The Annual

CONDITION OF EDUCATION

Report

2003

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

2003

Printed on Recycled Paper

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Grimes State Office Building
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PREKINDERGARTEN, ELEMENTARY, AND SECONDARY EDUCATION

in Iowa

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To the Citizens of Iowa

Our 14th Annual "*Condition of Education Report*" continues to provide a wide range of demographics, statistics and student achievement data to help Iowans better understand our educational system. It includes all the information published earlier in our "*State Report Card for No Child Left Behind*," as well as a wide range of supplemental data.

Our goal is for each "*Condition of Education Report*" to serve as a dependable resource for understanding pre-kindergarten, elementary, and secondary education in Iowa. It is my hope that all citizens - especially policymakers, educators and parents - find this report a tool for accountability and planning as our schools continue to strive for continuous improvement.

That commitment to continuous improvement remains strong, even as you'll note the many areas in which our schools and educators already rate above national averages - including student test scores, college preparedness, graduation rates, health and safety, and teacher quality. We have an exceptional education system in Iowa, due in large part to the dedication of communities and citizens to meeting the needs of children now and into the future.

These achievements and improvements are notable in light of the serious budget challenges we have faced for the past several years. These financial constraints do in fact put at risk some of the progress we have made, particularly in the areas of reducing class sizes and supporting teachers with better salaries and professional growth opportunities. Yet we remain vigilant in our efforts to identify key priorities in which to invest the public funds we depend upon, so that student achievement not only remains strong but also continues to improve. Those priorities include resources that directly benefit classroom instruction, early intervention programs targeted to young learners, and reducing achievement and skills gaps.

I hope you find this report a rich resource, an accountability tool, and a source of benchmarks and indicators to help you evaluate progress. As always, I encourage your suggestions for improving this document.

Ted Stilwill
Director, Department of Education

Acknowledgments

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

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BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

Background demographic information has been reported in *The Annual Condition of Education Report* for seven years. Data in the demographics section review changes and trends that have occurred over time. Comparisons between Iowa, the nation, and other states are made when available. The intent of this section is to provide data regarding economic, social, population and demographic statistics that present information that help analyze the condition of education in the state.

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

- Population and Demographics—includes information pertaining to total population, birth rates, migration, and age for the state, individual counties, surrounding states, and the nation.

- Economics—includes data pertaining to wages, income, and the gross state product.

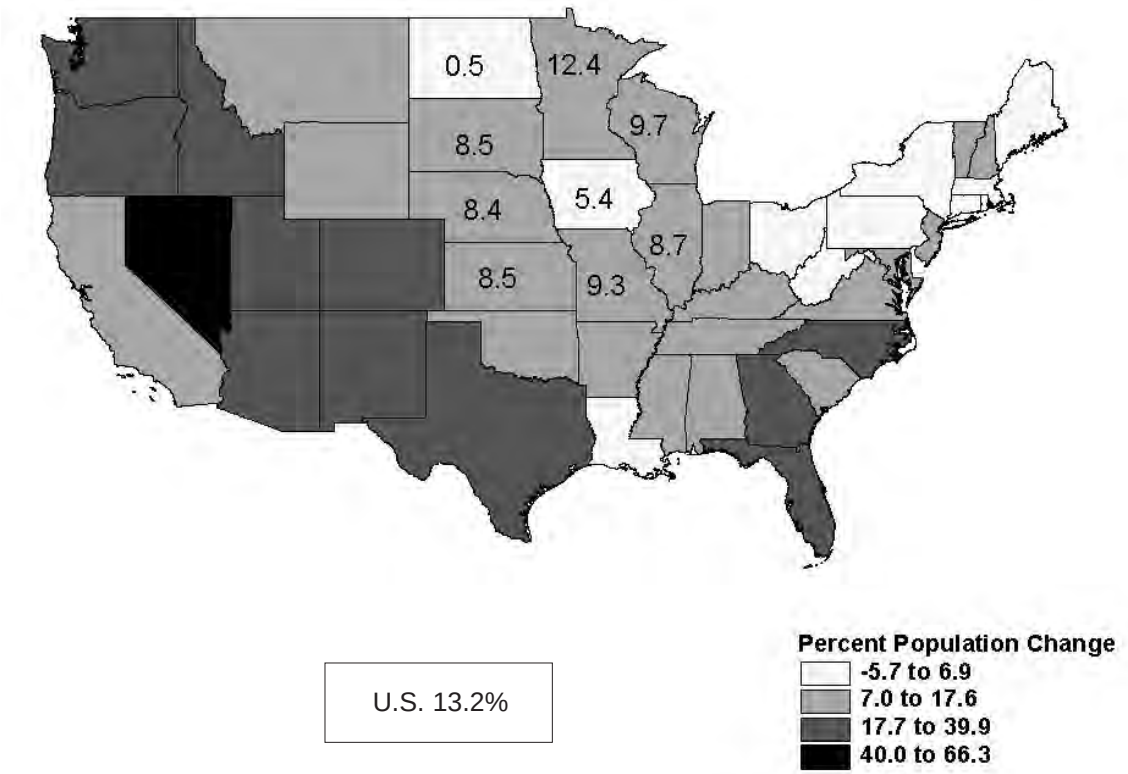
- Social—includes characteristics and data on poverty levels, educational attainment and earning levels, out-of-wedlock births, and rankings of the most livable states.

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

Population and Demographics

Population Change

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



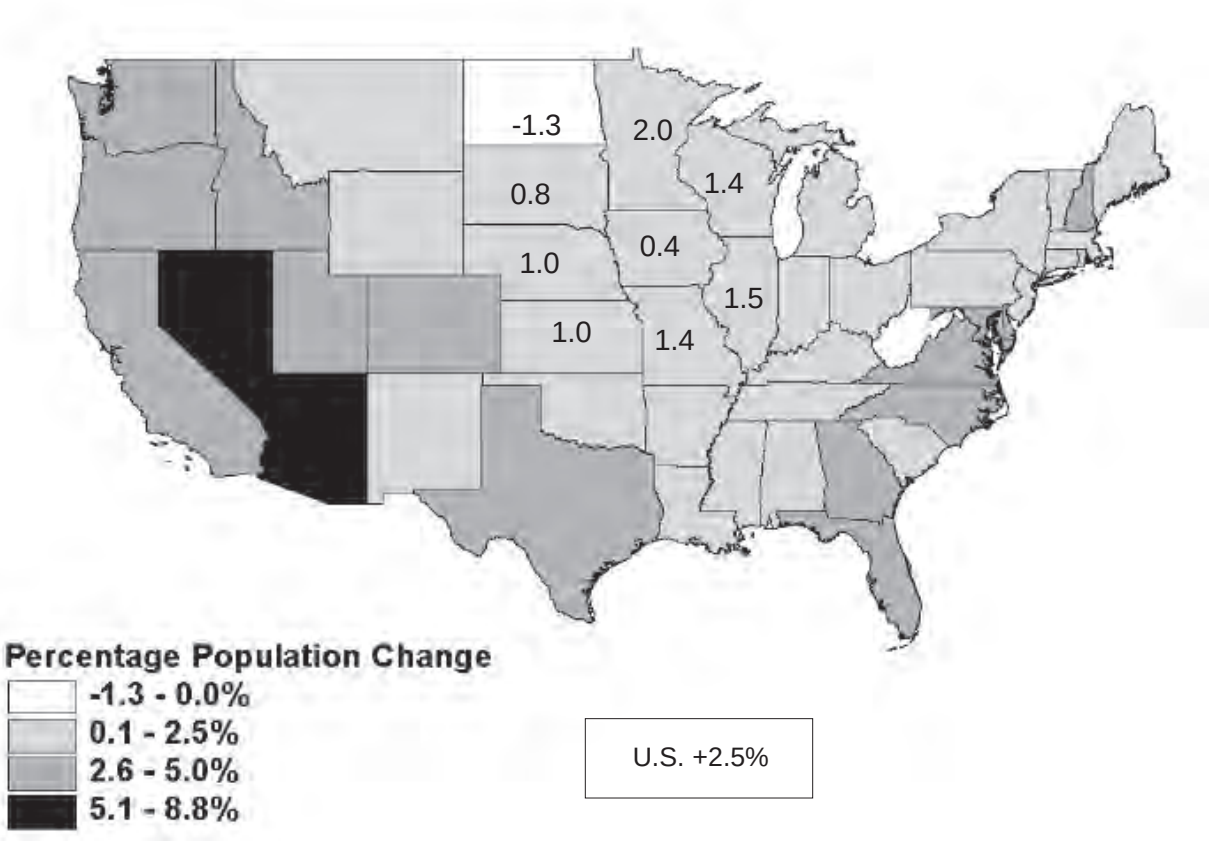
Source: U.S. Census Bureau, Census 1990 and Census 2000, *Population and Housing Unit Counts*, United States (1990 CPH-2-1). http://www.census.gov

- 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
APRIL 1, 2000 TO JULY 1, 2002



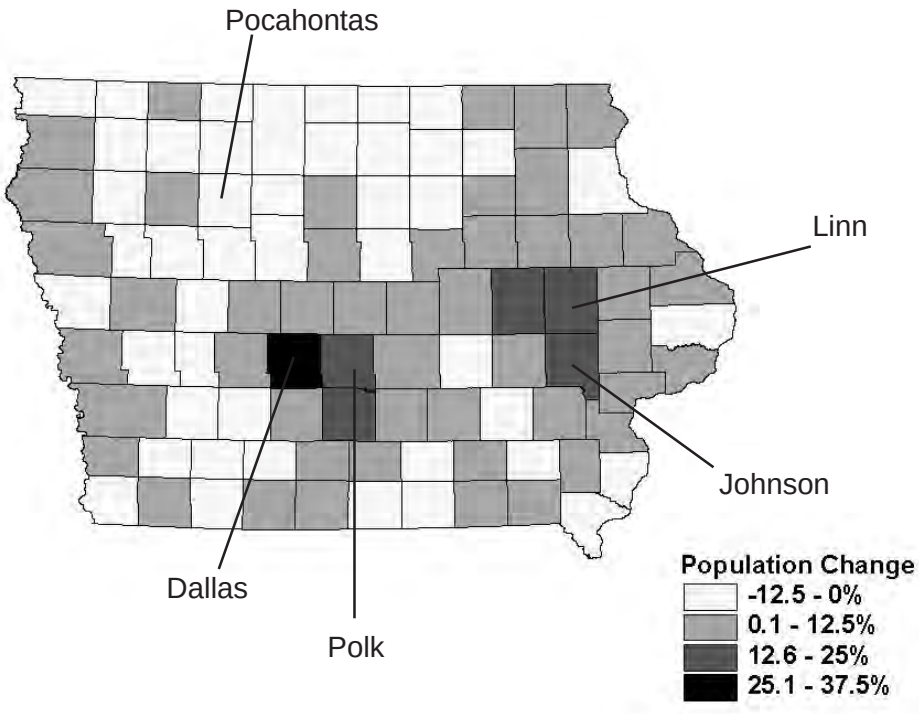
Source: U.S. Census Bureau, Population Division, Table ST-2002-01 — State Population Estimates: April 1, 2000 to July 1, 2002, Table ST-EST2002-02 — State Population Estimates and Population Change: July 1, 2001 to July 1, 2002, and Table ST-EST2002-03 — State Population Estimates and Population Change: April 1, 2000, to July 1, 2002.

- Iowa's population increased slightly, 0.4 percent, since the 2000 Census.
- One midwest state, North Dakota, experienced a population decline during the same period. North Dakota declined 1.3 percent since April 2000.
- Nationally the population increased by 2.5 percent since the 2000 Census.

Population and Demographics

Iowa Population Change

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



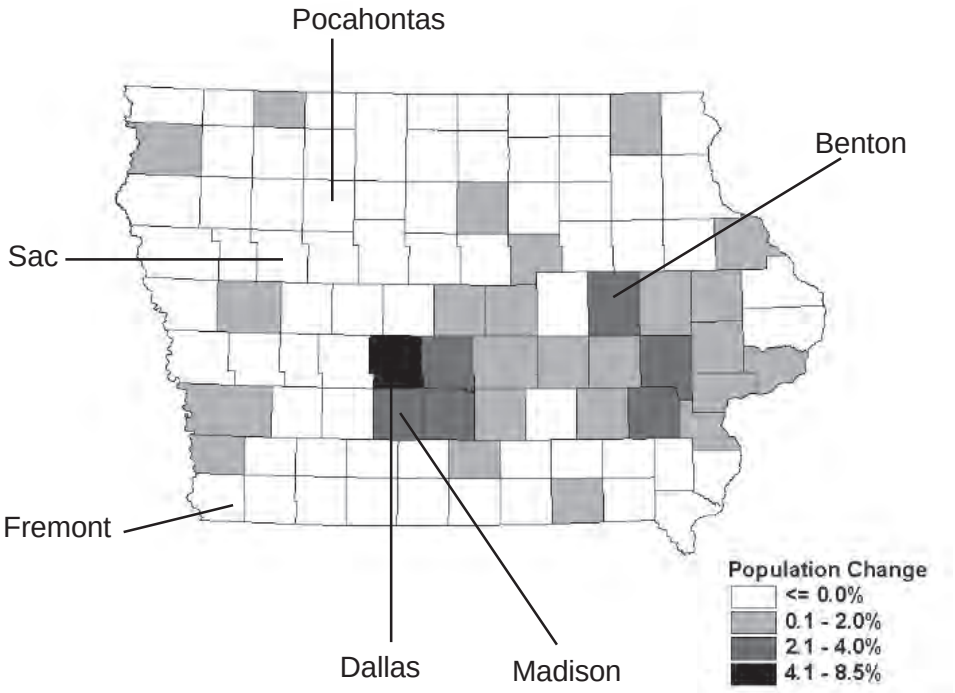
Source: U.S. Census Bureau, Census 1990 and Census 2000.
http://www.census.gov

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

Population and Demographics

Iowa Population Change

FIGURE 4B — IOWA POPULATION CHANGE BY COUNTY
2000-2002



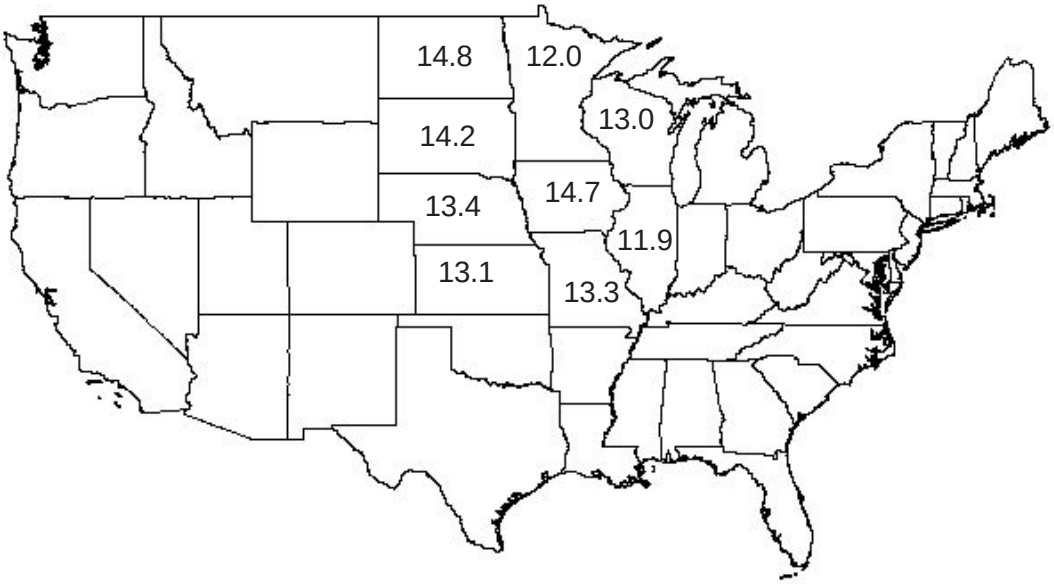
Source: U.S. Census Bureau, Population Division, Table CO-EST2002-03-19 Iowa County Population Estimates and Population Change: April 1, 2000 to July 1, 2002

- Dallas County showed the largest percentage increase, 8.5 percent, in population from April 1, 2000 to July 1, 2002. Dallas County experienced growth each year for the past 12 years.
- Madison County was the second fastest growing county at 3.4 percent and Benton County was third at 3.1 percent.
- Pocahontas County's decline in population from April 1, 2000 to July 1, 2002 was the largest in the state at (3.8 percent). Sac County (3.7 percent) and Fremont County (3.3 percent) also experienced large declines.

Population and Demographics

Aging

FIGURE 5B — PERCENT OF POPULATION AGE 65 AND OLDER BY MIDWEST STATES, 2002

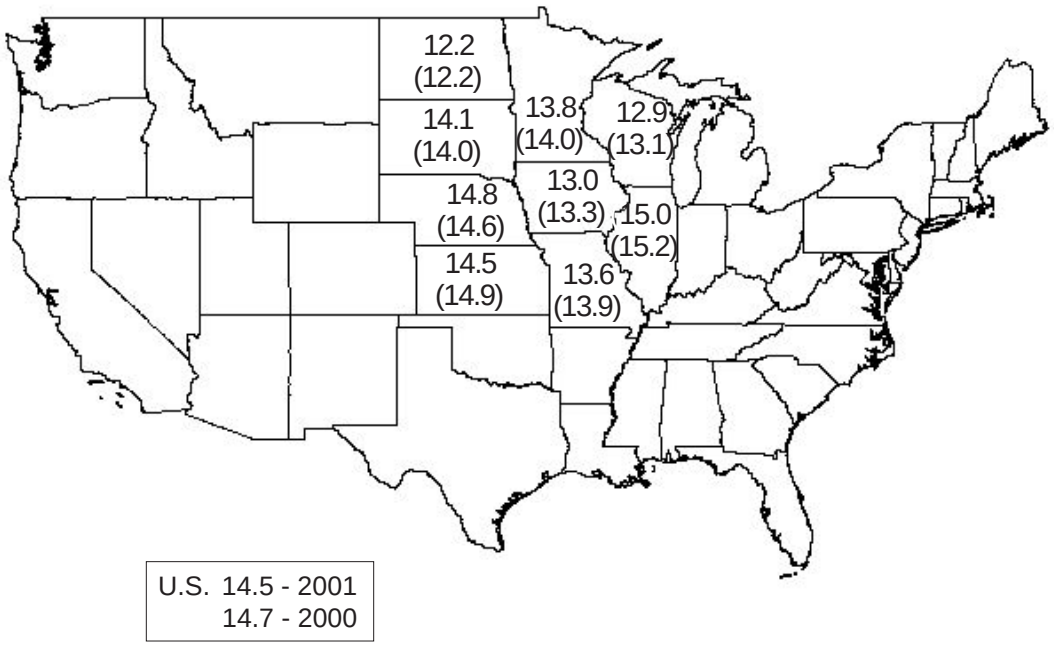


Source: U.S. Census Bureau, Population Division, 7/1/2002 State Population Estimates File.

- Iowa showed the second highest percentage of population 65 and older in the midwest in 2002 at 14.7 percent. In the midwest, only North Dakota (14.8 percent) experienced a higher percentage of its population 65 and older.
- Florida (17.1), Pennsylvania (15.5), West Virginia (15.3) and North Dakota (14.8) were the only states with a higher percent of population 65 and older than Iowa.
- Alaska showed the smallest percentage of its population 65 and older at 6.1 percent.

Birth Rates

FIGURE 6B — BIRTHS PER THOUSAND POPULATION FOR MIDWEST STATES, 2000 AND 2001



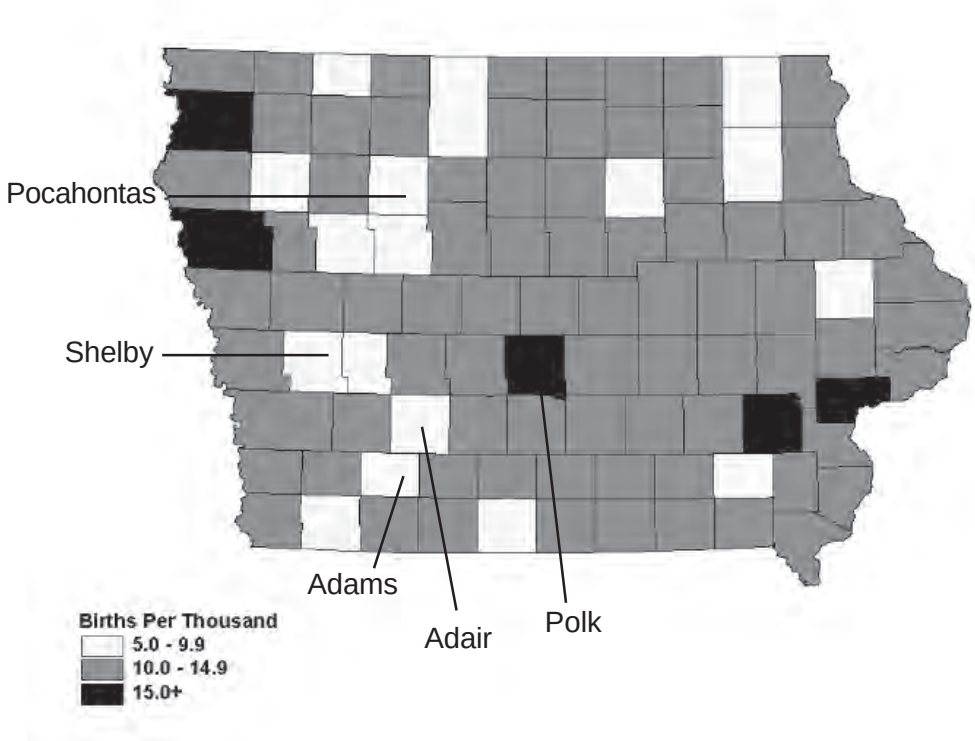
Source: Centers for Disease Control and Prevention, National Center for Health Statistics, "National Vital Statistics Reports", Vol. 51, Number 2, 12-18-2002.

- All but three midwest states (North Dakota, South Dakota and Nebraska) showed a decline in their birth rate (births per thousand population) from 2000 to 2001.
- Iowa's birth rate of 13.0 was the third lowest of the midwest states for 2001 and remained below the national rate of 14.5.
- Utah experienced the highest birth rate (21.8) in the nation for 2001 and Vermont the lowest (10.6).

Population and Demographics

Iowa Births

FIGURE 7B — BIRTHS PER THOUSAND POPULATION
IOWA BY COUNTY 2001

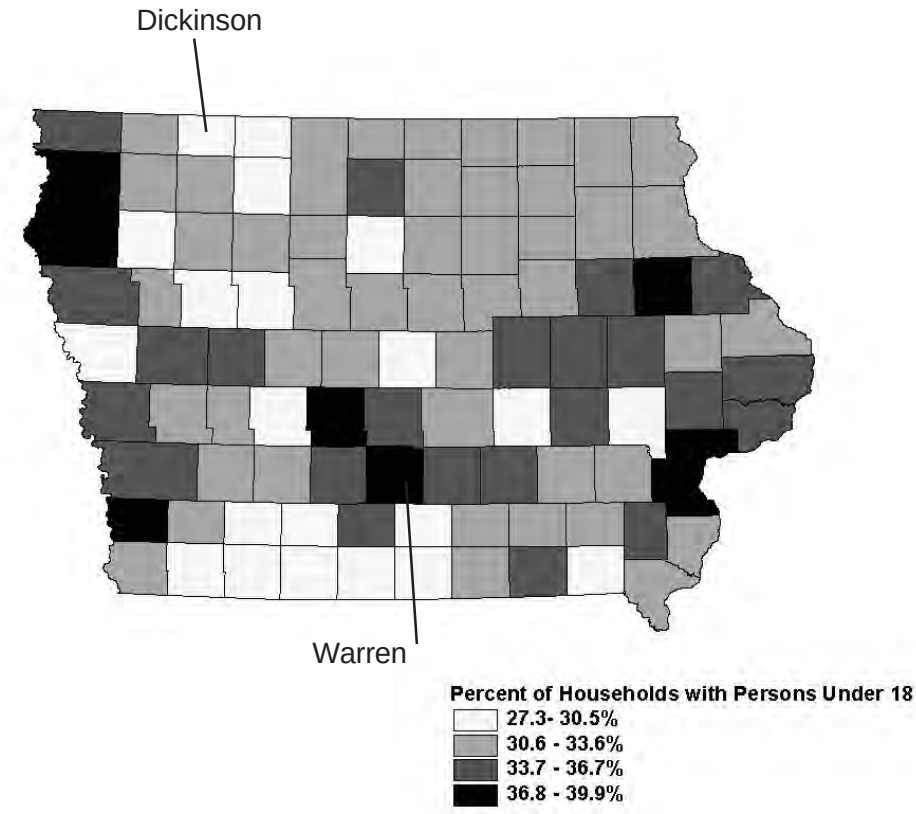


Source: Iowa Department of Public Health, Center for Health Statistics, "Vital Statistics of Iowa 2001", Table 39 Live Births Ranked by County Rate Per 1,000 Population, 2001.
Centers for Disease Control and Prevention, National Center for Health Statistics, "National Vital Statistics Reports", Vol. 51, Number 2, 12-18-2002.

- Polk County continued to top the state in births per thousand population in 2001 with a birth rate of 16.1; this was down slightly from 16.6 in 2000.
- Statewide, Iowa's birth rate dropped to 13.0 in 2001 down from 13.3 in 2000.
- Counties with the lowest birth rates in the state included Adams (8.6), Shelby (8.6), Adair (8.1) and Pocahontas (7.7).

Households with Individuals Under Age 18

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

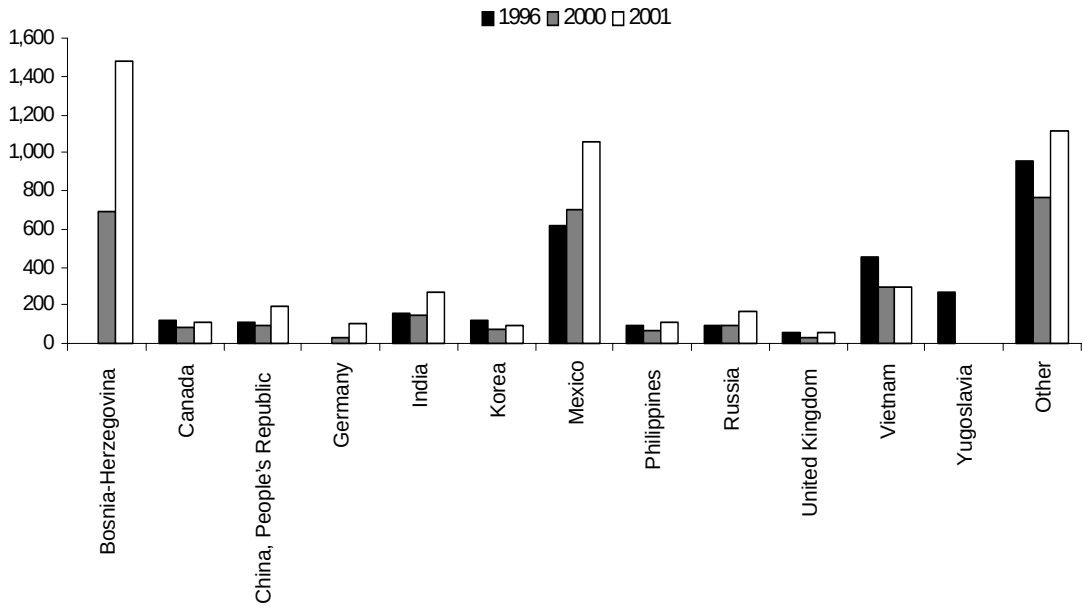


Source: U.S. Census Bureau, Census 2000.

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

Iowa Immigrants

FIGURE 9B — PROPORTION OF INTERNATIONAL IMMIGRATION TO IOWA BY COUNTRY OF ORIGIN (50 OR MORE IMMIGRANTS) 1996, 2000 AND 2001



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

- Immigrants to Iowa reached their highest point in the past 14 years at 5,029 for 2001.
- Immigrants from Bosnia-Herzegovina were 29.4 percent of all immigrants to Iowa in 2001. The number increased over 100 percent from the previous year. Only three states (Florida, Illinois and Missouri) had more immigrants from Bosnia-Herzegovina than Iowa in 2001.
- The top four home countries for immigrants to the United States in 2001 were Mexico (206,426,), India (70,290), China (56,426) and the Philippines (53,154).

Migration

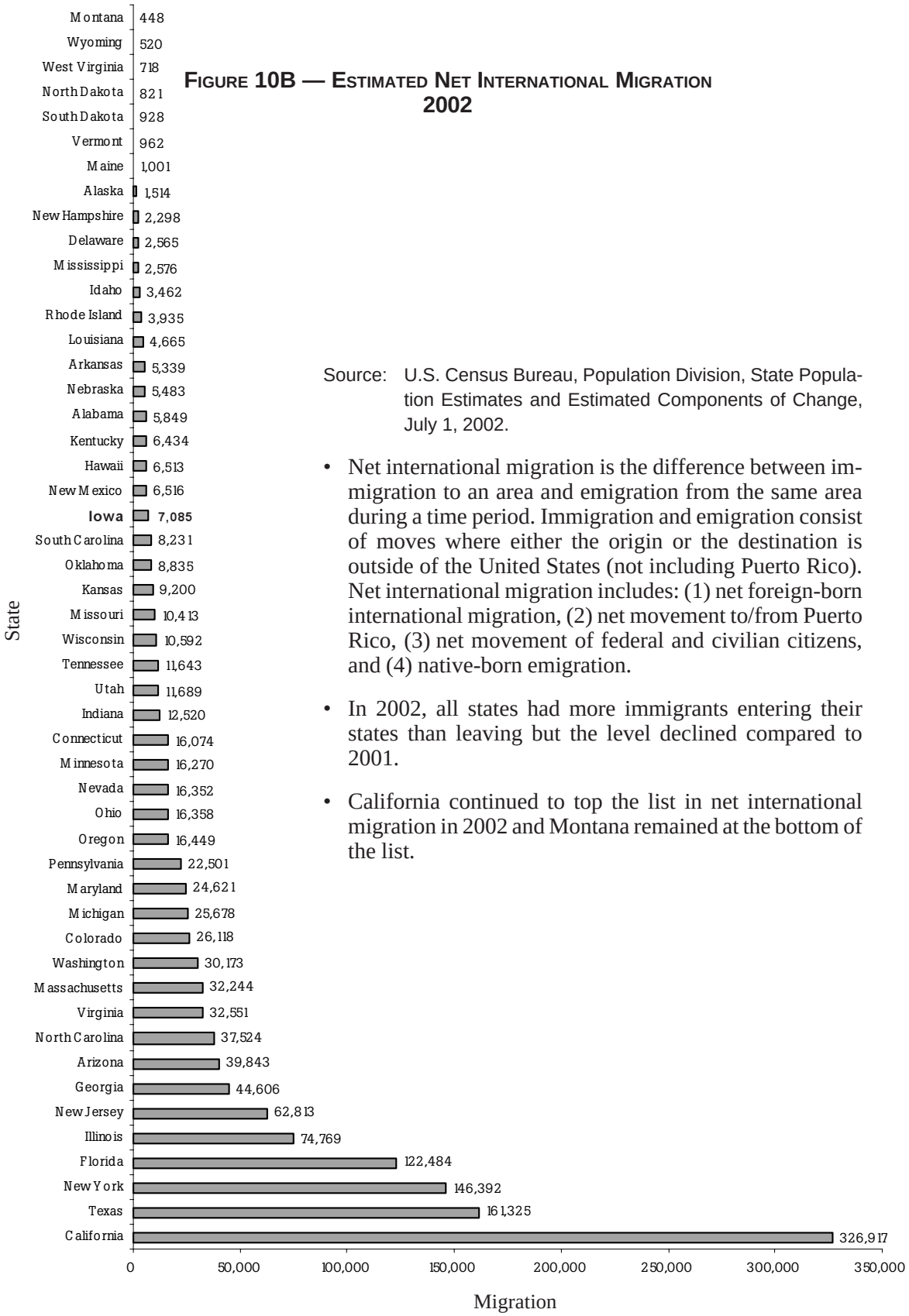


FIGURE 10B — ESTIMATED NET INTERNATIONAL MIGRATION 2002

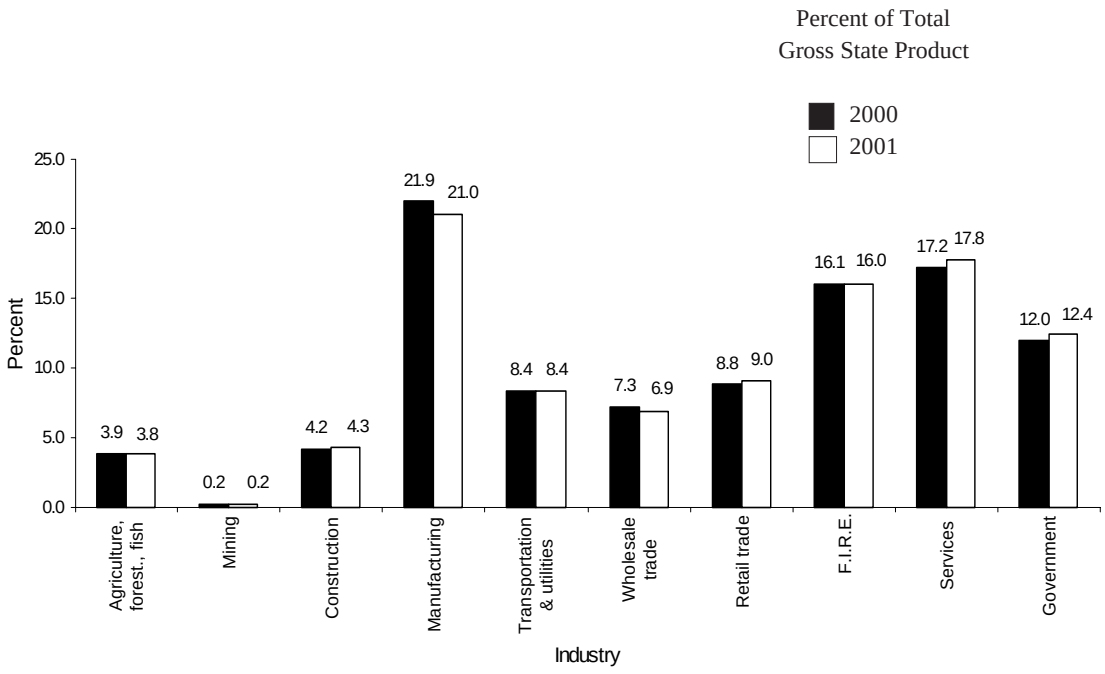
Source: U.S. Census Bureau, Population Division, State Population Estimates and Estimated Components of Change, July 1, 2002.

- Net international migration is the difference between immigration to an area and emigration from the same area during a time period. Immigration and emigration consist of moves where either the origin or the destination is outside of the United States (not including Puerto Rico). Net international migration includes: (1) net foreign-born international migration, (2) net movement to/from Puerto Rico, (3) net movement of federal and civilian citizens, and (4) native-born emigration.
- In 2002, all states had more immigrants entering their states than leaving but the level declined compared to 2001.
- California continued to top the list in net international migration in 2002 and Montana remained at the bottom of the list.

Economics

Iowa Gross State Product

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



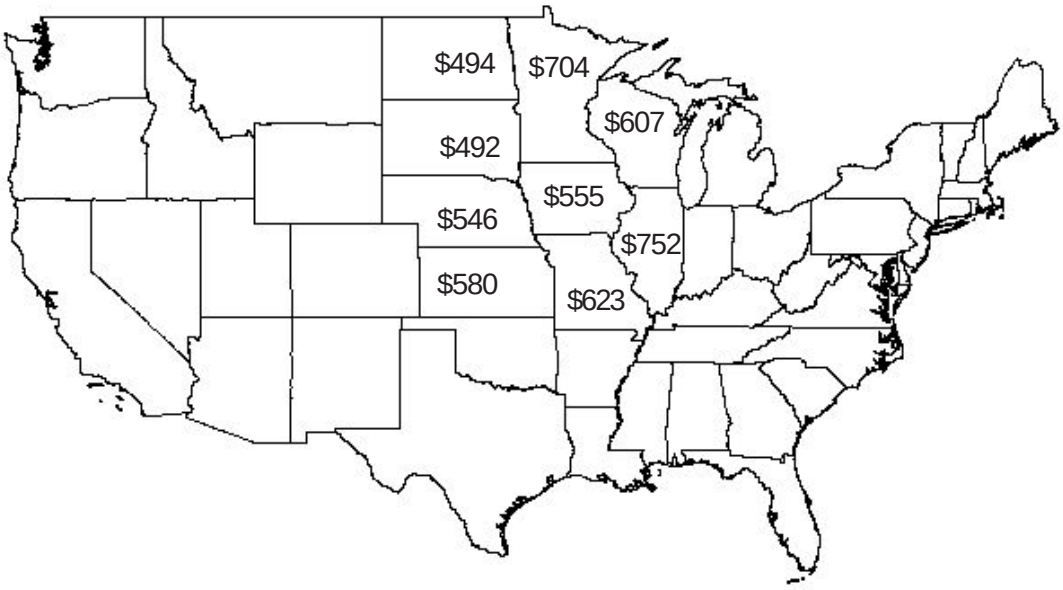
Source: U.S. Department of Commerce, Bureau of Economic Analysis, Gross State Product 2000 & 2001.
Note: F.I.R.E. - Finance, Insurance and Real Estate.

- Iowa's gross state product increased 1.4 percent from 2000 to 2001.
- Manufacturing continued to make up the largest share of the gross state product in 2001 but was down 4.1 percent from 2000.
- Agriculture, F.I.R.E. and wholesale trade also declined from 2000 in total dollars.

Economics

Average Weekly Wage

FIGURE 12B — AVERAGE WEEKLY WAGE FOR THE MIDWEST REGION
2001



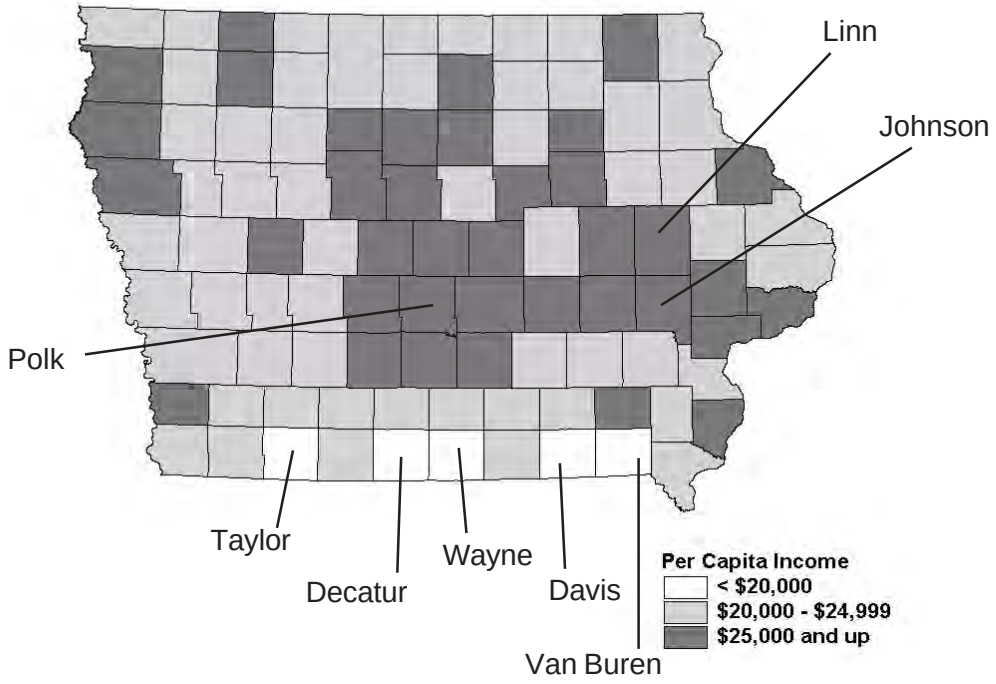
Source: U.S. Department of Commerce, Bureau of Labor Statistics.

- Iowa's average weekly wage increased from $537 in 2000 to $555 in 2001, an increase of 3.4 percent.
- North Dakota experienced the largest percentage increase in average weekly wage from 2000 to 2001 of 4.0 percent.
- Iowa tied with Minnesota for the second highest percentage increase in the midwest in average weekly wage from 2000 to 2001.

Economics

Per Capita Income

FIGURE 13B — PER CAPITA PERSONAL INCOME BY COUNTY
2001

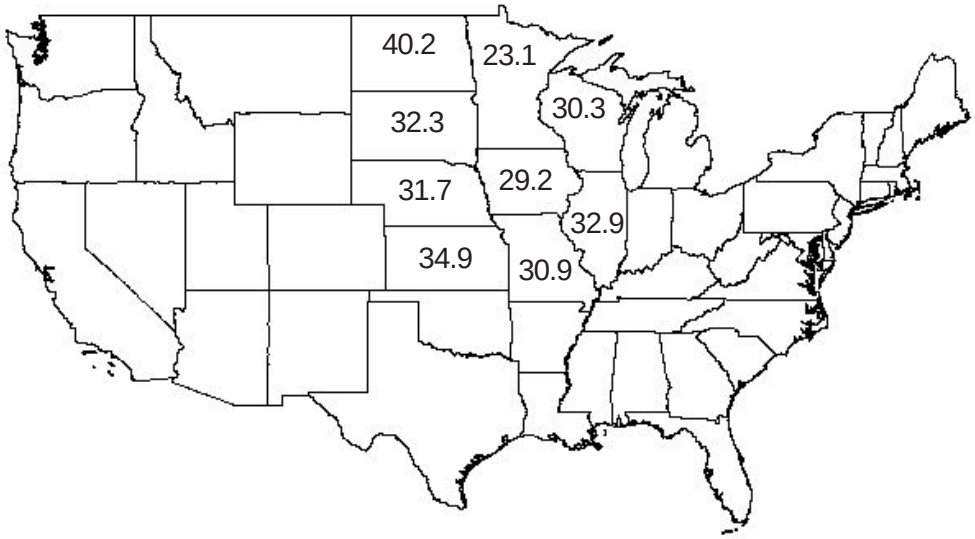


Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Accounts Data, Local Area Personal Income.
Note: Per capita personal income includes wages, investment income and transfer payments.

- Per capita personal income varied by county with five counties showing per capita income below $20,000, 57 counties showing per capita income between $20,000 and $24,999, and 37 counties showing per capita income greater than $25,000 in 2001.
- The number of counties with per capita income below $20,000 increased to 5 in 2001, up from 3 in 2000. They included: Decatur, Wayne, Davis, Van Buren, and Taylor.
- The top three counties were Polk, Linn and Johnson, each over $30,000.

Children Poverty - States

FIGURE 14B — CHILDREN AT OR BELOW 200 PERCENT OF POVERTY THRESHOLD MIDWEST STATES 1999-2001 (THREE YEAR AVERAGE)



Source: U.S. Census Bureau, Current Populations Survey, 2000, 2001 and 2002, Annual Demographics Supplements.

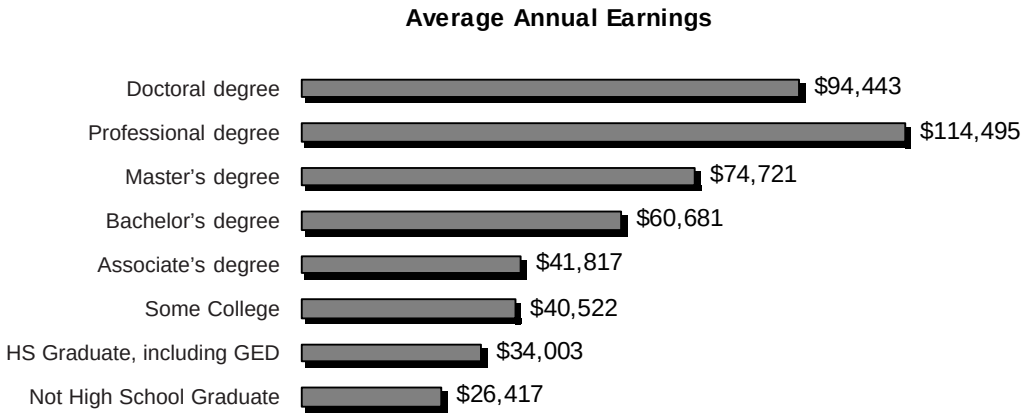
Notes: 200 percent of poverty level is double the income for a poverty threshold. The poverty threshold varies by family size. In 2001, a family of four (parents plus two children) with an income of $17,960 or lower would be in poverty.

- In the midwest, Minnesota reported the lowest percentage of children at or below 200 percent of the poverty level and Iowa reported the second lowest percentage.
- Nationwide Maryland was the lowest with 22.8 percent of children at or below 200 percent of poverty.

Social

Education and Earnings

FIGURE 15B — UNITED STATES AVERAGE ANNUAL EARNINGS OF FULL-TIME WORKERS 25 TO 64 YEARS OLD AND BY EDUCATIONAL ATTAINMENT 2001



Source: U.S. Census Bureau, Current Population Surveys, March 2002.

- Nationally workers with a professional degree (M.D., J.D., D.D.S. or D.M.V.) reported the highest average annual earnings in 2001.
- On average, those with a bachelor's degree earned 78.5 percent more than workers with only a high school diploma.
- Workers without a high school diploma continued to report the lowest average annual earnings.

Social

Educational Attainment

TABLE 1B — EDUCATIONAL ATTAINMENT
POPULATION 25 YEARS AND OLDER
MIDWEST STATES 2002

State/Nation	Completed High School or Higher	Bachelor's Degree or Higher	Midwest High School Rank	National High School Rank
United States	**84.1%**	**26.7%**	**-**	**-**
Minnesota	92.2	30.5	1	1
Nebraska	89.8	27.1	2	7
South Dakota	89.2	23.6	3	9
North Dakota	89.0	25.3	4	10
Iowa	**88.3**	**23.1**	**5**	**12**
Missouri	88.1	26.7	6	13
Kansas	87.5	29.1	7	18
Wisconsin	86.8	24.7	8	23
Illinois	85.9	27.3	9	29

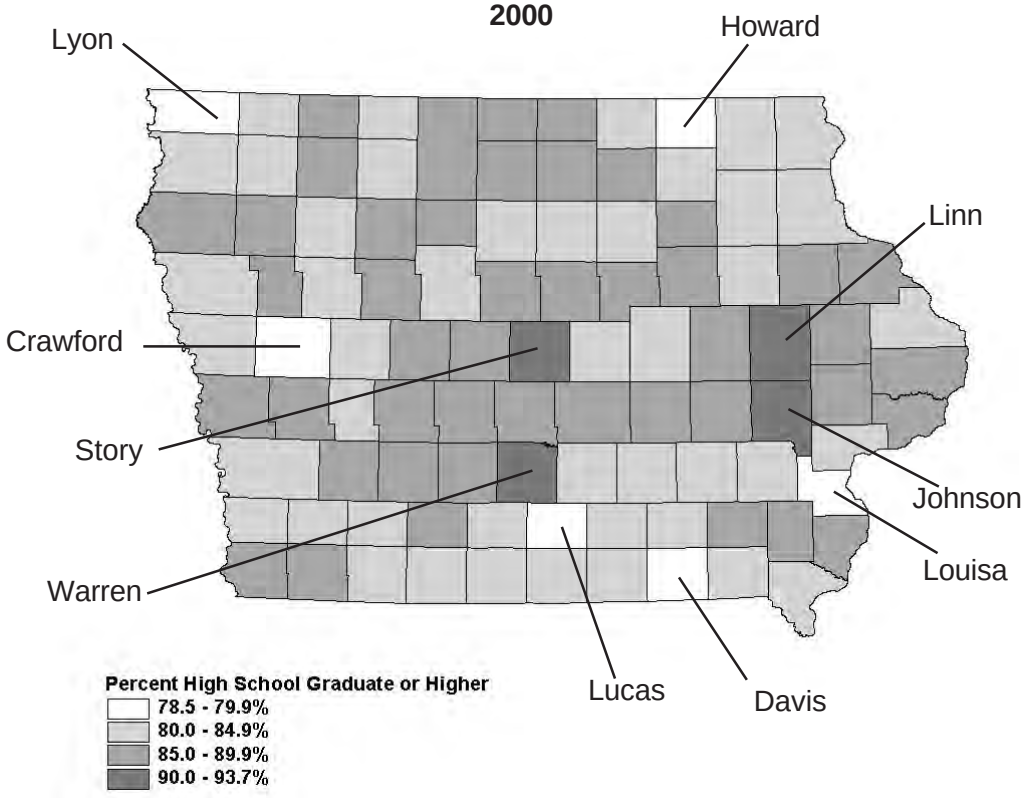
Source: U.S. Census Bureau, Current Population Survey March 2002.

- The percentage of Iowans completing high school or higher education increased slightly, up from 86.1 percent in the 2000 Census to 88.3 percent in 2002.
- Iowa ranked fifth in the midwest and 12th in the nation in percent of population 25 and older completing high school.
- Texas showed the lowest percentage (78.1) of its population graduating high school.

Social

Educational Attainment

FIGURE 16B — PERCENT OF POPULATION 25 YEARS AND OLDER COMPLETING HIGH SCHOOL OR HIGHER IN IOWA BY COUNTY 2000



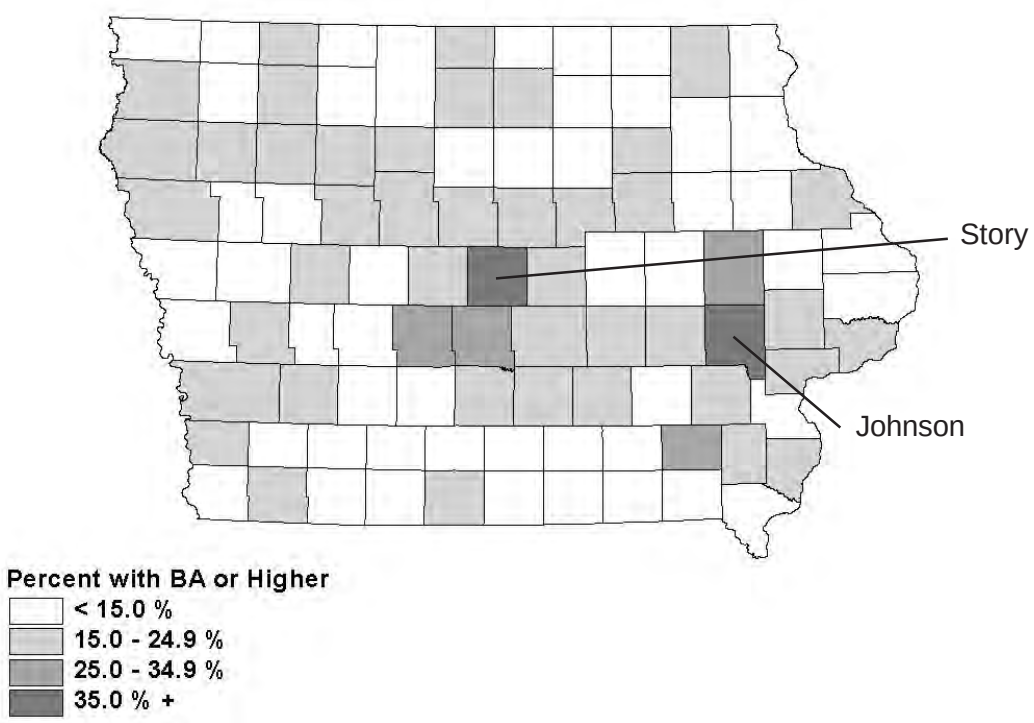
Source: U.S. Census Bureau, Census 2000.

- In the 2000 Census, 86.1 percent of Iowa's population reported graduating high school or higher.
- Six counties (Crawford, Davis, Howard, Louisa, Lucas, and Lyon) reported less than 80.0 percent of their population graduating high school or higher.
- Four counties (Johnson, Linn, Story and Warren) reported 90.0 percent or more of their population as high school graduates or higher.

Social

Educational Attainment

FIGURE 17B — BACHELORS DEGREE OR HIGHER BY COUNTY
POPULATION 25 YEARS AND OLDER
2000



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

- Statewide the percentage of Iowans, 25 years or older, reporting a bachelors degree or higher on the Census 2000 reached 21.2 percent up from 16.9 percent in 1990.
- Two counties, Story and Johnson, reported over 35.0 percent of their population with a bachelors degree or higher. Both counties are home to a Regents University.
- Just over half of Iowa's counties (51) reported less than 15.0 percent of their population, 25 years and older, with a bachelors degree.

Educational Attainment

TABLE 2B —BACHELORS DEGREE OR HIGHER BY AGE GROUP MIDWEST STATES 2000

State/Nation	25+	25-34	35-44	45-64	65+
United States	**24.4%**	**27.5%**	**25.9%**	**26.4%**	**15.4%**
Illinois	26.1	32.3	28.2	27.3	13.4
Iowa	**21.2**	**27.8**	**22.7**	**23.1**	**11.5**
Kansas	25.8	29.8	28.3	28.3	14.9
Minnesota	27.4	34.5	29.5	28.7	14.2
Missouri	21.6	26.8	23.4	23.1	11.8
Nebraska	23.7	29.7	25.8	26.2	11.7
North Dakota	22.0	28.8	24.6	24.7	9.8
South Dakota	21.5	27.4	22.8	24.2	11.2
Wisconsin	22.4	27.9	23.5	24.2	12.7

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

- Nationally 24.4 percent of the population aged 25 and older reported a bachelors degree or higher in the 2000 census.
- In Iowa 21.2 percent of the population aged 25 and older reported a bachelors degree or higher.
- The percentage of the population reporting a bachelors degree or higher varied by age with the 25-34 age group reporting the highest percentage for all midwest states and the nation.

Social

Educational Attainment

TABLE 3B — AMOUNT OF COLLEGE
25-64 YEARS OLD
MIDWEST STATES 2000

State/Nation	Some College No Degree	Associate Degree	Bachelors Degree or Higher
United States	**22.3%**	**7.2%**	**26.5%**
Illinois	22.9	7.0	29.0
Iowa	23.3	9.0	24.1
Kansas	25.9	6.8	28.7
Minnesota	25.8	8.9	30.5
Missouri	23.7	5.9	24.2
Nebraska	25.9	8.9	27.0
North Dakota	26.6	11.6	25.7
South Dakota	24.7	8.6	24.5
Wisconsin	22.3	8.9	24.9

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

- Iowa was higher than the national average and second highest in the midwest, 9.0 percent, for persons with an associates degree in the 25-64 age category.
- In the midwest, Iowa showed the lowest percentage (24.1) of population with a bachelors degree or higher for the 25-64 age category.

Eligible for Free or Reduced Price Meals

TABLE 4B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY 2001-2002 TO 2002-2003

Enrollment Category	2001-2002 Number	2001-2002 Percent	2002-2003 Number	2002-2003 Percent
<250	1,686	37.1%	1,819	37.4%
250-399	4,780	29.8	5,142	30.8
400-599	9,567	24.5	10,315	25.8
600-999	17,628	23.2	18,367	24.5
1,000-2,499	29,897	24.7	31,766	26.4
2,500-7,499	21,207	21.5	21,531	22.3
7,500+	44,789	34.3	48,474	37.7
State	129,554	26.7	137,414	28.5

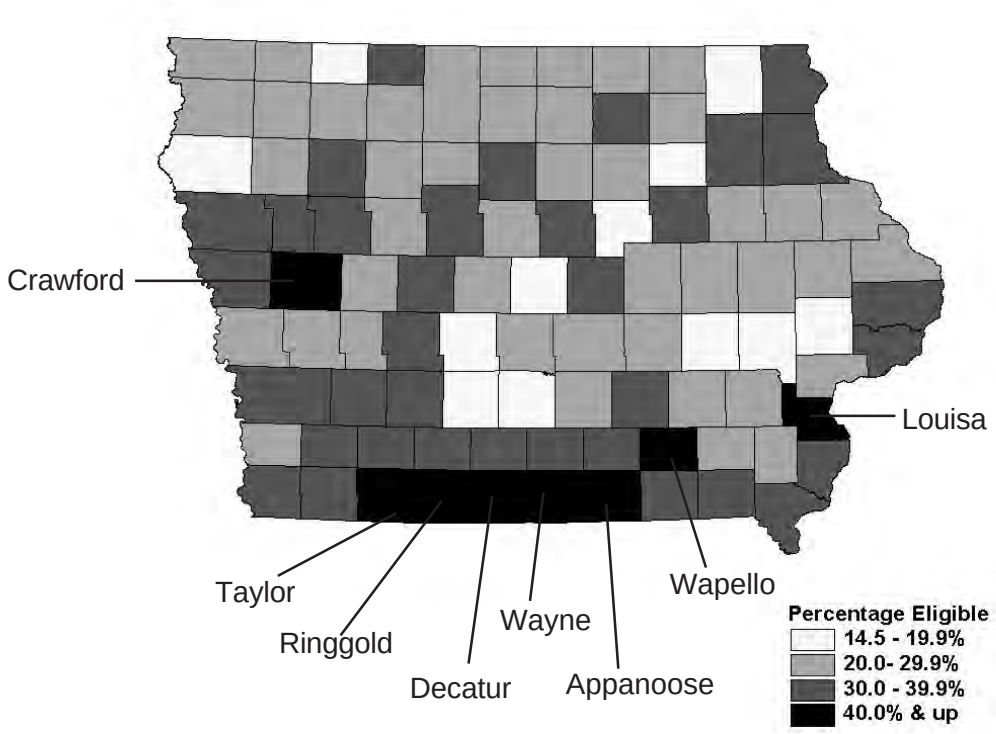
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Price Meal Eligibility Files.

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

- The percentage of students eligible for free or reduced priced meals varied by the enrollment category of the school district with the largest and smallest districts showing the highest percentage of students eligible for free or reduced price meals.
- The number of free or reduced lunch eligible students increased by 6.1 percent from the previous school year.

Eligible for Free or Reduced Price Meals

FIGURE 18B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY COUNTY 2002-2003

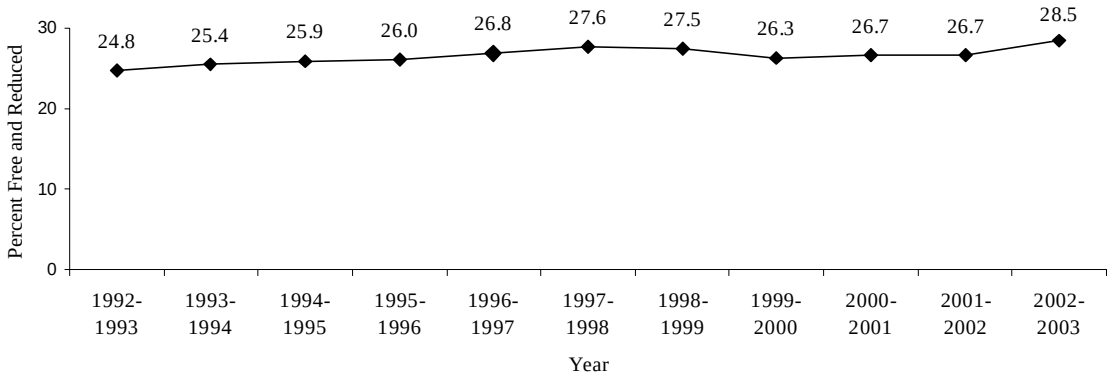


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Price Meal Eligibility File 2003.

- Decatur County experienced the highest percentage (49.5) of students eligible for free or reduced price meals in 2002-2003.
- Eight counties (Decatur, Wapello, Wayne, Ringgold, Crawford, Taylor, Louisa and Appanoose) reported over 40.0 percent of their students eligible for free or reduced price meals in 2002-2003 up from four counties in 2001-2002.

Eligible for Free or Reduced Price Meals

FIGURE 19B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS 1992-1993 TO 2002-2003



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

- The statewide percentage of students eligible for free or reduced priced meals reached a new 13 year high of 28.5 percent in the 2002-2003 school year.
- The individual district percentages ranged from a low of 4.8 percent to a high of 71.2 percent in 2002-2003.

Social

Most Livable States

TABLE 5B —TEN MOST LIVABLE STATES
2002 AND 2003

State	National Rank 2002	National Rank 2003
Minnesota	1	1
Iowa	**2**	**2**
New Hampshire	3	3
Nebraska	6	4
Virginia	4	5
Kansas	13	6
Vermont	18	7
South Dakota	13	8
Massachusetts	5	9
Wisconsin	11	10

Source: Morgan Quinto Press, State Rankings 2003.
Note: Based on averaged rankings of the following 43 categories:
1. Percent change in number of crimes (2000 to 2001); 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: 1996 to 2000 (adjusted in constant 1996 dollars); 27. Per capita personal income; 28. Change in per capita personal income: 2000 to 2001; 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: 2001 to 2002; 42. Marriage rate; and 43. Percent of eligible population reported voting.

- Iowa was ranked second in the nation as the most livable state in 2003, the same position it held 2002.
- Minnesota remained at the top of the list for the seventh year in a row.

Health Insurance

TABLE 6B — POPULATION NOT COVERED BY HEALTH INSURANCE
MIDWEST STATES 2001

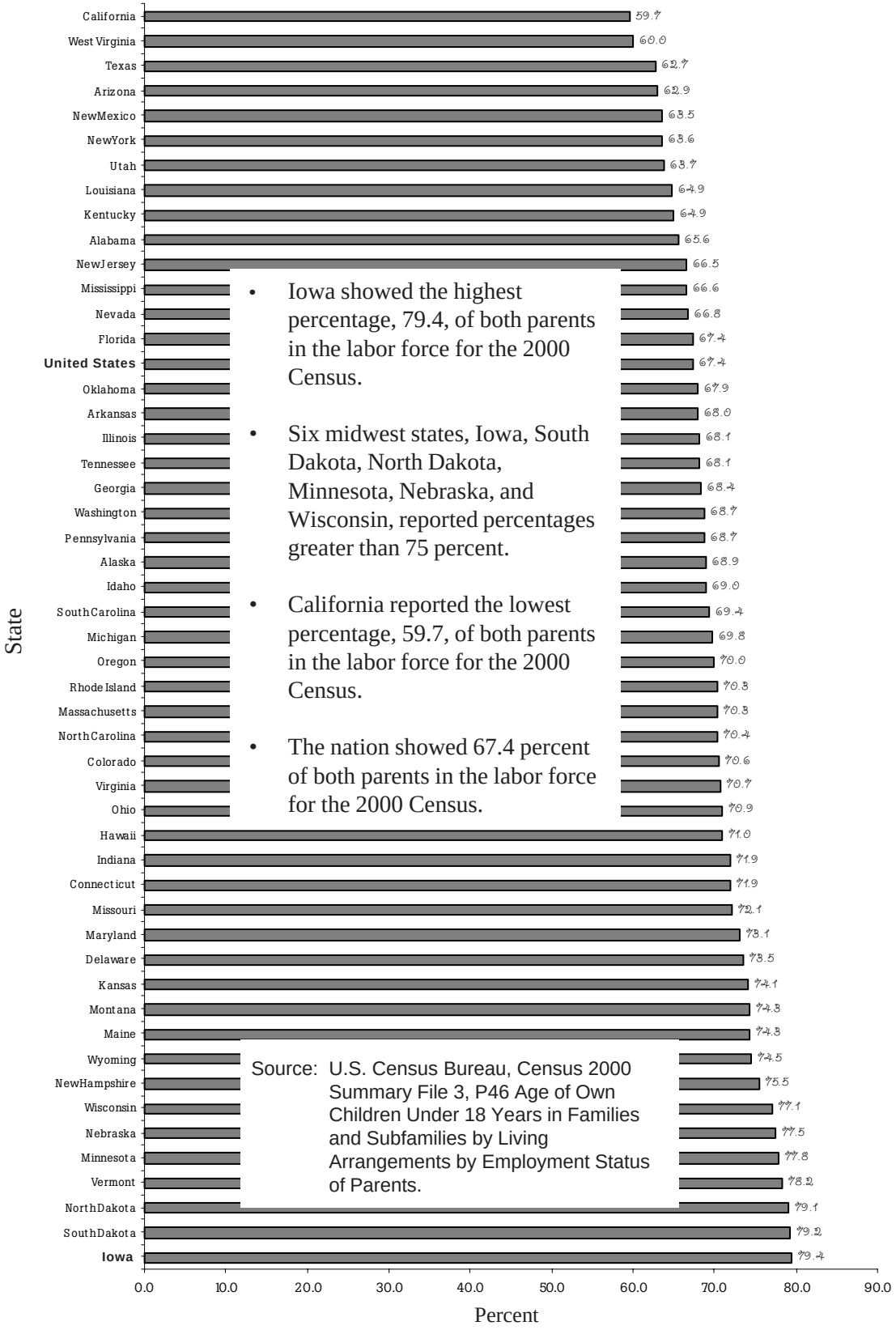
State/Nation	Percent	Midwest Rank
United States	**14.6%**	**-**
Illinois	13.6	1
Kansas	11.4	2
Missouri	10.2	3
North Dakota	9.6	4
Nebraska	9.5	5
South Dakota	9.3	6
Minnesota	8.0	7
Wisconsin	7.7	8
Iowa	**7.5**	**9**

Source: U.S. Census Bureau, Current Population Survey, March 2002.

- Iowa reported the lowest percentage (7.5) of uninsured persons in the midwest and nation for 2001.
- Nationally 14.6 percent of the population lacked insurance coverage in 2001.
- Texas showed the highest level of uninsured at 23.4 percent.

Working Parents

FIGURE 20B — CHILDREN 6-17 IN FAMILIES WITH BOTH PARENTS IN THE LABOR FORCE 2000



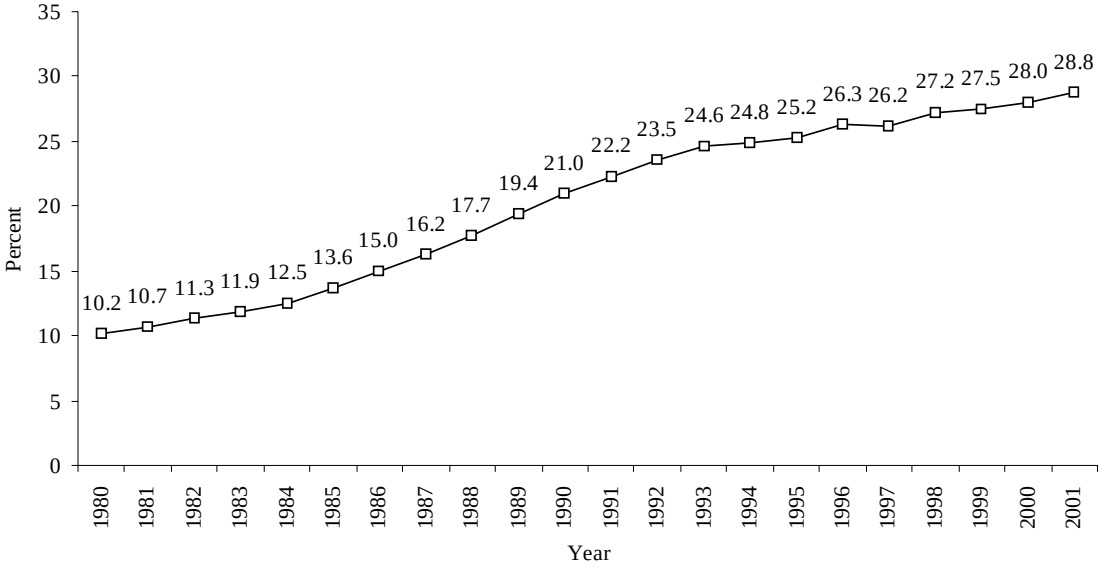
- Iowa showed the highest percentage, 79.4, of both parents in the labor force for the 2000 Census.
- Six midwest states, Iowa, South Dakota, North Dakota, Minnesota, Nebraska, and Wisconsin, reported percentages greater than 75 percent.
- California reported the lowest percentage, 59.7, of both parents in the labor force for the 2000 Census.
- The nation showed 67.4 percent of both parents in the labor force for the 2000 Census.

Source: U.S. Census Bureau, Census 2000 Summary File 3, P46 Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

Social

Out-of-Wedlock Births

FIGURE 21B — IOWA, OUT-OF-WEDLOCK BIRTHS AS A PERCENT OF TOTAL RESIDENT LIVE BIRTHS RATES 1980 TO 2001



Source: Iowa Department of Public Health, Center for Health Statistics, Vital Statistics of Iowa 2001.

- Out-of-wedlock births increased to 28.8 percent in 2001 continuing the upward trend since 1974.
- The out-of-wedlock birth rate is 27.1 percent for whites and 74.6 percent for African Americans.
- Nationally the out-of-wedlock birth rate increased to 33.5 percent in 2001 up from 33.2 percent in 2000.

INTRODUCTION TO GRADES PK-12

Information presented in *The Annual Condition of Education Repor*t provides detailed information on a variety of aspects of pre-kindergarten through 12th grade for Iowa public and nonpublic schools. Data reported in most cases reflects the 2002-2003 school year; however, when information for 2002-2003 isn't available, the most current information was used.

Iowa schools served 526,019 students in 1,500 public and 208 accredited nonpublic schools. Other highlights of the Enrollment Chapter include:

- Iowa's 371 public school districts operated 365 high schools and 812 elementary schools.
- Of the 371 school districts, 24 sent their high school students to another district in 2002-2003.
- Slightly less than 80 percent of Iowa's high schools had less than 500 students and 38 percent had less than 200 students.
- Open enrolled students accounted for 4.2 percent of the total certified enrollment, continuing a 13-year upward trend.
- Special education enrollment increased to 64,700 and accounted for 13.3 percent of the total certified enrollment.
- English language learner enrollment totaled 13,595 in 2002-2003, and increased for the 15th consecutive year.

Slightly more than 45,500 licensed staff provided service to Iowa's public and nonpublic schools in 2002-2003. There were 33,425 full-time teachers serving public districts and 2,456 are full-time teachers serving nonpublic schools. Other information in the Staff chapter includes:

- Average salary for public full-time teachers was $39,059 in 2002-2003.
- There were 1,104 beginning full-time public school teachers with an average salary of $27,672.
- There were 1,091 public school full-time principals with an average salary of $68,087.
- There were 342 full-time superintendents with an average salary of $87,146.
- There were 15 Area Education Agencies (AEAs) that had 2,287 full-time staff that provided support in emerging education practices, planning, professional development, media and technology services.
- Iowa's pupil-teacher ratio was 15.3 to 1.

Average class size increased for three of the four grades for which data is collected in 2002-2003. Kindergarten average class size increased to 18.9 (from 18.6 the previous year); grade one average class size increased to 18.8 (from 18.5 the previous year); grade two average class size increased to 19.7 (from 19.4 the previous year); and grade three average class size remained unchanged at 20.4. Other data in the Program Chapter includes:

- Nearly 30 percent of school districts had an organizational structure of K-5, 6-8, and 9-12.
- Hardware and software per pupil expenditures combined were $58.72, the lowest per pupil amount since 1994-1995.
- There were 3.7 students per computer, the lowest amount since this data was collected.
- Of the 371 school districts in Iowa, 341 have been enabled to send Basic Educational Data Survey (BEDS) data electronically through Project EASIER (Electronic Access System for Iowa Education Records). In the spring of 2003, 291 school districts submitted their Spring BEDS data through Project EASIER.
- In 2002-2003, 350 school districts (94.3 percent) offered all-day, everyday, two-semester kindergarten programs, continuing the growth of that trend.

Data pertaining to the Iowa Tests of Basic Skills for students in grades 3 through 8 and the Iowa Tests of Educational Development for students in grades 9 through 11 is reported in the Student Performance Chapter. Other items of note from that Chapter:

- The percentage of 4th, 8th and 11th grade students achieving in a range of 69 percent to 79 percent in the 2001-2003 biennium in reading comprehension and mathematics.
- The percentage of 8th and 11th grade students achieving above 77 percent in the 2001-2003 biennium in science status.
- The percentage of students considered dropouts for grades 7-12 and the percentage of high school graduates.
- The percentage of high school students who intend to pursue postsecondary education or training.
- 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.
- 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.
- Average SAT scores for Iowa remained above the national average for both SAT Verbal and SAT Math.
- In 2002-2003, 11 of the 1,500 public schools (0.7 percent) were determined to be in need of assistance under the No Child Left Behind guidelines for Iowa.

Iowa's 371 school districts are funded through a combination of state, local, and federal sources. Local school district taxes accounted for almost one-third of school district total general fund revenue while total state aid accounted for just over 56 percent in 2001-2002. Other information found in the Finance Chapter includes:

- Salaries and benefits were approximately 82 percent of the total object category expenditures in 2001-2002.
- Iowa's average taxable valuation per pupil increased 2.9 percent in 2003-2004 to $208,711.
- The percent of state general fund appropriations spent on K-12 education was 43.0 percent in 2003-2004.
- The average school district general fund levy was approximately $11.7 per $1,000 of taxable valuation in 2003-2004.
- Forty-two of 99 counties (42.4 percent) had enacted a local option sales and services tax for school infrastructure as of June 30, 2003.
- The total Iowa elementary and secondary school district budget was estimated at $3.548 billion in 2003-2004.

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

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

ENROLLMENT

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

Enrollment Trends

Public school K-12 enrollments continued to decrease in 2002-2003. The decrease represents the sixth consecutive year of declining public school K-12 enrollments from the 1996-1997 school year. During that period, public school K-12 enrollments have declined 18,502 students (3.7 percent). The total public K-12 school enrollment in 2002-2003 was 2,502 students below (-0.5 percent) public school K-12 enrollments in 2001-2002. The 1972-1973 school year had the historical high in public school K-12 enrollment of 645,000 (Table 1 and Figure 1).

Table 1

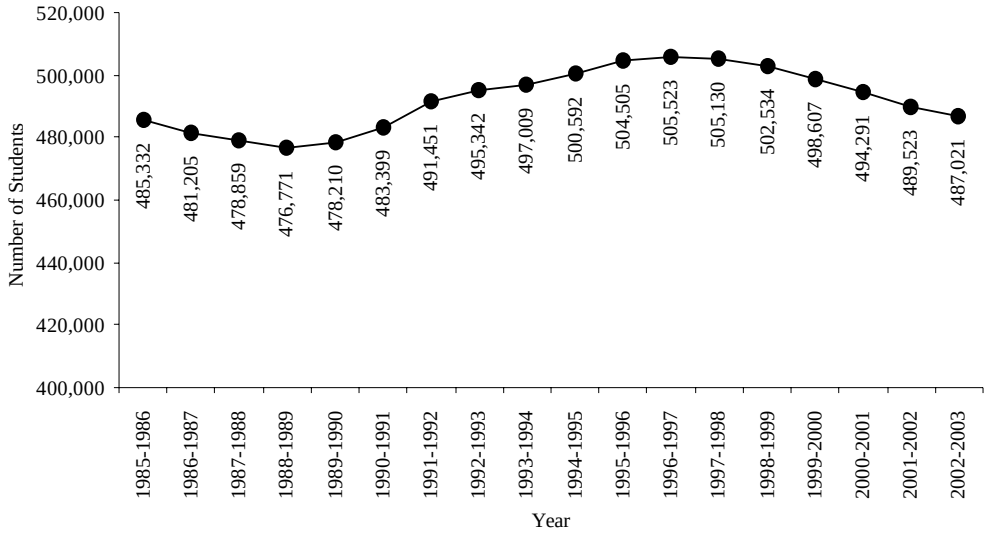
IOWA PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS
1972-1973 AND 1985-1986 TO 2002-2003

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

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 2002-2003

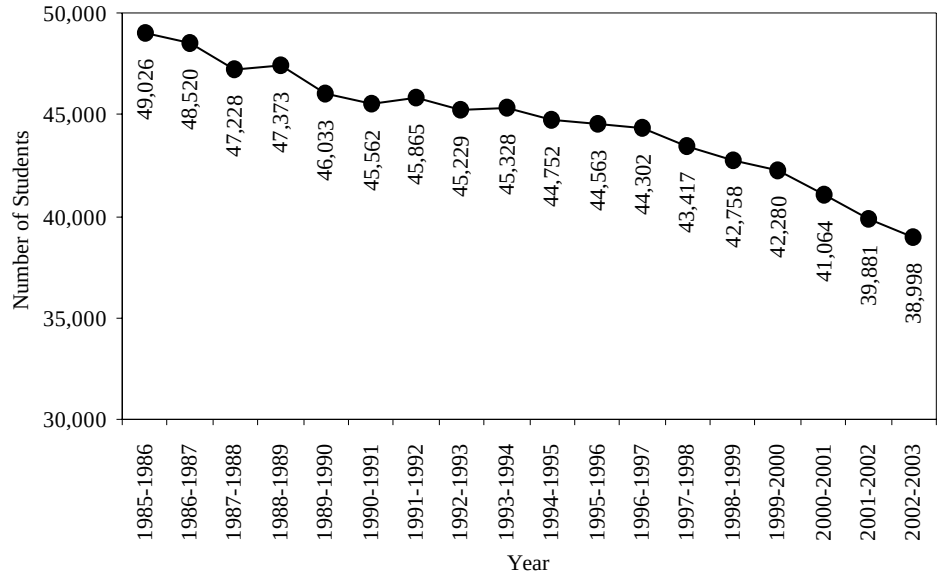


Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.

Nonpublic K-12 enrollments continued to decline as well. In the 2002-2003 school year, nonpublic enrollment decreased by 883 students (2.2 percent), continuing the downward trend shown in Table 1 and Figure 2.

Figure 2

IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS 1985-1986 TO 2002-2003



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

Table 2 presents information pertaining to public school enrollments for each grade level (K-12) for the years 1985-1986, 2001-2002, and 2002-2003. In 2002-2003, nine of the grade levels showed a decrease from the previous year. Kindergarten decreased by 159 students (-0.5 percent) from the 2001-2002 school year. Kindergarten and grade 1 have the greatest decreases when comparing data from the 2002-2003 to the 1985-1986 school year. Public school enrollments for kindergarten have decreased 6,835 (-16.7 percent) and for grade 1 by 5,063 (-13.3 percent). Grades 6 and 7 have shown the largest increase between the years 1985-1986 and 2002-2003 with each over a 14 percent increase. Although the total public K-12 enrollments have fluctuated from 1985-1986 to 2002-2003, the overall change between those years was 1,689 (0.3 percent).

Table 2

IOWA PUBLIC SCHOOL ENROLLMENTS BY GRADE LEVEL 1985-1986, 2001-2002 AND 2002-2003

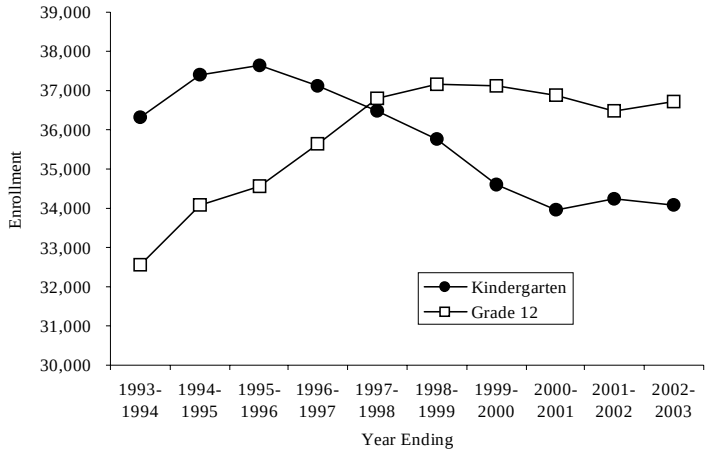
Grade Level	1985-1986	2001-2002	2002-2003	2001-2002 to 2002-2003 % Change	1985-1986 to 2002-2003 % Change
K	40,925	34,249	34,090	-0.5%	-16.7%
1	38,110	32,979	33,047	0.2	-13.3
2	35,387	33,957	32,767	-3.5	-7.4
3	34,508	35,204	33,653	-4.4	-2.5
4	32,977	36,106	34,803	-3.6	5.5
5	33,327	36,729	35,861	-2.4	7.6
6	32,038	37,548	36,581	-2.6	14.2
7	32,653	37,666	37,693	0.1	15.4
8	35,136	37,115	37,281	0.4	6.1
9	39,688	39,818	39,434	-1.0	-0.6
10	39,337	39,126	37,958	-3.0	-3.5
11	37,203	38,443	38,027	-1.1	2.2
12	35,906	36,469	36,728	0.7	2.3
Other*	18,137	14,114	19,098	(NA)	(NA)
State	485,332	489,523	487,021	-0.5	0.3

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 compares the number of 12th graders to the number of kindergartners in public schools for the years 1993 to 2003. This information can provide an indication of the enrollment trends. The number of outgoing 12th graders exceeded the number of incoming kindergartners for the sixth consecutive year. This data corresponds with the declining public school enrollments provided in Table 1.

Figure 3

IOWA PUBLIC SCHOOL ENROLLMENTS
KINDERGARTEN VS GRADE 12 1993-1994 TO 2002-2003



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

The decline in public K-12 enrollment can be seen in the number of districts that have moved into the smaller enrollment categories leading to total enrollment increases in those categories between 2001-2002 and 2002-2003. The three smallest enrollment categories each had increases in total enrollments and number of districts. The largest enrollment category (7,500+) had no change in the number of districts but did have a slight increase in total enrollment of 101 students (0.1 percent). Although four of the seven enrollment categories had enrollment increases, those increases did not outweigh the total enrollment declines of the three enrollment categories between 600 and 7,499 students. Each of those categories had a total enrollment decrease of over 1,000 with the enrollment category 2,500-7,499 showing a decline of 2,123 students (-2.1 percent). Table 3 provides detailed data by enrollment category for 2001-2002 and 2002-2003.

Table 3

IOWA PUBLIC SCHOOL ENROLLMENT CHANGES
BY ENROLLMENT CATEGORY 2001-2002 AND 2002-2003

Enrollment Category	Number of Districts	2001-2002 Enrollment	Number of Districts	2002-2003 Enrollment	Absolute Enrollment Change	Percent Change
<250	29	5,531	31	5,953	422	7.6%
250-399	50	16,546	52	17,010	464	2.8
400-599	77	38,717	78	39,563	846	2.2
600-999	100	76,452	98	75,279	-1,173	-1.5
1000-2499	81	121,111	79	120,073	-1,038	-0.9
2500-7499	25	98,953	24	96,830	-2,123	-2.1
7500+	9	132,213	9	132,314	101	0.1
State	371	489,523	371	487,021	-2,502	-0.5

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

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

Table 4

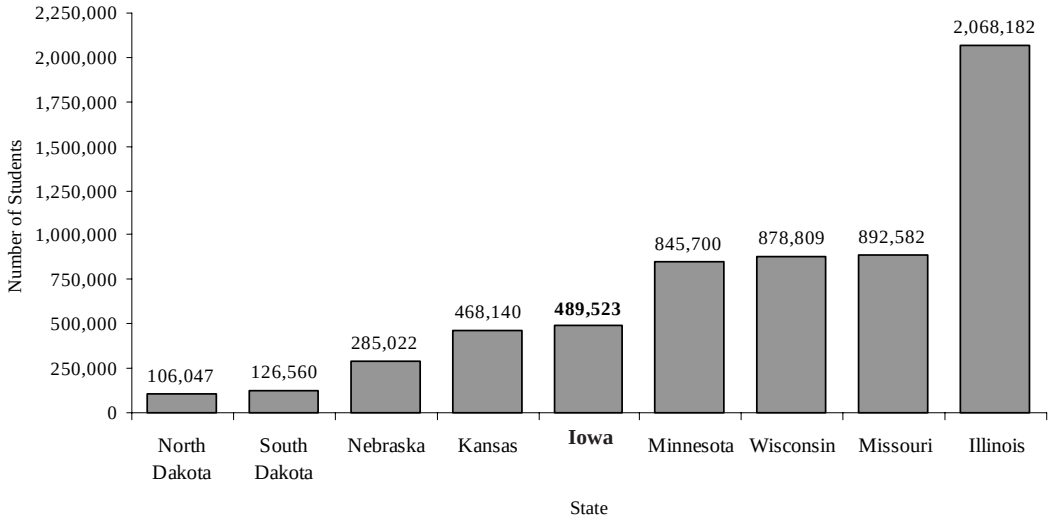
PUBLIC SCHOOL K-12 ENROLLMENT TRENDS FOR IOWA, THE NATION, AND MIDWEST STATES 1991, 1996 AND 2001

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

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

Figure 4

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



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

Iowa K-12 public school enrollment projections for 2003-2004 through 2007-2008 are presented in Table 5. Enrollment projections are based upon trends observed in the enrollment changes from grade to grade. Estimated enrollments for grades 1-12 are calculated using an average cohort survival ratio. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to the cohort born five years earlier. The projections show a continuation of the downward trend in total enrollments. The projections also indicate that the number of outgoing grade 12 students will be greater than the number of incoming kindergartners for each year shown.

Table 5

IOWA PUBLIC SCHOOL ENROLLMENT PROJECTIONS BY GRADE LEVEL 2003-2004 TO 2007-2008

Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
K	34,734	35,256	35,077	34,788	34,844
1	33,523	33,882	34,392	34,217	33,935
2	32,944	33,419	33,777	34,285	34,111
3	32,871	33,049	33,525	33,884	34,394
4	33,781	32,996	33,175	33,653	34,013
5	34,952	33,926	33,138	33,317	33,797
6	37,278	35,359	34,321	33,524	33,705
7	37,359	37,049	36,111	35,051	34,237
8	37,867	37,531	37,220	36,277	35,212
9	40,166	40,797	40,435	40,100	39,084
10	37,960	38,664	39,272	38,923	38,601
11	36,541	36,543	37,220	37,806	37,470
12	36,831	35,392	35,393	36,049	36,617
Other*	18,399	17,859	17,365	16,858	16,331
State	484,206	481,722	480,421	478,732	476,351

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

Historical and projected Iowa public school K-12 enrollments are presented in Table 6. Total enrollments continued to decline from the 1996-1997 school year. Projections through the 2007-2008 school year show the downward trend is estimated to continue. Projections indicate that by the 2007-2008 school year, only the kindergarten and grade 1-3 group will have greater enrollments than their corresponding group in 2002-2003.

Table 6

IOWA PUBLIC SCHOOL K-12 ENROLLMENTS FOR 1993-1994 THROUGH 2002-2003 AND PROJECTED ENROLLMENTS FOR 2003-2004 THROUGH 2007-2008

	Grade Level								
Year	K	1-3	4-5	6-8	9-11	12	Total	Other*	Grand Total
	Enrollments								
1993-1994	36,311	108,244	73,808	115,010	109,857	32,545	475,775	21,234	497,009
1994-1995	37,402	106,402	73,500	115,534	113,867	34,078	480,783	19,809	500,592
1995-1996	37,629	106,020	73,635	114,665	117,926	34,565	484,440	20,065	504,505
1996-1997	37,101	107,324	71,368	114,295	119,262	35,650	485,000	20,523	505,523
1997-1998	36,486	107,817	69,871	112,447	118,720	36,808	482,149	22,981	505,130
1998-1999	35,772	108,065	70,882	111,332	118,668	37,166	481,885	20,649	502,534
1999-2000	34,596	106,965	72,913	110,092	118,382	37,124	480,072	18,484	498,556
2000-2001	33,977	104,716	73,423	109,738	118,181	36,892	476,927	17,364	494,291
2001-2002	34,249	102,140	72,835	112,329	117,387	36,469	475,409	14,114	489,523
2002-2003	34,090	99,467	70,664	111,565	115,419	36,728	467,923	19,098	487,021
	Projected Enrollments								
2003-2004	34,734	99,338	68,733	113,504	114,667	36,831	465,807	18,399	484,206
2004-2005	35,256	100,350	66,922	109,939	116,004	35,392	463,863	17,859	481,722
2005-2006	35,077	101,694	66,313	107,652	116,927	35,393	463,056	17,365	480,421
2006-2007	34,788	102,386	66,970	104,852	116,829	36,049	461,874	16,858	478,732
2007-2008	34,844	102,440	67,810	103,154	115,155	36,617	460,020	16,331	476,351

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

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

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

Iowa nonpublic school K-12 historical and projected enrollments are shown in Table 7. Total enrollments have decreased for each year shown and projections estimate that the trend will continue. The nonpublic enrollment total for 2002-2003 was 38,998 down 883 (2.2 percent) students from the previous year and 6,330 (14.0 percent) from 1993-1994. The projections indicate that only the kindergarten group will increase between 2002-2003 and 2003-2004.

Table 7

IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS FOR 1993-1994 THROUGH 2002-2003 AND PROJECTED ENROLLMENTS FOR 2003-2004 THROUGH 2007-2008

	Grade Level						
Year	K	1-3	4-5	6-8	9-11	12	Total
			Enrollments				
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
2002-2003	3,585	10,846	6,937	9,124	6,369	2,137	38,998
			Projected Enrollments				
2003-2004	3,786	10,698	6,840	8,792	6,283	2,062	38,461
2004-2005	3,843	10,705	6,681	8,594	6,151	2,004	37,978
2005-2006	3,824	10,836	6,506	8,348	6,037	2,002	37,553
2006-2007	3,792	10,910	6,447	8,174	5,826	1,980	37,159
2007-2008	3,798	10,912	6,548	7,993	5,693	1,881	36,825

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

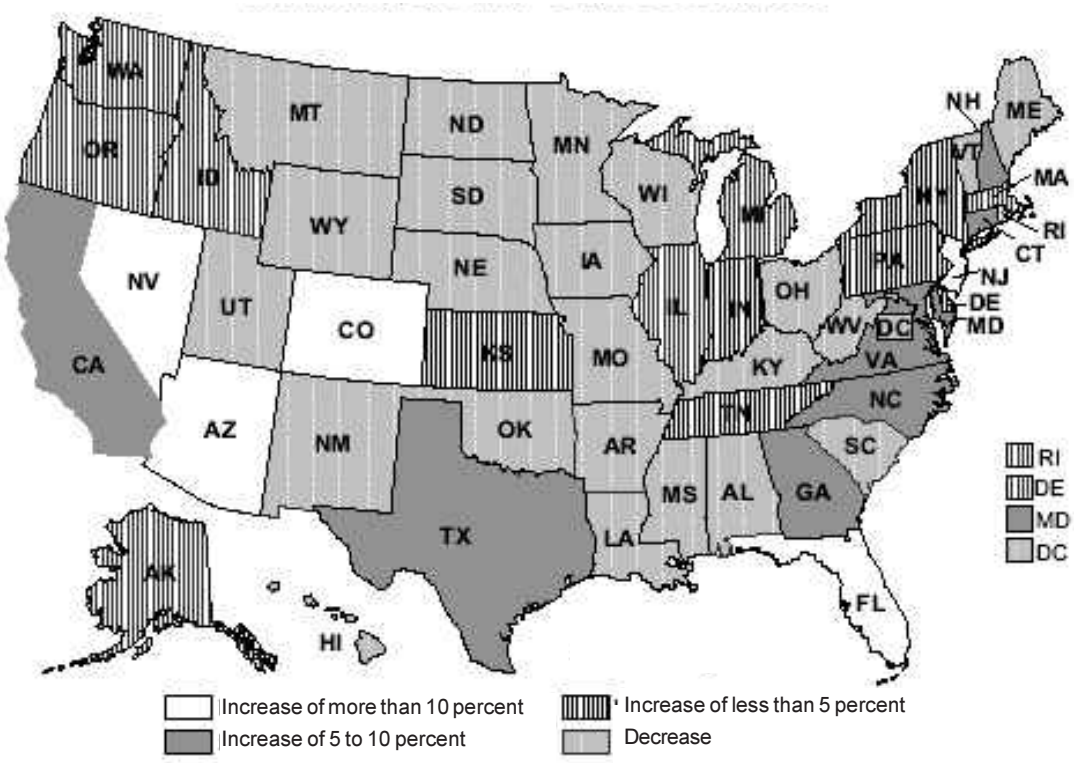
Notes: All enrollments are as of the third Friday in September. The nonpublic school enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for first through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

Enrollment Changes for the Nation

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

Figure 5

PERCENT CHANGE IN PUBLIC ELEMENTARY AND SECONDARY ENROLLMENT BY STATE
FALL 1996 TO FALL 2001



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

Distribution of Public School Students and Districts

During the 2002-2003 school year, Iowa had 371 school districts, which remained unchanged from the previous school year. Table 8 and Figures 6 and 7 detail the change in the number of school districts since 1950. Between 1950 and 1970, the number of school districts decreased from 4,652 to 453 a 90.3 percent decrease. The decrease between 1965 and 1970 was due to an Iowa law change, which required all operating districts to provide K-12 programs. Currently, just fewer than 70 percent of the school districts have less than 1,000 students accounting for 28.3 percent of the total students. The nine school districts that fell in the largest enrollment category account for 27.2 percent of the total public K-12 enrollment.

Table 8

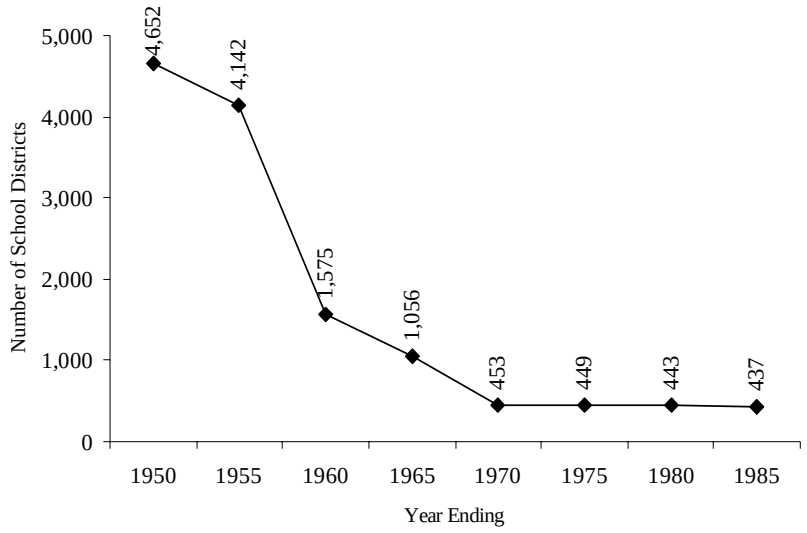
NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS 1950-2003

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

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

Figure 6

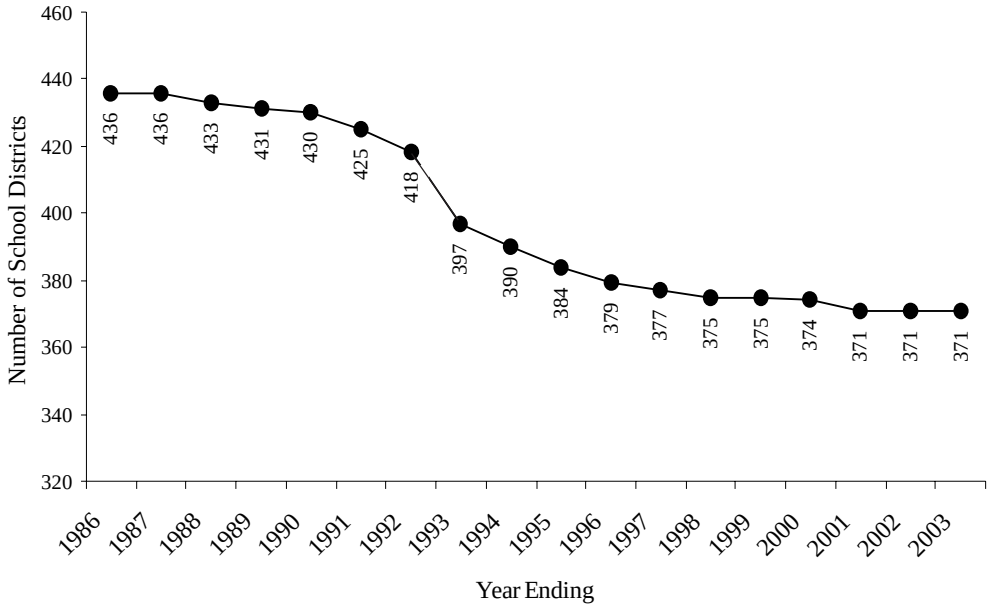
NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1950 TO 1985



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

Figure 7

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1986 TO 2003



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

The distribution of Iowa public school districts and students by enrollment category is presented in Table 9 for the 1985-1986, 2001-2002 and 2002-2003 school years. The number of school districts has decreased by 66 and the number of students has increased by 1,689 since 1985-1986. The number of districts and students in the 600-999 enrollment category has remained relatively unchanged between 1985-1986 and 2002-2003 with 97 school districts and 72,595 students in 1985-1986 compared to 98 school districts and 75,279 students in 2002-2003. The three smallest enrollment categories have seen the largest change in the years shown. The total number of school districts for the three smallest enrollment categories has decreased by 75 (-31.8 percent) and total number of students has decreased by 23,202 (-27.1 percent) between 1985-1986 and 2002-2003.

The total number of school districts has increased by eight (7.7 percent) and the total number of students has increased by 22,208 (6.8 percent) for the three largest enrollment categories between 1985-1986 and 2002-2003. Currently there are nine school districts in the largest enrollment category (7,500+) accounting for 2.4 percent of the total number of districts, but there are 132,314 students accounting for 27.2 percent of the total enrollment.

Table 9

Distribution of Iowa Public School Districts and Students by Enrollment Category 1985-1986, 2001-2002 and 2002-2003

	1985-1986				2001-2002				2002-2003			
Enrollment Category	Districts N	%	Students N	%	Districts N	%	Students N	%	Districts N	%	Students N	%
<250	52	11.9%	10,124	2.1%	29	7.8%	5,531	1.1%	31	8.4%	5,952	1.2%
250-399	90	20.6	29,060	6.0	50	13.5	16,546	3.4	52	14.0	17,010	3.5
400-599	94	21.5	46,544	9.6	77	20.8	38,717	7.9	78	21.0	39,563	8.1
600-999	97	22.2	72,595	15.0	100	27.0	76,452	15.6	98	26.4	75,279	15.5
1,000-2,499	72	16.5	109,551	22.6	81	21.8	121,111	24.7	79	21.3	120,073	24.7
2,500-7,499	24	5.5	95,189	19.6	25	6.7	98,953	20.2	24	6.5	96,830	19.9
7,500+	8	1.8	122,269	25.2	9	2.4	132,213	27.0	9	2.4	132,314	27.2
State	437	100.0	485,332	100.0	371	100.0	489,523	100.0	371	100.0	487,021	100.0

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

Iowa public and nonpublic school distribution by type for the 1999-2000 to 2002-2003 school years is provided in Tables 10 and 11. There are 365 public high schools in 347 districts in 2002-2003. The remaining 24 districts send their high school students to other districts. Elementary schools represent the largest type of school for both public and nonpublic.

Table 10

Iowa Public School Distribution by Type 1999-2000 to 2002-2003

	1999-2000		2000-2001		2001-2002		2002-2003	
Type of School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School	367	24.5%	367	24.5%	367	24.5%	365	24.3%
Junior High School	49	3.3	46	3.1	44	2.9	44	2.9
Middle School	221	14.7	225	15.0	227	15.1	230	15.3
Elementary School	848	56.5	844	56.3	835	55.7	812	54.1
Special Education School	10	0.7	9	0.6	10	0.7	9	0.6
Alternative School	38	2.5	40	2.7	38	2.5	40	2.7
Total	1,533		1,531		1,521		1,500	

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

Table 11

IOWA NONPUBLIC SCHOOL DISTRIBUTION BY TYPE 1999-2000 TO 2002-2003

	1999-2000		2000-2001		2001-2002		2002-2003	
Type of School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School	26	12.6%	26	12.3%	26	12.4%	27	13.0%
Elementary School	178	86.4	182	86.3	182	86.7	179	86.1
K-12 School	2	1.0	3	1.4	2	1.0	2	0.9
Total	206		211		210		208	

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

The number of public school districts sending high school students to another district increased to 24 in 2002-2003. These districts no longer offer a high school program for their students. This was the first increase since the 1992-1993 school year (see Table 12). During the 2002-2003 school year, 57 school districts participated in some form of whole grade sharing.

Table 12

PUBLIC SCHOOL DISTRICTS SENDING HIGH SCHOOL STUDENTS OUT OF DISTRICT 1985-1986 THROUGH 2002-2003

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

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

Table 13 details the enrollment category the public high schools represent for 1998-1999 through 2002-2003. For all the years shown, the greatest number of high schools were in the 100-199 enrollment category. That enrollment category has increased by seven since the 1998-1999 school year. High schools with under 700 students accounted for about 86 percent of all the high schools in 2002-2003. A total of five high schools had enrollments over 1,700 students for all years shown with the exception of 2000-2001. The number of high schools with enrollments less than 100 has increased since 1998-1999, but remained unchanged between 2001-2002 and 2002-2003.

Table 13

IOWA PUBLIC HIGH SCHOOL ENROLLMENT DISTRIBUTION 1998-1999 THROUGH 2002-2003

Grades 9-12 Enrollment	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003 Percent of High Schools	2003 Cumulative Percent of High Schools
<100	19	20	21	22	22	6.0%	6.0%
100-199	108	104	111	115	115	31.5	37.5
200-299	93	94	91	92	86	23.6	61.1
300-399	43	48	46	37	42	11.5	72.6
400-499	20	16	15	22	21	5.8	78.4
500-599	19	23	17	17	14	3.8	82.2
600-699	15	11	15	11	13	3.6	85.8
700-799	4	6	6	6	7	1.9	87.7
800-899	3	2	1	2	2	0.5	88.2
900-999	4	2	3	2	3	0.8	89.0
1,000-1,099	2	5	4	4	4	1.1	90.1
1,100-1,199	7	4	4	4	4	1.1	91.2
1,200-1,299	6	8	8	7	9	2.5	93.7
1,300-1,399	6	6	7	8	6	1.6	95.3
1,400-1,499	5	3	4	2	3	0.8	96.1
1,500-1,599	5	6	6	6	4	1.1	97.2
1,600-1,699	3	4	4	5	5	1.4	98.6
1,700-1,799	3	3	2	3	2	0.6	99.2
1,800+	2	2	2	2	3	0.8	100.0
Total	367	367	367	367	365		

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

Enrollment Distribution by Area Education Agency (AEA)

There were 15 Area Education Agencies (AEAs) in the state in 2002-2003. Area Education Agencies provide instruction and support for local school districts. Starting on July 1, 2003, AEAs 3 and 5 and AEAs 2, 6, and 7 will each combine into single AEAs to reduce the number of statewide AEAs to 12.

Table 14 and Figure 8 provide enrollment information for public and nonpublic schools by Area Education Agency. Of the 15 AEAs in 2002-2003, AEA 11 has the highest enrollment for both public (24.0 percent of total public enrollment) and nonpublic schools (20.7 percent of total nonpublic enrollment). AEAs 2, 6, and 7 combined to have 13.7 percent of the total public school students and AEAs 3 and 5 combined to have 7.1 percent of the total public school students in 2002-2003.

Table 14

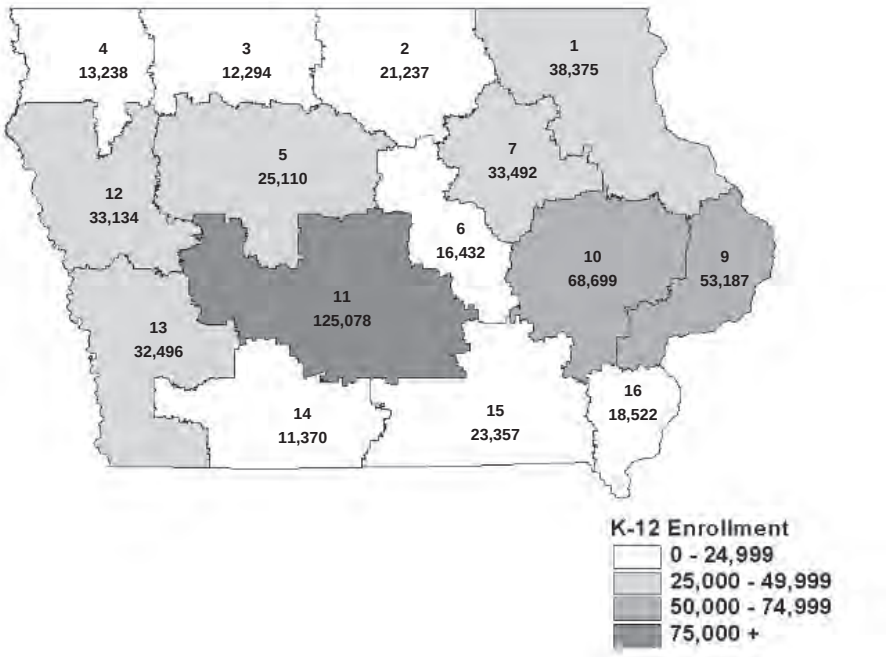
DISTRIBUTION OF IOWA SCHOOL K-12 ENROLLMENTS BY AEA 2002-2003

	Public School Enrollments		Nonpublic School Enrollments		Percent of Combined
AEA	Number*	Percent	Number	Percent	Enrollments
1	31,819	6.5%	6,556	16.8%	7.3%
2	20,161	4.1	1,076	2.8	4.0
3	11,261	2.3	1,033	2.6	2.3
4	10,292	2.1	2,946	7.6	2.5
5	23,425	4.8	1,685	4.3	4.8
6	16,076	3.3	356	0.9	3.1
7	30,692	6.3	2,800	7.2	6.4
9	49,579	10.2	3,608	9.3	10.1
10	64,021	13.1	4,678	12.0	13.1
11	117,019	24.0	8,059	20.7	23.8
12	29,928	6.1	3,206	8.2	6.3
13	31,262	6.4	1,234	3.2	6.2
14	11,245	2.3	125	0.3	2.2
15	22,906	4.7	451	1.2	4.4
16	17,337	3.6	1,185	3.0	3.5
State	487,021	100.0	38,998	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.
Note: *Totals may not add due to rounding.

Figure 8

K-12 (PUBLIC AND NONPUBLIC) ENROLLMENTS BY AEA
2002-2003



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

Public school county level certified enrollments for 2001-2002 and 2002-2003 are presented in Table 15. Based on the 2000 census, the most populous county in the state also had the largest enrollment (Polk) while the smallest county in the state had the smallest enrollment (Adams). Marshall county had the greatest increase (6.0 percent) in enrollment and Tama county had the greatest decrease in enrollment (-12.1 percent) between 2001-2002 and 2002-2003. Overall public enrollment decreased 0.5 percent between the two school years shown.

Table 15

IOWA PUBLIC SCHOOL CERTIFIED ENROLLMENT BY COUNTY OF RESIDENCE 2001-2002 AND 2002-2003

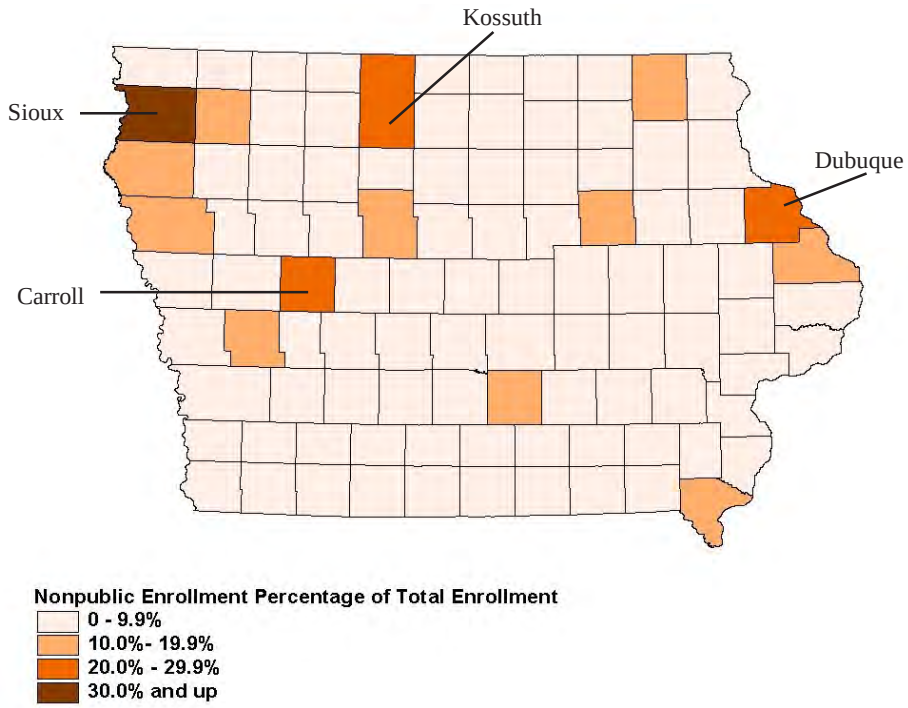
County	2002 County Enrollment	2003 County Enrollment	2003 Percent of Total Enrollment	Enrollment Change 2002 to 2003	Percent Change 2002 to 2003
Adair	1,477	1,457	0.3%	(21)	-1.4%
Adams	849	846	0.2	(3)	-0.4
Allamakee	2,593	2,502	0.5	(91)	-3.5
Appanoose	2,278	2,268	0.5	(10)	-0.4
Audubon	1,333	1,274	0.3	(59)	-4.4
Benton	5,119	5,065	1.0	(54)	-1.1
Black Hawk	17,474	17,592	3.6	118	0.7
Boone	4,569	4,524	0.9	(45)	-1.0
Bremer	3,927	3,895	0.8	(32)	-0.8
Buchanan	3,819	3,532	0.7	(287)	-7.5
Buena Vista	3,522	3,553	0.7	31	0.9
Butler	2,734	2,644	0.5	(91)	-3.3
Calhoun	1,867	1,820	0.4	(47)	-2.5
Carroll	3,154	3,076	0.6	(79)	-2.5
Cass	2,560	2,548	0.5	(12)	-0.5
Cedar	3,452	3,330	0.7	(122)	-3.5
Cerro Gordo	7,165	7,056	1.4	(109)	-1.5
Cherokee	2,384	2,263	0.5	(121)	-5.1
Chickasaw	2,266	2,232	0.5	(35)	-1.5
Clarke	1,770	1,748	0.4	(22)	-1.3
Clay	2,946	2,885	0.6	(62)	-2.1
Clayton	3,249	3,286	0.7	37	1.1
Clinton	8,904	8,749	1.8	(155)	-1.7
Crawford	3,107	3,124	0.6	17	0.6
Dallas	8,039	8,351	1.7	312	3.9
Davis	1,323	1,271	0.3	(52)	-3.9
Decatur	1,348	1,348	0.3	--	0.0
Delaware	3,389	3,219	0.7	(170)	-5.0
Des Moines	6,979	6,825	1.4	(154)	-2.2
Dickinson	2,635	2,610	0.5	(25)	-0.9
Dubuque	11,890	12,096	2.5	206	1.7
Emmet	1,857	1,816	0.4	(41)	-2.2
Fayette	3,875	3,973	0.8	98	2.5
Floyd	2,856	2,779	0.6	(77)	-2.7
Franklin	1,934	1,918	0.4	(16)	-0.8
Fremont	1,495	1,487	0.3	(8)	-0.6
Greene	1,981	1,895	0.4	(86)	-4.4
Grundy	2,318	2,454	0.5	136	5.9
Guthrie	1,976	1,930	0.4	(46)	-2.3
Hamilton	2,890	2,812	0.6	(78)	-2.7
Hancock	2,132	2,166	0.4	34	1.6
Hardin	3,234	2,903	0.6	(331)	-10.2
Harrison	3,131	3,068	0.6	(63)	-2.0
Henry	3,522	3,501	0.7	(21)	-0.6
Howard	1,625	1,527	0.3	(98)	-6.0
Humboldt	1,814	1,737	0.4	(78)	-4.3
Ida	1,503	1,501	0.3	(2)	-0.1
Iowa	3,029	3,039	0.6	10	0.3
Jackson	3,429	3,445	0.7	16	0.5
Jasper	6,562	6,372	1.3	(190)	-2.9
Jefferson	2,332	2,305	0.5%	(27)	-1.2%
Johnson	14,244	14,324	2.9	80	0.6
Jones	3,347	3,303	0.7	(44)	-1.3
Keokuk	2,156	2,134	0.4	(22)	-1.0
Kossuth	2,692	2,635	0.5	(57)	-2.1
Lee	5,927	5,903	1.2	(24)	-0.4
Linn	31,493	31,680	6.5	187	0.6
Louisa	2,554	2,508	0.5	(46)	-1.8
Lucas	1,665	1,675	0.3	10	0.6
Lyon	2,014	1,983	0.4	(31)	-1.6
Madison	2,760	2,765	0.6	5	0.2
Mahaska	3,782	3,698	0.8	(84)	-2.2
Marion	5,543	5,555	1.1	12	0.2
Marshall	7,078	7,503	1.5	425	6.0
Mills	2,802	2,763	0.6	(40)	-1.4
Mitchell	1,875	1,835	0.4	(40)	-2.1
Monona	1,754	1,718	0.4	(36)	-2.0
Monroe	1,402	1,430	0.3	28	2.0
Montgomery	2,107	2,070	0.4	(37)	-1.7
Muscatine	8,218	8,152	1.7	(66)	-0.8
O'Brien	2,437	2,328	0.5	(109)	-4.5
Osceola	1,244	1,264	0.3	20	1.6
Page	2,656	2,607	0.5	(49)	-1.9
Palo Alto	1,617	1,546	0.3	(71)	-4.4
Plymouth	4,396	4,333	0.9	(63)	-1.4
Pocahontas	1,577	1,508	0.3	(69)	-4.4
Polk	63,584	64,341	13.2	757	1.2
Pottawattamie	15,790	15,703	3.2	(87)	-0.6
Poweshiek	3,121	3,111	0.6	(10)	-0.3
Ringgold	941	886	0.2	(55)	-5.9
Sac	2,056	2,035	0.4	(22)	-1.0
Scott	27,500	27,436	5.6	(64)	-0.2
Shelby	2,362	2,331	0.5	(31)	-1.3
Sioux	4,238	4,214	0.9	(25)	-0.6
Story	10,521	10,423	2.1	(98)	-0.9
Tama	3,299	2,901	0.6	(398)	-12.1
Taylor	1,219	1,200	0.2	(19)	-1.6
Union	2,040	1,985	0.4	(55)	-2.7
Van Buren	1,296	1,320	0.3	24	1.9
Wapello	6,084	6,087	1.2	3	0.0
Warren	8,036	8,098	1.7	62	0.8
Washington	3,620	3,644	0.7	24	0.7
Wayne	1,197	1,162	0.2	(35)	-2.9
Webster	6,048	5,943	1.2	(105)	-1.7
Winnebago	2,214	2,194	0.5	(21)	-0.9
Winneshiek	3,114	3,127	0.6	13	0.4
Woodbury	18,256	18,129	3.7	(127)	-0.7
Worth	1,343	1,331	0.3	(12)	-0.9
Wright	2,688	2,591	0.5	(97)	-3.6
Total	489,523	487,021	100.0	(2,502)	-0.5

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

Thirty-four counties reported no nonpublic enrollments during the 2002-2003 school year. Sioux county had the largest percentage of nonpublic enrollment compared to total enrollment at 37.4 percent. Sioux, Dubuque, Carroll, and Kossuth counties each had over 20.0 percent of nonpublic enrollment compared to total enrollment. Figure 9 shows the nonpublic enrollment comparison to total enrollment by county.

Figure 9

K-12 NONPUBLIC BEDS ENROLLMENTS BY COUNTY
2002-2003



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

Racial/Ethnic Distribution of Students

Changes in the racial makeup of the total population can also been seen in the racial/ethnic distribution of Iowa students. The number of immigrants coming to Iowa reached the highest point in 14 years during 2001 (see Figure 9B in Background Demographics). The number of Hispanic students continued to increase. During the 2002-2003 school year, Hispanic students were the largest minority group accounting for 4.4 percent of the public PK-12 total enrollments and have increased by 425.3 percent since the 1985-1986 school year (see Table 16). African American students which had previously been the largest minority group increased slightly from the 2001-2002 school year but were second among the nonwhite racial/ethnic groups. Whites accounted for 89.0 percent of the public school PK-12 total enrollments, down slightly from the 2001-2002 school year.

Table 16

IOWA PUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 2001-2002 AND 2002-2003

Racial/ Ethnic Group	1985-1986 N	1985-1986 %	2001-2002 N	2001-2002 %	2002-2003 N	2002-2003 %	%Change 2001-2002 to 2002-2003	%Change 1985-1986 to 2002-2003
American Indian	1,090	0.2%	2,659	0.5%	2,635	0.5%	-0.9%	141.7%
Hispanic	4,069	0.8	19,596	4.0	21,375	4.4	9.1	425.3
Asian American	5,310	1.1	8,366	1.7	8,547	1.8	2.2	61.0
African American	12,308	2.5	20,230	4.1	20,629	4.3	2.0	67.6
White	462,555	95.3	438,881	89.6	429,024	89.0	-2.2	-7.2
Total*	485,332	100.0	489,732	100.0	482,210	100.0	-1.5	-0.6

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

White students accounted for 94.5 percent of the nonpublic PK-12 total enrollment in 2002-2003 (Table 17). Hispanic at 2.4 percent was the largest non-white racial/ethnic group while Asian American was the second largest with 1.6 percent of the total enrollment in 2002-2003. All nonwhite groups have increased by over 85.0 percent since the 1985-1986 school year.

Table 17

IOWA NONPUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 2001-2002 AND 2002-2003

Racial/ Ethnic Group	1985-1986 N	1985-1986 %	2001-2002 N	2001-2002 %	2002-2003 N	2002-2003 %	%Change 2001-2002 to 2002-2003	%Change 1985-1986 to 2002-2003
American Indian	42	0.1%	82	0.2%	78	0.2%	-4.9%	85.7%
Hispanic	527	1.1	951	2.2	978	2.4	2.8	85.6
Asian American	344	0.7	615	1.4	659	1.6	7.2	91.6
African American	273	0.6	551	1.3	554	1.3	0.5	102.9
White	48,372	97.6	40,220	94.8	39,242	94.5	-2.4	-18.9
Total*	49,558	100.0	42,419	100.0	41,511	100.0	-2.1	-16.2

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

Nationally the percentage of minority enrollments was 38.8 percent in 2000, up from 29.6 percent in 1986 (Table 18). The largest increase in the minority enrollments occurred in the Hispanic race/ethnicity group, which increased 6.4 percentage points between 1986 and 2000. In 2000, Hispanics accounted for over 40.0 percent of the student population in California, New Mexico, and Texas. The African American race/ethnicity group remains the largest minority group at 17.2 percent of total enrollment in 2000, up from 16.1 percent in 1986. Five states including Iowa had over 90.0 percent of the total enrollment in the White race ethnicity group.

Table 18

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

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

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

Notes: [1] Excludes persons of Hispanic origin.

—Data not available.

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

Weighted English Language Learners and Total English Language Learners

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

The Code of Iowa, Chapter 280.4, defines limited English proficient students as follows: "a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background".

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

Weighted English Language Learners

Statewide the number of weighted ELL students has increased 1.6 percent between 2001-2002 and 2002-2003 and 139.5 percent between 1993-1994 and 2002-2003. All enrollment categories except the less than 250 category had increases of over 100.0 percent since the 1993-1994 school year. Between 2001-2002 and 2002-2003, only the 1,000-2,499 had a decrease in weighted ELL students. The percent of weighted ELL enrollment to basic enrollment has increased from 0.8 percent in 1993-1994 to 1.9 percent in 2002-2003 (see Table 19).

Table 19

DISTRIBUTION OF IOWA WEIGHTED ENGLISH LANGUAGE LEARNERS[1] BY ENROLLMENT CATEGORY 1993-1994, 2001-2002 AND 2002-2003

	1993-1994		2001-2002		2002-2003		Percent Change in Weighted LEP Enrollment	
Enrollment Category	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	2001-2002 to 2002-2003	1993-1994 to 2002-2003
<250	6,956	17	5,531	11	5,952	12	9.1%	-29.4%
250-399	17,794	21	16,546	94	17,010	95	1.1	352.4
400-599	47,617	72	38,717	102	39,563	147	44.1	104.2
600-999	79,260	229	76,452	711	75,279	737	3.7	221.8
1,000-2,499	119,988	706	121,111	2,162	120,073	1,957	-9.5	177.2
2,500-7,499	94,422	488	98,953	1,512	96,830	1,554	2.8	218.4
7,500+	130,970	2,252	132,213	4,326	132,314	4,563	5.5	102.6
State	497,007	3,785	489,523	8,918	487,021	9,065	1.6	139.5

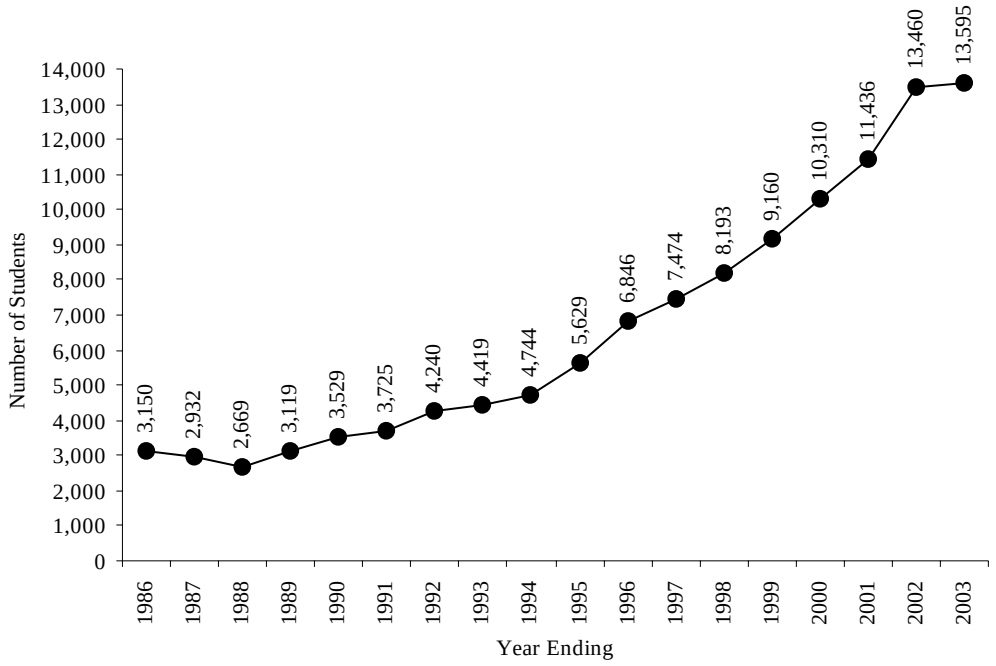
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.
Note: [1]Figures represent a count of ELL students eligible for generating additional funds for their education.

Total English Language Learners

Figure 10 provides yearly totals for Iowa public and nonpublic total English language learners from 1986 to 2003. The total ELL weighting increased 1.0 percent between 2001-2002 and 2002-2003 and 331.6 percent since 1986. The 2002-2003 increase of 135 was the smallest annual increase since 1988.

Figure 10

PK-12 Enrollments of Total English Language Learners
Iowa Public and Nonpublic Students
1985-1986 to 2002-2003



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

During the 2002-2003 school year, over 80 languages were represented as the primary language for all the ELL students in the state. Spanish accounted for 71.2 percent of the ELL total in 2002-2003, up from 67.1 percent the previous school year. Bosnian and Vietnamese were at 8.1 percent and 5.1 percent of the ELL total respectively. Russian showed a 75.5 percent increase from 2001-2002 to 2002-2003 going from 53 ELL students to 93. Information detailing all the ELL primary languages for PK-12 public and nonpublic students is provided in Table 20.

Table 20

English Language Learners Primary Languages for PK-12 Iowa Public and Nonpublic Students 1985-1986 and 1999-2000 through 2002-2003

Language	1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	% of Total ELL Students 2002-2003
Spanish	807	6,187	7,128	9,038	9,679	71.2%
Bosnian	0	283	369	1,114	1,105	8.1
Vietnamese	439	760	768	726	697	5.1
Serbo-Croatian	0	979	556	540	465	3.4
Laotian; Pha Xa Lao	548	400	411	433	424	3.1
Arabic	26	75	82	158	169	1.2
German	24	206	153	119	113	0.8
Russian	0	68	65	53	93	0.7
Chinese; Zhongwen	89	108	80	93	88	0.6
Cambodian; Khmer	239	99	101	105	86	0.6
Hmong	101	46	29	31	52	0.4
Korean; Choson-O	136	96	76	73	51	0.4
French	20	21	31	50	49	0.4
Croatian; Hrvatski	0	7	10	33	37	0.3
Japanese; Nihongo	0	31	40	40	35	0.3
Thai	333	19	23	13	34	0.3
Albanian; Shqip	0	34	44	38	32	0.2
Somali	0	26	28	30	32	0.2
Swahili	0	16	22	27	30	0.2
Persian; Farsi	0	4	4	5	24	0.2
Hindi	0	20	6	11	19	0.1
Sundanese	0	8	13	34	19	0.1
Ukrainian	0	19	15	18	19	0.1
Thai Dam	0	0	142	0	12	0.1
Kirghiz; Kyrgyz	0	0	0	3	11	0.1
Tagalog	0	9	4	9	11	0.1
Urdu	0	7	8	3	11	0.1
Hebrew; Iwrith	0	4	1	0	10	0.1
Nuer	0	104	6	13	10	0.1
Serbian; Srpski	0	6	434	13	9	0.1
Amharic	0	2	5	10	8	0.1
Faroese	0	0	1	0	8	0.1
Oriya	0	0	0	0	8	0.1
Portuguese	0	11	10	11	8	0.1
Punjabi; Panjabi	0	14	10	3	8	0.1
Tibetan; Bodskad	0	1	5	6	8	0.1
Afrikaans	0	5	3	18	7	<0.1
Corsican	0	1	2	2	7	<0.1
Turkish	0	5	0	7	7	<0.1
Greek	0	2	2	7	6	<0.1
Indonesian; Bahasa I	0	6	13	10	6	<0.1
Kirundi	0	3	9	11	6	<0.1
Slovenian	0	0	4	6	6	<0.1
Bengali; Bangla	0	3	3	1	5	<0.1
Kurdish; Zimany Kurd	0	11	13	8	5	<0.1
Latin	0	0	1	3	5	<0.1
American Indian	20	1	5	0	4	<0.1
Azerbaijani	0	0	3	3	4	<0.1
Kinyarwanda	0	6	3	6	4	<0.1
Lingala	0	0	1	2	4	<0.1
Malay; Bahasa Malays	0	5	0	3	4	<0.1
Norwegian	0	0	3	2	4	<0.1
Yoruba	0	5	5	5	4	<0.1
(Afan) Oromo	0	10	15	1	3	<0.1
Bulgarian	0	3	4	4	3	<0.1
Bashkir	0	0	0	1	2	<0.1
Guarani	0	0	0	0	2	<0.1
Hungarian; Magyar	0	0	0	0	2	<0.1
Polish	0	9	11	7	2	<0.1
Romanian	0	1	5	4	2	<0.1
Tamil	0	0	0	0	2	<0.1
Telugu	0	3	1	1	2	<0.1
Burmese; Myanmasa	0	2	1	1	1	<0.1
Frisian	0	0	0	0	1	<0.1
Georgian; Kartuli	0	1	0	2	1	<0.1
Gujarati	0	9	4	2	1	<0.1
Icelandic; Islenzk	0	1	1	2	1	<0.1
Kannada	0	0	0	0	1	<0.1
Latvian; Lettish	0	0	1	1	1	<0.1
Maori	0	0	1	1	1	<0.1
Marathi	0	1	1	2	1	<0.1
Nepali	0	1	1	1	1	<0.1
Samoan	0	6	3	1	1	<0.1
Singhalese	0	4	3	3	1	<0.1
Slovak	0	0	4	4	1	<0.1
Armenian; Hayeren	0	1	0	0	0	0.0
Czech	0	1	3	0	0	0.0
Estonian	0	5	0	0	0	0.0
Finnish; Suomi	0	7	2	2	0	0.0
Italian	7	6	1	2	0	0.0
Kazakh	0	0	0	14	0	0.0
Macedonian	0	1	2	2	0	0.0
Swedish; Svenska	0	6	0	0	0	0.0
Uzbek	0	0	1	0	0	0.0
Wolof	0	0	0	1	0	0.0
Malayalam	0	5	2	0	0	0.0
Not Identified	361	504	619	454	518	3.8
Total	**2,789**	**9,806**	**10,817**	**13,006**	**13,595**	**100.0**

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

Open Enrollment

Open enrollment for public students is provided under Iowa Code 282.18. Parents may enroll their children in a district outside of the district in which they reside. The Open Enrollment Act was implemented during the 1989-1990 school year and states: "It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices.It is therefore the intent that this section be construed broadly to maximize parental choice and access to educational opportunities 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 open enrolled students has increased every year since the legislation was enacted. During the 2002-2003 school year, 4.2 percent of the total enrollment was open enrolled, up from 3.97 percent the previous school year. The total number of open enrolled students topped 20,000 for the first time in 2002-2003 (Table 21 and Figure 11).

Table 21

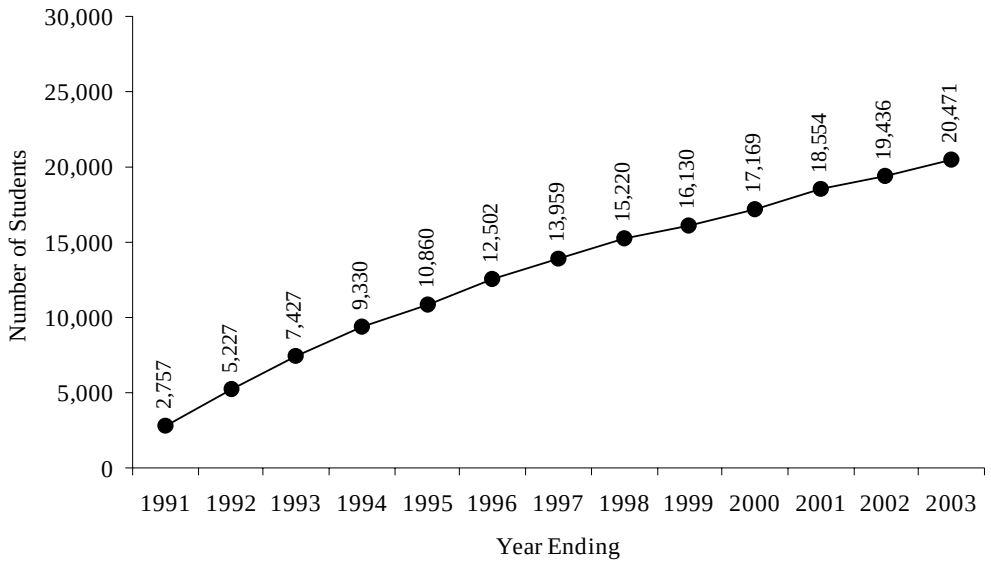
NUMBER OF OPEN ENROLLED IOWA K-12 PUBLIC STUDENTS 1990-1991 THROUGH 2002-2003

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

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

Figure 11

IOWA OPEN ENROLLMENT TREND
1990-1991 THROUGH 2002-2003



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

Table 22 provides data on the net enrollment change by enrollment category. The 1,000-2,499 enrollment category continued to have the largest net open enrollment change among all the enrollment categories. As in previous years, open enrollment results in a net loss in the two smallest enrollment categories (less than 250 and 250-399) and the largest enrollment category (7,500+).

Table 22

NET OPEN ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1990-1991 AND 1997-1998 TO 2002-2003

	Net Enrollment Change							Number of Students Open Enrolled
Enrollment Category	1990-1991	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2002-2003
<250	-236	-441	-349	-436	-521	-601	-678	972
250-399	-264	-325	-405	-217	-392	-272	-219	1,517
400-599	-50	354	253	-68	142	354	119	2,585
600-999	66	-40	209	558	436	101	269	4,042
1,000-2,499	370	1,165	1,014	1,070	1,340	1,388	1,707	4,236
2,500-7,499	45	534	554	436	431	375	123	3,620
7,500+	-67	-1,334	-1,367	-1,444	-1,554	-1,463	-1,413	3,499

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

Special Education Enrollment

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

Table 23 details two trends that continued for special education enrollments during the 2002-2003 school year. Total special education enrollment continued to increase, up 1.0 percent from the 2001-2002 school year. Also, special education enrollment as a percentage of total certified enrollment continued to increase moving from 13.1 percent in 2001-2002 to 13.3 percent in 2002-2003. Figure 12 shows the upward trend in special education as a percentage of certified enrollment since the year ending 1986.

Table 23

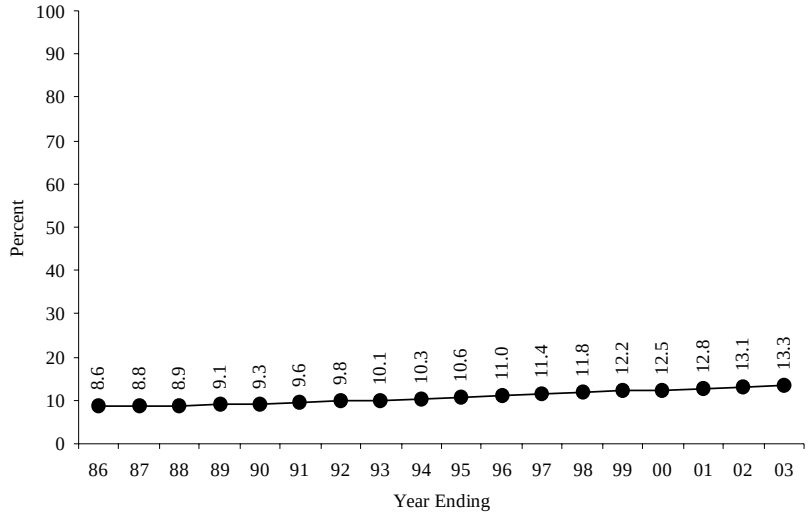
SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS
1985-1986 THROUGH 2002-2003

Year	Certified Enrollment	Annual % Change in Cert. Enrollment	Special Education Enrollment	Annual % Change in Spec. Ed. Enrollment	Special Ed. Enrollment as a % of Cert. Enr.
1985-1986	485,332	—	41,892	—	8.6%
1986-1987	481,205	-0.9%	42,360	1.1%	8.8
1987-1988	478,859	-0.5	42,625	0.6	8.9
1988-1989	476,771	-0.4	43,290	1.6	9.1
1989-1990	478,210	0.3	44,585	3.0	9.3
1990-1991	483,399	1.1	46,593	4.5	9.6
1991-1992	491,451	1.7	48,201	3.5	9.8
1992-1993	495,342	0.8	49,848	3.4	10.1
1993-1994	497,009	0.3	51,022	2.4	10.3
1994-1995	500,592	0.7	53,151	4.2	10.6
1995-1996	504,505	0.8	55,514	4.5	11.0
1996-1997	505,523	0.2	57,845	4.2	11.4
1997-1998	505,130	-0.1	59,711	3.2	11.8
1998-1999	502,534	-0.5	61,079	2.3	12.2
1999-2000	498,607	-0.8	62,536	2.4	12.5
2000-2001	494,291	-0.9	63,392	1.4	12.8
2001-2002	489,523	-1.0	64,044	1.0	13.1
2002-2003	487,021	-0.5	64,700	1.0	13.3

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

Figure 12

Special Education Enrollment in Iowa Public Schools as a Percent of Total Certified Enrollment 1985-1986 through 2002-2003



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

STAFF

In this section, data on licensed staff for Iowa's schools for the 2002-2003 school year and the 1985-1986 base year are presented. Summaries of the data are presented on the state level as well as by enrollment categories and area education agency. National and regional state comparative data are also presented when available. The data includes characteristics of staff such as age, race/ethnicity, gender, experience, and salary. Data are presented for teachers, principals, superintendents, other licensed positions, and some non-licensed staff. The number of instructional aides and pupil-teacher ratios for public schools are also included.

Teacher Characteristics

At the beginning of each school year, information on licensed staff is collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). A maximum of ten position assignments may be reported to accurately reflect the duties of the staff. Data on full-time teachers is presented in this section. Full-time teachers are defined as staff who reported a position code of teacher for at least one of their positions, have a full-time contract, have a regular salary of at least $24,500 and have at least 180 contract days. A total of 5,468 teachers reported serving in other positions, such as administrative and student support services in 2002-2003. These additional duties may impact their reported salary since salary is not reported separately for each additional position.

An overview of Iowa full-time teachers in public and nonpublic schools is presented in Table 24. There is not a great difference in the change in characteristics between 2001-2002 and 2002-2003 for both public and nonpublic teachers. When 2002-2003 is compared with 1985-1986 the data show that the average age and experience of teachers has increased. The average age of full-time public school teachers was 2.5 years greater with an additional 1.2 years of total experience in 2002-2003. The percentage of females increased from 63.5 percent to 71.5 percent. The percentage of minority teachers remains small, at 1.8 percent in 2002-2003. The percentage of teachers with advanced degrees has decreased since 1985-1986. Twenty-nine percent of public school teachers had advanced degrees in 1985-1986 while 26.7 percent had advanced degrees in 2002-2003.

Trends in the nonpublic school teacher data are similar to the public school teacher data. There were no significant differences between 2001-2002 and 2002-2003 teacher characteristics for nonpublic full-time teachers. The average age increased from 36.6 to 41.0 and the average total experience increased from 11.5 to 13.0 between 1985-1986 and 2002-2003. The percent of full-time female teachers continued to be larger for nonpublic schools than public schools, 80.3 percent compared with 71.5 percent. There was a smaller percent of full-time minority teachers in nonpublic schools than public schools. Minorities accounted for 0.6 percent of the full-time teachers in nonpublic schools and 1.8 percent in public schools.

Table 25 reports the number of full-time teachers, the percent with advanced degrees, the percent females, the percent minority, the average total years of experience, the average years of district experience, and the average age of full-time public school teachers in 2002-2003 by enrollment category. The districts in the smallest enrollment category had the smallest percent of teachers with advanced degrees, 9.5 percent, while districts in the largest enrollment category had the largest percent of teachers with advanced degrees, 37.6 percent. The percent of minority teachers differed from enrollment category to enrollment category. The 400-599 enrollment category had the smallest percent of minority teachers with 0.5 percent. The 7,500+ enrollment category had the largest percent of minority teachers with 4.3 percent.

Table 24

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1985-86, 2001-2002 AND 2002-2003

Characteristics	Public			Nonpublic		
	1985-1986	2001-2002	2002-2003	1985-1986	2001-2002	2002-2003
Average Age	39.9	42.3	42.4	36.6	40.9	41.0
Percent Female	63.5%	71.1%	71.5%	77.5%	80.9%	80.3%
Percent Minority	1.2%	1.7%	1.8%	0.5%	0.6%	0.6%
Percent Advanced Degree	29.0%	26.8%	26.7%	16.0%	13.9%	14.3%
Average Total Experience	13.9	15.0	15.1	11.5	12.7	13.0
Average District Experience	10.6	11.8	11.9	5.7	9.0	9.4
Number of Full-Time Teachers	30,499	33,878	33,425	2,419	2,466	2,456

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

Table 25

ADVANCED DEGREE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 2002-2003

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	475	9.5%	76.4%	1.1%	12.9	10.2	41.5
250-399	1,389	12.8	70.6	0.9	13.9	11.2	42.1
400-599	2,968	16.2	67.4	0.5	14.8	12.0	41.8
600-999	5,332	17.0	68.0	0.7	15.2	12.2	42.2
1,000-2,499	8,236	24.0	71.1	0.9	15.7	12.2	42.4
2,500-7,499	6,181	32.5	72.8	1.4	15.1	11.6	42.1
7,500+	8,437	37.6	73.7	4.3	15.1	11.9	43.0
State	33,425	26.7	71.5	1.8	15.1	11.9	42.4

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

Teacher Age and Experience

The number of full-time public school teachers broken down by age category for 1992-1993 and 2002-2003 is presented in Table 26 and Figure 13. The distribution of teachers in age categories has changed in the past ten years. The percentage of teachers age 35 and younger increased from 26.8 percent to 30.9 percent and the percentage of those age 46-55 also increased. The percentage of teachers age 36-45 decreased from 38.2 percent in 1992-1993 to 33.5 percent in 2002-2003 while the percentage of teachers age 56 and older decreased slightly (9.7 percent in 1992-1993 versus 9.3 percent in 2002-2003).

Table 26

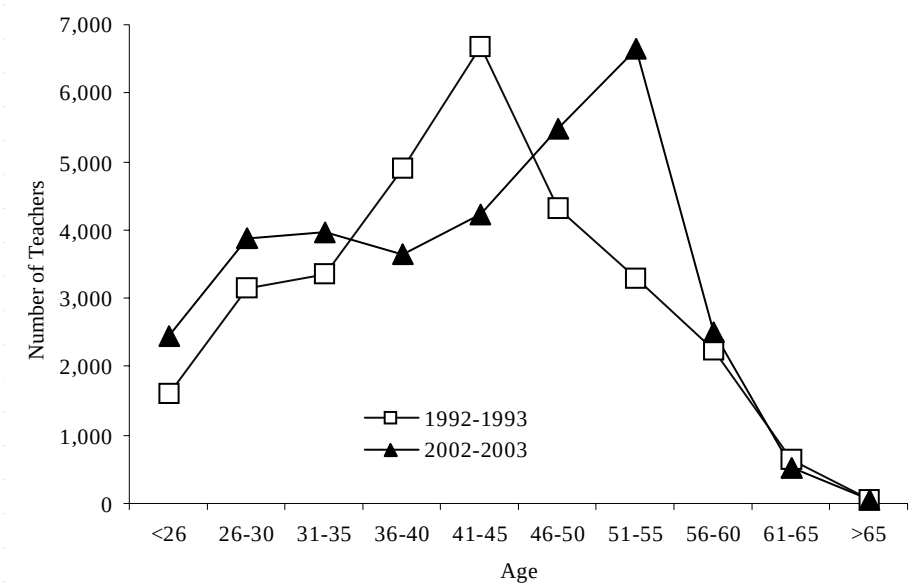
IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS 1992-1993 AND 2002-2003

	1992-1993				2002-2003			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,614	1,614	5.3%	5.3%	2,458	2,458	7.4%	7.4%
26-30	3,152	4,766	10.4	15.8	3,876	6,334	11.6	18.9
31-35	3,355	8,121	11.1	26.8	3,980	10,314	11.9	30.9
36-40	4,909	13,030	16.2	43.1	3,655	13,969	10.9	41.8
41-45	6,665	19,695	22.0	65.1	4,223	18,192	12.6	54.4
46-50	4,329	24,024	14.3	79.4	5,481	23,673	16.4	70.8
51-55	3,283	27,307	10.9	90.3	6,657	30,330	19.9	90.7
56-60	2,234	29,541	7.4	97.7	2,503	32,833	7.5	98.2
61-65	640	30,181	2.1	99.8	534	33,367	1.6	99.8
Over 65	70	30,251	0.2	100.0	58	33,425	0.2	100.0

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

Figure 13

IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS 1992-1993 AND 2002-2003



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

Teachers in Iowa public schools who are covered by the Iowa Public Employee Retirement System (IPERS) are eligible to receive full retirement benefits 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. Table 27 and Figure 14 report the combined age and experience distribution for full-time teachers in Iowa in 1992-1993 and 2002-2003. The percentage of teachers in the 88+ category decreased by 0.9 percentage points in the past decade, while the percentage of teachers with combined age and experience of 71-87 years increased by 8.5 percentage points.

Table 27

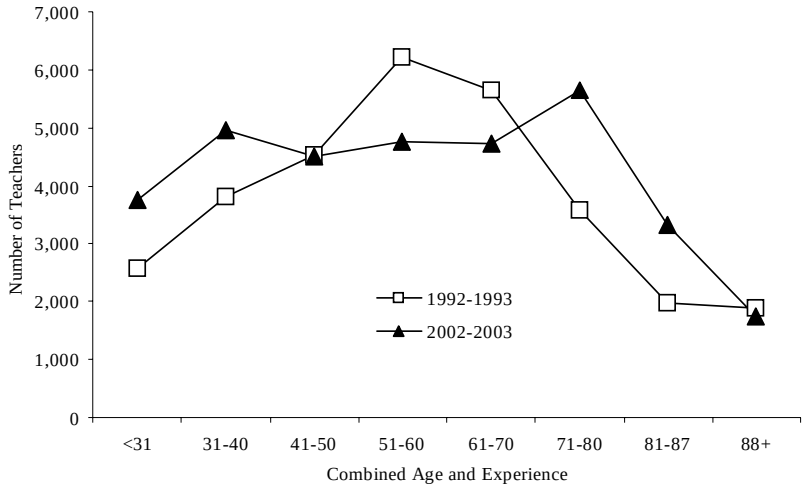
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 1992-1993 AND 2002-2003

Combined Age and Experience Interval	1992-1993 Number	1992-1993 Cumulative Total	1992-1993 Percent	1992-1993 Cumulative Percent	2002-2003 Number	2002-2003 Cumulative Total	2002-2003 Percent	2002-2003 Cumulative Percent
30 and Under	2,591	2,591	8.6%	8.6%	3,749	3,749	11.2%	11.2%
31-40	3,817	6,408	12.6	21.2	4,954	8,703	14.8	26.0
41-50	4,530	10,938	15.0	36.2	4,503	13,206	13.5	39.5
51-60	6,225	17,163	20.6	56.7	4,765	17,971	14.3	53.8
61-70	5,650	22,813	18.7	75.4	4,723	22,694	14.1	67.9
71-80	3,572	26,385	11.8	87.2	5,642	28,336	16.9	84.8
81-87	1,980	28,365	6.5	93.8	3,325	31,661	9.9	94.7
88+	1,886	30,251	6.2	100.0	1,764	33,425	5.3	100.0

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

Figure 14

DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS COMBINED AGE AND EXPERIENCE 1992-1993 AND 2002-2003



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

Teacher Contract Days

The number of contract days served by teachers in public school districts is reported on the Licensed Staff Detail report of the fall Basic Educational Data Survey (BEDS). The breakdown of full-time teachers by contract days for 2000-2001, 2001-2002, and 2002-2003 is presented in Table 28. The percentage of teachers with contract days of 193 through 195 increased slightly and the percentage of teachers with contracts less than 186 or more than 195 days decreased slightly since 2000-2001. As in previous years, the highest percentage of teachers had a contract length of 190 days in 2002-2003.

Table 28

DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS 2000-2001 TO 2002-2003

Number of Contract Days	Percent			Cumulative Percent		
	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Less than 186	6.4%	5.5%	5.3%	6.4%	5.5%	5.3%
186	2.3	2.4	2.5	8.7	7.9	7.9
187	5.4	5.5	5.6	14.1	13.4	13.5
188	6.2	6.1	6.1	20.3	19.5	19.7
189	5.1	5.3	5.6	25.4	24.8	25.3
190	29.5	29.3	28.9	54.9	54.1	54.1
191	8.0	7.5	6.9	62.9	61.6	61.0
192	9.7	9.2	9.3	72.6	70.8	70.3
193	8.8	10.0	10.3	81.4	80.8	80.6
194	4.1	4.3	4.5	85.5	85.1	85.2
195	8.9	9.3	9.7	94.4	94.4	94.9
196+	5.6	5.6	5.1	100.0	100.0	100.0

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

Teacher Assignments

The average number of teaching assignments for full-time public school teachers in grades 9-12 by enrollment category and the distribution of assignments for 1985-1986, 2001-2002 and 2002-2003 is found in Table 29 and Table 30. The teaching assignments for public school teachers are reported on the Fall BEDS, Licensed Staff Detail form. A maximum of ten assignments may be reported for each teacher. In 2002-2003, teachers in the enrollment category less than 250 had more than twice as many assignments per teacher on average as those in enrollment category 7,500+. About 80 percent of the grade 9-12 teachers in 2002-2003 had 4 or less teaching assignments (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, 2001-2002 and 2002-2003

Enrollment Category	1985-1986 Number of Districts	1985-1986 Number of Grade 9-12 Teachers	1985-1986 Average Number of Assignments	2001-2002 Number of Districts	2001-2002 Number of Grade 9-12 Teachers	2001-2002 Average Number of Assignments	2002-2003 Number of Districts	2002-2003 Number of Grade 9-12 Teachers	2002-2003 Average Number of Assignments
<250	52	470	3.8	29	146	5.0	31	158	4.8
250-399	90	1,218	3.6	50	762	4.2	52	766	4.3
400-599	94	1,754	3.3	77	1,553	4.0	78	1,546	4.0
600-999	97	2,228	3.1	100	2,541	3.6	98	2,476	3.6
1,000-2,499	72	2,843	2.6	81	3,263	3.0	79	3,197	3.0
2,500-7,499	24	1,997	2.1	25	2,165	2.4	24	2,120	2.4
7,500+	8	2,349	2.0	9	2,388	2.3	9	2,465	2.2
State	437	12,859	2.7	371	12,818	3.1	371	12,728	3.0

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

Table 30

Distribution of Assignments for Full-time Public School Teachers in Grades 9-12 2002-2003

Number of Unique Assignments	Percent	Cumulative Percent
1	20.5%	20.5%
2	26.6	47.1
3	18.9	66.1
4	13.2	79.3
5	8.9	88.1
6	5.4	93.6
7	3.2	96.8
8	1.8	98.6
9	0.8	99.4
10	0.6	100.0

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

Beginning Full-time Public School Teachers

Information about beginning teachers is collected on the third Friday in September for Fall BEDS. A beginning teacher is defined as someone in their first year of teaching. Table 31 includes information about beginning teachers from 1997-1998 to 2002-2003. The number of beginning full-time teachers increased from 1,133 to 1,660 between 1997-1998 and 2000-2001, but decreased to 1,104 in 2002-2003. For 2002-2003, the minimum salary for full-time public school teachers was $24,500. The average salary increased approximately $5,000 since 1997-1998. The percent of minority beginning full-time teachers increased 1.0 percentage points in 2002-2003. The percent of beginning teachers with advanced degrees decreased from 6.1 percent in 2001-2002 to 4.9 percent in 2002-2003.

Table 31

CHARACTERISTICS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS
1997-1998 THROUGH 2002-2003

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

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

Notes: *F-T indicates full-time.
Includes AEA teachers.
Figures for 1999-2000 to 2002-2003 represent average salaries for full-time public school staff in this group with teaching position codes.
Approximately 149 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.

Table 32 shows the distribution of beginning full-time teachers as a percentage of full-time public school teachers by enrollment category for 1997-1998 through 2002-2003. The percentage of beginning full-time teachers as a percentage of total full-time teachers varies by enrollment category. The enrollment category of 250-399 had the largest percentage of beginning teachers as a percentage of total full-time teachers, 4.5 percent, and the enrollment categories of 1,000-2,499 and 7,500+ had the smallest percentage of beginning teachers as a percentage of total full-time teachers, 3.0 percent. The percentage of beginning teachers as a percentage of total full-time teachers decreased for all enrollment categories between 2001-2002 and 2002-2003, while the percentage of beginning teachers as a percentage of total full-time teachers at the AEAs increased to 4.7 percent.

Table 32

IOWA FULL-TIME BEGINNING TEACHERS AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998 THROUGH 2002-2003

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

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

Minority Teacher Characteristics

Minority teachers accounted for 1.8 percent of the full-time teachers in Iowa in 2002-2003. Compared with non-minority teachers, minority teachers were on average about 2 years younger (Table 33). The percentage of teachers with advanced degrees was higher for minority teachers than for non-minority teachers, 27.8 percent compared with 26.7 percent. The average district experience and average total experience were greater for non-minority teachers. There was no significant difference in minority and non-minority teacher average salary.

Table 33

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY MINORITY AND NON-MINORITY GROUPS 2002-2003

Characteristics	Non-Minority	Minority
Number	32,825	600
Percent	98.2%	1.8%
Average Age	42.4	40.5
Percent Female	71.6%	67.2%
Percent Advanced Degree	26.7%	27.8%
Average Total Experience	15.2	11.8
Average District Experience	11.9	9.1
Average Salary*	$39,057	$39,135

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

Notes: Includes AEA teachers.
*Salary does not include Phase III funds.
Figures for 2002-2003 represent average salaries for full-time public school staff with at least one teaching position code. 5,468 full-time public school staff in 2002-2003 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

Salaries for licensed staff are reported through the Fall Basic Educational Data Survey. Benefits are not included in the reported salary, but salary for extra duties such as yearbook sponsorship and coaching may be included. Also, 5,468 licensed staff with teaching positions reported having administrative and supportive assignments and/or positions, which could inflate the teacher salary figures in 2002-2003.

In 2002-2003, full-time teachers were required to have a minimum salary of $24,500 and minimum contract length of 180 days. The average salary of full-time public school teachers in 2002-2003 was $39,059, an increase of 2.2 percent from 2001-2002 and an increase of 80.1 percent from 1985-1986.

Average teacher salaries increased with the size of the enrollment category (Table 34). The enrollment category of less than 250 students had the smallest average salary, $31,042. The largest average salary was $42,779 for the enrollment category of 7,500 or more students.

Table 34

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 1985-1986, 2001-2002 AND 2002-2003

Enrollment Category	Average Salary* 1985-1986	2001-2002	2002-2003	Percent Salary Change 1985-1986 to 2002-2003	Percent Salary Change 2001-2002 to 2002-2003
<250	$16,347	$29,996	$31,042	89.9%	3.5%
250-399	17,971	32,143	33,023	83.8	2.7
400-599	19,198	33,925	34,844	81.5	2.7
600-999	20,079	35,487	36,392	81.2	2.6
1,000-2,499	21,616	37,676	38,651	78.8	2.6
2,500-7,499	23,835	39,870	40,832	71.3	2.4
7,500+	24,041	42,249	42,779	77.9	1.3
State	21,690	38,230	39,059	80.1	2.2

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 2001-2002 and 2002-2003 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2001-2002 and 2002-2003 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.

Tables 35 through 37 present public school teacher information by years of total experience and advanced degree status. For all categories, average salary increased with the size of the enrollment category in 2002-2003. In 2002-2003, full-time teachers at the baccalaureate degree level and more then ten years of total experience had an average salary of $40,940, which was about $11,000 higher than teachers at the same degree level and five or less years of experience ($29,800). For teachers with advanced degrees, the average salary was $34,974 for teachers with total experience of five or less years and $48,339 for teachers with total experience of more than ten years. The difference in average salaries between teachers at the baccalaureate degree level and teachers with advanced degrees was $7,399 for teachers with more then ten years experience which was a greater difference than teachers with five or less years of experience, $5,174.

Table 35

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS 1985-1986 vs. 2002-2003

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2002-2003	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2002-2003	Number of Teachers Baccalaureate Degree 2002-2003	Number of Teachers Advanced Degree 2002-2003
<250	$14,659	$27,030	$15,782	$26,796	151	3
250-399	15,434	27,808	16,753	28,392	416	9
400-599	15,775	28,056	17,226	31,654	738	33
600-999	16,017	28,759	17,731	32,162	1,255	57
1,000-2,499	16,403	29,183	19,500	33,704	1,740	121
2,500-7,499	17,191	30,706	20,057	35,481	1,426	134
7,500+	17,156	31,738	21,143	36,954	1,869	222
State	16,211	29,800	19,545	34,974	7,595	579

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 2002-2003.
State total does not include AEA teachers.
Figures in 2002-2003 represent average salaries for full-time public school staff in this group with teaching position codes. 1,493 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. 2002-2003

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2002-2003	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2002-2003	Number of Teachers Baccalaureate Degree 2002-2003	Number of Teachers Advanced Degree 2002-2003
<250	$16,218	$29,264	$16,704	$29,565	73	4
250-399	17,423	30,914	18,537	32,375	181	14
400-599	18,419	31,840	19,704	34,468	423	33
600-999	18,874	33,003	20,026	35,055	709	79
1,000-2,499	19,543	34,427	21,360	37,450	1,078	164
2,500-7,499	20,570	36,123	23,174	39,908	765	231
7,500+	20,686	37,125	23,104	42,132	1,063	349
State	19,335	34,671	21,919	39,523	4,292	874

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 2002-2003.
State total does not include AEA teachers.
Figures in 2002-2003 represent average salaries for full-time public school staff in this group with teaching position codes. 998 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. 2002-2003

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2002-2003	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2002-2003	Number of Teachers Baccalaureate Degree 2002-2003	Number of Teachers Advanced Degree 2002-2003
<250	$17,821	$33,576	$18,985	$37,154	206	38
250-399	19,324	35,822	21,260	38,720	614	155
400-599	20,559	37,669	22,583	41,240	1,327	414
600-999	21,381	39,343	23,632	42,968	2,462	770
1,000-2,499	22,495	41,251	25,440	46,262	3,441	1,692
2,500-7,499	23,804	42,903	28,044	49,870	1,980	1,645
7,500+	23,594	44,364	28,110	52,174	2,329	2,605
State	22,196	40,940	26,528	48,339	12,359	7,319

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 2002-2003.
State total does not include AEA teachers.
Figures in 2002-2003 represent average salaries for full-time public school staff in this group with teaching position codes. 2,976 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.

Average Regular Salary vs. Average Total Salary

Regular salary is the portion of contract salary that is paid for direct position responsibilities. The total salary of teachers includes salary paid for extra curricular and extra duties that go beyond the salary paid for teaching: such as, coaching, yearbook sponsorship, and supervision of school organizations (such as student council) along with regular salary. The average total salary of full-time teachers and average regular salary of full-time teachers for 2001-2002 and 2002-2003 are presented in Table 38. Regular salary data was not collected in 2000-2001. The average total salary was approximately 3 percent higher than average regular salary in both 2001-2002 and 2002-2003.

On average, almost 3 percent of teachers' total salary was for the extra duties other than teaching.

Table 38

AVERAGE FULL-TIME TEACHER REGULAR SALARY VS. AVERAGE FULL-TIME TEACHER TOTAL SALARY 2000-2001 THROUGH 2002-2003

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

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

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

Teacher Salary Comparisons – Nation and Midwest States

Based on the National Education Association's, *Rankings of the States and Estimates of School Statistics*, the average teacher salaries are presented in Table 39 and Figure 15. In 2002-2003, Iowa ranked 35th in the nation, dropping one spot from the 2001-2002 school year. Iowa ranked fourth among the nine midwest states listed in 2001-2002 and 2002-2003.

Table 39

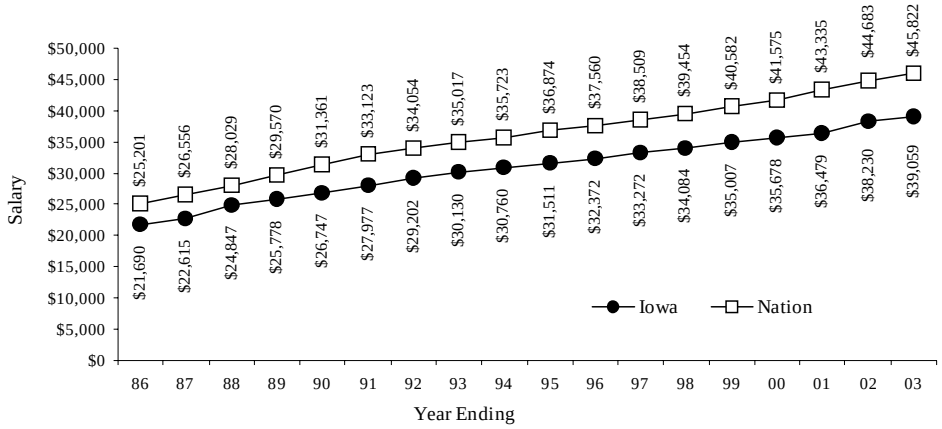
AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA AND MIDWEST STATES 2001-2002 AND 2002-2003

Nation and State	2001-2002 Salary	2001-2002 National Rank	2002-2003 Salary	2002-2003 National Rank
Nation	**$44,683**		**$45,822**	
Iowa*	**38,230**	**34**	**39,059**	**35**
Illinois	49,435	9	51,289	8
Kansas	37,093	41	38,123	40
Minnesota	42,194	22	42,833**	23
Missouri	37,996	35	38,826**	36
Nebraska	36,236	46	37,896	42
North Dakota	32,253	50	33,210**	50
South Dakota	31,295	51	32,416	51
Wisconsin	42,232	21	42,871	22

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 2001-2002 and 2002-2003 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Figure 15

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS FOR IOWA AND THE NATION, 1985-1986 TO 2002-2003



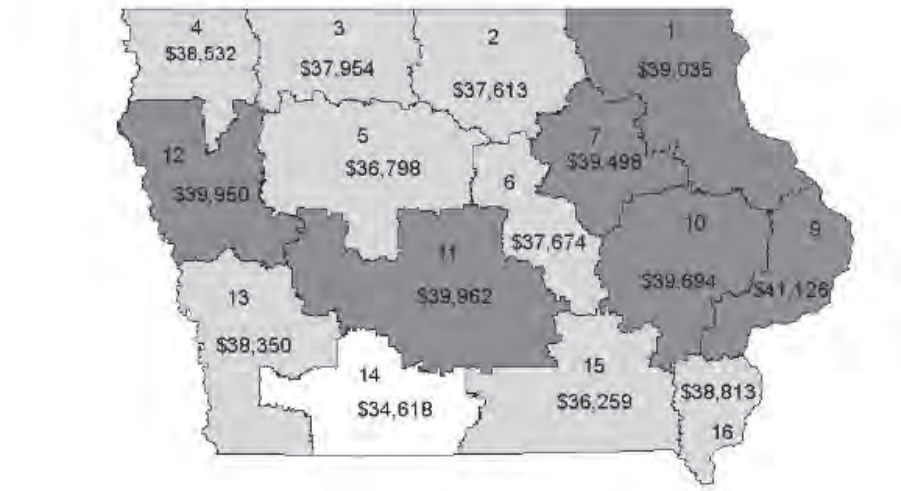
Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: Figures for Iowa 2002-2003 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 with teaching position 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

In 2002-2003, there were 15 Area Education Agencies (AEAs) in the state of Iowa that provided services to local school districts. Figure 16 shows the average salary of full-time public school teachers by AEA. Table 40 also presents the average salary of full-time public school teachers by AEA along with other characteristics. In 2002-2003, 45.9 percent of the teachers were employed in AEAs 9, 10 and 11. Teachers serving within AEAs 1, 2, 3, 4, 5, 6, 13, 14, 15 and 16 had average teacher salaries that were less than the state average of $39,059. The average salaries had a range of $6,508 with the low at $34,618 (AEA 14) and the high at $41,126 (AEA 9). Average years of total experience was lowest within AEA 11 (13.8 years) and highest within AEA 1 (16.8 years). AEA 12 had the highest percentage of full-time teachers with an advanced degree, 31.5 percent and AEA 2 had the lowest percentage of teachers with advanced degrees, 17.6 percent (Table 40).

Figure 16

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS BY AEA, 2002-2003



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.
Includes AEA teachers.
Figures for Iowa 2002-2003 represent average salaries for full-time public school staff with teaching position codes. 5,468 full-time public school staff in 2002-2003 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 40

AVERAGE SALARIES OF FULL-TIME IOWA PUBLIC SCHOOL TEACHERS BY AEA 2002-2003

AEA	Number	Percent of Teachers	Average Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree
1	2,143	6.4%	$39,035	16.8	13.7	26.3%
2	1,466	4.4	37,613	15.0	11.8	17.6
3	833	2.5	37,954	15.7	11.9	20.4
4	732	2.2	38,532	16.6	12.9	19.1
5	1,746	5.2	36,798	15.5	12.1	18.3
6	1,102	3.3	37,674	15.2	11.8	20.0
7	2,093	6.3	39,498	16.2	12.6	27.0
9	3,319	9.9	41,126	15.7	13.0	30.4
10	4,124	12.3	39,694	14.2	10.5	30.0
11	7,809	23.4	39,962	13.8	10.6	28.4
12	2,089	6.2	39,950	15.9	12.7	31.5
13	2,231	6.7	38,350	15.9	12.7	27.6
14	874	2.6	34,618	15.2	11.8	21.5
15	1,648	4.9	36,259	15.1	12.2	25.5
16	1,216	3.6	38,813	16.3	13.4	27.5
State	33,425	100.0	39,059	15.1	11.9	26.7

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.
Includes AEA teachers.
Figures for Iowa 2002-2003 represent average salaries for full-time public school staff with teaching position codes. 5,468 full-time public school staff in 2002-2003 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salary Comparisons with Other Occupational Groups

The U.S. Bureau of Labor Statistics calculates state occupational wage estimates for a variety of occupational groups. Wage estimates for a selection of the occupational groups requiring baccalaureate degrees in the state of Iowa for years 2000 and 2001 are presented in Table 41. The average teacher salary in Iowa increased by 2.2 percent between 2000 and 2001. The accountant and auditor average salary had the greatest increase of the occupations listed during the same time period, 8 percent. In 2001, child, family and school social workers and interior designers had a lower average salary than teachers did.

Table 41

IOWA SALARY COMPARISONS BY OCCUPATION
2000 AND 2001

Occupation	Average Salary 2000	Average Salary 2001	Percent Change 2000 to 2001
Electrical Engineer	$59,960	$62,120	3.6%
Computer Software Engineer, Applications	65,140	65,710	0.9
Air Traffic Controller	60,200	63,020	4.7
Civil Engineer	56,190	57,470	2.3
Computer Programmer	49,710	50,820	2.2
Speech-Language Pathologist/Audiologist	45,060	46,050	2.2
Accountant & Auditor	39,300	42,440	8.0
Teacher*	35,678	36,479	2.2
Registered Nurse	37,410	39,130	4.6
Child, Family and School Social Worker	32,640	34,570	5.9
Interior Designer	33,230	34,630	4.2

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, 2000 and 2001.
Note: *Teacher average salaries were based on Iowa Department of Education, Basic Educational Data Survey, Staff Files.

Teacher Salaries and the Consumer Price Index (CPI)

The consumer price index (CPI) measures the change in prices over time. It compares the cost for a collection of goods in one year to the cost of the same goods the following year. A comparison of changes in the average salary of full-time public school teachers in Iowa and in the nation to the CPI is presented in Table 42. For both Iowa and the nation, the percentage increase in average teacher salary over the previous school year was greater than the annual increase in CPI for 7 of the 12 years reported.

Table 42

CHANGE IN FULL-TIME PUBLIC SCHOOL TEACHERS COMPARED TO CHANGES IN THE CONSUMER PRICE INDEX 1990-1991 THROUGH 2002-2003

	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	44,683	3.1	1.6
2002-2003	39,059	2.2	45,822	2.5	

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

Note: Figures for Iowa 1999-2000 to 2002-2003 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 2002-2003 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

Average teacher salaries for the midwest states as reported by the American Federation of Teachers (AFT) for the 2000-2001 school year are presented in Table 43. The average beginning teacher salary in Iowa was $26,058, which was $2,928 lower than the national average of $28,986. Illinois had the highest average beginning teacher salary ($31,222) and was the only midwest state with average beginning teacher salary greater than the national average. North Dakota had the lowest average beginning teacher salary at $20,675.

Table 43

Comparison of Beginning Full-Time Public School Teacher Salaries, 2000-2001

Nation and State	Average Beginning Salary	Average Teacher Salary	Average Beginning Salary Rank Among Nine States	Average Teacher Salary Rank Among Nine States	Percent Beginning Salary Above/Below National Average	Average Beginning Salary as Percent of Average Teacher Salary
Nation	**$28,986**	**$43,250**				**67.0%**
Iowa	**26,058**	**36,479**	**5**	**4**	**-10.1%**	**71.4**
Illinois	31,222	47,865	1	1	7.7	65.2
Kansas	26,010	35,766	6	5	-10.3	72.7
Minnesota	27,003	42,212	3	2	-6.8	64.0
Missouri	27,173	35,091	2	6	-6.3	77.4
Nebraska	24,356	34,258	7	7	-16.0	71.1
North Dakota	20,675	30,891	9	8	-28.7	66.9
South Dakota	22,457	30,265	8	9	-22.5	74.2
Wisconsin	26,232	40,939	4	3	-9.5	64.1

Source: American Federation of Teachers, http://www.aft.org/research/survey01/salarysurvey01.pdf.

Beginning Teacher Salaries Compared to Expected Beginning Salaries in Other Occupations

Table 44 lists the expected salaries of college graduates hired in the spring in the United States in 1990, 1992, 1994, 1996, 1998, 2000, and 2001 for various occupations. The expected salary of teachers remained the lowest of the occupations listed at $28,986 in 2001. The highest expected salary was for college graduates entering an engineering occupation, $50,033. Graduates entering engineering, math/statistics, and computer science occupations had expected salaries that were over $45,000.

Table 44

BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE GRADUATES TO BE HIRED IN THE SPRING IN THE UNITED STATES 1990, 1992, 1994, 1996, 1998, 2000 AND 2001

Occupational Area	Year 1990	1992	1994	1996	1998	2000	2001
Teaching	$20,529	$22,171	$23,231	$24,285	$25,735	$27,989	$28,986
Engineering	32,304	35,064	35,736	38,481	42,862	47,112	50,033
Accounting	27,408	28,440	28,860	29,960	33,702	37,688	40,779
Sales/Marketing	27,828	27,144	28,452	30,714	33,252	37,946	40,033
Business Administration	26,496	27,024	27,768	30,140	34,831	40,242	41,892
Liberal Arts	26,244	26,472	27,852	29,979	33,600	36,201	37,143
Chemistry	29,088	30,048	30,960	33,938	36,036	38,210	41,190
Math/Statistics	28,944	28,944	31,392	33,279	40,523	46,744	49,548
Economics/Finance	26,712	27,072	29,484	31,754	36,658	41,102	44,390
Computer Science	29,100	31,488	31,728	35,481	40,920	46,495	49,749

Source: American Federation of Teachers, http://www.aft.org/research/survey01/salarysurvey01.pdf.

Characteristics of Principals

Characteristics of principals in public and nonpublic schools are presented in Table 45. The biggest change was the percentage of female public school principals with an increase from 8.7 percent to 33.3 percent between 1985-1986 and 2002-2003.

The number of principals decreased for public and nonpublic schools between 1985-1986 and 2002-2003. The number of principals in nonpublic schools decreased by 43.5 percent, from 177 to 100. The number of public school principals decreased from 1,223 to 1,091, a decrease of 10.8 percent. While the percentage of female principals increased in public schools, the percentage of female principals in nonpublic schools decreased from 49.5 percent in 1985-1986 to 45.0 percent in 2002-2003. The percentage of minority public school principals increased from 1.6 percent in 1985-1986 to 3.7 percent in 2002-2003. There were no reported minority principals in nonpublic schools in 2002-2003.

Table 45

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS
1985-1986, 2001-2002 AND 2002-2003

	Public			Nonpublic		
Characteristics	1985-86	2001-02	2002-03	1985-86	2001-02	2002-03
Average Age	46.6	48.0	47.8	46.0	48.9	48.1
Percent Female	8.7%	32.5%	33.3%	49.5%	48.0%	45.0%
Percent Minority	1.6%	3.2%	3.7%	0%	1.0%	0.0%
Average Total Experience	21.9	22.4	22.0	21.5	23.3	23.1
Average District Experience	13.2	11.7	11.4	6.0	9.0	9.3
Number of Principals	1,223	1,108	1,091	177	102	100

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

Principal Age and Experience

As seen in Table 46 and Figure 17, the age of public school principals increased between 1992-1993 and 2002-2003. In 1992-1993, about 37 percent of full-time principals were over 50 years old and in 2002-2003 about 45 percent of full-time principals were over 50 years old. Table 47 and Figure 18 show the same trend for the combined age and total years of experience for public school principals.

Table 46

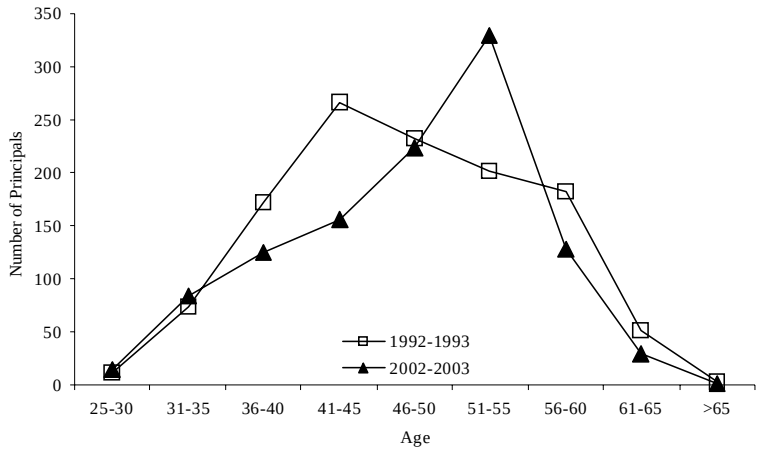
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1992-1993 AND 2002-2003

	1992-1993				2002-2003			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25-30	12	12	1.0%	1.0%	15	15	1.4%	1.4%
31-35	73	85	6.1	7.1	84	99	7.7	9.1
36-40	172	257	14.4	21.5	125	224	11.5	20.5
41-45	266	523	22.3	43.8	156	380	14.3	34.8
46-50	233	756	19.5	63.3	223	603	20.4	55.3
51-55	202	958	16.9	80.2	330	933	30.2	85.5
56-60	182	1,140	15.2	95.5	128	1,061	11.7	97.3
61-65	51	1,191	4.3	99.7	29	1,090	2.7	99.9
Over 65	3	1,194	0.3	100.0	1	1,091	0.1	100.0

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

Figure 17

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1992-1993 AND 2002-2003



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

Table 47

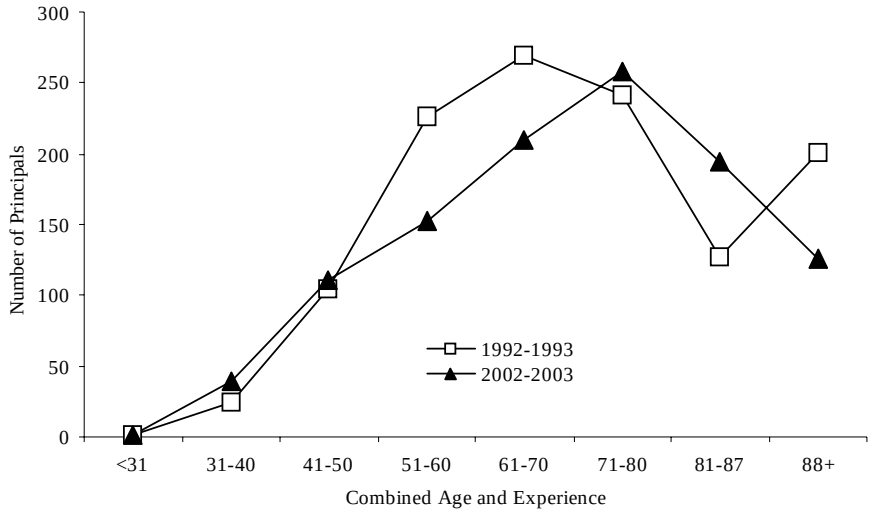
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals 1992-1993 and 2002-2003

Combined Age and Experience Interval	1992-1993 Number	1992-1993 Cumulative Total	1992-1993 Percent	1992-1993 Cumulative Percent	2002-2003 Number	2002-2003 Cumulative Total	2002-2003 Percent	2002-2003 Cumulative Percent
<31	1	1	0.1%	0.1%	1	1	0.1%	0.1%
31-40	24	25	2.0	2.1	39	40	3.6	3.7
41-50	104	129	8.7	10.8	110	150	10.8	13.7
51-60	226	355	18.9	29.7	152	302	13.9	27.7
61-70	270	625	22.6	52.3	210	512	19.2	46.9
71-80	241	866	20.2	72.5	258	770	23.6	70.6
81-87	127	993	10.6	83.2	195	965	17.9	88.5
88+	201	1,194	16.8	100.0	126	1,091	11.5	100.0

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

Figure 18

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals 1992-1993 and 2002-2003



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

Principal Salaries

The average salary of full-time public school principals in Iowa increased by 92.8 percent from 1985-1986 to 2002-2003. Between 2001-2002 and 2002-2003, the average salary increased by 2.6 percent. Principals who served in a district with enrollment less than 250 experienced the greatest increase in average salary, 5.0 percent, between 2001-2002 and 2002-2003. The average salaries of principals in 2002-2003 had a range of $17,577, with a low of $58,165 in enrollment category less than 250 and a high of $75,742 in enrollment category 7,500+ (Table 48).

Table 48

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-1986, 2001-2002 AND 2002-2003

Enrollment Category	Average Salary 1985-1986	Average Salary 2001-2002	Average Salary 2002-2003	Number of Principals 2002-2003	Percent Average Salary Change 2001-2002 to 2002-2003
<250	$26,399	$55,404	$58,165	29	5.0%
250-399	28,387	57,219	59,064	67	3.2
400-599	31,095	58,176	60,022	130	3.2
600-999	33,428	60,759	62,929	210	3.6
1,000-2,499	36,427	67,236	68,742	244	2.2
2,500-7,499	39,465	72,271	74,218	175	2.7
7,500+	39,584	74,707	75,742	231	1.4
State*	35,313	66,351	68,087	1,091	2.6

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

Characteristics of Superintendents

Table 49 contains the characteristics of superintendents in 1985-1986, 2001-2002, and 2002-2003. Between 1985-1986 and 2002-2003, there were a number of district reorganizations that account for the decrease in the number of superintendents from 425 in 1985-1986 to 342 in 2002-2003. Also, in 2002-2003 there were 28 districts who shared superintendents and some superintendents who worked part-time. During the same time period, the average age of superintendents increased from 48.7 years to 51.9 years. The percentage of full-time female superintendents increased from 1.6 percent to 9.6 percent. Along with the increase in the percentage of females superintendents, the percentage of minority superintendents increased from 0 to 1.5 percent.

Table 49

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS —1985-1986, 2001-2002 AND 2002-2003

Characteristics	1985-1986	2001-2002*	2002-2003
Average Age	48.7	52.0	51.9
Percent Female	1.6%	8.2%	9.6%
Percent Minority	0.0%	1.5%	1.5%
Percent Specialist/Doctorate Degree	46.9%	61.0%	59.6%
Average Total Experience	23.6	26.7	26.6
Average District Experience	8.8	7.6	6.8
Number	425	328	342

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.
*In 2001-2002, shared-time superintendents were counted as part-time.

Superintendent Age and Experience

As seen in Table 50 and Figure 19, the average age of superintendents increased in the past decade. In 1992-1993, 54.3 percent were 50 years old and younger and in 2002-2003, that percentage was 35.4 percent. In the same time period, the percent of superintendents over 60 years old increased from 5.0 percent to 8.2 percent.

Table 50

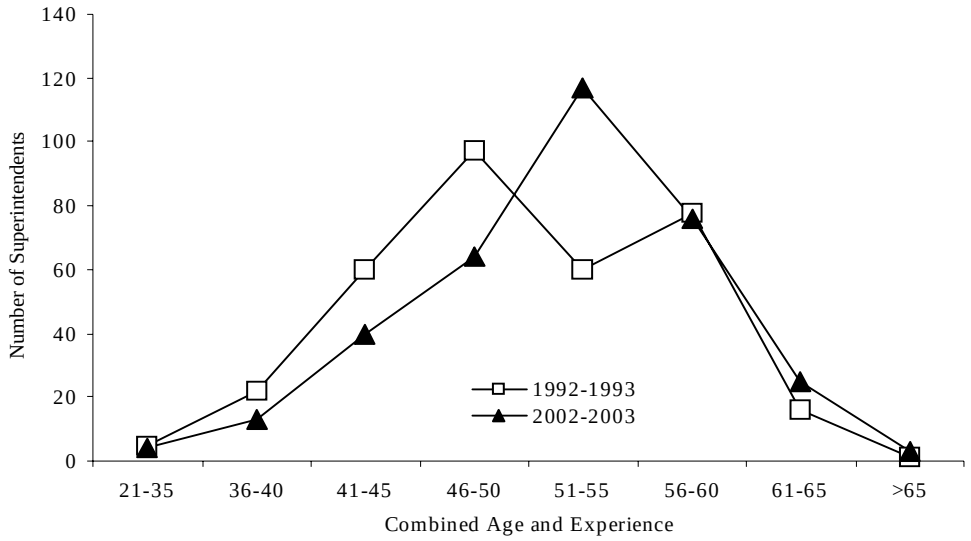
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1992-1993 AND 2002-2003

	1992-1993				2002-2003			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
21-35	5	5	1.5%	1.5%	4	4	1.2%	1.2%
36-40	22	27	6.5	8.0	13	17	3.8	5.0
41-45	60	87	17.7	25.7	40	57	11.7	16.7
46-50	97	184	28.6	54.3	64	121	18.7	35.4
51-55	60	244	17.7	72.0	117	238	34.2	69.6
56-60	78	322	23.0	95.0	76	314	22.2	91.8
61-65	16	338	4.7	99.7	25	339	7.3	99.1
Over 65	1	339	0.3	100.0	3	342	0.9	100.0

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

Figure 19

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1992-1993 AND 2002-2003



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

Superintendents are eligible for the same retirement benefits as teachers and other administrators. They are able to retire under IPERS with full benefits when their combined age and experience is at least 88 years. Table 51 and Figure 20 present the combined age and experience distribution of full-time public school superintendents. In 2002-2003, 26.0 percent of full-time superintendents were eligible for IPERS retirement benefits.

Table 51

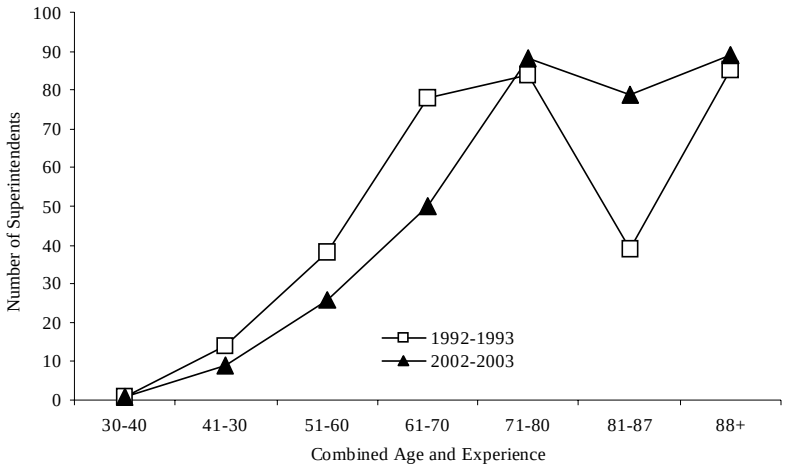
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1992-1993 AND 2002-2003

Combined Age and Experience	1992-1993				2002-2003			
Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30-40	1	1	0.3%	0.3%	1	1	0.3%	0.3%
41-50	14	15	4.1	4.4	9	10	2.6	2.9
51-60	38	53	11.2	15.6	26	36	7.6	10.5
61-70	78	131	23.0	38.6	50	86	14.6	25.1
71-80	84	215	24.8	63.4	88	174	25.7	50.9
81-87	39	254	11.5	74.9	79	253	23.1	74.0
88+	85	339	25.1	100.0	89	342	26.0	100.0

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

Figure 20

COMBINED AGE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1992-1993 AND 2002-2003



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

Superintendent Salaries

The average salary of superintendents in 2002-2003 was $87,146. This was an increase of 114.1 percent since 1985-1986 and an increase of 3.4 percent from 2001-2002. Average salaries increased as enrollment category size increased, from $63,406 for the smallest enrollment category to $131,534 for the largest enrollment category (Table 52).

Table 52

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 2001-2002, AND 2002-2003

Enrollment Category	Average Salary 1985-1986	Average Salary 2001-2002*	Average Salary 2002-2003	2002-2003 Number of Full-time Superintendents	% Change in Avg. Salary 1985-1986 to 2002-2003	% Change in Avg. Salary 2001-2002 to 2002-2003
<250	$33,597	$62,454	$63,406	19	88.7%	1.5%
250-399	34,060	72,201	75,215	42	120.8	4.2
400-599	39,213	75,836	80,013	75	104.0	5.5
600-999	41,482	81,425	85,173	95	105.3	4.6
1,000-2,499	47,288	91,998	95,140	78	101.2	3.4
2,500-7,499	55,110	110,474	114,300	24	107.4	3.5
7,500+	62,235	130,648	131,534	9	111.0	0.7
State	40,710	84,255	87,146	342	114.1	3.4

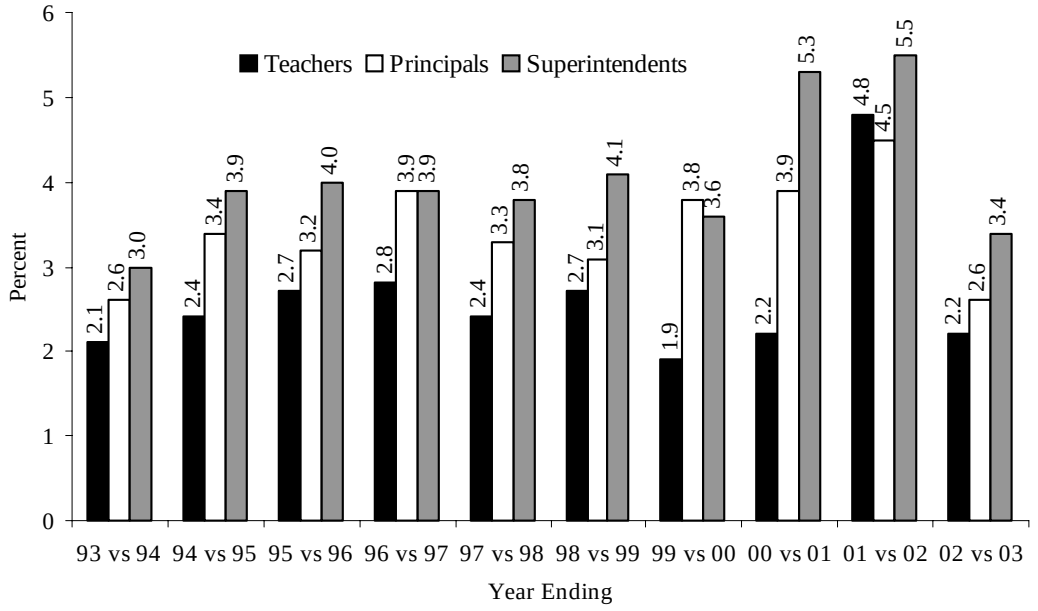
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Notes: Although every district is required to have a superintendent, a number of smaller districts share superintendents.
*One superintendent's salary was excluded due to a contract salary situation.

Teacher, Principal, and Superintendent Salary Comparisons

Figure 21 presents the annual percentage increases in average salaries for teachers, principals and superintendents from 1992-1993 to 2002-2003. For most years, including 2002-2003, superintendents salary had the greatest percentage increase and teacher salary had the smallest percentage increase.

Figure 21

ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS 1992-1993 TO 2002-2003



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

Average salaries by enrollment category for teachers, principals and superintendents are listed in Table 53. In 2002-2003, salaries for teachers, principals and superintendents increased as enrollment category size increased, with the smallest average salary in the smallest enrollment category and the largest average salary in the largest enrollment category. Superintendents salary had the largest range in salary, $68,128. Between 1985-1986 and 2002-2003 average salary of teachers increased by 80.1 percent, average salary of principals increased by 92.8 percent and average salary of superintendents increased by 114.1 percent.

Table 53

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

Enrollment Category	1985-1986 Teachers	1985-1986 Principals	1985-1986 Superintendents	2002-2003 Teachers*	2002-2003 Principals	2002-2003 Superintendents
<250	$16,347	$26,399	$33,597	$31,042	$58,165	$63,406
250-399	17,971	28,387	34,060	33,023	59,064	75,215
400-599	19,198	31,095	39,213	34,844	60,022	80,013
600-999	20,079	33,428	41,482	36,392	62,929	85,173
1,000-2,499	21,616	36,427	47,288	38,651	68,742	95,140
2,500-7,499	23,835	39,465	55,110	40,832	74,218	114,300
7,500+	24,041	39,584	62,235	42,779	75,742	131,534
State	21,690	35,313	40,710	39,059	68,087	87,146

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.
Includes AEA staff.
Figures for 2002-2003 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 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

Table 54 compares full-time public school teachers by gender and Table 55 compares full-time public school principals by gender. The majority of the teachers were female in 2002-2003, 23,902 females compared to 9,523 males. The average age was approximately the same for female and male teachers. There was a larger percent of male minority teachers (2.1 percent) than female minority teachers (1.7 percent). Also, there was a larger percent of males with advanced degrees. The percentage of males with advanced degrees was 29.1 percent and the percentage of females with advanced degrees was 25.1 percent. Average years of total experience and average years of district experience were greater for males than females. The average salary for males was $40,931, which was higher than the average salary for females, $38,313.

Table 54

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS — 2002-2003

Characteristics	Female	Male
Average Age	42.3	42.2
Percent Minority	1.7%	2.1%
Percent Advanced Degree	25.1%	29.1%
Average Total Experience	14.7	16.2
Average District Experience	11.5	12.8
Average Salary*	$38,313	$40,931
Number	23,902	9,523

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 2002-2003 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 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.

As can be seen in Table 55, males accounted for about two-thirds of the full-time public school principals in 2002-2003. The percent of minority principals was higher for females than males, 4.1 percent versus 3.4 percent. The average ages of male and female principals were similar, but male principals had more district experience, 11.6 years versus 10.9 years. There was a higher percent of female principals with advanced degrees than male principals, 95.9 percent compared with 91.6 percent. Male principals had a higher average salary than female principals, $68,481 compared with $67,298.

Table 55

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS — 2002-2003

Characteristics	Female	Male
Average Age	47.9	47.8
Percent Minority	4.1%	3.4%
Percent Advanced Degree	95.9%	91.6%
Average Total Experience	20.6	22.8
Average District Experience	10.9	11.6
Average Salary	$67,298	$68,481
Number	363	728

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

Area Education Agency Licensed Staff

In Iowa there were 15 Area Education Agencies (AEAs) in 2002-2003 with personnel who develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services. The characteristics of these staff members are presented in Table 56. Females made up 79.3 percent of AEA staff and minorities made up 1.4 percent of AEA staff. Eighty-one percent of the AEA staff held advanced degrees. The average years of total experience was 17.9 years and the average contract length was 198.2 days. The average age of AEA staff was 45.7 years. On average, AEA licensed staff had a salary of $46,399. In 2002-2003, the 2,287 full-time licensed AEA staff included administrative staff, teachers, psychologists, consultants, speech language pathologists, clinicians, social workers and others (Table 57).

Table 56

CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF 2002-2003

Characteristics	
Percent Female	79.3%
Percent Minority	1.4%
Percent Staff with Advanced Degrees	81.0%
Average Years Total Experience	17.9
Average Number of Contract Days	198.2
Average Age	45.7
Average Salary	$46,399
Number	2,287

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

Table 57

Number of Iowa Full-Time AEA Licensed Staff by Position, 2002-2003

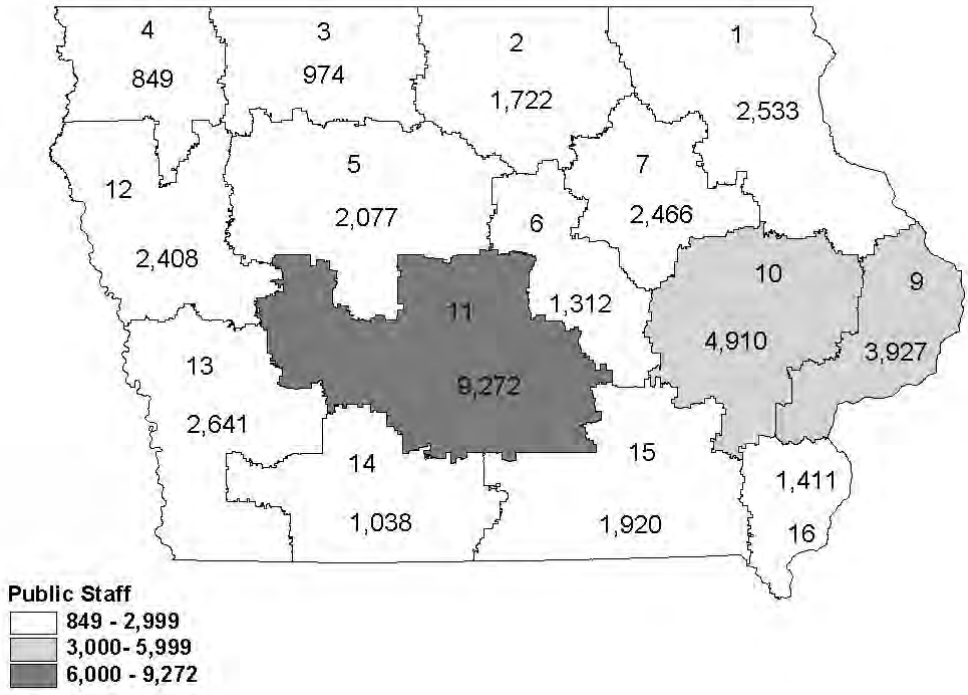
Position	Number	Percent*
Administrative Assistant	3	0.1 %
Administrator	24	1.0
Assistant Dean/Director	4	0.2
Clinician	176	7.7
Consultant	484	21.2
Coordinator	92	4.0
Counselor	1	0.0
Department Head	11	0.5
Director	36	1.6
Educational Strategist	10	0.4
Home Intervention PK Teacher	59	2.6
Instructor	41	1.8
Integrated Teacher	33	1.4
Itinerant Teacher	71	3.1
Librarian	7	0.3
Manager	2	0.1
Pre School Teacher	22	1.0
Principal	5	0.2
Psychologist	289	12.6
Resource Teacher	57	2.5
School Social Worker	209	9.1
School Audiologist	30	1.3
Self-Contained Teacher	122	5.3
Special Education Nurse	4	0.2
Speech Language Pathologist	313	13.7
Special Education Delivery System Personnel	12	0.5
Specialist	17	0.7
Supervisor	37	1.6
Teacher	34	1.5
Therapist	82	3.6
Total	2,287	100.0 %

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

The distribution of Iowa public school districts and public and nonpublic school full-time licensed staff by AEAs are listed in Table 58. Figure 22 shows the number of public school full-time licensed staff by AEA. A total of 14.8 percent of districts were served by AEA 11 with 23.5 percent of the public school licensed staff and 19 percent of the nonpublic school licensed staff. The smallest percent of districts were served by AEA 16, 3.6 percent of public school licensed staff and 3.7 percent of nonpublic licensed staff.

Figure 22

NUMBER OF PUBLIC SCHOOL FULL-TIME LICENSED STAFF BY AEA, 2002-2003



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

Table 58

DISTRIBUTION OF IOWA PUBLIC AND NON-PUBLIC SCHOOL TOTAL FULL-TIME LICENSED STAFF BY AEAS 2002-2003

AEA	Districts		Public School Licensed Staff*		Nonpublic School Licensed Staff	
	N	%	N	%	N	%
1	25	6.7%	2,533	6.4%	463	16.0%
2	24	6.5	1,722	4.4	88	3.0
3	18	4.8	974	2.5	80	2.8
4	14	3.8	849	2.2	200	6.9
5	31	8.3	2,077	5.3	147	5.1
6	14	3.8	1,312	3.3	30	1.0
7	23	6.2	2,466	6.2	239	8.2
9	22	5.9	3,927	10.0	269	9.2
10	33	8.9	4,910	12.4	328	11.3
11	55	14.8	9,272	23.5	552	19.0
12	24	6.5	2,408	6.1	253	8.7
13	31	8.4	2,641	6.7	99	3.4
14	20	5.4	1,038	2.6	10	0.3
15	24	6.5	1,920	4.9	44	1.5
16	13	3.5	1,411	3.6	108	3.7
State	371	100.0	39,460	100.0	2,910	100.0

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

Instructional Aides

Instructional aides are non-licensed staff members who assist teachers in the classroom. Between 1985-1986 and 2002-2003 the number of full-time equivalent (FTE) instructional aides increased by 199.7 percent, from 2,668.6 to 7,996.5 instructional aides. The number of FTE instructional aides varied by enrollment category. For schools with enrollment between 600 and 999 students, the number of FTE instructional aides increased the most of all enrollment categories, 371.6 percent (Table 59). Between 2001-2002 and 2002-2003, the total number of instructional aides decreased 4.3 percent.

Table 59

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS 1985-1986, 2001-2002 AND 2002-2003

Enrollment Category	Number of Full-time Equivalent (FTE) Aides			% Change in FTE Aides 1985-1986 to 2002-2003	% Change in FTE Aides 2001-2002 to 2002-2003
	1985-1986	2001-2002	2002-2003		
<250	40.1	95.2	100.4	150.4%	5.5%
250-399	124.2	262.6	269.6	117.1	2.7
400-599	167.5	545.7	567.7	238.9	4.0
600-999	249.1	1,130.0	1,174.8	371.6	4.0
1,000-2,499	605.9	2,103.6	2,023.8	234.0	-3.8
2,500-7,499	625.7	1,869.6	1,697.0	171.2	-9.2
7,500+	856.1	2,349.8	2,163.2	152.7	-7.9
State	2,668.6	8,356.5	7,996.5	199.7	-4.3

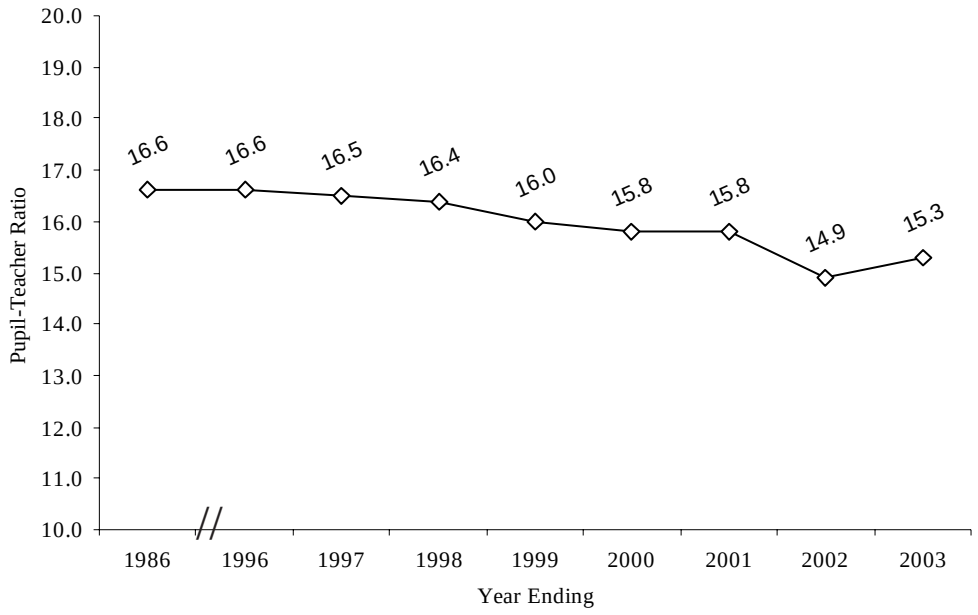
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Non-licensed Staff Files.

Pupil-Teacher Ratios

Figures 23 and 24 and Table 60 present pupil-teacher ratios for Iowa public schools. The state ratio in 2002-2003 did not follow the recent trend of declining pupil-teacher ratios. The pupil-teacher ratio increased from 14.9 to 15.3 between 2001-2002 and 2002-2003. Pupil-teacher ratios tended to trend upward by enrollment category with the smallest ratio, 10.3, for schools with enrollment less than 250 students and the largest ratios, over 16.6, for schools with enrollment of 2,500 students or more.

Figure 23

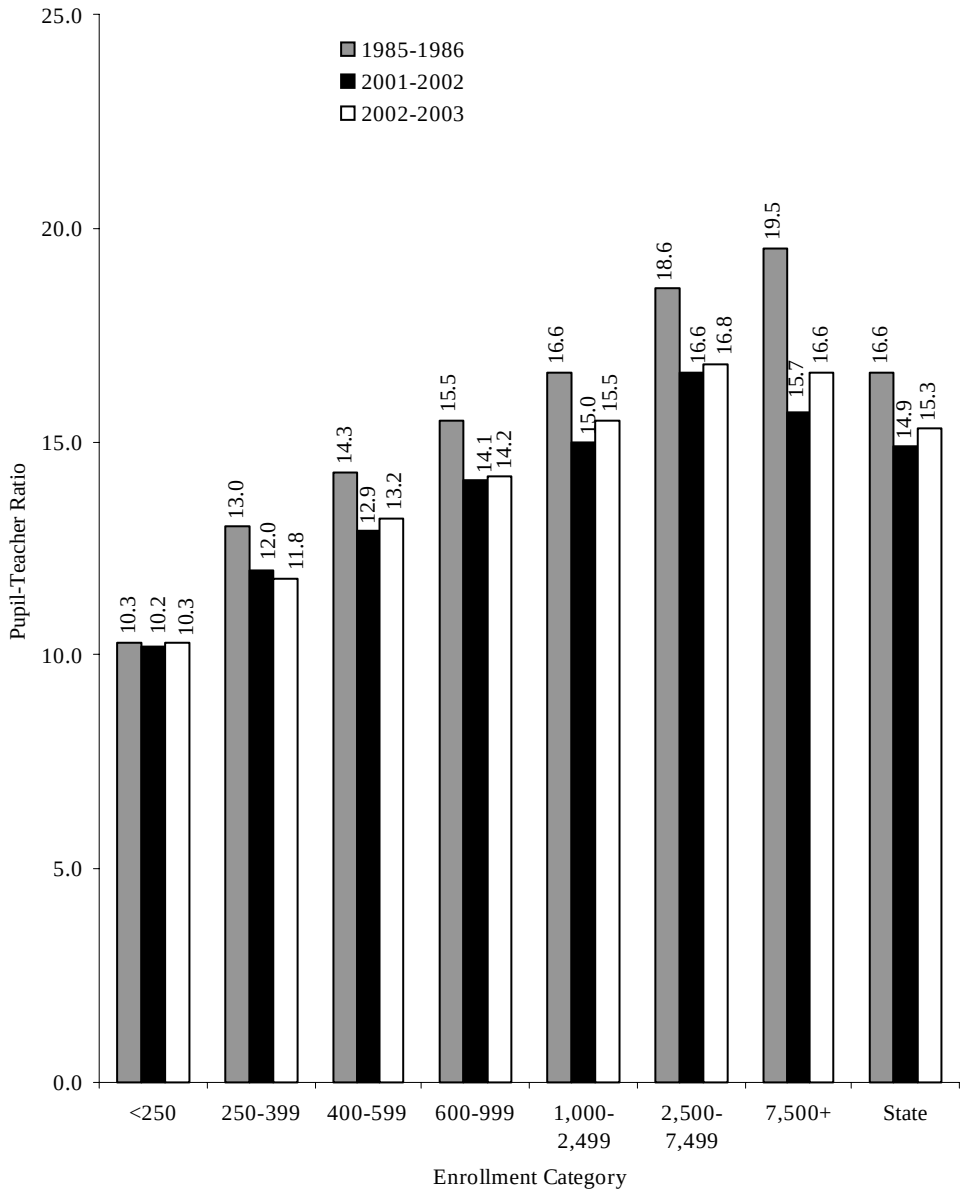
IOWA PUBLIC SCHOOL K-12 PUPIL-TEACHER RATIOS
1986 AND 1996-2003



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

Figure 24

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 1985-1986, 2001-2002 and 2002-2003



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 60

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 2002-2003

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	4,902	477.2	10.3
250-399	17,914	1,522.6	11.8
400-599	36,914	2,789.0	13.2
600-999	74,992	5,283.1	14.2
1,000-2,499	116,351	7,529.3	15.5
2,500-7,499	94,373	5,625.9	16.8
7,500+	122,477	7,392.6	16.6
State	467,923	30,619.7	15.3

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

PROGRAM

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

School District Organizational Structure

School district organizational structure in Iowa public school districts is displayed in Tables 61 and 62. In 1985-1986 the most common school district organizational structure was the K-6, 7-12 (38.9 percent). In 2002-2003 the K-6, 7-12 organizational structure was used in 1.9 percent of school districts. In most cases, the traditional junior-senior high school structures of 7-12 have been replaced with middle school and grade 9-12 structures. The K-5, 6-8, 9-12 structure had the highest percentage of districts (29.6 percent) in 2002-2003. Preschool was not predominant in the 1985-1986 school district organizational structure but in 2002-2003 preschool was in nine of the 19 organizational structures.

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
2002-2003

Structure (Grade Levels Included)	Percent of Districts
K-5, 6-8, 9-12	29.6%
PK-5, 6-8, 9-12	10.0
K-6, 7-8, 9-12	27.0
K-4, 5-8, 9-12	11.9
PK-4, 5-8, 9-12	3.5
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 and Course Enrollments

Data in the Curriculum Unit Offerings section of *The Annual Condition of Education Report* has been modified to present a broader picture of course offerings within the public school districts for grades 9-12. Table 63 represents data that has been reported in the past with a slight change in the methodology. Courses using the same title with different levels are calculated as separate Carnegie units. One Carnegie unit is represented by a course that is offered and taught daily for an entire year. Before 1997-1998, the Iowa Department of Education used local school district course codes. Starting in 1997-1998, the Department collected curriculum data using National Center for Education Statistics (NCES) course codes including a level course assignment. From the time when NCES curriculum course codes were collected, course level was not a determining factor in the calculation of average curriculum units offered and taught. Table 64 has been added to provide a comparison to Table 63 regarding the types of courses offered based on course title only. Table 65 examines courses that have been designated as honors level courses.

Data in the foreign language enrollments (Tables 66 and 67), higher level mathematics enrollments (Table 68) and higher level science enrollments (Tables 69 and 70) have been modified this year to present a more accurate picture of these course enrollments. Methodology changes have been made and show the course enrollments for 1985-1986 and for 2000-2001 to 2002-2003. Data for computer-related courses (Table 71) have been added to this section to present this information in a comparative format.

Curriculum Unit Offerings

Average curriculum units offered and taught by district enrollment category using the same title with different level courses is displayed in Table 63 for 1985-1986 and 2000-2001 through 2002-2003. For all courses shown, the number of units shown by enrollment category decreases by the size of the enrollment category. In general, the number of units for all courses shown statewide has increased for every year shown. Between 1985-1986 and 2002-2003 English/language arts increased 3.1 units (44.9 percent), mathematics increased 2.3 units (31.9 percent), science increased 1.9 units (33.9 percent), social studies increased 2.4 units (49.0 percent), and foreign language increased 2.3 units (63.9 percent).

Table 63

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY DISTRICT ENROLLMENT CATEGORY 1985-1986 AND 2000-2001 TO 2002-2003 SAME TITLE/DIFFERENT LEVEL - COUNTED AS SEPARATE COURSES

	Min Units IA Standards	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986									
Total Number of Districts		52	90	95	97	71	24	8	437
# Districts Operating HS		50	89	95	97	71	24	8	434
English/Language Arts	5	5	5.6	6.3	6.6	8.2	11.4	17.7	6.9
Mathematics	5	6.4	6.4	6.8	7.0	8.0	9.8	12.7	7.2
Science	4	4.6	4.8	5.2	5.7	6.2	8.1	9.6	5.6
Social Studies	4	4.2	4.4	4.7	4.8	5.6	6.5	8.8	4.9
Foreign Language	2	2.1	2.3	2.5	3.2	4.9	9.8	14.9	3.6
2000-2001									
Total Number of Districts		32	46	80	101	81	24	9	373
# Districts Operating HS		14	41	80	101	81	24	9	350
English/Language Arts	6	6.3	7.2	7.5	8.4	10.3	14.1	22.1	9.1
Mathematics	6	6.9	7.4	7.9	8.5	9.6	13.0	15.8	8.9
Science	5	5.2	5.7	6.1	7.0	7.7	11.9	14.1	7.2
Social Studies	5	5.1	5.5	6.0	6.2	7.5	9.8	13.5	6.8
Foreign Language	4	3.4*	3.7*	4.3	4.9	7.0	11.8	18.4	5.9
2001-2002									
Total Number of Districts		32	46	81	98	81	24	9	371
# Districts Operating HS		13	43	81	98	81	24	9	349
English/Language Arts	6	6.6	7.5	7.6	8.5	10.9	16.3	24.4	9.6
Mathematics	6	7.6	7.7	7.6	8.5	9.7	15.7	17.7	9.2
Science	5	5.1	6.0	6.2	6.9	7.9	13.5	15.3	7.4
Social Studies	5	5.3	5.6	6.2	6.4	7.5	11.7	15.2	7.1
Foreign Language	4	3.5*	3.9*	4.2	4.6	6.8	13.3	18.3	5.9
2002-2003									
Total Number of Districts		33	54	71	101	79	24	9	371
# Districts Operating HS		12	51	71	101	79	24	9	347
English/Language Arts	6	6.9	7.8	7.9	8.8	11.8	15.7	25.2	10.0
Mathematics	6	7.3	7.7	8.3	8.6	10.8	13.9	18.9	9.5
Science	5	5.6	5.9	6.4	6.9	8.2	12.2	16.5	7.5
Social Studies	5	5.5	6.1	6.4	6.5	7.8	12.3	15.4	7.3
Foreign Language	4	3.8*	4.0	4.5	4.6	7.0	12.0	18.9	5.9

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

Table 64 presents average curriculum units offered and taught by district enrollment size category using the title of the course as the determining factor in the units (course level doesn't determine unique units) for 2000-2001 to 2002-2003. For all years shown, the number of units offered and taught in district enrollment categories with 1,000 or more students was above the state average for each class shown. The state average for units has increased for each class for all years shown with the exception of foreign language between 2000-2001 and 2001-2002 and science between 2001-2002 and 2002-2003.

Table 64

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY DISTRICT ENROLLMENT CATEGORY 2000-2001 TO 2002-2003 SAME TITLE/DIFFERENT LEVEL - COUNTED AS SAME COURSE

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

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

Courses reported as honors level and the number of units offered and taught are reported by enrollment category in Table 65 for 2000-2001 to 2002-2003. Science courses had the highest unit values statewide in 2002-2003.Enrollment categories over 2,500 offered more honors level units than the state average for all courses listed in each year shown.

Table 65

AVERAGE UNITS HONORS COURSES OFFERED AND TAUGHT BY DISTRICT ENROLLMENT CATEGORY — 2000-2001 TO 2002-2003

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

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

Foreign Language Enrollments

Total public school grade 9-12 foreign language enrollments by enrollment category is shown in Table 66 for 1985-1986 and 2000-2001 through 2002-2003. The Department does not collect grade levels of students, specific courses and the estimated percentage of students enrolled in foreign language courses is calculated by dividing the total enrollment in foreign language courses by the enrollment for grades 9-12. In 2002-2003, 51.8 percent of students were enrolled in foreign language courses, up from 30.8 percent in 1985-1986. Two enrollment categories (1,000-2,499 and 2,500-7,499) were above the state average while the rest were below 50.0 percent in 2002-2003. Overall, the percentage of students enrolled in foreign language courses increased slightly between 2001-2002 and 2002-2003.

Table 66

TOTAL IOWA PUBLIC SCHOOL GRADE 9-12 ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY 1985-1986, 2000-2001 TO 2002-2003

	1985-1986		2000-2001		2001-2002		2002-2003	
Enrollment Category	Number of Students Enrolled	Estimated % of Students Enrolled	Number of Students Enrolled	Estimated % of Students Enrolled	Number of Students Enrolled	Estimated % of Students Enrolled	Number of Students Enrolled	Estimated % of Students Enrolled
< 250	658	20.4%	519	44.4%	443	41.4%	462	48.9%
250-399	1,667	18.2	2,055	42.8	2,107	43.3	2,621	45.0
400-599	2,769	18.9	6,291	45.3	6,590	47.9	6,072	48.7
600-999	5,079	21.8	12,509	48.5	12,299	49.5	12,543	49.6
1,000-2,499	10,536	30.2	22,096	54.7	22,073	55.3	22,224	56.2
2,500-7,499	13,018	42.7	16,078	52.6	16,223	53.6	16,871	56.2
7,500+	13,064	35.9	21,761	56.6	19,645	50.1	18,028	47.4
State	46,791	30.8	81,309	52.4	79,380	51.6	78,821	51.8

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

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

Table 67 details foreign language enrollments by course for 1985-1986 and 2000-2001 to 2002-2003. Spanish, French, and German accounted for 97.9 percent of the foreign language students enrolled in 2002-2003, continuing the trend for the years shown. Spanish continued to have the highest enrollment of the foreign languages and continued to increase in the percentage of students enrolled. In 2002-2003, Spanish had 79.5 percent of the students enrolled in foreign language, up 1.5 percentage points from 2001-2002 and 19.9 percentage points from 1985-1986.

Table 67

FOREIGN LANGUAGE ENROLLMENT IN IOWA PUBLIC SCHOOLS GRADES 9-12 — 1985-1986, 2000-2001 TO 2002-2003

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

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

Higher Level Mathematics Enrollments

Table 68 provides information regarding enrollments in higher level mathematics by enrollment category. Enrollments in higher level mathematics include the number of high school students and the estimated percent of students enrolled in calculus and trigonometry in Iowa public schools. Estimated percentages were calculated by dividing the number of students enrolled in higher level mathematics courses by the number of public school students in grades 11 and 12. Higher level mathematics enrollments have remained at approximately 19.0 percent for the last three school years, which is almost double the percentage from 1985-1986. The percentage of students enrolled in higher level mathematics has remained below 14.0 percent for all years shown in the less than 250 students enrollment category and has been over 5.0 percentage points below the state average for the last three school years. The 1,000-2,499 enrollment category had the highest percentage of students enrolled for all enrollment categories for 2000-2001 through 2002-2003.

Table 68

IOWA PUBLIC SCHOOL ENROLLMENT IN HIGHER LEVEL MATHEMATICS BY ENROLLMENT CATEGORY — 1985-1986, 2000-2001 TO 2002-2003

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

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

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

Higher Level Science Enrollments

Tables 69 and 70 display higher level science enrollments and the estimated percent of public high school students enrolled in chemistry and physics. The estimated percentage of students enrolled in chemistry is calculated by dividing the number of students in grade 11 by the number of students enrolled in chemistry. The percentage of students enrolled in physics is estimated by dividing the number of students in grade 12 by the number of students enrolled in physics.

Chemistry

The statewide percentage of students in grade 11 has remained at 64 percent the last two school years. In 2002-2003, all enrollment categories were above 60 percent enrolled in chemistry with the exception of the 250-399 enrollment category at 59.2 percent. During the last three school years (2000-2001 to 2002-2003), more females have been enrolled in chemistry courses than males statewide. Between 1985-1986 and 2002-2003, the percentage of students enrolled in chemistry has increased 16.0 percentage points. All enrollment categories have increased the percentage of students enrolled in chemistry in that same timeframe (Table 69).

Table 69

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY 1985-1986, 2000-2001 TO 2002-2003

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

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

Note: Estimated percents are based on the assumption that chemistry courses are normally taken in grade 11.

Physics

Table 70 provides information pertaining to physics enrollments by enrollment category for 1985-1986 and 2000-2001 through 2002-2003. Statewide, the percentage of students enrolled in physics has decreased slightly from 28.9 percent in 2000-2001 to 27.5 percent in 2002-2003. On average, the percentage of females enrolled in physics has been at or below 45.0 percent for all years shown for the state.

Table 70

Iowa Public School Enrollment in Physics by Enrollment Category — 1985-1986, 2000-2001 to 2002-2003

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

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

Computer-Related Course Enrollments

Public school enrollment in computer-related courses by enrollment category is detailed in Table 71. The percentage of students enrolled in computer-related courses is estimated by dividing the total number of students enrolled in grades 9-12 by the number of students enrolled in computer-related courses. The statewide percentage of students enrolled in computer-related courses has increased from 12.1 percent in 1985-1986 to 23.3 percent in 2002-2003. The statewide percentage has decreased slightly the last two years, from 24.4 percent in 2000-2001 to 23.8 percent in 2001-2002 and to 23.3 percent in 2002-2003. For the last three years (2000-2001 through 2002-2003) the 2,500-7,499 enrollment category had the lowest percentage of students enrolled in computer-related courses with each year below 20 percent. Statewide, a higher percentage of males were enrolled in computer-related courses for all years shown. For the years 2000-2001 to 2002-2003, all enrollment categories with fewer than 2,500 students had a higher percentage of computer-related course students than the state average while the enrollment categories with 2,500 or more students had percentages below the state average.

Table 71

IOWA PUBLIC SCHOOL ENROLLMENT IN COMPUTER-RELATED COURSES BY ENROLLMENT CATEGORY 1985-1986, 2000-2001 TO 2002-2003

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

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

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

Graduation Requirements for Mathematics and Science

Iowa public high school graduation requirements are collected by the Department of Education through the Basic Educational Data Survey (BEDS). Iowa Administrative Code 12.5(14) defines one course unit earned 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 that meets one 50 minute period a day for both semesters is normally given two local credits, but would receive one course unit.

The average number of graduation requirement units for mathematics and science by enrollment category for 1985-1986 and 1999-2000 through 2002-2003 is shown in Table 72. Between 2001-2002 and 2002-2003, the average state mathematics graduation requirements increased by 0.02 units while the average state science graduation requirements decreased 0.13 units. On average, all enrollment categories required more than 2.0 units of mathematics in 2002-2003, up from two enrollment categories that had an average of 2.0 or greater in 1985-1986. On average, the five smallest enrollment categories required more than 2.0 units of science for graduation while the two largest enrollment categories were slightly below 2.0 in 2002-2003. In 1985-1986, no enrollment category had an average required science unit over 2.0.

Table 72

Average Number of Mathematics and Science Units Required for Graduation in Iowa Public Schools 1985-1986 and 1999-2000 through 2002-2003

	Mathematics					Science				
Enrollment Category	1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	1985-1986	1999-2000	2000-2001	2001-2002	2002-2003
<250	2.00	2.56	2.45	2.38	2.38	1.98	2.44	2.27	2.31	2.23
250-399	2.01	2.47	2.33	2.50	2.46	1.99	2.38	2.24	2.34	2.37
400-599	1.89	2.31	2.27	2.30	2.36	1.84	2.16	2.13	2.15	2.19
600-999	1.91	2.34	2.23	2.26	2.27	1.88	2.22	2.09	2.09	2.12
1,000-2,499	1.77	2.15	2.11	2.15	2.19	1.74	2.09	2.06	2.10	2.15
2,500-7,499	1.49	2.02	1.98	2.04	2.03	1.52	1.92	1.90	1.98	1.98
7,500+	1.69	2.00	2.11	2.06	2.11	1.75	2.00	2.00	1.94	1.89
State	1.88	2.28	2.21	2.26	2.28	1.86	2.18	2.10	2.30	2.17

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

The frequency distribution of mathematics and science units required for graduation in displayed in Tables 73 and 74. In 2002-2003, the most frequent number of units required for graduation was 2.0 for both mathematics (67.1 percent) and science (75.5 percent) among the school districts. Ninety-two school districts (26.5 percent) required 3.0 or more units of mathematics for graduation and 58 (16.7 percent) required 3.0 or more units of science for graduation.

Table 73

Frequency Distribution of Mathematics Units Required for Graduation by Iowa Public School Districts 2002-2003

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	2	0.6%	0.6%
1.3	1	0.3	0.9
1.5	2	0.6	1.5
2.0	233	67.1	68.6
2.3	1	0.3	68.9
2.5	16	4.6	73.5
3.0	91	26.2	99.7
4.0	1	0.3	100.0

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

Table 74

Frequency Distribution of Science Units Required for Graduation by Iowa Public School Districts 2002-2003

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	9	2.6%	2.6%
1.5	1	0.3	2.9
2.0	262	75.5	78.4
2.3	2	0.6	79.0
2.5	15	4.3	83.3
3.0	57	16.4	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

Chapter 256D, through House File 743 in 1999, established the Iowa Early Intervention Block Grant Program to fund class size reduction for Iowa public schools for early elementary grades. One of the program goals was the reduction of average class size in basic skills instruction for kindergarten through third grade to 17 students per teacher. In addition, the program's goals were to 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. Program allocations were: $10 million in FY 2000; $20 million in FY 2001; $30 million in FY 2002; and $30 million in FY 2003. House File 759 as enacted in the 2001 Second Extraordinary Session (November 2001) provided that districts could use funds received for the Iowa Early Intervention Block Grant Program for any general fund purpose. The expanded use of these funds was limited to the 2001-2002 year. Approximately $1.0 million were moved from the class size reduction funds to general fund purposes. Thirty-three districts made such adjustments to their expenditures. Federal appropriations through the U.S. Department of Education's Class Size Reduction Program were: $9.4 million in FY 2000; $10.2 million in FY 2001; $12.8 million in FY 2002; and $12.8 million in FY 2003.

Iowa public school districts report class size data on the Iowa Department of Education's Basic Educational Data Survey (BEDS) each fall for kindergarten, first, second, and third grade classrooms. Districts also report data for nontraditional classrooms, and classrooms which combine students from different grades, for example K-5 classrooms. For each homeroom classroom, districts reported the number of students, teachers and aides. Special education, Title 1 and other pull-out classrooms were excluded. Special education, art, music, physical education and other specialty teachers were excluded from the total number of teachers.

Average class size was calculated by dividing the number of students by the number of classroom sections for each grade level kindergarten through third grade. Students in combination classrooms were excluded from average class size calculations. For example, students in a second-third grade combination classroom were not included in the average class size for a second or third grade.

Limitations

According to HF 743, funds received under the Iowa Early Intervention Block Grant Program could be used to:

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

The data provided in this report is a one-time snapshot of the classroom. Additional teachers and aides hired, or classroom sections added during the second semester were not included in the report.

Findings

A comparison of average class size by grade for the past five school years is provided in Table 75 and Figure 25. Average class size remained the same for third grade from 2001-2002 to 2002-2003 and increased slightly for kindergarten through second grade. This was the first increase in the five years under review. Grades one and two increased to their 2000-2001 average. All grades remain below their 1998-1999 level.

Table 75

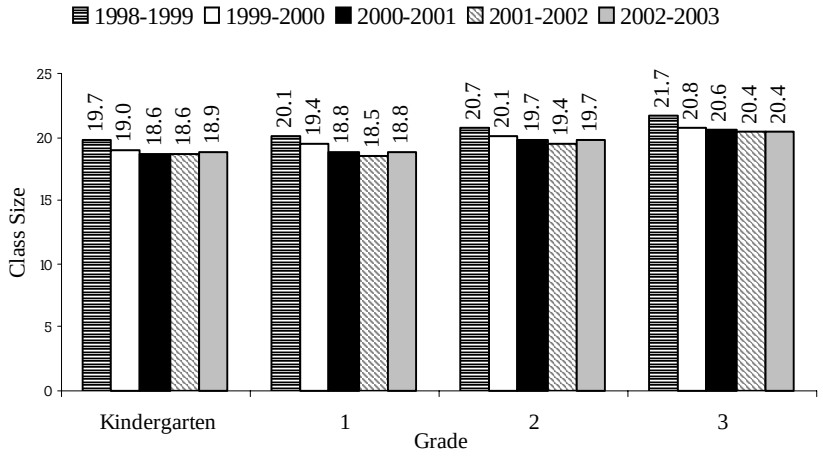
IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3 1998-1999 TO 2002-2003

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

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

Figure 25

IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3 1998-1999 TO 2002-2003



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

The percentage change in BEDS enrollment for kindergarten through third grade was greater than the percentage change in average class size for each grade level (see Tables 76 and 77). For example, second grade BEDS enrollment declined by 8.6 percent from 1998-1999 to 2002-2003 but average class size declined by 4.8 percent during the same period.

Table 76

IOWA PUBLIC SCHOOL BEDS ENROLLMENT FOR KINDERGARTEN THROUGH GRADE 3 1998-1999 AND 2002-2003

Grade	1998-1999 Enrollment	2002-2003 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment
Kindergarten	35,772	34,090	-1,682	-4.7%
1	35,699	33,047	-2,652	-7.4
2	35,866	32,767	-3,099	-8.6
3	36,500	33,653	-2,847	-7.8

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

Table 77

IOWA PUBLIC SCHOOL DECLINE IN AVERAGE CLASS SIZE VS BEDS ENROLLMENT 1998-1999 TO 2002-2003

Grade	Percent Change in Class Size	Percent Change in Enrollment
Kindergarten	-4.1%	-4.7%
1	-6.5	-7.4
2	-4.8	-8.6
3	-6.0	-7.8

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

The variation in change to average class size is more apparent when examined by enrollment category. Tables 78-82 show average class size by enrollment category. The smallest enrollment category, less than 250 students, had the smallest average class size in 2002-2003 for all grade levels reviewed, continuing the trend first seen in 1998-1999. Although average class size increased for some enrollment categories and grade levels from 2001-2002 to 2002-2003, the 2002-2003 averages remained below their 1998-1999 levels. As in past years, average class size tended to increase as enrollment increased in 2002-2003. For example, average class size for kindergarten in the 7500+ enrollment category (20.3) was 78.1 percent greater than the average class size for kindergarten in the under 250 category (11.4). The difference from largest to smallest enrollment category was 82.9 percent for first grade, 82.1 percent for second grade, and 65.7 percent for third grade.

Table 78

Average Class Size Comparison for Iowa Public Schools by Enrollment Category — Kindergarten 1998-1999 to 2002-2003

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

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

Table 79

Average Class Size Comparison for Iowa Public Schools by Enrollment Category — Grade 1 1998-1999 to 2002-2003

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

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

Table 80

Average Class Size Comparison for Iowa Public Schools by Enrollment Category — Grade 2 1998-1999 to 2002-2003

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

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

Table 81

Average Class Size Comparison for Iowa Public Schools by Enrollment Category — Grade 3 1998-1999 to 2002-2003

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

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

Table 82

Average Class Size Comparison for Iowa Public Schools by Enrollment Category — Kindergarten to Grade 3 2002-2003

Enrollment Category	K	1	2	3
<250	11.4	11.1	11.7	13.4
250-399	16.2	16.7	17.0	18.3
400-599	16.5	16.5	17.3	18.0
600-999	17.7	17.8	18.3	19.2
1,000-2,499	18.4	18.7	19.8	20.2
2,500-7,499	20.6	19.8	21.3	21.7
7,500+	20.3	20.3	21.3	22.2
State	18.9	18.8	19.7	20.4

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

Although the percentage of classrooms above 17 students increased from 2001-2002 to 2002-2003 the percentage of very large classrooms, those with 30 or more students, did not increase by the same rate (see Table 83). For example, the percentage of kindergarten classrooms with more than 17 students grew by 7.6 percent from 2001-2002 to 2002-2003 but the percentage of kindergarten classrooms with more than 25 students declined during the same period. The percent of classrooms over 17, 21, 25 and 30 students declined from the 1998-1999 base year to 2002-2003.

Table 83

Percent of Iowa Public School K-3 Classrooms with Greater than 17, 21, 25, and 30 Students 1998-1999, 2001-2002 and 2002-2003

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

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

A breakdown of the number of classroom sections for each class size is shown in Tables 84 to 87 and Figures 26 to 29.

Table 84

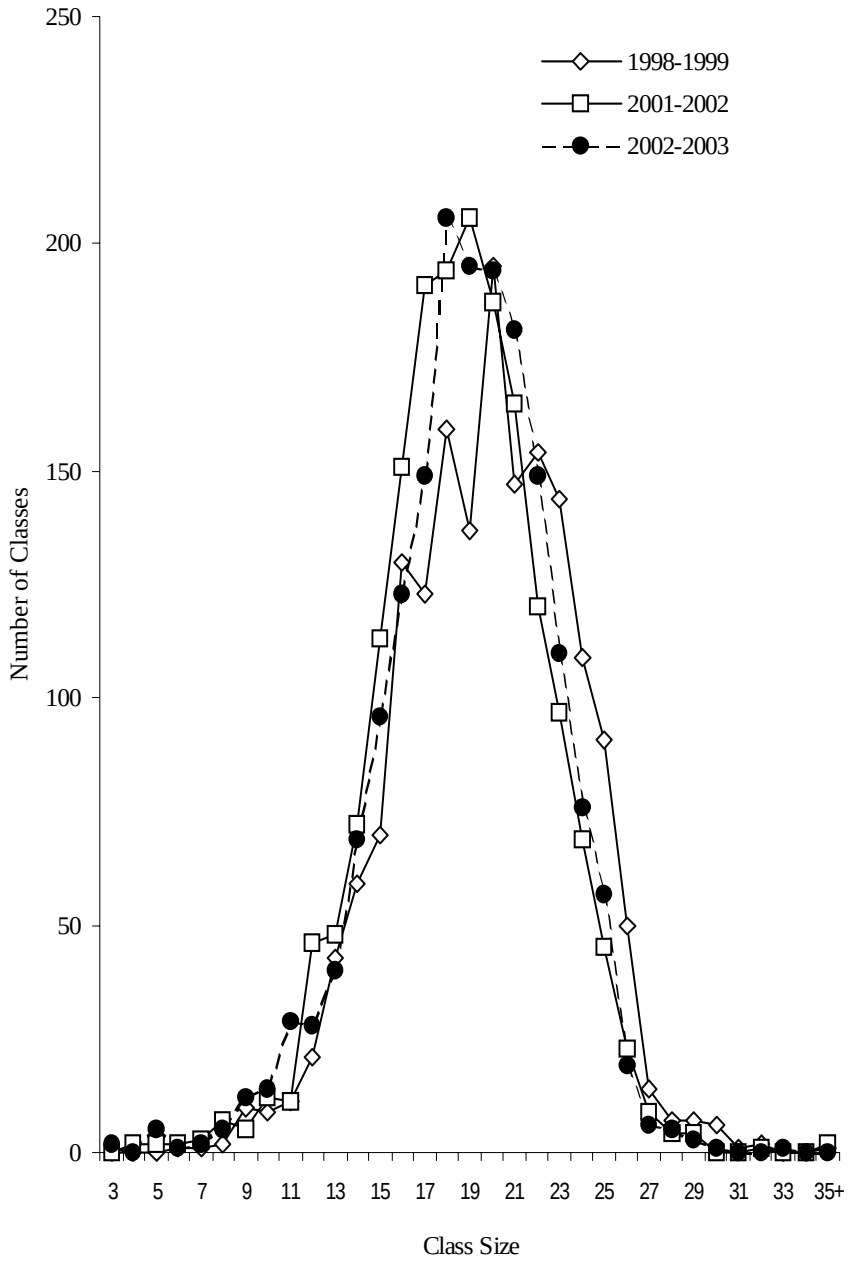
IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE DISTRIBUTION 1998-1999, 2001-2002 AND 2002-2003

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

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

Figure 26

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE



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

Table 85

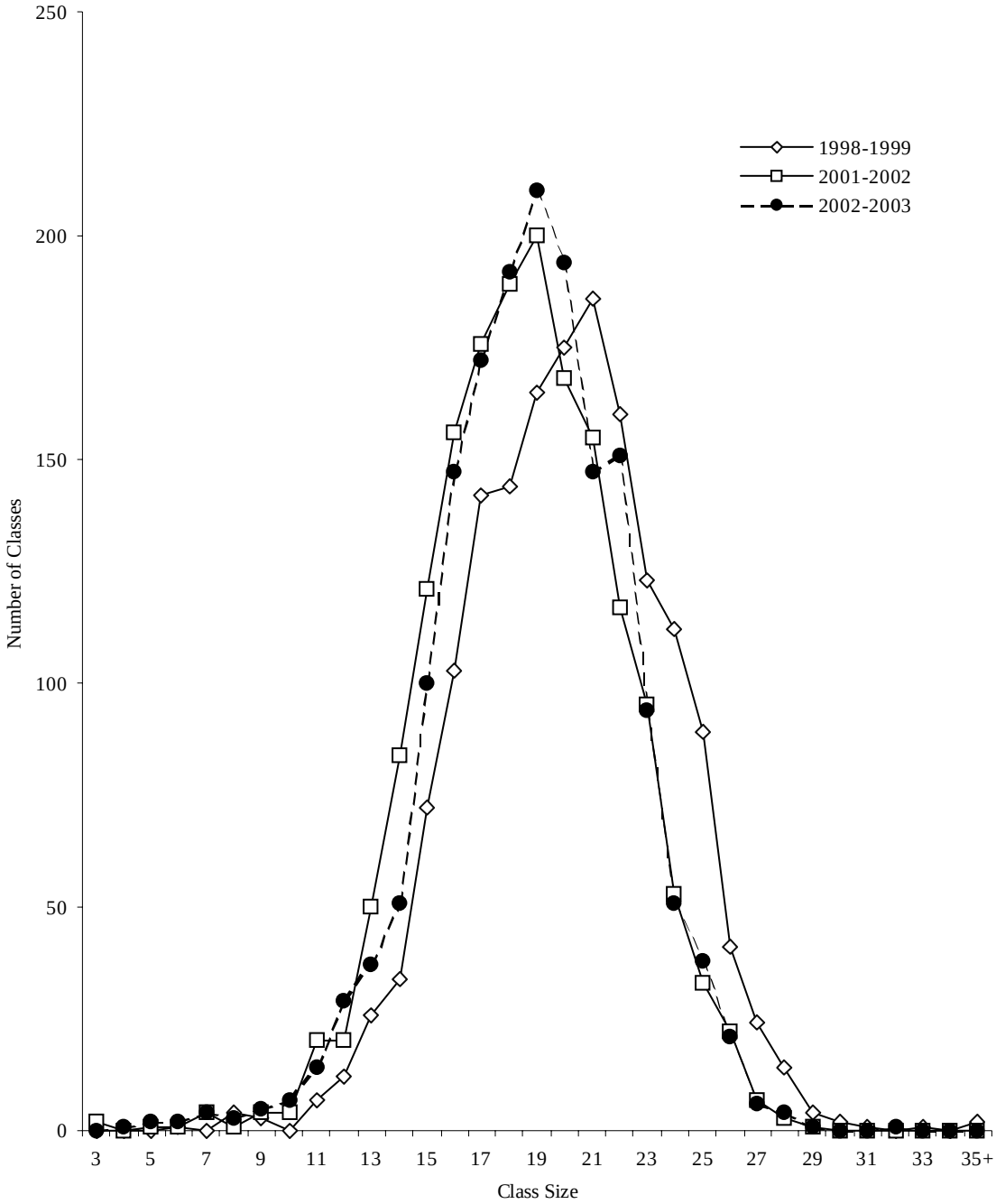
Iowa Public School Grade 1 Class Size Distribution 1998-1999, 2001-2002 and 2002-2003

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

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

Figure 27

Distributions of Iowa Public School Grade 1 Class Size



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

Table 86

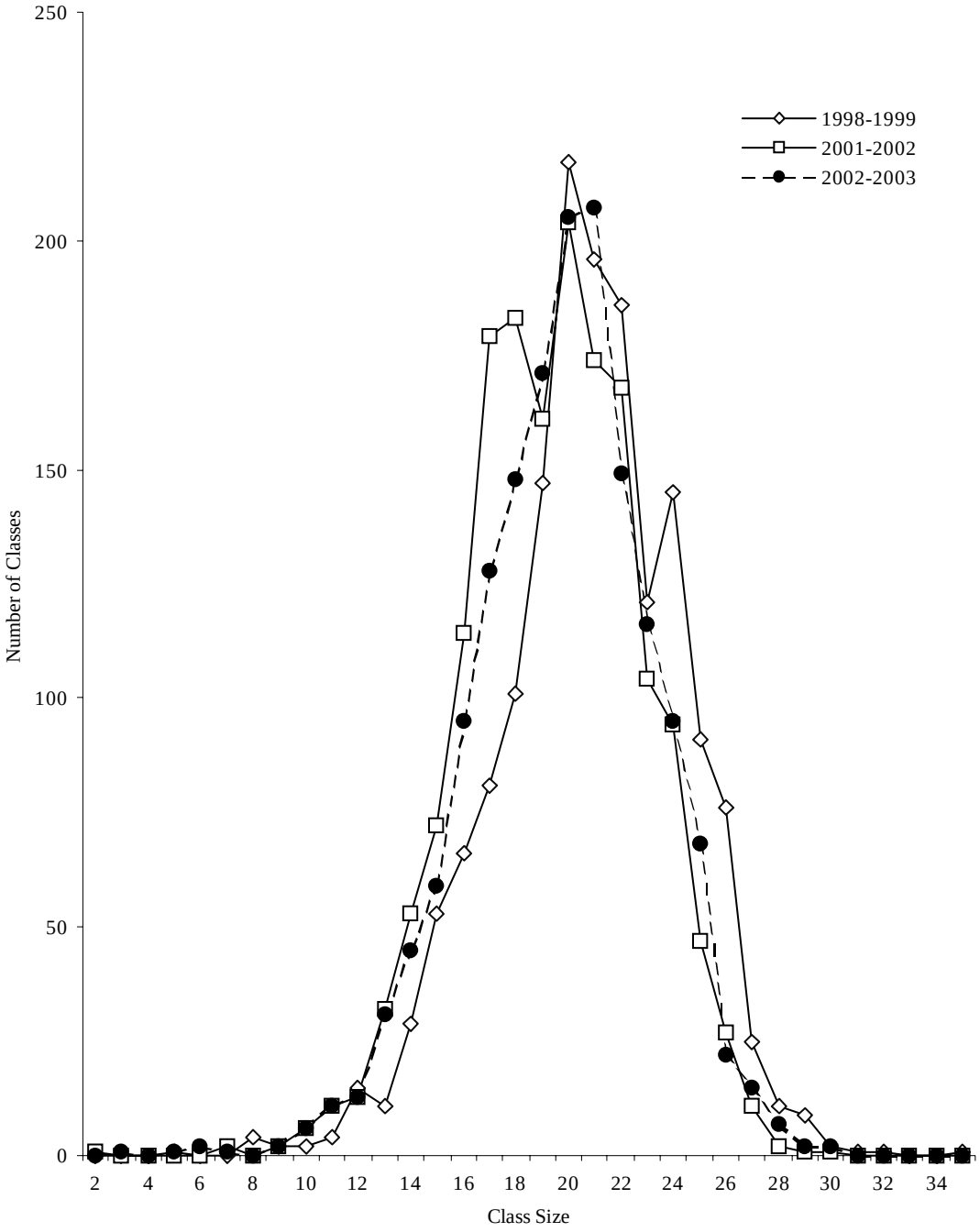
IOWA PUBLIC SCHOOL GRADE 2 CLASS SIZE DISTRIBUTION 1998-1999, 2001-2002 AND 2002-2003

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

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

Figure 28

Distributions of Iowa Public School Grade 2 Class Size



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

Table 87

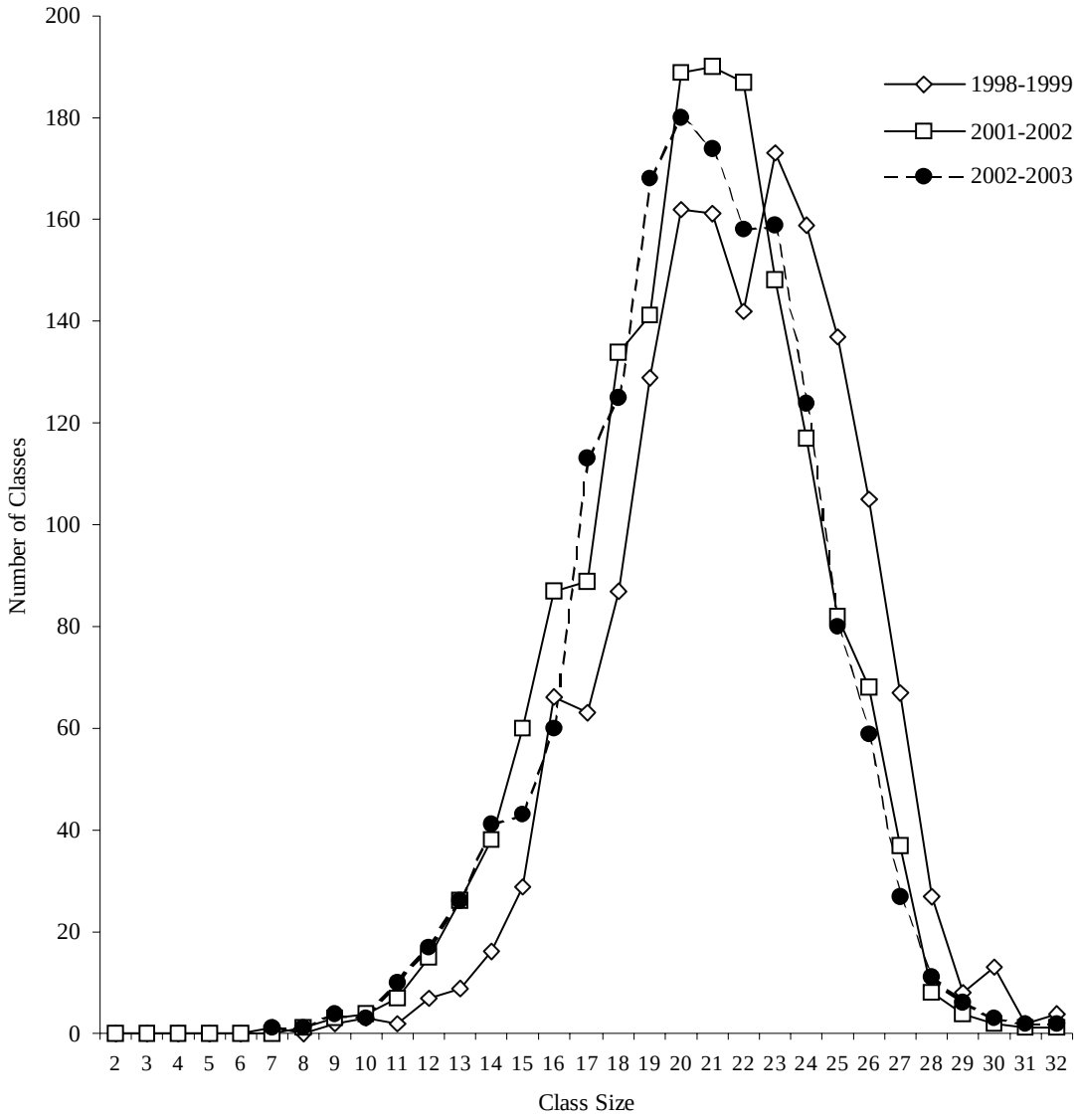
IOWA PUBLIC SCHOOL GRADE 3 CLASS SIZE DISTRIBUTION 1998-1999, 2001-2002 AND 2002-2003

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

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

Figure 29

Distributions of Iowa Public School Grade 3 Class Size



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

A comparison of students, classrooms and teachers from 1998-1999 to 2002-2003 is listed in Table 88. The number of kindergartners, first, second and third graders has declined since 1998-1999 and the number of teachers increased.

Table 88

Class Size Summary Statistics for Kindergarten through Grade 3 in Iowa Public Schools 1998-1999 to 2002-2003

Grade	School Year	N Students	N Classrooms	N Teacher FTEs	Class Size Mean	Median	25th %tile	75th %tile	N Minimum	N Maximum
Kindergarten	2002-2003	33,518	1,778	1,804.0	18.9	19.0	17.0	21.0	3.0	33.0
	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 2001-2002 to 2002-2003	138	-13	-34.9	0.3	0	1	0	-1	-8
	Difference 1998-1999 to 2002-2003	-100	74	190.3	-0.8	-1	0	-2	-3	-2
1	2002-2003	31,618	1,684	1,715.2	18.8	19.0	17.0	21.0	4.0	32.0
	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 2001-2002 to 2002-2003	353	-3	-14	0.3	0	1	0	1	3
	Difference 1998-1999 to 2002-2003	-1,435	37	70.6	-1.3	-1	-1	-2	-2	-3
2	2002-2003	31,573	1,602	1,630.0	19.7	20.0	18.0	22.0	3.0	30.0
	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 2001-2002 to 2002-2003	-623	-60	-72.9	-0.3	0	1	0	1	-1
	Difference 1998-1999 to 2002-2003	-1,578	4	37.9	-1	-1	-1	-1	-2	-5
3	2002-2003	32,599	1,597	1,616.5	20.4	21.0	18.0	23.0	7.0	32.0
	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 2001-2002 to 2002-2003	-875	-42	-66.3	0	0	-1	0	-1	0
	Difference 1998-1999 to 2002-2003	-1,554	23	38.2	-1.3	-1	-1	-1	0	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.

Class Size Expenditures

Over 97 percent of the funds expended in 2001-2002 on the Iowa Early Intervention Block Grant Program were expended on staff salaries and benefits. A relatively small amount of funds were expended on supplies, $583,351. A statewide summary breakdown of the expenditures is presented in Table 89 and Figure 30.

Table 89

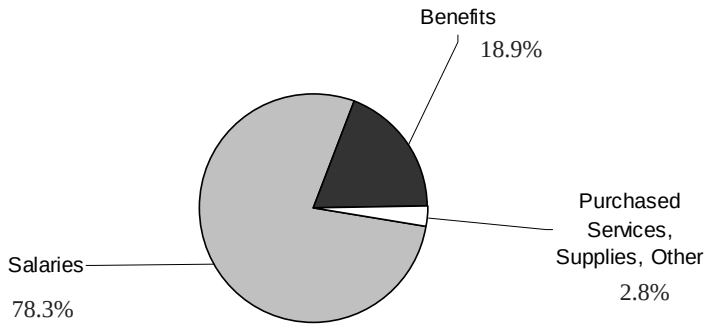
FY02 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM
FY02 EXPENDITURES BY OBJECT

Object Category	Expenditures	Percent
Salaries	$21,486,093	78.3%
Benefits	5,176,559	18.9
Purchased Services	135,324	.5
Supplies	583,351	2.1
Other	55,501	.2
Total	$27,436,828	100.0

Source: Iowa Department of Education, Certified Annual Report.

Figure 30

FY02 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM
FY02 EXPENDITURES BY OBJECT



Source: Iowa Department of Education, Certified Annual Report.

The complete 2002-2003 class size report can be found at:

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

Technology

Expenditures for Computer Hardware and Software

Table 90 and Figure 31 provide information pertaining to total and per pupil expenditures for computer software and hardware in Iowa public schools for years 1992-1993 through 2001-2002. Expenditure data is collected through the Certified Annual Financial Report from local

school districts and area education agencies. Both hardware and software expenditures decreased significantly in 2001-2002. Software expenditures decreased almost $1.7 million (20.7 percent) and hardware expenditures decreased $12.2 million (35.3 percent) between 2000-2001 and 2001-2002. Software per pupil expenditures in 2001-2002 were $13.19, the lowest amount since 1995-1996. Hardware per pupil expenditures in 2001-2002 were $45.53, the lowest amount in that category since 1994-1995. The substantial reduction in expenditures on computer hardware and software could be explained by the 4.3 percent reduction in school aid that occurred during 2001-2002 and a reduction in School Improvement/Technology Program funding from the 2000-2001 amount of $30.0 million to the 2001-2002 amount of $10.0 million.

Table 90

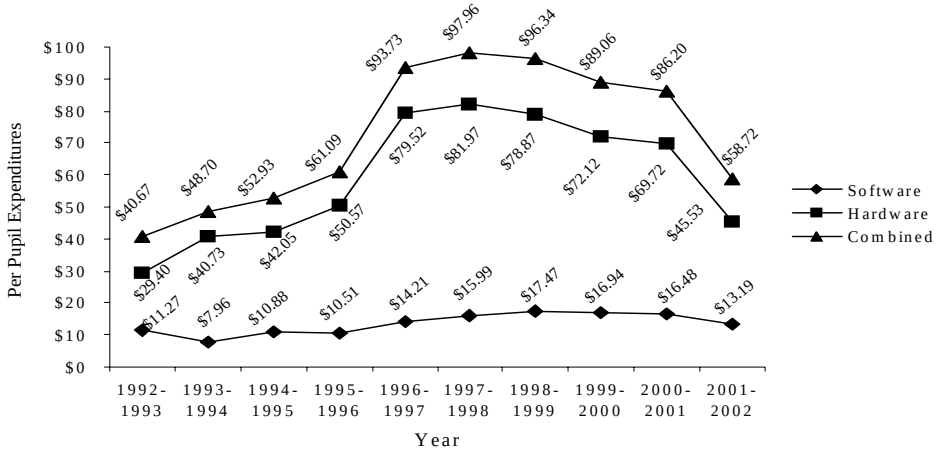
TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2001-2002

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

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

Figure 31

COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2001-2002



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.

Public school expenditures for computer hardware and software by enrollment category is displayed in Table 91. All enrollment categories had a decrease in total software and hardware expenditures between 2000-2001 and 2001-2002. On average, districts within the largest enrollment category (7,500 or greater) had the largest decrease in per pupil software and hardware expenditures (over $40 per pupil) between 2000-2001 and 2001-2002.

Table 91

Iowa Public School Total and Per Pupil Expenditures by Enrollment Category for Computer Software and Hardware 1994-1995, 1995-1996, 2000-2001 and 2001-2002

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

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

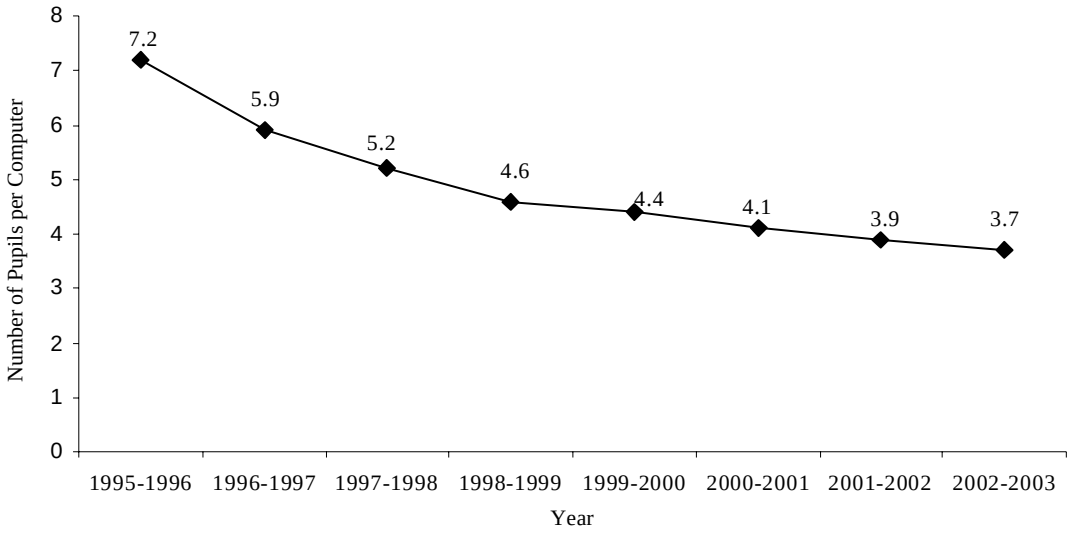
Availability of Computers

Public school technology data is collected by the Department of Education through the Basic Educational Data Survey (BEDS). This information has been collected since 1995-1996 and data can be used to summarize the availability of computers for public school districts at the state and district level.

Figure 32 shows the statewide pupil-to-computer ratios (pupils per computer) for the years 1995-1996 through 2002-2003. 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 3.7 in 2002-2003. Data indicate that students in 2002-2003 had nearly twice as much access to computers at school as they did seven years ago.

Figure 32

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS
1995-1996 TO 2002-2003



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

Table 92 shows a historical perspective of the number of districts, number of computers, and certified enrollment per enrollment category from 1995-1996 to 2002-2003. With few exceptions, the number of computers in each enrollment category continues to increase, despite the corresponding decrease in enrollment of districts with 600 students or more during the past six years.

Table 92

NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996 AND 1997-1998 TO 2002-2003

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1995-1996								
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Number of Computers	829	2,778	6,043	11,258	13,989	10,010	9,371	54,278
Certified Enrollment	4,509	13,102	36,043	68,185	104,286	82,049	82,983	391,157
Pupils per Computer	5.4	4.7	6.0	6.1	7.6	8.2	8.9	7.2
1997-1998								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Number of Computers	1,078	4,565	8,809	18,632	25,292	18,783	20,870	98,029
Certified Enrollment	4,521	17,108	35,757	84,801	130,208	99,314	133,421	505,130
Pupils per Computer	4.2	3.7	4.1	4.6	5.1	5.3	6.4	5.2
1998-1999								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Number of Computers	1,208	4,743	9,640	20,468	28,505	20,301	24,662	109,527
Certified Enrollment	4,154	16,948	36,284	86,153	128,859	96,897	133,239	502,534
Pupils per Computer	3.4	3.6	3.8	4.2	4.5	4.8	5.4	4.6
1999-2000								
Total Number of Districts	24	55	72	108	83	24	9	375
Number of Districts Reporting	24	55	72	108	83	24	9	375
Number of Computers	1,321	5,306	9,811	20,457	30,163	19,981	25,939	112,978
Certified Enrollment	4,604	18,453	36,675	82,230	126,718	96,817	133,059	498,556
Pupils per Computer	3.5	3.5	3.7	4.0	4.2	4.8	5.1	4.4
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Number of Computers	1,370	5,662	11,082	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.5	3.2	3.4	3.8	4.1	4.3	4.7	4.1
2001-2002								
Total Number of Districts	29	50	77	100	81	25	9	371
Number of Districts Reporting	29	50	77	100	81	25	9	371
Number of Computers	1,768	5,438	11,593	21,532	32,492	23,231	29,983	126,037
Certified Enrollment	5,531	16,546	38,717	76,452	121,111	98,953	132,213	489,523
Pupils per Computer	3.1	3.0	3.3	3.6	3.7	4.3	4.4	3.9
2002-2003								
Total Number of Districts	31	52	78	98	79	24	9	371
Number of Districts Reporting	31	52	78	98	79	24	9	371
Number of Computers	2,186	6,464	12,782	21,886	33,627	24,423	29,204	130,572
Certified Enrollment	5,952	17,010	39,563	75,279	120,073	96,830	132,314	487,021
Pupils per Computer	2.7	2.6	3.1	3.4	3.6	4.0	4.5	3.7

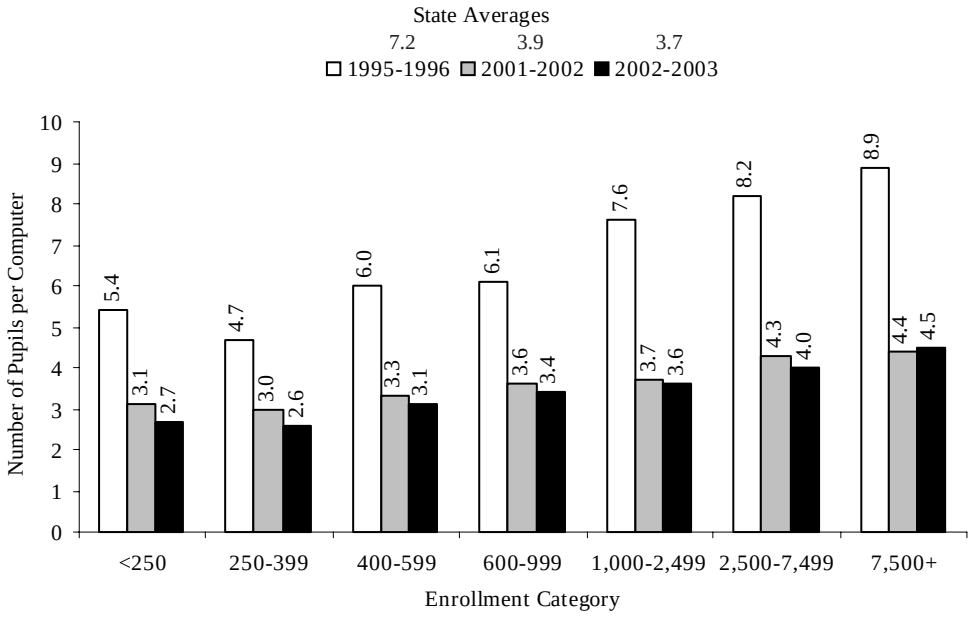
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology Files, and Division of Financial and Information Services, Certified Enrollment Files.

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

The number of students per computer by district enrollment category for the school years 1995-1996, 2001-2002, and 2002-2003 are presented in Figure 33. The ratio of students per computer continued to decrease in all enrollment categories except for districts with enrollment greater than 7,500 students. When compared with the 2001-2002 information, the largest districts in the state showed a slight increase in 2002-2003 rising from 4.4 to 4.5 students per computer. Student computer accessibility continued to improve as the overall state's average pupil-to-computer rate continued to decrease over time.

Figure 33

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2001-2002 AND 2002-2003



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 93 examines the differences in pupil-to-computer ratio between elementary and secondary levels within enrollment categories. Districts below 2,500 continue to show greater student access to computers over time at both the elementary and secondary levels (i.e. all pupil-to-computer rates are at or below the state's rate). Consequently, districts with enrollments of 2,500 or greater had pupil-to-computer ratios at both the elementary and secondary levels that exceeded the state's average ratio. The general trend over time continued to show a decrease in pupil-to-computer ratios at both the elementary and secondary levels. In all enrollment categories and across all years, the difference in elementary pupil-to-computer ratios exceeded the secondary pupil-to-computer ratios. Students at the secondary level continued to have more access to computers than do elementary students in 2002-2003.

Table 93

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

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

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

When analyzed by percentages in Table 94, districts with enrollment below 2,500 students continued to show greater student access to computers than larger districts. During the past seven years, smaller districts (those with enrollments below 2,500) averaged approximately 59 percent of the total computers dedicated to student use while having approximately 53 percent of the state's enrollment. In 2002-2003, the larger districts had 47 percent of the student enrollment while having 41 percent of the computers.

Table 94

Distribution of Computers and Certified Enrollments in Iowa Public School Districts 1995-1996 and 1997-1998 to 2002-2003

	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
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
2002-2003								
Total Number of Districts	31	52	78	98	79	24	9	371
Number of Districts Reporting	31	52	78	98	79	24	9	371
Percent of Certified Enrollment	1.2%	3.5	8.1	15.5	24.7	19.9	27.2	100
Percent of Computers	1.7%	5.0	9.8	16.8	25.8	18.7	22.4	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)

New reporting requirements for No Child Left Behind (NCLB) and other federal initiatives are greatly increasing state and local data collection requirements.

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

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

Almost all of Iowa's public school districts maintain their student data in some type of electronic student information system. In order for electronic trading of information to occur in Iowa, the data elements in a local student information system are mapped to a set of standard codes. This standard set of codes allows for the transmission of data from one file format to a totally different file format with neither the sender nor the receiver having to make any changes to their file. This is particularly important for Project EASIER participants because regardless of the student information system software in place at a local school district, the system can be used without modifying existing local codes.

The current major focus of the Project is to obtain statewide participation of all school districts, expand the amount of information collected, and the creation of a uniform statewide student identification system.

Project EASIER grew from six sites in the 1995-1996 school year. Currently, a majority of Iowa districts, 341 of 371, as well as two nonpublic high schools are involved (Table 95 and Figure 34). By the close of the 2002-2003 school year, 91.9 percent of Iowa's 371 public districts were enabled to participate in the Department's initiative.

Table 95

PARTICIPATING PUBLIC SCHOOL DISTRICTS IN PROJECT EASIER 1995-1996 TO 2002-2003

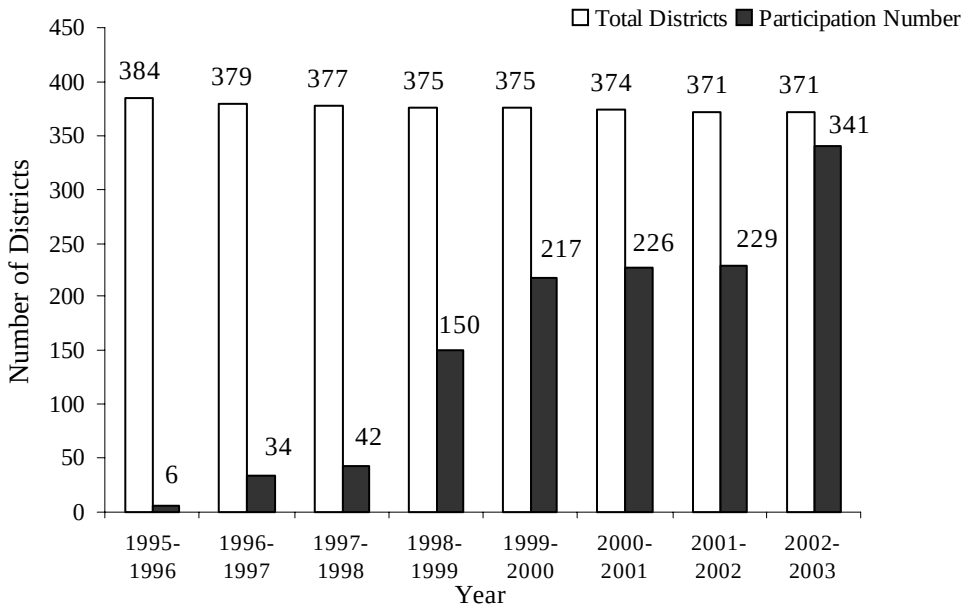
	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Total Districts	384	379	377	375	375	374	371	371
Participation								
Number	6	34	42	150*	217	226*	229**	341**
Percent	1.6%	9.0%	11.1%	40.0%	57.9%	60.4%	61.7%	91.9%

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

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

Figure 34

PARTICIPATING PUBLIC SCHOOL DISTRICTS IN PROJECT EASIER 1995-1996 TO 2002-2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Site Records.
Notes: *Participation in electronic data interchange efforts involves a number of readiness stages and not all districts transmitted student records electronically. Enabled districts are shown in 2001-2002 and 2002-2003.

Table 96 shows Project EASIER school districts by AEA. AEAs 1, 6 and 16 have 100 percent of their districts enabled in Project EASIER. Only one school remains to be enabled in AEAs 2, 9 and 13. AEA 12 has the most schools that have not yet been enabled.

Table 96

DISTRIBUTION OF IOWA PROJECT EASIER ENABLED SITES BY AREA EDUCATION AGENCY 2002-2003

Area Education Agency	Total Number of Districts	Number of Enabled Sites	Percent of Districts Enabled
1	25	25	100.0%
2	24	23	95.8
3	18	15	83.3
4	14	12	85.7
5	31	29	93.5
6	14	14	100.0
7	23	21	91.3
9	22	21	95.5
10	33	30	90.9
11	55	49	89.1
12	24	20	83.3
13	31	30	96.8
14	20	17	85.0
15	24	22	91.7
16	13	13	100.0
State	**371**	**341**	**91.9**

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

Table 97 shows the number of public school districts satisfying part of their annual Basic Educational Data Survey (BEDS) reporting requirements through Project EASIER. The number of districts that sent data through Project EASIER increased during the 2002-2003 school year by almost 45 percent over last year. In the 2002-2003 school year 78.4 percent of public school districts transmitted data electronically via Project EASIER for the Spring BEDS data collection.

Table 97

DISTRICTS TRANSMITTING BASIC EDUCATIONAL DATA SURVEY VIA PROJECT EASIER, 1995-1996 TO 2002-2003

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

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.

In 2001-2002, Project EASIER was expanded to enable some high schools to send transcripts electronically to Iowa State University and the University of Northern Iowa. During the 2002-2003 school year, a new interactive web-based system was implemented to increase the efficiency of BEDS transmissions. The next phases of the project will include the sending of electronic transcripts from all Iowa schools to postsecondary institutions as well as the electronic transmission of data from district to district as students transfer schools.

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

Child development/preschool, school-age child care, and kindergarten program data are collected each spring through the Basic Educational Data Survey (BEDS) Early Childhood report. Through the Early Childhood report, public districts report the types of programs they offer and the number of children served.

The trend in Iowa kindergarten programs is a movement towards all-day, everyday two-semester programs. Table 98 lists the number of districts offering all-day, everyday two-semester kindergarten as their predominant kindergarten program. In 1985-1986, 25.2 percent of public districts offered all-day kindergarten as their primary program and by 2002-2003 the figure grew to 94.3 percent.

Table 98

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING ALL-DAY, EVERYDAY, TWO-SEMESTER KINDERGARTEN PROGRAMS — 1985-1986 TO 2002-2003

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

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

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

In 2002-2003, all-day, everyday two-semester kindergarten was the leading program for 350 districts. Other programs offered by Iowa districts included: half day two semesters; half day one semester – full day one semester; alternate day one semester – full day one semester; and three day a week one semester – full day one semester.

The percentage of districts offering all-day, everyday two-semester kindergarten varies by the enrollment category of the district. Table 99 and Figure 35 give the percentage of districts by enrollment category in 2002-2003. Districts in enrollment categories of less than 2,500 that offered all-day, everyday two-semester kindergarten on average had over 92 percent participation while the two largest enrollment categories each averaged less than the 90 percent participation.

Table 99

IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE — 2002-2003

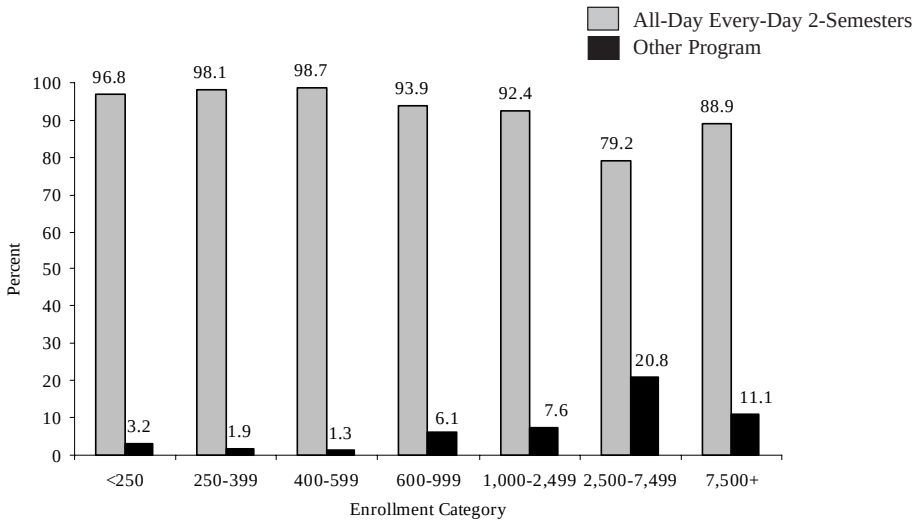
		All-Day, Everyday, 2 Semesters		All Others	
Enrollment Category	Total Number of Districts	Number of Districts	Percent in Category	Number of Districts	Percent in Category
<250	31	30	96.8%	1	3.2%
250-399	52	51	98.1	1	1.9
400-599	78	77	98.7	1	1.3
600-999	98	92	93.9	6	6.1
1,000-2,499	79	73	92.4	6	7.6
2,500-7,499	24	19	79.2	5	20.8
7,500+	9	8	88.9	1	11.1
State	371	350	94.3	21	5.7

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

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

Figure 35

PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ALL-DAY, EVERYDAY, TWO-SEMESTER KINDERGARTEN PROGRAM BY ENROLLMENT CATEGORY, 2002-2003



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

The number of children attending a preschool/child development program for children 3, 4, and 5 years of age at public districts increased, 23.6 percent, over the past six years, from 6,860 in 1997-1998 to 8,477 in 2002-2003 (see Tables 100 and 101). For 2002-2003, the largest number of children, 3,584, attended a tuition program, followed by 1,431 in a Head Start program and 941 in a Child Development Coordinating Council program.

Table 100

IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENT BY ENROLLMENT CATEGORY 1997-1998 TO 2002-2003

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

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

Table 101

IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT CATEGORY 1997-1998 TO 2002-2003

	Preschool Enrollment						Certified Enrollment	
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003*	2002-2003 Number	2002-2003 Percent*
<250	3.0%	3.3%	2.5%	3.1%	3.9%	4.0%	5,953	1.2%
250-399	6.1	6.2	8.6	7.9	6.8	7.1	17,010	3.5
400-599	8.0	11.3	8.8	13.3	11.3	12.2	39,563	8.1
600-999	23.4	21.3	18.8	20.4	21.3	18.8	75,279	15.5
1,000-2,499	16.3	19.9	18.7	19.0	19.8	18.1	120,073	24.7
2,500-7,499	12.6	11.2	8.5	11.5	10.2	9.8	96,830	19.9
7,500+	30.6	26.8	34.1	24.7	26.7	30.1	132,314	27.2
State	100.0	100.0	100.0	100.0	100.0	100.0	487,021	100.0

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

STUDENT PERFORMANCE

Information presented in the student performance section comes from a variety of external sources and the Department of Education, Basic Educational Data Survey (BEDS). The BEDS data used in the student performance section provides information pertaining to Iowa dropouts for grades 7-12, high school graduation rates, high school graduates intentions, and Iowa postsecondary enrollment options for high school students. External sources of information presented in this section include: Advanced Placement (AP), American College Testing (ACT), the College Board for the Scholastic Assessment Test (SAT), the Iowa Testing Programs for the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED), and the National Center for Educational Statistics (NCES). Some additional data on the National Assessment of Educational Progress (NAEP) for fourth grade reading are also available in this section based on the source of U.S. Department of Education.

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

State Indicators of Student Success

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

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

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

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

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

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

The most recent biennium data reported, 2001-2003, are based on national norms from 2000. Because the biennium data for 2000-2002 are based on national norms from 1992, the annual change represented by the difference between the data from these two bienniums is influenced by whatever differences exist between the norms from 1992 to 2000. Each biennium difference is due to a norms change plus a real change in achievement. For each grade and subject area reported, Iowa Testing Programs has estimated the effect of the norms change. The estimate can be used to remove the effect of the norms change so that the remainder represents the real change in achievement. For example, for grade 4 Reading Comprehension, the change in biennium values for the Low level is 6.8 percent (31.0 - 24.2). The estimated change just due to the norms is 5.5 percent. This means that there were 1.3 percent fewer students in the Low level due to real change. Or, the gain in achievement is represented by 1.3 percent more students performing beyond the Low level. The estimated effects due to the norms change for Reading Comprehension in grades 4, 8, and 11 are -5.5 percent, 0.0 percent, and 0.0 percent, respectively. The corresponding values for math are: 0.0 percent, +2.0 percent, and +3.3 percent.

The Iowa Department of Education has defined the "Proficient" level as the Intermediate and High combined. Using the values for the norms effect shown in the previous paragraph, the actual or real changes in the percent of students in grades 4, 8, and 11 performing at the Proficient level in reading are, respectively, +1.4 percent, -0.1 percent, and -0.1 percent. For math, the corresponding changes are +2.6 percent, +0.5 percent, and +1.2 percent. These adjusted changes should be used to interpret the extent of improvement in statewide student performance over the past year.

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 2002-2003 are based are: grade 4, 38,500; grade 8, 40,600; and grade 11, 37,000.

2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 biennium, only the 2000 norms were used.

3. The estimates of the norms effect shown in the fourth paragraph of these notes are based on using 1992 national norms and 2000 national norms separately on the 2002-2003 annual statewide data. These estimates should not be used by a school district as an estimate of the norms effect for their district or any building in it. These estimates can be obtained directly by using the values in the red and green achievement levels reports furnished to each Iowa school district with their ITBS/ITED test results in 2001-2002.

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

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

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

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

The first three state indicators are Iowa student performances on ITBS and ITED. They are defined as the percentages of all fourth, eighth, and eleventh grade students achieving a proficient or higher level on reading comprehension and mathematics and the percentages of all eighth and eleventh grade students achieving a proficient or higher level on science. Tables 102 and 103 show the approximate average number of students tested by grade and by subgroup for ITBS and ITED Reading Comprehension and mathematics tests for the biennium periods 1997-1999 to 2001-2003. Table 104 shows the approximate average number of grade 8 and 11 students tested by subgroup for ITBS and ITED science for the biennium period 2001-2003. The number of students tested includes both public and nonpublic school participates.

Table 102

Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Tests by Subgroup Biennium Periods 1997-1999* to 2001-2003

	Grade 4				Grade 8				Grade 11			
	1998-2000	1999-2001	2000-2002	2001-2003	1998-2000	1999-2001	2000-2002	2001-2003	1998-2000	1999-2001	2000-2002	2001-2003
Male	19,700	19,600	20,200	19,970	19,800	19,800	20,000	20,620	15,300	16,000	17,300	18,490
Female	19,000	19,600	19,800	19,360	19,000	18,900	19,200	19,740	15,800	16,300	17,380	18,240
White	30,000	31,500	31,500	33,570	30,700	30,900	32,600	34,860	24,600	26,300	29,800	33,150
African American	1,200	1,450	1,620	1,700	1,100	1,180	1,180	1,300	500	560	690	770
Hispanic	900	1,150	1,880	1,510	800	960	1,030	1,160	460	560	640	770
Asian	590	580	560	580	700	590	560	560	620	580	530	550
American Indian	250	190	210	230	250	240	220	230	130	110	125	120
Primary Lang. ELL[1]	—	790	880	920	—	560	460	480	—	250	880	370
Migrant[2]	—	200	230	260	—	90	110	140	—	60	70	110
SES Eligible[3]	10,200	11,100	11,200	11,350	8,000	8,600	8,800	9,680	3,600	4,100	4,700	5,620
IEP[4]	5,400	5,520	4,900	4,460	5,000	4,900	5,400	5,630	1,800	2,200	2,650	3,340

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

Approximate Average Number of Iowa Students Tested on ITBS and ITED Mathematics Tests by Subgroup Biennium Periods 1997-1999* to 2001-2003

	Grade 4				Grade 8				Grade 11			
	1998-2000	1999-2001	2000-2002	2001-2003	1998-2000	1999-2001	2000-2002	2001-2003	1998-2000	1999-2001	2000-2002	2001-2003
Male	19,400	20,295	20,295	19,940	19,700	19,600	19,734	20,420	15,600	16,500	17,500	18,450
Female	19,000	19,900	19,800	19,330	18,900	18,700	18,900	19,550	16,100	16,800	17,600	18,190
White	30,000	31,500	33,000	33,530	30,500	31,400	32,900	34,540	25,000	27,100	30,100	33,090
African American	1,200	1,450	1,630	1,700	1,000	1,350	1,350	1,280	500	570	700	780
Hispanic	900	1,160	1,380	1,500	820	1,100	1,180	1,160	480	590	650	760
Asian	600	580	570	580	670	600	580	560	600	620	540	550
American Indian	250	190	210	220	250	220	200	230	140	120	125	120
Primary Lang. ELL[1]	—	790	890	930	—	560	460	490	—	260	880	370
Migrant[2]	—	200	230	250	—	90	110	150	—	70	70	120
SES Eligible[3]	10,200	11,100	11,300	11,320	8,000	8,500	8,800	9,610	3,700	4,300	4,800	5,620
IEP[4]	5,500	5,600	5,000	4,480	4,900	4,800	5,300	5,580	1,800	2,300	2,700	3,350

Source: Iowa Testing Programs, University of Iowa.

Notes: Number tested included both public and nonpublic students.

[1]English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

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

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

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

*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 104

Approximate Average Number of Iowa Students Tested on ITBS and ITED Science Tests by Subgroup
Biennium Period 2001-2003

	Grade 8	Grade 11
Male	20,200	18,320
Female	19,310	18,110
White	34,240	32,900
African American	1,240	760
Hispanic	1,140	760
Asian	560	550
American Indian	230	120
Primary Lang. ELL[1]	480	360
Migrant[2]	150	110
SES Eligible[3]	9,480	5,570
IEP[4]	5,540	3,280

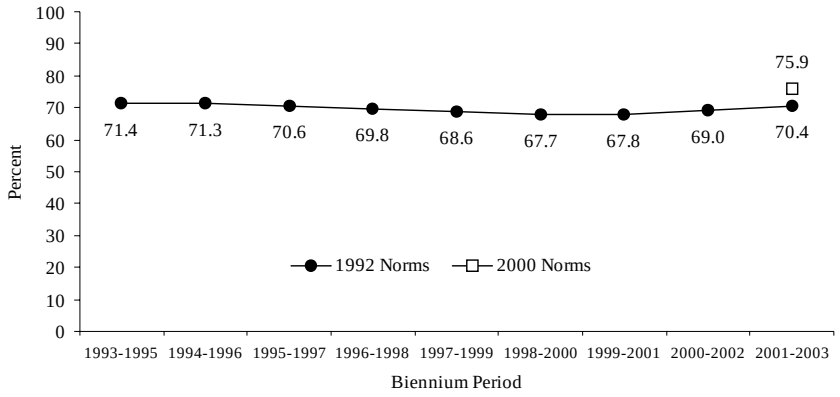
Source: Iowa Testing Programs, University of Iowa.
Notes: Number tested included both public and nonpublic students.
[1]English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success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

Reading

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

Figure 36

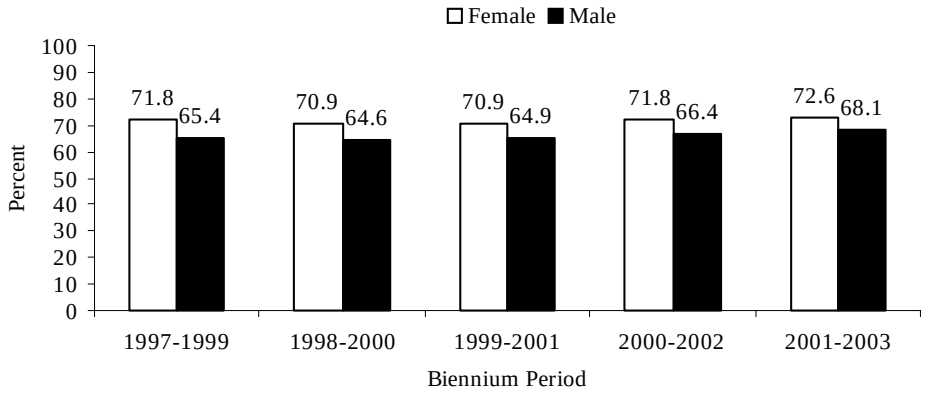
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test
Biennium Periods 1993-1995 to 2001-2003



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

Figure 37A

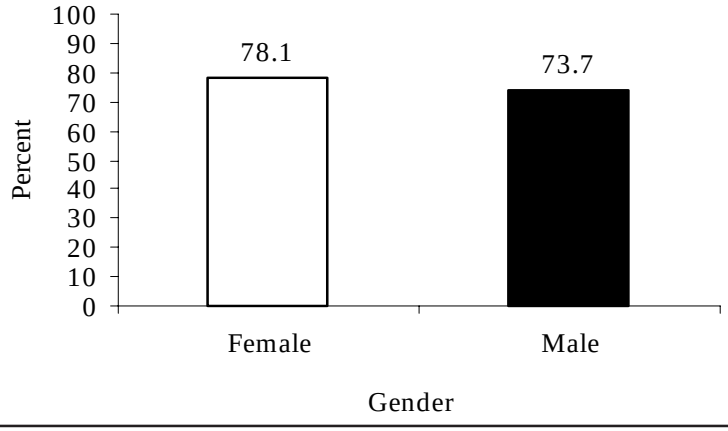
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2001-2003 (1992 NORMS)



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

Figure 37B

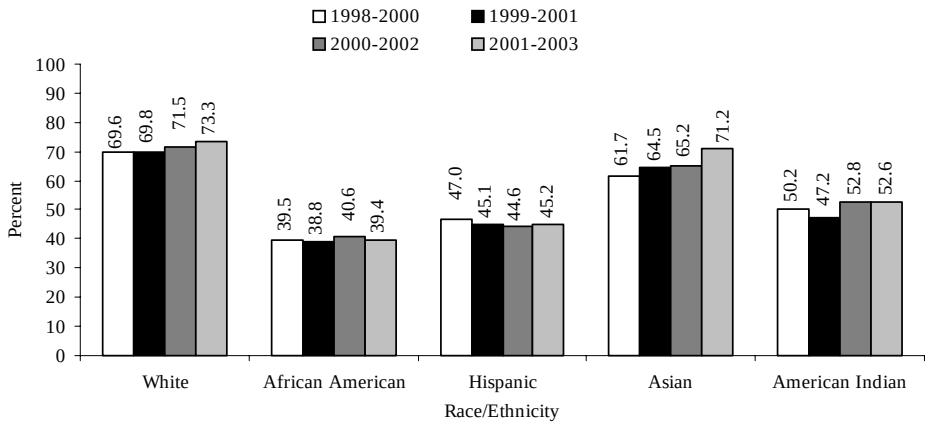
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.

Figure 38A

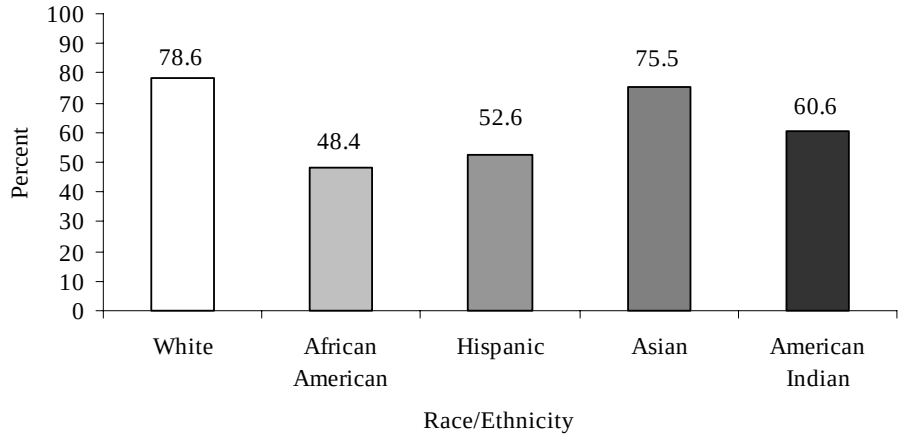
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 38B

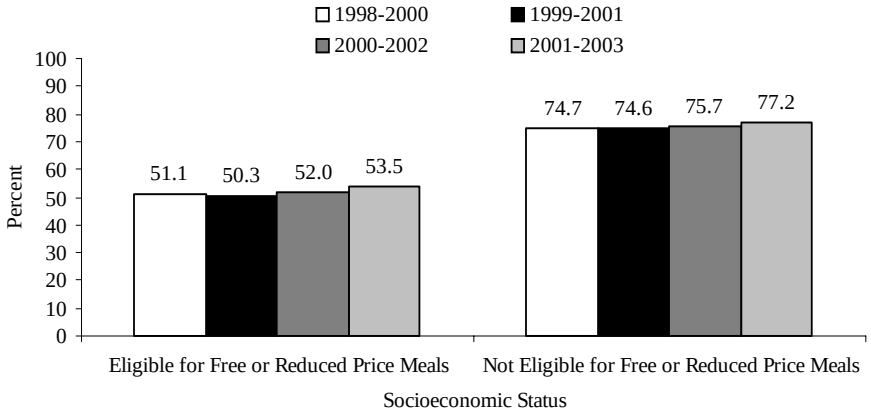
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.

Figure 39A

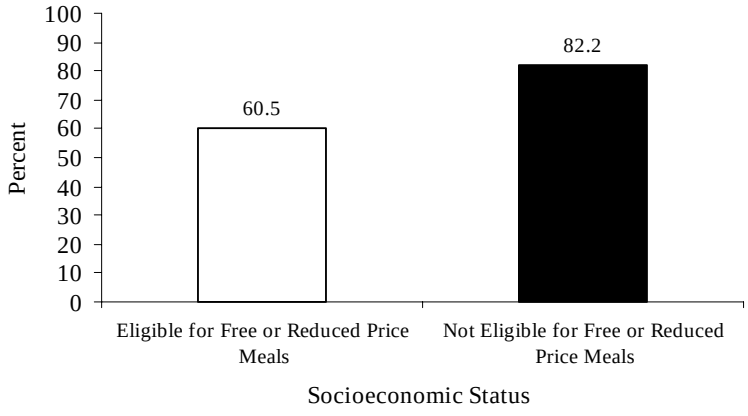
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 39B

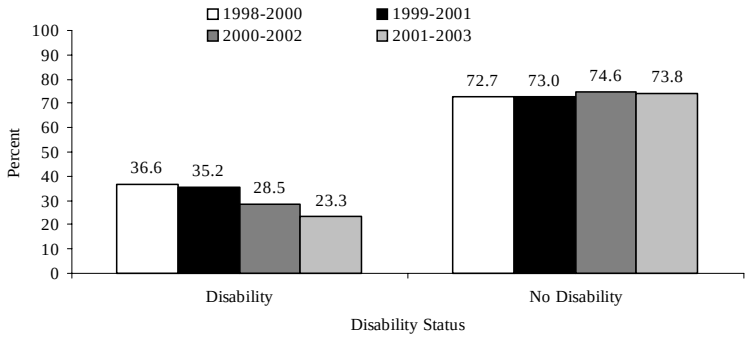
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 40A

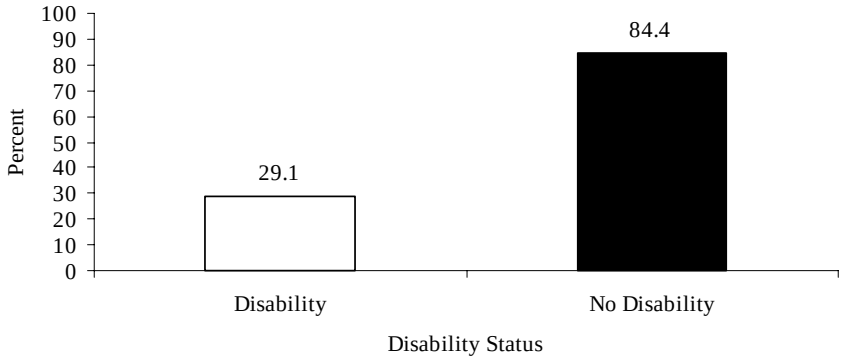
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 40B

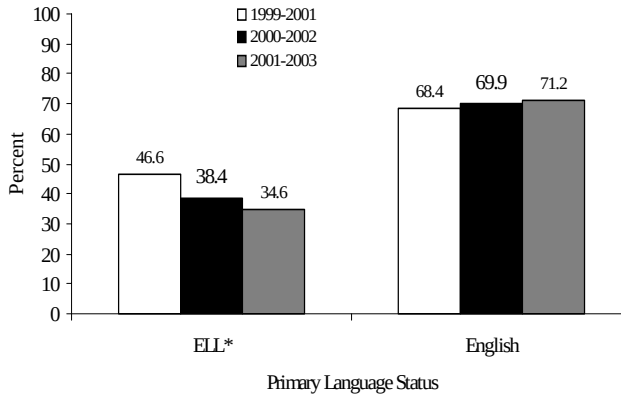
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 41A

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 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.

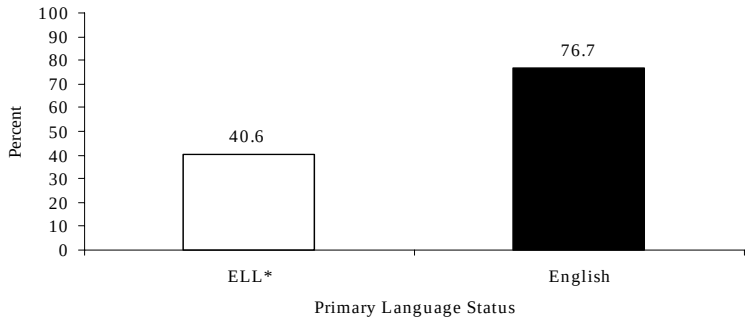
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 41B

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.

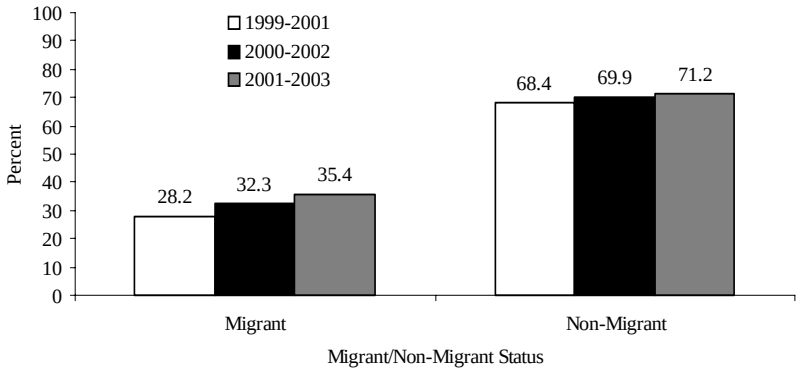
Notes: A student designated as proficient can, at a minimum, do the following:

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

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

Figure 42A

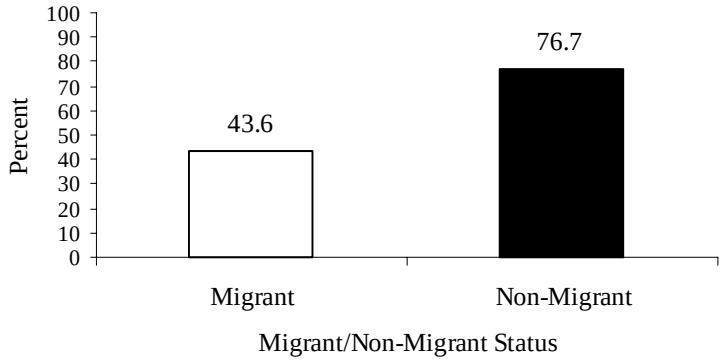
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 42B

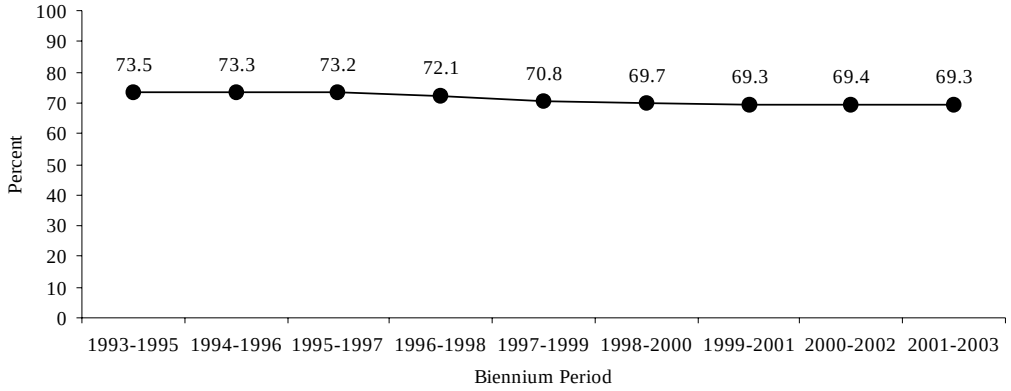
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 43

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2001-2003



Source: Iowa Testing Programs, University of Iowa.

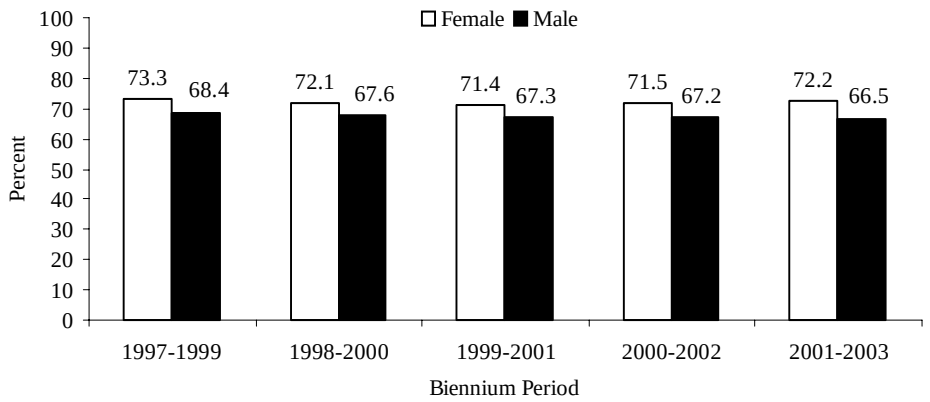
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 44A

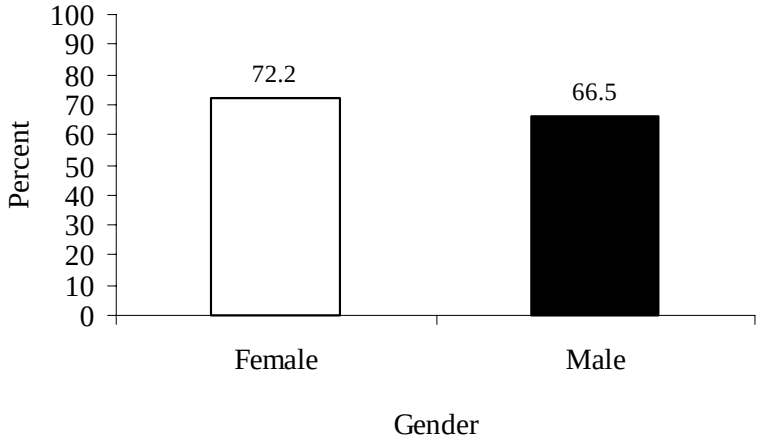
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Gender Biennium Periods 1997-1999 to 2001-2003 (1992 Norms)



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

Figure 44B

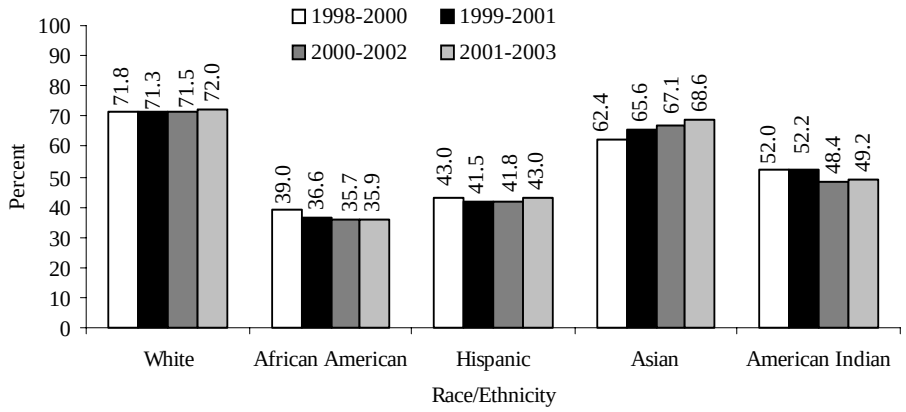
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Gender Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 45A

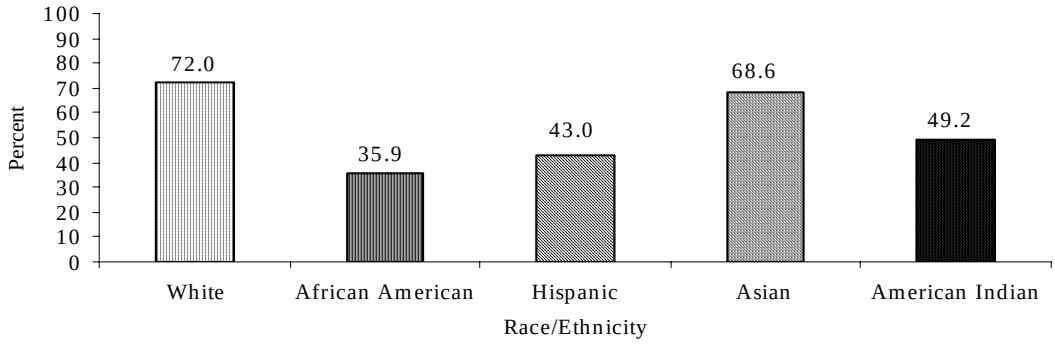
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 45B

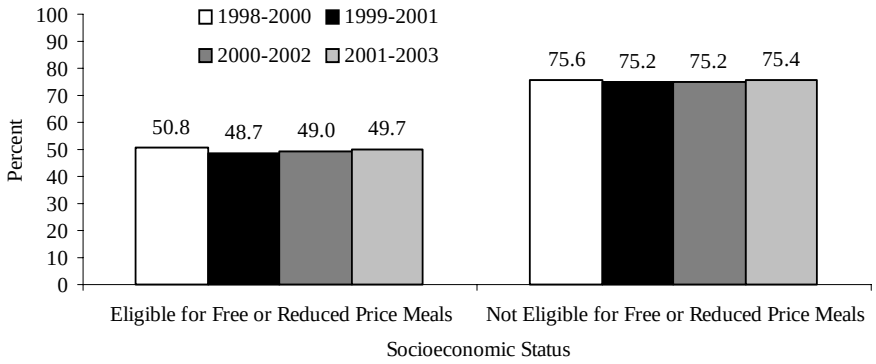
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 46A

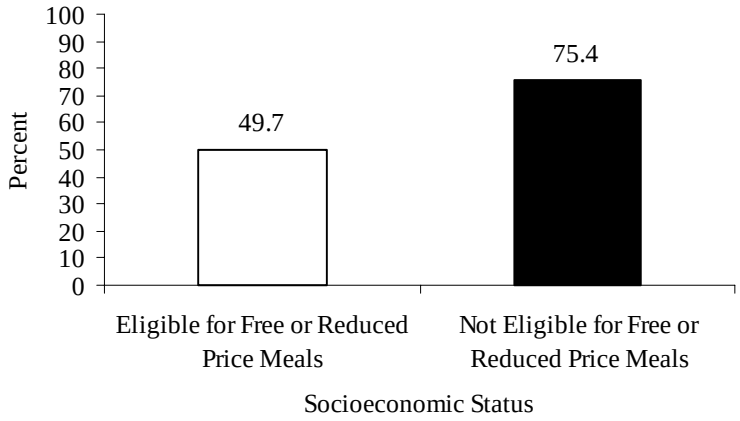
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 46B

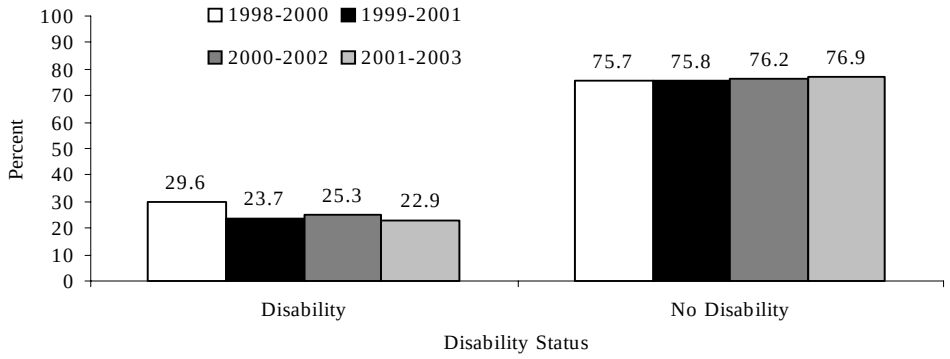
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 47A

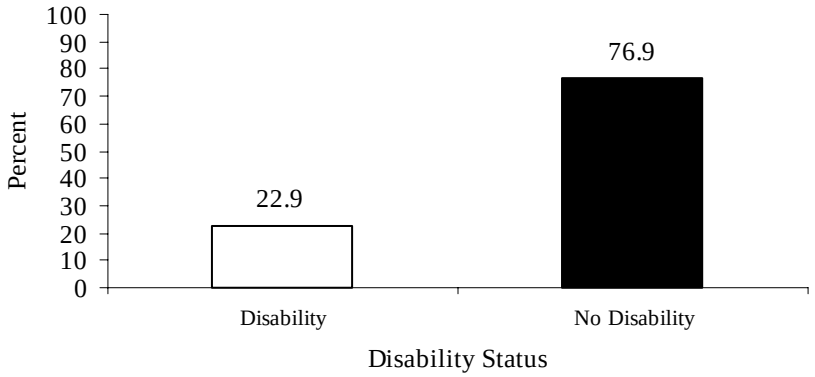
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 47B

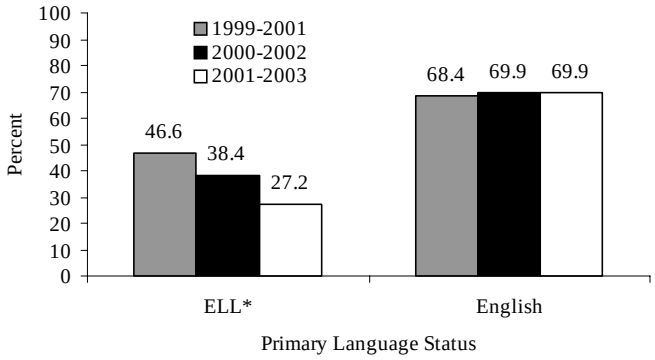
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 48A

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

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

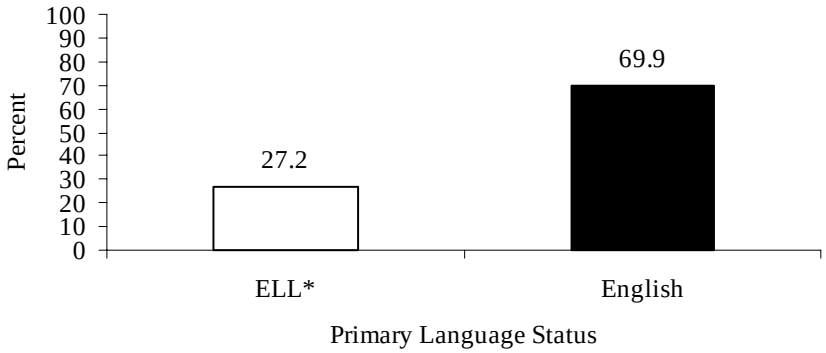
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 48B

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: A student designated as proficient can, at a minimum, do the following:

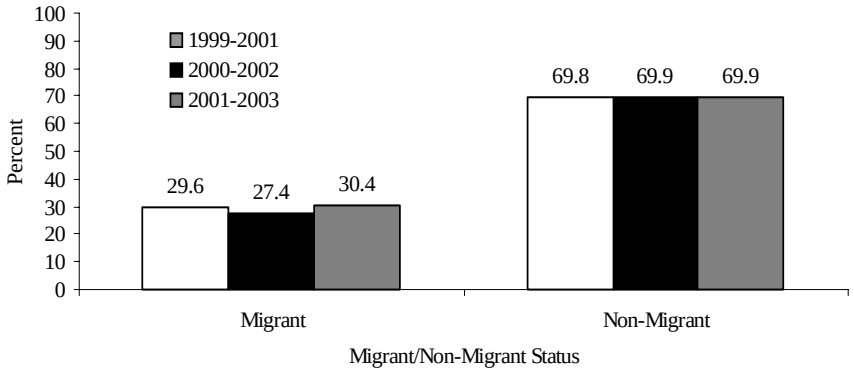
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 49A

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIODS 1999-2001 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.

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

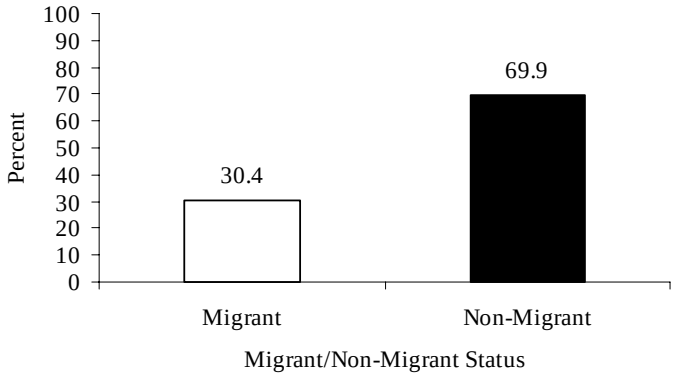
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 49B

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.

Notes: A student designated as proficient can, at a minimum, do the following:

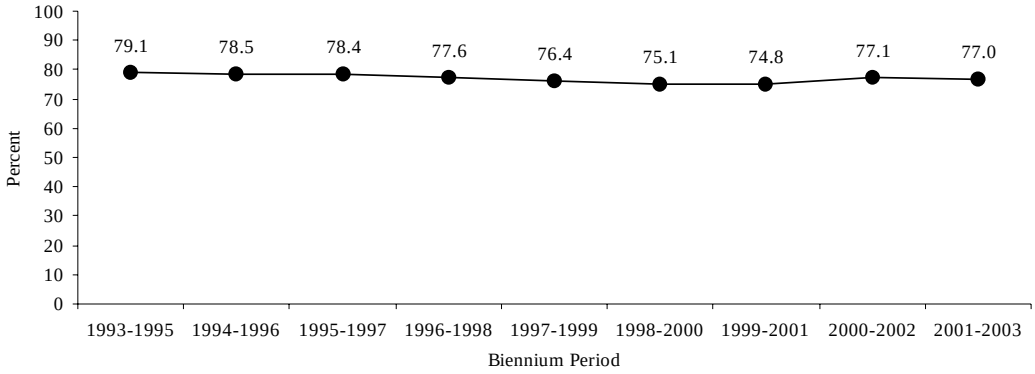
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 50

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test
Biennium Periods 1993-1995 to 2001-2003



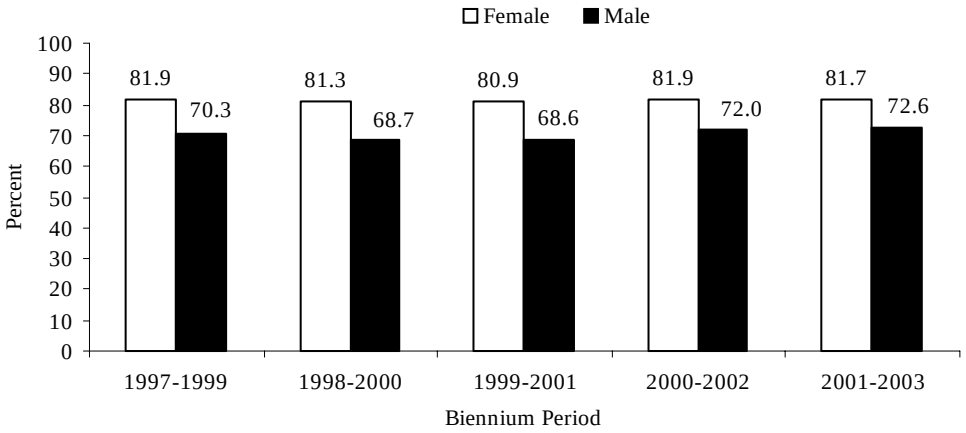
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 51A

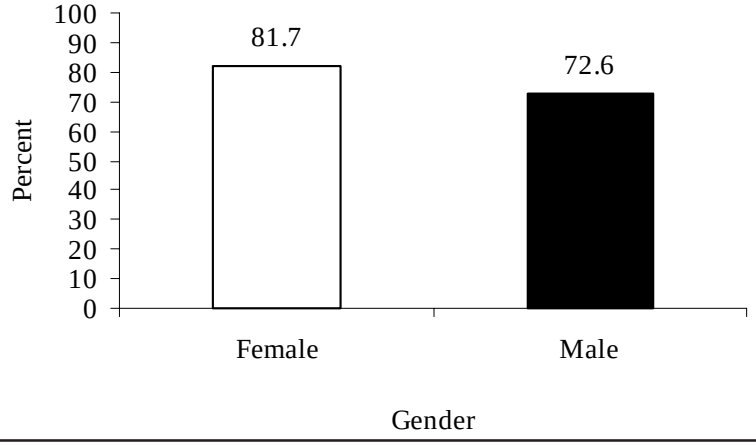
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2001-2003 (1992 NORMS)



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

Figure 51B

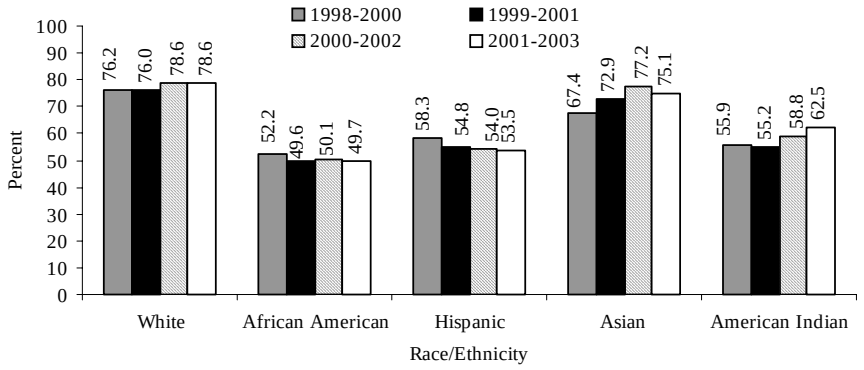
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY GENDER BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 52A

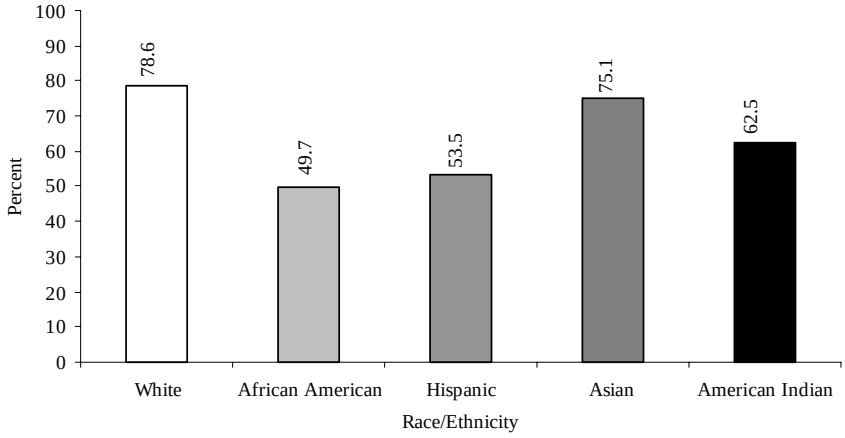
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 52B

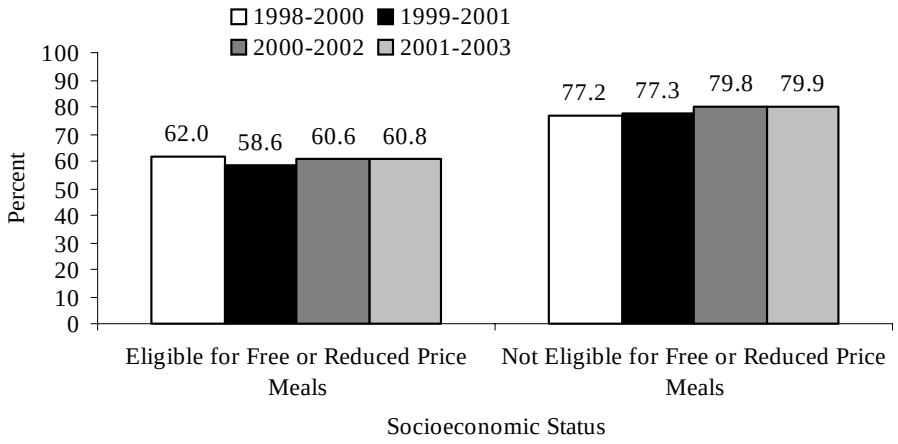
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 53A

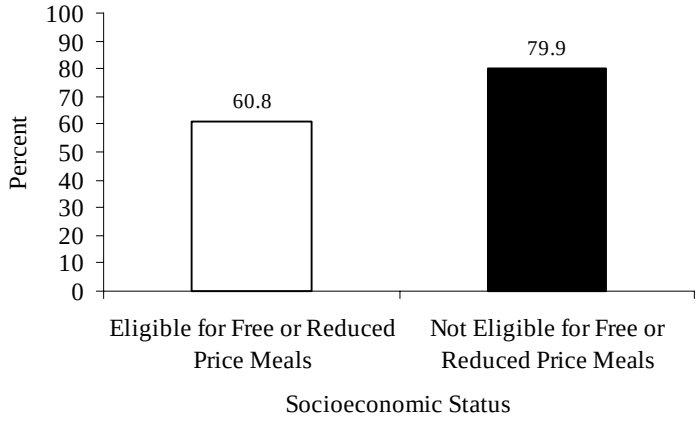
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 53B

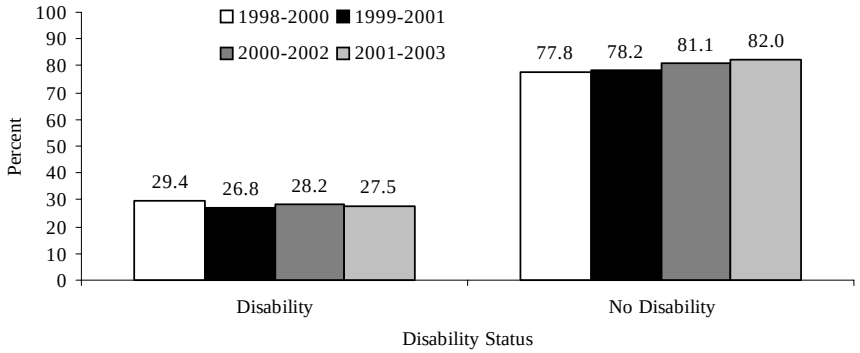
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 54A

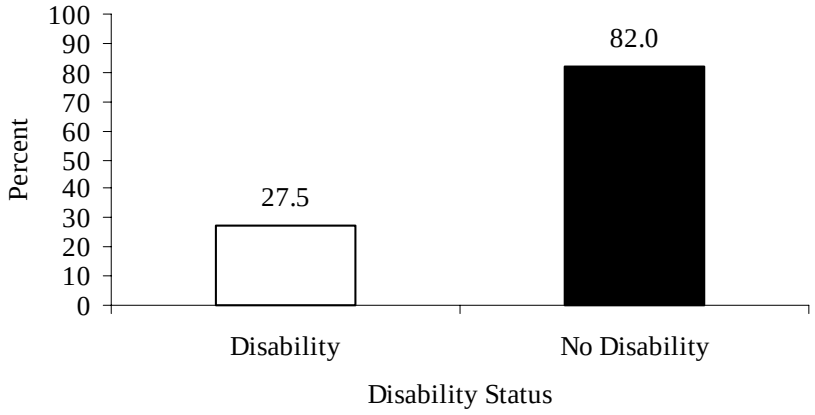
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 54B

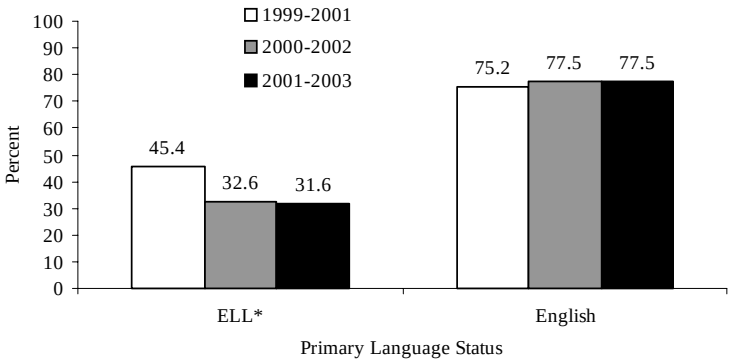
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 55A

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 1999-2001 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.

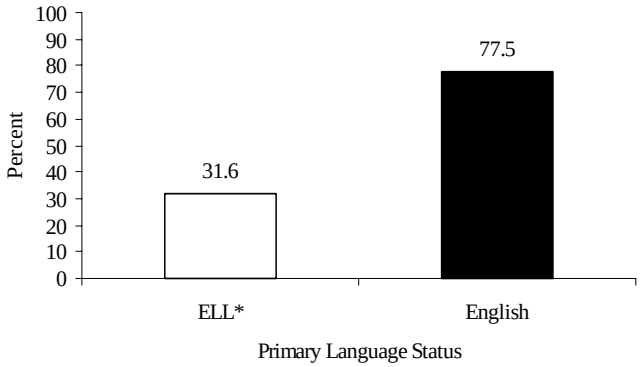
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 55B

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.

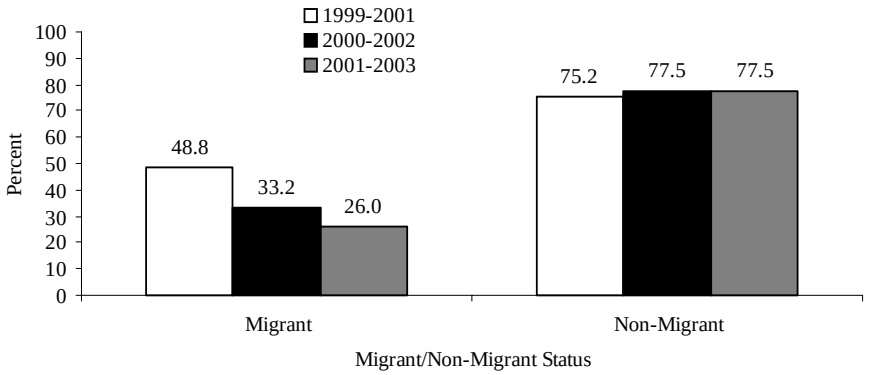
Notes: A student designated as proficient can, at a minimum, do the following:

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

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

Figure 56A

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Migrant Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

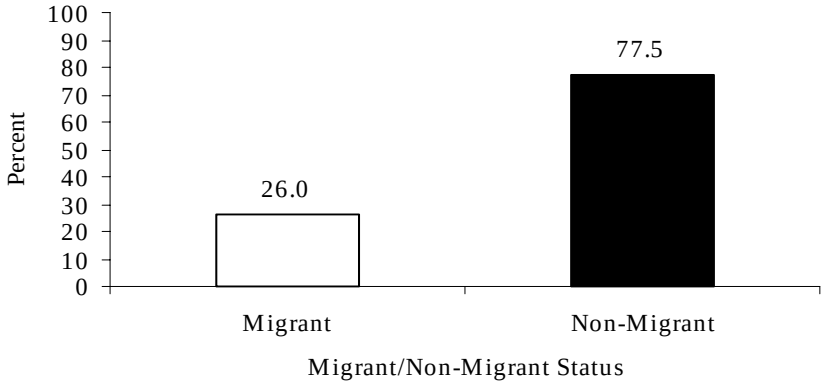
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 56B

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Migrant Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: A student designated as proficient can, at a minimum, do the following:

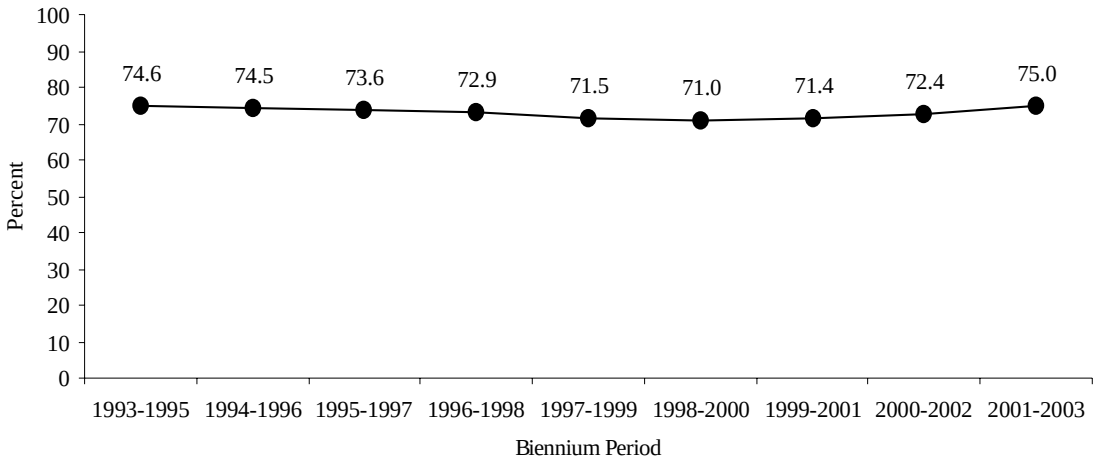
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

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

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

Figure 57

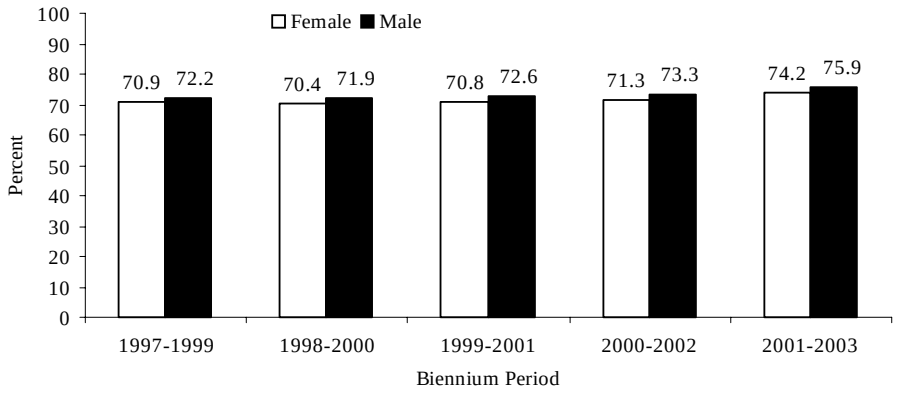
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BIENNIUM PERIODS 1993-1995 TO 2001-2003



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

Figure 58A

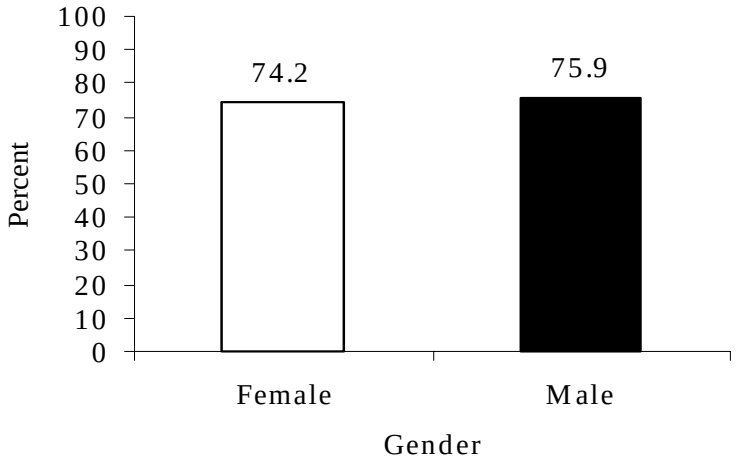
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Gender
Biennium Periods 1997-1999 to 2001-2003 (1992 Norms)



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

Figure 58B

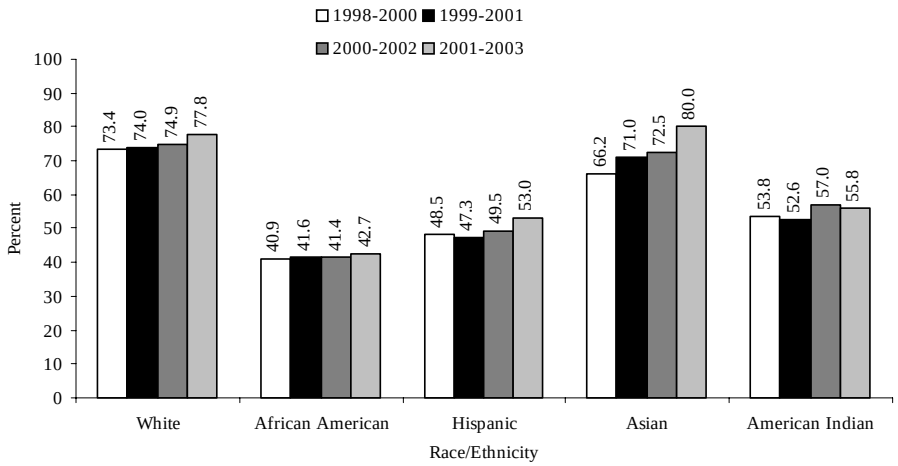
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Gender
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 59A

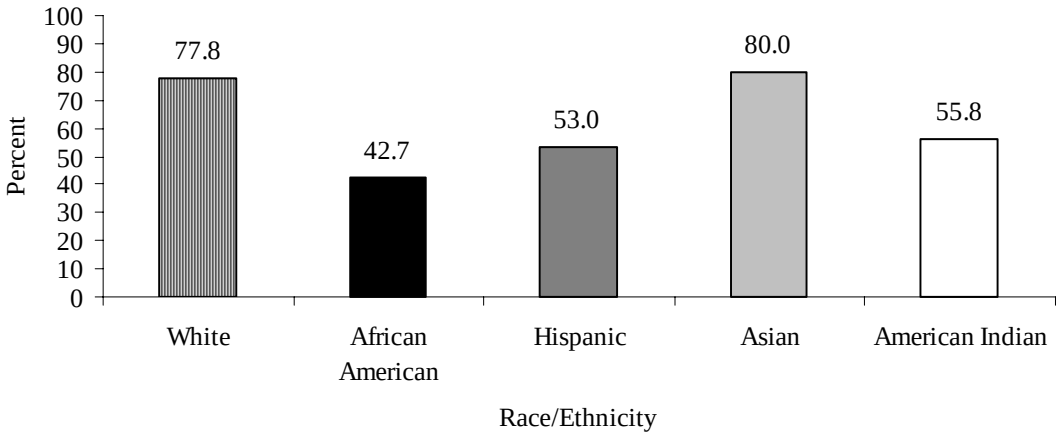
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 59B

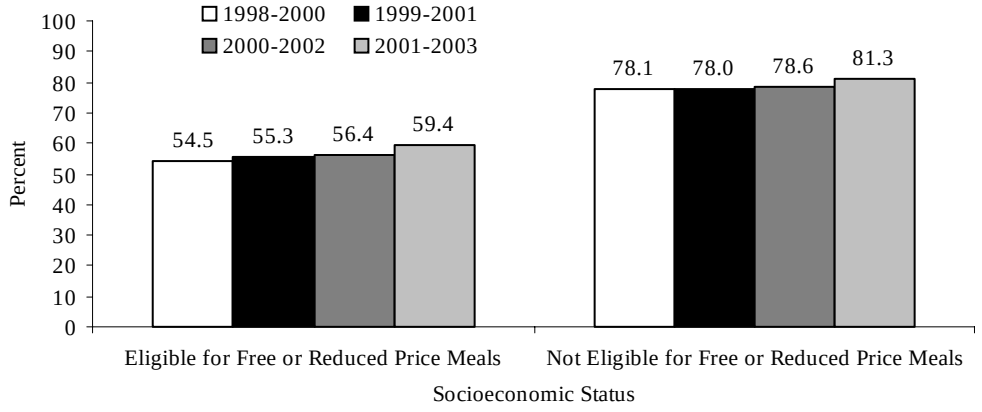
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 60A

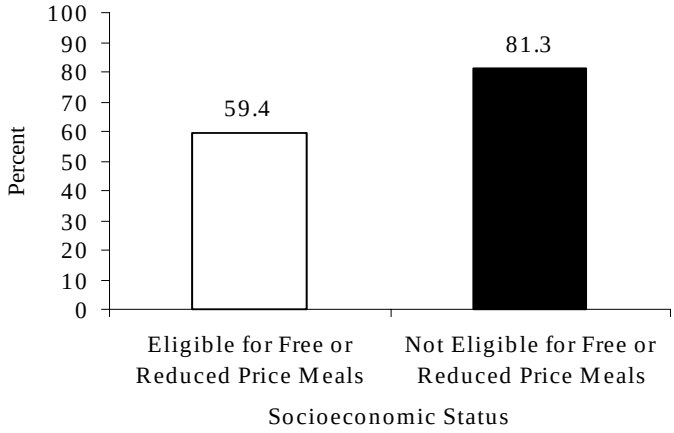
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 60B

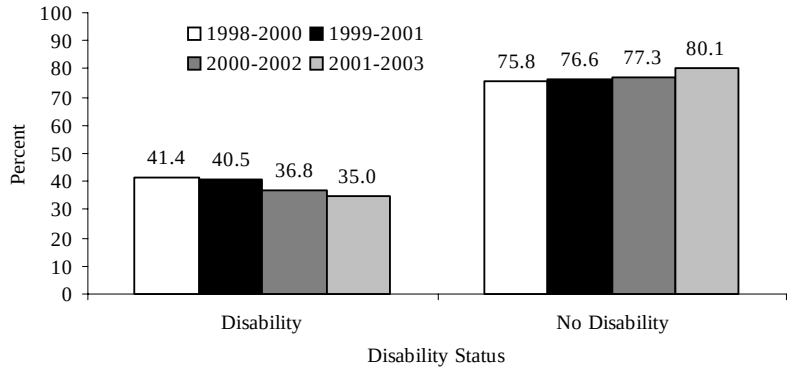
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 61A

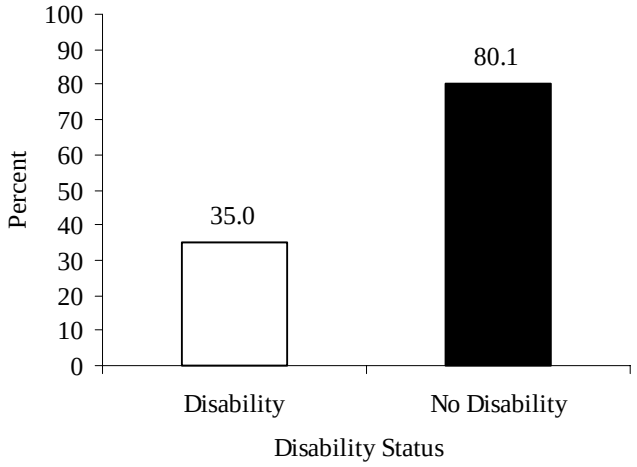
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY DISABILITY STATUS* BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 61B

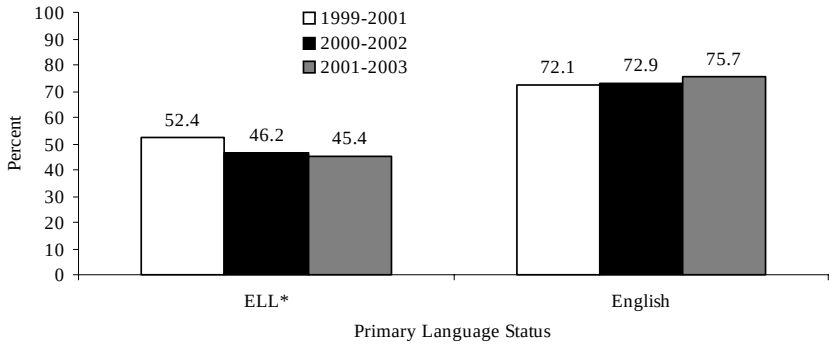
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY DISABILITY STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 62A

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Primary Language Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

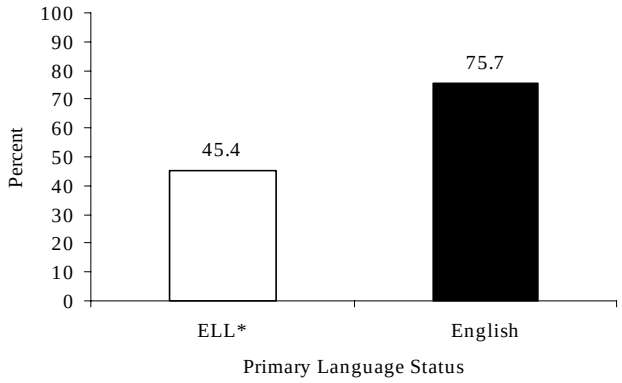
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 62B

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Primary Language Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

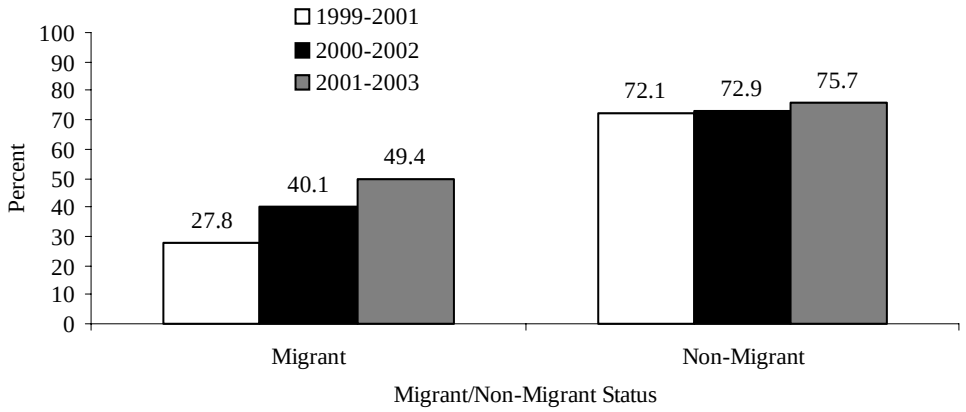
Notes: A student designated as proficient can, at a minimum, do the following:

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

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

Figure 63A

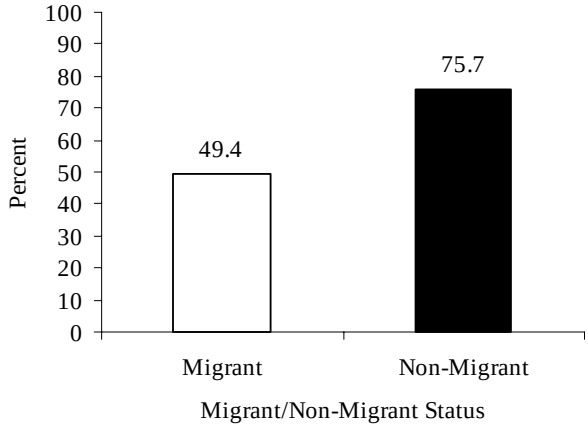
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 1999-2001 TO 2001-2003 (1992 NORMS)



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

Figure 63B

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)

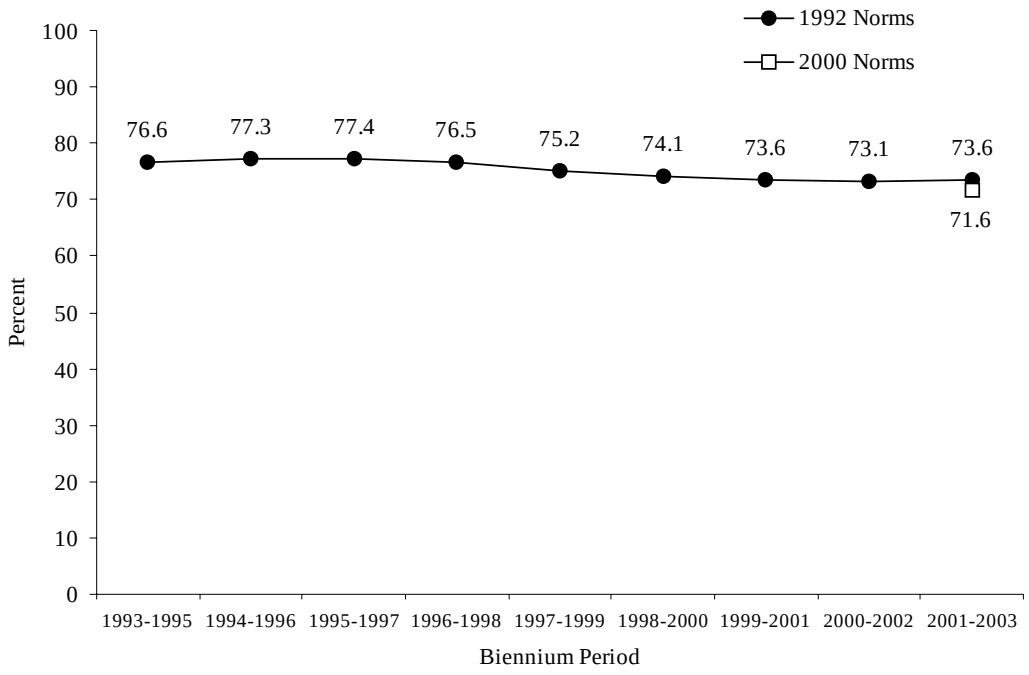


Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 64

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test

Biennium Periods 1993-1995 to 2001-2003



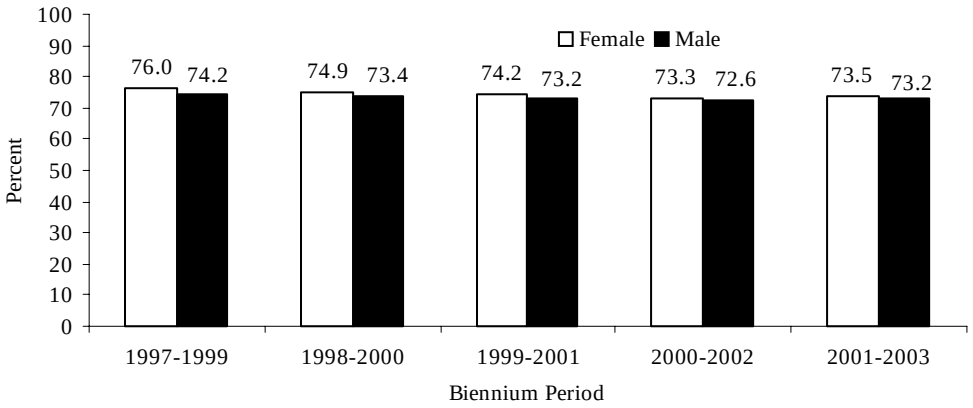
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 65A

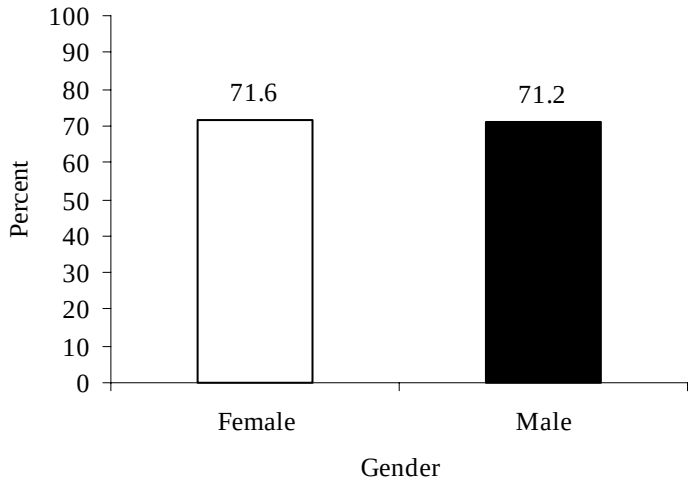
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 1997-1999 TO 2001-2003 (1992 NORMS)



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

Figure 65B

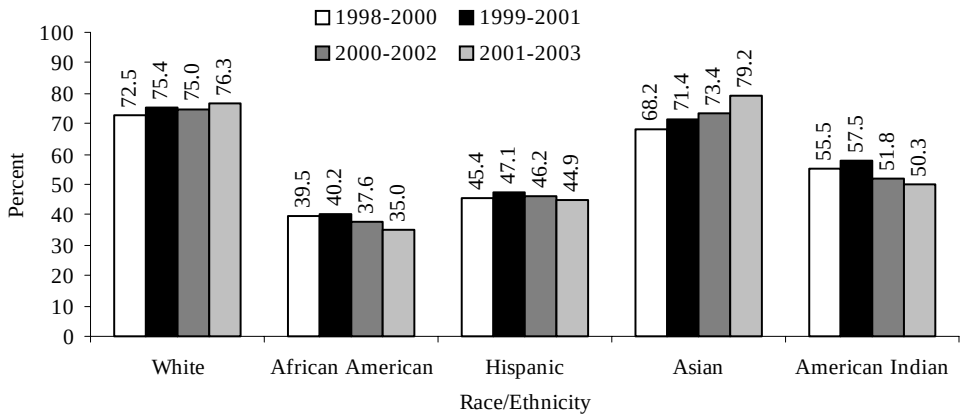
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY GENDER
BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 66A

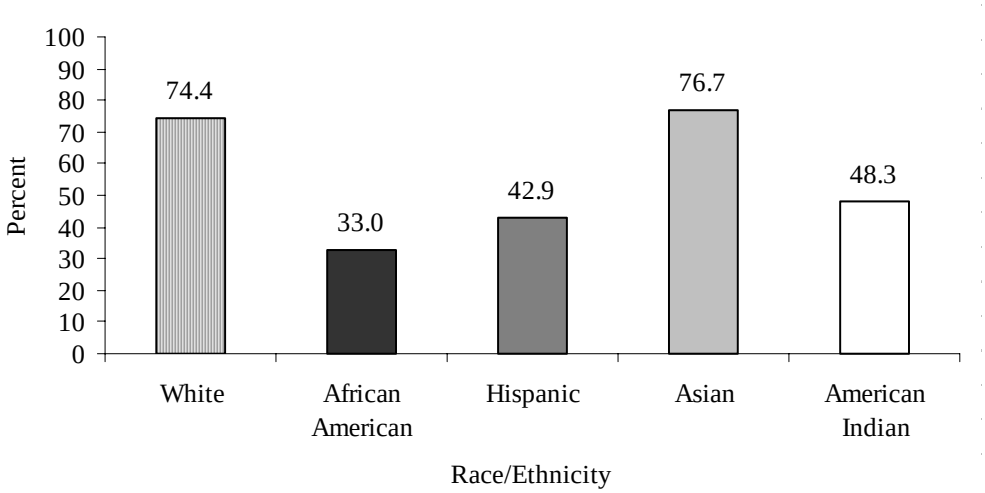
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 66B

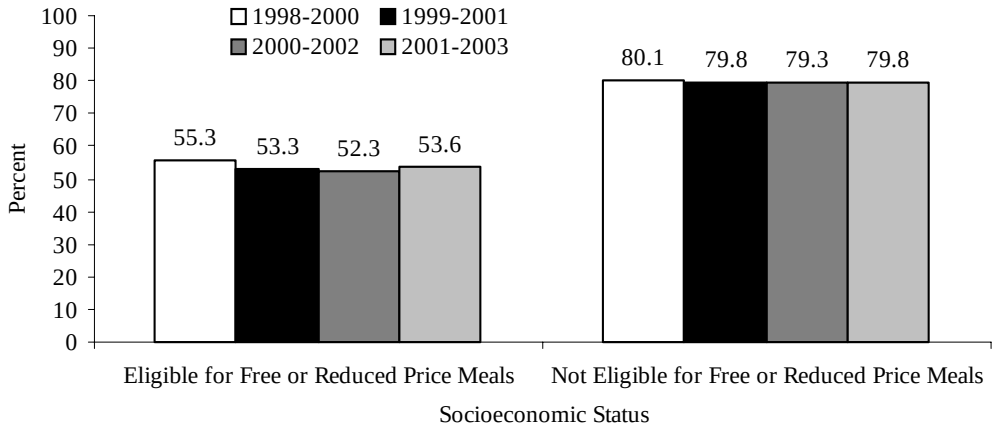
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 67A

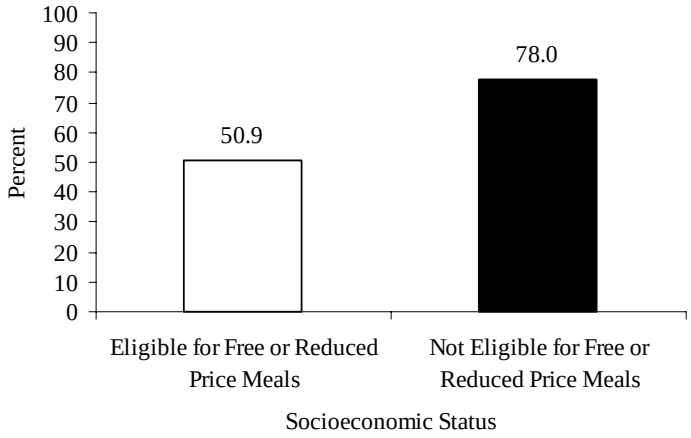
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 67B

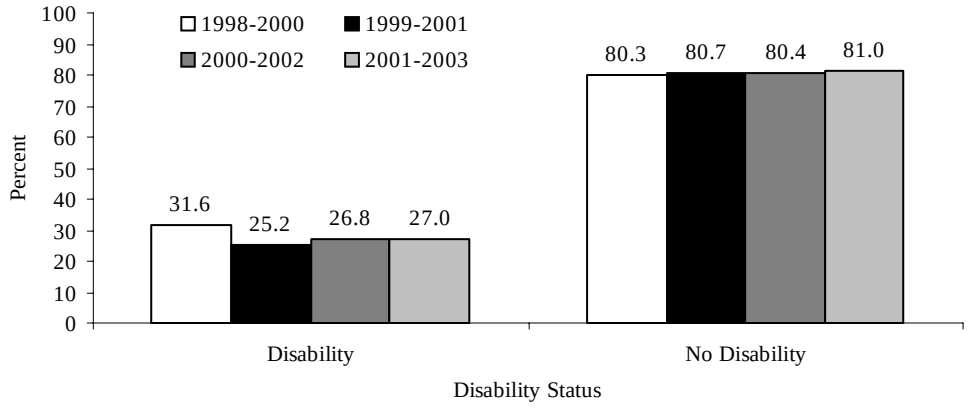
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 68A

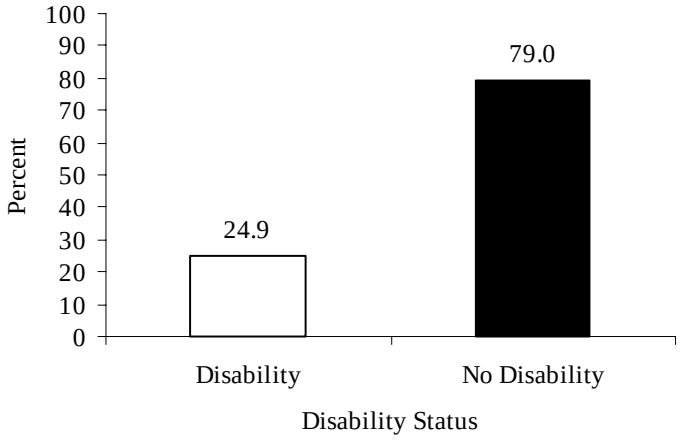
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 68B

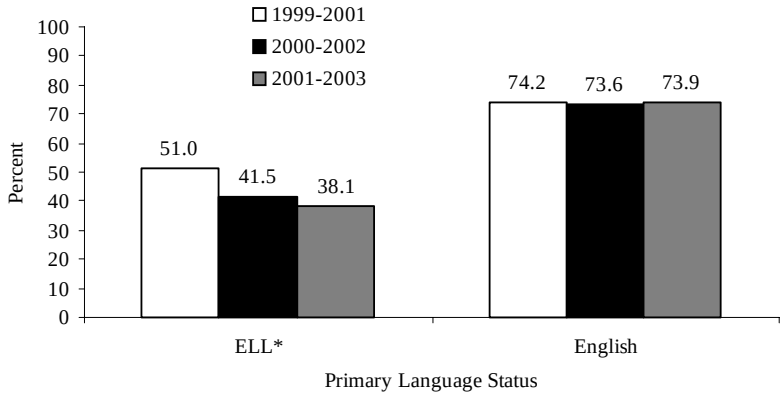
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 69A

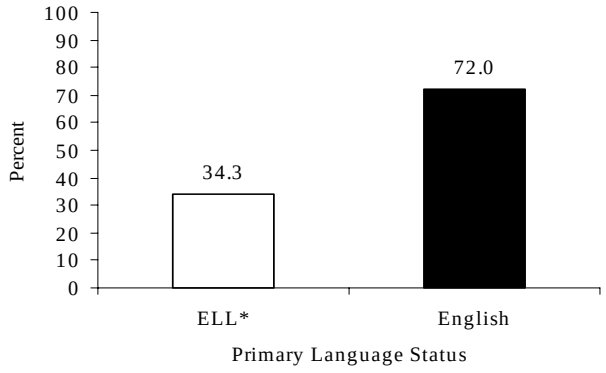
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 1999-2001 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 69B

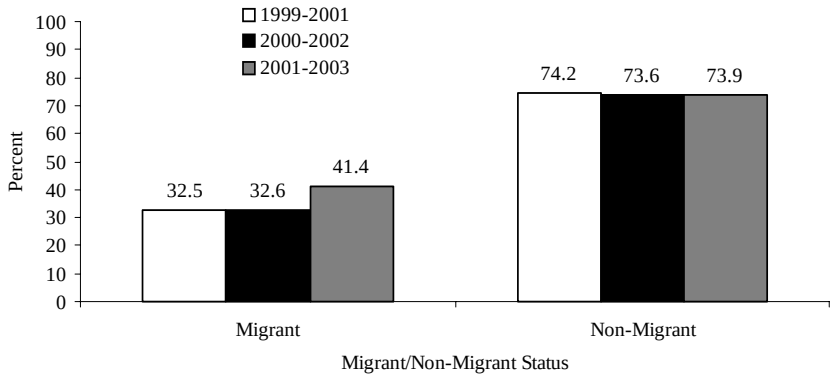
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 70A

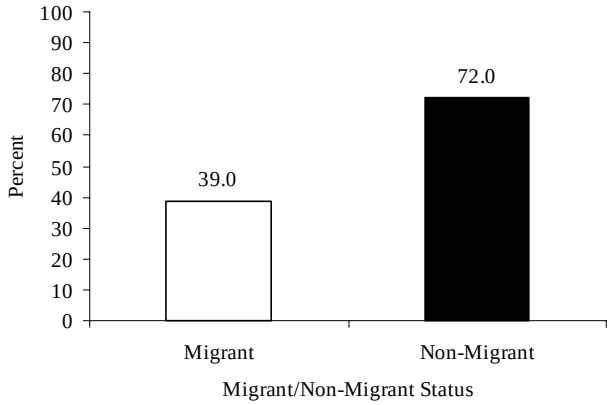
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



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

Figure 70B

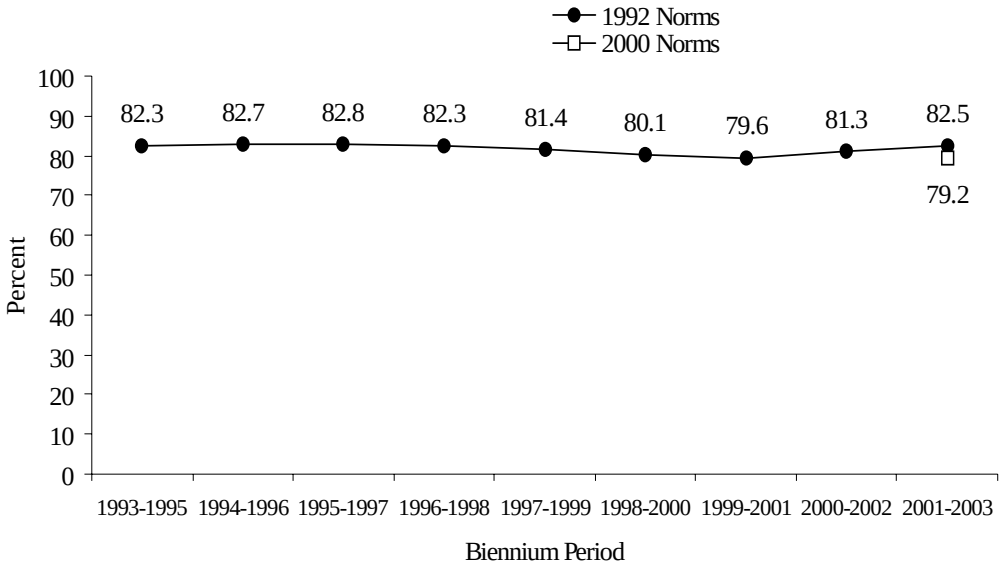
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 71

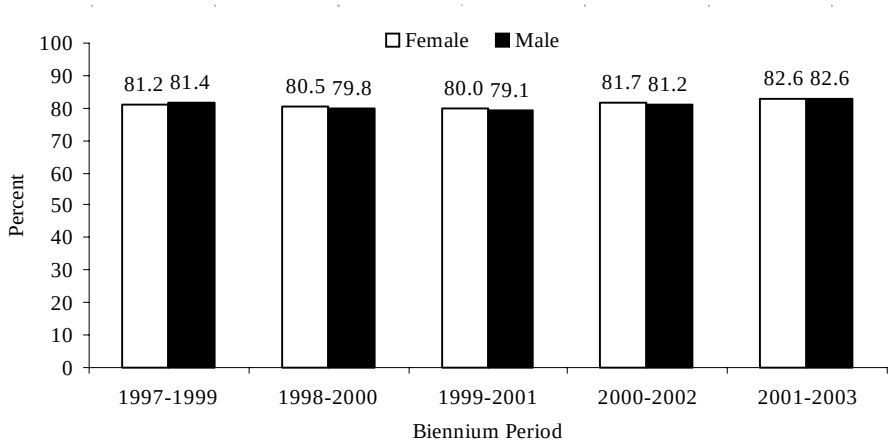
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test Biennium Periods 1993-1995 to 2001-2003



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

Figure 72A

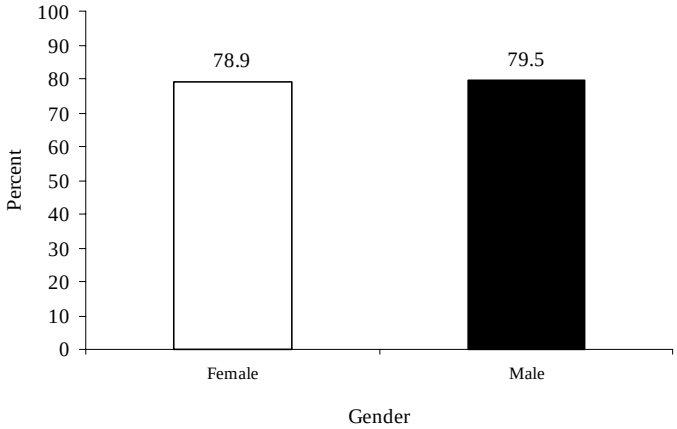
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Gender Biennium Periods 1997-1999 to 2001-2003 (1992 Norms)



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

Figure 72B

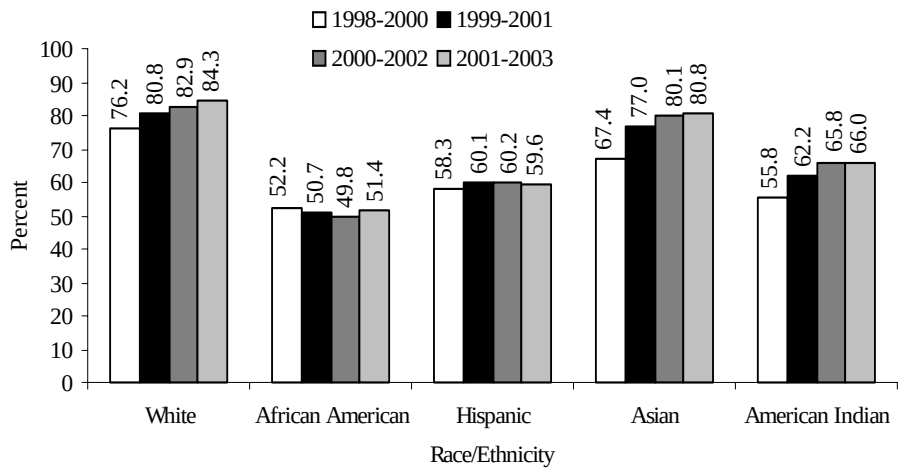
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Gender Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 73A

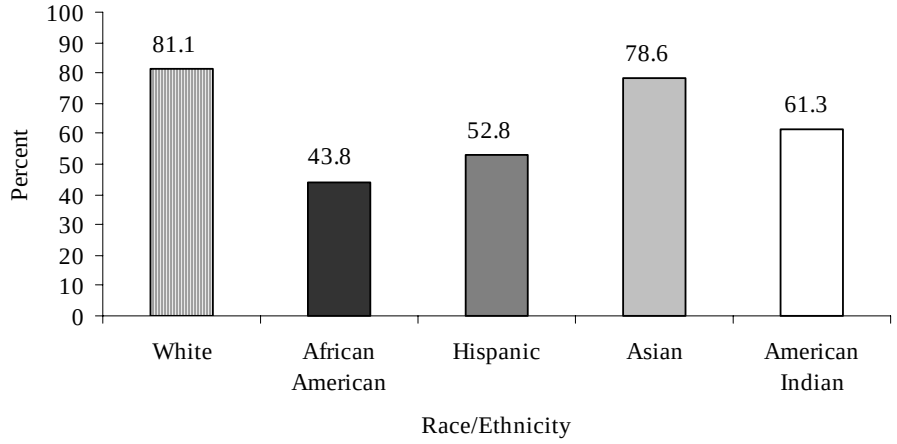
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 1998-2000 TO 2001-2003 (1992 NORMS)



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

Figure 73B

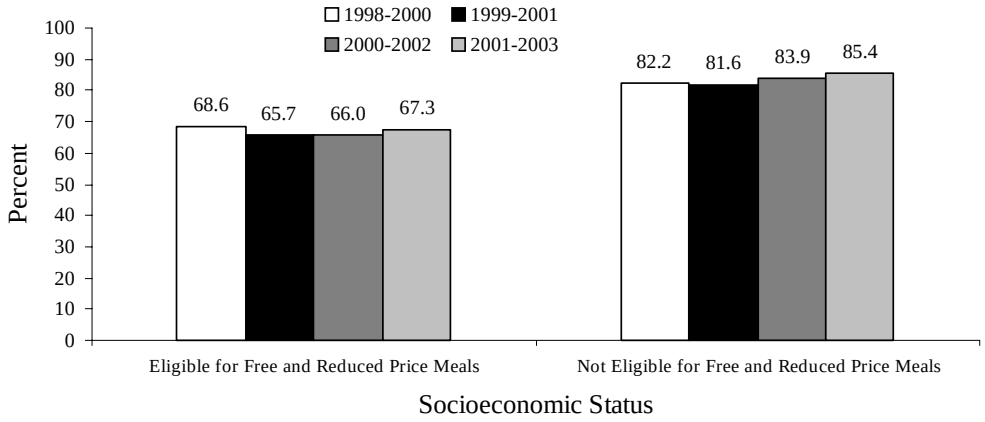
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 74A

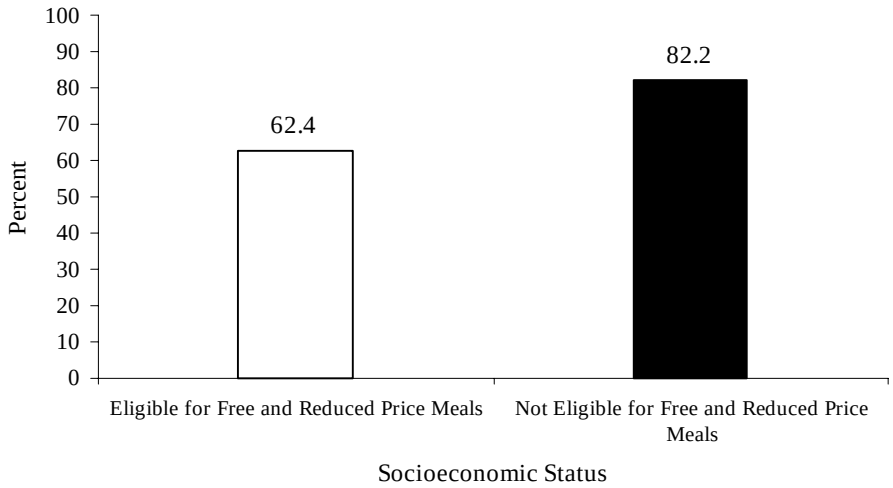
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 74B

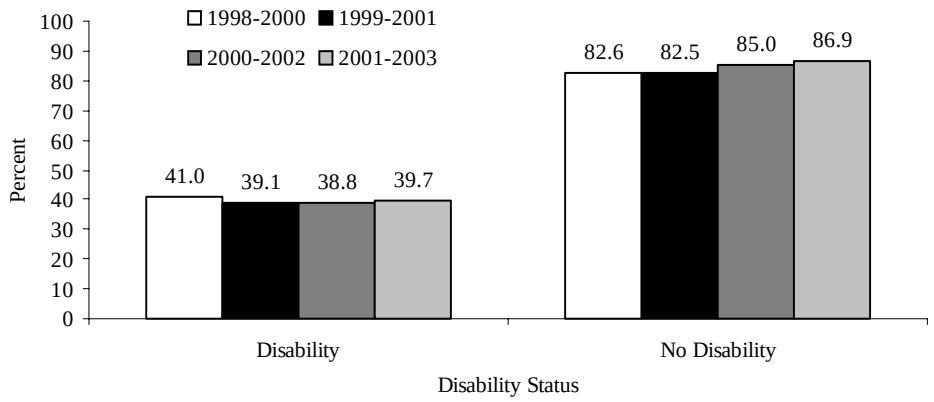
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 75A

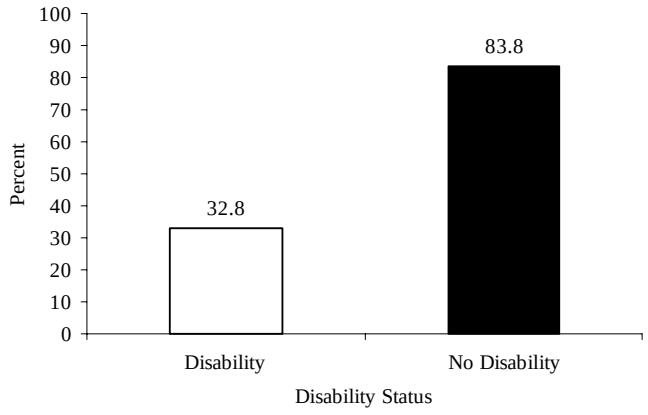
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



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

Figure 75B

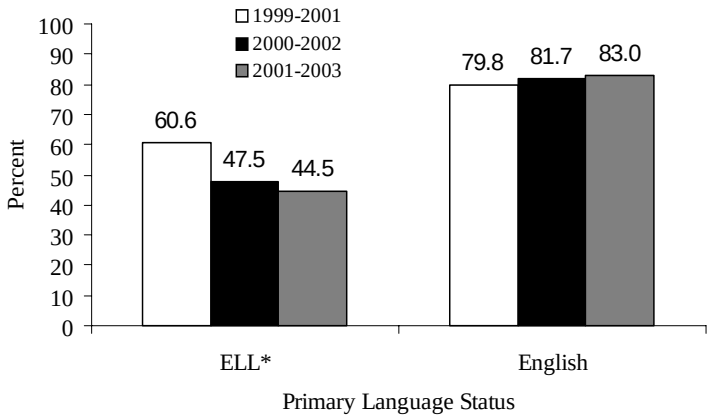
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 76A

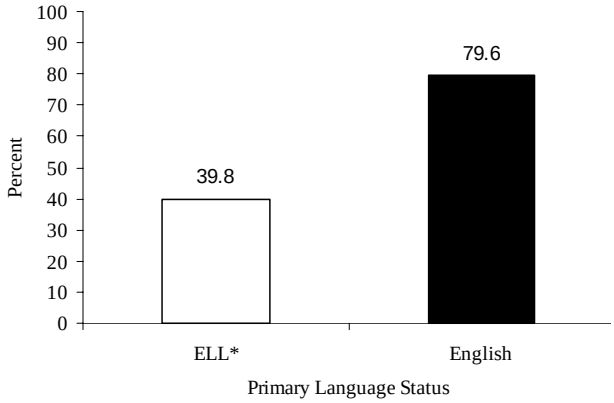
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Primary Language Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 76B

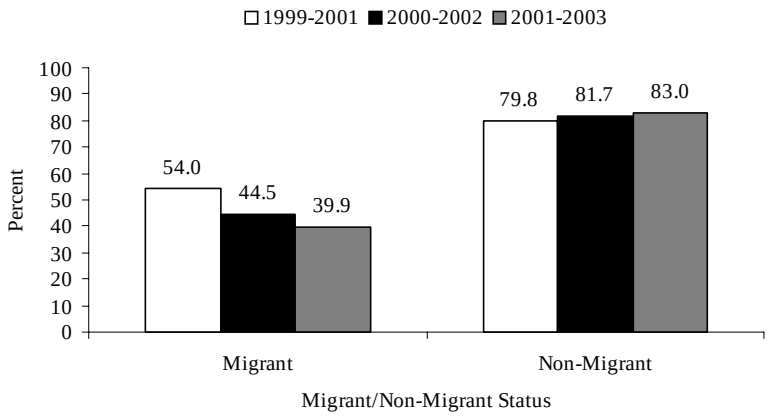
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Primary Language Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Primary Language Status 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 77A

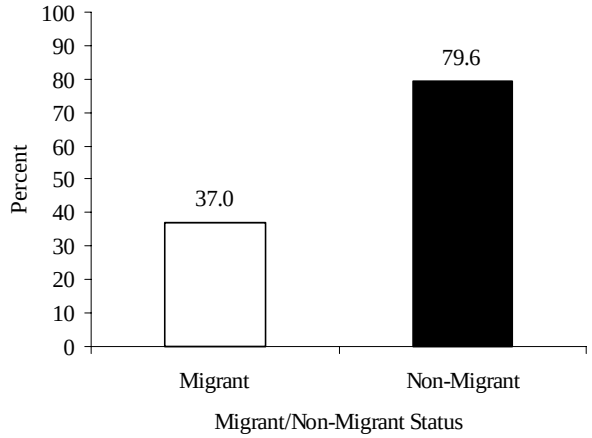
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 1999-2001 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 77B

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIOD 2001-2003 (2000 NORMS)



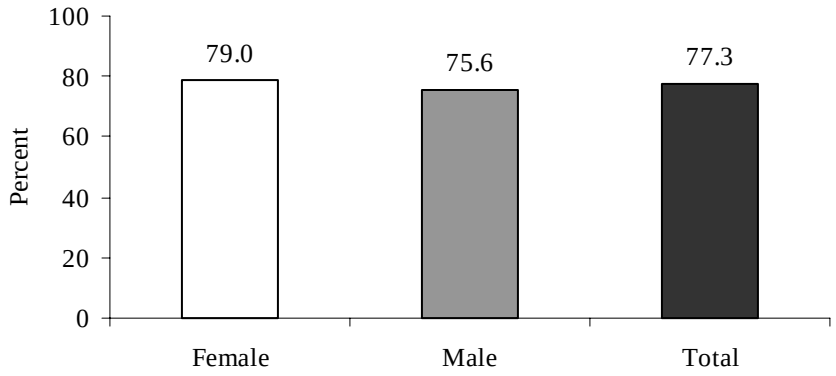
Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Science

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

Figure 78

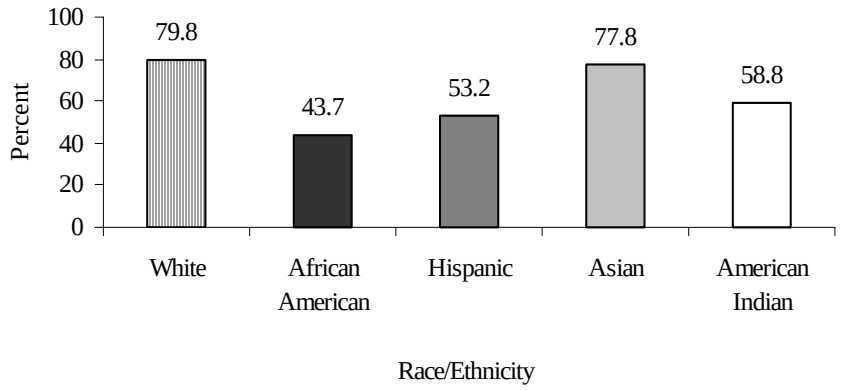
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY GENDER BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 79

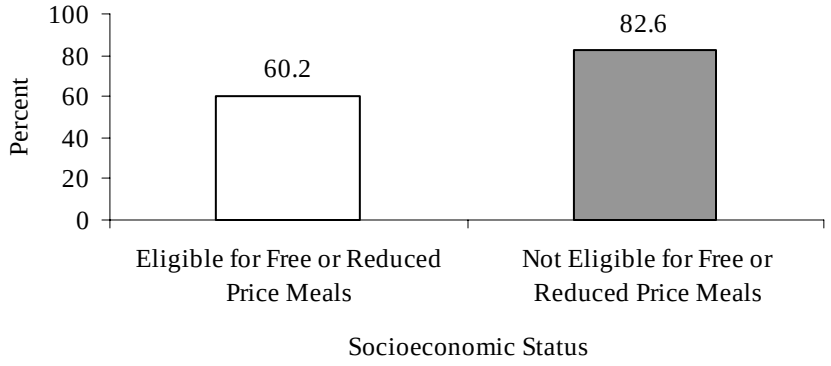
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 80

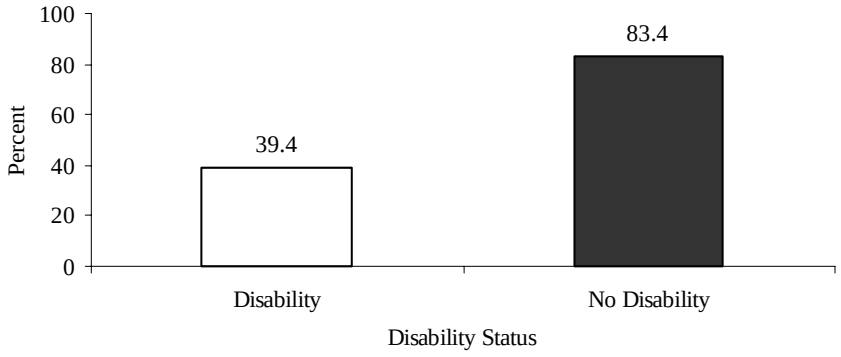
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY SOCIOECONOMIC STATUS*, BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 81

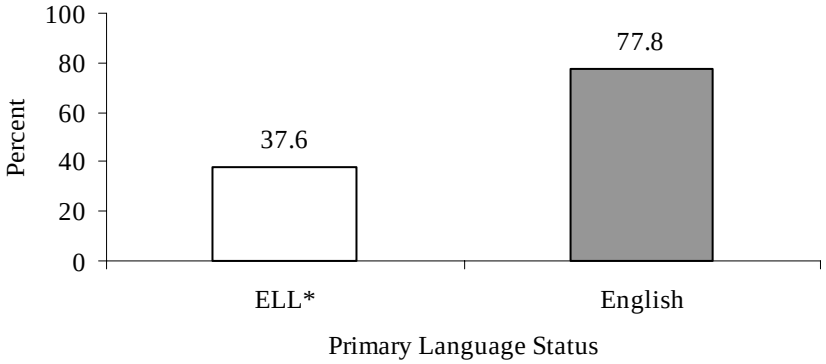
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY DISABILITY STATUS*, BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 82

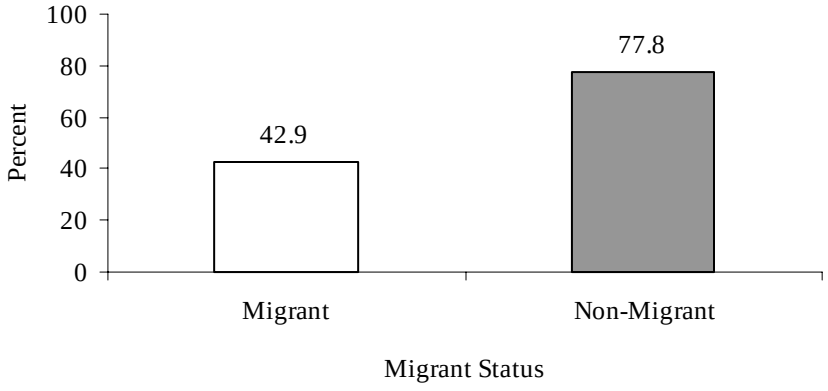
Percent of Iowa Eighth Grade Students Performing at or Above Proficient Level on ITBS Science Test by Primary Language Status*, Biennium Period 2001-2003 (2000 Norms)



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

Figure 83

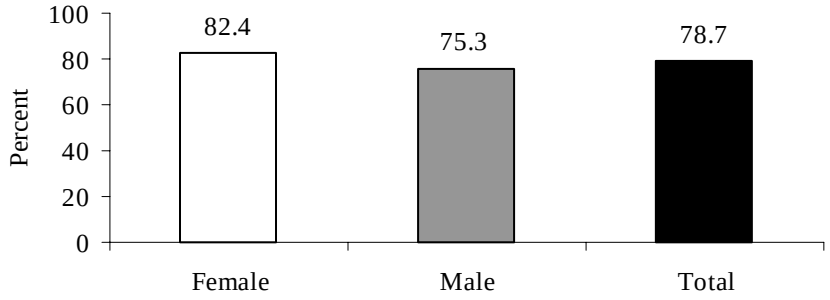
Percent of Iowa Eighth Grade Students Performing at or Above Proficient Level on ITBS Science Test by Migrant Status*, Biennium Period 2001-2003 (2000 Norms)



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

Figure 84

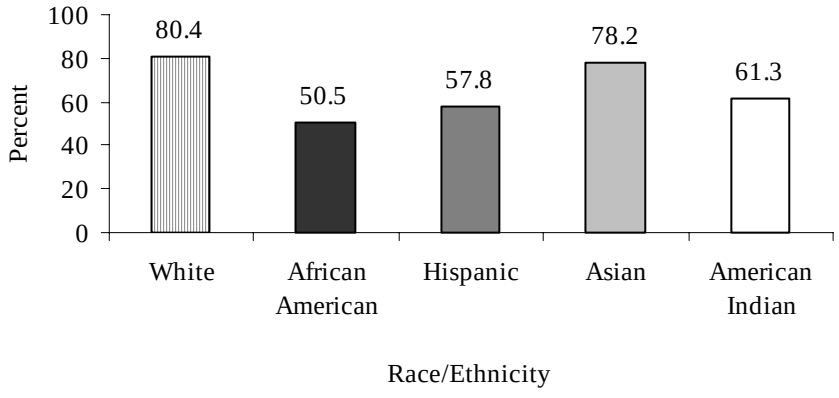
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY GENDER, BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 85

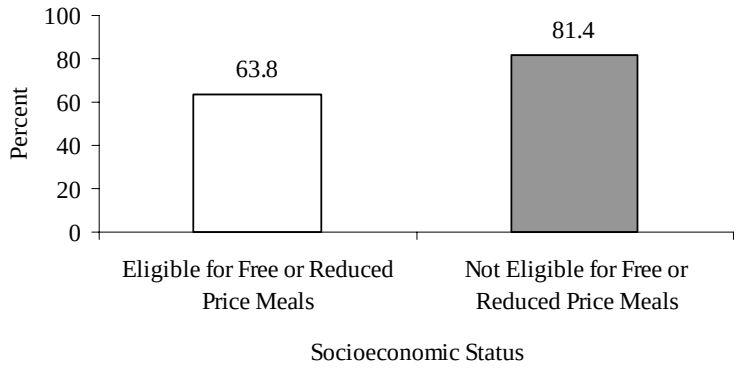
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 86

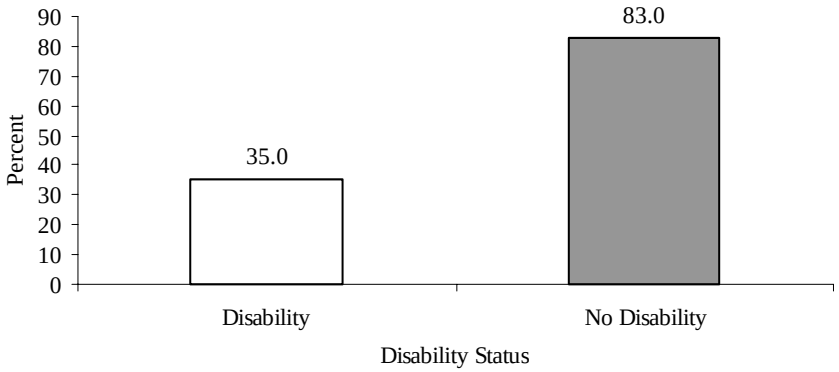
Percent of Iowa Eleventh Grade Students Performing at or Above Proficient Level on ITED Science Test by Socioeconomic Status*, Biennium Period 2001-2003 (2000 Norms)



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

Figure 87

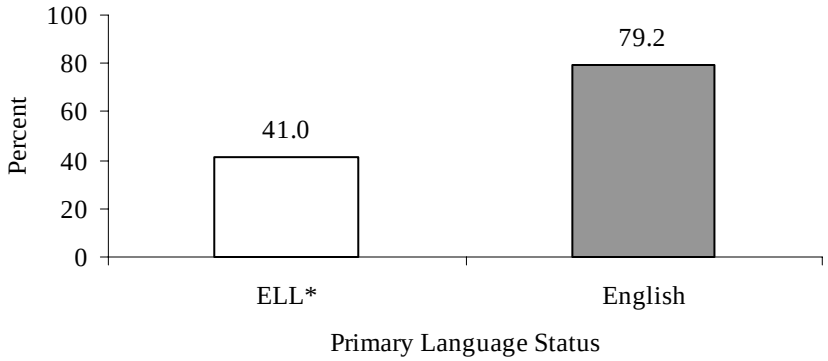
Percent of Iowa Eleventh Grade Students Performing at or Above Proficient Level on ITED Science Test by Disability Status*, Biennium Period 2001-2003 (2000 Norms)



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

Figure 88

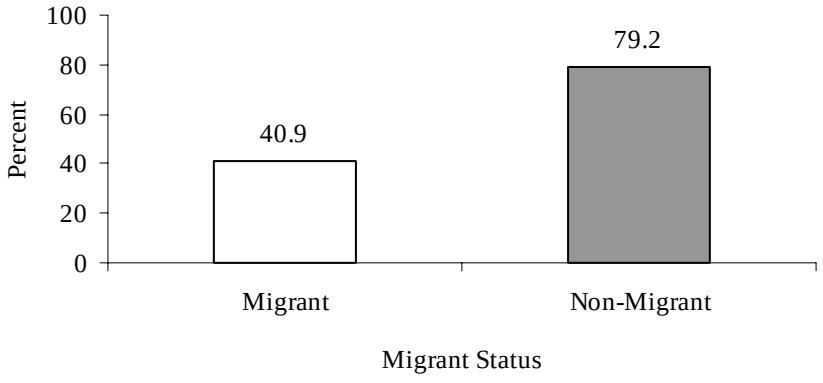
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY PRIMARY LANGUAGE STATUS*, BIENNIUM PERIOD 2001-2003 (2000 NORMS)



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

Figure 89

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY MIGRANT STATUS*, BIENNIUM PERIOD 2001-2003 (2000 NORMS)



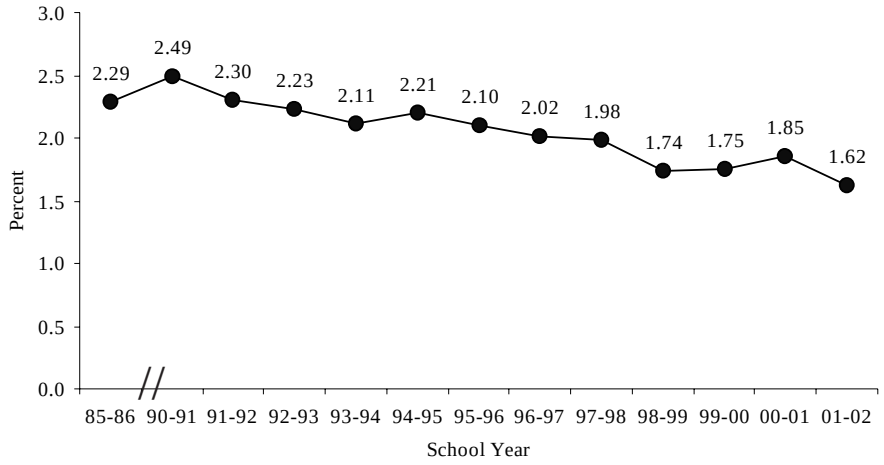
Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.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

Dropouts

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

Figure 90

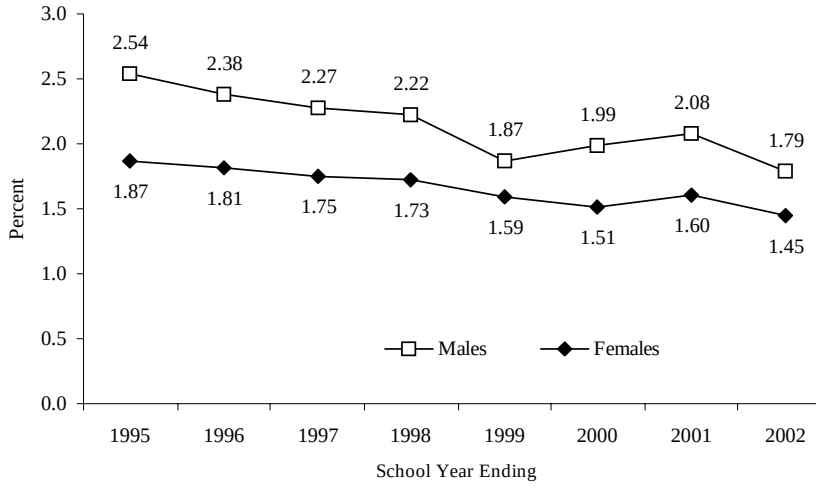
IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 1985-1986, 1990-1991 TO 2001-2002



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

Figure 91

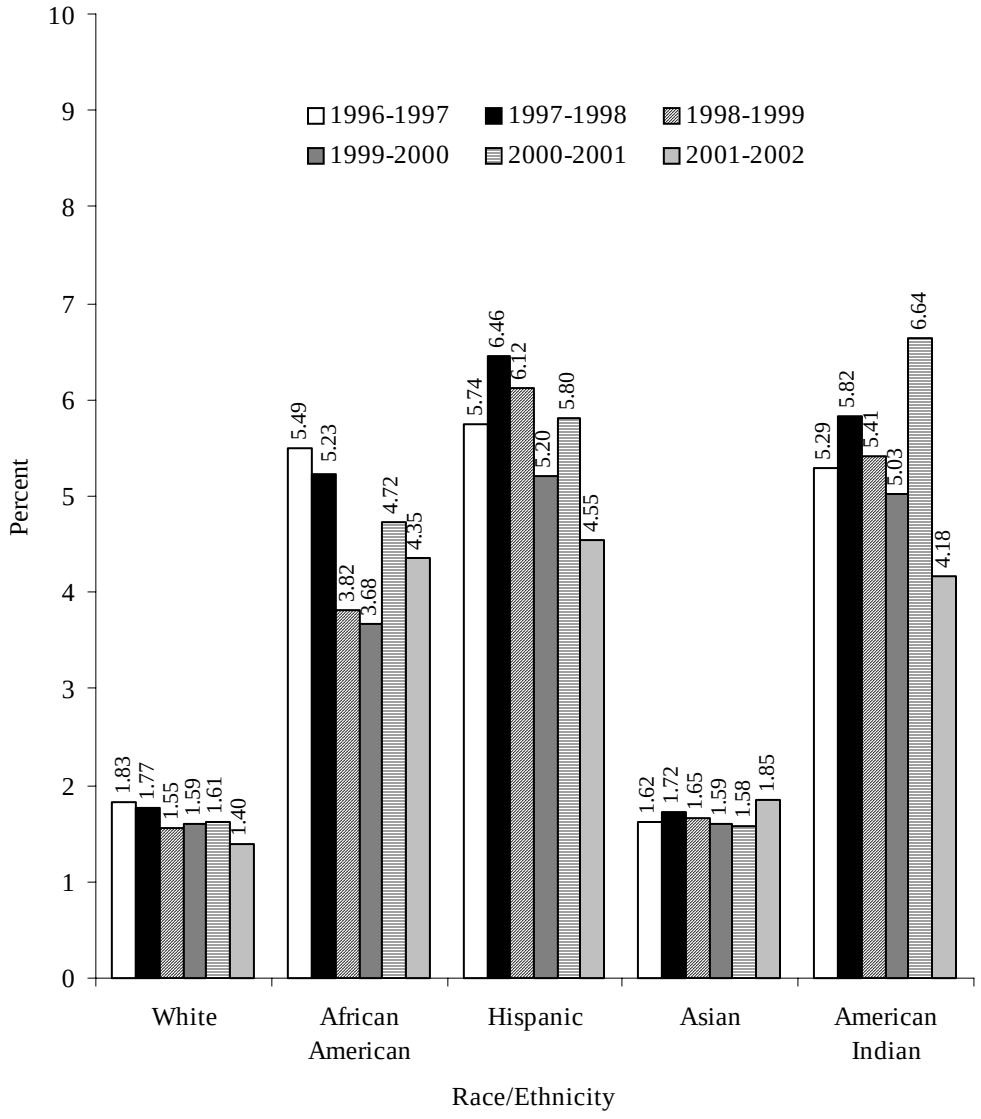
IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER 1994-1995 THROUGH 2001-2002



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

Figure 92

Iowa Grade 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Race/Ethnicity 1996-1997 through 2001-2002



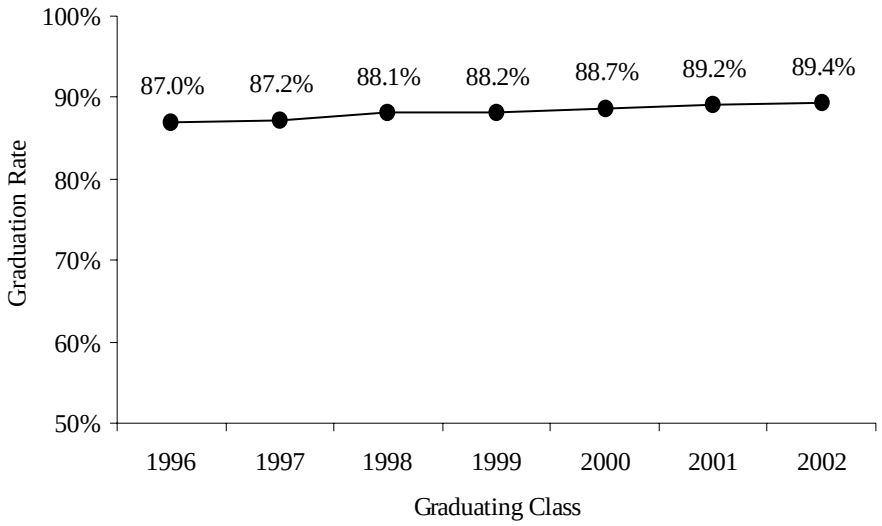
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

High School Graduation Rates

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

Figure 93

IOWA PUBLIC SCHOOL GRADUATION RATES
GRADUATING CLASSES OF 1996 THROUGH 2002

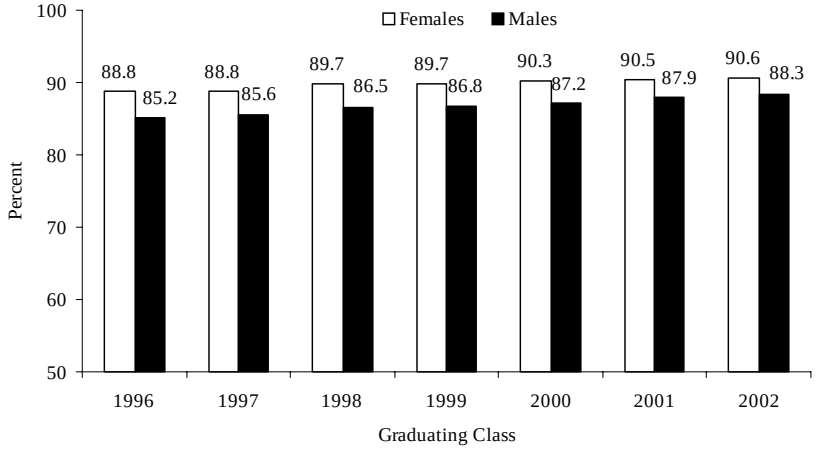


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

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

Figure 94

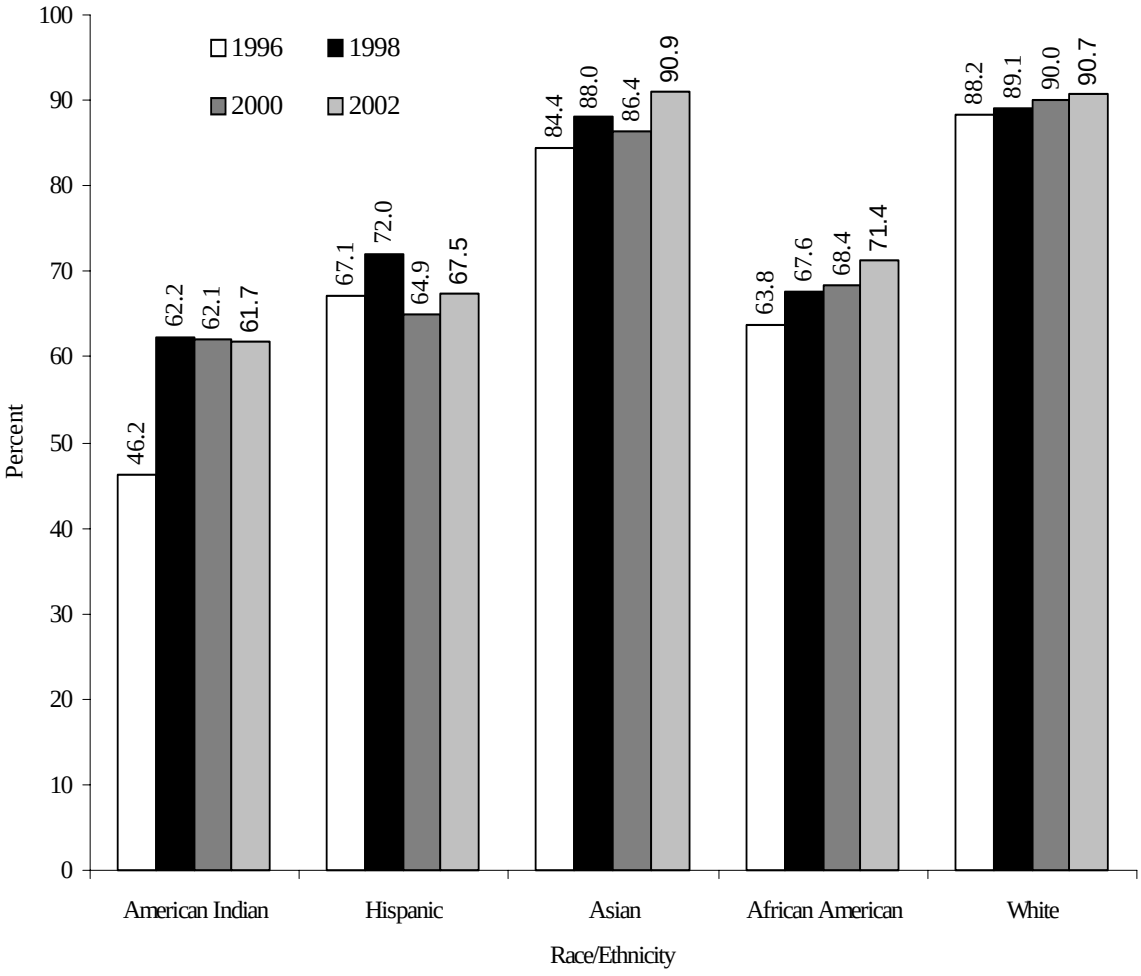
IOWA PUBLIC SCHOOL GRADUATION RATES BY GENDER
GRADUATING CLASSES OF 1996 THROUGH 2002



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

Figure 95

Iowa High School Graduation Rates by Race/Ethnicity
Graduating Classes of 1996, 1998, 2000 and 2002



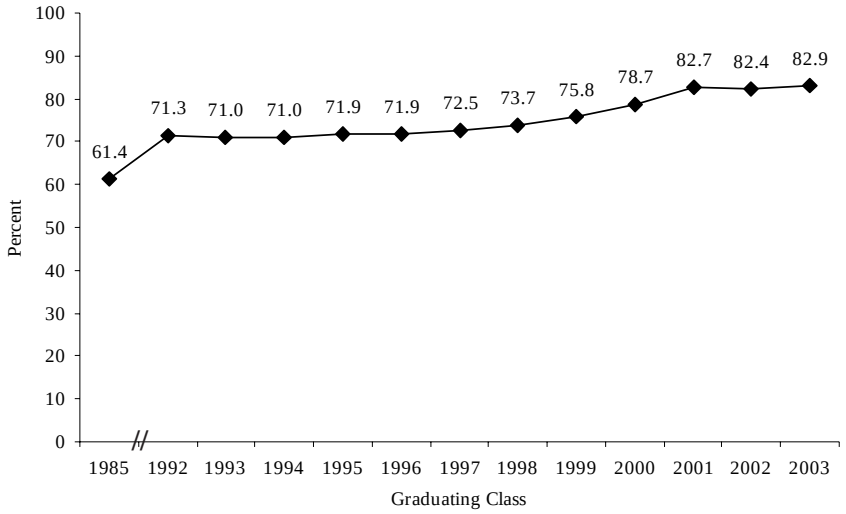
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Postsecondary Education/Training Intentions

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

Figure 96

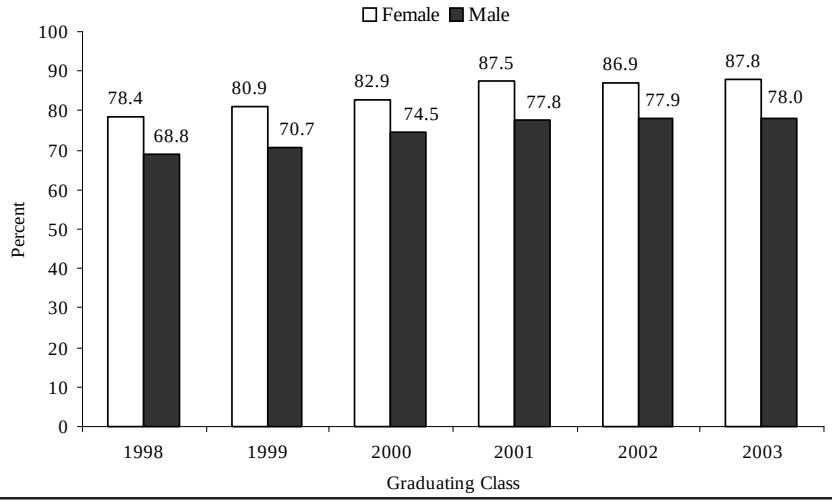
PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/ TRAINING, GRADUATING CLASSES OF 1985 AND 1992-2003



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

Figure 97

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/ TRAINING BY GENDER, GRADUATING CLASSES OF 1998 TO 2003



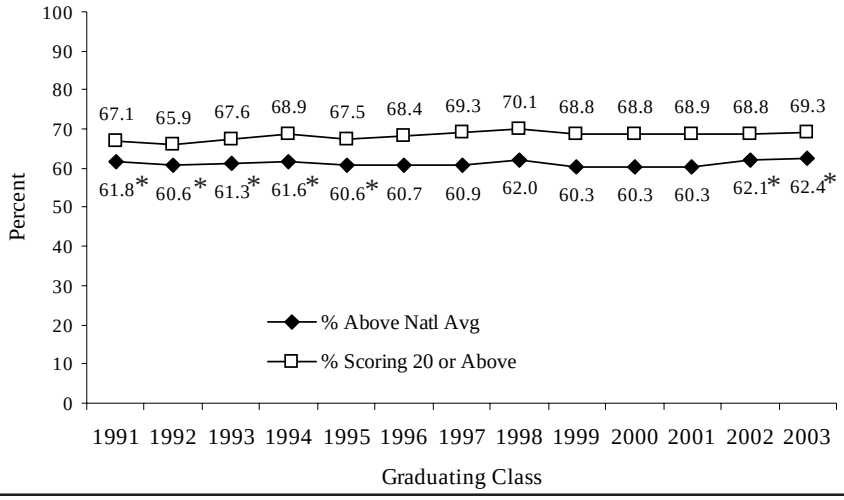
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated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

Probable Postsecondary Success

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

Figure 98

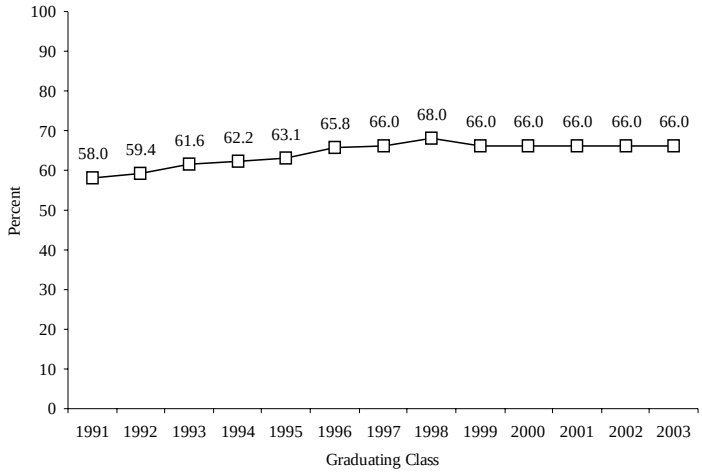
PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1991-2003



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

Figure 99

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM —1991-2003



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), an academic unit in the College of Education at the University of Iowa, develop standardized achievement tests for use nationally in grades K-12 and administer statewide achievement testing programs for the schools of Iowa. Iowa Testing Programs offers two achievement test batteries, the Iowa Tests of Basic Skills (ITBS), for students in grades K through 8; and the Iowa Tests of Educational Development (ITED), for students in grades 9-12. ITBS and ITED are the primary academic assessments for Iowa students in grades 3 through 12. The State Board of Education request student performance on ITBS and ITED reading comprehension and mathematics for grades 4, 8, and 11 and student performance on ITBS and ITED science for grades 8 and 11 as state indicators. All Iowa public schools will be evaluated by student performance and improvement on the ITBS and ITED for purposes of the No Child Left Behind (NCLB) accountability. During the 2002-2003 school year, 371 Iowa public school districts and approximately 208 nonpublic schools participated in the ITP achievement assessments.

Iowa Tests of Basic Skills (ITBS)

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

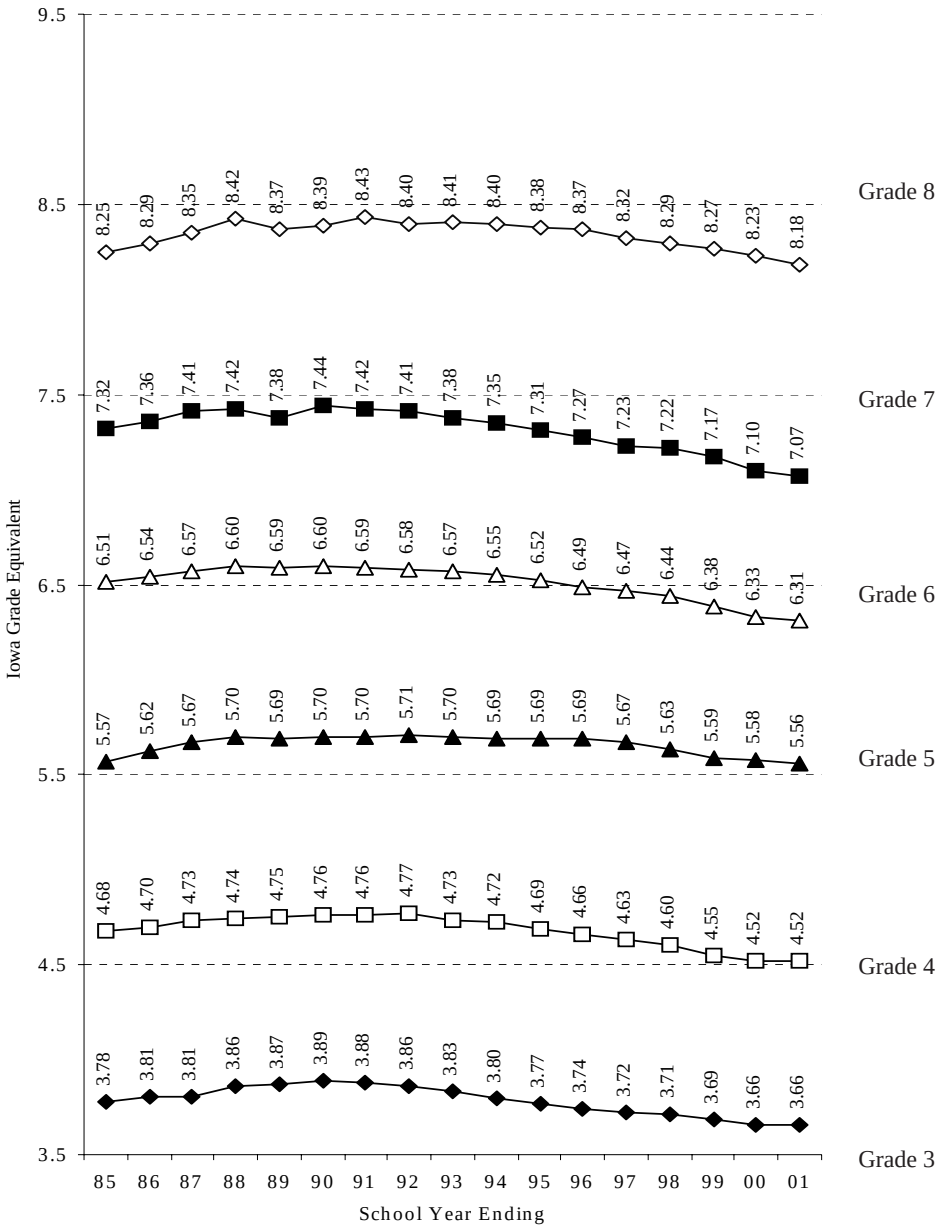
The ITBS levels 9-14 battery includes 13 tests and two additional tests for Level 9 only. The tests are listed below: 1) Vocabulary, 2) Reading Comprehension, 3) Spelling, 4) Capitalization, 5) Punctuation, 6) Usage and Expression, 7) Math Concepts and Estimation, 8) Math Problem Solving and Data Interpretation,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

Iowa Testing Programs provide the state average trend lines for the years of 1985 to 2001 on the ITBS composite, Reading Comprehension, and Mathematics total scores for Iowa students in grades 3-8. Since 2001, there has been a transition of Forms A and B of the ITBS with 2000 national norms for Iowa schools to replace Forms K and L with 1992 national norms. According to the Iowa Testing Programs, "After the 2003-2004 school year, sufficient data will be available to warrant sketching the first segments of new achievement trend lines."

Figures 100-102 show 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 100. 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 100

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

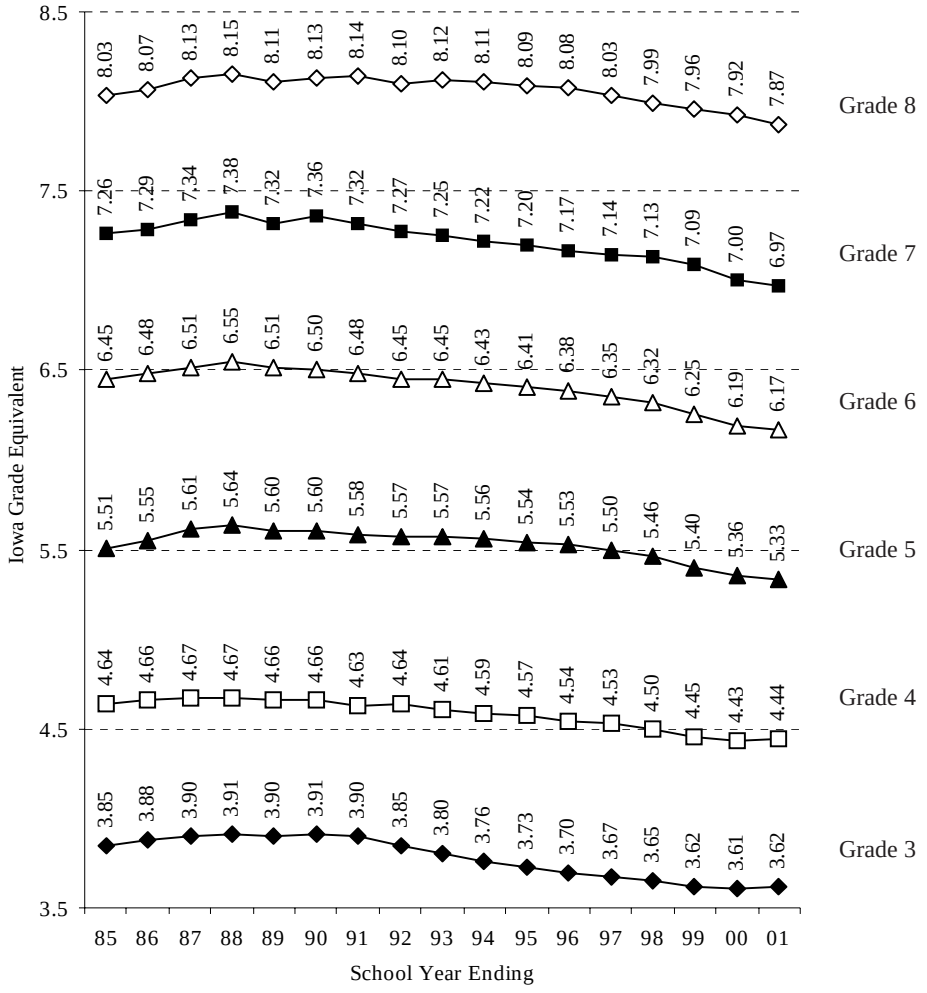


Source: Iowa Testing Programs, University of Iowa.
Notes: Baseline is midyear of 1965.
The 1985-1993 composite does not include social studies and science.

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 101). 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 101

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

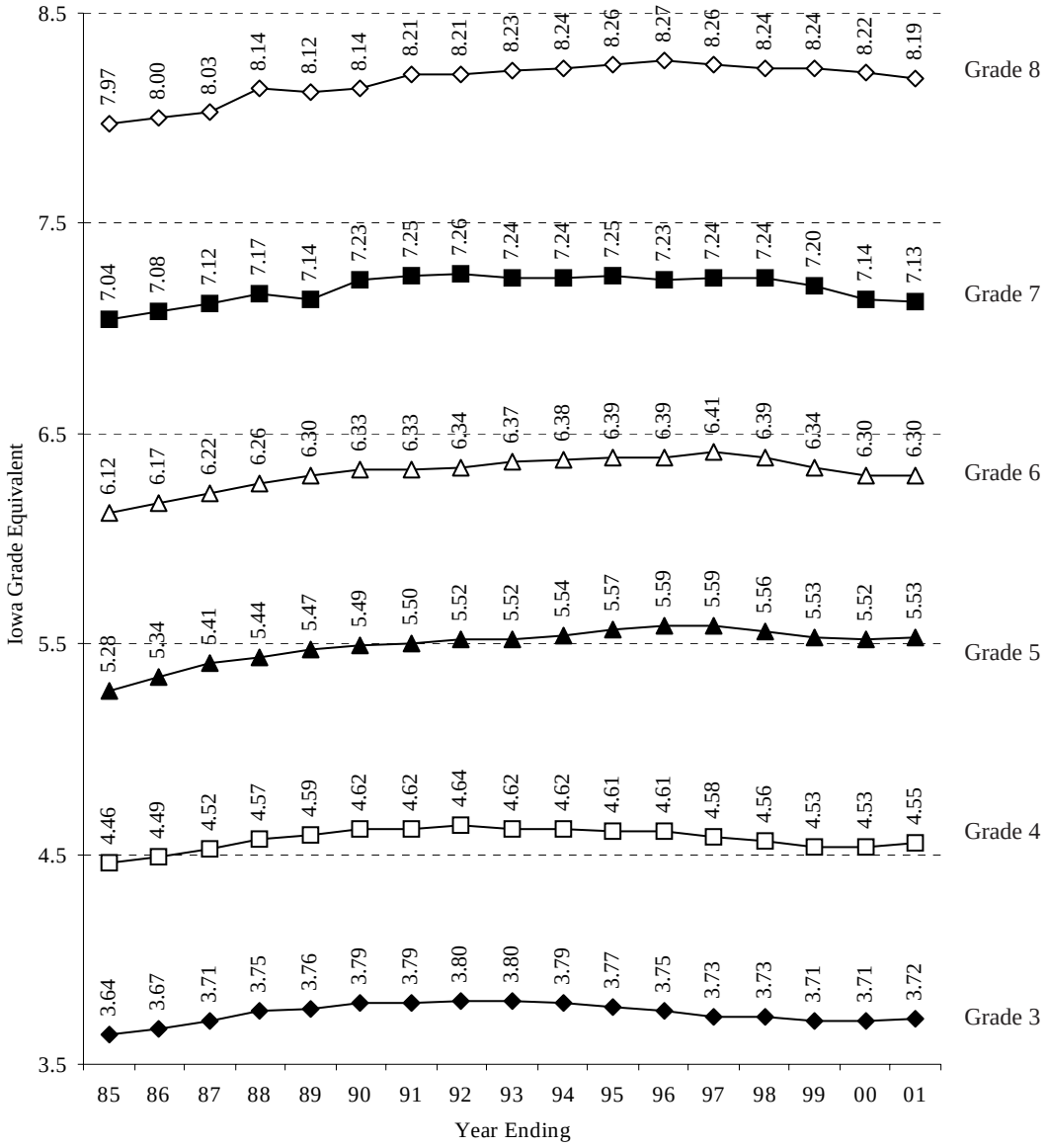


Source: Iowa Testing Programs, University of Iowa.
Note: Baseline is midyear of 1965.

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 102).

Figure 102

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)

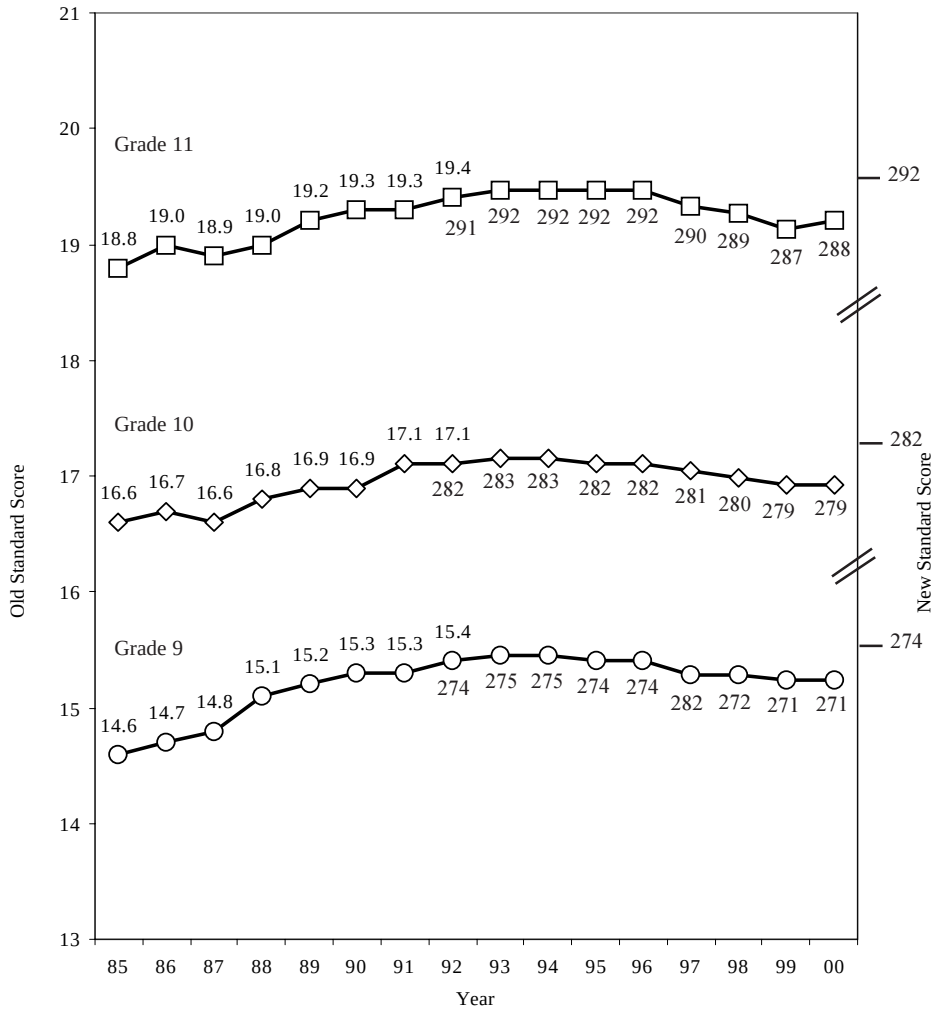
The ITED program offers levels 15-17/18 tests for students in grades 9-12. The battery includes: 1) Vocabulary, 2) Reading Comprehension, 3) Language: Revising Written Materials, 4) Spelling, 5) Mathematics: Concepts and Problem Solving, 6) Computation, 7) Analysis of Social Studies Materials, 8) Analysis 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. Since 2001, there has been a transition of Forms A and B of the ITED with 2000 national norms for Iowa schools to replace Forms K and L with 1992 national norms. According to the Iowa Testing Programs, "After the 2003-2004 school year, sufficient data will be available to warrant sketching 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 103).

Figure 103

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

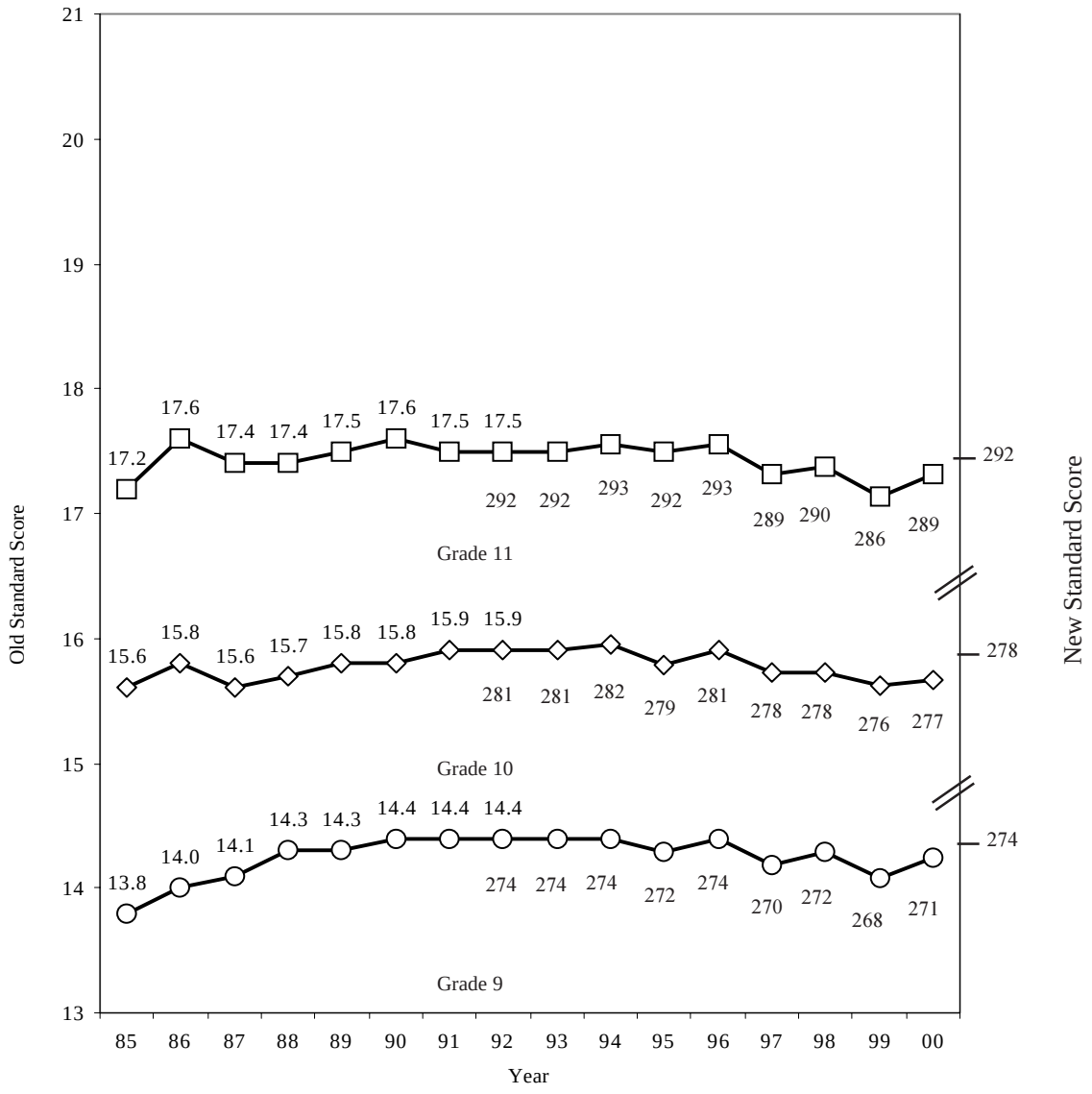


Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

Figure 104 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 104

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

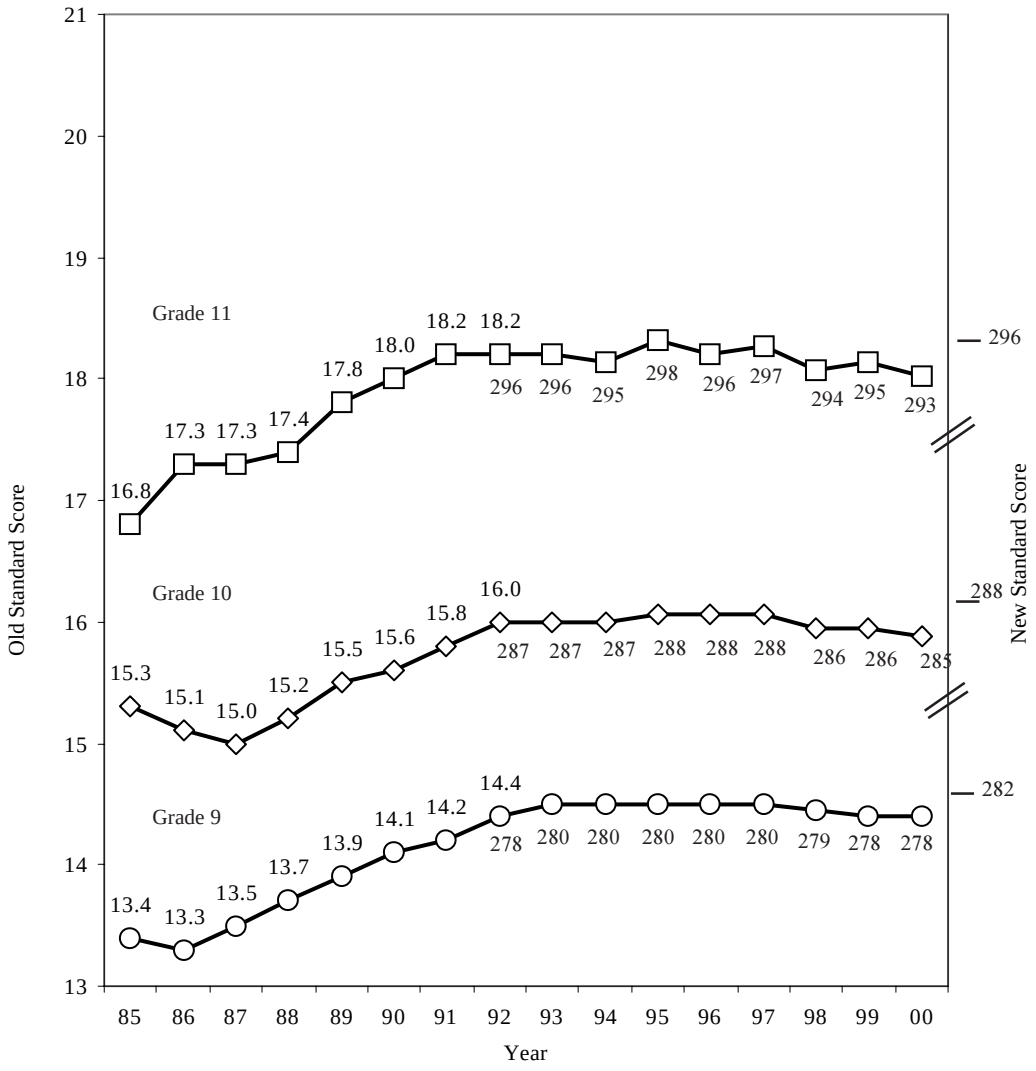


Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

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 105).

Figure 105

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

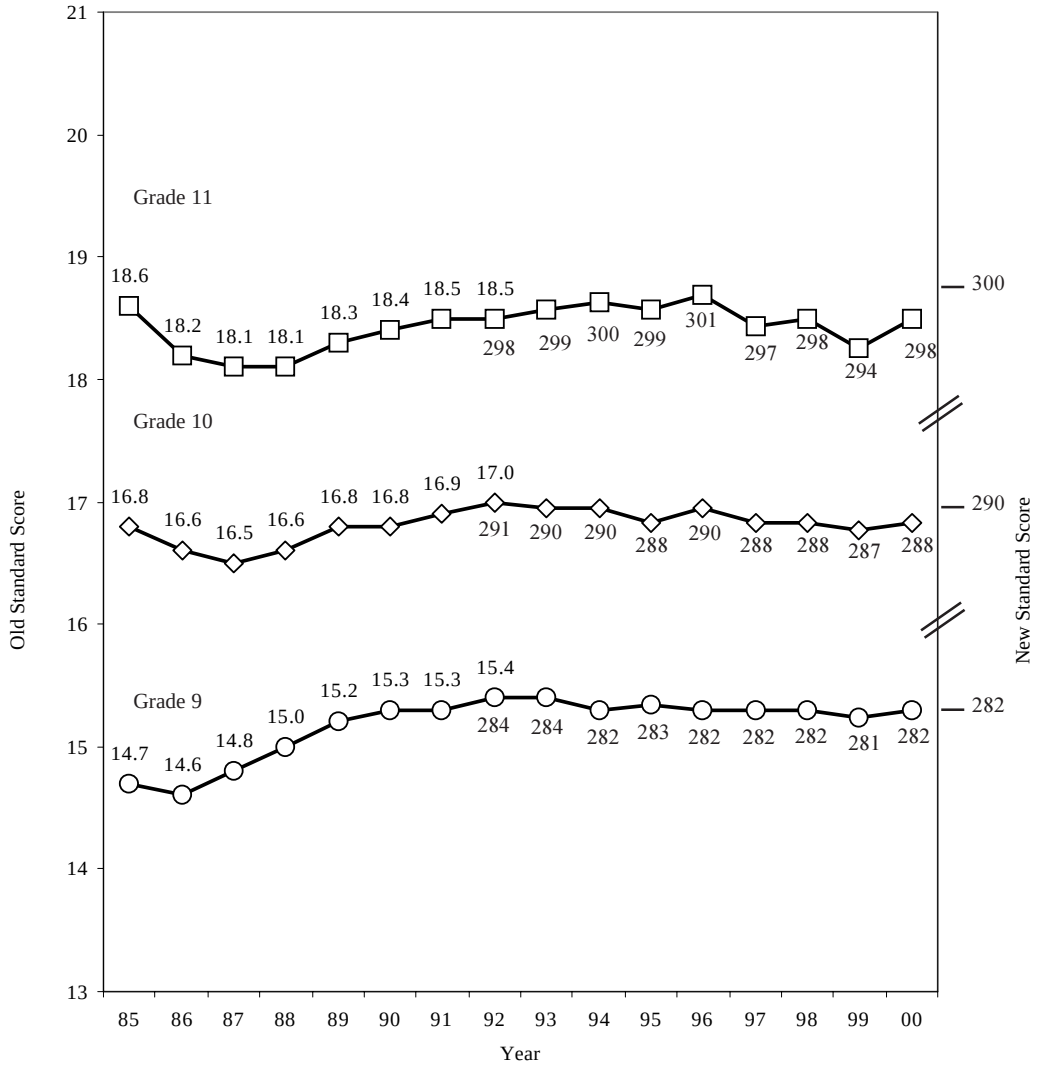


Source: Iowa Testing Programs, University of Iowa.
Notes: In 1993 new scale scores were developed for ITED; therefore, both old and new scales are shown so that a consistent trend line can be provided. Scores provided are based on fall testing.

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 106).

Figure 106

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 Student Norms

Since 2001-2002, there has been a transition to Forms A and B of the ITBS and ITED with 2000 national norms for Iowa students from Forms K and L with 1992 national norms. The same Iowa student norms have been used since 2001-2002. According to the Iowa Testing Programs, scores on Forms A and B of the ITBS and ITED have been equated so that the same norms can be used with both.

Table 105 shows how 2001-2002 Iowa students scored compared to national students in grades 4, 8, and 11. Table 106 reflects how Iowa and national student performance compared in grades 3-8 averaged and grades 9-11 averaged in terms of their Core Total scores. The Core Total is the average of the standard scores for Reading Total, Language Total, and Math Total. The Core Total excludes social studies, science, and other subject areas. Selected national percentile rank ranges are listed in the left column. Overall, 2001-2002 Iowa students performed better than the nation. There were 68, 62 and 70 percent Iowa students above the national median in grade 4, 8, and 11 respectively (Table 105). The grades 9-11 average was comparable to the grades 3-8 average, with approximately two-thirds of Iowa students scoring in the top half of students nationally and only about a third of the Iowa students scoring in the lower half nationally in 2001-2002 (Table 106).

Table 105

Percent of 2001-2002 Iowa Students in Grades 4, 8, and 11 Performing within Selected National Student Percentile Rank Ranges - Core Total Scores

National Percentile Rank Ranges	National Percent	Iowa Percent Grade 4	Iowa Percent Grade 8	Iowa Percent Grade 11
90-99	10%	19%	16%	21%
75-90	15	21	19	21
50-75	25	28	27	28
25-50	25	21	23	21
10-25	15	8	10	6
1-10	10	3	5	3
% Above National Median		68	62	70
% Below National Median		32	38	30

Source: Iowa Testing Programs, University of Iowa.

Table 106

Average Percent of 2001-2002 Iowa Students in Grades 3-8 and Grades 9-11 Performing within Selected National Student Percentile Rank Ranges - Core Total Scores

National Percentile Rank Ranges	National Percent	Iowa Percent Grades 3-8 Average	Iowa Percent Grades 9-11 Average
90-99	10%	17%	18%
75-90	15	20	20
50-75	25	28	28
25-50	25	22	22
10-25	15	9	8
1-10	10	4	4
% Above National Median		65	66
% Below National Median		35	34

Source: Iowa Testing Programs, University of Iowa.

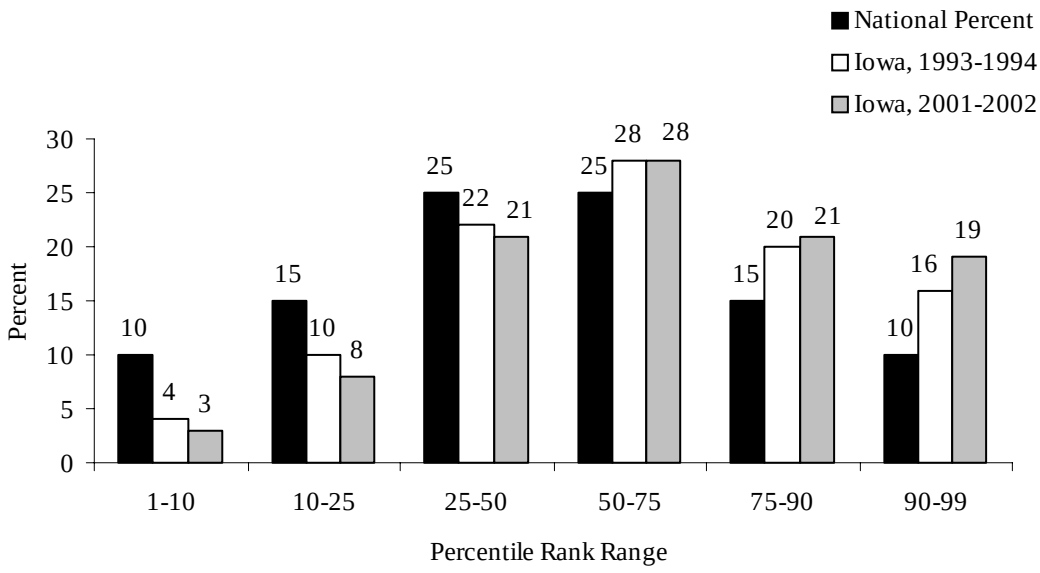
Figure 107 compares ITBS Core Total score distributions for Iowa students in grade 4 in 1993-1994 and 2001-2002 in terms of the percent of students performing within selected national student percentile rank ranges. Similar comparisons are presented in Figures 108 and 109 for Iowa students in grades 8 and 11 between 1993-1994 and 2001-2002. The 1993-1994 Iowa data were obtained one year after the 1992 national standardization, while the 2001-2002 Iowa data were available one year after the 2000 national standardization.

The purpose of the comparison is to show how Iowa students performed compared to their national peers in the two different school years. Since Iowa had a higher percent of students scores at the higher percentile rank ranges (50-75, 75-90, and 90-99) and a lower percent of student scores at the lower percentile rank ranges (1-10, 10-25, and 25-50) than the nation, Iowa students performed better than the nation in all grades shown and in both years shown. More specifically, a significant high percent of Iowa students scored above the 90th percentile for the nation (19 percent, 16 percent, and 21 percent for Iowa grades 4, 8 and 11 respectively) while a significant low percent of Iowa students scored below the 10th percentile for the nation (3 percent for Iowa grades 4 and 11 and 5 percent for Iowa grade 8) in 2001-2002. A similar picture can be seen for 1993-1994 data (Figures 107 to 109).

In 2001-2002, there was a bigger gap between the Iowa percent and the national percent in each percentile rank range for students in grade 4 than in 1993-1994, Iowa 4th grade students have improved more compared to the nation (Figure 107). Iowa students in grades 8 and 11 improved less relative to their national peers in 2001-2002 compared to 1993-1994 (Figures 108 and 109).

Figure 107

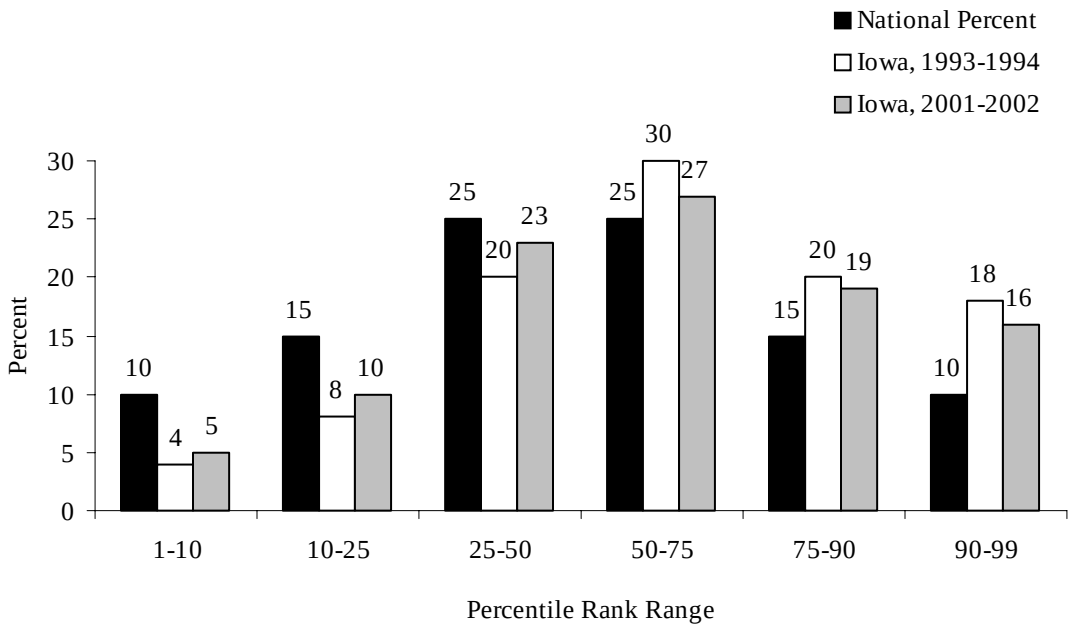
Comparison of the Percent of Iowa Fourth Grade Students Performing within Selected National Student Percentile Rank Ranges: Core Total Scores
1993-1994 vs. 2001-2002



Source: Iowa Testing Programs, University of Iowa.

Figure 108

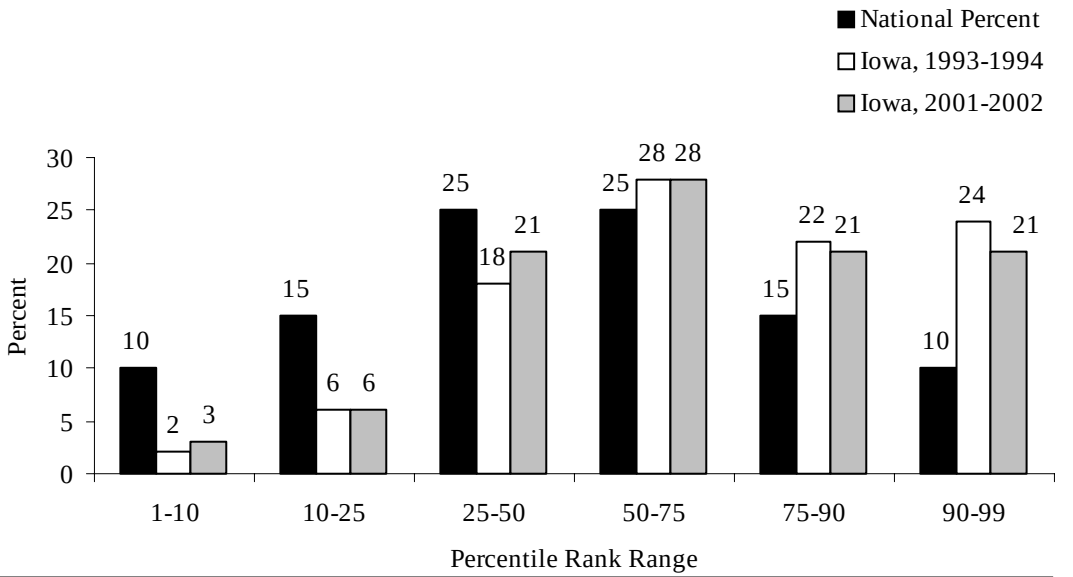
Comparison of the Percent of Iowa Eighth Grade Students Performing within Selected National Student Percentile Rank Ranges: Core Total Scores
1993-1994 vs. 2001-2002



Source: Iowa Testing Programs, University of Iowa.

Figure 109

Comparison of the Percent of Iowa Eleventh Grade Students Performing within Selected National Student Percentile Rank Ranges: Core Total Scores
1993-1994 vs. 2001-2002



Source: Iowa Testing Programs, University of Iowa.

ITBS and ITED Achievement Level Distributions

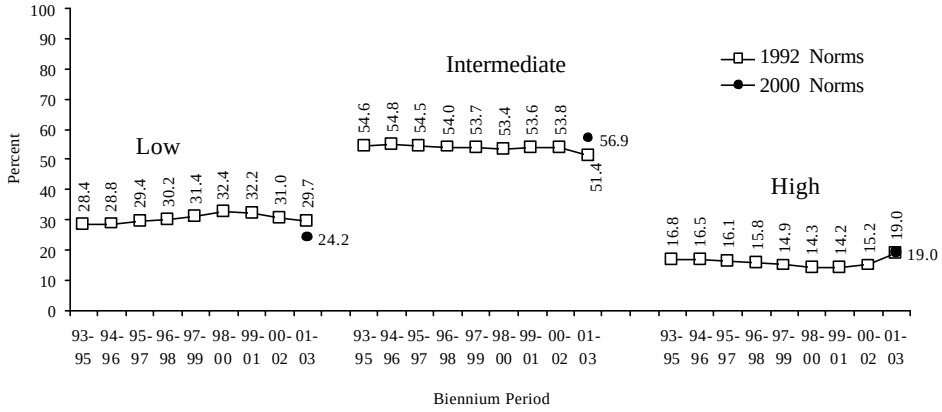
Student achievement level distributions are reported as two-year averages for pairs of consecutive year. The achievement level distributions in ITBS/ITED Reading Comprehension and Mathematics are shown in the biennium periods 1993-1995 through 2001-2003 for all students in grades 4, 8, and 11. Forms K and L of both ITBS/ITED were first used in Iowa in the 1993-1994 school year. Since 2001-2002, Forms A and B of both ITBS/ ITED with 2000 national norms were used in Iowa schools instead of Forms K and L. The data for 2001-2002 were adjusted to 1992 norms to compute the 2000-2002 biennium values reported in the achievement level section. For the 2001-2003 biennium, the achievement level results from both 1992 and 2000 norms are reported. 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 (see the interpretive itatements by the ITP staff on pages 139-141).

Achievement Levels for Reading Comprehension

The reading comprehension achievement level distribution trends for all students in grades 4, 8, and 11 are reported in Figures 110 through 112 based on 1992 national norms for the 1993-1995 through 2001-2003 biennium periods. An additional point shows the value of student performance for each achievement level in the 2001-2003 biennium period based on the 2000 national norms in Figure 110. There were no additional points for 2001-2003 biennium with 2000 norms in Figures 111 and 112 because there was no norm difference in reading comprehension for grades 8 and 11.

Figure 110

ITBS Reading Comprehension - Grade 4 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2001-2003



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

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

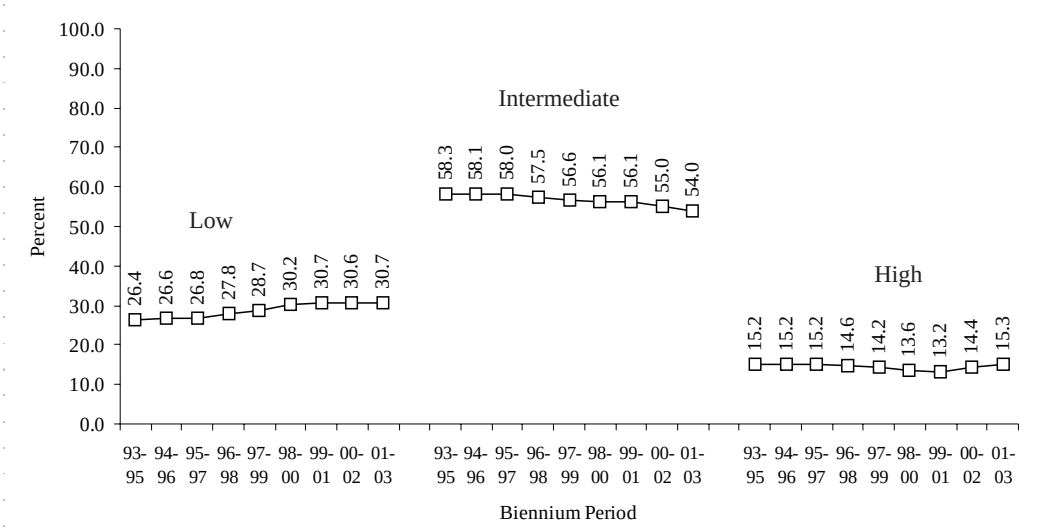
Figures may not total 100 percent due to rounding.

There was about a four percentage point increase at the High achievement level and a 1.3 percentage point decrease at the Low achievement level in the 2001-2003 biennium for grade 4 reading (see Figure 110).

Figure 111 shows grade 8 reading comprehension data. The grade 8 students performing at the Low achievement level were about the same and the students performing at the High achievement level increased about 1 percentage point in the 2001-2003 biennium compared to the 2000-2002 biennium.

Figure 111

ITBS Reading Comprehension - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2001-2003



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.

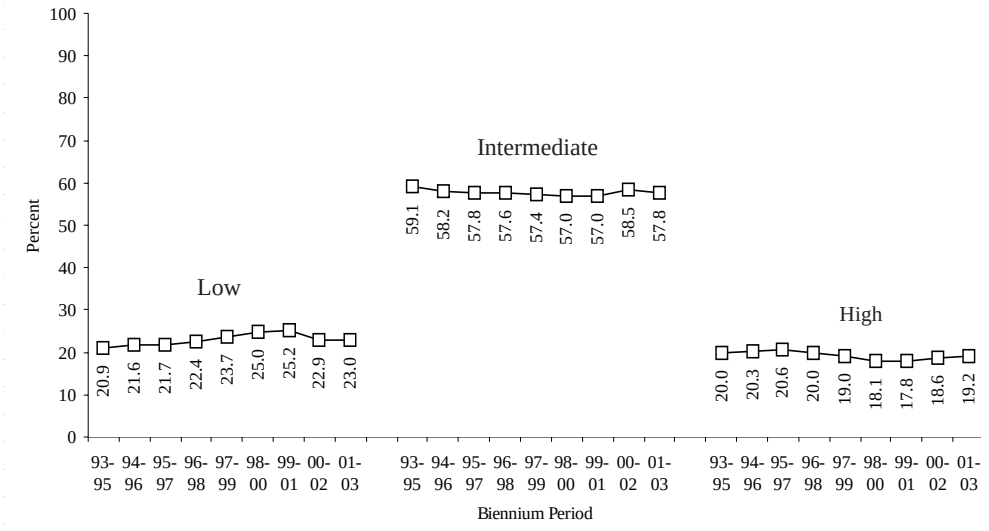
Figures may not total 100 percent due to rounding.

Grade 11 reading comprehension is shown in Figure 112. The percent of students in grade 11 performing at the Low achievement level was about the same while the percent of students performing at the High achievement level increased 0.6 percentage points in the 2001-2003 biennium compared to the 2000-2002 biennium.

In general, a higher percentage of students performed at the High achievement level for all grades shown since the 2000-2002 biennium. However, the percentage slightly decreased for grade 4 students performing at the Low achievement level and remained about the same for students in grades 8 and 11.

Figure 112

ITED Reading Comprehension - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2001-2003



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.

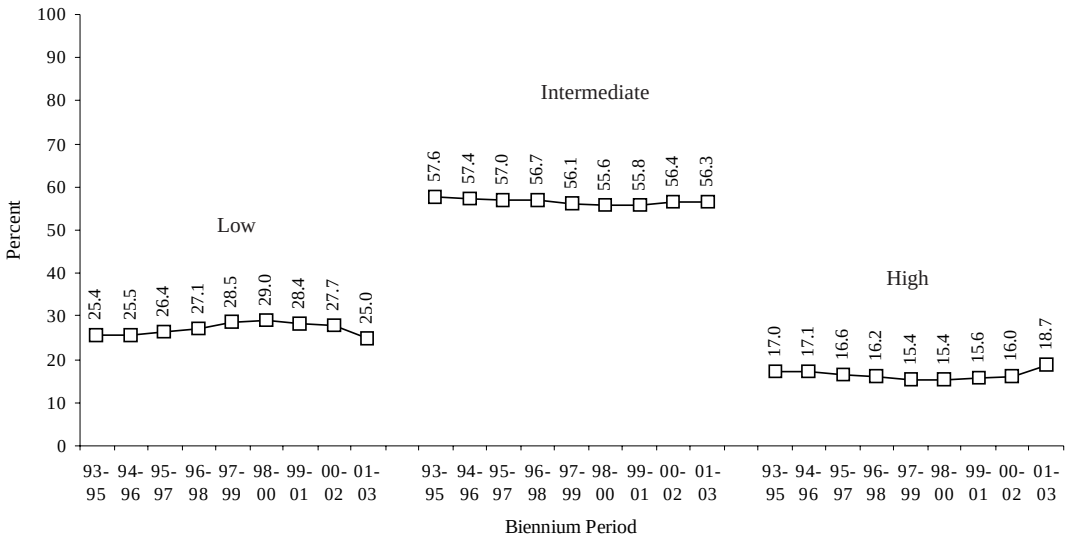
Achievement Levels for Mathematics

Figures 113 through 115 show mathematics achievement level distributions for students in grades 4, 8, and 11 for biennium periods 1993-1995 through 2001-2003 with 1992 national norms. An additional point shows the value of student performance in grades 8 and 11 for each achievement level in the 2001-2003 biennium period based on the 2000 national norms (Figures 114 and 115). There was no extra point for grade 4 distributions because there was no difference due to the norms in mathematics for that grade (Figure 113) .

In the 2001-2003 biennium period, 2.7 percent fewer students in grade 4 were classified at the Low achievement level while 2.7 percent more students were classified at the High achievement level compared to the 2000-2002 biennium.

Figure 113

ITBS Mathematics - Grade 4
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2001-2003



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.

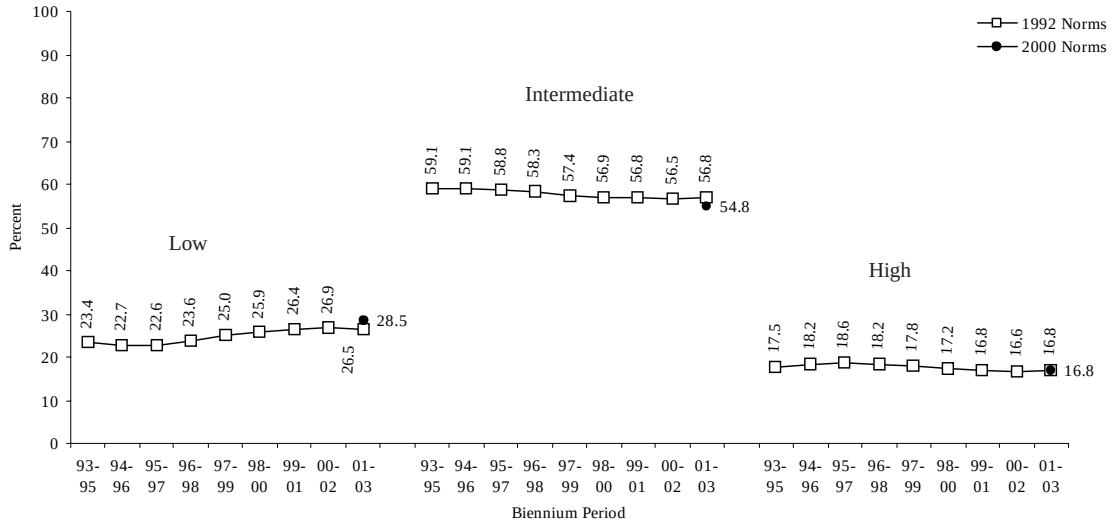
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Figures 114 and 115 show similar pictures for grades 8 and 11 mathematics achievement level distributions. With the 1992 national norms, a higher percentage of students performed at the High achievement level and a lower percentage of students performed at the Low achievement level for grades 8 and 11 during the 2001-2003 biennium.

Figure 114

ITBS Mathematics - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2001-2003



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.

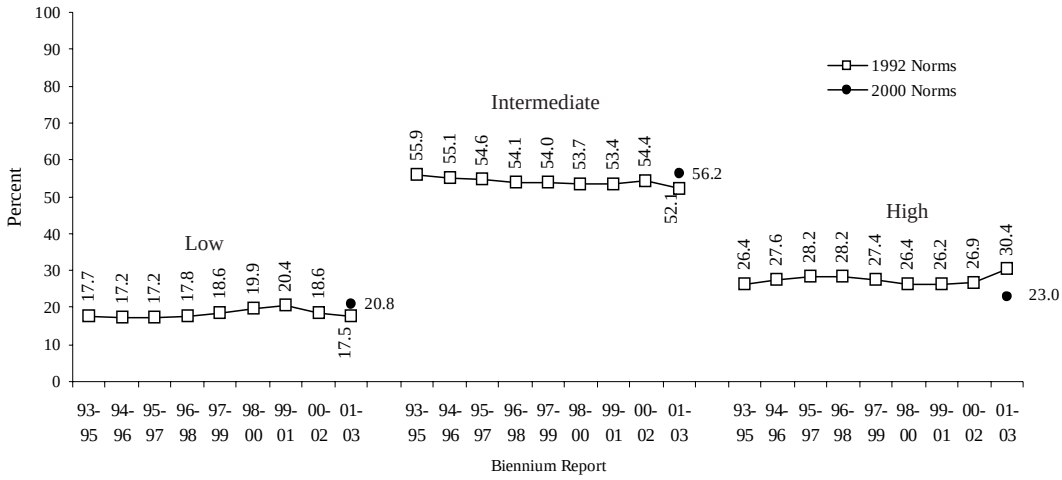
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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 115

ITED MATHEMATICS - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 2001-2003



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

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

Figures may not total 100 percent due to rounding.

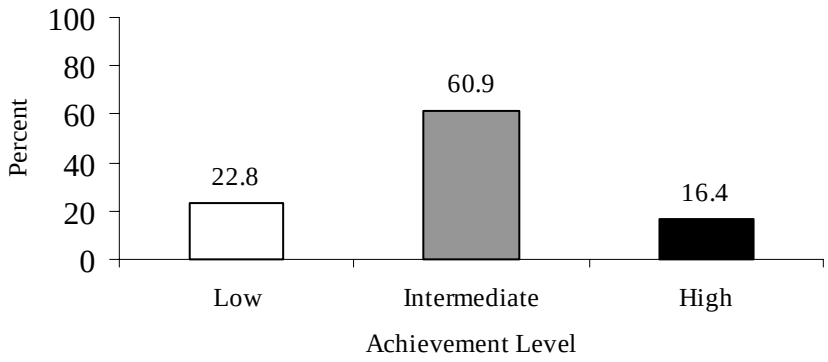
Achievement Levels for Science

Figure 116 shows ITBS science achievement level distributions for students in grade 8 and Figure 117 shows ITED science achievement level distributions for students in grade 11. This is the first time *The Annual Condition of Education Report* has reported science data. Data displayed is for the biennium period 2001-2003 with 2000 national norms. These values represent baseline information for gauging improvement in future years.

A total of 16.4 percent of Iowa 8th graders performed at the High achievement level and 22.8 percent were at the Low achievement level in the 2001-2003 biennium period. There was a higher percent of Iowa students in grade 11 at the High achievement level (23.8 percent) than at the Low achievement level (21.2 percent).

Figure 116

ITBS Science - Grade 8
Percentages for Iowa Achievement Levels
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Science test:

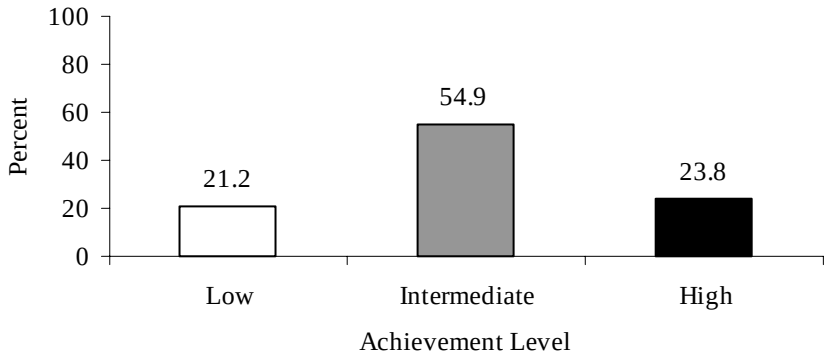
HIGH PERFORMANCE LEVEL
Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

INTERMEDIATE PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

LOW PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

Figure 117

ITED Science - Grade 11
Percentages for Iowa Achievement Levels
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level perform with respect to the ITED Science test:

HIGH PERFORMANCE LEVEL
Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

INTERMEDIATE PERFORMANCE LEVEL
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

LOW PERFORMANCE LEVEL
Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

State ITBS and ITED Participation Rates for Public and Nonpublic Students

The estimated participation rates on ITBS and ITED reading and mathematics are shown in Table 107 for Iowa public and nonpublic school students in grades 4, 8, and 11 for the biennium periods 1997-1999 through 2001-2003. Also shown in Table 105 are the estimated participation rates for Iowa grades 8 and 11 students on ITBS and ITED science for the biennium period 2001-2003. The enrollments are averages from two years of Fall BEDS (Basic Educational Data Survey) reports, and the numbers tested are also averages from a given biennium period. This is the first time the Department has reported science data. The estimated participation rates for reading and mathematics have increased for all grades shown. Both grade 8 and grade 11 had greatest participation increases in both reading and mathematics from the 1997-1999 biennium to 2001-2003 biennium.

Table 107

IOWA STUDENT STATE PARTICIPATION RATES IN ITBS AND ITED READING COMPREHENSION AND MATHEMATICS GRADES 4, 8 AND 11, 1997-1999 TO 2001-2003; AND SCIENCE GRADES 8 AND 11, 2001-2003

	Reading Comprehension			Mathematics			Science	
Biennium Period	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 8	Grade 11
1997-1999								
Average Annual Enrollment	39,293	41,088	40,268	39,293	41,088	40,268	x	x
Approximate Average # Tested	37,000	36,000	29,000	37,000	36,000	29,000	x	x
Estimated Percent Tested	94.2%	87.6%	72.0%	94.2%	87.6%	72.0%	x	x
1998-2000								
Average Annual Enrollment	40,182	41,267	40,407	40,182	41,267	40,407	x	x
Approximate Average # Tested	38,700	38,800	31,100	38,400	38,600	31,700	x	x
Estimated Percent Tested	96.3%	94.0%	77.0%	95.6%	93.5%	78.5%	x	x
1999-2001								
Average Annual Enrollment	40,415	40,198	39,964	40,415	40,198	39,964	x	x
Approximate Average # Tested	39,200	38,700	32,300	40,195	38,300	33,300	x	x
Estimated Percent Tested	97.0%	96.3%	80.8%	99.5%	95.3%	83.3%	x	x
2000-2002								
Average Annual Enrollment	39,952	39,640	40,188	39,952	39,640	40,188	x	x
Approximate Average # Tested	40,000	39,200	34,680	40,095	38,634	35,100	x	x
Estimated Percent Tested	100.0%	98.9%	86.3%	100.0%	97.5%	87.3%	x	x
2001-2003								
Average Annual Enrollment	39,003	40,053	40,357	39,003	40,053	40,357	40,053	40,357
Approximate Average # Tested	39,440	40,510	36,830	39,390	40,110	36,760	39,680	36,540
Estimated Percent Tested	100.0%	100.0%	91.3%	100.0%	100.0%	91.1%	99.1%	90.5%

Source: 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 number tested and enrollment included both public and nonpublic students.

American College Testing (ACT) Assessment

American College Testing designed the ACT Assessment to measure high school students' general educational development and ability to succeed at the college level. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data is reported for various subgroups of students. Subgroups reported in this report include high school program type and gender. High school program types are classified as "core" and "less than core". ACT defines "core" as high school programs consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the "core" program standard are considered "less than core" completers.

The percentage of Iowa graduates that took the ACT Assessment for the years 1985 through 2003 is shown in Figure 118. The percentage remained unchanged for between 2002 and 2003 at 66.0 percent. The percentage of Iowa graduates that took the ACT Assessment has remained at or above 66.0 percent since 1999.

Figure 118

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT
1985 - 2003

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 average composite score remained at 22.0 for the fifth consecutive year. Wisconsin lead the nation (22.2) and Iowa was tied with Minnesota for second among the states where the ACT Assessment test has been taken by more than 50 percent of high school graduates. Iowa has ranked third or above in the nation for all years shown (Table 108).

Table 108

IOWA'S RANK IN THE NATION ON AVERAGE COMPOSITE ACT SCORES AMONG STATES WHERE ACT IS THE PRIMARY COLLEGE ENTRANCE EXAMINATION, 1989-2003

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	
2003	22.0	2	tied with MN

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

Average ACT composite scores for Iowa, Midwest states, and the nation for graduating classes 2001 through 2003 are displayed in Table 109. In 2003, all Midwest states with the exception of Illinois had average composite scores above the national average. Iowa and Minnesota ranked second in the nation, while Wisconsin ranked first. Comparisons of ACT composite scores between states are valid only for the 25 states where the ACT is the predominant test, defined as those states where at least 50 percent of graduates take the ACT exam. States with fewer than 50 percent taking the ACT exam may have a sample of students not representative of that state's overall student population.

Table 109

ACT Average Composite Scores for Iowa, the Nation and Midwest States — 2001 to 2003

	Class of 2001			Class of 2002			Class of 2003		
Nation & State	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers
Nation	**21.0**	**38%**	**60%**	**20.8**	**39%**	**58%**	**20.8**	**40%**	**57%**
Iowa	**22.0**	**67**	**66**	**22.0**	**66**	**66**	**22.0**	**66**	**66**
Illinois	21.6	71	53	20.1	99	42	20.2	100	41
Kansas	21.6	78	66	21.6	76	66	21.5	76	66
Minnesota	22.1	66	67	22.1	65	66	22.0	67	64
Missouri	21.4	70	59	21.5	68	58	21.4	69	58
Nebraska	21.6	74	67	21.7	72	66	21.7	73	67
North Dakota	21.4	80	63	21.2	78	61	21.3	80	59
South Dakota	21.4	70	62	21.4	71	61	21.4	70	60
Wisconsin	22.2	68	62	22.2	68	60	22.2	69	61

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.

Iowa average ACT composite scores (22.0) remained above the nation's average ACT Composite scores (20.8) in 2003, continuing the trend for all years shown. For all years shown, Iowa's composite score has been at or above 1.0 points higher than the nation's average composite score (Table 110 and Figure 119). The percentage of Iowa's 2003 graduating class that took the ACT remained at 66.0 percent, unchanged from 2002. Nationally, the percentage of graduating students that took the ACT increased for the second consecutive year in 2003, moving from 39.0 percent in 2002 to 40.0 percent in 2003.

Table 110

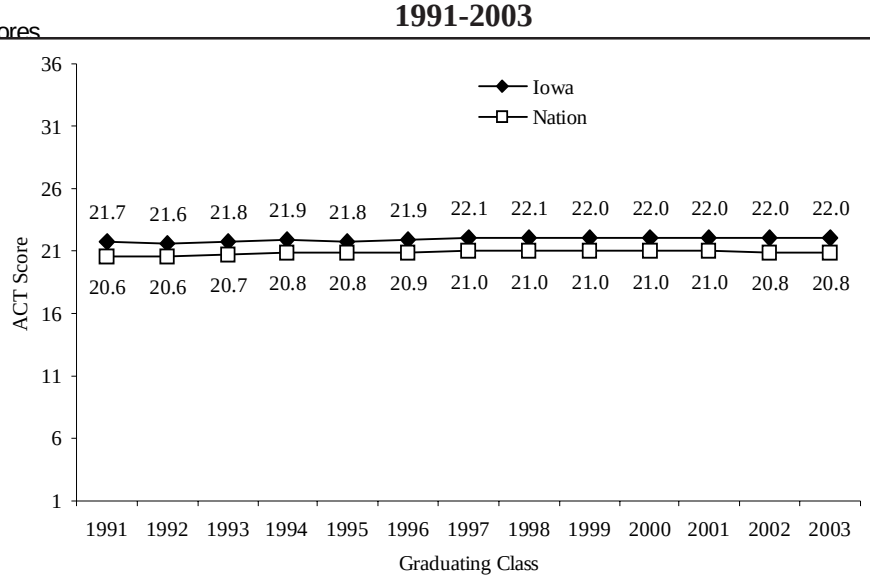
Iowa and National ACT Average Composite Scores and Participation Rates, 1991 to 2003

Class of	Average ACT Composite Score - Iowa	Percent Iowa Student Participation*	Average ACT Composite Score - Nation	Percent Nation Student Participation
1991	21.7	61.0 %	20.6	— %
1992	21.6	62.0	20.6	—
1993	21.8	61.5**	20.7	—
1994	21.9	62.0	20.8	—
1995	21.8	64.0	20.8	37.0
1996	21.9	64.0	20.9	35.0
1997	22.1	64.0	21.0	35.0
1998	22.1	65.0	21.0	35.0
1999	22.0	66.0	21.0	36.0
2000	22.0	69.0	21.0	38.0
2001	22.0	67.0	21.0	38.0
2002	22.0	66.0	20.8	39.0
2003	22.0	66.0	20.8	40.0

Source: American College Testing Program, ACT Assessment Results, Summary Report Iowa.
Notes: *From 1991-1992, and 1994-2003 ACT News Releases.
**1993 estimated percentage is based on Iowa Department of Education, Basic Educational Data Survey, Enrollment Files.

Figure 119

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES 1991-2003



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

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

The thirteen year trend of Iowa and the Nation's ACT assessment scores in the four skill areas (English, mathematics, reading, and science reasoning) are displayed in Table 111 and Figures 120 through 123. Iowa's average English scores increased a tenth of a point while Iowa average mathematics scores decreased a tenth of a point in 2003. Nationally, average English and reading scores increased a tenth of a point while average scores for mathematics and science reasoning remained unchanged between 2002 and 2003.

Table 111

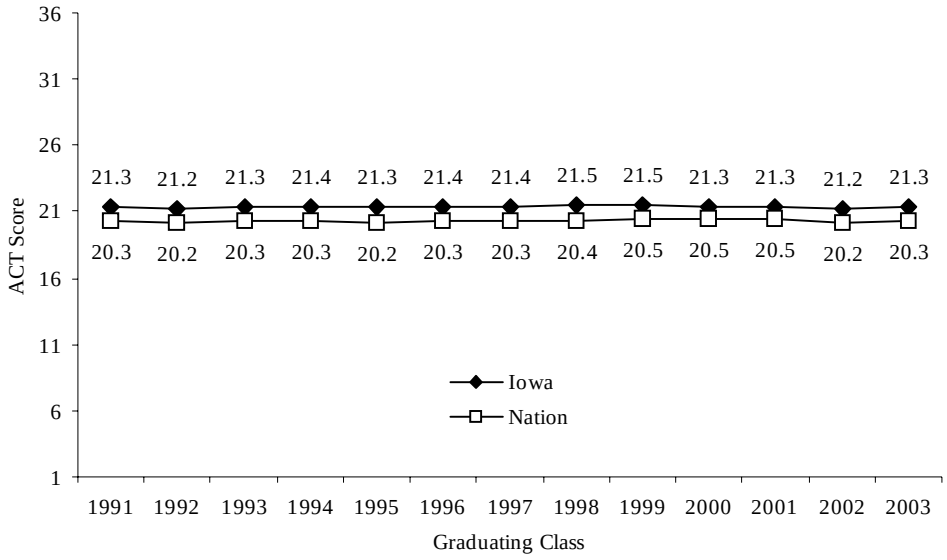
AVERAGE ACT SCORES FOR IOWA AND THE NATION GRADUATING CLASSES 1991 - 2003

	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
2003	21.3	21.6	22.4	22.1	20.3	20.6	21.2	20.8

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

Figure 120

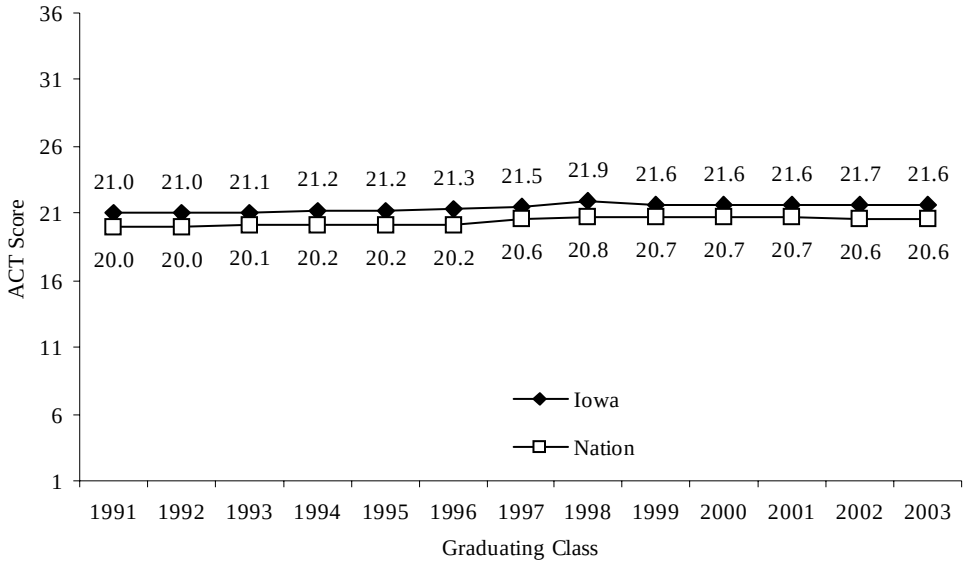
AVERAGE ACT ENGLISH SCORES
IOWA VS. NATION — 1991-2003



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

Figure 121

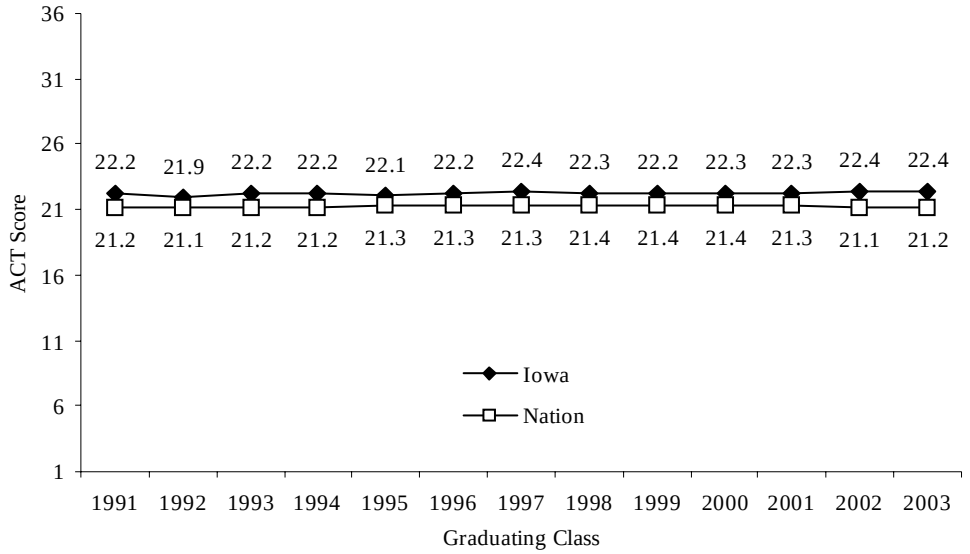
AVERAGE ACT MATHEMATICS SCORES
IOWA VS. NATION — 1991-2003



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

Figure 122

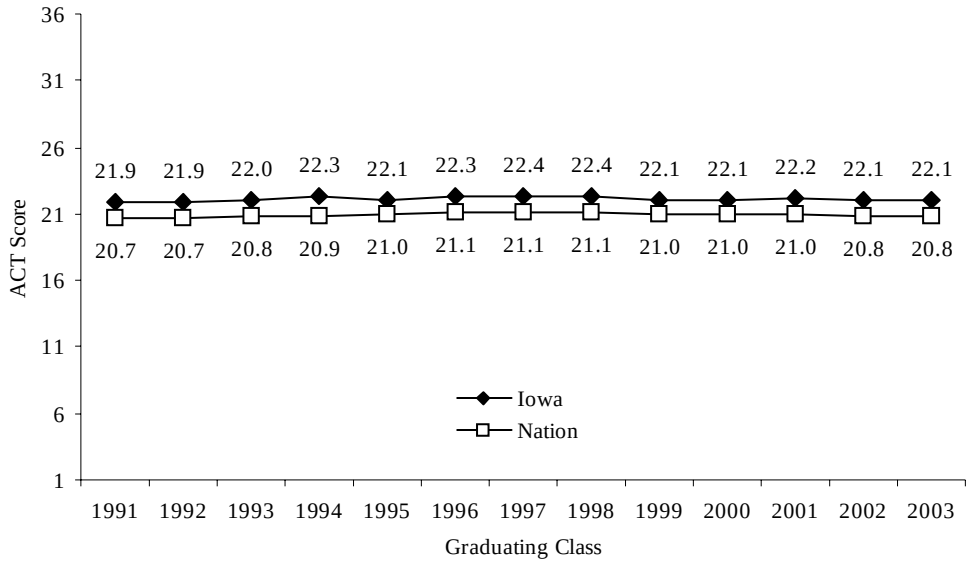
AVERAGE ACT READING SCORES
IOWA VS. NATION — 1991-2003



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

Figure 123

AVERAGE ACT SCIENCE REASONING SCORES
IOWA VS. NATION — 1991-2003



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, natural sciences, and social studies. Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and Geometry one year each. A typical minimal core natural science course might include one year each of General Science, Biology, and Chemistry or Physics. Table 112 shows the ACT standards for core high school programs.

Table 112

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 2003 Results.

The percent of ACT participants that took the core high school program in Iowa and the nation is detailed in Table 113 and Figure 124. Iowa ACT tested graduates completing a core program remained at 66.0 percent for the fifth consecutive year in 2003. For the nation, that percentage decreased to 57.0 percent and continued the downward trend that began in 2001.

Table 113

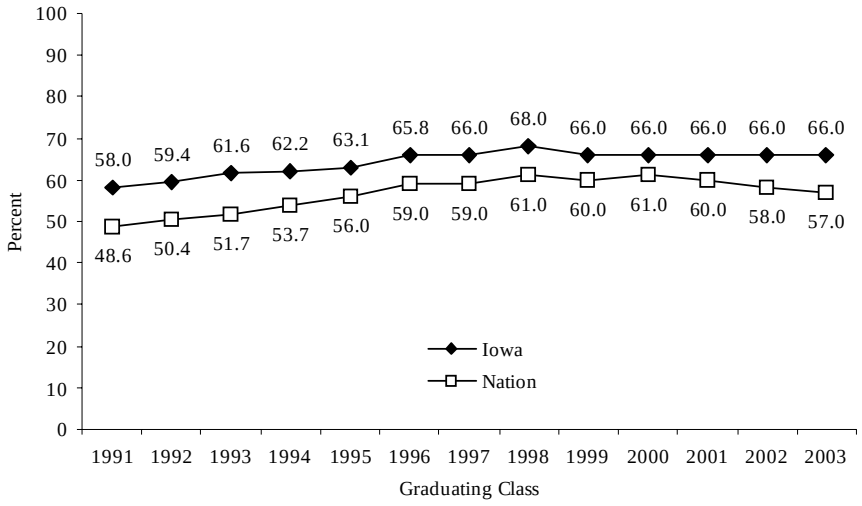
Percent of ACT Participants Taking Core High School Program 1991-2003

Graduating Class	Iowa	Nation
1991	58.0 %	48.6 %
1992	59.4	50.4
1993	61.6	51.7
1994	62.2	53.7
1995	63.1	56.0
1996	65.8	59.0
1997	66.0	59.0
1998	68.0	61.0
1999	66.0	60.0
2000	66.0	61.0
2001	66.0	60.0
2002	66.0	58.0
2003	66.0	57.0

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 124

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1991-2003



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.

Table 114 and Figure 125 show ACT average composite scores for core and less than core groups for Iowa and the nation. Iowa composite scores for the core group were 2.9 points higher than the less than core group in 2003. Overall in Iowa, the core group has scored approximately three points higher than the less than core group for all years shown, matching the national trend. Both Iowa groups have outscored their national counterparts for each year shown.

Table 114

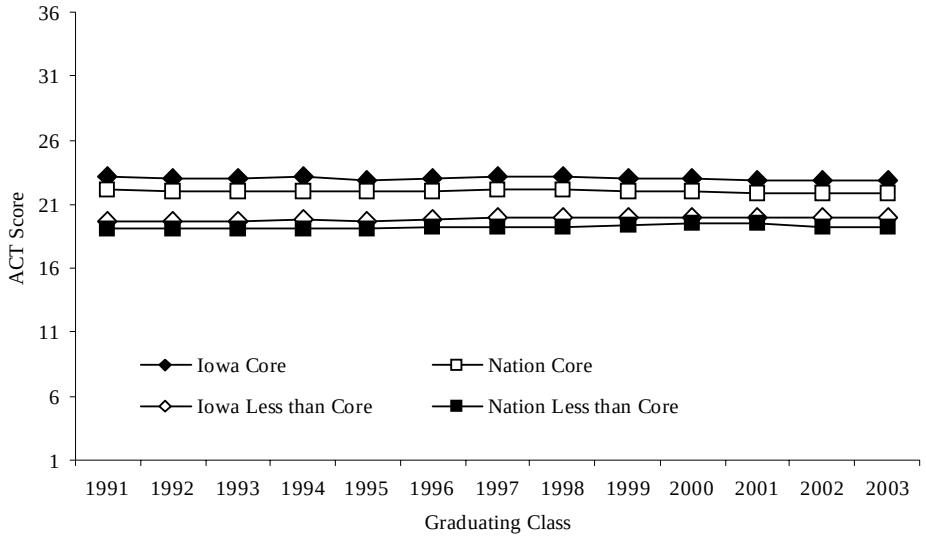
AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS, 1991-2003

	Iowa		Nation	
Graduating Class	Core	Less than Core	Core	Less than Core
1991	23.1	19.7	22.1	19.1
1992	23.0	19.6	22.0	19.1
1993	23.0	19.7	22.0	19.1
1994	23.1	19.8	22.0	19.1
1995	22.9	19.7	22.0	19.1
1996	23.0	19.8	22.0	19.2
1997	23.1	20.0	22.1	19.3
1998	23.2	20.0	22.1	19.3
1999	23.0	19.9	22.0	19.4
2000	23.0	20.0	22.0	19.5
2001	22.9	20.0	21.9	19.5
2002	22.9	19.9	21.8	19.2
2003	22.9	20.0	21.8	19.3

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 125

AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS, 1991-2003



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

Iowa ACT composite score distributions for 1991,1995, 2002, and 2003 are provided in Table 115. Iowa score distributions have remained relatively stable for the years shown. The percentage of Iowa graduates that achieved an ACT composite score of 21 or above increased to 60.7 percent in 2003 from 60.4 percent in 2002 and 58.3 in 1991. Figure 126 shows the distribution of Iowa ACT composite scores for 2003.

Table 115

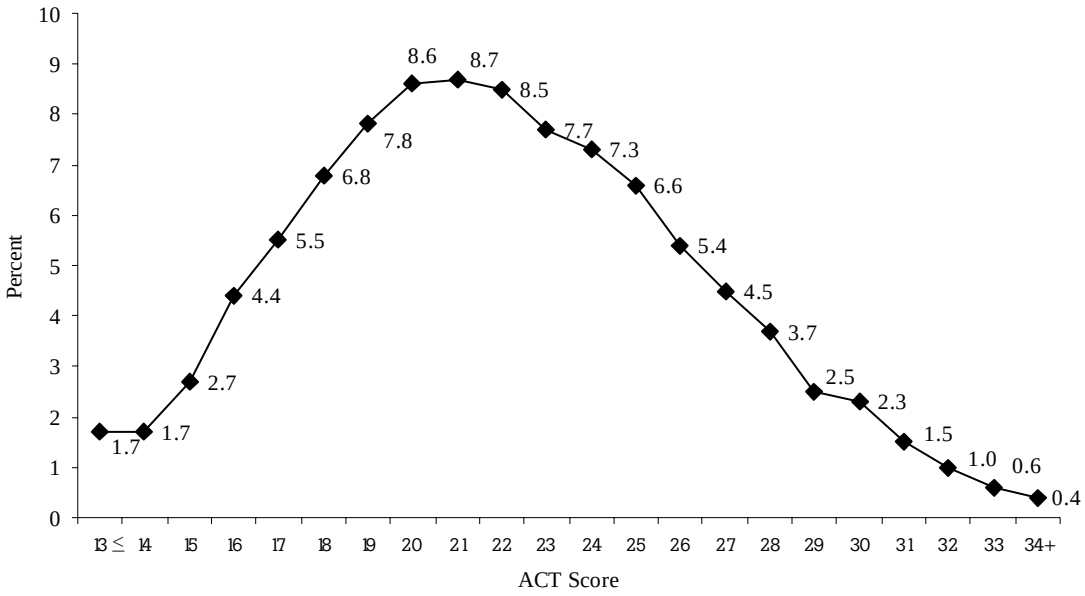
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1995, 2002 AND 2003

	Year							
	1991		1995		2002		2003	
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%	1.6%	100.0%	1.7%	100.0%
14	1.8	98.6	2.0	98.7	2.0	98.4	1.7	98.3
15	3.1	96.8	3.2	96.7	2.8	96.4	2.7	96.6
16	4.6	93.7	4.6	93.5	4.5	93.6	4.4	93.9
17	6.2	89.1	5.8	88.9	5.3	89.1	5.5	89.5
18	7.6	82.9	7.6	83.1	7.0	83.8	6.8	84.0
19	8.2	75.3	8.0	75.5	8.0	76.8	7.8	77.1
20	8.8	67.1	8.6	67.5	8.4	68.8	8.6	69.3
21	8.7	58.3	8.7	58.9	8.8	60.4	8.7	60.7
22	8.6	49.6	8.5	50.2	8.7	51.6	8.5	51.9
23	7.9	41.0	7.9	41.7	7.7	42.9	7.7	43.5
24	6.9	33.1	6.9	33.8	7.0	35.2	7.3	35.8
25	6.3	26.2	6.5	26.9	6.5	28.2	6.6	28.5
26	5.2	19.9	5.0	20.4	5.3	21.7	5.4	21.9
27	4.3	14.7	4.5	15.4	4.5	16.4	4.5	16.5
28	3.2	10.4	3.4	10.9	3.5	11.9	3.7	12.0
29	2.6	7.2	2.7	7.5	2.7	8.4	2.5	8.3
30	1.9	4.6	1.9	4.8	2.2	5.7	2.3	5.8
31	1.4	2.7	1.4	2.9	1.5	3.5	1.5	3.5
32	0.6	1.3	0.8	1.5	1.0	2.0	1.0	2.0
33	0.4	0.7	0.4	0.7	0.6	1.0	0.6	1.0
34+	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 126

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES - 2003



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

ACT Scores by Enrollment Category

Iowa public school average ACT scores by enrollment category for graduating classes of 2001 and 2002 are shown in Table 116. On average, students in the enrollment categories of less than 2,499 students were at or below the state average in all ACT test areas for both 2001 and 2002. Average ACT scores for the less than 250 enrollment category decreased from 2001 and were the lowest of all the enrollment categories. Average ACT scores for the 2,500-7,499 category were the highest of all the enrollment categories for each area tested in both 2001 and 2002.

Table 116

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 2001AND 2002

Enrollment Category	Number of Students Tested		Estimated % of Students Tested		ACT Scores									
					English		Math		Reading		Science		Composite	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
<250	100	148	57.5%	57.6%	20.5	19.4	20.3	19.8	21.4	20.5	21.6	20.7	21.1	20.2
250-399	855	901	69.1	70.3	20.4	20.4	20.3	20.7	21.1	21.4	21.3	21.4	20.9	21.1
400-599	1,932	1,943	70.1	66.2	20.9	20.2	21.1	20.8	21.7	21.5	21.9	21.5	21.5	21.1
600-999	3,966	3,528	70.9	62.3	20.8	20.8	21.1	21.4	21.7	21.9	21.9	22.0	21.5	21.6
1,000-2,499	5,982	5,678	69.7	64.5	21.2	21.1	21.4	21.6	22.3	22.3	22.2	22.1	21.9	21.9
2,500-7,499	4,266	4,371	67.9	63.4	21.9	21.8	22.3	22.3	23.0	23.0	22.8	22.6	22.7	22.6
7,500+	4,307	4,232	57.7	51.4	21.6	21.6	22.2	22.1	22.5	22.9	22.4	22.2	22.3	22.4
Other*	3,322	3,004	--	--	--	--	--	--	--	--	--	--	--	--
State	24,730	23,805	67.0	66.0	21.3	21.2	21.6	21.7	22.3	22.4	22.2	22.1	22.0	22.0

Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment File.

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

Table 117 and Figure 127 provide data on the average ACT composite scores for Iowa core and less than core groups by enrollment category. In general, the scores of both groups increased as the enrollment category increased up to the 2,500-7,499 enrollment category and then decreased for the 7,500 or more enrollment category. In 2003, average scores for less than core students in the 2,500-7,499 enrollment category (21.2) were above the average scores for the core students in the less than 250 enrollment category (20.9).

Table 117

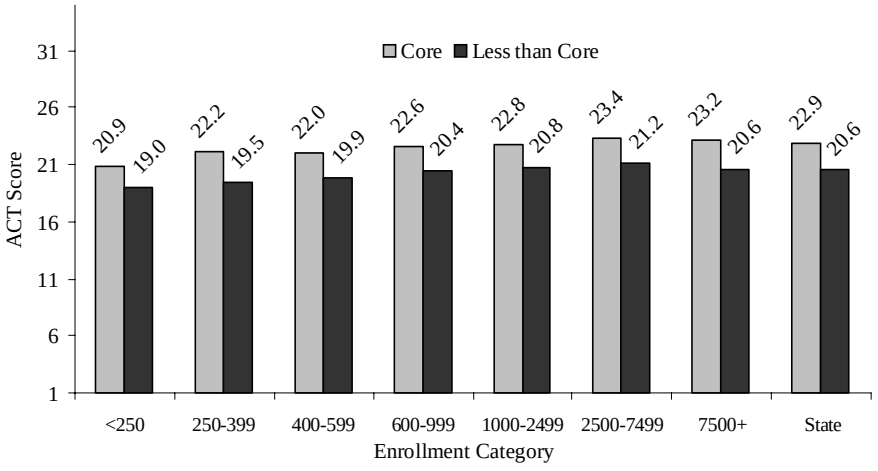
Average ACT Composite Scores for Iowa Public High School Graduating Classes 2001 and 2002 by Enrollment Category and Course of Study

Enrollment Category	Course of Study: Core 2001	Core 2002	Less than Core 2001	Less than Core 2002
<250	21.9	20.9	19.8	19.0
250-399	21.7	22.2	19.5	19.5
400-599	22.5	22.0	20.3	19.9
600-999	22.4	22.6	20.3	20.4
1,000-2,499	22.9	22.8	20.7	20.8
2,500-7,499	23.3	23.4	21.5	21.2
7,500+	23.2	23.2	20.5	20.6
State	22.9	22.9	20.0	20.6

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

Figure 127

Graduating Class of 2002 Average ACT Composite Scores for Iowa Public High School Students by Enrollment Category and Course of Study



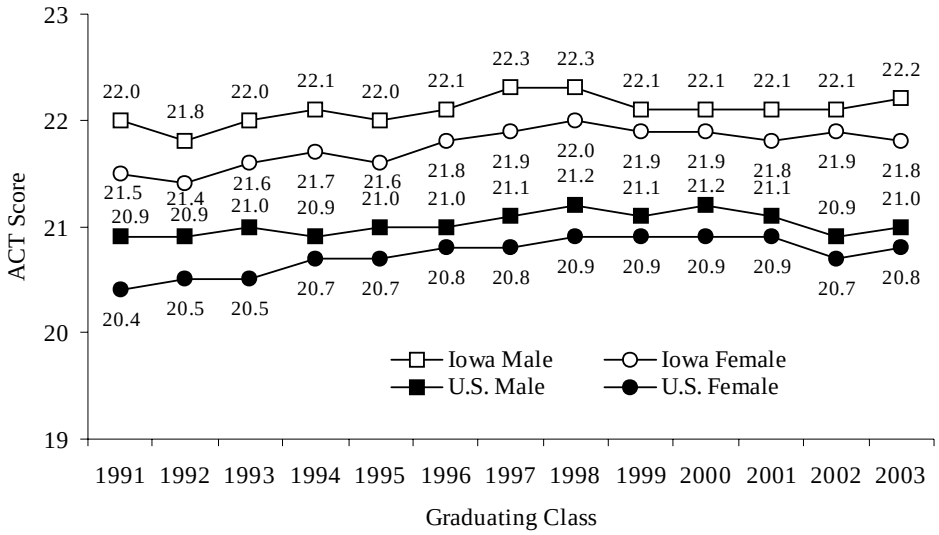
Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment File.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.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

ACT Scores by Gender

Figure 128 compares average ACT composite scores by gender for Iowa and the nation. Males had higher average composite scores than females in Iowa and the nation for all years shown. Iowa males increased the gap in 2003 by scoring 0.4 points higher on average compared to 0.2 in 2002. Nationally, the gap remained at 0.2 points between male and female average composite score for the third consecutive year. Overall, the gap decreased from 1991 to 2003 for both Iowa and the nation.

Figure 128

ACT Average Composite Scores by Gender
1991 - 2003



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

Iowa average ACT scores by gender for English, mathematics, reading, science reasoning, and composite are displayed in Table 118 for 2002 and 2003. On average, females scored higher in English and reading and males scored higher in mathematics, science reasoning, and composite for both years shown. More females took the ACT Assessment than males in 2002 and 2003.

Table 118

Iowa Average ACT Scores by Gender
2002 and 2003

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science Reasoning		Composite	
Gender	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Male	10,672	10,954	20.7	20.9	22.4	22.4	22.1	22.3	22.7	22.7	22.1	22.2
Female	13,013	13,121	21.7	21.7	21.1	21.0	22.6	22.5	21.5	21.6	21.9	21.8
Unreported*	120	125										

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

Table 119 details the ACT average composite scores by planned educational majors. American College of Testing (ACT) tested graduates self-report their planned college majors when they register to take the ACT Assessment. In 2003, the area that had the most planned majors in Iowa and the nation was health science and allied health fields. In Iowa, graduates that reported a planned major in mathematics had the highest average composite score (25.3).

Table 119

ACT Average Composite Scores by Planned Educational Majors 1991, 1994, 1997, and 2000-2003

Planned Major	Year	Average ACT Composite Score							Number of Students
		1991	1994	1997	2000	2001	2002	2003	2003
Agriculture Science/ Technologies	Iowa	20.0	20.2	20.4	20.3	20.5	20.2	19.9	631
	Nation	19.0	19.2	19.5	19.1	19.0	18.6	18.7	18,209
Architecture & Environmental Design	Iowa	21.9	21.5	22.0	21.6	21.6	21.6	21.7	644
	Nation	20.5	20.4	20.8	20.8	20.8	20.7	20.7	25,987
Business & Management	Iowa	21.4	21.4	21.6	21.4	21.5	21.4	21.6	2,327
	Nation	20.2	20.1	20.5	20.6	20.5	20.4	20.4	97,549
Business & Office	Iowa	18.9	19.1	19.1	19.5	19.9	19.8	19.9	236
	Nation	17.7	17.7	18.0	18.5	18.8	18.7	18.9	7,577
Marketing & Distribution	Iowa	18.7	19.7	19.8	20.4	20.4	20.5	20.2	145
	Nation	18.7	18.7	19.2	19.6	19.9	19.8	19.9	7,618
Communications & Comm. Tech.	Iowa	21.7	21.9	22.3	22.4	22.3	22.5	22.0	845
	Nation	20.9	20.9	21.2	21.4	21.4	21.3	21.3	37,289
Community & Personal Service	Iowa	19.3	19.5	19.7	20.0	19.8	19.9	19.9	759
	Nation	18.3	18.5	18.7	18.8	18.7	18.6	18.6	30,899
Computer and Information Science	Iowa	22.1	22.6	22.9	22.6	22.5	22.5	22.6	844
	Nation	20.0	20.5	21.1	21.3	21.3	21.1	21.1	38,432
Cross-Disciplinary Studies	Iowa	22.7	24.0	22.3	24.3	23.5	22.2	22.7	37
	Nation	23.3	23.3	23.5	23.3	23.3	23.5	23.5	1,337
Education	Iowa	21.0	21.1	21.0	20.8	21.0	20.8	21.3	1,340
	Nation	20.0	20.1	20.2	20.3	20.3	20.3	20.4	52,768
Teacher Education	Iowa	21.3	21.1	21.3	21.2	21.2	21.0	21.2	729
	Nation	20.0	20.1	20.3	20.3	20.2	20.1	20.1	31,676
Engineering	Iowa	24.4	24.7	24.8	24.1	24.1	24.1	24.3	1,065
	Nation	22.9	22.9	22.9	22.6	22.5	22.1	22.2	51,445
Engineering-Related Technologies	Iowa	21.6	22.1	22.6	22.5	22.8	22.9	23.2	472
	Nation	20.5	20.5	20.9	21.4	21.6	21.5	21.7	26,588
Foreign Language	Iowa	24.1	24.0	23.0	23.9	23.6	24.0	24.2	95
	Nation	23.0	23.0	23.1	23.4	23.2	23.1	23.2	4,344
Health Science & Allied Health Fields	Iowa	22.1	22.1	22.3	22.2	22.1	21.9	21.8	3,651
	Nation	20.6	20.7	20.9	20.9	20.8	20.5	20.4	185,603
Human/Family/ Consumer Science	Iowa	19.0	19.1	19.6	19.7	19.7	20.4	20.0	256
	Nation	18.2	18.3	18.9	18.8	18.9	18.7	18.7	10,734
Letters	Iowa	25.1	24.7	25.1	25.0	24.9	25.3	24.9	180
	Nation	24.4	24.3	24.8	24.7	24.6	24.4	24.4	6,426
Mathematics	Iowa	25.1	25.7	25.8	25.5	25.3	25.1	25.3	105
	Nation	24.0	24.1	24.3	24.3	24.3	24.1	24.1	4,499
Philosophy, Religion & Theology	Iowa	23.1	22.1	23.6	23.1	23.4	23.2	23.3	155
	Nation	21.7	21.9	22.4	22.5	22.6	22.4	22.5	6,798
Sciences	Iowa	23.9	24.3	24.2	24.0	23.9	24.1	24.1	884
	Nation	23.3	23.3	23.5	23.3	23.3	23.2	23.2	46,489
Social Sciences	Iowa	22.6	22.6	22.9	22.8	22.9	22.8	23.0	1,628
	Nation	21.5	21.6	21.8	21.9	21.9	21.8	21.8	82,943
Trade & Industrial	Iowa	19.5	19.2	19.8	19.7	19.8	19.6	19.7	330
	Nation	18.7	18.5	18.7	18.9	19.0	18.5	18.6	13,715
Visual & Performing Arts	Iowa	22.2	22.0	22.3	22.2	22.0	22.1	22.0	1,311
	Nation	20.7	21.0	21.3	21.3	21.1	20.8	20.8	64,131

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.

The average ACT composite scores by planned educational major for Iowa and the nation are shown in Table 120. Students indicating a mathematics major had the highest average scores in Iowa and were second highest nationally. Students indicating a major in letters (preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics) had the highest average scores nationally and were second highest in Iowa. The lowest average scores for Iowa and the nation were for those students that indicated a planned major in trade and industrial. Education and teacher education planned majors had average ACT scores that ranked 16th and 17th respectively in Iowa and 15th and 17th respectively nationally.

Table 120

ACT Average Composite Scores by Planned Educational Majors 2003

Planned Major	Iowa Score	Iowa Rank	National Score	National Rank
Mathematics	25.3	1	24.1	2
Letters*	24.9	2	24.4	1
Engineering	24.3	3	22.2	7
Foreign Language	24.2	4	23.2	4.5
Sciences	24.1	5	23.2	4.5
Philosophy, Religion, & Theology	23.3	6	22.5	6
Engineer-Related Technologies	23.2	7	21.7	9
Social Sciences	23.0	8	21.8	8
Cross-Disciplinary Studies	22.7	19	23.5	3
Computer & Information Science	22.6	10	21.1	11
Communication & Communication Tech.	22.0	11.5	21.3	10
Visual & Performing Arts	22.0	11.5	20.8	12
Health Science & Allied Health Fields	21.8	13	20.4	15
Architecture & Environmental Design	21.7	14	20.7	13
Business & Management	21.6	15	20.4	15
Education	21.3	16	20.4	15
Teacher Education	21.2	17	20.1	17
Marketing & Distribution	20.2	18	19.9	18
Human/Family/Consumer Science	20.0	19	18.7	20.5
Agriculture Science/Technologies	19.9	21	18.7	20.5
Business & Office	19.9	21	18.9	19
Community & Personal Services	19.9	21	18.6	22.5
Trade & Industrial	19.7	23	18.6	22.5

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

Table 121 shows Iowa average composite ACT scores by the student's self reported grade point average (GPA) for 2003. Students self report their high school grade point average and high school rank before they take the ACT. Slightly more than 45 percent of Iowa ACT tested graduates reported a grade point average of 3.5 or greater. These students had an average ACT composite score of 24.7 compared to the overall state average of 22.0 in 2003 (see Table 110).

Table 121

IOWA AVERAGE ACT SCORES BY STUDENT SELF-REPORTED HIGH SCHOOL GRADE POINT AVERAGE, 2003

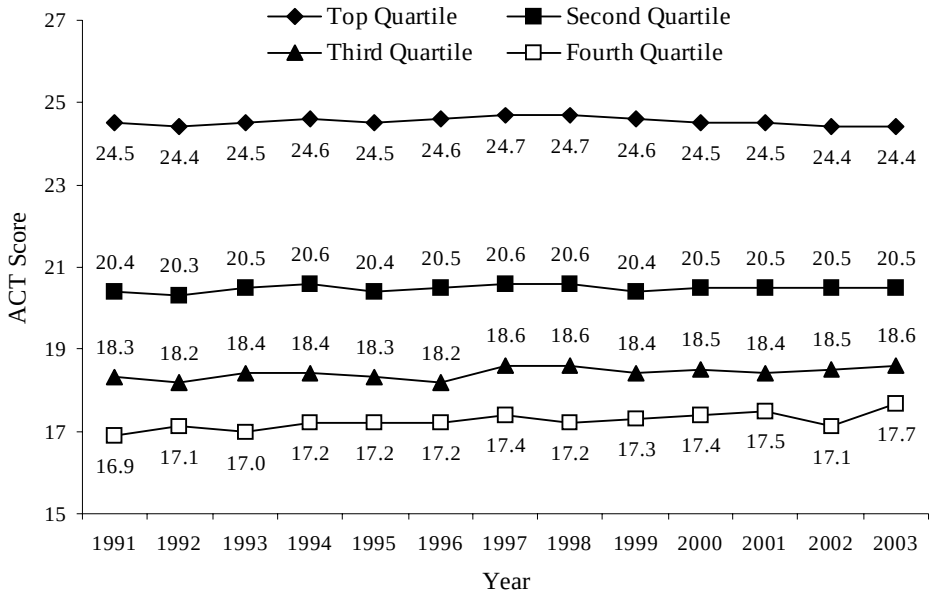
			Average ACT Scores				
GPA	Number*	Percent	English	Mathematics	Reading	Science Reasoning	Composite
3.5+	9,778	45.2%	24.3	24.5	25.3	24.3	24.7
3.0 - 3.49	5,965	27.6	20.4	20.7	21.5	21.5	21.1
2.5 - 2.99	3,718	17.2	18.5	18.7	19.6	20.0	19.3
2.0 - 2.49	1,720	7.9	17.0	17.7	18.3	19.0	18.1
<2.0	459	2.1	15.9	16.8	17.1	18.0	17.1

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *2,560 students were not included since they did not report GPA.

Students self-reported class rank and resulting average ACT composite scores are shown in Figure 129. Test scores appear to correlate with the self-reported class ranking and remain consistent for the years shown.

Figure 129

IOWA ACT AVERAGE COMPOSITE SCORES BY STUDENT SELF-REPORTED HIGH SCHOOL RANK, 1991-2003



Source: American College Testing Program, The High School Profile Report for Iowa.
Note: Quartile: One of three points that divide the scores (high school rank in this case) in a distribution into four groups of equal size. The fourth quartile, or 25th percentile, separates the lowest fourth of the group; the middle quartile, the 50th percentile or median, divides the second fourth of the cases from the third; and the third quartile, the 75th percentile, separates the top quartile.

Iowa Student Satisfaction with Selected Aspects of the Local High School

Table 122 reports the 2003 Iowa ACT tested graduates' satisfaction with selected aspects of their high school program. The 2003 Iowa graduates rated their high schools on a scale of 1 to 4 (1 – satisfied, 2 – neutral, 3 – dissatisfied, 4 – no experience). Forty-six percent of the graduates indicated that they were satisfied with classroom instruction and the number and variety of course offerings in their local high schools. The 2003 group of ACT test takers had 21 percent that were dissatisfied with the number and variety of course offerings and 9 percent that were dissatisfied with the classroom instruction.

Table 122

IOWA ACT TEST TAKERS' DEGREE OF SATISFACTION WITH SELECTED ASPECTS OF HIGH SCHOOL PROGRAM, 2003

Program Area	Satisfied (No change necessary)		Neutral		Dissatisfied (Improvement Needed)		No Experience	
	N	%	N	%	N	%	N	%
Classroom Instruction	11,100	46%	8,756	36%	2,094	9%	104	0%
Number & Variety of Course Offerings	11,015	46%	5,921	24%	5,000	21%	127	1%

Source: American College Testing Program, High School Profile Report, High School Graduating Class of 2003, Iowa.
Note: The total number of Iowa students tested in 2003 was 24,200.

Scholastic Assessment Test (SAT)

The first Scholastic Assessment Test (SAT) was administered in June 1926 to 8,040 candidates. The number of candidates that took the SAT I:Reasoning Test in 2003 totaled over 1.4 million. Nationwide, approximately 36 percent of the SAT tested graduates were minority and 54 percent were female.

The two primary components of the SAT are the SAT I: Reasoning Test and the SAT II: Subject Tests. The SAT I: Reasoning Test includes SAT verbal and SAT mathematics and the SAT II: Subject Tests have over 20 tests in five general subject areas. The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics and verbal tests of SAT I range from a low of 200 to a high of 800. The College Board reports national and state average scores for SAT I verbal and mathematics.

The number of Iowa high school graduates that took SAT I in 2003 totaled 1,944 which accounted for approximately 5.3 percent of the 2003 Iowa graduates. In 2003, 51.3 percent of the Iowa SAT: I test takers were female and 9.2 percent self reported that they were minority students.

Iowa SAT test takers had an average score of 586 on verbal and 597 on mathematics in 2003. Iowa average SAT verbal and math scores decreased from 2002 average scores but remained 79 points above the national average in SAT verbal and 78 points above the national average in SAT math. Data in Table 123 and Figure 130 detail average SAT verbal and mathematics scores for test takers in Iowa and the nation's graduating classes for 1991-2003. Iowa's average scores for both verbal and mathematics have decreased for two consecutive years while the nation's average verbal scores increased in 2003 and average math scores have increased two consecutive years.

Table 123

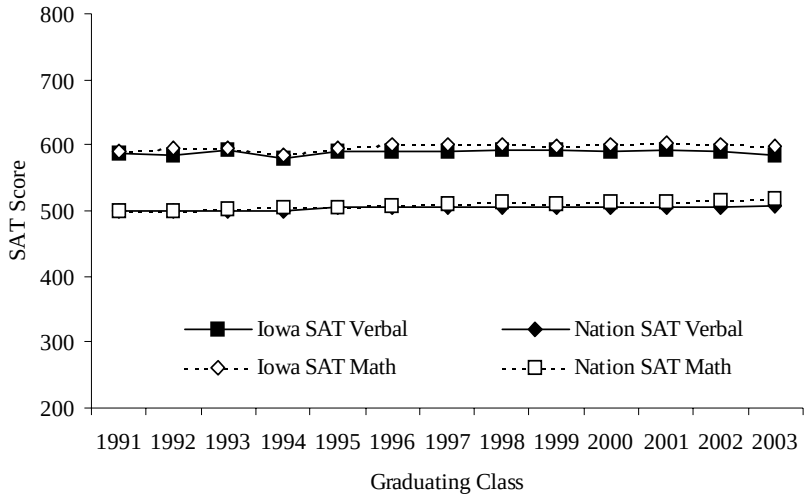
TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1991-2003

	SAT Verbal		SAT Math	
Graduating Class	Iowa	Nation	Iowa	Nation
1991	588	499	591	500
1992	585	500	596	501
1993	593	500	595	503
1994	580	499	586	504
1995	589	504	595	506
1996	590	505	600	508
1997	589	505	601	511
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519

Source: The College Board, 2003 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2003 was 5 percent.
Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figure 130

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1991-2003



Source: The College Board, 2003 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2003 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Average SAT scores for Iowa, the nation and the midwest states are presented in Table 124. North Dakota ranked first in both mathematics and verbal while Iowa ranked second in the mathematics test and third in the verbal test in the nation and among midwest states. Comparisons across midwest states that have a low percentage of SAT tested students may be appropriate, however comparisons made between Iowa and other states with a high percentage of SAT tested graduates is not recommended. Illinois had the highest percentage of graduating students that took the SAT I test in 2003 among the midwest states at 11 percent.

Table 124

AVERAGE SAT SCORES FOR IOWA, THE NATION AND MIDWEST STATES 1992, 1997 AND 2001 TO 2003

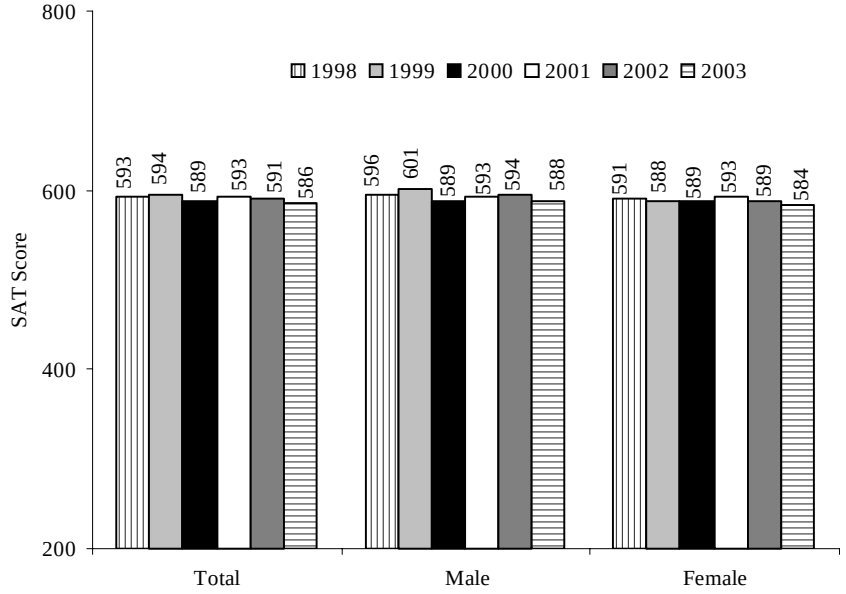
V=Verbal M=Math	Graduating Class										% of Graduating Class of 2003
Nation and State	1992		1997		2001		2002		2003		Taking
	V	M	V	M	V	M	V	M	V	M	SAT
Iowa	**585**	**595**	**589**	**601**	**593**	**603**	**591**	**602**	**586**	**597**	**5%**
Nation	**500**	**501**	**505**	**511**	**506**	**514**	**504**	**516**	**507**	**519**	**48**
Illinois	549	555	562	578	576	589	578	596	583	596	11
Kansas	562	562	578	575	577	580	578	580	578	582	9
Minnesota	567	575	582	592	580	589	581	591	582	591	10
Missouri	550	547	567	568	577	577	574	580	582	583	8
Nebraska	553	557	562	564	562	568	561	570	573	578	8
North Dakota	576	580	588	595	592	599	597	610	602	613	4
South Dakota	565	565	574	570	577	582	576	586	588	588	4
Wisconsin	556	564	579	590	584	596	583	599	585	594	7
Iowa's Rank in Nation	1	1	1	1	1	1	2	2	3	2	

Source: The College Board, 2003 Profile of SAT Program Test Takers.
Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 131 and 132 detail Iowa average SAT scores by gender and test type from 1998 to 2003. Average scores for males remain above female scores for both SAT verbal and mathematics, continuing the overall trend.

Figure 131

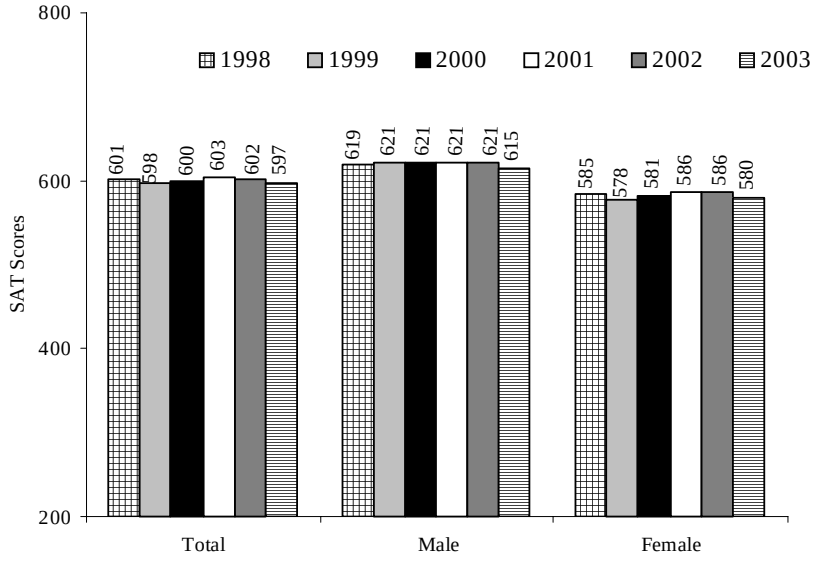
IOWA AVERAGE SAT VERBAL SCORES BY GENDER 1998-2003



Source: The College Board, 2003 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2003 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 132

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER 1998-2003



Source: The College Board, 2003 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2003 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Advanced Placement (AP)

The Advanced Placement (AP) Program, sponsored by the College Board, provides secondary school students the opportunity to take college-level courses in a high school setting. The AP program currently offers more than 30 courses in 19 subject areas. AP courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them and AP examinations are offered once a year in May by the College Board.

Advanced Placement examination grades are reported on a five-point scale: 1-No recommendation for college credit; 2-Possibly qualified; 3-Qualified; 4-Well qualified; and 5-Extremely well qualified.

Nearly 1.71 million AP examinations were taken in the United States in 2003, while 7,721 AP exams were taken by Iowa high school students. The number of Iowa AP candidates has increased 249 percent from 1,475 students in 1991 to 5,141 students in 2003, while the number of Iowa examinations has increased nearly 282 percent over the same period (Table 125).

Table 125

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS
1991-2003

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
2002	4,499	10.6	6,565	9.5
2003	5,141	12.5	7,721	15.0

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

Table 126 shows the average scores for Iowa and the national AP exam takers. Iowa average AP scores are above the national averages for all years listed. In 2003, both Iowa average and national average AP test scores decreased from the 2002 figures.

Table 126

Average Advanced Placement Examination Scores for All Candidates, 1991-2003

	Iowa		Nation	
Year	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score
1991	2,023	3.21	523,236	3.00
1992	2,289	3.16	566,036	3.04
1993	2,788	3.13	623,933	3.00
1994	3,037	3.27	684,449	3.06
1995	3,627	3.11	767,881	2.96
1996	4,112	3.14	824,329	2.99
1997	4,647	3.11	899,463	3.02
1998	4,874	3.13	991,952	3.02
1999	5,241	3.16	1,122,414	3.02
2000	5,591	3.16	1,242,324	3.01
2001	5,995	3.10	1,380,146	2.95
2002	6,565	3.18	1,548,999	2.99
2003	7,721	3.14	1,705,207	2.95

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.

Iowa AP score distributions are displayed in Table 127 for all candidates from 1991 to 2003. The male and female score distributions are shown in Tables 128 and 129. In 2003, about 69 percent of Iowa exams scored three or above. In general, Iowa males performed better than the females on AP examinations for the years shown except 1993.

Table 127

Advanced Placement Exam Score Distribution for Iowa Students, 1991-2003

	AP Score Distributions					
Year	1	2	3	4	5	Percent of Candidates with AP Scores of 3 or Above
1991	4.3%	23.1%	34.9%	22.4%	15.3%	72.6%
1992	5.9	22.7	35.3	22.3	13.8	71.4
1993	6.5	24.4	33.0	22.2	13.9	69.1
1994	3.8	21.4	35.5	22.6	16.7	74.8
1995	6.6	24.6	33.2	22.8	12.8	68.8
1996	5.8	24.1	33.9	23.1	13.2	70.2
1997	7.6	23.4	32.3	23.8	12.9	69.0
1998	6.2	23.8	33.7	23.4	12.9	70.0
1999	6.9	23.3	31.6	23.1	15.1	69.8
2000	6.5	22.2	33.6	24.5	13.2	71.3
2001	6.5	26.2	31.3	22.9	13.1	67.3
2002	7.0	23.0	30.0	24.6	15.4	70.0
2003	8.1	23.0	30.3	23.8	14.9	69.0

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

Table 128

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA MALES, 1991-2003

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
2002	6.6	20.5	28.6	25.5	18.8	72.9
2003	7.5	19.6	29.1	26.1	17.7	73.0

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 FEMALES, 1991-2003

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
2002	7.5	25.4	31.3	23.8	12.0	67.1
2003	8.7	26.6	31.4	21.4	11.8	64.7

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 compares the score distributions between Iowa and the nation from 2000 to 2003. For each year listed, a larger percentage of Iowa students achieved an AP score of three or above compared to the national distribution. In 2003, a higher percentage of Iowa students achieved the highest AP score (5) than the nation (14.9 percent vs. 13.9 percent), and a lower percentage of Iowa AP test takers received the lowest score (1) than the national candidates (8.1 percent vs. 14.4 percent, see Figure 133).

Table 130

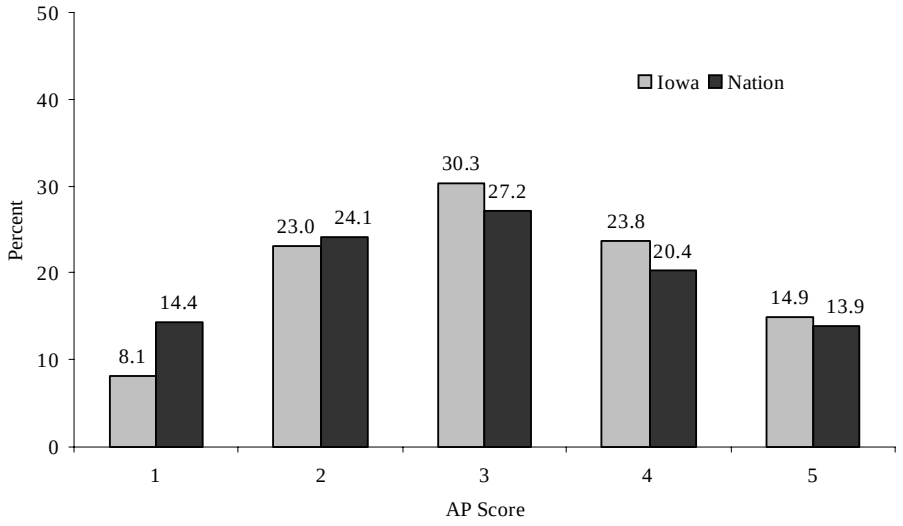
Advanced Placement Score Distribution for Iowa and the Nation 2000 to 2003

	2000		2001		2002		2003	
Score	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation
1	6.5%	12.9%	6.5%	13.4%	7.0%	13.8%	8.1%	14.4%
2	22.2	23.4	26.2	25.3	23.0	23.1	23.0	24.1
3	33.6	28.0	31.3	27.4	30.0	27.4	30.3	27.2
4	24.5	21.0	22.9	20.2	24.6	21.4	23.8	20.4
5	13.2	14.7	13.1	13.7	15.4	14.3	14.9	13.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% of Candidates with AP Scores of 3 or above	71.3	63.7	67.3	61.3	70.0	63.1	69.0	61.5

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

Figure 133

Advanced Placement Exam Score Distributions for Iowa and the Nation - 2003



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 shows the AP school participation rates by state from 1991 to 2002. Nearly 59 percent of U.S high schools participated in the AP program in 2002, a 34 percent increase from the 1991 figure. There are over 44 percent of Iowa high schools in AP programs in 2002, a 146 percent increase from the 1991 figure. Iowa's AP school participation rate ranked 38th among the 50 states and the District of Columbia in 2002 and 46th in 1991.

Table 131

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT 1991-2002

Rank 2002	State	Year 2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Massachusetts	85.8	87.5	86.4	82.5	82.3	80.4	80	78	78	75	74	73
2	Connecticut	85.4	84.6	85.2	87.9	82.3	82.1	84	80	78	78	77	77
3	New Jersey	84.2	87.3	87.8	87.4	83.7	85.0	85	83	80	78	77	75
4	New York	78.6	77.8	76.7	75.2	74.6	73.7	72	71	69	68	66	65
5.5	Maryland	78.2	78.4	79.3	74.9	74.1	72.5	71	69	72	69	68	68
5.5	Utah	78.2	74.8	78.6	69.4	71.6	73.0	70	70	74	68	69	63
7	Dist. of Col.	76.6	70.2	94.7	72.5	73.2	82.5	100	100	78	81	76	97
8	California	75.6	74.3	74.7	72.3	69.7	68.9	69	66	65	64	63	60
9	Virginia	74.3	72.7	74.7	71.8	69.5	69.4	70	68	69	69	67	66
10	Rhode Island	72.3	63.2	70.1	76.1	74.6	72.6	74	73	68	63	66	59
11	Vermont	72.2	71.7	72.2	76.8	69.5	74.7	66	66	61	65	61	56
12	South Carolina	71.5	70.7	74.0	71.4	70.0	70.6	70	70	67	66	65	65
13	New Hampshire	70.7	70.7	79.5	75.0	69.0	71.2	68	69	62	60	58	53
14	Delaware	70.0	62.1	64.4	63.3	47.4	46.8	46	42	62	62	58	58
15	Kentucky	69.4	65.0	66.4	64.8	60.0	62.5	62	58	60	59	58	53
16	Wisconsin	68.9	67.4	65.3	64.1	60.1	56.9	56	52	52	47	46	36
17	Maine	68.5	65.0	63.3	63.1	57.4	58.5	58	54	56	53	50	45
18	North Carolina	68.0	66.4	67.7	67.6	63.3	63.9	64	64	67	67	60	57
19	Texas	67.5	65.3	63.1	60.7	56.9	56.3	51	45	38	35	32	29
20	Ohio	66.5	64.0	63.1	61.0	59.7	58.5	58	56	53	54	53	51
21	Georgia	66.3	65.0	65.0	60.5	58.5	57.8	59	59	61	60	53	49
22	Indiana	64.0	59.4	59.1	57.0	56.2	56.4	55	55	57	53	49	45
23	Hawaii	63.8	74.4	72.7	82.7	73.3	69.9	68	65	65	72	68	65
24	Pennsylvania	63.6	62.4	63.4	61.7	60.6	60.9	60	56	53	52	51	48
25	West Virginia	62.3	56.6	55.2	49.4	55.3	57.5	63	64	60	59	59	55
26	Washington	61.6	61.1	58.1	58.4	54.7	52.8	53	48	47	48	50	48
	United States	**58.9**	**57.3**	**57.3**	**56.0**	**53.8**	**52.9**	**52**	**50**	**49**	**48**	**46**	**44**
27	Michigan	57.8	57.2	56.7	56.5	54.1	53.1	52	50	51	51	48	47
28.5	Florida	56.9	54.5	64.8	62.7	57.5	56.8	57	55	55	55	52	52
28.5	Tennessee	56.9	55.6	53.1	53.2	50.6	50.2	50	47	45	45	43	44
30	Illinois	56.0	54.1	54.1	52.0	51.8	52.2	50	49	47	45	44	42
31	Oklahoma	54.6	49.3	42.0	33.7	24.8	18.0	16	17	17	15	15	16
32	New Mexico	53.4	47.6	50.0	48.4	43.9	39.0	42	40	39	34	31	28
33	Colorado	52.6	48.6	49.9	50.7	47.8	47.9	50	50	47	47	44	43
34	Idaho	49.3	48.7	42.0	49.0	42.7	42.8	39	41	37	40	35	37
35	Oregon	48.9	49.5	50.2	48.7	48.5	42.5	44	45	44	45	44	40
36.5	Nevada	48.6	45.7	38.7	41.0	40.2	52.2	56	53	52	52	48	44
36.5	Minnesota	48.6	47.7	44.6	45.3	43.1	43.1	44	42	35	34	30	30
38	**Iowa**	**44.2**	**36.6**	**33.3**	**35.6**	**36.3**	**31.9**	**29**	**30**	**27**	**25**	**22**	**18**
39	Montana	38.6	34.6	34.3	33.2	32.3	35.0	31	31	28	27	26	22
40	Missouri	35.8	34.0	32.6	30.2	27.1	24.9	26	26	24	20	19	20
41	Arizona	34.8	39.4	51.0	50.2	53.9	46.6	57	51	55	55	54	52
42	Arkansas	34.7	32.5	33.0	32.2	30.5	30.2	27	22	23	21	20	19
43	Mississippi	34.6	36.1	38.7	36.4	38.2	36.4	38	33	34	30	31	31
44	Alabama	33.9	35.4	36.3	38.3	36.9	41.9	44	45	45	46	46	45
45	Wyoming	31.2	29.6	33.3	30.5	29.1	30.4	30	30	34	34	33	31
46	Kansas	28.0	24.6	24.4	26.0	24.1	22.8	24	25	22	20	20	18
47	South Dakota	26.9	23.6	19.2	21.1	19.0	15.9	14	19	9	9	7	12
48	Louisiana	26.7	27.0	24.6	24.4	23.8	23.9	24	25	24	24	23	21
49	Nebraska	22.2	18.6	21.7	22.5	22.7	21.7	19	22	20	21	20	18
50	Alaska	11.8	11.3	12.6	13.9	12.8	11.7	12	12	13	12	10	10
51	North Dakota	11.2	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, 1991-2002.

Compared to 1991, the number of AP examinations per 1,000 high school juniors and seniors increased for most states and the U.S. average (Table 132). Although the Iowa AP examination rate increased in 2002, Iowa's rank in the nation has not improved since 1995.

Table 132

Number of Advanced Placement Examinations Taken Per Thousand 11th and 12th Graders, 1991-2002

Rank 2002	State	Year 2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Virginia	356	344	316	302	249	241	227	221	209	184	170	161
2	Dist. of Col.	351	***	423	388	359	331	277	249	251	221	220	283
3	New York	332	318	290	276	256	237	218	195	192	180	170	157
4	Maryland	322	285	256	234	216	201	188	177	164	157	145	135
5	California	307	282	259	238	221	206	195	178	167	157	147	139
6	North Carolina	303	266	235	219	190	178	167	170	145	119	95	81
7	Florida	295	273	241	226	215	183	197	190	189	171	181	156
8	New Jersey	282	261	239	245	210	206	195	163	155	143	136	121
9	Connecticut	280	271	250	233	218	188	171	152	144	138	134	123
10	Utah	266	254	242	235	231	232	221	229	239	215	211	193
11.5	Massachusetts	262	264	239	230	213	202	180	162	153	145	134	121
11.5	Texas	262	243	210	178	149	136	115	103	82	69	57	52
13	Delaware	261	216	187	182	176	168	155	136	132	135	120	103
14	Hawaii	226	187	173	164	157	142	129	140	136	127	129	118
15	South Carolina	221	197	190	193	191	184	178	171	165	152	141	130
16	Georgia	218	205	186	169	144	122	110	144	154	125	85	77
17	Colorado	212	194	179	158	147	131	124	119	122	121	123	115
	United States	212	**197**	**178**	**165**	**150**	**139**	**130**	**122**	**116**	**106**	**98**	**89**
18	Illinois	187	176	161	144	144	136	130	122	115	106	101	90
19	Rhode Island	173	160	150	140	131	122	118	104	98	90	89	86
20	Maine	169	160	141	137	118	125	104	96	84	80	71	63
21.5	Pennsylvania	164	151	140	131	116	110	102	91	90	86	79	72
21.5	Vermont	164	151	136	142	123	107	94	87	102	94	84	82
23	Wisconsin	162	154	140	125	117	106	96	85	74	64	48	39
24	Michigan	155	145	130	122	112	107	105	91	84	82	76	70
25	Nevada	154	141	130	124	118	100	103	101	97	87	80	80
26.5	Alaska	153	144	157	145	150	108	101	91	97	103	98	94
26.5	Oklahoma	153	128	107	93	71	56	49	45	51	48	42	37
28	New Mexico	149	138	114	106	83	80	76	74	78	74	80	72
29	New Hampshire	148	158	150	147	138	127	122	111	95	91	83	74
30	Kentucky	146	138	122	112	98	94	86	79	78	74	69	59
31.5	Minnesota	143	140	120	123	105	80	75	77	51	46	40	35
31.5	Washington	143	123	106	93	82	74	63	57	60	58	57	54
33.5	Arizona	134	118	103	99	107	102	98	92	105	94	85	66
33.5	Tennessee	134	132	126	121	104	97	94	88	89	80	74	70
35	Ohio	128	119	113	112	103	96	88	83	72	68	63	55
36	Indiana	121	113	107	98	91	89	97	92	84	68	59	50
37	South Dakota	111	99	88	72	68	48	37	35	23	24	18	18
38	Arkansas	108	99	84	72	62	54	42	41	37	32	29	29
39	Montana	107	92	86	82	72	64	63	52	51	44	44	41
40	Oregon	102	93	82	77	75	70	58	60	65	65	65	61
41	Idaho	99	99	85	77	67	60	46	50	56	52	47	44
42	West Virginia	98	88	81	72	66	72	68	68	62	58	55	48
43	Missouri	94	84	71	64	56	51	48	47	47	44	38	34
44	Alabama	92	84	79	82	84	94	88	88	81	73	70	62
45	Wyoming	84	72	50	44	31	30	34	45	48	42	42	33
46	Kansas	73	67	63	56	51	48	47	41	40	38	35	36
47	**Iowa**	**72**	**66**	**62**	**59**	**54**	**53**	**48**	**44**	**39**	**37**	**31**	**27**
48	North Dakota	67	54	48	41	38	28	32	24	21	19	19	19
49	Mississippi	65	64	58	65	58	58	54	48	45	39	38	36
50	Nebraska	58	53	47	45	50	49	44	48	46	47	41	39
51	Louisiana	50	52	48	46	42	39	38	36	39	37	34	34

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1991-2002.
Note: ***AP exams per 1000 11th and 12th graders is not available for 2001.

National Assessment of Educational Progress (NAEP)

For more than a quarter of a century, the National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education, has been the only nation-wide assessment of student achievement in various subject areas.

A NAEP Reading assessment was conducted in 1992. The tests reflected the three purposes of reading: Reading for literary experience, reading to gain information, and reading to perform a task. All three grades were assessed on purposes one and two. Only 8th and 12th graders were assessed on reading to perform a task.

In 2002, the NAEP Reading was assessed at 4th, 8th, and 12th grade levels. The national data for the NEAP Reading are available for all three grades. However, state-by-state results are only available for grades 4 and 8. Iowa, along with 47 other states and jurisdictions, participated in the 2002 Reading at 4th grade.

Average Scale Scores

The NAEP Reading Assessment scale score ranges from 0 to 500. Table 133 presents the overall performance of public school grade 4 students in Iowa and the nation. In all years show, the average scale scores for Iowa students were higher than the national averages. In 1998, NAEP began testing the use of accommodations in reading, such as assessing these students in a small group setting or allowing them extra time. In 2002, about 19 percent of 4th grade students nationwide selected for NAEP were identified as special needs students. This is almost double the size of the special needs population in 1992. Therefore, comparisons between the accommodations not permitted and accommodations permitted results should be interpreted with caution.

Table 133

NAEP, AVERAGE READING SCALE SCORES FOR GRADE 4 PUBLIC SCHOOL STUDENTS, 1992, 1994, 1998 AND 2002

Year	Iowa	Nation
	Accommodations Not Permitted	
1992	225	215
1994	223	212*
1998	223	215
	Accommodations Permitted	
1998	220	213*
2002	223	217

Source: U.S. Department of Education, National Center for Education Statistics, The Nation's Report Card: State Reading 2002 Reports.

Notes: In 1998, NAEP began to provide accommodations to special needs students.
*The value is significantly different from the value for 2002.

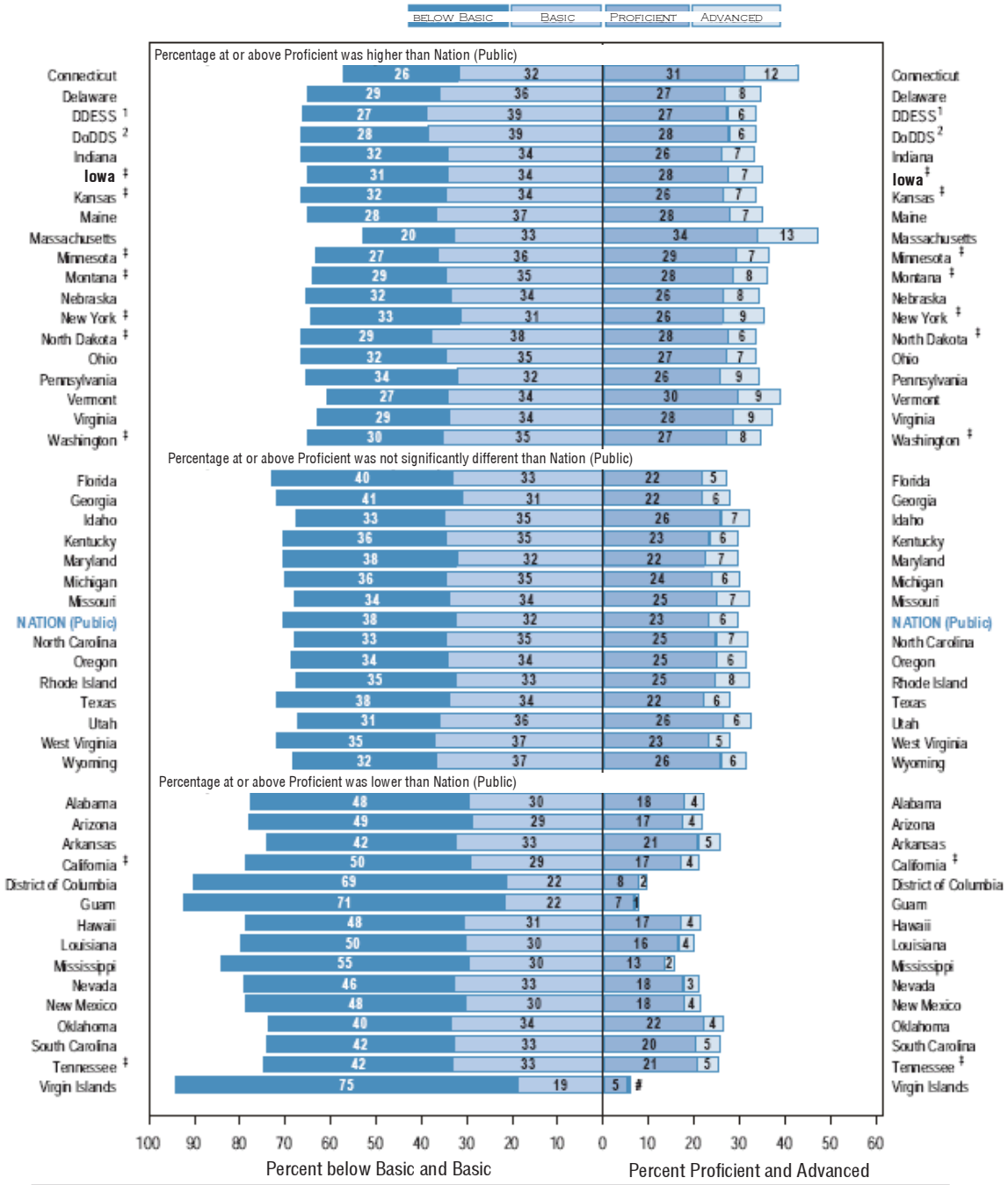
Percentage of Students by Achievement Levels

Student performance results are reported according to three achievement levels (Basic, Proficient, and Advanced) established by the National Assessment Governing Board (NAGB). These levels are intended to describe what students should know and be able to do at each achievement level. "Basic" represents partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. "Proficient" represents solid academic performance, and "Advanced" represents superior performance.

The percentage of Iowa grade 4 students at or above proficient level was higher than the national average (Figure 134) in 2002. There were a total of 18 other states and jurisdictions (including four other midwest states: Kansas, Minnesota, Nebraska, and North Dakota) in the top category. Missouri student performance was not significantly different from the national average and three other midwest states (Illinois, South Dakota, and Wisconsin) did not participate in grade 4 NAEP Reading in 2002.

Figure 134

Percentage of Students within each Reading Achievement Level Range, Grade 4 Public Schools by State 2002



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

Notes: Percentages may not add to 100, due to rounding.
‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

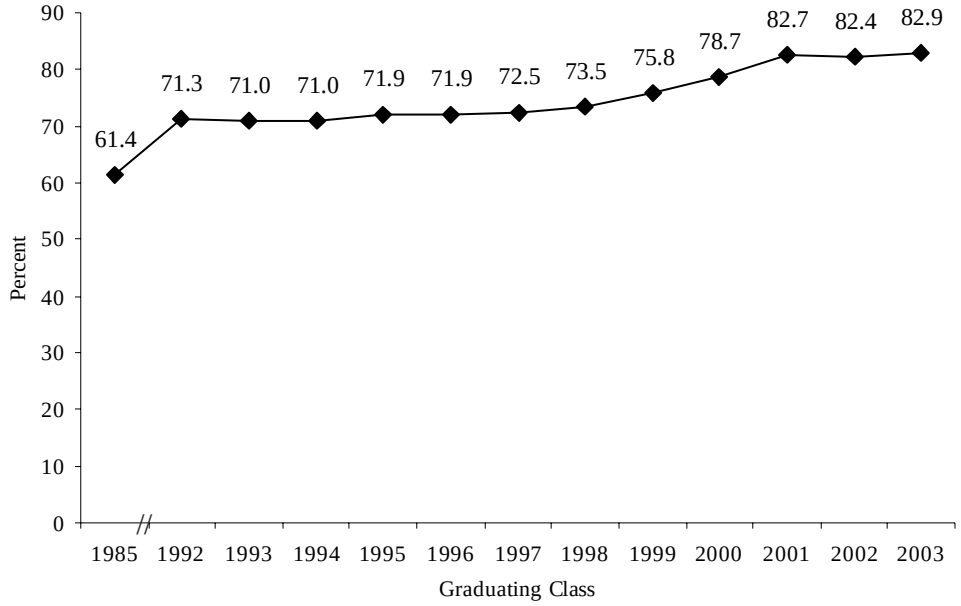
Pursuit of Postsecondary Education/Training

Information presented in this section contains graduation follow-up data for years 1985 and 1992 through 1996, a combination of graduation follow-up and graduate intentions data from 1997 through 1999, and graduate intentions data from 2000 though 2003. The transition was caused by the actual practices of the school districts. Since many districts reported intentions, changes were made to assist in the implementation of collecting data via individual student records through Project EASIER (Electronic Access System for Iowa Education Records).

The percent of Iowa public high school graduates who planned to pursue postsecondary education or training is displayed in Figure 135. The postsecondary institutions include four-year public and private colleges, community colleges, public junior colleges, and private junior colleges and can be located in or out of Iowa. The percent of Iowa high school graduates that intended to pursue postsecondary education/training increased from 82.4 percent in 2002 to 82.9 percent in 2003.

Figure 135

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992-2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions File.

Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

The two smallest enrollment categories (less than 250 and 250-399) had the highest percentage of graduates that intended to pursue postsecondary education for the second year in a row in 2003. Both of those enrollment categories had 84.0 percent or more graduates that intended to seek higher education opportunities for both 2002 and 2003. All other enrollment categories were below 84.0 percent for 2002 and 2003 (see Table 134).

Table 134

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1995 through 2003

Graduating Class	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985	66.5%	63.0%	66.0%	64.3%	62.2%	62.2%	52.3%	61.4%
1995	65.9	68.3	72.2	73.2	71.1	70.8	73.4	71.9
1996	59.5	69.2	71.5	73.3	73.4	68.8	72.6	71.9
1997	76.6	72.4	68.4	73.4	74.9	68.4	74.0	72.5
1998	69.7	70.2	70.8	73.2	74.6	72.5	75.8	73.7
1999	69.9	74.7	73.4	76.4	76.9	76.6	74.5	75.8
2000	80.5	82.5	80.1	78.9	79.0	76.0	79.1	78.7
2001	73.9	81.3	81.0	82.5	83.1	81.9	84.3	82.7
2002	84.1	84.9	82.1	82.7	83.5	80.0	82.6	82.4
2003	84.3	84.0	83.6	83.3	81.8	82.8	83.3	82.9

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

Table 135 provides a gender comparison of public high school graduates that intend to pursue postsecondary education/training for graduating classes of 1998 through 2003. For all years shown, females that intended to pursue postsecondary education had a higher percentage reported than males.

Table 135

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 1998-2003

Graduating Class	Gender Male	Female	Total
1998	68.8%	78.4%	73.7%
1999	70.7	80.9	75.8
2000	74.5	82.9	78.7
2001	77.8	87.5	82.7
2002	77.9	86.9	82.4
2003	78.0	87.8	82.9

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

The percent of high school graduates that intend to go to a community college increased for the third straight year in 2003. Since 1985, the percentage of graduates that plan to attend a community college has almost doubled, moving from 18.2 percent to 35.5 percent. Graduates that indicated that they intend to go to a public four-year college decreased for the third consecutive year in 2003. Table 136 provides the percent of public high school graduates that intended to pursue postsecondary education by the institution type.

Table 136

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 1985 and 1996 to 2003

	Graduating Class								
Postsecondary Institution	1985	1996	1997	1998	1999	2000	2001	2002	2003
Private 4-Year College	12.3%	13.3%	13.1%	13.3%	14.0%	12.6%	14.9%	15.8%	15.4%
Public 4-Year College	23.3	25.3	25.1	26.6	25.9	28.0	27.3	25.5	25.0
Private 2-Year College	1.4	1.2	1.3	1.0	2.0	5.8	5.2	4.4	2.7
Community College	18.2	28.3	29.4	28.8	30.4	28.9	31.0	32.3	35.5
Other Training	6.2	3.8	3.6	4.0	3.6	3.3	4.3	4.4	4.3
Total	61.4	71.9	72.5	73.7	75.9	78.6	82.7	82.4	82.9

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.

The percent of Iowa public school graduates that intended to pursue postsecondary education at four-year and two-year colleges is shown in Table 137 and Figure 136. In 1985 the difference between the four-year and two-year colleges was 16.0 percentage points. That gap has narrowed and by 2003 that difference was 2.2 percentage points.

Table 137

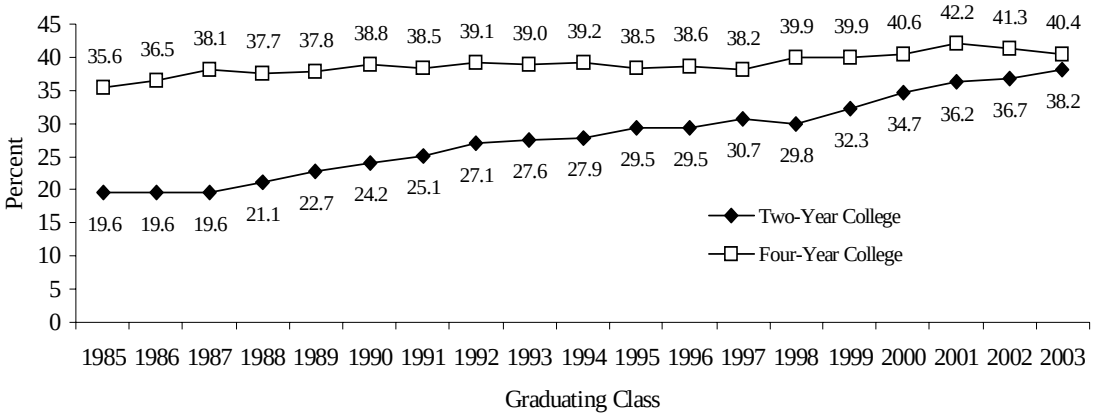
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1985 and 1996-2003

	Graduating Class								
Postsecondary Institution	1985	1996	1997	1998	1999	2000	2001	2002	2003
Four-Year College	35.6%	38.6%	38.2%	39.9%	39.9%	40.6%	42.2%	41.3%	40.4%
Two-Year College	19.6	29.5	30.7	29.8	32.3	34.7	36.2	36.7	38.2

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

Figure 136

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES, 1985-2003



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

Iowa Code, Chapter 261C, provides Iowa high school students the opportunity to earn college credit in high school. The "Postsecondary Enrollment Options Act" (PSEO) became law in 1993 and limits eligibility to 11th and 12th grade students and 9th and 10th grade students that are identified as gifted and talented as determined by school district criteria and procedures. Participating school districts are required to pay a fee to postsecondary institutions providing the course offered for college credit. 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, according to law.

The number of students earning college credit while enrolled in high school and the number of courses taken under the postsecondary enrollment options program in displayed in Table 138 and Figure 137. Total enrollments and PSEO courses taken decreased for the first time in 2002-2003. The total number of students decreased by 165 (2.4 percent) and the number of courses taken decreased by 287 (2.4 percent) compared to 2001-2002.

Table 138

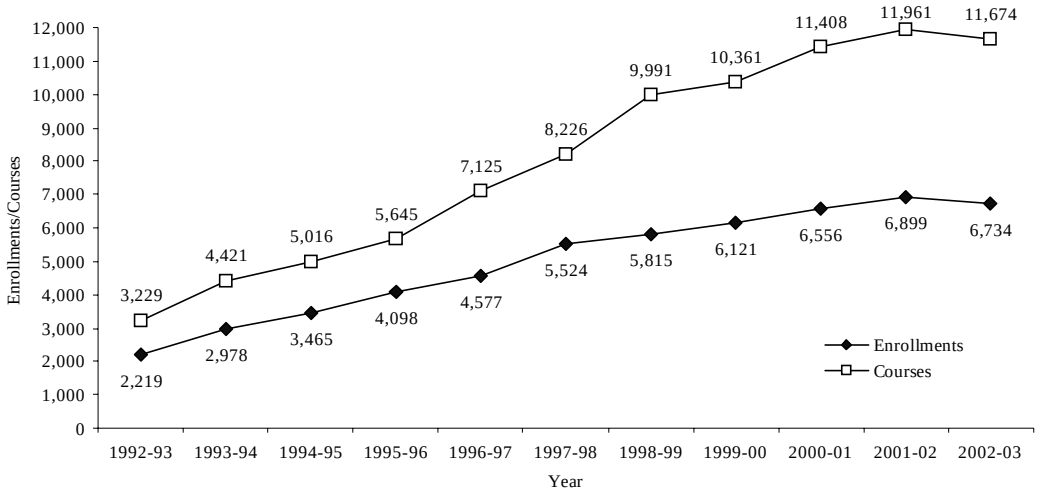
IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES
1992-1993 TO 2002-2003

Year	Enrollments	Courses
1992-1993	2,219	3,229
1993-1994	2,978	4,421
1994-1995	3,465	5,016
1995-1996	4,098	5,645
1996-1997	4,577	7,125
1997-1998	5,524	8,226
1998-1999	5,815	9,991
1999-2000	6,121	10,361
2000-2001	6,556	11,408
2001-2002	6,899	11,961
2002-2003	6,734	11,674

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

Figure 137

IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES - 1992-1993 TO 2002-2003



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

The number of Iowa high school students that participated in the PSEO courses by grade level is displayed in Table 139. All grades listed decreased from 2001-2002 to 2002-2003. The largest decrease occurred in grade 12 with a reduction of 144 students (2.8 percent).

Table 139

NUMBER OF IOWA HIGH SCHOOL STUDENTS PARTICIPATED IN THE POSTSECONDARY ENROLLMENT OPTIONS ACT 1992-1993 AND 2000-2001 TO 2002-2003

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
2002-2003	241	1,557	4,936	6,734

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

Table 140 details the number of PSEO courses taken by high school students by the type of course and institution. As in previous years, community colleges had the highest participation in both the academic area and the vocational/technical area. However, both of those areas decreased slightly from 2001-2002 to 2002-2003.

Table 140

NUMBER OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA HIGH SCHOOL STUDENTS BY TYPE OF COURSE AND TYPE OF INSTITUTION 1992-1993 AND 2000-2001 TO 2002-2003

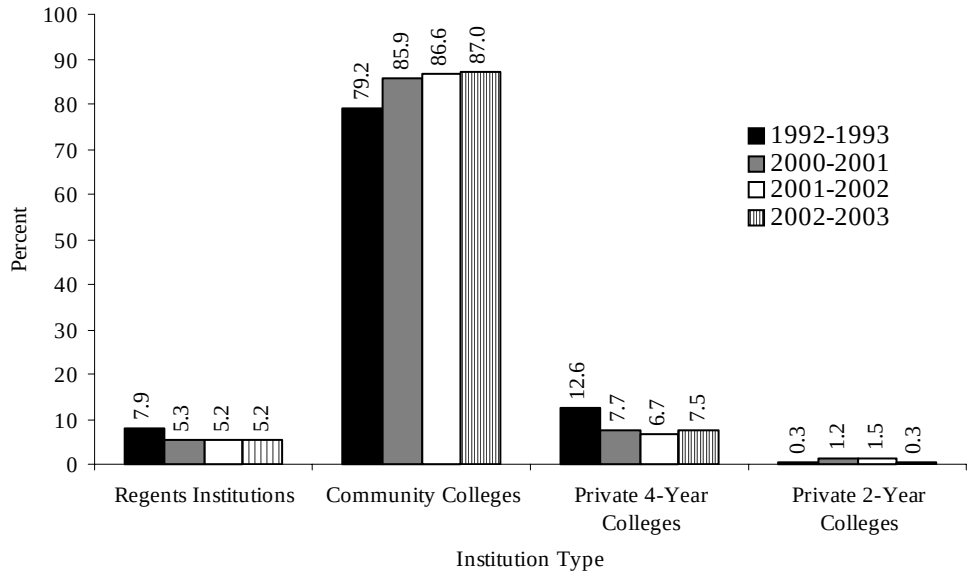
	Academic (Math, Science, English, Etc.)				Vocational/Technical				
School Year	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	Total Courses Taken
1992-1993	245	2,099	382	10	9	457	26	1	3,229
2000-2001	571	6,900	833	119	29	2,902	41	13	11,408
2001-2002	614	7,596	769	166	10	2,762	30	14	11,961
2002-2003	586	7,438	843	32	18	2,714	36	7	11,674

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

Although the total number of courses taken through a community college decreased slightly, the overall percentage of the PSEO courses taken at community colleges increased to 87.0 percent in 2002-2003, up from 86.6 percent in 2001-2002. The percentage of PSEO courses taken at private four-year colleges increased to 7.5 percent in 2002-2003 and the percentage of PSEO courses taken at Iowa regents institutions remained unchanged in 2002-2003 (see Figure 138).

Figure 138

PERCENTAGE DISTRIBUTION OF POSTSECONDARY ENROLLMENT OPTION COURSES TAKEN BY IOWA HIGH SCHOOL STUDENTS 1992-1993 AND 2000-2001 TO 2002-2003



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

Dropouts

Dropout data for grades 7-12 are collected through the Fall Basic Educational Data Survey (BEDS) for all public school districts. Districts participating in Project EASIER, however, report dropout information in both the spring and fall for a crosscheck. Dropout data are available by gender and race/ethnicity. The grade level dropout information makes it possible to get a single given grade dropout rate or calculate high school (grade 9-12) dropout rate. The National Center for Education Statistics (NCES) definition used for dropouts is students who satisfy one or more of the following conditions:

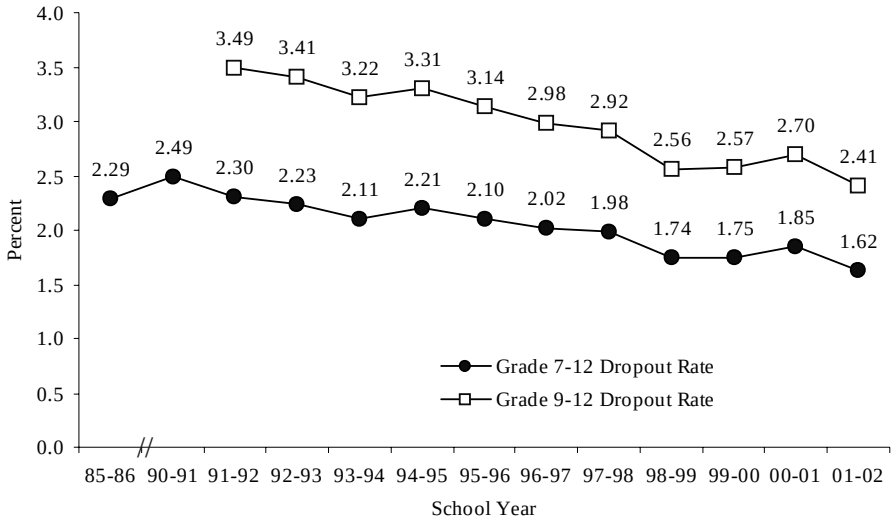
- Was enrolled in a school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b) temporary school-recognized absence for suspension or illness, and c) death.

A student who has left the regular program to attend a program designed to earn a GED (not an alternative high school) is considered a dropout.

Figure 139 shows the trend of Iowa public school grade 7-12 dropouts as a percent of public school grade 7-12 enrollments. Public school grade 9-12 dropout rates are also shown in Figure 139 for the first time. Between 1991-1992 and 1998-1999, grade 7-12 dropout rates were in a downward trend. A similar pattern can be seen for grade 9-12 dropout rates from 1992-1993 to 1998-1999. There were slight increases in the dropout percents in grades 7-12 and 9-12 in 1999-2000 and larger increases in 2000-2001. In 2001-2002, the dropout rates decreases significantly for both grades 7-12 average and 9-12 average. In 2001-2002 the dropout rate for grade 9-12 was 2.41 percent and the dropout rate for grade 7-12 was 1.62 percent.

Figure 139

IOWA PUBLIC SCHOOL GRADES 7-12 AND GRADES 9-12 DROPOUT RATES 1985-1986 AND 1990-1991 THROUGH 2001-2002



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

Dropout data by grade for the state and broken down by enrollment category are shown in Table 141 for 2001-2002. In 2001-2002, a total of 3,711 students were reported as dropouts. The largest percentage of dropouts was from grade 12 with 35 percent, followed by grade 11 with 30 percent of total dropouts. Only 10 students dropped out from grades 7 and 8 combined.

A comparison is also made for grade 7-12 dropout distribution and grade 7-12 enrollment distribution by enrollment category (see Table 141). Districts with enrollments of 2,500 and above accounted for 70 percent of all dropouts and 45 percent of grade 7-12 enrollments. On average, the districts in enrollment categories under 2,500 had grade 7-12 dropout rates below the state average. Less than 1 percent of the students in grades 7-12 dropped out in districts with fewer than 1,000 students. The grade 7-12 dropout rate was above 3 percent for the districts with more than 7,500 students.

Table 141

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY ENROLLMENT CATEGORY 2001-2002

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	0	1	7	8	0.21%	0.86%	0.41%
250-399	0	0	3	10	22	22	57	1.54	3.17	0.79
400-599	0	1	12	18	42	52	125	3.37	8.80	0.62
600-999	0	2	18	57	80	107	264	7.11	16.04	0.72
1,000-2,499	1	0	52	128	219	272	672	18.11	25.76	1.14
2,500-7,499	0	0	110	200	239	247	796	21.45	19.62	1.77
7,500+	4	2	307	369	526	581	1,789	48.21	25.75	3.04
State	5	5	502	782	1,129	1,288	3,711	100.00	100.00	1.62

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

Table 142 shows gender comparisons on dropouts and enrollments for school years 1994-1995 to 2001-2002. Males had a higher dropout percent than females in all years shown. Males represented over 56 percent of total dropouts and less than 52 percent of total grade 7-12 enrollment in 2001-2002.

Table 142

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY GENDER 1994-1995 TO 2001-2002

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Dropout % Female	1.87%	1.81%	1.75%	1.73%	1.59%	1.51%	1.60%	1.45%
Dropout % Male	2.54	2.38	2.27	2.22	1.87	1.99	2.08	1.79
Female Dropouts as a % of Total Dropouts	41.70	42.20	42.60	42.94	44.89	42.04	42.39	43.52
Female Enrollment as a % of Total Enrollment	49.20	49.00	49.10	49.05	48.94	48.88	48.91	48.70

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

2001-2002 dropout data and grade 7-12 enrollment by race/ethnicity are shown in Table 143. The data reflect that dropout rates were higher for all minority groups than for the non-minority. In 2001-2002, all minorities represented less than 9 percent of grade 7-12 enrollments, while representing over 21 percent of total dropouts. The dropout rate for minorities was 3.92 percent compared to 1.40 percent for non-minority. All minority groups except Asian had grade 7-12 dropout rates above 4 percent.

Table 143

2001-2002 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	1.40%	2,926	78.85%	208,631	91.25%
All Minority	3.92	785	21.15	20,006	8.75
American Indian	4.18	51	1.37	1,219	0.53
Asian	1.85	72	1.94	3,888	1.70
Hispanic	4.55	327	8.81	7,193	3.15
African American	4.35	335	9.03	7,706	3.37
State	1.62	3,711	100.00	228,637	100.00

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

Table 144 shows dropout and enrollment as a percentage of the total by race/ethnicity from 1994-1995 to 2001-2002. The grade 7-12 white enrollment and white dropouts as a percentage of the total have been decreasing from 1994-1995 to 2001-2002. The white dropout rate decreased nearly 9 percentage points of the total over the eight-year period, while the decrease of proportion of white enrollment was less than 3 percentage points (also see Figure 140).

Table 144

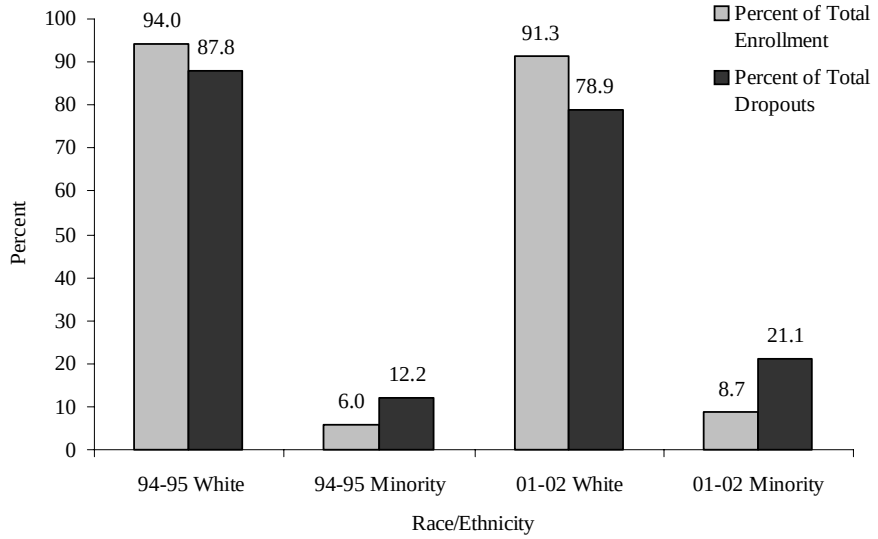
Percent of Dropouts and Percent of Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 1994-1995 to 2001-2002

Racial/Ethnic Group	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
	% of 7-12 Total Dropouts							
White	87.8%	83.6%	84.8%	83.3%	83.0%	83.5%	80.1%	78.9%
African American	5.6	9.0	7.6	7.4	6.4	6.3	7.9	9.0
Hispanic	4.3	4.6	5.4	6.7	7.7	7.3	8.8	8.8
Asian	1.3	1.6	1.3	1.4	1.6	1.6	1.5	1.9
American Indian	1.0	1.2	0.9	1.2	1.3	1.3	1.7	1.4
	% of 7-12 Enrollment							
White	94.0%	93.7%	93.4%	93.1%	92.8%	92.4%	91.8%	91.3%
African American	2.7	2.7	2.8	2.8	2.9	3.0	3.1	3.4
Hispanic	1.5	1.7	1.9	2.1	2.2	2.5	2.8	3.1
Asian	1.5	1.5	1.6	1.6	1.7	1.7	1.8	1.7
American Indian	0.3	0.4	0.3	0.4	0.4	0.4	0.5	0.5

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

Figure 140

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 2001-2002



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

Table 145 shows 2001-2002 grade 7-12 dropout rate distributions. Slightly more than 27 percent of Iowa public school districts reported no dropouts, and over 69 percent of the districts had a dropout rate of 1.0 or less in 2001-2002.

Table 145

Distribution of Grade 7-12 Dropout Rates for Iowa Public School Districts 2001-2002

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0	102	27.5%	27.5%
.01-.50	64	17.2	44.7
.51-1.00	91	24.6	69.3
1.01-1.50	38	10.2	79.5
1.51-2.00	33	8.9	88.4
2.01-2.50	19	5.1	93.5
2.51-3.00	11	3.0	96.5
3.01-3.50	7	1.9	98.4
3.51-4.00	2	0.5	98.9
>4.00	4	1.1	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 146 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 146

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 Department of Education collects high school graduation data in the spring through the Basic Educational Data Survey (BEDS). The National Center for Education Statistics (NCES) definitions for high school completers are:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

The No Child Left Behind (NCLB) Accountability System is based primarily on academic assessments and requires high school graduation rate as one of the additional indicators for public high schools. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore the Iowa Accountability Plans under the Consolidated Application Process has a narrower definition for high school graduates:

- **Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.**
- **Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.**

The other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. In 2001-2002, there were 43 other completers statewide and many of them were foreign exchange students. Other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school graduates in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school 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. Iowa high school graduation rate in year 4 equals the number of public high school regular diploma recipients in year 4 divided by the number of high school regular diploma recipients in year 4 plus the sum of dropouts in grades 9 through 12 from years 1 through 4 respectively.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where: GR_i is the graduation rate for a given year (i).
G_i is the number of students achieving a regular high school diploma for year i.
D_i is the number of dropouts in grade 12 for year i.
$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year (i-1).
$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year (i-2).
$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year (i-3).

Table 147 shows the high school graduation data by gender and state total for graduating classes 1996 through 2002. The overall graduation rates increased annually from 87.0 percent in 1996 to 89.4 percent in 2002. A similar trend can be seen for females and males. Females had higher rates than the males for all seven classes shown (also see Figure 141).

Table 147

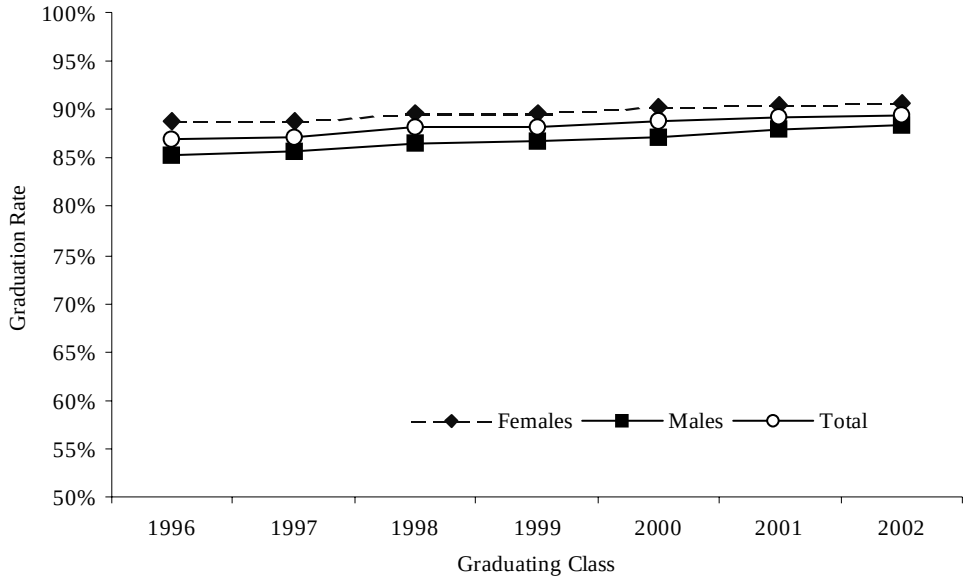
IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER, GRADUATING CLASSES 1996-2002

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1996	15,874	15,969	31,843	88.8%	85.2%	87.0%
1997	16,531	16,455	32,986	88.8	85.6	87.2
1998	17,156	17,033	34,189	89.7	86.5	88.1
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4

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

Figure 141

IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER AND STATE TOTAL GRADUATING CLASSES 1996 TO 2002



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

Graduation data by race/ethnicity are shown in Table 148 for 1996 to 2002 graduating classes. Asian and White had the highest graduation rates for all classes shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average. The rates for White have been increasing steadily, increasing from 88.2 percent in 1996 to 90.7 percent in 2002. Minority data presented were less stable due to small group sizes.

Table 148

IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY RACE/ETHNICITY, GRADUATING CLASSES 1996 TO 2002

Graduating Class	1996	1997	1998	1999	2000	2001	2002
Race/Ethnicity	Number of Graduates with Diplomas						
American Indian	55	73	84	90	74	212	108
Hispanic	408	524	531	500	537	582	660
Asian	508	555	508	496	546	684	657
African American	648	614	696	673	734	678	756
White	30,224	31,220	32670	32,619	31,943	31,618	31,608
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789
Race/Ethnicity	Graduation Rates						
American Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9
African American	63.8	64.0	67.6	66.2	68.4	70.6	71.4
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4

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

Table 149 displays the graduation rates by enrollment category for graduating classes 1996 to 2002. On average, districts with enrollment 2,500 and above had graduation rates less than the state average while districts with enrollments less than 2,500 had graduation rates above the state average. Despite fluctuations, the graduation rates for graduating class 2002 are higher than the rates for graduating class 1996 for all seven-enrollment categories.

Table 149

Iowa Public High School Four Year Graduation Rates by Enrollment Category Graduating Classes 1996 through 2002

Graduating Class	1996	1997	1998	1999	2000	2001	2002
Enrollment Category	Number of Graduates with Diplomas						
<250	141	168	131	138	150	199	215
250-399	950	980	1,127	1,163	1,297	1,325	1,327
400-599	2,598	2,652	2,616	2,765	2,785	2,882	3,008
600-999	6,004	6,480	6,523	6,538	6,390	6,167	5,737
1,000-2,499	8,887	8,987	9,728	9,634	9,347	9,357	9,033
2,500-7,499	6,199	6,338	6,477	6,641	6,560	6,567	6,889
7,500+	7,064	7,381	7,587	7,499	7,305	7,277	7,580
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789
Enrollment Category	Graduation Rates						
<250	95.3%	94.4%	93.6%	93.2%	88.8%	92.6%	95.6%
250-399	93.3	94.8	93.6	93.3	92.1	93.9	95.0
400-599	93.7	93.4	92.8	93.4	94.3	94.6	95.6
600-999	93.4	92.6	93.3	93.1	93.5	93.3	94.3
1,000-2,499	89.0	88.4	89.5	90.0	90.7	91.4	91.9
2,500-7,499	84.9	84.9	86.1	87.1	86.6	88.4	88.7
7,500+	78.9	80.7	81.9	81.1	82.2	81.5	81.1
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4

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

Table 150 displays 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.

Table 150

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 Assistance

Under the No Child Left Behind Act (NCLB), public school districts and schools must report the academic progress of all students in the areas of reading and mathematics. If schools do not meet the annual Adequate Yearly Progress (AYP) state goals for reading and mathematics at grades 4, 8, and 11 by subgroups, a 95 percent participation rate on the district-wide assessment, the state attendance rate goal for elementary and middle schools, or the state graduation rate goal for high schools, they are designated as a school in need of assistance. Eleven of 1,500 (0.7 percent) public school buildings were determined to be in need of assistance following the 2002-2003 school year. A list of the schools in need of assistance and the school districts they are located in is presented in Table 151. Publication of this list in the *State Report Card* and *The Annual Condition of Education Report* is required under the provisions of the NCLB Act.

Table 151

SCHOOLS IN NEED OF ASSISTANCE
2003

District Name	School Name
Central Decatur	Decatur Elementary
Davenport	Buchanan Elementary Fillmore Elementary Hayes Elementary Jefferson Elementary
Des Moines	Moulton Elementary
Midland	Lost Nation Middle
North Cedar	Lowden Elementary
Oskaloosa	Lincoln Elementary
Waterloo	Central Middle Logan Middle

Source: Iowa Department of Education, Bureau of Administration and School Improvement Services, Title I.

Highly Qualified Teacher Comparison

Table 152 provides a comparison between full-time teachers in school buildings in the top quartile (school buildings with a high percentage of students eligible for free or reduced price lunch) and full-time teachers in buildings in the bottom quartile (school buildings with a low percentage of students eligible for free or reduced price lunch) for the 2002-2003 school year. Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. 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. The differences between the teachers in the two categories are not significant. Teachers in the bottom quartile have a higher percentage of advanced degrees (28.4 percent versus 27.4 percent), have slightly more years of experience (14.9 versus 14.1), and on average make $640 more than teachers in the top quartile.

Table 152

TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS 2002-2003

	Number of Students	Number of Full-Time Teachers	Number of Advanced Degrees	Percentage of Advanced Degrees	Number of Bachelors Degrees	Average Experience	Average Age	Average Salary
Top Quartile - Schools with highest percentage of students eligible for free or reduced lunch.	108,464	7,560	2,068	27.4%	5,492	14.1	42.1	$39,186
Bottom Quartile - Schools with lowest percentage of students eligible for free or reduced lunch.	144,038	7,697	2,189	28.4%	5,508	14.9	41.5	$39,826

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

Table 153 presents the estimated 2002-2003 assignments by academic area for grades 7-12. Estimates are based on the number of teachers with teaching assignments in their endorsement area compared to the number of teachers with teaching assignments outside their endorsement area. This estimate provides a snapshot of the percentage of classes in specific academic areas that are taught by a highly qualified teacher. Of the eleven academic areas shown, seven are approximately 90 percent or greater. Economics and geography have the lowest percentage at 65 percent and 51 percent respectively. For all areas shown, just under 95 percent of the courses in the academic areas listed were taught by a highly qualified teacher.

Table 153

Percent of Teachers Teaching in Endorsement Area
Grade 7-12 Public School Teachers by Academic Area
2002-2003

Academic Area	Percent of Teachers Teaching in Endorsement Area
English	97.6%
Reading/Language Arts	93.7
Mathematics	96.8
Science	87.7
Foreign Language	90.4
Civics/Government	82.9
Economics	65.3
Arts	97.6
History	89.8
Geography	51.1
Elementary	97.1
Total	94.8

Source: Iowa Department of Education, Licensure and Basic Educational Data Survey Staff Files.

FINANCE

The finance chapter provides budget information pertaining to property taxes, state aid, and income surtax revenues. Expenditure information is included and is detailed by functions (instruction, administration, operations, transportation, and services) and objects (salaries, benefits, purchased services, supplies, property and other). Information is displayed at the state level and in some cases at the enrollment size category level. The 1985-1986 school year is used as basis of comparison wherever possible.

The most current data available at the time of preparation of *The Annual Condition of Education Report* is displayed. Sources for the information include the 2001-2002 Certified Annual Financial Report, the 2003-2004 Department of Management Aid and Levy Worksheet database, and Program and Budget Summary information from the Fiscal Services, Legislative Services Agency (formerly known as the Legislative Fiscal Bureau).

Function Category Expenditures

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. Function category expenditures as a percentage of total general fund expenditures are displayed in Table 154.

The percent of expenditures for instruction increased slightly between 2000-2001 and 2001-2002, and remained as the highest function category expenditure at 70.0 percent. Expenditures for operations and maintenance decreased by 0.8 percentage points from the 2000-2001 school year. Student support services accounted for 3.8 percent of the function category expenditures for the last three years.

Since the 1985-1986 school year, instruction expenditures increased from 65.3 percent to 70.0 percent of the total expenditures. Other increases include student support services and staff support services with percentage point increases of 0.9 and 0.5 respectively. Noticeable decreases from the 1985-1986 school year include expenditures for operations and maintenance (3.8 percentage points), student transportation (1.6 percentage points) and administrative services (0.5 percentage points).

Table 154

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 1999-2000 TO 2001-2002

	Year			
Function Category	1985-1986	1999-2000	2000-2001	2001-2002
Instruction	65.3%	69.2%	69.0%	70.0%
Student Support Services	2.9	3.8	3.8	3.8
Staff Support Services	3.2	3.9	4.0	3.7
Administrative Services	10.2	9.6	9.5	9.7
Operations and Maintenance	12.2	8.7	9.2	8.4
Student Transportation	5.2	3.9	3.8	3.6
Central Support Services	0.6	0.6	0.4	0.5
Food Services Subsidy	0.2	0.1	0.1	0.1
Community Service and Education	0.2	0.2	0.2	0.2

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

Table 155 provides function category expenditures as a percent of total general fund expenditures by enrollment category. Expenditures on instruction ranged from 72.1 percent on average for districts with enrollments less than 250 to 69.2 percent on average for districts with enrollments between 400-599. On average, operations and maintenance expenditures accounted for a larger percentage of expenditures in districts with enrollments greater than 600 students (all over 8.0 percent) than in districts with less than 600 students (all under 8.0 percent). Student transportation costs were 2.6 percent of total expenditures in the 7,500+ enrollment category and were 4.8 percent of total expenditures in the 600-999 enrollment category.

Table 155

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2001-2002

Function Category	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Instruction	72.1%	69.7%	69.2%	69.3%	70.1%	70.5%	70.2%	70.0%
Student Support Services	2.0	2.4	2.8	3.2	3.9	4.1	4.5	3.8
Staff Support Services	2.3	2.9	3.0	3.2	3.9	4.5	3.9	3.7
Administrative Services	12.1	12.9	12.1	10.9	9.8	8.7	8.3	9.7
Operations and Maintenance	6.8	7.5	7.9	8.3	8.1	8.6	8.8	8.4
Student Transportation	4.2	4.5	4.6	4.8	4.0	3.1	2.6	3.6
Central Support Services	0.0	0.0	0.0	0.0	0.0	0.3	1.5	0.5
Food Services Subsidy	0.2	0.1	0.1	0.1	0.0	0.0	0.0	0.1
Community Service and Ed.	0.2	0.0	0.2	0.2	0.2	0.1	0.3	0.2

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

Object Category Expenditures

Expenditures on salaries, benefits, purchased services, supplies, property, and other objects account for object category expenditures. Table 156 details object category expenditures as a percentage of total general fund expenditures for the years 1985-1986 and 1999-2000 through 2001-2002. While the percentage of general expenditure on salary has gone down since 1985-1986 (68.1 percent versus 65.0 percent in 2001-2002) the percentage spent on benefits has increased (12.9 percent versus 16.8 percent). The total percentage on salaries and benefits for 2001-2002 was 81.8 percent, 1.7 percentage points higher than the 2000-2001 school year and 0.8 percentage points higher than the 1985-1986 school year. Between 2000-2001 and 2001-2002, supplies and property expenditures decreased 1.0 and 0.7 percentage points respectively.

Table 156

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1985-1986 and 1999-2000 to 2001-2002

Object Category	Year 1985-1986	1999-2000	2000-2001	2001-2002
Salaries	68.1%	64.6%	64.0%	65.0%
Benefits	12.9	15.8	16.1	16.8
Purchased Services	9.9	10.3	10.3	10.2
Supplies	5.7	6.3	6.8	5.8
Property	2.6	2.6	2.5	1.8
Other Objects	0.8	0.4	0.3	0.4

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Percentage of object category expenditures by enrollment category is provided in Table 157. Expenditures on salaries ranged from 52.2 percent of total expenditures in the school districts with less than 250 students to 66.5 percent in school districts with enrollments between 2,500 and 7,499. On average, schools in the enrollment categories greater than 1,000 students spent a higher portion on salaries than the state average of 65.0 percent, while districts in the enrollment categories with less than 1,000 students spent less on salaries than the state average. A similar trend is noticeable in benefits expenditures as well. Districts in the 7,500+ enrollment category spent 18.0 of general fund expenditures on benefits while the districts in the less than 250 enrollment category spent 13.1 percent on average. Purchased services continued to remain a substantial portion of expenditures for districts with less than 250 students. On average, the smallest districts spent 26.2 percent of the general fund expenditures on purchased services. These expenditures may result from costs of purchasing instructional and administrative services associated with whole grade sharing.

Table 157

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2001-2002

	Enrollment Category							
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	52.2%	60.6%	63.3%	62.7%	65.5%	66.5%	66.4%	65.0%
Benefits	13.1	15.0	15.8	16.0	16.9	16.7	18.0	16.8
Purchased Services	26.2	15.2	11.9	11.9	8.9	9.1	9.2	10.2
Supplies	6.2	6.7	6.6	6.7	6.1	5.4	4.8	5.8
Property	1.7	1.9	1.7	2.2	2.1	1.8	1.4	1.8
Other Objects	0.5	0.6	0.7	0.5	0.5	0.5	0.1	0.4

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Report.
Note: Totals may not equal 100 percent due to rounding.

Revenues

Iowa public school district general fund revenue sources include local taxes (property and income surtax), interagency, other local sources, intermediate sources, state foundation aid, other state sources, federal sources and other financing sources.Other state sources for 2001-2002 include allocations for educational excellence, school improvement, class size reduction block grants, technology funding, and student achievement/teacher quality program funding. Revenues by source as a percentage of total general fund revenues is presented in Table 158.

State foundation aid continued to remain the largest source of general fund revenue for school districts accounting for 50.6 percent of the total in 2001-2002. However, this is 1.7 percentage points below the 2000-2001 level. A 4.3 percent across the board reduction to state foundation aid totaling approximately $77.5 million in FY 2002 may account for the decrease in the percentage. Local taxes had the largest percentage point increase from 2000-2001 to 2001-2002, increasing from 32.0 percent to 32.8 percent of the total general fund revenues.

Compared to 1985-1986, local taxes have decreased substantially, moving from 47.3 percent of general fund revenues to 32.8 percent in 2001-2002. State foundation aid, other state sources, interagency, and federal sources have increased 4.6, 5.0, 2.8, and 1.5 percentage points respectively from 1985-1986.

Table 158

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1985-1986 and 1999-2000 to 2001-2002

Source of Revenue	Year 1985-1986	1999-2000	2000-2001	2001-2002
Local Taxes	47.3%	31.6%	32.0%	32.8%
Interagency	1.4	3.9	3.9	4.2
Other Local Sources	1.8	2.6	2.6	2.2
Intermediate Sources	0.1	0.2	0.3	0.3
State Foundation Aid	46.0	52.9	52.3	50.6
Other State Sources	0.7	5.3	5.3	5.7
Federal Sources	2.4	3.3	3.4	3.9
Other Financing Sources	0.3	0.2	0.1	0.2

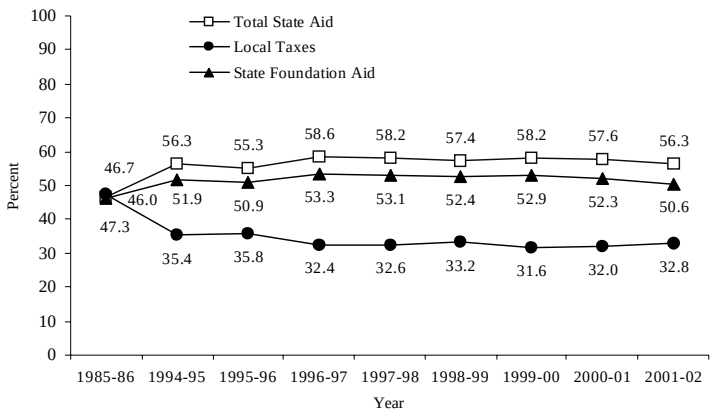
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

The three largest sources of general fund revenue are local taxes, state foundation aid and other state sources. Figure 142 examines changes in these revenue sources for past years. Total state aid is the combination of state foundation aid and other state sources and accounted for 56.3 percent of the total general fund revenue for schools in 2001-2002. This was the lowest percentage of total state aid since the 1995-1996 school year when total state aid was 55.3 percent of total general fund revenue. Local tax as a percentage of total general fund revenues has increased for two consecutive years, moving from 31.6 percent in 1999-2000 to 32.8 percent in 2001-2002.

Figure 142

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 2001-2002



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

Table 159 and Figure 142 provide information regarding the source of general fund revenues by enrollment category for 2001-2002. Of all the enrollment categories, the less than 250 students has the largest percentage of revenues from local taxes (39.9 percent) and the lowest percentage of state foundation aid (36.4 percent). The three largest enrollment categories had state foundation aid percentages greater than the state average of 50.6 percent. Other state sources ranged from 7.3 percent in the less than 250 students enrollment category to 5.3 percent in the 2,500-7,499 enrollment category.

The percentage of total state aid (state foundation aid plus other state sources) remains above the percentage of local taxes for all enrollment categories. Figure 143 details the difference between total state aid and local tax by enrollment category. A trend beginning at the less than 250 enrollment category and continuing to the 1,000-2,499 enrollment category shows that as the districts get larger, the gap between the percentage of revenues from local tax and the percentage from total state aid widens.

Table 159

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2001-2002

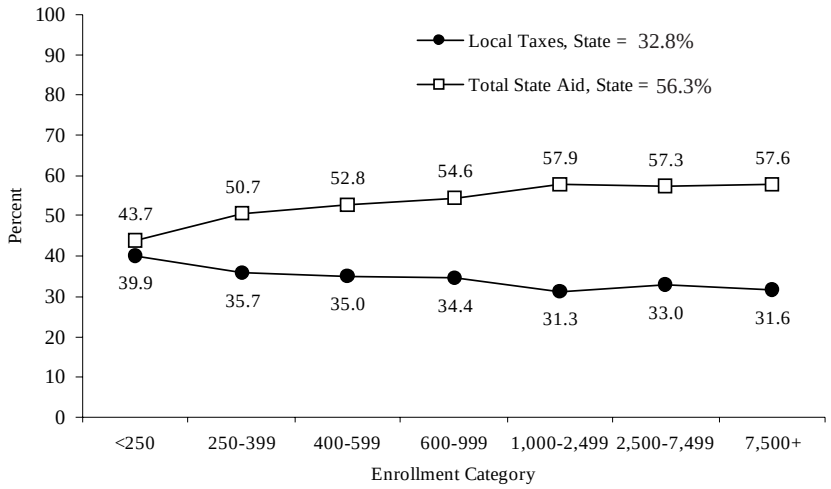
Source of Revenue	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Local Taxes	39.9%	35.7%	35.0%	34.4%	31.3%	33.0%	31.6%	32.8%
Interagency	9.5	6.6	6.4	5.3	4.6	4.1	2.2	4.2
Other Local Sources	2.3	2.5	2.3	2.2	2.0	2.4	2.3	2.2
Intermediate Sources	0.0	0.3	0.1	0.1	0.1	0.0	0.8	0.3
State Foundation Aid	36.4	44.2	46.7	48.7	52.4	52.0	51.8	50.6
Other State Sources	7.3	6.5	6.1	5.9	5.5	5.3	5.8	5.7
Federal Sources	4.5	3.4	3.2	3.2	3.7	2.9	5.3	3.9
Other Financing Sources	0.1	0.7	0.1	0.3	0.2	0.2	0.2	0.2

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

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans and capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 143

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2001-2002



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

Taxable Valuation

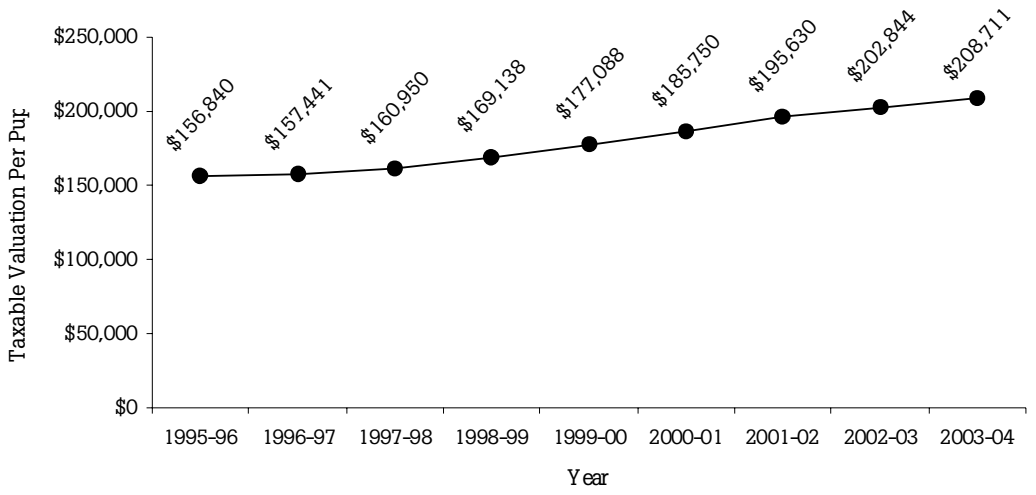
The taxable valuation in each school district determines the amount of state aid the district will receive. The Iowa school foundation aid formula requires that all school districts levy a uniform rate of $5.40 per $1,000 of taxable valuation. State aid is provided to adjust for the differing amount of revenue raised in each district. The relative property wealth is the primary factor in determining the property tax rates in a school district.

Taxable valuation represents the adjusted-equalized value of real property. The state has 112 assessing jurisdictions and the property in each of these jurisdictions is equalized by the state through the Department of Revenue and Finance every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values which are based on productivity. Adjustments are based on assessments/sales ratio studies as well as investigations and appraisals done by the state. The productivity formula for agriculture land use is based on agriculture prices and expenses. The state orders an adjustment if reported valuations are more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per $1,000 of valuation.

Figure 144 displays average taxable valuation per pupil for 1995-1996 through 2003-2004. Average taxable valuation per pupil has increased for every year shown and was $208,711 per pupil for 2003-2004. Although the average valuation per pupil has increased each year shown, the slope for the annual increase has flattened the last two years. The 2001-2002 school year had an increase of 5.3 percent over 2000-2001; the 2002-2003 school year increased 3.7 percent from the previous year; and the 2003-2004 school year increased 2.9 percent from the previous year. Taxable valuation per pupil is calculated by dividing statewide taxable valuation by statewide certified enrollment.

Figure 144

IOWA AVERAGE TAXABLE VALUATION PER PUPIL 1995-1996 TO 2003-2004



Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

As seen in Table 160, per pupil taxable valuations remain highest in the less than 250 enrollment category in 2003-2004. The less than 250 enrollment category had a per pupil taxable valuation of $331,663 which was an increase of 36.1 percent over 2003-2004. The largest enrollment category continued to have the lowest taxable valuation per pupil in 2003-2004 at $191,431. Enrollment categories with less than 1,000 students all had average taxable valuations per pupil greater than the state average of $208,711 for all years shown. They also had percentage changes greater than the state average of 23.4 percent for 2003-2004. Enrollment categories with 1,000 students or greater each had average per pupil taxable valuations less than the state average for all years shown. The range between taxable valuations per pupil in 1998-1999 by enrollment category was $85,520 and had increased to $140,232 in 2003-2004, an increase of 64.0 percent.

Table 160

IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1998-1999 TO 2003-2004

Enrollment Category	Per Pupil Taxable Valuation Year 1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	% Increase 1998-1999 to 2003-2004
<250	$243,617	$262,531	$278,913	$304,370	$318,629	$331,663	36.1%
250-399	215,148	216,057	229,985	245,596	256,863	265,819	23.6
400-599	194,922	208,769	222,895	235,100	237,557	245,237	25.8
600-999	184,123	191,868	201,732	213,650	222,930	231,320	25.6
1,000-2,499	158,097	165,805	175,204	185,643	192,412	195,663	23.8
2,500-7,499	158,190	166,072	175,250	184,676	192,689	198,647	25.6
7,500+	162,587	169,218	174,108	181,143	186,618	191,431	17.7
State	169,138	177,088	185,750	195,630	202,844	208,711	23.4

Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

Taxable valuations per pupil vary within enrollment categories. Table 161 provides information pertaining to the minimum and maximum taxable valuations per pupil within each enrollment category. The maximum value ($632,888 in 2003-2004) for all school districts is in the less than 250 enrollment category. That enrollment category has the state maximum for all years shown. The ratio of the highest valuation per pupil district to the lowest valuation per pupil district is approximately 6.1 to 1 for 2003-2004. The district with the lowest taxable valuation per pupil was in the 400-599 enrollment category with a value of $103,847 for 2003-2004. That enrollment category continued to have the greatest ratio of maximum to minimum at 4.2 to 1. The statewide ratio of maximum to minimum in 1990-1991 was 6.8 to 1. That figure decreased to 6.1 to 1 in 2003-2004.

Table 161

NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT 1990-1991 AND 2000-2001 TO 2003-2004

Enrollment Category	1990-1991		2000-2001		2001-2002		2002-2003		2003-2004	
	Minimum	Maximum	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	$170,329	$632,888
250-399	99,198	429,137	133,380	451,583	139,374	495,778	155,714	535,300	160,367	569,140
400-599	74,347	352,329	92,573	350,373	97,477	377,320	100,355	404,216	103,847	436,807
600-999	86,841	318,591	111,465	409,970	116,412	382,384	137,223	371,967	144,065	527,597
1,000-2,499	71,421	283,402	93,339	370,462	107,583	389,550	111,850	429,650	108,791	411,970
2,500-7,499	78,340	231,016	104,148	313,393	106,234	310,373	105,715	348,492	106,428	366,815
7,500+	90,952	188,506	114,143	327,747	119,382	334,975	121,063	333,693	127,471	344,478
State	71,421	488,392	92,573	549,020	97,477	584,945	100,355	609,909	103,847	632,888

Source: Iowa Department of Management, School Budget Master Files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

Expenditures per pupil are calculated by dividing total general fund expenditures by the budget enrollments. Included in general fund expenditures are instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures that are not included in the per pupil calculation are expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food service programs, area agency flow through, inter-fund transfers, facility acquisitions, debt services, and interagency revenues from other school districts and area education agencies for services sold.

Table 162 provides information pertaining to the average general fund per pupil expenditures by enrollment category for the years 1985-1986 and 1997-98 through 2001-2002. The 2001-2002 per pupil expenditure state average was $6,212, up 4.2 percent from the 2000-2001 amount of $5,959. The less than 250 enrollment category continued to have the largest average expenditure per pupil at $7,351 for 2001-2002. The largest enrollment category (7,500+) had the second highest expenditure per pupil amount with $6,616 and the largest percentage increase over the previous year (5.1 percent). In 2001-2002, the 1,000-2,499 enrollment category had the lowest per pupil expenditures, continuing the trend for all the years shown.

Table 162

AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1985-1986, AND 1997-1998 THROUGH 2001-2002

Enrollment Category	1985-1986	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
<250	$3,368	$5,726	$6,209	$6,402	$7,001	$7,351
250-399	3,000	5,339	5,610	5,835	6,305	6,469
400-599	2,917	5,025	5,296	5,591	5,871	6,109
600-999	2,869	4,985	5,220	5,477	5,838	6,064
1,000-2,499	2,819	4,881	5,152	5,447	5,727	5,984
2,500-7,499	2,899	5,055	5,231	5,515	5,821	5,999
7,500+	2,987	5,461	5,656	5,936	6,294	6,616
State	2,916	5,119	5,347	5,630	5,959	6,212

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

The National Education Association (NEA) provides national data on expenditures per pupil. Based on 2001-2002 NEA estimates, Iowa ranked 33rd in the country with expenditures per pupil of $6,819. Four midwest states (Illinois, Kansas, Minnesota, and Wisconsin) ranked higher and three midwest states (Missouri, Nebraska, and South Dakota) ranked lower than Iowa. Iowa remained below the national average of $7,548 in 2001-2002 (see Table 163 and Figure 145).

Table 163

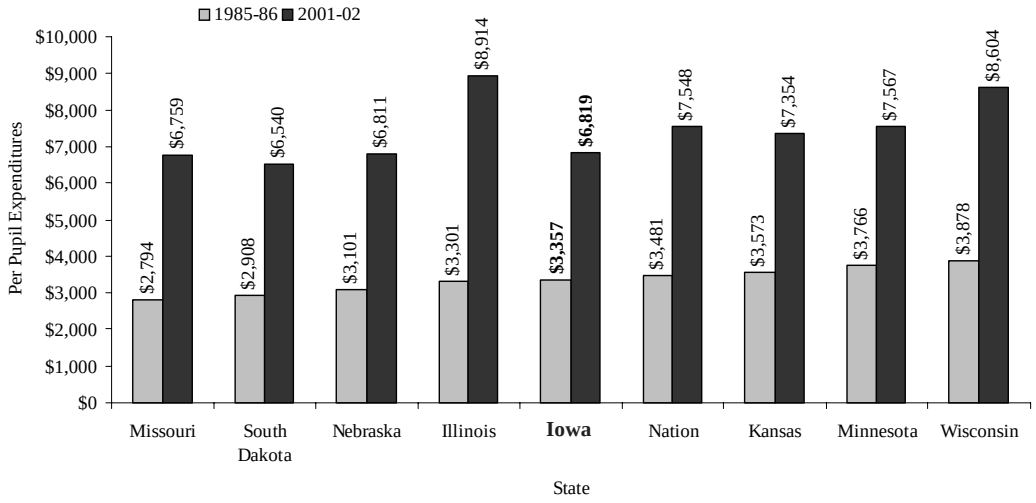
IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE GENERAL FUND PER PUPIL EXPENDITURES 1985-1986, 1999-2000 THROUGH 2001-2002

	1985-1986		1999-2000		2000-2001		2001-2002	
State/Nation	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	**$3,481**	**—**	**$6,627**	**—**	**$7,296**	**—**	**$7,548**	**—**
Iowa	**3,357**	**25**	**6,008**	**31**	**6,434**	**34**	**6,819**	**33**
Illinois	3,301	26	6,149	23	8,293	11	8,914	10
Kansas	3,573	19	6,386	23	7,031	23	7,354	23
Minnesota	3,766	15	7,435	14	7,320	21	7,567	22
Missouri	2,794	38	5,846	37	6,323	38	6,759	35
Nebraska	3,101	32	6,000	32	6,395	35	6,811	34
South Dakota	2,908	36	5,369	45	6,269	39	6,540	38
Wisconsin	3,878	12	7,886	11	8,205	12	8,604	13

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: 2001-2002 figures are estimated by NEA.
Based on fall enrollments.

Figure 145

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1985-1986 AND 2001-2002



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

State Aid

School districts receive state aid through appropriations made from the state's general fund each year. State aid programs for schools include School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, and Student Achievement/Teacher Quality. Funding for Technology/School Improvement which ended in 2001-2002 and funding for Phase III of Educational Excellence which was discontinued in 2003-2004 are included for years applicable. State aid to districts totaled $1,963.5 million and accounted for 43.1 percent of the total general fund appropriations in 2003-2004. Table 164 provides information on state aid funding to school districts and overall general fund appropriations from 1981-1982 through 2003-2004.

State aid amounts were impacted in 1996-1997 and 1999-2000 due to legislative action. In 1996-1997, the state foundation level was increased from 83.0 percent to 87.5 percent. In 1999-2000, the special education foundation level was increased from 79.0 percent to 87.5 percent. These foundation level changes did not increase school district budgets; however, they increased the amount of state aid and lowered the amount of property tax.

Other changes in recent years include the following: a 4.3 percent reduction ($77.5 million) to the 2001-2002 State Foundation Aid amount; the establishment of the Student Achievement/ Teacher Quality Program in 2001-2002 ($40.0 million); a non-general fund appropriation of $45.0 million in 2002-2003 for State Foundation Aid; and a reduction of $13.5 million in State Foundation Aid which was the difference between the appropriated aid amount and the amount needed to fully fund State Foundation Aid in 2002-2003.

Table 164

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS) 1981-1982 TO 2003-2004

Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
2003-2004	$1,963.5	$4,562.4	43.0%
2002-2003	1,936.0	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 school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

Table 165 displays the average general fund levy and management levy by enrollment class for 2003-2004. Statewide, the average general fund levy was $11.6991 per $1,000 per taxable valuation. Average rates varied across enrollment categories with the highest average rate in the 7,500+ enrollment category and the lowest average rate in the 400-599 enrollment category. All 370 districts levy for the general fund.

There is no restriction on the management levy rate, however the purpose for which proceeds may be used is restricted. The management levy may be used for paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. In 2003-2004, seven districts began use of the management levy increasing the total number of districts to 364 (98.4 percent). The average statewide management levy rate was $0.74827 per $1,000 of taxable valuation in 2003-2004. The three largest enrollment categories had 100.0 percent participation in the use of the management levy.

Table 165

Property Tax Rates and Number of Districts Levying Property Taxes for the General Fund and Management Fund for the 2003-2004 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	30	$11.0880	28	93.3%	$0.55438
250-399	51	10.9976	50	98.0	0.53478
400-599	79	10.6119	77	97.5	0.58404
600-999	98	10.8213	97	99.0	0.58416
1,000-2,499	79	11.3192	79	100.0	0.76736
2,500-7,499	24	12.3403	24	100.0	0.68303
7,500+	9	12.7586	9	100.0	1.00379
State	370	11.6991	364	98.4	0.74827

Source: Iowa Department of Management, Master Budget Files.
Note: Average Tax Rate per $1,000 Valuation.

School boards may approve a physical plant and equipment levy (PPEL) up to $0.33 per $1,000 of taxable valuation. School boards may request voter-approval to increase the levy up to an additional $1.34 per $1,000 of taxable valuation for a maximum PPEL rate of $1.67 per $1,000 of taxable valuation. Table 166 displays the number of districts that levied for the regular and voter-approved PPEL by enrollment category for the 2003-2004 school year.

Of the 370 school districts in 2003-2004, 361 (97.6 percent) levied the Regular PPEL. Three enrollment categories (less than 250, 2,500-7,499, and 7,500+) had 100 percent participation using the Regular PPEL and the other four enrollment categories were over 96.0 participation.

The voter-approved PPEL was levied by 274 districts (74.1 percent) during 2003-2004. The three largest enrollment categories had the greatest participation with each over 83.0 percent. The 600-999 enrollment category had the lowest percentage of participation at 64.3 percent. The 2,500-7,499 enrollment category had an average voter-approved PPEL rate of $0.91431 per $1,000 of taxable valuation of all the enrollment categories. The state average of the voter-approved PPEL rate was $0.75762 in 2003-2004, an increase of almost two cents per $1,000 of taxable valuation (2.6 percent) from the previous year (Table 166).

Table 166

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 2003-2004 Year by Enrollment Category

Enrollment Category	Number of Districts	Regular PPEL Number of Districts with Levy	Regular PPEL Percent of Districts with Levy	Regular PPEL Average Tax Rate	Voter-Approved PPEL Number of Districts with Levy	Voter-Approved PPEL Percent of Districts with Levy	Voter-Approved PPEL Average Tax Rate
<250	30	30	100.0%	$.33	22	73.3%	$0.69290
250-399	51	50	98.0	.33	40	78.4	0.59485
400-599	79	77	97.5	.33	54	68.4	0.73259
600-999	98	95	96.9	.32	63	64.3	0.68609
1,000-2,499	79	76	96.2	.33	66	83.5	0.66017
2,500-7,499	24	24	100.0	.31	21	87.5	0.91431
7,500+	9	9	100.0	.33	8	88.9	0.79000
State	370	361	97.6	.32	274	74.1	0.75762

Source: Iowa Department of Management, Master Budget Files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.
Voter-Approved Physical Plant and Equipment Levy includes the 67.5 cent schoolhouse levy that has expired.

Table 167 provides total property tax information pertaining to the Public Education and Recreation Levy (PERL - also known as playground equipment and recreation levy) and the debt services levy by enrollment category for the 2003-2004 school year.

The number of school districts that levied for the PERL totaled 22 (5.9 percent) in 2003-2004. The 7,500+ enrollment category had the highest percentage of districts (22.2 percent) that levied for the PERL. The 400-599 enrollment category had 2 of 79 (2.5 percent) districts that levied for the PERL during the 2003-2004 school year, the lowest percentage among all enrollment categories. The maximum rate for the PERL is $0.135 per $1,000 of taxable valuation.

Of the 370 school districts, 217 (58.6 percent) levied for debt services with an average levy rate of $1.40910 per $1,000 of taxable valuation in 2003-2004. The number of districts that levied for debt service remained the same from 2002-2003, however the average levy rate decreased by nearly seven cents (4.6 percent) per $1,000 of taxable valuation. The 1,000-2,499 enrollment category had 78.5 percent of districts that levied for debt services, the highest across enrollment categories. On average, districts in the largest enrollment category (7,500+) had the lowest average debt services tax rate at $0.66002 per $1,000 of taxable valuation. Districts in the 400-599 enrollment category had an average debt services tax rate of $2.24066 per $1,000 of taxable valuation, nearly 3.4 times the amount of the districts in the largest enrollment category.

Table 167

TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION AND DEBT SERVICES LEVIES BY ENROLLMENT CATEGORY 2003-2004

		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	30	3	10.0%	$0.13482	6	20.0%	$1.29655
250-399	51	4	7.8	0.13500	25	49.0	1.71569
400-599	79	2	2.5	0.13500	41	51.9	2.24066
600-999	98	5	5.1	0.13500	63	64.3	1.67907
1,000-2,499	79	3	3.8	0.11076	62	78.5	1.57804
2,500-7,499	24	3	12.5	0.13500	14	58.3	1.67095
7,500+	9	2	22.2	0.13500	6	66.7	0.66002
State	370	22	6.0	0.13353	217	58.7	1.40910

Source: Iowa Department of Management, Master Budget Files,
Notes: PERL means Public Education and Recreation Levy.
Average Tax Rate per $1,000 Valuation.
PERL also includes the Library Levy in the Clear Creek-Amana CSD.

The total amount of property taxes (including estimated utility replacement excise tax) and income surtax for school districts general fund and the total property tax levied for the management fund are shown in Table 168. Taxes included in school district's general fund include property tax for school foundation aid, instructional support property tax and income surtax, and educational improvement property tax and income surtax.

In general, total school district general fund taxes increased with enrollment category size with a state total of $1,236.2 million. Income surtax accounted for 3.8 percent of the total general fund tax in 2003-2004, while property tax accounted for the remaining 96.2 percent. Districts in the smallest enrollment category had an average combined total general fund tax amount per pupil of $3,905, nearly $800 higher than the second highest amount of $3,109 in the 250-399 enrollment category. Enrollment categories with districts of more than 1,000 students each had an average combined total general fund tax amount per pupil below the state average of $2,538 in 2003-2004.

The total amount levied for the management fund was $75.5 million in 2003-2004. On average, districts in the less than 250 enrollment category had an average management fund property tax amount per pupil of $183 and districts in the 7,500+ enrollment category had an average management fund property tax amount per pupil of $192, both above the state average of $156 per pupil. All other enrollment categories were below the state average per pupil amount.

Table 168

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE GENERAL FUND PROPERTY TAXES FOR THE MANAGEMENT FUND AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY 2003-2004

		General Fund				Management Fund		
Enrollment Category	Number of Districts	Property Tax	Income Surtax	Total	Average Combined Per Pupil	Number of Districts With Levy	Property Tax	Average Property Tax Per Pupil
<250	30	$21,191,529	$1,311,822	$22,503,351	$3,905	28	$972,015	$183
250-399	51	48,828,479	3,103,767	51,932,246	3,109	50	2,320,322	141
400-599	79	104,254,671	5,544,176	109,798,847	2,741	77	5,594,756	143
600-999	98	188,435,928	11,517,549	199,953,477	2,656	97	10,062,216	135
1,000-2,499	79	265,931,129	13,271,547	279,202,676	2,325	79	18,028,205	150
2,500-7,499	24	237,364,845	3,130,769	240,495,614	2,484	24	13,138,079	136
7,500+	9	323,163,861	9,119,950	332,283,811	2,511	9	25,425,205	192
State	370	1,189,170,442	46,999,580	1,236,170,022	2,538	364	75,540,798	156

Source: Iowa Department of Management, Master Budget Files.
Note: Average per pupil amounts were calculated using budget enrollment.

Total taxes for the regular and voter-approved physical plant and equipment levy (PPEL) and average amounts per pupil for 2003-2004 are shown in Table 169 for each enrollment category and the state. The state property tax total for the regular PPEL was $34.6 million with an average amount per pupil of $72. The smallest enrollment category had the highest average per pupil regular PPEL with $110. The largest enrollment category had the lowest average per pupil regular PPEL amount with $67.

The voter-approved PPEL may be funded through property tax and income surtax and totaled $73.9 million in 2003-2004. Income surtax accounted for $7.4 million (10.1 percent) while property tax accounted for $66.4 million (89.9 percent) of the total voter-approved PPEL. Districts in the largest enrollment category received 100 percent of the voter-approved PPEL through property tax. The voter-approved PPEL average tax per pupil varied across enrollment categories. On average, districts in the less than 250 enrollment category had the highest average tax per pupil with $238 while districts in the 7,500+ enrollment category had the lowest average per pupil with $167. Two (7,500+ and 1,000-2,499) of the seven enrollment categories had per pupil averages below the state average while the other five were greater than the state average per pupil.

Table 169

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE REGULAR AND VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY BY ENROLLMENT CATEGORY, 2003-2004

			Regular PPEL		Voter-Approved PPEL Levy				
Enrollment Category	Number of Districts	Number of Districts with Levy	Property Tax	Average Per Pupil	Number of Districts with Levy	Property Tax	Income Surtax	Total	Average Per Pupil
<250	30	30	$633,810	$110	22	$982,207	$29,561	$1,011,768	$238
250-399	51	50	1,460,978	89	40	2,217,205	668,311	2,885,516	219
400-599	79	77	3,235,423	83	54	5,091,785	1,075,585	6,167,370	227
600-999	98	95	5,696,681	78	63	7,785,381	1,828,638	9,614,019	201
1,000-2,499	79	76	7,902,417	68	66	13,729,538	3,572,641	17,302,179	169
2,500-7,499	24	24	6,742,088	70	21	16,945,125	265,295	17,210,420	194
7,500+	9	9	8,891,629	67	8	19,689,108	0	19,689,108	167
State	370	361	34,563,026	72	274	66,440,349	7,440,031	73,880,380	184

Source: Iowa Department of Management, Master Budget Files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average per pupil amounts were calculated using budget enrollments.
Voter-Approved Physical Plant and Equipment Levy includes the 67.5 cent schoolhouse levy that has expired.

Total property tax in 2003-2004 for the Public Education and Recreation Levy (PERL) and debt services levy and the amount per pupil by enrollment category is provided in Table 170. The 7,500+ enrollment category levied the largest amount of PERL ($1.1 million) but had the second lowest average per pupil at $26. The less than 250 enrollment category levied the least amount of PERL ($24,000) but had the highest average PERL per pupil at $42. The state average PERL per pupil was $27.

The total amount of property tax generated from the debt service levy decreased by $3.1 million between 2002-2003 and 2003-2004. The state debt service levy per pupil was $314 with a total debt service levy of $102.4 million in 2003-2004. The 7,500+ enrollment category had the lowest debt service levy per pupil with $139 and was the only enrollment category below the state average. The 400-599 enrollment category had the highest at $518 per pupil.

Table 170

Total Property Taxes and Estimated Utility Replacement Excise Taxes for the Public Education and Recreation, Debt Services Levies, and Average Amount Per Pupil by Enrollment Category, 2003-2004

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	30	3	$23,862	$42	6	$516,526	$436
250-399	51	4	45,413	34	25	3,789,507	450
400-599	79	2	31,183	29	41	10,930,948	518
600-999	98	5	130,126	37	63	19,515,515	401
1,000-2,499	70	3	89,084	22	62	31,438,693	336
2,500-7,499	24	3	352,591	26	14	23,165,181	391
7,500+	9	2	1,097,292	26	6	13,060,600	139
State	370	22	1,769,551	27	217	102,416,970	314

Source: Iowa Department of Management, Master Budget Files
Notes: PERL means Public Education and Recreation Levy.
Average per pupil amounts were calculated using budget enrollments.
PERL includes the Library Levy in the Clear Creek-Amana CSD.

Income Surtaxes

In general, districts with smaller enrollments use income surtax more widely than districts with larger enrollments. Table 171 displays the number and percent of districts that use income surtaxes, surtax per pupil, and average surtax rate by enrollment category. In 1990-1991, just under 16 percent of school districts used the income surtax. That percentage has increased steadily and for 2003-2004 the percentage that used income surtax was 76.0 percent. In 2002-2003 and 2003-2004, over 70.0 percent of the districts in the five smallest enrollment categories implemented the income surtax. Less than 34 percent of districts in the two largest enrollment categories have used the income surtax in 2002-2003 and 2003-2004.

In districts that have used the income surtax, the average income surtax rate was 5.96 in 1990-1991. That figure has ranged between 5.5 and 6.3 percent in the years shown, and was 6.28 in 2003-2004. For the years 2002-2003 and 2003-2004, the two smallest enrollment categories each had income surtax rates over 11.0 percent while the two largest enrollment categories had average income surtax rates at or under 4.3 percent.

The average income surtax ratio between the highest rate (less than 250 with 11.63 percent) and lowest rate (2,500-7,499 with 3.75 percent) enrollment categories was 3.1 to 1. However, the income surtax per budget enrollment ratio between the highest amount (250-399 with $257) and the lowest amount (2,500-7,499 with $149) was 1.7 to 1. For the years 1995-1996, and 2001-2002

through 2003-2004, two enrollment categories (1,000-2,499 and 2,500-7,499) were below the state average of income surtax per budget enrollment while the other enrollment categories were at or above the state average (Table 171).

Table 171

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 2003-2004

	Enrollment Category							
1990-1991	<250	250 -399	400 -599	600 -999	1,000 -2,499	2,500 -7,499	7,500+	State
Number of Districts with Surtaxes	30	25	7	1	1	2	1	67
Percent of Districts with Surtaxes	56.6%	29.4%	7.0%	1.1%	1.4%	8.7%	12.5%	15.6%
Surtaxes Per Budget Enrollment	$159	$168	$160	$93	$215	$113	$173	$153
Average Income Surtax Rate	8.47	9.86	9.30	8.46	8.90	3.78	4.61	5.96
1995-1996								
Number of Districts with Surtaxes	23	36	49	50	36	4	1	199
Percent of Districts with Surtaxes	88.5%	75.0%	59.0%	45.9%	42.4%	16.7%	11.1%	51.8%
Surtaxes Per Budget Enrollment	$173	$173	$145	$134	$114	$140	$231	$140
Average Income Surtax Rate	11.25	10.69	7.66	6.52	4.69	4.31	4.71	5.80
2000-2001								
Number of Districts with Surtaxes	20	46	52	73	54	6	3	254
Percent of Districts with Surtaxes	83.3%	85.2%	73.2%	67.0%	65.1%	25.0%	33.3%	67.9%
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	92.0%	88.7%	76.1%	69.5%	67.9%	25.0%	33.3%	70.9%
Surtaxes Per Budget Enrollment	$233	$228	$193	$207	$173	$143	$220	$193
Average Income Surtax Rate	11.30	10.54	7.92	7.48	5.38	3.63	4.28	5.75
2002-2003								
Number of Districts with Surtaxes	27	44	58	75	59	7	3	273
Percent of Districts with Surtaxes	93.1%	88.0%	75.3%	75.0%	72.8%	28.0%	33.3%	73.6%
Surtaxes Per Budget Enrollment	$265	$261	$217	$223	$194	$148	$227	$209
Average Income Surtax Rate	12.06	11.10	8.43	8.07	5.89	3.70	4.26	6.10
2003-2004								
Number of Districts with Surtaxes	27	45	62	79	59	6	3	281
Percent of Districts with Surtaxes	90.0%	88.2%	78.5%	80.6%	74.7%	25.0%	33.3%	76.0%
Surtaxes Per Budget Enrollment	$253	$257	$211	$219	$192	$149	$213	$205
Average Income Surtax Rate	11.63	11.28	8.45	8.01	6.16	3.75	4.30	6.28

Source: Iowa Department of Management, Master Budget Files.
Notes: Enrollment categories determined by budget enrollments.
Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant and Equipment Levy.

Instructional Support

The instructional support program provides additional funding to a district and must be approved through board action or referendum. If the instructional support program is approved through a referendum, it may be imposed for up to ten years. Board enactment will allow the program to be in place for up to five years. The maximum amount that a budget may be increased through the instructional support program is 10 percent of the district's regular program cost. Once the program is enacted, districts receive state aid to fund a portion of the program and fund the remaining portion of the program through a property tax and if approved, income surtax.

Tables 172 and 173 and Figures 146 and 147 provide information detailing the distribution of state aid, property tax, and income surtax for the instructional support program for 1991-1992 through 2003-2004. State aid has been frozen at $14.8 million since 1992-1993 and continues to decrease as a portion of the total program funding as more districts enact the instructional support program (Table 172). In 1991-1992, state aid accounted for 26.3 percent of the instructional support program revenues. That percentage had decreased to 11.0 percent in 2003-2004 (Table 173). Income surtax as a percentage of total program revenues and the dollar amount from income surtax declined for only the second time for the 13 school years shown. Property tax revenue increased for every year shown and the percentage of property tax revenue to total instructional support revenue increased in 2003-2004 for the first time since 2000-2001.

Table 172

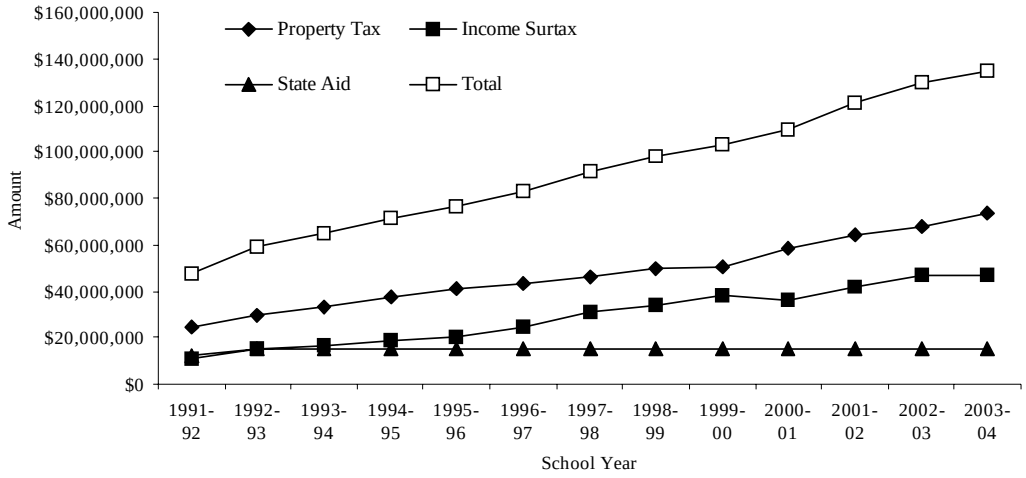
INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE
PROPERTY TAX, INCOME SURTAX, AND STATE AID
1991-1992 TO 2003-2004

School Year	Property Tax	Income Surtax	State Aid	Total
2003-2004	$73,189,750	$46,888,458	$14,798,227	$134,876,408
2002-2003	67,852,553	47,141,637	14,798,227	129,792,417
2001-2002	63,925,572	42,063,966	14,798,227	120,787,765
2000-2001	58,678,106	36,273,229	14,798,227	109,749,562
1999-2000	50,360,669	38,144,264	14,798,227	103,303,156
1998-1999	49,381,901	33,770,990	14,798,227	97,951,116
1997-1998	45,836,992	31,165,860	14,798,227	91,801,074
1996-1997	43,266,948	24,605,939	14,798,227	82,671,109
1995-1996	41,057,909	20,334,907	14,798,227	76,191,036
1994-1995	37,824,551	18,661,622	14,798,227	71,284,400
1993-1994	33,179,223	16,612,565	14,798,227	64,590,015
1992-1993	29,480,409	14,787,371	14,798,225	59,066,005
1991-1992	24,396,419	10,610,537	12,507,656	47,514,612

Source: Iowa Department of Management, Master Budget Files.

Figure 146

INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2003-2004



Source: Department of Management, Annual Aid and Levy Worksheets.

Table 173

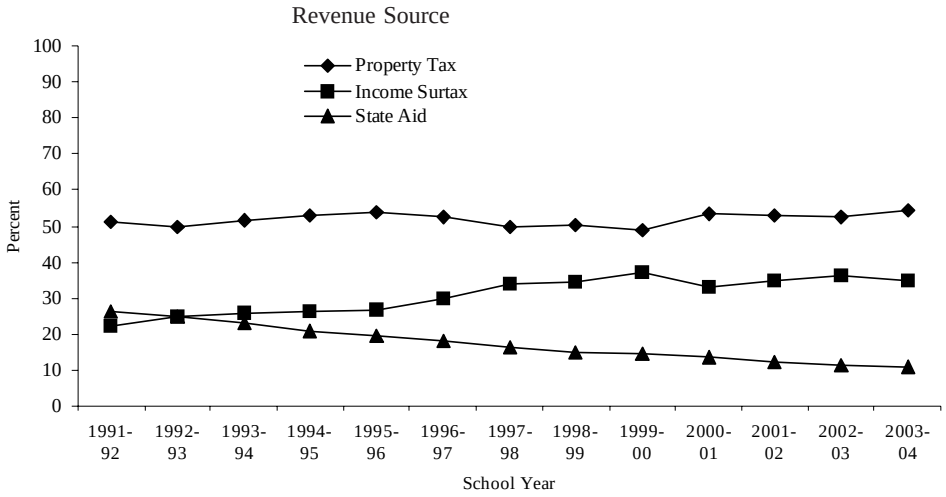
PERCENT DISTRIBUTION OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2003-2004

School Year	Percent Property Tax	Percent Income Surtax	Percent State Aid
2003-2004	54.3%	34.8%	11.0%
2002-2003	52.3	36.3	11.4
2001-2002	52.9	34.8	12.3
2000-2001	53.5	33.1	13.5
1999-2000	48.8	36.9	14.3
1998-1999	50.4	34.5	15.1
1997-1998	49.9	34.0	16.1
1996-1997	52.3	29.8	17.9
1995-1996	53.9	26.7	19.4
1994-1995	53.1	26.2	20.8
1993-1994	51.4	25.7	22.9
1992-1993	49.9	25.0	25.1
1991-1992	51.4	22.3	26.3

Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

Figure 147

PERCENT DISTRIBUTION OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2003-2004



Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

The number of school districts that enacted the instructional support program has increased more than twofold, from 156 in 1991-1992 to 318 in 2003-2004. Table 174 displays instructional support program by enrollment category and the state for 1991-1992, 1995-1996, and 2001-2002 through 2003-2004. Districts within the smallest and largest enrollment categories had 100 percent participation in the instructional support program for the last two school years. All enrollment categories had over 76 percent participation for the last two school years. In 1991-1992, no enrollment category had over 50 percent participation in the instructional support program. The percentage of districts that enacted the program has increased from 36.7 percent in 1991-1992 to 86.0 percent in 2003-2004.

Table 174

INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1991-1992, 1995-1996 AND 2001-2002 TO 2003-2004

	Enrollment Category							
	<250	250 -399	400 -599	600 -999	1,000 -2,499	2,500 -7,499	7,500+	State
1991-1992								
Number of Districts	41	76	98	102	76	24	8	425
Number of Districts w/Instructional Support	18	37	31	31	25	10	4	156
Percent of Districts w/Instructional Support	43.9%	48.7%	31.6%	30.4%	32.9%	41.7%	50.0%	36.7%
1995-1996								
Number of Districts	25	45	77	113	85	25	9	379
Number of Districts w/Instructional Support	22	38	51	58	44	14	8	235
Percent of Districts w/Instructional Support	88.0%	84.4%	66.2%	51.3%	51.8%	56.0%	88.9%	62.0%
2001-2002								
Number of Districts	25	53	71	105	84	24	9	371
Number of Districts w/Instructional Support	24	50	59	79	57	15	9	293
Percent of Districts w/Instructional Support	96.0%	94.3%	83.1%	75.2%	67.9%	62.5%	100.0%	79.0%
2002-2003								
Number of Districts	29	50	77	100	81	25	9	371
Number of Districts w/Instructional Support	29	48	64	81	62	20	9	313
Percent of Districts w/Instructional Support	100.0%	96.0%	83.1%	81.0%	76.5%	80.0%	100.0%	84.4%
2003-2004								
Number of Districts	30	51	79	98	79	24	9	370
Number of Districts w/Instructional Support	30	48	66	84	62	19	9	318
Percent of Districts w/Instructional Support	100.0%	94.1%	83.5%	85.7%	78.5%	79.2%	100.0%	86.0%

Source: Iowa Department of Management, Master Budget Files.
Note: Enrollment categories determined by budget enrollment.

Budget Guarantee

The number of school districts that received the budget guarantee in 2003-2004 decreased for the first time since 1996-1997. Although the number of districts that received the budget guarantee declined by 14 from 2002-2003 to 231, the total was still twice as many as the 2001-2002 amount of 115 districts (see Figure 148 and Table 175). The total budget guarantee amount decreased slightly from $27.8 million in 2002-2003 to $27.4 million in 2003-2004. Although the total budget guarantee amount decreased slightly, the average per pupil amount for districts that received the budget guarantee increased from $106 in 2002-2003 to $157 in 2003-2004. A reason for the large increase in the average per pupil between 2002-2003 and 2003-2004 could be that there were four districts in the 7,500+ enrollment category that received the budget guarantee in 2002-2003 and none in 2003-2004.

Table 175

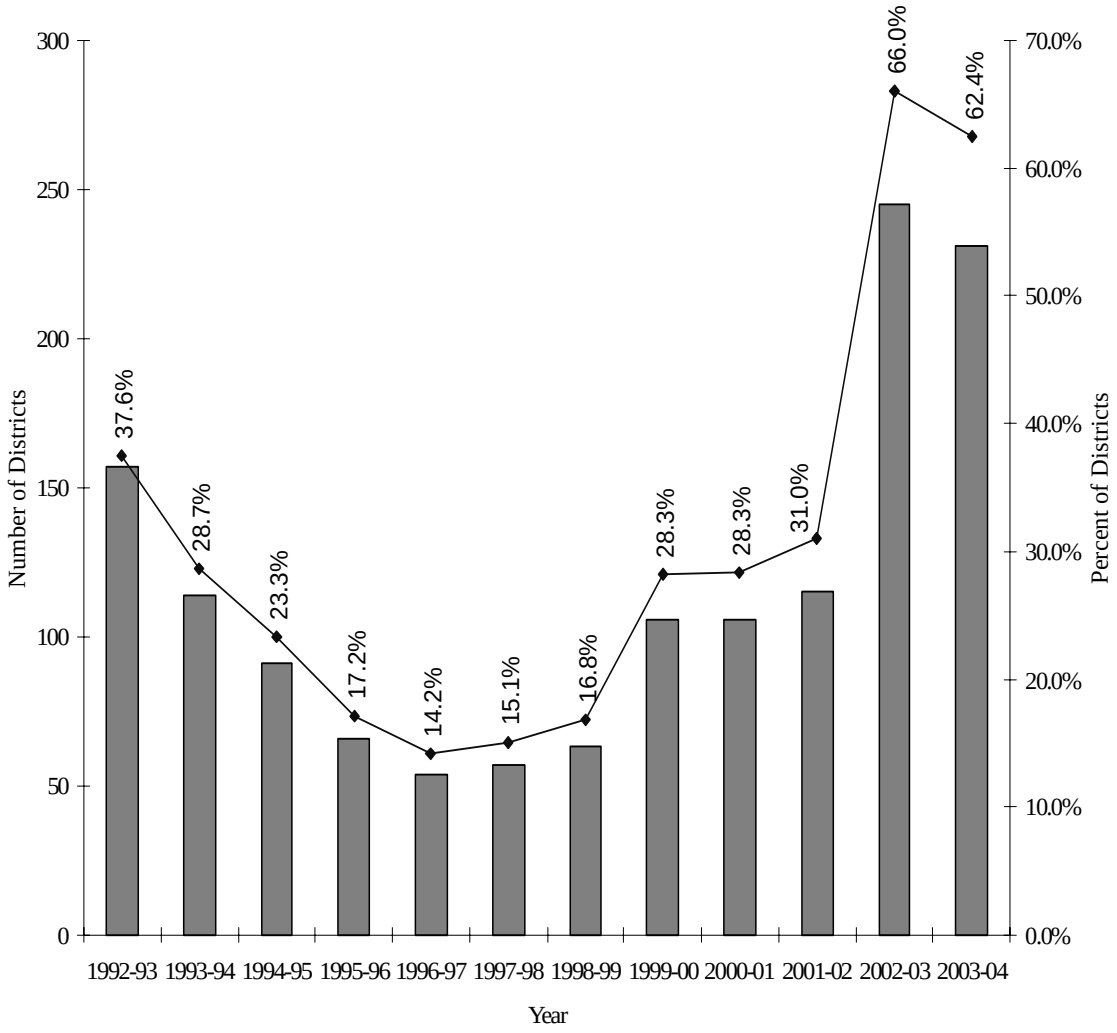
Number and Percent of Districts Receiving a Budget Guarantee and Per Pupil Amount of the Guarantee by Enrollment Category 1992-1993, and 2001-2002 to 2003-2004

	Enrollment Category							
	<250	250 -399	400 -599	600 -999	1,000 -2,499	2,500 -7,499	7,500+	State
1992-1993								
Number of Districts	42	74	98	77	23	24	9	418
No. of Districts w/Guarantee	31	45	48	21	10	1	1	157
% of Districts w/Guarantee	73.8%	60.8%	49.0%	22.1%	13.0%	4.4%	11.1%	37.6%
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	80.0%	58.5%	40.9%	22.9%	11.9%	0.0%	11.1%	31.0%
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	86.2%	74.0%	75.3%	61.0%	60.5%	44.0%	44.4%	66.0%
Average Per Pupil	$502	$266	$218	$130	$95	$45	$21	$106
2003-2004								
Number of Districts	30	51	79	98	79	24	9	370
No. of Districts w/Guarantee	25	47	57	57	38	7	0	231
% of Districts w/Guarantee	83.3%	92.7%	72.2%	58.2%	48.1%	29.2%	0%	62.4%
Average Per Pupil	$629	$294	$227	$168	$96	$35	$0	$157

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 148

Number and Percent of Iowa Public School Districts with Budget Guarantee 1992-1993 to 2003-2004

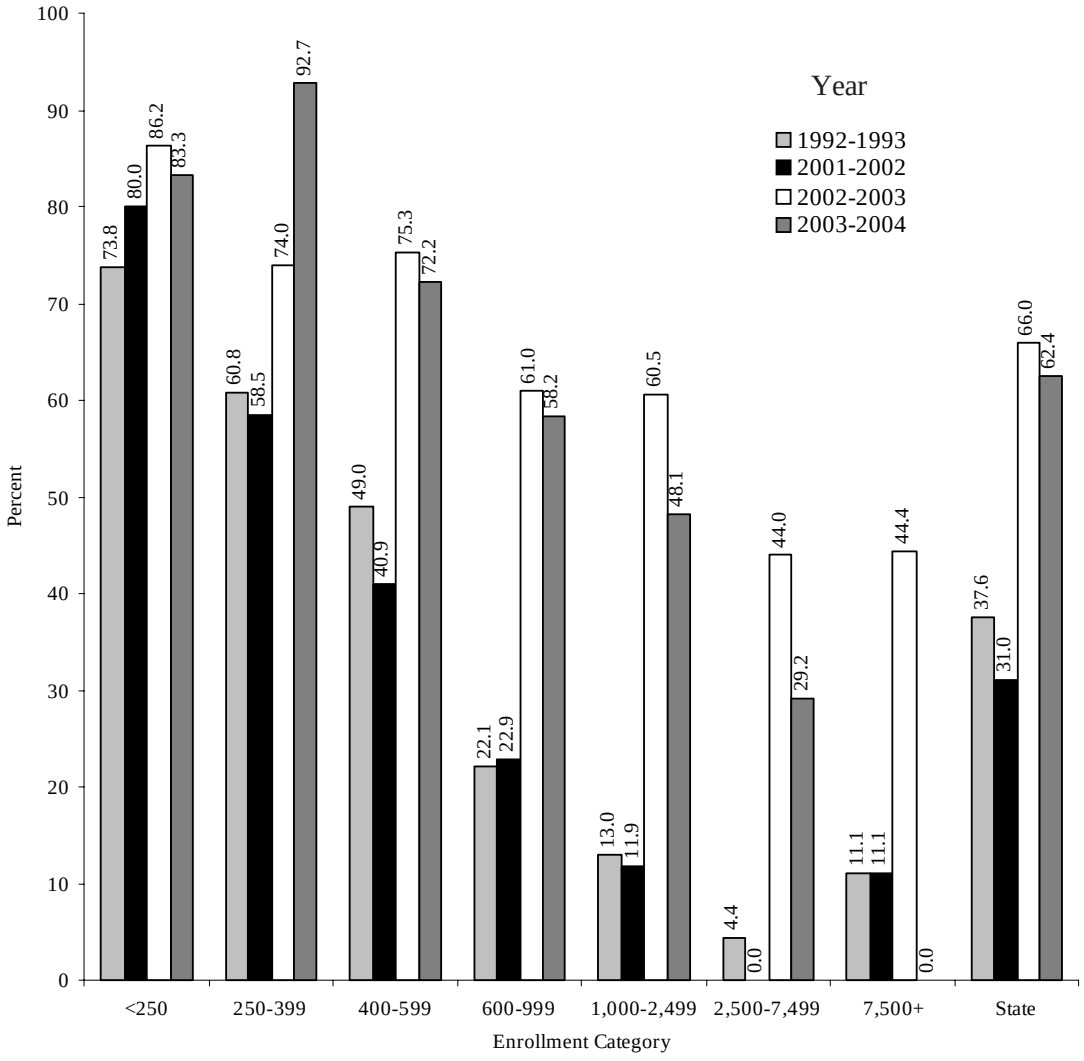


Source: Iowa Department of Management, Master Budget Files.

Figure 149 displays the trend by enrollment category of the percentage of districts that received the budget guarantee for the years 1992-1993 and 2001-2002 through 2003-2004. Most of the enrollment categories and the state have had substantial increases in the percentage of districts receiving the budget guarantee since 1992-1993. The less than 250 enrollment category has increased 9.5 percentage points and the 7,500+ enrollment category has decreased 11.1 percentage points since 1992-1993. All other enrollment categories have increased at least 23.0 percentage points since 1992-1993 and overall, the state has increased 24.8 percentage points in that period.

Figure 149

PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE BY ENROLLMENT CATEGORY 1992-1993 AND 2001-2002 TO 2003-2004



Source: Iowa Department of Management, Master Budget Files.

Bond Elections

The number of districts attempting bond referendums by the percent of yes votes by enrollment category is displayed in Table 176. Bond referendums require a "super-majority" of at least 60.0 percent to be approved. In 2001-2002, 35 attempts were made by districts to receive voter approval to issue long-term bonded indebtedness. Seventeen (48.6 percent) of those attempts were approved by the voters, nine (25.7 percent) attempts received over 50.0 percent but less than the super majority, and the other nine attempts received less than 50.0 percent. No bond referendums were attempted by districts in the less than 250 enrollment category and the 7,500+ enrollment category. In 1985-1986, ten bond elections were attempted with four elections being successful.

Table 176

NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS BY PERCENT OF YES VOTES BY ENROLLMENT CATEGORY 1985-1986, 1999-2000 AND 2001-2002

	Enrollment Categories							
1985-1986	<250	250 -399	400 -599	600 -999	1,000 -2,499	2,500 -7,499	7,500+	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
2001-2002								
Number Attempted	0	2	13	8	10	2	0	35
<50 Percent	0	0	2	3	4	0	0	9
50-50.9 Percent	0	1	5	1	2	0	0	9
60 Percent +	0	1	6	4	4	2	0	17

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Report.
Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

The number of districts attempting voter-approved physical plant and equipment referendums is shown in Table 177. This is the first year this data has been collected and displayed in this report. The voter-approved physical plant and equipment referendum requires 50 percent approval to be approved. In 2001-2002, 37 voter-approved physical plant and equipment referendums were attempted and 29 (78.4 percent) were approved. Districts within less than 250 and 7,500+ enrollment categories did not attempt any voter-approved physical plant and equipment referendums.

Table 177

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2001-2002

	Enrollment Categories							
	<250	250 -399	400 -599	600 -999	1,000 -2,499	2,500 -7,499	7,500+	State
Number Attempted	0	7	9	10	9	2	0	37
<50 Percent	0	1	2	2	2	1	0	8
50 Percent +	0	6	7	8	7	1	0	29

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Report.
Notes: A district could be included more than once if it had more than one bond issue in a year.
FY 2002 was the first year the information was collected.

Local Option Sales and Services Tax for School Infrastructure

Data detailing the local option sales and services tax for school infrastructure, including the number of counties with the tax, the resident budget enrollment within those counties, the estimated revenues, and the percent of counties that participated 1998-1999 through 2003-2004 is displayed in Table 178. The number of counties with the tax as of June 30, 2003, was 42 in 2003-2004, an increase of 75.0 percent compared to 2002-2003. The total estimated revenues from the local option sales and services tax for school infrastructure was $192.1 million in 2003-2004. The percentage of budget enrollment that resided in the participating counties was 60.6 percent in 2003-2004, up from 5.7 percent in 1998-1999. In 2003-2004, at least 240 school districts will receive some funding from the local option sales and services tax for school infrastructure.

Table 178

LOCAL OPTION SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE 1998-1999 TO 2003-2004

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Counties with the Tax	3	9	15	17	24	42*
Number of Districts Partly, or Wholly Located in those Counties	28	70	110	127	161	240
Resident Budget Enrollment in those Counties	28,858.0	91,889.1	171,150.6	182,218.9	214,969.4	294,931.3
Estimated Revenues	$9,764,643	$50,545,552	$122,683,313	$131,695,789	$148,882,834	$192,148,478
Percent of Counties Participating	3.0%	9.1%	15.2%	17.2%	24.2%	42.4%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	18.7%	29.4%	34.3%	43.4%	64.9%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	18.3%	34.3%	36.9%	43.9%	60.6%

Source: Iowa Department of Education, Certified Enrollment Files and Department of Revenue and Finance Records.
Note: Estimated revenues were used for Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2004.
*As of June 30, 2003.

Total Elementary and Secondary Education Budgets

Table 179 displays the total Iowa public school district elementary and secondary budget detail by source of funds for 1985-1986, 2002-2003 and 2003-2004. The total estimated budget for 2003-2004 was $3.5 billion. Regular program funds accounted for 64.2 percent of the total budget. State categorical funding decreased from 4.4 percent of the budget in 2002-2003 to 4.1 percent in 2003-2004. Total funding for AEA programs decreased from 4.2 percent in 2002-2003 to 3.9 percent in 2003-2004. The AEA prorated budget reduction increased by $10.0 million from 2002-2003 to 2003-2004. The management levy increased from $61.9 million in 2002-2003 to $75.5 million in 2003-2004, an increase of 0.3 percentage points for the elementary and secondary budget.

State categorical funding includes Educational Excellence, Class Size Reduction/School Improvement, Technology/School Improvement (program discontinued starting with 2002-2003), and Student Achievement/Teacher Quality. Federal funding was estimated based upon the most current year for which information was available. The miscellaneous category includes the federal funding estimate and the state categorical funding.

Table 179

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1985-1986, 2002-2003 AND 2003-2004

Source of Funds	1985-1986 Amount	1985-1986 Percent	2002-2003 Amount	2002-2003 Percent	2003-2004 Amount	2003-2004 Percent
Regular Program	$1,263,768,116	78.4%	$2,243,096,876	64.6%	$2,275,852,128	64.2%
Guarantee Amount	3,161,077	0.2	27,827,224	0.8	27,418,665	0.8
Supplementary Weights	426,616	0.0	24,544,841	0.7	27,165,851	0.8
Special Education	90,438,951	5.6	307,915,068	8.9	320,454,727	9.0
AEA Media	10,865,134	0.7	19,728,417	0.6	20,026,912	0.6
AEA Ed Services	11,986,320	0.7	21,767,366	0.6	22,137,697	0.6
AEA Special Education	60,292,283	3.7	112,334,118	3.2	114,515,005	3.2
AEA Prorated Budget Reduction			(7,499,974)	-0.2	(17,499,974)	-0.5
TAG SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	51,842,285	1.5	57,024,842	1.6
Other SBRC	14,203,445	0.9	0	0.0	0	0.0
Instructional Support & Enrichment	4,092,470	0.3	129,792,379	3.7	134,876,408	3.8
Educational Improvement	0	0.0	802,982	<.1	816,620	<.1
Enrollment Audit Adjustment	0	0.0	(280,010)	0.0	(124,459)	0.0
Management	23,199,501	1.4	61,879,358	1.8	75,540,798	2.1
Physical Plant & Equipment	0	0.0	103,743,410	3.0	108,380,988	3.1
67.5 Cent Schoolhouse	0	0.0	650,070	<.1	62,426	<.1
Playground and Library	0	0.0	1,697,410	<.1	1,769,551	<.1
Debt Service	85,639,275	5.3	105,465,665	3.0	102,416,970	2.9
Miscellaneous*						
Estimated Misc. State Categorical	0	0.0	154,000,000	4.4	144,891,048	4.1
Estimated Misc. Federal	38,100,000	2.4	114,800,000	3.3	131,967,775	3.7
Total	**$1,679,683,868**	**100.0**	**$3,474,107,485**	**100.0**	**$3,547,693,978**	**100.0**

Source: Iowa Department of Management, School Budget Master File.
Notes: For Fiscal Year 1986, the allocation of dollars to AEA Media and AEA Ed Services has been estimated.
For Fiscal Year 1986, PPEL, 67.5 cent, playground, library and debt service levies have been reported as one total figure.
*Miscellaneous income is an estimated amount of state and federal income.