The Annual

Condition of Education

Report

2005

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

A Report on

Prekindergarten, Elementary, and Secondary Education

in Iowa

Iowa Department of Education

2005

Printed on Recycled Paper

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To the Citizens of Iowa

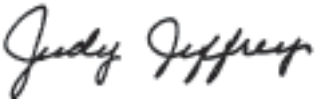
Our 16th *Annual Condition of Education Report* provides a wide range of demographics, statistics, and student achievement data to help Iowans better understand our public educational system. It includes all the information published earlier in our *State Report Card for No Child Left Behind*, as well as a wide range of supplemental data.

Within these pages you'll discover why education continues to be a source of pride in Iowa. Our schools and students consistently rate above national averages according to many of the indicators in this report, from early reading and math proficiency to college preparedness and graduation rates. Our teachers are highly trained and dedicated professionals. Schools are recognized as healthy and safe environments for students. Communities and citizens take responsibility for the quality of their schools. And, the state continues to invest a large percentage of its revenue to support and improve education.

Even the proudest Iowan tends to remain humble and pragmatic, however, and so it is true of Iowa schools. Our exceptional accomplishments do not distract us from striving for continuous improvement for our schools or from ensuring our students are reaching their highest potential in a world of ever-expanding boundaries. To meet those goals, we will continue to focus department efforts on initiatives that directly benefit classroom instruction, on preschool and early intervention programs for young learners, and toward reducing achievement and skills gaps. We also will focus on expanding the range and quality of skills of our high school graduates, to better prepare them to be productive and active citizens.

To maintain the high quality of Iowa's education system—and stay ahead of global progress and challenges—it will be necessary for all educators to embrace needed changes while having the continued strong support and involvement from policymakers, community leaders, and parents. This *Annual Condition of Education Report* is designed to facilitate that involvement by serving as a resource for information and strategic planning, and for benchmarks and indicators to help you evaluate progress.

Sincerely



Judy Jeffrey
Director

Acknowledgments

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

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BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

Demographic data providing a comparison between Iowa, the nation and other states has been included in the *Annual Condition of Education Report* for the past nine years. This section provides information social, economic, population, and demographics and details changes that have occurred over time. Information displayed in this section was obtained from a variety of sources and each source of the data is displayed.

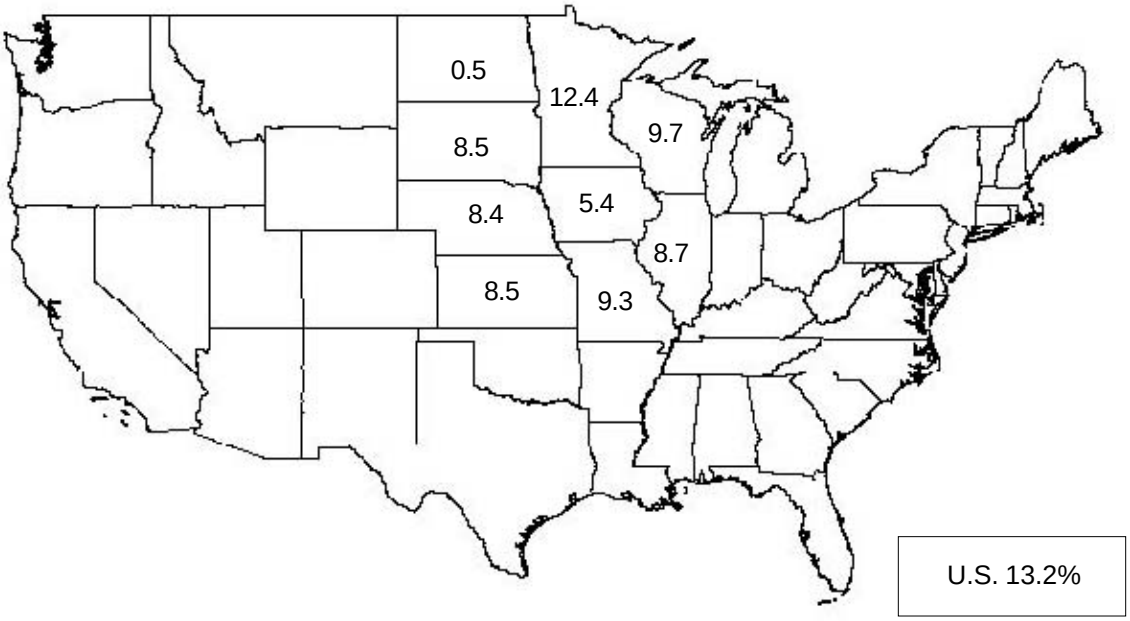
Information provided in this section includes:

- Population and Demographic-data pertaining to population changes, age, birth rates, immigrant population, migration, foreign born population, and native born population for Iowa and the Nation.
- Economics-information detailing Iowa's gross state product and per capita income.
- Social-details children poverty, free or reduced price lunch eligibility, the number of librarians, working parents data, education levels and earnings, and out-of-wedlock births.

Population and Demographics

Population Change

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



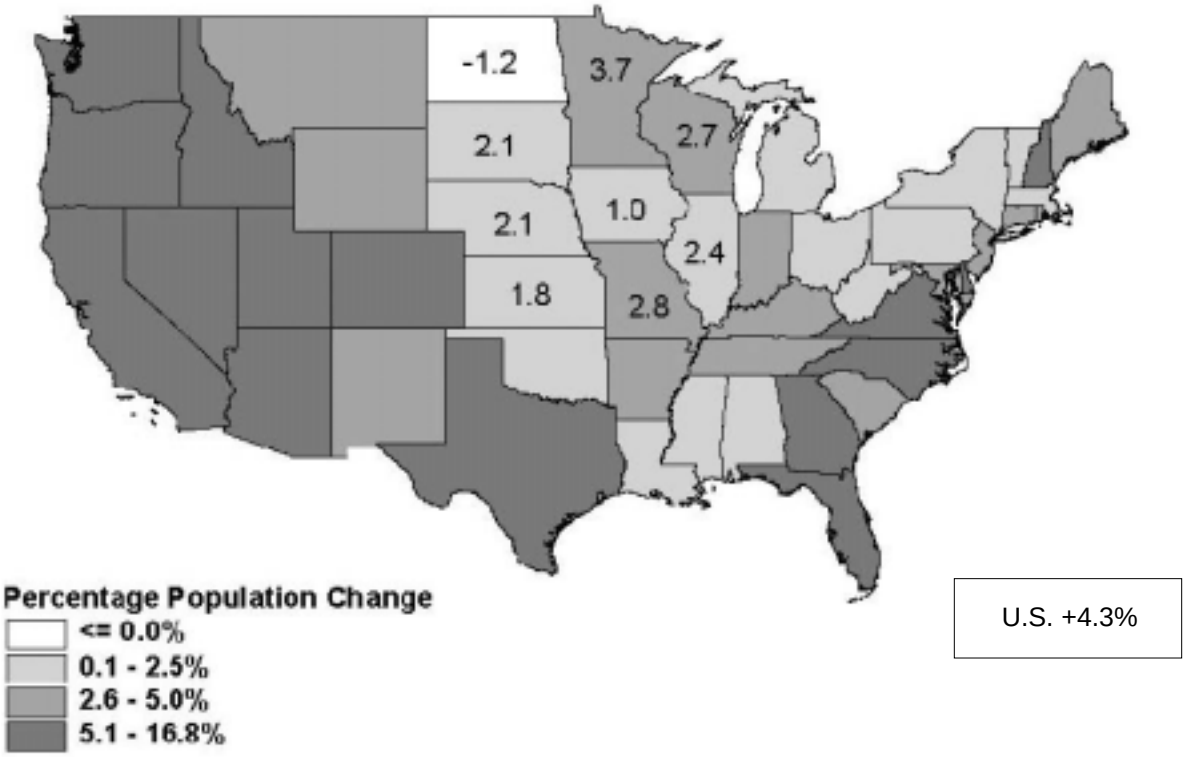
Source: U.S. Census Bureau, Census 1990 and Census 2000, *Population and Housing Unit Counts*, United States (2000 CPH-2-1).

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

Population and Demographics

Population Change

FIGURE 2B — POPULATION CHANGE FOR MIDWEST STATES
APRIL 1, 2000 TO JULY 1, 2004



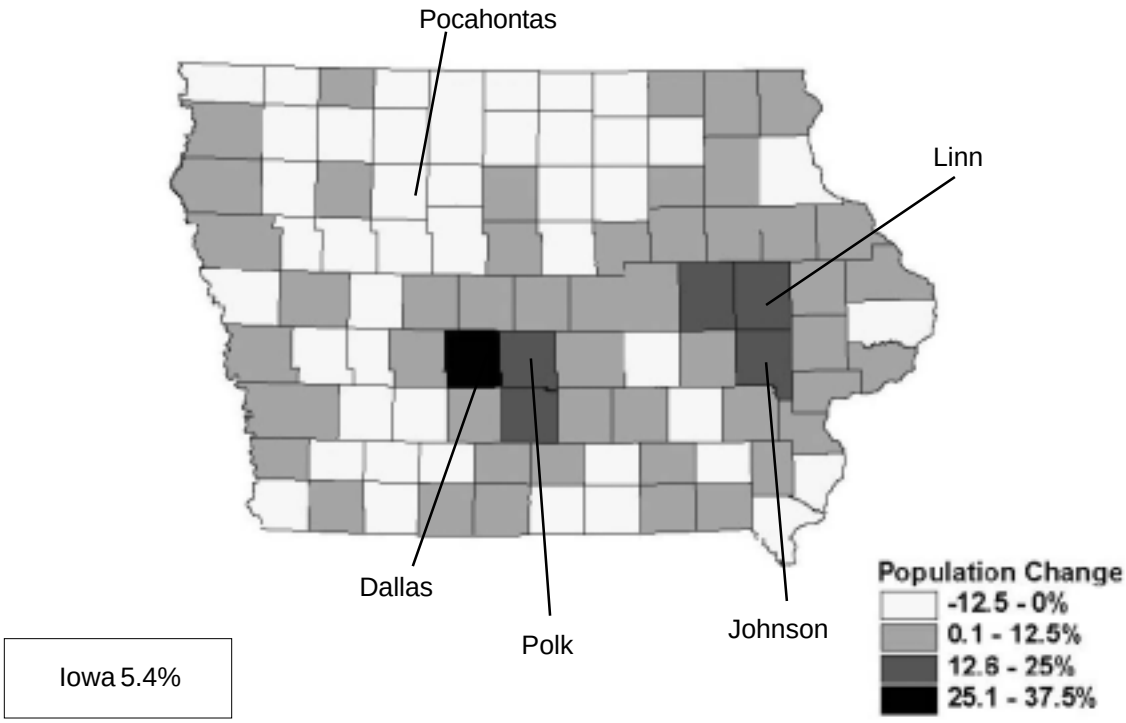
Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2004 National and State Population Estimates.

- Nevada experienced the largest growth from April 2000 to July 2004 growing 16.8 percent.
- North Dakota was the only state in the Nation to show a decline in population, from April 2000 to July 2004 dropping 1.2 percent.
- Iowa, Pennsylvania, and Louisiana tied for the fourth lowest increase in the Nation at 1.0 percent.
- The Nation grew at 4.3 percent, from April 2000 to July 2004.

Population and Demographics

Iowa Population Change

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



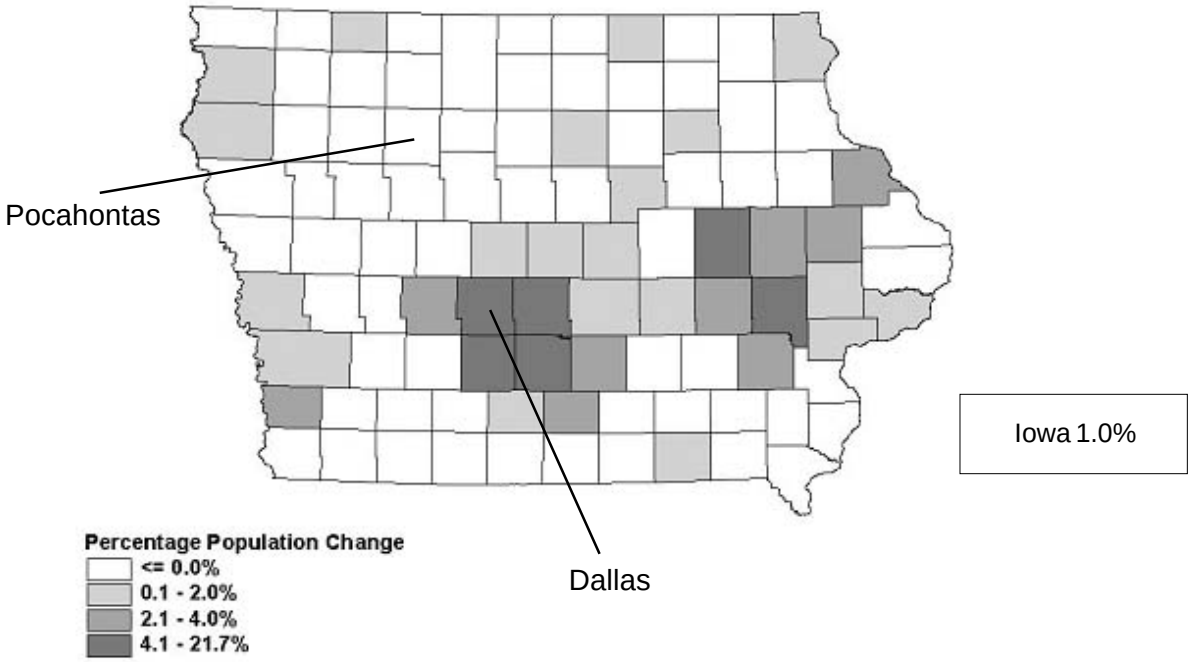
Source: U.S. Census Bureau, Census 1990 and Census 2000.

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

Population and Demographics

Iowa Population Change

FIGURE 4B — IOWA POPULATION CHANGE BY COUNTY
APRIL 2000 TO JULY 2004



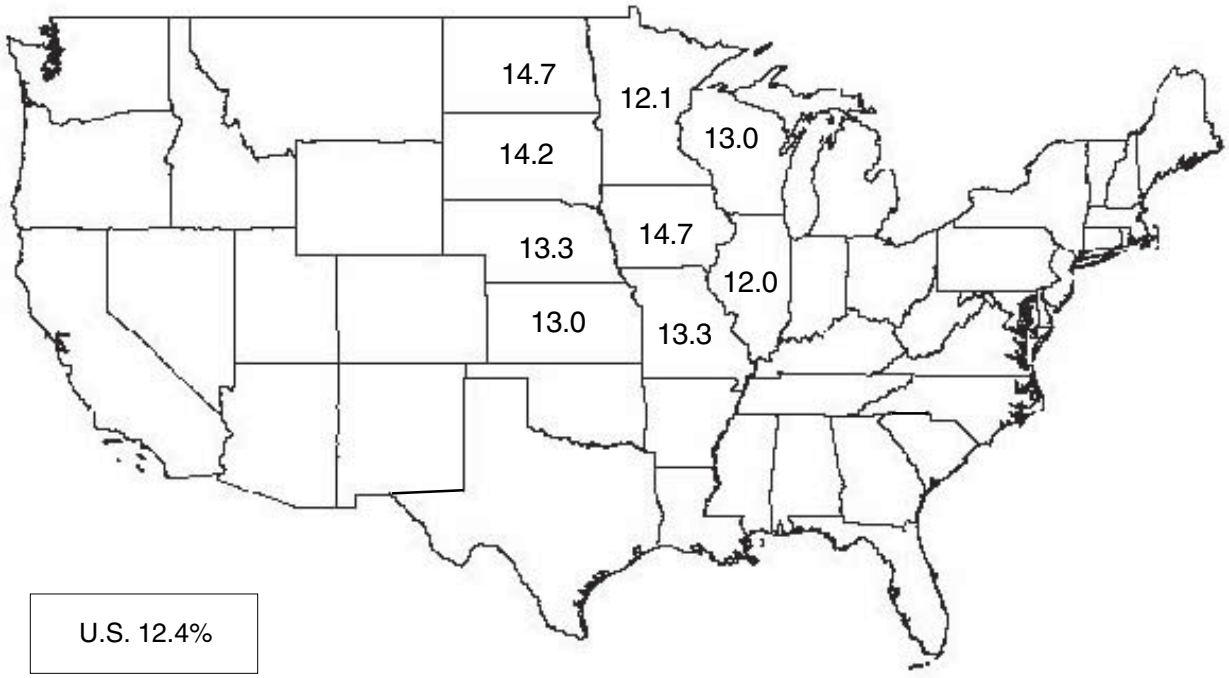
Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2004 National and State Population and Estimates.

- Dallas County's population continued to grow at a fast pace in 2004 and was ranked 10th in the Nation in growth from July 2003 to July 2004.
- From April 2000 to July 2004, Dallas County grew by 21.7 percent.
- Pocahontas County experienced the largest decrease (6.3 percent) from April 2000 to July 2004.

Population and Demographics

Aging

FIGURE 5B — PERCENT OF POPULATION AGE 65 AND OLDER BY MIDWEST STATES 2004



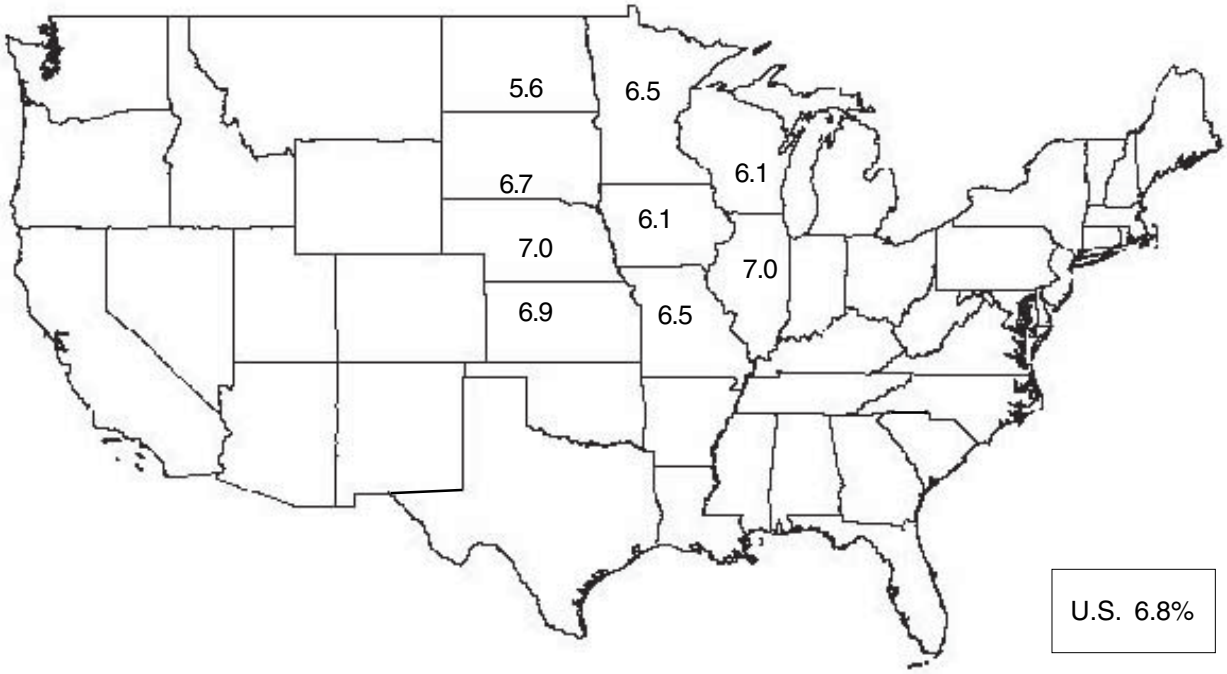
Source: U.S. Census Bureau, Population Division, 7/1/2004 State Population Estimates File.

- Iowa tied with North Dakota for the fourth highest percentage of population 65 and older in the Nation for 2004. Only Florida, Pennsylvania and West Virginia had higher percentages of their population 65 and older than Iowa.
- Nationally 12.4 percent of the population was 65 and older in 2004, unchanged from 2003.
- Alaska continued to show the lowest percentage in 2004, at 6.4 percent.

Population and Demographics

Aging

FIGURE 6B — PERCENT OF POPULATION AGE UNDER 5 YEARS BY MIDWEST STATES
2004



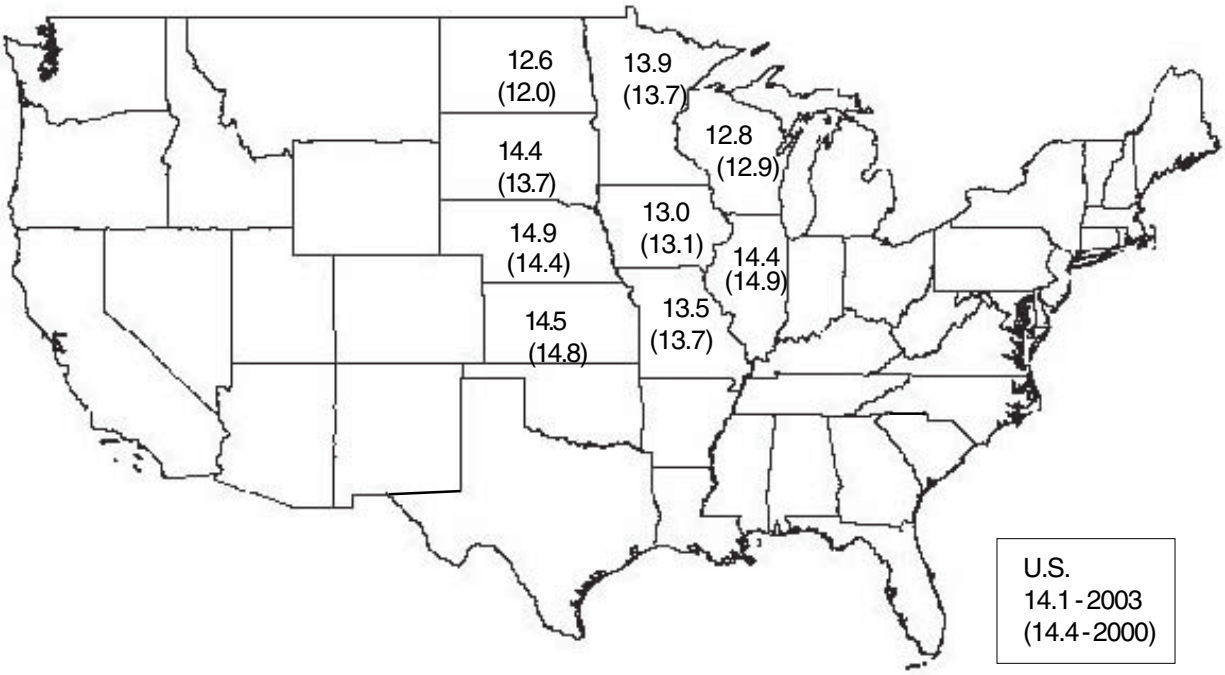
Source: U.S. Census Bureau, Population Division, 7/1/2004 State Population Estimates File.

- Six Midwest states were below the National average of 6.8 percent of population under five years of age.
- North Dakota was the lowest in the Midwest and tied for third lowest in the Nation.
- Iowa was tied for ninth lowest in the Nation at 6.1 percent.
- Utah had the highest percentage of its population under five years at 9.7 percent.

Population and Demographics

Aging

FIGURE 7B — BIRTHS PER THOUSAND POPULATION FOR MIDWEST STATES (2000) AND 2003



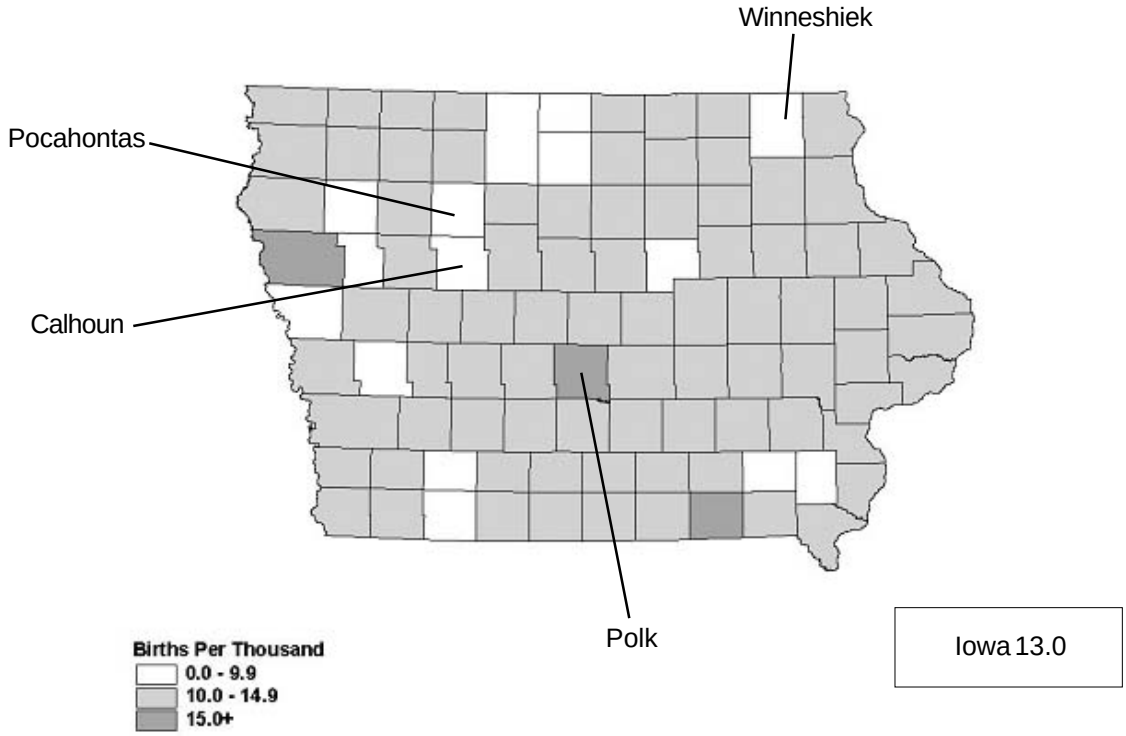
Source: Center for Disease Control and Prevention, National Center for Health Statistics, "National Vital Statistics Reports", Vol. 53, No. 9, 11-23-2004 and Vol. 51, No. 12, 8-4-2003.

Note: The 2000 birth rates were revised based on population estimates using 2000 Census population.

- The majority of Midwest states followed the National trend of declining birth rates from 2000 to 2003.
- Iowa declined slightly from 2000 to 2003 going from 13.1 to 13.0.
- Birth rates increased for four states; Minnesota, Nebraska, South and North Dakota, from 2000 to 2003 with South Dakota showing the biggest increase.
- Utah experienced the highest birth rate in 2003 at 21.2 and Vermont and Maine tied for the lowest at 10.6.

Iowa Births

FIGURE 8B — BIRTH RATE PER THOUSAND POPULATION, IOWA BY COUNTY
2003

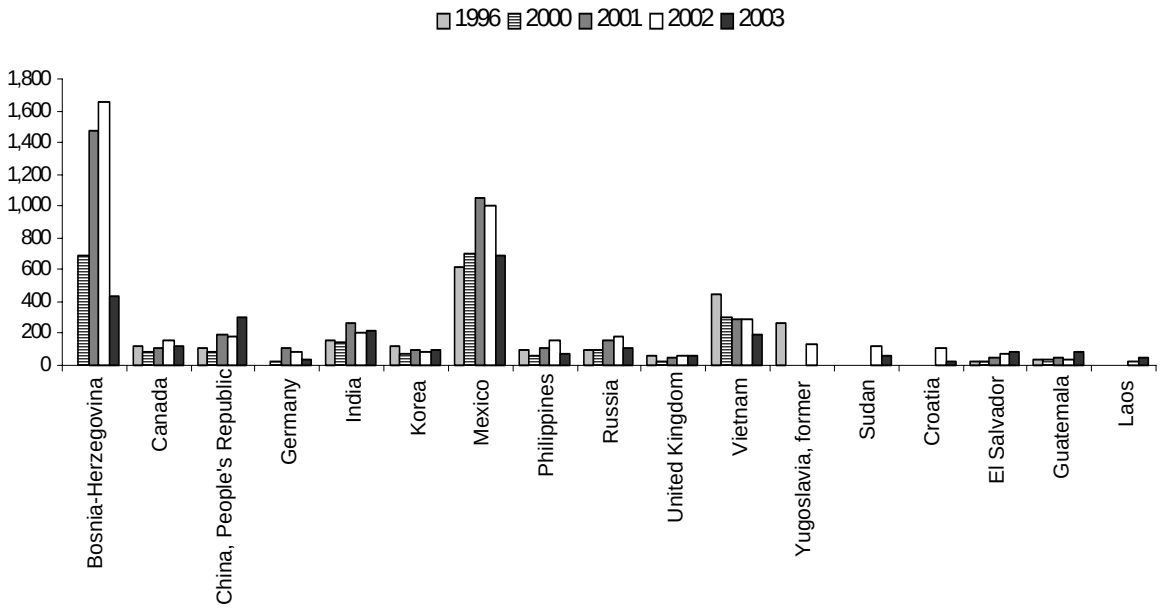


Source: Iowa Department of Public Health, Center for Health Statistics, "Vital Statistics of Iowa 2003", Table 45 A Birth Rate (Per 1,000 Population) 1991-2003.

- Polk County experienced the highest birth rate for the state in 2003 at 16.4.
- Pocahontas (7.6), Calhoun (8.1) and Winneshiek (8.4) counties showed the lowest birth rates for the state in 2003.
- Audubon County experienced the largest growth from 2002 to 2003. Increasing from 7.2 in 2002 to 10.8 in 2003.

Iowa Immigrants

FIGURE 9B — PROPORTION OF INTERNATIONAL IMMIGRANTS TO IOWA BY COUNTRY OF ORIGIN (50 OR MORE IMMIGRANTS) 1996 AND 2000 TO 2003



Source: U.S. Department of Homeland Security, Office of Immigration Statistics, "2003 Yearbook of Immigration Statistics", U.S. Department of Homeland Security, Bureau of Citizenship and Immigration Services, "2002 Yearbook of Immigration Statistics," "2001 Statistical Yearbook of the Immigration and Naturalization Service," "2000 Statistical Yearbook of the Immigration and Naturalization Service," "1996 Statistical Yearbook of the Immigration and Naturalization Service."

- Immigrants to Iowa declined in 2003 to 3,425 down 38.7 percent from 2002.
- Nationally the number of immigrants declined 33.6 percent from 2002 to 2003.
- Immigrants from Bosnia experienced the largest decline in Iowa during 2003 dropping 74.1 percent from 1,658 to 429.

Population and Demographics

Migration

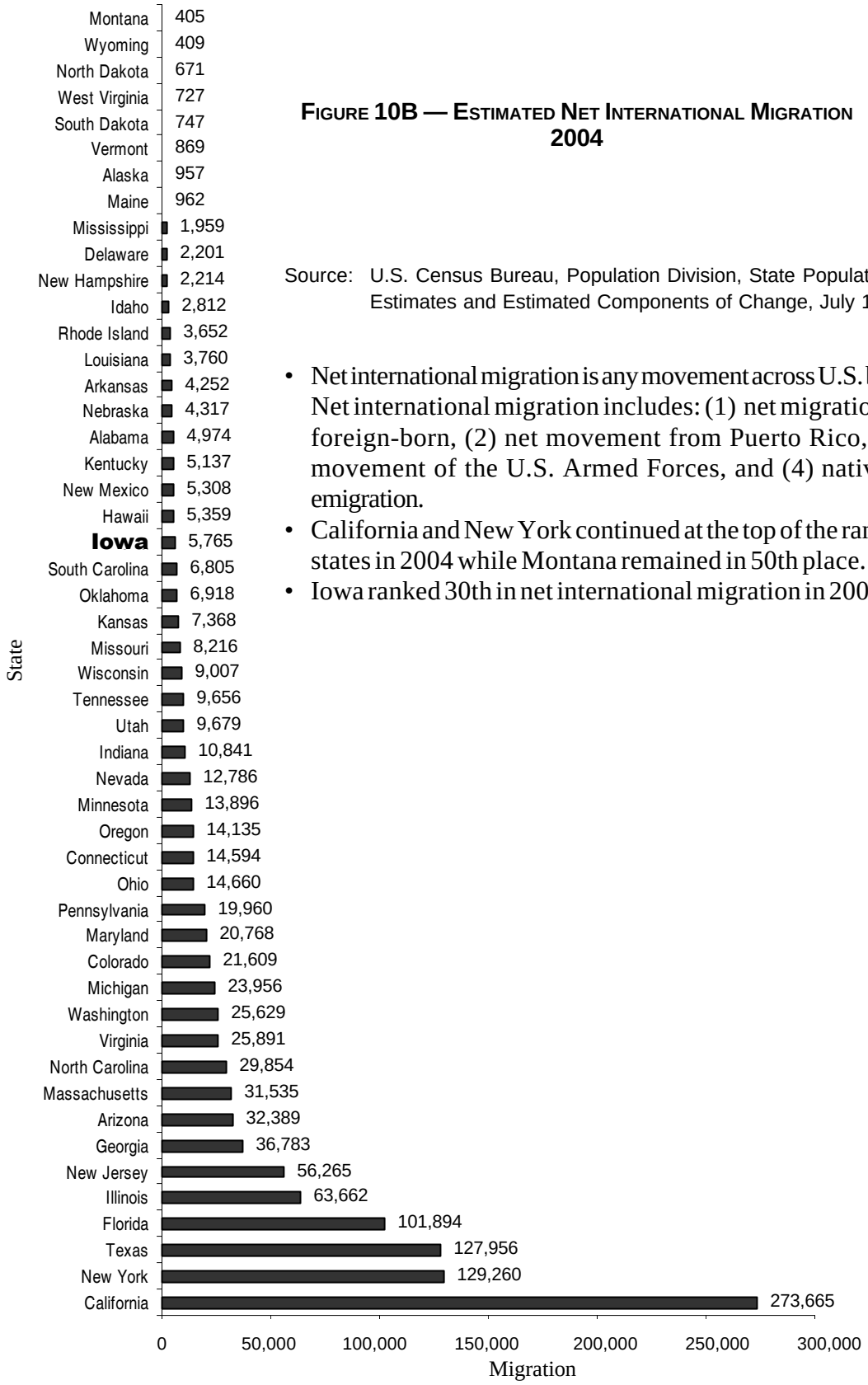


FIGURE 10B — ESTIMATED NET INTERNATIONAL MIGRATION 2004

Source: U.S. Census Bureau, Population Division, State Population Estimates and Estimated Components of Change, July 1, 2004.

- Net international migration is any movement across U.S. borders. Net international migration includes: (1) net migration of the foreign-born, (2) net movement from Puerto Rico, (3) net movement of the U.S. Armed Forces, and (4) native-born emigration.
- California and New York continued at the top of the ranking of states in 2004 while Montana remained in 50th place.
- Iowa ranked 30th in net international migration in 2004.

Native Population

TABLE 1B — NATIVE POPULATION BORN IN THEIR STATE OF RESIDENCE
2003

State/Nation	Percent of Population	Midwest Rank
United States	**67.6%**	**-**
Iowa	**76.9**	**1**
Illinois	76.4	2
Wisconsin	74.2	3
Minnesota	73.6	4
North Dakota	73.3	5
Nebraska	71.8	6
Missouri	68.9	7
South Dakota	68.5	8
Kansas	62.8	9

Source: U.S. Census Bureau, 2003 American Community Survey, Ranking Tables.

Note: The native population includes anyone who was a U.S. citizen at birth.

- Iowa showed the highest percentage, 76.9 percent, of native born population in the Midwest for 2003.
- All but one Midwest state (Kansas) was above the national percentage.
- New York reported the highest percentage, 82.8 percent, for the Nation and Nevada, (28.0 percent) the lowest for the Nation in 2003.

Net Migration

TABLE 2B — NET MIGRATION OF SELECTED AGE GROUPS, MIDWEST AND OTHER SELECTED STATES 2000

State	Net Migration Rate Age 65 and Older	Midwest Rank	Net Migration Rate Age 5+
Illinois	-28.1	1	-29.7
North Dakota	-16.1	2	-40.6
Iowa	**-11.2**	**3**	-12.1
Minnesota	-10.3	4	6.5
Nebraska	-8.1	5	-9.7
Wisconsin	-5.6	6	1.5
South Dakota	-2.3	7	-17.6
Kansas	-1.2	8	-3.2
Missouri	0.7	9	9.0
Arizona	87.4		74.3
Nevada	114.2		151.5
Florida	56.9		44.0
California	-9.6		-24.6

Source: U.S. Census Bureau, Census 2000, Immigration, Outmigration and Net Internal Migration for the Population 65 Years and Over by Region, Division, State and Age: 1995 to 2000 and Domestic Migration of People Who Were Young, Single and College Educated and for the Population Aged 5 and Over: 1995 to 2000.

The net migration rate is based on an approximated 1995 population, which is the sum of people 65+ who reported living in the area in both 1995 and 2000, and those who reported living in that area in 1995 but lived elsewhere in 2000. The net migration rate is the 1995 to 2000 net migration, divided by the approximated 1995 population and multiplied by 1,000.

- All Midwest states except Missouri experienced a negative net migration rate for 2000 with more people 65+ leaving the state than entering.
- Iowa reported the third highest negative net migration in the Midwest in 2000.
- New York had the highest negative net migration (45.0) for the Nation in 2000 and Nevada had the highest positive net migration, 114.2.

Net Migration

TABLE 3B — NET MIGRATION OF YOUNG, SINGLE AND COLLEGE EDUCATED MIDWEST STATES, 2000

State/Nation	1995 Population 25-39, Single and College Educated	Net Migration Rate 1995-2000	Midwest Rank
North Dakota	9,674	-282.0	1
Iowa	**43,206**	**-220.1**	**2**
South Dakota	10,186	-215.9	3
Nebraska	29,326	-130.3	4
Wisconsin	96,008	-107.7	5
Kansas	44,749	-104.7	6
Missouri	98,223	-47.0	7
Illinois	331,521	12.4	8
Minnesota	117,134	15.5	9

Source: U.S. Census Bureau, Census 2000, Domestic Migration of People Who Were Young, Single, and College Educated, and for the Population Aged 5 and Over: 1995 to 2000.

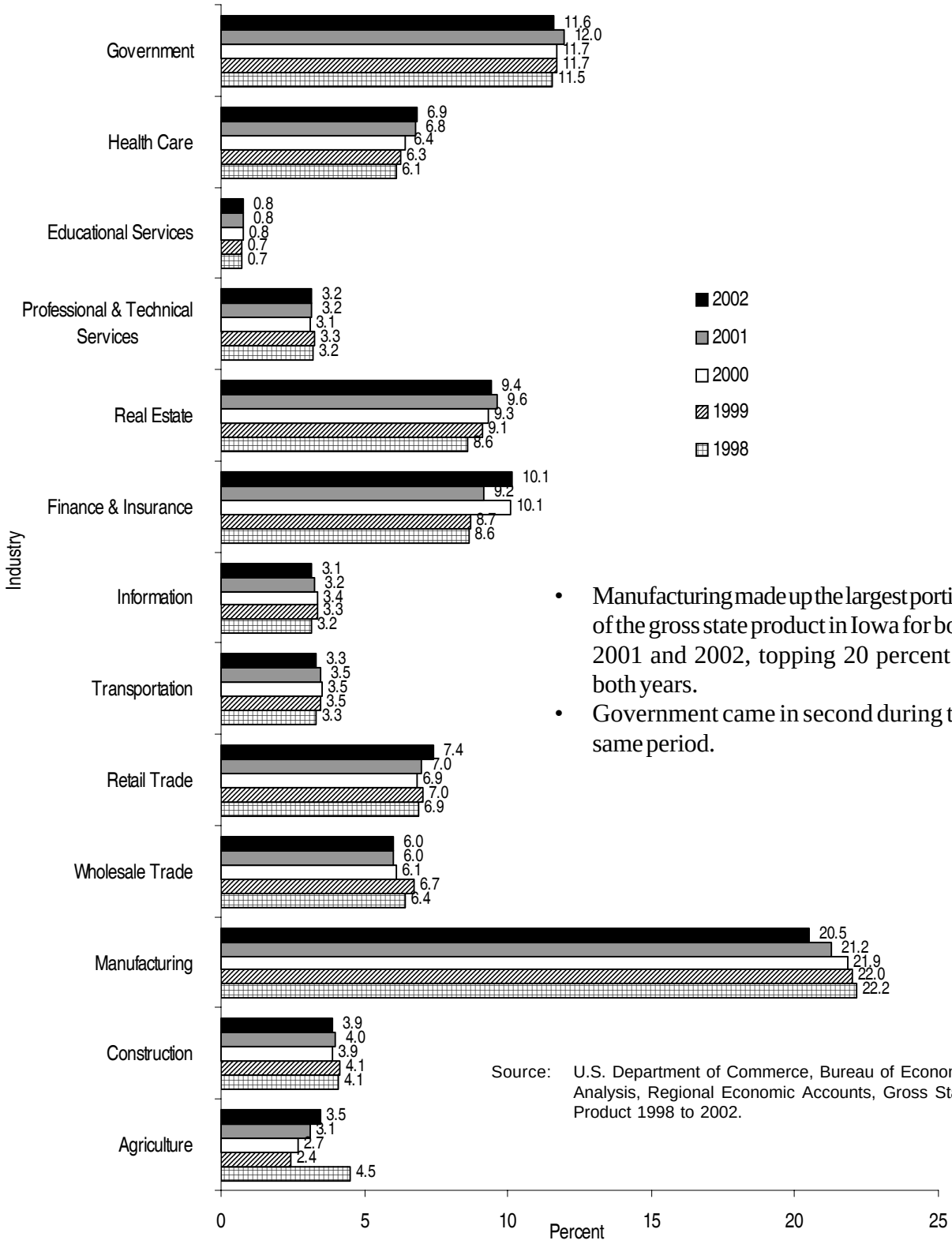
Notes: Young, educated, single people = persons 25-39 who were never married, or were widowed or divorced, and have a bachelors degree or higher.
The net migration rate is based on an approximated 1995 population, which is the sum of young, single, and college educated people who reported living in the area in both 1995 and 2000, and those who reported living in that area in 1995 but lived elsewhere in 2000. The net migration rate is the 1995 to 2000 net migration, divided by the approximated 1995 population and multiplied by 1000.

- Iowa experienced a negative net migration rate (220.1) for 2000 with more young, educated, single people leaving the state than entering. Iowa reported the second highest negative net migration in the Nation for 2000.
- North Dakota had the highest negative net migration (282.0) for the Nation in 2000 and Nevada had the highest positive net migration (281.8).

Economics

Iowa Gross State Product

FIGURE 11B — IOWA GROSS STATE PRODUCT BY INDUSTRY
1998 TO 2002

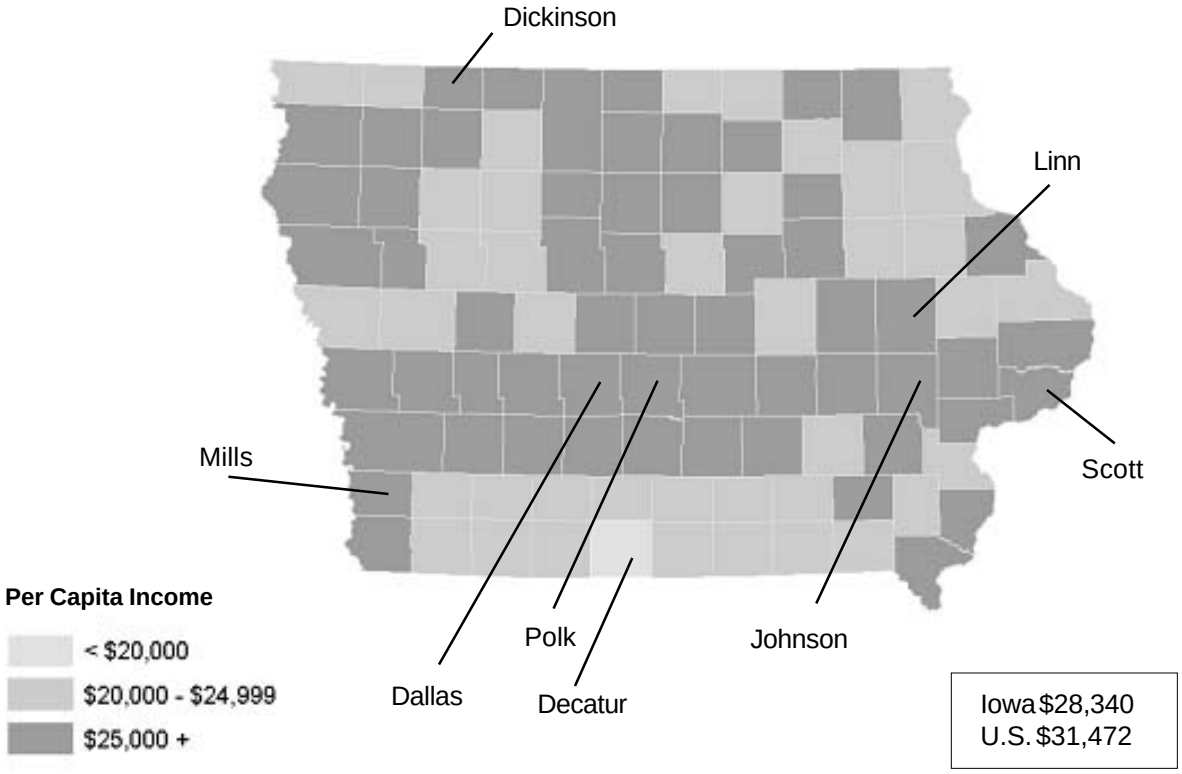


- Manufacturing made up the largest portion of the gross state product in Iowa for both 2001 and 2002, topping 20 percent in both years.
- Government came in second during the same period.

Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Accounts, Gross State Product 1998 to 2002.

Per Capita Income

FIGURE 12B — PER CAPITA INCOME BY COUNTY
2003

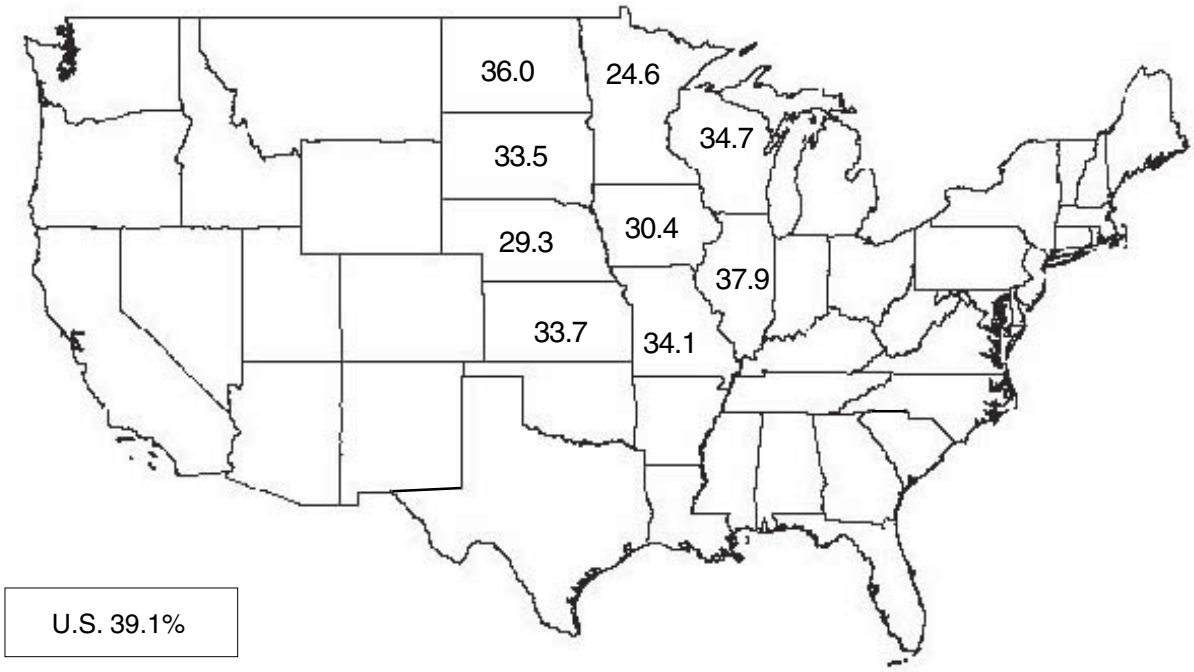


Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Accounts, Local Area Personal Income.

- Seven counties showed a per capita personal income over $30,000 (Dallas, Dickinson, Johnson, Linn, Mills, Polk and Scott).
- Decatur at $18,713 was the only county to show a per capita personal income below $20,000 for 2003.
- Per capita personal income declined for 29 counties from 2002 to 2003.

Children Poverty - States

FIGURE 13B — CHILDREN UNDER 18 AT OR BELOW 200 PERCENT OF POVERTY THRESHOLD
MIDWEST STATES, 2003



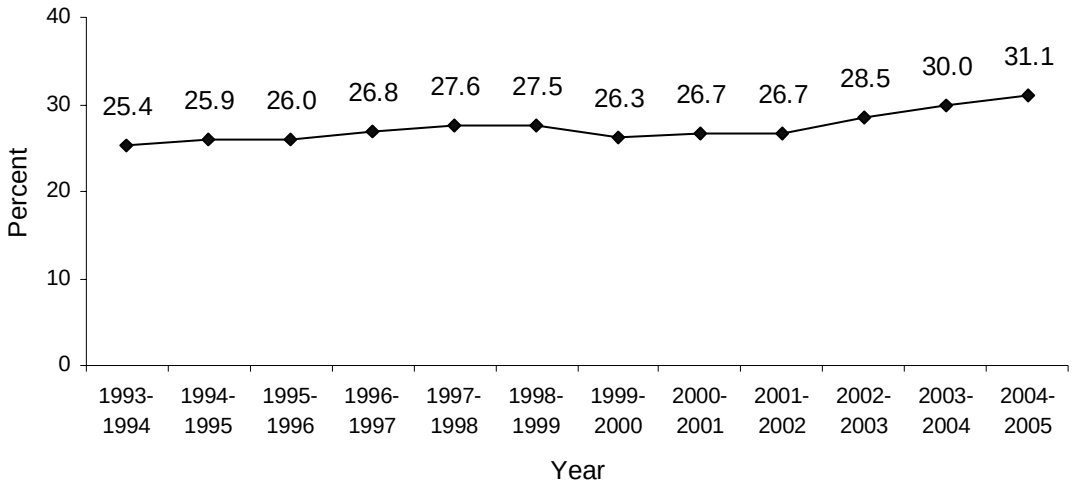
Source: U.S. Census Bureau, Current Populations Survey, Annual Demographics Survey, March Supplement 2004.

Notes: 200 percent of poverty level is double the income for a poverty threshold. The poverty threshold varies by family size. In 2003, a family of four (parents plus two children) with an income of $18,660 or lower would be in poverty.

- Nationally 39.1 percent of children were at or below 200 percent of the poverty threshold, up slightly from the previous year.
- In the Midwest, Minnesota continued to show the lowest percentage of children in poverty in 2003, 24.6 percent.
- New Mexico had the highest percentage (56.0 percent) of children at or below 200 percent of the poverty threshold.

Eligible for Free or Reduced Price Meals

FIGURE 14B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS, 1993-1994 TO 2004-2005



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

- The percentage of students eligible for free or reduced price meals continued to grow in 2004-2005 reaching a 15-year high of 31.1 percent.
- The lowest percentage of students eligible reported by a district was 6.1 percent and the highest 63.0 percent in 2004-2005.
- Eleven districts reported fewer than 10 percent of their students eligible for free or reduced price meals.

Eligible for Free and Reduced Price Meals

TABLE 4B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY, 2003-2004 AND 2004-2005

Enrollment Category	2003-2004 Number	2003-2004 Percent	2004-2005 Number	2004-2005 Percent
<250	1,610	38.0%	1,819	39.7%
250-399	5,713	32.0	5,826	32.1
400-599	10,623	27.1	10,587	28.4
600-999	18,246	25.2	19,211	26.6
1,000-2,499	34,889	28.1	36,202	29.1
2,500-7,499	21,561	22.7	22,934	24.6
7,500+	51,589	40.0	52,180	40.7
State	144,231	30.0	148,759	31.1

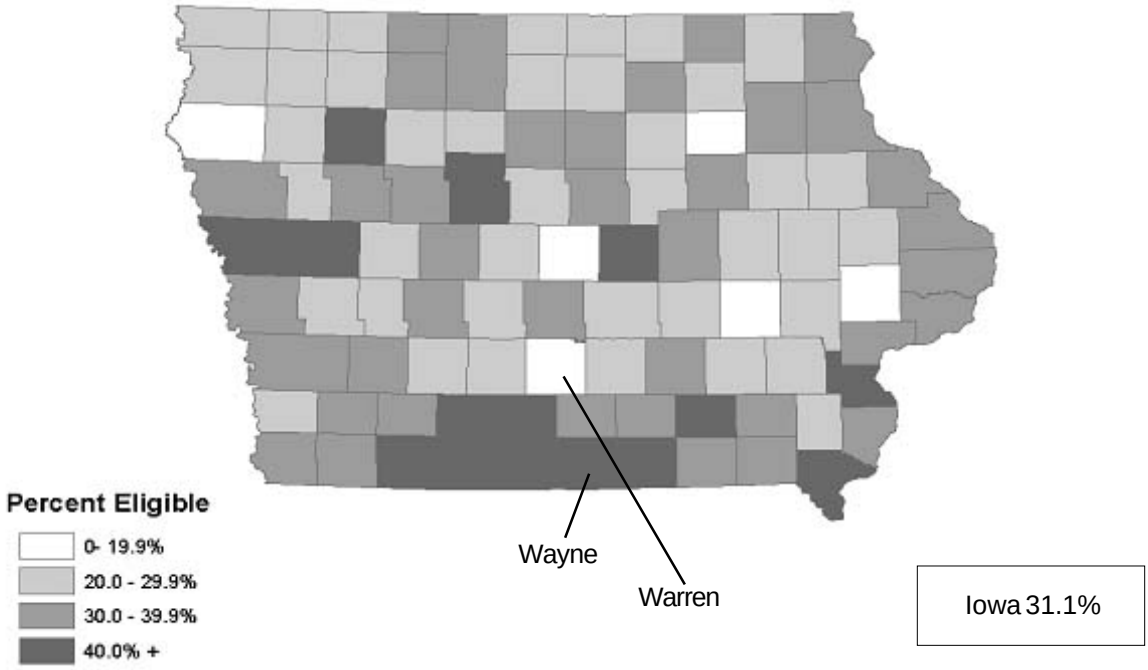
Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey (BEDS), Free and Reduced Price Meal Eligibility Files.

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

- Statewide both the number and percent of students eligible for free or reduced price meals increased in 2004-2005.
- The percentage of students eligible for free and reduced price meals increased for all enrollment categories in 2004-2005.
- The largest and smallest enrollment categories continued to have higher percentages of their students eligible for free or reduced price meals in 2004-2005.

Eligible for Free or Reduced Price Meals

FIGURE 15B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY COUNTY 2004-2005



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

- Warren County continued to report the lowest percentage, 15.5 percent, of students eligible for free or reduced price meals in the state for 2004-2005.
- Wayne County reported the highest percentage in the state at 51.4 percent.
- Ten of the 15 counties reporting 40.0 percent or more of their students eligible for free or reduced price meals were concentrated in the southern part of Iowa.

Working Parents

TABLE 5B — CHILDREN UNDER AGE 6 IN FAMILIES WITH WORKING PARENTS
2003

State/Nation	Percent of Children	Midwest Rank	National Rank
United States	**59.8%**	**-**	**-**
North Dakota	74.5	1	1
Nebraska	72.6	2	2
South Dakota	72.2	3	3
Iowa	**69.8**	**4**	**4**
Kansas	68.4	5	7
Wisconsin	67.9	6	8
Minnesota	67.8	7	9
Missouri	63.0	8	22
Illinois	59.8	9	36

Source: U.S. Census Bureau, 2003 American Community Survey, Ranking Tables.

Notes: Children with working parents include children in two parent families where both parents are in the labor force plus children in one parent families where the parent is in the labor force.

- Nationally 59.8 percent of children under 6 had both parents in the labor force.
- Iowa ranked fourth in the Midwest in the percentage of children in families with working parents.
- North Dakota reported the highest percentage, 74.5 percent, of working parents for the Midwest and the Nation in 2003 and Utah reported the lowest, 49.4 percent.

Working Parents

TABLE 6B — CHILDREN AGES 6-17 IN FAMILIES WITH WORKING PARENTS
2003

State/Nation	Percent of Children	Midwest Rank	National Rank
United States	**68.6%**	**-**	**-**
Iowa	**79.1**	**1**	**2**
South Dakota	79.0	2	3
North Dakota	78.0	3	4
Nebraska	76.7	4	6
Kansas	76.2	5	8
Minnesota	75.9	6	9
Wisconsin	75.1	7	11
Missouri	70.0	8	27
Illinois	67.7	9	40

Source: U.S. Census Bureau, 2003 American Community Survey, Summary Table PO63.

Notes: Children with working parents include children in two parent families where both parents are in the labor force plus children in one parent families where the parent is in the labor force.

- Iowa ranked highest of the Midwest states in the percentage, 79.1 percent, of children 6-17 in families with working parents.
- All Midwest states with the exception of Illinois were above the national average of 68.6 percent.
- Nationally Vermont showed the highest percentage in 2003, 80.9 percent, of children 6-17 in families with working parents.

Social

Educational Attainment

TABLE 7B — ADVANCED DEGREES, POPULATION 25 YEARS AND OLDER
MIDWEST STATES, 2003

State/Nation	Advanced Degree	Advanced Degree Midwest Rank	Advanced Degree National Rank
United States	**9.7%**	**-**	**-**
Illinois	10.8	1	9
Kansas	9.8	2	16
Minnesota	9.5	3	17
Missouri	8.6	4	26
Wisconsin	8.0	5	31
Nebraska	7.9	6	34
Iowa	**6.8**	**7**	**43**
North Dakota	6.4	8	48
South Dakota	5.9	9	50

Source: U.S. Census Bureau, 2003 American Community Survey.
Note: Adanced degree includes master's degrees, professional degrees (example: medicine and law), and doctorates.

- Illinois was first in the Midwest and ninth in the Nation in the percentage of its population 25 years or older with an advanced degree.
- Iowa was 43rd in Nation in advanced degrees.
- In the Midwest, only Kansas and Illinois showed higher percentages than the Nation.

Educational Attainment

TABLE 8B — EDUCATIONAL ATTAINMENT, POPULATION 25 YEARS AND OLDER MIDWEST STATES, 2003

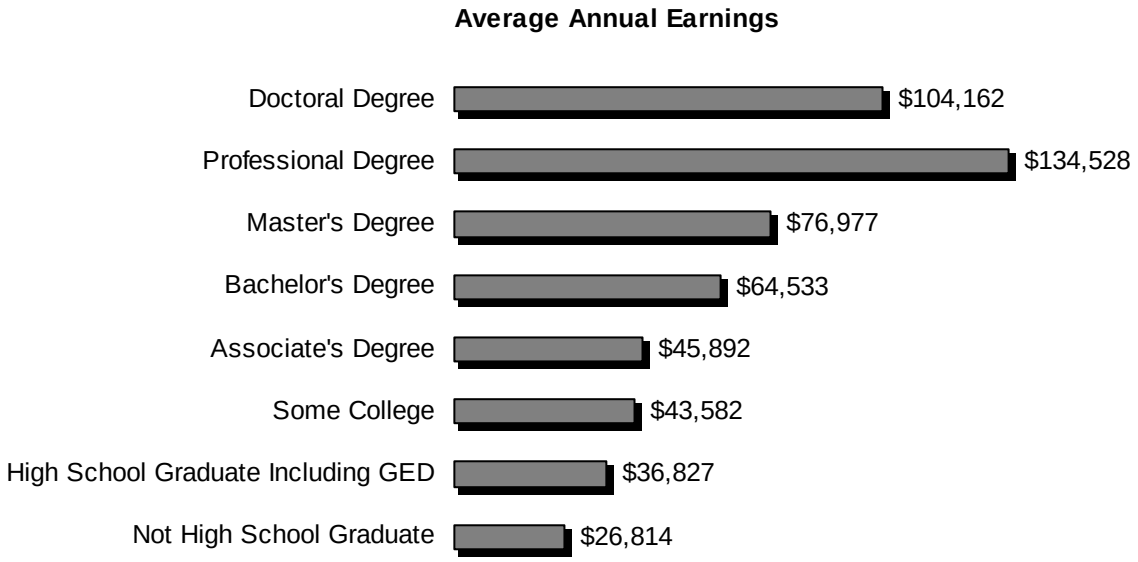
State/Nation	Completed High School	Bachelor's Degree	High School Midwest Rank	High School National Rank
United States	**83.6**	**26.5**	**-**	**-**
Minnesota	90.8	30.6	1	2
Nebraska	89.7	25.3	2	6
Iowa	**88.9**	**22.5**	**3**	**9**
Kansas	88.8	28.7	4	10
South Dakota	88.6	23.1	5	11
North Dakota	88.4	25.0	6	13
Wisconsin	87.1	23.8	7	21
Missouri	85.4	24.1	8	27
Illinois	85.2	28.1	9	29

Source: U.S. Census Bureau, 2003 American Community Survey.

- Minnesota was second in the Nation and first in the Midwest in the percentage of its population 25 years or older with a high school diploma.
- Minnesota was also first in the Midwest, and ninth in the Nation, in the percentage of people with a bachelor's degree.
- Iowa was third in the Midwest and ninth in the Nation in the percentage of its population 25 years and older with a high school diploma.

Education and Earnings

FIGURE 16B — UNITED STATES AVERAGE ANNUAL EARNINGS OF FULL-TIME WORKERS 25 TO 64 YEARS OLD AND BY EDUCATIONAL ATTAINMENT 2003

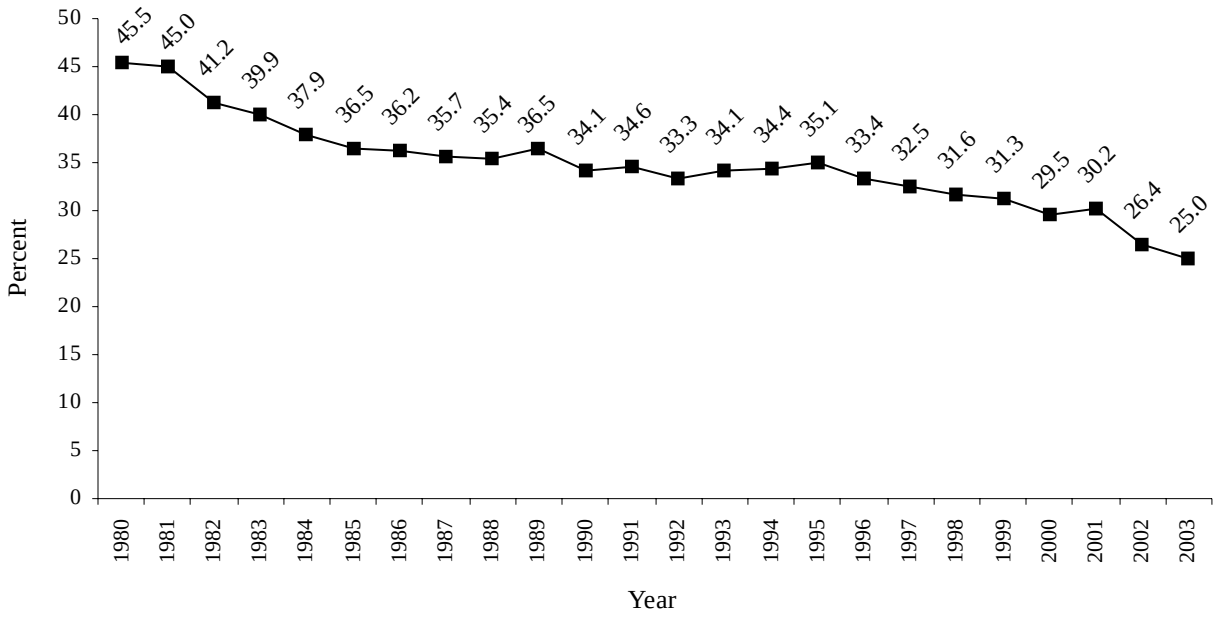


Source: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2004 Table 8.

- Workers with a bachelor's degree or higher earned more than $60,000 a year on average in 2003.
- Individuals with the highest level of education, a professional degree or a doctoral degree, topped $100,000 a year.
- Workers without a high school diploma remained at the bottom of the earnings scale in 2003.

Out-of-Wedlock Births

FIGURE 17B — IOWA, OUT-OF-WEDLOCK BIRTHS FOR 15-19 YEAR OLDS AS A PERCENTAGE OF TOTAL OUT-OF-WEDLOCK BIRTHS 1980 TO 2003



Source: Iowa Department of Public Health, Center for Health Statistics, Vital Statistics of Iowa 2003.

- Iowa total number of out-of-wedlock births increased from 4,895 in 1980 to 11,384 in 2003.
- The number of out-of-wedlock births to mothers ages 15-19 decreased from 2,904 to 2,849 during the same period.
- Out-of-wedlock births to mothers ages 15-19, as a percentage of total out-of-wedlock births, decreased from 1980 to 2003 going from 45.5 percent to 25.0 percent.

INTRODUCTION TO GRADES PK-12

Information in the following sections of *The Annual Condition of Education Report* provides a wide range of data regarding public and nonpublic PK through grade 12. Much of the information displayed is for the 2004-2005 school year. Data presented for previous years was the most current at the time of publication.

Iowa schools served 519,496 students in 367 public school districts and 194 accredited nonpublic schools in 2004-2005. This is the eighth consecutive year that K-12 enrollments have decreased. The Enrollment Chapter also provides the following information:

- Iowa public K-12 enrollment projections show that downward trend will continue. Estimates have the enrollment in 2009-2010 at 475,268, down slightly more than 8,000 from 2004-2005.
- Of the 367 school districts, 160 (43.6 percent) had less than 600 students in 2004-2005.
- In 2004-2005 there were 26 (7.1 percent) school districts that sent all their high school students to another district.
- There were 359 public high schools in 2004-2005 and 21 (5.8 percent) that had less than 100 students.
- Grade 12 enrollments were higher than Kindergarten enrollments for the 4th consecutive year in 2004-2005.
- Public PK-12 minority enrollments accounted for nearly 13 percent of the total enrollments in 2004-2005.
- Special education enrollment increased slightly in 2004-2005, continuing the trend from the 1985-1986 school year.

In 2004-2005, the average full-time teacher total salary was $40,344 while the national average was $47,750. Other information in the Staff Chapter includes:

- The average full-time teacher regular salary (salary that does not include extra salary paid for extra curricular and extra duties) was $39,284 in 2004-2005.
- The average full-time beginning teacher total salary was $27,996 in 2004-2005.
- The average full-time principal salary was $71,931 in 2004-2005.
- The average full-time superintendent salary was $94,242 in 2004-2005.

The percentage of districts that offered an all-day, every day, two semester kindergarten program increased to 96.5 percent (354 of the 367 districts) in 2004-2005. Other data in the Program Chapter includes:

- The average number of mathematics and science units required for graduation increased between 2003-2004 and 2004-2005.
- Average class size for grades K-2 increased for the second consecutive year, while the average class size for grade 3 decreased in 2004-2005.
- There were 3.6 pupils per computer in 2004-2005, half the amount from 1995-1996.
- Nearly 56 percent of public school buildings were equipped with a wireless computer network in 2004-2005.
- Of the 367 school districts in 2004-2005, 104 offered before school child care, 135 offered after school child care, 47 offered holiday child care, and 85 offered summer child care.

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

- For the 2003-2005 biennium, 78.0 percent of 4th graders were proficient on ITBS reading comprehension and 78.8 percent were proficient on ITBS mathematics.
- For the 2003-2005 biennium, 70.6 percent of 8th graders were proficient on ITBS reading comprehension, 73.8 percent were proficient on ITBS mathematics, and 79.2 percent were proficient on ITBS science.
- For the 2003-2005 biennium, 77.0 percent of 11th graders were proficient on ITED reading comprehension, 78.4 percent were proficient on ITED mathematics, and 79.7 percent were proficient on ITED science.
- In 2003-2004, the grade 7-12 dropout rate was at 1.58 percent, up from the previous year but second lowest for all years shown.
- Both female (1.39 percent) and male (1.77 percent) dropout rates increased from the 2002-2003 rates.
- Dropout rates for the African American, Hispanic, and Asian race/ethnicities all decreased in 2003-2004.
- The 2003-2004 Iowa public school graduation rate was 89.8 percent, down slightly from the previous year's rate of 90.4 percent, but second highest for all years reported.
- The percent of Iowa ACT participants that achieved an average composite ACT score of 20 or above was 69.9 percent.
- The percentage of Iowa ACT participants that completed a core high school program remained at 66.0 percent for the 7th straight year in 2004-2005.
- In 2004-2005, 93 of the 1,532 public schools (6.1 percent) and 14 of 367 school districts (3.8 percent) were determined to be in need of assistance under the No Child Left Behind guidelines for Iowa.

The Finance Chapter provides data on public school district expenditures and revenues. The total Iowa elementary and secondary school district budget was estimated at $3.8 billion in 2005-2006. Other information found in the Finance Chapter includes:

- Local taxes accounted for approximately 34 percent of total general fund revenues and total State sources accounted for 54 percent in 2003-2004.
- Iowa average taxable valuation per pupil increased to $208,524 in 2005-2006, up 2.5 percent from 2004-2005.
- Of the 365 school districts in 2005-2006, 335 (91.8 percent) levied the Regular Physical Plant and Equipment Levy (PPEL).
- There were 289 districts (79.2 percent of the total districts) that used the Income Surtax as a local revenue source in 2005-2006.
- In 2005-2006, 328 districts (90.0 percent) had implemented the Instructional Support Program, more than double the amount of districts that had the Instructional Support Program in 1991-1992.

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

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

ENROLLMENT

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

Certified enrollment is the annual report of counts of all resident students enrolled on the third Friday in September. 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. Data collected through BEDS is required to be certified by each school district. Each table and graph identifies the source of the numbers presented.

Enrollment Trends in Iowa

The 2004-2005 school year marked the 8th consecutive year of certified K-12 enrollment decline in Iowa (Table 1). The current public enrollment of 483,335 is 75 percent of the record high enrollment of 645,000 in 1972-1973.

Table 1

PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS IN IOWA
1972-1973 AND 1985-1986 TO 2004-2005

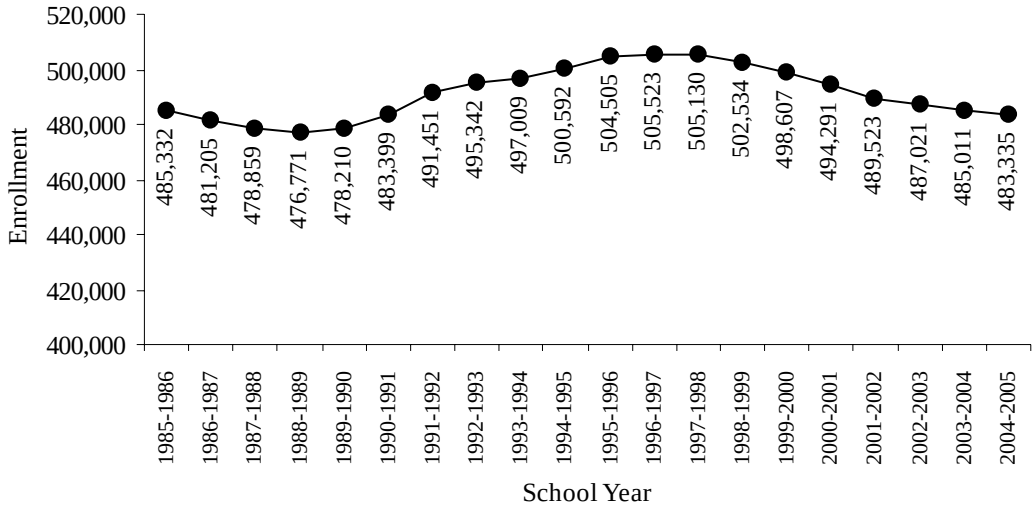
Year	Public	Nonpublic	Total Enrollment	Total Percent Change From Previous Year
1972-1973	645,000	66,000	711,000	N/A
1985-1986	485,332	49,026	534,358	N/A
1986-1987	481,205	48,520	529,725	-0.9%
1987-1988	478,859	47,228	526,087	-0.7
1988-1989	476,771	47,373	524,144	-0.4
1989-1990	478,210	46,033	524,243	0.0
1990-1991	483,399	45,562	528,961	0.9
1991-1992	491,451	45,865	537,316	1.6
1992-1993	495,342	45,229	540,571	0.6
1993-1994	497,009	45,328	542,337	0.3
1994-1995	500,592	44,752	545,344	0.6
1995-1996	504,505	44,563	549,068	0.7
1996-1997	505,523	44,302	549,825	0.1
1997-1998	505,130	43,417	548,547	-0.2
1998-1999	502,534	42,758	545,292	-0.6
1999-2000	498,607	42,280	540,887	-0.8
2000-2001	494,291	41,064	535,355	-1.0
2001-2002	489,523	39,881	529,404	-1.1
2002-2003	487,021	38,998	526,019	-0.6
2003-2004	485,011	37,243	522,254	-0.7
2004-2005	483,335	36,161	519,496	-0.5

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

Public school enrollment declined by 1,676 (-0.3 percent) between 2003-2004 and 2004-2005 and has decreased by nearly 11,000 since the 2000-2001 school year (Figure 1). The largest numerical (-4,768) and percentage declines (-0.96 percent) reported for public school enrollment in the past 19 years were between 2000-2001 and 2001-2002.

Figure 1

PUBLIC SCHOOL K-12 ENROLLMENTS IN IOWA
1985-1986 TO 2004-2005



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

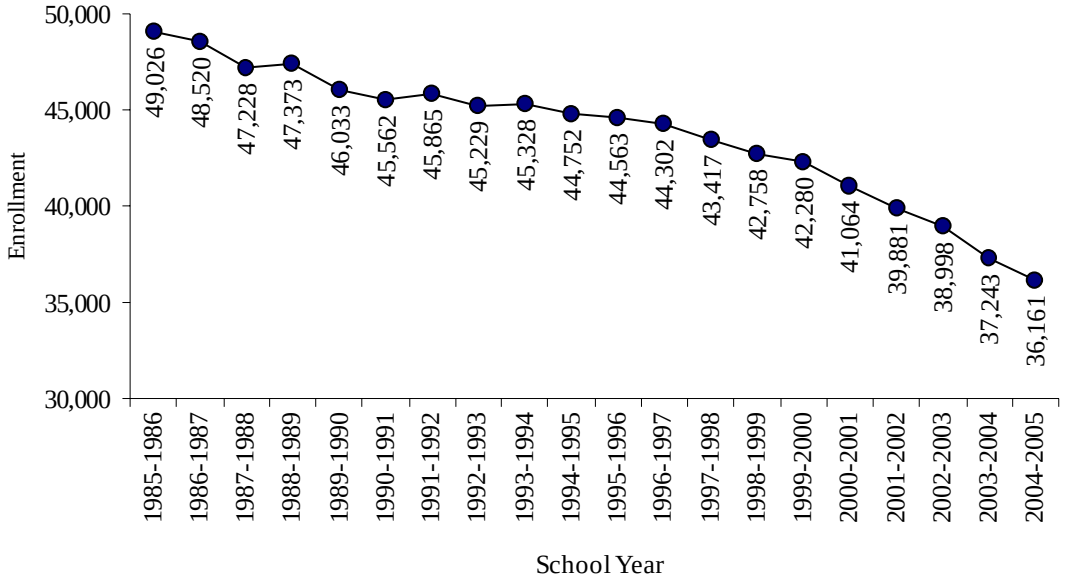
Nonpublic enrollment also continued its downward trend – both in number and as a portion of total enrollment (Figure 2). The 2004-2005 nonpublic enrollment of 36,161 was 2.9 percent (-1,082) lower than the previous year. The current school year also marked the first time that nonpublic enrollment accounted for less than 7 percent of total K-12 enrollment in the state.

Enrollment in Iowa's School Districts

The number of school districts in Iowa has remained relatively stable over recent years with a count of 367 in 2004-2005, three fewer than the previous year (Table 2, Figure 3). The current count however, marks a 6 percent decrease from the 1994-1995 school year and a 19 percent decline from the 1970-1971 count of 453.

Figure 2

Nonpublic School K-12 Enrollments in Iowa, 1985-1986 to 2004-2005



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

Table 2

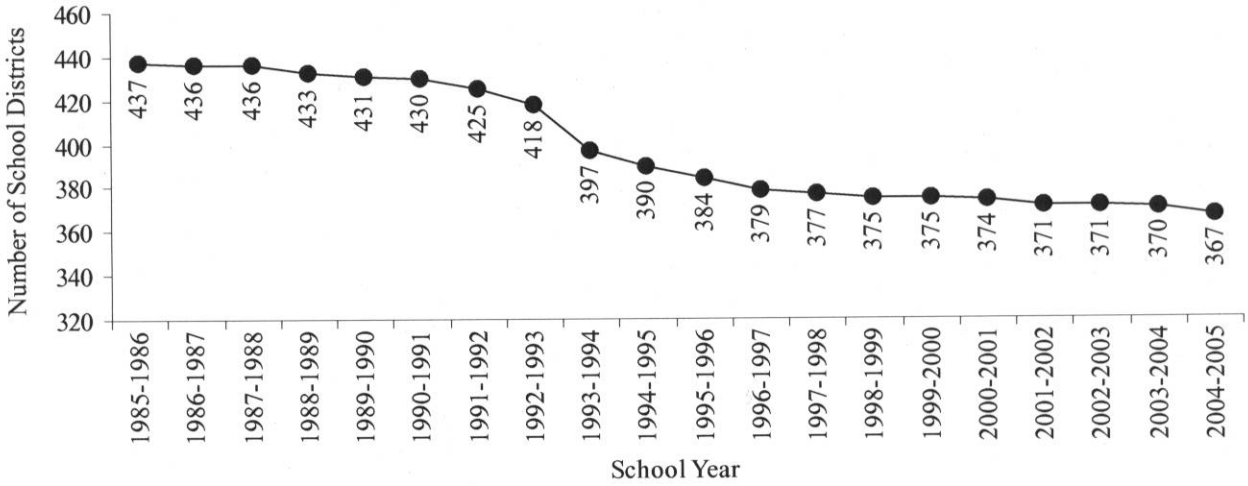
Number of Public School Districts in Iowa, 1950-1951 to 2004-2005

School Year	Number of Iowa Public School Districts	Percent Change from Previous Year Cited
1950-1951	4,652	—
1955-1956	4,142	-11.0%
1960-1961	1,575	-62.0
1965-1966	1,056	-33.0
1970-1971	453	-57.1
1975-1976	449	-0.9
1980-1981	443	-1.3
1985-1986	437	-1.4
1986-1987	436	-0.2
1987-1988	436	0.0
1988-1989	433	-0.7
1989-1990	431	-0.5
1990-1991	430	-0.2
1991-1992	425	-1.2
1992-1993	418	-1.6
1993-1994	397	-5.0
1994-1995	390	-1.8
1995-1996	384	-1.5
1996-1997	379	-1.3
1997-1998	377	-0.5
1998-1999	375	-0.5
1999-2000	375	0.0
2000-2001	374	-0.3
2001-2002	371	-0.8
2002-2003	371	0.0
2003-2004	370	-0.3
2004-2005	367	-0.8

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

Figure 3

NUMBER OF PUBLIC SCHOOL DISTRICTS IN IOWA, 1985-1986 TO 2004-2005



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

Districts by Size

More than two of every five districts (43.6 percent) in the state reported enrollments of less than 600 in 2004-2005; these districts accounted for 13 percent of total public students enrolled (Table 3, Figure 4). At the same time, less than 9 percent of the public districts reported enrollments of 2,500 or more and served nearly half (47 percent) of the public student enrollment. These proportions have remained relatively unchanged since the mid-1980s.

Table 3

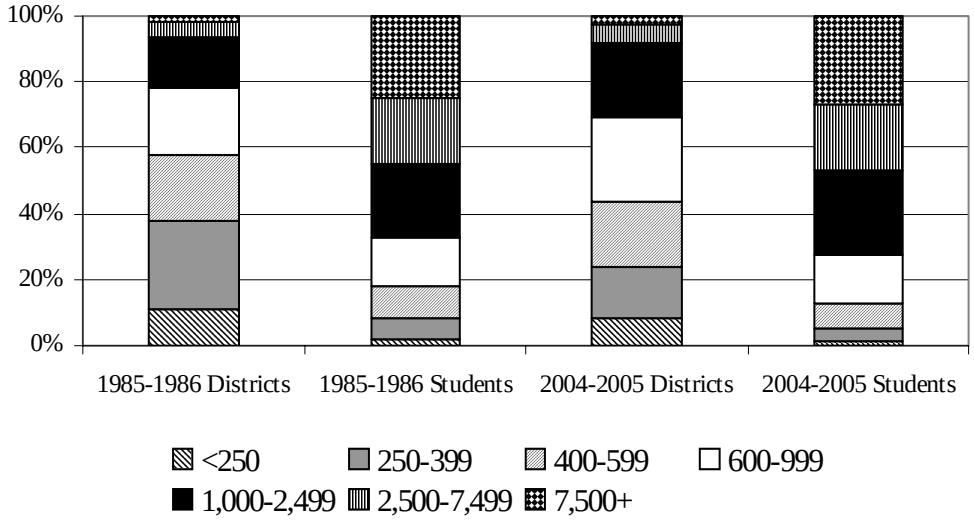
DISTRIBUTION OF PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT IN IOWA, 1985-1986, 2003-2004, AND 2004-2005

	1985-1986				2003-2004				2004-2005			
	Districts		Students		Districts		Students		Districts		Students	
Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
<250	52	11.9%	10,124	2.1%	30	8.1%	5,624	1.2%	30	8.2%	5,672	1.2%
250-399	90	20.6	29,060	6.0	55	14.9	17,940	3.7	57	15.5	18,621	3.9
400-599	94	21.5	46,544	9.6	77	20.8	38,809	8.0	73	19.9	37,261	7.7
600-999	97	22.2	72,595	15.0	95	25.7	72,087	14.9	95	25.9	71,979	14.9
1,000-2,499	72	16.5	109,551	22.6	81	21.9	123,173	25.4	81	22.1	124,012	25.7
2,500-7,499	24	5.5	95,189	19.6	23	6.2	95,379	19.7	22	6.0	94,279	19.5
7,500+	8	1.8	122,269	25.2	9	2.4	132,000	27.2	9	2.5	131,511	27.2
State	437	100.0	485,332	100.0	370	100.0	485,011	100.0	367	100.0	483,335	100.0

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

Figure 4

PERCENT OF PUBLIC SCHOOL DISTRICTS AND PERCENT OF PUBLIC SCHOOL STUDENTS BY SIZE OF DISTRICT ENROLLED, 1985-1986 AND 2004-2005



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

Public and Nonpublic Schools by Type

In the public school districts, on average there were more than two elementary schools per district in 2004-2005 (Table 4). The largest numerical gain in school types was reported for alternative schools which grew from 42 in 2003-2004 to 79 in the 2004-2005 year. The 359 public high schools in the state in 2004-2005 were housed in 341 districts. The remaining 26 districts sent their high school students to other districts under a whole grade sharing agreement (Table 5).

Table 4

PUBLIC SCHOOLS BY TYPE IN IOWA, 2001-2002 TO 2004-2005

	2001-2002		2002-2003		2003-2004		2004-2005	
Type of School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School	367	24.1%	365	24.3%	364	24.4%	359	23.4%
Junior High School	44	2.9	44	2.9	41	2.7	39	2.5
Middle School	227	14.9	230	15.3	230	15.4	236	15.4
Elementary School	835	54.9	812	54.1	801	53.7	797	52.0
Special Education School	10	0.7	9	0.6	10	0.7	10	0.7
Alternative School	38	2.5	40	2.7	42	2.8	79	5.2
Charter School	--	--	--	--	--	--	2	0.1
Other	--	--	--	--	3	0.2	10	0.7
Total	1,521	100.0	1,500	100.0	1,491	100.0	1,532	100.0

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

Note: "Other" includes an early childhood, middle alternative school, or a combination of elementary, middle and high schools.

Table 5

Public School Districts in Iowa Without a Public High School 1985-1986 to 2004-2005

School Year	Total Number of Districts in Iowa	Number of Districts Sending High School Students Out of District	Percent of Districts Sending High School Students Out of District
1985-1986	437	2	0.5%
1986-1987	436	7	1.6
1987-1988	436	17	3.9
1988-1989	433	26	6.0
1989-1990	431	42	9.7
1990-1991	430	51	11.9
1991-1992	425	53	12.4
1992-1993	418	56	13.4
1993-1994	397	39	9.8
1994-1995	390	36	9.2
1995-1996	384	31	8.1
1996-1997	379	26	6.9
1997-1998	377	24	6.4
1998-1999	375	24	6.4
1999-2000	375	24	6.4
2000-2001	374	23	6.2
2000-2002	371	21	5.7
2002-2003	371	24	6.5
2003-2004	370	24	6.5
2004-2005	367	26	7.1

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

There were five fewer public high schools in the state in 2004-2005 than one year previous. Sixteen of the 359 high schools (4.4 percent) reported enrollments of 1,500 or more in 2004-2005 compared to nearly eight in 10 high schools that had fewer than 500 students enrolled (Table 6).

Table 6

Public High Schools by Enrollment in Iowa 2000-2001 to 2004-2005

High School Enrollment	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005 % of High Schools	2004-2005 Cumulative % of High Schools
<100	21	22	22	24	21	5.8%	5.8%
100-199	111	115	115	117	111	30.9	36.8
200-299	91	92	86	84	86	24.0	60.7
300-399	46	37	42	35	40	11.1	71.9
400-499	15	22	21	26	23	6.4	78.3
500-599	17	17	14	12	15	4.2	82.5
600-699	15	11	13	14	14	3.9	86.4
700-799	6	6	7	6	4	1.1	87.5
800-899	1	2	2	3	2	0.6	88.0
900-999	3	2	3	2	3	0.8	88.9
1,000-1,099	4	4	4	5	5	1.4	90.3
1,100-1,199	4	4	4	5	3	0.8	91.1
1,200-1,299	8	7	9	6	8	2.2	93.3
1,300-1,399	7	8	6	4	3	0.8	94.2
1,400-1,499	4	2	3	5	5	1.4	95.5
1,500-1,599	6	6	4	8	6	1.7	97.2
1,600-1,699	4	5	5	2	3	0.8	98.1
1,700-1,799	2	2	2	2	1	0.3	98.3
1,800+	2	3	3	4	6	1.7	100.0
Total	367	367	365	364	359		

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

Nonpublic schools by type have remained relatively unchanged in recent years (Table 7). Elementary schools (n=166) continue to far outnumber high schools (n=26) and K-12 schools (n=2).

Table 7

Nonpublic Schools by Type in Iowa, 2001-2002 to 2004-2005

	2001-2002		2002-2003		2003-2004		2004-2005	
Type of School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School	26	12.4%	27	13.0%	26	13.0%	26	13.4%
Elementary School	182	86.7	179	86.1	172	86.0	166	85.6
K-12 School	2	1.0	2	0.9	2	1.0	2	1.0
Total	210	100.0	208	100.0	200	100.0	194	100.0

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

Projected Enrollment

The projected enrollment of approximately 508,000 for the state in 2009-2010 reflects continued steady declines for public and nonpublic schools (Tables 8 and 9). According to projections there will be a 2.1 percent decrease in total enrollment over the next five years. It is anticipated that public school enrollment will decline by 1.7 percent while the decrease in nonpublic schools will be 8.5 percent over that period (Figures 5 and 6).

Table 8

Public School K-12 Enrollment 2003-2004 and 2004-2005 and Projected Enrollment 2005-2006 to 2009-2010 by Grade in Iowa

	Enrollment		Projected Enrollment					Percent Change	
Grade	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2003-2004 to 2004-2005	2004-2005 to 2009-2010
K	35,295	36,713	36,612	36,379	36,724	36,708	36,643	4.02%	-0.19%
1	33,296	33,916	34,230	34,057	33,831	34,166	34,150	1.86	0.69
2	33,330	33,626	34,051	34,367	34,193	33,966	34,302	0.89	2.01
3	33,326	33,588	33,847	34,275	34,593	34,418	34,190	0.79	1.79
4	34,290	33,743	33,875	34,136	34,568	34,888	34,712	-1.60	2.87
5	35,539	34,716	34,075	34,208	34,472	34,908	35,231	-2.32	1.48
6	36,701	36,141	35,200	34,550	34,685	34,953	35,395	-1.53	-2.06
7	37,919	37,521	36,994	36,031	35,365	35,503	35,778	-1.05	-4.65
8	38,428	38,097	37,765	37,234	36,265	35,595	35,733	-0.86	-6.21
9	40,486	41,196	41,010	40,652	40,081	39,037	38,316	1.75	-6.99
10	38,451	39,580	39,938	39,758	39,411	38,857	37,845	2.94	-4.38
11	36,794	36,940	38,214	38,559	38,385	38,050	37,515	0.40	1.56
12	36,834	36,434	35,973	37,213	37,549	37,380	37,054	-1.09	1.70
Other*	14,322	11,124	10,379	9,900	9,402	8,900	8,404	n/a	n/a
State	485,011	483,335	482,163	481,319	479,524	477,329	475,268	-0.35	-1.67

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files and Public School Enrollment Projections.
*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 shared-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 9

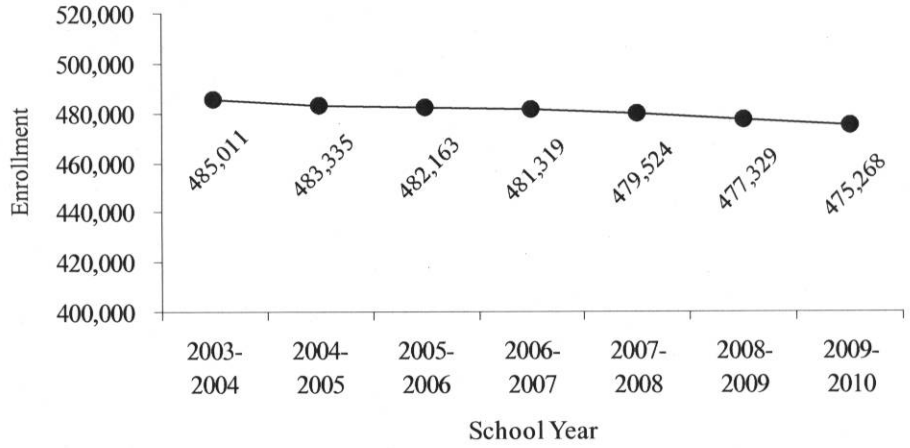
Nonpublic School K-12 Enrollment 2003-2004 and 2004-2005 and Projected Enrollment 2005-2006 to 2009-2010 by Grade in Iowa

	Enrollment		Projected Enrollment					Percent Change	
Grade	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2003-2004 to 2004-2005	2004-2005 to 2009-2010
K	3,298	3,251	3,469	3,447	3,481	3,479	3,473	-1.43%	6.83%
1	3,417	3,261	3,398	3,380	3,359	3,392	3,390	-4.57	3.96
2	3,501	3,319	3,162	3,295	3,277	3,257	3,289	-5.20	-0.90
3	3,453	3,374	3,188	3,037	3,165	3,148	3,128	-2.29	-7.29
4	3,462	3,325	3,244	3,065	2,920	3,043	3,027	-3.96	-8.96
5	3,381	3,348	3,198	3,120	2,948	2,809	2,927	-0.98	-12.57
6	3,227	3,205	3,167	3,025	2,951	2,788	2,657	-0.68	-17.10
7	2,755	2,571	2,576	2,545	2,431	2,372	2,241	-6.68	-12.84
8	2,679	2,629	2,466	2,470	2,441	2,331	2,275	-1.87	-13.47
9	1,986	1,984	1,926	1,807	1,810	1,788	1,708	-0.10	-13.91
10	2,059	1,934	1,912	1,857	1,742	1,745	1,723	-6.07	-10.91
11	1,987	2,000	1,864	1,843	1,790	1,679	1,682	0.65	-15.90
12	2,038	1,960	1,963	1,830	1,809	1,757	1,648	-3.83	-15.92
State	37,243	36,161	35,533	34,721	34,124	33,588	33,168	-2.67	-8.51

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

Figure 5

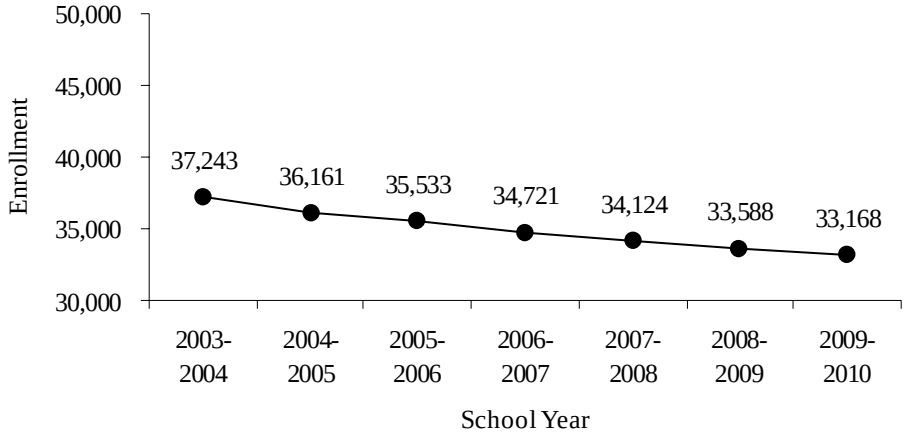
Public School K-12 Enrollments 2003-2004 and 2004-2005 and Projected Enrollments 2005-2006 to 2009-2010 in Iowa



Source: U.S. Department of Education, Division of Financial & Information Services, Certified Enrollment, Bureau of Planning, Research, and Evaluation, Enrollment Projections.

Figure 6

Nonpublic School K-12 Enrollments 2003-2004 and 2004-2005 and Projected Enrollments 2005-2006 to 2009-2010 in Iowa



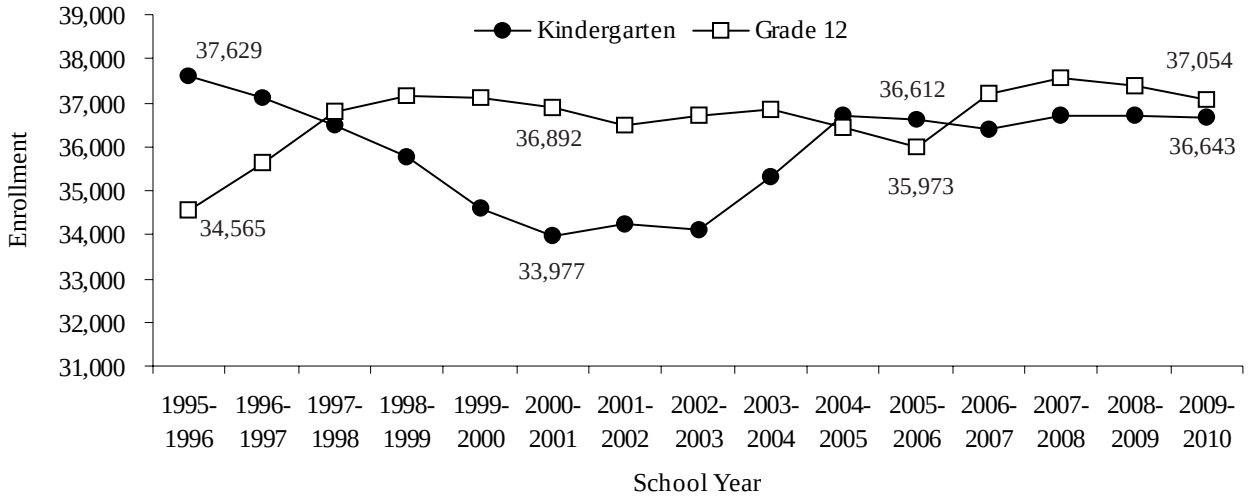
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Projections.

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

While numbers would suggest the incidence of incoming kindergartners outnumbering outgoing 12th graders that occurred this year will continue to be a rare occurrence (Figure 7), it needs to be noted that pre-kindergartners five years of age were included in the kindergarten count for 2004-2005 but may not have been included in previous years.While the youngest school-age children will outnumber high school seniors by 639 in the 2005-2006 school year, for each year following, 12th graders are expected to again have the larger enrollments.

Figure 7

Public School Kindergarten and Grade 12 Enrollments 1995-1996 to 2004-2005 and Projections 2005-2006 to 2009-2010 in Iowa



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

Enrollment in Iowa's Area Education Agencies

Total enrollments (public and nonpublic combined) in Iowa's 12 Area Education Agencies (AEAs) remained relatively unchanged in 2004-2005 with only two AEAs reporting a change of 2 percent or more (AEA 8, -2.5 percent; AEA 14, -2.4 percent). School enrollment in AEA 11 (central Iowa) accounted for nearly one-fourth of total enrollment in the state in 2004-2005 while AEA 4 in the northwest and AEA 14 in the southwest each constituted approximately 2 percent of the state's school enrollment (Table 10, Figure 8).

Table 10

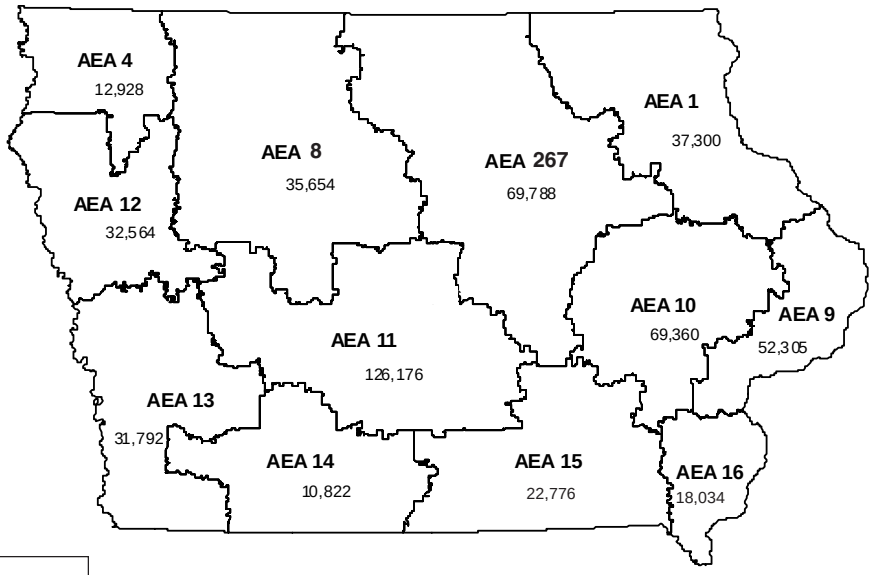
K-12 Enrollments by AEA
2003-2004 and 2004-2005

	Public School Enrollments				Nonpublic School Enrollments			
	2003-2004		2004-2005		2003-2004		2004-2005	
AEA	Number*	Percent	Number*	Percent	Number	Percent	Number	Percent
1	31,699	6.5%	31,601	6.5%	6,116	16.4%	5,699	15.8%
267	66,505	13.7	65,815	13.6	4,113	11.0	3,973	11.0
4	10,191	2.1	10,113	2.1	2,861	7.7	2,815	7.8
8	33,938	7.0	33,144	6.9	2,621	7.0	2,510	6.9
9	49,479	10.2	49,151	10.2	3,340	9.0	3,154	8.7
10	64,227	13.2	64,589	13.4	4,628	12.4	4,771	13.2
11	117,455	24.2	118,351	24.5	7,829	21.0	7,825	21.6
12	29,979	6.2	29,774	6.2	2,977	8.0	2,790	7.7
13	30,867	6.4	30,671	6.3	1,145	3.1	1,121	3.1
14	10,970	2.3	10,695	2.2	123	0.3	127	0.4
15	22,662	4.7	22,385	4.6	421	1.1	391	1.1
16	17,038	3.5	17,049	3.5	1,069	2.9	985	2.7
State	485,011	100.0	483,335	100.0	37,243	100.0	36,161	100.0

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment File, and Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment File.
Note: *Totals may not add due to rounding.

Figure 8

K-12 (Public - Nonpublic) Enrollments by AEA
2004-2005



Iowa 519,496

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

Certified Public School Enrollment in Iowa's Counties

Certified enrollment by county in Iowa's public schools is based on the county of residence of the students. While only three counties (Dallas, Washington, and Worth) reported increases of 5 percent or more since 2003-2004, eight counties had decreases of that magnitude led by Keokuk (-14.3 percent), Adams (-7.2 percent), Davis (-6.1 percent), Palo Alto (-6.1 percent), Wayne (-6.1 percent), Ida (-5.8 percent), Calhoun (-5.3 percent), and Kossuth (-5.1 percent) (Table 11).

Table 11

Public School Certified K-12 Enrollments in Iowa by County of Residence, 2003-2004 and 2004-2005

County	Enrollment 2003-2004	Enrollment 2004-2005	Change N	Change Percent
Adair	1,435.5	1,381.3	(54.2)	-3.8%
Adams	816.6	757.8	(58.8)	-7.2
Allamakee	2,454.8	2,447.2	(7.6)	-0.3
Appanoose	2,226.0	2,143.3	(82.7)	-3.7
Audubon	1,216.2	1,172.4	(43.8)	-3.6
Benton	5,015.3	5,014.4	(0.9)	0.0
Black Hawk	17,626.8	17,668.4	41.6	0.2
Boone	4,382.1	4,448.2	66.1	1.5
Bremer	3,849.0	3,810.6	(38.4)	-1.0
Buchanan	3,660.0	3,602.8	(57.2)	-1.6
Buena Vista	3,532.4	3,474.2	(58.2)	-1.6
Butler	2,578.0	2,487.8	(91.0)	-3.5
Calhoun	1,808.7	1,712.2	(96.5)	-5.3
Carroll	3,027.7	3,016.6	(11.1)	-0.4
Cass	2,455.3	2,411.5	(43.8)	-1.8
Cedar	3,360.2	3,273.4	(86.8)	-2.6
Cerro Gordo	6,903.1	6,753.4	(149.7)	-2.2
Cherokee	2,221.6	2,205.2	(16.4)	-0.7
Chickasaw	2,137.0	2,092.0	(45.0)	-2.1
Clarke	1,731.8	1,670.7	(61.1)	-3.5
Clay	2,878.1	2,788.8	(89.3)	-3.1
Clayton	3,145.5	3,011.7	(133.8)	-4.3
Clinton	8,681.9	8,571.2	(110.7)	-1.3
Crawford	3,234.2	3,242.6	8.4	0.3
Dallas	9,027.4	9,529.3	501.9	5.6
Davis	1,339.6	1,257.7	(81.9)	-6.1
Decatur	1,352.3	1,324.4	(27.9)	-2.1
Delaware	3,168.4	3,055.6	(112.8)	-3.6
Des Moines	6,640.9	6,554.9	(86.0)	-1.3
Dickinson	2,607.5	2,599.6	(7.9)	-0.3
Dubuque	12,403.2	12,788.4	385.2	3.1
Emmet	1,777.2	1,734.0	(43.2)	-2.4
Fayette	3,729.4	3,676.2	(53.2)	-1.4
Floyd	2,682.1	2,608.7	(73.4)	-2.7
Franklin	1,860.8	1,829.7	(31.1)	-1.7
Fremont	1,428.3	1,428.4	0.1	0.0
Greene	1,860.0	1,837.3	(22.7)	-1.2
Gundy	2,254.3	2,204.0	(50.3)	-2.2
Guthrie	1,961.0	1,957.4	(3.6)	-0.2
Hamilton	2,805.1	2,844.0	38.9	1.4
Hancock	2,116.1	2,071.5	(44.6)	-2.1
Hardin	3,059.8	3,021.5	(38.3)	-1.3
Harrison	2,975.9	2,968.1	(7.8)	-0.3
Henry	3,401.3	3,447.8	46.5	1.4
Howard	1,580.5	1,536.9	(43.6)	-2.8
Humboldt	1,657.1	1,618.2	(38.9)	-2.3
Ida	1,429.6	1,347.0	(82.6)	-5.8
Iowa	2,986.7	2,964.7	(22.0)	-0.7
Jackson	3,426.8	3,363.0	(63.8)	-1.9
Jasper	6,285.9	6,242.7	(43.2)	-0.7
Jefferson	2,300.4	2,294.2	(6.2)	-0.3%
Johnson	14,551.5	14,578.0	26.5	0.2
Jones	3,244.3	3,151.7	(92.6)	-2.9
Keokuk	2,050.6	1,756.7	(293.9)	-14.3
Kossuth	2,572.0	2,441.3	(130.7)	-5.1
Lee	5,862.5	5,864.1	1.6	0.0
Linn	31,713.6	32,228.7	515.1	1.6
Louisa	2,518.0	2,459.1	(58.9)	-2.3
Lucas	1,720.0	1,764.5	44.5	2.6
Lyon	1,980.0	1,983.7	3.7	0.2
Madison	2,738.4	2,802.4	64.0	2.3
Mahaska	3,598.2	3,587.0	(11.2)	-0.3
Marion	5,493.1	5,435.2	(57.9)	-1.1
Marshall	7,057.5	7,060.3	2.8	0.0
Mills	2,756.2	2,744.1	(12.1)	-0.4
Mitchell	1,836.1	1,796.3	(39.8)	-2.2
Monona	1,676.2	1,657.1	(19.1)	-1.1
Monroe	1,463.9	1,433.6	(30.3)	-2.1
Montgomery	2,039.4	2,086.8	47.4	2.3
Muscatine	8,256.7	8,263.8	7.1	0.1
O'Brien	2,236.0	2,207.1	(28.9)	-1.3
Osceola	1,252.2	1,219.3	(32.9)	-2.6
Page	2,601.2	2,594.2	(7.0)	-0.3
Palo Alto	1,536.9	1,443.6	(93.3)	-6.1
Plymouth	4,356.3	4,299.7	(56.6)	-1.3
Pocahontas	1,446.6	1,393.3	(53.3)	-3.7
Polk	64,582.5	65,121.1	538.6	0.8
Pottawattamie	15,652.5	15,454.2	(198.3)	-1.3
Poweshiek	3,098.4	3,003.4	(95.0)	-3.1
Ringgold	762.0	775.6	13.6	1.8
Sac	1,928.3	1,882.3	(46.0)	-2.4
Scott	27,327.8	27,264.0	(63.8)	-0.2
Shelby	2,260.6	2,299.6	39.0	1.7
Sioux	4,197.3	4,224.1	26.8	0.6
Story	10,307.4	10,185.2	(122.2)	-1.2
Tama	3,346.4	3,356.4	10.0	0.3
Taylor	1,171.3	1,113.6	(57.7)	-4.9
Union	1,957.5	1,911.6	(45.9)	-2.3
Van Buren	1,205.6	1,232.9	27.3	2.3
Wapello	6,068.4	6,073.7	5.3	0.1
Warren	8,089.5	8,085.2	(4.3)	-0.1
Washington	3,677.8	3,919.3	241.5	6.6
Wayne	1,117.9	1,049.5	(68.4)	-6.1
Webster	5,882.5	5,705.1	(177.4)	-3.0
Winnebago	2,141.9	2,037.8	(104.1)	-4.9
Wineshiek	3,086.9	2,968.7	(118.2)	-3.8
Woodbury	18,227.1	18,193.6	(33.5)	-0.2
Worth	1,325.8	1,439.3	113.5	8.6
Wright	2,542.0	2,524.5	(17.5)	-0.7
Total	**485,011.0**	**483,335.2**	**(1,675.8)**	**-0.3**

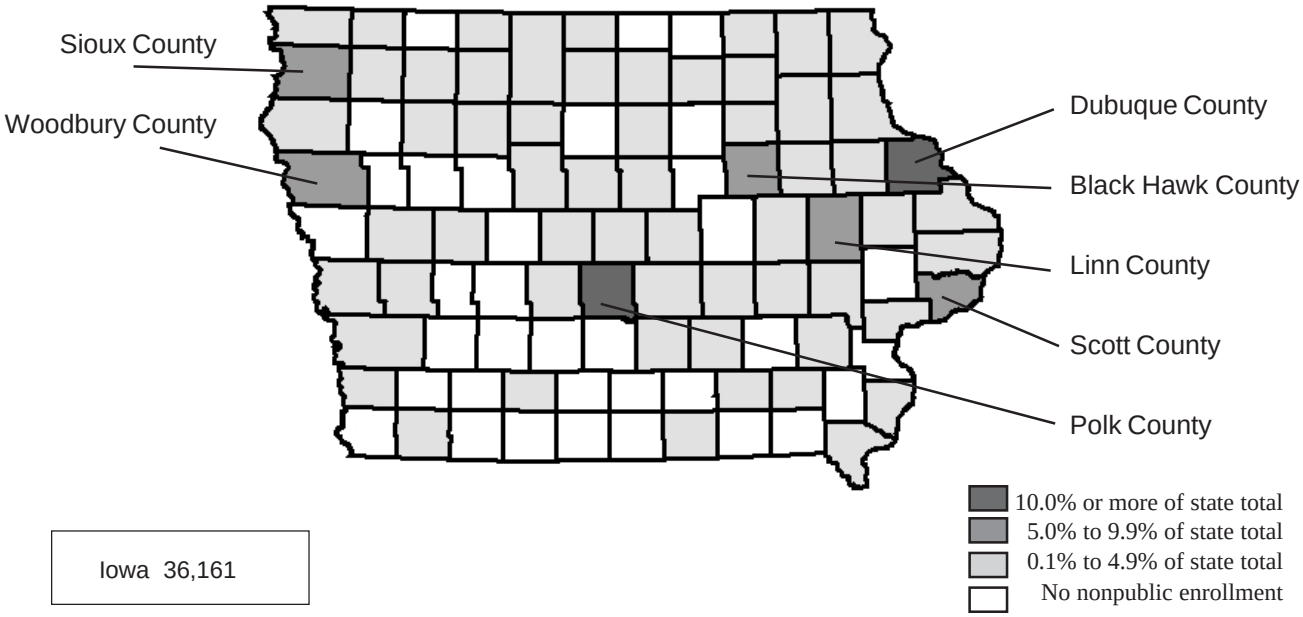
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment File, and Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment File.

Nonpublic School Enrollment in Iowa's Counties

Nonpublic school enrollment by county is based on the Basic Educational Data Survey (BEDS). Unlike the public county resident enrollment, nonpublic county enrollments show county school enrollment. The nonpublic enrollments in the seven counties of Black Hawk, Dubuque, Linn, Polk, Scott, Sioux and Woodbury accounted for nearly six of every 10 nonpublic students enrolled in the state (Figure 9). One-third of the counties in the state reported zero nonpublic enrollment for the 2004-2005 school year.

Figure 9

PERCENT OF IOWA'S NONPUBLIC SCHOOL ENROLLMENTS BY COUNTY



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

Enrollment by Race and Ethnicity

While overall enrollment in Iowa's schools has been declining in recent years, enrollment of minority students has increased sharply. In the 1985-1986 school year, minority students ("non-white") constituted less than 5 percent of public school enrollment numbering less than 23,000. In the 2004-2005 school year, there were more than 60,000 non-white students enrolled in the state's public schools accounting for 12.6 percent of total enrollment (Table 12). As with the state's population in general, the Hispanic student enrollment has been the fastest growing segment of this minority increase. The number of Hispanic students in Iowa's public school system has increased by more than 500 percent since the mid 1980s. During the same period, the white student counts in public schools have decreased by nearly 10 percent.

The trend in nonpublic schools closely parallels that of public schools in that minority enrollment increased by almost 100 percent since 1985-1986 and white student enrollment has decreased by about 25 percent (Table 13). In 2004-2005, minority students accounted for 6.1 percent of total nonpublic enrollment, an increase of 4 percentage points since the mid-1980s.

Table 12

Public School PK-12 Enrollments by Racial/Ethnic Group in Iowa 1985-1986 and 2003-2004 to 2004-2005

Racial/Ethnic Group	1985-1986 N	1985-1986 %	2003-2004 N	2003-2004 %	2004-2005 N	2004-2005 %	Percent Change 2003-2004 to 2004-2005	Percent Change 1985-1986 to 2004-2005
African American	12,308	2.5%	21,687	4.5%	23,097	4.8%	6.5%	87.7%
American Indian	1,090	0.2	2,835	0.6	2,835	0.6	0.0	160.1
Asian	5,310	1.1	8,702	1.8	8,955	1.9	2.9	68.6
Hispanic	4,069	0.8	23,661	4.9	25,610	5.4	8.2	529.4
White	462,555	95.3	424,341	88.2	417,822	87.4	-1.5	-9.7
Total*	485,332	100.0	481,228	100.0	478,319	100.0	-0.6	-1.4

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

Table 13

Nonpublic School PK-12 Enrollments by Racial/Ethnic Group in Iowa 1985-1986 and 2003-2004 to 2004-2005

Racial/Ethnic Group	1985-1986 N	1985-1986 %	2003-2004 N	2003-2004 %	2004-2005 N	2004-2005 %	Percent Change 2003-2004 to 2004-2005	Percent Change 1985-1986 to 2004-2005
African American	273	0.6%	553	1.4%	552	1.4%	-0.2%	102.2%
American Indian	42	0.1	72	0.2	69	0.2	-4.2	64.3
Asian	344	0.7	648	1.6	700	1.8	8.0	103.5
Hispanic	527	1.1	964	2.4	1,025	2.6	6.3	94.5
White	48,372	97.6	37,340	94.3	36,385	93.9	-2.6	-24.8
Total*	49,558	100.0	39,577	100.0	38,731	100.0	-2.1	-21.8

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

Enrollment of English Language Learners

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

School districts are eligible to receive additional 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 2004-2005, Iowa reported a weighted ELL enrollment of 10,028 (Table 14). Nearly half of this enrollment was in districts with 7,500 or more students.

Table 14

Weighted English Language Learners in Iowa by Enrollment, 1994-1995, 2003-2004 and 2004-2005

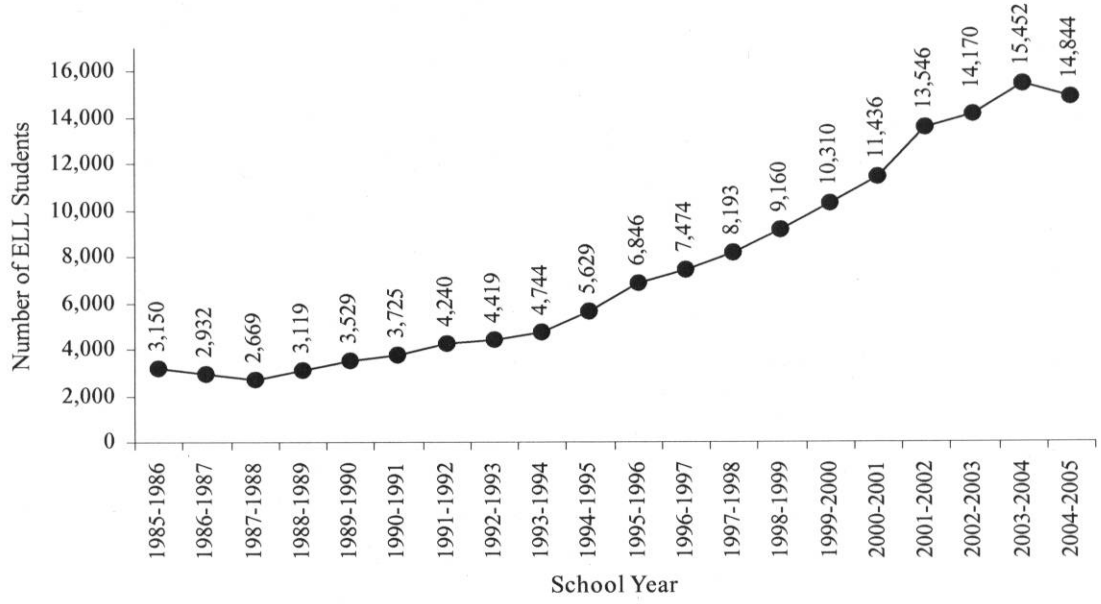
	1994-1995		2003-2004		2004-2005		Percent Change in Weighted ELL Enrollment	
Enrollment Category	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	2003-2004 to 2004-2005	1994-1995 to 2004-2005
<250	5,661	11	5,624	23	5,672	12	-47.8%	9.1%
250-399	17,075	32	17,940	97	18,621	110	13.4	243.8
400-599	41,454	77	38,809	148	37,261	207	39.9	168.8
600-999	82,457	358	72,087	777	71,979	719	-7.5	100.8
1,000-2,499	127,403	721	123,173	2,105	124,012	2271	7.9	215.0
2,500-7,499	95,210	516	95,379	1,675	94,279	1784	6.5	245.7
7,500+	131,332	2,358	132,000	4,650	131,511	4,925	5.9	108.9
State	500,592	4,073	485,011	9,475	483,335	10,028	5.8	146.2

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

As may be expected with the increase of Hispanic and other minority enrollments, as presented earlier in this section, the number of ELL students (weighted plus non-weighted) has also risen in recent years (Figure 10). Although a slight decrease from the previous year, the 14,844 ELL students in the 2004-2005 school year was more than double the number reported 10 years earlier.

Figure 10

Public and Nonpublic PK-12 Total English Language Learners in Iowa, 1985-1986 to 2004-2005



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

Table 15

English Language Learners' Primary Language for PK-12 Public and Nonpublic Students in Iowa 1985-1986 and 2000-2001 to 2004-2005

Language	1985-1986	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Percent 2004-2005	Cumulative Percent 2004-2005
Spanish	807	7,128	9,117	9,730	11,271	10,964	73.9%	73.9%
Bosnian	0	369	1,114	1,105	751	679	4.6	78.4
Vietnamese	439	768	729	700	713	603	4.1	82.5
Serbo-Croatian	0	556	540	465	345	526	3.5	86.0
Laothian; Pha Xa Lao	548	411	436	425	423	384	2.6	88.6
Arabic	26	82	158	169	166	189	1.3	89.9
Russian	0	65	53	93	98	137	0.9	90.8
Chinese; Zhongwen	89	80	93	88	150	137	0.9	91.7
Korean; Choson-O	136	76	73	51	116	116	0.8	92.5
German	24	153	119	113	181	88	0.6	93.1
Nuer	0	6	13	10	74	85	0.6	93.7
Swahili	0	22	27	30	33	55	0.4	94.1
Cambodian; Khmer	239	101	105	86	84	53	0.4	94.4
Tagalog	0	4	9	11	42	42	0.3	94.7
Hmong	101	29	31	52	44	39	0.3	95.0
Marshallese	0	0	0	0	4	39	0.3	95.2
Sundanese	0	13	34	19	19	39	0.3	95.5
French	20	31	50	49	46	38	0.3	95.7
Croatian; Hrvatski	0	10	33	37	37	33	0.2	96.0
Japanese; Nihongo	0	40	40	35	37	31	0.2	96.2
Somali	0	28	30	32	24	27	0.2	96.4
Albanian; Shqip	0	44	38	32	41	25	0.2	96.5
Persian; Farsi	0	4	5	24	29	22	0.1	96.7
Dinka	0	0	0	0	5	21	0.1	96.8
Ukrainian	0	15	18	20	24	18	0.1	96.9
Thai Dam	0	142	0	12	18	15	0.1	97.0
Indonesian; Bahasa I	0	13	10	6	11	14	0.1	97.1
Portuguese	0	10	11	8	5	13	0.1	97.2
(Afan) Oromo	0	15	1	3	10	12	0.1	97.3
Hindi	0	6	11	19	16	10	0.1	97.4
Nepali	0	1	1	1	7	10	0.1	97.4
Amharic	0	5	10	8	9	9	0.1	97.5
Thai	333	23	13	34	34	9	0.1	97.6
Punjabi; Panjabi	0	10	3	8	6	8	0.1	97.6
Kirundi	0	9	11	6	4	8	0.1	97.7
Urdu	0	8	3	11	14	7	<0.1	97.7
Afrikaans	0	3	18	7	5	6	<0.1	97.8
Kurdish; Zimany Kurd	0	13	8	5	6	6	<0.1	97.8
Polish	0	11	7	2	5	4	<0.1	97.8
Serbian; Srpski	0	434	13	9	3	4	<0.1	97.8
Hebrew; Iwrith	0	1	0	10	1	3	<0.1	97.9
Marathi	0	1	2	1	27	1	<0.1	97.9
American Indian	20	5	0	4	3	0	<0.1	97.9
Kazakh	0	0	14	0	0	0	0.0	97.9
Kirghiz; Kyrgyz	0	0	3	11	1	0	0.0	97.9
Other	7	72	88	110	152	106	0.7	98.6
Not Identified	361	619	454	519	358	209	1.4	100.0
Total	3,150	11,436	13,546	14,170	15,452	14,844	100.0	

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

Note: This table specifies only those languages identified as a primary language by at least ten students in any given reported year. The remainder of identified languages are aggegated in the Other category.

In 2004-2005, numbering more than 10,000, nearly three of every four English Language Learner students (weighted plus non-weighted) identified their primary language as Spanish (Table 15). Bosnian, Serbo-Croatian, and Vietnamese were the only other primary languages identified by more than 500 students. Given this, all four of these languages appear to be on a "downward" slide from their peaks of past years.

Open Enrollment

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

The number of students taking advantage of this legislation has steadily increased since the act was implemented (Table 16, Figure 11). The 22,085 students that were open enrolled in 2004-2005 was 29 percent more than 5 years previous and more than 100 percent greater than 1994-1995.

Table 16

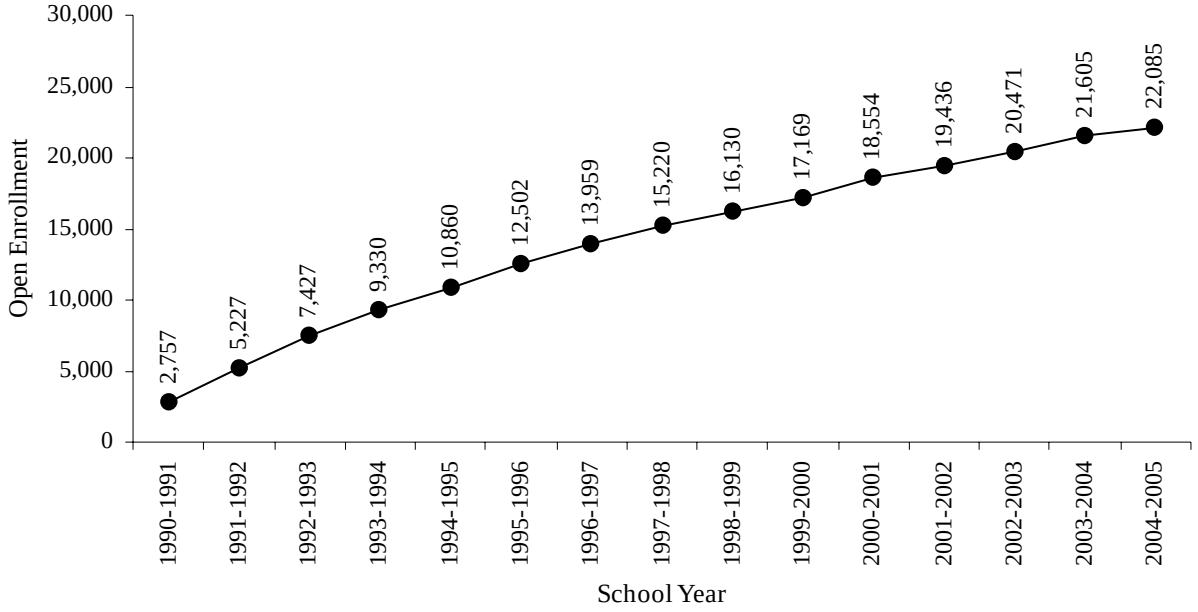
NUMBER OF OPEN ENROLLED K-12 PUBLIC SCHOOL STUDENTS IN IOWA
1990-1991 TO 2004-2005

School Year	Number of Students Open Enrolled	Total Certified Enrollment	Open Enrolled Students as a Percent of Total Enrollment
1990-1991	2,757	483,399	0.6%
1991-1992	5,227	491,451	1.1
1992-1993	7,427	495,342	1.5
1993-1994	9,330	497,009	1.9
1994-1995	10,860	500,592	2.2
1995-1996	12,502	504,505	2.5
1996-1997	13,959	505,523	2.8
1997-1998	15,220	505,130	3.0
1998-1999	16,130	502,534	3.2
1999-2000	17,169	498,607	3.4
2000-2001	18,554	494,291	3.8
2001-2002	19,436	489,523	4.0
2002-2003	20,471	487,021	4.2
2003-2004	21,605	485,011	4.5
2004-2005	22,085	483,335	4.6

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

Figure 11

Open Enrollments in Iowa, 1990-1991 to 2004-2005



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

Throughout the duration of the legislation, the impact of open enrollment has differed based on size of school district (Table 17). In the state's smallest school districts (less than 250 enrolled and 250-399 enrolled) more students open enrolled "out" than open enrolled "in" resulting in net open enrollments of –680 and –248, respectively. The largest enrollment category (7,500 or more) was the only other district size category that reported a negative net open enrollment (-1,635 in 2004-2005).

Table 17

Net Open Enrollments in Iowa Public Schools by Enrollment Size 1990-1991 and 2000-2001 to 2004-2005

	Net Open Enrollment*						Number of Students Open Enrolled
Enrollment	1990-1991	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005
<250	-236	-521	-601	-678	-799	-680	1,033
250-399	-264	-392	-272	-219	-249	-248	1,877
400-599	-50	142	354	119	279	229	2,540
600-999	66	436	101	269	421	245	4,327
1,000-2,499	370	1,340	1,388	1,707	1,869	1,849	4,782
2,500-7,499	45	431	375	123	60	148	3,782
7,500+	-67	-1,554	-1,463	-1,413	-1,664	-1,635	3,745

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.
*Net Open Enrollment is the numerical difference between the number of students open enrolled "in" and open enrolled "out".

Special Education Enrollment

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

While total enrollment across the state has continued to slowly decline over recent years, the number of students enrolled in special education programs has been slowly increasing. During the 2004-2005 school year, special education enrollment accounted for 13.5 percent of total enrollment in Iowa, an increase of nearly 3 percentage points since 1994-1995 (Table 18, Figure 12).

Table 18

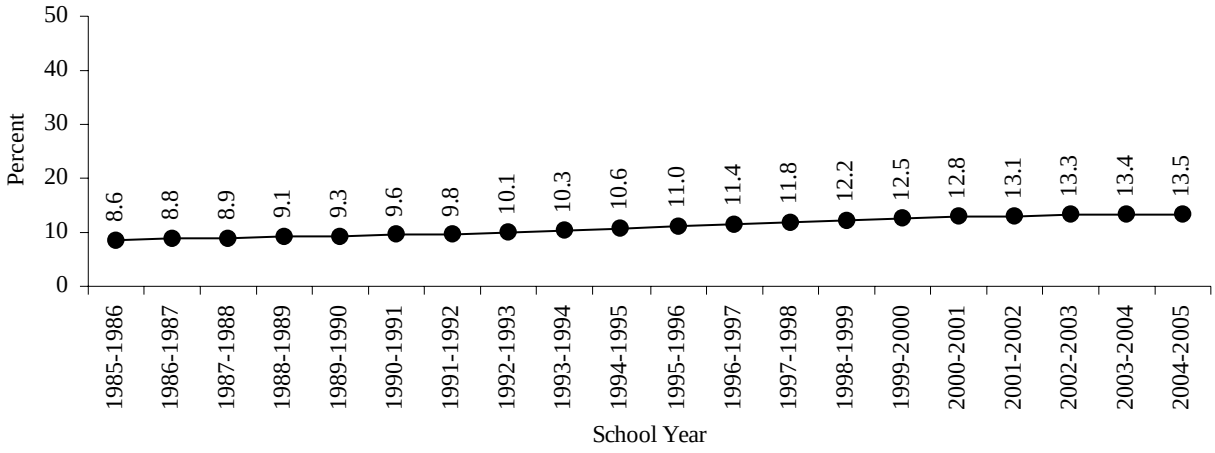
SPECIAL EDUCATION ENROLLMENTS IN IOWA
1985-1986 TO 2004-2005

School Year	Certified Enrollment	Annual % Change in Cert. Enrollment	Special Education Enrollment	Annual % Change in Special Education Enrollment	Special Ed. Enrollment as a % of Cert. Enr.
1985-1986	485,332	--	41,892	--	8.6%
1986-1987	481,205	-0.9%	42,360	1.1%	8.8
1987-1988	478,859	-0.5	42,625	0.6	8.9
1988-1989	476,771	-0.4	43,290	1.6	9.1
1989-1990	478,210	0.3	44,585	3.0	9.3
1990-1991	483,399	1.1	46,593	4.5	9.6
1991-1992	491,451	1.7	48,201	3.5	9.8
1992-1993	495,342	0.8	49,848	3.4	10.1
1993-1994	497,009	0.3	51,022	2.4	10.3
1994-1995	500,592	0.7	53,151	4.2	10.6
1995-1996	504,505	0.8	55,514	4.5	11.0
1996-1997	505,523	0.2	57,845	4.2	11.4
1997-1998	505,130	-0.1	59,711	3.2	11.8
1998-1999	502,534	-0.5	61,079	2.3	12.2
1999-2000	498,607	-0.8	62,536	2.4	12.5
2000-2001	494,291	-0.9	63,392	1.4	12.8
2001-2002	489,523	-1.0	64,044	1.0	13.1
2002-2003	487,021	-0.5	64,700	1.0	13.3
2003-2004	485,011	-0.4	65,027	0.5	13.4
2004-2005	483,335	-0.5	65,065	<0.1	13.5

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

Figure 12

SPECIAL EDUCATION ENROLLMENTS AS A PERCENTAGE OF CERTIFIED ENROLLMENT IN IOWA 1985-1986 TO 2004-2005



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

National Enrollment Trends

Nationally, public school enrollment in 2002-03 reflected a growth of 12.6 percent since 1992-1993 (Table 19). Nevada (65.7 percent), Arizona (39.2 percent), and Florida (28.2 percent) reported the greatest rates of growth over this period with 16 other states having percentage gains of 10 percent or more (Figure 13). In the Midwest, Illinois (11.2 percent) was the only state to experience a double-digit percentage increase in enrollment. Ten states had decreases in public school enrollment ranging from –2.6 percent (Iowa) to –12.2 percent in North Dakota and Wyoming.

Table 19

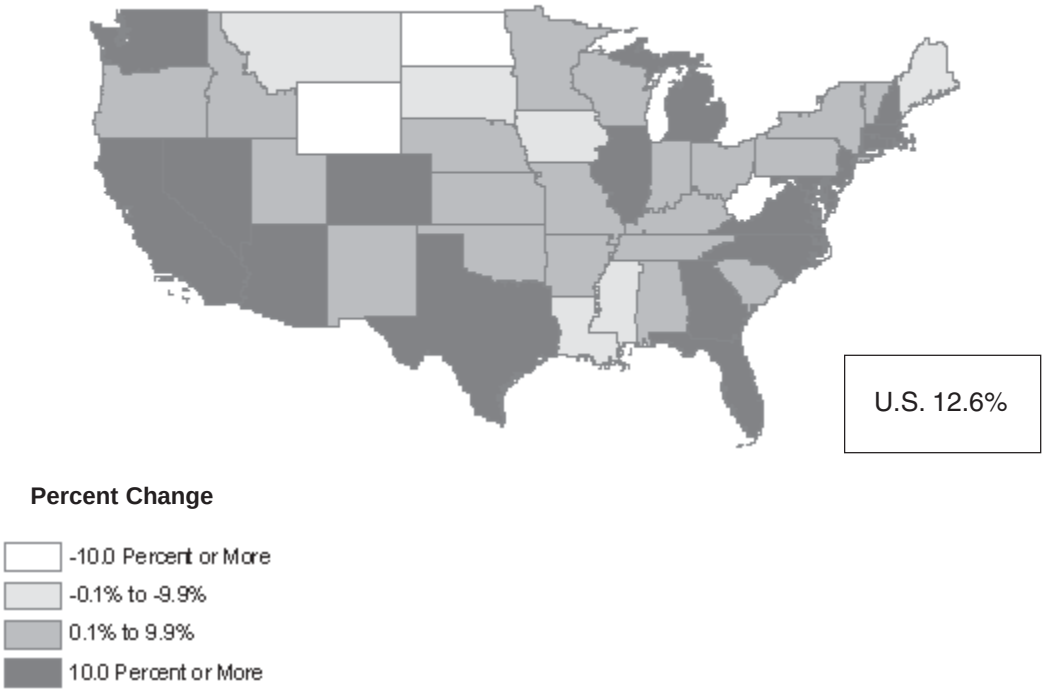
Public School Enrollments and Ranking by State 1992-1993 and 2002-2003

	1992-1993		2002-2003		1992-1993 to 2002-2003 Change in Enrollment	
	Enrollment	Rank in the Nation	Enrollment	Rank in the Nation	Percent	Rank
United States	**42,823,312**		**48,202,324**		**12.6%**	
Alabama	731,634	22	739,678	23	1.1	37
Arizona	673,477	23	937,755	16	39.2	2
Arkansas	441,490	34	450,985	34	2.2	34
California	5,254,844	1	6,356,348	1	21.0	6
Colorado	612,635	26	751,862	22	22.7	5
Connecticut	488,476	31	570,023	28	16.7	10
Delaware	104,321	46	116,342	45	11.5	16
District of Columbia	80,937	49	76,166	49	-5.9	44
Florida	1,981,407	4	2,539,929	4	28.2	3
Georgia	1,207,186	9	1,496,012	9	23.9	4
Idaho	231,668	38	248,515	39	7.3	25
Illinois	1,873,567	5	2,084,187	5	11.2	18
Indiana	960,630	13	1,003,875	14	4.5	31
Iowa	**494,839**	**30**	**482,210**	**32**	**-2.6**	**40**
Kansas	451,536	33	470,957	33	4.3	32
Kentucky	655,041	24	660,782	26	0.9	39
Louisiana	797,985	19	730,464	24	-8.5	46
Maine	216,453	40	204,337	41	-5.6	43
Maryland	751,850	21	866,743	20	15.3	11
Massachusetts	859,948	15	982,989	15	14.3	13
Michigan	1,603,610	8	1,785,160	8	11.3	17
Minnesota	793,724	20	846,891	21	6.7	26
Mississippi	506,668	29	492,645	30	-2.8	41
Missouri	859,357	16	924,445	18	7.6	23
Montana	160,011	42	149,995	43	-6.3	45
Nebraska	282,414	37	285,402	37	1.1	38
Nevada	222,974	39	369,498	35	65.7	1
New Hampshire	181,247	41	207,671	40	14.6	12
New Jersey	1,130,560	10	1,367,438	10	21.0	7
New Mexico	315,668	36	320,234	36	1.4	35
New York	2,689,686	3	2,888,233	3	7.4	24
North Carolina	1,114,083	11	1,335,954	11	19.9	9
North Dakota	118,734	45	104,225	46	-12.2	48
Ohio	1,795,199	6	1,838,285	6	2.4	33
Oklahoma	597,096	27	624,548	27	4.6	30
Oregon	510,122	28	554,071	29	8.6	20
Pennsylvania	1,717,613	7	1,816,747	7	5.8	28
Rhode Island	143,798	43	159,205	42	10.7	19
South Carolina	640,464	25	694,584	25	8.5	22
South Dakota	134,573	44	128,039	44	-4.9	42
Tennessee	855,231	17	928,000	17	8.5	21
Texas	3,541,769	2	4,259,823	2	20.3	8
Utah	463,870	32	489,072	31	5.4	29
Vermont	98,558	48	99,978	47	1.4	36
Virginia	1,031,925	12	1,177,229	12	14.1	14
Washington	896,475	14	1,014,798	13	13.2	15
West Virginia	318,296	35	282,455	38	-11.3	47
Wisconsin	829,415	18	881,231	19	6.2	27
Wyoming	100,313	47	88,116	48	-12.2	49

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

Figure 13

Percent Change in Public School Enrollment by State 1992-1993 to 2002-2003



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

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). In 1992-1993, Iowa reported a minority enrollment of 6.2 percent, the 45th highest in the country (including the District of Columbia). Ten years later Iowa's percentage of minority students had increased to 11.0 and yet its ranking lowered to 46th. Only Maine, New Hampshire, Vermont, and West Virginia reported lower percentages than Iowa. In California, the District of Columbia, Hawaii, Louisiana, Mississippi, New Mexico, and Texas minority students accounted for more than half of their public student enrollment. Nationally two of every five students were identified as other than non-Hispanic whites.

Table 20

Percent Minority Enrollments in Public Schools by State 1992-1993 and 2002-2003

State	2002-2003 American Indian	Asian	African American	Hispanic	Total % Minority	Rank in the Nation	1992-1993 Total % Minority	Rank in the Nation
United States	**1.2**	**4.4**	**17.1**	**18.1**	**40.8%**		**33.4%**	
Alabama	0.8	0.9	36.3	1.8	39.8	20	37.3	13
Alaska	25.9	6.3	4.7	3.7	40.6	19	33.9	17
Arizona	6.6	2.1	4.8	36.5	49.9	8	39.6	12
Arkansas	0.5	1.0	23.2	4.8	29.5	25	25.6	23
California	0.9	11.3	8.3	45.5	66.0	4	56.6	4
Colorado	1.2	3.0	5.7	24.3	34.3	23	25.5	24
Connecticut	0.3	3.0	13.6	14.1	31.0	24	26.2	22
Delaware	0.3	2.6	31.4	7.2	41.6	16	33.2	18
District of Columbia	0.1	1.6	83.7	10.4	95.7	1	96.0	1
Florida	0.3	2.0	24.5	21.2	48.0	10	39.6	11
Georgia	0.2	2.5	38.2	6.2	47.0	12	n/a	n/a
Hawaii	0.5	72.2	2.4	4.6	79.6	2	76.2	2
Idaho	1.2	1.2	0.8	10.9	14.1	42	n/a	n/a
Illinois	0.2	3.5	21.1	16.9	41.7	15	34.9	15
Indiana	0.3	1.0	12.2	4.3	17.8	38	13.8	35
Iowa	**0.5**	**1.8**	**4.3**	**4.4**	**11.0**	**46**	**6.2**	**45**
Kansas	1.4	2.3	9.1	10.4	23.3	30	15.9	33
Kentucky	0.2	0.8	10.4	1.3	12.7	44	10.3	41
Louisiana	0.7	1.3	47.8	1.7	51.5	7	47.8	7
Maine	0.5	1.1	1.6	0.7	3.9	50	n/a	n/a
Maryland	0.4	4.7	37.5	5.8	48.5	9	40.2	10
Massachusetts	0.3	4.6	8.8	11.2	24.9	29	20.2	27
Michigan	1.5	2.0	20.2	3.8	27.5	27	22.2	26
Minnesota	2.1	5.3	7.4	4.2	18.9	37	10.2	42
Mississippi	0.2	0.7	50.9	1.0	52.7	6	51.7	5
Missouri	0.3	1.3	18.1	2.3	22.0	32	17.4	31
Montana	10.9	1.1	0.7	2.0	14.6	41	12.0	38
Nebraska	1.6	1.6	7.0	9.2	19.4	36	11.1	39
Nevada	1.7	6.4	10.5	28.7	47.3	11	28.0	20
New Hampshire	0.3	1.6	1.5	2.2	5.6	48	3.0	47
New Jersey	0.2	6.8	17.8	16.6	41.4	17	36.3	14
New Mexico	11.2	1.1	2.4	51.7	66.4	3	59.1	3
New York	0.4	6.3	20.0	19.0	45.8	13	41.1	9
North Carolina	1.5	2.0	31.4	5.9	40.8	18	33.9	16
North Dakota	8.1	0.9	1.1	1.3	11.4	45	9.2	43
Ohio	0.1	1.2	16.9	2.0	20.2	35	17.0	32
Oklahoma	17.9	1.5	10.9	7.0	37.4	22	27.4	21
Oregon	2.2	4.2	3.0	12.5	21.9	33	12.5	37
Pennsylvania	0.1	2.2	15.5	5.2	22.9	31	18.3	29
Rhode Island	0.5	3.3	8.4	15.6	27.8	26	18.0	30
South Carolina	0.3	1.1	41.5	2.7	45.5	14	42.7	8
South Dakota	10.6	1.0	1.5	1.6	14.7	40	13.7	36
Tennessee	n/a	n/a	n/a	n/a	n/a	n/a	24.2	25
Texas	0.3	2.9	14.3	42.7	60.2	5	51.6	6
Utah	1.5	2.9	1.1	10.4	15.9	39	8.3	44
Vermont	0.6	1.6	1.3	0.7	4.2	49	2.3	48
Virginia	0.3	4.5	27.2	6.2	38.2	21	31.5	19
Washington	2.6	7.6	5.6	11.6	27.4	28	19.3	28
West Virginia	0.1	0.6	4.5	0.5	5.6	47	4.6	46
Wisconsin	1.5	3.3	10.4	5.4	20.5	34	15.2	34
Wyoming	3.3	0.9	1.3	7.7	13.3	43	10.4	40

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2004.

STAFF

In this chapter, data for licensed staff and non-licensed staff for Iowa's schools and area education agencies for the 2004-2005 school year and the 1985-1986 base year are presented. The data are summarized on the state level as well as by enrollment categories and area education agencies. Where available, national and regional state comparative data are also presented. Characteristics of staff such as age, race/ethnicity, gender, experience and salary are listed. Data on teachers, principals, superintendents, other licensed positions, and non-licensed staff are displayed in this chapter. The number of instructional aides and pupil-teacher ratios for public schools are also included.

Teacher Characteristics

At the beginning of each school year, information on licensed staff is collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). A maximum of ten positions and ten assignments can be reported to accurately reflect the duties of the staff. This section presents data on full-time teachers. Full-time teachers include staff that reported having at least one position code of teacher, a full-time contract, a regular salary of at least $24,500, and at least 180 contract days. There were 5,538 teachers that reported serving in other positions, such as administrative and student support services in 2004-2005. Since salary is not reported separately for each position and assignment, the reported salary for these teachers may be impacted by the additional duties.

Table 21 lists characteristics of full-time teachers in Iowa public and nonpublic schools. There was not a significant change in the characteristics of full-time teachers between 2003-2004 and 2004-2005 in both public and nonpublic schools. Most of the characteristics of full-time public school teachers changed between 1985-1986 and 2004-2005. The average age of full-time public school teachers increased from 39.9 in 1985-1986 to 42.4 in 2004-2005. The average total experience increased from 13.9 to 15.1 years and the average district experience increased from 10.6 to 11.7 years between 1985-1986 and 2004-2005. The percent of female teachers increased from 63.5 percent in 1985-1986 to 72.6 percent in 2004-2005. The percent of full-time public school teachers with advanced degrees decreased from 29.0 percent in 1985-1986 to 27.1 percent in 2004-2005. There was not a large change in the percent of minority teachers between 1985-1986 and 2004-2005. The percent of minority teachers in 1985-1986 was 1.2 percent, and the percent of minority teachers in 2004-2005 was 1.8 percent.

Most of the characteristics of full-time nonpublic school teachers changed between 1985-1986 and 2004-2005. The average age increased from 36.6 in 1985-1986 to 41.8 in 2004-2005. The average total experience increased from 11.5 to 14.2 years and the average district experience increased from 5.7 to 10.3 years between 1985-1986 and 2004-2005. The percent of females increased from 77.5 percent in 1985-1986 to 80.2 percent in 2004-2005. The percent of full-time nonpublic school teachers with advanced degrees decreased from 16.0 percent in 1985-1986 to 14.5 percent in 2004-2005. The percent of minority teachers increased slightly from 0.5 percent in 1985-1986 to 0.6 percent in 2004-2005.

Table 21

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1985-1986, 2003-2004 AND 2004-2005

	Public			Nonpublic		
Characteristics	1985-1986	2003-2004	2004-2005	1985-1986	2003-2004	2004-2005
Average Age	39.9	42.4	42.4	36.6	41.4	41.8
Percent Female	63.5%	72.0%	72.6%	77.5%	80.8%	80.2%
Percent Minority	1.2%	1.8%	1.8%	0.5%	0.7%	0.6%
Percent Advanced Degree	29.0%	26.9%	27.1%	16.0%	14.7%	14.5%
Average Total Experience	13.9	15.1	15.1	11.5	13.7	14.2
Average District Experience	10.6	11.8	11.7	5.7	9.9	10.3
Number of Teachers	30,499	33,688	33,661	2,419	2,401	2,337

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

The number, percent with advanced degrees, percent female, percent minority, average years of total experience, average years of district experience, and average age of full-time public school teachers by enrollment category are presented in Table 22. The largest enrollment category, 7,500 or more students, had the highest percent of minority teachers, 4.3 percent, and the highest percent of teachers with advanced degrees, 38.4 percent. The smallest enrollment category, less than 250 students, had the lowest percent of teachers with advanced degrees, 9.7 percent. The 250-399 enrollment category had the lowest percent of minority teachers, 0.6 percent.

Table 22

ADVANCED DEGREE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY, 2004-2005

Enrollment Category	Number of Full-Time Teachers	Percent with Advanced Degree	Percent Females	Percent Minority	Average Years Total Experience	Avg. Years District Experience	Average Age
<250	466	9.7%	75.3%	1.3%	13.4	11.1	41.5
250-399	1,553	12.6	71.9	0.6	14.2	11.4	42.0
400-599	2,894	15.9	68.7	0.7	15.2	12.3	42.3
600-999	5,217	17.1	68.9	0.7	15.5	12.3	42.5
1,000-2,499	8,616	24.0	71.7	1.0	15.7	12.0	42.5
2,500-7,499	6,045	34.3	74.4	1.4	14.6	11.0	41.6
7,500+	8,409	38.4	75.1	4.3	15.0	11.4	42.7
AEA	461	34.5	87.2	1.3	14.7	10.4	44.0
State	33,661	27.1	72.6	1.8	15.1	11.7	42.4

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

Teacher Age and Experience

The number of full-time public school teachers by age category for 1993-1994 and 2004-2005 are presented in Table 23 and Figure 14. The percentage of teachers age 51-55 had the greatest increase between 1993-1994 and 2004-2005, 8.5 percent. The greatest decrease between 1993-1994 and 2004-2005 was in the percentage of teachers age 41-45. In 1993-1994, 21.6 percent of teachers were between the ages of 41 and 45 and in 2004-2005, 12.0 percent of the teachers were between the ages of 41-45 for a decrease of 9.6 percent. The total number of full-time public school teachers increased by 3,134 (10.3 percent) between 1993-1994 and 2004-2005.

Table 23

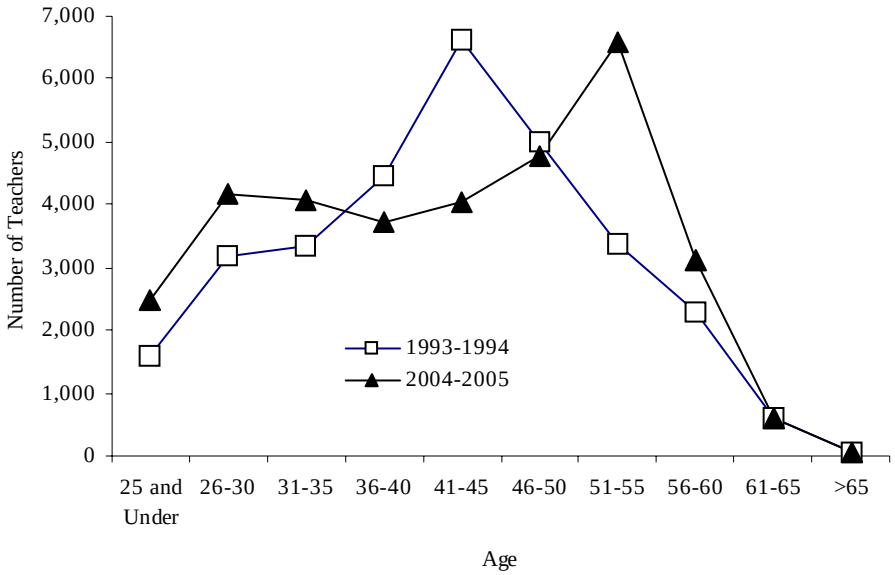
IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS
1993-1994 AND 2004-2005

	1993-1994				2004-2005			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,591	1,591	5.2%	5.2%	2,487	2,487	7.4%	7.4%
26-30	3,181	4,772	10.4	15.6	4,174	6,661	12.4	19.8
31-35	3,336	8,108	10.9	26.5	4,067	10,728	12.1	31.9
36-40	4,442	12,550	14.5	41.1	3,731	14,459	11.1	43.0
41-45	6,611	19,161	21.6	62.8	4,043	18,502	12.0	55.0
46-50	5,004	24,165	16.4	79.1	4,769	23,271	14.2	69.1
51-55	3,379	27,544	11.1	90.2	6,601	29,872	19.6	88.7
56-60	2,300	29,844	7.5	97.8	3,119	32,991	9.3	98.0
61-65	614	30,458	2.0	99.8	605	33,596	1.8	99.8
Over 65	69	30,527	0.2	100.0	65	33,661	0.2	100.0

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

Figure 14

Iowa Full-Time Public School Teacher Age Distributions 1993-1994 and 2004-2005



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

The combined age and experience distribution of Iowa full-time public school teachers in 1993-1994 and 2004-2005 is listed in Table 24 and Figure 15. In Iowa, full-time public school teachers that are covered by the Iowa Public Employees Retirement System (IPERS) are eligible to receive full retirement benefits if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. The percent of teachers with combined age and experience of 88 or higher decreased from 6.4 in 1993-1994 to 6.1 in 2004-2005. The percent of teachers with combined age and experience between 81 and 87 increased from 6.5 in 1993-1994 to 10.8 in 2004-2005.

Table 24

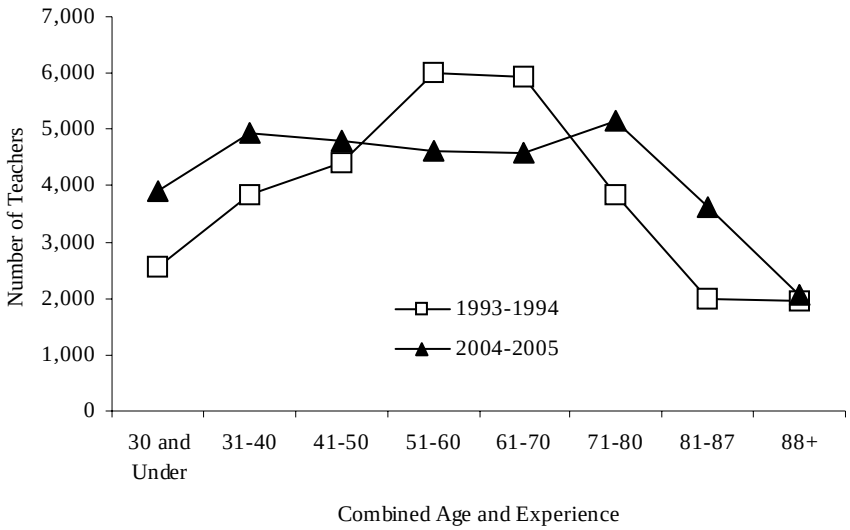
Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 1993-1994 and 2004-2005

Combined Age and Experience Interval	1993-1994 Number	1993-1994 Cumulative Total	1993-1994 Percent	1993-1994 Cumulative Percent	2004-2005 Number	2004-2005 Cumulative Total	2004-2005 Percent	2004-2005 Cumulative Percent
30 and Under	2,551	2,551	8.4%	8.4%	3,899	3,899	11.6%	11.6%
31-40	3,832	6,383	12.5	20.9	4,934	8,833	14.7	26.3
41-50	4,413	10,796	14.5	35.4	4,790	13,623	14.2	40.5
51-60	6,002	16,798	19.7	55.0	4,617	18,240	13.7	54.2
61-70	5,949	22,747	19.5	74.5	4,587	22,827	13.6	67.8
71-80	3,839	26,586	12.6	87.1	5,148	27,975	15.3	83.1
81-87	1,979	28,565	6.5	93.6	3,624	31,599	10.8	93.9
88+	1,962	30,527	6.4	100.0	2,062	33,661	6.1	100.0

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

Figure 15

DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS COMBINED AGE AND EXPERIENCE, 1993-1994 AND 2004-2005



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

Teacher Contract Days

One of the pieces of information collected on the Licensed Staff Detail report of the fall Basic Educational Data Survey (BEDS) is the number of contract days served by teachers. The distribution of full-time public school teachers by contract days for 2002-2003, 2003-2004, and 2004-2005 is listed in Table 25. The distribution for all three years is about the same. As in previous years, the highest percentage of teachers had a contract length of 190 days in 2004-2005, 28.9 percent.

Table 25

DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS, 2002-2003 TO 2004-2005

Number of Contract Days	Percent			Cumulative Percent		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Less than 186	5.3%	5.2%	5.2%	5.3%	5.2%	5.2%
186	2.5	2.4	2.4	7.9	7.6	7.6
187	5.6	5.4	5.3	13.5	13.0	12.9
188	6.1	6.4	6.3	19.7	19.4	19.2
189	5.6	5.4	5.6	25.3	24.8	24.9
190	28.9	29.2	28.9	54.1	54.0	53.8
191	6.9	7.0	7.1	61.0	61.0	60.9
192	9.3	9.4	9.4	70.3	70.4	70.3
193	10.3	10.0	10.0	80.6	80.4	80.3
194	4.5	4.8	5.1	85.2	85.2	85.4
195	9.7	9.2	9.3	94.9	94.4	94.7
196+	5.1	5.5	5.3	100.0	100.0	100.0

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

Teacher Assignments

The average number of different teaching assignments for Iowa full-time public school teachers in grades 9-12 by enrollment category for 1985-1986, 2003-2004 and 2004-2005 and the distribution of assignments for 2004-2005 are presented in Tables 26 and 27. Up to ten assignments can be reported for each teacher on the Licensed Staff Detail form of the fall BEDS. Following the trend of previous years, the average number of teaching assignments was higher for the smaller enrollment categories than for the higher enrollment categories in 2004-2005. In districts with less than 250 students, the average number of teaching assignments was 4.5 while the average number of teaching assignments for districts with 7,500 students or more was 2.1 percent in 2004-2005. About 80 percent of the public school teachers in grades 9-12 had 4 or less teaching assignments in 2004-2005 (Table 27).

Table 26

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category 1985-1986, 2003-2004 and 2004-2005

	1985-1986			2003-2004			2004-2005		
Enrollment Category	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<250	52	470	3.8	30	135	4.7	30	158	4.5
250-399	90	1,218	3.6	55	839	4.3	57	842	4.2
400-599	94	1,754	3.3	77	1,584	3.9	73	1,490	3.9
600-999	97	2,228	3.1	95	2,422	3.6	95	2,439	3.6
1,000-2,499	72	2,843	2.6	81	3,320	3.0	81	3,374	3.0
2,500-7,499	24	1,997	2.1	23	2,077	2.4	22	2,027	2.4
7,500+	8	2,349	2.0	9	2,503	2.1	9	2,439	2.1
State	437	12,859	2.7	370	12,880	3.1	367	12,769	3.0

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

Table 27

Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2004-2005

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	2,819	22.1%	22.1%
2	3,374	26.4	48.5
3	2,345	18.4	66.9
4	1,696	13.3	80.1
5	1,086	8.5	88.7
6	674	5.3	93.9
7	386	3.0	97.0
8	210	1.6	98.6
9	102	0.8	99.4
10	77	0.6	100.0

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

Minority Teacher Characteristics

Table 28 lists the characteristics of minority and non-minority full-time public school teachers in Iowa in 2004-2005. In 2004-2005, 1.8 percent of full-time public school teachers were minorities. The percent of females was higher for non-minorities than for minorities, 72.6 percent versus 69.8 percent. The percent of teachers with advanced degrees was higher for minorities than for non-minorities, 31.2 percent versus 27.0 percent. The average salary of minority teachers was slightly higher than non-minority teachers, $40,403 compared to $40,343. The average total experience of minority teachers (12.0 years) was less than non-minority teachers (15.2 years).

Table 28

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY MINORITY AND NON-MINORITY GROUPS 2004-2005

Characteristics	Non-Minority	Minority
Number	33,055	606
Percent	98.2%	1.8%
Average Age	42.4	40.8
Percent Female	72.6%	69.8%
Percent Advanced Degree	27.0%	31.2%
Average Total Experience	15.2	12.0
Average District Experience	11.7	9.1
Average Total Salary	$40,343	$40,403

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

Notes: Includes AEA teachers.
Figures for 2004-2005 represent average salaries for full-time public school staff with at least one teaching position code. 5,538 full-time public school staff in 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for those staff include salaries for these additional responsibilities as well.

Teacher Salaries

Salaries of licensed staff are reported through the fall BEDS. Benefits are not included in the reported salary, but salary for extra duties such as yearbook sponsorship and coaching are included. Regular salary is the portion of the contract salary paid for regular responsibilities directly associated with the reported position(s). The total salary reported includes the regular salary and the salary reported for extra duties. In 2003-2004 and 2004-2005 there were about 5,000 licensed staff with teaching positions that also reported having administrative or supportive positions, which could inflate the average teacher salary figures for 2003-2004 and 2004-2005.

In 2003-2004 and 2004-2005, full-time teachers were required to have a minimum regular salary of $24,500. Full-time teachers are also defined as having a minimum contract length of 180 days. The average total salary of full-time public school teachers was $40,344 in 2004-2005, which was an increase of 86.0 percent from 1985-1986 and an increase of 2.3 percent from 2003-2004.

Table 29 presents the average salaries of full-time public school teachers by enrollment category for 1985-1986, 2003-2004 and 2004-2005. As in previous years, the average salary was higher for the larger enrollment categories in 2004-2005. The smallest enrollment category, less than 250 students, had the lowest average salary, $32,441. The largest enrollment category, 7,500 students or more, had the highest average salary, $43,787.

Table 29

AVERAGE TOTAL SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY, 1985-1986, 2003-2004 AND 2004-2005

Enrollment Category	1985-1986	Average Total Salary 2003-2004	2004-2005	Percent Salary Change 1985-1986 to 2004-2005	Percent Salary Change 2003-2004 to 2004-2005
<250	$16,347	$31,292	$32,441	98.5%	3.7%
250-399	17,971	33,016	33,999	89.2	3.0
400-599	19,198	35,424	36,253	88.8	2.3
600-999	20,079	37,004	37,852	88.5	2.3
1,000-2,499	21,616	39,204	40,210	86.0	2.6
2,500-7,499	23,835	41,131	42,091	76.6	2.3
7,500+	24,041	42,894	43,787	82.1	2.1
State	21,690	39,432	40,344	86.0	2.3

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

Notes: State total includes AEA teachers.
Figures for 2003-2004 and 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2003-2004 and 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Average Regular Salary Versus Average Total Salary

The portion of a salary that is paid for direct position responsibilities is referred to as regular salary. The total salary of teachers includes regular salary and extra salary paid for extra curricular and extra duties that go beyond the direct position responsibilities, such as, coaching, yearbook sponsorship, and supervision of school organizations (e.g., student council). The average regular salary and average total salary for full-time teachers from 2001-2002 to 2004-2005 are presented in Table 30. For all years presented, the average total salary was about 3 percent higher than the average regular salary.

Table 30

AVERAGE FULL-TIME TEACHER REGULAR SALARY VS. AVERAGE FULL-TIME TEACHER TOTAL SALARY, 2001-2002 TO 2004-2005

	2001-2002	2002-2003	2003-2004	2004-2005
Average Regular Salary	$37,243	$38,000	$38,381	$39,284
Average Total Salary	$38,230	$39,059	$39,432	$40,344
Difference	$987	$1,059	$1,051	$1,060
Percent Total Salary Greater Than Regular Salary	2.7%	2.8%	2.7%	2.7%

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

Average Total Salary for Public School Teachers by Years of Experience

Salary information for Iowa public school full-time teachers by years total experience and degree level for 1985-1986 and 2004-2005 are listed in Tables 31 through 33. The average salary was higher for the larger enrollment categories than the smaller enrollment categories in all years presented. The average salary of teachers with a baccalaureate degree with more than ten years of experience was about $12,000 higher than those at the same degree level with five years of experience or less in 2004-2005, $42,545 versus $30,590. The average salary of teachers with an advanced degree and more than ten years of experience was about $14,000 higher than teachers with an advanced degree and five or less years of experience in 2004-2005, $50,089 compared to $35,802. The difference in average salaries between teachers with an advanced degree and teachers with a baccalaureate degree was $5,212 for teachers with five or less years of experience, $4,314 for teachers with six to ten years of experience, and $7,544 for teachers with more than ten years of experience in 2004-2005.

Table 31

AVERAGE TOTAL SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS, 1985-1986 VS. 2004-2005

Enrollment Category	Average Total Salary Baccalaureate Degree Level 1985-1986	Average Total Salary Baccalaureate Degree Level 2004-2005	Average Total Salary Advanced Degree Level 1985-1986	Average Total Salary Advanced Degree Level 2004-2005	Number of Teachers Baccalaureate Degree 2004-2005	Number of Teachers Advanced Degree 2004-2005
<250	$14,659	$27,672	$15,782	$27,724	137	6
250-399	15,434	27,999	16,753	30,544	433	23
400-599	15,775	28,628	17,226	32,699	681	32
600-999	16,017	29,566	17,731	32,894	1,202	54
1,000-2,499	16,403	30,113	19,500	35,076	1,814	109
2,500-7,499	17,191	31,712	20,057	36,856	1,421	157
7,500+	17,156	32,417	21,143	37,036	1,838	275
State	16,211	30,590	19,545	35,802	7,526	656

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

Notes: State total does not include AEA teachers.
Figures in 2004-2005 represent average salaries for full-time public school staff in this group with teaching position codes. 1,378 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Table 32

AVERAGE TOTAL SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF SIX TO TEN YEARS 1985-1986 vs. 2004-2005

Enrollment Category	Average Total Salary Baccalaureate Degree Level 1985-1986	Average Total Salary Baccalaureate Degree Level 2004-2005	Average Total Salary Advanced Degree Level 1985-1986	Average Total Salary Advanced Degree Level 2004-2005	Number of Teachers Baccalaureate Degree 2004-2005	Number of Teachers Advanced Degree 2004-2005
<250	$16,218	$30,554	$16,704	$31,129	76	5
250-399	17,423	31,265	18,537	33,010	232	19
400-599	18,419	32,,763	19,704	36,209	424	34
600-999	18,874	34,329	20,026	36,905	747	91
1,000-2,499	19,543	35,739	21,360	39,209	1,218	210
2,500-7,499	20,570	37,325	23,174	40,801	787	271
7,500+	20,686	37,878	23,104	41,424	1,071	372
State	19,335	35,679	21,919	39,993	4,555	1,002

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

Notes: State total does not include AEA teachers.
Figures in 2004-2005 represent average salaries for full-time public school staff in this group with teaching position codes. 1,079 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Table 33

AVERAGE TOTAL SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF MORE THAN TEN YEARS 1985-1986 vs. 2004-2005

Enrollment Category	Average Total Salary Baccalaureate Degree Level 1985-1986	Average Total Salary Baccalaureate Degree Level 2004-2005	Average Total Salary Advanced Degree Level 1985-1986	Average Total Salary Advanced Degree Level 2004-2005	Number of Teachers Baccalaureate Degree 2004-2005	Number of Teachers Advanced Degree 2004-2005
<250	$17,821	$35,290	$18,985	$39,467	208	34
250-399	19,324	37,296	21,260	40,809	692	154
400-599	20,559	39,270	22,583	43,293	1,328	395
600-999	21,381	41,062	23,632	44,974	2,377	746
1,000-2,499	22,495	43,133	25,440	48,353	3,514	1,751
2,500-7,499	23,804	44,502	28,044	51,471	1,766	1,643
7,500+	23,594	45,848	28,110	53,591	2,267	2,586
State	22,196	42,545	26,528	50,089	12,152	7,309

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

Notes: State total does not include AEA teachers.
Figures in 2004-2005 represent average salaries for full-time public school staff in this group with teaching position codes. 3,075 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Teacher Salary Comparisons – Nation and Midwest States

Average salaries of public school teachers for Iowa, the Midwest states and the nation, based on the National Education Association's *Rankings of the States and Estimates of School Statistics*, are presented in Table 34 and Figure 16. Iowa ranked 38th in the nation in 2004-2005, a drop of one rank from 2003-2004. Iowa was ranked fourth among the nine Midwest states in both 2003-2004 and 2004-2005.

Table 34

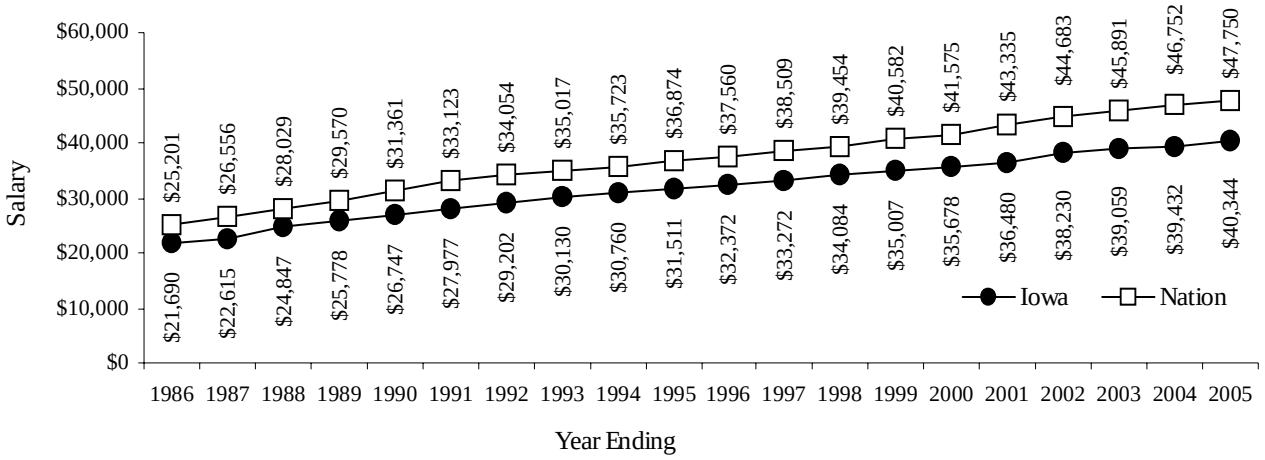
Average Total Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2003-2004 and 2004-2005

	2003-2004			2004-2005		
Nation and State	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	**$46,752**			**$47,750**		
Iowa	**39,432**	**37**	**4**	**40,344**	**38**	**4**
Illinois	54,230	7	1	55,629	7	1
Kansas	38,623	40	5	39,190	42	6
Minnesota	45,375	20	2	46,906	17	2
Missouri	38,006	45	7	38,971	43	7
Nebraska	38,352	42	6	39,456	40	5
North Dakota	35,441	49	8	36,449	50	8
South Dakota	33,236	51	9	34,040	51	9
Wisconsin	42,882	24	3	43,466	26	3

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: Figures for Iowa represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2003-2004 and 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Figure 16

Average Total Salaries of Full-Time Public School Teachers for Iowa and the Nation, 1985-1986 to 2004-2005



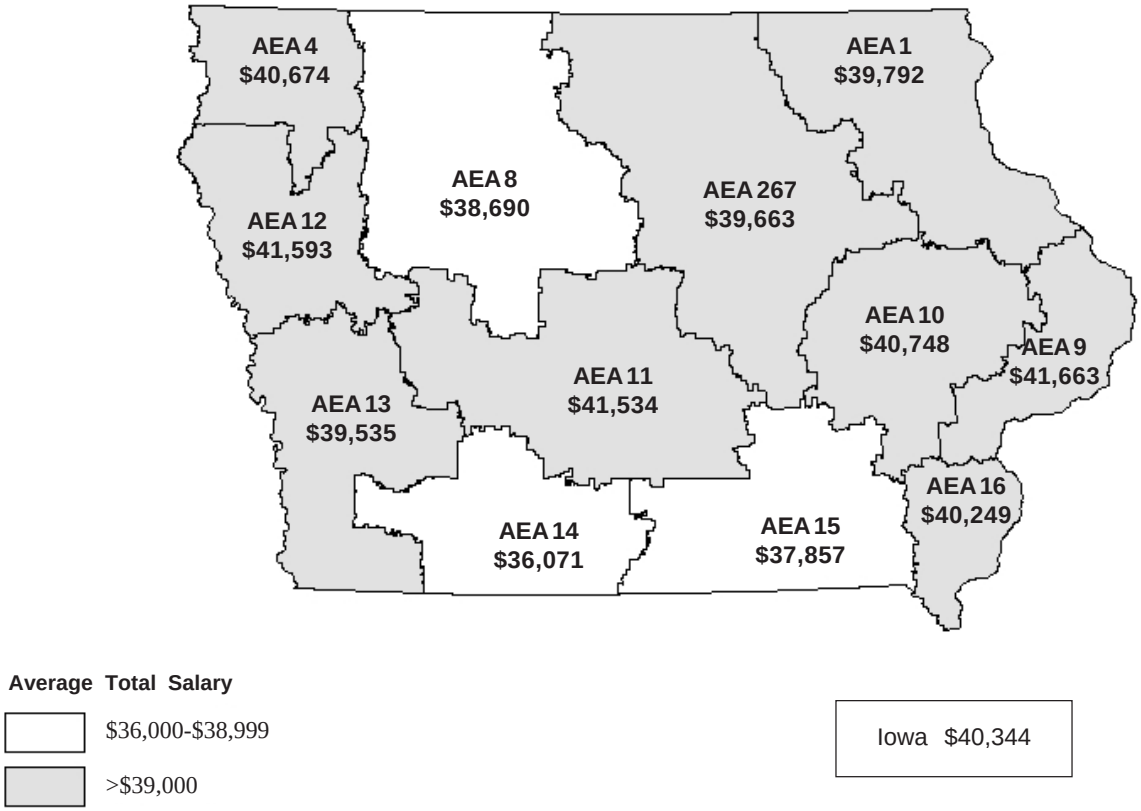
Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: Figures for Iowa 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salaries by Area Education Agency

In 2004-2005, there were 12 Area Education Agencies (AEAs) in the state of Iowa that provided services to local school districts. Figure 17 presents the average salary of full-time public school teachers by AEA. The average salary of full-time public school teachers and other characteristics are listed in Table 35. The largest percentage of teachers taught in AEA 11, 23.7 percent. AEA 9 had the highest average salary, $41,663. AEAs 1, 267, 8, 13, 14, 15, and 16 had average salaries that were lower than the state average salary of $40,344. AEA 12 had the highest percentage of teachers with an advanced degree, 32.2 percent. AEA 4 had the lowest percentage of teachers with an advanced degree, 19.1 percent.

Figure 17

AVERAGE TOTAL SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS BY AEA, 2004-2005



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

Table 35

Average Total Salaries of Full-Time Iowa Public School Teachers by AEA, 2004-2005

AEA	Number	Percent of Teachers	Average Total Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree
1	2,189	6.5%	$39,792	16.1	12.8	26.2%
4	727	2.2	40,674	17.3	13.6	19.1
267	4,738	14.1	39,663	15.3	12.0	25.0
8	2,500	7.4	38,690	16.0	12.4	20.4
9	3,370	10.0	41,663	14.9	12.1	29.9
10	4,148	12.3	40,748	14.3	10.4	29.8
11	7,961	23.7	41,534	14.1	10.5	28.7
12	2,045	6.1	41,593	16.2	12.8	32.2
13	2,228	6.6	39,535	16.0	12.5	27.2
14	871	2.6	36,071	15.6	12.2	21.1
15	1,678	5.0	37,857	14.9	11.8	24.5
16	1,206	3.6	40,249	16.4	13.4	26.9
State	33,661	100.0	40,344	15.1	11.7	27.1

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

Notes: Includes AEA teachers.
Figures for Iowa 2004-2005 represent average salaries for full-time public school staff with teaching position codes. 5,538 full-time public school staff in 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salary Comparisons with Other Occupational Groups

Between 2002 and 2004, teacher salaries increased by 3.1 percent in Iowa. Of the selected occupations, only the occupations of computer software engineer, applications (0.3 percent) and interior designer (-5.8 percent) grew at lesser rates. Table 38 provides a comparison of average salary by occupation for 2002 and 2004.

Table 36

IOWA SALARY COMPARISONS BY OCCUPATION, 2002 AND 2004

Occupation	Average Salary 2002	Average Salary 2004	Percent Change 2002 to 2004
Electrical Engineer	$62,490	$67,090	7.4%
Computer Software Engineer, Applications	64,260	64,460	0.3
Air Traffic Controller	68,620	73,490	7.1
Civil Engineer	60,590	62,710	3.5
Computer Programmer	51,180	54,210	5.9
Speech-Language Pathologist	48,220	51,820	7.5
Accountant & Auditor	44,610	50,990	14.3
Teacher*	38,230	39,432	3.1
Registered Nurse	39,810	43,370	8.9
Child, Family and School Social Worker	33,800	36,590	8.3
Interior Designer	35,450	33,390	-5.8

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, 2002 and 2004.
Note: *Teacher average salaries were based on Iowa Department of Education, Basic Educational Data Survey, Staff Files.

Teacher Salaries and the Consumer Price Index (CPI)

Table 37 shows the changes in average salary in Iowa and the Nation compared to the change in the consumer price index (CPI). The CPI compares the cost for a collection of goods in one year to the cost of the same goods the following year to measure the change in prices over time. The percentage increase in average teacher salary in Iowa remained below the CPI change for the second consecutive year in 2003-2004. In 2004-2005, the percent of average salary increase in Iowa was slightly higher than the increase in the Nation (2.3 percent versus 2.1 percent).

Table 37

CHANGES IN FULL-TIME PUBLIC SCHOOL TEACHERS COMPARED TO CHANGES IN THE CONSUMER PRICE INDEX, 1990-1991 TO 2004-2005

Year	Iowa Average Salary	Iowa Percent Change from Previous Year	Nation Average Salary	Nation Percent Change from Previous Year	Percent Change in CPI from Previous Year
1990-1991	$27,977	4.6%	$33,123	5.6%	4.2%
1991-1992	29,202	4.4	34,054	2.8	3.0
1992-1993	30,130	3.2	35,017	2.8	3.0
1993-1994	30,760	2.1	35,723	2.0	2.6
1994-1995	31,511	2.4	36,874	3.2	2.8
1995-1996	32,372	2.7	37,560	1.9	3.0
1996-1997	33,272	2.8	38,509	2.5	2.3
1997-1998	34,084	2.4	39,454	2.5	1.6
1998-1999	35,007	2.7	40,582	2.9	2.2
1999-2000	35,678	1.9	41,724	2.8	3.4
2000-2001	36,480	2.2	43,335	3.9	2.8
2001-2002	38,230	4.8	44,683	3.1	1.6
2002-2003	39,059	2.2	45,891	2.7	2.3
2003-2004	39,432	0.9	46,752	1.9	2.7
2004-2005	40,344	2.3	47,750	2.1	

Sources: National Education Association, Rankings of the States, U.S. Bureau of Labor, Bureau of Labor Statistics, Consumer Price Index, All Urban Consumers, and Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Figures for Iowa 1999-2000 to 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 1999-2000 to 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Beginning Full-time Public School Teachers

Information on beginning teachers is collected on the fall BEDS. Beginning teachers are those teachers who are in their first year of teaching. Table 38 lists characteristics of beginning full-time teachers for 1998-1999 through 2004-2005. The percent of beginning full-time teachers increased from 3.7 percent to 4.0 percent between 2003-2004 and 2004-2005. The minimum regular salary for full-time public school teachers was $24,500 for 2002-2003 through 2004-2005. The average total salary of beginning full-time teachers increased by $304 between 2003-2004 and 2004-2005. The percent of minority beginning full-time teachers decreased from 2.4 percent in 2003-2004 to 2.2 percent in 2004-2005. The percent of beginning full-time teachers with advanced degrees increased by 0.7 percentage points between 2003-2004 and 2004-2005, 5.1 percent versus 5.8 percent.

Table 38

CHARACTERISTICS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS, 1998-1999 TO 2004-2005

Characteristics	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Average Age	28.2	28.7	28.5	28.5	27.3	27.2	27.1
Percent Female	71.9%	72.6%	71.6%	72.3%	72.7%	73.4%	73.8%
Percent Minority	3.6%	2.1%	2.8%	1.7%	2.7%	2.4%	2.2%
Percent Advanced Degree	6.7%	7.1%	5.9%	6.1%	4.9%	5.1%	5.8%
Average Total Salary**	$24,132	$25,275	$26,058	$27,553	$27,672	$27,692	$27,996
Number of Beginning F-T Teachers*	1,258	1,616	1,660	1,443	1,104	1,256	1,362
Percent of Beginning F-T Teachers*	3.9%	4.9%	4.9%	4.3%	3.3%	3.7%	4.0%

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

Notes: *F-T indicates full-time.
Includes AEA teachers.
Figures for 1999-2000 to 2004-2005 represent average salaries for full-time public school staff in this group with teaching position codes.
168 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.
**Salary does not include Phase III funds in 1998-1999 to 2002-2003. Phase III funds no longer exist in 2003-2004 and 2004-2005.

Table 39 shows the number of beginning full-time teachers and the percentage of total full-time teachers that were beginning full-time teachers by enrollment category for 1998-1999 through 2004-2005. The smallest enrollment category, less than 250 students, had the largest percentage of beginning full-time teachers, 7.1 percent. The smallest percentage of beginning full-time teachers was 3.7 percent in the enrollment category of 1,000-2,499 students. The percentage of beginning full-time teachers increased for the less than 250, 400-599, 1,000-2,499, and 2,500-7,499 enrollment categories in 2004-2005. There was a decrease in the percentage of beginning full-time teachers in the 250-399 enrollment category in 2004-2005. The percentage of beginning full-time teachers did not change for the 600-999 and 7,500 or more enrollment categories.

Table 39

IOWA FULL-TIME BEGINNING TEACHERS AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS 1998-1999 TO 2004-2005

	Number of Beginning F-T* Teachers Year							Beginning F-T* Teachers as a % of Total F-T* Teachers Year						
Enrollment Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<250	20	37	28	37	20	21	33	6.8%	11.1%	7.4%	8.2%	4.2%	4.9%	7.1%
250-399	65	87	106	72	63	94	78	5.3	6.1	7.3	5.3	4.5	6.2	5.0
400-599	136	175	189	129	111	98	137	5.3	6.6	7.0	4.3	3.7	3.2	4.7
600-999	249	253	270	278	167	197	200	4.3	4.5	4.9	5.1	3.1	3.8	3.8
1,000-2,499	260	354	358	313	251	292	322	3.2	4.3	4.2	3.7	3.0	3.4	3.7
2,500-7,499	185	286	306	278	216	204	245	3.2	4.8	5.0	4.4	3.5	3.3	4.1
7,500+	334	416	382	327	257	333	325	4.2	5.1	4.6	3.9	3.0	3.9	3.9
AEA	9	8	21	9	19	17	22	2.1	1.9	5.0	2.1	4.7	3.8	4.8
State	1,258	1,616	1,660	1,443	1,104	1,256	1,362	3.9	4.9	4.9	4.3	3.3	3.7	4.0

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

Beginning Teacher Salary Comparisons with Midwest States

The American Federation of Teachers (AFT) provides annual rankings of beginning teacher salaries by states. Table 40 provides a comparison of the Midwest states with Iowa and the Nation for 2002-2003. Among the nine Midwest states, Iowa ranked 6th in average beginning teacher salary and was 8.8 percent below the national average. Illinois and Minnesota ranked 1st and 2nd respectively among the Midwest states in both average beginning teacher salary and average teacher salary. Iowa's beginning teacher average salary was 71 percent of the average teacher salary in Iowa.

Table 40

COMPARISON OF BEGINNING FULL-TIME PUBLIC SCHOOL TEACHER SALARIES, 2002-2003

Nation and State	Average Beginning Salary	Average Teacher Salary	Average Beginning Salary Rank Among Nine States	Average Teacher Salary Rank Among Nine States	Percent Beginning Salary Above/Below National Average	Average Beginning Salary as Percent of Average Teacher Salary
Nation	**$29,564**	**$45,771**				**64.6%**
Iowa	**26,967**	**38,000**	**6**	**5**	**-8.8%**	**71.0**
Illinois	34,522	51,496	1	1	28.0	67.0
Kansas	26,855	38,030	7	4	-22.2	70.6
Minnesota	28,600	44,745	2	2	6.5	63.9
Missouri	28,075	37,641	3	7	-1.8	74.6
Nebraska	27,127	37,896	5	6	-3.4	71.6
North Dakota	23,591	33,869	9	8	-13.0	69.7
South Dakota	24,311	32,414	8	9	3.1	75.0
Wisconsin	27,277	41,617	4	3	12..2	65.5

Source: American Federation of Teachers, http://www.aft.org/research/survey03/salarysurvey03.pdf.

Characteristics of Principals

The characteristics of principals in public and non-public schools in Iowa in 1985-1986, 2003-2004 and 2004-2005 are listed in Table 41. The percent of female principals in public schools increased from 8.7 percent to 35.5 percent between 1985-1986 and 2004-2005 while the percent of female principals in non-public schools decreased from 49.5 percent in 1985-1986 to 37.2 percent in 2004-2005. The percent of minority principals in public schools increased from 1.6 percent in 1985-1986 to 2.8 percent in 2004-2005. The percent of minority principals in non-public schools increased from 0 percent in 1985-1986 to 1.1 percent in 2004-2005. In 2003-2004 many principals were listed with a position of administrator instead of principal on the Licensed Staff Detail Report on fall BEDS and were therefore not included in the calculation of the figures for principals in 2003-2004, which accounts for the increase in the number of full-time public school principals from 1,069 in 2003-2004 to 1,225 in 2004-2005.

Table 41

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS 1985-1986, 2003-2004 AND 2004-2005

	Public			Nonpublic		
Characteristics	1985-1986	2003-2004	2004-2005	1985-1986	2003-2004	2004-2005
Average Age	46.6	47.7	47.3	46.0	49.1	48.5
Percent Female	8.7%	34.1%	35.5%	49.5%	45.4%	37.2%
Percent Minority	1.6%	3.5%	2.8%	0.0%	0.0%	1.1%
Average Total Experience	21.9	22.0	22.3	21.5	23.7	23.3
Average District Experience	13.2	11.1	10.2	6.0	10.0	9.2
Number of Principals	1,223	1,069	1,225	177	97	94

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

Principal Age and Experience

The age distribution of full-time public school principals in 1993-1994 and 2004-2005 are shown in Table 42 and Figure 18. The percent of principals age 51 years or older increased from about 35 percent in 1993-1994 to about 42 percent in 2004-2005. The combined age and experience distribution of full-time public school principals is shown in Table 43 and Figure 19. The same retirement benefits that are available to teachers are available to principals. Principals are able to retire under IPERS with full benefits when their combined age and experience is at least 88 years and their age is at least 55. In 1993-1994, 17.3 percent of principals had combined age and experience of 88 years or more and in 2004-2005 13.4 percent of principals had combined age and experience of 88 years or more. The percent of principals with combined age and experience between 81 and 87 years increased from 10.1 percent in 1993-1994 to 17.4 percent in 2004-2005.

Table 42

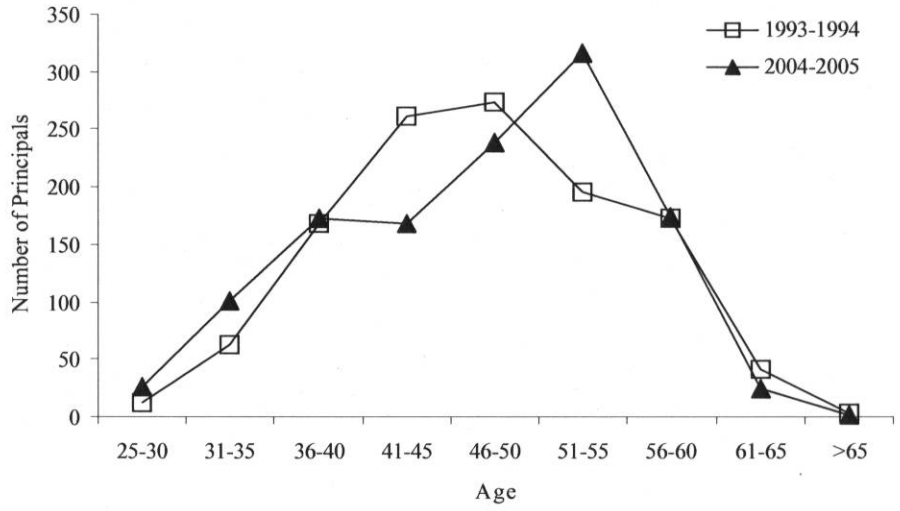
AGE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2004-2005

	1993-1994				2004-2005			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25-30	12	12	1.0%	1.0%	26	26	2.1%	2.1%
31-35	63	75	5.3	6.3	101	127	8.2	10.4
36-40	168	243	14.1	20.4	173	300	14.1	24.5
41-45	262	505	22.0	42.4	168	468	13.7	38.2
46-50	274	779	23.0	65.3	239	707	19.5	57.7
51-55	195	974	16.3	81.7	317	1,024	25.9	83.6
56-60	173	1,147	14.5	96.2	175	1,199	14.3	97.9
61-65	42	1,189	3.5	99.7	25	1,224	2.0	99.9

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

Figure 18

AGE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2004-2005



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

Table 43

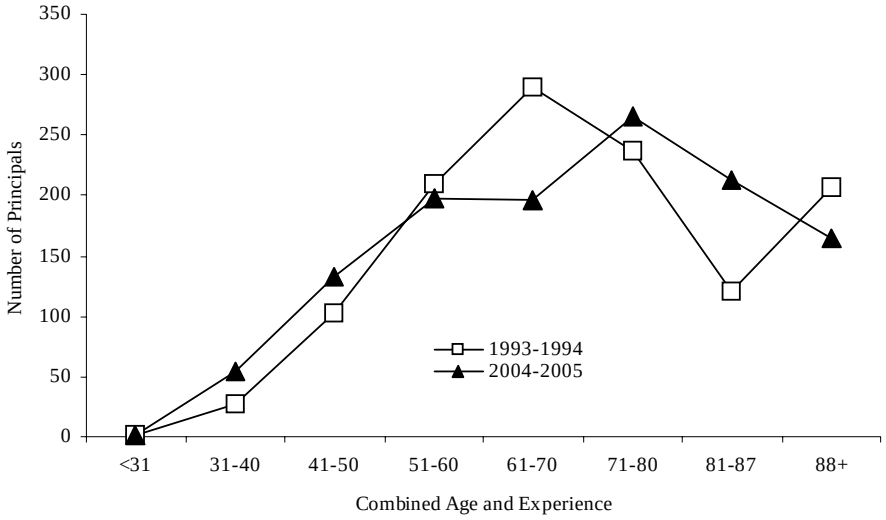
COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2004-2005

Combined Age and Experience Interval	1993-1994 Number	1993-1994 Cumulative Total	1993-1994 Percent	1993-1994 Cumulative Percent	2004-2005 Number	2004-2005 Cumulative Total	2004-2005 Percent	2004-2005 Cumulative Percent
<31	1	1	0.1%	0.1%	1	1	0.1%	0.1%
31-40	27	28	2.3	2.4	54	55	4.4	4.5
41-50	102	130	8.5	10.9	133	188	10.9	15.3
51-60	210	340	17.6	28.5	198	386	16.2	31.5
61-70	289	629	24.2	52.7	196	582	16.0	47.5
71-80	237	866	19.9	72.6	266	848	21.7	69.2
81-87	120	986	10.1	82.7	213	1061	17.4	86.6
88+	206	1,192	17.3	100.0	164	1,225	13.4	100.0

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

Figure 19

COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2004-2005



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

Principal Salaries

Average salaries of full-time public school principals by enrollment category for 1985-1986, 2003-2004 and 2004-2005 are presented in Table 44. The average salary of full-time public school principals increased by about 104 percent between 1985-1986 and 2004-2005. The average salary increased from $70,097 in 2003-2004 to $71,931 in 2004-2005 (2.6 percent). The highest percent of increase in average salary between 2003-2004 and 2004-2005 was in the enrollment category with 250-399 students, 4.0 percent. The average salary was higher for the larger enrollment categories than for the smaller enrollment categories. The smallest enrollment category (less than 250 students) had the lowest average salary, $61,299, and the largest enrollment category (7,500 students or more) had the highest average salary, $80,824.

Table 44

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-1986, 2003-2004 AND 2004-2005

Enrollment Category	Average Salary 1985-1986	Average Salary 2003-2004	Average Salary 2004-2005	Number of Principals 2004-2005	Percent Average Salary Change 2003-2004 to 2004-2005
<250	$26,399	$60,205	$61,299	36	1.8%
250-399	28,387	61,766	64,221	97	4.0
400-599	31,095	61,829	63,234	150	2.3
600-999	33,428	65,134	67,214	241	3.2
1,000-2,499	36,427	70,574	72,600	293	2.9
2,500-7,499	39,465	76,311	79,286	174	3.9
7,500+	39,584	77,798	80,824	229	3.9
State*	35,313	70,097	71,931	1,225	2.6

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

Characteristics of Superintendents

Table 45 lists the characteristics of full-time public school superintendents in 1985-1986, 2003-2004 and 2004-2005. There were a number of district reorganizations between 1985-1986 and 2004-2005, which accounts for the decrease in the number of superintendents from 425 in 1985-1986 to 325 in 2004-2005. Although there were 367 school districts in 2004-2005, 16 of the full-time superintendents were shared by multiple districts and 26 districts reported having a part-time superintendent. The average age increased from 48.7 in 1985-1986 to 51.8 in 2004-2005. The percent of female full-time superintendents increased from 1.6 percent in 1985-1986 to 10.8 percent in 2004-2005. The percent of minority superintendents increased from 0 percent in 1985-1986 to 1.5 percent in 2004-2005. The percent of superintendents with specialist/doctorate degrees increased from 46.9 percent in 1985-1986 to 62.2 percent in 2004-2005.

Table 45

Characteristics of Iowa Full-Time Public School Superintendents, 1985-1986, 2003-2004 and 2004-2005

Characteristics	1985-1986	2003-2004	2004-2005
Average Age	48.7	51.7	51.8
Percent Female	1.6%	10.5%	10.8%
Percent Minority	0.0%	1.8%	1.5%
Percent Specialist/Doctorate Degree	46.9%	63.5%	62.2%
Average Total Experience	23.6	26.5	26.8
Average District Experience	8.8	7.1	7.2
Number of Superintendents	425	332	325

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

Superintendent Age and Experience

The average age of full-time public school superintendents in 1993-1994 and 2004-2005 are presented in Table 46 and Figure 20. The percent of superintendents over age 50 increased from 45.6 percent in 1993-1994 to 60.9 percent in 2004-2005.

Table 46

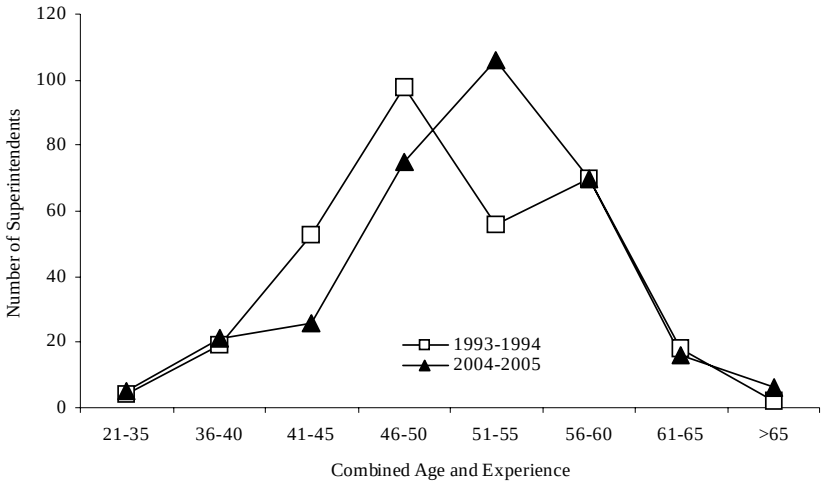
Age Distribution of Iowa Full-Time Public School Superintendents 1993-1994 and 2004-2005

	1993-1994				2004-2005			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
21-35	4	4	1.2%	1.2%	5	5	1.5%	1.5%
36-40	19	23	5.9	7.2	21	26	6.5	8.0
41-45	53	76	16.6	23.7	26	52	8.0	16.0
46-50	98	174	30.6	54.4	75	127	23.1	39.1
51-55	56	230	17.5	71.9	106	233	32.6	71.7
56-60	70	300	21.9	93.7	70	303	21.5	93.2
61-65	18	318	5.6	99.4	16	319	4.9	98.2
Over 65	2	320	0.6	100.0	6	325	1.8	100.0

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

Figure 20

AGE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2004-2005



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

Superintendents are eligible to retire under IPERS with full benefits when their combined age and experience is at least 88 years and their age is at least 55 years. The combined age and experience distribution of full-time public school superintendents is shown in Table 47 and Figure 21. The percent of superintendents with combined age and experience of 88 or more was lower in 2004-2005 than in 1993-1994, 25.5 percent compared to 26.5 percent. The percent of superintendents with combined age and experience of 81-87 years was much higher in 2004-2005 than in 1993-1994, 22.2 percent versus 8.7 percent.

Table 47

COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2004-2005

Combined Age and Experience	1993-1994				2004-2005			
Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30-40	2	2	0.6%	0.6%	1	1	0.3%	0.3%
41-50	9	11	2.8	3.4	9	10	2.8	3.1
51-60	36	47	11.2	14.7	26	36	8.0	11.1
61-70	72	119	22.5	37.2	41	77	12.6	23.7
71-80	88	207	27.5	64.7	93	170	28.6	52.3
81-87	28	235	8.7	73.4	72	242	22.2	74.5
88+	85	320	26.5	100.0	83	325	25.5	100.0

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

Figure 21

COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS, 1993-1994 AND 2004-2005

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

Superintendent Salaries

Table 48 lists the average salaries of full-time public school superintendents by enrollment category in 1985-1986, 2003-2004 and 2004-2005. The average salary increased from $40,710 in 1985-1986 to $94,242 in 2004-2005, which is an increase of 131.5 percent. The largest increase in average salary between 2003-2004 and 2004-2005 was 10.4 percent in the largest enrollment category, 7,500 students or more. The smallest increase in average salary between 2003-2004 and 2004-2005 was 2.3 percent in the enrollment category of 400-599 students. The average salary increased with the size of the enrollment category in 2004-2005. The lowest salary was $71,088 in the smallest enrollment category, less than 250 students, and the highest salary was $141,339 in the largest enrollment category, 7,500 students or more.

Table 48

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY, 1985-1986, 2003-2004 AND 2004-2005

Enrollment Category	Average Salary 1985-1986	Average Salary 2003-2004	Average Salary 2004-2005	2004-2005 Number of Full-time Superintendents	% Change in Avg. Salary 1985-1986 to 2004-2005	% Change in Avg. Salary 2003-2004 to 2004-2005
<250	$33,597	$68,355	$71,088	16	111.6%	4.0%
250-399	34,060	77,849	80,652	46	136.8	3.6
400-599	39,213	82,745	84,610	64	115.8	2.3
600-999	41,482	88,566	91,466	88	120.5	3.3
1,000-2,499	47,288	99,550	103,014	80	117.8	3.5
2,500-7,499	55,110	118,362	127,448	22	131.3	7.7
7,500+	62,235	128,028	141,339	9	127.1	10.4
State	40,710	90,613	94,242	325	131.5	4.0

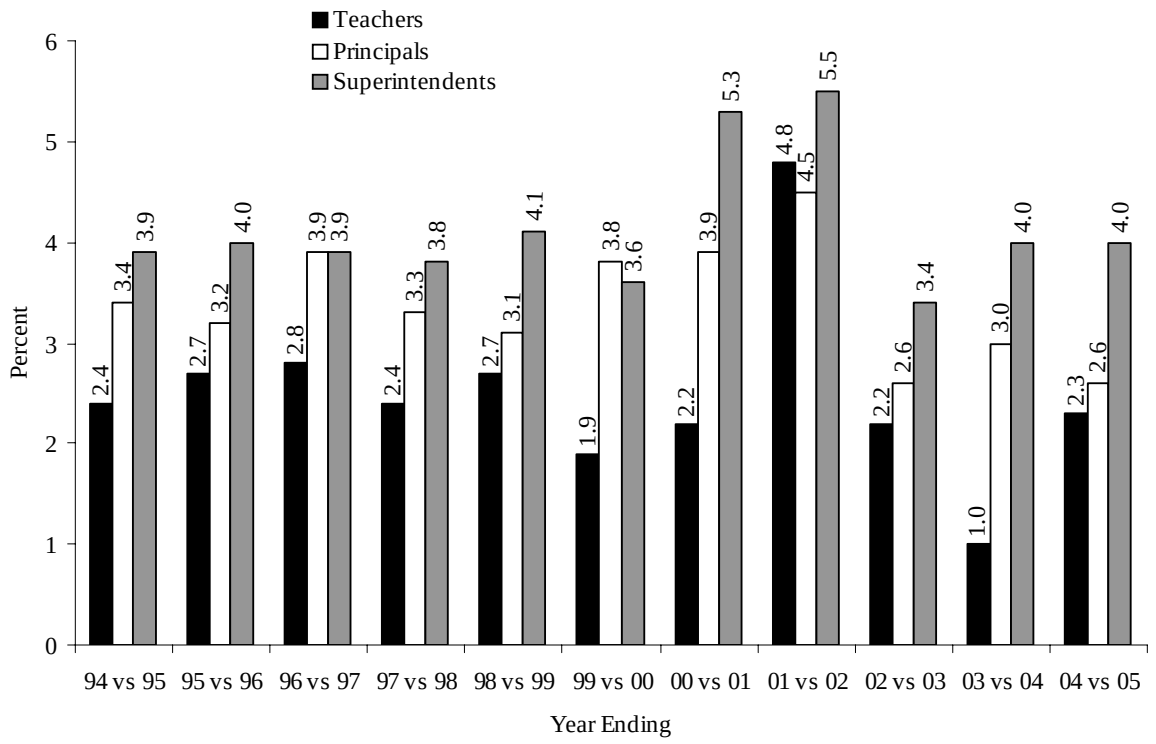
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Notes: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Teacher, Principal, and Superintendent Salary Comparisons

The annual percentage increases in average salaries for full-time public school teachers, principals, and superintendents from 1993-1994 to 2004-2005 are presented in Figure 22. The superintendents' average salary had the greatest percentage increase in all years except 1999-2000. In all years except 2001-2002 teachers' average salary had the smallest percentage increase.

Figure 22

ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS AND SUPERINTENDENTS 1993-1994 TO 2004-2005



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

Table 49 lists the average salaries of full-time public school teachers, principals, and superintendents by enrollment category for 1985-1986 and 2004-2005. For both years presented, the smaller enrollment categories had lower average salaries than the larger enrollment categories for teachers, principals, and superintendents.

Table 49

AVERAGE TOTAL SALARY COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS AND SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-1986 AND 2004-2005

Enrollment Category	1985-1986 Teachers	1985-1986 Principals	1985-1986 Superintendents	2004-2005 Teachers	2004-2005 Principals	2004-2005 Superintendents
<250	$16,347	$26,399	$33,597	$32,441	$61,299	$71,088
250-399	17,971	28,387	34,060	33,999	64,221	80,652
400-599	19,198	31,095	39,213	36,253	63,234	84,610
600-999	20,079	33,428	41,482	37,852	67,214	91,466
1,000-2,499	21,616	36,427	47,288	40,210	72,600	103,014
2,500-7,499	23,835	39,465	55,110	42,091	79,286	127,448
7,500+	24,041	39,584	62,235	43,787	80,824	141,339
State	21,690	35,313	40,710	40,344	71,931	94,242

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

Notes: Includes AEA staff.
Teacher figures for 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Gender Comparison

The characteristics of full-time teachers and principals by gender are compared in Tables 50 and 51. There were a greater number of female teachers than male teachers in 2004-2005, 24,435 female teachers compared to 9,226 male teachers. The average salary of male teachers was higher than female teachers, $42,193 versus $39,646. The percent of minority teachers was higher for males (2.0 percent) than for females (1.7 percent). The percent of male teachers with advanced degrees was higher than the percent of females with advanced degrees, 28.7 percent compared to 26.5 percent. The average years of total experience and average years of district experience was higher for males than for females. There was not a large difference between the average age of female and male teachers.

Table 50

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, 2004-2005

Characteristics	Female	Male
Average Age	42.5	42.1
Percent Minority	1.7%	2.0%
Percent Advanced Degree	26.5%	28.7%
Average Total Experience	14.8	16.0
Average District Experience	11.5	12.3
Average Total Salary	$39,646	$42,193
Number of Teachers	24,435	9,226

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Notes: Includes AEA teachers.
Figures for 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

There was a greater number of male principals than female principals in 2004-2005, 790 compared to 435 (Table 51). The percent of minority principals was higher for males (2.9 percent) than for females (2.5 percent). The percent of female principals with advanced degrees was higher than the percent of male principals with advanced degrees, 93.3 percent versus 88.2 percent. The average salary of male principals was higher than the average salary of female principals, $72,469 compared to $70,954. The average total experience and average district experience were about the same for male and female principals. The average age of female principals was higher than the average age of male principals, 48.2 versus 46.8.

Table 51

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS, 2004-2005

Characteristics	Female	Male
Average Age	48.2	46.8
Percent Minority	2.5%	2.9%
Percent Advanced Degree	93.3%	88.2%
Average Total Experience	22.3	22.3
Average District Experience	10.6	10.0
Average Total Salary	$70,954	$72,469
Number of Principals	435	790

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

Area Education Agency Licensed Staff

In 2004-2005, there were 12 area education agencies (AEAs) in Iowa with personnel who develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology and media services. Table 52 presents characteristics of full-time licensed staff in the AEAs in 2004-2005. About 82 percent of the staff members were female. Minorities made up 1.3 percent of the full-time staff in the AEAs. The percent of staff with advanced degrees was 80.1 percent. The average age was 46 years and the average years of total experience was 18.3 years. The average number of contract days was 198.5. The average salary was $48,969. The breakdown of the 2,328 full-time AEA licensed staff by position is listed in Table 53. The highest percentage of staff members were consultants (20.9 percent).

Table 52

CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF
2004-2005

Characteristics	
Percent Female	81.6%
Percent Minority	1.3%
Percent Staff with Advanced Degrees	80.1%
Average Years Total Experience	18.3
Average Number of Contract Days	198.5
Average Age	46.0
Average Total Salary	$48,969
Number of AEA Staff	2,328

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

Table 53

NUMBER OF IOWA FULL-TIME AEA LICENSED STAFF BY POSITION 2004-2005

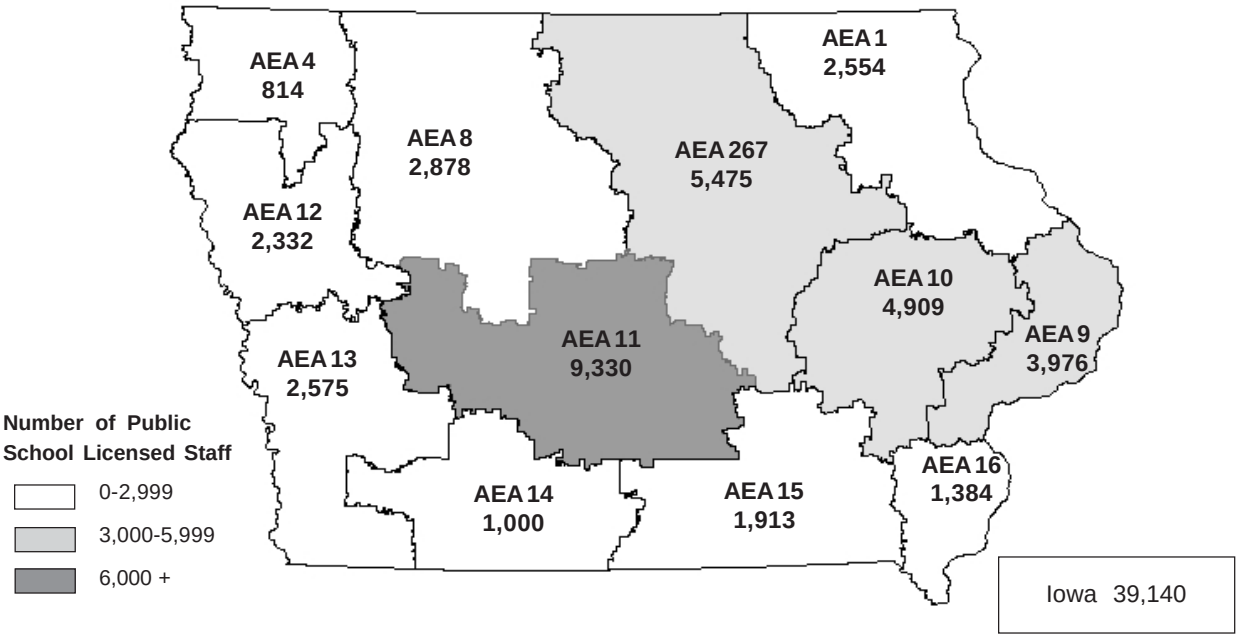
Position	Number	Percent*
Administrative Assistant	1	0.0%
Administrator	22	0.9
Assistant Dean/Director	1	0.0
Clinician	149	6.4
Consultant	487	20.9
Coordinator	89	3.8
Counselor	2	0.1
Department Head	13	0.6
Director	32	1.4
Educational Strategist	12	0.5
Home Intervention PK Teacher	69	3.0
Hospital Teacher	4	0.2
Instructor	22	0.9
Integrated Teacher	38	1.6
Itinerant Teacher	73	3.1
Librarian	6	0.3
Manager	1	0.0
Pre School Teacher	28	1.2
Principal	5	0.2
Psychologist	307	13.2
Resource Teacher	57	2.4
School Social Worker	201	8.6
School Audiologist	28	1.2
Self-Contained Teacher	120	5.2
Special Education Nurse	5	0.2
Speech Language Pathologist	341	14.6
Special Education Delivery Personnel	10	0.4
Specialist	18	0.8
Supervisor	34	1.5
Teacher	51	2.2
Teacher/Coordinator	7	0.3
Technology Coordinator	2	0.1
Therapist	93	4.0
Total	2,328	100.0

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

Figure 23 shows the number of full-time licensed staff by AEA in 2004-2005. The distribution of public and nonpublic full-time licensed staff by AEA in 2004-2005 is shown in Table 54. AEA 11 had the highest percentage of public (23.8 percent) and nonpublic (19.5 percent) school full-time licensed staff. AEA 4 had the lowest percentage of public school full-time licensed staff, 2.1 percent, and AEA 14 had the lowest percentage of nonpublic school full-time licensed staff, 0.3 percent.

Figure 23

NUMBER OF PUBLIC SCHOOL FULL-TIME LICENSED STAFF BY AEA, 2004-2005



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

Table 54

DISTRIBUTION OF IOWA PUBLIC AND NON-PUBLIC SCHOOL TOTAL FULL-TIME LICENSED STAFF BY AEAS, 2004-2005

AEA	Districts		Public School Licensed Staff*		Nonpublic School Licensed Staff	
	N	%	N	%	N	%
1	25	6.8%	2,554	6.5%	425	15.5%
4	13	3.5	814	2.1	197	7.2
267	61	16.6	5,475	14.0	323	11.8
8	48	13.1	2,878	7.4	216	7.9
9	22	6.0	3,976	10.2	231	8.4
10	33	9.0	4,909	12.5	343	12.5
11	55	15.0	9,330	23.8	535	19.5
12	23	6.3	2,332	6.0	223	8.1
13	31	8.4	2,575	6.6	90	3.3
14	20	5.4	1,000	2.6	9	0.3
15	23	6.3	1,913	4.9	44	1.6
16	13	3.5	1,384	3.5	102	3.7
State	367	100.0	39,140	100.0	2,738	100.0

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

Instructional Aides

Instructional aides are non-licensed staff members who assist teachers in the classroom. Table 55 lists the number of instructional aides in Iowa public schools by enrollment category for 1985-1986, 2003-2004, and 2004-2005. The total number of instructional aides increased by 237.2 percent between 1985-1986 and 2004-2005 and by 4.6 percent between 2003-2004 and 2004-2005. The highest percent increase in the number of instructional aides between 2003-2004 and 2004-2005 was 11.2 percent in the smallest enrollment category, less than 250 students. The enrollment category of 2,500-7,499 students had the only decrease in the number of instructional aides between 2003-2004 and 2004-2005, -2.7 percent.

Table 55

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS
1985-1986, 2003-2004 AND 2004-2005

	Number of Full-time Equivalent (FTE) Aides				
Enrollment Category	1985-1986	2003-2004	2004-2005	% Change in FTE Aides 1985-1986 to 2004-2005	% Change in FTE Aides 2003-2004 to 2004-2005
<250	40.1	93.8	104.3	160.1%	11.2%
250-399	124.2	293.2	318.3	156.3	8.6
400-599	167.5	578.8	604.9	261.1	4.5
600-999	249.1	1,176.4	1,284.9	415.8	9.2
1,000-2,499	605.9	2,262.2	2,382.8	293.3	5.3
2,500-7,499	625.7	1,869.3	1,818.8	190.7	-2.7
7,500+	856.1	2,332.5	2,484.3	190.2	6.5
State	2,668.6	8,606.2	8,998.3	237.2	4.6

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

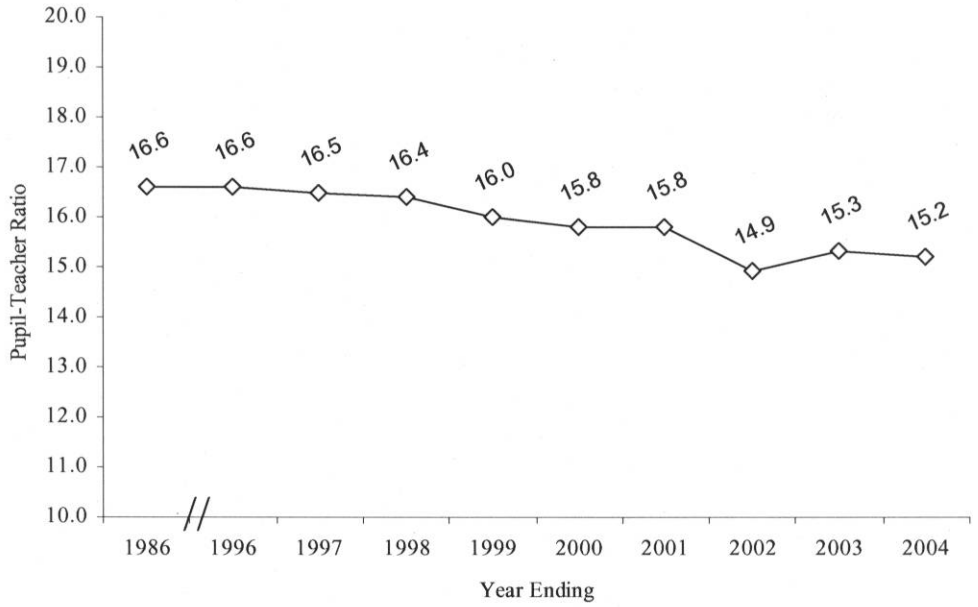
Pupil-Teacher Ratios

Figures 24 and 25 and Table 56 present pupil-teacher ratios for Iowa public schools. 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, but teachers could still be reported as teaching ungraded students. Students that may have been listed as ungraded in the past were included in a grade level in 2004-2005. Therefore, pupil-teacher ratios in 2004-2005 included special education teachers. Figure 24 shows the pupil-teacher ratios for 1985-1986 and 1995-1996 through 2003-2004. The pupil-teacher ratio decreased slightly, from 15.3 to 15.2, between 2002-2003 and 2003-2004.

Figure 25 and Table 56 show the pupil-teacher ratios by enrollment category for 2004-2005. The largest enrollment category (7,500 students or more) had the highest pupil-teacher ratio, 14.6, and the smallest enrollment category (less than 250 students) had the lowest pupil-teacher ratio, 9.0. The pupil-teacher ratio on the state level was 13.5 in 2004-2005. The large decrease in the state pupil-teacher ratio between 2003-2004 (15.2) and 2004-2005 (13.5) can most likely be attributed to the change in the student enrollment data collection in 2004-2005.

Figure 24

Iowa Public School K-12 Pupil-Teacher Ratios
1985-1986 and 1995-1996 to 2003-2004

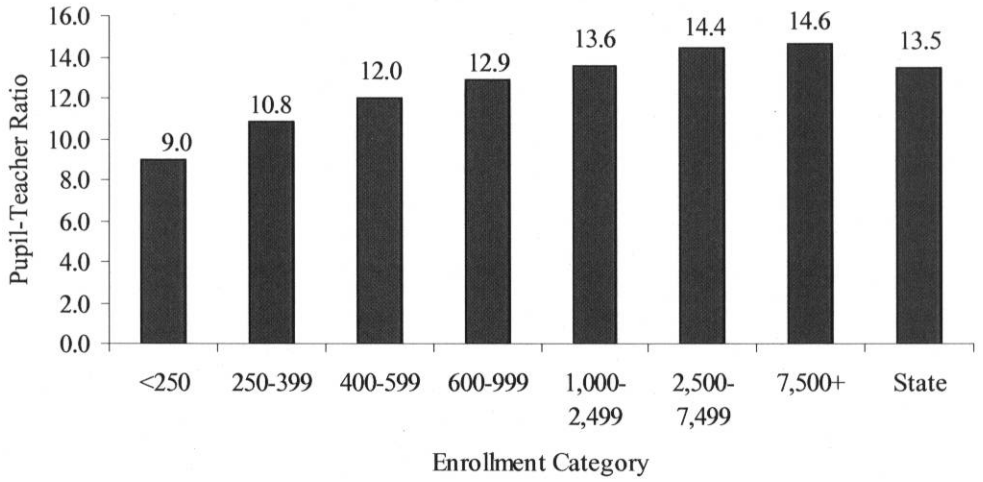


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

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

Figure 25

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2004-2005



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

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

Table 56

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2004-2005

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	4,465	495.7	9.0
250-399	17,808	1,651.8	10.8
400-599	36,913	3,067.2	12.0
600-999	71,284	5,540.8	12.9
1,000-2,499	123,026	9,075.1	13.6
2,500-7,499	92,635	6,437.6	14.4
7,500+	126,080	8,616.4	14.6
State	472,211	34,884.7	13.5

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

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

PROGRAM

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

School District Organizational Structure

In the mid-1980's, the most common school district organizational structure was the K-6 and 7-12 structure. In 1985-1986, nearly 39 percent of school districts offered this type of structure (see Table 57). In the 2005-2006 school year, less than 3 percent of school districts had this type of organizational structure. Over 41 percent provided a structure that had a system with either a Prekindergarten (PK) or Kindergarten (K) through grade 5, followed by a grade 6-8, and a grade 9-12. Another 31 percent had a similar system of PK or K through grade 6, followed by grades 7 and 8 at the middle school level, and then offering a high school of grades 9-12. Table 58 has the organizational structures of Iowa public schools for the 2005-2006 school year.

Table 57

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS
1985-1986

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

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

Table 58

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS
2005-2006

Structure (Grade Levels Included)	Percent of Districts
K-5, 6-8, 9-12	29.7%
PK-5, 6-8, 9-12	11.7
K-6, 7-8, 9-12	21.5
PK-6, 7-8, 9-12	9.8
K-4, 5-8, 9-12	10.6
PK-4, 5-8, 9-12	4.6
K-6, 7-12	2.7
PK-6, 7-12	2.2
K-3, 4-5, 6-8, 9-12	1.4
K-4, 5-6, 7-8, 9-12	0.8
K-3, 4-8, 9-12	0.8
K-3, 4-6, 7-9, 10-12	0.3
K-6, 7-9, 10-12	0.5
PK-6, 7-9, 10-12	0.3
PK-3, 4-6, 7-8, 9-12	0.5
PK-2, 3-5, 6, 7-8, 9-12	0.5
PK-5, 6-7, 8-9, 10-12	0.5
K-3, 4-6, 7-8, 9-12	0.3
PK-2, 3-6, 7-8, 9-12	0.3
PK-3, 4-7, 8-12	0.3
PK-1, 2-5, 6-8, 9-12	0.3
K-1, 2-6, 7-12	0.3
	100.0

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

Curriculum and Course Enrollments

Prior to 1997-1998 the Iowa Department of Education collected curriculum information using local school district course codes. Since then, curriculum information has been submitted using the National Center of Education Statistics (NCES) course coding structure. The NCES course codes allow for a standardized reporting mechanism to be able to make comparisons of the types of courses offered and taught by school districts.

Curriculum Unit Offerings

Table 59 provides information on the average of units of courses offered and taught by enrollment category. As in previous years, the general trend shows that as the enrollment category size increases, so does the number of course offerings in English/language arts, mathematics, science, social studies and foreign language. Statewide in 2004-2005, the average units of courses offered and taught increased for English/language arts, science, and foreign language.

Table 59

Average Curriculum Units Offered and Taught by District Enrollment Category, 2000-2001, 2003-2004 and 2004-2005

	Min Units IA Standards	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001									
Total Number of Districts		32	46	80	101	81	24	9	373
# Districts Operating HS**		14	41	80	101	81	24	9	350
English/Language Arts	6	6.2	6.9	7.0	7.8	9.0	11.8	18.0	8.3
Mathematics	6	6.8	7.3	7.6	8.4	9.3	11.8	13.3	8.6
Science	5	5.0	5.7	5.9	6.7	7.2	10.3	12.3	6.9
Social Studies	5	5.1	5.4	5.7	6.0	6.8	8.2	10.3	6.3
Foreign Language	4	3.4*	3.7*	4.2	4.6	6.7	11.3	18.0	5.7
2003-2004									
Total Number of Districts		34	54	76	93	81	23	9	370
# Districts Operating HS**		13	51	76	93	81	23	9	346
English/Language Arts	6	8.2	7.4	7.4	8.2	9.8	13.1	19.8	8.9
Mathematics	6	7.7	7.3	7.8	8.3	9.8	11.0	16.2	8.8
Science	5	5.4	6.0	5.8	6.7	7.3	9.9	13.0	6.9
Social Studies	5	5.9	5.8	6.0	6.3	6.6	9.5	11.2	6.6
Foreign Language	4	3.4*	4.0	4.3	4.2	6.1	10.2	18.1	5.4
2004-2005									
Total Number of Districts		36	53	72	94	80	23	9	367
# Districts Operating HS**		14	49	72	94	80	23	9	341
English/Language Arts	6	7.8	7.2	7.9	8.1	10.3	13.6	17.4	9.0
Mathematics	6	7.7	7.3	7.7	8.2	9.3	11.8	14.1	8.6
Science	5	5.4	5.9	6.3	6.7	7.6	10.6	12.9	7.1
Social Studies	5	5.6	5.6	5.9	6.1	7.2	9.1	10.9	6.5
Foreign Language	4	3.6*	3.9*	4.2	4.5	6.2	11.0	16.3	5.5

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

Foreign Language Enrollments

The estimated percentage of students enrolled in foreign language is calculated by dividing the total enrollment of students enrolled in foreign language courses divided by the total enrollment for grades 9-12. Overall in 2004-2005, the percentage of students enrolled in a foreign language course was approximately 54 percent, continuing the upward trend from previous years. Table 60 displays the number and estimated percentage of students enrolled in foreign language courses.

Table 60

TOTAL IOWA PUBLIC SCHOOL GRADES 9-12 ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, 2003-2004 AND 2004-2005

Enrollment Category	1985-1986 No. of Students Enrolled	1985-1986 Est. % of Students Enrolled	2000-2001 No. of Students Enrolled	2000-2001 Est. % of Students Enrolled	2003-2004 No. of Students Enrolled	2003-2004 Est. % of Students Enrolled	2004-2005 No. of Students Enrolled	2004-2005 Est. % of Students Enrolled
< 250	658	20.4%	519	44.4%	518	50.1%	601	52.4%
250-399	1,667	18.2	2,055	42.8	2,511	43.4	2,862	48.8
400-599	2,769	18.9	6,291	45.3	6,714	50.4	6,810	52.6
600-999	5,079	21.8	12,509	48.5	11,929	50.9	12,275	51.7
1,000-2,499	10,536	30.2	22,096	54.7	21,529	52.8	22,172	54.5
2,500-7,499	13,018	42.7	16,078	52.6	16,331	55.2	18,677	62.4
7,500+	13,064	35.9	21,761	56.6	21,400	55.4	19,481*	51.1
State	46,791	30.8	81,309	52.4	80,932	53.0	82,878*	54.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Notes: Estimated percents are based on the assumption that foreign language courses are normally taken in grades 9-12.
*One high school failed to report their curriculum data in 2004-2005.

A listing of the foreign languages offered and the number of students enrolled in each is provided in Table 61. In 2004-2005, Spanish accounted for over 80 percent of the students that were enrolled in foreign language. French and German were the only other foreign languages that accounted for more than 5 percent. Enrollments in all the foreign languages were up by more than 2,000 students in 2004-2005.

Table 61

FOREIGN LANGUAGE ENROLLMENTS IN IOWA PUBLIC SCHOOLS GRADES 9-12 1985-1986, 2000-2001, 2003-2004 AND 2004-2005

Language	1985-1986 Number	1985-1986 Percent	2000-2001 Number	2000-2001 Percent	2003-2004 Number	2003-2004 Percent	2004-2005 Number	2004-2005 Percent
Spanish	27,893	59.6%	62,212	76.5%	64,230	79.4%	67,215	81.1%
French	12,837	27.4	11,308	13.9	9,450	11.7	8,998	10.9
German	5,462	11.7	6,221	7.7	5,792	7.2	4,804	5.8
Japanese	21	0.0	493	0.6	647	0.8	632	0.8
Russian	102	0.2	185	0.2	37	<0.1	29	<0.1
Latin	443	0.9	98	0.1	125	<0.2	106	0.1
Chinese	0	0.0	96	0.1	82	0.1	91	0.1
Italian	16	0.0	122	0.2	107	0.1	144	0.2
Other	17	0.0	574	0.7	462	0.6	859	1.0
Total*	46,791	100.00	81,309	100.00	80,932	100.0	82,878**	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum Files.
Notes: *Total may not add due to rounding.
**One high school failed to report their curriculum data in 2004-2005.

Higher Level Mathematics Enrollments

Students enrolled in the mathematics courses of trigonometry and calculus are considered enrolled in higher level mathematics. The estimated percentage of students enrolled in higher level mathematics was calculated by dividing the number of students enrolled in trigonometry and/or calculus divided by the number of students in grades 11 and 12. Statewide the percentage of students in higher level math was nearly 25 percent. The number of districts that offered at least one higher level math course increased to 318 in 2004-2005, up from 315 in 2003-2004. Table 62 provides data on enrollments in higher level math by enrollment category.

Table 62

IOWA PUBLIC SCHOOL ENROLLMENTS IN HIGHER LEVEL MATHEMATICS BY ENROLLMENT CATEGORY, 1985-1986, 2000-2001, 2003-2004 AND 2004-2005

	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
# Districts Operating High School	50	89	95	97	71	24	8	434
Number of Districts Offering Higher Level Math	17	20	33	37	40	18	8	173
Pupils Enrolled in HL Math	93	140	355	603	1,551	1,766	2,603	7,111
Percent Females Enrolled in Higher Level Math	44.1%	44.3%	44.5%	43.0%	44.6%	45.1%	46.1%	45.1%
Estimated % of all Pupils Enrolled	6.0%	3.1%	4.9%	5.3%	9.2%	12.1%	15.3%	9.7%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
# Districts Operating High School	14	41	80	101	81	24	9	350
Number of Districts Offering Higher Level Math	8	32	75	89	77	23	9	313
Pupils Enrolled in HL Math	69	368	1,153	2,186	4,075	2,845	3,507	14,203
Percent Females Enrolled in Higher Level Math	63.8%	56.8%	51.3%	51.7%	49.4%	49.1%	49.0%	50.0%
Estimated % of all Pupils Enrolled	11.2%	15.2%	16.8%	17.4%	20.8%	19.3%	19.9%	19.1%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
# Districts Operating High School	13	51	76	93	81	23	9	346
Number of Districts Offering Higher Level Math	9	43	68	85	78	23	9	315
Pupils Enrolled in HL Math	56	417	1,084	2,068	4,594	2,966	3,428	14,613
Percent Females Enrolled in Higher Level Math	50.0%	51.3%	50.6%	49.7%	48.7%	48.4%	47.9%	48.8%
Estimated % of all Pupils Enrolled	10.3%	14.8%	16.6%	17.8%	22.8%	20.7%	19.4%	19.8%
2004-2005								
Total Number of Districts	36	53	72	94	80	23	9	367
# Districts Operating High School	14	49	72	94	80	23	9	341
Number of Districts Offering Higher Level Math	12	40	66	89	79	23	9	318
Pupils Enrolled in HL Math*	135	516	1,269	2,442	5,635	4,153	3,897	18,047
Percent Females Enrolled in Higher Level Math	48.9%	52.5%	51.6%	52.0%	48.2%	48.2%	48.9%	49.2%
Estimated % of all Pupils Enrolled	22.4%	18.1%	20.1%	21.3%	28.3%	28.9%	22.8%	24.9%

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

Notes: Estimated percents are based on the assumption that higher level mathematics courses are normally taken in grades 11 and 12. Includes calculus and trigonometry.
HL Math indicates Higher Level Math.
*One high school failed to report their curriculum data in 2004-2005.

Higher Level Science Enrollments

Higher level science courses include chemistry and physics. The estimated percentage of students enrolled in chemistry is calculated by dividing the number of students enrolled in chemistry divided by the number of students reported in grade 11. For physics, the estimated percentage of students is calculated by dividing the number of students enrolled in physics by the 12th grade enrollment. Tables 63 and 64 show enrollments for chemistry and physics respectfully.

Chemistry

The estimated percentage of students enrolled in chemistry was at 69.7 percent in 2004-2005. Despite the estimated increase in the percentage of students, the number of districts that offered and taught chemistry in 2004-2005 decreased from the previous year (332 in 2004-2005 vs. 341 in 2003-2004). All districts in the three largest enrollment categories offered at least one course in chemistry for all years displayed. Females accounted for over half of the enrollments in all enrollment categories in 2004-2005 (Table 63).

Table 63

IOWA PUBLIC SCHOOL ENROLLMENTS IN CHEMISTRY BY ENROLLMENT CATEGORY
1985-1986, 2000-2001, 2003-2004 AND 2004-2005

	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
Number Districts Operating High School	50	89	95	97	71	24	8	434
Number of Districts Offering Chemistry	40	73	87	96	71	24	8	399
Pupils Enrolled in Chemistry	413	971	1,690	2,946	3,969	4,283	3,673	17,945
Percent Females Enrolled in Chemistry	50.6%	51.3%	52.0%	51.0%	49.3%	48.8%	47.5%	49.5%
Estimated % of all Pupils Enrolled	55.4%	42.4%	46.0%	51.5%	46.3%	57.8%	41.8%	48.2%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
Number Districts Operating High School	14	41	80	101	81	24	9	350
Number of Districts Offering Chemistry	10	37	78	99	80	24	9	337
Pupils Enrolled in Chemistry	124	689	1,998	4,041	6,464	4,901	6,328	24,545
Percent Females Enrolled in Chemistry	43.5%	56.6%	55.6%	55.1%	54.5%	51.4%	52.5%	53.6%
Estimated % of all Pupils Enrolled	44.8%	55.7%	58.9%	64.8%	65.5%	65.4%	69.7%	65.3%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
Number Districts Operating High School	13	51	76	93	81	23	9	346
Number of Districts Offering Chemistry	12	49	75	92	81	23	9	341
Pupils Enrolled in Chemistry	130	841	1,979	3,950	6,450	4,872	6,468	24,690
Percent Females Enrolled in Chemistry	55.4%	53.5%	54.5%	55.7%	54.8%	53.3%	52.7%	54.0%
Estimated % of all Pupils Enrolled	53.7%	60.8%	60.8%	69.6%	64.5%	68.3%	71.1%	67.1%
2004-2005								
Total Number of Districts	36	53	72	94	80	23	9	367
Number Districts Operating High School	14	49	72	94	80	23	9	341
Number of Districts Offering Chemistry	10	47	70	93	80	23	9	332
Pupils Enrolled in Chemistry*	156	886	2,022	3,891	7,125	5,633	5,740	25,453
Percent Females Enrolled in Chemistry	54.5%	54.1%	56.6%	55.2%	53.4%	52.9%	53.9%	54.0%
Estimated % of all Pupils Enrolled	52.2%	59.1%	63.8%	67.9%	71.5%	77.9%	66.3%	69.7%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Notes: Estimated percents are based on the assumption that chemistry courses are normally taken in grade 11.
*One high school failed to report their curriculum data in 2004-2005.

Physics

Slightly more than 26 percent of 12th graders were enrolled in physics in 2004-2005. Overall, for all years shown, the percentage of 12th graders enrolled in physics has not changed significantly ranging between 25.2 percent in 1985-1986 to 28.9 percent in 2000-2001. Of the 341 school districts that offer high school, 322 reported offering at least one physics course in 2004-2005. Table 64 provides information on physics enrollments by enrollment category.

Table 64

IOWA PUBLIC SCHOOL ENROLLMENTS IN PHYSICS BY ENROLLMENT CATEGORY
1985-1986, 2000-2001, 2003-2004 AND 2004-2005

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
Number Districts Operating High School	50	89	95	97	71	24	8	434
Number of Districts Offering Physics	32	71	86	91	71	24	8	383
Pupils Enrolled in Physics	191	683	897	1,216	1,737	2,303	2,024	9,051
Percent Females Enrolled in Physics	47.6%	36.2%	38.8%	40.2%	37.2%	40.9%	38.4%	39.1%
Estimated % of all Pupils Enrolled	23.4%	30.6%	25.0%	21.6%	21.1%	32.0%	24.6%	25.2%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
Number Districts Operating High School	14	41	80	101	81	24	9	350
Number of Districts Offering Physics	9	35	75	98	78	24	9	328
Pupils Enrolled in Physics	60	280	870	1,616	2,439	2,178	3,237	10,680
Percent Females Enrolled in Physics	58.3%	48.6%	46.4%	47.0%	43.5%	44.3%	44.5%	45.0%
Estimated % of all Pupils Enrolled	17.7%	23.8%	25.0%	25.4%	25.1%	30.2%	37.7%	28.9%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
Number Districts Operating High School	13	51	76	93	81	23	9	346
Number of Districts Offering Physics	8	43	70	90	78	23	9	321
Pupils Enrolled in Physics	41	402	774	1,293	2,244	1,909	3,192	9,855
Percent Females Enrolled in Physics	46.3%	46.3%	45.2%	43.2%	40.8%	41.7%	42.8%	42.5%
Estimated % of all Pupils Enrolled	13.5%	28.1%	23.6%	21.8%	22.2%	26.5%	37.3%	26.8%
2004-2005								
Total Number of Districts	36	53	72	94	80	23	9	367
Number Districts Operating High School	14	49	72	94	80	23	9	341
Number of Districts Offering Physics	9	43	69	90	79	23	9	322
Pupils Enrolled in Physics*	60	421	776	1,400	2,258	1,981	2,539	9,435
Percent Females Enrolled in Physics	50.0%	41.6%	45.1%	44.7%	42.1%	43.9%	45.5%	44.1%
Estimated % of all Pupils Enrolled	19.7%	31.0%	24.8%	24.3%	22.7%	27.7%	30.2%	26.2%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Notes: Estimated percents are based on the assumption that physics courses are normally taken in grade 12.
*One high school failed to report their curriculum data in 2004-2005.

Computer-Related Course Enrollments

Enrollments in computer-related courses are provided in Table 65. The percentage of students enrolled in computer-related courses is estimated by dividing the number of students enrolled in those courses by the number of students in grades 9-12. Overall, approximately 23 percent of students enrolled in grades 9-12 took at least one computer-related course in 2004-2005. More than 95 percent of districts that operated a high school offered at least one computer-related course in 2004-2005.

Table 65

IOWA PUBLIC SCHOOL ENROLLMENTS IN COMPUTER-RELATED COURSES BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, 2003-2004 AND 2004-2005

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
# Districts Operating High School	50	89	95	97	71	24	8	434
# of Districts Offering Comp-Rel Courses	41	72	74	81	65	24	7	364
Pupils Enrolled in Comp-Related Courses	697	1,262	2,047	3,466	4,565	4,250	2,178	18,465
% Females Enrolled in Comp-Rel Courses	46.6%	45.4%	47.6%	46.4%	45.1%	37.2%	42.7%	43.6%
Estimated % of all Pupils Enrolled	21.6%	13.8%	13.8%	14.8%	13.2%	13.9%	6.0%	12.1%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
# Districts Operating High School	14	41	80	101	81	24	9	350
# of Dist. Offering Comp-Related Courses	13	39	79	100	81	24	9	345
Pupils Enrolled in Comp-Related Courses	349	1,376	4,131	6,967	10,692	5,469	8,844	37,828
% Females Enrolled in Comp-Rel Courses	51.9%	43.3%	44.2%	44.1%	45.1%	39.0%	42.0%	43.2%
Estimated % of all Pupils Enrolled	29.8%	28.6%	29.7%	27.0%	26.5%	17.9%	23.0%	24.4%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
# Districts Operating High School	13	51	76	93	81	23	9	346
# of Dist. Offering Comp-Related Courses	12	49	74	93	81	23	9	341
Pupils Enrolled in Comp-Related Courses	305	1,570	3,643	6,575	9,857	5,333	7,071	34,354
% Females Enrolled in Comp-Rel Courses	43.9%	44.3%	43.2%	43.5%	41.4%	39.4%	42.9%	42.1%
Estimated % of all Pupils Enrolled	29.5%	27.1%	27.3%	28.0%	24.1%	18.0%	18.3%	22.5%
2004-2005								
Total Number of Districts	36	53	72	94	80	23	9	367
# Districts Operating High School	14	49	72	94	80	23	9	341
# of Dist. Offering Comp-Related Courses	12	43	68	91	79	23	9	325
Pupils Enrolled in Comp-Related Courses*	309	1,645	3,691	6,111	9,949	6,183	6,791	34,679
% Females Enrolled in Comp-Rel Courses	46.6%	46.0%	45.1%	44.5%	41.7%	36.3%	41.1%	41.7%
Estimated % of all Pupils Enrolled	27.0%	28.0%	28.5%	25.8%	24.4%	20.7%	17.8%	22.8%

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

Notes: Estimated percents are based on the assumption that computer-related courses are normally taken in grades 9-12.
*One high school failed to report their curriculum data in 2004-2005.

Graduation Requirements for Mathematics and Science

The Iowa Department of Education has collected graduation requirements for school districts with high schools through the Basic Educational Data Survey (BEDS). Data collected in previous years reflected the requirements of the senior class that graduated that spring. For example,

graduation requirement data collected in the spring of 2005 reflected the graduation requirements of the senior class of 2005. The Department expanded the data collection this year to include the graduation requirements of the class of 2008 (freshman class of 2005). Data reflected in this section will include information for the class of 2008.

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

Tables 66 and 67 provide the average number of mathematics and science units required for graduation by enrollment category respectively. In 2004-2005, the statewide average of units required for graduation increased slightly from 2003-2004 in both mathematics and science. School districts have indicated that for the graduating class of 2008, the graduation requirements for math will increase by 6.4 percent and for science by 9.2 percent. The only enrollment category that did not indicate a change was the 7,500+ enrollment category in the subject of science.

Table 66

AVERAGE NUMBER OF MATHEMATICS UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS, 1985-1986, 2003-2004, 2004-2005 AND 2007-2008

Enrollment Category	1985-1986	2003-2004	2004-2005	2007-2008
<250	2.00	2.45	2.38	2.50
250-399	2.01	2.53	2.60	2.76
400-599	1.89	2.35	2.37	2.61
600-999	1.91	2.28	2.33	2.49
1,000-2,499	1.77	2.17	2.24	2.31
2,500-7,499	1.49	2.07	2.11	2.25
7,500+	1.69	2.11	2.11	2.33
State	1.88	2.29	2.34	2.49

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

Table 67

AVERAGE NUMBER OF SCIENCE UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS, 1985-1986, 2003-2004, 2004-2005 AND 2007-2008

Enrollment Category	1985-1986	2003-2004	2004-2005	2007-2008
<250	1.98	2.27	2.31	2.50
250-399	1.99	2.34	2.42	2.60
400-599	1.84	2.20	2.19	2.48
600-999	1.88	2.11	2.15	2.33
1,000-2,499	1.74	2.13	2.16	2.27
2,500-7,499	1.52	2.02	2.02	2.11
7,500+	1.75	2.00	2.00	2.00
State	1.86	2.10	2.17	2.37

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

The frequency distributions for math and science graduation unit requirements for the graduating classes of 2005 and 2008 are displayed in Tables 68 and 69. For the class of 2005, nearly all of the districts required at least 2.0 units of math (98.5 percent) and over 30 percent of districts required at least 3.0 units. Just over 45 percent of districts will require at least 3.0 units of math for the class of 2008 (see Table 68). A similar trend can be seen for the science units required between the classes of 2005 and 2008 (see Table 69).

Table 68

FREQUENCY DISTRIBUTION OF MATHEMATICS UNITS REQUIRED FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS 2004-2005 AND 2007-2008

Units Required for Graduation	Class of 2004-2005 Number of Districts	Class of 2004-2005 Percent of Districts	Class of 2004-2005 Cumulative Percent	Class of 2007-2008 Number of Districts	Class of 2007-2008 Percent of Districts	Class of 2007-2008 Cumulative Percent
1.0	1	0.3%	0.3%	0	0.0%	0.0%
1.3	1	0.3	0.6	0	0.0	0.0
1.5	3	0.9	1.5	3	0.9	0.9
2.0	209	61.3	62.8	160	47.1	47.9
2.3	1	0.3	63.0	0	0.0	47.9
2.5	22	6.5	69.5	23	6.8	54.7
3.0	101	29.6	99.1	150	44.1	98.8
4.0	3	0.9	100.0	4	1.2	100.0

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

Table 69

FREQUENCY DISTRIBUTION OF SCIENCE UNITS REQUIRED FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS 2004-2005 AND 2007-2008

Units Required for Graduation	Class of 2004-2005 Number of Districts	Class of 2004-2005 Percent of Districts	Class of 2004-2005 Cumulative Percent	Class of 2007-2008 Number of Districts	Class of 2007-2008 Percent of Districts	Class of 2007-2008 Cumulative Percent
1.0	7	2.1%	2.1%	0	0.0%	0.0%
1.5	2	0.6	2.6	2	0.6	0.6
2.0	248	72.7	75.4	200	58.8	59.4
2.3	2	0.6	76.0	0	0.0	59.4
2.5	17	5.0	80.9	23	6.8	66.2
3.0	65	19.1	100.0	115	33.8	100.0

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

Class Size

Class Size - Overview

Efforts towards reduction in average class size, initiated by the Iowa Early Intervention Block Grant Program continued in 2004-2005. Average class size, defined as the total number of students divided by the total number of classroom sections, remained above the state goal of 17 pupils per classroom for all grade levels in 2004-2005.

Average class size increased for kindergarten through second in 2004-2005 with kindergarten experiencing the largest increase. Kindergarten grew from 19.0 in 2003-2004 to 19.2 in 2004-2005. The only decline during the period occurred in third grade, which dropped from 20.6 to 20.4 (see Table 70 and Figure 26).

Table 70

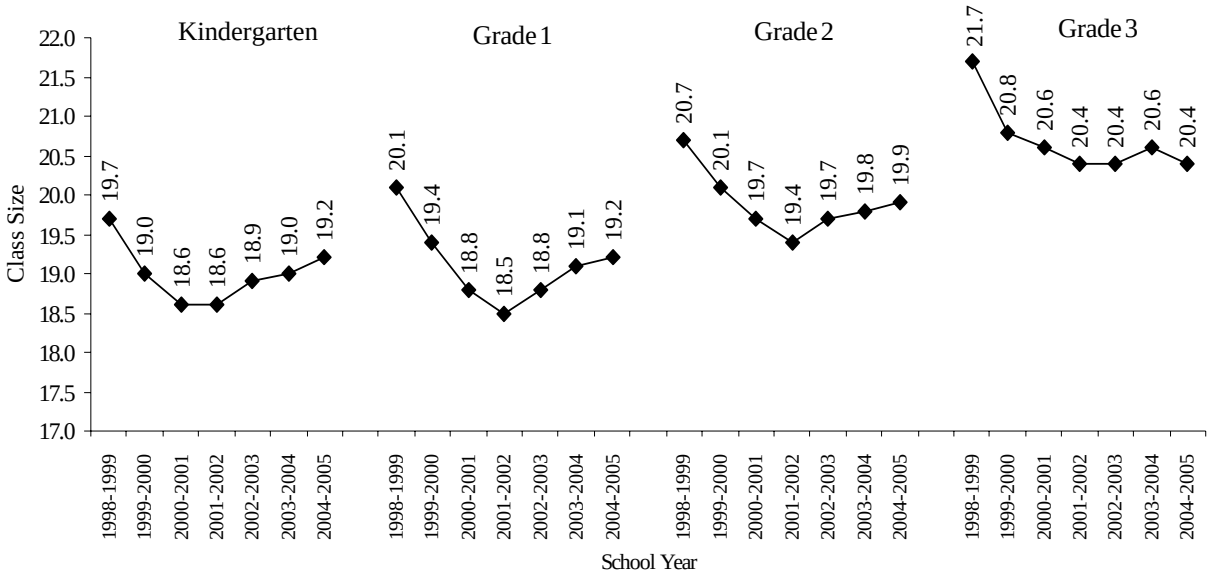
IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3
1998-1999 TO 2004-2005

Grade	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Kindergarten	19.7	19.0	18.6	18.6	18.9	19.0	19.2
1	20.1	19.4	18.8	18.5	18.8	19.1	19.2
2	20.7	20.1	19.7	19.4	19.7	19.8	19.9
3	21.7	20.8	20.6	20.4	20.4	20.6	20.4

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

Figure 26

IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3
1998-1999 TO 2004-2005



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

Despite the increase in average class size in 2004-2005, all grades remained below their levels in the base year 1998-1999. The third grade average experienced the largest decline since 1998-1999 dropping by 1.3 students. Although average class size declined from the base year for first through third grade the drop was less than the decrease in enrollment for those grade levels during the same period (see Table 71 and 72).

Table 71

IOWA PUBLIC SCHOOL BEDS ENROLLMENTS FOR KINDERGARTEN THROUGH THIRD GRADE, 1998-1999 AND 2004-2005

Grade	1998-1999 Enrollment	2004-2005 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment
Kindergarten	35,772	36,713	941	2.6%
1	35,699	33,916	-1,783	-5.0
2	35,866	33,626	-2,240	-6.2
3	36,500	33,588	-2,912	-8.0

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

Table 72

IOWA PUBLIC SCHOOL DECLINE IN AVERAGE CLASS SIZE VS. BEDS ENROLLMENT 1998-1999 TO 2004-2005

Grade	Percent Change in Class Size	Percent Change in Enrollment
Kindergarten	-2.5%	2.6%
1	-4.5	-5.0
2	-3.9	-6.2
3	-6.0	-8.0

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

Class Size vs. District Size

Districts in the larger metropolitan areas tended to be above the 17 students per classroom goal. This may be related to district size rather than urban status. Iowa's largest districts are located in metropolitan areas. The largest average class sizes were reported for districts in the 7,500+ enrollment category in 2004-2005.

Smaller districts tended to show average class size under the state goal of 17 students per classroom. For example the smallest average class size for each grade level, kindergarten through third grade, was reported for the less than 250 enrollment category in 2004-2005. As the enrollment category increased so did average class size (see Table 73).

Table 73

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOL BY ENROLLMENT CATEGORY, KINDERGARTEN TO THIRD GRADE 2004-2005

Enrollment Category	Grade K	1	2	3
<250	11.4	11.8	12.7	12.2
250-399	16.5	14.8	16.9	17.5
400-599	17.2	16.6	17.1	17.6
600-999	17.8	18.1	18.2	19.1
1,000-2,499	18.8	19.1	19.8	20.6
2,500-7,499	20.8	20.6	21.3	21.9
7,500+	20.8	20.9	21.8	22.0
State	19.2	19.2	19.9	20.4

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

Class Size Summary Statistics

Table 74 provides an overview of the number of students, classrooms and teachers for each of the seven years under review. The total number of students increased for kindergarten since the base year of 1998-1999 but declined for first through third grade. The number of classroom sections increased for kindergarten through second grade. The teacher full-time equivalency increased for all grades since 1998-1999.

Class Size Funding and Expenditures

State funding for The Iowa Early Intervention Block Grant Program continued in 2004-2005 at $29.3 million (see Table 74). Funds could be used by districts to: hire additional staff; provide additional support for students; test students in reading; train teachers; or implement all day, everyday kindergarten.

Table 74

STATE CLASS SIZE REDUCTION ALLOCATIONS FOR IOWA PUBLIC SCHOOLS FY 2000 TO FY 2005

Fiscal Year	State Allocation
FY2000	$10 million
FY2001	$20 million
FY2002	$30 million
FY2003	$30 million
FY2004	$29.3 million*
FY2005	$29.3 million

Source: Iowa Department of Education
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.

In 2004-2005, the majority of Iowa Early Intervention funds went towards staff salaries, 78.0 percent, and benefits, 20.0 percent. Purchased services, equipment and supplies, and other items made up a small portion of expenditures.

Table 75

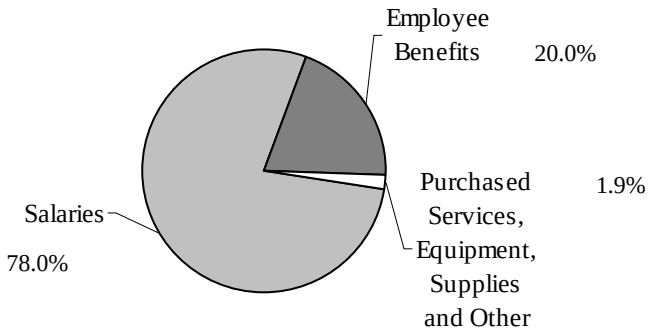
FY 2004 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM
FY 2004 EXPENDITURES BY OBJECT

Object Category	Expenditures	Percent
Salaries	$ 22,862,273	78.0%
Benefits	5,861,692	20.0
Purchased Services	123,640	0.4
Equipment	29,314	0.1
Supplies	326,023	1.1
Other	89,135	0.3
Total	29,292,077	100.0

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

Figure 27

FY 2004 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM
FY 2004 EXPENDITURES BY OBJECT



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

Class Size Report

The complete Class Size Report provides a more detailed analysis of data collected during the fall BEDS. The report is available for download at:

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

Table 76

CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH GRADE 3 IN IOWA PUBLIC SCHOOLS 1998-1999 TO 2004-2005

	School Year	N Students	N Classrooms	N Teacher FTEs	Class Size Mean	Median	25th %tile	75th %tile	N Min	N Max
Kindergarten	2004-2005	34,627	1,806	1,818.1	19.2	19	17	22	4	30
	2003-2004	34,338	1,807	1,827.4	19.0	19	17	22	3	31
	2002-2003	33,518	1,778	1,804.0	18.9	19	17	21	3	33
	2001-2002	33,380	1,791	1,838.9	18.6	19	16	21	4	41*
	2000-2001	33,004	1,774	1,793.0	18.6	19	16	21	3	34
	1999-2000	33,488	1,764	1,779.9	19.0	19	17	21	4	34
	1998-1999	33,618	1,704	1,613.7	19.7	20	17	23	6	35
Difference	2003-2004 to 2004-2005	289	-1	-9.3	0.2	0	0	0	1	-1
Difference	1998-1999 to 2004-2005	1,009	102	204.4	-0.5	-1	0	-1	-2	-5
Grade 1	2004-2005	32,436	1,692	1,705.8	19.2	19.5	17	22	6	31
	2003-2004	31,941	1,670	1,693.1	19.1	19	17	22	3	30
	2002-2003	31,618	1,684	1,715.2	18.8	19	17	21	4	32
	2001-2002	31,265	1,687	1,729.2	18.5	19	16	21	3	29
	2000-2001	32,016	1,700	1,735.0	18.8	19	17	21	2	30
	1999-2000	32,969	1,701	1,725.8	19.4	19	17	22	5	29
	1998-1999	33,053	1,647	1,644.6	20.1	20	18	23	6	35
Difference	2003-2004 to 2004-2005	495	22	12.7	0.1	0.5	0	0	3	1
Difference	1998-1999 to 2004-2005	-617	45	61.2	-0.9	-0.5	-1	-1	-0	-4
Grade 2	2004-2005	32,186	1,621	1,633.2	19.9	20	18	22	6	31
	2003-2004	32,020	1,619	1,640.5	19.8	20	18	22	6	29
	2002-2003	31,573	1,602	1,630.0	19.7	20	18	22	3	30
	2001-2002	32,196	1,662	1,702.9	19.4	20	17	22	2	30
	2000-2001	33,125	1,679	1,712.8	19.7	20	17	22	2	31
	1999-2000	33,889	1,683	1,702.0	20.1	20	18	23	5	29
	1998-1999	33,151	1,598	1,592.1	20.7	21	19	23	5	35
Difference	2003-2004 to 2004-2005	166	2	-7.3	0.1	0	0	0	0	2
Difference	1998-1999 to 2004-2005	-965	23	41.1	-0.8	-1	-1	-1	1	-4
Grade 3	2004-2005	32,133	1,573	1,586.0	20.4	21	18	23	6	30
	2003-2004	32,014	1,556	1,574.4	20.6	21	19	23	6	31
	2002-2003	32,599	1,597	1,616.5	20.4	21	18	23	7	32
	2001-2002	33,474	1,639	1,682.8	20.4	21	18	23	8	32
	2000-2001	34,293	1,661	1,695.7	20.6	21	19	23	2	30
	1999-2000	34,629	1,662	1,687.0	20.8	21	18	23	6	32
	1998-1999	34,153	1,574	1,578.3	21.7	22	19	24	7	32
Difference	2003-2004 to 2004-2005	119	17	11.6	-0.2	0	-1	0	-1	-1
Difference	1998-1999 to 2004-2005	-2,020	-1	-7.7	-1.3	-1	-1	-1	-1	-2

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

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

Technology

Expenditures for Computer Hardware and Software

In 2003-2004, total expenditures and per pupil expenditures for computer software and hardware increased substantially from the previous year. The per pupil amount spent on software ($17.55) in 2003-2004 was the highest for all years reported and up 17.6 percent from 2002-2003. Expenditure data is collected through the Certified Annual Financial Report from school districts and area education agencies. Table 77 and Figure 31 provide detailed information on computer software and hardware expenditures for 1992-1993 through 2003-2004.

Table 77

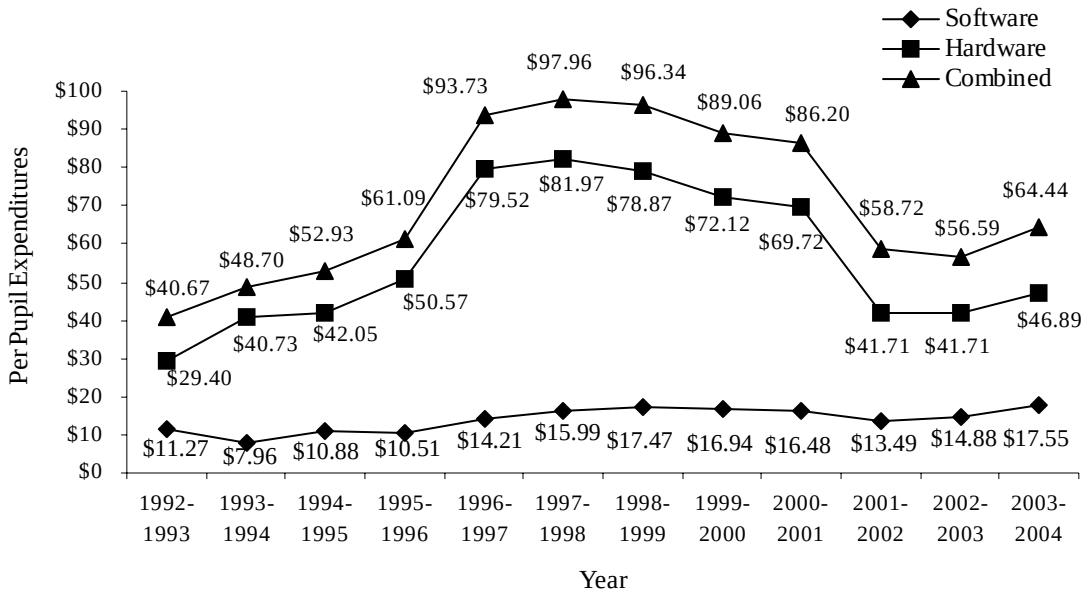
TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2003-2004

			Software		Hardware		Software & Hardware Combined	
Year	No. of Districts	Total Enrollment	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure
1992-1993	418	495,342	$5,581,237	$11.27	$14,562,080	$29.40	$20,143,317	$40.67
1993-1994	397	497,009	3,957,878	$7.96	20,244,041	40.73	24,201,919	48.70
1994-1995	390	500,592	5,448,978	10.88	21,049,364	42.05	26,498,342	52.93
1995-1996	384	504,505	5,303,893	10.51	25,513,948	50.57	30,817,841	61.09
1996-1997	379	505,531	7,182,899	14.21	40,201,374	79.52	47,384,273	93.73
1997-1998	377	505,130	8,078,414	15.99	41,405,937	81.97	49,484,351	97.96
1998-1999	375	502,534	8,779,582	17.47	39,636,072	78.87	48,415,654	96.34
1999-2000	375	498,607	8,446,472	16.94	35,960,542	72.12	44,407,014	89.06
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2001-2002	371	489,523	6,458,101	13.19	22,287,835	45.53	28,745,936	58.72
2002-2003	371	487,021	7,248,492	14.88	20,312,635	41.71	27,561,127	56.59
2003-2004	370	485,011	8,510,160	17.55	22,743,401	46.89	31,253,561	64.44

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

Figure 28

COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2003-2004



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

Table 78 has information regarding computer software and hardware expenditures by enrollment category for 2003-2004. Average software expenditures per pupil were substantially higher in the 7,500+ enrollment category compared to all other enrollment categories. However, the average hardware expenditures per pupil and total computer expenditures per pupil (hardware and software combined) for the 7,500+ enrollment category were below the state averages. The two smallest enrollment categories (<250 and 250-399) each had average total computer expenditures per pupil well below the state average of $64.44 and were the only two categories that decreased from the previous year.

Table 78

IOWA PUBLIC SCHOOL TOTAL AND PER PUPIL EXPENDITURES BY ENROLLMENT CATEGORY FOR COMPUTER SOFTWARE AND HARDWARE 1994-1995, 2000-2001, 2002-2003 AND 2003-2004

	Enrollment Category							
	<250	250-399	400-599	600-999	1000-2499	2500-7499	7500+	State
1994-1995								
Number of Districts	28	52	84	109	84	24	9	390
Total K-12 Enrollment	5,661	17,073	41,451	82,458	127,406	95,211	131,332	500,592
Software Expenditure	$71,172	$314,310	$445,257	$817,254	$1,536,527	$1,236,537	$1,027,921	$5,448,978
Per Pupil Software Expenditure	$12.57	$18.41	$10.74	$9.91	$12.06	$12.99	$7.83	$10.89
Hardware Expenditure	$141,278	$1,044,038	$1,745,604	$4,011,571	$5,913,188	$4,511,180	$3,682,505	$21,049,364
Per Pupil Hardware Expenditure	$24.96	$61.15	$42.11	$48.65	$46.41	$47.38	$28.04	$42.05
Total Software and Hardware Expenditure	$212,450	$1,358,348	$2,190,861	$4,828,825	$7,449,715	$5,747,717	$4,710,426	$26,498,342
Per Pupil Software and Hardware Expenditure	$37.53	$79.56	$52.85	$58.56	$58.47	$60.37	$35.87	$52.93
2000-2001								
Number of Districts	26	54	74	104	83	24	9	374
Total K-12 Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Software Expenditure	$57,993	$326,854	$556,505	$1,121,686	$2,082,844	$1,670,035	$2,328,700	$8,144,617
Per Pupil Software Expenditure	$11.95	$18.23	$14.82	$14.21	$16.52	$17.32	$17.57	$16.48
Hardware Expenditure	$284,220	$991,449	$2,197,191	$5,179,906	$9,196,344	$7,024,183	$9,588,947	$34,462,240
Per Pupil Hardware Expenditure	$58.59	$55.29	$58.51	$65.64	$72.92	$72.86	$72.36	$69.72
Total Software and Hardware Expenditure	$342,213	$1,318,303	$2,753,696	$6,301,592	$11,279,188	$8,694,218	$11,917,647	$42,606,857
Per Pupil Software and Hardware Expenditure	$70.54	$73.52	$73.32	$79.85	$89.43	$90.18	$89.94	$86.20
2002-2003								
Number of Districts	31	52	78	98	79	24	9	371
Total K-12 Enrollment	5,952	17,010	39,563	75,279	120,073	96,830	132,314	487,021
Software Expenditure	$56,606	$237,117	$562,326	$975,801	$1,683,620	$1,276,452	$2,456,570	$7,248,492
Per Pupil Software Expenditure	$9.51	$13.94	$14.21	$12.96	$14.02	$13.18	$18.57	$14.88
Hardware Expenditure	$263,434	$810,385	$1,727,685	$3,764,752	$5,529,964	$4,431,587	$3,784,828	$20,312,635
Per Pupil Hardware Expenditure	$44.26	$47.64	$43.67	$50.01	$46.06	$45.77	$28.60	$41.71
Total Software and Hardware Expenditure	$320,040	$1,047,502	$2,290,011	$4,740,553	$7,213584	$5,708,039	$6,241,398	$27,561,127
Per Pupil Software and Hardware Expenditure	$53.77	$61.58	$57.88	$62.97	$60.08	$58.95	$47.17	$56.59
2003-2004								
Number of Districts	30	55	77	95	81	23	9	370
Total K-12 Enrollment	5,624	17,940	38,809	72,087	123,173	95,379	132,000	485,501
Software Expenditure	$58,692	$218,775	$616,287	$947,943	$1,970,164	$1,400,853	$3,297,446	$8,510,160
Per Pupil Software Expenditure	$10.44	$12.20	$15.88	$13.15	$15.99	$14.69	$24.98	$17.55
Hardware Expenditure	$223,286	$620,102	$1,818,908	$3,797,835	$5,660,896	$5,574,875	$5,047,499	$22,743,401
Per Pupil Hardware Expenditure	$39.70	$34.57	$46.87	$52.68	$45.96	$58.45	$38.24	$46.89
Total Software and Hardware Expenditure	$281,978	$838,877	$2,435,195	$4,745,778	$7,631,060	$6,975,728	$8,344,945	$31,253,561
Per Pupil Software and Hardware Expenditure	$50.14	$46.76	$62.75	$65.83	$61.95	$73.14	$63.22	$64.44

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

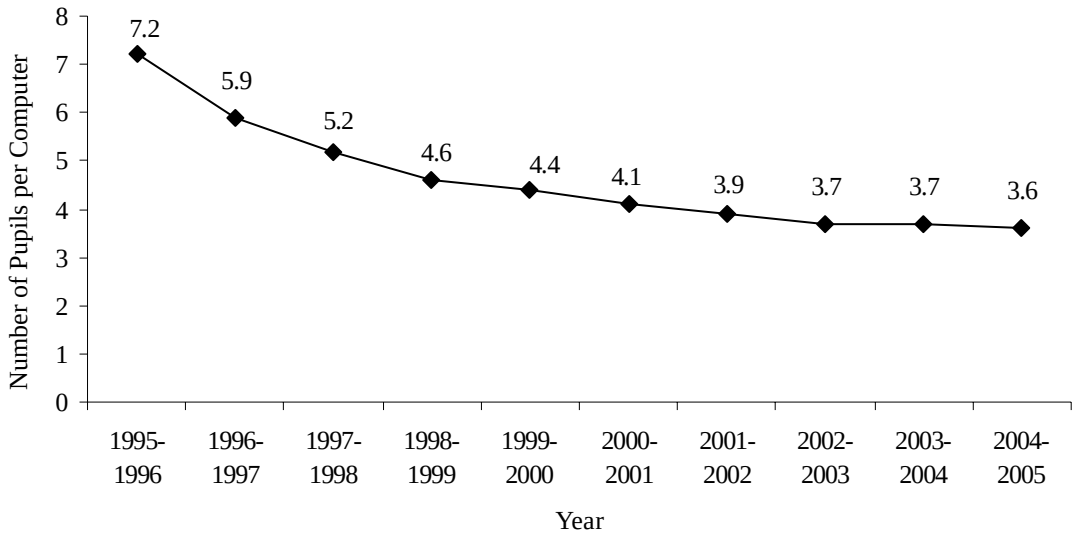
Note: Per pupil expenditures based on Certified Enrollment.
Expenditure includes Administrative, Instructional, and all Other Software and Hardware Purchased.

Availability of Computers

Technology data including the availability of computers has been collected from public schools since 1995-1996 through the Basic Educational Data Survey (BEDS). Figure 29 displays pupils per computer in Iowa public schools since 1995-1996. Although the trend shows a decrease in the number of pupils per computer, the decrease has flattened out in recent years.

Figure 29

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS
1995-1996 TO 2004-2005



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

Table 79 and Figure 30 show the number of computers in public schools by enrollment category. Statewide the number of pupils per computer has decreased by 50 percent between 1995-1996 and 2004-2005. Five of the seven enrollment categories had a decrease in the number of pupils per computer of 50 percent or greater between those years. In general as the enrollment category size increases, the pupils per computer also increased.

Table 79

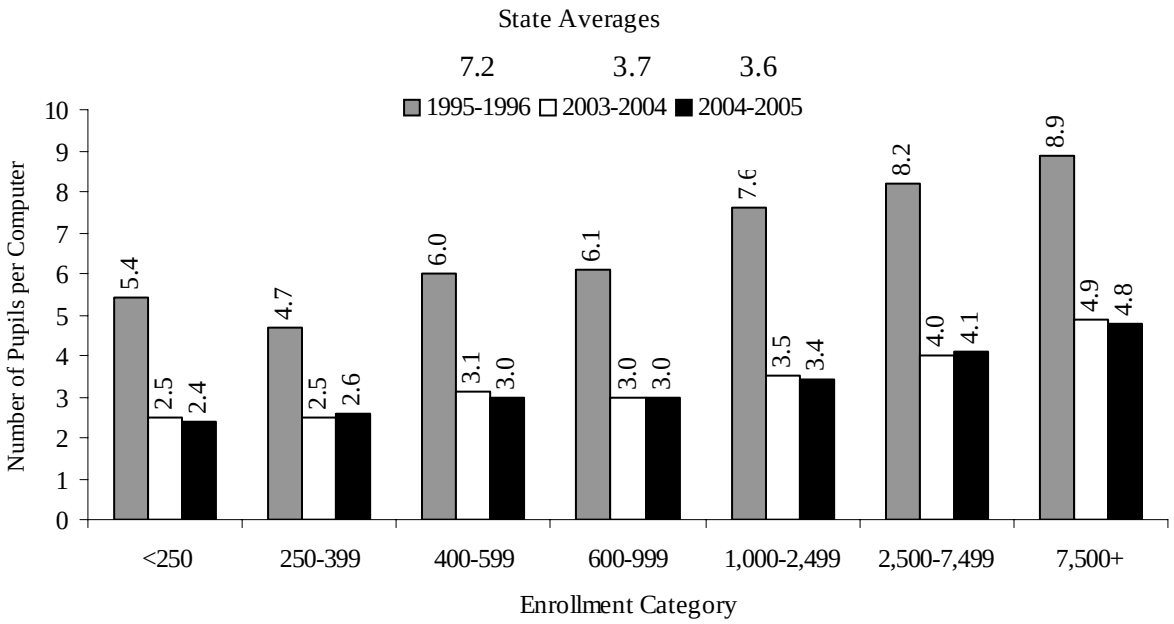
NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2000-2001, 2002-2003 TO 2004-2005

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1995-1996								
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Number of Computers	829	2,778	6,043	11,258	13,989	10,010	9,371	54,278
Certified Enrollment	4,509	13,102	36,043	68,185	104,286	82,049	82,983	391,157
Pupils per Computer	5.4	4.7	6.0	6.1	7.6	8.2	8.9	7.2
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Number of Computers	1,370	5,662	11,082	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.5	3.2	3.4	3.8	4.1	4.3	4.7	4.1
2002-2003								
Total Number of Districts	31	52	78	98	79	24	9	371
Number of Districts Reporting	31	52	78	98	79	24	9	371
Number of Computers	2,186	6,464	12,782	21,886	33,627	24,423	29,204	130,572
Certified Enrollment	5,952	17,010	39,563	75,279	120,073	96,830	132,314	487,021
Pupils per Computer	2.7	2.6	3.1	3.4	3.6	4.0	4.5	3.7
2003-2004								
Total Number of Districts	30	55	77	95	81	23	9	370
Number of Districts Reporting	29	55	77	95	81	23	9	369
Number of Computers	2,247	7,290	12,532	23,704	35,010	24,146	27,040	131,969
Certified Enrollment	5,624	17,940	38,809	72,087	123,173	95,379	132,000	485,011
Pupils per Computer	2.5	2.5	3.1	3.0	3.5	4.0	4.9	3.7
2004-2005								
Total Number of Districts	30	57	73	95	81	22	9	367
Number of Districts Reporting	30	57	73	95	81	22	9	367
Number of Computers	2,350	7,167	12,370	24,289	36,853	23,244	27,410	133,683
Certified Enrollment	5,672	18,620	37,261	71,979	124,012	94,279	131,511	483,335
Pupils per Computer	2.4	2.6	3.0	3.0	3.4	4.1	4.8	3.6

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology Files, and Division of Financial and Information Services, Certified Enrollment Files.
Note: In 1995-1996, only 86.2 percent of the total 384 school districts reported.

Figure 30

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2003-2004 AND 2004-2005



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

Statewide in 2004-2005, the range of average pupils per computer by school type ranged from 3.0 in the junior high schools to 3.9 in the elementary schools. For both years displayed, the ratio of computers per pupil was higher in the elementary schools than the in the high schools, for each enrollment category (see Table 80).

Table 80

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by School Type within District Enrollment Category 2003-2004 and 2004-2005

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2003-2004								
Number of Computers in HS	587	3,489	6,270	10,400	12,368	7,424	7,575	48,113
Pupils per Computer in HS	1.8	2.2	2.7	2.7	3.3	3.8	4.7	3.3
Number of Computers in Jr HS	0	183	439	382	1,088	870	1,663	4,625
Pupils per Computer in Jr HS	0.0	0.6	1.6	2.2	2.6	3.2	3.9	2.9
Number of Computers in Middle Sch.	411	664	1,213	4,383	8,152	4,759	4,348	23,930
Pupils per Computer in Middle Sch.	1.7	1.8	2.7	3.0	3.3	3.8	4.7	3.5
Number of Computers in El. Sch.	1,244	2,946	4,519	8,449	13,268	10,703	12,325	53,454
Pupils per Computer in El. Sch.	2.0	3.0	4.0	3.6	4.0	4.1	5.1	4.1
Number of Computers in Other Sch.	5	8	91	90	134	390	1,129	1,847
Pupils per Computer in Other Sch.	9.6	1.5	3.9	1.0	3.1	3.8	2.9	3.1
2004-2005								
Number of Computers in HS	708	3,430	6,015	10,399	13,549	7,266	7,699	49,066
Pupils per Computer in HS	1.9	2.2	2.7	2.7	3.0	3.7	4.7	3.2
Number of Computers in Jr HS	0	125	568	249	849	853	1,713	4,357
Pupils per Computer in Jr HS	0.0	0.8	1.4	2.4	3.2	3.3	3.5	3.0
Number of Computers in Middle Sch.	334	682	1,147	4,993	8,500	4,418	4,414	24,488
Pupils per Computer in Middle Sch.	2.2	2.1	2.8	2.7	3.2	4.0	4.6	3.4
Number of Computers in El. Sch.	1,300	2,924	4,556	8,541	13,602	10,205	12,578	53,706
Pupils per Computer in El. Sch.	1.8	3.0	3.6	3.4	3.8	4.3	4.8	3.9
Number of Computers in Other Sch.	8	6	84	107	353	502	1,006	2,066
Pupils per Computer in Other Sch.	5.4	3.2	5.7	1.3	2.8	3.7	2.9	3.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology and Enrollment Files.
Notes: Enrollment categories are based on Certified Enrollments, while pupil-to-computers ratios are based on BEDS enrollments. Other schools include alternative and special education schools. EL indicates Elementary School, HS indicates High School, and Sch. indicates School.

Internet Access and Wireless Network Availability

Districts report the total number of computers and the number of computers that have internet access and the number of buildings that have a wireless network in the Basic Educational Data Survey (BEDS). All enrollment categories increased the percentage of computers with internet access from the previous year and all were above 91 percent (See Table 81). Buildings with a wireless network also increased from the previous year with nearly 56 percent of public school buildings supplying a wireless network in 2004-2005. Only the 7,500+ enrollment category had less than half their buildings with a wireless network (See Table 82).

Table 81

TOTAL NUMBER OF COMPUTERS VS. NUMBER OF INTERNET ACCESSIBLE COMPUTERS BY ENROLLMENT CATEGORY 2003-2004 AND 2004-2005

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2003-2004								
Number of Internet Accessible Computers	1,947	6,799	11,516	22,550	32,905	22,405	24,992	123,114
Total Number of Computers	2,247	7,290	12,532	23,704	35,010	24,146	27,040	131,969
Percent of Internet Accessible Computers	86.6%	93.3%	91.9%	95.1%	94.0%	92.8%	92.4%	93.3%
2004-2005								
Number of Internet Accessible Computers	2,146	6,844	11,817	23,225	35,577	21,792	25,517	126,918
Total Number of Computers	2,350	7,167	12,370	24,289	36,853	23,244	27,410	133,683
Percent of Internet Accessible Computers	91.3%	95.5%	95.5%	95.6%	96.5%	93.8%	93.1%	94.9%

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

Table 82

WIRELESS NETWORK AVAILABILITY FOR PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2003-2004 AND 2004-2005

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2003-2004								
Number of Buildings with Wireless Network	29	58	83	175	215	109	63	732
Total Number of Buildings	49	122	197	302	374	196	262	1,502
Percent of Buildings with Wireless Network	59.2%	47.5%	42.1%	57.9%	57.5%	55.6%	24.0%	48.7%
2004-2005								
Number of Buildings with Wireless Network	35	69	98	202	252	115	80	851
Total Number of Buildings	52	123	192	309	392	194	263	1,525
Percent of Buildings with Wireless Network	67.3%	56.1%	51.0%	65.4%	64.3%	59.3%	30.4%	55.8%

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

Project EASIER (Electronic Access System for Iowa Education Records)

Project EASIER (Electronic Access System for Iowa Education Records) is the Iowa Department of Education's initiative involving the transfer of individual student records. The major components of Project EASIER are:

1) Sending individual student data electronically from Iowa school districts to the Department of Education to develop state and federal reports;
2) Electronically sending high school transcripts to colleges and universities;
3) Enabling school districts to electronically exchange student records when students transfer to other school districts within the state of Iowa.

At the beginning of the 2004-2005 school year, the Iowa Department of Education implemented the Iowa Student Identifier/Locator System. The system assigned a unique student ID to each public PK-12 student attending a public school in Iowa. The ID was integrated with the Project EASIER data collection and all public districts and schools submitted student level records through Project EASIER in the fall of 2004 and the spring of 2005. As of the end of September 2005, approximately 580,000 state ID's had been assigned to public and nonpublic students.

Project EASIER was expanded to enable some high schools to send transcripts electronically to Iowa State University and the University of Northern Iowa in 2001-2002. The next phases of Project EASIER will include the sending of electronic transcripts form all Iowa schools to postsecondary intuitions and the electronic transmission of data from district-to-district as students transfer schools within the state of Iowa.

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

Early Childhood Education

Iowa public school districts offered a variety of programs geared toward early childhood in 2004-2005. Data on these preschool, child development and childcare programs were collected via the Basic Educational Data Survey (BEDS) in the spring of 2005.

Kindergarten Programs

All -day, every day kindergarten was the predominant kindergarten program type for most Iowa public school districts in 2004-2005. Tables 83 and 84 show the number of districts by kindergarten program type. Districts that did not offer an all-day, every day program typically offered a half-day program or a program which transitioned to all-day every day by the end of the school year. An example of this, starting the school year at three days a week and going five days a week by the end of the school year.

Some districts offered more than one program option for their kindergarten students. These districts offered a half-day kindergarten option in addition to the all-day, every day option and allowed parents to choose which program their child attended.

Table 83

Number and Percent of Iowa Public School Districts Offering All-Day, Every Day, Two-Semester Kindergarten Programs 1985-1986 to 2004-2005

Year	Number of Districts	Percent of Districts
1985-1986	110	25.2%
1986-1987	120	27.5
1987-1988	134	30.7
1988-1989	151	34.9
1989-1990	163	37.8
1990-1991	180	41.9
1991-1992	199	46.8
1992-1993	219	52.4
1993-1994	228	57.4
1994-1995	242	62.1
1995-1996	257	66.9
1996-1997	258	68.1
1997-1998	279	74.0
1998-1999	290	77.3
1999-2000	305	81.3
2000-2001	339	90.6
2001-2002	347	93.5
2002-2003	350	94.3
2003-2004	351	95.1
2004-2005	354	96.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures and Early Childhood Files.
Note: Prior to 2002-2003, districts reported one program type as their predominant kindergarten program. Starting in 2002-2003 the predominant program was selected based on the program offered by the largest number of buildings in the district.

All-day, every day, two semester kindergarten was more common for smaller districts than larger districts in 2004-2005. All of the districts in the <250 and 400-599 enrollment categories offered all-day, every day, two semester kindergarten. Only one district in the 250-399 enrollment category did not offer all-day, every day, two semester kindergarten in 2004-2005. This district offered a program which went three days a week for the first quarter and then went all-day, every day for the remainder of the school year.

Table 84

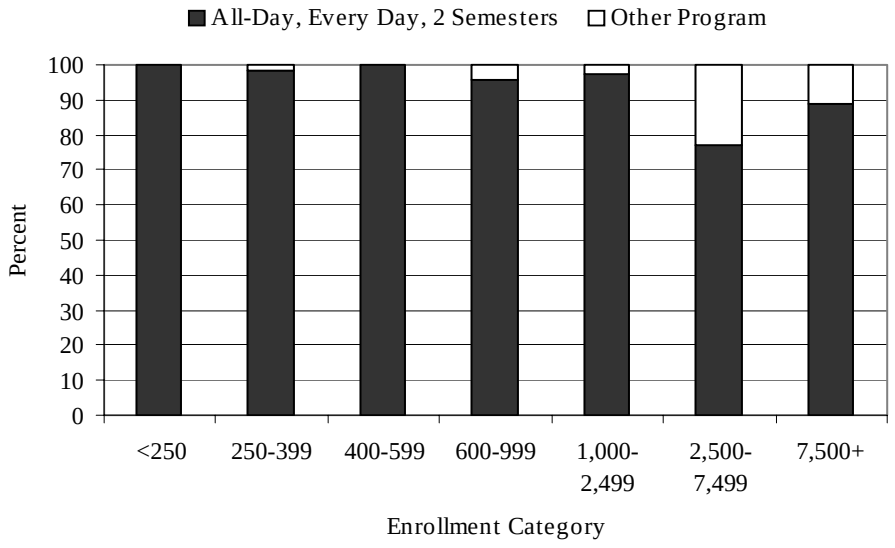
IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE
2004-2005

		All-Day, Every Day, 2 Semesters		All Others	
Enrollment Category	Total Number of Districts	Number of Districts	Percent in Category	Number of Districts	Percent in Category
<250	30	30	100.0%	0	0.0%
250-399	57	56	98.2	1	1.8
400-599	73	73	100.0	0	0.0
600-999	95	91	95.8	4	4.2
1,000-2,499	81	79	97.5	2	2.5
2,500-7,499	22	17	77.3	5	22.7
7,500+	9	8	88.9	1	11.1
State	367	354	96.5	13	3.5

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

Figure 31

PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ALL-DAY, EVERY DAY, TWO-SEMESTER KINDERGARTEN PROGRAM BY ENROLLMENT CATEGORY
2004-2005



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

Child Development/Preschool Programs

The number of districts offering a child development/preschool program increased since 1998 (see Table 85). In 2004-2005, 62.7 percent of public school districts indicated that they offered a regular education preschool program. Total enrollment for the preschool programs increased in 2004-2005 as well. The largest preschool enrollment was reported for the Tuition Child Development/Preschool program. (Also see Tables 86 and 87.)

Table 85

IOWA PUBLIC SCHOOL DISTRICTS OFFERING PRESCHOOL
1997-1998 TO 2004-2005

Year	Number of Districts	Preschool Enrollment
1997-1998	163	6,860
1998-1999	168	7,389
1999-2000	163	7,446
2000-2001	163	7,021
2001-2002	171	7,660
2002-2003	192	8,477
2003-2004	211	9,778
2004-2005	230	10,899

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

Table 86

IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS BY ENROLLMENT CATEGORY
1997-1998 TO 2004-2005

	Preschool Enrollment							
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<250	203	246	190	220	295	337	358	405
250-399	417	459	641	554	523	600	793	845
400-599	551	837	652	936	868	1,031	1,129	1,166
600-999	1,606	1,571	1,398	1,433	1,630	1,597	1,784	2,250
1,000-2,499	1,118	1,470	1,392	1,337	1,515	1,531	1,784	1,783
2,500-7,499	865	826	635	810	785	831	1,017	1,148
7,500+	2,100	1,980	2,538	1,731	2,044	2,550	2,913	3,302
State	6,860	7,389	7,446	7,021	7,660	8,477	9,778	10,899

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

Table 87

IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT CATEGORY 1997-1998 TO 2004-2005

	Percent of Preschool Enrollment								Certified Enrollment	
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003*	2003-2004	2004-2005	2004-2005 Number	2004-2005 Percent*
<250	3.0%	3.3%	2.5%	3.1%	3.9%	4.0%	3.7%	3.7%	5,672	1.2%
250-399	6.1	6.2	8.6	7.9	6.8	7.1	8.1	7.8	18,621	3.9
400-599	8.0	11.3	8.8	13.3	11.3	12.2	11.5	10.7	37,261	7.7
600-999	23.4	21.3	18.8	20.4	21.3	18.8	18.2	20.6	71,979	14.9
1,000-2,499	16.3	19.9	18.7	19.0	19.8	18.1	18.2	16.4	124,012	25.7
2,500-7,499	12.6	11.2	8.5	11.5	10.2	9.8	10.4	10.5	94,279	19.5
7,500+	30.6	26.8	34.1	24.7	26.7	30.1	29.8	30.3	131,511	27.2
State	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	483,335	100.0

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

School Age Child Care

Iowa public school districts offered a variety of before school, after school, holiday and summer child care programs in 2004-2005. After school programs were the most common child care program in 2004-2005 with 135 districts offering such a program with over 25,000 students participating (Table 88).

Table 88

IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE 1997-1998 TO 2004-2005

	Number of Districts Offering			
Year	Before School	After School	Holiday	Summer
1997-1998	89	106	43	61
1998-1999	98	114	44	65
1999-2000	92	113	38	67
2000-2001	90	117	41	67
2001-2002	90	114	35	62
2002-2003	90	113	40	70
2003-2004	102	130	47	81
2004-2005	104	135	47	85

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

STUDENT PERFORMANCE

The student performance chapter contains two sections, the first section reports the State Indicators of Student Success data required by *Iowa Administrative Code* and the second section provides achievement trends and student performance for all students and by enrollment categories, gender, race/ethnicity, and other subgroups. Comparisons are also made between Iowa, other states, and the nation when data is available.

Based on various external sources, this 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 for grades 4, 8, and 11, and science for grades 8 and 11; the average scores for high school senior test takers on the American College Testing Assessment (ACT); the Scholastic Assessment Test (SAT); and the Advanced Placement (AP) tests. The most used internal data source, the Basic Educational Data Survey (BEDS), are collected annually in the spring and fall by the Iowa Department of Education. The BEDS data used in the student performance chapter provide information pertaining to Iowa dropouts for grades 7-12, high school graduation rates, high school graduate intentions, and postsecondary enrollment options for high school students.

State Indicators of Student Success

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

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

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

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

Until the mid-1990's, statewide achievement data from ITBS and ITED were shown as average scores for each of grades 3-12 in *The Annual Condition of Education Report*. Beginning in the 1996-1997 school year, achievement levels were used to report system and building results to each school district in Iowa. These achievement levels also have been made available to describe Iowa statewide achievement trends in *The Annual Condition of Education Report*. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance rather than simply seeing how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.

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

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

1. The approximate number of students per grade per year upon which the percentages for 2004-2005 are based are: grade 4 - 37,000; grade 8 - 40,500 and grade 11 - 37,400.
2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 and 2002-2004 bienniums, however, only the 2000 norms were used.
3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included on the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called "Proficient" as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED Tests. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range are percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
4. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, "Low" in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.
5. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, "Low" in grade 4 reading comprehension does not mean the same thing as "Low" in grade 4 mathematics.

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

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

The first three of the seven indicators requested by the State Board of Education are Iowa student performances in reading, mathematics and science, in terms of percent of students proficient, on ITBS and ITED reading comprehension and mathematics for grades 4, 8, and 11 and percent of students proficient on ITBS and ITED science for grades 8 and 11. Since group size varies from one subgroup to another, it is important to show number of students tested in each subgroup before reporting the percentages of students proficient by subgroups. The approximate average number of students tested by grade and by subgroup for ITBS and ITED reading comprehension and mathematics for the biennium periods 2001-2003 through 2003-2005 are shown in Tables 89 and 90. Table 91 shows the approximate average number of grade 8 and 11 students tested by subgroup for ITBS and ITED science for the biennium periods 2001-2003 to 2003-2005. The number of students tested in Tables 89 to 91 include both public and nonpublic school participants.

Table 89

Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Comprehension Tests by Subgroup Biennium Periods 2001-2003, 2002-2004 and 2003-2005

	Grade 4			Grade 8			Grade 11		
	2001-2003	2002-2004	2003-2005	2001-2003	2002-2004	2003-2005	2001-2003	2002-2004	2003-2005
Male	19,970	19,510	19,140	20,620	20,860	20,779	18,490	18,670	18,770
Female	19,360	19,970	18,316	19,740	19,950	19,958	18,240	17,980	18,079
White	33,570	32,470	32,191	34,860	35,420	35,850	33,150	33,030	33,223
African American	1,700	1,690	1,730	1,300	1,490	1,622	770	900	1,064
Hispanic	1,510	1,740	2,002	1,160	1,390	1,644	770	970	1,155
Asian	580	600	650	560	580	636	550	590	652
American Indian	230	210	208	230	250	242	120	140	198
Primary Lang. ELL[1]	920	1,120	1,204	480	670	742	370	510	532
Migrant[2]	260	310	328	140	180	208	110	160	173
SES Eligible[3]	11,350	11,550	11,756	9,680	10,730	11,299	5,620	6,370	7,054
IEP[4]	4,460	4,420	4,195	5,630	5,670	5,600	3,340	3,810	4,110

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

Table 90

Approximate Average Number of Iowa Students Tested on ITBS and ITED Mathematics Tests by Subgroup Biennium Periods 2001-2003, 2002-2004 and 2003-2005

	Grade 4			Grade 8			Grade 11		
	2001-2003	2002-2004	2003-2005	2001-2003	2002-2004	2003-2005	2001-2003	2002-2004	2003-2005
Male	19,940	19,500	19,120	20,420	20,780	20,757	18,450	18,650	18,768
Female	19,330	19,970	18,298	19,550	19,880	19,933	18,190	17,970	18,078
White	33,530	33,430	32,116	34,540	35,300	35,812	33,090	33,000	33,222
African American	1,700	1,690	1,747	1,280	1,480	1,622	780	900	1,056
Hispanic	1,500	1,730	2,003	1,160	1,390	1,642	760	960	1,160
Asian	580	600	654	560	580	636	550	590	652
American Indian	220	210	218	230	250	240	120	140	199
ELL[1]	930	1,120	1,215	490	670	744	370	510	532
Migrant[2]	250	310	328	150	185	205	120	160	172
SES Eligible[3]	11,320	11,520	11,753	9,610	10,730	11,276	5,620	6,370	7,050
IEP[4]	4,480	4,420	4,191	5,580	5,630	5,576	3,350	3,820	4,114

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

Table 91

Approximate Average Number of Iowa Students Tested on ITBS and ITED Science Tests by Subgroup Biennium Periods 2001-2003, 2002-2004 and 2003-2005

	Grade 8			Grade 11		
	2001-2003	2002-2004	2003-2005	2001-2003	2002-2004	2003-2005
Male	20,200	20,680	20,682	18,320	18,520	18,664
Female	19,310	19,770	19,862	18,110	17,880	17,991
White	34,240	35,160	35,718	32,900	32,840	33,104
African American	1,240	1,440	1,614	760	880	1,040
Hispanic	1,140	1,380	1,643	760	960	1,141
Asian	560	550	638	550	590	650
American Indian	230	250	240	120	140	194
Primary Lang. ELL[1]	480	670	742	360	500	520
Migrant[2]	150	180	208	110	160	172
SES Eligible[3]	9,480	10,640	11,264	5,570	6,300	6,980
IEP[4]	5,540	5,610	5,554	3,280	3,740	4,064

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

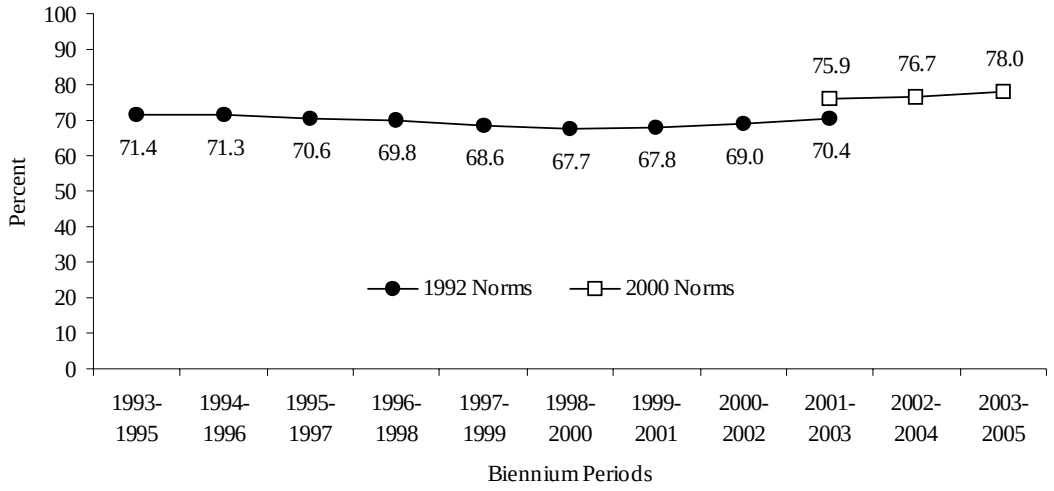
The two smallest subgroups in Tables 89 to 91 are American Indian and migrant students. White is the largest subgroup in Iowa.

Reading

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

Figure 32

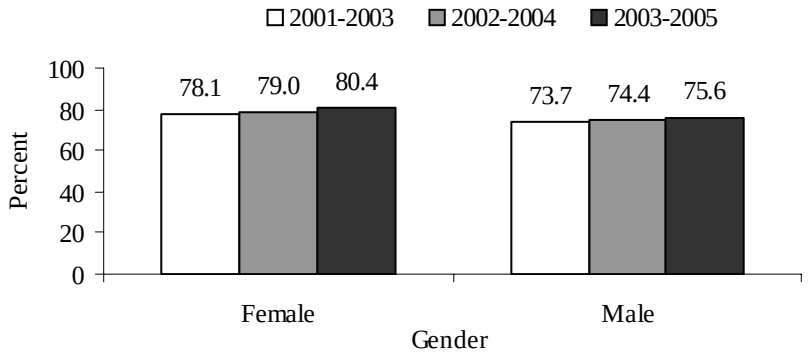
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test, Biennium Periods 1993-1995 to 2003-2005



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

Figure 33

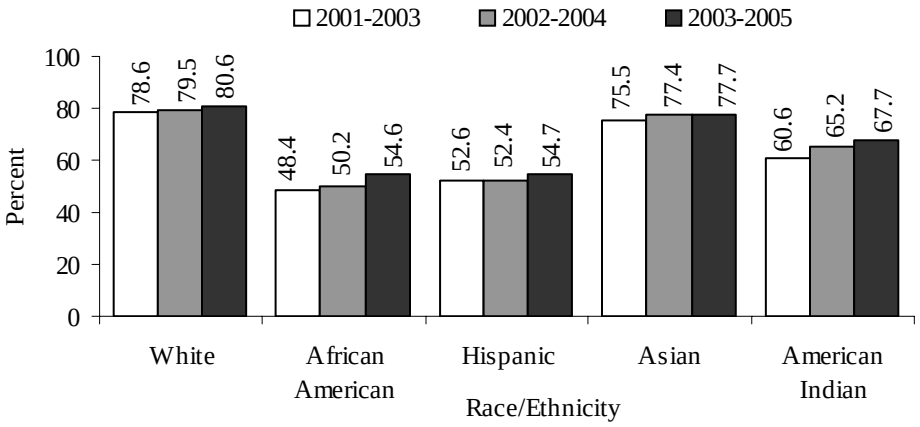
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Gender Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 34

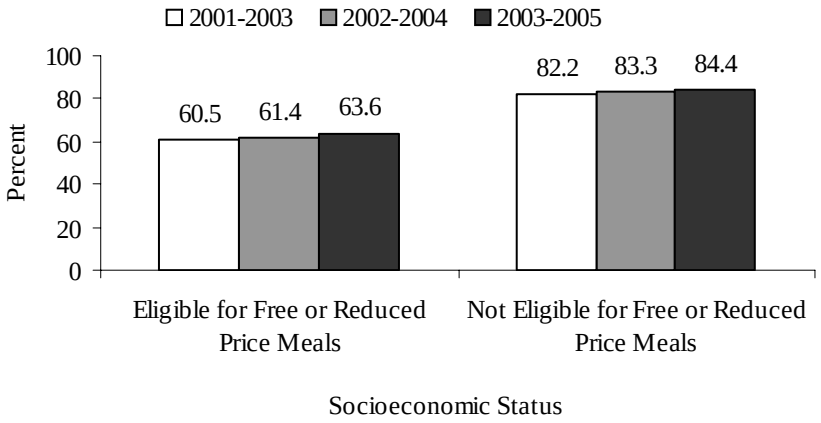
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 35

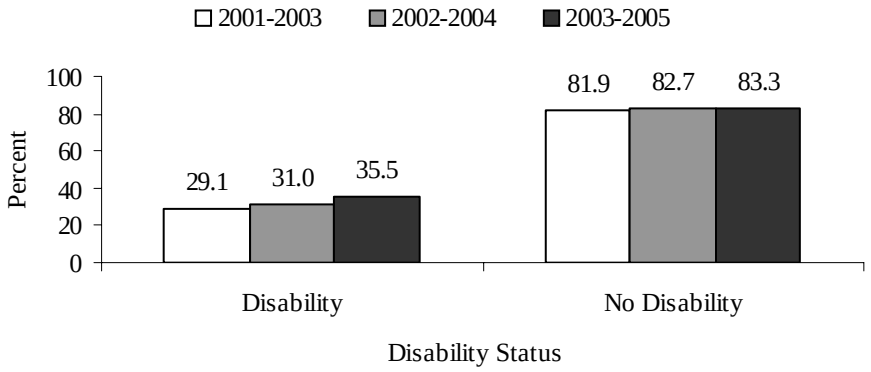
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 36

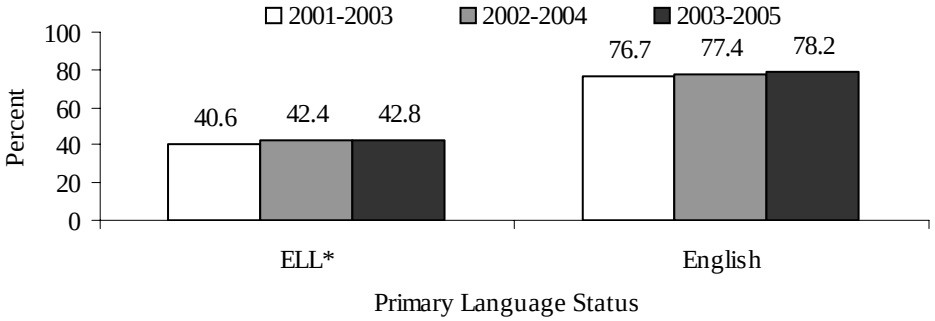
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 37

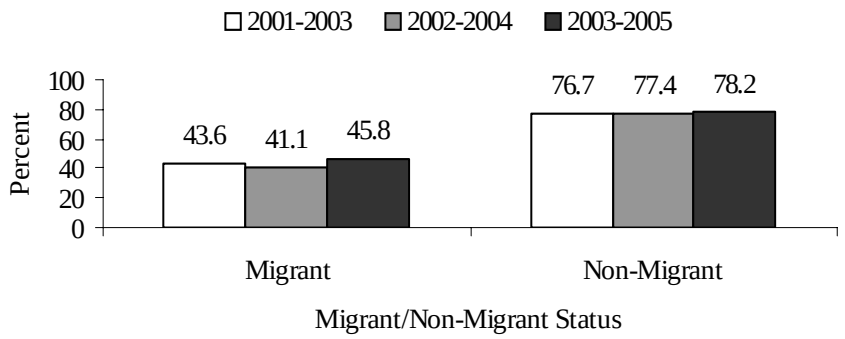
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 38

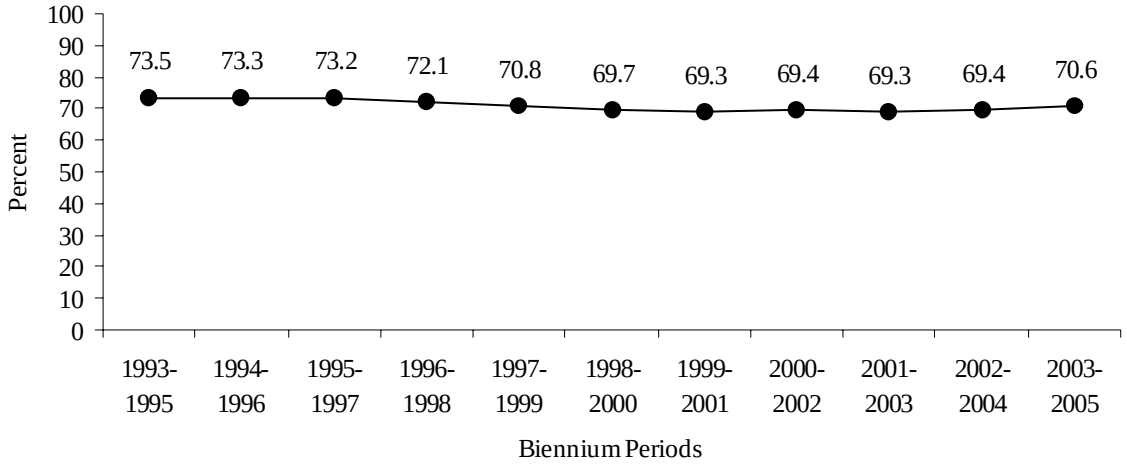
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 39

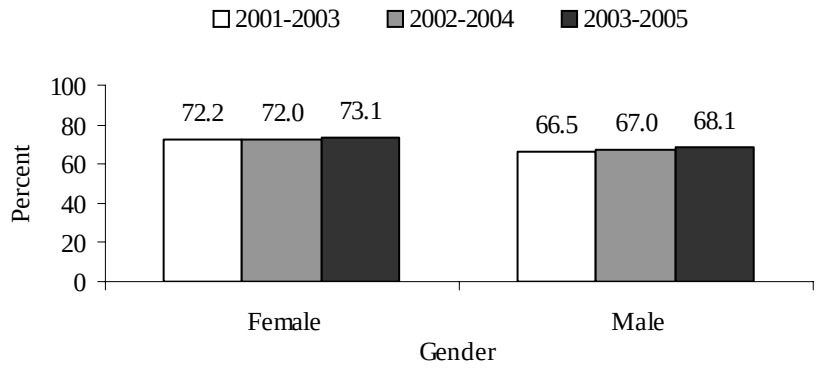
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test Biennium Periods 1993-1995 to 2003-2005



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

Figure 40

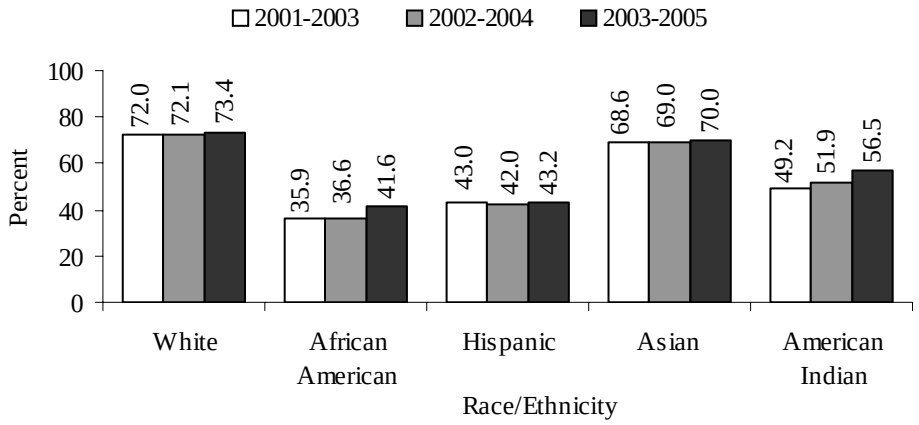
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Gender Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 41

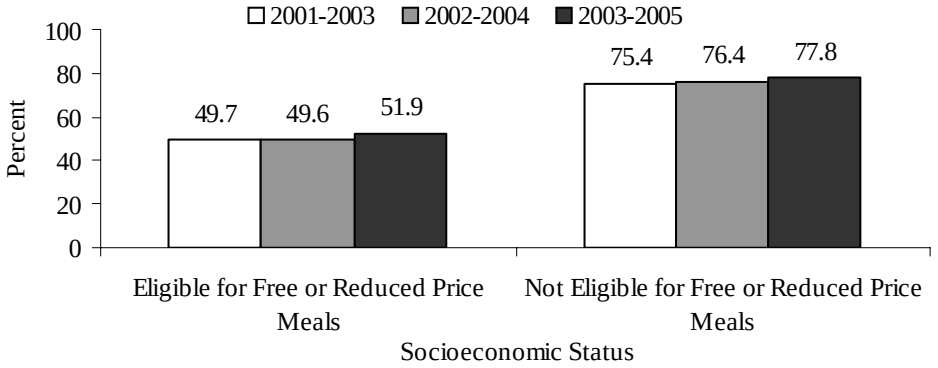
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 42

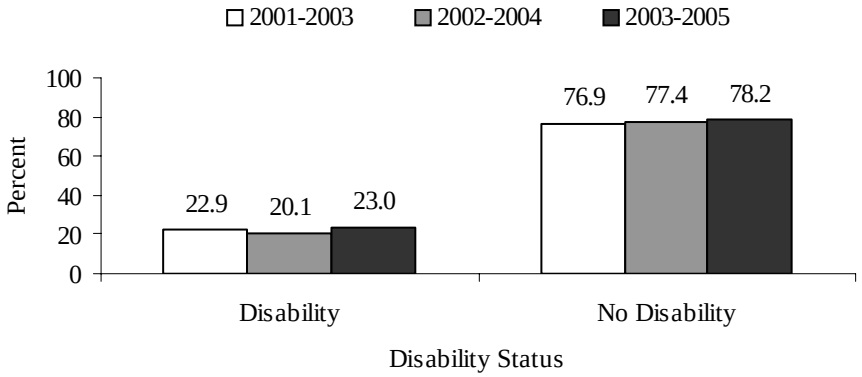
PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 43

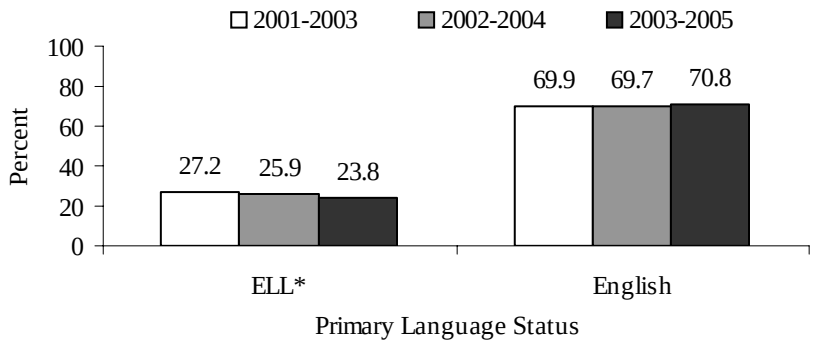
PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 44

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



Source: Iowa Testing Programs, University of Iowa.

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

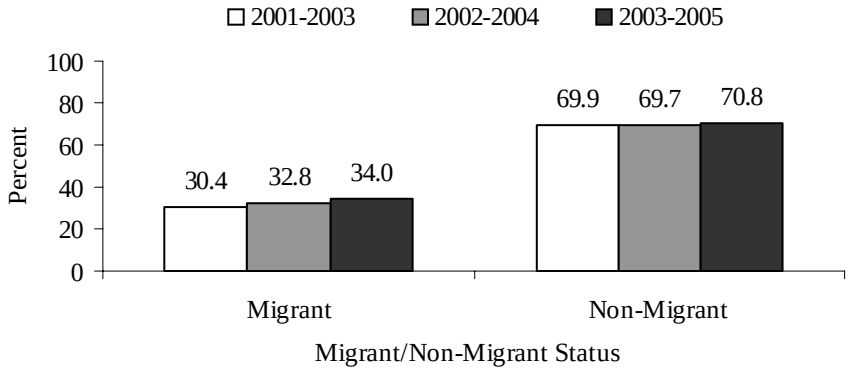
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 45

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



Source: Iowa Testing Programs, University of Iowa.

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

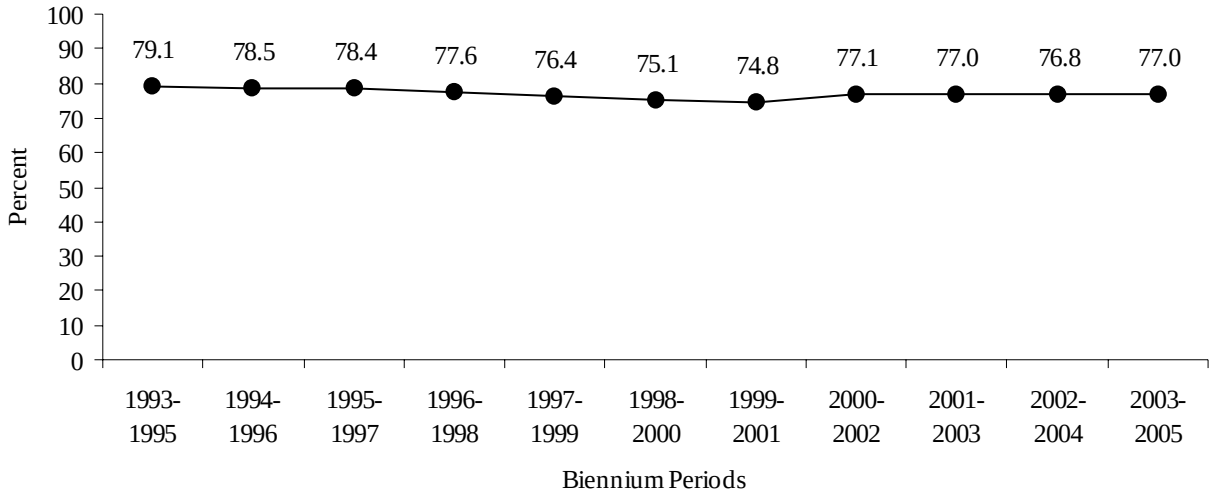
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 46

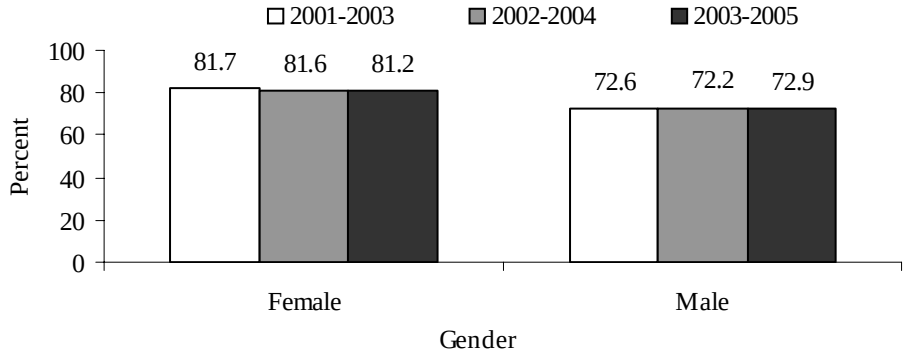
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test Biennium Periods 1993-1995 to 2003-2005



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

Figure 47

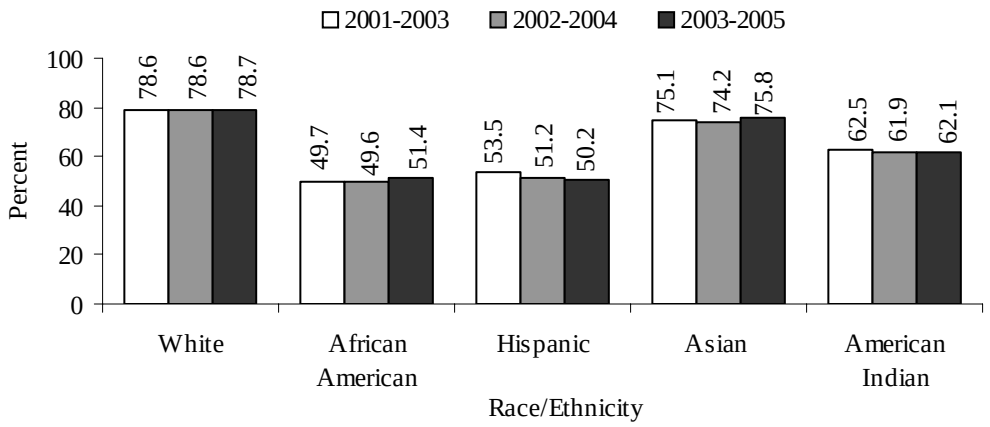
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Gender Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 48

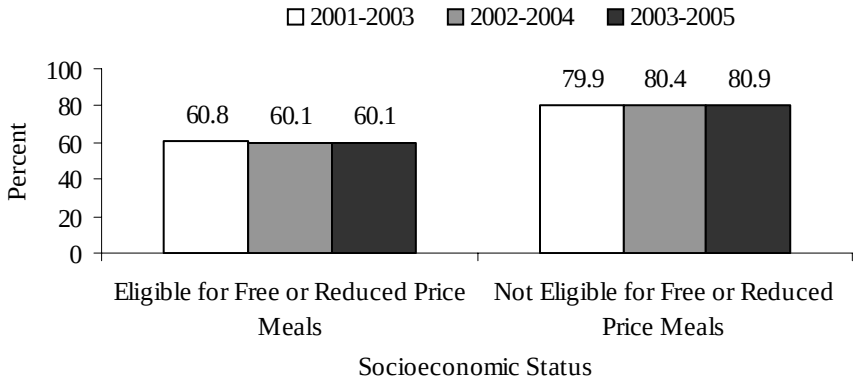
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 49

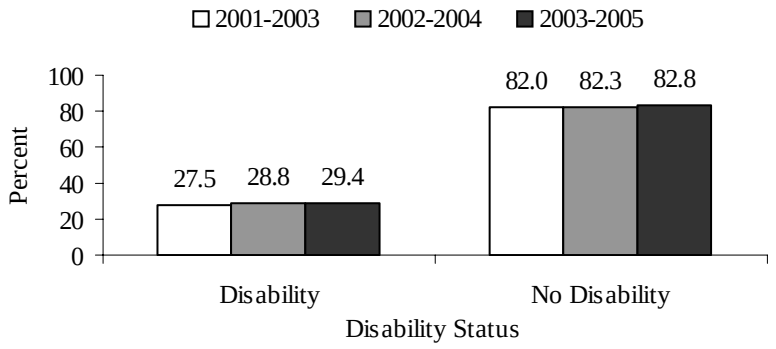
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 50

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



Source: Iowa Testing Programs, University of Iowa.

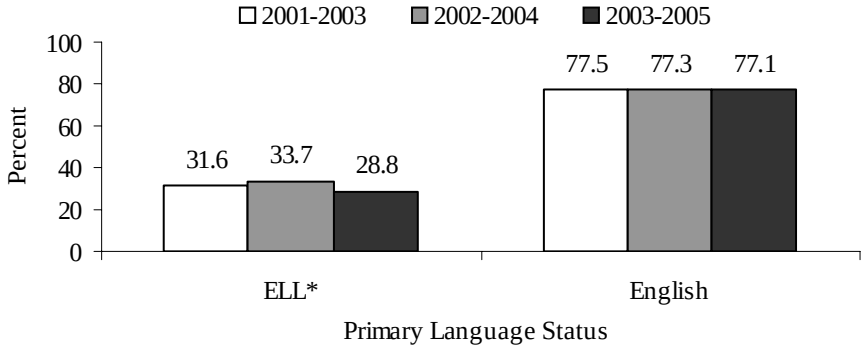
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 51

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



Source: Iowa Testing Programs, University of Iowa.

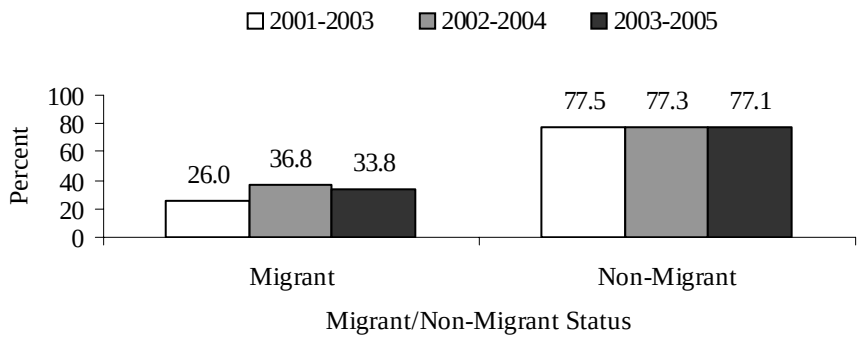
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 52

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



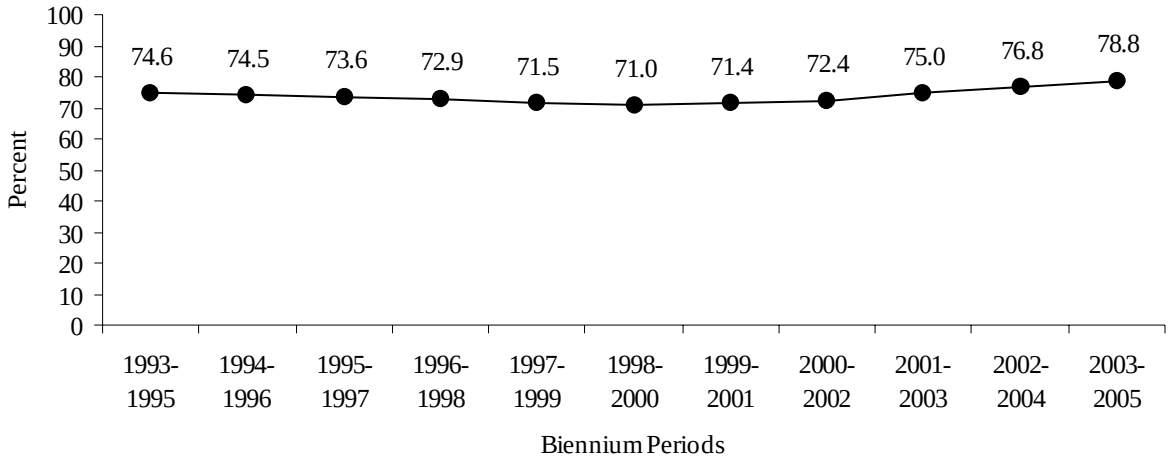
Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

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

Figure 53

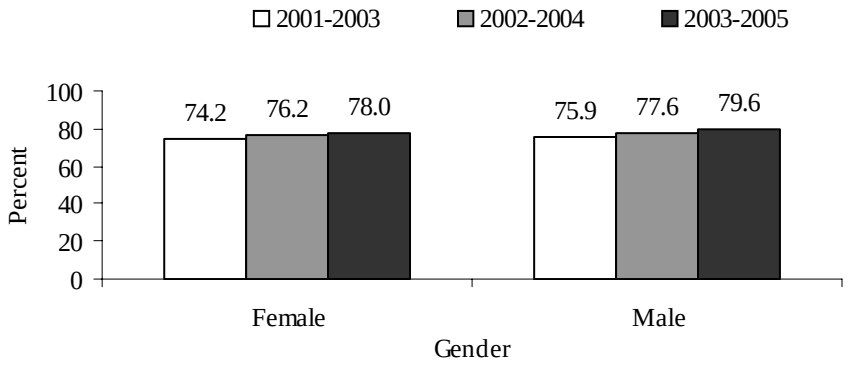
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test Biennium Periods 1993-1995 to 2003-2005



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

Figure 54

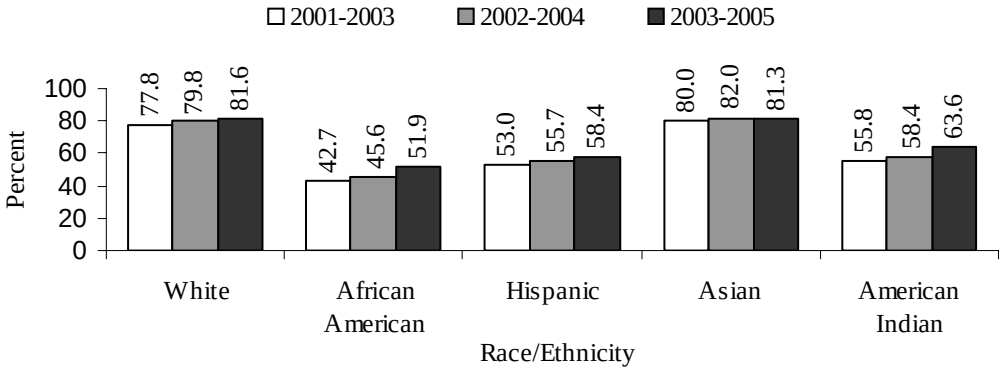
PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 55

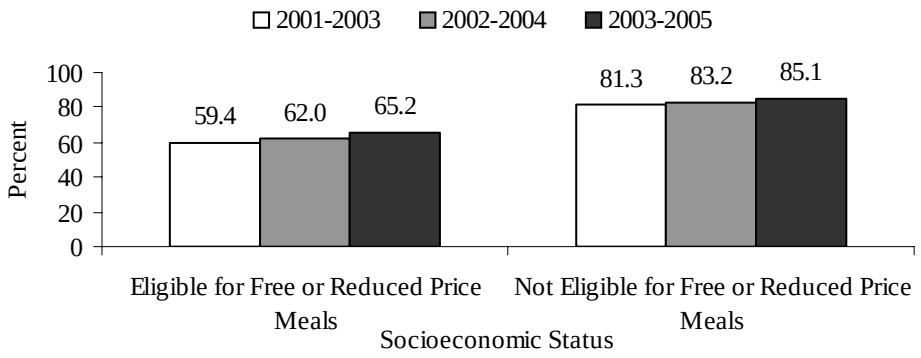
PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 56

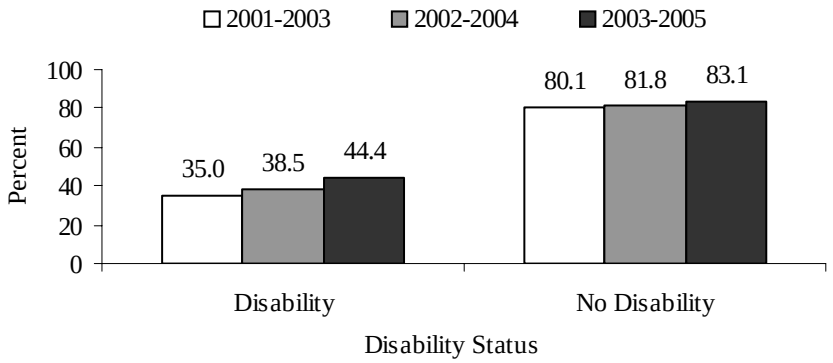
PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 57

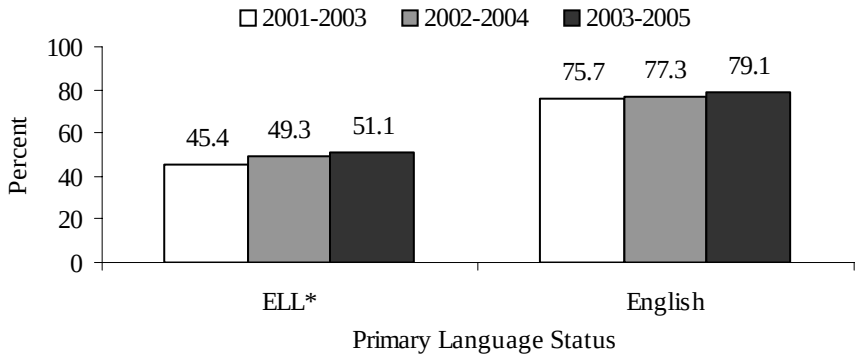
PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 58

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



Source: Iowa Testing Programs, University of Iowa.

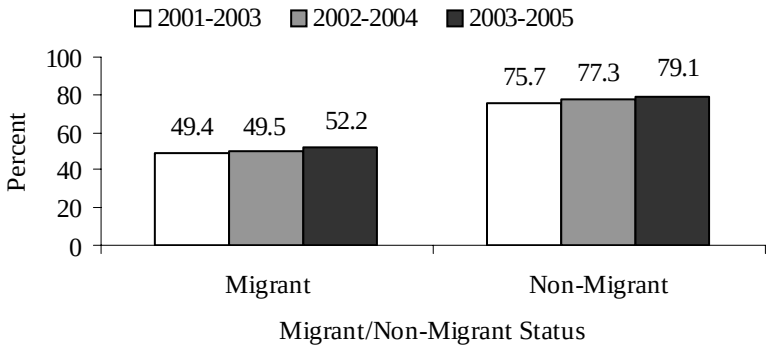
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 59

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



Source: Iowa Testing Programs, University of Iowa.

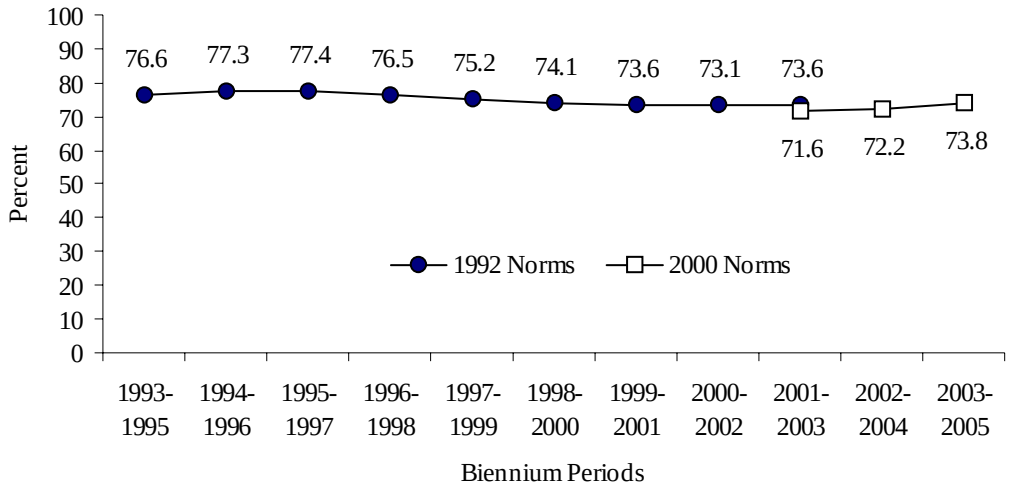
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 60

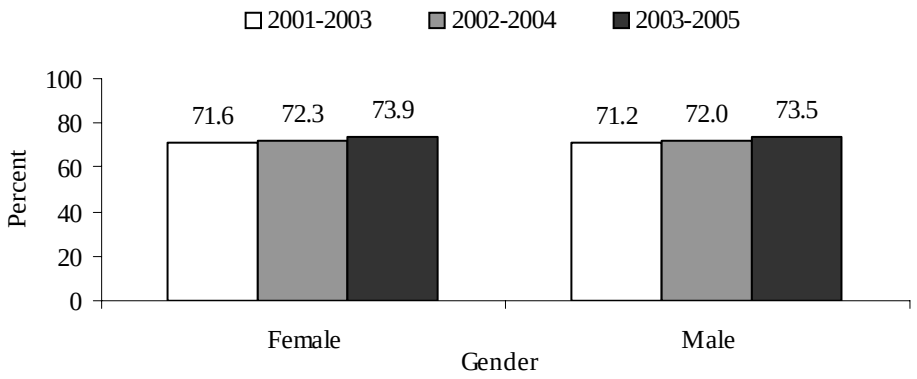
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test Biennium Periods 1993-1995 to 2003-2005



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

Figure 61

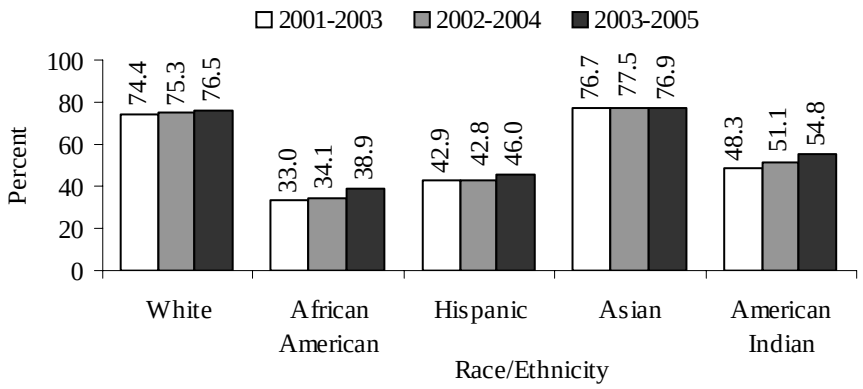
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Gender Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 62

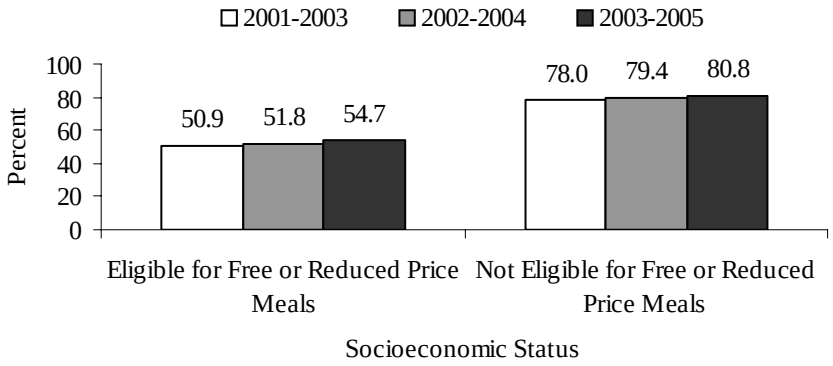
PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 63

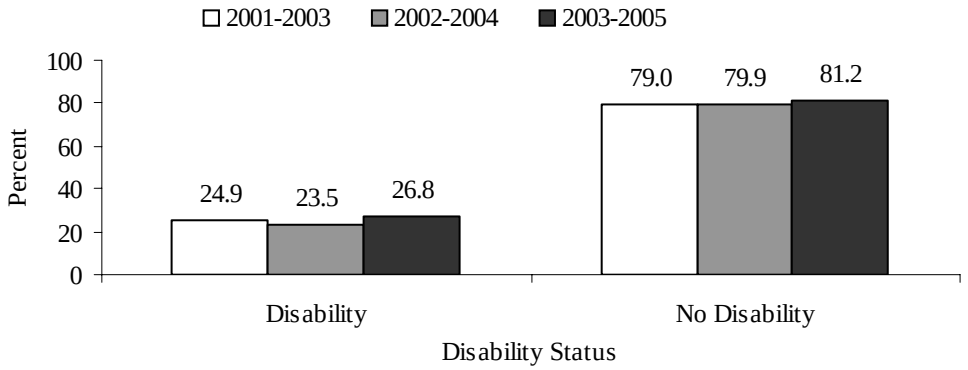
PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 , 2002-2004 AND 2003-2005



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

Figure 64

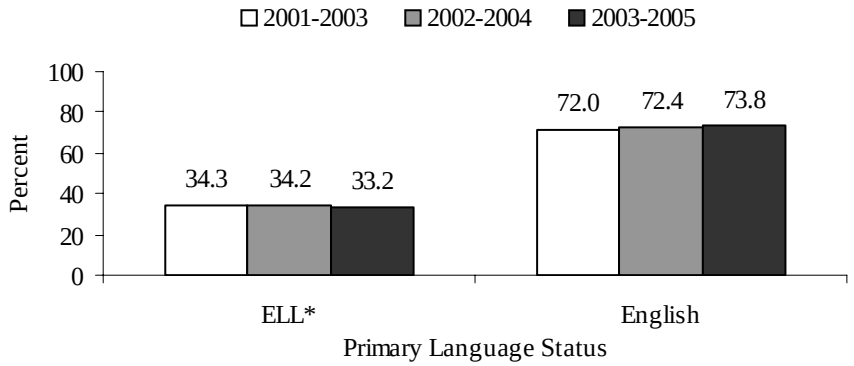
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Disability Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 65

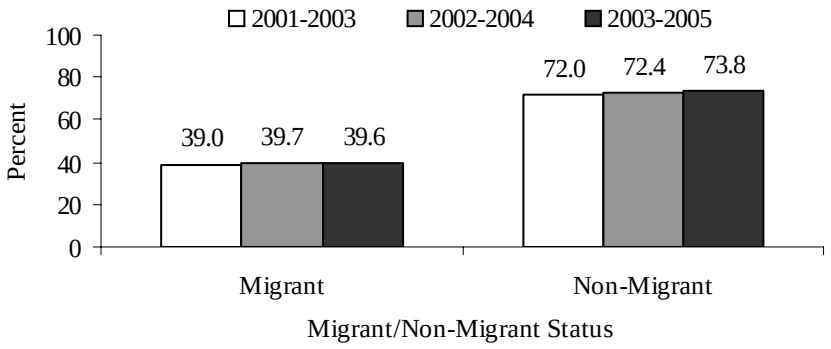
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Primary Language Status* Biennium Periods 2001-2003 , 2002-2004 and 2003-2005



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

Figure 66

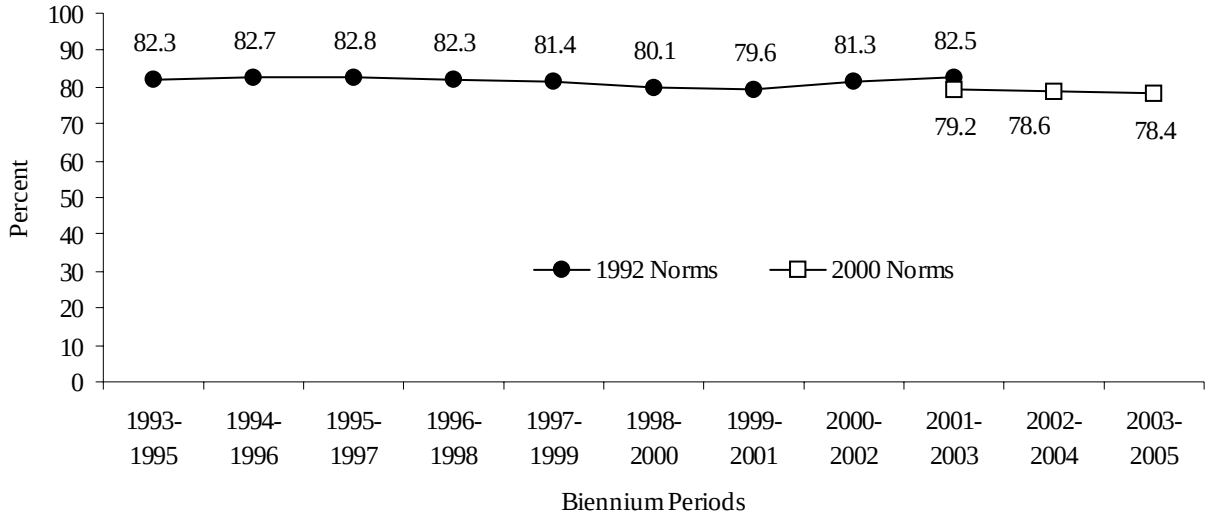
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Migrant Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 67

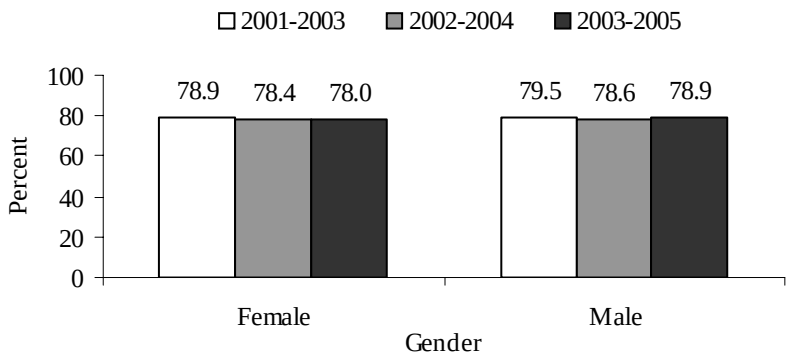
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test Biennium Periods 1993-1995 to 2003-2005



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

Figure 68

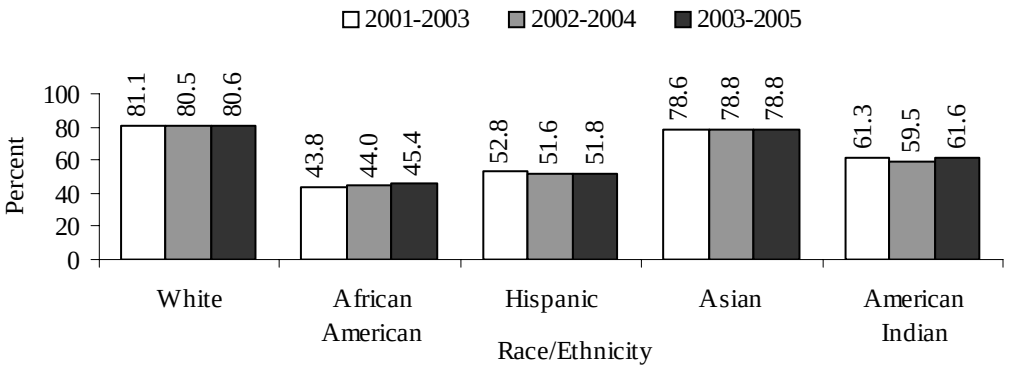
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Gender Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 69

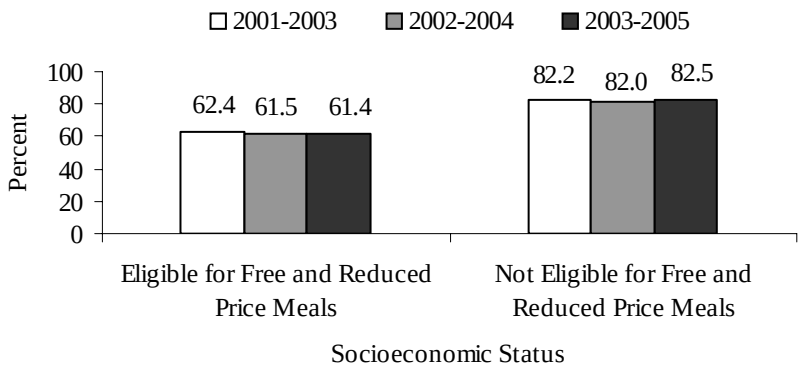
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 70

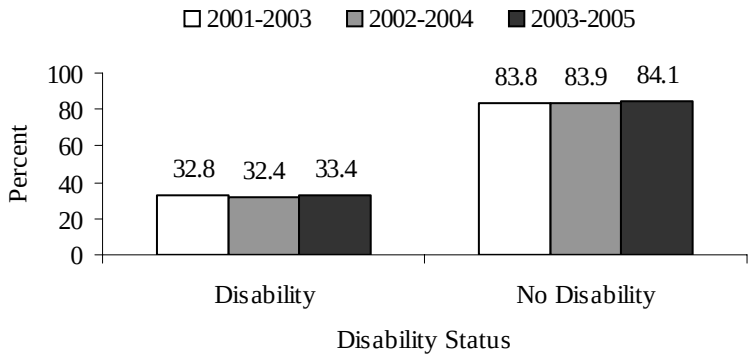
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 71

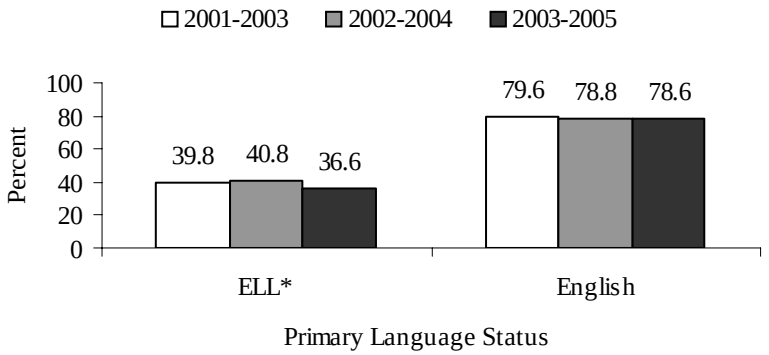
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Disability Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 72

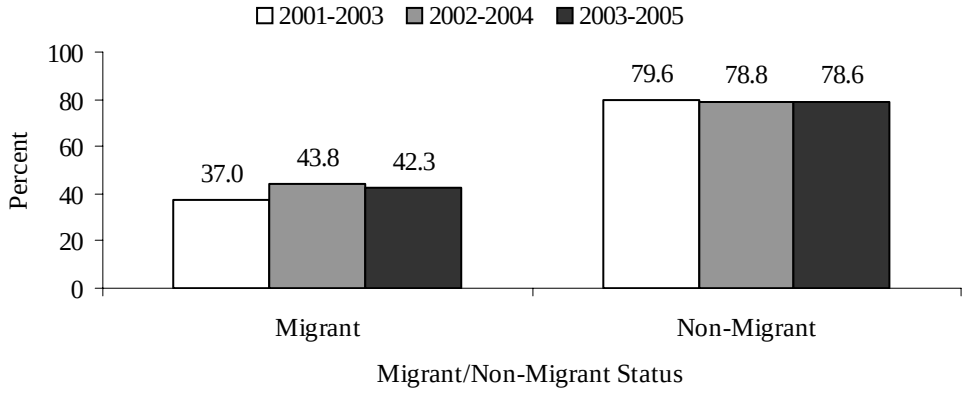
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 73

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005

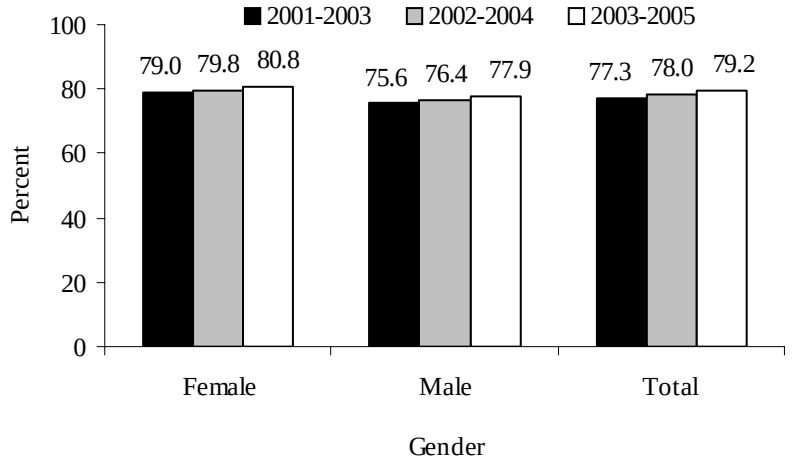


Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

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

Figure 74

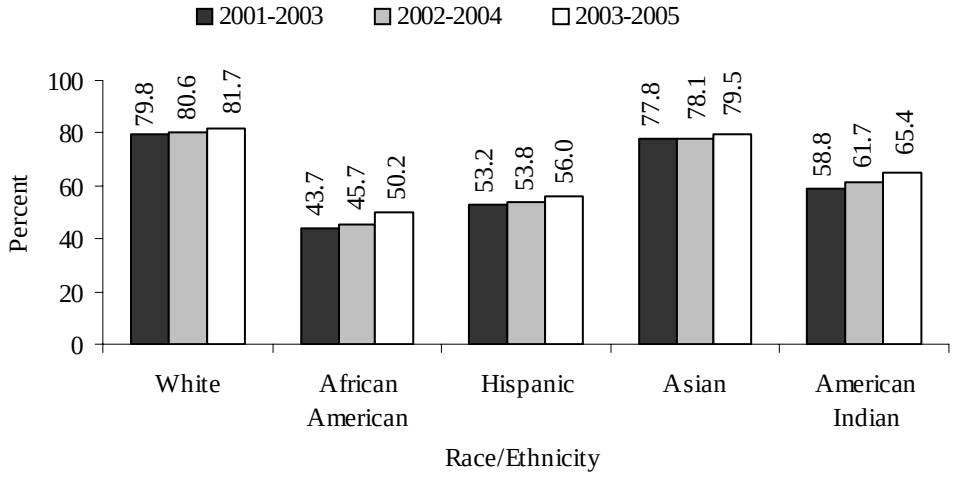
PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY GENDER BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 75

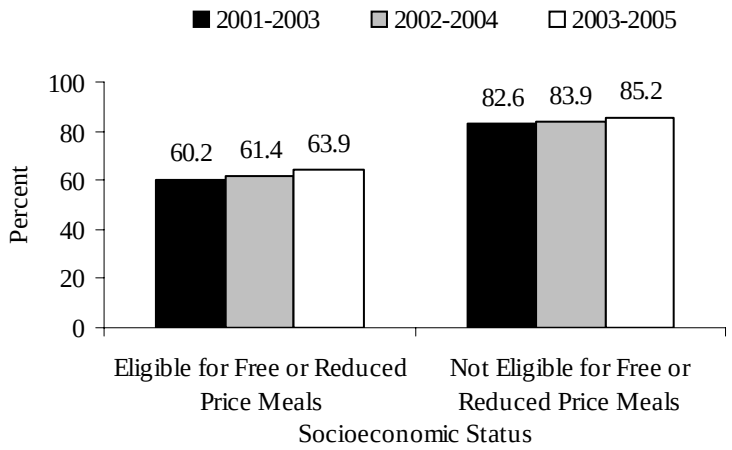
PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 76

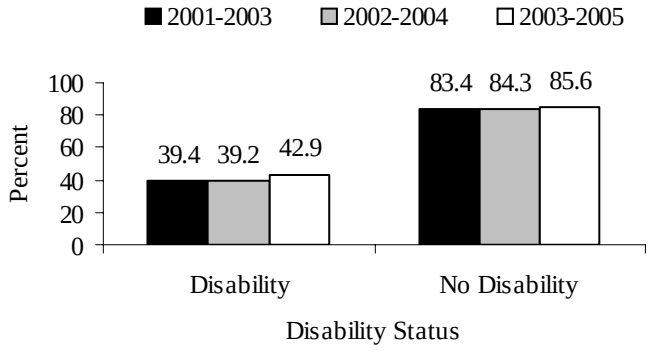
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Socioeconomic Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 77

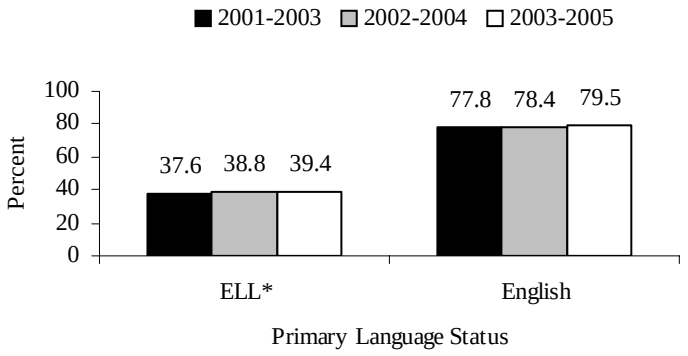
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Disability Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 78

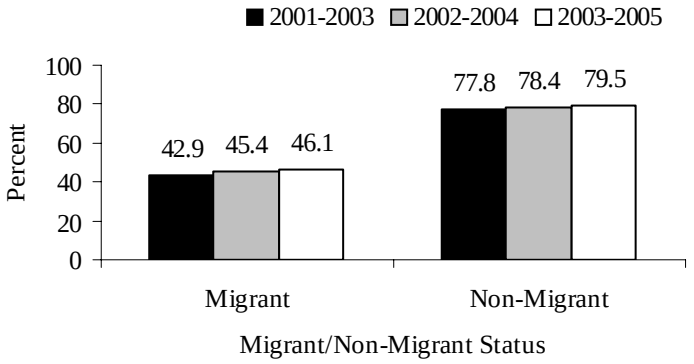
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Primary Language Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 79

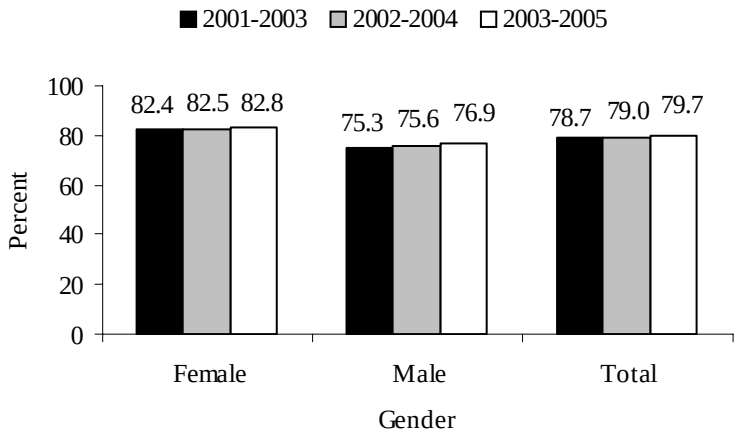
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Migrant Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 80

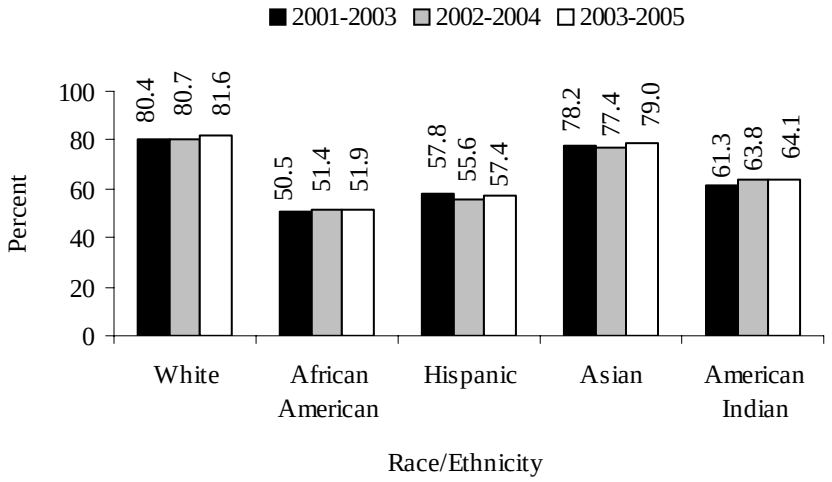
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Gender
Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 81

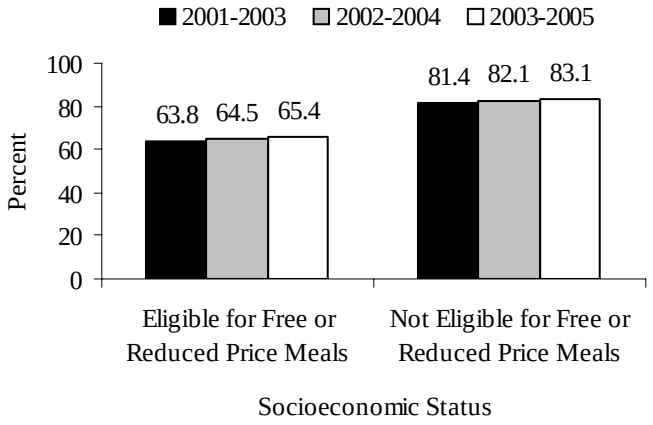
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Race/Ethnicity
Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 82

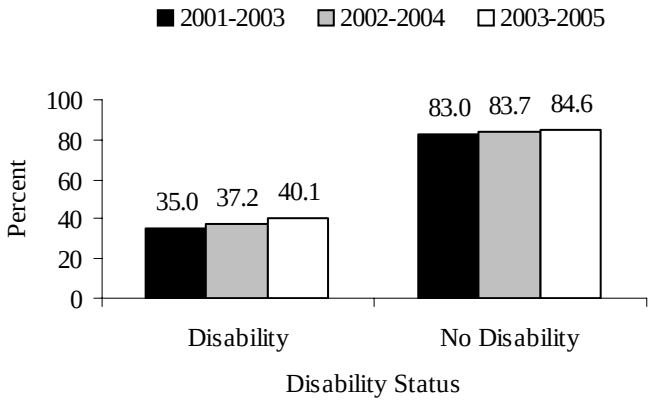
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Socioeconomic Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 83

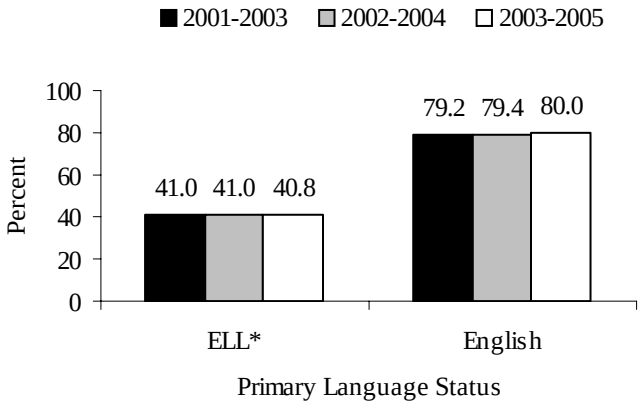
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Disability Status* Biennium Periods 2001-2003, 2002-2004 and 2003-2005



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

Figure 84

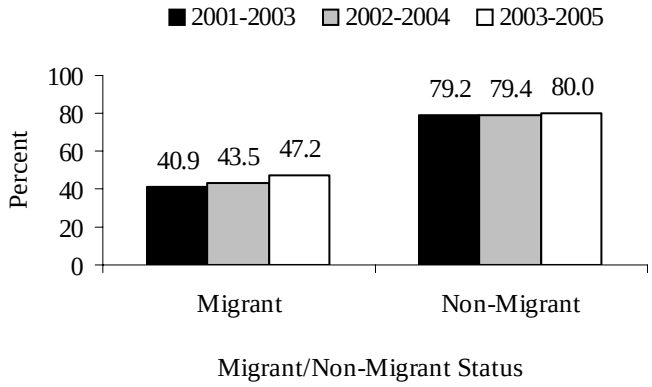
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005



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

Figure 85

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003, 2002-2004 AND 2003-2005

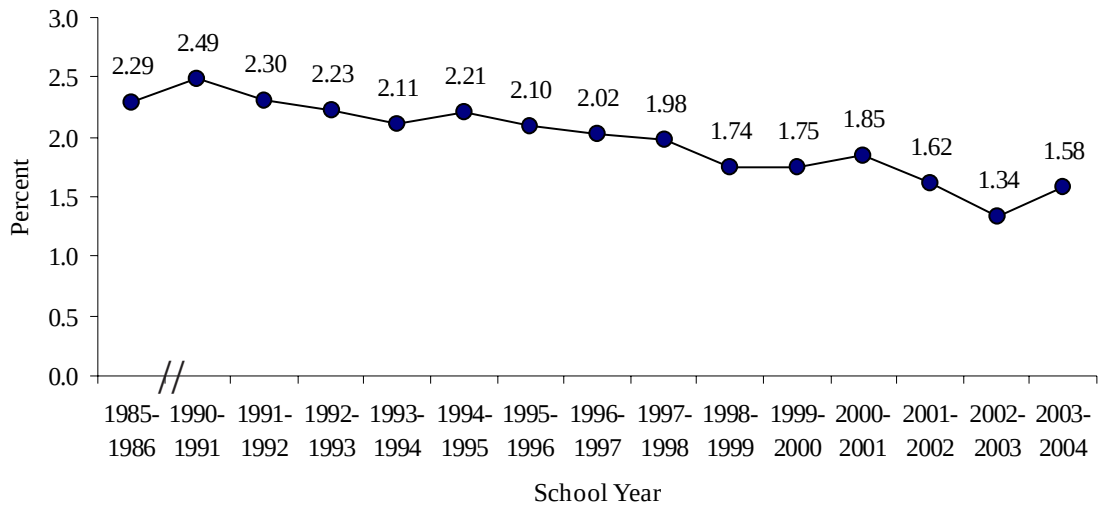


Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.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

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

Figure 86

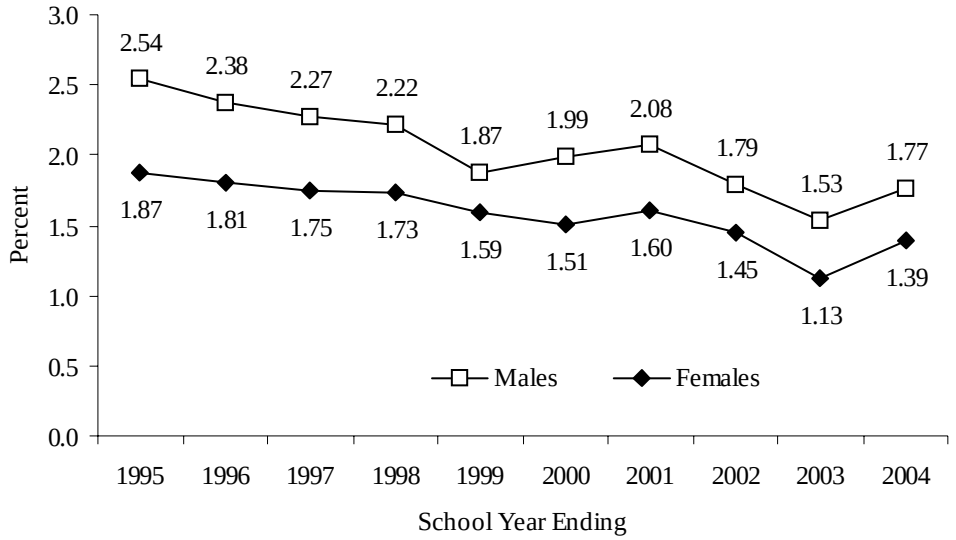
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12, 1985-1986 AND 1990-1991 TO 2003-2004



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

Figure 87

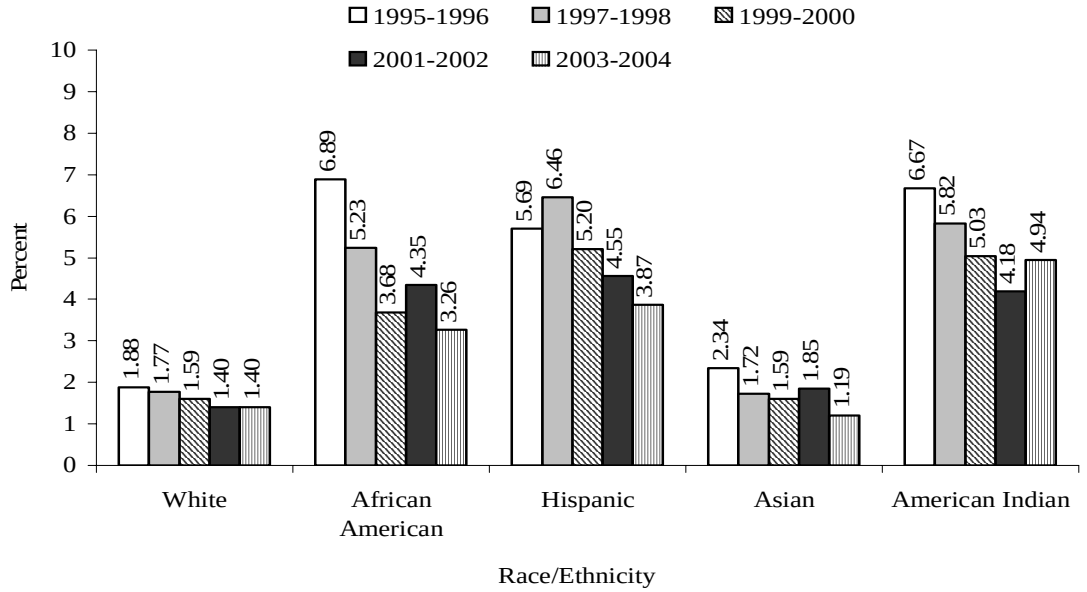
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER, 1994-1995 TO 2003-2004



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

Figure 88

IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY RACE/ETHNICITY 1995-1996, 1997-1998, 1999-2000, 2001-2002 AND 2003-2004



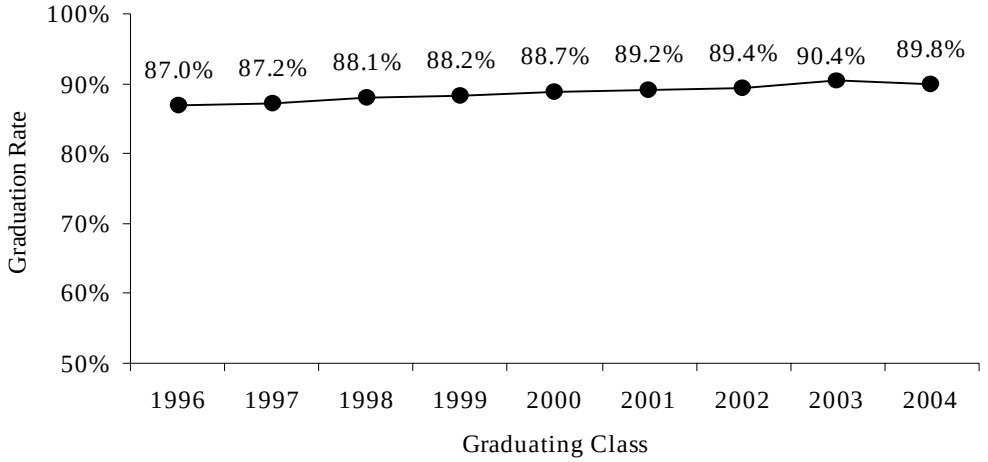
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

High School Graduation Rates

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

Figure 89

IOWA PUBLIC SCHOOL GRADUATION RATES GRADUATING CLASSES OF 1996 TO 2004

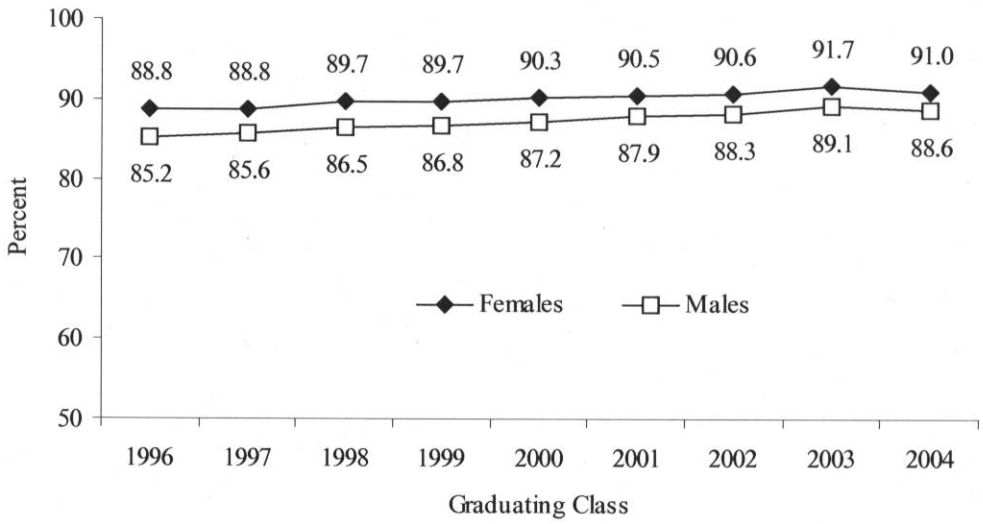


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

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

Figure 90

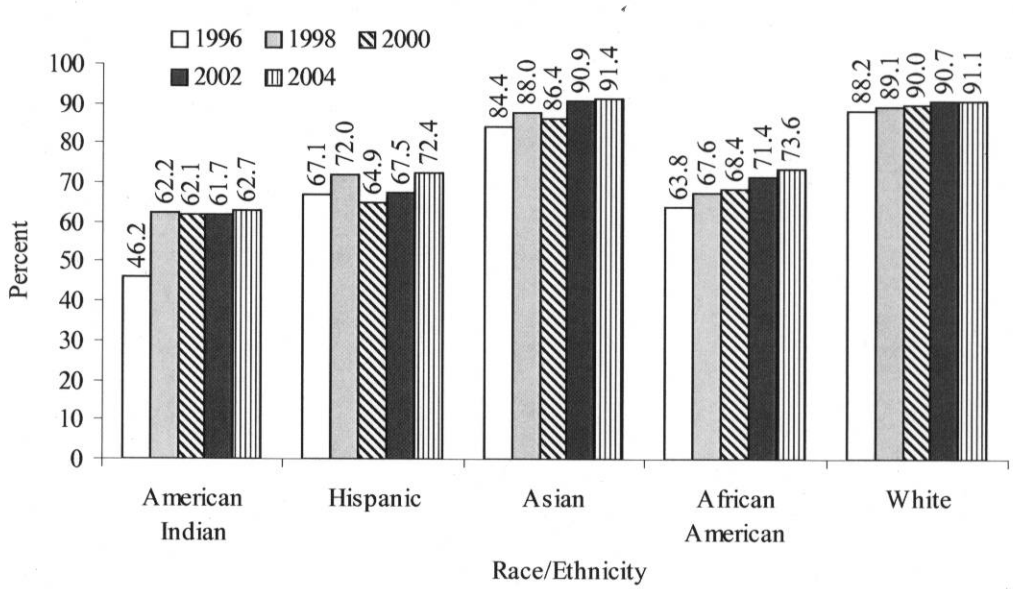
Iowa Public School Graduation Rates by Gender
Graduating Classes of 1996 to 2004



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

Figure 91

Iowa High School Graduation Rates by Race/Ethnicity
Graduating Classes of 1996, 1998, 2000, 2002 and 2004



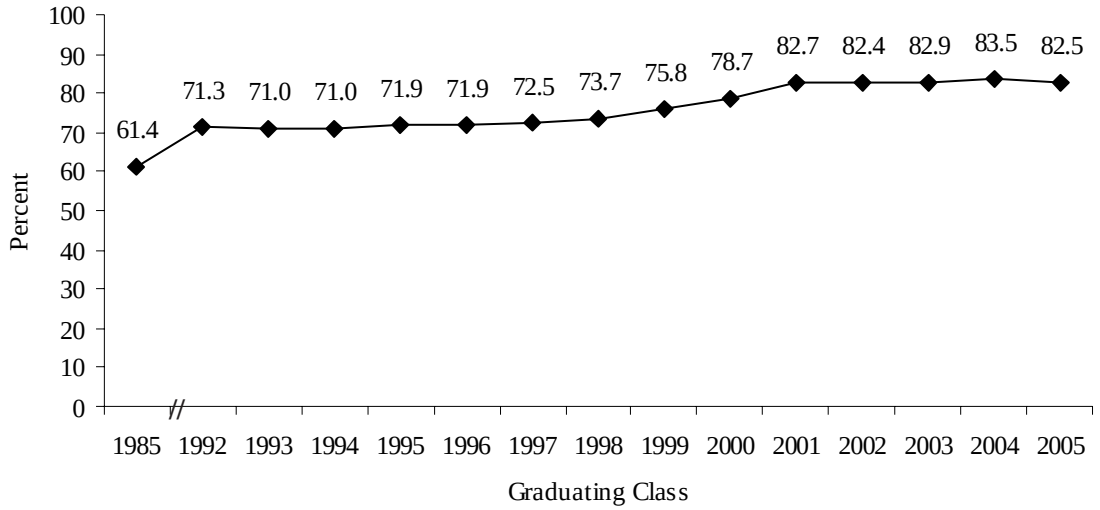
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Postsecondary Education/Training Intentions

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

Figure 92

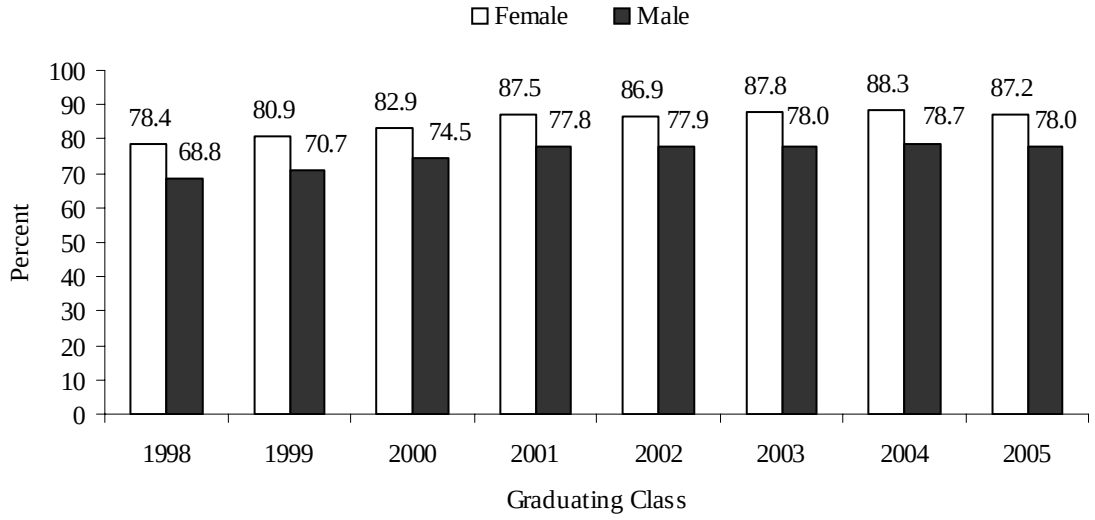
PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992 TO 2005*



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998 and 1999 represent calculated estimates.
Data for 2005 has not been finalized and is subject to change.

Figure 93

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER, GRADUATING CLASSES OF 1998 TO 2005*

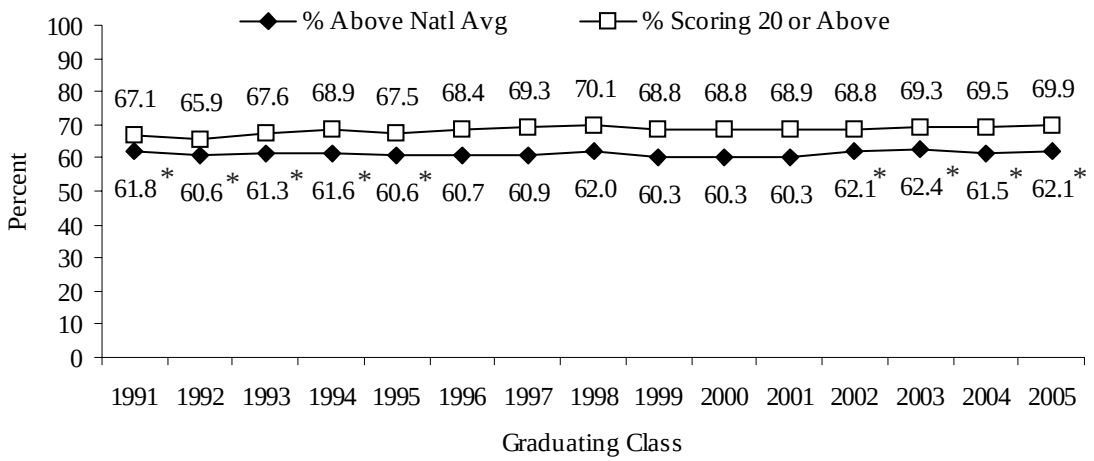


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.
Data for 2005 has not been finalized and is subject to change.

***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 94

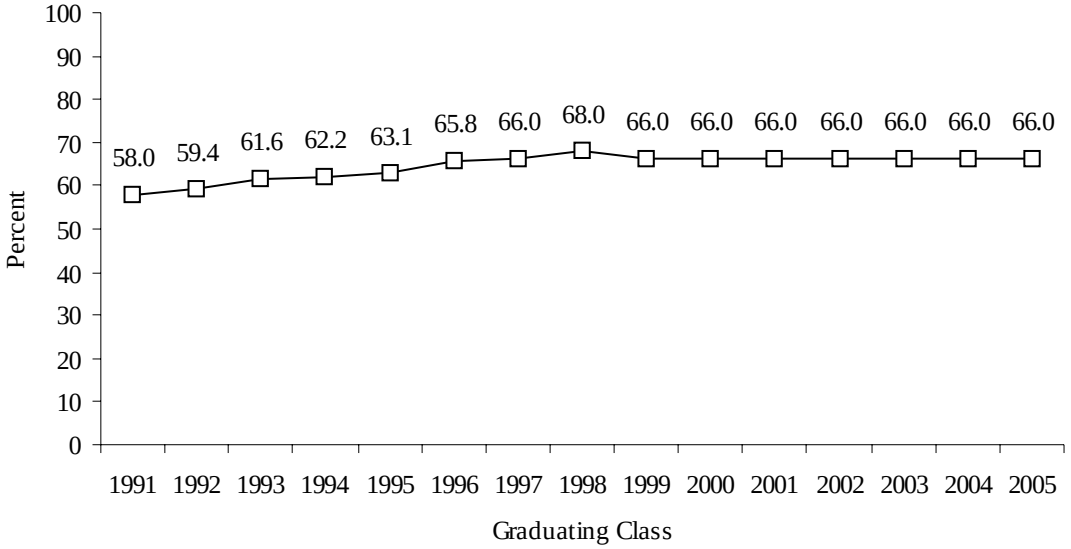
PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1991 TO 2005



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

Figure 95

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM, 1991 TO 2005



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

Iowa Testing Programs

Iowa Testing Programs (ITP) at the University of Iowa develop standardized achievement tests for use nationally in grades K-12 and administer statewide achievement testing programs for the schools in Iowa. The Iowa Tests of Basic Skills (ITBS) are designed for students in grades kindergarten through 8; and the Iowa Test of Educational Development (ITED) are developed for students in grades 9-12. ITBS and ITED are the primary academic assessments for Iowa students in grades 3 through 12. During the 2004-2005 school year, all 367 Iowa public school districts and over 190 nonpublic schools participated in the ITP achievement assessments. The percent of grades 4, 8, and 11 students proficient on reading comprehension and percent of grades 8 and 11 students proficient on science are included in the state indicators. All Iowa public schools have been evaluated by student performance and improvement on the ITBS and ITED for purposes of the No Child Left Behind (NCLB) accountability since 2003.

Iowa Tests of Basic Skills (ITBS)

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

Iowa Tests of Educational Development (ITED)

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

ITBS and ITED Achievement Level Distributions

Student achievement level distributions are reported as averaged percentage points for pairs of consecutive years in biennium periods. The populations include both public and nonpublic students that enrolled for a full or part academic year. The achievement level distributions are shown in the biennium periods 1993-1995 through 2003-2005 for all students in grades 4, 8, and 11 in ITBS/ITED reading comprehension and mathematics. Forms K and L of ITBS/ITED with 1992 national norms were first used in Iowa in the 1993-1994 school year and Forms A and B of ITBS/ITED with 2000 national norms have been used since 2001-2002. Therefore, the data on reading and mathematics for the last three biennium periods, 2001-2003 to 2003-2005, were based on Forms A and B with 2000 national norms, while the earlier biennium periods, 1993-1995 to 2000-2002, were based on 1992 national norms and Forms K and L combination. The achievement level distributions were available for all students in grades 8 and 11 in ITBS/ITED science with the 2000 national norms.

The terms “Low”, “Intermediate”, and “High” are used to designate student achievement levels. Descriptions for achievement levels low, intermediate, and high, are shown in each figure to identify the student performance characteristics for a given grade and subject area.

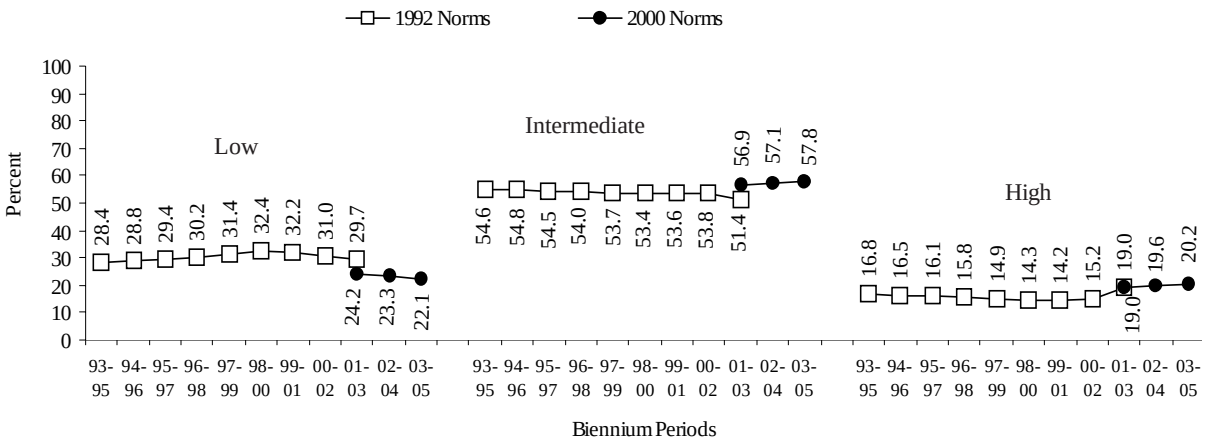
Achievement Levels for Reading Comprehension

Figures 96 through 98 show the reading comprehension achievement level distribution trends for all students in grades 4, 8, and 11 based on 1992 national norms for the 1993-1995 through 2001-2003 biennium periods. There is a second value in the 2001-2003 biennium period to start a new trend for the last three biennia based on the 2000 national norms in Figure 96 due to the difference between the 1992 norm and 2000 norm. Figures 97 and 98 do not show new starting points for 2001-2003 biennium with 2000 norms because there is no norm difference for grades 8 and 11in reading comprehension.

Grade 4 students performed better in 2003-2005 compared to the biennium periods 2002-2004 in reading. There were 0.6 and 0.7 percentage point increases for the High and Intermediate achievement levels respectively and a 1.2 percentage point decrease at the Low achievement level in 2003-2005 biennium over the 2002-2004 biennium (Figure 96).

Figure 96

ITBS READING COMPREHENSION - GRADE 4 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BIENNIUM PERIODS 1993-1995 TO 2003-2005



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

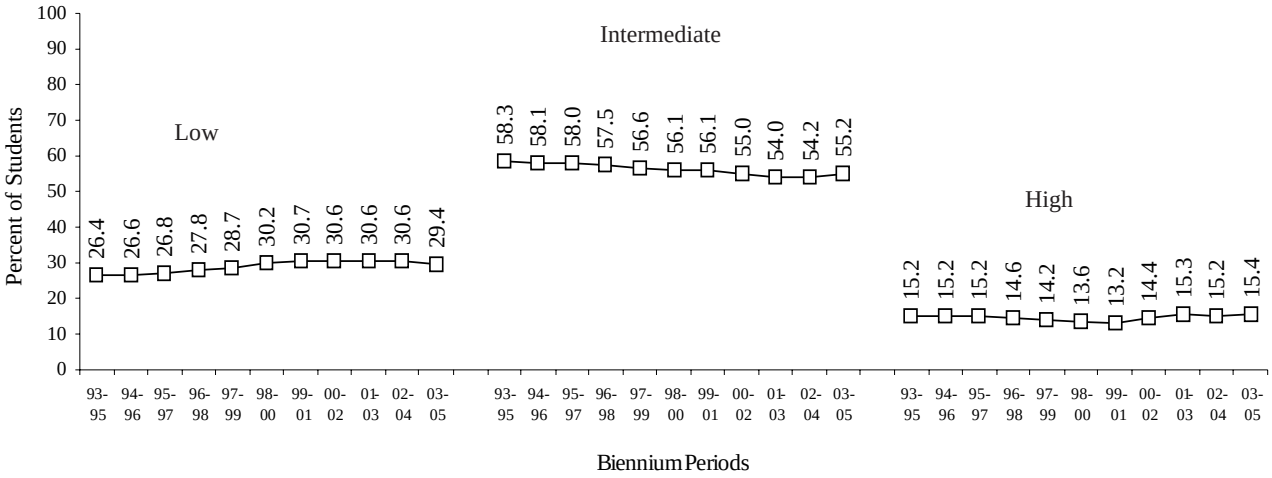
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Grade 8 students also performed better in 2003-2005 compared to the biennium periods 2002-2004 in reading. The grade 8 students performing at the High achievement level remained almost unchanged and the students performing at the Intermediate achievement level increased one percentage point in the 2003-2005 biennium. In the 2003-2005 biennium period, the students performing at the Low achievement level decreased 1.2 percentage points from 2002-2004 (Figure 97).

Figure 97

ITBS Reading Comprehension - Grade 8 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2003-2005



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; makes applications to new situations, identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and apply what has been read to new situations, and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL
Understands little factual information; can seldom draw conclusions or make simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

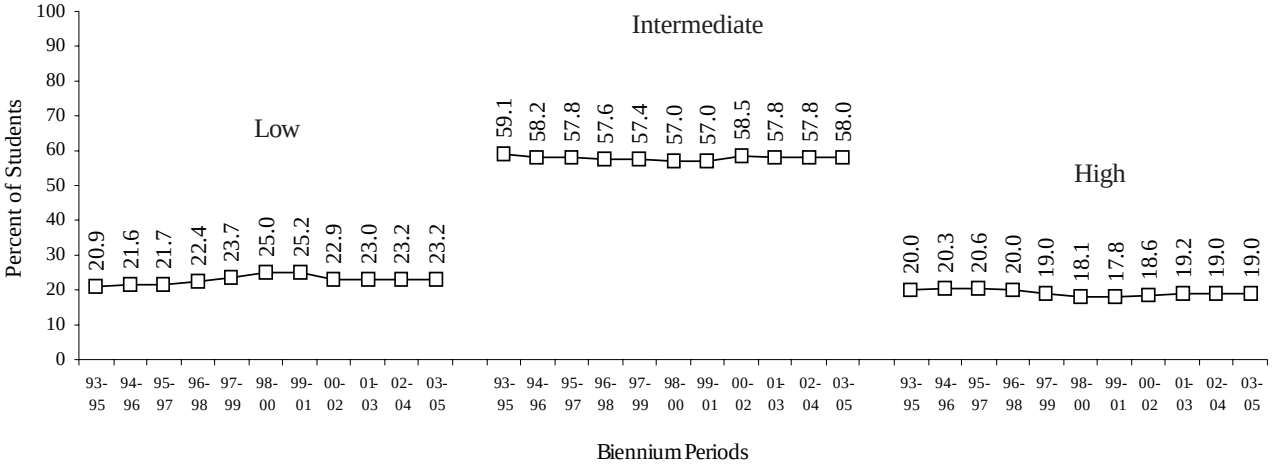
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Figure 98 shows the performance for 11th graders in reading comprehension. During 2003-2005, the grade 11 students performing at the High and Low achievement levels remained unchanged from the 2002-2004 biennium period.

Figure 98

ITED Reading Comprehension - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2003-2005



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the reading comprehension score:

HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters: identifies the main idea; identifies author viewpoint and style, interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can make inferences about characters, identifies the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

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

Figures may not total 100 percent due to rounding.

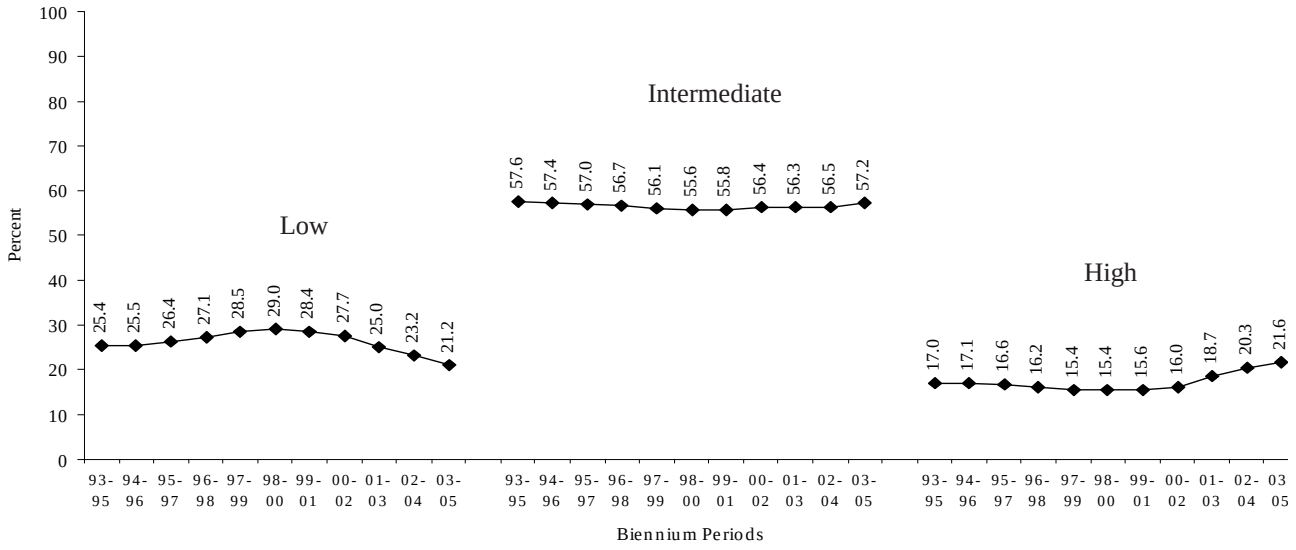
Achievement Levels for Mathematics

Figures 99 through 101 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for biennium periods 1993-1995 through 2001-2003 with 1992 national norms and additional points to start a new trend in grades 8 and 11 for each achievement level in the 2001-2003 to the 2003-2005 biennium periods based on the 2000 national norms (Figures 100 and 101). There is no extra start point in Figure 99 due to no norm difference in mathematics for grade 4.

More students performed at the High achievement level and less students performed at the Low achievement level during 2003-2005 marking the 5th consecutive biennium period achievement gain in grade 4 mathematics. There was an additional 0.7 percentage point increase at the Intermediate achievement level for grade 4 mathematics as well (Figure 99).

Figure 99

ITBS MATHEMATICS - GRADE 4
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 2003-2005



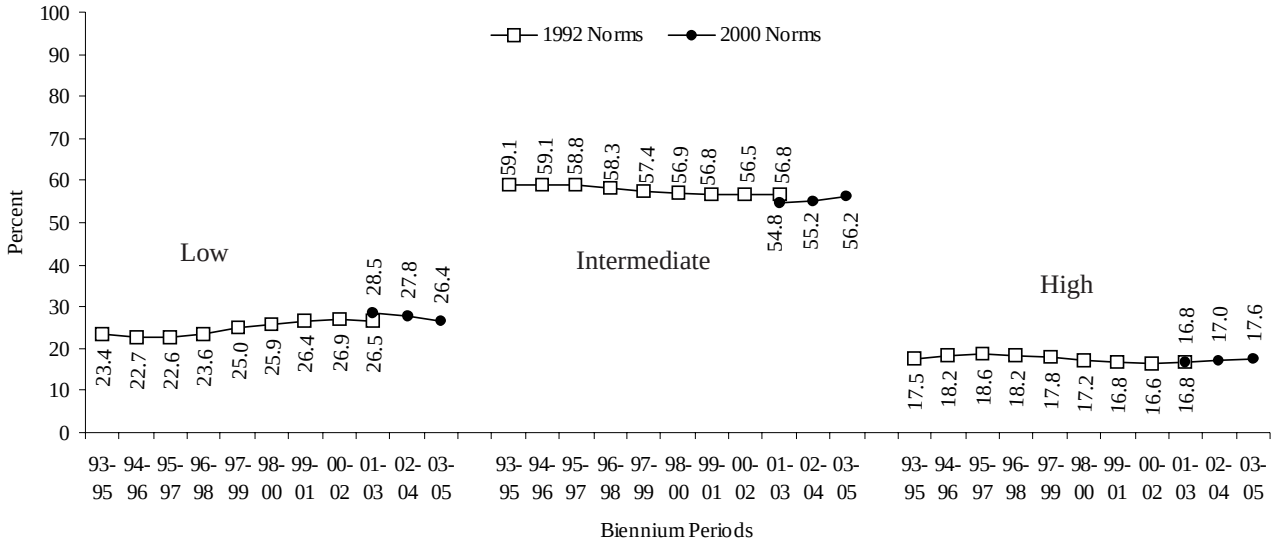
Source: Iowa Testing Programs, University of Iowa.
Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL
Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.
INTERMEDIATE PERFORMANCE LEVEL
Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.
LOW PERFORMANCE LEVEL
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.
Figures may not total 100 percent due to rounding.

Grade 8 mathematics was up (Figures 100) in the 2003-2005 biennium period with a 1 percentage point increase at the Intermediate achievement level, 0.6 percent increase at the High achievement level, and a 1.4 percentage point decline at the Low achievement level. However, mathematics performance for grade 11 students remained relatively unchanged during 2003-2005 compared to the two previous biennium periods (Figure 101).

Figure 100

ITBS Mathematics - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2003-2005



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score.

HIGH PERFORMANCE LEVEL
Understands math concepts and is developing the ability to solve complex word problems, use a variety of estimation methods and interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

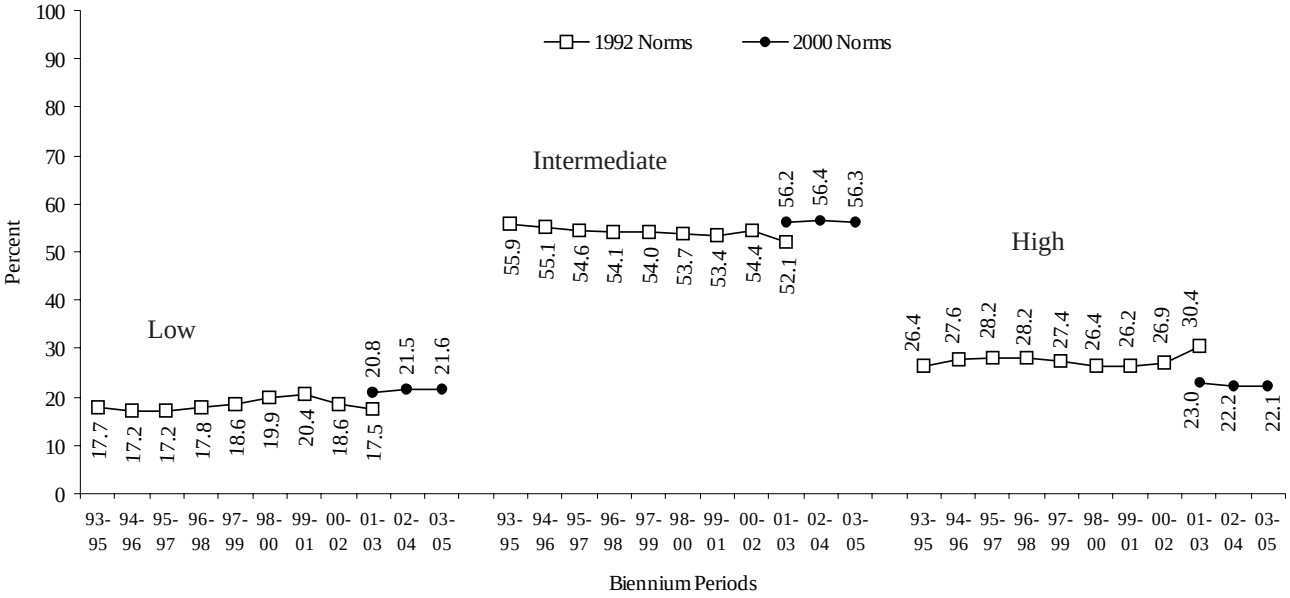
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

Figure 101

ITED Mathematics - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2003-2005



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

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

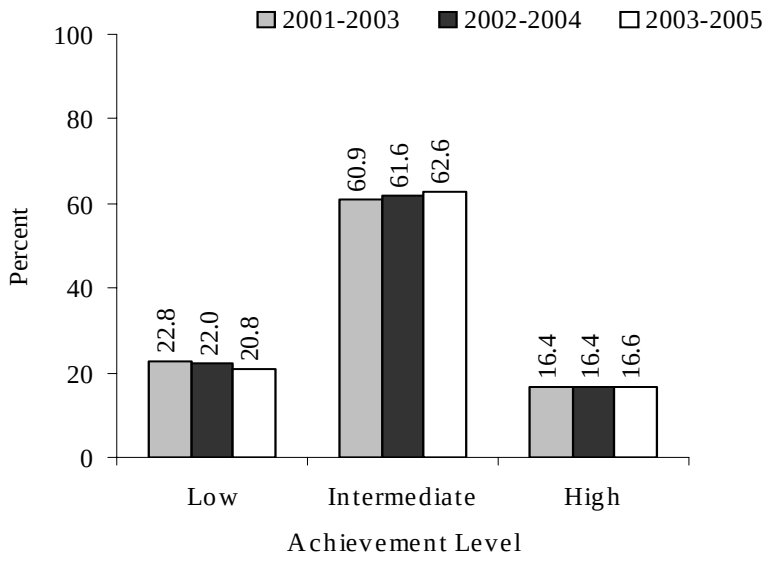
Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figures 102 and 103 show ITBS science achievement level distributions for students in grade 8 and ITED science achievement level distributions for students in grade 11. During 2003-2005, science performance was up for both grades 8 and 11 with a 1.2 percentage point decrease for grade 8 and a 0.8 percentage point decline for grade 11 at the Low achievement level.

Figure 102

ITBS SCIENCE - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2003-2005

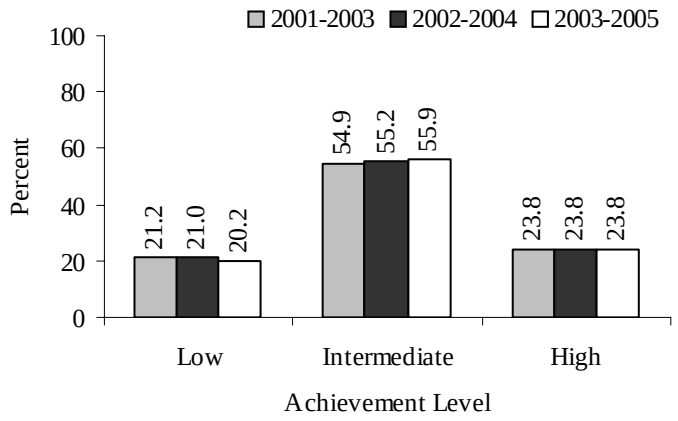


Source: Iowa Testing Programs, University of Iowa.
Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Science test:

HIGH PERFORMANCE LEVEL
Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.
INTERMEDIATE PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.
LOW PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figure 103

ITED SCIENCE - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2003-2005



Source: Iowa Testing Programs, University of Iowa.
Notes: The descriptions below indicate how the typical grade 11 student at each achievement level perform with respect to the ITED Science test:

HIGH PERFORMANCE LEVEL
Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.
INTERMEDIATE PERFORMANCE LEVEL
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
LOW PERFORMANCE LEVEL
Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

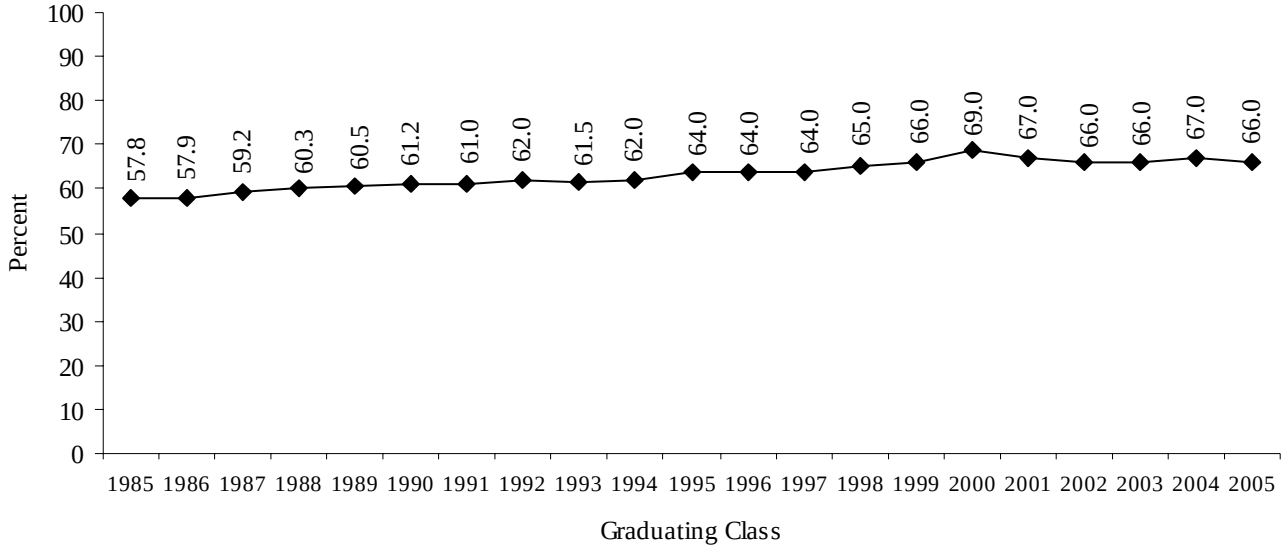
American College Testing (ACT) Assessment

American College Testing designed the ACT Assessments to measure high school students' general educational development and ability to succeed at the college level. The ACT scores range from a low of 1 to a high of 36 and data is reported for various subgroups of students. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. 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 that do not meet the ACT "core" program standard are considered "less than core" completers.

The percentage of Iowa graduates that took the ACT Assessment has remained relatively stable for the past number of years. In 2005, the percentage was 66.0 percent, down one percentage point from 2004 (see Figure 104 see Table 93 also).

Figure 104

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT
1985 TO 2005



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

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

Among the states that had more than 50 percent of seniors that took the ACT Assessment, Iowa ranks well compared to the other states. In 2005, Iowa's average composite score of 22.0 ranked 3rd behind Wisconsin and Minnesota. Iowa has ranked no lower than 3rd for all the years shown. Table 92 provides Iowa's average composite score and national rank for graduating seniors from 1989 to 2005.

Table 92

Iowa's Rank in the Nation on Average Composite ACT Scores Among States where ACT is the Primary College Entrance Examination, 1991 to 2005

Graduating Class	ACT Average Composite Score	National Rank	
1991	21.7	1	tied with WI
1992	21.6	1	tied with WI
1993	21.8	1	tied with WI
1994	21.9	1	
1995	21.8	3	
1996	21.9	3	
1997	22.1	2	tied with MN
1998	22.1	3	
1999	22.0	3	
2000	22.0	2	tied with MN
2001	22.0	3	
2002	22.0	3	
2003	22.0	2	tied with MN
2004	22.0	3	
2005	22.0	3	

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

As in past years, all midwest states except Illinois had average composite scores higher than the national average in 2005. Comparisons of ACT composite scores between states are valid only for the 25 states where the ACT is the predominant test, defined as those states where at least 50 percent of graduates take the ACT exam. States with fewer than 50 percent taking the ACT exam may have a sample of students not representative of that state's overall student population. All the midwest states had over 60 percent of their graduates tested. Average ACT composite scores for Iowa, midwest states, and the nation for graduating classes 2003 through 2005 are shown in Table 93.

Table 93

ACT Average Composite Scores for Iowa, the Nation and Midwest States, 2003 to 2005

	Class of 2003			Class of 2004			Class of 2005		
Nation & State	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers
Nation	**20.8**	**40%**	**57%**	**20.9**	**40%**	**60%**	**20.9**	**40%**	**58%**
Iowa	**22.0**	**66**	**66**	**22.0**	**67**	**66**	**22.0**	**66**	**66**
Illinois	20.2	100	41	20.3	99	44	20.3	100	42
Kansas	21.5	76	66	21.6	75	66	21.7	76	66
Minnesota	22.0	67	64	22.2	66	63	22.3	68	66
Missouri	21.4	69	58	21.5	70	58	21.6	70	58
Nebraska	21.7	73	67	21.7	77	67	21.8	76	66
North Dakota	21.3	80	59	21.2	81	60	21.3	82	61
South Dakota	21.4	70	60	21.5	75	59	21.5	76	61
Wisconsin	22.2	69	61	22.2	68	60	22.2	69	60

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

Iowa's average ACT composite score and percentage of student participation has remained relatively stable the past few years. Iowa's average ACT composite score has remained at 22.0 for 7 consecutive years. Nationally, the percentage of student participation has steadily increased moving from 37.0 percent for the 1995 graduating class to 40.0 percent in 2003. The percentage has remained at 40.0 for the past three years. Table 94 and Figure 105 provide average ACT composite scores and participation rates for Iowa and the nation.

Table 94

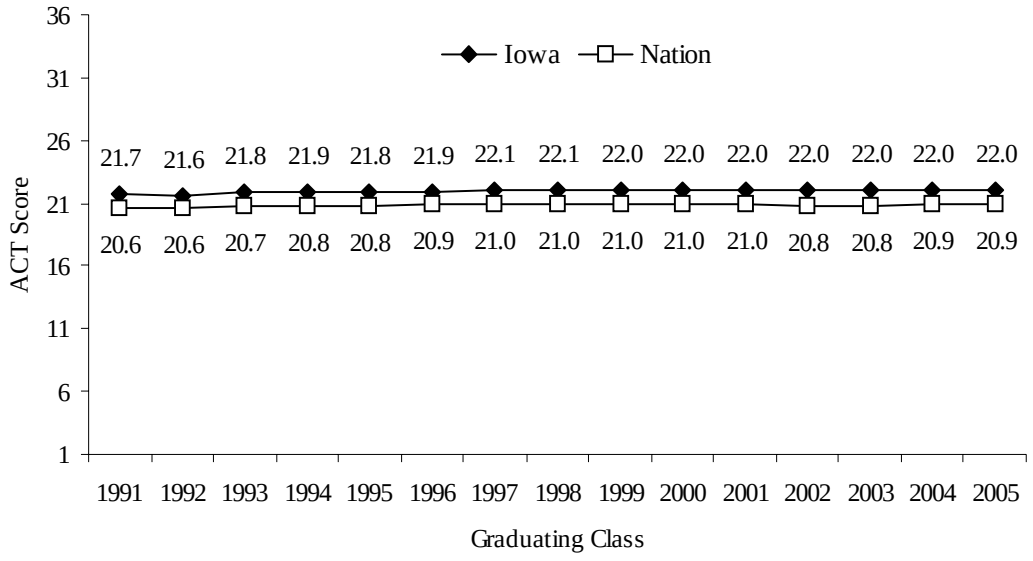
IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES AND PARTICIPATION RATES, 1991 TO 2005

Class of	Average ACT Composite Score - Iowa	Percent Iowa Student Participation*	Average ACT Composite Score - Nation	Percent Nation Student Participation
1991	21.7	61.0%	20.6	-- %
1992	21.6	62.0	20.6	--
1993	21.8	61.5**	20.7	--
1994	21.9	62.0	20.8	--
1995	21.8	64.0	20.8	37.0
1996	21.9	64.0	20.9	35.0
1997	22.1	64.0	21.0	35.0
1998	22.1	65.0	21.0	35.0
1999	22.0	66.0	21.0	36.0
2000	22.0	69.0	21.0	38.0
2001	22.0	67.0	21.0	38.0
2002	22.0	66.0	20.8	39.0
2003	22.0	66.0	20.8	40.0
2004	22.0	67.0	20.9	40.0
2005	22.0	66.0	20.9	40.0

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

Figure 105

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES, 1991 TO 2005



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

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

Table 95 (see also Figures 106-109) details average ACT scores by skill area (English, Mathematics, Reading, and Science Reasoning) for Iowa and the nation. Iowa's average skill area scores were at least 1.0 point higher in each subject area for the graduating class of 2005.

Table 95

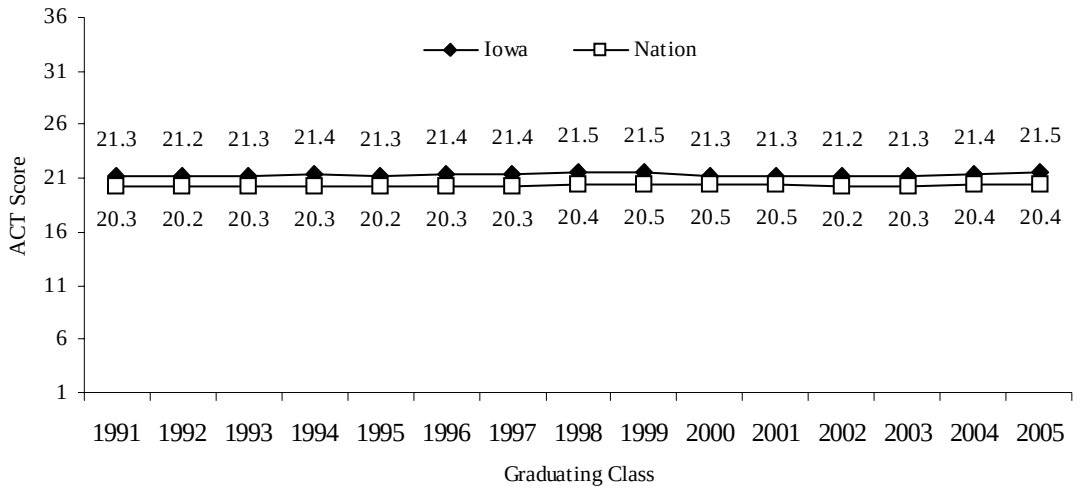
Average ACT Scores for Iowa and the Nation Graduating Classes, 1991 to 2005

	Iowa				Nation			
Graduating Class of	English	Mathematics	Reading	Science Reasoning	English	Mathematics	Reading	Science Reasoning
1991	21.3	21.0	22.2	21.9	20.3	20.0	21.2	20.7
1992	21.2	21.0	21.9	21.9	20.2	20.0	21.1	20.7
1993	21.3	21.1	22.2	22.0	20.3	20.1	21.2	20.8
1994	21.4	21.2	22.2	22.3	20.3	20.2	21.2	20.9
1995	21.3	21.2	22.1	22.1	20.2	20.2	21.3	21.0
1996	21.4	21.3	22.2	22.3	20.3	20.2	21.3	21.1
1997	21.4	21.5	22.4	22.4	20.3	20.6	21.3	21.1
1998	21.5	21.9	22.3	22.4	20.4	20.8	21.4	21.1
1999	21.5	21.6	22.2	22.1	20.5	20.7	21.4	21.0
2000	21.3	21.6	22.3	22.1	20.5	20.7	21.4	21.0
2001	21.3	21.6	22.3	22.2	20.5	20.7	21.3	21.0
2002	21.2	21.7	22.4	22.1	20.2	20.6	21.1	20.8
2003	21.3	21.6	22.4	22.1	20.3	20.6	21.2	20.8
2004	21.4	21.8	22.4	22.1	20.4	20.7	21.3	20.9
2005	21.5	21.7	22.4	22.1	20.4	20.7	21.3	20.9

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

Figure 106

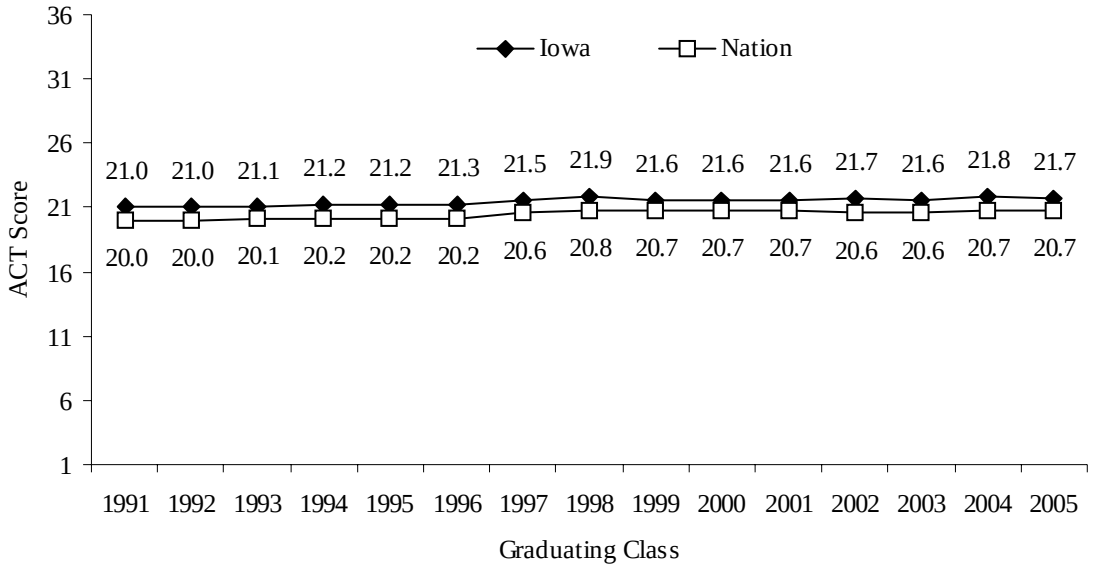
Average ACT English Scores Iowa vs. Nation, 1991 to 2005



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

Figure 107

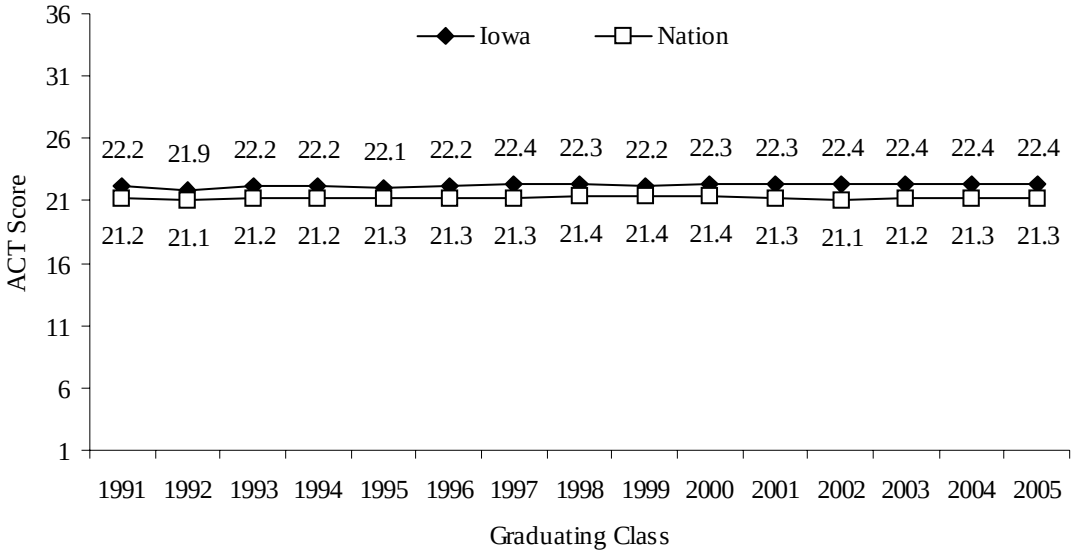
Average ACT Mathematics Scores
Iowa vs. Nation, 1991 to 2005



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

Figure 108

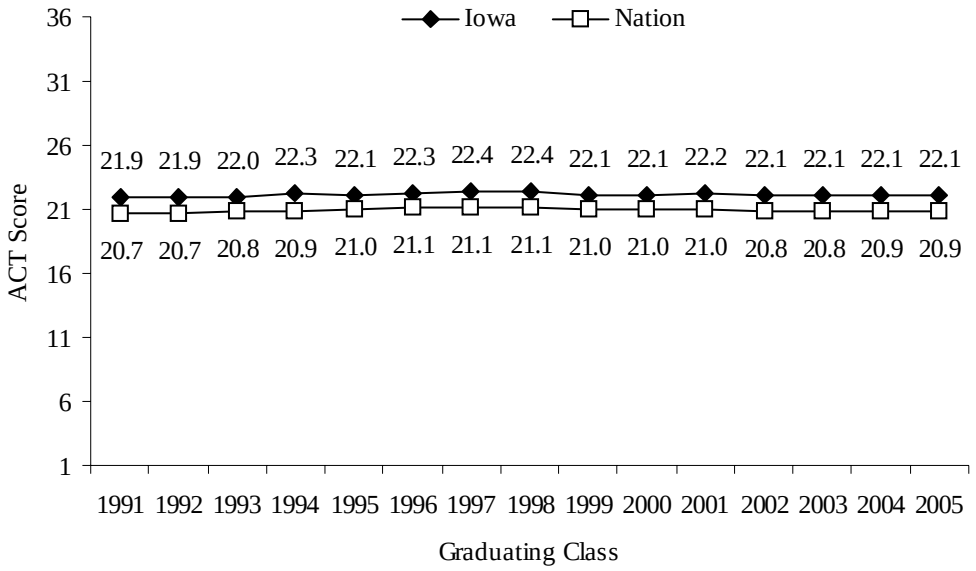
Average ACT Reading Scores
Iowa vs. Nation, 1991 to 2005



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

Figure 109

AVERAGE ACT SCIENCE REASONING SCORES
IOWA VS. NATION, 1991 TO 2005



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

ACT Scores for Core and Less than Core Students

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural sciences, and social studies. Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and Geometry one year each. A typical minimal core natural science course might include one year each of General Science, Biology, and Chemistry or Physics. ACT standards for core high school programs are displayed in Table 96.

Table 96

ACT STANDARDS FOR CORE HIGH SCHOOL PROGRAMS

Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), Other math courses beyond Algebra II, Computer math/computer science	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earth science, biology, chemistry, physics	1 year each

Source: American College Testing Program, ACT Assessment 2005 Results.

Table 97 and Figure 110 detail the percent of ACT participants in a core high school program from 1991 to 2005 nationally and for Iowa. The percent of Iowa ACT participants taking a core high school program has remained steady at 66.0 percent since 1999. Nationally, that percentage has decreased from 61.0 percent in 2000 to 56.0 in 2005.

Table 97

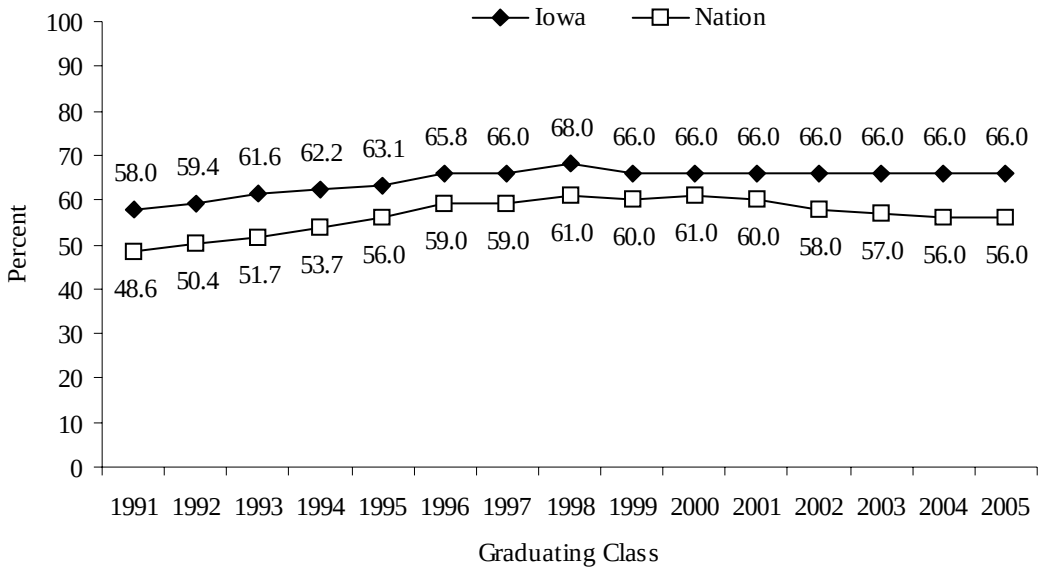
PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1991 TO 2005

Graduating Class	Iowa	Nation
1991	58.0 %	48.6 %
1992	59.4	50.4
1993	61.6	51.7
1994	62.2	53.7
1995	63.1	56.0
1996	65.8	59.0
1997	66.0	59.0
1998	68.0	61.0
1999	66.0	60.0
2000	66.0	61.0
2001	66.0	60.0
2002	66.0	58.0
2003	66.0	57.0
2004	66.0	56.5
2005	66.0	56.0

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

Figure 110

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1991 TO 2005



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

Average ACT composite scores for Core test takers in Iowa have remained constant at 22.9 for five consecutive years. The Iowa less than core test takers had an average composite score of 20.2 for the second straight year in 2005. Iowa and national average ACT composite score comparisons for core and less than core test takers are provided in Table 98 and Figure 111.

Table 98

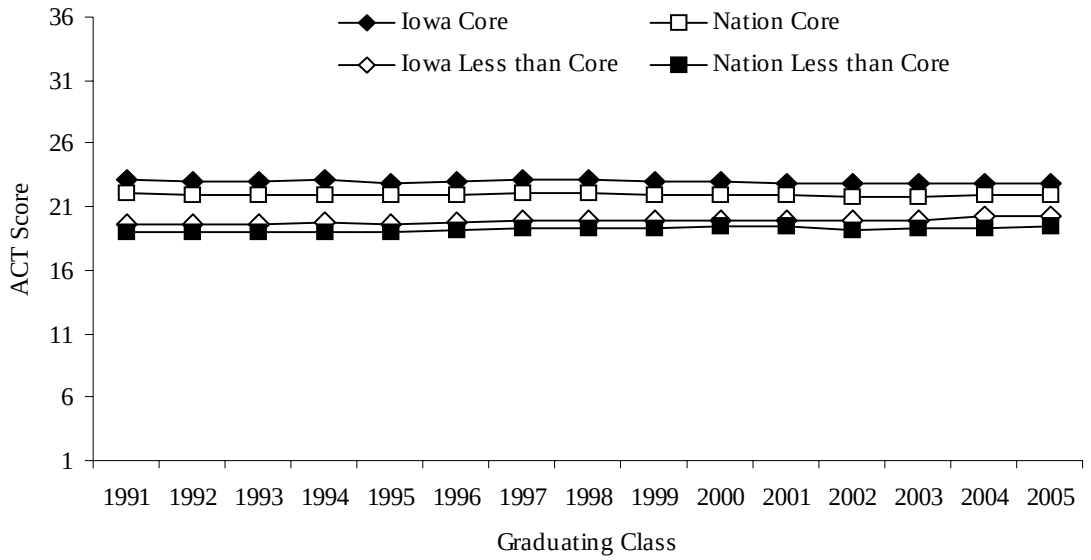
Average ACT Composite Scores for Core and Less than Core Test Takers, 1991 to 2005

	Iowa		Nation	
Graduating Class	Core	Less than Core	Core	Less than Core
1991	23.1	19.7	22.1	19.1
1992	23.0	19.6	22.0	19.1
1993	23.0	19.7	22.0	19.1
1994	23.1	19.8	22.0	19.1
1995	22.9	19.7	22.0	19.1
1996	23.0	19.8	22.0	19.2
1997	23.1	20.0	22.1	19.3
1998	23.2	20.0	22.1	19.3
1999	23.0	19.9	22.0	19.4
2000	23.0	20.0	22.0	19.5
2001	22.9	20.0	21.9	19.5
2002	22.9	19.9	21.8	19.2
2003	22.9	20.0	21.8	19.3
2004	22.9	20.2	21.9	19.4
2005	22.9	20.2	21.9	19.5

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

Figure 111

Average ACT Composite Scores for Core and Less than Core Test Takers, 1991 to 2005



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

ACT Composite Score Distributions

Nearly 70 percent of the students that took the ACT Assessment had a composite score of 20 or higher. This percentage is up slightly from the previous year. The percentage of Iowa ACT test takers that scored a 22 or higher increased half a percentage point between 2004 and 2005, moving from 51.8 percent to 52.3 percent. Table 99 and Figure 112 provide ACT score distributions for Iowa ACT test takers.

Table 99

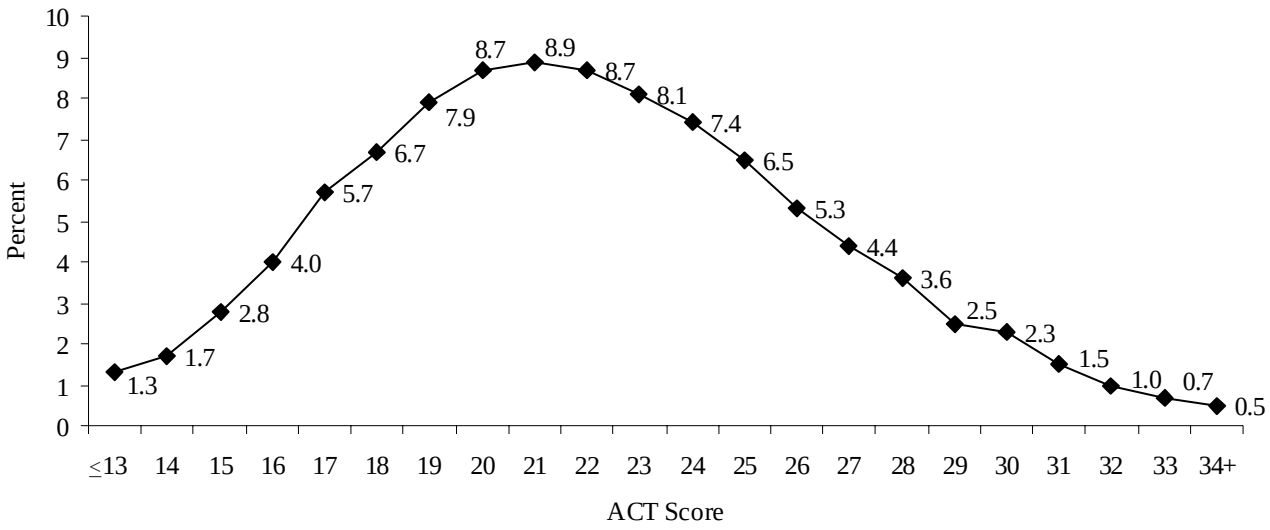
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS
1991, 1995, 2004 AND 2005

	Year							
	1991		1995		2004		2005	
Score	Percent At	Percent at and Above	Percent At	Percent at and Above	Percent At	Percent at and Above	Percent At	Percent at and Above
≤13	1.4%	100.0%	1.3%	100.0%	1.1%	100.0%	1.3%	100.0%
14	1.8	98.6	2.0	98.7	1.5	98.9	1.7	98.7
15	3.1	96.8	3.2	96.7	2.7	97.3	2.8	97.0
16	4.6	93.7	4.6	93.5	4.4	94.6	4.0	94.2
17	6.2	89.1	5.8	88.9	5.6	90.3	5.7	90.2
18	7.6	82.9	7.6	83.1	7.2	84.7	6.7	84.5
19	8.2	75.3	8.0	75.5	7.9	77.4	7.9	77.8
20	8.8	67.1	8.6	67.5	8.9	69.5	8.7	69.9
21	8.7	58.3	8.7	58.9	8.8	60.6	8.9	61.2
22	8.6	49.6	8.5	50.2	8.4	51.8	8.7	52.3
23	7.9	41.0	7.9	41.7	7.8	43.3	8.1	43.7
24	6.9	33.1	6.9	33.8	7.1	35.5	7.4	35.5
25	6.3	26.2	6.5	26.9	6.4	28.4	6.5	28.2
26	5.2	19.9	5.0	20.4	5.5	21.9	5.3	21.7
27	4.3	14.7	4.5	15.4	4.4	16.4	4.4	16.4
28	3.2	10.4	3.4	10.9	3.7	12.0	3.6	12.0
29	2.6	7.2	2.7	7.5	2.6	8.4	2.5	8.4
30	1.9	4.6	1.9	4.8	2.2	5.8	2.3	5.9
31	1.4	2.7	1.4	2.9	1.4	3.6	1.5	3.6
32	0.6	1.3	0.8	1.5	1.0	2.2	1.0	2.2
33	0.4	0.7	0.4	0.7	0.6	1.1	0.7	1.2
34+	0.3	0.3	0.3	0.3	0.6	0.6	0.5	0.5

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

Figure 112

Distribution of Iowa ACT Composite Scores, 2005



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

ACT Scores by Enrollment Category

Table 100 provides Iowa public school average ACT scores by enrollment category for graduating classes of 2003 and 2004. The 2,500-7,499 enrollment category had the highest average score in each of the subject areas for both years shown. The <250 enrollment category had the lowest average score in each of the subject areas for each year shown.

Table 100

Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes of 2003 and 2004

Enrollment Category	Number of Students Tested		Estimated % of Students Tested		ACT Scores English		Math		Reading		Science		Composite	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
<250	175	127	62.7%	60.9%	19.7	19.7	20.1	20.5	20.7	21.1	20.9	20.9	20.5	20.7
250-399	963	812	74.6	68.5	20.3	20.4	20.6	20.6	21.3	21.3	21.3	21.4	21.0	21.1
400-599	2,032	1,984	64.5	73.5	20.2	20.6	20.8	21.1	21.4	21.7	21.5	21.7	21.1	21.4
600-999	3,517	3,624	60.4	71.4	20.8	20.9	21.4	21.2	21.9	21.8	22.0	21.8	21.7	21.5
1,000-2,499	5,658	5,702	63.1	68.0	21.1	21.3	21.6	21.7	22.3	22.3	22.1	22.1	21.9	22.0
2,500-7,499	4,218	4,003	62.9	66.5	21.8	22.2	22.4	22.6	23.0	23.2	22.6	22.7	22.6	22.8
7,500+	4,231	4,318	53.9	60.5	21.6	21.7	22.1	22.1	22.8	22.7	22.2	22.3	22.4	22.3
Other*	3,406	3,021	--	--	--	--	--	--	--	--	--	--	--	--
State	24,200	23,591	66.0	67.0	21.3	21.4	21.6	21.8	22.4	22.4	22.1	22.1	22.0	22.0

Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment File.
Note: *"Other" includes students not reporting district attended. State figures include all students tested,public as well as nonpublic.

Average ACT composite scores for Iowa core and less than core groups by enrollment category is provided in Table 101 and Figure 113. For the graduating class of 2004, all enrollment categories had an increase in the average ACT composite score of less than core students compared to 2003.

Table 101

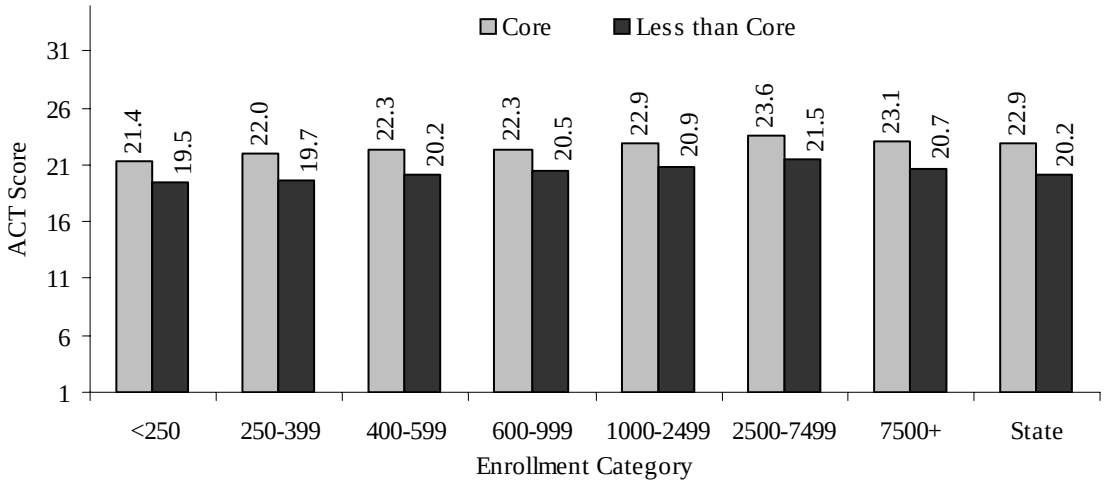
Average ACT Composite Scores for Iowa Public High School Graduating Classes 2003 and 2004 by Enrollment Category and Course of Study

Enrollment Category	Course of Study: Core 2003	Core 2004	Less than Core 2003	Less than Core 2004
<250	21.0	21.4	19.4	19.5
250-399	22.1	22.0	19.3	19.7
400-599	22.1	22.3	19.9	20.2
600-999	22.6	22.3	20.4	20.5
1,000-2,499	22.8	22.9	20.8	20.9
2,500-7,499	23.4	23.6	21.2	21.5
7,500+	23.2	23.1	20.6	20.7
State	22.9	22.9	20.6	20.2

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

Figure 113

Graduating Class of 2004 Average ACT Composite Scores for Iowa Public High School Students by Enrollment Category and Course of Study



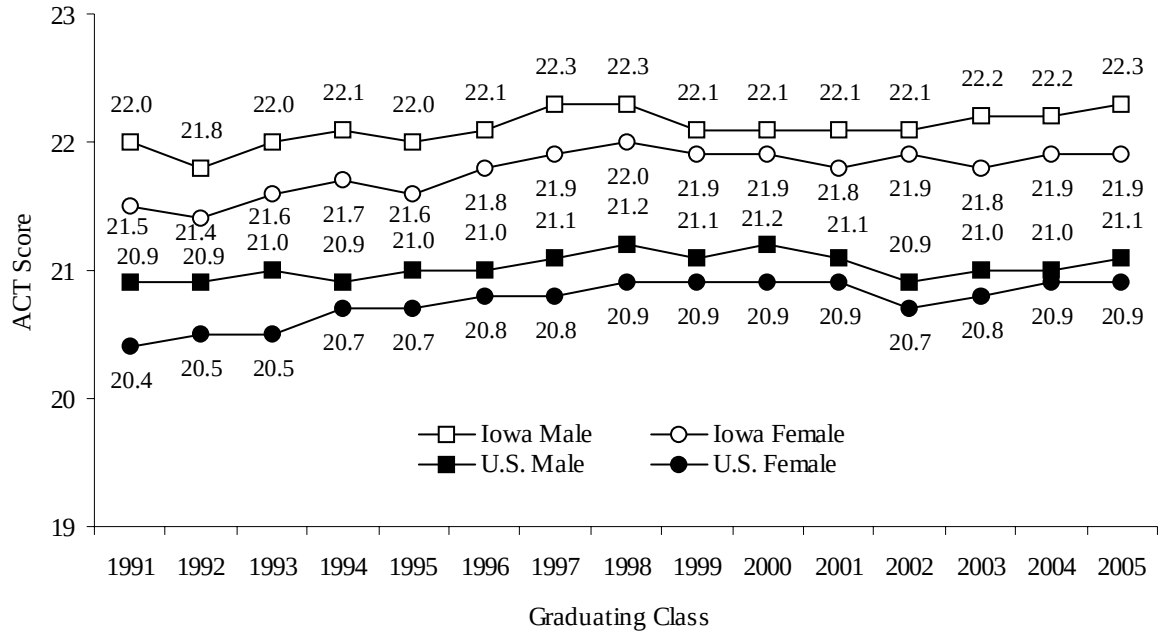
Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment File.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.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

ACT Scores by Gender

Figure 114 provides average ACT composite scores by gender for Iowa and the nation. For all years shown, each gender in Iowa has had a higher average score than their national counterpart. Average scores for males are higher than females for each year for Iowa and nationally.

Figure 114

ACT Average Composite Scores by Gender
1991 to 2005



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

Although the average composite score for females was less than males in 2005, the average score for females in English was 0.8 points higher than the males average score. As in previous years, the number of female test takers outnumbered the number of male test takers in Iowa. Table 102 displays the Iowa average ACT scores by subject area and gender.

Table 102

Iowa Average ACT Scores by Gender
2004 and 2005

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science Reasoning		Composite	
Gender	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
Male	10,753	10,319	20.9	21.1	22.5	22.5	22.2	22.2	22.7	22.8	22.2	22.3
Female	12,694	12,114	21.8	21.9	21.1	21.0	22.6	22.5	21.6	21.5	21.9	21.9
Unreported*	144	112										

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

ACT Composite Scores by Student Planned Educational Majors

ACT tested graduates self-report their planned college majors when they register to take the ACT Assessment. The health science and allied health fields major was selected most by the ACT test takers and business and management was selected second most both nationally and in Iowa. The ACT average composite scores by planned educational majors and the number of students that plan on entering that educational major are shown in Table 103.

Table 103

ACT Average Composite Scores by Planned Educational Majors 1991, 1994, 1997, 2000 and 2003 to 2005

		Average ACT Composite Scores							Number of Students
Planned Major	Year	1991	1994	1997	2000	2003	2004	2005	2005
Agriculture Science/ Technologies	Iowa	20.0	20.2	20.4	20.3	19.9	20.4	20.6	567
	Nation	19.0	19.2	19.5	19.1	18.7	18.8	18.9	16,228
Architecture & Environmental Design	Iowa	21.9	21.5	22.0	21.6	21.7	21.9	21.5	488
	Nation	20.5	20.4	20.8	20.8	20.7	20.8	20.8	24,115
Business & Management	Iowa	21.4	21.4	21.6	21.4	21.6	21.5	21.6	1,964
	Nation	20.2	20.1	20.5	20.6	20.4	20.4	20.4	92,727
Business & Office	Iowa	18.9	19.1	19.1	19.5	19.9	21.9	20.5	177
	Nation	17.7	17.7	18.0	18.5	18.9	19.0	19.2	6,263
Marketing & Distribution	Iowa	18.7	19.7	19.8	20.4	20.2	20.6	20.6	144
	Nation	18.7	18.7	19.2	19.6	19.9	20.1	20.0	8,048
Communications & Comm. Tech.	Iowa	21.7	21.9	22.3	22.4	22.0	22.4	22.1	615
	Nation	20.9	20.9	21.2	21.4	21.3	21.3	21.3	31,379
Community & Personal Service	Iowa	19.3	19.5	19.7	20.0	19.9	19.5	19.9	644
	Nation	18.3	18.5	18.7	18.8	18.6	18.6	18.5	30,352
Computer and Information Science	Iowa	22.1	22.6	22.9	22.6	22.6	22.5	77.8	535
	Nation	20.0	20.5	21.1	21.3	21.1	21.2	21.2	27,141
Cross-Disciplinary Studies	Iowa	22.7	24.0	22.3	24.3	22.7	24.3	24.0	24
	Nation	23.3	23.3	23.5	23.3	23.5	23.7	23.6	1,210
Education	Iowa	21.0	21.1	21.0	20.8	21.3	21.1	21.2	1,126
	Nation	20.0	20.1	20.2	20.3	20.4	20.5	20.5	46,835
Teacher Education	Iowa	21.3	21.1	21.3	21.2	21.2	21.3	21.3	627
	Nation	20.0	20.1	20.3	20.3	20.1	20.1	20.1	29,370
Engineering	Iowa	24.4	24.7	24.8	24.1	24.3	24.3	24.1	1,001
	Nation	22.9	22.9	22.9	22.6	22.2	22.4	22.4	45,049
Engineering-Related Technologies	Iowa	21.6	22.1	22.6	22.5	23.2	23.1	23.7	405
	Nation	20.5	20.5	20.9	21.4	21.7	21.8	21.9	25,771
Foreign Language	Iowa	24.1	24.0	23.0	23.9	24.2	23.8	25.0	114
	Nation	23.0	23.0	23.1	23.4	23.2	23.5	23.6	4,951
Health Science & Allied Health Fields	Iowa	22.1	22.1	22.3	22.2	21.8	21.8	21.9	3,738
	Nation	20.6	20.7	20.9	20.9	20.4	20.5	20.4	193,800
Human/Family/ Consumer Science	Iowa	19.0	19.1	19.6	19.7	20.0	20.6	20.3	242
	Nation	18.2	18.3	18.9	18.8	18.7	18.7	18.7	11,292
Letters	Iowa	25.1	24.7	25.1	25.0	24.9	25.3	24.8	163
	Nation	24.4	24.3	24.8	24.7	24.4	24.5	24.6	6,388
Mathematics	Iowa	25.1	25.7	25.8	25.5	25.3	25.2	25.8	110
	Nation	24.0	24.1	24.3	24.3	24.1	24.1	24.4	4,701
Philosophy, Religion & Theology	Iowa	23.1	22.1	23.6	23.1	23.3	23.2	22.7	150
	Nation	21.7	21.9	22.4	22.5	22.5	22.5	22.5	6,500
Sciences	Iowa	23.9	24.3	24.2	24.0	24.1	24.1	24.0	914
	Nation	23.3	23.3	23.5	23.3	23.2	23.4	23.5	48,051
Social Sciences	Iowa	22.6	22.6	22.9	22.8	23.0	22.9	22.8	1,348
	Nation	21.5	21.6	21.8	21.9	21.8	21.9	21.9	72,954
Trade & Industrial	Iowa	19.5	19.2	19.8	19.7	19.7	20.1	19.7	322
	Nation	18.7	18.5	18.7	18.9	18.6	18.5	18.3	13,765
Visual & Performing Arts	Iowa	22.2	22.0	22.3	22.2	22.0	22.2	22.3	1,092
	Nation	20.7	21.0	21.3	21.3	20.8	20.9	21.0	60,666

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

Iowa ACT test takers that planned to major in mathematics had the highest average ACT composite scores compared to their counterparts. Both nationally and in Iowa, students that planned to major in mathematics, and foreign language, had average composite scores that were higher than students that planned to major in other fields. Students that planned to major in teacher education had an average composite score of 21.3 in Iowa, which ranked 16th out of the 23 planned major categories (see Table 104).

Table 104

ACT Average Composite Scores by Planned Educational Majors
2005

Planned Major	Iowa Score	Iowa Rank	National Score	National Rank
Mathematics	25.8	1	24.4	2
Foreign Language	25.0	2	23.6	3.5
Letters*	24.8	3	24.6	1
Engineering	24.1	4	22.4	7
Cross-Disciplinary Studies	24.0	5.5	23.6	3.5
Sciences	24.0	5.5	23.5	5
Engineering-Related Technologies	23.7	7	21.9	8.5
Social Sciences	22.8	8.5	21.9	8.5
Computer and Information Science	22.8	8.5	21.2	11
Philosophy, Religion & Theology	22.7	10	22.5	6
Visual & Performing Arts	22.3	11	21.0	12
Communications & Comm. Tech.	22.1	12	21.3	10
Health Science & Allied Health Fields	21.9	13	20.4	15.5
Business & Management	21.6	14	20.4	15.5
Architecture & Environmental Design	21.5	15	20.8	13
Teacher Education	21.3	16	20.1	17
Education	21.2	17	20.5	14
Marketing & Distribution	20.6	18.5	20.0	18
Agriculture Science/Technologies	20.6	18.5	18.9	20
Business & Office	20.5	20	19.2	19
Human/Family/Consumer Science	20.3	21	18.7	21
Community & Personal Service	19.9	22	18.5	22
Trade & Industrial	19.7	23	18.3	23

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

Iowa Student ACT Scores Compared to Self-Reported High School Performance

Iowa average composite ACT scores by the student's self reported grade point average (GPA) for 2005 are provided in Table 105. Students self report their high school grade point average and high school rank before they take the ACT tests. Students that reported a high school GPA of 3.5 or greater (41.2 percent of the students) had an average composite score of 24.6. Of the Iowa ACT test takers in 2005, nearly 65 percent reported a GPA of 3.0 or greater.

Table 105

Iowa Average ACT Scores by Student's Self-Reported High School Grade Point Average, 2005

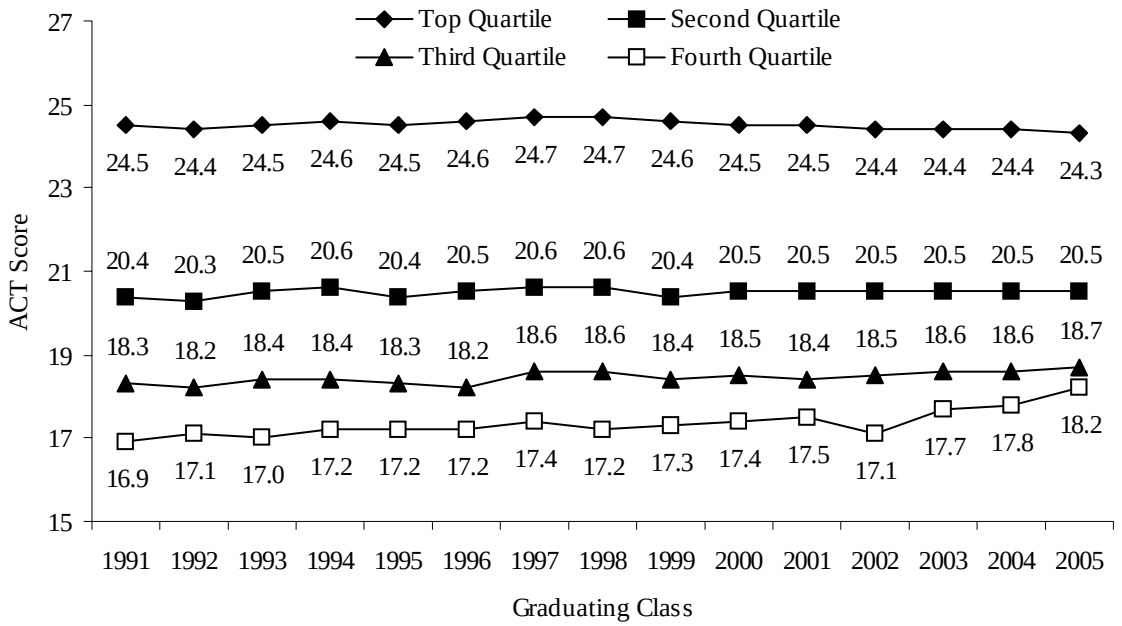
			Average ACT Scores				
GPA	Number*	Percent	English	Mathematics	Reading	Science Reasoning	Composite
3.5+	9,281	41.2%	24.4	24.3	25.0	24.1	24.6
3.0 - 3.49	5,341	23.7	20.5	20.6	21.4	21.4	21.1
2.5 - 2.99	3,139	13.9	18.4	18.8	19.5	19.9	19.3
2.0 - 2.49	1,467	6.5	17.0	17.8	18.3	18.9	18.1
<2.0	361	1.6	15.9	16.8	17.3	18.2	17.2

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *2,956 students were not included since they did not report GPA.

The top three quartiles of the student's self reported high school rank have had relatively stable average ACT composite scores for the years displayed. Scores for students that reported they were in the bottom quartile increased to 18.2 in 2005, up from 17.8 in 2004. Figure 115 provides Iowa average composite ACT scores by the students' self-reported high school rank.

Figure 115

Iowa ACT Average Composite Scores by Student's Self-Reported High School Rank, 1991 to 2005



Source: American College Testing Program, The High School Profile Report for Iowa.
Note: Quartile: One of three points that divide the scores (high school rank in this case) in a distribution into four groups of equal size. The fourth quartile, or 25th percentile, separates the lowest fourth of the group; the middle quartile, the 50th percentile or median, divides the second fourth of the cases from the third; and the third quartile, the 75th percentile, separates the top quartile.

Iowa Student Satisfaction with Selected Aspects of the Local High School

The 2005 Iowa graduates rated their high schools on a scale of 1 to 4 (1 – satisfied, 2 – neutral, 3 – dissatisfied, 4 – no experience) on the classroom instruction provided and the number and variety of course offerings. Less than a majority indicated that they were satisfied with their classroom instruction and the number and variety of course offerings (49 percent and 47 percent respectively). However, only 7 percent indicated that they were dissatisfied in the classroom instruction and 18 percent indicated that they were dissatisfied with the course offerings. The 2005 Iowa ACT tested graduates' satisfaction with selected aspects of their high school program is shown in Table 106.

Table 106

IOWA ACT TEST TAKERS' DEGREE OF SATISFACTION WITH SELECTED ASPECTS OF HIGH SCHOOL PROGRAM, 2005

Program Area	Satisfied (No change necessary)		Neutral		Dissatisfied (Improvement Needed)		No Experience	
	N	%	N	%	N	%	N	%
Classroom Instruction	11,006	49%	7,473	33%	1,483	7%	115	1%
Number & Variety of Course Offerings	10,657	47%	5,280	23%	4,010	18%	135	1%

Source: American College Testing Program, High School Profile Report, High School Graduating Class of 2005, Iowa.
Note: The total number of Iowa students tested in 2005 was 22,545.

Scholastic Assessment Test (SAT)

The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics and verbal tests of SAT I range from a low of 200 to a high of 800. The College Board reports national and state average scores for SAT I Verbal and Mathematics. The two primary components of the SAT are the SAT I: Reasoning Test and the SAT II: Subject Tests. The SAT I Reasoning Test includes SAT Verbal and SAT Mathematics and the SAT II Subject Tests have over 20 tests in five general subject areas.

The first Scholastic Assessment Test (SAT) was administered in June 1926 to 8,040 candidates. The number of candidates that took the SAT I: Reasoning Test in 2005 totaled nearly 1.5 million which was approximately 49 percent of the 2005 high school graduates. Nationwide, approximately 38 percent of the SAT tested graduates were minority up one percentage point from 2004.

The number of Iowa high school graduates that took the SAT I in 2005 totaled 1,671 which accounted for approximately 5 percent of the 2005 Iowa graduates. In 2005, 53.4 percent of the Iowa SAT I test takers were female and approximately 15 percent self reported that they were minority students.

Table 107 and Figure 116 provide information on average SAT Verbal and Mathematics scores for test takers in Iowa and the nation. The Iowa average SAT verbal score increased from 593 in 2004 to 596 in 2005 while SAT Math increased from 602 in 2004 to 608 in 2005. Nationally, the average SAT Verbal score remained unchanged in 2005 at 508 while the average SAT Math score increased from 518 in 2004 to 520 in 2005. Iowa's average scores remain above the national average scores and the differential increased in 2005 for both tests.

Table 107

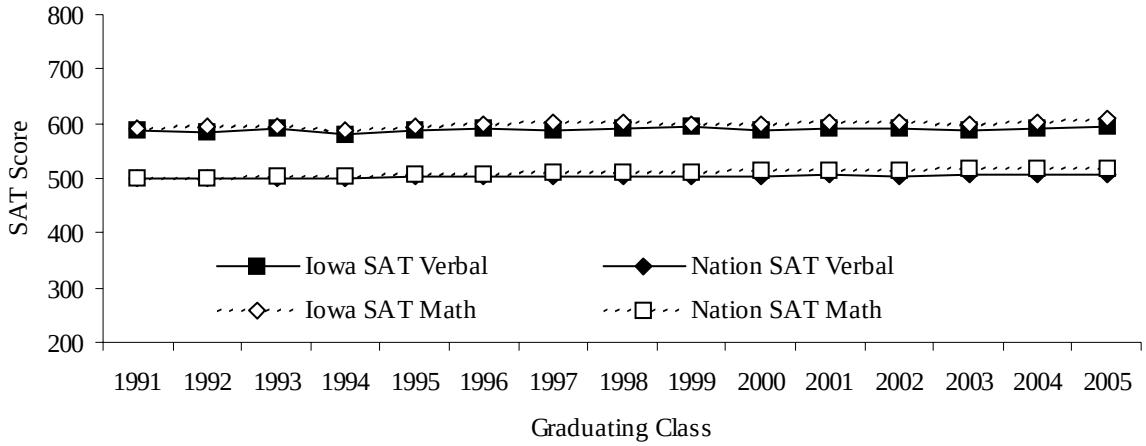
Trends of Average SAT Scores for Iowa and the Nation 1991 to 2005

	SAT Verbal		SAT Math	
Graduating Class	Iowa	Nation	Iowa	Nation
1991	588	499	591	500
1992	585	500	596	501
1993	593	500	595	503
1994	580	499	586	504
1995	589	504	595	506
1996	590	505	600	508
1997	589	505	601	511
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520

Source: The College Board, 2005 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2005, was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 116

Trends of Average SAT Scores for Iowa and the Nation 1991 to 2005



Source: The College Board, 2005 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2005 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Iowa ranked 1st in both average SAT Math score and SAT Verbal nationally. However, it should be noted that comparisons made between Iowa and other states with a high percentage of SAT tested graduates is not recommended. Iowa had a 5 percent participation rate and was tied with the third lowest participation rate with South Dakota among all states.

Table 108

AVERAGE SAT SCORES FOR IOWA, THE NATION AND MIDWEST STATES 1992, 1997, 2004 AND 2005

V=Verbal M=Math

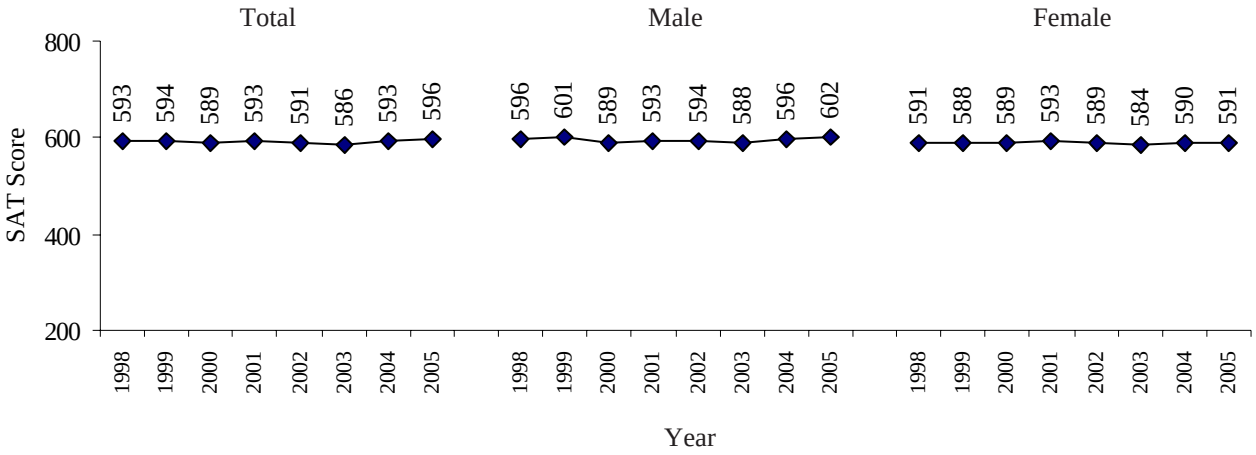
Nation and State	Graduating Class 1992 V	1992 M	1997 V	1997 M	2004 V	2004 M	2005 V	2005 M	% of Graduating Class of 2005 Taking SAT
Iowa	585	595	589	601	593	602	596	608	5%
Nation	500	501	505	511	508	518	508	520	49
Illinois	549	555	562	578	585	592	594	606	10
Kansas	562	562	578	575	584	585	585	588	9
Minnesota	567	575	582	592	587	593	592	597	11
Missouri	550	547	567	568	587	585	588	588	7
Nebraska	553	557	562	564	569	576	574	579	8
North Dakota	576	580	588	595	582	601	590	605	4
South Dakota	565	565	574	570	594	597	589	589	5
Wisconsin	556	564	579	590	587	596	592	599	6
Iowa's Rank in Nation	1	1	1	2	2	1	1	1	

Source: The College Board, 2005 Profile of SAT Program Test Takers.
Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

As in previous years, Iowa's male average SAT Math and Verbal scores remained above the average female scores. Figures 117 and 118 provide trend data by gender.

Figure 117

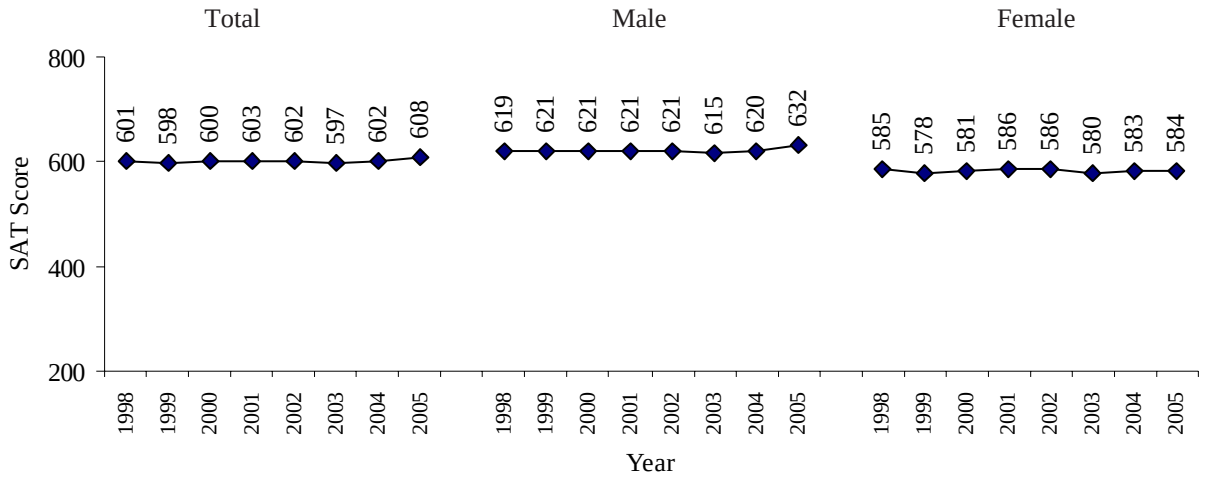
IOWA AVERAGE SAT VERBAL SCORES BY GENDER, 1998 TO 2005



Source: The College Board, 2005 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2005 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 118

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER, 1998 TO 2005



Source: The College Board, 2005 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2005 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Advanced Placement (AP)

The Advanced Placement (AP) Program, sponsored by the College Board, provides secondary school students the opportunity to take college-level courses in a high school setting. Advanced Placement examination grades are reported on a five-point scale: 1-No recommendation for college credit; 2-Possibly qualified; 3-Qualified; 4-Well qualified; and 5-Extremely well qualified.

The AP program currently offers more than 35 courses in 20 subject areas. AP courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them and AP examinations are offered once a year in May by the College Board.

Nationally, there were over 2.1 million AP exams taken by over 1.2 million students in 2005. In Iowa the number of AP candidates increased by over 600 (11.5 percent) and the number of AP exams taken was nearly 9,000, up almost 10 percent from 2004. Both the number of AP candidates and the number of exams has increased each year (see Table 109).

Table 109

Advanced Placement Participation for Iowa Students 1995 to 2005

Year	Number of Candidates	Percent Increase in Candidates from Prior Year	Number of Exams	Percent Increase in Exams from Prior Year
1995	2,601	14.1%	3,627	19.4%
1996	2,929	12.6	4,112	13.4
1997	3,313	13.1	4,647	13.0
1998	3,470	4.7	4,874	4.9
1999	3,659	5.4	5,241	7.5
2000	3,844	5.1	5,591	6.7
2001	4,069	5.9	5,995	7.2
2002	4,499	10.6	6,565	9.5
2003	5,141	14.3	7,721	17.6
2004	5,425	5.5	8,192	6.1
2005	6,047	11.5	8,986	9.7

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

Average AP exam scores are presented for Iowa and the Nation in Table 110. Iowa's average AP score for 2005 was the lowest for all years shown (3.10), but remained above the national average of 2.90 (also see Table 114).

Table 110

Average Advanced Placement Examination Scores for All Candidates, 1995 to 2005

	Iowa		Nation	
Year	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score
1995	3,627	3.11	767,881	2.96
1996	4,112	3.14	824,329	2.99
1997	4,647	3.11	899,463	3.02
1998	4,874	3.13	991,952	3.02
1999	5,241	3.16	1,122,414	3.02
2000	5,591	3.16	1,242,324	3.01
2001	5,995	3.10	1,380,146	2.95
2002	6,565	3.18	1,548,999	2.99
2003	7,721	3.14	1,705,207	2.95
2004	8,192	3.15	1,852,700	2.95
2005	8,986	3.10	2,105,803	2.90

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

The percentage of students with an AP score of 3 or above was 67.2 percent in 2005, the lowest percentage of all years shown. Ten percent of students had a score of one in 2005 which was the highest of all years shown. Table 111 provides the AP exam score distribution for 1995 to 2005. Gender breakdowns were not currently available for 2005 (Tables 112 and 113).

Table 111

Advanced Placement Exam Score Distributions for Iowa Students, 1995 to 2005

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Score of 3 or Above
1995	6.6%	24.6%	33.2%	22.8%	12.8%	68.8%
1996	5.8	24.1	33.9	23.1	13.2	70.2
1997	7.6	23.4	32.3	23.8	12.9	69.0
1998	6.2	23.8	33.7	23.4	12.9	70.0
1999	6.9	23.3	31.6	23.1	15.1	69.8
2000	6.5	22.2	33.6	24.5	13.2	71.3
2001	6.5	26.2	31.3	22.9	13.1	67.3
2002	7.0	23.0	30.0	24.6	15.4	70.0
2003	8.1	23.0	30.3	23.8	14.9	69.0
2004	8.2	22.7	30.9	22.8	15.4	69.2
2005	10.0	22.8	29.1	23.8	14.3	67.2

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

Table 112

Advanced Placement Exam Score Distributions for Iowa Males, 1995 to 2004

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Score of 3 or Above
1995	6.6%	22.4%	30.8%	24.1%	16.1%	71.0%
1996	5.3	22.3	32.0	24.5	15.9	72.4
1997	7.5	21.5	31.4	24.4	15.2	71.0
1998	6.1	21.7	31.7	24.8	15.7	72.2
1999	6.2	21.0	29.5	24.9	18.4	72.8
2000	5.8	19.6	32.3	26.4	15.9	74.6
2001	6.3	23.1	31.1	23.7	15.8	70.6
2002	6.6	20.5	28.6	25.5	18.8	72.9
2003	7.5	19.6	29.1	26.1	17.7	73.0
2004	7.8	20.1	29.7	24.8	17.7	72.2

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

Table 113

Advanced Placement Exam Score Distributions for Iowa Females, 1995 to 2004

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Score of 3 or Above
1995	6.6%	26.6%	35.5%	21.6%	9.7%	66.8%
1996	6.3	25.8	35.7	21.6	10.6	67.9
1997	7.8	25.5	33.1	23.1	10.5	66.7
1998	6.3	25.7	35.5	22.1	10.4	68.0
1999	7.6	25.7	33.8	21.1	11.8	66.7
2000	7.2	24.7	34.9	22.6	10.6	68.1
2001	6.7	29.1	31.5	22.0	10.7	64.2
2002	7.5	25.4	31.3	23.8	12.0	67.1
2003	8.7	26.6	31.4	21.4	11.8	64.7
2004	8.5	25.1	32.1	21.0	13.3	66.4

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

Table 114

Advanced Placement Score Distributions for Iowa and the Nation 2001, 2003, 2004 and 2005

Score	2001 Percent Iowa	2001 Percent Nation	2003 Percent Iowa	2003 Percent Nation	2004 Percent Iowa	2004 Percent Nation	2005 Percent Iowa	2005 Percent Nation
1	6.5%	13.4%	8.1%	14.4%	8.2%	15.8%	10.0	16.7
2	26.2	25.3	23.0	24.1	22.7	22.8	22.8	23.6
3	31.3	27.4	30.3	27.2	30.9	26.5	29.1	26.3
4	22.9	20.2	23.8	20.4	22.8	20.5	23.8	19.8
5	13.1	13.7	14.9	13.9	15.4	14.4	14.3	13.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% of Candidates with AP Scores of 3 or above	71.3	63.7	70.0	63.1	69.2	61.4	67.2	59.7

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

Based on data from the College Board, the percent of schools participating in AP increased 5.1 percentage points between 2003 and 2004 (45.3 percent versus 50.4 percent respectively). Iowa ranked 36th in 2004, up from 38th in 2003. Nationally, the percentage of schools that participated in AP was 60.6 percent in 2005 (see Table 115).

Table 115

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT 1995 TO 2004

Rank Based on 2004 Data	State	Year 2004	2003	2002	2001	2000	1999	1998	1997	1996	1995
1	Massachusetts	87.2	89.3	85.8	87.5	86.4	82.5	82.3	80.4	80.0	78.0
2	Connecticut	86.9	88.1	85.4	84.6	85.2	87.9	82.3	82.1	84.0	80.0
3	New Jersey	85.7	85.6	84.2	87.3	87.8	87.4	83.7	85.0	85.0	83.0
4	Maryland	81.2	78.3	78.2	78.4	79.3	74.9	74.1	72.5	71.0	69.0
5	Virginia	78.4	74.2	74.3	72.7	74.7	71.8	69.5	69.4	70.0	68.0
6	Dist. of Col.	77.6	80.4	76.6	70.2	94.7	72.5	73.2	82.5	100.0	100.0
7	New York	76.3	77.2	78.6	77.8	76.7	75.2	74.6	73.7	72.0	71.0
8	Utah	75.4	73.1	78.2	74.8	78.6	69.4	71.6	73.0	70.0	70.0
9	Kentucky	74.8	72.6	69.4	65.0	66.4	64.8	60.0	62.5	62.0	58.0
10	Rhode Island	74.6	71.2	72.3	63.2	70.1	76.1	74.6	72.6	74.0	73.0
11	California	74.2	76.6	75.6	74.3	74.7	72.3	69.7	68.9	69.0	66.0
12	New Hampshire	72.7	71.8	70.7	70.7	79.5	75.0	69.0	71.2	68.0	69.0
13	Wisconsin	72.5	71.6	68.9	67.4	65.3	64.1	60.1	56.9	56.0	52.0
14	Delaware	70.5	68.3	70.0	62.1	64.4	63.3	47.4	46.8	46.0	42.0
15.5	Texas	70.2	68.2	67.5	65.3	63.1	60.7	56.9	56.3	51.0	45.0
15.5	Vermont	70.2	67.3	72.2	71.7	72.2	76.8	69.5	74.7	66.0	66.0
17	North Carolina	69.5	69.4	68.0	66.4	67.7	67.6	63.3	63.9	64.0	64.0
18	Maine	68.7	71.0	68.5	65.0	63.3	63.1	57.4	58.5	58.0	54.0
19	Georgia	68.3	66.7	66.3	65.0	65.0	60.5	58.5	57.8	59.0	59.0
20	Indiana	68.0	68.5	64.0	59.4	59.1	57.0	56.2	56.4	55.0	55.0
21	South Carolina	67.7	68.9	71.5	70.7	74.0	71.4	70.0	70.6	70.0	70.0
22	Ohio	65.2	67.3	66.5	64.0	63.1	61.0	59.7	58.5	58.0	56.0
23	Pennsylvania	65.0	64.9	63.6	62.4	63.4	61.7	60.6	60.9	60.0	56.0
24	West Virginia	64.9	62.3	62.3	56.6	55.2	49.4	55.3	57.5	63.0	64.0
25.5	Washington	63.2	62.0	61.6	61.1	58.1	58.4	54.7	52.8	53.0	48.0
25.5	Oklahoma	63.2	65.2	54.6	49.3	42.0	33.7	24.8	18.0	16.0	17.0
27	Florida	62.3	61.6	56.9	54.5	64.8	62.7	57.5	56.8	57.0	55.0
28	Hawaii	61.3	67.4	63.8	74.4	72.7	82.7	73.3	69.9	68.0	65.0
	United States	**60.6**	**59.9**	**58.9**	**57.3**	**57.3**	**56.0**	**53.8**	**52.9**	**52.0**	**50.0**
29	Michigan	58.6	57.9	57.8	57.2	56.7	56.5	54.1	53.1	52.0	50.0
30	Illinois	56.6	56.5	56.0	54.1	54.1	52.0	51.8	52.2	50.0	49.0
31	Colorado	55.5	53.8	52.6	48.6	49.9	50.7	47.8	47.9	50.0	50.0
32	Tennessee	55.3	52.9	56.9	55.6	53.1	53.2	50.6	50.2	50.0	47.0
33	Nevada	54.8	56.4	48.6	45.7	38.7	41.0	40.2	52.2	56.0	53.0
34	Oregon	53.2	50.9	48.9	49.5	50.2	48.7	48.5	42.5	44.0	45.0
35	New Mexico	52.8	49.4	53.4	47.6	50.0	48.4	43.9	39.0	42.0	40.0
36	**Iowa**	**50.4**	**45.3**	**44.2**	**36.6**	**33.3**	**35.6**	**36.3**	**31.9**	**29.0**	**30.0**
37.5	Minnesota	49.0	50.9	48.6	47.7	44.6	45.3	43.1	43.1	44.0	42.0
37.5	Arkansas	49.0	38.4	34.7	32.5	33.0	32.2	30.5	30.2	27.0	22.0
39	Idaho	48.8	50.3	49.3	48.7	42.0	49.0	42.7	42.8	39.0	41.0
40	Montana	41.0	45.0	38.6	34.6	34.3	33.2	32.3	35.0	31.0	31.0
41	Arizona	35.8	33.8	34.8	39.4	51.0	50.2	53.9	46.6	57.0	51.0
42	South Dakota	35.6	31.1	26.9	23.6	19.2	21.1	19.0	15.9	14.0	19.0
43	Missouri	35.6	34.5	35.8	34.0	32.6	30.2	27.1	24.9	26.0	26.0
44	Mississippi	34.3	35.4	34.6	36.1	38.7	36.4	38.2	36.4	38.0	33.0
45	Alabama	33.8	32.0	33.9	35.4	36.3	38.3	36.9	41.9	44.0	45.0
46	Wyoming	30.4	34.2	31.2	29.6	33.3	30.5	29.1	30.4	30.0	30.0
47	Louisiana	27.9	25.7	26.7	27.0	24.6	24.4	23.8	23.9	24.0	25.0
48	Kansas	25.5	27.2	28.0	24.6	24.4	26.0	24.1	22.8	24.0	25.0
49	Nebraska	21.7	20.8	22.2	18.6	21.7	22.5	22.7	21.7	19.0	22.0
50	Alaska	13.9	13.9	11.8	11.3	12.6	13.9	12.8	11.7	12.0	12.0
51	North Dakota	10.9	9.7	11.2	8.7	8.8	8.2	7.6	7.4	7.0	5.0

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1992-2004.

Iowa has shown a steady increase in the number of AP examinations taken per thousand of 11th and 12th graders. In 2004, Iowa increased the number to 91, up from 85 in 2003.

Table 116 details the number of Advanced Placement examinations taken per thousand of 11th and 12th graders.

Table 116

Number of Advanced Placement Examinations Taken Per Thousand 11th and 12th Graders, 1995 to 2004

Rank Based on 2004 Data	State	2004	2003	2002	2001	2000	1999	1998	1997	1996	1995
		Year									
1	Maryland	384	363	322	285	256	234	216	201	188	177
2	Virginia	367	359	356	344	316	302	249	241	227	221
3	Florida	348	346	295	273	241	226	215	183	197	190
4	North Carolina	333	322	303	266	235	219	190	178	167	170
5	New York	327	341	332	318	290	276	256	237	218	195
6	California	310	316	307	282	259	238	221	206	195	178
7	Texas	290	281	262	243	210	178	149	136	115	103
8	Connecticut	284	288	280	271	250	233	218	188	171	152
9	Massachusetts	276	280	262	264	239	230	213	202	180	162
10	Delaware	273	260	261	216	187	182	176	168	155	136
11	New Jersey	267	281	282	261	239	245	210	206	195	163
12	Utah	262	279	266	254	242	235	231	232	221	229
13	Colorado	254	237	212	194	179	158	147	131	124	119
	United States	**228**	**225**	**212**	**197**	**178**	**165**	**150**	**139**	**130**	**122**
14	South Carolina	224	225	221	197	190	193	191	184	178	171
15	Georgia	216	228	218	205	186	169	144	122	110	144
16	Vermont	204	184	164	151	136	142	123	107	94	87
17	Nevada	203	177	154	141	130	124	118	100	103	101
18	Illinois	200	194	187	176	161	144	144	136	130	122
19	Maine	194	184	169	160	141	137	118	125	104	96
20	Dist. of Col.	189	433	351	***	423	388	359	331	277	249
21	Wisconsin	188	173	162	154	140	125	117	106	96	85
22	Oklahoma	183	176	153	128	107	93	71	56	49	45
23	Kentucky	182	168	146	138	122	112	98	94	86	79
24	Washington	175	159	143	123	106	93	82	74	63	57
25	Hawaii	170	232	226	187	173	164	157	142	129	140
26	New Mexico	165	152	149	138	114	106	83	80	76	74
27	Pennsylvania	162	161	164	151	140	131	116	110	102	91
28	Rhode Island	158	159	173	160	150	140	131	122	118	104
29	Tennessee	158	150	134	132	126	121	104	97	94	88
30.5	Alaska	157	154	153	144	157	145	150	108	101	91
30.5	Michigan	157	159	155	145	130	122	112	107	105	91
32.5	Indiana	146	140	121	113	107	98	91	89	97	92
32.5	Minnesota	146	139	143	140	120	123	105	80	75	77
34	Arkansas	145	124	108	99	84	72	62	54	42	41
35	Ohio	142	135	128	119	113	112	103	96	88	83
36	South Dakota	141	110	111	99	88	72	68	48	37	35
37	New Hampshire	140	151	148	158	150	147	138	127	122	111
38	Arizona	139	132	134	118	103	99	107	102	98	92
39	Idaho	124	114	99	99	85	77	67	60	46	50
40	West Virginia	117	120	98	88	81	72	66	72	68	68
41	Montana	115	104	107	92	86	82	72	64	63	52
42	Oregon	114	102	102	93	82	77	75	70	58	60
43	Alabama	102	99	92	84	79	82	84	94	88	88
44	Missouri	100	100	94	84	71	64	56	51	48	47
45	**Iowa**	**91**	**85**	**72**	**66**	**62**	**59**	**54**	**53**	**48**	**44**
46	Wyoming	82	90	84	72	50	44	31	30	34	45
47	Kansas	80	80	73	67	63	56	51	48	47	41
48	Mississippi	71	64	65	64	58	65	58	58	54	48
49	North Dakota	66	65	67	54	48	41	38	28	32	24
50	Nebraska	62	56	58	53	47	45	50	49	44	48
51	Louisiana	44	51	50	52	48	46	42	39	38	36

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1992-2004.
Note: ***AP exams per 1000 11th and 12th graders are not available for 2001.

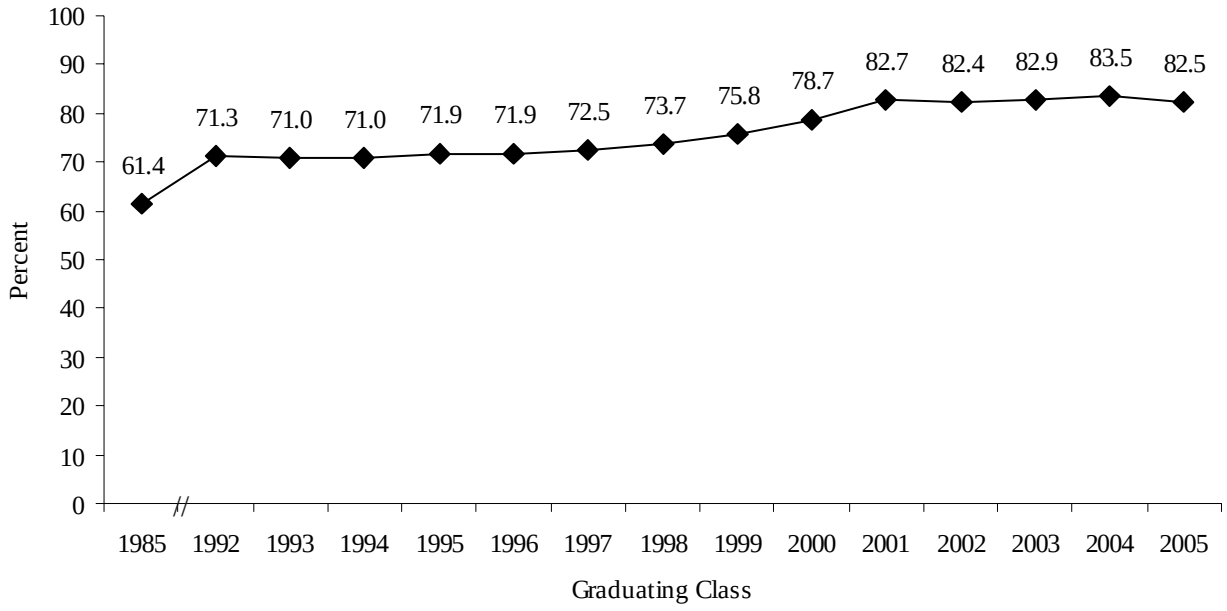
Pursuit of Postsecondary Education/Training

The trend of Iowa public high school graduates pursuing or intending to pursue postsecondary education or training is reported in this section. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information from all school districts that operated a high school. Between 1997 and 1999 a combination of follow-up and graduate intentions was collected from districts. Follow-up information was collected from non-Project EASIER (see page 108 for description of Project EASIER) districts and graduate intentions data was collected from the Project EASIER districts. Since 2000, graduate intention data has been collected from all districts that operate a high school.

The percentage of graduates that pursued or intended to pursue postsecondary education or training is displayed in Figure 119. Since 2001 the percentage of students that intended to pursue postsecondary education or training has remained approximately 83 percent. The percentage for the graduating class of 2005 dropped slightly one percentage point to 82.5 percent.

Figure 119

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992 TO 2005*



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions File.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2005 has not been finalized and is subject to change.

All seven enrollment categories reported that over 80.0 percent of the 2005 graduates intended to pursue postsecondary education or training. This is the fourth consecutive year that all enrollment categories have been at 80.0 percent or higher. Table 117 provides graduate intentions by enrollment category for the graduating classes of 1985 and 1996 to 2005.

Table 117

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1996 to 2005*

Graduating Class	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985	66.5%	63.0%	66.0%	64.3%	62.2%	62.2%	52.3%	61.4%
1996	59.5	69.2	71.5	73.3	73.4	68.8	72.6	71.9
1997	76.6	72.4	68.4	73.4	74.9	68.4	74.0	72.5
1998	69.7	70.2	70.8	73.2	74.6	72.5	75.8	73.7
1999	69.9	74.7	73.4	76.4	76.9	76.6	74.5	75.8
2000	80.5	82.5	80.1	78.9	79.0	76.0	79.1	78.7
2001	73.9	81.3	81.0	82.5	83.1	81.9	84.3	82.7
2002	84.1	84.9	82.1	82.7	83.5	80.0	82.6	82.4
2003	84.3	84.0	83.6	83.3	81.8	82.8	83.3	82.9
2004	85.6	85.3	84.3	84.3	82.6	82.7	84.0	83.5
2005	82.6	83.9	86.2	84.4	82.5	81.9	80.1	82.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2005 has not been finalized and is subject to change.

As has been the trend in previous years, females intended to pursue postsecondary training or education at a higher percentage than males. For the graduating class of 2005, the female percentage was 87.2 percent while the male percentage was 78.0 percent (see Table 118).

Table 118

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 1998 to 2005*

Graduating Class	Gender Male	Female	Total
1998	68.8%	78.4%	73.7%
1999	70.7	80.9	75.8
2000	74.5	82.9	78.7
2001	77.8	87.5	82.7
2002	77.9	86.9	82.4
2003	78.0	87.8	82.9
2004	78.7	88.3	83.5
2005	78.0	87.2	82.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.
*Data for 2005 has not been finalized and is subject to change.

Another trend that continued was the increase in the percentage of graduates that intended to pursue education at a community college (see Table 119). That percentage increased for the fifth consecutive year in 2005. The percentage of graduates that intended to pursue postsecondary education at a private four-year college, decreased for the third consecutive year in 2005.

Table 119

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 1985 and 1996 to 2005*

Postsecondary Institution	Graduating Class										
	1985	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Private 4-Year College	12.3%	13.3%	13.1%	13.3%	14.0%	12.6%	14.9%	15.8%	15.4%	15.2%	14.4%
Public 4-Year College	23.3	25.3	25.1	26.6	25.9	28.0	27.3	25.5	25.0	24.9	24.6
Private 2-Year College	1.4	1.2	1.3	1.0	2.0	5.8	5.2	4.4	2.7	2.4	2.0
Community College	18.2	28.3	29.4	28.8	30.4	28.9	31.0	32.3	35.5	36.6	37.0
Other Training	6.2	3.8	3.6	4.0	3.6	3.3	4.3	4.4	4.3	4.4	4.5
Total	61.4	71.9	72.5	73.7	75.9	78.6	82.7	82.4	82.9	83.5	82.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2005 has not been finalized and is subject to change.

Table 120 and Figure 120 provide a comparison of graduates that intended to pursue postsecondary education or training at a four-year college versus a two-year college. Although in previous years the four-year colleges had a higher percentage of postsecondary pursuits, the gap had been narrowing. In 2005 that gap had closed with both four-year colleges and two-year colleges at 39.0 percent.

Table 120

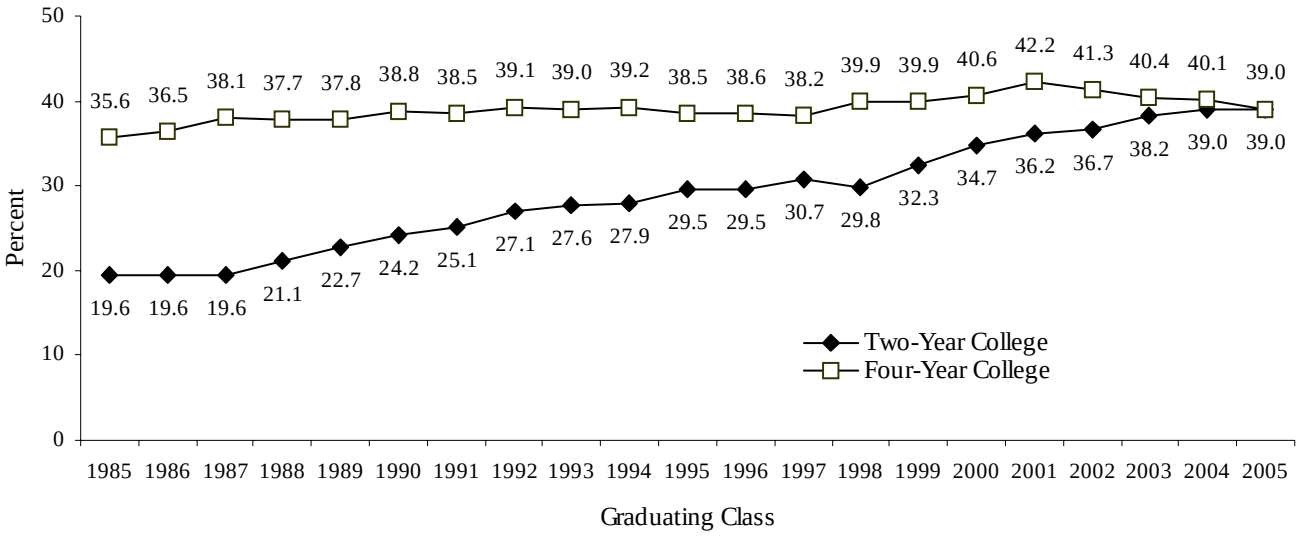
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1985 and 1996 to 2005*

Postsecondary Institution	Graduating Class										
	1985	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Four-Year College	35.6%	38.6%	38.2%	39.9%	39.9%	40.6%	42.2%	41.3%	40.4%	40.1%	39.0%
Two-Year College	19.6	29.5	30.7	29.8	32.3	34.7	36.2	36.7	38.2	39.0	39.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2005 has not been finalized and is subject to change.

Figure 120

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES, 1985 TO 2005*



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2005 has not been finalized and is subject to change.

Postsecondary Enrollment Options

The Postsecondary Enrollment Options Act (PSEO) became law in 1993 (See *Iowa Code*, Chapter 261C). The PSEO provides the opportunity for Iowa high school junior and senior students and grades 9 and 10 gifted and talented students to earn college credit in high school. According to the law, participating districts are required to pay a fee to postsecondary institutions that provide the college credit courses. The fee is the amount equal to the lesser of "actual and customary cost of tuition, textbooks, materials, and fees directly related to the course taken," or the sum of $250.

Table 121 and Figure 121 provide the trends for Iowa PSEO enrollments and courses taken. In 2003-2004, the PSEO enrollments decreased for the second consecutive year. The number of courses taken increased in 2003-2004 after a decrease in the previous school year.

Table 121

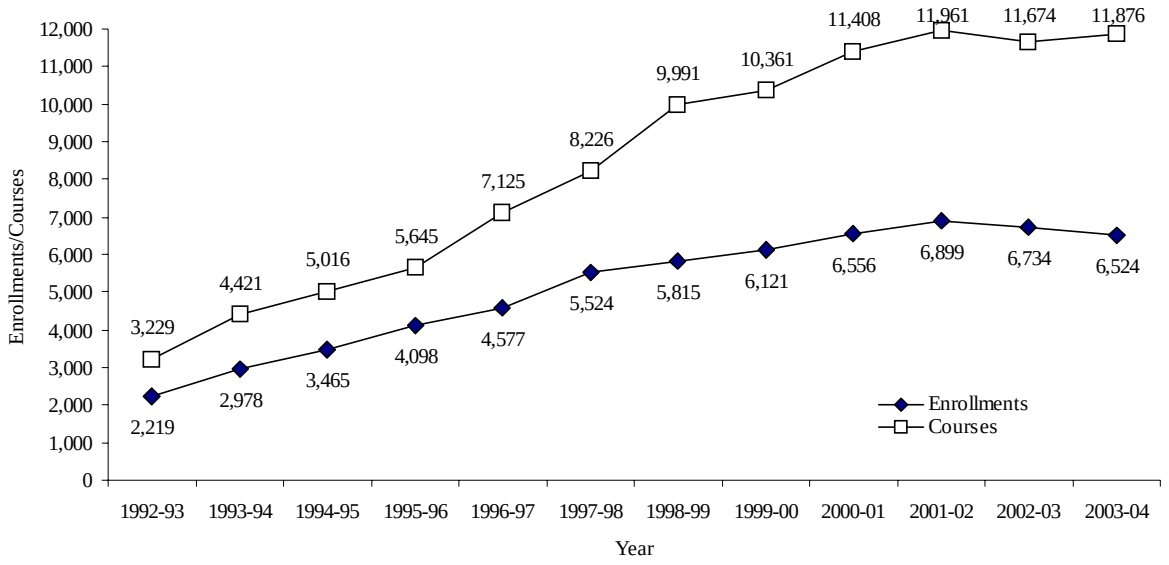
Iowa Postsecondary Enrollment Options
Enrollments and Courses
1992-1993 to 2003-2004

Year	Enrollments	Courses
1992-1993	2,219	3,229
1993-1994	2,978	4,421
1994-1995	3,465	5,016
1995-1996	4,098	5,645
1996-1997	4,577	7,125
1997-1998	5,524	8,226
1998-1999	5,815	9,991
1999-2000	6,121	10,361
2000-2001	6,556	11,408
2001-2002	6,899	11,961
2002-2003	6,734	11,674
2003-2004	6,524	11,876

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

Figure 121

Iowa Postsecondary Enrollment Options
Enrollments and Courses, 1992-1993 to 2003-2004



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

Table 122 shows the PSEO enrollments breakdown by grade and Table 123 shows the number of courses taken by course area and postsecondary institution type. The enrollments decreased for all grades listed (see Table 122) in both 2002-2003 and 2003-2004. In 2003-2004, the number of courses taken increased in vocational/technical areas for all college type listed. The only increase in academic courses taken is in community colleges. Community colleges had the highest participation in both academic and vocational/technical areas (see Table 123).

Table 122

Number of Iowa High School Students Participating in the Postsecondary Enrollment Options Act 1992-1993 and 2001-2002 to 2003-2004

School Year	9th and 10th Graders	Grade 11 Students	Grade 12 Students	Total Participants
1992-1993	32	378	1,809	2,219
2001-2002	244	1,575	5,080	6,899
2002-2003	241	1,557	4,936	6,734
2003-2004	216	1,410	4,898	6,524

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

Table 123

Number of Postsecondary Enrollment Options Courses Taken by Iowa High School Students by Type of Course and Type of Institution 1992-1993 and 2001-2002 to 2003-2004

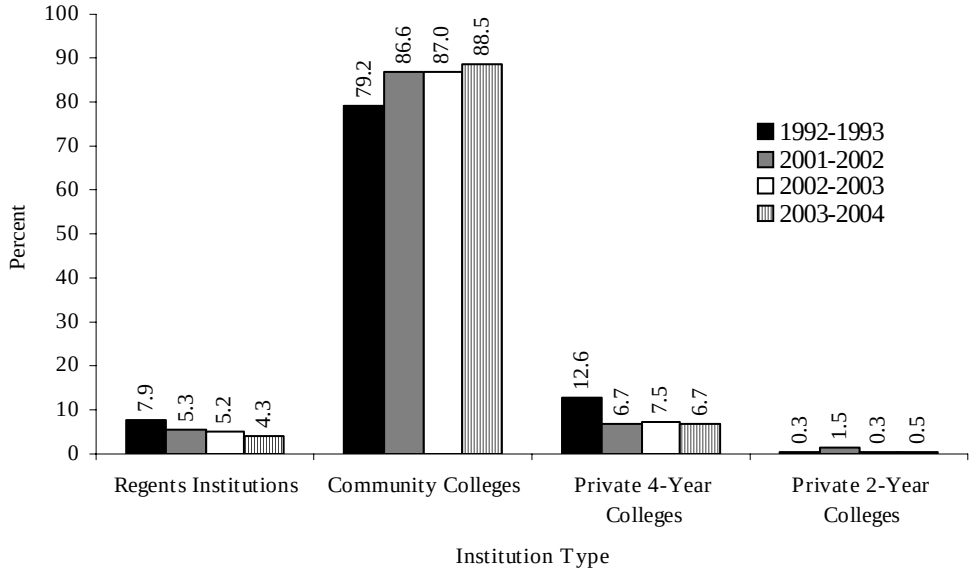
	Academic (Math, Science, English, Etc.)				Vocational/Technical				
School Year	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	Total Courses Taken
1992-1993	245	2,099	382	10	9	457	26	1	3,229
2001-2002	614	7,596	769	166	10	2,762	30	14	11,961
2002-2003	586	7,438	843	32	18	2,714	36	7	11,674
2003-2004	486	7,524	731	20	28	2,990	58	39	11,876

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

Figure 122 displays the percentage distribution of postsecondary enrollment option courses taken by students. Community colleges continued to have the largest percentage of all institution types at 88.5 percent in 2003-2004. Growth in the percentage of PSEO courses at community colleges has steadily increased since 1992-1993.

Figure 122

PERCENTAGE DISTRIBUTIONS OF POSTSECONDARY ENROLLMENT OPTION COURSES TAKEN BY IOWA PUBLIC HIGH SCHOOL STUDENTS 1992-1993 AND 2001-2002 TO 2003-2004



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

Dropouts

Dropout data for public school students are collected through the Project EASIER. School level dropout summaries for grades 7 through 12 have been reported into the Basic Educational Data Survey (BEDS) since 2001-2002. The Department of Education has collected of district level dropout data through the BEDS for over two decades. The grade level dropout information makes it possible to look at a single grade dropout rate or calculate high school (grades 9-12) and grades 7-12 dropout rates. The numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollments of grades 7-12 (or total enrollments of grades 9-12). Dropout data are also available by gender and race/ethnicity.

The National Center for Education Statistics (NCES) definition used for dropouts is students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or

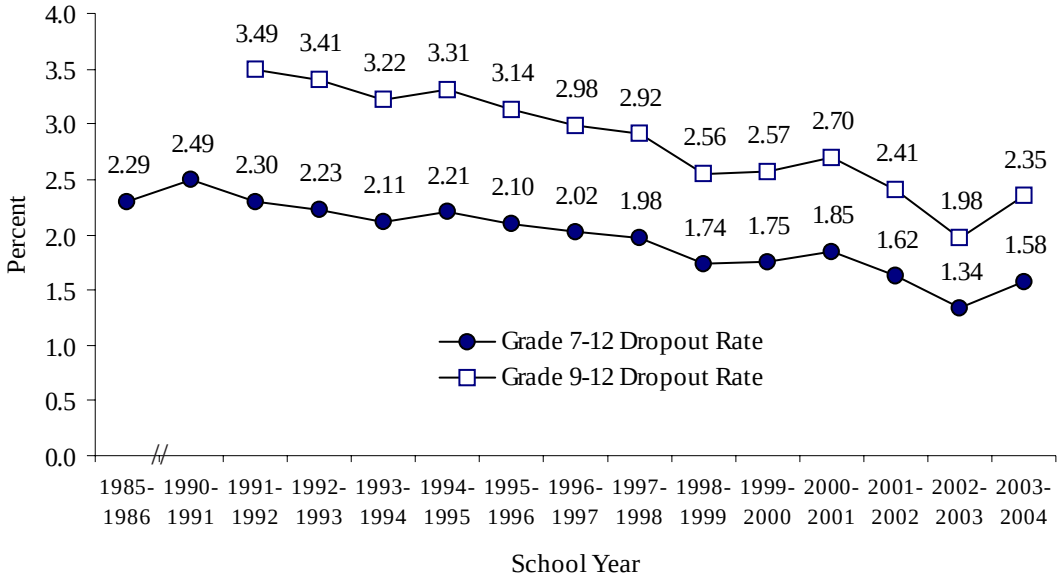
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b) temporary school-recognized absence for suspension or illness, and c) death.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school administered by a public school district is NOT considered a dropout.

Two statewide dropout rate trends for Iowa public schools are shown in Figure 123, the lower line is for grades 7-12 and the upper line is for grades 9-12. In general, there were downward trends in grades 7-12 and grades 9-12 dropout rates since 1990-1991. The most significant decreases were in 1998-1999 and 2002-2003 for grades 7-12 and the average for public high schools. In 2003-2004 the dropout rate for grades 9-12 was 2.35 percent and the dropout rate for grades 7-12 was 1.58 percent, slight increases from 2002-2003 for both grade levels.

Figure 123

IOWA PUBLIC SCHOOL GRADES 7-12 AND GRADES 9-12 DROPOUT RATES 1985-1986 AND 1990-1991 TO 2003-2004



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

The 2003-2004 public school dropout distributions by grade and by enrollment categories are shown in Table 124 with a total of 3,626 dropouts for grades 7-12. The largest percentage of dropouts was from grade 12 with 41.4 percent of total dropouts, followed by grade 11 with 27.9 percent. Only 35 students dropped out from grades 7 and 8 together in 2003-2004. Districts with enrollments of 2,500 and above accounted for more than two third of the total dropouts in grades 7 to 12 and 45 percent of the total enrollments in those grades. For the districts with fewer than 1,000 students, the average grades 7-12 dropout rate was less than 1 percent. The average dropout rate for grades 7-12 was above 2 percent for the districts with 7,500 students or more.

Table 124

Total Iowa Public School Grades 7-12 Dropouts by Enrollment Category, 2003-2004

Enrollment Category	Grade Level 7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	% of Enroll 7-12	Dropout Percent
<250	0	0	0	3	4	1	8	0.22%	0.69%	0.51%
250-399	0	0	6	8	16	28	58	1.60	3.74	0.68
400-599	0	0	5	21	32	53	111	3.06	8.56	0.57
600-999	1	1	10	42	74	139	267	7.36	15.63	0.75
1,000-2,499	1	4	48	132	221	319	725	19.99	26.56	1.19
2,500-7,499	0	0	53	129	226	422	830	22.89	19.35	1.87
7,500+	11	17	246	375	439	539	1,627	44.87	25.51	2.79
State	13	22	368	710	1,012	1,501	3,626	100.00	100.00	1.58

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

In 2003-2004, dropout rates increased for both male and females from the 2002-2003 figures. Males had a higher dropout rate than females in all years shown in Table 125. In 2003-2004, males represented 57 percent of total dropouts and about 51 percent of total enrollments in grades 7-12.

Table 125

Total Iowa Public School Grades 7-12 Dropouts by Gender 1996-1997 to 2003-2004

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Dropout % Female	1.75%	1.73%	1.59%	1.51%	1.60%	1.45%	1.13%	1.39%
Dropout % Male	2.27	2.22	1.87	1.99	2.08	1.79	1.53	1.77
Female Dropouts as a % of Total Dropouts	42.60	42.94	44.89	42.04	42.39	43.52	41.17	42.97
Female Enrollment as a % of Total Enrollment	49.10	49.05	48.94	48.88	48.91	48.70	48.76	48.86

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

Public school grade 7-12 dropout data and enrollment by race/ethnicity in 2003-2004 are shown in Table 126. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority. In 2003-2004, all minorities represented less than 10 percent of grades 7-12 enrollments, but represented over 20 percent of total grades 7-12 dropouts. The minority dropout rate was 3.24 percent compared to 1.4 percent for non-minority at the state level.

Table 126

2003-2004 Iowa Public School Grades 7-12 Dropouts by Race/Ethnicity

Race/Ethnicity Group	Dropout as a % of Enrollment	Total Dropouts	% of Total Dropouts	Grade 7-12 Enrollment	% of 7-12 Enrollment
Non-Minority	1.40%	2,886	79.59%	206,065	90.02%
All Minority	3.24	740	20.41	22,847	9.98
American Indian	4.94	65	1.79	1,317	0.58
Asian	1.19	47	1.30	3,948	1.72
Hispanic	3.87	346	9.54	8,939	3.90
African American	3.26	282	7.78	8,643	3.78
State	1.58	3,626	100.00	228,912	100.00

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

Grades 7-12 dropout and enrollment distributions by race/ethnicity are shown in Table 127. The grades 7-12 white enrollment and white dropouts have been decreasing from 1996-1997 to 2002-2003 (also see Figure 124) and increased slightly in 2003-2004 while the Hispanic dropout rates have more than doubled and enrollment proportions are almost doubled during the same time period (Table 127).

Table 127

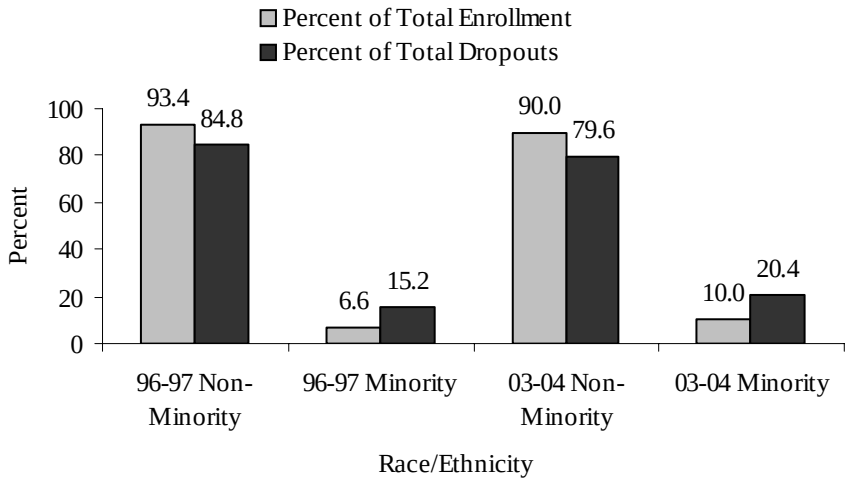
Percent of Dropouts and Percent of Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 1996-1997 to 2003-2004

Racial/Ethnic Group	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
	% of 7-12 Total Dropouts							
White	84.8%	83.3%	83.0%	83.5%	80.1%	78.9%	79.2%	79.6%
African American	7.6	7.4	6.4	6.3	7.9	9.0	8.0	7.8
Hispanic	5.4	6.7	7.7	7.3	8.8	8.8	9.6	9.5
Asian	1.3	1.4	1.6	1.6	1.5	1.9	1.7	1.3
American Indian	0.9	1.2	1.3	1.3	1.7	1.4	1.5	1.8
	% of 7-12 Enrollment							
White	93.4%	93.1%	92.8%	92.4%	91.8%	91.3%	90.8%	90.0%
African American	2.8	2.8	2.9	3.0	3.1	3.4	3.5	3.8
Hispanic	1.9	2.1	2.2	2.5	2.8	3.1	3.5	3.9
Asian	1.6	1.6	1.7	1.7	1.8	1.7	1.7	1.7
American Indian	0.3	0.4	0.4	0.4	0.5	0.5	0.5	1.8

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

Figure 124

Comparison of the Percentage of Grades 7-12 Enrollments and Grades 7-12 Dropouts Represented by Minority and Non-Minority Iowa Public School Students 1996-1997 and 2003-2004



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

Table 128 shows the 2003-2004 dropout rate distribution for grades 7-12. Almost 24 percent of the Iowa public school districts reported zero dropouts, while about 64 percent of the districts had a dropout rate less than one percent. A total of 15 Iowa districts (4.1 percent) had over a three-percent dropout rate in 2003-2004. There were ten Iowa public school districts (less than 3 percent) that did not serve students beyond sixth grade in 2003-2004.

Table 128

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts, 2003-2004

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
NA	10	2.7%	2.7%
0	88	23.8	26.5
.01-.50	65	17.6	44.1
.51-1.00	83	22.4	66.5
1.01-1.50	54	14.6	81.1
1.51-2.00	31	8.4	89.5
2.01-2.50	17	4.6	94.1
2.51-3.00	7	1.9	95.9
3.01-3.50	4	1.1	97.0
3.51-4.00	5	1.4	98.4
>4.00	6	1.6	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.
Note: Dropout rates are combined grade 7-12 dropouts divided by combined grade 7-12 enrollment and expressed as a percent.

A cross state comparison for grades 9-12 dropout rate is shown in Table 129. The public high school dropout rates by state were published by the National Center for Education Statistics (NCES). In a range of 1.9 and 10.5 dropout rates, Iowa ranked fourth in the nation with an all time low rate of 2.4 percent in 2001-2002.

Table 129

PUBLIC HIGH SCHOOL - GRADES 9-12 DROPOUT RATES BY STATES 1994-1995, 1997-1998, 2000-2001 AND 2001-2002

	1994-1995 Percent Dropout	1997-1998 Percent Dropout	2000-2001 Percent Dropout	2001-2002 Percent Dropout	2001-2002 Nat'l Rank
Wisconsin	2.7	2.8	2.3	1.9	1
North Dakota	2.5	2.8	2.2	2.0	2
Indiana	-	-	-	2.3	3
Iowa	3.5	2.9	2.7	2.4	4
New Jersey	4.0	3.5	2.8	2.5	5
Connecticut	4.9	3.5	3.0	2.6	6
Maine	3.4	3.2	3.1	2.8	7
South Dakota	5.3	3.1	3.9	2.8	8
Virginia	5.2	4.8	3.5	2.9	9
Kansas	5.1	4.2	3.2	3.1	10.5
Ohio[2]	5.3	5.1	3.9	3.1	10.5
South Carolina	-	-	3.3	3.3	12.5
Pennsylvania	4.1	3.9	3.6	3.3	12.5
Missouri	7.0	5.2	4.2	3.6	14
Utah	3.5	5.2	3.7	3.7	16.5
Alabama	6.2	4.8	4.1	3.7	16.5
West Virginia	4.2	4.1	4.2	3.7	16.5
Florida	-	-	4.4	3.7	16.5
Minnesota	5.2	4.9	4.0	3.8	20
Texas	-	-	4.2	3.8	20
Tennessee	5.0	5.0	4.3	3.8	20
Maryland	5.2	4.3	4.1	3.9	24
Montana	-	4.4	4.2	3.9	24
Kentucky	-	5.2	4.6	3.9	24
Mississippi	6.4	5.8	4.6	3.9	24
Idaho	9.2	6.7	5.6	3.9	24
Vermont	4.7	5.2	4.7	4.0	27.5
New Hampshine	-	-	5.4	4.0	27.5
Nebraska	4.5	4.4	4.0	4.2	29
Rhode Island	4.6	4.9	5.0	4.3	30
Oklahoma	5.8	5.8	5.2	4.4	31
Oregon[2]	7.1	6.8	5.3	4.6	32
Hawaii	-	5.2	5.7	5.1	33
New Mexico	8.5	7.1	5.3	5.2	34
Arkansas	4.9	5.4	5.3	5.3	35
North Carolina	-	-	6.3	5.7	36
Wyoming	6.7	6.4	6.4	5.8	37
Delaware[2]	4.6	4.7	4.2	6.2	38
Nevada	10.3	10.1	5.2	6.4	39.5
Illinois	6.6	6.9	6.0	6.4	39.5
Georgia	9.0	7.3	7.2	6.5	41
Louisiana	3.5	11.4	8.3	7.0	42
New York		3.2	3.8	7.1	43
Alaska	-	4.6	8.2	8.1	44
Arizona	9.6	9.4	10.9	10.5	45

Source: National Center for Education Statistics, Digest of Education Statistics, 1997-2004.

Notes: '-' Not available.

'1' Alabama, Alaska, Arizona, Florida, Illinois, Maryland, New Jersey, New York, Tennessee, Vermont, and Puerto Rico reported data on an alternative July through June cycle, rather than the specified October through September cycle for dropout data.

'2' Data differ slightly from figures reported in other tables in the Digest of Education Statistics Report due to varying reporting practices for racial/ethnic survey data.

High School Graduation Rates

The Department of Education collects high school graduation data from all Iowa public high schools in spring through the through the Project EASIER. School level graduate counts by diploma type have been reported into the Basic Educational Data Survey (BEDS) since 1999-2000. There were over two decades of district level high school graduation data available in Iowa. Three groups of the high school completers are collected based on the National Center for Education Statistics (NCES) definitions:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

Since 2003, public high school graduation rate has been one of the indicators for the No Child Left Behind (NCLB) Accountability System. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore the Iowa Accountability Plans under the Consolidated Application Process has a narrower definition for high school graduates:

- Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

Other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

The *Annual Condition of Education Report* (COE) has applied the NCLB definition for the data analyses and excluded other completers from the Iowa graduates since 2003. There are less than 100 other completers each year in Iowa and many of them are foreign exchange students. Under the current graduation rate model other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically: The total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4.

$$GRi = \frac{Gi}{Gi + Di + D(i-1) + D(i-2) + D(i-3)}$$

Where: *GRi* is the graduation rate for a given year (*i*).

G*i* is the number of students achieving a regular high school diploma for year *i*.

Di is the number of dropouts in grade 12 for year *i*.

D(*i-1*) is the number of dropouts in grade 11 for the first previous year (i-*1*).

D(*i-2*) is the number of dropouts in grade 10 for the second previous year (*i-2*).

D(*i-3*) is the number of dropouts in grade 9 for the third previous year (*i-3*).

The high school graduation data by gender and state total for graduating classes 1996 through 2004 are shown in Table 130. The graduation rates increased annually from 1997 to 2003 for both gender and total groups. There were slight decreases for all three groups in 2003-2004. However, the 2003-2004 figures are the second highest for all years shown. Females had higher graduation rates than the males for all the classes from 1996 to 2004 (also see Figure 125).

In 2003-2004, there were about 500 more 12th graders statewide reported as dropouts and about 500 less high school seniors received regular diplomas compared to 2002-2003. The shift caused a dropout rate increase and graduation rate decrease in 2003-2004. The data change may be a consequence of the NCLB policy that a student who has left the regular program to attend an adult education program designed to earn an adult high school diploma administered by a community college is considered a dropout.

Table 130

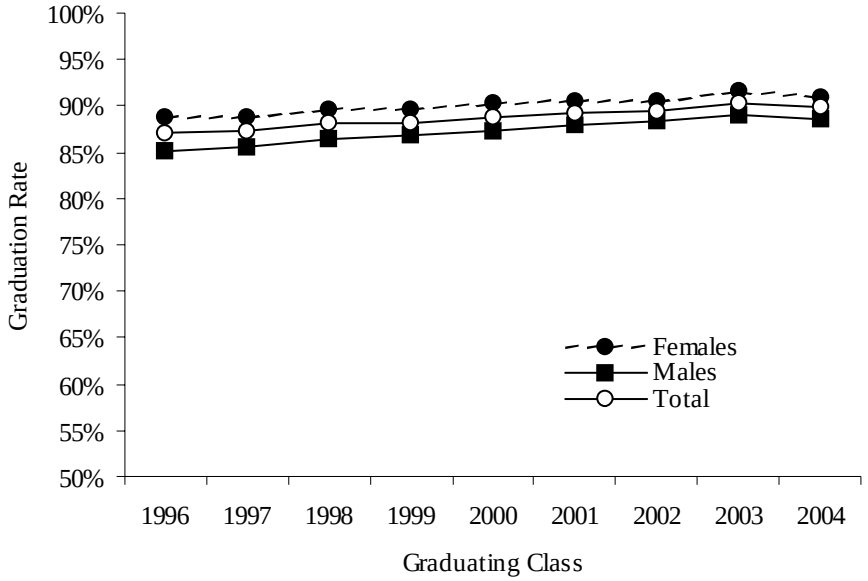
IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER, GRADUATING CLASSES, 1996 TO 2004

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1996	15,874	15,969	31,843	88.8%	85.2%	87.0%
1997	16,531	16,455	32,986	88.8	85.6	87.2
1998	17,156	17,033	34,189	89.7	86.5	88.1
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4
2004	17,080	17,259	34,339	91.0	88.6	89.8

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

Figure 125

Iowa Public High School Four-Year Graduation Rates by Gender and State Total, Graduating Classes 1996 to 2004



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

The racial/ethnic graduation statistics for last nine years are reported in Table 131. Asian and White had the highest graduation rates for all groups shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average.

Table 131

Iowa Public High School Four-Year Graduation Rates by Race/Ethnicity, Graduating Classes 1996 to 2004

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004
Race/Ethnicity	Number of Graduates with Diplomas								
American Indian	55	73	84	90	74	212	108	124	121
Hispanic	408	524	531	500	537	582	660	748	928
Asian	508	555	508	496	546	684	657	656	672
African American	648	614	696	673	734	678	756	857	900
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473	31,718
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339
Race/Ethnicity	Graduation Rates								
American Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%	62.7%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7	72.4
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0	91.4
African American	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5	73.6
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3	91.1
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8

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

Table 132 shows the graduation rates by enrollment category for graduating classes 1996 to 2004. Districts with enrollments of 2,500 and above had graduation rates below state average while the smaller districts had graduation rates above the state average. In 2003-2004 four of the seven enrollment categories had the all time high average graduation rates compared to the early classes in the same categories. They are the three smallest enrollment categories and the group with district enrollment between 1,000 and 2,500.

Table 132

Iowa Public High School Four-Year Graduation Rates by Enrollment Category Graduating Classes 1996 to 2004

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004
Enrollment Category	Number of Graduates with Diplomas								
<250	141	168	131	138	150	199	215	249	208
250-399	950	980	1,127	1,163	1,297	1,325	1,327	1,336	1,372
400-599	2,598	2,652	2,616	2,765	2,785	2,882	3,008	3,221	3,060
600-999	6,004	6,480	6,523	6,538	6,390	6,167	5,737	5,994	5,807
1,000-2,499	8,887	8,987	9,728	9,634	9,347	9,357	9,033	9,212	9,519
2,500-7,499	6,199	6,338	6,477	6,641	6,560	6,567	6,889	6,886	6,514
7,5006514+	7,064	7,381	7,587	7,499	7,305	7,277	7,580	7,960	7,859
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339
Enrollment Category	Graduation Rates								
<250	95.3%	94.4%	93.6%	93.2%	88.8%	92.6%	95.6%	96.9%	98.1%
250-399	93.3	94.8	93.6	93.3	92.1	93.9	95.0	94.8	95.5
400-599	93.7	93.4	92.8	93.4	94.3	94.6	95.6	95.5	96.7
600-999	93.4	92.6	93.3	93.1	93.5	93.3	94.3	95.6	95.2
1,000-2,499	89.0	88.4	89.5	90.0	90.7	91.4	91.9	92.8	93.2
2,500-7,499	84.9	84.9	86.1	87.1	86.6	88.4	88.7	89.2	86.4
7,500+	78.9	80.7	81.9	81.1	82.2	81.5	81.1	82.8	82.0
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8

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

Table 133 shows the graduation rates by state based on the NCES graduation definition (high school graduates include regular and other diplomas as well as other completers). Iowa has had the 3rd highest graduation rates in the nation each year since 1996-1997. Only North Dakota and Wisconsin ranked above Iowa.

Table 133

FOUR-YEAR HIGH SCHOOL GRADUATION RATES BY STATE
1994-1995 TO 2000-2001

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	
	Graduation Rates						Graduate Rates	Nat'l Rank
North Dakota	-	90.6%	89.9%	89.5%	89.7%	88.9%	90.1%	1
Wisconsin	-	-	89.0	89.8	89.7	89.3	90.0	2
Iowa	**-**	**-**	**87.1**	**88.0**	**88.3**	**88.8**	**89.2**	**3**
New Jersey	-	-	85.2	84.6	85.2	86.7	88.0	4
Connecticut	-	81.4	81.8	83.2	83.7	86.5	86.6	5
Maine	-	-	86.4	86.5	86.4	86.2	86.5	6
Massachusetts	85.3%	84.6	85.8	85.6	86.0	85.5	86.3	7
South Dakota	-	-	81.9	81.3	81.7	83.6	84.6	8
Pennsylvania	84.2	84.2	84.2	83.8	84.0	84.1	84.0	9
Nebraska	84.5	84.6	83.0	83.2	84.5	85.1	83.9	10
Virginia	-	-	81.6	81.1	81.5	81.8	83.8	11
West Virginia	-	-	83.3	83.9	83.2	82.6	83.4	12
Maryland	-	-	80.4	80.6	81.6	81.9	83.2	13
Utah	-	-	83.7	81.3	80.1	81.4	82.6	14
Minnesota	-	-	-	80.3	81.2	81.2	82.5	15
Montana	-	-	-	-	82.0	82.4	82.1	16
Vermont	-	-	82.0	81.8	82.1	81.4	81.9	17
Delaware	-	81.3	80.4	81.9	82.9	80.8	81.6	18.5
New York	-	-	-	-	-	-	81.6	18.5
Missouri	75.3	74.7	74.8	76.9	77.8	79.6	81.0	20.5
Ohio	-	-	79.4	79.5	80.5	80.4	81.0	20.5
Alabama	-	-	76.8	78.3	78.9	79.8	80.0	22
Kentucky	-	-	-	-	-	-	79.9	23
Rhode Island	80.8	81.6	80.7	80.9	81.8	80.8	79.8	24
Tennessee	-	-	78.3	83.5	78.5	78.8	79.5	25
Oklahoma	-	-	78.6	78.3	78.7	78.8	79.2	26
Arkansas	80.4	80.7	80.0	81.2	81.0	80.1	79.1	27
Hawaii	-	-	-	-	-	-	77.7	28
Mississippi	77.9	75.5	75.5	76.0	76.4	76.4	77.3	29
Idaho	-	-	72.4	73.2	74.7	-	76.9	30
Wyoming	-	-	76.8	77.3	77.2	77.6	76.5	31
Oregon	75.6	74.2	-	-	-	-	76.4	32
Illinois	-	-	76.1	76.9	75.8	75.4	75.8	33
Alaska	-	-	-	-	78.9	77.3	75.2	34
New Mexico	70.0	68.8	68.6	69.0	70.6	73.0	74.4	35
Nevada	64.1	64.1	64.4	64.5	66.9	70.2	73.5	36
Georgia	-	-	67.6	68.3	68.9	70.7	71.7	37
Arizona	62.0	61.4	62.5	65.3	63.2	-	68.3	38
Louisiana	-	-	60.7	60.4	61.5	62.6	65.0	39
Dist. of Columbia	60.9	-	-	-	-	-	-	-

Source: National Center for Education Statistics, Public High School Dropout and Completers from the Common Core of Data: School Year 2000-01.

Note: "-" Data not available.
High school completers includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). The completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a four-year period.

Annual Measurable Objectives

The No Child Left Behind (NCLB) Accountability System establishes statewide annual measurable objectives (AMO). The state's annual measurable objectives are consistent with state's intermediate goals and identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the state's academic assessments. The state's annual measurable objectives are the same throughout the state for each public school and each subgroup of students. Table 134 shows the AMO targets for 2004-2005 and provides a comparison to 2004-2005 student performance in Reading and Math by grade level, and by subgroup. The AMO data in Table 134 includes the ITBS and ITED assessment results of the public school students that were enrolled in the state for a full academic year. The alternate assessment results for students with disabilities are also included.

Table 134

2004-2005 Reading and Math Annual Measurable Objectives Targets vs. Reading and Math Performance by Grade and Subgroup

	Reading (Percent of Students Proficient)		
	Grade 4	Grade 8	Grade 11
Reading AMO (2004-2005 Target)	**70.0%**	**66.7%**	**74.2%**
Subgroup			
State (all Students)	79.4%	71.6%	76.1%
White	81.9	74.1	77.8
African American	57.6	46.8	55.0
Hispanic	58.9	46.4	48.9
Asian	81.0	72.2	77.4
American Indian	68.7	60.8	60.0
Free/Reduced Price Lunch Eligible	66.1	54.1	59.3
Disability*	39.5	26.8	30.1
ELL (English Language Learner)	47.3	23.9	25.7
Migrant**+	54.0	33.1	28.9
Female+	81.6	74.6	80.4
Male+	77.3	68.8	72.0
	Math (Percent of Students Proficient)		
Math AMO (2004-2005 Target)	**68.3%**	**65.0%**	**74.2%**
Subgroup			
State (all Students)	80.8%	74.7%	78.9%
White	83.2	77.2	80.9
African American	58.0	44.3	49.1
Hispanic	62.7	53.0	52.2
Asian	84.0	75.6	79.7
American Indian	66.5	58.6	58.3
Free/Reduced Price Lunch Eligible	68.7	57.5	62.4
Disability*	48.8	31.1	38.5
ELL (English Language Learner)	53.8	36.5	34.1
Migrant**+	56.7	41.7	38.7
Female+	80.2	75.1	77.9
Male+	81.4	74.3	79.9

Sources: Iowa Testing Programs, University of Iowa.
Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).
Notes: *Disability Status is determined by the presence of an individualized education plan (IEP).
**Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.
+Not required for Adequate Yearly Progress (AYP) Report.

Student Participation Rates

The Iowa Department of Education collects assessment participation rates for students at grades 4, 8, and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the AMO measurement, the participation rate includes students enrolled less than a full academic year in the calculation. Based on the 2004-2005 AYP report, the current *Annual Condition of Education Report* presents state level participation rates by grade and by subject areas for all students and students by subgroups (Table 135).

Table 135

READING AND MATH 2004-2005
ESTIMATED PARTICIPATION RATES BY GRADE AND SUBGROUP

	Reading			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
State (all students)	99.6%	99.4%	98.7%	99.5%	99.4%	98.7%
White	99.7	99.6	98.8	99.5	99.5	98.8
African American	99.2	98.1	97.6	99.0	97.9	97.1
Hispanic	98.8	98.0	97.2	99.2	98.5	97.5
Asian	98.7	98.5	98.8	99.4	99.2	98.6
American Indian	96.8	98.7	97.0	96.8	98.3	97.0
Free/Reduced Price Lunch Eligible	99.3	98.9	97.8	99.3	98.9	97.7
English Language Learner	97.3	96.2	94.4	98.2	97.0	95.0
Disability*	98.4	98.9	97.2	98.6	98.6	97.2

Source: Iowa Department of Education, 2005 School Profiles.
Note: *Disability Status is determined by the presence of an individualized education plan (IEP).

Assessment Results for Students with Disabilities

All students in accredited schools in Iowa are required to participate in state and district-wide assessments. Students with disabilities have three different ways in which they can participate. The method of participation is a decision made by an individualized education program team and is documented in the student's individualized education plan (IEP). Students with disabilities may take both the reading and mathematics sections of the ITBS or ITED with or without accommodations. If a student with an IEP cannot participate in the ITBS or ITED with appropriate accommodations the student must participate in Iowa's Alternate Assessment.

Table 136 shows that at least 97 percent of the students with disabilities in grades 4, 8, and 11 participated in reading and math assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with only about 0.6 percent of Iowa's students participating in the alternate assessment.

Table 136

2004-2005 Reading and Math Participation Rates for Students with Disabilities by Test Type

	Reading			Math		
	4th	8th	11th	4th	8th	11th
Number FAY Students with Disabilities Participating in ITBS/ITED with/without Accommodation	3,916	5,239	3,978	3,924	5,221	3,978
Number FAY Students with Disabilities Participating in Iowa Alternate Assessment	203	232	239	201	231	238
Total Number FAY Students with Disabilities Participated in ITBS/ITED or Alternative Assessment	4,119	5,471	4,217	4,125	5,452	4,216
Total Number Students with Disabilities Participating in ITBS/ITED or Alternate Assessment	4,520	5,946	4,551	4,527	5,926	4,554
Total Enrollment for Students with Disabilities	4,594	6,014	4,682	4,589	6,010	4,683
Participation Rates for Students with Disabilities	98.4%	98.9%	97.2%	98.6%	98.6%	97.2%

Source: Iowa Department of Education, Bureau of Children, Family, and Community Services.
Note: FAY indicates full academic year.

Table 137 shows the achievement in reading and math for students with disabilities that were enrolled for a full academic year. The information in Table 137 shows that 27 to 48 percent of students with IEPs were proficient (24 to 47 percent on ITBS or ITED with or without accommodations and 79 to 86 percent on the Iowa Alternate Assessment) in grades 4, 8, and 11.

Table 137

2004-2005 Percent of Students with Disabilities Proficient in Reading and Math by Test Type

	Reading			Math		
	4th	8th	11th	4th	8th	11th
Percent Proficient for Students with Disabilities Participating in ITBS/ITED with/without Accommodation	37.1%	24.4%	27.0%	47.0%	28.8%	35.9%
Percent Proficient for Students with Disabilities Participating in the Iowa Alternate Assessment	86.2%	79.7%	82.4%	83.1%	81.4%	81.5%
Percent Proficient for Students with Disabilities Participating in ITBS/ITED Alternate Assessment	39.5%	26.8%	30.1%	48.8%	31.1%	38.5%

Source: Iowa Department of Education, Bureau of Children, Family, and Community Services.

Schools and Districts in Need of Assistance

Under the No Child Left Behind Act (NCLB), public school districts and public schools must report the academic progress of all students in grades 4, 8, and 11 and students by subgroups and their test participation rates for the same three grades in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the additional indicators for public school districts.

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in any one of the grades 4, 8, and 11 in either the "all students" group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance.

If a district does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state AMO in either the "all students" group or any one of the subgroups at all the required grade levels (4, 8, and 11) in the same subject area (either reading or mathematics) for two consecutive years, it shall be identified as a district in need of assistance If a district does not meet the goals for district level K-8 average daily attendance rate or high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance.

Ninety-three of 1,532 (6.1 percent) public schools were identified as a school in need of assistance and 14 of 367 (3.8 percent) public school districts were identified as a district in need of assistance following the 2004-2005 school year. Table 138 shows the list of the schools in need of assistance and Table 139 shows the list of the districts in need of assistance.

Table 138

Schools in Need of Assistance for 2005-2006 School Year Based Upon 2003-2004 and 2004-2005 School Years' Performance

District	School	Identification Grade (Gr) and Area (Reason Identified)
Bettendorf	Bettendorf Middle	Gr 8 AMO Math
Boone	Boone Middle	Gr 8 AMO Math
Burlington	Burlington High	Gr 11 AMO Reading
Cedar Rapids	George Washington High	Gr 11 AMO Reading/Gr 11 AMO Math
Cedar Rapids	Thomas Jefferson High	Gr 11 AMO Reading/Gr 11 AMO Math
Cedar Rapids	Metro High	Gr 11 Participation Reading/Gr 11 Participation Math
Cedar Rapids	Franklin Middle	Gr 8 AMO Reading
Cedar Rapids	Harding Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Cedar Rapids	McKinley Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Cedar Rapids	Roosevelt Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Cedar Rapids	Taft Middle	Gr 8 AMO Math
Cedar Rapids	Wilson Elementary	Gr 4 AMO Reading
Cedar Rapids	Harrison Elementary	Gr 4 AMO Reading/Gr 4 AMO Math
Cedar Rapids	Johnson Elementary	Gr 4 AMO Reading
Clinton	Washington Middle	Gr 8 AMO Reading/Gr 8 AMO Math
College	Prairie High	Gr 11AMO Reading/Gr 11 AMO Math

Schools in Need of Assistance for 2005-2006 School Year Based Upon 2003-2004 and 2004-2005 School Years' Performance (continued)

District	School	Identification Grade (Gr) and Area (Reason Identified)
Council Bluffs	Abraham Lincoln High	Gr 11 AMO Reading/Gr 11 AMO Math
Council Bluffs	Thomas Jefferson High	Gr 11 AMO Reading
Council Bluffs	Kirn Junior High	Gr 8 AMO Math
Council Bluffs	Woodrow Wilson Jr High	Gr 8 AMO Reading/Gr 8 AMO Math
Davenport	Central High	Gr 11 AMO & Participation Reading/ Gr 11 AMO & Participation Math
Davenport	Kimberly Center	Gr 11 Participation Reading/Gr 11 Participation Math
Davenport	North High	Gr 11 AMO Reading/Gr 11 AMO Math
Davenport	West High	Gr 11 AMO Reading/Gr 11 AMO Math
Davenport	Wood Intermediate	Gr 8 AMO Math
Davenport	Frank L. Smart Intermediate	Gr 8 AMO Reading
Davenport	Sudlow Intermediate	Gr 8 AMO Reading
Davenport	Williams Intermediate	Gr 8 AMO Reading/Gr 8 AMO Math
Davenport	JB Young Intermediate	Gr 8 AMO Reading/Gr 8 AMO Math
Davenport	Buchanan Elementary	Gr 4 AMO Reading/Gr 4 AMO Math
Des Moines	East High	Gr 11 Participation Reading/Gr 11 Participation Math
Des Moines	Hoover High	Gr 11 Participation Reading/ Gr 11 Participation Math/ GR 11 AMO Math
Des Moines	Lincoln High	Gr 11 Participation Reading/ Gr 11 Participation Math
Des Moines	North High	Gr 11 AMO & Participation Reading/ Gr 11 AMO & Participation Math
Des Moines	Roosevelt High	Gr 11 Participation Reading/ Gr 11 Participation Math
Des Moines	Scavo High	Gr 11 Participation Reading/Gr 11 Participation Math
Des Moines	Callanan Middle	Gr 8 Participation Reading/Gr 8 Participation Math
Des Moines	Harding Middle	Gr 8 AMO Reading/Gr 8 Participation Math
Des Moines	Hiatt Middle	Gr 8 AMO Reading/Gr 8 AMO & Participation Math
Des Moines	Hoyt Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Des Moines	McCombs Middle	Gr 8 AMO Math
Des Moines	Meredith Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Des Moines	Merrill Middle	Gr 8 AMO Reading
Des Moines	Weeks Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Des Moines	Edmunds Elementary	Gr 4 AMO Math
Des Moines	Moulton Elementary	Gr 4 AMO Math
Des Moines	Wallace Elementary	Gr 4 AMO Reading
Dubuque	Central Alternative High	Gr 11 Participation Reading/Gr 11 Participation Math
Dubuque	Dubuque Senior High	Gr 11 AMO Reading/Gr 11 AMO Math
Dubuque	Dubuque Hempstead High	Gr 11 AMO Reading/Gr 11 AMO Math
Dubuque	Washington Junior High	Gr 8 AMO Reading
Dubuque	Jefferson Junior High	Gr 8 AMO Reading/ Gr 8 AMO Math
Fort Dodge	Fort Dodge High	Gr 11 AMO Reading/Gr 11 AMO Math
Fort Dodge	Phillips Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Fort Dodge	Fair Oaks Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Iowa City	City High	Gr 11 AMO Math/Gr 11Participation Reading
Iowa City	West Senior High	Gr 11 AMO Reading/Gr 11 AMO Math
Iowa City	Northwest Junior High	Gr 8 AMO Reading/Gr 8 AMO Math
Iowa City	Southeast Junior High	Gr 8 AMO Reading/Gr 8 AMO Math
Keokuk	Keokuk High	Gr 11 AMO Reading/Gr 11 AMO Math

Schools in Need of Assistance for 2005-2006 School Year Based Upon 2003-2004 and 2004-2005 School Years' Performance (continued)

District	School	Identification Grade (Gr) and Area (Reason Identified)
Keokuk	Keokuk Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Lewis Central	Lewis Central Middle	Gr 8 AMO Math
Marshalltown	Marshalltown High	Gr 11 AMO & Participation Reading/ Gr 11 AMO & Participation Math
Marshalltown	Anson Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Marshalltown	Woodbury Elementary	Gr 4 AMO Math
Muscatine	Muscatine High	Gr 11 Participation Math
Muscatine	West Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Newton	Berg Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Oskaloosa	Oskaloosa Middle	Gr 8 AMO Math
Ottumwa	Ottumwa High	Gr 11 AMO Reading/Gr 11 AMO Math
Ottumwa	Evans Middle	Gr 8 AMO Math
Perry	Perry High	Gr 11 AMO Reading/Gr 11 AMO Math
Perry	Perry Elementary	Gr 4 AMO Reading
Saydel	Woodside Middle	Gr 8 AMO Reading
Sioux City	East High	Gr 11 Participation Reading/ Gr 11 AMO & Participation Math
Sioux City	North High	Gr 11 AMO Reading/Gr 11 AMO Math
Sioux City	West High	Gr 11 AMO Reading
Sioux City	East Middle	Gr 8 Participation Reading/ Gr 8 AMO & Participation Math
Sioux City	West Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Sioux City	Hunt Elementary	Gr 4 AMO Math
Southeast Polk	Southeast Junior High	Gr 8 AMO Reading
Storm Lake	Storm Lake High	Gr 11 AMO Reading
Storm Lake	Storm Lake Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Waterloo	West High School	Gr 11 AMO Reading/Gr 11 AMO Math
Waterloo	East High School	Gr 11 AMO Math
Waterloo	Hoover Middle	Gr 8 AMO Math
Waterloo	Bunger Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Waterloo	Central Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Waterloo	Logan Middle	Gr 8 AMO Reading/Gr 8 AMO Math
Waterloo	McKinstry Elementary	Gr 4 AMO Math
West Des Moines	Valley High	Gr 11 Participation Reading/Gr 11 Participation Math
West Des Moines	Southwoods	Gr 11 Particpation Reading/Gr 11 Participation Math
West Des Moines	Walnut Creek	Gr 11 Participation Math

Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

Table 139

DISTRICTS IN NEED OF ASSISTANCE FOR 2005-2006 SCHOOL YEAR BASED UPON 2003-2004 AND 2004-2005 SCHOOL YEARS' PERFORMANCE

District	Identification Area (Reason Identified)
Burlington	AMO Reading/AMO Math/Graduation Rate
Cedar Rapids	AMO Reading/AMO Math
Clinton	Graduation Rate
Council Bluffs	AMO Reading/AMO Math
Davenport	AMO Reading/AMO Math
Fort Dodge	AMO Reading/AMO Math
Fort Madison	Graduation Rate
Iowa City	AMO Math
Marshalltown	AMO Math/Graduation Rate
Newton	Graduation Rate
Ottumwa	AMO Reading/AMO Math/Average Daily Attendance
Sioux City	AMO Reading/AMO Math/Average Daily Attendance
Storm Lake	AMO Reading
Waterloo	AMO Reading/AMO Math

Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

Highly Qualified Teachers

The professional qualifications of Iowa public elementary and secondary school teachers in terms of educational background is presented in Table 140. Approximately 27.1 percent of full-time teachers had an advanced degree in 2004-2005. Of the part-time teachers, nearly 21 percent had an advanced degree.

Table 140

PROFESSIONAL QUALIFICATIONS OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN IOWA 2004-2005

		Baccalaureate Degree Level	Master's Degree Level	Specialist Degree Level	Doctorate Degree Level	Total
Full-Time	Number	24,530	9,024	48	59	33,661
	Percent	72.9%	26.8%	.1%	.2%	
Part-Time	Number	1,645	430	3	5	2,083
	Percent	79.0%	20.6%	.1%	.2%	

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File.

Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. All Iowa teachers are considered highly qualified under the requirements of the No Child Left Behind (NCLB) Act.

The NCLB Act requires that states include in its annual state report the characteristics of teachers in high and low poverty schools. The Act defines high and low poverty schools as those in the top and bottom quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced price lunch by school building to determine the poverty quartiles. Table 141 details the comparison of teacher characteristics between top quartile poverty public schools (school buildings with a high percentage of free or reduced price lunch eligible students) and the bottom quartile poverty schools (school buildings with a low percentage of free or reduced price lunch eligible students). There are approximately 30,000 more students and nearly 900 more teachers in the bottom quartile schools than in the top quartile schools. The differences in the percentage of teachers with advanced degrees, the average experience, and average salary are relatively small.

Table 141

Teacher Characteristic Comparison Between Top Quartile Poverty Schools and Bottom Quartile Poverty Schools 2004-2005

	Number of Full-Time Teachers	Number of Advanced Degrees	Percentage of Advanced Degrees	Number of Bachelor Degrees	Average Experience	Average Age	Average Salary	Number of Students Served
Top Quartile - Schools with highest percentage of students eligible for free or reduced price lunch	8,080	2,339	28.9%	5,471	14.4	42.3	$40,425	109,568
Bottom Quartile - Schools with lowest percentage of students eligible for free or reduced price lunch	8,973	2,471	27.5%	6,502	14.8	41.3	$41,174	139,596

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

Estimated 2004-2005 assignments by academic area for grades 7-12 are presented in Table 142. Estimates are based on the number of teachers with teaching assignments in their endorsement area compared to the number of teachers with teaching assignments outside their endorsement area. This estimate provides a snapshot of the percentage of classes in specific academic areas that are taught by a highly qualified teacher. For all areas shown, approximately 95 percent of the courses in the academic areas listed were taught by a highly qualified teacher. Of the eleven academic areas shown, seven are nearly 90 percent or greater. Economics and Geography have the lowest percentage at 67.5 percent (197 out of 292 teachers) and 50.5 percent (110 out of 218 teachers) respectively.

Table 142

PERCENT OF HIGHLY QUALIFIED PUBLIC SCHOOL TEACHERS BY ACADEMIC AREA, 2004-2005

Academic Area	Percentage of Highly Qualified Teachers	Percentage of Teachers Not Highly Qualified
English	98.2%	1.8%
Reading/Language Arts	93.9	6.1
Mathematics	97.3	2.7
Science	88.3	11.7
Foreign Language	91.3	8.7
Civics/Government	81.3	18.7
Economics	67.5	32.5
Arts	97.9	2.1
History	90.0	10.0
Geography	50.5	49.5
Elementary	96.8	3.2
Total	95.0	5.0

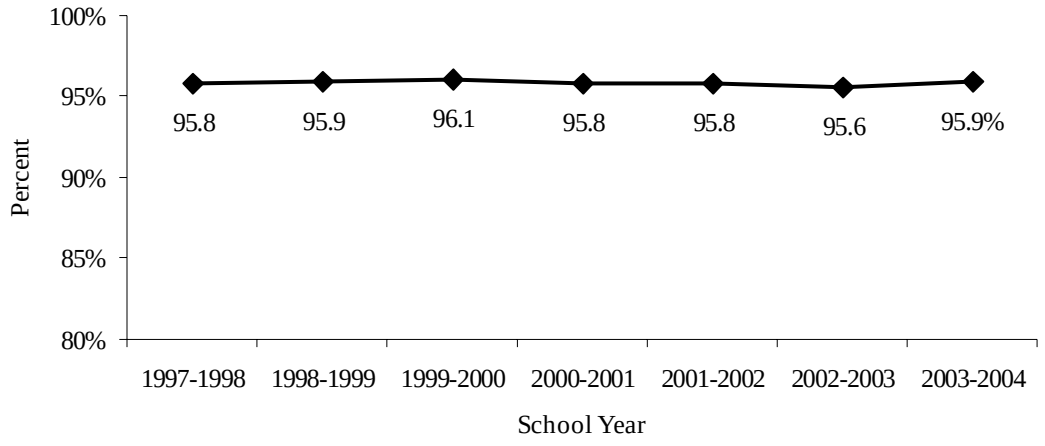
Source: Iowa Department of Education, Licensure and Basic Educational Data Survey Staff Files.

Average Daily Attendance

One of the additional indicators for the No Child Left Behind Accountability System is the average daily attendance (ADA) rate for grades K-8. Iowa's average daily attendance is defined as the aggregate days of student attendance in a school or school district divided by the aggregate days of enrollment. Iowa's public school grade K-8 average daily attendance has remained at nearly 96 percent for all years shown. The disaggregated ADA data by subgroup may not be available until the *2006 Annual Condition of Education Report* is developed (Figure 126).

Figure 126

IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2003-2004



Source: Iowa Department of Education, Certified Annual Reports.

Suspensions and Expulsions

For the 2003-2004 and 2004-2005 school years, school districts reported the number of out-of-school suspensions and expulsions at each of their buildings. Districts were instructed to place each incident leading to a suspension or expulsion into one of four categories: physical fighting, weapons possession, alcohol related, or illicit drug related. If the incident fell into more than one category, district personnel were instructed to choose the one that best fit the situation. In 2003-2004, the data collection instrument did not differentiate between suspensions and expulsions and therefore the results represent a sum of both. In 2004-2005, suspensions and expulsions were gathered separately and disaggregated results are reported.

As shown in Table 143, 8,223 total suspensions and expulsions were reported during the 2003-2004 school year while 11,385 were reported during the 2004-2005 school year. The rate of suspensions and expulsions per 100 students increased between 2003-2004 and 2004-2005 from 1.75 to 2.41. The majority of suspensions and expulsions were given for physical fighting, accounting for 6,475 (78.7 percent) of the total reported incidents in 2003-2004 and 9,354 (82.2 percent) in 2004-2005. The number of suspensions and expulsions within this category also marked the largest increase between the two school years at 30.8 percent. The fewest suspensions and expulsions were reported for alcohol related infractions, accounting for 445 (5.4 percent) in 2003-2004 and 558 (4.9 percent) in 2004-2005.

Table 143

SUSPENSIONS AND EXPULSIONS BY INCIDENT
2003-2004 AND 2004-2005

	Suspensions and Expulsions					
Incident Type	2003-2004	2004-2005	Change	Percent Change	2003-2004 per 100 Students	2004-2005 per 100 Students
Physical Fighting	6,475	9,354	2,879	30.8%	1.38	1.98
Weapons Possession	582	649	67	10.3	0.12	0.14
Alcohol Related	445	558	113	20.3	0.09	0.12
Illicit Drug Related	721	824	103	12.5	0.15	0.17
Total	8,223	11,385	3,162	27.8	1.75	2.41

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

Table 144 shows suspensions and expulsions by school levels. Notice that the largest increase in suspensions and expulsions between the two school years occurred at the elementary school level with an increase of 35.2 percent. As a proportion of the total population within each school level, suspensions and expulsions were most prevalent at the middle school level where 3.22 of every 100 students were given one of the disciplinary actions in 2003-2004 and 4.76 of every 100 students in 2004-2005. Suspensions and expulsions were least prevalent in elementary schools where less than one of every 100 students was given either punishment each year.

Table 144

Suspensions and Expulsions by School Level
2003-2004 and 2004-2005

School Level	Suspensions and Expulsions 2003-2004	2004-2005	Change	Percent Change	2003-2004 per 100 Students	2004-2005 per 100 Students
High School	3,700	4,803	1,103	23.0%	2.35	3.07
Junior High	358	457	99	21.7	2.56	3.53
Middle School	2,664	3,964	1,300	32.8	3.22	4.76
Elementary School	1,201	1,854	653	35.2	0.57	0.87
Other	300	307	7	2.3	6.31	4.00
Total	8,223	11,385	3,162	27.8	1.75	2.41

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Suspension and Expulsion Files.
Note: "Other" category includes special education students, alternative schools, charter schools, and other school levels. It is reported in the table for consistency but is not considered in the discussion.

Suspensions and expulsions are disaggregated by enrollment category in Table 145. The number of suspensions and expulsions that students were given increased the most in districts with 600-999 students and 7,500 or more students with increases of 32.6 percent and 32.2 percent respectively between the two school years. When the data is standardized to represent the number of suspensions and expulsions per 100 students, the highest rate occurs in districts with 7,500 or more students with 3.51 of every 100 students in 2003-2004 and 5.15 of every 100 students in 2004-2005 receiving a suspension or expulsion. The lowest rate in 2003-2004 occurred in those districts with 400-599 students with .60 of every 100 students receiving a suspension or expulsion. In 2004-2005, the lowest rate occurred in districts with 2,500 to 7,499 students where only .19 of every 100 students were given either disciplinary action.

Table 145

Suspensions and Expulsions by Enrollment Category
2003-2004 and 2004-2005

Enrollment Category	Suspensions and Expulsions 2003-2004	2004-2005	Change	Percent Change	2003-2004 per 100 Students	2004-2005 per 100 Students
<250	34	47	13	27.7%	0.71	0.87
250-399	167	207	40	19.3	0.95	1.19
400-599	228	319	91	28.5	0.60	0.87
600-999	545	809	264	32.6	0.77	1.14
1,000-2,999	1,381	1,647	266	16.2	1.15	1.36
2,500-7,499	1,463	1,858	395	21.3	1.56	0.19
7,500+	4,405	6,498	2,093	32.2	3.51	5.15
Total	8,223	11,385	3,162	27.8	1.75	2.41

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

The following tables report on suspensions and expulsions separately for the 2004-2005 school year. Tables 146 and 147 show that a total of 11,275 suspensions and only 110 expulsions were given during the 2004-2005 school year. This is equivalent to 2.4 suspensions and .02 expulsions per 100 students. 82.8 percent of all suspensions were given for physical fighting while only 16.4 percent of expulsions were given for this infraction. Conversely, 48.2 percent of all expulsions were given for illicit drug related incidents and only 6.8 percent of suspensions were given in this category.

Table 146

SUSPENSIONS BY INCIDENT TYPE
2004-2005

Incident Type	Number of Suspensions	Percent of Total Suspensions	Suspensions per 100 Students
Physical Fighting	9,336	82.8%	1.98
Weapons Possession	617	5.5	0.13
Alcohol Related	551	4.9	0.12
Illicit Drug Related	771	6.8	0.16
Total	11,275	100.0	2.39

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

Table 147

EXPULSIONS BY INCIDENT TYPE
2004-2005

Incident Type	Number of Expulsions	Percent of Total Expulsions	Expulsions per 100 Students
Physical Fighting	18	16.4%	0.00
Weapons Possession	32	29.1	0.01
Alcohol Related	7	6.4	0.00
Illicit Drug Related	53	48.2	0.01
Total	110	100.0	0.02

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

Tables 148 and 149 show the number of suspensions and expulsions by school levels, disaggregated by incident type. Overall, the largest number of suspensions at all school levels was given for physical fighting. Elementary students received the largest proportion of their suspensions for physical fighting with 92.4 percent of their total suspensions being for this infraction. On the other hand, most expulsions were given for illicit drug related incidents. Approximately 49 percent of all expulsions at the high school level were given for illicit drug related incidents. The fewest number of suspensions at all school levels were given for alcohol related incidents. Elementary students received the smallest proportion of their suspensions in this category at 0.1 percent. The fewest number of expulsions were also given for alcohol related offenses. No elementary or middle school students received expulsions for this type of incident.

Table 148

Suspensions by School Level
2004-2005

	Physical Fighting		Weapons Possession		Alcohol Related		Illicit Drug Related		Total
School Level	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number
High School	3,482	73.8%	211	4.5%	463	9.8%	564	12.0%	4,720
Junior High	396	88.8	18	4.0	7	1.6	25	5.6	446
Middle School	3,506	88.7	240	6.1	61	1.5	144	3.6	3,951
Elementary School	1,712	92.4	126	6.8	2	0.1	12	0.7	1,852
Other	240	78.4	22	7.2	18	5.9	26	8.5	306
Total	9,336	85.1	617	5.6	551	5.1	771	7.0	11,285

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Suspension and Expulsion Files.
Note: "Other" category includes special education students, alternative schools, charter schools, and other school levels. It is reported in the table for consistency but is not considered in the discussion.

Table 149

Expulsions by School Level
2004-2005

	Physical Fighting		Weapons Possession		Alcohol Related		Illicit Drug Related		Total
School Level	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number
High School	10	12.1%	26	31.3%	6	7.2%	41	49.4%	83
Junior High	6	54.6	0	0.0	1	9.1	4	36.4	11
Middle School	0	0.0	5	38.5	0	0.0	8	61.5	13
Elementary School	1	50.0	1	50.0	0	0.0	0	0.0	2
Other	1	100.0	0	0.0	0	0.0	0	0.0	1
Total	18	16.4	32	29.1	7	6.4	53	48.2	110

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Suspension and Expulsion Files.
Note: "Other" category includes special education students, alternative schools, charter schools, and other school levels. It is reported in the table for consistency but is not considered in the discussion.

Tables 150 and 151 show the number of suspensions and expulsions by enrollment category, disaggregated by incident type. Overall, the largest number of suspensions was given for physical fighting. Students in districts with 7,500 or more total students received the largest proportion of their suspensions for physical fighting with 88.1 percent of their total suspensions being for this infraction. On the other hand, most expulsions were given for illicit drug related incidents. Sixty-eight percent of all expulsions given to students in districts with 1,000-2,499 students were given

for illicit drug related incidents. The fewest number of suspensions at all enrollment levels were given for alcohol related incidents. Students in districts with 7,500 or more total students received the smallest proportion of their suspensions in this category at 2.5 percent. The fewest number of expulsions were also given for alcohol related offenses. None of the districts with less than 2,500 students gave expulsions for this type of incident.

Table 150

Suspensions by Enrollment Category
2004-2005

	Physical Fighting		Weapons Possession		Alcohol Related		Illicit Drug Related		Total
Enrollment Category	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number
<250	30	65.2%	0	0.0%	11	23.9%	5	10.9%	46
250-399	176	86.3	6	2.9	10	4.9	12	5.9	204
400-599	250	79.6	21	6.7	27	8.6	16	5.1	314
600-999	616	77.7	61	7.7	63	7.9	53	6.7	793
1,000-2,499	1,218	75.1	108	6.7	111	6.8	185	11.4	1,622
2,500-7,499	1,346	73.6	113	6.2	166	9.1	203	11.1	1,828
7,500+	5,700	88.1	308	4.8	163	2.5	297	4.6	6,468
Total	9,336	82.8	617	5.5	551	4.9	771	6.8	11,275

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

Table 151

Expulsions by Enrollment Category
2004-2005

	Physical Fighting		Weapons Possession		Alcohol Related		Illicit Drug Related		Total
Enrollment Category	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number	% of Total at Level	Number
<250	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
250-399	1	33.3	1	33.3	0	0.0	1	33.3	3
400-599	2	40.0	3	60.0	0	0.0	0	0.0	5
600-999	0	0.0	10	62.5	0	0.0	6	37.5	16
1,000-2,499	1	4.0	7	28.0	0	0.0	17	68.0	25
2,500-7,499	3	10.0	6	20.0	3	10.0	18	60.0	30
7,500+	11	36.7	4	13.3	4	13.3	11	36.7	30
Total	18	16.4	32	29.1	7	6.4	53	48.2	110

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

FINANCE

Budget information pertaining to revenues, property taxes, state aid, and income surtax is provided in the finance chapter. Information displayed in this chapter comes from a variety of sources including the 2003-2004 Certified Annual Financial Report, the 2005-2006 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Data displayed in this chapter is the most current at the time of preparation of this report.

The 1985-1986 school year is used as basis of comparison wherever possible. Expenditure information is included and is detailed by functions and objects. Information is displayed at the state level and in some cases at the enrollment size category level.

Function Category Expenditures

Table 152 provides function category expenditures as a percent of total general fund expenditures. The function categories are broken out by instruction, student support services, staff support services, administrative services, operations and maintenance, student transportation, central support services, food services subsidy, and community services and education.

Over the past five years, the percentage of expenditures has remained relatively consistent with nearly 70 percent of the expenditures going towards instruction. Since 1985-1986, the percentage spent on instruction has increased nearly 5 percentage points, while expenditures for operations and maintenance has decreased 3.6 percentage points and student transportation has decreased 1.5 percentage points.

Table 152

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 1999-2000 TO 2003-2004

Function Category	Year 1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Instruction	65.3%	69.2%	69.0%	70.0%	70.1%	70.2%
Student Support Services	2.9	3.8	3.8	3.8	3.8	3.8
Staff Support Services	3.2	3.9	4.0	3.7	3.4	3.4
Administrative Services	10.2	9.6	9.5	9.7	9.6	9.5
Operations and Maintenance	12.2	8.7	9.2	8.4	8.7	8.6
Student Transportation	5.2	3.9	3.8	3.6	3.6	3.7
Central Support Services	0.6	0.6	0.4	0.5	0.5	0.5
Food Services Subsidy	0.2	0.1	0.1	0.1	0.0	0.0
Community Service and Education	0.2	0.2	0.2	0.2	0.2	0.2

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Table 153 has function category expenditures as a percentage of general fund expenditures by enrollment category. Instruction accounts for the largest percentage with a range of 69.4 percent in the 600-999 enrollment category to 72.5 percent in the less than 250 enrollment category. The administrative services function category had the largest range with the 250-399 enrollment category at 13.0 percent and the 7,500+ enrollment category at 8.1 as a percent of general fund expenditures.

Table 153

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2003-2004

Function Category	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Instruction	72.5%	69.9%	69.5%	69.4%	70.1%	70.5%	70.7%	70.2%
Student Support Services	1.6	2.1	2.6	3.1	3.8	4.2	4.6	3.8
Staff Support Services	1.8	2.5	2.6	3.0	3.7	4.1	3.2	3.4
Administrative Services	12.4	13.0	12.0	10.9	9.7	8.5	8.1	9.5
Operations and Maintenance	7.0	7.9	8.3	8.6	8.6	8.9	8.8	8.6
Student Transportation	4.4	4.4	4.6	4.7	3.9	3.2	2.9	3.7
Central Support Services	0.0	0.0	0.1	0.0	0.1	0.5	1.5	0.5
Food Services Subsidy	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0
Community Service and Ed.	0.2	0.1	0.1	0.2	0.1	0.1	0.3	0.2

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Salaries and benefits combined account for 81.5 percent of object category expenditures as a percent of general fund expenditures in 2003-2004. Although the combined percentage of salaries and benefits has remained relatively unchanged the past three years, the percentage of benefits has increased from 16.8 percent in 2001-2002 to 18.0 percent in 2003-2004 while the percentage of salaries has decreased from 65.0 percent to 63.5 percent in those same years. Table 154 provides the detail of object category expenditures as a percent of general fund expenditures.

Table 154

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1985-1986 and 1999-2000 to 2003-2004

Object Category	Year 1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Salaries	68.1%	64.6%	64.0%	65.0%	64.2%	63.5%
Benefits	12.9	15.8	16.1	16.8	17.5	18.0
Purchased Services	9.9	10.3	10.3	10.2	10.3	10.5
Supplies	5.7	6.3	6.8	5.8	6.0	6.2
Property	2.6	2.6	2.5	1.8	1.6	1.5
Other Objects	0.8	0.4	0.3	0.4	0.4	0.3

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Object category expenditures as a percentage of total general fund expenditures is presented in Table 155. The object categories of salaries, benefits, and purchased services were significantly different in the less than 250 enrollment category compared to all the other enrollment categories. For that enrollment category, salaries and benefits summed together accounted for 63.5 percent of general fund expenditures while the state average was 81.5 percent. Purchased services accounted for 28.7 percent for the less than 250 enrollment category while the state average was 10.5 percent. The relatively high amount spent on purchased services by the smallest enrollment category may be the result of costs from purchasing instructional and administrative services associated with whole grade sharing. The 7,500+ enrollment category had the highest percentage of total general fund expenditures spent on salaries and benefits at 83.9 percent.

Table 155

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, 2003-2004

	Enrollment Category							
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	49.6%	58.5%	61.9%	61.4%	64.5%	65.7%	64.2%	63.5%
Benefits	13.9	15.9	16.7	17.2	17.8	17.6	19.7	18.0
Purchased Services	28.7	16.7	12.3	11.9	9.1	9.2	9.6	10.5
Supplies	6.3	7.0	6.8	7.1	6.6	5.8	5.2	6.2
Property	1.1	1.3	1.8	1.9	1.7	1.3	1.0	1.5
Other Objects	0.4	0.5	0.5	0.4	0.3	0.3	0.2	0.3

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Totals may not equal 100 percent due to rounding.

Revenues

Iowa public school districts receive general fund revenues from a variety of different sources. These sources include local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. Other state aid includes allocations from state programs including education excellence, school improvement, class size reduction, and the student achievement/teacher quality program funding. Local property tax and local income surtax account for the total local taxes.

Table 156 provides the revenues by source as a percent of total general fund revenues and Figure 127 displays a graphical representation of total state aid, local taxes, and state foundation aid as a percent of total general fund revenues. For the past four years, the trend has been an increase in the percent of local taxes (31.6 percent in 1999-2000 to 34.3 percent in 2003-2004) and a decrease in total state aid (58.2 percent in 1999-2000 to 54.0 percent in 2003-2004). Federal revenues have increased from 3.3 percent in 1999-2000 to 4.8 percent in 2003-2004.

Table 156

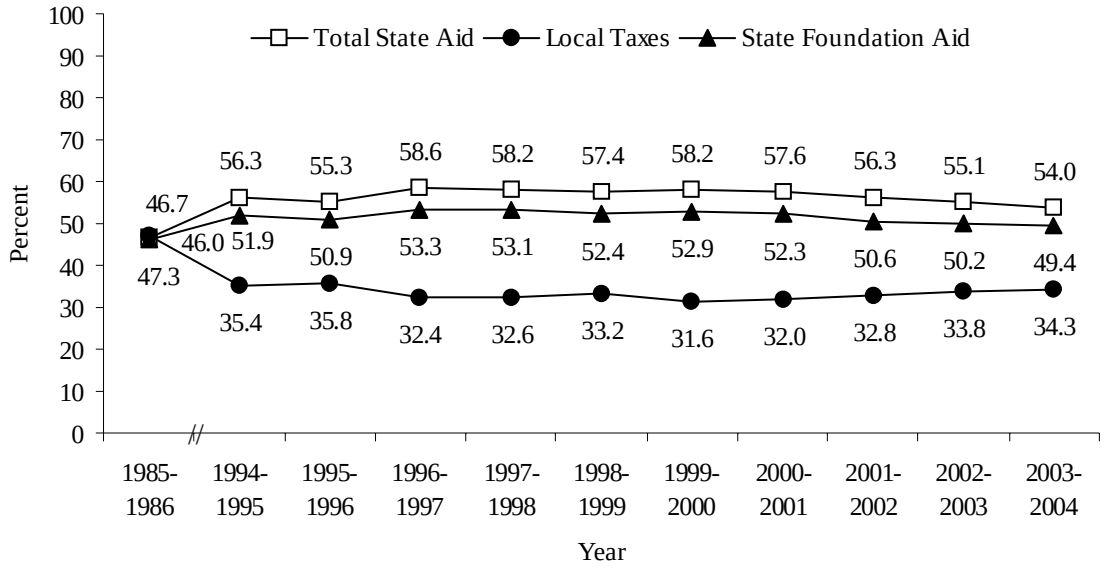
Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1985-1986 and 1999-2000 to 2003-2004

Source of Revenue	Year 1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Local Taxes	47.3%	31.6%	32.0%	32.8%	33.8%	34.3%
Interagency	1.4	3.9	3.9	4.2	4.3	4.5
Other Local Sources	1.8	2.6	2.6	2.2	2.0	1.9
Intermediate Sources	0.1	0.2	0.3	0.3	0.3	0.2
State Foundation Aid	46.0	52.9	52.3	50.6	50.2	49.4
Other State Sources	0.7	5.3	5.3	5.7	4.9	4.6
Federal Sources	2.4	3.3	3.4	3.9	4.4	4.8
Other Financing Sources	0.3	0.2	0.1	0.2	0.1	0.1

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 127

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 1985-1986 and 1994-1995 to 2003-2004



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

In general, school districts in the smaller enrollment categories have a higher percentage of revenues from local taxes and a lower percentage from state foundation aid. On average, districts with enrollments of 1,000 or more had under 35.0 percent of their general fund revenues made up of local taxes and more than 51.0 percent made up by state foundation aid. The <250 enrollment category received 34.3 percent of their revenues from state foundation aid, nearly 15.0 percentage points below the state average. Other state funding sources provide a higher percentage of general fund revenues to the districts in the smaller enrollment categories (see Table 157).

Table 157

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2003-2004

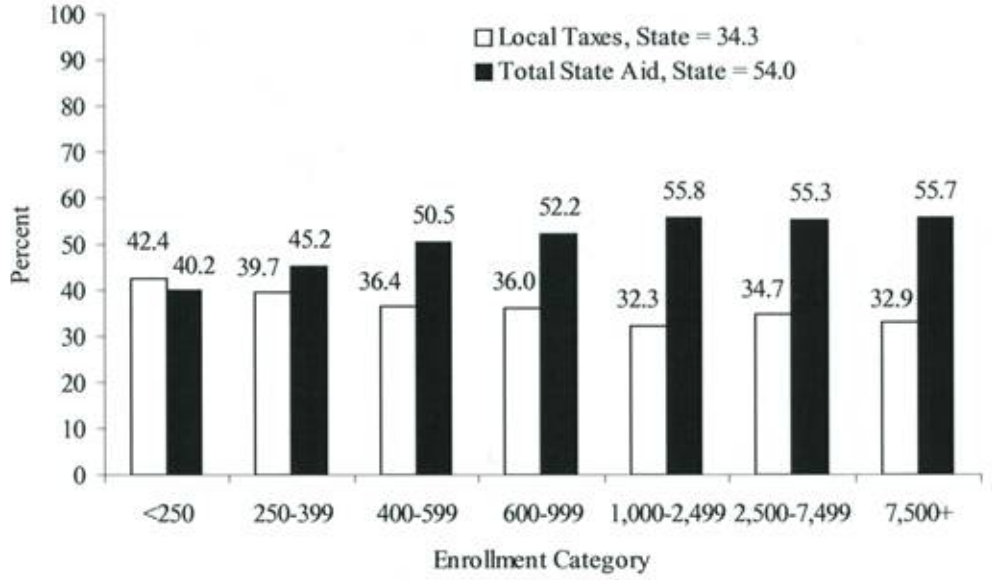
	Enrollment Category							
Source of Revenue	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Local Taxes	42.4%	39.7%	36.4%	36.0%	32.3%	34.7%	32.9%	34.3%
Interagency	8.8	7.9	6.6	5.8	5.3	4.1	2.2	4.5
Other Local Sources	2.0	1.7	1.7	1.8	1.7	2.2	2.2	1.9
Intermediate Sources	0.0	0.4	0.1	0.1	0.1	0.0	0.7	0.2
State Foundation Aid	34.3	40.0	45.5	47.3	51.3	51.1	51.1	49.4
Other State Sources	5.9	5.2	5.0	4.9	4.5	4.2	4.6	4.6
Federal Sources	6.0	5.0	4.6	3.9	4.8	3.6	6.2	4.8
Other Financing Sources	0.6	0.1	0.1	0.3	0.1	0.1	0.1	0.1

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans and capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 128 shows the percentage of total state aid (state foundation aid and other state aid) and local taxes as a percentage of total general fund revenues by enrollment category. Only the <250 enrollment category has a higher percentage of local taxes compared to total state aid (42.4 percent versus 40.2 percent respectively). On average, as the enrollment category size increases, the gap between total state aid and local taxes as a percentage of revenue increases.

Figure 128

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2003-2004



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

Taxable Valuation

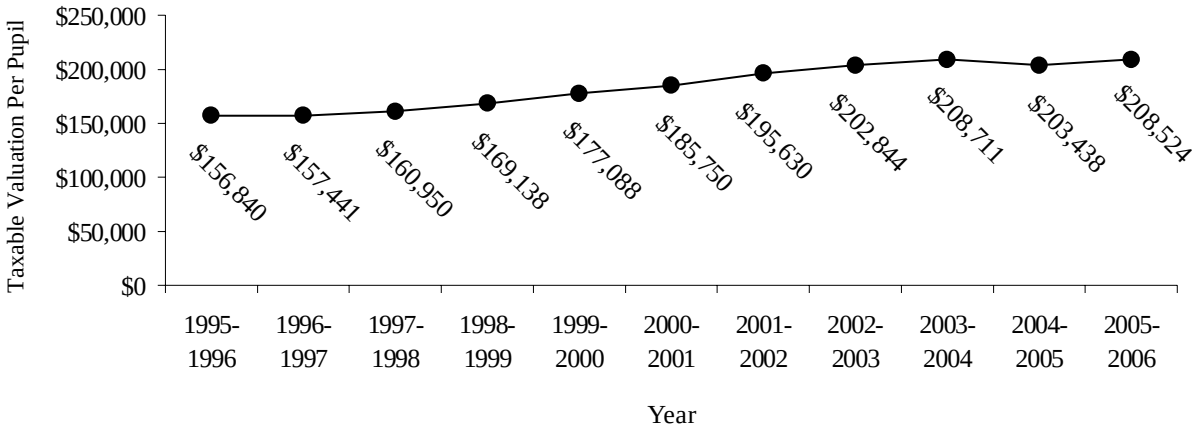
Taxable valuation represents the adjusted-equalized value of real property. The state has 112 assessing jurisdictions and the property in each of these jurisdictions is equalized by the state through the Department of Revenue and Finance every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on assessments/sales ration studies as well as investigations and appraisals done by the state. The productivity formula for agriculture land use is based on agriculture prices and expenses. The state orders an adjustment if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per $1,000 of valuation.

The taxable valuation in each school district determines the amount of state aid the district will receive. The Iowa school foundation aid formula requires that all school districts levy a uniform rate of $5.40 per $1,000 of taxable valuation. State aid is provided to adjust for the differing amount of revenue raised in each district. The relative property wealth is the primary factor in determining the property tax rates in a school district.

Average taxable valuation per pupil is displayed in Figure 129. After a decrease in the average per pupil valuation in 2004-2005, the average nearly increased back to the 2003-2004 value in 2005-2006 (average valuation per pupil is based on budget enrollments).

Figure 129

IOWA AVERAGE TAXABLE VALUATION PER PUPIL 1995-1996 TO 2005-2006



Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

On average, districts in the smaller enrollment categories have higher per pupil taxable valuations than districts in the larger enrollment categories. The <250 enrollment category had the highest average valuation per pupil at $293,481 while the 1,000-2,499 enrollment category had the lowest average at $191,153. All enrollment categories had an increase in average per pupil taxable valuations in 2005-2006 unlike the previous year when only the two largest enrollment categories had an increase in the average per pupil taxable valuation. Table 158 provides per pupil valuations for 1999-2000 and 2003-2004 through 2005-2006.

Table 158

IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1999-2000 AND 2003-2004 TO 2005-2006

Enrollment Category	Per Pupil Taxable Valuation Year 1999-2000	2003-2004	2004-2005	2005-2006	% Increase 1999-2000 to 2005-2006
<250	$ 262,531	$ 331,663	$ 292,706	$ 293,481	11.79%
250-399	216,057	265,819	250,786	262,211	21.36
400-599	208,769	245,237	218,758	219,006	4.90
600-999	191,868	231,320	213,623	220,422	14.88
1,000-2,499	165,805	195,663	186,911	191,153	15.29
2,500-7,499	166,072	198,647	203,978	209,972	26.43
7,500+	169,218	191,431	198,455	203,316	20.15
State	177,088	208,711	203,438	208,524	17.75

Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

Minimum and maximum per pupil taxable valuations by enrollment category are presented in Table 159. Statewide, the minimum value ($111,117) was in the 400-599 enrollment category while the maximum value ($585,643) was in the 600-999 enrollment category for an approximate statewide ratio of slightly more than 5 to 1. The 600-999 enrollment category had the largest ratio difference between maximum and minimum taxable valuations per pupil at approximately 4.5 to 1. The largest enrollment category (7,500+) had the smallest ratio at approximately 3 to 1.

Table 159

NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT
1990-1991 AND 2003-2004 TO 2005-2006

Enrollment	1990-1991		2003-2004		2004-2005		2005-2006	
Category	Min	Max	Min	Max	Min	Max	Min	Max
<250	$87,290	$488,392	$170,329	$632,888	$156,218	$472,212	$140,767	$465,872
250-399	99,198	429,137	160,367	569,140	154,824	535,598	141,469	541,433
400-599	74,347	352,329	103,847	436,807	107,039	355,920	111,117	363,217
600-999	86,841	318,591	144,065	527,597	130,518	530,652	131,422	585,643
1,000-2,499	71,421	283,402	108,791	411,970	111,959	410,390	117,433	402,930
2,500-7,499	78,340	231,016	106,428	366,815	113,357	380,050	116,559	403,364
7,500+	90,952	188,506	127,471	344,478	123,480	364,931	126,948	380,310
State	71,421	488,392	103,847	632,888	107,039	535,598	111,117	585,643

Source: Iowa Department of Management, School Budget Master Files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

Expenditures on instruction, student support services, administration, operation and maintenance, student transportation, and central support are included in the general fund expenditures per pupil. The calculation for expenditures per pupil is made by dividing total general fund expenditures by the budget enrollments. Expenditures that are not included in the per pupil calculation are expenditures for community services, adult education, nonpublic education, co-curricular activities, financial support for food service programs, area education agency flow through, inter-fund transfers, facility acquisitions, debt services, and interagency revenues from other school districts and area education agencies for services sold.

Table 160 provides data on general fund expenditures per pupil by enrollment category. Overall, expenditures per pupil increased $150 (2.4 percent) between 2002-2003 and 2003-2004. The average per pupil expenditure varied by enrollment category. The <250 category had the highest average of $7,754 while the 1,000-2,499 enrollment category had the lowest average at $6,309 for a statewide range of $1,445 between the enrollment categories.

Table 160

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 1985-1986 and 1997-1998 to 2003-2004

Enrollment Category	1985-1986	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	$3,368	$5,726	$6,209	$6,402	$7,001	$7,351	$7,521	$7,754
250-399	3,000	5,339	5,610	5,835	6,305	6,469	6,657	6,935
400-599	2,917	5,025	5,296	5,591	5,871	6,109	6,291	6,558
600-999	2,869	4,985	5,220	5,477	5,838	6,064	6,203	6,459
1,000-2,499	2,819	4,881	5,152	5,447	5,727	5,984	6,093	6,309
2,500-7,499	2,899	5,055	5,231	5,515	5,821	5,999	6,144	6,325
7,500+	2,987	5,461	5,656	5,936	6,294	6,616	6,826	6,999
State	2,916	5,119	5,347	5,630	5,959	6,212	6,372	6,522

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

Data from the National Education Association (NEA) detailing average general fund expenditures for Iowa, the Midwest states and the Nation are provided in Table 161 and Figure 130. Iowa remained 36th in the national rankings in 2003-2004, however the gap between Iowa and the nation increased to $1,058 up from $901 in 2002-2003. South Dakota moved ahead of Iowa in 2003-2004, making Iowa second to last among the Midwest states. Missouri ranked last among the Midwest states and ranked 39th nationally in 2003-2004.

Table 161

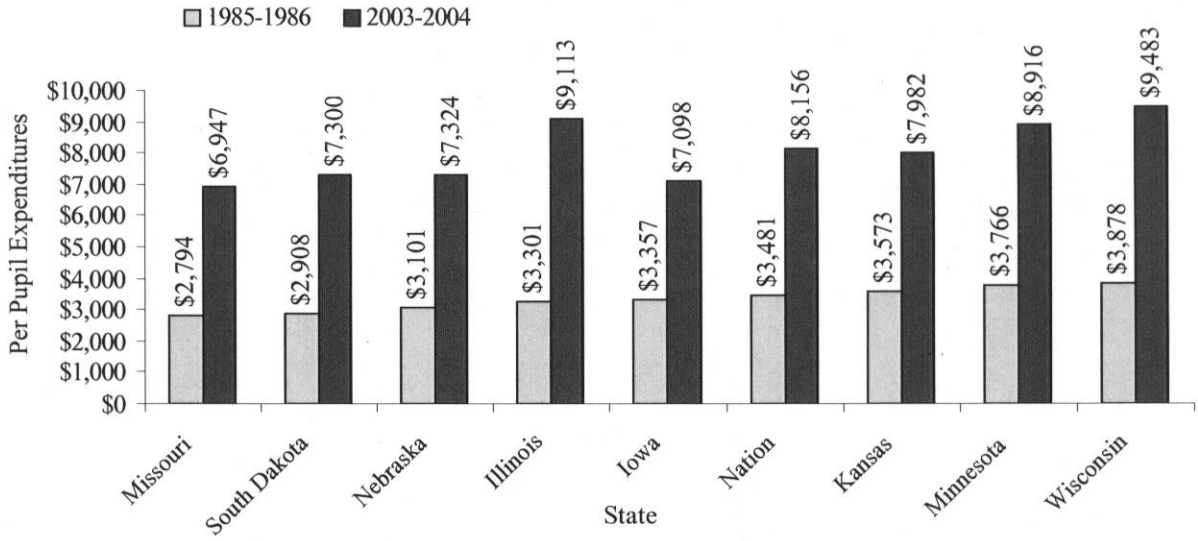
Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil, 1985-1986 and 2001-2002 to 2003-2004

	1985-1986		2001-2002		2002-2003		2003-2004	
State/Nation	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	**$3,481**	**—**	**$7,536**	**—**	**$7,875**	**—**	**$8,156**	**—**
Iowa	**3,357**	**25**	**6,819**	**34**	**6,974**	**36**	**7,098**	**36**
Illinois	3,301	26	7,597	23	9,414	11	9,113	15
Kansas	3,573	19	7,353	24	7,730	23	7,982	23
Minnesota	3,766	15	8,067	17	8,628	16	8,916	16
Missouri	2,794	38	6,759	36	7,050	35	6,947	39
Nebraska	3,101	32	6,811	35	7,093	33	7,324	33
South Dakota	2,908	36	6,522	38	6,924	37	7,300	34
Wisconsin	3,878	12	8,608	12	9,019	13	9,483	12

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: 2003-2004 figures are estimated by NEA.
Based on fall enrollments.

Figure 130

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1985-1986 AND 2003-2004



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

State Aid

State aid programs for schools include school foundation aid, educational excellence, instructional support, class size reduction, and student achievement/teacher quality. school districts receive state aid through appropriations made from the state's general fund each year. In recent years some programs have been added and some removed. Funding for the student achievement/ teacher quality was initiated in 2001-2002. Funding for technology/school improvement was ended in 2001-2002 and funding for Phase III of educational excellence was discontinued in 2003-2004. Also, school foundation aid law changes made in 1996-1997 and 1999-2000 have impacted state aid amounts. In 1996-1997, the state foundation level was increased from 83.0 percent to 87.5 percent. In 1999-2000, the special education foundation level was increased from 79.0 percent to 87.5 percent. Although these foundation level changes did not increase school district budgets, they did increase the amount of state aid and lowered the amount of property tax.

The General Assembly initially appropriated nearly $4.5 billion for fiscal year 2006 (2005-2006). Of that amount, 43.2 percent was appropriated as state aid for school districts. Overall for 2005-2006, the total initial state aid for school districts totaled $2.131 billion, up over $100 million from the initial appropriation for 2004-2005. The amount of general fund appropriations and state aid to districts is detailed in Table 162.

Table 162

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS)
1981-1982 TO 2005-2006

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
2005-2006	$2,131.5	$4,938.6	43.2%	Not currently available		
2004-2005	2,025.6	4,464.2	45.4	Not currently available		
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6%
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8
1999-2000	1,840.3	4,786.6	38.4			
1998-1999	1,739.7	4,522.0	38.5			
1997-1998	1,686.0	4,359.9	38.7			
1996-1997	1,615.8	4,122.2	39.2			
1995-1996	1,425.5	3,842.0	37.1			
1994-1995	1,360.5	3,615.6	37.6			
1993-1994	1,324.8	3,471.7	38.2			
1992-1993	1,273.1	3,394.3	37.5			
1991-1992	1,185.4	3,178.8	37.3			
1990-1991	1,147.7	3,130.9	36.7			
1989-1990	1,047.8	2,853.4	36.7			
1988-1989	964.1	2,667.5	36.1			
1987-1988	905.7	2,422.3	37.4			
1986-1987	761.1	2,190.2	34.8			
1985-1986	712.3	2,207.0	32.3			
1984-1985	708.5	2,088.6	33.9			
1983-1984	660.3	1,976.6	33.4			
1982-1983	642.3	1,870.9	34.3			
1981-1982	621.0	1,762.6	35.2			

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report and Fiscal Tracking Report.
Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

The uniform ($5.40/$1,000 of taxable valuation) and additional levies are combined with state foundation aid to fund the school aid formula for school districts. School districts may levy other local taxes in addition to the uniform levy and additional levy. Property taxes included in the school district's general fund include the uniform levy, the additional levy, the instructional support levy, and the educational improvement levy. Other school district property taxes for specified purposes not included in the general fund include the management levy, the regular physical plant and equipment levy (PPEL), the voter approved regular physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL), and the debt services levy.

Of the seven enrollment categories, only the two largest (2,500-7,499 and 7,500+) had average general fund levy rates above the state average. The range between the highest average levy rate and the lowest was less than $2.00. The general fund property tax rate accounts for most of the total school district property tax rate.

There is no restriction on the management levy rate, however the purpose for which proceeds may be used is restricted. The management levy may be used for paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. Of the 365 school districts, 362 (99.2 percent) levied for the management levy. Only the largest enrollment category had an average management levy rate of over $1.00. Statewide the average management levy rate is approaching $1.00 per $1,000 of taxable valuation, moving up nearly $0.07 from 2004-2005.

Table 163

Property Tax Rates and Number of Districts Levying Property Taxes for the General Fund and Management Fund for the 2005-2006 Year by Enrollment Category

	General Fund Levy		Management Levy		
Enrollment Category	Number of Districts	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	28	$11.7738	27	96.4%	$0.7478
250-399	57	11.2823	57	100.0	0.7892
400-599	71	11.5583	70	98.6	0.8348
600-999	97	11.3869	96	99.0	0.8813
1,000-2,499	81	11.8555	81	100.0	0.9077
2,500-7,499	22	12.3884	22	100.0	0.9818
7,500+	9	13.1618	9	100.0	1.0921
State	365	12.1971	362	99.2	0.9534

Source: Iowa Department of Management, Master Budget Files.
Note: Average Tax Rate per $1,000 Valuation.

School boards may approve a physical plant and equipment levy (PPEL) up to $0.33 per $1,000 of taxable valuation. School boards may request voter approval to increase the levy up to an additional $1.34 per $1,000 of taxable valuation for a maximum PPEL rate of $1.67 per $1,000 of taxable valuation.

Nearly 92 percent of school districts levied for the PPEL in 2005-2006, unchanged from the previous year. The percentage of districts that levied the voter-approved PPEL dropped to 66.8 percent in 2005-2006, compared to 70.3 percent in 2004-2005. This was the second consecutive year that the percentage of districts that levied for the voter-approved PPEL decreased.

Table 164

Property Tax Rates and Number of Districts Levying Property Taxes for the Regular Physical Plant and Equipment Levy and the Voter-Approved Physical Plant and Equipment Levy for the 2005-2006 Year by Enrollment Category

Enrollment Category	Number of Districts	Regular PPEL Number of Districts with Levy	Regular PPEL Percent of Districts with Levy	Regular PPEL Average Tax Rate	Voter-Approved PPEL Number of Districts with Levy	Voter-Approved PPEL Percent of Districts with Levy	Voter-Approved PPEL Average Tax Rate
<250	28	25	89.3%	$0.33	15	53.6%	$0.7438
250-399	57	53	93.0	0.32	40	70.2	0.6080
400-599	71	65	91.5	0.33	41	57.7	0.7416
600-999	97	92	94.8	0.32	59	60.8	0.6567
1,000-2,499	81	71	87.7	0.33	62	76.5	0.5986
2,500-7,499	22	20	90.9	0.33	19	86.4	1.0216
7,500+	9	9	100.0	0.33	8	88.9	0.8787
State	365	335	91.8	0.33	244	66.8	0.8003

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.

The Public Education and Recreation Levy (PERL – also referred to as the playground equipment and recreation levy) has a maximum rate of $0.135 per $1,000 of taxable valuation. Voters within the school district must approve the PERL and funds from the PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. Of the 365 districts, 17 (4.7 percent) levied for the PERL. All enrollment categories had at least one district that had the PERL (see Table 165).

Approval of usage of the debt services levy requires the approval of 60 percent of the electorate within the school district. Of the 365 school districts, nearly 60 percent (218 districts) levied the debt services levy in 2005-2006. Statewide, the average debt services levy rate was $1.455 per $1,000 of taxable valuation. Table 165 provides information on the debt services levy and the public education and recreation levy by enrollment category for 2005-2006.

Table 165

TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION AND DEBT SERVICES LEVIES BY ENROLLMENT CATEGORY, 2005-2006

		PERL Levy			Debt Services Levy		
Enrollment Category	Number of Districts	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	28	1	3.6%	$ 0.1350	7	25.0%	$ 1.6570
250-399	57	3	5.3	0.1350	25	43.9	1.9254
400-599	71	2	2.8	0.1350	42	59.2	2.1256
600-999	97	5	5.2	0.1350	62	63.9	1.6100
1,000-2,499	81	1	1.2	0.1350	64	79.0	1.5139
2,500-7,499	22	3	13.6	0.1350	13	59.1	1.7228
7,500+	9	2	22.2	0.1350	5	55.6	0.7433
State	365	17	4.7	0.1350	218	59.7	1.4550

Source: Iowa Department of Management, Master Budget Files,
Notes: PERL means Public Education and Recreation Levy.
Average Tax Rate per $1,000 Valuation.
PERL also includes the Library Levy in the Clear Creek-Amana CSD.

Total local taxes (property tax and income surtax) for the general fund and property tax amounts for the management fund and the average amount per pupil is provided by enrollment category in Table 166. The smallest enrollment category (<250) had the highest average general fund amount per pupil at $3,730, which was over $1,300 above the lowest per pupil average in the 1,000-2,499 enrollment category. The total amount levied for the management levy was nearly $96 million in 2005-2006. The largest enrollment category (7,500+) had the highest average per pupil management levy amount at $222 and the 1,000-2,499 enrollment category having the lowest average amount at $174.

Table 166

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE GENERAL FUND PROPERTY TAXES FOR THE MANAGEMENT FUND AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY, 2005-2006

		General Fund				Management Fund		
Enrollment Category	Number of Districts	Property Tax	Income Surtax	Total	Average Combined Per Pupil	Number of Districts with Levy	Property Tax	Average Property Tax Per Pupil
<250	28	$18,301,845	$1,451,913	$19,753,758	$3,730	27	$1,111,750	$218
250-399	57	55,085,996	4,147,498	59,233,494	3,181	57	3,853,046	207
400-599	71	91,914,569	6,228,924	98,143,493	2,703	70	6,534,358	183
600-999	97	183,990,589	13,581,597	197,572,186	2,695	96	14,112,477	194
1,000-2,499	81	281,038,783	16,072,845	297,111,628	2,396	81	21,517,539	174
2,500-7,499	22	245,240,477	4,881,753	250,122,230	2,653	22	19,436,294	206
7,500+	9	351,923,499	11,599,126	363,522,625	2,764	9	29,200,607	222
State	365	1,227,495,758	57,963,656	1,285,459,414	2,660	362	95,766,071	199

Source: Iowa Department of Management, Master Budget Files.
Note: Average per pupil amounts were calculated using budget enrollment.

Average per pupil amounts for the Physical Plant and Equipment Levy (PPEL) and the voter-approved PPEL by enrollment category are displayed in Table 167. Statewide the total levied for PPEL was nearly $33 million in 2005-2006. The average PPEL amount per pupil for districts that levy the PPEL ranged from $69 in the 1,000-2,499 enrollment category to $95 in the <250 enrollment category. Income surtax accounted for nearly $8.5 million and the property tax amount totaled nearly $67 million for a total amount of voter-approved PPEL of $75 million. For the 244 districts that have approved the levy, the average amount per pupil is $200.

Table 167

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE REGULAR AND VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY BY ENROLLMENT CATEGORY, 2005-2006

		Regular PPEL			Voter-Approved PPEL Levy				
Enrollment Category	Number of Districts	Number of Districts with Levy	Property Tax	Average Per Pupil	Number of Districts with Levy	Property Tax	Income Surtax	Total	Average Per Pupil
<250	28	25	$ 441,850	$ 95	15	$ 600,504	$ 0	$ 600,504	$ 222
250-399	57	53	1,483,513	85	40	2,178,361	801,158	2,979,519	228
400-599	71	65	2,428,208	73	41	3,388,318	810,557	4,198,875	204
600-999	97	92	5,173,162	75	59	6,554,148	2,121,992	8,676,140	197
1,000-2,499	81	71	7,401,523	69	62	11,467,532	4,471,039	15,938,571	166
2,500-7,499	22	20	6,597,499	77	19	19,458,260	275,991	19,734,251	236
7,500+	9	9	9,421,042	72	8	23,321,072	0	23,321,072	199
State	365	335	32,946,797	73	244	66,968,195	8,480,737	75,448,932	200

Source: Iowa Department of Management, Master Budget Files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average per pupil amounts were calculated using budget enrollments.

The total amount and number of districts that levy for the Public Education and Recreation Levy (PERL) is relatively small. Of the 365 districts, 17 levied (4.7 percent) the PERL for a total amount of $1.75 million. The average amount of PERL per pupil ranged from $23 in the 1,000-2,499 enrollment category to $37 in the <250 enrollment category. The statewide debt levy amount per pupil was $329 for the 218 districts that had the debt levy in 2005-2006. The range of the per pupil amount was $314, with the 250-399 enrollment category having an average per pupil amount of $495 and the 7,500+ enrollment category having an average per pupil amount of $181. The total and per pupil amounts for the PERL and debt services levy by enrollment category are displayed in Table 168.

Table 168

Total Property Taxes and Estimated Utility Replacement Excise Taxes for the Public Education and Recreation, Debt Services Levies, and Average Amount Per Pupil by Enrollment Category, 2005-2006

Enrollment Category	Number of Districts	PERL Number of Districts with Levy	PERL Property Tax	PERL Average Per Pupil	Debt Services Levy Number of Districts with Levy	Debt Services Levy Property Tax	Debt Services Levy Average Per Pupil
<250	28	1	$ 7,711	$37	7	$ 670,406	$481
250-399	57	3	30,089	32	25	4,109,469	495
400-599	71	2	27,016	25	42	9,737,582	451
600-999	97	5	113,920	33	62	16,951,166	360
1,000-2,499	81	1	23,522	23	64	29,587,276	311
2,500-7,499	22	3	376,692	27	13	23,779,860	420
7,500+	9	2	1,173,016	29	5	11,108,804	181
State	365	17	1,751,966	29	218	95,944,563*	329

Source: Iowa Department of Management, Master Budget Files
Notes: PERL means Public Education and Recreation Levy.
Average per pupil amounts were calculated using budget enrollments.
PERL includes the Library Levy in the Clear Creek-Amana CSD.
*Does not include debt from reorganized or dissolved districts.
State total of Debt Services Levy including those taxing jurisdictions is $98,029,274.

Income Surtaxes

Data displayed in Table 169 continue to show that the income surtax is a funding source that is used by a majority of school districts, especially those with enrollments below 2,500. Only the two largest enrollment categories (2,500-7,499 at 31.8 percent and 7,500+ at 33.3 percent) had less than 77 percent of their districts implementing an income surtax.

Another trend displayed in Table 169 shows that while the total number of school districts has decreased, the number and overall percentage of districts using income surtax has increased yearly. In 1990-1991, 67 districts (15.6 percent) used the income surtax as a revenue source. In 2005-2006, that has increased to 289 districts (79.2 percent).

The number and percent of districts with income surtaxes, the average surtax per pupil, and the average surtax rate is displayed by enrollment category in Table 169.

Table 169

Number and Percent of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category 1990-1991, 1995-1996, 2001-2002 and 2003-2004 to 2005-2006

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1990-1991								
Number of Districts with Surtaxes	30	25	7	1	1	2	1	67
Percent of Districts with Surtaxes	56.6%	29.4%	7.0%	1.1%	1.4%	8.7%	12.5%	15.6%
Surtaxes Per Budget Enrollment	$159	$168	$160	$93	$215	$113	$173	$153
Average Income Surtax Rate	8.47	9.86	9.30	8.46	8.90	3.78	4.61	5.96
1995-1996								
Number of Districts with Surtaxes	23	36	49	50	36	4	1	199
Percent of Districts with Surtaxes	88.5%	75.0%	59.0%	45.9%	42.4%	16.7%	11.1%	51.8%
Surtaxes Per Budget Enrollment	$173	$173	$145	$134	$114	$140	$231	$140
Average Income Surtax Rate	11.25	10.69	7.66	6.52	4.69	4.31	4.71	5.80
2001-2002								
Number of Districts with Surtaxes	23	47	54	73	57	6	3	263
Percent of Districts with Surtaxes	92.0%	88.7%	76.1%	69.5%	67.9%	25.0%	33.3%	70.9%
Surtaxes Per Budget Enrollment	$233	$228	$193	$207	$173	$143	$220	$193
Average Income Surtax Rate	11.30	10.54	7.92	7.48	5.38	3.63	4.28	5.75
2003-2004								
Number of Districts with Surtaxes	27	45	62	79	59	6	3	281
Percent of Districts with Surtaxes	90.0%	88.2%	78.5%	80.6%	74.7%	25.0%	33.3%	76.0%
Surtaxes Per Budget Enrollment	$253	$257	$211	$219	$192	$149	$213	$205
Average Income Surtax Rate	11.63	11.28	8.45	8.01	6.16	3.75	4.30	6.28
2004-2005								
Number of Districts with Surtaxes	26	48	57	82	64	7	3	287
Percent of Districts with Surtaxes	92.9%	88.9	75.0%	85.4%	79.0%	30.4%	33.3%	78.2%
Surtaxes Per Budget Enrollment	$262	$269	$229	$235	$202	$169	$216	$216
Average Income Surtax Rate	11.82	11.27	9.11	8.36	6.46	4.15	4.32	6.51
2005-2006								
Number of Districts with Surtaxes	26	52	55	82	64	7	3	289
Percent of Districts with Surtaxes	92.9%	91.2%	77.5%	84.5%	79.0%	31.8%	33.3%	79.2%
Surtaxes Per Budget Enrollment	$289	$291	$249	$254	$219	$190	$270	$241
Average Income Surtax Rate	11.70	11.03	9.00	8.21	6.37	4.36	5.21	6.71

Source: Iowa Department of Management, Master Budget Files.
Notes: Enrollment categories determined by budget enrollments.
Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant and Equipment Levy.

Instructional Support

The maximum amount that a budget may be increased through the instructional support program is 10 percent of the district's regular program cost. Once the program is enacted, districts receive state aid to fund a portion of the program and fund the remaining portion of the program through a property tax and if approved, income surtax. The instructional support program provides additional funding to a district and must be approved through board action or referendum. If the instructional support program is approved through a referendum, it may be imposed for up to ten years. Board enactment will allow the program to be in place for up to five years. Tables 170 and 171 and Figure 131 provide a detailed look at instructional support program revenues.

State aid for Instructional Support had been frozen at $14.8 million from 1992-1993 through 2003-2004. However, due to a 2.25 percent across-the-board reduction in FY 2004, the 2003-2004 state aid amount was reduced to $14.5 million. For FY 2005, the state aid appropriation for Instructional Support was set at $14.4 million and remained unchanged for FY 2006 (see Table 170). The total amount for Instructional Support, the total funded through property tax and total funded through income surtax has increased relatively consistently while state aid has remained relatively unchanged since 1991-1992 (see Figure 131). The percent of state aid has decreased from 26.3 percent in 1991-1992 to 9.5 percent in 2005-2006. The income surtax percentage has had an opposite result of the state aid percentage having increased from 22.3 percent in 1991-1992 to 38.2 percent in 2005-2006. The percent of property tax that accounts for instructional support program funding has remained relatively stable at around 50 to 54 percent (see Table 171 and Figure 132).

Table 170

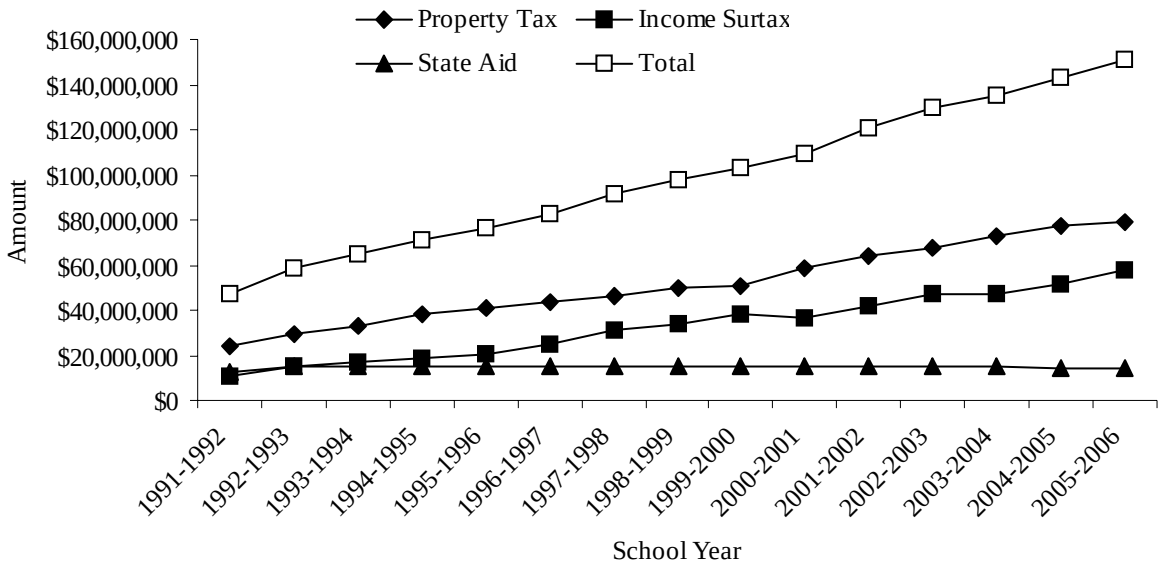
INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE
PROPERTY TAX, INCOME SURTAX, AND STATE AID
1991-1992 AND 2003-2004 TO 2005-2006

School Year	Property Tax	Income Surtax	State Aid	Total
2005-2006	$ 79,069,172	$ 57,824,212	$ 14,428,238	$ 151,321,622
2004-2005	76,963,053	51,958,735	14,428,247	143,350,035
2003-2004	73,189,750	46,888,458	14,465,267	134,543,475
1991-1992	24,396,419	10,610,537	12,507,656	47,514,612

Source: Iowa Department of Management, Master Budget Files.

Figure 131

INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 TO 2005-2006



Source: Department of Management, Annual Aid and Levy Worksheets.

Table 171

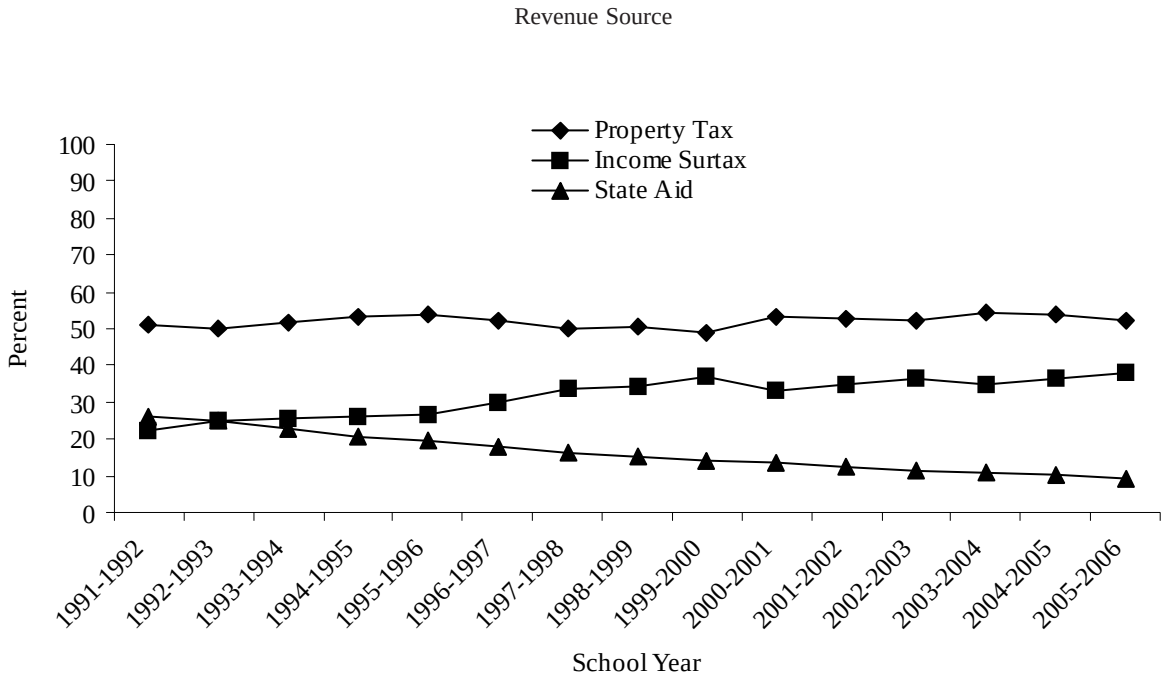
PERCENT DISTRIBUTIONS OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 AND 2003-2004 TO 2005-2006

School Year	Percent Property Tax	Percent Income Surtax	Percent State Aid
2005-2006	52.3%	38.2%	9.5%
2004-2005	53.7	36.2	10.1
2003-2004	54.4	34.9	10.8
1991-1992	51.4	22.3	26.3

Source: Department of Management, Annual Aid and Levy Worksheets.

Figure 132

PERCENT DISTRIBUTIONS OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2005-2006



Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

Similar to the trend shown by the usage of income surtax reviewed earlier in this chapter, the instructional support program participation has increased significantly between 1991-1992 and 2005-2006. In 2005-2006, nearly 90 percent of school districts had implemented the instructional support program, up from 36.7 percent in 1991-1992. All enrollment categories had at least 80 percent of districts using the instructional support program with two enrollment categories (<250 and 7,500+) at 100 percent in 2005-2006. In 1991-1992, no enrollment category had more than 50 percent of districts with the instructional support program. Detailed information pertaining to the instructional support program participation by enrollment category is provided in Table 172.

Table 172

INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1991-1992, 1995-1996, 2001-2002 AND 2003-2004 TO 2005-2006

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1991-1992								
Number of Districts	41	76	98	102	76	24	8	425
Number of Districts w/Instructional Support	18	37	31	31	25	10	4	156
Percent of Districts w/Instructional Support	43.9%	48.7%	31.6%	30.4%	32.9%	41.7%	50.0%	36.7%
1995-1996								
Number of Districts	25	45	77	113	85	25	9	379
Number of Districts w/Instructional Support	22	38	51	58	44	14	8	235
Percent of Districts w/Instructional Support	88.0%	84.4%	66.2%	51.3%	51.8%	56.0%	88.9%	62.0%
2001-2002								
Number of Districts	25	53	71	105	84	24	9	371
Number of Districts w/Instructional Support	24	50	59	79	57	15	9	293
Percent of Districts w/Instructional Support	96.0%	94.3%	83.1%	75.2%	67.9%	62.5%	100.0%	79.0%
2003-2004								
Number of Districts	30	51	79	98	79	24	9	370
Number of Districts w/Instructional Support	30	48	66	84	62	19	9	318
Percent of Districts w/Instructional Support	100.0%	94.1%	83.5%	85.7%	78.5%	79.2%	100.0%	86.0%
2004-2005								
Number of Districts	28	54	76	96	81	23	9	367
Number of Districts w/Instructional Support	28	51	63	87	68	19	9	325
Percent of Districts w/Instructional Support	100.0%	94.4%	82.9%	90.6%	84.0%	82.6%	100.0%	88.6%
2005-2006								
Number of Districts	28	57	71	97	81	22	9	365
Number of Districts w/Instructional Support	28	56	61	88	66	20	9	328
Percent of Districts w/Instructional Support	100.0%	98.2%	85.9%	90.7%	81.5%	90.9%	100.0%	89.9%

Source: Iowa Department of Management, Master Budget Files.
Note: Enrollment categories determined by budget enrollment.

Budget Guarantee (Budget Adjustment)

Legislation that passed during the 2001 legislative session changed the Budget Guarantee Program significantly beginning in FY 2005 (2004-2005 school year). Prior to the 2004-2005 school year, districts that had a decrease in their regular program district cost were guaranteed 100 percent of the previous fiscal year's total regular program district cost. The provision was called the 100 percent Budget Guarantee. Legislation that passed during the 2001 legislative session changed that provision. In FY 2005, the 100 percent Budget Guarantee had begun to be phased out. In place of the 100 percent budget guarantee, an eligible district could receive a "scale-down" type of budget adjustment that is based on the FY 2004 total regular program district cost or a 101 percent budget adjustment that is based on the previous year's regular program district cost without any adjustment. The scale-down portion of the budget adjustment will end by FY 2014.

The budget adjustment (formerly known as the Budget Guarantee) is part of the Iowa school aid formula. Factors that determine whether or not a school district may qualify to receive the budget adjustment include enrollment changes from the previous year and the allowable growth rate set by the General Assembly each year. The number of districts that received the budget adjustment in 2005-2006 decreased to 174 from 235 in 2004-2005. Although the number of districts that received the budget adjustment decreased, the average amount per pupil increased from $129 in 2004-2005 to $176 in 2005-2006 (includes only students in districts that received the budget adjustment).

Table 173

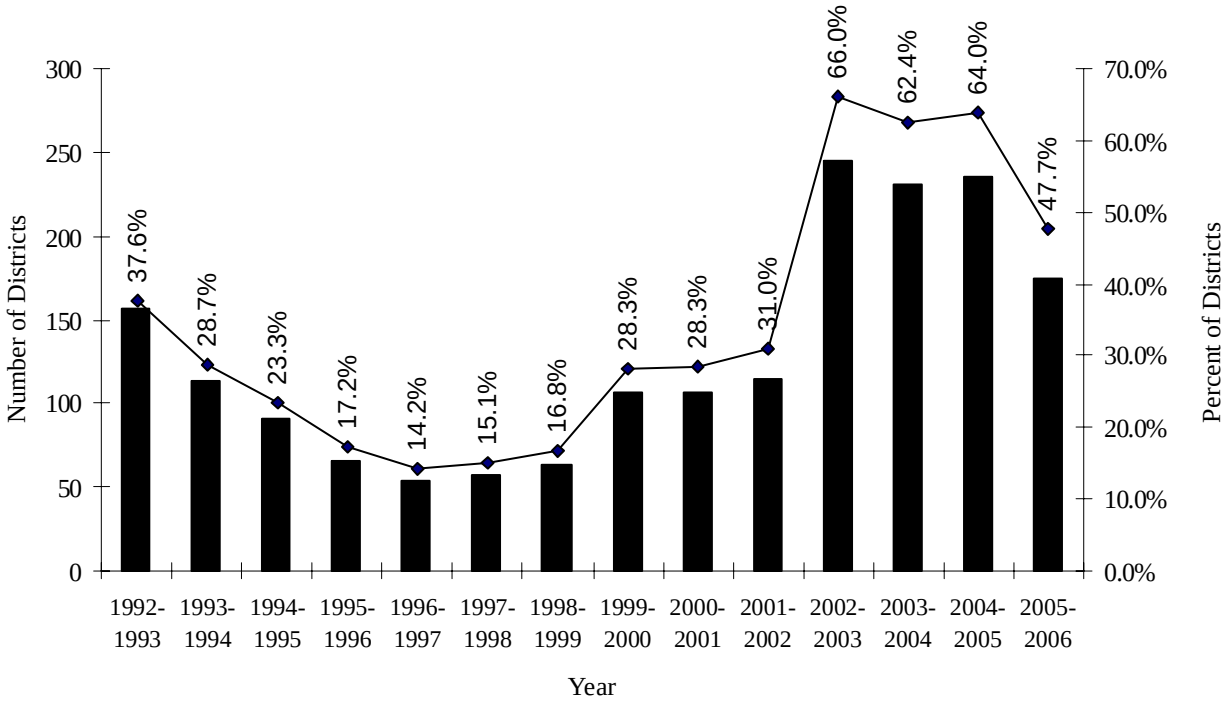
NUMBER AND PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE AND PER PUPIL AMOUNT OF THE GUARANTEE BY ENROLLMENT CATEGORY 1992-1993 AND 2003-2004 TO 2005-2006

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1992-1993								
Number of Districts	42	74	98	95	77	23	9	418
No. of Districts w/Guarantee	31	45	48	21	10	1	1	157
% of Districts w/Guarantee	73.8%	60.8%	49.0%	22.1%	13.0%	4.3%	11.1%	37.6%
Average Per Pupil	$251	$142	$109	$86	$59	$249	$31	$106
2003-2004								
Number of Districts	30	51	79	98	79	24	9	370
No. of Districts w/Guarantee	25	47	57	57	38	7	0	231
% of Districts w/Guarantee	83.3%	92.2%	72.2%	58.2%	48.1%	29.2%	0%	62.4%
Average Per Pupil	$629	$294	$227	$168	$96	$35	$0	$157
2004-2005								
Number of Districts	28	54	76	96	81	23	9	367
No. of Districts w/Guarantee	22	47	63	60	33	7	3	235
% of Districts w/Guarantee	78.6%	87.0%	82.9%	62.5%	40.7%	30.4%	33.3%	64.0%
Average Per Pupil	$605	$319	$230	$186	$124	$49	$5	$129
2005-2006								
Number of Districts	28	57	71	97	81	22	9	365
No. of Districts w/Guarantee	22	43	40	45	22	2	0	174
% of Districts w/Guarantee	78.6%	75.4%	56.3%	46.4%	27.2%	9.1%	0.0%	47.7%
Average Per Pupil	$526	$324	$193	$168	$107	$20	$0	$176

Source: Iowa Department of Management, Master Budget Files
Notes: Enrollment categories determined by budget enrollment.
Average per pupil amounts were calculated using budget enrollment.

Figure 133

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH BUDGET GUARANTEE 1992-1993 TO 2005-2006



Source: Iowa Department of Management, Master Budget Files.

Bond Elections

Bond referendums require a "super-majority" of at least 60.0 percent to be approved. In 2003-2004, 27 bond elections were held and 16 (59.3 percent) received the required 60.0 percent for approval. That was second consecutive year of successful bond elections of over 50.0 percent. The <250 and the 7,500+ enrollment categories did not attempt a bond referendum in 2003-2004. Table 174 provides information on the number of districts attempting bond referendums by enrollment category.

Table 174

Number of Districts Attempting Bond Referendums by Percent of Yes Votes by Enrollment Category 1985-1986 and 2001-2002, 2002-2003 to 2003-2004

	Enrollment Categories							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Number Attempted	0	4	0	2	2	1	1	10
<50 Percent	0	1	0	0	1	0	0	2
50-59.9 Percent	0	0	0	1	1	1	1	4
60 Percent +	0	3	0	1	0	0	0	4
2001-2002								
Number Attempted	0	2	13	8	10	2	0	35
<50 Percent	0	0	2	3	4	0	0	9
50-59.9 Percent	0	1	5	1	2	0	0	9
60 Percent +	0	1	6	4	4	2	0	17
2002-2003								
Number Attempted	1	3	4	6	10	1	1	26
<50 Percent	0	0	1	1	3	0	0	5
50-59.9 Percent	0	0	1	1	4	0	0	6
60 Percent +	1	3	2	4	3	1	1	15
2003-2004								
Number Attempted	0	1	2	9	12	3	0	27
<50 Percent	0	0	0	2	3	0	0	5
50-59.9 Percent	0	0	1	2	3	0	0	6
60 Percent +	0	1	1	5	6	3	0	16

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

The voter-approved physical plant and equipment referendum requires 50.0 percent approval to be approved. Of the 19 voter-approved physical plant and equipment referendums attempted in 2003-2004, 17 (89.5 percent) were approved. As was the case in the bond referendums, only the <250 and the 7,500+ enrollment categories did not have a district that attempted a voter-approved physical plant and equipment referendum. Table 175 has detailed information on the number of districts that attempted and approved a voter-approved physical plant and equipment referendum.

Table 175

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category, 2003-2004

	Enrollment Categories							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number Attempted	0	1	4	7	5	2	0	19
<50 Percent	0	0	0	2	0	0	0	2
50 Percent +	0	1	4	5	5	2	0	17

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Reports.
Notes: A district could be included more than once if it had more than one bond issue in a year.
FY 2002 was the first year the information was collected.

Local Option Sales and Services Tax for School Infrastructure

In the 1998-1999 school year three counties had passed a local option sales tax for school infrastructure as can be seen in Table 176. By the end of the 2005-2006 school year, 97 of Iowa's 99 counties had passed the local option tax. Each school district located in whole or partially in a county that has passed the tax receives a per pupil revenue amount based upon the number students in that county and the local sales tax rate raises in that county. The maximum tax rate is 1 percent. In 2005-2006, 357 of 365 districts (97.3 percent) received some local option sales and services tax revenues. The revenues totaled over $276 million in the 2005-2006 year. In addition to the revenues received directly from the local option tax, some districts also receive funds from the Secure and Advanced Vision Education (SAVE) account. Ten million dollars is appropriated to the SAVE fund plus revenues above $575 per pupil ($554,173) from some counties were deposited in the SAVE fund. In 2004-2005, approximately $10.6 million were distributed through the SAVE fund. The SAVE funds are distributed to school districts in a county based upon the per pupil sales tax revenue in the county compared to the revenues in other counties. Districts in counties that have the lowest local option sales tax revenues per pupil receive SAVE funds first. Each county (or group of counties) is equalized to the per pupil amount in the county above until all the SAVE funds are allocated. SAVE funds were allocated to 232 districts in 48 counties in 2004-2005. In 2005-2006, a total of approximately 11.9 million dollars is estimated to distribute to 252 districts in 53 counties through the SAVE funds.

Table 176

Local Option Sales and Services Tax for School Infrastructure 1998-1999 and 2003-2004 to 2005-2006

	1998-1999	2003-2004	2004-2005*	2005-2006
Number of Counties with the Tax	3	56	90	97
Number of Districts Partly or Wholly Located in those Counties	28	282	356	357
Resident Budget Enrollment in Those Counties	28,858.0	371,930.7	423,411.7	436,528.5
Estimated Revenues	$9,764,643	$197,204,570	$243,422,376	$276,043,543
Percent of Counties Participating	3.0%	56.6%	90.9%	98.0%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	76.2%	97.0%	97.8%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	76.4%	87.3%	90.3%
Number of Counties Receiving SAVE Funds (Received in Next Fiscal Year)	0	0	48	53
Number of Districts Partly or Wholly Located in Those Counties	0	0	232	252
Resident Budget Enrollment in Those Counties	0.0	0.0	112,504.2	128,909.0
Estimated SAVE Revenues	0	0	10,554,173	11,876,626

Source: Iowa Department of Education, Certified Enrollment Files and Department of Revenue and Finance Records.
Note: Estimated revenues were used for Fiscal Year 2003, Fiscal Year 2004 and Fiscal Year 2005.
*As of June 30, 2004.

Total Elementary and Secondary Education Budgets

The majority (63.0 percent) of the total elementary and secondary education budget is funded through the regular program portion of the school aid formula. No other single funding source accounts for more than 10.0 percent of the total. In general the percent of funding by source of funds did not change significantly between 2004-2005 and 2005-2006. Table 177 provides the state elementary and secondary budget detail for the years 1985-1986, 2004-2005 and 2005-2006.

The miscellaneous category includes the federal funding estimate and the state categorical funding. Federal funding was estimated based upon the most current year for which information was available. State categorical funding includes educational excellence, class size reduction/ school improvement, technology/school improvement (program discontinued starting with FY 2003), and student achievement/teacher quality. Overall the state categorical funding increased from $143 million in 2004-2005 to $178 million in 2005-2006.

Table 177

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1985-1986, 2004-2005 AND 2005-2006

	1985-1986		2004-2005		2005-2006	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	$1,263,768,116	78.4%	$2,311,434,736	63.5%	$2,395,175,709	62.7%
Guarantee Amount	3,161,077	0.2	30,762,863	0.8	19,484,202	0.5
Supplementary Weights	426,616	0.0	29,566,816	0.8	33,593,399	0.9
Special Education	90,438,951	5.6	330,839,905	9.1	347,753,464	9.1
AEA Media	10,865,134	0.7	20,282,059	0.6	20,989,587	0.5
AEA Ed Services	11,986,320	0.7	22,418,300	0.6	23,197,105	0.6
AEA Special Education	60,292,283	3.7	116,782,924	3.2	120,850,029	3.2
AEA Prorated Budget Reduction			(19,298,677)	-0.5	(-19,298,677)	-0.5
TAG SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	64,410,508	1.8	72,072,429	1.9
Other SBRC	14,203,445	0.9	0	0.0	0	0.0
Instructional Support & Enrichment	4,092,470	0.3	143,350,035	3.9	151,321,622	4.0
Educational Improvement	0	0.0	841,318	< .1	504,419	<0.1
Enrollment Audit Adjustment	0	0.0	(236,978)	0.0	(-244,124)	0.0
Management	23,199,501	1.4	86,726,866	2.4	95,765,996	2.5
Physical Plant & Equipment	0	0.0	103,847,963	2.9	108,395,734	2.8
67.5 Cent Schoolhouse	0	0.0	58,575	< .1	0	0.0
Playground and Library	0	0.0	1,626,224	< .1	1,773,993	<0.1
Debt Service	85,639,275	5.3	98,440,359	2.7	98,029,256	2.6
Estimated Miscellaneous State Categorical	0	0.0	143,384,541	3.9	178,094,541	4.7
Estimated Misc. Federal	38,100,000	2.4	154,222,536	4.2	173,525,424	4.5
Total	$1,679,683,868	100.0	$3,639,460,873	100.0	$3,820,984,108	100.0

Source: Iowa Department of Management, School Budget Master Files.
Notes: For Fiscal Year 1986, the allocation of dollars to AEA Media and AEA Ed Services was estimated.
For Fiscal Year 1986, PPEL, 67.5 cent, playground, library and debt service levies was reported as one total figure.