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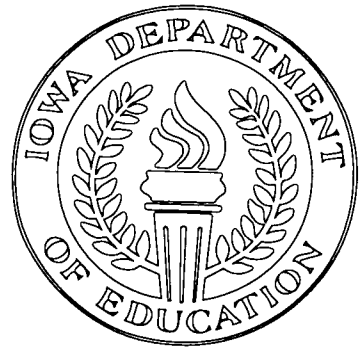
ABSTRACT

This publication comprises the sixth "Annual Condition of Education" report for the state of Iowa. The data offer evidence of an increasingly diverse student population that performs well above national averages, a rising usage of classroom technology, a high rate of students pursuing postsecondary education/training opportunities, and low dropout rates. The report contains information on the following areas of K-12 education: enrollment; school personnel; program; student performance; and finance. Information about the major initiatives, learner outcomes, enrollments, program, and finance of community colleges in Iowa is also provided. A total of 81 tables and 48 figures are included. (LMI)



THE ANNUAL Condition of Education REPORT

1995

A Report on

Elementary, Secondary and Community College Education

in Iowa

Iowa Department of Education

December 1995

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

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We are pleased to present the sixth Annual Condition of Education Report. Iowans are proud of our commitment to quality education for ALL children. It is a commitment that earns national and international respect. Iowa's citizens cherish an education system that emphasizes local control, and they accept that community-level responsibility.

This sixth report is intended as a resource to assist in local decision-making efforts. We believe that providing high-quality, descriptive data is vital in identifying challenges and pursuing best practices in education.

The data in this report offer evidence of an increasingly diverse student population that performs well above national averages, rising usage of classroom technology, and Iowa's traditionally high rate of students pursuing post secondary education/training opportunities and low drop-out rates.

Iowans know that we cannot afford to take our past successes in education for granted. We must build on our accomplishments and thereby improve the quality of life for future citizens. It is our intent that this Annual Condition of Education Report be a reference point for every Iowan who shares in this noble effort.

Corine Hadley, President
Iowa State Board of Education

Ted Stilwill, Acting Director
Iowa Department of Education

To the Citizens of Iowa

Acknowledgments

The Iowa Department of Education wishes to acknowledge the special contributions of the staff of the Department of Education who contributed to the 1995 Condition of Education Report in Iowa. A special acknowledgment is extended to Dr. James Maxey, American College Testing Program, Dr. Robert Forsyth, Dr. David Frisbie and Dr. Timothy Ansley, Iowa Testing Program for their time and efforts and their willingness to share their data with us.

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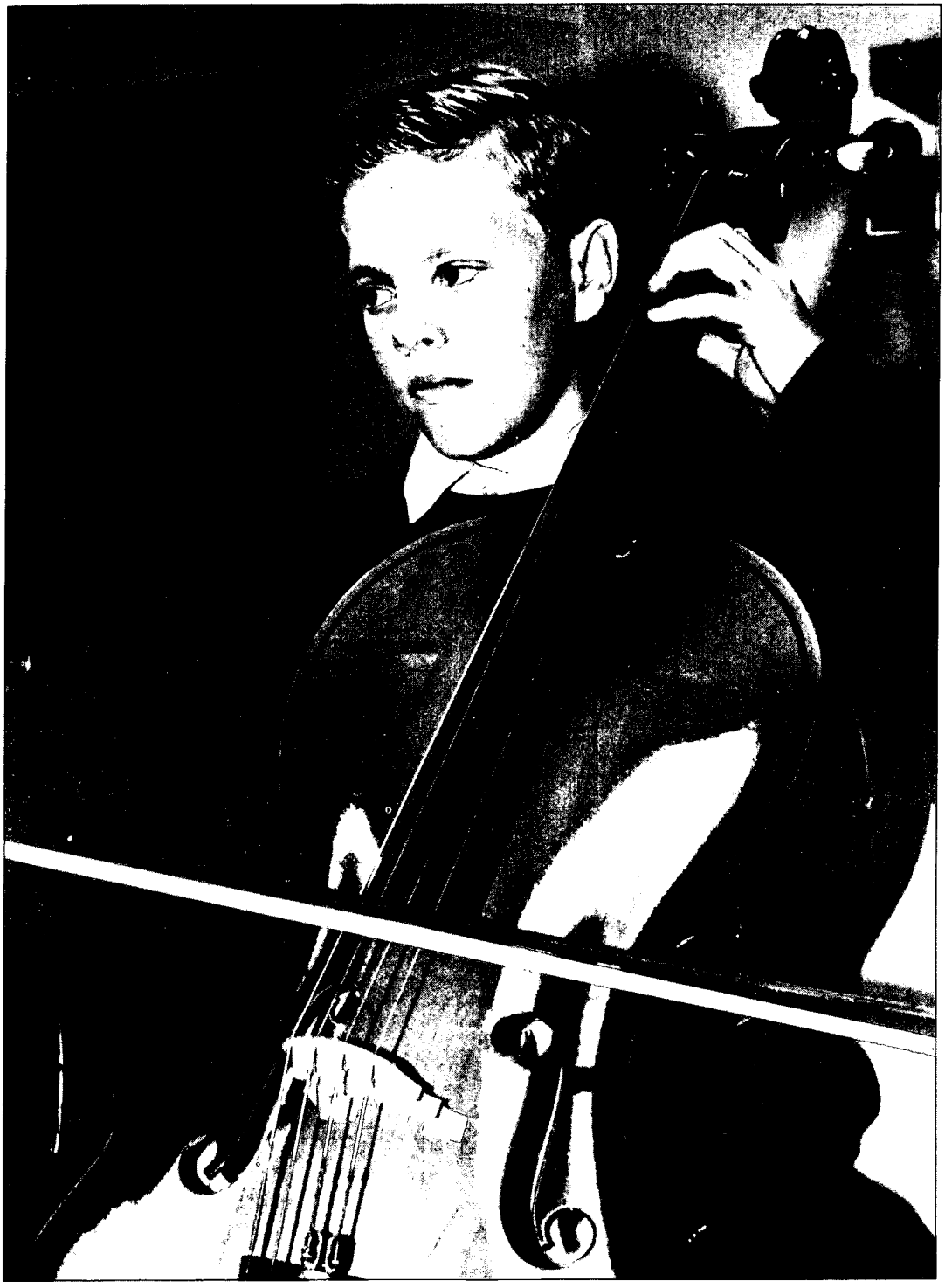
ANKENY, SOUTH EAST ELEMENTARY



CLINTON COMMUNITY HIGH SCHOOL

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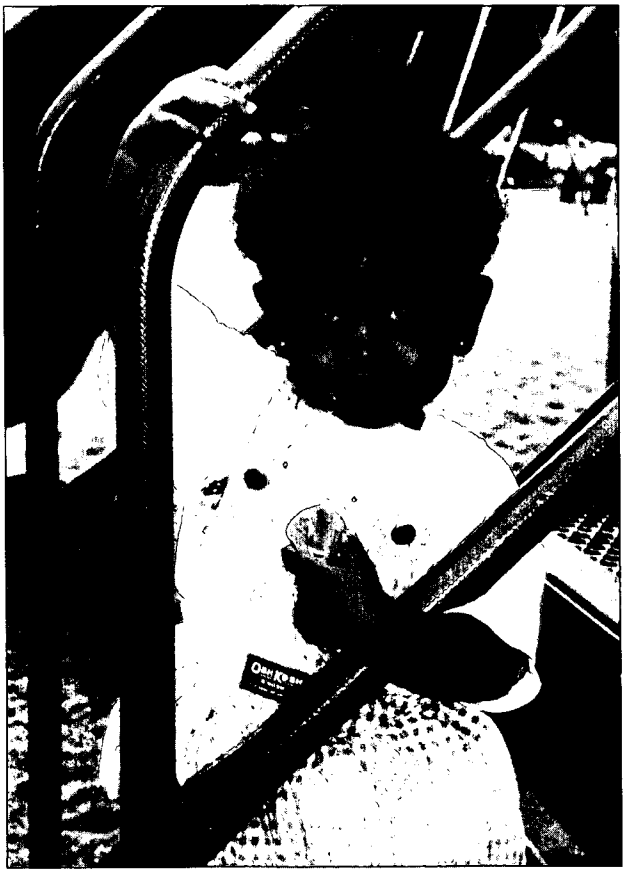
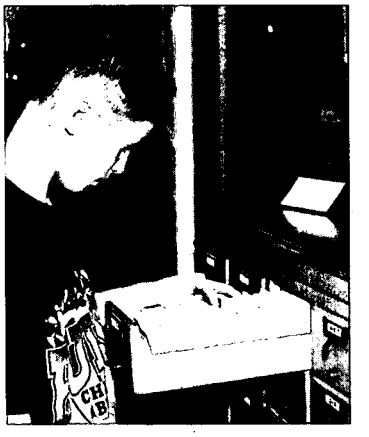


DES MOINES COMMUNITY SCHOOL DISTRICT

NORTH TAMA ELEMENTARY



CLINTON COMMUNITY SCHOOL DISTRICT

Enrollment

The enrollment section provides information on enrollment trends and projections, the distribution of students and districts with respect to enrollment category, approved nonpublic school enrollments, ethnic distribution, limited English proficient student distribution and open enrollment trends.

Enrollment Trends

Public school enrollment in Iowa exceeded 500,000 students in the 1994-95 school year. This marked the first time since 1982-83 that public school enrollments have reached the 500,000 student plateau and the sixth consecutive increase in public school enrollments since the 1988-89 school year (Table 1). Nonpublic schools, on the other hand, have seen a decade of decline. Nonpublic enrollments have dropped by nearly 4,300 students, or about nine percent since 1985-86.

Combined public and nonpublic enrollments have increased about two percent since 1985-86 and currently total just over 545,000 students. Further, nonpublic enrollments now represent 8.2 percent of combined enrollments compared to 9.2 percent in 1985-86.

TABLE 1

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS—1985-86 —1994-95

Year	Public	Nonpublic
1985-86	485,676	49,026
1986-87	481,205	48,520
1987-88	478,859	47,228
1988-89	476,771	47,373
1989-90	478,210	46,033
1990-91	483,396	45,562
1991-92	491,451	45,865
1992-93	495,342	45,229
1993-94	497,009	45,328
1994-95	500,592	44,752

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY - ENROLLMENT FILE AND CERTIFIED ENROLLMENT FILE.

A comparison of 1993-94 Iowa public school enrollments with other midwest states is provided in Table 2. The figures reflect that Iowa ranks number 30 in enrollment among the 50 states. Compared to the Plains states represented, Iowa ranks third in enrollment, exceeded by Missouri and Minnesota (according to NEA statistics).

TABLE 2

1993-94 PUBLIC SCHOOL ENROLLMENT AND HIGH SCHOOL GRADUATES

Region and State	Enrollment	Average Daily Attendance As a % of Enrollment	Number of Districts	Number of High School Graduates
Nation	43,287,980	92.5	14,766	2,246,054
All Plains States	3,156,578	92.3	2,733	183,486
Iowa	497,925	93.8	397	30,247
Iowa Rank in Nation	30	12	14	28
Kansas	457,744	91.1	304	25,176
Minnesota	809,757	92.9	392	48,578
Missouri	852,782	90.1	535	46,870
Nebraska	283,988	94.0	676	17,196
North Dakota	119,115	95.8	251	7,514
South Dakota	135,267	93.6	178	7,905

SOURCE: ESTIMATES OF SCHOOL STATISTICS, 1994-95, NATIONAL EDUCATION ASSOCIATION

Table 3 compares Iowa enrollment trends with national trends for combined public and nonpublic enrollment. In 1985-86 through 1988-89 Iowa's combined enrollments fell just over three percent while enrollments for the nation as a whole increased just over one percent. Both Iowa and the nation experienced enrollment increases over the period from 1989-90 through 1994-95, with Iowa increases averaging about .7 percent compared to about 1.6 percent for the nation. Iowa enrollments, as a percent of the nation, have continued a slow, steady decline over the last ten years.

TABLE 3

TEN YEAR TRENDS IN COMBINED PUBLIC AND NONPUBLIC ENROLLMENTS

	Iowa		Nation		Iowa as
School Year	Enrollment	% Annual Change	Enrollment	% Annual Change	a % of Nation
1985-86	534,702	-1.1%	44,978,000	+0.2%	1.19%
1986-87	529,725	-0.9%	45,205,000	+0.5%	1.17%
1987-88	526,087	-0.7%	45,487,000	+0.6%	1.16%
1988-89	524,144	-0.4%	45,429,000	-0.1%	1.15%
1989-90	524,243	+0.02%	45,897,000	+1.0%	1.14%
1990-91	528,961	+0.9%	46,449,000	+1.2%	1.14%
1991-92	537,316	+1.6%	47,238,000	+1.7%	1.14%
1992-93	540,571	+0.6%	48,110,000	+1.9%	1.12%
1993-94	542,337	+0.3%	48,824,000	+1.5%	1.11%
1994-95	545,344	+0.6%	49,819,000	+2.0%	1.09%

SOURCE: U.S. DEPARTMENT OF EDUCATION, OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT, NCES 94-149

Projected Enrollments

Public school enrollments are projected to continue increasing through the 1997-98 school year and then decrease slightly through the 1999-2000 school year, while enrollments for nonpublic schools are projected to continue their downward trend through 1999-2000 (Table 4).

Public school enrollment by grade level is depicted in Table 5 for 1985-86, 1993-94, and 1994-95. The ten year comparison indicates that enrollment decreases have occurred for grades K-2 and for grades 10-12, while increases have occurred for all other grades. Overall, public enrollment was up by just over three percent for the period and enrollments for 1994-95 were up by about three-quarters of a percent over the previous school year. The 1994-95 kindergarten enrollment exceeded twelfth grade enrollment for the same year by more than 3,300 students.

TABLE 4

PROJECTED PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT — 1995-96—1999-2000

Year	Public	Nonpublic
1995-96	501,969	44,353
1996-97	504,330	44,073
1997-98	505,465	43,691
1998-99	504,614	43,157
1999-2000	502,714	42,850

SOURCE: IOWA DEPARTMENT OF EDUCATION, PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS.

TABLE 5

PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL

Grade Level	1985-86	1993-94	1994-95	1993-94 to 1994-95 % Change	1985-86 to 1994-95 %Change
K	40,925	36,311	37,402	3.00	-8.61
1	38,110	35,091	35,301	0.60	-7.37
2	35,387	36,190	34,775	-3.91	-1.73
3	34,508	36,963	36,326	-1.72	5.27
4	32,977	36,324	36,960	1.75	12.08
5	33,327	37,484	36,540	-2.52	9.64
6	32,038	37,704	38,036	0.88	18.72
7	32,653	38,811	38,459	-0.91	17.78
8	35,136	38,495	39,039	1.41	11.11
9	39,688	38,584	40,593	5.21	2.28
10	39,337	36,428	37,874	3.97	-3.72
11	37,203	34,845	35,400	1.59	-4.85
12	35,906	32,545	34,078	4.71	-5.09
Other	18,481	21,234	19,809	-6.71	7.19
Total	**485,676**	**497,009**	**500,592**	**0.72**	**3.07**

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

Distribution of Students/Districts

In 1985-86 nearly 12 percent of all public school districts had enrollments under 250 compared to just over seven percent in 1994-95 (Table 6). Further, approximately eight percent of public school students attended districts with enrollments under 400. In 1994-95, only 4.5 percent of public school students attended districts with less than 400 enrollment. In 1985-86, as well as in 1994-95 about 45 percent of all public school students were enrolled in districts with enrollments of 2,500 or more. At the other end of the continuum, less than 13 percent of public school students were enrolled in 164 districts with enrollments under 600. These 164 districts represent 42 percent of Iowa's 390 public school districts. In 1994-95 there were 47 fewer school districts than in 1985-86 or a decline of nearly 11 percent.

The largest school district enrolled 31,630 students and the smallest district enrolled 115 students. The median enrollment in 1994-95 was 668 and the average enrollment was 1,284 students.

TABLE 6

DISTRIBUTION OF PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT CATEGORY 1985-86 VS. 1994-95

District Enrollment Category	1985-86 Districts N	1985-86 Districts %	1985-86 Students N	1985-86 Students %	1994-95 Districts N	1994-95 Districts %	1994-95 Students N	1994-95 Students %
<250	52	11.9	10,124	2.1	28	7.2	5,661	1.1
250-399	90	20.6	29,060	6.0	52	13.3	17,074	3.4
400-599	94	21.5	46,544	9.6	84	21.5	41,451	8.3
600-999	97	22.2	72,595	15.0	109	28.0	82,458	16.5
1,000-2,499	72	16.5	109,551	22.5	84	21.5	127,405	25.5
2,500-7,499	24	5.5	95,189	19.6	24	6.2	95,211	19.0
7,500+	8	1.8	122,269	25.2	9	2.3	131,332	26.2
State	437				390			

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE.

Approved Nonpublic Schools

The number of approved nonpublic schools in 1994-95 decreased to 203 from 205 the previous year, down from 214 in 1992-93. There were seven nonpublic schools operating K-12 programs and 13 nonpublic schools housing grades 9-12. The range in enrollments for nonpublic schools was a low of 12 students and a high of 1,075 students.

Ethnic Distribution of Students

Iowa's minority student population has increased dramatically since 1985-86. The number of Hispanic students has more than doubled during the period and increases of 82.8 percent, 40.6 percent, and 27.5 percent were recorded for American Indians, Asians, and African

Americans respectively (Table 7). At the same time the majority student population decreased by about 2,000 students. From 1993-94 to 1994-95 Hispanic student enrollments increased nearly nine percent. In 1994-95 minority enrollments composed nearly seven percent of the public school population in Iowa compared to just over 4.5 percent in 1985-86.

TABLE 7

PUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-86, 1993-94 AND 1994-95

Racial/ Ethnic Group	1985-86		1993-94		1994-95		% Change 93-94 to 94-95	% Change 85-86 to 94-95
	N	%	N	%	N	%		
American Indian	1,090	.2	1,953	.4	1,993	.4	2.1	82.8
Hispanic	4,069	.8	8,017	1.6	8,729	1.8	8.9	114.5
Asian	5,310	1.1	7,590	1.5	7,464	1.5	-1.7	40.6
African American	12,308	2.5	15,607	3.1	15,688	3.2	.5	27.5
White	462,555	95.4	464,758	93.4	460,665	93.2	-.9	-.4

SOURCE: IOWA DEPARTMENT OF EDUCATION. BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE (INCLUDES PK-GRADE 12 AND SPECIAL EDUCATION STUDENTS).

The trend of increases in minority student enrollments was prevalent for Iowa nonpublic schools as well. All categories of minority students reflected double digit increases from 1985-86 to 1994-95 while the number of majority students decreased by nearly 11 percent (Table 8).

TABLE 8

NONPUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-86, 1993-94 AND 1994-95

Racial/ Ethnic Group	1985-86		1993-94		1994-95		% Change 93-94 to 94-95	% Change 85-86 to 94-95
	N	%	N	%	N	%		
American Indian	42	.1	57	.1	61	.1	7.0	45.2
Hispanic	527	1.1	686	1.4	676	1.5	-1.5	28.3
Asian	344	.7	449	.9	416	.9	-7.4	20.9
African American	273	.6	437	.9	420	.9	-3.9	53.9
White	48,372	97.5	45,917	96.7	43,179	96.5	-6.0	-10.7

SOURCE: IOWA DEPARTMENT OF EDUCATION. BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE (INCLUDES PK THROUGH GRADE 12 STUDENTS)

TABLE 9

ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE/ETHNICITY : FALL 1992

State	Total	White[1]	Total Minority	Black[1]	Hispanic	Asian or Pacific Islander	American Indian Alaskan Native
	Percent distribution, fall 1992						
1	2	3	4	5	6	7	8
United States	100.0	[2]66.7	[2]33.3	[2]16.5	[2]12.3	[2]3.5	[2]1.0
Alabama	100.0	62.7	37.3	35.6	0.3	0.6	0.8
Alaska	100.0	66.1	33.9	4.7	2.3	4.0	23.0
Arizona	100.0	60.4	39.6	4.1	26.9	1.6	7.0
Arkansas	100.0	74.4	25.6	23.9	0.7	0.7	0.3
California	100.0	43.4	56.6	8.6	36.1	11.0	0.8
Colorado	100.0	74.5	25.5	5.4	16.8	2.4	1.0
Connecticut	100.0	73.8	26.2	12.9	10.7	2.3	0.2
Delaware	100.0	66.8	33.2	28.1	3.2	1.7	0.2
District of Columbia	100.0	4.0	96.0	89.1	5.6	1.3	[3]
Florida	100.0	60.3	39.7	24.4	13.4	1.6	0.2
Georgia	100.0	—	—	—	—	—	—
Hawaii	100.0	23.8	76.2	2.7	5.2	68.0	0.3
Idaho	100.0	—	—	—	—	—	—
Illinois	100.0	65.1	34.9	21.2	10.7	2.8	0.1
Indiana	100.0	86.2	13.8	11.0	1.9	0.7	0.1
Iowa	100.0	93.8	6.2	2.9	1.5	1.4	0.4
Kansas	100.0	84.1	15.9	8.2	5.0	1.8	0.9
Kentucky	100.0	89.7	10.3	9.5	0.2	0.5	[3]
Louisiana	100.0	52.2	47.8	45.1	1.0	1.2	0.4
Maine	100.0	—	—	—	—	—	—
Maryland	100.0	59.8	40.2	33.6	2.7	3.7	0.3
Massachusetts	100.0	79.8	20.2	8.0	8.5	3.6	0.2
Michigan	100.0	77.8	22.2	17.4	2.4	1.3	1.0
Minnesota	100.0	89.8	10.2	3.7	1.5	3.2	1.8
Mississippi	100.0	48.3	51.7	50.6	0.2	0.5	0.4
Missouri	100.0	82.6	17.4	15.5	0.8	0.9	0.2
Montana	100.0	88.0	12.0	0.5	1.4	0.7	9.4
Nebraska	100.0	88.9	11.1	5.5	3.2	1.1	1.2
Nevada	100.0	72.0	28.0	9.1	13.1	3.9	1.9
New Hampshire	100.0	97.0	3.0	0.8	1.0	1.0	0.2
New Jersey	100.0	63.7	36.3	18.7	12.6	4.9	0.1
New Mexico	100.0	40.9	59.1	2.3	45.8	0.9	10.2
New York	100.0	58.9	41.1	20.0	16.1	4.6	0.3
North Carolina	100.0	66.1	33.9	30.2	1.1	1.0	1.6
North Dakota	100.0	90.8	9.2	0.7	0.7	0.7	7.1
Ohio	100.0	83.0	17.0	14.6	1.3	1.0	0.1
Oklahoma	100.00	72.6	27.4	10.2	3.1	1.2	13.0
Oregon	100.0	87.5	12.5	2.4	5.3	3.0	1.8
Pennsylvania	100.0	81.7	18.3	13.5	3.1	1.7	0.1
Rhode Island	100.0	82.0	18.0	6.6	8.0	3.1	0.4
South Carolina	100.0	57.3	42.7	41.4	0.5	0.6	0.2
South Dakota	100.0	86.3	13.7	0.7	0.5	0.7	11.9
Tennessee	100.0	75.8	24.2	22.9	0.4	0.8	0.1
Texas	100.0	48.4	51.6	14.3	34.9	2.2	0.2
Utah	100.0	91.7	8.3	0.6	4.3	2.0	1.4
Vermont	100.0	97.7	2.3	0.6	0.3	0.6	0.8
Virginia	100.0	68.5	31.5	25.5	2.5	3.3	0.2
Washington	100.0	80.7	19.3	4.4	6.4	6.0	2.5
West Virginia	100.0	95.4	4.6	4.0	0.2	0.4	0.1
Wisconsin	100.0	84.8	15.2	8.9	2.8	2.2	1.3
Wyoming	100.0	89.6	10.4	0.9	6.1	0.7	2.6
Outlying Areas							
American Samoa	100.0	[3]	—	[3]	[3]	100.0	[3]
Guam	100.0	10.6	—	2.4	0.5	86.4	0.1
Northern Marianas	100.0	1.3	—	[3]	[3]	98.7	[3]
Puerto Rico	100.0	[3]	—	[3]	100.0	[3]	[3]
Virgin Islands	100.0	1.2	—	84.8	13.6	0.4	[3]

Notes: [1]Excludes persons of Hispanic Origin [2]Includes estimate for nonresponding states [3]Less than 0.05 percent —Data not available.

SOURCE: DIGEST OF EDUCATION STATISTICS, 1994

In terms of minority enrollments in the public schools, Table 9 reflects that for the fall of 1992 only three states had a lower percentage of minority enrollment than Iowa. The average minority enrollment for the nation is about 33 percent, with a range of 96 percent minority in the District of Columbia to 2.3 percent in Vermont.

Limited English Proficient Student Distribution

In 1994-95 the limited English proficient student enrollment comprised 1.1 percent of the public school enrollment and totaled just over 5,500 students (Table 10). Nearly 59 percent of these students attended districts with enrollments of 7,500 and above. Compared to 1993-94 figures, limited English proficient student enrollment was up more than 1,700 students, an increase of nearly 47 percent.

TABLE 10

1993-94 AND 1994-95 DISTRIBUTION OF LIMITED ENGLISH PROFICIENT ENROLLMENTS BY ENROLLMENT CATEGORY

Enrollment Category	1993-94 Basic Enrollment Total	1993-94 LEP Enrollment	1994-95 Basic Enrollment Total	1994-95 LEP Enrollment	% Change 93-94 to 94-95
<250	6,956	17	5,661	13	-23.5
250-399	17,794	21	17,074	19	-9.5
400-599	47,617	72	41,451	95	+31.9
600-999	79,260	229	82,458	383	+67.2
1,000-2,499	119,988	706	127,405	1,185	+67.8
2,500 -7,499	94,422	488	95,211	592	+21.3
7,500+	130,970	2,252	131,332	3,269	+45.2
State	497,007	3,785	500,592	5,556	+46.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL ENROLLMENT REPORT, 1993-94 AND 1994-95.

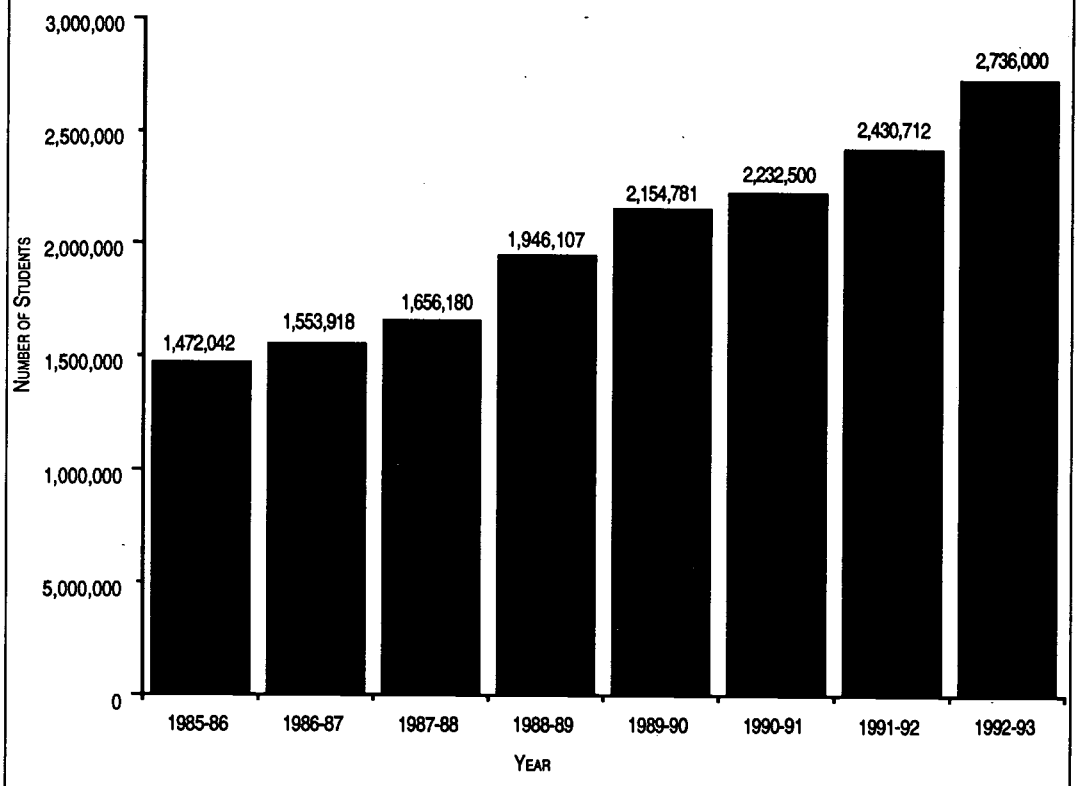
Limited English proficient student counts for the nation are presented in Figure 1. The data reflect that increases in limited English proficient counts for the nation have averaged about 1.1 percent for the period 1985-86 through 1992-93.

Open Enrollment

In 1994-95 nearly 11,000 students across the state participated in open enrollment compared to 2,621 in 1990-91. Table 11 reflects the net enrollment change from open enrollment migration by enrollment category. Figures reflect that districts with enrollments under 400 and districts with enrollments of 7,500 and above had consistent net enrollment losses for the three years presented. Net gains occurred for all three years for districts with enrollments of 1,000 to 7,499. The most substantial net gains occurred for districts in the 1,000-2,499 enrollment category while the greatest net losses occurred for the largest enrollment category districts.

FIGURE 1

TRENDS IN ENROLLMENT OF LEP STUDENTS 1985-86 TO 1992-93



SOURCE: NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION ASKNCBE @NCBE.GWU-EDU

TABLE 11

NET ENROLLMENT CHANGE IN OPEN ENROLLMENT BY ENROLLMENT CATEGORY 1990-91, 1993-94, AND 1994-95

	Net Enrollment Change		
Enrollment Category	1990-91	1993-94	1994-95
<250	-236	-432	-454
250-399	-264	-477	-475
400-599	-50	+112	+84
600-999	+66	-83	-20
1,000-2,499	+370	+1,025	+1,143
2,500-7,499	+45	+379	+467
7,500+	-67	-693	-832

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES, 1990-91, 1993-94, AND 1994-95.

NORWALK MIDDLE SCHOOL

SAFE SCHOOL SEMINAR - DES MOINES

CLINTON COMMUNITY SCHOOL DISTRICT

CONNECTING SCHOOL IMPROVEMENT TEAM

GUNN ELEMENTARY, COUNCIL BLUFFS

SAFE SCHOOL SEMINAR - DES MOINES

Staff

In 1994-95 there were more than 39,000 full-time public, nonpublic, and AEA certificated staff providing services in Iowa schools. The following information provides a summary of teacher, principal, superintendent, AEA, and instructional aides characteristics and provides comparisons of changes which have occurred over time. Also included is information on pupil-teacher ratios and a summary of an investigation of teacher assignments.

Teacher Characteristics

Characteristics of full-time public and nonpublic teachers are reflected in Table 12. In terms of gender, more than two-thirds of public and nearly 80 percent of nonpublic teachers are women. The percentage of women teachers in the public schools has increased over the period from 1985-86 to 1994-95, by nearly four percentage points. For nonpublic schools, the percentage of women teachers has decreased just over four percentage points from the previous year and just over three percentage points from the 1985-86 base year.

The percentage of minority teachers for both public and nonpublic schools has remained relatively constant over time at about 1.5 percent for public schools and at about .5 percent for nonpublic schools.

Average total experience and district experience have increased for both public and nonpublic schools from the 1985-86 school year and from the previous school year. Both total and district experience were higher for public than for nonpublic teachers.

The percentage of public school teachers holding advanced degrees has declined somewhat from 1985-86 to 1994-95 and has decreased slightly from the previous year. The decline from 1985-86 to 1994-95 was also noted for nonpublic teachers, however, compared to the previous year, the percentage of nonpublic teachers with advanced degrees increased two percentage points.

The average age of both public and nonpublic teachers has increased over the period from 1985-86 to 1994-95, with increases of about 2.5 years and 3.5 years respectively for public and nonpublic full-time teachers.

TABLE 12

CHARACTERISTICS OF FULL-TIME TEACHERS — 1985-86, 1993-94 AND 1994-95

	Public			Nonpublic		
Characteristics	85-86	93-94	94-95	85-86	93-94	94-95
Average Age	39.9	42.0	42.2	36.6	38.3	40.1
Percent Female	63.5	67.1	67.4	77.5	78.6	74.2
Percent Minority	1.2	1.40	1.5	.52	.70	.4
Percent Advanced Degree	29.0	27.9	27.4	16.0	11.0	13.0
Average Total Experience	13.9	15.8	16.0	11.0	11.6	13.6
Average District Experience	10.6	12.1	12.4	5.7	7.3	9.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE. (INCLUDES AEA TEACHERS).

Table 13 provides a comparison of the number of classroom teachers in Iowa and in the Plains states region as well as for the nation for 1993-94 and an estimate for 1994-95. Nationally more than 73 percent of the teaching force in 1994-95 was composed of women and nearly 71 percent of the teachers in the Plains states region were women, compared to 68.5 percent for Iowa (according to NEA statistics).

TABLE 13

ESTIMATED NUMBER OF CLASSROOM TEACHERS* FOR 1993-94 AND 1994-95

Region and State*	1993-94 (Revised)			1994-95		
	Men	Women	Total	Men	Women	Total
Nation	672,794	1,834,135	2,506,929	682,239	1,869,922	2,552,161
All Plains States	58,806	139,855	198,661	59,144	142,597	201,741
Iowa	10,083	21,612	31,695	10,044	21,839	31,883
Kansas	9,716	20,565	30,281	9,831	20,757	30,588
Minnesota	15,892	30,696	46,588	15,863	31,508	47,371
Missouri	12,586	41,542	54,128	12,760	42,813	55,573
Nebraska	5,623	13,707	19,330	5,658	13,878	19,536
North Dakota	2,389	5,366	7,755	2,379	5,385	7,764
South Dakota	2,517	6,367	8,884	2,609	6,417	9,026

SOURCE: ESTIMATES OF SCHOOL STATISTICS, 1994-95, NATIONAL EDUCATION ASSOCIATION.
NOTE: *INCLUDES PUBLIC ELEMENTARY AND SECONDARY TEACHERS ONLY.

Teacher Salaries

Average 1994-95 salaries for Iowa's full-time public school teachers, shown in Table 14 and Figure 2, increased 2.4 percent over the previous year, an increase of $751 to $31,511. This placed Iowa 33rd in the nation with respect to teacher salary. The estimated average salary for the nation in 1994-95 was $36,933. The average salary for the nation increased 3.1 percent over the previous year.

For the 1994-95 school year average salaries for Iowa public school teachers represented 85.3 percent of the average salary of their national counterparts. Compared to average salaries for teachers in the Plains states, Iowa teacher salaries were 4 percent lower. The range in average salaries for the Plains states was about $11,400, with Minnesota reporting the highest average salary and South Dakota reporting the lowest average salary.

TABLE 14

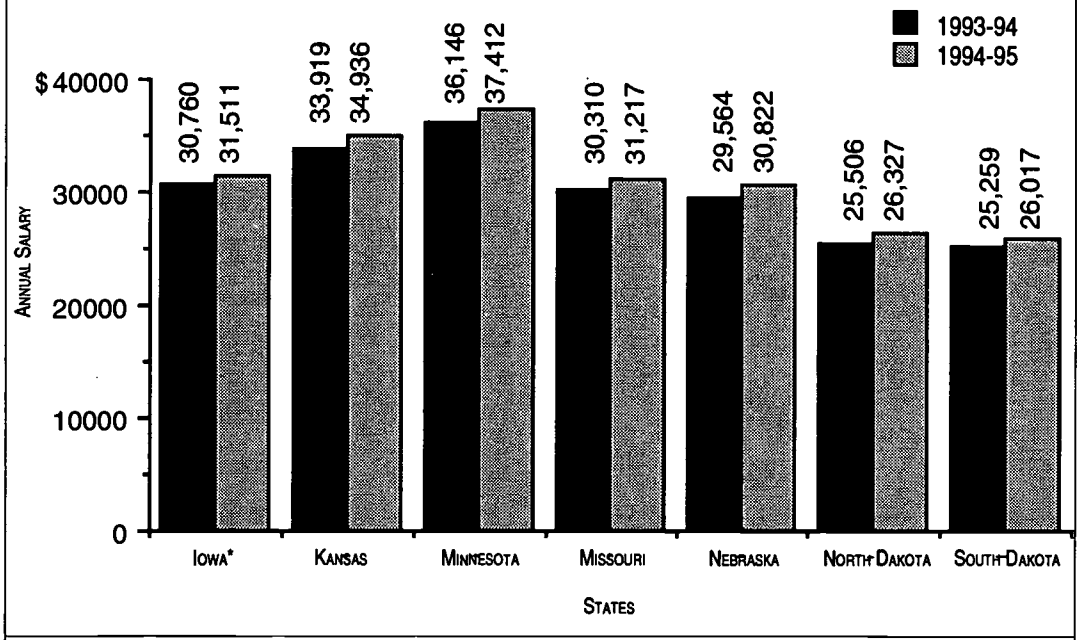
ESTIMATED AVERAGE ANNUAL SALARIES OF PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS

Region and State*	1993-94 (Revised)	1994-95
Nation	$35,819	$36,933
All Plains States	$31,815	$32,823
Iowa	$30,760*	$31,511*
Kansas	$33,919	$34,936
Minnesota	$36,146	$37,412
Missouri	$30,310	$31,217
Nebraska	$29,564	$30,822
North Dakota	$25,506	$26,327
South Dakota	$25,259	$26,017 **

SOURCE: ESTIMATES OF SCHOOL STATISTICS, 1994-95, NATIONAL EDUCATION ASSOCIATION.
NOTES: *DOES NOT INCLUDE PHASE III FUNDS. **DATA ESTIMATED BY NEA.

FIGURE 2

ESTIMATED AVERAGE ANNUAL SALARIES OF CLASSROOM TEACHERS FOR THE PLAINS STATES, 1993-94 AND 1994-95



SOURCE: ESTIMATES OF SCHOOL STATISTICS, 1994-95, NATIONAL EDUCATION ASSOCIATION
NOTE: DOES NOT INCLUDE PHASE III FUNDS.

The range in average teacher salaries across enrollment categories, shown in Table 15, was $10,460, with teachers in districts under 250 enrollment earning, on the average, only 69.4 percent of average salaries for teachers in districts with enrollments of 2,500-7,499. This discrepancy is up from the previous year's comparable figure of 70.9 percent. Statewide, average salaries have increased about $10,000 since 1985-86 or 45.3 percent. With one exception, districts with enrollments of 1,000-2,499, the changes in average salaries from 1985-86 to 1994-95 across enrollment groups have been relatively consistent with the percentage increase statewide. The average salaries across all enrollment categories increased over the previous year except for salaries in districts with enrollments under 250 where salaries decreased slightly from the previous year.

TABLE 15

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 1985-86, 1993-94, AND 1994-95

Enrollment Category	Average Salary 1985-86	1993-94*	1994-95*	% Change 85-86 to 94-95
<250	$16,347	$23,776	$23,731	45.2
250-399	17,971	25,630	26,225	45.9
400-599	19,198	27,369	27,904	45.3
600-999	20,079	28,325	28,838	43.6
1,000-2,499	21,616	30,708	33,166	53.4
2,500-7,499	23,835	33,524	34,191	43.4
7,500+	24,041	33,314	33,979	41.3
State	21,690	30,760	31,511	45.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.
*DOES NOT INCLUDE PHASE III FUNDS.

Principal Characteristics

In 1994-95, just under 22 percent of full-time public school principals were women compared to 38 percent for nonpublic schools (Table 16). For public schools this represents an increase of nearly 13 percentage points over the period from 1985-86 to 1994-95. For nonpublic schools the percentage of women principals decreased across the period from just under 50 percent to just over 38 percent.

The percentage of minority principals in public schools has increased only slightly since 1985-86, rising from 1.6 percent to 2.6 percent in 1994-95. For nonpublic schools the percent of minority principals increased from zero percent in 1985-86 to just under 2 percent in 1994-95. Principal age for both public and nonpublic schools was comparable and has remained relatively stable across the period from 1985-86 to 1994-95 between 46 and 48 years.

The percentage of principals not holding advanced degrees was under 3 percent for public schools and just over 12 percent for nonpublic schools in 1994-95. Compared to 1985-86 figures this represents only a slight change for public schools and about a 10 percentage point drop for nonpublic school principals. Total experience for both public and nonpublic school principals has remained relatively stable across the period shown. Total experience for public and nonpublic principals was also fairly comparable.

TABLE 16

CHARACTERISTICS OF FULL-TIME PRINCIPALS— 1985-86, 1993-94, AND 1994-95

	Public			Nonpublic		
Characteristics	1985-86	1993-94	1994-95	1985-86	1993-94	1994-95
Average Age	46.6	47.3	47.3	46.0	46.7	47.5
Percent Female	8.7	19.6	21.6	49.5	46.9	38.1
Percent Minority	1.6	2.9	2.6	0	.7	1.8
Percent Advanced Degree	98.9	97.5	97.4	97.7	86.7	87.6
Average Total Experience	21.9	22.8	22.8	21.5	22.1	21.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Principal Salaries

Average salaries for full-time public school principals, reflected in Table 17, show statewide salaries increased nearly 46 percent from 1985-86 and were up 3.4 percent over the previous year. This increase compared to teacher salaries is slightly more from 1985-86 to 1994-95 and one percent higher for the one year period from 1993-94 to 1994-95. The average salary for public school principals is 39 percent higher than for teachers and represents 82 percent of the average salary for public school superintendents.

Average salaries for principals, as for teachers, varied across enrollment categories, with higher average salaries associated with higher enrollment districts and lower salaries associated with the smaller enrollment districts. Average principal salaries increased with each subsequent increase in enrollment. The range in average salaries for public school principals across enrollment categories was $21,727.

TABLE 17

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY
1985-86, 1993-94, AND 1994-95

Enrollment Category	Average Salary 1985-86	1993-94	1994-95	% Change 85-86 to 94-95
<250	$26,399	$37,156	$36,773	39.3
250-399	28,387	40,563	42,109	48.3
400-599	31,095	42,671	43,740	40.7
600-999	33,428	46,052	46,169	41.1
1,000-2,499	36,427	51,169	55,903	53.5
2,500-7,499	39,465	55,881	57,420	45.5
7,500+	39,584	56,368	58,500	47.8
State	35,313	49,821	51,500	45.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Superintendent Characteristics

Table 18 displays information on public school superintendents for 1985-86, 1993-94 and 1994-95. In terms of total educational experience, superintendents average experience has increased from 23.6 years in 1985-86 to 25.6 years in 1994-95. Average experience for superintendents exceeded average experience of both principals and teachers. The average tenure for superintendents remained unchanged at 7 years for 1994-95 compared to the previous year. This was down from nearly 9 years in 1985-86. The percentage of minority superintendents has remained generally unchanged for the three years displayed and for 1994-95 was .3 percent.

TABLE 18

CHARACTERISTICS OF FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS
1985-86, 1993-94, AND 1994-95

Characteristics	1985-86	1993-94	1994-95
Average Age	48.7	50.3	50.8
Percent Female	1.6	4.4	3.3
Percent Minority	0	.9	.3
Percent Specialist/Doctorate Degree	46.9	50.1	46.6
Average Total Experience	23.6	25.1	25.6
Average District Experience	8.8	7.0	7.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

The percentage of women superintendents has increased only slightly since 1985-86 and in 1994-95 was 3.3 percent, down slightly from the previous year. Compared to principals and teachers, with 21.6 percent and 67.4 percent respectively, the percentage of women superintendents is significantly lower. On the average, superintendents were 3.5 years older than principals and more than 8 years older than teachers.

The percentage of superintendents with specialists or doctorate degrees decreased somewhat in 1994-95 from the previous year but was generally comparable to the percentage in 1985-86.

Superintendent Salaries

Average salaries for public school superintendents increased 3.9 percent from the previous school year compared to average increases of 3.4 percent for principals and 2.4 percent for teachers. Average salaries for superintendents increased with increases in enrollment categories. The range in average salaries across enrollment categories was nearly $48,000. Over the period from 1985-86 to 1994-95 superintendents salaries increased 54.1 percent statewide. The increases varied across enrollment categories from a 40.5 percent increase in districts under 250 enrollment to 55.5 percent in districts with enrollments of 250-399 and 1,000-2,499 (Table 19). On the average public school superintendents earned 1.2 times what principals earned and nearly two times the average of public school teachers (Figure 3).

TABLE 19

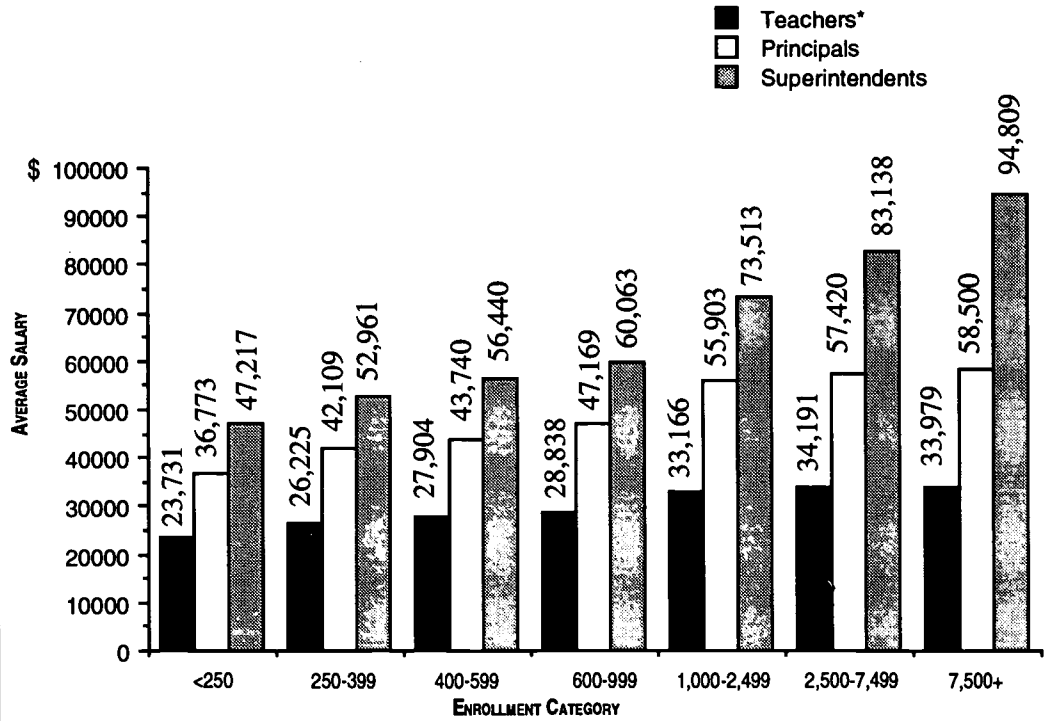
AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 1993-94, AND 1994-95

Enrollment Category	Average Salary 1985-86	1993-94	1994-95	% Change 85-86 to 94-95
<250	$33,597	$46,318	$47,217	40.5
250-399	34,060	50,044	52,961	55.5
400-599	39,213	54,784	56,440	43.9
600-999	41,482	58,443	60,063	44.8
1,000-2,499	47,288	66,519	73,513	55.5
2,500-7,499	55,110	78,834	83,138	50.9
7,500+	62,235	93,902	94,809	52.3
State	40,710	60,375	62,719	54.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

FIGURE 3

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL STAFF BY ENROLLMENT CATEGORY -1994-95



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, 1994-95.
*DOES NOT INCLUDE PHASE III FUNDS.

Area Education Agencies

Iowa schools are served by 15 intermediate service units referred to as Area Education Agencies (AEA's). The AEA's serve local schools in the areas of special education, media and other educational services.

Of the nearly 2,600 certificated area education agency staff, about 71 percent were women and one percent were minorities (Table 20). Nearly 75 percent of AEA staff held advanced degrees and experience averaged nearly 16 years. The average work year for AEA staff was just under 200 days. The average age of 43 was just slightly higher than for public school teachers.

Salaries for AEA staff averaged $36,238 or 15 percent higher than average teacher salaries and were equivalent to about 70 percent of average salaries for public school principals.

TABLE 20

CHARACTERISTICS OF FULL-TIME CERTIFICATED AEA STAFF 1994-95 SCHOOL YEAR

Percent Men	29.3
Percent Women	70.7
Percent Minority	1.0
Percent staff with advanced degrees	74.2
Average years total experience	15.7
Average number of contract days	197.7
Average Age	43.0
Average Salary	$36,238

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, 1994-95 SCHOOL YEAR.

In terms of positions held by certificated AEA staff, three categories represented about 43 percent of all staff, certified clinicians (15.4 percent), consultants (15.3 percent), and school psychologists (12.3 percent) (See Table 21 and Figure 4). The distribution of students, certificated staff and districts is also depicted in Table 22. AEA XI ranked highest in total districts with 14.4 percent of all districts. AEA XI also accounted for 22 percent of all students and just over 21 percent of the total certificated staff. AEA's IX, X, and XI combined accounted for 43 percent of all certificated staff and nearly 45 percent of all students.

LAURENS-MARATHON HIGH SCHOOL

TABLE 21

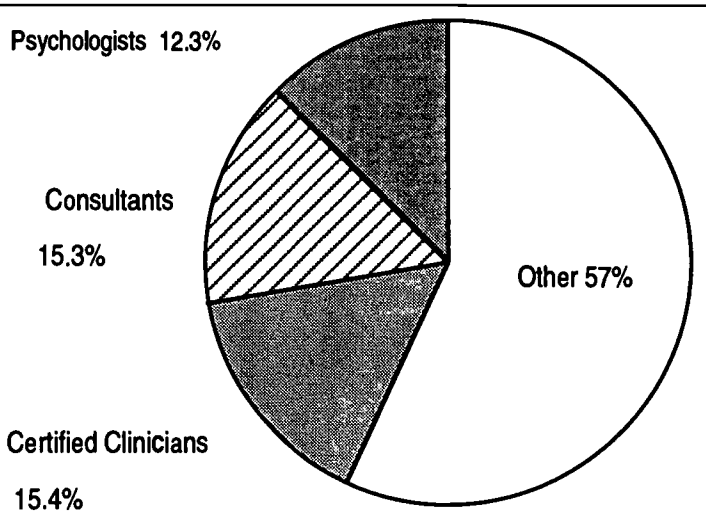
NUMBER OF AEA CERTIFICATED STAFF BY POSITION, 1994-95

Position	Number	Percent
Administrative Assistant	2	0.1
Administrator	15	0.6
Assistant Dean/Director	12	0.5
Clinician (Cert)	398	15.4
Clinician (Prof)	13	0.5
Consultant	393	15.3
Coordinator	88	3.4
Department Head	15	0.6
Director	43	1.7
Educational Strategist	17	0.7
Home Intervention PK Teacher	57	2.2
Hospital/Home Teacher	5	0.2
Instructor/Consultant	53	2.1
Integration Teacher	78	3.0
Itinerant Teacher	87	3.4
Librarian	4	0.2
Manager	1	0.0
Pre School Teacher	11	0.4
Principal	4	0.2
Resource Teacher	131	5.1
School Audiologist Specialist	11	0.4
School Social Worker	202	7.8
School Psychologist	318	12.3
School Audio Consultant	16	0.6
Self-contained Special Education 2.2	144	5.6
Self-contained Special Education 3.6	102	4.0
SLP (cert)	129	5.0
SLP (SPR)	10	0.4
Specialist	38	1.5
Supervisor	62	2.4
Teacher	29	1.5
Therapist	89	3.5

SOURCE: DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, 1994-95.

FIGURE 4

PERCENT OF FULL-TIME AEA CERTIFICATED STAFF BY POSITION, 1994-95



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, 1994-95.

TABLE 22

DISTRIBUTION OF DISTRICTS, STUDENTS AND CERTIFICATED STAFF BY AEA's, 1994-95

AEA	Districts		Enrollment		Certificated Staff	
	N	%	N	%	N	%
1	25	6.4	34,523	6.9	2,660	6.7
2	26	6.7	22,248	4.4	1,890	4.8
3	21	5.4	13,118	2.6	1,104	2.8
4	14	3.6	11,464	2.3	968	2.4
5	32	8.2	26,011	5.2	2,256	5.7
6	16	4.1	17,157	3.4	1,415	3.6
7	25	6.4	33,150	6.6	2,693	6.8
9	22	5.6	52,273	10.4	3,976	10.0
10	37	9.5	60,502	12.1	4,601	11.6
11	56	14.4	110,007	22.0	8,475	21.4
12	25	6.4	31,172	6.2	2,418	6.1
13	32	8.2	32,910	6.6	2,637	6.7
14	22	5.6	12,270	2.5	1,081	2.7
15	24	6.2	24,468	4.9	1,978	5.0
16	13	3.3	19,324	3.9	1,454	3.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, AND CERTIFIED ENROLLMENT FILE 1994-95.

Instructional Aides

Over 4,800 instructional aides served public schools in 1994-95, an increase of more than 81 percent over 1985-86 figures (Table 23). The number of aides increased with subsequent increases in enrollment. Districts with enrollments under 250 had one instructional aide for every 114 students, while districts with enrollments of 7,500 and above had one instructional aide for every 62 students.

TABLE 23

INSTRUCTIONAL AIDES IN PUBLIC SCHOOLS 1985-86 AND 1994-95

Enrollment Category	Full-time Equivalent Aides 1985-86	Full-time Equivalent Aides 1994-95	% Change in FTE Aides 1985-86 to 1994-95
<250	40.1	49.7	23.9
250-399	124.2	196.6	58.3
400-599	167.5	287.8	71.8
600-999	249.1	502.9	101.9
1,000-2,499	605.9	1,205.1	98.9
2,500-7,499	625.7	1,065.1	70.2
7,500+	856.1	1,531.3	78.9
State	2,668.6	4,838.5	81.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

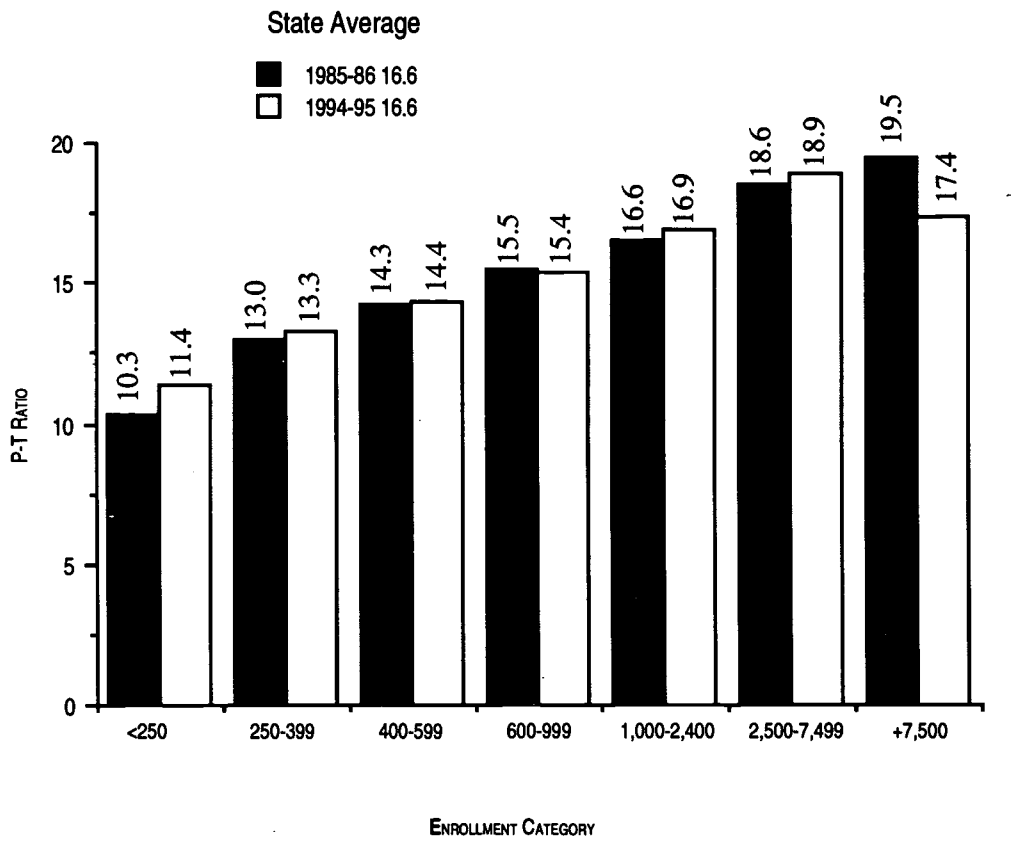
Pupil-Teacher Ratios

Pupil-teacher ratios in 1994-95 were identical to ratios in 1985-86 for the state as a whole (Figure 5). Ratios varied across enrollment categories, with ratios being generally lower for smaller enrollment categories and higher in larger enrollment categories. In all but two enrollment categories, K-12 ratios for 1994-95 exceeded 1985-86 figures. The average K-12 pupil-teacher ratios ranged from 11.4 to 1 in districts under 250 enrollment to 18.9 to 1 in districts with enrollments of 2,500-7,499.

Pupil-teacher ratio comparisons with the Plains states and the nation are reflected in Table 24. Iowa pupil-teacher ratios were lower than the national mean. Iowa ranked 32nd in the nation with respect to pupil-teacher ratios as calculated using average daily attendance per teacher in public elementary and secondary schools, and ranked 28th when pupil-teacher ratios were based on average daily membership per teacher in public elementary and secondary schools.

FIGURE 5

K-12 PUPIL-TEACHER RATIOS FOR PUBLIC SCHOOLS 1985-86 AND 1994-95



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.
NOTE: PUPIL-TEACHER RATIOS DO NOT INCLUDE SPECIAL EDUCATION TEACHERS OR UNGRADED SPECIAL EDUCATION STUDENTS.

TABLE 24

PUPIL TEACHER RATIOS FOR IOWA AND THE PLAINS STATES (1993-94)*

State	Pupil-Teacher Ratio In Average Daily Membership	Pupil-Teacher Ratio In Average Daily Attendance
Iowa	15.5	14.7
Iowa Rank in Nation	28	32
Kansas	14.5	13.8
Minnesota	17.2	16.1
Missouri	NA	14.1
Nebraska	14.5	13.8
North Dakota	15.3	14.7
South Dakota	14.9	14.3
Nation	NA	16.0

Source: Estimates of School Statistics, 1994-95, National Education Association.
Note: *Includes public elementary and secondary schools only.

Teacher Assignments

Teaching assignments were investigated for public school secondary teachers with assignments in English/language arts, mathematics, and science. Teachers included were full-time teachers who had assignments in one of the three areas. Data from 1985-86, 1993-94 and from 1994-95 were used in the comparisons.

The information on English/language arts, mathematics, and science teachers is displayed in Tables 25, 26, and 27. Table 25 reveals that the total number of English/language arts teachers has decreased from 3,550 in 1985-86 to 2581 in 1993-94 and further to 2,455 in 1994-95. Districts with larger enrollments had a higher percentage of English/language arts teachers who had exclusive assignments in the area compared to the districts with smaller enrollments (See Figure 6 as well). In the three school years, there was no meaningful difference in the percent of teachers with majors in English who taught exclusively English/language arts courses.

The total number of teachers with mathematics assignments has increased from 1,711 in 1985-86 to 1,912 in 1994-95. As with English/language arts, a similar pattern was found for the percentage of mathematics teachers who taught only mathematics courses. Larger enrollment districts had a higher percentage of mathematics teachers who taught mathematics exclusively (Table 26 and Figures 6 & 7). Table 26 also reflects that a large percent, over seventy, of teachers with exclusive mathematics assignments graduated with a mathematics major. This was true in all enrollment categories across the three years presented.

Table 27 indicates that the total number of science teachers has changed little since 1985-86. As with English/language arts and mathematics, the percentage of science teachers with exclusive science teaching assignments increased with increases in enrollment categories (See Figure 6 also). For teachers who taught only science courses, over 80 percent had science majors in most enrollment categories for the three years shown.

TABLE 25

FULL-TIME ENGLISH/LANGUAGE ARTS TEACHERS IN PUBLIC SECONDARY SCHOOLS BY ENROLLMENT CATEGORY

Enrollment Category	1985-86 Number of Teachers	1985-86 % Exclusive* English Teacher	1985-86 % with major in English/LA**	1993-94 Number of Teachers	1993-94 % Exclusive* English Teacher	1993-94 % with major in English/LA**	1994-95 Number of Teachers	1994-95 % Exclusive* English Teacher	1994-95 % with major in English/LA**
<250	111	17.1	52.6	33	39.4	69.2	26	38.5	70.0
250-399	264	35.2	57.0	126	39.7	74.0	106	46.2	75.5
400-599	453	46.4	59.0	330	36.7	72.7	276	35.5	74.5
600-999	584	54.3	64.7	450	43.8	80.7	448	44.0	84.3
1,000-2,499	807	65.3	63.2	587	63.5	72.7	590	62.9	75.2
2,500-7,499	566	69.8	65.3	400	69.0	71.7	384	68.5	71.5
7,500+	765	74.1	67.9	655	56.6	74.3	625	58.1	73.6
Total	3,550	59.9	64.3	2,581	54.3	74.1	2,455	55.0	75.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, STAFF & CERTIFIED ENROLLMENT FILES.
NOTES: *PERCENT OF ENGLISH/LANGUAGE ARTS TEACHERS WHO TEACH ONLY ENGLISH/LANGUAGE ARTS.
** PERCENT OF EXCLUSIVE ENGLISH/LANGUAGE ARTS TEACHERS WHO HAVE A MAJOR IN ENGLISH/LANGUAGE ARTS.

TABLE 26

FULL-TIME MATHEMATICS TEACHERS IN PUBLIC SECONDARY SCHOOLS BY ENROLLMENT CATEGORY

Enrollment Category	1985-86 Number of Teachers	1985-86 % Exclusive* Math Teacher	1985-86 % with major in Math**	1993-94 Number of Teachers	1993-94 % Exclusive* Math Teacher	1993-94 % with major in Math**	1994-95 Number of Teachers	1994-95 % Exclusive* Math Teacher	1994-95 % with major in Math**
<250	67	14.9	80.0	27	7.4	100.0	17	5.9	100.0
250-399	160	25.6	75.6	102	32.4	78.8	97	30.9	83.3
400-599	203	31.5	87.5	256	34.4	78.4	221	30.8	80.9
600-999	264	31.1	85.4	345	32.2	76.6	359	31.8	79.8
1,000-2,499	355	45.1	86.9	456	48.7	80.2	480	49.8	81.6
2,500-7,499	275	56.7	82.1	292	61.0	79.8	273	59.7	80.4
7,500+	387	62.0	71.7	472	52.1	69.1	465	52.7	71.8
Total	1,711	44.0	80.2	1,950	45.1	76.4	1,912	45.0	78.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, STAFF & CERTIFIED ENROLLMENT FILES.
NOTES: *PERCENT OF MATHEMATICS TEACHERS WHO TEACH ONLY MATHEMATICS.
** PERCENT OF EXCLUSIVE MATHEMATICS TEACHERS WHO HAVE A MAJOR IN MATHEMATICS.

TABLE 27

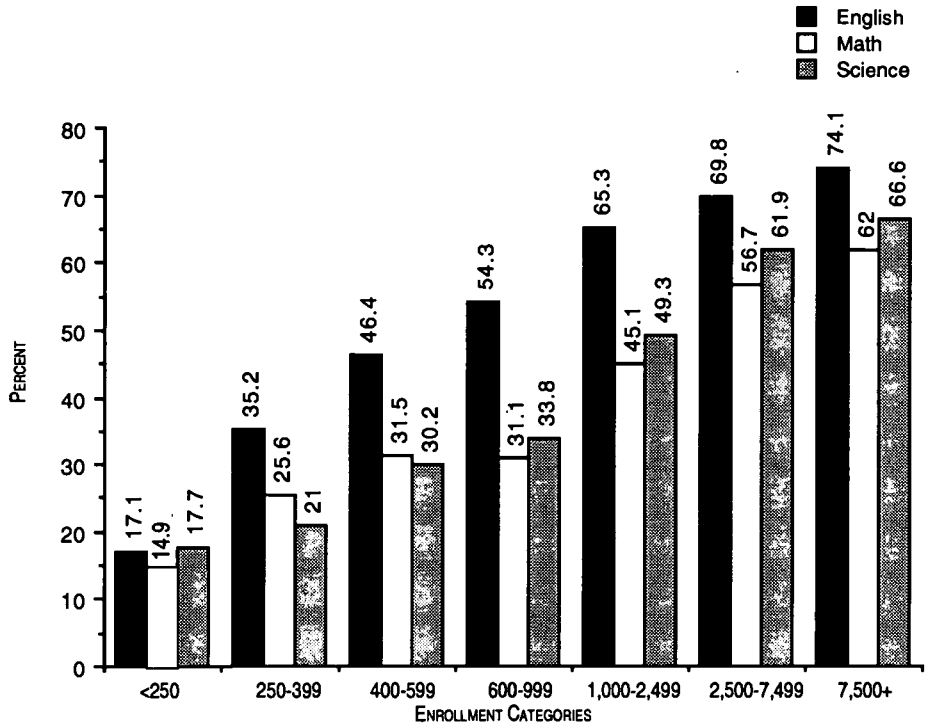
FULL-TIME SCIENCE TEACHERS IN PUBLIC SECONDARY SCHOOLS BY ENROLLMENT CATEGORY

Enrollment Category	1985-86 Number of Teachers	1985-86 % Exclusive* ScienceTeacher	1985-86 % with major in Science**	1993-94 Number of Teachers	1993-94 % Exclusive* ScienceTeacher	1993-94 % with major in Science**	1994-95 Number of Teachers	1994-95 % Exclusive* ScienceTeacher	1994-95 % with major in Science**
<250	68	17.7	100.0	24	29.2	100.0	19	31.6	83.3
250-399	176	21.0	97.3	93	18.3	100.0	85	17.7	93.3
400-599	232	30.2	87.1	215	29.3	88.9	182	26.9	85.7
600-999	311	33.8	87.6	309	36.6	85.8	328	37.5	87.8
1,000-2,499	377	49.3	87.1	412	46.6	84.4	436	45.9	87.5
2,500-7,499	278	61.9	93.0	265	67.2	87.1	257	65.0	86.8
7,500+	326	66.6	85.7	413	62.5	75.6	401	62.3	75.2
TOTAL	1,768	45.2	88.7	1,731	47.8	83.2	1,708	47.4	83.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, STAFF & CERTIFIED ENROLLMENT FILES.
NOTES: *PERCENT OF SCIENCE TEACHERS WHO TEACH ONLY SCIENCE.
** PERCENT OF EXCLUSIVE SCIENCE TEACHERS WHO HAVE A MAJOR IN SCIENCE.

FIGURE 6

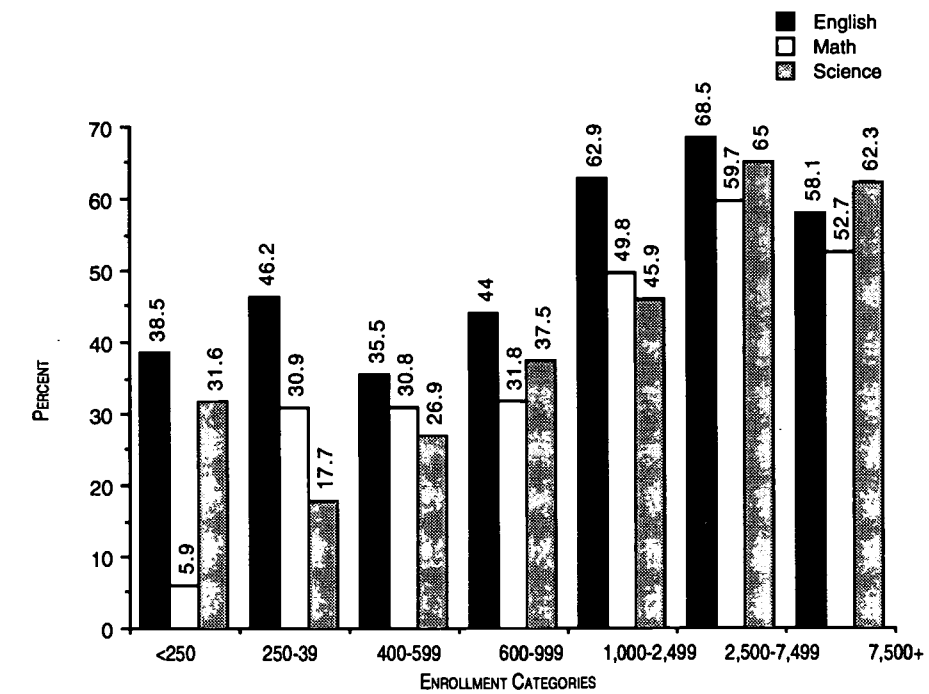
PERCENT OF TEACHERS WITH EXCLUSIVE ASSIGNMENTS IN ENGLISH/LANGUAGE ARTS, MATHEMATICS AND SCIENCE (1985-86)



SOURCE: IOWA DEPARTMENT OF EDUCATION, STAFF & CERTIFIED ENROLLMENT FILES, 1985-86.

FIGURE 7

PERCENT OF TEACHERS WITH EXCLUSIVE ASSIGNMENTS IN ENGLISH/LANGUAGE ARTS MATHEMATICS AND SCIENCE (1994-95)



SOURCE: IOWA DEPARTMENT OF EDUCATION, STAFF & CERTIFIED ENROLLMENT FILES, 1994-95.

The common pattern for teachers who taught exclusively in one of the three subject areas investigated was that the highest percentage of teachers with exclusive assignments in these areas always fell in the categories of enrollments between 1,000 and 7,499.

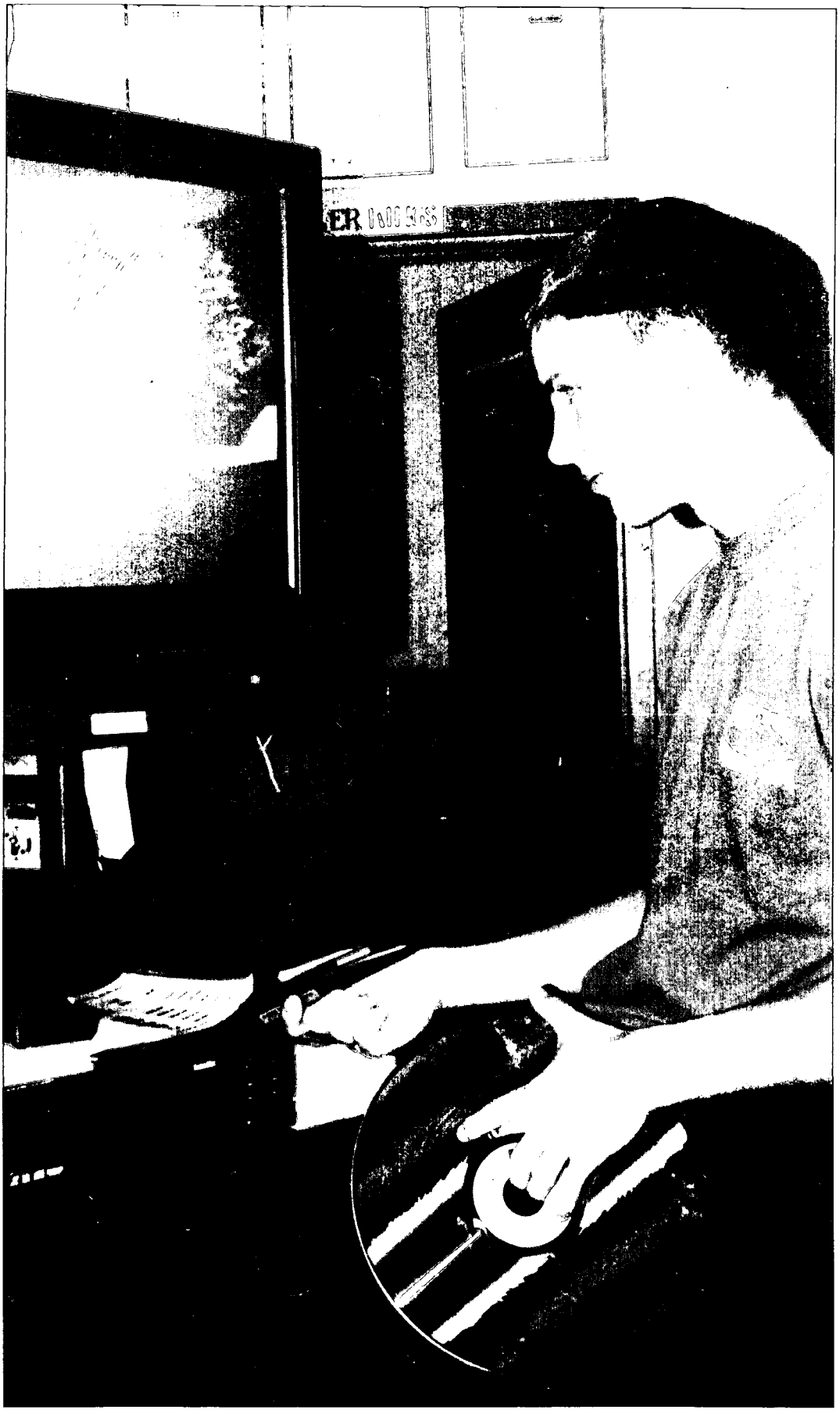
In 1985-86 there was a clear pattern across the three subject matter areas, percentages of teachers who had assignments in only one area generally increased with increases in enrollment. In 1994-95 no such pattern was apparent, however, enrollment categories of 1,000 and above had a higher percentage of teachers with exclusive assignments in each of the three subject areas (See Figures 6 and 7).

Figures 6 and 7 reflect that generally for both 1985-86 and for 1994-95 the highest percentage of teachers with exclusive assignments in the areas studied was in English/ language arts and the lowest, in most cases, was in mathematics.

Regarding the total number of teachers in each of the three subject matter areas investigated, the number of teachers with English/language arts assignments has decreased over the period from 1985-86 through 1994-95 while the number of mathematics teachers has increased and the number of teachers with science teaching assignments has remained relatively constant. Statewide, the percentage of teachers with exclusive assignments in English/language arts has decreased while mathematics, and science teachers with assignments exclusively in those areas have both increased over the period. Finally, the percentage of teachers with exclusive teaching assignments in the three areas investigated who held a major in their teaching area increased for English/language arts and remained about the same for mathematics and science.

LAURENS-MARATHON HIGH SCHOOL

NORTH TAMA HIGH SCHOOL



CLINTON COMMUNITY HIGH SCHOOL

Program

Subject Area Units

In all subject areas shown, the average number of units offered and taught in public high schools has increased from 1985-86 to 1994-95. The 1994-95 figures also increased over the previous school year (Table 28). Compared to 1985-86 curriculum units offered and taught, 1994-95 units are, in general, up substantially. A portion of this increase was due, in part, to higher minimum standards put in effect for the 1989-90 school year.

The highest average number of units offered and taught for 1994-95 occurred for English/ language arts followed closely by mathematics. In 1994-95, as in 1985-86, average units offered closely paralleled enrollment categories (Tables 29 and 30).

TABLE 28

AVERAGE UNITS OFFERED AND TAUGHT BY PUBLIC SCHOOL DISTRICTS

Subject Area	Minimum Unit Standards 1989-90	Average Number Units Taught 1985-86	1993-94	1994-95
English/Language Arts	6	6.9	8.1	8.7
Mathematics	6	7.2	8.1	8.5
Science	5	5.6	6.3	6.9
Social Studies	5	4.9	5.8	6.2
Foreign Language	4*	3.6	5.5	6.2
Health/P. Ed.	2	1.3	2.2	2.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
*A WAIVER PROVISION IS AVAILABLE TO DISTRICTS FOR FOREIGN LANGUAGE.

TABLE 29

AVERAGE CURRICULUM UNITS OFFERED ANDTAUGHT BY PUBLIC SCHOOL DISTRICTS — 1985-86

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

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.
*A WAIVER PROVISION IS AVAILABLE TO DISTRICTS FOR FOREIGN LANGUAGE.

TABLE 30

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY PUBLIC SCHOOL DISTRICTS — 1994-95

Subject Area	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
English/Language Arts	6.4	6.8	6.8	7.3	8.9	14.5	35.4
Mathematics	6.2	7.0	7.0	7.4	8.8	13.0	29.3
Science	5.8	5.8	5.7	6.2	6.6	10.0	25.8
Social Studies	5.2	5.3	5.2	5.5	6.0	9.1	23.4
Foreign Language*	3.9	4.1	4.1	4.8	6.7	11.2	36.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY
* A WAIVER PROVISION IS AVAILABLE TO DISTRICTS FOR FOREIGN LANGUAGE.

Foreign Language Enrollments

Enrollment in foreign language courses for public school students has increased from just under 31 percent of eligible grade 9 through 12 students in 1985-86 to an estimated 52 percent in 1994-95 (Table 31). For school districts with enrollments under 1,000 the percent of grade 9-12 students estimated to be taking foreign language courses has about doubled since 1985-86, while percentages in districts with enrollments above 1,000 have also increased substantially during the period.

TABLE 31

TOTAL ESTIMATED PUBLIC SCHOOL ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY - GRADES 9-12

Enrollment Category	1985-86		1993-94		1994-95	
	Number	Percent	Number	Percent	Number	Percent[1]
State	46,791	30.8	73,291	51.5	76,938	52.0
<250	658	20.4	322	41.5	267	42.4
250-399	1,667	18.2	2,140	41.2	2,178	40.5
400-599	2,769	18.9	5,482	40.3	6,008	43.6
600-999	5,079	21.8	11,698	47.7	13,526	57.1
1,000-2,499	10,536	30.2	18,008	50.8	19,738	50.2
2,500-7,499	13,018	42.7	15,439	56.0	16,014	55.7
7,500+	13,064	35.9	20,202	57.3	19,207	52.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.
[1]TOTAL 9-12 ENROLLMENT 147,945, TOTAL FOREIGN LANGUAGE ENROLLMENT AS A PERCENT OF 9-12 ENROLLMENT 52.0 PERCENT.

The number and estimated percent of grade 9-12 students taking foreign languages for each language is reflected in Table 32. Nearly 75 percent of students taking foreign language were enrolled in Spanish, followed by 15 percent in French and nearly 8 percent in German. Enrollment in the remaining languages accounted for just under 2 percent of the total.

TABLE 32

1994-95 FOREIGN LANGUAGE ENROLLMENT BY LANGUAGE - GRADES 9-12

Language	Number of Districts	Number of Pupils	Percent
Spanish I-VI	330	57,338	74.5
French I-VI	120	12,279	16.0
German I-VI	74	5,934	7.7
Japanese I-V	13	653	.8
Russian I-V	23	378	.5
Latin I-V	6	221	.3
Chinese I-II	2	53	.1
Italian I-V	2	61	.1
Norwegian I-II	3	21	<.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Higher Level Mathematics Enrollments

Calculus

An estimated 12 percent of twelfth grade students were enrolled in Calculus in 1994-95. Tables 33 and 34 reflect public school student enrollment in calculus. Enrollment in calculus has increased from an estimated 5.6 percent in 1985-86 to an estimated 12 percent in 1994-95. The number of students taking calculus during the period has more than doubled to nearly 4,100.

TABLE 33

PUBLIC SCHOOL ENROLLMENT IN CALCULUS

Year	Number	Estimated Percent
1985-86	2,004	5.6
1991-92	2,467	7.8
1992-93	3,528	10.7
1993-94	3,864	11.9
1994-95	4,094	12.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

A total of 185 districts offered calculus during the 1994-95 school year. The percent of students estimated to be enrolled in calculus across enrollment categories ranged from a low of 4.1 percent in districts under 250 enrollment to 19.4 percent in districts with enrollments of 7,500 and above.

TABLE 34

1994-95 PUBLIC SCHOOL ENROLLMENT IN CALCULUS BY ENROLLMENT CATEGORY

		Enrollment Category						
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Number of Districts	185	3	17	33	48	54	21	9
Pupils Enrolled	4,094	7	124	223	549	892	747	1,552
Estimated Percent	12.0	4.1	9.5	6.7	9.9	9.7	11.3	19.4
Boys	2,129	4	72	108	312	437	404	792
Girls	1,965	3	52	115	237	455	343	760

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Trigonometry

An estimated 9.2 percent of eleventh graders in the public schools were enrolled in trigonometry in 1985-86 compared to an estimated 14.3 percent in 1994-95 (Table 35). The percentage of eleventh grade students estimated to be enrolled in trigonometry varied across enrollment categories from 3.6 percent to 15.8 percent in districts with enrollments of 1,000-2,499 and districts with enrollments equal to or greater than 7,500 respectively (Table 36).

TABLE 35

PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY		
Year	Number	Estimated Percent
1985-86	5,107	9.2
1991-92	4,984	15.0
1992-93	4,663	14.2
1993-94	4,913	14.1
1994-95	5,046	14.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

TABLE 36

1994-95 PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY BY ENROLLMENT CATEGORY

		Enrollment Category						
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
Number of Districts	123	2	10	23	29	43	10	6
Pupils Enrolled	5,046	5	76	407	694	1,491	986	1,377
Estimated Percent	14.3	3.6	5.9	12.3	12.3	15.8	14.4	15.8
Boys	2,579	2	31	208	358	738	519	723
Girls	2,467	3	45	199	336	753	477	654

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Higher Level Science Enrollments

Chemistry

In 1985-86 an estimated 48.2 percent of eleventh graders were enrolled in chemistry. By 1994-95 this figure increased to an estimated 69 percent (Table 37). The estimated percentage of eleventh grade students enrolled in chemistry varied across enrollment categories from 51.4 percent in districts under 250 enrollment to a high of 81.5 percent in districts with enrollments of 600-999 (Table 38).

TABLE 37

PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY		
Year	Number	Estimated Percent
1985-86	17,945	48.2
1991-92	21,176	63.5
1992-93	22,521	67.9
1993-94	22,860	65.6
1994-95	24,432	69.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

TABLE 38

1994-95 PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY

		Enrollment Category						
	STATE	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
Number of Districts	348	9	43	79	98	85	25	9
Pupils Enrolled	24,432	71	715	2,256	4,613	5,982	4,908	5,887
Estimated Percent	69.0	51.4	55.0	68.4	81.5	63.7	70.9	67.7
Boys	11,847	25	331	1,024	2,148	2,920	2,475	2,924
Girls	12,585	46	384	1,232	2,465	3,062	2,433	2,963

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Physics

The estimated percentage of twelfth grade students enrolled in physics increased statewide from just over 24 percent in 1985-86 to just under 34 percent in 1994-95. A total of 346 districts offered physics in 1994-95 and more than 11,000 students were enrolled in physics classes (Tables 39 and 40). The estimated percentage of twelfth grade public school students enrolled in physics varied considerably by enrollment category. The percentage of students enrolled in physics in districts under 400 enrollment fell under the statewide estimated average of 33.8 percent as did physics enrollment in districts with enrollments of 1,000-2,499. All remaining enrollment categories were above the estimated statewide average for students enrolled in physics.

TABLE 39

PUBLIC SCHOOL ENROLLMENT IN PHYSICS

Year	Number	Estimated Percent
1985-86	9,051	24.3
1991-92	9,723	32.5
1992-93	10,714	32.5
1993-94	11,062	34.0
1994-95	11,505	33.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

TABLE 40

1994-95 PUBLIC SCHOOL ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY

		Enrollment Category						
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
Number of Districts	346	8	42	79	98	85	25	9
Pupils Enrolled	11,505	23	355	1,178	2,148	2,487	2,264	3,050
Estimated Percent	33.8	13.6	27.0	35.6	38.7	27.2	34.3	38.2
Boys	6,384	14	190	622	1,201	1,428	1,299	1,630
Girls	5,121	9	165	556	947	1,059	965	1,420

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Telecommunications Course Offerings

In 1992-93 nearly 70 percent of all classes offered via telecommunications were foreign language courses with social studies classes a distant second at about 15 percent. In 1993-94, the courses offered through the medium were more evenly distributed, with nearly 36 percent of the classes offered in foreign language, about 21 percent in social studies and just over 19 percent in mathematics (Table 41). Compared to 1992-93, about 37 percent more classes were offered via telecommunications in 1993-94.

TABLE 41

IOWA PUBLIC SCHOOL COURSES OFFERED AND STUDENT ENROLLMENTS VIA TELECOMMUNICATIONS— 1992-93 AND 1993-94

	1992-93				1993-94			
Course	Enroll-ment	No. of Classes	% of Telecomm. Classes Offered	No. of Districts	Enroll-ment	No. of Classes	% of Telecomm. Classes Offered	No of Districts
English/Language Arts	27	4	3.9	4	57	5	3.6	3
Fine Arts					9	3	2.1	3
Foreign Language	310	70	68.0	29	270	50	35.5	22
Health	46	3	2.9	3	80	5	3.5	4
Health Occupation					10	4	2.8	4
Mathematics	25	7	6.8	6	106	27	19.1	23
Science	3	2	1.9	2	75	7	5.0	5
Social Studies	175	15	14.6	11	164	30	21.3	18
Other	22	2	1.9	2	156	10	7.1	6
Total	**608**	**103**	**100**	*	**927**	**141**	**190**	**

SOURCE: IOWA DEPARTMENT OF EDUCATION BASIC EDUCATIONAL DATA SURVEY, TELECOMMUNICATION FILE, 1992-93 & 1993-94.

NOTES: *43 UNIQUE DISTRICTS OFFERED TELECOMMUNICATION COURSES IN 1992-93, WITH 27 DISTRICTS OFFERING ONE COURSE, 9 DISTRICTS OFFERING TWO COURSES, AND 7 DISTRICTS OFFERING THREE OR FOUR COURSES.

**59 UNIQUE DISTRICTS OFFERED TELECOMMUNICATION COURSES IN 1993-94; WITH 38 DISTRICTS OFFERING ONE COURSE, 16 DISTRICTS OFFERING TWO COURSES, AND 5 DISTRICTS OFFERING THREE, FOUR OR FIVE COURSES.

Student Evaluation of Local High School Programs

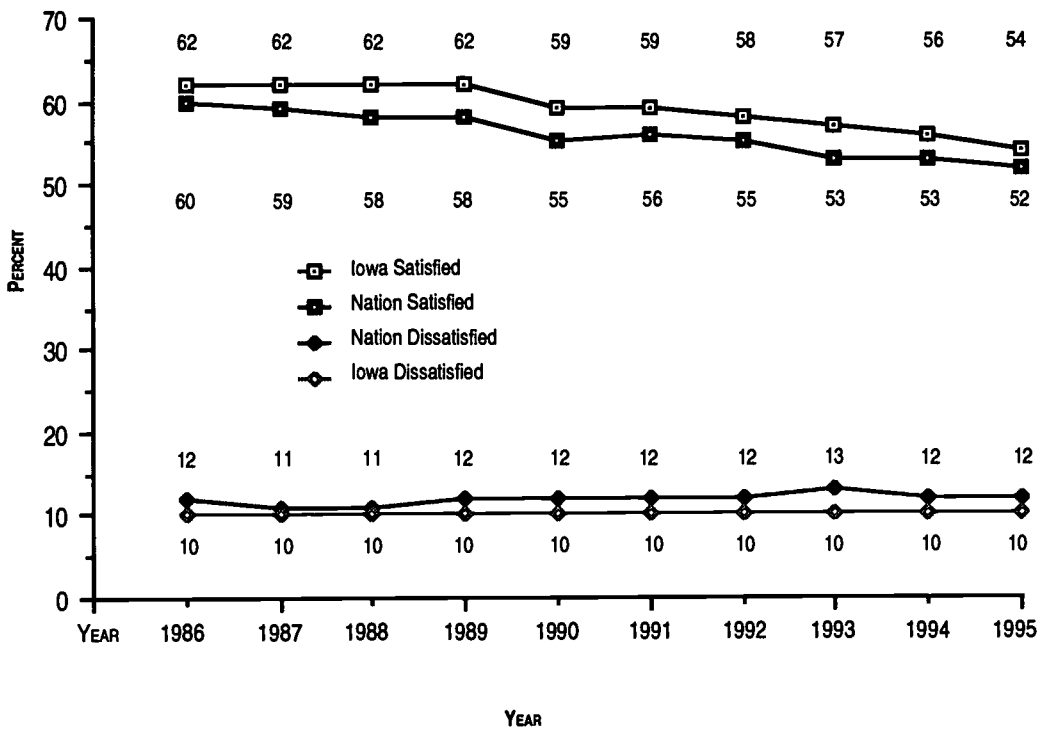
Using data over a ten year period, 1986 to 1995, comparisons are provided among Iowa eleventh and twelfth grade high school students and high school students from across the nation on the American College Testing (ACT) High School Profile. Students participating are asked to rate 11 aspects of their high school. These include: 1) classroom instruction; 2) the number and variety of course offerings; 3) grading practices and policies; 4) number and kind of tests given; 5) guidance services; 6) rules, regulations, and policies; 7) library or learning center; 8) laboratory facilities; 9) provision for students needing special assistance in improving various skills; 10) provisions for academically outstanding students; and 11)

emphasis on career education and planning. For these eleven aspects students were given the following response options: 1) satisfied, no change necessary; 2) neutral, no strong feeling one way or the other; 3) dissatisfied, improvement is needed; and 4) no experience with this aspect of the school. Only the response categories of satisfied and dissatisfied were analyzed in this investigation.

Figures 8, 9, and 10 depict comparisons between Iowa students and students for the nation at large with respect to their satisfaction and dissatisfaction with three of the eleven aspects of their high schools previously mentioned; classroom instruction, course offerings, and honors programs.

FIGURE 8

STUDENT SATISFACTION AND DISSATISFACTION WITH CLASSROOM INSTRUCTION OF THE LOCAL HIGH SCHOOL (1986-95)



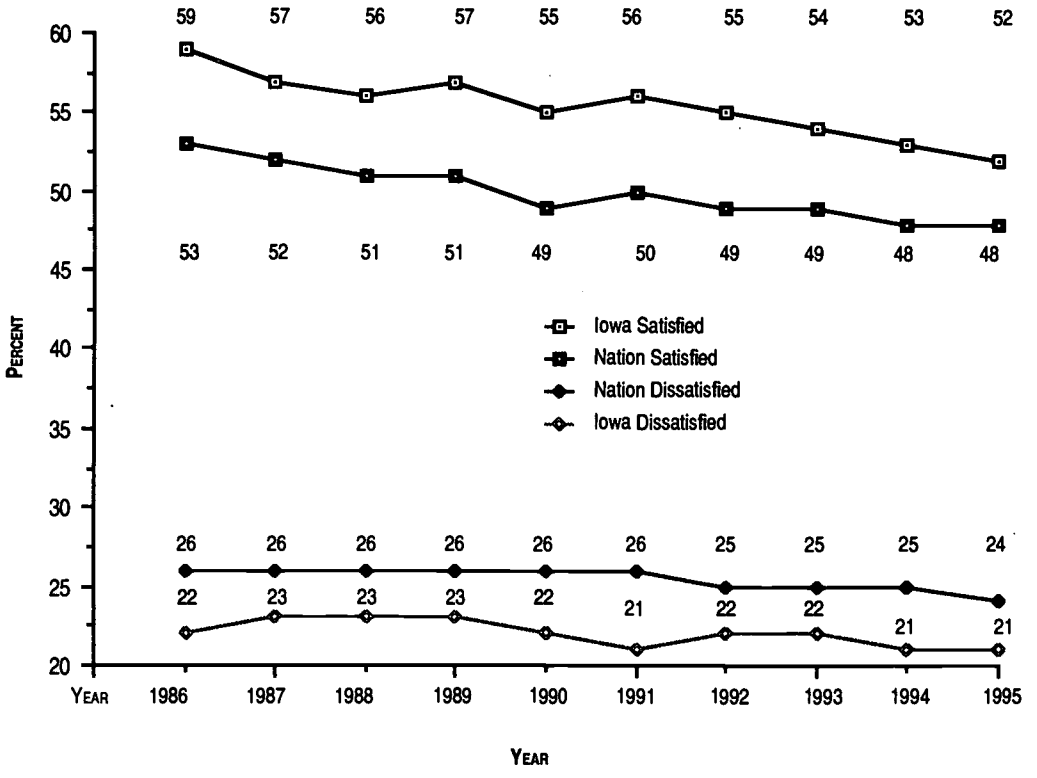
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-95.

In general, Iowa students were more satisfied with their local high schools on 6 of the 11 aspects: classroom instruction (Figure 8); the number and variety of course offerings (Figure 9); grading practices and policies; the number and kinds of tests given; libraries and learning centers, and laboratory facilities), than the national sample. Exceptions included: guidance services, provisions for students needing special assistance, and emphasis on career education and planning, where, in general, the same percentages of Iowa students were satisfied with these aspects of high school as the national sample. In the areas of rules, regulations,

and policies and provision for academically outstanding students (Figure 10), a higher percentage of students in the national sample were satisfied with these aspects of high school than Iowa students.

FIGURE 9

STUDENT SATISFACTION AND DISSATISFACTION WITH COURSE OFFERINGS OF THE LOCAL HIGH SCHOOL (1986-95)



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-95.

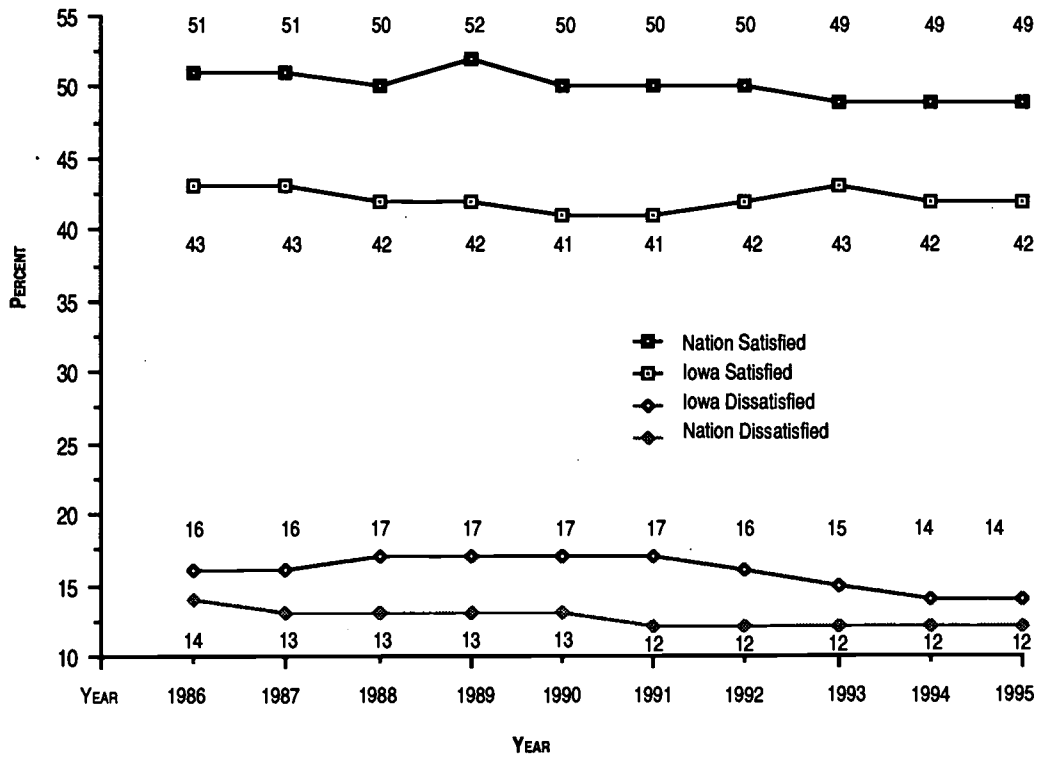
Overall, Iowa students expressed a lower percentage of dissatisfaction with classroom instruction, the number and variety of course offerings, the number and kinds of tests given, library or learning center and laboratory facilities, than the national sample.

For two of the eleven aspects of high school gauged by the student ACT evaluations, grading practices and policies and guidance services, about the same level of dissatisfaction was expressed by students in Iowa and in the national sample. A higher percentage of Iowa students than in the national sample expressed dissatisfaction with local high school rules, regulations, and policies, provisions for academically outstanding students, and emphasis on career education and planning.

Based on the comparisons of the Iowa and national samples, two of the eleven dimensions of high schools assessed in the ACT profile stand out as areas deserving additional attention;

FIGURE 10

STUDENT SATISFACTION AND DISSATISFACTION WITH HONORS PROGRAMS OF THE LOCAL HIGH SCHOOL (1986-95)



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-95.

rules, regulations, and policies, and provision for academically outstanding students. For these two aspects, Iowa students are less satisfied and more dissatisfied with the situations than the national samples across the last ten years.

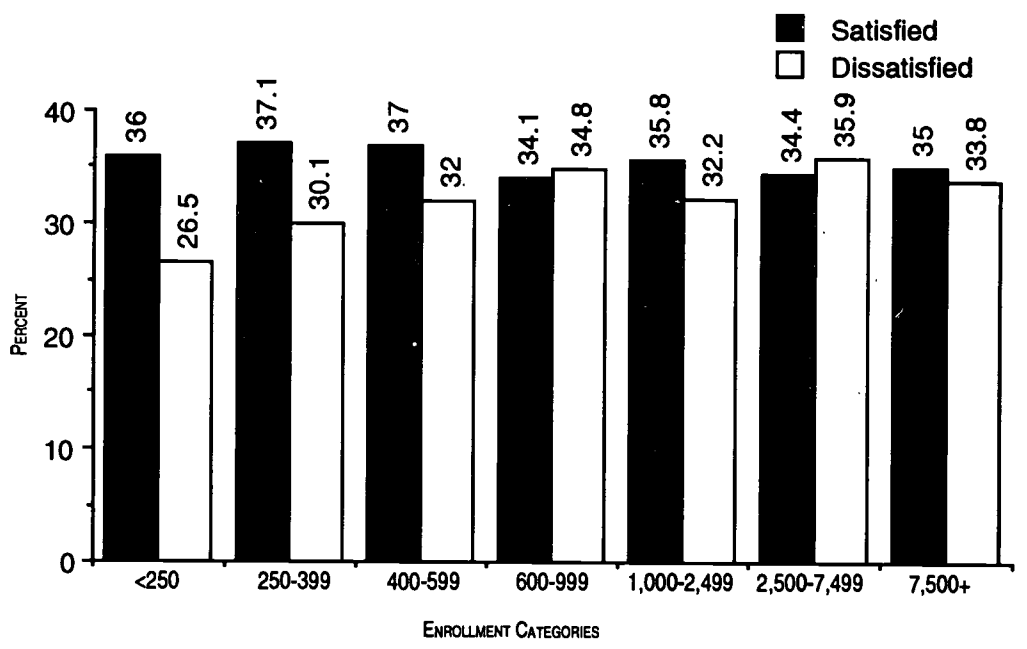
Student Evaluation of Local High School Programs by Enrollment Category

Some additional analyses were conducted with ACT student evaluations of high school education data, by enrollment category.

Figures 11 through 21 display the results of student evaluations by enrollment categories. From student response patterns it can be seen that, generally, about the same percentage of students expressed satisfaction as expressed dissatisfaction with school rules and programs in career education and planning in most enrollment categories (Figures 11 and 12).

FIGURE 11

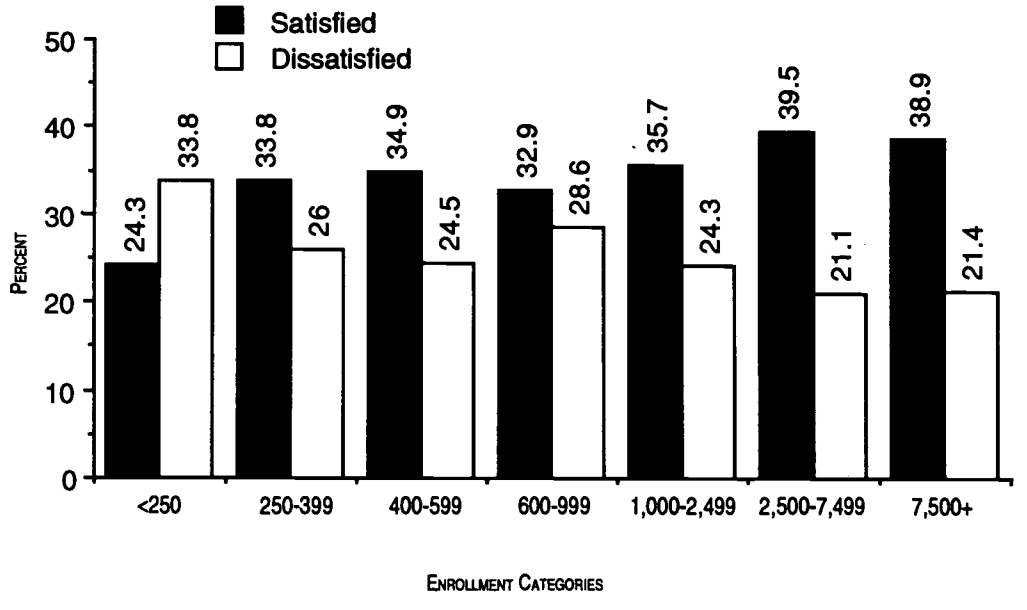
1994 IOWA STUDENT EVALUATION OF SCHOOL RULES BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

FIGURE 12

1994 IOWA STUDENT EVALUATION OF CAREER EDUCATION & PLANNING BY ENROLLMENT CATEGORY

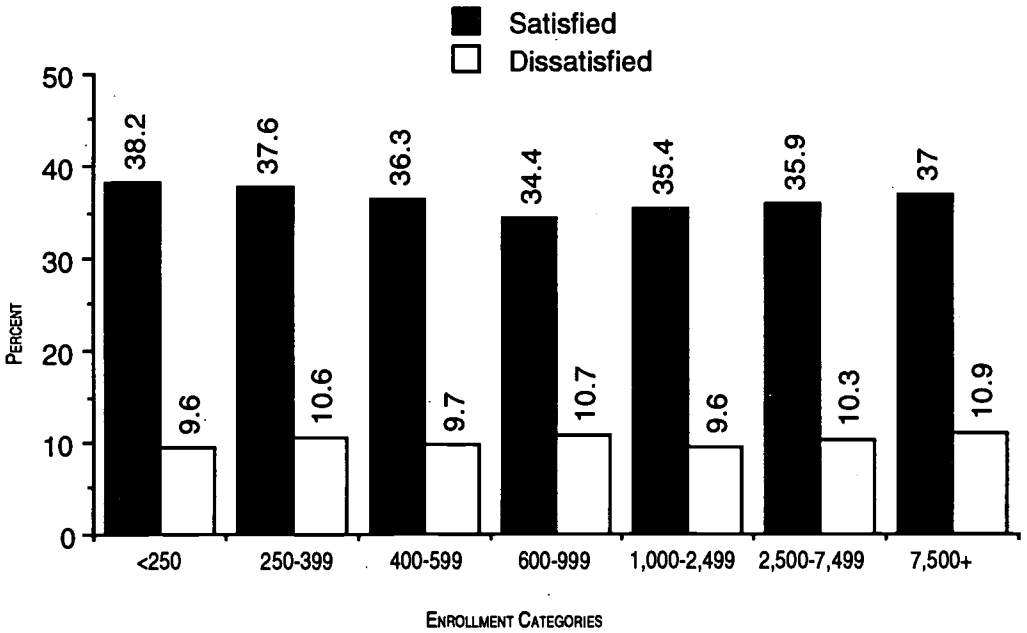


SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

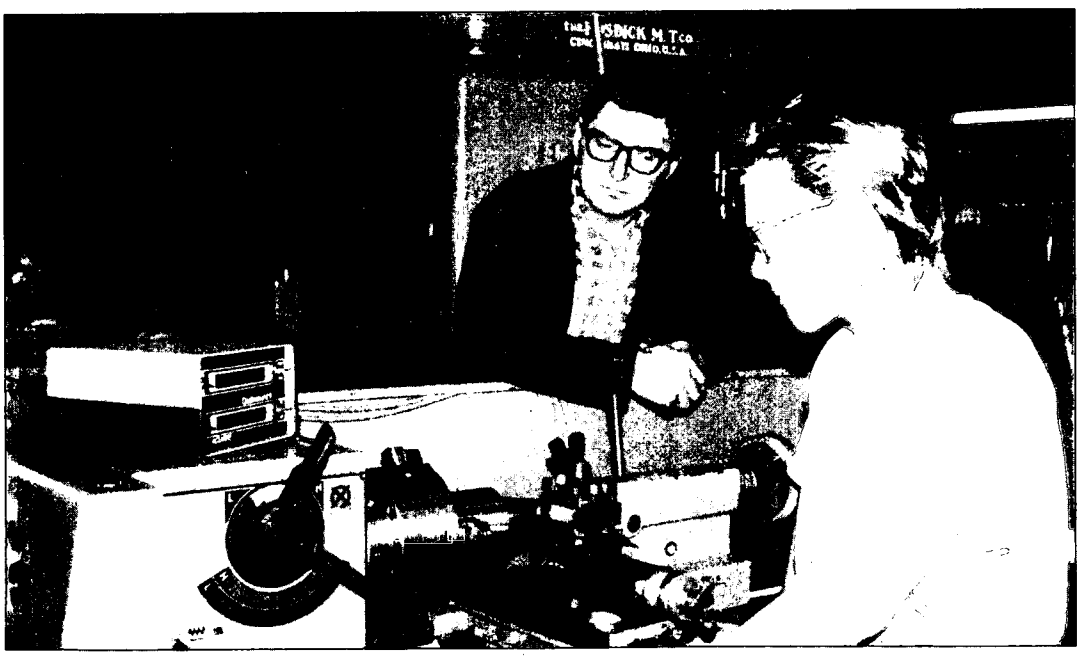
About 40 percent of the students were satisfied with special assistance in improving skills in reading, mathematics, etc.; whereas about 10 percent of the students were dissatisfied with the special assistance in most enrollment categories (Figure 13). This indicates that over 50 percent of the students participating either had no strong feeling about special assistance or did not have any direct experience with this aspect of the high school program.

FIGURE 13

1994 IOWA STUDENT EVALUATION OF SPECIAL ASSISTANCE BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

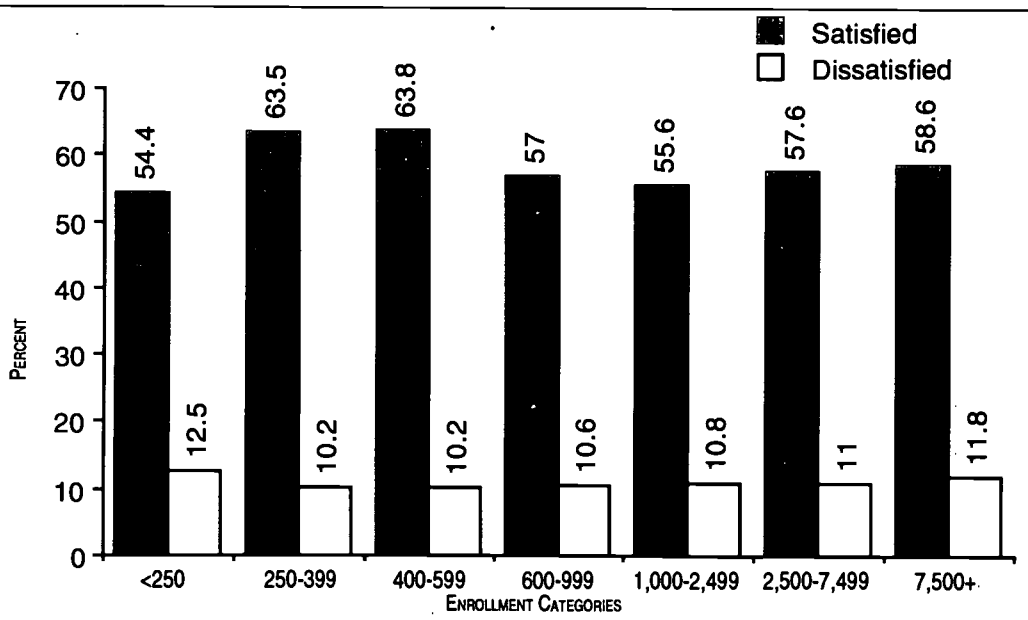


CLINTON COMMUNITY HIGH SCHOOL

In general, more than 50 percent of Iowa students were satisfied with the aspects of classroom instruction, grading practices and policies, and testing. Fewer students, less than 20 percent, were dissatisfied with these three aspects of their local high schools (Figures 14, 15, and 16).

FIGURE 14

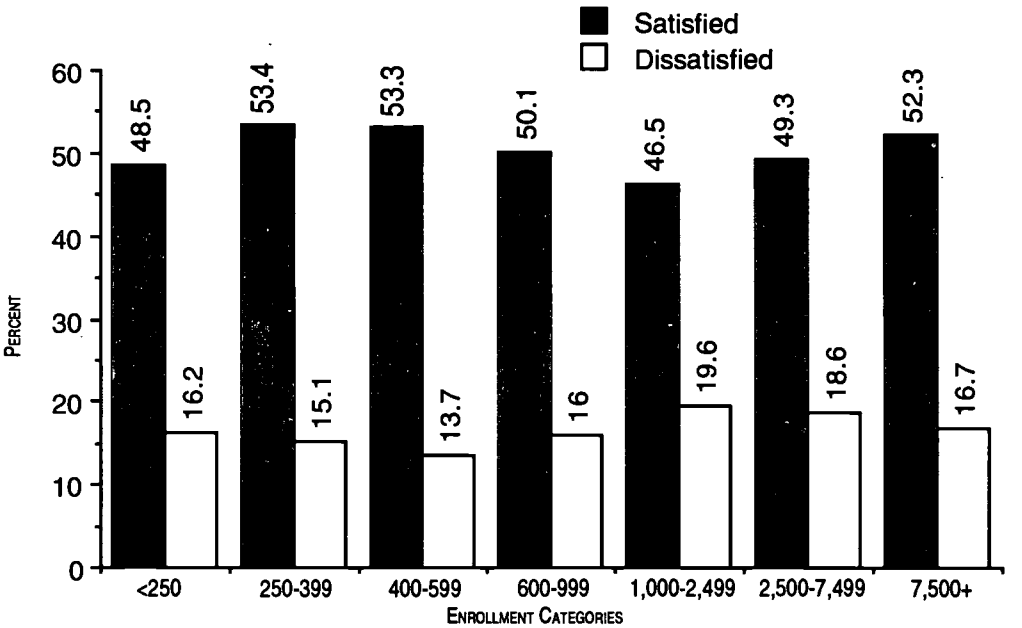
1994 IOWA STUDENT EVALUATION OF CLASSROOM INSTRUCTION BY ENROLLMENT CATEGORY



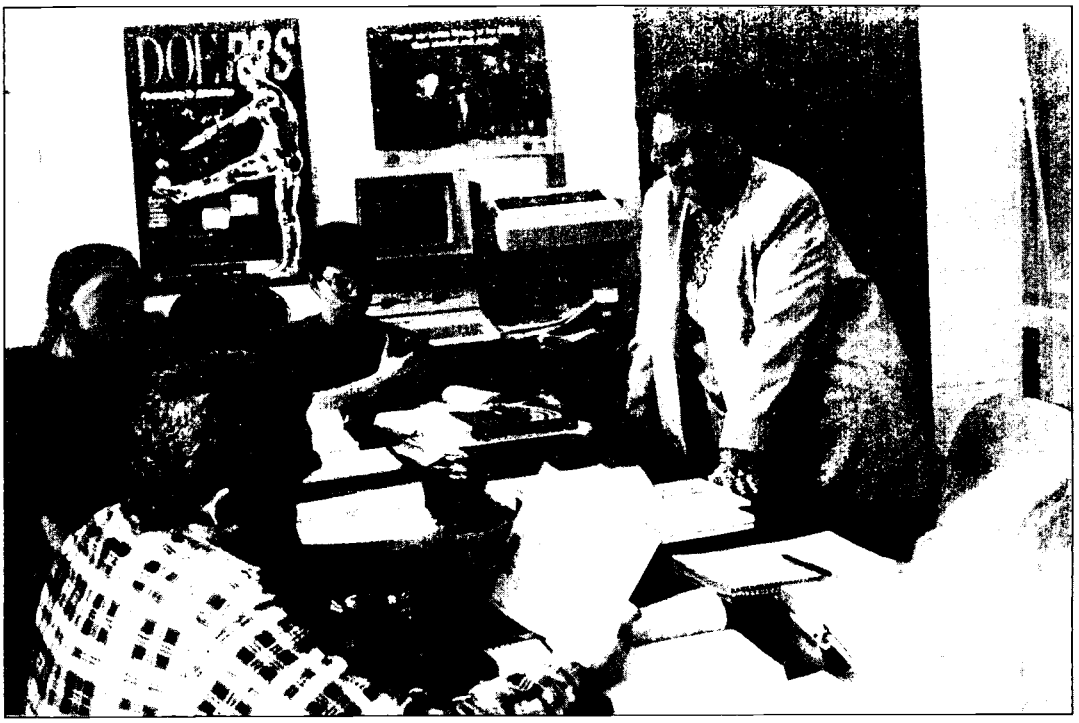
SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

FIGURE 15

1994 IOWA STUDENT EVALUATION OF GRADING PRACTICES & POLICIES



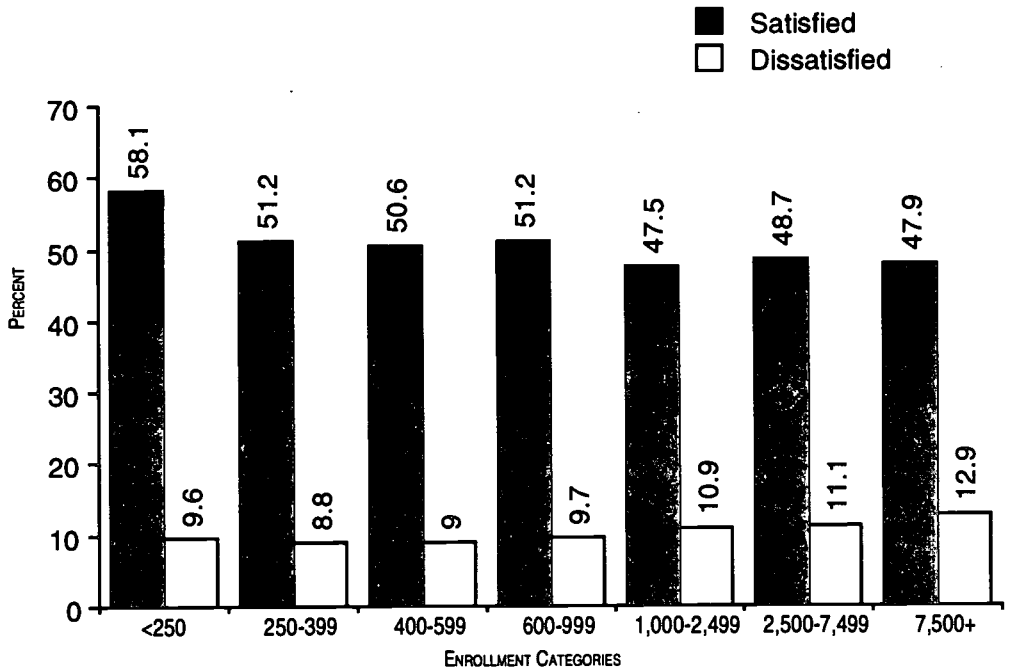
SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.



LENOX HIGH SCHOOL

FIGURE 16

1994 IOWA STUDENT EVALUATION OF TESTS GIVEN BY ENROLLMENT CATEGORIES

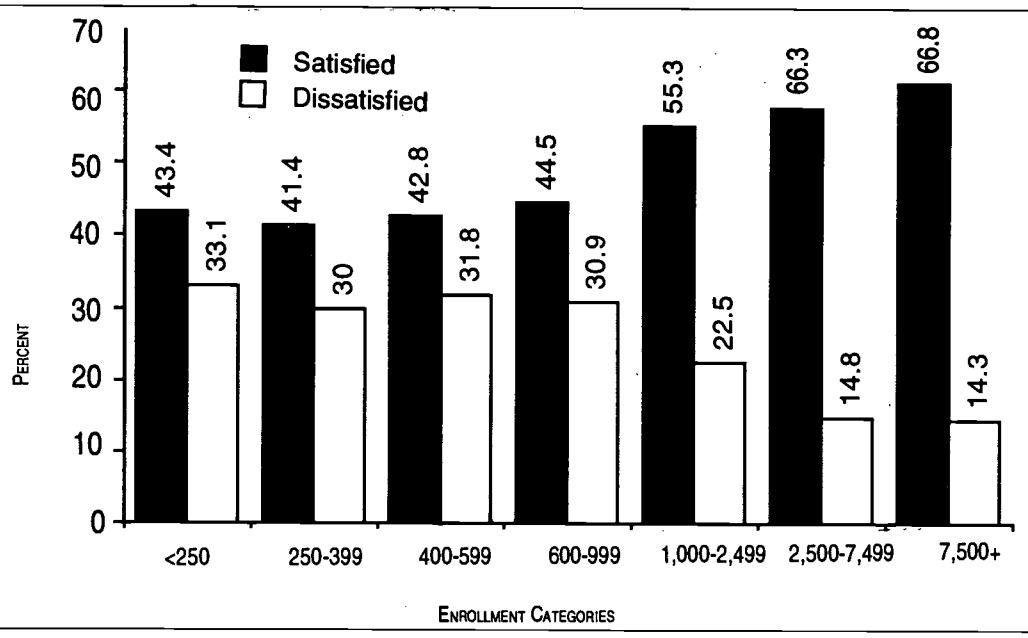


SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

For the five other aspects of local high school programs, an increase in the percentage of satisfactory responses and a decrease in the percentage of responses reflecting dissatisfaction was found to correspond with increasing enrollments. These five aspects included: school course offerings, guidance services, libraries and learning centers, laboratory facilities, and honor programs (Figures 17, 18, 19, 20, and 21).

FIGURE 17

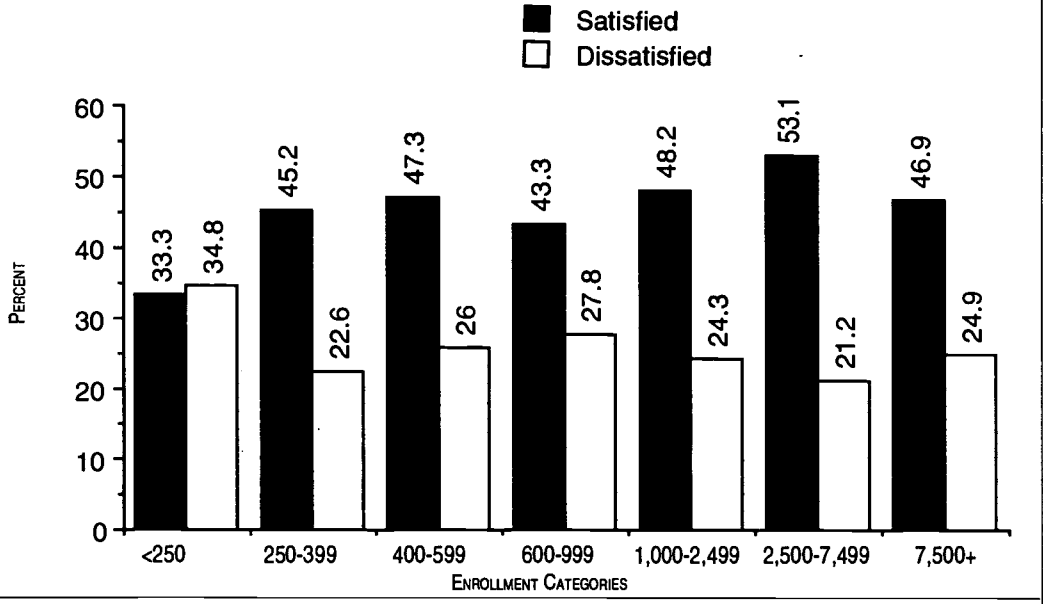
1994 IOWA STUDENT EVALUATION OF COURSE OFFERINGS BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

FIGURE 18

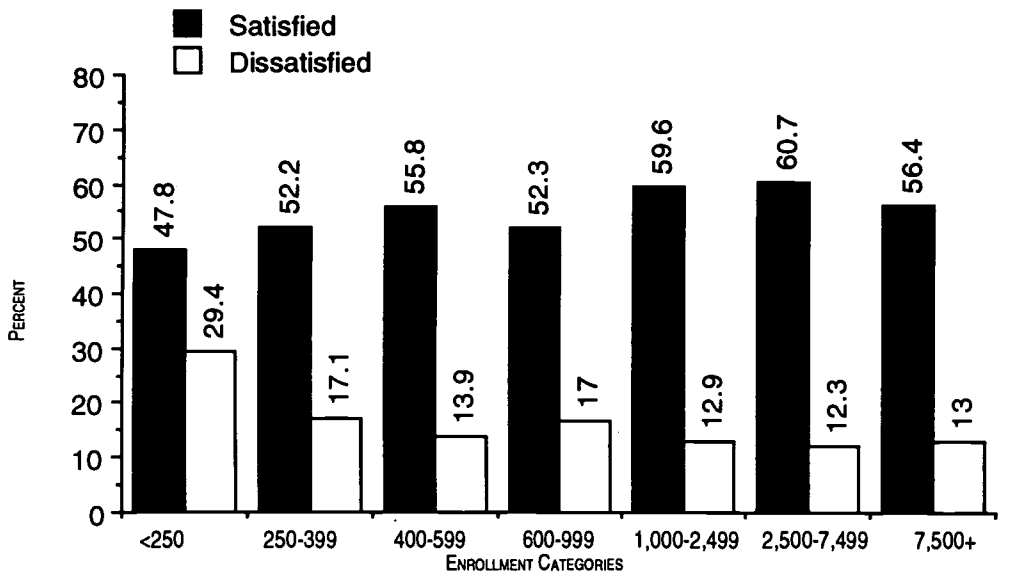
1994 IOWA STUDENT EVALUATION OF GUIDANCE SERVICES BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

FIGURE 19

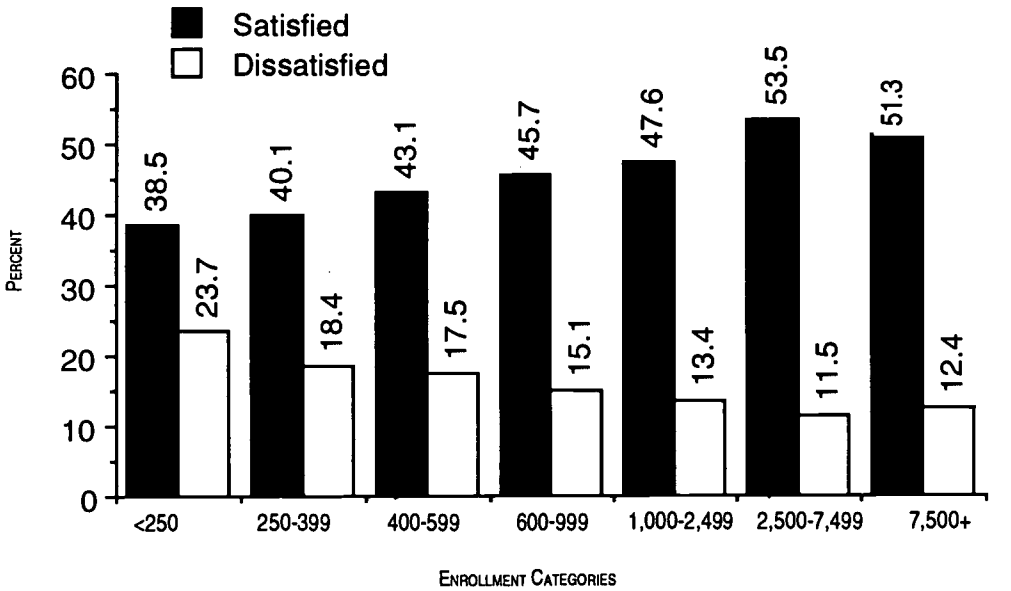
1994 IOWA STUDENT EVALUATION OF LIBRARY OR LEARNING CENTER BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

FIGURE 20

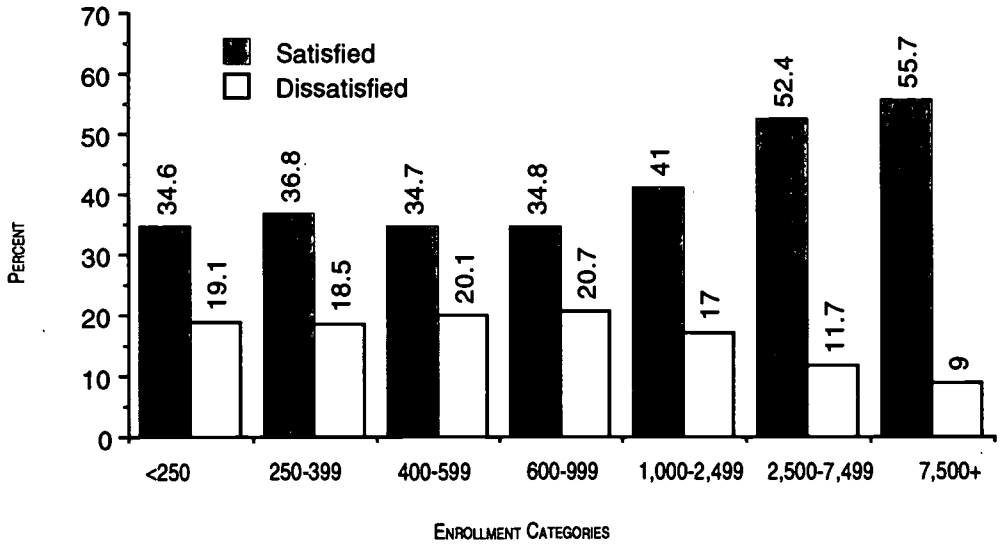
1994 IOWA STUDENT EVALUATION OF LABORATORY FACILITIES BY ENROLLMENT CATEGORY



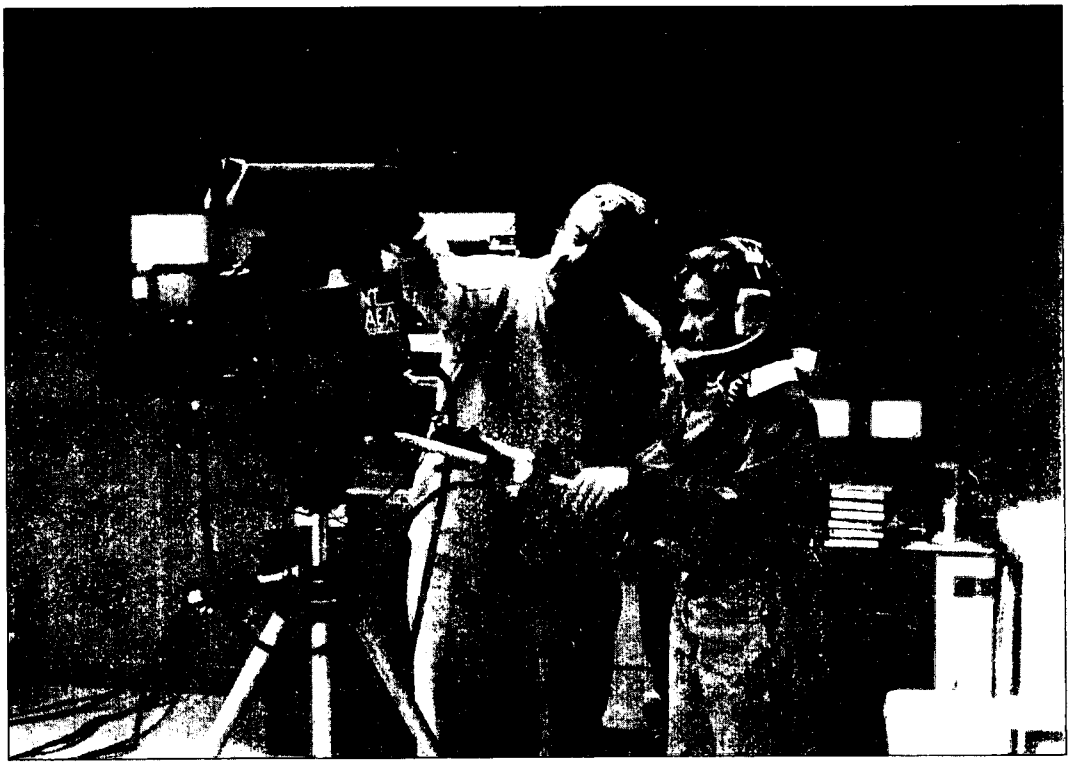
SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

FIGURE 21

1994 IOWA STUDENT EVALUATION OF HONOR PROGRAMS BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.



NORTHERN TRAILS AREA EDUCATION AGENCY

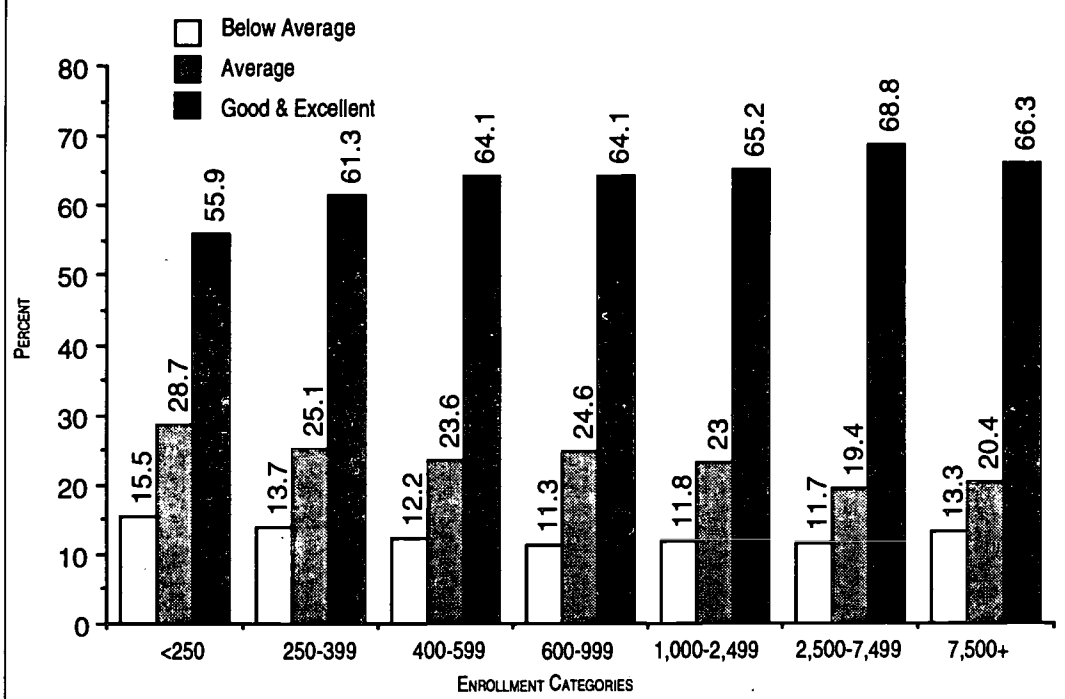
NORWALK MIDDLE SCHOOL

NORTH TAMA HIGH SCHOOL

Figure 22 reflects the results of Iowa students' overall evaluation of high school experiences in terms of the question, "How adequate do you feel your high school education has been ?" The available responses to this question were: 1) very inadequate, 2) below average, 3) average, 4) good, and 5) excellent. For analyses purposes the responses very inadequate and below average were combined and considered to represent 'below average', and responses good and excellent were also combined to represent a response of 'very good'. Overall, Iowa students responded positively with respect to the adequacy of their high school education. Just over 10 percent rated their high school as below average. Students from larger enrollment categories tended to give their school a better overall rating than did other students.

FIGURE 22

1994 IOWA STUDENT OVERALL EVALUATION OF THE LOCAL HIGH SCHOOL BY ENROLLMENT CATEGORY



SOURCES: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1994; AND IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

Expenditures for Computer Hardware and Software

During the 1992-93 school year, over $5.5 million was spent by public schools on computer software and $14.5 million was spent on computer hardware. In 1993-94 total software expenditures decreased about 29 percent to about $3.9 million while total expenditures for hardware increased by about 39 percent to just over $20 million (Table 42). Overall expenditures for software and hardware combined increased by 20.1 percent from 1992-93 to 1993-94.

TABLE 42

1993-94 SCHOOL YEAR TOTAL EXPENDITURES AND PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE*

ENROLLMENT CATEGORGY	NUMBER OF DISTRICTS	TOTAL ENROLLMENT	SOFTWARE				HARDWARE			
			TOTAL SPENT	MINIMUM	MAXIMUM	PER PUPIL AVG.	TOTAL SPENT	MINIMUM	MAXIMUM	PER PUPIL AVG.
<250	34	6,956	$128,930	$0	$66,732	$19	$376,458	$0	$106,147	$54
250-399	54	17,794	$162,688	$0	$25,938	$9	$611,387	$0	$50,717	$34
400-599	95	47,617	$393,873	$0	$76,176	$8	$1,762,182	$0	$95,707	$37
600-999	103	79,260	$579,103	$0	$49,425	$7	$3,256,393	$0	$138,771	$41
1,000-2,499	78	119,988	$844,311	$0	$137,446	$7	$6,296,220	$0	$979,416	$52
2,500-7,499	24	94,422	$999,895	$0	$226,962	$11	$3,695,606	$0	$456,568	$39
7,500+	9	130,970	$849,078	$0	$226,315	$6	$4,245,795	$0	$956,801	$32
STATE	397	497,007	$3,957,878	$0	$226,962	$8	$20,244,041	$0	$979,416	$41

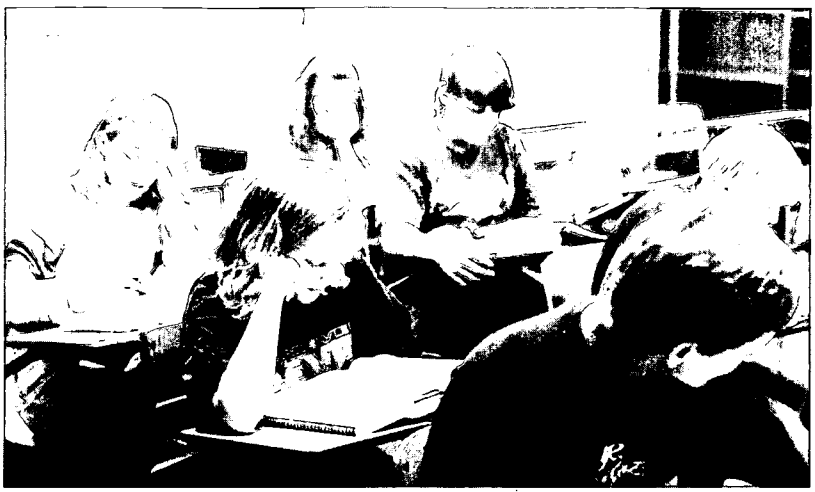
SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1993-94. (PER PUPIL" BASED ON CERTIFIED ENROLLMENT}.
*INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Per pupil expenditures for software from 1992-93 to 1993-94 decreased from $11 per pupil statewide to $8 per pupil, while hardware expenditures increased over the period from $29 per pupil to $41 per pupil. For 1993-94, as in 1992-93, per pupil amounts varied across enrollment categories and no pattern with respect to enrollment was apparent.

LAURENS-MARATHON GRADE SCHOOL

Length of School Day - Public High Schools

The length of the school day, defined as total time in session minus lunch hours, was calculated and compared for the 1990-91 and 1994-95 school years. The results are depicted in Tables 43 and 44. In 1990-91 the range in length of the average school day statewide was just over one hour compared to just under one hour in 1994-95. In 1990-91 and in 1994-95 districts with enrollments of 7500 and above had the shortest average school day. Essentially the length of the average school day remained unchanged both statewide and for each of the seven enrollment categories from 1990-91 to 1994-95.



LAURENS-MARATHON HIGH SCHOOL

TABLE 43

LENGTH OF SCHOOL DAY REPORTED BY IOWA PUBLIC HIGH SCHOOLS BY ENROLLMENT CATEGORY 1990-91 (HOURS:MINUTES)

Enrollment Category	Number of Districts	Mean	Median	5th %tile	25th %tile	75th %tile	95th %tile	Min.	Max.	Range
<250	16	6:29	6:29	6:11	6:23	6:35	6:41	6:11	6:41	:30
250-399	62	6:30	6:30	6:15	6:25	6:40	6:45	6:05	6:49	:44
400-599	101	6:32	6:33	6:15	6:25	6:38	6:46	6:00	6:55	:55
600-999	88	6:29	6:30	6:10	6:21	6:38	6:45	5:55	6:55	1:00
1,000-2,499	74	6:26	6:26	6:06	6:20	6:33	6:40	5:51	6:47	:56
2,500-7,499	23	6:26	6:27	6:00	6:20	6:30	6:50	5:55	6:55	1:00
7,500+	7	6:19	6:20	6:10	6:15	6:25	6:30	6:10	6:30	:20
State	371	6:28	6:30	6:10	6:21	6:36	6:45	5:51	6:55	1:04

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE, 1990-91

TABLE 44

LENGTH OF SCHOOL DAY REPORTED BY IOWA PUBLIC HIGH SCHOOLS BY ENROLLMENT CATEGORY 1994-95 (HOURS:MINUTES)

Enrollment Category	Number of Districts	Mean	Median	5th %tile	25th %tile	75th %tile	95th %tile	Min.	Max.	Range
<250	9	6:34	6:40	6:11	6:30	6:45	6:45	6:11	6:45	:34
250-399	38	6:32	6:33	6:14	6:25	6:40	6:45	6:11	6:49	:38
400-599	81	6:31	6:30	6:15	6:25	6:38	6:42	6:13	6:46	:33
600-999	109	6:32	6:34	6:16	6:25	6:40	6:47	6:00	6:57	:57
1,000-2,499	84	6:27	6:29	6:10	6:21	6:35	6:45	6:00	6:48	:48
2,500-7,499	24	6:25	6:25	6:05	6:16	6:30	6:45	6:00	6:50	:50
7,500+	9	6:21	6:20	6:05	6:15	6:25	6:51	6:05	6:51	:46
State	354	6:30	6:30	6:13	6:23	6:30	6:45	6:00	6:57	:57

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE, 1994-95

ANKENY, SOUTH EAST ELEMENTARY

NORWALK ELEMENTARY SCHOOL

NORTH TAMA HIGH SCHOOL

Student Performance

The student performance component of the Condition of Education Report presents information regarding indicators of student progress over time. Included in this section is summary information on standardized test scores, student evaluations of high school programs, post secondary education/training pursuits, post secondary enrollment options, and dropouts.

Iowa Testing Program

Two nationwide standardized achievement tests, Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), developed by the Iowa Testing Program, University of Iowa have been used over the past several years by Iowa schools to assess student achievement in grades three through twelve. The primary purposes of the two tests are to provide unique supplementary information which bears on decisions about selecting learning objectives and procedures, designing or choosing instructional materials, and creating an effective learning environment for students at the elementary and secondary school level.

Iowa Tests of Basic Skills (ITBS)

The ITBS test battery includes seven tests: Reading (including Vocabulary and Comprehension), Language (including Spelling, Capitalization, Punctuation, and Usage/Expression), Mathematics (Concepts/Estimation and Problem Solving/Data Interpretation), Social Studies, Science, and Sources of Information (Maps and Diagrams, and Reference Materials). A separate test is Math Computation which is optional.

Over the past ten years, over 99 percent of Iowa public school districts and approximately 97 percent of nonpublic schools have used the ITBS tests. In the 1994-95 school year , all of the 390 Iowa public school districts and 235 nonpublic schools tested nearly 300,000 students in Grades K-8.

Since 1993-94, a new edition of the ITBS has been used in Iowa schools. According to the Iowa Testing Program, "After the 1995-96 school year, sufficient data will be available to warrant sketching the first segments of new achievement trend lines." However, the changes on the test scores from the past two years were too small to warrant adjusting the Iowa norms at this time. The Iowa Testing Program will consider "whether to modify the Iowa norms for the next program year, 1996-97." In the meantime, the same Iowa Student Norms and School Norms for ITBS core scores will be used.

Figure 23 provides information on trends in ITBS performance over time. For grades three through eight, scores indicate that Iowa performance is at or near all time highs for each grade level reported.

Iowa Tests of Educational Development (ITED)

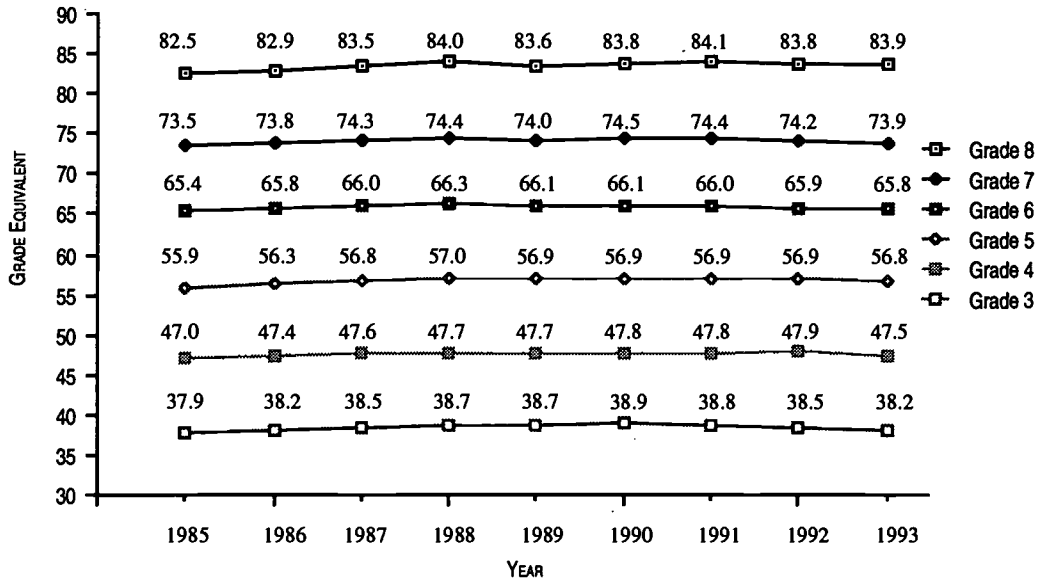
The ITED tests are comprised of seven tests: Reading (including Vocabulary and Content Area Reading), Expression, Quantitative Thinking, Literary Materials, Social Studies, Science, and Sources of Information.

In the 1994-95 school year, there were 390 public school districts in Iowa, with 354 of them operating high schools. Of these 354 districts, 327 administered the ITED in one or more grades in the grades 9 through 12. In addition, 36 nonpublic high schools participated in the ITED Tests. The total number of test takers in 1994-95 was in excess 102,000.

Figure 24 reflects ten year trends of ITED average composite scores for Iowa ninth through eleventh graders. The ITED program staff made this comparison available by equating the old scale and the new scale with 1992 data. The left vertical axis in this figure represents the old scale and the right vertical axis represents the new scale. For all of the three grades shown, ITED average composite scores have continually increased across the last ten years.

FIGURE 23

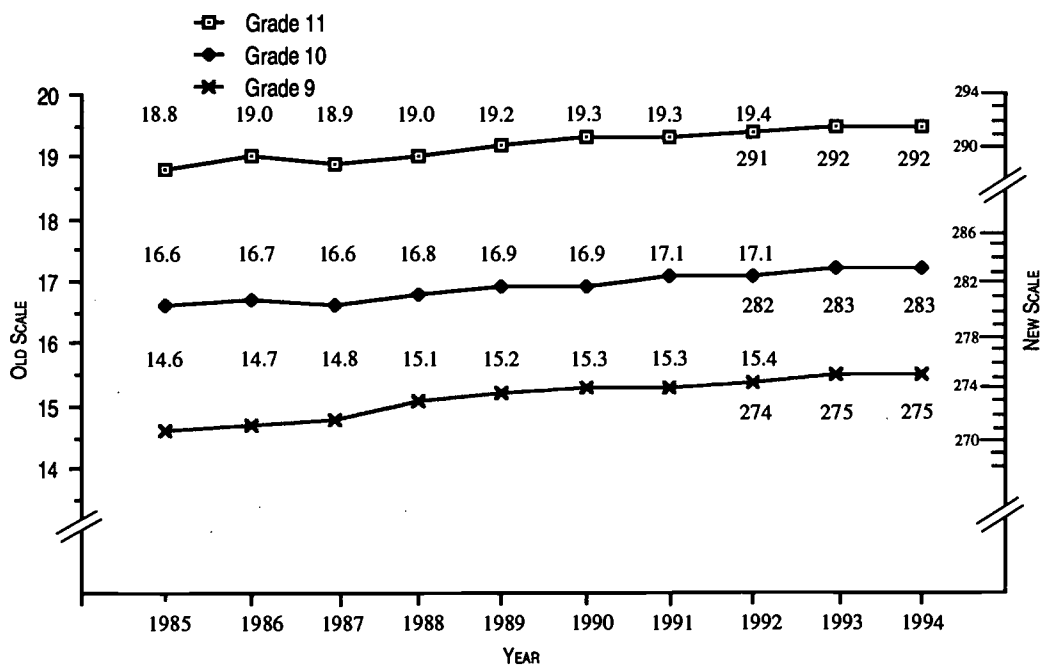
IOWA ITBS COMPOSITE SCORES GRADES 3-8, 1985-1993
(IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS)



Source: Iowa Testing Program, University of Iowa

FIGURE 24

IOWA ITED AVERAGE COMPOSITE SCORES: 1985 - 1994



Source: Iowa Testing Program, University of Iowa

Student Norms

Table 45 and Figure 25 reflect how Iowa students in grades 9 through 11 ranked in terms of national norms. The data reflect that, on the average, over 73 percent of Iowa test takers in each of the three grades performed above the national median.

TABLE 45

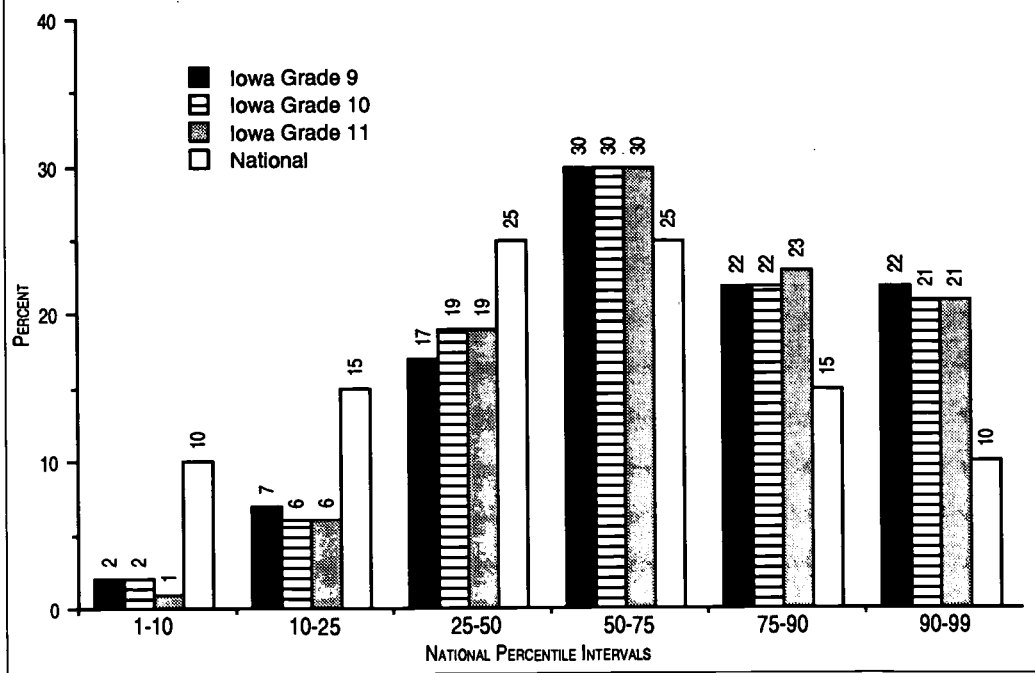
PERCENTS OF IOWA STUDENTS PERFORMING WITHIN SELECTED NATIONAL STUDENT PERCENTILE INTERVALS: ITED COMPOSITE

PERCENTILE	NATIONAL PERCENT	IOWA% GRADE 9	GRADE 10	GRADE 11
90-99	10	22	21	21
75-90	15	22	22	23
50-75	25	30	30	30
25-50	25	17	19	19
10-25	15	7	6	6
1-10	10	2	2	1
PERCENT ABOVE NATIONAL MEDIAN		74	73	74
PERCENT BELOW NATIONAL MEDIAN		26	27	26

Source: Iowa Testing Program, Iowa Tests of Educational Development, Score Reports and Norms, 1995.

FIGURE 25

IOWA VS. NATIONAL DISTRIBUTIONS OF STUDENT NORMS FOR AVERAGE SCORES IN GRADES 9-11 ITED COMPOSITE



Source: Iowa Testing Program, Iowa Tests of Educational Development, Score Reports and Norms, 1995.

School Norms

Table 46 and Figure 26 reflect how Iowa schools encompassing grades 9 through 11 ranked in terms of national norms. Differences in Iowa and national school norms are even more dramatic compared to the differences in student norms. The figures show that over 95 percent of Iowa school averages for grades 9 through 11 were above the national median.

TABLE 46

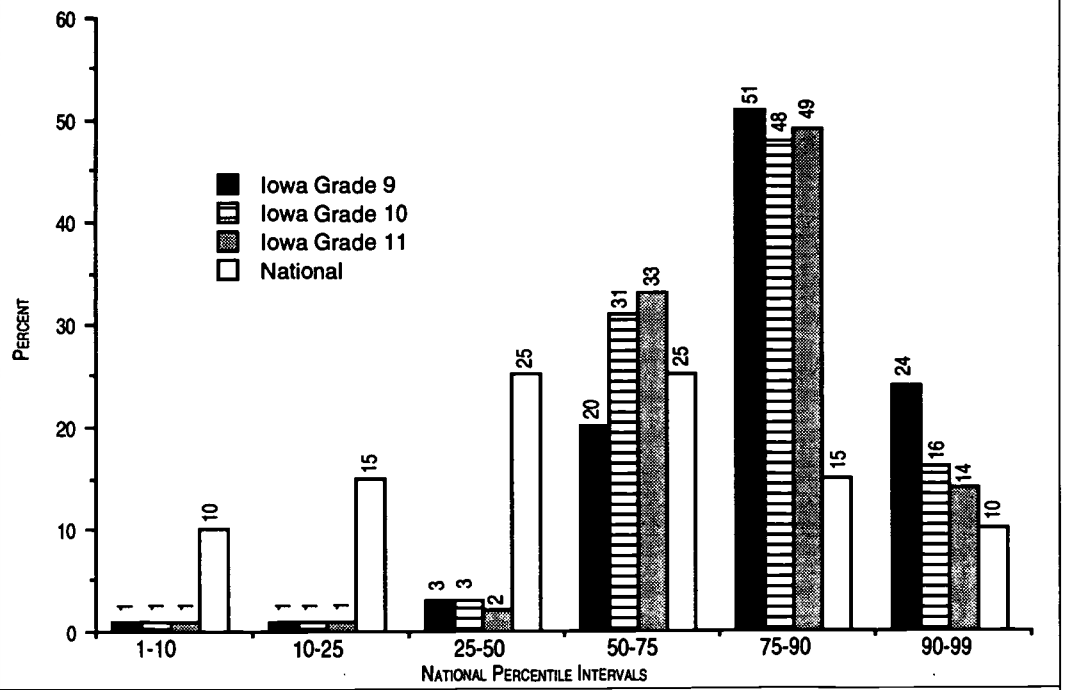
PERCENTS OF IOWA SCHOOLS PERFORMING WITHIN SELECTED NATIONAL SCHOOL PERCENTILE INTERVALS: ITED COMPOSITE

		IOWA%		
		GRADE		
PERCENTILE	NATIONAL PERCENT	9	10	11
90-99	10	24	16	14
75-90	15	51	48	49
50-75	25	20	31	33
25-50	25	3	3	2
10-25	15	1	1	1
1-10	10	1	1	1
PERCENT ABOVE NATIONAL MEDIAN		95	95	96
PERCENT BELOW NATIONAL MEDIAN		5	5	4

Source: Iowa Testing Program, Iowa Tests of Educational Development, Score Reports and Norms, 1995.

FIGURE 26

IOWA VS. NATIONAL DISTRIBUTIONS OF SCHOOL NORMS FOR AVERAGE SCORES IN GRADES 9-11 ITED COMPOSITE



Source: Iowa Testing Program, Iowa Tests of Educational Development, Score Reports and Norms, 1995.

American College Testing (ACT) Assessments

The American College Testing (ACT) Assessment Program is one of the primary college entrance examinations. Each year, over 800,000 high school graduates take the ACT Assessment to help themselves identify and plan their post secondary education and career goals.

The ACT Assessment includes four tests: English, Mathematics, Reading, and Science Reasoning Tests. An ACT composite score is reported along with the four test scores. The composite score and the scores of the four tests range from 0 to 36.

Since 1989, the original ACT has been replaced with the enhanced ACT. The enhanced ACT was designed to reflect changes in high school curricula and is more sensitive to current expectations regarding skills and knowledge students need for college success. ACT provides a breakdown of scores by the type of academic program students complete in high school. Core curriculum requirements are defined as follows: at least four years of English; three years or more respectively in mathematics, social sciences, and natural sciences. Students completing less than core requirements are reported as 'non-core' in ACT comparisons.

Table 47 shows seven year trends of ACT composite scores for Iowa and for the nation since 1989. Each year, there have been in excess of 60 percent of Iowa high school graduates who have taken the ACT Assessments, compared to less than 40 percent participation nationwide. The Iowa average composite scores from 1989 through 1995 have consistently been higher than average scores for the nation. Iowa scores have been at the highest level in the nation for a number of years. This year Iowa ranked third in the nation. Comparing Iowa data to the national trend, Iowa composite scores have remained consistent for the last seven years, while national average scores have gone up slightly.

TABLE 47

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES — 1989-1995

Year	Iowa	Percent Iowa Student Participation	Nation
1989	21.8	60.5	20.6
1990	21.8	61.2	20.6
1991	21.7	61.0	20.6
1992	21.6	62.1	20.6
1993	21.8	61.5	20.7
1994	21.9	62.1	20.8
1995	21.8	62.2	20.8

SOURCE: 1995 ACT ASSESSMENT RESULTS, SUMMARY REPORT IOWA, AMERICAN COLLEGE TESTING PROGRAM.

Iowa students who had completed the core or more course curriculum scored higher than the national average on each of the four tests and on the composite score. The score differences between Iowa and the nation are smaller for the students not taking core courses than the score differences for the students completing the core courses (Table 48).

TABLE 48

1995 AVERAGE ACT SCORES BY TYPE OF HIGH SCHOOL PROGRAM TAKEN BY STUDENTS

ACT Tests	High School Program Type			
	Core Program[1]		Non-Core Program	
	Iowa	Nation	Iowa	Nation
English	22.4	21.4	19.2	18.5
Math	22.4	21.5	18.9	18.3
Reading	23.2	22.4	20.0	19.6
Science	23.0	22.0	20.2	19.5
Composite	22.9	22.0	19.7	19.1

SOURCE: 1995 ACT ASSESSMENT RESULTS, SUMMARY REPORT IOWA, AMERICAN COLLEGE TESTING PROGRAM.

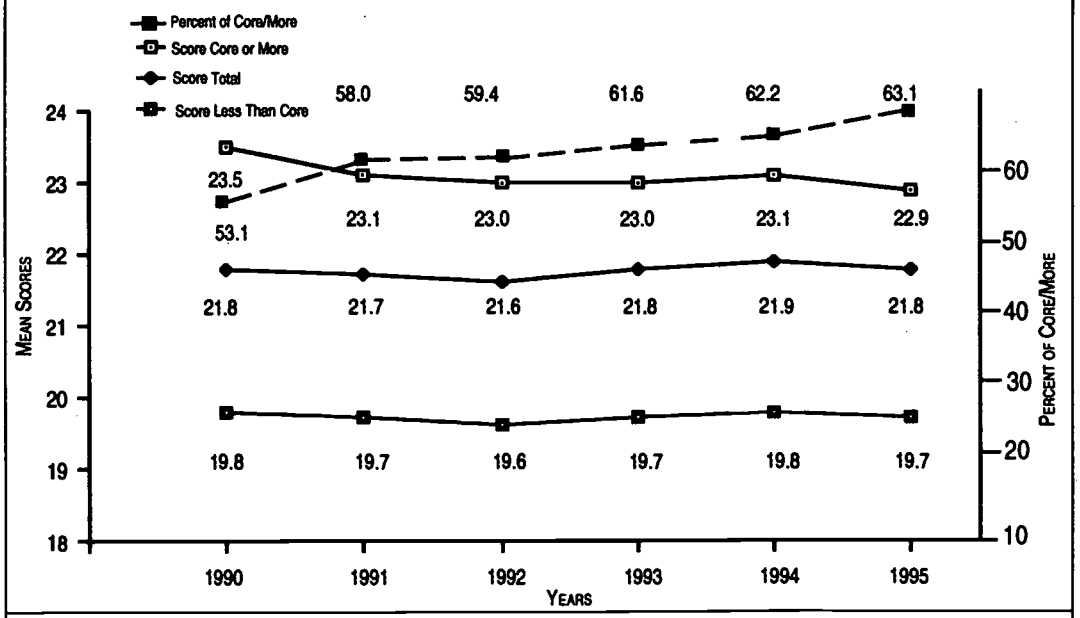
[1]A "CORE" PROGRAM IS DEFINED AS A TYPICAL COLLEGE PREPARATORY PROGRAM INCLUDING:

- ENGLISH (FOUR YEARS OR MORE)
- MATHEMATICS (THREE YEARS OR MORE)
- SOCIAL STUDIES (THREE YEARS OR MORE)
- NATURAL SCIENCES (THREE YEARS OR MORE)

Figure 27 displays six year trends of the average ACT composite scores for Iowa high school graduates state-wide; for those who had completed core courses; and for those who had not met core course requirements. The percentage of students taking core or more in each of the six years is also reflected in this figure. Compared with the year of 1990 (53.1 percent), there are 10 percent (63.1 percent) more Iowa students who have taken the core sequence in the1995 high school graduating class. Iowa students who had completed the core courses scored higher than the students not taking the core courses. The ACT composite scores decreased across the last six years for Iowa students who had completed core courses. However, the ACT composite scores remained relatively consistent for Iowa students not taking the core courses.

FIGURE 27

MEAN ACT COMPOSITE SCORES VS. PERCENT OF CORE/MORE FOR IOWA HS GRADUATING CLASSES, 1990-1995



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA.

Iowa ACT Composite Scores by Enrollment Category, Grade Level, and Gender

Tables 49 and 50 provide the average ACT scores of core and non-core test takers for each of the seven enrollment categories. Districts with 2,500 or more students had a higher percentage of students taking the core courses and also had higher ACT scores than other districts. Figures 28 and 29 display the average ACT composite scores by enrollment category and course of study. The greatest score differences between core and less than core groups are found in the districts with smallest and largest enrollments for both 1994 and 1995.

TABLE 49

1994 ACT COMPOSITE SCORES VS. ENROLLMENT CATEGORY

Enrollment Category	Number	% of Core	ACT Scores English	Math	Reading	Science Reason	Comp
<250	139	57.6	20.8	20.4	21.4	21.4	21.2
250-399	791	53.9	20.6	20.3	21.3	21.8	21.1
400-599	2,054	57.8	20.8	20.5	21.4	21.8	21.3
600-999	3,450	58.3	21.1	20.8	21.8	22.0	21.5
1,000-2,499	4,843	54.5	21.4	21.1	22.2	22.3	21.9
2,500-7,499	3,576	65.1	21.9	22.0	22.9	22.8	22.5
7,500+	4,438	64.3	21.4	21.4	22.5	22.4	22.0
NOT REPORTED	2,300	57.3					
STATE TOTAL	21,591	62.2	21.4	21.2	22.2	22.3	21.9

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.

TABLE 50

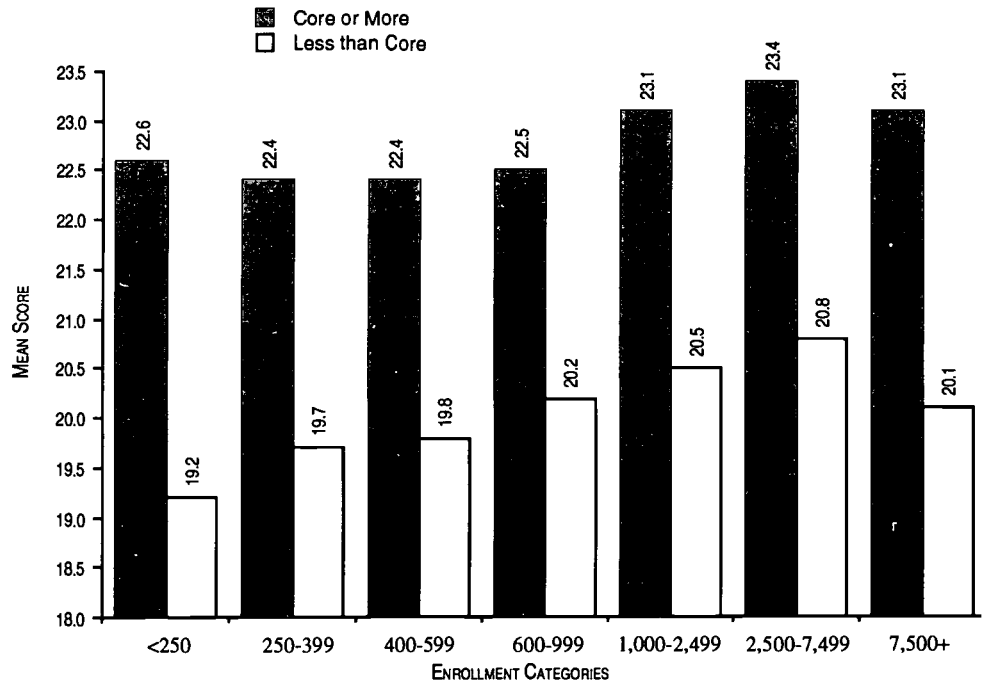
1995 ACT COMPOSITE SCORES VS. ENROLLMENT CATEGORY

Enrollment Category	Number	% of Core	ACT Scores English	Math	Reading	Science Reason	Comp
<250	75	61.3	20.3	20.2	20.8	21.5	20.7
250-399	716	60.8	20.7	20.4	21.2	21.5	21.1
400-599	1,840	59.1	20.9	20.8	21.5	21.8	21.4
600-999	3,733	58.6	21.0	20.9	21.8	21.9	21.5
1,000-2,499	5,361	54.0	21.2	21.1	22.0	22.1	21.7
2,500-7,499	3,785	62.4	21.7	21.8	22.7	22.5	22.3
7,500+	4,374	62.6	21.4	21.4	22.4	22.2	22.0
NOT REPORTED	2,781	58.9					
STATE TOTAL	22,665	63.1	21.3	21.2	22.1	22.1	21.9

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1994-95.

FIGURE 28

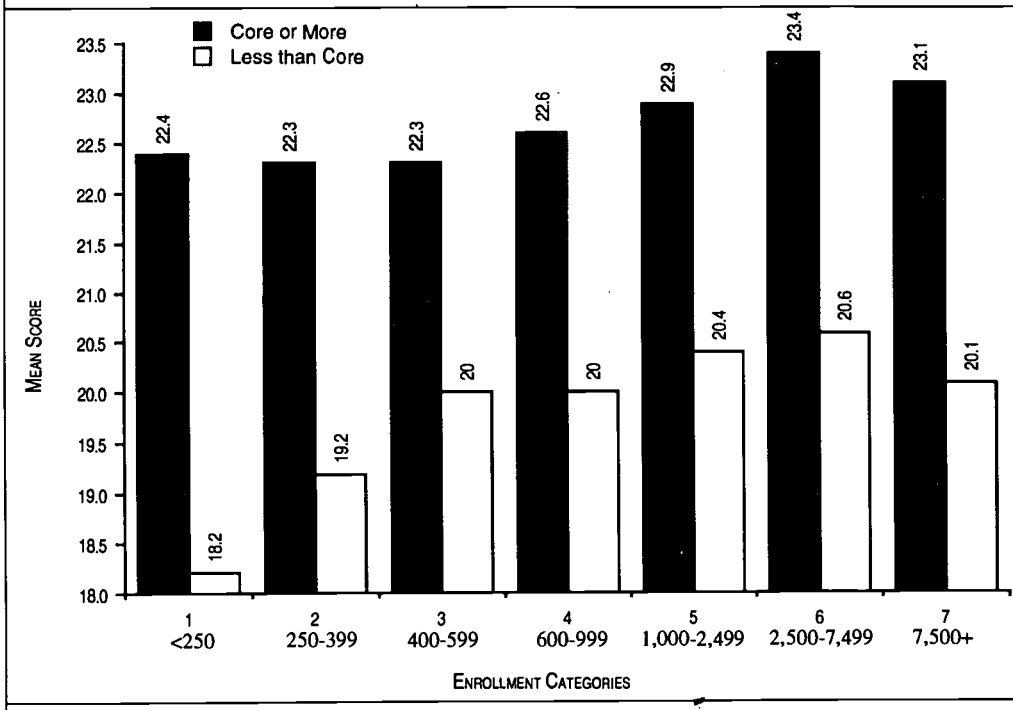
1994 ACT COMPOSITE SCORES BY ENROLLMENT CATEGORY AND COURSE OF STUDY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.
NOTE: STATE AVERAGE ACT COMP. SCORES FOR THOSE WITH CORE OR MORE = 23.1; FOR THOSE WITH LESS THAN CORE = 19.8

FIGURE 29

1995 ACT COMPOSITE SCORES BY ENROLLMENT CATEGORY AND COURSE OF STUDY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1994-95. NOTE: STATE AVERAGE ACT COMP. SCORES FOR THOSE WITH CORE OR MORE = 22.9; FOR THOSE WITH LESS THAN CORE = 19.7

In Iowa, most ACT test-takers are 11th graders (over 58 percent) and over 41 percent are 12th graders. The average ACT scores by grade levels are shown in Tables 51 and 52. Based on 1994 and 1995 data, Iowa eleventh graders scored higher than twelfth graders in all of the ACT tests. Figures 30 and 31 show the average ACT composite scores by grade level and by enrollment categories. The average ACT composite scores increased with enrollment category increases for the 11th graders. However, the trend of the average scores across enrollment categories for the 12th graders was not as clear.

TABLE 51

1994 ACT SCORES VS. GRADE

Grade	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
11th	12,552	58.1	22.0	21.8	22.8	22.9	22.5
12th	8,919	41.3	20.5	20.4	21.3	21.5	21.1
Other	120	.6					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1994.

TABLE 52

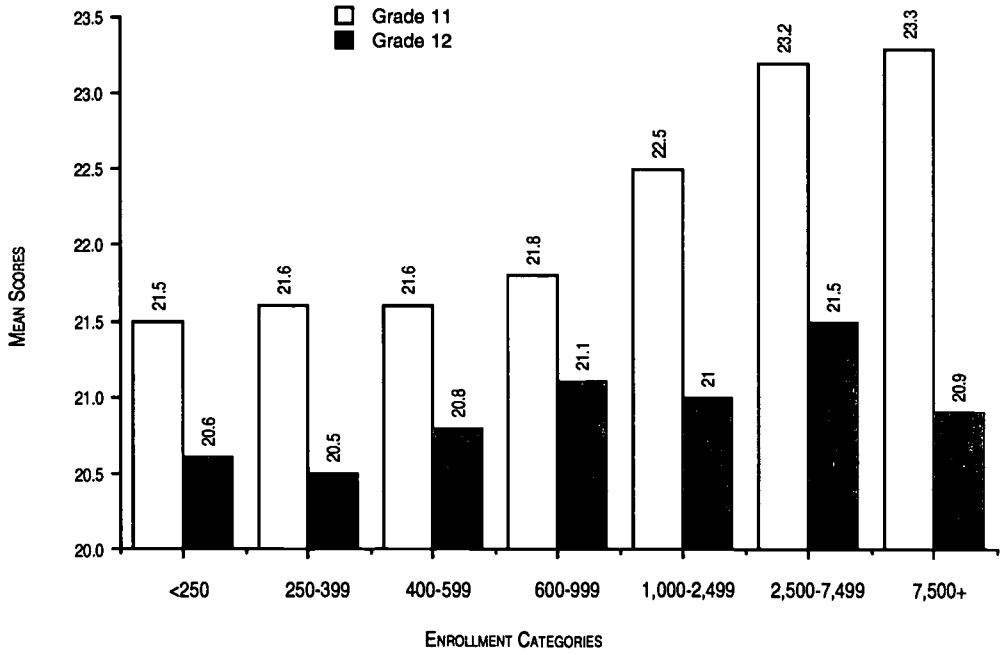
1995 ACT SCORES VS. GRADE

Grade	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
11th	13,152	58.0	21.8	21.7	22.6	22.5	22.3
12th	9,356	41.3	20.6	20.4	21.4	21.5	21.1
Other	157	.7					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995.

FIGURE 30

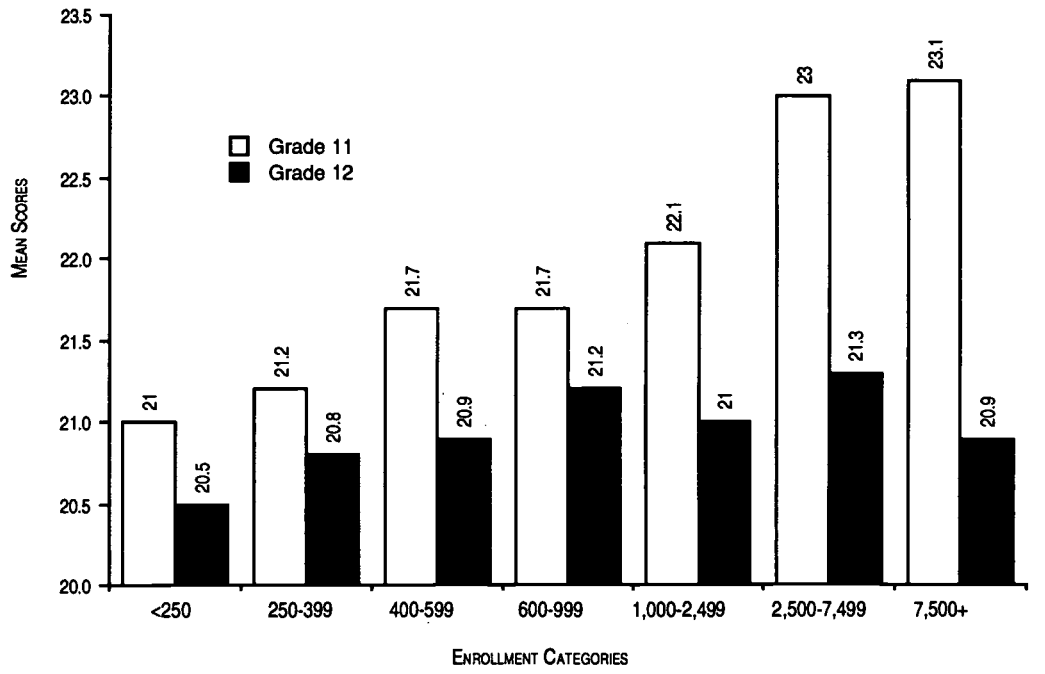
1994 ACT COMPOSITE SCORES BY GRADE AND ENROLLMENT CATEGORY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1993-94.
NOTE: STATE AVERAGE ACT COMPOSITE SCORES FOR ELEVENTH GRADE = 22.5; FOR TWELFTH GRADE = 21.1

FIGURE 31

1995 ACT COMPOSITE SCORES BY GRADE AND ENROLLMENT CATEGORY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1994-95.
NOTE: STATE AVERAGE ACT COMPOSITE SCORES FOR ELEVENTH GRADE = 22.3; FOR TWELFTH GRADE = 21.1

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Iowa female students performed better on the English test than their male counterparts, whereas Iowa males performed better on the mathematics test and science reasoning test than the female students did. Overall, there are small gender differences in the ACT composite scores for 1994 and 1995 data (Tables 53 and 54).

TABLE 53

1994 ACT SCORES VS. GENDER

Gender	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
Female	11,636	54	21.8	20.6	22.4	21.7	21.7
Male	9,955	46	20.8	21.9	22.0	23.0	22.1

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1994.

TABLE 54

1995 ACT SCORES VS. GENDER

Gender	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
Female	12,471	55	21.7	20.6	22.2	21.6	21.6
Male	10,194	45	20.8	21.9	22.0	22.7	22.0

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995.

Iowa Student ACT Scores vs. High School Performance

Using high school profile data from ACT, the high school performance, as measured by students self-estimated high school class rank and self-estimated high school grade point average (GPA), was compared to ACT composite scores. Tables 55 and 56 show the distribution of high school class rank and average ACT scores of students in each quartile. Similar results were found using data from 1994 and 1995. ACT scores were correlated with student's high school class rank (correlation coefficients ranged from .46 to .57). The average ACT scores were higher for those students who reported higher class ranks. For Iowa graduates, the ACT scores were also correlated with GPA (correlation coefficients ranged from .49 to .60). The average ACT scores were higher for those who reported higher GPA's. Exceptions for both years were that students with GPA's less than 2.0 had higher average ACT scores than students with GPA's of 2.0 to 2.49 (Tables 57 and 58).

TABLE 55

1994 ACT SCORES VS. SELF-ESTIMATED HIGH SCHOOL CLASS RANK

Class Rank	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
Top Quarter	9,077	42.0	24.1	23.9	25.2	24.6	24.6
Second Quarter	7,429	34.4	20.1	19.8	20.8	21.2	20.6
Third Quarter	3,535	16.4	17.7	17.7	18.4	19.2	18.4
Fourth Quarter	411	1.9	16.2	16.8	17.0	18.3	17.2
Not Reported	1,139	5.3					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1994.

TABLE 56

1995 ACT SCORES VS. SELF-ESTIMATED HIGH SCHOOL CLASS RANK

Class Rank	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
Top Quarter	9,535	42.1	24.1	24.0	25.0	24.4	24.5
Second Quarter	7,714	34.0	19.8	19.6	20.6	20.9	20.4
Third Quarter	3,663	16.2	17.6	17.6	18.4	19.1	18.3
Fourth Quarter	392	1.7	16.3	16.7	17.0	18.1	17.2
Not Reported	1,361	6.0					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995.

TABLE 57

1994 ACT SCORES VS. SELF-ESTIMATED HIGH SCHOOL AVERAGE GPA

GPA	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
3.5 +	7,600	35.2	24.5	24.4	25.5	24.9	25.0
3.0-3.49	5,219	24.2	21.1	20.9	21.9	22.0	21.6
2.5-2.99	4,200	19.5	19.5	19.1	20.2	20.6	20.0
2.0-2.49	2,623	12.1	17.8	17.9	18.6	19.5	18.6
<2.0	1,949	9.0	18.6	18.4	19.4	20.0	19.3

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1994.

TABLE 58

1995 ACT SCORES VS. SELF-ESTIMATED HIGH SCHOOL AVERAGE GPA

GPA	Number	Percent	ACT Scores English	Math	Reading	Science Reason	Comp
3.5 +	8,308	36.7	24.5	24.4	25.3	24.6	24.8
3.0-3.49	5,718	25.2	20.9	20.6	21.6	21.7	21.3
2.5-2.99	4,230	18.7	19.1	18.9	19.9	20.3	19.7
2.0-2.49	2,446	10.8	17.7	17.8	18.4	19.2	18.4
<2.0	1,963	8.7	18.5	18.3	19.3	19.8	19.1

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995.

Scholastic Aptitude Tests (SAT)

The Scholastic Aptitude Test Program is a college entrance examination. Each year, over one million high school graduates take the SAT to identify their academic preparation and aptitude for post secondary education. Since 1994 the SAT has been comprised of two parts: SAT I, the Reasoning Test has replaced the traditional SAT and includes the Verbal Reasoning and Mathematics Reasoning Tests, SAT II, the Subject Tests have replaced the Achievement Tests and include 20 different tests in 16 subject areas. The score ranges for the verbal and mathematics subtests are 200-800.

Each year over 1,000 Iowa high school graduates, about 3 percent of all graduates, take the SAT tests, compared to over 40 percent participation nation-wide. The number of SAT test-takers has increased during the 1990's. In 1995, there were nearly 1,700 Iowa students (5 percent of graduates) who took SAT I (in 1995 about 370 Iowa students took SAT II). Over 74 percent of Iowa test-takers in 1995 requested that their SAT I scores be reported to the three state universities in Iowa. The gender distribution for Iowa test-takers was 54 and 46 percent for females and males respectively.

Table 59 and Figure 32 provide ten year trend comparisons for the SAT average scores for Iowa and the nation. Iowa average SAT Verbal scores were about 90 points higher than the national average for each of the last ten years, whereas Iowa average SAT Mathematics scores were over 100 points higher for the same period of years. Iowa students have ranked number one or two in the nation for about two decades. It should be noted that only about 5 percent or less of Iowa students take the SAT tests each year.

TABLE 59

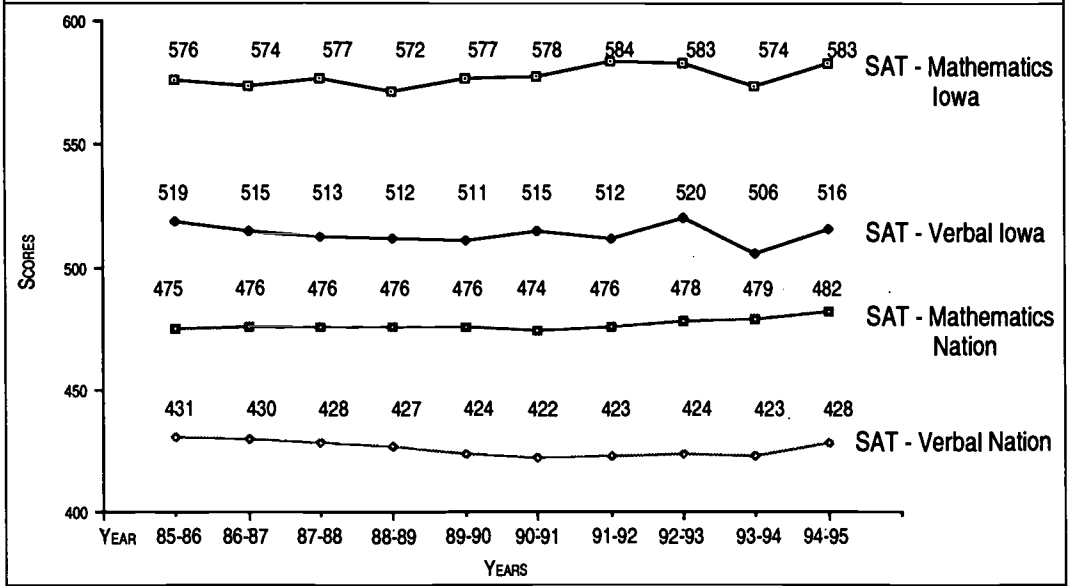
TEN-YEAR TRENDS OF AVERAGE SAT SCORES FOR IOWA VS. NATION, 1986-1995

Year	SAT Verbal		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
1985-86	519	431	576	475
1986-87	515	430	574	476
1987-88	513	428	577	476
1988-89	512	427	572	476
1989-90	511	424	577	476
1990-91	515	422	578	474
1991-92	512	423	584	476
1992-93	520	424	583	478
1993-94	506	423	574	479
1994-95	516	428	583	482

SOURCE: THE COLLEGE BOARD, PROFILE OF TESTERS SAT I REASONING TEST AND SAT II SUBJECT TESTS.

FIGURE 32

TEN-YEAR TRENDS OF SAT SCORES (IOWA VS. NATION)



SOURCE: THE COLLEGE BOARD, PROFILE OF TESTERS SAT I REASONING TEST AND SAT II SUBJECT TESTS.

Like the ACT test-takers, most of the Iowa students taking the SAT are eleventh graders, 47 percent, and twelfth graders, 44 percent. However, Iowa eleventh graders scored higher than twelfth graders in both SAT Verbal and SAT Mathematics tests. Table 60 compares Iowa SAT scores with scores of other states in the Plains region with a similar percentage of test-takers.

TABLE 60

AVERAGE SAT SCORES FOR THE PLAINS STATE REGION, 1985, 1992-95

State	1985		1992		1993		1994		1995		% Graduates Taking SAT (for 1990's)
	V	M	V	M	V	M	V	M	V	M	
Iowa	521	576	512	584	520	583	506	574	516	583	5%
Kansas	504	550	487	546	494	548	494	550	503	557	9%
Minnesotaa	481	537	492	561	489	556	495	562	506	579	9%
Missouri	475	518	475	529	481	532	485	537	495	550	9%
Nebraska	497	549	478	540	479	544	482	543	494	556	9%
North Dakota	513	568	501	567	518	583	497	559	515	592	5%
South Dakota	534	575	490	550	502	558	483	548	505	563	5%
Wisconsin	477	534	481	548	485	551	487	557	501	572	9%

SOURCE: THE COLLEGE BOARD, PROFILE OF TESTERS SAT I REASONING TEST AND SAT II SUBJECT TESTS.
NOTE: V = SAT VERBAL, M = SAT MATHEMATICS

Advanced Placement

The Advanced Placement (AP) Program, a cooperative educational endeavor among secondary schools and colleges and universities, is sponsored and administered by the College Board. The AP Program is based on the premise that college-level material can be taught successfully to able and well-prepared secondary school students. Participating colleges and universities, in turn, grant credit or appropriate placement to students who have done well on the AP examinations.

The AP scores range from 5 to 1. The grading scale should be interpreted as follows: 5=extremely well qualified; 4=well qualified; 3=qualified; 2=possibly qualified; and 1=no recommendation.

The AP Program began in 1955-56. Almost 50 percent of the nation's 21,000 high schools offer some college-level AP course work, and over 400,000 students participate in the AP Program each year. Nationwide, most candidates are eleventh and twelfth grade students. Less than ten percent of the candidates are students in grades nine and ten. Iowa students have taken the AP examinations since 1988. Since 1988 the number of test-takers in Iowa has tripled.

Table 61 reflects the distribution of examinees for the last seven years. In 1994, 27 percent of Iowa schools were involved in the AP Program, with about 4 percent of 11th and 12th graders participating. The number of participants and examinations has increased annually. Over 3,000 Iowa students took AP examinations in 1994, up about 9 percent from the previous year.

TABLE 61

IOWA STUDENTS TAKING AP EXAMINATIONS, 1988-1994

Year	Number	Percent Increase from Prior Year
1988	1,059	—
1989	1,221	15.3
1990	1,797	47.2
1991	2,023	12.6
1992	2,289	13.1
1993	2,788	21.8
1994	3,037	8.9

SOURCE: IOWA AND NATIONAL SUMMARY REPORTS, 1994, THE COLLEGE BOARD.

Table 62 provides the distribution of Iowa AP examination takers by racial/ethnic groups. In 1994 in excess of 6 percent of Iowa participants were minorities.

TABLE 62

DISTRIBUTION OF IOWA STUDENTS TAKING AP EXAMINATIONS BY RACIAL/ETHNIC CATEGORY, 1994

Racial/Ethnic Category	Number of Students	Percent of Students
Not stated	244	8.0
American Indian/Alaskan	2	.1
Black/Afro-American	32	1.1
Chicano/Mexican American	15	.5
Asian/Asian American	122	4.0
Puerto Rican	5	.2
Other Hispanic	14	.5
White	2,574	84.8
Other	29	1.0
Total	3,037	

SOURCE: IOWA AND NATIONAL SUMMARY REPORTS, 1994, THE COLLEGE BOARD.

The average score for Iowa students was higher than the national average for each of the AP examinations below (Table 63 and Table 64).

TABLE 63

IOWA AP PARTICIPANTS BY EXAMINATION AREA, 1994

Examination Area	Number of Iowa Students	Average Score Iowa	Average Score Nation
English Literature and Composition	818	3.15	3.11
U.S. History	375	2.89	2.82
English Language and Composition	222	3.55	2.99
European History	243	3.29	3.13
Government and Politics U.S.	137	3.20	3.03
Economics Macro	58	3.86	3.17
Economics Micro	57	3.44	3.10

SOURCE: IOWA AND NATIONAL SUMMARY REPORTS, 1994, THE COLLEGE BOARD.

TABLE 64

IOWA AP SCORES IN MATHEMATICS AND SCIENCE, 1994

Examination Area	Number of Iowa Students	Average Score Iowa	Average Score Nation
Calculus AB	440	3.48	3.03
Calculus BC	69	3.80	3.71
Biology	160	3.36	3.14
Chemistry	127	3.06	2.91

SOURCE: IOWA AND NATIONAL SUMMARY REPORTS, 1994, THE COLLEGE BOARD.

Post Secondary Enrollment Options

Enabling legislation allows Iowa juniors and seniors and 9th and 10th grade pupils identified as gifted and talented, to enroll in post secondary institutions for college credit while attending high school. This increases the range of course options available to students. The number of Iowa juniors and seniors selecting this option increased by more than 30 percent from the 1992-93 (Table 65) school year to the 1993-94 (Table 66) school year. The greatest increase in enrollment in the post secondary enrollment option program was in mathematics, up 67 percent. Career options and vocational technical programs also recorded increases in excess of 50 percent. Of the nearly 3,000 students taking advantage of the post secondary opportunities, nearly 80 percent were seniors. Figure 33 depicts enrollments by type of institution over a three year period. Excluding private two year colleges, where enrollments are extremely low, the largest percentage increase over both a one year and three year period occurred in state universities.

TABLE 65

1992-1993 POST SECONDARY ENROLLMENT OPTIONS ACT
ENROLLMENTS BY TYPE OF INSTITUTION AND TYPE OF COURSE

INSTITUTION	ENROLLMENTS			ALL COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	28	120	148	63	38	56	88	4	5
COMMUNITY COLLEGE	311	1,416	1,727	243	217	738	901	210	247
PRIVATE 4 YR. COLLEGE	39	267	306	54	30	135	163	19	7
PRIVATE 2 YR. COLLEGE		6	6	8			2		1
TOTALS[1]	378	1,809	2,187	368	285	929	1,154	233	260

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.
[1]EXCLUDED FROM TOTAL ENROLLMENTS ARE 32 FRESHMEN AND SOPHOMORES.

TABLE 66

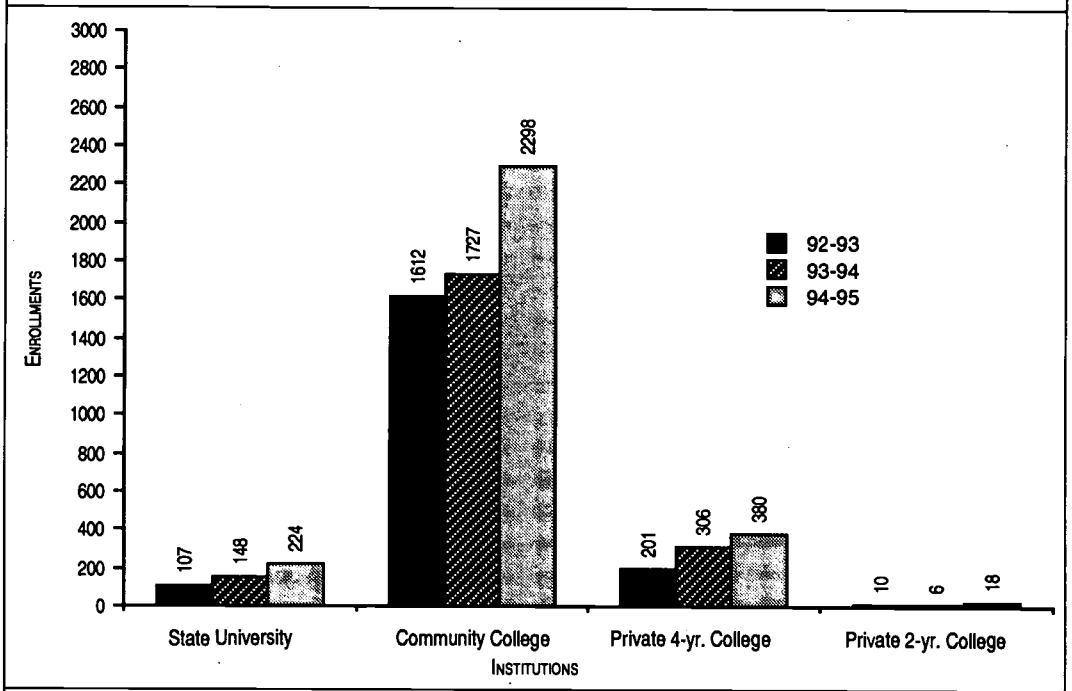
1993-1994 POST SECONDARY ENROLLMENT OPTIONS ACT
ENROLLMENTS BY TYPE OF INSTITUTION AND TYPE OF COURSE

INSTITUTION	ENROLLMENTS			ALL COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	35	179	224	110	57	79	96	2	19
COMMUNITY COLLEGE	438	1,817	2,298	395	304	976	1,131	324	379
PRIVATE 4 YR. COLLEGE	60	315	380	93	48	180	165	36	8
PRIVATE 2 YR. COLLEGE		18	18	17					2
TOTALS[1]	533	2,329	2,920	615	409	1,235	1,392	362	408

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.
[1]EXCLUDED FROM TOTAL ENROLLMENTS ARE 58 FRESHMEN AND SOPHOMORES.

FIGURE 33

GROWTH IN POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENTS
1992, 1993, 1994



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Pursuit of Post Secondary Education/Training

Each year public school students are surveyed with respect to post secondary pursuits. These pursuits are classified according to such categories as employment, military service, education, training, etc. Graduates are surveyed one year after graduation to determine their status. In 1985-86, 61.4 percent of public school students were pursuing some type of post secondary education or training. By the 1992-93 school year this figure increased to 71.3 percent. For 1993-94 the percentage of students pursuing further education/training decreased slightly to 71 percent statewide (Table 67).

TABLE 67

IOWA PUBLIC SCHOOL GRADUATES PURSUING POST SECONDARY EDUCATION/TRAINING IN 1993-94 BY ENROLLMENT CATEGORY

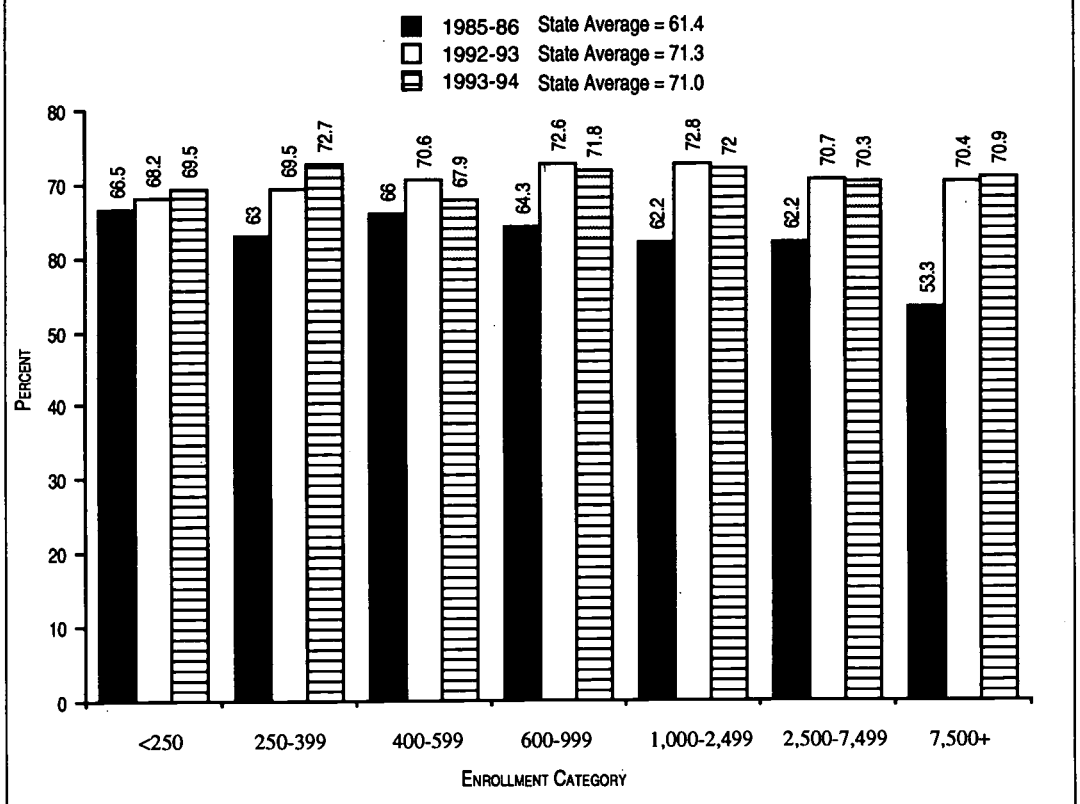
Enrollment Category	Number of graduates pursuing Post Secondary Education/Training	Percent of graduates Pursuing Post Secondary Education/Training
<250	155	69.5
250-399	894	72.7
400-599	2,036	67.9
600-999	3,652	71.8
1,000-2,499	5,298	72.0
2,500-7,499	4,199	70.3
7,500+	4,723	70.9
State	20,957	71.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

A comparison of data by enrollment category is presented in Figure 34. The 1993-94 range in the percentage of students pursuing post secondary education/training across enrollment categories is about 5 percentage points, compared to a range of over 13 percentage points in 1985-86. The greatest gain in students pursuing post secondary education/training, 17.6 percentage points, occurred in districts with enrollments of 7,500 and above. Across all enrollment categories the variation in percentages of students pursuing post secondary education/training is considerably less for 1993-94 than for 1985-86.

FIGURE 34

IOWA PUBLIC SCHOOL GRADUATES PURSUING POST SECONDARY EDUCATION/TRAINING IN 1985-86, 1992-93, AND 1993-94 BY ENROLLMENT CATEGORY



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

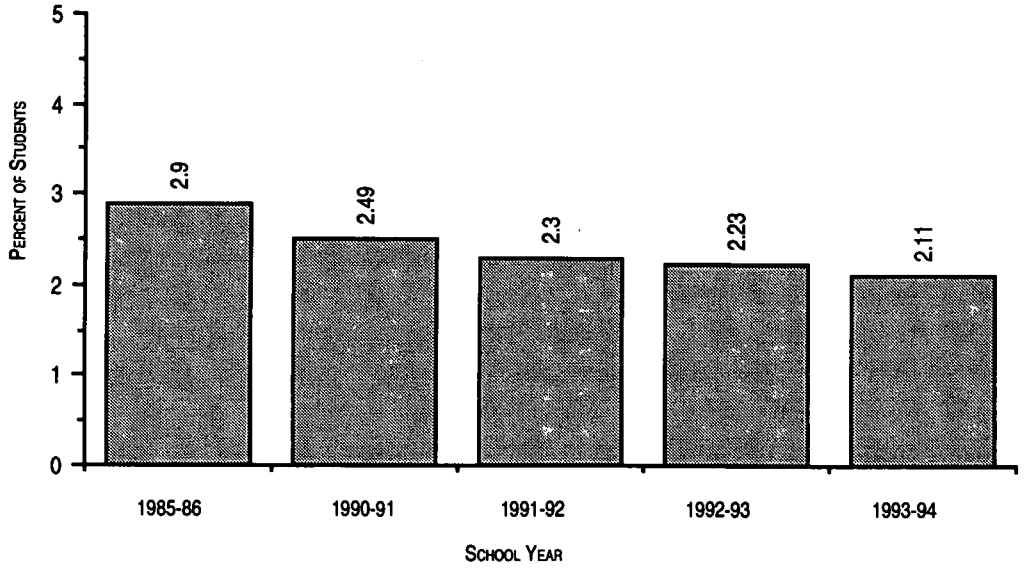
LAURENS-MARATHON HIGH SCHOOL

Dropouts

Iowa dropout rates for grades 7-12 have decreased steadily since 1985-86. Figure 35 compares the dropout rates for Iowa public school students for 1985-86 and for 1990-91 through 1993-94.

FIGURE 35

IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

NORWALK MIDDLE SCHOOL

The dropout rates by racial/ethnic group are shown in Table 68. A comparison is also made for dropout rates of each group with the percentage of 7-12 enrollment represented by the group. These comparisons reflect that white student dropouts represented a lower percentage of dropouts than their 7-12 enrollment representation. On the other hand, all minority groups had a higher percentage of 7-12 dropouts than their 7-12 enrollments represented.

TABLE 68

NUMBER AND PERCENT OF PUBLIC SCHOOL DROPOUTS BY ETHNIC GROUP 1993-94

Ethnic Group	Number of Drop 0outs	Percent of Total Dropouts	Percent of Total 7-12 Enrollment
White	3,971	85.5%	94%
African American	371	8.0%	2.7%
Hispanic	178	3.8%	1.5%
Asian	79	1.7%	1.4%
American Indian	46	1.0%	.3%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY

Dropouts by enrollment category are displayed in Table 69. Districts under 2,500 enrollment had dropout rates below the state average of 2.11 percent. More than 60 percent of the total dropouts were enrolled in districts of 2,500 or more students and nearly 84 percent of all dropouts were from the three largest enrollment groups.

TABLE 69

TOTAL PUBLIC SCHOOL DROPOUTS BY ENROLLMENT CATEGORY - 1993-94

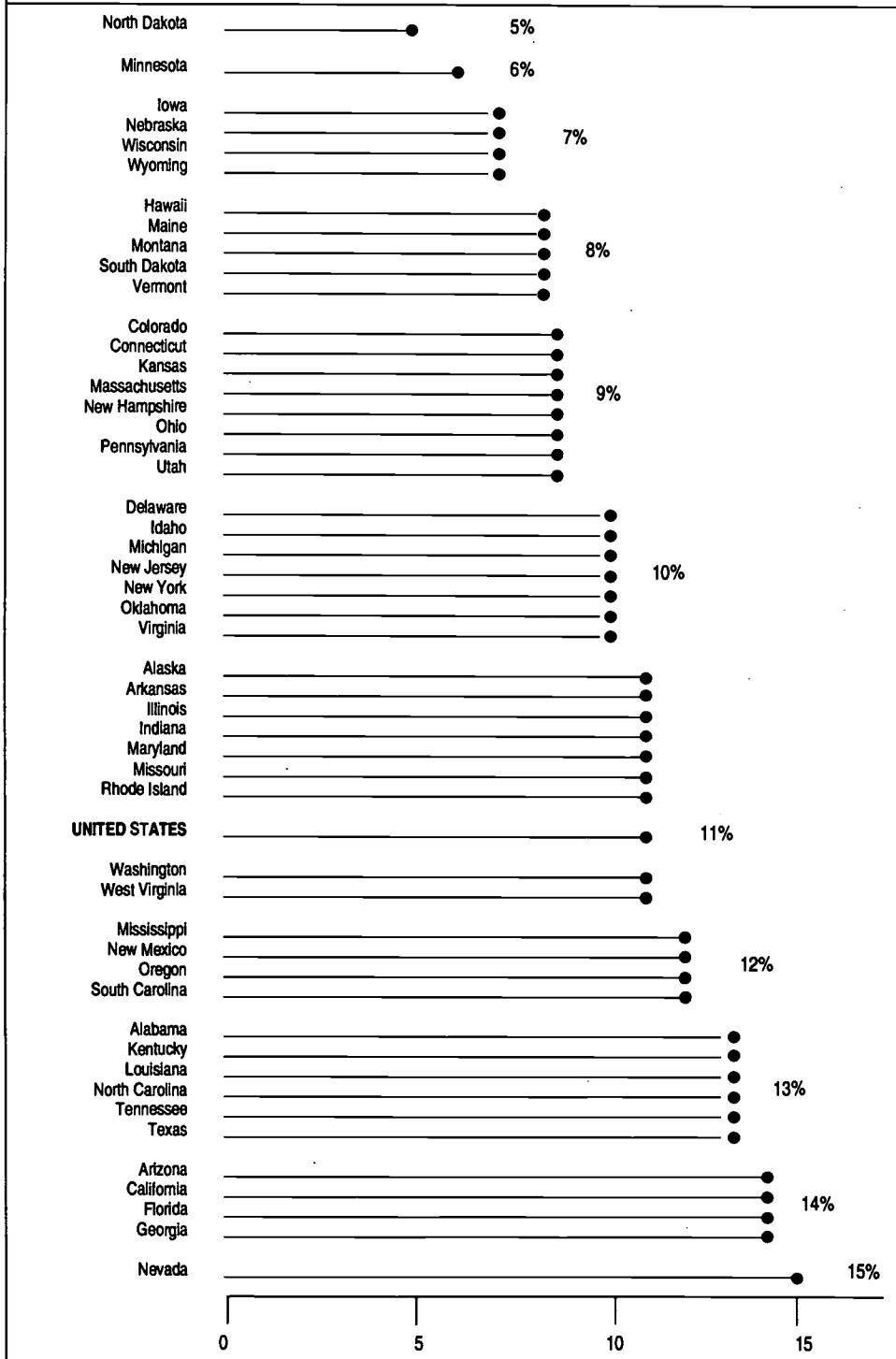
ENROLLMENT CATEGORY	GRADE LEVEL 7	8	9	10	11	12	TOTAL DROPOUTS	% OF TOTAL DROPOUTS	% OF ENROLL. 7-12	DROP-OUT RATE
STATE	18	47	670	1,100	1,447	1,363	4,645	100.0	100.0	2.11
<250	0	0	1	3	5	5	14	.3	1.0	.63
250-399	0	2	9	21	44	38	114	2.5	4.0	1.31
400-599	3	3	25	40	75	56	202	4.3	9.1	1.01
600-999	2	6	53	93	130	136	420	9.0	16.8	1.14
1,000-2,499	3	9	116	250	350	327	1,055	22.7	25.0	1.92
2,500-7,499	1	11	135	234	294	344	1,019	21.9	19.4	2.39
7,500+	9	16	331	659	549	457	1,821	39.2	24.7	3.36

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

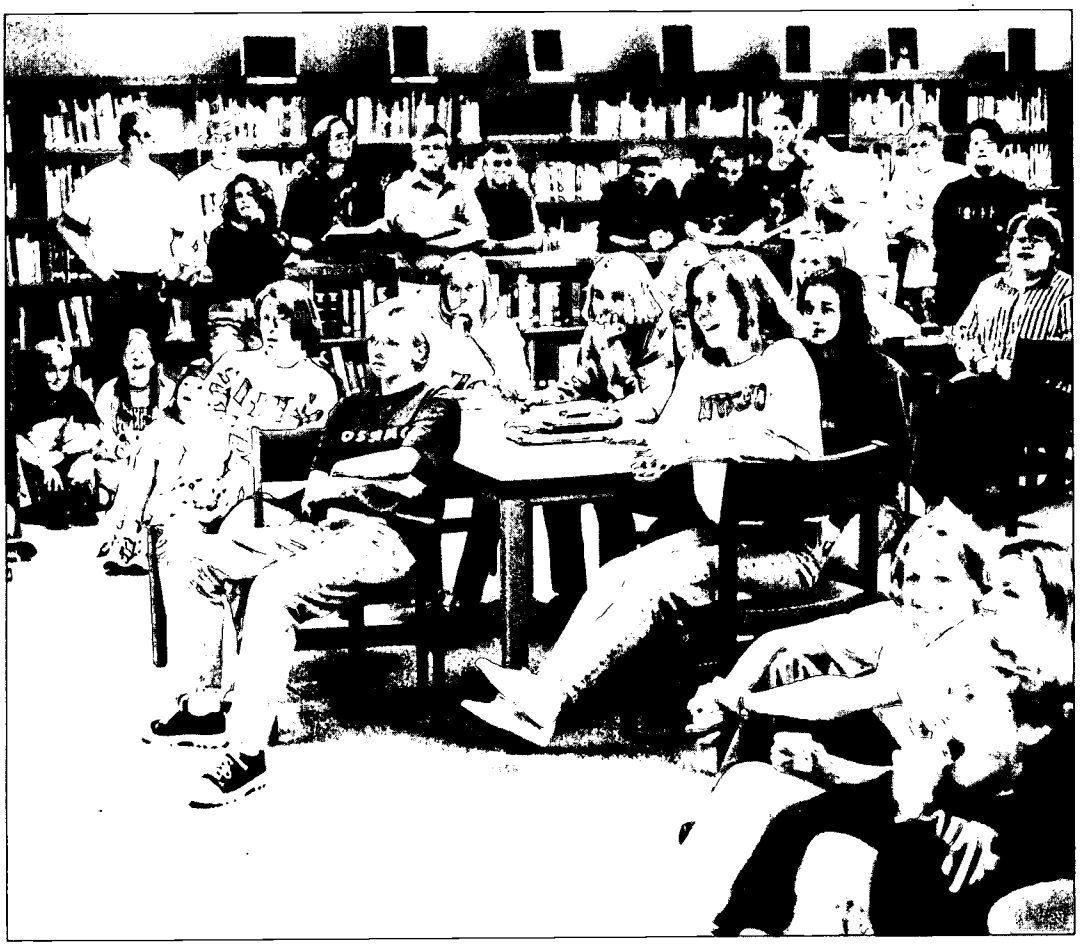
Figure 36 provides national comparison information on the percentages of 16 to 19 year olds not enrolled in school and not possessing a high school diploma. Dropout rates are presented for the 50 states and for the nation. Iowa's dropout rate is 7 percent compared to 11 percent for the nation. North Dakota and Minnesota rank above Iowa, Nebraska and Wisconsin with dropout rates of 5 and 6 percent respectively. The remaining midwestern states of South Dakota, Kansas, Illinois and Missouri had dropout rates of 8, 9, and 11 percent respectively.

FIGURE 36

STATE DROPOUT RATES - PERCENTAGE AGES 16 TO 19 NOT ENROLLED IN SCHOOL AND WITHOUT A HIGH SCHOOL DIPLOMA, 1990



SOURCE: BUREAU OF CENSUS, EDUCATIONAL ATTAINMENT OF PERSONS 25 YEARS AND OVER, BY STATE: 1990 CENSUS, TABLE ED-90-1.



LAURENS-MARATHON HIGH SCHOOL

Finance

The school finance section provides comparison information on object category expenditures, operation and maintenance expenditures, administrative expenditures, and instructional expenditures, for three points in time and also provides a breakdown by enrollment category. In addition, information is provided on state aid, property taxes, income surtaxes and elementary and secondary budgets.

Object Category Expenditures

Table 70 reports expenditures of public school districts by object category and compares the percentage of expenditures for three points in time. Expenditures for salaries have gradually decreased from 1985-86 to 1993-94 by nearly 2 percentage points to 66.2 percent as have expenditures in the category other expenses, which includes such items as expenditures for redemption of principal, interest, taxes, and judgments against local school districts. On the other hand, expenditures for employee benefits have increased since 1985-86 from just under 13 percent to an average of 15.6 percent in 1993-94. Expenditures for supplies and capital outlay have been variable in a narrow range.

TABLE 70

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES 1985-86, 1992-93, 1993-94

	Year		
Object Category	1985-86 Percent	1991-92 Percent	1993-94 Percent
Salaries	68.1	66.9	66.2
Benefits	12.9	15.4	15.6
Purchased Services	9.9	9.9	9.2
Supplies	5.7	5.3	6.2
Capital Outlay	2.6	2.1	2.6
Other Expenses	.8	.4	.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Table 71 reflects object category expenditures by enrollment category. For the 1993-94 school year the data suggest a sizable variation in the average percentages allocated for salaries and purchased services across enrollment categories. The average percentage of expenditures for benefits varied by nearly six percentage points across enrollment categories.

TABLE 71

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES BY ENROLLMENT CATEGORY — 1993-94

	Enrollment Category						
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-6,499	7,500+
Salaries	53.5	59.9	64.3	64.1	66.7	68.0	68.1
Benefits	11.9	13.5	13.9	14.6	15.1	15.5	17.6
Purchased Services	24.7	16.5	11.5	9.9	8.1	7.8	7.8
Supplies	7.0	7.4	7.4	7.6	6.5	5.7	4.7
Capital Outlay	2.3	2.4	2.6	3.4	3.4	2.7	1.5
Other Expenses	.6	.3	.3	.3	.2	.3	.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1993-94.

Operation and Maintenance Expenditures

Expenditures for operation and maintenance as a percentage of operating fund are shown in Table 72. Statewide, the percentage of operating funds devoted to operation and maintenance has decreased from over 12 percent in 1985-86 to 9.8 percent in 1993-94. The percentage of funds allocated for operation and maintenance generally increased with successive increases in enrollment.

TABLE 72

OPERATION EXPENDITURES AND MAINTENANCE EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES — 1985-86, 1992-93, 1993-94

Enrollment Category	Year 1985-86 Percent	1992-93 Percent	1993-94 Percent
<250	10.9	8.8	8.4
250-399	11.3	8.4	8.8
400-599	11.3	8.5	8.8
600-999	12.1	9.2	9.6
1,000-2,499	11.7	9.4	9.4
2,500-7,499	12.4	9.7	9.7
7,500+	13.3	10.8	10.9
State Average	12.2	9.2	9.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Administrative Expenditures

As a percentage of operating fund, administrative expenditures have remained relatively consistent, decreasing slightly from 1985-86 to 1992-93 and increasing slightly in 1993-94 over the previous year (Table 73). In general, the percentage of expenditures allocated to administration by public schools was higher for smaller districts than for larger districts and decreased slightly with each successive increase in enrollment category.

TABLE 73

ADMINISTRATIVE EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES — 1985-86, 1992-93, 1993-94

Enrollment Category	Year 1985-86 Percent	1992-93 Percent	1993-94 Percent
<250	13.0	11.8	12.0
250-399	12.0	12.6	12.6
400-599	11.9	12.0	11.9
600-999	10.6	10.7	10.9
1,000-2,499	10.2	9.7	9.9
2,500-7,499	9.6	9.0	9.2
7,500+	8.9	8.1	8.7
State Average	10.2	9.7	9.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Instructional Expenditures

The percentages of total operating funds expended for instruction for the years 1985-86, 1992-93 and for 1993-94 are reflected in Table 74. On a statewide basis, the percentage of expenditures for instruction increased by more than 3.5 percentage points from 1985-86 to 1992-93. For the 1993-94 school year, expenditures, on the average, decreased to 68.2 percent from 68.9 percent in the previous year. Expenditures in 1993-94 as in the previous year, reflected a narrow range across enrollment categories.

TABLE 74

INSTRUCTIONAL EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES — 1985-86, 1992-93, 1993-94

Enrollment Category	Year 1985-86 Percent	1992-93 Percent	1993-94 Percent
<250	64.4	69.0	69.2
250-399	63.8	67.4	67.3
400-599	64.6	68.1	67.9
600-999	63.9	67.8	67.1
1,000-2,499	65.6	69.0	68.5
2,500-7,499	66.5	69.5	68.9
7,500+	65.7	69.6	68.3
State Average	65.3	68.9	68.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

State Aid

The percentage of total general fund appropriations being spent on education has shown slight decreases in recent years. In 1993-94 the percentage was 37.8 percent of general fund appropriations. In 1995-96 the percentage was 37.2 percent of total appropriations. Table 75 reflects these percentages from 1981-82 through 1995-96. Major increases have primarily been due to three factors: 1) Educational Excellence Program (1987-1988); 2) Instructional Support Program (1991-1992); and 3) an increase in the foundation level (1992-1993). Not included in 1995-96 state aid is the $18.5 million expenditure for Part III of the ICN at the K-12 level.

TABLE 75

TOTAL GOVERNMENT APPROPRIATIONS (IN MILLIONS)

Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
1995-96	$1,426.7	$3,836.9	37.2
1994-95	1,362.0	3,645.8	37.4
1993-94	1,325.4	3,508.1	37.8
1992-93	1,273.1	3,405.6	37.4
1991-92	1,185.4	3,180.3	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,858.6	36.7
1988-89	964.1	2,690.9	35.8
1987-88	905.7	2,447.1	37.0
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,126.3	33.5
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,869.1	34.4
1981-82	621.0	1,771.9	35.0

SOURCE: IOWA DEPARTMENT OF MANAGEMENT.

Property Taxes

Property taxes levied to support the state foundation formula for education totaled $853.4 million in 1995-96. Table 76 also shows the impact credits have on reducing property taxes and increasing state aid. Tax credits subtracted from property taxes levied include credits for agricultural land, family farms, livestock, and the school portion of homestead and personal property.

TABLE 76

PROPERTY TAX REVENUES GENERATED FOR THE SCHOOL FOUNDATION FORMULA (IN MILLIONS)

Year	Property Taxes	Property Taxes less Credits
1995-96	$853.4	$756.6
1994-95	822.0	725.2
1993-94	793.5	696.7
1992-93	781.1	684.3
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987-88	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

SOURCE: IOWA BUDGET REPORT.

Income Surtaxes

Income surtaxes as a source of revenue have increased to $20.4 million dollars in 1995-96. The use of income surtaxes, as a local source of revenues for school districts, has increased substantially since 1991. Budgeted amounts expected to be collected from income surtaxes are reflected in Table 77, along with the percent increase from the prior year.

TABLE 77

INCOME SURTAXES

Year	Income Surtax in Millions	Percent Increase
1995-96	$20.4	8.5
1994-95	18.8	9.9
1993-94	17.1	5.6
1992-93	16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	

SOURCE: ANNUAL AID AND LEVY WORKSHEETS.

Total Elementary and Secondary Budgets

The amount budgeted by local school districts for the 1995-96 school year was $2.7 billion. Approximately 80 percent of the budget is derived through the basic funding formula or what is defined to be combined district cost, which includes regular program, guarantee, supplemental weighting and special education, Area Education Agencies and School Budget Review Committee. Table 78 reports amounts and percent by source of funds. All general fund sources and schoolhouse fund sources, including debt retirement are displayed.

Miscellaneous income includes revenues anticipated by local school districts. The largest portion of these is expected state payments for the Educational Excellence Program, Phases I, II, and III. Miscellaneous income is very subject to change during a year and reflects estimated amounts.

TABLE 78

1995-96 BUDGET DETAIL

Source of Funds	Amount	Percent
Regular Program	$1,828,062,715	67.2
Guarantee Amount	2,759,474	0.1
Supplementary Weights	19,470,082	0.7
Special Education	177,469,688	6.5
AEA Media	16,320,417	0.6
AEA Ed Services	18,004,539	0.7
AEA Special Education	88,277,543	3.2
Tag SBRC	12,713,709	0.5
Dropout SBRC	20,303,696	0.7
Other SBRC	1,149,800	—
Instructional Support	76,191,036	2.8
Educational Improvement	342,440	—
Enrollment Audit Adjustment	-204,154	—
Physical Plant and Equipment	45,125,540	1.7
67.5 Cent School House	15,768,736	0.6
Management Levy	35,625,160	1.3
Playground	1,325,183	—
Amana Levy	25,650	—
Debt Service	69,762,379	2.6
Miscellaneous*		
State	92,445,085	3.4
Federal	75,657,830	2.8
Miscellaneous Tax	2,690,776	0.1
Miscellaneous AEA	13,139,762	0.5
Local	39,708,394	1.5
Tuition/Transportation Received	54,882,532	2.0
Investment Income	13,139,762	0.5
TOTAL	**$2,720,157,774**	

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILE.
*MISCELLANEOUS INCOME AMOUNTS ARE SUBJECT TO CHANGE IN 1995-96

DES MOINES AREA COMMUNITY COLLEGE, ANKENY

Introduction

It is the mission of Iowa community colleges to offer quality programs, courses, and services to meet the different community interests, student abilities, and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions, and the public welfare of our state.

IOWA COMMUNITY COLLEGE MISSION STATEMENT ADOPTED BY THE COMMUNITY COLLEGES AND INCLUDED IN *A STRATEGIC PLANNING PHILOSOPHY*, 1990.

Access, quality, and responsiveness; these three concepts are the foundation upon which the community colleges' mission was developed and the principles which guide their growth and development.

Access:

- The opportunity to be admitted to a community college will be assured to virtually everyone who applies via an "open door" policy.
- A wide variety of educational and support programs designed to help students succeed will be available to all students.

- Maintaining convenient geographic locations and affordable costs will help make a community college education available to everyone.

Quality:

- Continual attention to improvement will be given not only to the programs and services offered by the community college, but also to the people who serve in them.

Responsiveness:

- Community colleges will continually assess the needs of their communities and meet them through an ever-changing variety of course offerings and services.

This report provides an overview of Iowa's community colleges and how they are fulfilling their mission.

Facts

Community colleges have emerged as the nation's fastest growing segment of education.

JOHN NAISBITT, FUTURIST

All Iowans are provided geographic accessibility to higher education through Iowa's 15 community college districts, which operate 29 major attendance centers.

Community colleges are locally governed by an elected board of trustees representing the residents of the district.

All community colleges offer curricula in arts and sciences, vocational-technical and occupational education, and adult and continuing education.

94.6 percent of community college students enrolled in the fall of 1995 were Iowa residents as compared with 73.5 percent at the regents universities, and 54.2 percent at all two- and four-year independent colleges and universities. (Source: *Iowa College and University Enrollment*, University of Iowa).

33 percent of all credit students enrolled in Iowa colleges and universities in the fall of 1995 were enrolled in community colleges. (Source: *Iowa College and University Enrollment*, University of Iowa).

52.6 percent (19,695) of the new freshmen in Iowa colleges and universities were enrolled at public community colleges in the fall of 1995. This figure is up 2.8 percent from the fall of 1994. (Source: *Iowa College and University Enrollment*, University of Iowa).

19,362 community college students were enrolled in vocational-technical programs, and 36,981 in arts/sciences programs in the fall of 1995. (Source: Iowa Department of Education).

Nearly six percent of community college students enrolled in the fall of 1994 were minorities, compared with 3.1 percent of the total population of the state. (Source: Iowa Department of Education, 1990 Census).

51,190 Iowans enrolled in adult basic education/high school completion programs offered by Iowa's community colleges during the 1995 fiscal year (Source: Iowa Department of Education).

5,525 high school equivalency GED diplomas were awarded through community college-sponsored programs during the 1994 calendar year (Source: Iowa Department of Education).

The total enrollment in continuing education during the 1995 fiscal year was 577,999. Of this number 456,885 were in vocational supplemental/upgrading, and 121,114 in continuing and general (Source: Iowa Department of Education).

Among community college students enrolled in credit programs in the fall of 1995, 41.9 percent were male and 58.1 percent were female (Source: Iowa Department of Education).

786 vocational-technical career preparatory programs offered by Iowa's 15 community college districts provide a myriad of student choices (Source: Iowa Department of Education).

The total expenses incurred by community colleges in fiscal year 1995 was $244 million. General state aid received by the community colleges was $119 million, or 48 percent of the total, down from 49.6 percent in fiscal year 1992 (Source: Iowa Department of Education).

$1,290.48 is the average annual resident tuition charge for 12 credit hours in 1995-96. This equals 54 percent of the average tuition for the regents universities ($2,400) (Source: Iowa Department of Education).

The average annual tuition at Iowa's community colleges increased $37.68 from the 1994-95 school year to 1995-96. For the same period, average annual tuition at Iowa's three regent universities increased $109.00 (Source: Iowa Department of Education).

Major Initiatives

Assessment of Student Learning

Assessing and documenting learning outcomes continues to be a major initiative for Iowa's community colleges. New requirements of the North Central Association (NCA), of the U.S. Department of Education's State Post-Secondary Review Entity (SPRE), and of the state through accreditation and program evaluation, require the colleges to be actively engaged in developing and implementing plans to assess student achievement. Each college has developed a model for evaluating its instructional programs. Many have developed comprehensive processes for evaluating and improving institutional effectiveness.

Accreditation Standards and Process

State legislation requires that the Department of Education develop an accreditation process and standards for Iowa community colleges. This process is to be integrated with that of NCA. During the past year, the preliminary standards (October 1992) were refined to integrate with NCA and were retitled "State Criteria for Evaluation of Iowa Community Colleges."

Fiscal year 1994 was the final evaluation under the old annual approval process under which community colleges were approved by the State Board of Education based on an annual evaluation visit. Prior to fiscal year 1994, the State Board of Regents had also been involved in this approval. The new state accreditation process will involve accreditation by the State Board of Education on the same cycle as the colleges' NCA accreditation. Evaluation visits will be conducted in the same year as the NCA accreditation visit and halfway between NCA visits (NCA accredits for either ten or seven years). The process will be coordinated as much as possible with NCA requirements to save duplication of effort for the community colleges.

The new criteria and process have now been approved by the Iowa Association of Community College Presidents, the Iowa Association of Community College Trustees, the Community College Council, and the State Board of Education. During the coming year, community college and department personnel will work on finalizing details for implementation in fiscal year 1996. The new criteria and process will foster institutional improvement and establish direction for the colleges into the next century.

Program Evaluation

In addition to the development of accreditation standards, 1990 legislation required the Department of Education to develop a model for evaluating community college instructional programs. The major purpose of this Program Evaluation Model is to provide information for enhancement of the quality and effectiveness of community college instructional programs. A second purpose is to assist the department and the colleges in planning, reviewing, and monitoring instructional programs.

Department of Education staff and community college personnel have been involved in developing this outcomes-based model which has three major outcomes with related criteria; Educational Achievement, Placement, and Post-Program Performance. This model and the resultant process will become a part of the accreditation process.

Management Information System

Developing a management information system (MIS) for Iowa's community colleges has long been a goal of the Department of Education. In fiscal year 1993, a task force of department and community college personnel was established to pursue this effort. In June 1993, workshops were held to help determine what form the MIS might take. In January 1994, a study was contracted to review the results of the workshops, research needs, existing facilities, and report on recommendations for a statewide community college MIS.

Information from this report was used to prepare a fiscal request to the Iowa legislature for implementation of the MIS. During fiscal year 1995, the MIS Task Force developed an implementation plan which approaches the full MIS in stages; student information, program information, employee information, institutional information, etc. Student information was selected as the starting point. A trial run of data collection was initiated with the start of the 1995-96 school year. Results from this data collection will be compared to results of traditional methods of data collection. Differences will be resolved with a full implementation schedule for fall of 1996. Employee information will be the next segment addressed.

Literacy

Adult literacy is a multi-faceted problem which affects not only individuals, but the welfare of society as a whole. In Iowa, the Department of Education coordinates the Iowa Literacy Program and the activities of the Iowa Literacy Council.

The Iowa Literacy Program recruits and trains volunteer tutors. During fiscal year 1994, 1,162 tutors worked with 2,178 new adult readers. The Iowa Literacy Council co-sponsors the Iowa Adult Literacy Congress, a biannual meeting for new adult readers to develop leadership skills, encourage peer support, and create public awareness of literacy issues.

A federal grant to establish a state literacy resource center has been received through the Governor's office. The Department of Education has contracted with Hawkeye Community College, Northeast Iowa Community College, Waterloo Public Library, and Northeast Iowa Regional Library System to operate the center.

The department is also coordinating Iowa's participation in the National Adult Literacy Survey, a major national study of adult literacy skills. This survey will provide information on the level of skills possessed by Iowa adults and will serve as a basis for future programming decisions.

The department cooperates with the Department of Corrections to meet the educational needs of inmates in Iowa's eight correctional institutions. During fiscal year 1994, more than 1,440 inmates participated in adult basic education and General Educational Development instruction as a result of this effort.

Developmental Education

Developmental students are those who are underprepared to succeed in postsecondary programs. Often these are the same students which the community colleges have a special mission to serve. Because of their low cost and convenient locations, community colleges provide increased economic, geographic, and physical access to students with developmental needs.

The 1993 annual evaluation of community colleges focused on developmental education and entry assessment. Information was gathered which will be used in efforts to establish a mechanism for appropriate funding of developmental education. Additionally, the reports from all fifteen community colleges were used to develop a paper entitled "Developmental Education in Iowa Community Colleges, 1994" which will be used by the department and the colleges to strengthen developmental education in Iowa.

Workforce Development

During the last year, there have been two major efforts involving workforce development. Although they are closely related and rely on the same delivery system, they were initiated from different perspectives.

The first, Iowa Invests, is legislation which addresses how Iowa invests in people through state programs. This effort includes welfare reform, economic development, workforce development, and holistic services to families. The second, Workforce Development Centers, will provide opportunities to all citizens for access to employment and training. These centers will provide a coordinated "one-step" approach to the delivery of services. Agencies involved include the Departments of Education, Employment Services, Economic Development, Human Services, Human Rights, and Elder Affairs.

Learner Outcomes

Degrees/Awards Granted

Community college students completing credit programs are awarded certificates, diplomas, or one of five types of degrees. Students completing arts and sciences programs receive the Associate in Arts, Associate in Science, or Associate in General Studies. Students completing vocational programs are awarded certificates, diplomas, or one of two degrees; the Associate in Applied Arts or the Associate in Applied Science.

FIGURE 37

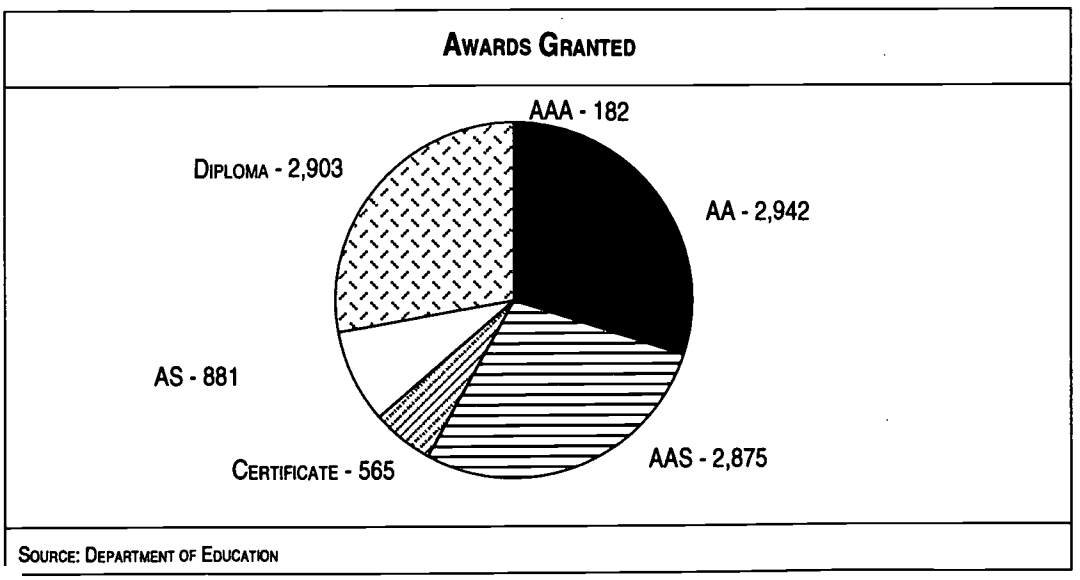
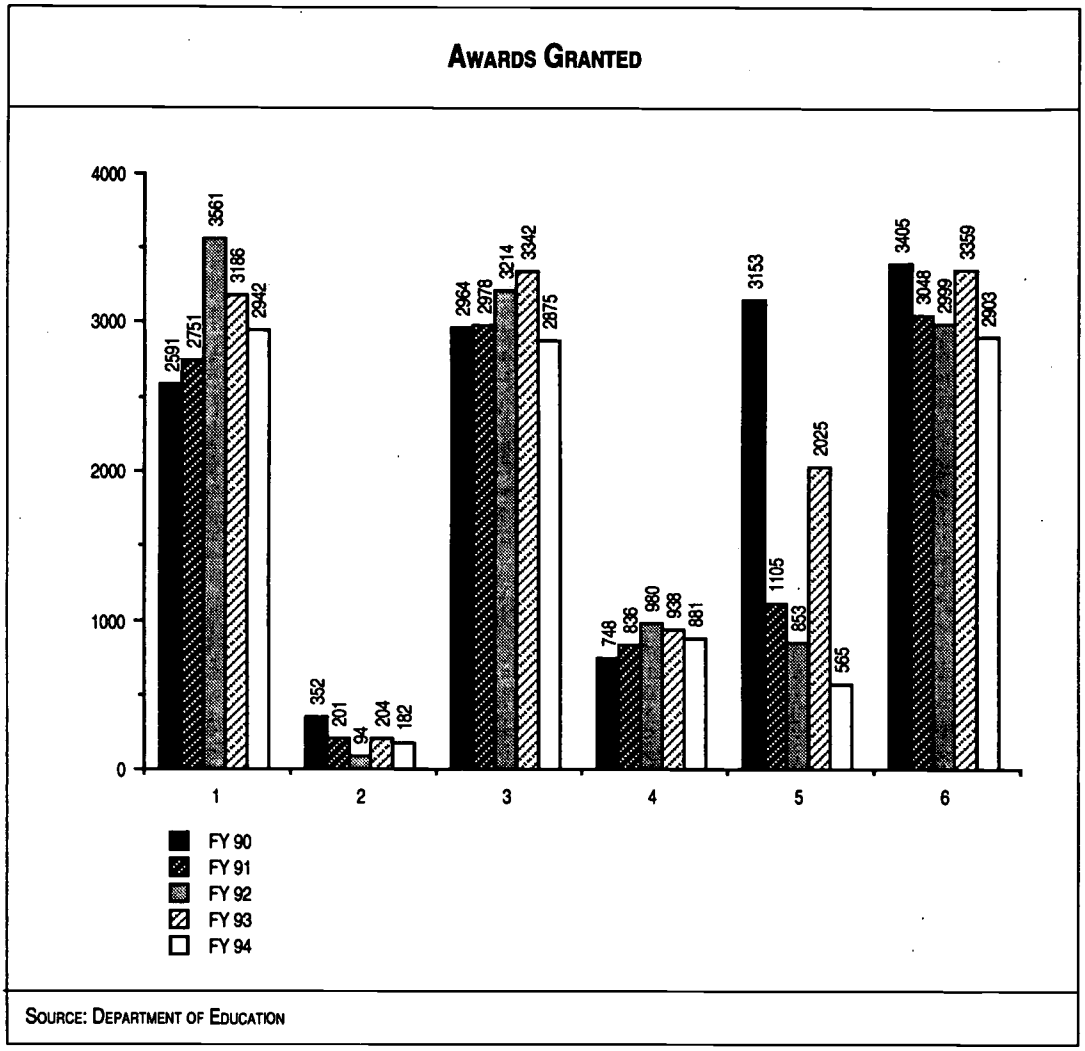


FIGURE 38



SOURCE: DEPARTMENT OF EDUCATION

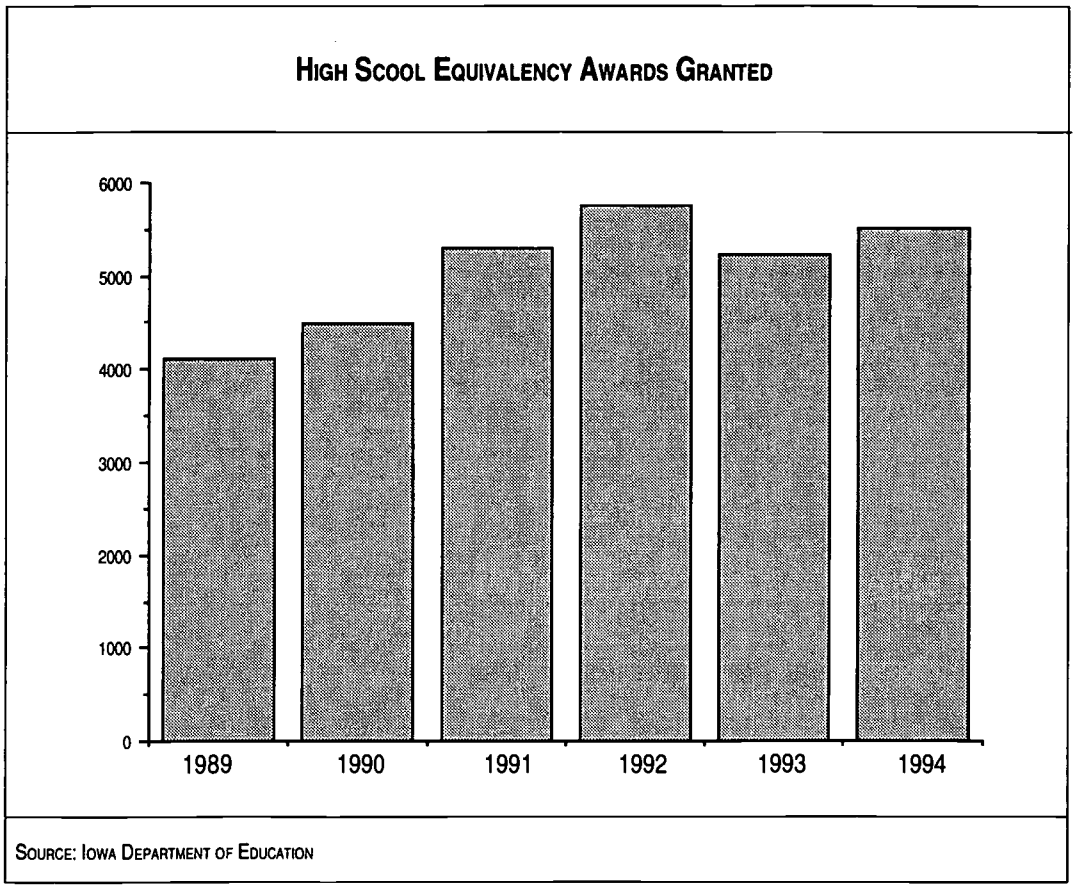
The total number of awards granted decreased significantly from fiscal year 1990 (1989-90 school year) to fiscal year 1991 and rose again in fiscal year 1992 and 1993. Declining enrollment is not an explanation as enrollment has risen constantly from fiscal year 1990 to fiscal year 1993. One possible explanation is students shifting from shorter certificate and diploma programs to longer degree programs in order to gain additional skills for employment in a tight job market. Another factor is the addition of liberal arts programs to community college offerings. As institutions added arts and sciences curricula, students who would have otherwise chosen shorter vocational programs opted for longer arts and sciences programs.

The number of awards granted rose again from fiscal year 1991 to fiscal year 1993 as enrollments continued to rise, and as, presumed, students who switched from shorter to longer programs completed their education. In fiscal year 1994, the number again dropped. It is felt that this drop is due to an improved job market with students taking employment and changing from full- to part-time status.

Number of High School Equivalency Diplomas Awarded

All community colleges in the state offer High School Equivalency courses to prepare students for the General Educational Development (GED) tests, a series of five standardized examinations leading to a state-awarded High School Equivalency diploma. Since 1966, over 140,000 Iowa adults have earned this diploma.

FIGURE 39



SOURCE: IOWA DEPARTMENT OF EDUCATION

The downward trend in High School Equivalency diplomas awarded since 1992 is a testimony to the effectiveness of the program in Iowa. As the number of Iowans without a high school diploma or equivalency diploma continues to decrease, the need for the program is expected to continue to decrease in the future.

Another option offered by several community colleges is an adult high school diploma program in which students accumulate credits by taking traditional high school-level courses. The students may transfer credits to their home high school, or, in some cases, they may receive an adult high school diploma from the community college.

Economic Development

Businesses and industries across Iowa have joined in partnership with the community colleges to deliver training and basic skills to their employees. Since 1983, community colleges have become the dominant role-player in the delivery of economic development services throughout the state of Iowa. All training and retraining resulting from state initiatives is conducted through community colleges.

All fifteen community colleges in Iowa are well equipped to handle training needs of business and industry and can respond quickly to their requests for specific classes.

Enrollments

Fall Term Enrollment

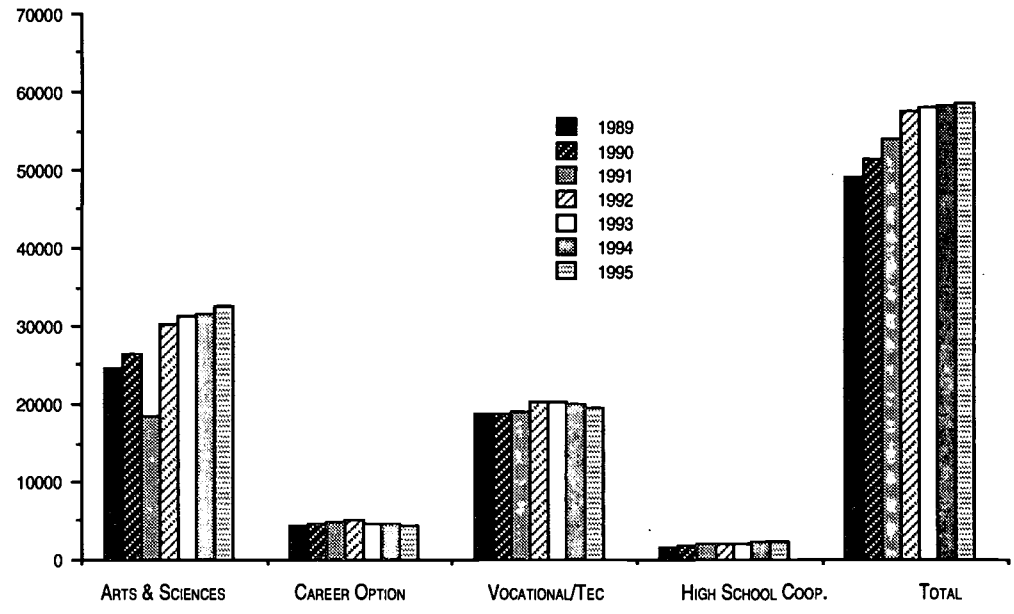
Although community college enrollments have continued to increase annually, the rate of increase has slowed over the past two years. The increase has been primarily in liberal arts

and sciences, a 32 percent increase from the fall term of 1989 to the fall tern of 1995; other areas have remained fairly constant over the same period. The slowing of the overall rate of increase is felt to be due to a generally improving economy with more employment opportunities.

The following information shows fall term enrollment in credit programs. Each student is counted only once, even though they may have dropped one program and entered another. Arts and sciences programs are designed to prepare students to transfer to four-year institutions. College parallel-career option programs prepare students in vocational-technical areas and give them the option of seeking immediate employment or transferring to four-year colleges and universities. Vocational-technical programs prepare students for entry-level jobs. High school cooperative programs are jointly administered by the community college and the secondary school and taught in the high school for high school credit.

FIGURE 40

FALL TERM ENROLLMENT BY DIVISIONS



SOURCE: IOWA DEPARTMENT OF EDUCATION

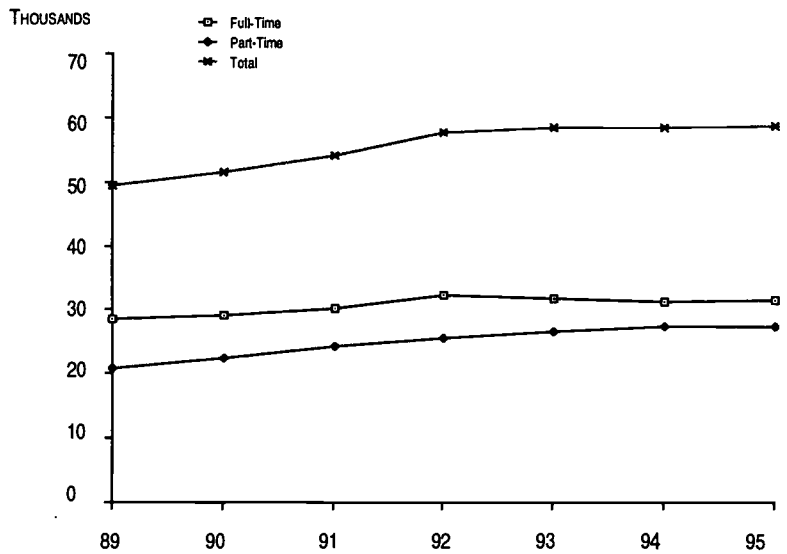
Full- and Part-Time Enrollments

Traditionally, credit programs were designed for full-time enrollment and non-credit programs for the part-time student. Iowa's community colleges have been challenged by the larger numbers of students pursuing credit programs on a part-time basis. Provisions for these students have been made through flexible class scheduling in more traditional daytime programs and evening/weekend programs specifically tailored to the part-time student who cannot attend during traditional daytime hours.

The following graph illustrates the steady increase in part-time enrollments. The continuing rise over the past two years, when full-time enrollments have acrually decreased, confirms the idea that part-time enrollments are less effected by a better economy and job market.

FIGURE 41

FALL TERM ENROLLMENT FULL-/PART-TIME



SOURCE: IOWA DEPARTMENT OF EDUCATION

Number of Persons Served

Community colleges reach the greatest numbers of persons in the community through programs which do not lead directly to a degree, diploma, or certificate. Vocational supplementary programs, such as training to prepare employed people for career advancement in their field, were pursued by over 457,000 people during the 1994-95 school year. Last school year, a total of 647,000 people were served by community college programs other than the traditional arts and sciences and vocational-technical programs. The following information shows the total number of people who enrolled in the community colleges over the past four years. It is possible for a person to be counted more than once in a year if that person enrolled in more than one program.

TABLE 80

TOTAL NUMBER OF PERSONS SERVED BY COMMUNITY COLLEGES

	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95
Programs	47,707	49,521	53,217	52,660	51,767	56,282
Vocational-Technical/Preparatory	42,417	45,910	34,733	28,928	31,053	33,557
Totals	90,124	95,431	87,950	82,985	82,820	89,839
Other Programs						
Vocational-Technical Supplementary	346,674	404,800	430,483	429,960	444,512	457,472
Adult Basic Ed/High School Completion	44,874	46,725	47,091	45,431	47,765	51,190
Secondary Jointly Administered	2,022	1,261	2,133	2,321	4,019	2,492
Developmental Education*	0	0	23,281	43,018	34,829	[28,622]
Continuing & General Education	50,182	50,520	51,288	51,520	55,134	55,042
Continuing Ed. - Avocational/Recreational	67,091	65,813	66,210	70,194	65,579	66,072
Postsecondary Enrollment Options**	0	763	1,092	1,598	2,178	2,571
Economic Development	7,475	12,351	8,023	7,103	9.979	12,867
Totals	518,318	582,233	629,601	651,145	663,995	647,706
Total All Programs	608,442	677,664	717,551	732,733	746,815	737,545

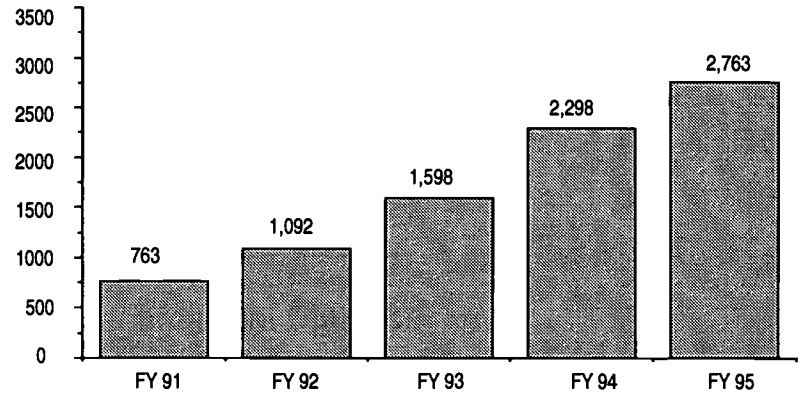
*NOT REPORTED UNTIL FISCAL YEAR 1992.
STARTING FISCAL YEAR 1995 DEVELOPMENTAL EDUCATION STUDENTS ARE COUNTED TWICE; ONCE IN THE APPROPRIATE PROGRAM AREA AND ONCE IN DEVELOPMENTAL EDUCATION.
** NOT REPORTED UNTIL FISCAL YEAR 1991.
SOURCE: IOWA DEPARTMENT OF EDUCATION

Postsecondary Enrollment Options

Iowa community colleges continue to take advantage of Iowa's Postsecondary Enrollment Options Act to provide greater opportunities to area high school students. Secondary students have the opportunity to take college-level courses, taught by college faculty, that are often conveniently offered in the high school. The growing popularity of this program is shown by a 262 percent increase in students pursuing courses under this program in community colleges from fiscal year 1991 to fiscal year 1995, including a 20 percent increase from fiscal year 1994 to fiscal year 1995.

FIGURE 41

POSTSECONDARY ENROLLMENT OPTIONS — STUDENTS SERVED



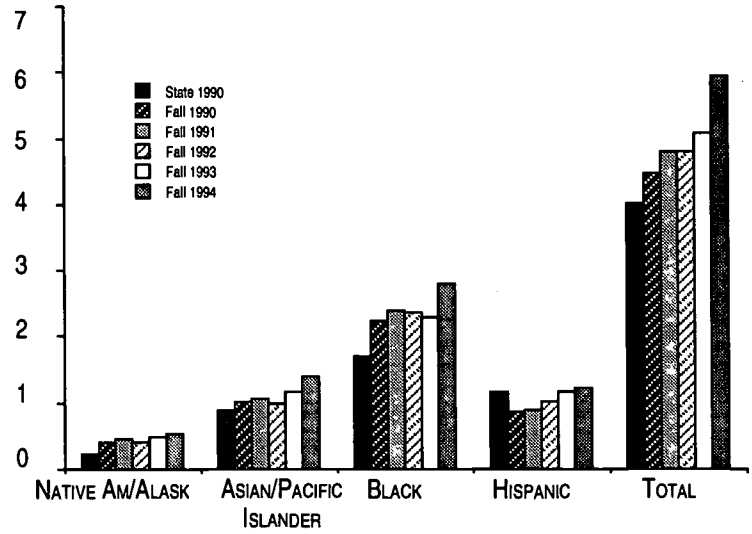
SOURCE: IOWA DEPARTMENT OF EDUCATION

Learner Characteristics

Community college students are truly representative of Iowa's population. Minority enrollment continues to increase with a greater percentage of minority students than in the Iowa general population. Women comprise 58 percent of students enrolled in credit programs and in fiscal year 1994, received 63 percent of all awards granted.

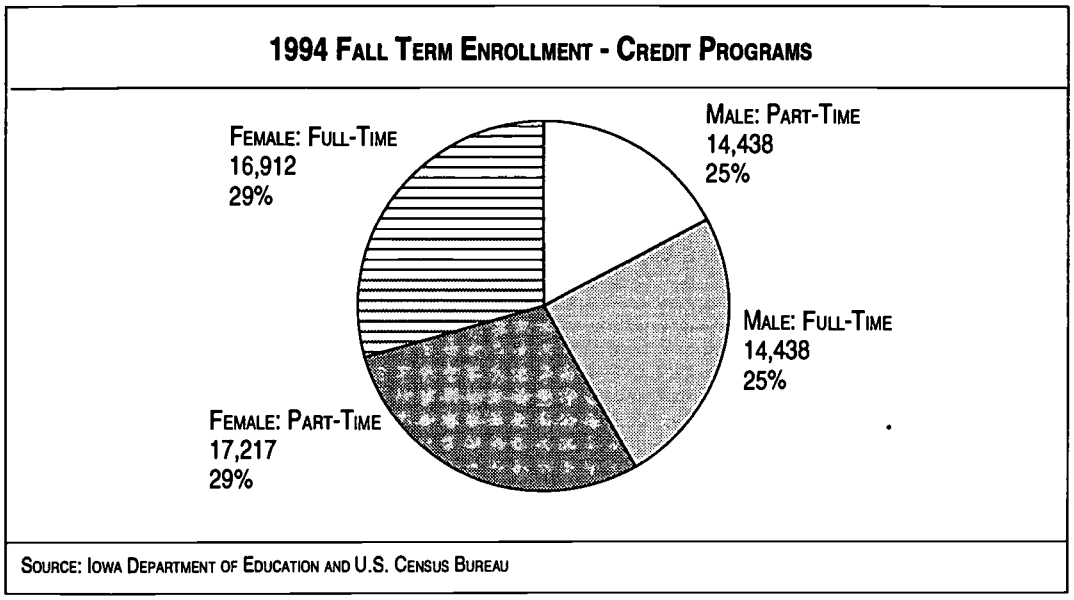
FIGURE 42

MINORITY ENROLLMENTS



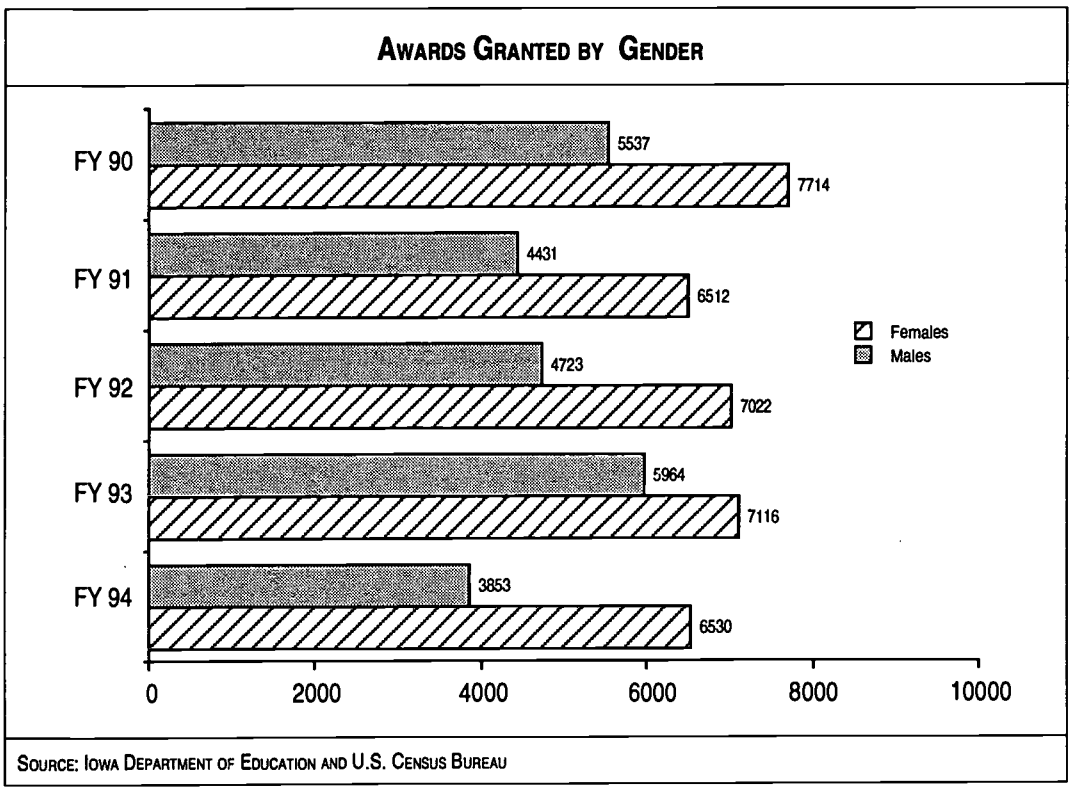
SOURCE: IOWA DEPARTMENT OF EDUCATION AND U.S. CENSUS BUREAU

FIGURE 43



SOURCE: IOWA DEPARTMENT OF EDUCATION AND U.S. CENSUS BUREAU

FIGURE 44



SOURCE: IOWA DEPARTMENT OF EDUCATION AND U.S. CENSUS BUREAU

Programs

Community College Programs

A broad gamut of programs are offered across the state. Some are offered at most community colleges, while other highly specialized programs might be available on only one or two campuses. In fiscal year 1994, 314 differerent programs were offered by Iowas community colleges. Counting the multiple locations for many programs, a total of 786 different program offerings were available.

Finance

The primary funding sources for community colleges are state appropriations and student tuition. While increasing each year in dollar amount, state aid has decreased in the percent of the budget it covers from 55.3 percent in fiscal year 1980 to 48.7 percent in fiscal year 1994. Over the same period, the portion covered by tuition has increased from 21.7 percent to 33.2 percent. Revenue from other outside sources, federal aid and local property taxes, has also steadily decreased in percent of budget while student fees has increased. The percent of the budget received from students, tuition and fees, has more than doubled (from 14.2 percent to 36.3 percent) since the community college system was founded in 1967.

Expenditures in all categories have risen at approximately the same rate over the last several years. The percent of the budget for each account has remained relatively constant.

FIGURE 45

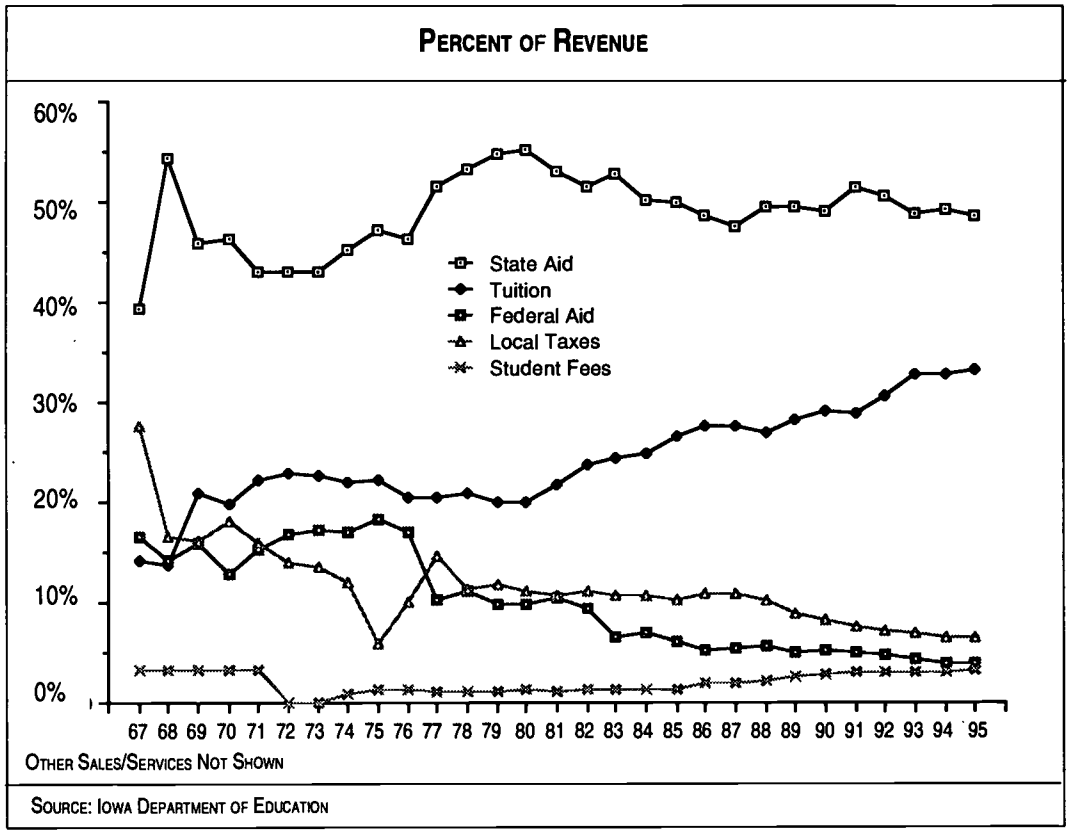


FIGURE 46

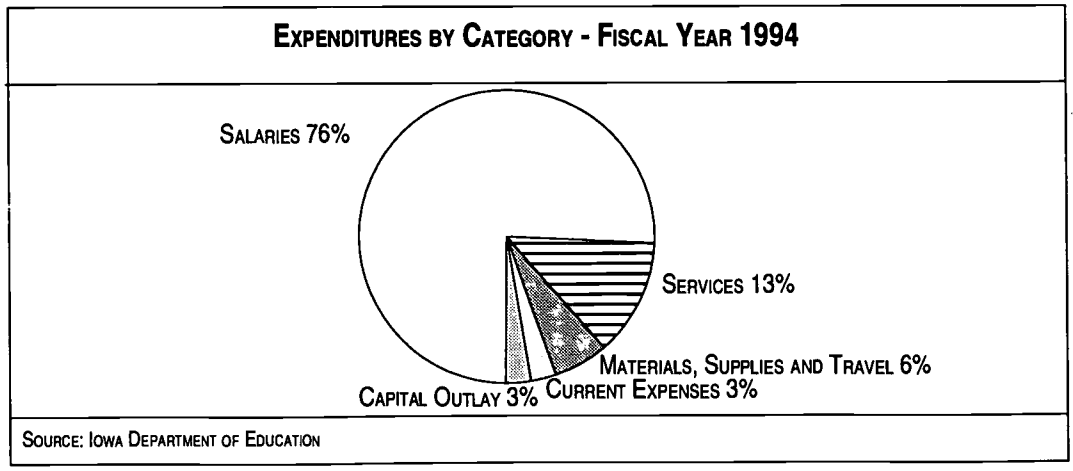
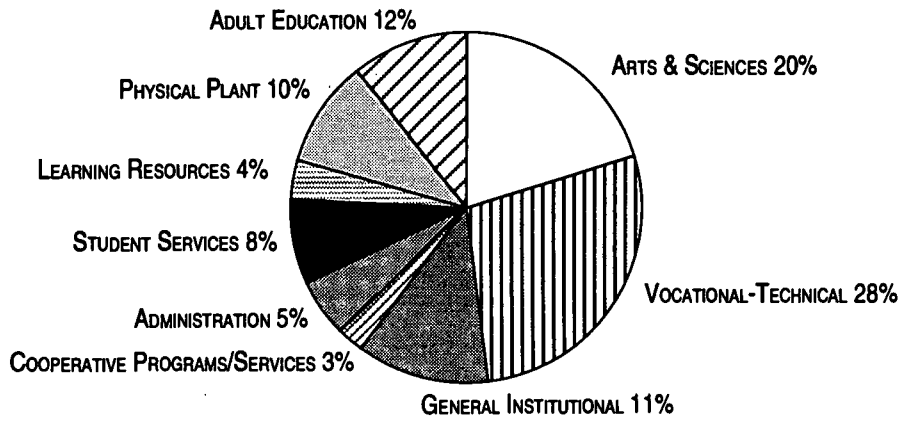


FIGURE 47

EXPENDITURES BY FUNCTION - FISCAL YEAR 1994



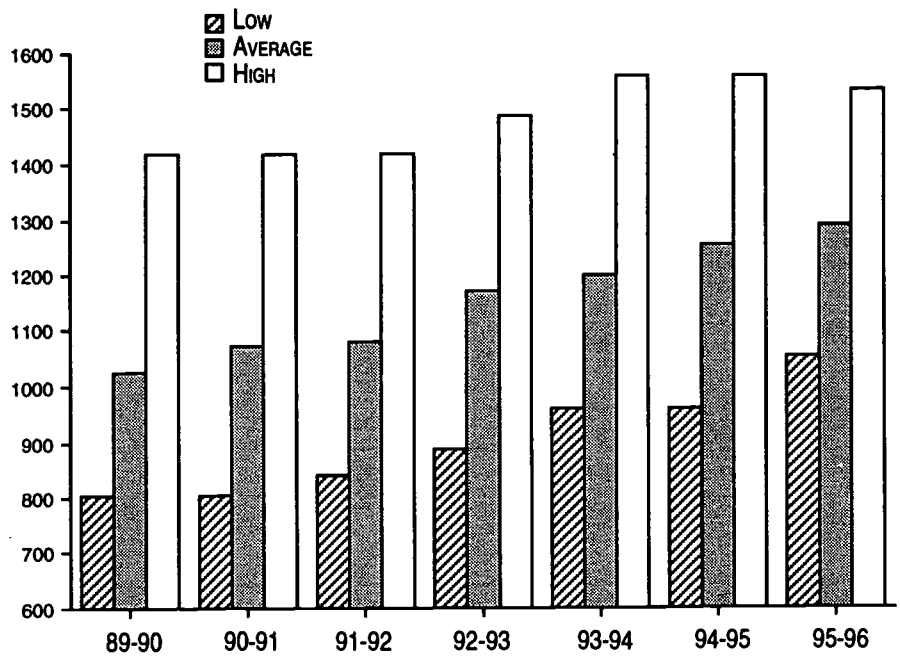
SOURCE: IOWA DEPARTMENT OF EDUCATION

Tuition

Average tuition charges at Iowa's community colleges have increased 261 percent over the past seven years. While colleges are attempting to keep tuition low, in times when other resources are not increasing at the same rate as expenses, tuition increases are the only option a college has to maintain revenue levels.

FIGURE 48

TUITION PER YEAR - IOWA RESIDENT



SOURCE: IOWA DEPARTMENT OF EDUCATION

Financial Aid

The following chart shows the number of financial aid awards received by Iowa community college students. The number of students enrolled in credit programs for those years is also shown for a comparison. Some students received more than one award.

TABLE 81

FINANCIAL AID AWARDED TO COMMUNITY COLLEGE STUDENTS

	87-88		88-89		89-90		90-91		91-92		92-93		93-94	
	NUMBER OF AWARDS	$*	NUMBER OF AWARDS	$*	NUMBER OF AWARDS	$*	NUMBER OF AWARDS	$*	NUMBER OF AWARDS	$*	NUMBER OF AWARDS	$*	NUMBER OF AWARDS	$*
Non-repayable Aid**	30,753	26.5	33,712	31.6	37,171	34.7	39,427	36.7	41,939	41.3	46,894	45.4	45,353	43.5
Loans	13,259	21.9	13,911	22.8	14,346	27.0	14,713	30.3	16,707	36.9	17,868	40.1	20,781	47.2
Employment***	4,038	2.0	3,819	2.4	4,391	2.6	4,452	2.7	4,662	2.8	4,348	3.0	4,859	3.3
Total	48,050	$50.3	51,442	$56.8	55,908	$64.4	58,592	$69.7	63,308	$81.0	69,110	$88.5	70,993	$94.0
Students	44,938		47,374		49,351		51,428		54,160		57,652		58,739	

* MILLIONS OF DOLLARS AWARDED.
** NON-REPAYABLE AID INCLUDES GRANTS AND SCHOLARSHIPS.
*** EMPLOYMENT INCLUDES WORK-STUDY PROGRAMS.

NOTE: DATA IS NOT YET AVAILABLE FOR THE 1994-95 SCHOOL YEAR.

SOURCE: IOWA COLLEGE STUDENT AID COMMISSION

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