The Annual

CONDITION OF EDUCATION

Report

2002

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

2002

Printed on Recycled Paper

State Board of Education

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa

State Board of Education

Gene E. Vincent, President, Carroll
Sally J. Frudden, Vice President, Charles City
James Billings, Spirit Lake
Charles C. Edwards, Jr., Des Moines
Sister Jude Fitzpatrick, Davenport
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Donald L. Roby, Decorah
Kay E. Wagner, Bettendorf

Administration

Ted Stilwill, Director and Executive Officer
of the State Board of Education
Gail Sullivan, Chief of Staff

PREKINDERGARTEN, ELEMENTARY, AND SECONDARY EDUCATION

in Iowa

Iowa Department of Education

Division of Financial and Information Services
Leland Tack, Administrator

Bureau of Planning, Research & Evaluation
Shawn Snyder, Chief
Xiaoping Wang, Consultant
Alison Radl, Consultant
Betsy Lundy, Consultant
Becky Erickson, Graphic Artist

To the Citizens of Iowa

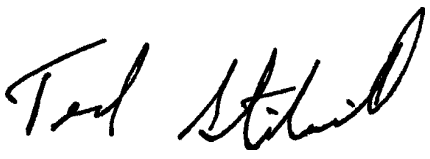
Having good information for decision making and policy setting has always been important. Today's focus on accountability makes it more important than ever to have appropriate information for decision making and strong information systems. It is very apparent that one of the cornerstones of the new federal No Child Left Behind legislation is accountability and providing information to policymakers and community leaders.

This 2002 document is the thirteenth edition of *The Annual Condition of Education Report*. The document includes some additional information previously not reported. Among the new items are graduation rates, information of schools in need of improvement, and teacher qualifications. Graduation rates have been estimated for each district for the past five years. In addition, graduation rates are reported by students' gender, race/ethnicity, and enrollment size of districts. Also included in this edition is additional information required to be reported under No Child Left Behind, namely descriptive information on "schools in need of improvement" and "highly qualified" teachers.

As school districts continue to report indicators of progress to parents, students, communities, and state officials, I hope this resource serves to provide useful comparisons. We have provided information regarding trends as well as information by the enrollment size category of districts.

A key part of the report is the indicators of success. Numerous pieces of information could be reported; however, we believe that focusing on a few selected core academic indicators provides information useful to judge the overall success of the education system and improvements to the system. We have and will continue to see the benefits of Iowa's teacher quality initiatives, data driven leadership, and a clear focus on improving achievement in the core content areas of reading and mathematics. Increased student achievement will be accomplished by better instruction which is improved through quality professional development.

As always, I encourage your suggestions for improving this resource document.



Ted Stilwill
Director, Department of Education

Dedication

On May 15, 2002, Dr. David J. Alvord passed away after battling cancer for a number of years. He worked in the Department of Education for 33 years, most recently as the Chief of the Bureau of Planning, Research, and Evaluation. As many readers know, he was always willing to provide information, share data, and discuss the data collected by the Department. This document, *The Annual Condition of Education Report*, was representative of the work of which he was most proud. Dr. Alvord was involved from the very beginning of creating an annual condition of education report for the state of Iowa and had been personally involved in writing each report. He helped establish standards, content, format and style that has guided and improved the report over the last twelve years. His attention to accuracy, detail and consistency, along with his exceptional ability to write, all combined to produce this useful and high quality resource each year. Dr. Alvord's personal and professional integrity and his high standards were clearly reflected in each report and are also apparent in numerous other reports, tables, charts, and graphs prepared by the Department. It is with great respect, love and appreciation that this edition of *The Annual Condition of Education Report* is dedicated to Dr. David J. Alvord.

Acknowledgments

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

Contents

Contents

Contents

Contents

BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

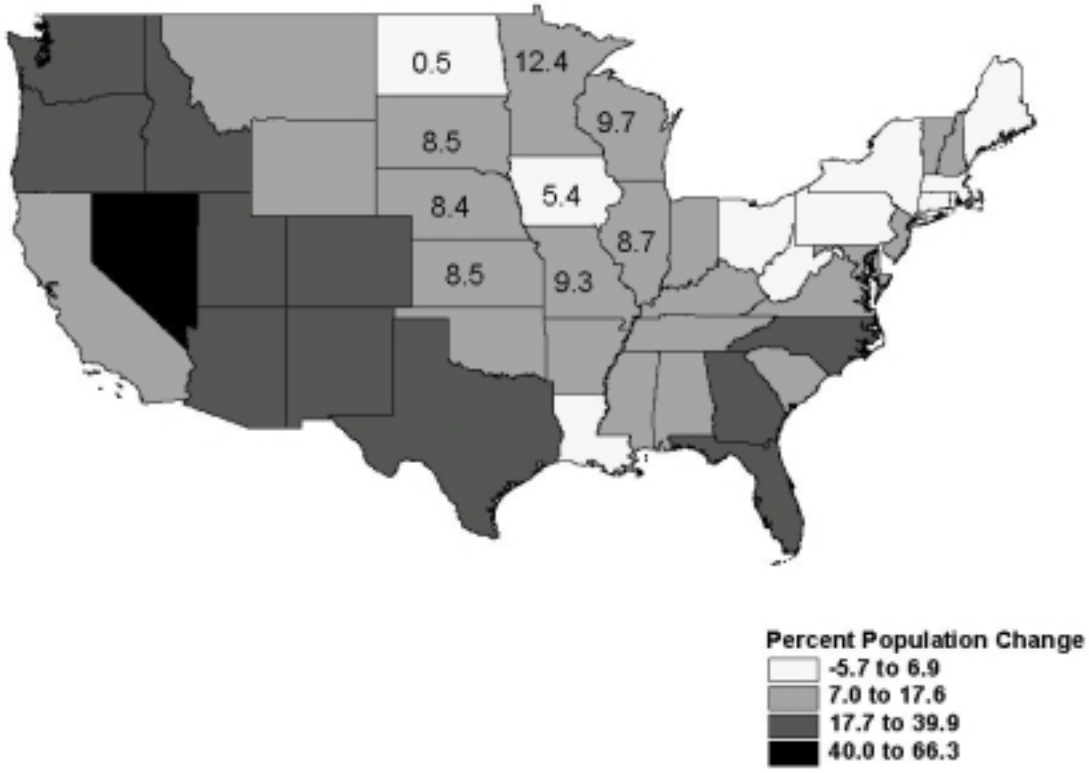
The Background Demographics sections was added to The Annual Condition of Education Report in the 1997 edition. The intent has been to examine information pertaining to a demographic, economic, and social nature that provide a context for interpreting and analyzing the condition of education. Information contained within the background demographics section examines changes and trends over the past few years and compares Iowa with the nation and other states.

The population and demographics portion includes information pertaining to trends and characteristics of the state, individual counties, surrounding states, and the nation and includes information on total population, birth rates, migration, and age. The economic information examines unemployment, wage and income data, and the gross state product. Social characteristics include data on home ownership rates, computer and internet access, poverty levels, immunization rates, educational attainment and earning levels, percentage of registered voters, out-of-wedlock births, and rankings of the most livable states.

Population and Demographics

Population Change

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



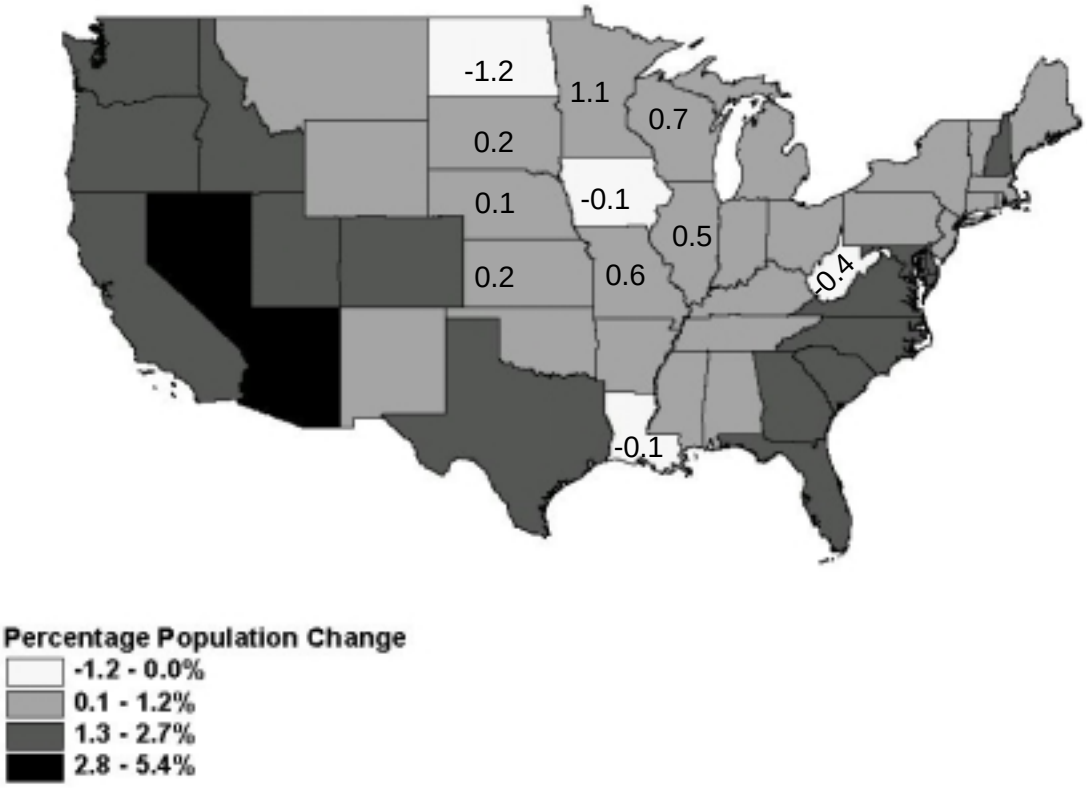
Source: U.S. Census Bureau, Census 1990 and Census 2000, *Population and Housing Unit Counts*, United States (1990 CPH-2-1). http://www.census.gov

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

Population and Demographics

Population Change

FIGURE 2B — POPULATION CHANGE FOR MIDWEST STATES 2000 TO 2001



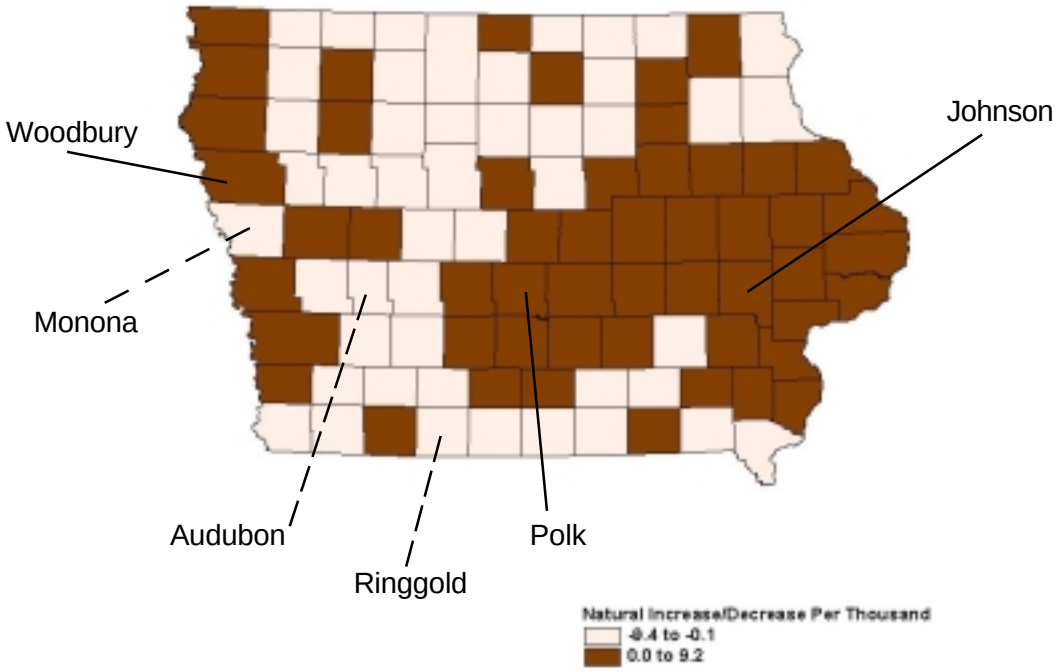
Source: U.S. Census Bureau, Table ST-2001EST-02 - Estimated State Demographic Components of Change: April 1, 2000, to July 1, 2001.

- Iowa experienced a decline in population of 0.1 percent from April 1, 2000, to July 1, 2001.
- North Dakota, Louisiana, and West Virginia also showed declines in population from April 1, 2000, to July 1, 2001.
- Iowa's decline in population was attributed to domestic migration out of the state. Domestic migration is when individuals move within the United States.

Population and Demographics

Iowa Natural Increase/Decrease

FIGURE 3B — NATURAL INCREASE/DECREASE PER THOUSAND POPULATION IOWA BY COUNTY, 2000

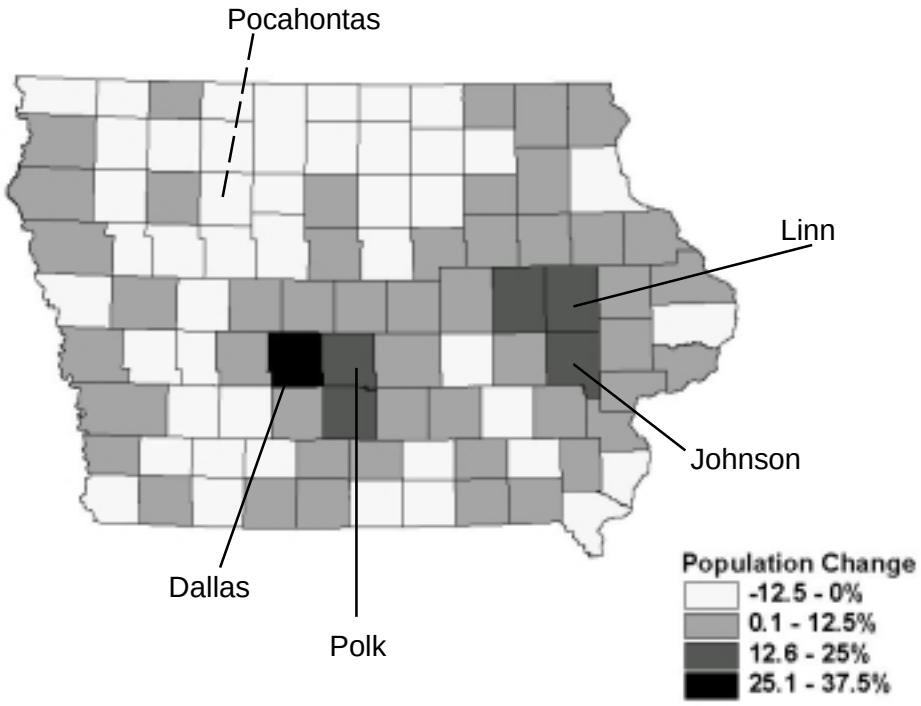


Source: Iowa Department of Public Health, Center for Health Statistics, "2000 Resident Natural Increase."

- The state showed a natural increase rate, births less deaths per thousand population, of 3.6 in 2000.
- Woodbury (7.2), Johnson (8.0), and Polk (9.2) counties experienced the highest positive natural increase rates in the state for 2000.
- Forty-seven counties reported decreases with Audubon (9.4), Monona (6.8) and Ringgold (5.5) experiencing the lowest natural rates in the state.
- Counties with a natural increase/decrease of zero or less will lose population unless people move into the county.

Iowa Population Change

FIGURE 4B — IOWA POPULATION CHANGE BY COUNTY
1990-2000

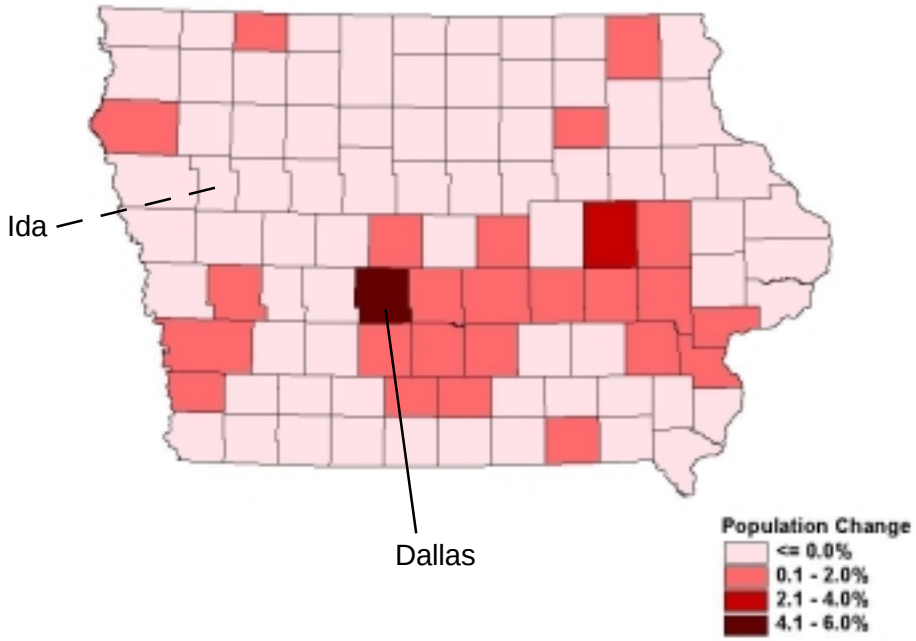


Source: U.S. Census Bureau, Census 1990 and Census 2000.
http://www.census.gov

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

Iowa Population Change

FIGURE 5B — IOWA POPULATION CHANGE BY COUNTY
2000-2001

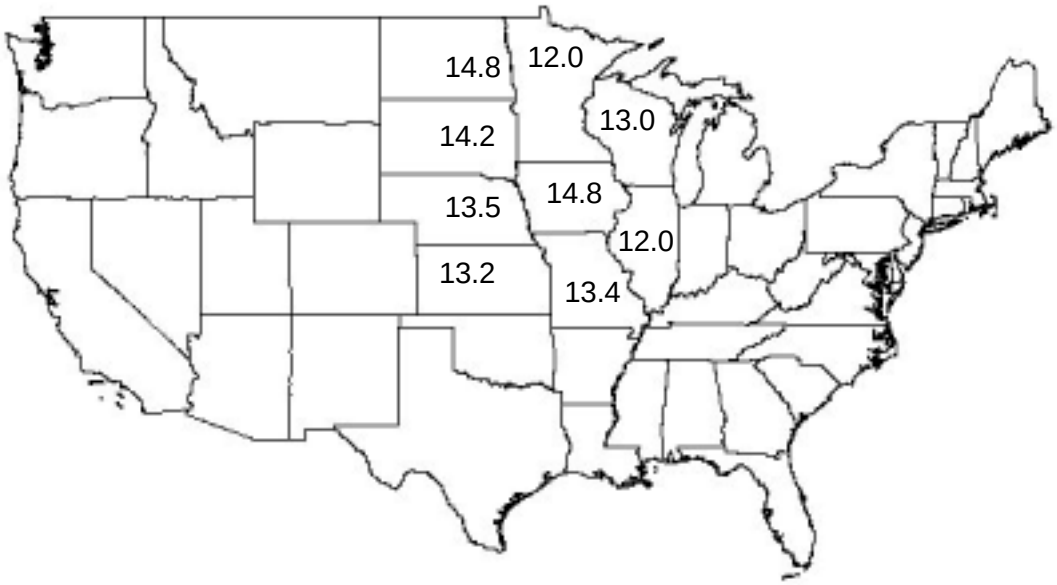


Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2001 Estimates File.

- Ida County showed the largest decrease (2.4 percent) in population from 2000 to 2001. Ida County contained no urban areas or clusters in the 2000 census. Seventy-one other counties also showed a decrease in population.
- Dallas County experienced the largest percent increase in population from 2000 to 2001 (5.3 percent). This was a continuation of the growth Dallas County has experienced over the last 11 years.

Aging Iowa

FIGURE 6B — PERCENT OF POPULATION AGE 65 AND OLDER BY STATE, 2001



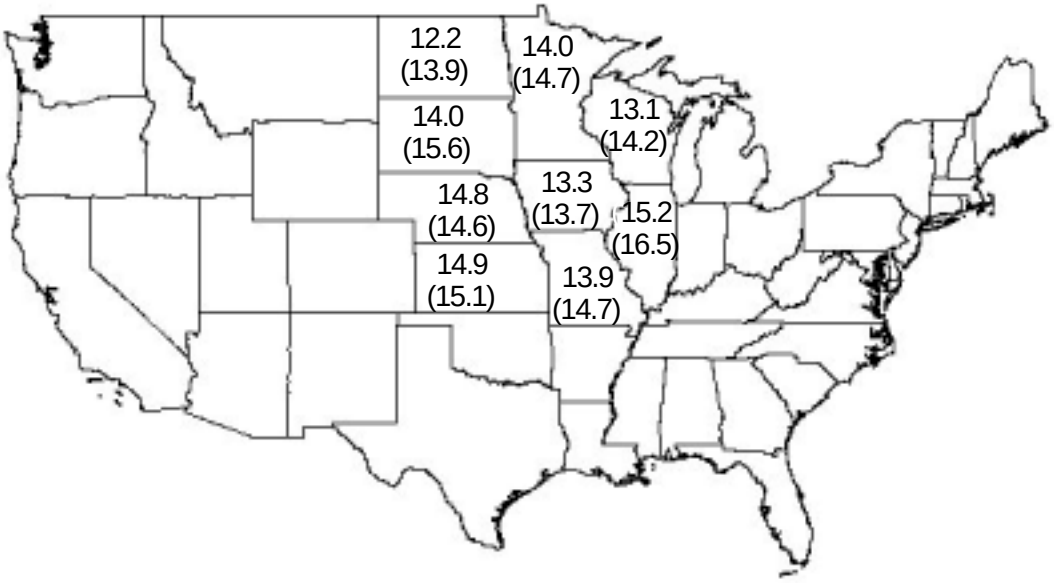
Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2001 Estimates File.

- Iowa ranked fourth in the nation in percent of persons 65 and older, surpassed only by Florida (17.4 percent), Pennsylvania (15.5 percent), and West Virginia (15.3 percent).
- For the nation as a whole 12.4 percent of the population was 65 and older in 2001 compared to 12.6 percent in 1990.
- Iowa and North Dakota had the highest percentage (14.8 percent) of citizens over age 65 in the midwest region in 2001.

Population and Demographics

U.S. and Iowa Birth Rates

FIGURE 7B — BIRTHS PER THOUSAND POPULATION FOR IOWA AND MIDWEST STATES, 1992 AND 2000

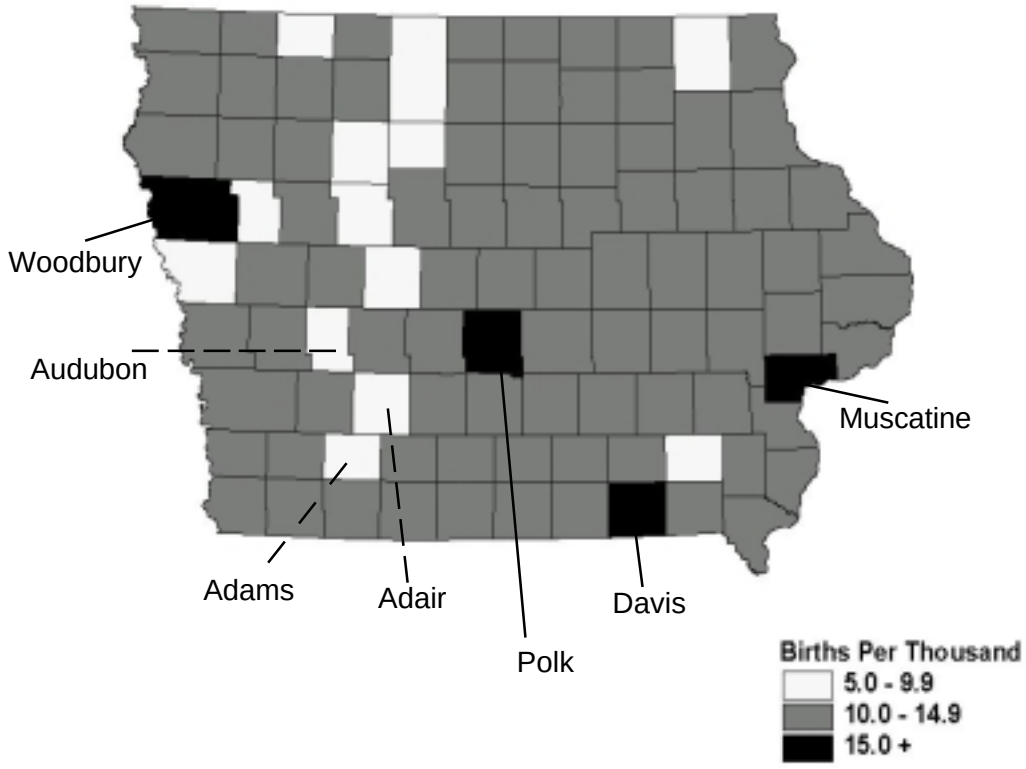


Source: Centers for Disease Control and Prevention, National Center for Health Statistics, "National Vital Statistics Report", Vol. 50, Number 5.

- Iowa's birth rate in 2000 was 13.3, a slight increase from 1999's rate of 13.1.
- Birth rates in six midwestern states were lower than the national rate (14.7) in 2000.
- All midwest states declined compared to their 1992 rates, except Nebraska.

Iowa Births

FIGURE 8B — BIRTHS PER THOUSAND POPULATION
IOWA BY COUNTY, 2000



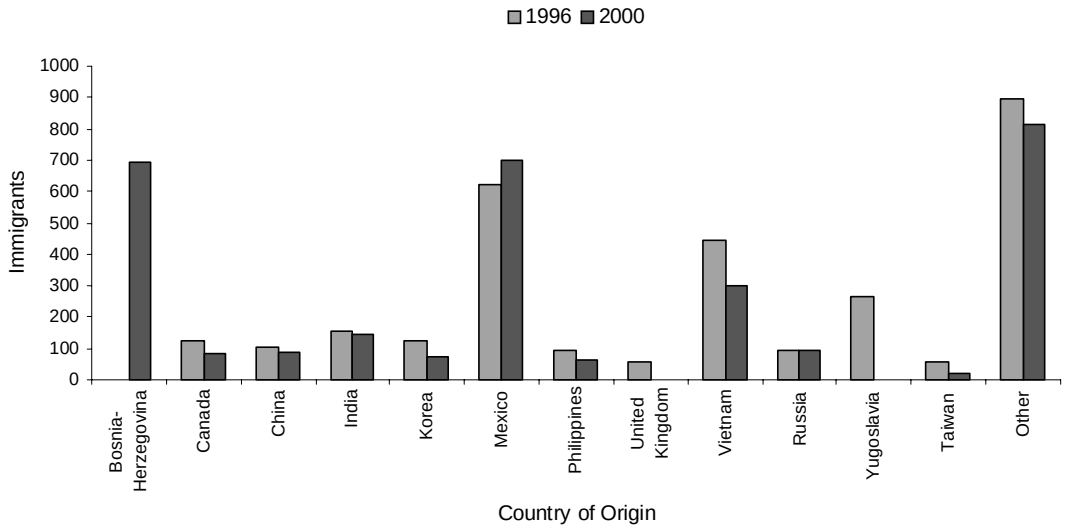
Source: Iowa Department of Public Health, Center for Health Statistics, "2000 Resident Live Births."

- Iowa showed a birth rate, births per thousand population, of 13.1 in 2000.
- Audubon (6.9), Adams (7.8) and Adair (8.2) counties experienced the lowest birth rate in the state for 2000.
- Eighteen counties reported birth rates higher than the state rate, with Davis (15.1), Muscatine (15.3), Woodbury (16.3), and Polk (16.6) experiencing the highest rates.

Population and Demographics

Iowa Immigrants

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



Source: U.S. Department of Justice, Immigration and Naturalization Service, "2000 Statistical Yearbook of the Immigration and Naturalization Service," "1996 Statistical Yearbook of the Immigration and Naturalization Service."

- The number of immigrants to Iowa continues to grow, increasing to 3,052 in 2000. Immigration in 2000 reached the second highest point in the past 13 years.
- Immigrants from Bosnia-Herzegovina and Mexico made up the largest segment of immigrants in 2000, with 692 immigrants from Bosnia-Herzegovina and 699 from Mexico.
- The number of immigrants from Bosnia-Herzegovina was up 408.8 percent from 1999.

Migration

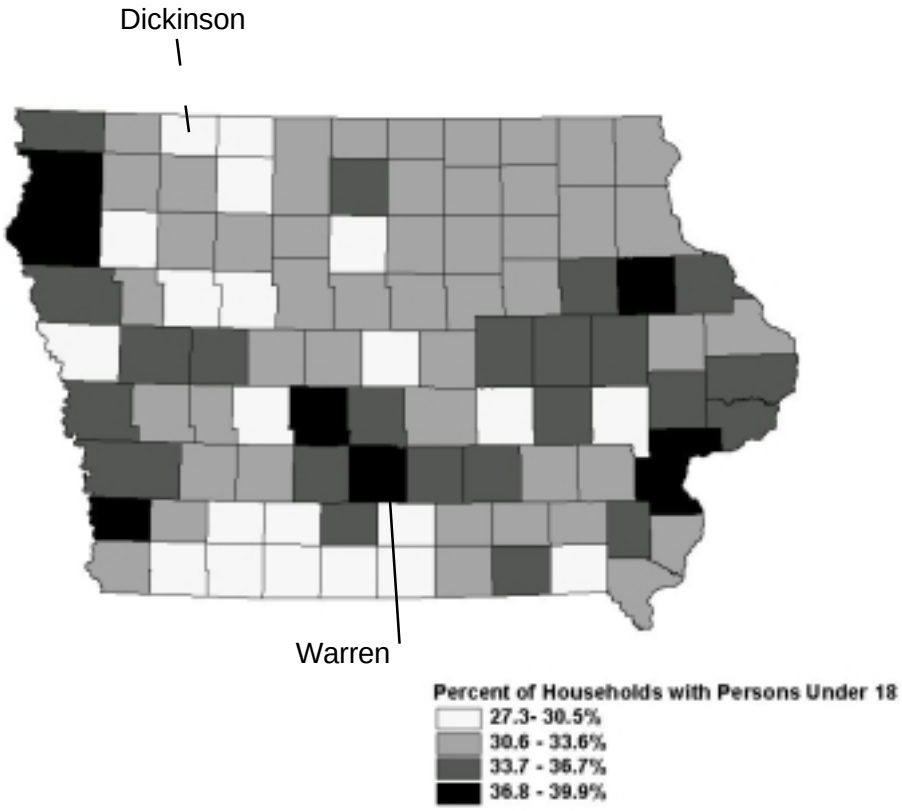
FIGURE 10B — ESTIMATED NET INTERNATIONAL MIGRATION 2000 TO 2001

Source: U.S. Census Bureau, Estimated State Demographic Components of Change, April 1, 2000, to July 1, 2001.

- Net international migration is the number of immigrants coming into a state minus the number of emigrants leaving a state. It includes legal immigration and an estimate of undocumented immigration.
- From April 2000 to July 2001, all states had more immigrants coming to their state than emigrants leaving their state.
- California had the largest share, 25.7 percent, of net international migration in the nation during this period, with 343,693 immigrants coming to their state.
- Iowa made up 0.3 percent of the net international migration in the nation with 4,606 immigrants entering the state.

Households

FIGURE 11B — HOUSEHOLDS WITH INDIVIDUALS UNDER 18 YEARS OF AGE
2000

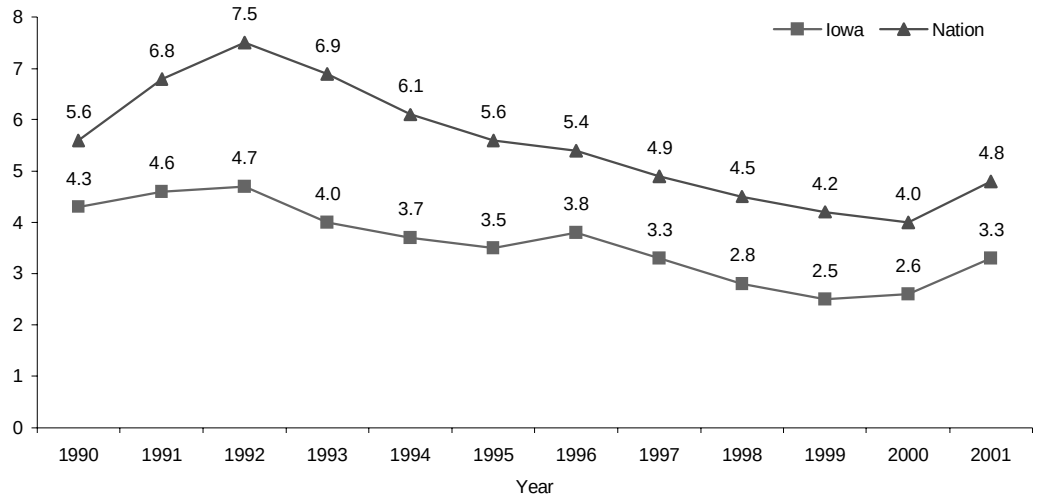


Source: U.S. Census Bureau, Census 2000.

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

Unemployment

FIGURE 12B — IOWA AND U.S. UNEMPLOYMENT RATES
2001



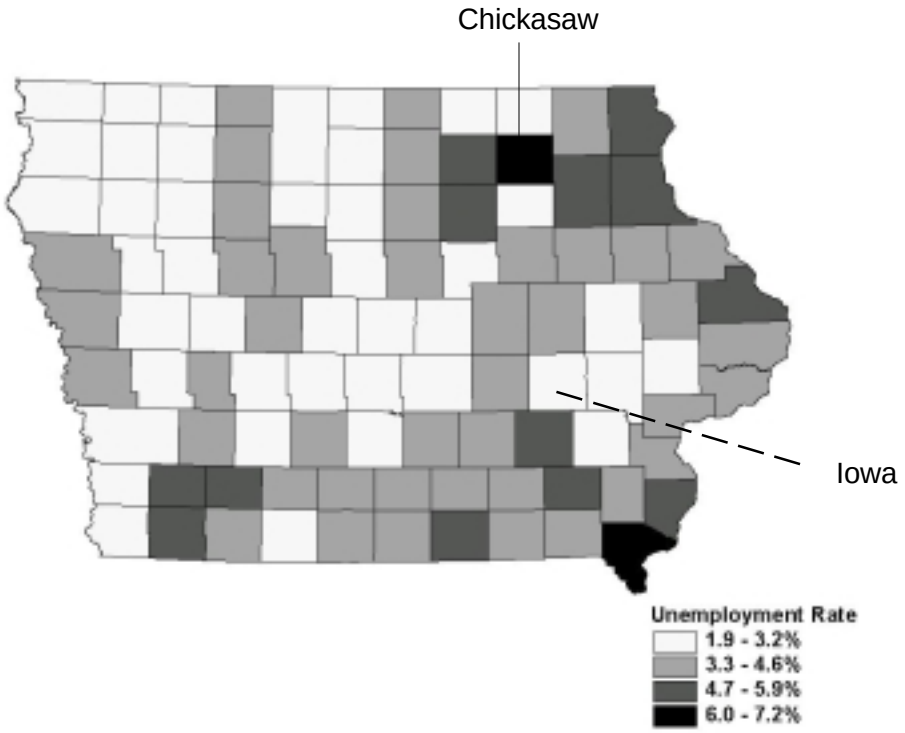
Source: U.S. Department of Labor, Bureau of Labor Statistics.
Iowa Workforce Development, Labor Market Information Bureau.

- The annual average unemployment rate for the nation increased for the first time since 1992 going from 4.0 percent in 2000 to 4.8 percent in 2001.
- Iowa's unemployment rate also increased from 2.6 percent in 2000 to 3.3 percent in 2001.
- In 2001, Iowa tied with South Dakota and Connecticut for the third lowest unemployment rate in the nation.
- The unemployment rate is the percentage of the labor force unemployed.

Economics

Iowa Unemployment

FIGURE 13B — UNEMPLOYMENT BY COUNTIES
2001



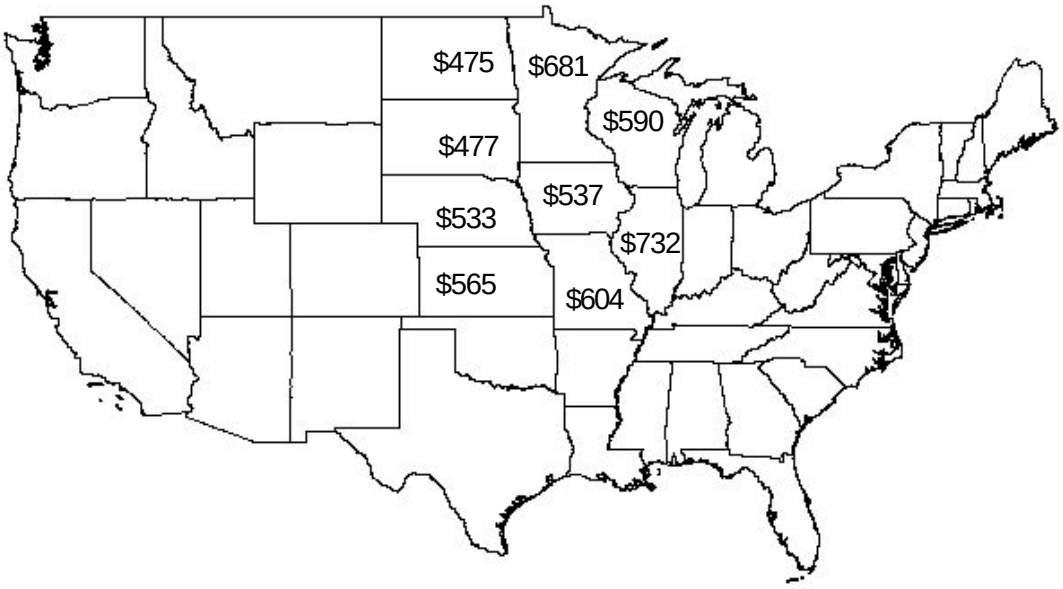
Source: Iowa Workforce Development, Labor Market Information Bureau.

- The statewide unemployment rate in 2001 was 3.3 percent.
- Iowa County experienced the lowest unemployment rate (1.9 percent) in 2001 and Chickasaw County the highest (7.2 percent).
- This is the second year in a row that Chickasaw County has experienced the highest unemployment rate in the state.
- The unemployment rate is the percentage of the labor force unemployed.

Economics

Average Weekly Wage

FIGURE 14B — AVERAGE WEEKLY WAGE FOR IOWA AND THE MIDWEST REGION 2000



Source: U.S. Department of Commerce, Bureau of Labor Statistics.

- The nation's average weekly wage increased to $679 in 2000 from $641 in 1999.
- Iowa showed the smallest percentage growth in average weekly wage for the midwest states from 1999 to 2000.
- The weekly wage for Iowans was 79.1 percent of the national average in 2000.

Per Capita Personal Income

TABLE 1B — PER CAPITA PERSONAL INCOME
2000-2001 (P)

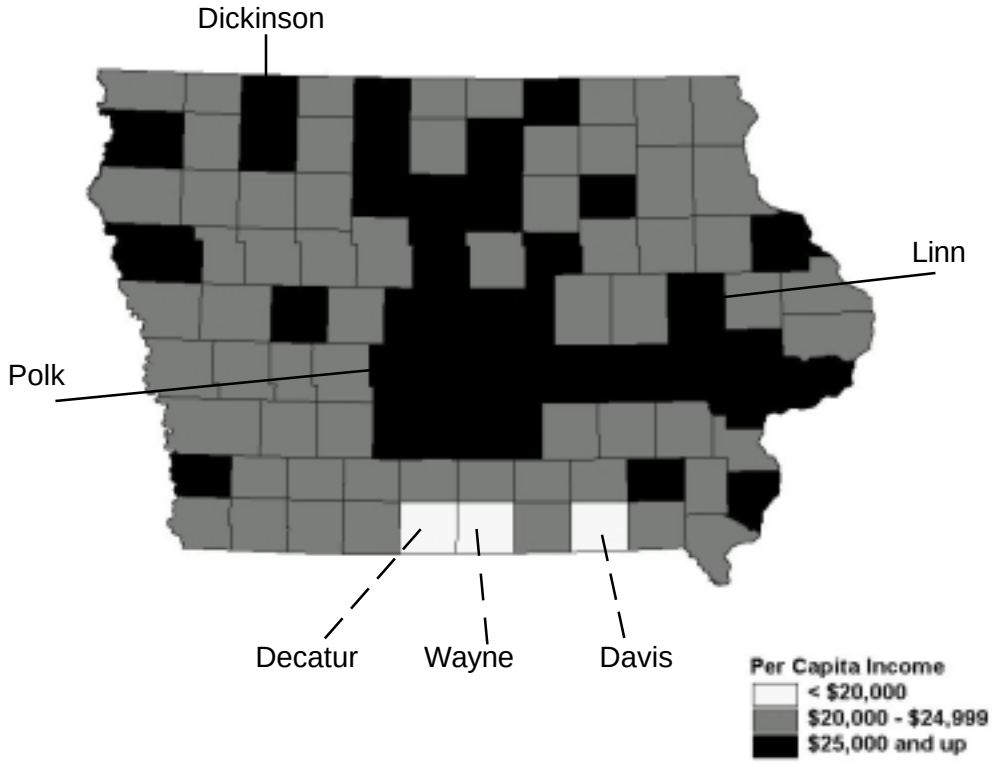
State	2000 Per Capita Personal Income	2001 (P) Per Capita Personal Income	2001(P) Midwest Rank	2001(P) National Rank
Nation	**29,469**	**30,271**	**-**	**-**
Minnesota	31,935	32,791	1	8
Illinois	31,856	32,755	2	9
Wisconsin	28,100	28,911	3	19
Nebraska	27,630	28,564	4	22
Kansas	27,374	28,507	5	24
Missouri	27,206	28,029	6	28
Iowa	**26,431**	**27,283**	**7**	**33**
South Dakota	25,958	26,301	8	36
North Dakota	24,708	25,538	9	37

Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Accounts Data.
Note: P - Preliminary data for 2001.

- Iowa's per capita personal income increased by 3.2 percent from 2000 to 2001.
- Nationally Iowa ranked 33rd in per capita personal income in 2001.
- Of the midwest states, South Dakota showed the smallest percentage increase in per capita personal income from 2000 to 2001, 1.3 percent.

Per Capita Income

FIGURE 15B — PER CAPITA INCOME IN IOWA BY COUNTY
2000



Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Accounts Data, Local Area Personal Income 2000.

- Iowa's per capita income increased 5.9 percent to $26,431 in 2000 from a revised 1999 figure of $24,962.
- Polk County topped the state in per capita personal income at $32,388 continuing the trend from the previous year. Linn ($31,686) and Dickinson ($29,742) counties came in second and third.
- Decatur ($17,305), Wayne ($19,293), and Davis ($19,747) counties ranked at the bottom with per capita personal income below $20,000.

Median Household Income

TABLE 2B — MEDIAN HOUSEHOLD INCOME
1999-2000

State	1999 Median Household Income	2000 Median Household Income	2000 Midwest Rank	2000 National Rank
Nation	**$40,816**	**$42,148**	-	-
Minnesota	47,240	50,865	1	3
Illinois	46,392	46,435	3	14
Wisconsin	45,825	45,349	4	16
Nebraska	38,787	38,574	6	33
Kansas	37,476	37,705	7	36
Missouri	41,466	47,462	2	11
Iowa	**41,238**	**42,993**	**5**	**21**
South Dakota	35,982	36,172	8	40
North Dakota	32,877	35,349	9	41

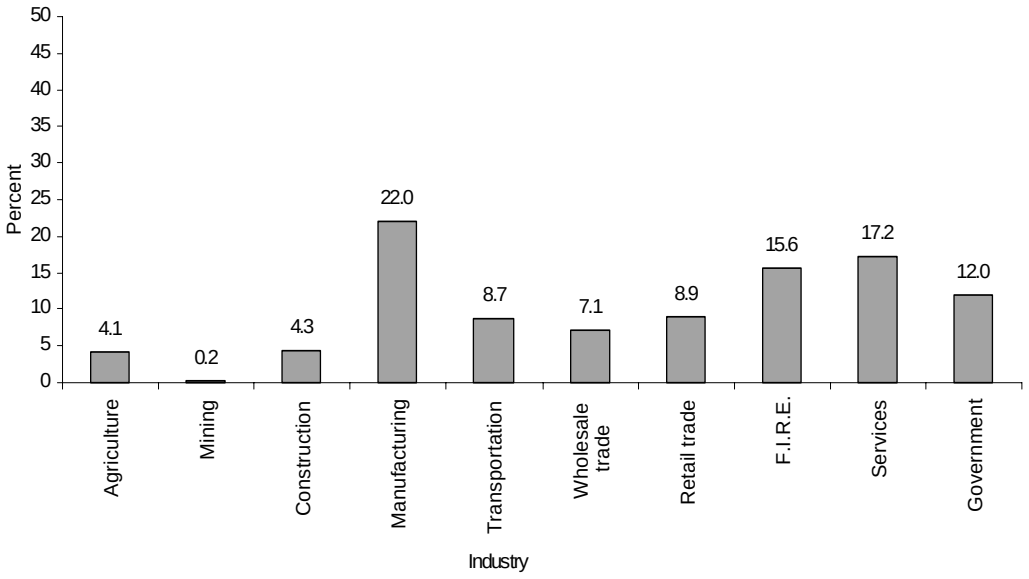
Source: U.S. Census Bureau, Current Population Survey, March 1999, 2000, 2001.

- Iowa's median household income topped the national median household income and ranked fifth in the midwest in 2000.
- Median income is the amount which divides the income distribution into two groups, half having incomes above the median and half having incomes below the median.
- Iowa's median household income increased by 4.3 percent from 1999 to 2000, nationwide median household income increased by 3.3 percent.

Economics

Iowa Gross State Product

FIGURE 16B — IOWA GROSS STATE PRODUCT BY INDUSTRY
2000



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

- Iowa's gross state product increased slightly in 2000 to $89,600,000,000 from the revised figure of $85,158,000,000 for 1999.
- Manufacturing continues to make up the largest share of Iowa's gross state product.
- Agriculture increased slightly from 1999 making up 4.1 percent of Iowa's gross state product.

Social

Homeownership Rates

TABLE 3B — HOMEOWNERSHIP RATES
2001

State	Home-ownership	Midwest Rank	National Rank
Iowa	**76.6**	**1**	**2**
Minnesota	76.1	2	4
Missouri	74.0	3	12
Wisconsin	72.3	4	17
South Dakota	71.5	5	20
North Dakota	71.0	6	25
Kansas	70.4	7	28
Nebraska	70.1	8	29
Illinois	69.4	9	33
Nation	**67.8**	**-**	**-**

Source: U.S.Census Bureau, Housing Vacancies and Homeownership Annual Statistics: 2001.

- Iowa ranked first in the midwest and second in the nation in homeownership for 2001.
- The U.S. homeownership rate was 67.8 percent in 2001.
- Iowa's homeownership rate increased 12.0 percent from the 1991 rate of 68.4 percent.
- The homeownership rate is the number of owner households divided by the total number of occupied households.

Computer and Internet Access

TABLE 4B — PERCENT OF HOUSEHOLDS WITH COMPUTERS AND INTERNET ACCESS FOR U.S. AND MIDWEST STATES 2001

State	Percent of Households with Computers	Percent of Households with Internet Access
Minnesota	64.6	55.6
Iowa	**59.4**	**51.0**
Kansas	57.5	50.9
Nation	**56.5**	**50.5**
Wisconsin	56.4	50.2
Nebraska	55.6	45.5
Missouri	55.3	49.9
South Dakota	55.3	47.6
Illinois	53.0	46.9
North Dakota	53.0	46.5

Source: U.S. Department of Commerce.

- Nationally, urban households continue to have a higher percentage of internet and computer access than rural households.
- In 2001, the national and Iowa percentage of households with internet access increased to over 50.0 percent.
- Internet and computer access for Iowa households continued to outpace the nation in 2001.
- In the midwest, only Minnesota had a higher level of internet and computer access than Iowa.

Social

Immunization Rates

TABLE 5B — PERCENT OF CHILDREN AGED 19-35 MONTHS IMMUNIZED
2000 STATE RANKINGS

State	Percent of Children Aged 19-35 Months 4:3:1:3:3 Series Vaccination	Midwest Rank	National Rank
Iowa	**82.5%**	**1**	**2**
Minnesota	82.4	2	3
North Dakota	80.3	3	7
Missouri	76.8	4	15
Nebraska	75.5	5	20
Wisconsin	74.2	6	23
South Dakota	73.6	7	25
Kansas	71.3	8	35
Illinois	71.2	9	36
Nation	**72.8**	**-**	**-**

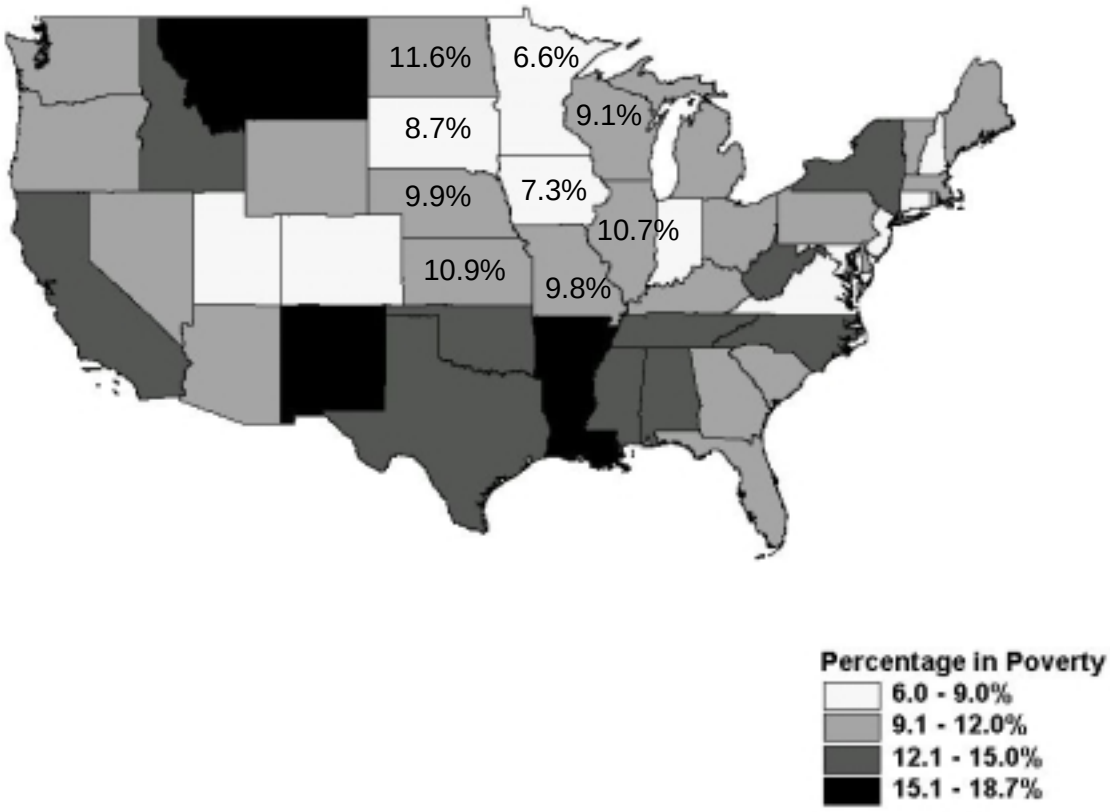
Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, "National, State, and Urban Area Vaccination Coverage Levels Among Children Aged 19-35 Months - United States, 2000", Morbidity and Mortality Weekly Report, Vol 50, No. 30, 8/30/01.

Note: The 4:3:1:3:3 series vaccination includes: four or more doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), diphtheria and tetanus toxoids (DT) or diphtheria and tetanus toxoids and acellular pertussis vaccine (DTaP); three or more doses of oral poliovirus vaccine; one or more doses of measles - containing vaccine (MCV); three or more doses of Haemophilus influenzae type b (Hib); and three or more doses of hepatitis B.

- Nationwide, 72.8 percent of children aged 19-35 months received the 4:3:1:3:3 series vaccination.
- Iowa's coverage of 82.5 percent ranked first in the midwest and second in the nation.

Poverty - States

FIGURE 17B — PERCENT OF POPULATION IN POVERTY BY STATE
1999-2000



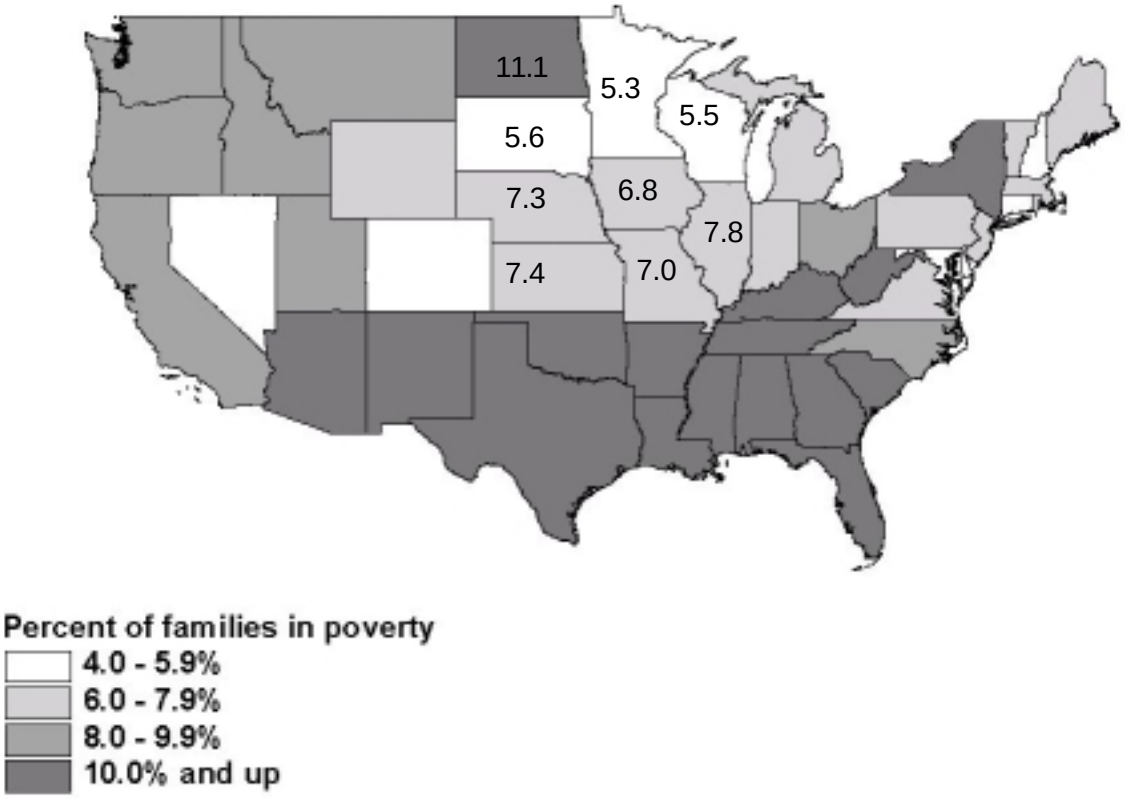
Source: U.S. Census Bureau, Current Population Survey, March 1999, 2000, and 2001.

- Poverty is based on family size and income thresholds. If a family's income is below a set threshold it is counted as poor. For example, in 2000 a family with two adults and two children and an annual income below $17,463 was considered poor.
- In 1999-2000, 7.3 percent of Iowa's population was in poverty.
- Iowa ranked fourth lowest in the nation in percent of population in poverty.
- In the midwest, only Minnesota had a lower percent of people than Iowa in poverty (6.6 percent).

Social

Poverty - States

FIGURE 18B — PERCENT OF FAMILIES IN POVERTY BY STATE
2001

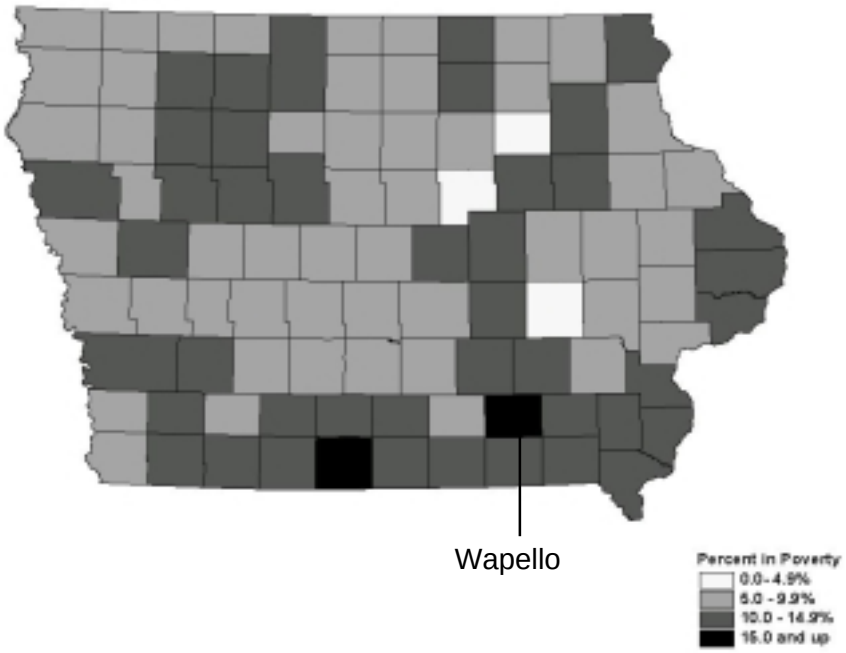


Source: U.S. Census Bureau, Current Population Survey, March 2001.

- In 2001, 6.8 percent of Iowa's families were in poverty, compared to 9.2 percent for families nationwide.
- Eight midwest states had a lower percentage of families in poverty than the U.S. rate.

Poverty - Iowa

FIGURE 19B — FAMILIES WITH CHILDREN UNDER 18 IN POVERTY
1999

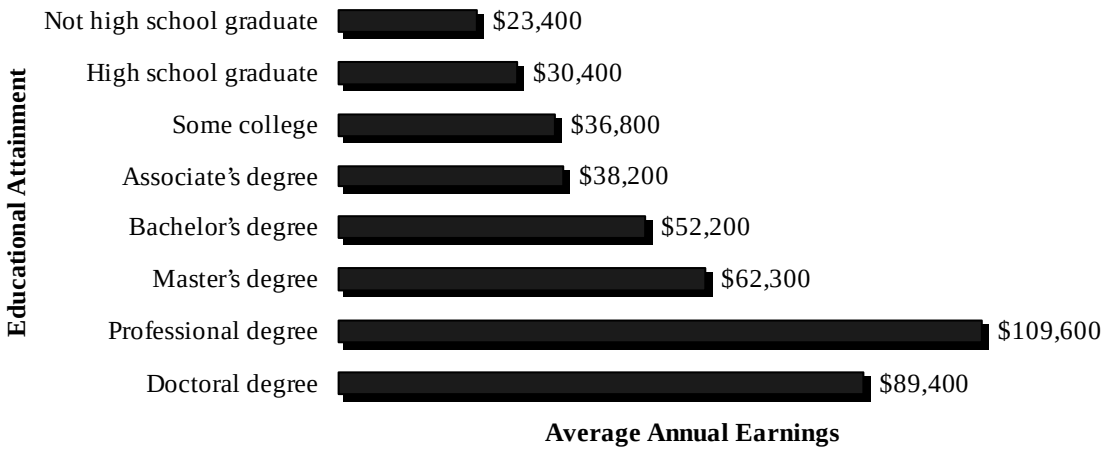


Source: U.S. Census Bureau, 2000 Census: SF3, Tables DP 3084, 3085, 3086.

- Iowa's southern tier of counties has the highest percentage of families in poverty in the state.
- In 1999, 16.6 percent of Wapello County's families were in poverty, the highest percentage in the state.
- Statewide 9.3 percent of Iowa's families were in poverty and nationwide 13.6 percent of families were in poverty.

Education and Earnings

FIGURE 20B — AVERAGE ANNUAL EARNINGS OF FULL-TIME WORKERS 25 TO 64 YEARS OLD BY EDUCATIONAL ATTAINMENT 1997-1999

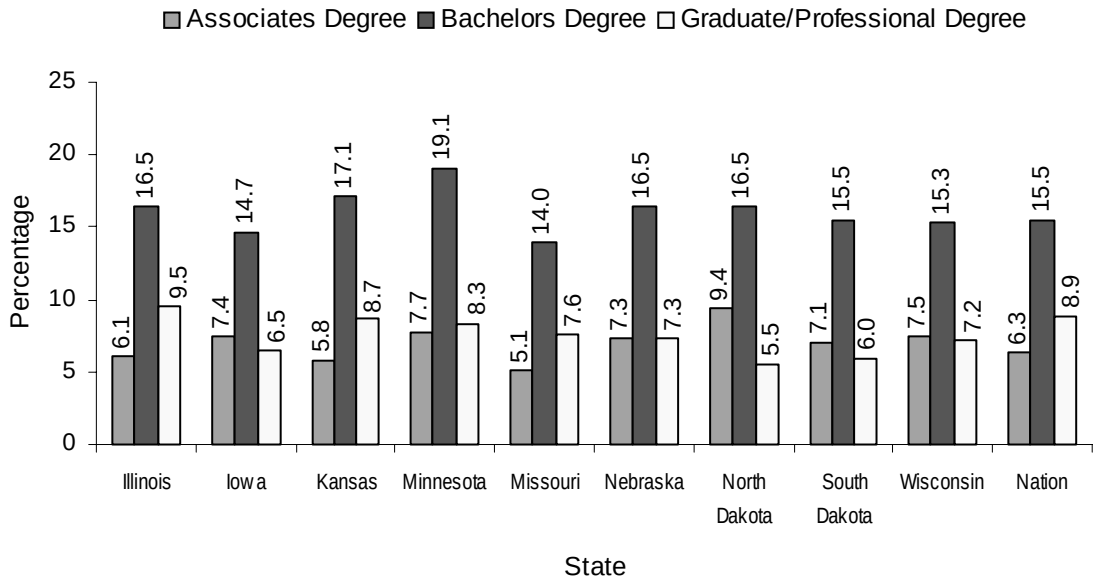


Source: U.S. Census Bureau, Current Population Surveys, March 1998, 1999, and 2000.

- Average annual earnings increased as educational attainment increased.
- Workers with a professional degree (M.D., J.D., D.D.S., or D.V.M.) earned the highest with an average annual salary of $109,600.
- Nationally, 24.4 percent of the population had a bachelor's degree or higher in the 2000 census.

Educational Attainment

FIGURE 21B — EDUCATIONAL ATTAINMENT
POPULATION 25 YEARS AND OLDER
IOWA AND MIDWEST STATES
2000



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

- According to the 2000 Census, 21.2 percent of Iowan's earned a bachelor's degree or higher.
- Nationally, 24.4 percent of the population earned a bachelor's degree or higher.
- Iowa lagged behind other midwestern states in graduate/professional degrees with only 6.5 percent of Iowa's population earning an advanced degree. Nationally, 8.9 percent of the population has a graduate/professional degree.

Social

Educational Attainment

TABLE 6B —PERCENT OF POPULATION 25 YEARS AND OLDER COMPLETING HIGH SCHOOL AND COLLEGE IN IOWA AND MIDWEST STATES 2000

State	Percent Completing High School or Higher	Regional Rank	Percent Attaining Associates Degree or Higher	Regional Rank
Minnesota	87.9%	1	35.1%	1
Nebraska	86.6	2	31.1	5
Iowa	**86.1**	**3**	**28.6**	**7**
Kansas	86.0	4	31.6	3
Wisconsin	85.1	5	30.0	6
South Dakota	84.6	6	28.6	7
North Dakota	83.9	7	31.4	4
Illinois	81.4	8	32.1	2
Missouri	81.3	9	26.7	9
Nation	**80.4**		**30.7**	

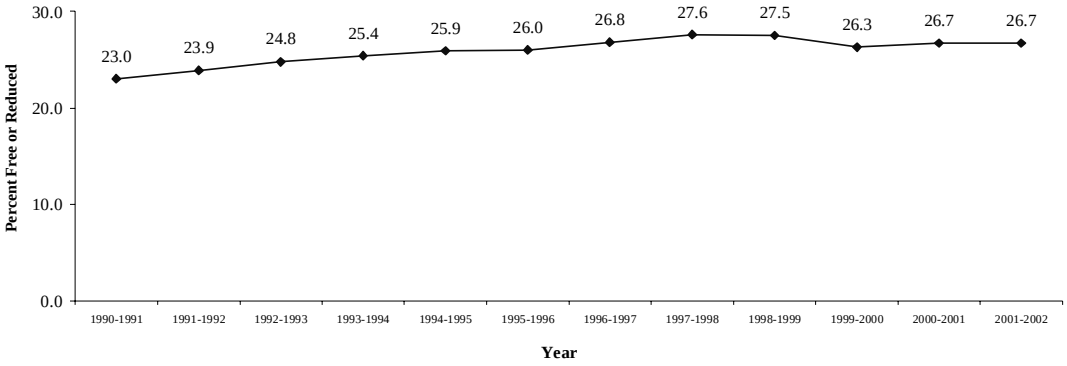
Source: U.S. Census Bureau, Census 2000.

.

- The proportion of Iowans with high school diplomas or higher exceeded the national rate.
- All midwestern states topped the nation in the percentage of their population completing high school or higher.
- Five midwestern states experienced a percentage of their population attaining an associates degree or higher greater than the nation.
- Iowa was tied with South Dakota for second lowest in the midwest in the percentage of its population with an associates degree or higher.

Eligible for Free or Reduced Price Meals

FIGURE 22B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS 1990-1991 TO 2001-2002



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

- The percentage of students eligible for free or reduced price meals increased over the past decade to 26.7 in 2001-2002.
- The high point during the past ten years was 27.6 during the 1997-1998 school year.

Eligible for Free or Reduced Price Meals

TABLE 7B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY 2000-2001 TO 2001-2002

Enrollment Category	2000-2001 Number	Free or Reduced Percent	2001-2002 Number	Free or Reduced Percent
<250	1,412	36.9	1,686	37.1
250-399	5,066	28.8	4,780	29.8
400-599	9,566	25.3	9,567	24.5
600-999	18,266	23.1	17,628	23.2
1,000-2,499	30,593	24.2	29,897	24.7
2,500-7,499	21,937	22.8	21,207	21.5
7,500+	44,737	34.1	44,789	34.3
State	131,577	26.7	129,554	26.7

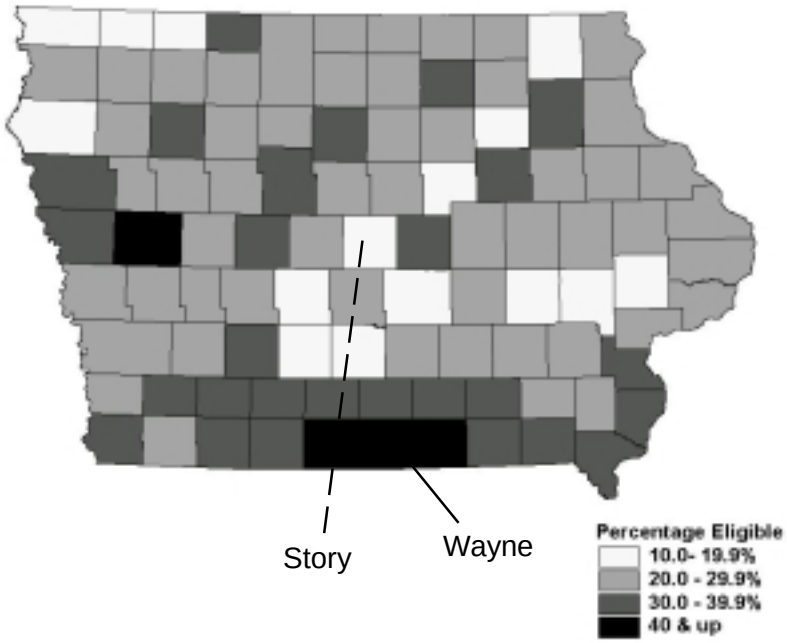
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free or Reduced Price Meal Eligibility Files.

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

- The total number of students eligible for free or reduced price meals declined slightly from the previous year although the percentage remained the same.
- As in previous years, the smallest and largest districts had the highest percentage of students eligible for free or reduced price meals.

Eligible for Free or Reduced Price Meals

FIGURE 23B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY COUNTY 2001-2002



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free or Reduced Price Meal Eligibility Files.
Note: School districts are grouped by county on the basis of location of the administrative office. Since a substantial number of school district boundaries cross county lines, classification by county should be considered somewhat artificial.

- During the 2001-2002 school year, 26.7 percent of public school students were eligible for free or reduced price meals, the same percent as 2000-2001.
- Story County reported the lowest percentage of students eligible for free or reduced price meals (12.9 percent).
- Wayne County reported the highest percentage of students eligible for free or reduced price meals (43.1 percent).

Social

Voters

TABLE 8B — POPULATION REGISTERED TO VOTE AND VOTED IN MIDWEST STATES 2000

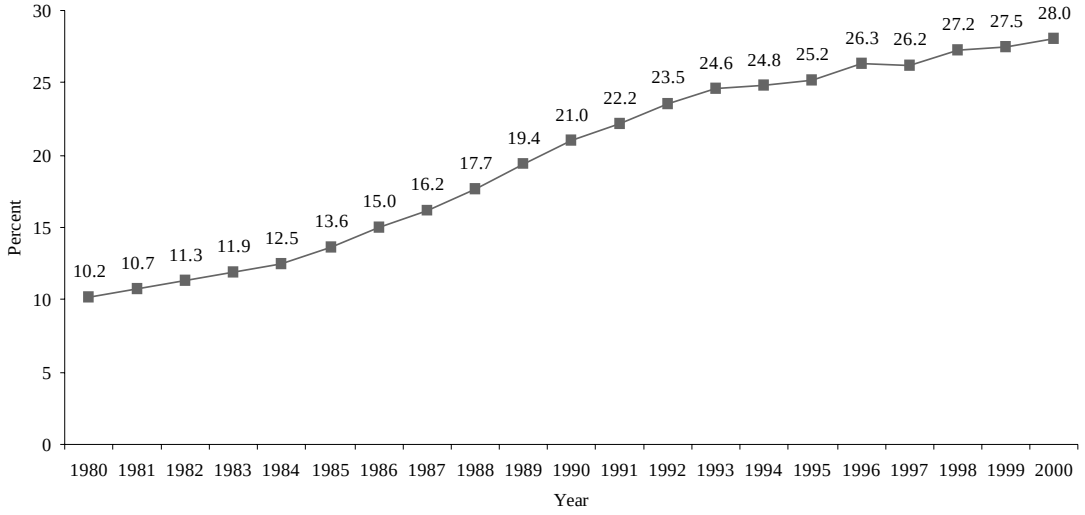
State	Voting-age Population	Percent Registered	Percent Voted
North Dakota	449,000	91.1	69.8
Minnesota	3,506,000	76.7	67.8
Wisconsin	3,884,000	76.5	67.8
Missouri	4,066,000	74.3	65.4
Iowa	**2,110,000**	**72.2**	**64.1**
Kansas	1,908,000	67.7	60.2
Nebraska	1,205,000	71.8	58.9
South Dakota	530,000	70.9	58.7
Illinois	8,859,000	66.7	56.8
Nation	**202,609,000**	**63.9**	**54.7**

Source: U.S. Census Bureau, *Statistical Abstract of the United States: 2001*, Table 402.

- In the nation, only 63.9 percent of individuals of voting age were registered to vote and only 54.7 percent of the voting age population voted in 2000.
- All midwest states had a higher percentage of the voting-age population registered to vote and voting than the nation as a whole.
- Iowa ranked fifth in the midwest in percentage of registered voters.

Out-of-Wedlock Births

FIGURE 24B — IOWA, OUT-OF-WEDLOCK BIRTHS AS A PERCENT OF TOTAL RESIDENT LIVE BIRTHS 1980-2000



Source: Iowa Department of Public Health, Center for Health Statistics, Resident Live Births, 1980-2000, and "Vital Statistics of Iowa 2000".

- Iowa out-of-wedlock births increased to 28.0 percent of total births in 2000, continuing the upward trend since 1974.
- Nationally, the percentage of out-of-wedlock births increased to 33.2 percent in 2000 continuing the upward trend.
- Nationally, and in Iowa, out-of-wedlock births for teenagers declined.
- In Iowa, out-of-wedlock births for 15-19 year olds declined from 33.4 percent of total out-of-wedlock births in 1996 to 29.5 percent in 2000.
- Nationally, the out-of-wedlock birth rate for 15-19 year olds declined from 42.9 in 1996 to 39.6 in 2000. (Rates are live births to unmarried women per 1,000 unmarried women.)

Most Livable States

TABLE 9B — TEN MOST LIVABLE STATES
2002

State	2001 Rank	2002 Rank
Minnesota	1	1
Iowa	**3**	**2**
New Hampshire	13	3
Virginia	4	4
Massachusetts	9	5
Nebraska	10	6
Colorado	2	7
Wyoming	12	8
Connecticut	6	9
New Jersey	11	10

Source: State Rankings 2002, Morgan Quinto Press.
Note: Based on averaged rankings of the following 43 categories:
1. Percent change in number of crimes (1999 to 2000); 2. Crime rate; 3. State prisoner incarceration rate; 4. State cost of living index; 5. Pupil-teacher ratio in public elementary and secondary schools; 6. Unemployment rate; 7. Percent of non-farm employees in government; 8. Electricity prices; 9. Hazardous waste sites on the national priority list per 10,000 square miles; 10. State and local taxes as a percent of personal income; 11. Per capita state and local government debt outstanding; 12. Percent of population not covered by health insurance; 13. Births of low birthweight as a percent of all births; 14. Teenage birth rate; 15. Infant mortality rate; 16. Age-adjusted death rate by suicide; 17. Populations per square mile; 18. Divorce rate; 19. Poverty rate; 20. State and local government spending for welfare programs as a percent of all spending; 21. Percent of households receiving food stamps; 22. Deficient bridges as a percent of total bridges; 23. Highway fatality rate; 24. Fatalities in alcohol-related crashes as a percent of all highway fatalities; 25. Per capita gross state product; 26. Percent change in per capita gross state product: 1995 to 1999 (adjusted in constant 1996 dollars); 27. Per capita personal income; 28. Change in per capita personal income: 1999 to 2000; 29. Median household income; 30. Public high school graduation rate; 31. Percent of population graduated from high school; 32. Expenditures for education as a percent of all state and local government expenditures; 33. Percent of population with a bachelors degree or more; 34. Books in public libraries per capita; 35. Per capita state art agencies' legislative appropriations; 36. Annual average weekly earnings of production workers on manufacturing payrolls; 37. Job growth: 2000 to 2001; 38. Normal daily mean temperature; 39. Percent of days that are sunny; 40. Homeownership rate; 41. Domestic migration of population: 2000 to 2001; 42. Marriage rate; and 43. Percent of eligible population reported voting.

- Iowa was the second most livable state in 2002, up from third place in 2001.
- Minnesota remained at the top of the list for the sixth year in a row.

INTRODUCTION TO GRADES PK-12

During the 2001-2002 school year, Iowa schools served 529,404 K-12 students in 1,521 public and 210 accredited nonpublic schools. Iowa maintained 371 public school districts operating 367 high schools and 835 elementary schools. Nearly 80 percent of Iowa's public high schools enrolled fewer than 500 students in grades 9-12 and 37 percent of high schools enrolled fewer than 200 students.

Over 46,000 licensed staff served Iowa's public and nonpublic schools in 2001-2002, of which over 39,000 were teachers. There were 1,443 beginning full-time public school teachers in 2001-2002. The average salary for full-time public school teachers in Iowa in 2001-2002 was $38,230. There were just over 1,200 full-time public and nonpublic school principals in the state and 328 full-time public school superintendents. The average salary for full-time public school principals was $66,351 and $84,255 for full-time superintendents in 2001-2002.

Iowa's schools were served by 15 area education agencies (AEAs), which provided support in emerging education practices, planning, professional development, media and technology services. AEAs provide services for students with disabilities as well as assist schools in curriculum and instruction development. Iowa's AEAs employed 2,675 licensed staff to provide assistance to Iowa schools in 2001-2002.

Average class size for kindergarten, first, second, and third grade in Iowa was 18.6, 18.5, 19.4 and 20.4 respectively in 2001-2002. Average class size declined for each grade level since the 1998-1999 school year, the first year class size data was collected.

There were 3.9 pupils per computer in 2001-2002 compared to 4.1 in 2000-2001.

Over 200 districts sent some Basic Educational Data Survey (BEDS) data to the Department electronically through Project EASIER in 2001-2002. In 2001-2002, seven BEDS forms could be completed through Project EASIER. Districts not participating in Project EASIER completed their BEDS reporting requirements by entering their data on the Department's BEDS web site. The BEDS web site performed edits on the numbers entered, limiting the need to contact districts after data collection was over to verify data. Project EASIER was expanded in 2001-2002 to allow some high schools to send transcripts electronically to Iowa State University and the University of Northern Iowa.

There are two major tests taken by the majority of Iowa grades 3 to 11 students; the Iowa Tests of Basic Skills (ITBS) for students in grades 3 through 8 and the Iowa Tests of Educational Development (ITED) for students in grades 9 through 11. Statewide summary results for the ITBS and ITED are provided in the Student Performance Chapter of this report.

The percentage of Iowa grade 4, 8, and 11 students achieving proficient level or higher on the reading and math tests by the Iowa Testing Programs as state indicators are also reported by gender, race/ethnicity, and other subgroups in *The Annual Condition of Education Report.*

Each year, over 60 percent of the Iowa high school seniors take the American College Testing (ACT) Assessment and about 5 percent of the Iowa 12th graders take the Scholastic Assessment Test (SAT) to approach postsecondary education. Iowa ACT tested graduates have been ranked one of the top three states, along with Wisconsin and Minnesota, compared to the states where the ACT has been taken by more than 50 percent of high school graduates. Iowa ranked one of the top two states in the nation on the SAT Reasoning Tests. However, there is only a very small percent of total Iowa graduates that have taken the SAT.

Iowa Advanced Placement (AP) participation has grown in the last ten years.

Iowa had the lowest grade 9-12 dropout rate in the nation in 1999-2000 and the third highest high school graduation rate in the nation for the years of 1995, 1999 and 2000, just behind Wisconsin and North Dakota. The percentage of Iowa high school graduates pursuing or intending to pursue postsecondary education/training increased from 61.4 percent in 1985 to 82.7 percent in 2001. In 2002, 82.4 percent of the Iowa high school seniors intended to pursue postsecondary education/training. Since 1992-1993, the number of Iowa high school students participating in the Postsecondary Enrollment Option (PSEO) program has increased 211 percent and the number of courses taken has increased 270 percent.

In 2001-2002, 26 of the 1,521 Iowa public schools out of 20 districts were determined to be in need of improvement. The 26 schools are listed in *The 2002 Annual Condition of Education Report*.

Iowa's 371 school district's are funded through a combination of federal, state, and local sources. The information presented in the Finance section reflects revenues and expenditures for the 2000-01 year and budget information up to and including the 2002-03 year. The 2000-01 information is the most current information on actual revenues and expenditures. The Finance section displays the revenue and expenditure information, taxes levied, tax rates, and taxable valuation statewide and by size of districts. School districts' budgets across all funds total $3.5 billion in the 2002-03 school year. The largest portion of a school district budget is regular program cost under a district's general fund. The formula driven regular program cost is funded through a combination of state aid and local property tax dollars.

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

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

ENROLLMENT

The number of languages spoken by English Language Learner (ELL) students has increased, as has the ethnic diversity in Iowa's classrooms expanding the variety of data collected by the Iowa Department of Education. Enrollment statistics present information for the 2001-2002 school year as well as trends over time. Basic Educational Data Survey (BEDS) data presented is collected on the third Friday in September. Within the enrollment section are data for accredited nonpublic schools as well as all 371 public school districts. Enrollment statistics are also summarized by district size. Included are: enrollment histories and five-year projections, enrollments by grade level, high school enrollments, distributions of school districts and enrollments by district size, enrollments by race/ethnicity, English Language Learner student distributions, open enrollment statistics, and special education enrollments.

Enrollment Trends

Public school enrollments fluctuated over the past decade and a half but remain well below the historical high of 645,000 in 1972-1973 (see Table 1 and Figures 1-2). Public school enrollment for the 2001-2002 school year declined by 4,768 students from the previous year continuing the downward trend from the 1997-1998 school year. The decline from 2000-2001 to 2001-2002 was the largest in the past five years, 1.0 percent. Nonpublic enrollment declined steadily since 1985-1986 and dropped below 40,000 in the 2001-2002 school year. Nonpublic enrollment declined by 1,183, the fourth year to year decline over 1,000 since the 1985-1986 school year.

Table 1

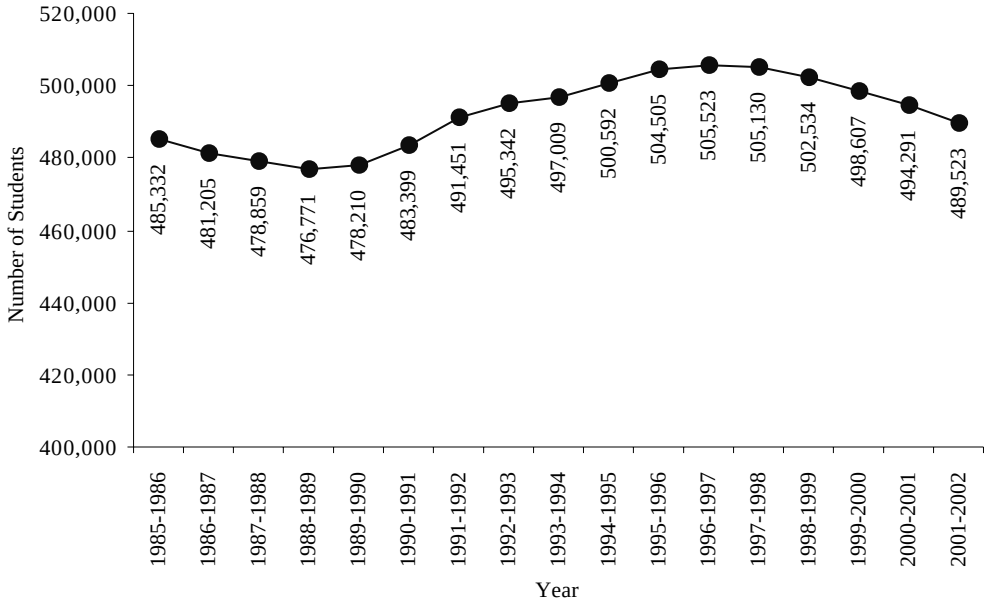
IOWA PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS
1972-1973 AND 1985-1986 TO 2001-2002

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

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

Figure 1

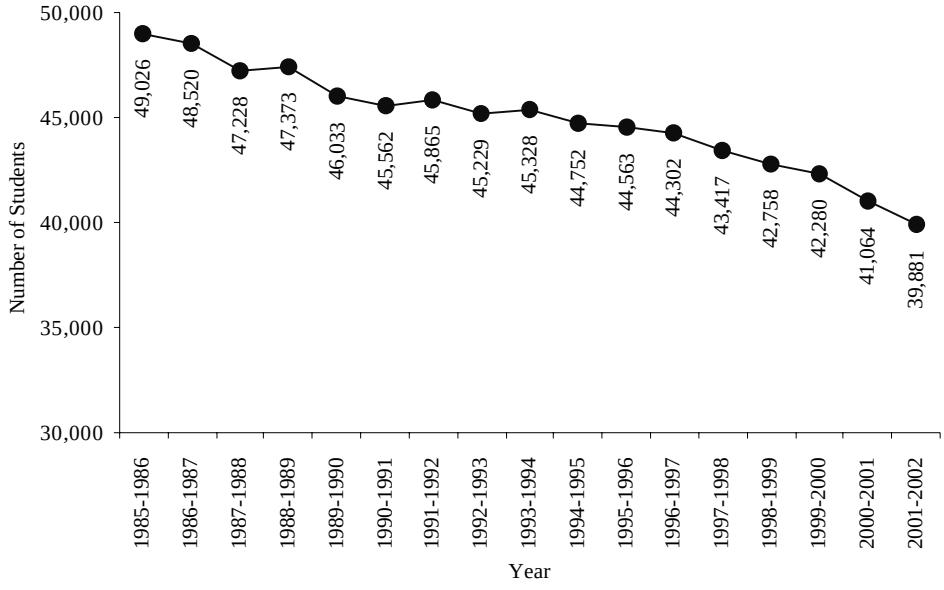
IOWA PUBLIC SCHOOL K-12 ENROLLMENTS
1985-1986 TO 2001-2002



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

Figure 2

IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS
1985-1986 TO 2001-2002



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

Declines in public school enrollment are not uniform across grade levels. The enrollment for kindergarten, first, second and tenth graders dropped since the 1985-1986 school year; however, the remaining grades increased in number of students. The largest decline occurred for kindergarten, which dropped 16.3 percent in the past decade and a half. Three grades experienced increases over ten percent (fifth, sixth, and seventh) since 1985-1986 (see Table 2). The changes in grade level enrollment from 2000-2001 to 2001-2002 did not mirror the changes from 1985-1986 to 2001-2002 for all grades. For example, kindergarten enrollment declined 16.3 percent from 1985-1986 to 2001-2002 while it increased 0.8 percent from 2000-2001 to 2001-2002. Enrollment decreased from 2000-2001 to 2001-2002 for grades 1, 2, 3, 4, 5, 9, 10 and 12 while it increased for kindergarten and grades 6, 7, 8 and 11. The changes in enrollment from 2000-2001 to 2001-2002 ranged from –2.9 percent to 2.7 percent.

The number of incoming kindergartners will help determine if Iowa's enrollment continues its decline. Figure 3 compares outgoing twelfth graders with incoming kindergartners. Since the 1997-1998 school year, the number of twelfth graders completing school has been greater than the number of kindergartners starting school. The gap decreased slightly from the 2000-2001 to 2001-2002 school year.

Table 3 gives public school enrollment projections for the next five years. Enrollment projections are based upon trends observed in the enrollment changes from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for first through twelfth grade. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to the cohort born five years prior. Projections indicate that the number of incoming kindergartners will be higher over the next five years compared to the 2001-2002 school year but will remain well below the 1985-1986 level. Total enrollment is projected to continue its decline with enrollment dropping to 477,215 in the 2006-2007 school year.

Table 2

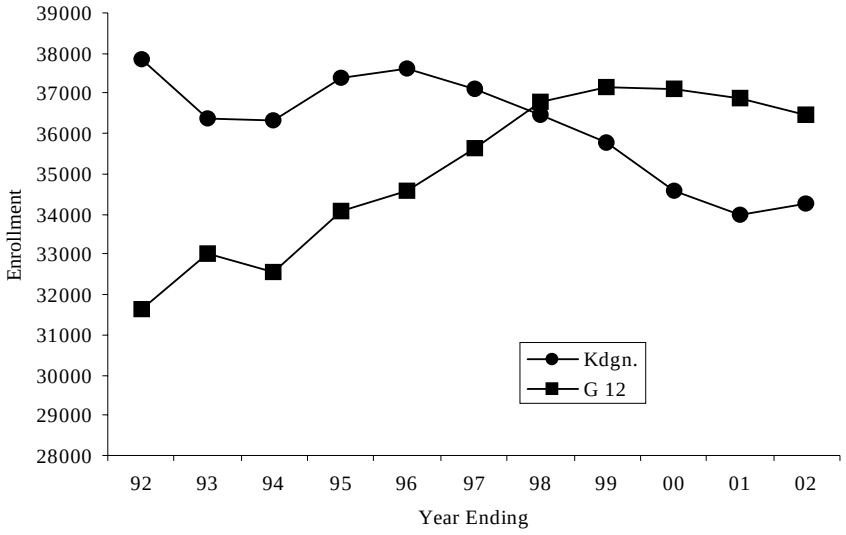
IOWA PUBLIC SCHOOL ENROLLMENTS BY GRADE LEVEL
1985-1986, 2000-2001, AND 2001-2002

Grade Level	1985-1986	2000-2001	2001-2002	2000-2001 to 2001-2002 % Change	1985-1986 to 2001-2002 % Change
K	40,925	33,977	34,249	0.8%	-16.3%
1	38,110	33,946	32,979	-2.9	-13.5
2	35,387	34,952	33,957	-2.9	-4.0
3	34,508	35,818	35,204	-1.7	2.0
4	32,977	36,448	36,106	-0.9	9.5
5	33,327	36,975	36,729	-0.7	10.2
6	32,038	36,576	37,548	2.7	17.2
7	32,653	36,704	37,666	2.6	15.4
8	35,136	36,458	37,115	1.8	5.6
9	39,688	40,660	39,818	-2.1	0.3
10	39,337	39,929	39,126	-2.0	-0.5
11	37,203	37,592	38,443	2.3	3.3
12	35,906	36,892	36,469	-1.2	1.6
Other*	18,137	17,364	14,114	(NA)	(NA)
State	485,332	494,291	489,523	-1.0	0.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: *Other refers primarily to special education students not associated with a given grade level. This is not a count of the number of special education students in the state.

Figure 3

IOWA PUBLIC SCHOOL ENROLLMENTS
KINDERGARTEN VS GRADE 12
1992 TO 2002



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

Table 3

IOWA PUBLIC SCHOOL ENROLLMENT PROJECTIONS BY GRADE LEVEL
2002-2003 TO 2006-2007

Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
K	34,624	34,996	35,523	35,190	34,945
1	33,581	33,809	34,173	34,687	34,362
2	32,865	33,465	33,692	34,055	34,567
3	34,091	32,994	33,597	33,825	34,189
4	35,407	34,288	33,185	33,791	34,020
5	36,310	35,608	34,482	33,373	33,982
6	37,232	36,808	36,096	34,955	33,830
7	38,423	38,100	37,666	36,938	35,770
8	37,865	38,626	38,301	37,865	37,133
9	39,907	40,713	41,532	41,182	40,713
10	38,465	38,551	39,330	40,121	39,783
11	37,488	36,855	36,937	37,684	38,442
12	37,317	36,390	35,776	35,855	36,581
Other*	12,787	11,780	10,817	9,860	8,898
State	486,362	482,983	481,107	479,381	477,215

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: *Other refers primarily to special education students not associated with a given grade level. This is not a count of the number of special education students in the state.

Declines in enrollment were not uniform for all districts. Table 4 gives changes in certified enrollment by district size. Although the statewide certified enrollment showed a decline of 4,768 students (1.0 percent), the smallest districts, those with less than 250 pupils, showed an increase in enrollment from 2000-2001 to 2001-2002 of 14.0 percent. It is important to note that the number of districts in this category increased from 26 in 2000-2001 to 29 in 2001-2002. Districts in the 400-599 and 2,500-7,499 enrollment categories also showed increases in enrollment, 3.1 and 2.6 percent respectively. The number of districts in the 2,500-7,499 category increased by 1 and the number of districts in the 400-599 category increased by 3 from 2000-2001 to 2001-2002. The remaining enrollment categories showed declines with the 250-399 enrollment category showing the largest decline at 7.7 percent. The number of districts in the 250-399 enrollment category decreased from 54 in the 2000-2001 school year to 50 in 2001-2002.

Table 4

IOWA PUBLIC SCHOOL ENROLLMENT CHANGES BY ENROLLMENT CATEGORY
2000-2001 AND 2001-2002

Enrollment Category	2000-2001 Enrollment	2001-2002 Enrollment	Absolute Enrollment Change	Percent Change	Number of Districts in 2000-2001	Number of Districts in 2001-2002
<250	4,851	5,531	680	14.0%	26	29
250-399	17,932	16,546	-1,386	-7.7	54	50
400-599	37,555	38,717	1,162	3.1	74	77
600-999	78,916	76,452	-2,464	-3.1	104	100
1,000-2,499	126,118	121,111	-5,007	-4.0	83	81
2,500-7,499	96,410	98,953	2,543	2.6	24	25
7,500+	132,509	132,213	-296	-0.2	9	9
State	494,291	489,523	-4,768	-1.0	374	371

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.
Note: The number of districts in each enrollment category changed between 2000-2001 and 2001-2002. Total enrollment changes or percent changes for the enrollment category reflect the change in the districts in the enrollment category.

Nationwide, enrollment increased from 1985 to 2000 going from 39,421,961 to 47,159,681, an increase of 19.6 percent. One midwest state, Minnesota, outpaced the nation in enrollment increases during the same period. Minnesota showed the largest growth in enrollment at 20.1 percent (Table 5 and Figure 4). From 1990 to 2000, Minnesota's population increased 12.4 percent (see Figure 1B Background Demongraphics). Seven states, including Iowa, experienced increases in enrollment lower than the national average and one state, North Dakota, showed a decline in enrollment. North Dakota's enrollment dropped from 118,570 to 105,635 students, or 10.9 percent. North Dakota's population grew 0.5 percent from 1990 to 2000 (see Figure 1B Background Demographics).

Table 5

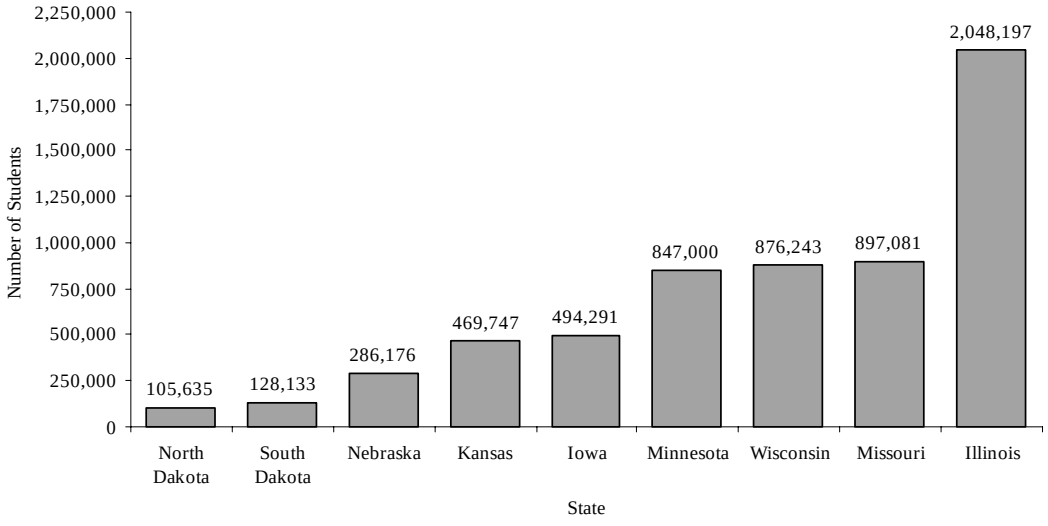
PUBLIC SCHOOL K-12 ENROLLMENT TRENDS FOR IOWA, THE NATION, AND OTHER STATES IN THE REGION

	School Year Beginning			
State	**1985**	**1990**	**1995**	**2000**
Nation	**39,421,961**	**41,216,683**	**44,840,481**	**47,159,681**
Illinois	1,826,478	1,821,407	1,943,623	2,048,197
Missouri	795,107	816,558	889,881	897,081
Wisconsin	768,234	797,621	870,175	876,243
Minnesota	705,140	756,374	835,166	847,000
Iowa	**485,332**	**483,399**	**504,505**	**494,291**
Kansas	410,229	437,034	463,008	469,747
Nebraska	265,819	274,081	289,744	286,176
South Dakota	124,291	129,164	144,685	128,133
North Dakota	118,570	117,825	119,100	105,635

Source: U.S. Department of Education, Digest of Education Statistics, 2001.

Figure 4

PUBLIC SCHOOL K-12 ENROLLMENTS FOR IOWA AND OTHER STATES IN THE REGION 2000-2001



Source: U.S. Department of Education, Digest of Education Statistics, 2001.

Table 6 shows Iowa's public school enrollment and projected enrollment by grade groupings. Total enrollment declined each year from 1996-1997 to the current school year and is projected to continue this decline each year until 2006-2007. During this period, kindergarten enrollment has alternated between increases and decreases. Overall, kindergarten enrollment is projected to be lower in the 2006-2007 than 1996-1997. The same is true for each grade grouping examined with the exception of twelfth grade, which projected slightly higher enrollment in 2006-2007 than in 1996-1997.

Table 6

IOWA PUBLIC SCHOOL K-12 ENROLLMENTS FOR 1992-1993 THROUGH 2001-2002 AND PROJECTED ENROLLMENTS FOR 2002-2003 THROUGH 2006-2007

	Grade Level								
Year	K	1-3	4-5	6-8	9-11	12	Total	Other*	Grand Total
	Enrollments								
1992-1993	36,390	110,312	75,033	113,571	105,697	33,008	474,011	21,331	495,342
1993-1994	36,311	108,244	73,808	115,010	109,857	32,545	475,775	21,234	497,009
1994-1995	37,402	106,402	73,500	115,534	113,867	34,078	480,783	19,809	500,592
1995-1996	37,629	106,020	73,635	114,665	117,926	34,565	484,440	20,065	504,505
1996-1997	37,101	107,324	71,368	114,295	119,262	35,650	485,000	20,523	505,523
1997-1998	36,486	107,817	69,871	112,447	118,720	36,808	482,149	22,981	505,130
1998-1999	35,772	108,065	70,882	111,332	118,668	37,166	481,885	20,649	502,534
1999-2000	34,596	106,965	72,913	110,092	118,382	37,124	480,072	18,535	498,607
2000-2001	33,977	104,716	73,423	109,738	118,181	36,892	476,927	17,364	494,291
2001-2002	34,249	102,140	72,835	112,329	117,387	36,469	475,409	14,114	489,523
	Projected Enrollments								
2002-2003	34,624	100,537	71,717	113,520	115,860	37,317	473,575	12,787	486,362
2003-2004	34,996	100,268	69,896	113,534	116,119	36,390	471,203	11,780	482,983
2004-2005	35,523	101,462	67,667	112,063	117,799	35,776	470,290	10,817	481,107
2005-2006	35,190	102,567	67,164	109,758	118,987	35,855	469,521	9,860	479,381
2006-2007	34,945	103,118	68,002	106,733	118,938	36,581	468,317	8,898	477,215

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

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

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

Nonpublic schools are also experiencing enrollment declines and began experiencing these declines earlier than public schools. Total nonpublic enrollment has shown consistent declines since 1985-1986 and is projected to continue these declines until 2006-2007 (see Table 7). Grades 4 and above show consistent declines from 2001-2002 until 2006-2007. Kindergarten and grades 1-3 are projected to show slight increases from 2001-2002 to 2006-2007 but will still remain below their 1996-1997 level. The largest percentage declines for nonpublic enrollment from 1996-1997 to 2006-2007 are projected to occur in grades 12 (17.7 percent), 6 to 8 (19.5 percent) and 9 to 11 (23.2 percent).

Table 7

IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS FOR 1992-1993 THROUGH 2001-2002 AND PROJECTED ENROLLMENTS FOR 2002-2003 THROUGH 2006-2007

	Grade Level						
Year	K	1-3	4-5	6-8	9-11	12	Total
			Enrollments				
1992-1993	3,843	12,942	8,440	10,588	7,162	2,254	45,229
1993-1994	3,905	12,613	8,235	10,827	7,499	2,249	45,328
1994-1995	3,976	12,301	8,152	10,397	7,526	2,390	44,742
1995-1996	4,002	12,245	8,107	10,480	7,522	2,193	44,549
1996-1997	4,096	12,216	7,791	10,362	7,534	2,303	44,302
1997-1998	3,943	12,205	7,598	10,120	7,198	2,353	43,417
1998-1999	3,935	11,919	7,721	9,816	7,066	2,301	42,758
1999-2000	3,888	11,678	7,645	9,773	6,938	2,358	42,280
2000-2001	3,853	11,357	7,434	9,402	6,667	2,230	40,943
2001-2002	3,705	11,154	7,218	9,218	6,442	2,144	39,881
			Projected Enrollments				
2002-2003	3,835	11,008	7,015	9,103	6,274	2,086	39,321
2003-2004	3,876	10,955	6,947	8,844	6,163	2,001	38,786
2004-2005	3,935	11,045	6,786	8,695	6,028	1,968	38,457
2005-2006	3,898	11,166	6,713	8,486	5,945	1,927	38,135
2006-2007	3,871	11,225	6,759	8,343	5,786	1,896	37,880

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

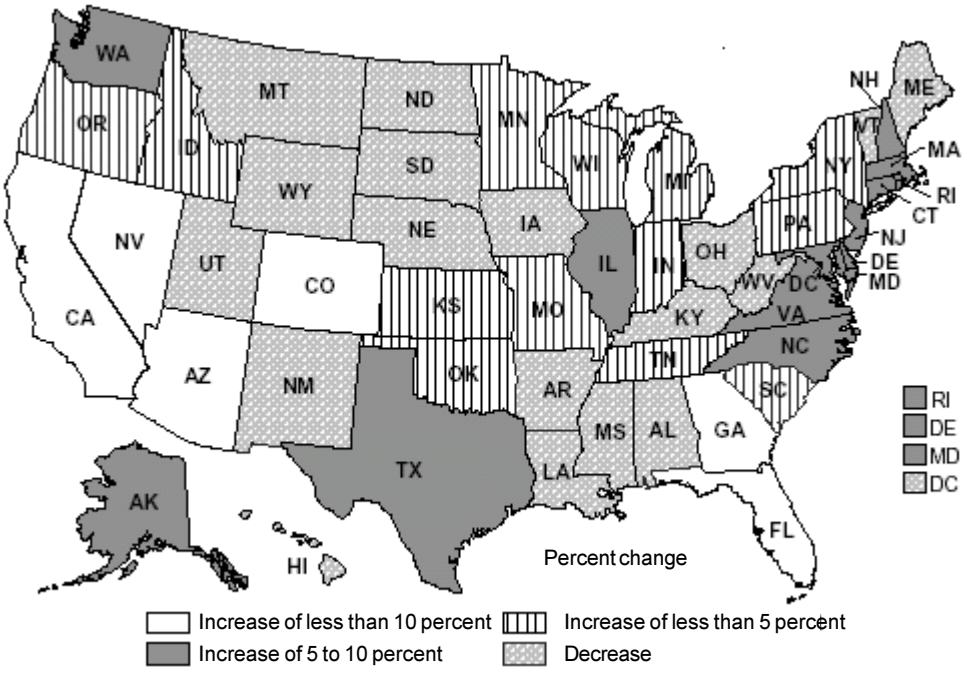
Notes: All enrollments are as of the third Friday in September. The nonpublic school enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for first through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

Enrollment Changes for the Nation

Iowa is one of eighteen states experiencing declines in enrollment from 1995 to 2000 (Figure 5). Six states, California, Nevada, Arizona, Colorado, Georgia, and Florida showed enrollment growth greater than 10 percent. Five of these states, Nevada, Arizona, Colorado, Georgia, and Florida, experienced population growth greater than 20.0 percent in the 2000 census. Iowa's population increased by 5.4 percent from 1990 to 2000 (see Figure 1B Background Demographics). Four midwest states, including Iowa, experienced declines in enrollment from 1995 to 2000. Four other midwest states experienced enrollment growth of less than 5 percent. Only one midwest state, Illinois, experienced enrollment growth of 5 percent or higher.

Figure 5

PERCENT CHANGE IN PUBLIC ELEMENTARY AND SECONDARY ENROLLMENT BY STATE FALL 1995 TO FALL 2000



Source: U.S. Department of Education, Digest of Education Statistics, 2001.

Distribution of Public School Students and Districts

Currently Iowa has 371 school districts. This is down 92.0 percent from 4,652 in 1950 (Table 8 and Figure 6). District reorganizations slowed from the high point reached in the late 1950's and 1960's. From 1955 to 1960, the number of districts in Iowa decreased by 62.0 percent and from 1965 to 1970 they decreased by 57.1 percent. The large decrease from 1965 to 1970 was due to a change in the Iowa Code requiring all operating districts to provide K-12 programs. Presently there are 29 districts in Iowa with less than 250 students and 50 districts with 250-399 students. Slightly more than a fifth, 21.3 percent, of Iowa's districts have fewer than 400 students. Iowa's smallest district has 95 students.

Table 8

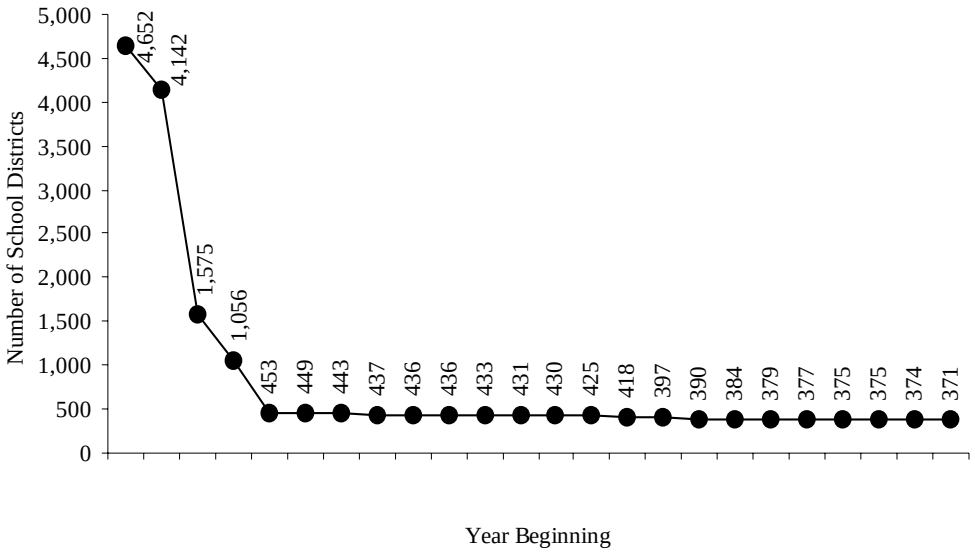
NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1950-2001

School Year Beginning	Number of Iowa Public School Districts	Percent Decrease from Previous Year
1950	4,652	—
1955	4,142	11.0%
1960	1,575	62.0
1965	1,056	33.0
1970	453	57.1
1975	449	0.9
1980	443	1.3
1985	437	1.4
1986	436	0.2
1987	436	0.0
1988	433	0.7
1989	431	0.5
1990	430	0.2
1991	425	1.2
1992	418	1.7
1993	397	5.0
1994	390	1.8
1995	384	1.5
1996	379	1.3
1997	377	0.5
1998	375	0.5
1999	375	0.0
2000	374	0.3
2001	371	0.8

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

Figure 6

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS 1950 TO 2001



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

The number of public school students and districts are presented by district size in Table 9. The number of districts in the larger enrollment categories (600 +) is increasing. For some districts it is due to a housing boom in their communities, while for others it is due to reorganization (two small districts with declining enrollment combining to form a larger district). For example, on July 1, 2001, two districts, both under 600 students, combined to form one district over 600 students. Fifteen years ago, 54.0 percent of Iowa school districts reported enrollments of less than 600. By 2001-2002, only 42.1 percent of districts had fewer than 600 students. The percentage of districts with 1,000 or more students increased from 23.8 percent in 1985-1986 to 30.9 in 2001-2002.

The 7,500+ enrollment category contained the fewest districts, 8, but the most students, 122,269 in 1985-1986. By 2001-2002, the number of districts in the largest enrollment category increased to 9 with 132,213 students. Iowa's largest school district reported an enrollment of 32,580 students or an average of nearly 2,506 students per grade for grades K-12 in 2001-2002.

Table 9

DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT CATEGORY 1985-1986 AND 2001-2002

Enrollment Category	1985-1986 Districts N	1985-1986 Districts %	1985-1986 Students N	1985-1986 Students %	2001-2002 Districts N	2001-2002 Districts %	2001-2002 Students N	2001-2002 Students %
<250	52	11.9%	10,124	2.1%	29	7.8%	5,531	1.1%
250-399	90	20.6	29,060	6.0	50	13.5	16,546	3.4
400-599	94	21.5	46,544	9.6	77	20.8	38,717	7.9
600-999	97	22.2	72,595	15.0	100	27.0	76,452	15.6
1,000-2,499	72	16.5	109,551	22.5	81	21.8	121,111	24.8
2,500-7,499	24	5.5	95,189	19.6	25	6.7	98,953	20.2
7,500+	8	1.8	122,269	25.2	9	2.4	132,213	27.0
State	437		485,332		371		489,523	

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

The distribution of Iowa schools by type is shown in Tables 10 and 11. In 2001-2002, Iowa had 1,521 public schools with elementary schools making up 54.9 percent of the total. As with public schools, the majority of nonpublic schools are elementary schools.

Table 10

IOWA PUBLIC SCHOOL DISTRIBUTION BY TYPE 2001-2002

Type of School	Number	Percent
High School	367	24.1%
Junior High School	44	2.9
Middle School	227	14.9
Elementary School	835	54.9
Special Education School	10	0.7
Alternative School	38	2.5
Total	1,521	100.0

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

Table 11

IOWA NONPUBLIC SCHOOL DISTRIBUTION BY TYPE
2001-2002

Type of School	Number	Percent
High School	26	12.4%
Elementary School	182	86.7
K-12 School	2	0.9
Total	210	100.0

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

Over 40 districts participate in some form of whole grade sharing, a process where a district sends students in a particular grade or grades to another district or districts for instruction. Table 12 shows the number of public districts that sent their high school students to other districts for instruction. These districts no longer offer a high school program. The number of districts sending their high school students out of district reached a high in 1992-1993. In the 2001-2002 school year, 21 districts sent their high school students to other districts for instruction.

Table 12

PUBLIC SCHOOL DISTRICTS SENDING HIGH SCHOOL STUDENTS OUT OF DISTRICT
1985-1986 THROUGH 2001-2002

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

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

Public high school enrollment distribution is provided in Table 13. In 2001-2002, thirty-one percent of public high schools in Iowa had between 100-199 students. Sixty-two percent of Iowa's public high schools had less than 300 students enrolled. Only eleven percent of public high schools had more than 1,000 students and less than 1 percent had more than 1,800 pupils. The smallest public high school enrolled 40 students (less than 15 students per grade) whereas the largest public high school served just over 2,300 students.

Table 13

IOWA PUBLIC HIGH SCHOOL ENROLLMENT DISTRIBUTION 2001-2002

Grade 9-12 Enrollment	Number of High Schools	Percent of High Schools	Cumulative Number of High Schools	Cumulative Percent
<100	22	6.0%	22	6.0%
100-199	115	31.3	137	37.3
200-299	92	25.1	229	62.4
300-399	37	10.1	266	72.5
400-499	22	6.0	288	78.5
500-599	17	4.6	305	83.1
600-699	11	3.0	316	86.1
700-799	6	1.6	322	87.7
800-899	2	0.6	324	88.3
900-999	2	0.6	326	88.8
1,000-1,099	4	1.1	330	89.9
1,100-1,199	4	1.1	334	91.0
1,200-1,299	7	1.9	341	92.9
1,300-1,399	8	2.2	349	95.1
1,400-1,499	2	0.6	351	95.6
1,500-1,599	6	1.6	357	97.3
1,600-1,699	5	1.4	362	98.6
1,700-1,799	3	0.8	365	99.4
1,800+	2	0.6	367	100.0

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

Enrollment Distribution by Area Education Agency (AEA)

Area Education Agencies (AEAs) provide support for local school districts. The state was divided into 15 AEAs for the 2001-2002 school year. AEAs 3 and 5 received state approval to merge and will combine July 1, 2003. Enrollment by AEA is given in Table 14 and Figure 7. AEA 11 had the highest percentage of public and nonpublic enrollment with almost a quarter of the state total for the 2001-2002 school year. The seven smallest AEAs combined served fewer students than the largest AEA.

Table 14

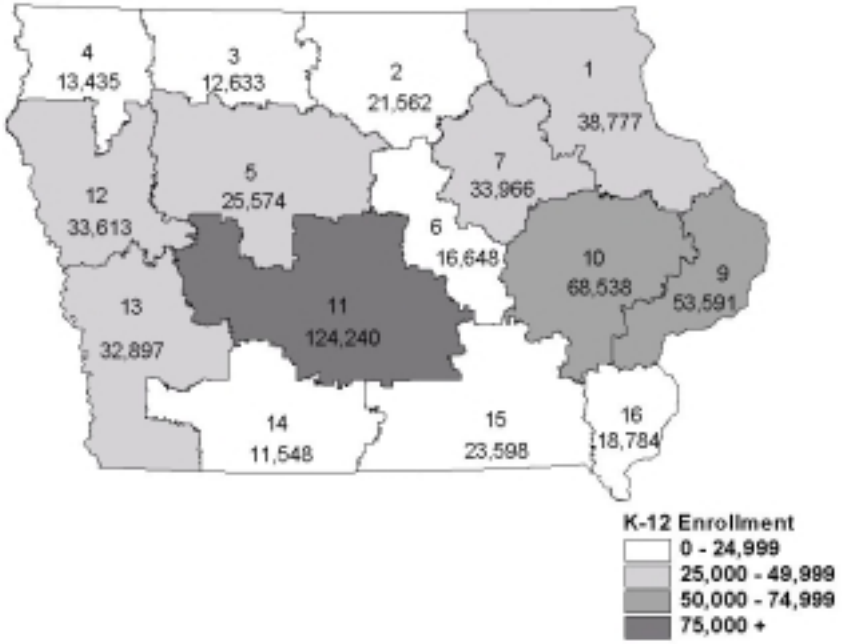
DISTRIBUTION OF IOWA SCHOOL K-12 ENROLLMENTS BY AEA 2001-2002

	Public School Enrollments		Nonpublic School Enrollments		Percent of Combined
AEA	Number	Percent	Number	Percent	Enrollments
1	32,073	6.6%	6,704	16.8%	7.3%
2	20,466	4.2	1,096	2.8	4.1
3	11,556	2.4	1,077	2.7	2.4
4	10,425	2.1	3,010	7.5	2.5
5	23,902	4.9	1,672	4.2	4.8
6	16,259	3.3	389	1.0	3.1
7	30,806	6.3	3,160	7.9	6.4
9	49,895	10.2	3,696	9.3	10.1
10	63,905	13.0	4,633	11.6	12.9
11	116,349	23.8	7,891	19.8	23.5
12	30,235	6.2	3,378	8.5	6.4
13	31,577	6.4	1,320	3.3	6.2
14	11,412	2.3	136	0.3	2.2
15	23,114	4.7	484	1.2	4.5
16	17,549	3.6	1,235	3.1	3.6
State	489,523	100.0	39,881	100.0	100.0

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

Figure 7

K-12 (Public and Nonpublic) Enrollments by AEA
2001-2002



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

County Level Enrollments

Iowa's smallest county in terms of population (Adams), also the smallest in terms of certified enrollment, had a population of 4,482 in the 2000 Census and a certified enrollment of 849 in the 2001-2002 school year. The largest county in the state in terms of certified enrollment (Polk), 63,584, was also the most populous county in Iowa for the 2000 Census. Three counties (Polk, Scott and Linn) made up 25 percent of the certified enrollment for the state in 2001-2002 (see Table 15 and Figure 8).

Table 15

IOWA PUBLIC SCHOOL CERTIFIED ENROLLMENT BY COUNTY OF RESIDENCE 2001-2002

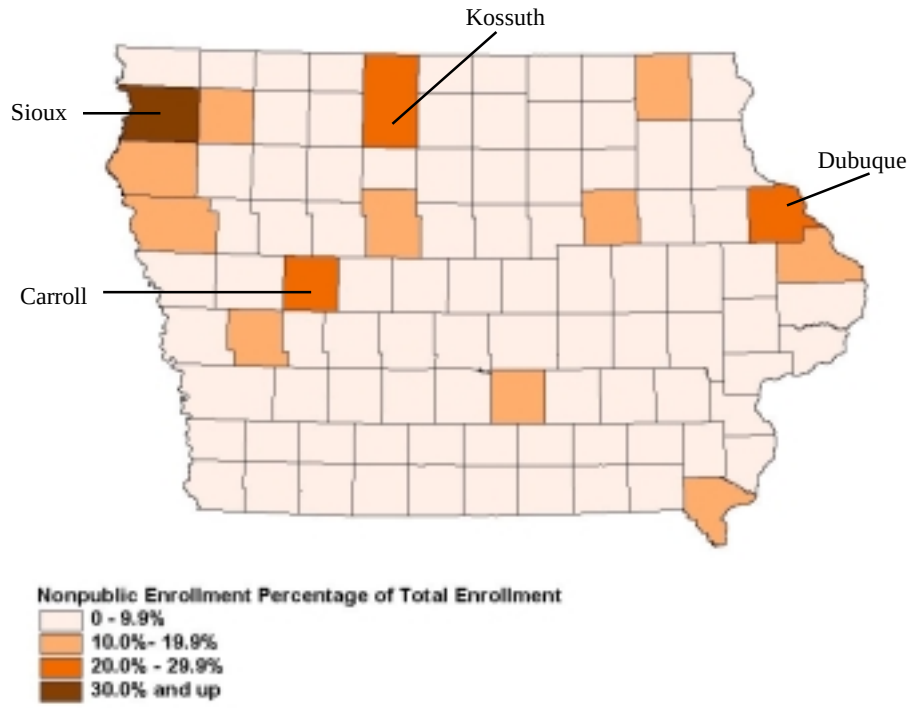
County	County Enrollment	Percent of Total Enrollment	County	County Enrollment	Percent of Total Enrollment
Adair	1,477	0.3%	Jefferson	2,332	0.5
Adams	849	0.2	Johnson	14,244	2.9
Allamakee	2,593	0.5	Jones	3,347	0.7
Appanoose	2,278	0.5	Keokuk	2,156	0.4
Audubon	1,333	0.3	Kossuth	2,692	0.6
Benton	5,119	1.1	Lee	5,927	1.2
Black Hawk	17,474	3.6	Linn	31,493	6.4
Boone	4,569	0.9	Louisa	2,554	0.5
Bremer	3,927	0.8	Lucas	1,665	0.3
Buchanan	3,819	0.8	Lyon	2,014	0.4
Buena Vista	3,522	0.7	Madison	2,760	0.6
Butler	2,734	0.6	Mahaska	3,782	0.8
Calhoun	1,867	0.4	Marion	5,543	1.1
Carroll	3,154	0.6	Marshall	7,078	1.5
Cass	2,560	0.5	Mills	2,802	0.6
Cedar	3,452	0.7	Mitchell	1,875	0.4
Cerro Gordo	7,165	1.5	Monona	1,754	0.4
Cherokee	2,384	0.5	Monroe	1,402	0.3
Chickasaw	2,266	0.5	Montgomery	2,107	0.4
Clarke	1,770	0.4	Muscatine	8,218	1.7
Clay	2,946	0.6	O'Brien	2,437	0.5
Clayton	3,249	0.7	Osceola	1,244	0.3
Clinton	8,904	1.8	Page	2,656	0.5
Crawford	3,107	0.6	Palo Alto	1,617	0.3
Dallas	8,039	1.6	Plymouth	4,396	0.9
Davis	1,323	0.3	Pocahontas	1,577	0.3
Decatur	1,348	0.3	Polk	63,584	13.0
Delaware	3,389	0.7	Pottawattamie	15,790	3.2
Des Moines	6,979	1.4	Poweshiek	3,121	0.6
Dickinson	2,635	0.5	Ringgold	941	0.2
Dubuque	11,890	2.4	Sac	2,056	0.4
Emmet	1,857	0.4	Scott	27,500	5.6
Fayette	3,875	0.8	Shelby	2,362	0.5
Floyd	2,856	0.6	Sioux	4,238	0.9
Franklin	1,934	0.4	Story	10,521	2.2
Fremont	1,495	0.3	Tama	3,299	0.7
Greene	1,981	0.4	Taylor	1,219	0.3
Grundy	2,318	0.5	Union	2,040	0.4
Guthrie	1,976	0.4	Van Buren	1,296	0.3
Hamilton	2,890	0.6	Wapello	6,084	1.2
Hancock	2,132	0.4	Warren	8,036	1.6
Hardin	3,234	0.7	Washington	3,620	0.7
Harrison	3,131	0.6	Wayne	1,197	0.3
Henry	3,522	0.7	Webster	6,048	1.2
Howard	1,625	0.3	Winnebago	2,214	0.5
Humboldt	1,814	0.4	Winneshiek	3,114	0.6
Ida	1,503	0.3	Woodbury	18,256	3.7
Iowa	3,029	0.6	Worth	1,343	0.3
Jackson	3,429	0.7	Wright	2,688	0.6
Jasper	6,562	1.3			

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

Nonpublic enrollment varies by county as well. For most counties, nonpublic enrollment makes up less than 10.0 percent of total enrollment. However in the 2001-2002 school year four counties (Carroll, Dubuque, Kossuth, Sioux) showed nonpublic enrollment greater than 20.0 percent of total enrollment with one of those counties (Sioux) experiencing nonpublic enrollment greater than 30.0 percent of total enrollment.

Figure 8

K-12 NONPUBLIC ENROLLMENTS BY COUNTY
2001-2002



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

Racial/Ethnic Distribution of Students

Iowa is becoming more racially/ethnically diverse as can be seen from changes in enrollment. The makeup of public and nonpublic school enrollment has changed along with changes in the population of the state. Hispanic PK-12 enrollment increased by 381.6 percent since 1985-1986, going from 4,069 students in 1985-1986 to 19,596 in 2001-2002. The Hispanic population in Iowa more than tripled from the 1980 to the 2000 Census (See Figure 9B Background Demographics). The number of Asian American and African American students in Iowa's public schools increased by more than 50 percent each (see Table 16) and Native American enrollment increased by over 100 percent.

The minority student population is not evenly distributed across all districts. Statewide 6.1 percent of Iowa's population indicated a race other than white in the 2000 Census and 10.4 percent of Iowa's public school enrollment in 2001-2002 was minority. In the 2001-2002 school year 25 public school districts had no minority students. Almost 87.9 percent of districts experienced a minority enrollment of less than 7.4 percent. Thirteen public districts showed minority enrollment greater than 20 percent.

Nonpublic enrollment also became more ethically and racially diverse during the same period. African American enrollment increased by 101.8 percent and Asian American, Hispanic and Native American enrollment each increased by more than 75 percent (see Table 17).

Table 16

IOWA PUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 2000-2001 AND 2001-2002

Racial/ Ethnic Group	1985-1986		2000-2001		2001-2002		%Change 2000-2001 to 2001-2002	%Change 1985-1986 to 2001-2002
	N	%	N	%	N	%		
Native American	1,090	0.2%	2,562	0.5%	2,659	0.6%	3.8%	143.9%
Hispanic	4,069	0.8	17,635	3.6	19,596	4.0	11.1	381.6
Asian American	5,310	1.1	8,471	1.7	8,366	1.7	-1.2	57.6
African American	12,308	2.5	19,723	4.0	20,230	4.1	2.6	64.4
White	462,555	95.4	446,689	90.2	438,881	89.6	-1.7	-5.1
Total	485,332	100.0	495,080	100.0	489,732	100.0	-1.1	0.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: Includes PK through grade 12 and ungraded special education students.

Table 17

IOWA NONPUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 2000-2001, AND 2001-2002

Racial/ Ethnic Group	1985-1986		2000-2001		2001-2002		%Change 2000-2001 to 2001-2002	%Change 1985-1986 to 2001-2002
	N	%	N	%	N	%		
Native American	42	0.1%	73	0.2%	82	0.2%	12.3%	95.2%
Hispanic	527	1.1	885	2.0	951	2.2	7.5	80.5
Asian American	344	0.7	597	1.4	615	1.5	3.0	78.8
African American	273	0.6	555	1.3	551	1.3	-0.7	101.8
White	48,372	97.5	41,357	95.1	40,220	94.8	-2.7	-16.9
Total	49,558	100.0	43,467	100.0	42,419	100.0	-2.4	-14.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: Includes PK through grade 12 students.

The trends of increasing minority enrollment in Iowa are matching those at the national level. Nationwide, minority enrollment made up 29.6 of total enrollment in 1986 but increased to 37.9 percent of total enrollment by 1999 (Table 18). All states, with the exception of Mississippi and South Carolina, showed increased minority enrollment from 1986 to 1999. Six states, California, Hawaii, Louisiana, Mississippi, New Mexico, and Texas had minority enrollment greater than 50 percent. Iowa was one of five states with minority enrollment less than 10 percent in 1999. Iowa was the only midwest state with minority enrollment below 10 percent in 1999. Minnesota experienced the largest jump in minority enrollment from 1986 to 1999, 162.3 percent. Iowa's minority enrollment increased 70.4 percent during the same period. Nationwide minority enrollment increased 28.0 percent.

Table 18

ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE/ETHNICITY AND STATE: FALL 1986 AND FALL 1999

State or other area	Percent Distribution fall 1986		Percent Distribution fall 1999						
	White[1]	Total Minority	White[1]	Total Minority	African American	Hispanic	Asian	American Indian	Minority %tage point Change 1986 to 1999
United States	**70.4**	**29.6**	**62.1**	**37.9**	**17.2**	**15.6**	**4.0**	**1.2**	**28.0**
Alabama	62.0	38.0	61.1	38.9	36.4	1.1	0.7	0.7	2.4
Alaska	65.7	34.3	62.2	37.8	4.5	3.2	5.2	24.9	10.2
Arizona	62.2	37.8	54.0	46.0	4.6	32.7	1.9	6.8	21.7
Arkansas	74.7	25.3	72.2	27.8	23.5	3.0	0.9	0.5	9.9
California	53.7	46.3	37.0	63.0	8.6	42.4	11.1	0.9	36.1
Colorado	78.7	21.3	69.5	30.5	5.7	20.8	2.8	1.2	43.2
Connecticut	77.2	22.8	70.5	29.5	13.7	12.8	2.7	0.3	29.4
Delaware	68.3	31.7	61.6	38.4	30.6	5.4	2.2	0.2	21.1
District of Columbia	4.0	96.0	4.1	95.9	86.2	8.3	1.5	[2]	-0.1
Florida	65.4	34.6	54.3	45.7	25.4	18.2	1.9	0.3	32.1
Georgia	60.7	39.3	55.5	44.5	38.2	4.0	2.1	0.2	13.2
Hawaii	23.5	76.5	20.5	79.5	2.4	4.6	72.2	0.4	3.9
Idaho	92.6	7.4	86.7	13.3	0.8	10.0	1.2	1.3	79.7
Illinois	69.8	30.2	60.7	39.3	21.3	14.6	3.3	0.2	30.1
Indiana	88.7	11.3	84.3	15.7	11.5	3.1	0.9	0.2	38.9
Iowa	**94.6**	**5.4**	**90.8**	**9.2**	**3.8**	**3.2**	**1.7**	**0.5**	**70.4**
Kansas	85.6	14.4	79.7	20.3	8.7	8.3	2.1	1.2	41.0
Kentucky	89.2	10.8	88.1	11.9	10.5	0.8	0.5	0.1	10.2
Louisiana	56.5	43.5	49.2	50.8	47.6	1.3	1.3	0.6	16.8
Maine	98.3	1.7	96.8	3.2	1.0	0.5	1.0	0.7	88.2
Maryland	59.7	40.3	54.3	45.7	36.8	4.4	4.2	0.3	13.4
Massachusetts	83.7	16.3	76.6	23.4	8.6	10.2	4.3	0.3	43.6
Michigan	76.4	23.6	74.4	25.6	19.6	3.2	1.7	1.0	8.5
Minnesota	93.9	6.1	84.0	16.0	6.2	2.9	4.9	2.0	162.3
Mississippi	43.9	56.1	47.5	52.5	51.0	0.6	0.6	0.1	-6.4
Missouri	83.4	16.6	79.7	20.3	17.3	1.6	1.1	0.3	22.3
Montana	92.7	7.3	86.5	13.5	0.6	1.7	0.9	10.4	84.9
Nebraska	91.4	8.6	86.0	14.0	5.7	5.7	1.3	1.3	62.8
Nevada	77.4	22.6	58.9	41.1	10.1	23.9	5.4	1.8	81.9
New Hampshire	98.0	2.0	95.9	4.1	1.1	1.6	1.2	0.2	105.0
New Jersey	69.1	30.9	60.8	39.2	18.1	14.9	6.1	0.2	26.9
New Mexico	43.1	56.9	36.2	63.8	2.3	49.4	1.1	11.0	12.1
New York	68.4	31.6	55.2	44.8	20.3	18.3	5.8	0.4	41.8
North Carolina	68.4	31.6	61.8	38.2	31.3	3.7	1.8	1.5	20.9
North Dakota	92.4	7.6	89.4	10.6	0.9	1.3	0.8	7.6	39.5
Ohio	83.1	16.9	81.1	18.9	16.1	1.6	1.1	0.1	11.8
Oklahoma	79.0	21.0	66.2	33.8	10.7	5.4	1.4	16.3	61.0
Oregon	89.8	10.2	81.9	18.1	2.8	9.5	3.8	2.1	77.5
Pennsylvania	84.4	15.6	78.8	21.2	14.9	4.2	1.9	0.1	35.9
Rhode Island	87.9	12.1	75.5	24.5	7.7	13.1	3.2	0.5	102.5
South Carolina	54.6	45.4	55.2	44.8	42.2	1.5	0.9	0.2	-1.3
South Dakota	90.6	9.4	87.0	13.0	1.1	1.1	0.9	9.8	38.3
Tennessee	76.5	23.5	72.9	27.1	24.4	1.5	1.1	0.2	15.3
Texas	51.0	49.0	43.1	56.9	14.4	39.6	2.6	0.3	16.1
Utah	93.7	6.3	86.9	13.1	0.9	8.0	2.6	1.6	107.9
Vermont	98.4	1.6	96.8	3.2	1.0	0.5	1.1	0.5	100.0
Virginia	72.6	27.4	64.3	35.7	27.2	4.3	3.9	0.3	30.3
Washington	84.5	15.5	75.3	24.7	5.2	9.6	7.2	2.7	59.4
West Virginia	95.9	4.1	94.8	5.2	4.2	0.4	0.5	0.1	26.8
Wisconsin	86.6	13.4	81.4	18.6	9.8	4.1	3.2	1.4	38.8
Wyoming	90.7	9.3	88.4	11.6	1.0	6.8	0.8	2.9	24.7
Other Areas									
American Samoa	—	—	—	—	—	—	100.0	—	—
Guam	—	—	1.9	98.1	0.4	0.2	97.4	0.1	—
Northern Marianas	—	—	0.7	99.3	—	—	99.3	—	—
Puerto Rico	—	—	—	—	—	100.0	—	—	—
Virgin Islands	—	—	0.9	99.1	83.6	15.2	0.1	0.1	—

Source: U.S. Department of Education, Digest of Education Statistics, 2001.

Notes: [1] Excludes persons of Hispanic origin.

[2] Less than 0.05 percent.

—Data not available.

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

Weighted English Language Learners and Total English Language Learners

Iowa's increasing diversity is represented in the languages its residents speak. According to the 2000 Census, 5.8 percent of Iowa's population spoke a language other than English at home. The number of English Language Learners (ELL), also referred to as Limited English Proficient (LEP) students, in Iowa's schools has increased in the past decade.

Chapter 280.4 of the Code of Iowa defines a limited English proficient student as a student whose, "… 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." For reporting purposes, there are two types of ELL students. Weighted ELL students are K-12 public school students who generate additional funds for their school district. School districts may receive funding for an individual ELL student for three years. The second category of ELL students includes PK and nonpublic ELL students as well as those public K-12 ELL students who no longer qualify for additional funding for their school district because they have exceeded the three year limit on funding.

Weighted English Language Learners

Table 19 presents data on weighted ELL students. Statewide from 1993-1994 to 2001-2002, the number of weighted ELL students increased 135.6 percent. Districts in all enrollment categories showed increases in the number of weighted ELL students except the under 250

Table 19

DISTRIBUTION OF IOWA WEIGHTED ENGLISH LANGUAGE LEARNERS[1] BY ENROLLMENT CATEGORY 1993-1994, 2000-2001, AND 2001-2002

	1993-1994		2000-2001		2001-2002		Percent Change in Weighted LEP Enrollment	
Enrollment Category	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	2000-2001 to 2001-2002	1993-1994 to 2001-2002
<250	6,956	17	4,851	12	5,531	11	-8.3%	-35.3%
250-399	17,794	21	17,932	92	16,546	94	2.2	347.6
400-599	47,617	72	37,555	156	38,717	102	-34.6	41.7
600-999	79,260	229	78,916	530	76,452	711	34.2	210.5
1,000-2,499	119,988	706	126,118	1,848	121,111	2,162	17.0	206.2
2,500-7,499	94,422	488	96,410	1,348	98,953	1,512	12.2	209.8
7,500+	130,970	2,252	132,509	4,165	132,213	4,326	3.9	92.1
State	497,007	3,785	494,291	8,151	489,523	8,918	9.4	135.6

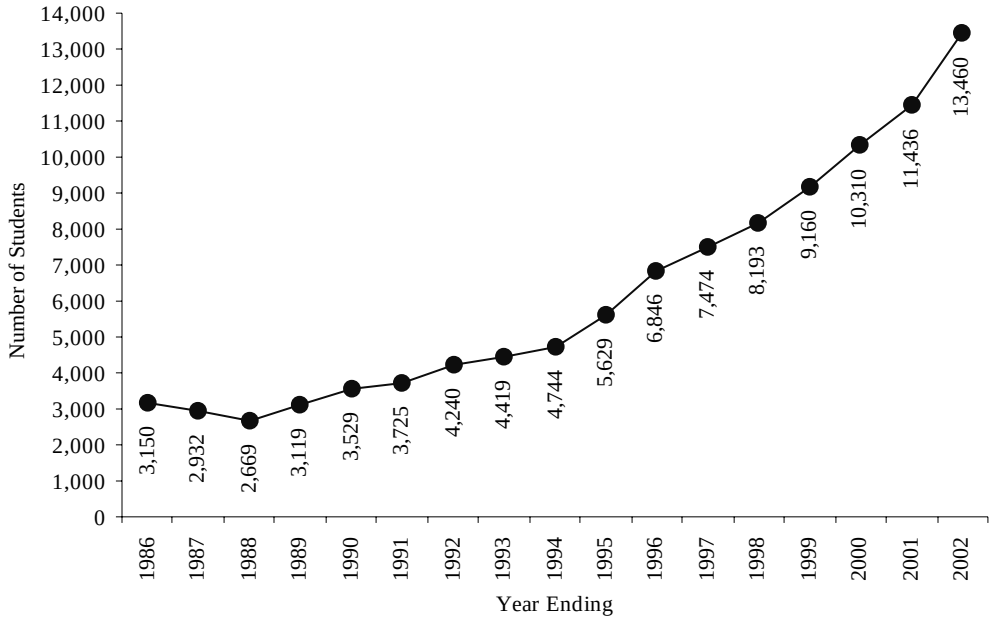
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.
Note: [1]Figures represent a count of ELL students eligible for generating additional funds for their education.

Total English Language Learners

The number of total English Language Learners (weighted ELL students plus ELL students not eligible for additional weighted funding) increased from 1985-1986 to 2001-2002 by more than 327.3 percent (see Figure 9). The largest year to year percentage increase in total ELL students occurred from 1994-1995 to 1995-1996 when the number of total ELL students increased by 21.6 percent. The 2001-2002 school year set a new high for the number for total ELL students statewide, 13,460. The number of total ELL students was up 17.7 percent from the 2000-2001 school year.

Figure 9

PK-12 ENROLLMENTS OF TOTAL ENGLISH LANGUAGE LEARNERS
IOWA PUBLIC AND NONPUBLIC STUDENTS
1985-1986 TO 2001-2002



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

As the number of ELL students increased, so has the variety of languages spoken by ELL students. In 2001-2002, ELL students spoke over 70 languages. Table 20 provides a listing of identified ELL languages and the number of ELL students per language. Spanish remains the main language spoken by ELL students (over two-thirds of ELL students spoke Spanish) although new languages such as Bosnian make up a large portion of ELL students. The number of students speaking Bosnian has grown since the late 1990's due to an increase in international immigration from Bosnia-Herzegovina (see Figure 9B Background Demographics). Languages showing a major decline from 2000-2001 in the number of ELL students include Tai Dam and Serbian.

Table 20

ENGLISH LANGUAGE LEARNERS PRIMARY LANGUAGES FOR PK-12 IOWA PUBLIC AND NONPUBLIC STUDENTS 1985-1986 TO 1999-2002

Language	1985-1986	1999-2000	2000-2001	2001-2002	Percent of Total ELL Students 2001-2002
Spanish	807	6,187	7,128	9,038	67.1%
Bosnian	0	283	369	1,114	8.3%
Vietnamese	439	760	768	726	5.4%
Serbo-Croatian	0	979	556	540	4.0%
Laotian; Pha Xa Lao	548	400	411	433	3.2%
Arabic	26	75	82	158	1.2%
German	24	206	153	119	0.9%
Cambodian; Khmer	239	99	101	105	0.8%
Chinese; Zhongwen	89	108	80	93	0.7%
Korean; Choson-O	136	96	76	73	0.5%
Russian	0	68	65	53	0.4%
French	20	21	31	50	0.4%
Japanese; Nihongo	0	31	40	40	0.3%
Albanian; Shqip	0	34	44	38	0.3%
Sundanese	0	8	13	34	0.3%
Croatian; Hrvatski	0	7	10	33	0.2%
Hmong	101	46	29	31	0.2%
Somali	0	26	28	30	0.2%
Swahili	0	16	22	27	0.2%
Afrikaans	0	5	3	18	0.1%
Ukrainian	0	19	15	18	0.1%
Kazakh	0	0	0	14	0.1%
Nuer	0	104	6	13	<0.1
Serbian; Srpski	0	6	434	13	<0.1
Thai	333	19	23	13	<0.1
Hindi	0	20	6	11	<0.1
Kirundi	0	3	9	11	<0.1
Portuguese	0	11	10	11	<0.1
Amharic	0	2	5	10	<0.1
Indonesian; Bahasai	0	6	13	10	<0.1
Tagalog	0	9	4	9	<0.1
Kurdish; Zimany Kurd	0	11	13	8	<0.1
Greek	0	2	2	7	<0.1
Polish	0	9	11	7	<0.1
Turkish	0	5	0	7	<0.1
Kinyarwanda	0	6	3	6	<0.1
Slovenian	0	0	4	6	<0.1
Tibetan; Bodskad	0	1	5	6	<0.1
Persian; Farsi	0	4	4	5	<0.1
Yoruba	0	5	5	5	<0.1
Bulgarian	0	3	4	4	<0.1
Romanian	0	1	5	4	<0.1
Slovak	0	0	4	4	<0.1
Azerbaijani	0	0	3	3	<0.1
Kirghiz; Kyrgyz	0	0	0	3	<0.1
Latin	0	0	1	3	<0.1
Malay; Bahasa Malays	0	5	0	3	<0.1
Punjabi; Panjabi	0	14	10	3	<0.1
Singhalese	0	4	3	3	<0.1
Urdu	0	7	8	3	<0.1
Corsican	0	1	2	2	<0.1
Finnish; Suomi	0	7	2	2	<0.1
Georgian; Kartuli	0	1	0	2	<0.1
Gujarati	0	9	4	2	<0.1
Icelandic; Islenzk	0	1	1	2	<0.1
Italian	7	6	1	2	<0.1
Lingala	0	0	1	2	<0.1
Macedonian	0	1	2	2	<0.1
Marathi	0	1	1	2	<0.1
Norwegian	0	0	3	2	<0.1
(Afan) Oromo	0	10	15	1	<0.1
Bashkir	0	0	0	1	<0.1
Bengali; Bangla	0	3	3	1	<0.1
Burmese; Myanmasa	0	2	1	1	<0.1
Latvian; Lettish	0	0	1	1	<0.1
Maori	0	0	1	1	<0.1
Nepali	0	1	1	1	<0.1
Samoan	0	6	3	1	<0.1
Telugu	0	3	1	1	<0.1
Wolof	0	0	0	1	<0.1
American Indian	20	1	5	0	0.0%
Armenian, Hayeren	0	1	0	0	0.0%
Czech	0	1	3	0	0.0%
Estonian	0	5	0	0	0.0%
Faroese	0	0	1	0	0.0%
Hebrew, Iwrith	0	4	1	0	0.0%
Malayalam	0	5	2	0	0.0%
Swedish, Svenska	0	6	0	0	0.0%
Tai Dam	0	0	142	0	0.0%
Uzbek	0	0	1	0	0.0%
Not Identified	361	504	619	454	3.4%
State	3,150	10,310	11,436	13,460	

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

Open Enrollment

Parents in Iowa have the option of enrolling their children in a district other than the one in which they reside. Iowa Code 282.18(1) states, " It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices. It is therefore the intent that this section be construed broadly to maximize parental choice and access to educational opportunities which are not available to children because of where they live.

For the school year commencing July 1, 1989, and each succeeding school year, a parent or guardian residing in a school district may enroll the parent's or guardian's child in a public school in another school district in the manner provided in this section."

The number of students participating in open enrollment increased each year since the open enrollment legislation was initiated in the 1989-1990 school year. Open enrolled students increased to 19,436 in the 2001-2002 school year (see Table 21 and Figure 10), the highest level to date.

Table 21

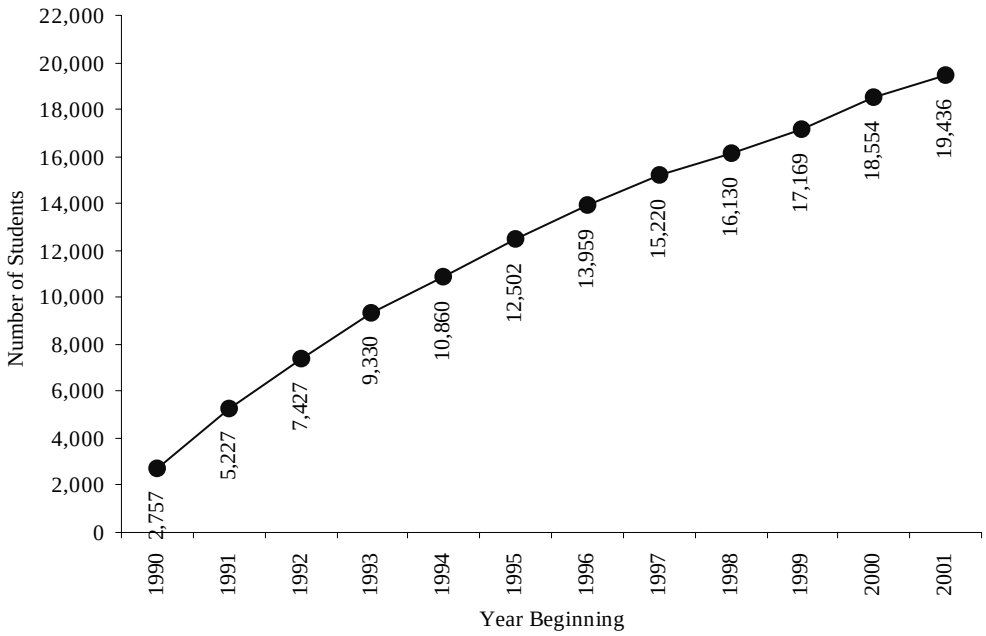
NUMBER OF OPEN ENROLLED IOWA K-12 PUBLIC STUDENTS 1990-1991 THROUGH 2001-2002

Year	Number of Students Open Enrolled	Total Certified Enrollment	Open Enrolled Students as a Percent of Total Enrollment
1990-1991	2,757	483,399	0.57%
1991-1992	5,227	491,451	1.06
1992-1993	7,427	495,342	1.50
1993-1994	9,330	497,009	1.88
1994-1995	10,860	500,592	2.17
1995-1996	12,502	504,505	2.48
1996-1997	13,959	505,523	2.76
1997-1998	15,220	505,130	3.01
1998-1999	16,130	502,534	3.21
1999-2000	17,169	498,607	3.44
2000-2001	18,554	494,291	3.75
2001-2002	19,436	489,523	3.97

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

Figure 10

IOWA OPEN ENROLLMENT TREND
1990-1991 THROUGH 2001-2002



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

Open enrollment resulted in a net loss of students for districts in the largest enrollment category (7,500+) and the two smallest enrollment categories (under 250 and 250-399) for the 2001-2002 school year continuing the trend established in 1990-1991 (see Table 22). The 1,000-2,499 enrollment category showed the largest number of open enrolled students, 4,043 in the 2001-2002 school year, continuing the trend established in the 1997-1998 school year.

Table 22

NET OPEN ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1990-1991, 1997-1998 TO 2001-2002

	Net Enrollment Change						Number of Students Open Enrolled
Enrollment Category	1990-1991	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2001-2002
<250	-236	-441	-349	-436	-521	-601	857
250-399	-264	-325	-405	-217	-392	-272	1,476
400-599	-50	354	253	-68	142	354	2,277
600-999	66	-40	209	558	436	101	4,001
1,000-2,499	370	1,165	1,014	1,070	1,340	1,388	4,043
2,500-7,499	45	534	554	436	431	375	3,499
7,500+	-67	-1,334	-1,367	-1,444	-1,554	-1,463	3,283

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

Special Education Enrollment

The Iowa Code Chapter 256B.2 defines children requiring special education as "… persons under twenty-one years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavioral disorder, or physical, mental, communication, or learning disability …" The Iowa Code goes on to define special education as "…classroom, home, hospital, institutional, or other instruction designed to meet the needs of children requiring special education…"

Special education enrollment increased each year since the 1985-1986 school year. Certified enrollment declined from 1985-1986 to 1986-1987, 1986-1987 to 1987-1988, 1987-1988 to 1988-1989 and each year since 1997-1998 (Table 23). Special education enrollment reached 13.1 percent of total enrollment in 2001-2002 (Figure 11). The largest single year percentage increase in special education enrollment occurred from 1989-1990 to 1990-1991 and from 1994-1995 to 1995-1996.

Table 23

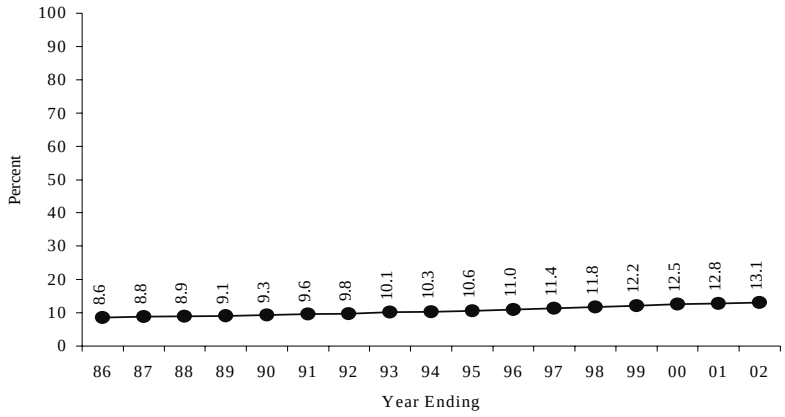
SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS
1985-1986 THROUGH 2001-2002

Year	Certified Enrollment	Annual % Change in Cert. Enrollment	Special Education Enrollment	Annual % Change in Spec. Ed. Enrollment	Special Ed. Enrollment as a % of Cert. Enr.
1985-1986	485,332	—	41,892	—	8.6%
1986-1987	481,205	-0.9%	42,360	1.1%	8.8
1987-1988	478,859	-0.5	42,625	0.6	8.9
1988-1989	476,771	-0.4	43,290	1.6	9.1
1989-1990	478,210	0.3	44,585	3.0	9.3
1990-1991	483,399	1.1	46,593	4.5	9.6
1991-1992	491,451	1.7	48,201	3.5	9.8
1992-1993	495,342	0.8	49,848	3.4	10.1
1993-1994	497,009	0.3	51,022	2.4	10.3
1994-1995	500,592	0.7	53,151	4.2	10.6
1995-1996	504,505	0.8	55,514	4.5	11.0
1996-1997	505,523	0.2	57,845	4.2	11.4
1997-1998	505,130	-0.1	59,711	3.2	11.8
1998-1999	502,534	-0.5	61,079	2.3	12.2
1999-2000	498,607	-0.8	62,536	2.4	12.5
2000-2001	494,291	-0.9	63,392	1.4	12.8
2001-2002	489,523	-1.0	64,044	1.0	13.1

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

Figure 11

SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS AS A PERCENT OF TOTAL CERTIFIED ENROLLMENT
1985-1986 THROUGH 2001-2002



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

STAFF

The following section offers data on licensed staff for Iowa's schools for the 2001-2002 school year and the 1985-1986 base year. State level data, as well as data by enrollment categories and area education agency boundaries, are provided. National and regional state comparative data are presented when available. Data for teachers, principals, superintendents, other licensed positions, and some non-licensed staff are presented. Age, race/ethnicity, gender, experience, and salary data are collected. Pupil-teacher ratios and the number of aides are also included.

Teacher Characteristics

This section includes data on licensed staff reporting a position code of teacher for one of their assignments on the Basic Educational Data Survey, Licensed Staff Detail report. Licensed staff may report up to ten position codes to accurately reflect their duties. This data is collected once a year in the fall. In 2001-2002, approximately 5,000 teachers reported serving in other positions, such as administrative and student support areas. In addition to serving as teachers, these additional duties may impact their reported salary.

Table 24 gives an overview of full-time public school teachers in Iowa. On average, public school teachers are aging and serving longer. The average age for public school teachers in 2001-2002 was 2.4 years older than in 1985-1986 and they had 1.1 years additional total experience in education. The growth in number of teachers outpaced the growth in enrollment. Enrollment grew by 0.9 percent from 1985-1986 to 2001-2002 but the number of teachers increased by 11.1 percent. Teaching remains a predominantly female occupation with the number of female teachers increasing from 63.5 percent to 71.1 percent from the base year to present. Minority teachers continue to make up a small portion of total teachers, 1.7 percent in 2001-2002.

The trends for nonpublic teachers parallel those for public school teachers. The increase in average age for full-time nonpublic school teachers was slightly larger than that for public school teachers, just over four years from 1985-1986 to 2001-2002. Total experience mirrored changes for public school teachers while district experience increased at a slightly faster rate for nonpublic teachers. Nonpublic schools had an even larger percentage of female teachers than public schools, 80 percent versus just over 71 percent in the public schools. A smaller percentage of full-time nonpublic teachers held advanced degrees, 13.9 percent, compared to 26.8 percent of full-time public school teachers. Nonpublic schools employed fewer minority full-time teachers, 0.6 percent, compared to public schools, 1.7 percent. Minority enrollment made up 5.2 percent of total enrollment for nonpublic schools and 10.4 percent for public schools.

The number of teachers, advanced degree status, average age, gender, race/ethnicity, and experience by enrollment category for the 2001-2002 school year is reported in Table 25. The percent of minority teachers varied with enrollment category. The 400-599 enrollment category had the lowest percentage of minority teachers (0.5 percent) while the 7,500+ enrollment category had the largest percentage (4.3 percent). In general, the percentage of advanced degrees, average years experience, average years district experience and teacher age increased from the lowest enrollment category to the highest. The highest percentage of teachers with advanced degrees appeared in the 7,500+ enrollment category, 38.5 percent compared to 8.9 percent in districts under 250 enrollment.

Table 24

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1985-86, 2000-2001, AND 2001-2002

Characteristics	Public			Nonpublic		
	1985-1986	2000-2001	2001-2002	1985-1986	2000-2001	2001-2002
Average Age	39.9	42.2	42.3	36.6	40.4	40.9
Percent Female	63.5	70.5	71.1	77.5	80.3	80.9
Percent Minority	1.2	1.8	1.7	0.5	0.9	0.6
Percent Advanced Degree	29.0	27.0	26.8	16.0	13.1	13.9
Average Total Experience	13.9	15.1	15.0	11.5	12.4	12.7
Average District Experience	10.6	11.9	11.8	5.7	8.8	9.0
Number of Full-Time Teachers	30,499	33,609	33,878	2,419	2,433	2,466

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

Table 25

ADVANCED DEGREE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 2001-2002

Enrollment Category	Number of Full-Time Teachers	Percent with Advanced Degree	Percent Females	Percent Minority	Average Years Total Experience	Avg. Years District Experience	Average Age
<250	449	8.9%	76.6%	1.1%	12.0	9.3	41.0
250-399	1,350	12.9	69.6	0.7	13.4	10.8	41.4
400-599	2,970	16.1	67.5	0.5	14.2	11.4	41.5
600-999	5,465	17.1	67.6	0.8	15.1	12.0	42.1
1,000-2,499	8,358	23.6	70.2	0.7	15.5	12.1	42.2
2,500-7,499	6,356	32.6	72.2	1.4	15.1	11.7	42.1
7,500+	8,493	38.5	73.7	4.3	15.2	12.1	43.0
State	33,878	26.8	71.1	1.7	15.0	11.8	42.3

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

Teacher Age and Experience

The age distribution for teachers changed over the past decade. The percentage of younger teachers (those 30 and younger) increased, as did the percentage of teachers 46 to 55. There was a drop in the percentage of teachers 36 to 45. The percentage of teachers 56 and over remained relatively constant. In 1991-1992, the largest percentage of teachers, 21.2 percent, fell in the 41-45 age interval. By 2001-2002, the largest percentage of teachers shifted to the 51-55 age interval (18.8 percent). Table 26 and Figure 12 give the breakdown of the number of teachers by age interval.

Table 26

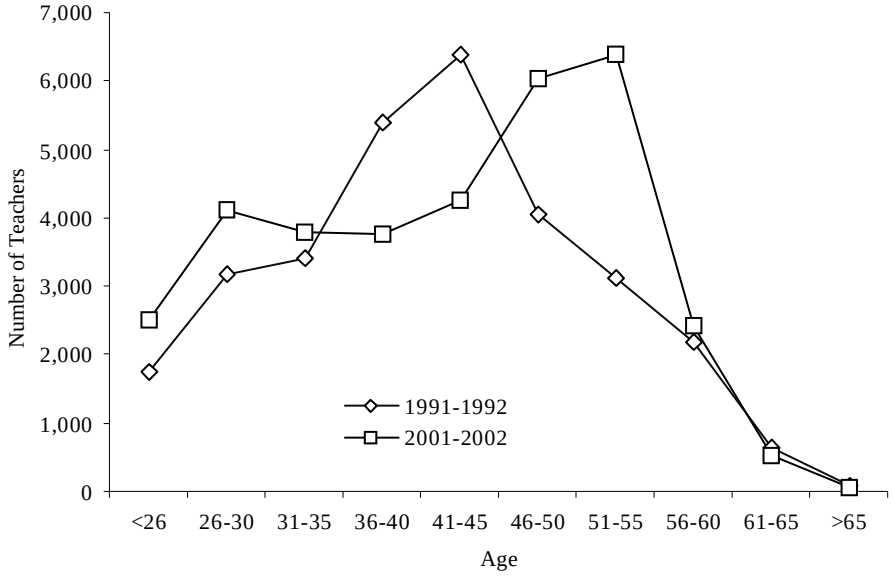
IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS 1991-1992 AND 2001-2002

	1991-1992				2001-2002			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,746	1,746	5.8%	5.8%	2,510	2,510	7.4%	7.4%
26-30	3,182	4,928	10.5	16.3	4,119	6,629	12.2	19.6
31-35	3,406	8,334	11.3	27.6	3,787	10,416	11.1	30.7
36-40	5,392	13,726	17.8	45.4	3,775	14,191	11.2	41.9
41-45	6,399	20,125	21.2	66.6	4,244	18,435	12.5	54.4
46-50	4,068	24,193	13.4	80.0	6,043	24,478	17.9	72.3
51-55	3,133	27,326	10.4	90.4	6,383	30,861	18.8	91.1
56-60	2,178	29,504	7.2	97.6	2,433	33,294	7.2	98.3
61-65	655	30,159	2.2	99.8	528	33,822	1.5	99.8
66 and Older	73	30,232	0.2	100.0	56	33,878	0.2	100.0

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

Figure 12

IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS 1991-1992 AND 2001-2002



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

Most public school teachers in Iowa are covered by the Iowa Public Employee Retirement System (IPERS). Teachers are eligible to receive full retirement benefits under IPERS if they are at least 55 years of age and the sum of their age and total IPERS covered employment is equal to or greater than 88. As the age and experience of public school teachers increases, the number of retirements could go up. Table 27 and Figure 13 present the number of teachers eligible to take retirement under IPERS and those approaching that age/experience threshold. The percentage of teachers at 88+ declined slightly, 0.9 percent, over the past decade but the percentage of teachers within the 71-87 bracket increased, 8.7 percent.

Table 27

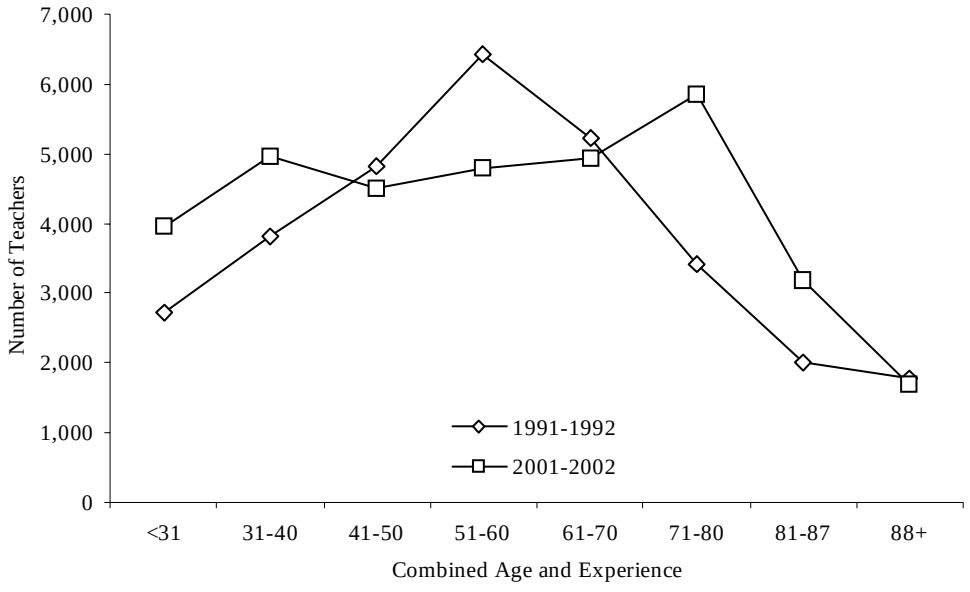
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 1991-1992 AND 2001-2002

Combined Age and Experience Interval	1991-1992 Number	1991-1992 Cumulative Total	1991-1992 Percent	1991-1992 Cumulative Percent	2001-2002 Number	2001-2002 Cumulative Total	2001-2002 Percent	2001-2002 Cumulative Percent
30 and Under	2,715	2,715	9.0%	9.0%	3,947	3,947	11.7%	11.7%
31-40	3,810	6,525	12.6	21.6	4,957	8,904	14.6	26.3
41-50	4,830	11,355	16.0	37.6	4,506	13,410	13.3	39.6
51-60	6,436	17,791	21.2	58.8	4,787	18,197	14.1	53.7
61-70	5,220	23,011	17.3	76.1	4,940	23,137	14.6	68.3
71-80	3,424	26,435	11.3	87.4	5,857	28,994	17.3	85.6
81-87	2,006	28,441	6.7	94.1	3,182	32,176	9.4	95.0
88+	1,791	30,232	5.9	100.0	1,702	33,878	5.0	100.0

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

Figure 13

DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS COMBINED AGE AND EXPERIENCE 1991-1992 AND 2001-2002



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

Teacher Contract Days

Public school districts report the number of contract days served by each teacher in the district on the Basic Educational Data Survey in the fall. It should be noted that contracts vary with respect to the meaning of a contract day. For example, some contracts may be 200 days with no vacation, while others may be 200 days with vacation. The predominant contract length in 2001-2002 was 190 days (Table 28) with 29.3 percent of teachers included in this category. Over 75 percent of full-time public school teachers in Iowa had a contract greater than 189 days.

Table 28

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

Number of Contract Days	Percent	Cumulative Percent
Less than 186	5.5%	5.5%
186	2.4	7.9
187	5.5	13.4
188	6.1	19.5
189	5.3	24.8
190	29.3	54.1
191	7.5	61.6
192	9.2	70.8
193	10.0	80.8
194	4.3	85.1
195	9.3	94.4
196+	5.6	100.0

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

Teacher Assignments

Table 29 provides a breakdown by enrollment category of the average number of teaching assignments per full-time public school teacher in grades 9-12. Districts report the number and type of assignments for each teacher during Fall BEDS. Up to ten assignments may be reported per teacher. In the 2001-2002 school year, the average number of assignments per teacher for districts 7,500+ was less than half of that for districts under 250, 2.3 versus 5.0. A similar gap occurred in 2000-2001 and 1985-1986. The average number of assignments at the state level increased from 2.7 in 1985-1986 to 3.1 in 2001-2002. Less than a quarter of teachers in grades 9-12, 21 percent, had only one teaching assignment, while 20.7 percent of grades 9-12 teachers had five or more unique teaching assignments in 2001-2002 (Table 30).

Table 29

AVERAGE NUMBER OF TEACHING ASSIGNMENTS FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS IN GRADES 9-12 BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, AND 2001-2002

Enrollment Category	1985-1986 Number of Districts	1985-1986 Number of Grade 9-12 Teachers	1985-1986 Average Number of Assignments	2000-2001 Number of Districts	2000-2001 Number of Grade 9-12 Teachers	2000-2001 Average Number of Assignments	2001-2002 Number of Districts	2001-2002 Number of Grade 9-12 Teachers	2001-2002 Average Number of Assignments
<250	52	470	3.8	26	123	4.9	29	146	5.0
250-399	90	1,218	3.6	54	810	4.2	50	762	4.2
400-599	94	1,754	3.3	74	1,430	4.0	77	1,553	4.0
600-999	97	2,228	3.1	104	2,587	3.6	100	2,541	3.6
1,000-2,499	72	2,843	2.6	83	3,335	3.0	81	3,263	3.0
2,500-7,499	24	1,997	2.1	24	2,052	2.4	25	2,165	2.4
7,500+	8	2,349	2.0	9	2,480	2.2	9	2,388	2.3
State	437	12,859	2.7	374	12,817	3.1	371	12,818	3.1

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

Table 30

DISTRIBUTION OF ASSIGNMENTS FOR FULL-TIME PUBLIC SCHOOL TEACHERS IN GRADES 9-12 2001-2002

Number of Unique Assignments	Percent	Cumulative Percent
1	21.0%	21.0%
2	26.4	47.4
3	18.5	65.9
4	13.4	79.3
5	8.8	88.1
6	5.4	93.5
7	3.3	96.8
8	1.9	98.7
9	0.7	99.4
10	0.6	100.0

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

Beginning Full-time Public School Teachers

Data on beginning teachers are collected during the Fall BEDS. Teachers hired by districts after BEDS data was submitted (based on the count taken on the third Friday in September) are not included in the count. The number of beginning public school teachers increased each year from 1996-1997 to 2000-2001 going from 1,014 to 1,660. In 2001-2002, the number dropped to 1,443, with new teachers making up 4.3 percent of all teachers. Salaries for new teachers have increased 25.2 percent from 1996-1997. The minimum salary for full-time public school teachers is set by law and was $23,000 for the 2001-2002 school year. For school districts and AEAs participating in the teacher compensation Phase 2 program, the minimum salary was $24,500. Beginning full-time teachers in Iowa public schools had an average age of 28.5 years in 2001-2002 compared to 42.3 for teachers as a whole. Minority teachers make up the same percentage of new teachers as for the teaching population as a whole, 1.7 percent. Beginning full-time public school teachers tend not to hold advanced degrees compared to the general teacher population, 6.1 percent versus 26.8 percent (Table 31).

Table 31

CHARACTERISTICS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS
1996-1997 THROUGH 2001-2002

Characteristics	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Average Age	29.1	28.4	28.2	28.7	28.5	28.5
Percent Female	68.7%	67.7%	71.9%	72.6%	71.6%	72.3%
Percent Minority	3.3%	3.2%	3.6%	2.1%	2.8%	1.7%
Percent Advanced Degree	3.1%	3.0%	6.7%	7.1%	5.9%	6.1%
Average Salary**	$22,005	$22,712	$24,132	$25,275	$26,058	$27,553
Number of Beginning F-T Teachers*	1,014	1,133	1,258	1,616	1,660	1,443
Percent of Beginning F-T Teachers*	3.2%	3.5%	3.9%	4.9%	4.9%	4.3%

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

Notes: *F-T indicates full-time.
Figures for 1999-2000 to 2001-2002 represent average salaries for full-time public school staff in this group with teaching position codes.
Approximately 200 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.
**Salary does not include Phase III funds.

The percentage of beginning teachers employed by districts varied with enrollment category (Table 32). For the 2001-2002 school year, districts with enrollments under 250 employed the highest percentage, 8.2 percent, of beginning teachers. This was almost double the state average of 4.3 percent. Districts in the 1,000 to 2,499 enrollment category employed the smallest percentage of beginning teachers, 3.7 percent.

Table 32

IOWA FULL-TIME BEGINNING TEACHERS AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS 1996-1997 THROUGH 2001-2002

Enrollment Category	Number of Beginning F-T* Teachers by Year						Beginning F-T* Teachers as a % of Total F-T* Teachers by Year					
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
<250	18	24	20	37	28	37	5.7%	8.1%	6.8%	11.1%	7.4%	8.2%
250-399	43	76	65	87	106	72	4.0	6.2	5.3	6.1	7.3	5.3
400-599	110	134	136	175	189	129	4.3	5.5	5.3	6.6	7.0	4.3
600-999	218	200	249	253	270	278	3.8	3.6	4.3	4.5	4.9	5.1
1,000-2,499	232	258	260	354	358	313	3.0	3.2	3.2	4.3	4.2	3.7
2,500-7,499	158	164	185	286	306	278	2.7	2.8	3.2	4.8	5.0	4.4
7,500+	222	260	334	416	382	327	2.9	3.3	4.2	5.1	4.6	3.9
AEA	13	17	9	8	21	9	2.2	3.6	2.1	1.9	5.0	2.1
State	1,014	1,133	1,258	1,616	1,660	1,443	3.2	3.5	3.9	4.9	4.9	4.3

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: *F-T indicates full-time.

Minority Teacher Characteristics

In 2001-2002, minority teachers made up 1.7 percent of total full-time public school teachers while minorities made up 6.1 percent of Iowa's population in the 2000 Census. Minority enrollment reached 10.4 percent of total PK-12 Iowa public school enrollment in the 2001-2002 school year. A comparison of minority to non-minority teachers shows that minority teachers were about two years younger, had less experience, but held more advanced degrees than their non-minority counterparts. Average salary for minority teachers was slightly higher than for non-minority teachers (Table 33).

Table 33

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY MINORITY AND NON-MINORITY GROUPS 2001-2002

Characteristics	Non-Minority	Minority
Number	33,294	58.4
Percent	98.3%	1.7%
Average Age	42.3	40.3
Percent Female	71.1%	68.2%
Percent Advanced Degree	26.8%	29.8%
Average Total Experience	15.1	11.7
Average District Experience	11.9	9.0
Average Salary*	$38,225	$38,533

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Notes: Figures include area education agency teachers.
*Salary does not include Phase III funds.
Figures for 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2001-2002 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

Iowa school districts, through the Fall Basic Educational Data Survey, report salaries for all licensed staff. Reported salaries do not include benefits but may contain payment for extra duties, such as yearbook sponsorship or coaching. In addition, approximately 5,000 licensed staff in 2001-2002 reported a combination of teaching and administrative duties, which may inflate salary figures for teachers.

The minimum salary for full-time public school teachers in Iowa for the 2001-2002 school year was either $23,000 or $24,500 depending on whether the district participated in the teacher quality/compensation program. In the 2001-2002 school year, the average salary for full-time public school teachers was $38,230 reflecting an increase over the previous school year of 4.8 percent and an increase of 76.3 percent from 1985-1986. Increases in average salaries of teachers outpaced inflation over the past eleven years. In 2001-2002, the percentage increase over the prior year in teacher salaries was higher than the increase for public school principals, 4.5 percent, but lower than the increase for superintendents, 5.5 percent.

Average salaries of teachers varied with the size of the school district. Average salary for the smallest districts (under 250 students) was $12,253 less than that for the largest districts (7,500 students or more) in 2001-2002 (Table 34).

Average salaries increased as enrollment category increased. Average salary in the two largest enrollment categories (2,500-7,499 and 7,500+) exceeded the state average of $38,230.

Table 34

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 1985-1986, 2000-2001 AND 2001-2002

Enrollment Category	Average Salary* 1985-1986	2000-2001	2001-2002	Percent Salary Change 1985-1986 to 2001-2002	Percent Salary Change 2000-2001 to 2001-2002
<250	$16,347	$28,046	$29,996	83.5%	7.0%
250-399	17,971	30,363	32,143	78.9	5.9
400-599	19,198	32,024	33,925	76.7	5.9
600-999	20,079	33,809	35,487	76.7	5.0
1,000-2,499	21,616	35,912	37,676	74.3	4.9
2,500-7,499	23,835	38,266	39,870	67.3	4.2
7,500+	24,041	40,452	42,249	75.7	4.4
State	21,690	36,479	38,230	76.3	4.8

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

Notes: State total includes AEA teachers.
Figures for 2000-2001 and 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2000-2001 and 2001-2002 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.
*Salary does not include Phase III funds.

Experience and advanced degree status are shown in Tables 35 through 37. In 2001-2002, the average salary of teachers with more than ten years experience and a baccalaureate degreee was approximately $10,000 greater than teachers with less than five years experience and a baccalaureate degree. The average salaries of teachers with advanced degrees and ten or more years of experience was $47,433 in the 2000-2001 school year. This compares with the average salaries of $34,265 for teachers with less than five years experience and an advanced degree. Teachers with five years or less experience and an advanced degree made on average $4,995 more than their cohorts without an advanced degree. For teachers with ten or more years of experience the gap increased, with teachers with an advanced degree making $7,451 more on average than their associates without an advanced degree.

The largest increase in salary from 1985-1986 to the 2001-2002 school year occurred for teachers with less than five years experience and a baccalaureate degree, 80.6 percent, and the smallest increase for teachers with less than five years experience and an advanced degree, 75.3 percent.

Table 35

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS 1985-1986 VS. 2001-2002

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2001-2002	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2001-2002	Number of Teachers Baccalaureate Degree 2001-2002	Number of Teachers Advanced Degree 2001-2002
<250	$14,659	$26,549	$15,782	$25,833	160	3
250-399	15,434	27,383	16,753	30,084	424	10
400-599	15,775	27,673	17,226	29,841	782	43
600-999	16,017	28,391	17,731	31,167	1,350	59
1,000-2,499	16,403	28,592	19,500	32,761	1,822	119
2,500-7,499	17,191	29,967	20,057	34,329	1,477	135
7,500+	17,156	31,256	21,143	36,809	1,952	240
State	16,211	29,270	19,545	34,265	7,967	609

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

Notes: Salary does not include Phase III funds in 2001-2002.
Figures in 2001-2002 represent average salaries for full-time public school staff in this group with teaching position codes. Approximately 1,500 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Table 36

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF SIX TO TEN YEARS 1985-1986 vs. 2001-2002

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2001-2002	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2001-2002	Number of Teachers Baccalaureate Degree 2001-2002	Number of Teachers Advanced Degree 2001-2002
<250	$16,218	$28,672	$16,704	$28,439	60	3
250-399	17,423	29,953	18,537	31,897	182	15
400-599	18,419	31,301	19,704	33,828	404	30
600-999	18,874	32,461	20,026	34,179	689	74
1,000-2,499	19,543	33,806	21,360	37,114	1,048	156
2,500-7,499	20,570	35,268	23,174	39,031	783	229
7,500+	20,686	36,837	23,104	41,682	942	341
State	19,335	34,062	21,919	38,973	4,108	848

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

Notes: Salary does not include Phase III funds in 2001-2002.
Figures in 2001-2002 represent average salaries for full-time public school staff in this group with teaching position codes. Approximately 980 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 37

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF MORE THAN TEN YEARS 1985-1986 vs. 2001-2002

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2001-2002	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2001-2002	Number of Teachers Baccalaureate Degree 2001-2002	Number of Teachers Advanced Degree 2001-2002
<250	$17,821	$32,531	$18,985	$34,797	188	34
250-399	19,324	34,869	21,260	38,138	569	149
400-599	20,559	36,678	22,583	40,189	1,307	404
600-999	21,381	38,233	23,632	42,002	2,490	800
1,000-2,499	22,495	40,215	25,440	44,971	3,511	1,696
2,500-7,499	23,804	41,775	28,044	48,847	2,022	1,708
7,500+	23,594	43,655	28,110	51,461	2,325	2,692
State	22,196	39,982	26,528	47,433	12,412	7,483

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

Notes: Salary does not include Phase III funds in 2001-2002.
Figures in 2001-2002 represent average salaries for full-time public school staff in this group with teaching position codes. Approximately 2,930 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

The National Education Association's, *Rankings of the States and Estimates of School Statistics* provides a comparison of teacher salary by state (Table 38 and Figure 14). In 2001-2002, Iowa ranked 33 in the nation, up two from the previous year. Among the nine midwest states listed, Iowa ranked fifth in 2000-2001 and fourth in 2001-2002.

Table 38

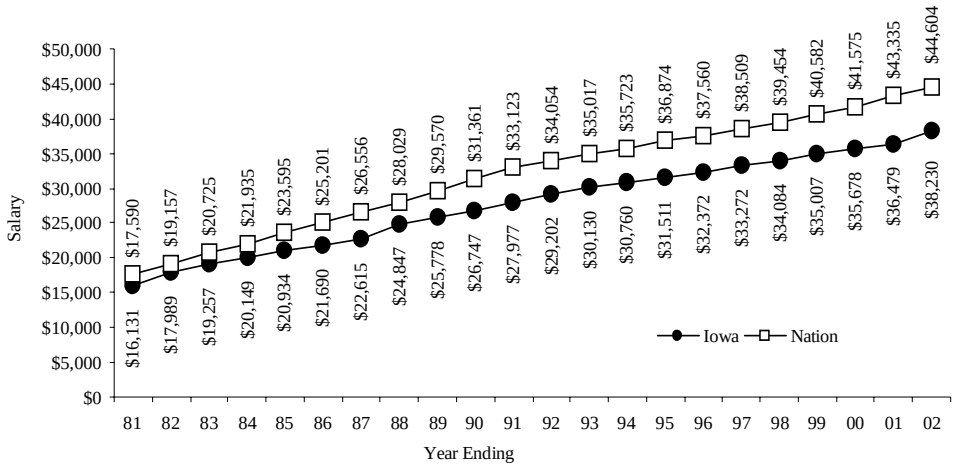
AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA AND MIDWEST STATES 2000-2001 AND 2001-2002

Nation and State	2000-2001 Salary	2000-2001 National Rank	2001-2002 Salary	2001-2002 National Rank
Nation	**$43,335**		**$44,604**	
Iowa*	**36,479**	**35**	**38,230**	**33**
Illinois	47,847	10	50,000	7
Kansas	35,901	40	36,673	42
Minnesota	42,212	17	43,330**	19
Missouri	36,722	33	37,695**	36
Nebraska	34,175	45	36,236	44
North Dakota	30,891	50	31,709**	50
South Dakota	30,265	51	31,295	51
Wisconsin	42,122	19	43,114	20

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: *Salary does not include Phase III funds. **Data are estimated by NEA.
Figures for Iowa represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2000-2001 and 2001-2002 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Figure 14

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS FOR IOWA AND THE NATION, 1980-1981 TO 2001-2002



Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: Figures for Iowa 2000-2001 and 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2000-2001 and 2001-2002 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salaries by Area Education Agency

Iowa is divided into 15 area education agencies (AEAs) which provide services to local school districts. Seven AEAs (1, 7, 9, 10, 11, 12, and 13) contained a city with a population of 50,000+ within their boundaries. AEA 11 served the largest population under age eighteen, 172,349 persons, according the Census 2000. AEA 14 served the smallest population under age eighteen, 15,841. Three AEAs (9, 10, and 11) contained 45.1 percent of Iowa's full-time public school teachers in 2001-2002 (Table 39).

Average salaries for full-time public school teachers by AEA are provided in Table 39. The average salary range varied from $40,396 in AEA 9 to $33,912 in AEA 14, a span of $6,484. Nine of Iowa's 15 AEAs had teacher average salaries below the state average of $38,230. AEA 11 showed the lowest level of average total experience at 13.6 years and AEA 1 the highest at 17.0 years. AEA 12 had the highest percentage of teachers with advanced degrees, 31.7 percent, and AEA 2 the lowest at 18.1 percent.

Table 39

AVERAGE SALARIES OF FULL-TIME IOWA PUBLIC SCHOOL TEACHERS BY AEA 2001-2002

AEA	Number	Percent of Teachers	Average Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree
1	2,196	6.5%	$38,326	17.0	13.9	27.6
2	1,495	4.4	36,601	14.7	11.6	18.1
3	856	2.5	36,803	15.6	11.8	20.1
4	745	2.2	37,763	16.4	12.8	19.7
5	1,828	5.4	35,672	15.0	11.8	18.4
6	1,103	3.3	36,807	15.2	11.9	19.0
7	2,159	6.4	38,883	16.2	12.7	27.7
9	3,374	10.0	40,396	15.6	12.9	30.7
10	4,149	12.2	38,984	14.6	10.8	31.1
11	7,749	22.9	39,006	13.6	10.5	28.4
12	2,115	6.2	39,394	15.7	12.4	31.7
13	2,275	6.7	37,660	15.6	12.4	26.8
14	905	2.7	33,912	14.8	11.5	21.3
15	1,706	5.0	35,420	14.6	11.8	24.9
16	1,223	3.6	38,003	15.9	13.0	26.5
State	33,878	100.0	38,230	15.0	11.8	26.8

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

Notes: Salaries do not include Phase III funds.
Figures for Iowa 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately over 5,000 full-time public school staff in 2001-2002 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

State occupational wage estimates calculated by the U.S. Bureau of Labor Statistics provide a comparison of average salaries for various occupational groups. Table 40 lists 1999 and 2000 wage estimates for a sample of occupations requiring a baccalaureate degree. From 1999 to 2000, Iowa's average teacher salary reflected an increase of 1.9 percent, from $35,007 to $35,678. During the same period, computer engineers showed an 11.3 percent increase, from $56,180 to $62,530. Of the 12 occupations listed, nine had higher wage estimates than teachers.

Table 40

IOWA SALARY COMPARISONS BY OCCUPATION
1999 AND 2000

Occupation	Average Salary 1999	Average Salary 2000	Percent Change 1999 to 2000
Electrical Engineer	$57,130	$59,960	5.0%
Computer Engineer	56,180	62,530	11.3
Air Traffic Controller	58,400	60,200	3.1
Civil Engineer	52,980	56,190	6.1
Computer Programmer	46,880	47,060	0.4
Speech-Language Pathologist/Audiologist	44,410	45,060	1.5
Insurance Underwriter	37,930*	46,710	23.1
Accountant & Auditor	36,780	39,300	6.9
Teacher**	35,007	35,678	1.9
Registered Nurse	34,860	37,410	7.3
Social Worker	33,170	32,510	-2.0
Interior Designer	30,620	33,230	8.5

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa.
Notes: *Wage rate was calculated using three years of data: 1997, 1998, and 1999.
**Teacher average salaries were based on Iowa Department of Education, Basic Educational Data Survey, Staff Files.

Teacher Salaries and the Consumer Price Index (CPI)

The consumer price index is a measure of the change in prices over time. The CPI compares the cost for a collection of goods in one year to the cost of the same goods the following year. Table 41 compares changes in average full-time public school teacher salaries for Iowa and the nation to annual changes in the CPI. In six of the 12 years reported, the percentage increase in Iowa teacher salaries over the previous school year exceeded annual increases in the CPI, while average teacher salaries for the nation exceeded increases in the CPI for six of the 12 years shown.

Table 41

CHANGE IN FULL-TIME PUBLIC SCHOOL TEACHERS COMPARED TO CHANGES IN THE CONSUMER PRICE INDEX 1990-1991 THROUGH 2001-2002

	Iowa		Nation		
Year	Average Salary	Percent Change from Previous Year	Average Salary	Percent Change from Previous Year	Percent Change in CPI from Previous Year
1990-1991	$27,977	4.6%	$33,123	5.6%	4.2%
1991-1992	29,202	4.4	34,054	2.8	3.0
1992-1993	30,130	3.2	35,017	2.8	3.0
1993-1994	30,760	2.1	35,723	2.0	2.6
1994-1995	31,511	2.4	36,874	3.2	2.8
1995-1996	32,372	2.7	37,560	1.9	3.0
1996-1997	33,272	2.8	38,509	2.5	2.3
1997-1998	34,084	2.4	39,454	2.5	1.6
1998-1999	35,007	2.7	40,582	2.9	2.2
1999-2000	35,678	1.9	41,724	2.8	3.4
2000-2001	36,479	2.2	43,335	3.9	2.8
2001-2002	38,230	4.8	44,604	2.9	

Sources: National Education Association, Rankings of the States, U.S. Bureau of Labor, Bureau of Labor Statistics, Consumer Price Index, All Urban Consumers, and Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: Figures for Iowa 1999-2000 and 2000-2001 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 1999-2000 and 2000-2001 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Beginning Teacher Salary Comparisons with Midwest States

Table 42 provides average teacher salary for midwest states collected by the American Federation of Teachers (AFT) for the 1999-2000 school year. The national average of $27,989 for beginning teachers was $2,714 above that for beginning teachers in Iowa. All of Iowa's neighbors, with the exception of Illinois, were below the national average as well. Of the midwest states, Illinois, Minnesota, Missouri and Wisconsin had higher beginning teacher salaries than Iowa for 1999-2000. Kansas, Nebraska, North Dakota and South Dakota had lower beginning teacher salaries. Iowa's average teacher salary for all teachers was also lower than the national average.

Table 42

COMPARISON OF BEGINNING FULL-TIME PUBLIC SCHOOL TEACHER SALARIES, 1999-2000

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	$27,989	$41,820				64.5%
Iowa	25,275	35,678	5	5	-9.7%	70.8
Illinois	30,151	46,480	1	1	7.7	64.9
Kansas	25,252	36,282	6	4	-9.8	69.6
Minnesota	25,666	40,678	3	2	-8.3	63.1
Missouri	25,977	35,660	2	6	-7.2	72.8
Nebraska	22,923	33,237	7	7	-18.1	69.0
North Dakota	20,422	29,863	9	8	-27.0	68.4
South Dakota	21,889	29,072	8	9	-21.8	75.3
Wisconsin	25,344	39,897	4	3	-9.5	63.5

Source: American Federation of Teachers, http://www.aft.org/research/survey00/salarysurvey00.pdf.

Beginning Teacher Salaries Compared to Expected Beginning Salaries in Other Occupations

Beginning teacher salaries for new college graduates remained lower than other occupations as noted in Table 43. Table 43 compares beginning salaries for college graduates for selected years from 1990 to 2000. As can be seen in the table, occupations with similar levels of education had higher starting salaries than teachers. Beginning engineers made $47,112 on average compared to $27,989 for teachers in 2000. Beginning salaries for graduates entering engineering, business administration, math/statistics, economics/finance and computer science were above $40,000.

Table 43

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

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

Source: American Federation of Teachers, http://www.aft.org/research/survey00/salarysurvey00.pdf.

Characteristics of Principals

In 1985-1986, there were 1,223 public school principals in Iowa. By 2001-2002, the number of principals dropped 9.4 percent to 1,108. Table 44 gives general characteristics of Iowa principals. The most notable change in the characteristics of Iowa's public school principals since 1985-1986 was the increase in the number of female principals, from 8.7 percent to 32.5 percent.

The decline in the number of principals was more pronounced for nonpublic schools. In 1985-1986 there were 177 nonpublic principals in Iowa but by 2001-2002 the number decreased 42.4 percent to 102. Nonpublic student enrollment declined by 18.7 percent during the same period. Unlike their public counterparts, nonpublic schools have exhibited a more even distribution of male and female principals. In 1985-86, 49.5 percent of nonpublic principals were female and 48 percent were female in 2001-2002.

Minority principals were still a rarity in Iowa schools in the 2001-2002 school year. Only 1.0 percent of Iowa's nonpublic principals and 3.2 percent of Iowa's public principals were not white in 2001-2002. This compares to Iowa's minority enrollment of 5.2 percent for nonpublic schools and 10.4 percent for public schools in 2001-2002.

Table 44

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS
1985-1986, 2000-2001, AND 2001-2002

Characteristics	Public			Nonpublic		
	1985-86	2000-2001	2001-2002	1985-86	2000-2001	2001-2002
Average Age	46.6	47.8	48.0	46.0	49.0	48.9
Percent Female	8.7	30.6	32.5	49.5	50.0	48.0
Percent Minority	1.6	3.5	3.2	0	1.0	1.0
Average Total Experience	21.9	22.4	22.4	21.5	23.3	23.3
Average District Experience	13.2	11.8	11.7	6.0	8.6	9.0
Number of Principals	1,223	1,123	1,108	177	104	102

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

Principal Age and Experience

Age and experience level for principals have not changed greatly over the past decade and a half. Average age went from 46.6 years for public school principals to 48.0 and from 46.0 to 48.9 years for nonpublic principals. Total experience showed similar increases, see Tables 44, 45 and 46, and Figures 15 and 16.

Table 45

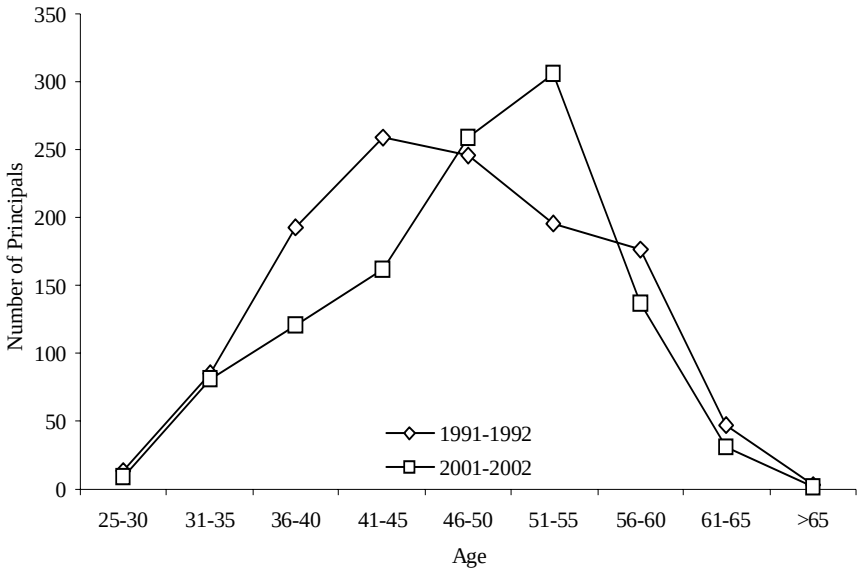
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1991-1992 AND 2001-2002

Age Interval	1991-1992 Number	1991-1992 Cumulative Total	1991-1992 Percent	1991-1992 Cumulative Percent	2001-2002 Number	2001-2002 Cumulative Total	2001-2002 Percent	2001-2002 Cumulative Percent
25-30	13	13	1.1%	1.1%	9	9	0.8%	0.8
31-35	85	98	7.0	8.1	81	90	7.3	8.1
36-40	192	290	15.7	23.8	121	211	10.9	19.0
41-45	259	549	21.3	45.1	162	373	14.7	33.7
46-50	246	795	20.2	65.3	259	632	23.3	57.0
51-55	196	991	16.1	81.4	326	938	27.7	84.7
56-60	176	1,167	14.5	95.9	137	1,075	12.3	97.0
61-65	47	1,214	3.9	99.8	31	1,106	2.9	99.9
Over 65	3	1,217	0.2	100.0	2	1,108	0.1	100.0

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

Figure 15

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1991-1992 AND 2001-2002



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

Table 46

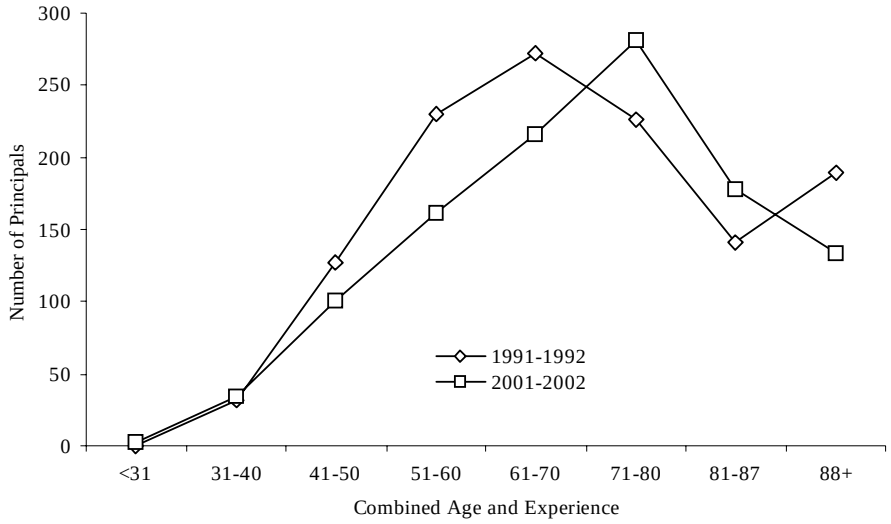
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1991-1992 AND 2001-2002

Combined Age and Experience Interval	1991-1992 Number	1991-1992 Cumulative Total	1991-1992 Percent	1991-1992 Cumulative Percent	2001-2002 Number	2001-2002 Cumulative Total	2001-2002 Percent	2001-2002 Cumulative Percent
<31	0	0	0.0%	0.0%	3	3	0.3%	0.3
31-40	32	32	2.6	2.6	34	37	3.0	3.3
41-50	127	159	10.5	13.1	100	137	9.1	12.4
51-60	230	389	18.9	32.0	162	299	14.6	27.0
61-70	272	661	22.3	54.3	216	515	19.5	46.5
71-80	226	887	18.6	72.9	281	796	25.3	71.8
81-87	141	1,028	11.6	84.5	178	974	16.1	87.9
88+	189	1,217	15.5	100.0	134	1,108	12.1	100.0

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

Figure 16

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1991-1992 AND 2001-2002



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

Principal Salaries

The average salary for public school principals increased from $35,313 in 1985-1986 to $66,351 in 2001-2002, a growth of 87.9 percent. During the same period, average salaries increased for full-time public school teachers 76.3 percent and superintendents 107.0 percent. There was a substantial range in salary for public school principals depending on the size of the school district (see Table 47 for the seven enrollment categories). Average salaries for principals increased with increases in enrollment categories (Table 47 and Figure 17). Average salary for principals in the 7500+ category was nearly $20,000 higher than the average salary for principals in the under 250 category.

Table 47

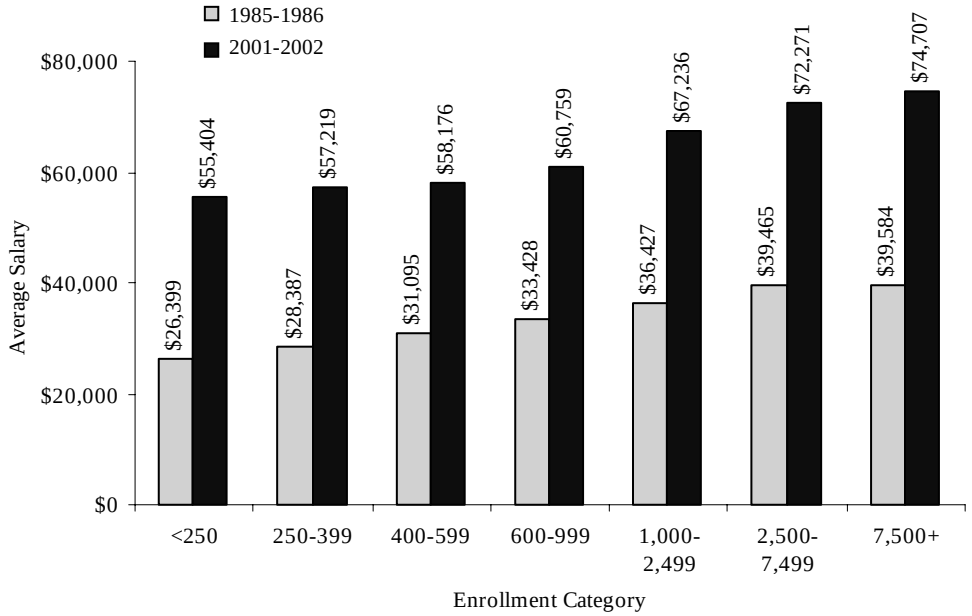
AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, AND 2001-2002

Enrollment Category	Average Salary 1985-1986	Average Salary 2000-2001	Average Salary 2001-2002	Number of Principals 2001-2002	Percent Average Salary Change 2000-2001 to 2001-2002
<250	$26,399	$50,799	$55,404	28	9.1%
250-399	28,387	54,376	57,219	67	5.2
400-599	31,095	54,580	58,176	131	6.6
600-999	33,428	58,539	60,759	217	3.8
1,000-2,499	36,427	64,381	67,236	252	4.4
2,500-7,499	39,465	69,145	72,271	182	4.5
7,500+	39,584	71,935	74,707	226	3.9
State*	35,313	63,465	66,351	1,103	4.5

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

Figure 17

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1985-1986 AND 2001-2002



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

Characteristics of Superintendents

Superintendents are experiencing some of the same changes as principals. Their numbers declined as districts reorganized and as districts share students or superintendents. By the 2001-2002 school year, there were 371 districts with 328 full-time public school superintendents (see Table 48). Some Iowa superintendents worked part-time and some superintendents served more than one school district in 2001-2002. Female full-time superintendents increased from 1.6 percent in 1985-1986 to 8.2 percent in 2001-2002. The percent of superintendents holding specialist/advanced degrees increased as well going from 46.9 percent in 1985-1986 to 61.0 in 2001-2002. As was the case with principals, the number of minority superintendents remained low, 1.5 percent in 2001-2002. The average age of superintendents increased from 48.7 years in 1985-1986 to 52.0 years in 2001-2002 (Table 48). During the same period, average total experience increased from 23.6 to 26.7 years.

Table 48

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS —1985-1986, 2000-2001, AND 2001-2002

Characteristics	1985-1986	2000-2001	2001-2002
Average Age	48.7	52.1	52.0
Percent Female	1.6	5.8	8.2
Percent Minority	0.0	0.9	1.5
Percent Specialist/Doctorate Degree	46.9	59.2	61.0
Average Total Experience	23.6	26.9	26.7
Average District Experience	8.8	8.0	7.6
Number	425	326	328

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

Superintendent Age and Experience

The age distribution in the 1991-1992 and 2001-2002 school years for full-time public school superintendents is shown in Table 49 and Figure 18. In 1991-1992, 43.3 percent of all superintendents were over the age of 50. In 2001-2002, 62.5 percent were over the age of 50. The percent of superintendents over 60 was approximately the same in 1991-1992 and 2001-2002, at 5.8 and 6.4 respectively.

Superintendents (as well as teachers and other administrators) are eligible to retire under IPERS with full benefits when their age plus experience is equal to or greater than 88. The number of superintendents approaching a combined age and experience level of 88 increased between 1991-1992 and 2001-2002. Over 25 percent had a combined age that reached or surpassed 88 and 22.9 percent are within seven years of 88 (see Table 50 and Figure 19).

Table 49

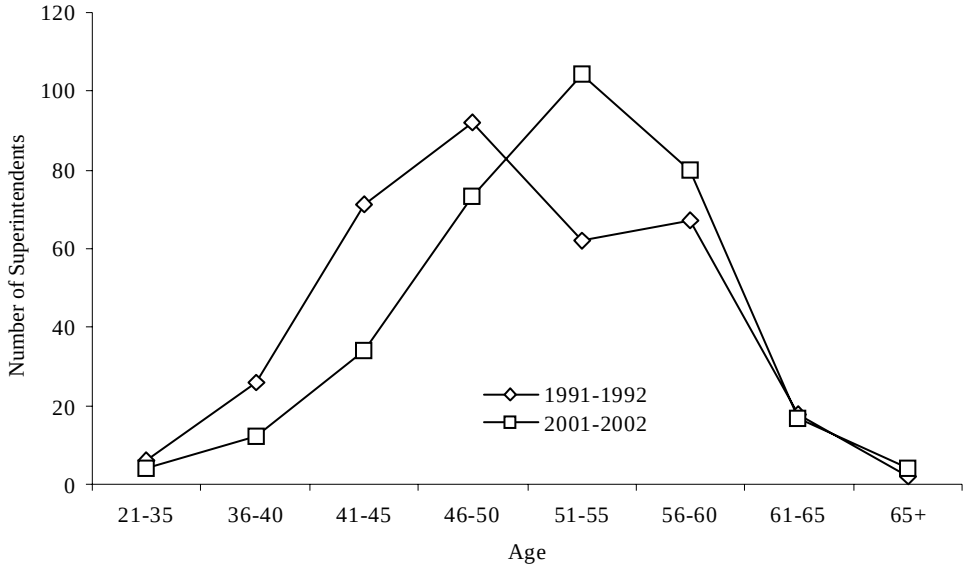
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1991-1992 AND 2001-2002

	1991-1992				2001-2002			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
21-35	6	6	1.7%	1.7%	4	4	1.2%	1.2%
36-40	26	32	7.6	9.3	12	16	3.7	4.9
41-45	71	103	20.6	29.9	34	50	10.3	15.2
46-50	92	195	26.8	56.7	73	123	22.3	37.5
51-55	62	257	18.0	74.7	104	227	31.7	69.2
56-60	67	324	19.5	94.2	80	307	24.4	93.6
61-65	18	342	5.2	99.4	17	324	5.2	98.8
Over 65	2	344	0.6	100.0	4	328	1.2	100.0

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

Figure 18

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1991-1992 AND 2001-2002



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

Table 50

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1991-1992 AND 2001-2002

Combined Age and Experience	1991-1992				2001-2002			
Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30-40	3	3	0.9%	0.9%	0	0	0.0%	0.0%
41-50	14	17	4.0	4.9	8	8	2.4	2.4
51-60	44	61	12.8	17.7	27	35	8.3	10.7
61-70	91	152	26.5	44.2	50	85	15.2	25.9
71-80	58	210	16.8	61.0	85	170	25.9	51.9
81-87	58	268	16.9	77.9	75	245	22.9	74.7
88+	76	344	22.1	100.0	83	328	25.3	100.0

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

Figure 19

COMBINED AGE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1991-1992 AND 2001-2002

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

Superintendent Salaries

Superintendent salaries increased 107.0 percent since 1985-1986 compared to a 76.3 percent for teachers and 87.9 percent for principals. The average salary for full-time public school superintendents was $84,255 in 2001-2002. Salaries varied widely depending on the size of the district. The range in average superintendent salaries across the seven enrollment categories was $68,194 in 2001-2002 (Table 51).

Table 51

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 2000-2001, AND 2001-2002

Enrollment Category	Average Salary 1985-1986	Average Salary 2000-2001	Average Salary 2001-2002*	2001-2002 Number of Full-time Superintendents	% Change in Avg. Salary 1985-86 to 2001-2002	% Change in Avg. Salary 2000-01 to 2001-2002
<250	$33,597	$57,075	$62,454	17	85.9%	9.4%
250-399	34,060	68,724	72,201	37	112.0	5.1
400-599	39,213	72,318	75,836	71	93.4	4.9
600-999	41,482	76,935	81,425	90	96.3	5.8
1,000-2,499	47,288	85,772	91,998	80	94.5	7.3
2,500-7,499	55,110	104,464	110,474	24	100.5	5.8
7,500+	62,235	125,036	130,648	9	109.9	4.5
State	40,710	79,836	84,255	328	107.0	5.5

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

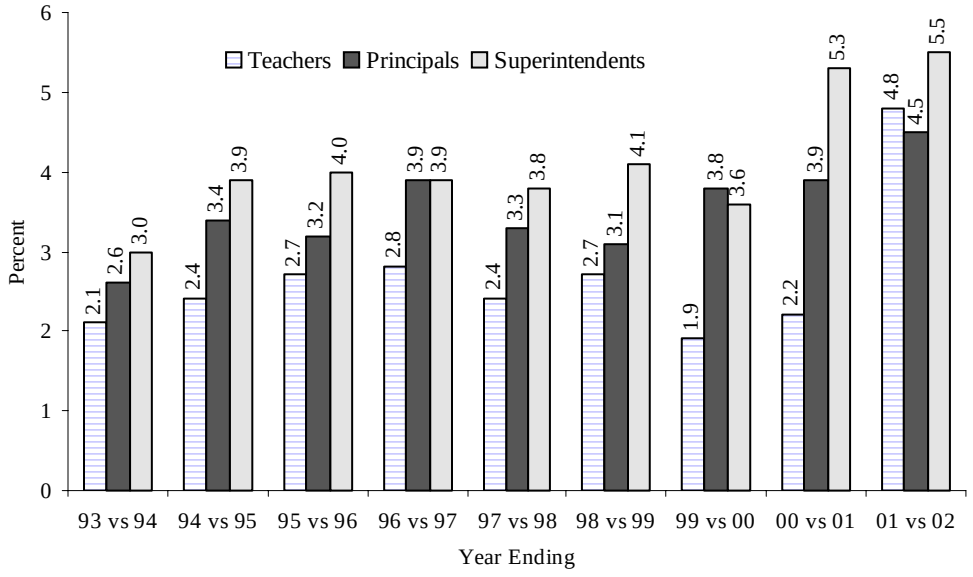
Notes: Although every district is required to have a superintendent, a number of smaller districts share superintendents.
*One superintendent's salary was excluded due to a contract salary situation.

Teacher, Principal, and Superintendent Salary Comparisons

A comparison of annual changes in teacher, principal and superintendent salaries from 1992-1993 to 2001-2002 is provided in Figure 20. Increases in superintendent salaries outpaced those for teachers and principals for most years. The increases for teachers were the lowest of the three for all years except for 2001 to 2002 when the increase was 4.8 percent (the highest for teachers for the nine years reviewed).

Figure 20

ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS FROM 1992-1993 TO 2001-2002



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

Notes: *Salary does not include Phase III funds.
Figures for 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2001-2002 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Table 52 presents average salaries for superintendents, principals, and teachers by enrollment category. Salaries in 2001-2002 followed the same pattern as 1985-1986 and increased as enrollment category increased. As in 1985-1986, the lowest average salary was for the smallest districts, those under 250 pupils. The salary gap between small and large districts grew for superintendent salaries from 1985-1986 to 2001-2002. In 1985-1986, the average superintendent salary for the largest enrollment category was 85.2 percent greater than the smallest enrollment category. In 2001-2002, the average superintendent salary for the largest enrollment category was 109.2 percent greater than the smallest enrollment category. The salary gaps (highest as a percentage of lowest) for teachers and principals declined during the same period.

Table 52

AVERAGE SALARY COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-1986 AND 2001-2002

Enrollment Category	1985-1986 Teachers	1985-1986 Principals	1985-1986 Superintendents	2001-2002 Teachers*	2001-2002 Principals	2001-2002 Superintendents**
<250	$16,347	$26,399	$33,597	$29,996	$55,404	$62,454
250-399	17,971	28,387	34,060	32,143	57,219	72,201
400-599	19,198	31,095	39,213	33,925	58,176	75,836
600-999	20,079	33,428	41,482	35,487	60,759	81,425
1,000-2,499	21,616	36,427	47,288	37,676	67,236	91,998
2,500-7,499	23,835	39,465	55,110	39,870	72,271	110,474
7,500+	24,041	39,584	62,235	42,249	74,707	130,648
State	21,690	35,313	40,710	38,230	66,351	84,255

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

Notes: *Salary does not include Phase III funds.
**One superintendent's salary was excluded due to a contract salary situation.
Figures for 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2001-2002 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Gender Comparison

Tables 53 and 54 compare full-time public school teachers and principals by gender. Teachers were predominantly female, with 24,084 females and 9,794 males in 2001-2002. Slightly more male teachers held advanced degrees, 29.7 percent for men and 25.7 percent for women. Male teachers had slightly greater total experience, 16.3 years versus 14.5 years for female teachers. Average salary was also higher for men than for women, $40,127 for male teachers and $37,459 for female teachers a difference of 7.1 percent.

The number of male principals was more than double that of female principals, 748 versus 360, in 2001-2002. Female principals held more advanced degrees than male principals, 96.4 percent versus 94.7 percent. Average salary was higher for male principals, $67,003 for men compared to $64,997 for women.

Table 53

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS — 2001-2002

Characteristics	Female	Male
Average Age	42.3	42.2
Percent Minority	1.7	1.9
Percent Advanced Degree	25.7	29.7
Average Total Experience	14.5	16.3
Average District Experience	11.4	12.9
Average Salary*	$37,459	$40,127
Number	24,084	9,794

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

Notes: *Salary does not include Phase III funds. Includes AEA Teachers.
Figures for 2001-2002 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2001-2002 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Table 54

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS — 2001-2002

Characteristics	Female	Male
Average Age	47.4	48.2
Percent Minority	3.6	2.9
Percent Advanced Degree	96.4	94.7
Average Total Experience	20.5	23.3
Average District Experience	10.8	12.2
Average Salary	$64,997	$67,003
Number	360	748

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

Area Education Agency Licensed Staff

Area education agencies (AEAs) provide services and support to local school districts throughout the state and AEA staff provide leadership in school improvement, professional development, emerging educational practices, school community planning, curriculum, special education, school technology and media services. Included among their 2,344 licensed employees were teachers, psychologists, consultants/instructors, speech language pathologists, administrative staff, clinicians, social workers and others (see Table 56). Table 55 gives characteristics of AEA staff for 2001-2002. The majority of AEA licensed staff were female, 78.4 percent, and 80.3 percent of AEA licensed staff held advanced degrees. Average years of total experience for AEA licensed staff was 17.5 years. Average salary for AEA licensed staff was $45,727.

Table 55

CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF 2001-2002

Characteristics	
Percent Female	78.4%
Percent Minority	1.2
Percent Staff with Advanced Degrees	80.3
Average Years Total Experience	17.5
Average Number of Contract Days	198.6
Average Age	45.3
Average Salary	$45,727
Number	2,344

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

Table 56

NUMBER OF IOWA FULL-TIME AEA LICENSED STAFF BY POSITION, 2001-2002

Position	Number	Percent
Administrative Assistant	4	0.2 %
Administrator	25	1.1
Assistant Dean/Director	4	0.2
Clinician	170	7.3
Consultant	469	20.0
Coordinator	95	4.0
Counselor	1	0.0
Department Head	11	0.5
Director	39	1.7
Educational Strategist	11	0.5
Home Intervention PK Teacher	63	2.7
Hospital/Home Teacher	1	0.0
Instructor	52	2.2
Integrated Teacher	36	1.5
Itinerant Teacher	75	3.2
Librarian	7	0.3
Manager	2	0.1
Pre School Teacher	23	1.0
Principal	5	0.2
Psychologist	296	12.6
Resource Teacher	55	2.3
School Social Worker	213	9.1
School Audiologist	32	1.4
Self-Contained Teacher	138	5.9
Special Education Nurse	2	0.1
Speech Language Pathologist	321	13.7
Special Education Delivery System Personnel	14	0.6
Specialist	17	0.7
Supervisor	43	1.8
Teacher	35	1.5
Therapist	85	3.6
Total	2,344	100.0

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

AEA 11 served the largest number of school districts, including the state's largest school district (see Table 57). AEA 16 served the fewest number of districts. Figures in Table 57 also include licensed AEA staff.

Table 57

DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS AND TOTAL FULL-TIME LICENSED STAFF BY AEAS 2001-2002

AEA	Districts		Public School Licensed Staff*		Nonpublic School Licensed Staff	
	N	%	N	%	N	%
1	25	6.7%	2,632	6.5%	436	16.0%
2	24	6.5	1,770	4.4	80	2.9
3	18	4.8	1,005	2.5	76	2.8
4	14	3.8	885	2.2	180	6.6
5	31	8.3	2,167	5.4	138	5.1
6	14	3.8	1,327	3.3	27	1.0
7	23	6.2	2,554	6.3	221	8.1
9	22	5.9	4,009	9.9	249	9.2
10	33	8.9	4,971	12.3	313	11.5
11	55	14.8	9,350	23.2	514	18.9
12	24	6.5	2,456	6.1	244	9.0
13	31	8.4	2,704	6.7	95	3.5
14	20	5.4	1,069	2.7	9	0.3
15	24	6.5	1,996	4.9	40	1.5
16	13	3.5	1,441	3.6	98	3.6
State	371	100.0	40,336	100.0	2,720	100.0

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

Instructional Aides

Instructional aides assist licensed teachers in the classroom in positions which do not require a license. All districts employed instructional aides in 2001-2002. The number of instructional aides increased from 2,668.6 in the 1985-1986 school year to 8,356.5 in 2001-2002, an increase of 213.1 percent (Table 58). During the same period, public K-12 enrollment increased by less than 1 percent. Statewide, there was one instructional aide for every 59 students in 2001-2002, compared to one aide for every 182 students in 1985-1986.

Table 58

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 2001-2002

Enrollment Category	Number of Full-time Equivalent Aides 1985-1986	2001-2002	% Change in FTE Aides 1985-1986 to 2001-2002
<250	40.1	95.2	137.4%
250-399	124.2	262.6	111.4
400-599	167.5	545.7	225.8
600-999	249.1	1,130.0	353.6
1,000-2,499	605.9	2,103.6	247.2
2,500-7,499	625.7	1,869.6	198.8
7,500+	856.1	2,349.8	174.5
State	2,668.6	8,356.5	213.1

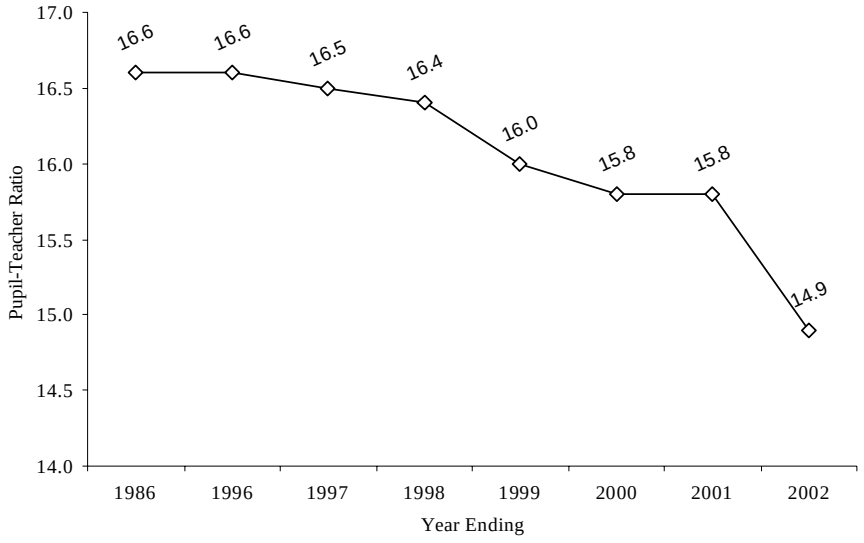
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures Files.

Pupil-Teacher Ratios

Pupil-teacher ratios for Iowa public schools are presented in Figures 21 and 22 and in Table 59. Pupil teacher ratios declined since the 1985-1986 school year while enrollment increased slightly. Pupil-teacher ratios were calculated by dividing the K-12 public school Basic Educational Data Survey (BEDS) enrollments (excluding ungraded special education students) by the K-12 full-time equivalent teachers (excluding special education teachers). Pupil teacher ratios were lowest for the smallest districts (see Figure 22). Districts with less than 250 students had a teacher pupil ratio of 10.2 compared 15.7 for the largest districts and 16.6 for districts in the 2,500-7,499 category in 2001-2002 (Table 59). Teacher aides were not included in the pupil-teacher ratio calculation.

Figure 21

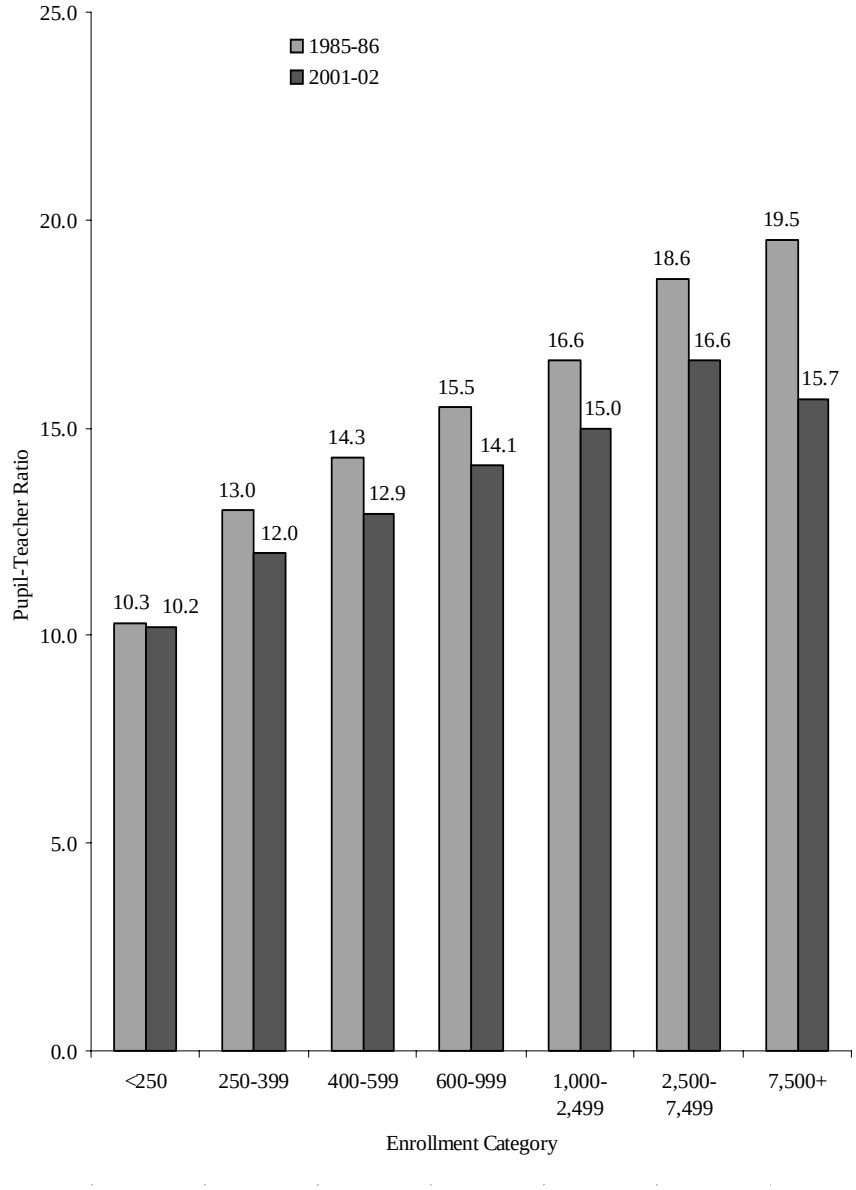
IOWA PUBLIC SCHOOL K-12 PUPIL-TEACHER RATIOS 1986, 1996-2002



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: Pupil-Teacher ratios do not include special education teachers or ungraded special education students.

Figure 22

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 1985-1986 and 2001-2002



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

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

Table 59

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 2001-2002

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	5,207	512.2	10.2
250-399	15,267	1,275.6	12.0
400-599	40,573	3,141.3	12.9
600-999	73,867	5,245.0	14.1
1,000-2,499	118,615	7,893.6	15.0
2,500-7,499	94,297	5,678.8	16.6
7,500+	127,583	8,124.0	15.7
State	475,409	31,870.5	14.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment File.
Note: Pupil-Teacher ratios do not include special education teachers or ungraded special education students.

Table 60 presents PK-12 pupil-teachers ratios for the nation, Iowa, and midwest states. The ratios were calculated from the National Center for Education Statistics early estimates. Iowa's pupil-teacher ratio declined slightly from last year to 14.2. Iowa ranked 14th in the nation for 2001-2002. Four midwest states had higher pupil-teacher ratios than Iowa.

Table 60

PK-12 Pupil-Teacher Ratios for Iowa and Midwest States 2001-2002

State	Estimated Pupil-Teacher Ratio	Rank in the Nation
Nation	**15.9**	**—**
Iowa	**14.2**	**14**
Illinois	16.5	37
Kansas	14.4	16
Minnesota	15.8	33
Missouri	13.9	10
Nebraska	13.6	8
North Dakota	12.5	3
South Dakota	13.9	10
Wisconsin	14.7	18

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Early Estimates of Public Elementary and Secondary Education Statistics: School Year 2001-2002, March 2002.

PROGRAM

Included in the program chapter are public school district organizational structures, grades 9-12 course offerings in five subject areas, enrollments in foreign language, higher level mathematics and science courses, graduation requirements for mathematics and science, class size statistics in grades kindergarten through three, and early childhood education information on preschool enrollments and kindergarten program type. The technology section includes high school enrollments in computer related courses, expenditures for computer hardware and software, availability of computers for school districts, and school district participation in electronic data interchange (EDI) through Project EASIER (Electronic Access System for Iowa Education Records).

School District Organizational Structure

The organizational structure shows how school districts are organized to provide programs and services to students. Tables 61and 62 compare organizational structures for public school districts in 1985-1986 and in 2001-2002. In 1985-1986, the most predominant organizational structures were K-6, 7-12; K-5, 6-8, 9-12; K-6, 7-8, 9-12; and K-4, 5-8, 9-12. In 2001-2002, the most frequent organizational structures were K-5, 6-8, 9-12; K-6, 7-8, 9-12; and K-4, 5-8, 9-12. The most notable changes in organizational structure over the time period included the emergence of pre-kindergarten, middle schools, and the decline in the percentage of school districts with grade 10-12 high school structures. In addition, the traditional junior-senior high structures of grades 7-12 have been replaced with middle school structures and grades 9-12 high schools.

Table 61

ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS
1985-1986

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

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

Table 62

ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS 2001-2002

Structure (Grade Levels Included)	Percent of Districts
K-5, 6-8, 9-12	29.6%
PK-5, 6-8, 9-12	9.7
K-6, 7-8, 9-12	27.0
K-4, 5-8, 9-12	11.9
PK-4, 5-8, 9-12	3.8
PK-6, 7-8, 9-12	9.7
K-6, 7-12	1.9
K-6, 7-9, 10-12	1.1
K-4, 5-6, 7-8, 9-12	1.1
PK-6, 7-12	1.1
K-3, 4-8, 9-12	0.8
PK-6, 7-9, 10-12	0.5
K-3, 4-5, 6-8, 9-12	<0.3
PK-3, 4-6, 7-8, 9-12	<0.3
K-3, 4-6, 7-8, 9-12	<0.3
K-3, 4-6, 7-9, 10-12	<0.3
PK-2, 3-6, 7-8, 9-12	<0.3
PK-3, 4-7, 8-12	<0.3
PK-5, 6-7, 8-9, 10-12	<0.3
	100.0

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

Curriculum Unit Offerings

The average number of Carnegie units offered and taught in public high schools for five major subject areas are reported for the most current two school years and for the base year 1985-1986 (Tables 63-65). One Carnegie unit is represented by a course that is offered and taught daily for the entire school year. For all years represented, the pattern of average units offered and taught increased with increasing enrollment. Districts in enrollment categories under 1,000, in general, had average curriculum unit offerings that were less than the state average for each of the three school years represented. In addition, increases in the average number of units offered and taught increased for all subject matter areas and for all enrollment categories from 1985-1986 to 2001-2002.

Table 63

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT IN IOWA PUBLIC SCHOOL DISTRICTS — 1985-1986

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

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum File.
Note: Waiver provisions are available under special circumstances.

Table 64

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

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

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

Table 65

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT IN IOWA PUBLIC SCHOOL DISTRICTS — 2001-2002

Subject Area	Minimum Curriculum Unit State Standards	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
English/Language Arts	6	6.6	7.5	7.6	8.5	11.4	17.4	24.0	10.8
Mathematics	6	7.6	7.7	7.6	8.5	10.1	16.8	17.3	10.1
Science	5	5.1	6.0	6.2	6.9	8.1	14.3	15.1	8.2
Social Studies	5	5.3	5.6	6.2	6.4	7.8	12.5	15.2	7.9
Foreign Language	4	3.5*	3.9*	4.2	4.6	6.8	13.4	17.4	6.5

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

Foreign Language Enrollments

Grades 9-12 foreign language enrollments in Iowa public schools are provided for the school years 1985-1986 and 1997-1998 through 2001-2002 (Table 66). Since grade levels of students taking specific courses are not collected by the Department for all students, the percentage of students enrolled in foreign language courses is represented as an estimate and was calculated by dividing the enrollment in foreign language by grades 9-12 enrollment. Substantial increases in the estimated percentage of students enrolled in foreign language courses in Iowa public schools have occurred since 1985-1986 with statewide figures increasing from an estimated 30.8 percent to over 66 percent in 2001-2002. Percentage increases in foreign language enrollment were experienced in all enrollment categories compared to 1985-1986. Enrollment in foreign language courses for Iowa students in 2001-2002 was also up over the previous school year.

Table 66

TOTAL IOWA PUBLIC SCHOOL GRADE 9-12 ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY 1985-1986 AND 1997-1998 TO 2001-2002

Enrollment Category	1985-86		1997-98		1998-99		1999-2000		2000-2001		2001-2002	
	N	%	N	%	N	%	N	%	N	%	N	%
<250	658	20.4%	272	39.7%	259	38.4%	259	35.5%	519	44.4%	443	41.4%
250-399	1,667	18.2	2,016	39.6	2,222	41.4	2,447	44.6	2,138	44.5	2,136	43.9
400-599	2,769	18.9	5,820	43.3	5,545	42.4	5,582	43.3	6,901	49.7	7,234	52.6
600-999	5,079	21.8	12,289	46.8	12,438	47.5	13,208	49.8	14,110	54.7	13,730	55.3
1,000-2,499	10,536	30.2	22,330	52.5	22,757	54.3	22,315	54.5	25,642	63.5	26,771	67.1
2,500-7,499	13,018	42.7	16,571	55.3	16,447	54.4	16,426	53.6	20,778	67.9	23,358	77.1
7,500+	13,064	35.9	21,890	58.3	21,671	56.4	24,940	65.2	23,847	62.0	28,407	72.5
State	46,791	30.8	81,188	52.2	81,339	52.2	85,177	54.8	93,935	60.6	102,079	66.3

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Notes: Percents are estimated with an assumption that foreign language courses are normally taken in grades 9-12. N = Number of Students, % = Estimated Percent Enrolled.

As in previous years, the greatest number of students were enrolled in Spanish followed by French and German. In 2001-2002 nearly 77 percent of students enrolled in foreign language were enrolled in Spanish, 13.8 percent in French, and 7.1 percent in German (Table 67).

Table 67

FOREIGN LANGUAGE ENROLLMENT IN IOWA PUBLIC SCHOOLS GRADES 9-12, 2001-2002

Language	Number of Districts	Enrollment	Percent of Foreign Language Enrollments
Spanish	340	78,412	76.8%
French	88	14,108	13.8
German	68	7,280	7.1
Japanese	8	864	0.9
Russian	5	224	0.2
Latin	3	142	0.1
Chinese	2	122	0.1
Italian	2	117	0.1
Other	19	810	0.8

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

Higher Level Mathematics Enrollments

The higher level mathematics enrollments displayed in Tables 68 and 69 include the number of high school students and estimated percent of students enrolled in calculus and trigonometry in Iowa public schools. The estimated percentages of enrollments were calculated by dividing the enrollment in higher level mathematics by the number of 11th and 12th grade public school students. Enrollments in higher level mathematics in Iowa public schools have doubled since 1985-1986, rising from 7,111 to 14,281 students in 2001-2002 or an estimated 19.1 percent of 11th and 12th grade public school students. In general, a slightly higher percentage of males than females were enrolled in higher level mathematics in districts with enrollment over 1,000 (Table 69).

Table 68

IOWA PUBLIC SCHOOL ENROLLMENT IN HIGHER LEVEL MATHEMATICS 1985-1986 AND 1991-1992 TO 2001-2002

Year	Number of Students Enrolled	Estimated Percent of Students Enrolled
1985-1986	7,111	9.7%
1991-1992	7,455	11.5
1992-1993	8,191	12.4
1993-1994	8,779	13.0
1994-1995	9,140	13.2
1995-1996	8,860	12.4
1996-1997	10,211	13.8
1997-1998	11,799	15.7
1998-1999	11,842	15.7
1999-2000	12,408	16.6
2000-2001	13,886	18.6
2001-2002	14,281	19.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum Files.
Notes: Estimated percents are based on the assumption that higher level mathematics are normally taken in grades 11 and 12. Includes calculus and trigonometry.

Table 69

IOWA PUBLIC SCHOOL ENROLLMENT IN HIGHER LEVEL MATHEMATICS BY ENROLLMENT CATEGORY 2001-2002

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts Offering Higher Level Mathematics	9	32	68	84	75	24	9	301
Pupils Enrolled	67	370	1,013	2,068	3,934	3,967	2,862	14,281
Percent Female	52.2	55.9	51.2	50.0	46.9	48.0	46.7	48.2
Estimated Percent of All Pupils	11.8	14.7	14.7	16.8	20.0	26.9	15.7	19.1
Estimated Percent of All Males	11.5	12.8	13.6	16.4	21.0	27.2	16.5	19.3
Estimated Percent of All Females	12.1	16.8	15.9	17.3	19.0	26.7	14.8	18.8

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment File.
Notes: Estimated percents are based on the assumption that higher level mathematics are normally taken in grades 11 and 12. Includes calculus and trigonometry.

Higher Level Science Enrollments

Data in Tables 70-73 show higher level science enrollments and the estimated percent of Iowa public high school students in chemistry and physics.

Chemistry

The percentage of students enrolled in chemistry is estimated based on the assumption that chemistry is generally taken by high school juniors. Table 70 shows the estimated percent of students enrolled in chemistry has risen from 48.2 percent in 1985-1986 to 77.3 percent in 2001-2002. Table 71 provides a breakdown of chemistry enrollments by enrollment category and by gender. A higher estimated percentage of females than males were enrolled in chemistry in 2001-2002 in all the enrollment categories.

Table 70

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY 1985-1986 AND 1991-1992 THROUGH 2001-2002

Year	Number of Students	Estimated Percent of Students
1985-1986	17,945	48.2%
1991-1992	21,180	63.5
1992-1993	22,521	68.4
1993-1994	22,860	65.6
1994-1995	24,432	69.0
1995-1996	24,234	65.7
1996-1997	24,641	64.7
1997-1998	25,536	66.8
1998-1999	25,065	65.5
1999-2000	25,630	67.8
2000-2001	27,648	73.5
2001-2002	29,720	77.3

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

Table 71

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY 2001-2002

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts Offering Chemistry	11	41	80	98	80	24	9	343
Pupils Enrolled	153	758	2,198	4,583	7,904	7,063	7,061	29,720
Percent Female	60.8	58.5	52.9	54.4	53.8	52.9	52.1	53.3
Estimated Percent of All Pupils	57.3	60.8	62.0	72.5	78.4	93.5	74.8	77.3
Estimated Percent of All Males	48.0	53.0	55.1	63.5	71.4	86.2	71.0	70.6
Estimated Percent of All Females	65.0	68.7	69.8	82.3	85.6	100.0	78.8	84.3

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

Physics

The number of public school students enrolled in physics and the estimated percent of enrollments has generally been stable from 1991-1992 through 2001-2002 (Table 72). An estimated 34.7 percent of 12th grade public school students were enrolled in physics in 2001-2002 compared to just over 24 percent in 1985-1986. Table 73 reports the enrollment and estimated percentage of 12th grade public school students enrolled in physics in 2001-2002 by gender and enrollment category. In general, a higher percentage of males than females were enrolled in physics. In addition, the estimated percentage of 12th graders enrolled in physics increased with successive increases in enrollment categories.

Table 72

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS 1985-1986 AND 1991-1992 THROUGH 2001-2002

Year	Number of Students	Estimated Percent of Students
1985-1986	9,051	24.3%
1991-1992	9,723	30.7
1992-1993	10,714	32.5
1993-1994	11,062	34.0
1994-1995	11,505	33.8
1995-1996	11,107	32.1
1996-1997	11,363	31.9
1997-1998	11,695	31.8
1998-1999	11,232	30.2
1999-2000	11,385	30.7
2000-2001	12,218	33.1
2001-2002	12,667	34.7

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

Table 73

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY 2001-2002

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts Offering Physics	7	37	76	93	78	24	9	324
Pupils Enrolled	72	324	899	1,817	3,042	2,829	3,684	12,667
Percent Female	48.6	47.8	46.8	50.2	44.0	42.1	44.8	45.0
Estimated Percent of All Pupils	23.9	25.7	26.8	30.4	31.8	39.4	41.8	34.7
Estimated Percent of All Males	24.2	26.1	27.2	29.9	35.5	43.9	45.5	37.5
Estimated Percent of All Females	23.6	25.2	26.3	30.9	28.1	34.6	38.0	31.9

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

Graduation Requirements for Mathematics and Science

The Department of Education collects Iowa public high school graduation requirements through the Basic Educational Data Survey (BEDS). According to the BEDS definition based on the Iowa Administrative Code 12.5(14), one unit is earned for a course which meets at least 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. For example, a class which meets one period 50 minutes a day for both semesters is usually 2 local credits, but only one course unit. Table 74 shows the average number of graduation requirement units for mathematics and science by enrollment category for the school years 1985-1986, 1998-1999 to 2001-2002.

Table 74

Average Number of Mathematics and Science Units Required for Graduation in Iowa Public Schools 1985-1986 and 1998-1999 through 2001-2002

	Mathematics					Science				
Enrollment Category	1985-1986	1998-1999	1999-2000	2000-2001	2001-2002	1985-1986	1998-1999	1999-2000	2000-2001	2001-2002
<250	2.00	2.43	2.56	2.45	2.38	1.98	2.43	2.44	2.27	2.31
250-399	2.01	2.48	2.47	2.33	2.50	1.99	2.36	2.38	2.24	2.34
400-599	1.89	2.24	2.31	2.27	2.30	1.84	2.13	2.16	2.13	2.15
600-999	1.91	2.36	2.34	2.23	2.26	1.88	2.22	2.22	2.09	2.09
1,000-2,499	1.77	2.15	2.15	2.11	2.15	1.74	2.08	2.09	2.06	2.10
2,500-7,499	1.49	1.96	2.02	1.98	2.04	1.52	1.92	1.92	1.90	1.98
7,500+	1.69	2.22	2.00	2.11	2.06	1.75	2.11	2.00	2.00	1.94
State	1.88	2.02	2.28	2.21	2.26	1.86	1.94	2.18	2.10	2.30

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

For the state, the average units required for graduation for both mathematics and science have increased substantially since 1985-1986. In general, districts with enrollments under 1,000 had average mathematics graduation requirement units exceeding the state average while graduation requirements for the districts with enrollments above or equal to 1,000 were below the state average. There was a similar pattern in science graduation requirements; however, the switch point was the category of districts with enrollments less than 400.

Tables 75 and 76 display the distribution of mathematics and science units required for graduation in 2001-2002. The majority of districts (about 98 percent) required two or more units of mathematics to graduate. Approximately 25 percent of the districts require three or more units of mathematics to graduate. The majority of districts (over 96 percent) also require two or more units of science to graduate. Three or more units of science are required for graduation by approximately 15 percent of the districts.

Table 75

Frequency Distribution of Mathematics Units Required for Graduation by Iowa Public School Districts 2001-2002

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	4	1.1	1.1
1.5	4	1.1	2.2
2.0	239	68.3	70.5
2.5	16	4.6	75.1
3.0	86	24.6	99.7
4.0	1	0.3	100.0

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

Note: The number of districts represents those districts providing high school programs and does not include districts sending high school students to other districts as a part of whole-grade sharing.

Table 76

FREQUENCY DISTRIBUTION OF SCIENCE UNITS REQUIRED FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS
2001-2002

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	11	3.1	3.1
1.5	2	0.6	3.7
2.0	273	78.0	81.7
2.3	1	0.3	82.0
2.5	12	3.4	85.4
3.0	50	14.3	99.7
4.0	1	0.3	100.0

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

Class Size

The Iowa Early Intervention Block Grant Program was established in 1999 to, "…provide the resources needed to reduce class sizes in basic skills instruction to the state goal of seventeen students for every one teacher; provide direction and resources for early intervention efforts by school districts to achieve a higher level of student success in the basic skills, especially reading skills; and increase communication and accountability regarding student performance." The program covers kindergarten through grade three. Appropriations for the program were: FY 2000 $10 million; FY 2001 $20 million; FY 2002 $30 million; and FY 2003 $30 million. In addition to the state funded program, the U.S. Department of Education allocated $9.4 million in 1999-2000, $10.2 million in 2000-2001 and $12.8 million in 2001-2002 to Iowa districts under the federal Class-Size Reduction Program.

Class size data is collected on the Basic Educational Data Survey (BEDS) in the fall for grades K-3. Figures are reported for every kindergarten through grade three self-contained or homeroom classroom for each public school district. In 2001-2002, data was collected from all 371 public school districts in Iowa.

Limitations and Definitions

Class size data has been collected for four years starting with the 1998-1999 school year. School districts are permitted to use state class size funds for staff development and research-based instructional intervention programs, in addition to adding licensed staff as a means of reducing class size. An analysis of how Iowa Early Intervention Block Grant funds were spent is not available. However, all districts in 2001-2002 received grant money with the smallest allocation $3,267 and the largest $2,567,854. Eighty-eight districts received less than $23,000, the minimum salary for full-time public school teachers not participating in the teacher compensation Phase 2 program.

The fall BEDS collects class size information as of the third Friday in September from all public school districts by classroom in grades K through 3. The data is not updated at the end of the semester. For example, if an additional kindergarten teacher is hired in January this would not be reflected in the district's average class size. All updates take place the following autumn. Data collected include the number of students, teacher full-time equivalency (FTE) and aides FTE. Special classrooms for students in special education, Title I, or other "pull-out" situations are excluded from the class size data.

Average class size was calculated by dividing the number of students by the number of classrooms for each grade K through three. There were instances where more than one full-time equivalent teacher was assigned to a classroom. The presence of additional teachers in the classroom did not lower the average class size. For example, in 2001-2002, one district experienced an average class size of 28 for their second grade. This district had one section of second grade with 28 pupils but 1.5 FTE teachers. The presence of the additional half-time teacher did not lower the average class size nor does the presence of aides in the classroom.

Findings

Average class size for kindergarten through grade three for Iowa's public schools declined since 1998-1999 (see Table 77 and Figure 23). As in previous years, average class size tended to increase with grade level and was highest in grade 3 (20.4) for 2001-2002. The smallest average class in 2001-2002 was for first grade (18.5). Average class size for each grade level decreased each year with the exception of kindergarten. The average class for kindergarten remained unchanged from 2000-2001 but dropped 5.6 percent since 1998-99. The largest decrease in average class size occurred from the 1998-1999 to 1999-2000 school year. Decreases occurred from the 2000-2001 to 2001-2002 school year but they were smaller in size.

Table 77

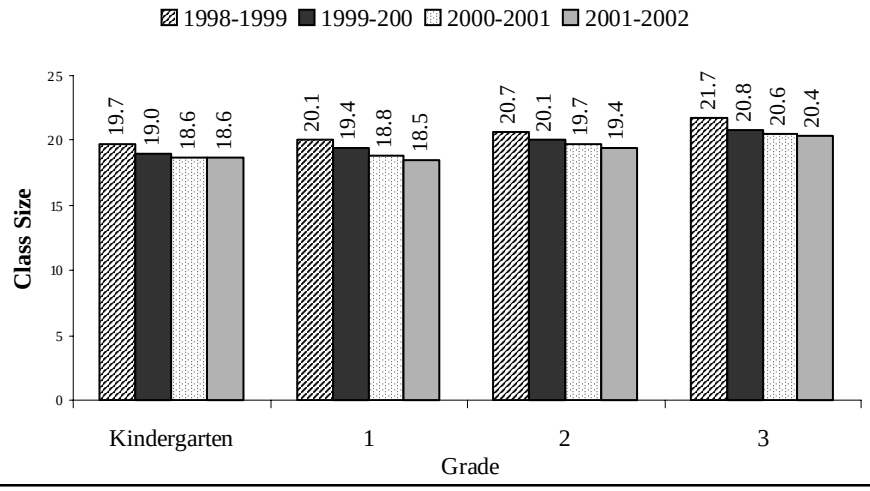
IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3 1998-1999 TO 2001-2002

	Average Class Size				Percent Change in Class Size	
Grade	1998-1999	1999-2000	2000-2001	2001-2002	1998-1999 to 2001-2002	2000-2001 to 2001-2002
Kindergarten	19.7	19.0	18.6	18.6	-5.6%	0.0%
1	20.1	19.4	18.8	18.5	-8.0	-1.6
2	20.7	20.1	19.7	19.4	-6.3	-1.5
3	21.7	20.8	20.6	20.4	-6.0	-1.0

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

Figure 23

IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3 1998-1999 TO 2001-2002



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

Enrollment for kindergarten through grade three declined from 1998-1999 to 2001-2002 (see Table 78). The declines ranged from 3.6 to 7.6 percent with the largest decline occurring in Grade 1. The percentage decreases in average class size outpaced the decreases in enrollment for all grade levels (see Table 79) with the largest difference occurring in grade 3.

Table 78

IOWA PUBLIC SCHOOL DISTRICT ENROLLMENT FOR KINDERGARTEN THROUGH THIRD GRADE 1998-1999 AND 2001-2002

Grade	1998-1999 Enrollment	2001-2002 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment
Kindergarten	35,772	34,249	-1,523	-4.3%
1	35,699	32,979	-2,720	-7.6
2	35,866	33,957	-1,909	-5.3
3	36,500	35,204	-1,296	-3.6

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

Table 79

PERCENT CHANGE IN CLASS SIZE AND ENROLLMENT FOR IOWA PUBLIC SCHOOL DISTRICTS FOR KINDERGARTEN THROUGH THIRD GRADE 1998-1999 TO 2001-2002

Grade	Percent Change in Class Size 1998-99 to 2001-02	Percent Change in Enrollment 1998-99 to 2001-02
Kindergarten	-5.6%	-4.3%
1	-8.0	-7.6
2	-6.3	-5.3
3	-6.0	-3.6

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

The size of the school district was related to average class size. Average class size tended to increase as enrollment increased (see Tables 80 to 83). The smallest enrollment category, under 250 students, showed the smallest average class size for all grade levels for all four years. Average class size in the under 250 enrollment category was below 13 for kindergarten and grades 1 and 2 and below 15 for grade 3 in all four years. For larger districts, enrollment categories greater than 1,000, average class size exceeded the goal of 17 students per classroom for all reported grades in all four years.

The districts with the smallest average class size for kindergarten through grade three were all in the under 250 enrollment category. The smallest average class size for kindergarten was 4, grade one 3, grade two 2, and grade three 8 in 2001-2002 (see Tables 85-88).

Table 80

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — KINDERGARTEN 1998-1999 TO 2001-2002

Enrollment Category	Average Class Size				Absolute Difference	
	1998-1999	1999-2000	2000-2001	2001-2002	1998-1999 to 2001-2002	2000-2001 to 2001-2002
<250	12.4	12.8	10.5	10.6	-1.8	0.1
250-399	17.6	16.7	16.9	16.7	-0.9	-0.2
400-599	17.5	16.6	16.0	16.4	-1.1	0.4
600-999	18.2	18.0	17.3	17.3	-0.9	0.0
1,000-2,499	19.8	19.3	18.9	18.7	-1.1	-0.2
2,500-7,499	21.5	20.8	20.5	20.8	-0.7	0.3
7,500+	20.7	19.5	19.4	19.4	-1.3	0.0
State	19.7	19.0	18.6	18.6	-1.1	0.0

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

Table 81

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — GRADE 1 1998-1999 TO 2001-2002

Enrollment Category	Average Class Size				Absolute Difference	
	1998-1999	1999-2000	2000-2001	2001-2002	1998-1999 to 2001-2002	2000-2001 to 2001-2002
<250	12.8	12.4	12.0	11.2	-1.6	-0.8
250-399	18.4	17.3	16.5	17.1	-1.3	0.6
400-599	16.9	17.1	16.7	16.1	-0.8	-0.6
600-999	19.0	17.9	17.8	17.9	-1.1	0.1
1,000-2,499	20.3	19.3	18.7	18.2	-2.1	-0.5
2,500-7,499	21.7	20.8	20.2	19.9	-1.8	-0.3
7,500+	21.1	20.9	20.0	19.8	-1.3	-0.2
State	20.1	19.4	18.8	18.5	-1.6	-0.3

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

Table 82

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — GRADE 2 1998-1999 TO 2001-2002

Enrollment Category	Average Class Size				Absolute Difference	
	1998-1999	1999-2000	2000-2001	2001-2002	1998-1999 to 2001-2002	2000-2001 to 2001-2002
<250	12.8	12.9	11.8	12.1	-0.7	0.3
250-399	17.7	18.1	17.7	17.7	0.0	0.0
400-599	18.0	17.1	17.3	17.5	-0.5	0.2
600-999	19.6	19.1	18.1	18.1	-1.5	0.0
1,000-2,499	21.3	20.6	19.7	19.4	-1.9	-0.3
2,500-7,499	22.0	21.2	21.3	20.6	-1.4	-0.7
7,500+	21.7	21.4	21.2	20.6	-1.1	-0.6
State	20.7	20.1	19.7	19.4	-1.3	-0.3

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

Table 83

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — GRADE 3 1998-1999 TO 2001-2002

Enrollment Category	Average Class Size				Absolute Difference	
	1998-1999	1999-2000	2000-2001	2001-2002	1998-1999 to 2001-2002	2000-2001 to 2001-2002
<250	14.2	14.1	12.6	13.6	-0.6	1.0
250-399	19.5	18.3	18.7	18.4	-1.1	-0.3
400-599	19.4	17.8	18.0	17.9	-1.5	-0.1
600-999	20.3	19.6	19.5	19.0	-1.3	-0.5
1,000-2,499	21.9	21.6	20.9	20.5	-1.4	-0.4
2,500-7,499	23.0	21.7	22.0	21.8	-1.2	-0.2
7,500+	23.0	22.1	21.9	21.9	-1.1	0.0
State	21.7	20.8	20.6	20.4	-1.3	-0.2

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

Although average class size is not below the goal of 17 students for all grades, the state average class size is getting smaller. The percentage of kindergarten, grades 1, 2, and 3 classrooms above 17, 21, 25, and 30 students per class is shown in Table 84. In 1998-1999, 71.8 percent of kindergarten classrooms had greater than 17 students but by 2001-2002 the percentage dropped to 62.9 percent. Grade one dropped from 75.5 to 61.8 percent during the same period, grade two from 83.2 to 70.8 percent, and grade three from 87.4 to 79.9 percent. The percentage of kindergarten through grade two classrooms with more than 25 students dropped by over half from 1998-1999 to 2001-2002. The percentage of grade three classrooms with more than 25 students dropped by just under 50 percent since 1998-1999.

Table 84

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

Grade	1998-1999	1999-2000	2000-2001	2001-2002	Percentage Point Difference 1998-1999 to 2001-2002	Percentage Point Difference 2000-2001 to 2001-2002
Percent above 17						
Kindergarten	71.8	66.7	63.2	62.9	-8.9	-0.3
1	75.5	68.5	63.8	61.8	-13.7	-2.0
2	83.2	80.0	74.7	70.8	-12.4	-3.9
3	87.4	81.9	82.1	79.9	-7.5	-2.2
Percent above 21						
Kindergarten	34.4	25.0	22.2	20.9	-13.5	-1.3
1	34.8	29.6	22.5	19.6	-15.2	-2.9
2	41.9	34.5	32.5	27.4	-14.5	-5.1
3	53.2	44.8	41.1	40.0	-13.2	-1.1
Percent above 25						
Kindergarten	5.2	3.0	2.5	2.4	-2.8	-0.1
1	5.4	4.1	2.6	2.0	-3.4	-0.6
2	7.9	4.5	4.6	2.5	-5.4	-2.1
3	14.4	8.8	7.6	7.4	-7.0	-0.2
Percent above 30						
Kindergarten	0.2	0.2	0.3	0.2	0.0	-0.1
1	0.2	0.0	0.0	0.0	-0.2	0.0
2	0.2	0.0	0.1	0.0	-0.2	-0.1
3	0.4	0.2	0.0	0.1	-0.3	0.1

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

A look at the frequency distributions for K-3 class sizes in Iowa public schools shows that there is a limited number of very small or very large classes (see Tables 85-88 and Figures 25-28). For example, less than 2 percent of kindergarten classes had fewer than ten students and less than 1 percent had 30 or more students in 2001-2002.

Table 85

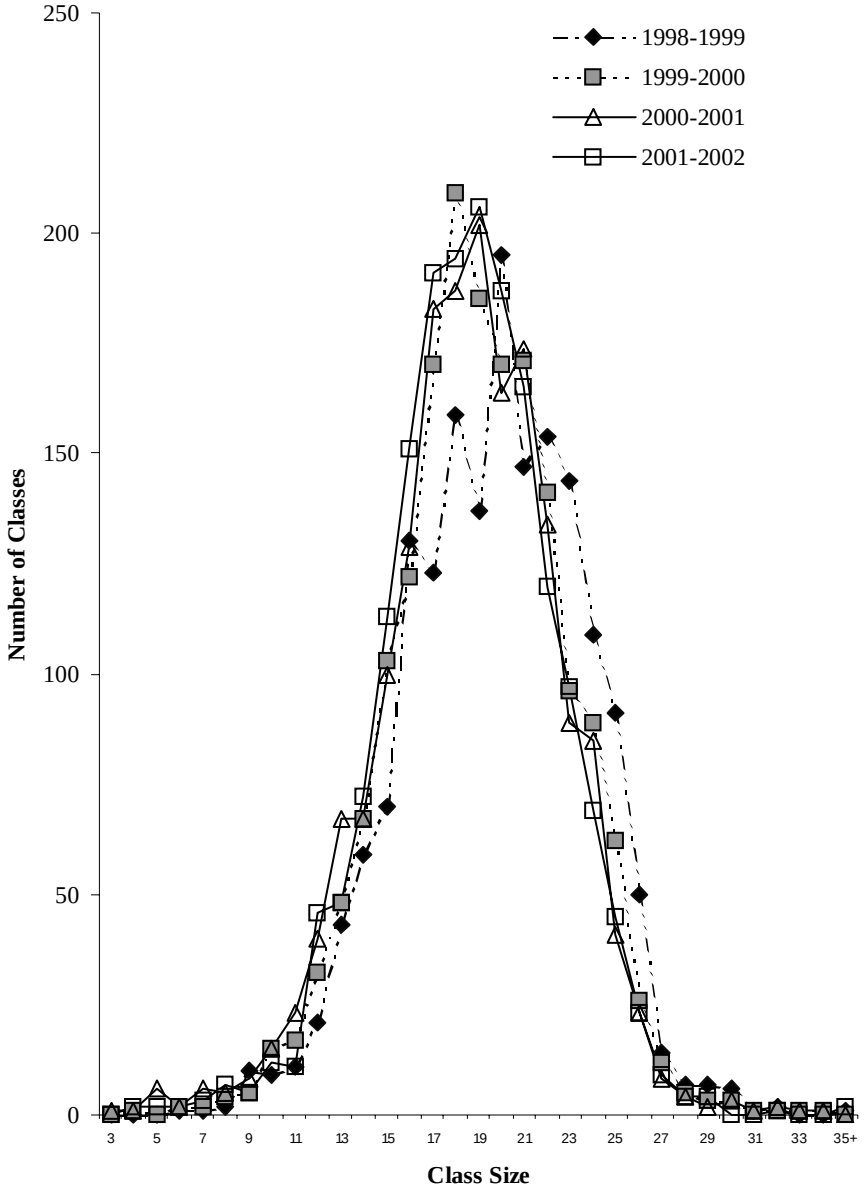
IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE DISTRIBUTION 1998-1999 TO 2001-2002

Class Size	1998-1999 Frequency	1998-1999 Percent	1998-1999 Cumulative Percent	1999-2000 Frequency	1999-2000 Percent	1999-2000 Cumulative Percent	2000-2001 Frequency	2000-2001 Percent	2000-2001 Cumulative Percent	2001-2002 Frequency	2001-2002 Percent	2001-2002 Cumulative Percent
3	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	0	0.0	0.0
4	0	0.0	0.0	1	0.1	0.1	1	0.1	0.1	2	0.1	0.1
5	0	0.0	0.0	0	0.0	0.1	6	0.3	0.5	2	0.1	0.2
6	1	0.1	0.1	2	0.1	0.2	2	0.1	0.6	2	0.1	0.3
7	1	0.1	0.1	2	0.1	0.3	6	0.3	0.9	3	0.2	0.5
8	2	0.1	0.2	4	0.2	0.5	5	0.3	1.2	7	0.4	0.9
9	10	0.6	0.8	5	0.3	0.8	8	0.5	1.6	5	0.3	1.2
10	9	0.5	1.3	15	0.9	1.6	15	0.8	2.5	12	0.7	1.9
11	11	0.6	2.0	17	1.0	2.6	23	1.3	3.8	11	0.6	2.5
12	21	1.2	3.2	32	1.8	4.4	40	2.3	6.0	46	2.6	5.0
13	43	2.5	5.8	48	2.7	7.1	67	3.8	9.8	48	2.7	7.7
14	59	3.5	9.2	67	3.8	10.9	67	3.8	13.6	72	4.0	11.7
15	70	4.1	13.3	103	5.8	16.8	100	5.6	19.2	113	6.3	18.0
16	130	7.6	21.0	122	6.9	23.7	129	7.3	26.5	151	8.4	26.5
17	123	7.2	28.2	170	9.6	33.3	183	10.3	36.8	191	10.7	37.1
18	159	9.3	37.5	209	11.8	45.2	187	10.5	47.4	194	10.8	48.0
19	137	8.0	45.5	185	10.5	55.7	202	11.4	58.7	206	11.5	59.5
20	195	11.4	57.0	170	9.6	65.3	164	9.2	68.0	187	10.4	69.9
21	147	8.6	65.6	171	9.7	75.0	174	9.8	77.8	165	9.2	79.1
22	154	9.0	74.6	141	8.0	83.0	134	7.6	85.3	120	6.7	85.8
23	144	8.5	83.1	96	5.4	88.4	89	5.0	90.4	97	5.4	91.2
24	109	6.4	89.5	89	5.0	93.5	85	4.8	95.2	69	3.9	95.1
25	91	5.3	94.8	62	3.5	97.0	41	2.3	97.5	45	2.5	97.6
26	50	2.9	97.8	26	1.5	98.5	23	1.3	98.8	23	1.3	98.9
27	14	0.8	98.6	12	0.7	99.1	8	0.5	99.2	9	0.5	99.4
28	7	0.4	99.0	5	0.3	99.4	4	0.2	99.4	4	0.2	99.6
29	7	0.4	99.4	3	0.2	99.6	2	0.1	99.5	4	0.2	99.8
30	6	0.4	99.8	3	0.2	99.8	3	0.2	99.7	0	0.0	99.8
31	1	0.1	99.8	1	0.1	99.8	1	0.1	99.8	0	0.0	99.8
32	2	0.1	99.9	1	0.1	99.9	2	0.1	99.9	1	0.1	99.9
33	0	0.0	99.9	1	0.1	99.9	1	0.1	99.9	0	0.0	99.9
34	0	0.0	99.9	1	0.1	100.0	1	0.1	100.0	0	0.0	99.9
35+	1	0.1	100.0	0	0.0	100.0	0	0.0	100.0	2	0.1	100.0
Total	1,704			1,764			1,774			1,791		

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

Figure 24

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE



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

Table 86

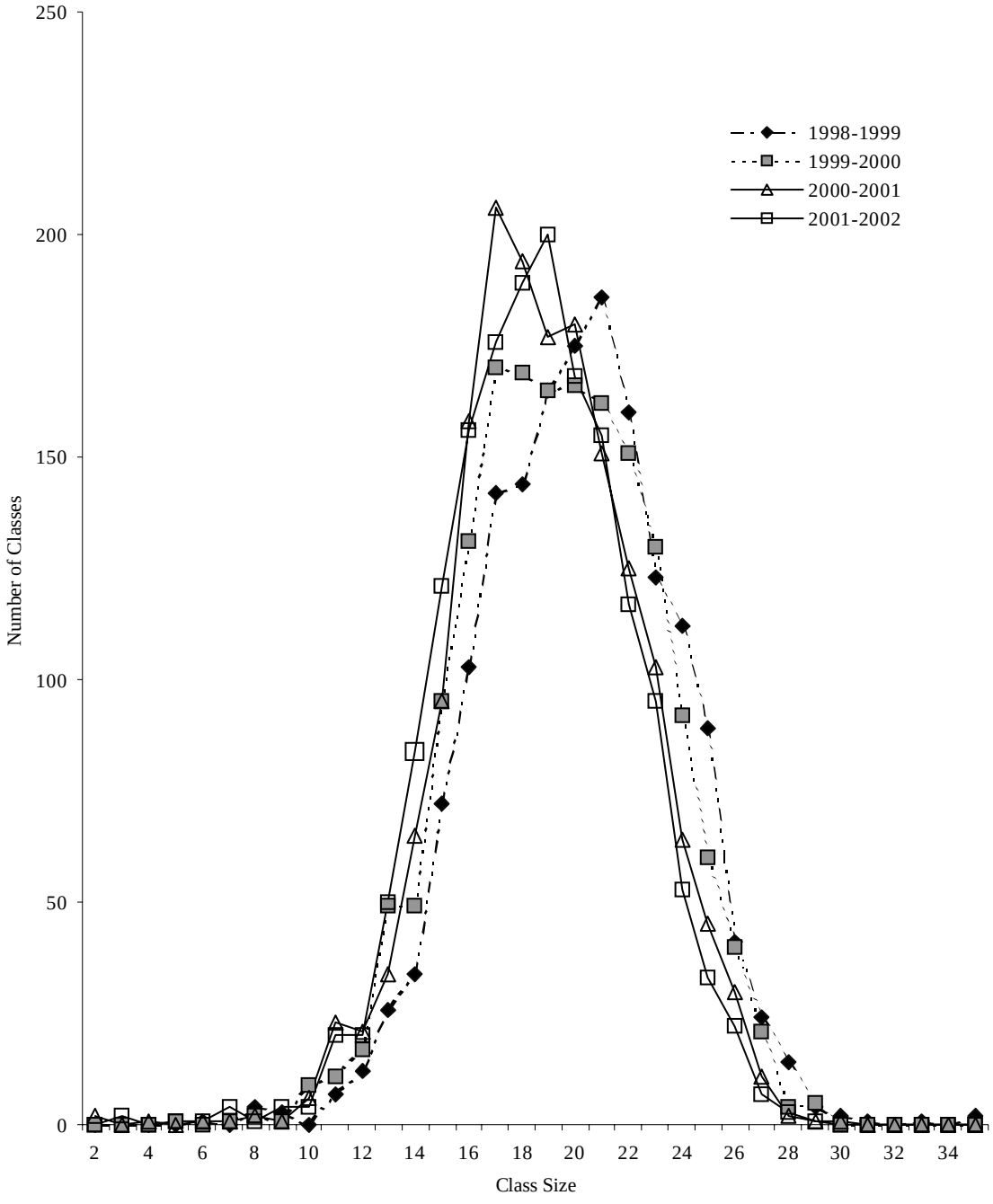
IOWA PUBLIC SCHOOL GRADE 1 CLASS SIZE DISTRIBUTION
1998-1999 TO 2001-2002

Class Size	1998-1999			1999-2000			2000-2001			2001-2002		
	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
2	0	0.0	0.0	0	0.0	0.0	2	0.1	0.1	0	0.0	0.0
3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.1	2	0.1	0.1
4	0	0.0	0.0	0	0.0	0.0	1	0.1	0.2	0	0.0	0.1
5	0	0.0	0.0	1	0.1	0.1	0	0.0	0.2	1	0.1	0.2
6	1	0.1	0.1	0	0.0	0.1	1	0.1	0.2	1	0.1	0.3
7	0	0.0	0.1	1	0.1	0.1	1	0.1	0.3	4	0.2	0.5
8	4	0.2	0.3	2	0.1	0.2	2	0.1	0.4	1	0.1	0.6
9	3	0.2	0.5	1	0.1	0.3	1	0.1	0.5	4	0.2	0.8
10	0	0.0	0.5	9	0.5	0.8	6	0.4	0.8	4	0.2	1.0
11	7	0.4	0.9	11	0.6	1.5	23	1.4	2.2	20	1.2	2.2
12	12	0.7	1.6	17	1.0	2.5	21	1.2	3.4	20	1.2	3.4
13	26	1.6	3.2	49	2.9	5.3	34	2.0	5.4	50	3.0	6.4
14	34	2.1	5.3	49	2.9	8.2	65	3.8	9.2	84	5.0	11.3
15	72	4.4	9.7	95	5.6	13.8	95	5.6	14.8	121	7.2	18.5
16	103	6.3	15.9	131	7.7	21.5	158	9.3	24.1	156	9.2	27.7
17	142	8.6	24.5	170	10.0	31.5	206	12.1	36.2	176	10.4	38.2
18	144	8.7	33.3	169	9.9	41.4	194	11.4	47.6	189	11.2	49.4
19	165	10.0	43.3	165	9.7	51.1	177	10.4	58.1	200	11.9	61.2
20	175	10.6	53.9	166	9.8	60.9	180	10.6	68.6	168	10.0	71.2
21	186	11.3	65.2	162	9.5	70.4	151	8.9	77.5	155	9.2	80.4
22	160	9.7	74.9	151	8.9	79.3	125	7.4	84.9	117	6.9	87.3
23	123	7.5	82.4	130	7.6	86.9	103	6.1	90.9	95	5.6	92.9
24	112	6.8	89.2	92	5.4	92.4	64	3.8	94.7	53	3.1	96.1
25	89	5.4	94.6	60	3.5	95.9	45	2.6	97.4	33	2.0	98.0
26	41	2.5	97.1	40	2.4	98.2	30	1.8	99.1	22	1.3	99.3
27	24	1.5	98.5	21	1.2	99.5	11	0.6	99.8	7	0.4	99.8
28	14	0.9	99.4	4	0.2	99.7	2	0.1	99.9	3	0.2	99.9
29	4	0.2	99.6	5	0.3	100.0	1	0.1	99.9	1	0.1	100.0
30	2	0.1	99.8	0	0.0	100.0	1	0.1	100.0	0	0.0	100.0
31	1	0.1	99.8	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
32	0	0.0	99.8	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
33	1	0.1	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
34	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
35	2	0.1	100.0	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
Total	1,647			1,701			1,700			1,687		

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

Figure 25

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL GRADE 1 CLASS SIZE



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

Table 87

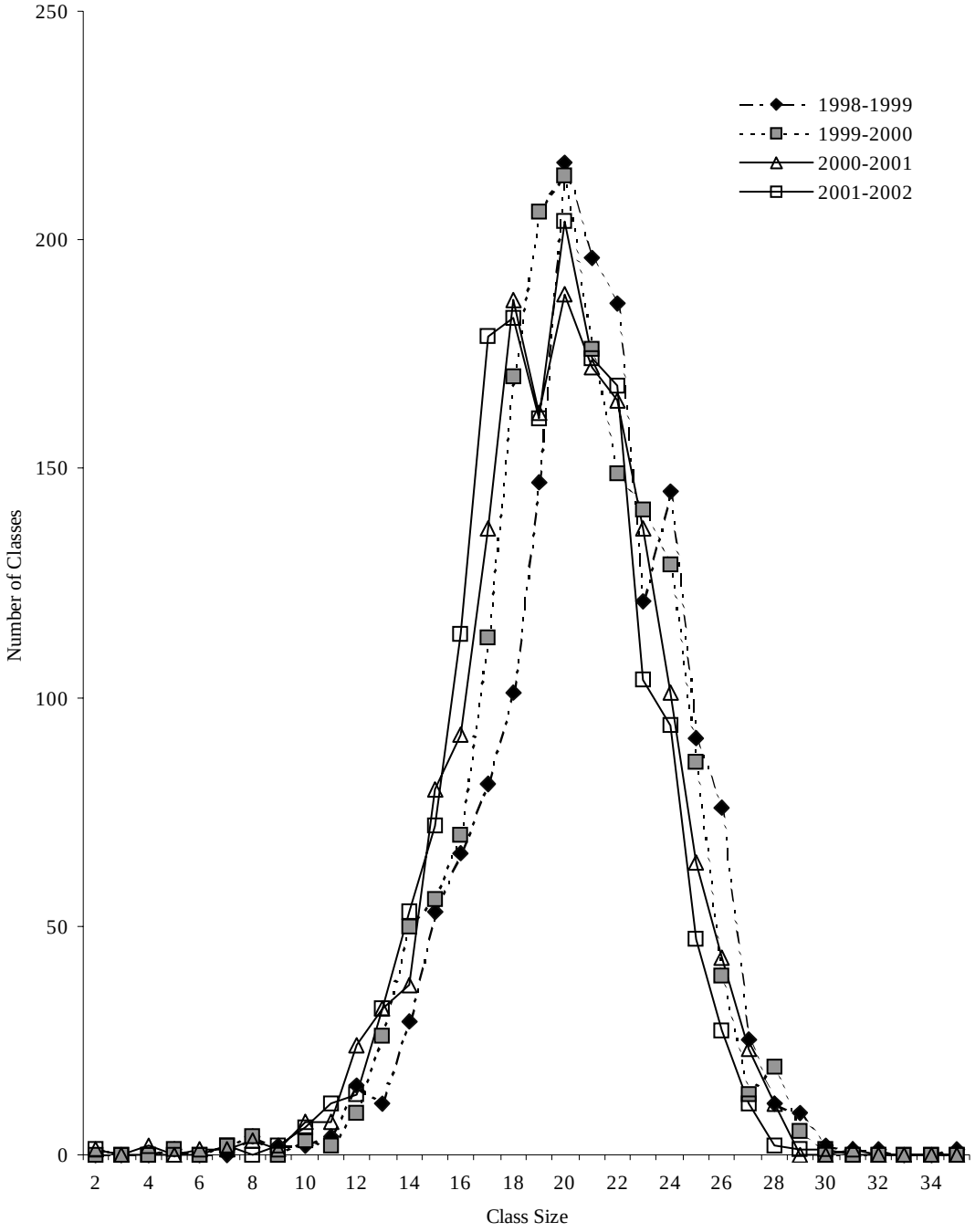
IOWA PUBLIC SCHOOL GRADE 2 CLASS SIZE DISTRIBUTION
1998-1999 TO 2001-2002

Class Size	1998-1999			1999-2000			2000-2001			2001-2002		
	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
2	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	1	0.1	0.1
3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.1	0	0.0	0.1
4	0	0.0	0.0	0	0.0	0.0	2	0.1	0.2	0	0.0	0.1
5	1	0.1	0.1	1	0.1	0.1	0	0.0	0.2	0	0.0	0.1
6	0	0.0	0.1	0	0.0	0.1	1	0.1	0.2	0	0.0	0.1
7	0	0.0	0.1	2	0.1	0.2	1	0.1	0.3	2	0.1	0.2
8	4	0.3	0.3	4	0.2	0.4	3	0.2	0.5	0	0.0	0.2
9	2	0.1	0.4	0	0.0	0.4	1	0.1	0.5	2	0.1	0.3
10	2	0.1	0.6	3	0.2	0.6	7	0.4	1.0	6	0.4	0.7
11	4	0.3	0.8	2	0.1	0.7	7	0.4	1.4	11	0.7	1.3
12	15	0.9	1.8	9	0.5	1.2	24	1.4	2.8	13	0.8	2.1
13	11	0.7	2.4	26	1.5	2.8	32	1.9	4.7	32	1.9	4.0
14	29	1.8	4.3	50	3.0	5.8	37	2.2	6.9	53	3.2	7.2
15	53	3.3	7.6	56	3.3	9.1	80	4.8	11.7	72	4.3	11.6
16	66	4.1	11.7	70	4.2	13.3	92	5.5	17.2	114	6.9	18.4
17	81	5.1	16.8	113	6.7	20.0	137	8.2	25.3	179	10.8	29.2
18	101	6.3	23.1	170	10.1	30.1	187	11.1	36.5	183	11.0	40.2
19	147	9.2	32.3	206	12.2	42.3	162	9.6	46.1	161	9.7	49.9
20	217	13.6	45.9	214	12.7	55.0	188	11.2	57.3	204	12.3	62.2
21	196	12.3	58.1	176	10.5	65.5	172	10.2	67.5	174	10.5	72.6
22	186	11.6	69.8	149	8.9	74.3	165	9.8	77.4	168	10.1	82.7
23	121	7.6	77.3	141	8.4	82.7	137	8.2	85.5	104	6.3	89.0
24	145	9.1	86.4	129	7.7	90.4	101	6.0	91.5	94	5.7	94.6
25	91	5.7	92.1	86	5.1	95.5	64	3.8	95.4	47	2.8	97.5
26	76	4.8	96.9	39	2.3	97.8	43	2.6	97.9	27	1.6	99.1
27	25	1.6	98.4	13	0.8	98.6	23	1.4	99.3	11	0.7	99.8
28	11	0.7	99.1	19	1.1	99.7	11	0.7	99.9	2	0.1	99.9
29	9	0.6	99.7	5	0.3	100.0	0	0.0	99.9	1	0.1	99.9
30	2	0.1	99.8	0	0.0	100.0	0	0.0	99.9	1	0.1	100.0
31	1	0.1	99.9	0	0.0	100.0	1	0.1	100.0	0	0.0	100.0
32	1	0.1	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
33	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
34	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
35	1	0.1	100.0	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
Total	1,598			1,683			1,679			1,687		

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

Figure 26

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL GRADE 2 CLASS SIZE



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

Table 88

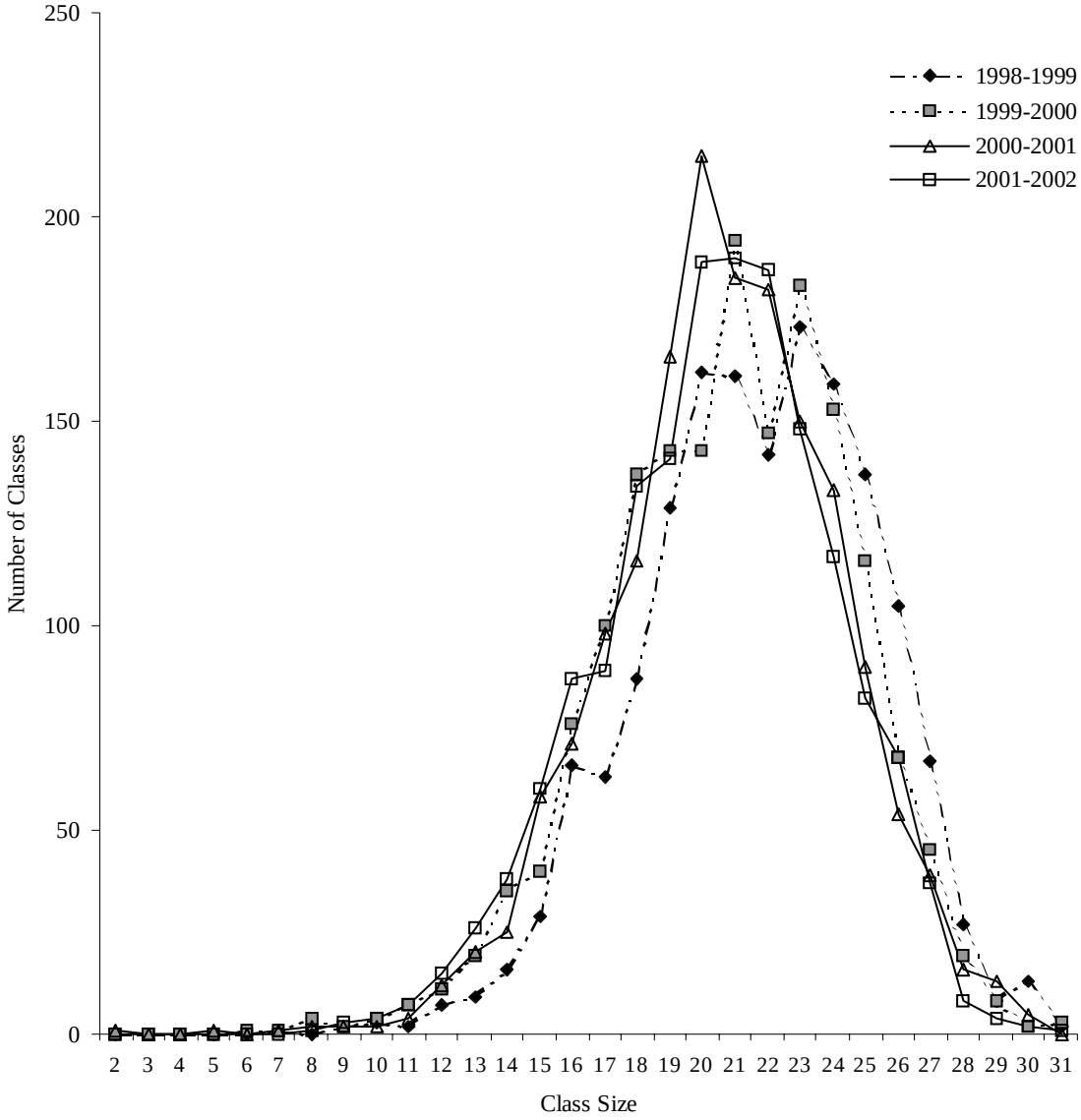
IOWA PUBLIC SCHOOL GRADE 3 CLASS SIZE DISTRIBUTION
1998-1999 TO 2001-2002

Class Size	1998-1999			1999-2000			2000-2001			2001-2002		
	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
2	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	0	0.0	0.0
3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.1	0	0.0	0.0
4	0	0.0	0.0	0	0.0	0.0	0	0.0	0.1	0	0.0	0.0
5	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	0	0.0	0.0
6	0	0.0	0.0	1	0.1	0.1	0	0.0	0.1	0	0.0	0.0
7	1	0.1	0.1	1	0.1	0.1	1	0.1	0.2	0	0.0	0.0
8	0	0.0	0.1	4	0.2	0.4	2	0.1	0.3	1	0.1	0.1
9	2	0.1	0.2	2	0.1	0.5	2	0.1	0.4	3	0.2	0.3
10	3	0.2	0.4	4	0.2	0.7	2	0.1	0.5	4	0.2	0.5
11	2	0.1	0.5	7	0.4	1.1	4	0.2	0.8	7	0.4	0.9
12	7	0.4	1.0	11	0.7	1.8	12	0.7	1.5	15	0.9	1.8
13	9	0.6	1.5	19	1.1	2.9	20	1.2	2.7	26	1.6	3.4
14	16	1.0	2.5	35	2.1	5.1	25	1.5	4.2	38	2.3	5.7
15	29	1.8	4.4	40	2.4	7.5	58	3.5	7.7	60	3.7	9.4
16	66	4.2	8.6	76	4.6	12.0	71	4.3	12.0	87	5.3	14.7
17	63	4.0	12.6	100	6.0	18.1	98	5.9	17.9	89	5.4	20.1
18	87	5.5	18.1	137	8.2	26.3	116	7.0	24.9	134	8.2	28.3
19	129	8.2	26.3	143	8.6	34.9	166	10.0	34.9	141	8.6	36.9
20	162	10.3	36.6	143	8.6	43.5	215	12.9	47.8	189	11.5	48.4
21	161	10.2	46.8	194	11.7	55.2	185	11.1	58.9	190	11.6	60.0
22	142	9.0	55.8	147	8.8	64.0	182	11.0	69.9	187	11.4	71.4
23	173	11.0	66.8	183	11.0	75.0	150	9.0	78.9	148	9.0	80.5
24	159	10.1	76.9	153	9.2	84.2	133	8.0	86.9	117	7.1	87.6
25	137	8.7	85.6	116	7.0	91.2	90	5.4	92.4	82	5.0	92.6
26	105	6.7	92.3	68	4.1	95.3	54	3.3	95.6	68	4.1	96.8
27	67	4.3	96.6	45	2.7	98.0	39	2.3	98.0	37	2.3	99.1
28	27	1.7	98.3	19	1.1	99.2	16	1.0	98.9	8	0.5	99.6
29	8	0.5	98.8	8	0.5	99.6	13	0.8	99.7	4	0.2	99.8
30	13	0.8	99.6	2	0.1	99.8	5	0.3	100.0	2	0.1	99.9
31	2	0.1	99.7	3	0.2	99.9	0	0.0	100.0	1	0.1	99.9
32	4	0.3	100.0	1	0.1	100.0	0	0.0	100.0	1	0.1	100.0
Total	1,574			1,662			1,661			1,639		

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

Figure 27

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL GRADE 3 CLASS SIZE



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

Table 89 provides a summary of the data collected through the class size survey. It should be noted that although the largest classroom reported had 41 students to 1 teacher FTE this classroom also had one full-time aide. At each grade level, the number of teacher FTE's exceeded the number of classrooms in 2001-2002.

The complete class size report for 2001-2002 and prior years is available from the Department's web site at:

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

Table 89

CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH GRADE 3 IN IOWA PUBLIC SCHOOLS 1998-1999 TO 2001-2002

Grade	School Year	N Students	N Classrooms	N Teacher FTEs	Class Size					
					Mean	Median	25th %tile	75th %tile	N Minimum	N Maximum
Kindergarten	2001-2002	33,380	1,791	1,838.9	18.6	19.0	16.0	21.0	4.0	41.0 *
	2000-2001	33,004	1,774	1,793.0	18.6	19.0	16.0	21.0	3.0	34.0
	1999-2000	33,488	1,764	1,779.9	19.0	19.0	17.0	21.5	4.0	34.0
	1998-1999	33,618	1,704	1,613.7	19.7	20.0	17.0	23.0	6.0	35.0
	Difference									
	2000-2001 to 2001-2002	376	17	45.9	0	0	0	0	1	7
	Difference									
	1998-1999 to 2001-2002	-238	87	225.2	-1.1	-1	-1	-2	-2	6
Grade 1	2001-2002	31,265	1,687	1,729.2	18.5	19.0	16.0	21.0	3.0	29.0
	2000-2001	32,016	1,700	1,735.0	18.8	19.0	17.0	21.0	2.0	30.0
	1999-2000	32,969	1,701	1,725.8	19.4	19.0	17.0	22.0	5.0	29.0
	1998-1999	33,053	1,647	1,644.6	20.1	20.0	18.0	23.0	6.0	35.0
	Difference									
	2000-2001 to 2001-2002	-751	-13	-5.8	-0.3	0	-1	0	1	-1
	Difference									
	1998-1999 to 2001-2002	-1,788	40	84.6	-1.6	-1	-2	-2	-3	-6
Grade 2	2001-2002	32,196	1,662	1,702.9	19.4	20.0	17.0	22.0	2.0	30.0
	2000-2001	33,125	1,679	1,712.8	19.7	20.0	17.0	22.0	2.0	31.0
	1999-2000	33,889	1,683	1,702.0	20.1	20.0	18.0	23.0	5.0	29.0
	1998-1999	33,151	1,598	1,592.1	20.7	21.0	19.0	23.0	5.0	35.0
	Difference									
	1999-2000 to 2000-2001	-929	-17	-99	-0.3	0	0	0	0	-1
	Difference									
	1998-1999 to 2000-2001	-955	64	110.8	-1.3	-1	-2	-1	-3	-5
Grade 3	2001-2002	33,474	1,639	1,682.8	20.4	21.0	18.0	23.0	8.0	32.0
	2000-2001	34,293	1,661	1,695.7	20.6	21.0	19.0	23.0	2.0	30.0
	1999-2000	34,629	1,662	1,687.0	20.8	21.0	18.0	23.0	6.0	32.0
	1998-1999	34,153	1,574	1,578.3	21.7	22.0	19.0	24.0	7.0	32.0
	Difference									
	2000-2001 to 2001-2002	-819	-22	-12.9	-0.2	0	-1	0	6	2
	Difference									
	1998-1999 to 2001-2002	-679	65	104.5	-1.3	-1	-1	-1	1	0

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

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

Technology

Computer-Related Course Enrollments

Table 90 shows the enrollment of Iowa public high school students in computer-related courses. The estimated percentages of enrollments were calculated by dividing the enrollment in computer-related courses by grades 9-12 enrollment. In 2001-2002, there were over 92 percent of the districts offering computer-related courses compared to just over 83 percent in 1985-1986. The estimated percentage of enrollment in computer-related courses increased to 26.1 percent in 2001-2002 compared to 12.1 percent in 1985-1986. However, the percent of enrollment in computer-related courses in 2001-2002 slightly decreased from the 2000-2001 year.

Table 90

IOWA PUBLIC HIGH SCHOOL COMPUTER-RELATED COURSE ENROLLMENT 1985-1986 AND 1999-2000 TO 2001-2002

	1985-1986	1999-2000	2000-2001	2001-2002
Total Number of Districts	437	375	374	371
Number of Districts Offering Courses	364	343	345	342
Pupils Enrolled	18,465	39,465	41,757	40,189
Total 9-12 Enrollment	152,134	155,506	155,073	153,856
Estimated Percent Enrolled in Computer-Related Courses	12.1	25.4	26.9	26.1

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

The data of computer-related courses by gender and enrollment are shown in Tables 91-93 for the school years 1985-1986, 2000-2001, and 2001-2002. In the three years shown, a higher percentage of males were enrolled in computer-related courses for all the district size groups than their female counterparts except for districts under 250 enrollment in 2000-2001.

Table 91

IOWA PUBLIC HIGH SCHOOL COMPUTER-RELATED COURSE ENROLLMENT 1985-1986 SCHOOL YEAR

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

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

Note: Course enrollments reflect grades 9-12 only.

[1]Estimated percent of pupils in grades 9-12 enrolled in computer-related courses.

[2]Estimated percent of male pupils in grades 9-12 enrolled in computer-related courses.

[3]Estimated percent of female pupils in grades 9-12 enrolled in computer-related courses.

Table 92

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

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

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Note: Course enrollments reflect grades 9-12 only.
[1]Estimated percent of pupils in grades 9-12 enrolled in computer-related courses.
[2]Estimated percent of male pupils in grades 9-12 enrolled in computer-related courses.
[3]Estimated percent of female pupils in grades 9-12 enrolled in computer-related courses.

Table 93

IOWA PUBLIC HIGH SCHOOL
COMPUTER-RELATED COURSE ENROLLMENT
2001-2002 SCHOOL YEAR

Enrollment Category	Number of Districts	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled[1]	Estimated Percent Males Enrolled[2]	Estimated Percent Females Enrolled[3]	Total 9-12 Enrollment
<250	32	12	261	24.4%	26.5%	22.4%	1,069
250-399	46	38	1,408	29.0	32.6	25.1	4,861
400-599	81	80	4,548	33.1	36.0	30.0	13,746
600-999	98	98	7,586	30.6	33.8	27.2	24,825
1,000-2,499	81	81	10,908	27.3	32.4	22.1	39,889
2,500-7,499	24	24	7,091	23.4	28.7	17.9	30,280
7,500+	9	9	8,387	21.4	26.0	16.6	39,186
State	371	342	40,189	26.1	30.5	21.5	153,856

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Note: Course enrollments reflect grades 9-12 only.
[1]Estimated percent of pupils in grades 9-12 enrolled in computer-related courses.
[2]Estimated percent of male pupils in grades 9-12 enrolled in computer-related courses.
[3]Estimated percent of female pupils in grades 9-12 enrolled in computer-related courses.

Expenditures for Computer Hardware and Software

Iowa public school district expenditures for computer hardware and software are collected through the LEA/AEA (Local Education Agency and Area Education Agency) Certified Annual Financial Report. Computer expenditure data are reported over a nine-year period from 1992-1993 to 2000-2001 (Table 94). Total combined expenditures for computer software and hardware increased annually from 1992-1993 to 1997-1998. Since 1998-1999, the total expenditures were down on an annual basis from the 1997-1998 high of over $49 million. The per pupil total expenditure was $86.20 in 2000-2001, a decrease from $89.06 in 1999-2000. Hardware expenditures followed the same trend as the total computer expenditures (Figure 28). However, maximum software expenditures were about $8.80 million in 1998-1999. In 2000-2001, both computer software per pupil expenditures and hardware per pupil expenditures decreased from the previous year figures.

Table 94

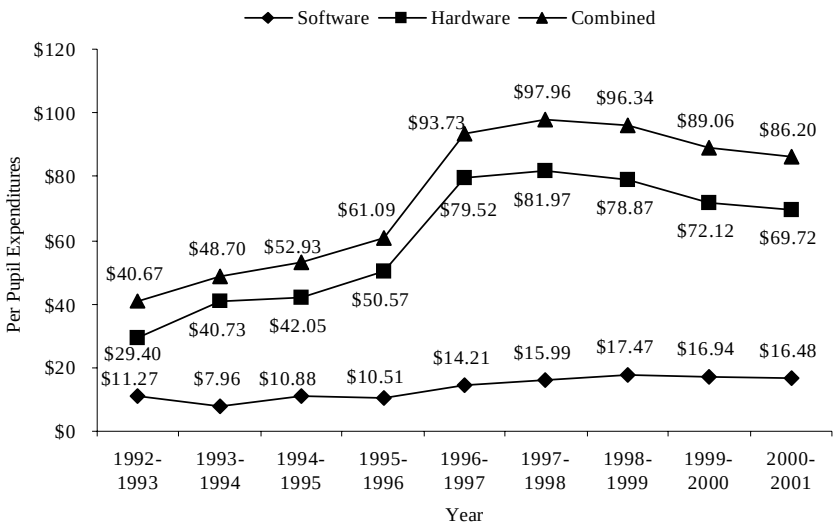
TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2000-2001

			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

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

Figure 28

COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2000-2001



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

Table 95 shows the computer expenditure data breakdown by enrollment category for 2000-2001. Districts with enrollments under 1,000 had per pupil total expenditures below the state average while the districts with enrollments above or equal to 1,000 had per pupil total expenditures that exceeded the state average.

Table 95

IOWA PUBLIC SCHOOL TOTAL AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE 2000-2001

			Software		Hardware		Software & Hardware	
Enrollment Category	Number of Districts	Total K-12 Enrollment	Total Expenditure	Average Per Pupil Expenditure	Total Expenditure	Average Per Pupil Expenditure	Total Expenditure	Average Per Pupil Expenditure
<250	26	4,851	$ 57,993	$11.95	$ 284,220	$58.59	$ 342,213	$ 70.54
250-399	54	17,932	326,854	18.23	991,449	55.29	1,318,303	73.52
400-599	74	37,555	556,505	14.82	2,197,191	58.50	2,753,696	73.32
600-999	104	78,916	1,121,686	14.21	5,179,906	65.64	6,301,592	79.85
1,000-2,499	83	126,118	2,082,844	16.51	9,196,344	72.92	11,279,188	89.43
2,500-7,499	24	96,410	1,670,035	17.32	7,024,183	72.86	8,694,218	90.18
7,500+	9	132,509	2,328,700	17.57	9,588,947	72.37	11,917,647	89.94
State	374	494,291	$8,144,617	$16.48	$34,462,240	$69.72	$42,606,857	$ 86.20

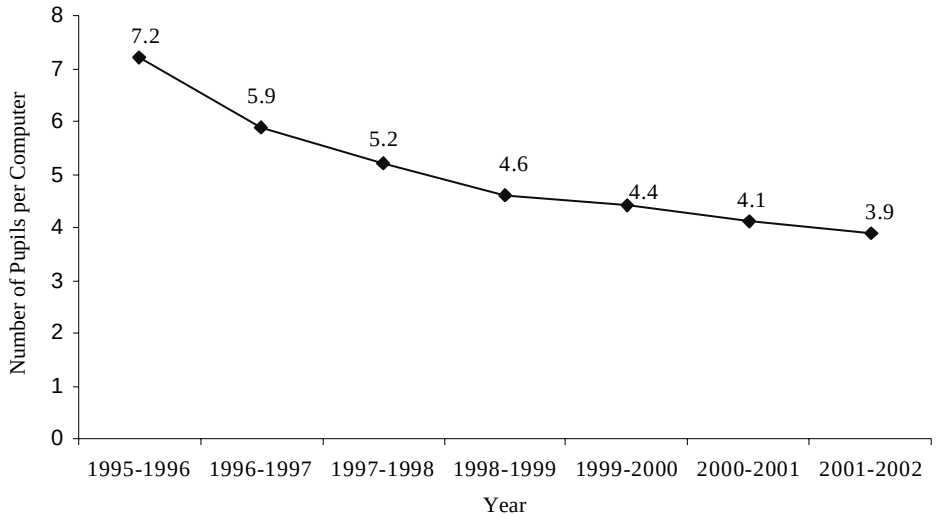
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Report and Certified Enrollment File.
Note: Includes Administrative, Instructional, and all other Software and Hardware Purchased.

Availability of Computers

Since 1995-1996, the Department of Education has collected public school technology information through the Basic Educational Data Survey. This report summarized the availability of computers for public school students at the state level and by district enrollment category.

Figure 29

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS
1995-1996 TO 2001-2002

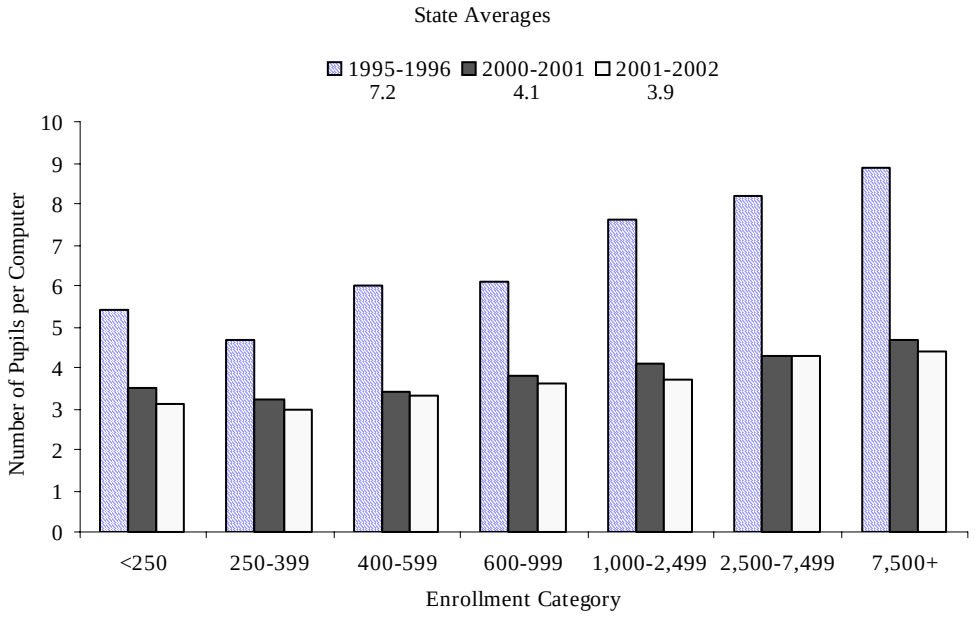


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology Files, Division of Financial and Information Services, Certified Enrollment Files.

Figure 29 shows the statewide pupil-to-computer ratios (pupils per computer) for the years 1995-1996 through 2001-2002. The ratio is calculated by dividing the sum of enrollment by the sum of computers. The ratio of pupils-to-computers has decreased from 7.2 in 1995-1996 to 3.9 in 2001-2002. The number of pupils per computer by district enrollment category for the school years 1995-1996, 2000-2001 and 2001-2002 are presented in Figure 30. The pupil-to-computer ratios have decreased across all enrollment categories over the time period. In general, districts with large enrollments had substantially higher pupils-to-computer ratios than districts with small enrollments. However, the gap of pupils-to-computer ratios between the large districts and the small districts was decreasing in the most recent years.

Figure 30

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2000-2001, AND 2001-2002



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

Table 96 shows the details of the availability of computers by enrollment category. The total number of computers for student use in Iowa public schools has more than doubled from 1995-1996 to 2001-2002. Over the same period, increases in the total number of computers occurred for all enrollment categories. The total number of students statewide and in each size category has been relatively stable or decreasing for the last six to seven years and thus the pupils per computer has decreased.

Table 97 provides the number of computers and pupil-to- computer ratios by grade level and by enrollment category for years 1999-2000 to 2001-2002. In general, the secondary school (grades 7-12) students have access to more computers than do the students at the elementary level (PK-6). In the three-year data displayed in Table 97, the pupil-to-computer ratios were lower at the secondary level than at the elementary level for all enrollment categories. In the last three years, the ratios of pupils-to-computers have decreased for both elementary and secondary levels for most enrollment categories.

A pair of distributions for each school year is displayed side by side in Table 98 for 1995-1996 to 2001-2002. One distribution was the percent of certified enrollment and the other was the percent of computers by district enrollment category. In general, districts in the largest two enrollment categories had a higher proportion of students compared to the proportion of computers in all seven years listed. For example, districts with an enrollment over 7,500 accounted for 27 percent of public school students and 23.8 percent of computers in 2001-2002.

Table 96

NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996 TO 2001-2002

1995-1996	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Number of Computers	829	2,778	6,043	11,258	13,989	10,010	9,371	54,278
Certified Enrollment	4,509	13,102	36,043	68,185	104,286	82,049	82,983	391,157
Pupils per Computer	5.4	4.7	6.0	6.1	7.6	8.2	8.9	7.2
1996-1997								
Total Number of Districts	24	46	76	116	83	25	9	379
Number of Districts Reporting	24	46	76	116	83	25	9	379
Number of Computers	1,155	3,813	7,904	18,206	21,910	16,910	17,054	86,239
Certified Enrollment	4,818	15,324	37,716	88,577	126,738	99,346	133,004	505,523
Pupils per Computer	4.2	4.0	4.8	4.9	5.8	5.9	7.8	5.9
1997-1998								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Number of Computers	1,078	4,565	8,809	18,632	25,292	18,783	20,870	98,029
Certified Enrollment	4,521	17,108	35,757	84,801	130,208	99,314	133,421	505,130
Pupils per Computer	4.2	3.7	4.1	4.6	5.1	5.3	6.4	5.2
1998-1999								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Number of Computers	1,208	4,743	9,640	20,468	28,505	20,301	24,662	109,527
Certified Enrollment	4,154	16,948	36,284	86,153	128,859	96,897	133,239	502,534
Pupils per Computer	3.4	3.6	3.8	4.2	4.5	4.8	5.4	4.6
1999-2000								
Total Number of Districts	24	55	72	108	83	24	9	375
Number of Districts Reporting	24	55	72	108	83	24	9	375
Number of Computers	1,321	5,306	9,811	20,457	30,163	19,981	25,939	112,978
Certified Enrollment	4,604	18,453	36,675	82,230	126,718	96,817	133,059	498,556
Pupils per Computer	3.5	3.5	3.7	4.0	4.2	4.8	5.1	4.4
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Number of Computers	1,370	5,662	11,082	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.5	3.2	3.4	3.8	4.1	4.3	4.7	4.1
2001-2002								
Total Number of Districts	29	50	77	100	81	25	9	371
Number of Districts Reporting	29	50	77	100	81	25	9	371
Number of Computers	1,768	5,438	11,593	21,532	32,492	23,231	29,983	126,037
Certified Enrollment	5,531	16,546	38,717	76,452	121,111	98,953	132,213	489,523
Pupils per Computer	3.1	3.0	3.3	3.6	3.7	4.3	4.4	3.9

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

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

Table 97

Number of Computers and Pupil-to-Computer Ratios in Iowa Public School Districts by Grade Level within Enrollment Category 1999-2000 to 2001-2002

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1999-2000								
Number of Computers in Elementary Schools PK-6	755	2,278	3,894	8,125	12,306	9,342	11,877	48,577
Pupils per Computer in Elementary Schools PK-6	2.9	4.1	4.8	5.1	5.2	5.2	5.9	5.2
Number of Computers in Secondary Schools 7-12	566	3,028	5,917	12,332	17,857	10,639	14,062	64,401
Pupils per Computer in Secondary Schools 7-12	2.2	2.9	2.9	3.2	3.4	4.2	4.1	3.6
2000-2001								
Number of Computers in Elementary Schools PK-6	742	2,367	4,561	8,552	13,065	9,978	13,706	52,971
Pupils per Computer in Elementary Schools PK-6	3.2	3.8	4.2	4.7	4.8	4.9	5.1	4.8
Number of Computers in Secondary Schools 7-12	628	3,295	6,521	12,492	17,879	12,296	14,586	67,697
Pupils per Computer in Secondary Schools 7-12	2.3	2.6	2.8	3.0	3.4	3.6	3.9	3.4
2001-2002								
Number of Computers in Elementary Schools PK-6	896	2,277	4,936	8,942	14,029	10,110	15,245	56,435
Pupils per Computer in Elementary Schools PK-6	3.0	3.6	4.0	4.3	4.3	5.0	4.6	4.4
Number of Computers in Secondary Schools 7-12	872	3,161	6,657	12,590	18,463	13,121	14,738	69,602
Pupils per Computer in Secondary Schools 7-12	2.1	2.5	2.9	3.0	3.1	3.5	4.0	3.3

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

Table 98

DISTRIBUTION OF COMPUTERS AND CERTIFIED ENROLLMENTS IN IOWA PUBLIC SCHOOL DISTRICTS 1995-1996 TO 2001-2002

	Enrollment Category							
1995-1996	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Percent of Certified Enrollment	1.2	3.3	9.2	17.4	26.7	21.0	21.2	100
Percent of Computers	1.5	5.1	11.1	20.7	25.8	18.5	17.3	100
1996-1997								
Total Number of Districts	24	46	76	116	83	25	9	379
Number of Districts Reporting	24	46	76	116	83	25	9	379
Percent of Certified Enrollment	1.0	3.0	7.5	17.5	25.1	19.6	26.3	100
Percent of Computers	1.3	4.4	9.2	21.1	25.4	18.8	19.8	100
1997-1998								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Percent of Certified Enrollment	0.9	3.4	7.1	16.8	25.8	19.6	26.4	100
Percent of Computers	1.1	4.6	9.0	19.0	25.8	19.2	21.3	100
1998-1999								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Percent of Certified Enrollment	0.8	3.4	7.2	17.2	25.6	19.3	26.5	100
Percent of Computers	1.1	4.3	8.8	18.7	26.1	18.5	22.5	100
1999-2000								
Total Number of Districts	24	55	72	108	83	24	9	375
Number of Districts Reporting	24	55	72	108	83	24	9	375
Percent of Certified Enrollment	0.9	3.7	7.4	16.5	25.4	19.4	26.7	100
Percent of Computers	1.2	4.7	8.7	18.1	26.7	17.7	22.9	100
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Percent of Certified Enrollment	1.0	3.6	7.6	16.0	25.5	19.5	26.8	100
Percent of Computers	1.1	4.7	9.2	17.4	25.6	18.5	23.5	100
2001-2002								
Total Number of Districts	29	50	77	100	81	25	9	371
Number of Districts Reporting	29	50	77	100	81	25	9	371
Percent of Certified Enrollment	1.1	3.4	7.9	15.6	24.8	20.2	27.0	100
Percent of Computers	1.4	4.3	9.2	17.1	25.8	18.4	23.8	100

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

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

Project EASIER
(Electronic Access System for Iowa Education Records)

Iowa school districts face ever-increasing reporting requirements. Project EASIER (Electronic Access System for Iowa Education Records) is an Iowa Department of Education initiative to help reduce the reporting burden for Iowa's districts. There are three parts to Project EASIER: the completion of state Basic Educational Data Survey reports, the exchange of student transcripts between public school districts and participating post-secondary institutions, and the exchange of student data among public school districts.

Most of Iowa's public school districts maintain their student data in some type of electronic student information system. The goal of Project EASIER is to work with the current technology used by schools to reduce their reporting burden. The Project works by extracting student records directly from a district's student information system (SIS) and transmitting them to the state. The state, rather than the school district, creates summary reports from the individual student records to complete state reporting requirements. Participating school districts can complete seven student-based annual reports through Project EASIER.

Currently, districts create an extract file of student data from their student information system and then sends this file to the Department of Education via an upload feature on the Department's BEDS data collection web site. The Department processes the file and enters the summary data into reports for the district.

The Department of Education is currently developing a web-based version of the Project EASIER system. The new system, a centralized server-based model that allows users to upload data files to a web server via a standard web interface in a cross-platform environment, will eliminate the need for installation and maintenance of translation software at the district level. Users will upload their student data through the Department of Education standard web interface. Translation software and data conversion tables will be centralized at a server in the Department of Education, allowing software updates and maintenance to occur without statewide travel. The new system will be available for testing by a small number of sites for the 2002-2003 school year.

The Department of Education works closely with districts during their introduction to the Project. The Department also offers a Project EASIER refresher course each spring and fall via the ICN to provide training to new district staff as well as to update districts on changes to the Project.

Project EASIER grew from six sites in the 1995-1996 school year to 229 enabled districts at the end of the 2001-2002 school year (Table 99 and Figure 31). By the close of the 2001-2002 school year, more than 61.7 percent of Iowa's 371 public districts were enabled to participate in the Department's initiative.

Table 99

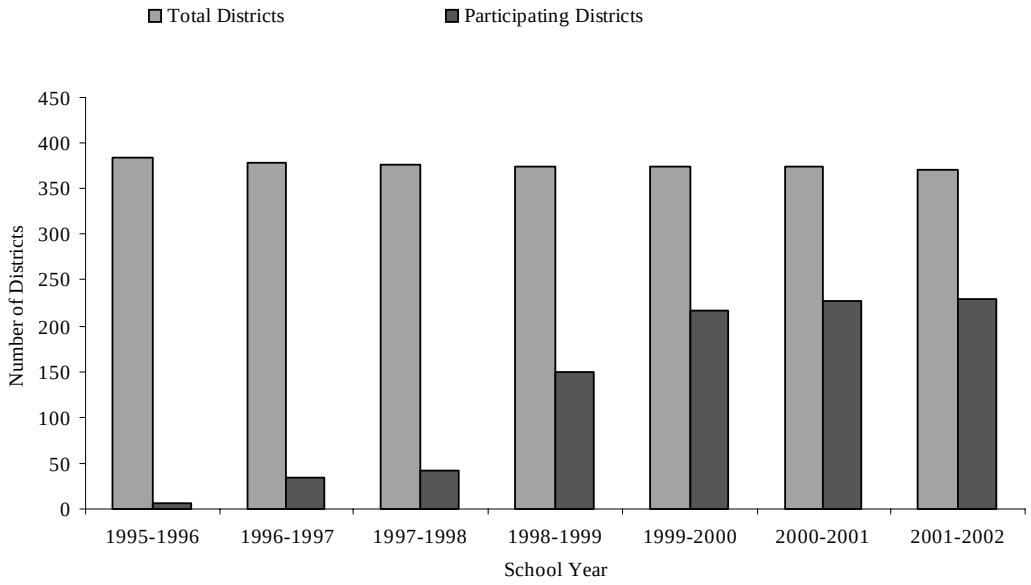
PARTICIPATING PUBLIC SCHOOL DISTRICTS IN PROJECT EASIER 1995-1996 TO 2001-2002

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

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Site Records.
Notes: *Participating Iowa school districts as of the end of July. Participation in electronic data interchange efforts involves a number of readiness stages and not all districts transmitted student records electronically.
**Enabled districts.

Figure 31

PARTICIPATING PUBLIC SCHOOL DISTRICTS IN PROJECT EASIER 1995-1996 TO 2001-2002



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Site Records.
Notes: *Participation in electronic data interchange efforts involves a number of readiness stages and not all districts transmitted student records electronically. Enabled districts are shown in 2001-2002.

Project EASIER school districts by AEA are shown in Table 100. AEA 11 has the largest percentage (15.7 percent) of districts participating in Project EASIER. Eight AEAs (AEA 4, 5, 6, 7, 9, 11, 13, and 14) had a higher percentage of districts participating in Project EASIER than their share of districts overall.

Table 100

DISTRIBUTION OF IOWA PROJECT EASIER ENABLED SITES BY AREA EDUCATION AGENCY 2001-2002

Area Education Agency	Total Number of Districts	Percent of Total Districts	Number of Enabled Sites	Percent of Total Enabled Sites
1	25	6.7%	14	6.1%
2	24	6.5	12	5.2
3	18	4.9	9	3.9
4	14	3.8	11	4.8
5	31	8.4	22	9.6
6	14	3.8	12	5.2
7	23	6.2	16	7.0
9	22	5.9	18	7.9
10	33	8.9	12	5.2
11	55	14.8	36	15.7
12	24	6.5	14	6.1
13	31	8.4	20	8.7
14	20	5.4	15	6.6
15	24	6.5	14	6.1
16	13	3.5	4	1.8
State	371	100.0%	229	100.0%

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

The number of public school districts satisfying part of their annual BEDS student-based reporting requirements through Project EASIER is reported in Table 101. The number of districts sending data through Project EASIER increased during the 2001-2002 school year, with 54.3 percent of all public school districts transmitting data via Project EASIER for spring BEDS 2002. Figure 32 shows the districts which transmitted data through Project EASIER for fall BEDS 2001.

Table 101

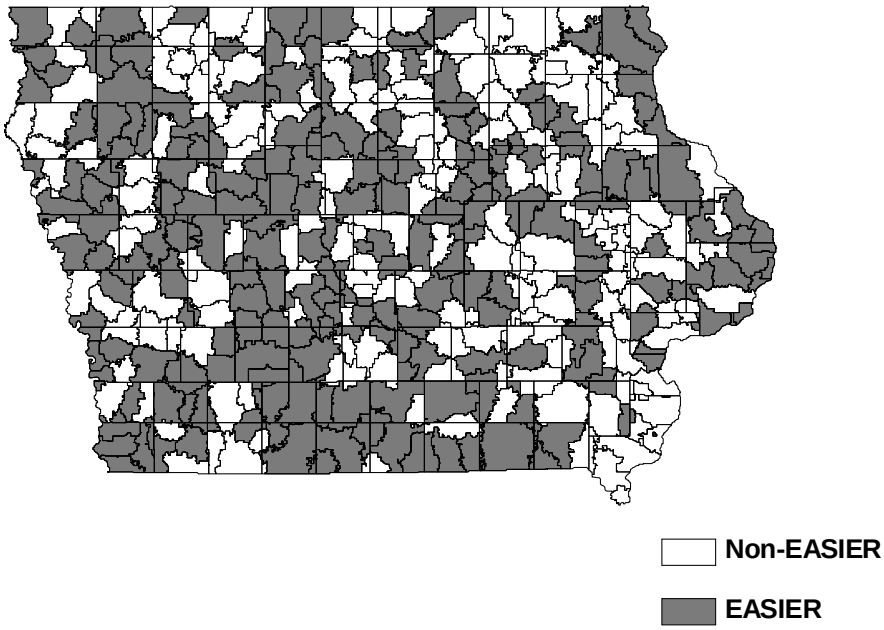
DISTRICTS TRANSMITTING BASIC EDUCATIONAL DATA SURVEY (BEDS) VIA PROJECT EASIER, 1995-1996 TO 2001-2002

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

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

Figure 32

PROJECT EASIER TRANSMITTING DISTRICTS
FALL 2001



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Transmission Log.

There is no one profile of districts successfully transmitting data through Project EASIER. Small districts with less than 200 students as well as large districts with over 30,000 students successfully participate in Project EASIER. Districts throughout the state are participating.

Project EASIER was expanded in 2001-2002 to enable some high schools to send transcripts electronically to Iowa State University and the University of Northern Iowa. The goal is to have all public school districts transmitting data to the state through Project EASIER by spring 2003.

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

Early Childhood Education

The Iowa Department of Education collects district level early childhood education data through the Basic Educational Data Survey (BEDS). The Early Childhood part of the survey focuses on kindergarten program type, preschool program type, and the number of children at ages three to five that are enrolled in the public preschool programs funded by state, federal, or other sources.

Table 102 displays trend data of Iowa public school districts offering all-day, everyday, two-semester kindergarten as the predominant program from 1985-1986 to 2001-2002. The percentages of districts predominantly offering all-day, everyday, two-semester kindergarten programs increased every year, from just over 25 percent in 1985-1986 to 93.5 percent in 2001-2002.

Table 102

Number and Percent of Iowa Public School Districts Offering All-Day, Everyday, Two-Semester Kindergarten Programs — 1985-1986 to 2001-2002

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

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

Kindergarten program types by enrollment category are presented in Table 103 for the school year 2001-2002. Over 90 percent of the districts with enrollment under 2,500 predominantly offered all-day, everyday, two-semester kindergarten programs in 2001-2002. All-day, everyday, two-semester kindergarten programs were offered in 80 percent of the districts with enrollments greater than 2,499 and less than 7,500 and 77.8 percent in districts with enrollments more than 7,499 students (also see Figure 33).

Table 103

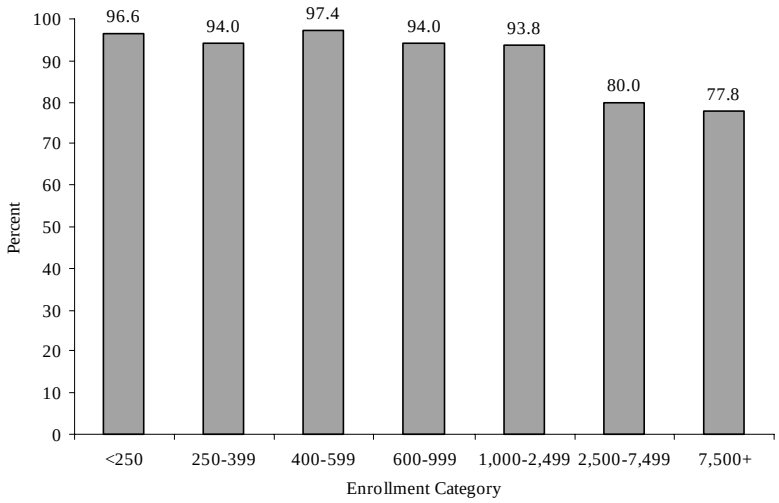
Iowa Public School Kindergarten Program Type — 2001-2002

		Kindergarten Program Type			
		All-Day, Everyday, 2 Semesters		All Others	
Enrollment Category	Total Number of Districts	Number of Districts	Percent of Districts in Category	Number of Districts	Percent of Districts in Category
<250	29	28	96.6	1	3.4
250-399	50	47	94.0	3	6.0
400-599	77	75	97.4	2	2.6
600-999	100	94	94.0	6	6.0
1,000-2,499	81	76	93.8	5	6.2
2,500-7,499	25	20	80.0	5	20.0
7,500+	9	7	77.8	2	22.2
State	371	347	93.5	24	6.5

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

Figure 33

PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ALL-DAY, EVERYDAY, TWO-SEMESTER KINDERGARTEN PROGRAM BY ENROLLMENT CATEGORY, 2001-2002



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

The enrollments in Table 104 represent children at ages three to five served in public school child development or preschool programs for the school years 1997-1998 to 2001-2002. The preschool enrollment figures do not include special education children. Overall, the statewide number of children at ages three to five served in preschool programs increased 11.7 percent from 1997-1998 to 2001-2002. A comparison of preschool enrollment to grades K-12 enrollment is presented in the Table 104 (see the last three columns from right). The districts with enrollments under 1,000 had higher percentages of total preschool enrollments than their percentages of total K-12 enrollments. The districts with enrollments between 2,500 and 7,499 served 10.2 percent of total preschool children in 2001-2002, while served 20.2 percent of grades K-12 students in the same school year.

Table 104

IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS BY ENROLLMENT CATEGORY 1997-1998 TO 2001-2002

	Preschool Enrollment					Percent of Total Preschool Enrollment					2001-2002 K-12	2001-2002 % K-12
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Enrollment	Enrollment
<250	203	246	190	220	295	3.0%	3.3%	2.5%	3.1%	3.9%	5,531	1.1%
250-399	417	459	641	554	523	6.1	6.2	8.6	7.9	6.8	16,546	3.4
400-599	551	837	652	936	868	8.0	11.3	8.8	13.3	11.3	38,717	7.9
600-999	1,606	1,571	1,398	1,433	1,630	23.4	21.3	18.8	20.4	21.3	76,452	15.6
1,000-2,499	1,118	1,470	1,392	1,337	1,515	16.3	19.9	18.7	19.0	19.8	121,111	24.8
2,500-7,499	865	826	635	810	785	12.6	11.2	8.5	11.5	10.2	98,953	20.2
7,500+	2,100	1,980	2,538	1,731	2,044	30.6	26.8	34.1	24.7	26.7	132,213	27.0
State	6,860	7,389	7,446	7,021	7,660	100.0%	100.0%	100.0%	100.0%	100.0%	489,523	100.0%

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

STUDENT PERFORMANCE

The student performance chapter contains two sections. The first section presents information on State Indicators of Student Success and the second section provides trend data on student achievement and the performance comparisons of Iowa, other states, and the nation. Pending availability of data, some comparisons are also made by enrollment category and by gender, race/ethnicity, and other subgroups.

The information presented in the student performance section is derived from the Department of Education, Basic Educational Data Survey (BEDS) and a number of external sources. The external sources are: The Iowa Testing Programs for the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED); American College Testing (ACT) Program for the ACT Assessment; and the College Board for the Scholastic Assessment Test (SAT) and Advanced Placement (AP). The BEDS data provides Iowa grades 7-12 dropouts, high school graduation rates, high school senior graduation intention, and the postsecondary enrollment option for Iowa high school students. The National Center for Education Statistics (NCES) is the resource for the across state comparisons on grades 9-12 dropouts and high school graduation rates.

State Indicators of Student Success

According to the Iowa Administrative Code 281-12.8(3), a school or school district shall collect data on the state indicators for reporting purposes. The state indicators have been defined as follows: 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 to 12 and the percentage of the high school students who graduate; 5) The percentage of high school seniors who intend to pursue postsecondary education/training; 6) The percentage of high school students achieving an ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and 7) The percentage of high school graduates who complete a "core" high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies.

For most indicators, subgroup data are shown for gender; race/ethnicity; socioeconomic status, as determined by eligibility for free or reduced price lunches; disability status, as determined by the presence of an individualized education plan (IEP); primary language status, as noted by English and English Language Learner; and migrant/non-migrant status, as defined by Title I requirements.

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

Tables 105 and 106 show the approximate average number of students for each biennium period by subgroups for the following 42 charts (Figures 34 to 75) on the first two state indicators. These two indicators are the percentages of subgroups of Iowa students performing at or above the proficient level on ITBS and ITED reading and mathematics.

Table 105

Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Tests by Subgroup

Biennium Periods 1997-1999* to 2000-2002

	Grade 4			Grade 8			Grade 11		
	1998-2000	1999-2001	2000-2002	1998-2000	1999-2001	2000-2002	1998-2000	1999-2001	2000-2002
Male	19,700	19,600	20,200	19,800	19,800	20,000	15,300	16,000	17,300
Female	19,000	19,600	19,800	19,000	18,900	19,200	15,800	16,300	17,380
White	30,000	31,500	31,500	30,700	30,900	32,600	24,600	26,300	29,800
African American	1,200	1,450	1,620	1,100	1,180	1,180	500	560	690
Hispanic	900	1,150	1,880	800	960	1,030	460	560	640
Asian	590	580	560	700	590	560	620	580	530
American Indian	250	190	210	250	240	220	130	110	125
Primary Lang. Eng.[1]	—	39,100	39,000	—	38,300	39,300	—	32,100	34,000
Primary Lang. ELL	—	790	880	—	560	460	—	250	880
Non-Migrant	—	39,100	39,000	—	38,300	39,300	—	32,100	34,000
Migrant[2]	—	200	230	—	90	110	—	60	70
SES Eligible[3]	10,200	11,100	11,200	8,000	8,600	8,800	3,600	4,100	4,700
SES Not Eligible	23,900	24,800	26,900	26,200	26,800	28,700	22,600	24,300	27,900
IEP[4]	5,400	5,520	4,900	5,000	4,900	5,400	1,800	2,200	2,650
Non-IEP	33,600	34,500	35,200	34,000	34,000	34,000	29,400	30,200	32,100

Source: Iowa Testing Programs, University of Iowa.

Notes: Student counts represent the approximate number of students per biennium in each subgroup.

[1]Primary Language Status as 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.

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

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

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

*The average number of Iowa male students who took ITBS/ITED in the biennium period 1997-1999 was 19,000, 18,000, and 14,000 for grades 4, 8, and 11 respectively. The average numbers of Iowa female students who took ITBS/ITED in the biennium period 1997-1999 were 18,000 for grades 4 and 8, and 15,000 for grade 11.

Table 106

Approximate Average Number of Iowa Students Tested on ITBS and ITED Mathematics Tests by Subgroup
Biennium Periods 1997-1999* to 2000-2002

	Grade 4			Grade 8			Grade 11		
	1998-2000	1999-2001	2000-2002	1998-2000	1999-2001	2000-2002	1998-2000	1999-2001	2000-2002
Male	19,400	20,295	20,295	19,700	19,600	19,734	15,600	16,500	17,500
Female	19,000	19,900	19,800	18,900	18,700	18,900	16,100	16,800	17,600
White	30,000	31,500	33,000	30,500	31,400	32,900	25,000	27,100	30,100
African American	1,200	1,450	1,630	1,000	1,350	1,350	500	570	700
Hispanic	900	1,160	1,380	820	1,100	1,180	480	590	650
Asian	600	580	570	670	600	580	600	620	540
American Indian	250	190	210	250	220	200	140	120	125
Primary Lang. Eng.[1]	—	39,000	39,100	—	37,800	38,200	—	33,000	34,800
Primary Lang. ELL	—	790	890	—	560	460	—	260	880
Non-Migrant	—	39,000	39,100	—	37,800	38,200	—	33,000	34,800
Migrant[2]	—	200	230	—	90	110	—	70	70
SES Eligible[3]	10,200	11,100	11,300	8,000	8,500	8,800	3,700	4,300	4,800
SES Not Eligible	23,800	24,700	26,900	26,000	26,600	28,400	23,100	25,000	28,200
IEP[4]	5,500	5,600	5,000	4,900	4,800	5,300	1,800	2,300	2,700
Non-IEP	33,500	34,400	35,100	33,800	33,600	33,400	30,200	31,100	32,500

Source: Iowa Testing Programs, University of Iowa.

Notes: Student counts represent the approximate number of students per biennium in each subgroup.

[1]Primary Language Status as 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..

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

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

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

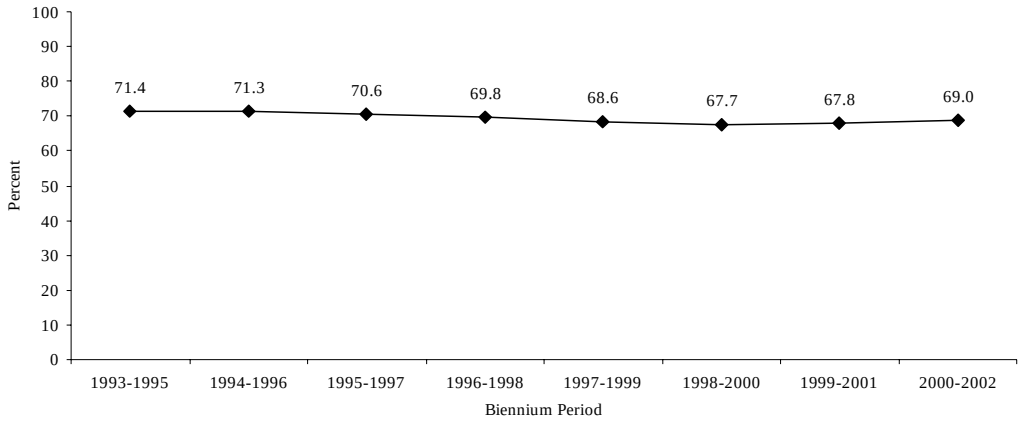
*The average number of Iowa male students who took ITBS/ITED in the biennium period 1997-1999 was 19,000, 18,000, and 14,000 for grades 4, 8, and 11 respectively. The average numbers of Iowa female students who took ITBS/ITED in the biennium period 1997-1999 were 18,000 for grades 4 and 8, and 15,000 for grade 11.

Reading

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

Figure 34

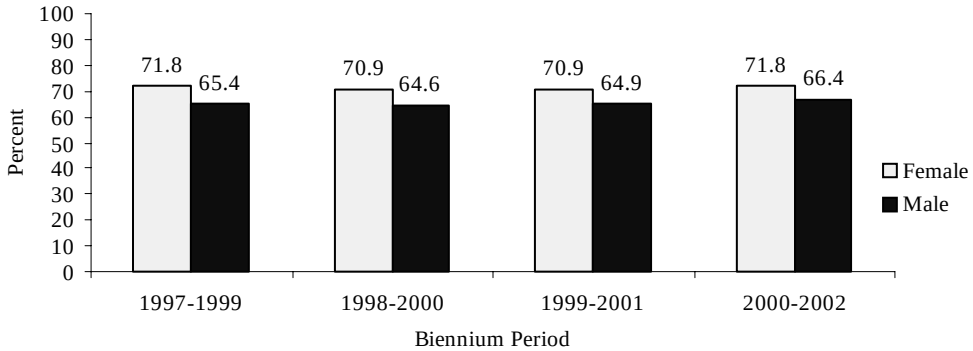
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test Biennium Periods 1993-1995 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1993-1995 represents the average score for the 1993-1994 and the 1994-1995 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Figure 35

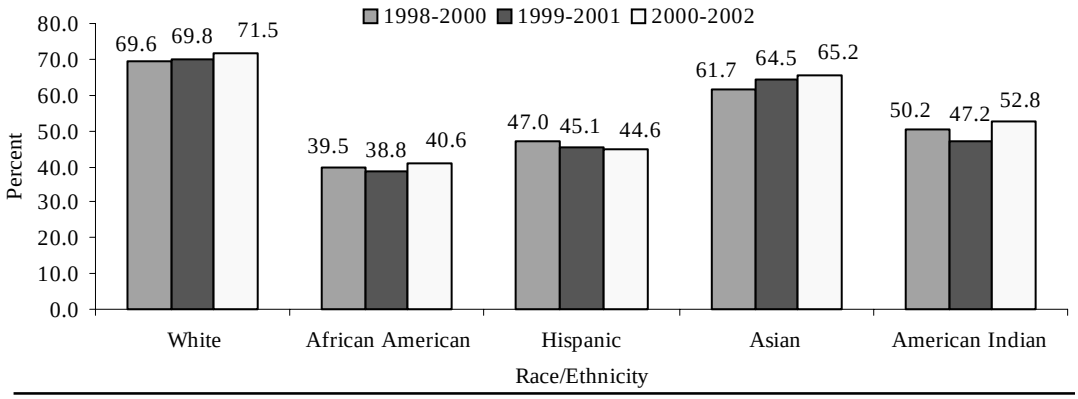
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Gender Biennium Periods 1997-1999 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1997-1999 represents the average score for the 1997-1998 and the 1998-1999 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Figure 36

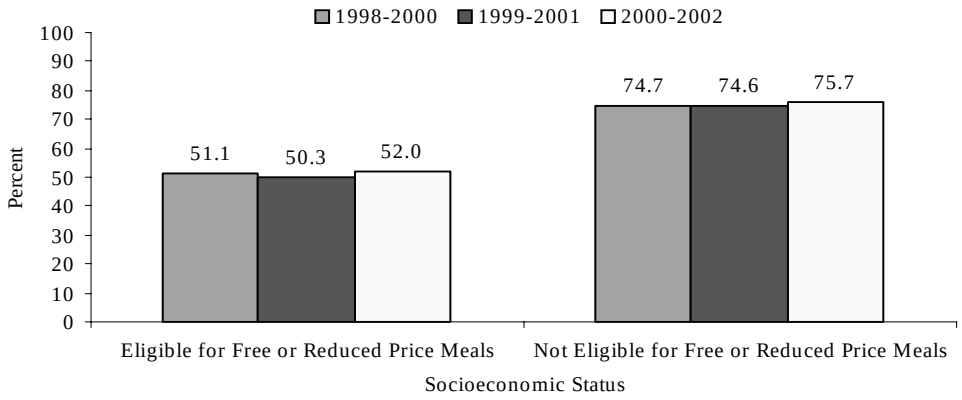
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Figure 37

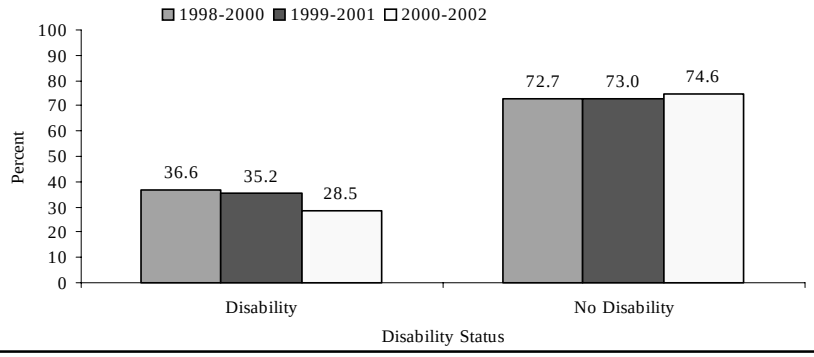
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 38

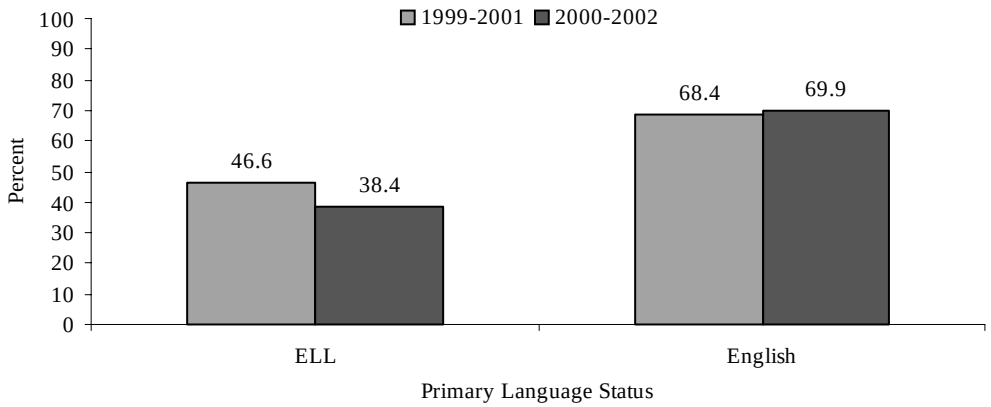
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.
Descriptors of proficient performance do not apply to all students with disabilities since many of these students take out-of-level tests.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 39

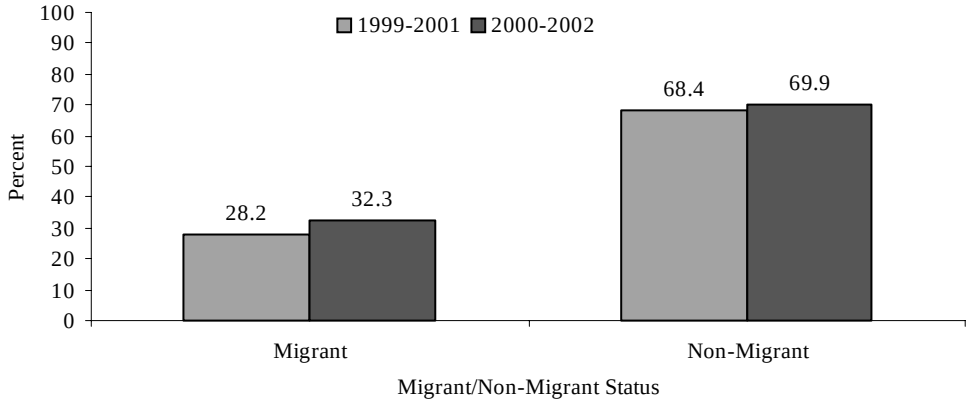
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 1999-2001 AND 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can 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.
*Primary Language Status as classified by English and ELL 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 40

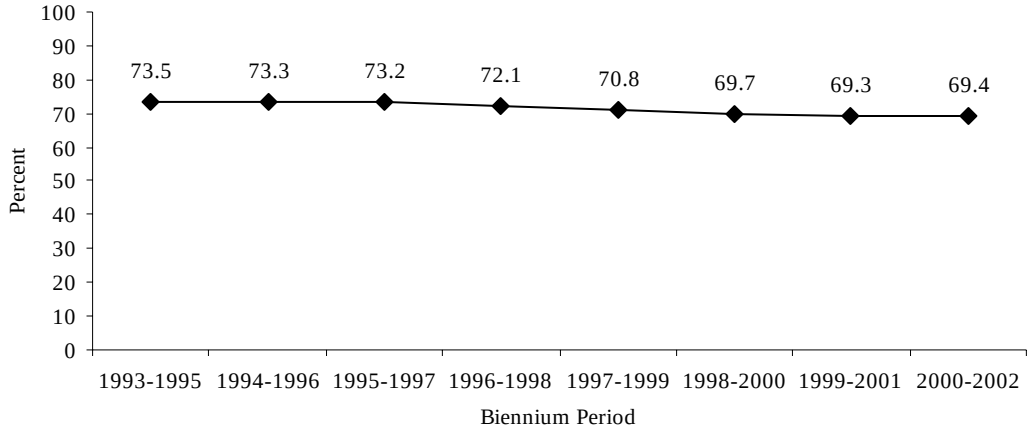
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can 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.
*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 41

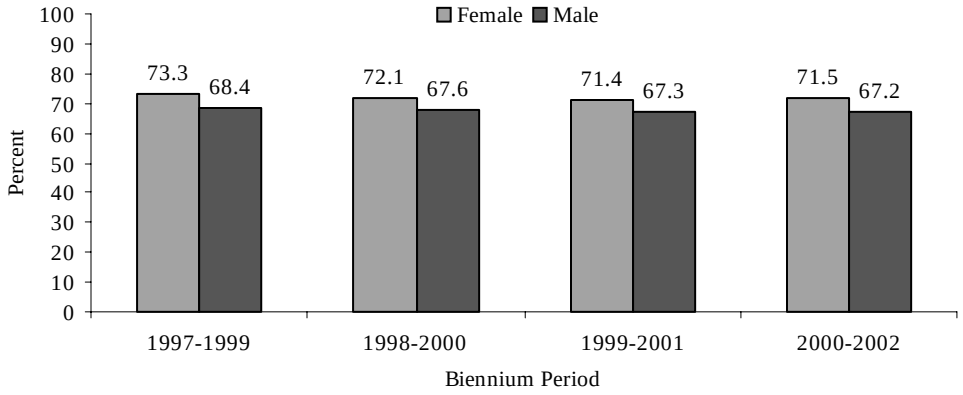
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1993-1995 represents the average score for the 1993-1994 and the 1994-1995 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.

Figure 42

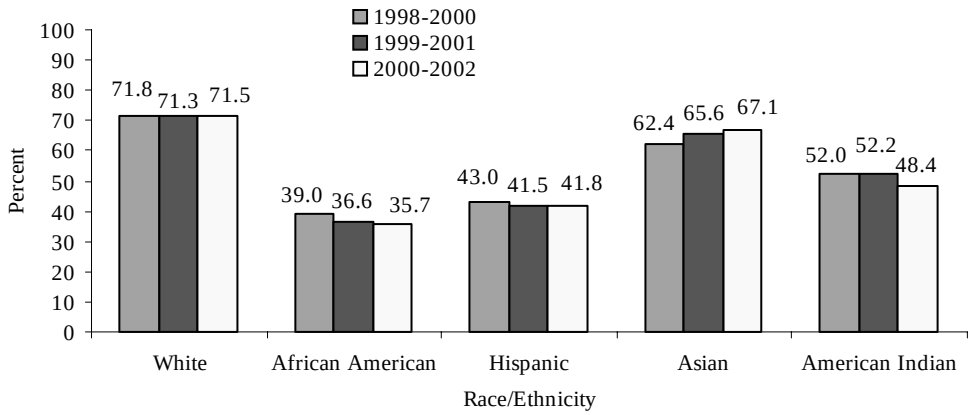
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1997-1999 represents the average score for the 1997-1998 and the 1998-1999 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.

Figure 43

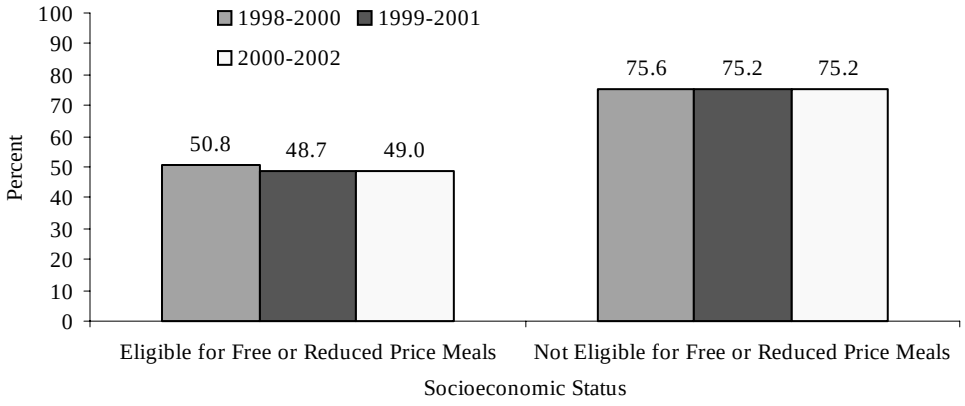
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.

Figure 44

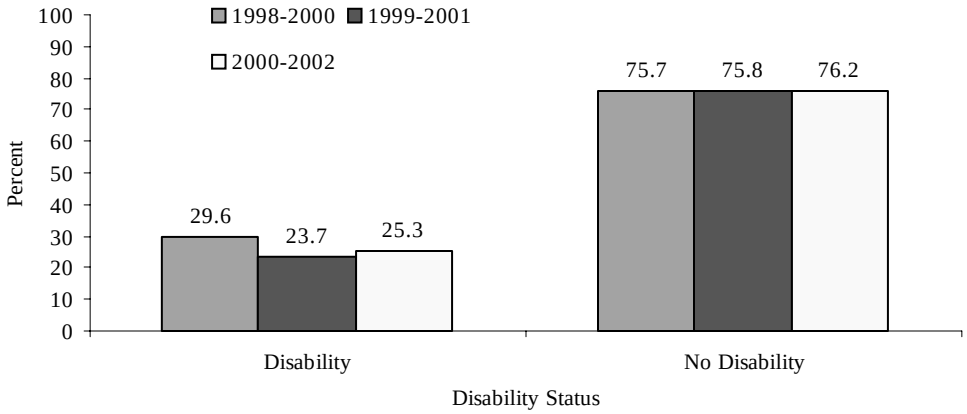
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 45

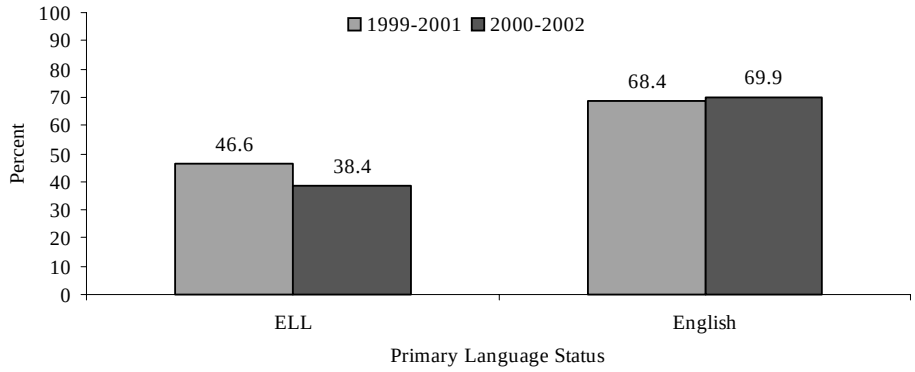
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 1998-2000 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.
Descriptors of proficient performance do not apply to all students with disabilities since many of these students take out-of-level tests.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 46

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



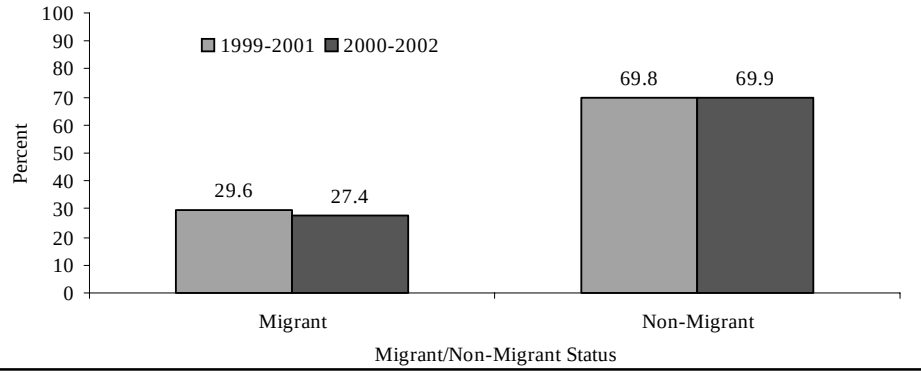
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.

*Primary Language Status as 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 47

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



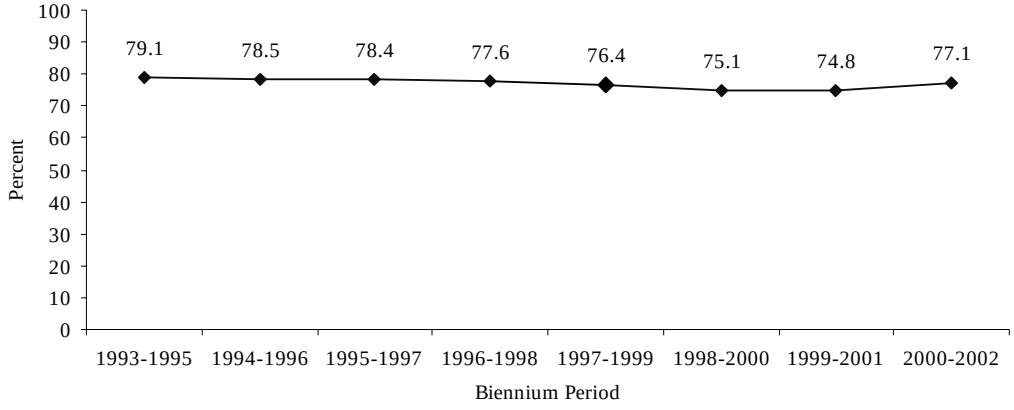
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters, and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the test, and interpret nonliteral language.

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

Figure 48

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1993-1995 represents the average score for the 1993-1994 and the 1994-1995 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

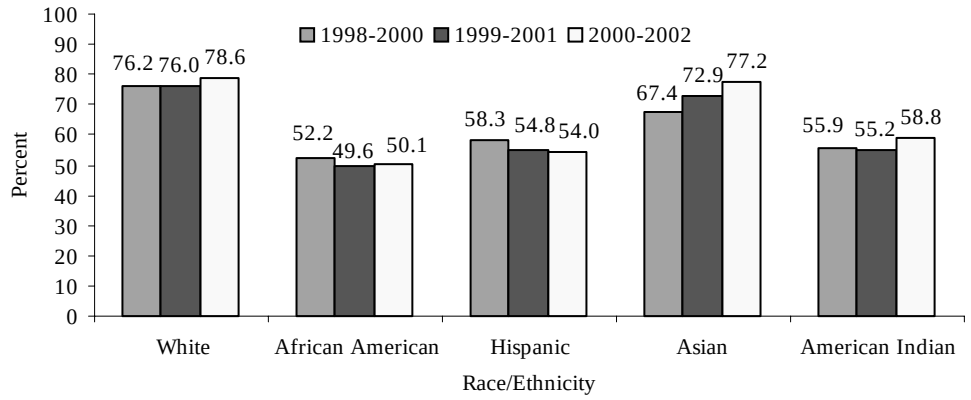
Figure 49

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2000-2002

Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1997-1999 represents the average score for the 1997-1998 and the 1998-1999 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

Figure 50

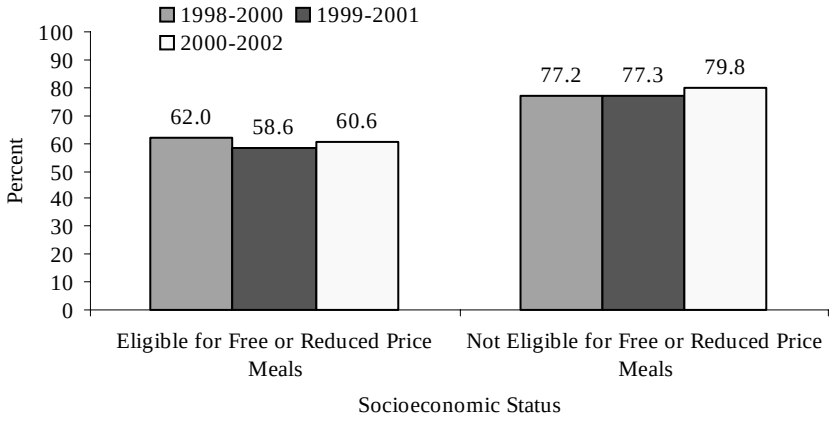
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

Figure 51

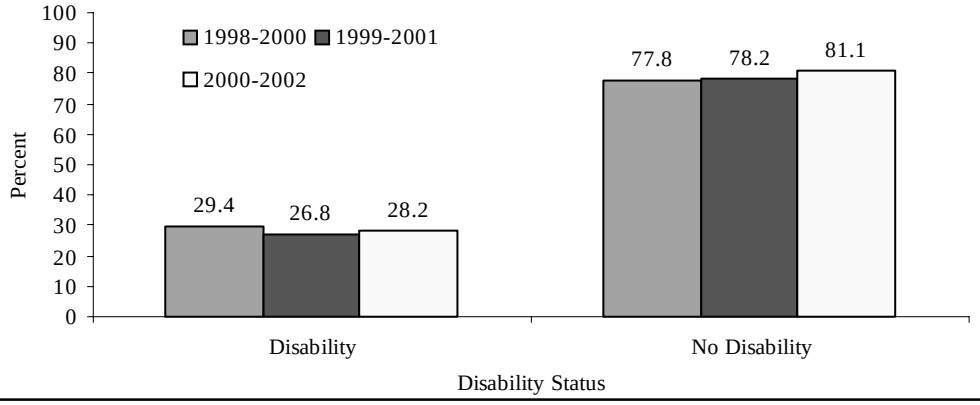
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 52

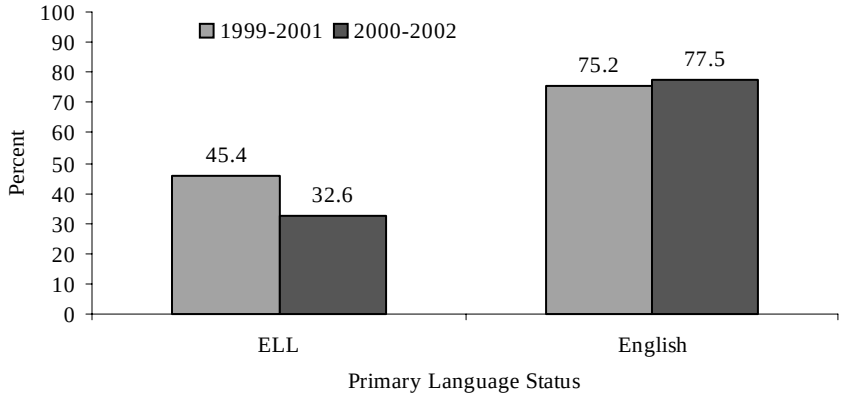
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.
Descriptors of proficient performance do not apply to all students with disabilities since many of these students take out-of-level tests.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 53

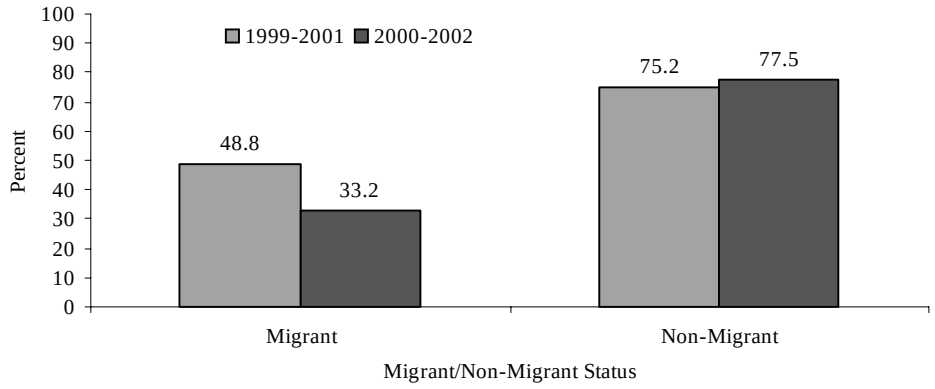
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.
*Primary Language Status as classified by English and 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 54

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001 AND 2000-2002



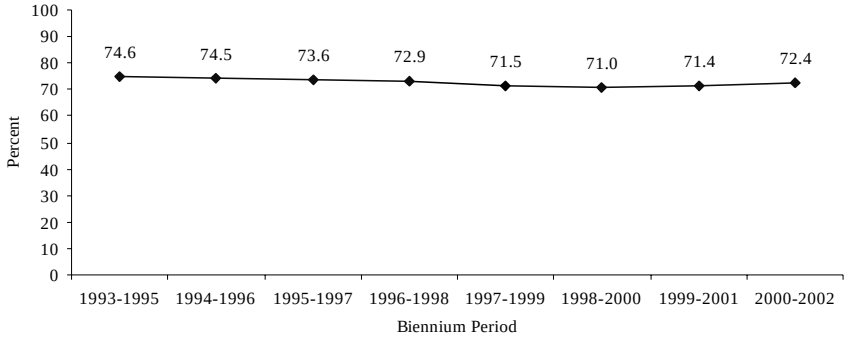
Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentage of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Understand some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret non-literal language and judge the validity of conclusions.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Mathematics

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

Figure 55

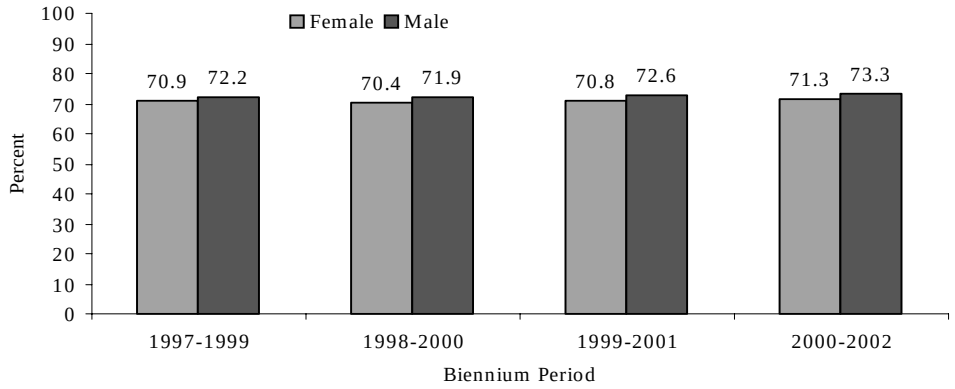
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST
BIENNIUM PERIODS 1993-1995 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented e.g. 1993-1995 represents the average score for the 1993-1994 and the 1994-1995 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

Figure 56

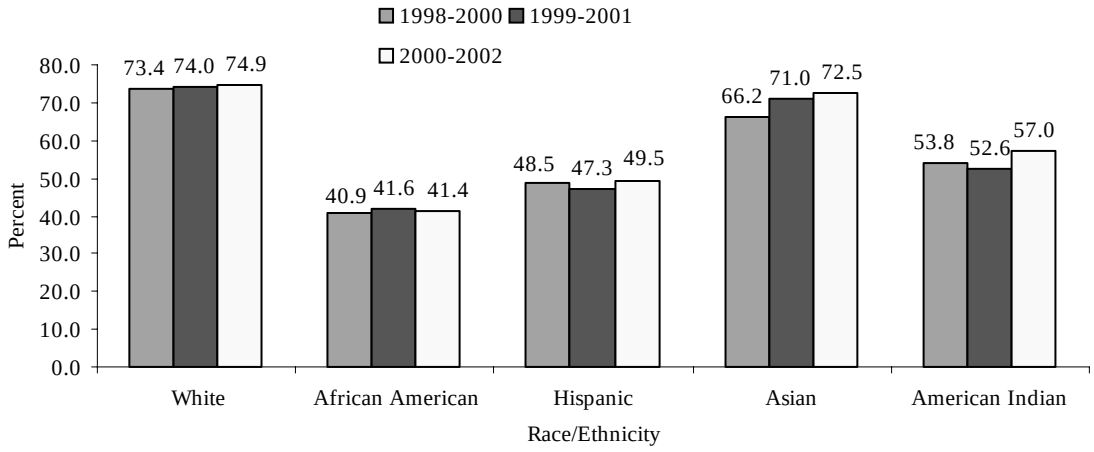
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1997-1999 represents the average score for the 1997-1998 and the 1998-1999 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

Figure 57

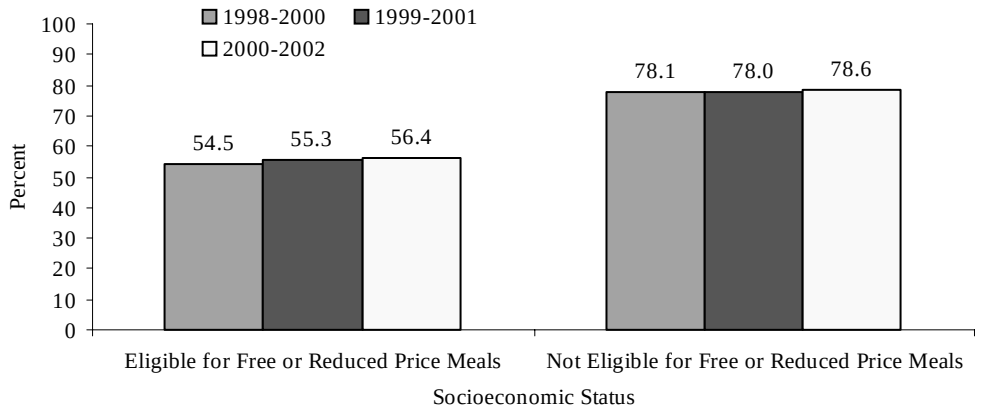
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

Figure 58

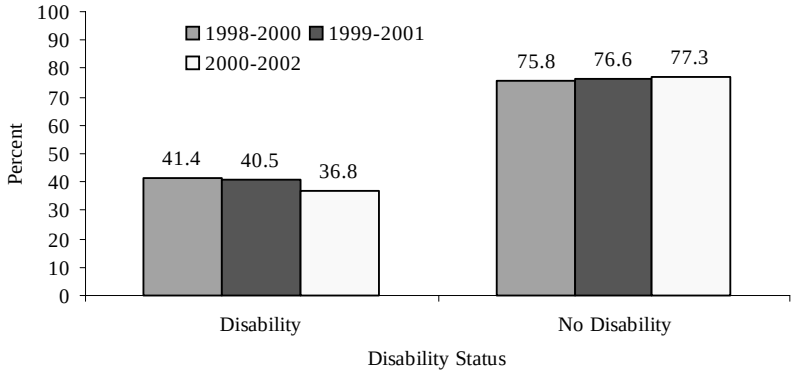
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 59

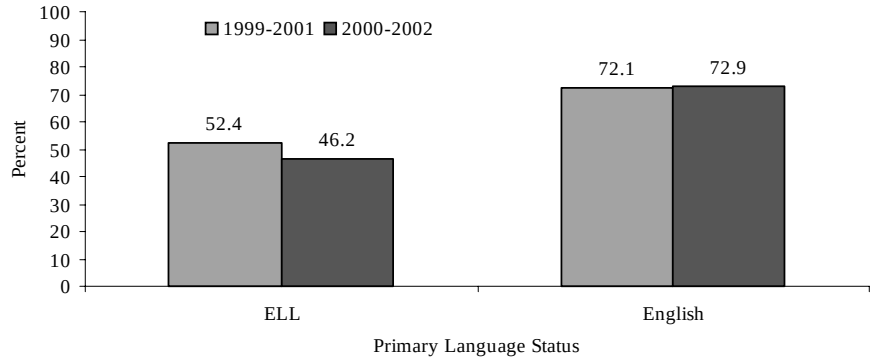
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.
Descriptors of proficient performance do not apply to all students with disabilities since many of these students take out-of-level tests.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 60

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



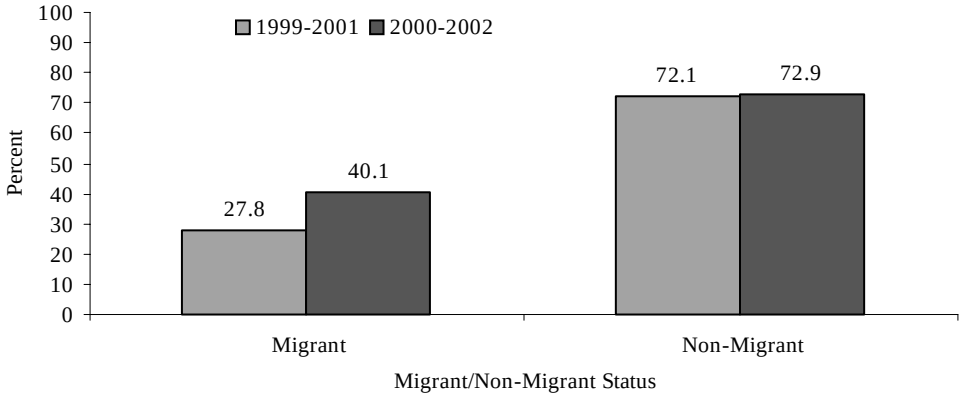
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Is 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.

*Primary Language Status as 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 61

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY MIGRANT STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



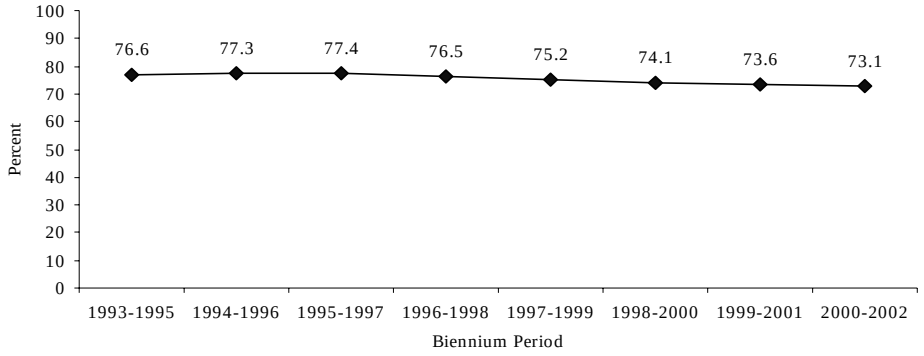
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Is 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.

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

Figure 62

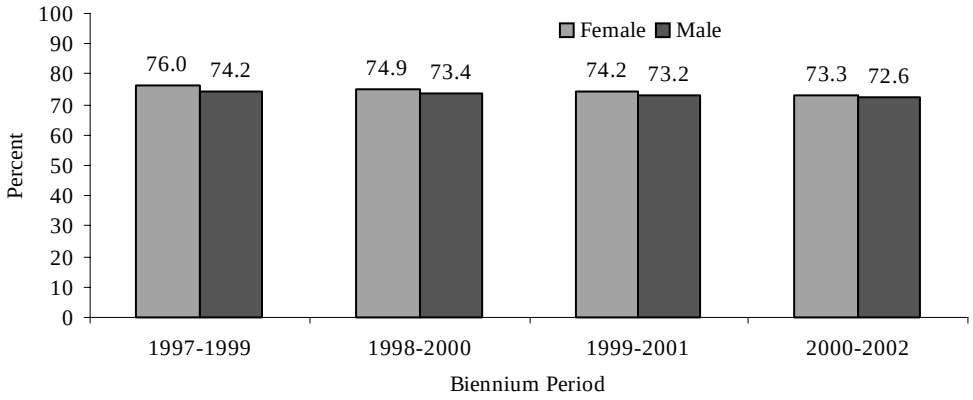
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST
BIENNIUM PERIODS 1993-1995 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1993-1995 represents the average score for the 1993-1994 and the 1994-1995 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Figure 63

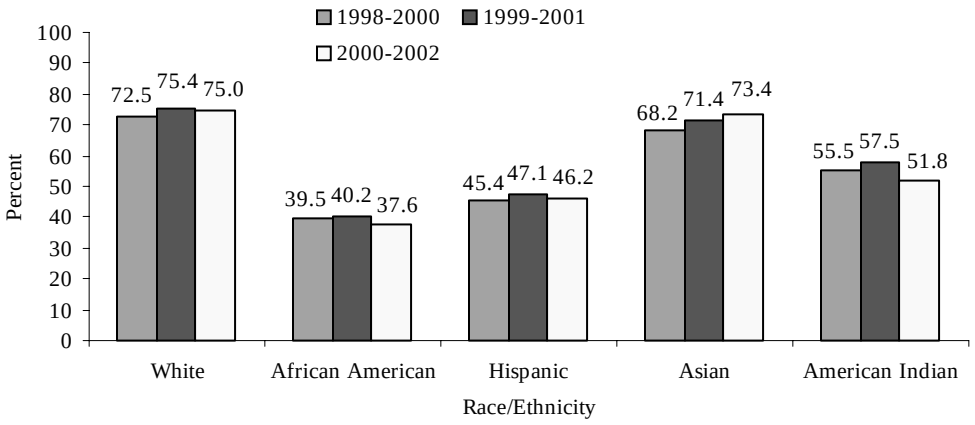
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY GENDER
BIENNIUM PERIODS 1997-1999 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1997-1999 represents the average score for the 1997-1998 and the 1998-1999 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Figure 64

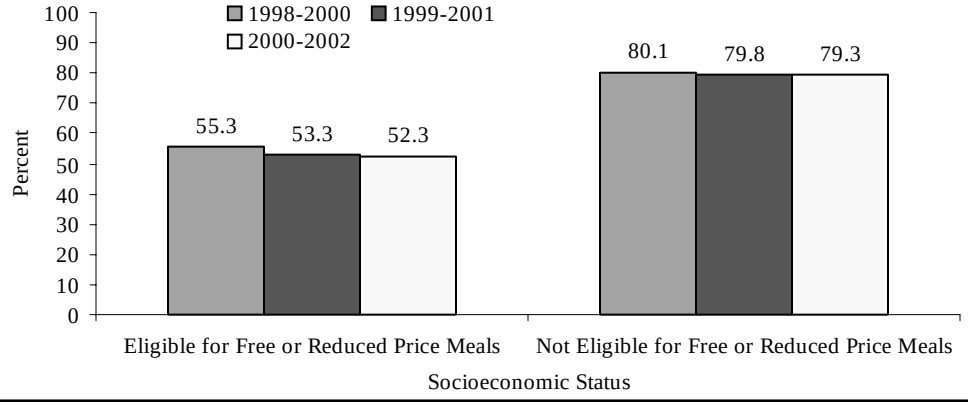
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Figure 65

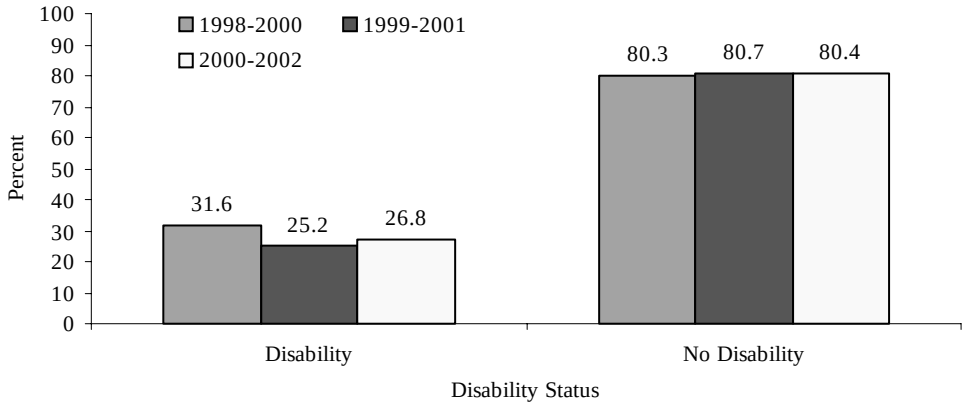
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 66

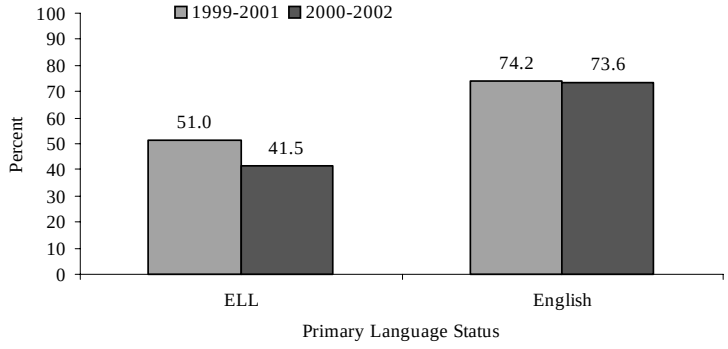
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.
Descriptors of proficient performance do not apply to all students with disabilities since many of these students take out-of-level tests.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 67

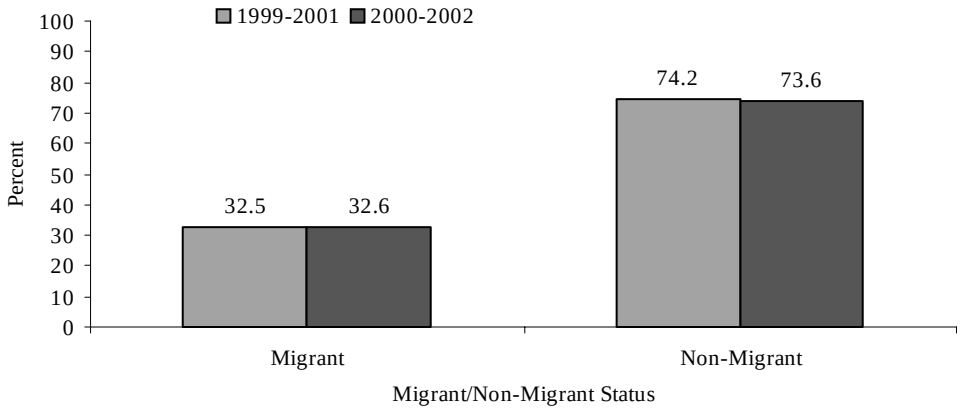
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Is developing 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.
*Primary Language Status as 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 68

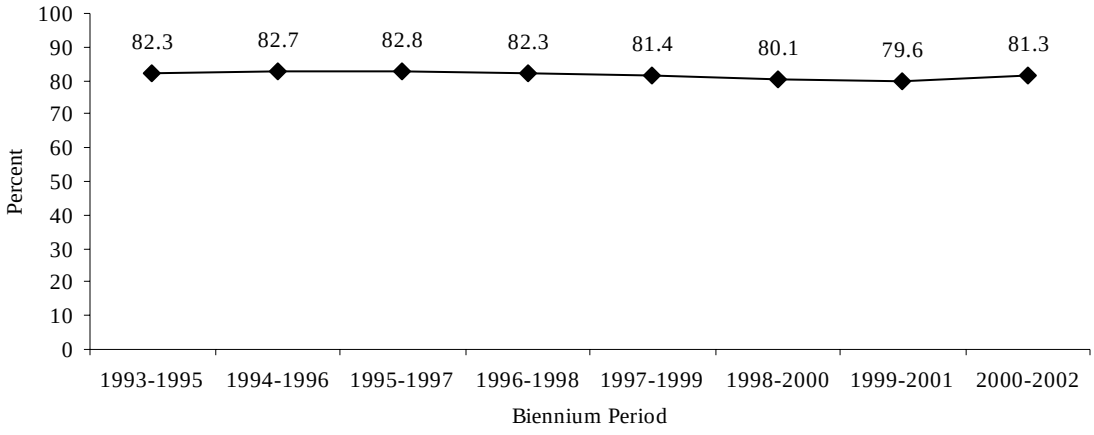
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TOTAL TEST BY MIGRANT STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Is developing 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.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 69

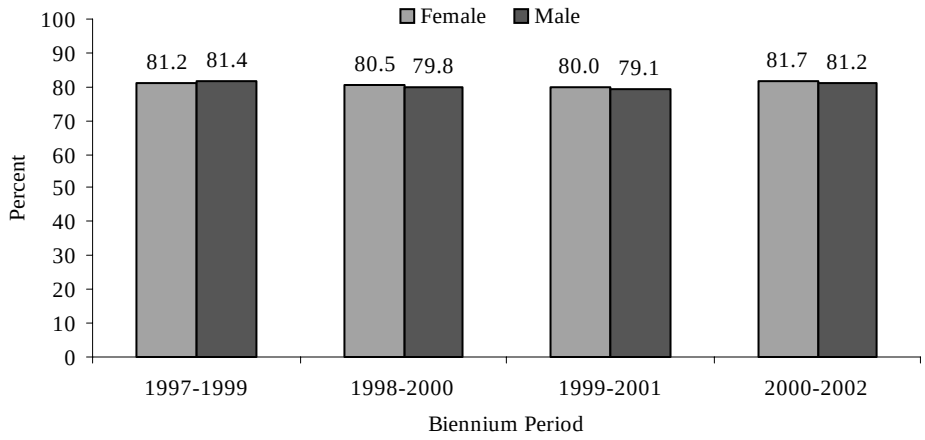
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BIENNIUM PERIODS 1993-1995 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1993-1995 represents the average score for the 1993-1994 and the 1994-1995 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

Figure 70

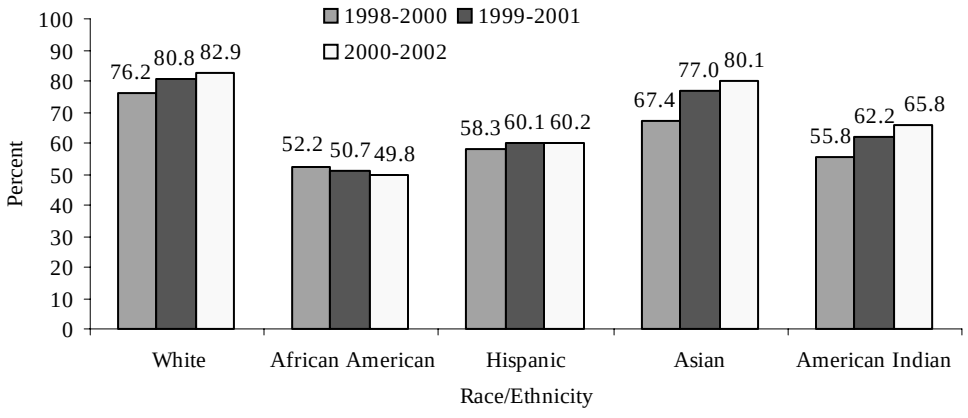
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1997-1999 represents the average score for the 1997-1998 and the 1998-1999 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

Figure 71

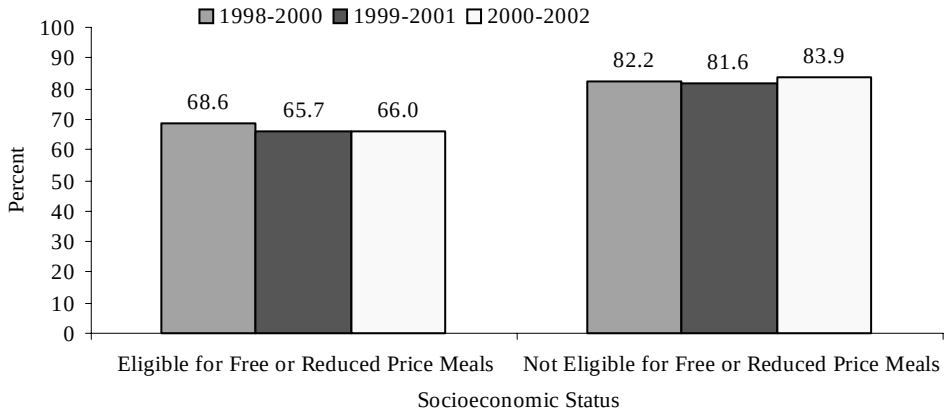
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

Figure 72

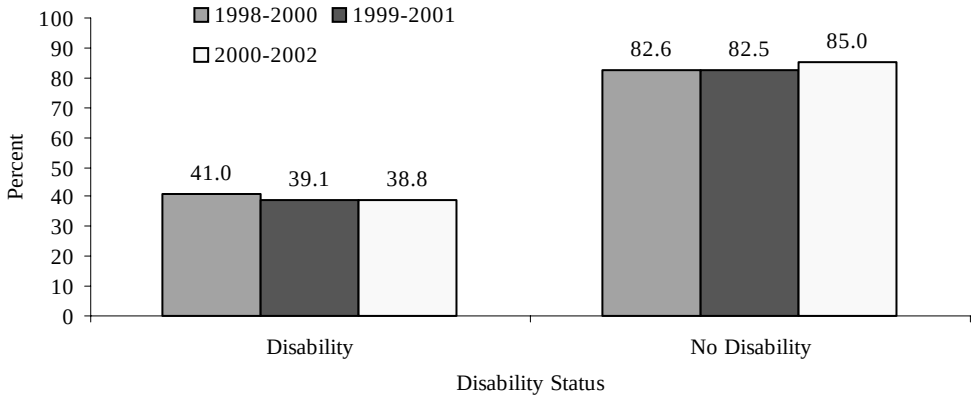
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 73

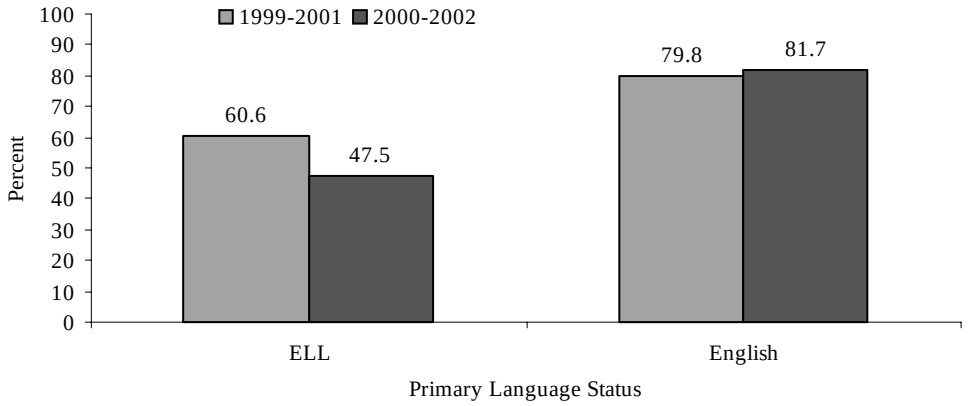
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1998-2000 represents the average score for the 1998-1999 and the 1999-2000 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.
Descriptors of proficient performance do not apply to all students with disabilities since many of these students take out-of-level tests.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 74

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



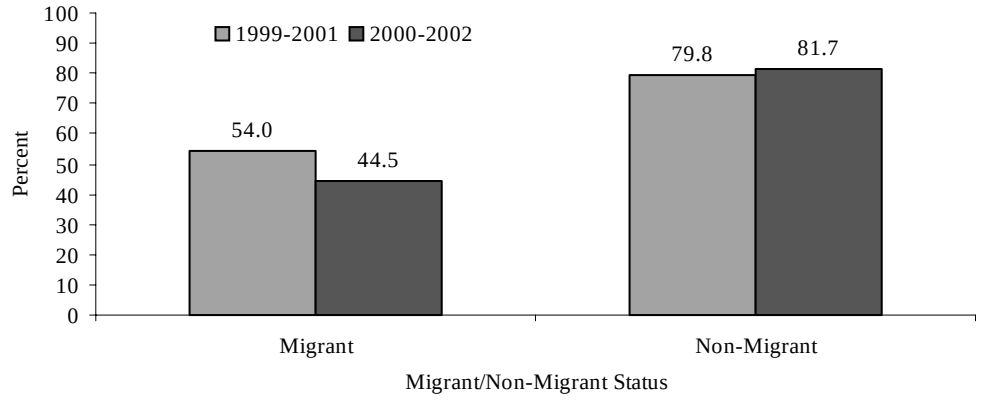
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

*Primary Language Status as classified by English and 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 75

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TOTAL TEST BY MIGRANT STATUS* BIENNIUM PERIOD 1999-2001 AND 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented. e.g. 1999-2001 represents the average score for the 1999-2000 and the 2000-2001 school years. A student designated as proficient can, at a minimum, do the following: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

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

Science

Indicator: *Percentage of 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.*

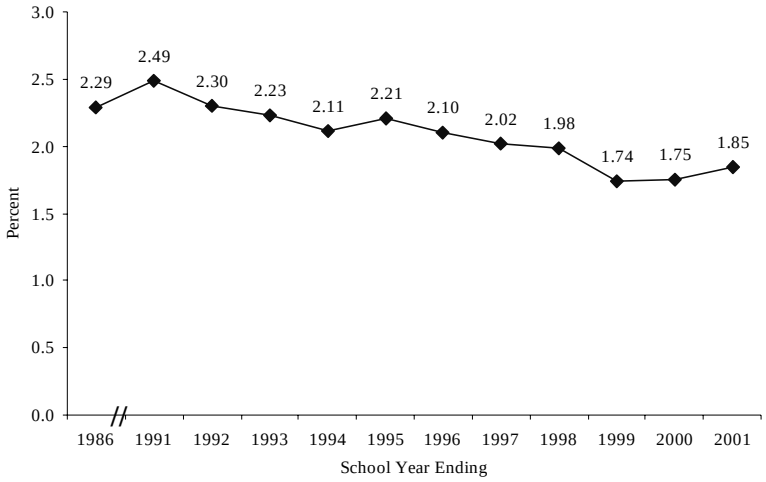
Science data are not currently reported but will be available in the future.

Dropouts

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

Figure 76

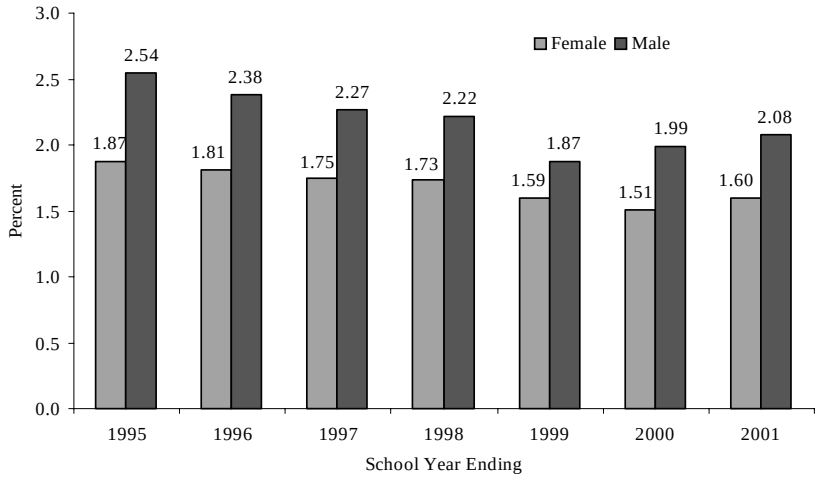
IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12, 1985-1986, 1990-1991 TO 2000-2001



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

Figure 77

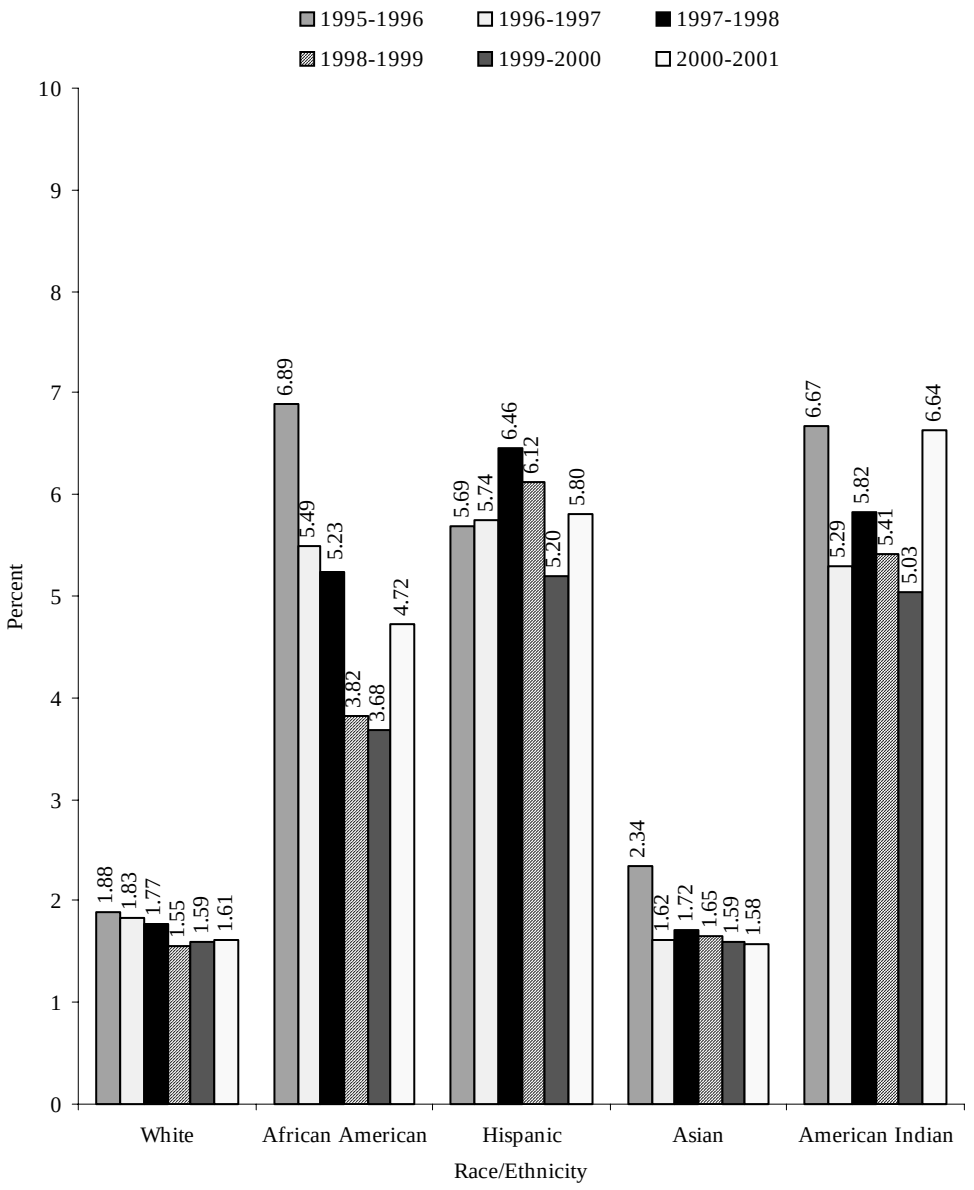
IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER, 1994-1995 THROUGH 2000-2001



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

Figure 78

IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY RACE/ETHNICITY 1995-1996 THROUGH 2000-2001



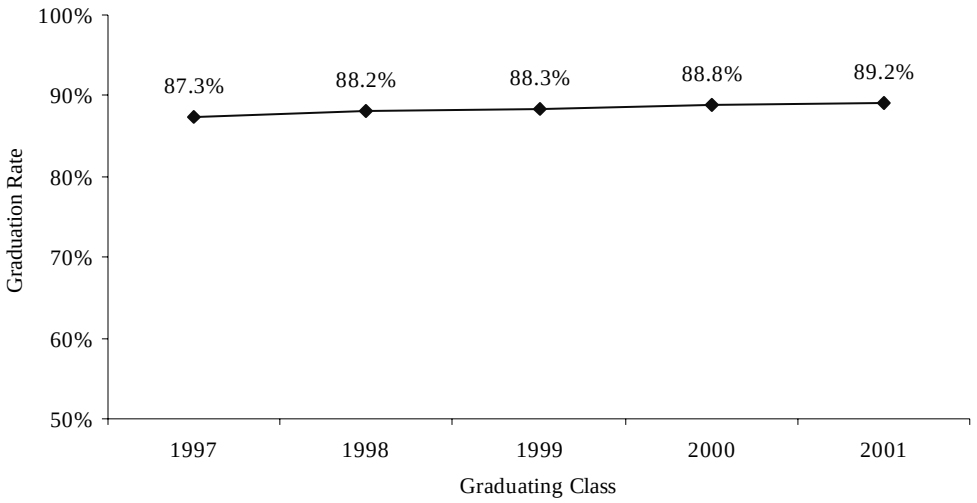
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

High School Graduation Rates

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

Figure 79

IOWA PUBLIC SCHOOL GRADUATION RATES
GRADUATING CLASSES OF 1997 THROUGH 2001

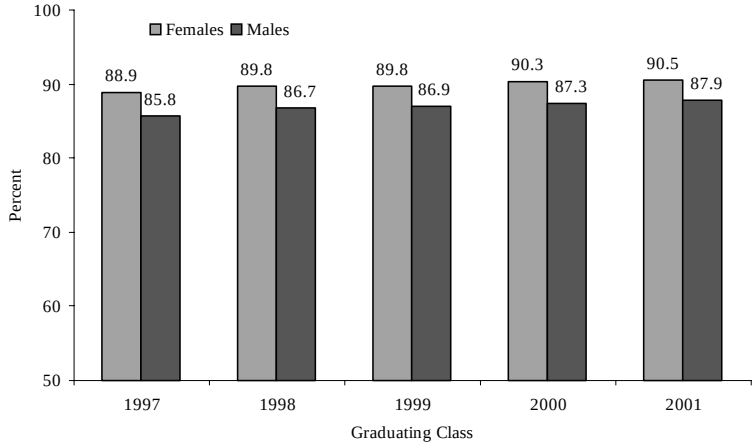


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

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

Figure 80

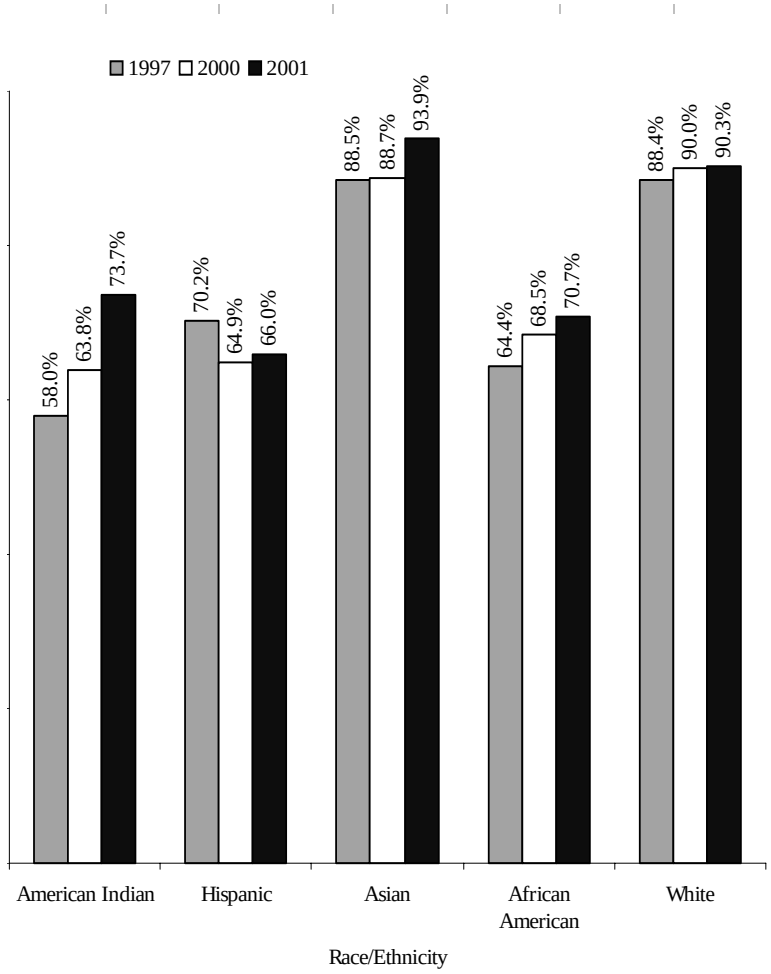
IOWA PUBLIC SCHOOL GRADUATION RATES BY GENDER
GRADUATING CLASSES OF 1997 THROUGH 2001



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

Figure 81

IOWA HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY GRADUATING CLASSES OF 1997, 2000, AND 2001



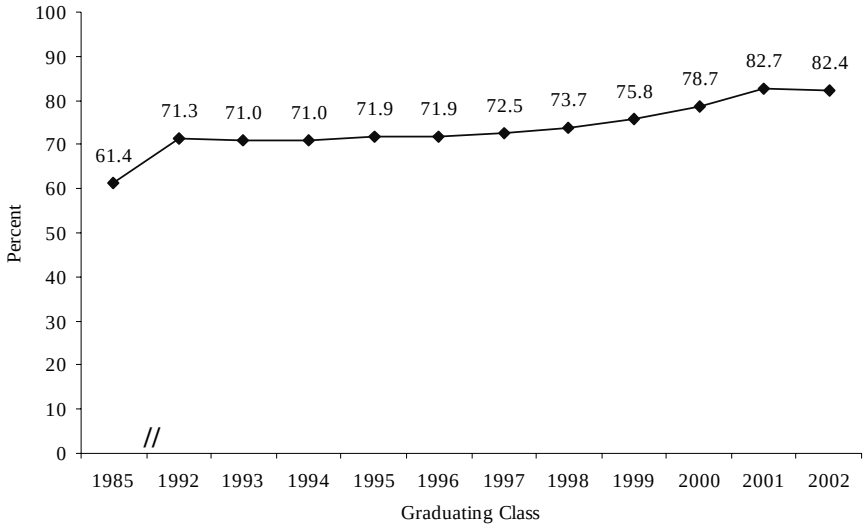
Source: Iowa Department of Education, Basic Educational Data Survey, High School Completers and Dropout Files.

Postsecondary Education/Training Intentions

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

Figure 82

PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/ TRAINING, GRADUATING CLASSES OF 1985 AND 1992-2002



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998 and 1999 represent calculated estimates.

Figure 83

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/ TRAINING BY GENDER, GRADUATING CLASSES OF 1998 TO 2002

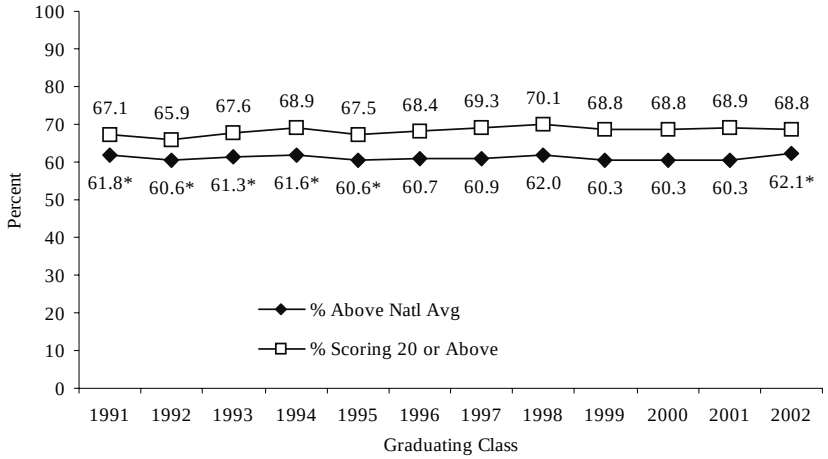
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated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

Probable Postsecondary Success

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

Figure 84

PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1991-2002



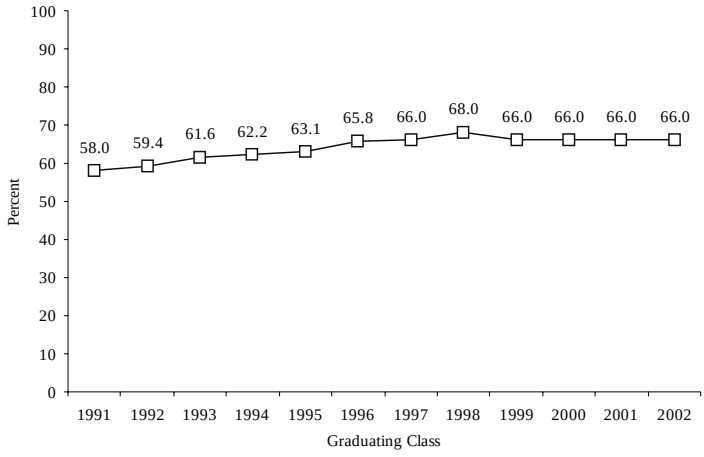
Source: American College Testing Program, The High School Profile Report for Iowa.
Note: The actual percentage of Iowa students with ACT scores above the national average are shown where the national average score is a whole number. Years shown as estimates are marked with an asterisk(*) where the national average score is not a whole number.

Core Program Completers

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

Figure 85

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM —1991-2002



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

Iowa Testing Programs

Iowa Testing Programs (ITP) in the College of Education at the University of Iowa develop standardized achievement tests for use nationally in grades K-12. The test results provide information about individual students and classes for use in instructional planning and improvement and to improve learning to meet student needs. During the 2001-2002 school year, 371 Iowa public school districts and about 210 nonpublic schools participated in the ITP achievement testing program. Iowa Testing Programs offers two achievement test batteries, the Iowa Tests of Basic Skills, for students in grades K through 8; and the Iowa Tests of Educational Development, for students in grades 9-12.

Iowa Tests of Basic Skills (ITBS)

The ITBS offers levels 5-8 for students in kindergarten through grade 2 and levels 9-14 for students in grades 3 through 8.

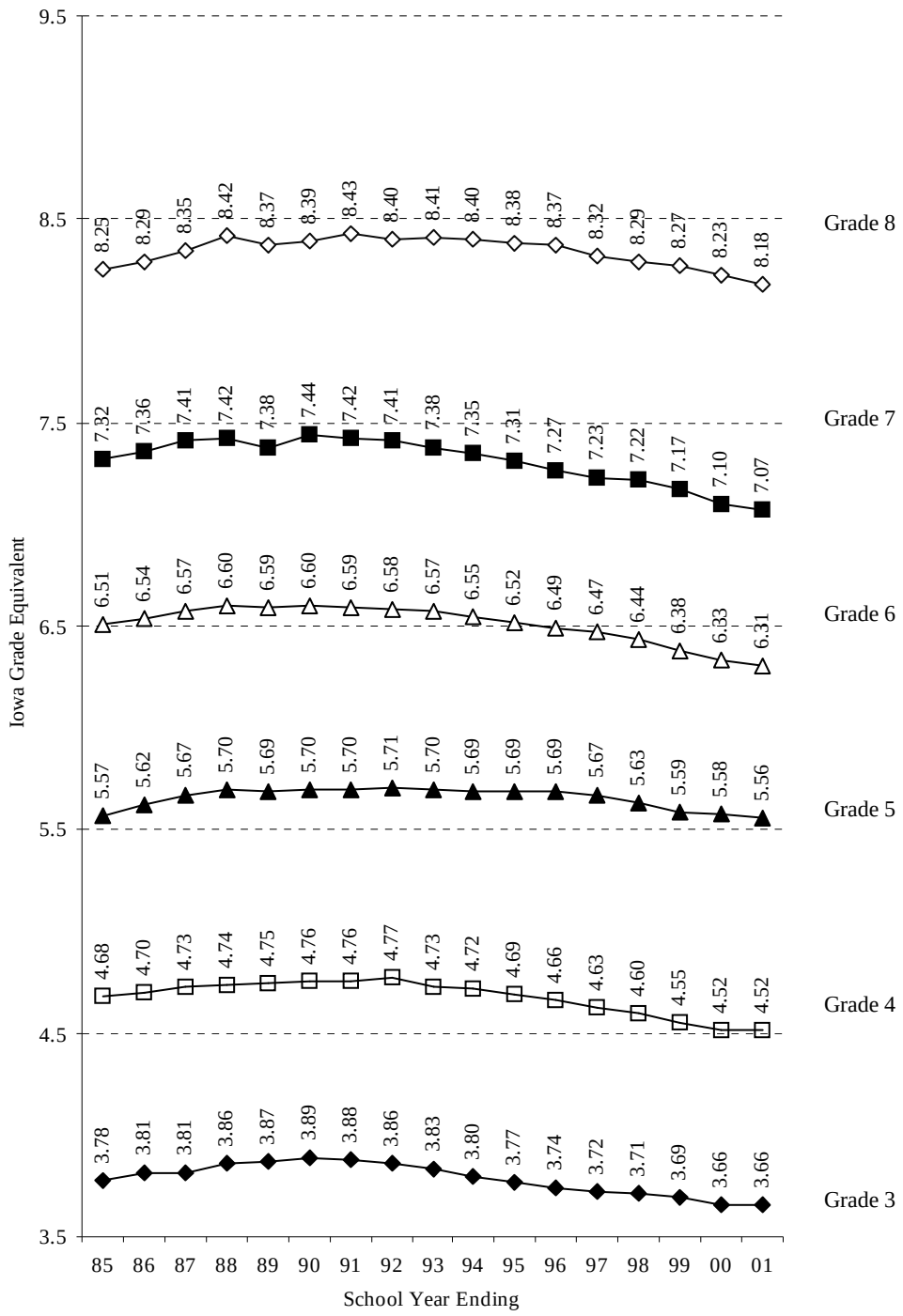
The ITBS levels 9-14 battery includes 13 separate tests: 1) Vocabulary, 2) Reading Comprehension, 3) Spelling, 4) Capitalization, 5) Punctuation, 6) Usage and Expression, 7) Math Concepts and Estimation, 8) Math Problem Solving and Data Interpretation, 9) Math Computation, 10) Social Studies, 11) Science, 12) Maps and Diagrams, and 13) Reference Materials. Two additional tests, Word Analysis and Listening are included in Level 9 only.

Iowa Testing Programs provides the state average trend lines for the years of 1985 to 2001 on the ITBS composite, Reading Comprehension, and Mathematics Total scores for Iowa grades 3-8. The trend lines are expressed in terms of grade equivalents. Grade equivalents indicate performance based upon a given grade and the number of months spent in that grade. For example, a grade equivalent of 4.5 indicates how the typical student completing the fifth month of the fourth grade would score. In 2001-2002, a new edition of the ITBS was used in Iowa schools. After the 2002-2003 school year, sufficient data will be available to extend achievement trend lines.

Figures 86-88 shows ITBS average composite scores since 1984-1985. In general, average composite scores for Iowa students in grades three through eight showed increases from 1984-1985 through 1990-1991 and experienced a general decline thereafter. Except in grade five, average ITBS composite scores in grades three through eight have shown small, but steady, annual declines over the last eight to nine years. Grade seven has experienced the greatest decline across the six grades shown in Figure 86. In 1989-1990, the average grade equivalent was 7.44 declining to 7.07 in 2000-2001. The average grade equivalent score for Iowa students in grades three and four did not decline between 1999-2000 and 2000-2001.

Figure 86

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

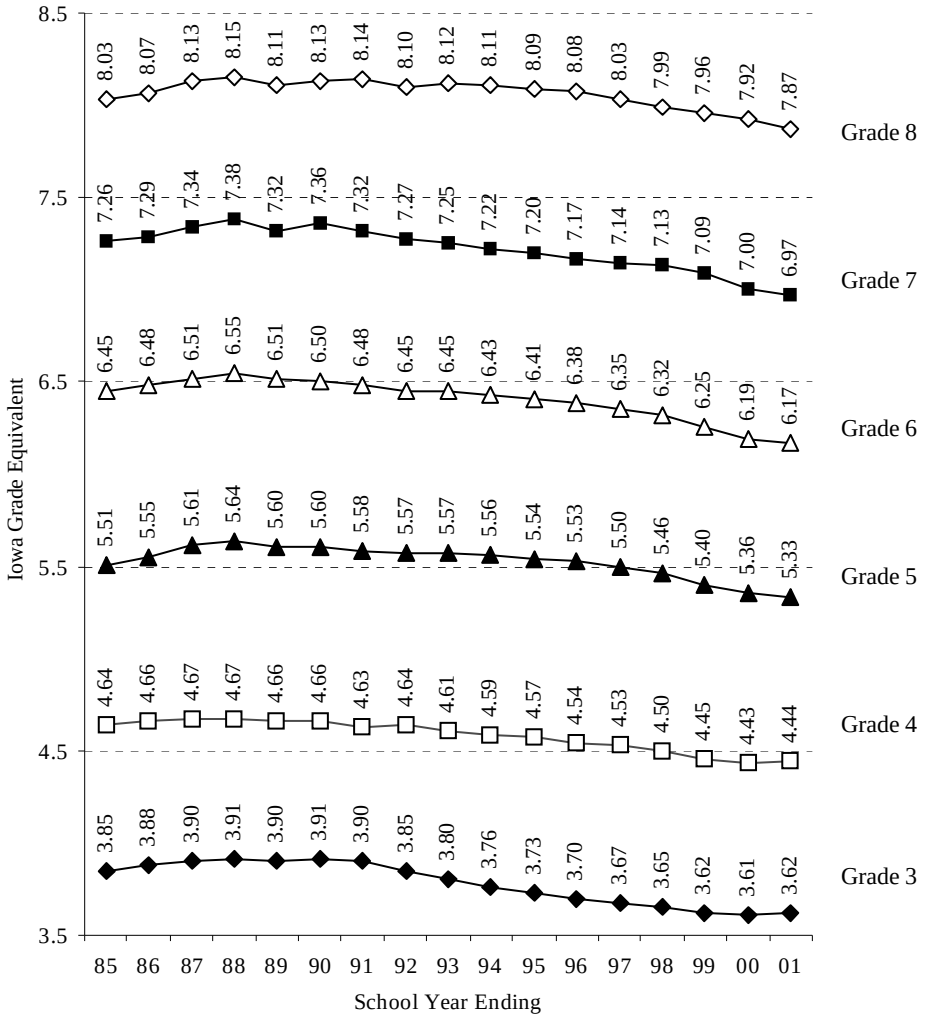


Source: Iowa Testing Programs, University of Iowa.
Notes: Baseline is midyear of 1965.
The 1985-1993 composite does not include social studies and science.

Average ITBS Reading Comprehension grade equivalent scores for Iowa students in grades three through eight have shown a general decline over the past 12 to 14 years in most grades. Scores for grades three and four represent the first departure from the declines of the recent years (Figure 87). Average grade equivalent scores for grades three and four increased between 1999-2000 and 2000-2001. The average grade equivalent scores in grades three through eight were the highest in 1987-1988 for the time period 1984-1985 to 2000-2001. The greatest decrease in grade equivalent scores since 1984-1985 occurred in grade seven.

Figure 87

IOWA ITBS AVERAGE READING COMPREHENSION SCORES FOR GRADES 3-8, 1985-2001 IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS

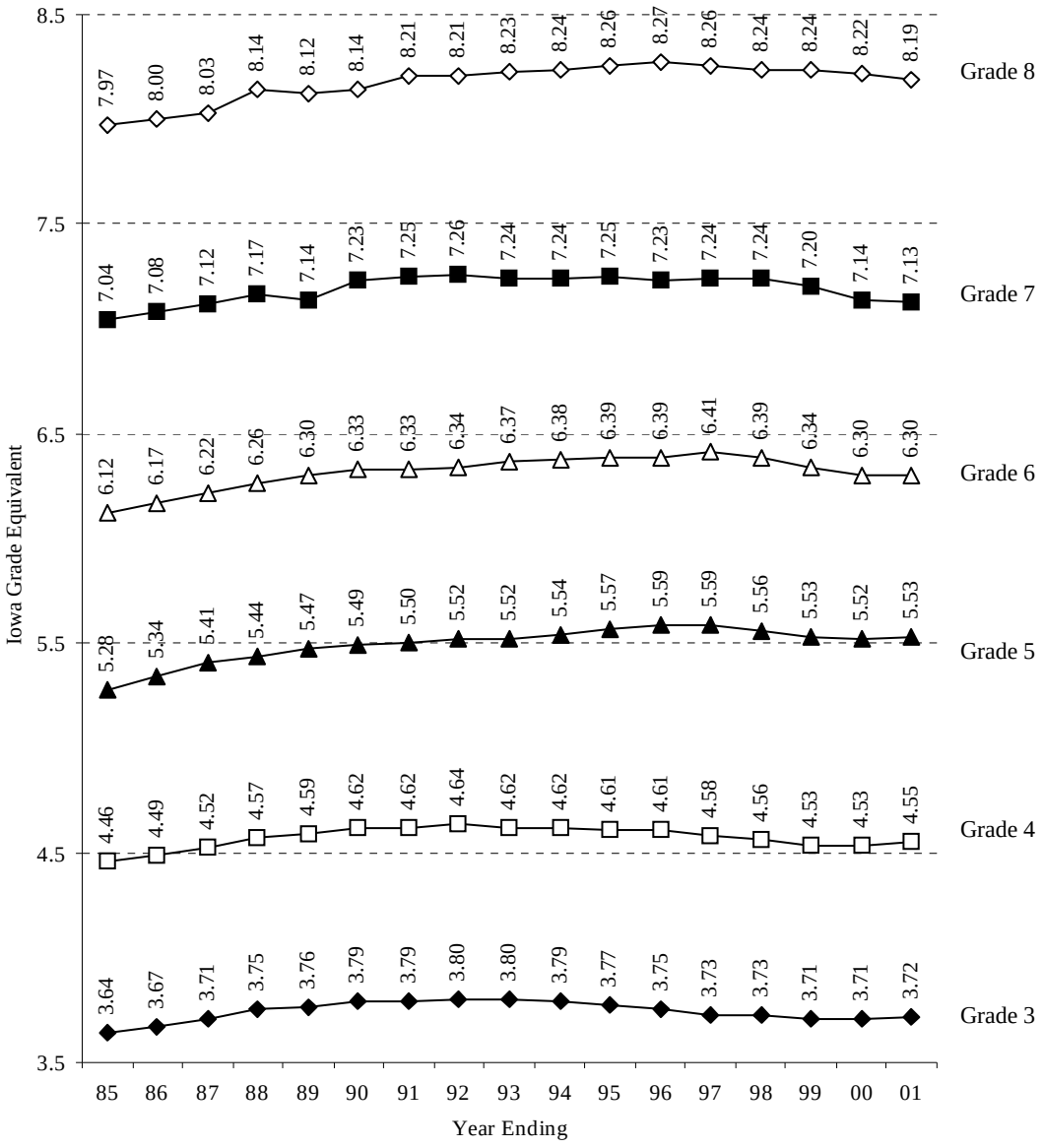


Source: Iowa Testing Programs, University of Iowa.
Note: Baseline is midyear of 1965.

Average ITBS Mathematics Total grade equivalent scores showed gradual increases from 1985 through the early 1990s in grades three through eight. From the early 1990s to 2001, average Mathematics Total scores showed a gradual decline in grades three and four, while scores for grades five through eight remained relatively stable (Figure 88).

Figure 88

IOWA ITBS AVERAGE MATHEMATICS TOTAL SCORES FOR GRADES 3-8, 1985-2001 IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS



Source: Iowa Testing Programs, University of Iowa.
Notes: Baseline is midyear of 1965.
The Math Total does not include Math Computation.

Iowa Tests of Educational Development (ITED)

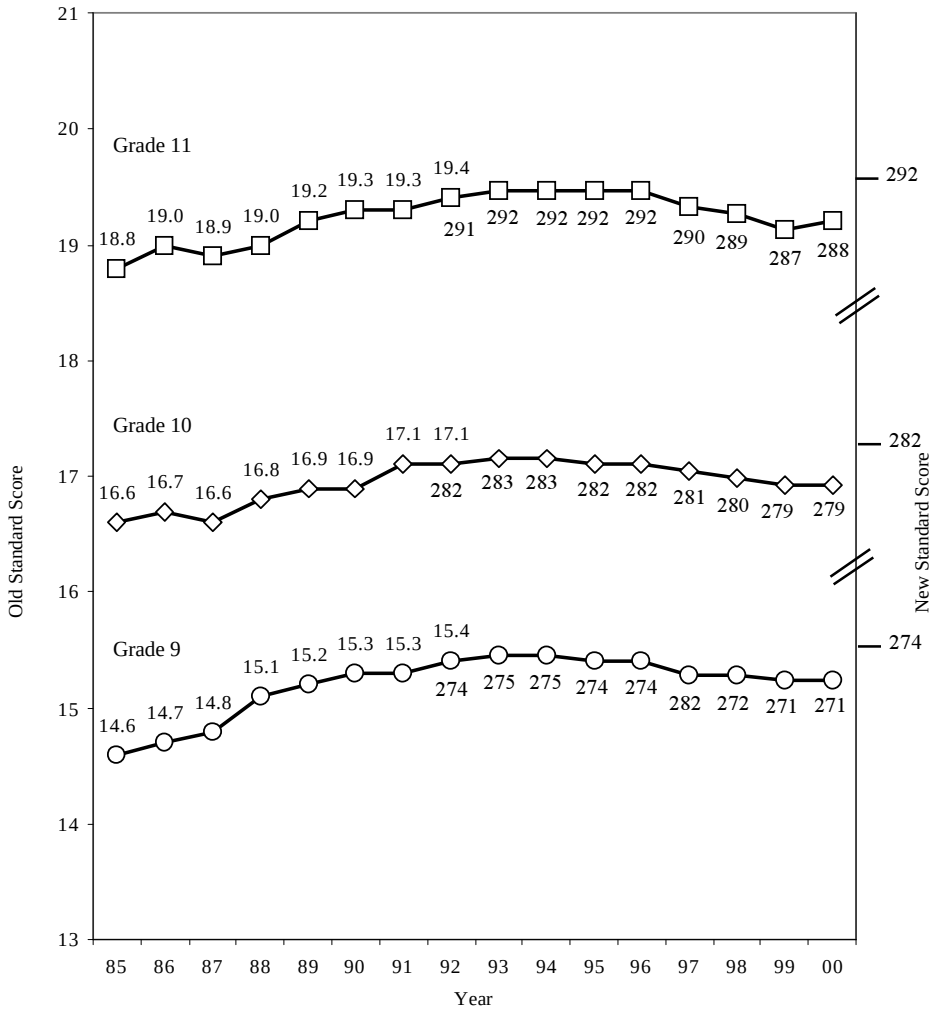
The ITED program offers levels 15, 16, and 17/18 tests for students in grades 9-12. The battery includes: 1) Vocabulary, 2) Reading Comprehension, 3) Language: Revising Written Materials, 4) Spelling, 5) Mathematics: Concepts and Problem Solving, 6) Computation, 7) Analysis of Social Studies Materials, 8) Analysis of Science Materials, and 9) Sources of Information.

Iowa Testing Programs provides the state average trend data for 1985 to 2000 on the ITED composite, Reading Comprehension, Mathematics Total, and Science scores for Iowa students in grades 9-11. In 2001-2002, a new edition of ITED was used in Iowa schools. As with the ITBS trend lines, after the 2002-2003 school year, sufficient data will be available to develop the first segments of new achievement trend lines.

Average ITED composite scores for Iowa students in grades nine through eleven showed increases from 1985 through 1993, were generally stable from 1993 through 1996, and have shown a slight decline over the last four years (Figure 89).

Figure 89

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

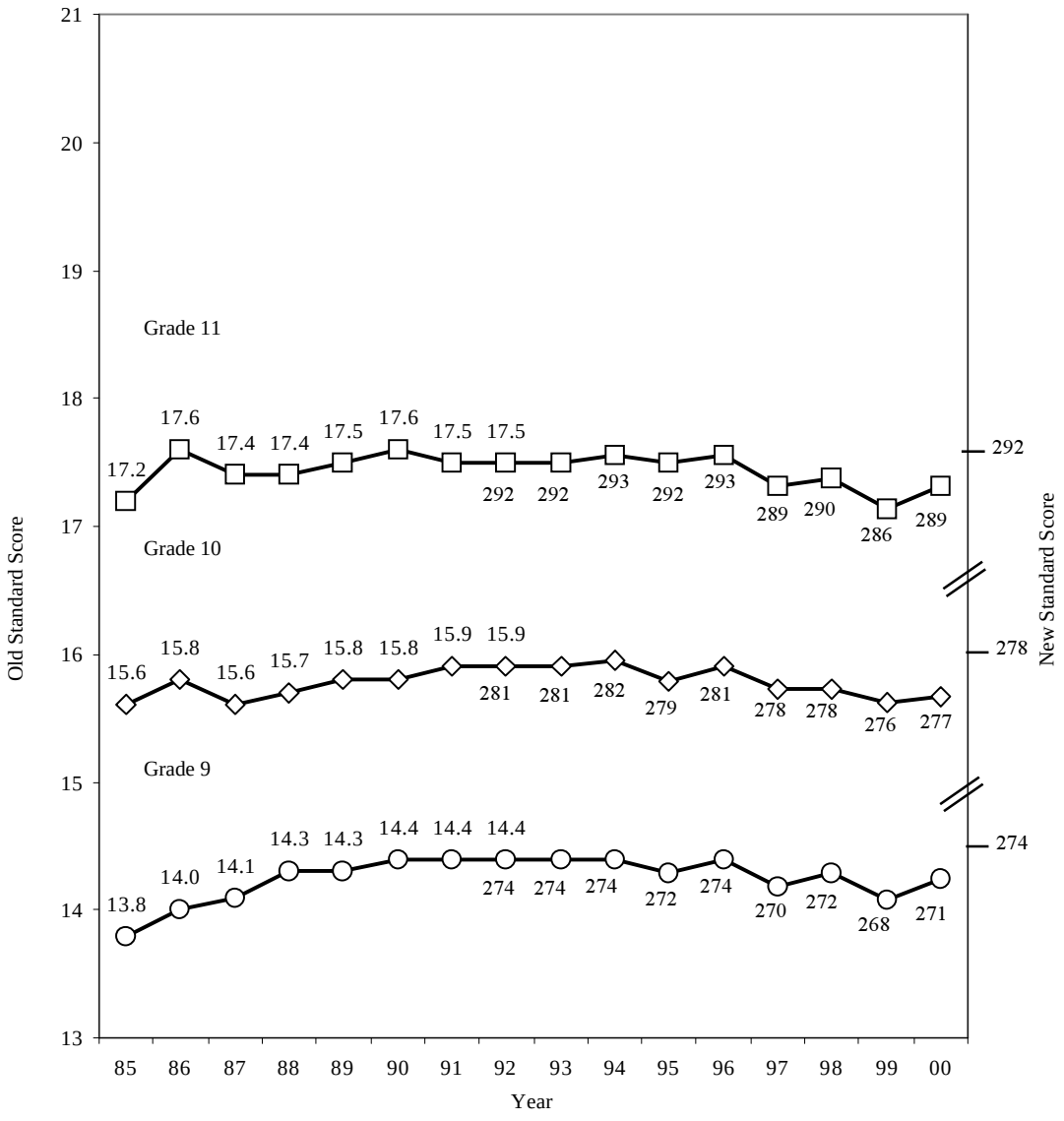


Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

Figure 90 presents Iowa ITED average Reading Comprehension scores from 1985 through 2000 for grades nine, ten, and eleven. Scores were stable through 1996 and have experienced a slight decline over the last four years.

Figure 90

IOWA ITED AVERAGE READING COMPREHENSION SCORES FOR GRADES 9-11 1985-2000

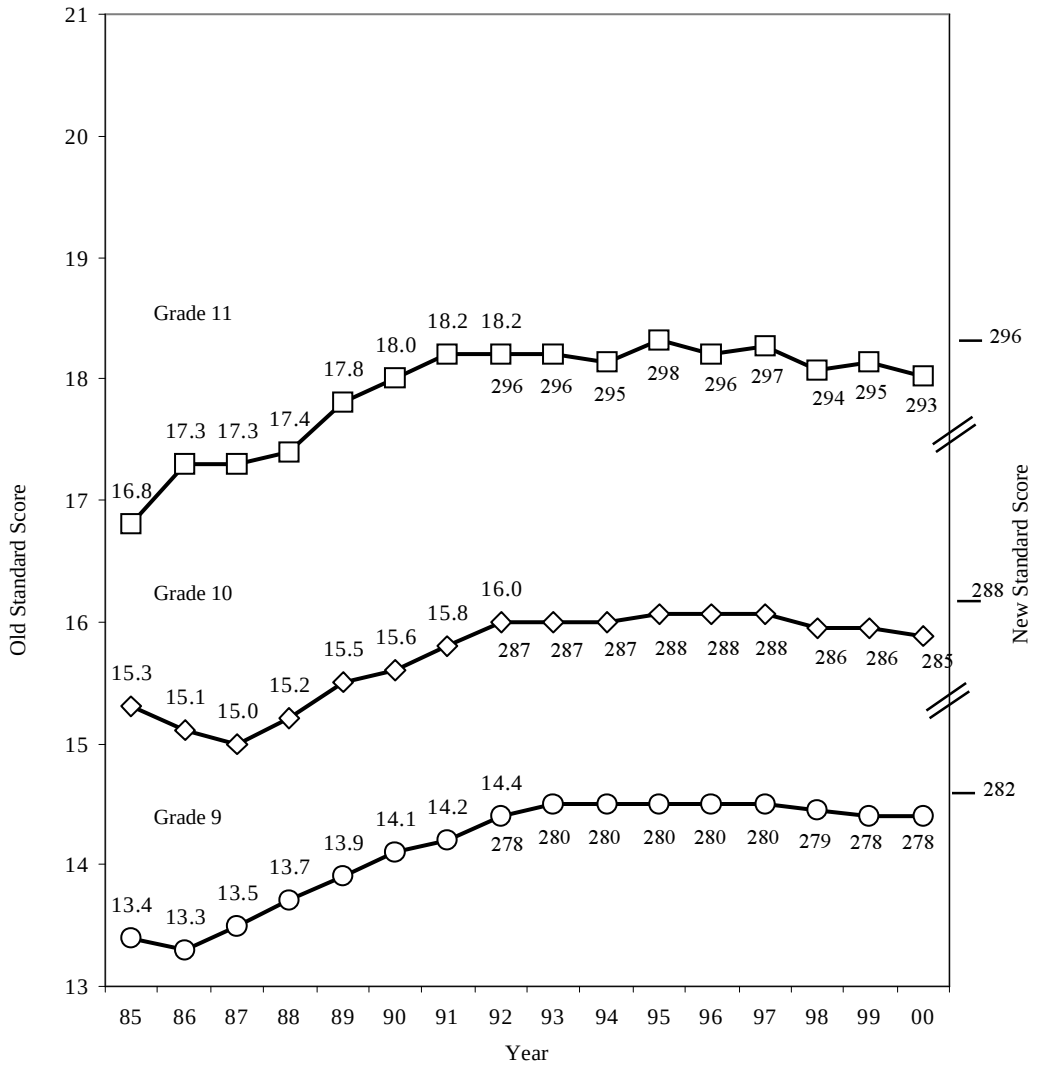


Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

Average ITED Mathematics scores for Iowa students in grades nine through eleven showed a general upward trend from 1986 through 1992, with scores remaining generally stable through 2000 (Figure 91).

Figure 91

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

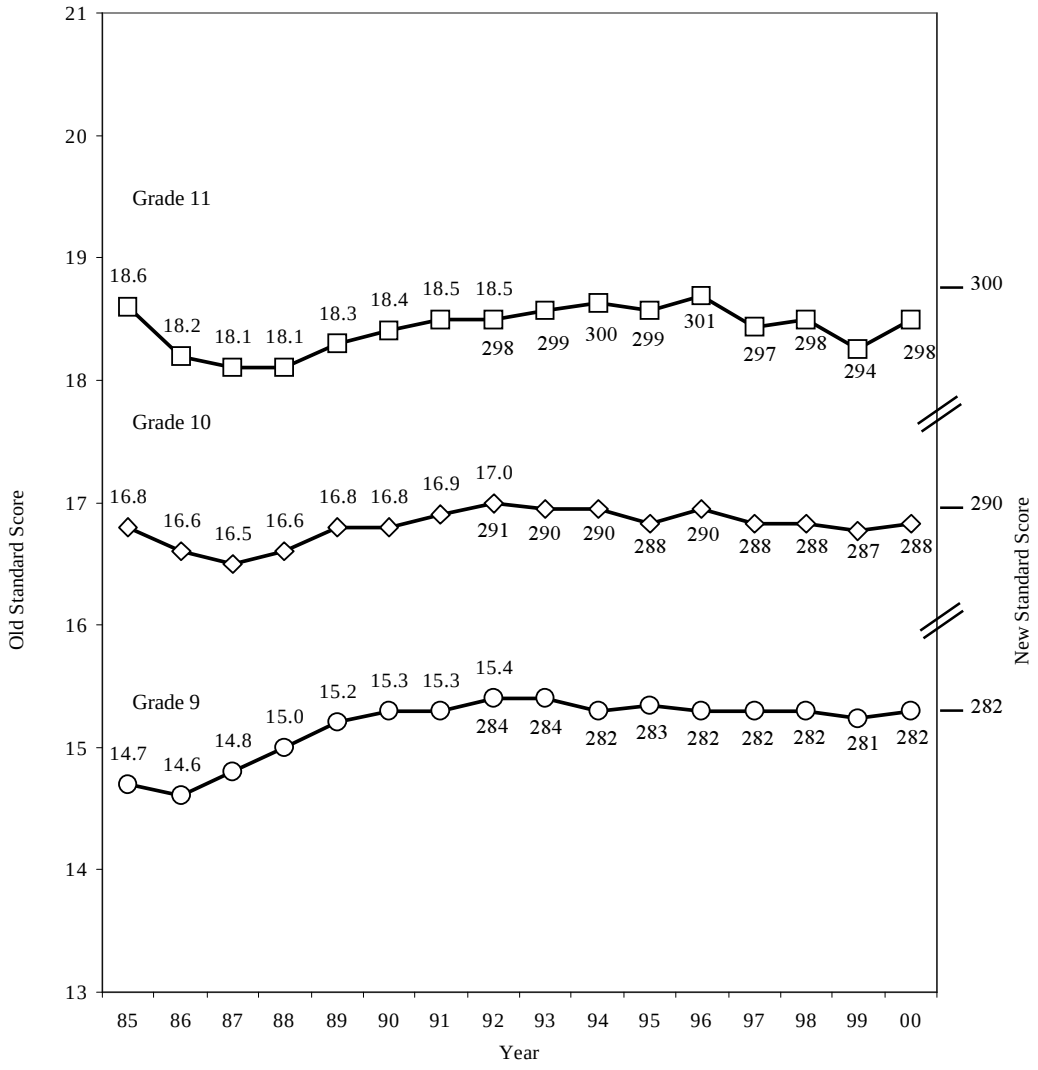


Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

Iowa average ITED Science scores for students in grades nine through eleven have shown a generally stable pattern from 1993 through 2000, after a period reflecting increases from 1986 through 1992 (Figure 92).

Figure 92

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



Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

ITBS and ITED Achievement Level Distributions

Student achievement level distributions are reported as two-year average percentages for pairs of consecutive years in biennium periods. The achievement level distributions in ITBS/ ITED Reading Comprehension and Mathematics are shown in the biennium periods 1993-1995 through 2000-2002 for all students in grades 4, 8, and 11. Achievement levels by gender for students in grades 4, 8, and 11 are provided in the biennium periods 1997-1999 through

2000-2002. The terms "Low", "Intermediate", and "High" are used to designate student achievement levels. Descriptions for achievement levels, Low, Intermediate, and High, are shown at each figure to identify the student performance characteristics for a given grade and subject area.

The percent of students performing at the Intermediate and High levels when added together are often referred to as "percent of students that are proficient". Many school districts report the percent of students that are proficient in this manner and this approach/terminology is also used by the Iowa department of education in discussing percent of students that are proficient.

Interpretive Notes for the Statewide Biennium Achievement Summaries

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

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

For many years, statewide achievement data from the ITBS and ITED have been shown as average scores for each of grades 3-11 in The Annual Condition of Education Report. Beginning in the 1996-97 school year, achievement levels were used to report system and building results for each school district in Iowa. These achievement levels also have been made available to describe Iowa statewide achievement trends in The Annual Condition of Education Report. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance rather than simply seeing how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.

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

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

1. *The approximate number of students per grade per year upon which the percentages for 2001-02 are based are: grade 4, 40,000; grade 8, 40,000; and grade 11, 37,000.*
2. *Forms K and L of both test batteries were first used in Iowa in the 1993-94 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-95. During 2001-02, Form A with 2000 national norms was used in Iowa for the first time, and the data were adjusted to 1992 norms to compute the 2000-02 biennium values reported here.*
3. *The descriptions of the achievement levels-Low, Intermediate, and High-are needed in order to interpret scores based on these designations.*
4. *Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, "Low" in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.*
5. *Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, "Low" in grade 4 reading comprehension does not mean the same thing as "Low" in grade 4 mathematics.*
6. *Separate tables show achievement level performance for students by gender, racial/ethnic, SES, and ELL/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 combined group.*
7. *Achievement level data for students with IEPs are provided in a separate table. Because many of these students take out-of-level tests, the descriptions of the achievement levels do not apply directly to this*

subgroup.

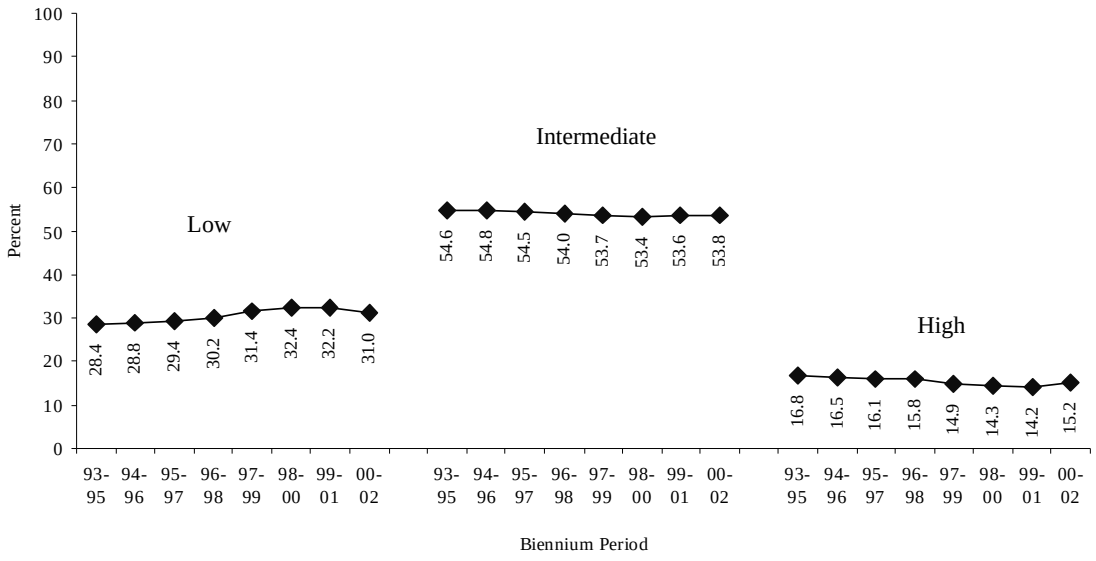
Achievement Levels for Reading Comprehension

Figures 93, 94, and 95 show the achievement level distributions in ITBS/ITED Reading Comprehension for Iowa students in grades 4, 8, and 11 in the biennium periods 1993-1995 through 2000-2002.

A higher percent of 4th grade students performed at the Intermediate and High achievement levels in the 2000-2002 biennium than in the prior three bienniums. The percent of fourth grade students in the Low reading comprehension achievement level group decreased in the 1999-2001 and 2000-2002 biennium periods. This is in contrast to increases in the percent of low achieving students in each biennium period between 1993-1995 and 1998-2000.

Figure 93

ITBS Reading Comprehension - Grade 4
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2000-2002



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.

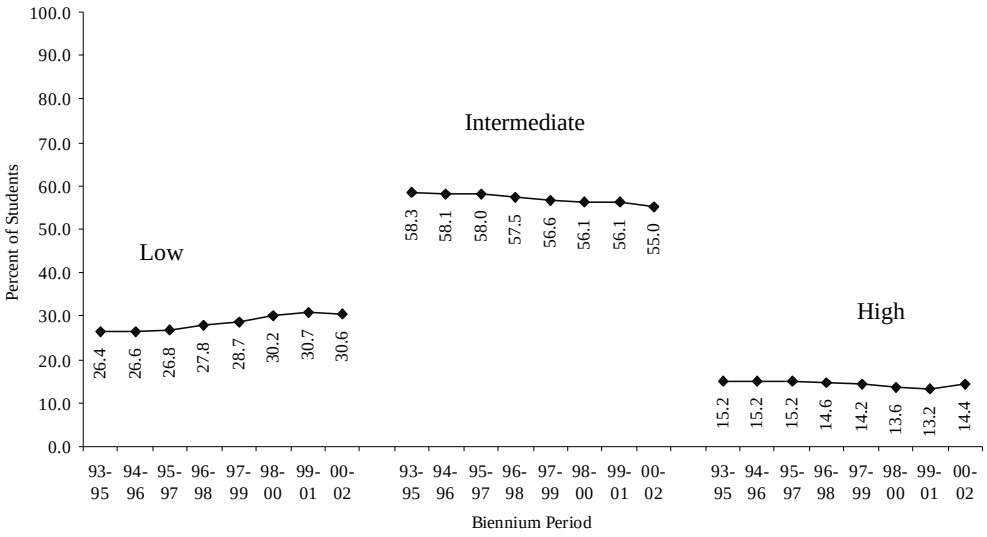
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

The percent of 8th grade students performing at the High achievement level increased in the 2000-2002 biennium by 1.2 percentage points over the 1999-2001 biennium as shown in Figure 94. A decrease in the percent of Low performing 8th grade students on reading comprehension between 1999-2001 and the 2000-2002 biennium also occurred.

Figure 94

ITBS Reading Comprehension - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; makes applications to new situations, identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and apply what has been read to new situations, and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL
Understands little factual information; can seldom draw conclusions or make simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

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

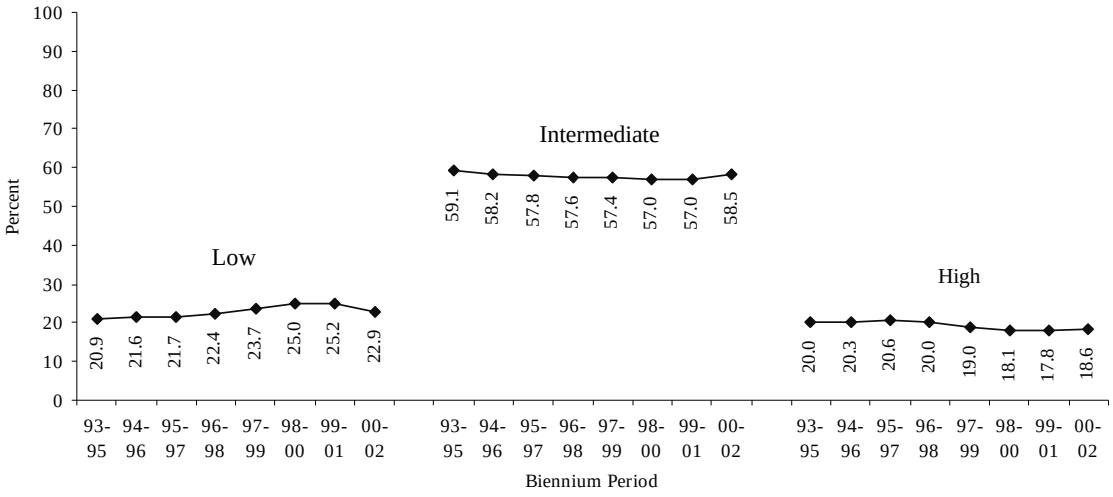
Figures may not total 100 percent due to rounding.

The percent of 11th grade students performing at a proficient level in reading comprehension increased from 74.8 percent to 77.1 percent between the 1999-2001 biennium and the 2000-2002 biennium, Figure 95. This is the only biennium increase in the percent of 11th grade students that were proficient in reading comprehension for the bienniums 1993-1995 to 2000-2002.

In general across 4th, 8th and 11th grade students, a higher percentage of students are performing at higher levels since the 1999-2001 biennium. The percent of students performing at Low achievement levels generally increased between the biennium periods 1993-1995 and 1999-2001 and decreased in 2000-2002 biennium.

Figure 95

ITED READING COMPREHENSION - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the Reading Comprehension score:

HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters: identifies the main idea; identifies author viewpoint and style, interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

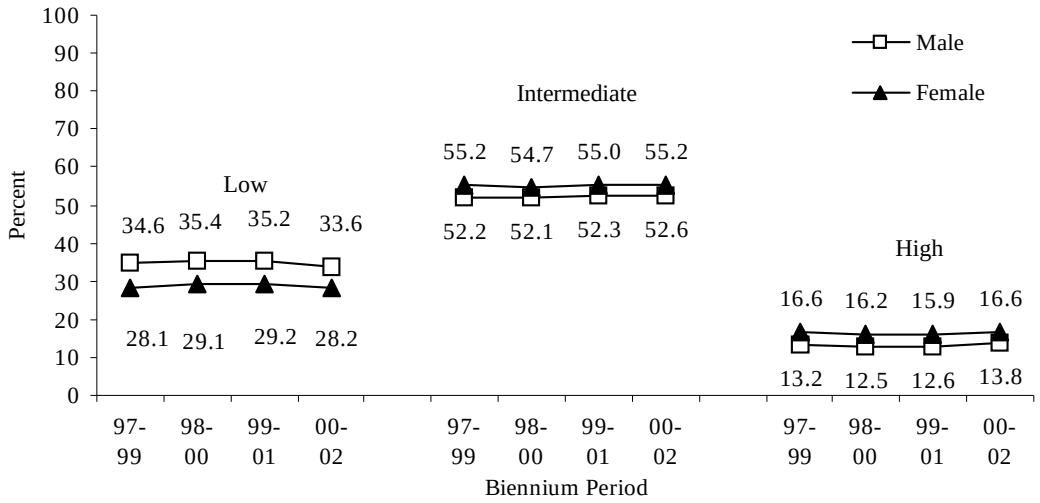
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Student achievement level distributions in reading comprehension for Iowa students in grades 4, 8, and 11 are reported by gender in Figures 96, 97, and 98 for the biennium periods 1997-1999 through 2000-2002. A higher percentage of males were denoted as Low performers than females. A lower percentage of males were denoted as High performers for grades 4 and 11. Similar trends can be found for both male and female achievement level distributions as the trend for the overall groups. The combined percent of students classified as Intermediate or High achievement increased for females at grades 4, 8, and 11 between the 1999-2001 biennium and 2000-2002 biennium. For males the combined percent of Intermediate and High achievement levels increased for grades 4 and 11 with no change in grade eight. Results for biennium periods 1997-1999 to 1999-2001 showed an increase in the percentage of both males and females designated as Low performers and a decrease in the percentage of males and females designated as High performers.

Figure 96

ITBS Reading Comprehension - Grade 4
Percentages for Iowa Achievement Levels by Gender
Biennium Periods 1997-1999 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

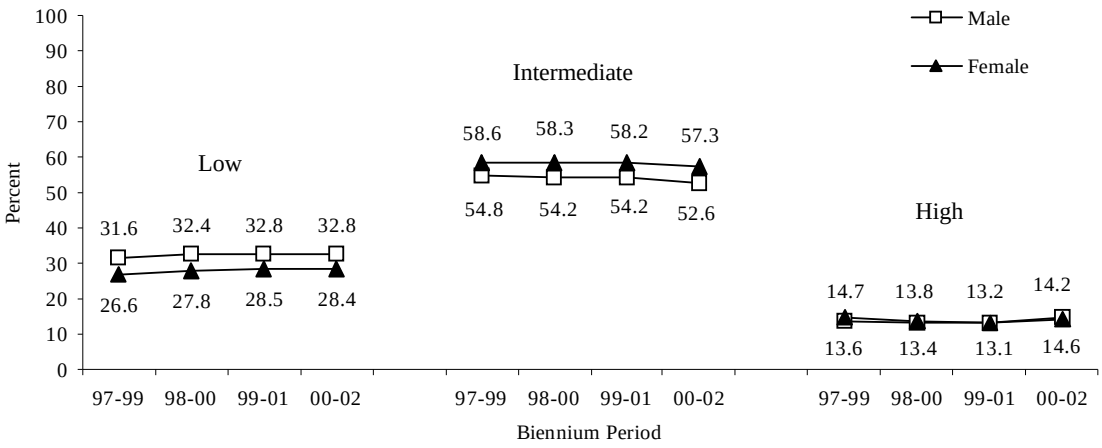
LOW PERFORMANCE LEVEL
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

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

Figures may not total 100 percent due to rounding.

Figure 97

ITBS READING COMPREHENSION - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER
BIENNIUM PERIODS 1997-1999 TO 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; makes applications to new situations; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions, make inferences about the motives and feelings of characters; and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

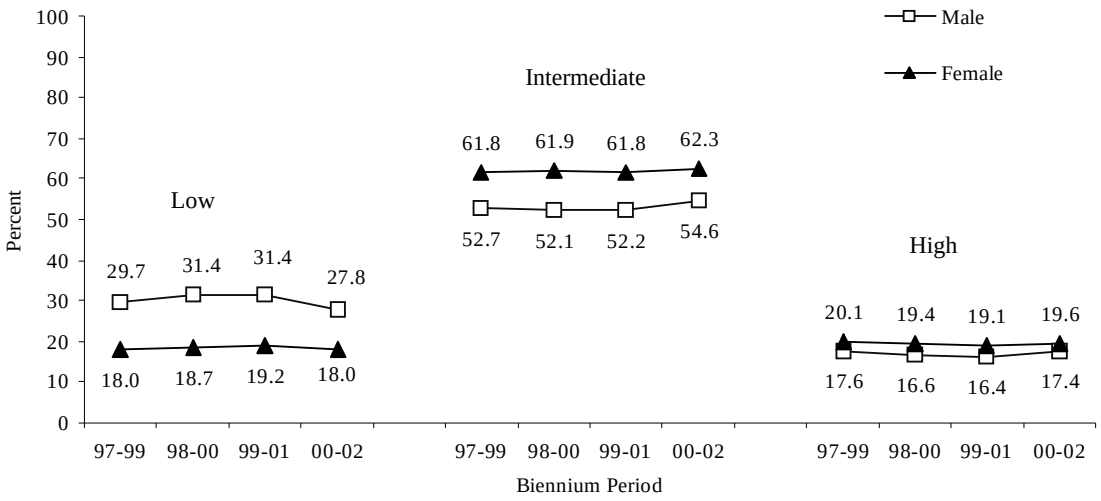
LOW PERFORMANCE LEVEL
Understands little factual information; can seldom draw conclusions or make simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

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

Figures may not total 100 percent due to rounding.

Figure 98

ITED Reading Comprehension - Grade 11
Percentages for Iowa Achievement Levels by Gender
Biennium Periods 1997-1999 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the Reading Comprehension score:

HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters; identifies the main idea; identifies author viewpoint and style; interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

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

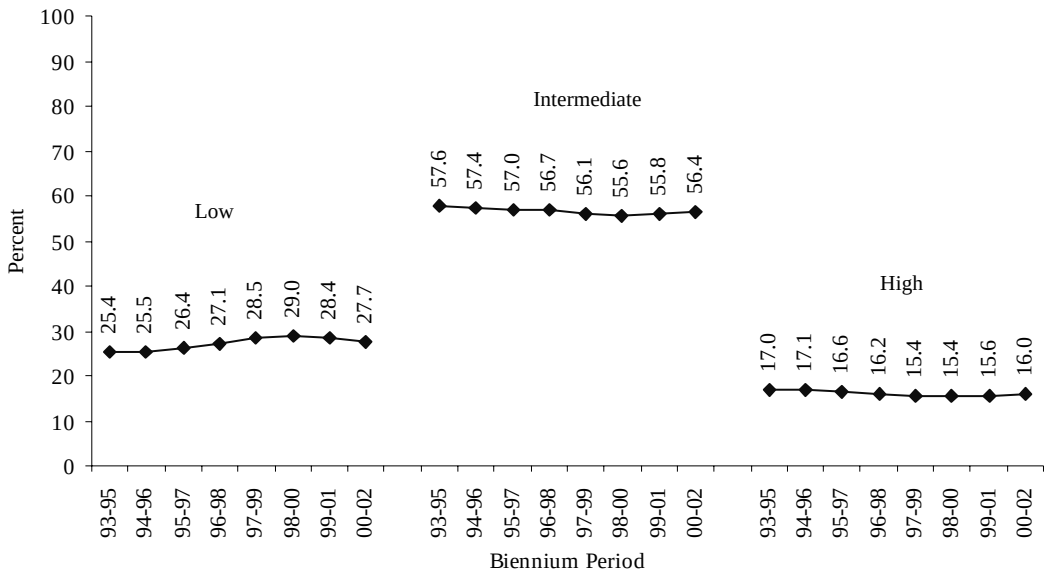
Figures may not total 100 percent due to rounding.

Achievement Levels for Mathematics

Mathematics achievement level distributions are presented in the next three figures for students in grades 4, 8, and 11 for biennium periods 1993-1995 through 2000-2002. A higher percent of 4th grade and 11th grade students were classified at the Intermediate and the High levels in the 2000-2002 biennium than in the 1999-2001 biennium. The percentage of fourth graders classified as Low achievers increased from 1993-1995 to 1998-2000 then declined in the last two-biennium periods. The opposite pattern is shown for the 4th grader High achievers (see Figure 99). The percent of fourth grade High achievers has increased for the 1999-2001 and the 2000-2002 biennium periods. The percentage of eighth grade students classified at the Low achievement level in mathematics has shown an increase and the percentage of eighth graders classified at the High achievement level has declined since the 1995-1997 biennium period (Figure 100). In the 2000-2002 biennium period, the percent of 11th grade students classified at the High and Intermediate achievement levels increased. The percent of Low achieving students dropped from 20.4 to 18.6 (Figure 101).

Figure 99

ITBS Mathematics - Grade 4
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL
Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL
Is developing and understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

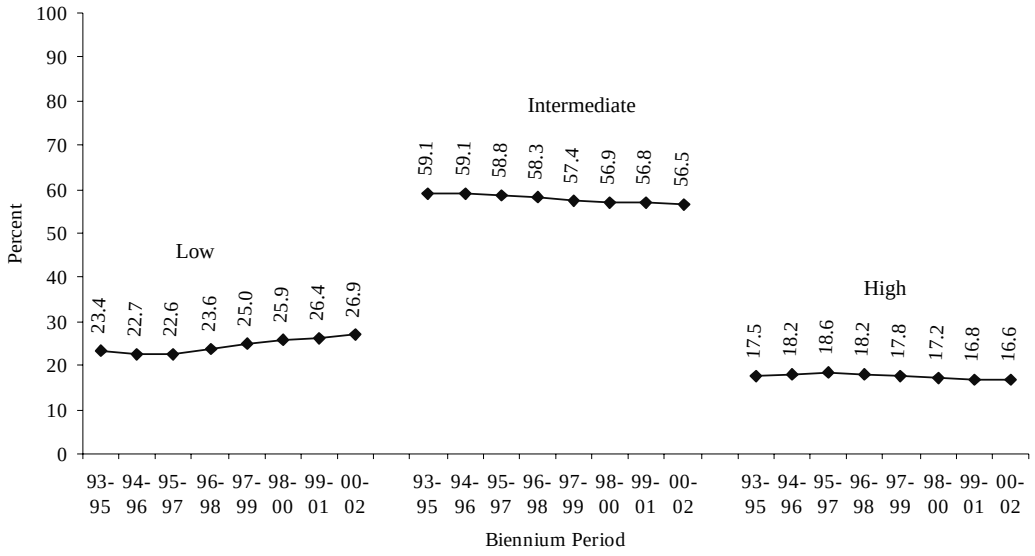
LOW PERFORMANCE LEVEL
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

Figure 100

ITBS Mathematics - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2000-2002



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 the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

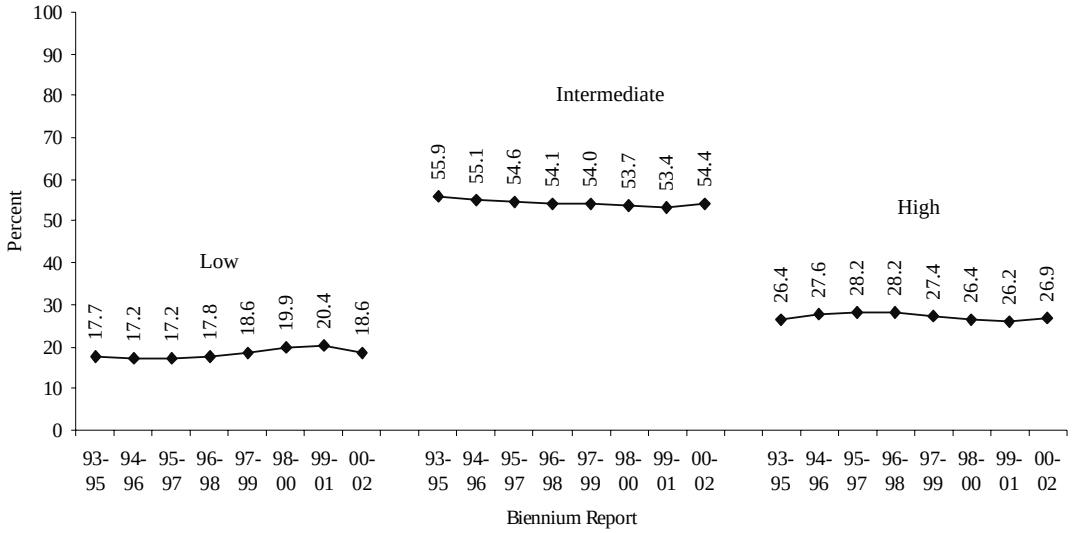
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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 101

ITED Mathematics - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

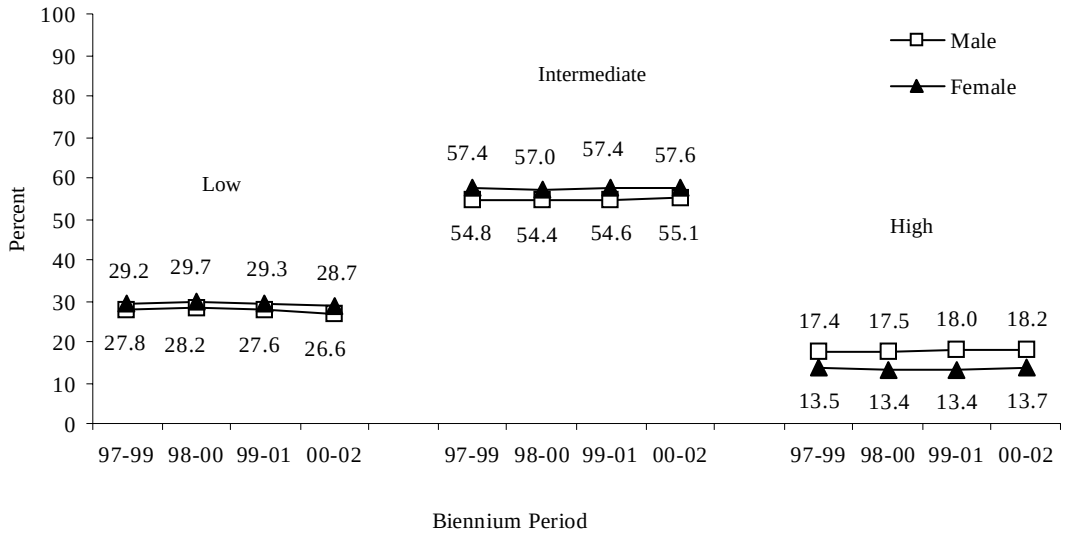
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Gender comparisons on ITBS/ITED mathematics achievement level distributions are shown in Figures 102, 103, and 104 for Iowa students in grades 4, 8, and 11. For all four biennium periods shown, a higher percentage of males than females performed at the High achievement level in all three grades. The gender gaps were larger in the High achievement level compared to the Low achievement level. Similar percentage changes on mathematics achievement levels for males and females can be found as the trends for the overall student groups for each of the three grade levels.

Figure 102

ITBS Iowa Mathematics Achievement - Grade 4
Percentages for Iowa Achievement Levels by Gender
Biennium Periods 1997-1999 to 2000-2002



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 graphs and tables.

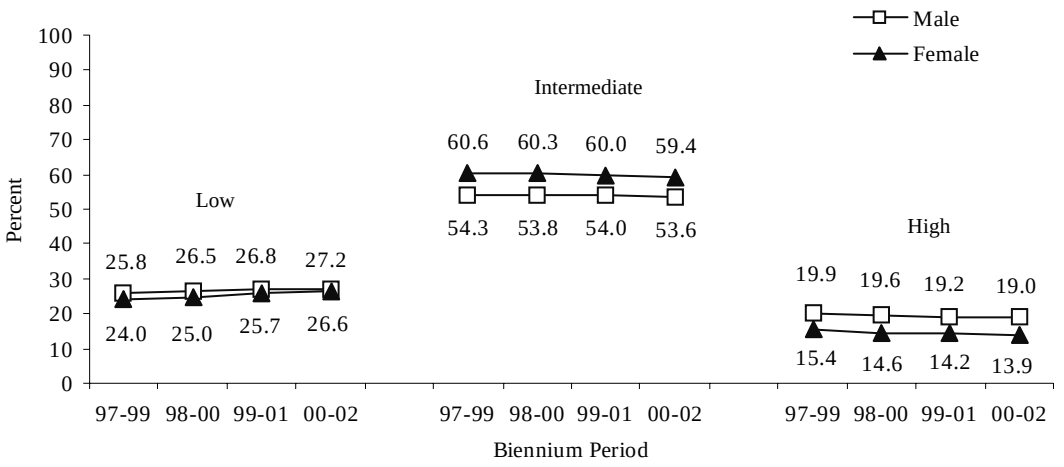
LOW PERFORMANCE LEVEL
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

Figure 103

ITBS Iowa Mathematics Achievement - Grade 8
Percentages for Iowa Achievement Levels by Gender
Biennium Periods 1997-1999 to 2000-2002



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 ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL
Understands math concepts and is developing the ability to solve complex word problems, use a variety of estimation methods and interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

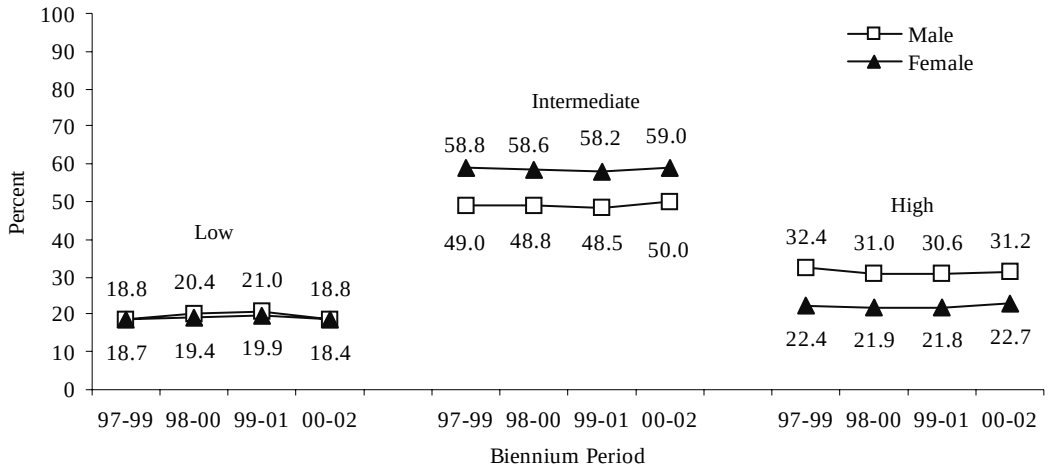
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and is seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

Figure 104

ITED Iowa Mathematics Achievement - Grade 11
Percentages for Iowa Achievement Levels by Gender
Biennium Periods 1997-1999 to 2000-2002



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

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

Figures may not total 100 percent due to rounding.

State Participation Rates for Public and Nonpublic Students Taking the ITBS and ITED

Table 107 shows the estimated participation rates on ITBS/ITED Reading Comprehension and Mathematics for Iowa public and nonpublic students in grades 4, 8, and 11 for the biennium periods 1997-1999 through 2000-2002. Average enrollments are based upon enrollments as of the third Friday in September while the average numbers tested are based upon the numbers of students tested at various testing dates in the fall or spring. Estimated participation rates for reading comprehension and mathematics have increased for all three grades across the biennium periods.

Table 107

IOWA STUDENT STATE PARTICIPATION RATES IN IOWA TESTS OF BASIC SKILLS AND IOWA TESTS OF EDUCATIONAL DEVELOPMENT READING COMPREHENSION AND MATHEMATICS TESTING GRADES 4, 8, AND 11, 1997-2002

	Biennium Period 1997-1999			Biennium Period 1998-2000			Biennium Period 1999-2001			Biennium Period 2000-2002		
Testing Area & Grade	Average K-12 Enrollment	Approximate Number Tested	Estimated Percent Tested	Average K-12 Enrollment	Approximate Number Tested	Estimated Percent Tested	Average K-12 Enrollment	Approximate Number Tested	Estimated Percent Tested	Average K-12 Enrollment	Approximate Number Tested	Estimated Percent Tested
Reading												
4	39,293	37,000	94%	40,182	38,700	96%	40,415	39,200	97%	39,952	40,000	100%
8	41,088	36,000	88%	41,267	38,800	94%	40,198	38,700	96%	39,640	39,200	99%
11	40,628	29,000	71%	40,407	31,100	77%	39,964	32,300	81%	40,188	34,680	86%
Mathematics												
4	39,293	37,000	94%	40,182	38,400	96%	40,415	40,195	100%	39,952	40,095	100%
8	41,088	36,000	88%	41,267	38,600	94%	40,198	38,300	95%	39,640	38,634	98%
11	40,628	29,000	71%	40,407	31,700	79%	39,964	33,300	83%	40,188	35,100	87%

Sources: Iowa Testing Programs, University of Iowa and Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: The estimated percent tested has been rounded to a whole percent.

American College Testing (ACT) Assessment

American College Testing (ACT) Assessment is one of the national college admission examinations designed by the ACT Program to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science reasoning. ACT reports the four test scores and a composite score to students and the high schools, colleges, and scholarship agencies indicated by the student at the time of registration. The raw scores from the four skill areas are converted to scale scores that have the same meaning for all forms of the tests. The scale scores range from 1 (low) to 36 (high) for each of the four tests and for the composite. The composite is the average of the four test scores, rounded to the nearest whole number for a tested student.

ACT provides an annual high school profile report for the state of Iowa. The report contains information about the performance of Iowa ACT tested graduates. ACT reports scores by gender, racial/ethnic groups, and level of high school academic preparation (core and less than core groups). A core college-preparation program is defined as four years of English and three or more years each of mathematics, science and social studies courses.

Table 108 and Figure 105 show the percentage of Iowa graduates taking the ACT Assessment in the last 18 years. There was a slight decrease in the number of students taking the ACT for the graduating class of 2002. The percent of students taking the ACT for the classes of 2002, 2001, and 2000 were 66, 67, and 69 percent respectively.

Table 108

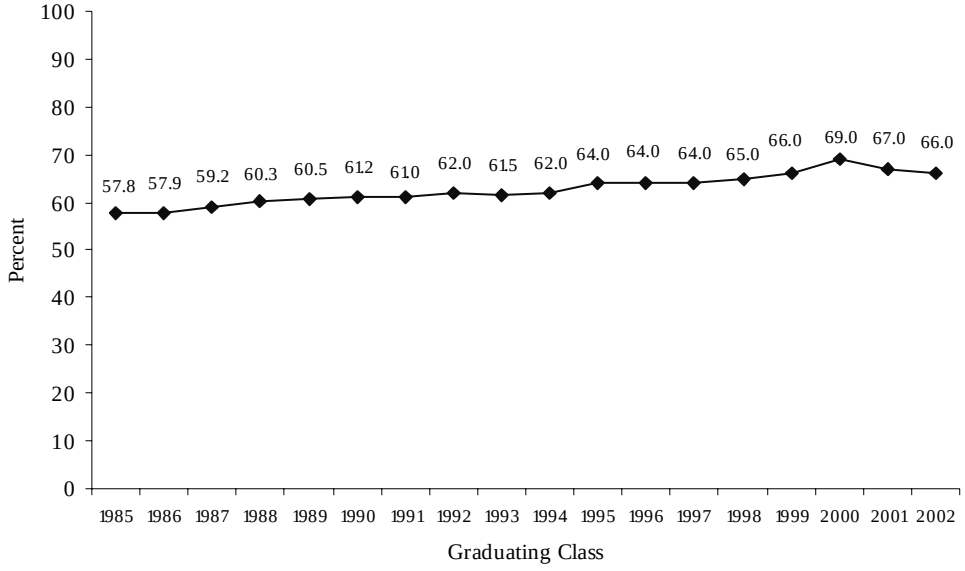
PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT
1985-2002

Graduating Class	Percent
1985	57.8%
1986	57.9
1987	59.2
1988	60.3
1989	60.5
1990	61.2
1991	61.0
1992	62.0
1993	61.5
1994	62.0
1995	64.0
1996	64.0
1997	64.0
1998	65.0
1999	66.0
2000	69.0
2001	67.0
2002	66.0

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

Figure 105

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT



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

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

Iowa ACT tested graduates in 2002 ranked third in the nation behind Wisconsin and Minnesota (Table 109) in terms of state average ACT composite scores. This comparison is made among the states where the ACT Assessment tests have been taken by more than 50 percent of high school graduates. Since 1989 the average composite scores of Iowa graduates have been ranked one of the top three states along with Wisconsin and Minnesota.

Table 109

IOWA'S RANK IN THE NATION ON AVERAGE COMPOSITE ACT SCORES AMONG STATES WHERE ACT IS THE PRIMARY COLLEGE ENTRANCE EXAMINATION 1989-2002

Graduating Class	ACT Average Composite Score	Rank	
1989	21.8	2	
1990	21.8	1	tied with WI
1991	21.7	1	tied with WI
1992	21.6	1	tied with WI
1993	21.8	1	tied with WI
1994	21.9	1	
1995	21.8	3	
1996	21.9	3	
1997	22.1	2	tied with MN
1998	22.1	3	
1999	22.0	3	
2000	22.0	2	tied with MN
2001	22.0	3	
2002	22.0	3	

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

Table 110 shows the average ACT composite scores for Iowa, midwest states, and the nation for the graduating classes 2000 through 2002. Of the three highest-ranking states in the midwest and in the nation, Iowa, Minnesota, and Wisconsin maintained the same scores and the same ranks for the last two years. Iowa, Missouri, Minnesota and Wisconsin were the only midwest states that had less than 70 percent of high school graduates taking the ACT; however, all the midwest states had 65 percent or more of their graduates take the ACT. Illinois now requires their public high school students to take the ACT Assessment.

Table 110

ACT Average Composite Scores for Iowa, the Nation and Midwest States — 2000 to 2002

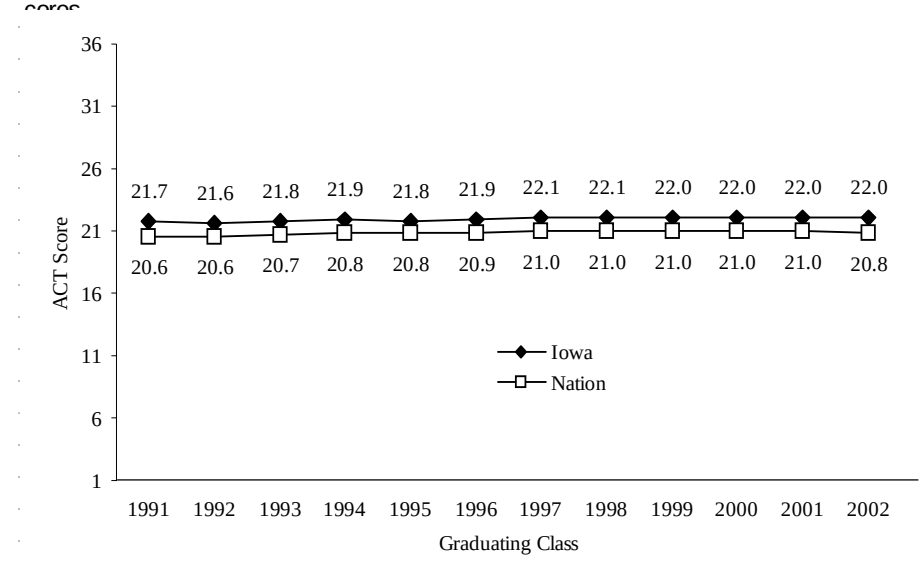
Nation & State	Class of 2000 ACT Composite	Class of 2000 % of Graduates Tested	Class of 2000 % of Core Completers	Class of 2001 ACT Composite	Class of 2001 % of Graduates Tested	Class of 2001 % of Core Completers	Class of 2002 ACT Composite	Class of 2002 % of Graduates Tested	Class of 2002 % of Core Completers
Nation	21.0	38%	61%	21.0	38%	60%	20.8	39%	58%
Iowa	22.0	69	66	22.0	67	66	22.0	66	66
Illinois	21.5	72	52	21.6	71	53	20.1	99	42
Kansas	21.6	77	57	21.6	78	66	21.6	76	66
Minnesota	22.0	66	69	22.1	66	67	22.1	65	66
Missouri	21.6	69	60	21.4	70	59	21.5	68	58
Nebraska	21.7	74	67	21.6	74	67	21.7	72	66
North Dakota	21.4	80	63	21.4	80	63	21.2	78	61
South Dakota	21.5	72	63	21.4	70	62	21.4	71	61
Wisconsin	22.2	69	61	22.2	68	62	22.2	68	60

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

ACT average composite score comparison for Iowa and the nation are shown in Figure 106. Iowa high school graduates had higher average scores than the national averages for all 12 years shown. Iowa ACT average scores have remained unchanged since 1999, however, the national average decreased from 21.0 to 20.8 in 2002. From 1997 to 2001, the national ACT average score was 21.0. Table 111 compares the ACT participation rates along with the average scores for the Iowa and the nation. The percent of Iowa students taking the ACT from 1991 to 2002 has been 60 percent or higher. The national percent participation has increased from 35 percent in 1996 to 39 percent in 2002.

Figure 106

Iowa and National ACT Average Composite Scores 1991-2002



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

Table 111

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES AND PARTICIPATION RATES, 1991 TO 2002

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

Source: American College Testing Program, ACT Assessment Results, Summary Report Iowa.
Notes: *From 1991-1992, and 1994-2002 ACT News Releases.
**1993 estimated percentage is based on Iowa Department of Education, Basic Educational Data Survey, Enrollment Files.

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

Table 112 shows a 12-year trend of ACT Assessment scores for Iowa and the nation in four-skill areas: English, mathematics, reading, and science reasoning. Iowa scores exceeded national scores for each year presented in all tested areas. The national scores slightly decreased in all four tests in 2002. Iowa mathematics and reading scores increased a tenth of a point in 2002, while English and science reasoning scores decreased a tenth of a point from the previous year (see Figures 107 to 110).

Table 112

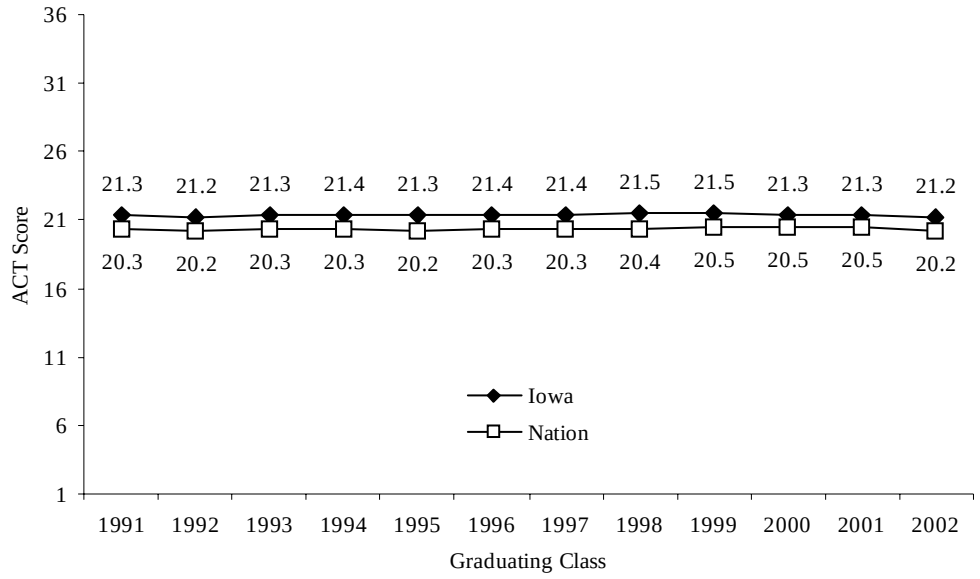
AVERAGE ACT SCORES FOR IOWA AND THE NATION GRADUATING CLASSES 1991 - 2002

	Iowa				Nation			
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

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

Figure 107

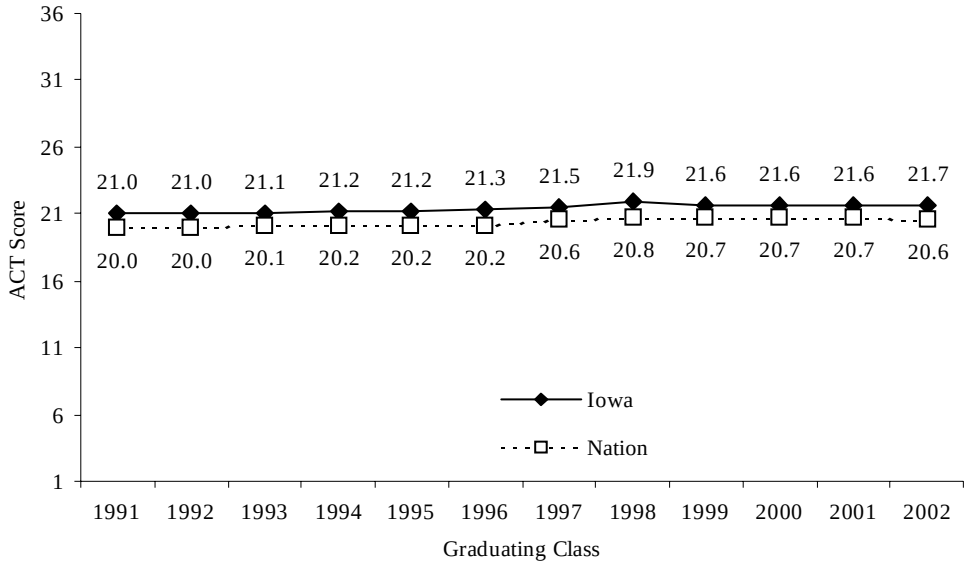
AVERAGE ACT ENGLISH SCORES
IOWA VS. NATION — 1991-2002



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

Figure 108

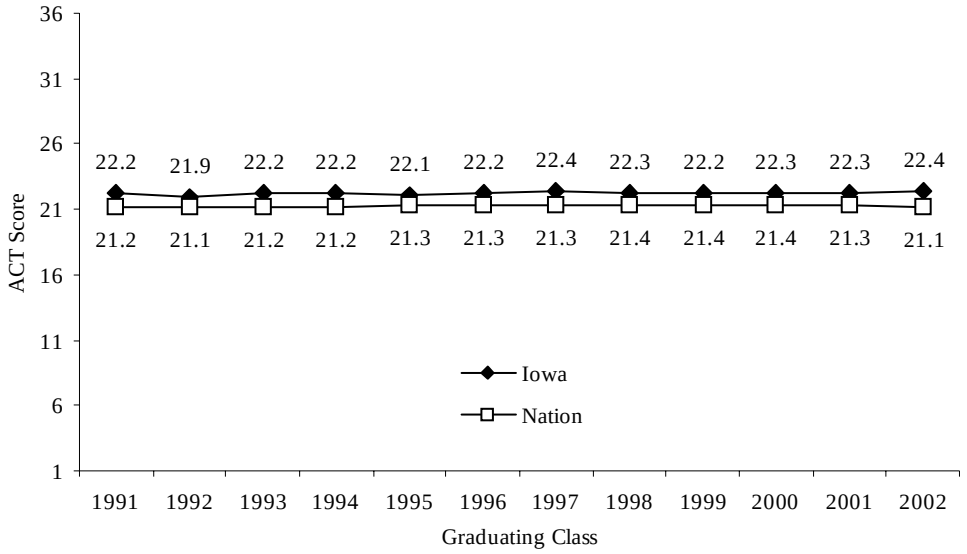
AVERAGE ACT MATHEMATICS SCORES
IOWA VS. NATION — 1991-2002



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

Figure 109

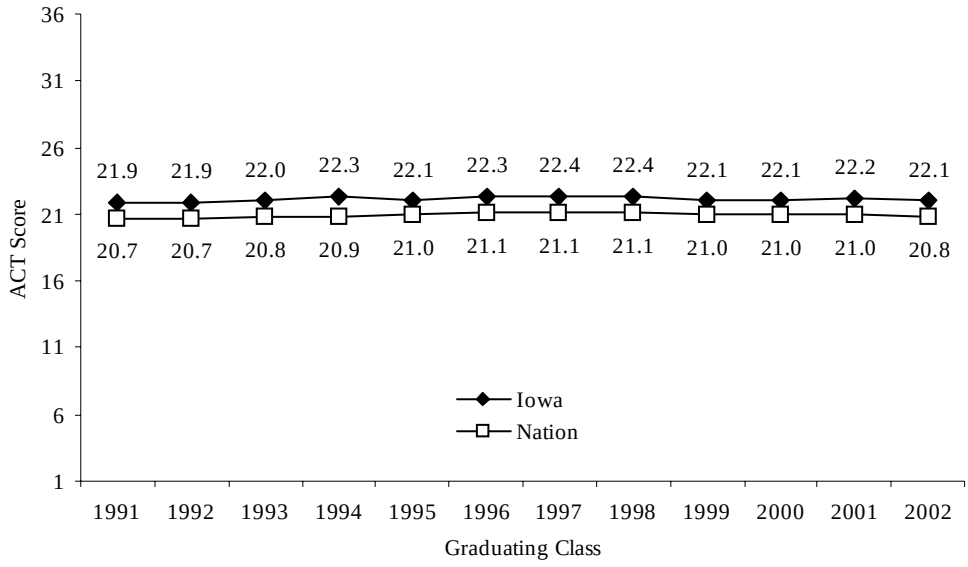
AVERAGE ACT READING SCORES
IOWA VS. NATION — 1991-2002



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

Figure 110

AVERAGE ACT SCIENCE REASONING SCORES
IOWA VS. NATION — 1991-2002



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

ACT Scores for Core and Less than Core Students

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, social studies, and natural sciences. Core mathematics and natural science courses are beyond 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 (see Table 113).

Table 113

ACT Standards for Core High School Programs

Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), Other math courses beyond Algebra II, Computer math/computer science	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earth science, biology, chemistry, physics.	1 year each

Source: American College Testing Program, ACT Assessment 2002 Results.

There were higher percentages of Iowa ACT tested graduates completing a core program than the percentages for the nation. In 2002, Iowa graduates completing a core program increased eight percentage points since 1991 while core program completion for the nation increased about nine percentage points over the same period (Table 114 and Figure 111).

Table 114

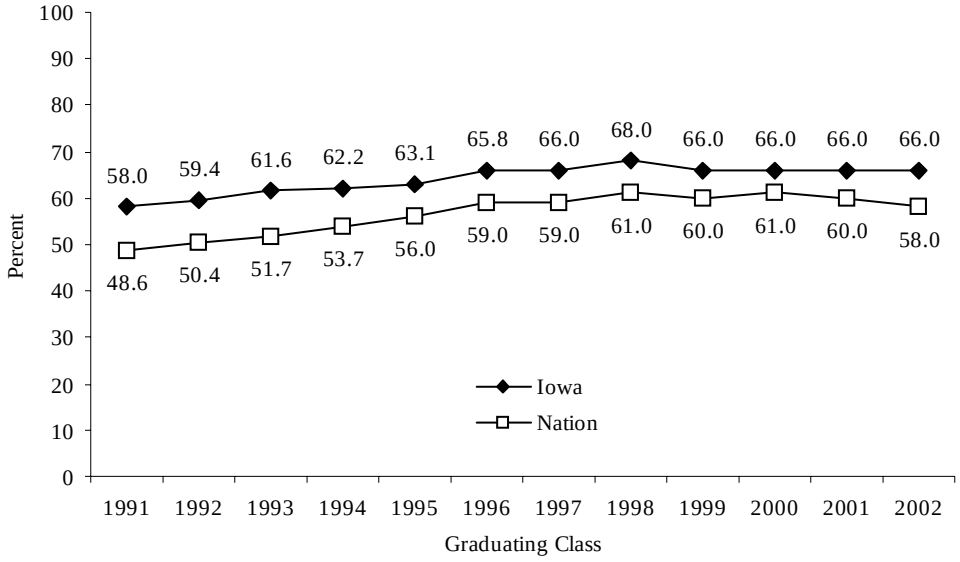
Percent of ACT Participants Taking Core High School Program 1991-2002

Graduating Class	Iowa	Nation
1991	58.0	48.6
1992	59.4	50.4
1993	61.6	51.7
1994	62.2	53.7
1995	63.1	56.0
1996	65.8	59.0
1997	66.0	59.0
1998	68.0	61.0
1999	66.0	60.0
2000	66.0	61.0
2001	66.0	60.0
2002	66.0	58.0

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

Figure 111

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1991-2002



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

ACT average composite scores for core and less than core groups are shown in Table 115 and Figure 112 for the graduates in Iowa and the nation. In general, Iowa graduates completing a core program scored three points higher than the Iowa less than core group did. This mirrors the trend nationally. Both core and less than core Iowa students scored higher than their national counterparts over the period from 1991 though 2002.

Table 115

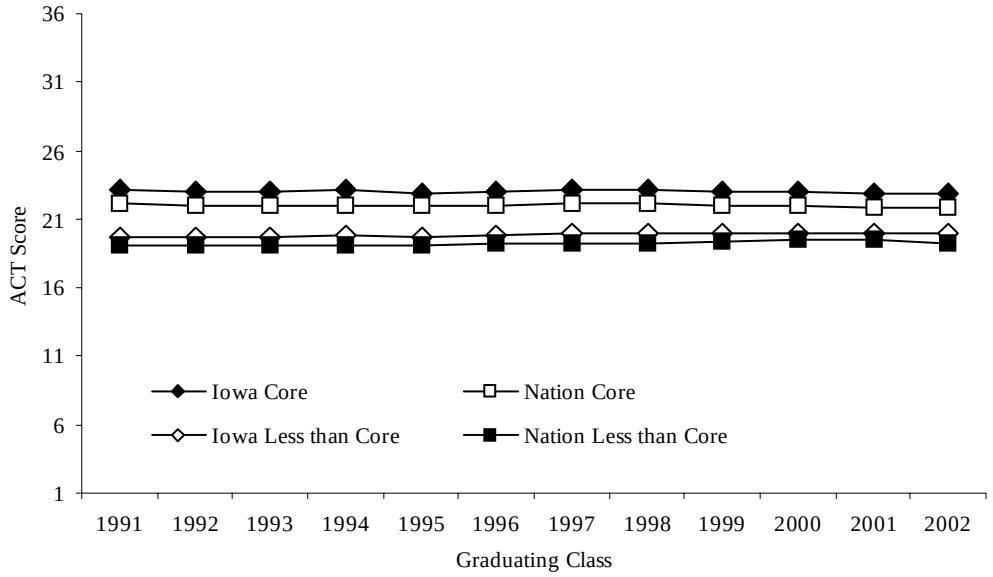
AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS, 1991-2002

	Iowa		Nation	
Graduating Class	Core	Less than Core	Core	Less than Core
1991	23.1	19.7	22.1	19.1
1992	23.0	19.6	22.0	19.1
1993	23.0	19.7	22.0	19.1
1994	23.1	19.8	22.0	19.1
1995	22.9	19.7	22.0	19.1
1996	23.0	19.8	22.0	19.2
1997	23.1	20.0	22.1	19.3
1998	23.2	20.0	22.1	19.3
1999	23.0	19.9	22.0	19.4
2000	23.0	20.0	22.0	19.5
2001	22.9	20.0	21.9	19.5
2002	22.9	19.9	21.8	19.2

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

Figure 112

AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS, 1991-2002



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

ACT Composite Score Distributions

Table 116 shows Iowa ACT composite score distributions for 1991, 1995, 2001 and 2002. The score distributions for Iowa graduates were very similar across years reported (See Figure 113). The percentage of Iowa graduates that achieved an ACT composite score of 21 or above has increased from 1991 to 2002 rising from 58.3 percent to 60.4 percent.

Table 116

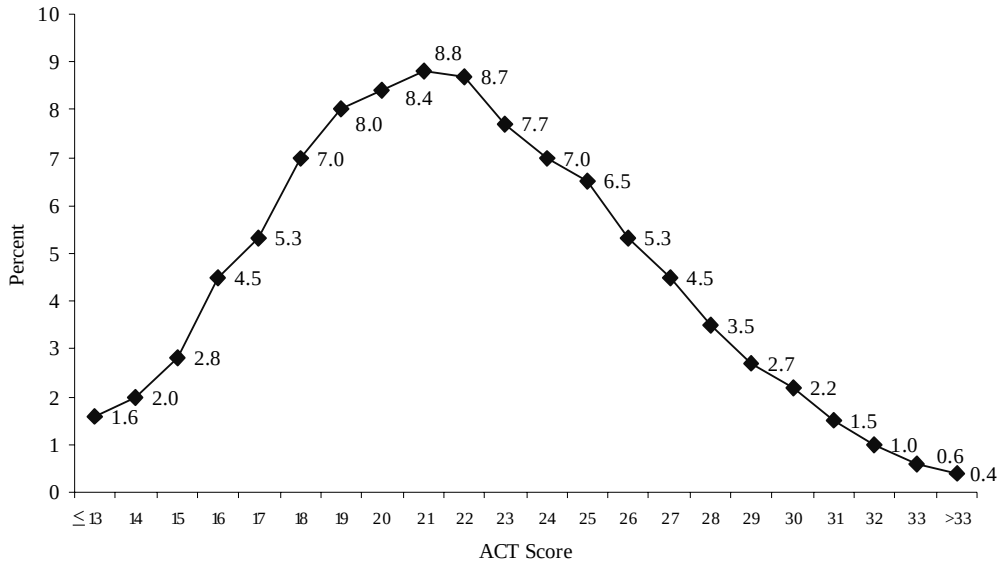
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1995, 2001 AND 2002

	Year							
	1991		1995		2001		2002	
Score	Percent At	Percent at and Above	Percent At	Percent at and Above	Percent At	Percent at and Above	Percent At	Percent at and Above
≤13	1.4%	100.0%	1.3%	100.0%	1.5%	100.0%	1.6%	100.0%
14	1.8	98.6	2.0	98.7	1.9	98.5	2.0	98.4
15	3.1	96.8	3.2	96.7	2.9	96.6	2.8	96.4
16	4.6	93.7	4.6	93.5	4.3	93.7	4.5	93.6
17	6.2	89.1	5.8	88.9	5.6	89.4	5.3	89.1
18	7.6	82.9	7.6	83.1	7.0	83.8	7.0	83.8
19	8.2	75.3	8.0	75.5	7.9	76.8	8.0	76.8
20	8.8	67.1	8.6	67.5	8.6	68.9	8.4	68.8
21	8.7	58.3	8.7	58.9	8.8	60.3	8.8	60.4
22	8.6	49.6	8.5	50.2	8.4	51.5	8.7	51.6
23	7.9	41.0	7.9	41.7	7.9	43.1	7.7	42.9
24	6.9	33.1	6.9	33.8	7.1	35.2	7.0	35.2
25	6.3	26.2	6.5	26.9	6.4	28.1	6.5	28.2
26	5.2	19.9	5.0	20.4	5.3	21.7	5.3	21.7
27	4.3	14.7	4.5	15.4	4.4	16.4	4.5	16.4
28	3.2	10.4	3.4	10.9	3.6	12.0	3.5	11.9
29	2.6	7.2	2.7	7.5	2.5	8.4	2.7	8.4
30	1.9	4.6	1.9	4.8	2.2	5.9	2.2	5.7
31	1.4	2.7	1.4	2.9	1.5	3.7	1.5	3.5
32	0.6	1.3	0.8	1.5	1.2	2.2	1.0	2.0
33	0.4	0.7	0.4	0.7	0.6	1.0	0.6	1.0
>33	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4

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

Figure 113

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES - 2002



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

ACT Scores by Enrollment Category

Average ACT composite and test scores by enrollment category for Iowa public school ACT tested graduates in 2000 and 2001 are reported in Table 117. In general, scores increased in successively larger districts for both 2000 and 2001. The average scores for the students in the largest enrollment category were less than the averages for the districts in enrollment category 2,500-7,499, but greater than the average in other enrollment categories. The scores for the largest enrollment category were above the state average for all four tests and composite scores in 2000 and 2001. The highest average scores in Iowa were the graduates in the districts with enrollments between 2,500 and 7,499. Overall, students from smaller districts had lower average ACT scores.

Table 117

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 2000 AND 2001

Enrollment Category	Number of Students Tested		Estimated % of Students Tested		ACT Scores									
					English		Math		Reading		Science		Composite	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
<250	91	100	69.1%	57.5%	20.3	20.5	21.1	20.3	20.3	21.4	21.2	21.6	20.8	21.1
250-399	852	855	66.8	69.1	20.5	20.4	20.6	20.3	21.4	21.1	21.4	21.3	21.1	20.9
400-599	1,932	1,932	71.2	70.1	20.9	20.9	21.0	21.1	21.6	21.7	21.7	21.9	21.4	21.5
600-999	4,111	3,966	68.2	70.9	21.0	20.8	21.4	21.1	22.0	21.7	22.1	21.9	21.8	21.5
1,000-2,499	5,984	5,982	68.7	69.7	21.2	21.2	21.5	21.4	22.2	22.3	22.1	22.2	21.9	21.9
2,500-7,499	4,363	4266	68.4	67.9	21.9	21.9	22.3	22.3	22.9	23.0	22.6	22.8	22.5	22.7
7,500+	4,490	4,307	57.4	57.7	21.5	21.6	22.0	22.2	22.6	22.5	22.2	22.4	22.2	22.3
Other*	3,359	3,322	--	--	--	--	--	--	--	--	--	--	--	--
State	25,182	24,730	66.0	67.0	21.3	21.3	21.6	21.6	22.3	22.3	22.1	22.2	22.0	22.0

Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment File.

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

Table 118 compares average ACT composite scores for core and less than core groups by enrollment category for Iowa public school ACT tested graduates in 2000 and 2001. Figure 114 gives a visual picture of scores for Iowa 2001 public school ACT tested graduates by course program (core and less than core) and enrollment category. A similar pattern of increased average scores for successive increases in district enrollments for core and less than core students was noted.

Table 118

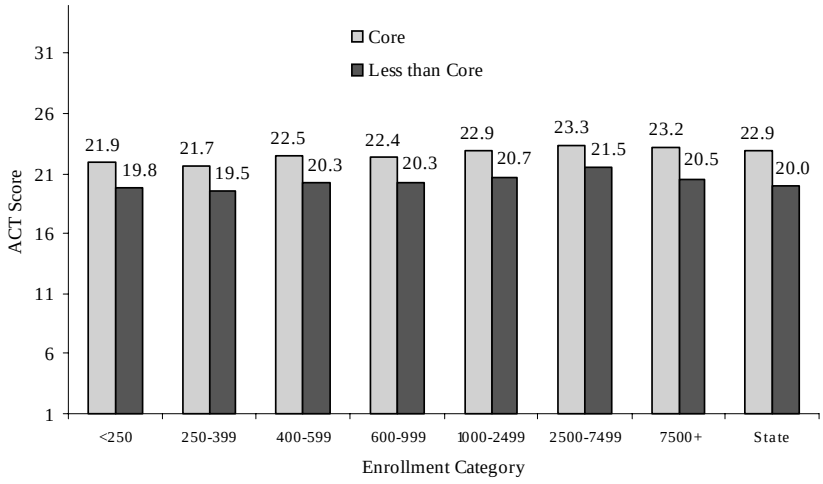
Average ACT Composite Scores for Iowa Public High School Graduating Classes 2000 and 2001 by Enrollment Category and Course of Study

Enrollment Category	Course of Study: Core 2000	Core 2001	Less than Core 2000	Less than Core 2001
<250	21.6	21.9	18.9	19.8
250-399	22.0	21.7	19.7	19.5
400-599	22.4	22.5	20.0	20.3
600-999	22.6	22.4	20.5	20.3
1,000-2,499	22.8	22.9	20.7	20.7
2,500-7,499	23.3	23.3	21.2	21.5
7,500+	23.2	23.2	20.3	20.5
State	23.0	22.9	20.0	20.0

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 114

Graduating Class of 2001 Average ACT Composite Scores for Iowa Public High School Students by Enrollment Category and Course of Study



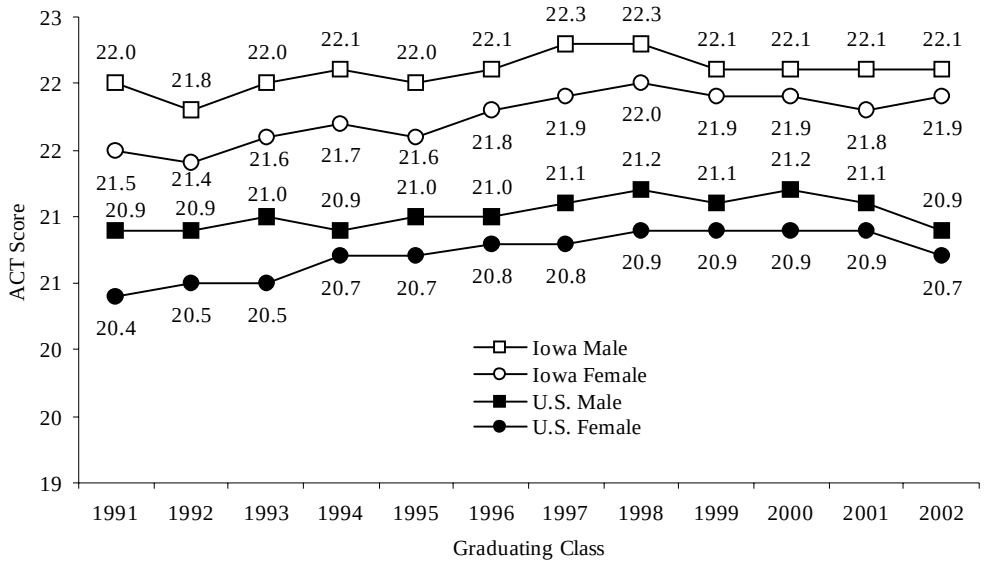
Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment File.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.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

ACT Scores by Gender

Average ACT composite scores by gender for Iowa and the nation are compared in Figure 115. Males performed better than females in Iowa and in the nation. However, the gender gaps have decreased for both Iowa and the U.S. The gender differences for Iowa graduates and the nation have declined from 0.5 score points in 1991 to 0.2 points in 2002.

Figure 115

ACT Average Composite Scores by Gender
1991 - 2002



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

Table 119 shows Iowa average scores by gender for ACT English, mathematics, reading, and science reasoning for 2001 and 2002. In the last two years, more Iowa female graduates took the ACT than males. Iowa females had higher scores than Iowa males in English and reading, while the males performed better on the mathematics and science reasoning tests and had a higher composite score.

Table 119

Iowa Average ACT Scores by Gender

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science Reasoning		Composite	
Gender	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Male	11,000	10,672	20.8	20.7	22.4	22.4	22.1	22.1	22.8	22.7	22.1	22.1
Female	13,632	13,013	21.7	21.7	21.0	21.1	22.4	22.6	21.7	21.5	21.8	21.9
Unreported*	98	120										

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

ACT Composite Scores by Student Planned Educational Majors

ACT tested graduates self-report their planned college majors when they register to take the ACT Assessment. Table 120 shows the distribution of planned educational majors in 2002 and the ACT composite scores for major groups for Iowa and the nation for multiple years (1991, 1994, 1997, and 2000 to 2002).

Table 120

ACT Average Composite Scores by Planned Educational Majors 1991, 1994, 1997, and 2000-2002

Planned Major	Year	Average ACT Composite Score 1991	1994	1997	2000	2001	2002	Number of Students 2002
Agriculture Science/ Technologies	**Iowa**	**20.0**	**20.2**	**20.4**	**20.3**	**20.5**	**20.2**	**638**
	Nation	19.0	19.2	19.5	19.1	19.0	18.6	19,194
Architecture & Environmental Design	**Iowa**	**21.9**	**21.5**	**22.0**	**21.6**	**21.6**	**21.6**	**609**
	Nation	20.5	20.4	20.8	20.8	20.8	20.7	24,660
Business & Management	**Iowa**	**21.4**	**21.4**	**21.6**	**21.4**	**21.5**	**21.4**	**2,426**
	Nation	20.2	20.1	20.5	20.6	20.5	20.4	98,361
Business & Office	**Iowa**	**18.9**	**19.1**	**19.1**	**19.5**	**19.9**	**19.8**	**224**
	Nation	17.7	17.7	18.0	18.5	18.8	18.7	8,017
Marketing & Distribution	**Iowa**	**18.7**	**19.7**	**19.8**	**20.4**	**20.4**	**20.5**	**143**
	Nation	18.7	18.7	19.2	19.6	19.9	19.8	7,253
Communications & Comm. Tech.	**Iowa**	**21.7**	**21.9**	**22.3**	**22.4**	**22.3**	**22.5**	**928**
	Nation	20.9	20.9	21.2	21.4	21.4	21.3	39,674
Community & Personal Service	**Iowa**	**19.3**	**19.5**	**19.7**	**20.0**	**19.8**	**19.9**	**726**
	Nation	18.3	18.5	18.7	18.8	18.7	18.6	28,626
Computer and Information Science	**Iowa**	**22.1**	**22.6**	**22.9**	**22.6**	**22.5**	**22.5**	**951**
	Nation	20.0	20.5	21.1	21.3	21.3	21.1	44,229
Cross-Disciplinary Studies	**Iowa**	**22.7**	**24.0**	**22.3**	**24.3**	**23.5**	**22.2**	**27**
	Nation	23.3	23.3	23.5	23.3	23.3	23.5	1,368
Education	**Iowa**	**21.0**	**21.1**	**21.0**	**20.8**	**21.0**	**20.8**	**1,398**
	Nation	20.0	20.1	20.2	20.3	20.3	20.3	53,119
Teacher Education	**Iowa**	**21.3**	**21.1**	**21.3**	**21.2**	**21.2**	**21.0**	**786**
	Nation	20.0	20.1	20.3	20.3	20.2	20.1	32,022
Engineering	**Iowa**	**24.4**	**24.7**	**24.8**	**24.1**	**24.1**	**24.1**	**1,091**
	Nation	22.9	22.9	22.9	22.6	22.5	22.1	52,194
Engineering-Related Technologies	**Iowa**	**21.6**	**22.1**	**22.6**	**22.5**	**22.8**	**22.9**	**480**
	Nation	20.5	20.5	20.9	21.4	21.6	21.5	24,961
Foreign Language	**Iowa**	**24.1**	**24.0**	**23.0**	**23.9**	**23.6**	**24.0**	**124**
	Nation	23.0	23.0	23.1	23.4	23.2	23.1	4,037
Health Science & Allied Health Fields	**Iowa**	**22.1**	**22.1**	**22.3**	**22.2**	**22.1**	**21.9**	**3,393**
	Nation	20.6	20.7	20.9	20.9	20.8	20.5	168,885
Human/Family/ Consumer Science	**Iowa**	**19.0**	**19.1**	**19.6**	**19.7**	**19.7**	**20.4**	**253**
	Nation	18.2	18.3	18.9	18.8	18.9	18.7	10,371
Letters	**Iowa**	**25.1**	**24.7**	**25.1**	**25.0**	**24.9**	**25.3**	**175**
	Nation	24.4	24.3	24.8	24.7	24.6	24.4	6,168
Mathematics	**Iowa**	**25.1**	**25.7**	**25.8**	**25.5**	**25.3**	**25.1**	**104**
	Nation	24.0	24.1	24.3	24.3	24.3	24.1	4,085
Philosophy, Religion & Theology	**Iowa**	**23.1**	**22.1**	**23.6**	**23.1**	**23.4**	**23.2**	**166**
	Nation	21.7	21.9	22.4	22.5	22.6	22.4	6,978
Sciences	**Iowa**	**23.9**	**24.3**	**24.2**	**24.0**	**23.9**	**24.1**	**901**
	Nation	23.3	23.3	23.5	23.3	23.3	23.2	44,242
Social Sciences	**Iowa**	**22.6**	**22.6**	**22.9**	**22.8**	**22.9**	**22.8**	**1,664**
	Nation	21.5	21.6	21.8	21.9	21.9	21.8	83,259
Trade & Industrial	**Iowa**	**19.5**	**19.2**	**19.8**	**19.7**	**19.8**	**19.6**	**320**
	Nation	18.7	18.5	18.7	18.9	19.0	18.5	12,861
Visual & Performing Arts	**Iowa**	**22.2**	**22.0**	**22.3**	**22.2**	**22.0**	**22.1**	**1,350**
	Nation	20.7	21.0	21.3	21.3	21.1	20.8	63,305

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

Table 121 shows 2002 information on ACT average composite scores by planned educational majors containing both Iowa and the national data. The highest average ACT scores for Iowa students and for the nation were reported in the planned majors of letters (letters consist of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics) and mathematics. The lowest scores were reported for the students with the planned major in trade and industrial for both Iowa and the nation. Students with planned majors in teacher education and education ranked 16th and 17th out of 23 categories respectively for Iowa and 17th and 16th for the nation in 2002.

Table 121

ACT Average Composite Scores by Planned Educational Majors 2002

Planned Major	Iowa Score	Iowa Rank	National Score	National Rank
Letters*	25.3	1	24.4	1
Mathematics	25.1	2	24.1	2
Sciences	24.1	3.5	23.2	4
Engineering	24.1	3.5	22.1	7
Foreign Language	24.0	5	23.1	5
Philosophy, Religion, & Theology	23.2	6	22.4	6
Engineer-Related Technologies	22.9	7	21.5	9
Social Sciences	22.8	8	21.8	8
Communication & Communication Tech.	22.5	9.5	21.3	10
Computer & Information Science	22.5	9.5	21.1	11
Cross-Disciplinary Studies	22.2	11	23.5	3
Visual & Performing Arts	22.1	12	20.8	12
Health Science & Allied Health Fields	21.9	13	20.5	14
Architecture & Environmental Design	21.6	14	20.7	13
Business & Management	21.4	15	20.4	15
Teacher Education	21.0	16	20.1	17
Education	20.8	17	20.3	16
Marketing & Distribution	20.5	18	19.8	18
Human/Family/Consumer Science	20.4	19	18.7	19.5
Agriculture Science/Technologies	20.2	20	18.6	21.5
Community & Personal Services	19.9	21	18.6	21.5
Business & Office	19.8	22	18.7	19.5
Trade & Industrial	19.6	23	18.5	23

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

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

Students self-report their high school grade point average (GPA) and high school rank before they take ACT tests. Table 122 displays the average test scores for Iowa 2002 ACT tested graduates in five groups by self-reported GPA. Nearly 45 percent of Iowa ACT tested graduates in 2002 reported their high school GPA equal to or above 3.5. This high GPA group achieved higher average ACT test scores than any other four GPA groups.

Table 122

2002 Iowa Average ACT Scores by Student Self-Reported High School Grade Point Average

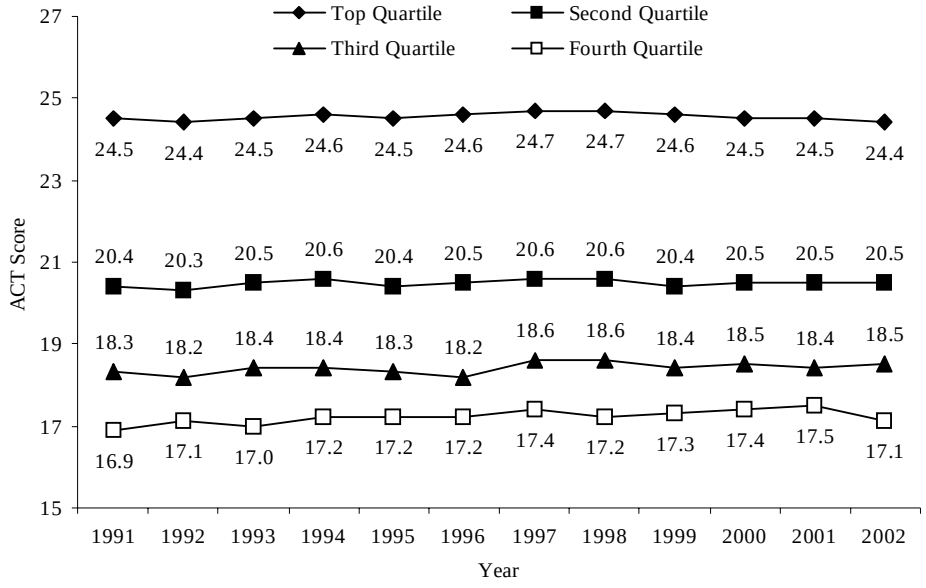
			Average ACT Scores				
GPA	Number*	Percent	English	Mathematics	Reading	Science Reasoning	Composite
3.5+	9,695	44.8%	24.2	24.6	25.2	24.2	24.7
3.0 - 3.49	5,971	27.6	20.4	20.7	21.6	21.4	21.1
2.5 - 2.99	3,723	17.2	18.3	18.9	19.6	20.0	19.3
2.0 - 2.49	1,793	8.3	16.8	17.8	18.2	18.9	18.0
<2.0	457	2.1	15.8	17.0	17.4	18.2	17.2

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *2,166 students were not included since they did not report GPA.

The consistent results are shown in Figure 116 with data from 1991 to 2002. The students self-reported high school rank in the top quartile group gained highest average ACT composite scores.

Figure 116

Iowa ACT Average Composite Scores by Student Self-Reported High School Rank, 1991-2002



Source: American College Testing Program, The High School Profile Report for Iowa.
Note: Quartile: One of three points that divide the scores (high school rank in this case) in a distribution into four groups of equal size. The first quartile, or 25th percentile, separates the lowest fourth of the group; the middle quartile, the 50th percentile or median, divides the second fourth of the cases from the third; and the third quartile, the 75th percentile, separates the top quartile.

Iowa Student Satisfaction with Selected Aspects of the Local High School

The ACT tested graduates have an opportunity to rate certain aspects of their high schools with a 1 to 4 scale (1: satisfied, 2: neutral, 3: dissatisfied, and 4: no experience). Table 123 reports the ratings of Iowa 2002 ACT tested graduates about their classroom instruction and course offerings. Forty-six percent of the Iowa ACT tested graduates in 2002 were satisfied with their classroom instruction as well as the number and variety of course offerings. However, there were 10 percent of the Iowa ACT test takers in 2002 dissatisfied with the classroom instruction compared to 22 percent that expressed dissatisfaction with the number and variety of course offerings.

Table 123

2002 IOWA ACT TEST TAKERS' DEGREE OF SATISFACTION WITH SELECTED ASPECTS OF HIGH SCHOOL PROGRAM

Program Area	Satisfied (No change necessary)		Neutral		Dissatisfied (Improvement Needed)		No Experience	
	N	%	N	%	N	%	N	%
Classroom Instruction	10,908	46%	8,741	37%	2,288	10%	118	0%
Number & Variety of Course Offerings	10,842	46%	5,838	25%	5,256	22%	131	1%

Source: American College Testing Program, High School Profile Report, High School Graduating Class of 2002, Iowa.
Note: The total number of Iowa students tested in 2002 was 23,805.

Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (SAT) is one of the national college entrance examinations developed by the College Board. There are two primary components of the SAT, one is the SAT I: Reasoning Test and the other is the SAT II: Subject Tests. The SAT I: Reasoning Test contains SAT verbal and SAT mathematics and the SAT II: Subject Tests have over 20 tests in five general subject areas. The College Board reports national and state average scores for SAT I: verbal and mathematics. Scores for the mathematics and verbal tests of SAT I range from 200 (low) to 800 (high).

The first SAT test was administered in June 1926 to 8,040 candidates. In 2002, more than 1.3 million high school graduates nationwide took the SAT I: Reasoning Test. Compared with their peers in the past, SAT tested graduates in the class of 2002 were more racially/ethnically and gender diverse. In 2002, about 35 percent of the SAT tested graduates were minority students nationwide and 54 percent of the test takers were female graduates.

The total number of the Iowa 2002 high school graduates who took the SAT I was 1,852 which represented about 5 percent of the Iowa 2002 graduates. In Iowa, 53 percent of the 2002 SAT test takers were females. In 2002 a total of 11 percent of the Iowa SAT test takers self reported they were minority students.

Table 124 and Figure 117 show the SAT verbal and mathematics scores for Iowa test takers and the nation for the graduating classes 1991 to 2002. In 2002, the average SAT verbal scores declined two points to 591 for Iowa and 504 for the nation while the SAT math score decreased one point to 602 for Iowa and rose two points to 516 for the nation. In general, Iowa average scores were 80 to 90 points higher than the national averages for both SAT Math and SAT Verbal tests.

Table 124

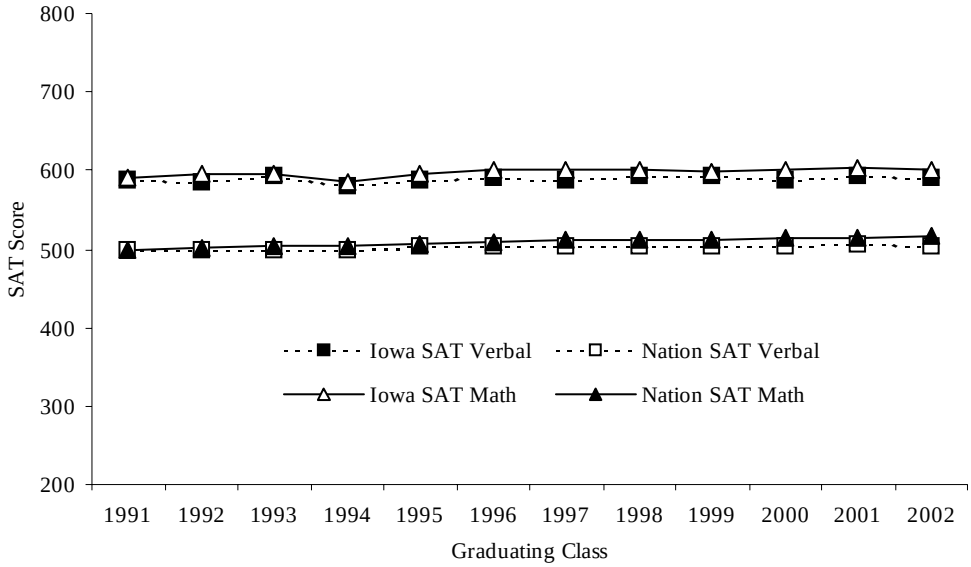
TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1991-2002

Graduating Class	SAT Verbal		SAT Math	
	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

Source: The College Board, 2002 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2002 was 5 percent.
Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figure 117

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1991-2002



Source: The College Board, 2002 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2002 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 125 presents a comparison of average SAT scores for Iowa, midwest states, and the nation. Iowa ranked second in the nation and among the midwest states on both the verbal and mathematics test in 2002. It should be noted that only a very small percent of the total Iowa graduates, as well as graduates in most of the midwest states, take the SAT every year. Comparisons across midwest states that also have low percentages of SAT tested students may be somewhat appropriate; however, comparisons between Iowa and the other states with a high percentage of SAT tested graduates are not recommended.

Table 125

AVERAGE SAT SCORES FOR IOWA, THE NATION AND MIDWEST STATES 1992, 1997, 2001, AND 2002

V=Verbal M=Math

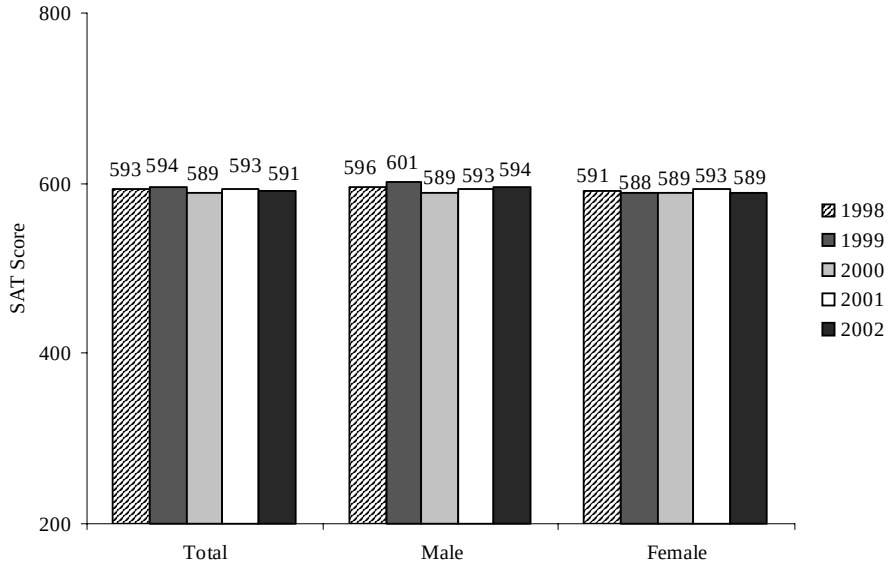
Nation and State	Graduating Class 1992 V	1992 M	1997 V	1997 M	2001 V	2001 M	2002 V	2002 M	% of Graduating Class of 2002 Taking SAT
Iowa	585	595	589	601	593	603	591	602	5%
Nation	500	501	505	511	506	514	504	516	46
Illinois	549	555	562	578	576	589	578	596	12
Kansas	562	562	578	575	577	580	578	580	9
Minnesota	567	575	582	592	580	589	581	591	9
Missouri	550	547	567	568	577	577	574	580	8
Nebraska	553	557	562	564	562	568	561	570	8
North Dakota	576	580	588	595	592	599	597	610	4
South Dakota	565	565	574	570	577	582	576	586	4
Wisconsin	556	564	579	590	584	596	583	599	6
Iowa's Rank in Nation	1	1	1	1	1	1	2	2	

Source: The College Board, 2002 Profile of SAT Program Test Takers.
Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

The average SAT scores by gender are shown in Figure 118 for the verbal test and Figure 119 for the mathematics test for Iowa graduating classes 1998 to 2002. In general, Iowa males scored higher on both SAT verbal and SAT mathematics than Iowa females.

Figure 118

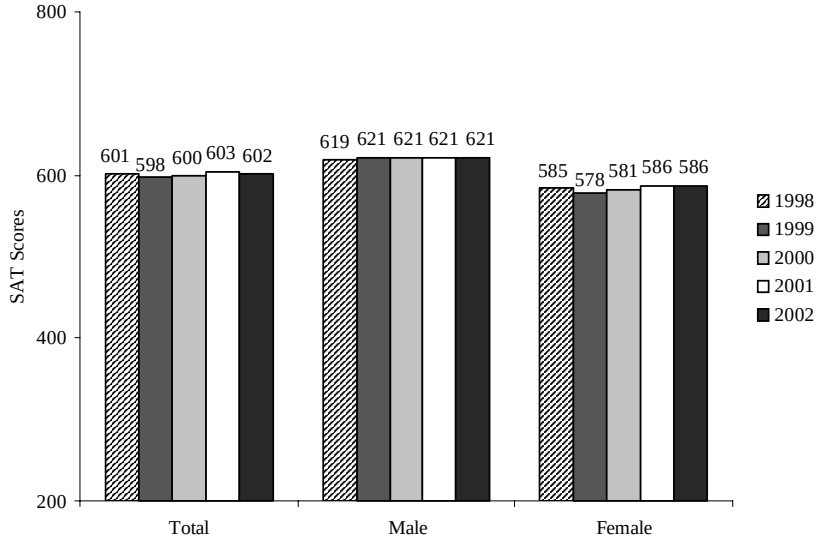
IOWA AVERAGE SAT VERBAL SCORES BY GENDER 1998-2002



Source: The College Board, 2002 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2002 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 119

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER 1998-2002



Source: The College Board, 2002 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2002 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Advanced Placement (AP)

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools and colleges and universities operated by the College Board. The program motivates high school students with the opportunity to take college-level courses in a high school setting. The AP program offers 35 courses in 19 subject areas. The College Board administers the AP examinations nationwide in May each year. Advanced Placement tests are scored on a five point scale: 1-no recommendation for college credit; 2-interpreted as possibly qualified; 3-indicates qualified; 4-indicates well qualified; and 5-indicates extremely well qualified.

In 2001, over 1.38 million AP examinations were taken in the U.S., while nearly 6,000 AP examinations were taken by Iowa high school students.

Table 126 shows the Iowa AP participation from 1991 to 2001. Iowa AP participants have increased 176 percent from 1,475 students in 1991 to 4,069 students in 2001. The number of examinations taken by Iowa high school students has tripled since 1991. The annual increases in the number of candidates have averaged between 5 and 6 percent in recent years.

Table 126

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS
1991-2001

Year	Number of Candidates	% Increase in Candidates from Prior Year	Number of Exams	Percent Increase in Exams from Prior Year
1991	1,475	7.3%	2,023	12.6%
1992	1,649	15.2	2,289	13.1
1993	2,030	19.5	2,788	21.8
1994	2,279	17.2	3,037	8.9
1995	2,601	9.3	3,627	19.4
1996	2,929	12.6	4,112	13.4
1997	3,313	13.1	4,647	13.0
1998	3,470	4.7	4,874	4.9
1999	3,659	5.4	5,241	7.5
2000	3,844	5.1	5,591	6.7
2001	4,069	5.9	5,995	7.2

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

The AP average score comparisons between Iowa and the nation are shown in Table 127. In 2001, the average AP scores declined to the lowest points reported in the last ten years data for Iowa and the nation. Average AP scores of Iowa candidates have been higher than candidates nationwide for all years shown in Table 127.

Table 127

AVERAGE ADVANCED PLACEMENT EXAMINATION SCORES FOR ALL CANDIDATES

	Iowa		Nation	
Year	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score
1991	2,023	3.21	523,236	3.00
1992	2,289	3.16	566,036	3.04
1993	2,788	3.13	623,933	3.00
1994	3,037	3.27	684,449	3.06
1995	3,627	3.11	767,881	2.96
1996	4,112	3.14	824,329	2.99
1997	4,647	3.11	899,463	3.02
1998	4,874	3.13	991,952	3.02
1999	5,241	3.16	1,122,414	3.02
2000	5,591	3.16	1,242,324	3.01
2001	5,995	3.10	1,380,146	2.95

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

Distributions of Iowa AP scores for Iowa students, males, and females are presented in Tables 128, 129, and 130 respectively for the years 1991 through 2001. In 2001, 67.3 percent of Iowa AP candidates (Table 128), 70.6 percent of male candidates (Table 129), and 64.2 percent of female candidates (Table 130) achieved an AP score of three or above. Males performed better than females on AP examinations for all years presented except 1993.

Table 128

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTION FOR IOWA STUDENTS, 1991-2001

	AP Score Distributions					Percent of Candidates with Score
Year	1	2	3	4	5	of 3 or Above
1991	4.3%	23.1%	34.9%	22.4%	15.3%	72.6%
1992	5.9	22.7	35.3	22.3	13.8	71.4
1993	6.5	24.4	33.0	22.2	13.9	69.1
1994	3.8	21.4	35.5	22.6	16.7	74.8
1995	6.6	24.6	33.2	22.8	12.8	68.8
1996	5.8	24.1	33.9	23.1	13.2	70.2
1997	7.6	23.4	32.3	23.8	12.9	69.0
1998	6.2	23.8	33.7	23.4	12.9	70.0
1999	6.9	23.3	31.6	23.1	15.1	69.8
2000	6.5	22.2	33.6	24.5	13.2	71.3
2001	6.5	26.2	31.3	22.9	13.1	67.3

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

Table 129

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA MALES, 1991-2001

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Scores of 3 or Above
1991	4.6%	19.5%	34.6%	23.3%	18.0%	75.9%
1992	6.1	20.8	32.9	24.0	16.2	73.1
1993	6.6	24.5	29.8	23.7	15.4	68.9
1994	3.4	19.4	33.7	25.0	18.5	77.2
1995	6.6	22.4	30.8	24.1	16.1	71.0
1996	5.3	22.3	32.0	24.5	15.9	72.4
1997	7.5	21.5	31.4	24.4	15.2	71.0
1998	6.1	21.7	31.7	24.8	15.7	72.2
1999	6.2	21.0	29.5	24.9	18.4	72.8
2000	5.8	19.6	32.3	26.4	15.9	74.6
2001	6.3	23.1	31.1	23.7	15.8	70.6

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

Table 130

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA FEMALES, 1991-2001

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Scores of 3 or Above
1991	3.9%	27.1%	35.2%	21.4%	12.4%	69.0%
1992	5.5	24.8	38.1	20.4	11.2	69.7
1993	6.3	24.4	35.9	20.8	12.6	69.3
1994	4.2	23.3	37.3	20.2	15.0	72.5
1995	6.6	26.6	35.5	21.6	9.7	66.8
1996	6.3	25.8	35.7	21.6	10.6	67.9
1997	7.8	25.5	33.1	23.1	10.5	66.7
1998	6.3	25.7	35.5	22.1	10.4	68.0
1999	7.6	25.7	33.8	21.1	11.8	66.7
2000	7.2	24.7	34.9	22.6	10.6	68.1
2001	6.7	29.1	31.5	22.0	10.7	64.2

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

Table 131 compares the AP score distributions for Iowa and the nation for years 2000 and 2001. The percentage of Iowa candidates that achieved an AP score of three or above was 71.3 percent in 2000 compared to 63.7 percent for the nation. The percentages of students that achieved an AP scores of three or above were lower than the 2000 figures for both Iowa candidates and the nation. However, 67.3 percent of Iowa students had scores of three or above compared to 61.3 percent of the US candidates in 2001. Figure 120 displays a bar chart of the AP score distributions for Iowa and the nation in 2001. In 2001, the percentage of Iowa students receiving the lowest AP score (1) was about half that of the nation. Iowa students that received an AP score of (3) were about four percentage points higher than their peers in the nation, while Iowa students that achieved an AP score of (4) were about three percentage points higher than the national candidates. However, the percentage of Iowa students that received the highest AP score of (5) was 13.1, just below the national figure of 13.7 percent.

Table 131

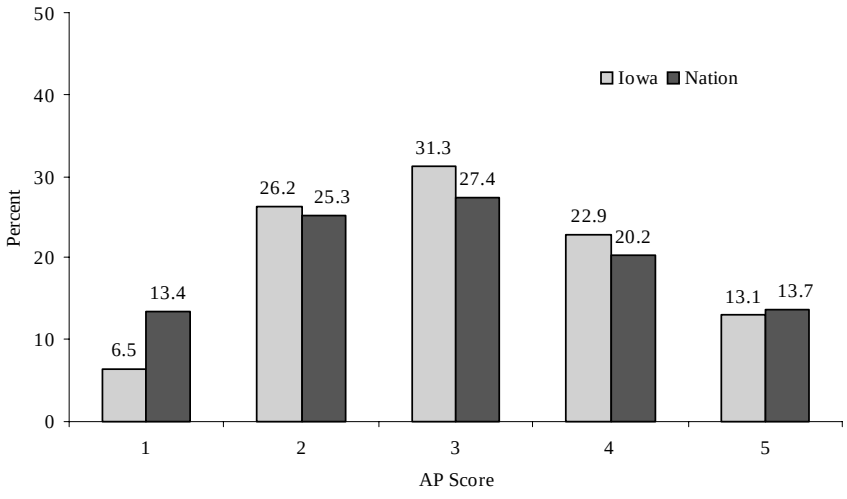
DISTRIBUTION OF AP SCORES FOR IOWA AND THE NATION 2000 AND 2001

	2000		2001	
Score	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation
1	6.5%	12.9%	6.5%	13.4%
2	22.2	23.4	26.2	25.3
3	33.6	28.0	31.3	27.4
4	24.5	21.0	22.9	20.2
5	13.2	14.7	13.1	13.7
	100.0	100.0	100.0	100.0
Percent of Candidates with AP Scores of 3 or above	71.3	63.7	67.3	61.3

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

Figure 120

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA AND THE NATION - 2001



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

The AP school participation rates by state from 1991 to 2001 are shown in Table 132. Nationally over 57 percent of high schools in 2001 were AP participants compared to 44 percent in 1991. Iowa's AP high school participation rate in 2001 was 36.6 percent, doubling from the 1991 rate. Iowa's AP high school participation rate ranked 39th in the nation in 2001 and 46th in 1991.

Table 132

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT 1991-2001

Rank Based on 2001 Data	State	Year										
		2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Massachusetts	87.5	86.4	82.5	82.3	80.4	80	78	78	75	74	73
2	New Jersey	87.3	87.8	87.4	83.7	85.0	85	83	80	78	77	75
3	Connecticut	84.6	85.2	87.9	82.3	82.1	84	80	78	78	77	77
4	Maryland	78.4	79.3	74.9	74.1	72.5	71	69	72	69	68	68
5	New York	77.8	76.7	75.2	74.6	73.7	72	71	69	68	66	65
6	Utah	74.8	78.6	69.4	71.6	73.0	70	70	74	68	69	63
7	Hawaii	74.4	72.7	82.7	73.3	69.9	68	65	65	72	68	65
8	California	74.3	74.7	72.3	69.7	68.9	69	66	65	64	63	60
9	Virginia	72.7	74.7	71.8	69.5	69.4	70	68	69	69	67	66
10	Vermont	71.7	72.2	76.8	69.5	74.7	66	66	61	65	61	56
11.5	New Hampshire	70.7	79.5	75.0	69.0	71.2	68	69	62	60	58	53
11.5	South Carolina	70.7	74.0	71.4	70.0	70.6	70	70	67	66	65	65
13	Dist. of Columbia	70.2	94.7	72.5	73.2	82.5	100	100	78	81	76	97
14	Wisconsin	67.4	65.3	64.1	60.1	56.9	56	52	52	47	46	36
15	North Carolina	66.4	67.7	67.6	63.3	63.9	64	64	67	67	60	57
16	Texas	65.3	63.1	60.7	56.9	56.3	51	45	38	35	32	29
18	Georgia	65.0	65.0	60.5	58.5	57.8	59	59	61	60	53	49
18	Kentucky	65.0	66.4	64.8	60.0	62.5	62	58	60	59	58	53
18	Maine	65.0	63.3	63.1	57.4	58.5	58	54	56	53	50	45
20	Ohio	64.0	63.1	61.0	59.7	58.5	58	56	53	54	53	51
21	Rhode Island	63.2	70.1	76.1	74.6	72.6	74	73	68	63	66	59
22	Pennsylvania	62.4	63.4	61.7	60.6	60.9	60	56	53	52	51	48
23	Delaware	62.1	64.4	63.3	47.4	46.8	46	42	62	62	58	58
24	Washington	61.1	58.1	58.4	54.7	52.8	53	48	47	48	50	48
25	Indiana	59.4	59.1	57.0	56.2	56.4	55	55	57	53	49	45
	United States	**57.3**	**57.3**	**56.0**	**53.8**	**52.9**	**52**	**50**	**49**	**48**	**46**	**44**
26	Michigan	57.2	56.7	56.5	54.1	53.1	52	50	51	51	48	47
27	West Virginia	56.6	55.2	49.4	55.3	57.5	63	64	60	59	59	55
28	Tennessee	55.6	53.1	53.2	50.6	50.2	50	47	45	45	43	44
29	Florida	54.5	64.8	62.7	57.5	56.8	57	55	55	55	52	52
30	Illinois	54.1	54.1	52.0	51.8	52.2	50	49	47	45	44	42
31	Oregon	49.5	50.2	48.7	48.5	42.5	44	45	44	45	44	40
32	Oklahoma	49.3	42.0	33.7	24.8	18.0	16	17	17	15	15	16
33	Idaho	48.7	42.0	49.0	42.7	42.8	39	41	37	40	35	37
34	Colorado	48.6	49.9	50.7	47.8	47.9	50	50	47	47	44	43
35	Minnesota	47.7	44.6	45.3	43.1	43.1	44	42	35	34	30	30
36	New Mexico	47.6	50.0	48.4	43.9	39.0	42	40	39	34	31	28
37	Nevada	45.7	38.7	41.0	40.2	52.2	56	53	52	52	48	44
38	Arizona	39.4	51.0	50.2	53.9	46.6	57	51	55	55	54	52
39	**Iowa**	**36.6**	**33.3**	**35.6**	**36.3**	**31.9**	**29**	**30**	**27**	**25**	**22**	**18**
40	Mississippi	36.1	38.7	36.4	38.2	36.4	38	33	34	30	31	31
41	Alabama	35.4	36.3	38.3	36.9	41.9	44	45	45	46	46	45
42	Montana	34.6	34.3	33.2	32.3	35.0	31	31	28	27	26	22
43	Missouri	34.0	32.6	30.2	27.1	24.9	26	26	24	20	19	20
44	Arkansas	32.5	33.0	32.2	30.5	30.2	27	22	23	21	20	19
45	Wyoming	29.6	33.3	30.5	29.1	30.4	30	30	34	34	33	31
46	Louisiana	27.0	24.6	24.4	23.8	23.9	24	25	24	24	23	21
47	Kansas	24.6	24.4	26.0	24.1	22.8	24	25	22	20	20	18
48	South Dakota	23.6	19.2	21.1	19.0	15.9	14	19	9	9	7	12
49	Nebraska	18.6	21.7	22.5	22.7	21.7	19	22	20	21	20	18
50	Alaska	11.3	12.6	13.9	12.8	11.7	12	12	13	12	10	10
51	North Dakota	8.7	8.8	8.2	7.6	7.4	7	5	5	5	5	4

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1991-2001.

Table 133 shows the number of AP examinations per 1,000 11th and 12th graders by state for the years of 1991 through 2001. In 2001, both Iowa and the national numbers were more than doubled compared to the 1991 figures. In 2001, the number of AP examinations taken per 1,000 high school juniors and seniors was 66 for Iowa and 197 for the nation.

Table 133

Number of Advanced Placement Examinations Taken Per Thousand 11th and 12th Graders, 1991-2001

Rank Based on 2001 Data	State	Year										
		2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Dist. of Col.	605	423	388	359	331	277	249	251	221	220	283
2	Virginia	344	316	302	249	241	227	221	209	184	170	161
3	New York	318	290	276	256	237	218	195	192	180	170	157
4	Maryland	285	256	234	216	201	188	177	164	157	145	135
5	California	282	259	238	221	206	195	178	167	157	147	139
6	Florida	273	241	226	215	183	197	190	189	171	181	156
7	Connecticut	271	250	233	218	188	171	152	144	138	134	123
8	North Carolina	266	235	219	190	178	167	170	145	119	95	81
9	Massachusetts	264	239	230	213	202	180	162	153	145	134	121
10	New Jersey	261	239	245	210	206	195	163	155	143	136	121
11	Utah	254	242	235	231	232	221	229	239	215	211	193
12	Texas	243	210	178	149	136	115	103	82	69	57	52
13	Delaware	216	187	182	176	168	155	136	132	135	120	103
14	Georgia	205	186	169	144	122	110	144	154	125	85	77
15	South Carolina	197	190	193	191	184	178	171	165	152	141	130
	United States	**197**	**178**	**165**	**150**	**139**	**130**	**122**	**116**	**106**	**98**	**89**
16	Colorado	194	179	158	147	131	124	119	122	121	123	115
17	Hawaii	187	173	164	157	142	129	140	136	127	129	118
18	Illinois	176	161	144	144	136	130	122	115	106	101	90
19.5	Maine	160	141	137	118	125	104	96	84	80	71	63
19.5	Rhode Island	160	150	140	131	122	118	104	98	90	89	86
21	New Hampshire	158	150	147	138	127	122	111	95	91	83	74
22	Wisconsin	154	140	125	117	106	96	85	74	64	48	39
23.5	Pennsylvania	151	140	131	116	110	102	91	90	86	79	72
23.5	Vermont	151	136	142	123	107	94	87	102	94	84	82
25	Michigan	145	130	122	112	107	105	91	84	82	76	70
26	Alaska	144	157	145	150	108	101	91	97	103	98	94
27	Nevada	141	130	124	118	100	103	101	97	87	80	80
28	Minnesota	140	120	123	105	80	75	77	51	46	40	35
29.5	Kentucky	138	122	112	98	94	86	79	78	74	69	59
29.5	New Mexico	138	114	106	83	80	76	74	78	74	80	72
31	Tennessee	132	126	121	104	97	94	88	89	80	74	70
32	Oklahoma	128	107	93	71	56	49	45	51	48	42	37
33	Washington	123	106	93	82	74	63	57	60	58	57	54
34	Ohio	119	113	112	103	96	88	83	72	68	63	55
35	Arizona	118	103	99	107	102	98	92	105	94	85	66
36	Indiana	113	107	98	91	89	97	92	84	68	59	50
38	Arkansas	99	84	72	62	54	42	41	37	32	29	29
38	Idaho	99	85	77	67	60	46	50	56	52	47	44
38	South Dakota	99	88	72	68	48	37	35	23	24	18	18
40	Oregon	93	82	77	75	70	58	60	65	65	65	61
41	Montana	92	86	82	72	64	63	52	51	44	44	41
42	West Virginia	88	81	72	66	72	68	68	62	58	55	48
43.5	Alabama	84	79	82	84	94	88	88	81	73	70	62
43.5	Missouri	84	71	64	56	51	48	47	47	44	38	34
45	Wyoming	72	50	44	31	30	34	45	48	42	42	33
46	Kansas	67	63	56	51	48	47	41	40	38	35	36
47	**Iowa**	**66**	**62**	**59**	**54**	**53**	**48**	**44**	**39**	**37**	**31**	**27**
48	Mississippi	64	58	65	58	58	54	48	45	39	38	36
49	North Dakota	54	48	41	38	28	32	24	21	19	19	19
50	Nebraska	53	47	45	50	49	44	48	46	47	41	39
51	Louisiana	52	48	46	42	39	38	36	39	37	34	34

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1991-2001.

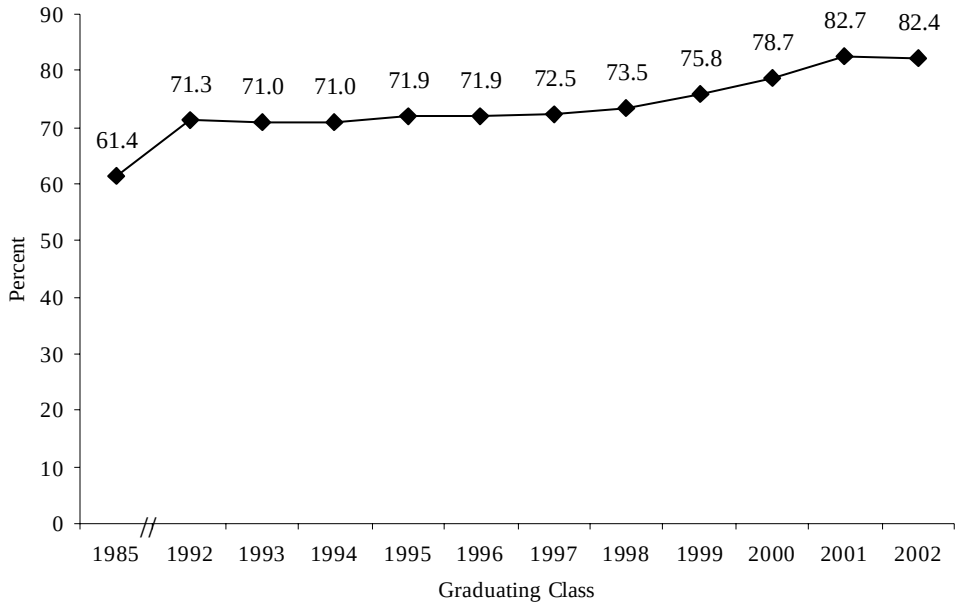
Pursuit of Postsecondary Education/Training

Before 1996-97, Iowa public high schools annually reported to the Department of Education the status of students one year following graduation. From 1999-2000, the Department has collected the information on public high school senior post-graduation intentions from all Iowa school districts. Between 1996-1997 and 1998-1999, some districts reported intentions and some reported actual status. The transition and changes were driven by actual practices of districts since many districts were reporting intentions, and the changes were made to assist in the implementation of collecting data via individual student records under Project EASIER (Electronic Access System for Iowa Education Records). Since the inception of this project in 1995-96, the majority of Iowa school districts are completing the Basic Educational Data Survey (BEDS) through the project (see Table 99). During school years of 1996-1997 through 1998-1999, the graduate 'follow-up' data from the EASIER districts were reported by individual students based upon intentions as reported in the end of the year report (spring collection). Information presented in this section contains the follow-up data for graduating classes 1985-1996, the intention data for graduating classes 2000 to 2002, and mixed data of follow-up and intentions for graduating classes 1997-1999.

Figure 121 shows the percentage of Iowa high school graduates who were pursuing or high school seniors who intended to pursue postsecondary education or training. The postsecondary education includes in state and out of state institutions as well as other postsecondary training. The postsecondary institutions can be four-year public or private colleges, community colleges or public junior colleges, and private junior colleges. The percentage of Iowa high school students pursuing or intending to pursue postsecondary education/training increased from 61.4 percent in 1985 to 82.7 percent in 2001. The percent of 2002 graduates who intended to pursue postsecondary education/training was 0.3 percentage points lower compared to the 2001 graduates.

Figure 121

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992-2002



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions File.

Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

Table 133 shows the percent of Iowa public high school graduates pursuing or intending to pursue postsecondary education/training by enrollment category. In 2002, all enrollment categories had 80 percent or more high school seniors who intended to pursue postsecondary education or training. The smallest enrollment category had the largest percentage point increase in 2002 compared to 2001 graduates.

Table 133

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1995 THROUGH 2002

Graduating Class	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985	66.5%	63.0%	66.0%	64.3%	62.2%	62.2%	52.3%	61.4%
1995	65.9	68.3	72.2	73.2	71.1	70.8	73.4	71.9
1996	59.5	69.2	71.5	73.3	73.4	68.8	72.6	71.9
1997	76.6	72.4	68.4	73.4	74.9	68.4	74.0	72.5
1998	69.7	70.2	70.8	73.2	74.6	72.5	75.8	73.7
1999	69.9	74.7	73.4	76.4	76.9	76.6	74.5	75.8
2000	80.5	82.5	80.1	78.9	79.0	76.0	79.1	78.7
2001	73.9	81.3	81.0	82.5	83.1	81.9	84.3	82.7
2002	84.1	84.9	82.1	82.7	83.5	80.0	82.6	82.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

A gender comparison of Iowa public high school graduates pursuing or intending to pursue postsecondary education/training is displayed in Table 134 for graduating classes 1998 to 2002. A higher percentage of females were reported as pursuing or intending to pursue postsecondary education/training than the percentage of males. The pursuing or intending to pursue postsecondary education/training for females was about 10 percentage points higher than males for each year shown in Table 130.

Table 134

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER, 1998-2002

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

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

Table 135 shows the percent of Iowa public high school graduates pursuing or intending to pursue postsecondary education/training by institution type for the classes 1985 and 1996 through 2002. In 1985, the largest group of students that represented 23.3 percent of public high school graduates went to public four-year colleges. Seventeen years later, a higher percent of students intended to attend a community college. The percent of students intending to go to a public four-year college has decreased in the last two years. Private four-year colleges showed a gradual increase. Community colleges experienced the greatest growth, increasing from 18.2 percent in 1985 to 32.3 percent in 2002.

Table 135

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY POSTSECONDARY INSTITUTION, 1985 AND 1996 TO 2002

	Graduating Class							
Postsecondary Institution	1985	1996	1997	1998	1999	2000	2001	2002
Private 4-Year College	12.3%	13.3%	13.1%	13.3%	14.0%	12.6%	14.9%	15.8%
Public 4-Year College	23.3	25.3	25.1	26.6	25.9	28.0	27.3	25.5
Private 2-Year College	1.4	1.2	1.3	1.0	2.0	5.8	5.2	4.4
Community College	18.2	28.3	29.4	28.8	30.4	28.9	31.0	32.3
Other Training	6.2	3.8	3.6	4.0	3.6	3.3	4.3	4.4
Total	61.4	71.9	72.5	73.7	75.8	78.6	82.7	82.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

Data shown in Table 136 and Figure 122 indicate the overall percent changes for graduates/seniors pursuing or intending to pursue postsecondary education at four-year colleges or at two-year colleges. The overall increase for two-year colleges was 17.1 percentage points from 1985 to 2002, while the increase was less than 6 percent for four-year colleges over the same period.

Table 136

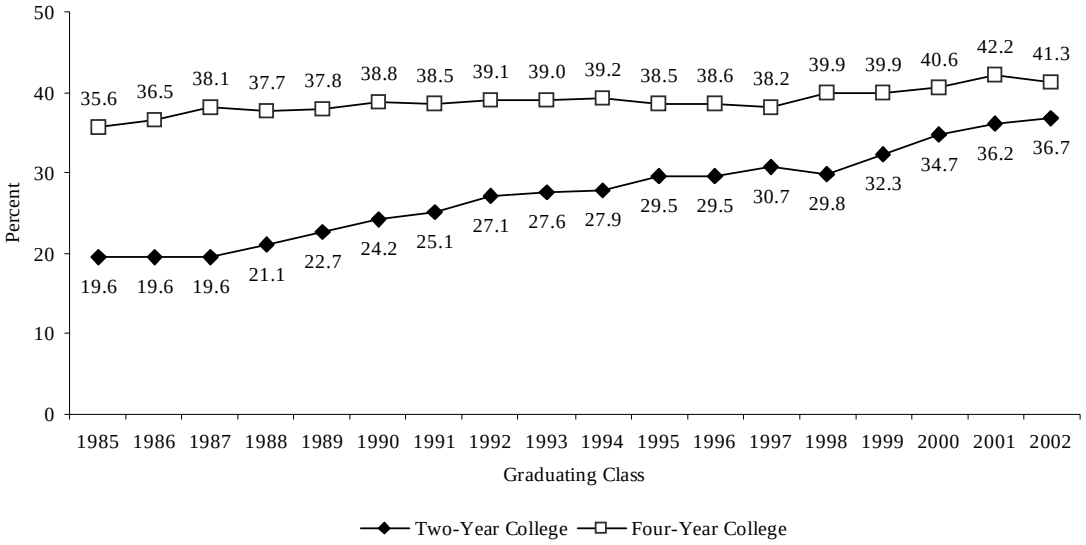
PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES, 1985 AND 1996-2002

	Graduating Class							
Postsecondary Institution	1985	1996	1997	1998	1999	2000	2001	2002
Four-Year College	35.6%	38.6%	38.2%	39.9%	39.9%	40.6%	42.2%	41.3%
Two-Year College	19.6	29.5	30.7	29.8	32.3	34.7	36.2	36.7

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

Figure 122

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES, 1985-2002



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

Postsecondary Enrollment Options

The "Postsecondary Enrollment Options Act" (PSEO) became to law in the state of Iowa in 1993. The Code of Iowa, Chapter 261C provides an opportunity for Iowa high school 11th and 12th graders and the 9th and 10th graders who have been identified as gifted and talented to earn college credit for academic or vocational pursuits while still enrolled in high school. School districts participating in the program are required to pay a tuition reimbursement fee to the postsecondary institution providing the course. According to the law, the fee is the amount equal to the lesser of "actual and customary cost of tuition, textbooks, materials, and fees directly related to the course taken," or the sum of $250.

Table 137 and Figure 123 display the number of students earning college credit while enrolled in high school and the number of courses taken by high school students under the postsecondary enrollment options program over the past ten years. Since 1992-1993, the number of students participating in the PSEO program has increased 211 percent and the number of courses taken has increased 270 percent.

Table 137

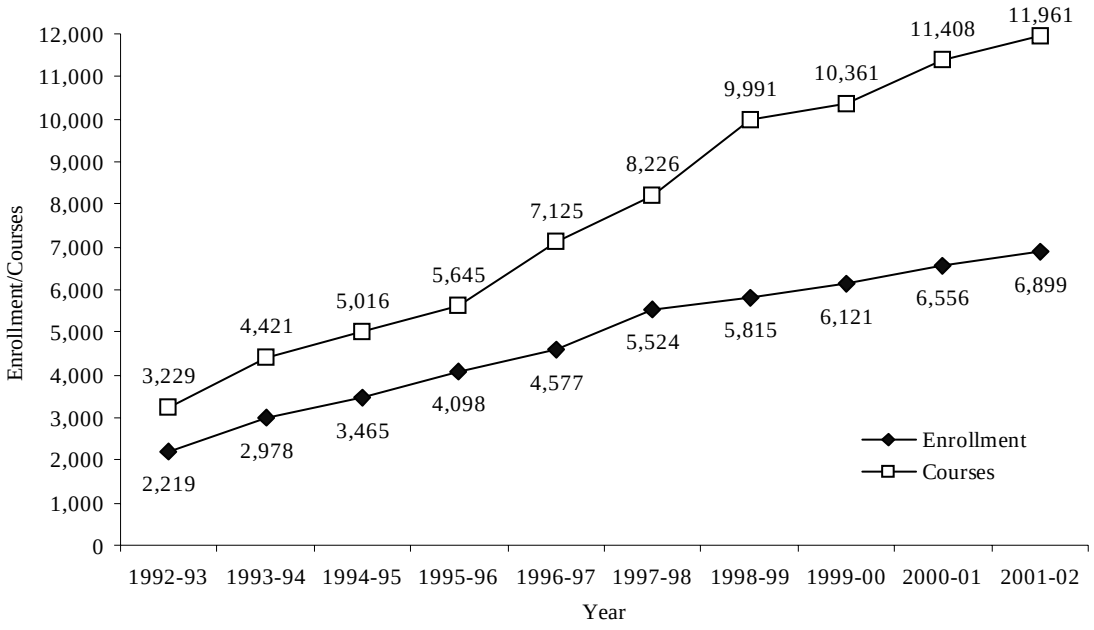
IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES
1992-1993 TO 2001-2002

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

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

Figure 123

IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES - 1992-1993 TO 2001-2002



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

Table 138 shows the number of Iowa high school students that participated in the PSEO program by grade for 1992-1993 and 2000-2001 to 2001-2002. Out of the total participants, high school seniors were the largest group to take the PSEO program for all three years shown. In 2001-2002, 244 gifted/talented ninth and tenth graders earned college credit through the PSEO program compared to 32 students in 1992-1993.

The number of PSEO courses taken by Iowa high school students by type of course and type of institution is shown in Table 139 for years of 1992-1993 and 2000-2001 to 2001-2002. In 2001-2002, a total of 7,596, or 83.1 percent, of the academic PSEO courses were offered by community colleges compared to 2,099 courses or 76.7 percentage points in 1992-1993. In 2001-2002, over 98 percent of the vocational/technical PSEO courses were offered by Iowa community colleges compared to about 93 percent in 1992-1993.

Table 138

NUMBER OF IOWA HIGH SCHOOL STUDENTS PARTICIPATED IN THE POSTSECONDARY ENROLLMENT OPTIONS ACT 1992-1993, 2000-2001, AND 2001-2002

School Year	9th and 10th Graders	Grade 11 Students	Grade 12 Students	Total Participants
1992-1993	32	378	1,809	2,219
2000-2001	167	1,498	4,891	6,556
2001-2002	244	1,575	5,080	6,899

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

Table 139

NUMBER OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA HIGH SCHOOL STUDENTS BY TYPE OF COURSE AND TYPE OF INSTITUTION 1992-1993, 2000-2001, AND 2001-2002

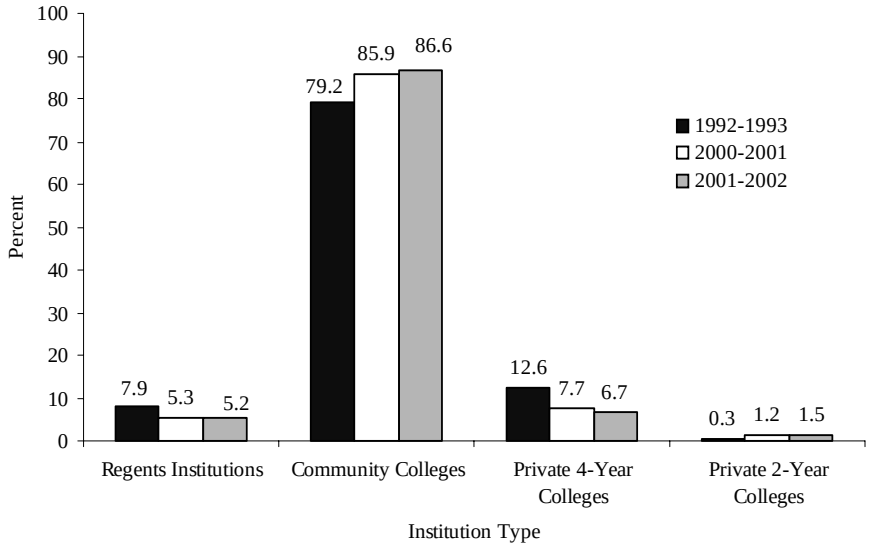
	Academic (Math, Science, English, Etc.)				Vocational/Technical				
School Year	Regents Institutions	Community Colleges	Private 4-Year Colleges	Private 2-Year Colleges	Regents Institutions	Community Colleges	Private 4-Year Colleges	Private 2-Year Colleges	Total Courses Taken
1992-93	245	2,099	382	10	9	457	26	1	3,229
2000-01	571	6,900	833	119	29	2,902	41	13	11,408
2001-02	614	7,596	769	166	10	2,762	30	14	11,961

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

Figure 124 shows the percentage distribution of postsecondary enrollment option courses taken by Iowa high school students. In general, the percent of the PSEO courses offered by community colleges and private two-year colleges has increased 7.4 and 1.2 percentage points respectively from 1992-1993 to 2001-2002, while the percent of the PSEO courses offered by Iowa regents institutions and private four-year colleges has declined 2.7 and 5.9 percentage points respectively over the same period.

Figure 124

PERCENTAGE DISTRIBUTION OF POSTSECONDARY ENROLLMENT OPTION COURSES TAKEN BY IOWA HIGH SCHOOL STUDENTS



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

Dropouts and High School Graduation Rates

Iowa school districts have been required to report the number of grades 7-12 dropouts to the Iowa Department of Education for over 20 years. Iowa, as well as most states, collect and report dropout statistics using the National Center for Education Statistics (NCES) definitions. Beginning with the 2002 edition of *The Annual Condition of Education Report,* the Iowa Department of Education will report estimates of graduation rates. The NCES has also developed a standard definition of graduation rates. The NCES uses the number of high school graduates against the sum of high school graduates and grades 9-12 dropouts to estimate high school graduation rates. The same methodology will be employed in this annual report to estimate Iowa high school graduation rate for the purpose of across district and/or across state comparisons.

Dropouts

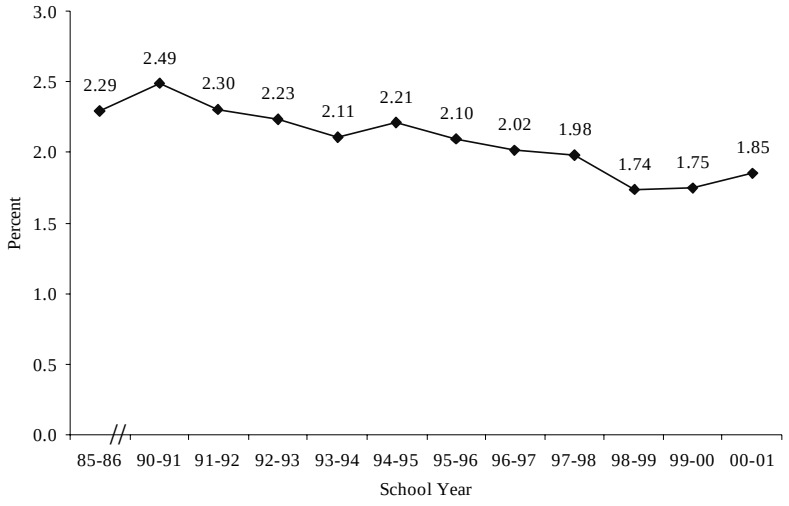
Dropout data are collected through the Basic Educational Data Survey (BEDS) each fall from each district for grades 7-12. Dropout data are collected by gender, race/ethnicity, and grade. Students who satisfy one or more of the 4 conditions listed below are considered dropouts by the BEDS and NCES definition:

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or,
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and,
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b) temporary school-recognized absence for suspension or illness, and c) or death.

Figure 125 shows the trend data of Iowa public school grade 7-12 dropouts as a percent of public school grade 7-12 enrollments. A general decline of students in grades 7-12 that have dropped out has occurred between 1990-1991 and 1998-1999. A slight increase in the dropout percent is noted since 1998-1999. The 2000-2001 dropout rate increased a tenth of a percent point compared to the 1999-2000 value of 1.75 percent.

Figure 125

IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 1985-1986 AND 1990-1991 THROUGH 2000-2001



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

Table 140 presents 2000-2001 school year dropouts by grade level for the state and for each of the seven enrollment categories. In 2000-2001, a total of 4,220 students were reported as dropouts. The largest percentage of dropouts was from grade 12, about 33 percent of total dropouts, followed by grade 11 at 29 percent. Less than 1 percent of the total number of dropouts were from grades 7 and 8 combined.

Districts with enrollments of 2,500 and above accounted for 68.39 percent of all dropouts and 44.69 percent of grade 7-12 enrollments. The districts in enrollment categories under 2,500 had smaller portion of dropouts than their portion of grade 7-12 enrollments. The districts with enrollment between 1,000 and 2,499 reported less than 18 percent of public school dropouts and served more than 26 percent of Iowa public school 7-12 graders. Less than one percent of the students in grades 7-12 dropped out in districts with fewer than 1,000 students. However, the grade 7-12 dropout rates were above 2 percent for the districts with more than 2,499 students.

Table 140

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY ENROLLMENT CATEGORY 2000-2001

Enrollment Category	Grade Level 7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	% of Enroll 7-12	Drop-Out Percent
<250	0	0	0	2	4	7	13	0.31%	0.88%	0.65%
250-399	0	0	6	12	19	16	53	1.25	3.08	0.75
400-599	1	0	10	29	48	82	170	4.03	8.66	0.86
600-999	0	1	20	58	107	154	340	8.06	16.65	0.89
1,000-2,499	0	2	62	165	255	274	758	17.96	26.04	1.28
2,500-7,499	0	1	159	269	297	263	989	23.44	19.61	2.21
7,500+	13	9	362	434	492	587	1,897	44.95	25.08	3.31
State	14	13	619	969	1,222	1,383	4,220	100.00	100.00	1.85

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

Table 141 shows dropout statistics by gender for school years 1994-1995 to 2000-2001. Males had a higher dropout percent than females in each of the seven years shown. In 2000-2001, males represented 57.61 percent of total dropouts and 51.09 grade 7-12 enrollments.

Table 141

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY GENDER 1994-1995 — 2000-2001

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Dropout Percent Female	1.87%	1.81%	1.75%	1.73%	1.59%	1.51%	1.60%
Dropout Percent Male	2.54	2.38	2.27	2.22	1.87	1.99	2.08
Female Dropouts as a Percent of Total Dropouts	41.70	42.20	42.60	42.94	44.89	42.04	42.39
Female Enrollment as a Percent of Total Enrollment	49.20	49.00	49.10	49.05	48.94	48.88	48.91

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

Table 142 presents 2000-2001 dropout data by race/ethnicity as well as the distribution of grade 7-12 enrollments by the ethnic groups. The data reflect that dropout rates were higher for all minority groups except Asian than for the non-minority. In 2000-2001, all minorities represented 8.15 percent of grade 7-12 enrollments, while representing 19.93 percent of total dropouts. The dropout rate for minorities was 4.52 percent compared to 1.61 percent for non-minorities.

Table 142

2000-2001 Iowa Public School Grade 7-12 Dropouts by Race/Ethnicity

Race/ Ethnicity Group	Dropout as a % of Enrollment	Total Dropouts	% of Total Dropouts	Grade 7-12 Enrollment	% of 7-12 Enrollment
Non-Minority	1.61%	3,379	80.07%	209,643	91.85%
All Minority	4.52	841	19.93	18,592	8.15
American Indian	6.64	72	1.70	1,084	0.48
Asian	1.58	64	1.52	4,038	1.77
Hispanic	5.80	373	8.84	6,433	2.82
African American	4.72	332	7.87	7,037	3.08
State	1.85	4,220	100.00	228,235	100.00

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

A seven-year comparison of dropouts by race/ethnicity is displayed in Table 143. From 1994-1995 to 2000-2001, grades 7-12 white enrollment and white dropouts have been decreasing. The decline of proportion white dropouts was 7.7 percentage points from 1994-1995 to 2000-2001, while the decrease of proportion white enrollment was 2.2 percentage points during the same period (also see Figure 126).

Table 143

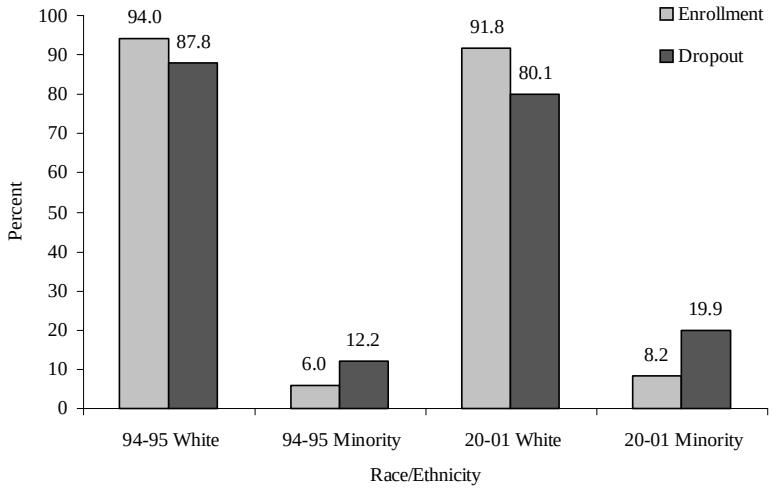
Percent of Dropouts and Percent of Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 1994-1995 to 2000-2001

Racial/Ethnic Group	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
	% of 7-12 Total Dropouts						
White	87.8%	83.6%	84.8%	83.3%	83.0%	83.5%	80.1%
African American	5.6	9.0	7.6	7.4	6.4	6.3	7.9
Hispanic	4.3	4.6	5.4	6.7	7.7	7.3	8.8
Asian	1.3	1.6	1.3	1.4	1.6	1.6	1.5
American Indian	1.0	1.2	0.9	1.2	1.3	1.3	1.7
	% of 7-12 Enrollment						
White	94.0%	93.7%	93.4%	93.1%	92.8%	92.4%	91.8%
African American	2.7	2.7	2.8	2.8	2.9	3.0	3.1
Hispanic	1.5	1.7	1.9	2.1	2.2	2.5	2.8
Asian	1.5	1.5	1.6	1.6	1.7	1.7	1.8
American Indian	0.3	0.4	0.3	0.4	0.4	0.4	0.5

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

Figure 126

Comparison of the Percentage of Grade 7-12 Enrollments and Grade 7-12 Dropouts Represented by Minority and White Iowa Public School Students 1994-1995 and 2000-2001



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

2000-2001 distribution of grade 7-12 dropout rates is shown in Table 144. About 25 percent of Iowa public school districts had no dropouts in 2000-2001, and just over 6 percent of the districts had over a 3 percent dropout rate. Over 60 percent of the districts had a dropout rate of less than 1 percent.

Table 144

Distribution of Grade 7-12 Dropout Rates for Iowa Public Schools 2000-2001

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0	93	25.1%	25.1%
.01-.50	60	16.1	41.2
.51-1.00	70	18.9	60.1
1.01-1.50	55	14.8	74.9
1.51-2.00	34	9.2	84.1
2.01-2.50	26	7.0	91.1
2.51-3.00	10	2.7	93.8
3.01-3.50	8	2.2	96.0
3.51-4.00	4	1.0	97.0
>4.00	11	3.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.
Note: Dropout rates are combined grade 7-12 dropouts divided by combined grade 7-12 enrollment and expressed as a percent.

Table 145 presents data from the National Center for Education Statistics (NCES) on grade 9-12 dropout rates by state for school years 1994-1995 to 1999-2000. The percentage of Iowa grade 9-12 dropouts has decreased from 3.5 percent in 1994-1995 to 2.5 percent in 1998-1999 and 1999-2000. Iowa had the lowest grade 9-12 dropout rate in the nation in 1999-2000.

Table 145

PUBLIC HIGH SCHOOL - GRADE 9-12[1]
DROPOUT RATES BY STATES 1994-1995 TO 1999-2000

	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	Percent Dropout	Nat'l Rank	Percent Dropout	Nat'l Rank	Percent Dropout	Nat'l Rank	Percent Dropout	Nat'l Rank	Percent Dropout	Nat'l Rank	Percent Dropout	Nat'l Rank
Iowa	**3.5**	**5**	**3.1**	**3.5**	**2.9**	**3**	**2.9**	**3**	**2.5**	**2**	**2.5**	**1**
Wisconsin	2.7	2	2.4	1	2.7	1.5	2.8	1.5	2.6	3	2.6	2
North Dakota	2.5	1	2.5	2	2.7	1.5	2.8	1.5	2.4	1	2.7	3
Connecticut	5.0	16.5	4.8	16.5	3.9	7.5	3.5	7.5	3.3	5.5	3.1	4.5
New Jersey[2]	4.0	8	4.1	8.5	3.7	6	3.5	7.5	3.1	4	3.1	4.5
Maine	3.4	3	3.1	3.5	3.2	4	3.2	5.5	3.3	5.5	3.3	6
South Dakota[2]	5.3	22.5	5.7	26	4.5	12	3.1	4	4.5	16	3.5	7
Virginia[2]	5.2	20	4.7	14.5	4.6	14.5	4.8	17.5	4.5	16	3.9	8
Nebraska	4.5	11	4.5	11.5	4.3	10	4.4	13.5	4.2	11	4.0	9.5
Pennsylvania	4.1	9	4.0	7	3.9	7.5	3.9	9	3.8	8	4.0	9.5
Delaware	4.6	12.5	4.5	11.5	4.5	12	4.7	16	4.1	10	4.1	12.5
Maryland[2]	5.2	20	4.8	16.5	4.9	17.5	4.3	12	4.4	12.5	4.1	12.5
Massachusetts	3.6	7	3.4	5	3.4	5	3.2	5.5	3.6	7	4.1	12.5
Utah	3.5	5	4.4	10	4.5	12	5.2	24.5	4.7	21	4.1	12.5
Montana	-	-	5.6	23	5.1	21.5	4.4	13.5	4.5	16	4.2	16
Tennessee[2]	5.0	16.5	4.9	18	5.1	21.5	5.0	21	4.6	19.5	4.2	16
West Virginia	4.2	10	3.8	6	4.1	9	4.1	10	4.9	23.5	4.2	16
Minnesota	5.2	20	5.2	19	5.5	25	4.9	19.5	4.5	16	4.3	18
Missouri	7.0	29	6.5	30	5.8	26	5.2	24.5	4.8	22	4.4	19
Alabama[2]	6.2	25	5.6	23	5.3	24	4.8	17.5	4.4	12.5	4.5	20
Vermont[2]	4.7	14	5.3	20	5.0	19.5	5.2	24.5	4.6	19.5	4.7	21
Rhode Island	4.6	12.5	4.6	13	4.7	16	4.9	19.5	4.5	16	4.8	22
Mississippi	6.4	26	6.2	28	6.0	28	5.8	28.5	5.2	26	4.9	23
Kentucky	-	-	-	-	-	-	5.2	24.5	4.9	23.5	5.0	25
Ohio	5.3	22.5	5.4	21	5.2	23	5.1	22	3.9	9	5.0	25
Texas		-	-	-	-	-	-	-	-	-	5.0	25
Oklahoma[2]	5.8	24	5.7	26	5.9	27	5.8	28.5	5.2	26	5.4	27
Alaska[2]	-	-	5.6	23	4.9	17.5	4.6	15	5.3	28	5.5	28
Arkansas	4.9	15	4.1	8.5	5.0	19.5	5.4	27	6.0	29	5.7	29.5
Wyoming	6.7	28	5.7	26	6.2	29	6.4	30	5.2	26	5.7	29.5
Oregon[3]	7.1	30	7.0	31	-	-	-	-	6.5	30.5	5.8	31
New Mexico	8.5	31	8.3	33	7.5	32	7.1	33	7.0	33	6.0	32
Illinois[2]	6.6	27	6.4	29	6.6	30	6.9	32	6.5	30.5	6.2	33.5
Nevada	10.3	35	9.6	35	10.2	35	10.1	36	7.9	35	6.2	33.5
Dist. of Col.	10.6	36	-	-	-	-	12.8	38	8.2	36	7.2	35.5
Georgia	9.0	32	8.5	34	8.2	33	7.3	34	7.4	34	7.2	35.5
Louisiana	3.5	5	11.6	37	11.6	36	11.4	37	10.0	38	9.2	37
Arizona	9.6	34	10.2	36	10.0	34	9.4	35	8.4	37	-	-
Idaho[2]	9.2	33	8.0	32	7.2	31	6.7	31	6.9	32	-	-
Kansas	5.1	18	4.7	14.5	4.6	14.5	4.2	11	-	-	-	-

Source: National Center for Education Statistics, Dropout Rates in the United States: 1996-2000; Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000, August 2002.

Notes: "-" Data not available.
"[1]" Ungraded students are prorated into the 9th through 12th grade total for dropout rate calculation purposes.
"[2]"This state reported on an alternative July through June cycle rather than the specified October through September cycle.
"[3]"Oregon dropout counts erroneously included students that were completers, these students count for approximately 0.2 percent of Oregon's dropout counts.

High School Graduation Rates

The number of high school graduates collected through the BEDS is defined as the sum of the following:

- 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 graduates 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.

The high school graduation rate is 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 the four series year period. More specifically: The total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 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.

Table 146 displays the Iowa high school graduation rates for graduating classes 1997 through 2001. The overall result shows an upward trend on high school graduation rates from 87.3 percent in 1997 to 89.2 percent in 2001 (Figure 127). Female graduation rates have been higher than male graduation rates across the five graduation class years in Table 146.

Table 146

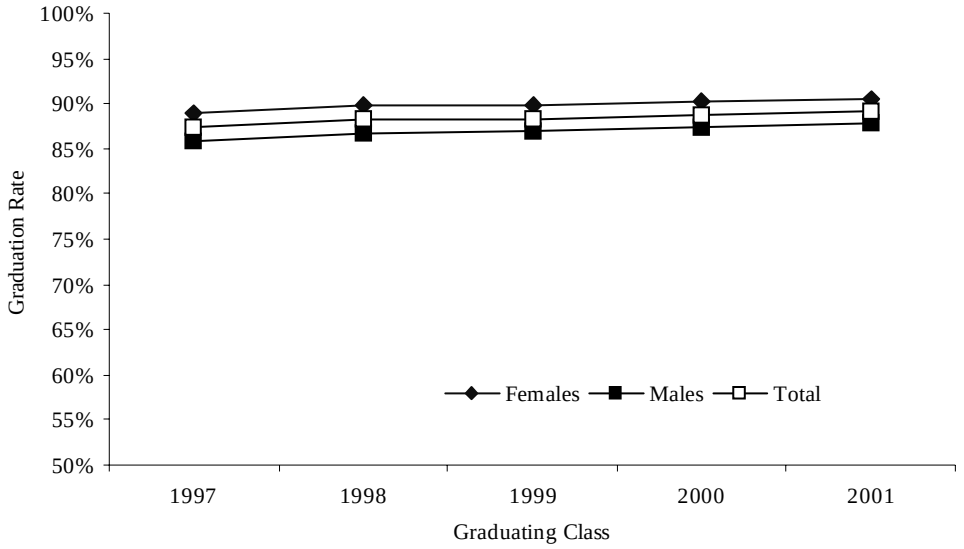
IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY GENDER, GRADUATING CLASSES 1997-2001

Graduating Class	Number of Graduates			Graduation Rates		
	Females	Males	Total	Females	Males	Total
1997	16,740	16,711	33,451	88.9%	85.8%	87.3%
1998	17,343	17,243	34,586	89.8	86.7	88.2
1999	17,220	17,442	34,662	89.8	86.9	88.3
2000	17,025	16,933	33,958	90.3	87.3	88.8
2001	16,940	16,969	33,909	90.5	87.9	89.2

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

Figure 127

IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY GENDER AND STATE TOTAL, 1997-2001



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

Racial and ethnic group comparisons are shown in Table 147 for graduating classes 1997, 2000, and 2001. Asian and White high school graduates had the highest graduation rates for all classes shown. The Asian graduation rate was 93.9 percent in 2001. The graduation rate for Hispanic was the lowest of the racial/ethnic groups at 66 percent in 2001. Overall, the minority groups' graduation rates may be more variable due to smaller group sizes.

Table 147

IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY RACE/ETHNICITY, GRADUATING CLASSES 1997, 2000 AND 2001

Race Ethnicity	Number of Graduates			Graduation Rates		
	1997	2000	2001	1997	2000	2001
American Indian	80	74	216	58.0%	63.8%	73.7%
Hispanic	534	539	589	70.2	64.9	66.0
Asian	563	551	690	88.5	88.7	93.9
African American	623	737	682	64.4	68.5	70.7
White	31,651	32,057	31,732	88.4	90.0	90.3
Total	33,451	33,958	33,909	87.3%	88.8%	89.2%

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

Table 148 shows the graduation rates by enrollment category for graduating classes 1997, 2000, and 2001. In general, districts with enrollment 2,500 and above had graduation rates less than the state average while the smaller districts had higher graduation rates than the state average. The graduation rates for the districts with enrollment under 2,500 were above 90 percent for 2000 and 2001.

Table 148

IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY ENROLLMENT CATEGORY, GRADUATING CLASSES 1997, 2000 AND 2001

Enrollment Category	Number of Graduates			Graduation Rates		
	1997	2000	2001	1997	2000	2001
<250	171	201	298	94.0%	90.5%	94.0%
250 - 399	987	1,310	1,274	94.4	92.1	93.3
400 - 599	2,822	3,128	3,214	93.6	94.5	94.6
600 - 999	6,615	6,162	6,017	92.6	93.4	93.4
1,000 - 2,499	8,884	9,250	9,081	88.4	90.7	91.3
2,500 - 7,499	6,430	6,596	6,690	85.1	86.7	88.6
7,500+	7,542	7,311	7,335	81.0	82.2	81.6
Total	33,451	33,958	33,909	87.3%	88.8%	89.2%

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

Table 149 displays the data from the National Center for Education Statistics (NCES) on four-year high school graduation rates by state for the years of 1995, 1999 and 2000. Iowa high school graduation rate has increased from 87 percent in 1995 to 88.8 percent in 2000. Iowa had the third highest graduation rate in the nation in all three years shown, just behind Wisconsin and North Dakota.

FOUR-YEAR HIGH SCHOOL GRADUATION RATES BY STATE
1995, 1999, AND 2000

	1995		1999		2000	
	Graduation Percent	Nat'l Rank	Graduation Percent	Nat'l Rank	Graduation Percent	Nat'l Rank
Wisconsin	88	2	89.7	1.5	89.3	1
North Dakota	90	1	89.7	1.5	88.9	2
Iowa	**87**	**3.5**	**88.3**	**3**	**88.8**	**3**
New Jersey	84	9	85.2	6	86.7	4
Connecticut	81	16	83.7	9	86.5	**5**
Maine	87	3.5	86.4	4	86.2	6
Massachusetts	85	7	86.0	5	85.5	7
Nebraska	83	11	84.5	7	85.1	8
Pennsylvania	84	9	84.0	8	84.1	9
South Dakota	79	26	81.7	15	83.6	10
West Virginia	84	9	83.2	10	82.6	11
Montana	-	-	82.0	13	82.4	12
Maryland	80	21.5	81.6	16	81.9	13
Virginia	81	16	81.5	17	81.8	14
Vermont	81	16	82.1	12	81.4	15.5
Utah	86	5.5	80.1	21	81.4	15.5
Minnesota	80	21.5	81.2	18	81.2	17
Delaware	81	16	82.9	11	80.8	18.5
Rhode Island	81	16	81.8	14	80.8	18.5
Ohio	80	21.5	80.5	20	80.4	20
Arkansas	80	21.5	81.0	19	80.1	21
Alabama	77	29.5	78.9	22.5	79.8	22
Missouri	74	35.5	77.8	26	79.6	23
Oklahoma	-	-	78.7	24	78.8	24.5
Tennessee	79	26	78.5	25	78.8	24.5
Wyoming	76	31.5	77.2	27	77.6	26
Alaska	-	-	78.9	22.5	77.3	27
Mississippi	75	33.5	76.4	28	76.4	28
Illinois	75	33.5	75.8	29	75.4	29
New Mexico	68	39	70.6	30	73.0	30
Georgia	67	40	68.9	31	70.7	31
Nevada	63	41	66.9	32	70.2	32
Louisiana	-	-	61.5	34	62.6	33
Arizona	57	42	63.2	33	-	-
South Carolina	86	5.5	-	-	-	-
Indiana	82	12.5	-	-	-	-
New York	82	12.5	-	-	-	-
Hawaii	80	21.5	-	-	-	-
Kansas	80	21.5	-	-	-	-
Kentucky	79	26	-	-	-	-
California	78	28	-	-	-	-
Florida	77	29.5	-	-	-	-
North Carolina	76	31.5	-	-	-	-
Colorado	74	35.5	-	-	-	-
Oregon	73	37	-	-	-	-
Idaho	71	38	-	-	-	-

Source: National Center for Education Statistics, A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level, and Public High School Dropout and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000.
Note: "-" Data not available.

Schools in Need of Improvement

Under the Elementary and Secondary Education Act, commonly referred to as No Child Left Behind Act (NCLB), school districts must report the academic progress of students in Title I schools. If the students in a Title I school do not make adequate yearly progress over two successive years they are designated as schools in need of assistance or schools in need of improvement. Twenty-six of 1,521 (1.7%) public school buildings in Iowa were determined to be in need of improvement following the 2001-2002 school year. These 26 schools came from 20 of the 371 districts in Iowa. A list of the schools in need of improvement and the school districts they are located in is presented in Table 150. Publication of this list in a state's annual report is required under the provisions of the No Child Left Behind Act.

Table 150

SCHOOLS IN NEED OF IMPROVEMENT
2002

District Name	School Name
Alden	Alden Elementary
Bennett	Bennett Elementary
Cedar Falls	North Cedar Elementary
Central Decatur	Decatur Elementary
College	Prairie View Elementary
Davenport	Buchanan Elementary
Davenport	Hayes Elementary
Davenport	Jefferson Elementary
Davenport	Madison Elementary
Davenport	Washington Elementary
Des Moines	Longfellow Elementary
Dubuque	Audubon Elementary
Eldora-New Providence	Eldora-New Providence Elem
Fairfield	Washington Elementary
Iowa City	Grant Wood Elementary
Keokuk	Lincoln Elementary
Malvern	Chantry Elementary
Missouri Valley	Missouri Valley Elem.
Muscatine	Franklin Elementary
Muscatine	Jefferson Elementary
North Cedar	Lowden Elementary
Oelwein	Parkside Elementary
Oskaloosa	Lincoln Elementary
South Page	South Page Elementary
Waterloo	Logan Middle School
Waterloo	Roosevelt Elementary

Source: Iowa Department of Education, Bureau of Administration and School Improvement Services, Title I.

Highly Qualified Teacher Comparison

Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. All Iowa teachers are considered highly qualified under the requirements of the No Child Left Behind Act. The NCLB Act also requires that a state include in its annual state report the characteristics of teachers in high and low poverty schools. High and low poverty schools are defined in NCLB as the top and bottom quartiles of schools in poverty. Table 151 provides a comparison between full-time teachers in school buildings in the top quartile of the highest percentage of students eligible for free or reduced price lunch and full-time teachers in buildings in the bottom quartile for the 2001-2002 school year. Teachers in the bottom quartile (school buildings with fewer students eligible for free or reduced price lunch) have a higher percentage of advanced degrees (29 percent versus 27 percent), 1.1 more years of experience (15 versus 13.9), and make approximately $1,200 more than teachers in the top quartile ($39,206 versus $37,953).

Table 151

TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS 2001-2002

	Number of Full-Time Teachers	Number of Students	Number of Advanced Degrees	Percentage of Advanced Degrees	Number of Bachelors Degrees	Average Experience	Average Age	Average Salary
Top Quartile*	8,061	107,634	2,153	27%	5,908	13.9	42.0	$37,953
Bottom Quartile**	9,168	139,860	2,654	29%	6,514	15.0	41.6	$39,206

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Meal Eligibility and Staff Files.
*Out of the 1,521 schools, these 381 schools had the highest percentage of students eligible for free or reduced price meals.
**Out of the 1,521 schools, these 381 schools had the lowest percentage of students eligible for free or reduced price meals.

FINANCE

The finance chapter of this year's *Annual Condition of Education Report c*ontinues with the expanded information that was added in the 2001 report. The chapter contains the most current data on expenditures and budgets that is available at the time of the preparation of the annual report. The primary sources of data are the Department of Education's Certified Annual Financial Report, the Department of Management's database used to develop each school district's Aid and Levy Worksheet, and the Program and Budget Summary information available from the Legislative Fiscal Bureau. The most current data from the Certified Annual Financial Report is for the 2000-2001 school year. Budget information, however, is available for the 2002-2003 year.

Included in this chapter is information on expenditures by functions (instruction, administration, operations, etc.) and objects (salaries, benefits, supplies, etc.). Budget information such as revenues, property taxes, state aid and income surtaxes are displayed. Some information is shown by the enrollment size categories to the extent that it was thought to be useful to gain additional insight into the comparisons. The 1985-1986 year continues to be used as the base year to the extent possible.

Function Category Expenditures

Table 152 shows general fund expenditures by function for the years 1985-1986, 1999-2000 and 2000-2001. Function categories are grouped into instruction, student support services, staff support services, administrative services, operations and maintenance, student transportation, central support services, food services subsidy, and community service and education.

Between 1999-2000 and 2000-2001, the percent of expenditures for instruction decreased slightly, 0.2 percentage points. Decreases also occurred in administrative services, student transportation, and central support services of 0.1, 0.1, and 0.2 percentage points, respectively. The proportion of expenditures for operations and maintenance increased by 0.5 percentage points, and staff support services increased by 0.1 percentage points.

Compared to 1985-1986, the percentage of total expenditures for instruction has increased from 65.3 percent to 69 percent. Administration has decreased from 10.2 percent to 9.5 percent. The portion of general fund expenditures for administrative services, operations and maintenance, student transportation, central support and food services subsidy have all decreased since 1985-1986.

Table 152

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986, 1999-2000, AND 2000-2001

Function Category	Year 1985-1986	1999-2000	2000-2001
Instruction	65.3%	69.2%	69.0
Student Support Services	2.9	3.8	3.8
Staff Support Services	3.2	3.9	4.0
Administrative Services	10.2	9.6	9.5
Operations and Maintenance	12.2	8.7	9.2
Student Transportation	5.2	3.9	3.8
Central Support Services	0.6	0.6	0.4
Food Services Subsidy	0.2	0.1	0.1
Community Service and Education	0.2	0.2	0.2
			100.0

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

Expenditures by function by enrollment category for the 2000-2001 year are displayed in Table 153. The average percent of expenditures for instruction varied from 68.0 percent in districts with enrollments of 600 to 999, to 70.2 percent in districts with enrollments under 250. The averages in the three enrollment categories of 1000 students and above were all above the state average of 69.0 percent. Administrative services varied from 8.3 percent in districts with enrollments of 7,500 and above to 12.4 percent in districts with enrollments between 250 and 399. Districts with enrollments under 250 averaged 12 percent for administration. Student support services and staff support services varied from 1.7 percent and 2.5 percent, respectively, in districts below 250 students to 4.6 percent and 4.2 percent in districts with enrollments of 7,500 and above.

Table 153

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2000-2001

Function Category	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Instruction	70.2	68.5	68.3	68.0	69.3	69.3	69.2	69.0
Student Support Services	1.7	2.6	2.8	3.1	3.8	4.0	4.6	3.8
Staff Support Services	2.5	3.0	3.1	3.3	4.0	5.0	4.2	4.0
Administrative Services	12.0	12.4	11.6	10.7	9.6	8.6	8.3	9.5
Operations and Maintenance	8.4	8.5	9.0	9.3	8.9	9.4	9.5	9.2
Student Transportation	3.8	4.6	4.9	5.0	5.2	4.2	3.2	3.8
Central Support Services	0.0	0.0	0.0	0.0	0.1	0.4	1.2	0.4
Food Services Subsidy	0.4	0.1	0.1	0.1	0.1	0.0	0.0	0.1
Community Service and Ed.	0.2	0.1	0.1	0.2	0.1	0.1	0.3	0.2
	99.2	99.8	99.9	99.7	101.1	101.0	100.5	100.0

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

Object Category Expenditures

Object category expenditures as a percent of total general fund expenditures for salaries, benefits, purchased services, supplies, property, and other objects are shown in Table 154. In 2000-2001, salaries accounted for 64.0 percent of total general fund expenditures and benefits accounted for 16.1 percent for a salary and benefit total expenditure of 80.1 percent. In 1985-1986, salaries accounted for 68.1 percent and benefits accounted for 12.9 percent for a total expenditure of 81.0 percent. The percent of expenditures used for salaries has decreased since 1985-1986 and the portion expended on benefits has increased.

Table 154

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986, 1999-2000 AND 2000-2001

Object Category	Year 1985-1986 Percent	1999-2000 Percent	2000-2001 Percent
Salaries	68.1%	64.6%	64.0
Benefits	12.9	15.8	16.1
Purchased Services	9.9	10.3	10.3
Supplies	5.7	6.3	6.8
Property	2.6	2.6	2.5
Other Objects	0.8	0.4	0.3

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Expenditures by object by enrollment category are displayed in Table 155. The percentage expended for salaries increased from 50.5 percent for districts under 250 enrollment to 65.9 percent in districts with enrollments of 7,500 students or more. With each increase in enrollment category (with the exception of 600-999), a greater percentage of general fund expenditures was spent on salaries. Expenditures for benefits showed a similar pattern, increasing from 12.4 percent in districts under 250 students to 17.0 percent in districts with enrollments of 7,500 or more. Smaller districts expend a higher percent on purchased services probably associated with whole grade sharing, purchasing instructional and administrative services.

Table 155

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2000-2001

	Enrollment Category							
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	50.5%	58.7%	61.9%	61.8%	64.4%	65.5%	65.9%	64.0%
Benefits	12.4	14.4	15.0	15.4	16.3	16.3	17.0	16.1
Purchased Services	27.2	16.2	12.2	11.4	9.1	8.8	9.6	10.3
Supplies	7.3	7.9	8.0	8.1	7.2	6.7	5.2	6.8
Property	2.2	2.5	2.6	3.0	2.7	2.4	2.0	2.5
Other Objects	0.4	0.4	0.4	0.3	0.3	0.4	0.2	0.3

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Report.
Note: Totals may not equal 100 percent due to rounding.

Revenues

The sources of general fund revenues for 1985-1986, 1999-2000, and 2000-2001 are displayed in Table 156. State foundation aid accounted for 52.3 percent of the general fund revenues in 2000-2001 compared to 46.0 percent in 1985-1986. Other state sources increased from less than 1 percent in 1985-1986 to 5.3 percent in 2000-2001. The category "other state sources" includes allocations for educational excellence, school improvement, class size reduction block grants, and technology funding. These categorical revenue sources were all begun after 1985-1986. Total revenues by state sources (foundation aid and other), have increased from 46.7 percent in 1985-1986 to 57.6 percent in 2000-2001.

The percent of revenues from local taxes (which includes property taxes) has decreased from 47.3 percent in 1985-1986 to 32.0 percent in 2000-2001. Revenues from federal sources have increased from 2.4 percent in 1985-1986 to 3.4 percent in 2000-2001. A 0.1 percentage point increase in the portion coming from federal sources occurred between 1999-2000 and 2000-2001. State foundation aid decreased by 0.6 percentage points and local taxes as a revenue source increased by 0.4 percentage points.

Table 156

REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS 1985-1986, 1999-2000, AND 2000-2001

	Year		
	1985-1986	1999-2000	2000-2001
Source of Revenue			
Local Taxes	47.3%	31.6%	32.0%
Interagency	1.4	3.9	3.9
Other Local Sources	1.8	2.6	2.6
Intermediate Sources	0.1	0.2	0.3
State Foundation Aid	46.0	52.9	52.3
Other State Sources	0.7	5.3	5.3
Federal Sources	2.4	3.3	3.4
Other Financing Sources	0.3	0.2	0.1

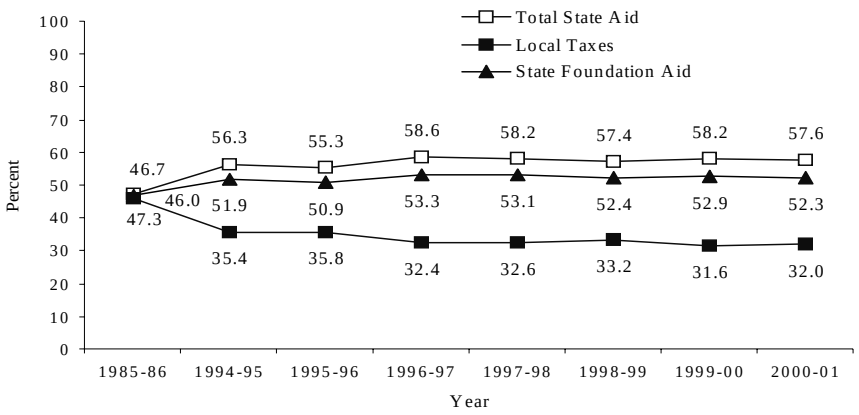
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate includes grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans and capital leases and insurance settlements for loss of fixed assets.

The changes in revenue sources are graphically displayed in Figure 128. In 1985-1986, the proportion of revenues from state foundation aid and local taxes were approximately equal. Between 1996-1997 and 2000-2001, total state aid has accounted for between 57.6 and 58.6 percent of the revenues for local schools. The percent of revenue from local taxes has generally decreased between 1985-1986 and 2000-2001, dropping from 47.3 percent to 32.0 percent. Over the last seven years, the proportion has dropped from 35.4 percent in 1994-1995 to 32.0 percent in 2000-2001.

Figure 128

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 2000-2001



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

The source of revenues by enrollment category is shown in Table 157 and Figure 129. As a general trend across enrollment categories, local taxes account for a higher proportion of revenues in smaller districts than in districts with higher enrollments. In districts with enrollments under 250, local taxes accounted for 39.6 percent of the revenues while in districts in the enrollment category of 1,000 to 2,499 local taxes accounted for 30.5 percent. The percent of revenues from state foundation aid generally increases as enrollment categories increase. Districts under 250 enrollment had 40.8 percent of their revenues from state foundation aid compared to 54.1 percent in the districts in the enrollment categories of 1,000 to 2,499 and 2,500 to 7,499.

The portion of revenues from "other state sources" was 7.9 percent in the category of districts under 250 enrollment and 4.8 percent in districts between 2,500 and 7,499. Districts in size categories above 250 enrollment and less than 2,500, as well as districts in the size category 7,500 and above, had averages ranging from 5.1 percent to 5.8 percent. The highest portion of revenues from federal sources, 4.8 percent, was found in districts with enrollments greater than 7,499 students.

Table 157

REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS 2000-2001

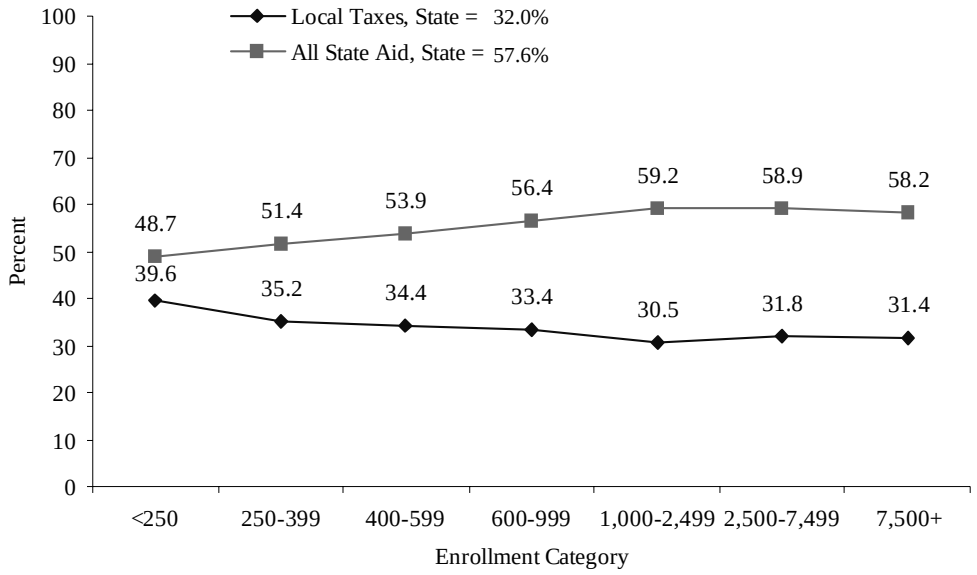
Source of Revenue	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Local Taxes	39.6%	35.2%	34.4%	33.4%	30.5%	31.8%	31.4%	32.0%
Interagency	5.5	6.9	6.2	4.9	4.5	3.7	2.0	3.9
Other Local Sources	3.0	2.9	2.5	2.4	2.4	2.8	2.8	2.6
Intermediate Sources	0.1	0.2	0.1	0.1	0.1	0.0	0.8	0.3
State Foundation Aid	40.8	45.6	48.3	51.1	54.1	54.1	52.8	52.3
Other State Sources	7.9	5.8	5.6	5.3	5.1	4.8	5.4	5.3
Federal Sources	3.0	3.2	2.8	2.7	3.2	2.7	4.8	3.4
Other Financing Sources	0.2	0.3	0.1	0.1	0.1	0.2	0.0	0.1

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

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources includes grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans and capital leases and insurance settlements for loss of fixed assets.

Figure 129

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND ALL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2000-2001



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

Taxable Valuation

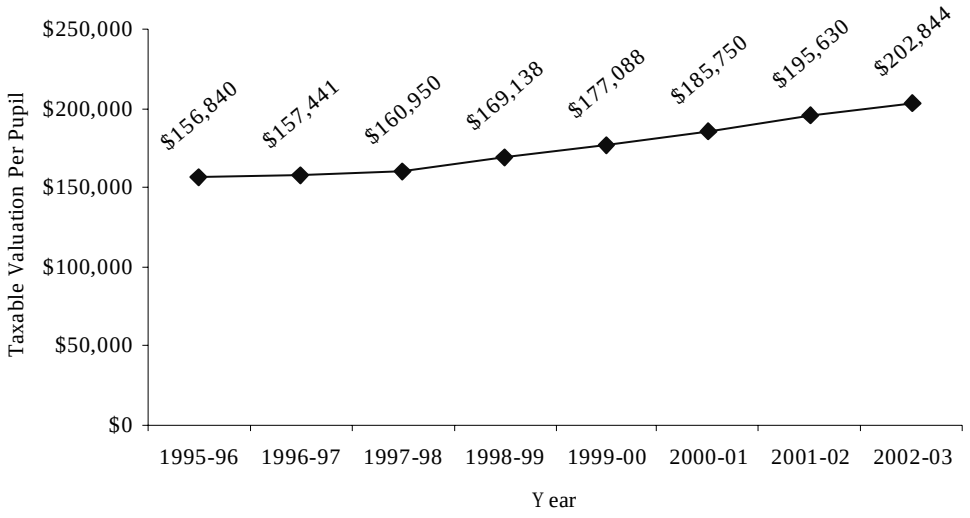
One measure of the "wealth" of a school district is its taxable valuation. The taxable valuation is the adjusted-equalized value of real property. Every two years, the Iowa Department of Revenue and Finance adjusts/reviews the property values in the 112 assessing jurisdictions of the state. Assessments are adjusted to actual values for each class of property, except for property classified as agriculture land, which is assessed on productivity. Adjustments are based upon assessment/sales ratio studies as well as investigations and appraisals done by the state. The productivity formula for agriculture land use is based on agriculture prices and expenses. The state orders an adjustment if reported valuations are more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per $1,000 valuation.

The amount of state foundation aid a school district receives is a direct function of the taxable valuation of the district. The Iowa school foundation aid plan requires all school districts to levy a uniform levy of $5.40 per $1,000 taxable valuation. State aid is provided to adjust for differing amounts of property tax revenue raised in each district under the uniform levy. Property tax rates are also a function of the relative property wealth of a district such that generally higher overall assessed valuation results in lower overall property tax rates.

The average statewide taxable valuation per pupil from 1995-1996 to 2002-2003 is displayed in Figure 130. Between 1995-1996 and 2002-2003 taxable valuation per pupil increased 29.3 percent. The statewide valuation increase between 2001-2002 and 2002-2003 was 3.7 percent and 5.3 percent between 2000-2001 and 2001-2002. Valuation increases per pupil are due to decreases in enrollment and increases in property values.

Figure 130

IOWA AVERAGE TAXABLE VALUATION PER PUPIL 1995-1996 TO 2002-2003



Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

Taxable valuations per pupil by enrollment category for the years 1997-1998 through 2002-2003 are shown in Table 158. The general trend across categories is that taxable valuation per pupil increased as enrollment in districts decreased. Average valuation per pupil was approximately 70 percent higher in the enrollment category of districts under 250 enrollment compared to the enrollment category of districts with enrollments that exceed 7,499. The taxable valuations per pupil in districts greater than 1,000 students were somewhat similar. The percent of increase in taxable valuations between 1997-1998 and 2002-2003 was the least in the largest enrollment category (20.0 percent) and greatest in the smallest enrollment category (38.0 percent) but varied across all the other enrollment categories.

Table 158

IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1997-1998 TO 2002-2003

Enrollment Category	Per Pupil Taxable Valuation Year 1997-98	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	% Increase 1997-1998 to 2002-2003
<250	$230,928	$243,617	$262,531	$278,913	$304,370	$318,629	38.0%
250-399	204,350	215,148	216,057	229,985	245,596	256,863	25.7
400-599	185,960	194,922	208,769	222,895	235,100	237,557	27.8
600-999	172,337	184,123	191,868	201,732	213,650	222,930	29.4
1,000-2,499	153,096	158,097	165,805	175,204	185,643	192,412	25.7
2,500-7,499	148,747	158,190	166,072	175,250	184,676	192,689	29.5
7,500+	155,558	162,587	169,218	174,108	181,143	186,618	20.0
State	160,950	169,138	177,088	185,750	195,630	202,844	26.0

Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

Table 159 displays the minimum and maximum valuations per pupil by enrollment size category for 1990-1991, 2000-2001, 2001-2002, and 2002-2003. The ratio between the highest and lowest valuation per pupil has been approximately six to one for the three most recent years displayed in the table. In 1990-1991, the ratio was approximately 6.8 to 1. There does not appear to be a trend across districts. In the largest districts, the district with the highest valuations per pupil exceeded the lowest by a factor of 2.8 in 2002-2003. In the smallest districts enrollment category the ratio was 3.8 to 1. The largest ratio spread across districts was in the enrollment category 400 to 599 with a factor of four difference.

Table 159

NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT 1990-1991 AND 2000-2001 TO 2002-2003

Enrollment Category	1990-1991		2000-2001		2001-2002		2002-2003	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
<250	$87,290	$488,392	$152,131	$549,020	$163,151	$584,945	$158,938	$609,909
250-399	99,198	429,137	133,380	451,583	139,374	495,778	155,714	535,300
400-599	74,347	352,329	92,573	350,373	97,477	377,320	100,355	404,216
600-999	86,841	318,591	111,465	409,970	116,412	382,384	137,223	371,967
1,000-2,499	71,421	283,402	93,339	370,462	107,583	389,550	111,850	429,650
2,500-7,499	78,340	231,016	104,148	313,393	106,234	310,373	105,715	348,492
7,500+	90,952	188,506	114,143	327,747	119,382	334,975	121,063	333,693
State	71,421	488,392	92,573	549,020	97,477	584,945	100,355	609,909

Source: Iowa Department of Management, School Budget Master Files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

The amount that school districts spend per pupil from the general fund is calculated by dividing the budget enrollments into the total general fund expenditures. General fund expenditures include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures for community services, adult education, nonpublic education, co-curricular activities, financial support for food services program, 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 have been excluded from the general fund per pupil calculations.

Per pupil expenditures for 1985-1986, and 1997-1998 through 2000-2001 are displayed in Table 160. In addition to the per pupil expenditures across years, Table 160 shows expenditures across enrollment categories. The average expenditure per pupil in 2000-2001 was $5,959 compared to $2,916 in 1985-1986. The average expenditure for districts with less than 250 students was $7,001, the highest across any category. Districts with enrollments between 1,000 and 2,499 had the lowest average expenditure per pupil in 2000-2001, $5,727. The same enrollment categories have had the highest and lowest average expenditures in all the years shown.

Table 160

AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1985-1986, AND 1997-1998 THROUGH 2000-2001

Enrollment Category	1985-1986	1997-1998	Year 1998-1999	1999-2000	2000-2001
<250	$3,368	$5,726	$6,209	$6,402	$7,001
250-399	3,000	5,339	5,610	5,835	6,305
400-599	2,917	5,025	5,296	5,591	5,871
600-999	2,869	4,985	5,220	5,477	5,838
1,000-2,499	2,819	4,881	5,152	5,447	5,727
2,500-7,499	2,899	5,055	5,231	5,515	5,821
7,500+	2,987	5,461	5,656	5,936	6,294
State	2,916	5,119	5,347	5,630	5,959

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

The average expenditure per pupil in Iowa is compared with selected other states in Table 161 and Figure 131. In 2000-2001, Iowa's expenditure per pupil of $6,362 ranked 33rd in the United States which was below the national average of $7,161. Five midwest states had higher expenditures per pupil than Iowa. Two midwest states, South Dakota and Missouri, had lower per pupil expenditures than Iowa's.

Table 161

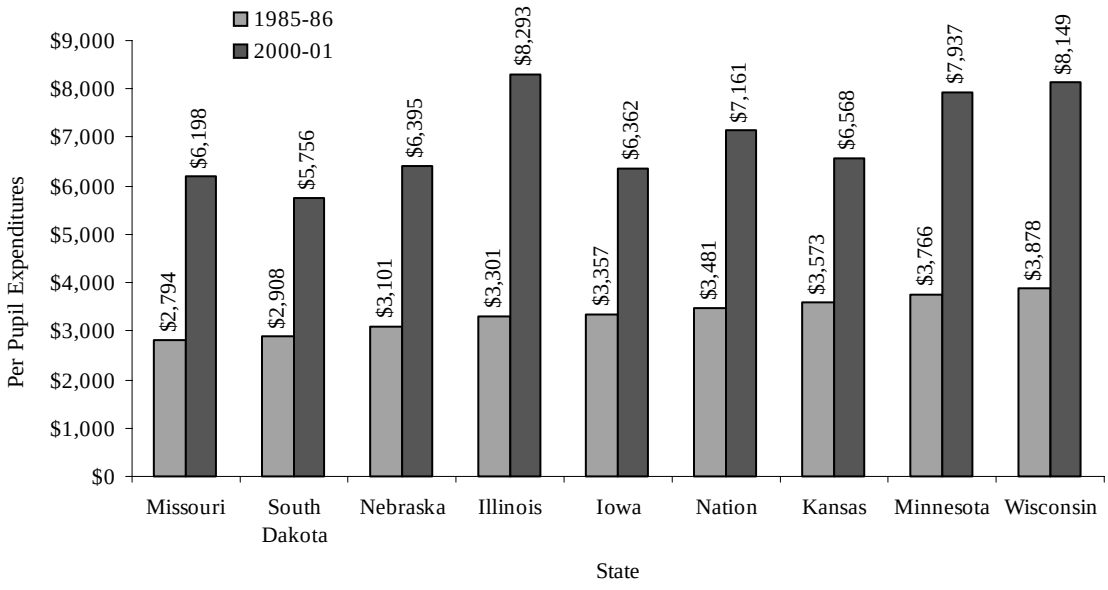
IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE GENERAL FUND PER PUPIL EXPENDITURES 1985-1986, 1998-1999 THROUGH 2000-2001

State/Nation	Year 1985-1986	Rank	Year 1998-1999	Rank	Year 1999-2000	Rank	Year 2000-2001	Rank
Iowa	**$3,357**	**25**	**$5,583**	**34**	**$6,008**	**31**	**6,362**	**33**
Nation	**3,481**	**—**	**6,232**	**—**	**6,627**	**—**	**7,161**	**—**
Illinois	3,301	26	5,795	30	6,149	26	8,293	10
Kansas	3,573	19	5,801	28	6,386	23	6,568	28
Minnesota	3,766	15	6,934	14	7,435	14	7,937	12
Missouri	2,794	38	5,222	41	5,846	37	6,198	38
Nebraska	3,101	32	5,678	31	6,000	32	6,395	31
South Dakota	2,908	36	5,060	45	5,369	45	5,756	42
Wisconsin	3,878	12	7,185	8	7,886	11	8,149	11

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: 2000-2001 figures are estimated by NEA.
Based on fall enrollments.

Figure 131

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1985-1986 AND 2000-2001



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

State Aid

The total amount of state aid going to school districts includes Foundation Aid, Educational Excellence (Phases I, II, III), Instructional Support, Technology/School Improvement, Class Size Reduction, and Teacher Quality/Compensation is displayed in Table 162. The amount of state aid appropriated for the 2001-2002 school year reported in Table 162 has been adjusted from the amount reported in the prior year's *Condition of Education Report*. The adjusted numbers reflect the impact of the 4.3 percent reduction in state aid per the executive order issued in October 2001 and legislative adjustments made to the 2001-2002 total general fund appropriation. An adjustment to 2001-2002 was also made to reflect the appropriation for Teacher Quality/Teacher Compensation.

Changes in state aid in 1996-1997 and 1999-2000 were impacted by legislative changes that increased the school foundation aid level from 83.0 percent to 87.5 percent in 1996-1997 and increased the foundation level for special education from 79 percent to 87.5 percent. Both of these foundation level changes provided property tax relief but no additional budget increase to districts.

The 4.3 percent reduction in 2001-2002 reduced State Foundation Aid by $77.5 million but did not reduce the Class Size Reduction/School Improvement ($30 million) allocation to districts. Although Educational Excellence ($80.9 million) and Instructional Support ($14.8 million) were reduced by 4.3 percent, they were later legislatively reinstated to their original amounts. In addition to the 4.3 percent reductions, Technology/School Improvement was legislatively reduced to $10.0 million in 2001-2002 from the 2000-2001 amount of $20.0 million.

The funding for Technology/School Improvement was eliminated for 2002-2003 and Educational Excellence was reduced from $80.9 million in 2001-2002 to $66.9 million in 2002-2003. Class Size Reduction/School Improvement, Teacher Quality/Compensation and Instructional Support all continued at the same funding levels in 2002-2003 as 2001-2002. State Foundation Aid was increased $59.0 million between 2001-2002 and 2002-2003.

Table 162

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS) 1981-1982 TO 2002-2003

Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
2002-2003	$1936.0	$4,468.8	43.3%
2001-2002	1,900.8	4,610.3	41.2
2000-2001	1,893.0	4,880.1	38.8
1999-2000	1,840.3	4,786.6	38.4
1998-1999	1,739.7	4,522.0	38.5
1997-1998	1,686.0	4,359.9	38.7
1996-1997	1,615.8	4,122.2	39.2
1995-1996	1,425.5	3,842.0	37.1
1994-1995	1,360.5	3,615.6	37.6
1993-1994	1,324.8	3,471.7	38.2
1992-1993	1,273.1	3,394.3	37.5
1991-1992	1,185.4	3,178.8	37.3
1990-1991	1,147.7	3,130.9	36.7
1989-1990	1,047.8	2,853.4	36.7
1988-1989	964.1	2,667.5	36.1
1987-1988	905.7	2,422.3	37.4
1986-1987	761.1	2,190.2	34.8
1985-1986	712.3	2,207.0	32.3
1984-1985	708.5	2,088.6	33.9
1983-1984	660.3	1,976.6	33.4
1982-1983	642.3	1,870.9	34.3
1981-1982	621.0	1,762.6	35.2

Source: Legislative Fiscal Bureau, Session Fiscal Report.
Note: Includes foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

Average property tax rates for the general fund and management fund by enrollment category are displayed in Table 163. The statewide average tax rate for the general fund was $11.6733 per $1,000 per taxable valuation. Districts with enrollments between 250 and 399 had the lowest average tax rate, $10.6219 per $1,000 taxable valuation in 2002-2003. Districts with enrollments of 7,500 or greater had the highest average tax rates of $12.6552 per $1,000 taxable valuation.

The number of districts using the management levy and average tax rates is also displayed in Table 163. The management levy may be used for paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of early retirement benefits. Although the purpose for which proceeds may be used is restricted, there is not a restriction on the tax rate. Three hundred fifty-seven, of a possible 371 districts, used the management levy in 2002-2003. The average tax rate is $0.63536 per $1,000 taxable valuation. Generally, the tax rate increases as enrollment categories increase with the exception of districts with enrollments of 2,500 to 7,499. The tax rate in the largest districts is more than twice the rate in the smallest districts ($0.83917 compared to $0.39556).

Table 163

PROPERTY TAX RATES AND NUMBER OF DISTRICTS LEVYING PROPERTY TAXES FOR THE GENERAL FUND AND MANAGEMENT FUND FOR THE 2002-2003 YEAR BY ENROLLMENT CATEGORY

	General Fund Levy		Management Levy		
Enrollment Category	Number of Districts	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	29	$10.8185	29	100.00%	$0.39556
250-399	50	10.6219	45	90.00	0.46390
400-599	77	10.7256	74	96.10	0.51938
600-999	100	10.8708	96	96.00	0.53622
1,000-2,499	81	11.3953	79	97.53	0.64998
2,500-7,499	25	12.2303	25	100.00	0.55049
7,500+	9	12.6552	9	100.00	0.83917
State	371	11.6733	357	96.23	0.63536

Source: Iowa Department of Management, Master Budget Files.
Note: Average Tax Rate per $1,000 Valuation.

The number of districts that levied under the board approved or voter-approved Physical Plant and Equipment Levy (PPEL) is displayed in Table 164. School boards may approve a physical plant and equipment levy up to $0.33 per $1,000 taxable valuation. School boards may request voter approval to increase the levy by an additional $1.34 per $1,000 taxable valuation for a maximum PPEL tax rate of $1.67 per $1,000 valuation. For the 2002-2003 school year, 97.3 percent of the school boards have imposed the $0.33 levy.

The voter-approved PPEL is used by approximately three-fourths of the districts. Districts in the enrollment categories between 400 and 999 had the lowest percent of districts using the levy. The average voter-approved PPEL tax rate statewide was $0.73872 per $1,000 valuation, which is approximately 55 percent of the maximum rate that could be levied. Districts in the enrollment category 2,500 to 7,499 impose the voter-approved PPEL at the highest rate across enrollment categories, $0.86724 per $1,000 valuation.

Table 164

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 2002-2003 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	29	27	93.10%	$.33	22	75.86%	$0.71167
250-399	50	48	96.00	.33	38	76.00	0.57378
400-599	77	75	97.40	.33	49	63.64	0.67917
600-999	100	99	99.00	.33	66	66.00	0.68427
1,000-2,499	81	78	96.30	.33	67	82.72	0.64126
2,500-7,499	25	25	100.00	.33	22	88.00	0.86724
7,500+	9	9	100.00	.33	8	88.89	0.78888
State	371	361	97.30	.33	272	73.32	0.73872

Source: Iowa Department of Management, Master Budget Files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.

Table 165 displays the number of districts that use the playground equipment and recreation levy (PERL) (also referred to as the Public Education and Recreation Levy) and the average levy rate. The PERL requires voter approval and has a maximum tax rate of $0.135 per $1,000 valuation. Approximately 6 percent of the districts have a PERL tax for the 2002-2003 year. Approval to levy the PERL continues from year to year unless a referendum is held to rescind the tax.

The number of districts that have a debt service levy is also shown in Table 165. Approximately 58 percent of the districts levied for debt service in 2002-2003. The average tax rate for debt service was $1.47735 in the 217 districts that imposed the levy. Districts in the enrollment category of 7,500 and above had the lowest tax rate, $0.77582 per $1,000 valuation and districts in the enrollment category 400-599 had the highest debt services tax rate, $2.17228.

Table 165

TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION AND DEBT SERVICES LEVIES BY ENROLLMENT CATEGORY 2002-2003

		PERL Levy			Debt Service Levy		
Enrollment Category	Number of Districts	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	29	4	13.79%	$0.13500	6	20.69%	$1.14728
250-399	50	5	10.00	0.13500	19	38.00	1.87805
400-599	77	1	1.30	0.13500	45	58.44	2.17228
600-999	100	5	5.00	0.13500	63	63.00	1.76262
1,000-2,499	81	2	2.47	0.10467	62	76.54	1.56995
2,500-7,499	25	3	12.00	0.13500	16	64.00	1.78593
7,500+	9	2	22.22	0.13500	6	66.67	0.77582
State	371	22	5.93	0.13355	217	58.49	1.47735

Source: Iowa Department of Management, Master Budget Files,
Notes: PERL means Public Education and Recreation Levy.
Average Tax Rate per $1,000 Valuation.

The total amount of taxes levied in the general fund and management fund is shown in Table 166. Also shown is the amount of income taxes imposed and budgeted under the general fund. In 2002-2003, general fund property taxes totaled $1,159.1 million and income surtaxes $47.3 million across all districts. The statewide average amount was $2,464 per pupil. Districts in the enrollment category of under 250 students, averaged $3,686 per pupil compared to $2,301 per pupil in districts in the enrollment category 1,000 to 2,499.

The property tax amount for districts that have imposed the management levy is also shown in Table 166. Total property taxes under the management levy were $61.9 million in 2002-2003. The average per pupil amount was $129 statewide. Districts in the enrollment category of 2,500 to 7,499 had the lowest management revenue per pupil of $106 and districts with enrollment 7,500 and above had the highest revenue per pupil, $157. The average amount per pupil in all other enrollment categories were close to the statewide average.

Table 166

TOTAL PROPERTY TAXES AND INCOME SURTAXES FOR THE GENERAL FUND PROPERTY TAXES FOR THE MANAGEMENT FUND AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY 2002-2003

Enrollment Category	Number of Districts	General Fund Property Tax	General Fund Income Surtax	General Fund Total	General Fund Average Combined Per Pupil	Management Fund Number of Districts With Levy	Management Fund Property Tax	Management Fund Average Property Tax Per Pupil
<250	29	$19,066,504	$1,322,827	$20,389,331	$3,686	29	$697,130	$126
250-399	50	45,144,333	3,153,573	48,297,906	2,919	45	1,781,640	119
400-599	77	98,648,095	5,322,192	103,970,287	2,685	74	4,631,672	124
600-999	100	185,275,847	11,048,882	196,324,729	2,568	96	8,800,683	120
1,000-2,499	81	265,546,236	13,179,425	278,725,661	2,301	79	14,766,969	125
2,500-7,499	25	233,196,780	3,478,589	236,675,369	2,392	25	10,496,223	106
7,500+	9	312,243,141	9,775,808	322,018,949	2,436	9	20,705,014	157
State	371	1,159,120,936	47,281,296	1,206,402,232	2,464	357	61,879,331	129

Source: Iowa Department of Management, Master Budget Files.
Note: Average per pupil amounts were calculated using budget enrollment.

Table 167 shows the total amount of property tax and income surtax revenue received under the regular and voter-approved physical plant and equipment levies in 2002-2003. School boards that have levied up to a $0.33 levy under the regular PPEL raised approximately $34 million in property taxes. The statewide average amount raised under the board approved PPEL was $70 per pupil. Districts under 250 enrollment averaged $108 per pupil and districts in the enrollment category of 7,500 and above averaged $66 per pupil.

Districts that have a voter-approved PPEL received approximately $70 million in 2002-2003 from a combination of property taxes and income surtaxes. Districts in the enrollment category of 7,500 and above did not use the income surtax as a source of revenue for PPEL. The statewide average revenue for the voter-approved PPEL was $175 per pupil. Districts with enrollment below 250 averaged $243 per pupil compared to a per pupil average of $162 in the enrollment category of 1,000 to 2,499.

Table 167

TOTAL PROPERTY TAXES AND INCOME SURTAXES FOR THE REGULAR AND VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY BY ENROLLMENT CATEGORY, 2002-2003

Enrollment Category	Number of Districts	Regular PPEL: Number of Districts with Levy	Regular PPEL: Property Tax	Regular PPEL: Average Per Pupil	Voter-Approved PPEL: Number of Districts with Levy	Voter-Approved PPEL: Property Tax	Voter-Approved PPEL: Income Surtax	Voter-Approved PPEL: Total	Voter-Approved PPEL: Average Per Pupil
<250	29	27	$546,476	$108	22	$944,817	$65,273	$1,010,090	$243
250-399	50	48	1,354,267	86	38	1,986,671	635,684	2,622,355	207
400-599	77	75	3,019,949	80	49	4,063,836	945,107	5,008,943	206
600-999	100	99	5,725,886	76	66	7,977,938	1,749,694	9,727,632	195
1,000-2,499	81	78	7,861,378	67	67	13,117,887	3,470,249	16,588,136	162
2,500-7,499	25	25	6,757,563	68	22	15,997,270	284,883	16,282,153	180
7,500+	9	9	8,688,505	66	8	19,200,128	0	19,200,128	163
State	371	361	33,954,024	70	272	63,288,547	7,150,890	70,439,437	175

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.

The amount levied for public education and recreation and debt services are shown in Table 168. The 22 districts under the public education and recreation levy levied a total of $1.7 million. The statewide average amount per pupil was $26. The four districts in the enrollment category below 250 students that have implemented the levy averaged $40 per pupil compared to $18 per pupil for the one district in the enrollment category of 400 to 599. Table 168 also displays the amount of property taxes levied under the debt services levy. A total of $105.5 million was levied in 2002-2003 with a statewide average amount $321 per pupil. Districts with enrollments exceeding 7,499 averaged $159 per pupil compared to $495 per pupil in districts with enrollments of 400 to 599.

Table 168

TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION, DEBT SERVICES LEVIES, AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY, 2002-2003

Enrollment Category	Number of Districts	PERL Levy Number of Districts with Levy	PERL Levy Property Tax	PERL Levy Average Per Pupil	Debt Service Levy Number of Districts with Levy	Debt Service Levy Property Tax	Debt Service Levy Average Per Pupil
<250	29	4	$30,277	$40	6	$469,854	$378
250-399	50	5	58,333	33	19	2,810,043	449
400-599	77	1	10,427	18	45	11,353,675	495
600-999	100	5	128,508	36	63	19,580,037	404
1,000-2,499	81	2	63,490	21	62	30,313,062	329
2,500-7,499	25	3	337,484	25	16	25,965,157	412
7,500+	9	2	1,068,891	26	6	14,973,783	159
State	371	22	1,697,410	26	217	105,465,611	321

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.

Income Surtaxes

The number and percent of districts that use an income surtax, the average surtax rates, and the average revenue from income surtaxes is displayed in Table 169. In 1990-1991, 67 districts (16 percent) received revenue from locally enacted income surtaxes. In 2002-2003, income surtaxes had been approved in 74 percent of the districts. Generally, the percent of districts using an income surtax was higher in the smaller enrollment categories than in the larger categories.

In districts with enrollments less than 250, approximately 93 percent of the districts received revenues from the income surtax compared to 33 percent of the districts in the 7,500 and above enrollment category. In 2000-2001, 2001-2002, and 2002-2003, income surtaxes could be used with the voter-approved physical plant and equipment levy, instructional support levy, and educational improvement levy. In 1995-1996, the income surtax could have also been used for the asbestos removal/abatement program, and in 1990-1991 it could have been used for an enrichment program as well as an asbestos program. Across all years shown in Table 169, income surtaxes are more frequently used in smaller enrollment districts.

The amount of revenue raised per pupil varies from $265 per pupil in districts with enrollment under 250 to $148 per pupil in districts with enrollments of 2,500 to 7,499. The average amount raised per pupil in 2002-2003 has increased approximately 37 percent since 1990-1991. The average income surtax rates are also shown in Table 169. The statewide average surtax rate was 6.1 percent in 2002-2003 compared to 5.96 percent in 1990-1991. In 2002-2003, income surtax rates were higher with each successive enrollment category decrease, except for those districts above 7,499 enrollment. Districts in enrollment category 2,500 to 7,499 had an average surtax rate of 3.70 percent. Districts below 250 enrollment had an average surtax rate of 12.06 percent. This same basic pattern can be found across most years. The total of all income surtax rates in a district cannot exceed 20 percent.

Table 169

Number and Percent of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category 1990-1991, 1995-1996, and 2000-2001 to 2002-2003

	Enrollment Category							
1990-1991	<250	250 -399	400 -599	600 -999	1000 -2499	2500 -7499	7500+	State
Number of Districts with Surtaxes	30	25	7	1	1	2	1	67
Percent of Districts with Surtaxes	56.60%	29.41%	7.00%	1.14%	1.35%	8.70%	12.50%	15.55%
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	88.46%	75.00%	59.04%	45.87%	42.35%	16.67%	11.11%	51.82%
Surtaxes Per Budget Enrollment	$173	$173	$145	$134	$114	$140	$231	$140
Average Income Surtax Rate	1.25	10.69	7.66	6.52	4.69	4.31	4.71	5.80
2000-2001								
Number of Districts with Surtaxes	20	46	52	73	54	6	3	254
Percent of Districts with Surtaxes	83.33%	85.19%	73.24%	66.97%	65.06%	25.00%	33.33%	67.91%
Surtaxes Per Budget Enrollment	$233	$199	$173	$175	$160	$136	$173	$168
Average Income Surtax Rate	13.02	10.00	7.66	7.29	5.37	3.66	3.59	5.46
2001-2002								
Number of Districts with Surtaxes	23	47	54	73	57	6	3	263
Percent of Districts with Surtaxes	92.00%	88.68%	76.06%	69.52%	67.86%	25.00%	33.33%	70.89%
Surtaxes Per Budget Enrollment	$233	$228	$193	$207	$173	$143	$220	$193
Average Income Surtax Rate	11.30	10.54	7.92	7.48	5.38	3.63	4.28	5.75
2002-2003								
Number of Districts with Surtaxes	27	44	58	75	59	7	3	273
Percent of Districts with Surtaxes	93.10%	88.00%	75.32%	75.00%	72.84%	28.00%	33.33%	73.58%
Surtaxes Per Budget Enrollment	$265	$261	$217	$223	$194	$148	$227	$209
Average Income Surtax Rate	12.06	11.10	8.43	8.07	5.89	3.70	4.26	6.10

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

Instructional support program revenues for the year 1991-1992 through 2002-2003 are shown in Table 170. The instructional support program provides additional funding to a district and is achieved through board action or referendum. A board may enact the instructional support program for up to five years. If the program is enacted through a referendum, it may be imposed for up to ten years. The maximum amount that a budget may be increased through the instructional support program is 10 percent of the regular program cost. In 1991-1992, $47.5 million in revenues were received under the program. In 2002-2003, revenues had increased to $129.8 million.

The instructional support program is funded with a combination of state aid, property taxes, and income surtaxes. Tables 170 and 171 and Figures 132 and 133 show the distribution of state aid, property taxes, and income surtaxes from 1991-1992 to 2002-2003. The percent derived from property taxes has been between 49 and 54 percent over the last 12 years. State aid has decreased from 26.32 percent in 1991-1992 to 11.40 percent in 2002-2003. As can be seen in Table 170, state aid has been frozen at $14.8 million since 1992-1993. Income surtax revenues have increased from representing 22.33 percent of the instructional support revenues in 1991-1992 to 36.32 percent in 2002-2003.

Table 170

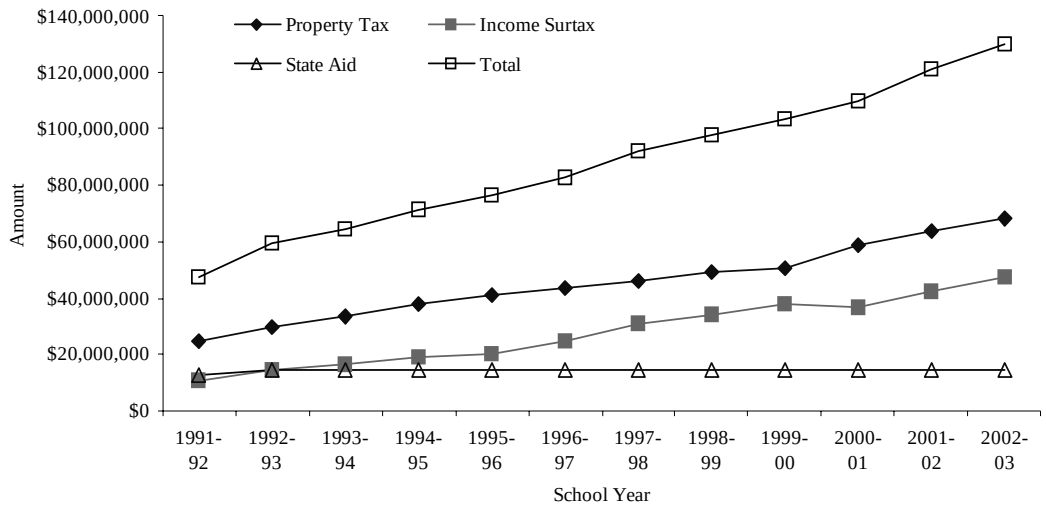
INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE
PROPERTY TAX, INCOME SURTAX, AND STATE AID
1991-1992 TO 2002-2003

Fiscal Year	Property Tax	Income Surtax	State Aid	Total
1991-1992	$24,396,419	$10,610,537	$12,507,656	$47,514,612
1992-1993	29,480,409	14,787,371	14,798,225	59,066,005
1993-1994	33,179,223	16,612,565	14,798,227	64,590,015
1994-1995	37,824,551	18,661,622	14,798,227	71,284,400
1995-1996	41,057,909	20,334,907	14,798,227	76,191,036
1996-1997	43,266,948	24,605,939	14,798,227	82,671,109
1997-1998	45,836,992	31,165,860	14,798,227	91,801,074
1998-1999	49,381,901	33,770,990	14,798,227	97,951,116
1999-2000	50,360,669	38,144,264	14,798,227	103,303,156
2000-2001	58,678,106	36,273,229	14,798,227	109,749,562
2001-2002	63,925,572	42,063,966	14,798,227	120,787,765
2002-2003	67,852,553	47,141,637	14,798,227	129,792,417

Source: Iowa Department of Management, Master Budget Files.

Figure 132

INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2002-2003



Source: Department of Management, Annual Aid and Levy Worksheets.

Table 171

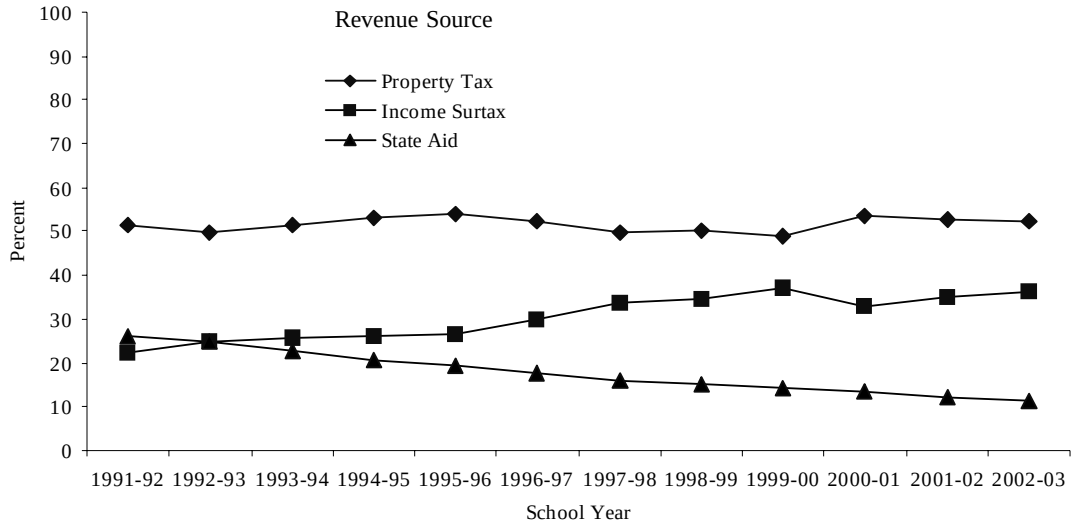
PERCENT DISTRIBUTION OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2002-2003

School Year	Percent Property Tax	Percent Income Surtax	Percent State Aid
1991-1992	51.35%	22.33%	26.32%
1992-1993	49.91	25.04	25.05
1993-1994	51.37	25.72	22.91
1994-1995	53.06	26.18	20.76
1995-1996	53.89	26.69	19.42
1996-1997	52.34	29.76	17.90
1997-1998	49.93	33.95	16.12
1998-1999	50.41	34.48	15.11
1999-2000	48.75	36.92	14.33
2000-2001	53.47	33.05	13.48
2001-2002	52.93	34.82	12.25
2002-2003	52.28	36.32	11.40

Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

Figure 133

PERCENT DISTRIBUTION OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2002-2003



Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

Table 172 shows the number and percent of districts with instructional support programs in 1991-1992, 1995-1996, 2001-2002 and 2002-2003. In 1991-1992, 37 percent of the districts used the instructional support program. In 2002-2003, 84 percent of the districts have enacted the additional funding source. One hundred percent of the districts in the largest and smallest enrollment categories have enacted the instructional support program. The smallest percent of districts enacting the program were in the enrollment category 1,000 to 2,499 with approximately 77 percent.

Table 172

INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1991-1992, 1995-1996, 2001-2002, AND 2002-2003

	Enrollment Category							
	<250	250 -399	400 -599	600 -999	1000 -2499	2500 -7499	7500+	State
1991-1992								
Number of Districts	41	76	98	102	76	24	8	425
No. of Districts w/Instructional Support	18	37	31	31	25	10	4	156
% of Districts w/Instructional Support	43.90%	48.68%	31.63%	30.39%	32.89%	41.67%	50.00%	36.71%
1995-1996								
Number of Districts	25	45	77	113	85	25	9	379
No. of Districts w/Instructional Support	22	38	51	58	44	14	8	265
% of Districts w/Instructional Support	88.00%	84.44%	66.23%	51.33%	51.76%	56.00%	88.89%	62.01%
2001-2002								
Number of Districts	25	53	71	105	84	24	9	371
No. of Districts w/Instructional Support	24	50	59	79	57	15	9	293
% of Districts w/Instructional Support	96.00%	94.34%	83.10%	75.24%	67.86%	62.50%	100.00%	78.98%
2002-2003								
Number of Districts	29	50	77	100	81	25	9	371
No. of Districts w/Instructional Support	29	48	64	81	62	20	9	313
% of Districts w/Instructional Support	100.00%	96.00%	83.12%	81.00%	76.54%	80.00%	100.00%	84.37%

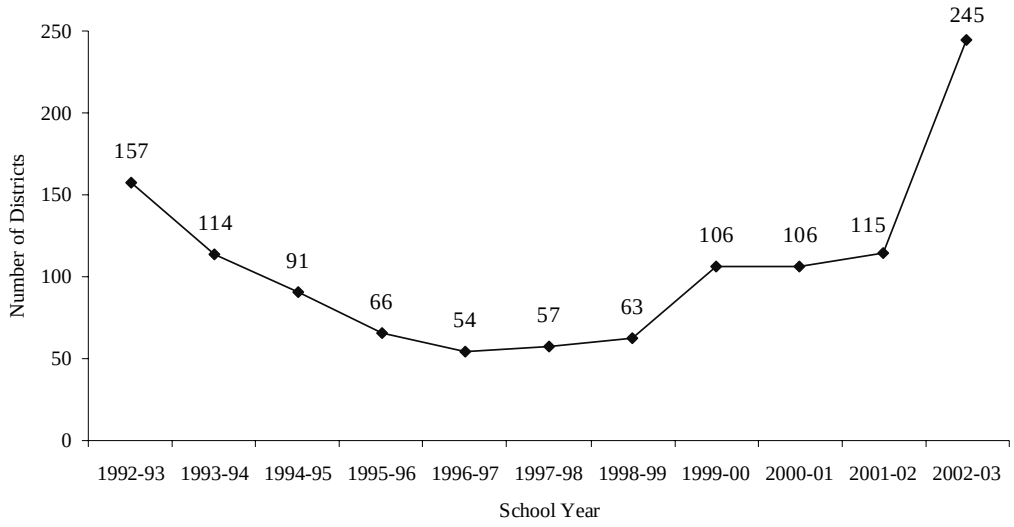
Source: Iowa Department of Management, Master Budget Files.
Note: Enrollment categories determined by budget enrollment.

Budget Guarantee

The number of districts receiving a budget guarantee increased to 245 in 2002-2003 compared to 115 districts in 2001-2002 as can be seen in Table 173 and Figure 134. The budget guarantee for 2002-2003 provides that the 2002-2003 regular program budget is no less than the 2001-02 budget. Since 1992-1993, the lowest number of districts on the budget guarantee was 54 in 1996-1997 and the highest was 245 in 2002-2003. The percent of districts on the budget guarantee was 44 percent in districts in the enrollment category of 2,500 to 7,499 and 86 percent in districts with less than 250 students (Figure 135).

Figure 134

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS WITH BUDGET GUARANTEE 1992-1993 TO 2002-2003



Source: Iowa Department of Management, Master Budget Files.

Table 173

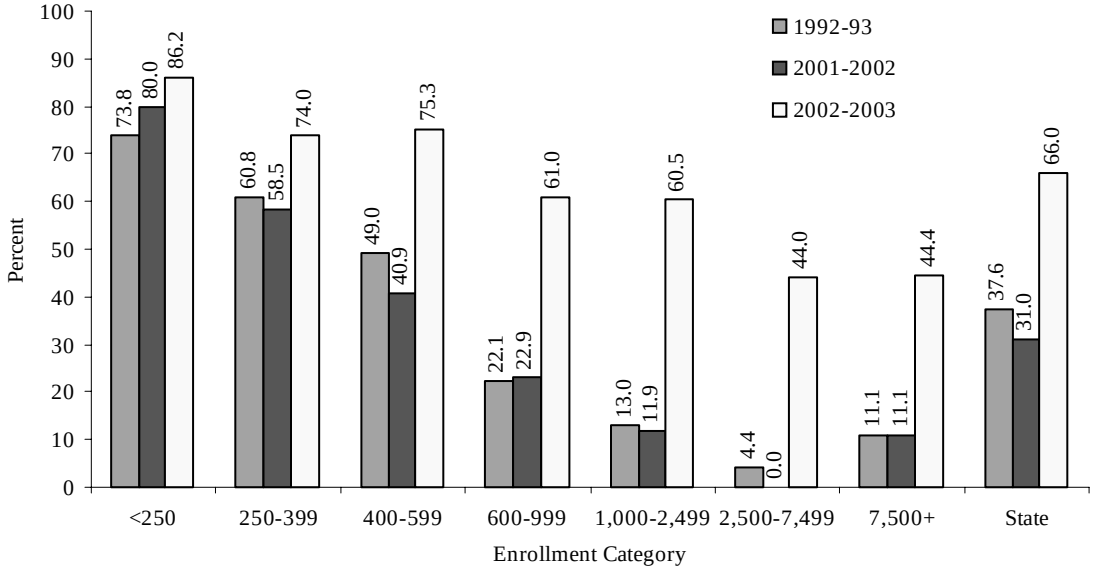
Number and Percent of Districts Receiving a Budget Guarantee and Per Pupil Amount of the Guarantee by Enrollment Category 1992-1993, 2001-2002, and 2002-2003

	Enrollment Category							
1992-1993	<250	250 -399	400 -599	600 -999	1000 -2499	2500 -7499	7500+	State
Number of Districts	42	74	98	77	23	24	9	418
No. of Districts w/Guarantee	31	45	48	21	10	1	1	157
% of Districts w/Guarantee	73.81%	60.81%	48.98%	22.11%	12.99%	4.35%	11.11%	37.56%
Average Per Pupil	$251	$142	$109	$86	$59	$249	$31	$106
2001-2002								
Number of Districts	25	53	71	105	84	24	9	371
No. of Districts w/Guarantee	20	31	29	24	10	0	1	115
% of Districts w/Guarantee	80.00%	58.49%	40.85%	22.86%	11.90%	0.00%	11.11%	31.00%
Average Per Pupil	$342	$181	$151	$76	$47	$0	$40	$109
2002-2003								
Number of Districts	29	50	77	100	81	25	9	371
No. of Districts w/Guarantee	25	37	58	61	49	11	4	245
% of Districts w/Guarantee	86.21%	74.00%	75.32%	61.00%	60.49%	44.00%	44.44%	66.04%
Average Per Pupil	$502	$266	$218	$130	$95	$45	$21	$106

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 135

Percent of Districts Receiving A Budget Guarantee by Enrollment Category, 1992-1993, 2001-2002, and 2002-2003



Source: Iowa Department of Management, Master Budget Files.

Bond Elections

Table 174 shows the number of districts attempting bond elections by the percent of yes votes. In 1985-1986, ten attempts were made by districts to receive voter approval to issue long-term bonded indebtedness. In 2000-2001, 28 attempts were made to seek voter approval. Of the 28 that were attempted in 2000-2001, eight issues received less than 50 percent yes votes, eight received a majority vote but not the super majority of 60 percent required for approval, and twelve received approval. The overall passage rate in 2000-2001 was 43 percent. In 1985-1986, the passage rate was 40 percent. The passage rate in 1999-2000 was approximately 53 percent.

Table 174

NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS BY PERCENT OF YES VOTES BY ENROLLMENT CATEGORY 1985-1986, 1999-2000, AND 2000-2001

	Enrollment Category							
1985-1986	<250	250 -399	400 -599	600 -999	1000 -2499	2500 -7499	7500+	State
Number Attempted	0	4	0	2	2	1	1	10
<50 Percent	0	1	0	0	1	0	0	2
50-50.9 Percent	0	0	0	1	1	1	1	4
60 Percent +	0	3	0	1	0	0	0	4
1999-2000								
Number Attempted	5	7	4	7	5	4	0	32
<50 Percent	2	2	1	2	2	2	0	11
50-50.9 Percent	1	2	1	0	0	0	0	4
60 Percent +	2	3	2	5	3	2	0	17
2000-2001								
Number Attempted	7	8	3	2	2	4	2	28
<50 Percent	1	3	1	1	1	1	0	8
50-50.9 Percent	3	2	0	1	1	1	0	8
60 Percent +	3	3	2	0	0	2	2	12

Source: Certified Annual Report.
Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

Local Option Sales and Services Tax for School Infrastructure

Table 175 shows the number of counties in which a local option sales and services tax has been approved. In 2002-2003, the tax had been approved in 24 counties compared to approval in three counties in 1998-1999. The estimated total additional revenue generated for school infrastructure under the local option sales and services tax was $148.9 million in 2002-2003. Since the tax is imposed on a county basis, the enrollment for the portion of the school districts that are located within the county are used to determine the allocation of the revenues generated. In 2002-2003, 161 districts will receive some revenue from the local tax.

Table 175

LOCAL OPTION SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE 1998-1999 TO 2002-2003

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Number of Counties with the Tax	3	9	15	17	24
Number of Districts Partly, or Wholly Located in those Counties	28	70	110	127	161
Resident Budget Enrollment in those Counties	28,858.0	91,889.1	171,150.6	182,218.9	214,969.4
Estimated Revenues	$9,764,643	$50,545,552	$122,683,313	$131,695,789	$148,882,834
Percent of Counties Participating	3.03%	9.09%	15.15%	17.17%	24.24%
Percent of Districts Located Partly, or Wholly in Participating Counties	7.47%	18.72%	29.41%	34.25%	43.40%
Percent of Budget Enrollment residing in Participating Counties	5.71%	18.29%	34.33%	36.86%	43.91%

Source: Iowa Department of Education, Certified Enrollment Files and Department of Revenue and Finance Records.
Note: Estimated revenues were used for Fiscal Year 2002 and Fiscal Year 2003.

Total Elementary and Secondary Education Budgets

The estimated 2002-2003 total budgets for public elementary and secondary schools is approximately $3.5 billion (Table 176). Regular program costs account for a majority of the total budgets making up approximately 65 percent of the total. Although only 0.8 percent of the total budget, the budget guarantee amount more than tripled in 2002-2003 compared to the 2001-2002 amount. Special education weighted funding and AEA special education support services accounted for 12.1 percent of the total 2002-2003 budget. The portion of the budget devoted to AEAs was approximately 4.2 percent including a $7.5 million prorated reduction of state foundation aid to AEAs. State categorical aid to districts was less in 2002-2003 than in 2001-2002 primarily due to reductions in Educational Excellence funding and the elimination of Technology Funding.

The portion of the budget generated through the management levy increased from 1.6 percent to 1.8 percent, for an increase of almost $9,000,000. Also increasing was the PPEL amount from $92 million in 2001-2002 to $103.7 million in 2002-2003. The percent of total expenditures going to debt services remained at approximately 3.0 percent.

Miscellaneous items include estimated federal funding amounts and state categorical funding. State categorical funding includes Educational Excellence, Class Size Reduction/School Improvement, Technology/School Improvement, and Teacher Quality/Teacher Compensation. Federal funding was estimated based upon the most current year for which actual information is available.

Table 176

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1985-1986, 2001-2002, AND 2002-2003

Source of Funds	1985-1986 Amount	1985-1986 Percent	2001-2002 Amount	2001-2002 Percent	2002-2003 Amount	2002-2003 Percent
Regular Program	$1,263,768,116	78.4%	$2,242,743,669	65.8%	$2,243,096,876	64.6
Guarantee Amount	3,161,077	0.2	7,727,414	0.2	27,827,224	0.8
Supplementary Weights	426,616	0.0	22,675,732	0.7	24,544,841	0.7
Special Education	90,438,951	5.6	297,092,912	8.7	307,915,068	8.9
AEA Media	10,865,134	0.7	19,731,031	0.6	19,728,417	0.6
AEA Ed Services	11,986,320	0.7	21,771,047	0.6	21,767,366	0.6
AEA Special Education	60,292,283	3.7	111,026,348	3.3	112,334,118	3.2
AEA Prorated Budget Reduction			(7,499,974)	-0.2	(7,499,974)	-0.2
TAG SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	44,178,995	1.3	51,842,285	1.5
Other SBRC	14,203,445	0.9	349,901	<.1	0	0.0
Instructional Support & Enrichment	4,092,470	0.3	120,787,765	3.5	129,792,379	3.7
Educational Improvement	0	0.0	608,096	0.0	802,982	0.0
Enrollment Audit Adjustment	0	0.0	(92,857)	0.0	(280,010)	0.0
Management	23,199,501	1.4	53,143,443	1.6	61,879,358	1.8
Physical Plant & Equipment	0	0.0	91,968,963	2.7	103,743,410	3.0
67.5 Cent Schoolhouse	0	0.0	560,557	<.1	650,070	<.1
Playground and Library	0	0.0	1,645,768	<.1	1,697,410	<.1
Debt Service	85,639,275	5.3	101,675,254	3.0	105,465,665	3.0
Miscellaneous*	0	0.0	0	0.0	0	0.0
Estimated Misc. State Categorical	0	0.0	168,320,000	4.9	154,000,000	4.4
Estimated Misc. Federal	38,100,000	2.4	109,000,000	3.2	114,800,000	3.3
Total	**$1,679,683,868**	**100.0**	**$3,407,414,063**	**100.0**	**$3,474,107,485**	**100.00**

Source: Iowa Department of Management, School Budget Master File.
Notes: For Fiscal Year 1986, the allocation of dollars to AEA Media and AEA Ed Services has been estimated.
For Fiscal Year 1986, PPEL, 67.5 cent, playground, library and debt service levies have been reported as one total figure.
*Miscellaneous income is an estimated amount of state and federal income.