

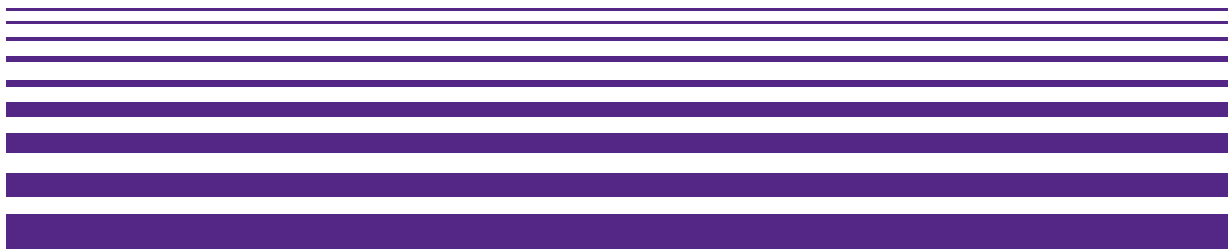
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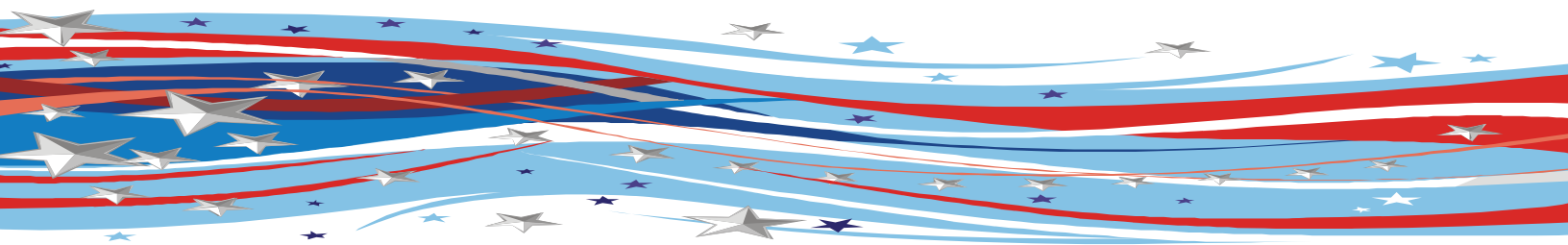
CONDITION OF EDUCATION

Report



2009





T W E N T I E T H E D I T I O N

The Annual
CONDITION OF EDUCATION
Report

Iowa Department of Education
2009

Printed on Recycled Paper



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Department of Education
Grimes State Office Building
Des Moines, Iowa

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To the Citizens of Iowa

The first word in the 1990 edition of the Iowa Department of Education's *Annual Condition of Education Report* is challenge. This year's report—the 20th edition—could begin with the same word.

In 2009, Iowa and the Nation faced a downturn in the economy. While all schools in the Nation began to see an influx of federal funding through the American Recovery and Reinvestment Act, with it came a challenge to maintain jobs and invest in long-term initiatives to enhance student achievement. Iowa also continued to see trends that began nearly 20 years ago, from a slow decrease in statewide enrollment to greater diversity in our student population.

Even during these challenging times, the *2009 Condition of Education* shows many positive trends in Iowa education. Iowa's student ACT scores continue to maintain their status as second in national rankings. Investments in teacher quality have shown improvement in Iowa average regular teacher salary. Iowa has seen an increase in the average units required for high school graduation. Test scores for all 4th and 8th grade students show positive gains on the Iowa Test of Basic Skills in looking at the long term biennium trend in both reading comprehension and mathematics. Lastly, both 8th and 11th grade science scores have increased over this same time period. These are only a few examples of the successes in the Iowa education system.

A clear picture of education presented here in the 20th edition of the *Condition of Education* would not be possible without data. Iowa has invested in our data collection and reporting systems in order to provide a transparent and comprehensive report on Iowa's students. The first edition of the *Condition of Education Report* was only 54 pages. The 20th edition is over 280 pages with hundreds of figures and graphs.

While providing more information, the Iowa Department of Education is also being responsible with our resources. We have significantly decreased the number of printed copies of this document and we will be delivering in an electronic format, primarily on our website at www.iowa.gov/educatel.

I urge all Iowa citizens to visit our site and to learn more about education in Iowa. Together, we can directly address the new challenges we face today in education and help prepare Iowa students for success in the 21st century.

Sincerely,



Judy Jeffrey, Director
Iowa Department of Education

Acknowledgments

The authors of the *Annual Condition of Education Report* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. Specifically, we would like to thank Elaine Watkins-Miller, Communication Consultant for her efforts of reviewing and editing the *2009 Annual Condition of Education Report*. A special acknowledgment is extended to individuals outside the Department who made important contributions in sharing their data and thoughts with us. They are: Dr. Steve Dunbar and Dr. Catherine Welch, Iowa Testing Programs; Dr. Robert Ziomek and Mr. Dave Shawyer, ACT, Inc.

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BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

The *2009 Annual Condition of Education Report* includes an expanded Background Demographics section. This section contains information on population, economic, and social data, providing a comparison between Iowa, other states, and the Nation. Geographic Information System (GIS) maps are presented to allow the reader to easily compare between two or more geographies. In some instances, trends are also reported. Information displayed in this section was obtained from a variety of sources and is noted on each table or figure. In all areas, the most recent data available were used. Although Hawaii and Alaska are not depicted on the maps, their data are included in all analyses.

Population and Demographics—information pertaining to population changes, birth rates, poverty rates, migration, foreign born, and legal permanent resident.

- Population—The U.S. population increased by 8.0 percent between 2000 and 2008 while Iowa's population increased by 2.6 percent. In 2008, the percent of the national population under age five was 6.9 percent and Iowa's population under age five was 6.7 percent.
- Minorities—Iowa had considerably fewer minorities in the population than the U.S. as a whole in 2008. In the United States, 34.4 percent of the population was minority while only 9.7 percent was in Iowa.
- Poverty—In 2006-2007, the U.S. poverty rate was 13.0 percent and Iowa's poverty rate was 11.0 percent. The percent of children in poverty was considerably higher in the Nation at 18.0 percent compared to 13.6 percent in Iowa. Iowa had the sixteenth lowest percent of people in poverty.

Economics—data detailing Iowa's gross domestic product, per capita income, and national and Iowa unemployment trends.

- Per Capita Income—In 2007, the average U.S. per capita income was higher than Iowa's per capita income, at \$38,615 and \$34,916 respectively.

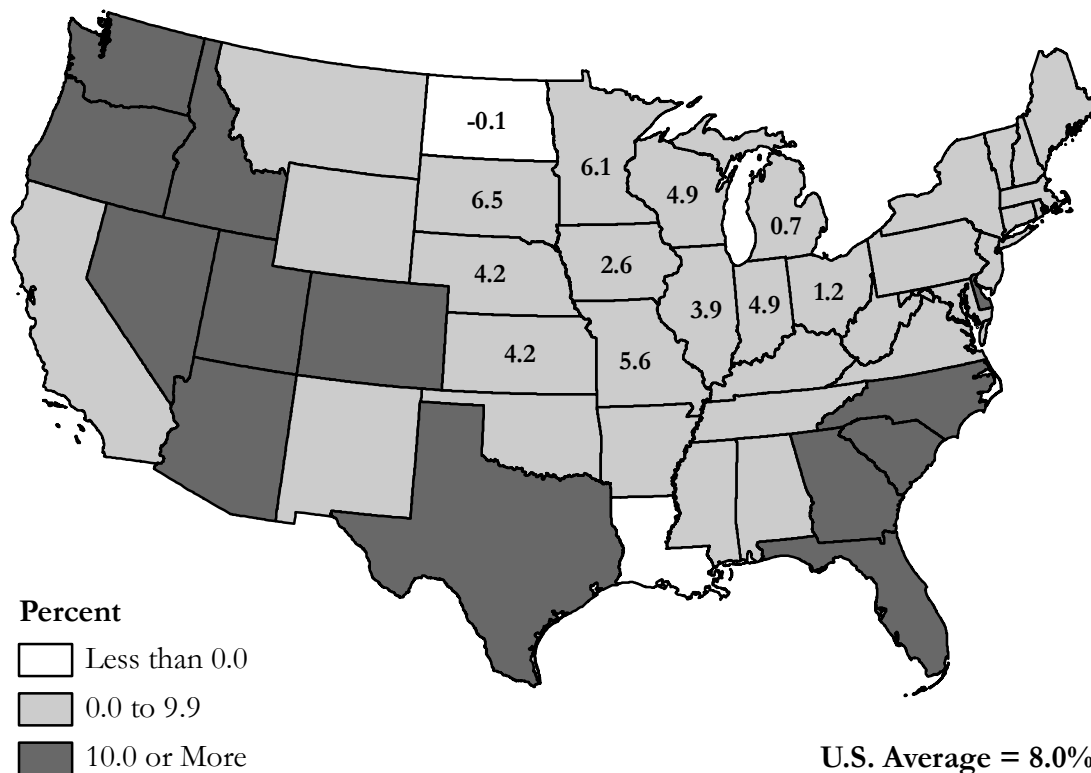
Social—information about education levels, working parent data, parent household trends, child abuse and neglect, teen birth trends, and Iowa Youth Survey data.

- Education Attainment—In 2007, the percent of the population age 25 and older who had completed high school was 84.5 percent for the United States and 89.6 percent for Iowa. During the same year, 27.5 percent of people age 25 and older in the United States had a bachelor's degree while 24.3 percent of Iowans held this degree.
- Households—In 2007, the national average for percent of children living in households where both parents work was 55.6 percent while Iowa's average was 64.6 percent. Also in 2007, there was an average of 32.1 percent of children living with only one parent in the Nation and 26.8 percent doing so in Iowa. Iowa had the seventh lowest percent of children living with only one parent.
- Student Support—In 2008, 74 percent of 6th graders, 70 percent of 8th graders, and 57 percent of 11th graders reported they had family involvement and support. At the same time, 60 percent of 6th graders, 40 percent of 8th graders, and 30 percent of 11th graders reported supportive staff and students at school.

Population and Demographics

National Population Change

**FIGURE 1B—PERCENT POPULATION CHANGE IN THE UNITED STATES
APRIL 2000 TO JULY 2008**



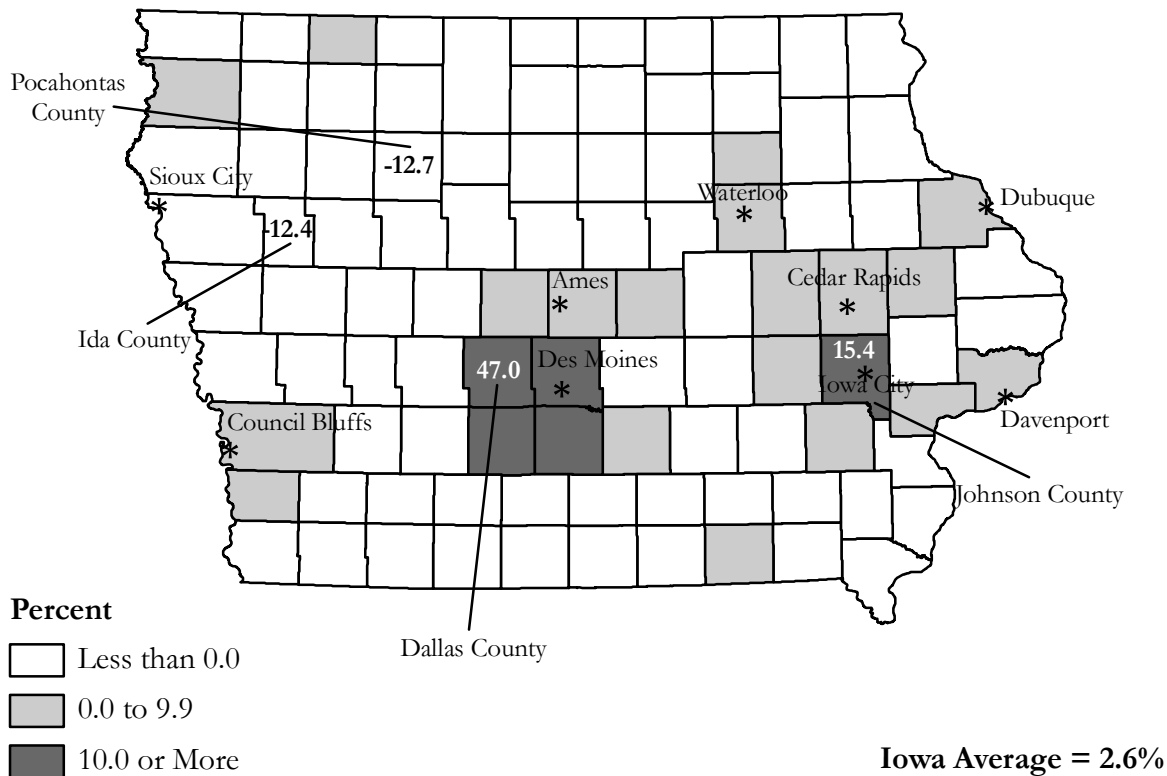
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2008 (NST-EST2008-popchg2000-2008).

- Population change data represent the estimated 2008 population minus the Census 2000 population.
- **Midwest States** –The Midwest states averaged a 3.7 percent increase in population from 2000 to 2008, which was lower than the national average of 8 percent. North Dakota was the only Midwest state to experience a decline in population at -0.1 percent, while South Dakota experienced the largest population increase at 6.5 percent. Out of the twelve Midwest states, Iowa experienced the fourth lowest population change from 2000 to 2008.
- **Nation** – States in the south and west experienced higher levels of population growth from 2000 to 2008 than states in other parts of the Nation. Nevada experienced the largest increase in population at 30.1 percent, while Louisiana experienced the largest decline at -1.3 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the tenth lowest population change from 2000 to 2008.

Population and Demographics

Iowa Population Change

**FIGURE 2B—PERCENT POPULATION CHANGE FOR IOWA COUNTIES
APRIL 2000 TO JULY 2008**



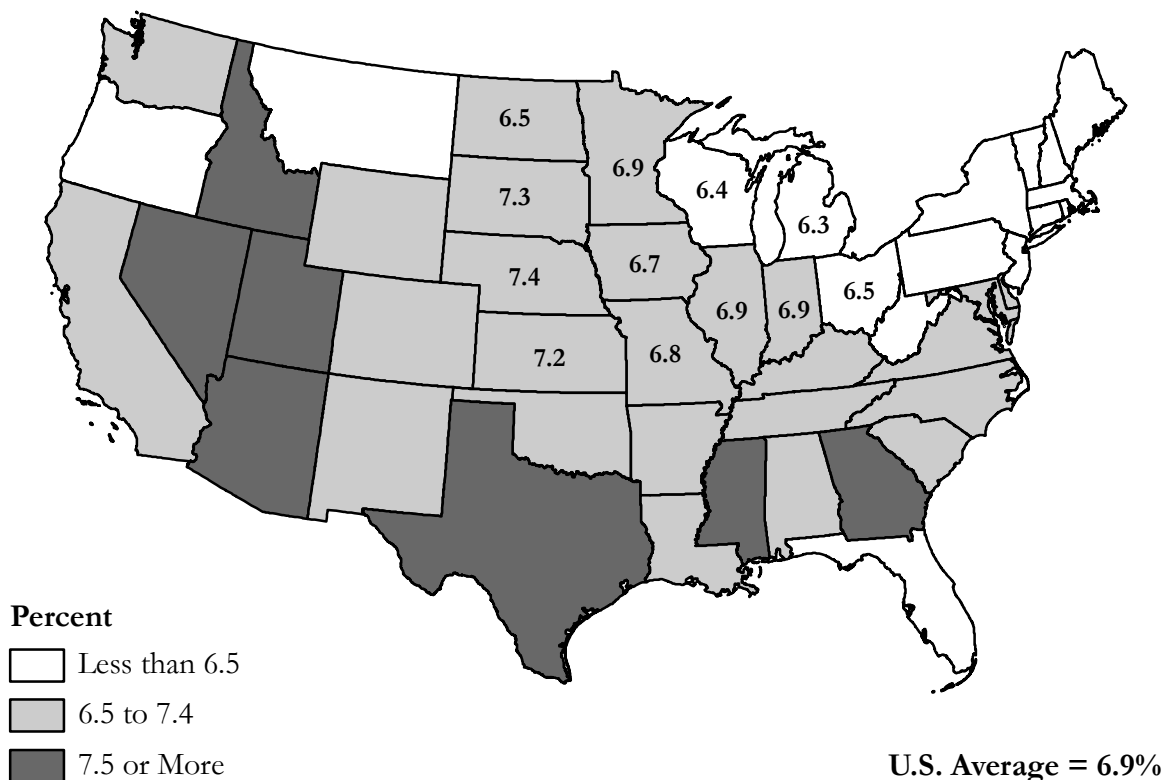
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for Counties of Iowa: April 1, 2000 to July 1, 2008 (CO-EST2008-POPCHG2000-2008-19).

- Population change data represent the estimated 2008 population minus the Census 2000 population.
- Seventy-five counties in Iowa experienced a population decline from 2000 to 2008, nineteen counties had stagnant population or experienced growth of less than 10 percent, and five counties experienced a 10 percent or more increase in their population.
- Overall, Iowa had a 2.6 percent population increase between 2000 and 2008. Dallas County experienced marked growth from 2000 to 2008 at 47 percent followed by Johnson County at 15.4 percent. Pocahontas County experienced the largest population decline between 2000 and 2008 at -12.7 percent followed by Ida County at -12.4 percent.

Population and Demographics

National Population Under Age Five

FIGURE 3B—PERCENT OF POPULATION UNDER AGE FIVE IN THE UNITED STATES 2008



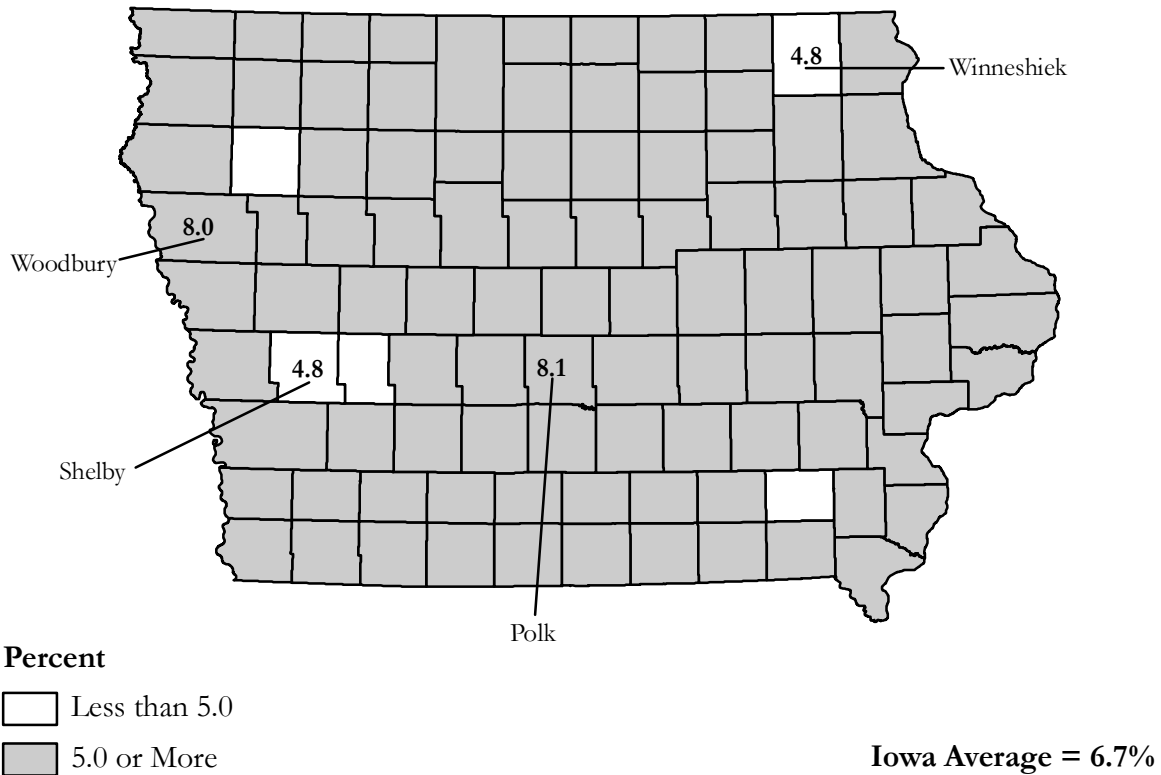
Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for the United States, Regions, States, and Puerto Rico: July 1, 2008 (SC-EST2008-01).

- Population data are 2008 estimates based on Census 2000 data.
- **Midwest States** – An average of 6.8 percent of the population in the Midwest states was under age five in 2008. This was very similar to the national average of 6.9 percent. In Michigan, the smallest percent of the population was under age five at 6.3 percent while the largest percent was in Nebraska at 7.4 percent. When compared to the twelve Midwest states, Iowa had the fifth lowest percent of its population under age five.
- **Nation** – Overall, states in the southern and western part of the United States were more likely to have a larger percent of their population under age five than states in other parts of the Nation. Vermont had the smallest percent of its population under age five at 5.3 percent, while Utah had the largest percent of its population under age five at 9.8 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the twenty-fourth lowest percent of its population under age five.

Population and Demographics

Iowa Population Under Age Five

FIGURE 4B—PERCENT OF THE POPULATION UNDER AGE FIVE FOR IOWA COUNTIES 2008



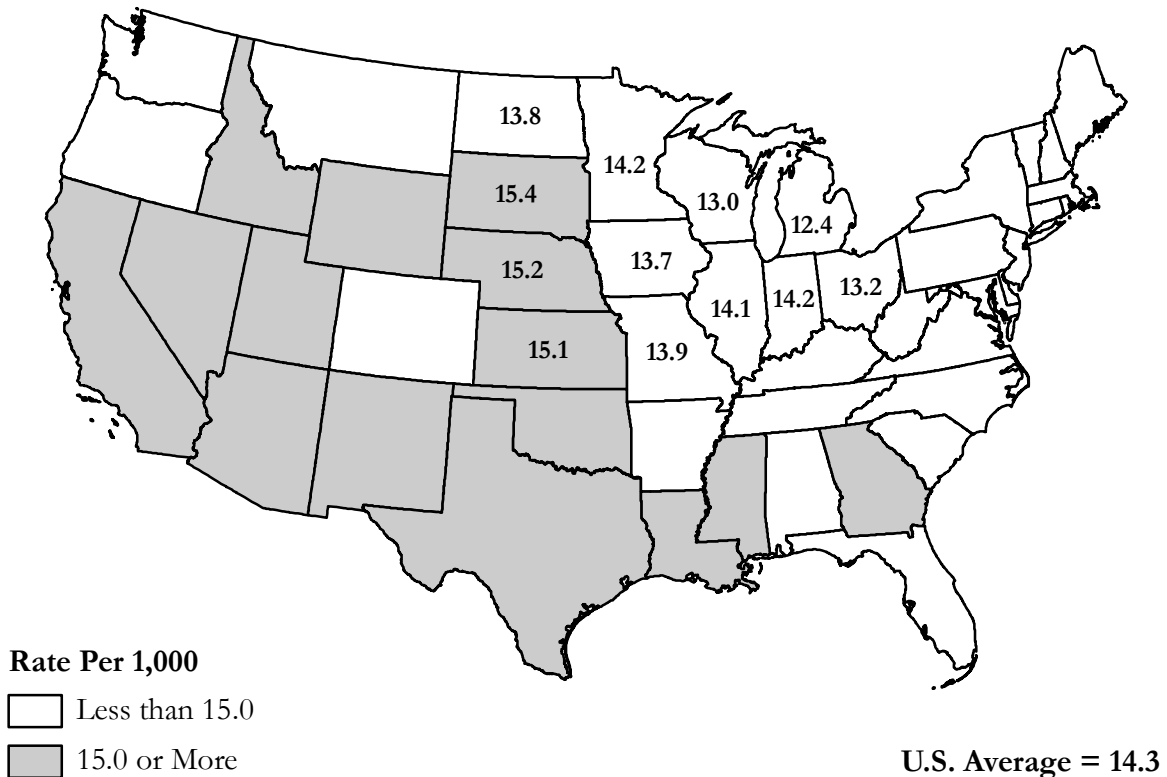
Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for the United States, Regions, States, and Puerto Rico: July 1, 2008 (CC-EST2008-AGESEX-19).

- Population data are 2008 estimates based on Census 2000 data.
- Two counties in Iowa had a population under age five of less than 5 percent, while ninety-seven counties had 5 percent or more of the population under age five in 2008.
- Overall, Iowa had 6.7 percent of its population under age five in 2008. Polk County had the largest percent of its population under age five at 8.1 percent followed by Woodbury County at 8 percent. Shelby and Winneshiek counties had the smallest percent of their population under age five in 2008 at 4.8 percent.

Population and Demographics

National Births

FIGURE 5B—BIRTHS PER 1,000 POPULATION IN THE UNITED STATES 2007



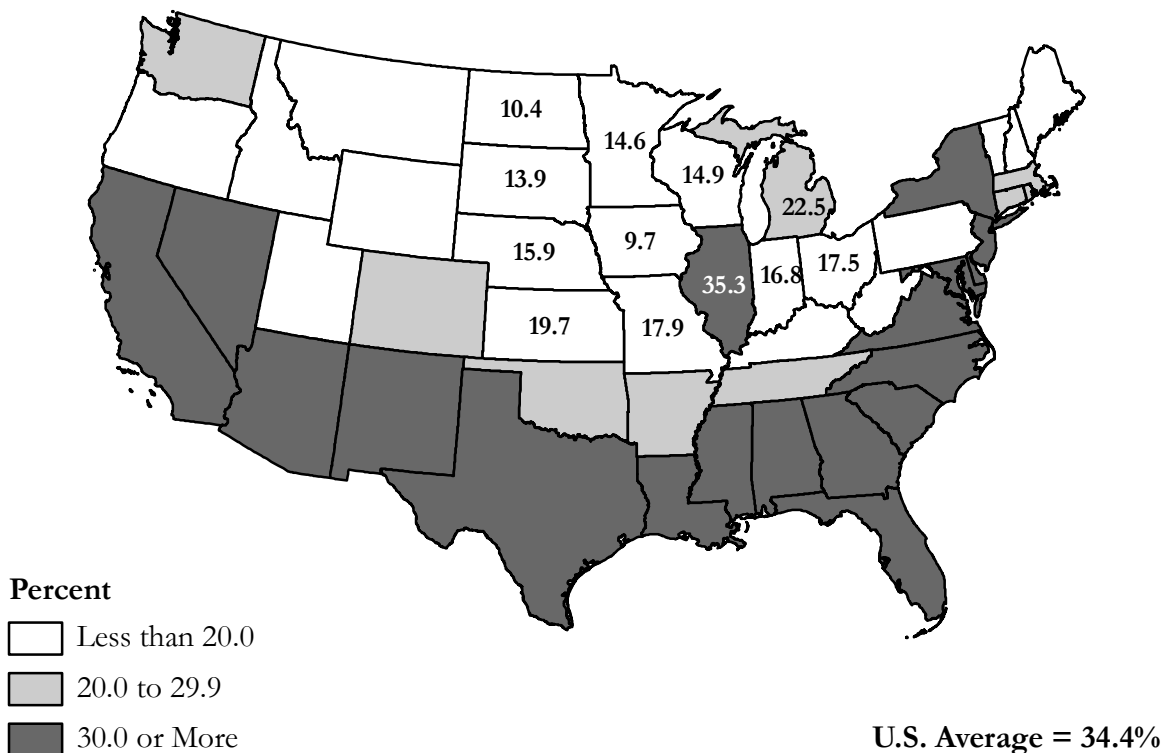
Source: National Center for Health Statistics, Division of Vital Statistics. Births: Preliminary Data for 2007, Health E-Stats.

- Birth data are estimates and reflect preliminary data that may be revised in the future. Rates were figured by dividing the total number of live births by the total estimated population in 2007.
- **Midwest States** – In the Midwest states, the average birth rate was 14.0 per 1,000 in the population in 2007. This is slightly below the national average of 14.3. The lowest birth rate was in Michigan at 12.4 per 1,000 in the population, while the highest rate was in South Dakota at 15.4. Out of the twelve Midwest states, Iowa had the fourth lowest birth rate in 2007.
- **Nation** – Birth rates tended to be higher in states in the western and southern part of the United States than in other parts of the country. Utah had the highest birth rate at 20.8 per 1,000 in the population, while Vermont had the lowest rate at 10.5. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the seventeenth lowest birth rate in 2007.

Population and Demographics

National Minorities

FIGURE 7B—PERCENT MINORITY POPULATION IN THE UNITED STATES 2008



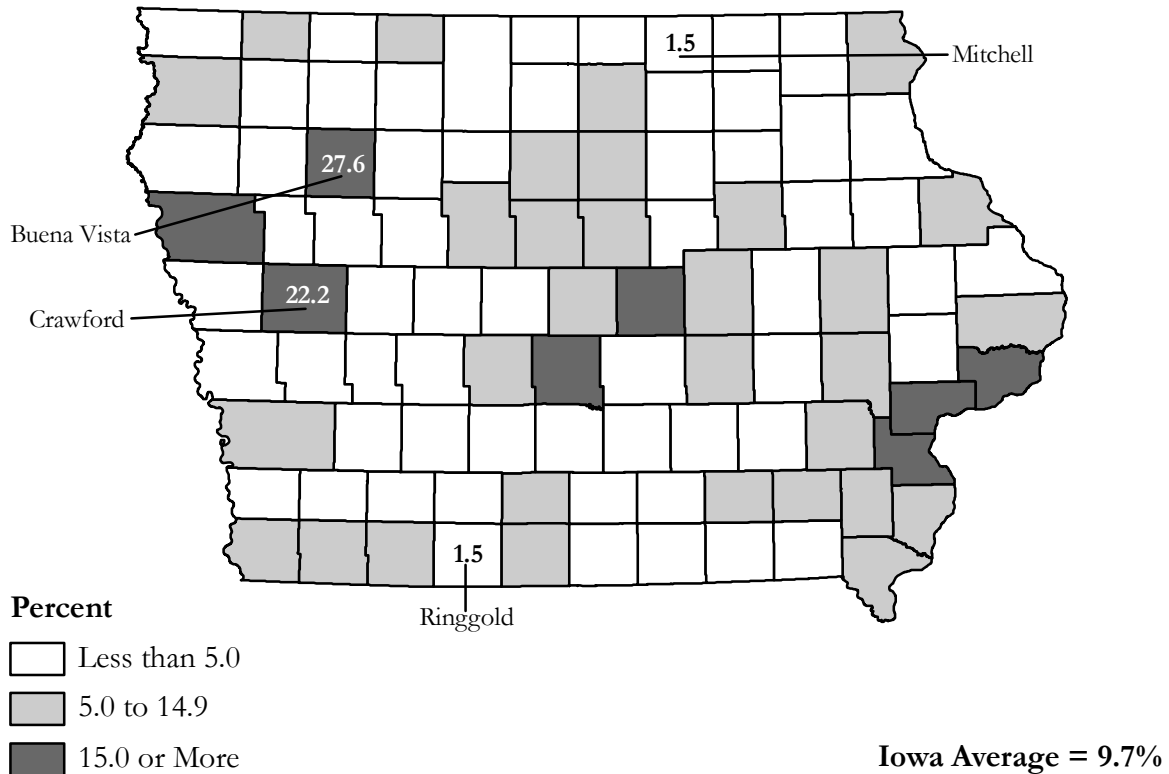
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2008 (SC-EST2008-04).

- Minority data are estimates figured by dividing the total number of minorities by the total estimated population in 2008. Minorities include any person except white, non-Hispanic.
- **Midwest States** – In the Midwest states, an estimated 17.4 percent of the population classified themselves as minority in 2008. This is well below the national average of 34.4 percent. Iowa had the smallest percent of its population who classified themselves as minority at 9.7 percent, while Illinois had the largest at 35.3 percent.
- **Nation** – Overall, states in the southern and eastern portions of the Nation had larger percentages of minority populations than those in other areas. Hawaii had the largest minority population at 75.1 percent, while Maine had the smallest at 4.7 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the fifth lowest minority population in 2008.

Population and Demographics

Iowa Minorities

FIGURE 8B—PERCENT MINORITY POPULATION FOR IOWA COUNTIES 2008



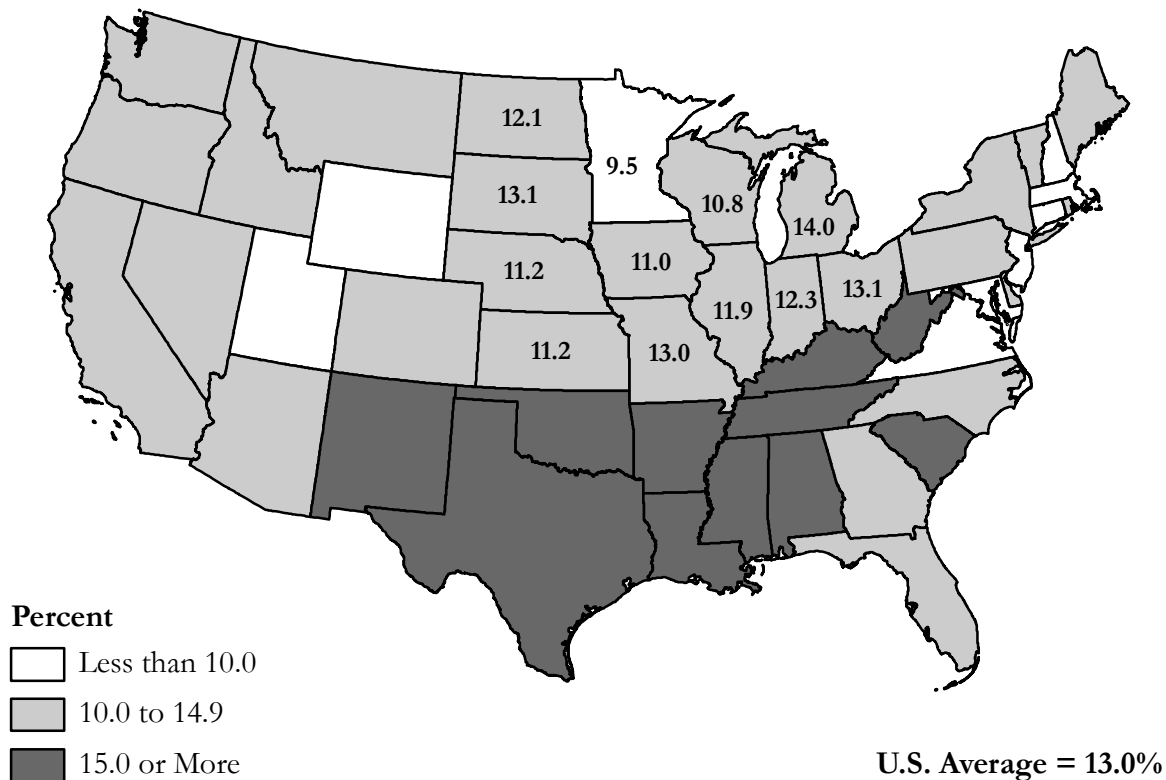
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2008 (CC-EST2008-6race-19).

- Population data are 2008 estimates based on Census 2000 data. Minorities include any person except white, non-Hispanic.
- Sixty counties in Iowa had a minority population under 5 percent, thirty-one had a minority population between 5 percent and 14.9 percent, and eight had a minority population of 15 percent or more in 2008.
- Overall, 9.7 percent of Iowa's population was minority in 2008. Buena Vista County had the largest minority population at 27.6 percent followed by Crawford County at 22.2 percent. Mitchell and Ringgold counties had the smallest minority population at 1.5 percent.

Population and Demographics

National Poverty

FIGURE 9B—PERCENT OF THE POPULATION IN POVERTY IN THE UNITED STATES 2007



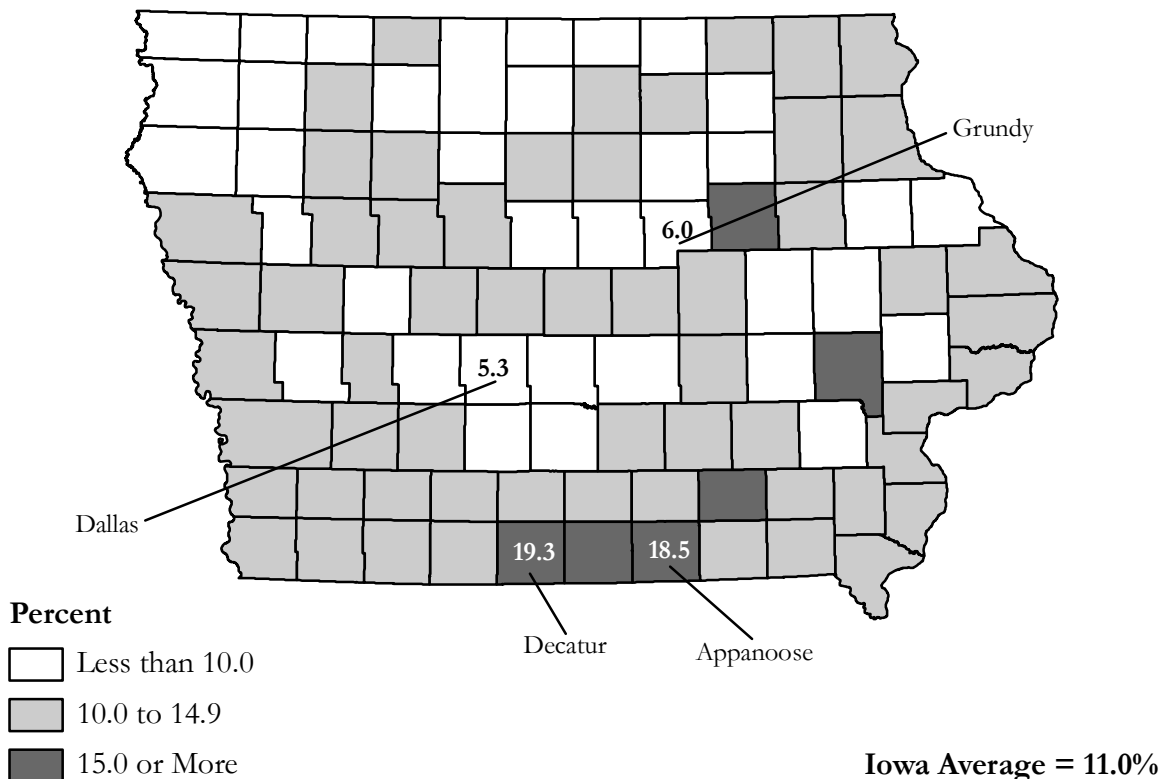
Source: U.S. Census Bureau, 2007 American Community Survey. Percent of People Below Poverty Level in the Past 12 Months (for Whom Poverty Status is Determined) (Table R1701).

- Poverty data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations, please see the American Community Survey Subject Definitions at <http://www.census.gov/lacs/www/UseDataDef.htm>.
- **Midwest States** – An estimated 11.9 percent of the population in the Midwest states was classified as living below the poverty level in 2007. This is slightly below the national average of 13 percent. The state with the smallest percent of its population below the poverty level was in Minnesota at 9.5 percent, while the largest percent was in Michigan at 14 percent. Out of the twelve Midwest states, Iowa had the third lowest percent of people in poverty in 2007.
- **Nation** – Overall, states in the southern portion of the United States tended to have a larger percentage of their populations below the poverty level than states in other parts of the Nation. Mississippi had the largest percent of its population below the poverty level at 20.6 percent, while New Hampshire had the smallest percent at 7.1 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the sixteenth lowest percent of people in poverty in 2007.

Population and Demographics

Iowa Poverty

FIGURE 10B—PERCENT OF THE POPULATION IN POVERTY FOR IOWA COUNTIES 2006



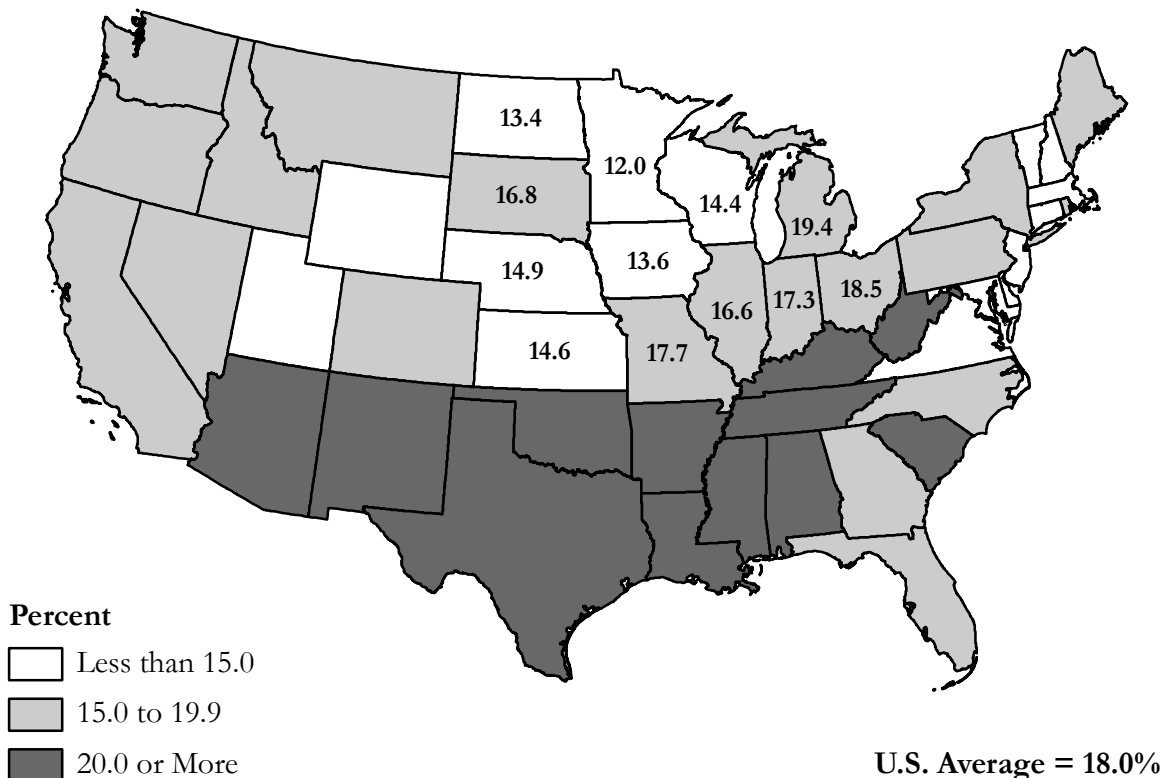
Source: U.S. Census Bureau, Poverty and Health Statistics Division. All Ages in Poverty for Counties of Iowa: 2006.

- County-level poverty data are estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- Thirty-six counties in Iowa had less than 10 percent of the population below the poverty level, fifty-seven had between 10 percent and 14.9 percent below the poverty level, and six had 15 percent or more below the poverty level.
- Overall, Iowa had 11 percent of its population living in poverty. Decatur County had the highest percent of people below the poverty level at 19.3 percent followed by Appanoose County at 18.5 percent. Dallas County had the lowest percent of its population below the poverty level at 5.3 percent followed by Grundy County at 6 percent.

Population and Demographics

National Child Poverty

FIGURE 11B—PERCENT OF CHILDREN IN POVERTY IN THE UNITED STATES 2007



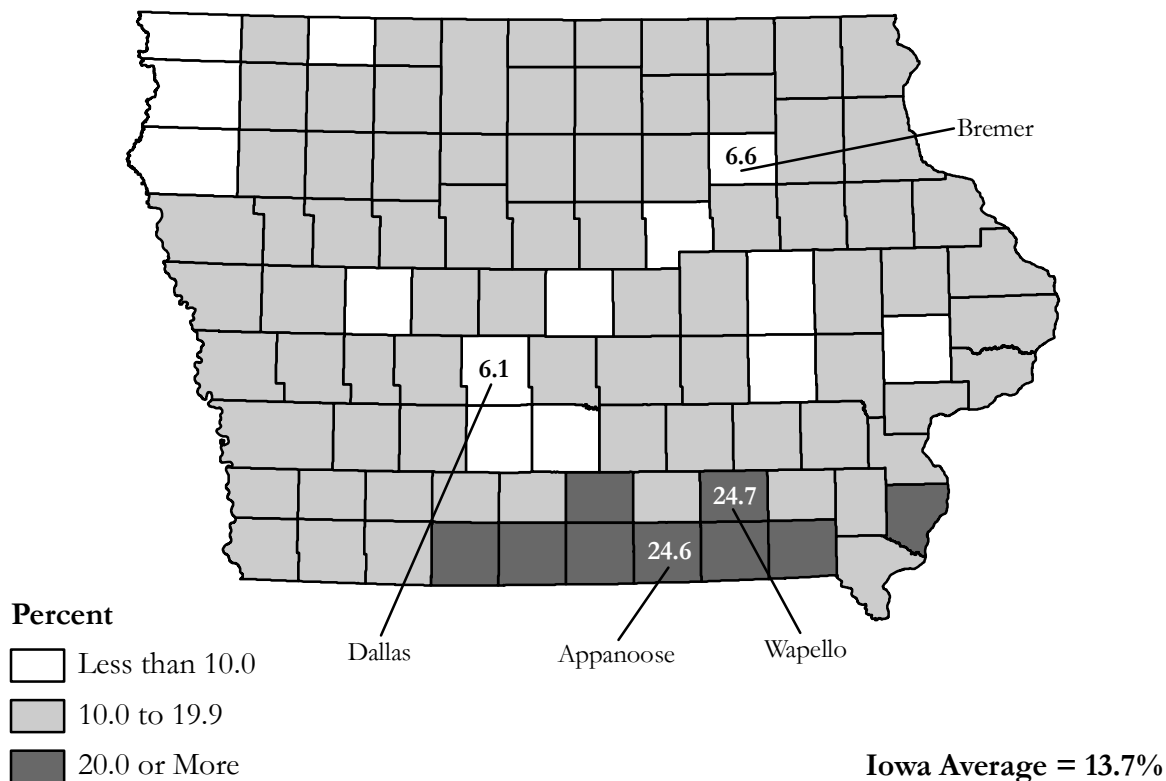
Source: U.S. Census Bureau, 2007 American Community Survey. Percent of Children Under 18 Years Below Poverty Level in the Past 12 Months (for Whom Poverty Status is Determined) (Table R1704).

- Poverty estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations, please see the American Community Survey Subject Definitions at <http://www.census.gov/aacs/www/UseData/Def.htm>.
- **Midwest States** – An estimated 15.8 percent of the children in the Midwest states were classified as living below the poverty level in 2007. This is below the national average of 18 percent. The state with the smallest percent of children below the poverty level was Minnesota at 12 percent, while the largest percent was in Michigan at 19.4 percent. Out of the twelve Midwest states, Iowa had the third lowest percent of children in poverty in 2007.
- **Nation** – In general, states in the southern portion of the United States tended to have a larger percentage of children below the poverty level than states in other parts of the Nation. Mississippi had the largest percent of children below the poverty level at 29.3 percent, while New Hampshire had the smallest percent at 8.8 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the fourteenth lowest percent of children in poverty in 2007.

Population and Demographics

Iowa Child Poverty

FIGURE 12B—PERCENT OF CHILDREN IN POVERTY FOR IOWA COUNTIES 2006



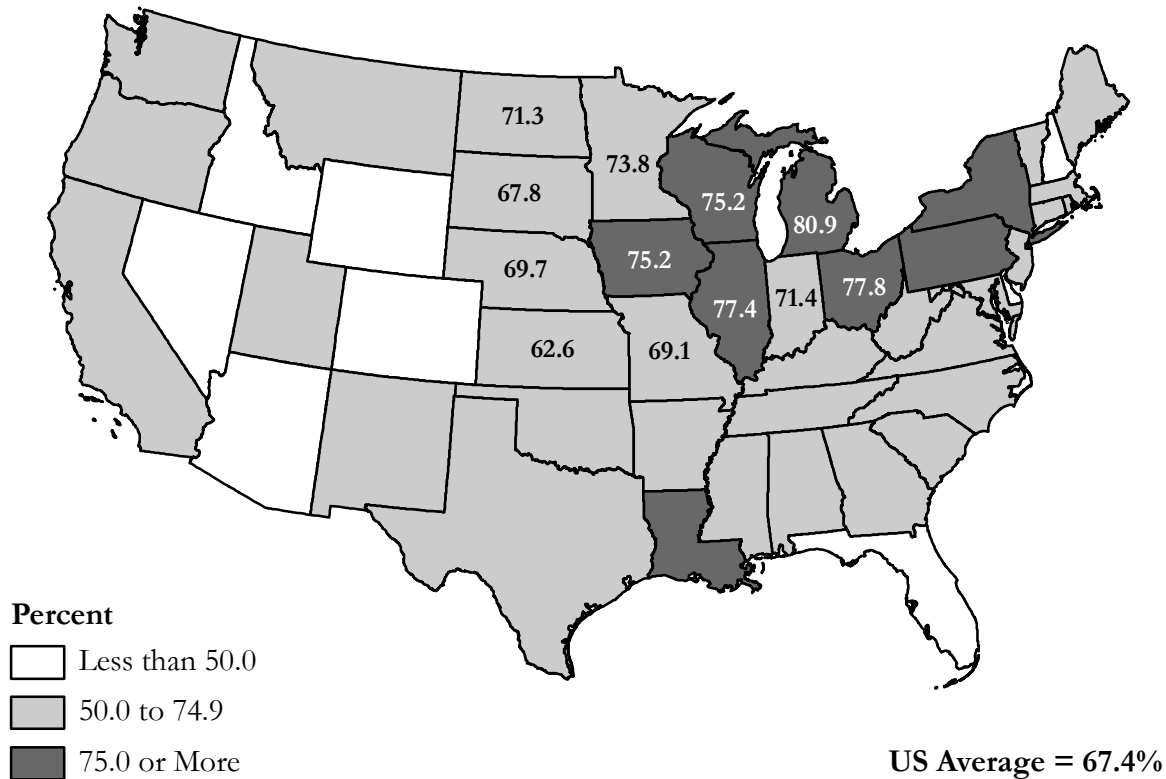
Source: U.S. Census Bureau, Poverty and Health Statistics Division. Under Age 18 in Poverty for Counties of Iowa: 2006.

- Poverty data are estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- The counties in the southern-most part of Iowa had a larger percent of children below the poverty level in 2006 than did counties in the rest of the state. Fourteen counties in Iowa had less than 10 percent of children below the poverty level, seventy-six counties had between 10 percent and 19.9 percent, and nine had 20 percent or more of children below the poverty level.
- Overall, 13.7 percent of children in Iowa were living below the poverty level. Wapello County had the highest percent of children below the poverty level at 24.7 percent followed by Appanoose County at 24.6 percent. Dallas County had the lowest percent of children below the poverty level at 6.1 percent followed by Bremer County at 6.6 percent.

Population and Demographics

National Natives

FIGURE 13B—PERCENT OF THE POPULATION BORN IN THEIR CURRENT STATE OF RESIDENCE IN THE UNITED STATES 2007



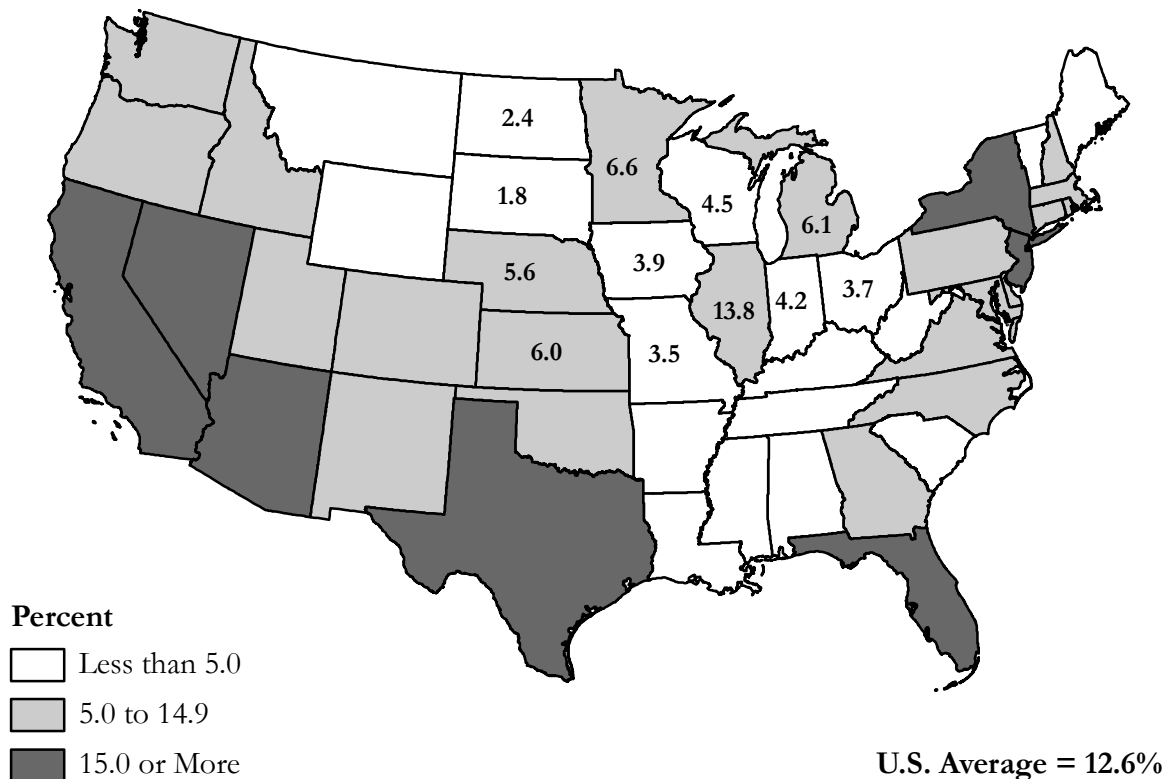
Source: U.S. Census Bureau, 2007 American Community Survey. Percent of the Native Population Born in Their State of Residence (Table R0601).

- Nativity data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – An estimated 72.7 percent of people living in the Midwest states in 2007 were born in their current state of residence. This is above the national average of 67.4 percent. The smallest percent of people currently living in the state which they were born was in Kansas at 62.6 percent, while the largest percent was in Michigan at 80.9 percent. Out of the twelve Midwest states, Iowa tied for the fourth highest percent of natives currently living in the state in 2007.
- **Nation** – Nevada had the smallest percent of current residents which were born in the state at 28.5 percent, while Louisiana had the largest percent at 82.2 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the eighth highest nativity percent in 2007.

Population and Demographics

National Foreign Born

FIGURE 14B—PERCENT OF THE POPULATION FOREIGN BORN IN THE UNITED STATES 2007



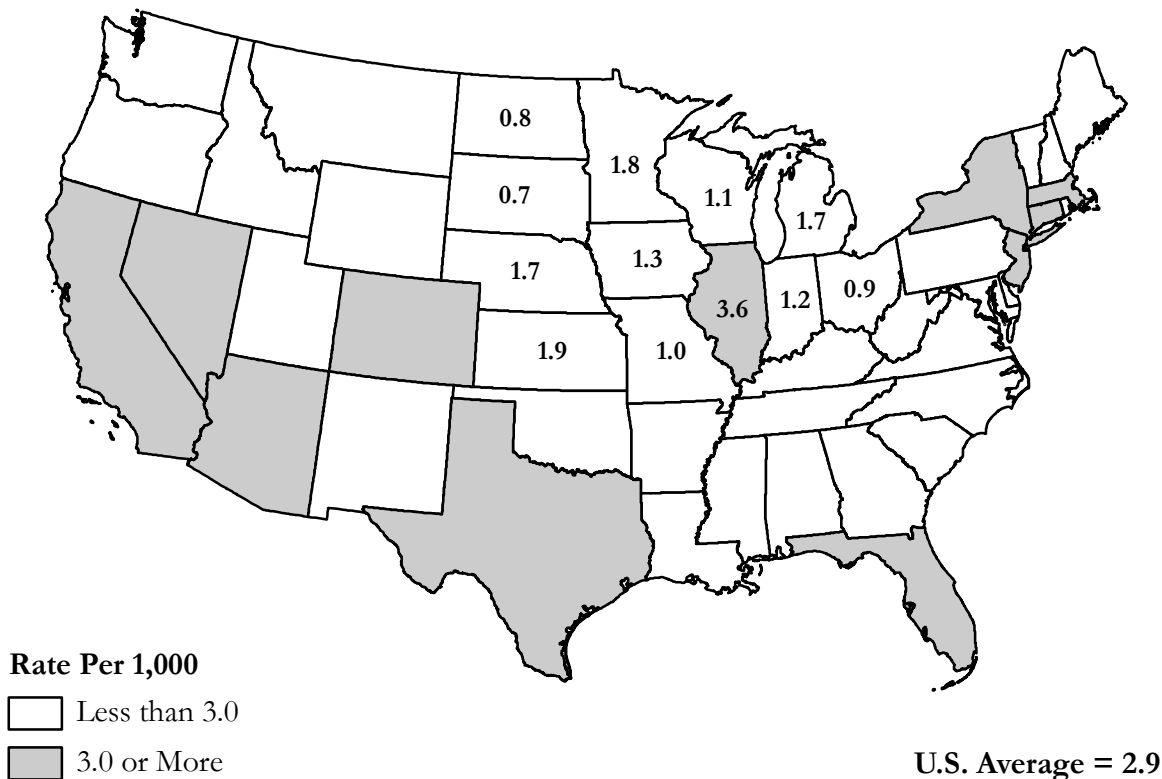
Source: U.S. Census Bureau, 2007 American Community Survey. Percent of People Who are Foreign Born (Table R0501).

- Data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – An estimated 5.2 percent of people who lived in the Midwest states in 2007 were born outside of the United States. This is well below the national average of 12.6 percent. The state with the smallest percent of foreign born people in its population was South Dakota at 1.8 percent, while the largest percent was in Illinois at 13.8 percent. Out of the twelve Midwest states, Iowa had the fifth lowest percent of its population born outside of the United States.
- **Nation** – West Virginia had the smallest percent of foreign born people in its population at 1.3 percent, while California had the largest percent of foreign born people in its population at 27.4 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the fourteenth lowest percent of foreign born population in 2007.

Population and Demographics

International Migration

FIGURE 15B—NET INTERNATIONAL MIGRATION PER 1,000 IN THE POPULATION IN THE UNITED STATES, JULY 2007 TO JULY 2008



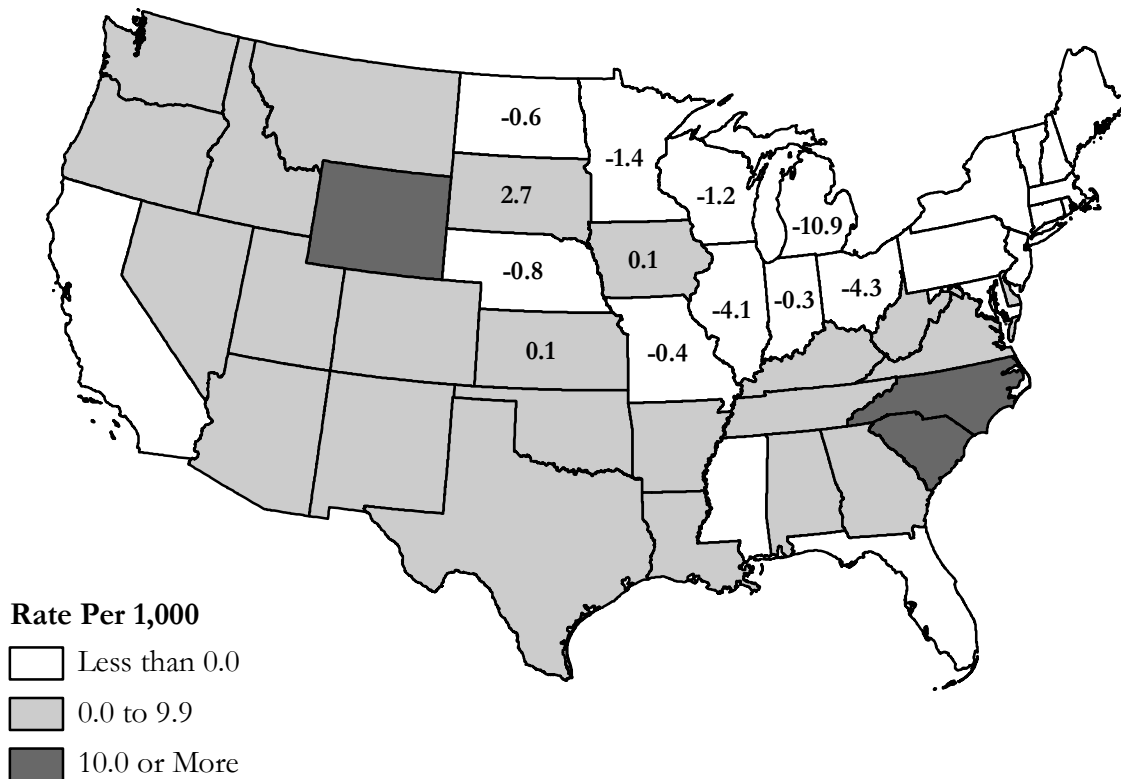
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2007 to July 1, 2008 (NST-EST2008-05).

- Migration data are estimates based on Census 2000 data. Net international migration is equal to the number of people moving into a state from another country minus the number of people moving out of a state to another country. The rate is figured by dividing the net international migration by the estimated total population of the state.
- **Midwest States** – An estimated net rate of 1.5 per 1,000 in the population in the Midwest states migrated from other countries from July 2007 to July 2008. This was below the national average of 2.9 per 1,000 in the population. The state with the smallest net rate of international migration was South Dakota at 0.7 per 1,000 in the population, while the state with the largest rate was in Illinois at 3.6. Out of the twelve Midwest states, Iowa had the sixth highest net international migration rate.
- **Nation** – Montana and West Virginia had the smallest net rate of international migration at 0.2, while California had the largest net rate of international migration at 5.3 per 1,000 in the population. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the twenty-second lowest net international migration rate from July 2007 to July 2008.

Population and Demographics

National Domestic Migration

FIGURE 16B—NET DOMESTIC MIGRATION PER 1,000 IN THE POPULATION IN THE UNITED STATES
JULY 2007 TO JULY 2008



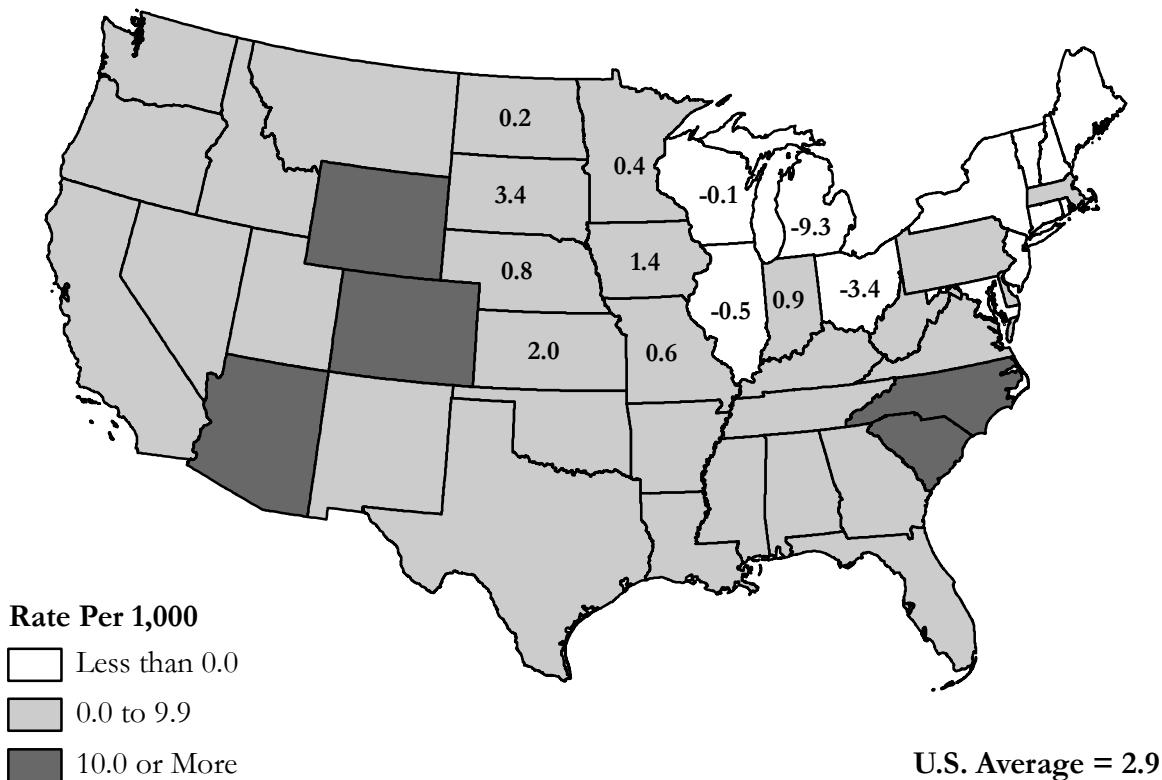
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2007 to July 1, 2008 (NST-EST2008-05).

- Migration data are estimates based on Census 2000 data. Net domestic migration is equal to the number of people moving into a state from another state minus the number of people moving out of a state to another state. The rate is figured by dividing the net domestic migration by the estimated total population of the state.
- **Midwest States** – An estimated net rate of -1.6 per 1,000 in the population in Midwest states migrated from other states from July 2007 to July 2008. This means that more people moved out of the Midwest states to other states than moved in from other states during this time period. The state with the lowest net rate of domestic migration was Michigan with a rate of -10.9 per 1,000 in the population, while the state with the highest net rate was South Dakota at 2.7. Out of the twelve Midwest states, Iowa tied for the second highest net domestic migration rate from July 2007 to July 2008.
- **Nation** – Overall, negative domestic migration rates during this time period clustered in the Midwest and New England states. Michigan had the lowest net rate of domestic migration at -10.9, while South Carolina had the highest net rate of domestic migration at 11.1 per 1,000 in the population. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the twenty-fifth lowest net domestic migration rate.

Population and Demographics

National Total Migration

FIGURE 17B—NET TOTAL MIGRATION PER 1,000 IN THE POPULATION IN THE UNITED STATES
JULY 2007 TO JULY 2008



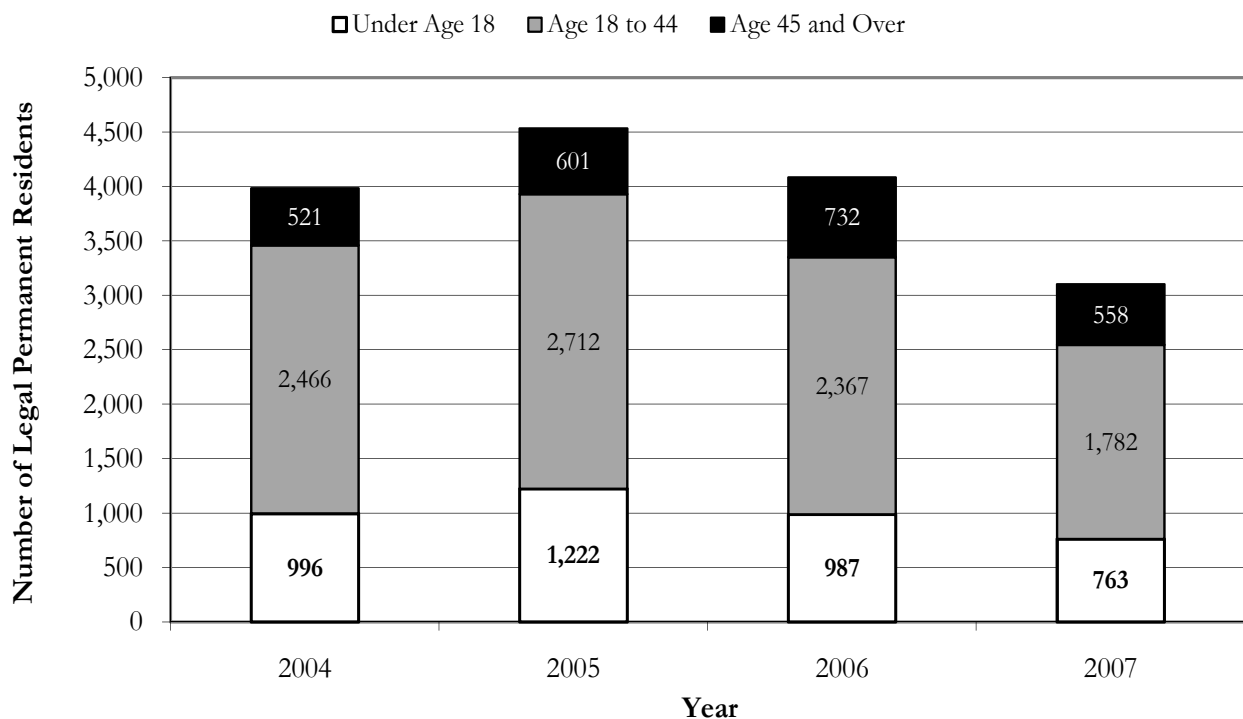
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2007 to July 1, 2008 (NST-EST2008-05).

- Migration data are estimates based on Census 2000 data. Net total migration is equal to the number of people moving into a state minus the number of people moving out of that state. The rate is figured by dividing the net migration by the estimated total population of the state.
- **Midwest States** – An estimated net rate of -0.3 per 1,000 in the population in the Midwest states migrated into a state from July 2007 to July 2008. This is below the national rate of 2.9. The state with the lowest net rate of total migration was Michigan with a rate of -9.3 per 1,000 in the population while the state with the highest rate was South Dakota at 3.4. Out of the twelve Midwest states, Iowa had the third highest net total migration rate from 2007 to 2008.
- **Nation** – States in the southern and western parts of the Nation tended to have higher net migration rates than states in other parts of the United States. Arizona had the highest net rate of total migration at 13.3 per 1,000 in the population, while Michigan had the lowest net rate of total migration at -9.3. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the twenty-third lowest net total migration rate from 2007 to 2008.

Population and Demographics

Iowa Legal Permanent Residents

FIGURE 18B—NUMBER OF PERSONS BECOMING LEGAL PERMANENT RESIDENTS OF IOWA BY AGE GROUP 2004 TO 2007 TRENDS



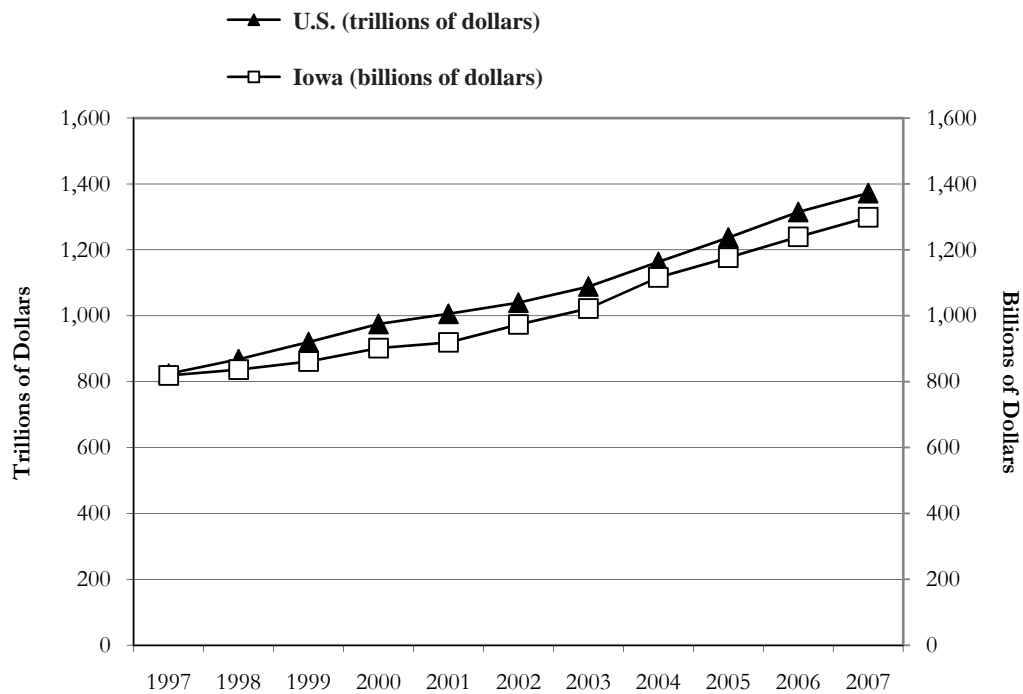
Source: U.S. Department of Homeland Security, Office of Immigration Statistics. Persons Becoming Legal Permanent Residents by State of Residence and Selected Characteristics: Fiscal Year 2004 to 2007.

- Legal permanent resident data are estimates of people who have been granted lawful permanent residence in the United States. They are often referred to as “green card” recipients.
- In fiscal year 2004, there were a total of 3,983 people who became legal permanent residents and resided in Iowa. Of these, 25 percent were under age 18, 61.9 percent were between ages 18 and 44, and 13.1 percent were age 45 and over.
- In fiscal year 2005, there were a total of 4,535 people who became legal permanent residents and resided in Iowa. Of these, 26.9 percent were under age 18, 59.8 percent were between ages 18 and 44, and 13.3 percent were age 45 and over.
- In fiscal year 2006, there were a total of 4,086 people who became legal permanent residents and resided in Iowa. Of these, 24.2 percent were under age 18, 57.9 percent were between ages 18 and 44, and 17.9 percent were age 45 and over.
- In fiscal year 2007, there were a total of 3,103 people who became legal permanent residents and resided in Iowa. Of these, 24.6 percent were under age 18, 57.4 percent were between ages 18 and 44, and 18 percent were age 45 and over.

Economics

Iowa and National Gross Domestic Product

FIGURE 19B—IOWA AND NATIONAL GROSS DOMESTIC PRODUCT
1997 TO 2007 TRENDS



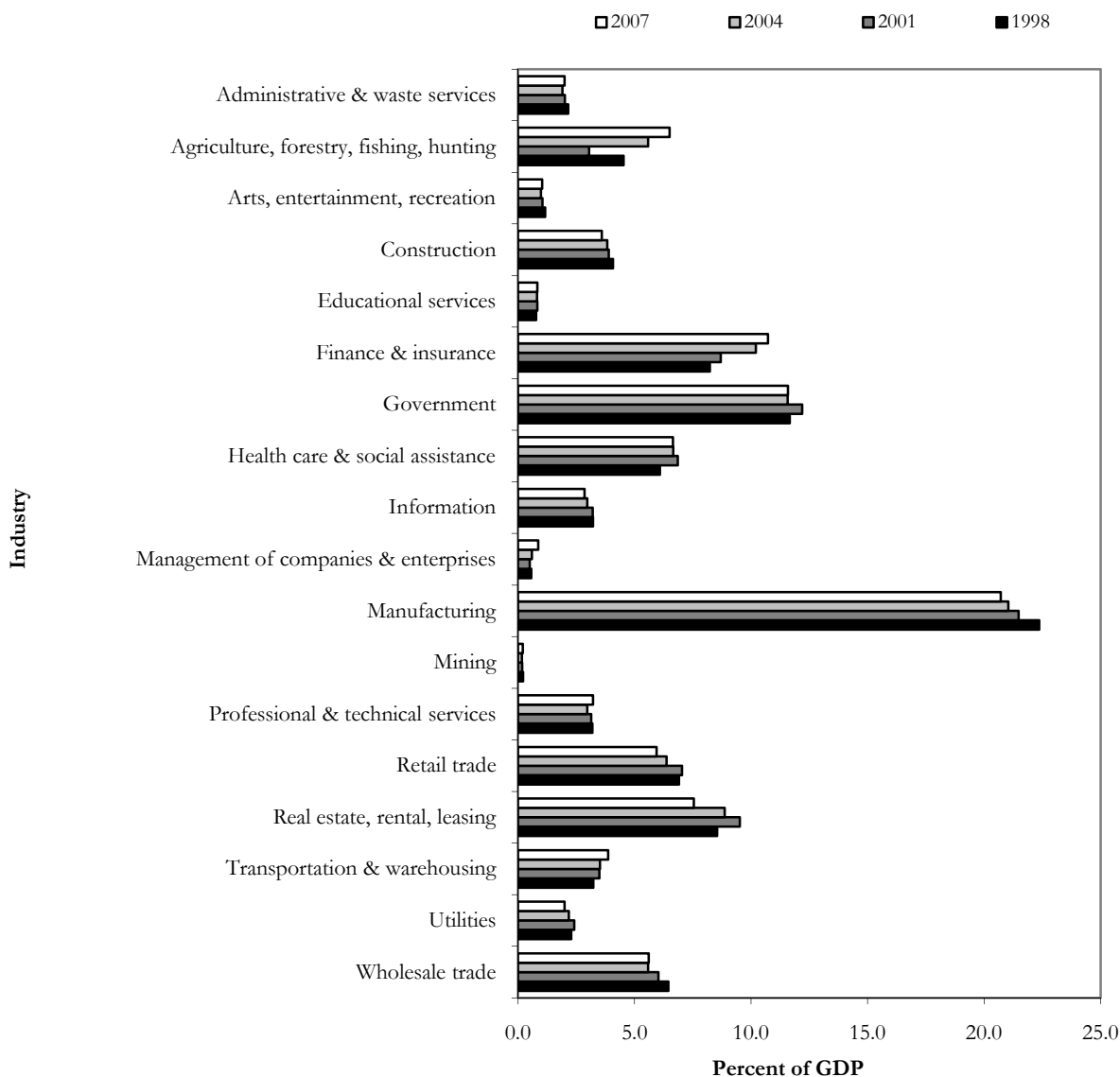
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State: 1997 to 2007.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- The national and Iowa GDP have experienced steady growth from 1997 to 2007. The national GDP grew by \$548 trillion between 1997 and 2007 and the Iowa GDP grew by \$480 billion.
- In 1997, Iowa's GDP was \$819 billion, very similar to the national GDP in trillions of dollars at \$824. By 2007, Iowa's GDP was \$1,299 billion while the national GDP was at \$1,372 trillion.

Economics

Iowa Gross Domestic Product by Industry

FIGURE 20B—PERCENT OF IOWA GROSS DOMESTIC PRODUCT BY INDUSTRY 1998, 2001, 2004, AND 2007



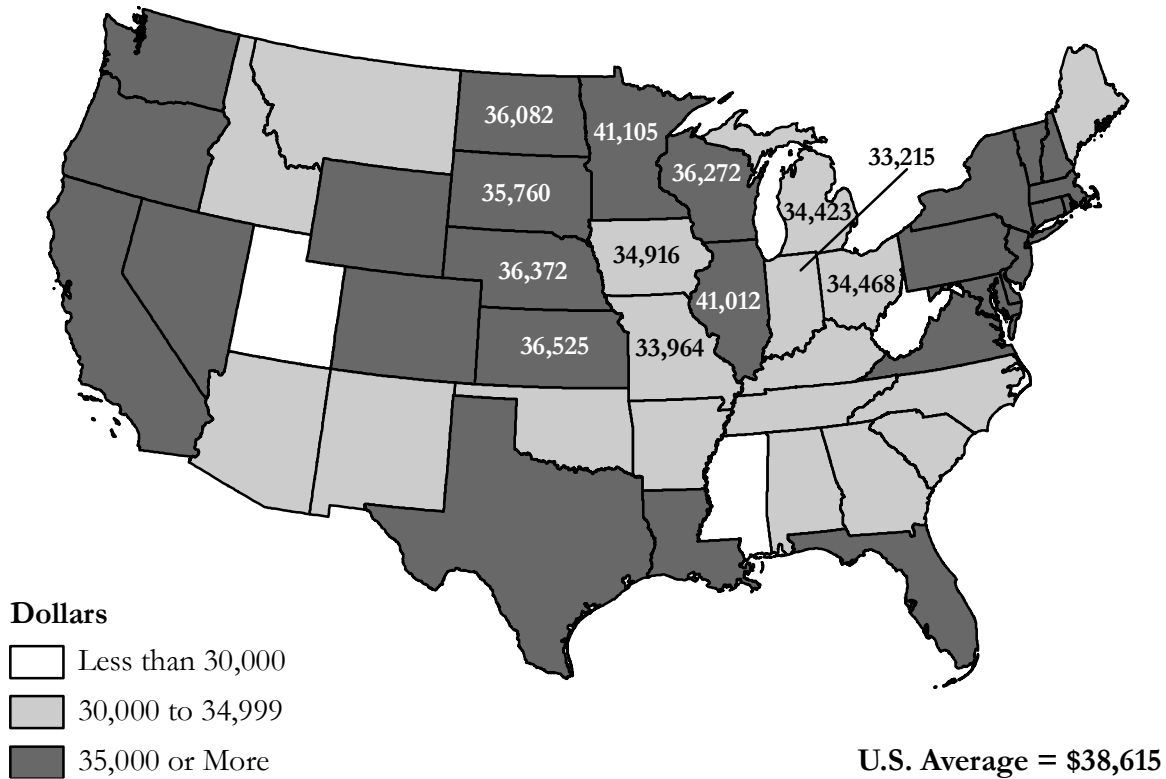
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State by Industry: 1998, 2001, 2004, and 2007.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- In 1998, 2001, 2004, and 2007 the largest percentage of Iowa's GDP was from manufacturing, averaging 21.4 percent of the GDP.
- In 1998, 2001, 2004, and 2007 the smallest percentage of Iowa's GDP was from mining at 0.2 percent in each of the four years.
- The finance and insurance industry experienced the largest gain in percentage of Iowa's GDP from 1998 to 2007 at 2.5 percent, while manufacturing experienced the largest loss at -1.7 percent.

Economics

National Per Capita Income

FIGURE 21B—PER CAPITA PERSONAL INCOME IN THE UNITED STATES 2007



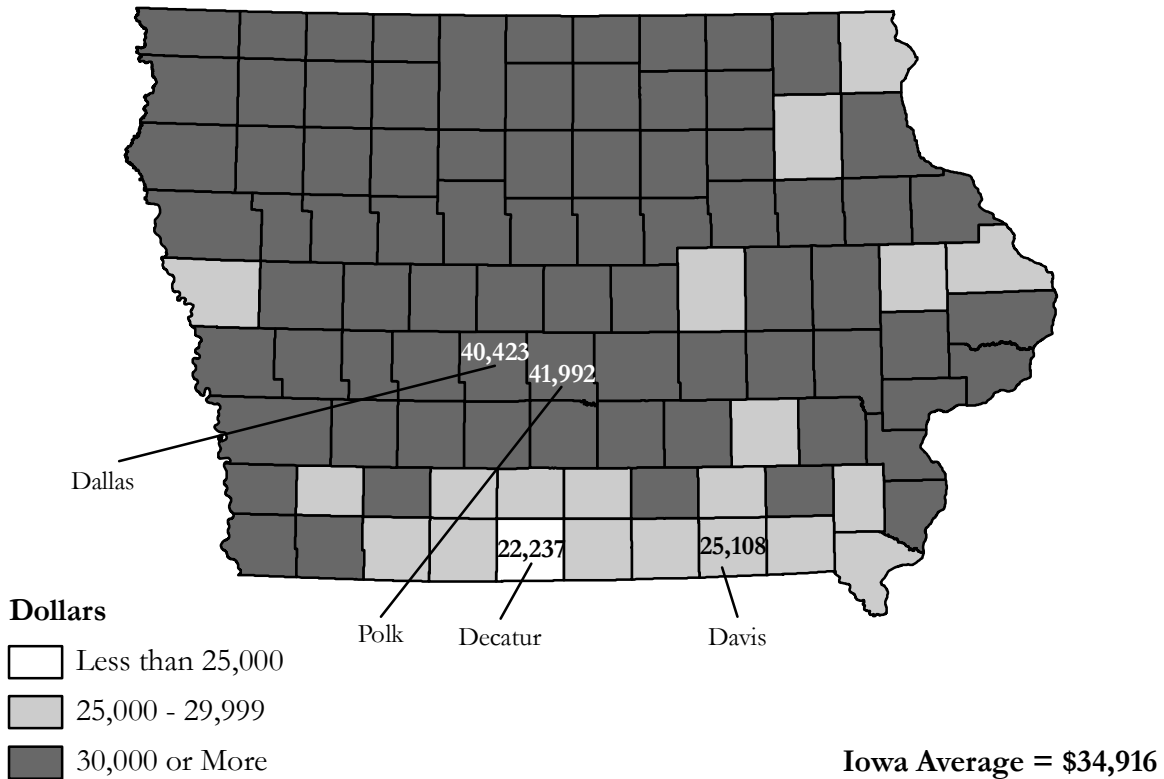
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Per Capita Personal Income (Dollars): 2007.

- Per capita personal income data are 2007 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- **Midwest States** – The average per capita income in the Midwest states was \$36,176. This is slightly below the national average of \$38,615. The lowest per capita income was in Indiana at \$33,215, while the highest was in Minnesota at \$41,105. Out of the twelve Midwest states, Iowa had the fifth lowest per capita income in 2007.
- **Nation** – Across the Nation, Mississippi had the lowest per capita income at \$28,541, while the District of Columbia had the highest per capita income at \$62,484. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the twentieth lowest per capita income in 2007.

Economics

Iowa Per Capita Income

FIGURE 22B—PER CAPITA PERSONAL INCOME FOR IOWA COUNTIES 2007



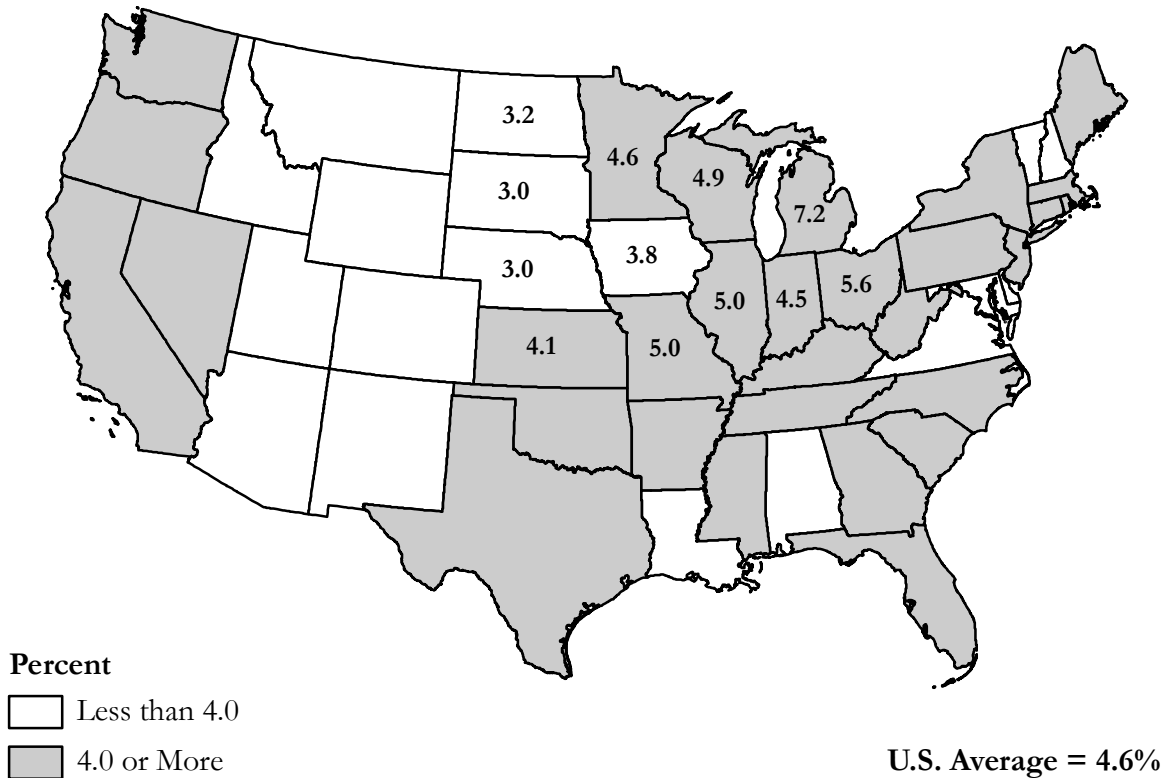
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Iowa Per Capita Personal Income (Dollars): 2007.

- Per capita personal income data are 2007 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- The counties in the southern-most part of Iowa had lower per capita incomes than did counties in the rest of the state. Only one county in Iowa had a per capita income of less than \$25,000, twenty had a per capita income between \$25,000 and \$29,999, and seventy-eight had a per capita income of \$30,000 or higher.
- Overall, the average per capita income in Iowa was \$34,916 in 2007. Decatur County had the lowest per capita income at \$22,237 followed by Davis County at \$25,108. Polk County had the highest per capita income at \$41,992 followed by Dallas County at \$40,423.

Economics

National Unemployment

FIGURE 23B—PERCENT OF PEOPLE UNEMPLOYED IN THE UNITED STATES 2007



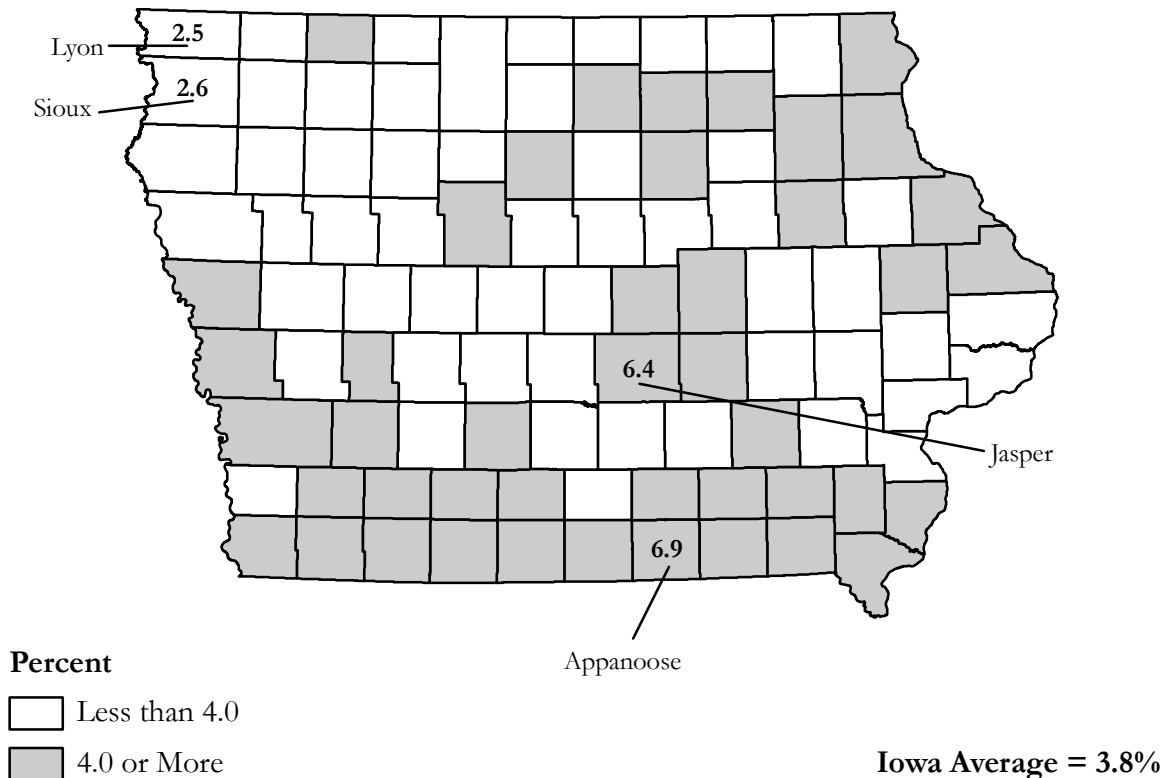
Source: U.S. Department of Labor, Bureau of Labor Statistics. Regional and State Unemployment: 2007.

- Unemployment data are 2007 estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- **Midwest States** – The average unemployment rate for the Midwest states was 4.5 percent. This is almost equivalent to the national average of 4.6 percent. The lowest unemployment rate was in South Dakota and Nebraska at 3 percent, while the highest was in Michigan at 7.2 percent. Out of the twelve Midwest states, Iowa had the fourth lowest unemployment rate in 2007.
- **Nation** – Hawaii had the lowest unemployment rate in the Nation at 2.6 percent, while Michigan had the highest rate at 7.2 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa tied for the fifteenth lowest unemployment rate in 2007.

Economics

Iowa Unemployment

FIGURE 24B—PERCENT OF PEOPLE UNEMPLOYED FOR IOWA COUNTIES 2007



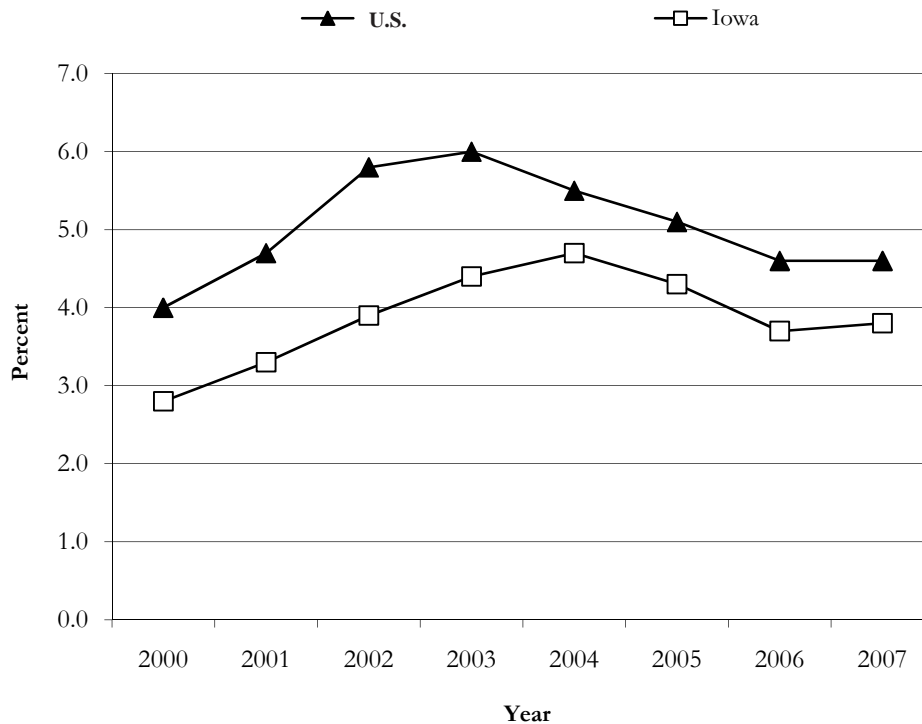
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for Iowa Counties and Areas: 2007.

- Unemployment data are 2007 estimates for people age 16 and older as reported by the Current Population Survey, Current Employment Statistics Program, and state unemployment insurance systems. Annual data are not seasonally adjusted.
- Fifty-five counties in Iowa had an unemployment rate of less than 4 percent, while forty-four had an unemployment rate of 4 percent or more.
- The overall unemployment rate in Iowa was 3.8 percent in 2007. Lyon County had the lowest unemployment rate at 2.5 percent followed by Sioux County at 2.6 percent. Appanoose County had the highest unemployment rate at 6.9 percent followed by Jasper County at 6.4 percent.

Economics

Unemployment Trends

FIGURE 25B—PERCENT OF PEOPLE UNEMPLOYED 2000 TO 2007 TRENDS



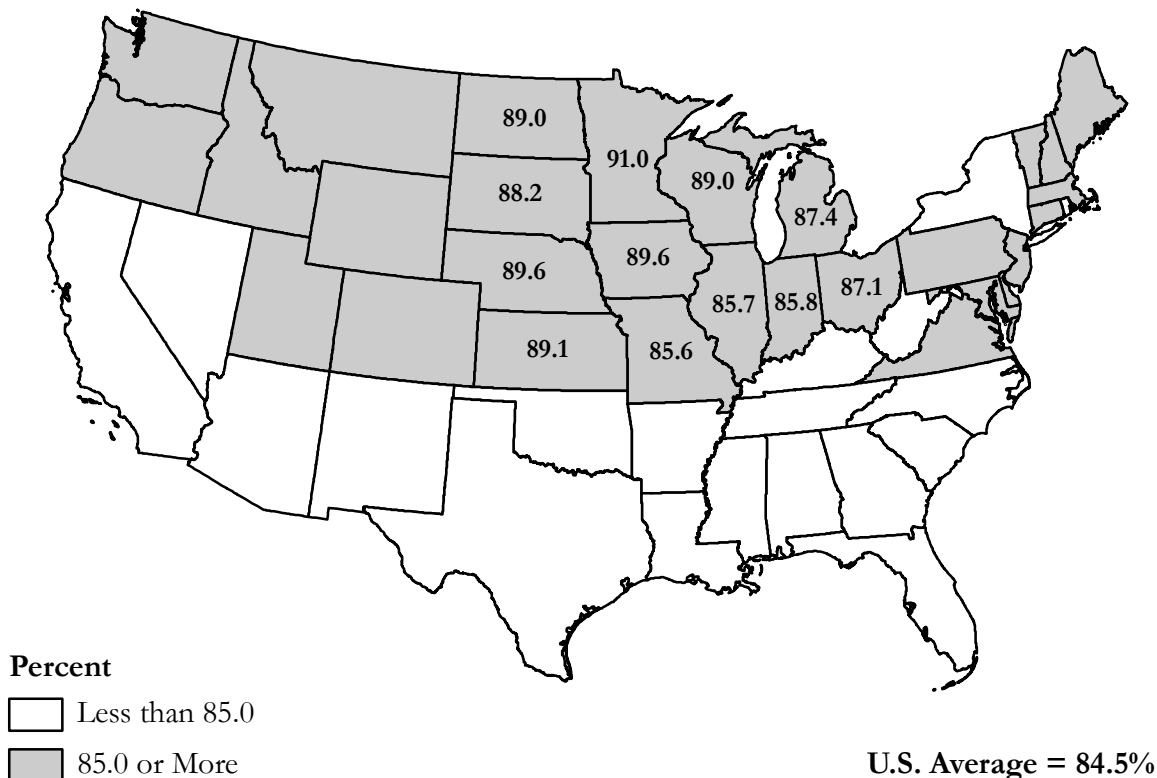
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for United States and Iowa: 2000 to 2007.

- Unemployment data are estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- In 2000, the national unemployment rate was 4 percent, while the rate in Iowa was 2.8 percent. The national unemployment rate peaked in 2003 at 6 percent, while Iowa's unemployment rate peaked in 2004 at 4.7 percent.
- The rate in Iowa was lower than the national rate each year from 2000 to 2007. Between 2000 and 2007, the national unemployment rate averaged 5 percent, while the Iowa unemployment rate averaged 3.9 percent.

Social

National High School Diploma

FIGURE 26B—PERCENT OF THE POPULATION AGE 25 AND OLDER WHO HAVE COMPLETED HIGH SCHOOL IN THE UNITED STATES 2007



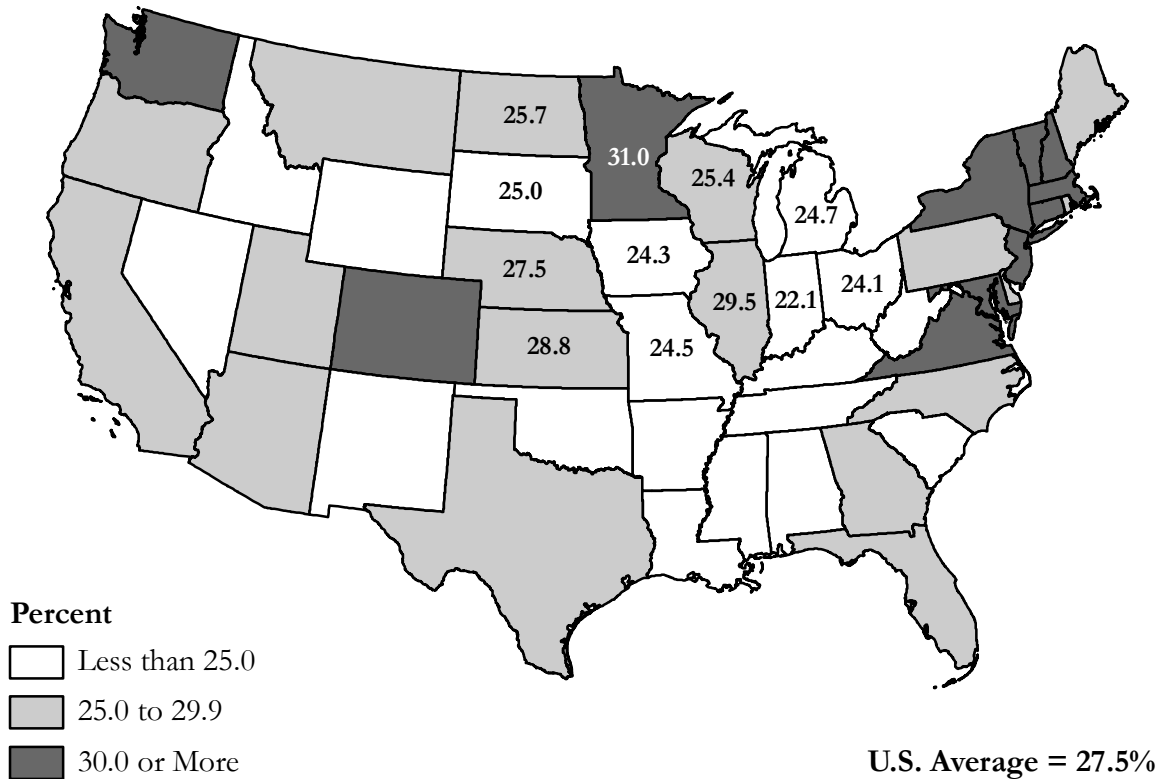
Source: U.S. Census Bureau, 2007 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – The average percent of people age 25 and older who had completed high school in 2007 in the Midwest states was 88.1 percent. This was above the national average of 84.5 percent. The highest percent was in Minnesota at 91 percent, while the lowest was in Missouri at 85.6 percent. Out of the twelve Midwest states, Iowa tied for the second highest percent of the population with a high school diploma in 2007.
- **Nation** – Overall, states in the southern portion of the United States had a lower percent of people completing high school than states in other parts of the Nation. Mississippi had the lowest percent of high school completers at 78.5 percent, while Wyoming had the highest percent at 91.2 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the eighth highest percent of the population age 25 and older with a high school diploma in 2007.

Social

National Bachelor's Degree

FIGURE 27B—PERCENT OF PEOPLE AGE 25 AND OLDER WHO HAVE EARNED A BACHELOR'S DEGREE IN THE UNITED STATES 2007



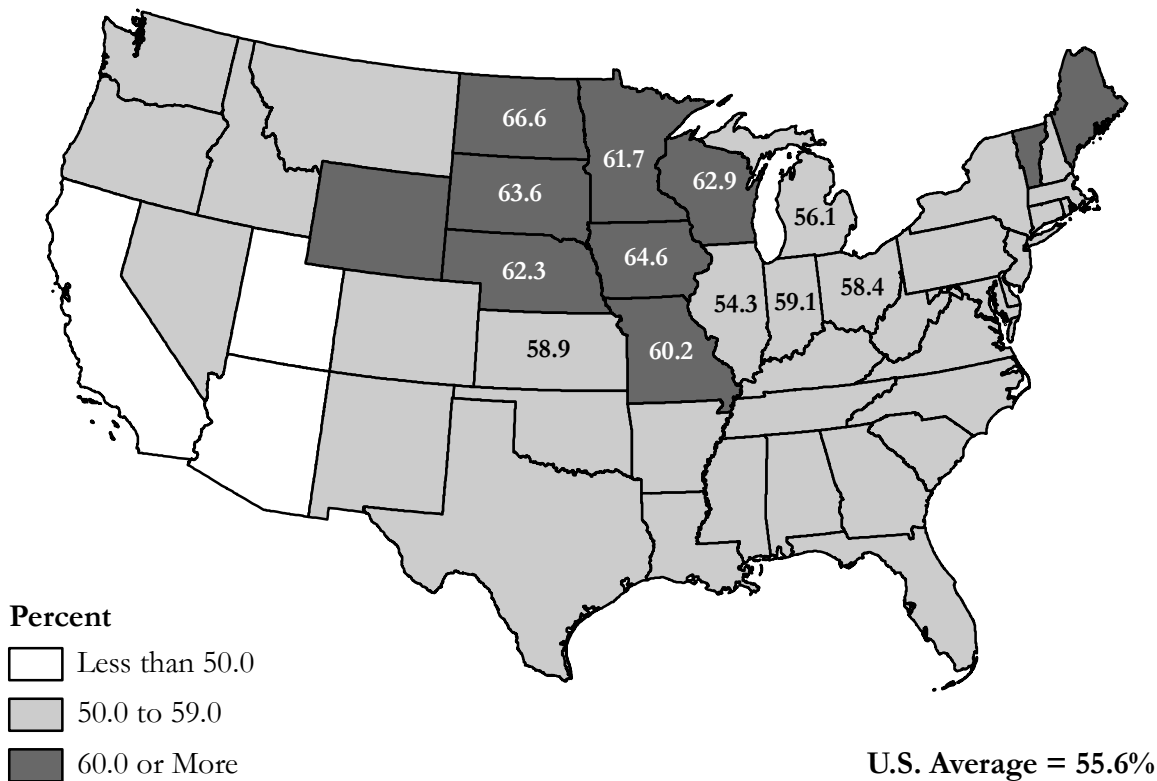
Source: U.S. Census Bureau, 2007 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – The average percent of people age 25 and older who had a bachelor's degree in 2007 in the Midwest states was 26.1 percent. This is slightly below the national average of 27.5 percent. The state with the lowest percent was Indiana at 22.1 percent, while the highest was Minnesota at 31 percent. Out of the twelve Midwest states, Iowa had the third lowest percent of people with a bachelor's degree in 2007.
- **Nation** – The District of Columbia had the highest percent in the Nation of people with bachelor's degrees at 47.5 percent, while West Virginia had the lowest percent at 17.3 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the fourteenth lowest percent of people with a bachelor's degree in 2007.

Social

National Two-Worker Families

FIGURE 28B—PERCENT OF FAMILIES WITH CHILDREN WHERE BOTH PARENTS WORK OUTSIDE THE HOME IN THE UNITED STATES 2007



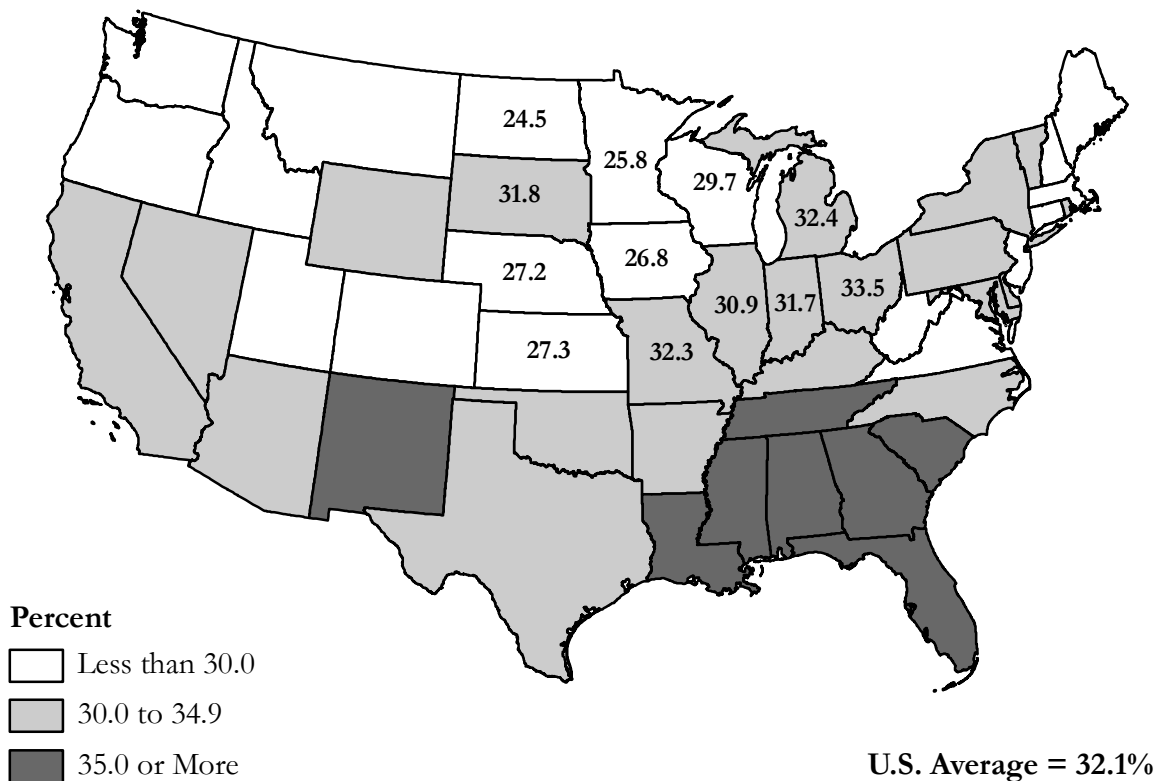
Source: U.S. Census Bureau, 2007 American Community Survey, Presence and Age of Own Children Under 18 Years by Family Type by Number of Workers in Family in the Past 12 Months (Table B23009).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters. Families with two parents and children under age eighteen are the basis for this analysis.
- **Midwest States** – The average percent of families with children where both parents work in the Midwest states was 60.7 percent. This is above the national average of 55.6 percent. The lowest percent of families with two parents both working was in Illinois at 54.3 percent, while the highest was in North Dakota at 66.6 percent. Out of the twelve Midwest states, Iowa had the second highest percent of two-parent families with both parents working in 2007.
- **Nation** – In the Nation overall, the Midwest states tended to have higher percentages of two-parent families where both parents worked. North Dakota had the highest percent at 66.6 percent, while Utah had the lowest percent at 48.7 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the fourth highest percent of two-parent families with both parents working in 2007.

Social

National One-Parent Households

FIGURE 29B—PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT IN THE UNITED STATES 2007



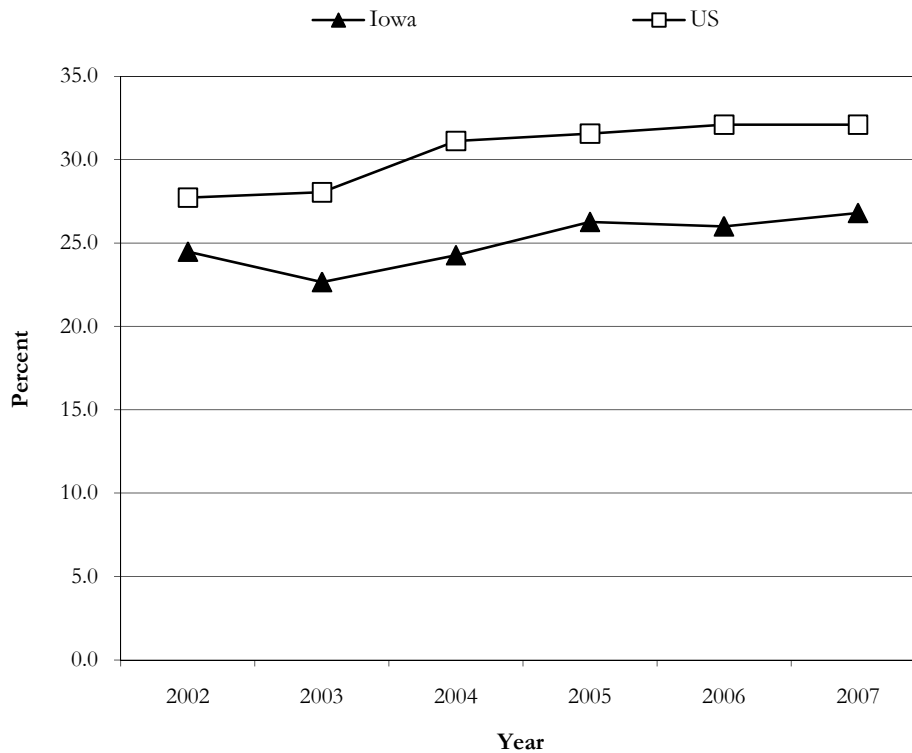
Source: U.S. Census Bureau, 2007 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months (Table B23008).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – The average percent of children living in one-parent families in the Midwest states was 29.5 percent. This is slightly below the national average of 32.1 percent. The lowest percent was in North Dakota at 24.5 percent, while the highest was in Ohio at 33.5 percent. Out of the twelve Midwest states, Iowa had the third lowest percent of children living with only one parent in 2007.
- **Nation** – States in the southern part of the United States tended to have a larger percent of children living with only one parent than did states in the northern part. The District of Columbia had the highest percent of children living in one-parent families at 59.8 percent, while Utah had the lowest percent at 18.2 percent. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the seventh lowest percent of children living with only one parent in 2007.

Social

One-Parent Household Trends

**FIGURE 30B—PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT
2002 TO 2007 TRENDS**



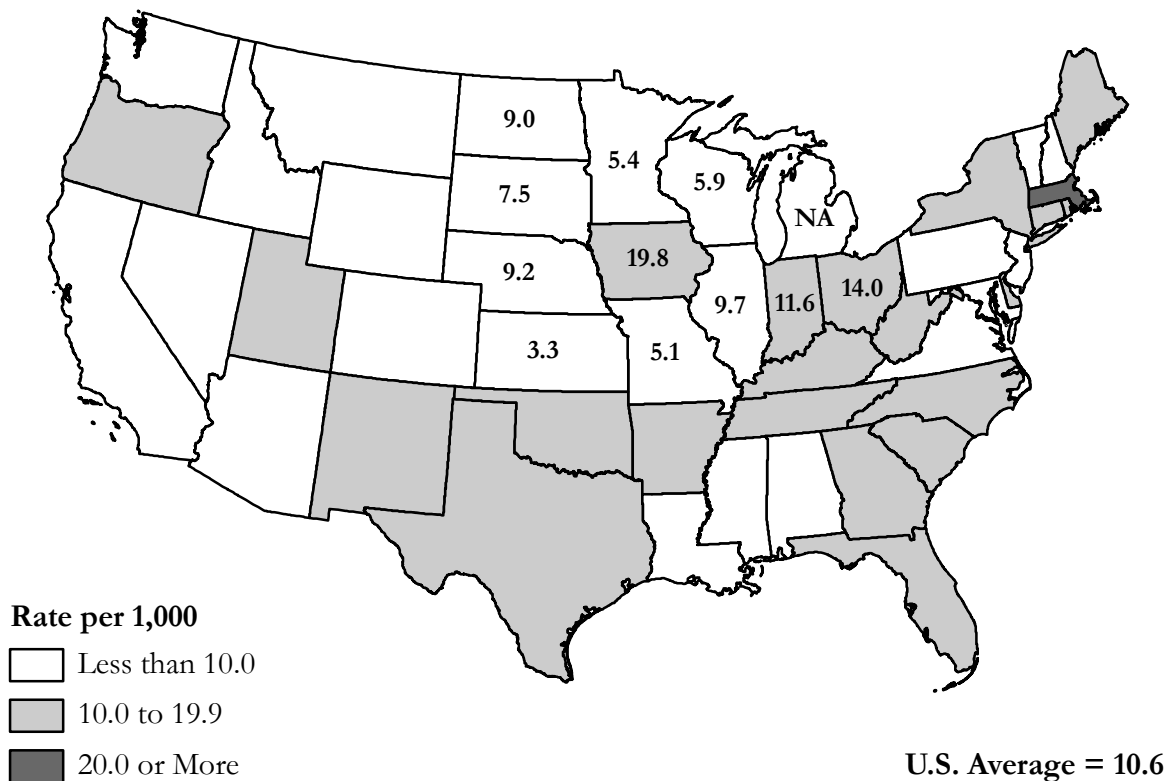
Source: U.S. Census Bureau, 2002 to 2007 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months.

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- In 2007, the percent of children under age 18 in the United States living with only one parent was 32.1 percent, while the percent in Iowa was 26.8 percent
- In 2002, the percent of children under age 18 in the United States living with only one parent was 27.7 percent, while the rate in Iowa was 24.5 percent.
- Overall, the national percent of children living with only one parent has been increasing slightly from 2002 to 2007. The rate in Iowa increased from 2002 to 2005 and has since then held fairly steady. Across years, the rate in Iowa is lower than the national rate.

Social

National Child Abuse and Neglect

FIGURE 31B—RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION IN THE UNITED STATES 2007



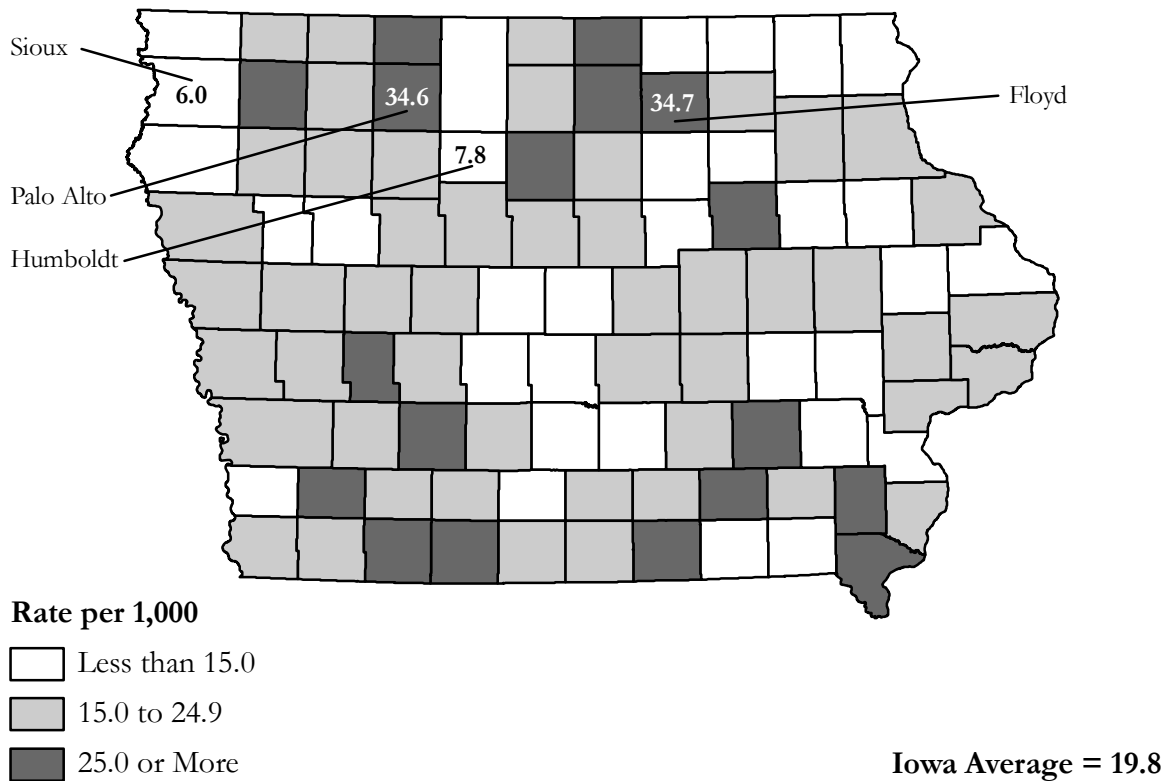
Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2007.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the United States Census Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases. This may cause Iowa's rate of child abuse/neglect to look inflated when compared to other states.
- **Midwest States** – An estimated 9.1 of every 1,000 youth in the population under age 18 in the Midwest states had been the victim of abuse or neglect in 2007. This is below the national average of 10.6. The lowest rate of abused or neglected children was in Kansas at 3.3, while the highest rate was in Iowa at 19.8.
- **Nation** – Within the United States, Pennsylvania had the lowest rate of children who had been abused or neglected at 1.5 per 1,000 youth, while Massachusetts had the highest rate at 26.3 per 1,000 youth. Out of the forty-nine territories included in this analysis (48 states and the District of Columbia), Iowa had the third highest rate of child abuse and neglect in 2007.

Social

Iowa Child Abuse and Neglect

FIGURE 32B—RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION FOR IOWA COUNTIES 2007



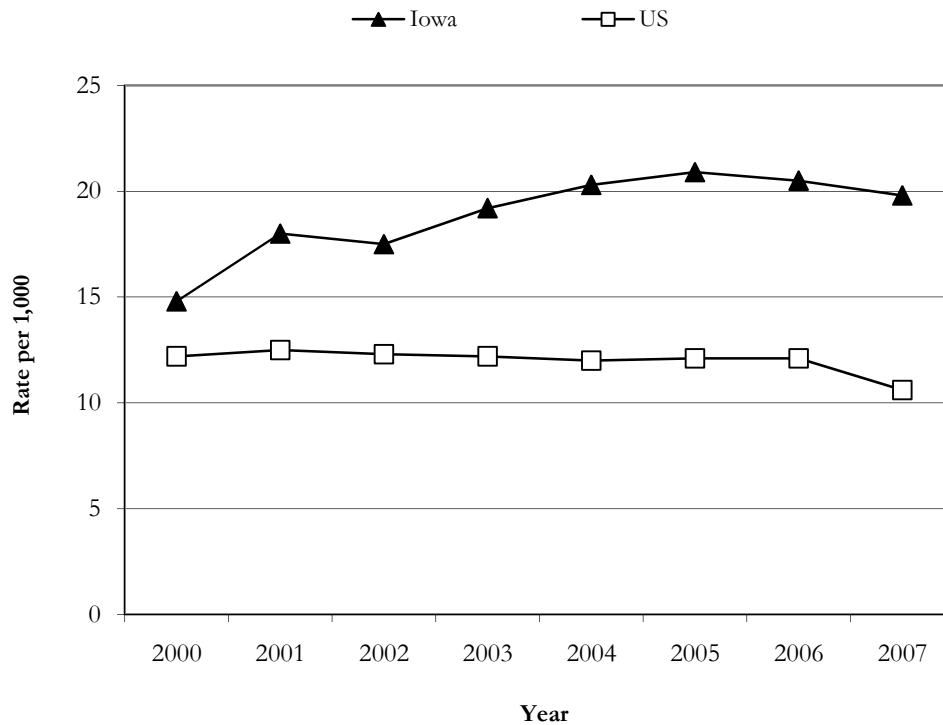
Source: Iowa Department of Human Services, Child Abuse Statistics and Reports. Child Abuse for Calendar 2007.

- Child abuse and neglect rate data are 2007 estimates. Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the calendar year. The population data used for rate calculations are 2007 estimates of youth under age 18 based on Census 2000 data.
- Thirty-two counties in Iowa had a child abuse or neglect rate under 15.0 per 1,000 youth in the population, forty-nine had a rate between 15.0 and 24.9, and eighteen had a rate of 25.0 or more.
- The overall rate of child abuse and neglect in Iowa was 19.8 in 2007. Floyd County had the highest rate of child abuse/neglect at 34.7 per 1,000 youth followed by Palo Alto County at 34.6. Sioux County had the lowest rate of child abuse or neglect at 6.0 per 1,000 youth followed by Humboldt County at 7.8.

Social

Child Abuse and Neglect Trends

FIGURE 33B—RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION
2000 TO 2007 TRENDS



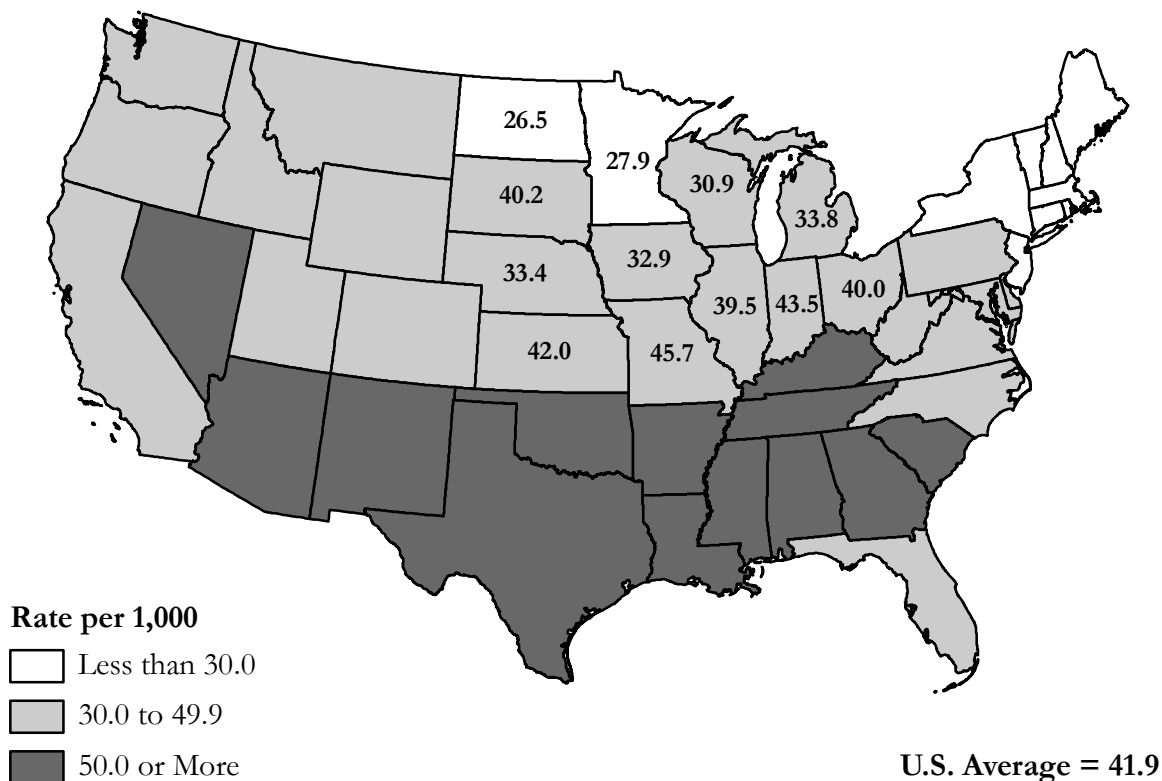
Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2007.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the United States Census Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases. This may cause Iowa's rate of child abuse/neglect to look inflated when compared to other states.
- In fiscal year 2007, the national rate of child abuse or neglect was 10.6 per 1,000 youth under age 18, while the rate in Iowa was 19.8 per 1,000.
- In fiscal year 2000, the national rate of child abuse or neglect was 12.2 per 1,000 youth under age 18, while the rate in Iowa was 14.8 per 1,000.
- Overall, the national rate of child abuse or neglect was steady or decreasing from 2000 to 2007. On the other hand, the rate in Iowa has steadily increased from 2002 to 2005, with a slight decrease in 2006 and 2007. The rate in Iowa is higher than the national rate each year from 2000 to 2007.

Social

National Teen Births

FIGURE 34B—TEEN BIRTHS PER 1,000 15- TO 19-YEAR-OLD FEMALES IN THE POPULATION IN THE UNITED STATES 2006



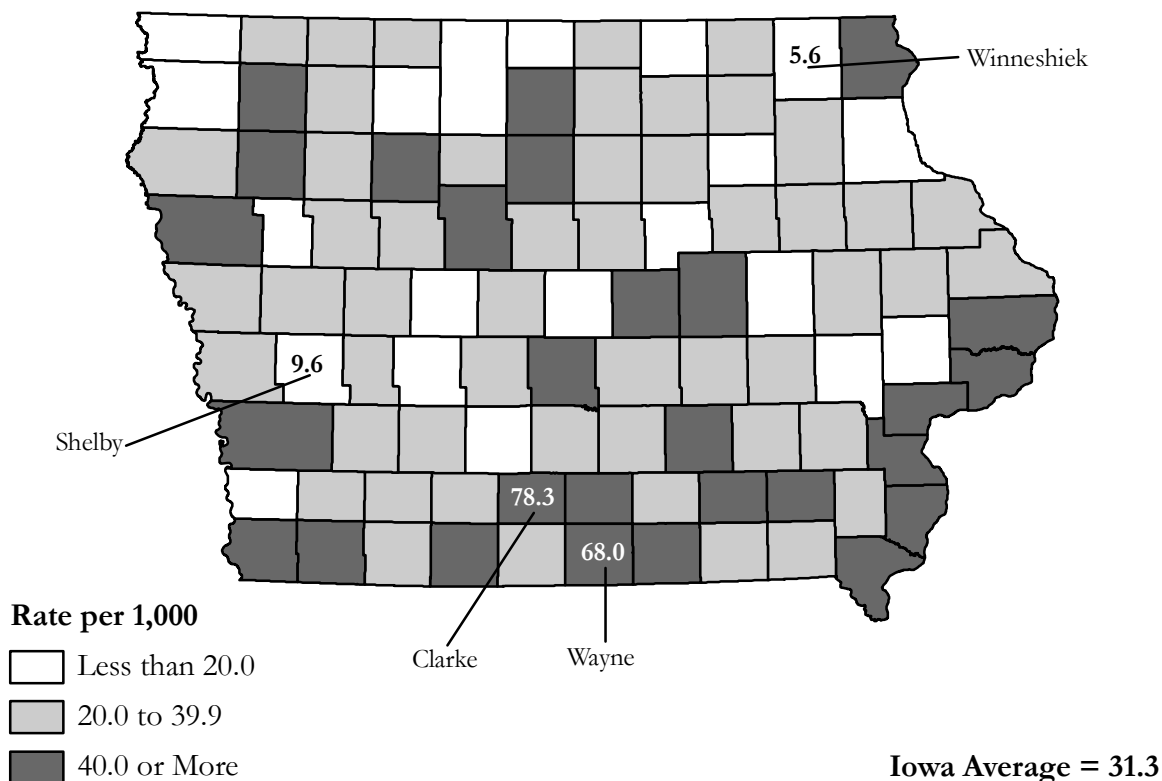
Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births: Final Data for 2006, vol. 57, n.7.

- Teen birth data are 2006 estimates. The population data used for rate calculations are estimates based on Census 2000 data.
- **Midwest States** – On average, an estimated 36.4 of every 1,000 females age 15 to 19 gave birth in the Midwest states in 2006. This is below the national average of 41.9. The lowest teen birth rate was in North Dakota at 26.5 per 1,000 females age 15 to 19, while the highest rate was in Missouri at 45.7. Out of the twelve Midwest states, Iowa had the fourth lowest teen birth rate in 2006.
- **Nation** – Teen birth rates tended to be higher in states in the southern part of the Nation in 2006. Mississippi had the highest rate of teen births at 68.4 per 1,000 females age 15 to 19, while New Hampshire had the lowest rate at 18.7. Out of the fifty-one territories included in this analysis (fifty states and the District of Columbia), Iowa had the thirteenth lowest teen birth rate in 2006.

Social

Iowa Teen Births

FIGURE 35B—TEEN BIRTHS PER 1,000 15- TO 19-YEAR-OLD FEMALES IN THE POPULATION FOR IOWA COUNTIES 2007



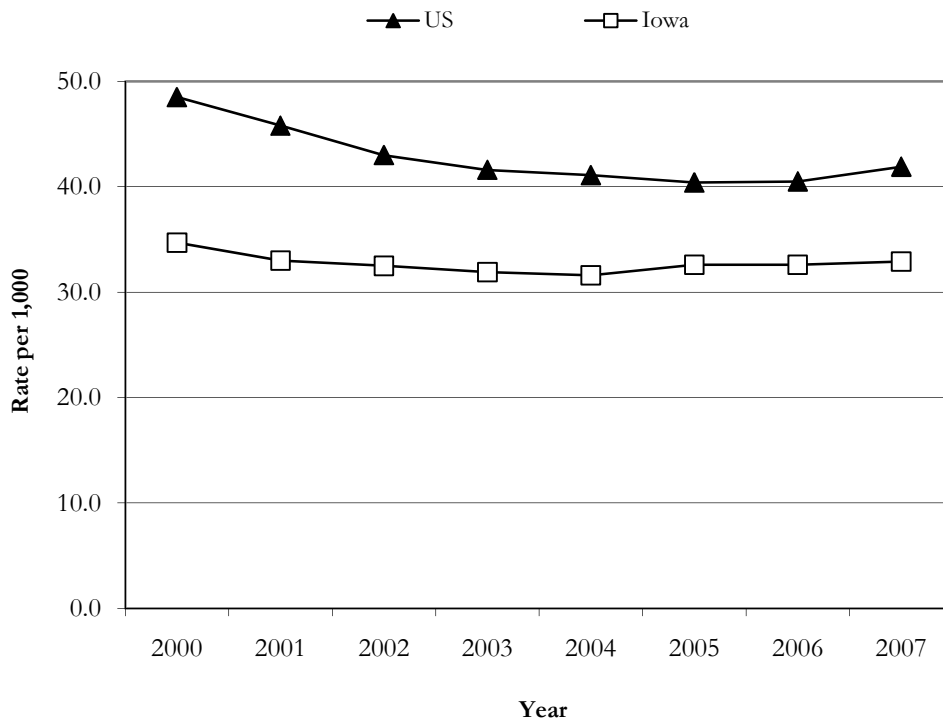
Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2007, Summary of Selected Vital Events by County (Table 5).

- The birth rates above are based on live births and are assigned to counties based on the resident county of the mother. Rates are figured using the 2007 estimated female population age 15 to 19 based on Census 2000 data. To protect confidentiality due to low numbers, data from three counties have been omitted from this analysis.
- Seventeen counties in Iowa had less than 20.0 teen births per 1,000 females age 15 to 19 in the population, fifty-one had a rate of 20.0 to 39.9 teen births, and twenty-eight counties had a rate of 40.0 or more teen births.
- The average teen birth rate in Iowa was 31.3 in 2007. Clarke County had the highest rate of teen births at 78.3 per 1,000 females age 15 to 19 in the population followed by Wayne County at 68.0. Winneshiek County had the lowest rate of teen births at 5.6 followed by Shelby County at 9.6.

Social

Teen Birth Trends

**FIGURE 36B—TEEN BIRTHS PER 1,000
15- TO 19-YEAR-OLD FEMALES IN THE POPULATION
BIRTH RATES 2000 TO 2007 TRENDS**



Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births: Final Data for 2000 to 2007.

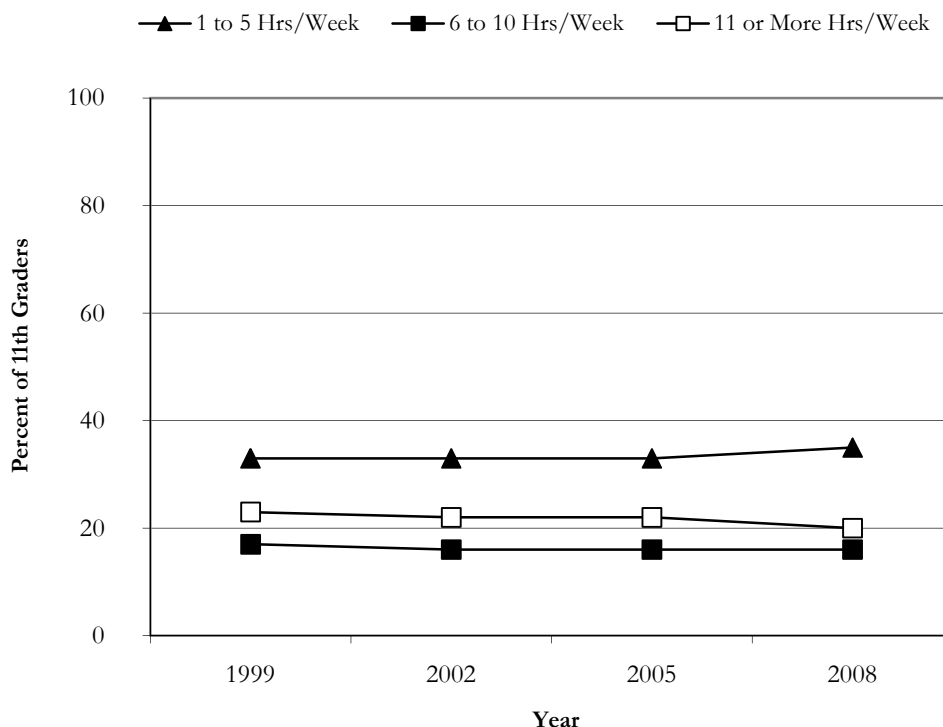
- Teen birth data are estimates and include females age 15 to 19. The population data used for rate calculations are estimates based on Census 2000 data.
- Overall, the national teen birth rate decreased each year from 2000 to 2006 then increased slightly in 2007. During the same time period the teen birth rate in Iowa has been relatively steady. The rate in Iowa has been consistently lower than the national rate each year from 2000 to 2007.
- In 2007, the national teen birth rate was 41.9 per 1,000 females age 15 to 19, while the rate in Iowa was 31.3 per 1,000. In 2000, the national teen birth rate was 48.5 per 1,000 females age 15 to 19, while the rate in Iowa was 34.7 per 1,000.

Social

Iowa Youth Survey

School-Related Extracurricular Activities

FIGURE 37B—PERCENT OF 11TH GRADERS WHO REPORTED THEY PARTICIPATE IN SCHOOL-RELATED EXTRACURRICULAR ACTIVITIES 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

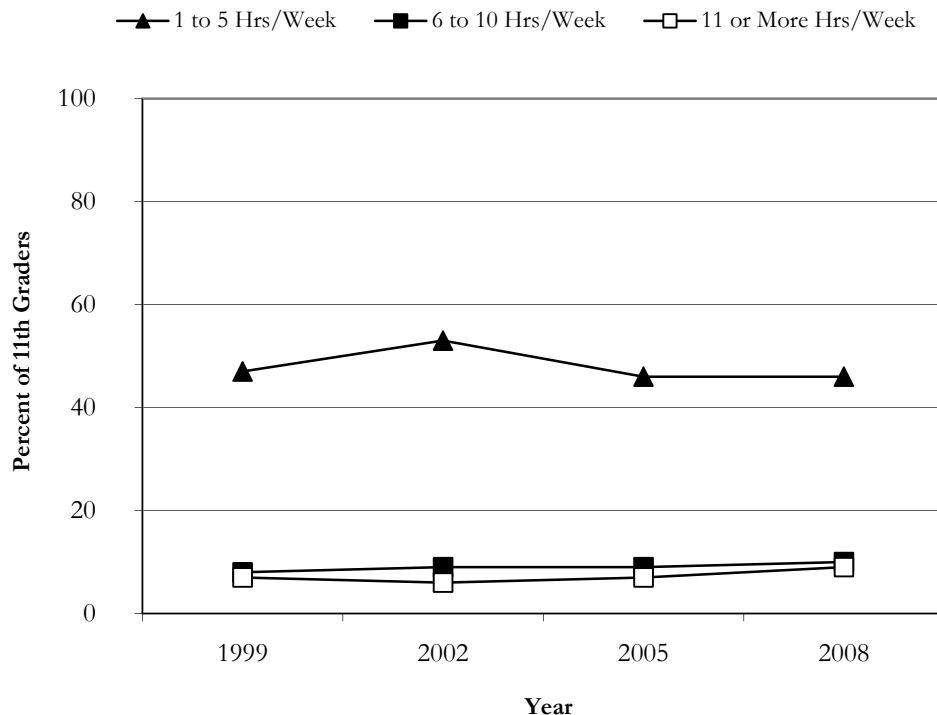
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 11th graders participating in school-related extracurricular activities (sports, music, clubs, etc.) remained consistent from 1999 to 2008. In 1999, 73 percent of 11th graders participated in these types of activities for one or more hours per week, with the largest percent participating for one to five hours per week. This remained constant in 2008, with the largest percent continuing to participate for one to five hours per week.

Social

Iowa Youth Survey

Non-School Related Extracurricular Activities

FIGURE 38B—PERCENT OF 11TH GRADERS WHO REPORTED THEY PARTICIPATE IN NON-SCHOOL RELATED EXTRACURRICULAR ACTIVITIES OUTSIDE OF SCHOOL 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

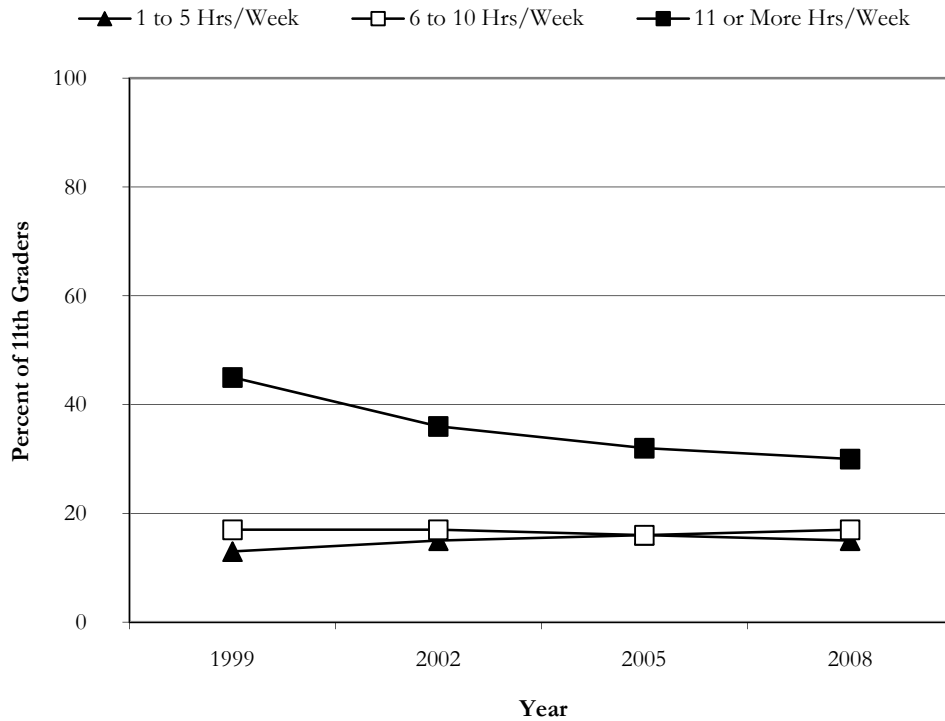
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 11th graders participating in non-school related extracurricular activities (sports, music, 4-H, Scouts, clubs, etc.) remained fairly consistent from 1999 to 2008. In 1999, 62 percent of 11th graders participated in these types of activities for one or more hours, with the largest percent participating for one to five hours per week. By 2008, this had increased slightly to 65 percent, again with the largest percent participating for one to five hours per week.

Social

Iowa Youth Survey

Working 11th Graders

FIGURE 39B—PERCENT OF 11TH GRADERS WHO REPORTED THEY WORK AT A PAID JOB 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

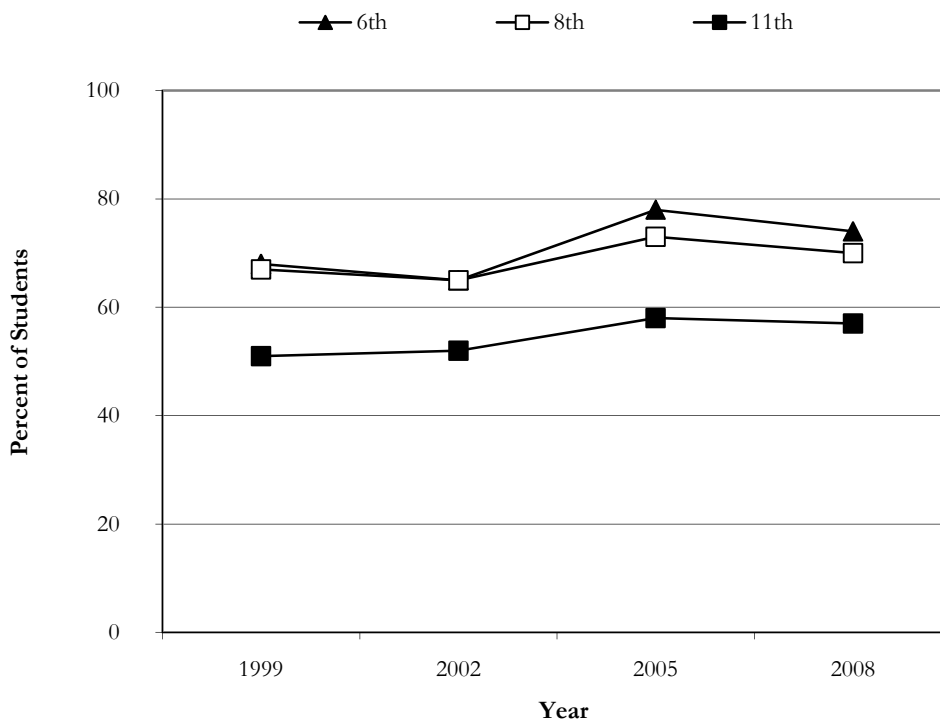
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 11th graders who spent time working at a paid job has decreased from 1999 to 2008. In 1999, 75 percent of 11th graders worked at a paid job, with the largest percent working eleven or more hours per week. By 2008, the percent had decreased to 62 percent, still with the largest percent working for eleven or more hours per week.

Social

Iowa Youth Survey

Supportive Family

FIGURE 40B—PERCENT OF STUDENTS WHO FEEL THEY HAVE FAMILY INVOLVEMENT AND SUPPORT 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

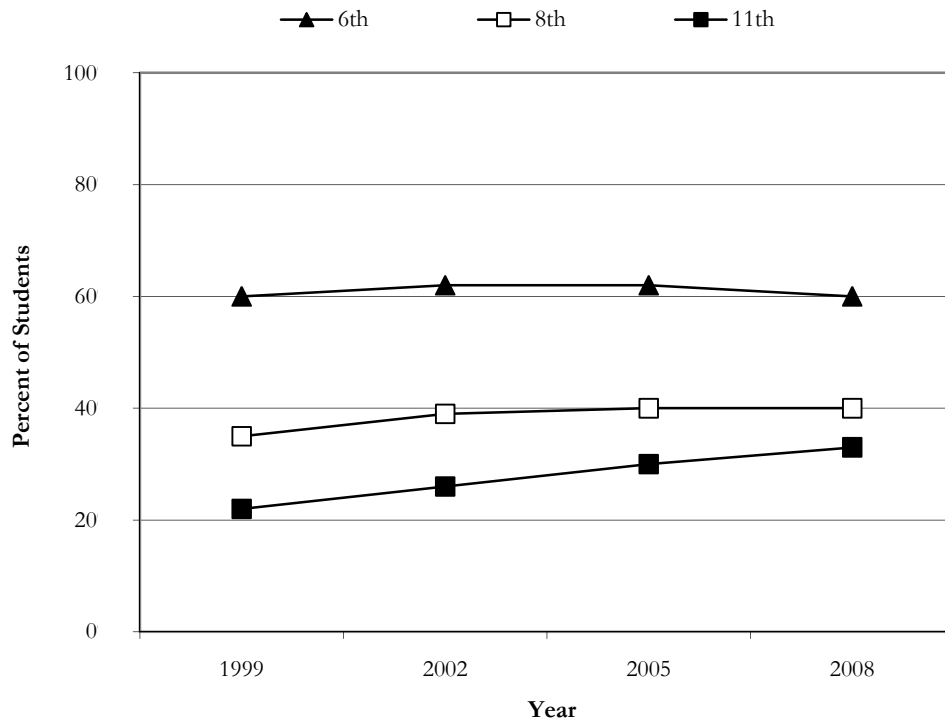
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>. The family involvement and support section is made up of six questions.
- The percent of 6th, 8th, and 11th graders who answered positively to each item in the family involvement and support construct remained fairly steady from 1999 to 2002, increased in 2005, and decreased slightly in 2008. In 1999, 68 percent of 6th graders, 67 percent of 8th graders, and 51 percent of 11th graders answered positively to all questions in the survey. By 2008, this increased to 74 percent of 6th graders, 70 percent of 8th graders, and 57 percent of 11th graders answering positively to all questions in the survey.

Social

Iowa Youth Survey

School Support

FIGURE 41B—PERCENT OF STUDENTS WHO REPORTED THEY HAVE SUPPORTIVE STAFF AND STUDENTS AT SCHOOL 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

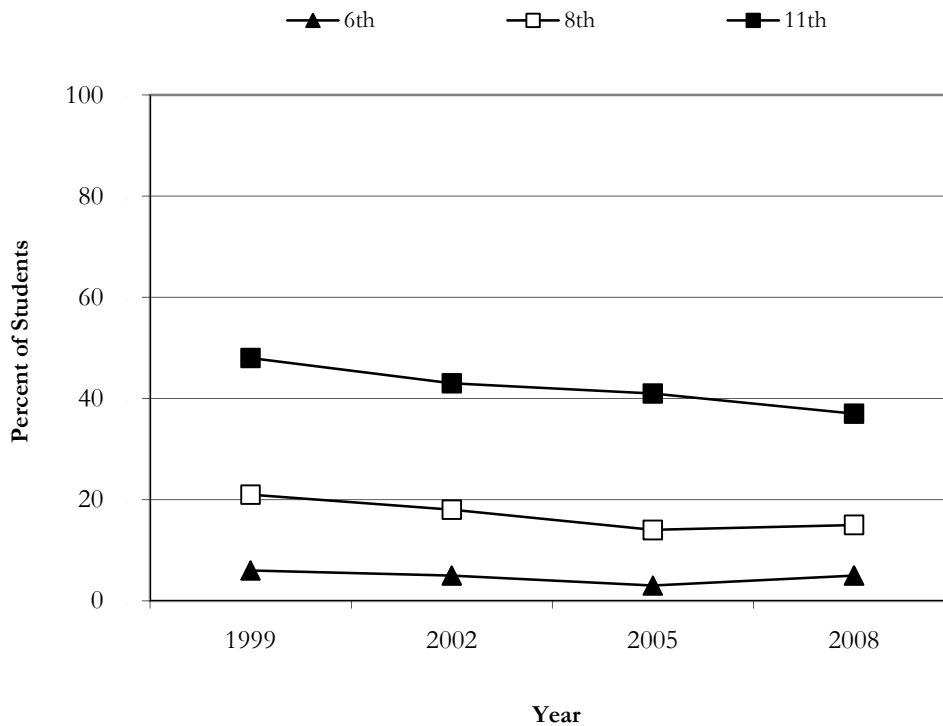
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>. The school staff/student support survey is made up of six questions.
- The percent of 6th, 8th, and 11th graders who answered positively to each item in the staff and student support section increased slightly within each grade level from 1999 to 2008. In 1999, 60 percent of 6th graders, 35 percent of 8th graders, and 22 percent of 11th graders answered positively to all questions in the survey. By 2008, 60 percent of 6th graders, 40 percent of 8th graders, and 30 percent of 11th graders answered positively to all questions in the survey.

Social

Iowa Youth Survey

One Drink

FIGURE 42B—PERCENT OF STUDENTS WHO REPORTED THEY HAD AT LEAST ONE FULL DRINK OF ALCOHOL IN THE PAST THIRTY DAYS 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

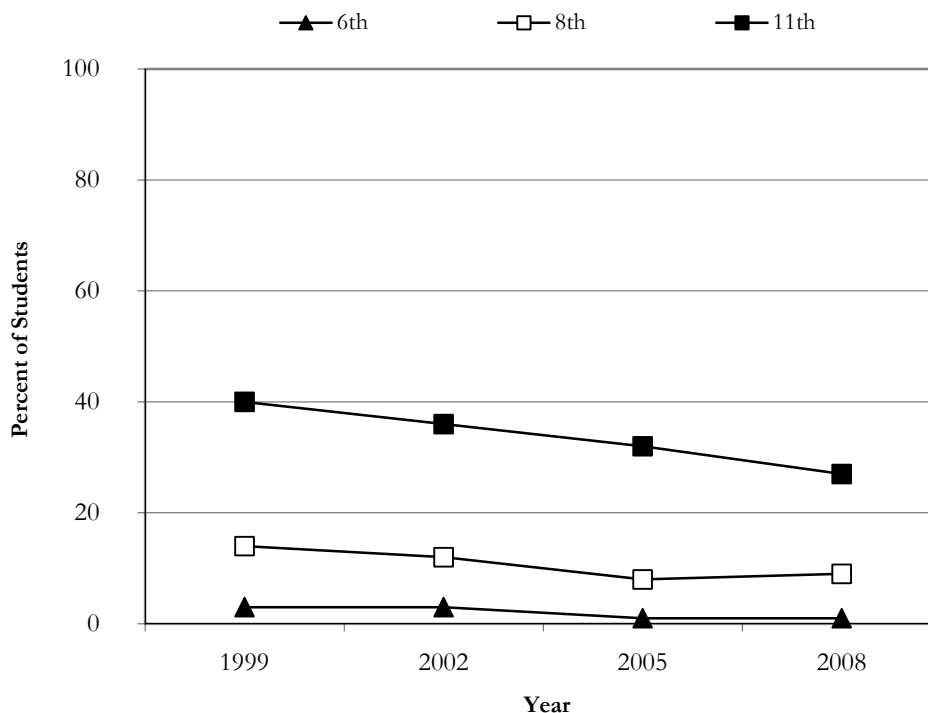
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 6th, 8th, and 11th graders who reported they had at least one full drink of alcohol in the thirty days preceding the administration of the Iowa Youth Survey decreased from 1999 to 2008. In 1999, 6 percent of 6th graders, 21 percent of 8th graders, and 48 percent of 11th graders reported they drank alcohol in the past 30 days. By 2008, this decreased to 5 percent of 6th graders, 15 percent of 8th graders, and 37 percent of 11th graders reporting they drank in the past thirty days.

Social

Iowa Youth Survey

Five Drinks

FIGURE 43B—PERCENT OF STUDENTS WHO REPORTED THEY HAD FIVE OR MORE FULL DRINKS OF ALCOHOL IN A ROW IN THE PAST THIRTY DAYS 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

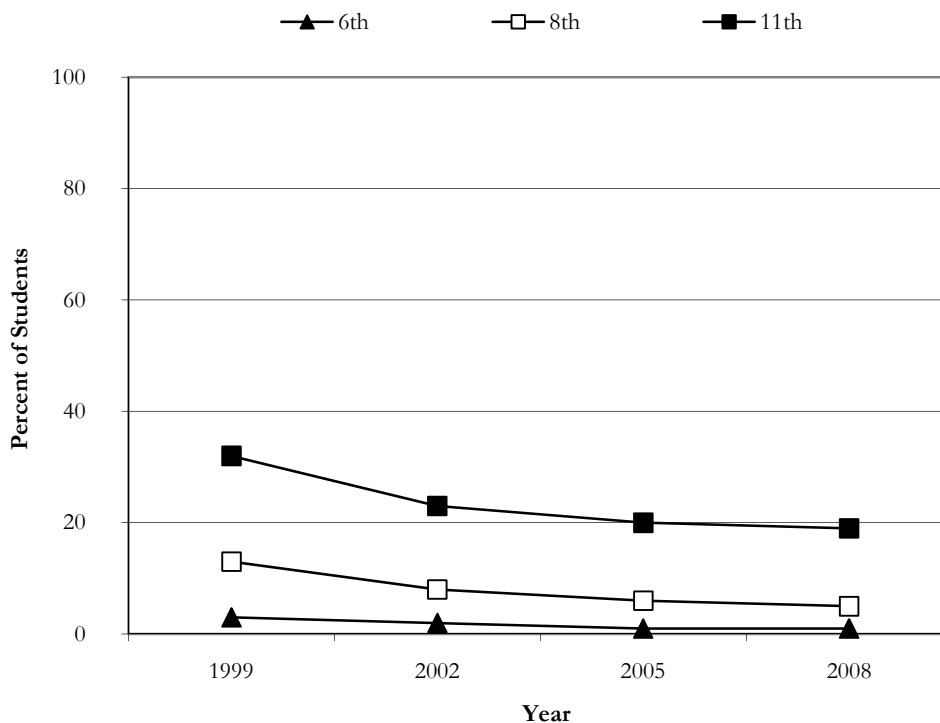
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 6th, 8th, and 11th graders who reported they had five or more full drinks of alcohol in a row in the thirty days preceding the administration of the Iowa Youth Survey decreased from 1999 to 2008. In 1999, 3 percent of 6th graders, 14 percent of 8th graders, and 40 percent of 11th graders reported they had five or more drinks in a row. By 2008, this decreased to 1 percent of 6th graders, 9 percent of 8th graders, and 27 percent of 11th graders reporting they had five or more drinks in a row in the past thirty days.

Social

Iowa Youth Survey

Tobacco Use

FIGURE 44B—PERCENT OF STUDENTS WHO REPORTED THEY SMOKED AT LEAST ONE CIGARETTE IN THE PAST 30 DAYS 1999, 2002, 2005, AND 2008



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 6th, 8th, and 11th graders who reported they had smoked at least one cigarette in the 30 days preceding the administration of the Iowa Youth Survey decreased from 1999 to 2008. In 1999, 3 percent of 6th graders, 13 percent of 8th graders, and 32 percent of 11th graders reported they smoked a cigarette in the past thirty days. By 2008, this decreased to 1 percent of 6th graders, 5 percent of 8th graders, and 19 percent of 11th graders reporting they smoked a cigarette in the past thirty days.

INTRODUCTION TO GRADES PK-12

The Information in the Introduction to Grades PK-12 section of the *2009 Condition of Education* provides a statewide view of the status of key metrics about Iowa districts, schools and students. This section includes information on student enrollment, demographics, staff, education programs, student performance and school finance. In 2004, all public school districts started submitting student level data to the Department of Education through the EASIER data collection system (Electronic Access System for Iowa Education Records). The EASIER collection includes information on student demographics, program participation, student discipline and performance indicator information. The majority of data in this section is for the 2008-2009 school year. Data presented for previous years was the most current at the time of publication.

In 2008-2009, there were 362 public school districts and 183 nonpublic schools serving 510,916 students. This is the 11th consecutive year of declining enrollments. Over this time period, enrollments have dropped 7 percent. The student Enrollment section also provides the following information:

- The overall percentage of minority students continues to increase throughout the state and currently comprises 14.9 percent of public and nonpublic K-12 enrollments.
- The number of students in special education declined for the fourth consecutive year (-2.1 percent) in 2008-2009.
- There were 362 public school districts in 2008-2009. A total of 14.6 percent (n=54) of districts have less than 300 students comprising of 2.4 percent of overall enrollment. On the other hand, 8.9 percent (n=32) of districts have greater than 2,500 students but educate 48.7 of the public students in the state.
- The percentage of students eligible to receive free or reduced-price lunch continued to increase to 34.1 percent.

In 2008-2009, the average full-time teacher total salary which includes extra duty for extra pay was \$49,664. The Staff section also includes:

- The average full-time teacher regular salary was \$48,464. Average regular salary does not include extra duty for extra pay. Iowa full-time teachers saw a 6.6 percent increase in average regular salary (a 6.5 percent increase in total salary) from the previous year.
- The percent of public school teachers with an advanced degree was 28.5 percent in 2008-2009.
- Districts with the largest enrollment category, 7,500 students or more, had the highest percent of teachers with advanced degrees (38.5 percent) and the high percent of minority (4.1 percent).
- Nearly 9 percent of Iowa public school teachers have reached the Rule of 88 (age plus year of experience).
- The average total salary for full-time public principals was \$83,610 in 2008-2009 an increase of 3.6 percent from the previous year. The average total superintendent salary was \$111,567 in 2008-2009 an increase of 5.1 percent from the previous year.
- The average number of teaching assignments in districts with the smallest enrollment category, less than 300 students, was 3.6 compare to an average of 2.1 assignments for high school teachers in the largest enrollment category, 7,500 students or more.
- The pupil teacher ratio for Iowa public school remained unchanged from the previous year at 13.7:1 in 2008-2009.

In 2008-2009, the average curriculum units offered and taught across the state increased in English/language arts, mathematics, science, social studies, foreign language, and fine arts. Other data in the Program section includes:

- From 2004-2005 through 2008-2009, the number of Carnegie units offered and taught was correlated with district enrollment size.
- In 2008-2009, 82.9 percent of districts offered preschool programs. The number of districts increased 7.5 percent from the previous year.
- Curriculum data shows an increase in graduation requirements in mathematics and science.
- In 2010-2011, all districts in Iowa will require a minimum of three Carnegie units of mathematics and science for graduation.

The Student Performance chapter includes indicators of student success. Indicators include:

- For the 2007-2009 biennium, 79.2 percent of 4th graders were proficient on ITBS for reading comprehension and 80.1 were proficient on ITBS mathematics.
- For the 2007-2009 biennium, 72.8 percent of 8th graders were proficient on ITBS for reading comprehension and 76.0 were proficient on ITBS mathematics.
- For the 2007-2009 biennium, 76.8 percent of 11th graders were proficient on ITED for reading comprehension and 77.4 were proficient on ITED mathematics.
- Gains can be seen in the percent of students scoring at or above proficient from the 2001-2003 to the 2007-2009 biennium in both 4th and 8th grades in both math and reading. However, there is a decrease in the number of students scoring in the proficient range in 11th grade mathematics over this same period.
- The 2008-2009 graduation rate decreased to 88.7 percent from the previous year.
- The average ACT score for Iowa students stayed the same in 2008-2009 when compared with the previous year, for an average composite score of 22.4. Iowa ranks second in the Nation for states with 50 percent or more seniors taking ACT exams.

The Finance section includes data on public school district expenditures and revenues. The total Iowa elementary and secondary school district budget was estimated at \$4.57 billion in 2008-2009. The Finance section also includes:

- Instruction expenditures accounted for 69.5 percent of general fund expenditures in 2007-2008.
- Salary and benefit object category expenditures account for 80.7 percent of general fund expenditures and purchase services accounted for 10.9 percent in 2007-2008.
- Total state aid accounted for 55.7 percent of school district general fund revenue in 2007-2008. Local taxes accounted for 32.4 percent of school district general fund revenue in 2007-2008.
- The National Education Association estimated a 3.6 percent increase in per pupil expenditures from 2006-2007 to 2007-2008 for Iowa. While nationally, per pupil expenditures increased 4.2 percent over this same period.

Education data by district, including enrollment, free or reduced-priced lunch, dropouts, graduates and licensed staff are available at the Iowa Department of Education website at http://www.iowa.gov/education/index.php?option=com_content&view=article&id=346&Itemid=2454.

ENROLLMENT

This section highlights public and nonpublic enrollment trends in the state, by district size, Area Education Agency (AEA), and by county. The data presented in this section are from the Basic Educational Data Survey (BEDS), certified enrollment, the National Center for Education Statistics (NCES), and special education records.

Certified enrollment is the annual report of counts of all resident students enrolled on October 1 (or the first week day following). These counts are used for the Iowa School Finance Formula calculation, including supplemental weighting for shared programs, English as a Second Language, nonpublic shared time, open enrollment, home school assistance, and dual enrollment. Enrollment data by grade, gender, and race/ethnicity is collected from the BEDS each fall. Each table and graph identifies the source of the numbers presented.

Enrollment Trends in Iowa

Enrollment in 2008-2009 marked the 11th successive year of decline since 1997-1998 (Table 1). Since its peak in 1972-1973 (711,000), enrollment in Iowa's schools has decreased by more than 25 percent (-28.1 percent). The decline in enrollment has been shared between public and nonpublic schools. Public school enrollment declined by 5 percent since 1998-1999. In nonpublic schools, enrollment decreased by more than one-fifth (-20.7 percent) over that ten-year period.

Table 1

IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1972-1973, 1988-1989, 1993-1994, AND 1997-1998 TO 2008-2009				
Year	Public	Nonpublic	Total Enrollment	Percent Change from Previous Year
1972-1973	645,000	66,000	711,000	n/a
1988-1989	476,771	47,373	524,144	n/a
1993-1994	497,009	45,328	542,337	n/a
1997-1998	505,130	43,417	548,547	n/a
1998-1999	502,534	42,758	545,292	-0.6%
1999-2000	498,607	42,280	540,887	-0.8
2000-2001	494,291	41,064	535,355	-1.0
2001-2002	489,523	39,881	529,404	-1.1
2002-2003	487,021	38,998	526,019	-0.6
2003-2004	485,011	37,243	522,254	-0.7
2004-2005	483,335	36,161	519,496	-0.5
2005-2006	483,105	35,250	518,355	-0.2
2006-2007	482,584	34,278	516,862	-0.3
2007-2008	480,609	34,138	514,747	-0.4
2008-2009	477,019	33,897	510,916	-0.7

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

Projected Enrollment

The projected enrollment of approximately 519,922 for the state in 2013-2014 would reflect a slight gain. Based on the most recent enrollment projections, there will be a 2.2 percent increase in public school enrollment over the next five years (Table 2), but a 4.2 percent decrease in nonpublic enrollment (Table 3, Figure 1).

It is anticipated that the number of kindergarten students will continue to exceed that of 12th grade students for each of the next five years (Figure 2). While the gap between these two grades was less than 500 in the 2008-2009 school year, it is projected that the difference will be more than 4,000 by 2013-2014.

Enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for 1st through 12th grade. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to cohorts born five years prior.

Table 2

IOWA'S PUBLIC K-12 ENROLLMENTS 2007-2008 TO 2008-2009 AND PROJECTED ENROLLMENTS 2009-2010 TO 2013-2014 BY GRADE									
Grade	Enrollment		Projected Enrollment					Percent Change	
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2007-2008 2008-2009	2008-2009 2013-2014
K	37,819	38,522	38,756	39,850	40,398	39,577	39,759	1.9%	3.2%
1	34,874	34,855	35,549	35,820	36,905	37,458	36,678	-0.1	5.2
2	34,855	34,961	35,044	35,742	36,014	37,105	37,661	0.3	7.7
3	34,709	35,235	35,225	35,309	36,012	36,286	37,385	1.5	6.1
4	34,590	35,031	35,556	35,546	35,631	36,340	36,617	1.3	4.5
5	34,421	34,802	35,341	35,871	35,861	35,946	36,662	1.1	5.3
6	34,557	34,707	35,219	35,765	36,301	36,291	36,377	0.4	4.8
7	35,152	35,107	35,377	35,899	36,455	37,002	36,991	-0.1	5.4
8	36,040	35,324	35,303	35,574	36,099	36,658	37,208	-2.0	5.3
9	38,992	38,048	37,517	37,495	37,782	38,340	38,934	-2.4	2.3
10	39,306	38,116	37,080	36,562	36,541	36,820	37,364	-3.0	-2.0
11	38,199	37,779	36,789	35,790	35,290	35,269	35,539	-1.1	-5.9
12	39,114	38,050	37,869	36,876	35,875	35,374	35,353	-2.7	-7.1
Other*	7,981	6,482	6,373	6,096	5,821	5,534	4,912	-18.8	-24.2
State	480,609	477,019	476,998	478,195	480,985	484,000	487,440	-0.7	2.2

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

Note: *Other includes special education students not associated with a given grade level and full-time equivalent (FTE) of tuitioned-out resident public students to a community college [and FTE of share-time students attending nonpublic schools located within a public school district enrolled for instructional services]. This is NOT a count of the number of special education students in the state.

Table 3

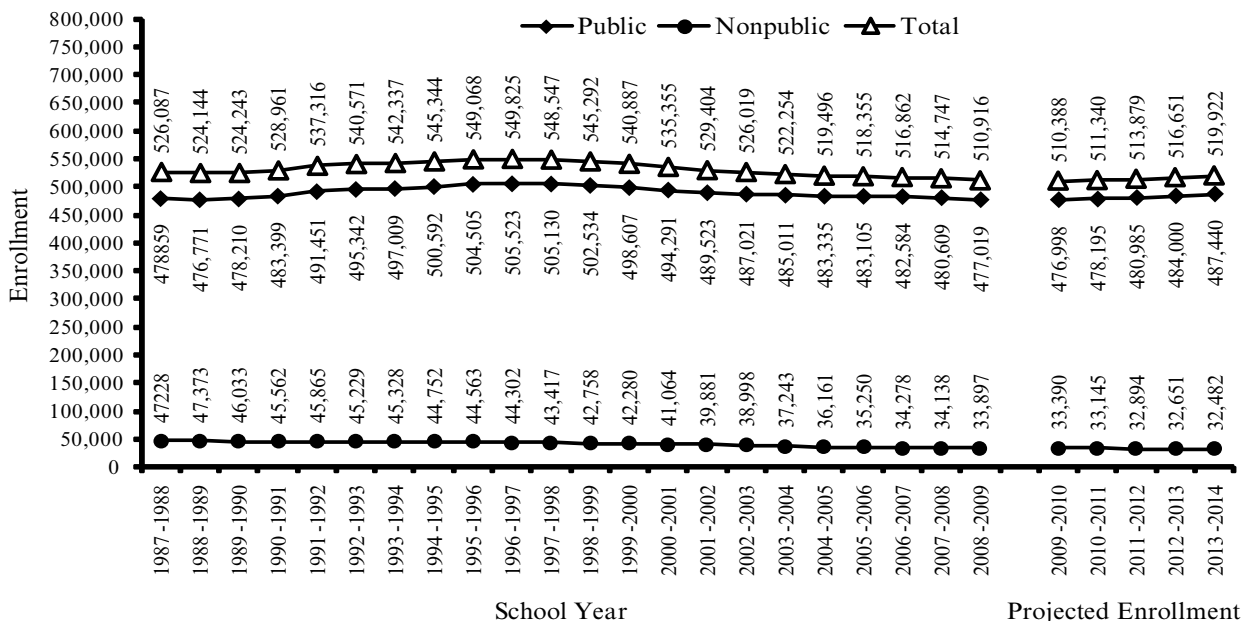
IOWA'S NONPUBLIC K-12 ENROLLMENTS 2007-2008 TO 2008-2009 AND PROJECTED ENROLLMENTS 2009-2010 TO 2013-2014 BY GRADE

Grade	Enrollment		Projected Enrollment					Percent Change	
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2007-2008 2008-2009	2008-2009 2013-2014
K	3,169	3,071	3,230	3,328	3,378	3,292	3,306	-3.1%	7.7%
1	3,097	3,062	3,008	3,164	3,260	3,308	3,225	-1.1	5.3
2	3,162	3,058	3,009	2,956	3,109	3,203	3,251	-3.3	6.3
3	3,047	3,074	2,962	2,915	2,864	3,012	3,103	0.9	0.9
4	3,035	3,006	2,989	2,880	2,834	2,784	2,928	-1.0	-2.6
5	3,015	3,031	2,931	2,914	2,808	2,764	2,715	0.5	-10.4
6	2,957	2,936	2,830	2,737	2,721	2,622	2,581	-0.7	-12.1
7	2,499	2,541	2,443	2,355	2,277	2,264	2,182	1.7	-14.1
8	2,468	2,483	2,474	2,378	2,293	2,217	2,204	0.6	-11.2
9	1,998	1,928	1,907	1,900	1,826	1,760	1,703	-3.5	-11.7
10	1,848	1,957	1,889	1,868	1,861	1,789	1,725	5.9	-11.9
11	1,971	1,824	1,925	1,858	1,837	1,830	1,760	-7.5	-3.5
12	1,872	1,926	1,793	1,892	1,826	1,806	1,799	2.9	-6.6
State	34,138	33,897	33,390	33,145	32,894	32,651	32,482	-0.7	-4.2

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

Figure 1

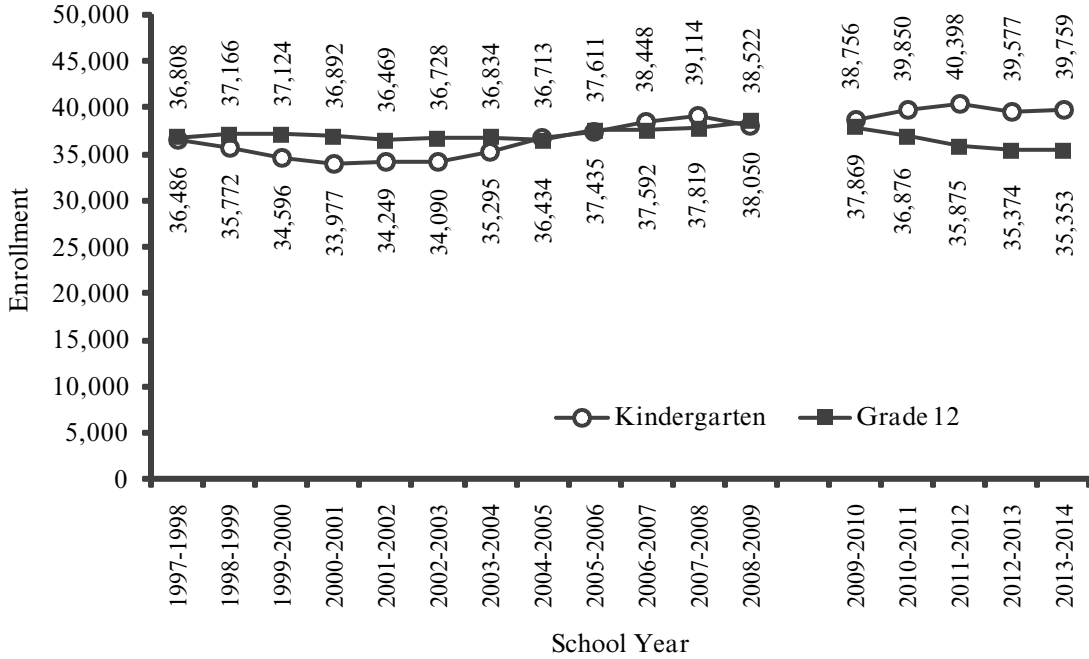
IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1987-1988 TO 2008-2009 AND PROJECTED ENROLLMENTS 2009-2010 TO 2013-2014



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

Figure 2

**IOWA'S PUBLIC SCHOOL KINDERGARTEN AND GRADE 12 ENROLLMENTS
1997-1998 TO 2008-2009 AND PROJECTED ENROLLMENTS
2009-2010 TO 2013-2014**



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

Enrollment by Race and Ethnicity

While total enrollment in Iowa's schools has been steadily declining through the past 11 years, enrollment of minority students has been increasing. In the 2008-2009 school year, there were more than 75,000 minority students enrolled in the state's schools reflecting an increase of more than 75 percent since 1997-1998 (Tables 4 and 5). As of 2008-2009, minority students constituted nearly 15 percent of all K-12 students in the state (Figure 3). In the public schools, minority students accounted for 15 percent of the student body in 2008-2009; in nonpublic schools that percentage was less than 10.

Table 4

**IOWA'S PUBLIC K-12 ENROLLMENTS BY RACE/ETHNICITY
1997-1998, 2007-2008, AND 2008-2009**

Race/Ethnicity	1997-1998		2007-2008		2008-2009		Percent Change	
	N	%	N	%	N	%	2007-2008 to 2008-2009	1997-1998 to 2008-2009
All Minority	38,769	8.0	70,012	14.8	72,441	15.4	3.5%	86.9%
African American	16,253	3.4	26,680	5.6	27,144	5.8	1.7	67.0
American Indian	2,307	0.5	2,905	0.6	2,693	0.6	-7.3	16.7
Asian	7,855	1.6	9,866	2.1	10,233	2.2	3.7	30.3
Hispanic	12,354	2.6	30,561	6.5	32,371	6.9	5.9	162.0
White	443,380	92.0	402,616	85.2	398,096	84.6	-1.1	-10.2
Total	482,149	100.0	472,628	100.0	470,537	100.0	-0.4	-2.4

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

Note: The data for 1997-1998 does not include the ungraded special education students.

Table 5

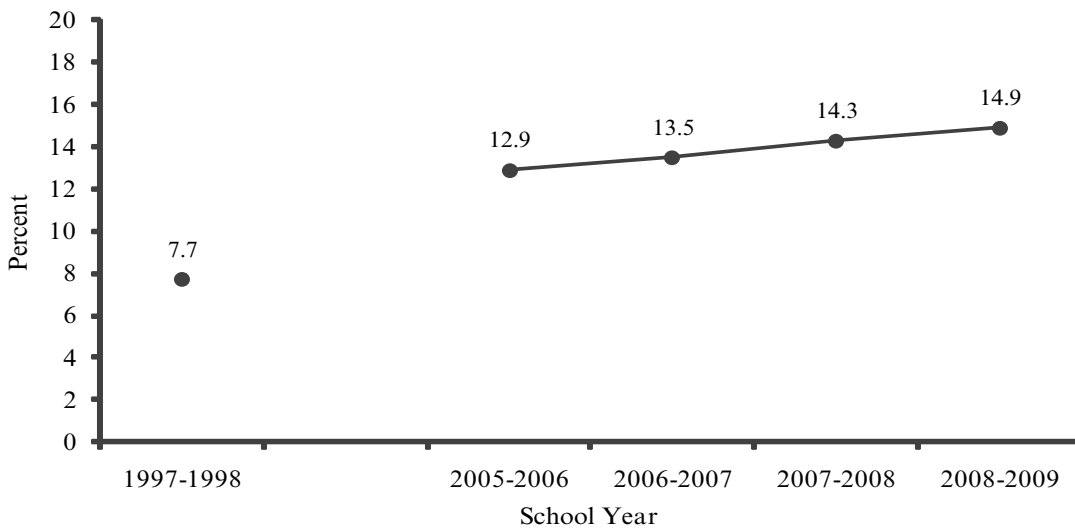
**IOWA'S NONPUBLIC K-12 ENROLLMENTS BY RACE/ETHNICITY
1997-1998, 2007-2008, AND 2008-2009**

Race/Ethnicity	1997-1998		2007-2008		2008-2009		Percent Change	
	N	%	N	%	N	%	2007-2008 to 2008-2009	1997-1998 to 2008-2009
All Minority	1,727	4.0	2,593	7.6	2,848	8.4	9.8%	64.9%
African American	475	1.1	600	1.8	669	2.0	11.5	40.8
American Indian	80	0.2	62	0.2	69	0.2	11.3	-13.8
Asian	466	1.1	722	2.1	795	2.3	10.1	70.6
Hispanic	706	1.6	1,209	3.5	1,315	3.9	8.8	86.3
White	41,690	96.0	31,545	92.4	31,049	91.6	-1.6	-25.5
Total	43,417	100.0	34,138	100.0	33,897	100.0	-0.7	-21.9

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

Figure 3

IOWA'S PUBLIC AND NONPUBLIC MINORITY ENROLLMENT AS A PERCENTAGE OF TOTAL K-12 ENROLLMENT 1997-1998, 2005-2006 TO 2008-2009

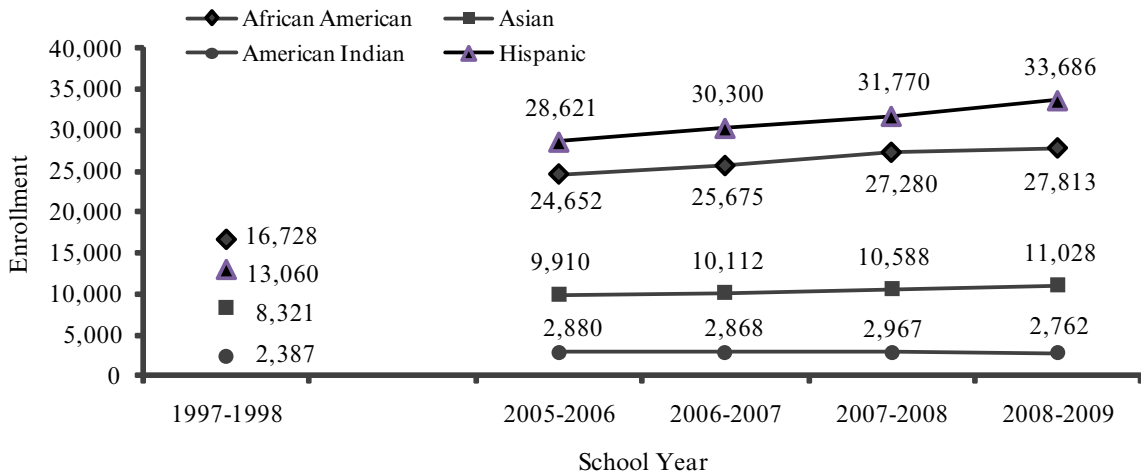


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files.

As with the state's population in general, Hispanic students are the largest and fastest growing segment of minority enrollment (Figure 4). The number of Hispanic students in Iowa's school system increased by more than 150 percent from 1997-1998 to 2008-2009. Percentage increases for African Americans, American Indians, and Asians over the same period were 66, 16, and 32, respectively. At the same time, the white student counts in public schools decreased by 11.5 percent.

Figure 4

IOWA'S PUBLIC AND NONPUBLIC SCHOOL MINORITY STUDENT K-12 ENROLLMENT BY RACE/ETHNICITY 1997-1998 AND 2005-2006 TO 2008-2009



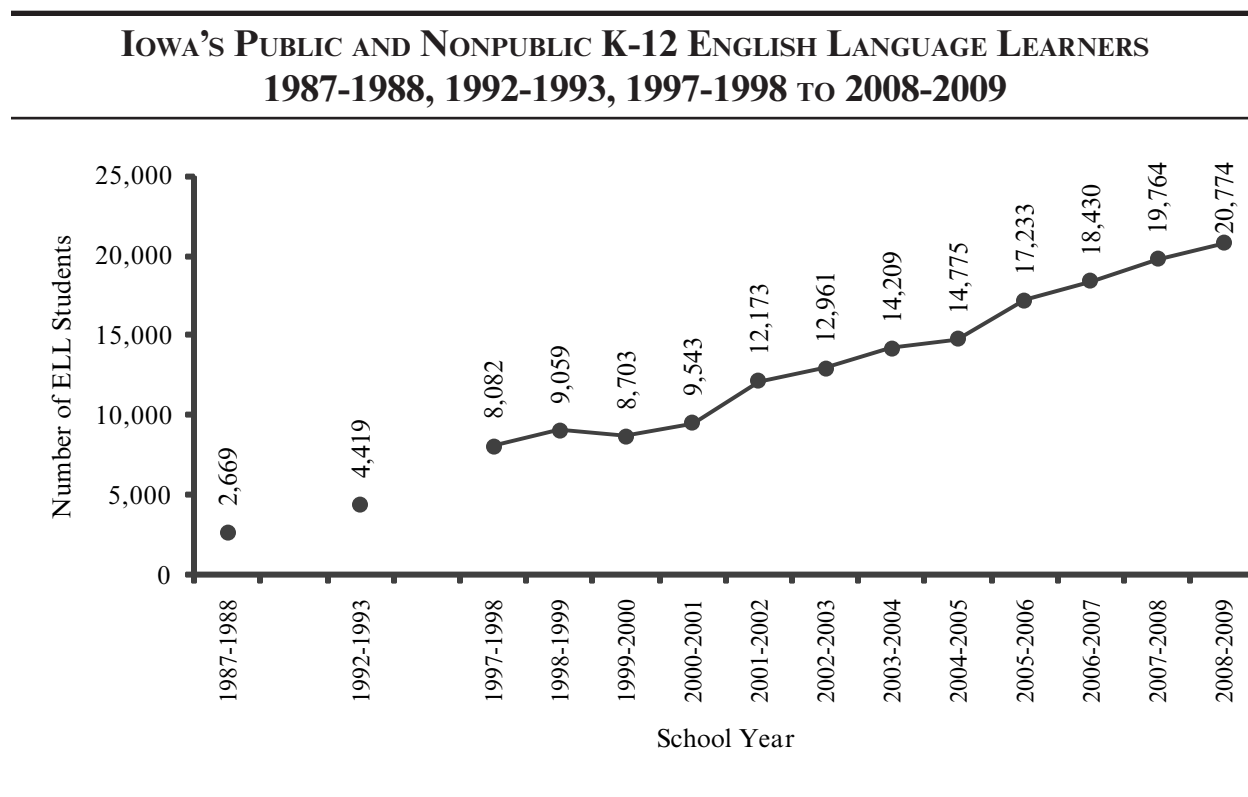
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files.

Enrollment of English Language Learners

As may be expected with the increase of Hispanic and other minority enrollments, the number of English Language Learner (ELL) students has also risen in recent years (Figure 5). The 20,000 ELL students in the 2008-2009 school year was more than double the number reported ten years earlier. With a count of more than 15,000, nearly three of every four ELL students identified their primary language as Spanish (Table 6). Bosnian and Vietnamese were the only other primary languages identified by more than 500 students.

A student is defined by the *Code of Iowa* as an English Language Learner when his/her “language background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background.”

Figure 5



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

Table 6

**IOWA'S PUBLIC AND NONPUBLIC K-12 ENGLISH LANGUAGE LEARNERS'
PRIMARY LANGUAGE 1997-1998, 2007-2008, AND 2008-2009**

Language	1997-1998	2007-2008	2008-2009	Percent 2008-2009	Cumulative Percent 2008-2009
Spanish	4,885	14,666	15,313	73.7%	73.7%
Bosnian	696	804	880	4.2	77.9
Vietnamese	776	808	872	4.2	82.1
Laothian; Pha Xa Lao	438	456	425	2.0	84.2
Arabic	44	317	349	1.7	85.9
Chinese; Zhongwen	112	248	263	1.3	87.1
Russian	---	211	213	1.0	88.2
Korean; Choson-O	93	140	135	0.7	88.8
Nuer	114	139	120	0.6	89.4
Marshallese	---	103	106	0.5	89.9
Swahili	---	76	106	0.5	90.4
Somali	---	73	96	0.5	90.9
German	212	87	93	0.4	91.3
Dinka	---	74	80	0.4	91.7
Germanic (Other)	---	71	71	0.3	92.0
Cambodian; Khmer	108	---	68	0.3	92.4
Serbian; Srpski	---	142	52	0.3	92.6
Hmong	94	---	46	0.2	92.8
Other	510	1,349	1,486	7.2	100.0
Total	8,082	19,764	20,774	100.0	---

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

Note: Table reflects only those languages identified by 50 or more students in a given year.

School districts are eligible for funding for ELL students for three years. The formula used to determine this funding weights all eligible ELL students at 0.22. Because funding is tied to the weighted count of ELL students, it is often the most accurate reflection of current trends at the district level. In 2008-2009, Iowa reported a weighted ELL enrollment of 14,487 (Table 7). Although nearly half of this enrollment was in districts with 7,500 or more students districts in all size categories have reported sizeable increases since 1997-1998.

Table 7

IOWA'S PUBLIC SCHOOL K-12 WEIGHTED ENGLISH LANGUAGE LEARNERS BY ENROLLMENT SIZE 1997-1998, 2007-2008, AND 2008-2009										
Enrollment Category	Weighted ELL Enrollment			Certified Enrollment			Percent Change			
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009	Weighted ELL Enrollment 2007-2008 to 2008-2009	1997-1998 to 2008-2009	Certified Enrollment 2007-2008 to 2008-2009	1997-1998 to 2008-2009
<300	21	55	79	7,550	11,486	11,626	43.6%	276.2%	1.2%	54.0%
300-599	148	433	385	49,836	50,677	50,171	-11.1	160.1	-1.0	0.7
600-999	502	827	1,168	84,801	65,577	65,009	41.2	132.7	-0.9	-23.3
1,000-2,499	1,243	3,164	3,095	130,208	120,846	118,041	-2.2	149.0	-2.3	-9.3
2,500-7,499	835	3,022	3,026	99,314	93,873	94,853	0.1	262.4	1.0	-4.5
7,500+	3,167	6,537	6,734	133,421	138,149	137,320	3.0	112.6	-0.6	2.9
State	5,916	14,038	14,487	505,130	480,609	477,019	3.2	144.9	-0.7	-5.6

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

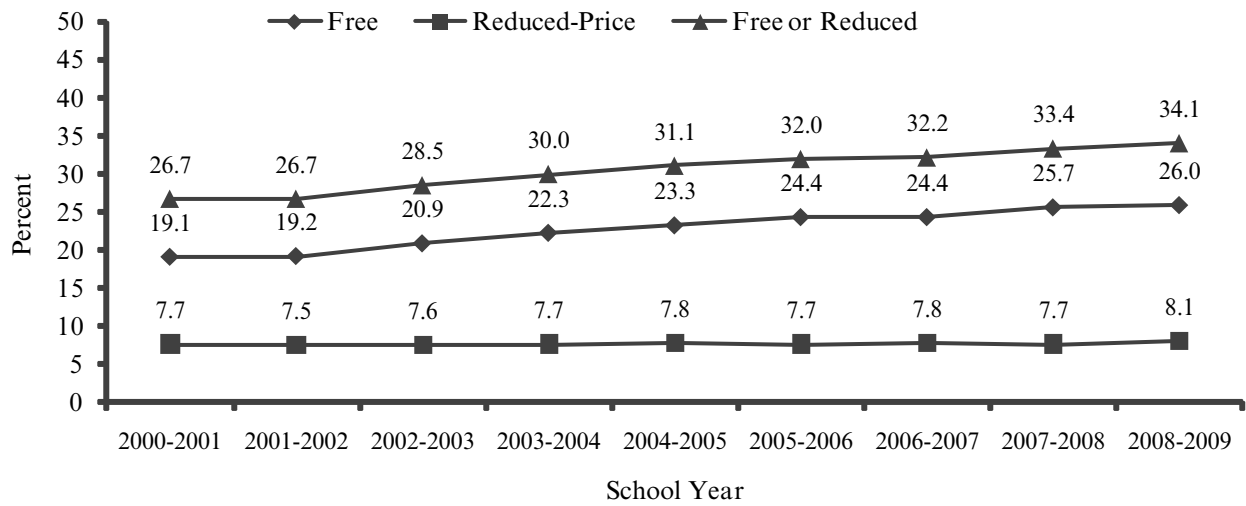
Free or Reduced-Price School Meals

According to the National School Lunch Program, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals, those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. While the percentage of students eligible for free meals has steadily increased through recent years, the percentage of students eligible for reduced-price meals has remained relatively steady at 7.5 to 8.1 percent (Figure 6).

While the largest districts (7,500+) consistently had the largest percentage of students eligible for free meals for the years reported, the smallest districts (less than 300 and 300-599) had the greatest percentage of students eligible for reduced-price meals (Table 8).

Figure 6

PERCENT OF IOWA'S PUBLIC SCHOOL STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE SCHOOL MEALS 2000-2001 TO 2008-2009



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

Table 8

PERCENT OF PK-12 STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS 2003-2004, 2007-2008, AND 2008-2009

Enrollment Category	Percent Eligible for Free Meals			Percent Eligible for Reduced-Price Meals		
	2003-2004	2007-2008	2008-2009	2003-2004	2007-2008	2008-2009
<300	24.6%	26.9%	26.8%	11.5%	11.4%	11.8%
300-599	18.8	20.5	20.9	9.2	9.0	9.3
600-999	17.3	19.5	21.0	7.9	8.0	8.7
1,000-2,499	20.4	22.8	23.2	7.8	8.0	8.2
2,500-7,499	17.6	22.0	23.0	5.1	6.2	6.3
7,500+	31.7	35.7	35.0	8.4	7.7	8.3
State	22.3	24.4	26.0	7.7	7.8	8.1

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

Special Education Enrollment

As defined by *Iowa Code* (256.2), those requiring special education include “Persons under 21 years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavioral disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education.”

While the number of special education students steadily increased from 1997-1998 to 2004-2005, more recent years have seen slight decreases (Table 9). Despite these recent numerical declines, special education students continue to account for approximately 13 percent of total enrollment.

Table 9

**IOWA'S PUBLIC SCHOOL SPECIAL EDUCATION ENROLLMENT
1997-1998, 2003-2004 TO 2008-2009**

School Year	Certified Enrollment	Special Education		Annual Percent Change	
		Enrollment	As Percent of Certified Enrollment	Certified Enrollment	Special Education Enrollment
1997-1998	505,130	59,711	11.8%	n/a	n/a
2003-2004	485,011	65,027	13.4	n/a	n/a
2004-2005	483,335	65,065	13.5	-0.3%	0.1%
2005-2006	483,105	64,350	13.3	0.0	-1.1
2006-2007	482,584	63,411	13.1	-0.1	-1.5
2007-2008	480,609	61,859	12.9	-0.4	-2.4
2008-2009	477,019	60,581	12.7	-0.7	-2.1

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

Iowa's School Districts

The number of school districts in Iowa has remained relatively stable over recent years with a count of 362 in 2008-2009 (Figure 7). This marks a 4 percent decline from the 1997-1998 count of 377.

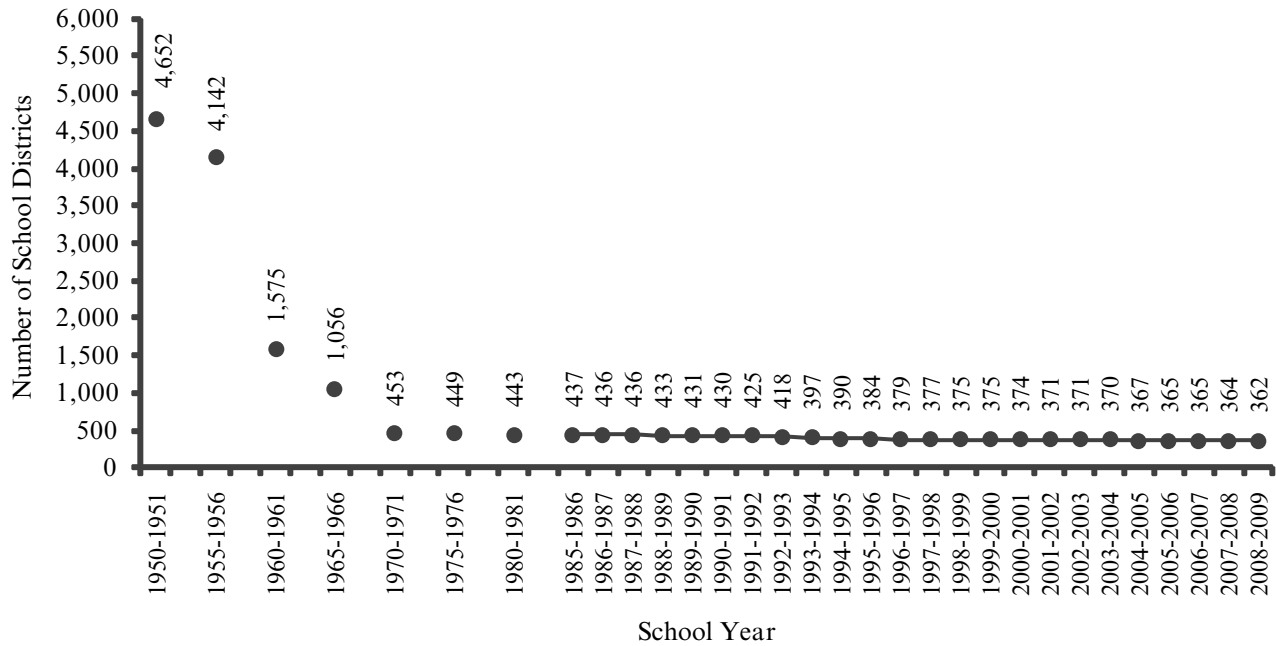
Districts by Size

More than two of every five districts in the state (45.6 percent) reported enrollments of less than 600 in 2008-2009; these districts served 13 percent of the state's public school students (Table 10). The mirror of that trend was found among the larger districts (2,500 to 7,499 and 7,500 +) where 8.8 percent of the districts served nearly half (48.7 percent) of the state's public school students. These proportions have remained relatively unchanged since the mid-1980s. In 2008-2009, five of the districts had enrollments of less than 100 students; two of those five served grades K through 12.

While the distribution of districts by size closely follows the population distribution across the state, it is important to note that there are sizeable districts in the "rural" parts of the state and some smaller districts in the "urban" areas (Figure 8). The "rural/urban" distinction however, does seem to be a factor in the size of enrollment gains and declines through the past few years (Figure 9). Where it should be noted that districts in all size categories experienced enrollment growth and decreases, districts with the largest numerical and percentage gains in enrollment were housed near the metropolitan areas of Des Moines, Iowa City, and Cedar Rapids. Those districts with the largest decreases (both in percentage and numerical terms) were sprinkled throughout the non-urban portions of the state. The two exceptions to this pattern were Aplington-Parkersburg and Clayton Ridge, both of which gained sizeable enrollment due to consolidation.

Figure 7

NUMBER OF PUBLIC SCHOOL DISTRICTS IN IOWA, SELECT YEARS



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

Table 10

**IOWA'S PUBLIC SCHOOL DISTRICTS AND K-12 STUDENTS
BY ENROLLMENT SIZE 1997-1998, 2007-2008, AND 2008-2009**

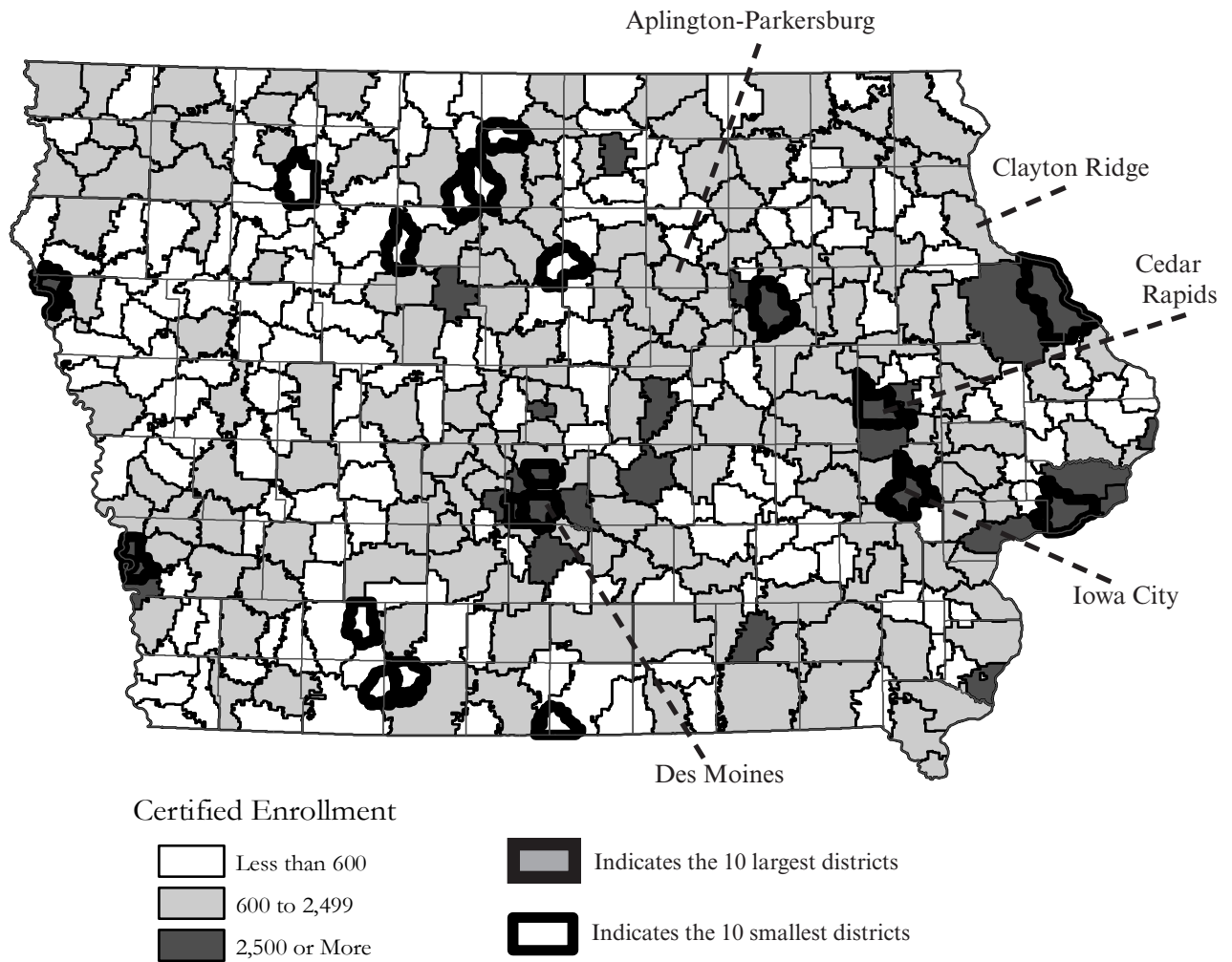
Enrollment Category	1997-1998		2007-2008				2008-2009					
	Districts	Students	Districts		Students		Districts		Students			
	N	%	N	%	N	%	N	%	N*	%		
<300	34	9.0	7,550	1.5	53	14.6	11,486	2.4	54	14.9	11,626	2.4
300-599	111	29.4	49,836	9.9	111	30.5	50,677	10.5	111	30.7	50,171	10.5
600-999	112	29.7	84,801	16.8	88	24.2	65,577	13.6	87	24.0	65,009	13.6
1,000-2,499	86	22.8	130,208	25.8	80	22.0	120,847	25.1	78	21.5	118,041	24.7
2,500-7,499	25	6.6	99,314	19.7	22	6.0	93,873	19.5	22	6.1	94,853	19.9
7,500+	9	2.4	133,421	26.4	10	2.7	138,149	28.7	10	2.8	137,320	28.8
State	377	100.0	505,130	100.0	364	100.0	480,609	100.0	362	100.0	477,019	100.0

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

Note: Detail may not sum to the state total due to rounding.

Figure 8

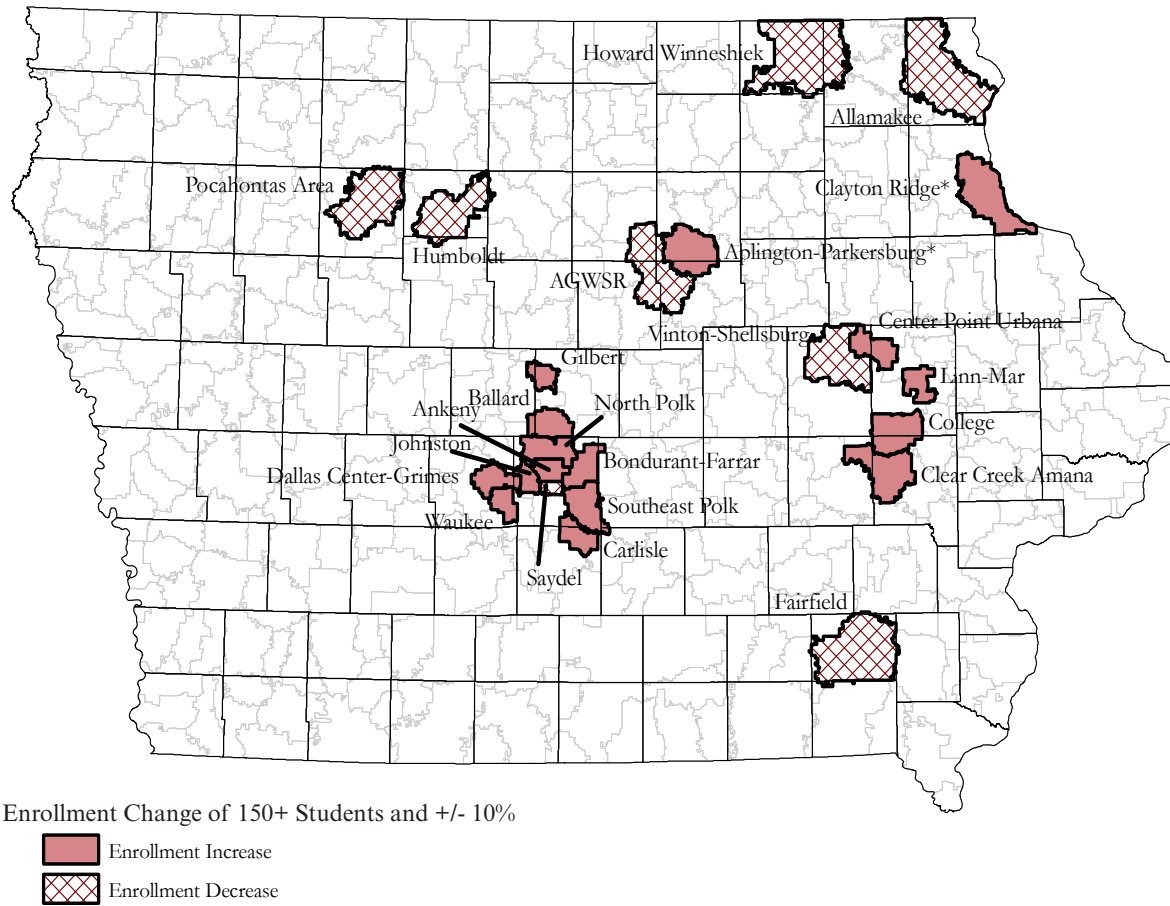
IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT 2008-2009



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

Figure 9

IOWA PUBLIC SCHOOL DISTRICTS WITH SELECTED CHANGE
IN ENROLLMENT 2003-2004 TO 2008-2009



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

District Buildings by Type

On average, public school districts in the state had more than two elementary schools in 2008-2009 (Table 11). The 349 public high schools in the state that year were housed in 332 districts. The remaining 30 districts sent their high school students out of the district (Table 12).

Table 11

**IOWA'S PUBLIC SCHOOLS BY TYPE
2003-2004, 2007-2008, AND 2008-2009**

Type of School	2003-2004		2007-2008		2008-2009	
	Number	Percent	Number	Percent	Number	Percent
High School	364	24.4%	357	23.6%	351	23.6%
Junior High/Middle School	271	18.2	272	18.0	271	18.2
Elementary School	801	53.7	771	51.0	767	51.5
Charter School	0	0.0	10	0.7	9	0.6
Alternative School	42	2.8	70	4.6	59	4.0
Early Childhood Center	0	0.0	19	1.3	21	1.4
Other (Including Special Ed)	13	0.9	12	0.8	12	0.8
Total	1,491	100.0	1,511	100.0	1,490	100.0

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

Table 12

**IOWA'S PUBLIC SCHOOL DISTRICTS WITHOUT A PUBLIC HIGH SCHOOL
1997-1998, 2003-2004, 2007-2008, AND 2008-2009**

School Year	Number of Public School Districts	Districts without a Public High School	
		Number	Percent
1997-1998	377	24	6.4%
2003-2004	370	24	6.5
2007-2008	364	29	8.0
2008-2009	362	30	8.3

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

Note: The districts without a public high school send high school students to other districts as a part of whole-grade sharing.

Twelve of the 349 high schools (3.4 percent) reported enrollments of 1,600 or more in 2008-2009 compared to 70 percent that had fewer than 400 students enrolled (Table 13). Twenty-eight high schools had enrollments of less than 100 - three of which had less than 50. On the opposite extreme, three metropolitan high schools reported enrollments of more than 2,000.

Table 13

**IOWA'S PUBLIC HIGH SCHOOLS BY ENROLLMENT
2003-2004, 2007-2008, AND 2008-2009**

High School Enrollment	2003-2004	2007-2008	2008-2009	Percent of High Schools	Cumulative Percent of High Schools
<200	141	126	123	35.0%	35.0%
200-399	119	124	123	35.0	70.0
400-599	38	43	43	12.3	82.3
600-799	20	19	17	4.8	87.1
800-999	5	3	6	1.7	88.8
1,000-1,199	10	9	8	2.3	91.1
1,200-1,399	10	9	9	2.6	93.7
1,400-1,599	13	11	10	2.8	96.6
1,600-1,799	4	7	7	2.0	98.6
1,800+	4	6	5	1.4	100.0
Total	364	357	351	100.0	--

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

Nonpublic schools by type have remained relatively unchanged in recent years (Table 14).

Table 14

IOWA'S NONPUBLIC SCHOOLS BY TYPE 2003-2004, 2007-2008, AND 2008-2009

Type of School	2003-2004		2007-2008		2008-2009	
	Number	Percent	Number	Percent	Number	Percent
High School	26	13.1%	27	14.7%	26	14.2%
Elementary School	172	86.9	153	83.2	153	83.6
Middle School	0	0.0	4	2.2	4	2.2
Total	198	100.0	184	100.0	183	100.0

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

Open Enrollment

The Open Enrollment Act (*Iowa Code 282.18*) was implemented during the 1989-1990 school year and states: "It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices... [To] maximize parental choices and access to educational opportunities that are not available to children because of where they live."

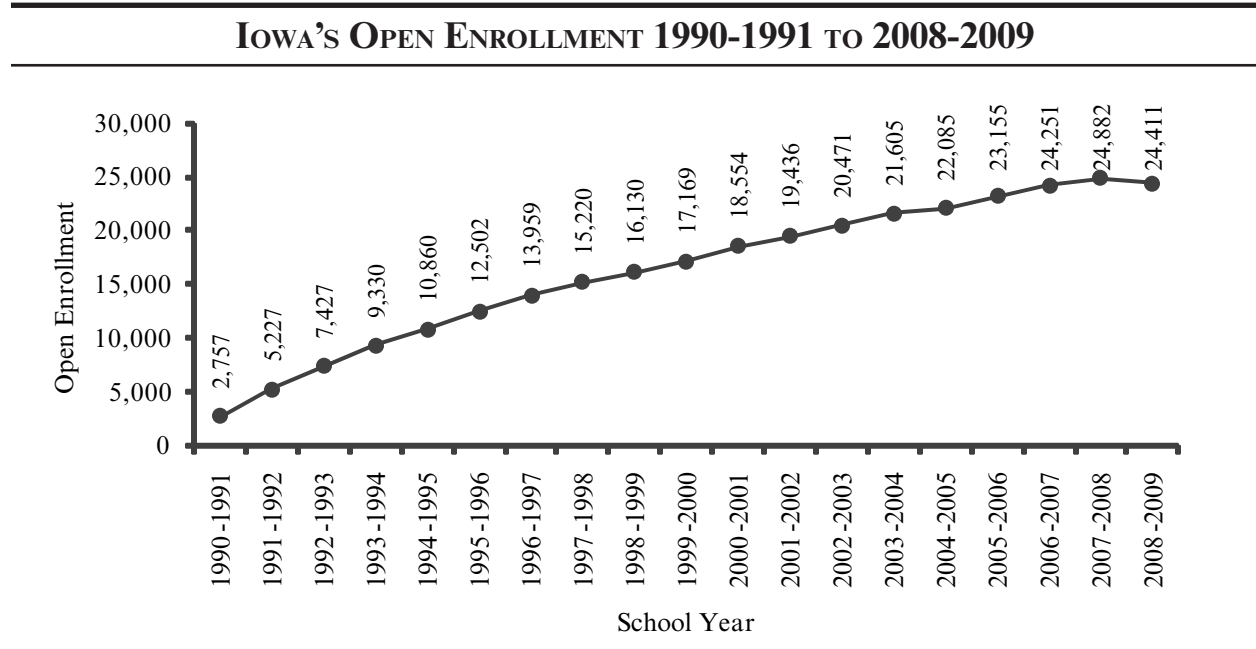
The number of students taking advantage of this legislation has increased steadily through 2007-2008, but tapered off slightly in 2008-2009 (Table 15, Figure 10). The 24,411 students that were open enrolled in 2008-2009 was 13 percent greater than five years previous. While all 362 districts reported open enrolled out students, these students as a percentage of districts' certified enrollment ranged from less than 1 percent in three districts to more than one-third in six others.

Table 15

NUMBER OF OPEN ENROLLED K-12 PUBLIC SCHOOL STUDENTS IN IOWA 1990-1991, 1997-1998, AND 2003-2004 TO 2008-2009		
School Year	Number of Students Open Enrolled Out	As Percent of Certified Enrollment
1990-1991	2,757	0.6
1997-1998	15,220	3.0
2003-2004	21,605	4.5
2004-2005	22,085	4.6
2005-2006	23,155	4.8
2006-2007	24,251	5.0
2007-2008	24,882	5.2
2008-2009	24,411	5.1

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

Figure 10



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

Throughout the duration of the legislation, the impact of open enrollment has differed based on size of school district (Table 16). The largest (7,500+) and the smallest districts (less than 300) in aggregate, reported more students open-enrolling out than open-enrolling in. Only in the largest size category did no district report a net gain (Table 16).

Table 16

OPEN ENROLLMENT IN IOWA'S PUBLIC SCHOOLS BY ENROLLMENT SIZE 1997-1998, 2007-2008, AND 2008-2009								
Enrollment Category	Students Open Enrolled Out 2008-2009	Percent of Certified Enrollment	Net Open Enrollment*			2008-2009 Number of Districts with Net Gains/Net Losses		
			1997-1998	2007-2008	2008-2009	Net Gain	Net Loss	Total
<300	1,863	16.0%	-493	-897	-877	13	41	54
300-599	4,439	8.8	81	172	326	51	60	111
600-999	4,180	6.4	-40	274	341	47	40	87
1,000-2,499	4,906	4.2	1,165	2,165	2,049	49	29	78
2,500-7,499	4,360	4.6	534	430	412	12	10	22
7,500+	4,662	3.4	-1,334	-2,230	-2,322	0	10	10

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

Enrollment in Iowa's Area Education Agencies (AEAs)

The distribution of students served by Iowa's ten area education agencies (AEAs) remained relatively unchanged in 2008-2009. School enrollment in Heartland AEA 11 (central Iowa) continued to account for one-fourth of total enrollment in the state while Green Valley AEA 14 in the southwest served 2 percent of the state's school enrollment (Table 17, Figure 11).

Enrollment in Iowa's Counties

Certified enrollment by county in Iowa's public schools is based on the county of residence of the student. As may be expected the counties that house the state's largest districts reported the greatest enrollments. Black Hawk, Polk, Linn, Scott, and Woodbury reported more than one-third of the state's K-12 public student enrollment (Table 18).

Nonpublic certified enrollment is reported by county of attendance rather than county of residence. While more than one-third of the state's counties do not have an accredited nonpublic school (n = 39), more than one-third of the students enrolled in nonpublic schools (35.8 percent) attended in Dubuque, Linn, or Polk County.

Table 17

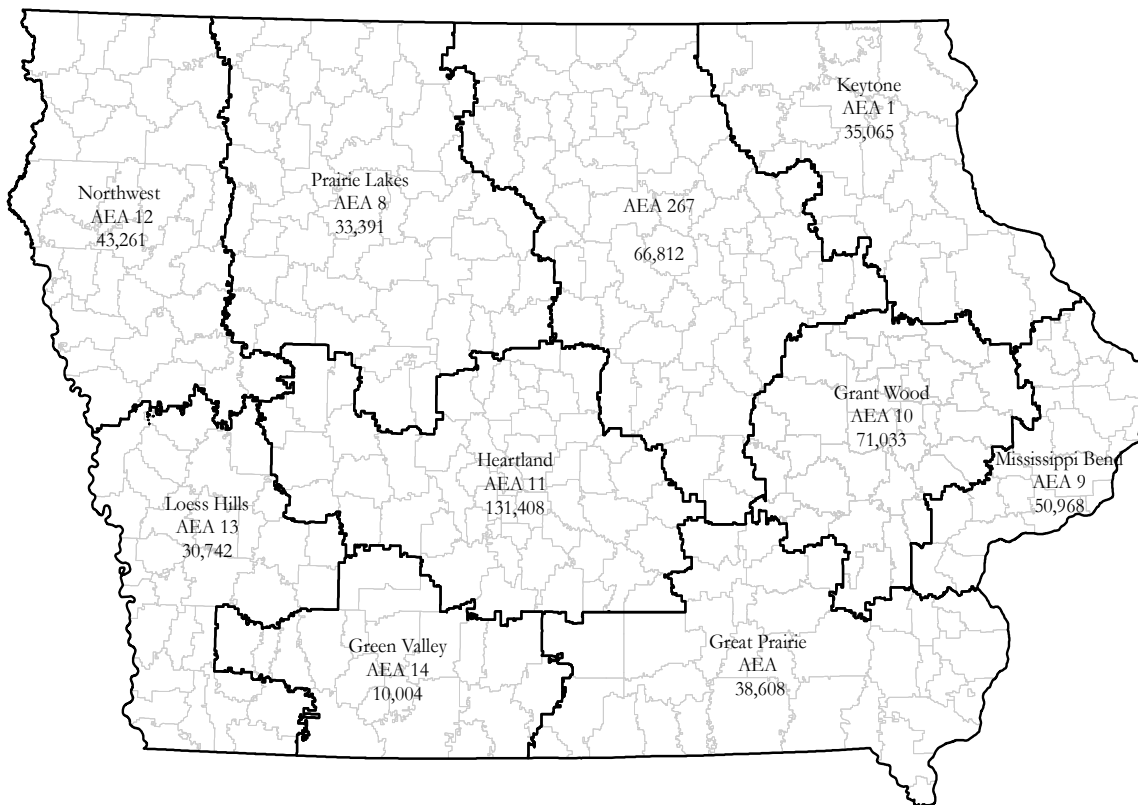
TOTAL PUBLIC AND NONPUBLIC STUDENTS SERVED BY AEA 2008-2009

AEA Name	Public Students Served		Nonpublic Students Served		Total Students Served	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone AEA 1	30,309	6.4%	4,756	13.9%	35,065	6.9%
Prairie Lakes AEA 8	31,000	6.5	2,391	7.0	33,391	6.5
AEA 267	63,328	13.3	3,484	10.2	66,812	13.1
Mississippi Bend AEA 9	48,116	10.1	2,852	8.3	50,968	10.0
Grant Wood AEA 10	66,133	13.9	4,900	14.3	71,033	13.9
Heartland AEA 11	122,952	25.8	8,456	24.7	131,408	25.7
Northwest AEA 12	38,213	8.0	5,048	14.7	43,261	8.5
Loess Hills AEA 13	29,721	6.2	1,021	3.0	30,742	6.0
Green Valley AEA 14	9,853	2.1	151	0.4	10,004	2.0
Great Prairie AEA	37,394	7.8	1,214	3.5	38,608	7.6
State	477,019	100.0	34,272	100.0	511,291	100.0

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

Figure 11

IOWA'S PUBLIC AND NONPUBLIC ENROLLMENT BY AEA 2008-2009



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

Table 18

**IOWA'S PUBLIC AND NONPUBLIC CERTIFIED K-12 ENROLLMENT
BY COUNTY 2008-2009**

County	Certified Enrollment		County	Certified Enrollment	
	Public by Residence	Nonpublic by Attendance		Public by Residence	Nonpublic by Attendance
Adair	1,277.9	n/a	Jefferson	2,007.9	82
Adams	672.0	n/a	Johnson	15,506.8	1,066
Allamakee	2,168.7	116	Jones	2,996.9	168
Appanoose	2,020.5	n/a	Keokuk	1,831.7	n/a
Audubon	1,039.1	n/a	Kossuth	2,218.9	538
Benton	4,720.0	131	Lee	5,560.8	439
Black Hawk	17,374.8	1,882	Linn	33,689.4	3,298
Boone	4,122.6	207	Louisa	2,266.5	n/a
Bremer	3,848.3	201	Lucas	1,597.5	n/a
Buchanan	3,478.0	202	Lyon	1,946.6	73
Buena Vista	3,440.7	278	Madison	2,778.5	n/a
Butler	2,438.1	n/a	Mahaska	3,519.8	182
Calhoun	1,509.6	n/a	Marion	5,377.7	656
Carroll	2,544.5	1,028	Marshall	6,968.4	189
Cass	2,239.1	n/a	Mills	2,595.0	n/a
Cedar	3,124.7	n/a	Mitchell	1,695.5	44
Cerro Gordo	6,276.7	611	Monona	1,434.9	n/a
Cherokee	1,907.7	n/a	Monroe	1,332.8	n/a
Chickasaw	1,987.0	176	Montgomery	2,181.6	n/a
Clarke	1,626.3	n/a	Muscatine	8,068.9	118
Clay	2,594.5	215	O'Brien	2,084.7	325
Clayton	2,746.5	115	Osceola	1,055.4	17
Clinton	8,198.5	431	Page	2,381.0	98
Crawford	3,051.2	222	Palo Alto	1,399.1	79
Dallas	11,461.3	863	Plymouth	4,184.5	639
Davis	1,229.8	n/a	Pocahontas	1,186.7	64
Decatur	1,174.4	n/a	Polk	67,959.4	4,823
Delaware	2,933.7	174	Pottawattamie	15,155.3	798
Des Moines	6,360.2	317	Poweshiek	2,815.5	41
Dickinson	2,457.3	n/a	Ringgold	729.5	n/a
Dubuque	13,072.9	3,532	Sac	1,658.7	n/a
Emmet	1,699.7	n/a	Scott	27,033.3	2,038
Fayette	3,329.7	108	Shelby	2,195.7	121
Floyd	2,495.9	162	Sioux	4,297.6	2,266
Franklin	1,784.4	29	Story	10,406.3	178
Fremont	1,315.4	n/a	Tama	3,163.4	n/a
Greene	2,008.4	n/a	Taylor	1,067.5	n/a
Grundy	2,081.7	n/a	Union	1,817.8	155
Guthrie	1,934.8	n/a	Van Buren	1,139.3	n/a
Hamilton	2,606.3	98	Wapello	5,698.3	74
Hancock	1,874.5	26	Warren	8,683.2	n/a
Hardin	2,790.5	61	Washington	3,629.5	111
Harrison	2,816.6	n/a	Wayne	937.4	n/a
Henry	3,422.8	n/a	Webster	5,367.1	947
Howard	1,370.4	190	Winnebago	1,868.2	n/a
Humboldt	1,431.8	133	Winneshiek	2,798.7	342
Ida	1,208.0	n/a	Woodbury	17,583.0	1,811
Iowa	2,878.4	145	Worth	1,277.0	n/a
Jackson	3,239.7	351	Wright	2,374.2	n/a
Jasper	6,110.0	113	Total	477,019.0	33,897

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

National Enrollment

Nationally, public school enrollment in 2006-2007 reflected a growth of over five percent since 1996-1997 (Table 19). Nevada (50 percent), Arizona (33.2 percent), Georgia (21 percent),

Table 19

PUBLIC SCHOOL ENROLLMENTS AND RANKING BY STATE 1996-1997 AND 2006-2007

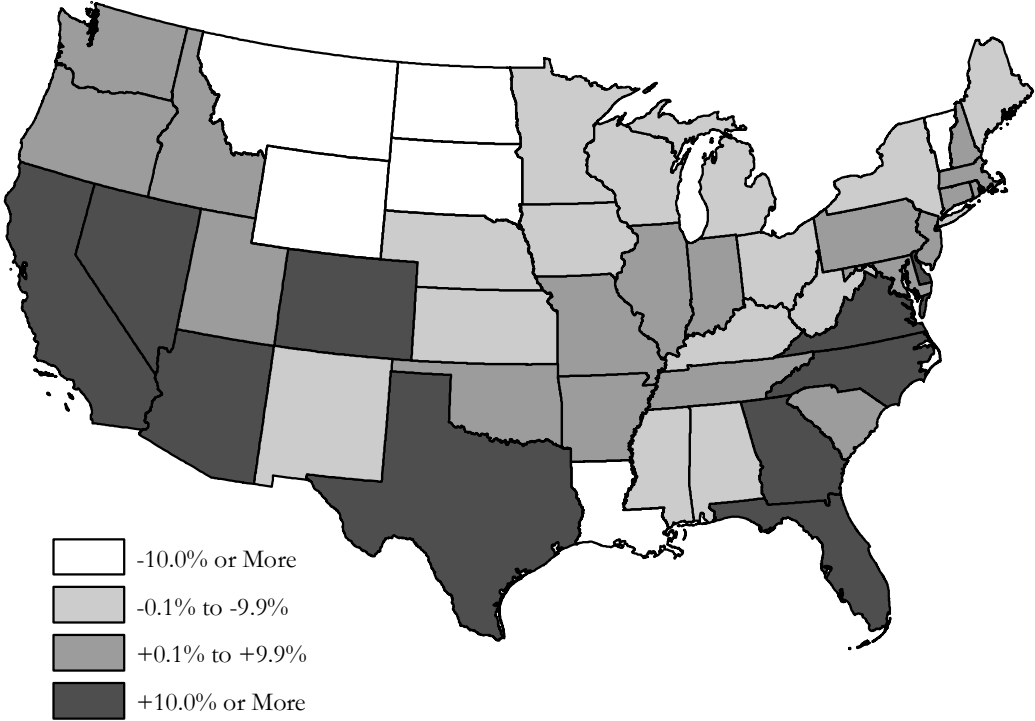
State	1996-1997		2006-2007		Change in Enrollment 1996-1997 to 2006-2007	
	Enrollment	Rank	Enrollment	Rank	Percent	Rank
United States	27,004,221	--	28,426,932	--	5.3%	--
Alabama	747,932	23	743,632	23	-0.6	34
Alaska	129,919	46	132,608	45	2.1	28
Arizona	799,250	21	1,064,864	13	33.2	2
Arkansas	457,349	34	475,849	33	4.0	21
California	5,686,198	1	6,279,605	1	10.4	10
Colorado	673,438	24	793,569	22	17.8	7
Connecticut	527,129	29	574,909	28	9.1	12
Delaware	110,549	48	122,254	46	10.6	9
District of Columbia	78,648	51	67,673	51	-14.0	47
Florida	2,242,212	4	2,671,513	4	19.1	6
Georgia	1,346,761	9	1,629,157	9	21.0	3
Hawaii	187,653	42	180,555	42	-3.8	39
Idaho	245,252	39	267,600	39	9.1	11
Illinois	1,973,040	5	2,118,276	5	7.4	16
Indiana	982,876	13	1,045,940	14	6.4	18
Iowa	502,941	31	483,122	32	-3.9	41
Kansas	466,293	33	465,292	34	-0.2	30
Kentucky	656,089	25	642,140	26	-2.1	38
Louisiana	793,296	22	675,851	25	-14.8	49
Maine	213,593	40	193,986	41	-9.2	44
Maryland	818,583	20	851,640	20	4.0	22
Massachusetts	933,898	15	968,097	16	3.7	23
Michigan	1,685,714	8	1,676,245	8	-0.6	33
Minnesota	847,204	19	840,565	21	-0.8	35
Mississippi	503,967	30	484,765	31	-3.8	40
Missouri	900,517	17	920,353	18	2.2	27
Montana	164,627	43	144,228	44	-12.4	46
Nebraska	291,967	37	287,580	37	-1.5	37
Nevada	282,131	38	423,184	35	50.0	1
New Hampshire	198,308	41	203,551	40	2.6	25
New Jersey	1,227,832	10	1,328,896	11	8.2	14
New Mexico	332,632	35	328,220	36	-1.3	36
New York	2,843,131	3	2,685,675	3	-5.5	42
North Carolina	1,210,108	11	1,444,481	10	19.4	5
North Dakota	120,123	47	96,670	48	-19.5	51
Ohio	1,844,698	6	1,836,096	7	-0.5	32
Oklahoma	620,695	27	635,413	27	2.4	26
Oregon	537,854	28	561,543	29	4.4	20
Pennsylvania	1,804,256	7	1,866,608	6	3.5	24
Rhode Island	151,324	44	151,612	43	0.2	29
South Carolina	652,816	26	703,119	24	7.7	15
South Dakota	143,331	45	121,158	47	-15.5	50
Tennessee	904,818	16	963,708	17	6.5	17
Texas	3,828,975	2	4,599,509	2	20.1	4
Utah	481,812	32	523,586	30	8.7	13
Vermont	106,341	49	95,399	49	-10.3	45
Virginia	1,096,093	12	1,220,440	12	11.3	8
Washington	974,504	14	1,026,774	15	5.4	19
West Virginia	304,052	36	281,938	38	-7.3	43
Wisconsin	879,259	18	876,700	19	-0.3	31
Wyoming	99,058	50	85,193	50	-14.0	48

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Build a Table.

and Texas (20.1 percent) reported the greatest rates of growth over this period with six other states having percentage gains of 10 percent or more (Figure 12). Six states and the District of Columbia reported enrollment declines of that magnitude. In the Midwest, Illinois (7.4 percent) reported the greatest percentage gain, while North Dakota (-19.5 percent) and South Dakota (-15.5 percent) experienced the largest declines. Iowa's decline of -3.9 was the 11th largest decline in the country over that period.

Figure 12

**PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT BY STATE
1996-1997 TO 2006-2007**



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

Despite the significant growth in minority enrollment in Iowa presented earlier in this section, Iowa's percentage of minority students remains relatively low in comparison to other states (Table 20). Iowa's minority enrollment accounted for 7.8 percent of total enrollment in 1996-1997, the 5th lowest percentage in the Nation. Despite the 6 percentage point increase, in 2006-2007 (14.1 percent), Iowa was still among the Nation's six lowest percentages. In ten states (Arizona, California, Florida, Georgia, Hawaii, Maryland, Mississippi, Nevada, New Mexico, Texas) and the District of Columbia, minority students constituted more than half of the public student enrollment (Figure 13). Nationally, the average was 43.5 percent.

Table 20

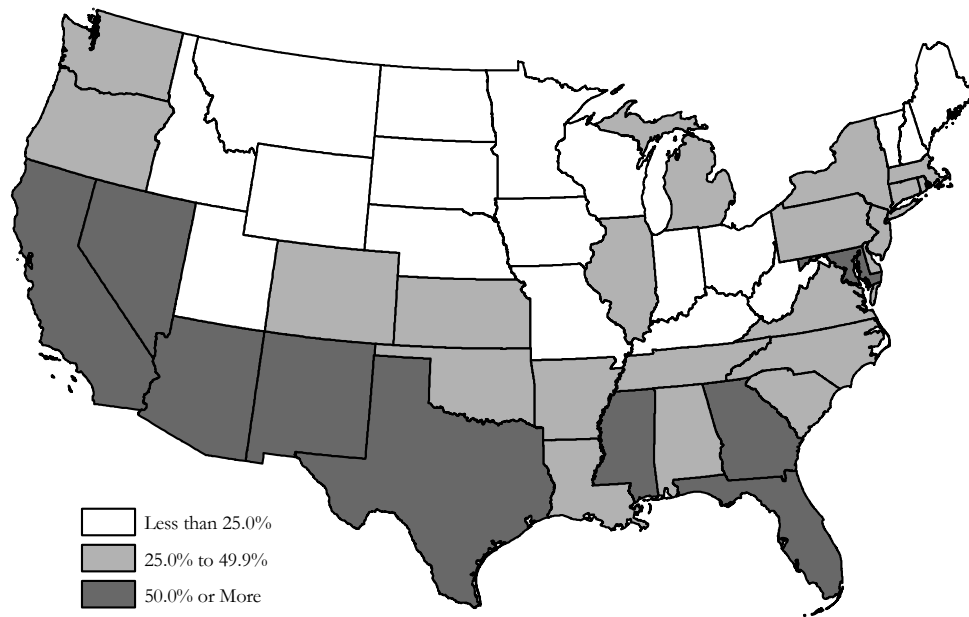
**PUBLIC SCHOOL MINORITY ENROLLMENT AS PERCENTAGE OF TOTAL ENROLLMENT
BY STATE 1996-1997 AND 2006-2007**

	2006-2007 Percent Minority Enrollment by Race					1996-1997 Percent		
	American Indian	Asian	Black	Hispanic	Total Minority	Rank	Total Minority	Rank
United States	1.2%	4.7%	17.1%	20.5%	43.5%	n/a	35.8%	n/a
Alabama	0.8	1.1	35.9	3.2	40.9	21	38.5	14
Alaska	26.6	7.0	4.6	4.4	42.6	18	36.9	17
Arizona	5.6	2.6	5.4	41.0	54.6	7	43.4	10
Arkansas	0.7	1.5	22.7	7.5	32.4	25	26.5	25
California	0.8	11.7	7.8	49.5	69.8	3	60.5	4
Colorado	1.2	3.3	6.0	27.6	38.1	23	28.0	24
Connecticut	0.4	3.7	13.9	16.0	34.0	24	28.3	23
Delaware	0.4	3.0	33.0	9.8	46.1	14	36.1	18
District of Columbia	0.1	1.6	83.4	9.9	95.0	1	96.0	1
Florida	0.3	2.4	23.9	25.0	51.6	11	43.3	11
Georgia	0.1	2.9	39.2	9.5	51.8	10	42.1	13
Hawaii	0.6	73.0	2.4	4.5	80.4	2	75.0	2
Idaho	1.6	1.6	1.1	13.4	17.7	41	12.0	42
Illinois	0.2	3.9	20.3	19.7	44.1	17	37.2	16
Indiana	0.3	1.3	12.6	6.3	20.5	39	14.5	38
Iowa	0.6	2.0	5.3	6.2	14.1	46	7.8	47
Kansas	1.7	2.5	8.9	13.0	26.1	32	18.1	33
Kentucky	0.1	1.0	10.7	2.4	14.2	45	11.1	43
Louisiana	0.8	1.4	45.4	2.4	49.9	12	49.4	7
Maine	0.7	1.4	2.3	1.0	5.4	50	2.8	50
Maryland	0.4	5.4	38.1	8.3	52.2	9	43.3	11
Massachusetts	0.3	4.9	8.4	13.6	27.1	30	22.1	29
Michigan	0.9	2.4	20.2	4.5	28.2	29	24.2	27
Minnesota	2.1	5.9	9.1	5.7	22.8	36	13.5	40
Mississippi	0.2	0.8	50.8	1.7	53.5	8	52.1	6
Missouri	0.4	1.7	18.1	3.4	23.7	34	18.9	32
Montana	11.4	1.2	1.0	2.5	16.1	42	12.8	41
Nebraska	1.7	1.9	7.7	12.2	23.5	35	13.6	39
Nevada	1.6	7.6	11.1	35.4	55.6	6	34.9	20
New Hampshire	0.3	2.0	1.8	2.9	7.1	48	3.6	49
New Jersey	0.2	7.9	17.4	18.8	44.3	16	37.7	15
New Mexico	10.9	1.3	2.6	54.6	69.4	4	61.2	3
New York	0.5	7.2	19.7	20.6	47.9	13	43.7	9
North Carolina	1.5	2.3	29.2	9.6	42.5	19	36.1	19
North Dakota	8.6	1.0	1.8	1.8	13.2	47	10.9	45
Ohio	0.1	1.4	17.1	2.6	21.2	38	18.0	34
Oklahoma	19.3	1.8	10.8	9.5	41.4	20	31.2	22
Oregon	2.2	4.8	3.1	16.7	26.8	31	15.4	37
Pennsylvania	0.2	2.6	15.9	6.8	25.4	33	19.8	31
Rhode Island	0.7	3.1	8.8	18.0	30.5	28	21.7	30
South Carolina	0.3	1.4	39.8	4.6	46.1	14	44.0	8
South Dakota	10.6	1.0	1.7	2.1	15.5	43	16.3	36
Tennessee	0.2	1.5	24.8	4.4	30.9	27	25.4	26
Texas	0.3	3.3	14.4	46.3	64.3	5	54.4	5
Utah	1.5	3.1	1.4	13.2	19.2	40	10.5	46
Vermont	0.4	1.6	1.6	1.0	4.7	51	2.7	51
Virginia	0.3	5.4	26.7	8.3	40.7	22	32.3	21
Washington	2.6	8.4	5.7	14.3	31.1	26	22.5	28
West Virginia	0.1	0.7	5.1	0.8	6.7	49	4.8	48
Wisconsin	1.5	3.6	10.5	7.2	22.7	37	17.4	35
Wyoming	3.5	1.1	1.5	9.4	15.5	43	11.0	44

Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Build a Table.

Figure 13

**MINORITY ENROLLMENT AS PERCENTAGE OF TOTAL ENROLLMENT
BY STATE 2006-2007**



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

STAFF

This chapter presents information on licensed and non-licensed staff in Iowa's schools and area education agencies (AEAs). Data on characteristics such as age, race/ethnicity, gender, experience, and salary for teachers, principals, superintendents, guidance counselors, and library/media specialists are included. Information on instructional aides, pupil-teacher ratios, and nurses for public schools is also included. There are summaries of the data at the state level, by enrollment category (based on district certified enrollment) and by AEA. National and regional state comparative data are also presented where available. In this section, information is presented in many different ways such as breakdown by public and nonpublic. Data on these characteristics further breaks out by the ten largest and ten smallest districts for the state.

Teachers

Teacher Characteristics

In Iowa, information on licensed staff is collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). The information that is collected for all licensed staff includes age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions, and the assignments that go along with each position. Each staff member can have up to ten position/assignment combinations reported.

This section presents data on full-time teachers. In 2008-2009, full-time teachers were defined as staff with at least one teaching position code, a full-time contract, regular salary (salary paid for regular position responsibilities) of at least \$28,000, and at least 180 contract days. In 2008-2009, there were 5,005 teachers that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties.

Characteristics of Teachers

Table 21 lists the total number, average age, percent female, percent minority, percent with advanced degrees, and average experience of full-time teachers in Iowa's public and nonpublic schools for the base year of 1997-1998, in addition to 2007-2008 and 2008-2009. Minority counts include teachers with a reported race/ethnicity of American Indian/Alaskan Native, African American, Asian, or Hispanic. Included in the counts of teachers with advanced degrees are teachers with a master's, specialist, or doctorate degree.

Between 2007-2008 and 2008-2009 the characteristics of full-time public school teachers remained about the same. Between 1997-1998 and 2008-2009 the average age remained at about 42 years old for public school teachers. The percent of female teachers increased from 68.9 percent in 1997-1998 to 74.2 percent in 2008-2009. The percent of minority teachers increased slightly from 1.6 percent in 1997-1998 to 2.0 percent in 2008-2009. The percent of teachers with advanced degrees was about 28 percent for 1997-1998 and 2008-2009. The average years of total experience decreased from 15.6 to 14.7 and the average years of district experience decreased from 12.1 to 11.1 between 1997-1998 and 2008-2009.

The characteristics of full-time nonpublic school teachers were about the same in 2007-2008 and 2008-2009. The average age of full-time nonpublic school teachers increased from 39.4 in 1997-1998 to 42.7 in 2008-2009. The percent of female nonpublic school teachers increased from 78.7 percent to 80.2 percent between 1997-1998 and 2008-2009. The percent of minority nonpublic school teachers decreased slightly from 1.0 percent in 1997-1998 to 0.6 percent in 2008-2009. The percent of nonpublic school teachers with advanced degrees increased from 12.8 percent in 1997-1998 to 15.8 percent in 2008-2009. The average years of total experience increased from 12.2 to 15.0 and the average years of district experience increased from 8.1 to 10.8 between 1997-1998 and 2008-2009.

Table 21

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1997-1998, 2007-2008, AND 2008-2009						
Characteristics	Public			Nonpublic		
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009
Average Age	42.3	42.0	42.1	39.4	42.7	42.7
Percent Female	68.9%	74.0%	74.2%	78.7%	80.9%	80.2%
Percent Minority	1.6%	1.9%	2.0%	1.0%	0.8%	0.6%
Percent Advanced Degree	28.3%	27.9%	28.5%	12.8%	16.2%	15.8%
Average Total Experience	15.6	14.7	14.7	12.2	15.1	15.0
Average District Experience	12.1	11.1	11.1	8.1	10.9	10.8
Number of Teachers	31,955	34,823	34,744	2,365	2,225	2,255

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

Note: State total "Number of Teachers" includes AEA teachers. There were about 5,000 full-time teachers in 2007-2008 and 2008-2009 that reported having administrative or support positions, as well as teaching positions, which could inflate the number of teachers.

Characteristics of Beginning Teachers

Teachers in their first year of teaching are considered beginning teachers. The characteristics of beginning full-time teachers in public and nonpublic schools are presented in Table 22. The average age of full-time public teachers was between 27 and 29 in 1997-1998, 2007-2008, and 2008-2009. The percent of females increased from 67.7 percent to 70.9 percent between 1997-1998 and 2008-2009. The percent of public beginning teachers who were female in 2008-2009 was slightly lower than in 2007-2008, 70.9 percent in 2008-2009 versus 73.8 percent in 2007-2008. The percent of public beginning teachers who were minorities was about 3 percent in all three years presented. The percent of public beginning teachers with advanced degrees increased from 3.0 percent in 1997-1998 to 8.3 percent in 2007-2008. The percent of public beginning teachers with advanced degrees continued to increase in 2008-2009 to 9.0 percent.

The average age of nonpublic school beginning teachers increased from 26.4 in 1997-1998 to 27.9 in 2007-2008. The average age decreased to 27.2 in 2008-2009. The percent of female teachers was 74.2 percent in 1997-1998, 86.1 percent in 2007-2008, and 73.4 percent in 2008-2009. The percent of minority nonpublic beginning teachers decreased from 4.0 percent in 1997-1998 to 3.5 percent in 2007-2008. The percent of minority nonpublic beginning teachers

continued to decrease in 2008-2009 to 3.1 percent. The percent of nonpublic beginning teachers with advanced degrees increased from 1.3 percent in 1997-1998 to 4.3 percent in 2007-2008. The percent of nonpublic beginning teachers with advanced degrees decreased from 4.3 percent to 1.6 percent between 2007-2008 and 2008-2009. The fluxuation in the nonpublic beginning full-time teachers is likely due to the small numbers in a given year.

There were 387 beginning full-time teachers in the ten largest districts (based on certified enrollment) in 2008-2009. In the ten largest districts 75.5 percent of the beginning full-time teachers were female, 4.4 percent were minorities, and 15.2 percent had advanced degrees. The average age of beginning full-time teachers in the ten largest districts was 28.9. There were four beginning full-time teachers in the ten smallest districts (based on certified enrollment) in 2008-2009. The average age of beginning full-time teachers in the ten smallest districts was 38.8 and 75.0 percent were female. None of the beginning full-time teachers in the ten smallest districts were minorities and none had an advanced degree.

Table 22

**CHARACTERISTICS OF IOWA BEGINNING FULL-TIME PUBLIC SCHOOL TEACHERS
1997-1998, 2007-2008, AND 2008-2009**

Characteristics	Public			Nonpublic		
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009
Average Age	27.4	28.3	28.2	26.4	27.9	27.2
Percent Female	67.7%	73.8%	70.9%	74.2%	86.1%	73.4%
Percent Minority	3.2%	3.0%	3.1%	4.0%	3.5%	3.1%
Percent Advanced Degree	3.0%	8.3%	9.0%	1.3%	4.3%	1.6%
Number of Teachers	1,134	1,608	1,401	151	115	128

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

Note: State total "Number of Teachers" includes AEA teachers.

Table 23 shows beginning full-time public school teachers as a percentage of total full-time public school teachers by enrollment category for 1997-1998, 2007-2008, and 2008-2009. In all three years presented, the smallest enrollment category, less than 300 students, had the highest percent of beginning teachers. The percent of beginning teachers in the smallest enrollment category was 7.9 percent in 1997-1998, 5.7 percent in 2007-2008, and 6.9 percent in 2008-2009. In 1997-1998 and 2008-2009 the 2,500-7,499 enrollment category had the lowest percent of beginning teachers, 2.8 percent and 3.6 percent, respectively. The 1,000-2,499 enrollment category had the lowest percent of beginning teachers in 2007-2008, 3.8 percent. The percent of beginning public school teachers increased from 3.5 percent in 1997-1998 to 4.6 percent in 2007-2008. The percent of beginning public school teachers decreased from 4.6 percent to 4.0 percent between 2007-2008 and 2008-2009. The ten largest districts made up the largest enrollment category in 2008-2009. In the ten largest districts, 4.1 percent of the teachers were beginning teachers. In the ten smallest districts in 2008-2009, 4.0 percent of the teachers were beginning teachers.

Table 23

**IOWA FULL-TIME BEGINNING TEACHERS
AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS
1997-1998, 2007-2008 AND 2008-2009**

Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as Percent of Total F-T Teachers		
	1997- 1998	2007- 2008	2008- 2009	1997- 1998	2007- 2008	2008- 2009	1997- 1998	2007- 2008	2008- 2009
<300	40	55	69	506	971	1,007	7.9%	5.7%	6.9%
300-599	194	198	180	3,479	4,114	4,127	5.6	4.8	4.4
600-999	200	206	203	5,615	4,878	4,829	3.6	4.2	4.2
1,000-2,499	258	332	323	8,052	8,645	8,465	3.2	3.8	3.8
2,500-7,499	164	308	230	5,866	6,279	6,421	2.8	4.9	3.6
7,500+	261	499	387	7,971	9,384	9,345	3.3	5.3	4.1
AEA	17	10	9	466	552	550	3.6	1.8	1.6
State	1,134	1,608	1,401	31,955	34,823	34,744	3.5	4.6	4.0

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

Notes: F-T indicates full-time.
State total includes AEA teachers.

Characteristics of Public School Teachers by Enrollment Category

The characteristics of full-time public school teachers by enrollment category in 2008-2009 are shown in Table 24. The average age ranged between 40.9 in the 2,500-7,499 enrollment category and 42.8 in the smallest enrollment category, less than 300 students. The 600-999 enrollment category had the smallest percent of female teachers, 70.9 percent, and the 2,500-7,499 enrollment category had the largest percent of female teachers, 75.7 percent. The 300-599 enrollment category had the smallest percent of minority teachers, 0.8 percent, and the largest enrollment category with 7,500 students or more had the largest percent of minority teachers, 4.1 percent. The lowest percent of teachers with advanced degrees was 12.0 percent in the smallest enrollment category, less than 300 students. The highest percent of teachers with advanced degrees was 38.5 percent in the largest enrollment category, 7,500 students or more. The 600-999 enrollment category had the largest average years of experience—15.5 average years total experience and 12.1 average years district experience. The 2,500-7,499 enrollment category had the smallest average years of experience—13.7 average years total experience and 10.1 average years district experience.

The largest enrollment category, 7,500 students or more, was made of the ten largest districts in the state in 2008-2009. The characteristics of teachers in these districts are shown in Table 24. There were 100 full-time teachers in the ten smallest districts in 2008-2009. The average age of teachers in the ten smallest districts was 45.6, average years of total experience was 14.6,

and average years of district experience was 11.7. In the ten smallest districts, 77.0 percent of the teachers were female and 7.0 percent had an advanced degree. There were no minority teachers in the ten smallest districts.

Table 24

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 2008-2009							
Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District Experience
<300	1,007	42.8	73.9%	1.2%	12.0%	14.6	11.6
300-599	4,127	42.6	71.7	0.8	13.9	15.2	12.1
600-999	4,829	42.5	70.9	1.0	18.4	15.5	12.1
1,000-2,499	8,465	42.2	73.5	1.1	25.5	15.2	11.4
2,500-7,499	6,421	40.9	75.7	1.6	35.9	13.7	10.1
7,500+	9,345	42.0	75.6	4.1	38.5	14.3	10.7
AEA	550	46.0	90.0	1.5	49.5	16.9	10.6
State	34,744	42.1	74.2	2.0	28.5	14.7	11.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, staff file and Division of School Support and Information, Certified Enrollment file.
Note: State total includes AEA teachers.

Characteristics of Public School Teachers by AEA

Table 25 lists the characteristics of full-time public school teachers by AEA in 2008-2009. Heartland AEA had the largest percent of teachers in the state, 25.3 percent, and Green Valley AEA had the smallest percent of teachers in the state, 2.4 percent. The average age ranged from 40.5 in Heartland AEA to 43.9 in Prairie Lakes AEA. Great Prairie AEA had the largest percent of female teachers, 75.9 percent, and Keystone AEA had the smallest percent of female teachers, 72.9 percent. The percent of minority teachers ranged from 1.0 percent in Keystone AEA to 3.5 percent in Mississippi Bend AEA. The percent of teachers with advanced degrees was smallest in Green Valley AEA, 19.7 percent and largest in Grant Wood AEA, 32.3 percent. The average years of experience was smallest in Heartland AEA—13.3 average years total experience and 9.6 average years district experience. The average years of experience was largest in Northwest AEA—16.5 average years total experience and 12.7 years average district experience.

Table 25

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS BY AEA 2008-2009**

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District Experience
Keystone 1	2,265	6.5%	42.5	72.9%	1.0%	25.7%	15.7	12.2
AEA 267	4,681	13.5	42.8	73.6	2.4	24.8	15.1	11.7
Prairie Lakes 8	2,443	7.0	43.9	73.2	1.1	22.9	16.4	12.6
Mississippi Bend 9	3,416	9.8	42.3	75.1	3.5	31.7	14.7	11.8
Grant Wood 10	4,494	12.9	40.7	73.2	2.1	32.3	13.7	10.0
Heartland 11	8,807	25.3	40.5	74.8	2.1	30.0	13.3	9.6
Northwest	2,769	8.0	43.3	73.2	1.6	32.1	16.5	12.7
Loess Hills 13	2,200	6.3	43.0	75.1	1.2	27.1	15.6	11.9
Green Valley 14	843	2.4	43.6	73.1	1.1	19.7	15.5	11.6
Great Prairie	2,826	8.1	43.6	75.9	1.3	28.0	15.2	12.0
State	34,744	100.0	42.1	74.2	2.0	28.5	14.7	11.1

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

Note: Includes AEA teachers.

Teacher Characteristics—Gender Comparisons

The characteristics of full-time public school teachers by gender in 2008-2009 are shown in Table 26. The average age was higher for females than for males, 42.3 versus 41.6. The percent of minority teachers was 1.8 percent for females and 2.4 percent for males. The percent of teachers with advanced degrees was about the same for females and males, 28.6 percent of females and 28.4 percent of males. The average years of total experience was slightly higher for males than for females. The average years of total experience was 15.0 for males and 14.6 for females. The average years of district experience was slightly higher for females than for males, 11.2 for females and 11.1 for males.

In the ten largest districts in 2008-2009 there were 2,276 male and 7,069 female full-time teachers. The average age of full-time teachers in the ten largest districts was about 42 for both males and females. The percent of minority teachers in the ten largest districts was 4.9 percent for males and 3.8 percent for females. In the ten largest districts, the percent of teachers with advanced degrees was higher for males than females, 40.3 percent versus 37.9 percent. The average years of total experience was 14.6 for males and 14.2 for females and the average years of district experience was 10.8 for males and 10.7 for females in the ten largest districts. There were 23 male and 77 female full-time teachers in the ten smallest districts in 2008-2009. The average age was 47.5 for males and 45.0 for females in the ten smallest districts. In the ten smallest districts, 13.0 percent of male teachers had an advanced degree and 5.2 percent of female teachers had an advanced degree. The average years of experience was higher for males than females in the ten smallest districts. Male teachers had 16.2 average years total experience and 12.5 average years district experience. Female teachers had 14.2 average years total experience and 11.5 average years district experience.

Table 26

**GENDER COMPARISON OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS 2008-2009**

Characteristics	Female	Male
Average Age	42.3	41.6
Percent Minority	1.8%	2.4%
Percent Advanced Degree	28.6%	28.4%
Average Total Experience	14.6	15.0
Average District Experience	11.2	11.1
Number of Teachers	25,767	8,977

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

Note: Includes AEA teachers.

Minority Teacher Characteristics

The characteristics of full-time public school teachers by minority and non-minority groups in 2008-2009 are listed in Table 27. Teachers with a reported race/ethnicity of American Indian/Alaskan Native, African American, Asian, or Hispanic are considered minority teachers. The average age of non-minority teachers was 42.1 and the average age of minority teachers was 41.1. The percent of females was higher for the non-minority group than the minority group, 74.3 percent versus 68.2 percent. The percent of teachers with advanced degrees was slightly higher for the minority group than for the non-minority group. The minority group had 29.7 percent of teachers with advanced degrees and the non-minority group had 28.5 percent of teachers with advanced degrees. The average years of experience was higher for the non-minority group than the minority group. The average years of total experience was 14.8 and the average years of district experience was 11.2 for the non-minority group. The average years of total experience was 11.7 and the average years of district experience was 8.8 for the minority group.

There were 381 minority and 8,964 non-minority teachers in the ten largest districts in 2008-2009. The average age was about 42 for minorities and non-minorities in the ten largest districts. In the ten largest districts, 75.9 percent of non-minority teachers were female and 70.6 percent of minority teachers were female. The percent of teachers with advanced degrees was higher for non-minorities than minorities, 38.8 percent versus 31.2 percent. The average years of experience was higher for non-minorities than minorities in the ten largest districts. Non-minority teachers had 14.4 average years total experience and 10.7 average years district experience. Minority teachers had 12.4 average years total experience and 10.2 average years district experience. There were not any minority teachers in the ten smallest districts.

Table 27

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS
BY MINORITY AND NON-MINORITY GROUPS 2008-2009**

Characteristics	Non-Minority	Minority
Average Age	42.1	41.1
Percent Female	74.3%	68.2%
Percent Advanced Degree	28.5%	29.7%
Average Total Experience	14.8	11.7
Average District Experience	11.2	8.8
Number of Teachers	34,064	380

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

Note: Includes AEA teachers.

Teacher Age

Table 28 and Figure 14 show the age distributions of full-time public school teachers in 1997-1998 and 2008-2009. The largest increase was in the percent of teachers between 56 and 60 years old. The percent of teachers age 56-60 increased from 7.2 percent in 1997-1998 to 12.2 percent in 2008-2009. The largest decrease was in the percent of teachers between 46 and 50. The percent of teachers age 46-50 decreased from 21.6 percent in 1997-1998 to 12.3 percent in 2008-2009. In the ten largest districts in 2008-2009, the highest percent of full-time teachers (15.5 percent) were age 26-30. In the ten smallest districts in 2008-2009, the highest percent of full-time teachers (26.0 percent) were age 51-55.

Table 28

**IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS
1997-1998 AND 2008-2009**

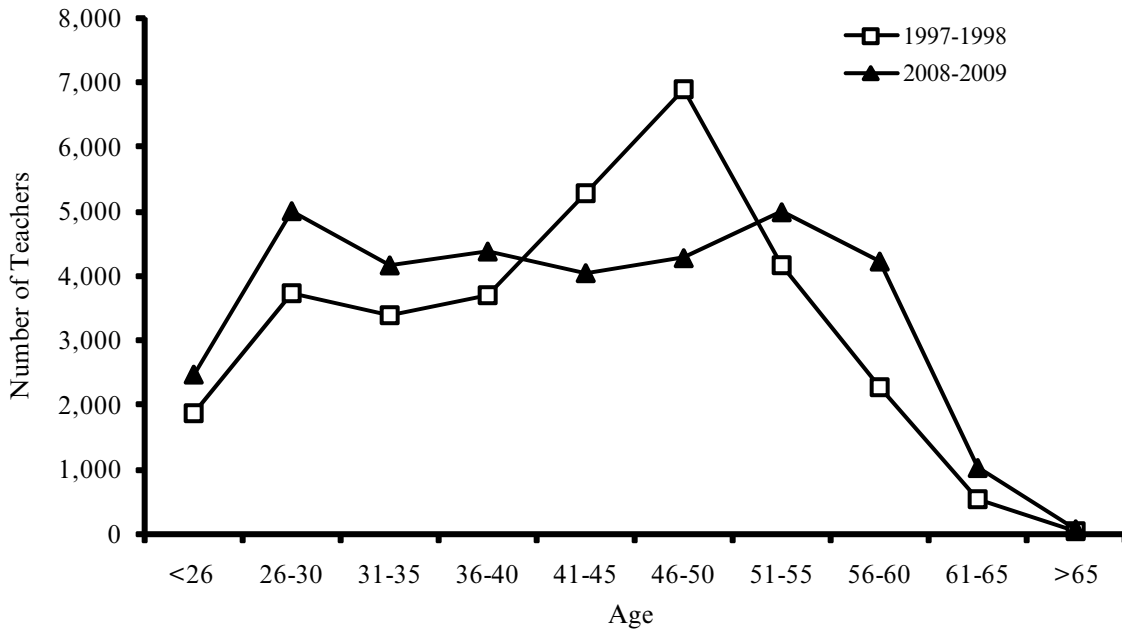
Age Interval	1997-1998				2008-2009			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<26	1,889	1,889	5.9%	5.9%	2,480	2,480	7.1%	7.1%
26-30	3,727	5,616	11.7	17.6	5,015	7,495	14.4	21.6
31-35	3,397	9,013	10.6	28.2	4,175	11,670	12.0	33.6
36-40	3,707	12,720	11.6	39.8	4,389	16,059	12.6	46.2
41-45	5,282	18,002	16.5	56.3	4,054	20,113	11.7	57.9
46-50	6,891	24,893	21.6	77.9	4,286	24,399	12.3	70.2
51-55	4,180	29,073	13.1	91.0	4,999	29,398	14.4	84.6
56-60	2,291	31,364	7.2	98.2	4,234	33,632	12.2	96.8
61-65	534	31,898	1.7	99.8	1,031	34,663	3.0	99.8
>65	57	31,955	0.2	100.0	81	34,744	0.2	100.0

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

Note: Includes AEA teachers.

Figure 14

**IOWA FULL-TIME PUBLIC SCHOOL TEACHERS AGE DISTRIBUTIONS
1997-1998 AND 2008-2009**



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

Teacher Age and Experience

The distribution of full-time public school teachers by combined age and experience in 1997-1998 and 2008-2009 is shown in Table 29 and Figure 15. Full-time public school teachers in Iowa that are covered by the Iowa Public Employment Retirement System (IPERS) are eligible to receive full retirement benefits if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. The percent of teachers with combined age and experience of 88 years or more increased from 5.6 percent in 1997-1998 to 8.6 percent in 2008-2009. The greatest increase was in the percent of teachers with combined age and experience of 31-40 years. The percent of teachers with 31-40 years combined age and experience increased from 12.7 percent in 1997-1998 to 15.8 percent in 2008-2009. The percent of teachers with 61-70 years combined age and experience had the largest decrease from 18.8 percent in 1997-1998 to 13.1 percent in 2008-2009.

The highest percent of full-time teachers (17.2 percent) in the ten largest districts in 2008-2009 had combined age and experience of 31-40 years. About 9 percent of the teachers in the ten largest districts had combined age and experience of 88 years or more. In the ten smallest districts, the highest percent of full-time teachers (21.0 percent) had combined age and experience of 51-60 years. Seven percent of full-time teachers in the ten smallest districts had combined age and experience of 88 years or more.

Table 29

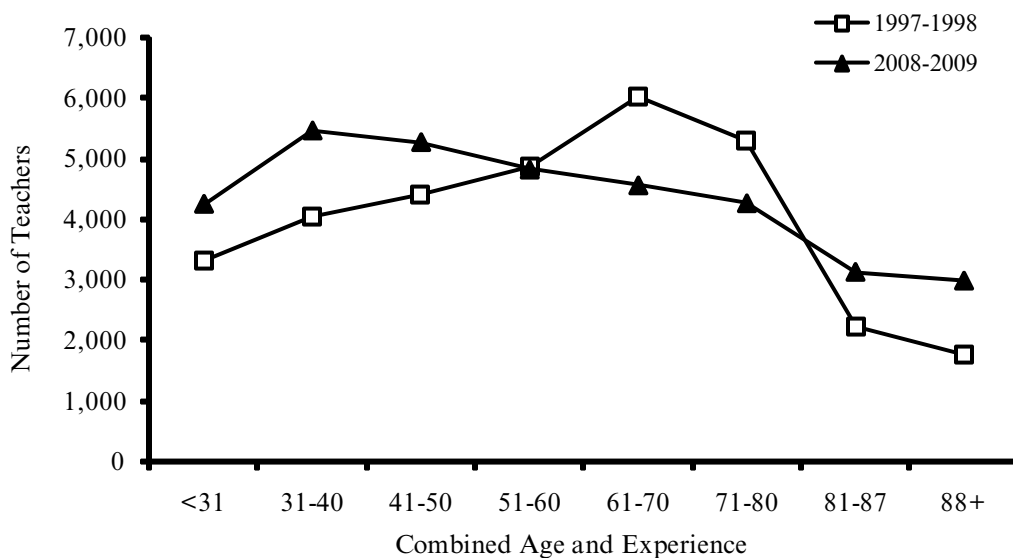
**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS 1997-1998 AND 2008-2009**

Combined Age and Experience	Number	1997-1998			2008-2009			
		Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<31	3,328	3,328	10.4%	10.4%	4,252	4,252	12.2%	12.2%
31-40	4,047	7,375	12.7	23.1	5,475	9,727	15.8	28.0
41-50	4,397	11,772	13.8	36.8	5,281	15,008	15.2	43.2
51-60	4,858	16,630	15.2	52.0	4,824	19,832	13.9	57.1
61-70	6,018	22,648	18.8	70.9	4,560	24,392	13.1	70.2
71-80	5,287	27,935	16.5	87.4	4,262	28,654	12.3	82.5
81-87	2,240	30,175	7.0	94.4	3,118	31,772	9.0	91.5
88+	1,780	31,955	5.6	100.0	2,972	34,744	8.6	100.0

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

Figure 15

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS 1997-1998 AND 2008-2009**



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

Teacher Salaries

In 2008-2009, salary information collected through the Fall BEDS included regular salary, extra duty pay, and market factor salary. The portion of the salary that is paid for regular position responsibilities is called regular salary. Extra duty salary includes salary paid for extra duties such as yearbook sponsorship and coaching. Market factor salary is money paid to improve salaries due to geographic differences and/or subject area shortages. Total salary is the sum of regular salary, extra duty salary, and market factor salary. In 2007-2008 and 2008-2009 there were about 5,000 full-time teachers that reported having administrative or support positions as well as teaching positions, which could inflate the average salary figures. The minimum regular salary requirement for full-time public school teachers was \$26,500 in 2007-2008 and \$28,000 in 2008-2009. Full-time teachers are also defined as teachers with a full-time contract and a minimum contract length of 180 days.

Average Regular Salary Versus Average Total Salary

The average regular salary and average total salary of full-time public school teachers in 1997-1998, 2007-2008, and 2008-2009 are shown in Table 30. Salary data were not separated into regular and extra duty pay until 2001-2002, thus there is not a regular salary figure listed for 1997-1998. The average total salary was 2.6 percent greater than average regular salary in 2007-2008, compared with 2.4 percent in 2008-2009. The average regular salary was \$51,977 and the average total salary was \$52,751 for full-time teachers in the ten largest districts in 2008-2009. The average total salary was 1.5 percent greater than the average regular salary for teachers in the ten largest districts. The average total salary was 2.3 percent greater than the average regular salary of full-time teachers in the ten smallest districts. The average regular salary was \$37,260 and the average total salary was \$38,113 for full-time teachers in the ten smallest districts.

Table 30

FULL-TIME TEACHER AVERAGE REGULAR SALARY VS. FULL-TIME TEACHER AVERAGE TOTAL SALARY 1997-1998, 2007-2008, AND 2008-2009			
Characteristics	1997-1998	2007-2008	2008-2009
Average Regular Salary	n/a	\$45,463	\$48,464
Average Total Salary	\$34,084	\$46,626	\$49,664
Difference	n/a	\$1,163	\$1,200
Percent Total Salary Greater Than Regular Salary	n/a	2.6%	2.4%

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

Notes: Includes AEA teachers. Approximately 5,000 full-time public school staff in 2007-2008 and 2008-2009 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 Enrollment Category

Table 31 lists the average total salaries of full-time public school teachers by enrollment category in 1997-1998, 2007-2008, and 2008-2009. In 2008-2009, the largest average total salary was \$52,751 in the largest enrollment category (7,500 students or more) and the smallest average total salary was \$40,747 in the smallest enrollment category (less than 300 students). The largest enrollment category had the smallest percent increase in average total salary between 1997-1998 and 2007-2008 (41.8 percent) and between 2007-2008 and 2008-2009 (5.8 percent). The smallest enrollment category had the greatest percent increase in average total salary between 1997-1998 and 2008-2009 (57.1 percent). The 600-999 enrollment category had the greatest percent increase in average total salary between 2007-2008 and 2008-2009 (7.6 percent). The largest enrollment category includes the ten largest districts. As shown in Table 31, the average total salary of teachers in the ten largest districts was \$52,751. The average total salary of teachers in the ten smallest districts was \$38,113.

Table 31

Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2007-2008	2008-2009	1997-1998 to 2008-2009	2007-2008 to 2008-2009
	<300	\$25,935	\$37,966	\$40,747	57.1%
300-599	29,414	41,194	44,205	50.3	7.3
600-999	31,135	44,054	47,401	52.2	7.6
1,000-2,499	33,789	46,587	49,470	46.4	6.2
2,500-7,499	36,576	48,518	51,764	41.5	6.7
7,500+	37,205	49,881	52,751	41.8	5.8
AEA	33,663	48,830	52,846	57.0	8.2
State	34,084	46,626	49,664	45.7	6.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff in 2007-2008 and 2008-2009 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 AEA

The average salaries of full-time public school teachers by AEA in 2008-2009 are listed in Table 32. The average regular salary ranged from \$42,898 in Green Valley AEA to \$50,235 in Northwest AEA. The average total salary ranged from \$44,216 in Green Valley AEA to \$51,396 in Northwest AEA.

Table 32

**AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS BY AEA 2008-2009**

AEA	Regular Salary	Total Salary
Keystone 1	\$47,091	\$48,416
AEA 267	47,703	48,932
Prairie Lakes 8	46,547	47,975
Mississippi Bend 9	49,065	50,237
Grant Wood 10	49,711	50,942
Heartland 11	49,374	50,480
Northwest	50,235	51,396
Loess Hills 13	47,872	49,078
Green Valley 14	42,898	44,216
Great Prairie	47,317	48,454
State	48,464	49,664

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

Notes: Includes AEA teachers.

5,005 full-time public school staff in 2008-2009 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—Nation and Midwest States

The National Education Association reports the average salaries of teachers in the United States in its *Rankings of the States and Estimates of School Statistics* report. Table 33 and Figure 16 list the average salaries of public school teachers in Iowa, the Midwest states, and the Nation. Iowa's rank in the Nation increased from 38th in 2006-2007 to 37th in 2007-2008. Iowa's rank among the Midwest states also increased from 8th in 2006-2007 to 7th in 2007-2008.

Table 33

**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA,
MIDWEST STATES, AND THE NATION 2006-2007 AND 2007-2008**

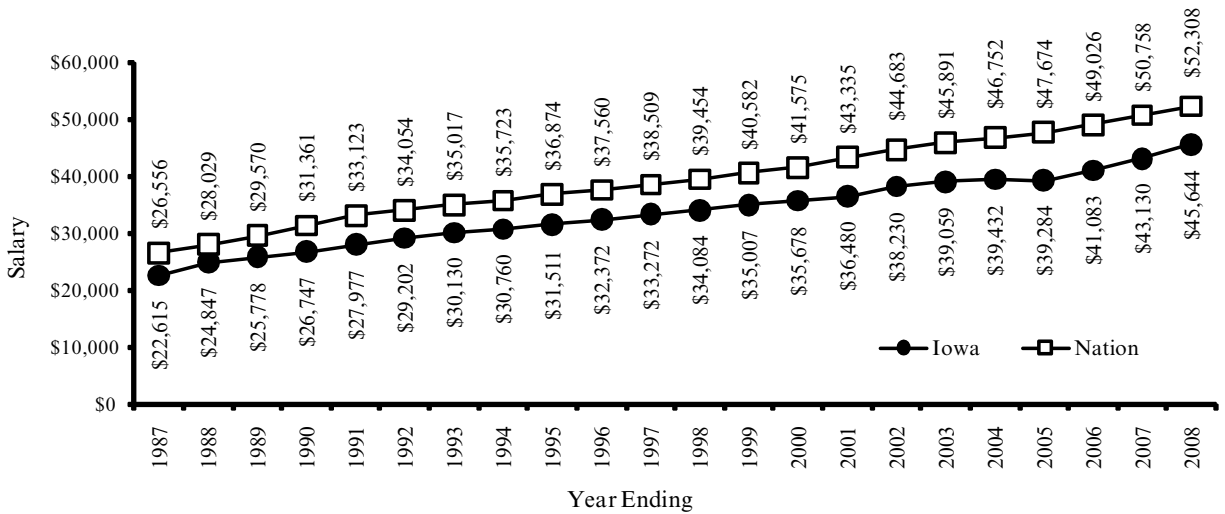
Nation and State	2006-2007			2007-2008		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$50,758			\$52,308		
Illinois	58,246	7	1	60,474	6	1
Indiana	47,831	22	6	48,508	22	6
Iowa	43,130	38	8	45,664*	37	7
Kansas	43,358	37	7	45,136	38	8
Michigan	55,526	10	2	56,096	11	2
Minnesota	49,718	19	4	50,582	19	4
Missouri	41,751	45	10	43,206	44	9
Nebraska	42,044	44	9	42,885	45	10
North Dakota	38,822	50	11	40,279	50	11
Ohio	51,937	14	3	53,410	14	3
South Dakota	35,378	51	12	36,674	51	12
Wisconsin	47,901	20	5	49,051	21	5

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

Note: *Due to a reporting error the Iowa 2007-2008 average salary was revised.

Figure 16

**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA,
MIDWEST STATES AND THE NATION 1987 TO 2008**



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

Beginning Teacher Salary Comparisons—Nation and Midwest States

The American Federation of Teachers (AFT) provides rankings of average salaries of beginning teachers by state. The average salaries of beginning public school teachers in Iowa, the Midwest states and the Nation in 2006-2007 are shown in Table 34. Iowa ranked 9th among the Midwest states and 39th in the Nation for average beginning salary. The average beginning teacher salary in Iowa was 14.0 percent lower than the Nation in 2006-2007. The average beginning teacher salary was 70.7 percent of the average total salary in Iowa in 2006-2007.

Table 34

**AVERAGE SALARIES OF BEGINNING PUBLIC SCHOOL TEACHERS FOR IOWA,
MIDWEST STATES AND THE NATION 2006-2007**

Nation and State	Average Beginning Salary	Average Teacher Salary	Average Beginning Salary Rank Among Twelve States	% Beginning Teacher Salary Above/Below National Average	Avg. Beginning Salary as % of Average Teacher Salary	Average Beginning Salary National Rank
Nation	\$35,284	\$51,009				
Illinois	\$38,363	\$58,275	1	8.7%	65.8%	11
Indiana	\$32,076	\$47,832	5	-9.1	67.1	28
Iowa	\$30,331	\$42,922	9	-14.0	70.7	39
Kansas	\$30,408	\$43,318	8	-13.8	70.2	38
Michigan	\$34,100	\$55,541	3	-3.4	61.4	23
Minnesota	\$33,018	\$49,719	4	-6.4	66.4	25
Missouri	\$31,285	\$40,384	7	-11.3	77.5	35
Nebraska	\$29,215	\$42,044	10	-17.2	69.5	42
North Dakota	\$27,064	\$38,586	11	-23.3	70.1	46
Ohio	\$35,676	\$53,536	2	1.1	66.6	16
South Dakota	\$26,988	\$35,378	12	-23.5	76.3	47
Wisconsin	\$31,588	\$46,707	6	-10.5	67.6	30

Source: <http://www.aft.org/salary/2007/download/AFT2007SalarySurvey.pdf>

Note: Salary figure for Iowa is the average regular salary.

Teacher Salary Comparisons with Other Occupational Groups

The average salaries of teachers and other occupational groups in Iowa in 2007 and 2008 are listed in Table 35. The average regular salary of teachers increased by 5.9 percent between 2007 and 2008. Child, family, and school social workers had the greatest increase in average salary between 2006 and 2007, 8.0 percent. The only decrease was in the salary of air traffic controllers. The salary of air traffic controllers decreased by 8.0 percent between 2007 and 2008.

Table 35

IOWA SALARY COMPARISONS BY OCCUPATION 2007 AND 2008			
Occupation	Average Salary		Percent Change 2007 to 2008
	2007	2008	
Electrical Engineer	\$76,320	\$78,340	2.6%
Air Traffic Controller	83,320	76,670	-8.0
Civil Engineer	70,800	76,110	7.5
Computer Software Engineer, Applications	71,190	73,010	2.6
Computer Programmers	58,960	61,030	3.5
Accountant & Auditor	54,830	55,910	2.0
Speech-Language Pathologist	52,100	52,810	1.4
Registered Nurse	49,140	50,700	3.2
Teacher	42,922	45,463	5.9
Child, Family and School Social Worker	36,620	39,550	8.0
Interior Designer	36,890	38,800	5.2

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2007 and May 2008.

Note: Teacher average salaries are average regular salaries, based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Teacher Contract Days and Assignments

Teacher Contract Days

The distribution of full-time public school teachers by number of contract days for 1997-1998, 2007-2008, and 2008-2009 is shown in Table 36. The highest percent of teachers in 1997-1998 had contract days between 186 and 190, 49.5 percent. The highest percent of teachers had contract days between 191 and 195 in 2007-2008 (52.4 percent) and 2008-2009 (52.8 percent). This change can be attributed to the requirement of House File 816 (Student Achievement and Teacher Quality Program Act of 2005) that school districts add the equivalent of one additional contract day. About 47 percent of full-time teachers in the ten largest districts had contract days between 191 and 195 in 2008-2009. In the ten smallest districts, 51.0 percent of the full-time teachers had contract days between 186 and 190.

Table 36

**DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS
1997-1998, 2007-2008, AND 2008-2009**

Number Contract Days	Number			Percent			Cumulative Percent		
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009
180-185	2,024	332	383	6.3%	1.0%	1.1%	6.3%	1.0%	1.1%
186-190	15,817	11,212	11,828	49.5	32.2	34.0	55.8	33.2	35.2
191-195	12,763	18,259	18,348	39.9	52.4	52.8	95.8	85.6	88.0
196+	1,351	5,020	4,185	4.2	14.4	12.1	100.0	100.0	100.0

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

Note: Includes AEA teachers.

Grades 9-12 Teacher Assignments

Table 37 presents the average number of grade 9-12 assignments for full-time public school grade 9-12 teachers by enrollment category in 1997-1998, 2007-2008, and 2008-2009. The average number of assignments decreased as the enrollment size increased for all three years presented. In 2008-2009, teachers in the largest enrollment category (ten largest districts) had an average of 2.1 assignments and teachers in the smallest enrollment category had an average of 3.6 assignments. Full-time grade 9-12 teachers in the ten smallest districts had an average of 4.5 teaching assignments.

Table 37

**AVERAGE NUMBER OF ASSIGNMENTS FOR IOWA FULL-TIME PUBLIC
SCHOOL TEACHERS BY GRADES 9-12 BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	1997-1998			2007-2008			2008-2009		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	34	193	4.0	53	433	3.5	54	468	3.6
300-599	111	1,826	3.4	111	2,101	3.1	111	2,097	3.1
600-999	112	2,632	3.2	88	2,258	3.0	87	2,213	2.9
1,000-2,499	86	3,173	2.7	80	3,370	2.5	78	3,291	2.4
2,500-7,499	25	1,965	2.2	22	2,070	2.1	22	2,115	2.1
7,500+	9	2,214	1.8	10	2,812	2.1	10	2,827	2.1
State	377	12,003	2.7	364	13,044	2.6	362	13,011	2.5

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

Note: Only includes grades 9-12 teaching assignments for a teacher that has at least one 9-12 assignment.

The distribution of the number of grade 9-12 assignments for full-time public school grade 9-12 teachers in 2008-2009 is shown in Table 38. The highest percent of grade 9-12 teachers (37.9 percent) had one assignment. Over half of grade 9-12 teachers (58.9 percent) had two assignments or less in 2008-2009. In the ten largest districts, 69.0 percent of the full-time grade 9-12 teachers had two assignments or less. In the ten smallest districts, 63.9 percent of the full-time grade 9-12 teachers had five assignments or less.

Table 38

**DISTRIBUTION OF ASSIGNMENTS FOR IOWA FULL-TIME PUBLIC
SCHOOL TEACHERS IN GRADES 9-12 2008-2009**

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,933	37.9%	37.9%
2	2,726	21.0	58.9
3	2,148	16.5	75.4
4	1,493	11.5	86.9
5	870	6.7	93.5
6	442	3.4	96.9
7	230	1.8	98.7
8	105	0.8	99.5
9	43	0.3	99.8
10	21	0.2	100.0

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

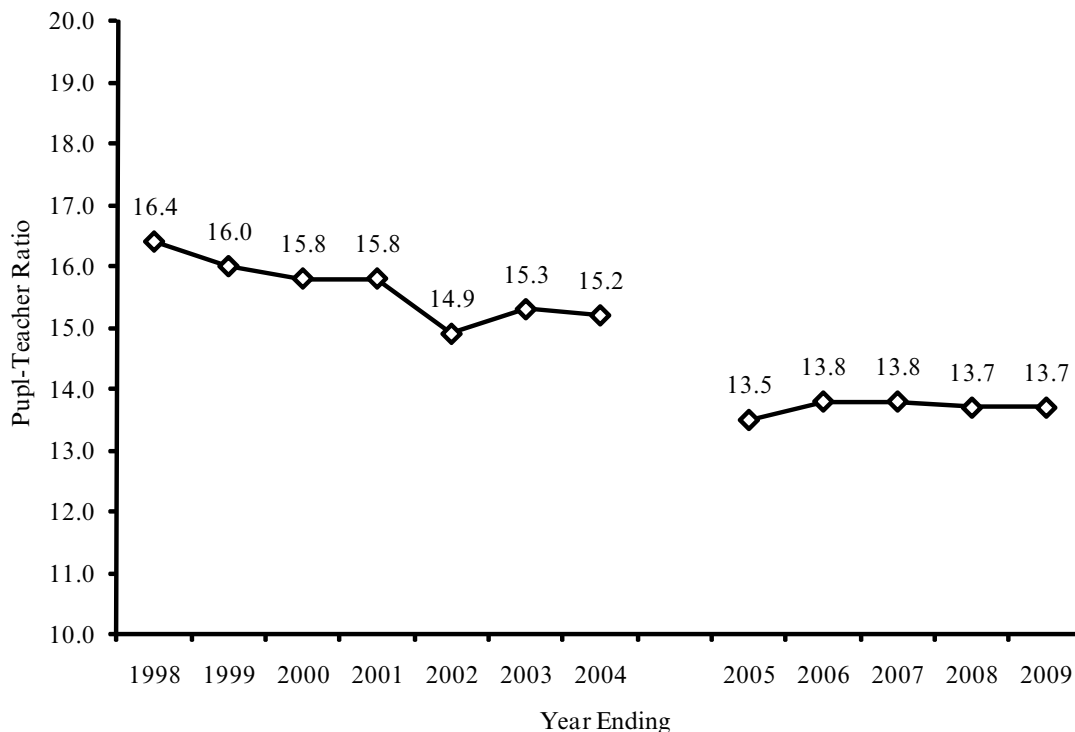
Note: Only includes grades 9-12 teaching assignments for a teacher that has at least one 9-12 assignment.

Pupil-Teacher Ratios

This section discusses the Iowa public school K-12 pupil-teacher ratios. Prior to 2004-2005 students could be reported as ungraded and teachers could be reported as teaching ungraded students. Beginning in 2004-2005, all students were reported at a grade level for enrollment, although teachers could still be reported as teaching ungraded students (for example, special education teachers). All teachers were reported at a grade level for teacher full-time equivalency (FTE) beginning in 2005-2006. Students that may have been listed as ungraded prior to 2004-2005 and teachers that may have been listed as teaching ungraded students prior to 2005-2006 are now included in a grade level. Therefore, the pupil-teacher ratios for 2004-2005 to the present year include special education students and teachers. Figure 17 shows the K-12 pupil-teacher ratios for 1997-1998 to 2008-2009. The large decrease in the pupil-teacher ratio between 2003-2004 and 2004-2005 from 15.2 to 13.5 can most likely be attributed to the change in the data collection in 2004-2005.

Figure 17

IOWA PUBLIC SCHOOL K-12 PUPIL-TEACHER RATIOS 1997-1998 TO 2008-2009



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

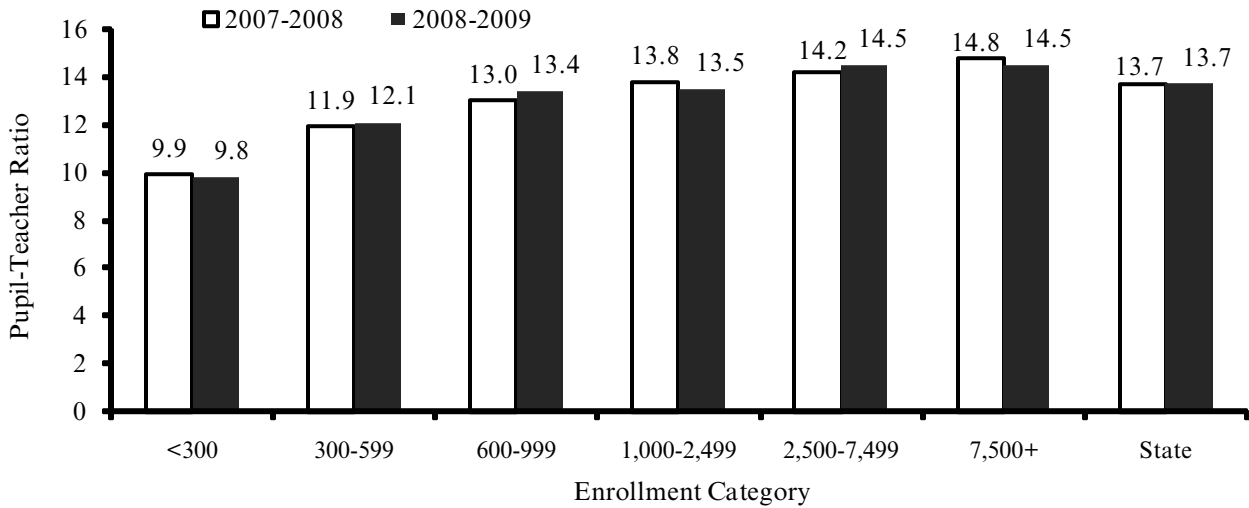
Note: Pupil-teacher ratios do not include special education teachers or ungraded special education students for 1997-1998 to 2003-2004. Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers in 2004-2005 to 2008-2009.

Pupil-Teacher Ratios by Enrollment Category

The pupil-teacher ratios by enrollment category for 2007-2008 and 2008-2009 are shown in Figure 18. Table 39 lists the pupil-teacher ratios, number of students, and number of FTE teachers by enrollment category for 2008-2009. The pupil-teacher ratios for each enrollment category were about the same in 2007-2008 and 2008-2009. The pupil-teacher ratio was 14.5 in the ten largest districts (largest enrollment category) in 2008-2009. The pupil-teacher ratio was 7.7 in the ten smallest districts.

Figure 18

**K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY 2007-2008 AND 2008-2009**



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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers in 2007-2008 and 2008-2009.

Table 39

**K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY 2008-2009**

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	10,212	1,045.7	9.8
300-599	50,676	4,172.4	12.1
600-999	65,464	4,891.8	13.4
1,000-2,499	118,534	8,790.5	13.5
2,500-7,499	94,104	6,479.7	14.5
7,500+	131,573	9,073.5	14.5
State	470,563	34,453.5	13.7

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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included at a grade level. Figures include special education students and teachers in 2008-2009.

Instructional Aides

Instructional Aides by Enrollment Category

Instructional aides are non-licensed staff members who assist teachers in the classroom. Table 40 presents the number of instructional aides by enrollment category in 1997-1998, 2007-2008 and 2008-2009. The smallest enrollment category had the largest increase in the number of FTE aides between 1997-1998 and 2008-2009, 222.3 percent. The 600-999 enrollment category had the largest increase in the number of FTE aides between 2007-2008 and 2008-2009, 5.7 percent. The 1,000-2,499 enrollment category was the only category to have a decrease in the number of FTE aides between 2007-2008 and 2008-2009, a decrease of 1.9 percent. The number of FTE aides in the state increased by 2.6 percent between 2007-2008 and 2008-2009. There were 2,900.6 FTE aides in the ten largest districts (largest enrollment category) in 2008-2009. There were 23.2 instructional aides in the ten smallest districts in 2008-2009.

Table 40

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1997-1998, 2007-2008, AND 2008-2009					
Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 1997-1998 to 2008-2009	% Change in FTE Aides 2007-2008 to 2008-2009
	1997-1998	2007-2008	2008-2009		
<300	76.6	235.2	246.9	222.3%	5.0%
300-599	493.7	1,021.5	1,063.7	115.5	4.1
600-999	920.3	1,330.5	1,406.2	52.8	5.7
1,000-2,499	1,657.2	2,666.5	2,616.6	57.9	-1.9
2,500-7,499	1,418.5	1,968.2	2,036.7	43.6	3.5
7,500+	1,775.3	2,787.5	2,900.6	63.4	4.1
State	6,341.6	10,009.4	10,270.7	62.0	2.6

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

Principals

Principal Characteristics

Characteristics of Principals

The characteristics of full-time principals in public and nonpublic schools in Iowa in 1997-1998, 2007-2008, and 2008-2009 are shown in Table 41. The average age, years experience, and percent of minority full-time public school principals remained about the same between 2007-2008 and 2008-2009. The percent of female public school principals increased from 37.0 percent in 2007-2008 to 38.6 percent in 2008-2009. The percent of public school principals with advanced degrees (master's, specialist, and doctorate degrees) decreased from 88.0 percent in 2007-2008 to 87.4 percent in 2008-2009. The average age of full-time public school principals decreased from 47.5 to 46.8 between 1997-1998 and 2008-2009. The percent of female public school principals increased from 27.1 percent in 1997-1998 to 38.6 percent in 2008-2009. The percent of minority public school principals decreased from 3.3 percent to 2.8 percent between 1997-1998 and 2008-2009. Between 1997-1998 and 2008-2009, the percent of public school principals with advanced degrees decreased from 98.1 percent to 87.4 percent. The average experience of public school principals decreased slightly between 1997-1998 and 2008-2009. The average years total experience decreased from 22.8 to 21.5 and the average years district experience decreased from 11.3 to 10.0.

The average age, average years experience, and percent minority of full-time nonpublic school principals was about the same in 2007-2008 and 2008-2009. The percent of female nonpublic principals increased from 46.2 percent in 2007-2008 to 47.0 percent in 2008-2009. The percent of nonpublic principals with advanced degrees decreased from 83.5 percent to 81.0 percent between 2007-2008 and 2008-2009. Between 1997-1998 and 2008-2009, the average age of full-time nonpublic principals increased from 47.4 to 50.0. The percent of female nonpublic principals was about 47 percent in 1997-1998 and 2008-2009. The percent of minority nonpublic principals increased from 0.7 percent to 2.0 percent between 1997-1998 and 2008-2009. The percent of nonpublic principals with advanced degrees decreased from 89.6 percent in 1997-1998 to 81.0 percent in 2008-2009. The average total experience increased from 22.0 to 23.9 between 1997-1998 and 2008-2009. The average district experience increased from 7.0 in 1997-1998 to 9.2 in 2008-2009.

The average age of the 240 full-time principals in the ten largest districts in 2008-2009 was 48.1. The average years total experience was 22.4 and average years district experience was 12.5 for principals in the ten largest districts. About 58 percent of the principals in the ten largest districts were female, 9.2 percent were minorities, and 91.7 percent had an advanced degree. There were ten full-time principals in the ten smallest districts in 2008-2009. The average age was 46.4, average years total experience was 23.2 and average years district experience was 14.8 for principals in the ten smallest districts. Thirty percent of the principals were female and 80.0 percent had advanced degrees in the ten smallest districts. There were not any minority principals in the ten smallest districts.

Table 41

**CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS
1997-1998, 2007-2008, AND 2008-2009**

Characteristics	Public			Nonpublic		
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009
Average Age	47.5	47.0	46.8	47.4	49.3	50.0
Percent Female	27.1%	37.0%	38.6%	46.7%	46.2%	47.0%
Percent Minority	3.3%	2.5%	2.8%	0.7%	2.2%	2.0%
Percent Advanced Degree	98.1%	88.0%	87.4%	89.6%	83.5%	81.0%
Average Total Experience	22.8	21.8	21.5	22.0	24.3	23.9
Average District Experience	11.3	10.2	10.0	7.0	10.1	9.2
Number of Principals	1,189	1,141	1,158	135	91	100

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

Note: Figures for public schools include AEA principals.

Principal Characteristics—Gender Comparisons

Table 42 lists the characteristics of full-time public school principals by gender for 2008-2009. The average age of female principals was 48.0 compared with 46.0 for male principals. The percent of minority principals was 3.4 percent for female principals and 2.4 percent for male principals. The percent of principals with advanced degrees was higher for females than males, 90.2 percent versus 85.7 percent. The average total experience was 22.0 for female principals and 21.2 for male principals. The average district experience was 11.1 for female principals and 9.3 for male principals.

In the ten largest districts in 2008-2009 there were 101 male and 139 female full-time principals. The average age of male principals was 47.2 and the average age of female principals was 48.7. The average years of total experience was 22.1 for male principals and 22.7 for female principals in the ten largest districts. The average years of district experience was 12.5 for male and female principals. Male principals had a higher percent of minorities than female principals, 10.9 percent versus 7.9 percent. Male principals also had a higher percent with an advanced degree than female principals in the ten largest districts, 92.1 percent versus 91.4 percent. There were seven male and three female full-time principals in the ten smallest districts in 2008-2009. The average age of full-time principals was 45.1 for males and 49.3 for females in the ten smallest districts. The average years of total experience was 22.3 for males and 25.3 for females. The average years of district experience was 15.6 for males and 13.0 for females. The percent of principals with an advanced degree was higher for males than females in the ten smallest districts, 85.7 percent versus 66.7 percent. There were not any minority principals in the ten smallest districts.

Table 42

**GENDER COMPARISON OF IOWA FULL-TIME
PUBLIC SCHOOL PRINCIPALS 2008-2009**

Characteristics	Female	Male
Average Age	48.0	46.0
Percent Minority	3.4%	2.4%
Percent Advanced Degree	90.2%	85.7%
Average Total Experience	22.0	21.2
Average District Experience	11.1	9.3
Number of Principals	447	711

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

Note: Include AEA principals.

Principal Age and Experience

The age distribution of full-time public school principals in 1997-1998 and 2008-2009 is shown in Table 43 and Figure 19. The highest percent of principals were in the 46-50 age group in 1997-1998, 28.7 percent. In 2008-2009, the highest percent of principals were in the 51-55 age group, 18.7 percent. The highest percent of principals in the ten largest districts in 2008-2009 were in the 56-60 age group, 19.6 percent. In the ten smallest districts, the highest percent of principals were 46-50, 40.0 percent.

Table 43

**IOWA FULL-TIME PUBLIC SCHOOL PRINCIPAL AGE DISTRIBUTIONS
1997-1998 AND 2008-2009**

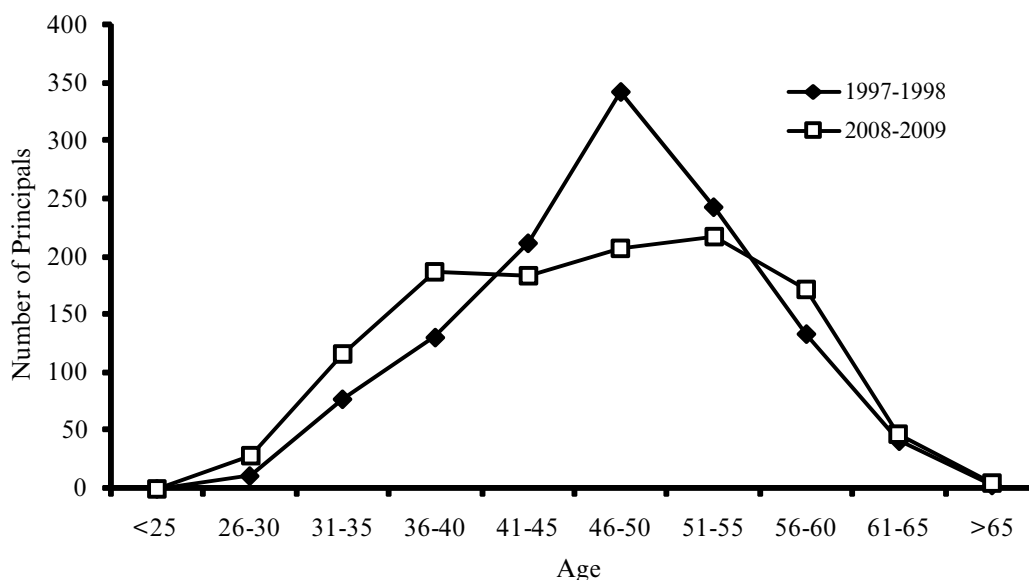
Age Interval	1997-1998				2008-2009			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<26	0	0	0.0%	0.0%	0	0	0.0%	0.0%
26-30	11	11	0.9	0.9	28	28	2.4	2.4
31-35	77	88	6.5	7.4	115	143	9.9	12.4
36-40	130	218	10.9	18.3	186	329	16.1	28.4
41-45	211	429	17.7	36.1	183	512	15.8	44.2
46-50	341	770	28.7	64.8	207	719	17.9	62.1
51-55	242	1,012	20.4	85.1	217	936	18.7	80.8
56-60	133	1,145	11.2	96.3	172	1,108	14.9	95.7
61-65	41	1,186	3.4	99.7	46	1,154	4.0	99.7
>65	3	1,189	0.3	100.0	4	1,158	0.4	100.0

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

Note: Includes AEA principals.

Figure 19

IOWA FULL-TIME PUBLIC SCHOOL PRINCIPAL AGE DISTRIBUTIONS
1997-1998 AND 2008-2009



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

Table 44 and Figure 20 show the combined age and experience distribution of full-time public school principals in 1997-1998 and 2008-2009. Principals are able to retire under IPERS with full benefits when they are at least 55 years old and their combined age and experience is at least 88 years. In 1997-1998, 12.5 percent of principals were eligible to retire compared to 15.4 percent in 2008-2009. In the ten largest districts in 2008-2009, 21.7 percent of the full-time principals were eligible to retire. In the ten smallest districts in 2008-2009, there were no full-time principals who were eligible to retire. Thirty percent of the full-time principals had combined age and experience of 81-87 years in the ten smallest districts in 2008-2009.

Table 44

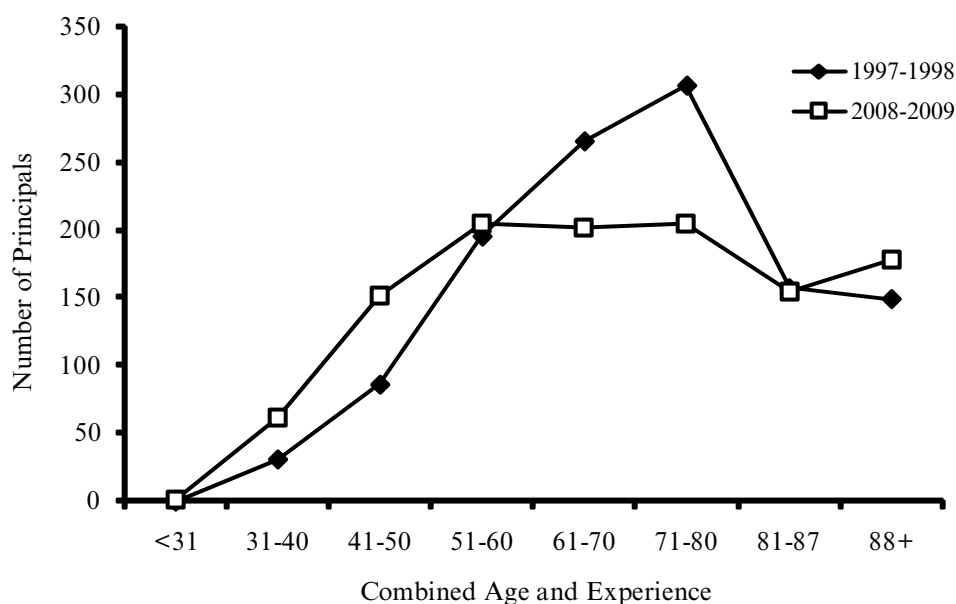
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME
PUBLIC SCHOOL PRINCIPALS 1997-1998 AND 2008-2009

Combined Age and Experience	1997-1998				2008-2009			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<31	0	0	0.0%	0.0%	1	1	0.1%	0.1%
31-40	31	31	2.6	2.6	61	62	5.3	5.4
41-50	86	117	7.2	9.8	152	214	13.1	18.5
51-60	195	312	16.4	26.2	205	419	17.7	36.2
61-70	265	577	22.3	48.5	201	620	17.4	53.5
71-80	306	883	25.7	74.3	205	825	17.7	71.2
81-87	157	1,040	13.2	87.5	155	980	13.4	84.6
88+	149	1,189	12.5	100.0	178	1,158	15.4	100.0

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

Figure 20

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA
FULL-TIME PUBLIC SCHOOL PRINCIPALS
1997-1998 AND 2008-2009**



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

Principal Salaries

Principal Salaries by Enrollment Category

Table 45 shows the average total salary of full-time public school principals by enrollment category in 1997-1998, 2007-2008, and 2008-2009. The average salary of principals increased by 46.5 percent between 1997-1998 and 2008-2009, and by 3.6 percent between 2007-2008 and 2008-2009. The smallest enrollment category had the highest percent increase in average salary between 1997-1998 and 2008-2009, 66.1 percent. The largest enrollment category had the lowest percent increase in average salary between 1997-1998 and 2008-2009, 43.1 percent. The percent increase in average salary between 2007-2008 and 2008-2009 ranged from 3.4 percent in the 2,500-7,499 enrollment category to 4.4 percent in the 300-599 enrollment category. The average total salary of full-time public school principals in the ten largest districts (largest enrollment category) in 2008-2009 was \$93,675. The average total salary of full-time public school principals in the ten smallest districts in 2008-2009 was \$71,157.

Table 45

**AVERAGE TOTAL SALARY OF IOWA FULL-TIME
PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Average Total Salary			Number of Principals 2008-2009	Percent Salary Change	
	1997-1998	2007-2008	2008-2009		1997-1998 to 2008-2009	2007-2008 to 2008-2009
<300	\$43,062	\$68,770	\$71,534	66	66.1%	4.0%
300-599	48,023	71,412	74,539	200	55.2	4.4
600-999	51,987	74,724	77,366	196	48.8	3.5
1,000-2,499	57,742	80,982	83,989	284	45.5	3.7
2,500-7,499	63,150	88,170	91,145	167	44.3	3.4
7,500+	65,460	90,456	93,675	240	43.1	3.6
AEA	63,305	93,269	94,308	5	49.0	1.1
State	57,060	80,673	83,610	1,158	46.5	3.6

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

Note: Includes AEA principals.

Principal Salary—Gender Comparisons by Enrollment Category

The average salary of full-time public school principals by gender and enrollment category is shown in Table 46. The average salary of male principals was \$1,310 (1.6 percent) higher than the average salary of female principals in 2008-2009. The smallest enrollment category had the largest difference between female principal average salary and male principal average salary, \$5,829 (8.6 percent). The 600-999 enrollment category had the smallest difference between female principal average salary and male principal average salary, \$2,644 (3.5 percent). The average salary of female principals increased by 3.4 percent between 2007-2008 and 2008-2009, while the average salary of male principals increased by 3.8 percent between 2007-2008 and 2008-2009. The average salary of male full-time principals in the ten largest districts (largest enrollment category) was 3.5 percent higher than the female full-time principals, \$95,547 versus \$92,314. The average salary of male principals was 2.3 percent higher than female principals (\$71,650 versus \$70,006) in the ten smallest districts in 2008-2009.

Table 46

**GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL
PRINCIPAL AVERAGE TOTAL SALARY BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Female					Male				
	Average Total Salary			Percent Salary Change		Average Total Salary			Percent Salary Change	
	1997- 1998	2007- 2008	2008- 2009	1997-1998 to 2008-2009	2007-2008 to 2008-2009	1997- 1998	2007- 2008	2008- 2009	1997-1998 to 2008-2009	2007-2008 to 2008-2009
<300	\$38,767	\$65,670	\$67,560	74.3%	2.9%	\$44,182	\$71,054	\$73,389	66.1%	3.3%
300-599	45,377	68,236	70,945	56.3	4.0	48,985	72,634	76,310	55.8	5.1
600-999	48,595	73,746	75,437	55.2	2.3	52,881	75,094	78,081	47.7	4.0
1,000-2,499	53,795	77,812	81,032	50.6	4.1	58,918	82,452	85,596	45.3	3.8
2,500-7,499	60,993	85,574	87,638	43.7	2.4	63,884	89,612	93,437	46.3	4.3
7,500+	63,770	89,076	92,314	44.8	3.6	66,705	92,329	95,547	43.2	3.5
AEA	-	92,668	97,923	n/a	5.7	63,305	93,869	91,898	45.2	-2.1
State	55,519	80,098	82,806	49.1	3.4	57,632	81,010	84,116	46.0	3.8

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

Note: Includes AEA principals.

Superintendents

Superintendent Characteristics

Table 47 displays the characteristics of full-time public school superintendents in 1997-1998, 2007-2008, and 2008-2009. The average age was between 51 and 52 for all years presented. The percent of female superintendents increased from 3.0 percent in 1997-1998 to 13.4 percent in 2007-2008. The percent of female superintendents decreased from 13.4 percent in 2007-2008 to 12.5 percent in 2008-2009. The percent of minority superintendents decreased from 1.2 percent in 1997-1998 to 0.9 percent in 2007-2008 and 2008-2009. The percent of superintendents with specialist/doctorate degrees has continued to increase from 1997-1998. In 1997-1998, 47.2 percent of superintendents had a specialist/doctorate degree while 58.4 percent in 2007-2008 and 60.2 percent in 2008-2009 had a specialist/doctorate degree. The average years of experience was about the same for all years presented.

There were ten full-time superintendents in the ten largest districts in 2008-2009. The average age was 54.2, average years total experience was 22.9 and average years district experience was 5.6 for full-time superintendents in the ten largest districts. Twenty percent of the superintendents were female, 10.0 percent were minorities, and 80.0 percent had a specialist/doctorate degree in the ten largest districts. There were five full-time superintendents in the ten smallest districts in 2008-2009. The average age of full-time superintendents was 46.6 in the ten smallest districts. The average years of total experience was 23.2 and average years of district experience was 16.4 for superintendents in the ten smallest districts. Twenty percent of the superintendents were female and 80.0 percent had an advanced degree in the ten smallest districts. There were not any minority superintendents in the ten smallest districts.

Table 47

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS
1997-1998, 2007-2008, AND 2008-2009**

Characteristics	1997-1998	2007-2008	2008-2009
Average Age	51.7	51.5	51.4
Percent Female	3.0%	13.4%	12.5%
Percent Minority	1.2%	0.9%	0.9%
Percent Specialist/Doctorate Degree	47.2%	58.4%	60.2%
Average Total Experience	26.1	26.2	25.9
Average District Experience	6.7	7.4	7.5
Number of Superintendents	337	322	319

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

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Superintendent Age

The age distribution of full-time public school superintendents in 1997-1998 and 2008-2009 is shown in Table 48 and Figure 21. In 1997-1998 and 2008-2009 the highest percent of superintendents were age 51-55, 30.3 percent in 1997-1998 and 28.2 percent in 2008-2009.

Over half of the superintendents in 1997-1998 (56.1 percent) were between the ages of 46 and 55. Over half of the superintendents in 2008-2009 (52.7 percent) were between the ages of 51 and 60. Half of the full-time superintendents in the ten largest districts in 2008-2009 were between the ages of 56 and 60. The largest percent of superintendents (40.0 percent) in the ten smallest districts in 2008-2009 were between the ages of 51 and 55.

Table 48

**IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS AGE DISTRIBUTIONS
1997-1998 AND 2008-2009**

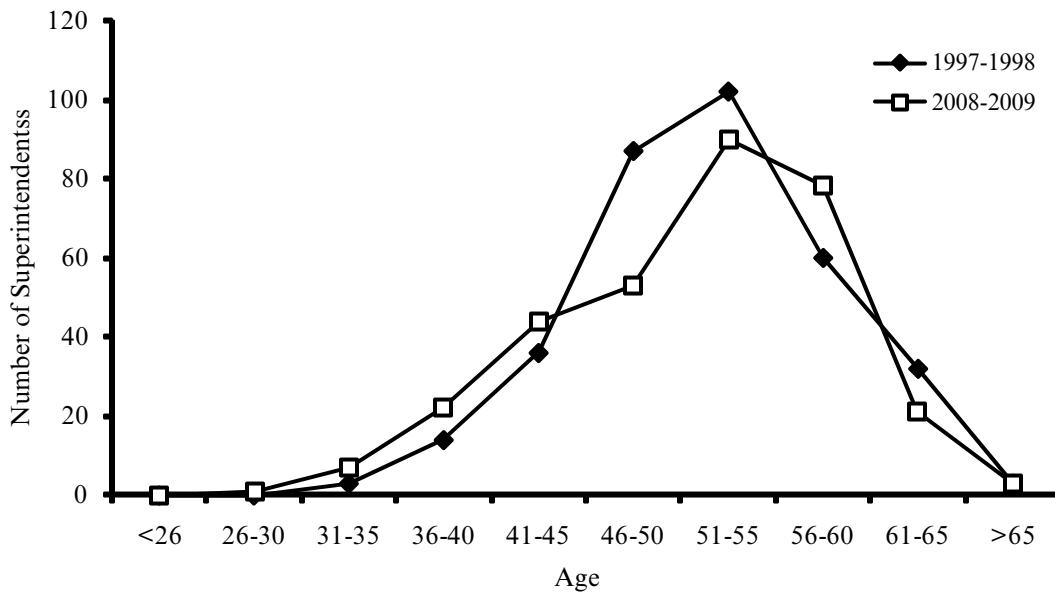
Age Interval	1997-1998				2008-2009			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<26	0	0	0.0%	0.0%	0	0	0.0%	0.0%
26-30	0	0	0.0	0.0	1	1	0.3	0.3
31-35	3	3	0.9	0.9	7	8	2.2	2.5
36-40	14	17	4.2	5.0	22	30	6.9	9.4
41-45	36	53	10.7	15.7	44	74	13.8	23.2
46-50	87	140	25.8	41.5	53	127	16.6	39.8
51-55	102	242	30.3	71.8	90	217	28.2	68.0
56-60	60	302	17.8	89.6	78	295	24.5	92.5
61-65	32	334	9.5	99.1	21	316	6.6	99.1
>65	3	337	0.9	100.0	3	319	0.9	100.0

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

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Figure 21

IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENT AGE DISTRIBUTIONS
1997-1998 AND 2008-2009



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

Superintendent Age and Experience

Table 49 and Figure 22 present the combined age and experience of full-time public school superintendents in 1997-1998 and 2008-2009. Superintendents are eligible to retire with full benefits under IPERS when their combined age and experience is 88 and their age is at least 55. The percent of superintendents with combined age and experience of at least 88 years was higher in 2008-2009 than in 1997-1998, 26.3 percent versus 22.0 percent. However, the percent of superintendents with combined age and experience of 81-87 years was lower in 2008-2009 than in 1997-1998, 18.8 percent versus 20.2 percent. In the ten largest districts in 2008-2009, half of the full-time superintendents were eligible to retire with combined age and experience of 88 years or more. None of the full-time superintendents in the ten smallest districts were eligible to retire in 2008-2009. Forty percent of the superintendents in the ten smallest districts had combined age and experience between 81 and 87.

Table 49

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998 AND 2008-2009

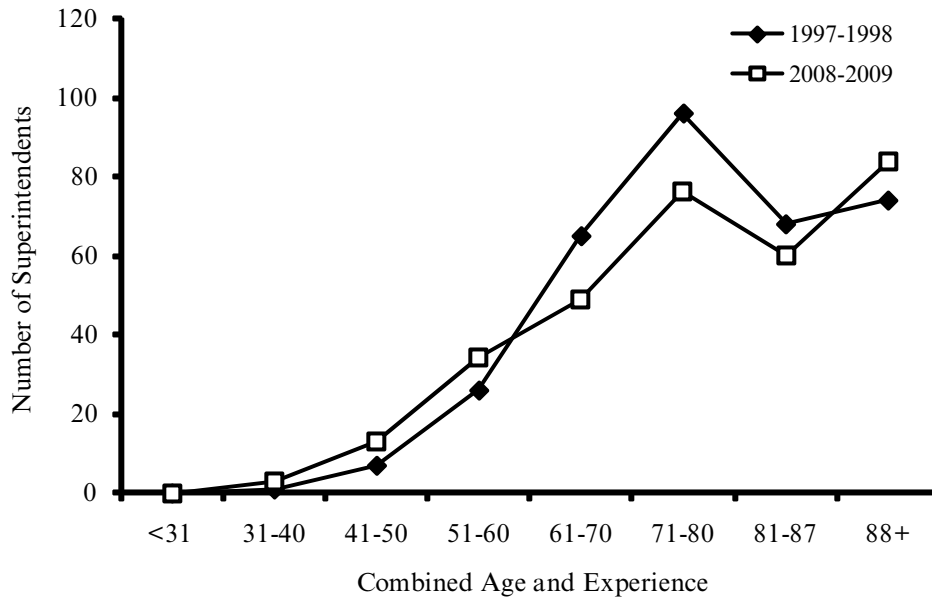
Combined Age and Experience Interval	1997-1998				2008-2009			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<31	0	0	0.0%	0.0%	0	0	0.0%	0.0%
31-40	1	1	0.3	0.3	3	3	0.9	0.9
41-50	7	8	2.1	2.4	13	16	4.1	5.0
51-60	26	34	7.7	10.1	34	50	10.7	15.7
61-70	65	99	19.3	29.4	49	99	15.4	31.0
71-80	96	195	28.5	57.9	76	175	23.8	54.9
81-87	68	263	20.2	78.0	60	235	18.8	73.7
88+	74	337	22.0	100.0	84	319	26.3	100.0

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

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Figure 22

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998 AND 2008-2009



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

Superintendent Salaries

Superintendent Salaries by Enrollment Category

The average salaries of full-time public school superintendents by enrollment category for 1997-1998, 2007-2008, and 2008-2009 are shown in Table 50. The average salary increased as the enrollment size category increased for all years shown. Superintendents in the largest enrollment category (7,500 students or more) had the highest percent increase in average salary between 1997-1998 and 2008-2009, 70.8 percent, and between 2007-2008 and 2008-2009, 8.9 percent. Superintendents in the 1,000-2,499 enrollment category had the lowest percent increase in average salary between 1997-1998 and 2008-2009, 56.2 percent, and between 2007-2008 and 2008-2009, 4.4 percent. The average salary of superintendents in the ten largest districts (largest enrollment category) was 137.8 percent higher than the average salary of superintendents in the ten smallest districts in 2008-2009, \$185,719 versus \$78,112.

Table 50

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1997-1998, 2007-2008, AND 2008-2009

Enrollment Category	Average Total Salary			Number of Superintendents 2008-2009	Percent Salary Change	
	1997-1998	2007-2008	2008-2009		1997-1998 to 2008-2009	2007-2008 to 2008-2009
<300	\$52,305	\$81,716	\$87,725	30	67.7%	7.4%
300-599	61,610	95,165	100,170	98	62.6	5.3
600-999	67,546	101,054	106,033	81	57.0	4.9
1,000-2,499	76,819	114,915	119,991	78	56.2	4.4
2,500-7,499	92,590	144,474	151,649	22	63.8	5.0
7,500+	108,721	170,537	185,719	10	70.8	8.9
State	70,337	106,191	111,567	319	58.6	5.1

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

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

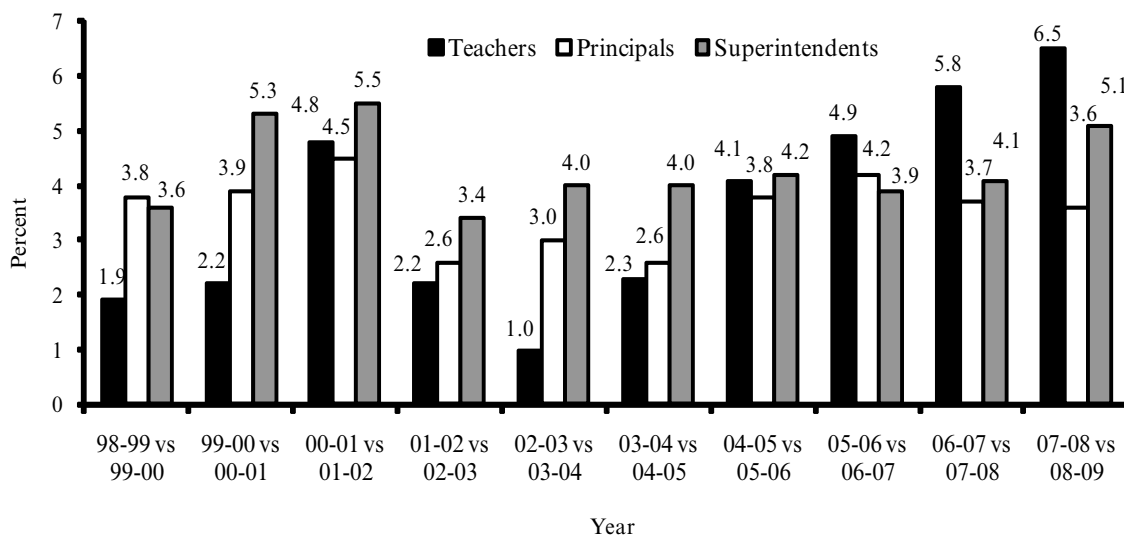
Teacher, Principal, and Superintendent Salary Comparison

The percentage increases in average salaries for full-time public school teachers, principals, and superintendents for 1998-1999 to 2008-2009 are shown in Figure 23. The superintendent average salary had a higher percent increase than teacher and principal average salary from 2000-2001 to 2005-2006. In 1999-2000 the principal average salary had a lower percent increase than teacher and superintendent average salary. The teacher average salary had a higher

percent increase than principal and superintendent salary from 2006-2007 to 2008-2009. The percent increase in average salary in 2008-2009 was 6.5 percent for teachers, 3.6 percent for principals, and 5.1 percent for superintendents.

Figure 23

**ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, SUPERINTENDENTS
1998-1999 vs. 1999-2000 TO 2007-2008 vs 2008-2009**



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

Table 51 shows the average total salaries of full-time public school teachers, principals, and superintendents in 1997-1998 and 2008-2009. The average salary of all staff shown increased as the enrollment category increased for both years. The principal average salary was 68.4 percent higher than the teacher average salary in 2008-2009. The superintendent average salary was 33.4 percent higher than the principal average salary and 124.6 percent higher than the teacher average salary in 2008-2009.

In the ten largest districts (largest enrollment category) in 2008-2009, the average salary of superintendents (\$185,719) was 98.3 percent higher than the principal average salary (\$93,675) and 252.1 percent higher than the teacher average salary (\$52,751). The principal average salary was 77.6 percent higher than the teacher average salary in the ten largest districts. In the ten smallest districts in 2008-2009, the average salary of superintendents (\$78,112) was 9.8 percent higher than the principal average salary (\$71,157) and 104.9 percent higher than the teacher average salary (\$38,113). The principal average salary was 86.7 percent higher than the teacher average salary in the ten smallest districts.

Table 51

**AVERAGE TOTAL SALARY COMPARISON OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS
BY ENROLLMENT CATEGORY 1997-1998 AND 2008-2009**

Enrollment Category	1997-1998			2008-2009		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$25,935	\$43,062	\$52,305	\$40,747	\$71,534	\$87,725
300-599	29,414	48,023	61,610	44,205	74,539	100,170
600-999	31,135	51,987	67,546	47,401	77,366	106,033
1,000-2,499	33,789	57,742	76,819	49,470	83,989	119,991
2,500-7,499	36,576	63,150	92,590	51,764	91,145	151,649
7,500+	37,205	65,460	108,721	52,751	93,675	185,719
AEA	33,663	63,305	-	52,846	94,308	-
State	34,084	57,060	70,337	49,664	83,610	111,567

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

Notes: Includes AEA staff.

Teacher figures for 2008-2009 represent average salaries for full-time public school staff with teaching position codes. There were 5,058 full-time public school staff in 2008-2009 with teaching position codes who 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.

Public School Guidance Counselors

Guidance Counselor Characteristics

Characteristics of Guidance Counselors

The characteristics of full-time public school guidance counselors in 1997-1998, 2007-2008, and 2008-2009 are shown in Table 52. The average age of guidance counselors decreased from 46.5 in 1997-1998 to about 45 in 2007-2008 and 2008-2009. The percent of female guidance counselors increased from 58.8 percent in 1997-1998 to 72.3 percent in 2007-2008. The percent of females continued to increase in 2008-2009 to 73.5 percent. The percent of minority guidance counselors increased from 1.9 percent in 1997-1998 to 2.3 percent in 2007-2008 and 2.5 percent in 2008-2009. The percent of guidance counselors with advanced degrees decreased from 93.2 percent in 1997-1998 to 84.9 percent in 2007-2008 and 84.2 percent in 2008-2009. The average years of total experience and average years of district experience decreased from 19.2 and 11.9 in 1997-1998 to 17.7 and 10.8 in 2007-2008. In 2008-2009, the average years of total experience continued to decrease to 17.4 and the average years of district experience decreased to 10.7.

There were 328 full-time guidance counselors in the ten largest districts in 2008-2009. The average age was 47.2, average years total experience was 18.7 and average years district experience was 11.9 for counselors in the ten largest districts. In the ten largest districts, 80.8 percent of the counselors were female, 5.8 percent were minorities, and 94.8 percent had an advanced degree. The average age of the two full-time guidance counselors in the ten smallest districts was 46.0. The average years of total experience was 6.0 and the average years of district experience was 5.0. Both of the counselors were female and one of them had an advanced degree in the ten smallest districts.

Table 52

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL GUIDANCE COUNSELORS
1997-1998, 2007-2008, AND 2008-2009**

Characteristics	1997-1998	2007-2008	2008-2009
Average Age	46.5	45.4	45.2
Percent Female	58.8%	72.3%	73.5%
Percent Minority	1.9%	2.3%	2.5%
Percent Advanced Degree	93.2%	84.9%	84.2%
Average Total Experience	19.2	17.7	17.4
Average District Experience	11.9	10.8	10.7
Number of Guidance Counselors	1,222	1,182	1,219

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

Notes: Does not include AEA staff.

Every district is required to have a guidance counselor, but some may share with another district or have a waiver.

Number of Guidance Counselors by Enrollment Category

Table 53 shows the number of full-time and part-time guidance counselors in 1997-1998, 2007-2008, and 2008-2009 by enrollment category. The *Iowa Code (256.11)* requires all districts to have a guidance counselor who is licensed by the Board of Educational Examiners. Some of the districts may not have reported having a guidance counselor on the Fall BEDS since they can share guidance counselors with another district. The number of full-time guidance counselors decreased by 3.3 percent between 1997-1998 and 2007-2008. The number of full-time guidance counselors increased by 3.1 percent between 2007-2008 and 2008-2009. The number of part-time guidance counselors was about the same in all three years presented—59 in 1997-1998, 58 in 2007-2008, and 54 in 2008-2009. There were 328 full-time and 13 part-time guidance counselors in the ten largest districts (largest enrollment category) in 2008-2009. There were two full-time and three part-time guidance counselors in the ten smallest districts in 2008-2009.

Table 53

**FULL-TIME AND PART-TIME IOWA PUBLIC SCHOOL GUIDANCE
COUNSELORS BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	1997- 1998	2007- 2008	2008- 2009	1997- 1998	2007- 2008	2008- 2009	1997- 1998	2007- 2008	2008- 2009
<300	34	53	54	10	19	24	1	7	10
300-599	111	111	111	123	128	135	14	17	10
600-999	112	88	87	207	159	170	16	10	8
1,000-2,499	86	80	78	324	306	309	7	6	6
2,500-7,499	25	22	22	245	246	253	5	4	7
7,500+	9	10	10	313	324	328	16	14	13
State	377	364	362	1,222	1,182	1,219	59	58	54

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

Notes: Does not include AEA staff.

Every district is required to have a guidance counselor, but some may share with another district or have a waiver.

Guidance Counselor Salaries by Enrollment Category

Table 54 lists the average salaries of full-time public school guidance counselors by enrollment category in 1997-1998, 2007-2008, and 2008-2009. The average salary of guidance counselors was higher in the larger enrollment categories than the smaller enrollment categories for all years presented. The percent increase in average salary between 1997-1998 and 2008-2009 was largest for the 300-599 enrollment category, 52.0 percent, and smallest for the 2,500-7,499 enrollment category, 36.8 percent. The percent change in guidance counselor average salary between 2007-2008 and 2008-2009 ranged from 4.2 percent for the smallest enrollment category and 6.4 percent for the largest enrollment category. The average salary of full-time guidance counselors in the ten largest districts (largest enrollment category) was 69.0 percent higher than the average salary of full-time guidance counselors in the ten smallest districts in 2008-2009, \$59,987 versus \$35,487.

Table 54

**AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL
GUIDANCE COUNSELORS BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2007-2008	2008-2009	1997-1998 to 2008-2009	2007-2008 to 2008-2009
<300	\$30,543	\$42,000	\$43,760	43.3%	4.2%
300-599	32,222	46,319	48,974	52.0	5.7
600-999	34,718	48,696	51,627	48.7	6.0
1,000-2,499	38,137	52,443	55,336	45.1	5.5
2,500-7,499	42,550	55,534	58,201	36.8	4.8
7,500+	42,927	56,359	59,987	39.7	6.4
State	39,012	52,825	55,732	42.9	5.5

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

Notes: Does not include AEA staff.

Every district is required to have a guidance counselor, but some may share with another district or have a waiver.

Public School Library/Media Staff

Licensed Library/Media Specialists Characteristics

Teacher librarian/media specialists are library/media staff who are licensed through the Board of Educational Examiners. The Fall BEDS licensed staff form is used to collect data on these staff. The characteristics of full-time public school library/media specialists in 1997-1998, 2007-2008, and 2008-2009 are shown in Table 55. The average age of library/media specialists increased from 47.4 in 1997-1998 to 50.6 in 2007-2008. The average age decreased to 50.1 in 2008-2009. The percent of female library/media specialists increased from 89.8 percent in 1997-1998 to 94.0 percent in 2007-2008. The percent of females decreased to 93.3 percent in 2008-2009. The percent of minority library/media specialists decreased from 1.0 percent in 1997-1998 to 0.4 percent in 2008-2009. The percent of minority library/media specialists was 0.0 in 2007-2008. The percent of library/media specialists with advanced degrees decreased from 60.0 percent to 59.2 percent between 1997-1998 and 2007-2008. The percent of library/media specialists with advanced degrees continued to decrease in 2008-2009 to 56.0 percent. The average years of total experience and average years of district experience increased from 19.3 and 13.4, respectively, in 1997-1998 to 20.9 and 14.9 in 2007-2008. The average years of total experience decreased slightly to 20.3 and average years of district experience decreased slightly to 14.3 in 2008-2009.

There were 144 library/media specialists in the ten largest districts in 2008-2009. The average age was 50.2, average years of total experience was 19.9, and average years of district experience was 13.3 for library/media specialists in the ten largest districts. Ninety-one percent

of the library/media specialists were female and 68.8 percent had an advanced degree in the ten largest districts. There were not any minority library/media specialists in the ten largest districts. There were not any full-time library/media specialists in the ten smallest districts in 2008-2009.

Table 55

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL
LICENSED LIBRARY/MEDIA SPECIALISTS
1997-1998, 2007-2008, AND 2008-2009**

Characteristics	1997-1998	2007-2008	2008-2009
Average Age	47.4	50.6	50.1
Percent Female	89.8%	94.0%	93.3%
Percent Minority	1.0%	0.0%	0.4%
Percent Advanced Degree	60.0%	59.2%	56.0%
Average Total Experience	19.3	20.9	20.3
Average District Experience	13.4	14.9	14.3
Number of Library/Media Specialists	703	503	522

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

Notes: Does not include AEA staff.

Every district is required to have a library/media specialist, but some may share with another district.

Number of Licensed Library/Media Specialists by Enrollment Category

Iowa Code (256.11) requires each district to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. The number of full-time and part-time library/media specialists in 1997-1998, 2007-2008, and 2008-2009 is listed in Table 56. The number of full-time library/media specialists decreased from 703 in 1997-1998 to 503 in 2007-2008. The number increased from 503 to 522 between 2007-2008 and 2008-2009. The number of part-time library/media specialists followed the same pattern as the full-time. There were 68 part-time library/media specialists in 1997-1998, 40 in 2007-2008 and 58 in 2008-2009. There were 144 full-time and six part-time library/media specialists in the ten largest districts (largest enrollment category) in 2008-2009. There were zero full-time and six part-time library/media specialists in the ten smallest districts in 2008-2009.

Table 56

**FULL-TIME AND PART-TIME LICENSED
LIBRARY/MEDIA SPECIALISTS BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009
<300	34	53	54	8	11	15	14	11	17
300-599	111	111	111	80	51	64	24	17	23
600-999	112	88	87	129	64	38	10	3	5
1,000-2,499	86	80	78	187	139	143	9	5	4
2,500-7,499	25	22	22	138	117	118	5	1	3
7,500+	9	10	10	161	121	144	6	3	6
State	377	364	362	703	503	522	68	40	58

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

Notes: Does not include AEA staff.

Every district is required to have a library/media specialist, but some may share with another district.

Licensed Library/Media Specialist Salaries by Enrollment Category

Table 57 lists the average salaries of full-time public school library/media specialists by enrollment category for 1997-1998, 2007-2008, and 2008-2009. The average salary of library/media specialists increased by 48.4 percent between 1997-1998 and 2008-2009 and by 4.8 percent between 2007-2008 and 2008-2009. The percent increase in average salary between 1997-1998 and 2008-2009 ranged from 43.7 percent in the largest enrollment category to 62.9 percent in the smallest enrollment category. The percent increase in average salary between 2007-2008 and 2008-2009 ranged from 4.3 percent in the 1,000-2,499 and 2,500-7,499 enrollment categories to 7.6 percent in the 300-599 enrollment category. The average salary of full-time library/media specialists in the ten largest districts (largest enrollment category) in 2008-2009 was \$58,926. There were not any full-time library/media specialists in the ten smallest districts in 2008-2009.

Table 57

**AVERAGE TOTAL SALARY OF FULL-TIME PUBLIC SCHOOL LICENSED
LIBRARY/MEDIA SPECIALISTS BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2007-2008	2008-2009	1997-1998 to 2008-2009	2007-2008 to 2008-2009
<300	\$27,494	\$42,676	\$44,796	62.9%	5.0%
300-599	31,087	44,896	48,287	55.3	7.6
600-999	32,880	47,660	50,331	53.1	5.6
1,000-2,499	36,313	51,337	53,527	47.4	4.3
2,500-7,499	40,165	55,488	57,892	44.1	4.3
7,500+	41,014	56,138	58,926	43.7	5.0
State	36,821	52,147	54,630	48.4	4.8

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

Notes: Does not include AEA staff.

Every district is required to have a library/media specialist, but some may share with another district.

Library/Media Associates by Enrollment Category

The Non-Licensed Staff form on the Fall BEDS collects the number of full-time equivalent (FTE) library/media associates in each district. These are staff that support the library/media specialists in the library/media center. The number of FTE library/media associates in 1997-1998, 2007-2008, and 2008-2009 by enrollment category is listed in Table 58. The number of FTE library/media associates decreased by 23.4 percent between 1997-1998 and 2008-2009. The number of FTE library/media associates decreased by 0.4 percent between 2007-2008 and 2008-2009. The largest enrollment category had the only increase in library/media associates between 2007-2008 and 2008-2009, 23.2 percent. The smallest enrollment category had the greatest decrease in library/media associates between 2007-2008 and 2008-2009, 7.6 percent. There were 125.5 FTE library/media associates in the ten largest districts (largest enrollment category) and 3.8 FTE library/media associates in the ten smallest districts in 2008-2009.

Table 58

**IOWA PUBLIC SCHOOL NON-LICENSED LIBRARY/MEDIA
ASSOCIATES BY ENROLLMENT CATEGORY
1997-1998, 2007-2008, AND 2008-2009**

Enrollment Category	Number of Full-Time Equivalent Associates			Percent FTE Change	
	1997-1998	2007-2008	2008-2009	1997-1998 to 2008-2009	2007-2008 to 2008-2009
<300	22.6	31.6	29.2	29.2%	-7.6%
300-599	118.3	129.2	124.7	5.4	-3.5
600-999	221.6	177.4	166.0	-25.1	-6.4
1,000-2,499	259.9	241.1	240.2	-7.6	-0.4
2,500-7,499	319.3	146.6	138.8	-56.5	-5.3
7,500+	134.3	101.9	125.5	-6.6	23.2
State	1,076.0	827.8	824.4	-23.4	-0.4

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

Area Education Agency (AEA) Licensed Staff

AEA Licensed Staff Characteristics

Characteristics of AEA Licensed Staff

In 2008-2009 there were ten area education agencies (AEAs) in Iowa. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. Table 59 shows the characteristics of full-time licensed staff in AEAs in 1997-1998, 2007-2008, and 2008-2009. The average age of AEA staff increased from about 44 in 1997-1998 to about 46 in 2007-2008 and 2008-2009. The percent of female AEA staff has continued to increase since 1997-1998. The percent of females has increased from 72.9 percent in 1997-1998 to 84.7 percent in 2007-2008 and 85.3 percent in 2008-2009. The average years of total experience has increased slightly from 17.0 in 1997-1998 to 18.5 in 2007-2008 and 18.7 in 2008-2009. The average number of contract days is about 198 for all years presented. The average total salary of AEA staff increased from \$41,046 to \$60,907 (48.4 percent) between 1997-1998 and 2008-2009. The average salary increased by 7.6 percent between 2007-2008 and 2008-2009.

Table 59

**CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF
1997-1998, 2007-2008, AND 2008-2009**

Characteristics	1997-1998	2007-2008	2008-2009
Average Age	44.4	46.4	46.5
Percent Female	72.9%	84.7%	85.3%
Percent Minority	1.2%	1.4%	1.6%
Percent Advanced Degree	76.5%	78.9%	81.8%
Average Total Experience	17.0	18.5	18.7
Average Number of Contract Days	198.2	198.1	198.1
Average Total Salary	\$41,046	\$56,621	\$60,907
Number of AEA Staff	2,129	2,317	2,334

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

AEA Licensed Staff by Position

On the licensed staff form on the Fall BEDS has up to ten positions/assignments that can be reported for each staff member. The breakdown of the 2,334 AEA licensed staff in 2008-2009 by the first position that is listed for each staff member on the Fall BEDS is shown in Table 60. Special Education Support staff made up the highest percentage of AEA staff in 2008-2009, 41.3 percent.

Table 60

NUMBER OF FULL-TIME LICENSED AEA STAFF BY POSITION 2008-2009

Position	Number	Percent	Position	Number	Percent
AEA Consultant (AEA requires license)	188	8.1%	Library/Media Specialist	9	0.4%
Administrator (Other)	85	3.6	Principal	5	0.2
Assistant Principal	1	0.0	Regular Education Teacher	25	1.1
Consultant (BOEE requires license)	245	10.5	School Nurse	3	0.1
Coordinator/Department Head	34	1.5	Social Worker	201	8.6
Counselor	1	0.0	Special Education Support	965	41.3
Director (Special Education)	9	0.4	Special Education Consultant	92	3.9
Early Childhood	53	2.3	Special Education Teacher	222	9.5
Home Intervention Teacher (Preschool Only)	75	3.2	Specialist	16	0.7
Hospital/Homebound Teacher	2	0.1	Supervisor	24	1.0
Itinerant Teacher	79	3.4			
			Total	2,334	100.0

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

Notes: Figures may not total 100 percent due to rounding.
BOEE indicates Board of Educational Examiners.

Licensed Staff State Totals

The distribution of public school and nonpublic school full-time licensed staff by AEA in 2008-2009 is listed in Table 61. AEA 267 had the largest percent of districts, 16.6 percent. Heartland AEA had the highest percent of public school (25.2 percent) and nonpublic school (21.9 percent) licensed staff. Green Valley AEA had the lowest percent of districts (5.2 percent), public school staff (2.4 percent) and nonpublic school staff (0.4 percent).

Table 61

DISTRIBUTION OF IOWA PUBLIC SCHOOL AND NONPUBLIC SCHOOL TOTAL FULL-TIME LICENSED STAFF BY AEA 2008-2009						
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	N	Percent	N	Percent	N	Percent
Keystone 1	24	6.6%	2,653	6.5%	370	15.0%
AEA 267	60	16.6	5,470	13.3	267	10.8
Prairie Lakes 8	48	13.3	2,846	6.9	192	7.8
Mississippi Bend 9	22	6.1	4,027	9.8	203	8.2
Grant Wood 10	33	9.1	5,379	13.1	343	13.9
Heartland 11	54	14.9	10,350	25.2	540	21.9
Northwest	36	9.9	3,214	7.8	375	15.2
Loess Hills 13	31	8.6	2,579	6.3	75	3.0
Green Valley 14	19	5.2	984	2.4	9	0.4
Great Prairie	35	9.7	3,528	8.6	97	3.9
State	362	100.0	41,030	100.0	2,471	100.0

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

Notes: AEA full-time licensed staff are included.
Figures may not total 100 percent due to rounding.

Public School Nurses

Nurses that have a statement of professional recognition issued by the Board of Educational Examiners (BOEE) are reported on the licensed staff form on the Fall BEDS. While nurses do have a license to practice, not all types of licenses are required to be given a statement by the BOEE to practice in a school district. The number of full-time equivalent (FTE) nurses that do not have a statement of professional recognition issued by the BOEE is reported on the non-licensed staff form of the Fall BEDS. The number of FTE non-licensed nurses and the number of full-time and part-time licensed nurses in 2008-2009 is shown in Table 62. The 1,000-2,499 enrollment category had the highest number of non-licensed nurses, 126.3. The 2,500-7,499 enrollment category had the highest number of full-time (63) and part-time (9) licensed nurses. The *Iowa Code (256.11)* states that all school districts are required to have a school nurse. Some districts may not have reported having a school nurse on the Fall BEDS

report (Table 63) due to the fact that they can share a nurse with another district. In the ten largest districts (largest enrollment category) in 2008-2009, there were 93.6 FTE non-licensed nurses and one full-time and 18 part-time licensed nurses. There were 1.5 FTE non-licensed nurses in the ten smallest districts in 2008-2009.

Table 62

IOWA PUBLIC SCHOOL NURSES BY ENROLLMENT CATEGORY 2008-2009			
Enrollment Category	Non-Licensed Nurse FTE	Full-Time Licensed	Part-Time Licensed
<300	15.1	6	1
300-599	67.1	4	2
600-999	73.8	8	0
1,000-2,499	126.3	21	6
2,500-7,499	80.9	63	9
7,500+	93.6	1	18
State	456.8	103	36

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

Notes: Does not include AEA staff.
Every district is required to have a nurse, but some may share with another district or have a waiver.

Table 63

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS THAT SHARE A NURSE WITH ANOTHER DISTRICT BY ENROLLMENT CATEGORY 2008-2009			
Enrollment Category	Total Number of Districts	Number of Districts that Share a Nurse	Percent of Districts that Share a Nurse
<300	54	24	44.4%
300-599	111	27	24.3
600-999	87	15	17.2
1,000-2,499	78	6	7.7
2,500-7,499	22	2	9.1
7,500+	10	1	10.0
State	362	75	20.7

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

Notes: Does not include AEA staff.
Every district is required to have a nurse, but some may share with another district or have a waiver.

PROGRAM

The Program chapter provides information regarding the school district organizational structure, curriculum data on courses offered and taught, enrollment and district graduation requirements, class size for kindergarten through third grade, early childhood, technology expenditures and availability of computers and wireless networks.

School District Organizational Structure

Information regarding organizational structure is provided annually to the Department by public school districts through the Basic Educational Data Survey (BEDS) and reflects how school districts are organized to deliver programs and services to students. Tables 64 and 65 show substantial changes in the pattern of school district structures since 1998-1999. The number of organizational structures nearly tripled, going from 19 in 1998-1999 to 59 in 2008-2009.

Table 64

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS 1998-1999		
Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
K-5, 6-8, 9-12	112	29.9%
K-6, 7-8, 9-12	101	26.9
K-4, 5-8, 9-12	45	12.0
PK-5,6-8,9-12	37	9.9
PK-6, 7-8, 9-12	36	9.6
PK-4, 5-8, 9-12	13	3.5
K-6, 7-12	7	1.8
K-4, 5-6, 7-8, 9-12	4	1.0
PK-6, 7-12	4	1.0
K-6, 7-9, 10-12	4	1.0
K-3, 4-8, 9-12	3	0.8
PK-6, 7-9, 10-12	2	0.5
PK-2, 3-6, 7-8, 9-12	1	0.3
K-3, 4-5, 6-8, 9-12	1	0.3
K-3, 4-6, 7-8, 9-12	1	0.3
PK-3, 4-7, 8-12	1	0.3
K-3, 4-6, 7-9, 10-12	1	0.3
PK-3, 4-6, 7-8, 9-12	1	0.3
PK-5, 6-7, 8-9, 10-12	1	0.3
	375	100.0

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

The major changes since 1998-1999 include more districts offering pre-kindergarten in districts and an increase in the number of separate early elementary buildings. In 1998-1999 just over 25 percent of districts organizational structures included pre-kindergarten, compared to 78.7 percent in 2008-2009.

Table 65

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS 2008-2009

Organizational Structure	Number of Districts	Percent of Total Districts	Organizational Structure	Number of Districts	Percent of Total Districts
PK-5, 6-8, 9-12	61	16.85%	K-3, 4-5, 6-8, 9-12	2	0.55%
PK-6, 7-12	47	12.98	PK, K-4, 5-8, 9-12	1	0.28
PK-4, 5-8, 9-12	39	10.77	PK, K-3, 4-8*, 9-12	1	0.28
PK-6, 7-8, 9-12	28	7.73	PK, K-3, 4-6, 7-8, 9-12	1	0.28
K-5, 6-8, 9-12	22	6.08	PK,K-2,3-8*,9-12	1	0.28
K-6, 7-12	20	5.52	PK,K-2*,3-8,9-12*	1	0.28
PK-5, 6-12	18	4.97	PK,K-1,2-8*,9-12	1	0.28
PK-3, 4-5, 6-8, 9-12	11	3.04	PK,K-4*,5-8,9-12*	1	0.28
K-4, 5-8, 9-12	9	2.49	PK-5, 6-12*	1	0.28
PK-6, 7-12*	8	2.21	PK-5, 6, 7-8, 9-12	1	0.28
PK-5, 6-8, 9-12*	7	1.93	PK-3, 4-12	1	0.28
PK-2, 3-5, 6-8, 9-12	7	1.93	PK-3, 4-8*, 9-12	1	0.28
K-6, 7-8, 9-12	7	1.93	PK-3, 4, 5-8, 9-12	1	0.28
PK-4,5-8,9-12*	6	1.66	PK-2, 3-6, 7-8, 9-12	1	0.28
PK-8, 9-12	4	1.10	PK-2, 3-5, 6-12	1	0.28
PK-5, 6-7, 8-9, 10-12	4	1.10	PK-2, 3-5, 6*, 7-8, 9-12	1	0.28
PK-3, 4-6, 7-8, 9-12	4	1.10	PK-1, 2-6, 7-8, 9-12	1	0.28
PK-5, 6-8*, 9-12	3	0.83	PK-1, 2-4, 5-8, 9-12	1	0.28
PK-4, 5-8*, 9-12	3	0.83	PK-1, 2-3, 4-5, 6-8, 9-12	1	0.28
K-6, 7-12*	3	0.83	PK-K, 1-6, 7-12	1	0.28
K-5, 6-8, 9-12*	3	0.83	PK-K, 1-5, 6-8, 9-12	1	0.28
PK-4, 5-6, 7-8, 9-12	2	0.55	PK-K, 1-3, 4-5, 6-8, 9-12	1	0.28
PK-3, 4-8, 9-12	2	0.55	PK-K, 1-2, 3-6, 7-8, 9-12	1	0.28
PK-2, 3-4, 5-8, 9-12	2	0.55	PK-K, 1, 2, 3-5, 6-8, 9-12	1	0.28
PK-1, 2-5, 6-12	2	0.55	K-6, 7-9, 10-12	1	0.28
PK-1, 2-5, 6-8, 9-12	2	0.55	K-4, 5, 6-8, 9-12	1	0.28
PK-K,1-2,3-5,6-8,9-12	2	0.55	K-3, 4-6, 7-9, 10-12	1	0.28
K-5, 6-12	2	0.55	K-3, 4-6, 7-8, 9-12	1	0.28
K-5, 6-8*, 9-12	2	0.55	K-2, 3-5, 6-8, 9-12	1	0.28
K-4, 5-8*, 9-12	2	0.55			
				362	100.00

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

Notes: Totals may not add to 100 due to rounding.

*Indicates a whole-grade sharing grade.

Table 66 shows the number (46) and percent (12.2) of districts sending students out of district as part of a whole grade sharing agreement with another district. The grades sent out of district typically were high school level with 3.0 percent of districts sending grades 7-12 out of district and 4.4 percent of districts sending 9-12 out of district.

Eight of the ten smallest districts were sending students out of district as part of a whole grade sharing agreement. Three of the ten smallest districts offered middle school while all of the largest ten districts offered middle school.

Table 66

**ORGANIZATIONAL STRUCTURES FOR DISTRICTS
WHOLE-GRADE SHARING 2008-2009**

Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
9-12	16	4.4%
7-12	11	3.0
5-8	5	1.4
6-8	5	1.4
6	2	0.6
4-8	2	0.6
2-8	1	0.3
K-2, 9-12	1	0.3
3-8	1	0.3
6-12	1	0.3
K-4, 9-12	1	0.3
Total	46	12.2

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

Carnegie Unit Taught

The *Iowa Administrative Code* 12.5 (14) defines a Carnegie unit as the equivalent of a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. In other words, one Carnegie unit is represented by a course that is offered and taught daily for the entire school year. Throughout the period of 2004-2005 through 2008-2009, the number of Carnegie units offered and taught was directly correlated with enrollment size (Table 67). With the exception of foreign language (waiver provisions are available), all district sizes met or exceeded state minimum requirements in the major curriculum areas. The ten largest districts provided greatest average number of units in all subject areas listed. Each year only two or three of the ten smallest districts had high schools.

Table 67

**AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY
DISTRICT ENROLLMENT CATEGORY 2004-2005 TO 2008-2009**

	State Standards Minimum Units	Enrollment Category						State
		<300	300- 599	600- 999	1,000- 2,499	2,500 7,499	7,500+	
2004-2005								
# Districts		25	109	95	81	22	9	341
English/Language Arts	6	7.04	7.14	7.42	8.70	11.76	16.19	8.11
Mathematics	6	7.58	7.37	8.05	8.82	12.19	15.82	8.46
Science	5	5.51	5.94	6.51	6.90	10.13	15.33	6.81
Social Studies	5	5.33	5.63	6.01	6.31	9.17	11.88	6.27
Foreign Language	4	3.48	4.03	4.26	6.14	11.16	17.41	5.37
Fine Arts	3	4.76	5.16	6.10	6.86	10.73	15.83	6.43
2005-2006								
# Districts		27	107	93	82	23	9	341
English/Language Arts	6	6.62	7.05	7.72	8.90	11.38	16.73	8.19
Mathematics	6	6.59	7.47	7.95	9.27	11.51	16.43	8.47
Science	5	5.43	5.96	6.57	7.23	10.47	14.71	6.93
Social Studies	5	5.26	5.67	5.92	6.81	8.53	13.10	6.37
Foreign Language	4	3.42	4.08	4.44	6.08	10.61	17.79	5.42
Fine Arts	3	4.49	5.12	6.00	6.94	10.25	16.28	6.39
2006-2007								
# Districts		31	105	93	81	22	9	341
English/Language Arts	6	6.93	7.22	7.52	9.22	11.73	17.33	8.31
Mathematics	6	7.11	7.71	8.35	9.41	12.43	19.50	8.85
Science	5	5.88	6.06	6.42	7.60	10.22	16.03	7.04
Social Studies	5	5.62	5.60	6.94	7.15	9.14	15.55	6.55
Foreign Language	4	3.67	4.19	4.22	5.95	11.70	18.26	5.43
Fine Arts	3	4.60	5.45	6.14	7.05	10.04	21.87	6.68
2007-2008								
# Districts		32	105	88	80	22	10	337
English/Language Arts	6	6.89	7.38	7.79	9.17	12.49	18.46	8.53
Mathematics	6	7.26	7.87	8.43	9.41	12.31	17.45	8.90
Science	5	5.76	6.33	6.76	7.50	10.61	15.51	7.22
Social Studies	5	5.51	5.99	6.00	7.00	9.40	14.60	6.66
Foreign Language	4	3.68	4.11	4.34	5.93	11.39	17.46	5.44
Fine Arts	3	4.79	5.64	6.22	7.31	10.49	20.03	6.86
2008-2009								
# Districts		33	102	87	78	22	10	332
English/Language Arts	6	6.96	7.66	7.90	10.16	14.66	21.23	9.11
Mathematics	6	7.50	8.14	8.64	9.87	12.76	15.57	9.14
Science	5	5.74	6.49	6.96	7.81	11.36	14.29	7.41
Social Studies	5	5.50	6.02	6.08	7.08	9.99	14.28	6.74
Foreign Language	4	3.52	4.19	4.43	5.93	12.00	18.34	5.54
Fine Arts	3	5.46	6.01	6.81	8.25	12.98	17.60	7.50

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, Archived Course Group files. Enrollment categories are defined by Certified Enrollment.

Enrollments in Foreign Language, Algebra II, Higher-Level Mathematics, and Higher-Level Science Courses

The Iowa Department of Education started to collect course-taken data at the student level through Project EASIER in 2004-2005. Along with the Iowa Student State ID System, Project EASIER can track a high school student's course taken from ninth grade to 12th grade. A real four-year course-taken pattern is available for *The Annual Condition of Education Report*. Tables 68 to 72 describe Iowa's public high school four-year enrollment in foreign language, Algebra II, higher level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for the graduating class of 2009. The course enrollments only include the students who enrolled in Iowa public high schools in each of the last four years. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Gender comparisons are reported by subject areas.

Foreign Language Enrollments

Table 68 examines foreign language course enrollment in Iowa public high schools for the 2009 graduating class. Overall, more than 83 percent of the students in the graduating class of 2009 took at least one foreign language course between 2005-2006 and 2008-2009. The female enrollment in foreign languages was almost 12 percent higher than male enrollment (89.2 percent vs. 77.3 percent). The percent of students enrolled in foreign language courses was higher for the districts with enrollment between 1,000 and 7,500 than the districts in the smallest and largest enrollment categories.

Table 68

IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2009 NON-DUPLICATE ENROLLMENT IN FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Foreign Language	551	3,253	4,285	7,671	5,263	6,427	27,450
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	3,924	5,189	9,069	6,195	7,944	33,003
% of Students Who Enrolled in Foreign Language	80.8%	82.9%	82.6%	84.6%	85.0%	80.9%	83.2%
Female Enrollment in Foreign Language	294	1,755	2,310	4,054	2,753	3,345	14,511
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	332	1,954	2,533	4,505	3,065	3,877	16,266
Percent of Female Students Who Enrolled in Foreign Language	88.6%	89.8%	91.2%	90.0%	89.8%	86.3%	89.2%
Male Enrollment in Foreign Language	257	1,498	1,975	3,617	2,510	3,082	12,939
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	350	1,970	2,656	4,564	3,130	4,067	16,737
Percent of Male Students Who Enrolled in Foreign Language	73.4%	76.0%	74.4%	79.3%	80.2%	75.8%	77.3%

Source: Iowa Department of Education, Project EASIER files.

Note: A student will be counted once if he/she enrolled in more than one course for the same language and will be counted more than once if he/she enrolled in courses for different languages in the last four years.

Over 27,000 of the students in the graduating class of 2009 took at least one of the foreign language courses, about 23,600 of them took Spanish (Table 69). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by more than 5,500 students in that class. The enrollment in Table 69 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her other course taken was in one language at different levels.

Table 69

**FOREIGN LANGUAGE ENROLLMENT OF IOWA PUBLIC SCHOOLS
GRADUATING CLASS OF 2009 BY LANGUAGE**

Language	Enrollment	Percent of Enrolled
Spanish	23,589	80.8%
French	2,909	10.0
German	1,749	6.0
Japanese	192	0.6
Chinese	65	0.2
Italian	59	0.2
Russian	17	0.1
Other Foreign Language	600	2.1

Source: Iowa Department of Education, Project EASIER files.

Note: A student will be counted once if he/she enrolled in more than one course for the same language and will be counted more than once if he/she enrolled in courses for different languages in the last four years.

Algebra II Enrollments

Table 70 shows the Algebra II courses taken for the graduating class of 2009 by enrollment category. The total percent of the students in the class of 2009 who took Algebra II was 56.6 percent. The female enrollment in Algebra II was 60.5 percent and the male enrollment was 52.8 percent.

Higher-Level Mathematics Enrollments

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,178 students (39.9 percent) in the 2009 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was over 3 percent higher than male enrollment (41.5 percent vs. 38.4 percent). The percent of students enrolled in higher-level mathematics courses was higher for the districts with enrollments between 1,000 and 7,500 than the districts in other enrollment categories.

Table 70

**IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2009 NON-DUPLICATE
ENROLLMENT IN ALGEBRA II BY ENROLLMENT CATEGORY**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Algebra II	388	2,486	3,159	4,847	3,232	4,570	18,682
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	3,924	5,189	9,069	6,195	7,944	33,003
% of Students Who Enrolled in Algebra II	56.9%	63.4%	60.9%	53.4%	52.2%	57.5%	56.6%
Female Enrollment in Algebra II	202	1,348	1,673	2,541	1,693	2,387	9,844
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	332	1,954	2,533	4,505	3,065	3,877	16,266
Percent of Female Students Who Enrolled in Algebra II	60.8%	69.0%	66.0%	56.4%	55.2%	61.6%	60.5%
Male Enrollment Algebra II	186	1,138	1,486	2,306	1,539	2,183	8,838
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	350	1,970	2,656	4,564	3,130	4,067	16,737
Percent of Male Students Who Enrolled in Algebra II	53.1%	57.8%	55.9%	50.5%	49.2%	53.7%	52.8%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.

Note: The analysis includes the students who were in the Iowa public school system from 2005-2006 to 2008-2009.

Table 71

**IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2009 NON-DUPLICATE ENROLLMENT
IN HIGHER-LEVEL MATHEMATICS COURSES BY ENROLLMENT CATEGORY**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Higher-Level Mathematics	234	1,448	1,895	3,824	2,822	2,955	13,178
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	3,924	5,189	9,069	6,195	7,944	33,003
% of Students Who Enrolled in Higher-Level Mathematics	34.3%	36.9%	36.5%	42.2%	45.6%	37.2%	39.9%
Female Enrollment in Higher-Level Mathematics	124	775	959	1,983	1,447	1,469	6,757
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	332	1,954	2,533	4,505	3,065	3,877	16,266
Percent of Female Students Who Enrolled in Higher-Level Mathematics	37.3%	39.7%	37.9%	44.0%	47.2%	37.9%	41.5%
Male Enrollment in Higher-Level Mathematics	110	673	936	1,841	1,375	1,486	6,421
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	350	1,970	2,656	4,564	3,130	4,067	16,737
Percent of Male Students Who Enrolled in Higher-Level Mathematics	31.4%	34.2%	35.2%	40.3%	43.9%	36.5%	38.4%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.

Notes: The analysis includes the students who were in the Iowa public school system from 2005-2006 to 2008-2009.
Higher-Level Mathematics include calculus and trigonometry.

Chemistry Enrollment—Higher-Level Science

Table 72 shows the chemistry courses taken by the graduating class of 2009 by enrollment category. Generally speaking, a larger percentage of female students took chemistry than male students. The gender difference was about 11 percent, 69.8 percent for females and 58.4 percent for males. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2,500-7,499.

Table 72

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Chemistry	372	2,544	3,268	5,960	4,335	4,646	21,125
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	3,924	5,189	9,069	6,195	7,944	33,003
% of Students Who Enrolled in Chemistry	54.5%	64.8%	63.0%	65.7%	70.0%	58.5%	64.0%
Female Enrollment in Chemistry	209	1,412	1,798	3,195	2,276	2,456	11,346
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	332	1,954	2,533	4,505	3,065	3,877	16,266
% of Female Students Who Enrolled in Chemistry	63.0%	72.3%	71.0%	70.9%	74.3%	63.3%	69.8%
Male Enrollment in Chemistry	163	1,132	1,470	2,765	2,059	2,190	9,779
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	350	1,970	2,656	4,564	3,130	4,067	16,737
% of Male Students Who Enrolled in Chemistry	46.6%	57.5%	55.3%	60.6%	65.8%	53.8%	58.4%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.
Note: The analysis includes the students who were in the Iowa public school system from 2005-2006 to 2008-2009.

Physics Enrollment—Higher-Level Science

About 25 percent of the students took physics and advanced physics for the 2009 graduating class (Table 73). The higher percentages of physics enrollment were in the districts with enrollment of more than 2,500 students and the districts with enrollment between 300 and 599. With 22.2 percent of female students enrolled in physics, female enrollment was 6.1 percent less than the male enrollment for this class.

Table 73

**IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2009 NON-DUPLICATE
ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Physics	139	1,038	1,179	2,180	1,592	2,217	8,345
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	3,924	5,189	9,069	6,195	7,944	33,003
Percent of Students Who Enrolled in Physics	20.4%	26.5%	22.7%	24.0%	25.7%	27.9%	25.3%
Female Enrollment in Physics	60	479	503	904	698	969	3,613
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	332	1,954	2,533	4,505	3,065	3,877	16,266
Percent of Female Students Who Enrolled in Physics	18.1%	24.5%	19.9%	20.1%	22.8%	25.0%	22.2%
Male Enrollment in Physics	79	559	676	1,276	894	1,248	4,732
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	350	1,970	2,656	4,564	3,130	4,067	16,737
Percent of Male Students Who Enrolled in Physics	22.6%	28.4%	25.5%	28.0%	28.6%	30.7%	28.3%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.

Note: The analysis includes the students who were in the Iowa public school system from 2005-2006 to 2008-2009.

Graduation Requirements for Mathematics and Science

The Iowa Department of Education collects information on graduation requirements for public school districts through BEDS. Data on the graduating classes of 2009 and 2011 were collected in spring 2009. One course unit is assigned to a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction (*Iowa Administrative Code 12.5(14)*). A course that meets for one 50-minute period each day for two semesters may be given two local credits, but would count as one course unit for state reporting purposes.

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

Tables 74 and 75 show the average mathematics and science units required for graduation by enrollment category. The average number of mathematics units required for graduation increased from 2.58 in 2007-2008 to 2.68 in 2008-2009. The average number of mathematics units required for the graduating class of 2009 was 2.5 in the ten largest districts (based on Certified Enrollment). Four out of the ten smallest districts had high schools. The average number of mathematics units required in these districts was 3.0. The average number of science units required for graduation increased from 2.48 to 2.59 between 2007-2008 and 2008-2009. In the ten largest districts, the average number of science units required for graduation in 2008-2009 was 2.4. The average number of science units required for graduation in 2008-2009 in the ten smallest districts was 3.0.

Table 74

**AVERAGE NUMBER OF MATHEMATICS UNITS REQUIRED
FOR GRADUATION IN IOWA PUBLIC SCHOOLS
1997-1998, 2007-2008, 2008-2009, AND 2010-2011**

Enrollment Category	1997-1998	2007-2008	2008-2009	2010-2011
<300	2.21	2.87	2.91	3.06
300-599	2.23	2.68	2.79	3.03
600-999	2.17	2.58	2.66	3.03
1000-2499	2.15	2.42	2.54	3.00
2500-7499	1.92	2.34	2.50	3.02
7500+	2.00	2.30	2.50	3.00
State	2.17	2.58	2.68	3.03

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

Table 75

**AVERAGE NUMBER OF SCIENCE UNITS REQUIRED
FOR GRADUATION IN IOWA PUBLIC SCHOOLS
1997-1998, 2007-2008, 2008-2009, AND 2010-2011**

Enrollment Category	1997-1998	2007-2008	2008-2009	2010-2011
<300	2.12	2.77	2.81	3.03
300-599	2.16	2.60	2.72	3.01
600-999	2.05	2.42	2.51	3.00
1000-2499	2.09	2.39	2.49	3.00
2500-7499	1.88	2.20	2.41	3.00
7500+	1.89	2.20	2.40	3.00
State	2.08	2.48	2.59	3.01

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

The frequency distributions for mathematics and science graduation unit requirements for the classes of 2009 and 2011 are displayed in Tables 76 and 77. In 2008-2009, 64.2 percent of the districts required 3.0 units or more of mathematics for graduation. About 57 percent of the districts in 2008-2009 required 3.0 units or more of science for graduation. All of the districts with high schools in the ten smallest districts required 3.0 units of mathematics and 3.0 units of science for graduation in 2008-2009. Half of the ten largest districts required 3.0 units of mathematics for graduation in 2008-2009. Four of the ten largest districts required 3.0 units of science for graduation in 2008-2009.

Table 76

**FREQUENCY DISTRIBUTIONS OF MATHEMATICS UNITS REQUIRED
FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS
2008-2009 AND 2010-2011**

Units Required for Graduation	Number of Districts	2008-2009 Percent of Districts	Cumulative Percent	Number of Districts	2010-2011 Percent of Districts	Cumulative Percent
1.5	1	0.3	0.3	0	0.0	0.0
2.0	105	31.1	31.4	0	0.0	0.0
2.5	15	4.4	35.8	0	0.0	0.0
3.0	211	62.4	98.2	332	97.7	97.7
3.5	0	0.0	98.2	1	0.3	97.9
4.0	5	1.5	99.7	6	1.8	99.7
5.0	1	0.3	100.0	1	0.3	100.0

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

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 77

**FREQUENCY DISTRIBUTIONS OF SCIENCE UNITS REQUIRED
FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS
2008-2009 AND 2010-2011**

Units Required for Graduation	Number of Districts	2008-2009 Percent of Districts	Cumulative Percent	Number of Districts	2010-2011 Percent of Districts	Cumulative Percent
1.5	1	0.3	0.3	0	0.0	0.0
2.0	130	38.5	38.8	0	0.0	0.0
2.5	14	4.1	42.9	0	0.0	0.0
3.0	192	56.8	99.7	338	99.4	99.4
4.0	1	0.3	100.0	2	0.6	100.0

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

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

Class Size

Overview

The results of 11 years of class size reduction efforts, initiated by the Iowa Early Intervention Block Grant Program, are provided in this section. The Iowa Early Intervention Block Grant Program focused attention on class size reduction in kindergarten through third grade and established the goal of reaching an average class size of 17 students or less.

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

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

$$\text{Average Class Size} = \text{Enrollment} / \text{Number of Classrooms}$$

Since average class size uses the number of classrooms as the denominator, adding additional teachers to a classroom does not lower the average class size for that grade level. The use of the classroom aides also does not reduce average class size at the district or state level.

Trends

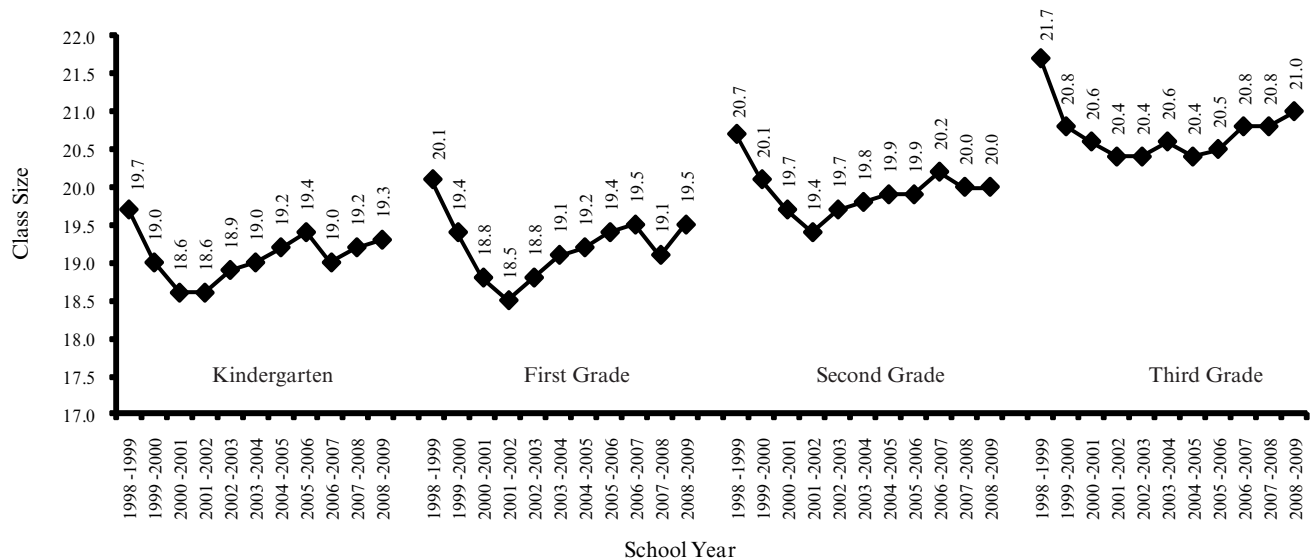
Figure 24 provides a summary of average class size in grades kindergarten through third in Iowa public schools for the past 11 years. At the state level, none of the grade average class sizes reached the state goal of 17 students per classroom during the 11 years studied, but kindergarten and first grade remained below 20 students for the past ten years. These grades showed the smallest classrooms during the years studied.

Average class size declined for kindergarten through third grade from 1998-1999 to 2008-2009. Although the kindergarten through third grade averages are still below the base year 1998-1999, 2007-2008 was the first year first and second grade had shown a decrease from the past five years. For example, first grade increased each year from 2001-2002 to 2006-2007 going from 18.5 to 19.5, but in 2007-2008 the average class size decreased to 19.1.

Average class size for the smallest ten districts averaged 8.7 while average class size for the largest ten districts averaged 21.5.

Figure 24

IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZE FOR GRADES K-3 1998-1999 TO 2008-2009



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

Table 78 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, kindergarten enrollment increased 7.7 percent, but during the same period average class size declined 2.0 percent. Third grade enrollment declined 3.5 percent, but average class size only declined 3.2 percent.

Table 78

IOWA PUBLIC SCHOOL BEDS ENROLLMENTS FOR KINDERGARTEN THROUGH THIRD GRADE 1998-1999 AND 2008-2009

Grade	1998-1999 Enrollment	2008-2009 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	38,522	2,750	7.7%	-2.0%
1	35,699	34,855	-844	-2.4	-3.0
2	35,866	34,961	-905	-2.5	-3.4
3	36,500	35,235	-1,265	-3.5	-3.2

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

Table 79 shows the comparison between teachers, students, and class size. The enrollment used in this table was the enrollment reported by districts for the purpose of calculating average class size. The number of kindergarten through third grade teachers increased since 1998-1999 while the average class size decreased. For example, the number of first grade full-time equivalent (FTE) teachers increased from 1,644.6 in 1998-1999 to 1738.9 in 2008-2009 while the average class size decreased from 20.1 in 1998-1999 to 19.5 in 2008-2009. The largest increase in enrollment reported was kindergarten, yet the average class size decreased. The number of third grade students reported was the only grade that showed a decrease.

Table 79

IOWA PUBLIC SCHOOL STUDENTS AND TEACHERS 1998-1999 AND 2008-2009						
Grade	Students		Teachers (FTE)		Average Class Size	
	1998-1999	2008-2009	1998-1999	2008-2009	1998-1999	2008-2009
Kindergarten	33,618	35,898	1,613.7	1,872.9	19.7	19.3
1	33,053	33,529	1,644.6	1,738.9	20.1	19.5
2	33,151	33,304	1,592.1	1,677.4	20.7	20.0
3	34,153	33,444	1,578.3	1,610.8	21.7	21.0

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

Summary statistics are presented in Table 80. The maximum class size declined for first and second grade while kindergarten increased and third grade remained unchanged when compared to 1998-1999. The largest first grade classrooms dropped from 35 to 30 students. The largest second grade class size dropped from 35 to 29 students. The largest kindergarten class size increased from 35 to 39. The growth in the number of classrooms and teachers has outpaced the growth in enrollment for each grade level from 1998-1999 to 2008-2009. For example, the number of kindergarten students increased 6.8 percent since 1998-1999, but the number of kindergarten classrooms increased 9.2 percent during the same period. The number of teachers increased 16.1 percent. The smallest ten districts had a maximum class size of 16, staying below the recommended class size of 17. The minimum class size for the smallest ten districts was three. The largest ten districts maximum class size was 32 and their minimum class size was 11.

Table 80

**CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH
GRADE THREE IN IOWA PUBLIC SCHOOLS 1998-1999 TO 2008-2009**

	School Year	N Students	N Classrooms	N Teacher FTEs	Mean	Class Size	
						Min	Max
Kindergarten	2008-2009	35,898	1,861	1,872.9	19.3	3	39
	2007-2008	35,393	1,846	1,870.8	19.2	3	31
	2006-2007	35,445	1,865	1,883.4	19.0	2	29
	2005-2006	35,163	1,817	1,832.8	19.4	2	28
	2004-2005	34,627	1,806	1,818.1	19.2	4	30
	2003-2004	34,338	1,807	1,827.4	19.0	3	31
	2002-2003	33,518	1,778	1,804.0	18.9	3	33
	2001-2002	33,380	1,791	1,838.9	18.6	4	41*
	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	1999-2000	33,488	1,764	1,779.9	19.0	4	34
	1998-1999	33,618	1,704	1,613.7	19.7	6	35
Grade 1	2008-2009	33,529	1,724	1,738.9	19.5	5	30
	2007-2008	33,481	1,750	1,792.0	19.1	3	29
	2006-2007	33,506	1,721	1,774.3	19.5	4	29
	2005-2006	32,917	1,700	1,717.4	19.4	5	28
	2004-2005	32,436	1,692	1,705.8	19.2	6	31
	2003-2004	31,941	1,670	1,693.1	19.1	3	30
	2002-2003	31,618	1,684	1,715.2	18.8	4	32
	2001-2002	31,265	1,687	1,729.2	18.5	3	29
	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	1999-2000	32,969	1,701	1,725.8	19.4	5	29
	1998-1999	33,053	1,647	1,644.6	20.1	6	35
Grade 2	2008-2009	33,304	1,663	1,677.4	20.0	5	29
	2007-2008	33,487	1,674	1,691.1	20.0	5	30
	2006-2007	33,153	1,642	1,673.1	20.2	4	30
	2005-2006	32,870	1,652	1,666.7	19.9	5	30
	2004-2005	32,186	1,621	1,633.2	19.9	6	31
	2003-2004	32,020	1,619	1,640.5	19.8	6	29
	2002-2003	31,573	1,602	1,630.0	19.7	3	30
	2001-2002	32,196	1,662	1,702.9	19.4	2	30
	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	1999-2000	33,889	1,683	1,702.0	20.1	5	29
	1998-1999	33,151	1,598	1,592.1	20.7	5	35
Grade 3	2008-2009	33,444	1,595	1,610.8	21.0	3	32
	2007-2008	33,120	1,595	1,617.6	20.8	5	32
	2006-2007	32,950	1,581	1,600.5	20.8	1	35
	2005-2006	32,419	1,579	1,589.7	20.5	7	32
	2004-2005	32,133	1,573	1,586.0	20.4	6	30
	2003-2004	32,014	1,556	1,574.4	20.6	6	31
	2002-2003	32,599	1,597	1,616.5	20.4	7	32
	2001-2002	33,474	1,639	1,682.8	20.4	8	32
	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	1999-2000	34,629	1,662	1,687.0	20.8	6	32
	1998-1999	34,153	1,574	1,578.3	21.7	7	32

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

Notes: The enrollment for each grade does not match Basic Educational Data Survey enrollment figures due to the exclusion of multi-age and/or multi-level classrooms from the class size data.

*These classrooms have one aide in addition to the teacher.

Class Size vs. District Size

Table 81 presents average class size for kindergarten through grade three by enrollment categories. Across grade levels, average class size tended to increase as enrollment increased. The under 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 600 exceeded the goal of 17 students per classroom.

In general, average class size decreased for each enrollment category when compared to the base year. Only three enrollment groups showed a class size increase from the base year. Second grade for the <300 enrollment category and kindergarten for the <300 and the 7,500+ enrollment categories increased from 1998-1999.

Table 81

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, KINDERGARTEN TO THIRD GRADE 1998-1999 AND 2008-2009								
Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2008-2009	1998-1999	2008-2009	1998-1999	2008-2009	1998-1999	2008-2009
<300	13.9	15.0	14.3	14.1	15.0	15.5	16.9	14.9
300-599	17.6	16.9	17.4	16.5	17.9	17.4	19.3	18.5
600-999	18.2	17.7	19.0	18.1	19.6	18.8	20.3	19.8
1,000-2,499	19.8	19.0	20.3	19.5	21.3	20.0	21.9	20.9
2,500-7,499	21.5	20.6	21.6	20.9	22.0	21.2	23.0	21.9
7,500+	20.7	21.0	21.1	20.9	21.7	21.4	23.0	22.8
State	19.7	19.3	20.1	19.5	20.7	20.0	21.7	21.0

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

Note: Two districts reported combined classrooms only and one whole grade shared out grades K-4. They were: Lineville-Clio, Woden-Crystal Lake, and Luverne (whole grade shared out K-4).

Class Size Funding and Expenditures

Table 82 presents the Iowa class size reduction allocations since they started in fiscal year 2000. In 1999, the Iowa General Assembly enacted, and the Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000. Class size funding has not seen an increase since fiscal year 2002, remaining constant at \$29.3 million over the past five fiscal years.

Table 82

**STATE CLASS SIZE REDUCTION ALLOCATIONS FOR IOWA PUBLIC SCHOOLS
FY 2000 TO FY 2009**

Fiscal Year	State Allocation
FY 2000	\$10 million
FY 2001	\$20 million
FY 2002	\$30 million
FY 2003	\$30 million
FY 2004	\$29.3 million*
FY 2005	\$29.3 million
FY 2006	\$29.3 million
FY 2007	\$29.3 million
FY 2008	\$29.3 million
FY 2009	\$29.3 million

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

Note: *The FY 2004 appropriation was reduced as a result of an across-the-board cut after the initial appropriation and then received a partial restoration of funds.

Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2008 at 78.3 percent. Table 83 presents the fiscal year 2007 Iowa Early Intervention Block Grant Program expenditures. District expenditures increased slightly in fiscal year 2008 to \$21,404,839. Purchased Services, Supplies, and the Other categories were below 1.0 percent each.

Table 83

FY 2008 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM EXPENDITURES BY OBJECT

Object Category	Expenditures	Percent
Salaries	\$24,581,006	78.3%
Benefits	6,605,284	21.0
Purchased Services	22,289	0.1
Supplies	192,402	0.6
Other	3,858	<0.1
Total	31,404,839	100.0

Source: Iowa Department of Education, Certified Annual Report.

Note: Total expenditures reported exceeded the amount of revenues. The difference is dollars spent from the General Fund.

Technology

Expenditures for Computer Hardware and Software

Table 84 provides computer hardware and software expenditures from 1997-1998 to 2007-2008 (also see Figure 25). Expenditures for computer hardware and software are collected from school districts as a part of the *Certified Annual Financial Report*. During the 2007-2008 school year, districts reported spending \$44.2 million on hardware and software combined. This was an 18.6 percent increase from 2006-2007. Hardware expenditures amounted to nearly 77 percent of combined software and hardware expenditures. Computer software expenditures increased by just over 12 percent from 2006-2007 and totaled over \$10 million.

Table 84

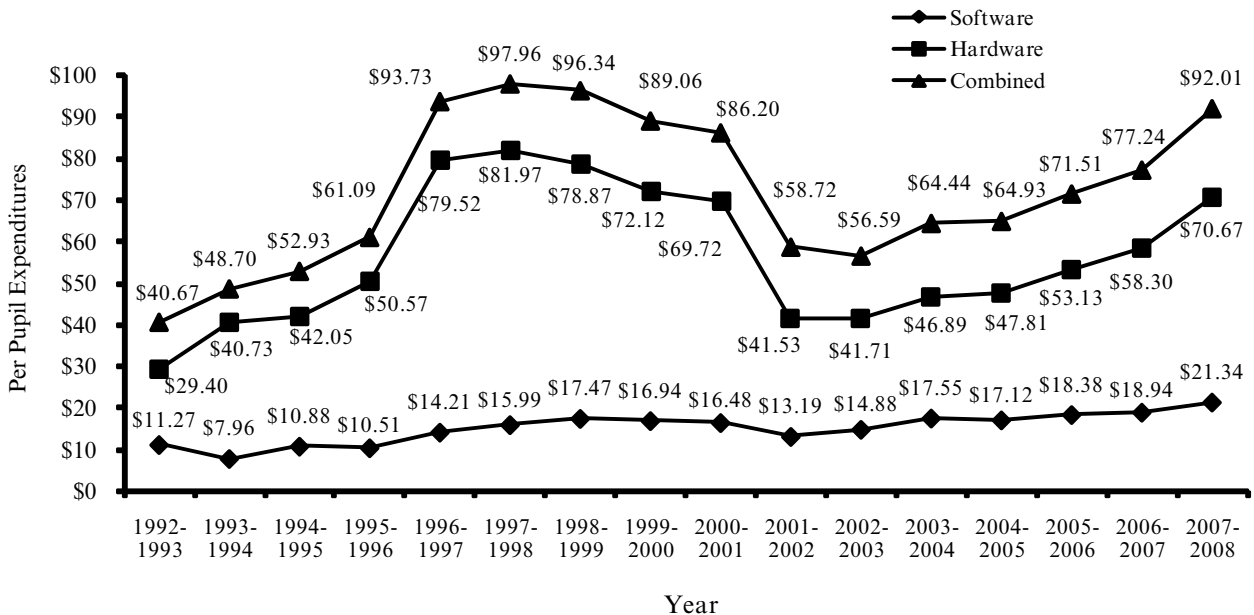
**TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES
FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS
1997-1998 TO 2007-2008**

Year	No. of Districts	Total Enrollment	Software		Hardware		Software & Hardware Combined	
			Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure
1997-1998	377	505,130	\$8,078,414	\$15.99	\$41,405,937	\$81.97	\$49,484,351	\$97.96
1998-1999	375	502,534	8,779,582	17.47	39,636,072	78.87	48,415,654	96.34
1999-2000	375	498,607	8,446,472	16.94	35,960,542	72.12	44,407,014	89.06
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2001-2002	371	489,523	6,458,101	13.19	22,287,835	45.53	28,745,936	58.72
2002-2003	371	487,021	7,248,492	14.88	20,312,635	41.71	27,561,127	56.59
2003-2004	370	485,011	8,510,160	17.55	22,743,401	46.89	31,253,561	64.44
2004-2005	367	483,335	8,273,466	17.12	23,108,106	47.81	31,381,572	64.93
2005-2006	365	483,105	8,879,915	18.38	25,668,474	53.13	34,548,389	71.51
2006-2007	365	482,584	9,141,680	18.94	28,132,948	58.30	37,274,628	77.24
2007-2008	364	480,609	10,254,093	21.34	33,966,279	70.67	44,220,372	92.01

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

Figure 25

**COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES
IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2007-2008**



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

Table 85

**IOWA PUBLIC SCHOOL TOTAL PER PUPIL EXPENDITURES
BY ENROLLMENT FOR COMPUTER SOFTWARE AND HARDWARE
1997-1998, 2005-2006, 2006-2007, AND 2007-2008**

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7499	7,500+	State Totals
1997-1998							
Enrollment	7,550.5	49,236.5	85,400.6	130,208.1	99,313.5	133,420.7	505,129.9
Software	\$185,929	\$744,225	\$1,255,558	\$1,943,227	\$1,727,402	\$2,222,073	\$8,078,414
Per Pupil	\$24.62	\$15.12	\$14.70	\$14.92	\$17.39	\$16.65	\$15.99
Hardware	\$543,920	\$3,812,802	\$5,913,454	\$10,326,055	\$8,643,197	\$12,166,509	\$41,405,937
Per Pupil	\$72.04	\$77.44	\$69.24	\$79.30	\$87.03	\$91.19	\$81.97
Total Software & Hardware	\$729,849	\$4,557,027	\$7,169,012	\$12,269,282	\$10,370,599	\$14,388,582	\$49,484,351
Per Pupil	\$96.66	\$92.55	\$83.95	\$94.23	\$104.42	\$107.84	\$97.96
2005-2006							
Enrollment	10,269.2	50,073.9	69,486.3	123,737.9	98,548.8	130,988.7	483,104.8
Software	\$223,102	\$992,125	\$956,819	\$2,067,114	\$2,009,080	\$2,631,675	\$8,879,915
Per Pupil	\$21.73	\$19.81	\$13.77	\$16.71	\$20.39	\$20.09	\$18.38
Hardware	\$543,933	\$2,105,055	\$3,535,545	\$5,867,519	\$6,138,637	\$7,477,785	\$25,668,474
Per Pupil	\$52.97	\$42.04	\$50.88	\$47.42	\$62.29	\$57.09	\$53.13
Total Software & Hardware	\$767,035	\$3,097,179	\$4,492,364	\$7,934,633	\$8,147,717	\$10,109,461	\$34,548,389
Per Pupil	\$74.69	\$61.85	\$64.65	\$64.12	\$82.68	\$77.18	\$71.51
2006-2007							
Enrollment	11,257.9	49,443.8	69,643.7	123,911.8	97,679.4	130,647.3	482,583.9
Software	\$218,548	\$1,011,307	\$1,037,564	\$2,455,796	\$1,873,765	\$2,544,700	\$9,141,680
Per Pupil	\$19.41	\$20.45	\$14.90	\$19.82	\$19.18	\$19.48	\$18.94
Hardware	\$635,297	\$2,284,533	\$4,125,072	\$5,999,558	\$5,520,968	\$9,567,521	\$28,132,948
Per Pupil	\$56.43	\$46.20	\$59.23	\$48.42	\$56.52	\$73.23	\$58.30
Total Software & Hardware	\$853,845	\$3,295,840	\$5,162,636	\$8,455,354	\$7,394,733	\$12,112,221	\$37,274,628
Per Pupil	\$75.84	\$66.66	\$74.13	\$68.24	\$75.70	\$92.71	\$77.24
2007-2008							
Enrollment	11,486	50,677	65,577	120,847	93,873	138,149	480,609
Software	\$235,133	\$988,247	\$1,096,315	\$2,739,416	\$2,133,111	\$3,061,871	\$10,254,093
Per Pupil	\$20.47	\$19.50	\$16.72	\$22.67	\$22.72	\$22.16	\$21.34
Hardware	\$691,248	\$3,331,172	\$3,966,372	\$8,816,241	\$7,398,519	\$9,762,727	\$33,966,279
Per Pupil	\$60.18	\$65.73	\$60.48	\$72.95	\$78.81	\$70.67	\$70.67
Total Software & Hardware	\$926,381	\$4,319,418	\$5,062,687	\$11,555,658	\$9,531,630	\$12,824,598	\$44,220,372
Per Pupil	\$80.65	\$85.23	\$77.20	\$95.62	\$101.54	\$92.83	\$92.01

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

Notes: Per Pupil Expenditures based on Certified Enrollment.

Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

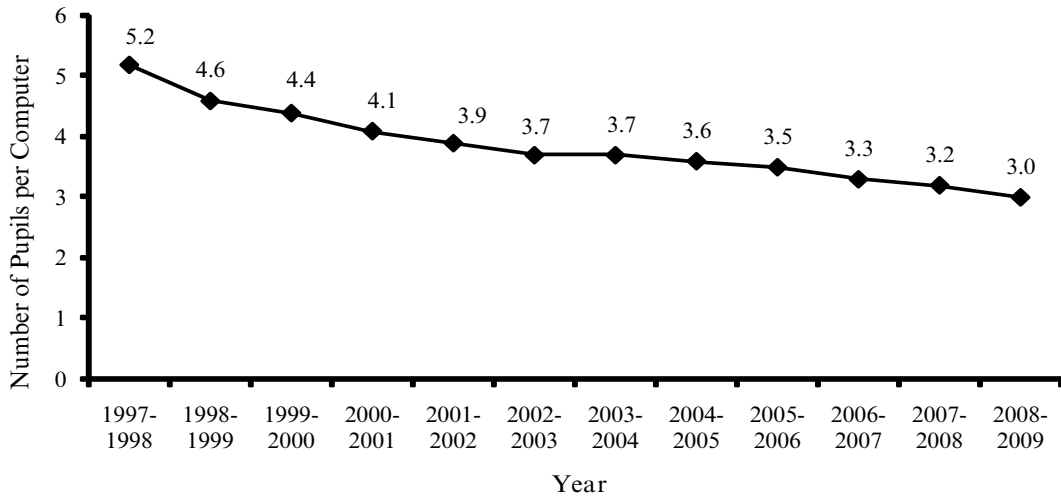
Availability of Computers

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

Figure 26 and Figure 27 provide the student to computer ratios. The statewide ratio of pupils to computers dropped from 5.2 in 1997-1998 to 3.0 in 2008-2009. The ratio dropped slightly from 2007-2008. The overall trend shows a steady decrease. The smallest ten districts show a smaller ratio of pupils per computer than the largest ten districts. The smallest ten showed 1.8 pupils per computer, while the largest ten districts show the largest ratio of 3.9 pupils per computer.

Figure 26

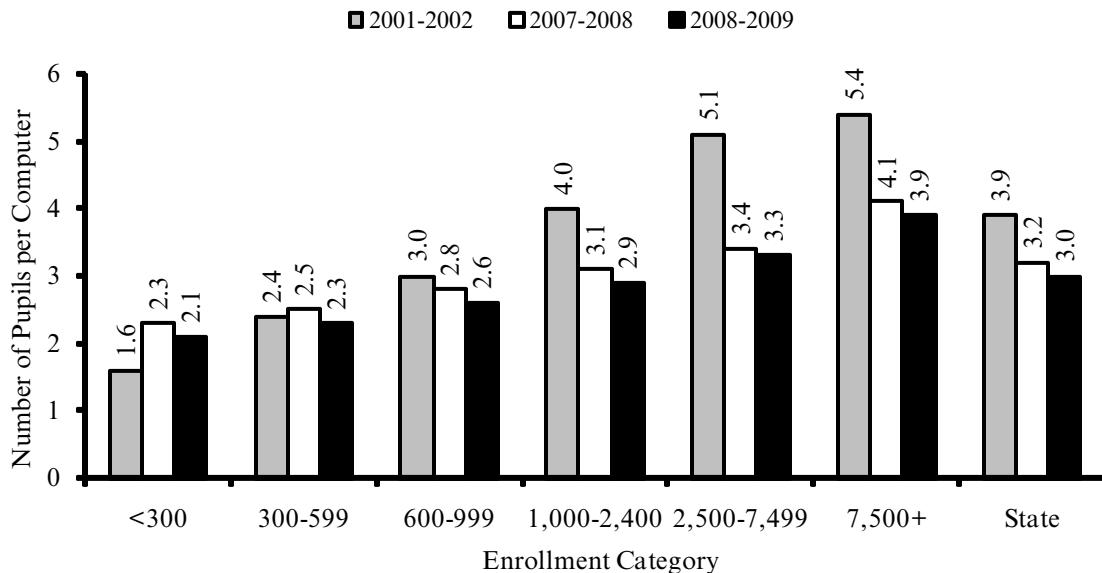
PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS 1997-1998 TO 2008-2009



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

Figure 27

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2001-2002, 2007-2008, AND 2008-2009



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

Table 86 provides the number of computers per pupil by school type within enrollment category. In general, students in higher grades have more access to a computer than students in lower grades.

Table 86

NUMBER OF COMPUTERS AND PUPILS-TO-COMPUTER RATIOS IN IOWA PUBLIC SCHOOLS BY SCHOOL TYPE WITHIN DISTRICT ENROLLMENT CATEGORY 2007-2008 AND 2008-2009

	Enrollment Category							State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+		
2007-2008								
Number of Computers in HS	1,940	10,370	10,526	14,994	8,505	10,077	56,412	
Pupils per Computer in HS	1.9	2.2	2.4	2.7	3.3	3.8	2.8	
Number of Computers in MS/Jr HS	688	2,171	5,233	10,388	6,369	8,167	33,016	
Pupils per Computer in MS/Jr HS	1.8	2.2	2.5	2.7	3.0	3.3	2.8	
Number of Computers in El. Sch.	2,379	7,432	7,922	13,141	12,241	13,603	56,718	
Pupils per Computer in El. Sch.	2.3	3.3	3.6	4.1	3.7	4.9	3.9	
Number of Computers in Other Sch.	8	223	208	527	431	1,681	3,078	
Pupils Per Computer in Other Sch.	6.0	1.5	1.3	2.6	4.2	2.7	2.7	
2008-2009								
Number of Computers in HS	2,202	11,109	10,893	15,280	8,867	10,653	59,004	
Pupils per Computer in HS	1.8	2.0	2.2	2.5	3.1	3.5	2.6	
Number of Computers in MS/Jr HS	737	2,541	5,749	11,042	6,638	8,579	35,286	
Pupils per Computer in MS/Jr HS	1.6	2.0	2.3	2.5	3.0	3.1	2.7	
Number of Computers in El. Sch.	2,582	7,955	8,093	13,590	12,761	14,930	59,911	
Pupils per Computer in El. Sch.	2.1	3.2	3.6	4.0	3.7	4.5	3.8	
Number of Computers in Other Sch.	--	272	75	507	433	1,479	2,766	
Pupils Per Computer in Other Sch.	--	1.6	2.6	2.8	3.7	2.4	2.6	

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

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

Wireless Network Availability

Table 87 shows wireless network availability for public schools in Iowa by enrollment category. The largest percentage increase was in the 600-999 enrollment category. Three of the enrollment categories remained unchanged from 2007-2008. The smallest districts show only a slight increase from prior year, while the largest districts remained at 100 percent. There was no difference between the largest ten and smallest ten districts.

Table 87

**WIRELESS NETWORK AVAILABILITY FOR PUBLIC DISTRICTS
BY ENROLLMENT CATEGORY 2007-2008 AND 2008-2009**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2007-2008							
Number of Districts with Wireless Network	50	100	84	75	20	10	339
Total Number of Districts	53	111	88	80	22	10	364
Percent of Districts with Wireless Network	94.3%	90.1%	95.5%	93.8%	90.9%	100.0%	93.1%
2008-2009							
Number of Districts with Wireless Network	51	100	86	74	20	10	341
Total Number of Districts	54	111	87	78	22	10	362
Percent of Districts with Wireless Network	94.4%	90.1%	98.9%	94.9%	90.9%	100.0%	94.2%

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

Table 88 provides the number of buildings with wireless network by school level within enrollment category. In general, buildings with higher grade levels had a larger percentage of wireless networks. The smaller districts had a larger number of buildings with wireless networks when compared to the largest districts. When comparing the smallest ten districts to the largest ten districts, the smallest ten had 100 percent wireless networks in the middle and elementary buildings compared to 47.6 percent for the middle schools and 44.5 percent for the elementary buildings of the largest ten districts.

Table 88

**WIRELESS NETWORK AVAILABILITY FOR PUBLIC DISTRICTS
BY SCHOOL LEVEL WITHIN ENROLLMENT CATEGORY 2008-2009**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
High Schools							
Number of HS with Wireless Network	29	91	83	73	20	17	313
Total Number of High Schools	33	102	88	78	23	27	351
Percent of HS with Wireless Network	87.9%	89.2%	94.3%	93.6%	87.0%	63.0%	89.2%
Middle/Jr High Schools							
Number of MS/JR HS w/Wireless Network	11	34	63	71	26	21	226
Total Number of Middle/Junior HS	12	42	68	78	30	41	271
Percent of MS/JR HS w/Wireless Network	91.7%	81.0%	92.6%	91.0%	86.7%	51.2%	83.4%
Elementary Schools							
Number of Elem Sch w/Wireless Network	51	97	103	153	87	75	566
Total Number of Elem Schools	54	124	118	177	122	172	767
Percent of Elem Sch w/Wireless Network	94.4%	78.2%	87.3%	86.4%	71.3%	43.6%	73.8%
Other Schools							
Number of Other Sch w/Wireless Network	0	7	6	28	8	6	55
Total Number of Other Schools	0	10	12	43	13	23	101
Percent of Other Sch w/Wireless Network	0.0%	70.0%	50.0%	65.1%	61.5%	26.1%	54.5%

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

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

Early Childhood Education

Early Childhood Education data are reported annually by school districts on the Basic Educational Data Survey (BEDS). The following describes the preschool, kindergarten, and school age child care efforts of Iowa public school districts during the 2008-2009 school year.

Child Development/Preschool Programs

Some districts housed preschool programs in their schools, which were managed by private groups. These programs were not reported by districts on the BEDS Early Childhood report. Districts offering preschool programs for three and four-year-olds increased 7.5 percent in 2008-2009 when compared to 2007-2008, and 21 percent from 2006-2007. Preschool enrollment increased by 3,899 students (24.3 percent) in 2008-2009 and 7,155 students (56 percent) from 2006-2007 (Table 89) in part due to the Iowa Statewide Voluntary Preschool Program for Four-Year-Old Children grant program.

Table 89

IOWA PUBLIC SCHOOL DISTRICTS OFFERING PRESCHOOL 1997-1998 TO 2008-2009

Year	Total Number of Districts	Number of Districts Offering Preschool Programs	Percent of Total Districts	Preschool Enrollment
1997-1998	377	163	43.2%	6,860
1998-1999	375	168	44.8	7,389
1999-2000	374	163	43.6	7,446
2000-2001	371	163	43.9	7,021
2001-2002	371	171	46.1	7,660
2002-2003	371	192	51.8	8,477
2003-2004	370	211	57.0	9,778
2004-2005	367	230	62.7	10,899
2005-2006	365	224	61.4	11,203
2006-2007	365	248	67.9	12,770
2007-2008	364	279	76.6	16,026
2008-2009	362	300	82.9	19,925

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

Note: These figures do not include special education programs.

Tables 90 and 91 show Iowa public school preschool enrollments by enrollment category. The largest increase in preschool enrollment from the previous year was in the 1,000-2,499 enrollment category, with a 47.6 percent increase. The smallest increase in preschool enrollment from the previous year was in the <300 enrollment category with only a 2.8 percent increase. Total preschool enrollment has increased by 190.3 percent from 1997-1998, with the largest percentage increase (262.7 percent) in the 1000-2,499 enrollment category.

Table 90

**IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS BY ENROLLMENT CATEGORY
1997-1998, 2001-2002, 2006-2007 TO 2008-2009**

Enrollment Category	1997-1998	2001-2002	2006-2007	2007-2008	2008-2009
<300	270	387	769	817	840
300-599	905	1,299	2,264	2,799	3,092
600-999	1,606	1,630	2,396	2,892	3,082
1,000-2,499	1,118	1,515	2,111	2,747	4,055
2,500-7,499	865	785	1,627	2,149	2,748
7,500+	2,100	2,044	3,603	4,622	6,108
State	6,864	7,660	12,770	16,026	19,925

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

Note: These figures do not include special education programs.

Table 91

**IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT
CATEGORY 1997-1998, 2001-2002, 2006-2007 TO 2008-2009**

Enrollment Category	1997-1998	2001-2002	2006-2007	2007-2008	2008-2009
<300	3.9%	5.1%	6.0%	5.1%	4.2%
300-599	13.2	17.0	17.7	17.5	15.5
600-999	23.4	12.3	18.8	18.0	15.5
1,000-2,499	16.3	19.8	16.5	17.1	20.4
2,500-7,499	12.6	10.2	12.7	13.4	13.8
7,500+	30.6	26.7	28.2	28.8	30.7
State	100.0	100.0	100.0	100.0	100.0

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

Notes: These figures do not include special education programs.
Figures may not total 100 percent due to rounding.

Four-Year-Old Children in Quality Preschool Programs

According to census data for 2007, Iowa had 39,627 four-year-old children. In 2007-2008, there were 5,126 children that received preschool programming through the Statewide Voluntary Preschool Program for Four-Year-Old Children. Four-year-olds also received programming in a number of other state and federally funded settings, including Head Start, Shared Visions Preschool Programs, Title I and Early Childhood Special Education. In 2007-2008, a total of 14,621 children or 37 percent of the four-year-old children participated in state and federally funded quality preschool programs. Some children may attend more than one type of funded program, so there may be some duplication in these data.

Table 92 shows the number of four-year-old children served in Head Start, Shared Visions, Title I, Early Childhood Special Education and Statewide Voluntary Preschool Program and the percentage of four-year-old children in a quality environment funded through state or federal funds in 2007-2008.

Table 92

**PROJECTED NUMBER AND PERCENTAGE OF FOUR-YEAR-OLDS
ATTENDING STATE OR FEDERALLY FUNDED
QUALITY PRESCHOOL PROGRAMS 2007-2008**

Program Name	Number Served
Head Start	4,168
Shared Visions Preschool Programs	1,733
Title I	1,820
Early Childhood Special Education	1,774
Statewide Voluntary Preschool Program for Four-Year-Olds	5,126
Total Number	14,621

Source: Iowa Department of Education, Early Childhood Services.

Note: Estimates are based on Certified Enrollment Count growth of 500 four-year-old children in addition to the continuation of grant funds (\$11,000,000) for additional district awards in 2010-2011.

Statewide Voluntary Preschool Program for Four-Year-Old Children

The Statewide Voluntary Preschool Program for Four-Year-Old Children was established in 2007 Iowa House Acts, House File (HF) 877. The preschool program provides an opportunity for all young children in Iowa to enter school ready to learn by expanding voluntary access to quality preschool curriculum for all children who are four-years-old.

Table 93 shows the number of districts that applied for grant funding and the number of districts that received the grant in 2007-2008, 2008-2009, and 2009-2010.

Table 93

GRANT APPLICATION DATA 2007-2008 TO 2009-2010			
District Information	Academic Year		
	2007-2008	2008-2009	2009-2010
Districts submitted applications	182	161	125
Districts awarded funding	64	49	49

Source: Iowa Department of Education, Early Childhood Services, Statewide Voluntary Preschool Application data.

Note: Due to district consortiums, a total of 171 districts actually participate in the Preschool Program.

Districts collaborate with a variety of community partners including private preschools, accredited nonpublic schools, faith-based preschools and Head Start to provide the Statewide Voluntary Preschool Program.

Table 94 shows the number of children enrolled in the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2007-2008 and 2008-2009.

Table 94

STATEWIDE VOLUNTARY PRESCHOOL ENROLLMENT COUNT 2007-2008 AND 2008-2009		
	2007-2008	2008-2009
Number of Four-Year-Old Children Enrolled	5,126	9,676

Source: Iowa Department of Education, Early Childhood Services, Certified Enrollment Count data.

Kindergarten Programs

In 2008-2009 over 97 percent, or 352, of the 362 Iowa public school districts reported offering a variety of options including: all-day, every-day programs, either semester or trimester varieties as their primary kindergarten option.

Table 95 shows the type of kindergarten programs offered, by enrollment category, for the 2008-2009 school year. In general, the number of districts offering all-day, everyday kindergarten programs has decreased slightly. The large districts with 2,500 plus students offered only all-day, everyday kindergarten programs.

Table 95

IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE 2008-2009

Enrollment Category	Number of Districts	All-Day, Every Day 2 Semesters		All Others	
		Number of Districts Offering All-Day Every Day Kindergarten	Percent in Category	Number of Districts Offering Other Kindergarten Programs	Percent in Category
<300	54	52	96.3%	2	3.7%
300-599	111	109	98.2	2	1.8
600-999	87	83	95.4	4	4.6
1,000-2,499	78	76	97.4	2	2.6
2,500-7,499	22	22	100.0	0	0.0
7,500+	10	10	100.0	0	0.0
State	362	352	97.2	10	2.8

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

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

School Age Child Care Programs

Tables 96 and 97 show information on Iowa Public School districts that offer school age child care programs. For 2008-2009, fewer districts offered school age child care programs compared to 2007-2008. After school programs were offered by 141 districts and 117 districts offered before school programs. Holiday programs were offered by 56 districts and summer programs were offered by 87 districts (Table 96).

Table 96

IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE 1997-1998 TO 2008-2009

Year	Total Number of Districts	Before School		After School		Holiday		Summer	
		Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
1997-1998	377	89	23.6%	106	28.1%	43	11.4%	61	16.2%
1998-1999	375	98	26.1	114	30.4	44	11.7	65	17.3
1999-2000	374	92	24.6	113	30.2	38	10.2	67	17.9
2000-2001	371	90	24.3	117	31.5	41	11.1	67	18.1
2001-2002	371	90	24.3	114	30.7	35	9.4	62	16.7
2002-2003	371	90	24.3	113	30.5	40	10.8	70	18.9
2003-2004	370	102	27.6	130	35.1	47	12.7	81	21.9
2004-2005	367	104	28.3	135	36.8	47	12.8	85	23.2
2005-2006	365	113	31.0	144	39.5	56	15.3	88	24.1
2006-2007	365	107	29.3	131	35.9	57	15.6	90	24.7
2007-2008	364	119	32.7	143	39.3	63	17.3	97	26.6
2008-2009	362	117	32.3	141	39.0	56	15.5	87	24.0

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

In 2008-2009, districts with less than 2,500 students offered more after school programs than before school programs (Table 97).

Table 97

IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE BY DISTRICT ENROLLMENT CATEGORY 2008-2009									
Enrollment Category	Total Number of Districts	Before School		After School		Holiday		Summer	
		Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
<300	54	12	22.2%	17	31.5%	6	11.1%	11	20.4%
300-599	111	26	23.4	32	28.8	9	8.1	13	11.7
600-999	87	26	29.9	31	35.6	9	10.3	15	17.2
1,000-2,499	78	27	34.6	35	44.9	17	21.8	26	33.3
2,500-7,499	22	17	77.3	17	77.3	10	45.5	14	63.6
7,500+	10	9	90.0	9	90.0	5	50.0	8	80.0
State	362	117	32.3	141	39.0	56	15.5	87	24.0

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

STUDENT PERFORMANCE

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

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

State Indicators of Student Success

The seven required state indicators for student success are: 1) The percentage of all fourth, eighth, and 11th grade students achieving a proficient or higher reading status on the ITBS or ITED; 2) The percentage of all fourth, eighth, and 11th grade students achieving a proficient or higher mathematics status on the ITBS or ITED; 3) The percentage of all eighth and 11th grade students achieving a proficient or higher science status on the ITBS or ITED; 4) The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate; 5) The percentage of high school seniors who intend to pursue postsecondary education/training; 6) The percentage of high school students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and 7) The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (*Iowa Administrative Code* – 12.8(3)).

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

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

1. The approximate enrollment per grade per year upon which the percentages for 2008-2009 are based: grade four - 37,700; grade eight - 37,000 and grade 11 - 37,900.

2. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the 2000 norming of ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99. The percentile ranks 1-40 are regarded as Less-Than-Proficient.
3. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not the same from grade to grade. For example, “Low” in reading comprehension does not have the same meaning at grade four and grade 11.
4. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are different from subject to subject. For example, “Low” in grade four reading comprehension does not have the same meaning as “Low” in grade four mathematics.
5. Separate tables show achievement level performance for students by gender, race/ethnicity, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group.

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

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa students in the selected grades in each subgroup on ITBS and ITED reading, mathematics, and science. Since group size varies from one subgroup to another, it is important to show the students tested by subgroup. The approximate average number tested by grade (in grades four, eight, and 11) and by subgroup for ITBS and ITED reading comprehension and mathematics for the biennium periods 2001-2003 through 2007-2009 are shown in Tables 98 and 99. Table 100 shows the approximate average number of grade eight and 11 students tested by subgroup for ITBS and ITED science for the same four biennium periods. The enrollment tested in Tables 98 to 100 include both public and nonpublic school participants. The students in the biennium analysis are those who enrolled for a full academic year (FAY), as well as those who were enrolled only part of the academic year in Iowa schools, plus some home schooling students who took the ITBS or ITED reading, mathematics or science.

The two smallest subgroups in Tables 98 to 100 are American Indian and migrant students. White is the largest subgroup tested in Iowa.

Table 98

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS
AND ITED READING COMPREHENSION TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

GRADE 4	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	19,970	19,510	19,140	18,920	18,970	19,220	19,320
Female	19,360	19,970	18,316	18,040	18,060	18,420	18,580
African American	1,700	1,690	1,730	1,790	1,960	2,160	2,240
American Indian	230	210	208	210	230	220	220
Asian	500	600	650	710	770	810	830
Hispanic	1,510	1,740	2,002	2,170	2,340	2,500	2,620
White	33,570	32,470	32,191	31,840	31,580	31,800	31,910
ELL ¹	920	1,120	1,204	1,330	1,590	1,700	1,790
Migrant ²	260	310	328	280	250	210	160
SES Eligible ³	11,350	11,550	11,756	11,610	11,950	12,800	13,400
IEP ⁴	4,460	4,420	4,195	4,170	4,480	4,660	4,630
GRADE 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	20,620	20,860	20,779	20,430	20,250	20,110	19,600
Female	19,740	19,950	19,958	19,780	19,430	18,990	18,640
African American	1,300	1,490	1,622	1,800	1,920	1,960	1,990
American Indian	230	250	242	230	220	220	220
Asian	560	580	636	690	725	740	760
Hispanic	1,160	1,390	1,644	1,840	1,980	2,130	2,260
White	34,860	35,420	35,850	35,370	34,690	33,930	32,920
ELL ¹	480	670	742	830	940	950	1,080
Migrant ²	140	180	208	220	200	160	140
SES Eligible ³	9,680	10,730	11,299	11,370	11,550	11,720	11,790
IEP ⁴	5,630	5,670	5,600	5,420	5,460	5,320	4,990
GRADE 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	18,490	18,670	18,770	19,180	19,580	19,550	19,240
Female	18,240	17,980	18,079	18,540	18,810	18,920	18,870
African American	770	900	1,064	1,250	1,370	1,460	1,590
American Indian	120	140	198	220	200	190	200
Asian	550	590	652	670	660	670	730
Hispanic	770	970	1,155	1,280	1,410	1,600	1,760
White	33,150	33,030	33,233	33,970	34,550	34,440	33,760
ELL ¹	370	510	532	590	660	650	710
Migrant ²	110	160	173	160	150	140	120
SES Eligible ³	5,620	6,370	7,054	7,770	8,430	8,890	9,310
IEP ⁴	3,340	3,810	4,110	4,330	4,590	4,620	4,490

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

¹English 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.

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

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

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

Table 99

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED
ON ITBS AND ITED MATHEMATICS TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

GRADE 4	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	19,940	19,500	19,120	18,910	18,970	19,200	19,330
Female	19,330	19,970	18,298	18,040	18,050	18,390	18,570
African American	1,700	1,690	1,747	1,800	1,940	2,150	2,230
American Indian	220	210	218	220	220	220	220
Asian	580	600	654	710	770	820	830
Hispanic	1,500	1,730	2,003	2,170	2,350	2,510	2,630
White	33,530	33,430	32,116	31,790	31,560	31,740	31,880
ELL ¹	930	1,120	1,215	1,350	1,610	1,720	1,810
Migrant ²	260	310	328	280	250	210	160
SES Eligible ³	11,320	11,520	11,753	11,600	11,930	12,770	13,390
IEP ⁴	4,480	4,420	4,191	4,170	4,480	4,650	4,630
GRADE 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	20,420	20,780	20,757	20,410	20,210	20,070	19,560
Female	19,740	19,950	19,958	19,780	19,430	18,990	18,610
African American	1,280	1,480	1,622	1,790	1,910	1,950	1,980
American Indian	230	250	240	230	220	220	220
Asian	560	580	636	690	730	740	760
Hispanic	1,160	1,390	1,642	1,850	1,990	2,130	2,270
White	34,540	35,300	35,812	35,330	34,620	33,870	33,870
ELL ¹	490	670	744	840	950	960	1,090
Migrant ²	150	185	205	220	210	170	150
SES Eligible ³	9,610	10,730	11,276	11,350	11,520	11,680	11,750
IEP ⁴	5,580	5,630	5,576	5,400	5,430	5,290	4,960
GRADE 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	18,450	18,650	18,768	19,180	19,570	19,550	19,250
Female	18,190	17,970	18,078	18,540	18,810	18,910	18,860
African American	780	900	1,056	1,250	1,370	1,450	1,590
American Indian	120	140	199	220	200	190	200
Asian	550	590	652	670	660	680	730
Hispanic	760	960	1,160	1,280	1,400	1,600	1,760
White	33,090	33,000	33,222	33,960	34,540	34,430	33,750
ELL ¹	370	510	532	600	670	660	720
Migrant ²	120	160	172	160	150	150	120
SES Eligible ³	5,620	6,370	7,050	7,760	8,420	8,890	9,310
IEP ⁴	3,350	3,820	4,114	4,340	4,580	4,620	4,490

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

¹English 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.

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

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

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

Table 100

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED
ON ITBS AND ITED SCIENCE TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

GRADE 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	20,020	20,680	20,682	20,330	20,150	20,010	19,500
Female	19,310	19,770	19,862	19,680	19,330	18,880	18,540
African American	1,240	1,440	1,614	1,780	1,900	1,950	1,980
American Indian	230	250	240	230	220	220	220
Asian	560	580	638	690	720	740	760
Hispanic	1,140	1,380	1,643	1,840	1,980	2,120	2,260
White	34,240	35,160	35,718	35,230	34,520	33,760	32,750
ELL ¹	480	670	742	830	940	950	1,080
Migrant ²	150	180	208	220	200	160	140
SES Eligible ³	9,480	10,640	11,264	11,330	11,520	11,680	11,760
IEP ⁴	5,540	5,610	5,554	5,380	5,420	5,300	4,980
GRADE 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008	2007-2009
Male	18,320	18,520	18,664	19,040	19,410	19,420	19,140
Female	18,110	17,880	17,991	18,410	18,330	18,800	18,770
African American	760	880	1,040	1,220	1,330	1,420	1,570
American Indian	120	140	194	210	200	190	200
Asian	550	590	650	670	650	670	720
Hispanic	760	960	1,141	1,250	1,370	1,570	1,750
White	32,900	32,840	33,104	33,800	34,330	34,250	33,600
ELL ¹	360	500	520	580	650	640	700
Migrant ²	110	160	172	160	150	140	120
SES Eligible ³	5,570	6,300	6,980	7,660	8,300	8,870	9,230
IEP ⁴	3,280	3,740	4,064	4,280	4,510	4,550	4,450

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

¹English 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.

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

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

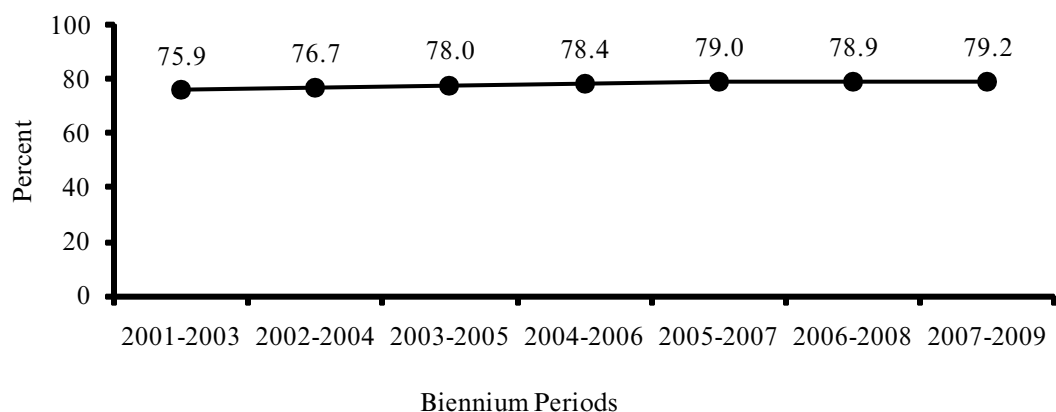
⁴IEP indicates special education status, students with IEPs are classified as special education students.

Reading

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

Figure 28

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 2001-2003 TO 2007-2009

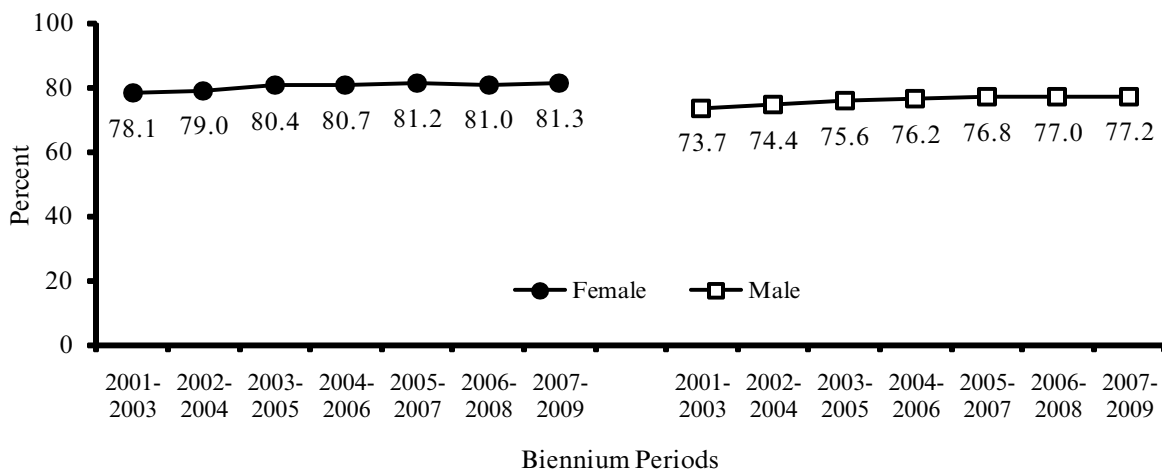


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 29

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2007-2009

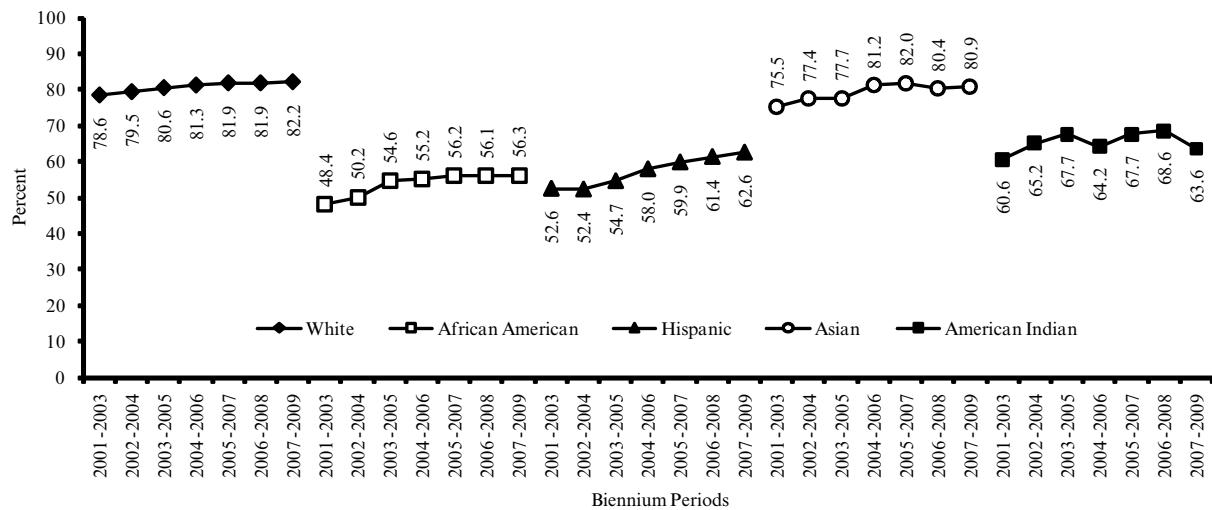


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 30

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

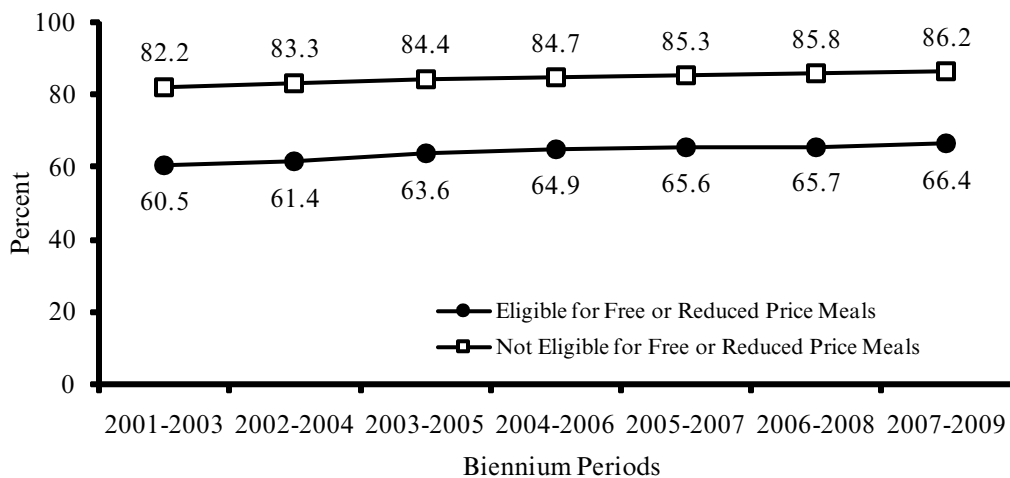


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 31

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



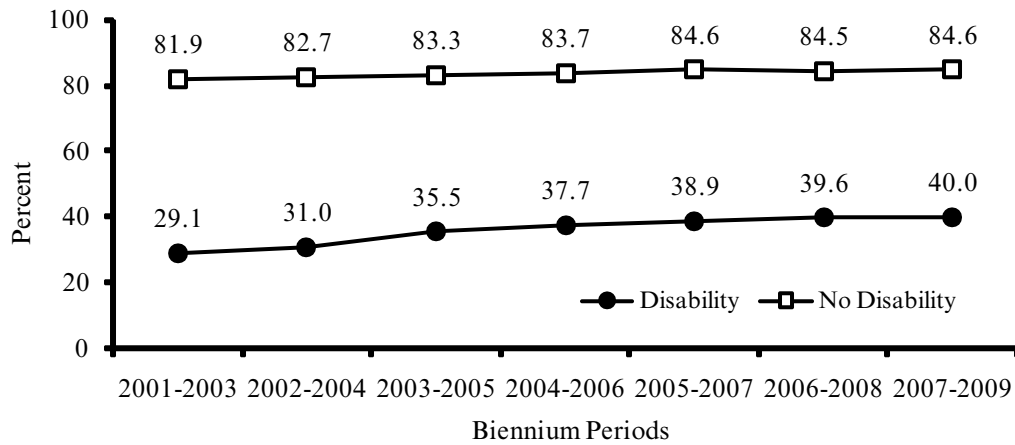
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 32

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

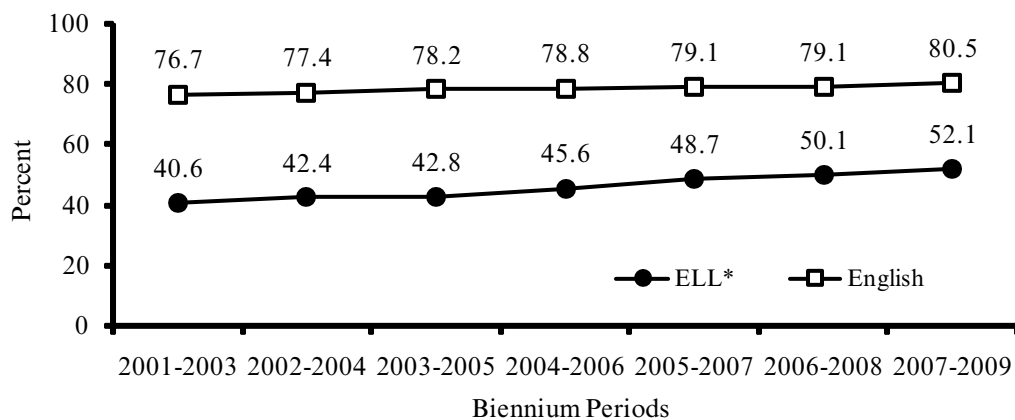


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 33

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON
ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



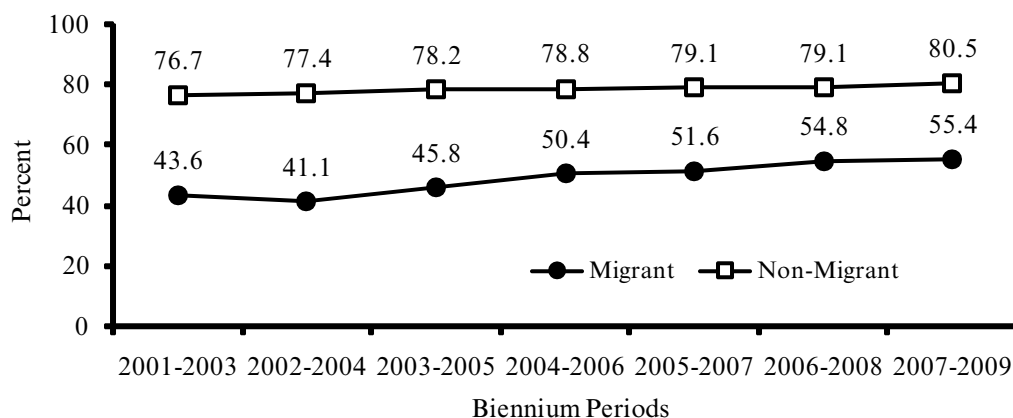
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 34

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

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

Usually understands factual information and new words in context.

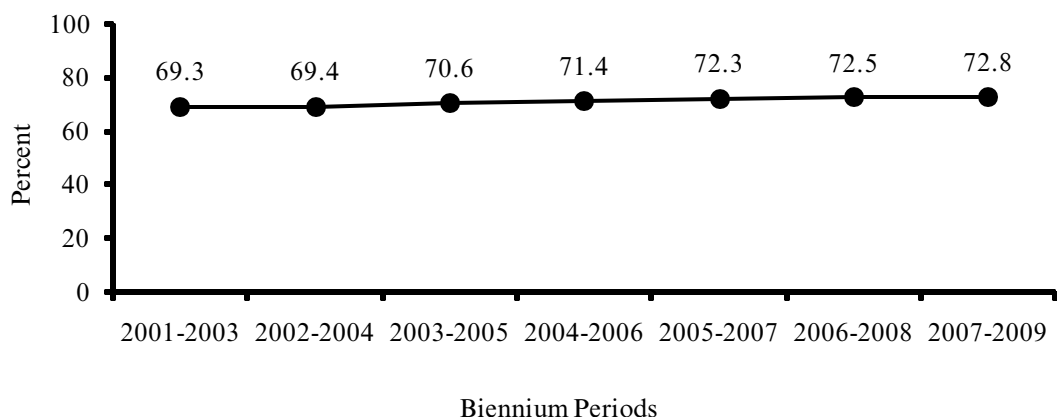
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 35

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

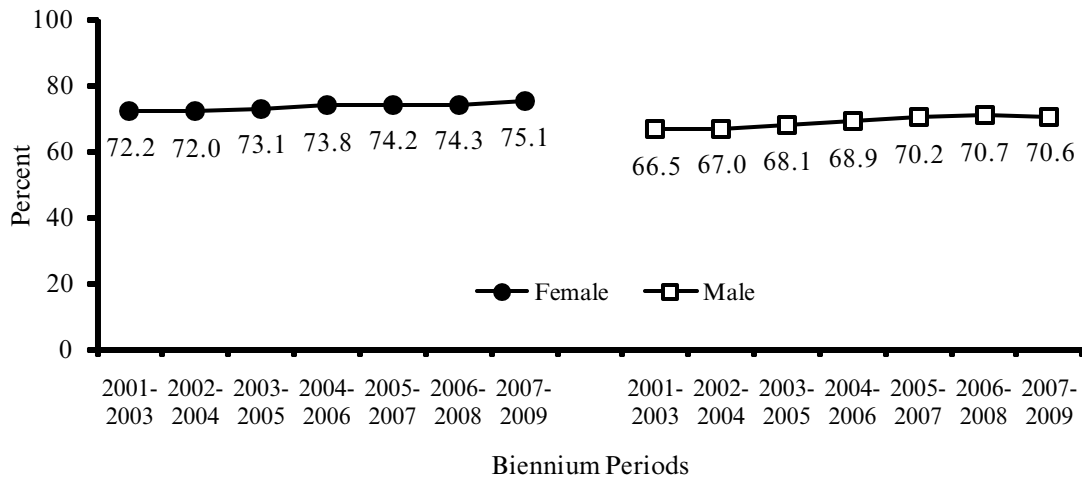
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 36

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2007-2009

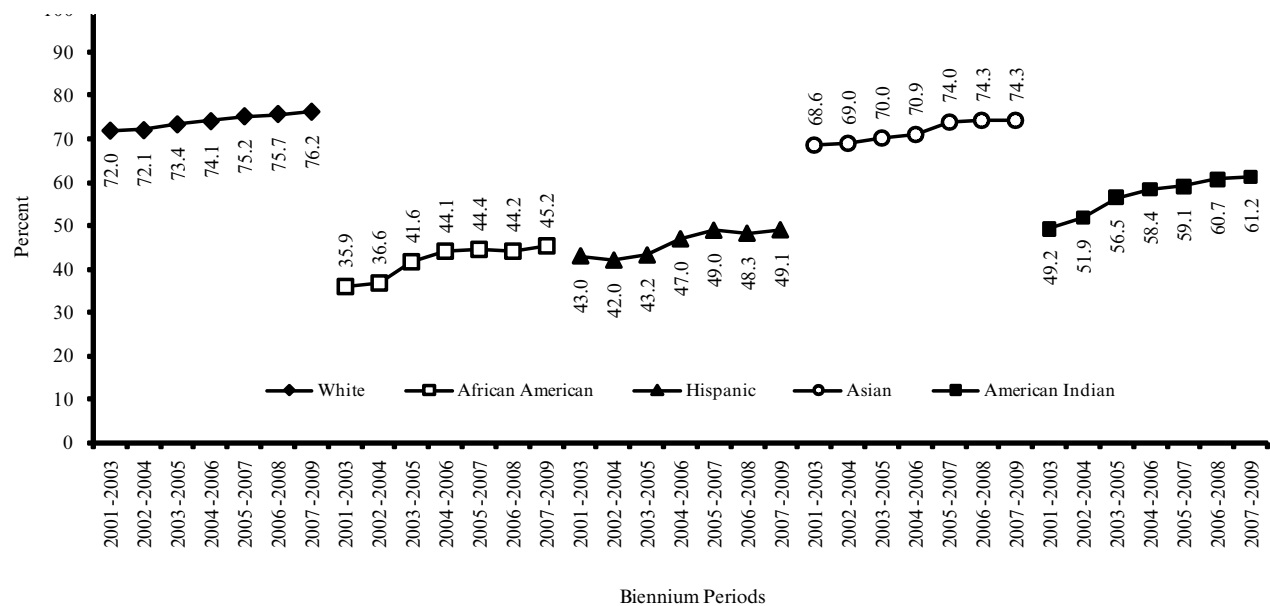


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 37

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2007-2009

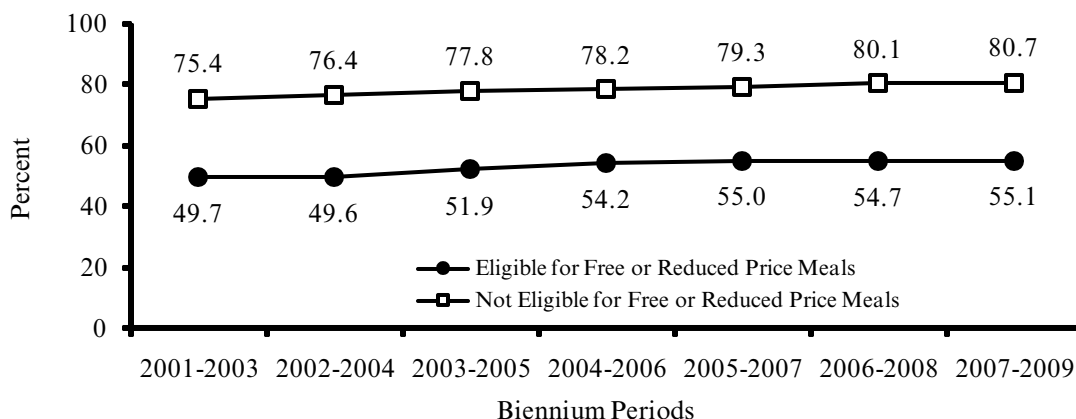


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 38

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

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

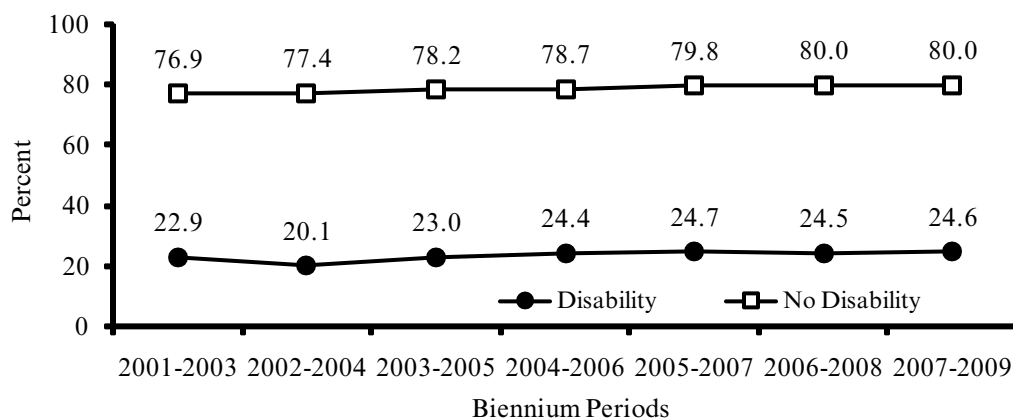
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 39

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The 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:

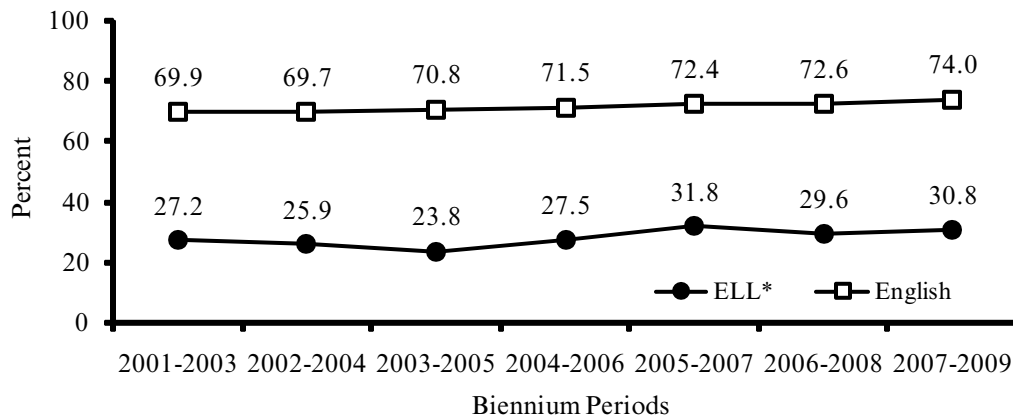
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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.

Figure 40

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

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

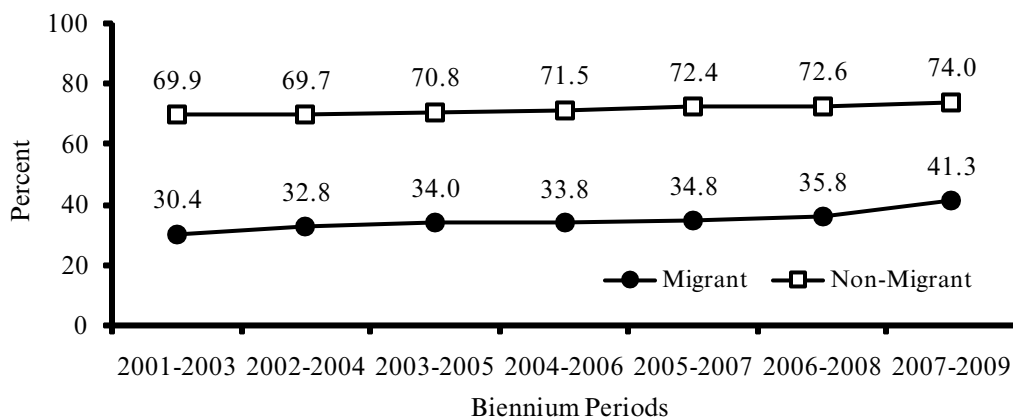
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 41

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

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

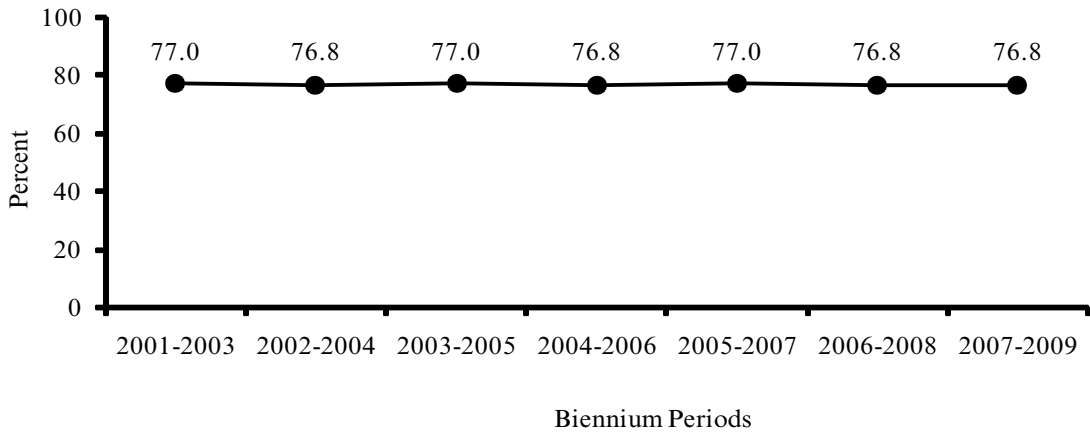
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 42

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BIENNIUM PERIODS 2001-2003 TO 2007-2009**



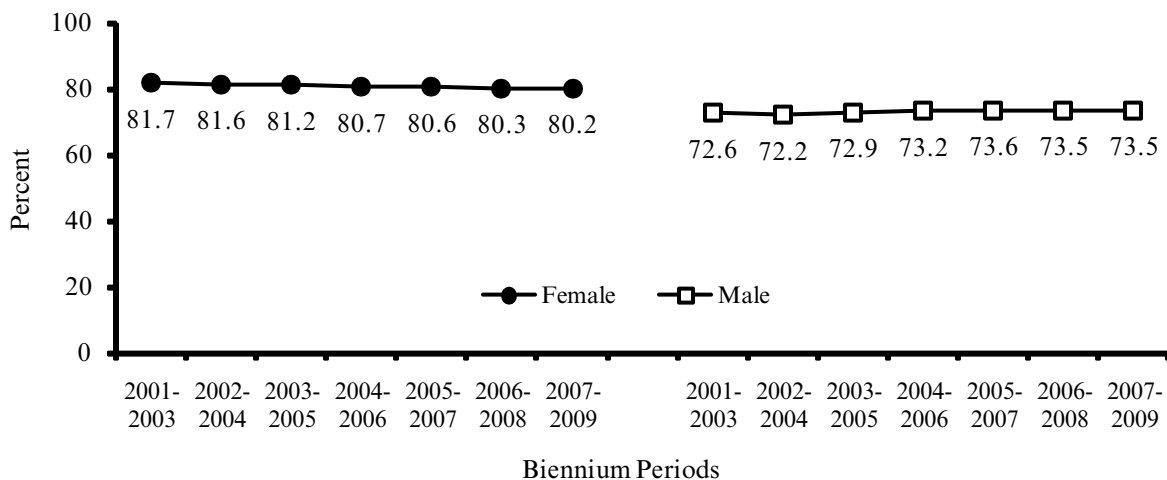
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 43

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



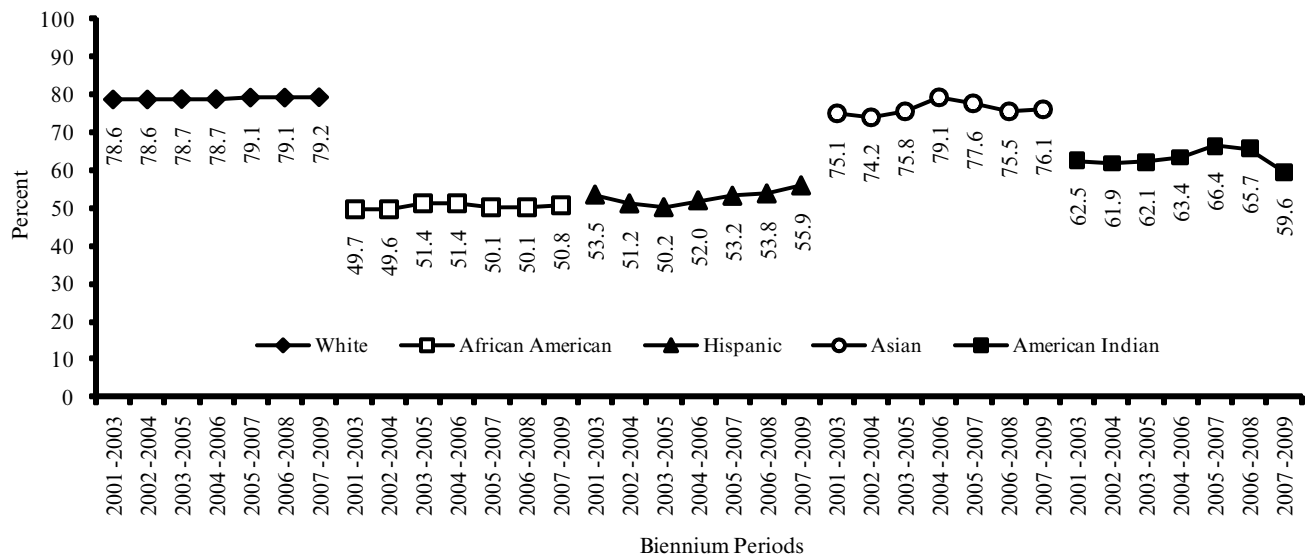
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 44

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



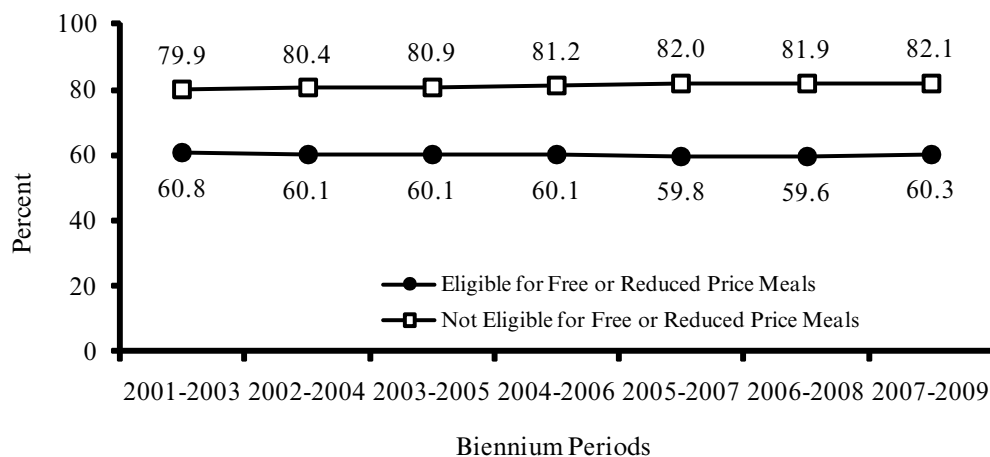
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 45

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

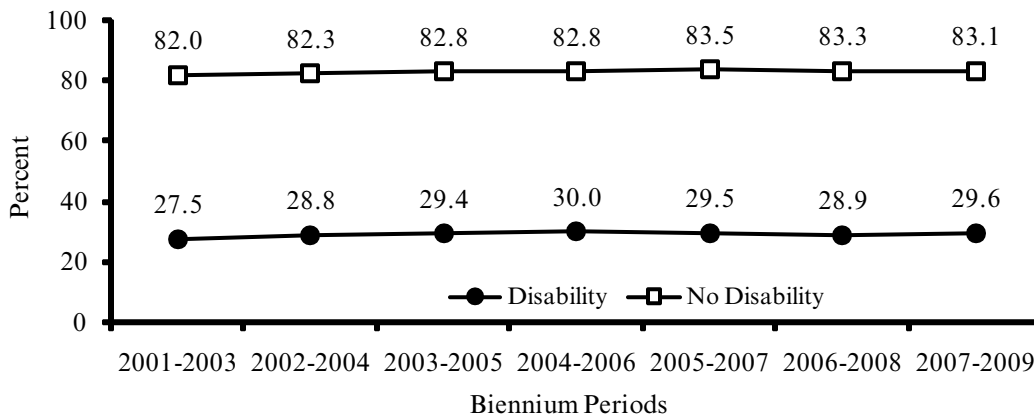
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 46

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

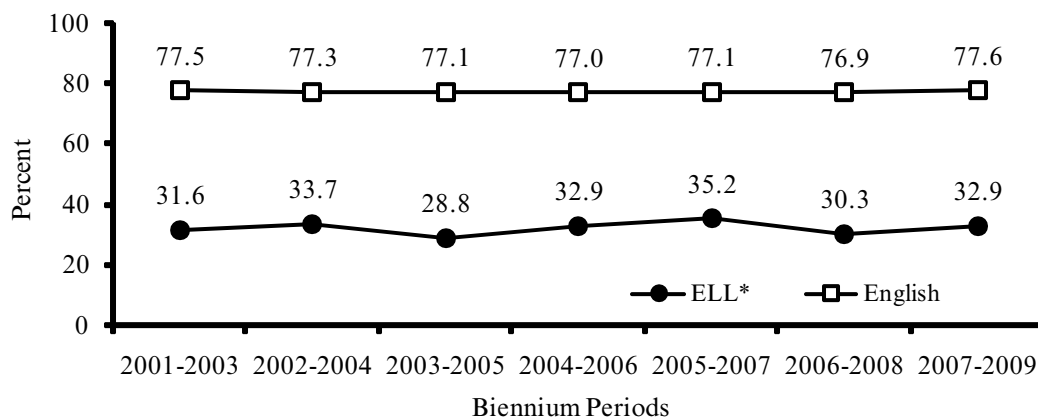
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 47

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

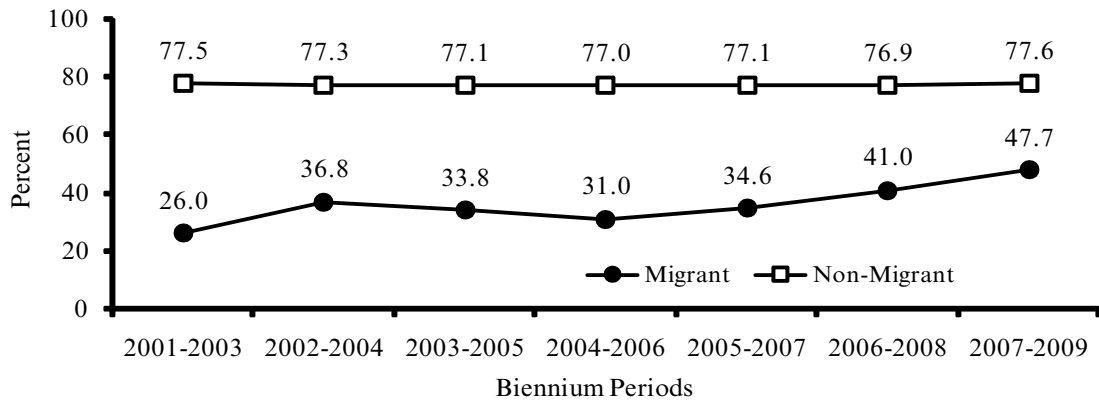
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 48

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The 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.

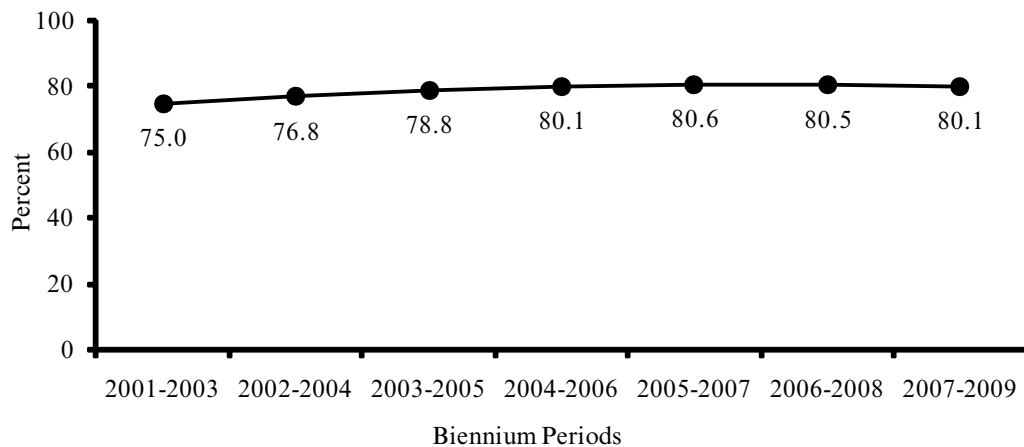
*Migrant Status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

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

Figure 49

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BIENNIUM PERIODS 2001-2003 TO 2007-2009**



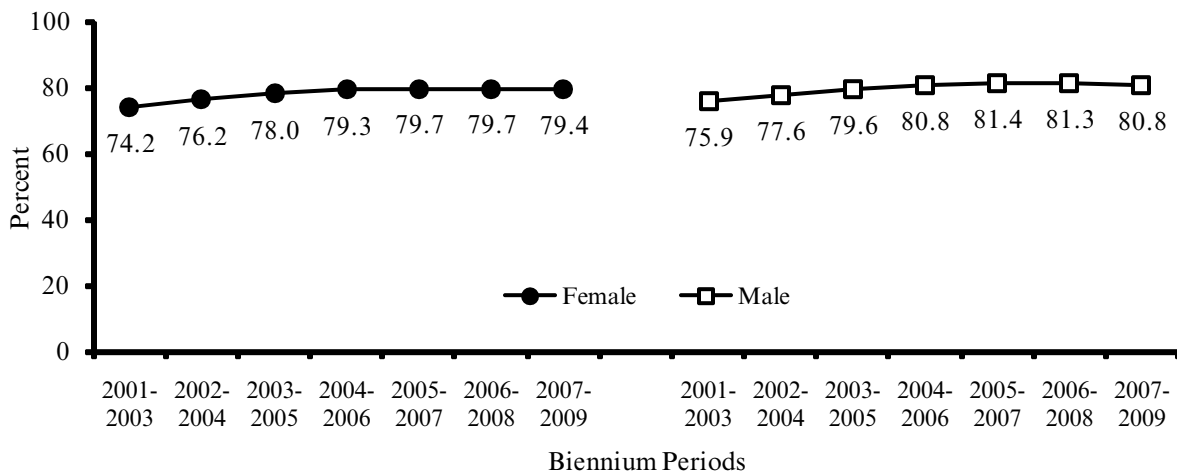
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 50

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2007-2009



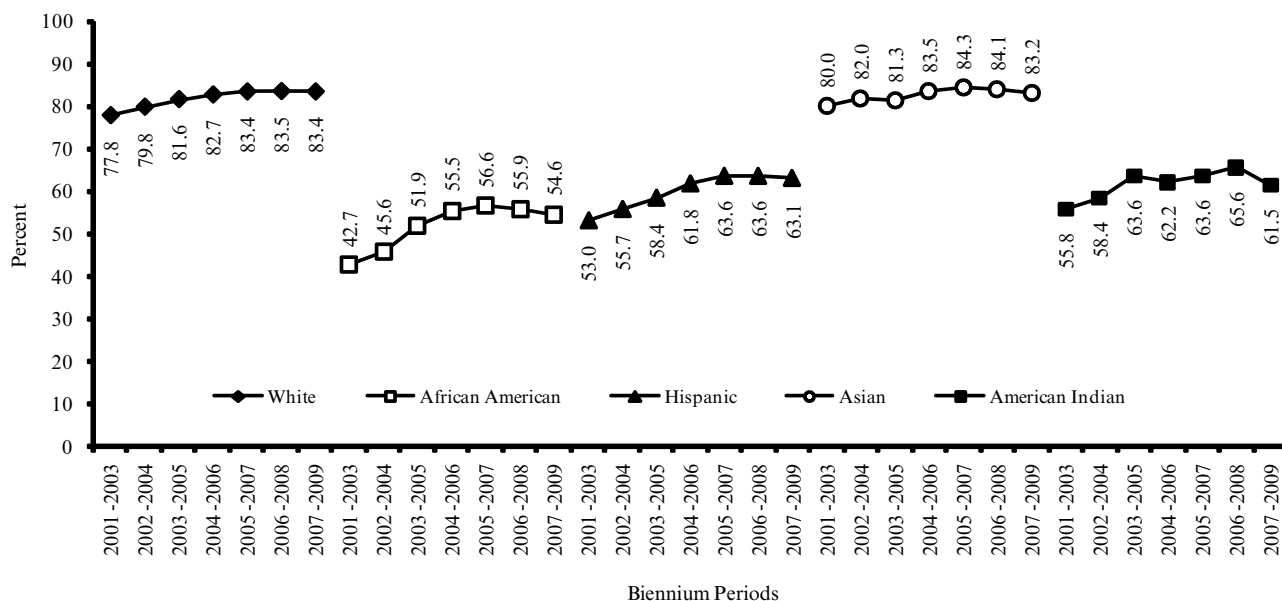
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 51

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2007-2009



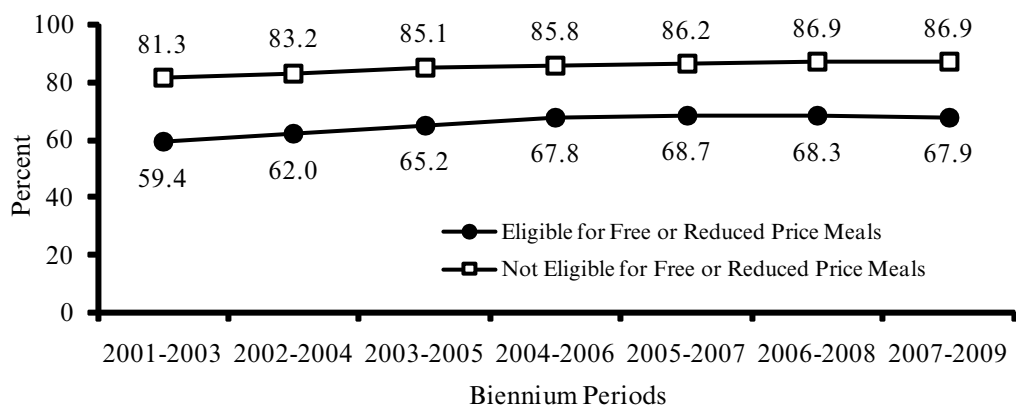
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 52

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

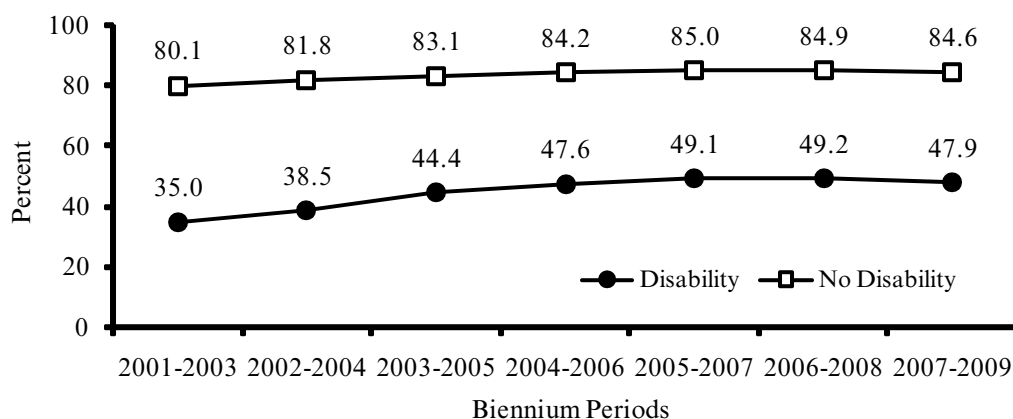
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 53

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

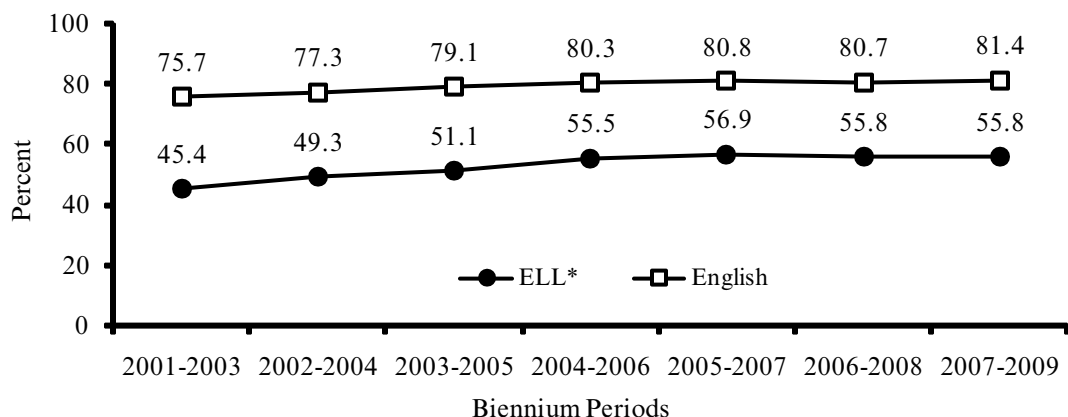
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 54

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

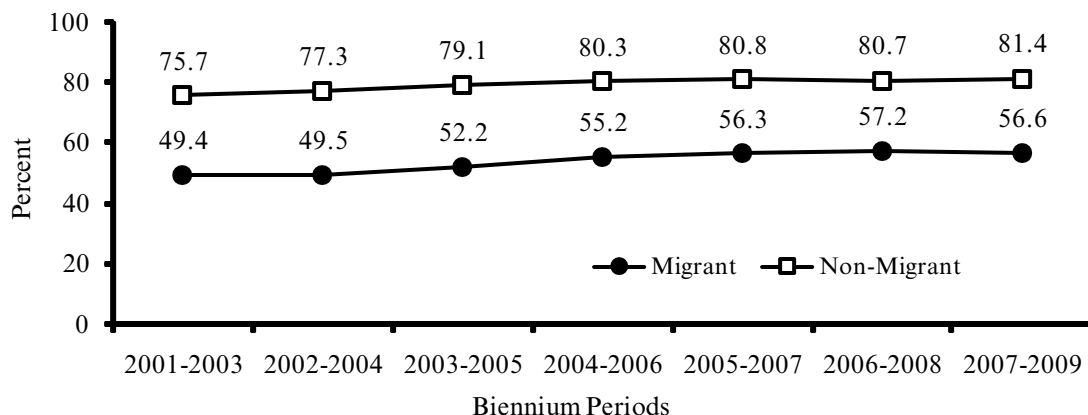
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 55

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

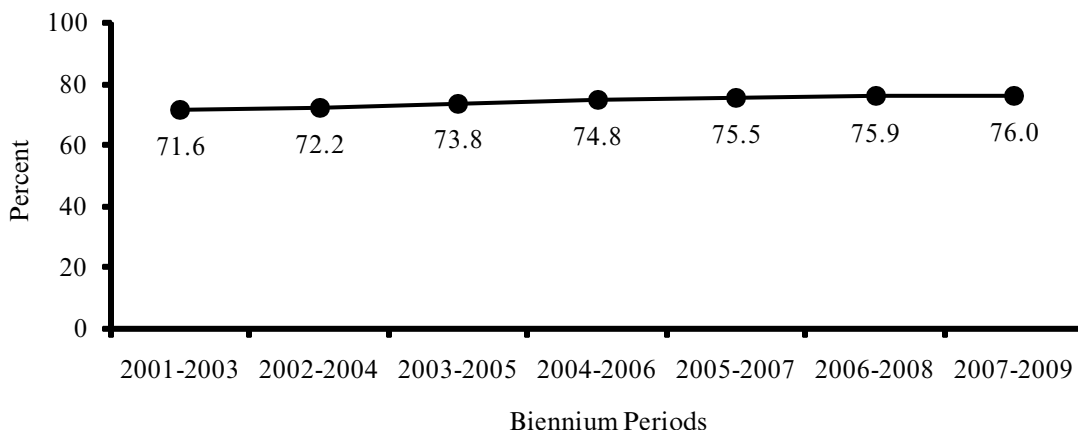
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 56

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

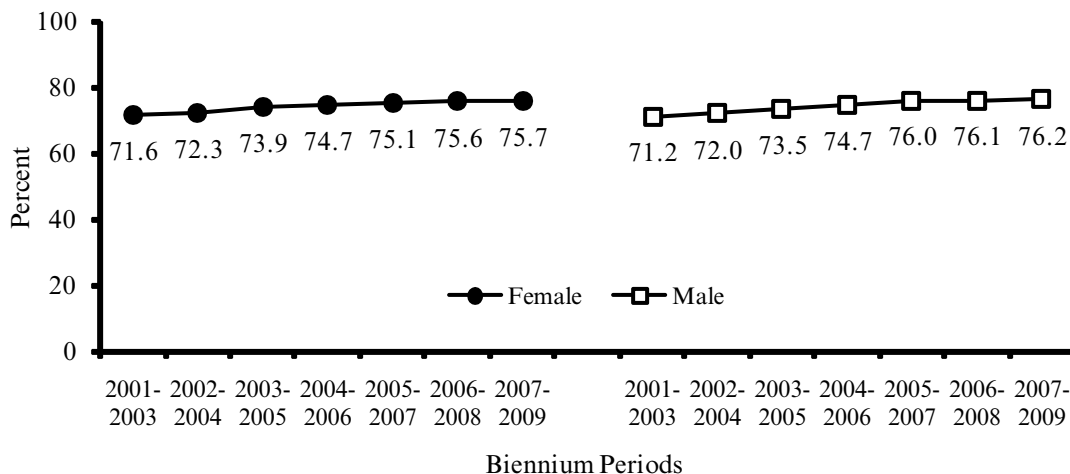
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

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

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

Figure 57

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2007-2009



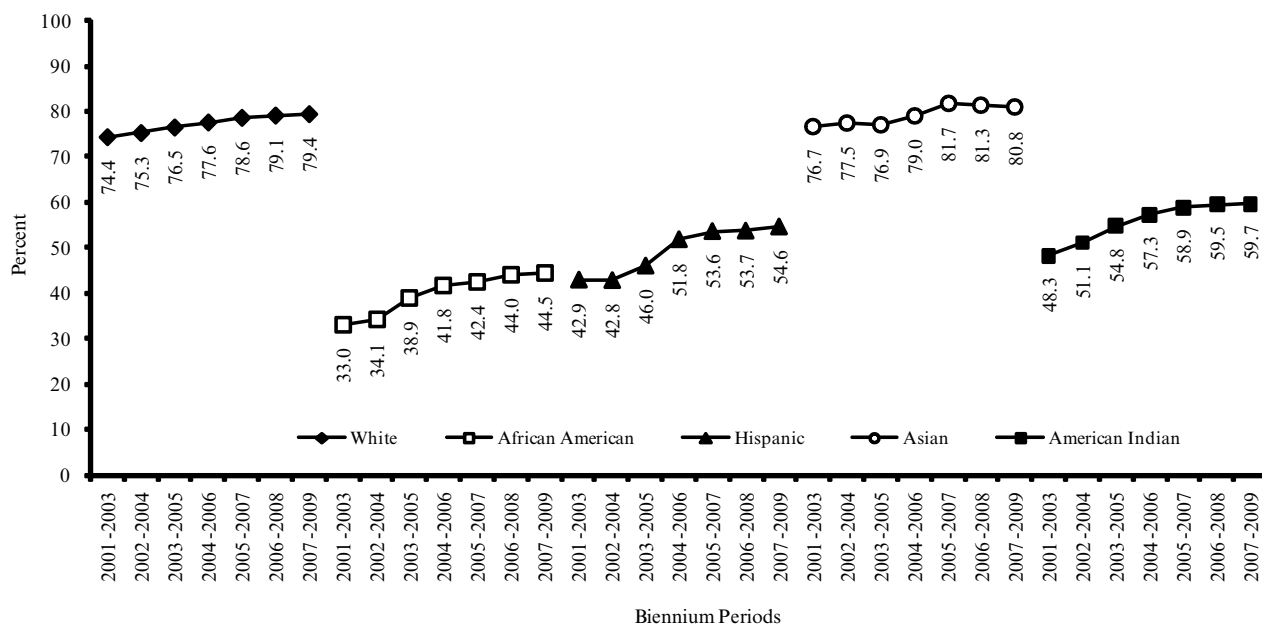
Source: Iowa Testing Programs, The University of Iowa.

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 58

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

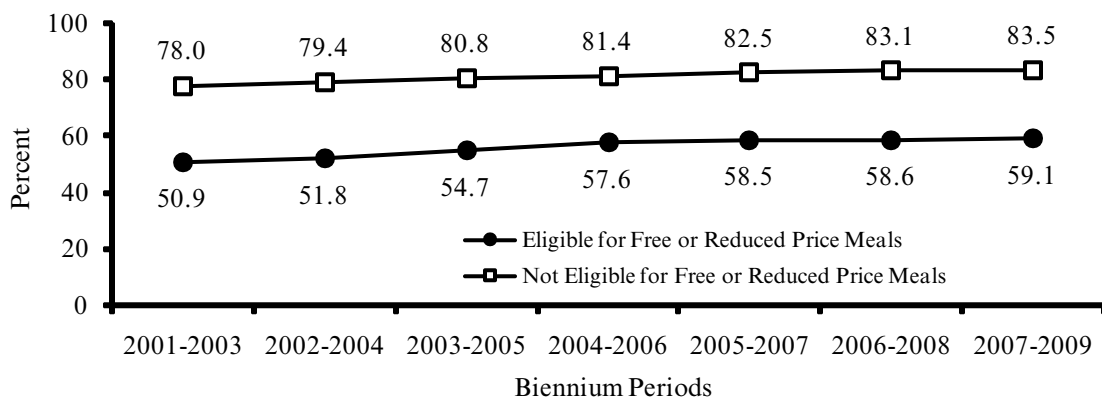


Source: Iowa Testing Programs, The University of Iowa.

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 59

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

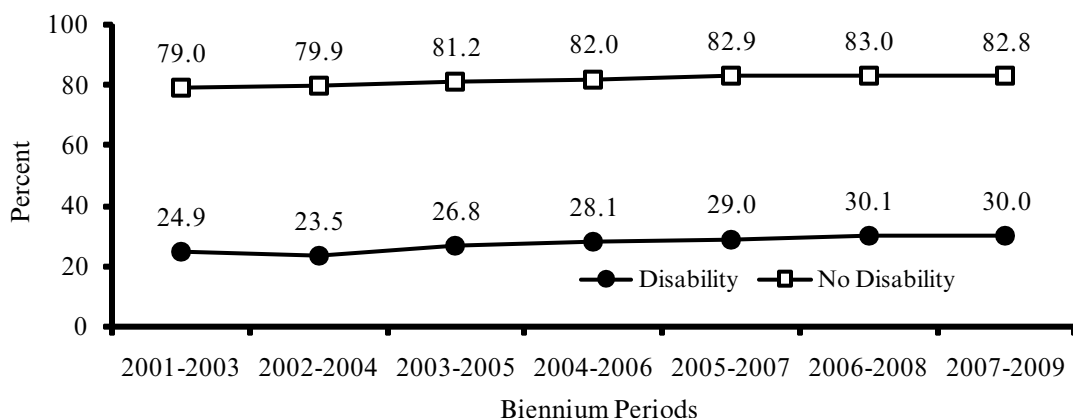


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 60

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

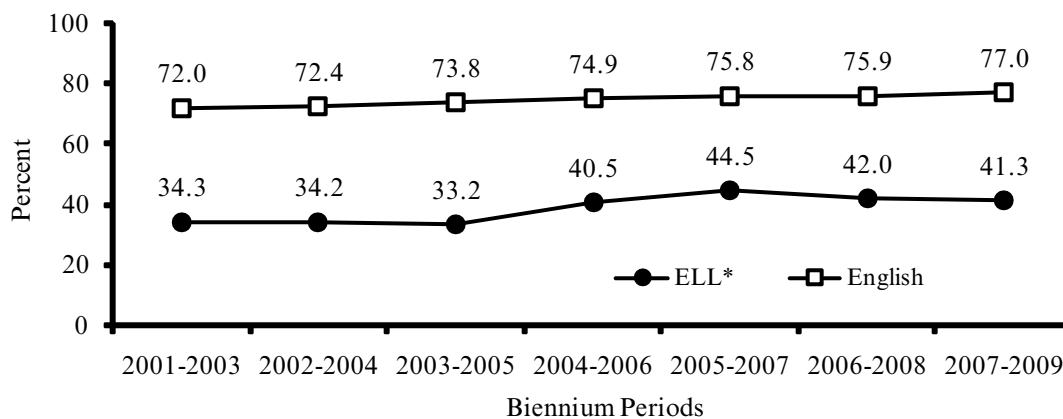
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 61

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

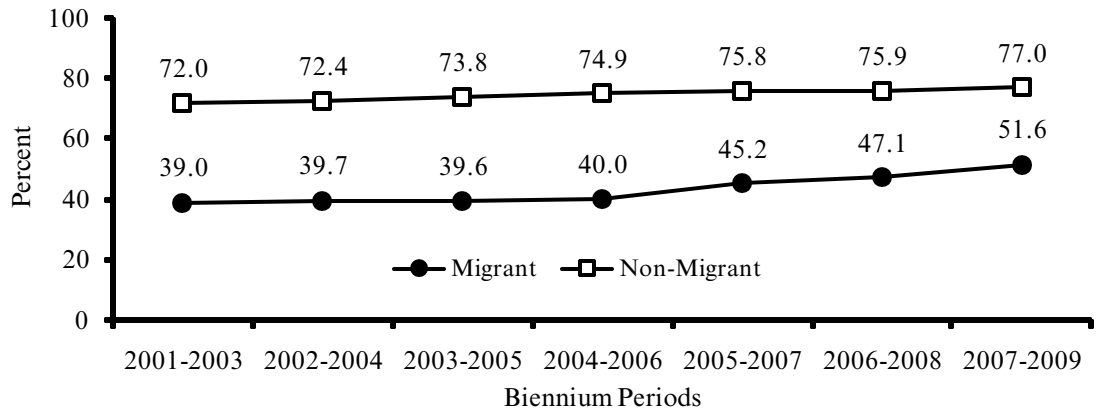
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 62

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

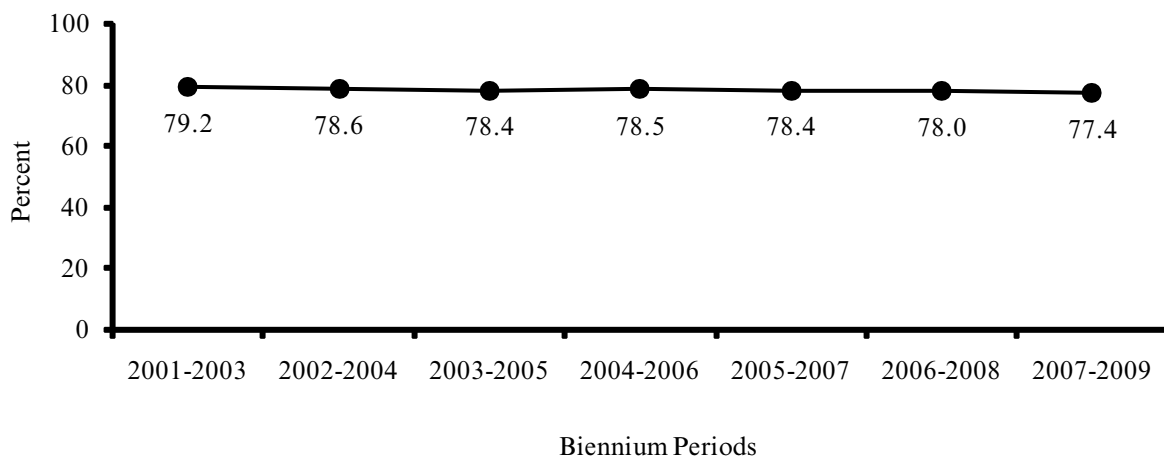
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 63

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
MATHEMATICS TEST BIENNIUM PERIODS 2001-2003 TO 2007-2009**



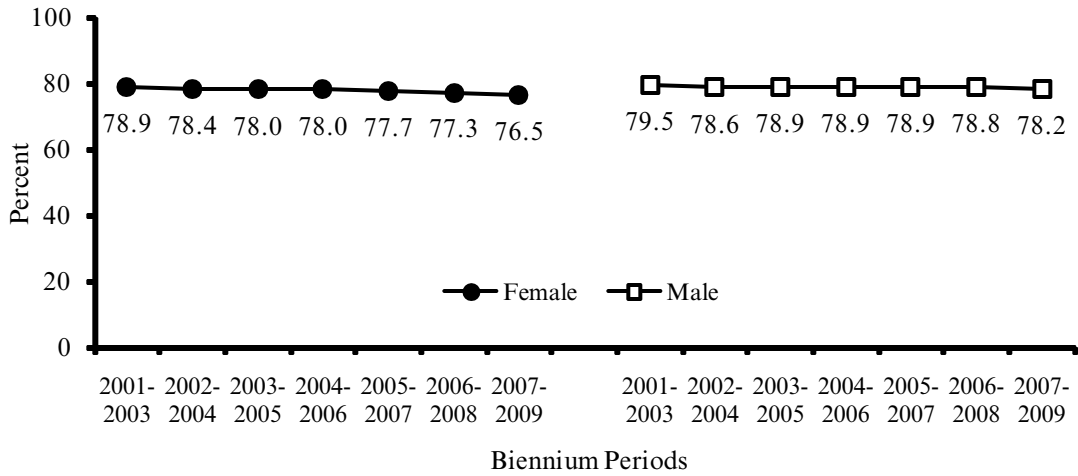
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 64

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2007-2009



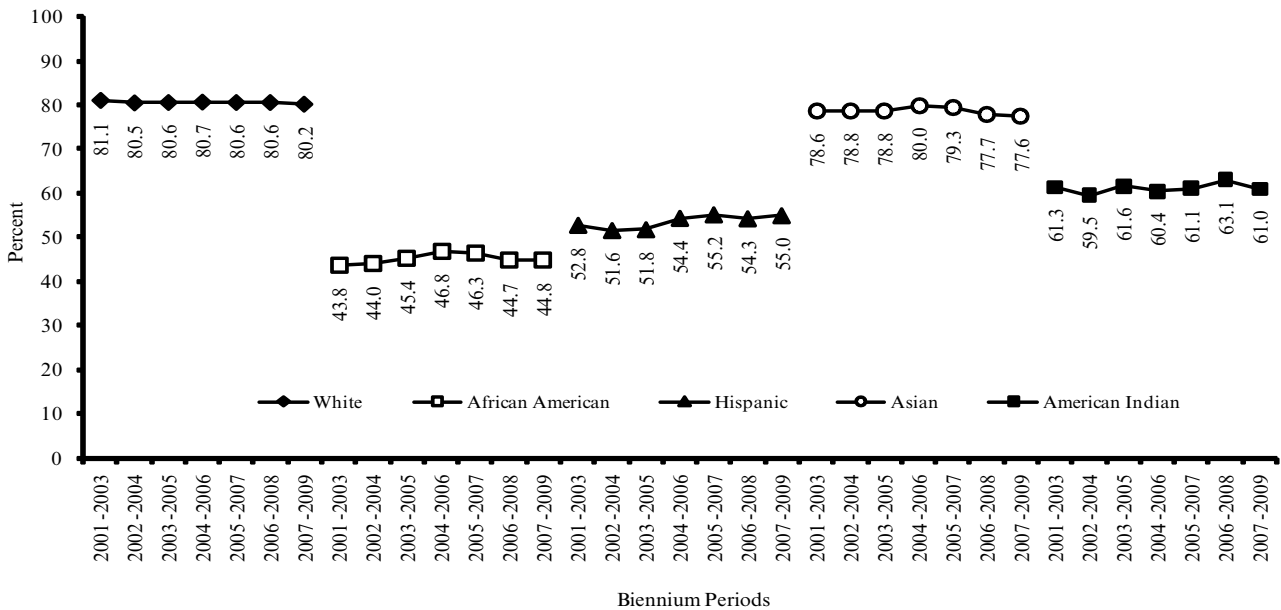
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 65

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2007-2009



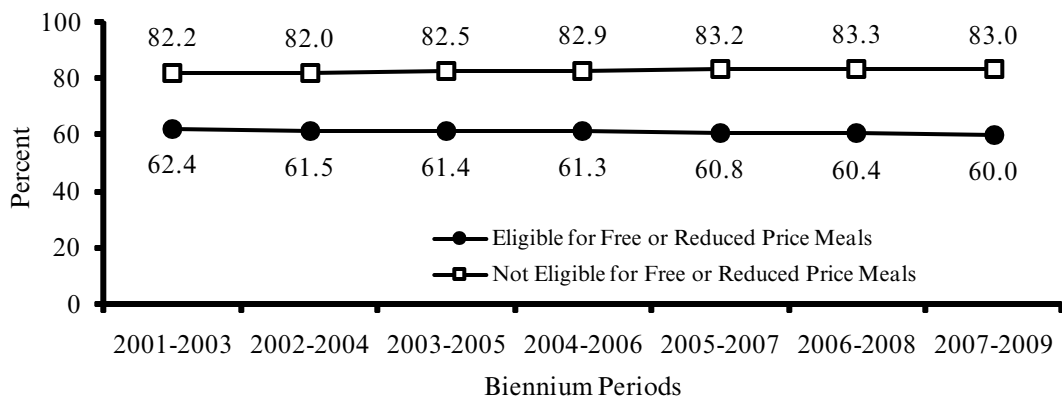
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 66

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

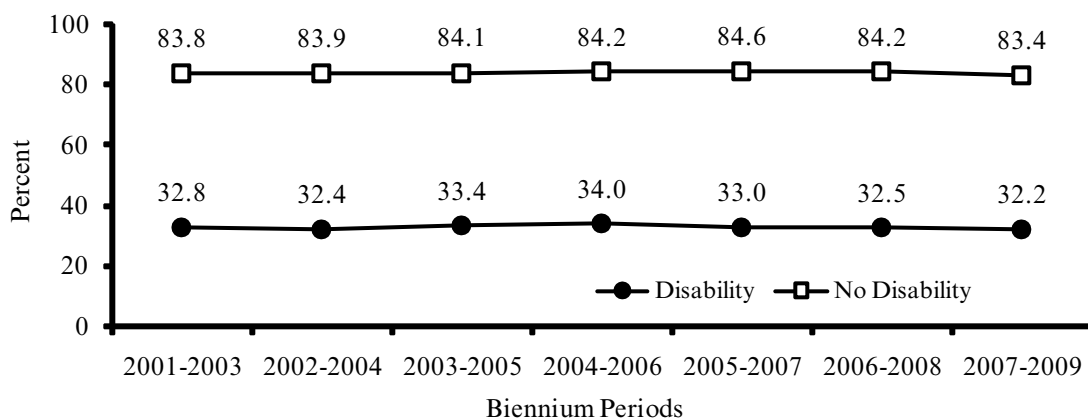
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 67

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

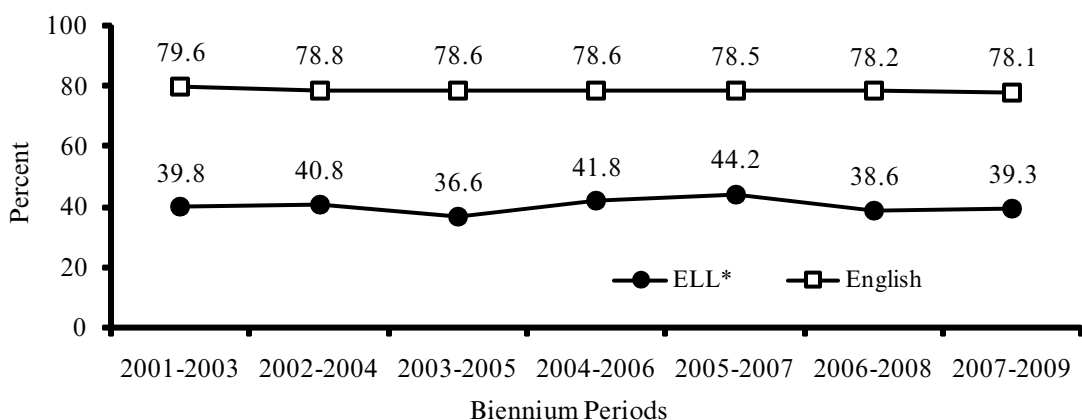
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 68

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

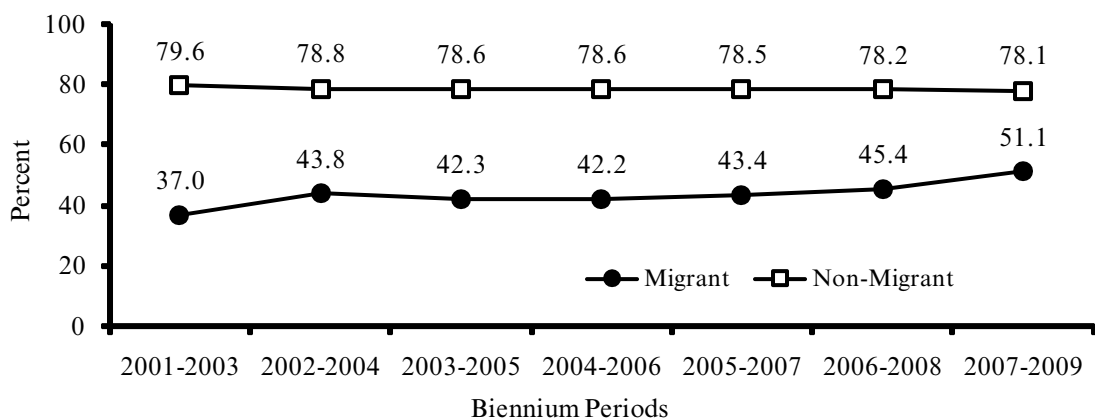
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 69

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

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

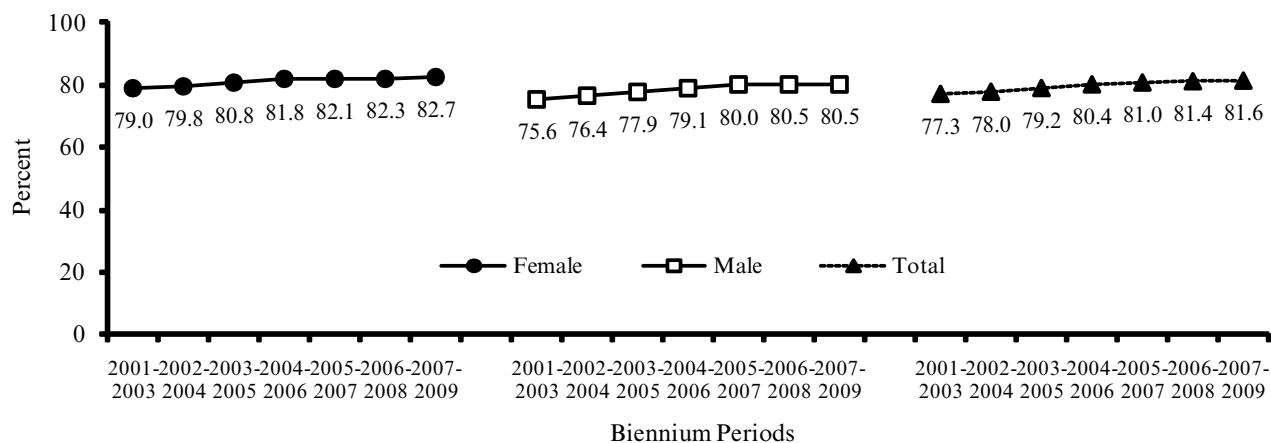
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

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

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

Figure 70

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2007-2009

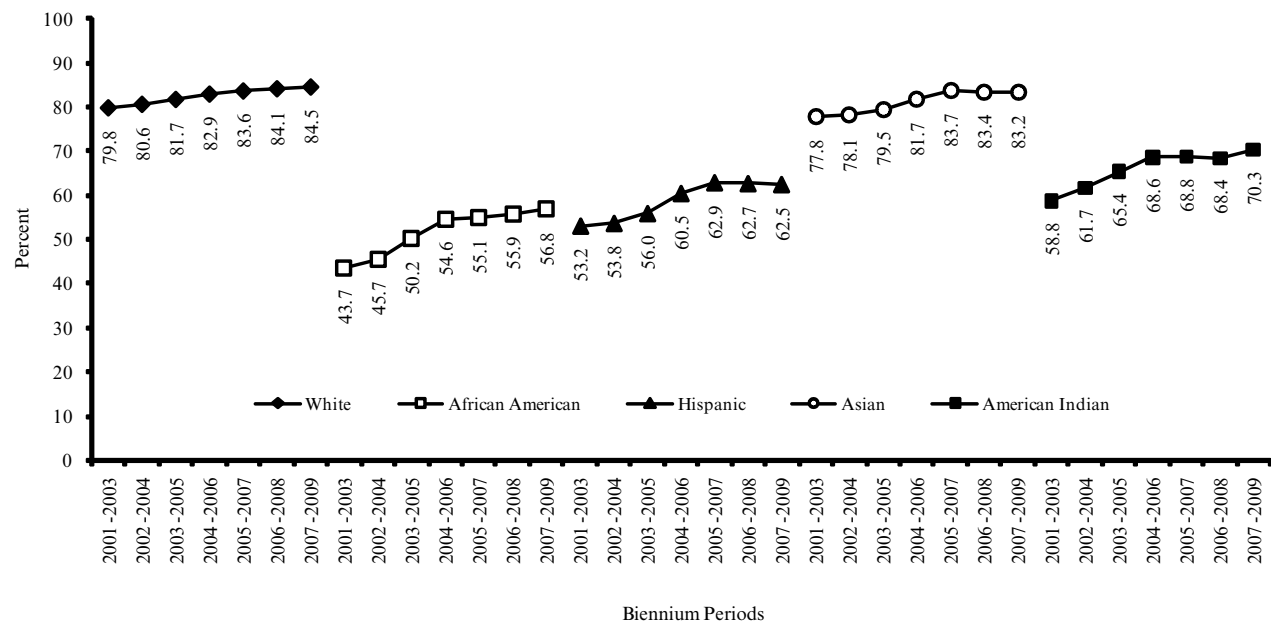


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 71

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2007-2009

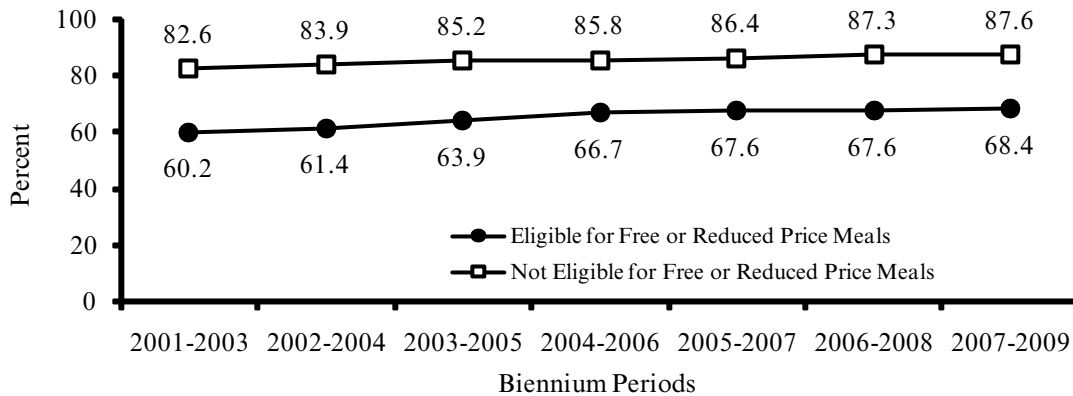


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 72

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
SCIENCE TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

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

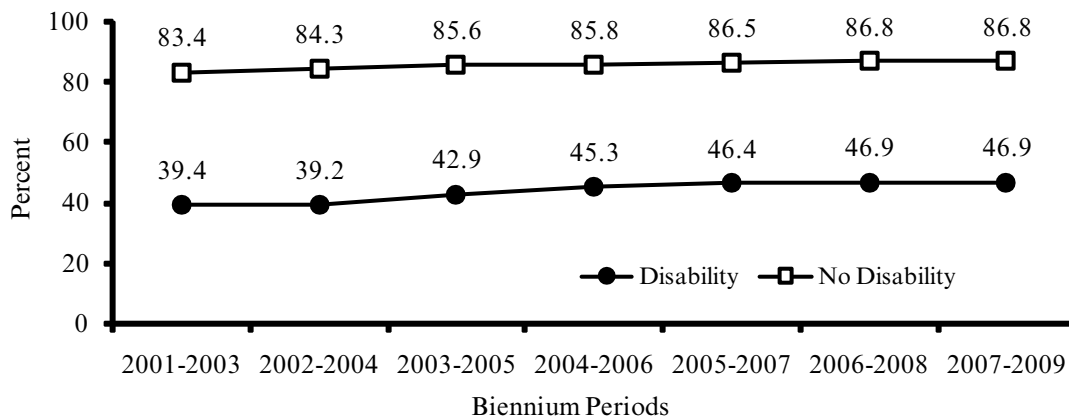
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

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

Figure 73

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
SCIENCE TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



Source: Iowa Testing Programs, The University of Iowa.

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

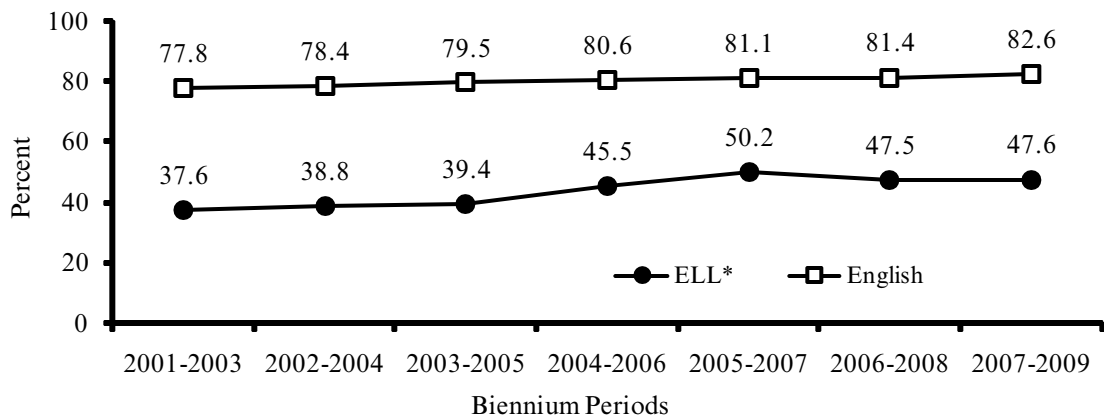
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

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

Figure 74

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS SCIENCE TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

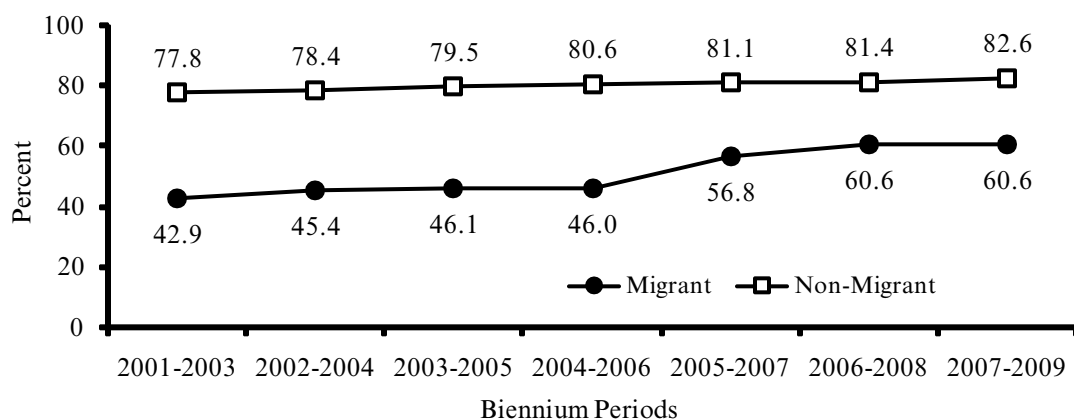


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 75

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS SCIENCE TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

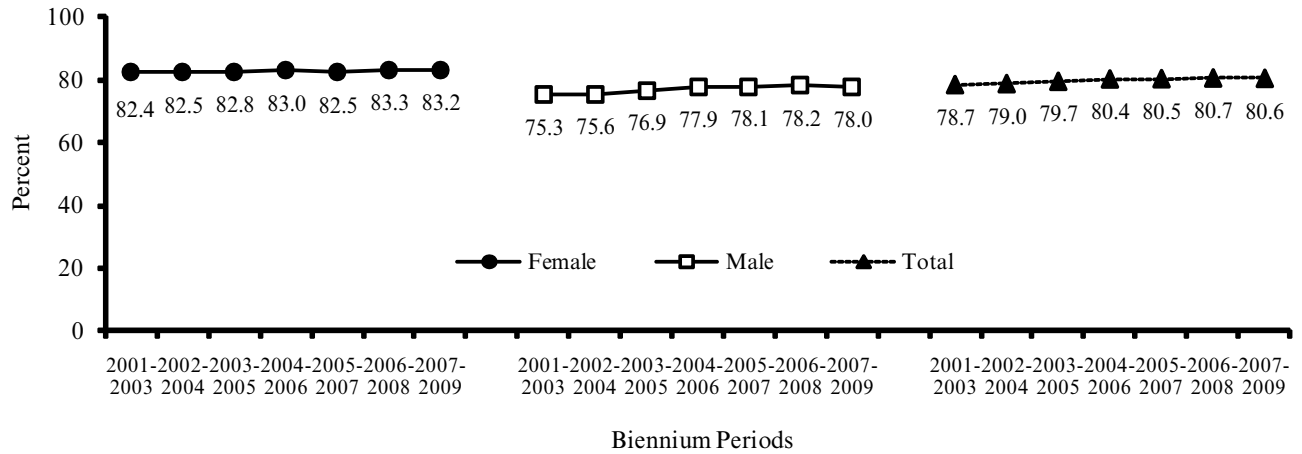


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 76

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

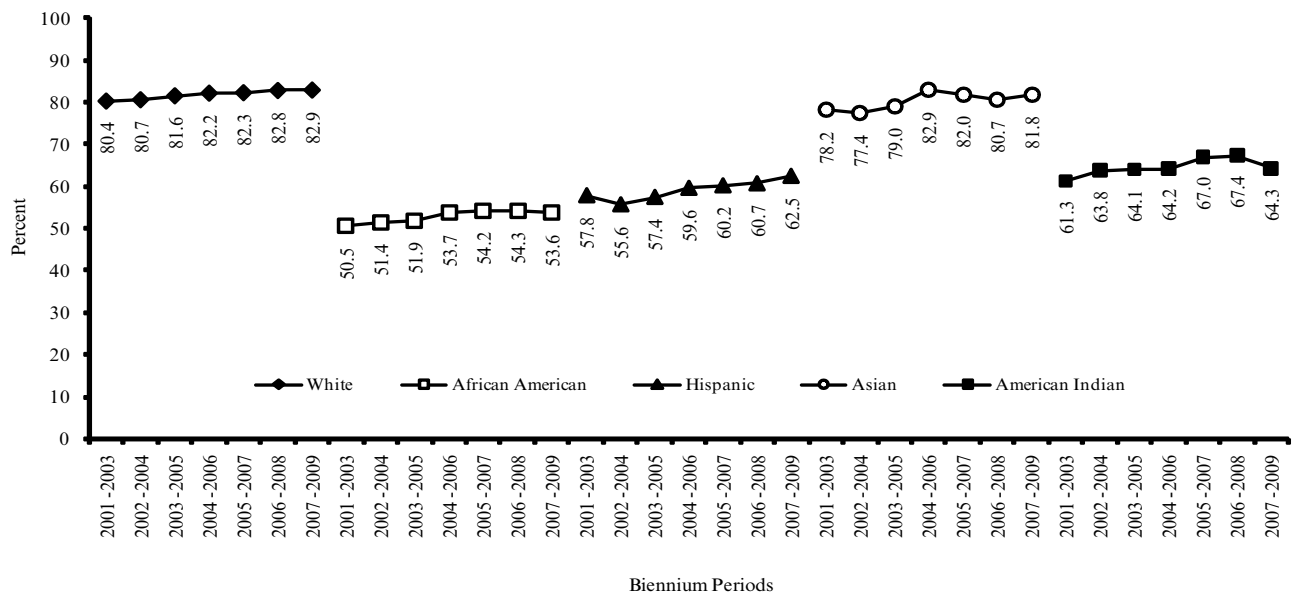


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 77

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2007-2009**

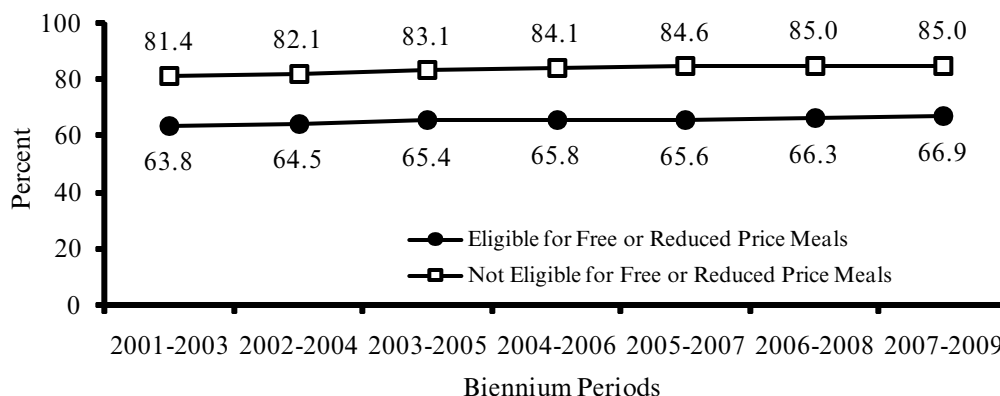


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 78

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



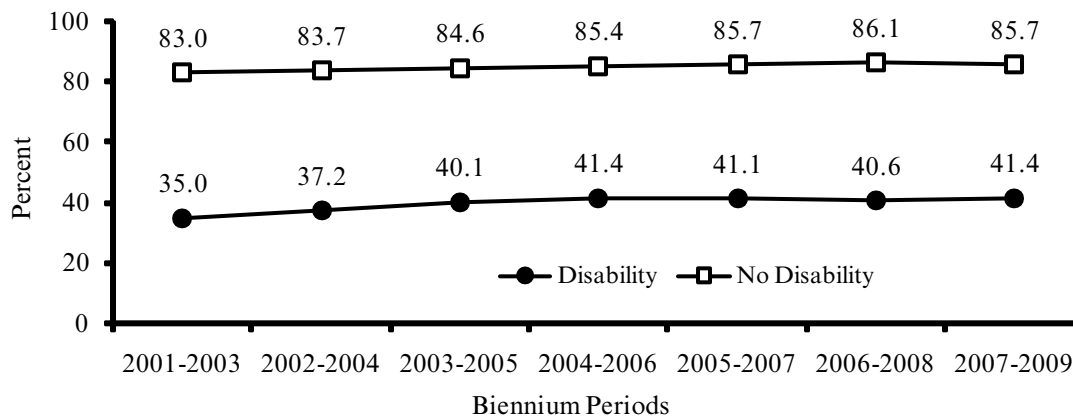
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 79

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2007-2009**



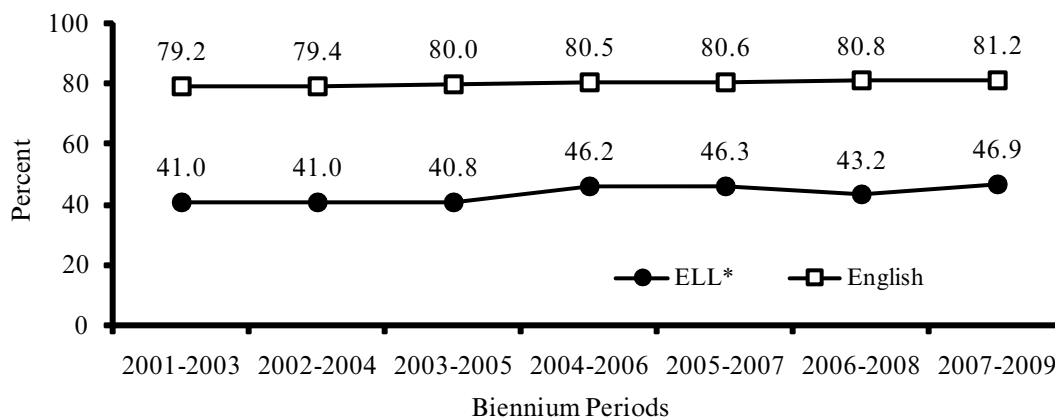
Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 80

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

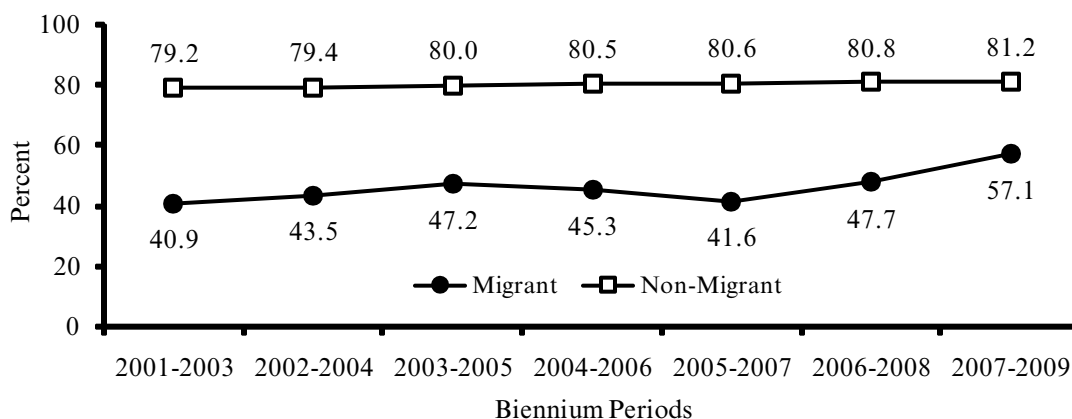
Notes: A student designated as proficient can, at a minimum, do the following:

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 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 81

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

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

Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

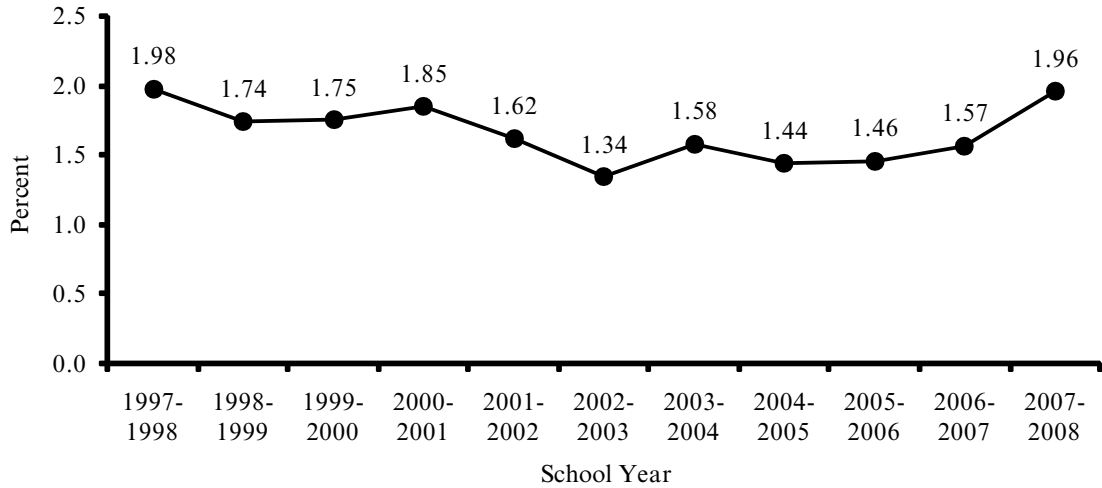
*Migrant Status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Dropouts

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

Figure 82

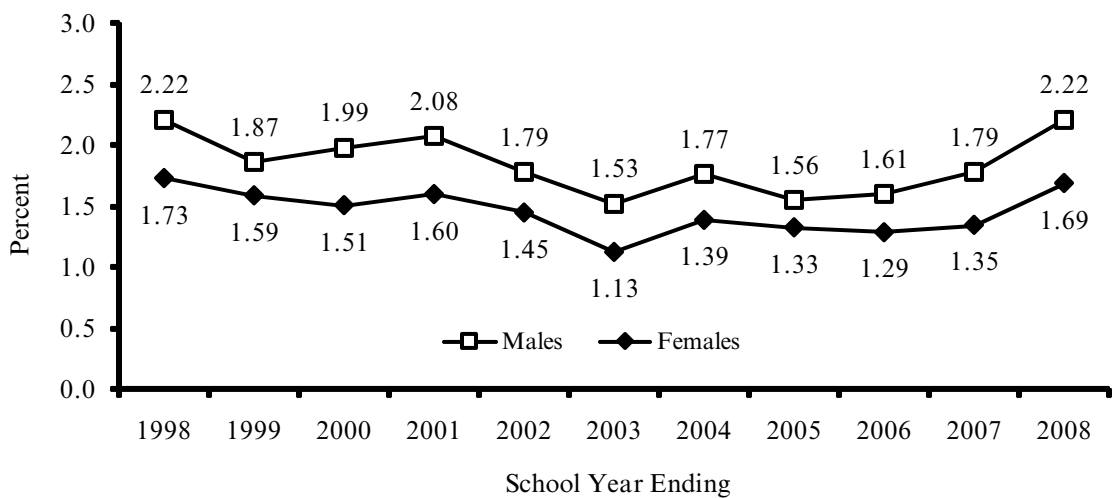
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 FOR 1997-1998 TO 2007-2008



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

Figure 83

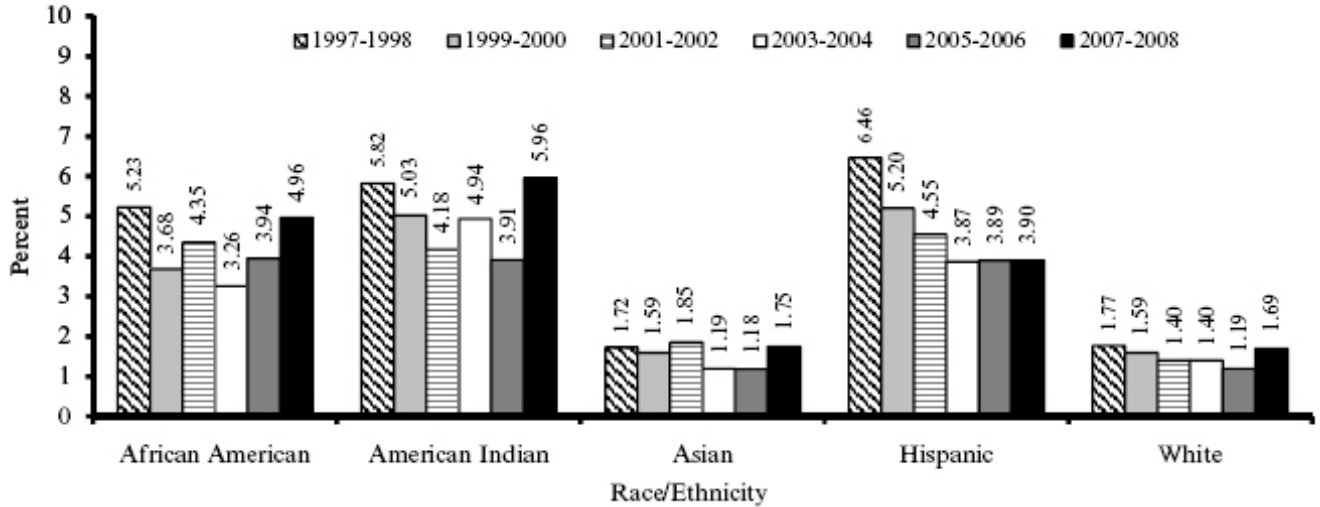
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER 1998 TO 2008



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

Figure 84

**IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY RACE/ETHNICITY
1997-1998, 1999-2000, 2001-2002, 2003-2004, 2005-2006, AND 2007-2008**



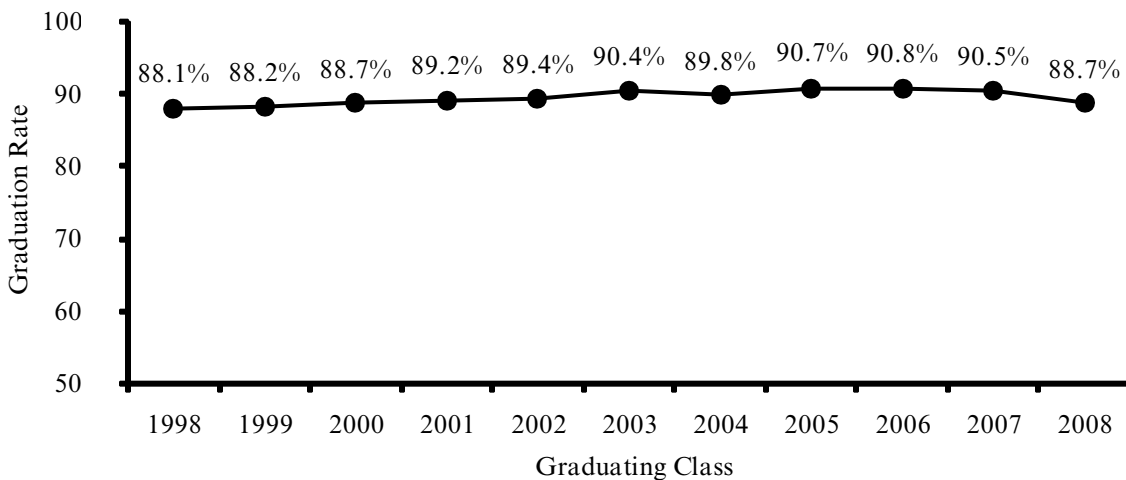
source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout files.

High School Graduation Rates

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

Figure 85

IOWA PUBLIC SCHOOL GRADUATION RATES GRADUATING CLASSES OF 1998 TO 2008

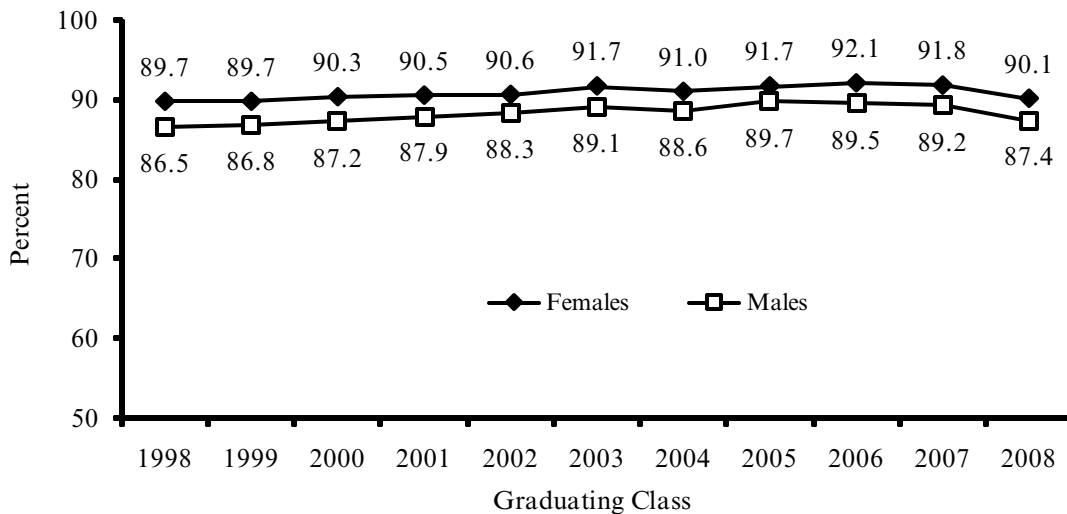


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Note: A high school graduate includes regular diploma recipients. Graduation rates were calculated by dividing the number of high school graduates in a given year by the sum of the number of high school graduates in that year and dropouts over a four year period.

Figure 86

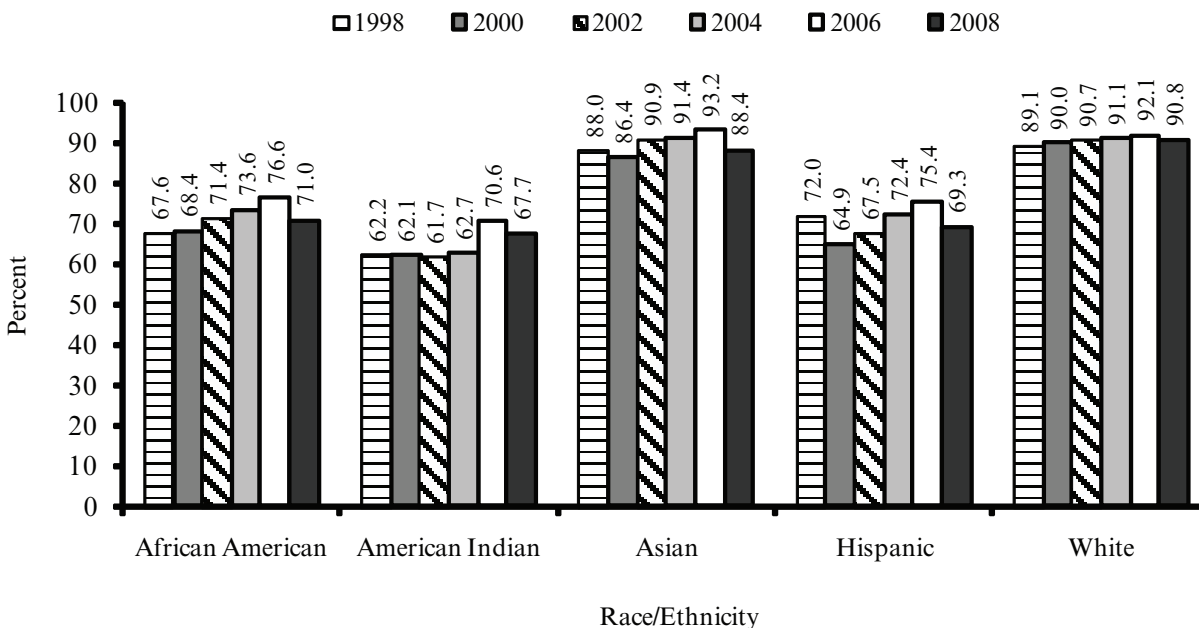
IOWA PUBLIC SCHOOL GRADUATION RATES BY GENDER GRADUATING CLASSES OF 1998 TO 2008



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

Figure 87

IOWA HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY GRADUATING CLASSES OF 1998, 2000, 2002, 2004, 2006, AND 2008



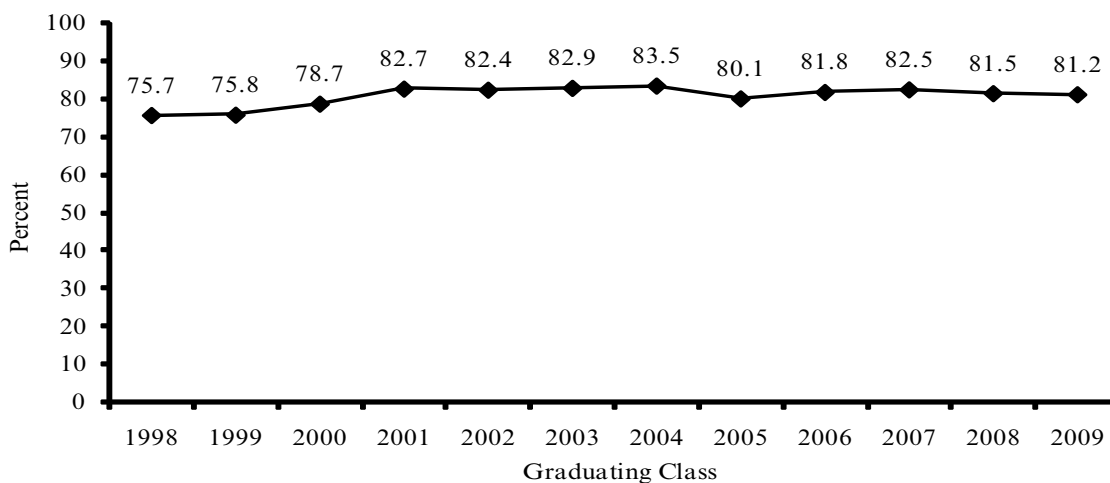
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Postsecondary Education/Training Intentions

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

Figure 88

PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1998 TO 2009

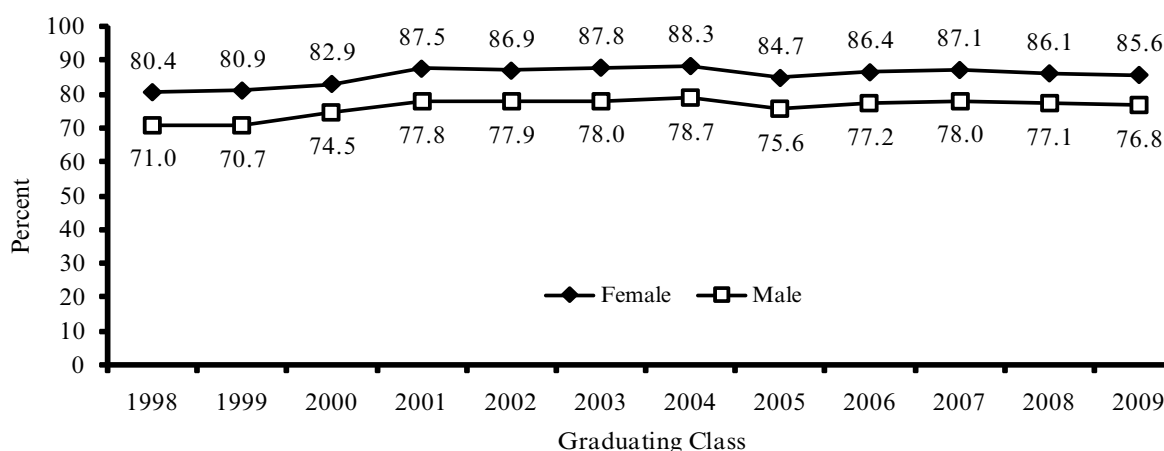


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Figure 89

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER GRADUATING CLASSES OF 1998 TO 2009

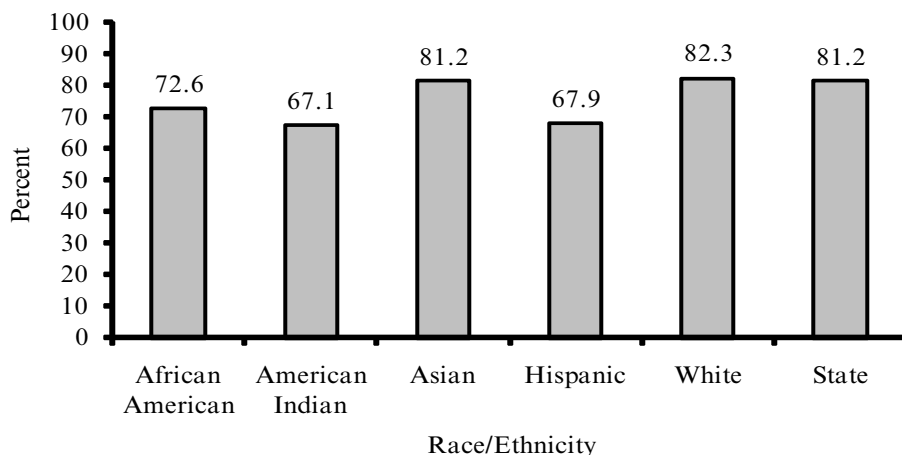


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Figure 90

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY RACE/ETHNICITY GRADUATING CLASSES OF 2009



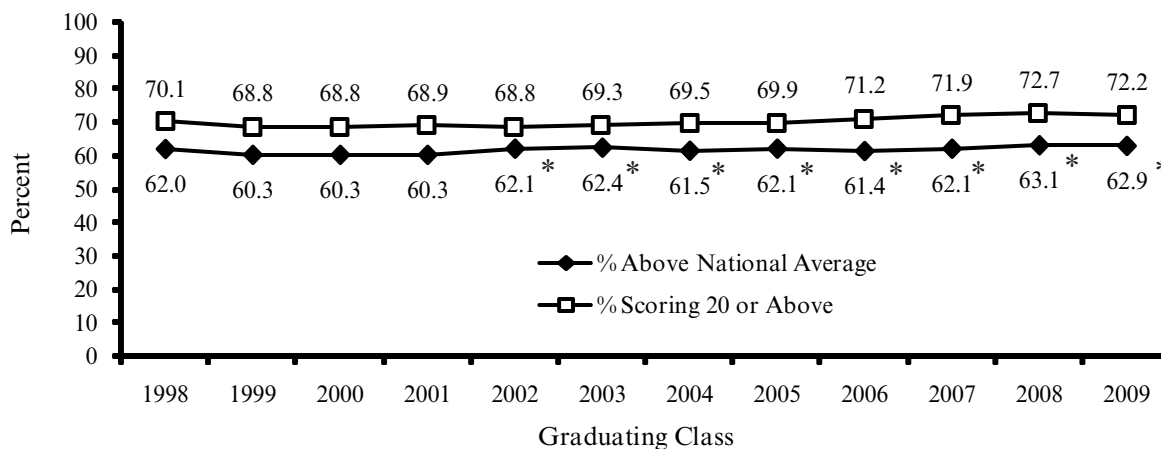
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.
 Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.
 Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Probable Postsecondary Success

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

Figure 91

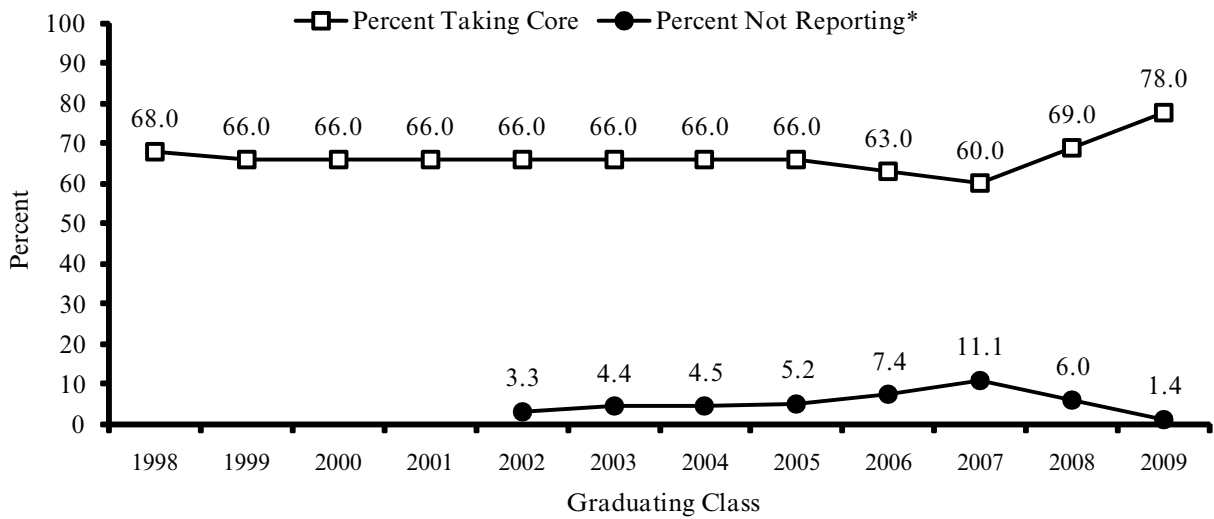
PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1998 TO 2009



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

Figure 92

**PERCENT OF IOWA ACT PARTICIPANTS COMPLETING
CORE HIGH SCHOOL PROGRAM 1998 TO 2009**



Source: ACT, Inc., The High School Profile Report for Iowa.

Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core” programs.

*The lower line shows the percent of ACT test takers not reporting any information in their courses taken.

Student Performance by Tests and Areas

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

The standardized achievement tests, Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The ITBS is designed for students in grades kindergarten through eight, and ITED is developed for students in grades 9-12. During the 2008-2009 school year, all 362 Iowa public school districts and over 180 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of students proficient in grades four, eight, and 11 on reading comprehension and mathematics, and the percent of students in grades eight and 11 proficient in science are included in the state indicators. Reading and mathematics performance in 2008-2009 on the ITBS for public school students in grades three through eight and for the ITED for grade 11 is presented in *The State Report Card for No Child Left Behind*. The public and nonpublic school student achievement level distributions for grades four, eight and 11 are reported in this section.

Grades 4 and 8 student performance in mathematics is measured by ITBS mathematics concepts and estimation test and mathematics problem solving and data interpretation test. The mathematics performance for students in grade 11 is measured by mathematics concepts and problem solving.

ITBS and ITED Achievement Level Distributions

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

Student achievement level distributions are reported as averaged percentages for pairs of consecutive years in the biennium periods from 2001-2003 through 2007-2009. The students in the population are those who enrolled for a full academic year as well as those who were enrolled only part of the academic year. Both public and nonpublic students in grades four, eight, and 11 are included.

Forms A and B of the ITBS/ITED with 2000 national norms have been used since 2001-2002. The achievement level data on ITBS/ITED are available for all students in grades four, eight, and 11 in reading and mathematics and in grades eight and 11 in science between 2001-2003 and 2007-2009 with the 2000 national norms.

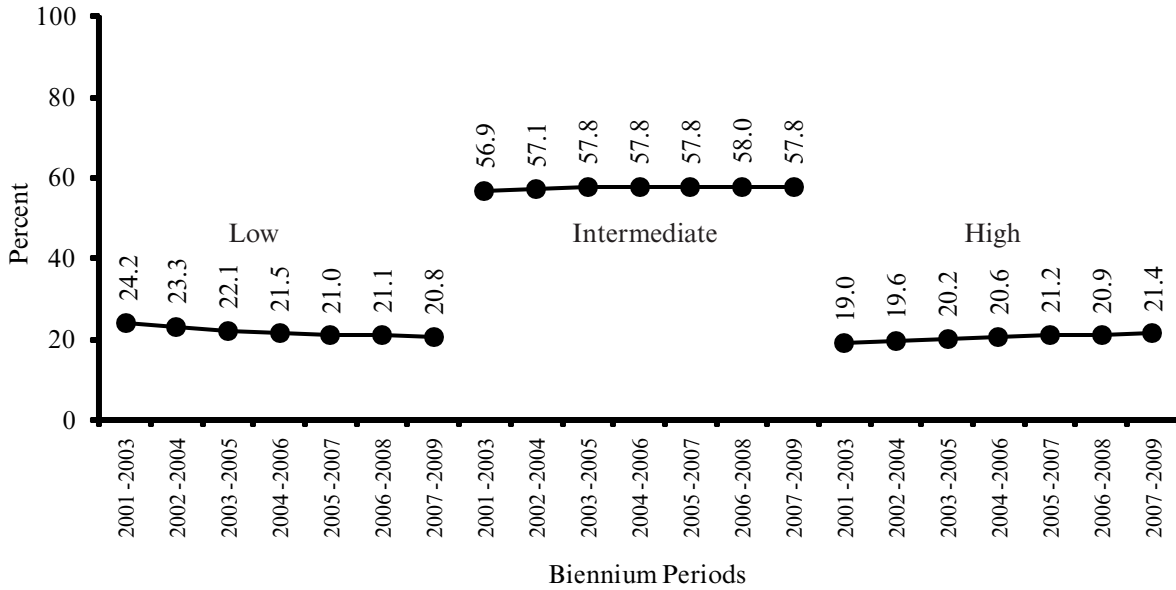
Achievement Levels for Reading Comprehension

Figures 93 through 95 show the achievement level trends for reading comprehension for all students in grades four, eight, and 11.

Reading performance was down slightly for the lowest achieving students in grade four (Figure 93) and grade eight (Figure 94), up for the highest achieving students in grade four and Intermediate level in grade eight.

Figure 93

ITBS READING COMPREHENSION - GRADE 4 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The 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.

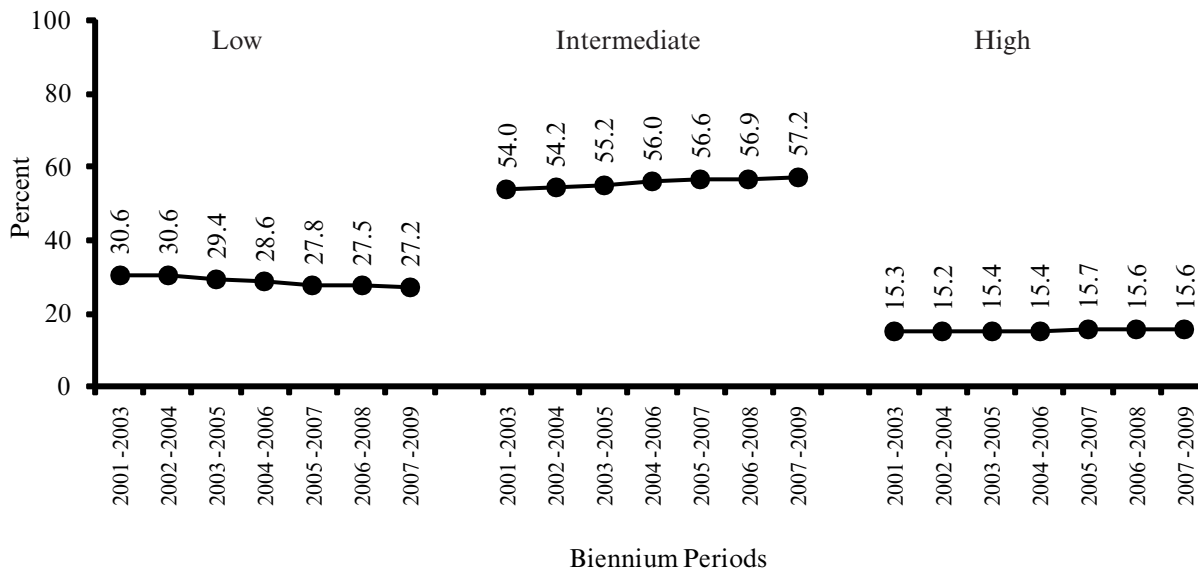
LOW PERFORMANCE LEVEL

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., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year. Figures may not total 100 percent due to rounding.

Figure 94

ITBS READING COMPREHENSION - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The 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

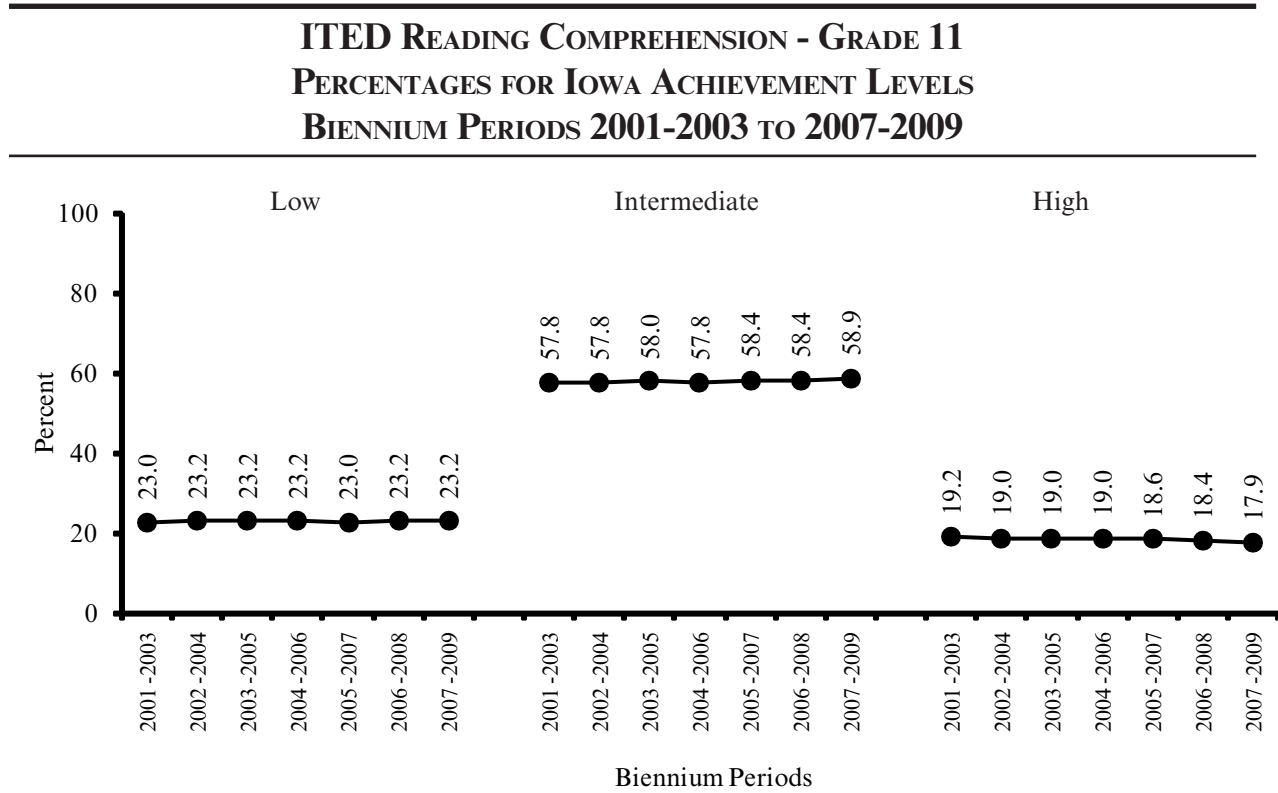
Understands little factual information; can seldom draw conclusions or makes simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluates the style and structure of the text, and interprets nonliteral language.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figures may not total 100 percent due to rounding.

In the last biennium period, the grade 11 students performing at the Intermediate achievement level increased .5 percent and the students performing at the High achievement level decreased .5 percent (Figure 95).

Figure 95



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the reading comprehension score:

HIGH PERFORMANCE LEVEL

Understands factual information; infers the traits and feelings of characters, identifies the main idea; identifies author viewpoint and style, interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL

Understands some factual information; sometimes can make inferences about characters, identifies the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL

Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

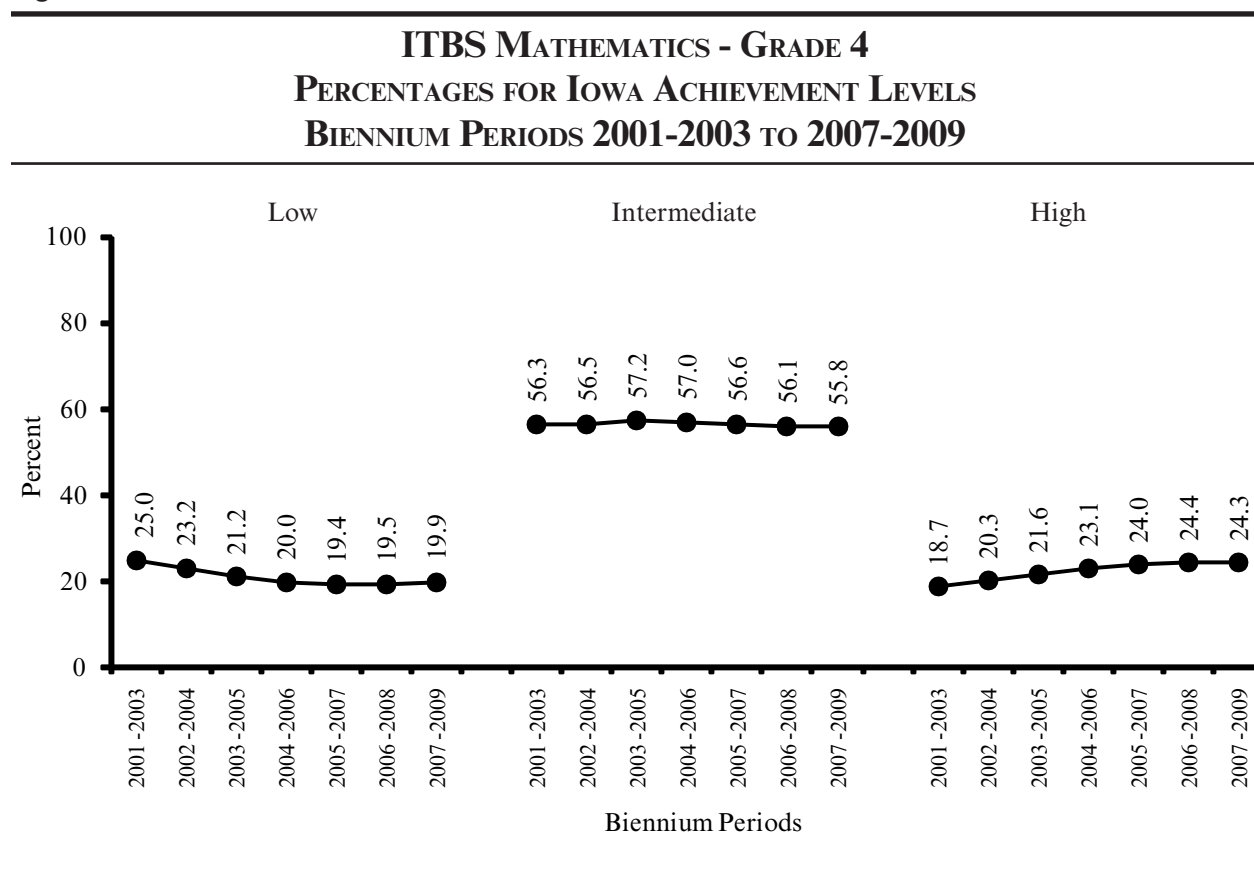
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year. Figures may not total 100 percent due to rounding.

Achievement Levels for Mathematics

Figures 96 through 98 show the mathematics achievement level distributions for students in grades four, eight, and 11 for the biennium periods 2001-2003 through 2007-2009.

More students performed at the Low achievement level during 2007-2009 in mathematics in grade four than in the previous biennium period (Figure 96).

Figure 96



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL

Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL

Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

LOW PERFORMANCE LEVEL

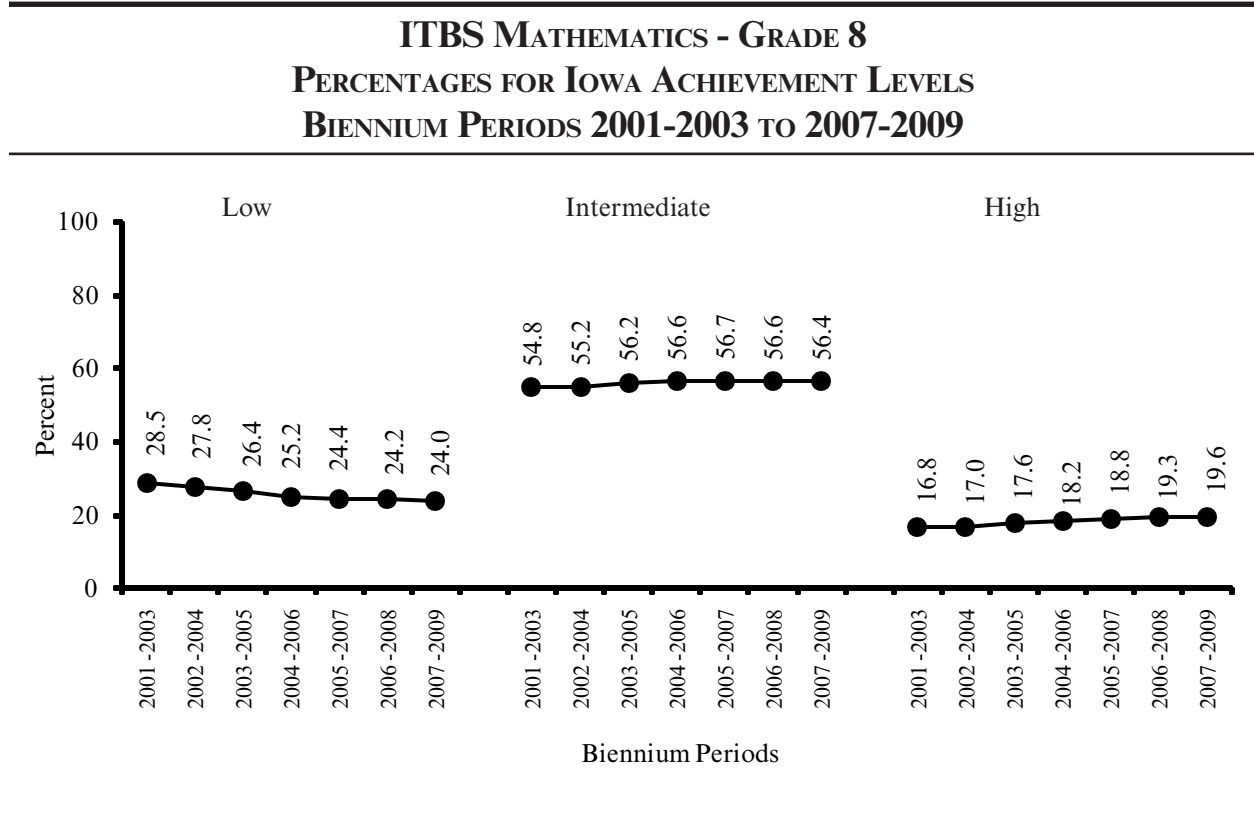
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figures may not total 100 percent due to rounding. Figures may not total 100 percent due to rounding.

The trends for grade eight mathematics were up in the last five biennium periods with increases at the High achievement levels and decreases at the Low achievement level. However, mathematics performance for grade 11 students was slightly lower during 2007-2009 (Figures 97 and 98).

Figure 97



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL

Understands math concepts and is developing the ability to solve complex word problems, use a variety of estimation methods and interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL

Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

LOW PERFORMANCE LEVEL

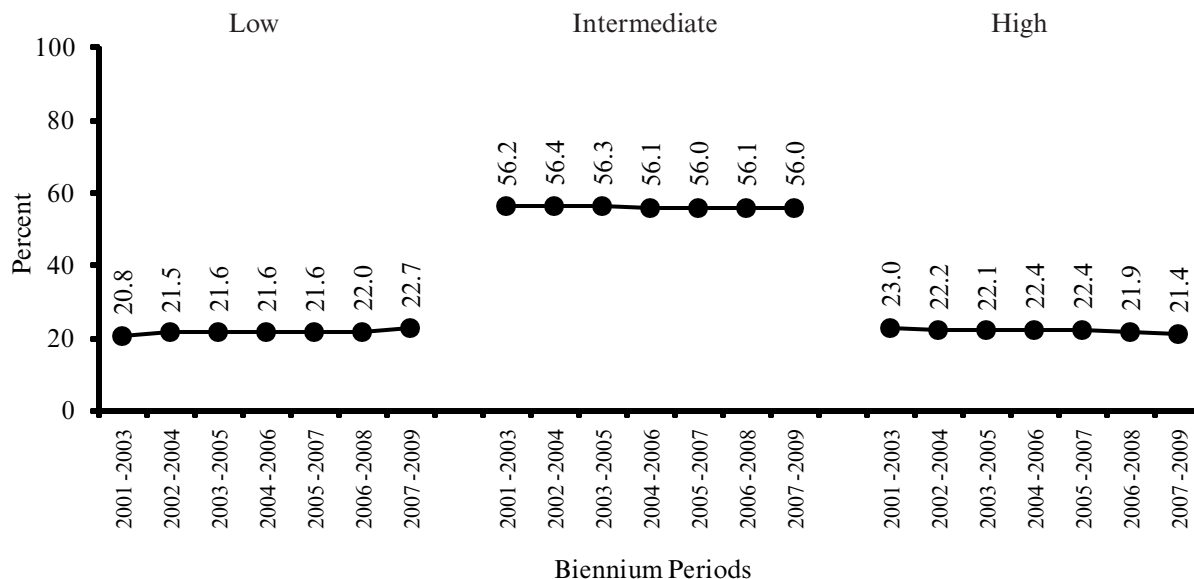
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figures may not total 100 percent due to rounding.

Figure 98

ITED MATHEMATICS - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL

Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL

Is beginning to develop the ability to apply a variety of math concepts and procedures, makes inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL

Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

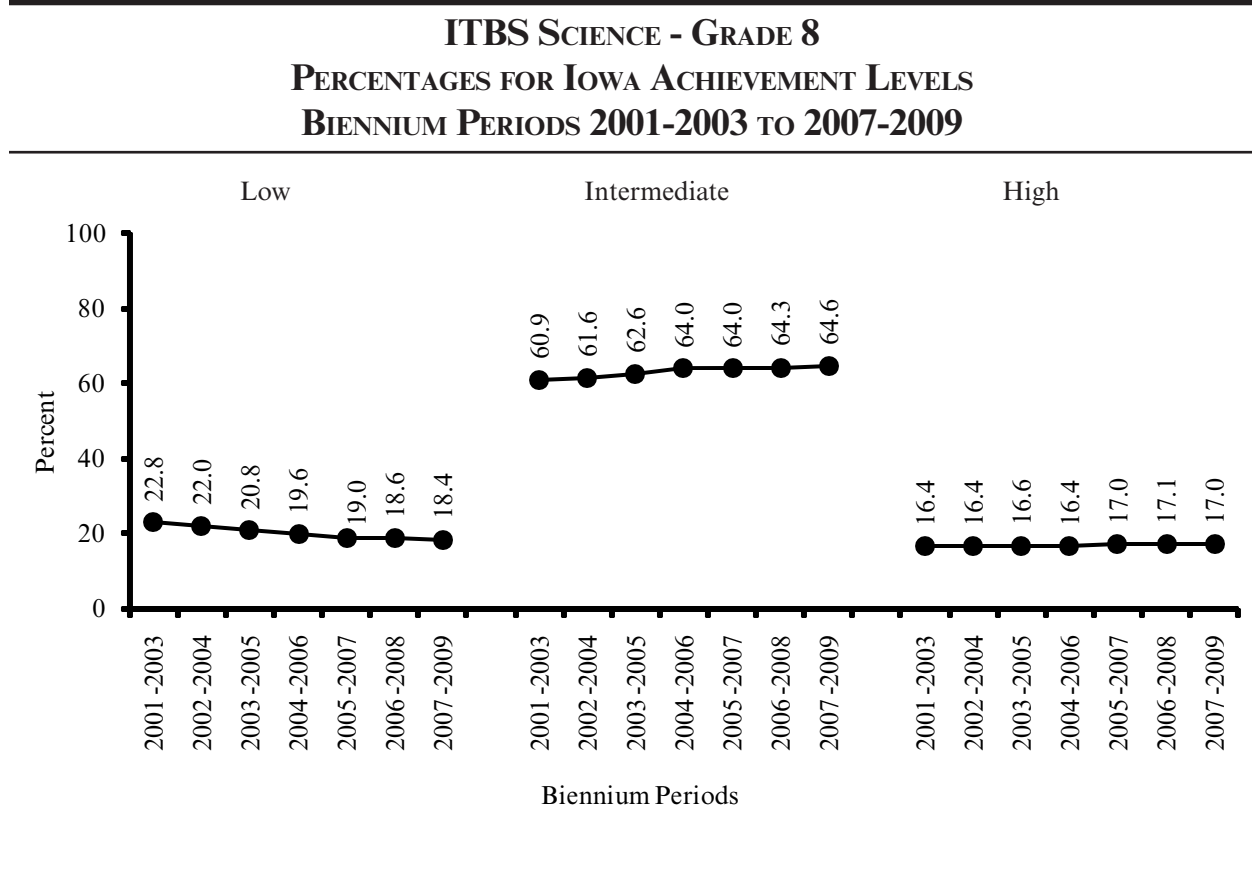
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 99 shows the ITBS science achievement level distributions for students in grade eight and Figure 100 shows the ITED science achievement level distributions for students in grade 11. Grade eight students performed better in science in 2007-2009 compared to the last biennium period, 2006-2008, with a lower percent of students performing at the Low achievement level and a higher percent of students performing at the Intermediate achievement level. In 2007-2009, science performance was unchanged for grade 11.

Figure 99



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Science test:

HIGH PERFORMANCE LEVEL

Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

INTERMEDIATE PERFORMANCE LEVEL

Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

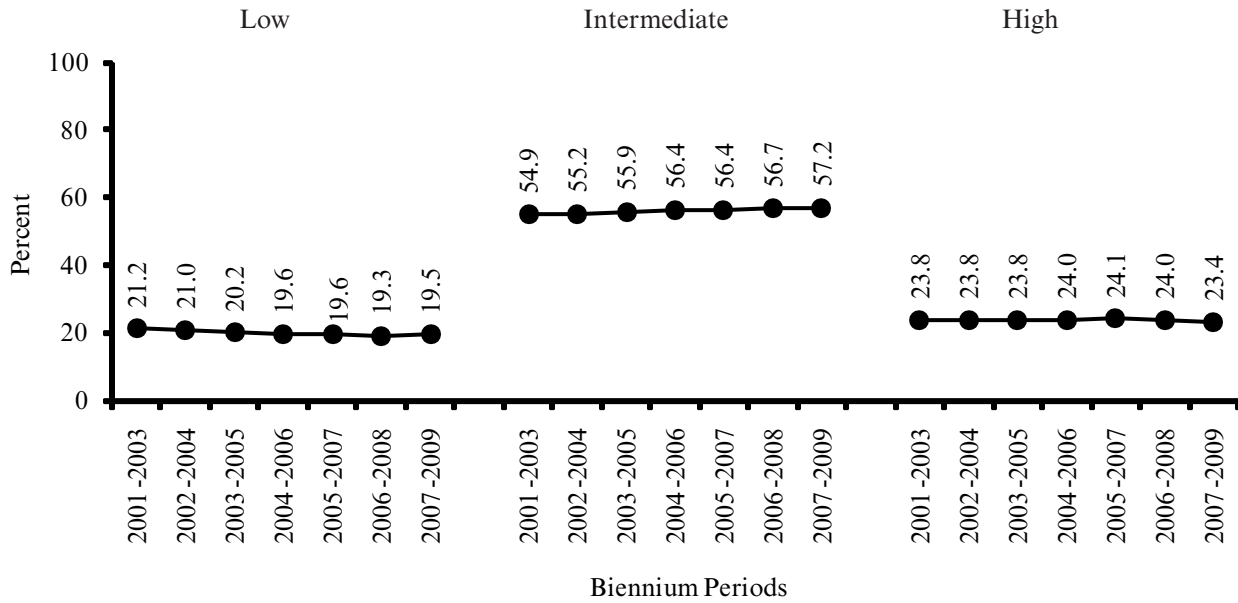
LOW PERFORMANCE LEVEL

Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figure 100

ITED SCIENCE - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2007-2009



Source: Iowa Testing Programs, The University of Iowa.

Notes: Figures may not total 100 percent due to rounding.

The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED Science test:

HIGH PERFORMANCE LEVEL

Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

INTERMEDIATE PERFORMANCE LEVEL

Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

LOW PERFORMANCE LEVEL

Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state mathematics assessment was first administered in 1990 for grades 4 and 8 and the NAEP state reading assessments began in 1992 for grades 4 and 8. In reading, NAEP assesses two types of texts: literary and informational. The NAEP reading assessment results from 2009 will be released in the spring 2010.

The NAEP mathematics tests focus on five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra and functions. NAEP began testing with the use of accommodations in reading in 1998 and in mathematics in 2000. The use of accommodations allows for the assessment of special needs students (e.g., students with disabilities, ELL students) in a small group setting, with extra time, or with more breaks to result in higher levels of inclusion. Tables and graphics in this section include the results for accommodations not permitted in the earlier years and for accommodations permitted in the most recent years.

Average Scale Scores

NAEP assessment scores in reading and mathematics are reported on a scale range of 0 to 500. Iowa's average assessment scale scores exceed the national averages in grades 4 and 8 for both mathematics and reading (Table 101).

Table 101

AVERAGE NAEP SCALE SCORES FOR PUBLIC SCHOOLS GRADES 4 AND 8							
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			Iowa Avg.	Nat'l Avg.	Basic	Proficient	Advanced
Mathematics (scale: 0-500)	4	1992*	230	219	72	26	2
		1996*	229	222	74	22	1
		2000	231	224	75	26	2
		2003	238	234	83	36	3
		2005	240	237	85	37	4
		2007	243	239	87	43	5
		2009	243	239	87	41	5
	8	1990*	278	262	70	25	3
		1992*	283	267	76	31	4
		1996	284	271	78	31	4
		2003	284	276	76	33	5
		2005	284	278	75	34	6
		2007	285	280	77	35	7
		2009	284	282	76	34	7
Reading (scale: 0-500)	4	1992*	225	215	73	36	7
		1994*	223	212	69	35	8
		1998	220	213	67	33	7
		2002	223	217	69	35	7
		2003	223	216	70	35	7
		2005	221	217	67	33	7
		2007	225	220	74	36	7
	8	2009			Available Spring 2010	36	
		2003	268	261	79	36	3
		2005	267	260	79	34	3
		2007	267	261	80	36	2
		2009			Available Spring 2010		
		2000	159	145	79	36	3
		2002	155	153	89	27	1
Science (scale: 0-300)	4	2000	159	145	79	36	3
	8	1996*	158	148	71	36	3
Writing (scale: 0-300)	4	2002	155	153	89	27	1
	8	2007	155	154	88	32	1

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

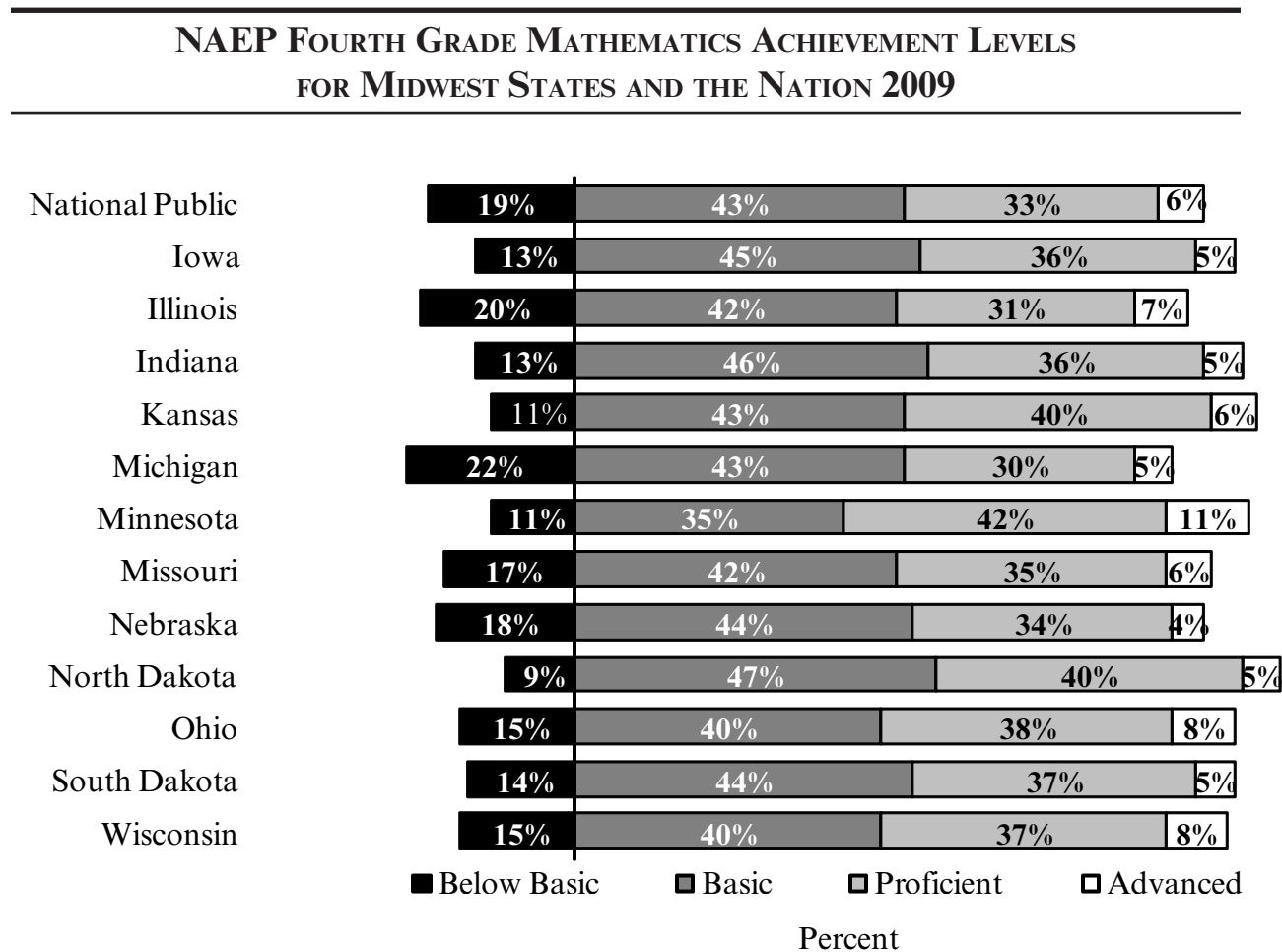
Notes: *Accommodations not allowed.

Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

The National Assessment Governing Board uses three achievement levels for reporting student performance results: Basic, Proficient, and Advanced. Basic represents at least a partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance, and Advanced represents superior performance. Students not achieving the Basic level are classified as Below Basic.

In mathematics in grades 4 and 8, the percentages of students achieving at the combined levels of proficient and advanced in Iowa were greater than that of the Nation as a whole (Figures 101 and 102). With few exceptions, other states in the Midwest had similar results to the Nation as a whole.

Figure 101

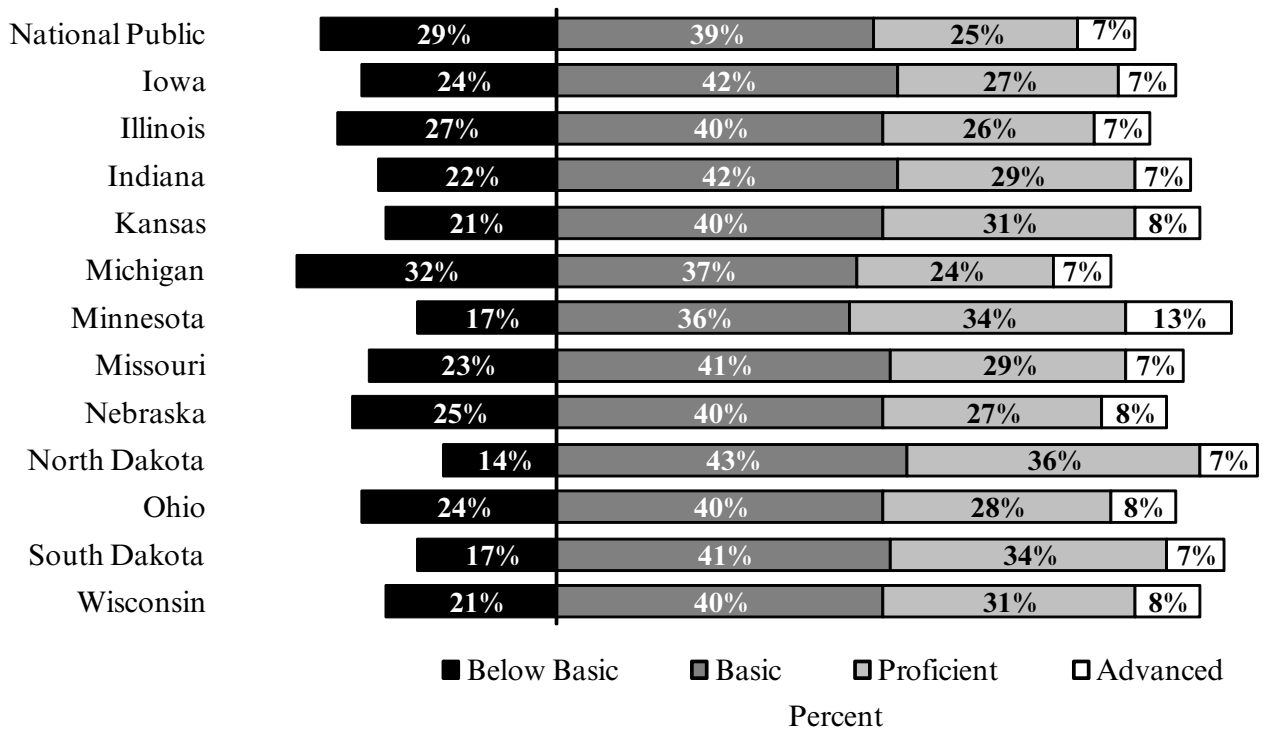


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Notes: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Figure 102

**NAEP EIGHTH GRADE MATHEMATICS ACHIEVEMENT LEVELS
FOR MIDWEST STATES AND THE NATION 2009**



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Notes: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

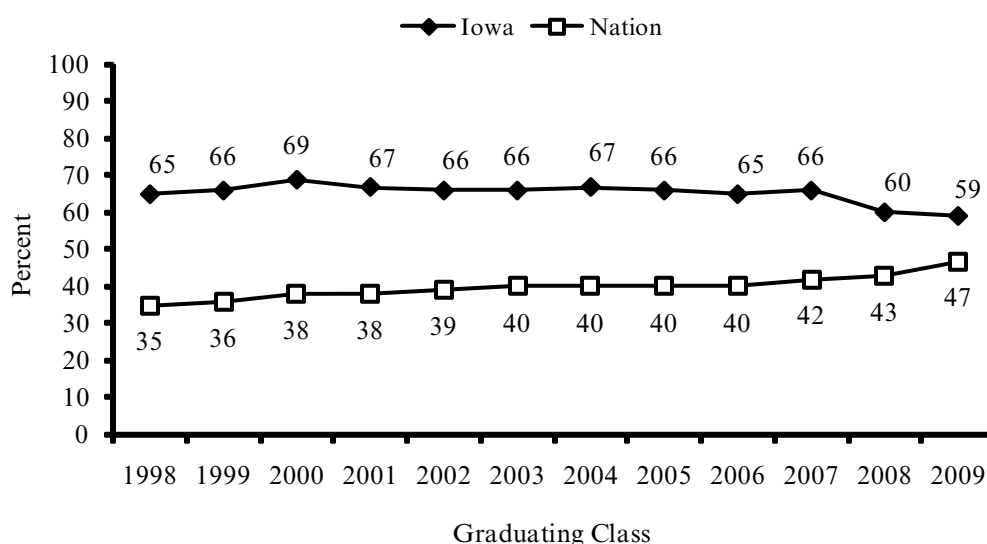
ACT

ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first year college courses. 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 are reported for various subgroups of students. Subgroups reported in this section 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’s graduates taking the ACT was relatively steady from 1998 to 2007 (Figure 103). After a 6 percent decrease in 2008, it was the first time for Iowa seniors with an ACT participation rate below 60 percent in 2009.

Figure 103

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT 1998 TO 2009

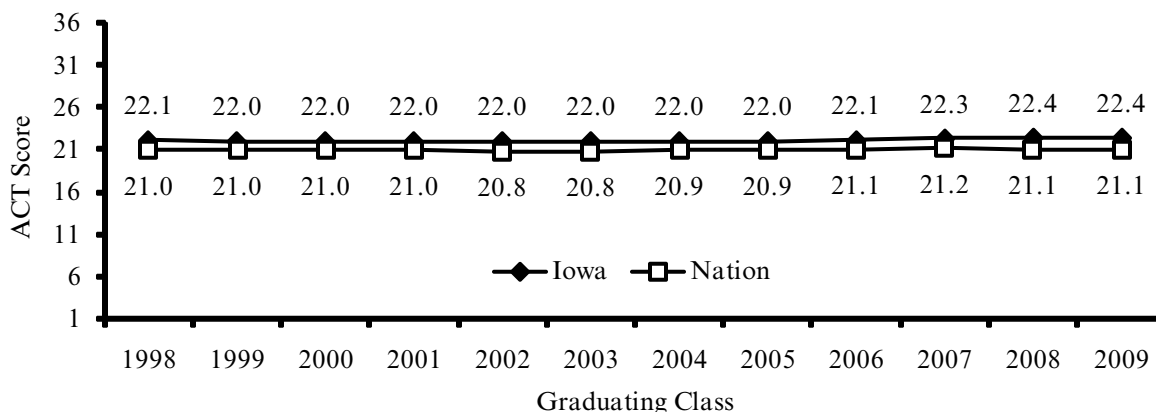


Source: ACT, Inc., Measuring College and Career Readiness.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages (Figure 104). Among 27 states for which ACT is the primary college entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 22.4 ranked second. Only Minnesota had a higher average (22.7). Among Midwestern states, Illinois and Michigan were the only states reporting average composite scores lower than the national average, but Illinois had 97 percent graduates tested and Michigan was one of the five states in the country with a 100 percent participation rate (Table 102).

Figure 104

AVERAGE ACT COMPOSITE SCORES FOR IOWA AND THE NATION 1998 TO 2009



Source: ACT, Inc., Measuring College and Career Readiness.

Table 102

**ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION, AND MIDWEST STATES
CLASSES OF 1998, 2008, AND 2009**

Nation and State	Class of 1998		Class of 2008		Class of 2009		2009 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	21.0	37%	21.1	43%	21.1	47%	--
Illinois	21.4	69	20.7	98	20.8	97	13
Indiana*	21.4	20	22.0	22	22.0	22	--
Iowa	22.1	65	22.4	60	22.4	59	2
Kansas	21.7	74	22.0	74	21.9	74	7
Michigan	21.3	68	19.6	100	19.6	100	24
Minnesota	22.2	63	22.6	69	22.7	68	1
Missouri	21.5	66	21.6	69	21.6	67	10
Nebraska	21.8	71	22.1	72	22.1	72	4
North Dakota	21.4	78	21.6	81	21.5	78	12
Ohio	21.4	60	21.7	65	21.7	64	9
South Dakota	21.4	70	22.0	77	22.0	74	5.5
Wisconsin	22.3	66	21.7	67	22.3	67	3

Source: ACT, Inc., Measuring College and Career Readiness.

Note: *National rank includes only those states where ACT is the primary college entrance exam.

ACT Score Comparisons for English, Mathematics, Reading, and Science Reasoning for Iowa and the Nation

Iowa's average ACT scores were higher than the national averages in English, mathematics, reading, and science reasoning (Table 103). Scores in mathematics have remained relatively unchanged over the past ten years, and scores in English, reading, and science reasoning increased in the last four years for Iowa's graduates.

Table 103

AVERAGE ACT SCORES FOR IOWA AND THE NATION GRADUATING CLASSES 1998 TO 2009								
Graduating Class	English		Mathematics		Reading		Science Reasoning	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
1998	21.5	20.4	21.9	20.8	22.3	21.4	22.4	21.1
1999	21.5	20.5	21.6	20.7	22.2	21.4	22.1	21.0
2000	21.3	20.5	21.6	20.7	22.3	21.4	22.1	21.0
2001	21.3	20.5	21.6	20.7	22.3	21.3	22.2	21.0
2002	21.2	20.2	21.7	20.6	22.4	21.1	22.1	20.8
2003	21.3	20.3	21.6	20.6	22.4	21.2	22.1	20.8
2004	21.4	20.4	21.8	20.7	22.4	21.3	22.1	20.9
2005	21.5	20.4	21.7	20.7	22.4	21.3	22.1	20.9
2006	21.6	20.6	21.8	20.8	22.5	21.4	22.1	20.9
2007	21.6	20.7	21.9	21.0	22.6	21.5	22.3	21.0
2008	21.9	20.6	22.0	21.0	22.9	21.4	22.3	20.8
2009	21.9	20.6	21.9	21.0	22.9	21.4	22.4	20.9

Source: ACT, Inc., Measuring College and Career Readiness.

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 science, and social studies (Table 104). 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.

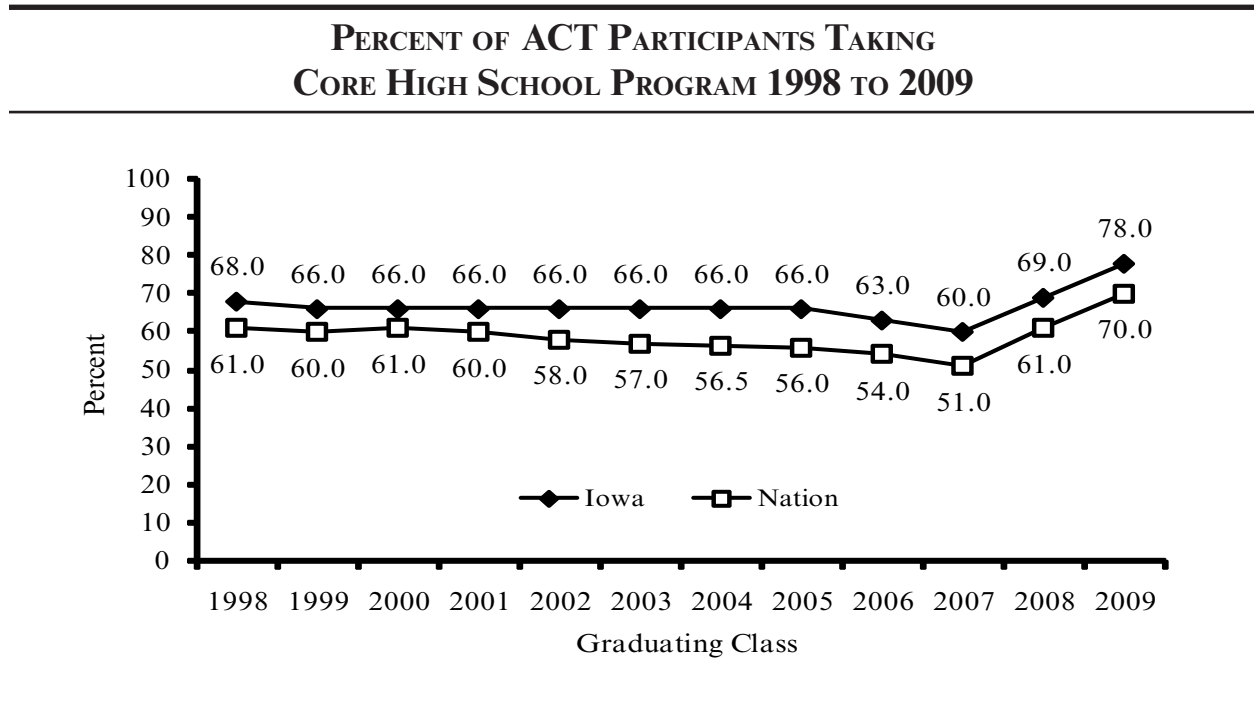
Table 104

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	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: ACT, Inc., Measuring College and Career Readiness.

Nearly 80 percent of Iowa’s 2009 graduates taking the ACT indicated that they participated in the core high school program (Figure 105). It should be noted that at least 3 percent, and as many as 11 percent of seniors did not indicate core one way or the other, so the percentages reported for the period 2002 through 2008 could be over/under-reported accordingly. Nationally, 70 percent of the 2009 graduates with ACT scores reported taking core courses.

Figure 105



Source: ACT, Inc., Measuring College and Career Readiness.
 Note: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as “core” programs.

Overall, average ACT composite scores for students taking core have been approximately three points higher than those not taking core (Table 105). This trend has been consistent both in Iowa and nationally for the 12 years reported.

Table 105

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
1998	23.2	20.0	3.2	22.1	19.3	2.8
1999	23.0	19.9	3.1	22.0	19.4	2.6
2000	23.0	20.0	3.0	22.0	19.5	2.5
2001	22.9	20.0	2.9	21.9	19.5	2.4
2002	22.9	19.9	3.0	21.8	19.2	2.6
2003	22.9	20.0	2.9	21.8	19.3	2.5
2004	22.9	20.2	2.7	21.9	19.4	2.5
2005	22.9	20.2	2.7	21.9	19.5	2.4
2006	23.0	20.4	2.6	22.0	19.7	2.3
2007	23.1	20.6	2.5	22.0	19.8	2.2
2008	23.1	20.6	2.5	22.0	19.5	2.5
2009	23.1	20.1	3.0	22.0	19.1	2.9

Source: ACT, Inc., Measuring College and Career Readiness.

Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.

The figures include all students tested, public as well as nonpublic.

ACT Composite Score Distributions

Table 106 provides the Iowa ACT composite score distributions for 1998, 2008, and 2009 (also see Figure 106). Over 72 percent of Iowa test takers had a composite score of 20 or greater in 2009. About 55 percent scored 22 or higher that year.

Table 106

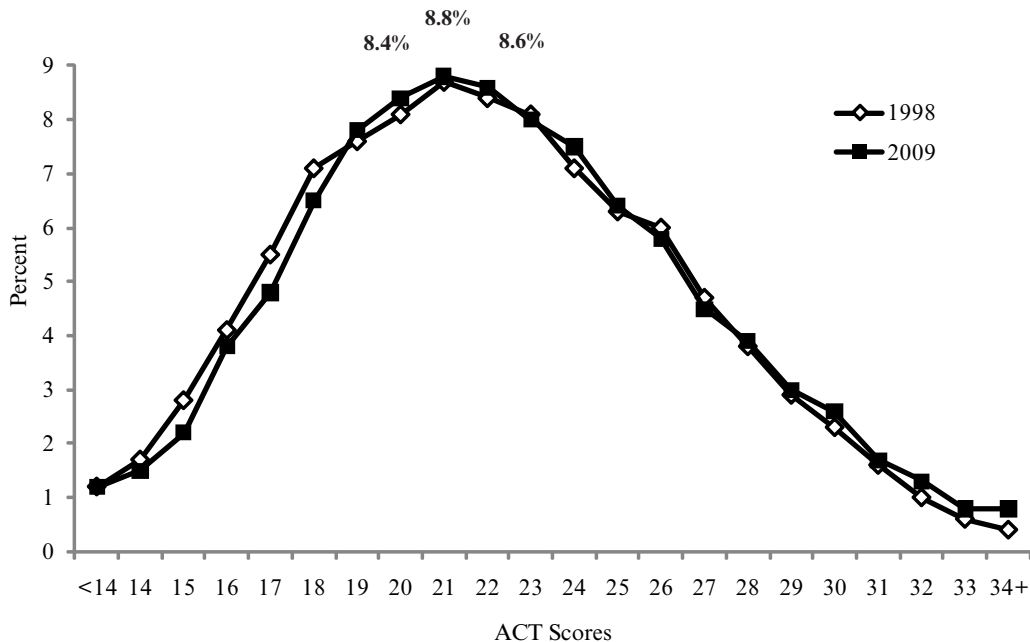
**IOWA ACT COMPOSITE SCORE DISTRIBUTIONS
CLASSES OF 1998, 2008, AND 2009**

Score	Class of 1998		Class of 2008		Class of 2009	
	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%
14	1.7	2.8	1.3	2.4	1.5	2.7
15	2.8	5.6	2.4	4.8	2.2	5.0
16	4.1	9.7	3.4	8.3	3.8	8.7
17	5.5	15.2	4.8	13.1	4.8	13.5
18	7.1	22.3	6.6	19.7	6.5	20.0
19	7.6	29.9	7.6	27.3	7.8	27.8
20	8.1	38.0	8.7	36.0	8.4	36.2
21	8.7	46.7	9.2	45.2	8.8	45.0
22	8.4	55.1	8.7	53.8	8.6	53.7
23	8.1	63.2	8.2	62.0	8.0	61.7
24	7.1	70.3	7.6	69.7	7.5	69.1
25	6.3	76.6	6.9	76.6	6.4	75.6
26	6.0	82.6	5.6	82.1	5.8	81.3
27	4.7	87.4	4.4	86.5	4.5	85.9
28	3.8	91.2	3.8	90.3	3.9	89.8
29	2.9	94.1	2.8	93.1	3.0	92.8
30	2.3	96.4	2.5	95.6	2.6	95.4
31	1.6	98.0	1.7	97.3	1.7	97.1
32	1.0	99.0	1.2	98.4	1.3	98.4
33	0.6	99.6	0.8	99.3	0.8	99.2
34+	0.4	100.0	0.7	100.0	0.8	100.0

Source: ACT, Inc., Measuring College and Career Readiness.

Figure 106

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES CLASSES 1998 AND 2009



Source: ACT, Inc., Measuring College and Career Readiness.

ACT Scores by Enrollment Category

Average composite ACT scores by enrollment category for the graduating classes of 2007 to 2009 are provided in Table 107. For each year displayed, the 2,500-7,499 enrollment category had the highest average ACT score in each of the subject areas.

Table 107

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 2007 TO 2009

Graduating Class	Category	English	Mathematics	Reading	Science	Composite
2007	<300	20.7	20.5	21.6	21.4	21.1
	300-599	20.8	21.3	21.8	21.7	21.5
	600-999	21.0	21.3	22.1	21.9	21.7
	1,000-2,499	21.6	21.9	21.5	22.3	22.2
	2,500-7,499	22.4	22.7	23.5	23.0	23.0
	7,500+	21.9	22.1	22.9	22.5	22.5
	State	21.6	21.9	22.6	22.3	22.3
2008	<300	20.8	20.4	21.7	21.2	21.1
	300-599	21.1	21.2	22.2	21.7	21.7
	600-999	21.2	21.4	22.3	21.8	21.8
	1,000-2,499	21.9	22.0	22.9	22.4	22.4
	2,500-7,499	22.6	22.8	23.5	23.0	23.1
	7,500+	22.0	22.3	23.0	22.4	22.5
	State	21.9	22.0	22.9	22.3	22.4
2009	<300	20.4	20.2	21.1	21.1	20.9
	300-599	21.2	21.4	22.3	22.0	21.9
	600-999	21.3	21.4	22.3	22.1	21.9
	1,000-2,499	21.8	21.9	22.9	22.4	22.4
	2,500-7,499	22.5	22.5	23.4	22.8	22.9
	7,500+	21.9	22.1	23.1	22.4	22.5
	State	21.9	21.9	22.9	22.4	22.4

Source: ACT, Inc., Measuring College and Career Readiness, Iowa Department of Education, Bureau of Planning, Research, Development, and Evaluation Services, Enrollment files.

Note: State figures include all students tested, public as well as nonpublic.

The impact of the defined core curriculum program on ACT scores that was addressed earlier at the state level, also held across districts regardless of size (Table 108 and Figure 107).

Table 108

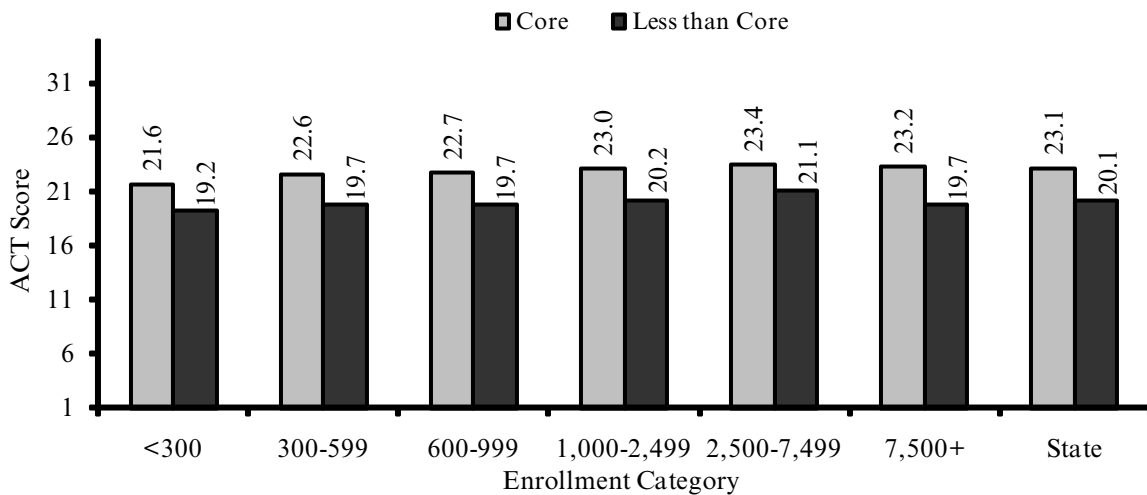
Enrollment Category	Course of Study - Core			Course of Study - Less than Core		
	2007	2008	2009	2007	2008	2009
<300	22.0	21.7	21.6	19.7	20.1	19.2
300-599	22.5	22.5	22.6	19.8	20.2	19.7
600-999	22.7	22.7	22.7	20.0	20.0	19.7
1,000-2,499	23.1	23.1	23.0	20.6	20.7	20.2
2,500-7,499	23.6	23.7	23.4	21.6	21.5	21.1
7,500+	23.1	23.2	23.2	20.9	20.4	19.7
State	23.1	23.1	23.1	20.6	20.6	20.1

Source: ACT, Inc., Measuring College and Career Readiness, Iowa Department of Education, Bureau of Planning, Research, Development, and Evaluation Services, Enrollment files.

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 and the figures in each enrollment category only include public students tested.

Figure 107

**GRADUATING CLASS OF 2009 AVERAGE ACT COMPOSITE SCORES
FOR IOWA PUBLIC HIGH SCHOOL STUDENTS
BY ENROLLMENT CATEGORY AND COURSE OF STUDY**



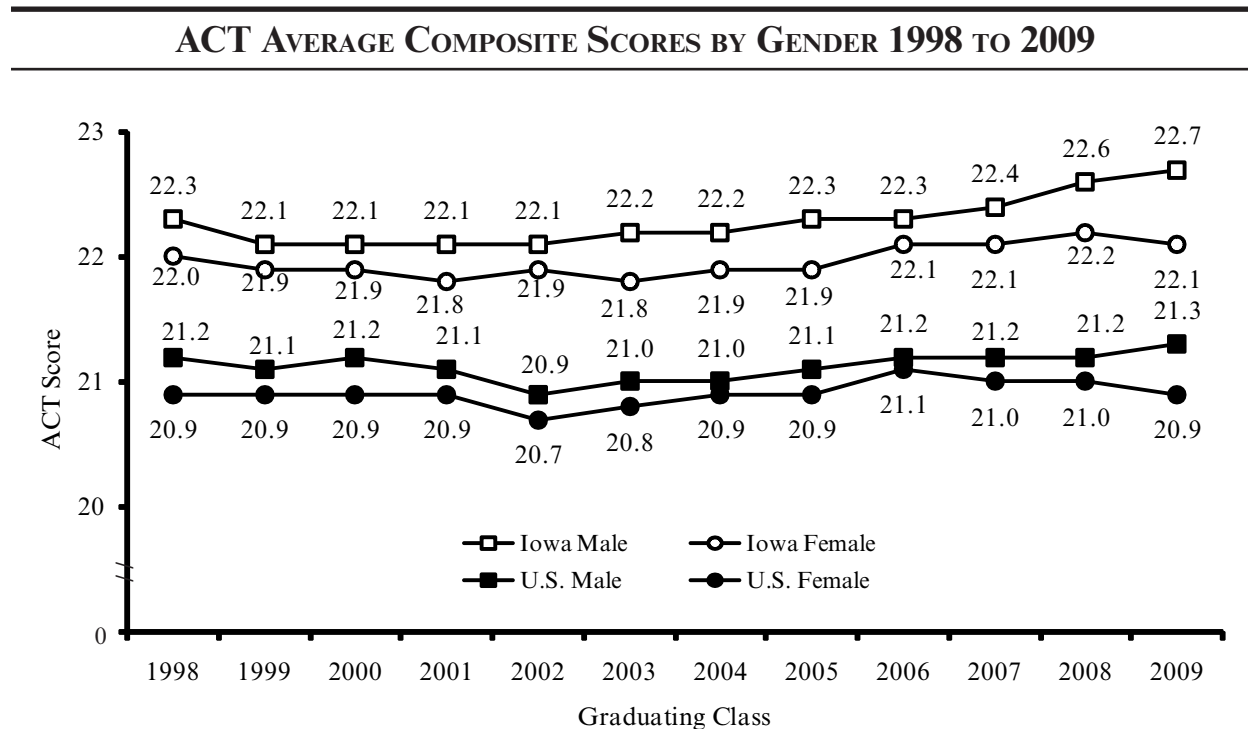
Source: ACT, Inc., Measuring College and Career Readiness, Iowa Department of Education, Bureau of Planning, Research, Development, and Evaluation Services, Enrollment files.

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 and the figures in each enrollment category only include public students tested.

ACT Scores by Gender

In Iowa and the Nation, the average composite scores for males increased by 0.1 points from 2008 to 2009. Both the Iowa and U.S. female scores decreased by 0.1 over that period (Figure 108).

Figure 108



Source: ACT, Inc., Measuring College and Career Readiness.

The average scores for Iowa males were higher in mathematics, science reasoning, and composite. Females reported higher average scores in English (Table 109).

Table 109

IOWA AVERAGE ACT SCORES BY GENDER 2008 AND 2009

Gender	Number of Test-takers		Average ACT Scores									
	2008	2009	English		Mathematics		Reading		Science Reasoning		Composite	
			2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Male	10,541	10,207	21.4	21.6	22.8	22.8	22.8	23.0	22.8	23.0	22.6	22.7
Female	12,013	12,117	22.2	22.1	21.2	21.2	22.9	22.8	21.8	21.8	22.2	22.1
Unreported*	396	53										

Source: ACT, Inc., Measuring College and Career Readiness.
 Note: *ACT test-takers not reporting gender.

ACT Composite Scores by Student Planned Educational Majors

The most popular planned educational majors by students taking the ACT in 2009 were Health Science/Allied Health Fields, followed by Business and Management (Table 110). The highest average composite ACT scores (both nationally and in Iowa) were reported by letters* major (24.7 and 25.9, respectively) and mathematics (24.1 and 25.5, respectively). The ACT test takers that indicated a planned major in education or teacher education had average ACT composite score above 21 for Iowa students and above 20 nationally (ranked 16th and 18th among the 23 majors listed for Iowa).

Table 110

ACT AVERAGE COMPOSITE SCORES BY STUDENT PLANNED EDUCATIONAL MAJORS CLASSES OF 1998 AND 2009

Planned Major	Class of 1998		Class of 2009		Iowa Percent Planned	Iowa Average Score Rank
	Nation Avg.	Iowa Avg.	Nation Avg.	Iowa Avg.		
Ag Science/Technologies	19.4	20.6	19.0	20.9	3	19.5
Architecture and Env Design	20.9	21.8	21.1	22.5	2	12.5
Business and Management	20.6	21.6	20.9	21.8	10	15
Business and Office	18.2	19.6	19.0	20.5	1	21
Communication & Comm Tech	21.4	22.4	21.6	22.5	2	12.5
Community and Personal Service	18.9	20.0	18.4	19.7	2	23
Computer and Info Science	21.4	23.1	21.4	23.4	2	8
Cross Disciplinary Studies	23.0	23.4	24.2	22.8	<1	10
Education	20.3	21.2	20.7	21.7	5	16
Engineering	22.8	24.7	23.1	24.9	5	3
Engineering Related Technologies	21.1	22.5	21.9	23.5	3	7
Foreign Language	23.4	24.0	23.4	24.0	1	6
Health Science/Allied Health Fields	21.0	22.4	20.7	22.1	18	14
Human/Family/Consumer Science	18.8	19.7	18.6	20.9	1	19.5
Letters*	24.7	25.1	24.7	25.9	1	1
Marketing and Distribution	19.4	20.2	20.3	21.6	1	17
Mathematics	24.4	25.7	24.1	25.5	1	2
Philosophy, Religion and Theology	22.4	23.4	22.6	24.4	1	4.5
Sciences	23.5	24.3	23.8	24.4	6	4.5
Social Sciences	22.0	23.1	22.3	23.1	5	9
Teacher Education	20.4	21.6	20.0	21.1	7	18
Trade and Industrial	18.8	19.8	17.8	19.9	1	22
Visual and Performing Arts	21.3	22.5	21.0	22.7	6	11
Other/Unplanned					17	

Source: ACT, Inc., Measuring College and Career Readiness.

Note: *Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

SAT

The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics, critical reading, and writing test range from 200 to 800.

The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2009, the number of SAT takers in the Nation was over 1.5 million, relatively unchanged from 2006. In 2009, the number of Iowa SAT I takers was over 1,100 (approximately 3 percent) of the high school graduates.

The average SAT scores for Iowa increased for both critical reading and mathematics from 2008 to 2009. The national averages remained unchanged in mathematics and decreased in critical reading over that period (Table 111 and Figure 109). Iowa's averages continue to be around 100 standard score points higher than the Nation's in both subject areas.

Table 111

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION 1998 TO 2009

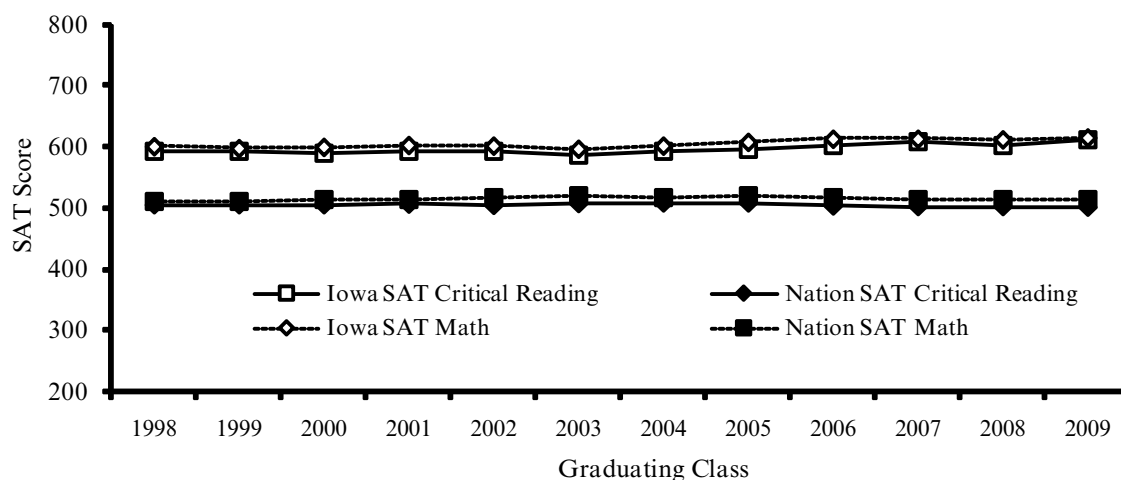
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515

Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 109

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION 1998 TO 2009



Source: The College Board. 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 112 shows a comparison between Iowa and other Midwest states on the average SAT scores. Indiana is the only Midwest state that had more than 50 percent of the high school graduates that took SAT in 2009.

Table 112

AVERAGE SAT SCORES FOR IOWA, THE NATION, AND MIDWEST STATES
1998, 2008, AND 2009

Nation and State	1998		2008		2009		Percent of Graduating Class of 2009 Taking SAT
	R	M	R	M	R	M	
Nation	505	512	502	515	501	515	46%
Illinois	564	581	583	601	588	604	6
Indiana	497	500	496	508	496	507	63
Iowa	593	601	603	612	610	615	3
Kansas	582	585	580	589	581	589	7
Michigan	558	569	581	598	584	603	5
Minnesota	585	598	596	609	595	609	7
Missouri	570	573	594	597	595	600	5
Nebraska	565	571	581	585	587	594	4
North Dakota	590	599	594	604	590	593	3
Ohio	536	540	534	544	537	546	22
South Dakota	584	581	595	596	589	600	3
Wisconsin	581	594	587	604	594	608	5
Iowa's Rank in Nation	1	1	1	1	1	1	1

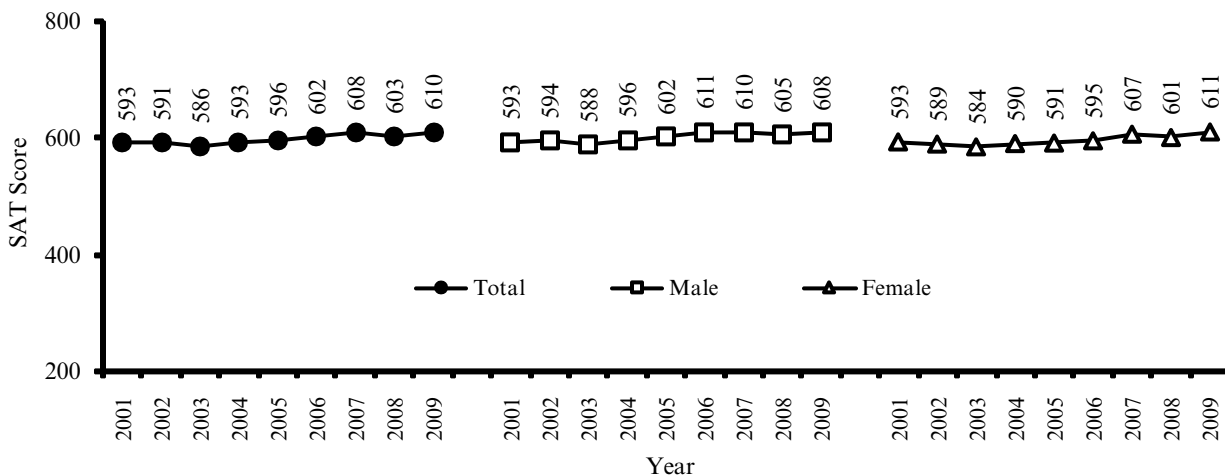
Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 110 and 111 show the trends for Iowa SAT takers by gender. Iowa's males out-scored females for all years shown in mathematics. Iowa's females had higher average critical reading scores than Iowa's males in 2009.

Figure 110

IOWA AVERAGE SAT CRITICAL READING SCORES BY GENDER 2001 TO 2009

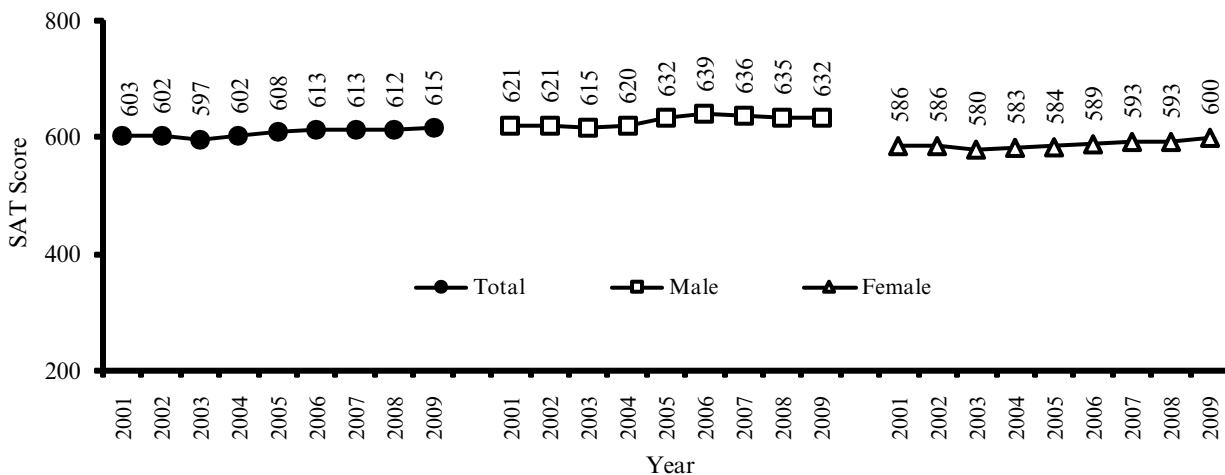


Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 111

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER 2001 TO 2009



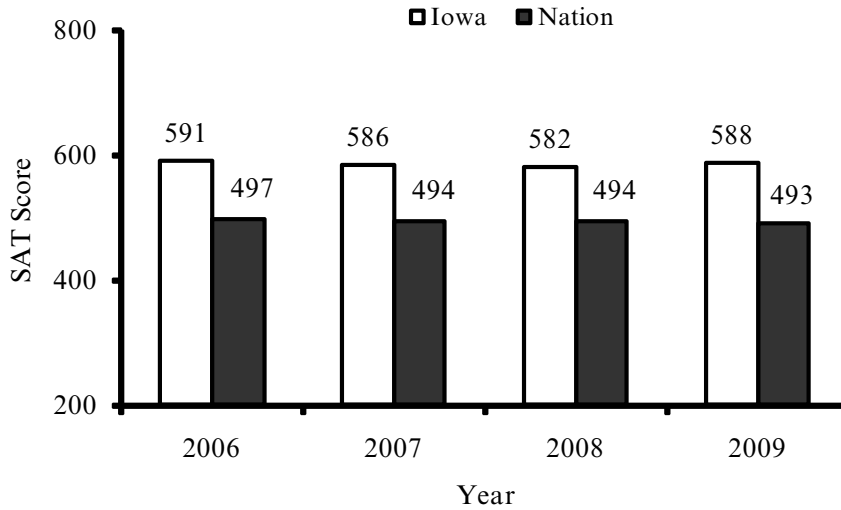
Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figures 112 and 113 show the average SAT writing scores for Iowa and the Nation. In 2009, Iowa females had higher average scores in writing than Iowa males. Females also out-scored males in the Nation in writing. In general, Iowa's average score in writing was 90 standard score points higher than the national average.

Figure 112

AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION 2006 TO 2009

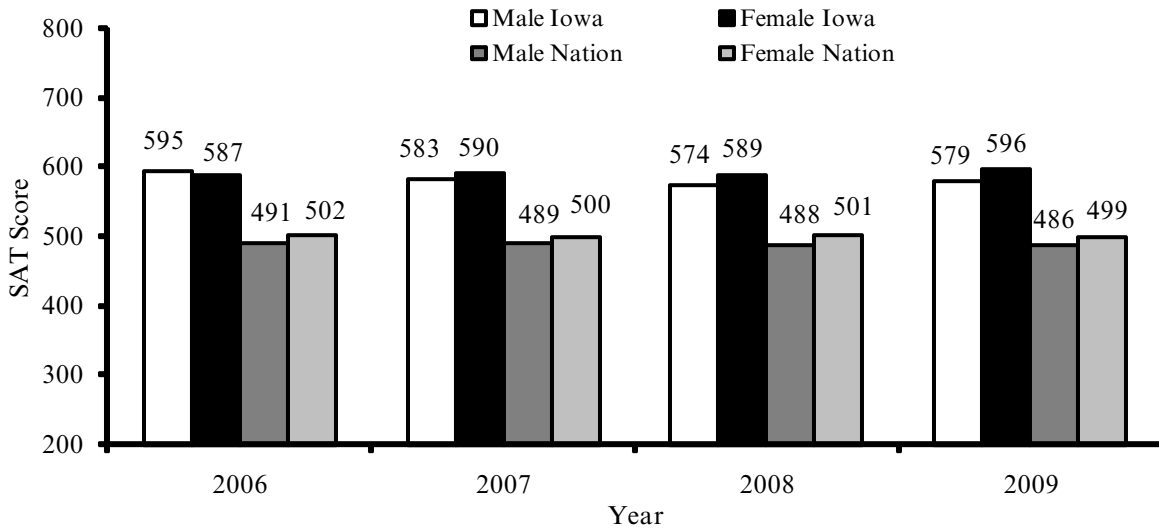


Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 113

AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION BY GENDER 2006 TO 2009



Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

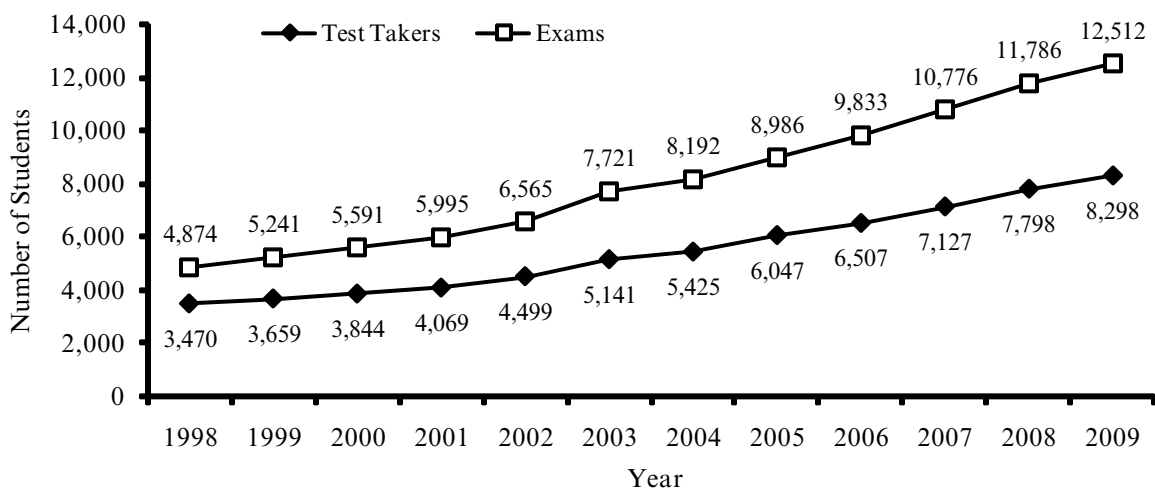
Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 20 subject areas in 2008-2009. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

In Iowa, more than 12,500 AP exams were taken by 8,298 students in 2009 (Figure 114). English Language and Composition, English Literature and Comprehension, U.S. History and Government, and Calculus, in aggregate, accounted for more than 50 percent of the exams taken in 2009. The number of students/candidates in 2009 was 6.4 percent higher than the number in 2008. The number of exams taken increased 6.2 percent over that one-year period. Both of the enrollment and exams have more than doubled since 1997.

Figure 114

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS 1998 TO 2009



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

From 1998 to 2009, Iowa's average AP score has consistently been above the national average (Table 113). In general, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 115).

Table 113

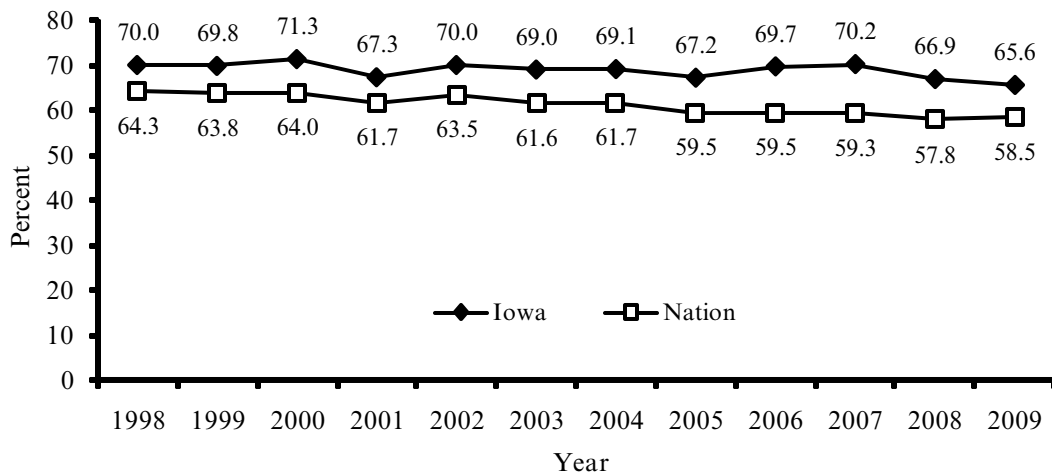
**ADVANCED PLACEMENT EXAM SCORE AVERAGES AND DISTRIBUTIONS
FOR IOWA AND THE NATION 1998 TO 2009**

Year	Percent of Students by Score											
	1		2		3		4		5		Average	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
1998	6.2	11.6	23.8	24.0	33.7	28.8	23.4	21.0	12.9	14.5	3.13	3.02
1999	6.9	12.2	23.3	24.0	31.6	27.8	23.1	21.1	15.1	14.9	3.16	3.02
2000	6.5	12.8	22.2	23.2	33.6	28.0	24.5	21.1	13.2	14.9	3.16	3.01
2001	6.5	13.3	26.2	25.1	31.3	27.4	22.9	20.4	13.1	13.9	3.10	2.95
2002	7.0	13.6	23.0	23.0	30.0	27.4	24.6	21.5	15.4	14.6	3.18	2.99
2003	8.1	14.3	23.0	24.0	30.3	27.1	23.8	20.4	14.9	14.1	3.14	2.95
2004	8.2	15.7	22.7	22.7	30.9	26.5	22.8	20.6	15.4	14.6	3.15	2.95
2005	10.0	17.2	22.8	23.2	29.1	25.9	23.8	20.1	14.3	13.5	3.10	2.90
2006	8.7	17.4	21.5	23.0	29.3	25.6	24.8	20.1	15.6	13.8	3.17	2.90
2007	9.7	18.4	20.1	22.3	28.7	25.1	24.8	20.2	16.7	14.0	3.19	2.89
2008	12.4	20.9	20.6	21.3	27.7	24.1	22.9	19.4	16.2	14.2	3.10	2.85
2009	13.1	20.2	21.3	21.3	26.8	23.6	22.2	19.9	16.6	15.0	3.08	2.89

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

Figure 115

**PERCENT OF AP CANDIDATES WITH AP SCORES OF 3+
1998 TO 2009**

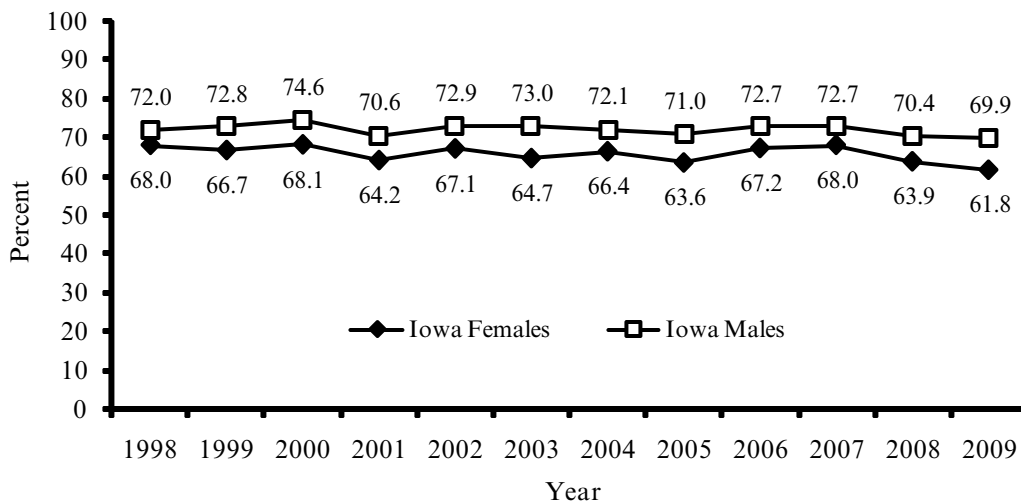


Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

Nationally, and in Iowa, greater percentages of males are reported as receiving a score of three or higher than females. This has been the trend in Iowa since 1998 (Figure 116) with the percentage of females with a score of three or greater being four to eight percentage points lower than males.

Figure 116

PERCENT OF IOWA AP EXAMS WITH SCORES OF 3+ BY GENDER 1998 TO 2009



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

Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

In the District of Columbia, Maryland, Virginia, and Florida more than 500 exams were taken for every 1,000 11th and 12th graders in 2009 (Table 114). In Iowa, that rate was 138 compared to 353 nationwide.

Table 114

**NUMBER OF ADVANCED PLACEMENT EXAMINATIONS TAKEN
PER THOUSAND 11TH AND 12TH GRADERS AND PERCENT OF TOTAL SCHOOLS
PARTICIPATING IN ADVANCED PLACEMENT 1999 AND 2009**

State	1999 Examinations	2009 Examinations	2009 Rank for Number of Exams	Percent of AP Scores 3+ in 2009
Alabama	82	212	37	49.4%
Alaska	145	197	40	62.2
Arizona	99	215	35	55.2
Arkansas	72	410	11	29.7
California	238	431	10	60.0
Colorado	158	382	17	60.5
Connecticut	233	456	6	73.5
Delaware	182	447	8	60.5
District of Columbia	388	769	1	54.7
Florida	226	557	4	45.4
Georgia	169	407	13	54.0
Hawaii	164	359	18	56.3
Idaho	77	164	44	68.8
Illinois	144	335	19	66.7
Indiana	98	256	29	48.7
Iowa	59	138	47	65.6
Kansas	56	155	45	61.0
Kentucky	112	294	22	50.9
Louisiana	46	112	50	51.6
Maine	137	393	15	58.0
Maryland	234	657	2	62.6
Massachusetts	230	448	7	72.1
Michigan	122	245	30	65.4
Minnesota	123	285	25	64.1
Mississippi	65	128	48	36.0
Missouri	64	172	42	63.5
Montana	82	170	43	65.6
Nebraska	45	153	46	57.0
Nevada	124	312	20	46.8
New Hampshire	147	278	28	72.2
New Jersey	245	407	14	71.6
New Mexico	106	225	34	43.1
New York	276	485	5	64.7
North Carolina	219	432	9	58.9
North Dakota	41	95	51	63.2
Ohio	112	238	32	65.9
Oklahoma	93	242	31	48.0
Oregon	77	203	38	61.4
Pennsylvania	131	227	33	67.2
Rhode Island	140	292	23	64.7
South Carolina	193	281	26	57.8
South Dakota	72	193	41	64.1
Tennessee	121	213	36	59.7
Texas	178	408	12	48.1
Utah	235	290	24	65.4
Vermont	142	392	16	66.6
Virginia	302	558	3	60.6
Washington	93	298	21	60.3
West Virginia	72	198	39	43.5
Wisconsin	125	280	27	68.4
Wyoming	44	122	49	51.3
United States	165	353		58.5

Source: The College Board, Applied Educational Research Inc. of Princeton, NJ.

Note: This is the number of exams taken by the current year's 11th and 12th grade AP students (number of exams not shown) divided by the state's "11th and 12th Grade Enrollment" x 1000. These enrollment counts represent 11th and 12th grade enrollment for public schools only.

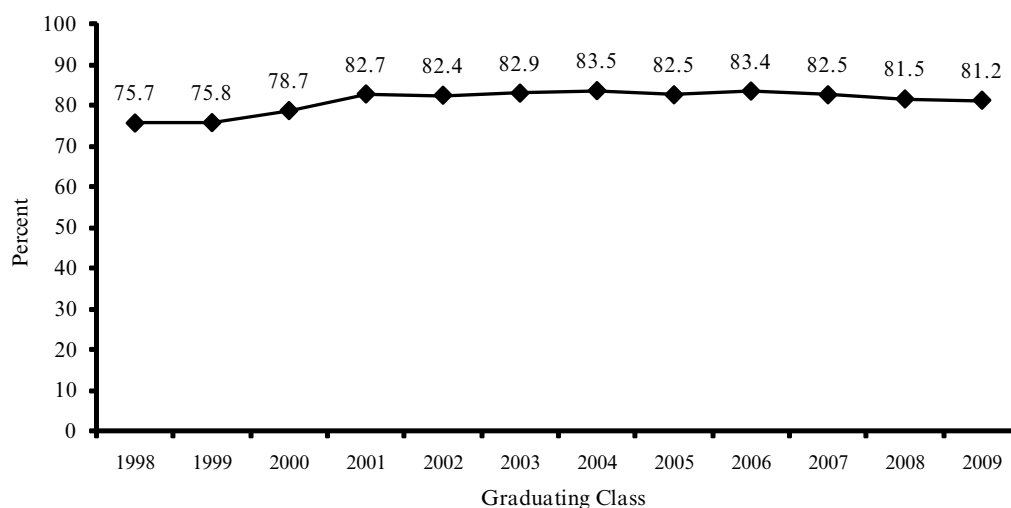
Pursuit of Postsecondary Education/Training

Information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training is presented in this section. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information on postsecondary education/training of high school graduates. Between 1997 and 1999 a combination of follow-up and graduate intentions was collected from districts. The districts who were participating in Project EASIER reported graduate intentions. Follow-up data were collected from the remaining districts. Graduate intention data have been collected from all districts that operate a high school since 2000.

The trend on the percentage of high school graduates pursuing or intending to pursue postsecondary education or training is shown in Figure 117. The percent of graduates intending to pursue postsecondary education or training decreased from 81.5 to 81.2 between 2008 and 2009.

Figure 117

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1998 TO 2009



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Figures for 2006 to 2009 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.
Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Table 115 lists the percent of graduates pursuing or intending to pursue postsecondary education/training by enrollment category for the 1998 and 2007 through 2009 graduating classes. In all enrollment categories, except for the largest enrollment category, over 80 percent of the graduates pursued or intended to pursue postsecondary education/training in 2008 and 2009. In 2009, the 300-599 enrollment category had the largest percent of graduates intending to pursue postsecondary education/training, 85.7 percent. In the ten smallest districts (based on certified enrollment) in 2009, 91.1 percent of the graduates were reported as intending to pursue postsecondary education/training. The largest enrollment category was made up of the ten largest districts in 2009. About 75 percent of the graduates in the ten largest districts intended to pursue postsecondary education/training.

Table 115

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY
EDUCATION/TRAINING BY ENROLLMENT CATEGORY
GRADUATING CLASSES OF 1998 AND 2007 TO 2009**

Enrollment Category	Graduating Class			
	1998	2007	2008	2009
<300	76.6%	79.7%	81.4%	83.7%
300-599	72.2	86.3	84.6	85.7
600-999	75.2	83.2	83.6	84.2
1,000-2,499	76.1	81.7	81.1	81.6
2,500-7,499	74.0	84.0	82.4	82.5
7,500+	79.0	80.1	78.6	75.4
State	75.7	82.5	81.5	81.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

The percent of graduates intending to pursue postsecondary education/training by gender for the graduating classes of 1998 and 2007 through 2009 is shown in Table 116. The percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. In the ten largest districts in 2009, the percent of male graduates intending to pursue postsecondary education/training was 71.7 percent and the percent of female graduates intending to pursue postsecondary education/training was 78.8 percent. In the ten smallest districts in 2009, the percent of male graduates intending to pursue postsecondary education/training was 88.9 percent and the percent of female graduates intending to pursue postsecondary education/training was 93.1 percent.

Table 116

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY
EDUCATION/TRAINING BY GENDER 1998 AND 2007 TO 2009**

Gender	Graduating Class			
	1998	2007	2008	2009
Male	71.0%	78.0%	77.1%	76.8%
Female	80.4	87.1	86.1	85.6
Total	75.7	82.5	81.5	81.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Table 117 shows the breakdown of postsecondary intentions by institution type for 1998 and 2007 through 2009. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college. The percent of students intending to attend a community college increased from 38.1 percent to 39.3 percent between 2008 and 2009. The largest percent of graduates intended to pursue postsecondary education at a community college in the ten largest and ten smallest districts in 2009. In the ten largest districts, 32.5 percent of the graduates intended to attend a community college and in the ten smallest district 48.2 percent of the graduates intended to attend a community college.

Table 117

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
BY POSTSECONDARY INSTITUTION 1998, 2007 TO 2009**

Postsecondary Institution	Graduating Class			
	1998	2007	2008	2009
Private 4-Year College	14.1%	13.8%	13.7%	13.5%
Public 4-Year College	26.1	26.0	25.4	24.1
Private 2-Year College	1.6	1.6	1.2	1.2
Community College	29.3	37.5	38.1	39.3
Other Training	4.7	3.6	3.3	3.1
Total	75.7	82.5	81.5	81.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included. Detail may not sum to total due to rounding. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Table 118 and Figure 118 show the percent of graduates intending to pursue postsecondary education at four-year and two-year colleges. The difference in the percent of graduates intending to pursue postsecondary education at a two-year college compared to the percent of graduates intending to pursue postsecondary education at a four-year college was higher in 2009 than in 2008, 0.2 percentage points in 2008 compared to 2.9 percentage points in 2009. There was a higher percent of graduates intending to pursue postsecondary education at a two-year college than at a four-year college in 2009 (40.5 percent versus 37.6 percent). In the ten largest districts in 2009, a higher percent of graduates intended to pursue postsecondary education at a four-year college than at a two-year college—38.6 percent intended to attend a four-year college and 33.7 percent intended to attend a two-year college. In the ten smallest districts in 2009, 39.3 percent of the graduates intended to pursue postsecondary education at a four-year college and 51.8 percent of the graduates intended to pursue postsecondary education at a two-year college.

Table 118

**PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
AT FOUR-YEAR AND TWO-YEAR COLLEGES 1998, 2007 TO 2009**

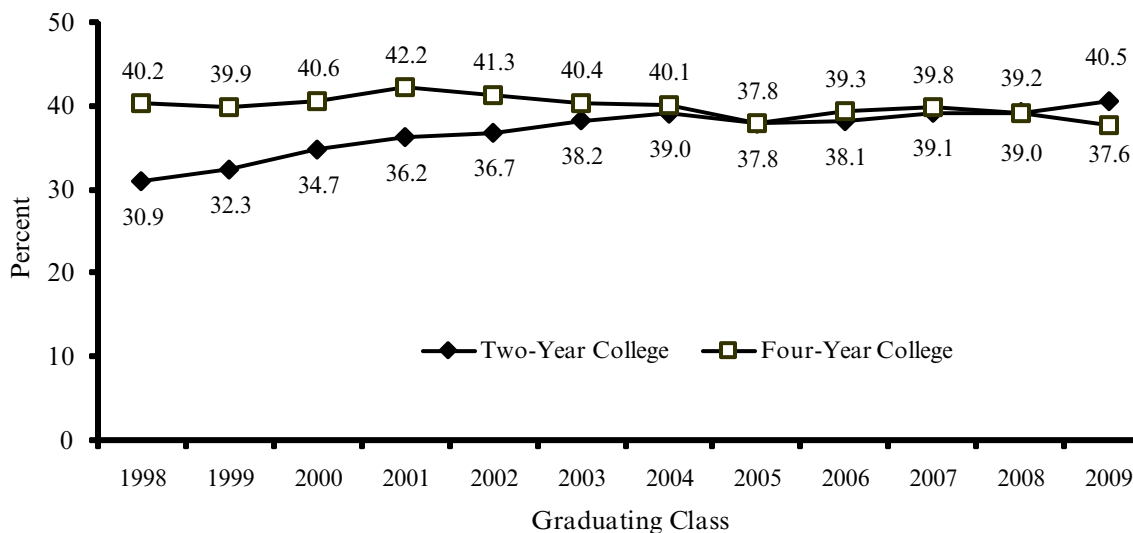
Postsecondary Institution	Graduating Class			
	1998	2007	2008	2009
Four-Year College	40.2%	39.8%	39.0%	37.6%
Two-Year College	30.9	39.1	39.2	40.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Figure 118

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
AT FOUR-YEAR AND TWO-YEAR COLLEGES 1998 TO 2009**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Figures for 2006 to 2009 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Postsecondary Enrollment Options

The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987. The purpose of the act was to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling 11th and 12th grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Ninth and 10th grade students who are identified as talented and gifted students according to the school district's criteria and procedures may also participate under the Act (see *Iowa Code*—261C.2). The Department of Education began collecting data on PSEO courses in 1993.

Table 119 lists the number of students taking PSEO courses and the number of PSEO courses taken in 1992-1993 and 1997-1998 through 2008-2009. There was a 16 percent decrease in the number of students taking PSEO courses and a 26 percent decrease in the number of courses taken between 2003-2004 and 2004-2005 which could be due to the change in the collection of this data between 2003-2004 and 2004-2005. The data was collected via individual student records instead of as summarized totals beginning in 2004-2005. Between 1997-1998 and 2008-2009 the number of students taking PSEO courses increased by 25.3 percent and the number of PSEO courses taken increased by 117.7 percent. Students in the ten largest districts (based on Certified Enrollment) made up 6.3 percent (431 students) of the students taking PSEO courses and took 6.0 percent (744 courses) of the PSEO courses in 2008-2009. Students in the ten smallest districts made up 0.7 percent (46 students) of the students taking PSEO courses and took 1.0 percent (125 courses) of the PSEO courses in 2008-2009.

Table 119

IOWA POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENTS AND COURSES 1992-1993 AND 1997-1998 TO 2008-2009					
Year	Enrollments	Courses	Year	Enrollments	Courses
1992-1993	2,219	3,229	2003-2004	6,524	11,876
1997-1998	5,453	5,699	2004-2005	5,481	8,826
1998-1999	5,815	9,991	2005-2006	5,556	9,485
1999-2000	6,121	10,361	2006-2007	6,318	11,229
2000-2001	6,556	11,408	2007-2008	6,276	11,095
2001-2002	6,899	11,961	2008-2009	6,835	12,406
2002-2003	6,734	11,674			

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

Table 120 lists an unduplicated count of students taking PSEO courses by grade level for 1992-1993, 1997-1998 and 2006-2007 to 2008-2009. The majority of the students taking PSEO courses were 12th grade students in all of the years presented. In 2008-2009, 68.4 percent of the students taking PSEO courses were in 12th grade, 26.9 percent were in 11th grade, and 4.8 percent were in 9th or 10th grade. In the ten largest districts in 2008-2009, 0.9 percent of the students who took PSEO courses were in 9th or 10th grade, 22.5 percent were in 11th grade and 76.6 percent were in 12th grade. In the ten smallest districts in 2008-2009, 2.2 percent of the students who took PSEO courses were in 9th or 10th grade, 23.9 percent were in 11th grade and 73.9 percent were in 12th grade.

Table 120

**NUMBER OF IOWA HIGH SCHOOL STUDENTS PARTICIPATING
IN THE POSTSECONDARY ENROLLMENT OPTIONS ACT
1992-1993, 1997-1998, AND 2006-2007 TO 2008-2009**

School Year	9th and 10th Graders	Grade 11 Students	Grade 12 Students	Total Participants
1992-1993	32	378	1,809	2,219
1997-1998	375	1,096	3,982	5,453
2006-2007	233	1,636	4,449	6,318
2007-2008	201	1,630	4,445	6,276
2008-2009	327	1,836	4,672	6,835

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

Courses in the discipline areas of mathematics, science, social sciences, humanities, career options programs, and vocational-technical education are approved for PSEO. Table 121 shows the number of courses taken by postsecondary institution, including regents institutions, community colleges, private four-year colleges, and private two-year colleges. Courses are divided into academic and vocational. Academic courses include mathematics, science, social sciences, humanities and career options programs. Vocational courses include vocational-technical education courses. In 2008-2009, 87.3 percent of the PSEO courses taken were in the academic disciplines. The majority of the courses were taken at a community college in all of the years presented (Figure 119). In the ten largest districts in 2008-2009, 17.1 percent of the courses were taken at regents institutions, 56.0 percent were taken at community colleges, 26.7 percent were taken at private four-year colleges, and there were not any courses taken at a private two-year college. In the ten smallest districts in 2008-2009, 62.4 percent of the PSEO courses were taken at community colleges and 37.6 percent were taken at a private four-year college. None of the courses were taken at a regents institution or private two-year college.

Table 121

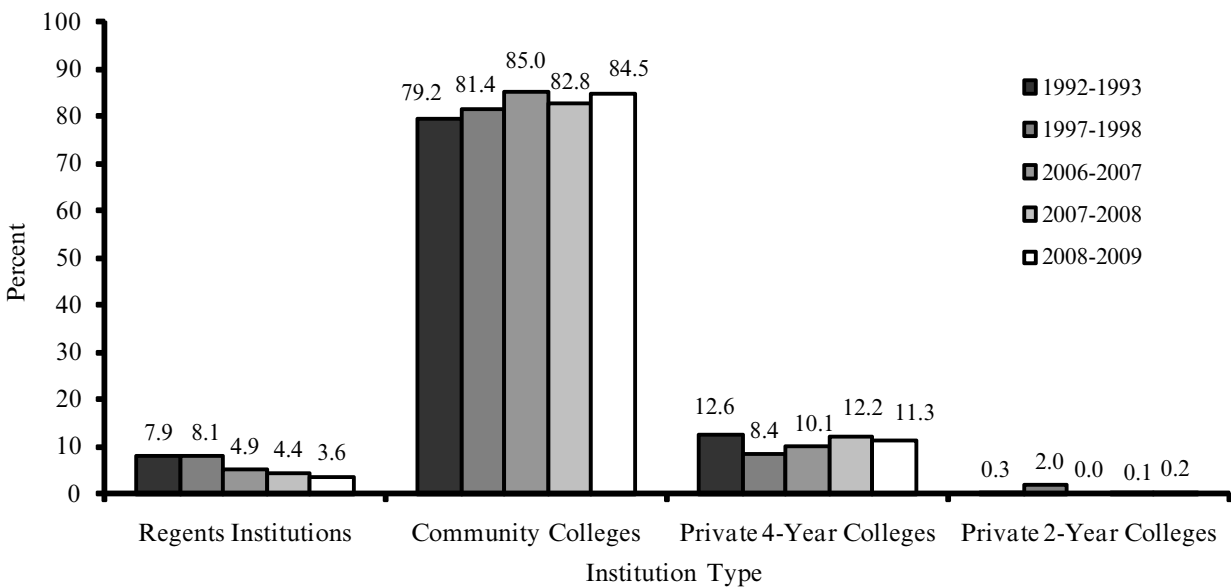
NUMBER OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA HIGH SCHOOL STUDENTS BY TYPE OF COURSE AND TYPE OF INSTITUTION 1992-1993, 1997-1998, AND 2006-2007 TO 2008-2009

School Year	Regents Institution	Academic			Vocational				Courses Taken
		Community College	Private 4-Year College	Private 2-Year College	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	
1992-1993	245	2,099	382	10	9	457	26	1	3,229
1997-1998	453	4,036	474	109	10	605	6	6	5,699
2006-2007	535	8,585	1,116	3	14	957	18	1	11,229
2007-2008	473	8,183	1,313	9	11	1,008	37	1	11,095
2008-2009	398	9,055	1,372	9	45	1,423	31	22	12,406

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

Figure 119

PERCENTAGE DISTRIBUTIONS OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA PUBLIC HIGH SCHOOL STUDENTS BY INSTITUTION TYPE 1992-1993, 1997-1998, AND 2006-2007 TO 2008-2009



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

Dropouts

The National Center for Education Statistics' (NCES) definitions used for dropouts include students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year; or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled some time during the previous school year; and
- Has not graduated from high school or completed a state- or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved educational program, b) temporary school-recognized absence for suspension or illness, c) death, or d) move out of the state or leave the country.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district is NOT considered a dropout.

To calculate dropout rate, the numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollment of grades 7-12 (or total enrollment of grades 9-12).

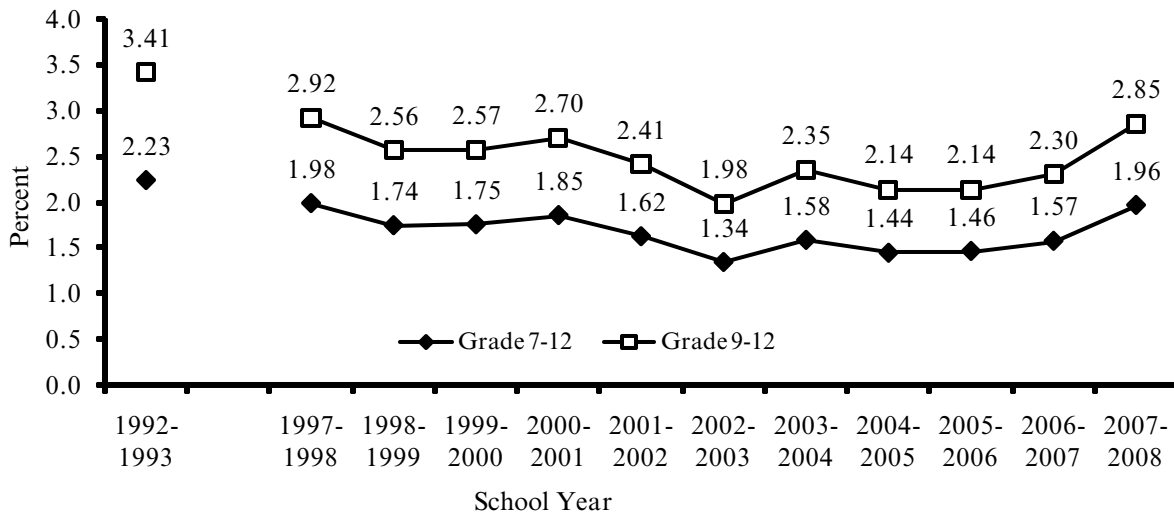
Figure 120 shows the two statewide trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates of Iowa public schools. They are downward dropout trends for both grades 7-12 and grades 9-12 from 1997-1998 to 2004-2005. The most significant decreases were in 1998-1999 and 2002-2003. In 2007-2008, the dropout rate for grades 9-12 was 2.85 percent and the rate for grades 7-12 was 1.96 percent, slightly up from the 2006-2007 rates for both grade ranges.

In 2008, an extra effort was made by the Department of Education to follow up the missing students between collections through the Project EASIER system. This is likely one of the reasons for the latest dropout increases.

The public school dropout distributions by grade and enrollment categories for 2007-2008 are available in Table 122. The total dropouts were 4,442 for grades 7-12. Grade 12 had the highest number and percent of dropouts (2,305 dropouts and 52 percent of total dropouts), followed by grade 11 with 1,212 dropouts and 27 percent, grade ten with 630 dropouts and 14 percent, and grade nine with 291 dropouts and 7 percent. Only four students dropped out from grades seven and eight together. The ten districts with enrollments of 7,500 and above accounted for about 50 percent of the total dropouts and 27 percent of the total enrollment in grades 7-12. The average dropout rate was 3.64 percent for this largest enrollment category. Only seven of ten smallest districts had grades 7-12 enrollment. The average dropout rate was 1.12 percent for these seven districts.

Figure 120

**IOWA PUBLIC SCHOOL GRADES 7-12 AND GRADES 9-12 DROPOUT RATES
1992-1993 AND 1997-1998 TO 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 122

**TOTAL IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS AND ENROLLMENTS
BY ENROLLMENT CATEGORY 2007-2008**

Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	0	0	3	3	16	46	68	1.53%	4,469	1.97%	1.52%
300-599	1	0	3	24	61	116	205	4.61	25,253	11.13	0.81
600-999	0	0	5	30	73	156	264	5.94	32,614	14.38	0.81
1000-2499	0	0	20	89	243	468	820	18.46	59,683	26.31	1.37
2500-7499	0	0	31	118	243	458	850	19.14	43,375	19.12	1.96
7500+	0	3	229	366	576	1,061	2,235	50.32	61,409	27.08	3.64
State*	1	3	291	630	1,212	2,305	4,442	100.00	226,803	100.00	1.96

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

The dropout rates increased for female and male students from 2006-2007 to 2007-2008 (see Table 123). Males had a higher dropout rate than females in all years shown. In 2007-2008, males represented over 58 percent of total dropouts and over 51 percent of total enrollments in grades 7-12.

Table 123

TOTAL IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS BY GENDER 1997-1998, 2006-2007, AND 2007-2008			
	1997-1998	2006-2007	2007-2008
Female Dropout Rate	1.73%	1.35%	1.69%
Male Dropout Rate	2.22%	1.79%	2.22%
Female Dropouts as percent of Total Dropouts	42.94%	41.77%	42.07%
Female Enrollment as percent of Total Enrollment	49.05%	48.82%	48.78%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 124 presents the public school grade 7-12 dropout and enrollment data by race/ethnicity for 2007-2008. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority. All minorities represented 13 percent of enrollments, but counted for 25 percent of total dropouts in grades 7-12. Overall, the minority dropout rate was 3.74 percent compared to 1.69 percent for non-minority. Asian dropout rate was 1.75 percent in 2007-2008.

Table 124

2007-2008 IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS AND ENROLLMENTS BY RACE/ETHNICITY					
Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollments	% of Total Enrollment
All Minority	3.74%	1,107	24.92%	29,613	13.06%
African American	4.06	473	10.65	11,658	5.14
American Indian	5.96	79	1.78	1,325	0.58
Asian	1.75	76	1.71	4,341	1.91
Hispanic	3.90	479	10.78	12,289	5.42
White	1.69	3,335	75.08	197,190	86.94
State*	1.96	4,442	100.00	226,803	100.00

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

More dropout and enrollment data by race/ethnicity are available in Table 125. The white dropouts and enrollments went down from 1997-1998 to 2007-2008 while the Hispanic and African American dropout rates and enrollment went up significantly during the same time period.

Table 125

PERCENT OF DROPOUTS AND PERCENT OF ENROLLMENT FOR IOWA PUBLIC SCHOOL GRADES 7-12 BY RACE/ETHNICITY 1997-1998, 2006-2007, AND 2007-2008

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	1997-1998	2006-2007	2007-2008	1997-1998	2006-2007	2007-2008
African American	7.4%	11.1%	10.6%	2.8%	4.8%	5.1%
American Indian	1.2	1.5	1.8	0.4	0.6	0.6
Asian	1.4	1.7	1.7	1.6	1.8	1.9
Hispanic	6.7	11.2	10.8	2.1	5.0	5.4
White	83.3	74.6	75.1	93.1	87.7	86.9

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

The dropout rates for other subgroups are available for 2007-2008. The rate for students who are eligible for free or reduced-price lunch was 2.77 percent, for IEP students was 2.31 percent, for migrant students was 4.04 percent, and for English Language Learners (ELL) was 3.87 percent.

In 2007-2008, eleven Iowa public school districts (3 percent) sent their students in grades 7-12 to other districts through whole-grade sharing agreements. About 18 percent of the districts reported zero dropouts and another 41 percent of the districts had a dropout rate between 0.01 and 1 percent. More than 5 percent (19 districts) had a dropout rate above 3 percent (see Table 126).

Table 126

DISTRIBUTION OF GRADES 7-12 DROPOUT RATES FOR IOWA PUBLIC SCHOOL DISTRICTS 2007-2008

Dropout Rate	Number of Districts	Percent Districts	Cumulative Percent
NA (No Grades 7-12)	11	3.0%	3.0%
0	66	18.1	21.1
.01-.50	67	18.4	39.5
.51-1.00	82	22.5	62.0
1.01-1.50	49	13.5	75.5
1.51-2.00	30	8.2	83.8
2.01-2.50	27	7.4	91.2
2.51-3.00	13	3.6	94.8
3.01-3.50	8	2.2	97.0
3.51-4.00	3	0.8	97.8
>4.00	8	2.2	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: Dropout rates are combined grades 7-12 dropouts divided by combined grades 7-12 enrollment and expressed as a percent.

High School Graduation Rates

The Iowa Department of Education has started to collect individual student data through Project EASIER for high school seniors on their graduation status and their diploma types since the spring of 2005. The school total graduates by diploma types have been reported on the Basic Educational Data Survey (BEDS) between 1999-2000 and 2003-2004. Before 2000, the district level data were collected through the Spring BEDS.

Under the No Child Left Behind (NCLB) request, the definition for high school graduates was narrowed down to the regular diploma recipients. They are those students completing unmodified graduation requirements, as well as, those students completing modified graduation requirements due to alternate placement or modification in accordance with a disability.

Other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. There are about 100 other completers each year in Iowa and many of them are foreign exchange students. Currently, other completers are neither counted as graduates nor counted as dropouts for the graduation rates.

The high school graduation rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where:

- GR_i is the graduation rate for a given year (i).
- G_i is the enrollment 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).

Iowa had a statewide ID system implemented since the summer of 2004. The Iowa Department of Education will be able to calculate and report a first-time freshman four-year graduation rate for the graduating class of 2009. Before then, also known as LEAVER rates, the estimated graduation rates were reported based on the formula above.

In Table 127 and Figure 121, the high school graduation data are presented by gender and state total for graduating classes of 1998 through 2008. The graduation rates increased annually from 1998 to 2006 with the exception of the classes of 2004.

The graduation rates decreased for classes of 2007 and 2008 for both females and males.

Table 127

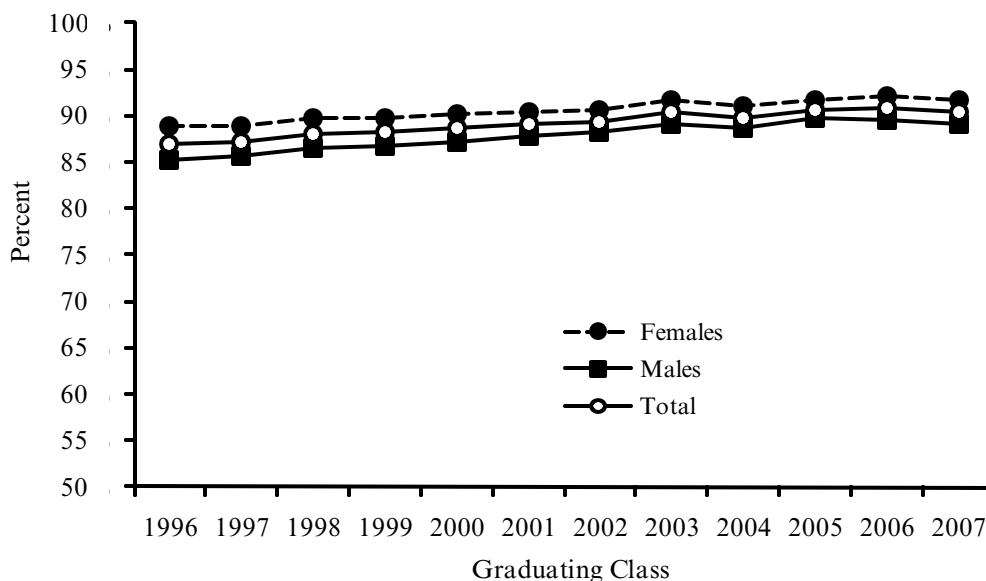
IOWA PUBLIC HIGH SCHOOL GRADUATION RATES BY GENDER GRADUATING CLASSES 1998 TO 2008

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1998	17,156	17,033	34,189	89.7%	86.5%	88.1%
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4
2004	17,080	17,259	34,339	91.0	88.6	89.8
2005	16,585	16,962	33,547	91.7	89.7	90.7
2006	16,845	16,848	33,693	92.1	89.5	90.8
2007	17,050	17,077	34,127	91.8	89.2	90.5
2008	17,189	17,384	34,573	90.1	87.4	88.7

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

Figure 121

IOWA PUBLIC HIGH SCHOOL GRADUATION RATES BY GENDER AND STATE TOTAL GRADUATING CLASSES 1998 TO 2008



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

The number of graduates and graduation rates by race/ethnicity are reported in Table 128 for graduating classes 1998, 2007, and 2008. White students had the highest graduation rates. The minority groups had high school graduation rates below the state averages with the exception of Asian in 2007.

Table 128

**IOWA PUBLIC HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY
1998, 2007, AND 2008**

Ethnic Group	Number of Graduates			Graduation Rates		
	1998	2007	2008	1998	2007	2008
All Minority	1,819	3,108	3,322	73.4%	77.6%	72.8%
African American	696	1,190	1,264	67.6	74.6	71.0
American Indian	84	152	159	62.2	75.6	67.7
Asian	508	610	631	88.0	91.2	88.4
Hispanic	531	1,156	1,268	72.0	75.1	69.3
White	32,370	31,019	31,251	89.1	92.0	90.8
State	34,189	34,127	34,573	88.1	90.5	88.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 129 shows the graduation rates by enrollment category. The smaller districts in the four categories with less than 2,500 students had graduation rates always above the state average. On average, the lowest graduation rates were reported in the largest enrollment category for graduating classes 1998, 2007, and 2008. The ten districts with enrollment of 7,500 and above had average graduation rates below the state average for each year shown. Only two of the ten smallest districts had high schools for 2007-2008 and the other eight districts sent their high school students out through the whole grade sharing agreements.

Table 129

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY ENROLLMENT CATEGORY GRADUATING CLASSES 1998, 2007, AND 2008**

Enrollment Category	Number of Graduates			Graduation Rates		
	1998	2007	2008	1998	2007	2008
<300	301	650	714	92.3%	96.0%	95.1%
300-599	3,702	3,961	4,157	93.2	96.2	95.8
600-999	6,536	5,642	5,326	93.2	96.1	94.7
1,000-2,499	9,586	9,359	9,289	89.5	93.0	91.9
2,500-7,499	6,477	6,478	6,507	86.1	90.8	89.7
7,500+	7,587	8,037	8,580	81.9	81.7	78.7
State	34,189	34,127	34,573	88.1	90.5	88.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Since 2005, the averaged freshman graduation rates for the 50 United States and the District of Columbia have been estimated and reported by the U.S. Department of Education. The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshman four years earlier. Graduates include only those who earned regular diplomas as defined by the state or district and the counts for freshman are calculated by averaging the number of 10th graders three years earlier, the number of 9th graders four years earlier, and the number of 8th graders five years earlier. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Table 130 shows the public high school averaged freshman graduation rate by state. In 2005-2006, the averaged freshman graduation rate was 86.9 percent for Iowa and 73.4 percent for the Nation. Iowa has the third highest graduation rate in the Nation, after Nebraska and Wisconsin, in 2005-2006. Iowa's data shows an upward trend for all years shown. Iowa's graduation rates were at least ten percentage points higher than the national figures in all years listed.

Table 130

**PUBLIC HIGH SCHOOL AVERAGED FRESHMAN GRADUATION RATES BY STATE
2000-2001 TO 2005-2006**

State	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	National Rank	
						2005-2006	2005-2006
Wisconsin	83.3	84.8	85.8		86.7	87.5	1
Nebraska	83.8	83.9	85.2	87.6	87.8	87.0	2
Iowa	82.8	84.1	85.3	85.8	86.6	86.9	3
Minnesota	83.6	83.9	84.8	84.7	85.9	86.2	4
New Jersey	85.4	85.8	87.0	86.3	85.1	84.8	5
South Dakota	77.4	79.0	83.0	83.7	82.3	84.5	6
Pennsylvania	79.0	80.2	81.7	82.2	82.5	83.5	7
Vermont	80.2	82.0	83.6	85.4	86.5	82.4	8
North Dakota	85.4	85.0	86.4	86.1	86.3	82.1	9
Montana	80.0	79.8	81.0	80.4	81.5	81.9	10
New Hampshire	77.8	77.8	78.2	78.7	80.1	81.1	11
Missouri	75.5	76.8	78.3	80.4	80.6	81.0	12
Connecticut	77.5	79.7	80.9	80.7	80.9	80.9	13
Idaho	79.6	79.3	81.4	81.5	81.0	80.5	14
Arkansas	73.9	74.8	76.6	76.8	75.7	80.4	15
Maryland	78.7	79.7	79.2	79.5	79.3	79.9	16
Illinois	75.6	77.1	75.9	80.3	79.4	79.7	17
Massachusetts	78.9	77.6	75.7	79.3	78.7	79.5	18
Ohio	76.5	77.5	79.0	81.3	80.2	79.4	19
Kansas	76.5	77.1	76.9	77.9	79.2	78.4	20
Oklahoma	75.8	76.0	76.0	77.0	76.9	77.8	21.5
Rhode Island	73.5	75.7	77.7	75.9	78.4	77.8	21.5
Kentucky	69.8	69.8	71.7	73.0	75.9	77.6	23.5
Utah	81.6	80.5	80.2	83.0	84.4	77.6	23.5
West Virginia	75.9	74.2	75.7	76.9	77.3	76.9	25
Maine	76.4	75.6	76.3	77.6	78.6	76.6	26
Delaware	71.0	69.5	73.0	72.9	73.1	76.3	27
Wyoming	73.4	74.4	73.9	76.0	76.7	76.1	28
Colorado	73.2	74.7	76.4	78.7	76.7	75.5	29.5
Hawaii	68.3	72.1	71.3	72.6	75.1	75.5	29.5
Virginia	77.5	76.7	80.6	79.3	79.6	74.5	31
Michigan	75.4	72.9	74.0	72.5	73.0	73.6	32
Indiana	72.1	73.1	75.5	73.5	73.2	73.4	33.5
Oregon	68.3	71.0	73.7	74.2	74.2	73.4	33.5
United States	71.7	72.6	73.9	75.0	74.7	73.4	N/A
Washington	69.2	72.2	74.2	74.6	75.0	72.9	35
Texas	70.8	73.5	75.5	76.7	74.0	72.5	36
North Carolina	66.5	68.2	70.1	71.4	72.6	71.8	37
Tennessee	59.0	59.6	63.4	66.1	68.5	71.8	38
Arizona	74.2	74.7	75.9	66.8	84.7	70.5	39
California	71.6	72.7	74.1	73.9	74.6	69.9	40
New York	61.5	60.5	60.9	--	65.3	67.4	41
New Mexico	65.9	67.4	63.1	67.0	65.4	67.3	42
Alaska	68.0	65.9	68.0	67.2	64.1	66.5	43
Alabama	63.7	62.1	64.7	65.0	65.9	66.2	44
Dist. of Columbia	60.2	68.4	59.6	68.2	68.8	65.4	45
Florida	61.2	63.4	66.7	66.4	64.6	63.6	46
Mississippi	59.7	61.2	62.7	62.7	63.3	63.5	47
Georgia	58.7	61.1	60.8	61.2	61.7	62.4	48
South Carolina	56.5	57.9	59.7	60.6	60.1	61.0	49
Louisiana	63.7	64.4	64.1	69.4	63.9	59.5	50
Nevada	70.0	71.9	72.3	57.4	55.8	55.8	51

Sources: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Public School Graduates and Dropouts from the Common Core of Data: School Year 2005-2006, September of 2009. Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005-2006. The Condition of Education 2006. U.S. Department of Education, National Center for Education Statistics, The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-2003 to 2003-2004.

Kindergarten Literacy Assessment

House File 761 requires school districts in Iowa to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. Districts are also required to collect information on preschool attendance and other demographic factors of kindergarten students and report this information along with the assessment results to the DE no later than January 1 of the school year. This information has been collected from school districts through Project EASIER since 2006-2007. There is a list of DE-approved assessments that can be used to implement the requirements of HF 761; however, a district may administer an assessment that is not on the list as long as it is technically adequate for a kindergarten assessment.

Table 131 shows the number and percent of public school buildings with kindergarten students by the type of assessment administered for 2006-2007 to 2008-2009. Since the data were collected at the student level through Project EASIER, it was possible for a building to report using multiple assessments. The highest percent of buildings reported using DIBELS in all three years—40.8 percent in 2006-2007, 50.7 percent in 2007-2008 and 45.5 percent in 2008-2009. “Other” includes any assessment that was not on the list approved by the DE. The percent of buildings using solely an “Other” assessment increased from 8.4 percent in 2007-2008 to 16.0 percent in 2008-2009. The percent of buildings using an “Other” assessment in addition to one of the approved assessments increased from 18.0 percent in 2007-2008 to 19.5 percent in 2008-2009.

Table 131

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL BUILDINGS BY KINDERGARTEN LITERACY ASSESSMENT (KLA) ADMINISTERED 2006-2007, 2007-2008 AND 2008-2009

Assessment	2006-2007		2007-2008		2008-2009	
	Number	Percent	Number	Percent	Number	Percent
DIBELS	285	40.8%	349	50.7%	311	45.5%
Yopp-Singer + BRI	28	4.0	44	6.4	52	7.6
PAT	66	9.5	82	11.9	70	10.2
Other	134	19.2	58	8.4	109	16.0
Observation Study	3	0.4	25	3.6	7	1.0
DIBELS/Other	141	20.2	74	10.7	83	12.2
DIBELS/Observation Study	1	0.1	1	0.1	0	0.0
Yopp-Singer/DIBELS + BRI/DIBELS	3	0.4	0	0.0	1	0.1
Yopp-Singer/DIBELS/Other + BRI/DIBELS/Other	3	0.4	0	0.0	0	0.0
Yopp-Singer/Other + BRI/Other	4	0.6	3	0.4	4	0.6
Yopp-Singer/PAT + BRI/PAT	10	1.4	6	0.9	0	0.0
Yopp-Singer/PAT/Other + BRI/PAT/Other	1	0.1	0	0.0	0	0.0
Yopp-Singer/Observation Study/Other + BRI/Observation Study/Other	0	0.0	0	0.0	1	0.1
PAT/Other	17	2.4	16	2.3	43	6.3
Observation Study/Other	2	0.3	31	4.5	2	0.3
Total	698	100.0	689	100.0	683	100.0

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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include district offices that may have reported KLA data. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

State figures may not total 100 percent due to rounding.

There were 167 buildings with kindergarten students who took a kindergarten literacy assessment in the ten largest districts (based on certified enrollment) in 2008-2009. The highest percent of buildings in the ten largest districts used an “Other” assessment, 45.5 percent. In the ten largest districts 12.6 percent of the buildings used DIBELS, 15.0 percent used Yopp-Singer and 3.0 percent used the PAT. The rest of the buildings used multiple assessments. In the ten smallest districts (based on certified enrollment) in 2008-2009, there were nine buildings with kindergarten students who took a kindergarten literacy assessment. Four of the buildings used the DIBELS assessment, four used the PAT and the remaining building used an “Other” assessment.

The number and percent of public school kindergarten students by type of assessment for 2006-2007 through 2008-2009 is shown in Table 132 and Figure 122. The greatest decrease between 2007-2008 and 2008-2009 was in the percent of students taking the Observation Study assessment. The percent decreased by 8.5 percentage points, from 10.4 percent in 2007-2008 to 1.9 percent in 2008-2009. The greatest increase between 2007-2008 and 2008-2009 was in the percent of students taking an “Other” assessment, 9.8 percentage points. In 2007-2008, 10.4 percent took an “Other” assessment and in 2008-2009 20.2 percent took an “Other” assessment. The percent of students not tested was 0.0 percent in 2008-2009 compared with 1.6 percent in 2007-2008.

In the ten largest districts in 2008-2009 there were 10,705 students who took a kindergarten literacy assessment. About half of the students in the ten largest districts took an “Other” assessment. There were 68 students in the ten smallest districts in 2008-2009 who took a kindergarten literacy assessment. The highest percent (57.4 percent) of the students took the DIBELS in the ten smallest districts.

Table 132

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS BY KINDERGARTEN LITERACY ASSESSMENT TAKEN 2006-2007, 2007-2008, AND 2008-2009

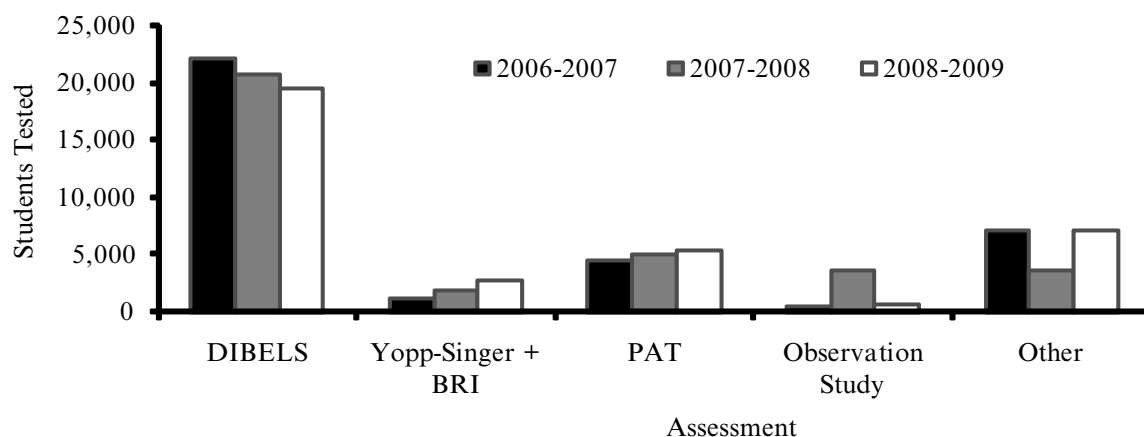
Assessment	2006-2007		2007-2008		2008-2009	
	Number	Percent	Number	Percent	Number	Percent
DIBELS	22,185	62.2%	20,868	59.3%	19,510	54.8%
Yopp-Singer + BRI	1,225	3.4	1,994	5.7	2,789	7.8
PAT	4,588	12.9	5,020	14.3	5,438	15.3
Observation Study	535	1.5	3,661	10.4	694	1.9
Other	7,151	20.0	3,642	10.4	7,175	20.2
Total Tested	35,684	100.0	35,185	100.0	35,606	100.0
Total Students Tested	35,684	99.7	35,185	98.4	35,606	100.0
Total Not Tested	91	0.3	557	1.6	0	0.0
Total Kindergarten Students	35,775	100.0	35,742	100.0	35,606	100.0

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

Note: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Figure 122

NUMBER OF IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS BY KINDERGARTEN LITERACY ASSESSMENT TAKEN 2006-2007, 2007-2008, AND 2008-2009



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

Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Kindergarten Literacy Assessment Proficiency

Each kindergarten literacy assessment measures phonemic awareness differently. The DIBELS Initial Sounds Fluency (ISF) subtest measures if children recognize beginning sounds. The Yopp-Singer full test and the BRI phoneme segmentation subtest measure whether or not a child can break words into sounds. The subtests of the PAT measure if children can blend sounds, rhyme, or delete sounds from words.

Table 133 presents the number of students assessed and number proficient by assessment for 2006-2007 to 2008-2009. The percent of kindergarten students who were proficient on the DIBELS ISF subtest increased from 59.7 percent in 2007-2008 to 61.8 percent in 2008-2009. The number and percent proficient for the BRI, Yopp-Singer, and PAT includes students who were younger than six on September 15th of the school year. The results of the BRI phoneme segmentation and Yopp-Singer assessments are grouped together since they are considered to be the same assessment. The percent of students who were proficient on the BRI and Yopp-Singer decreased from 4.5 percent in 2007-2008 to 3.3 percent in 2008-2009. There were 201 (16.4 percent) kindergarten students in 2006-2007, 288 (14.4 percent) kindergarten students in 2007-2008 and 313 (11.2 percent) kindergarten students in 2008-2009 who were six or older on September 15th of the school year and therefore were not included in the calculation for proficiency for BRI and Yopp-Singer. The percent of students who were proficient on the PAT blending subtest increased from 60.1 percent in 2007-2008 to 65.8 percent in 2008-2009. The percent of students who were proficient on the PAT deletion subtest increased from 35.8 percent to 40.5 percent and the percent proficient on the PAT rhyming subtest increased from 57.3 percent to 65.6 percent between 2007-2008 and 2008-2009. There were 590 (12.9 percent) kindergarten students in 2006-2007, 739 (14.7 percent) kindergarten students in 2007-2008, and 755 (13.9 percent) kindergarten students in 2008-2009 who were six or older on September 15th of the school year and whose results were not included in the calculation for percent proficient on the PAT subtests.

In the ten largest districts in 2008-2009, 55.3 percent of the students who took the ISF subtest of DIBELS were proficient. About 3 percent of the students who took the Yopp-Singer/ BRI were proficient in the ten largest districts. In the ten largest districts, 58.7 percent were proficient on the blending subtest, 27.6 percent were proficient on the deletion subtest and 54.9 percent were proficient on the rhyming subtest of the PAT. In the ten smallest districts in 2008-2009, 46.2 percent of the students were proficient on the ISF subtest of DIBELS. About 57 percent of the students who took the PAT were proficient on the blending and rhyming subtests and 35.7 percent were proficient on the deletion subtests in the ten smallest districts.

Table 133

**KINDERGARTEN LITERACY ASSESSMENT NUMBER AND PERCENT PROFICIENT
2006-2007, 2007-2008, AND 2008-2009**

Assessment	Subtest	No. of Students	2006-2007		2007-2008			2008-2009		
			No. Proficient	Percent Proficient	No. of Students	No. Proficient	Percent Proficient	No. of Students	No. of Proficient	% Proficient
DIBELS	Initial Sounds Fluency	22,185	12,531	56.5%	20,868	12,450	59.7%	19,510	12,065	61.8%
BRI	Phoneme Segmentation	393	42	10.7	1,128	62	5.5	379	17	4.5
Yopp-Singer	Full Test	631	24	3.8	578	15	2.6	2,097	65	3.1
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,024	66	6.4	1,706	77	4.5	2,476	82	3.3
BRI & Yopp-Singer Combined	Students age>=6	201			288			313		
PAT	Blending	3,998	2,771	69.3	4,281	2,571	60.1	4,683	3,082	65.8
PAT	Deletion	3,998	1,962	49.1	4,281	1,533	35.8	4,683	1,895	40.5
PAT	Rhyming	3,998	2,418	60.5	4,281	2,454	57.3	4,683	3,070	65.6
PAT	Students age>=6	590			739			755		

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

Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

DIBELS: Proficient students are students with a score higher than 8.

BRI & Yopp-Singer: Proficient students are those with a score of 15 or higher and age <6. Figures listed include students whose age was less than 6 on September 15, 2008. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

PAT: Proficient students are those with a score of 1 or higher for the Blending and Deletion subtests and 8 or higher for the Rhyming subtest and age <6. Figures listed include students whose age was less than 6 on September 15, 2008.

Preschool Experience (Parent Perception)

Districts gather the information on preschool experience at any time 12 months prior to registering for kindergarten through parent report or district records. The term “preschool” was not specifically defined in legislation and thus could have resulted in very different meanings for parents ranging from a childcare to a private enterprise. The amount of time devoted to instruction could have been interpreted differently by parents as well. The number and percent of kindergarten students who attended preschool prior to kindergarten is shown in Table 134. The percent of kindergarten students attending preschool increased to 66.0 percent in 2007-2008 to 72.1 percent in 2008-2009. In the ten largest districts in 2008-2009, 57.1 percent of the kindergarten students attended preschool. In the ten smallest districts in 2008-2009, 85.3 percent of the kindergarten students attended preschool prior to kindergarten.

Table 134

IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS PRESCHOOL ATTENDANCE 2006-2007, 2007-2008, AND 2008-2009						
	2006-2007		2007-2008		2008-2009	
	Number	Percent	Number	Percent	Number	Percent
Kindergarten students who attended preschool	23,241	65.0%	23,600	66.0%	25,670	72.1%
Kindergarten students who did not attend preschool	12,534	35.0	12,142	34.0	9,936	27.9
Total kindergarten students	35,775	100.0	35,742	100.0	35,606	100.0

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

Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, and expulsions can be given to students because of incidents that occur on school property. Prior to the 2005-2006 school year, suspensions and expulsions were reported at the building level. Starting in 2005-2006, these data are collected at the student level. Due to this change in method and level of collection, data prior to 2005-2006 are not directly comparable to more recent data.

During the 2008-2009 school year, there were more than 45,000 in-school suspensions given to more than 32,000 unique students. This indicates that a proportion of students received multiple in-school suspensions during the school year. An in-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an in-school suspension.” School district personnel were instructed to report all in-school suspensions regardless of their length. Therefore, an in-school suspension lasting as little as one period of the day is included in this data, as long as the removal was initiated and/or approved by building or district administration. In 2008-2009, in-school suspensions were most often given for disruptive behavior, attendance policy violations, and “other” types of incidents (Table 135).

Table 135

IN-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL 2006-2007 TO 2008-2009

Reason for Removal	2006-2007			2007-2008			2008-2009		
	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students
Administrative Law	210	0.5%	160	501	1.0%	403	102	0.2%	98
Alcohol Related	108	0.3	105	56	0.1	56	72	0.2	71
Attendance Policy Violation	13,051	32.1	6,327	15,705	31.8	7,558	13,495	29.9	8,468
Both Drugs and Alcohol	3	0.0	3	6	0.0	6	n/a	--	n/a
Disruptive Behavior	9,398	23.1	5,618	13,693	27.7	8,120	13,842	30.7	9,856
Drug Related	164	0.4	153	193	0.4	168	110	0.2	107
Physical Fighting	3,269	8.0	2,843	3,541	7.2	3,073	n/a	--	n/a
Physical Fighting w/o Injury	n/a	--	n/a	n/a	--	n/a	3,229	7.2	3,045
Physical Fighting w/Injury	n/a	--	n/a	n/a	--	n/a	249	0.6	245
Property Related	515	1.3	485	807	1.6	760	854	1.9	822
Violent Behavior	482	1.2	428	586	1.2	530	n/a	--	n/a
Violent Behavior w/o Injury	n/a	--	n/a	n/a	--	n/a	881	2.0	818
Violent Behavior w/Injury	n/a	--	n/a	n/a	--	n/a	140	0.3	136
Tobacco Related	n/a	--	n/a	n/a	--	n/a	365	0.8	344
Weapons Related	137	0.3	132	169	0.3	167	173	0.4	173
Other	13,324	32.8	7,296	14,126	28.6	8,480	11,577	25.7	8,404
Total	40,661	100.0	23,550	49,383	100.0	29,321	45,089	100.0	32,587

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Notes: In-school suspensions were not collected until the 2006-2007 school year.

Attendance policy violations, disruptive behavior, property related and violent behavior incidents were not collected until the 2006-2007 school year. Physical fighting without injury, physical fighting with injury, violent behavior without injury, violent behavior with injury, and tobacco were not collected until the 2008-2009 school year.

During the 2008-2009 school year, there were more than 27,000 out-of-school suspensions given to more than 25,000 unique students. This indicates that some students received multiple out-of-school suspensions during the school year. An out-of-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an out-of-school suspension.” During an in-school suspension, the student continues to be under the supervision of school district personnel, while during an out-of-school suspension, the student is not under the supervision of school district personnel. Again, school district personnel were instructed to report all out-of-school suspensions regardless of their length. In 2008-2009, out-of-school suspensions were most often given for disruptive behavior, physical fighting without injury, and “other” types of incidents (Table 136).

Table 136

OUT-OF-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL FOR 2005-2006 TO 2008-2009

Reason for Removal	2005-2006			2006-2007		
	Removals	% of Removals	Distinct Students	Removals	% Removals	Distinct Students
Administrative Law	126	0.4%	111	133	0.5%	123
Alcohol Related	387	1.3	383	403	1.4	393
Attendance Policy Violation	n/a	--	n/a	1,915	6.6	1,272
Both Drugs and Alcohol	52	0.2	49	79	0.3	76
Disruptive Behavior	n/a	--	n/a	8,934	30.6	5,629
Drug Related	870	3.0	817	883	3.0	825
Physical Fighting	6,052	21.1	4,964	6,624	22.7	5,549
Physical Fighting w/o Injury	n/a	--	n/a	n/a	--	n/a
Physical Fighting w/Injury	n/a	--	n/a	n/a	--	n/a
Property Related	n/a	--	n/a	678	2.3	642
Violent Behavior	n/a	--	n/a	1,129	3.9	980
Violent Behavior w/o Injury	n/a	--	n/a	n/a	--	n/a
Violent Behavior w/Injury	n/a	--	n/a	n/a	--	n/a
Tobacco Related	n/a	--	n/a	n/a	--	n/a
Weapons Related	604	2.1	579	602	2.1	580
Other	20,611	71.8	12,331	7,793	26.7	5,545
Total	28,702	100.0	19,234	29,173	100.0	21,614

Reason for Removal	2007-2008			2008-2009		
	Removals	% of Removals	Distinct Students	Removals	% Removals	Distinct Students
Administrative Law	355	1.2%	329	57	0.2%	56
Alcohol Related	346	1.2	340	307	1.1	305
Attendance Policy Violation	1,676	5.9	1,209	1,161	4.2	991
Both Drugs and Alcohol	27	0.1	27	n/a	--	n/a
Disruptive Behavior	9,931	34.9	6,321	10,327	37.4	8,814
Drug Related	949	3.3	886	805	2.9	795
Physical Fighting	6,342	22.3	5,302	n/a	--	n/a
Physical Fighting w/o Injury	n/a	--	n/a	6,233	22.6	5,900
Physical Fighting w/Injury	n/a	--	n/a	691	2.5	680
Property Related	725	2.6	694	803	2.9	785
Violent Behavior	1,112	3.9	914	n/a	--	n/a
Violent Behavior w/o Injury	n/a	--	n/a	1,609	5.8	1,536
Violent Behavior w/Injury	n/a	--	n/a	227	0.8	221
Tobacco Related	n/a	--	n/a	519	1.9	505
Weapons Related	599	2.1	576	604	2.2	597
Other	6,353	22.4	4,740	4,273	15.5	3,854
Total	28,415	100.0	21,338	27,616	100.0	25,039

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: Attendance policy violations, disruptive behavior, property related and violent behavior incidents were not collected until the 2006-2007 school year. Physical fighting without injury, physical fighting with injury, violent behavior without injury, violent behavior with injury, and tobacco were not collected with the 2008-2009 school year.

Finally, during the 2008-2009 school year, there were more than 150 expulsions given to students across the state. An expulsion is defined as “school board action resulting in the removal of a student “from the rolls” of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons.” If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In 2008-2009, expulsions were most often given as a result of drug related, weapons related, and “other” types of incidents (Table 137).

Table 137

EXPULSIONS BY REASON FOR REMOVAL FOR 2005-2006 TO 2008-2009				
Reason for Removal	2005-2006		2006-2007	
	Removals	% of Removals	Removals	% of Removals
Administrative Law	1	0.6%	5	3.6%
Alcohol Related	5	3.2	4	2.9
Attendance Policy Violation	n/a	--	1	0.7
Both Drugs and Alcohol	1	0.6	2	1.4
Disruptive Behavior	n/a	--	7	5.0
Drug Related	55	35.5	61	43.9
Physical Fighting	12	7.7	6	4.3
Physical Fighting w/o Injury	n/a	--	n/a	--
Physical Fighting w/Injury	n/a	--	n/a	--
Property Related	n/a	--	8	5.8
Violent Behavior	n/a	--	10	7.2
Violent Behavior w/o Injury	n/a	--	n/a	--
Violent Behavior w/Injury	n/a	--	n/a	--
Tobacco Related	n/a	--	n/a	--
Weapons Related	23	14.8	21	15.1
Other	58	37.4	14	10.1
Total	155	100.0	139	100.0
Reason for Removal	2007-2008		2008-2009	
	Removals	% of Removals	Removals	% of Removals
Administrative Law	1	0.6%	3	1.9%
Alcohol Related	2	1.3	3	1.9
Attendance Policy Violation	10	6.4	4	2.5
Both Drugs and Alcohol	0	0.0	n/a	--
Disruptive Behavior	13	8.3	14	8.9
Drug Related	55	35.3	62	39.2
Physical Fighting	6	3.8	n/a	--
Physical Fighting w/o Injury	n/a	--	5	3.2
Physical Fighting w/Injury	n/a	--	5	3.2
Property Related	12	7.7	3	1.9
Violent Behavior	11	7.1	n/a	--
Violent Behavior w/o Injury	n/a	--	13	8.2
Violent Behavior w/Injury	n/a	--	2	1.3
Tobacco Related	n/a	--	0	0.0
Weapons Related	30	19.2	26	16.5
Other	16	10.3	18	11.4
Total	156	100.0	158	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: Attendance policy violations, disruptive behavior, property related and violent behavior with injury and tobacco were not collected until the 2008-2009 school year. Physical fighting without injury, physical fighting with injury, violent behavior without injury, violent behavior with injury, and tobacco were not collected until the 2008-2009 school year.

When removals are examined by students' race/ethnicity, white students receive the largest percent of removals each year followed by African American students. The percent of removals involving minority students is disproportionately high compared to the percent of minority students in the total state enrollment (Table 138). On the other hand, the percent of suspensions and expulsions involving white students is disproportionately low compared to the percent of white students in the total state enrollment.

Table 138**REMOVALS BY RACE/ETHNICITY FOR 2006-2007 TO 2008-2009**

Race/Ethnicity	2006-2007			2007-2008			2008-2009		
	Total Removals	Percent of Removals	% of PK-12 Students	Total Removals	Percent of Removals	% of PK-12 Students	Total Removals	Percent of Removals	% of PK-12 Students
African American	15,171	21.7%	5.3%	17,428	22.4%	5.7%	15,423	21.2%	5.8%
American Indian	656	0.9	0.6	790	1.0	0.6	837	1.1	0.6
Asian	678	1.0	2.0	772	1.0	2.1	840	1.2	2.2
Hispanic	5,719	8.2	6.2	7,543	9.7	6.5	8,471	11.6	7.0
White	47,749	68.2	85.9	51,421	66.0	85.1	47,292	64.9	84.5
Total	69,973	100.0%	100.0	77,954	100.0	100.0	72,863	100.0%	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: In-school suspensions were not collected until the 2006-2007 school year.

When removals are examined by grade span, high school students (grades 9-12) receive the largest proportion of removals in the state, followed by students in grades 6-8 (Table 139). In 2008-2009, students in grades 6-12 received 92 percent of the removals in the state, but only accounted for approximately 53 percent of the total student population in the state.

Table 139**REMOVALS BY GRADE SPAN FOR 2006-2007 TO 2008-2009**

Grade Span	2006-2007			2007-2008			2008-2009		
	Total Removals	Percent of Removals	% of PK-12 Students	Total Removals	Percent of Removals	% of PK-12 Students	Total Removals	Percent of Removals	% of PK-12 Students
PK-2	1,999	2.9%	23.9%	1,957	2.5%	24.7%	1,794	2.5%	25.7%
3 - 5	4,190	6.0	21.3	4,628	5.9	21.4	4,373	6.0	21.6
6 - 8	24,283	34.7	22.3	27,693	35.5	21.8	26,093	35.8	21.6
9 - 12	39,501	56.5	32.5	43,676	56.0	32.1	40,603	55.7	31.2
Total	69,973	100.0	100.0	77,954	100.0	100.0	72,863	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: In-school suspensions were not collected until the 2006-2007 school year.

When removals are examined by district size, students in the largest schools districts (2,500 or more students) receive the largest percent of removals (Table 140). The students in larger districts receive removals at a rate disproportionate to their percent of the total state enrollment. In 2008-2009, districts with 2,500 or more students account for 49 percent of the student population in the state, but they give 69 percent of the removals in the state. Conversely, districts with less than 600 students account for 12 percent of the student population in the state, but they only give 6 percent of the removals.

Table 140

REMOVALS BY DISTRICT ENROLLMENT CATEGORY 2006-2007 TO 2008-2009

Enrollment Category	2006-2007			2007-2008			2008-2009		
	Total Removals	% of Removals	% of PK-12 Students	Total Removals	% of Removals	% of PK-12 Students	Total Removals	% of Removals	% of PK-12 Students
Less than 300	505	0.7%	2.3%	759	1.0%	2.4%	643	0.9%	2.0%
300 to 599	3,423	4.9	10.2	3,829	4.9	10.5	3,354	4.6	9.5
600 to 999	4,957	7.1	14.4	5,194	6.7	13.6	5,320	7.3	14.1
1,000 to 2,499	14,059	20.1	25.7	14,739	18.9	25.1	13,592	18.7	25.9
2,500 to 7,499	16,540	23.6	20.2	17,239	22.1	19.5	17,104	23.5	20.3
7,500 or more	30,489	43.6	27.1	36,194	46.4	28.7	32,850	45.1	28.3
Total	69,973	100.0	100.0	77,954	100.0	100.0	72,863	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Special Education

Iowa reports annually on the performance of students with disabilities ages 3-21 in the *Annual Performance Report (APR)* for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs (OSEP) on February 1 of each year. Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. The data presented in this section are modified from Iowa's Part B APR which is accessible at: http://www.iowa.gov/educatelindex.php?option=com_content&task=view&id=623&Itemid=1641.

Placement

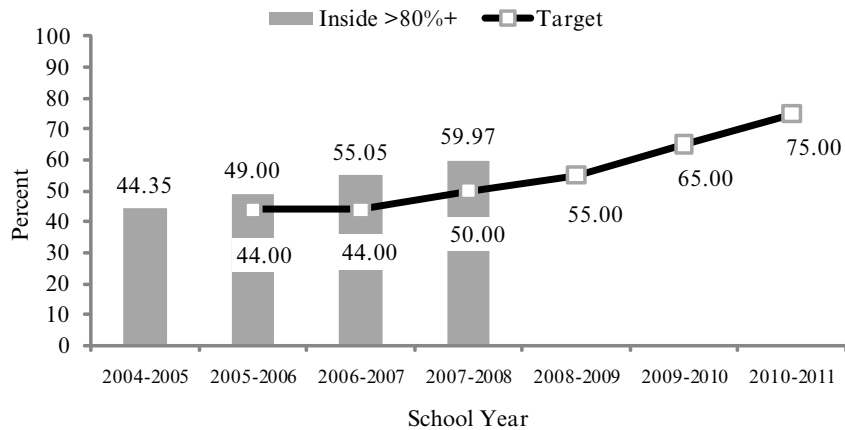
Children and students receive special education and related services through individual education programs (IEPs) and may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their able-bodied peers. Over time, the percent of children/students served in settings with typically developing peers has increased significantly in Iowa.

The percentage of children with IEPs ages 3-5 served in settings with typically developing peers is currently not being reported due to a change made by the OSEP to the definition of a regular early childhood setting. Data based on the new definition will be collected and reported beginning with the 2010-2011 school year.

The percentage of students with IEPs ages 6-21 served in settings with typically developing peers in the regular education classroom for the greatest percentage (80 percent or more) of the school day from 2004-2005 to 2007-2008 is presented in Figure 123. In the 2007-2008 school year, 37,982 out of 63,332 students (or 59.97 percent) ages 6-21 with IEPs spent 80 percent or more of the school day in the regular classroom. This surpasses the 50 percent state target by almost 10 percent.

Figure 123

**PERCENT OF STUDENTS WITH IEPs AGES 6-21 IN THE REGULAR CLASSROOM
80 PERCENT OR MORE OF THE DAY 2004-2005 TO 2007-2008**



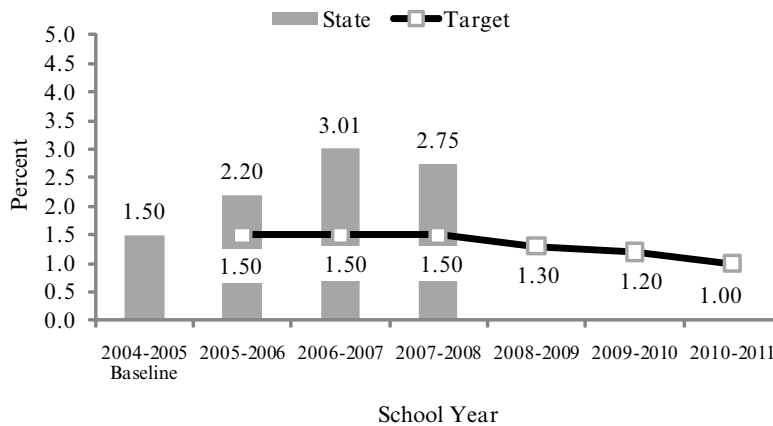
Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, FFY 2004 (2004-2005) through FFY 2007 (2007-2008), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).

Discipline

Data on disciplinary actions taken against students with IEPs is collected and reported for students ages 6-21 suspended and/or expelled for a total of more than ten days in a school year. This data collection is defined by OSEP and reported annually in Iowa’s Part B APR. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for more than ten days in the school year for the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled for greater than ten days. Targets are set for the percent of districts in the state that will be significantly discrepant each year; the target for the 2007-2008 school year was 1.5 percent. Figure 124 presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from 2004-2005 to 2007-2008. Table 141 shows the actual numbers used to calculate the percent of districts significantly discrepant for the current reporting year.

Figure 124

**PERCENT OF DISTRICTS IDENTIFIED WITH SIGNIFICANT DISCREPANCY OF
SUSPENSIONS AND EXPULSIONS 2004-2005 TO 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2007 (2007-2008),

Table 141

NUMBER OF DISTRICTS SIGNIFICANTLY DISCREPANT, TOTAL NUMBER OF DISTRICTS, AND PERCENT OF DISTRICTS SIGNIFICANTLY DISCREPANT 2007-2008

Description	Number
Number of students with IEPs enrolled, ages 6-21	63,332
Number of students with IEPs suspended or expelled for greater than ten days	650
State average percent of students with IEPs suspended or expelled for greater than ten days	1.03
Threshold for significant discrepancy = state average + 2.00 percent	3.03
Number of districts with an average suspension/expulsion rate greater than the threshold	10
Total number of districts	364

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2007 (2007-2008) and Iowa 618 Table 4, FFY 2007 (2007-2008).

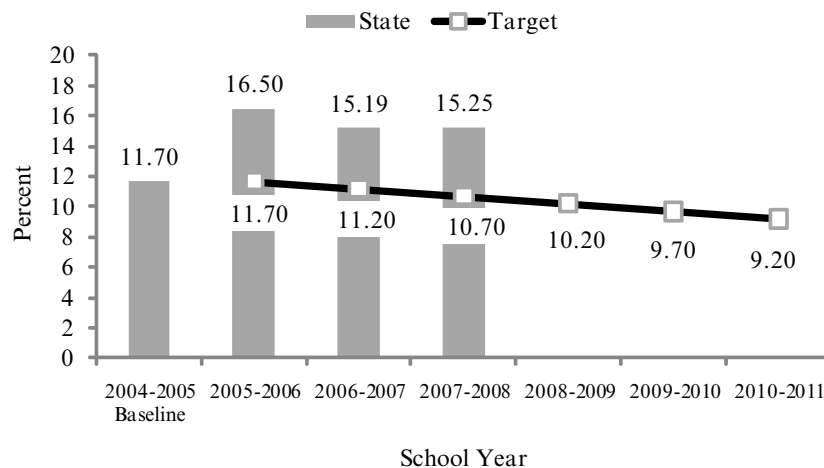
The increase in the percent of districts with a significant discrepancy observed in 2006-2007 is attributed to the inclusion of in-school suspensions in discipline data. In-school suspensions have always been a part of the definition of discipline provided by OSEP. However, 2005-2006 was the first year that Iowa was able to provide valid and reliable data for this element.

Graduation

The graduation rate for students with IEPs is calculated using a one-year rate and is compared to the same rate for all students. The resulting gap between the graduation rate for all students and the rate for students with IEPs is the performance measure used in the Part B APR. Figure 125 presents the graduation gap between students with IEPs and all students from 2004-2005 to 2007-2008. Table 142 shows the actual numbers used in calculating the graduation gap for the current reporting year.

Figure 125

REGULAR HIGH SCHOOL DIPLOMA GRADUATION GAP BETWEEN STUDENTS WITH IEPs AND ALL STUDENTS 2004-2005 TO 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).

Table 142

**REGULAR HIGH SCHOOL DIPLOMA GRADUATION DATA
FOR STUDENTS WITH IEPs AND ALL STUDENTS 2007-2008**

Description	Number
Number of students with IEPs graduating with a regular high school diploma	4,070
Number of students with IEPs enrolled, grade 12	5,565
Percent of students with IEPs graduating with a regular high school diploma	73.14
Number of all students graduating with a regular high school diploma	34,572
Number of all students enrolled, grade 12	39,114
Number of all students graduating with a regular high school diploma	88.39
Gap between percent of all students and percent of students with IEPs graduating with a regular high school diploma	15.25

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2007 (2007-2008).

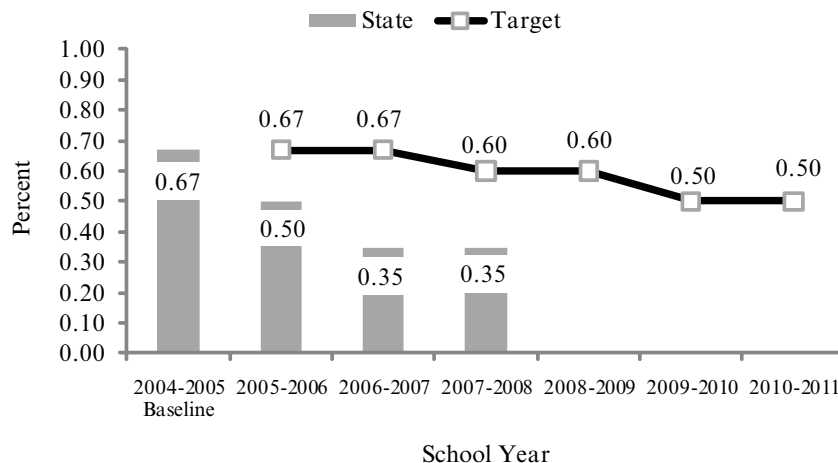
The graduation gap increased dramatically in 2005-2006, indicating that students with IEPs were graduating at a much lower rate than all students. In 2006-2007 the gap decreased slightly and then slightly increased in 2007-2008. Closing the gap between graduation rates for students with IEPs and all students is one of the priorities of the Department of Education.

Dropout

The dropout rate for students with IEPs is calculated using a one-year rate and is compared to the same rate for all students. The resulting gap between the dropout rate for students with IEPs and the dropout rate for all students is the performance measure used in the Part B APR. Figure 126 presents the dropout gap between students with IEPs and all students from 2004-2005 to 2007-2008. Table 143 shows the actual numbers used in calculating the dropout gap for the current reporting year.

Figure 126

**DROPOUT GAP BETWEEN STUDENTS WITH IEPs AND ALL STUDENTS
2004-2005 TO 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Tables, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).

Note: Data are grouped on a 1 point Y-axis rather than 100 in order to visualize small changes in data.

Table 143

DROPOUT DATA FOR STUDENTS WITH IEPs AND ALL STUDENTS 2007-2008

Description	Number
Number of students with IEPs dropping out, grades 7-12	762
Number of students with IEPs enrolled, grades 7-12	33,049
Percent of students with IEPs dropping out	2.31
Number of all students dropping out, grades 7-12	4,442
Number of all students enrolled, grades 7-12	226,803
Percent of all students dropping out	1.96
Gap between percent of all students and percent of students with IEPs dropping out	0.35

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, Tables, FFY 2007 (2007-2008).

The dropout gap decreased steadily until 2007-2008, at which time it remained at 0.35 percent for two consecutive years. This indicates that students with IEPs are dropping out at higher rates than all students, but the discrepancy is becoming less pronounced.

FINANCE

This chapter includes information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases. The most current data available at the time of preparation are contained in this chapter. The sources of data for this chapter include the 2007-2008 Certified Annual Report (CAR-COA) from the Iowa Department of Education, the 2009-2010 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 1997-1998 school year is used as the base year for comparison in most tables and figures.

Function Category Expenditures

The function categories discussed in this section are divided by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, food services subsidy, and community service. The breakdown of function category expenditures as a percent of general fund expenditures is shown in Table 144. There was not a significant change in the percents by function category between 2006-2007 and 2007-2008. The percent of general fund expenditures for instruction increased from 68.6 percent in 1997-1998 to 69.5 percent in 2007-2008. The percent of general fund expenditures for student support services and staff support services decreased by 0.5 percentage points between 1997-1998 and 2007-2008. Student support services include functions for attendance and social work services, guidance services, health services, speech pathology and audiology services, as well as others. Staff support services encompasses improvement of instruction services, library media services and instruction-related technology services.

Table 144

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1997-1998, 2006-2007, AND 2007-2008			
Function Category	1997-1998	2006-2007	2007-2008
Instruction	68.6%	69.1%	69.5%
Student Support Services	3.8	3.4	3.3
Staff Support Services	3.9	3.5	3.4
Administration & Central Services	10.5	11.0	10.9
Operations and Maintenance	9.1	8.9	8.8
Student Transportation	3.8	4.0	4.0
Food Services Subsidy	0.1	0.0	0.0
Community Service	0.2	0.1	0.1

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
 Note: Figures may not total 100 percent due to rounding.

Table 145 displays the function category expenditures as a percent of total general fund expenditures by enrollment category in 2007-2008. In all but the smallest enrollment category, the percent of general fund expenditures used for instruction was below 70 percent. In the smallest enrollment category 70.4 percent of the general fund expenditures were for instruction. The percent of general fund expenditures used for student support services ranged from 1.4 percent in the smallest enrollment category to 4.1 percent in the largest enrollment category.

Table 145

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2007-2008							
Function Category	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	70.4%	69.4%	69.6%	69.5%	69.1%	69.7%	69.5%
Student Support Services	1.4	2.3	2.6	3.1	3.8	4.1	3.3
Staff Support Services	2.4	2.7	3.0	3.7	3.7	3.5	3.4
Administration & Central Services	12.2	11.9	11.0	10.6	10.7	10.6	10.9
Operations & Maintenance	8.0	8.3	8.6	8.8	9.0	9.1	8.8
Student Transportation	4.9	5.3	5.1	4.2	3.7	3.0	4.0
Community Service & Ed	0.7	0.0	0.1	0.1	0.0	0.1	0.1

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

Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Table 146 shows the object category expenditures as a percent of total general fund expenditures. Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures was about the same in 2006-2007 and 2007-2008. Combined salaries and benefits as a percentage of general fund expenditures increased slightly from 80.3 percent in 1997-1998 to 80.7 percent in 2007-2008. The percent of general fund expenditures for property decreased from 3.0 percent in 1997-1998 to 1.2 percent in 2007-2008.

Table 146

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1997-1998, 2006-2007, AND 2007-2008			
Object Category	1997-1998	2006-2007	2007-2008
Salaries	64.8%	62.7%	62.5%
Benefits	15.5	18.1	18.2
Purchased Services	9.8	10.8	10.9
Supplies	6.5	6.7	6.8
Property	3.0	1.3	1.2
Other Expenditures	0.4	0.4	0.4

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

Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Table 147 displays the object category expenditures as a percentage of total general fund expenditures by enrollment category in 2007-2008. Purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased. The smallest enrollment category had the highest percent for purchased services, 23.9 percent. The 1,000-2,499 and 2,500-7,499 enrollment categories had the lowest percent for purchased services, 9.5 percent. The smaller enrollment categories could have a higher percent spent on purchased services due to the cost of purchasing instructional and administrative services associated with whole-grade sharing. The percent of general fund expenditures spent on salaries and benefits combined ranged from 67.2 percent in the smallest enrollment category to 82.9 percent in the largest enrollment category.

Table 147

**OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL
GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY 2007-2008**

Object Category	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State Totals
Salaries	52.9%	60.2%	61.1%	64.2%	64.7%	62.3%	62.5%
Benefits	14.3	16.3	17.1	17.5	17.7	20.6	18.2
Purchased Services	23.9	13.9	12.5	9.5	9.5	9.7	10.9
Supplies	7.5	7.9	7.5	7.2	6.6	6.0	6.8
Property	0.8	1.2	1.3	1.2	1.2	1.2	1.2
Other Objects	0.5	0.6	0.6	0.5	0.3	0.2	0.4

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

Note: Figures may not total 100 percent due to rounding.

Revenues

Iowa public school districts receive general fund revenues from a variety of sources, including local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. The category “other state aid” means state programs including educational excellence, school improvement, class size reduction, and the student achievement/educator quality program. Total local taxes include property tax and local income surtax.

Revenues by source as a percent of total general fund revenues are presented in Table 148 and Figure 127. The percent of revenue from state foundation aid decreased slightly from 49.3 percent in 2006-2007 to 48.7 percent in 2007-2008. The percent of revenue from other state sources increased from 5.5 percent to 7.0 percent between 2006-2007 and 2007-2008. The interagency percent increased from 3.6 percent in 1997-1998 to 5.0 percent in 2007-2008. The percent of revenue from federal sources increased from 2.7 percent in 1997-1998 to 4.2 percent in 2007-2008.

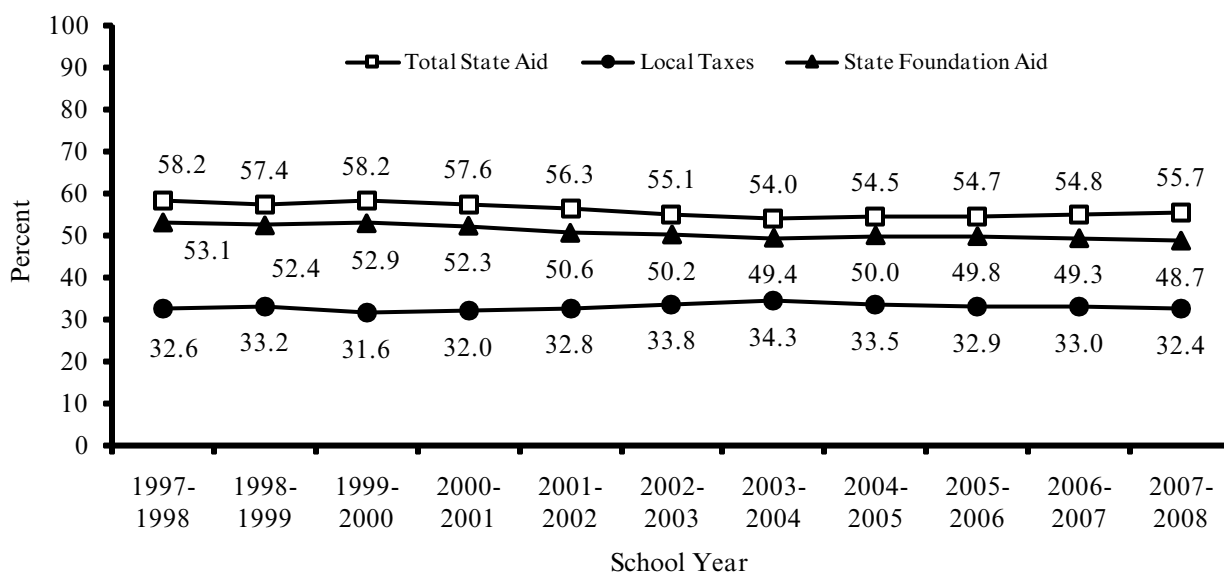
Table 148

REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS 1997-1998, 2006-2007, AND 2007-2008			
Source of Revenue	1997-1998	2006-2007	2007-2008
Local taxes	32.6%	33.0%	32.4%
Interagency	3.6	5.0	5.0
Other Local Sources	2.5	2.6	2.4
Intermediate Sources	0.2	0.1	0.0
State Foundation Aid	53.1	49.3	48.7
Other State Sources	5.1	5.5	7.0
Federal Sources	2.7	4.3	4.2
Other Financing Sources	0.3	0.2	0.2

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
 Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
 Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.
 Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
 Other financing sources include the proceeds from long-term debt such as loans, capital leases, and insurance settlements for loss of fixed assets.
 Totals may not equal 100 percent due to rounding.

Figure 127

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES,
STATE FOUNDATION AID, AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS
1997-1998 TO 2007-2008



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

Table 149 lists the revenues by source as a percent of total general fund revenues by enrollment category in 2007-2008. The smallest enrollment category had the highest percent of revenue from local taxes (37.6 percent) and the 1,000-2,499 enrollment category had the lowest percent of revenue from local taxes (29.9 percent). The lowest percent of revenue from state foundation aid was 37.5 percent in the smallest enrollment category. The highest percent of revenue from state foundation aid was 51.3 percent in the 1,000-2,499 enrollment category.

Table 149

**REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES
IN IOWA PUBLIC SCHOOLS 2007-2008**

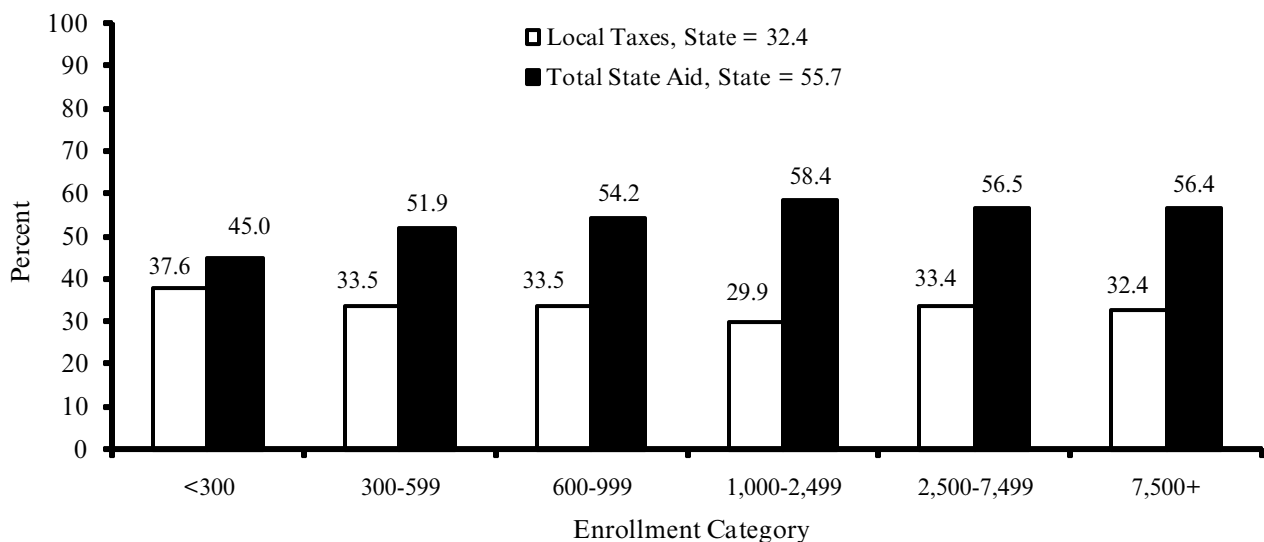
Enrollment Category	< 300	300 - 599	600 - 999	1,000-2,499	2,500-7,499	7,500 +	State Total
Local Taxes	37.6%	33.5%	33.5%	29.9%	33.4%	32.4%	32.4%
Interagency	9.9	8.1	6.5	5.4	4.5	2.7	5.0
Other Local Sources	2.3	2.7	2.4	2.3	2.2	2.5	2.4
Intermediate Sources	0.1	0.0	0.1	0.0	0.1	0.0	0.0
State Foundation Aid	37.5	44.6	47.2	51.3	49.9	49.3	48.7
Other State Sources	7.5	7.3	7.0	7.1	6.6	7.1	7.0
Federal Sources	4.8	3.6	3.3	3.7	3.3	5.7	4.2
Other Financing Sources	0.3	0.2	0.1	0.3	0.1	0.3	0.2

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
 Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
 Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.
 Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
 Other financing sources include the proceeds from long-term debt such as loans, capital leases, and insurance settlements for loss of fixed assets.
 Totals may not equal 100 percent due to rounding.

The percentage of total state aid (state foundation aid and other state aid) and local taxes as a percentage of total general fund revenues by enrollment category is shown in Figure 128. In every enrollment category, a higher percentage of revenues was received through total state aid than through local taxes. The largest percentage point difference between state aid and local taxes revenues was 28.5 percentage points in the 1,000-2,499 enrollment category.

Figure 128

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2007-2008



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

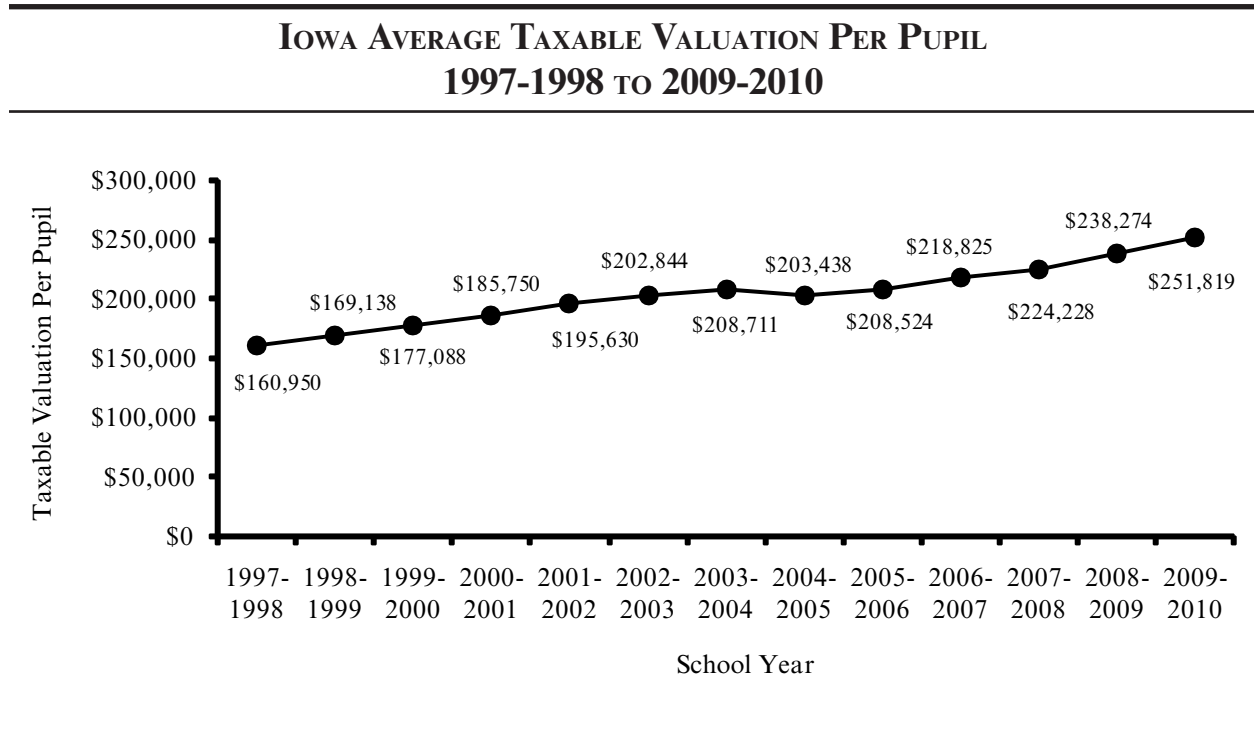
Taxable Valuation

The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per \$1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa school foundation formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

The average taxable valuation per pupil in 1997-1998 to 2009-2010 is shown in Figure 129. The average value per pupil increased from \$238,274 to \$251,819 (5.7 percent) between 2008-2009 and 2009-2010.

Figure 129



Source: Iowa Department of Management, School Budget Master files.
 Note: Per pupil amounts are based on budget enrollments.

The average taxable valuations per pupil by enrollment category for 1997-1998 and 2006-2007 to 2009-2010 are shown in Table 150. The 1,000-2,499 enrollment category (\$232,825) had an average per pupil valuation below the state average (\$251,819). The average taxable valuation per pupil increased by 56.5 percent between 1997-1998 and 2009-2010 and by 5.7 percent between 2008-2009 and 2009-2010. Taxable valuation per pupil increases because of increases in valuation as well as decreases in enrollment.

Table 150

IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1997-1998 AND 2006-2007 TO 2009-2010					
Enrollment Category	School Year				
	1997-1998	2006-2007	2007-2008	2008-2009	2009-2010
<300	\$225,173	\$306,333	\$310,487	\$347,781	\$392,295
300-599	189,238	244,343	253,812	274,386	298,038
600-999	172,854	234,994	237,038	253,067	269,702
1,000-2,499	151,944	197,623	204,149	216,182	232,825
2,500-7,499	148,747	219,655	224,057	236,962	251,865
7,500+	155,558	213,038	218,015	229,420	253,436
State	160,950	218,825	224,228	238,274	251,819

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Table 151 lists the minimum and maximum per pupil valuations by enrollment category for 1997-1998 and 2006-2007 to 2009-2010. The range between the minimum and maximum net taxable valuation per pupil was \$895,930 in 2009-2010. The 1,000-2,499 had the lowest taxable valuation per pupil (\$132,460) and the 600-999 enrollment category had the highest taxable valuation per pupil (\$1,028,390).

Table 151

NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT 1997-1998 AND 2006-2007 TO 2009-2010										
Enrollment Category	1997-1998		2006-2007		2007-2008		2008-2009		2009-2010	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
<300	\$123,160	\$422,627	\$149,100	\$575,681	\$153,985	\$634,369	\$189,055	\$750,773	\$196,583	\$828,382
300-599	75,937	388,259	114,877	464,745	120,485	489,822	134,512	524,381	151,475	553,490
600-999	27,550	364,342	135,955	704,682	135,069	732,323	143,114	927,204	146,153	1,028,390
1,000-2,499	83,703	344,286	119,908	507,293	115,411	480,070	122,993	588,761	132,460	630,292
2,500-7,499	96,584	280,508	123,494	423,562	125,630	430,250	139,429	428,189	142,415	446,845
7,500+	97,231	288,074	132,179	400,070	133,528	411,315	135,318	426,758	139,952	447,861
State	27,550	422,627	114,877	704,862	115,411	732,323	122,993	927,204	132,460	1,028,390

Source: Iowa Department of Management, School Budget Master files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

The general fund expenditures per pupil include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures per pupil are calculated by dividing the total general fund expenditures by the certified enrollment. Expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food services programs, area education agency flow through are not included in the per pupil calculation.

The average general fund expenditures per pupil by enrollment category for 1997-1998, 2006-2007, and 2007-2008 are listed in Table 152. The smallest enrollment category had the highest average general fund per pupil expenditures in all years presented. The 1,000-2,499 enrollment category had the lowest average general fund per pupil expenditures in 1997-1998 and 2007-2008. The 2,500-7,499 had the lowest average general fund expenditures per pupil in 2006-2007. The state average general fund per pupil expenditures increased by 57.3 percent between 1997-1998 and 2007-2008 and by 6.8 percent between 2006-2007 and 2007-2008.

Table 152

**AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	1997-1998	2006-2007	2007-2008
< 300	\$5,605	\$8,540	\$9,101
300-599	5,106	7,577	8,101
600-999	4,988	7,429	7,827
1,000-2,499	4,881	7,255	7,727
2,500-7,499	5,055	7,184	7,744
7,500+	5,461	8,025	8,547
State	5,119	7,537	8,052

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment and Certified Annual Financial Reports.

The average per pupil expenditures for Iowa, the Midwest states and the Nation are displayed in Table 153 and Figure 130. The National Education Association (NEA) collected and estimated the data. In 2007-2008, Iowa ranked 42nd in the Nation in average expenditures per pupil. South Dakota was the only Midwest state to rank lower than Iowa.

Table 153

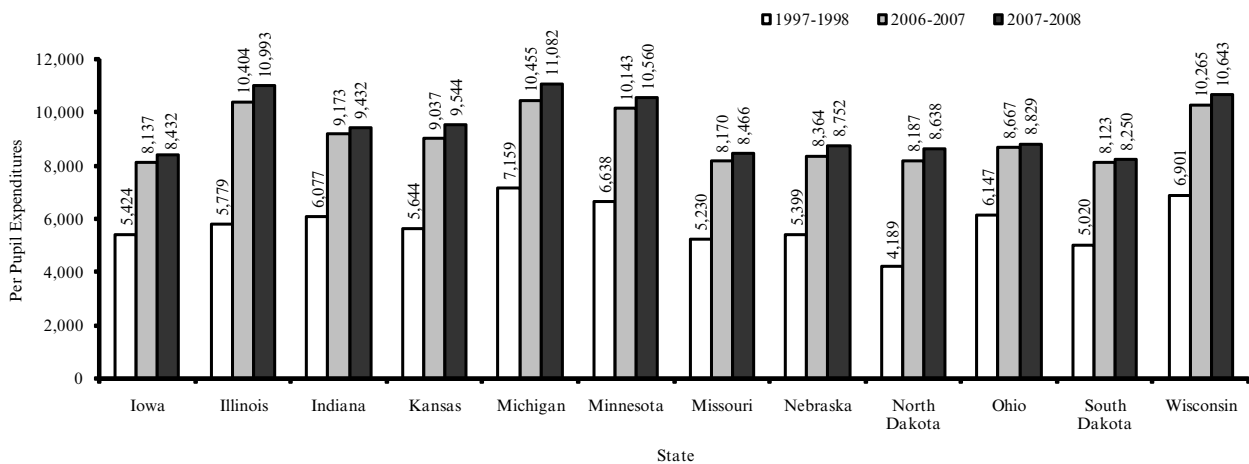
IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE TOTAL CURRENT EXPENDITURES PER PUPIL 1997-1998, 2006-2007, AND 2007-2008

State/Nation	1997-1998*		2006-2007**		2007-2008**	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	\$6,154	---	\$9,565	---	\$9,963	---
Iowa	5,424	34	8,137	41	8,432	42
Illinois	5,779	30	10,404	16	10,993	16
Indiana	6,077	21	9,173	23	9,432	28
Kansas	5,644	29	9,037	27	9,544	25
Michigan	7,159	13	10,455	15	11,082	15
Minnesota	6,638	14	10,143	19	10,560	20
Missouri	5,230	41	8,170	40	8,466	41
Nebraska	5,399	31	8,364	38	8,752	37
North Dakota	4,189	49	8,187	39	8,638	39
Ohio	6,147	18	8,667	32	8,829	35
South Dakota	5,020	45	8,123	42	8,250	43
Wisconsin	6,901	8	10,265	18	10,643	18

Source: *National Education Association, Quarterly Update, A Preliminary Report of School Statistics, Spring 1999.
 ** National Education Association (NEA), Rankings of the States and Estimates of School Statistics.
 Note: 2006-2007 figures are revised by NEA; 2007-2008 figures are estimated by NEA.

Figure 130

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1997-1998, 2006-2007, AND 2007-2008



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

State Aid

This section presents data on state aid including School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by the districts through appropriations made from the state's general fund each year. There are certain programs that have been added or removed in recent years. Funding for the Student Achievement/Educator Quality program was initiated in 2001-2002. Funding for the Technology/School Improvement program ended in 2002-2003. Funding for Phase III of Educational Excellence was discontinued in 2003-2004. In 1996-1997 and 1999-2000 changes were made to school foundation aid laws that impacted state aid amounts. The state foundation level was increased from 83.0 percent to 87.5 percent in 1996-1997. In 1999-2000, the special education foundation level increased from 79.0 percent to 87.5 percent. The changes to the foundation level did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax.

Table 154 shows the General Fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated about \$5.8 billion in initial state aid to districts which was approximately \$2.6 billion or 45.0 percent of the general fund appropriations in the 2009-2010 school year (fiscal year 2010). State aid to districts increased by \$11.1 million (0.4 percent) while total general fund appropriations decreased by \$364.8 million (5.9 percent) between 2008-2009 and 2009-2010.

Table 154

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS)						
1982-1983, 1987-1988, 1992-1993, AND 1997-1998 TO 2009-2010						
Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2009-2010	\$ 2,595.1	\$ 5,768.3	45.0%		Not currently available	
2008-2009	2,584.0	6,133.1	42.1		Not currently available	
2007-2008	2,417.2	5,856.3	41.3	\$ 2,415.1	\$ 5,898.4	40.0%
2006-2007	2,252.8	5,296.5	42.7	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8
1999-2000	1,840.3	4,786.6	38.4			
1998-1999	1,739.7	4,522.0	38.5			
1997-1998	1,686.0	4,359.9	38.7			
1992-1993	1,273.1	3,394.3	37.5			
1987-1988	905.7	2,422.3	37.4			
1982-1983	642.3	1,870.9	34.3			

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

The school aid formula for districts is funded by a combination of state foundation aid and the uniform levy (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, the additional levy, the instructional support levy, and the educational improvement levy are property taxes that are included in the school district's general fund. The management levy, the regular physical plant and equipment levy (PPEL), the voter-approved physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL) and debt service levy are other school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates are found in Table 155.

All districts levy the general fund property tax. The state average general fund property tax rate was \$12.5978 in 2009-2010. The two largest enrollment categories had an average general fund property tax rate greater than the state average.

There are no restrictions for the management levy rate. The purpose for which the proceeds may be used, however, is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. Three hundred fifty-five of the 361 (98.3 percent) districts in 2009-2010 levy for the management fund. The 1,000-2,499 and 7,500+ enrollment categories had average management fund levy rates greater than the state average (\$0.9243) in 2009-2010.

The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation. The school board may also request voter approval to increase the levy up to an additional \$1.34 per \$1,000 taxable valuation. In 2009-2010, 92.8 percent (335) of the school districts levied the PPEL and 67.3 percent (243) of the districts levied the voter-approved PPEL. The average voter-approved PPEL tax rate was \$0.8222 in 2009-2010. The two largest enrollment categories had average rates higher than the state average.

The Public Education and Recreation Levy (PERL) or playground levy must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for the PERL is \$0.135 per \$1,000 of taxable valuation. In 2009-2010, 5.0 percent (18) of the districts levied for PERL.

Usage of the debt service levy is tied to passage of a bond issue, which requires the approval of 60 percent of the electorate within the school district. Fifty-four percent (195) of the school districts in 2009-2010 used the debt services levy. The state average debt service tax rate was \$1.5103 in 2009-2010. The 300-599, 600-999, 1,000-2,499 and 2,500-7,499 enrollment categories had rates higher than the state rate.

Table 155

**PROPERTY TAX RATES AND NUMBER OF DISTRICTS WITH LEVIES
BY ENROLLMENT CATEGORY 2009-2010**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	53	111	87	78	22	10	361
Number of Districts with General Fund Levy	53	111	87	78	22	10	361
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	11.5719	11.5728	11.8623	12.2524	13.1654	13.4650	12.5978
Number of Districts with Management Fund Levy	51	109	86	78	21	10	355
Percent of Districts with Management Fund Levy	96.2%	98.2%	98.9%	100.0%	95.5%	100.0%	98.3%
Average Management Levy Tax Rate	0.8865	0.8806	0.8929	0.9355	0.8723	0.9897	0.9243
Number of Districts with Regular PPEL Levy	49	104	79	73	20	10	335
Percent of Districts with Regular PPEL Levy	92.5%	93.7%	90.8%	93.6%	90.9%	100.0%	92.8%
Average Regular PPEL Tax Rate	0.33	0.33	0.33	0.33	0.33	0.32	0.33
Number of Districts with Voter-Approved PPEL Levy	33	70	56	58	17	9	243
Percent of Districts with Voter-Approved PPEL Levy	62.3%	63.1%	64.4%	74.4%	77.3%	90.0%	67.3%
Average Voter-Approved PPEL Tax Rate	0.6155	0.6875	0.6887	0.6552	1.0061	0.9147	0.8222
Number of Districts with PERL Levy	4	3	6	0	3	2	18
Percent of Districts with PERL Levy	7.5%	2.7%	6.9%	0.0%	13.6%	20.0%	5.0%
Average PERL Tax Rate	0.1350	0.1350	0.1350	-	0.1350	0.1350	0.1350
Number of Districts with Debt Services Levy	14	60	54	49	13	5	195
Percent of Districts with Debt Services Levy	26.4%	54.1%	62.1%	62.8%	59.1%	50.0%	54.0%
Average Debt Services Tax Rate	1.3781	1.7111	1.5888	1.5977	1.7077	1.0428	1.5103

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 156 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL, and debt service levies for 2009-2010. The highest average general fund amount per pupil in 2009-2010 was \$4,711 in the smallest enrollment category. The lowest average general fund amount per pupil was \$2,986 in the 1,000-2,499 enrollment category. The average management fund amount per pupil ranged from \$207 in the 2,500-7,499 enrollment category to \$331 in the smallest enrollment category in 2009-2010. The state PPEL amount per pupil was \$88 in 2009-2010. The 1,000-2,499 and the largest enrollment category had PPEL amounts per pupil that were less than the state amount. In 2009-2010, the 1,000-2,499 enrollment category had the lowest voter-approved PPEL amount per pupil, \$222, and the smallest enrollment category had the highest voter-approved PPEL amount per pupil, \$306. The PERL generated about \$2.1 million in 2009-2010. The state average per pupil levied was \$34. The average debt service tax per pupil ranged from \$305 in the largest enrollment category to \$536 in the smallest enrollment category in 2009-2010.

Table 156

**TOTAL PROPERTY TAXES AND AVERAGE PROPERTY TAX PER PUPIL
BY ENROLLMENT CATEGORY 2009-2010**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	53	111	87	78	22	10	361
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
General Fund Property Tax	50,129,894	172,104,892	208,006,880	330,370,705	308,781,225	443,887,454	1,513,281,050
General Fund Income Surtax	3,852,958	13,423,328	18,206,434	22,103,730	8,877,252	15,419,296	81,882,998
Total General Fund Tax	53,982,852	185,528,220	226,213,314	352,474,435	317,658,477	459,306,750	1,595,164,048
Average Total General Fund Tax Per Pupil	4,711	3,686	3,480	2,986	3,349	3,345	3,344
Percent of Districts with Management Fund Levy	100.0%	98.2%	98.9%	100.0%	95.5%	100.0%	98.9%
Management Fund Property Tax	3,679,940	12,830,076	15,501,846	25,224,966	18,768,292	32,625,108	108,630,228
Average Management Fund Property Tax Per Pupil	331	260	241	214	207	238	231
Percent of Districts with Regular PPEL Levy	92.5%	93.7%	90.8%	93.6%	90.9%	100.0%	92.8%
Regular PPEL Property Tax	1,342,905	4,714,789	5,482,879	8,788,349	7,847,342	11,554,892	39,731,156
Average Regular PPEL Property Tax Per Pupil	125	100	93	81	91	84	88
Percent of Districts with Voter-Approved PPEL Levy	62.3%	63.1%	64.4%	74.4%	77.3%	90.0%	67.3%
Voter-Approved PPEL Property Tax	1,771,913	6,568,408	7,797,495	13,908,596	20,998,458	30,603,817	81,648,687
Voter-Approved PPEL Income Surtax	481,782	2,096,978	2,546,619	5,523,967	0	0	10,649,346
Total Voter-Approved PPEL Tax	2,253,695	8,665,386	10,344,114	19,432,563	20,998,458	30,603,817	92,298,033
Average Total Voter-Approved PPEL Tax Per Pupil	306	278	249	222	276	248	251
Percent of Districts with PERL Levy	7.5%	2.7%	6.9%	0.0%	13.6%	20.0%	5.0%
PERL Property Tax	44,202	62,107	160,318	0	453,746	1,353,493	2,073,866
Average PERL Property Tax Per Pupil	46	39	37	-	30	34	34
Percent of Districts with Debt Services Levy	26.4%	54.1%	62.1%	62.8%	59.1%	50.0%	54.0%
Debt Services Property Tax	1,639,368	13,709,218	16,839,117	28,934,838	27,450,177	15,707,405	104,280,123
Average Debt Services Property Tax Per Pupil	536	493	412	384	483	305	413

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.

PT means Property Tax.

Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cent Schoolhouse Levy that has expired.

Income Surtaxes

Table 157 presents data on income surtax usage by enrollment category for 1997-1998 and 2006-2007 to 2009-2010. The percent of districts with income surtax was 81.7 percent in 2009-2010, which was an increase from 1997-1998 (57.9 percent) and a slight decrease from 2008-2009 (82.0 percent). The surtax per budget enrollment increased from 305 in 2008-2009 to 330 in 2009-2010 (8.2 percent).

Table 157

NUMBER AND PERCENT OF DISTRICTS WITH INCOME SURTAXES, SURTAX PER PUPIL, AND AVERAGE SURTAX RATES BY ENROLLMENT CATEGORY 1997-1998 AND 2006-2007 TO 2009-2010

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2009-2010							
Number of Districts with Surtaxes	46	93	80	64	9	3	295
Percent of Districts with Surtaxes	86.8%	83.8%	92.0%	82.1%	40.9%	30.0%	81.7%
Surtaxes Per Budget Enrollment	436	370	349	298	265	359	330
Average Income Surtax Rate	10.90	9.17	7.85	6.24	4.70	5.20	6.60
2008-2009							
Number of Districts with Surtaxes	47	92	80	66	9	3	297
Percent of Districts with Surtaxes	92.2%	82.9%	90.9%	82.5%	40.9%	30.0%	82.0%
Surtaxes Per Budget Enrollment	375	336	316	275	253	351	305
Average Income Surtax Rate	11.12	9.36	8.05	6.39	4.75	5.65	6.78
2007-2008							
Number of Districts with Surtaxes	46	90	85	66	8	3	298
Percent of Districts with Surtaxes	92.0%	82.6%	91.4%	81.5%	36.4%	33.3%	81.9%
Surtaxes Per Budget Enrollment	338	313	286	250	226	333	280
Average Income Surtax Rate	11.76	9.55	7.94	6.31	4.62	5.65	6.77
2006-2007							
Number of Districts with Surtaxes	44	90	81	64	8	3	290
Percent of Districts with Surtaxes	93.6%	81.1%	87.1%	78.1%	34.8%	33.3%	79.5%
Surtaxes Per Budget Enrollment	322	293	279	241	199	317	267
Average Income Surtax Rate	11.40	9.72	8.20	6.40	4.37	5.65	6.82
1997-1998							
Number of Districts with Surtaxes	28	78	62	42	6	3	219
Percent of Districts with Surtaxes	87.5%	69.6%	53.0%	50.6%	24.0%	33.3%	57.9%
Surtaxes Per Budget Enrollment	198	176	163	141	128	161	156
Average Income Surtax Rate	11.35	8.53	7.11	5.09	3.90	3.56	5.32

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.

Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant, and Equipment Levy.

Instructional Support

Instructional support is a program that provides additional funding to a district and must be approved through board action or referendum. It may be imposed for up to ten years if it is approved through a referendum and up to five years through board resolution. A school district's budget may be increased by up to 10 percent of the district's regular program cost through the instructional support program. In most years, state aid funds a portion of the program and the remaining portion of the program is funded through a property tax and income surtax, if approved, once the program is enacted. Due to budget cuts, there was not any state funding for instructional support in 2009-2010. The American Recovery and Reinvestment Act (ARRA) Education Fiscal Stabilization fiscal funds were paid in lieu of instructional support state aid.

The revenue sources and amounts for the instructional support program for 2009-2010 and previous years are shown in Table 158 and Figure 131. In 1992-1993 through 2003-2004 the state aid for instructional support was frozen at \$14.8 million. In 2003-2004, the state aid amount was reduced to \$14.5 million due to a 2.25 percent across-the-board reduction in fiscal year (FY) 2004. In FY 2005, the state aid amount was set at \$14.4 million and remained unchanged until FY 2009. About 50 percent of the funding for instructional support came from property taxes in all years presented in Table 159. The percent of funding for instructional support from income surtax increased from 42.0 percent to 43.0 percent, while the percent of funding from state aid decreased from 8.0 percent to 6.9 percent between 2008-2009 and 2009-2010.

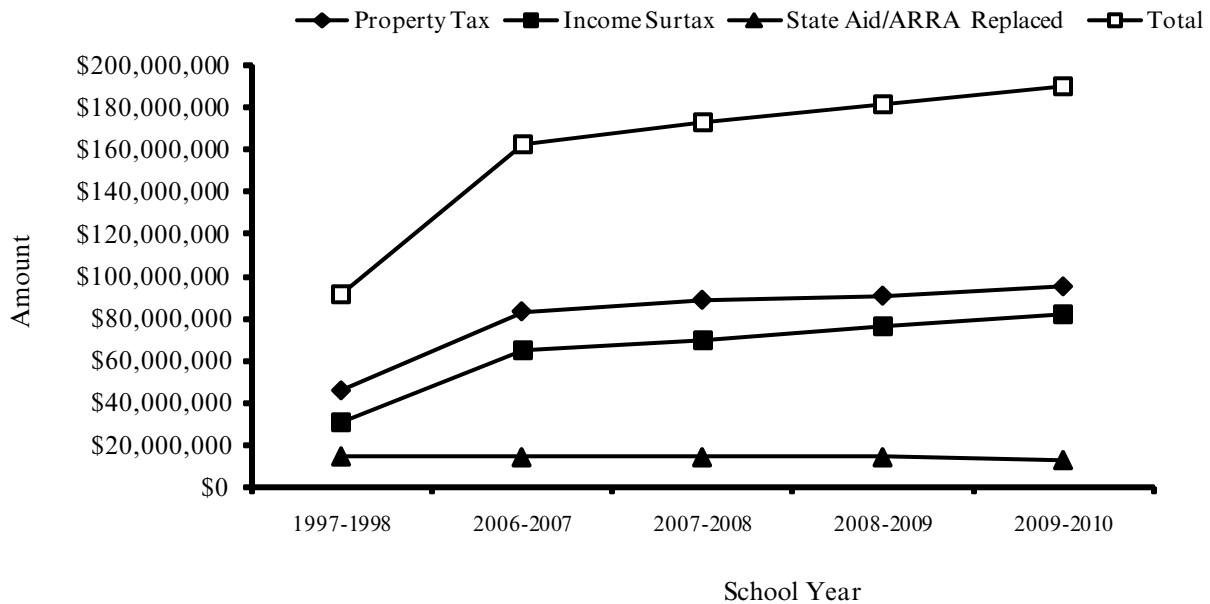
Table 158

INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE PROPERTY TAX, INCOME SURTAX, AND STATE AID 1997-1998 AND 2006-2007 TO 2009-2010							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2009-2010	\$95,061,086	50.1%	\$81,708,675	43.0%	\$13,103,950*	6.9%	\$189,873,711
2008-2009	\$90,661,220	50.0	76,228,604	42.0	14,428,246	8.0	181,318,070
2007-2008	88,698,609	51.2	70,068,454	40.5	14,428,264	8.3	173,195,327
2006-2007	83,259,000	51.3	64,699,884	39.8	14,428,268	8.9	162,387,152
1997-1998	45,836,922	49.9	31,175,860	34.0	14,814,132	16.1	91,826,984

Source: Iowa Department of Management, Master Budget files.
 Note: *State Aid/ARRA funds. In 2009-2010 ARRA Education Fiscal Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

Figure 131

INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1997-1998 AND 2006-2007 TO 2009-2010



Source: Iowa Department of Management, Master Budget files.

Note: *State Aid/ARRA funds. In 2009-2010 ARRA Education Fiscal Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

The number of districts with an instructional support program by enrollment category in present and previous years is shown in Table 159. The percent of districts with an instructional support program increased from 68.0 percent in 1997-1998 to 93.6 percent in 2008-2009 to 94.5 percent in 2009-2010. In 2009-2010, all of the districts in the smallest and largest enrollment categories had an instructional support program. The 1,000-2,499 enrollment category had the lowest percent of districts with an instructional support program in 2009-2010, 87.2 percent.

Table 159

**INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY
1997-1998 AND 2006-2007 TO 2009-2010**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2009-2010							
Number of Districts	53	111	87	78	22	10	361
Number of Districts with Instructional Support	53	106	84	68	20	10	341
Percent of Districts with Instructional Support	100.0%	95.5%	96.6%	87.2%	90.9%	100.0%	94.5%
2008-2009							
Number of Districts	51	111	88	80	22	10	362
Number of Districts with Instructional Support	51	105	84	69	20	10	339
Percent of Districts with Instructional Support	100.0%	94.6%	95.5%	86.3%	90.9%	100.0%	93.6%
2007-2008							
Number of Districts	50	109	93	81	22	9	364
Number of Districts with Instructional Support	50	103	89	69	20	9	340
Percent of Districts with Instructional Support	100.0%	94.5%	95.7%	85.2%	90.9%	100.0%	93.4%
2006-2007							
Number of Districts	47	111	93	82	23	9	365
Number of Districts with Instructional Support	47	101	87	69	21	9	334
Percent of Districts with Instructional Support	100.0%	91.0%	93.5%	84.1%	91.3%	100.0%	91.5%
1997-1998							
Number of Districts	32	112	117	83	25	9	378
Number of Districts with Instructional Support	29	90	67	48	15	8	257
Percent of Districts with Instructional Support	90.6%	80.4%	57.3%	57.8%	60.0%	88.9%	68.0%

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollment.

Budget Adjustment

The budget adjustment (formerly known as the budget guarantee) is part of the Iowa school aid formula. Each year, enrollment changes from the previous year and the allowable growth rate set by the General Assembly is used to determine whether or not a school district qualifies to receive the budget adjustment. Districts may receive, as a budget adjustment, the greater of a scaled down adjustment or 101 percent adjustment. The scaled down adjustment compares regular program funding for the current year to the level of funding a district received in FY 2004. The scaled down adjustment will be completely eliminated in FY 2014. The 101 percent budget adjustment guarantees a district's regular program cost will equal at least 101 percent of the previous year's regular program cost without the budget adjustment.

Table 160 lists data on the budget guarantee by enrollment category. The percent of districts receiving the budget adjustment decreased from 42.8 percent in 2008-2009 to 39.3 percent in 2009-2010. The largest enrollment category did not have any districts receiving the budget adjustment and the 2,500-7,499 enrollment category had only one district receiving the budget adjustment in 2009-2010. The smallest enrollment category had the highest percent of districts receiving the budget adjustment in 2009-2010, 77.4 percent. The average per pupil amount increased from \$143 in 2008-2009 to \$149 in 2009-2010. Figure 132 shows a 13-year trend on percent of districts with budget adjustment.

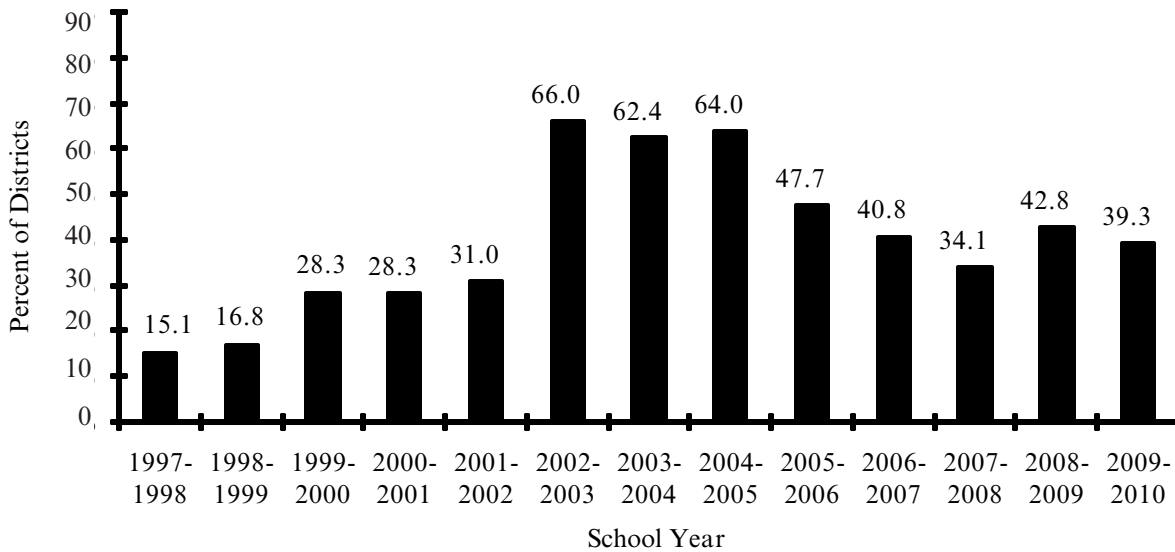
Table 160

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2009-2010							
Number of Districts	53	111	87	78	22	10	361
Number of Districts w/Guarantee	41	61	24	15	1	0	142
Percent of Districts w/Guarantee	77.4%	55.0%	27.6%	19.2%	4.5%	0.0%	39.3%
Average Per Pupil	355	179	131	68	37	0	149
2008-2009							
Number of Districts	51	111	88	80	22	10	362
Number of Districts w/Guarantee	44	60	38	12	1	0	155
Percent of Districts w/Guarantee	86.3%	54.1%	43.2%	15.0%	4.5%	0.0%	42.8%
Average Per Pupil	345	170	96	86	72	0	143
2007-2008							
Number of Districts	50	109	93	81	22	9	364
Number of Districts w/Guarantee	38	48	30	8	0	0	124
Percent of Districts w/Guarantee	76.0%	44.0%	32.3%	9.9%	0.0%	0.0%	34.1%
Average Per Pupil	347	168	145	82	0	0	170
2006-2007							
Number of Districts	47	111	93	82	23	9	365
Number of Districts w/Guarantee	38	62	35	13	1	0	149
Percent of Districts w/Guarantee	80.9%	55.9%	37.6%	15.9%	4.4%	0.0%	40.8%
Average Per Pupil	430	180	161	80	10	0	168
1997-1998							
Number of Districts	32	112	117	83	25	9	378
Number of Districts w/Guarantee	15	24	12	5	1	0	57
Percent of Districts w/Guarantee	46.9%	21.4%	10.3%	6.0%	4.0%	0.0%	15.1%
Average Per Pupil	189	108	44	47	7	0	76

Source: Iowa Department of Management, Master Budget files.
 Note: Enrollment categories determined by budget enrollment.

Figure 132

**PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH BUDGET ADJUSTMENT
1997-1998 TO 2009-2010**



Source: Iowa Department of Management, Master Budget files.

Bond Elections

The number of districts that attempted bond referendums by enrollment category is listed in Table 161. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2007-2008, 58.3 percent (14 of 24) bond referendums passed. Half of those that did not pass received support of more than 50 percent, but less than 60 percent of the required “yes” votes.

Table 161

**NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS
BY PERCENTAGE OF YES VOTES BY ENROLLMENT CATEGORY
1997-1998, 2006-2007, AND 2007-2008**

	Enrollment Categories						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2007-2008							
Number Attempted	2	5	9	7	1	0	24
<50 Percent	1	0	4	0	0	0	5
50-59.9 Percent	1	3	0	1	0	0	5
60 Percent +	0	2	5	6	1	0	14
2006-2007							
Number Attempted	1	8	5	5	2	0	21
<50 Percent	0	3	1	1	0	0	5
50-59.9 Percent	0	1	2	2	0	0	5
1997-1998							
Number Attempted	3	10	23	16	6	0	58
<50 Percent	0	3	7	6	0	0	16
50-59.9 Percent	1	0	4	4	0	0	9
60 Percent +	2	7	12	6	6	0	33

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

Table 162 lists the number of districts that attempted voter-approved physical plant and equipment referendums in 2006-2007 and 2007-2008. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2007-2008, 91.9 percent (34 of 37) of the voter-approved physical plant and equipment referendums were passed.

Table 162

**NUMBER OF DISTRICTS ATTEMPTING VOTER-APPROVED PHYSICAL PLANT
AND EQUIPMENT REFERENDUMS BY PERCENT OF YES VOTES
BY ENROLLMENT CATEGORY 2006-2007 AND 2007-2008**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2007-2008							
Number Attempted	4	12	10	8	2	1	37
<50 Percent	0	0	2	1	0	0	3
50 Percent +	4	12	8	7	2	1	34
2006-2007							
Number Attempted	3	5	5	10	3	2	28
<50 Percent	0	1	1	1	0	0	3
50 Percent +	3	4	4	9	3	2	25

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Reports.

Note: A district could be included more than once if it had more than one bond issue in a year.
FY 2002 was the first year the information was collected.

Local Option Sales and Services Tax for School Infrastructure

Local option/statewide sales and services tax is used by school districts for school infrastructure needs and property tax relief. Prior to July 1, 2008, all 99 counties had passed the local option tax, and effective July 1, 2008, legislation changed the local option sales and services tax to a statewide sales and services tax. This legislation (*Iowa Code 423F.1*) increased the state sales, services, and use tax from 5 percent to 6 percent to continue providing revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax sunsets on December 31, 2029. The formula for the distribution of statewide sales and services tax revenue through the Secure an Advanced Vision for Education (SAVE) fund continues to be based upon the amounts that school districts would have received under the former School Infrastructure Local Option Tax (SILO). SAVE was created as a separate and distinct fund in the state treasury under control of the Department of Revenue. ten million dollars was appropriated to the SAVE fund to pay supplemental school infrastructure amounts to districts. In addition to the \$10,000,000, revenues in excess of the guaranteed school infrastructure amount in some counties are also used to pay the supplemental school infrastructure amounts. Estimated sales and services tax revenues for 2008-2009 were approximately \$363 million.

Distribution of SAVE funds to school districts depends when the SILO was approved and whether the sales tax capacity per student is above or below the guaranteed school infrastructure amount. Guaranteed school infrastructure amount means the statewide sales tax revenues per student, multiplied by the quotient of the tax rate percent imposed in the county, divided by 1 percent and multiplied by the quotient of the number of quarters the tax is imposed during the fiscal year divided by four quarters.

School districts that approved the SILO prior to April 1, 2003, and have a sales tax capacity per student **above** the guaranteed school infrastructure amount are allowed to keep all funds until the initial ten years expires, but school districts that are **below** the guaranteed school infrastructure amount will receive their pro rata share of SILO plus a supplemental school infrastructure amount. School districts that approved the SILO on or after April 1, 2003, or school districts that approved the continuation of the SILO, receive an amount equal to their pro rata share of local sales and services tax **up to** the guaranteed school infrastructure amount, but school districts **below** the guaranteed school infrastructure amount will receive an additional amount equal to its supplemental school infrastructure amount. School districts that approved SILO after January 1, 2007, and before July 1, 2007, receive all their money for the first five years before going into the SAVE fund. For 2008-2009, the supplemental school infrastructure amount through the SAVE fund was approximately \$12.2 million for 238 districts in 48 counties.

Table 163 provides information about the Local Option/Statewide Sales and Services Tax for school infrastructure and the SAVE fund.

Table 163

LOCAL OPTION/STATEWIDE SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE 1998-1999, 2006-2007, 2007-2008, AND 2008-2009				
	1998-1999	2006-2007	2007-2008	2008-2009
Number of Counties with the Tax	3	97	99	99
Number of Districts Partly or Wholly Located in those Counties	28	357	364	362
Resident Budget Enrollment in those Counties	28,858.0	435,857.3	482,583.9	480,608.8
Estimated Revenues	\$9,764,643	\$300,656,619	\$355,589,188	\$363,129,008
Percent of Counties Participating	3.0%	98.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	97.8%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	90.2%	100.0%	100.0%
Number of Counties Receiving SAVE Funds (Received in Next Fiscal Year)	0	54	52	48
Number of Districts Partly or Wholly Located in those Counties	0	262	249	238
Resident Budget Enrollment in those Counties	0.0	133,007.5	124,981.9	114,893.6
Estimated SAVE Revenues	\$0	\$15,460,160	\$17,539,222	\$12,221,678

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue records.

Total Elementary and Secondary Education Budgets

The budget detail for 1997-1998, 2008-2009, and 2009-2010 is shown in Table 164. The estimated state total budget increased from \$4.5 billion in 2008-2009 to \$4.6 billion in 2009-2010. State categorical funding includes Educational Excellence (program discontinued starting in FY 2000), Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement (program discontinued starting in FY 2003), and Student Achievement/Educator Quality. Beginning in 2009-2010, categorical roll-ins for Teacher Salary Supplement, Professional Development, Early Intervention, AEA Teacher Salary Supplement, and AEA Professional Development were added to the school aid formula. The percent of estimated miscellaneous state categorical funding decreased from 7.8 percent in 2008-2009 to 0.2 percent in 2009-2010. In 2009-2010, ARRA education stabilization funding was used to fund \$202.5 million of state aid and \$13.1 million for instructional support. ARRA education stabilization funding was used to fund \$40.0 million of state aid in 2008-2009.

Table 164

**IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL
1997-1998, 2008-2009, AND 2009-2010**

Source of Funds	1997-1998		2008-2009		2009-2010	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	\$1,972,959,620	67.8%	\$2,676,877,821	60.1%	\$2,762,688,790	60.4%
Guarantee Amount	2,447,199	0.1	12,123,808	0.3	11,840,355	0.3
Supplementary Weights	22,894,522	0.8	49,633,070	1.1	57,838,808	1.3
Special Education	216,374,135	7.4	380,189,702	8.5	382,471,761	8.4
Teacher Salary Supplement	--	0.0	--	0.0	237,122,234	5.2
Professional Development	--	0.0	--	0.0	26,849,138	0.6
Early Intervention	--	0.0	--	0.0	29,250,240	0.6
AEA Media	17,588,405	0.6	23,402,434	0.5	24,162,859	0.5
AEA Ed Services	19,405,663	0.7	25,877,000	0.6	26,710,060	0.6
AEA Special Education	96,381,311	3.3	134,563,594	3.0	138,528,030	3.0
AEA Sharing	--	0.0	220,611	0.0	183,611	0.0
AEA Teacher Salary Supplement	--	0.0	--	0.0	14,129,530	0.3
AEA Professional Development	--	0.0	--	0.0	1,650,594	0.0
AEA Prorated Budget Reduction	--	0.0	(10,000,000)	-0.2	(11,354,846)	-0.2
TAG SBRC	14,313,372	0.5	--	0.0	--	0.0
Dropout Prevention SBRC	27,373,453	0.9	101,821,339	2.3	106,795,694	2.3
Other SBRC	1,627,000	0.1	--	0.0	--	0.0
Preschool State Aid	--	0.0	17,057,280	0.4	33,336,958	0.7
Instructional Support	91,801,074	3.2	181,318,070	4.1	189,873,711	4.2
Educational Improvement	333,674	0.0	647,543	0.0	969,366	0.0
Enrollment Audit Adjustment	(35,482)	0.0	(8,787,099)	-0.2	(831,350)	0.0
Property Tax Repayment Adjustment	--	0.0	154,379	0.0	41,428	0.0
Management	35,317,708	1.2	105,633,611	2.4	108,630,228	2.4
Physical Plant & Equipment	53,122,002	1.8	125,878,485	2.8	132,029,189	2.9
67.5 Cent Schoolhouse	11,106,193	0.4	--	0.0	--	0.0
Playground and Library	1,423,285	0.0	2,012,840	0.0	2,096,709	0.0
Debt Service	90,893,276	3.1	112,166,052	2.5	105,564,376	2.3
Estimated Miscellaneous						
State Categorical	131,503,350	4.5	348,091,193	7.8	7,614,750	0.2
Estimated Misc. Federal	101,500,000	3.5	177,220,010	4.0	183,008,581	4.0
Total	2,908,329,760	100.0	4,456,101,743	100.0	4,571,200,804	100.0

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.

Notes: In FY 2010, \$202.5 million of ARRA education stabilization funding was used for state aid and \$13.1 million was used for Instructional Support. \$40.0 million of ARRA education stabilization funding was used for school aid in FY 2009. The state aid portion of school aid was not fully funded in FY 2009 and FY 2010. In FY 2009, state aid was reduced by the 1.5% across-the-board reduction. The state aid portion was capped in FY 2010.

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