The Annual

# Condition of Education

Report


2006

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

## A Report on

# Prekindergarten, Elementary, and Secondary Education

## in Iowa

Iowa Department of Education

**2006**

Printed on Recycled Paper

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# PREKINDERGARTEN, ELEMENTARY, AND SECONDARY EDUCATION

in Iowa

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# *To the Citizens of Iowa*

We are pleased to present this 17th *Annual Condition of Education Report*, which provides a wide range of demographics, statistics and student achievement data to help Iowans better understand our educational system.

Our goal is that each "Condition of Education Report" serve as a reliable resource for understanding prekindergarten, elementary, and secondary education in Iowa. It is my hope that all citizens - especially policymakers, educators and parents - find this report a tool that will help them not only know and evaluate their schools, but also plan and implement changes that ensure schools are meeting the ongoing needs of students and the future of this state.

Much of the data in this report demonstrates that Iowa schools rate above national averages in areas such as student test scores, college preparedness, graduation rates, health and safety, and teacher quality. While we are proud of these achievements, we also recognize that public education faces increasing challenges as it strives to ensure all students are prepared for success after high school. Those challenges include meeting new and evolving expectations from business and industry, the impact of technology on student learning styles as well as teaching practices, providing more learning opportunities for students, and making more progress toward reduction of persistent achievement gaps.

To address those challenges and reach our goal of preparing all students for success, we will be vigilant in our efforts to identify key priorities in which to invest the public funds we depend upon, so that student achievement not only remains strong but also continues to improve. Those priorities include high quality professional development for teachers, curriculum and resources that directly benefit classroom instruction, and early intervention programs such as preschool that will help reduce achievement and skills gaps.

I hope you find this report a rich resource to help you evaluate progress. Although accountability of public education has gained a higher profile nationally just during the past several years, Iowa was an early pioneer with this report, thanks in large part to the commitment and expertise of our administrator of finance and information technology, Lee Tack, who retired from the department this year. While he will be missed, he leaves a fine legacy for us all.

Sincerely,

Judy Jeffrey
Director

# *Dedication*

The 17th edition of the *Annual Condition of Education Report* is dedicated to Dr. Leland R. Tack. Dr. Tack began his 35-year career with the Department of Education as a research specialist in 1971 and retired in November 2006 after serving as the Administrator of the Division of Financial and Information Services for the past 18 years.

Dr. Tack has been an advocate for quality education throughout his career. His vision, knowledge, and leadership have been widely respected both locally and nationally. Through the years, Dr. Tack has played a key role in school finance and research and assessment, provided and led innovations in the data collection process, and improved education data dissemination in the state of Iowa. This publication is a reflection of the work he has done with the Department.

It was under Dr. Tack's direction that the *Annual Condition of Education Report* was begun and he has provided valuable input for all 17 editions. It is with great respect that the 2006 edition of the *Annual Condition of Education Report* is dedicated to Dr. Leland R. Tack.

# *Acknowledgments*

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

The Iowa Department of Education wishes to acknowledge the special contributions of Shawn Snyder, former Chief of the Bureau of Planning, Research, and Evaluation. Shawn was involved in every step of the development of this report for the last five years including being directly involved in the collection and analysis of data contained in the report. His contributions were many, including data collection, data analyses, and the write up for many chapters. With Shawn's school finance knowledge, the Finance section was been expanded in the last four reports. Shawn's personal efforts assured the accurate and timely completion of the last five *Annual Condition of Education Reports.* The last, but not least acknowledgement goes to one of our former colleagues, Alison Radl. Alison worked on the Background Demographics, Class Size and Early Childhood Education sections for the last six years.

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# BACKGROUND DEMOGRAPHICS

## *Introduction to Background Demographics*

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

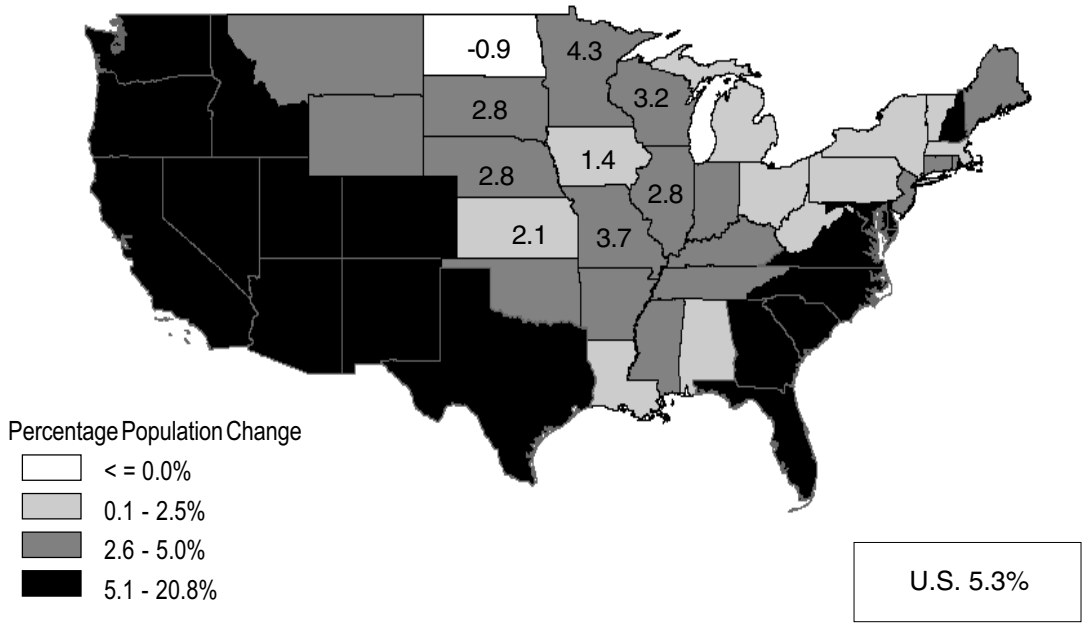
Information provided in this section includes:

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

# *Population and Demographics*

## Population Change

**FIGURE 1B — POPULATION CHANGE FOR MIDWEST STATES**
**APRIL 1, 2000 TO JULY 2, 2005**



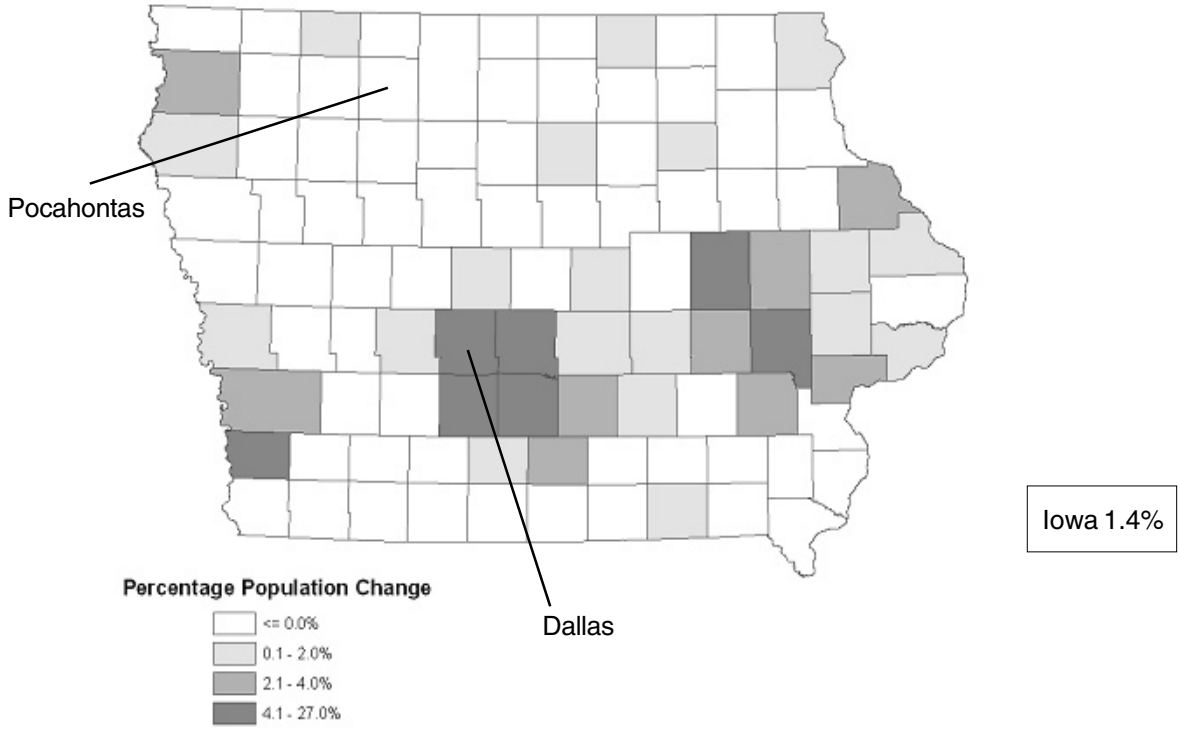

Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2005 National and State Population Estimates.

- The midwest states experienced slower population growth from 2000 to 2005 than the nation as a whole.
- North Dakota was the only state to show a decline (-0.9 percent), in population since the 2000 Census.
- Iowa ranked 7th lowest in the nation in growth of population from April 2000 to July 2005 at 1.4 percent.
- Nevada experienced the highest population growth in the nation increasing 20.8 percent from April 2000 to July 2005.

# *Population and Demographics*

## Iowa Population Change

**FIGURE 2B — IOWA POPULATION CHANGE BY COUNTY**
**APRIL 2000 TO JULY 2005**



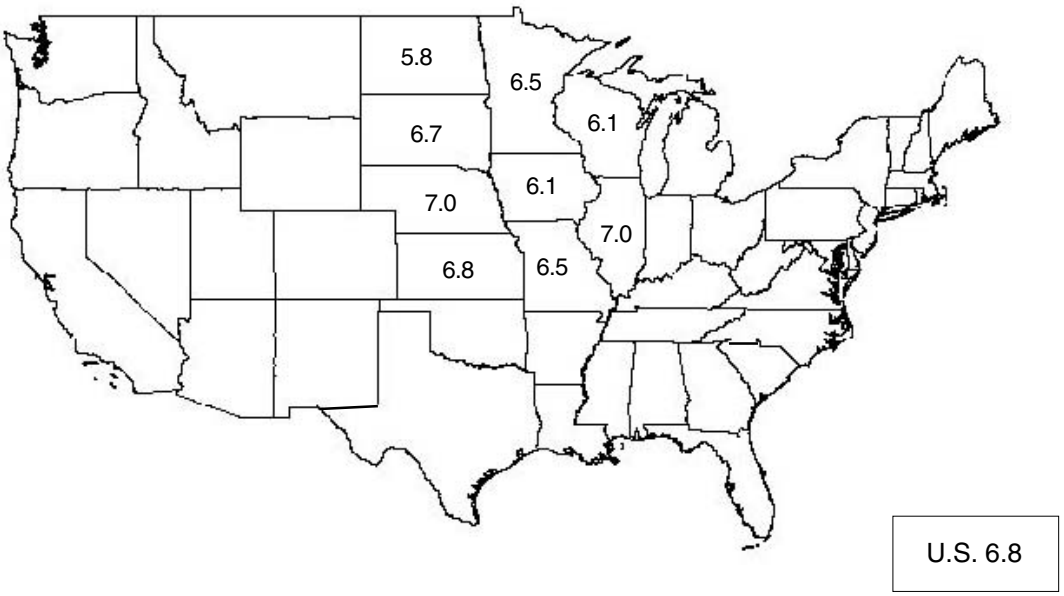

Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2005 National and State Population and Estimates.

- Dallas County experienced a double-digit increase in population from 2000 to 2005 increasing 27.0 percent.
- Polk County, at 7.0 percent, and Madison County, at 8.1 percent, came in second and third place in terms of population growth from 2000 to 2005.
- Sixty-three Iowa counties declined in population with Pocahontas County showing the largest drop in population from 2000 to 2005 at -8.5 percent.

# *Population and Demographics*

## Aging

**FIGURE 3B — PERCENT OF POPULATION AGE UNDER 5 YEARS BY MIDWEST STATES**
**2005**

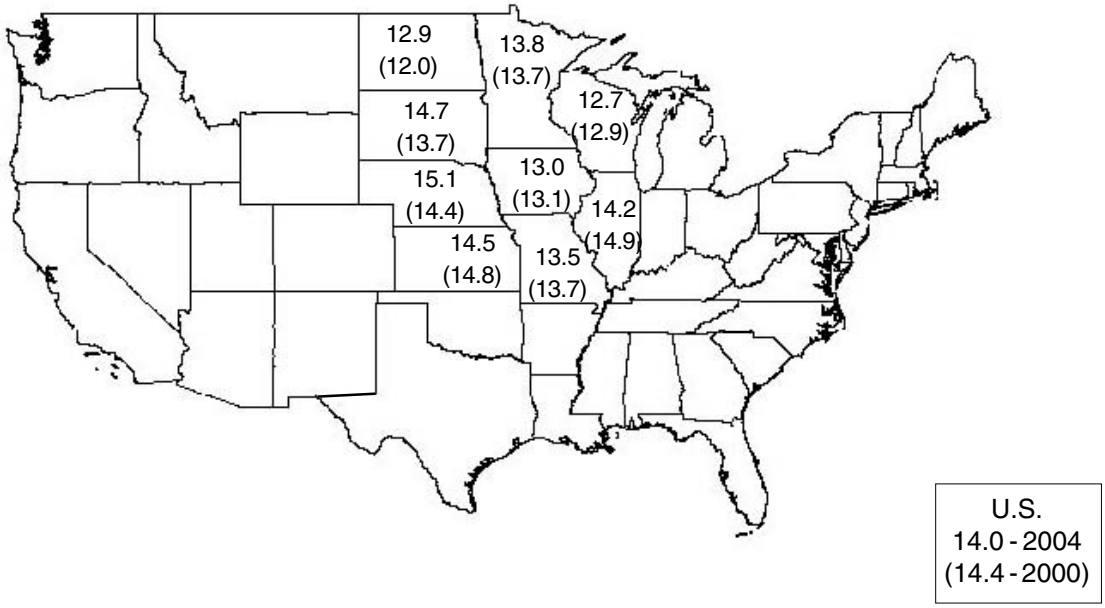



Source: U.S. Census Bureau, Population Division, 8/4/2006 State Population Estimates File.

- Seven midwest states were below the national average of 6.8 percent of population under five years of age.
- North Dakota was the lowest in the midwest and tied for fourth lowest in the nation.
- Iowa was tied for sixth lowest in the nation at 6.1 percent.
- Utah had the highest percentage of its population under five years at 9.5 percent.

## Birth Rates

**FIGURE 4B — BIRTHS PER THOUSAND POPULATION FOR MIDWEST STATES (2000) AND 2004**

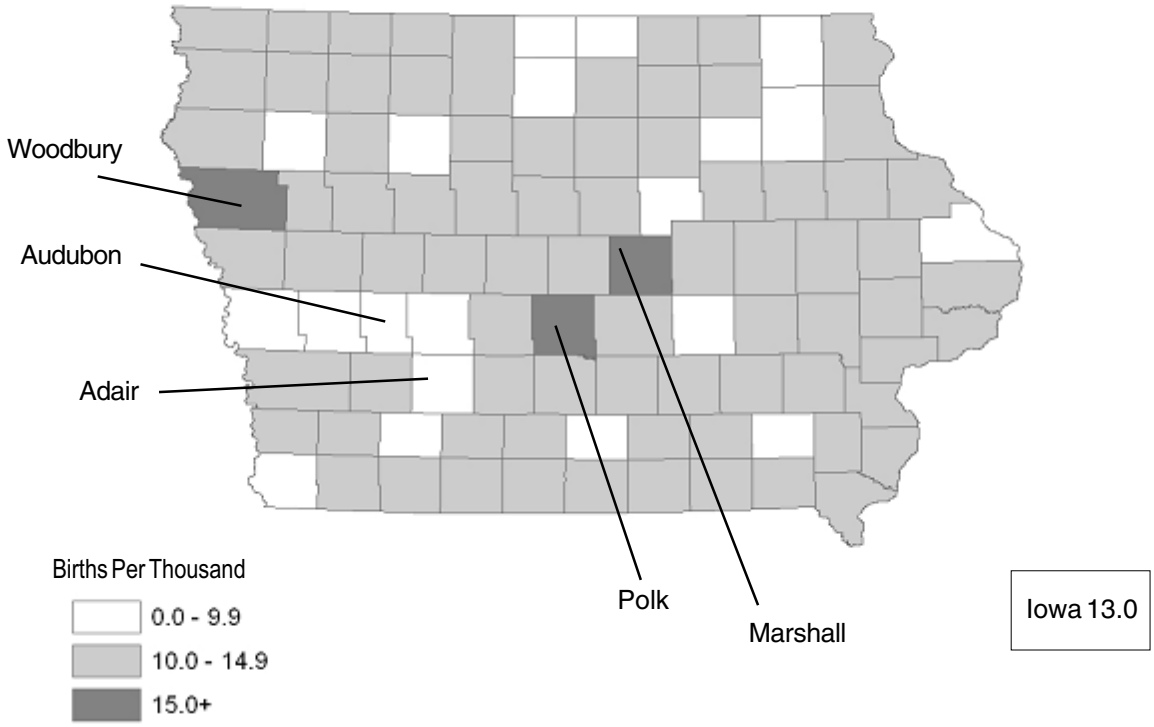



Source: Centers for Disease Control and Prevention, National Center for Health Statistics, "National Vital Statistics Reports", Vol. 54, No. 8, 12-29-2005 and Vol. 51, No. 12, 8-4-2003.
Note: The 2000 birth rates were revised based on population estimates using 2000 Census population.

- Five midwest states experienced declining birth rates from 2000 to 2004 with Illinois showing the largest decline dropping from 14.9 to 14.2.
- Iowa remained at 13.0 in 2004 the same rate reported for 2003.
- Birth rates increased for four midwest states: Minnesota, Nebraska, South and North Dakota, from 2000 to 2004 with South Dakota showing the biggest increase.
- At 21.2, Utah experienced the highest birth rate in the nation for 2004. Vermont and Maine tied for the lowest at 10.6.

## Iowa Births

**FIGURE 5B — BIRTH RATE PER THOUSAND POPULATION, IOWA BY COUNTY**
**2004**

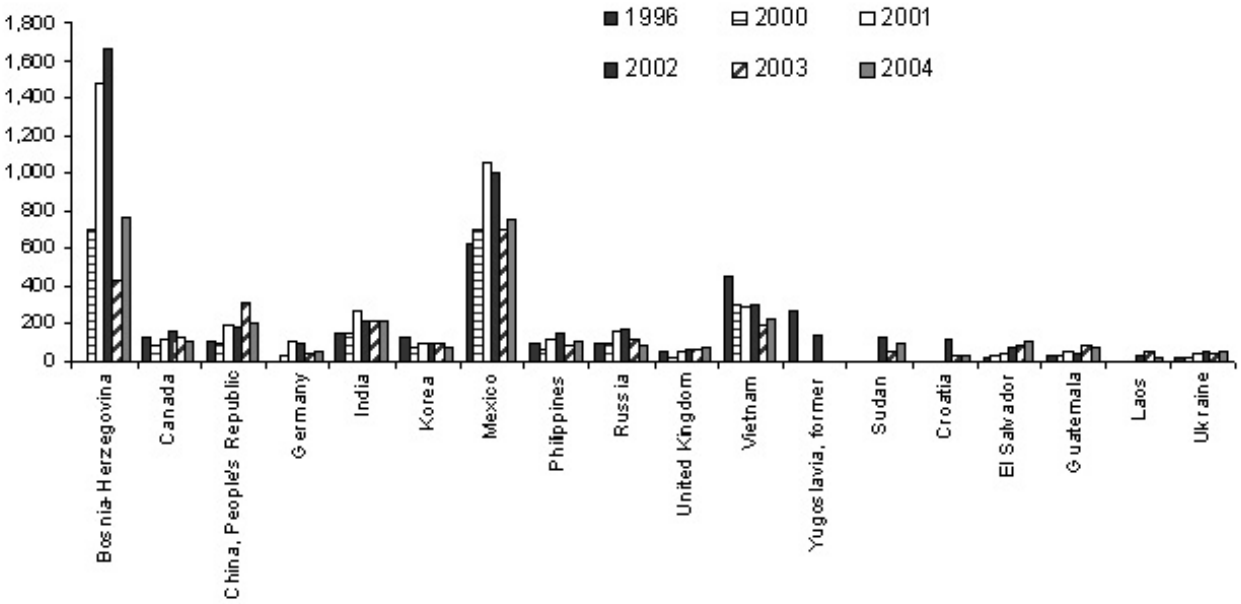



Source: Iowa Department of Public Health, Center for Health Statistics, "Vital Statistics of Iowa 2004", Table 45A Birth Rate (Per 1,000 Population) 1992-2004.

- The number of counties with a birth rate below 10.0 increased in 2004 to 20 up from 15 in 2003.
- Audubon experienced the lowest birth rate in 2004 at 7.1 and Adair was second lowest at 7.6.
- Marshall County and Polk County showed the highest birth rates at 16.3 and 16.1 respectively in 2004.

## Iowa Immigrants

**FIGURE 6B — PROPORTION OF INTERNATIONAL IMMIGRANTS TO IOWA BY COUNTRY OF ORIGIN (50 OR MORE IMMIGRANTS) 1996 AND 2000 TO 2004**




Source: U.S. Department of Homeland Security, Office of Immigration Statistics, "2004 Yearbook of Immigration Statistics", U.S. Department of Homeland Security, Office of Immigration Statistics, "2003 Yearbook of Immigration Statistics", U.S.Department of Homeland Security, Bureau of Citizenship and Immigration Services, "2002 Yearbook of Immigration Statistics", "2001 Statistical Yearbook of the Immigration and Naturalization Service," "2000 Statistical Yearbook of the Immigration and Naturalization Service," "1996 Statistical Yearbook of the Immigration and Naturalization Service."

- Immigrants from Bosnia-Herzegovina made up the largest group of immigrants coming to Iowa in 2004 followed closely by immigrants from Mexico with both groups coming in at just over 750 immigrants.
- Iowa was the state of choice for many immigrants from Bosnia-Herzegovina in 2004 with only Missouri reporting a higher count.
- Vietnam and India were the next largest groups of immigrants coming to Iowa in 2004 at 225 and 218 respectively.
- The total number of immigrants settling in Iowa in 2004 increased 16.3 percent to 3,984 up from 3,425 in 2003.

## Migration

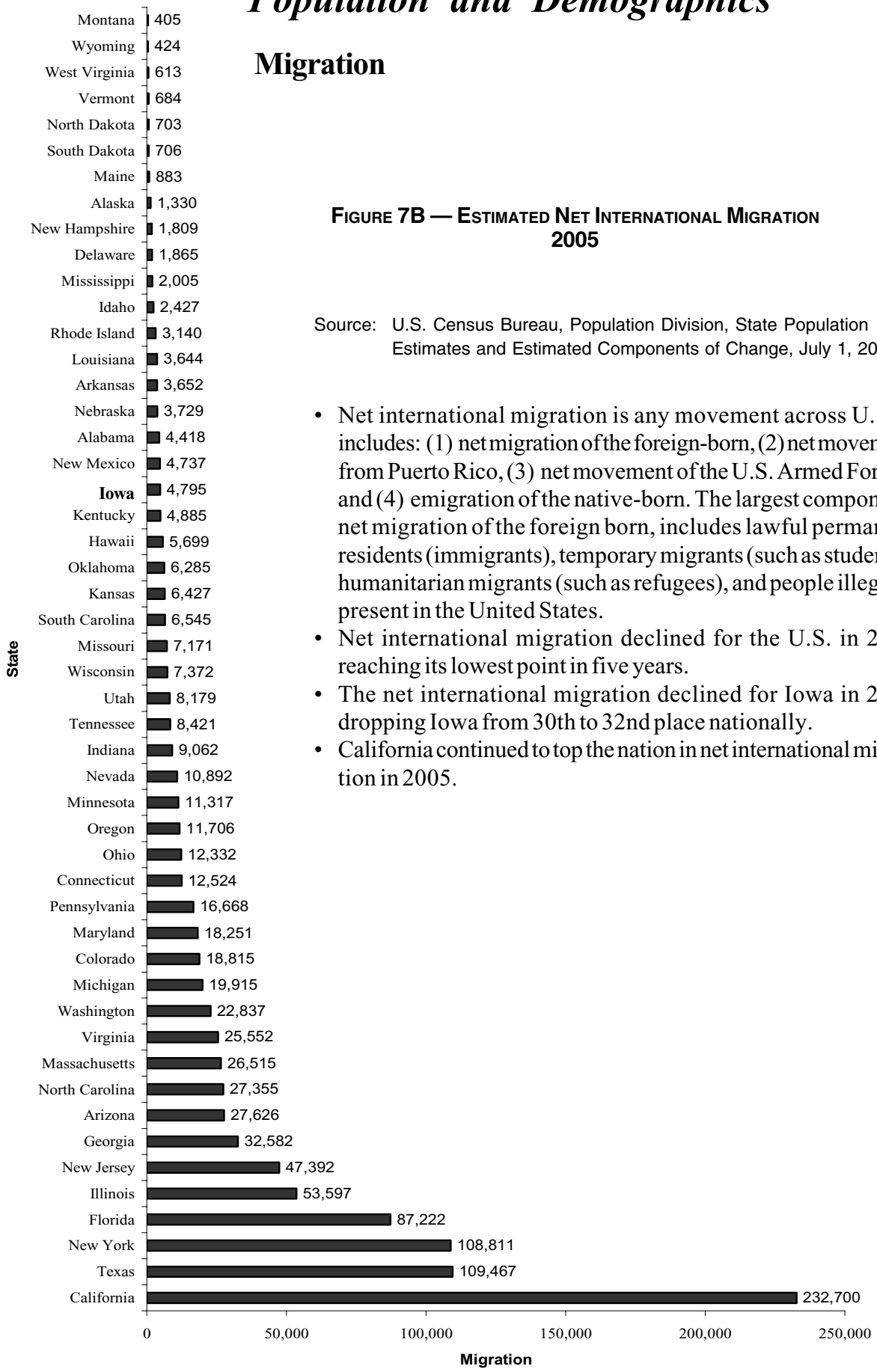



**FIGURE 7B — ESTIMATED NET INTERNATIONAL MIGRATION 2005**

Source: U.S. Census Bureau, Population Division, State Population Estimates and Estimated Components of Change, July 1, 2005.

- Net international migration is any movement across U.S. It includes: (1) net migration of the foreign-born, (2) net movement from Puerto Rico, (3) net movement of the U.S. Armed Forces, and (4) emigration of the native-born. The largest component, net migration of the foreign born, includes lawful permanent residents (immigrants), temporary migrants (such as students), humanitarian migrants (such as refugees), and people illegally present in the United States.
- Net international migration declined for the U.S. in 2005 reaching its lowest point in five years.
- The net international migration declined for Iowa in 2005 dropping Iowa from 30th to 32nd place nationally.
- California continued to top the nation in net international migration in 2005.

# *Population and Demographics*

## Native Population

**TABLE 1B — NATIVE POPULATION BORN IN THEIR STATE OF RESIDENCE**
**2004**

| State/Nation | Percent of Population | Midwest Rank | National Rank |
|---|---|---|---|
| **United States** | **67.5%** | **-** | - |
| Illinois | 76.1 | 1 | 6 |
| **Iowa** | **75.9** | **2** | 8 |
| Minnesota | 74.1 | 3 | 11 |
| Wisconsin | 74.0 | 4 | 13 |
| North Dakota | 73.3 | 5 | 15 |
| Nebraska | 71.2 | 6 | 18 |
| South Dakota | 68.6 | 7 | 21 |
| Missouri | 68.5 | 8 | 22 |
| Kansas | 63.1 | 9 | 31 |

Source: U.S. Census Bureau, 2004 American Community Survey, R0601 Percent of the Native Population Born in Their State of Residence.

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

- In 2004, 67.5 percent of the U.S. population lived in the state they were born in.
- Iowa was 8th in the nation and 2nd in the midwest in the percentage of its population born in the state, with 75.9 percent of Iowans born in Iowa.
- Nevada reported the lowest percentage, 28.1 percent, and New York the highest, 82.5 percent, for the nation in 2004.

## Net Migration

**TABLE 2B — NET DOMESTIC MIGRATION**
**MIDWEST STATES 2000-2004**

| State | Net Migration Rate | Midwest Rank | National Rank |
|---|---|---|---|
| North Dakota | -6.3 | 1 | 3 |
| Illinois | -5.7 | 2 | 4 |
| Kansas | -4.2 | 3 | 5 |
| Nebraksa | -3.1 | 4 | 9 |
| **Iowa** | **-3.0** | **5** | **10** |
| South Dakota | -0.6 | 6 | 20 |
| Minnesota | -0.5 | 7 | 21 |
| Wisconsin | 0.6 | 8 | 24 |
| Missouri | 0.8 | 9 | 25 |

Source: U.S. Census Bureau, Current Population Reports, Domestic Net Migration in the United States; 2000-2004.

Net migration is the difference between immigration (movement into an area) and outmigration (movement out of an area). Negative net migration indicates that more people are leaving an area than coming into an area. The net migration rate is calculated by dividing total net migration by the average population and multiplying the result by 1,000.

- Iowa experienced a negative domestic net migration rate (3.0) for 2000-2004 with more people leaving the state than entering.
- Iowa reported the 10th highest negative net migration rate in the nation for 2000-2004 and 5th highest in the midwest during that period.
- New York had the highest negative net migration rate (9.6) for the nation in 2000-2004 and Nevada had the highest positive net migration rate (23.3).

# *Population and Demographics*

## Foreign Born

**TABLE 3B — FOREIGN BORN POPULATION**
**MIDWEST STATES 2004**

| State/Nation | Percent of Population | Midwest Rank | National Rank |
|---|---|---|---|
| **United States** | **12.0%** | **-** | **-** |
| Illinois | 13.3 | 1 | 10 |
| Minnesota | 6.1 | 2 | 23 |
| Nebraksa | 4.9 | 3 | 27 |
| Kansas | 4.8 | 4 | 29 |
| Wisconsin | 4.1 | 5 | 32 |
| Missouri | 3.2 | 6 | 39 |
| **Iowa** | **3.1** | **7** | **40** |
| North Dakota | 2.5 | 8 | 44 |
| South Dakota | 1.7 | 9 | 47 |

Source: U.S. Census Bureau, 2004 American Community Survey, R0501 Percent of People Who Are Foreign Born, 2004.

- California and New York reported more than 20.0 percent of their population as foreign born.
- Less than 1.0 percent of West Virginia's population was foreign born in 2004.
- Three midwest states (Iowa, North Dakota and South Dakota) were in the bottom ten states nationally in the percentage of their population foreign born.

## Race and Ethnicity

**TABLE 4B — MINORITY POPULATION**
**MIDWEST STATES 2004**

| State/Nation | Percent | Midwest Rank | National Rank |
|---|---|---|---|
| **United States** | **32.7%** | **-** | **-** |
| Illinois | 33.9 | 1 | 15 |
| Missouri | 16.8 | 2 | 32 |
| Kansas | 16.2 | 3 | 34 |
| Nebraska | 14.0 | 4 | 37 |
| Wisconsin | 13.7 | 5 | 38 |
| Minnesota | 13.4 | 6 | 39 |
| North Dakota | 8.9 | 7 | 44 |
| **Iowa** | **8.4** | **8** | **45** |
| South Dakota | 6.6 | 9 | 46 |

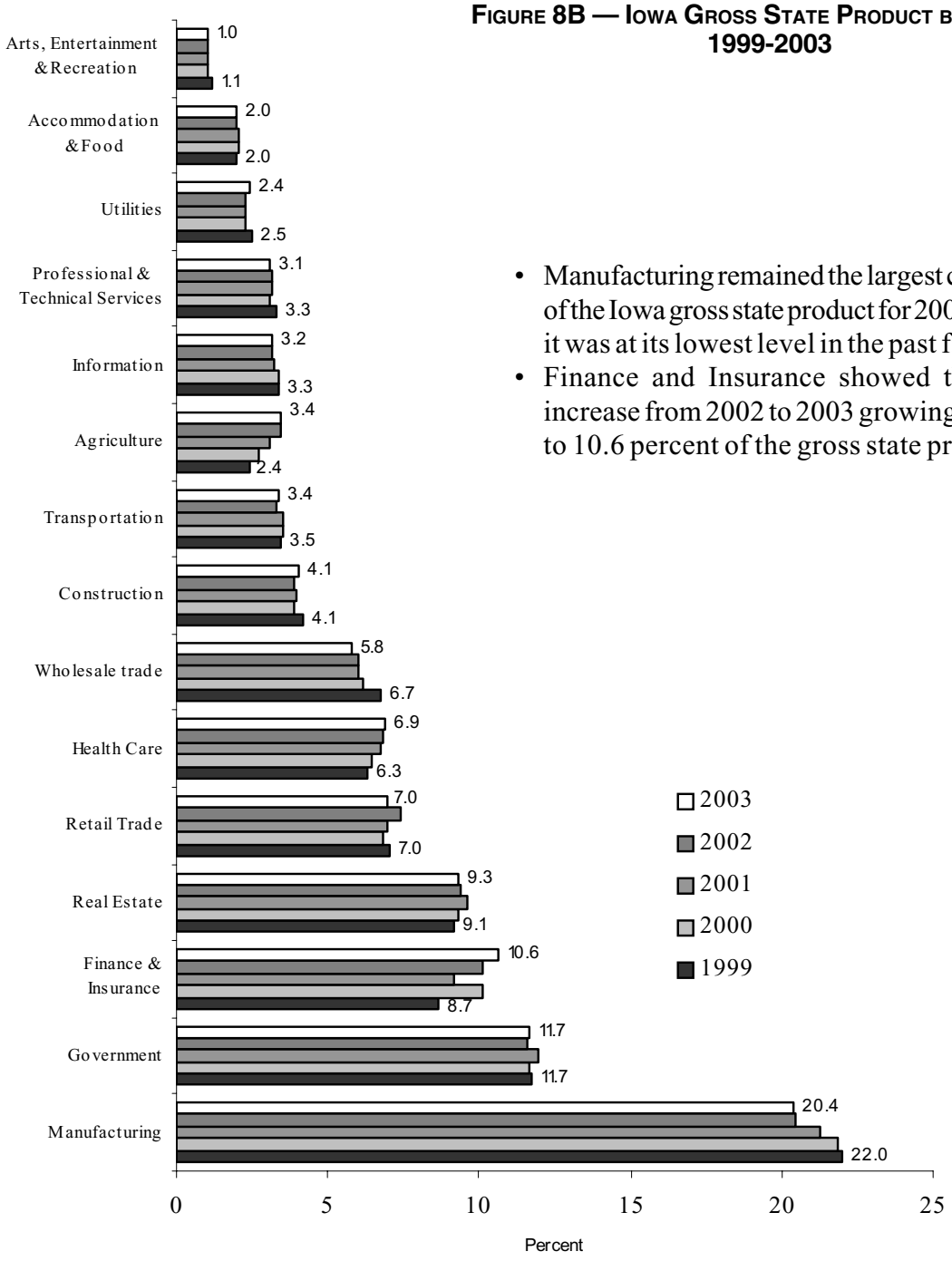
Source: U.S. Census Bureau, American Community Survey 2004, R0209. Percent of the Total Population Who Are White Alone, Not Hispanic or Latino.

- South Dakota reported the smallest minority population in the midwest at 6.6 percent of their total population in 2004.
- Iowa was 45th in the nation with 8.4 percent of the state's population reported as minority.
- Hawaii reported the largest minority population in 2004 at 77.1 percent and Vermont the smallest for 2004 at 3.9 percent.

# *Economics*

## Iowa Gross State Product

**FIGURE 8B — IOWA GROSS STATE PRODUCT BY INDUSTRY**
**1999-2003**



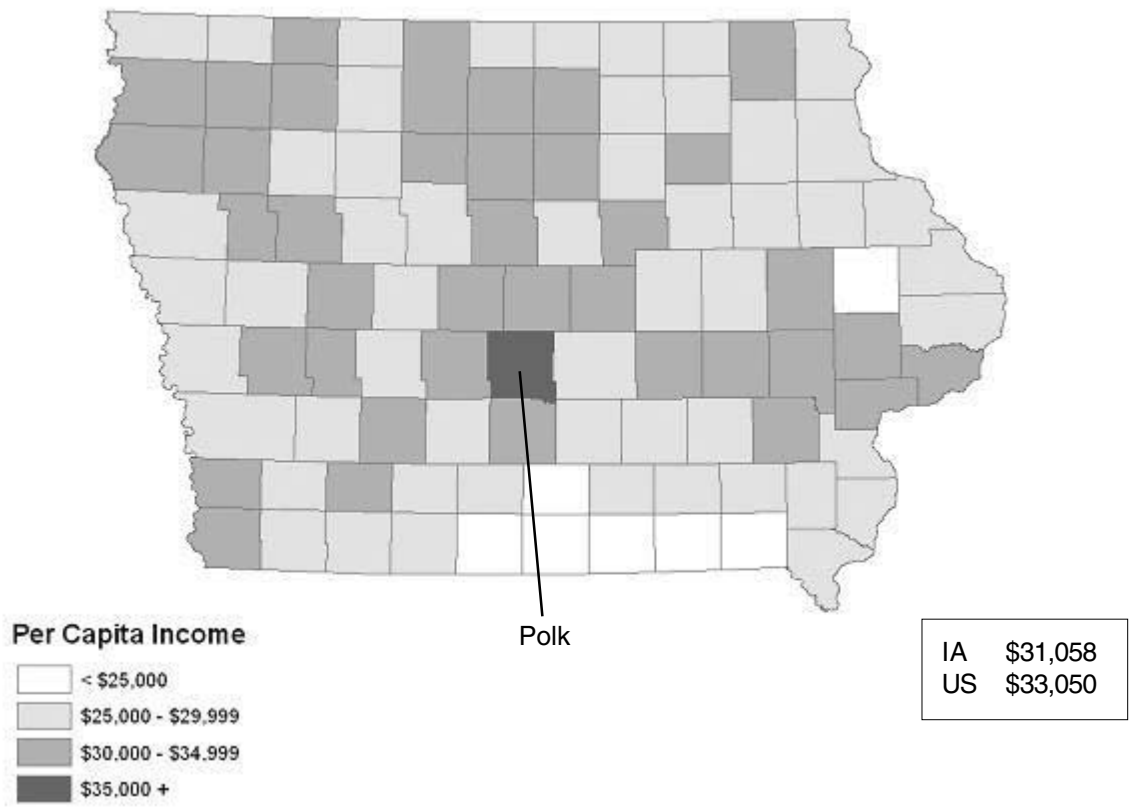

- Manufacturing remained the largest component of the Iowa gross state product for 2003 although it was at its lowest level in the past five years.
- Finance and Insurance showed the largest increase from 2002 to 2003 growing from 10.1 to 10.6 percent of the gross state product.

Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Accounts, Gross State Product 1999 to 2003.

# *Economics*

## Per Capita Income

**FIGURE 9B — PER CAPITA INCOME BY COUNTY**
**2004**

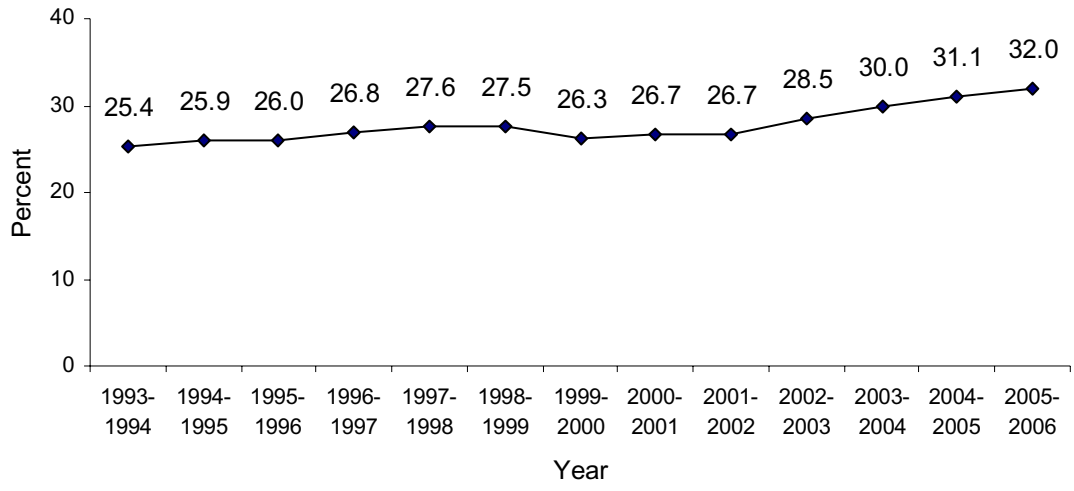



Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Accounts, Local Area Personal Income, Per Capita Personal Income.

- Iowa's per capita personal income increased to $31,058 in 2004.
- Seven counties reported a per capita income under $25,000 in 2004 with six of those counties in the southern portion of Iowa.
- Polk County was the only county in Iowa with a per capita personal income greater than $35,000.

## Eligible for Free or Reduced Price Meals

**FIGURE 10B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS, 1993-1994 TO 2005-2006**




Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey (BEDS) and Project EASIER, Free and Reduced Lunch Files.

- The percent of students eligible for free or reduced price lunch increased for the fourth year in a row rising to 32.0 percent in 2005-2006.
- The 2005-2006 level of students eligible for free or reduced price lunch reached a 16-year high.
- The district percentages of students eligible for free or reduced price meals ranged from a low of 5.7 percent to a high of 72.7 percent of students.

## Eligible for Free and Reduced Price Meals

**TABLE 5B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY 2004-2005 AND 2005-2006**

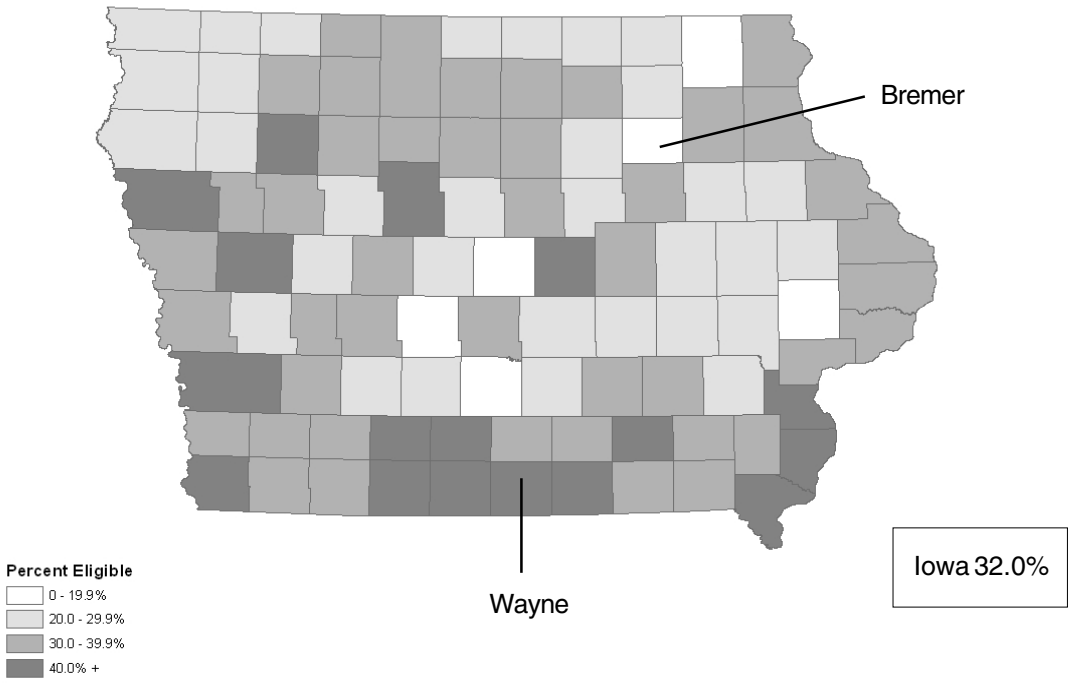
| Enrollment Category | 2004-2005 Number | 2004-2005 Percent | 2005-2006 Number | 2005-2006 Percent |
|---|---|---|---|---|
| <250 | 1,819 | 39.7% | 1,881 | 39.6% |
| 250-399 | 5,826 | 32.1 | 5,930 | 32.2 |
| 400-599 | 10,587 | 28.4 | 10,679 | 29.2 |
| 600-999 | 19,211 | 26.6 | 19,454 | 27.7 |
| 1,000-2,499 | 36,202 | 29.1 | 36,791 | 29.3 |
| 2,500-7,499 | 22,934 | 24.6 | 25,322 | 25.8 |
| 7,500+ | 52,180 | 40.7 | 54,835 | 42.3 |
| State | 148,759 | 31.1 | 154,892 | 32.0 |

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey (BEDS) and Project EASIER, Free and Reduced Price Meal Eligibility Files.
Notes: Enrollment categories are based on certified enrollments. Percentages are based on dividing the number of PK-12 students eligible for free or reduced price meals by the PK-12 Basic Educational Data Survey enrollment.

- The percentage of students eligible for free or reduced price meals increased in 2005-2006 for all size categories except the <250 category.
- The largest increase occurred for the 7,500+ category which increased from 40.7 to 42.3 percent. This category showed the highest percentage, 42.3 percent, of students eligible for free or reduced price meals for 2005-2006.

## Eligible for Free or Reduced Price Meals

**FIGURE 11B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY COUNTY 2005-2006**




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

- The county percentages of students eligible for free or reduced price lunch ranged from 17.6 percent for Bremer County to 49.8 percent for Wayne County.
- The counties with the highest concentration of students eligible for free or reduced price lunch were located in the southern portion of Iowa.

# *Social*

## Working Parents

**TABLE 6B — CHILDREN UNDER AGE 6 IN FAMILIES WITH WORKING PARENTS**
**2004**

| State/Nation | Percent of Children | Midwest Rank | National Rank |
|---|---|---|---|
| **United States** | **59.5%** | **-** | - |
| North Dakota | 71.6 | 1 | 2 |
| **Iowa** | **71.0** | **2** | **3** |
| South Dakota | 70.6 | 3 | 4 |
| Nebraska | 70.4 | 4 | 5 |
| Kansas | 66.8 | 5 | 7 |
| Wisconsin | 66.0 | 6 | 9 |
| Minnesota | 64.9 | 7 | 12 |
| Missouri | 63.8 | 8 | 16 |
| Illinois | 59.2 | 9 | 34 |

Source: U.S. Census Bureau, 2004 American Community Survey, R2302 Percent of Children Under 6 Years Old with all Parents in the Labor Force.

- Six midwest states (North Dakota, Iowa, South Dakota, Nebraska, Kansas, and Wisconsin) ranked in the top ten nationally in the percentage of children under six with all parents in the labor force.
- All midwest states, with the exception of Illinois, were above the national average of 59.5 percent.
- Delaware topped the nation at 71.8 percent and Utah came in at the bottom with 47.5 percent.

# *Social*

## Working Parents

**TABLE 7B — FAMILIES WITH CHILDREN UNDER 18 WITH ALL PARENTS WORKING**
**2004**

| State/Nation | Percent of Families | Midwest Rank | National Rank |
|---|---|---|---|
| **United States** | **62.2%** | **-** | - |
| North Dakota | 76.0 | 1 | 1 |
| South Dakota | 73.8 | 2 | 2 |
| **Iowa** | **72.2** | **3** | **4** |
| Minnesota | 71.7 | 4 | 5 |
| Nebraska | 71.6 | 5 | 6 |
| Kansas | 71.2 | 6 | 7 |
| Wisconsin | 70.1 | 7 | 8 |
| Missouri | 66.0 | 8 | 16 |
| Illinois | 61.4 | 9 | 37 |

Source: U.S. Census Bureau, 2004 American Community Survey, B23007 Families with Own Children Under 18 Parents Employed 2004.

- All midwest states, except Illinois, had a higher percentage of working parents than the national average.
- North Dakota ranked number one in the nation in the percentage of working parents and six other midwest states (South Dakota, Iowa, Minnesota, Nebraska, Kansas and Wisconsin) were in the top ten.
- Iowa ranked 3rd in the midwest and 4th in the nation with 72.2 percent of families having working parents.

# *Social*

## Educational Attainment

**TABLE 8B — ADVANCED DEGREES, POPULATION 25 YEARS AND OLDER**
**MIDWEST STATES, 2004**

| State/Nation | Advanced Degree | Advanced Degree Midwest Rank | Advanced Degree National Rank |
|---|---|---|---|
| **United States** | **9.9%** | **-** | - |
| Illinois | 11.2 | 1 | 10 |
| Kansas | 9.4 | 2 | 19 |
| Missouri | 9.0 | 3 | 24 |
| Minnesota | 8.6 | 4 | 25 |
| Nebraska | 8.3 | 5 | 29 |
| Wisconsin | 7.7 | 6 | 39 |
| **Iowa** | **7.2** | **7** | **42** |
| North Dakota | 6.2 | 8 | 47 |
| South Dakota | 5.9 | 9 | 50 |

Source: U.S. Census Bureau, 2004 American Community Survey, R1403 Percent of People 25 Years and Over Who Have Completed an Advanced Degree.
Note: Advanced degrees include master's degrees, professional degrees (such as medicine and law) and doctorates.

- Three midwest states (Iowa, North and South Dakota) ranked in the bottom ten nationally in the percent of population with advanced degrees. Illinois was the only midwest state in the top 10 nationally in 2004.
- South Dakota ranked at the bottom of the nation with only 5.9 of its population 25+ earning an advanced degree in 2004.
- Massachusetts showed the highest percentage in 2004 with 15.6 percent of its population reporting an advanced degree.

## Educational Attainment

**TABLE 9B — EDUCATIONAL ATTAINMENT, POPULATION 25 YEARS AND OLDER**
**MIDWEST STATES, 2004**

| State/Nation | Completed High School | High School Midwest Rank | High School National Rank | Bachelor's Degree | Bachelor's Midwest Rank | Bachelor's National Rank |
|---|---|---|---|---|---|---|
| **United States** | **83.9%** | **-** | **-** | **27.0%** | - | - |
| Minnesota | 90.7 | 1 | 2 | 29.7 | 1 | 11 |
| **Iowa** | **89.5** | **2** | **5** | **23.9** | 8 | 36 |
| Kansas | 89.4 | 3 | 6 | 28.3 | 3 | 15 |
| Nebraska | 89.4 | 3 | 6 | 26.6 | 4 | 22 |
| South Dakota | 89.4 | 3 | 6 | 23.2 | 9 | 40 |
| North Dakota | 87.9 | 6 | 16 | 24.0 | 7 | 35 |
| Wisconsin | 87.1 | 7 | 21 | 24.1 | 6 | 34 |
| Missouri | 86.3 | 8 | 25 | 24.3 | 5 | 33 |
| Illinois | 85.2 | 9 | 29 | 29.1 | 2 | 13 |

Source: U.S. Census Bureau, 2004 American Community Survey, R1402 Percent of People 25 Years and Over Who Have Completed a Bachelor's Degree, R1401 Percent of People 25 Years and Over Who Have Completed High School.

- Nationally the percent of the population completing high school ranged from 91.4 percent for Alaska to 77.3 percent for Mississippi with the national average at 83.9 percent for 2004.
- Five midwest states including Iowa ranked in the top 10. Iowa ranked 5th nationally with 89.5 percent of its population earning a high school degree.
- Iowa ranked 36th nationally for the percentage of its population earning a bachelor's degree. In 2004, 23.9 percent of Iowans reported a bachelor's degree.

## Education and Earnings

**TABLE 10B — MEDIAN EARNINGS BY EDUCATIONAL ATTAINMENT**
**POPULATION 25 YEARS AND OLDER**
**MIDWEST STATES, 2004**

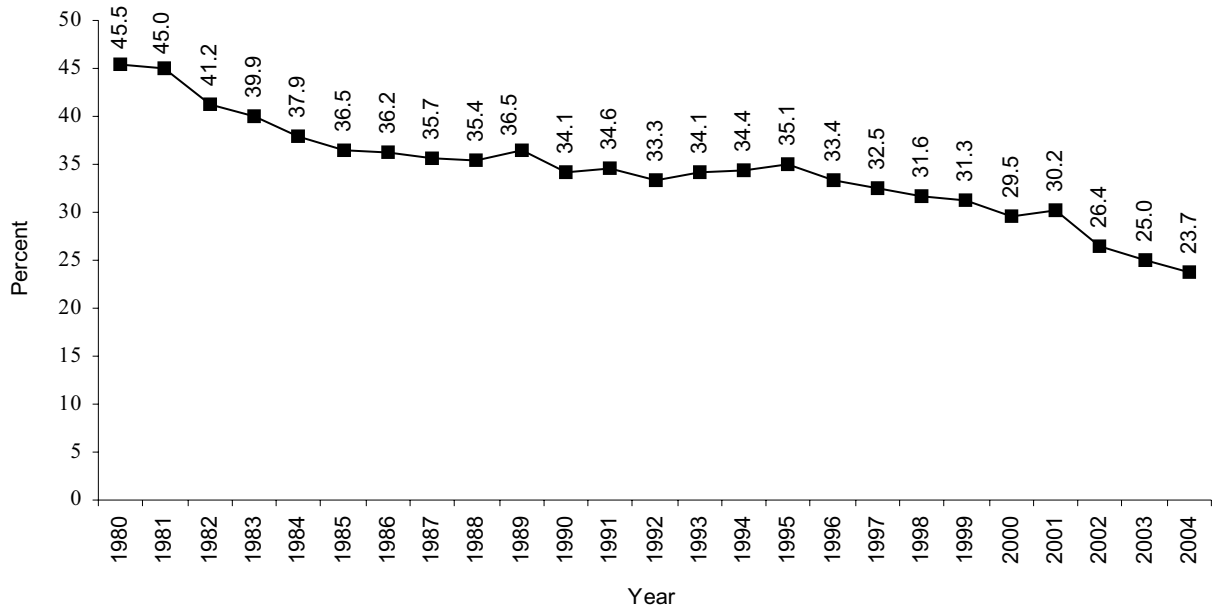
| State/Nation | Less Than High School | High School Graduate Including GED | Some College or Associate Degree | Bachelor's Degree | Advanced Degree |
|---|---|---|---|---|---|
| **United States** | **$18,144** | **$25,360** | **$30,891** | **$42,404** | **$55,065** |
| Illinois | 20,282 | 26,423 | 32,047 | 44,336 | 57,726 |
| **Iowa** | **18,043** | **23,962** | **27,627** | **37,330** | **47,012** |
| Kansas | 16,901 | 25,075 | 27,294 | 36,977 | 47,196 |
| Minnesota | 20,187 | 27,330 | 32,154 | 43,045 | 52,304 |
| Missouri | 18,759 | 24,498 | 29,287 | 36,819 | 44,206 |
| Nebraska | 18,108 | 21,937 | 27,146 | 34,263 | 47,764 |
| North Dakota | 15,918 | 21,704 | 25,479 | 33,154 | 45,256 |
| South Dakota | 17,742 | 22,553 | 25,568 | 30,615 | 40,614 |
| Wisconsin | 19,469 | 25,521 | 30,549 | 40,485 | 50,622 |

Source: U.S. Census Bureau, 2004 American Community Survey, B20004 Median Earnings in the Past 12 Months by Sex by Educational Attainment for the Population 25 Years and Over.

- Earnings increased as educational attainment increased in 2004 with workers with an advanced degree earning more than triple that of workers with less than a high school diploma at the national level.
- Illinois reported the highest median salaries of the midwest states for workers in three categories (less than a high school diploma, bachelor's degree, and advanced degree) in 2004.
- Minnesota reported the highest median salaries of the midwest states for workers in two categories (high school diploma and some college) in 2004.
- Iowa's median earnings ranged from $18,043 for high school dropouts to $47,012 for workers with advanced degrees.

## Out-of-Wedlock Births

**FIGURE 12B — IOWA, OUT-OF-WEDLOCK BIRTHS FOR 15-19 YEAR OLDS AS A PERCENTAGE OF TOTAL OUT-OF-WEDLOCK BIRTHS 1980 TO 2004**




Source: Iowa Department of Public Health, Center for Health Statistics, Vital Statistics of Iowa 2004.

- Iowa out-of-wedlock births for 15-19 year olds continued to decline in 2004 making up 23.7 percent of all out-of-wedlock births. Out-of-wedlock births for 15-19 year olds have declined by almost half since 1980.
- Total out-of-wedlock births increased in Iowa in 2004 to 310.0 per 1,000 live births.

# INTRODUCTION TO GRADES PK-12

*The Annual Condition of Education Report* provides information on student demographics, education staff, education programs, student performance, and school district financial information. Student level data including demographic, curriculum, and in many cases program information is collected on a student level basis through Project EASIER (Electronic Access System for Iowa Education Records). All public school districts and buildings have submitted student data through Project EASIER since the fall of 2004. In most cases, data presented is reflective of the 2005-2006 school year; otherwise, it is the most recent data available at the time of publication.

There were 365 public school districts and 194 nonpublic schools serving 518,355 students in 2005-2006. Enrollments have decreased for nine consecutive years. The Enrollment Chapter also provides the following information:

- Current estimates have the public school enrollment at 478,662 for the 2010-2011 school year, continuing the downward trend.
- Minorities accounted for 13.4 percent of public PK-12 enrollment in 2005-2006.
- The total special education enrollment decreased slightly (1.1 percent) in 2005-2006. This was the first decrease in special education enrollment for all years reported.
- There were 358 public high schools in 2005-2006 and 129 (36.0 percent) had less than 200 students.
- The number of open enrolled students increased by over 1,000 in 2005-2006 and totaled 23,155. The percentage of open enrolled students approached 5.0 percent of the certified enrollment number.

The average number of teaching assignments in the smallest districts (<250) was twice the average in the largest districts (7,500+) in 2005-2006. Other information in the Staff Chapter includes:

- The average full-time teacher regular salary (salary that does not include extra salary paid for extra curricular and extra duties) was $40,877 in 2005-2006.
- The average full-time beginning teacher total salary was $29,332 in 2005-2006.
- The average full-time principal salary was $74,666 in 2005-2006.
- The average full-time superintendent salary was $98,213 in 2005-2006.

The number of school districts offering preschool programs has increased from 163 in 1997-1998 to 224 in 2005-2006. Other data in the Program Chapter includes:

- The number of children in preschool programs located within school districts has increased from 6,860 in 1997-1998 to 11,203 in 2005-2006.
- For the graduating class of 2008-2009, just over half the school districts will require 3 units of mathematics to graduate compared to 33.8 percent for the graduating class of 2005-2006.
- Of the 365 school districts, 356 (97.5 percent) offered all-day, every day kindergarten in 2005-2006.
- Of the 365 school districts in 2005-2006, 113 offered before school child care, 144 offered after school child care, 56 offered holiday child care, and 88 offered summer child care.

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

- For the 2004-2006 biennium, 78.4 percent of 4th graders performed at or above proficiency on ITBS reading comprehension and 80.1 percent performed at or above proficiency on ITBS mathematics.
- For the 2004-2006 biennium, 71.4 percent of 8th graders performed at or above proficiency on ITBS reading comprehension, 74.8 percent performed at or above proficiency on ITBS mathematics, and 80.4 percent performed at or above proficiency on ITBS science.
- For the 2004-2006 biennium, 76.8 percent of 11th graders performed at or above proficiency on ITED reading comprehension, 78.5 percent performed at or above proficiency on ITED mathematics, and 80.4 percent performed at or above proficiency on ITED science.
- In 2004-2005, the grade 7-12 dropout rate was at 1.44 percent, down from the 2003-2004 level of 1.58 percent.
- Dropout rates for the African American and Hispanic race/ethnicities increased in 2004-2005.
- The 2004-2005 Iowa public school graduation rate was 90.7 percent, up nearly 1 percentage point from the previous year.
- The percent of Iowa ACT participants that achieved an average composite ACT score of 20 or above was 71.2 percent.

The Finance Chapter provides data on public school district expenditures, revenues and information on various funding sources. The total Iowa elementary and secondary school district budget was estimated at $4.0 billion in 2006-2007. Other information found in the Finance Chapter includes:

- Instruction accounted for approximately 70 percent of general fund expenditures in 2004-2005, relatively unchanged for the past number of years.
- Total state aid accounted for 54.5 percent of school district general fund revenue in 2004-2005, up slightly from the 2003-2004 figure of 54.0 percent.
- Ninety-seven counties and 357 school districts received local option sales and services tax (LOSST) revenues for school infrastructure in 2006-2007. Revenues for the LOSST are estimated to be over $300 million in 2006-2007.
- Of the 365 districts in 2006-2007, 361 (98.9 percent) levied for the management levy.
- In 2006-2007, 334 districts (91.5 percent) had implemented the Instructional Support Program, continuing the upward trend in the percentage and number of districts with the program.

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

<http://www.iowa.gov/educate/education-statistics.html>

# ENROLLMENT

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

Certified enrollment is the annual report of counts of all resident students enrolled on the third Friday in September. These counts are used for the Iowa school finance formula calculation, including supplemental weighting for shared programs, English Language Learners (ELL), nonpublic shared time, open enrollment, home school assistance, and dual enrollment. Enrollment data by grade, gender, and race/ethnicity are collected from BEDS each fall. Data collected through BEDS is certified by each school district. Each table and graph identifies the source of the numbers presented.

## Enrollment Trends in Iowa

Marking the ninth successive year of decline, the 2005-2006 school year's total public and nonpublic enrollment of 518,355 was 0.2 percent lower than the previous year's enrollment of 519,496 (Table 1).

**Table 1**

**IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS**
**1972-1973 AND 1985-1986 TO 2005-2006**

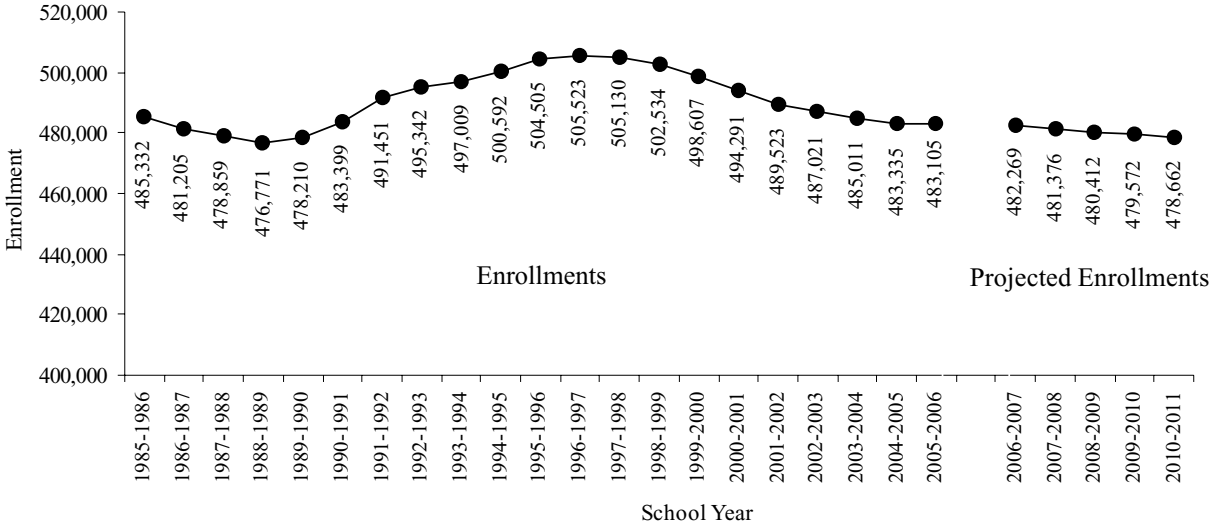
| Year | Public | Nonpublic | Total Enrollment | Total Percent Change From Previous Year |
|---|---|---|---|---|
| 1972-1973 | 645,000 | 66,000 | 711,000 | N/A |
| 1985-1986 | 485,332 | 49,026 | 534,358 | N/A |
| 1986-1987 | 481,205 | 48,520 | 529,725 | -0.9% |
| 1987-1988 | 478,859 | 47,228 | 526,087 | -0.7 |
| 1988-1989 | 476,771 | 47,373 | 524,144 | -0.4 |
| 1989-1990 | 478,210 | 46,033 | 524,243 | 0.0 |
| 1990-1991 | 483,399 | 45,562 | 528,961 | 0.9 |
| 1991-1992 | 491,451 | 45,865 | 537,316 | 1.6 |
| 1992-1993 | 495,342 | 45,229 | 540,571 | 0.6 |
| 1993-1994 | 497,009 | 45,328 | 542,337 | 0.3 |
| 1994-1995 | 500,592 | 44,752 | 545,344 | 0.6 |
| 1995-1996 | 504,505 | 44,563 | 549,068 | 0.7 |
| 1996-1997 | 505,523 | 44,302 | 549,825 | 0.1 |
| 1997-1998 | 505,130 | 43,417 | 548,547 | -0.2 |
| 1998-1999 | 502,534 | 42,758 | 545,292 | -0.6 |
| 1999-2000 | 498,607 | 42,280 | 540,887 | -0.8 |
| 2000-2001 | 494,291 | 41,064 | 535,355 | -1.0 |
| 2001-2002 | 489,523 | 39,881 | 529,404 | -1.1 |
| 2002-2003 | 487,021 | 38,998 | 526,019 | -0.6 |
| 2003-2004 | 485,011 | 37,243 | 522,254 | -0.7 |
| 2004-2005 | 483,335 | 36,161 | 519,496 | -0.5 |
| 2005-2006 | 483,105 | 35,250 | 518,355 | -0.2 |

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

The decline in enrollment was shared between public and nonpublic schools. For public school enrollment, the most recent decline (-230) was the smallest both numerically and in percentage terms (<0.1 percent) over this nine-year period. The largest numerical (-4,768) and percentage declines (-1.0 percent) were between 2000-2001 and 2001-2002 (Figure 1).

**Figure 1**

## Iowa's Certified Public School K-12 Enrollments 1985-1986 to 2005-2006 and Projected Enrollments 2006-2007 to 2010-2011

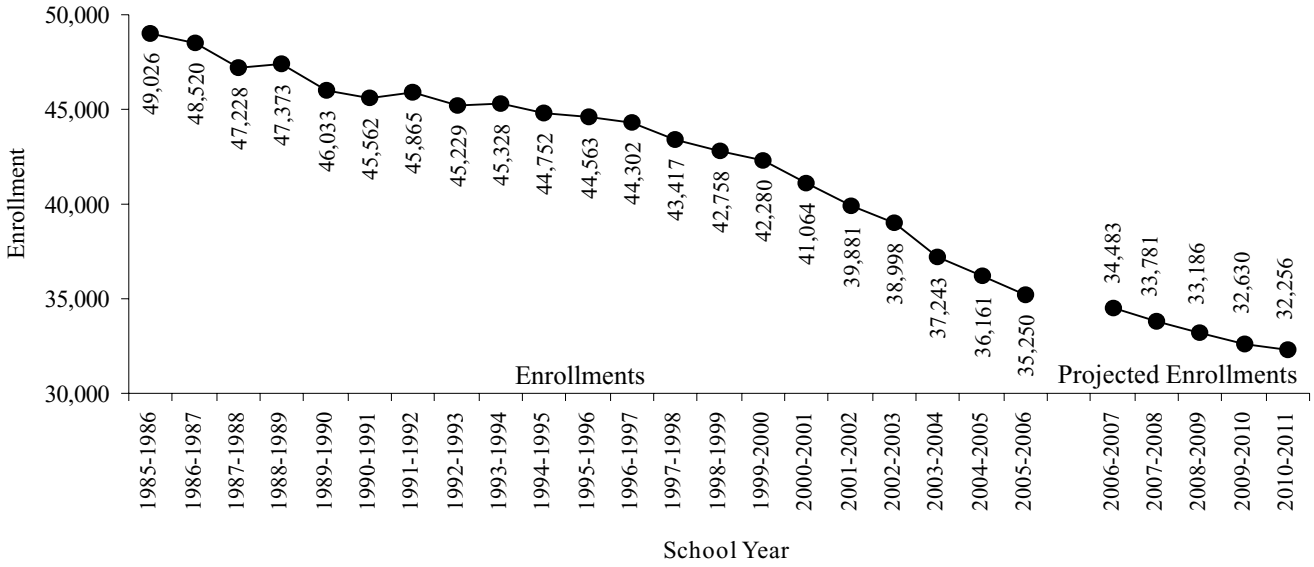



Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment files.

Nonpublic enrollment decreased by 911 students (-2.5 percent) between 2004-2005 and 2005-2006 (Figure 2). This marked the 12th consecutive year of enrollment decline in nonpublic schools.

**Figure 2**

## Iowa's Nonpublic School K-12 Enrollments 1985-1986 to 2005-2006 and Projected Enrollments 2006-2007 to 2010-2011




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

## Projected Enrollment

The projected enrollment of approximately 511,000 students for the state in 2010-2011 reflects continued declining enrollments for both public and nonpublic schools (Tables 2 and 3). According to projections there will be a 1.9 percent decrease in total enrollment over the next five years. It is anticipated that public school enrollment will decline by nearly 1.0 percent while the expected nonpublic decrease will be 8.5 percent over that period.

The incidence of incoming kindergartners outnumbering graduating 12th graders that occurred last year (2004-2005) in the public schools was a one-time occurrence according to enrollment projections (Figure 3). Seniors outnumbered incoming kindergartners by 176 in the 2005-2006 school year, and are expected to continue to outnumber them by 200 to 1,200 in the upcoming years.

**Table 2**

### IOWA'S PUBLIC SCHOOL K-12 ENROLLMENT 2004-2005 AND 2005-2006 AND PROJECTED ENROLLMENT 2006-2007 TO 2010-2011 BY GRADE

| | Enrollment | | Projected Enrollment | | | | | Percent Change | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2004-2005 to 2005-2006 | 2005-2006 to 2010-2011 |
| K | 36,713 | 37,435 | 36,860 | 37,207 | 37,531 | 37,396 | 37,233 | 1.97% | -0.54% |
| 1 | 33,916 | 34,499 | 34,355 | 34,128 | 34,465 | 34,779 | 34,648 | 1.72 | 0.43 |
| 2 | 33,626 | 34,341 | 34,765 | 34,619 | 34,391 | 34,730 | 35,047 | 2.13 | 2.06 |
| 3 | 33,588 | 34,064 | 34,654 | 35,082 | 34,934 | 34,704 | 35,046 | 1.42 | 2.88 |
| 4 | 33,743 | 34,160 | 34,467 | 35,063 | 35,497 | 35,347 | 35,114 | 1.24 | 2.79 |
| 5 | 34,716 | 34,270 | 34,582 | 34,893 | 35,496 | 35,936 | 35,784 | -1.28 | 4.42 |
| 6 | 36,141 | 35,380 | 34,821 | 35,138 | 35,454 | 36,067 | 36,514 | -2.11 | 3.21 |
| 7 | 37,521 | 37,040 | 36,231 | 35,659 | 35,984 | 36,307 | 36,935 | -1.28 | -0.28 |
| 8 | 38,097 | 38,145 | 37,413 | 36,596 | 36,018 | 36,347 | 36,673 | 0.13 | -3.86 |
| 9 | 41,196 | 41,059 | 41,074 | 40,286 | 39,406 | 38,784 | 39,138 | -0.33 | -4.68 |
| 10 | 39,580 | 40,151 | 39,903 | 39,918 | 39,152 | 38,297 | 37,692 | 1.44 | -6.12 |
| 11 | 36,940 | 38,501 | 38,869 | 38,629 | 38,644 | 37,902 | 37,074 | 4.23 | -3.71 |
| 12 | 36,434 | 37,611 | 38,086 | 38,450 | 38,213 | 38,228 | 39,494 | 3.23 | -0.31 |
| Other* | 11,124 | 6,449 | 6,189 | 5,708 | 5,227 | 4,748 | 4,270 | -42.03 | -33.80 |
| State | 483,335 | 483,105 | 482,269 | 481,376 | 480,412 | 479,572 | 478,662 | -0.05 | -0.92 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment files and Public School Enrollment Projections.
*Other includes special education students not associated with a given grade level and full-time equivalent (FTE) of tuitioned out resident public students to a community college [and FTE of shared-time students attending nonpublic schools located within a public school district enrolled for instructional services]. This is NOT a count of the number of special education students in the state.

**Table 3**

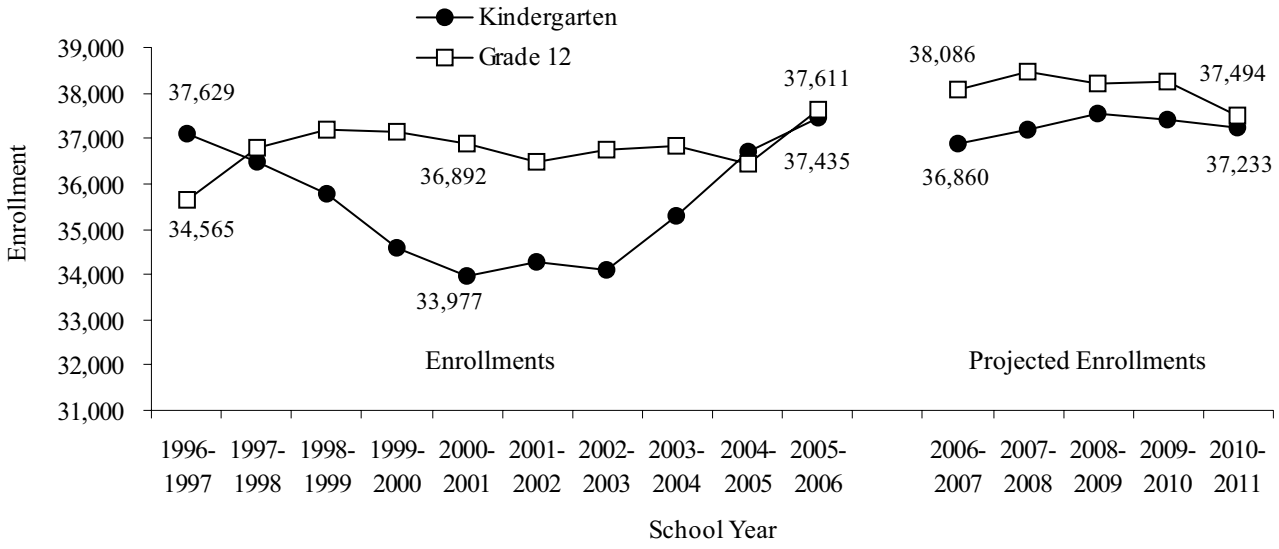
## Iowa's Nonpublic School K-12 Enrollment 2004-2005 and 2005-2006 and Projected Enrollment 2006-2007 to 2010-2011 by Grade

| | Enrollment | | Projected Enrollment | | | | | Percent Change | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2004-2005 to 2005-2006 | 2005-2006 to 2010-2011 |
| K | 3,251 | 3,231 | 3,325 | 3,358 | 3,389 | 3,376 | 3,361 | -0.62 | 4.02 |
| 1 | 3,261 | 3,159 | 3,257 | 3,236 | 3,268 | 3,298 | 3,286 | -3.13 | 4.02 |
| 2 | 3,319 | 3,193 | 3,071 | 3,166 | 3,146 | 3,177 | 3,206 | -3.80 | 0.41 |
| 3 | 3,374 | 3,187 | 3,066 | 2,949 | 3,040 | 3,021 | 3,051 | -5.54 | -4.27 |
| 4 | 3,325 | 3,246 | 3,064 | 2,948 | 2,835 | 2,923 | 2,904 | -2.38 | -10.54 |
| 5 | 3,348 | 3,230 | 3,134 | 2,958 | 2,846 | 2,737 | 2,822 | -3.52 | -12.63 |
| 6 | 3,205 | 3,087 | 3,030 | 2,940 | 2,775 | 2,669 | 2,567 | -3.68 | -16.84 |
| 7 | 2,571 | 2,579 | 2,478 | 2,432 | 2,360 | 2,228 | 2,143 | 0.31 | -16.91 |
| 8 | 2,629 | 2,496 | 2,485 | 2,388 | 2,343 | 2,274 | 2,147 | -5.06 | -13.98 |
| 9 | 1,984 | 2,013 | 1,856 | 1,848 | 1,776 | 1,742 | 1,691 | 1.46 | -16.00 |
| 10 | 1,934 | 1,947 | 1,953 | 1,800 | 1,793 | 1,723 | 1,690 | 0.67 | -13.20 |
| 11 | 2,000 | 1,902 | 1,890 | 1,896 | 1,747 | 1,741 | 1,673 | -4.90 | -12.04 |
| 12 | 1,960 | 1,980 | 1,874 | 1,862 | 1,868 | 1,721 | 1,715 | 1.02 | -13.38 |
| State | 36,161 | 35,250 | 34,483 | 33,781 | 33,186 | 32,630 | 32,256 | -2.52 | -8.49 |

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

**Figure 3**

## Iowa's Public School Kindergarten and Grade 12 Enrollments 1996-1997 to 2005-2006 and Projections 2006-2007 to 2010-2011




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

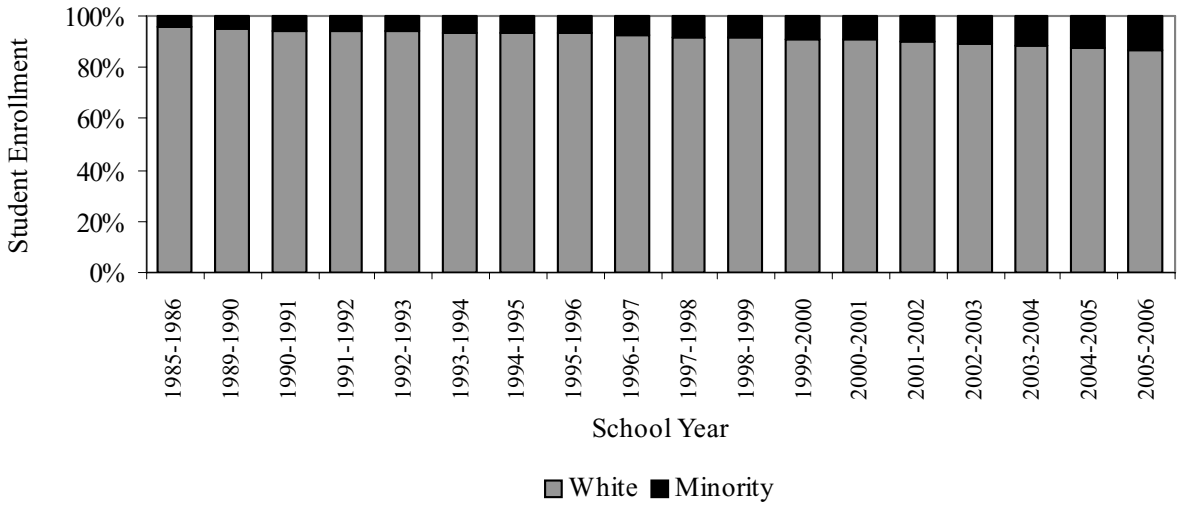
Enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for 1st through 12th grade. Kindergarten enrollments were estimated from an average ratio of kindergarten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

## Enrollment by Race and Ethnicity

At the same time, overall enrollment in Iowa's schools has been steadily declining through the past decade, enrollment of minority students has been on the rise. In the 2005-2006 school year, there were more than 67,000 non-white students enrolled in the state's public and nonpublic schools accounting for nearly 13 percent of total enrollment. Ten years prior, minority students constituted 7.0 percent of the state's total enrollment numbering less than 40,000 (Figure 4).

**Figure 4**

### Iowa's Minority and White Student Enrollments as Percentages of Total Enrollment, 1985-1986 and 1989-1990 to 2005-2006




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

**Table 4**

### Iowa's Public School PK-12 Enrollments by Racial/Ethnic Group 1985-1986 and 2004-2005 to 2005-2006

| Racial/Ethnic Group | 1985-1986 | | 2004-2005 | | 2005-2006 | | Percent Change 2004-2005 to 2005-2006 | Percent Change 1985-1986 to 2005-2006 |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | | |
| African American | 12,308 | 2.5% | 23,097 | 4.8% | 24,646 | 5.1% | 6.7% | 100.2% |
| American Indian | 1,090 | 0.2 | 2,835 | 0.6 | 2,877 | 0.6 | 1.5 | 163.9 |
| Asian | 5,310 | 1.1 | 8,955 | 1.9 | 9,360 | 1.9 | 4.5 | 76.3 |
| Hispanic | 4,069 | 0.8 | 25,610 | 5.4 | 28,145 | 5.8 | 9.9 | 591.7 |
| White | 462,555 | 95.3 | 417,822 | 87.4 | 418,454 | 86.6 | 0.2 | -9.5 |
| Total | 485,332 | 100.0 | 478,319 | 100.0 | 483,482 | 100.0 | 1.1 | -0.4 |

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

Public schools reported 13.0 percent of the student body as non-white compared to 7.0 percent in nonpublic schools (Tables 4 and 5) this past school year. As with the state's population in general, Hispanic students accounted for the largest and fastest growing segment of the minority enrollment (Figure 5). The number of Hispanic students in Iowa's public school system has increased by nearly 600 percent since the mid-1980s. Percentage increases for American Indians, African Americans, and Asians over the same period were 164, 100, and 76, respectively. At the same time, the white student count in public schools decreased by 10.0 percent. Although in smaller numbers, the pattern in nonpublic schools has been comparable.

**Table 5**

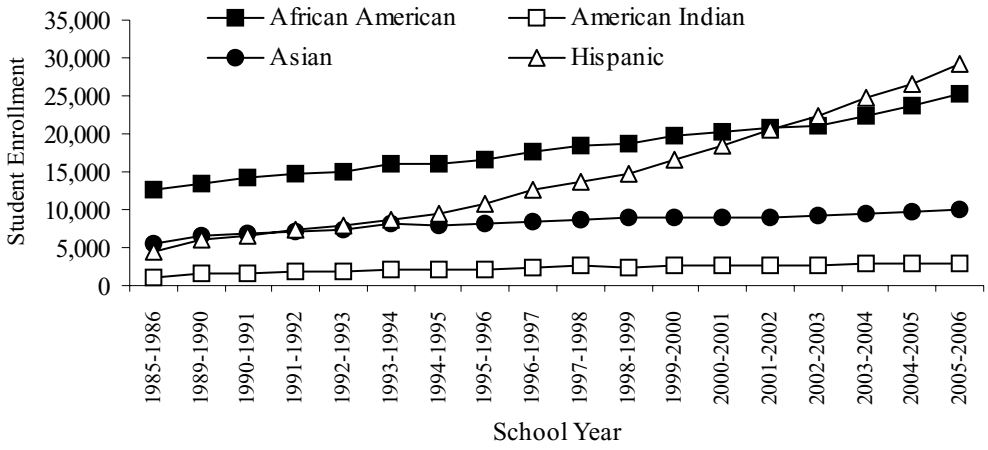
## IOWA'S NONPUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986 AND 2004-2005 TO 2005-2006

| Racial/Ethnic Group | 1985-1986 | | 2004-2005 | | 2005-2006 | | Percent Change 2004-2005 to 2005-2006 | Percent Change 1985-1986 to 2005-2006 |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | | |
| African American | 273 | 0.6% | 552 | 1.4% | 586 | 1.5% | 6.2 | 114.7% |
| American Indian | 42 | 0.1 | 69 | 0.2 | 64 | 0.2 | -7.2 | 52.4 |
| Asian | 344 | 0.7 | 700 | 1.8 | 735 | 1.9 | 5.0 | 113.7 |
| Hispanic | 527 | 1.1 | 1,025 | 2.6 | 1,120 | 3.0 | 9.3 | 112.5 |
| White | 48,372 | 97.6 | 36,385 | 93.9 | 35,378 | 93.4 | -2.8 | -26.9 |
| Total | 49,558 | 100.0 | 38,731 | 100.0 | 37,883 | 100.0 | -2.2 | -23.6 |

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

**Figure 5**

## IOWA'S PUBLIC SCHOOL MINORITY STUDENT ENROLLMENT BY RACIAL/ETHNIC GROUP 1985-1986 AND 1989-1990 TO 2005-2006




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

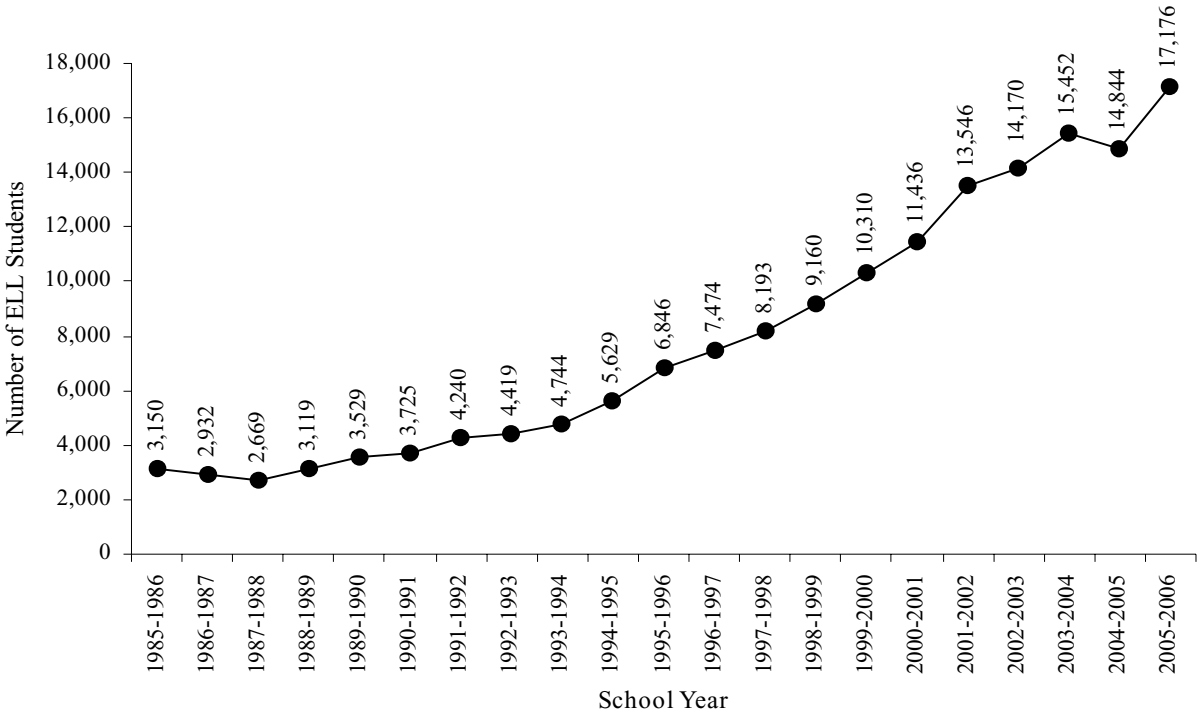
## Enrollment of English Language Learners

As may be expected with the increase of Hispanic and other minority enrollments, the number of Limited English Proficient (LEP) students has also risen in recent years (Figure 6). The 17,000 LEP students in the 2005-2006 school year was more than double the number reported 10 years earlier (6,846). Numbering 12,700, nearly three of every four English Language Learner (ELL) students identified their primary language as Spanish (Table 6). Bosnian and Vietnamese were the only other primary languages identified by more than 500 students. Although all three of these languages experienced declining numbers in the 2004-2005 school year their current numbers are the highest reported.

A student is defined by the *Code of Iowa* as a Limited English Proficient (LEP) when his/her "language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

**Figure 6**

**IOWA'S PUBLIC AND NONPUBLIC PK-12 ENGLISH LANGUAGE LEARNERS**
**1985-1986 TO 2005-2006**




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

**Table 6**

## Iowa's PK-12 Public and Nonpublic English Language Learners' Primary Language, 1985-1986 and 2000-2001 to 2005-2006

| Language | 1985-1986 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | Percent 2005-2006 | Cumulative Percent 2005-2006 |
|---|---|---|---|---|---|---|---|---|---|
| Spanish | 807 | 7,128 | 9,117 | 9,730 | 11,271 | 10,964 | 12,757 | 74.3% | 74.3% |
| Bosnian | 0 | 369 | 1,114 | 1,105 | 751 | 679 | 872 | 5.1 | 79.4 |
| Vietnamese | 439 | 768 | 729 | 700 | 713 | 603 | 724 | 4.2 | 83.6 |
| Serbo-Croatian | 0 | 556 | 540 | 465 | 345 | 526 | 277 | 1.6 | 85.2 |
| Laothian; Pha Xa Lao | 548 | 411 | 436 | 425 | 423 | 384 | 451 | 2.6 | 87.8 |
| Arabic | 26 | 82 | 158 | 169 | 166 | 189 | 251 | 1.5 | 89.3 |
| Russian | 0 | 65 | 53 | 93 | 98 | 137 | 161 | 0.9 | 90.2 |
| Chinese; Zhongwen | 89 | 80 | 93 | 88 | 150 | 137 | 158 | 0.9 | 91.1 |
| Korean; Choson-O | 136 | 76 | 73 | 51 | 116 | 116 | 112 | 0.7 | 91.8 |
| German | 24 | 153 | 119 | 113 | 181 | 88 | 101 | 0.6 | 92.4 |
| Nuer | 0 | 6 | 13 | 10 | 74 | 85 | 110 | 0.6 | 93.0 |
| Turkish | * | * | * | * | * | * | 66 | 0.4 | 93.4 |
| Tagalog | 0 | 4 | 9 | 11 | 42 | 42 | 52 | 0.3 | 93.7 |
| Hmong | 101 | 29 | 31 | 52 | 44 | 39 | 53 | 0.3 | 94.0 |
| Marshallese | 0 | 0 | 0 | 0 | 4 | 39 | 57 | 0.3 | 94.4 |
| Sundanese | 0 | 13 | 34 | 19 | 19 | 39 | 56 | 0.3 | 94.7 |
| Ukrainian | 0 | 15 | 18 | 20 | 24 | 18 | 57 | 0.3 | 95.0 |
| Swahili | 0 | 22 | 27 | 30 | 33 | 55 | 36 | 0.2 | 95.2 |
| Cambodian; Khmer | 239 | 101 | 105 | 86 | 84 | 53 | 40 | 0.2 | 95.5 |
| French | 20 | 31 | 50 | 49 | 46 | 38 | 39 | 0.2 | 95.7 |
| Thai | 333 | 23 | 13 | 34 | 34 | 9 | 11 | 0.1 | 95.7 |
| Thai Dam | 0 | 142 | 0 | 12 | 18 | 15 | * | n/a | n/a |
| Serbian; Srpski | 0 | 434 | 13 | 9 | 3 | 4 | * | n/a | n/a |
| Other | 27 | 309 | 347 | 380 | 455 | 376 | 735 | 4.3 | 100.0 |
| Not Identified | 361 | 619 | 454 | 519 | 358 | 209 | 0 | 0.0 | 100.0 |
| Total | 3,150 | 11,436 | 13,546 | 14,170 | 15,452 | 14,844 | 17,176 | 100.0 | - |

Source: Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, English Language Learners Student files.
Note: *Indicates that language is included in count of "other".

School districts are eligible for funding for English Language Learners for three years. The formula used to determine this funding weight all eligible LEP students at 0.22. Because funding is tied to the weighted count of ELL students, it is often the most accurate reflection of current trends at the district level. In 2005-2006, Iowa reported a weighted ELL enrollment of 10,696 (Table 7). Nearly half of this enrollment was in districts with 7,500 or more students.

**Table 7**

## IOWA'S PUBLIC SCHOOL WEIGHTED ENGLISH LANGUAGE LEARNERS BY ENROLLMENT SIZE, 1995-1996, 2004-2005 AND 2005-2006

| Enrollment Category | 1995-1996 Enrollment Certified | 1995-1996 Enrollment Weighted ELL | 2004-2005 Enrollment Certified | 2004-2005 Enrollment Weighted ELL | 2005-2006 Enrollment Certified | 2005-2006 Enrollment Weighted ELL | Percent Change in Weighted ELL Enrollment 2004-2005 to 2005-2006 | Percent Change in Weighted ELL Enrollment 1995-1996 to 2005-2006 |
|---|---|---|---|---|---|---|---|---|
| <250 | 5,276 | 43 | 5,672 | 12 | 6,118 | 20 | 66.7% | -53.5% |
| 250-399 | 16,708 | 24 | 18,621 | 110 | 18,468 | 114 | 3.6 | 375.0 |
| 400-599 | 40,248 | 97 | 37,261 | 207 | 35,757 | 201 | -2.9 | 107.2 |
| 600-999 | 82,130 | 473 | 71,979 | 719 | 69,486 | 819 | 13.9 | 73.2 |
| 1,000-2,499 | 128,363 | 818 | 124,012 | 2,271 | 123,738 | 2,483 | 9.3 | 203.5 |
| 2,500-7,499 | 99,023 | 799 | 94,279 | 1,784 | 98,549 | 2,222 | 24.6 | 178.1 |
| 7,500+ | 132,757 | 2,595 | 131,511 | 4,925 | 130,989 | 4,837 | -1.8 | 86.4 |
| State | 504,505 | 4,849 | 483,335 | 10,028 | 483,105 | 10,696 | 6.7 | 120.6 |

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

## Special Education Enrollment

"Persons under 21 years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavioral disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education", is the definition of those requiring special education (Iowa Code 256B.2).

Through the past years, the number of special education students has been increasing while the total enrollment in the state has been decreasing. The 2005-2006 school year ended that trend (Table 8). Despite the slight decrease, special education students continued to account for slightly more than 13 percent of total certified enrollment - a percentage relatively unchanged since the early 2000's (Figure 7).

**Table 8**

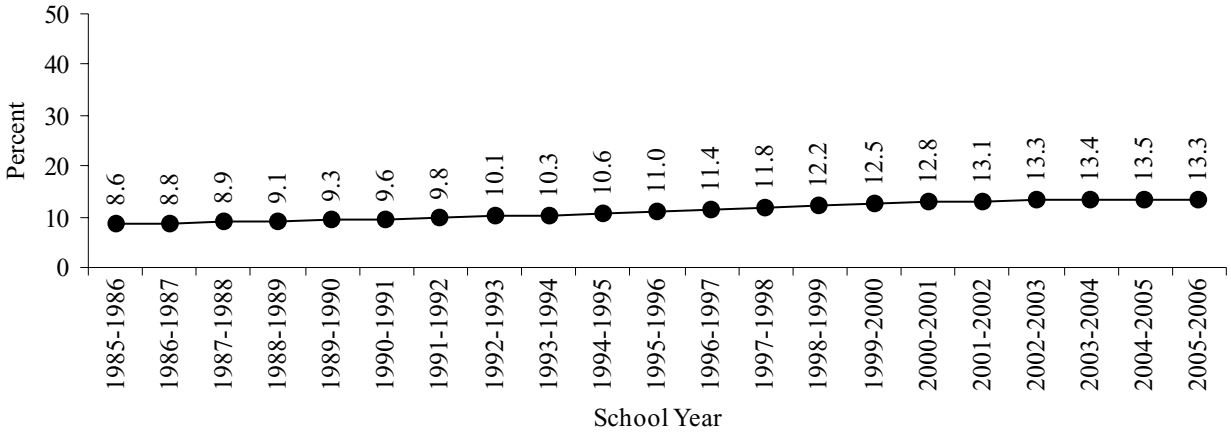
## IOWA'S SPECIAL EDUCATION ENROLLMENT 1985-1986 TO 2005-2006

| School Year | Certified Enrollment | Annual % Change in Cert. Enrollment | Special Education Enrollment | Annual % Change in Special Education Enrollment | Special Ed. Enrollment as a % of Cert. Enr. |
|---|---|---|---|---|---|
| 1985-1986 | 485,332 | -- | 41,892 | -- | 8.6% |
| 1986-1987 | 481,205 | -0.9% | 42,360 | 1.1% | 8.8 |
| 1987-1988 | 478,859 | -0.5 | 42,625 | 0.6 | 8.9 |
| 1988-1989 | 476,771 | -0.4 | 43,290 | 1.6 | 9.1 |
| 1989-1990 | 478,210 | 0.3 | 44,585 | 3.0 | 9.3 |
| 1990-1991 | 483,399 | 1.1 | 46,593 | 4.5 | 9.6 |
| 1991-1992 | 491,451 | 1.7 | 48,201 | 3.5 | 9.8 |
| 1992-1993 | 495,342 | 0.8 | 49,848 | 3.4 | 10.1 |
| 1993-1994 | 497,009 | 0.3 | 51,022 | 2.4 | 10.3 |
| 1994-1995 | 500,592 | 0.7 | 53,151 | 4.2 | 10.6 |
| 1995-1996 | 504,505 | 0.8 | 55,514 | 4.5 | 11.0 |
| 1996-1997 | 505,523 | 0.2 | 57,845 | 4.2 | 11.4 |
| 1997-1998 | 505,130 | -0.1 | 59,711 | 3.2 | 11.8 |
| 1998-1999 | 502,534 | -0.5 | 61,079 | 2.3 | 12.2 |
| 1999-2000 | 498,607 | -0.8 | 62,536 | 2.4 | 12.5 |
| 2000-2001 | 494,291 | -0.9 | 63,392 | 1.4 | 12.8 |
| 2001-2002 | 489,523 | -1.0 | 64,044 | 1.0 | 13.1 |
| 2002-2003 | 487,021 | -0.5 | 64,700 | 1.0 | 13.3 |
| 2003-2004 | 485,011 | -0.4 | 65,027 | 0.5 | 13.4 |
| 2004-2005 | 483,335 | -0.5 | 65,065 | <0.1 | 13.5 |
| 2005-2006 | 483,105 | <-0.1 | 64,350 | -1.1 | 13.3 |

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

**Figure 7**

## IOWA'S SPECIAL EDUCATION ENROLLMENT AS A PERCENTAGE OF CERTIFIED ENROLLMENT, 1985-1986 TO 2005-2006




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

# Iowa's School Districts

The number of school districts in Iowa has remained relatively stable over recent years with a count of 365 in 2005-2006, only two fewer than the previous year (Table 9, Figure 8). The current count however marks a 16.0 percent decline from the 1985-1986 count of 437.

**Table 9**

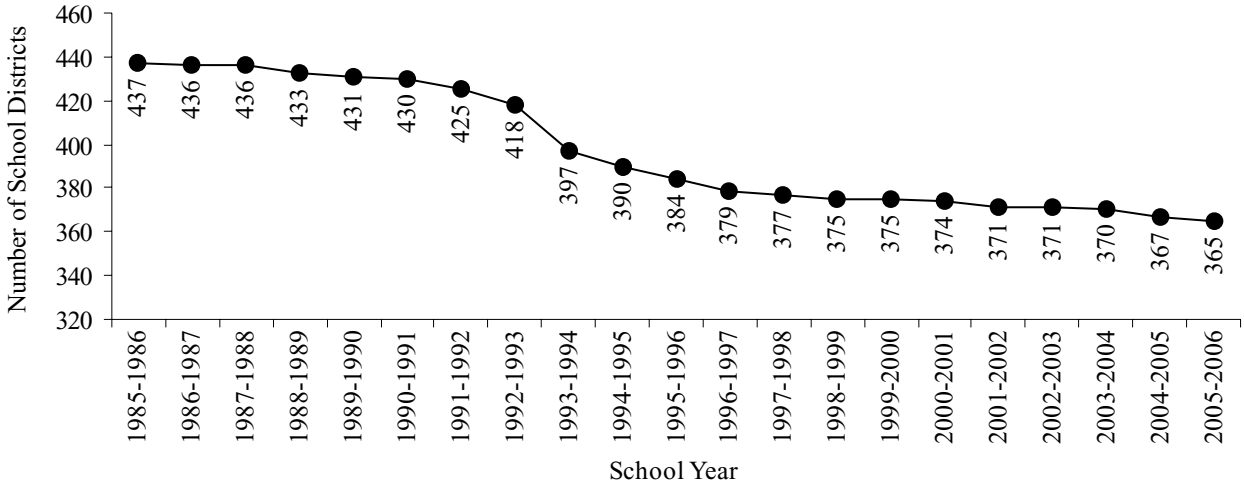
## Number of Public School Districts in Iowa 1950-1951 to 2005-2006

| School Year | Number of Iowa Public School Districts | Percent Change from Previous Year Cited |
|---|---|---|
| 1950-1951 | 4,652 | — |
| 1955-1956 | 4,142 | -11.0% |
| 1960-1961 | 1,575 | -62.0 |
| 1965-1966 | 1,056 | -33.0 |
| 1970-1971 | 453 | -57.1 |
| 1975-1976 | 449 | -0.9 |
| 1980-1981 | 443 | -1.3 |
| 1985-1986 | 437 | -1.4 |
| 1990-1991 | 430 | -0.2 |
| 1995-1996 | 384 | -1.5 |
| 1996-1997 | 379 | -1.3 |
| 1997-1998 | 377 | -0.5 |
| 1998-1999 | 375 | -0.5 |
| 1999-2000 | 375 | 0.0 |
| 2000-2001 | 374 | -0.3 |
| 2001-2002 | 371 | -0.8 |
| 2002-2003 | 371 | 0.0 |
| 2003-2004 | 370 | -0.3 |
| 2004-2005 | 367 | -0.8 |
| 2005-2006 | 365 | -0.5 |

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

**Figure 8**

**NUMBER OF PUBLIC SCHOOL DISTRICTS IN IOWA**
**1985-1986 TO 2005-2006**




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

## Districts by Size

More than two of every five districts in the state (43.3 percent) reported enrollments of less than 600 in 2005-2006; these districts served 12.0 percent of the state's public school students (Table 10). At the same time, fewer than 10 percent of the public districts reported enrollments of 2,500 or more and served nearly half (47.5 percent) of the public student enrollment. These proportions have remained relatively unchanged since the mid-1980s (Figure 9). Of the 365 school districts, 144 (39.5 percent) had an increase in certified enrollment while 220 districts (60.3 percent) had a decrease between 2004-2005 and 2005-2006.

**Table 10**

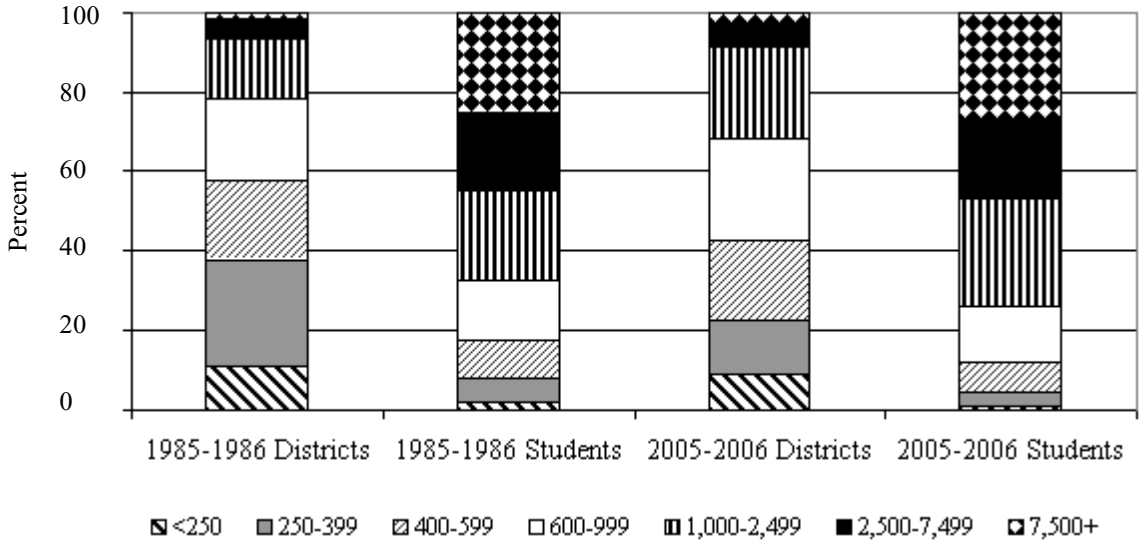
**IOWA'S PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT**
**1985-1986 AND 2004-2005 TO 2005-2006**

| | 1985-1986 | | | | 2004-2005 | | | | 2005-2006 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Districts | | Students | | Districts | | Students | | Districts | | Students | |
| Enrollment | N | % | N | % | N | % | N | % | N | % | N | % |
| <250 | 52 | 11.9 | 10,124 | 2.1 | 30 | 8.2 | 5,672 | 1.2 | 32 | 8.8 | 6,119 | 1.3 |
| 250-399 | 90 | 20.6 | 29,060 | 6.0 | 57 | 15.5 | 18,621 | 3.9 | 56 | 15.3 | 18,468 | 3.9 |
| 400-599 | 94 | 21.5 | 46,544 | 9.6 | 73 | 19.9 | 37,261 | 7.7 | 70 | 19.2 | 35,757 | 7.4 |
| 600-999 | 97 | 22.2 | 72,595 | 15.0 | 95 | 25.9 | 71,979 | 14.9 | 93 | 25.5 | 69,486 | 14.4 |
| 1,000-2,499 | 72 | 16.5 | 109,551 | 22.6 | 81 | 22.1 | 124,012 | 25.7 | 82 | 22.5 | 123,738 | 25.6 |
| 2,500-7,499 | 24 | 5.5 | 95,189 | 19.6 | 22 | 6.0 | 94,279 | 19.5 | 23 | 6.3 | 98,549 | 20.4 |
| 7,500+ | 8 | 1.8 | 122,269 | 25.2 | 9 | 2.5 | 131,511 | 27.2 | 9 | 2.5 | 130,989 | 27.1 |
| Total | 437 | 100.0 | 485,332 | 100.0 | 367 | 100.0 | 483,335 | 100.0 | 365 | 100.0 | 483,105 | 100.0 |

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

**Figure 9**

**PERCENT OF PUBLIC SCHOOL DISTRICTS AND PUBLIC SCHOOL STUDENTS ENROLLED BY ENROLLMENT SIZE, 1985-1986 AND 2005-2006**




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

## District Buildings by Type

On average, public school districts in the state had more than two elementary schools in 2005-2006 (Table 11). The 358 public high schools in the state in 2005-2006 were housed in 340 districts. The remaining 25 districts sent their high school students out of the district (Table 12).

**Table 11**

**IOWA'S PUBLIC SCHOOLS BY TYPE 2000-2001 AND 2003-2004 TO 2005-2006**

| | 2000-2001 | | 2003-2004 | | 2004-2005 | | 2005-2006 | |
|---|---|---|---|---|---|---|---|---|
| Type of School | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| High School | 367 | 24.0% | 364 | 24.4% | 359 | 23.4% | 358 | 23.6% |
| Junior High School | 46 | 3.0 | 41 | 2.7 | 39 | 2.5 | 36 | 2.4 |
| Middle School | 225 | 14.7 | 230 | 15.4 | 236 | 15.4 | 233 | 15.4 |
| Elementary School | 844 | 55.1 | 801 | 53.7 | 797 | 52.0 | 780 | 51.5 |
| Special Education School | 9 | 0.6 | 10 | 0.7 | 10 | 0.7 | 10 | 0.7 |
| Alternative School | 39 | 2.5 | 42 | 2.8 | 79 | 5.2 | 76 | 5.0 |
| Charter School | -- | -- | -- | -- | 2 | 0.1 | 6 | 0.4 |
| Other | 1 | 0.1 | 3 | 0.2 | 10 | 0.7 | 15 | 1.0 |
| Total | 1,531 | 100.0 | 1,491 | 100.0 | 1,532 | 100.0 | 1,514 | 100.0 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address files.
Note: "Other" includes an early childhood, middle alternative school, or a combination of elementary, middle and high schools.

**Table 12**

## IOWA'S PUBLIC SCHOOL DISTRICTS WITHOUT A PUBLIC HIGH SCHOOL 1985-1986 AND 1990-1991 TO 2005-2006

| School Year | Total Number of Districts in Iowa | Number of Districts Sending High School Students Out of District | Percent of Districts Sending High School Students Out of District |
|---|---|---|---|
| 1985-1986 | 437 | 2 | 0.5% |
| 1990-1991 | 430 | 51 | 11.9 |
| 1991-1992 | 425 | 53 | 12.4 |
| 1992-1993 | 418 | 56 | 13.4 |
| 1993-1994 | 397 | 39 | 9.8 |
| 1994-1995 | 390 | 36 | 9.2 |
| 1995-1996 | 384 | 31 | 8.1 |
| 1996-1997 | 379 | 26 | 6.9 |
| 1997-1998 | 377 | 24 | 6.4 |
| 1998-1999 | 375 | 24 | 6.4 |
| 1999-2000 | 375 | 24 | 6.4 |
| 2000-2001 | 374 | 23 | 6.2 |
| 2001-2002 | 371 | 21 | 5.7 |
| 2002-2003 | 371 | 24 | 6.5 |
| 2003-2004 | 370 | 24 | 6.5 |
| 2004-2005 | 367 | 26 | 7.1 |
| 2005-2006 | 365 | 25 | 6.8 |

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

There was one less public high school in the state in 2005-2006 than one year previous. Nineteen of the 358 high schools (5.3 percent) reported enrollments of 1,500 or more in 2005-2006 compared to three of every four high schools that had fewer than 500 students enrolled (Table 13).

**Table 13**

## IOWA'S PUBLIC HIGH SCHOOLS BY ENROLLMENT
## 2001-2002 TO 2005-2006

| High School Enrollment | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2005-2006 % of High Schools | 2005-2006 Cumulative % of High Schools |
|---|---|---|---|---|---|---|---|
| <100 | 22 | 22 | 24 | 21 | 19 | 5.3% | 5.3% |
| 100-199 | 115 | 115 | 117 | 111 | 110 | 30.7 | 36.0 |
| 200-299 | 92 | 86 | 84 | 86 | 80 | 22.3 | 58.4 |
| 300-399 | 37 | 42 | 35 | 40 | 46 | 12.8 | 71.2 |
| 400-499 | 22 | 21 | 26 | 23 | 23 | 6.4 | 77.7 |
| 500-599 | 17 | 14 | 12 | 15 | 11 | 3.1 | 80.7 |
| 600-699 | 11 | 13 | 14 | 14 | 16 | 4.5 | 85.2 |
| 700-799 | 6 | 7 | 6 | 4 | 8 | 2.2 | 87.4 |
| 800-899 | 2 | 2 | 3 | 2 | 2 | 0.6 | 88.0 |
| 900-999 | 2 | 3 | 2 | 3 | 1 | 0.3 | 88.3 |
| 1,000-1,099 | 4 | 4 | 5 | 5 | 3 | 0.8 | 89.1 |
| 1,100-1,199 | 4 | 4 | 5 | 3 | 7 | 2.0 | 91.1 |
| 1,200-1,299 | 7 | 9 | 6 | 8 | 6 | 1.7 | 92.7 |
| 1,300-1,399 | 8 | 6 | 4 | 3 | 2 | 0.6 | 93.3 |
| 1,400-1,499 | 2 | 3 | 5 | 5 | 6 | 1.7 | 95.0 |
| 1,500-1,599 | 6 | 4 | 8 | 6 | 8 | 2.2 | 97.2 |
| 1,600-1,699 | 5 | 5 | 2 | 3 | 1 | 0.3 | 97.5 |
| 1,700-1,799 | 2 | 2 | 2 | 1 | 3 | 0.8 | 98.3 |
| 1,800+ | 3 | 3 | 4 | 6 | 6 | 1.7 | 100.0 |
| Total | 367 | 365 | 364 | 359 | 358 | 100.0 | |

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

Nonpublic schools by type have remained relatively unchanged in recent years (Table 14). Elementary schools (167) continue to far outnumber high schools (27).

**Table 14**

## IOWA'S NONPUBLIC SCHOOLS BY TYPE
## 2000-2001 AND 2003-2004 TO 2005-2006

| | 2000-2001 | | 2003-2004 | | 2004-2005 | | 2005-2006 | |
|---|---|---|---|---|---|---|---|---|
| Type of School | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| High School | 26 | 12.3% | 26 | 13.0% | 26 | 13.4% | 27 | 13.9% |
| Elementary School | 182 | 86.3 | 172 | 86.0 | 166 | 85.6 | 167 | 86.1 |
| K-12 School | 3 | 1.4 | 2 | 1.0 | 2 | 1.0 | 0 | 0.0 |
| Total | 211 | 100.0 | 200 | 100.0 | 194 | 100.0 | 194 | 100.0 |

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

## Open Enrollment

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

The number of students taking advantage of this legislation has steadily increased since the act was implemented (Table 15 and Figure 10). The 23,155 students that were open enrolled in 2005-2006 was 20 percent greater than five years previous and 85 percent higher than the number reported in 1995-1996.

**Table 15**

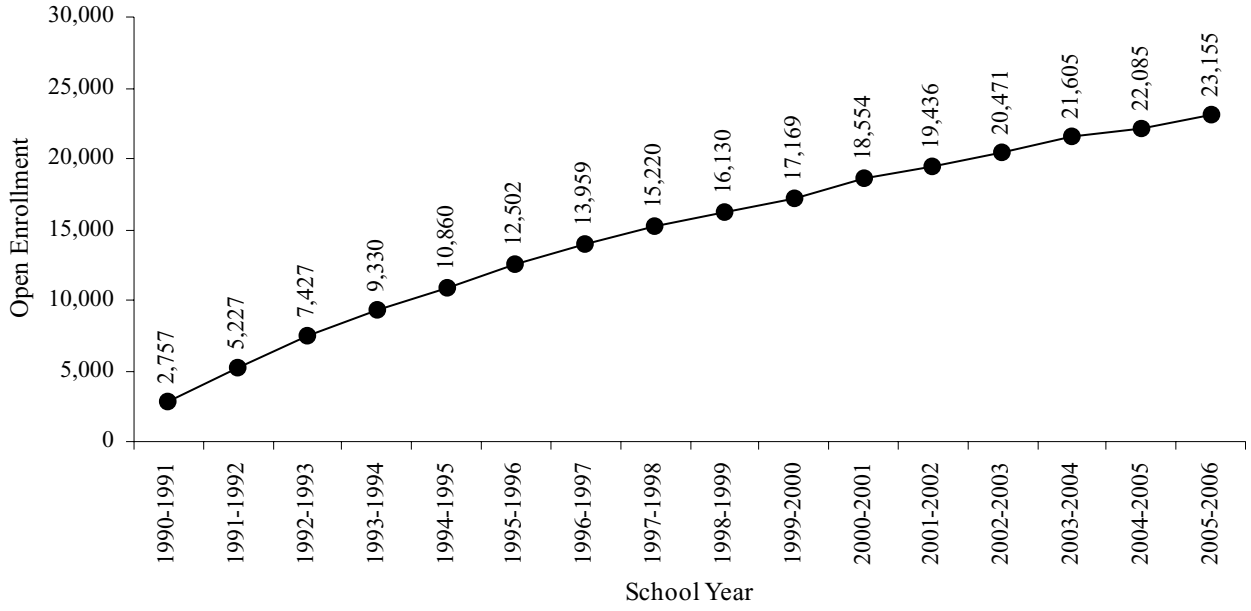
**NUMBER OF OPEN ENROLLED K-12 PUBLIC SCHOOL STUDENTS IN IOWA**
**1990-1991 TO 2005-2006**

| School Year | Number of Students Open Enrolled | Total Certified Enrollment | Open Enrolled Students as a Percent of Total Enrollment |
|---|---|---|---|
| 1990-1991 | 2,757 | 483,399 | 0.6% |
| 1991-1992 | 5,227 | 491,451 | 1.1 |
| 1992-1993 | 7,427 | 495,342 | 1.5 |
| 1993-1994 | 9,330 | 497,009 | 1.9 |
| 1994-1995 | 10,860 | 500,592 | 2.2 |
| 1995-1996 | 12,502 | 504,505 | 2.5 |
| 1996-1997 | 13,959 | 505,523 | 2.8 |
| 1997-1998 | 15,220 | 505,130 | 3.0 |
| 1998-1999 | 16,130 | 502,534 | 3.2 |
| 1999-2000 | 17,169 | 498,607 | 3.4 |
| 2000-2001 | 18,554 | 494,291 | 3.8 |
| 2001-2002 | 19,436 | 489,523 | 4.0 |
| 2002-2003 | 20,471 | 487,021 | 4.2 |
| 2003-2004 | 21,605 | 485,011 | 4.5 |
| 2004-2005 | 22,085 | 483,335 | 4.6 |
| 2005-2006 | 23,155 | 483,105 | 4.8 |

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

**Figure 10**

## Iowa's Open Enrollment
## 1990-1991 to 2005-2006




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

Throughout the duration of the legislation, the impact of open enrollment has differed based on size of school district (Table 16). With the exception of the largest district size (7,500 or more), in which all districts reported net losses, net gains and net losses were experienced in all size categories. In aggregate, the state's smallest school districts (less than 400 enrolled) reported 900 more students open enrolling "out" than open enrolling "in."

**Table 16**

## Net Open Enrollment in Iowa's Public Schools by Enrollment Size
## 1990-1991, 2000-2001, and 2004-2005 to 2005-2006

| | 2005-2006 Students Open Enrolled-Out | Net Open Enrollment 1990-1991 | 2000-2001 | 2004-2005 | 2005-2006 | 2005-2006 Number of Districts w/ Net Gain | Net Loss | Total |
|---|---|---|---|---|---|---|---|---|
| <250 | 1,165 | -236 | -521 | -680 | -716 | 4 | 28 | 32 |
| 250-399 | 1,912 | -264 | -392 | -248 | -214 | 21 | 35 | 56 |
| 400-599 | 2,513 | -50 | 142 | 229 | 302 | 31 | 39 | 70 |
| 600-999 | 4,368 | 66 | 436 | 245 | 144 | 45 | 48 | 93 |
| 1,000-2,499 | 5,012 | 370 | 1,340 | 1,849 | 1,920 | 49 | 33 | 82 |
| 2,500-7,499 | 4,202 | 45 | 431 | 148 | 316 | 13 | 10 | 23 |
| 7,500+ | 3,984 | -67 | -1,554 | -1,635 | -1,840 | 0 | 9 | 9 |

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

# Enrollment in Iowa's Area Education Agencies

Total enrollments (public and nonpublic combined) in Iowa's 12 Area Education Agencies (AEAs) remained relatively unchanged in 2005-2006. School enrollment in AEA 11 (central Iowa) continued to account for nearly one-fourth of total enrollment in the state in 2005-2006.

**Table 17**

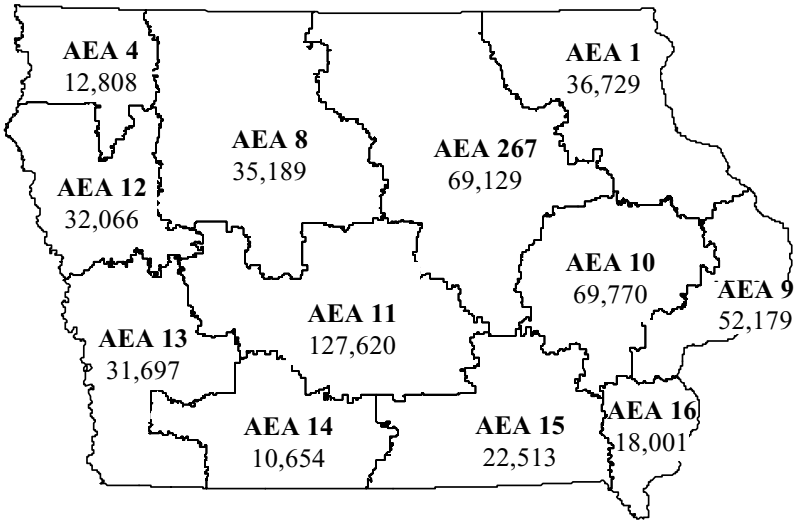
## Iowa's Public and Nonpublic School Enrollments by AEA 2004-2005 and 2005-2006

| | Public School Enrollments | | | | Nonpublic School Enrollments | | | |
|---|---|---|---|---|---|---|---|---|
| | 2004-2005 | | 2005-2006 | | 2004-2005 | | 2005-2006 | |
| AEA | Number* | Percent | Number* | Percent | Number | Percent | Number | Percent |
| 1 | 31,601 | 6.5% | 31,446 | 6.5% | 5,699 | 15.8% | 5,283 | 15.0% |
| 267 | 65,815 | 13.6 | 65,310 | 13.5 | 3,973 | 11.0 | 3,819 | 10.8 |
| 4 | 10,113 | 2.1 | 10,026 | 2.1 | 2,815 | 7.8 | 2,782 | 7.9 |
| 8 | 33,144 | 6.9 | 32,692 | 6.8 | 2,510 | 6.9 | 2,497 | 7.1 |
| 9 | 49,151 | 10.2 | 49,100 | 10.2 | 3,154 | 8.7 | 3,079 | 8.7 |
| 10 | 64,589 | 13.4 | 64,963 | 13.4 | 4,771 | 13.2 | 4,807 | 13.6 |
| 11 | 118,351 | 24.5 | 119,823 | 24.8 | 7,825 | 21.6 | 7,797 | 22.1 |
| 12 | 29,774 | 6.2 | 29,407 | 6.1 | 2,790 | 7.7 | 2,659 | 7.5 |
| 13 | 30,671 | 6.3 | 30,563 | 6.3 | 1,121 | 3.1 | 1,134 | 3.2 |
| 14 | 10,695 | 2.2 | 10,535 | 2.2 | 127 | 0.4 | 119 | 0.3 |
| 15 | 22,385 | 4.6 | 22,157 | 4.6 | 391 | 1.1 | 356 | 1.0 |
| 16 | 17,049 | 3.5 | 17,083 | 3.5 | 985 | 2.7 | 918 | 2.6 |
| State | 483,335 | 100.0 | 483,105 | 100.0 | 36,161 | 100.0 | 35,250 | 100.0 |

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

**Figure 11**

## Iowa's Public and Nonpublic Enrollment by AEA, 2005-2006




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

# Enrollment in Iowa's Counties

## Certified Public School Enrollment

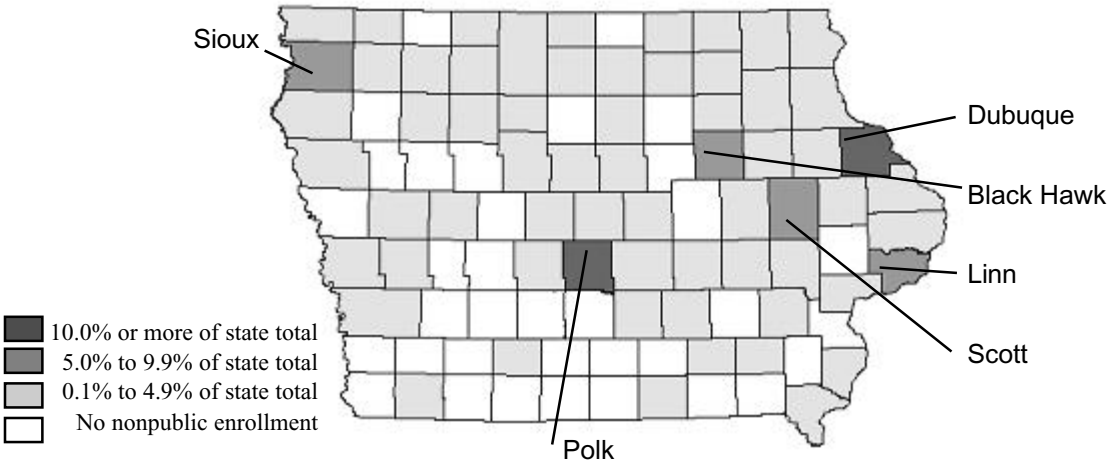
Certified enrollment by county in Iowa's public schools is based on the county of residence of the student. While only three counties (Clayton, Dallas, and Keokuk) reported percentage increases of 5 percent or more since 2004-2005, four counties had decreases of that magnitude led by Fayette (-8.9 percent) (Table 18).

## BEDS (Non-Certified) Nonpublic School Enrollment

Nine counties reported nonpublic enrollments of 1,000 or more. Nearly one-fourth (23.6 percent) of the state's nonpublic enrollment was in the counties of Dubuque and Polk (Figure 12). One-third of the counties in the state had no nonpublic enrollment during the 2005-2006 school year.

**Figure 12**

**PERCENT OF IOWA'S NONPUBLIC SCHOOL ENROLLMENTS BY COUNTY, 2005-2006**




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

# National Enrollment

Nationally, public school enrollment in 2003-2004 reflected a growth of 11.7 percent since 1993-1994 (Table 19). Nevada (63.4 percent), Arizona (42.7 percent), and Florida (26.8 percent) reported the greatest rates of growth over this period with 14 other states having percentage gains of 10 percent or more (Figure 13). In the midwest, Illinois (11.0 percent) was the only state to experience a double-digit percentage increase in enrollment. Eleven states had decreases in public school enrollment ranging from -0.4 percent (Alabama) to -14.2 percent in North Dakota.

Despite the significant growth in minority enrollment in Iowa presented earlier in this section, Iowa's percentage of minority students remains relatively low in comparison to other states (Table 20). In 1993-1994, Iowa reported a minority enrollment of 6.7 percent, the 46th highest in the country. Ten years later Iowa's percentage of minority students had increased to 11.8 and yet its ranking remained unchanged. Maine, New Hampshire, Vermont, and West Virginia reported lower percentages than Iowa. In Arizona, California, Hawaii, Louisiana, Mississippi, New Mexico, and Texas minority students accounted for more than half of public student enrollment.

**Table 18**

## IOWA'S PUBLIC SCHOOL CERTIFIED K-12 ENROLLMENTS BY COUNTY OF RESIDENCE, 2004-2005 AND 2005-2006

| County | Enrollment 2005-2006 | Enrollment 2004-2005 | Change N | Change Percent | County | Enrollment 2005-2006 | Enrollment 2004-2005 | Change N | Change Percent |
|---|---|---|---|---|---|---|---|---|---|
| Adair | 1,289.4 | 1,381.3 | -91.9 | -6.7% | Jefferson | 2,251.5 | 2,294.2 | -42.7 | -1.9% |
| Adams | 741.9 | 757.8 | -15.9 | -2.1 | Johnson | 14,717.8 | 14,578.0 | 139.8 | 1.0 |
| Allamakee | 2,402.0 | 2,447.2 | -45.2 | -1.8 | Jones | 3,167.4 | 3,151.7 | 15.7 | 0.5 |
| Appanoose | 2,100.3 | 2,143.3 | -43.0 | -2.0 | Keokuk | 1,978.2 | 1,756.7 | 221.5 | 12.6 |
| Audubon | 1,140.9 | 1,172.4 | -31.5 | -2.7 | Kossuth | 2,363.6 | 2,441.3 | -77.7 | -3.2 |
| Benton | 4,968.5 | 5,014.4 | -45.9 | -0.9 | Lee | 5,822.0 | 5,864.1 | -42.1 | -0.7 |
| Black Hawk | 17,587.5 | 17,668.4 | -80.9 | -0.5 | Linn | 32,529.7 | 32,228.7 | 301.0 | 0.9 |
| Boone | 4,405.6 | 4,448.2 | -42.6 | -1.0 | Louisa | 2,288.8 | 2,459.1 | -170.3 | -6.9 |
| Bremer | 3,780.3 | 3,810.6 | -30.3 | -0.8 | Lucas | 1,728.8 | 1,764.5 | -35.7 | -2.0 |
| Buchanan | 3,527.4 | 3,602.8 | -75.4 | -2.1 | Lyon | 1,994.3 | 1,983.7 | 10.6 | 0.5 |
| Buena Vista | 3,445.9 | 3,474.2 | -28.3 | -0.8 | Madison | 2,848.6 | 2,802.4 | 46.2 | 1.6 |
| Butler | 2,437.4 | 2,487.8 | -50.4 | -2.0 | Mahaska | 3,600.6 | 3,587.0 | 13.6 | 0.4 |
| Calhoun | 1,646.7 | 1,712.2 | -65.5 | -3.8 | Marion | 5,496.1 | 5,435.2 | 60.9 | 1.1 |
| Carroll | 2,997.3 | 3,016.6 | -19.3 | -0.6 | Marshall | 7,150.0 | 7,060.3 | 89.7 | 1.3 |
| Cass | 2,447.1 | 2,411.5 | 35.6 | 1.5 | Mills | 2,752.8 | 2,744.1 | 8.7 | 0.3 |
| Cedar | 3,267.8 | 3,273.4 | -5.6 | -0.2 | Mitchell | 1,786.7 | 1,796.3 | -9.6 | -0.5 |
| Cerro Gordo | 6,605.4 | 6,753.4 | -148.0 | -2.2 | Monona | 1,571.9 | 1,657.1 | -85.2 | -5.1 |
| Cherokee | 2,128.8 | 2,205.2 | -76.4 | -3.5 | Monroe | 1,395.4 | 1,433.6 | -38.2 | -2.7 |
| Chickasaw | 2,098.7 | 2,092.0 | 6.7 | 0.3 | Montgomery | 2,038.8 | 2,086.8 | -48.0 | -2.3 |
| Clarke | 1,674.4 | 1,670.7 | 3.7 | 0.2 | Muscatine | 8,247.3 | 8,263.8 | -16.5 | -0.2 |
| Clay | 2,759.3 | 2,788.8 | -29.5 | -1.1 | O'Brien | 2,154.9 | 2,207.1 | -52.2 | -2.4 |
| Clayton | 3,246.7 | 3,011.7 | 235.0 | 7.8 | Osceola | 1,171.4 | 1,219.3 | -47.9 | -3.9 |
| Clinton | 8,554.5 | 8,571.2 | -16.7 | -0.2 | Page | 2,667.8 | 2,594.2 | 73.6 | 2.8 |
| Crawford | 3,154.9 | 3,242.6 | -87.7 | -2.7 | Palo Alto | 1,413.3 | 1,443.6 | -30.3 | -2.1 |
| Dallas | 10,035.3 | 9,529.3 | 506.0 | 5.3 | Plymouth | 4,333.0 | 4,299.7 | 33.3 | 0.8 |
| Davis | 1,253.5 | 1,257.7 | -4.2 | -0.3 | Pocahontas | 1,340.0 | 1,393.3 | -53.3 | -3.8 |
| Decatur | 1,278.5 | 1,324.4 | -45.9 | -3.5 | Polk | 65,952.7 | 65,121.1 | 831.6 | 1.3 |
| Delaware | 3,070.8 | 3,055.6 | 15.2 | 0.5 | Pottawattamie | 15,329.7 | 15,454.2 | -124.5 | -0.8 |
| Des Moines | 6,759.6 | 6,554.9 | 204.7 | 3.1 | Poweshiek | 2,947.9 | 3,003.4 | -55.5 | -1.8 |
| Dickinson | 2,559.7 | 2,599.6 | -39.9 | -1.5 | Ringgold | 758.0 | 775.6 | -17.6 | -2.3 |
| Dubuque | 12,890.7 | 12,788.4 | 102.3 | 0.8 | Sac | 1,829.2 | 1,882.3 | -53.1 | -2.8 |
| Emmet | 1,732.4 | 1,734.0 | -1.6 | -0.1 | Scott | 27,215.7 | 27,264.0 | -48.3 | -0.2 |
| Fayette | 3,348.1 | 3,676.2 | -328.1 | -8.9 | Shelby | 2,263.7 | 2,299.6 | -35.9 | -1.6 |
| Floyd | 2,619.8 | 2,608.7 | 11.1 | 0.4 | Sioux | 4,217.0 | 4,224.1 | -7.1 | -0.2 |
| Franklin | 1,863.2 | 1,829.7 | 33.5 | 1.8 | Story | 10,264.8 | 10,185.2 | 79.6 | 0.8 |
| Fremont | 1,372.2 | 1,428.4 | -56.2 | -3.9 | Tama | 3,297.0 | 3,356.4 | -59.4 | -1.8 |
| Greene | 1,776.7 | 1,837.3 | -60.6 | -3.3 | Taylor | 1,105.7 | 1,113.6 | -7.9 | -0.7 |
| Grundy | 2,171.7 | 2,204.0 | -32.3 | -1.5 | Union | 1,954.6 | 1,911.6 | 43.0 | 2.2 |
| Guthrie | 1,989.4 | 1,957.4 | 32.0 | 1.6 | Van Buren | 1,184.3 | 1,232.9 | -48.6 | -3.9 |
| Hamilton | 2,854.3 | 2,844.0 | 10.3 | 0.4 | Wapello | 6,016.1 | 6,073.7 | -57.6 | -0.9 |
| Hancock | 2,021.4 | 2,071.5 | -50.1 | -2.4 | Warren | 8,322.2 | 8,085.2 | 237.0 | 2.9 |
| Hardin | 2,995.1 | 3,021.5 | -26.4 | -0.9 | Washington | 3,787.9 | 3,919.3 | -131.4 | -3.4 |
| Harrison | 2,953.3 | 2,968.1 | -14.8 | -0.5 | Wayne | 1,024.4 | 1,049.5 | -25.1 | -2.4 |
| Henry | 3,472.2 | 3,447.8 | 24.4 | 0.7 | Webster | 5,603.2 | 5,705.1 | -101.9 | -1.8 |
| Howard | 1,500.8 | 1,536.9 | -36.1 | -2.3 | Winnebago | 1,941.3 | 2,037.8 | -96.5 | -4.7 |
| Humboldt | 1,550.8 | 1,618.2 | -67.4 | -4.2 | Winneshiek | 2,901.1 | 2,968.7 | -67.6 | -2.3 |
| Ida | 1,303.5 | 1,347.0 | -43.5 | -3.2 | Woodbury | 18,066.8 | 18,193.6 | -126.8 | -0.7 |
| Iowa | 2,963.4 | 2,964.7 | -1.3 | 0.0 | Worth | 1,426.6 | 1,439.3 | -12.7 | -0.9 |
| Jackson | 3,363.4 | 3,363.0 | 0.4 | 0.0 | Wright | 2,509.3 | 2,524.5 | -15.2 | -0.6 |
| Jasper | 6,266.4 | 6,242.7 | 23.7 | 0.4 | **Total** | **483,104.8** | **483,335.2** | **-230.4** | **0.0** |

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

**Table 19**

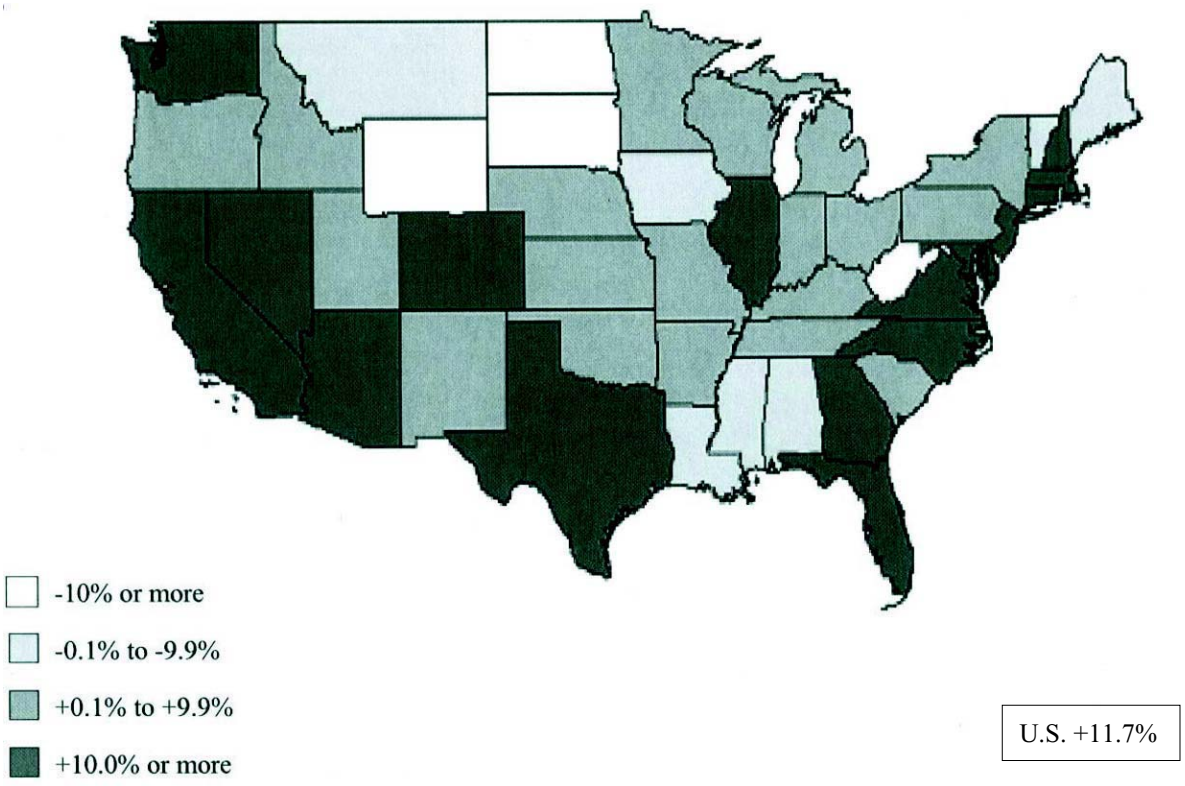
## PUBLIC SCHOOL ENROLLMENTS AND RANKING BY STATE, 1993-1994 AND 2003-2004

| | 1993-1994 | | 2003-2004 | | 1993-1994 to 2003-2004 Change in Enrollment | |
|---|---|---|---|---|---|---|
| | Enrollment | Rank in the Nation | Enrollment | Rank in the Nation | Percent | Rank |
| **United States** | **43,464,916** | -- | **48,540,725** | -- | **11.7** % | -- |
| Alabama | 734,288 | 22 | 731,220 | 23 | -0.4 | 40 |
| Alaska | 125,948 | 46 | 133,933 | 45 | 6.3 | 24 |
| Arizona | 709,453 | 23 | 1,012,068 | 14 | 42.7 | 2 |
| Arkansas | 444,271 | 34 | 454,523 | 34 | 2.3 | 34 |
| California | 5,327,231 | 1 | 6,413,862 | 1 | 20.4 | 6 |
| Colorado | 625,062 | 26 | 757,693 | 22 | 21.2 | 5 |
| Connecticut | 496,298 | 31 | 577,203 | 28 | 16.3 | 10 |
| Delaware | 105,547 | 48 | 117,668 | 47 | 11.5 | 16 |
| District of Columbia | 80,678 | 51 | 78,057 | 51 | -3.2 | 42 |
| Florida | 2,040,763 | 4 | 2,587,628 | 4 | 26.8 | 3 |
| Georgia | 1,235,304 | 9 | 1,522,611 | 9 | 23.3 | 4 |
| Hawaii | 180,410 | 42 | 183,609 | 42 | 1.8 | 36 |
| Idaho | 236,774 | 38 | 252,120 | 39 | 6.5 | 23 |
| Illinois | 1,893,078 | 5 | 2,100,961 | 5 | 11.0 | 17 |
| Indiana | 965,633 | 13 | 1,011,130 | 15 | 4.7 | 27 |
| **Iowa** | **498,519** | **30** | **481,226** | **32** | **-3.5** | **43** |
| Kansas | 457,614 | 33 | 470,490 | 33 | 2.8 | 33 |
| Kentucky | 655,265 | 24 | 663,885 | 26 | 1.3 | 37 |
| Louisiana | 800,560 | 20 | 727,709 | 24 | -9.1 | 47 |
| Maine | 216,995 | 40 | 202,084 | 41 | -6.9 | 45 |
| Maryland | 772,638 | 21 | 869,113 | 20 | 12.5 | 12 |
| Massachusetts | 877,726 | 15 | 980,459 | 16 | 11.7 | 14 |
| Michigan | 1,599,377 | 8 | 1,757,604 | 8 | 9.9 | 18 |
| Minnesota | 810,233 | 19 | 842,854 | 21 | 4.0 | 31 |
| Mississippi | 505,907 | 29 | 493,540 | 31 | -2.4 | 41 |
| Missouri | 866,378 | 17 | 905,941 | 18 | 4.6 | 28 |
| Montana | 163,009 | 43 | 148,356 | 44 | -9.0 | 46 |
| Nebraska | 285,097 | 37 | 285,542 | 37 | 0.2 | 39 |
| Nevada | 235,800 | 39 | 385,401 | 35 | 63.4 | 1 |
| New Hampshire | 185,360 | 41 | 207,417 | 40 | 11.9 | 13 |
| New Jersey | 1,151,307 | 10 | 1,380,753 | 10 | 19.9 | 9 |
| New Mexico | 322,292 | 35 | 323,066 | 36 | 0.2 | 38 |
| New York | 2,733,813 | 3 | 2,864,775 | 3 | 4.8 | 26 |
| North Carolina | 1,133,231 | 11 | 1,360,209 | 11 | 20.0 | 8 |
| North Dakota | 119,127 | 47 | 102,233 | 48 | -14.2 | 51 |
| Ohio | 1,807,319 | 6 | 1,845,428 | 6 | 2.1 | 35 |
| Oklahoma | 604,076 | 27 | 626,160 | 27 | 3.7 | 32 |
| Oregon | 516,611 | 28 | 551,273 | 29 | 6.7 | 22 |
| Pennsylvania | 1,744,082 | 7 | 1,821,146 | 7 | 4.4 | 29 |
| Rhode Island | 145,676 | 44 | 159,375 | 43 | 9.4 | 19 |
| South Carolina | 643,696 | 25 | 699,198 | 25 | 8.6 | 20 |
| South Dakota | 142,825 | 45 | 125,537 | 46 | -12.1 | 49 |
| Tennessee | 866,557 | 16 | 936,681 | 17 | 8.1 | 21 |
| Texas | 3,608,262 | 2 | 4,331,751 | 2 | 20.1 | 7 |
| Utah | 471,365 | 32 | 495,981 | 30 | 5.2 | 25 |
| Vermont | 102,755 | 49 | 99,103 | 49 | -3.6 | 44 |
| Virginia | 1,045,471 | 12 | 1,192,092 | 12 | 14.0 | 11 |
| Washington | 915,952 | 14 | 1,021,349 | 13 | 11.5 | 15 |
| West Virginia | 314,383 | 36 | 281,215 | 38 | -10.6 | 48 |
| Wisconsin | 844,001 | 18 | 880,031 | 19 | 4.3 | 30 |
| Wyoming | 100,899 | 50 | 87,462 | 50 | -13.3 | 50 |

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

**Figure 13**

## Percent Change in Public School Enrollment by State 1993-1994 to 2003-2004




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

**Table 20**

## Minority Enrollment as Percent of Total Enrollment by State, 1993-1994 and 2003-2004

| State | 2003-2004 Percent American Indian | Asian | Black | Hispanic | Total Minority | Rank | 1993-1994 Percent Total Minority | Rank |
|---|---|---|---|---|---|---|---|---|
| **United States** | **1.2%** | **4.4%** | **17.2%** | **18.5%** | **41.3%** | **--** | **33.9%** | **--** |
| Alabama | 0.8 | 0.9 | 36.4 | 2.1 | 40.1 | 19 | 37.6 | 13 |
| Alaska | 26.0 | 6.5 | 4.7 | 3.9 | 41.1 | 18 | 34.8 | 16 |
| Arizona | 6.6 | 2.2 | 4.8 | 37.2 | 50.8 | 7 | 40.4 | 11 |
| Arkansas | 0.6 | 1.1 | 23.1 | 5.3 | 30.1 | 24 | 25.6 | 24 |
| California | 0.8 | 11.3 | 8.2 | 46.7 | 67.1 | 3 | 57.7 | 3 |
| Colorado | 1.2 | 3.1 | 5.8 | 25.3 | 35.5 | 22 | 25.9 | 23 |
| Connecticut | 0.3 | 3.2 | 13.6 | 14.6 | 31.7 | 23 | 26.7 | 22 |
| Delaware | 0.3 | 2.6 | 31.9 | 7.9 | 42.7 | 14 | 33.8 | 18 |
| Florida | 0.3 | 2.0 | 24.3 | 22.1 | 48.7 | 10 | 40.4 | 10 |
| Georgia | 0.2 | 2.5 | 38.3 | 6.9 | 47.9 | 11 | 40.1 | 12 |
| Hawaii | 0.5 | 72.4 | 2.4 | 4.5 | 79.8 | 1 | 76.3 | 1 |
| Idaho | 1.6 | 1.5 | 0.9 | 12.0 | 15.9 | 40 | 10.4 | 43 |
| Illinois | 0.2 | 3.6 | 21.1 | 17.7 | 42.6 | 15 | 35.3 | 15 |
| Indiana | 0.2 | 1.1 | 12.4 | 4.8 | 18.5 | 38 | 14.1 | 36 |
| **Iowa** | **0.6** | **1.8** | **4.5** | **4.9** | **11.8** | **46** | **6.7** | **46** |
| Kansas | 1.4 | 2.3 | 8.9 | 11.0 | 23.6 | 31 | 16.4 | 33 |
| Kentucky | 0.2 | 0.8 | 10.4 | 1.5 | 13.0 | 44 | 10.7 | 41 |
| Louisiana | 0.7 | 1.3 | 47.7 | 1.8 | 51.5 | 6 | 48.3 | 6 |
| Maine | 0.5 | 1.2 | 1.7 | 0.8 | 4.2 | 49 | n/a | n/a |
| Maryland | 0.4 | 4.9 | 37.9 | 6.4 | 49.6 | 8 | 41.1 | 9 |
| Massachusetts | 0.3 | 4.7 | 8.8 | 11.5 | 25.4 | 29 | 20.7 | 27 |
| Michigan | 1.0 | 2.2 | 20.1 | 4.1 | 27.3 | 28 | 22.0 | 26 |
| Minnesota | 2.1 | 5.4 | 7.8 | 4.6 | 19.8 | 37 | 11.2 | 40 |
| Mississippi | 0.2 | 0.7 | 50.7 | 1.1 | 52.7 | 5 | 52.1 | 5 |
| Missouri | 0.4 | 1.4 | 18.0 | 2.6 | 22.3 | 33 | 17.7 | 31 |
| Montana | 11.0 | 1.0 | 0.7 | 2.1 | 14.9 | 42 | 12.2 | 38 |
| Nebraska | 1.6 | 1.7 | 7.1 | 10.1 | 20.5 | 36 | 11.7 | 39 |
| Nevada | 1.7 | 6.7 | 10.7 | 30.2 | 49.2 | 9 | 29.5 | 20 |
| New Hampshire | 0.3 | 1.7 | 1.4 | 2.4 | 5.8 | 48 | 3.1 | 48 |
| New Jersey | 0.2 | 7.0 | 17.7 | 17.2 | 42.1 | 16 | 36.6 | 14 |
| New Mexico | 11.2 | 1.2 | 2.4 | 52.5 | 67.2 | 2 | 59.5 | 2 |
| New York | 0.5 | 6.6 | 19.7 | 19.4 | 46.1 | 12 | 41.8 | 8 |
| North Carolina | 1.5 | 2.0 | 31.6 | 6.7 | 41.7 | 17 | 34.3 | 17 |
| North Dakota | 8.5 | 0.8 | 1.2 | 1.4 | 12.0 | 45 | 8.5 | 45 |
| Ohio | 0.1 | 1.3 | 17.0 | 2.1 | 20.6 | 35 | 17.2 | 32 |
| Oklahoma | 18.5 | 1.5 | 10.9 | 7.6 | 38.5 | 21 | 28.4 | 21 |
| Oregon | 2.3 | 4.4 | 3.1 | 13.6 | 23.4 | 32 | 13.3 | 37 |
| Pennsylvania | 0.1 | 2.3 | 15.8 | 5.5 | 23.7 | 30 | 18.9 | 30 |
| Rhode Island | 0.6 | 3.2 | 8.5 | 16.4 | 28.8 | 26 | 18.9 | 29 |
| South Carolina | 0.3 | 1.1 | 41.3 | 3.2 | 45.8 | 13 | 43.0 | 7 |
| South Dakota | 10.7 | 1.0 | 1.5 | 1.8 | 15.1 | 41 | 15.1 | 35 |
| Tennessee | 0.2 | 1.3 | 25.0 | 2.8 | 29.3 | 25 | 24.2 | 25 |
| Texas | 0.3 | 2.9 | 14.3 | 43.8 | 61.3 | 4 | 52.3 | 4 |
| Utah | 1.5 | 2.9 | 1.1 | 11.0 | 16.6 | 39 | 8.5 | 44 |
| Vermont | 0.6 | 1.5 | 1.2 | 0.8 | 4.1 | 50 | 2.5 | 49 |
| Virginia | 0.5 | 4.7 | 26.8 | 6.6 | 38.7 | 20 | 32.1 | 19 |
| Washington | 2.7 | 7.9 | 5.7 | 12.3 | 28.5 | 27 | 20.1 | 28 |
| West Virginia | 0.1 | 0.6 | 4.6 | 0.5 | 5.9 | 47 | 4.6 | 47 |
| Wisconsin | 1.4 | 3.4 | 10.5 | 5.8 | 21.2 | 34 | 15.7 | 34 |
| Wyoming | 3.5 | 1.0 | 1.4 | 8.2 | 14.0 | 43 | 10.6 | 42 |

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

# STAFF

This chapter presents data for licensed staff and non-licensed staff for Iowa's schools and area education agencies (AEAs) for the 2005-2006 school year and the 1985-1986 base year. Data summarized on the state level by enrollment categories and by area education agencies are included. National and regional state comparative data are also presented where available. Staff characteristics such as age, race/ethnicity, gender, experience and salary are listed. Data on teachers, principals, superintendents, other licensed positions, and non-licensed staff are displayed in this chapter. Information on instructional aides and pupil-teacher ratios for public schools is also included.

## Teacher Characteristics

Information on licensed staff is collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS) at the beginning of each school year. A maximum of ten positions and ten assignments can be reported for each staff member to accurately reflect their duties. In this section, data on full-time teachers are presented. Full-time teachers are staff that reported having at least one teaching position code and have a full-time contract, regular salary of at least $24,500, and at least 180 contract days. In 2005-2006, there were 5,678 full-time teachers that were reported as serving in other positions, such as administrative and student support services. Salary is not reported separately for each position and assignment, thus the reported salary for these teachers may be impacted by the additional duties.

Characteristics of full-time teachers in Iowa public and nonpublic schools are listed in Table 21. Between 2004-2005 and 2005-2006 there was not a significant change in the characteristics of full-time teachers in public and nonpublic schools. Characteristics of full-time public school and nonpublic school teachers changed between 1985-1986 and 2005-2006. The average age of full-time public school teachers increased from 39.9 to 42.3. The percent of female teachers in public schools increased from 63.5 percent to 73.1 percent. The percent of minority teachers in public schools increased from 1.2 percent to 1.8 percent. The percent of public school teachers with advanced degrees decreased from 29.0 percent to 27.2 percent. The average district experience and average total experience of public school teachers increased between 1985-1986 and 2005-2006. The average total experience increased from13.9 years to 15.0 years. The average district experience increased from 10.6 years to 11.5 years.

In nonpublic schools, the average age of full-time teachers increased from 36.6 in 1985-1986 to 42.3 in 2005-2006. The percent of female nonpublic teachers increased from 77.5 percent to 80.4 percent. The percent of minority teachers increased slightly from 0.5 percent to 0.7 percent. The percent of teachers with advanced degrees decreased, 16.0 percent versus 14.9 percent. The average total experience increased from 11.5 to 14.7 years and the average district experience increased from 5.7 to 10.6 years.

**Table 21**

## Characteristics of Iowa Full-Time Teachers 1985-1986, 2004-2005 and 2005-2006

| Characteristics | Public | | | Nonpublic | | |
|---|---|---|---|---|---|---|
| | 1985-1986 | 2004-2005 | 2005-2006 | 1985-1986 | 2004-2005 | 2005-2006 |
| Average Age | 39.9 | 42.4 | 42.3 | 36.6 | 41.8 | 42.3 |
| Percent Female | 63.5% | 72.6% | 73.1% | 77.5% | 80.2% | 80.4% |
| Percent Minority | 1.2% | 1.8% | 1.8% | 0.5% | 0.6% | 0.7% |
| Percent Advanced Degree | 29.0% | 27.1% | 27.2% | 16.0% | 14.5% | 14.9% |
| Average Total Experience | 13.9 | 15.1 | 15.0 | 11.5 | 14.2 | 14.7 |
| Average District Experience | 10.6 | 11.7 | 11.5 | 5.7 | 10.3 | 10.6 |
| Number of Teachers | 30,499 | 33,661 | 34,175 | 2,419 | 2,337 | 2,307 |

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

Table 22 lists the number, percent with advanced degrees, percent female, percent minority, average years of total experience, average years of district experience, and average age of full-time public school teachers by enrollment category in 2005-2006. The largest enrollment category, 7,500 or more students, had the highest percent of minority teachers, 4.2 percent, and the two smallest enrollment categories, less than 250 students and 250-399 students, had the lowest percent of minority teachers, 0.6 percent. The largest enrollment category had the highest percent of teachers with advanced degrees, 37.4 percent, and the smallest enrollment category, less than 250 students, had the lowest percent of teachers with advanced degrees, 9.7 percent.

**Table 22**

## Advanced Degree and Experience of Iowa Full-Time Public School Teachers by Enrollment Category, 2005-2006

| Enrollment Category | Number of Full-Time Teachers | Percent with Advanced Degree | Percent Female | Percent Minority | Average Years Total Experience | Avg. Years District Experience | Average Age |
|---|---|---|---|---|---|---|---|
| <250 | 495 | 9.7% | 75.4% | 0.6% | 13.7 | 11.3 | 41.7 |
| 250-399 | 1,571 | 13.4 | 72.6 | 0.6 | 14.5 | 11.8 | 42.4 |
| 400-599 | 2,806 | 14.7 | 70.2 | 0.7 | 15.0 | 12.1 | 42.2 |
| 600-999 | 5,106 | 17.5 | 69.1 | 0.7 | 15.6 | 12.3 | 42.7 |
| 1,000-2,499 | 8,666 | 24.4 | 71.9 | 1.0 | 15.7 | 12.0 | 42.5 |
| 2,500-7,499 | 6,384 | 34.4 | 75.0 | 1.5 | 14.3 | 10.7 | 41.4 |
| 7,500+ | 8,673 | 37.4 | 75.4 | 4.2 | 14.7 | 11.1 | 42.5 |
| AEA | 474 | 35.7 | 88.4 | 1.7 | 15.1 | 10.6 | 44.4 |
| State | 34,175 | 27.2 | 73.1 | 1.8 | 15.0 | 11.5 | 42.3 |

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

# Teacher Age and Experience

Table 23 and Figure 14 present the number of full-time public school teachers by age category in 1993-1994 and 2005-2006. The greatest increase was in the percent of teachers age 51-55. The percent of teachers in this age group increased from 11.1 percent to 18.4 percent, an increase of 7.3 percent. The percent of teachers age 41-45 had the greatest decrease between the two years presented, 9.7 percent. The total number of full-time public school teachers increased from 30,527 to 34,175, for a change of 12.0 percent (3,648 teachers).

**Table 23**

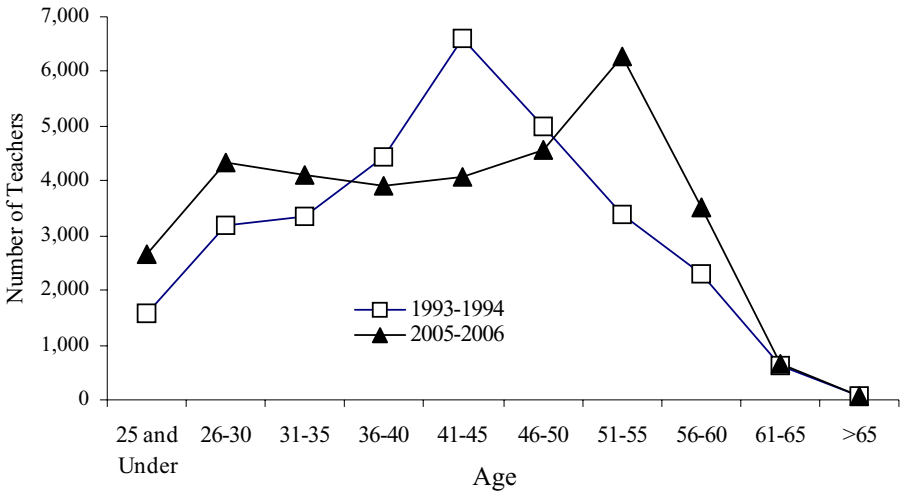
## Iowa Full-Time Public School Teacher Age Distributions 1993-1994 and 2005-2006

| | 1993-1994 | | | | 2005-2006 | | | |
|---|---|---|---|---|---|---|---|---|
| Age Interval | Number | Cumulative Total | Percent | Cumulative Percent | Number | Cumulative Total | Percent | Cumulative Percent |
| 25 and Under | 1,591 | 1,591 | 5.2% | 5.2% | 2,647 | 2,647 | 7.8% | 7.8% |
| 26-30 | 3,181 | 4,772 | 10.4 | 15.6 | 4,346 | 6,993 | 12.7 | 20.5 |
| 31-35 | 3,336 | 8,108 | 10.9 | 26.5 | 4,109 | 11,102 | 12.0 | 32.5 |
| 36-40 | 4,442 | 12,550 | 14.5 | 41.1 | 3,914 | 15,016 | 11.5 | 43.9 |
| 41-45 | 6,611 | 19,161 | 21.6 | 62.8 | 4,070 | 19,086 | 11.9 | 55.9 |
| 46-50 | 5,004 | 24,165 | 16.4 | 79.1 | 4,560 | 23,646 | 13.3 | 69.2 |
| 51-55 | 3,379 | 27,544 | 11.1 | 90.2 | 6,284 | 29,930 | 18.4 | 87.6 |
| 56-60 | 2,300 | 29,844 | 7.5 | 97.8 | 3,518 | 33,448 | 10.3 | 97.9 |
| 61-65 | 614 | 30,458 | 2.0 | 99.8 | 657 | 34,105 | 1.9 | 99.8 |
| Over 65 | 69 | 30,527 | 0.2 | 100.0 | 70 | 34,175 | 0.2 | 100.0 |

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

**Figure 14**

## Iowa Full-Time Public School Teacher Age Distributions 1993-1994 and 2005-2006




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

The combined age and experience distribution of Iowa full-time public school teachers in 1993-1994 and 2005-2006 is shown in Table 24 and Figure 15. Full-time public school teachers in Iowa that are covered by the Iowa Public Employee Retirement System (IPERS) are eligible to receive full retirement benefits if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. The percent of teachers with combined age and experience of 88 or higher increased from 6.4 percent in 1993-1994 to 6.8 percent in 2005-2006. The percent of teachers with combined age and experience between 81 and 87 increased from 6.5 percent to 10.6 percent between the two years presented. The greatest decrease was in the percent of teachers with age and experience 51-60 and 61-70. Approximately 20 percent of the teachers fell into each of these categories in 1993-1994 (40 percent combined). In 2005-2006, 13.5 percent of the teachers fell into each of these categories (27 percent combined).

**Table 24**

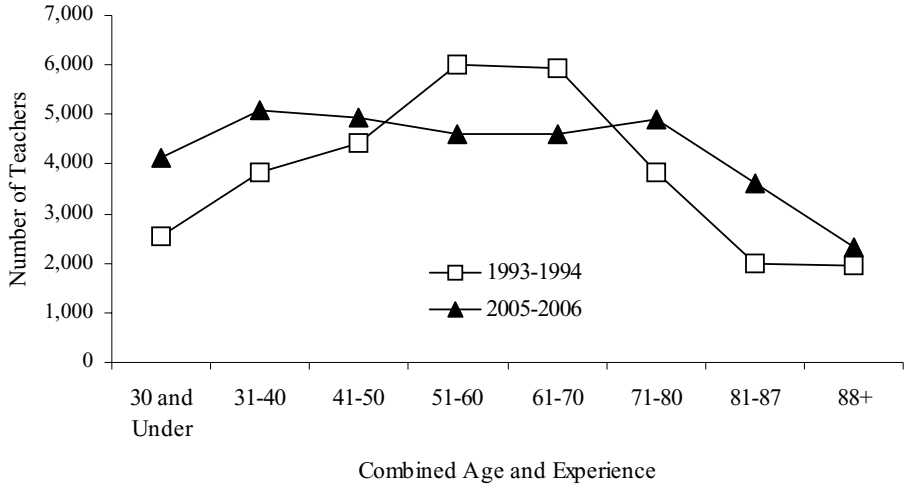
## Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 1993-1994 and 2005-2006

| Combined Age and Experience Interval | 1993-1994 | | | | 2005-2006 | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Cumulative Total | Percent | Cumulative Percent | Number | Cumulative Total | Percent | Cumulative Percent |
| 30 and Under | 2,551 | 2,551 | 8.4% | 8.4% | 4,120 | 4,120 | 12.1% | 12.1% |
| 31-40 | 3,832 | 6,383 | 12.5 | 20.9 | 5,068 | 9,188 | 14.8 | 26.9 |
| 41-50 | 4,413 | 10,796 | 14.5 | 35.4 | 4,946 | 14,134 | 14.5 | 41.4 |
| 51-60 | 6,002 | 16,798 | 19.7 | 55.0 | 4,599 | 18,733 | 13.5 | 54.8 |
| 61-70 | 5,949 | 22,747 | 19.5 | 74.5 | 4,622 | 23,355 | 13.5 | 68.3 |
| 71-80 | 3,839 | 26,586 | 12.6 | 87.1 | 4,888 | 28,243 | 14.3 | 82.6 |
| 81-87 | 1,979 | 28,565 | 6.5 | 93.6 | 3,626 | 31,869 | 10.6 | 93.3 |
| 88+ | 1,962 | 30,527 | 6.4 | 100.0 | 2,306 | 34,175 | 6.8 | 100.0 |

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

**Figure 15**

## Distribution of Iowa Full-Time Public School Teachers Combined Age and Experience, 1993-1994 and 2005-2006




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

## Teacher Contract Days

Table 25 presents the distribution of full-time public school teachers by contract days for 2003-2004, 2004-2005, and 2005-2006. The distributions for 2003-2004 and 2004-2005 are similar. The distribution by contract days changed in 2005-2006. In the first two years presented, 5.2 percent of teachers had a contract length less than 186 days. In 2005-2006, 0.4 percent of teachers had a contract length less than 186 days. In previous years, the highest percentage of teachers had a contract length of 190 days. In 2005-2006, the highest percentage of teachers (28.0 percent) had a contract length of 191 days which reflected the requirement in HF 816 (Student Achievement and Teacher Quality Program Act of 2005) that school districts add the equivalent of one additional contract day.

**Table 25**

**DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS, 2003-2004 TO 2005-2006**

| Number of Contract Days | Percent | | | Cumulative Percent | | |
|---|---|---|---|---|---|---|
| | 2003-2004 | 2004-2005 | 2005-2006 | 2003-2004 | 2004-2005 | 2005-2006 |
| Less than 186 | 5.2% | 5.2% | 0.4% | 5.2% | 5.2% | 0.4% |
| 186 | 2.4 | 2.4 | 4.5 | 7.6 | 7.6 | 4.9 |
| 187 | 5.4 | 5.3 | 2.7 | 13.0 | 12.9 | 7.6 |
| 188 | 6.4 | 6.3 | 5.0 | 19.4 | 19.2 | 12.6 |
| 189 | 5.4 | 5.6 | 6.5 | 24.8 | 24.9 | 19.1 |
| 190 | 29.2 | 28.9 | 6.5 | 54.0 | 53.8 | 25.6 |
| 191 | 7.0 | 7.1 | 28.0 | 61.0 | 60.9 | 53.6 |
| 192 | 9.4 | 9.4 | 7.9 | 70.4 | 70.3 | 61.5 |
| 193 | 10.0 | 10.0 | 8.4 | 80.4 | 80.3 | 70.0 |
| 194 | 4.8 | 5.1 | 11.0 | 85.2 | 85.4 | 80.7 |
| 195 | 9.2 | 9.3 | 4.4 | 94.4 | 94.7 | 85.3 |
| 196+ | 5.5 | 5.3 | 14.7 | 100.0 | 100.0 | 100.0 |

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

## Teacher Assignments

Tables 26 and 27 show the average number of teaching assignments for Iowa full-time public school teachers in grades 9-12 by enrollment category for 1985-1986, 2004-2005, and 2005-2006 and the distribution of assignments for 2005-2006. On the Licensed Staff Detail form of the fall BEDS, up to ten assignments can be reported for each teacher. As in previous years, the average number of teaching assignments was higher for the smaller enrollment categories than for the larger enrollment categories in 2005-2006. The average number of teaching assignments in districts with less than 250 students was 4.6 while the average number of teaching assignments in districts with greater than 7,500 students was 2.2. As shown in Table 27, about 80 percent of full-time public school teachers had 4 or less teaching assignments.

**Table 26**

## Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category 1985-1986, 2004-2005 and 2005-2006

| | 1985-1986 | | | 2004-2005 | | | 2005-2006 | | |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment Category | Number of Districts | Number of Grade 9-12 Teachers | Average Number of Assignments | Number of Districts | Number of Grade 9-12 Teachers | Average Number of Assignments | Number of Districts | Number of Grade 9-12 Teachers | Average Number of Assignments |
| <250 | 52 | 470 | 3.8 | 30 | 158 | 4.5 | 32 | 178 | 4.6 |
| 250-399 | 90 | 1,218 | 3.6 | 57 | 842 | 4.2 | 56 | 849 | 4.2 |
| 400-599 | 94 | 1,754 | 3.3 | 73 | 1,490 | 3.9 | 70 | 1,442 | 3.9 |
| 600-999 | 97 | 2,228 | 3.1 | 95 | 2,439 | 3.6 | 93 | 2,383 | 3.6 |
| 1,000-2,499 | 72 | 2,843 | 2.6 | 81 | 3,374 | 3.0 | 82 | 3,435 | 3.0 |
| 2,500-7,499 | 24 | 1,997 | 2.1 | 22 | 2,027 | 2.4 | 23 | 2,139 | 2.4 |
| 7,500+ | 8 | 2,349 | 2.0 | 9 | 2,439 | 2.1 | 9 | 2,559 | 2.2 |
| State | 437 | 12,859 | 2.7 | 367 | 12,769 | 3.0 | 365 | 12,985 | 3.0 |

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

**Table 27**

## Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2005-2006

| Number of Unique Assignments | Number of Teachers | Percent | Cumulative Percent |
|---|---|---|---|
| 1 | 2,862 | 22.0% | 22.0% |
| 2 | 3,461 | 26.7 | 48.7 |
| 3 | 2,426 | 18.7 | 67.4 |
| 4 | 1,663 | 12.8 | 80.2 |
| 5 | 1,126 | 8.7 | 88.9 |
| 6 | 675 | 5.2 | 94.1 |
| 7 | 388 | 3.0 | 97.0 |
| 8 | 204 | 1.6 | 98.6 |
| 9 | 106 | 0.8 | 99.4 |
| 10 | 74 | 0.6 | 100.0 |

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

## Minority Teacher Characteristics

The characteristics of full-time minority and non-minority public school teachers in Iowa in 2005-2006 are listed in Table 28. Approximately 2 percent of full-time public school teachers were minorities. The percent of female non-minority teachers was higher than the percent of female minority teachers, 73.1 percent versus 71.0 percent. There was a higher percent of minority teachers with advanced degrees than non-minority teachers, 30.8 percent of minority teachers compared to 27.1 percent of non-minority teachers. Minority teachers had a slightly higher average total salary than non-minority teachers, $42,066 versus $41,994. The average total and district experience was higher for non-minority teachers than for minority teachers. The average total experience for non-minority teachers was 15.1 years and the average total experience for minority teachers was 12.0 years. The average district experience was 11.6 years for non-minority teachers and 9.0 years for minority teachers.

**Table 28**

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY MINORITY AND NON-MINORITY GROUPS, 2005-2006**

| Characteristics | Non-Minority | Minority |
|---|---|---|
| Number | 33,554 | 621 |
| Percent | 98.2% | 1.8% |
| Average Age | 42.3 | 41.2 |
| Percent Female | 73.1% | 71.0% |
| Percent Advanced Degree | 27.1% | 30.8% |
| Average Total Experience | 15.1 | 12.0 |
| Average District Experience | 11.6 | 9.0 |
| Average Total Salary | $41,994 | $42,066 |

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

Notes: Includes AEA teachers.
Figures for 2005-2006 represent average salaries for full-time public school staff with at least one teaching position code. 5,678 full-time public school staff in 2005-2006 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for those staff include salaries for these additional responsibilities as well.

## Teacher Salaries

The fall BEDS collects salary paid for regular position responsibilities and salary for extra duties such as yearbook sponsorship and coaching. Benefits are not included in the reported salary. The total salary reported includes the regular salary and the salary for extra duties. In 2004-2005 and 2005-2006, there were about 5,000 full-time licensed staff with teaching positions that also reported having administrative or support positions as well, which could inflate the average salary figures for these years. Full-time teachers were required to have a minimum regular salary of $24,500. Full-time teachers are also defined as having a minimum contract length of 180 days. The average total salary of full-time public school teachers increased 4.1 percent, from $40,344 in 2004-2005 to $41,996 in 2005-2006.

The average total salaries of full-time public school teachers by enrollment category for 1985-1986, 2004-2005 and 2005-2006 are listed in Table 29. Similar to previous years, the average total salary in 2005-2006 was higher for the larger enrollment categories. Teachers in districts with less than 250 students had the lowest average total salary, $33,797, while teachers in districts with 7,500 students or more had the highest average total salary, $45,508, in 2005-2006.

**Table 29**

**AVERAGE TOTAL SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY, 1985-1986, 2004-2005 AND 2005-2006**

| Enrollment Category | 1985-1986 | Average Total Salary 2004-2005 | 2005-2006 | Percent Salary Change 1985-1986 to 2005-2006 | Percent Salary Change 2004-2005 to 2005-2006 |
|---|---|---|---|---|---|
| <250 | $16,347 | $32,441 | $33,797 | 106.8% | 4.2% |
| 250-399 | 17,971 | 33,999 | 35,610 | 98.2 | 4.7 |
| 400-599 | 19,198 | 36,253 | 37,347 | 94.5 | 3.0 |
| 600-999 | 20,079 | 37,852 | 39,433 | 96.4 | 4.2 |
| 1,000-2,499 | 21,616 | 40,210 | 41,913 | 93.9 | 4.2 |
| 2,500-7,499 | 23,835 | 42,091 | 43,610 | 83.0 | 3.6 |
| 7,500+ | 24,041 | 43,787 | 45,508 | 89.3 | 3.9 |
| State | 21,690 | 40,344 | 41,996 | 93.6 | 4.1 |

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

Notes: State total includes AEA teachers.
Figures for 2004-2005 and 2005-2006 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2004-2005 and 2005-2006 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

## Average Regular Salary Versus Average Total Salary

Regular salary is the portion of salary that is paid for direct position responsibilities. Total salary includes regular salary and extra salary paid for extra curricular and extra duties that go beyond the direct position responsibilities, such as coaching, yearbook sponsorship, and supervision of school organizations (e.g., student council). Table 30 presents the average regular and average total salary for full-time public school teachers for 2001-2002 to 2005-2006. The average total salary is about 3 percent higher than the average regular salary for each of the years presented.

**Table 30**

## Average Full-Time Teacher Regular Salary vs. Average Full-Time Teacher Total Salary, 2001-2002 to 2005-2006

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|---|
| Average Regular Salary | $37,243 | $38,000 | $38,381 | $39,284 | $40,877 |
| Average Total Salary | $38,230 | $39,059 | $39,432 | $40,344 | $41,996 |
| Difference | $987 | $1,059 | $1,051 | $1,060 | $1,119 |
| Percent Total Salary Greater Than Regular Salary | 2.7% | 2.8% | 2.7% | 2.7% | 2.7% |

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

## Average Total Salary for Public School Teachers by Years of Experience

Tables 31-33 present salary information for Iowa public school full-time teachers by years total experience and degree level for 1985-1986 and 2005-2006. In 2005-2006, the average total salary for teachers with five or less years experience and an advanced degree was $5,506 higher than teachers with five or less years experience and a baccalaureate degree. The average total salary for teachers with six to ten years of experience was $4,587 higher for teachers with an advanced degree than teachers with a baccalaureate degree. For teachers with more than ten years of experience, the average total experience was $7,760 higher for teachers with an advanced degree than teachers with a baccalaureate degree. The average total salary of teachers with a baccalaureate degree was $12,602 higher for teachers with more than ten years of experience than teachers with five or less years of experience. The average total salary of teachers with an advanced degree was $14,856 higher for teachers with more than ten years of experience than teachers with five or less years of experience.

**Table 31**

## Average Total Salary Comparison for Iowa Public School Full-Time Teachers with Total Experience of Five Years or Less 1985-1986 vs. 2005-2006

| Enrollment Category | Average Total Salary Baccalaureate Degree Level 1985-1986 | Average Total Salary Baccalaureate Degree Level 2005-2006 | Average Total Salary Advanced Degree Level 1985-1986 | Average Total Salary Advanced Degree Level 2005-2006 | Number of Teachers Baccalaureate Degree 2005-2006 | Number of Teachers Advanced Degree 2005-2006 |
|---|---|---|---|---|---|---|
| <250 | $14,659 | $28,293 | $15,782 | $27,878 | 145 | 6 |
| 250-399 | 15,434 | 28,758 | 16,753 | 32,631 | 406 | 22 |
| 400-599 | 15,775 | 29,410 | 17,226 | 34,076 | 650 | 33 |
| 600-999 | 16,017 | 30,318 | 17,731 | 34,230 | 1,117 | 62 |
| 1,000-2,499 | 16,403 | 31,375 | 19,500 | 36,460 | 1,793 | 107 |
| 2,500-7,499 | 17,191 | 32,830 | 20,057 | 38,515 | 1,549 | 163 |
| 7,500+ | 17,156 | 33,881 | 21,143 | 38,489 | 1,944 | 290 |
| State | 16,211 | 31,790 | 19,545 | 37,296 | 7,604 | 683 |

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

Notes: State total does not include AEA teachers.
Figures in 2005-2006 represent average salaries for full-time public school staff in this group with teaching position codes. 1,437 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

**Table 32**

## Average Total Salary Comparison for Iowa Public School Full-Time Teachers with Total Experience of Six to Ten Years 1985-1986 vs. 2005-2006

| Enrollment Category | Average Total Salary Baccalaureate Degree Level 1985-1986 | Average Total Salary Baccalaureate Degree Level 2005-2006 | Average Total Salary Advanced Degree Level 1985-1986 | Average Total Salary Advanced Degree Level 2005-2006 | Number of Teachers Baccalaureate Degree 2005-2006 | Number of Teachers Advanced Degree 2005-2006 |
|---|---|---|---|---|---|---|
| <250 | $16,218 | $31,855 | $16,704 | $33,149 | 83 | 9 |
| 250-399 | 17,423 | 32,339 | 18,537 | 34,579 | 260 | 20 |
| 400-599 | 18,419 | 33,788 | 19,704 | 37,120 | 429 | 37 |
| 600-999 | 18,874 | 35,653 | 20,026 | 38,923 | 751 | 91 |
| 1,000-2,499 | 19,543 | 37,139 | 21,360 | 40,917 | 1,254 | 236 |
| 2,500-7,499 | 20,570 | 38,841 | 23,174 | 42,694 | 829 | 312 |
| 7,500+ | 20,686 | 39,742 | 23,104 | 43,263 | 1,178 | 383 |
| State | 19,335 | 37,189 | 21,919 | 41,776 | 4,784 | 1,088 |

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

Notes: State total does not include AEA teachers.
Figures in 2005-2006 represent average salaries for full-time public school staff in this group with teaching position codes. 1,113 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

**Table 33**

## Average Total Salary Comparison for Iowa Public School Full-Time Teachers with Total Experience of More than Ten Years 1985-1986 vs. 2005-2006

| Enrollment Category | Average Total Salary Baccalaureate Degree Level 1985-1986 | Average Total Salary Baccalaureate Degree Level 2005-2006 | Average Total Salary Advanced Degree Level 1985-1986 | Average Total Salary Advanced Degree Level 2005-2006 | Number of Teachers Baccalaureate Degree 2005-2006 | Number of Teachers Advanced Degree 2005-2006 |
|---|---|---|---|---|---|---|
| <250 | $17,821 | $37,137 | $18,985 | $41,936 | 219 | 33 |
| 250-399 | 19,324 | 39,079 | 21,260 | 43,396 | 695 | 168 |
| 400-599 | 20,559 | 40,605 | 22,583 | 44,702 | 1,314 | 343 |
| 600-999 | 21,381 | 42,764 | 23,632 | 46,978 | 2,346 | 739 |
| 1,000-2,499 | 22,495 | 45,019 | 25,440 | 50,265 | 3,501 | 1,775 |
| 2,500-7,499 | 23,804 | 46,273 | 28,044 | 53,444 | 1,807 | 1,724 |
| 7,500+ | 23,594 | 48,069 | 28,110 | 55,773 | 2,308 | 2,570 |
| State | 22,196 | 44,392 | 26,528 | 52,152 | 12,190 | 7,352 |

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

Notes: State total does not include AEA teachers.
Figures in 2005-2006 represent average salaries for full-time public school staff in this group with teaching position codes. 3,117 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

## Teacher Salary Comparisons – Nation and Midwest States

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

**Table 34**

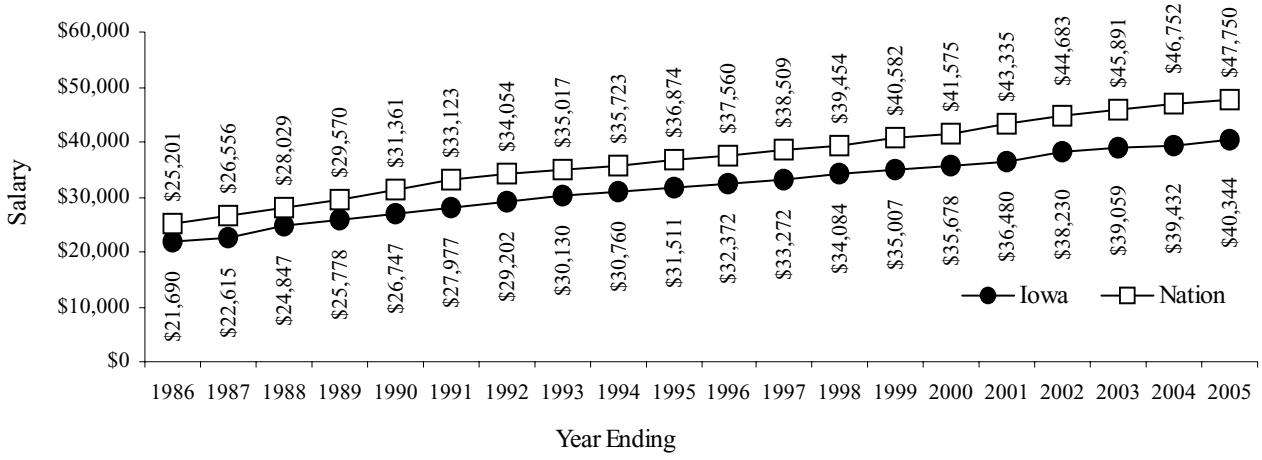
### Average Total Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2003-2004 and 2004-2005

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

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

**Figure 16**

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



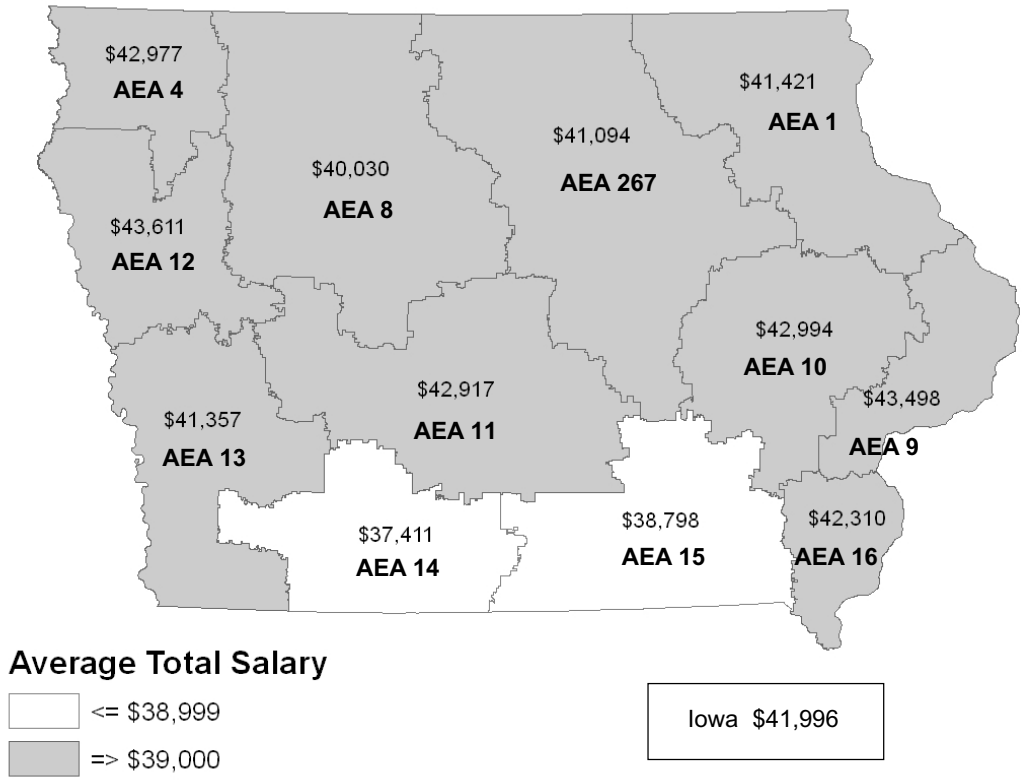

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: Figures for Iowa 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2004-2005 with teaching position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

## Teacher Salaries by Area Education Agency

There were 12 Area Education Agencies (AEAs) in 2005-2006 in the state of Iowa that provided services for local school districts. The average salary of full-time public school teachers by AEA in 2005-2006 is shown in Figure 17. Table 35 lists the average salary and other characteristics of full-time public school teachers by AEA in 2005-2006. The average teacher salary was highest in AEA 12, $43,611. AEA 14 had the lowest average teacher salary, $37,411. The highest percent of teachers with an advanced degree was 32.2 percent in AEA 12. AEA 4 had the lowest percent of teachers with an advanced degree, 20.1 percent.

**Figure 17**

### AVERAGE TOTAL SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS BY AEA, 2005-2006




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

**Table 35**

## Average Total Salaries of Full-Time Iowa Public School Teachers by AEA, 2005-2006

| AEA | Number | Percent of Teachers | Average Total Salary | Average Total Experience | Average District Experience | Percent with Advanced Degree |
|---|---|---|---|---|---|---|
| 1 | 2,244 | 6.6% | $41,421 | 15.7 | 12.3 | 25.2% |
| 4 | 728 | 2.1 | 42,977 | 17.5 | 13.8 | 20.1 |
| 267 | 4,746 | 13.9 | 41,094 | 15.4 | 12.0 | 25.0 |
| 8 | 2,519 | 7.4 | 40,030 | 16.0 | 12.3 | 21.0 |
| 9 | 3,401 | 10.0 | 43,498 | 15.0 | 12.1 | 32.1 |
| 10 | 4,311 | 12.6 | 42,994 | 14.1 | 10.2 | 29.7 |
| 11 | 8,177 | 23.9 | 42,917 | 13.9 | 10.3 | 28.3 |
| 12 | 2,059 | 6.0 | 43,611 | 16.2 | 12.7 | 32.2 |
| 13 | 2,205 | 6.5 | 41,357 | 15.9 | 12.3 | 27.2 |
| 14 | 882 | 2.6 | 37,411 | 15.5 | 11.9 | 20.9 |
| 15 | 1,686 | 4.9 | 38,798 | 14.8 | 11.8 | 24.1 |
| 16 | 1,217 | 3.4 | 42,310 | 16.3 | 13.2 | 27.0 |
| State | 34,175 | 100.0 | 41,996 | 15.0 | 11.5 | 27.2 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Figures for Iowa 2005-2006 represent average salaries for full-time public school staff with teaching position codes. 5,678 full-time public school staff in 2005-2006 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

## Teacher Salary Comparisons with Other Occupational Groups

Table 36 presents the average salaries of teachers and other occupational groups in 2004 and 2005. Average regular teacher salaries in Iowa increased by 2.4 percent between 2004 and 2005. Of the occupations listed, the average salaries of Speech-Language Pathologists and Child, Family and School Social Workers were the only occupations to experience a decrease in average salary, -0.9 percent and -3.0 percent respectively. Computer software engineers had the greatest increase in average salary, 6.9 percent.

**Table 36**

## Iowa Salary Comparisons by Occupation, 2004 and 2005

| Occupation | Average Salary 2004 | Average Salary 2005 | Percent Change 2004 to 2005 |
|---|---|---|---|
| Electrical Engineer | $67,090 | $71,280 | 2.0% |
| Computer Software Engineer, Applications | 64,460 | 69,210 | 6.9 |
| Air Traffic Controller | 73,490 | 76,440 | 2.4 |
| Civil Engineer | 62,710 | 64,800 | 2.7 |
| Computer Programmer | 54,210 | 54,200 | 0.5 |
| Speech-Language Pathologist | 51,820 | 51,590 | -0.9 |
| Accountant & Auditor | 50,990 | 52,700 | 1.3 |
| Teacher* | 38,381 | 39,284 | 2.4 |
| Registered Nurse | 43,370 | 45,330 | 3.0 |
| Child, Family and School Social Worker | 36,590 | 34,810 | -3.0 |
| Interior Designer | 33,390 | 33,550 | 1.4 |

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2004 and May 2005.
Note: *Teacher average salaries are average regular salaries, based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

## Teacher Salaries and the Consumer Price Index (CPI)

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

**Table 37**

### Changes in Full-Time Public School Teachers Compared to Changes in the Consumer Price Index, 1990-1991 to 2004-2005

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

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

Note: Figures for Iowa 1999-2000 to 2004-2005 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 1999-2000 to 2004-2005 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

## Beginning Full-time Public School Teachers

Teachers who are in their first year of teaching are considered beginning teachers. The characteristics of beginning full-time public school teachers in Iowa for 1999-2000 to 2005-2006 are listed in Table 38. The percent of beginning full-time teachers increased from 4.0 percent in 2004-2005 to 4.2 percent in 2005-2006. The average total salary of beginning teachers increased by $1,326 between 2004-2005 and 2005-2006. The percent of beginning teachers that were minorities decreased from 2.2 percent in 2004-2005 to 1.8 percent in 2005-2006. The percent of beginning teachers with advanced degrees increased from 5.8 percent to 6.7 percent between 2004-2005 and 2005-2006. The average age of beginning teachers increased slightly between 2004-2005 and 2005-2006. The average age in 2004-2005 was 27.1 and the average age in 2005-2006 was 27.5.

**Table 38**

### Characteristics of Beginning Full-Time Teachers in Iowa Public Schools, 1999-2000 to 2005-2006

| Characteristics | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|---|---|---|
| Average Age | 28.7 | 28.5 | 28.5 | 27.3 | 27.2 | 27.1 | 27.5 |
| Percent Female | 72.6% | 71.6% | 72.3% | 72.7% | 73.4% | 73.8% | 73.2% |
| Percent Minority | 2.1% | 2.8% | 1.7% | 2.7% | 2.4% | 2.2% | 1.8% |
| Percent Advanced Degree | 7.1% | 5.9% | 6.1% | 4.9% | 5.1% | 5.8% | 6.7% |
| Average Total Salary** | $25,275 | $26,058 | $27,553 | $27,672 | $27,692 | $27,996 | $29,322 |
| Number of Beginning F-T Teachers* | 1,616 | 1,660 | 1,443 | 1,104 | 1,256 | 1,362 | 1,442 |
| Percent of Beginning F-T Teachers* | 4.9% | 4.9% | 4.3% | 3.3% | 3.7% | 4.0% | 4.2% |

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

Notes: *F-T indicates full-time.
Includes AEA teachers.
Figures for 1999-2000 to 2004-2005 represent average salaries for full-time public school staff in this group with teaching position codes.
In 2005-2006, 193 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.
**Salary does not include Phase III funds in 1999-2000 to 2002-2003. Phase III funds no longer exist in 2003-2004, 2004-2005 and 2005-2006.

The number of beginning full-time teachers and the percentage of total full-time teachers that were beginning full-time teachers by enrollment category for 1999-2000 to 2005-2006 is shown in Table 39. The smallest enrollment category, less than 250 students, had the highest percent of beginning full-time teachers in 2005-2006, 6.3 percent. The enrollment category of 1,000-2,499 students had the lowest percent of beginning full-time teachers in 2005-2006, 3.6 percent. The percent of beginning full-time teachers increased for the enrollment categories of 400-599 students, 600-999 students, 2,500-7,499 students, and 7,500 or more students between 2004-2005 and 2005-2006. The percent of beginning full-time teachers decreased for the enrollment categories of less than 250 students and 1,000-2,499 students between 2004-2005 and 2005-2006. The percent of beginning full-time teachers remained the same for the enrollment category of 250-399 students.

**Table 39**

## IOWA FULL-TIME BEGINNING TEACHERS AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS 1999-2000 TO 2005-2006

| | Number of Beginning F-T* Teachers Year | | | | | | | Beginning F-T* Teachers as a % of Total F-T* Teachers Year | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment Category | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
| <250 | 37 | 28 | 37 | 20 | 21 | 33 | 31 | 11.1% | 7.4% | 8.2% | 4.2% | 4.9% | 7.1% | 6.3% |
| 250-399 | 87 | 106 | 72 | 63 | 94 | 78 | 78 | 6.1 | 7.3 | 5.3 | 4.5 | 6.2 | 5.0 | 5.0 |
| 400-599 | 175 | 189 | 129 | 111 | 98 | 137 | 135 | 6.6 | 7.0 | 4.3 | 3.7 | 3.2 | 4.7 | 4.8 |
| 600-999 | 253 | 270 | 278 | 167 | 197 | 200 | 221 | 4.5 | 4.9 | 5.1 | 3.1 | 3.8 | 3.8 | 4.3 |
| 1,000-2,499 | 354 | 358 | 313 | 251 | 292 | 322 | 311 | 4.3 | 4.2 | 3.7 | 3.0 | 3.4 | 3.7 | 3.6 |
| 2,500-7,499 | 286 | 306 | 278 | 216 | 204 | 245 | 274 | 4.8 | 5.0 | 4.4 | 3.5 | 3.3 | 4.1 | 4.3 |
| 7,500+ | 416 | 382 | 327 | 257 | 333 | 325 | 374 | 5.1 | 4.6 | 3.9 | 3.0 | 3.9 | 3.9 | 4.3 |
| AEA | 8 | 21 | 9 | 19 | 17 | 22 | 18 | 1.9 | 5.0 | 2.1 | 4.7 | 3.8 | 4.8 | 3.8 |
| State | 1,616 | 1,660 | 1,443 | 1,104 | 1,256 | 1,362 | 1,442 | 4.9 | 4.9 | 4.3 | 3.3 | 3.7 | 4.0 | 4.2 |

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

# Beginning Teacher Salary Comparisons with Midwest States

The American Federation of Teachers (AFT) provides annual rankings of average teacher salaries by state. A comparison of the average salaries of the Midwest states with Iowa and the Nation for 2003-2004 is presented in Table 40. The salaries listed for Iowa are the regular salary for regular position responsibilities. It does not include extra salary for any extra duties. Iowa ranked 6th in average beginning teacher salary and average teacher salary among the nine Midwest states. The average beginning teacher salary in Iowa was 14.9 percent lower than the national average for beginning teacher salary. The average beginning teacher salary of teachers was 70.3 percent of the average teacher salary in Iowa. Illinois and Minnesota ranked 1st and 2nd respectively among the nine Midwest states in both average beginning teacher salary and average teacher salary in 2003-2004.

**Table 40**

## Comparison of Beginning Full-Time Public School Teacher Salaries, 2003-2004

| Nation and State | Average Beginning Salary | Average Teacher Salary | Average Beginning Salary Rank Among Nine States | Average Teacher Salary Rank Among Nine States | Percent Beginning Salary Above/Below National Average | Average Beginning Salary as Percent of Average Teacher Salary |
|---|---|---|---|---|---|---|
| **Nation** | **$31,704** | **$46,597** | | | | **68.0%** |
| **Iowa** | **26,967** | **38,381** | **6** | **6** | **-14.9%** | **70.3** |
| Illinois | 35,114 | 53,820 | 1 | 1 | 10.8 | 65.2 |
| Kansas | 28,530 | 38,622 | 4 | 5 | -10.0 | 73.9 |
| Minnesota | 30,772 | 45,010 | 2 | 2 | -2.9 | 68.4 |
| Missouri | 28,938 | 38,247 | 3 | 7 | -8.7 | 75.7 |
| Nebraska | 28,527 | 39,635 | 5 | 4 | -10.0 | 72.0 |
| North Dakota | 24,108 | 35,411 | 8 | 8 | -24.0 | 68.1 |
| South Dakota | 25,504 | 33,236 | 7 | 9 | -19.6 | 76.7 |
| Wisconsin | 23,952 | 41,687 | 9 | 3 | -24.5 | 57.5 |

Source: American Federation of Teachers, http://www.aft.org/salary/2004/download/2004AFTSalarySurvey.pdf

# Characteristics of Principals

Table 41 contains information on principals in public and nonpublic schools in Iowa for 1985-1986, 2004-2005 and 2005-2006. There were changes in the characteristics of principals between 1985-1986 and 2005-2006. The percent of female principals in public schools increased from 8.7 percent to 36.6 percent. The percent of female principals in nonpublic schools decreased from 49.5 percent to 40.2 percent between 1985-1986 and 2005-2006, but increased from 37.2 percent in 2004-2005 to 40.2 percent in 2005-2006. The percent of minority principals in public schools increased from 1.6 percent in 1985-1986 to 2.5 percent in 2005-2006. The percent of minority principals in nonpublic schools increased from 0 percent to 1.1 percent between 1985-1986 and 2005-2006. The average age of public school principals increased from 46.6 to 47.5 and the average age of nonpublic school principals increased from 46.0 to 49.1 between 1985-1986 and 2005-2006. The average years of total experience increased from 21.9 to 22.4 and the average years of district experience decreased from 13.2 to 10.6 for public school principals between 1985-1986 and 2005-2006. For nonpublic school principals, the average years of total experience increased from 21.5 to 24.2 and the average years of district experience increased from 6.0 to 9.9 between 1985-1986 and 2005-2006.

**Table 41**

## Characteristics of Iowa Full-Time Principals 1985-1986, 2004-2005 and 2005-2006

| | Public | | | Nonpublic | | |
|---|---|---|---|---|---|---|
| Characteristics | 1985-1986 | 2004-2005 | 2005-2006 | 1985-1986 | 2004-2005 | 2005-2006 |
| Average Age | 46.6 | 47.3 | 47.5 | 46.0 | 48.5 | 49.1 |
| Percent Female | 8.7% | 35.5% | 36.6% | 49.5% | 37.2% | 40.2% |
| Percent Minority | 1.6% | 2.8% | 2.5% | 0.0% | 1.1% | 1.1% |
| Average Total Experience | 21.9 | 22.3 | 22.4 | 21.5 | 23.3 | 24.2 |
| Average District Experience | 13.2 | 10.2 | 10.6 | 6.0 | 9.2 | 9.9 |
| Number of Principals | 1,223 | 1,225 | 1,166 | 177 | 94 | 92 |

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

# Principal Age and Experience

Table 42 and Figure 18 show the age distribution of full-time public school principals in 1993-1994 and 2005-2006. The percent of principals age 51 and older increased from about 35 percent in 1993-1994 to about 43 percent in 2005-2006. The combined age and experience distribution of full-time public school principals is shown in Table 43 and Figure 19. Principals have the same retirement benefits available to them as teachers. They are able to retire under IPERS with full benefits when their combined age and experience is at least 88 years and their age is at least 55. The percent of principals with combined age and experience of 88 years or more decreased from 17.3 percent in 1993-1994 to 15.4 percent in 2005-2006. The percent of principals with combined age and experience between 81 and 87 years increased from 10.1 percent to 16.3 percent between 1993-1994 and 2005-2006.

**Table 42**

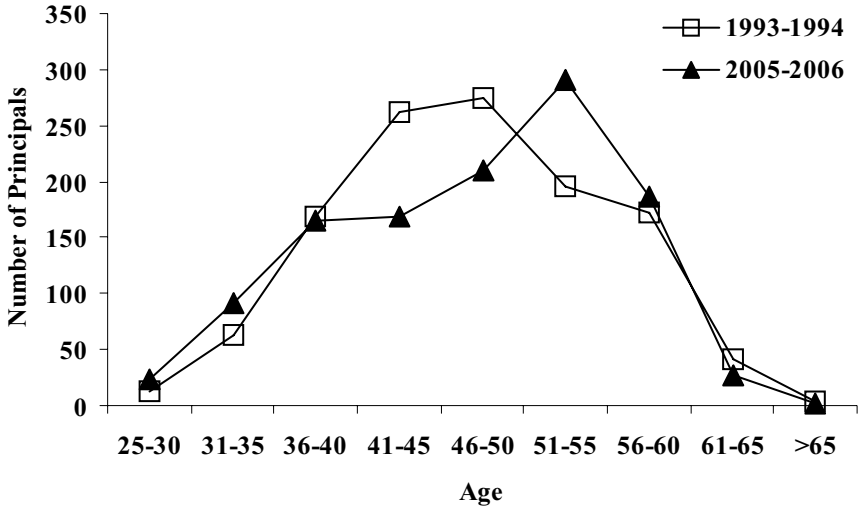
## Age Distributions of Iowa Full-Time Public School Principals 1993-1994 and 2005-2006

| | 1993-1994 | | | | 2005-2006 | | | |
|---|---|---|---|---|---|---|---|---|
| Age Interval | Number | Cumulative Total | Percent | Cumulative Percent | Number | Cumulative Total | Percent | Cumulative Percent |
| 25-30 | 12 | 12 | 1.0% | 1.0% | 24 | 24 | 2.1% | 2.1% |
| 31-35 | 63 | 75 | 5.3 | 6.3 | 92 | 116 | 7.9 | 10.0 |
| 36-40 | 168 | 243 | 14.1 | 20.4 | 165 | 281 | 14.2 | 24.1 |
| 41-45 | 262 | 505 | 22.0 | 42.4 | 169 | 450 | 14.5 | 38.6 |
| 46-50 | 274 | 779 | 23.0 | 65.3 | 210 | 660 | 18.0 | 56.6 |
| 51-55 | 195 | 974 | 16.3 | 81.7 | 291 | 951 | 25.0 | 81.6 |
| 56-60 | 173 | 1,147 | 14.5 | 96.2 | 186 | 1,137 | 16.0 | 97.5 |
| 61-65 | 42 | 1,189 | 3.5 | 99.7 | 27 | 1,164 | 2.3 | 99.8 |
| Over 65 | 3 | 1,192 | 0.2 | 100.0 | 2 | 1,166 | 0.2 | 100.0 |

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

**Figure 18**

## Age Distributions of Iowa Full-Time Public School Principals 1993-1994 and 2005-2006




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

**Table 43**

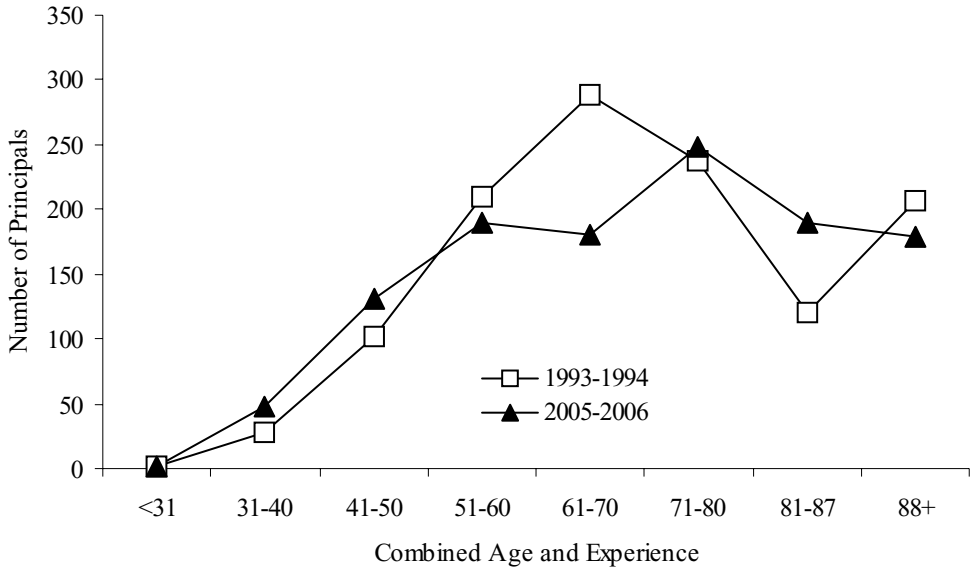
## Combined Age and Experience Distributions of Iowa Full-Time Public School Principals 1993-1994 and 2005-2006

| Combined Age and Experience Interval | 1993-1994 Number | 1993-1994 Cumulative Total | 1993-1994 Percent | 1993-1994 Cumulative Percent | 2005-2006 Number | 2005-2006 Cumulative Total | 2005-2006 Percent | 2005-2006 Cumulative Percent |
|---|---|---|---|---|---|---|---|---|
| <31 | 1 | 1 | 0.1% | 0.1% | 1 | 1 | 0.1% | 0.1% |
| 31-40 | 27 | 28 | 2.3 | 2.4 | 48 | 49 | 4.1 | 4.2 |
| 41-50 | 102 | 130 | 8.5 | 10.9 | 131 | 180 | 11.2 | 15.4 |
| 51-60 | 210 | 340 | 17.6 | 28.5 | 189 | 369 | 16.2 | 31.7 |
| 61-70 | 289 | 629 | 24.2 | 52.7 | 180 | 549 | 15.4 | 47.1 |
| 71-80 | 237 | 866 | 19.9 | 72.6 | 248 | 797 | 21.3 | 68.4 |
| 81-87 | 120 | 986 | 10.1 | 82.7 | 190 | 987 | 16.3 | 84.7 |
| 88+ | 206 | 1,192 | 17.3 | 100.0 | 179 | 1,166 | 15.4 | 100.0 |

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

**Figure 19**

## Combined Age and Experience Distributions of Iowa Full-Time Public School Principals 1993-1994 and 2005-2006




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

## Principal Salaries

Table 44 lists average total salaries of full-time public school principals by enrollment category in 1985-1986, 2004-2005 and 2005-2006. The average salary of full-time public school principals increased from $35,313 to $74,666 (111.4 percent) between 1985-1986 and 2005-2006. The average salary of principals increased from $71,931 to $74,666 (3.8 percent) between 2004-2005 and 2005-2006. The smallest enrollment category (less than 250 students) had the lowest average principal salary, $62,117, and the largest enrollment category (7,500 students or more) had the highest average principal salary, $83,920, in 2005-2006. The enrollment categories of 400-599 students and 1,000-2,499 students had the highest increase in principal salary between 2004-2005 and 2005-2006, 4.0 percent.

**Table 44**

**AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-1986, 2004-2005 AND 2005-2006**

| Enrollment Category | Average Salary 1985-1986 | Average Salary 2004-2005 | Average Salary 2005-2006 | Number of Principals 2005-2006 | Percent Average Salary Change 2004-2005 to 2005-2006 |
|---|---|---|---|---|---|
| <250 | $26,399 | $61,299 | $62,117 | 33 | 1.3% |
| 250-399 | 28,387 | 64,221 | 65,728 | 91 | 2.3 |
| 400-599 | 31,095 | 63,234 | 65,776 | 140 | 4.0 |
| 600-999 | 33,428 | 67,214 | 69,186 | 215 | 2.9 |
| 1,000-2,499 | 36,427 | 72,600 | 75,488 | 284 | 4.0 |
| 2,500-7,499 | 39,465 | 79,286 | 82,074 | 172 | 3.5 |
| 7,500+ | 39,584 | 80,824 | 83,920 | 226 | 3.8 |
| State* | 35,313 | 71,931 | 74,666 | 1,166 | 3.8 |

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

## Characteristics of Superintendents

Characteristics of full-time public school superintendents for 1985-1986, 2004-2005 and 2005-2006 are listed in Table 45. There were many district reorganizations between 1985-1986 and 2005-2006, which accounts for the decrease of superintendents from 425 in 1985-1986 to 322 in 2005-2006. In 2005-2006 there were 365 school districts, however, 14 full-time superintendents were shared by multiple districts and 29 districts reported having a part-time superintendent. The average age of full-time superintendents increased from 48.7 to 51.9 between 1985-1986 and 2005-2006. The percent of superintendents that were female increased from 1.6 percent in 1985-1986 to 9.3 percent in 2005-2006, while the percent of female superintendents decreased from 10.8 percent to 9.3 percent between 2004-2005 and 2005-2006. The percent of minority superintendents increased from 0 percent to 1.2 percent between 1985-1986 and 2005-2006. The percent of superintendents with specialist/doctorate degrees increased from 46.9 percent in 1985-1986 to 60.9 percent in 2005-2006.

**Table 45**

### CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS, 1985-1986, 2004-2005 AND 2005-2006

| Characteristics | 1985-1986 | 2004-2005 | 2005-2006 |
|---|---|---|---|
| Average Age | 48.7 | 51.8 | 51.9 |
| Percent Female | 1.6% | 10.8% | 9.3% |
| Percent Minority | 0.0% | 1.5% | 1.2% |
| Percent Specialist/Doctorate Degree | 46.9% | 62.2% | 60.9% |
| Average Total Experience | 23.6 | 26.8 | 26.5 |
| Average District Experience | 8.8 | 7.2 | 7.4 |
| Number of Superintendents | 425 | 335 | 322 |

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

## Superintendent Age and Experience

Table 46 and Figure 20 show the age distribution of full-time public school superintendents in Iowa in 1993-1994 and 2005-2006. The percent of superintendents over age 50 increased from 45.6 percent in 1993-1994 to 61.8 percent in 2005-2006. In 2005-2006 the highest percent of superintendents were between the age of 51 and 55, 29.5 percent.

**Table 46**

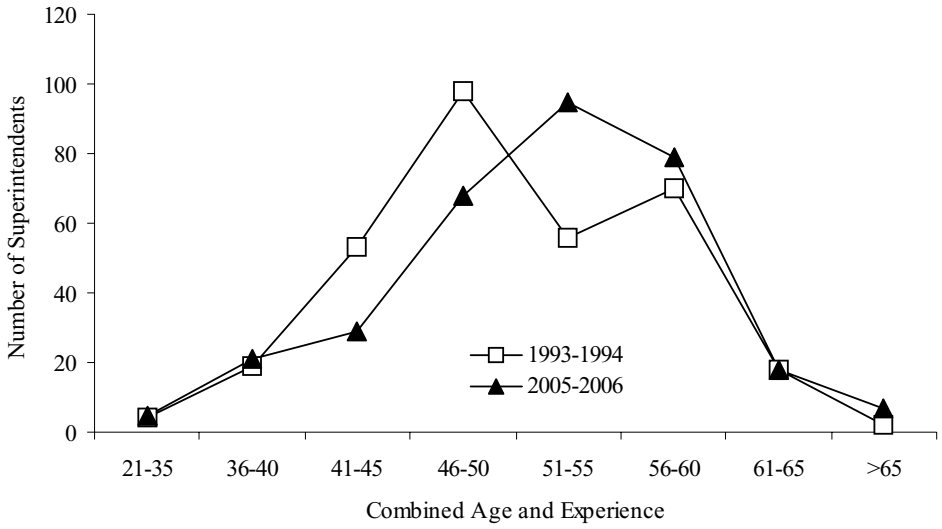
### AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2005-2006

| | 1993-1994 | | | | 2005-2006 | | | |
|---|---|---|---|---|---|---|---|---|
| Age Interval | Number | Cumulative Total | Percent | Cumulative Percent | Number | Cumulative Total | Percent | Cumulative Percent |
| 21-35 | 4 | 4 | 1.2% | 1.2% | 5 | 5 | 1.6% | 1.6% |
| 36-40 | 19 | 23 | 5.9 | 7.2 | 21 | 26 | 6.5 | 8.1 |
| 41-45 | 53 | 76 | 16.6 | 23.7 | 29 | 55 | 9.0 | 17.1 |
| 46-50 | 98 | 174 | 30.6 | 54.4 | 68 | 123 | 21.1 | 38.2 |
| 51-55 | 56 | 230 | 17.5 | 71.9 | 95 | 218 | 29.5 | 67.7 |
| 56-60 | 70 | 300 | 21.9 | 93.7 | 79 | 297 | 24.5 | 92.2 |
| 61-65 | 18 | 318 | 5.6 | 99.4 | 18 | 315 | 5.6 | 97.8 |
| Over 65 | 2 | 320 | 0.6 | 100.0 | 7 | 322 | 2.2 | 100.0 |

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

**Figure 20**

## AGE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2005-2006




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

When their combined age and experience is at least 88 years and their age is at least 55 years, superintendents are eligible to retire with full benefits under IPERS. Table 47 and Figure 21 present the combined age and experience distributions of full-time public school superintendents in Iowa for 1993-1994 and 2005-2006. The percent of superintendents with combined age and experience of 88 years or more increased slightly from 26.5 percent in 1993-1994 to 26.7 percent in 2005-2006. The percent of superintendents with combined age and experience between 81 and 87 years increased significantly between 1993-1994 and 2005-2006, 8.7 percent versus 20.8 percent.

**Table 47**

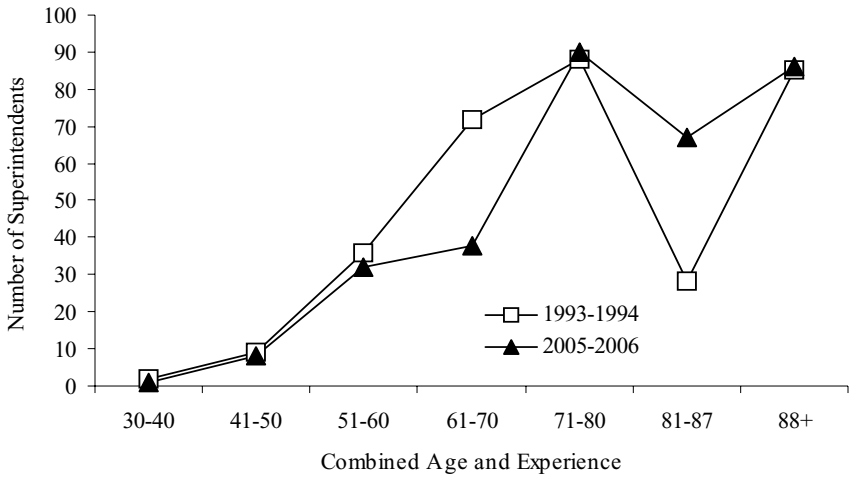
## COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2005-2006

| Combined Age and Experience | 1993-1994 | | | | 2005-2006 | | | |
|---|---|---|---|---|---|---|---|---|
| Interval | Number | Cumulative Total | Percent | Cumulative Percent | Number | Cumulative Total | Percent | Cumulative Percent |
| 30-40 | 2 | 2 | 0.6% | 0.6% | 1 | 1 | 0.3% | 0.3% |
| 41-50 | 9 | 11 | 2.8 | 3.4 | 8 | 9 | 2.5 | 2.8 |
| 51-60 | 36 | 47 | 11.2 | 14.7 | 32 | 41 | 9.9 | 12.7 |
| 61-70 | 72 | 119 | 22.5 | 37.2 | 38 | 79 | 11.8 | 24.5 |
| 71-80 | 88 | 207 | 27.5 | 64.7 | 90 | 169 | 28.0 | 52.5 |
| 81-87 | 28 | 235 | 8.7 | 73.4 | 67 | 236 | 20.8 | 73.3 |
| 88+ | 85 | 320 | 26.5 | 100.0 | 86 | 322 | 26.7 | 100.0 |

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

**Figure 21**

**COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS, 1993-1994 AND 2005-2006**




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

## Superintendent Salaries

The average salaries of full-time public school superintendents by enrollment category for 1985-1986, 2004-2005 and 2005-2006 are listed in Table 48. The average salary increased from $40,710 in 1985-1986 to $98,213 in 2005-2006, for an increase of 141.3 percent. The average salary increased from $94,242 to $98,213 between 2004-2005 and 2005-2006; an increase of 4.2 percent. The enrollment categories with 400-599 students and 7,500 students or more had the largest percent increase in average superintendent salary between 2004-2005 and 2005-2006, 5.7 percent. The larger enrollment categories had higher average salaries than the smaller enrollment categories in 2005-2006. The smallest enrollment category, less than 250 students, had the lowest average superintendent salary in 2005-2006, $72,893. The highest average salary in 2005-2006 was $149,375 in the largest enrollment category, 7,500 students or more.

**Table 48**

**AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY, 1985-1986, 2004-2005 AND 2005-2006**

| Enrollment Category | Average Salary 1985-1986 | Average Salary 2004-2005 | Average Salary 2005-2006 | 2005-2006 Number of Full-time Superintendents | % Change in Avg. Salary 1985-1986 to 2005-2006 | % Change in Avg. Salary 2004-2005 to 2005-2006 |
|---|---|---|---|---|---|---|
| <250 | $33,597 | $71,088 | $72,893 | 13 | 117.0% | 2.5% |
| 250-399 | 34,060 | 80,652 | 81,843 | 42 | 140.3 | 1.5 |
| 400-599 | 39,213 | 84,610 | 89,398 | 62 | 128.0 | 5.7 |
| 600-999 | 41,482 | 91,466 | 94,773 | 91 | 128.5 | 3.6 |
| 1,000-2,499 | 47,288 | 103,014 | 106,833 | 82 | 125.9 | 3.7 |
| 2,500-7,499 | 55,110 | 127,448 | 129,041 | 23 | 134.2 | 1.2 |
| 7,500+ | 62,235 | 128,028 | 149,375 | 9 | 140.0 | 16.7 |
| State | 40,710 | 94,242 | 98,213 | 322 | 141.3 | 4.2 |

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

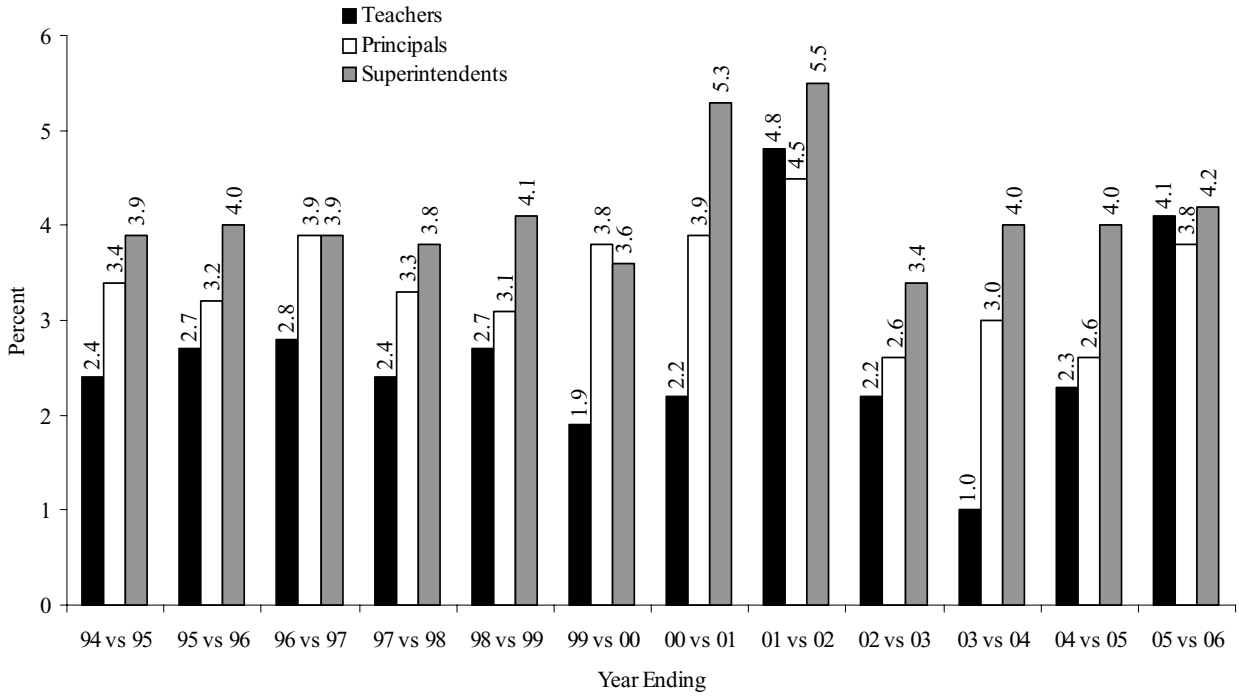
Notes: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

# Teacher, Principal, and Superintendent Salary Comparisons

Figure 22 displays the annual percentage increases in average salaries for full-time public school teachers, principals, and superintendents from 1993-1994 to 2005-2006. Average superintendent salary had the greatest percent increase in every year presented except for 1999-2000. In 1999-2000, average principal salary had the greatest percent increase, 3.8 percent. The average teacher salary had the smallest percent increase in every year except for 2001-2002 and 2005-2006. In 2001-2002, average principal salary had the smallest percent increase, 4.5 percent. Average principal salary had the smallest percent increase in 2005-2006 also, 3.8 percent.

**Figure 22**

**ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS AND SUPERINTENDENTS 1993-1994 TO 2005-2006**




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

The average salaries of full-time public school teachers, principals, and superintendents by enrollment category for 1985-1986 and 2005-2006 are shown in Table 49. In both years listed, the smaller enrollment categories had lower average salaries than the larger enrollment categories for teachers, principals, and superintendents. The average principal salary was 77.8 percent higher than the average teacher salary in 2005-2006 and 62.8 percent higher than the average teacher salary in 1985-1986. The average superintendent salary was 133.9 percent higher than the average teacher salary in 2005-2006 and 87.7 percent higher than the average teacher salary in 1985-1986. The average superintendent salary was 31.5 percent higher than the average principal salary in 2005-2006 and 15.3 percent higher than the average principal salary in 1985-1986.

**Table 49**

## Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by Enrollment Category 1985-1986 and 2005-2006

| Enrollment Category | 1985-1986 Teachers | 1985-1986 Principals | 1985-1986 Superintendents | 2005-2006 Teachers | 2005-2006 Principals | 2005-2006 Superintendents |
|---|---|---|---|---|---|---|
| <250 | $16,347 | $26,399 | $33,597 | $33,797 | $62,117 | $72,893 |
| 250-399 | 17,971 | 28,387 | 34,060 | 35,610 | 65,728 | 87,843 |
| 400-599 | 19,198 | 31,095 | 39,213 | 37,347 | 65,776 | 89,398 |
| 600-999 | 20,079 | 33,428 | 41,482 | 39,433 | 69,186 | 94,773 |
| 1,000-2,499 | 21,616 | 36,427 | 47,288 | 41,913 | 75,488 | 106,833 |
| 2,500-7,499 | 23,835 | 39,465 | 55,110 | 43,610 | 82,074 | 129,041 |
| 7,500+ | 24,041 | 39,584 | 62,235 | 45,508 | 83,920 | 149,375 |
| State | 21,690 | 35,313 | 40,710 | 41,996 | 74,666 | 98,213 |

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

Notes: Includes AEA staff.
Teacher figures for 2005-2006 represent average salaries for full-time public school staff with teaching position codes. There were 5,678 full-time public school staff in 2005-2006 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

## Gender Comparison

Tables 50 and 51 contain a comparison of characteristics of full-time public school teachers and principals by gender in 2005-2006. In 2005-2006, 26.9 percent of full-time public school teachers were male. The average salary of male teachers was $2,569 higher than the average salary of female teachers in 2005-2006, $43,874 versus $41,305. The percent of minority teachers was higher for males than for females, 2.0 percent compared to 1.8 percent. The average total and district experience was higher for males than for females. The average total experience was 15.8 for males and 14.7 for females. The average district experience was 12.0 for males and 11.4 for females. The percent of teachers with advanced degrees was higher for males (28.5 percent) than for females (26.7 percent). The average age was slightly higher for females than for males, 42.4 versus 42.0.

**Table 50**

## Gender Comparison of Iowa Full-Time Public School Teachers, 2005-2006

| Characteristics | Female | Male |
|---|---|---|
| Average Age | 42.4 | 42.0 |
| Percent Minority | 1.8% | 2.0% |
| Percent Advanced Degree | 26.7% | 28.5% |
| Average Total Experience | 14.7 | 15.8 |
| Average District Experience | 11.4 | 12.0 |
| Average Total Salary | $41,305 | $43,874 |
| Number of Teachers | 24,983 | 9,192 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Figures for 2005-2006 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2005-2006 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

As shown in Table 51, there was a greater number of male principals than female principals in 2005-2006, 739 compared to 427. The percent of minority principals was higher for males (2.6 percent) than for females (2.3 percent). The percent of principals with advanced degrees was higher for females than for males, 93.0 percent versus 87.8 percent. The average salary of principals was $917 higher for males than for females, $75,002 compared to $74,085. The average years of total experience and average years of district experience were higher for female principals than for male principals. The average age of female principals was higher than the average age of male principals, 48.6 compared to 46.8.

**Table 51**

## Gender Comparison of Iowa Full-Time Public School Principals, 2005-2006

| Characteristics | Female | Male |
|---|---|---|
| Average Age | 48.6 | 46.8 |
| Percent Minority | 2.3% | 2.6% |
| Percent Advanced Degree | 93.0% | 87.8% |
| Average Total Experience | 22.8 | 22.1 |
| Average District Experience | 11.5 | 10.1 |
| Average Total Salary | $74,085 | $75,002 |
| Number of Principals | 427 | 739 |

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

# Area Education Agency Licensed Staff

There were 12 area education agencies (AEAs) in Iowa in 2005-2006 with personnel who develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology and media services. Characteristics of full-time licensed AEA staff in 2005-2006 are presented in Table 52. Females made up 82.3 percent of the licensed staff in AEAs in 2005-2006. The percent of AEA staff that were minorities was 1.4 percent. The percent of staff with advanced degrees was 79.8 percent. The average years of total experience was 18.6 and the average age was 46.2. The average number of contract days was 198.6. The average total salary for licensed AEA staff was $50,774. Table 53 shows the breakdown of the 2,371 licensed AEA staff by position. The highest percentage of staff members were consultants (21.7 percent).

**Table 52**

## Characteristics of Iowa Full-Time Licensed AEA Staff 2005-2006

| Characteristics | |
|---|---|
| Percent Female | 82.3% |
| Percent Minority | 1.4% |
| Percent Staff with Advanced Degrees | 79.8% |
| Average Years Total Experience | 18.6 |
| Average Number of Contract Days | 198.6 |
| Average Age | 46.2 |
| Average Total Salary | $50,774 |
| Number of AEA Staff | 2,371 |

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

**Table 53**

## Number of Iowa Full-Time AEA Licensed Staff by Position 2005-2006

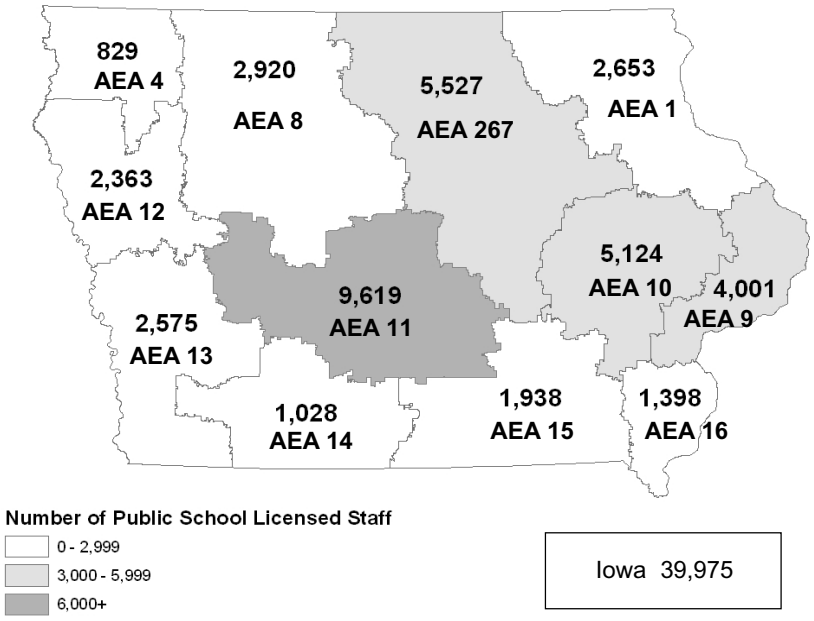
| Position | Number | Percent* |
|---|---|---|
| Administrative Assistant | 1 | 0.0% |
| Administrator | 27 | 1.1 |
| Assistant Dean/Director | 1 | 0.0 |
| Assistant Principal | 1 | 0.0 |
| Clinician | 138 | 5.8 |
| Consultant | 514 | 21.7 |
| Coordinator | 92 | 3.9 |
| Counselor | 2 | 0.1 |
| Department Head | 12 | 0.5 |
| Director | 31 | 1.3 |
| Educational Strategist | 8 | 0.3 |
| Home Intervention PK Teacher | 75 | 3.2 |
| Hospital Teacher | 4 | 0.2 |
| Instructor | 27 | 1.1 |
| Integrated Teacher | 40 | 1.7 |
| Itinerant Teacher | 75 | 3.2 |
| Librarian | 7 | 0.3 |
| Pre School Teacher | 28 | 1.2 |
| Principal | 5 | 0.2 |
| Psychologist | 308 | 13.0 |
| Resource Teacher | 58 | 2.4 |
| School Social Worker | 202 | 8.5 |
| School Audiologist | 27 | 1.1 |
| Self-Contained Teacher | 122 | 5.1 |
| Special Education Nurse | 6 | 0.3 |
| Speech Language Pathologist | 356 | 15.0 |
| Special Education Delivery Personnel | 11 | 0.5 |
| Specialist | 20 | 0.8 |
| Supervisor | 30 | 1.3 |
| Teacher | 45 | 1.9 |
| Teacher/Coordinator | 6 | 0.3 |
| Technology Coordinator | 2 | 0.1 |
| Therapist | 90 | 3.8 |
| Total | 2,371 | 100.0 |

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

The number of public school full-time licensed staff by AEA in 2005-2006 is presented in Figure 24. Table 54 shows the distribution of public and nonpublic full-time licensed staff by AEA in 2005-2006. AEA 11 had the highest percent of licensed staff in public (24.1 percent) and nonpublic (19.8 percent) schools, while the highest percent of districts were in AEA 267 (16.7 percent) in 2005-2006. The lowest percent of public school full-time licensed staff was in AEA 4, 2.1 percent. AEA 14 had the lowest percent of nonpublic school full-time licensed staff, 0.4 percent.

**Figure 23**

## Number of Public School Full-Time Licensed Staff by AEA, 2005-2006




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

**Table 54**

## Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2005-2006

| AEA | Districts | | Public School Licensed Staff* | | Nonpublic School Licensed Staff | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 1 | 24 | 6.6% | 2,653 | 6.6% | 396 | 14.7% |
| 4 | 13 | 3.6 | 829 | 2.1 | 197 | 7.3 |
| 267 | 61 | 16.7 | 5,527 | 13.8 | 316 | 11.8 |
| 8 | 48 | 13.2 | 2,920 | 7.3 | 217 | 8.1 |
| 9 | 22 | 6.0 | 4,001 | 10.0 | 228 | 8.5 |
| 10 | 33 | 9.0 | 5,124 | 12.8 | 353 | 13.1 |
| 11 | 54 | 14.8 | 9,619 | 24.1 | 532 | 19.8 |
| 12 | 23 | 6.3 | 2,363 | 5.9 | 223 | 8.3 |
| 13 | 31 | 8.5 | 2,575 | 6.4 | 89 | 3.3 |
| 14 | 20 | 5.5 | 1,028 | 2.6 | 10 | 0.4 |
| 15 | 23 | 6.3 | 1,938 | 4.9 | 41 | 1.5 |
| 16 | 13 | 3.6 | 1,398 | 3.5 | 84 | 3.1 |
| State | 365 | 100.0 | 39,975 | 100.0 | 2,686 | 100.0 |

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

## Instructional Aides

Instructional aides are non-licensed staff members who assist teachers in the classroom. The number of instructional aides by enrollment category for 1985-1986, 2004-2005 and 2005-2006 are listed in Table 55. Between 1985-1986 and 2005-2006, the number of instructional aides increased by 245.1 percent. The number of instructional aides increased by 2.4 percent between 2004-2005 and 2005-2006. The enrollment categories of less than 250 students and 250-399 students had a decrease in the number of instructional aides between 2004-2005 and 2005-2006. The number of instructional aides in the enrollment category of less than 250 students decreased by 3.7 percent and the number of instructional aides in the enrollment category of 250-399 students decreased by 1.3 percent. The enrollment category of 400-599 students had the greatest increase in the number of instructional aides, 3.8 percent.

**Table 55**

**INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS**
**1985-1986, 2004-2005 AND 2005-2006**

| Enrollment Category | Number of Full-time Equivalent (FTE) Aides 1985-1986 | 2004-2005 | 2005-2006 | % Change in FTE Aides 1985-1986 to 2005-2006 | % Change in FTE Aides 2004-2005 to 2005-2006 |
|---|---|---|---|---|---|
| <250 | 40.1 | 104.3 | 100.4 | 150.4% | -3.7% |
| 250-399 | 124.2 | 318.3 | 314.1 | 152.9 | -1.3 |
| 400-599 | 167.5 | 604.9 | 628.0 | 274.9 | 3.8 |
| 600-999 | 249.1 | 1,284.9 | 1,332.4 | 434.9 | 3.7 |
| 1,000-2,499 | 605.9 | 2,382.8 | 2,439.7 | 302.7 | 2.4 |
| 2,500-7,499 | 625.7 | 1,818.8 | 1,864.3 | 198.0 | 2.5 |
| 7,500+ | 856.1 | 2,484.3 | 2,531.5 | 195.7 | 1.9 |
| State | 2,668.6 | 8,998.3 | 9,210.4 | 245.1 | 2.4 |

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

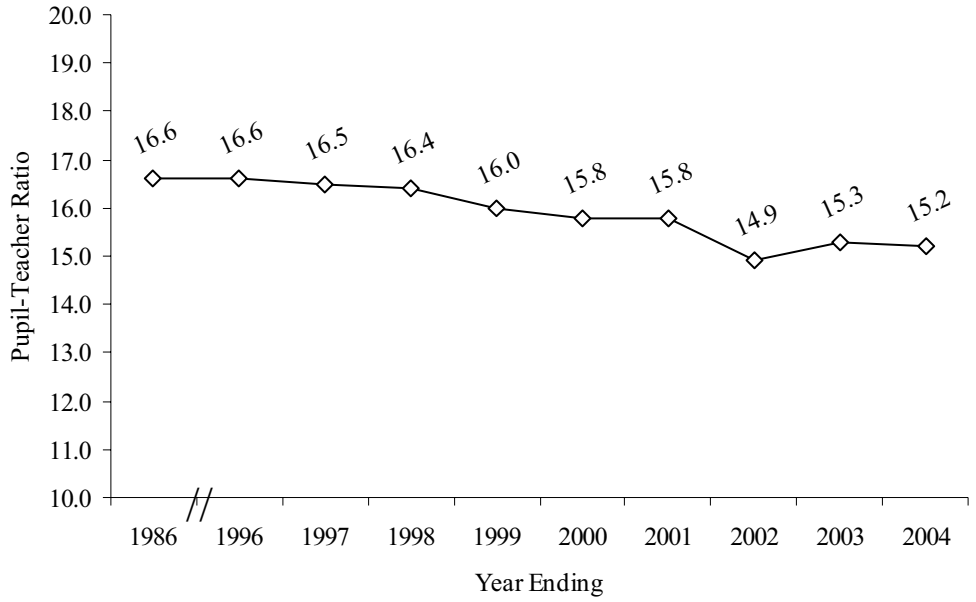
## Pupil-Teacher Ratios

The pupil-teacher ratios for Iowa public schools are presented in Figures 24 and 25 and Table 56. Prior to 2004-2005 students could be reported as ungraded and teachers could be reported as teaching ungraded students. Beginning in 2004-2005 all students were reported at a grade level for enrollment, but teachers could still be reported as teaching ungraded students. Students that may have been listed as ungraded in the past were included in a grade level in 2004-2005 and 2005-2006. Therefore, pupil-teacher ratios in 2004-2005 and 2005-2006 included special education teachers. The pupil-teacher ratios for 1985-1986, and 1995-1996 through 2003-2004 are shown in Figure 25. Between 2002-2003 and 2003-2004, the pupil-teacher ratio decreased slightly from 15.3 to 15.2. The large decrease in the state pupil-teacher ratio from 15.2 to 13.5 between 2003-2004 and 2004-2005 can most likely be attributed to the change in the student enrollment data collection in 2004-2005.

Figure 25 shows the pupil-teacher ratios for Iowa public schools by enrollment category for 2004-2005 and 2005-2006 and Table 56 shows the pupil-teacher ratios and number of students and FTE teachers for 2005-2006. The state pupil-teacher ratio increased from 13.5 in 2004-2005 to 13.8 in 2005-2006. The pupil-teacher ratios increased for each enrollment category between 2004-2005 and 2005-2006 except for the largest enrollment category, 7,500 students or more. The pupil-teacher ratio remained the same for this enrollment category.

**Figure 24**

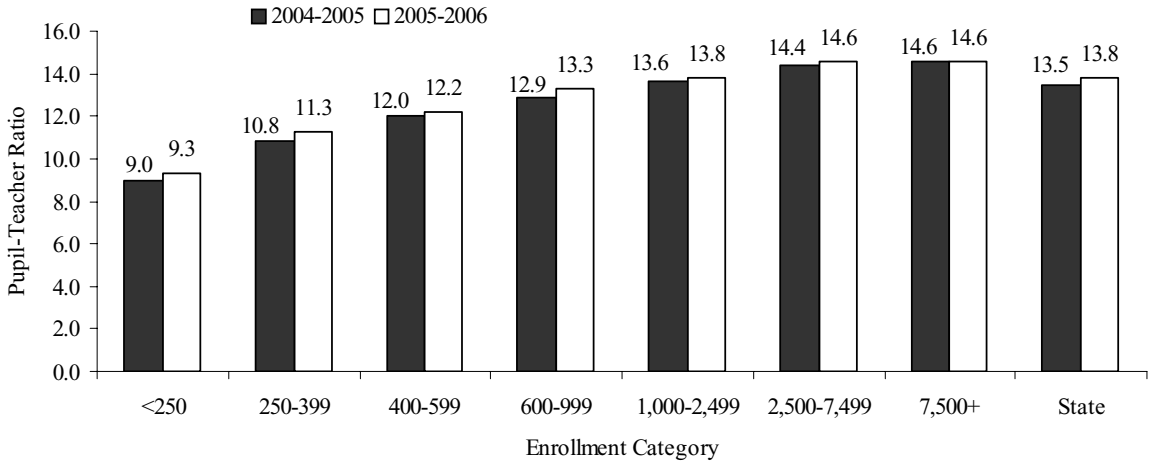
**IOWA PUBLIC SCHOOL K-12 PUPIL-TEACHER RATIOS**
**1985-1986 AND 1995-1996 TO 2003-2004**




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

**Figure 25**

## K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2004-2005 and 2005-2006




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

Note: Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included in a grade level. Therefore, pupil-teacher ratios include special education teachers in 2005-2006.

**Table 56**

## K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2005-2006

| Enrollment Category | Number of Students | Number of FTE Teachers | Ratio |
|---|---|---|---|
| <250 | 5,112 | 553.3 | 9.3 |
| 250-399 | 16,964 | 1,505.7 | 11.3 |
| 400-599 | 34,979 | 2,862.7 | 12.2 |
| 600-999 | 69,854 | 5,254.3 | 13.3 |
| 1,000-2,499 | 125,347 | 9,061.9 | 13.8 |
| 2,500-7,499 | 97,377 | 6,691.1 | 14.6 |
| 7,500+ | 127,023 | 8,681.2 | 14.6 |
| State | 476,656 | 34,610.2 | 13.8 |

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

Note: Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included at a grade level. Therefore, the number of FTE teachers and the pupil-teacher ratios include special education teachers in 2005-2006.

# PROGRAM



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

## School District Organizational Structure

The variety of school district organizational structures ballooned over the past twenty years. The number of organizational structures represented by school districts in 2005-2006 more than quadrupled compared to that of 1985-1986, going from 13 to 62 (see Table 57 and Table 58).

**Table 57**

**ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS**
**1985-1986**

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

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

The major change since 1985-1986 was the addition of pre-kindergarten in districts. In 1985-1986, pre-kindergarten was included in the organizational structure for less than 1 percent of districts. By 2005-2006, pre-kindergarten was included in the organizational structure for 66.3 percent of school districts.

Another change focused on the early elementary grades in districts. In 2005-2006, 15.3 percent of districts separated the early elementary grades from other grades within the district. For example, some districts established PK-K buildings while other districts utilized K-3 buildings. In 1985-1986, less than 2 percent of districts utilized similar organizational structures.

In the 2005-2006 school year, 7.4 percent of districts indicated that they sent students out of district as part of a whole grade sharing agreement with another district. The grades sent out of district typically were high school level with 3.0 percent of districts sending grades 9-12 and 2.7 percent of districts sending grades 7-12 out of district (see Table 59).

**Table 58**

## ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS
## 2005-2006

| Definition | Percentage |
|---|---|
| PK-5, 6-8, 9-12 | 15.4% |
| PK-5, 6-8, 9-12* | 1.1 |
| PK-5, 6-8*, 9-12 | 0.3 |
| K-5, 6-8, 9-12 | 11.0 |
| K-5, 6-8, 9-12* | 0.5 |
| K-4, 5, 6-8, 9-12 | 0.3 |
| PK-3, 4-5, 6-8, 9-12 | 2.5 |
| K-3, 4-5, 6-8, 9-12 | 1.1 |
| PK-2, 3-5, 6-8, 9-12 | 1.9 |
| PK-1, 2-3, 4-5, 6-8, 9-12 | 0.3 |
| PK-1, 2-5, 6-8, 9-12 | 0.3 |
| K-1, 2-5, 6-8, 9-12 | 0.3 |
| PK-K, 1-5, 6-8, 9-12 | 0.3 |
| PK-K, 1-3, 4-5, 6-8, 9-12 | 0.3 |
| PK-K, 1-2, 3-5, 6-8, 9-12 | 0.5 |
| PK-K, 1, 2, 3-5, 6-8, 9-12 | 0.3 |
| | |
| PK-4, 5-8, 9-12 | 8.8 |
| PK-4, 5-8*, 9-12 | 0.3 |
| K-4, 5-8, 9-12 | 3.0 |
| K-4, 5-8, 9-12* | 0.5 |
| K-4*, 5-8, 9-12* | 0.3 |
| K-4, 5-8*, 9-12 | 0.3 |
| PK, K-4, 5-8*, 9-12 | 0.3 |
| PK-3, 3-4, 5-8, 9-12 | 0.5 |
| K-3, 4, 5-8, 9-12 | 0.3 |
| PK-1, 2-4, 5-8, 9-12 | 0.5 |
| PK-1, 2-4*, 5-8, 9-12* | 0.3 |
| | |
| PK-6, 7-8, 9-12 | 5.8 |
| K-6, 7-8, 9-12 | 2.7 |
| PK-4, 5-6, 7-8, 9-12 | 0.3 |
| K-4, 5-6, 7-8, 9-12 | 0.3 |
| PK-3, 4-6, 7-8, 9-12 | 0.5 |
| K-3, 4-6, 7-8, 9-12 | 0.3 |
| PK, K-3, 4-6, 7-8, 9-12 | 0.3 |
| PK-2, 3-5, 6*, 7-8, 9-12 | 0.3 |
| PK-1, 2-6, 7-8, 9-12 | 0.3 |
| PK-K, 1-2, 3-6, 7-8, 9-12 | 0.3 |

| Definition | Percentage |
|---|---|
| PK-3, 4-8*, 9-12 | 0.3 |
| PK-3, 4-8, 9-12 | 0.8 |
| PK-2, 3-8, 9-12 | 0.3 |
| PK-1, 2, 3-8, 9-12 | 0.3 |
| | |
| PK-8, 9-12 | 0.5 |
| K-8, 9-12 | 0.5 |
| K-8, 9-12* | 0.3 |
| | |
| PK-6, 7-12 | 13.2 |
| PK-6, 7-12* | 1.6 |
| K-6, 7-12 | 7.7 |
| K-6, 7-12* | 1.1 |
| PK-4, 5-6, 7-12 | 0.5 |
| PK-3, 4-6, 7-12 | 0.3 |
| K-1, 2-6, 7-12 | 0.3 |
| PK-K, 1-6, 7-12 | 0.3 |
| | |
| PK-5, 6-12 | 5.2 |
| K-5, 6-12 | 1.9 |
| PK-3, 4-5, 6-12 | 0.3 |
| PK-2, 3-5, 6-12 | 0.3 |
| K-1, 2-5, 6-12 | 0.3 |
| | |
| PK-5, 6-7, 8-9, 10-12 | 0.8 |
| K-3, 4-6, 7-9, 10-12 | 0.3 |
| K-6, 7-9, 10-12 | 0.5 |
| | |
| PK-3, 4-12 | 0.3 |
| | 100.0 |

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

Note: *Indicates grade levels sent out of district as part of a whole grade sharing agreement.
Totals may not add to 100 due to rounding.

**Table 59**

**ORGANIZATIONAL STRUCTURES FOR DISTRICTS WHOLE GRADE SHARING**
**2005-2006**

| Definition | Percentage |
|---|---|
| PK-6, 7-12* | 1.6% |
| K-6, 7-12* | 1.1 |
| PK-5, 6-8, 9-12* | 1.1 |
| K-5, 6-8, 9-12* | 0.5 |
| PK-5, 6-8*, 9-12 | 0.3 |
| K-4, 5-8, 9-12* | 0.5 |
| K-4*, 5-8, 9-12* | 0.3 |
| K-4, 5-8*, 9-12 | 0.3 |
| PK-4, 5-8*, 9-12 | 0.3 |
| K-8, 9-12* | 0.3 |
| PK, K-4, 5-8*, 9-12 | 0.3 |
| PK-1, 2-4*, 5-8, 9-12* | 0.3 |
| PK-2, 3-5, 6*, 7-8, 9-12 | 0.3 |
| PK-3, 4-8*, 9-12 | 0.3 |
| | 7.4 |

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey, Policies and Procedures file.
Note: *Indicates grade levels sent out of district as part of a whole grade sharing agreement.
Totals may not add to 100 due to rounding.

## Curriculum and Course Enrollments

Since 1997-1998, the Iowa Department of Education has collected curriculum information using the National Center of Education Statistics (NCES) course coding structure. This method allows for a standardized reporting mechanism and allows for meaningful comparisons of courses offered and taught by school districts.

### Curriculum Unit Offerings

As may be expected, larger districts provide greater number of units of English/language arts, mathematics, science, social studies, and foreign language (Table 60). Statewide, the average number of units offered and taught in each of these areas (with the exception of foreign language) was slightly lower in 2005-2006 than in the previous school year.

**Table 60**

## AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY DISTRICT ENROLLMENT CATEGORY, 2000-2001, 2004-2005 TO 2005-2006

| | Min Units IA Standards | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
|---|---|---|---|---|---|---|---|---|---|
| *2000-2001* | | | | | | | | | |
| Total Number of Districts | | 32 | 46 | 80 | 101 | 81 | 24 | 9 | 373 |
| # Districts Operating HS** | | 14 | 41 | 80 | 101 | 81 | 24 | 9 | 350 |
| English/Language Arts | 6 | 6.2 | 6.9 | 7.0 | 7.8 | 9.0 | 11.8 | 18.0 | 8.3 |
| Mathematics | 6 | 6.8 | 7.3 | 7.6 | 8.4 | 9.3 | 11.8 | 13.3 | 8.6 |
| Science | 5 | 5.0 | 5.7 | 5.9 | 6.7 | 7.2 | 10.3 | 12.3 | 6.9 |
| Social Studies | 5 | 5.1 | 5.4 | 5.7 | 6.0 | 6.8 | 8.2 | 10.3 | 6.3 |
| Foreign Language | 4 | 3.4* | 3.7* | 4.2 | 4.6 | 6.7 | 11.3 | 18.0 | 5.7 |
| *2004-2005* | | | | | | | | | |
| Total Number of Districts | | 36 | 53 | 72 | 94 | 80 | 23 | 9 | 367 |
| # Districts Operating HS** | | 14 | 49 | 72 | 94 | 80 | 23 | 9 | 341 |
| English/Language Arts | 6 | 7.8 | 7.2 | 7.9 | 8.1 | 10.3 | 13.6 | 17.4 | 9.0 |
| Mathematics | 6 | 7.7 | 7.3 | 7.7 | 8.2 | 9.3 | 11.8 | 14.1 | 8.6 |
| Science | 5 | 5.4 | 5.9 | 6.3 | 6.7 | 7.6 | 10.6 | 12.9 | 7.1 |
| Social Studies | 5 | 5.6 | 5.6 | 5.9 | 6.1 | 7.2 | 9.1 | 10.9 | 6.5 |
| Foreign Language | 4 | 3.6* | 3.9* | 4.2 | 4.5 | 6.2 | 11.0 | 16.3 | 5.5 |
| *2005-2006* | | | | | | | | | |
| Total Number of Districts | | 34 | 54 | 68 | 94 | 83 | 23 | 9 | 365 |
| # Districts Operating HS** | | 14 | 50 | 68 | 94 | 83 | 23 | 9 | 341 |
| English/Language Arts | 6 | 6.9 | 7.0 | 7.5 | 8.1 | 9.6 | 12.9 | 15.6 | 8.6 |
| Mathematics | 6 | 6.4 | 7.4 | 7.5 | 8.0 | 9.1 | 10.9 | 13.1 | 8.3 |
| Science | 5 | 5.1 | 5.9 | 6.1 | 6.7 | 7.2 | 10.6 | 12.3 | 6.9 |
| Social Studies | 5 | 5.3 | 5.4 | 5.8 | 6.0 | 6.8 | 8.3 | 10.0 | 6.3 |
| Foreign Language | 4 | 3.8* | 4.1 | 4.1 | 4.5 | 6.1 | 10.9 | 16.7 | 5.5 |

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

## Foreign Language Enrollments

Regardless of district size, at least two of every five public high school students were enrolled in a foreign language class in 2005-2006 (Table 61); statewide the percentage was 53.5. Although this percentage was slightly lower than the previous year, it needs to be noted that one of the larger districts in the state did not report their foreign language enrollment in 2004-2005. The estimated percentage of students enrolled in foreign language is the result of dividing the total enrollment of students enrolled in foreign language by the total 9-12 enrollment.

**Table 61**

## TOTAL IOWA PUBLIC SCHOOL GRADES 9-12 ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, 2004-2005 TO 2005-2006

| Enrollment Category | 1985-1986 No. of Students Enrolled | 1985-1986 Est. % of Students Enrolled | 2000-2001 No. of Students Enrolled | 2000-2001 Est. % of Students Enrolled | 2004-2005 No. of Students Enrolled | 2004-2005 Est. % of Students Enrolled | 2005-2006 No. of Students Enrolled | 2005-2006 Est. % of Students Enrolled |
|---|---|---|---|---|---|---|---|---|
| <250 | 658 | 20.4% | 519 | 44.4% | 601 | 52.4% | 446 | 42.6% |
| 250-399 | 1,667 | 18.2 | 2,055 | 42.8 | 2,862 | 48.8 | 2,789 | 46.3 |
| 400-599 | 2,769 | 18.9 | 6,291 | 45.3 | 6,810 | 52.6 | 6,049 | 49.6 |
| 600-999 | 5,079 | 21.8 | 12,509 | 48.5 | 12,275 | 51.7 | 12,489 | 52.0 |
| 1,000-2,499 | 10,536 | 30.2 | 22,096 | 54.7 | 22,172 | 54.5 | 24,891 | 58.2 |
| 2,500-7,499 | 13,018 | 42.7 | 16,078 | 52.6 | 18,677 | 62.4 | 17,713 | 57.8 |
| 7,500+ | 13,064 | 35.9 | 21,761 | 56.6 | 19,481* | 51.1 | 19,729 | 48.5 |
| State | 46,791 | 30.8 | 81,309 | 52.4 | 82,878* | 54.4 | 84,106 | 53.5 |

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

Accounting for more than eight of every 10 foreign language students, Spanish continued to be the most common foreign language taken by Iowa's high school students (Table 62) in 2005-2006. French was the only other language that constituted even 10 percent. Twenty years ago, German accounted for nearly 12 percent of the foreign language students compared to over 6 percent in 2005-2006.

**Table 62**

## FOREIGN LANGUAGE ENROLLMENTS IN IOWA PUBLIC SCHOOLS GRADES 9-12 1985-1986, 2000-2001, 2004-2005 AND 2005-2006

| Language | 1985-1986 Number | 1985-1986 Percent | 2000-2001 Number | 2000-2001 Percent | 2004-2005 Number | 2004-2005 Percent | 2005-2006 Number | 2005-2006 Percent |
|---|---|---|---|---|---|---|---|---|
| Spanish | 27,893 | 59.6% | 62,212 | 76.5% | 67,215 | 81.1% | 68,881 | 81.9% |
| French | 12,837 | 27.4 | 11,308 | 13.9 | 8,998 | 10.9 | 8,426 | 10.0 |
| German | 5,462 | 11.7 | 6,221 | 7.7 | 4,804 | 5.8 | 5,326 | 6.3 |
| Japanese | 21 | 0.0 | 493 | 0.6 | 632 | 0.8 | 591 | 0.7 |
| Russian | 102 | 0.2 | 185 | 0.2 | 29 | <0.1 | 2 | <0.1 |
| Latin | 443 | 0.9 | 98 | 0.1 | 106 | 0.1 | 81 | 0.1 |
| Chinese | 0 | 0.0 | 96 | 0.1 | 91 | 0.1 | 140 | 0.2 |
| Italian | 16 | 0.0 | 122 | 0.2 | 144 | 0.2 | 123 | 0.1 |
| Other | 17 | 0.0 | 574 | 0.7 | 859 | 1.0 | 536 | 0.6 |
| Total* | 46,791 | 100.0 | 81,309 | 100.0 | 82,878** | 100.0 | 84,106 | 100.0 |

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

## Higher Level Mathematics Enrollments

Nearly one-fourth of Iowa's high school juniors and seniors (grades 11 and 12) were enrolled in a trigonometry and/or calculus course in 2005-2006 (Table 63). In districts of all sizes, at least 17 percent of upperclassmen were enrolled in higher level math courses. Estimated percentages are the result of dividing the number of students enrolled in these two courses by the number of students in grades 11 and 12. The number of districts offering higher level math courses remained relatively unchanged from that reported in 2004-2005.

**Table 63**

### IOWA PUBLIC SCHOOL ENROLLMENTS IN HIGHER LEVEL MATHEMATICS BY ENROLLMENT CATEGORY, 1985-1986, 2000-2001, 2004-2005 AND 2005-2006

| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
|---|---|---|---|---|---|---|---|---|
| ***1985-1986*** | | | | | | | | |
| Total Number of Districts | 52 | 90 | 95 | 97 | 71 | 24 | 8 | 437 |
| # Districts Operating High School | 50 | 89 | 95 | 97 | 71 | 24 | 8 | 434 |
| Number of Districts Offering Higher Level Math | 17 | 20 | 33 | 37 | 40 | 18 | 8 | 173 |
| Pupils Enrolled in HL Math | 93 | 140 | 355 | 603 | 1,551 | 1,766 | 2,603 | 7,111 |
| Percent Females Enrolled in Higher Level Math | 44.1% | 44.3% | 44.5% | 43.0% | 44.6% | 45.1% | 46.1% | 45.1% |
| Estimated % of all Pupils Enrolled | 6.0% | 3.1% | 4.9% | 5.3% | 9.2% | 12.1% | 15.3% | 9.7% |
| ***2000-2001*** | | | | | | | | |
| Total Number of Districts | 32 | 46 | 80 | 101 | 81 | 24 | 9 | 373 |
| # Districts Operating High School | 14 | 41 | 80 | 101 | 81 | 24 | 9 | 350 |
| Number of Districts Offering Higher Level Math | 8 | 32 | 75 | 89 | 77 | 23 | 9 | 313 |
| Pupils Enrolled in HL Math | 69 | 368 | 1,153 | 2,186 | 4,075 | 2,845 | 3,507 | 14,203 |
| Percent Females Enrolled in Higher Level Math | 63.8% | 56.8% | 51.3% | 51.7% | 49.4% | 49.1% | 49.0% | 50.0% |
| Estimated % of all Pupils Enrolled | 11.2% | 15.2% | 16.8% | 17.4% | 20.8% | 19.3% | 19.9% | 19.1% |
| ***2004-2005*** | | | | | | | | |
| Total Number of Districts | 36 | 53 | 72 | 94 | 80 | 23 | 9 | 367 |
| # Districts Operating High School | 14 | 49 | 72 | 94 | 80 | 23 | 9 | 341 |
| Number of Districts Offering Higher Level Math | 12 | 40 | 66 | 89 | 79 | 23 | 9 | 318 |
| Pupils Enrolled in HL Math* | 135 | 516 | 1,269 | 2,442 | 5,635 | 4,153 | 3,897 | 18,047 |
| Percent Females Enrolled in Higher Level Math | 48.9% | 52.5% | 51.6% | 52.0% | 48.2% | 48.2% | 48.9% | 49.2% |
| Estimated % of all Pupils Enrolled | 22.4% | 18.1% | 20.1% | 21.3% | 28.3% | 28.9% | 22.8% | 24.9% |
| ***2005-2006*** | | | | | | | | |
| Total Number of Districts | 34 | 54 | 68 | 94 | 83 | 23 | 9 | 365 |
| # Districts Operating High School | 14 | 50 | 68 | 94 | 83 | 23 | 9 | 341 |
| Number of Districts Offering Higher Level Math | 10 | 46 | 59 | 89 | 83 | 23 | 9 | 319 |
| Pupils Enrolled in HL Math | 110 | 539 | 1,361 | 2,456 | 6,558 | 4,246 | 3,318 | 18,588 |
| Percent Females Enrolled in Higher Level Math | 52.7% | 51.9% | 54.0% | 52.0% | 48.7% | 47.7% | 50.5% | 49.7% |
| Estimated % of all Pupils Enrolled | 19.5% | 17.7% | 22.4% | 20.8% | 31.3% | 28.6% | 17.6% | 24.4% |

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

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

## Higher Level Science Enrollments

### Chemistry

More than two-thirds of Iowa's 11th grade students were enrolled in chemistry in 2005-2006 (Table 64). In the state's smallest districts (less than 250), nearly 55 percent of high school juniors were in chemistry compared to seven of every 10 juniors in districts with 1,000 to 7,499 students. Statewide there were only seven districts with high schools that did not offer/teach chemistry that year.

Estimated percentages are based on the number of students enrolled in chemistry divided by the number of 11th grade students.

**Table 64**

**IOWA PUBLIC SCHOOL ENROLLMENTS IN CHEMISTRY BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, 2004-2005 AND 2005-2006**

| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
|---|---|---|---|---|---|---|---|---|
| ***1985-1986*** | | | | | | | | |
| Total Number of Districts | 52 | 90 | 95 | 97 | 71 | 24 | 8 | 437 |
| Number Districts Operating High School | 50 | 89 | 95 | 97 | 71 | 24 | 8 | 434 |
| Number of Districts Offering Chemistry | 40 | 73 | 87 | 96 | 71 | 24 | 8 | 399 |
| Pupils Enrolled in Chemistry | 413 | 971 | 1,690 | 2,946 | 3,969 | 4,283 | 3,673 | 17,945 |
| Percent Females Enrolled in Chemistry | 50.6% | 51.3% | 52.0% | 51.0% | 49.3% | 48.8% | 47.5% | 49.5% |
| Estimated % of all Pupils Enrolled | 55.4% | 42.4% | 46.0% | 51.5% | 46.3% | 57.8% | 41.8% | 48.2% |
| ***2000-2001*** | | | | | | | | |
| Total Number of Districts | 32 | 46 | 80 | 101 | 81 | 24 | 9 | 373 |
| Number Districts Operating High School | 14 | 41 | 80 | 101 | 81 | 24 | 9 | 350 |
| Number of Districts Offering Chemistry | 10 | 37 | 78 | 99 | 80 | 24 | 9 | 337 |
| Pupils Enrolled in Chemistry | 124 | 689 | 1,998 | 4,041 | 6,464 | 4,901 | 6,328 | 24,545 |
| Percent Females Enrolled in Chemistry | 43.5% | 56.6% | 55.6% | 55.1% | 54.5% | 51.4% | 52.5% | 53.6% |
| Estimated % of all Pupils Enrolled | 44.8% | 55.7% | 58.9% | 64.8% | 65.5% | 65.4% | 69.7% | 65.3% |
| ***2004-2005*** | | | | | | | | |
| Total Number of Districts | 36 | 53 | 72 | 94 | 80 | 23 | 9 | 367 |
| Number Districts Operating High School | 14 | 49 | 72 | 94 | 80 | 23 | 9 | 341 |
| Number of Districts Offering Chemistry | 10 | 47 | 70 | 93 | 80 | 23 | 9 | 332 |
| Pupils Enrolled in Chemistry* | 156 | 886 | 2,022 | 3,891 | 7,125 | 5,633 | 5,740 | 25,453 |
| Percent Females Enrolled in Chemistry | 54.5% | 54.1% | 56.6% | 55.2% | 53.4% | 52.9% | 53.9% | 54.0% |
| Estimated % of all Pupils Enrolled | 52.2% | 59.1% | 63.8% | 67.9% | 71.5% | 77.9% | 66.3% | 69.7% |
| ***2005-2006*** | | | | | | | | |
| Total Number of Districts | 34 | 54 | 68 | 94 | 83 | 23 | 9 | 365 |
| Number Districts Operating High School | 14 | 50 | 68 | 94 | 83 | 23 | 9 | 341 |
| Number of Districts Offering Chemistry | 12 | 48 | 66 | 93 | 83 | 23 | 9 | 334 |
| Pupils Enrolled in Chemistry | 144 | 980 | 1,960 | 4,194 | 7,501 | 5,347 | 5,833 | 25,959 |
| Percent Females Enrolled in Chemistry | 52.8% | 57.1% | 55.5% | 53.8% | 53.1% | 51.3% | 53.7% | 53.3% |
| Estimated % of all Pupils Enrolled | 54.8% | 62.6% | 63.9% | 69.6% | 70.9% | 71.0% | 61.6% | 67.4% |

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

Notes: Estimated percents are based on the assumption that chemistry courses are normally taken in grade 11.
*One high school failed to report their curriculum data in 2004-2005.

Physics

At 26.3 percent in 2005-2006, the percentage of Iowa's seniors taking a physics course has remained relatively unchanged over the past 20 years (Table 65). This despite the fact that a greater percentage of districts with high schools offered physics in 2005-2006 (93.2 percent) than in 1985-1986 (88.2 percent).

Estimated percentages are based on the number of students enrolled in physics divided by the number of 12th grade students.

**Table 65**

## IOWA PUBLIC SCHOOL ENROLLMENTS IN PHYSICS BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, 2004-2005 AND 2005-2006

| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
|---|---|---|---|---|---|---|---|---|
| ***1985-1986*** | | | | | | | | |
| Total Number of Districts | 52 | 90 | 95 | 97 | 71 | 24 | 8 | 437 |
| Number Districts Operating High School | 50 | 89 | 95 | 97 | 71 | 24 | 8 | 434 |
| Number of Districts Offering Physics | 32 | 71 | 86 | 91 | 71 | 24 | 8 | 383 |
| Pupils Enrolled in Physics | 191 | 683 | 897 | 1,216 | 1,737 | 2,303 | 2,024 | 9,051 |
| Percent Females Enrolled in Physics | 47.6% | 36.2% | 38.8% | 40.2% | 37.2% | 40.9% | 38.4% | 39.1% |
| Estimated % of all Pupils Enrolled | 23.4% | 30.6% | 25.0% | 21.6% | 21.1% | 32.0% | 24.6% | 25.2% |
| ***2000-2001*** | | | | | | | | |
| Total Number of Districts | 32 | 46 | 80 | 101 | 81 | 24 | 9 | 373 |
| Number Districts Operating High School | 14 | 41 | 80 | 101 | 81 | 24 | 9 | 350 |
| Number of Districts Offering Physics | 9 | 35 | 75 | 98 | 78 | 24 | 9 | 328 |
| Pupils Enrolled in Physics | 60 | 280 | 870 | 1,616 | 2,439 | 2,178 | 3,237 | 10,680 |
| Percent Females Enrolled in Physics | 58.3% | 48.6% | 46.4% | 47.0% | 43.5% | 44.3% | 44.5% | 45.0% |
| Estimated % of all Pupils Enrolled | 17.7% | 23.8% | 25.0% | 25.4% | 25.1% | 30.2% | 37.7% | 28.9% |
| ***2004-2005*** | | | | | | | | |
| Total Number of Districts | 36 | 53 | 72 | 94 | 80 | 23 | 9 | 367 |
| Number Districts Operating High School | 14 | 49 | 72 | 94 | 80 | 23 | 9 | 341 |
| Number of Districts Offering Physics | 9 | 43 | 69 | 90 | 79 | 23 | 9 | 322 |
| Pupils Enrolled in Physics* | 60 | 421 | 776 | 1,400 | 2,258 | 1,981 | 2,539 | 9,435 |
| Percent Females Enrolled in Physics | 50.0% | 41.6% | 45.1% | 44.7% | 42.1% | 43.9% | 45.5% | 44.1% |
| Estimated % of all Pupils Enrolled | 19.7% | 31.0% | 24.8% | 24.3% | 22.7% | 27.7% | 30.2% | 26.2% |
| ***2005-2006*** | | | | | | | | |
| Total Number of Districts | 34 | 54 | 68 | 94 | 83 | 23 | 9 | 365 |
| Number Districts Operating High School | 14 | 50 | 68 | 94 | 83 | 23 | 9 | 341 |
| Number of Districts Offering Physics | 9 | 43 | 64 | 90 | 80 | 23 | 9 | 318 |
| Pupils Enrolled in Physics | 57 | 415 | 793 | 1,315 | 2,901 | 1,880 | 2,544 | 9,905 |
| Percent Females Enrolled in Physics | 52.6% | 41.0% | 48.8% | 44.0% | 43.3% | 43.2% | 42.5% | 43.6% |
| Estimated % of all Pupils Enrolled | 18.9% | 28.2% | 26.4% | 22.8% | 28.0% | 25.7% | 27.1% | 26.3% |

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

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

## Computer-Related Course Enrollments

Estimated percentages of students enrolled in computer-related courses are based on the number of 9-12 students enrolled in computer-related courses divided by the total 9-12 enrollment. Statewide, 22.5 percent of the state's high school students took computer courses, while all but five districts were offering such courses (Table 66).

**Table 66**

### IOWA PUBLIC SCHOOL ENROLLMENTS IN COMPUTER-RELATED COURSES BY ENROLLMENT CATEGORY 1985-1986, 2000-2001, 2004-2005 AND 2005-2006

| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
|---|---|---|---|---|---|---|---|---|
| ***1985-1986*** | | | | | | | | |
| Total Number of Districts | 52 | 90 | 95 | 97 | 71 | 24 | 8 | 437 |
| # Districts Operating High School | 50 | 89 | 95 | 97 | 71 | 24 | 8 | 434 |
| # of Districts Offering Comp-Rel Courses | 41 | 72 | 74 | 81 | 65 | 24 | 7 | 364 |
| Pupils Enrolled in Comp-Related Courses | 697 | 1,262 | 2,047 | 3,466 | 4,565 | 4,250 | 2,178 | 18,465 |
| % Females Enrolled in Comp-Rel Courses | 46.6% | 45.4% | 47.6% | 46.4% | 45.1% | 37.2% | 42.7% | 43.6% |
| Estimated % of all Pupils Enrolled | 21.6% | 13.8% | 13.8% | 14.8% | 13.2% | 13.9% | 6.0% | 12.1% |
| ***2000-2001*** | | | | | | | | |
| Total Number of Districts | 32 | 46 | 80 | 101 | 81 | 24 | 9 | 373 |
| # Districts Operating High School | 14 | 41 | 80 | 101 | 81 | 24 | 9 | 350 |
| # of Dist. Offering Comp-Related Courses | 13 | 39 | 79 | 100 | 81 | 24 | 9 | 345 |
| Pupils Enrolled in Comp-Related Courses | 349 | 1,376 | 4,131 | 6,967 | 10,692 | 5,469 | 8,844 | 37,828 |
| % Females Enrolled in Comp-Rel Courses | 51.9% | 43.3% | 44.2% | 44.1% | 45.1% | 39.0% | 42.0% | 43.2% |
| Estimated % of all Pupils Enrolled | 29.8% | 28.6% | 29.7% | 27.0% | 26.5% | 17.9% | 23.0% | 24.4% |
| ***2004-2005*** | | | | | | | | |
| Total Number of Districts | 36 | 53 | 72 | 94 | 80 | 23 | 9 | 367 |
| # Districts Operating High School | 14 | 49 | 72 | 94 | 80 | 23 | 9 | 341 |
| # of Dist. Offering Comp-Related Courses | 12 | 43 | 68 | 91 | 79 | 23 | 9 | 325 |
| Pupils Enrolled in Comp-Related Courses* | 309 | 1,645 | 3,691 | 6,111 | 9,949 | 6,183 | 6,791 | 34,679 |
| % Females Enrolled in Comp-Rel Courses | 46.6% | 46.0% | 45.1% | 44.5% | 41.7% | 36.3% | 41.1% | 41.7% |
| Estimated % of all Pupils Enrolled | 27.0% | 28.0% | 28.5% | 25.8% | 24.4% | 20.7% | 17.8% | 22.8% |
| ***2005-2006*** | | | | | | | | |
| Total Number of Districts | 34 | 54 | 68 | 94 | 83 | 23 | 9 | 365 |
| # Districts Operating High School | 14 | 50 | 68 | 94 | 83 | 23 | 9 | 341 |
| # of Dist. Offering Comp-Related Courses | 13 | 48 | 66 | 94 | 83 | 23 | 9 | 336 |
| Pupils Enrolled in Comp-Related Courses | 198 | 1,779 | 3,679 | 5,896 | 10,968 | 6,172 | 6,759 | 35,451 |
| % Females Enrolled in Comp-Rel Courses | 33.8% | 43.2% | 47.3% | 43.7% | 40.8% | 37.3% | 40.8% | 41.4% |
| Estimated % of all Pupils Enrolled | 18.9% | 29.5% | 30.2% | 24.5% | 25.7% | 20.1% | 16.6% | 22.5% |

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

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

# Graduation Requirements for Mathematics and Science

Graduation requirements for each high school in Iowa are collected by the Iowa Department of Education through the Basic Educational Data Survey (BEDS). Graduation requirement data collected in Spring 2006 was for the senior class of 2006. Beginning last year, the Department expanded the data collection to include the graduation requirements for the class of 2009 (freshman class of 2005). Data in this section includes information for the class of 2006 and the class of 2009.

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

The average number of mathematics and science units required for graduation by enrollment category is listed in Tables 67 and 68. The state average number of mathematics units required for graduation increased slightly from 2004-2005 to 2005-2006, from 2.34 to 2.37. The state average number of science units required for graduation increased from 2.17 to 2.24 between 2004-2005 and 2005-2006. The graduation requirements for the class of 2009 will increase 8.0 percent for mathematics and 9.4 percent for science.

**Table 67**

**AVERAGE NUMBER OF MATHEMATICS UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS, 1985-1986, 2004-2005, 2005-2006 AND 2008-2009**

| Enrollment Category | 1985-1986 | 2004-2005 | 2005-2006 | 2008-2009 |
|---|---|---|---|---|
| <250 | 2.00 | 2.38 | 2.54 | 2.61 |
| 250-399 | 2.01 | 2.60 | 2.55 | 2.80 |
| 400-599 | 1.89 | 2.37 | 2.45 | 2.65 |
| 600-999 | 1.91 | 2.33 | 2.38 | 2.57 |
| 1,000-2,499 | 1.77 | 2.24 | 2.26 | 2.39 |
| 2,500-7,499 | 1.49 | 2.11 | 2.15 | 2.37 |
| 7,500+ | 1.69 | 2.11 | 2.22 | 2.44 |
| State | 1.88 | 2.34 | 2.37 | 2.56 |

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

**Table 68**

**AVERAGE NUMBER OF SCIENCE UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS, 1985-1986, 2004-2005, 2005-2006 AND 2008-2009**

| Enrollment Category | 1985-1986 | 2004-2005 | 2005-2006 | 2008-2009 |
|---|---|---|---|---|
| <250 | 1.98 | 2.31 | 2.46 | 2.54 |
| 250-399 | 1.99 | 2.42 | 2.39 | 2.61 |
| 400-599 | 1.84 | 2.19 | 2.26 | 2.53 |
| 600-999 | 1.88 | 2.15 | 2.20 | 2.43 |
| 1,000-2,499 | 1.74 | 2.16 | 2.21 | 2.35 |
| 2,500-7,499 | 1.52 | 2.02 | 2.07 | 2.24 |
| 7,500+ | 1.75 | 2.00 | 2.00 | 2.44 |
| State | 1.86 | 2.17 | 2.24 | 2.45 |

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

Tables 69 and 70 present the frequency distributions for mathematics and science graduation unit requirements for the classes of 2006 and 2009. For the class of 2006, 33.8 percent of districts required at least 3.0 units of mathematics and 22.7 percent required 3.0 units of science. For the class of 2009, 50.6 percent of district will require 3.0 units of mathematics and 41.5 percent will require 3.0 units of science.

**Table 69**

## Frequency Distribution of Mathematics Units Required for Graduation by Iowa Public School Districts 2005-2006 and 2008-2009

| Units Required for Graduation | 2005-2006 Number of Districts | 2005-2006 Percent of Districts | 2005-2006 Cumulative Percent | 2008-2009 Number of Districts | 2008-2009 Percent of Districts | 2008-2009 Cumulative Percent |
|---|---|---|---|---|---|---|
| 1.3 | 1 | 0.3% | 0.3% | 0 | 0.0% | 0.0% |
| 1.5 | 3 | 0.9 | 1.2 | 2 | 0.6 | 0.6 |
| 2.0 | 198 | 58.2 | 59.4 | 143 | 42.1 | 42.7 |
| 2.5 | 23 | 6.8 | 66.2 | 23 | 6.8 | 49.4 |
| 3.0 | 112 | 32.9 | 99.1 | 165 | 48.5 | 97.9 |
| 4.0 | 3 | 0.9 | 100.0 | 6 | 1.8 | 99.7 |
| 5.0 | 0 | 0.0 | 100.0 | 1 | 0.3 | 100.0 |

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

**Table 70**

## Frequency Distribution of Science Units Required for Graduation by Iowa Public School Districts 2005-2006 and 2008-2009

| Units Required for Graduation | 2005-2006 Number of Districts | 2005-2006 Percent of Districts | 2005-2006 Cumulative Percent | 2008-2009 Number of Districts | 2008-2009 Percent of Districts | 2008-2009 Cumulative Percent |
|---|---|---|---|---|---|---|
| 1.0 | 5 | 1.5% | 1.5% | 0 | 0.0% | 0.0% |
| 1.5 | 2 | 0.6 | 2.1 | 2 | 0.6 | 0.6 |
| 2.0 | 237 | 69.7 | 71.8 | 176 | 51.8 | 52.4 |
| 2.5 | 19 | 5.6 | 77.4 | 21 | 6.2 | 58.5 |
| 3.0 | 77 | 22.7 | 100.0 | 139 | 40.9 | 99.4 |
| 4.0 | 0 | 0.0 | 100.0 | 2 | 0.6 | 100.0 |

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

# Class Size

## Class Size - Overview

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

Average class size declined for kindergarten through third grade from 1998-1999 to 2005-2006 with the largest decline occurring for third grade, which dropped from 21.7 to 20.5. Although the kindergarten through second grade averages are still below the base year 1998-1999, these grades experienced increases in the past four years. For example, kindergarten increased each year from 2001-2002 to present going from 18.6 to 19.4.

None of the grades reached the state goal of an average of 17 students per classroom during the eight years studied but kindergarten through second grade remained below 20 students for the past six years. The earliest grades, kindergarten and first grade, showed the smallest classrooms during the years reviewed (see Table 71 and Figure 26).

**Table 71**

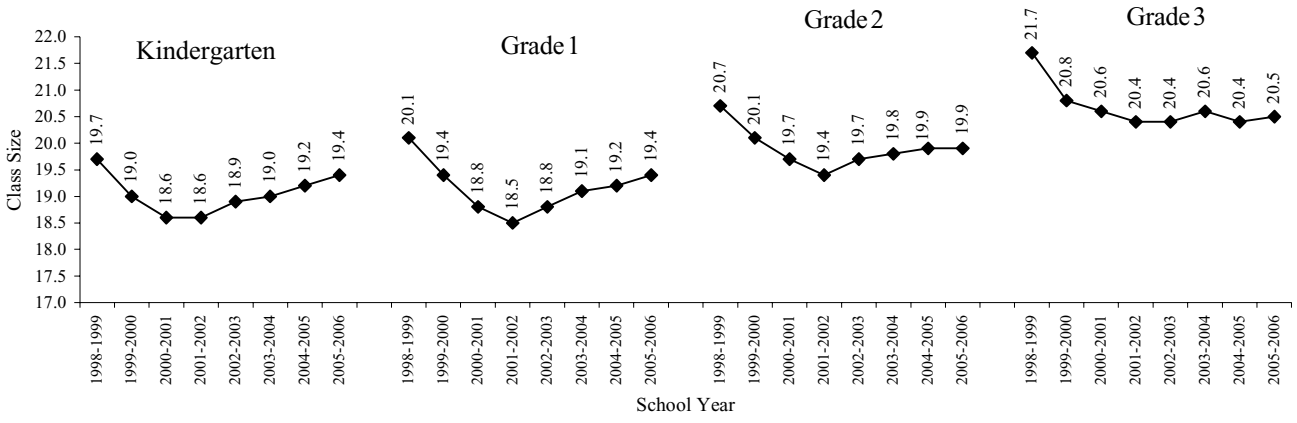
**IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZE FOR GRADES K-3**
**1998-1999 TO 2005-2006**

| Grade | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|---|---|---|---|
| Kindergarten | 19.7 | 19.0 | 18.6 | 18.6 | 18.9 | 19.0 | 19.2 | 19.4 |
| 1 | 20.1 | 19.4 | 18.8 | 18.5 | 18.8 | 19.1 | 19.2 | 19.4 |
| 2 | 20.7 | 20.1 | 19.7 | 19.4 | 19.7 | 19.8 | 19.9 | 19.9 |
| 3 | 21.7 | 20.8 | 20.6 | 20.4 | 20.4 | 20.6 | 20.4 | 20.5 |

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

**Figure 26**

**IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZE FOR GRADES K-3**
**1998-1999 TO 2005-2006**




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

Although enrollment impacts average class size, it is not the only factor in class size reduction. From 1998-1999 to present, kindergarten enrollment increased 4.6 percent but during the same period average class declined (1.5 percent). Third grade enrollment declined (6.7 percent) but average class size only declined (5.5 percent) (see Tables 72 and 73).

**Table 72**

**IOWA PUBLIC SCHOOL BEDS ENROLLMENTS FOR KINDERGARTEN THROUGH THIRD GRADE, 1998-1999 AND 2005-2006**

| Grade | 1998-1999 Enrollment | 2005-2006 Enrollment | Absolute Difference in Enrollment | Percent Change in Enrollment |
|---|---|---|---|---|
| Kindergarten | 35,772 | 37,435 | 1,663 | 4.6% |
| 1 | 35,699 | 34,499 | -1,200 | -3.4 |
| 2 | 35,866 | 34,341 | -1,525 | -4.3 |
| 3 | 36,500 | 34,064 | -2,436 | -6.7 |

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

**Table 73**

**IOWA PUBLIC SCHOOL DECLINE IN AVERAGE CLASS SIZE VS. BEDS ENROLLMENT 1998-1999 TO 2005-2006**

| Grade | Percent Change in Class Size | Percent Change in Enrollment |
|---|---|---|
| Kindergarten | -1.5% | 4.6% |
| 1 | -3.5 | -3.4 |
| 2 | -3.9 | -4.3 |
| 3 | -5.5 | -6.7 |

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

The number of kindergarten through third grade teachers increased since 1998-1999. For example, the number of first grade full-time equivalent (FTE) teachers increased from 1,644.6 to 1717.4 from 1998-1999 to 2005-2006 (see Table 74).

**Table 74**

**IOWA PUBLIC SCHOOL STUDENTS AND TEACHERS 1998-1999 TO 2005-2006**

| Grade | Students | | Teachers | | Average Class Size | |
|---|---|---|---|---|---|---|
| | 1998-1999 | 2005-2006 | 1998-1999 | 2005-2006 | 1998-1999 | 2005-2006 |
| Kindergarten | 33,618 | 35,163 | 1,613.7 | 1,832.8 | 19.7 | 19.4 |
| 1 | 33,053 | 32,917 | 1,644.6 | 1,717.4 | 20.1 | 19.4 |
| 2 | 33,151 | 32,870 | 1,592.1 | 1,666.7 | 20.7 | 19.9 |
| 3 | 34,153 | 32,419 | 1,578.3 | 1,589.7 | 21.7 | 20.5 |

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

The maximum class size declined for kindergarten through second grade since 1998-1999. The largest kindergarten and first grade classrooms dropped from 35 to 28. The largest second grade class size dropped from 35 to 30 students (see Table 78).

## Class Size vs. District Size

The smallest districts consistently showed the lowest average class sizes from 1998-1999 to 2005-2006. In 1998-1999, the <250 enrollment category of districts showed an average class size of less than 17 students per classroom for each grade K-3. The averages for these districts declined in 2005-2006 and were less than 13 students for each grade level. The two largest enrollment categories experienced average class sizes above 20 students per classroom for both 1998-1999 and 2005-2006 (see Table 75). Only one enrollment group showed a class size increase from the base year. Kindergarten for the 7,500+ category increased from 20.7 to 21.0.

**Table 75**

**AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, KINDERGARTEN TO THIRD GRADE 1998-1999 AND 2005-2006**

| Enrollment | K | | 1st | | 2nd | | 3rd | |
|---|---|---|---|---|---|---|---|---|
| Category | 1998-1999 | 2005-2006 | 1998-1999 | 2005-2006 | 1998-1999 | 2005-2006 | 1998-1999 | 2005-2006 |
| <250 | 12.4 | 11.6 | 12.8 | 12.7 | 12.8 | 12.5 | 14.2 | 12.6 |
| 250-399 | 17.6 | 15.9 | 18.4 | 15.8 | 17.7 | 16.2 | 19.5 | 17.2 |
| 400-599 | 17.5 | 17.0 | 16.9 | 16.9 | 18.0 | 17.3 | 19.4 | 17.6 |
| 600-999 | 18.2 | 17.6 | 19.0 | 17.8 | 19.6 | 18.5 | 20.3 | 19.0 |
| 1,000-2,499 | 19.8 | 19.3 | 20.3 | 19.2 | 21.3 | 20.0 | 21.9 | 20.6 |
| 2,500-7,499 | 21.5 | 21.0 | 21.6 | 21.1 | 22.0 | 21.5 | 23.0 | 22.1 |
| 7,500+ | 20.7 | 21.0 | 21.1 | 21.0 | 21.7 | 21.3 | 23.0 | 22.3 |
| State | 19.7 | 19.4 | 20.1 | 19.4 | 20.7 | 19.9 | 21.7 | 20.5 |

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

## Class Size Funding and Expenditures

Class size funding has not seen an increase since FY 2002 remaining constant at $29.3 million over the past three fiscal years (see Table 76, Table 77 and Figure 27). Expenditures over the same period stayed relatively constant. Staff salaries continued to absorb the largest amount of Iowa Early Intervention Block Grant funds in FY 2005 at 77.6 percent.

**Table 76**

## STATE CLASS SIZE REDUCTION ALLOCATIONS FOR IOWA PUBLIC SCHOOLS FY 2000 TO FY 2006

| Fiscal Year | State Allocation |
|---|---|
| FY2000 | $10 million |
| FY2001 | $20 million |
| FY2002 | $30 million |
| FY2003 | $30 million |
| FY2004 | $29.3 million* |
| FY2005 | $29.3 million |
| FY2006 | $29.3 million |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey.
Note: *The FY 2004 appropriation was reduced as a result of an across-the-board cut after the initial appropriation and then received a partial restoration of funds.

**Table 77**

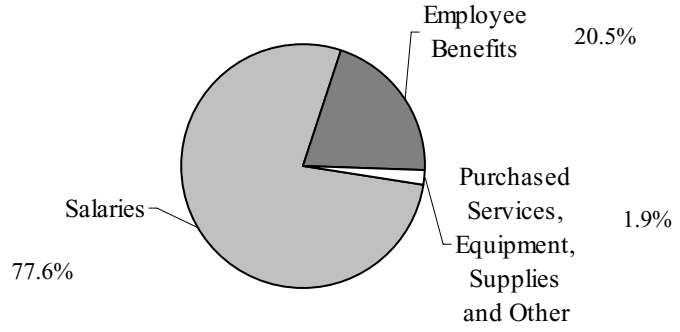
## FY 2005 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM EXPENDITURES BY OBJECT

| Object Category | Expenditures | Percent |
|---|---|---|
| Salaries | $ 23,098,768 | 77.6% |
| Benefits | 6,108,818 | 20.5 |
| Purchased Services | 165,234 | 0.6 |
| Equipment | 114,667 | 0.4 |
| Supplies | 254,354 | 0.9 |
| Other | 24,267 | <0.1 |
| Total | $29,766,108 | 100.0% |

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

**Figure 27**

## FY 2005 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM EXPENDITURES BY OBJECT




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

**Table 78**

## CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH GRADE 3 IN IOWA PUBLIC SCHOOLS, 1998-1999 TO 2005-2006

| | School Year | N Students | N Classrooms | N Teacher FTEs | Class Size | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Mean | Median | 25th %tile | 75th %tile | N Min | N Max |
| **Kindergarten** | 2005-2006 | 35,163 | 1,817 | 1,832.8 | 19.4 | 20 | 17 | 22 | 2 | 28 |
| | 2004-2005 | 34,627 | 1,806 | 1,818.1 | 19.2 | 19 | 17 | 22 | 4 | 30 |
| | 2003-2004 | 34,338 | 1,807 | 1,827.4 | 19.0 | 19 | 17 | 22 | 3 | 31 |
| | 2002-2003 | 33,518 | 1,778 | 1,804.0 | 18.9 | 19 | 17 | 21 | 3 | 33 |
| | 2001-2002 | 33,380 | 1,791 | 1,838.9 | 18.6 | 19 | 16 | 21 | 4 | 41 |
| | 2000-2001 | 33,004 | 1,774 | 1,793.0 | 18.6 | 19 | 16 | 21 | 3 | 34* |
| | 1999-2000 | 33,488 | 1,764 | 1,779.9 | 19.0 | 19 | 17 | 21 | 4 | 34 |
| | 1998-1999 | 33,618 | 1,704 | 1,613.7 | 19.7 | 20 | 17 | 23 | 6 | 35 |
| *Difference* | 2004-2005 to 2005-2006 | 536 | 11 | 14.7 | 0.2 | 1 | 0 | 0 | -2 | -2 |
| *Difference* | 1998-1999 to 2005-2006 | 1,545 | 113 | 219.1 | -0.3 | 0 | 0 | -1 | -4 | -7 |
| **Grade 1** | 2005-2006 | 32,917 | 1,700 | 1,717.4 | 19.4 | 20 | 17 | 22 | 5 | 28 |
| | 2004-2005 | 32,436 | 1,692 | 1,705.8 | 19.2 | 19.5 | 17 | 22 | 6 | 31 |
| | 2003-2004 | 31,941 | 1,670 | 1,693.1 | 19.1 | 19 | 17 | 22 | 3 | 30 |
| | 2002-2003 | 31,618 | 1,684 | 1,715.2 | 18.8 | 19 | 17 | 21 | 4 | 32 |
| | 2001-2002 | 31,265 | 1,687 | 1,729.2 | 18.5 | 19 | 16 | 21 | 3 | 29 |
| | 2000-2001 | 32,016 | 1,700 | 1,735.0 | 18.8 | 19 | 17 | 21 | 2 | 30 |
| | 1999-2000 | 32,969 | 1,701 | 1,725.8 | 19.4 | 19 | 17 | 22 | 5 | 29 |
| | 1998-1999 | 33,053 | 1,647 | 1,644.6 | 20.1 | 20 | 18 | 23 | 6 | 35 |
| *Difference* | 2004-2005 to 2005-2006 | 481 | 8 | 11.6 | 0.2 | 0.5 | 0 | 0 | -1 | -3 |
| *Difference* | 1998-1999 to 2005-2006 | -136 | 53 | 72.8 | -0.7 | -0.0 | -1 | -1 | -1 | -7 |
| **Grade 2** | 2005-2006 | 32,870 | 1,652 | 1,666.7 | 19.9 | 20 | 18 | 22 | 5 | 30 |
| | 2004-2005 | 32,186 | 1,621 | 1,633.2 | 19.9 | 20 | 18 | 22 | 6 | 31 |
| | 2003-2004 | 32,020 | 1,619 | 1,640.5 | 19.8 | 20 | 18 | 22 | 6 | 29 |
| | 2002-2003 | 31,573 | 1,602 | 1,630.0 | 19.7 | 20 | 18 | 22 | 3 | 30 |
| | 2001-2002 | 32,196 | 1,662 | 1,702.9 | 19.4 | 20 | 17 | 22 | 2 | 30 |
| | 2000-2001 | 33,125 | 1,679 | 1,712.8 | 19.7 | 20 | 17 | 22 | 2 | 31 |
| | 1999-2000 | 33,889 | 1,683 | 1,702.0 | 20.1 | 20 | 18 | 23 | 5 | 29 |
| | 1998-1999 | 33,151 | 1,598 | 1,592.1 | 20.7 | 21 | 19 | 23 | 5 | 35 |
| *Difference* | 2004-2005 to 2005-2006 | 684 | 31 | 33.5 | 0.0 | 0 | 0 | 0 | -1 | -1 |
| *Difference* | 1998-1999 to 2005-2006 | -281 | 54 | 74.6 | -0.8 | -1 | -1 | -1 | 0 | -5 |
| **Grade 3** | 2005-2006 | 32,419 | 1,579 | 1,589.7 | 20.5 | 21 | 18 | 23 | 7 | 32 |
| | 2004-2005 | 32,133 | 1,573 | 1,586.0 | 20.4 | 21 | 18 | 23 | 6 | 30 |
| | 2003-2004 | 32,014 | 1,556 | 1,574.4 | 20.6 | 21 | 19 | 23 | 6 | 31 |
| | 2002-2003 | 32,599 | 1,597 | 1,616.5 | 20.4 | 21 | 18 | 23 | 7 | 32 |
| | 2001-2002 | 33,474 | 1,639 | 1,682.8 | 20.4 | 21 | 18 | 23 | 8 | 32 |
| | 2000-2001 | 34,293 | 1,661 | 1,695.7 | 20.6 | 21 | 19 | 23 | 2 | 30 |
| | 1999-2000 | 34,629 | 1,662 | 1,687.0 | 20.8 | 21 | 18 | 23 | 6 | 32 |
| | 1998-1999 | 34,153 | 1,574 | 1,578.3 | 21.7 | 22 | 19 | 24 | 7 | 32 |
| *Difference* | 2004-2005 to 2005-2006 | 286 | 6 | 3.7 | 0.1 | 0 | 0 | 0 | 1 | 2 |
| *Difference* | 1998-1999 to 2005-2006 | -1,734 | 5 | 11.4 | -1.2 | -1 | -1 | -1 | 0 | 0 |

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

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

# Technology

## Expenditures for Computer Hardware and Software

Table 79 and Figure 28 provide computer hardware and software expenditures from 1992-1993 to 2004-2005. Overall, per pupil expenditures did not change significantly between 2003-2004 and 2004-2005. Total software expenditures decreased by just over $200,000 while total hardware expenditures increased by slightly less than $400,000 for an overall computer expenditure increase of just over $100,000 in 2004-2005.

**Table 79**

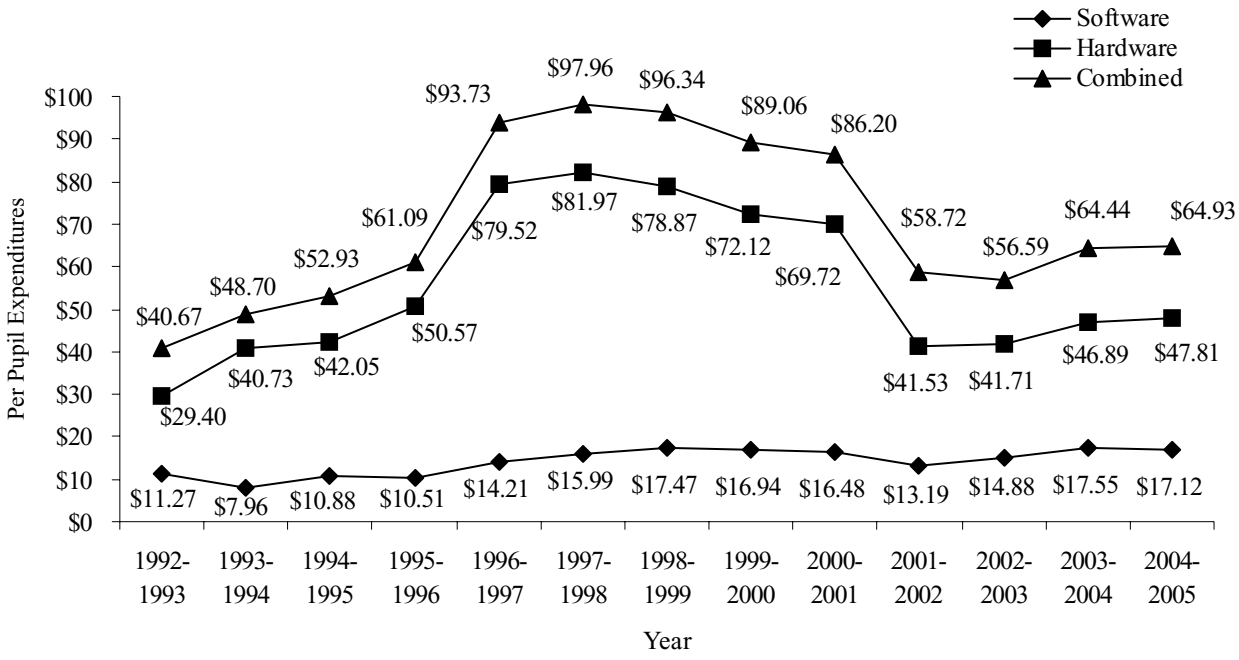
### TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2004-2005

| | | | Software | | Hardware | | Software & Hardware Combined | |
|---|---|---|---|---|---|---|---|---|
| Year | No. of Districts | Total Enrollment | Total Expenditure | Per Pupil Expenditure | Total Expenditure | Per Pupil Expenditure | Total Expenditure | Per Pupil Expenditure |
| 1992-1993 | 418 | 495,342 | $5,581,237 | $11.27 | $14,562,080 | $29.40 | $20,143,317 | $40.67 |
| 1993-1994 | 397 | 497,009 | 3,957,878 | $7.96 | 20,244,041 | 40.73 | 24,201,919 | 48.70 |
| 1994-1995 | 390 | 500,592 | 5,448,978 | 10.88 | 21,049,364 | 42.05 | 26,498,342 | 52.93 |
| 1995-1996 | 384 | 504,505 | 5,303,893 | 10.51 | 25,513,948 | 50.57 | 30,817,841 | 61.09 |
| 1996-1997 | 379 | 505,531 | 7,182,899 | 14.21 | 40,201,374 | 79.52 | 47,384,273 | 93.73 |
| 1997-1998 | 377 | 505,130 | 8,078,414 | 15.99 | 41,405,937 | 81.97 | 49,484,351 | 97.96 |
| 1998-1999 | 375 | 502,534 | 8,779,582 | 17.47 | 39,636,072 | 78.87 | 48,415,654 | 96.34 |
| 1999-2000 | 375 | 498,607 | 8,446,472 | 16.94 | 35,960,542 | 72.12 | 44,407,014 | 89.06 |
| 2000-2001 | 374 | 494,291 | 8,144,617 | 16.48 | 34,462,240 | 69.72 | 42,606,857 | 86.20 |
| 2001-2002 | 371 | 489,523 | 6,458,101 | 13.19 | 22,287,835 | 45.53 | 28,745,936 | 58.72 |
| 2002-2003 | 371 | 487,021 | 7,248,492 | 14.88 | 20,312,635 | 41.71 | 27,561,127 | 56.59 |
| 2003-2004 | 370 | 485,011 | 8,510,160 | 17.55 | 22,743,401 | 46.89 | 31,253,561 | 64.44 |
| 2004-2005 | 367 | 483,335 | 8,273,466 | 17.12 | 23,108,106 | 47.81 | 31,381,572 | 64.93 |

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

**Figure 28**

## COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2004-2005




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

Districts in the largest enrollment category on average spent nearly twice the amount per pupil compared to all other enrollment categories for software in 2004-2005. Hardware expenditures ranged from $41.43 per pupil in the 250-399 enrollment category to $52.26 in the 400-599 enrollment category. Hardware and software expenditure information by enrollment category is provided in Table 80.

**Table 80**

## Iowa Public School Total and Per Pupil Expenditures by Enrollment Category for Computer Software and Hardware 1994-1995, 2000-2001, 2003-2004 and 2004-2005

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1000-2499 | 2500-7499 | 7500+ | State |
| ***1994-1995*** | | | | | | | | |
| Number of Districts | 28 | 52 | 84 | 109 | 84 | 24 | 9 | 390 |
| Total K-12 Enrollment | 5,661 | 17,073 | 41,451 | 82,458 | 127,406 | 95,211 | 131,332 | 500,592 |
| Software Expenditure | $71,172 | $314,310 | $445,257 | $817,254 | $1,536,527 | $1,236,537 | $1,027,921 | $5,448,978 |
| Per Pupil Software Expenditure | $12.57 | $18.41 | $10.74 | $9.91 | $12.06 | $12.99 | $7.83 | $10.89 |
| Hardware Expenditure | $141,278 | $1,044,038 | $1,745,604 | $4,011,571 | $5,913,188 | $4,511,180 | $3,682,505 | $21,049,364 |
| Per Pupil Hardware Expenditure | $24.96 | $61.15 | $42.11 | $48.65 | $46.41 | $47.38 | $28.04 | $42.05 |
| Total Software and Hardware Expenditure | $212,450 | $1,358,348 | $2,190,861 | $4,828,825 | $7,449,715 | $5,747,717 | $4,710,426 | $26,498,342 |
| Per Pupil Software and Hardware Expenditure | $37.53 | $79.56 | $52.85 | $58.56 | $58.47 | $60.37 | $35.87 | $52.93 |
| ***2000-2001*** | | | | | | | | |
| Number of Districts | 26 | 54 | 74 | 104 | 83 | 24 | 9 | 374 |
| Total K-12 Enrollment | 4,851 | 17,932 | 37,555 | 78,916 | 126,118 | 96,410 | 132,509 | 494,291 |
| Software Expenditure | $57,993 | $326,854 | $556,505 | $1,121,686 | $2,082,844 | $1,670,035 | $2,328,700 | $8,144,617 |
| Per Pupil Software Expenditure | $11.95 | $18.23 | $14.82 | $14.21 | $16.52 | $17.32 | $17.57 | $16.48 |
| Hardware Expenditure | $284,220 | $991,449 | $2,197,191 | $5,179,906 | $9,196,344 | $7,024,183 | $9,588,947 | $34,462,240 |
| Per Pupil Hardware Expenditure | $58.59 | $55.29 | $58.51 | $65.64 | $72.92 | $72.86 | $72.36 | $69.72 |
| Total Software and Hardware Expenditure | $342,213 | $1,318,303 | $2,753,696 | $6,301,592 | $11,279,188 | $8,694,218 | $11,917,647 | $42,606,857 |
| Per Pupil Software and Hardware Expenditure | $70.54 | $73.52 | $73.32 | $79.85 | $89.43 | $90.18 | $89.94 | $86.20 |
| ***2003-2004*** | | | | | | | | |
| Number of Districts | 30 | 55 | 77 | 95 | 81 | 23 | 9 | 370 |
| Total K-12 Enrollment | 5,624 | 17,940 | 38,809 | 72,087 | 123,173 | 95,379 | 132,000 | 485,011 |
| Software Expenditure | $58,692 | $218,775 | $616,287 | $947,943 | $1,970,164 | $1,400,853 | $3,297,446 | $8,510,160 |
| Per Pupil Software Expenditure | $10.44 | $12.20 | $15.88 | $13.15 | $15.99 | $14.69 | $24.98 | $17.55 |
| Hardware Expenditure | $223,286 | $620,102 | $1,818,908 | $3,797,835 | $5,660,896 | $5,574,875 | $5,047,499 | $22,743,401 |
| Per Pupil Hardware Expenditure | $39.70 | $34.57 | $46.87 | $52.68 | $45.96 | $58.45 | $38.24 | $46.89 |
| Total Software and Hardware Expenditure | $281,978 | $838,877 | $2,435,195 | $4,745,778 | $7,631,060 | $6,975,728 | $8,344,945 | $31,253,561 |
| Per Pupil Software and Hardware Expenditure | $50.14 | $46.76 | $62.75 | $65.83 | $61.95 | $73.14 | $63.22 | $64.44 |
| ***2004-2005*** | | | | | | | | |
| Number of Districts | 30 | 57 | 73 | 95 | 81 | 22 | 9 | 367 |
| Total K-12 Enrollment | 5,672 | 18,621 | 37,261 | 71,979 | 124,012 | 94,279 | 131,511 | 483,335 |
| Software Expenditure | $57,753 | $259,030 | $521,013 | $752,059 | $1,765,964 | $1,323,698 | $3,593,949 | $8,273,466 |
| Per Pupil Software Expenditure | $10.18 | $13.91 | $13.98 | $10.45 | $14.24 | $14.04 | $27.33 | $17.12 |
| Hardware Expenditure | $254,674 | $771,521 | $1,947,086 | $3,393,796 | $5,615,416 | $4,266,851 | $6,858,762 | $23,108,106 |
| Per Pupil Hardware Expenditure | $44.90 | $41.43 | $52.26 | $47.15 | $45.28 | $45.26 | $52.15 | $47.81 |
| Total Software and Hardware Expenditure | $312,427 | $1,030,551 | $2,468,099 | $4,145,855 | $7,381,380 | $5,590,549 | $10,452,711 | $31,381,572 |
| Per Pupil Software and Hardware Expenditure | $55.08 | $55.35 | $66.24 | $57.60 | $59.52 | $59.30 | $79.48 | $64.93 |

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

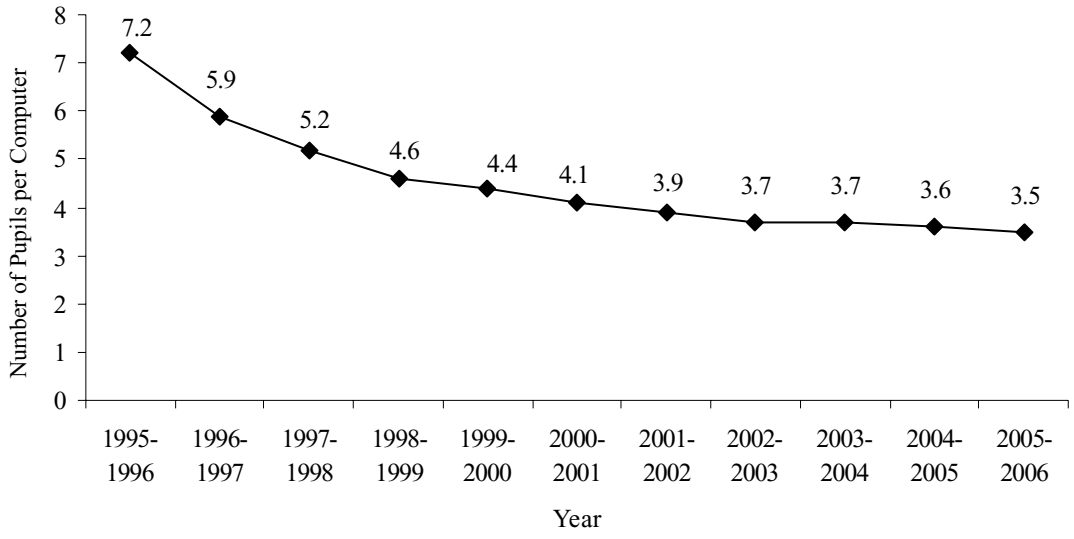
Note: Per pupil expenditures based on Certified Enrollment.
Expenditure includes Administrative, Instructional, and all Other Software and Hardware Purchased.

## Availability of Computers

Although the number of pupils per computer decreased in 2005-2006 to 3.5, the overall trend has flattened out in recent years. Since 2001-2002, the number of pupils per computer has only decreased 0.4 pupils. Figure 29 provides the trend line for the years 1995-1996 to 2005-2006.

**Figure 29**

**PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS**
**1995-1996 TO 2005-2006**




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

In general and as in the past, data show that as the enrollment category increases the number of pupils per computer also increases. Table 81 and Figure 30 provide information on the number of pupils per computer by enrollment category.

**Table 81**

## NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2002-2003 TO 2005-2006

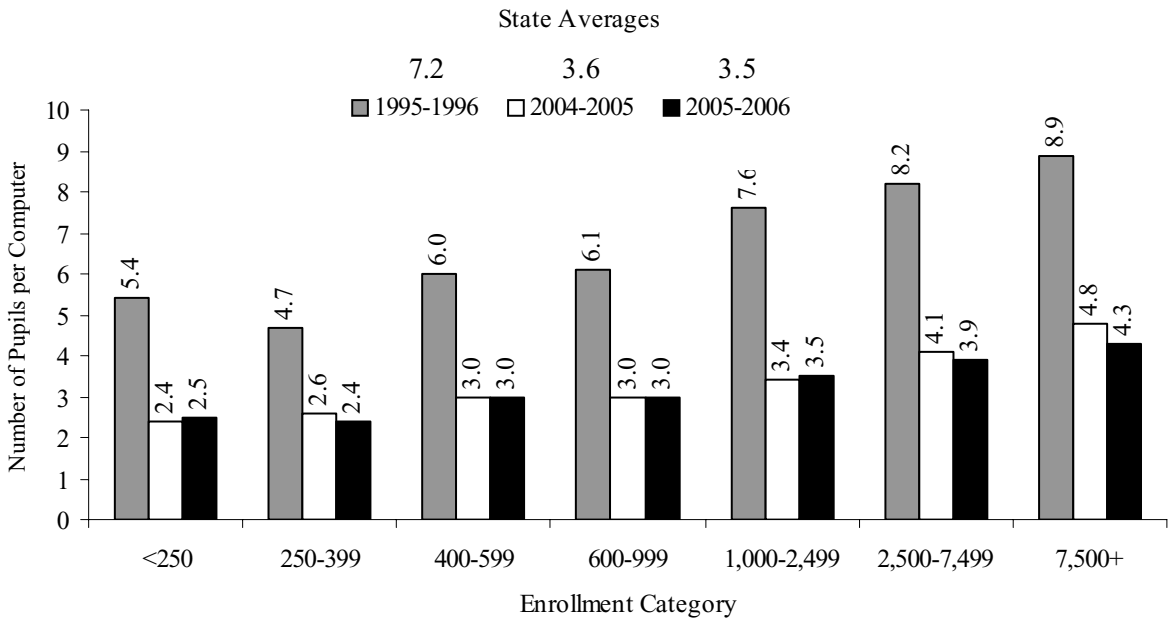
| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| ***1995-1996*** | | | | | | | | |
| Total Number of Districts | 26 | 50 | 81 | 108 | 85 | 25 | 9 | 384 |
| Number of Districts Reporting* | 22 | 43 | 74 | 91 | 72 | 22 | 7 | 331 |
| Number of Computers | 829 | 2,778 | 6,043 | 11,258 | 13,989 | 10,010 | 9,371 | 54,278 |
| Certified Enrollment | 4,509 | 13,102 | 36,043 | 68,185 | 104,286 | 82,049 | 82,983 | 391,157 |
| Pupils per Computer | 5.4 | 4.7 | 6.0 | 6.1 | 7.6 | 8.2 | 8.9 | 7.2 |
| ***2002-2003*** | | | | | | | | |
| Total Number of Districts | 31 | 52 | 78 | 98 | 79 | 24 | 9 | 371 |
| Number of Computers | 2,186 | 6,464 | 12,782 | 21,886 | 33,627 | 24,423 | 29,204 | 130,572 |
| Certified Enrollment | 5,952 | 17,010 | 39,563 | 75,279 | 120,073 | 96,830 | 132,314 | 487,021 |
| Pupils per Computer | 2.7 | 2.6 | 3.1 | 3.4 | 3.6 | 4.0 | 4.5 | 3.7 |
| ***2003-2004*** | | | | | | | | |
| Total Number of Districts | 30 | 55 | 77 | 95 | 81 | 23 | 9 | 370 |
| Number of Computers | 2,247 | 7,290 | 12,532 | 23,704 | 35,010 | 24,146 | 27,040 | 131,969 |
| Certified Enrollment | 5,624 | 17,940 | 38,809 | 72,087 | 123,173 | 95,379 | 132,000 | 485,011 |
| Pupils per Computer | 2.5 | 2.5 | 3.1 | 3.0 | 3.5 | 4.0 | 4.9 | 3.7 |
| ***2004-2005*** | | | | | | | | |
| Total Number of Districts | 30 | 57 | 73 | 95 | 81 | 22 | 9 | 367 |
| Number of Computers | 2,350 | 7,167 | 12,370 | 24,289 | 36,853 | 23,244 | 27,410 | 133,683 |
| Certified Enrollment | 5,672 | 18,620 | 37,261 | 71,979 | 124,012 | 94,279 | 131,511 | 483,335 |
| Pupils per Computer | 2.4 | 2.6 | 3.0 | 3.0 | 3.4 | 4.1 | 4.8 | 3.6 |
| ***2005-2006*** | | | | | | | | |
| Total Number of Districts | 32 | 56 | 70 | 93 | 82 | 23 | 9 | 365 |
| Number of Computers | 2,495 | 7,775 | 11,863 | 23,553 | 35,763 | 25,000 | 30,318 | 136,767 |
| Certified Enrollment | 6,119 | 18,468 | 35,757 | 69,486 | 123,738 | 98,459 | 130,989 | 483,105 |
| Pupils per Computer | 2.5 | 2.4 | 3.0 | 3.0 | 3.5 | 3.9 | 4.3 | 3.5 |

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

Note: *In 1995-1996, only 86.2 percent of the total 384 school districts reported. In all other years shown all districts reported.

**Figure 30**

## PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2004-2005 AND 2005-2006




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

State level data provided in Table 82 indicate that students in higher grades have more access to a computer than those students in elementary school. The number of pupils per computer in elementary schools was 4.0 in 2005-2006 compared to 3.1 in high schools, 2.8 in junior high schools, and 3.4 in middle schools.

**Table 82**

## NUMBER OF COMPUTERS AND PUPILS-TO-COMPUTER RATIOS IN IOWA PUBLIC SCHOOLS BY SCHOOL TYPE WITHIN DISTRICT ENROLLMENT CATEGORY 2004-2005 AND 2005-2006

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| **2004-2005** | | | | | | | | |
| Number of Computers in HS | 708 | 3,430 | 6,015 | 10,399 | 13,549 | 7,266 | 7,699 | 49,066 |
| Pupils per Computer in HS | 1.9 | 2.2 | 2.7 | 2.7 | 3.0 | 3.7 | 4.7 | 3.2 |
| Number of Computers in Jr HS | 0 | 125 | 568 | 249 | 849 | 853 | 1,713 | 4,357 |
| Pupils per Computer in Jr HS | 0.0 | 0.8 | 1.4 | 2.4 | 3.2 | 3.3 | 3.5 | 3.0 |
| Number of Computers in Middle Sch. | 334 | 682 | 1,147 | 4,993 | 8,500 | 4,418 | 4,414 | 24,488 |
| Pupils per Computer in Middle Sch. | 2.2 | 2.1 | 2.8 | 2.7 | 3.2 | 4.0 | 4.6 | 3.4 |
| Number of Computers in El. Sch. | 1,300 | 2,924 | 4,556 | 8,541 | 13,602 | 10,205 | 12,578 | 53,706 |
| Pupils per Computer in El. Sch. | 1.8 | 3.0 | 3.6 | 3.4 | 3.8 | 4.3 | 4.8 | 3.9 |
| Number of Computers in Other Sch. | 8 | 6 | 84 | 107 | 353 | 502 | 1,006 | 2,066 |
| Pupils per Computer in Other Sch. | 5.4 | 3.2 | 5.7 | 1.3 | 2.8 | 3.7 | 2.9 | 3.1 |
| **2005-2006** | | | | | | | | |
| Number of Computers in HS | 812 | 3,721 | 6,039 | 10,139 | 13,293 | 7,813 | 9,560 | 51,377 |
| Pupils per Computer in HS | 1.8 | 2.1 | 2.6 | 2.6 | 3.2 | 3.7 | 3.9 | 3.1 |
| Number of Computers in Jr HS | 0 | 84 | 472 | 158 | 945 | 1,195 | 1,381 | 4,235 |
| Pupils per Computer in Jr HS | NA | 1.3 | 1.6 | 2.8 | 2.8 | 2.8 | 3.2 | 2.8 |
| Number of Computers in Middle Sch. | 299 | 756 | 932 | 4,865 | 8,272 | 4,776 | 5,114 | 25,014 |
| Pupils per Computer in Middle Sch. | 1.7 | 1.9 | 3.1 | 2.7 | 3.2 | 3.9 | 4.2 | 3.4 |
| Number of Computers in El. Sch. | 1,376 | 3,202 | 4,300 | 8,286 | 12,809 | 10,839 | 13,199 | 54,011 |
| Pupils per Computer in El. Sch. | 2.0 | 2.8 | 3.9 | 3.6 | 4.2 | 4.3 | 4.6 | 4.0 |
| Number of Computers in Other Sch. | 8 | 12 | 120 | 105 | 444 | 377 | 1,064 | 2,130 |
| Pupils per Computer in Other Sch. | 7.4 | 2.2 | 3.3 | 5.0 | 2.9 | 3.8 | 5.3 | 4.4 |

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

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

## Internet Access and Wireless Network Availability

Between 2004-2005 and 2005-2006, the percentage of computers with Internet access in public schools did not change significantly. In 2005-2006, 95.3 percent of computers had Internet access while in 2004-2005 that figure was 94.9 percent. In contrast, the number of public school buildings with a wireless network increased by 9.2 percentage points in 2005-2006. Only the largest enrollment category was below the state average of 65.0 percent of buildings with a wireless network in 2005-2006. Tables 83 and 84 provide public school information regarding Internet access and wireless connections respectively.

**Table 83**

## TOTAL NUMBER OF COMPUTERS VS. NUMBER OF INTERNET ACCESSIBLE COMPUTERS BY ENROLLMENT CATEGORY 2004-2005 AND 2005-2006

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| **2004-2005** | | | | | | | | |
| Number of Internet Accessible Computers | 2,146 | 6,844 | 11,817 | 23,225 | 35,577 | 21,792 | 25,517 | 126,918 |
| Total Number of Computers | 2,350 | 7,167 | 12,370 | 24,289 | 36,853 | 23,244 | 27,410 | 133,683 |
| Percent of Internet Accessible Computers | 91.3% | 95.5% | 95.5% | 95.6% | 96.5% | 93.8% | 93.1% | 94.9% |
| **2005-2006** | | | | | | | | |
| Number of Internet Accessible Computers | 2,279 | 7,508 | 11,108 | 22,443 | 34,663 | 23,762 | 28,641 | 130,404 |
| Total Number of Computers | 2,495 | 7,775 | 11,863 | 23,553 | 35,763 | 25,000 | 30,318 | 136,767 |
| Percent of Internet Accessible Computers | 91.3% | 96.6% | 93.6% | 95.3% | 96.9% | 95.0% | 94.5% | 95.3% |

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

**Table 84**

## WIRELESS NETWORK AVAILABILITY FOR PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2004-2005 AND 2005-2006

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| **2004-2005** | | | | | | | | |
| Number of Buildings with Wireless Network | 35 | 69 | 98 | 202 | 252 | 115 | 80 | 851 |
| Total Number of Buildings | 52 | 123 | 192 | 309 | 392 | 194 | 263 | 1,525 |
| Percent of Buildings with Wireless Network | 67.3% | 56.1% | 51.0% | 65.4% | 64.3% | 59.3% | 30.4% | 55.8% |
| **2005-2006** | | | | | | | | |
| Number of Buildings with Wireless Network | 38 | 90 | 121 | 222 | 276 | 138 | 97 | 982 |
| Total Number of Buildings | 52 | 127 | 184 | 306 | 393 | 193 | 255 | 1,510 |
| Percent of Buildings with Wireless Network | 73.1% | 70.9% | 65.8% | 72.5% | 70.2% | 71.5% | 38.0% | 65.0% |

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

# Early Childhood Education

Preschool and kindergarten programs expanded and evolved in the past five years as Iowa public school districts focused resources on early childhood education. The following desribes the preschool, kindergarten and school age child care efforts of Iowa public school districts in the 2005-2006 school year.

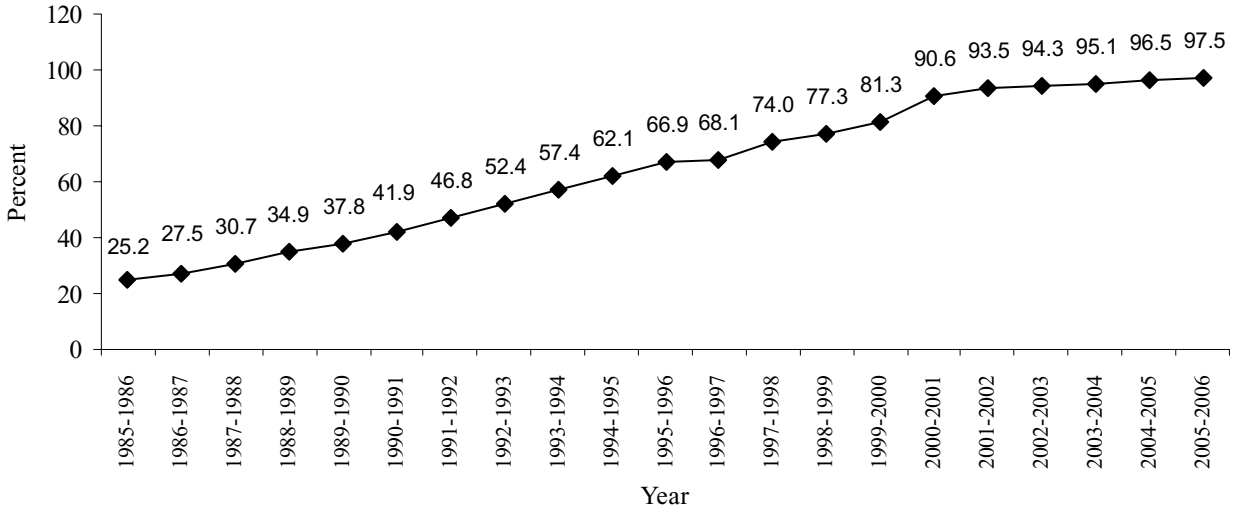
## Kindergarten Programs

The movement towards all-day, every day kindergarten, either semester or trimester varieties, continued in 2005-2006 with 97.5 percent of public school districts offering this type of program as their predominant kindergarten program (see Table 85 and Figure 31). Smaller districts were more likely to offer all-day kindergarten than larger districts. All districts with fewer than 400 students offered all-day, every day kindergarten in 2005-2006 compared to 87.0 percent of districts in the 2,500-7,499 category (see Table 86).

Some districts utilizing the all-day, every day model also offered a half-day or alternate day program for parents who did not wish to enroll their children in an all-day, every day kindergarten program. Forty districts indicated that they offered a part-time program in addition to the full-time program in 2005-2006.

**Figure 31**

**PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING ALL-DAY, EVERY DAY KINDERGARTEN PROGRAMS, 1985-1986 TO 2005-2006**




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

Note: Prior to 2002-2003, districts reported one program type as their predominant kindergarten program. Starting in 2002-2003 the predominant program was selected based on the program offered by the largest number of buildings in the district.
*2005-2006 includes both two semester and trimester all-day programs.

A few districts offered a kindergarten program which started the year as half-time, or alternate days, and transitioned to all-day, every day by the end of the school year. These tended to be moderate sized districts in the 250-399 to 600-999 enrollment categories.

The very large districts with 2,500-7,499 and 7,500+ students, were less likely to offer all-day, every day programs. For example, half-day programs were the main kindergarten program for 13.0 percent of districts in the 2,500-7,499 category (Figure 32).

**Table 85**

## Number and Percent of Iowa Public School Districts Offering All-Day, Every Day Kindergarten Programs 1985-1986 to 2005-2006

| Year | Number of Districts | Percent of Districts |
|---|---|---|
| 1985-1986 | 110 | 25.2% |
| 1986-1987 | 120 | 27.5 |
| 1987-1988 | 134 | 30.7 |
| 1988-1989 | 151 | 34.9 |
| 1989-1990 | 163 | 37.8 |
| 1990-1991 | 180 | 41.9 |
| 1991-1992 | 199 | 46.8 |
| 1992-1993 | 219 | 52.4 |
| 1993-1994 | 228 | 57.4 |
| 1994-1995 | 242 | 62.1 |
| 1995-1996 | 257 | 66.9 |
| 1996-1997 | 258 | 68.1 |
| 1997-1998 | 279 | 74.0 |
| 1998-1999 | 290 | 77.3 |
| 1999-2000 | 305 | 81.3 |
| 2000-2001 | 339 | 90.6 |
| 2001-2002 | 347 | 93.5 |
| 2002-2003 | 350 | 94.3 |
| 2003-2004 | 351 | 95.1 |
| 2004-2005 | 354 | 96.5 |
| 2005-2006 | 356 | 97.5 |

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

Note: Prior to 2002-2003, districts reported one program type as their predominant kindergarten program. Starting in 2002-2003 the predominant program was selected based on the program offered by the largest number of buildings in the district.
*2005-2006 includes both two semester and trimester all-day programs.

**Table 86**

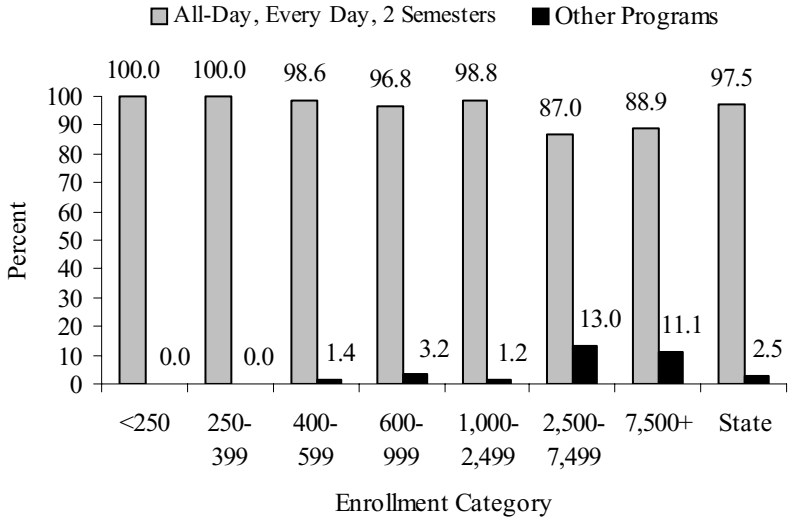
## IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE, 2005-2006

| Enrollment Category | Total Number of Districts | All-Day, Every Day, 2 Semesters | | All Others | |
|---|---|---|---|---|---|
| | | Number of Districts | Percent in Category | Number of Districts | Percent in Category |
| <250 | 32 | 32 | 100.0% | 0 | 0.0% |
| 250-399 | 56 | 56 | 100.0 | 0 | 0.0 |
| 400-599 | 70 | 69 | 98.6 | 1 | 1.4 |
| 600-999 | 93 | 90 | 96.8 | 3 | 3.2 |
| 1,000-2,499 | 82 | 81 | 98.8 | 1 | 1.2 |
| 2,500-7,499 | 23 | 20 | 87.0 | 3 | 13.0 |
| 7,500+ | 9 | 8 | 88.9 | 1 | 11.1 |
| State | 365 | 356 | 97.5 | 9 | 2.5 |

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

**Figure 32**

## PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ALL-DAY, EVERY DAY KINDERGARTEN PROGRAM BY ENROLLMENT CATEGORY 2005-2006




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

## Child Development/Preschool Programs

Districts offering a preschool program for 3 and 4-year-olds declined slightly in 2005-2006 to 224 (see Table 87). This may reflect a change in the management of the preschool programs rather than a true decline in the number of programs. Some districts housed preschool programs in their schools, which were managed by private groups. These programs were not reported by districts on the Basic Educational Data Survey (BEDS) Early Childhood report. Despite the decline in the number of districts offering programs, the total enrollment in preschool programs increased by 304 students (2.8 percent) in 2005-2006 (Table 88).

The 7,500+ enrollment category showed the highest percentage of preschool enrollment for 2005-2006 at 30.5 percent. The under 250 enrollment category reported only 3.8 percent of the preschool enrollment. This may be because larger districts have the staff resources to manage preschool programs in their districts where as smaller districts may provide space but leave the management of the program to private groups (Table 89).

**Table 87**

### IOWA PUBLIC SCHOOL DISTRICTS OFFERING PRESCHOOL, 1997-1998 TO 2005-2006

| Year | Number of Districts | Preschool Enrollment |
|---|---|---|
| 1997-1998 | 163 | 6,860 |
| 1998-1999 | 168 | 7,389 |
| 1999-2000 | 163 | 7,446 |
| 2000-2001 | 163 | 7,021 |
| 2001-2002 | 171 | 7,660 |
| 2002-2003 | 192 | 8,477 |
| 2003-2004 | 211 | 9,778 |
| 2004-2005 | 230 | 10,899 |
| 2005-2006 | 224 | 11,203 |

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

**Table 88**

### IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS BY ENROLLMENT CATEGORY 1997-1998 TO 2005-2006

| | Preschool Enrollment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment Category | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
| <250 | 203 | 246 | 190 | 220 | 295 | 337 | 358 | 405 | 425 |
| 250-399 | 417 | 459 | 641 | 554 | 523 | 600 | 793 | 845 | 962 |
| 400-599 | 551 | 837 | 652 | 936 | 868 | 1,031 | 1,129 | 1,166 | 1,299 |
| 600-999 | 1,606 | 1,571 | 1,398 | 1,433 | 1,630 | 1,597 | 1,784 | 2,250 | 2,082 |
| 1,000-2,499 | 1,118 | 1,470 | 1,392 | 1,337 | 1,515 | 1,531 | 1,784 | 1,783 | 1,567 |
| 2,500-7,499 | 865 | 826 | 635 | 810 | 785 | 831 | 1,017 | 1,148 | 1,456 |
| 7,500+ | 2,100 | 1,980 | 2,538 | 1,731 | 2,044 | 2,550 | 2,913 | 3,302 | 3,412 |
| State | 6,860 | 7,389 | 7,446 | 7,021 | 7,660 | 8,477 | 9,778 | 10,899 | 11,203 |

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

**Table 89**

## IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT CATEGORY, 1997-1998 TO 2005-2006

| | Percent of Preschool Enrollment | | | | | | | | | Certified Enrollment | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment Category | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 | 2001 2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2005-2006 Number | 2005-2006 Percent |
| <250 | 3.0% | 3.3% | 2.5% | 3.1% | 3.9% | 4.0% | 3.7% | 3.7% | 3.8 | 6,118 | 1.3% |
| 250-399 | 6.1 | 6.2 | 8.6 | 7.9 | 6.8 | 7.1 | 8.1 | 7.8 | 8.6 | 18,467 | 3.8 |
| 400-599 | 8.0 | 11.3 | 8.8 | 13.3 | 11.3 | 12.2 | 11.5 | 10.7 | 11.6 | 35,757 | 7.4 |
| 600-999 | 23.4 | 21.3 | 18.8 | 20.4 | 21.3 | 18.8 | 18.2 | 20.6 | 18.6 | 69,486 | 14.4 |
| 1,000-2,499 | 16.3 | 19.9 | 18.7 | 19.0 | 19.8 | 18.1 | 18.2 | 16.4 | 14.0 | 123,737 | 25.6 |
| 2,500-7,499 | 12.6 | 11.2 | 8.5 | 11.5 | 10.2 | 9.8 | 10.4 | 10.5 | 13.0 | 98,548 | 20.4 |
| 7,500+ | 30.6 | 26.8 | 34.1 | 24.7 | 26.7 | 30.1 | 29.8 | 30.3 | 30.5 | 130,988 | 27.1 |
| State | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 483,335 | 100.0 |

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

## School Age Child Care Programs

School age child care programs, designed to provide students with supervised activities after and before school, increased in 2005-2006 for the third year in a row. After school programs were offered by 144 districts and 113 districts offered before school programs (see Table 90).

All large districts, with 7,500+ students, offered before and after school programs in 2005-2006. The enrollment category also showed the highest percentage of districts offering summer and holiday child care programs (see Table 91 and Figure 33).

**Table 90**

## IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE 1997-1998 TO 2005-2006

| | Number of Districts Offering | | | |
|---|---|---|---|---|
| Year | Before School | After School | Holiday | Summer |
| 1997-1998 | 89 | 106 | 43 | 61 |
| 1998-1999 | 98 | 114 | 44 | 65 |
| 1999-2000 | 92 | 113 | 38 | 67 |
| 2000-2001 | 90 | 117 | 41 | 67 |
| 2001-2002 | 90 | 114 | 35 | 62 |
| 2002-2003 | 90 | 113 | 40 | 70 |
| 2003-2004 | 102 | 130 | 47 | 81 |
| 2004-2005 | 104 | 135 | 47 | 85 |
| 2005-2006 | 113 | 144 | 56 | 88 |

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

**Table 91**

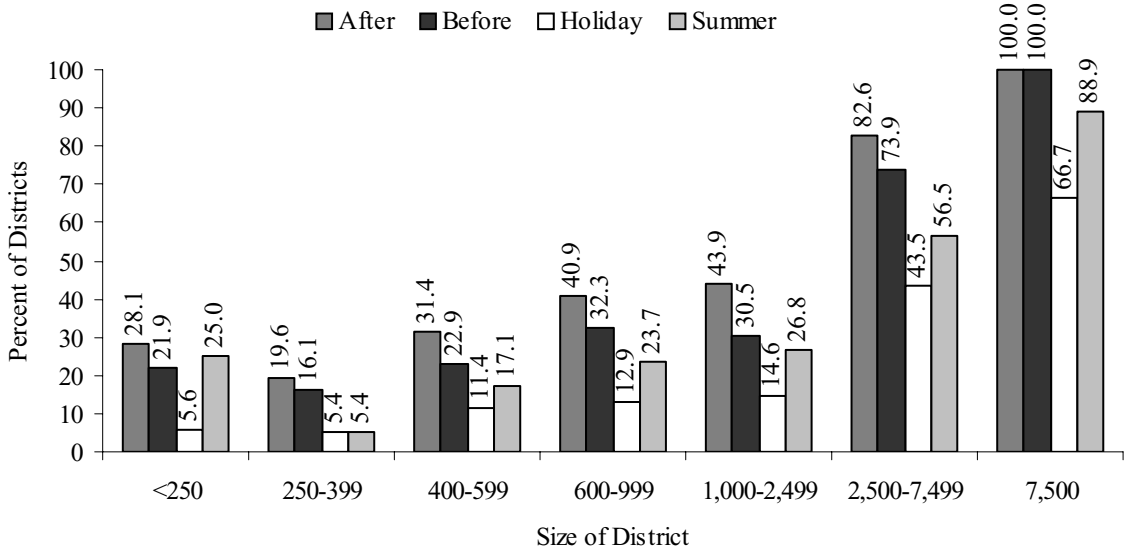
## IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE BY DISTRICT ENROLLMENT CATEGORY 2005-2006

| District Size | Number of Districts | Percent of Districts Offering After School | Before School | Holiday | Summer |
|---|---|---|---|---|---|
| <250 | 32 | 28.1 | 21.9 | 15.6 | 25.0 |
| 250-399 | 56 | 19.6 | 16.1 | 5.4 | 5.4 |
| 400-599 | 70 | 31.4 | 22.9 | 11.4 | 17.1 |
| 600-999 | 93 | 40.9 | 32.3 | 12.9 | 23.7 |
| 1,000-2,499 | 82 | 43.9 | 30.5 | 14.6 | 26.8 |
| 2,500-7,499 | 23 | 82.6 | 73.9 | 43.5 | 56.5 |
| 7,500 | 9 | 100.0 | 100.0 | 66.7 | 88.9 |
| State | 365 | 39.5 | 31.0 | 15.3 | 24.1 |

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

**Figure 33**

## PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE BY DISTRICT ENROLLMENT CATEGORY 2005-2006




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

# STUDENT PERFORMANCE

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

Based on various external sources, the current chapter reports student achievement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) in reading comprehension and mathematics for grades 3 through 8, and 11 in 2005-2006, biennium trends in reading and mathematics for grades 4, 8 and 11 and biennium trends in science for grades 8 and 11, and the average scores for high school senior test takers on the American College Testing Assessment (ACT) and the Scholastic Assessment Test (SAT). This chapter also shows the Advanced Placement (AP) examination results for high school students and the National Assessment of Educational Progress (NAEP) for grades 4 and 8 in reading and mathematics. Comparisons are made between Iowa, other states, and the nation when data are available. The most used internal data source, the Basic Educational Data Survey (BEDS), are collected annually in spring and fall by the Iowa Department of Education. The BEDS data used in the student performance chapter provides information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment options for public school students and suspension and expulsion data.

## State Indicators of Student Success

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

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

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

1. The approximate number of students per grade per year upon which the percentages for 2005-2006 are based are: grade 4 - 36,800; grade 8 - 39,800 and grade 11 - 38,200.
2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 and subsequent bienniums, however, only the 2000 norms were used.
3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called "Proficient" as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
4. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, "Low" in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.
5. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, "Low" in grade 4 reading comprehension does not mean the same thing as "Low" in grade 4 mathematics.
6. Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.

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

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa students in the selected grades in each subgroup on ITBS and ITED reading, mathematics, and science. Since group size varies from one subgroup to another, it is important to show the number of students tested by subgroup. The approximate average number of students tested by grade (in grades 4, 8 and 11) and by subgroup for ITBS and ITED reading comprehension and mathematics for the biennium periods 2001-2003 through 2004-2006 are

shown in Tables 92 and 93. Table 94 shows the approximate average number of grade 8 and 11 students tested by subgroup for ITBS and ITED science for the same four biennium periods. The number of students tested in Tables 92 to 94 include both public and nonpublic school participants.

The two smallest subgroups in Tables 92 to 94 are American Indian and migrant students. White is the largest subgroup tested in Iowa.

**Table 92**

## Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Comprehension Tests by Subgroup Biennium Periods 2001-2003 to 2004-2006

| | Grade 4 | | | | Grade 8 | | | | Grade 11 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 |
| Male | 19,970 | 19,510 | 19,140 | 18,920 | 20,620 | 20,860 | 20,779 | 20,430 | 18,490 | 18,670 | 18,770 | 19,180 |
| Female | 19,360 | 19,970 | 18,316 | 18,040 | 19,740 | 19,950 | 19,958 | 19,780 | 18,240 | 17,980 | 18,079 | 18,540 |
| White | 33,570 | 32,470 | 32,191 | 31,840 | 34,860 | 35,420 | 35,850 | 35,370 | 33,150 | 33,030 | 33,223 | 33,970 |
| African Amer | 1,700 | 1,690 | 1,730 | 1,790 | 1,300 | 1,490 | 1,622 | 1,800 | 770 | 900 | 1,064 | 1,250 |
| Hispanic | 1,510 | 1,740 | 2,002 | 2,170 | 1,160 | 1,390 | 1,644 | 1,840 | 770 | 970 | 1,155 | 1,280 |
| Asian | 580 | 600 | 650 | 710 | 560 | 580 | 636 | 690 | 550 | 590 | 652 | 670 |
| Amer Indian | 230 | 210 | 208 | 210 | 230 | 250 | 242 | 230 | 120 | 140 | 198 | 220 |
| Prim Lng. ELL[1] | 920 | 1,120 | 1,204 | 1,330 | 480 | 670 | 742 | 830 | 370 | 510 | 532 | 590 |
| Migrant[2] | 260 | 310 | 328 | 280 | 140 | 180 | 208 | 220 | 110 | 160 | 173 | 160 |
| SES Eligible[3] | 11,350 | 11,550 | 11,756 | 11,610 | 9,680 | 10,730 | 11,299 | 11,370 | 5,620 | 6,370 | 7,054 | 7,770 |
| IEP[4] | 4,460 | 4,420 | 4,195 | 4,170 | 5,630 | 5,670 | 5,600 | 5,420 | 3,340 | 3,810 | 4,110 | 4,330 |

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

**Table 93**

## Approximate Average Number of Iowa Students Tested on ITBS and ITED Mathematics Tests by Subgroup Biennium Periods 2001-2003 to 2004-2006

| | Grade 4 | | | | Grade 8 | | | | Grade 11 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 |
| Male | 19,940 | 19,500 | 19,120 | 18,910 | 20,420 | 20,780 | 20,757 | 20,410 | 18,450 | 18,650 | 18,768 | 19,180 |
| Female | 19,330 | 19,970 | 18,298 | 18,040 | 19,550 | 19,880 | 19,933 | 19,760 | 18,190 | 17,970 | 18,078 | 18,540 |
| White | 33,530 | 33,430 | 32,116 | 31,790 | 34,540 | 35,300 | 35,812 | 35,330 | 33,090 | 33,000 | 33,222 | 33,960 |
| African Amer | 1,700 | 1,690 | 1,747 | 1,800 | 1,280 | 1,480 | 1,622 | 1,790 | 780 | 900 | 1,056 | 1,250 |
| Hispanic | 1,500 | 1,730 | 2,003 | 2,170 | 1,160 | 1,390 | 1,642 | 1,850 | 760 | 960 | 1,160 | 1,280 |
| Asian | 580 | 600 | 654 | 710 | 560 | 580 | 636 | 690 | 550 | 590 | 652 | 670 |
| Amer Indian | 220 | 210 | 218 | 220 | 230 | 250 | 240 | 230 | 120 | 140 | 199 | 220 |
| ELL[1] | 930 | 1,120 | 1,215 | 1,350 | 490 | 670 | 744 | 840 | 370 | 510 | 532 | 600 |
| Migrant[2] | 250 | 310 | 328 | 280 | 150 | 185 | 205 | 220 | 120 | 160 | 172 | 160 |
| SES Eligible[3] | 11,320 | 11,520 | 11,753 | 11,600 | 9,610 | 10,730 | 11,276 | 11,350 | 5,620 | 6,370 | 7,050 | 7,760 |
| IEP[4] | 4,480 | 4,420 | 4,191 | 4,170 | 5,580 | 5,630 | 5,576 | 5,400 | 3,350 | 3,820 | 4,114 | 4,340 |

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

**Table 94**

## Approximate Average Number of Iowa Students Tested on ITBS and ITED Science Tests by Subgroup Biennium Periods 2001-2003 to 2004-2006

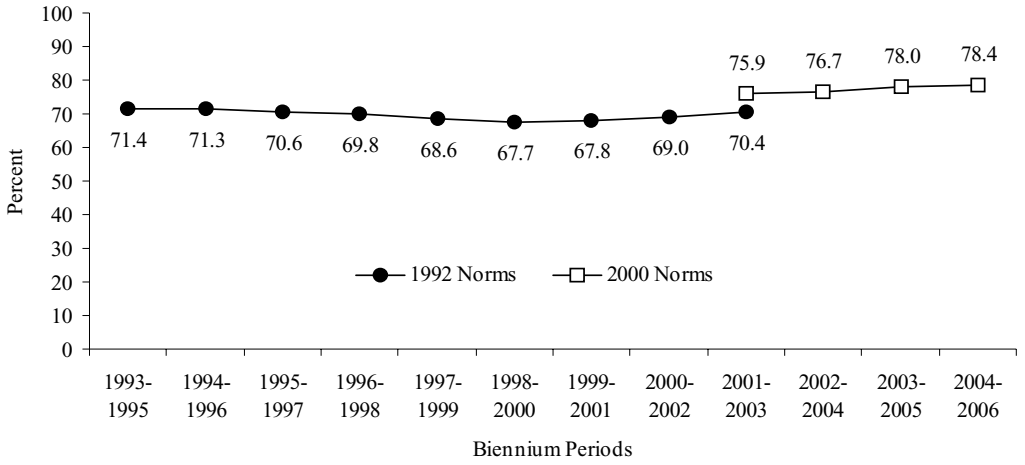
| | Grade 8 | | | | Grade 11 | | | |
|---|---|---|---|---|---|---|---|---|
| | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 | 2001-2003 | 2002-2004 | 2003-2005 | 2004-2006 |
| Male | 20,200 | 20,680 | 20,682 | 20,330 | 18,320 | 18,520 | 18,664 | 19,040 |
| Female | 19,310 | 19,770 | 19,862 | 19,680 | 18,110 | 17,880 | 17,991 | 18,410 |
| White | 34,240 | 35,160 | 35,718 | 35,230 | 32,900 | 32,840 | 33,104 | 33,800 |
| African Amer | 1,240 | 1,440 | 1,614 | 1,780 | 760 | 880 | 1,040 | 1,220 |
| Hispanic | 1,140 | 1,380 | 1,643 | 1,840 | 760 | 960 | 1,141 | 1,250 |
| Asian | 560 | 550 | 638 | 690 | 550 | 590 | 650 | 670 |
| Amer Indian | 230 | 250 | 240 | 230 | 120 | 140 | 194 | 210 |
| Primary Lang. ELL[1] | 480 | 670 | 742 | 830 | 360 | 500 | 520 | 580 |
| Migrant[2] | 150 | 180 | 208 | 220 | 110 | 160 | 172 | 160 |
| SES Eligible[3] | 9,480 | 10,640 | 11,264 | 11,330 | 5,570 | 6,300 | 6,980 | 7,660 |
| IEP[4] | 5,540 | 5,610 | 5,554 | 5,380 | 3,280 | 3,740 | 4,064 | 4,280 |

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

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

**Figure 34**

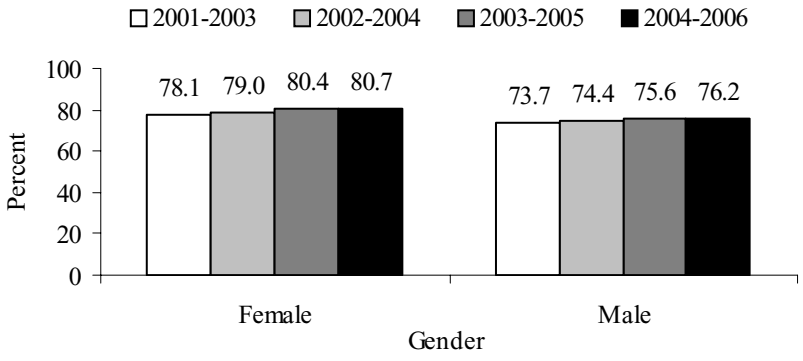
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2004-2006




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

**Figure 35**

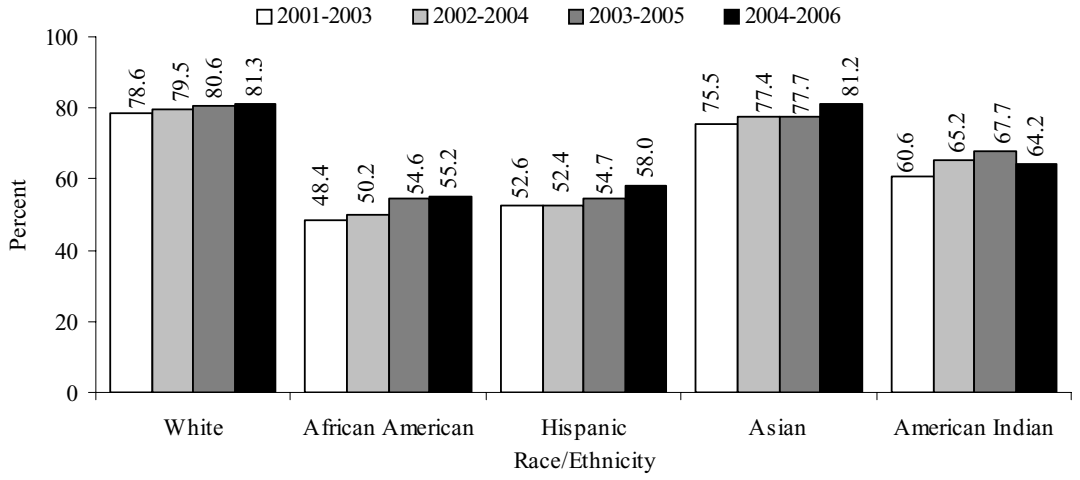
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 36**

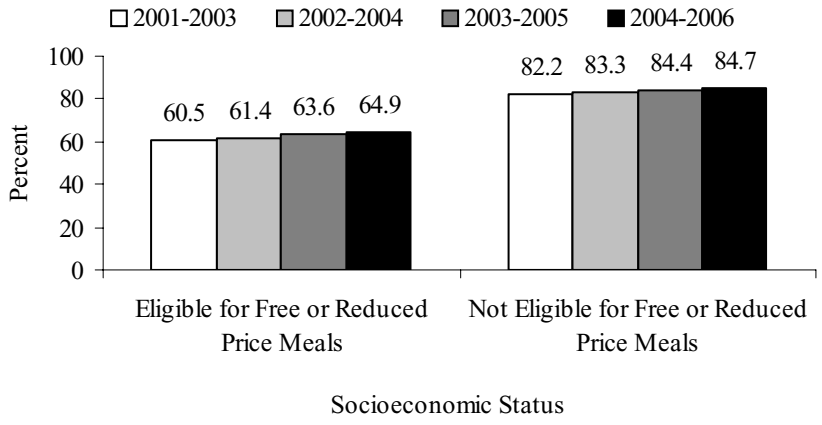
## Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 to 2004-2006




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

**Figure 37**

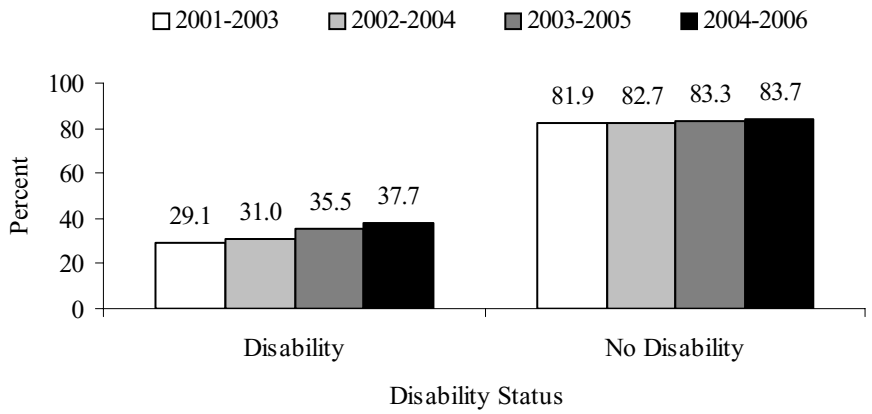
## Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 38**

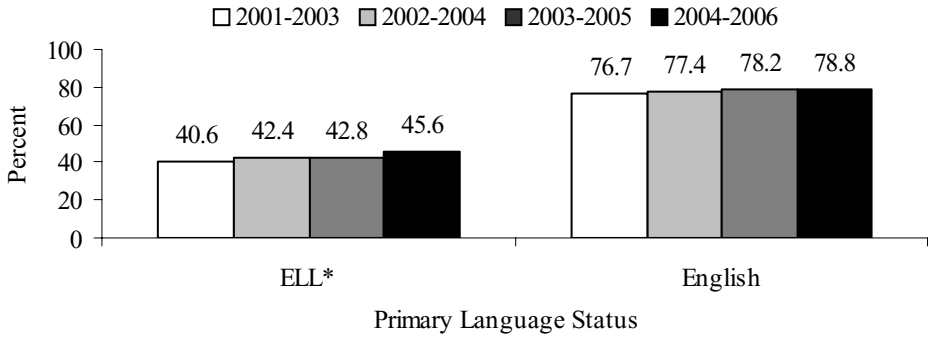
## Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 39**

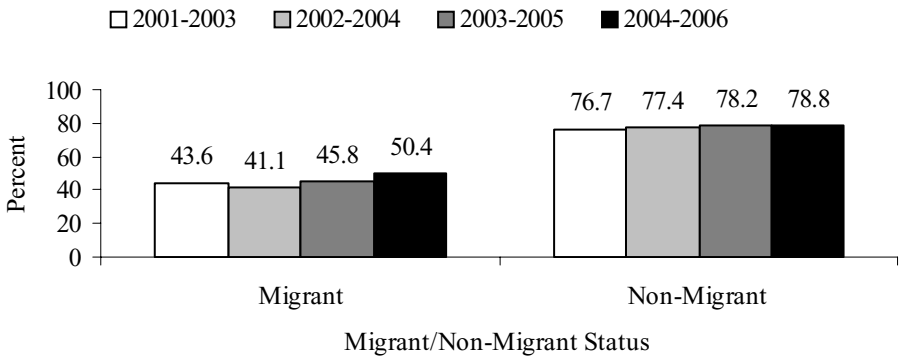
## Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 40**

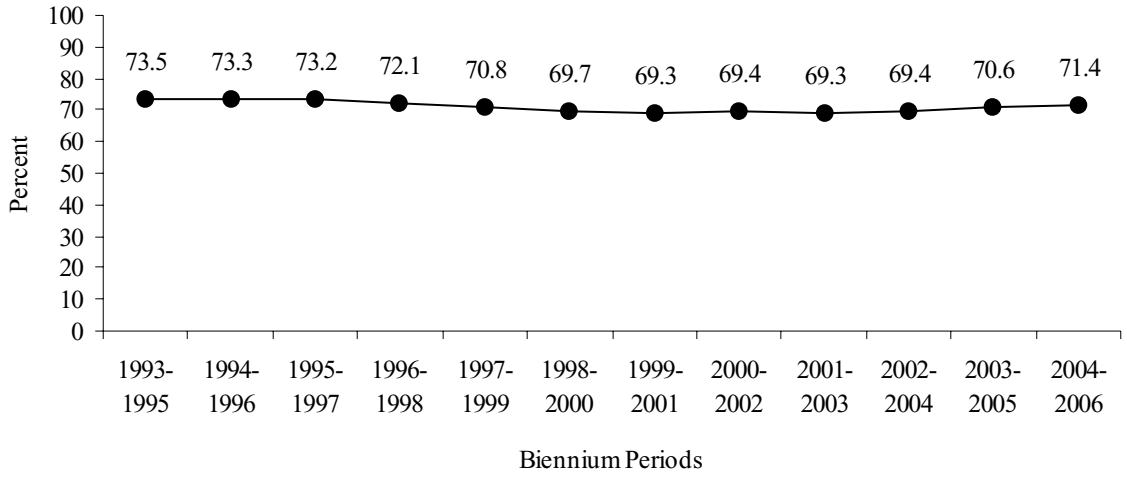
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 41**

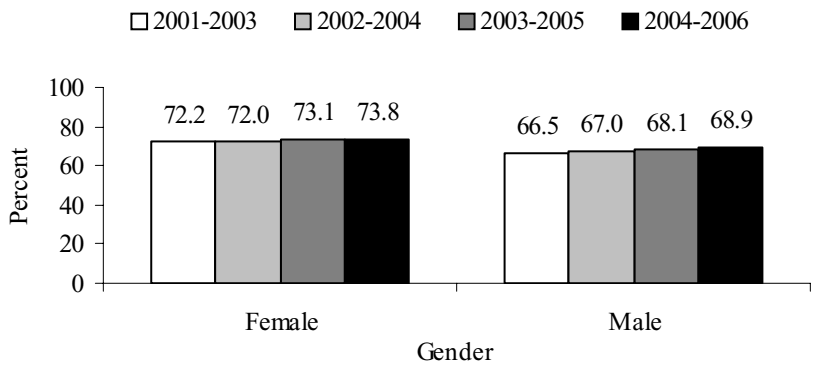
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2004-2006




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

**Figure 42**

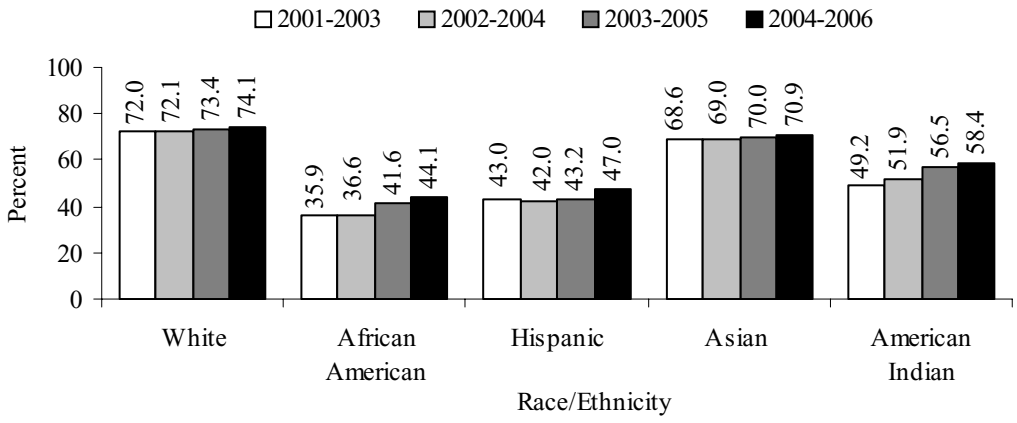
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 43**

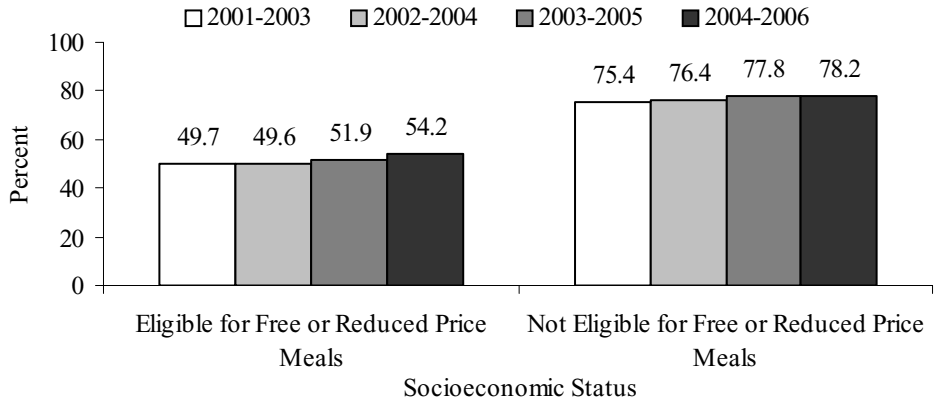
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 44**

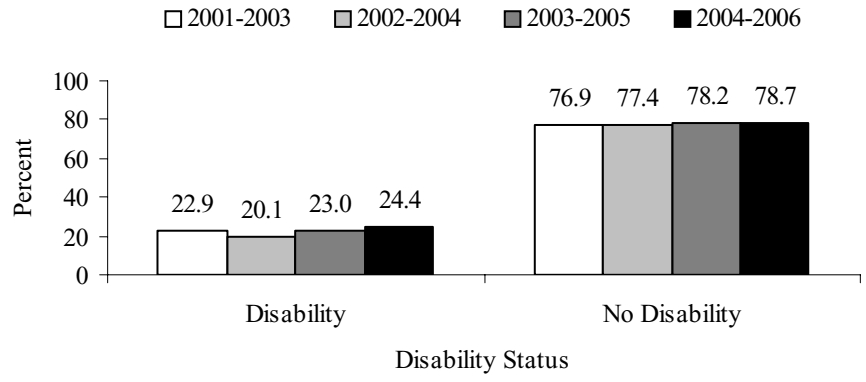
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 45**

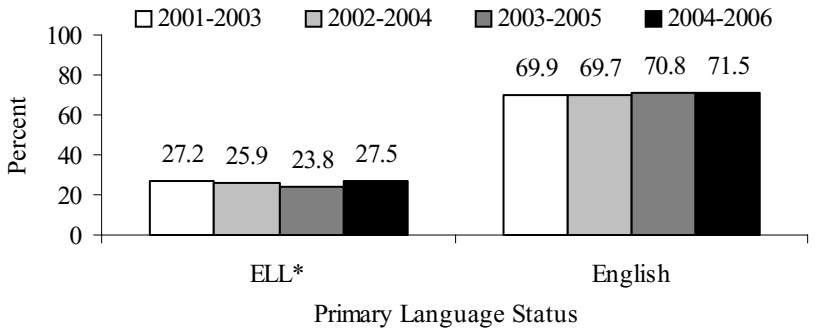
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 46**

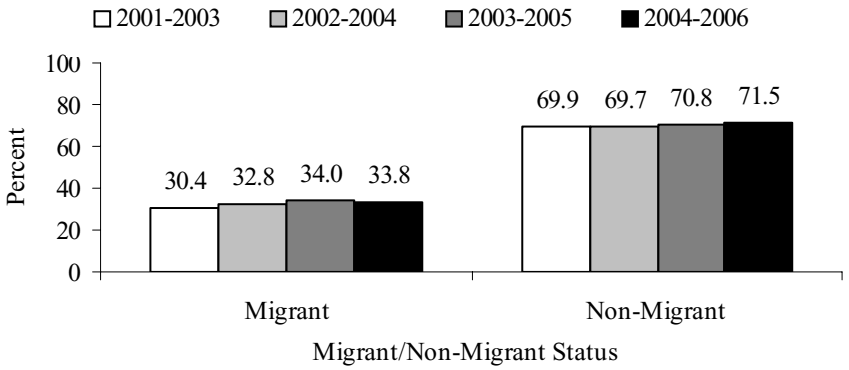
## Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 47**

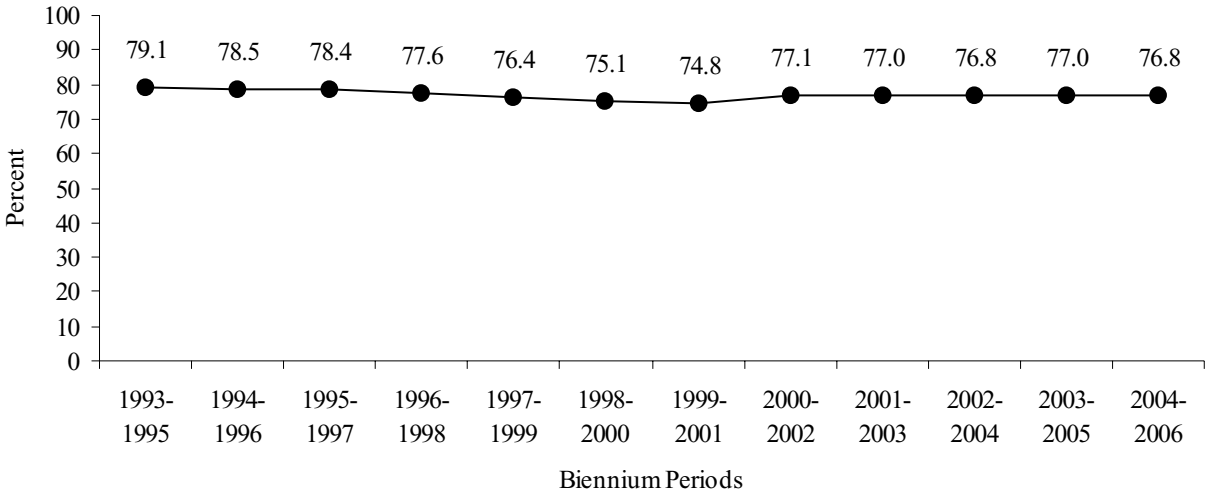
## Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 48**

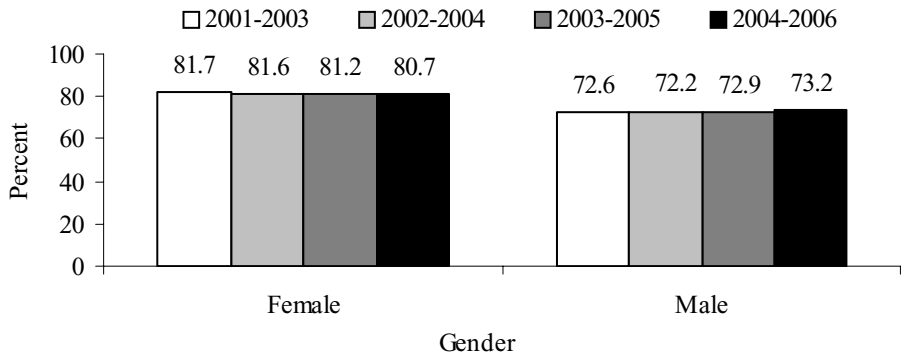
## Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test
## Biennium Periods 1993-1995 to 2004-2006




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

**Figure 49**

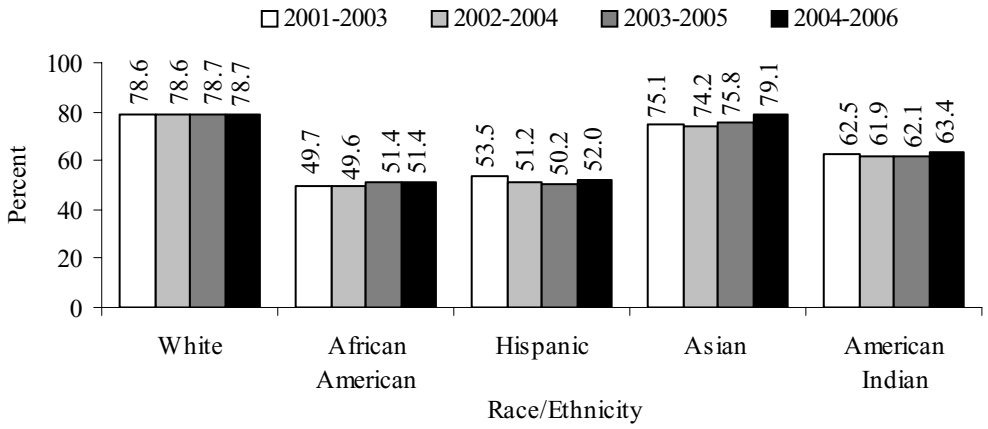
## Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Gender
## Biennium Periods 2001-2003 to 2004-2006




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

**Figure 50**

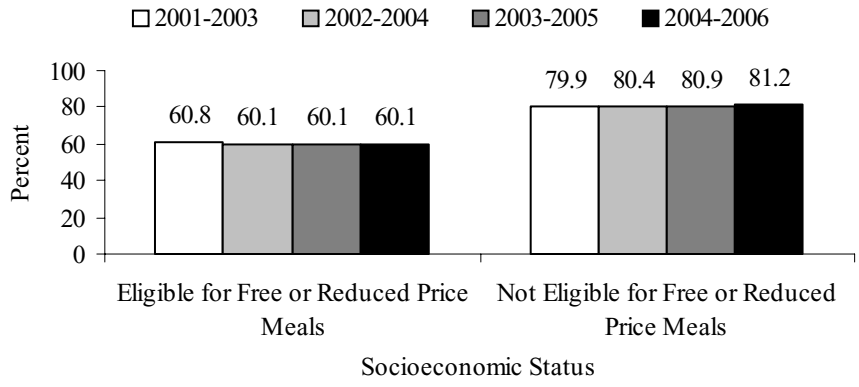
## Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 to 2004-2006




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

**Figure 51**

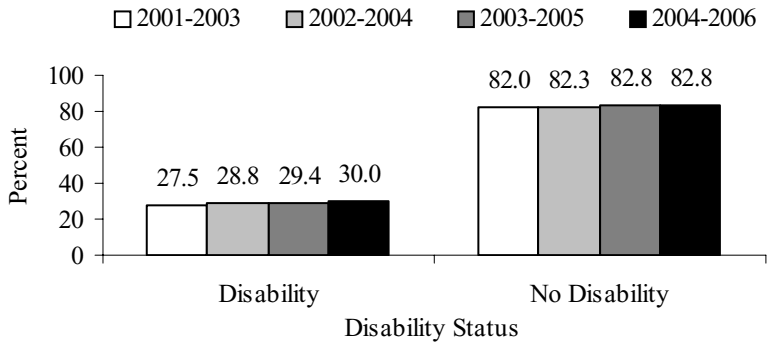
## Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 52**

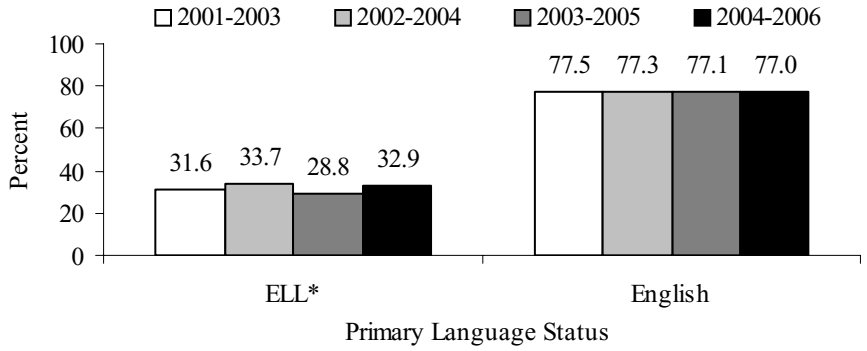
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 53**

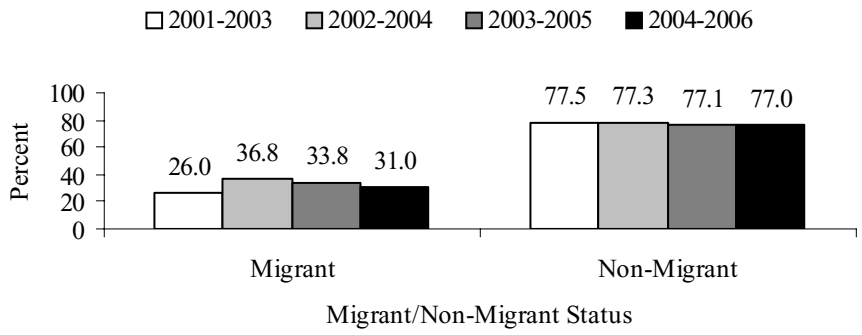
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

**Figure 54**

## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004 -2006



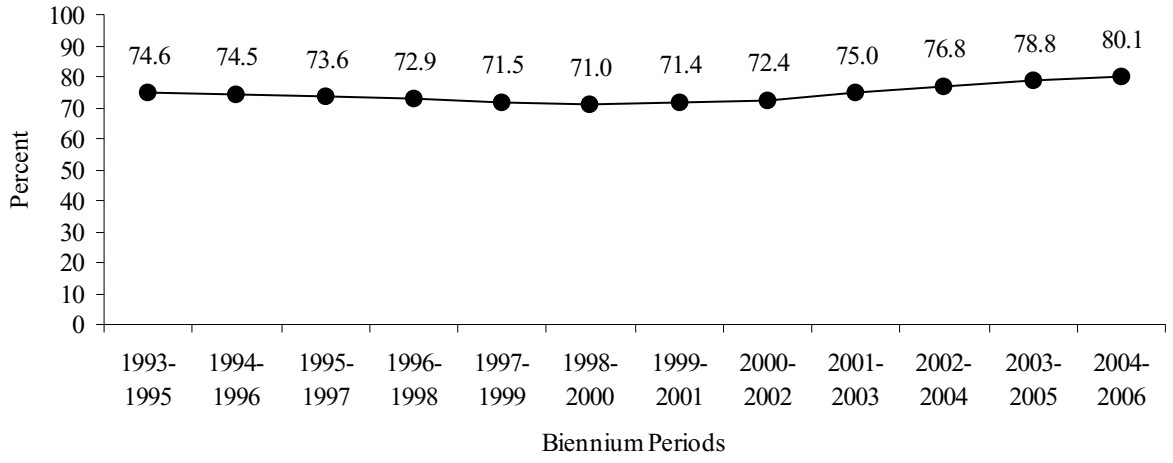

Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient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

## Mathematics

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

**Figure 55**

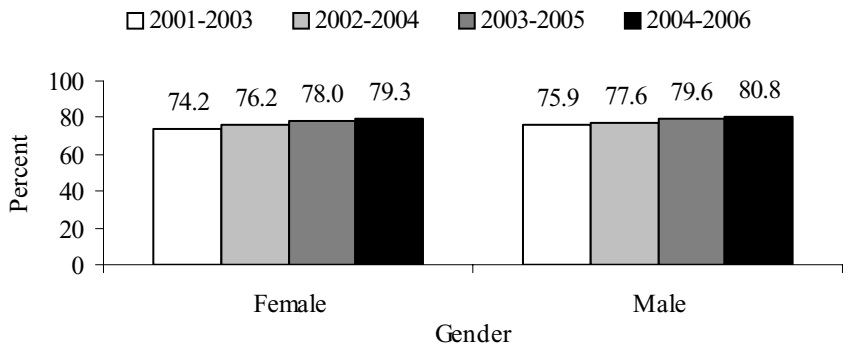
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BIENNIUM PERIODS 1993-1995 TO 2004-2006




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

**Figure 56**

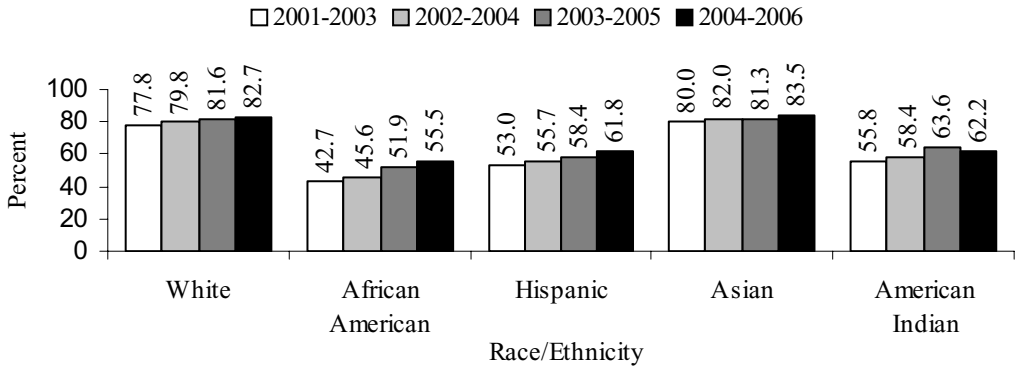
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 57**

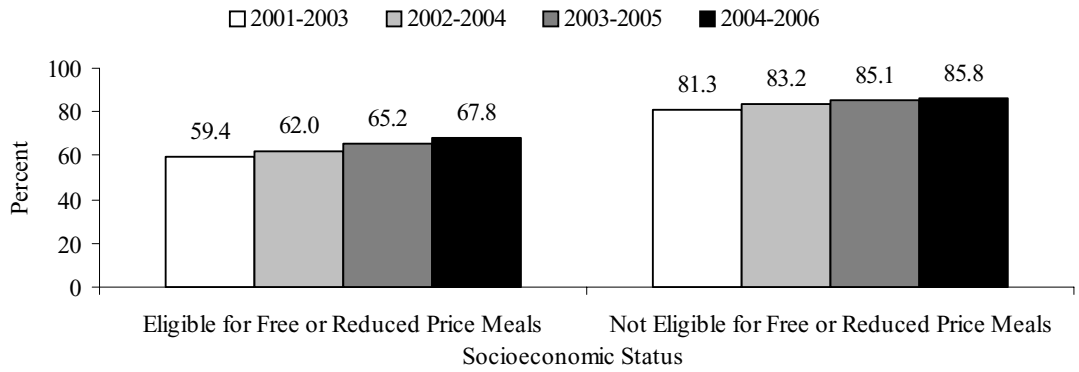
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 58**

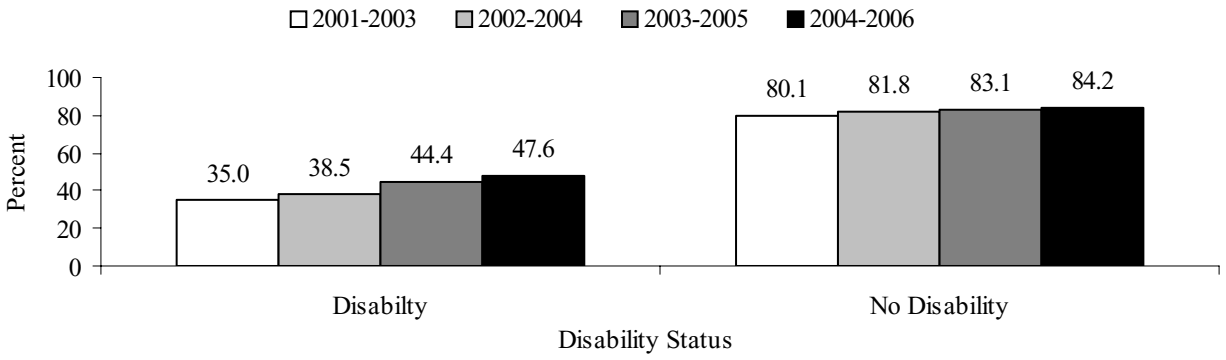
## Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 59**

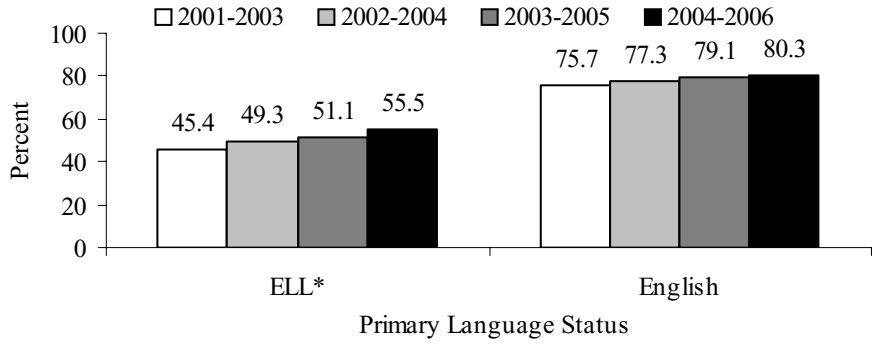
## Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Disability Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 60**

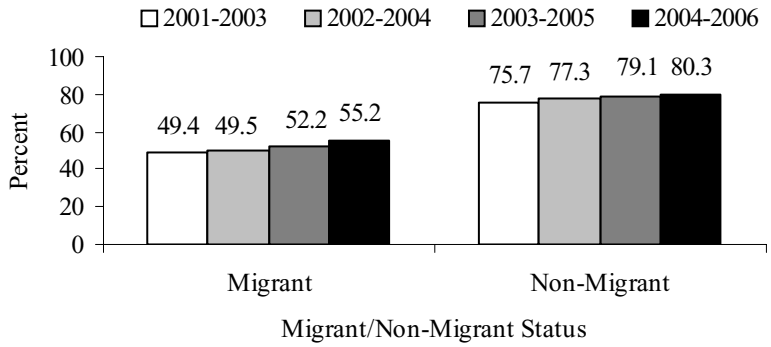
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 61**

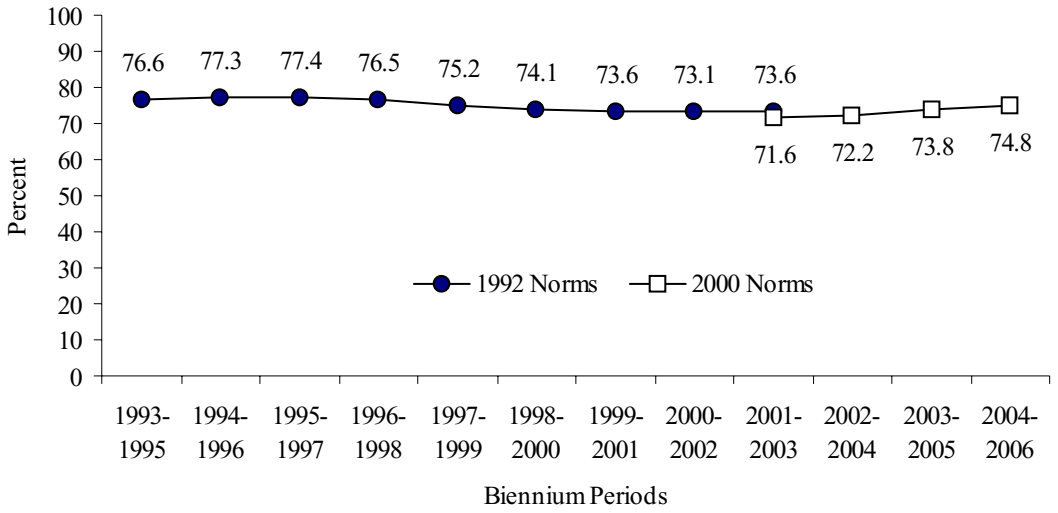
## PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 62**

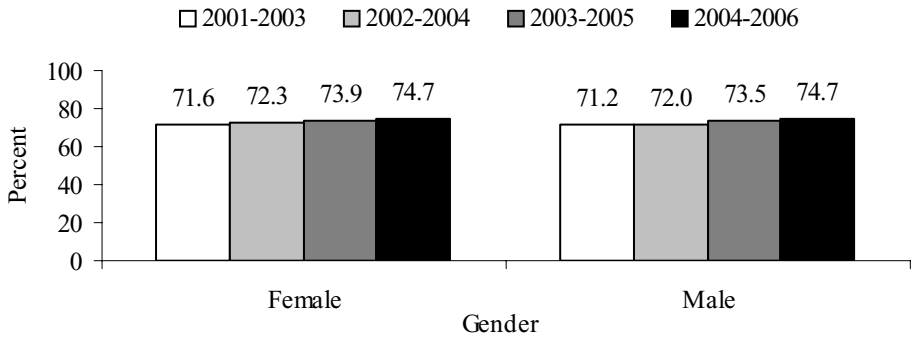
## Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test Biennium Periods 1993-1995 to 2004-2006




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

**Figure 63**

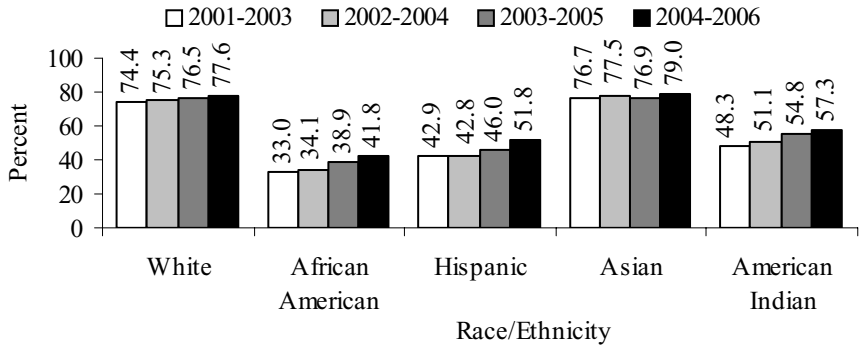
## Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Gender Biennium Periods 2001-2003 to 2004-2006




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

**Figure 64**

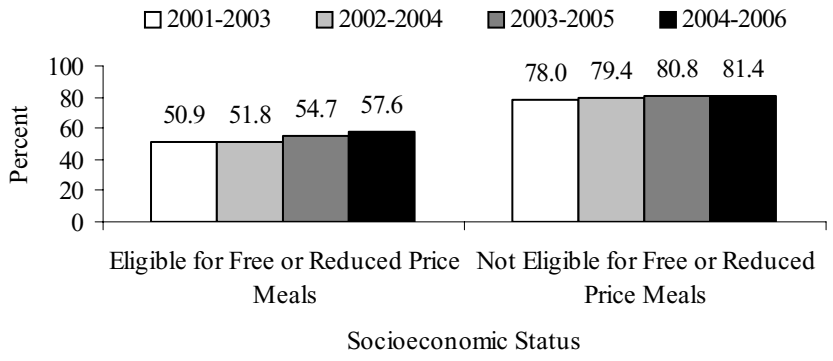
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 65**

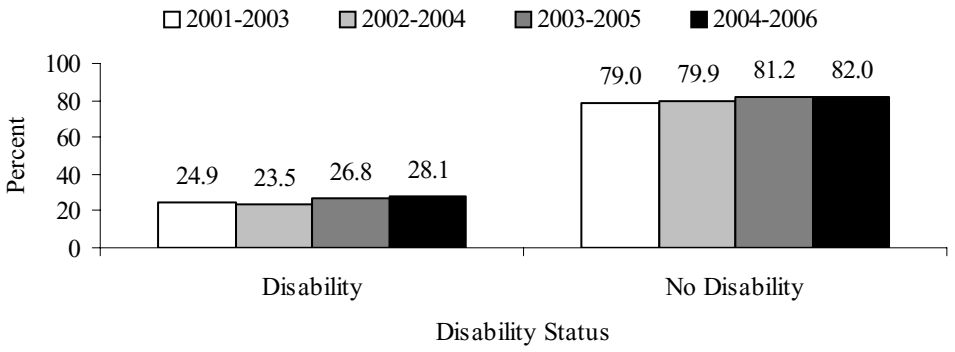
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 66**

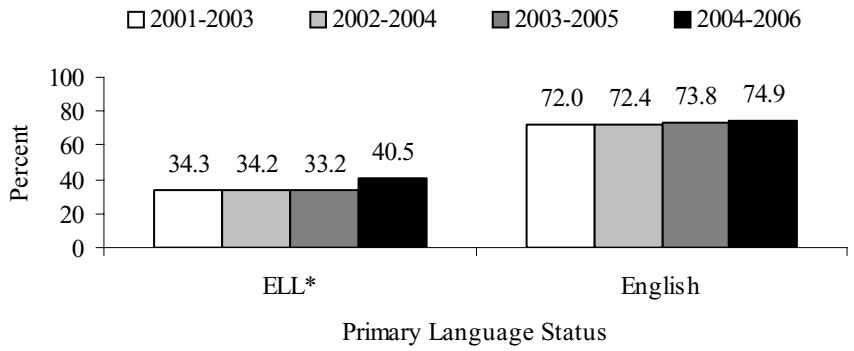
## Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Disability Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 67**

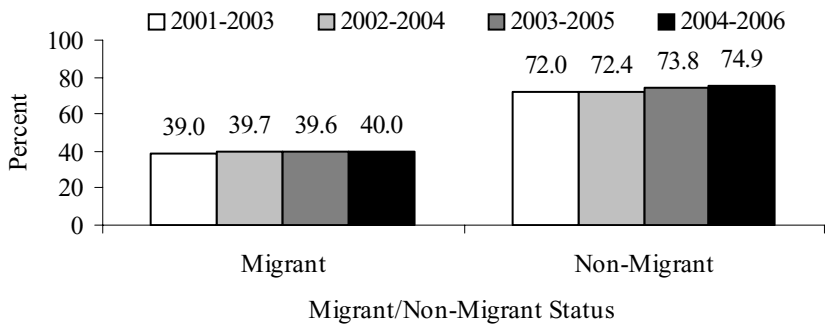
## Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Primary Language Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 68**

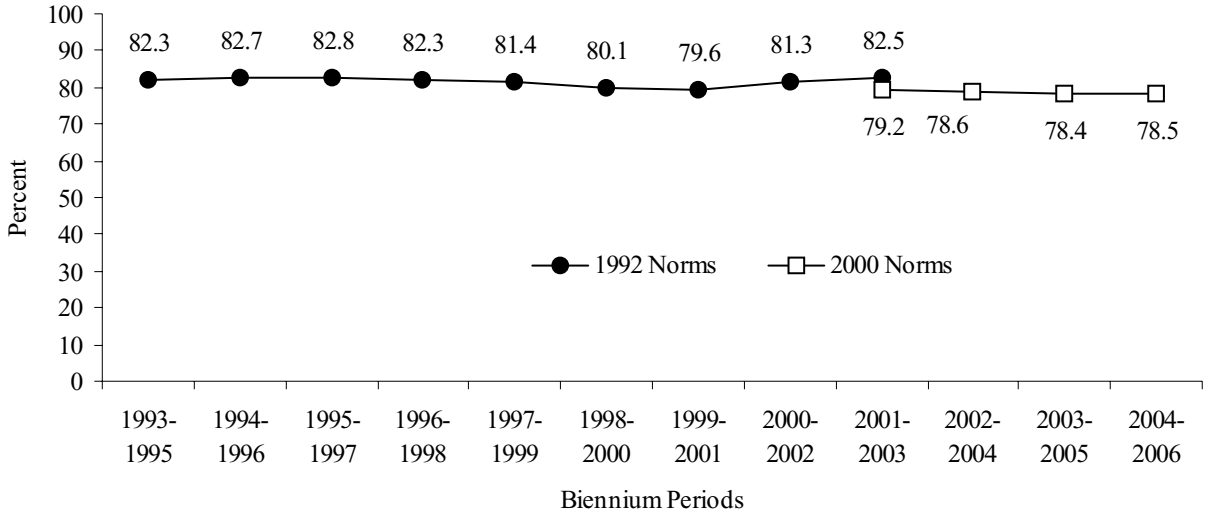
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 69**

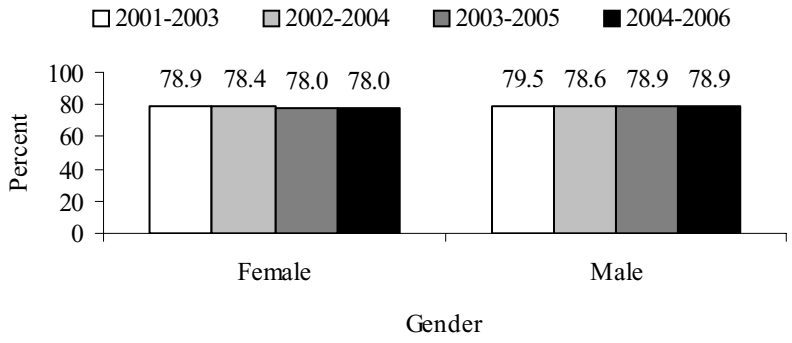
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BIENNIUM PERIODS 1993-1995 TO 2004-2006




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

**Figure 70**

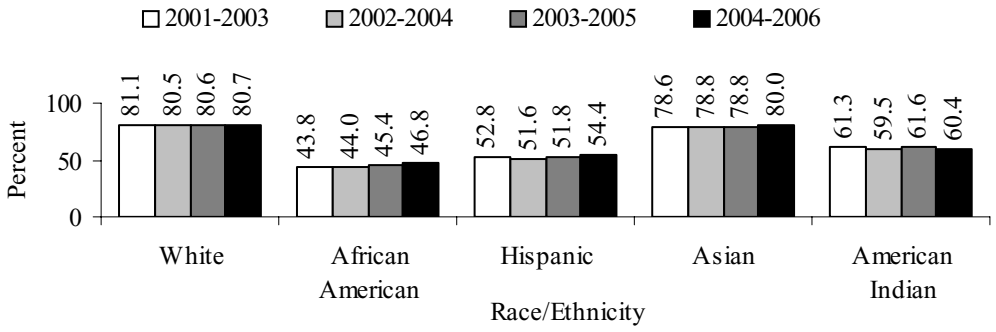
## Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Gender Biennium Periods 2001-2003 to 2004-2006




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

**Figure 71**

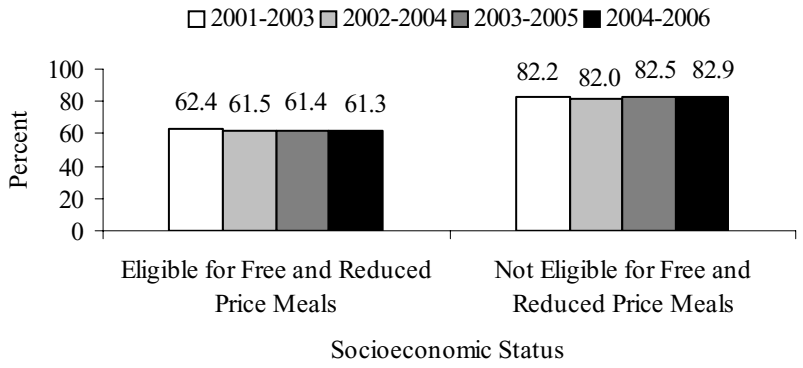
## Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 to 2004-2006




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

**Figure 72**

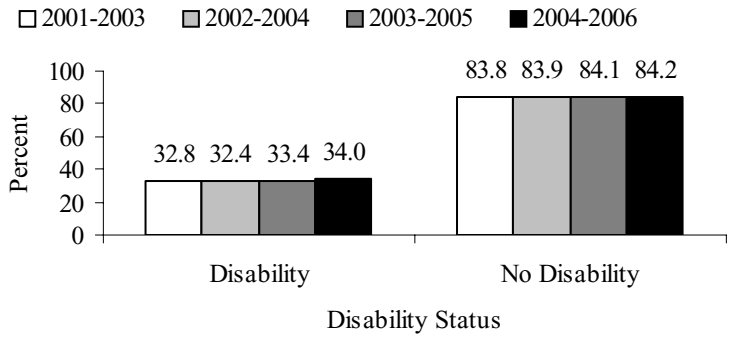
## Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 73**

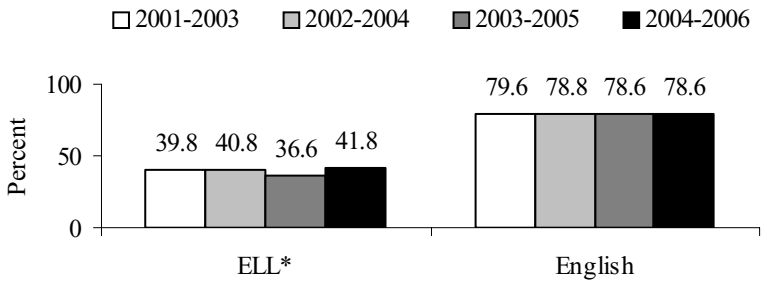
## Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Disability Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 74**

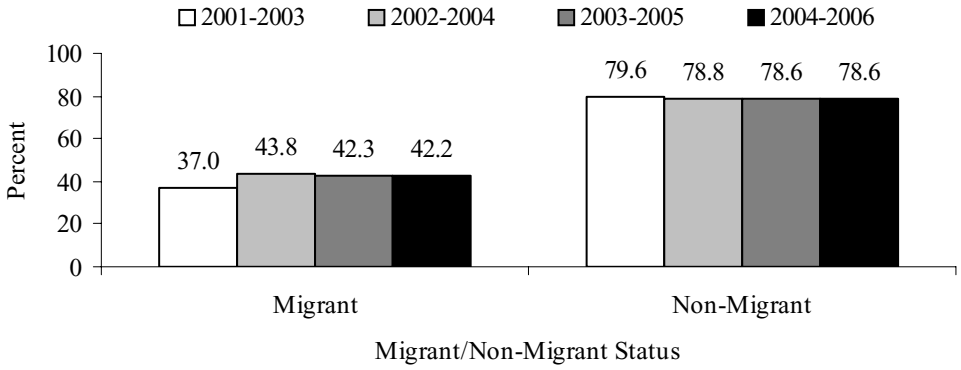
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 75**

## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

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

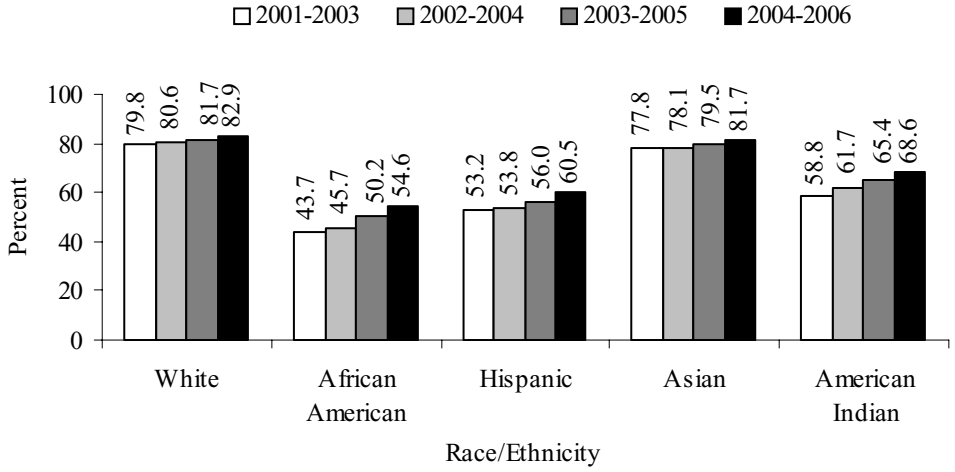
**Figure 76**

## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2004-2006


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

**Figure 77**

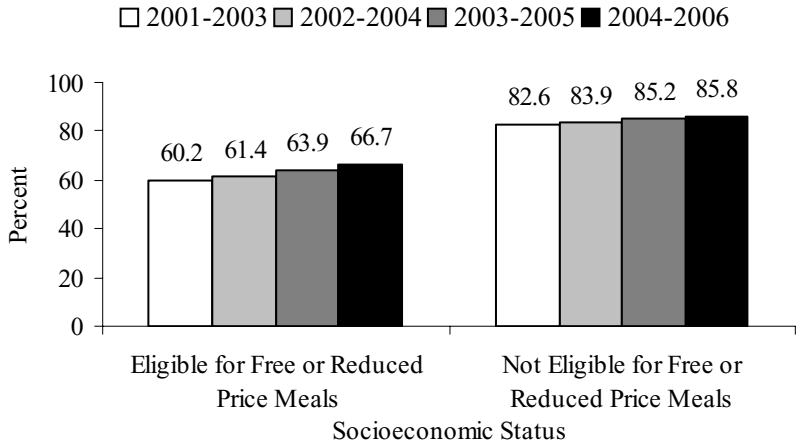
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 78**

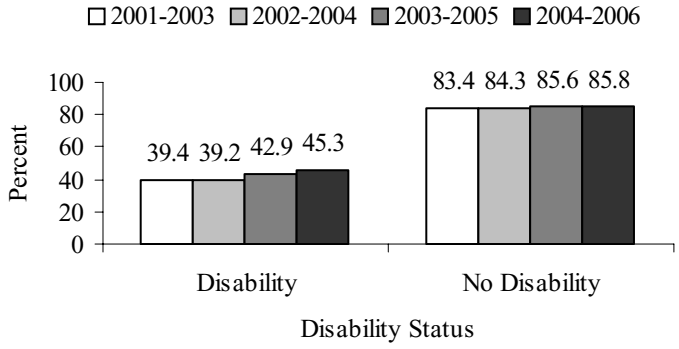
## Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 79**

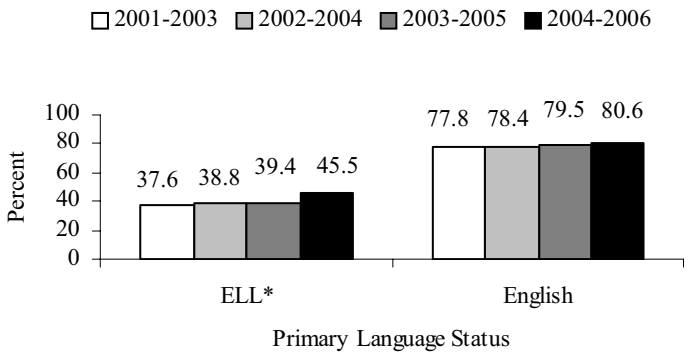
## Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Disability Status* Biennium Periods 2001-2003 to 2004-2006




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

**Figure 80**

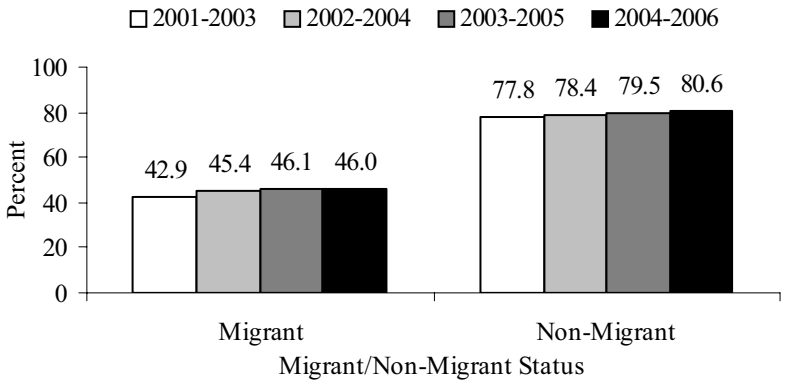
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 81**

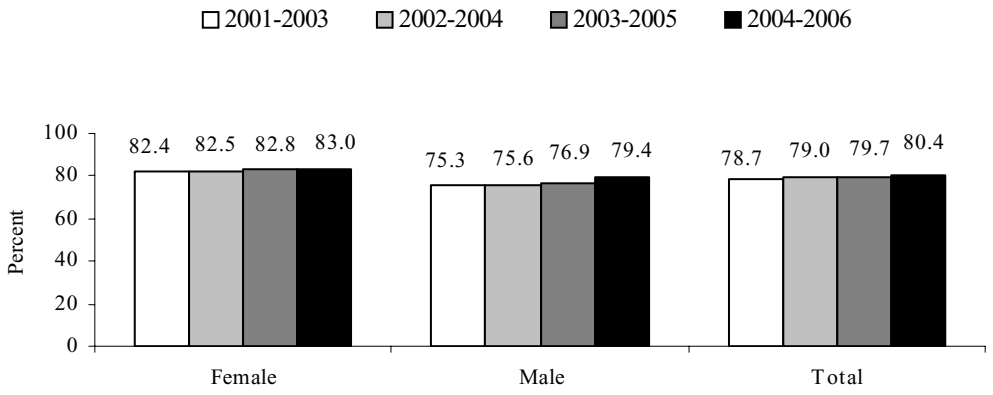
## PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 82**

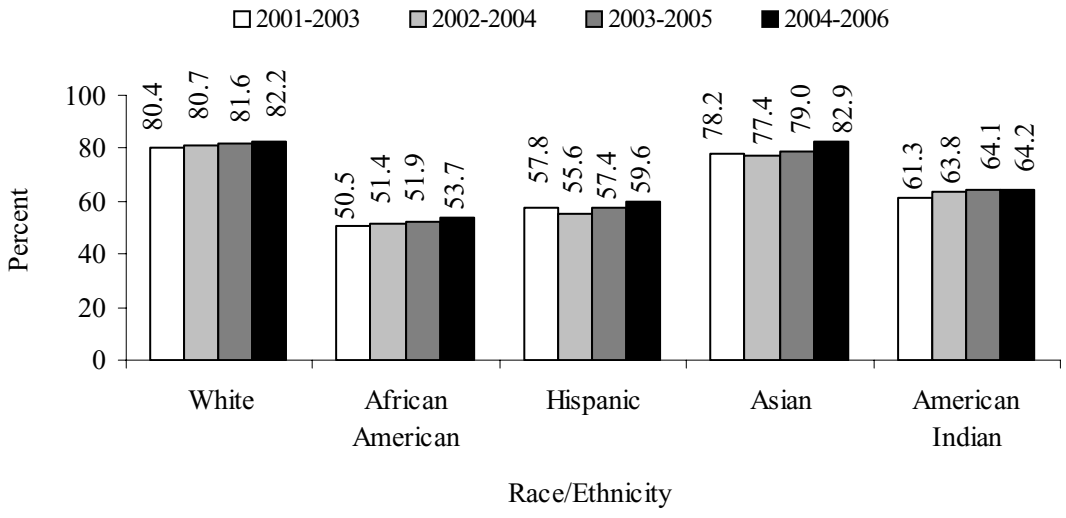
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 83**

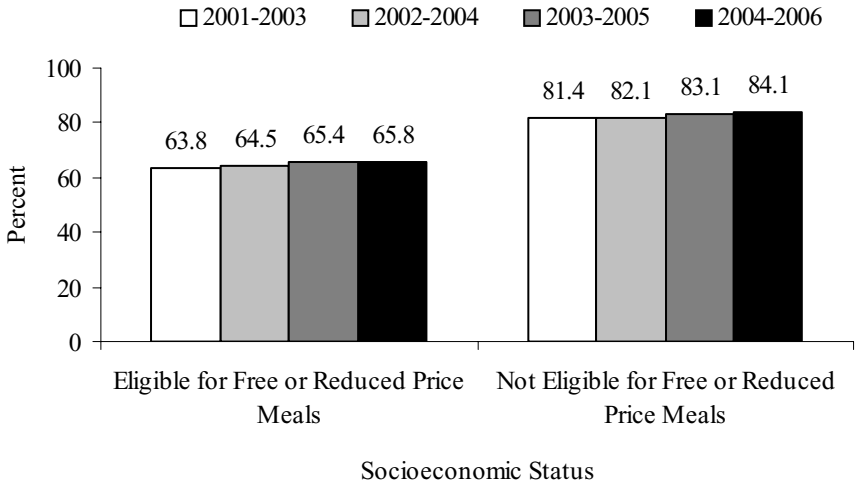
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 84**

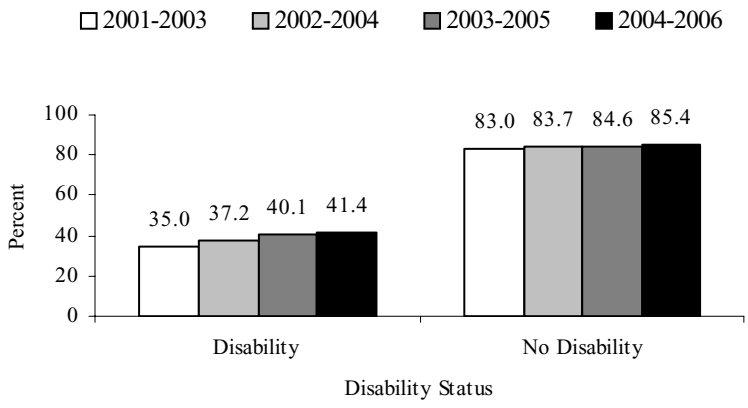
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 85**

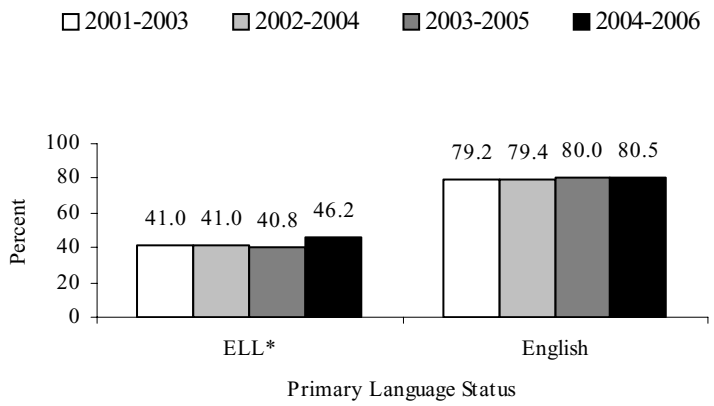
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 86**

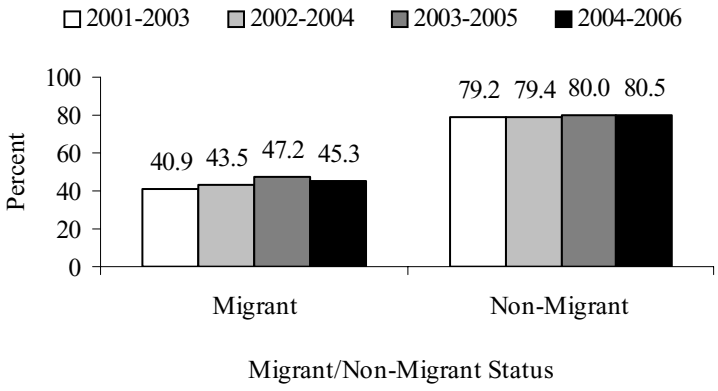
## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006




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

**Figure 87**

## PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED SCIENCE TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 TO 2004-2006



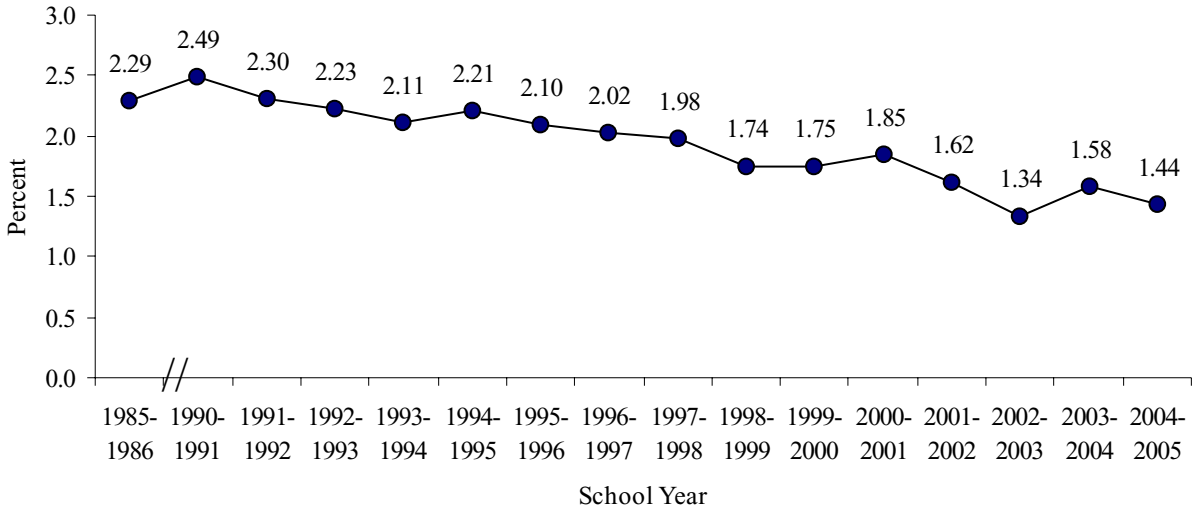

Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.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

# Dropouts

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

**Figure 88**

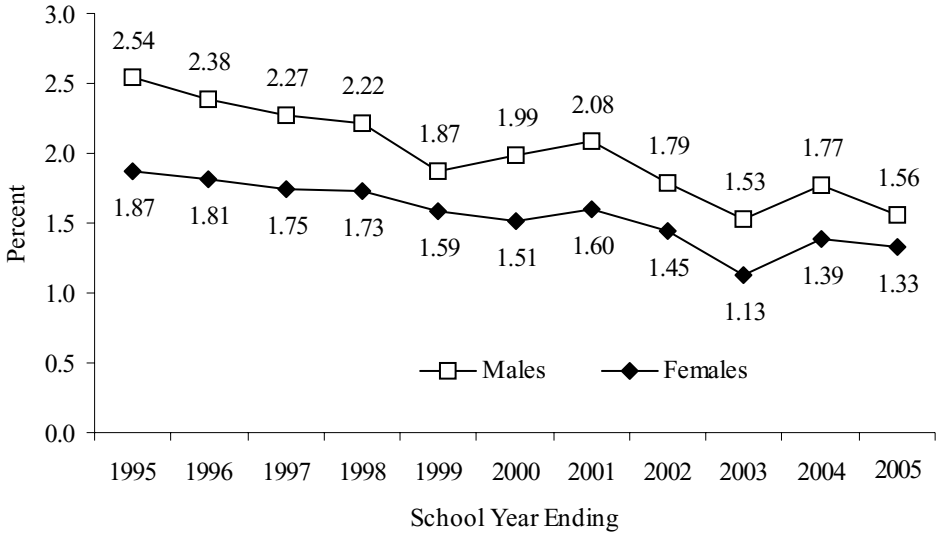
## IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12, 1985-1986 AND 1990-1991 TO 2004-2005




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

**Figure 89**

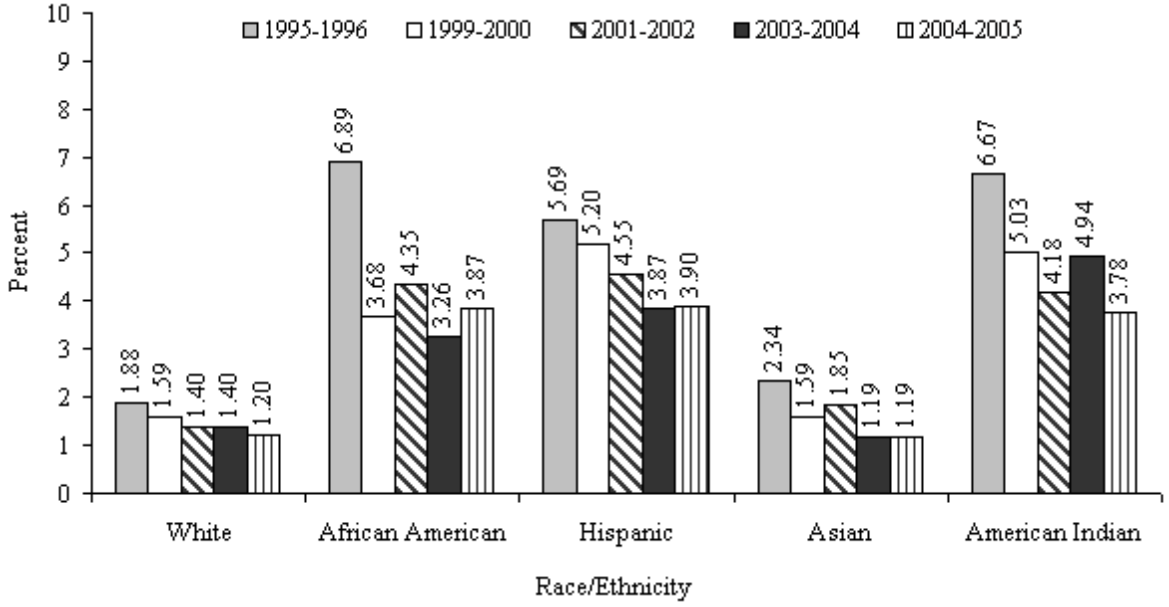
## IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER, 1994-1995 TO 2004-2005




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

**Figure 90**

## IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY RACE/ETHNICITY 1995-1996, 1999-2000, 2001-2002, 2003-2004 AND 2004-2005



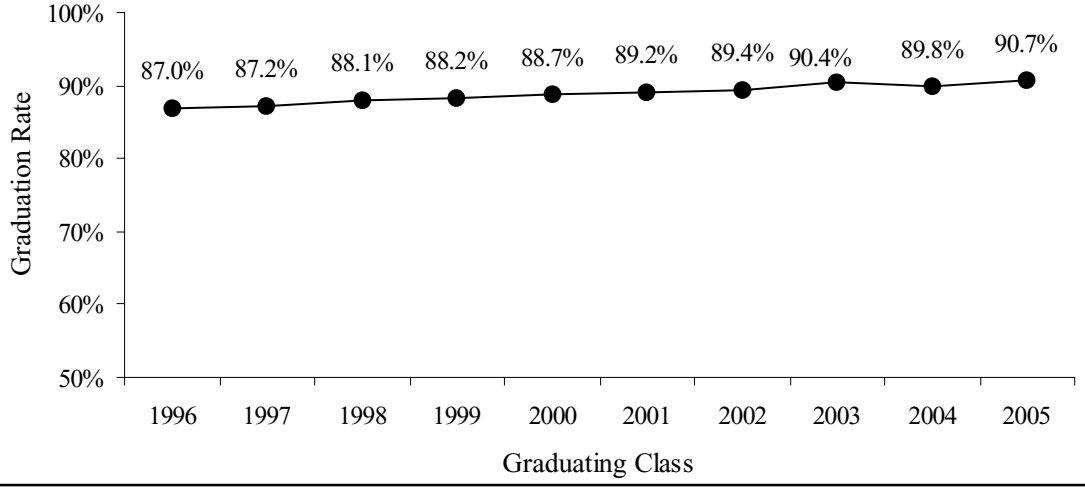

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout files.

# High School Graduation Rates

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

**Figure 91**

## IOWA PUBLIC SCHOOL GRADUATION RATES GRADUATING CLASSES OF 1996 TO 2005

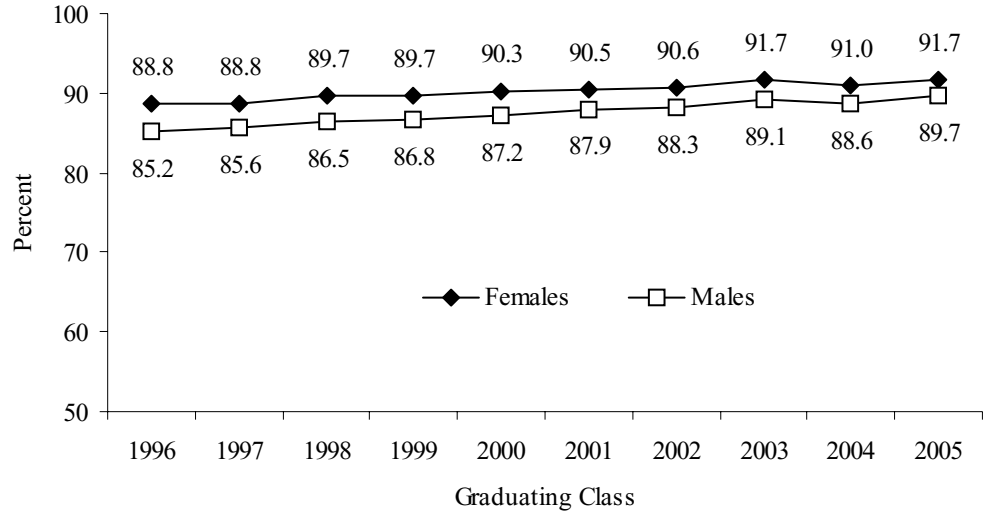



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout files.

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

**Figure 92**

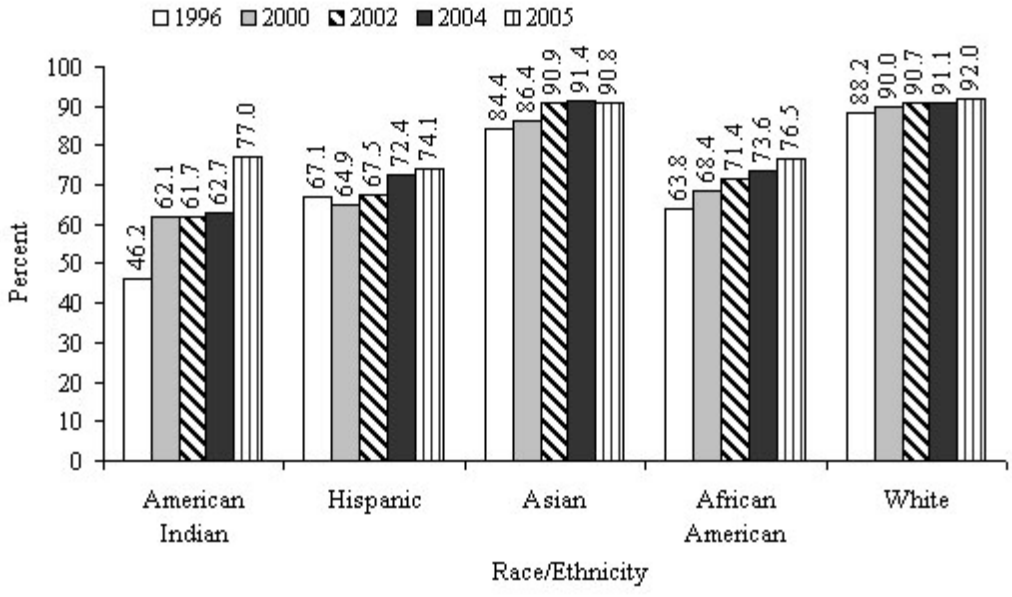
## IOWA PUBLIC SCHOOL GRADUATION RATES BY GENDER
## GRADUATING CLASSES OF 1996 TO 2005




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

**Figure 93**

## IOWA HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY
## GRADUATING CLASSES OF 1996, 2000, 2002, 2004 AND 2005

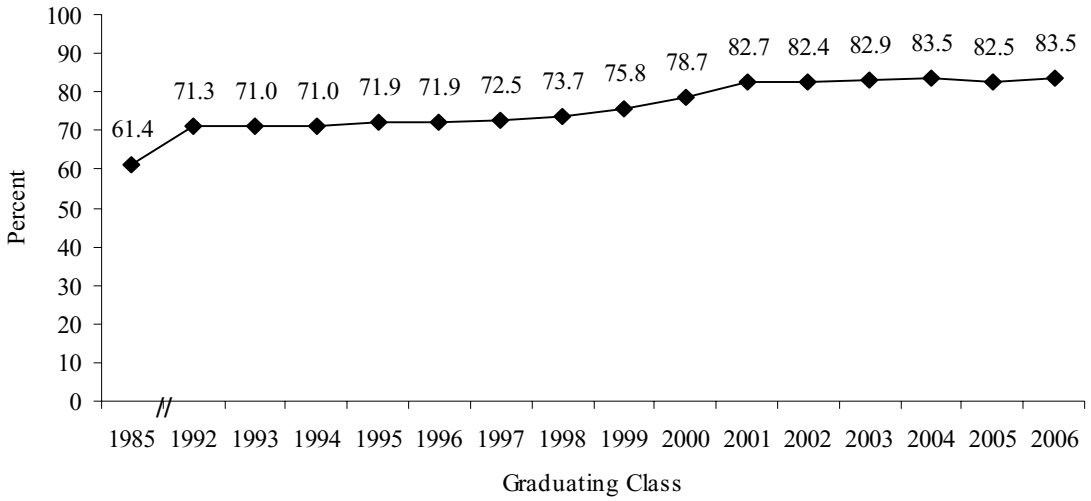



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout files.

***Indicator:*** *Percentage of high school graduates/seniors pursuing or intending to pursue postsecondary education/training, reported for all students, by gender, and by race/ethnicity.*

**Figure 94**

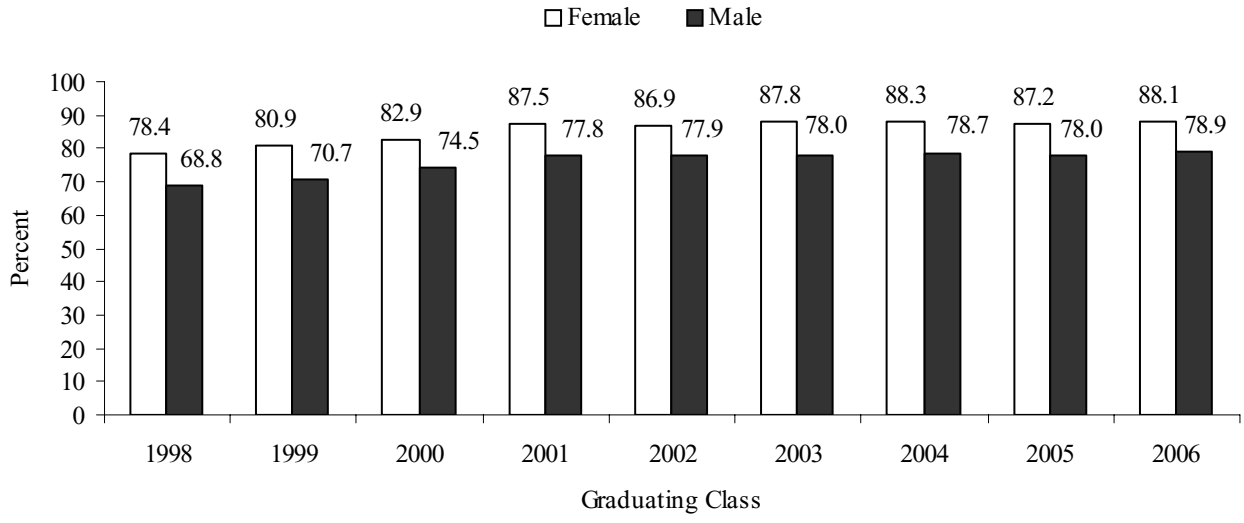
## Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1992 to 2006*




Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998 and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

**Figure 95**

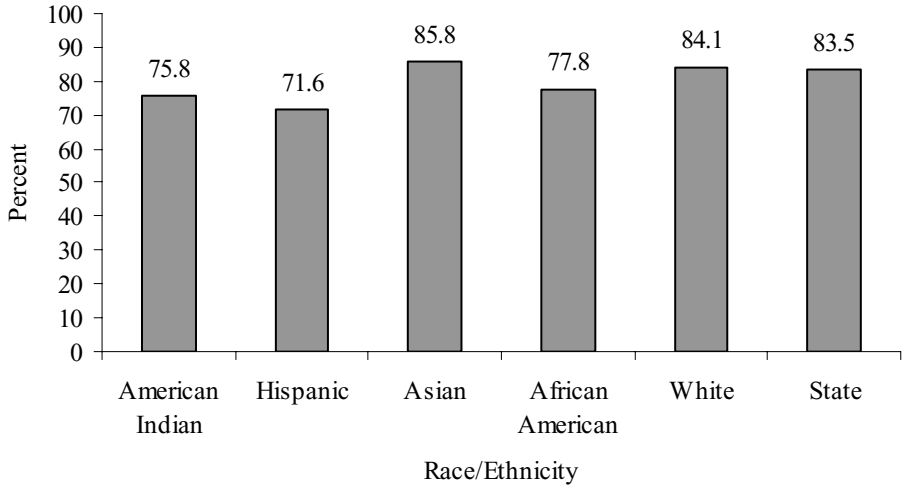
## Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, Graduating Classes of 1998 to 2006*




Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

**Figure 96**

## PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY RACE/ETHNICITY, GRADUATING CLASSES OF 2006*



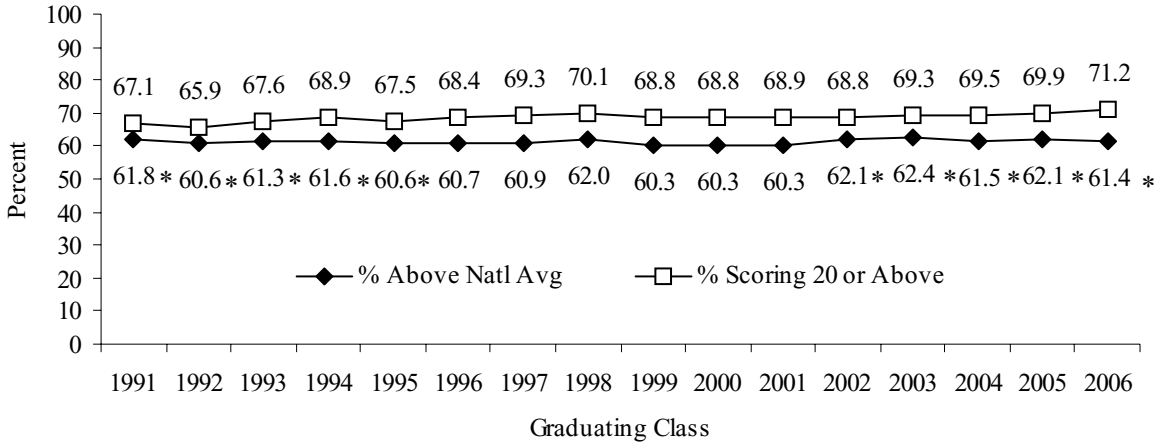

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey files.
Notes: *Data for 2006 has not been finalized and is subject to change.

# Probable Postsecondary Success

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

**Figure 97**

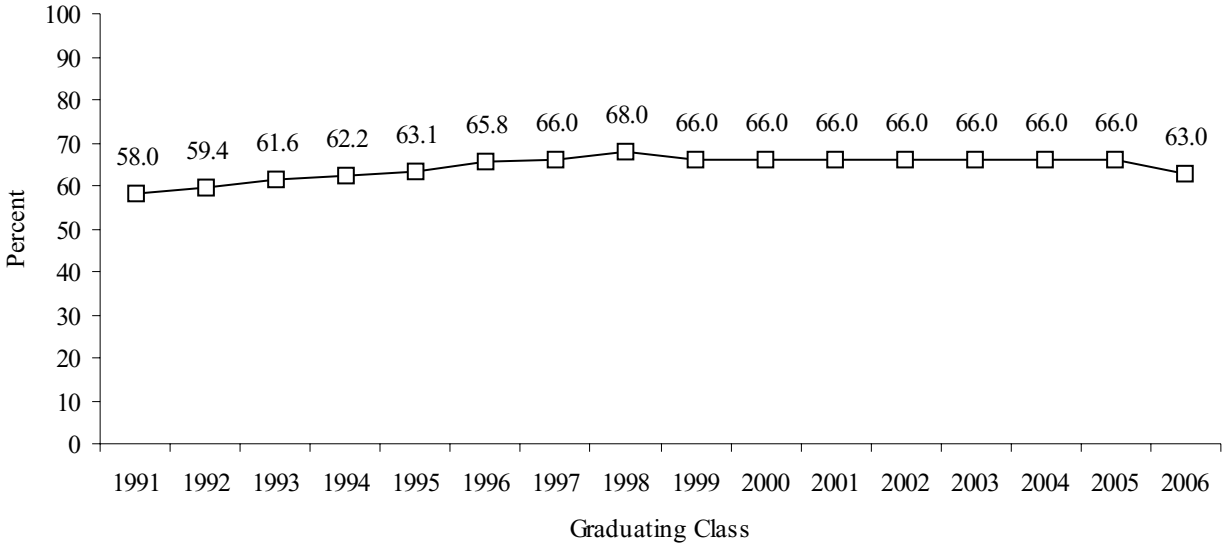
## PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1991 TO 2006




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

**Figure 98**

**PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM, 1991 TO 2006**




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

## Student Performance by Tests and Areas

### Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)

The standardized achievement tests, Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), are developed by Iowa Testing Programs (ITP) at the University of Iowa for use nationally in grades K-12. The ITBS are designed for students in grades kindergarten through 8, and ITED are developed for students in grades 9-12. During the 2005-2006 school year, all 365 Iowa public school districts and over 190 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of students proficient in grades 4, 8, and 11 on reading comprehension and the percent of students in grades 8 and 11 proficient on science are included in the state indicators. Reading and mathematics performance in 2005-2006 on the ITBS for public school students in grades 3 through 8 and for the ITED for grade 11 are presented in the state report card section. The student achievement level distributions are reported in this section.

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

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

ITBS and ITED Achievement Level Distributions

Three achievement levels are based on the national percentile rank (NPR) scale. The "Low" achievement level is an NPR score range of 1-40, "Intermediate" is 41-89, and "High" is 90-99. Descriptions for these three achievement levels are shown in each figure to identify the student performance characteristics for a given grade and subject area.

Student achievement level distributions are reported as averaged percentages for pairs of consecutive years in the biennium periods from 1993-1995 through 2004-2006. The students in the population are those who enrolled for a full academic year as well as those who were enrolled only part of the academic year. Both public and nonpublic students in grades 4, 8, and 11 are included. Forms K and L of the ITBS/ITED with 1992 national norms were first used in Iowa in the 1993-1994 school year and Forms A and B of the ITBS/ITED with 2000 national norms have been used since 2001-2002. Therefore, the data on reading and mathematics for the last three biennium periods, 2001-2003 to 2004-2006, were based on Forms A and B with 2000 national norms, while the earlier biennium periods, 1993-1995 to 2000-2002, were based on 1992 national norms and Forms K and L. The achievement level data on ITBS/ITED science are available for all students in grades 8 and 11 between 2001-2003 and 2004-2006 with the 2000 national norms.

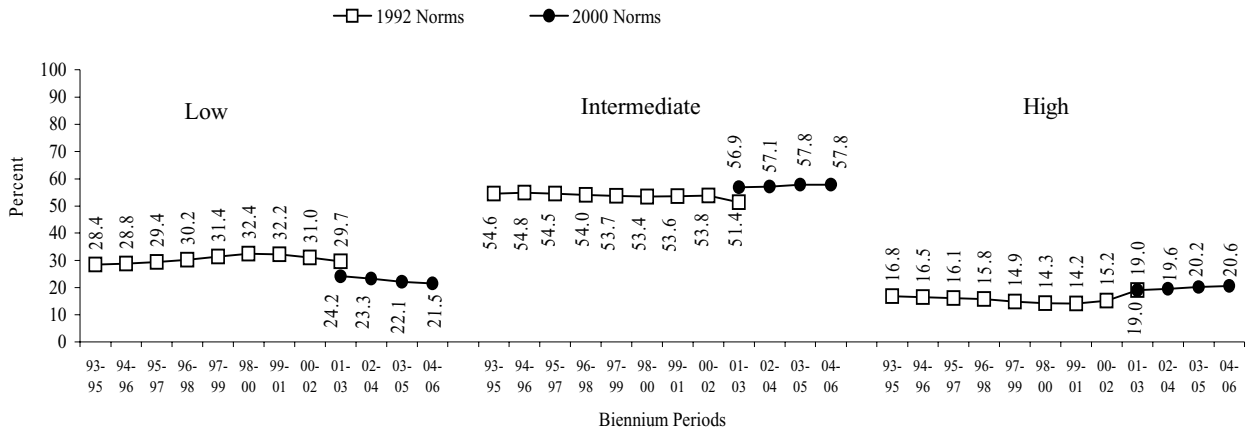
Achievement Levels for Reading Comprehension

Figures 99 through 101 show the achievement level trends for reading comprehension for all students in grades 4, 8, and 11 based on 1992 national norms for the 1993-1995 through 2001-2003 biennium periods. There is a second value in Figure 99 for the 2001-2003 biennium period that starts a new trend for the last four biennia based on the 2000 national norms, which is due to the difference between the 1992 norm and 2000 norm. Figures 100 and 101 do not show new starting points for the 2001-2003 biennium with 2000 norms because there is no norm difference for grades 8 and 11 in reading comprehension.

Grade 4 students performed better in 2004-2006 compared to the biennium periods 2001-2003 through 2003-2005. There were at least 0.4 percentage-point increases for the High and at least a 0.6 percentage-point decrease at the Low achievement level for the last three biennium periods (Figure 99).

**Figure 99**

## ITBS Reading Comprehension - Grade 4 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2004-2006




Source: Iowa Testing Programs, University of Iowa.

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

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

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

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

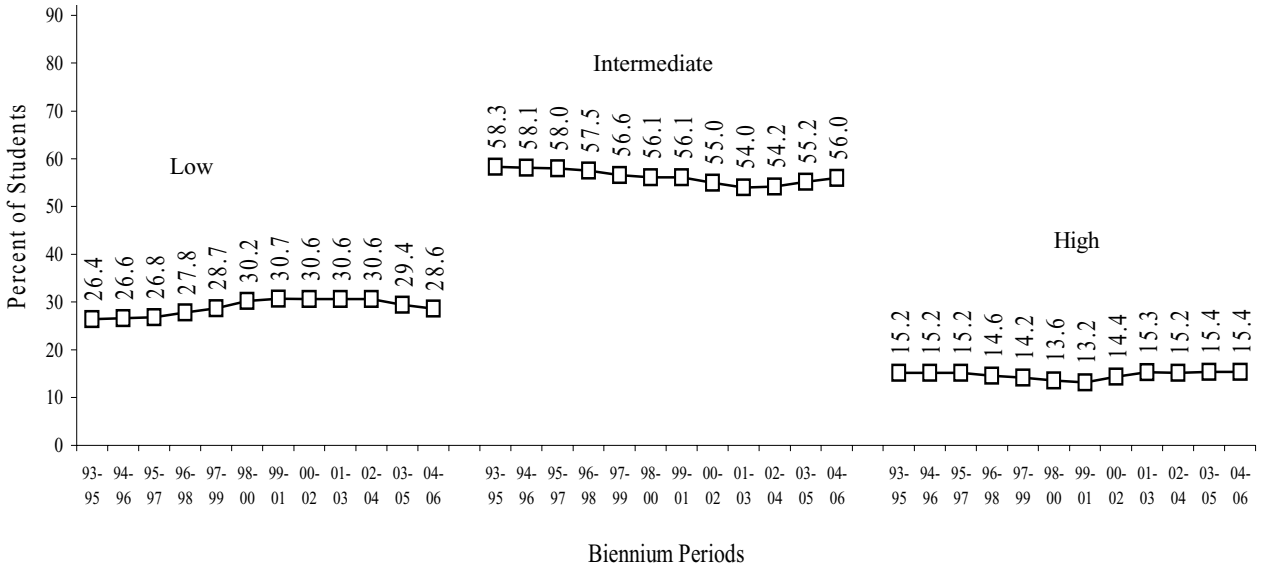
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Grade 8 students also performed better in 2004-2006 compared to the biennium periods 2003-2005 in reading. The percentage of grade 8 students performing at the High achievement level remained unchanged, and the students performing at the Intermediate achievement level increased 0.8 percentage points in the 2004-2006 biennium. In the 2004-2006 biennium period, the students performing at the Low achievement level decreased 0.8 percent from 2003-2005 (Figure 100).

**Figure 100**

## ITBS Reading Comprehension - Grade 8 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2004-2006




Source: Iowa Testing Programs, University of Iowa.

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

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

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

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

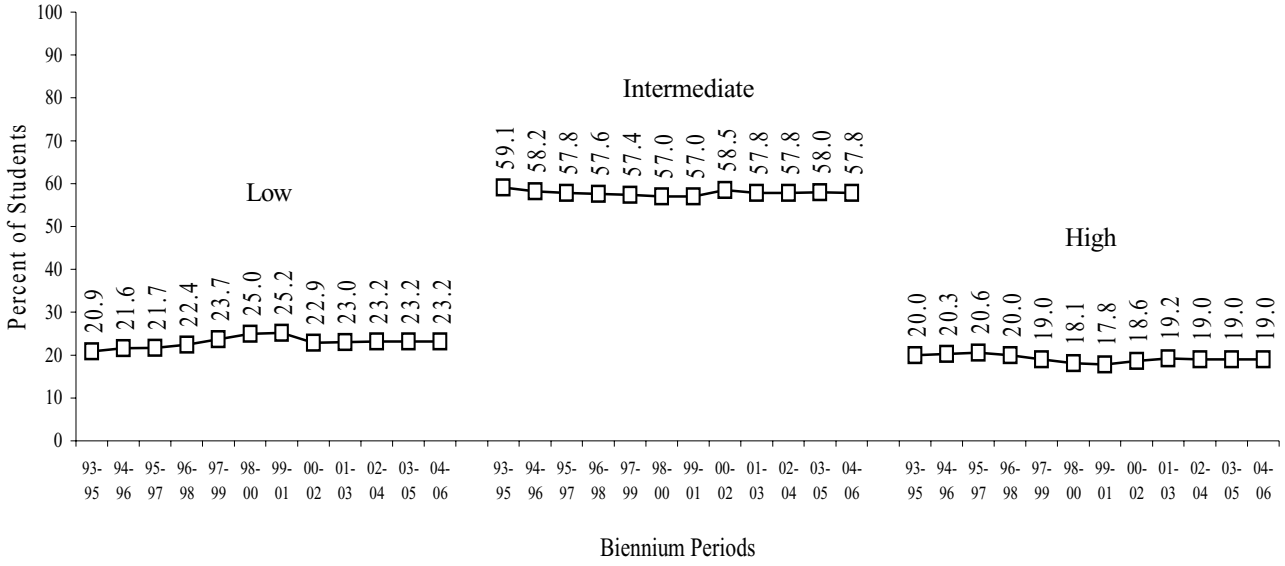
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

In the last three biennium periods, the grade 11 students performing at each achievement level remained unchanged (Figure 101).

**Figure 101**

## ITED Reading Comprehension - Grade 11
## Percentages for Iowa Achievement Levels
## Biennium Periods 1993-1995 to 2004-2006




Source: Iowa Testing Programs, University of Iowa.

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

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

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

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

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

Figures may not total 100 percent due to rounding.

### Achievement Levels for Mathematics

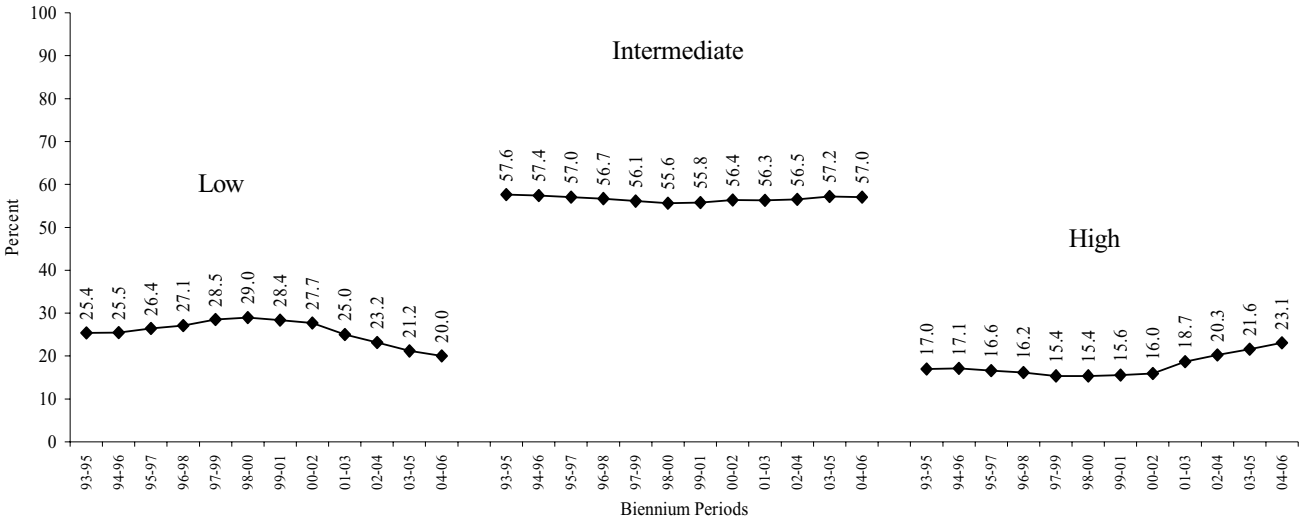
Figures 102 through 104 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 1993-1995 through 2001-2003 with 1992 national norms and an additional point to start a new trend in grades 8 and 11 for each achievement level in the 2001-2003 biennium period based on the 2000 national norms (Figures 103 and 104).

There is no extra start point in grade 4 in Figure 102 due to no norm difference in mathematics for that grade 4.

More students performed at the High achievement level and less students performed at the Low achievement level during 2004-2006, marking the sixth consecutive biennium period of achievement gain in mathematics in grade 4.

**Figure 102**

## ITBS MATHEMATICS - GRADE 4
## PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
## BIENNIUM PERIODS 1993-1995 TO 2004-2006




Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL
Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL
Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

LOW PERFORMANCE LEVEL
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

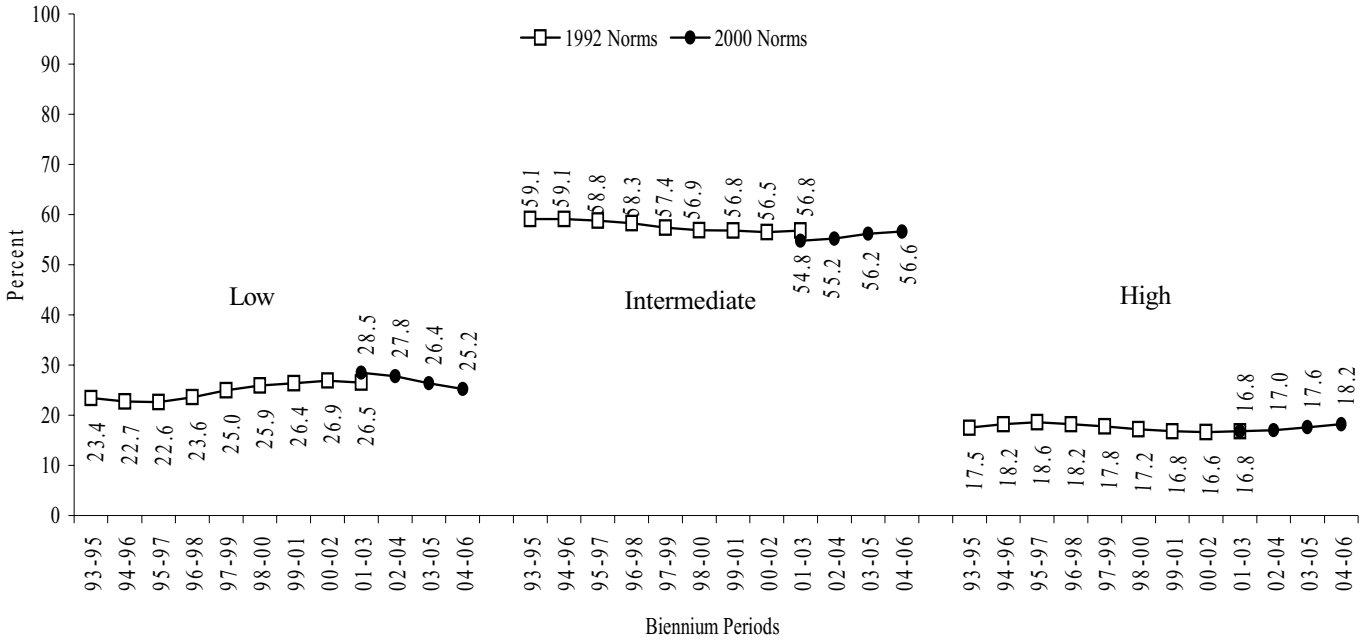
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

The trends for grade 8 mathematics were up in the last three biennium periods with increases at the Intermediate and High achievement levels and decreases at the Low achievement level. However, mathematics performance for grade 11 students remained unchanged in last three biennium periods (Figures 103 and 104).

**Figure 103**

## ITBS MATHEMATICS - GRADE 8
## PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
## BIENNIUM PERIODS 1993-1995 TO 2004-2006




Source: Iowa Testing Programs, University of Iowa.

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

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

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

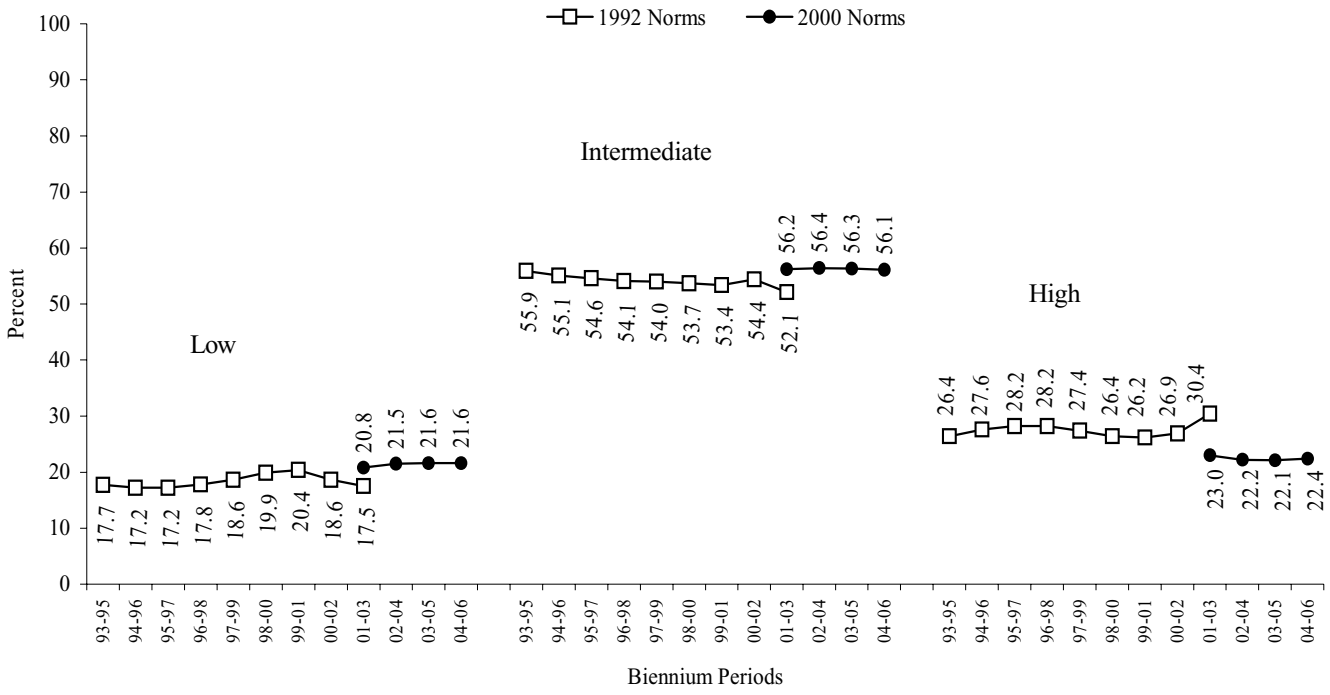
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

**Figure 104**

## ITED Mathematics - Grade 11
## Percentages for Iowa Achievement Levels
## Biennium Periods 1993-1995 to 2004-2006




Source: Iowa Testing Programs, University of Iowa.

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

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

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

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

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

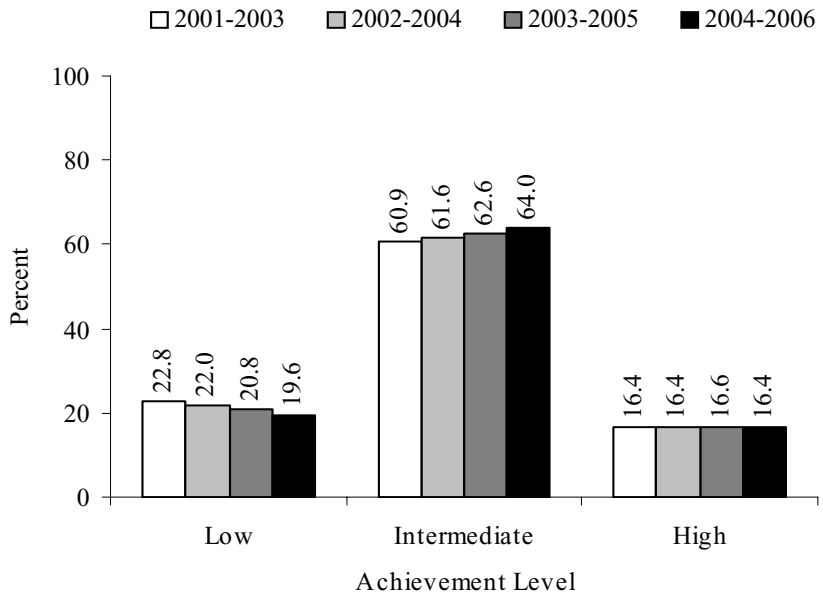
Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 105 shows the ITBS science achievement level distributions for students in grade 8 and Figure 106 shows the ITED science achievement level distributions for students in grade 11. Grade 8 students performed better in science in 2004-2006 compared to the last biennium period, 2003-2005, with a lower percent of students performing at the Low achievement level and a higher percent of students performing at the Intermediate achievement level. In 2004-2006, science performance was up for grade 11 with a 0.6 percentage point decrease at the Low achievement level and a 0.5 percent increase at the Intermediate achievement level.

**Figure 105**

## ITBS Science - Grade 8
### Percentages for Iowa Achievement Levels
### Biennium Periods 2001-2003 to 2004-2006




Source: Iowa Testing Programs, University of Iowa.

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

HIGH PERFORMANCE LEVEL
Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

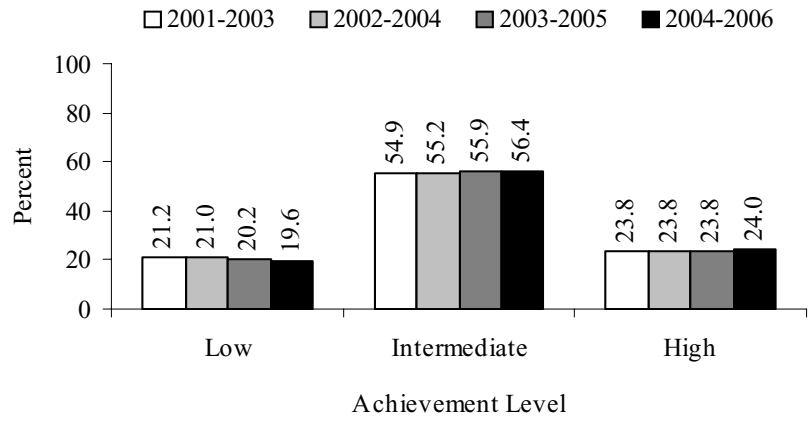
INTERMEDIATE PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

LOW PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

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

**Figure 106**

## ITED SCIENCE - GRADE 11
## PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
## BIENNIUM PERIODS 2001-2003 TO 2004-2006




Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level perform with respect to the ITED Science test:

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

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

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

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

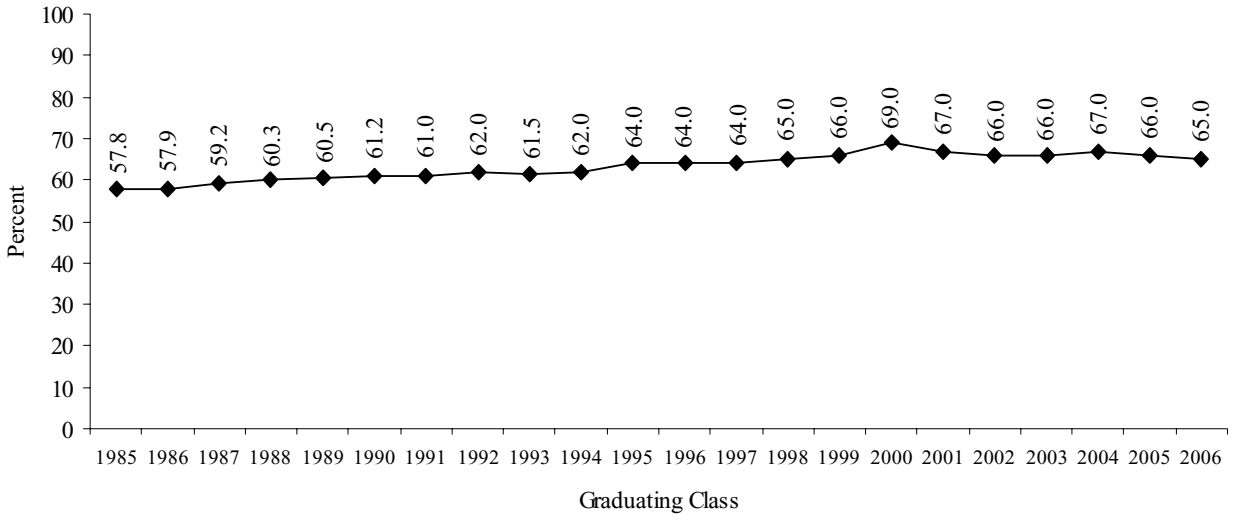
## American College Testing (ACT) Assessment

American College Testing designed the ACT Assessments to measure high school students' general educational development and ability to succeed at the college level. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data is reported for various subgroups of students. Subgroups reported in this report include high school program type and gender. High school program types are classified as "core" and "less than core". ACT defines "core" as high school programs consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the "core" program standard are considered "less than core" completers.

Figure 107 has the percentage of Iowa graduates that took the ACT assessment for 1985 to 2006. The percentage decreased for the second year in a row, moving from 66 percent in 2005 to 65 percent in 2006.

**Figure 107**

**PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT, 1985 TO 2006**




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

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

Iowa continued to be ranked third among states that had more than 50 percent of seniors that took the ACT Assessment. After seven consecutive years with an average composite score of 22.0, Iowa's average score increased to 22.1 in 2006. Table 95 provides Iowa's average composite ACT score and national rank.

**Table 95**

## Iowa's Rank in the Nation on Average Composite ACT Scores Among States where ACT is the Primary College Entrance Examination, 1991 to 2006

| Graduating Class | ACT Average Composite Score | National Rank | |
|---|---|---|---|
| 1991 | 21.7 | 1 | tied with WI |
| 1992 | 21.6 | 1 | tied with WI |
| 1993 | 21.8 | 1 | tied with WI |
| 1994 | 21.9 | 1 | |
| 1995 | 21.8 | 3 | |
| 1996 | 21.9 | 3 | |
| 1997 | 22.1 | 2 | tied with MN |
| 1998 | 22.1 | 3 | |
| 1999 | 22.0 | 3 | |
| 2000 | 22.0 | 2 | tied with MN |
| 2001 | 22.0 | 3 | |
| 2002 | 22.0 | 3 | |
| 2003 | 22.0 | 2 | tied with MN |
| 2004 | 22.0 | 3 | |
| 2005 | 22.0 | 3 | |
| 2006 | 22.1 | 3 | |

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

Only Minnesota and Wisconsin had a higher average ACT composite score than Iowa in the midwest and the nation. Only Illinois (which had a 100 percent participation rate) had a lower average score than the national average among the midwest states. Average ACT composite scores, the percent of graduates tested and the percent of core completers is displayed for Iowa and the midwest states in Table 96.

**Table 96**

## ACT Average Composite Scores for Iowa, the Nation and Midwest States, 2004 to 2006

| | Class of 2004 | | | Class of 2005 | | | Class of 2006 | | |
|---|---|---|---|---|---|---|---|---|---|
| Nation & State | ACT Composite | % of Graduates Tested | % of Core Completers | ACT Composite | % of Graduates Tested | % of Core Completers | ACT Composite | % of Graduates Tested | % of Core Completers |
| **Nation** | **20.9** | **40%** | **60%** | **20.9** | **40%** | **58%** | **21.1** | **40%** | **54%** |
| **Iowa** | **22.0** | **67** | **66** | **22.0** | **66** | **66** | **22.1** | **65** | 63 |
| Illinois | 20.3 | 99 | 44 | 20.3 | 100 | 42 | 20.5 | 100 | 41 |
| Kansas | 21.6 | 75 | 66 | 21.7 | 76 | 66 | 21.8 | 75 | 66 |
| Minnesota | 22.2 | 66 | 63 | 22.3 | 68 | 66 | 22.3 | 67 | 64 |
| Missouri | 21.5 | 70 | 58 | 21.6 | 70 | 58 | 21.6 | 70 | 58 |
| Nebraska | 21.7 | 77 | 67 | 21.8 | 76 | 66 | 21.9 | 76 | 67 |
| North Dakota | 21.2 | 81 | 60 | 21.3 | 82 | 61 | 21.4 | 80 | 59 |
| South Dakota | 21.5 | 75 | 59 | 21.5 | 76 | 61 | 21.8 | 75 | 60 |
| Wisconsin | 22.2 | 68 | 60 | 22.2 | 69 | 60 | 22.2 | 68 | 61 |

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

Table 97 and Figure 108 compare Iowa and National average composite scores from 1991 to 2006. Nationally, the average composite ACT score increased 0.2 points to 21.1, highest for all years displayed. Iowa was one point above the national average in 2006.

**Table 97**

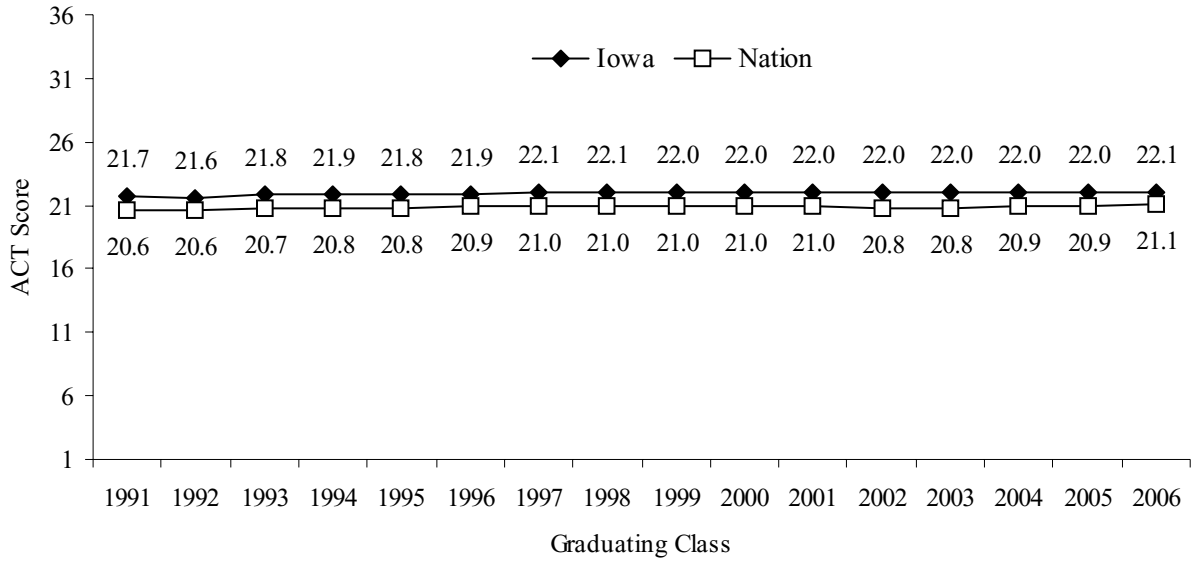
## Iowa and National ACT Average Composite Scores and Participation Rates, 1991 to 2006

| Class of | Average ACT Composite Score - Iowa | Percent Iowa Student Participation* | Average ACT Composite Score - Nation | Percent Nation Student Participation |
|---|---|---|---|---|
| 1991 | 21.7 | 61.0% | 20.6 | -- % |
| 1992 | 21.6 | 62.0 | 20.6 | -- |
| 1993 | 21.8 | 61.5** | 20.7 | -- |
| 1994 | 21.9 | 62.0 | 20.8 | -- |
| 1995 | 21.8 | 64.0 | 20.8 | 37.0 |
| 1996 | 21.9 | 64.0 | 20.9 | 35.0 |
| 1997 | 22.1 | 64.0 | 21.0 | 35.0 |
| 1998 | 22.1 | 65.0 | 21.0 | 35.0 |
| 1999 | 22.0 | 66.0 | 21.0 | 36.0 |
| 2000 | 22.0 | 69.0 | 21.0 | 38.0 |
| 2001 | 22.0 | 67.0 | 21.0 | 38.0 |
| 2002 | 22.0 | 66.0 | 20.8 | 39.0 |
| 2003 | 22.0 | 66.0 | 20.8 | 40.0 |
| 2004 | 22.0 | 67.0 | 20.9 | 40.0 |
| 2005 | 22.0 | 66.0 | 20.9 | 40.0 |
| 2006 | 22.1 | 65.0 | 21.1 | 40.0 |

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

**Figure 108**

## Iowa and National ACT Average Composite Scores, 1991 to 2006




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

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

Average ACT scores by skill area (English, mathematics, reading, and science reasoning) for Iowa and the Nation are displayed in Table 98and Figures 109 through 112. In Iowa and nationally, average scores for English, mathematics and reading increased while science reasoning remained unchanged in 2006.

**Table 98**

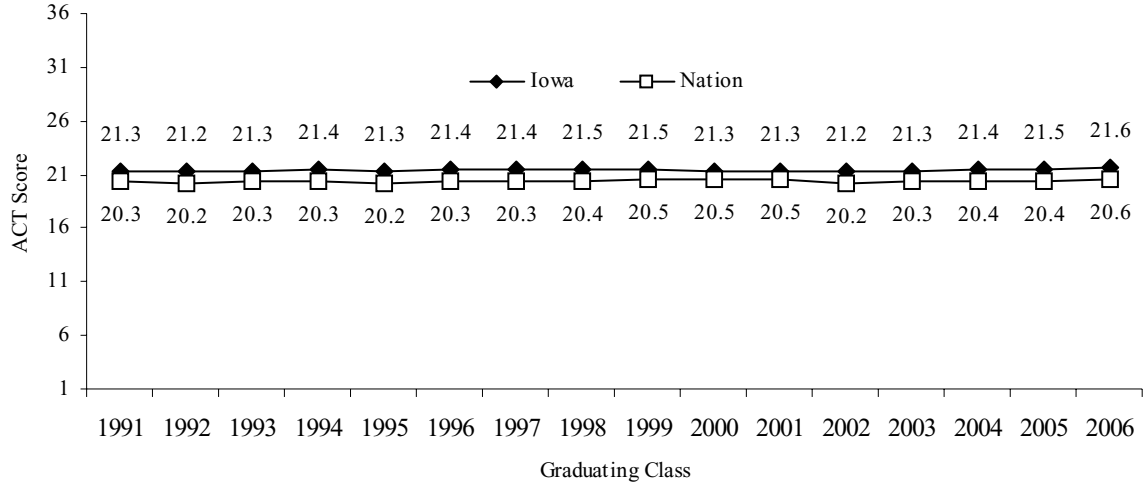
## Average ACT Scores for Iowa and the Nation Graduating Classes, 1991 to 2006

| | Iowa | | | | Nation | | | |
|---|---|---|---|---|---|---|---|---|
| Graduating Class of | English | Mathematics | Reading | Science Reasoning | English | Mathematics | Reading | Science Reasoning |
| 1991 | 21.3 | 21.0 | 22.2 | 21.9 | 20.3 | 20.0 | 21.2 | 20.7 |
| 1992 | 21.2 | 21.0 | 21.9 | 21.9 | 20.2 | 20.0 | 21.1 | 20.7 |
| 1993 | 21.3 | 21.1 | 22.2 | 22.0 | 20.3 | 20.1 | 21.2 | 20.8 |
| 1994 | 21.4 | 21.2 | 22.2 | 22.3 | 20.3 | 20.2 | 21.2 | 20.9 |
| 1995 | 21.3 | 21.2 | 22.1 | 22.1 | 20.2 | 20.2 | 21.3 | 21.0 |
| 1996 | 21.4 | 21.3 | 22.2 | 22.3 | 20.3 | 20.2 | 21.3 | 21.1 |
| 1997 | 21.4 | 21.5 | 22.4 | 22.4 | 20.3 | 20.6 | 21.3 | 21.1 |
| 1998 | 21.5 | 21.9 | 22.3 | 22.4 | 20.4 | 20.8 | 21.4 | 21.1 |
| 1999 | 21.5 | 21.6 | 22.2 | 22.1 | 20.5 | 20.7 | 21.4 | 21.0 |
| 2000 | 21.3 | 21.6 | 22.3 | 22.1 | 20.5 | 20.7 | 21.4 | 21.0 |
| 2001 | 21.3 | 21.6 | 22.3 | 22.2 | 20.5 | 20.7 | 21.3 | 21.0 |
| 2002 | 21.2 | 21.7 | 22.4 | 22.1 | 20.2 | 20.6 | 21.1 | 20.8 |
| 2003 | 21.3 | 21.6 | 22.4 | 22.1 | 20.3 | 20.6 | 21.2 | 20.8 |
| 2004 | 21.4 | 21.8 | 22.4 | 22.1 | 20.4 | 20.7 | 21.3 | 20.9 |
| 2005 | 21.5 | 21.7 | 22.4 | 22.1 | 20.4 | 20.7 | 21.3 | 20.9 |
| 2006 | 21.6 | 21.8 | 22.5 | 22.1 | 20.6 | 20.8 | 21.4 | 20.9 |

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

**Figure 109**

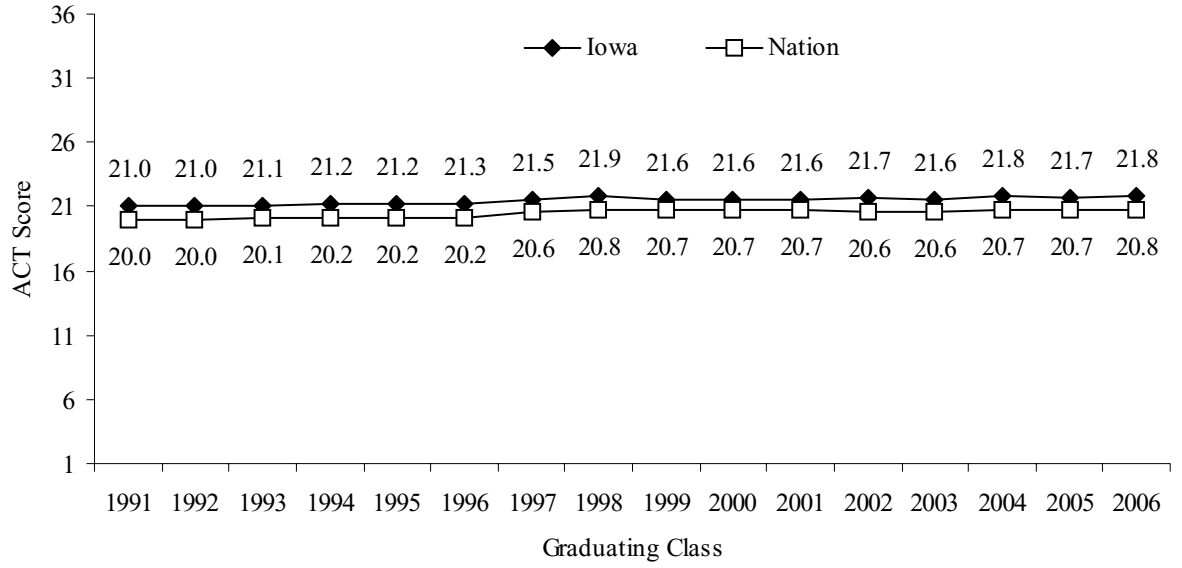
## Average ACT English Scores Iowa vs. Nation, 1991 to 2006




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

**Figure 110**

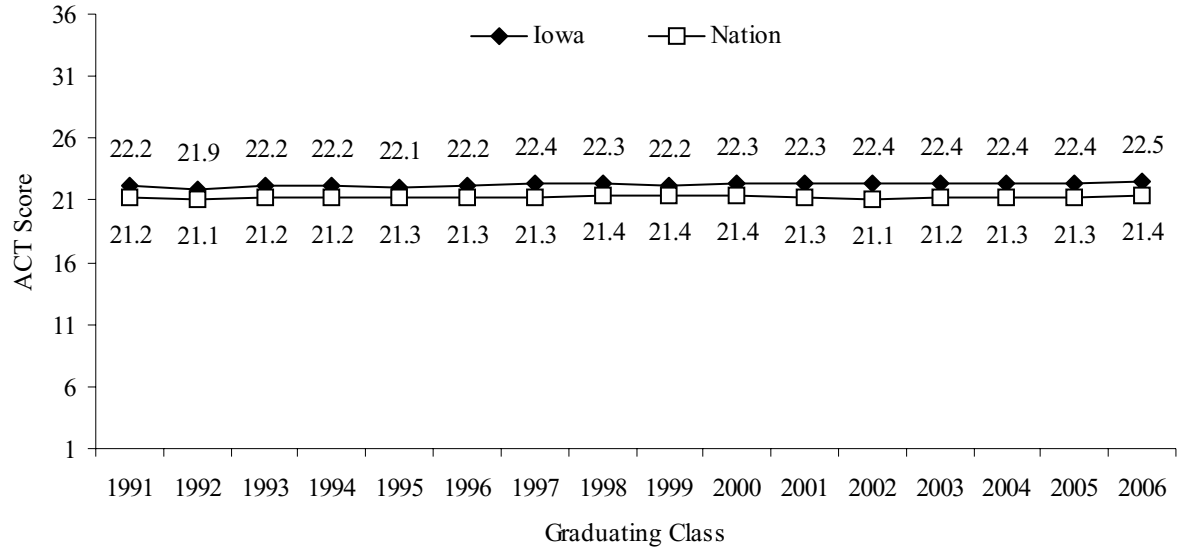
## AVERAGE ACT MATHEMATICS SCORES
## IOWA VS. NATION, 1991 TO 2006




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

**Figure 111**

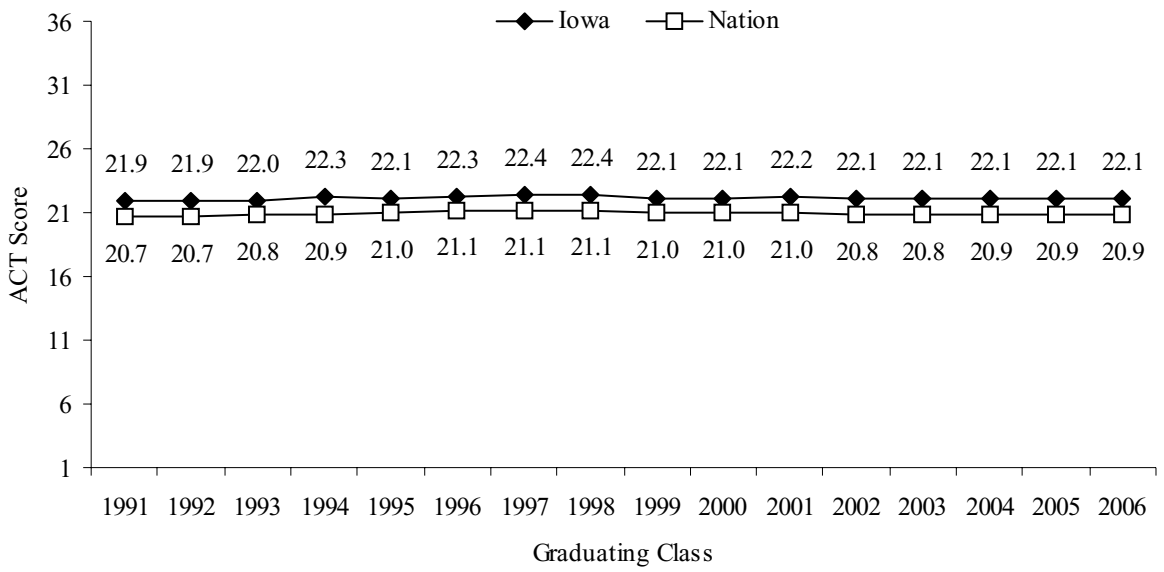
## AVERAGE ACT READING SCORES
## IOWA VS. NATION, 1991 TO 2006




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

**Figure 112**

## AVERAGE ACT SCIENCE REASONING SCORES IOWA VS. NATION, 1991 TO 2006




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

ACT Scores for Core and Less than Core Students

ACT standards for core high school programs are displayed in Table 99. ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural sciences, and social studies. Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and geometry one year each. A typical minimal core natural science course might include one year each of general science, biology, and chemistry or physics.

**Table 99**

## ACT STANDARDS FOR CORE HIGH SCHOOL PROGRAMS

| Core Area | Years | Course | Credit |
|---|---|---|---|
| English | 4 or more | English 9, 10, 11, 12 | 1 year each |
| Mathematics | 3 or more | Algebra I & II, Geometry | 1 year each |
| | | Trigonometry & calculus (not precalculus), Other math courses beyond Algebra II, Computer math/computer science | 1/2 year each |
| Social Studies | 3 or more | American history, world history, American government | 1 year each |
| | | Economics, geography, psychology, other history | 1/2 year each |
| Natural Science | 3 or more | General/physical/earth science, biology, chemistry, physics | 1 year each |

Source: American College Testing Program, ACT Assessment 2005 Results.

The percentage of Iowa graduates that indicated that they took the core high school program was 63 percent in 2006 compared to 66 percent in 2005. The percent of students not reporting any information on the courses they took increased from 5.2 percent in 2005 to 7.4 percent in 2006. Table 100 and Figure 113 provide the trend of the percent of ACT participants in a core high school program from 1991 to 2006.

**Table 100**

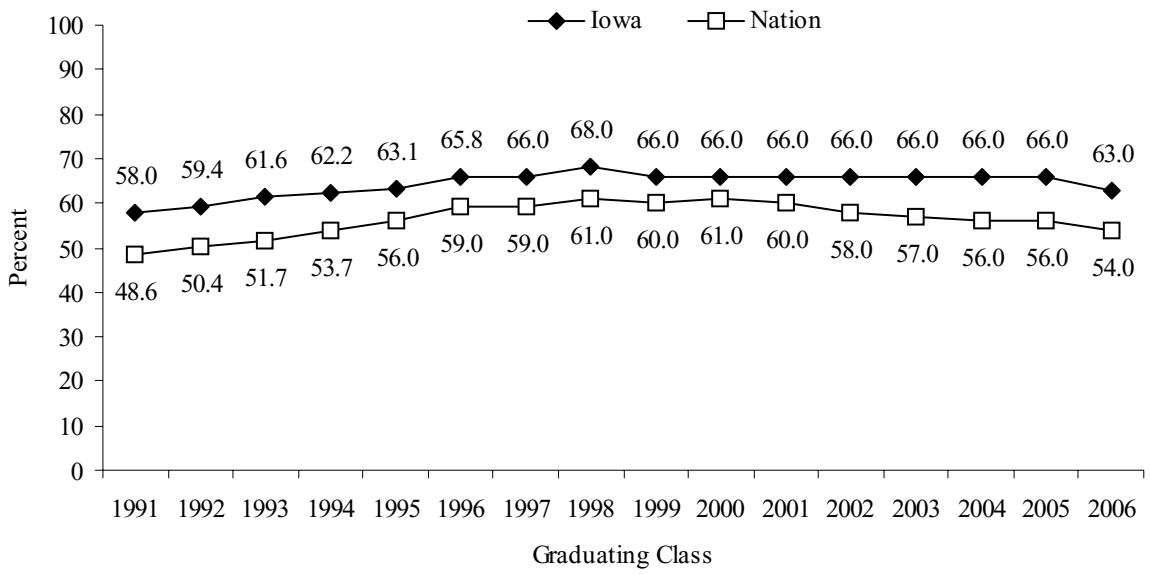
## Percent of ACT Participants Taking Core High School Program 1991 to 2006

| Graduating Class | Iowa Percent Not Reporting | Iowa Percent Taking Core | Nation Percent Taking Core |
|---|---|---|---|
| 1991 | | 58.0 % | 48.6 % |
| 1992 | | 59.4 | 50.4 |
| 1993 | | 61.6 | 51.7 |
| 1994 | | 62.2 | 53.7 |
| 1995 | | 63.1 | 56.0 |
| 1996 | | 65.8 | 59.0 |
| 1997 | | 66.0 | 59.0 |
| 1998 | | 68.0 | 61.0 |
| 1999 | | 66.0 | 60.0 |
| 2000 | | 66.0 | 61.0 |
| 2001 | | 66.0 | 60.0 |
| 2002 | 3.3 % | 66.0 | 58.0 |
| 2003 | 4.4 | 66.0 | 57.0 |
| 2004 | 4.5 | 66.0 | 56.5 |
| 2005 | 5.2 | 66.0 | 56.0 |
| 2006 | 7.4 | 63.0 | 54.0 |

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

**Figure 113**

## Percent of ACT Participants Taking Core High School Program 1991 to 2006




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

Average ACT composite scores for core and less than core groups for Iowa and the nation are shown in Table 101 and Figure 114. For both Iowa and the nation, students that indicated that they took the core of high school courses scored significantly higher than those students that indicated not taking the core. In 2006, Iowa core students average score was 2.6 points higher than less than core students. Nationally the difference was 2.3 points in 2006.

**Table 101**

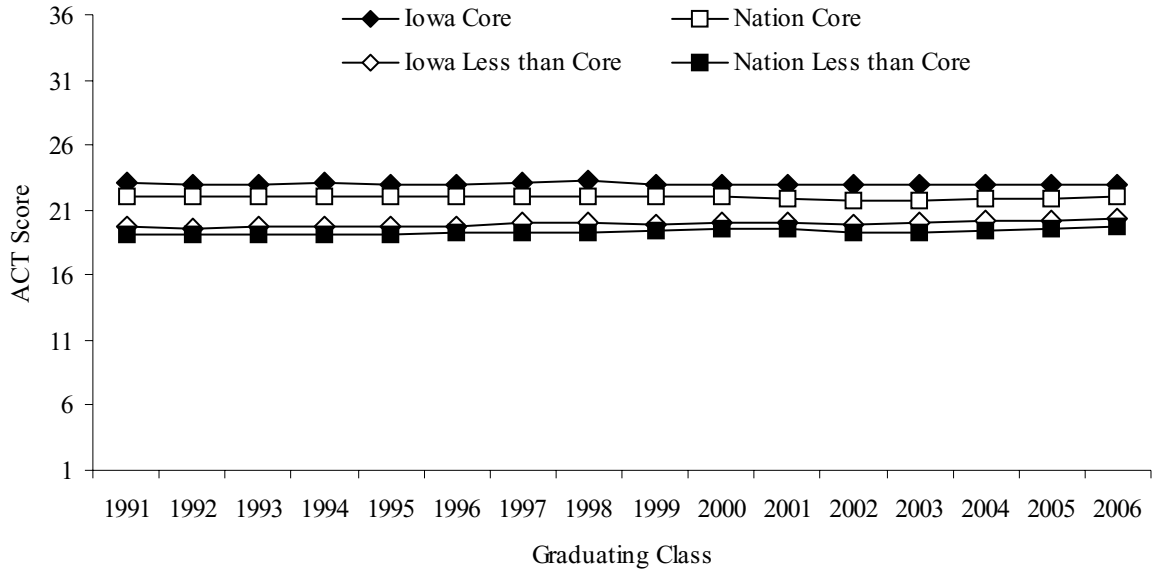
## Average ACT Composite Scores for Core and Less than Core Test Takers, 1991 to 2006

| | Iowa | | Nation | |
|---|---|---|---|---|
| Graduating Class | Core | Less than Core | Core | Less than Core |
| 1991 | 23.1 | 19.7 | 22.1 | 19.1 |
| 1992 | 23.0 | 19.6 | 22.0 | 19.1 |
| 1993 | 23.0 | 19.7 | 22.0 | 19.1 |
| 1994 | 23.1 | 19.8 | 22.0 | 19.1 |
| 1995 | 22.9 | 19.7 | 22.0 | 19.1 |
| 1996 | 23.0 | 19.8 | 22.0 | 19.2 |
| 1997 | 23.1 | 20.0 | 22.1 | 19.3 |
| 1998 | 23.2 | 20.0 | 22.1 | 19.3 |
| 1999 | 23.0 | 19.9 | 22.0 | 19.4 |
| 2000 | 23.0 | 20.0 | 22.0 | 19.5 |
| 2001 | 22.9 | 20.0 | 21.9 | 19.5 |
| 2002 | 22.9 | 19.9 | 21.8 | 19.2 |
| 2003 | 22.9 | 20.0 | 21.8 | 19.3 |
| 2004 | 22.9 | 20.2 | 21.9 | 19.4 |
| 2005 | 22.9 | 20.2 | 21.9 | 19.5 |
| 2006 | 23.0 | 20.4 | 22.0 | 19.7 |

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

**Figure 114**

## Average ACT Composite Scores for Core and Less than Core Test Takers, 1991 to 2006




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

ACT Composite Score Distributions

Table 102 and Figure 115 provide the Iowa ACT composite score distributions for 1991,1995, 2005, and 2006. Over 71 percent of Iowa test takers had a composite score of 20 or greater. Slightly more than 53 percent scored 22 or higher in 2006.

**Table 102**

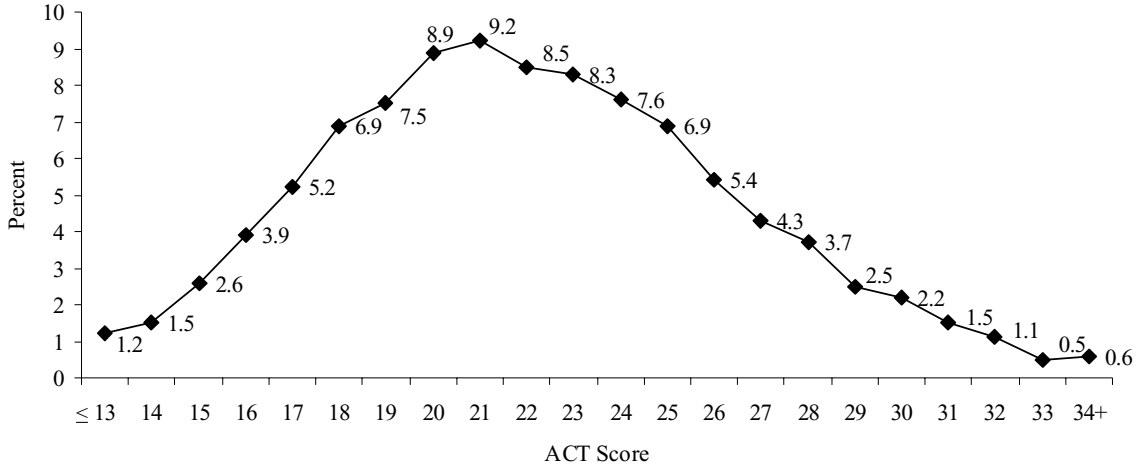
## IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1995, 2005 AND 2006

| | Year | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1991 | | 1995 | | 2005 | | 2006 | |
| Score | Percent At | Percent at and Above | Percent At | Percent at and Above | Percent At | Percent at and Above | Percent At | Percent at and Above |
| ≤13 | 1.4% | 100.0% | 1.3% | 100.0% | 1.3% | 100.0% | 1.2% | 100.0% |
| 14 | 1.8 | 98.6 | 2.0 | 98.7 | 1.7 | 98.7 | 1.5 | 98.8 |
| 15 | 3.1 | 96.8 | 3.2 | 96.7 | 2.8 | 97.0 | 2.6 | 97.3 |
| 16 | 4.6 | 93.7 | 4.6 | 93.5 | 4.0 | 94.2 | 3.9 | 94.7 |
| 17 | 6.2 | 89.1 | 5.8 | 88.9 | 5.7 | 90.2 | 5.2 | 90.8 |
| 18 | 7.6 | 82.9 | 7.6 | 83.1 | 6.7 | 84.5 | 6.9 | 85.6 |
| 19 | 8.2 | 75.3 | 8.0 | 75.5 | 7.9 | 77.8 | 7.5 | 78.7 |
| 20 | 8.8 | 67.1 | 8.6 | 67.5 | 8.7 | 69.9 | 8.9 | 71.2 |
| 21 | 8.7 | 58.3 | 8.7 | 58.9 | 8.9 | 61.2 | 9.2 | 62.3 |
| 22 | 8.6 | 49.6 | 8.5 | 50.2 | 8.7 | 52.3 | 8.5 | 53.1 |
| 23 | 7.9 | 41.0 | 7.9 | 41.7 | 8.1 | 43.7 | 8.3 | 44.6 |
| 24 | 6.9 | 33.1 | 6.9 | 33.8 | 7.4 | 35.5 | 7.6 | 36.3 |
| 25 | 6.3 | 26.2 | 6.5 | 26.9 | 6.5 | 28.2 | 6.9 | 28.7 |
| 26 | 5.2 | 19.9 | 5.0 | 20.4 | 5.3 | 21.7 | 5.4 | 21.8 |
| 27 | 4.3 | 14.7 | 4.5 | 15.4 | 4.4 | 16.4 | 4.3 | 16.4 |
| 28 | 3.2 | 10.4 | 3.4 | 10.9 | 3.6 | 12.0 | 3.7 | 12.1 |
| 29 | 2.6 | 7.2 | 2.7 | 7.5 | 2.5 | 8.4 | 2.5 | 8.4 |
| 30 | 1.9 | 4.6 | 1.9 | 4.8 | 2.3 | 5.9 | 2.2 | 5.9 |
| 31 | 1.4 | 2.7 | 1.4 | 2.9 | 1.5 | 3.6 | 1.5 | 3.7 |
| 32 | 0.6 | 1.3 | 0.8 | 1.5 | 1.0 | 2.2 | 1.1 | 2.2 |
| 33 | 0.4 | 0.7 | 0.4 | 0.7 | 0.7 | 1.2 | 0.5 | 1.1 |
| 34+ | 0.3 | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 0.6 | 0.6 |

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

**Figure 115**

## DISTRIBUTION OF IOWA ACT COMPOSITE SCORES, 2006




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

ACT Scores by Enrollment Category

Average composite ACT scores by enrollment category for the graduating classes of 2003 to 2006 are provided in Table 103. For each year displayed, the 2,500-7,499 enrollment category had the highest average ACT score in each of the subject areas.

**Table 103**

## Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes of 2003 to 2006

| 2003 Graduating Class | Enrollment Category | Students Tested | Students Tested | English | Mathematics | Reading | Science | Composite |
|---|---|---|---|---|---|---|---|---|
| 2003 | < 250 | 175 | 62.7% | 19.7 | 20.1 | 20.7 | 20.9 | 20.5 |
| | 250-399 | 963 | 74.6 | 20.3 | 20.6 | 21.3 | 21.3 | 21.0 |
| | 400-599 | 2,032 | 64.5 | 20.2 | 20.8 | 21.4 | 21.5 | 21.1 |
| | 600-999 | 3,517 | 60.4 | 20.8 | 21.4 | 21.9 | 22.0 | 21.7 |
| | 1,000-2,499 | 5,658 | 63.1 | 21.1 | 21.6 | 22.3 | 22.1 | 21.9 |
| | 2,500-7,499 | 4,218 | 62.9 | 21.8 | 22.4 | 23.0 | 22.6 | 22.6 |
| | 7,500+ | 4,231 | 53.9 | 21.6 | 22.1 | 22.8 | 22.2 | 22.4 |
| | Other* | 3,406 | | | | | | |
| | State | 24,200 | 66.0 | 21.3 | 21.6 | 22.4 | 22.1 | 22.0 |
| 2004 | < 250 | 127 | 60.9% | 19.7 | 20.5 | 21.1 | 20.9 | 20.7 |
| | 250-399 | 812 | 68.5 | 20.4 | 20.6 | 21.3 | 21.4 | 21.1 |
| | 400-599 | 1,984 | 73.5 | 20.6 | 21.1 | 21.7 | 21.7 | 21.4 |
| | 600-999 | 3,624 | 71.4 | 20.9 | 21.2 | 21.8 | 21.8 | 21.5 |
| | 1,000-2,499 | 5,702 | 68.0 | 21.3 | 21.7 | 22.3 | 22.1 | 22.0 |
| | 2,500-7,499 | 4,003 | 66.5 | 22.2 | 22.6 | 23.2 | 22.6 | 22.8 |
| | 7,500+ | 4,318 | 60.5 | 21.7 | 22.1 | 22.7 | 22.3 | 22.3 |
| | Other* | 3,021 | | | | | | |
| | State | 23,591 | 67.0 | 21.4 | 21.8 | 22.4 | 22.1 | 22.0 |
| 2005 | < 250 | 145 | 68.3% | 20.3 | 20.4 | 21.3 | 20.9 | 20.9 |
| | 250-399 | 763 | 73.1 | 20.4 | 20.4 | 21.2 | 21.4 | 21.0 |
| | 400-599 | 1,698 | 71.5 | 20.7 | 21.0 | 21.6 | 21.7 | 21.4 |
| | 600-999 | 3,080 | 68.5 | 21.1 | 21.2 | 22.0 | 21.9 | 21.7 |
| | 1,000-2,499 | 5,018 | 64.4 | 21.4 | 21.7 | 22.3 | 22.1 | 22.0 |
| | 2,500-7,499 | 3,500 | 65.7 | 22.2 | 22.4 | 23.1 | 22.6 | 22.7 |
| | 7,500+ | 3,827 | 56.5 | 21.6 | 21.9 | 22.5 | 22.1 | 22.2 |
| | Other* | 4,514 | | | | | | |
| | State | 22,545 | 66.0 | 21.5 | 21.7 | 22.4 | 22.1 | 22.0 |
| 2006 | < 250 | 146 | 64.3% | 21.1 | 21.0 | 22.1 | 21.8 | 21.6 |
| | 250-399 | 783 | 71.1 | 20.6 | 20.4 | 21.6 | 21.2 | 21.1 |
| | 400-599 | 1,572 | 67.7 | 20.9 | 21.2 | 21.9 | 21.6 | 21.5 |
| | 600-999 | 2,886 | 66.8 | 21.0 | 21.3 | 21.9 | 21.9 | 21.7 |
| | 1,000-2,499 | 4,818 | 62.2 | 21.4 | 21.7 | 22.4 | 22.1 | 22.0 |
| | 2,500-7,499 | 3,389 | 61.6 | 22.2 | 22.5 | 23.1 | 22.7 | 22.8 |
| | 7,500+ | 3,655 | 51.8 | 21.8 | 22.1 | 22.8 | 22.3 | 22.3 |
| | Other* | 4,984 | | | | | | |
| | State | 22,233 | 65.0 | 21.6 | 21.8 | 22.5 | 22.1 | 22.1 |

Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment file.

Note: *"Other" includes students not reporting district attended. State figures include all students tested, public as well as nonpublic.

Iowa graduates that took the ACT and had a curriculum that included core course of study had a higher average composite score than students that had less than core, 23.0 versus 20.4 respectively in 2006. Table 104 and Figure 116 provide information broken down by enrollment category.

**Table 104**

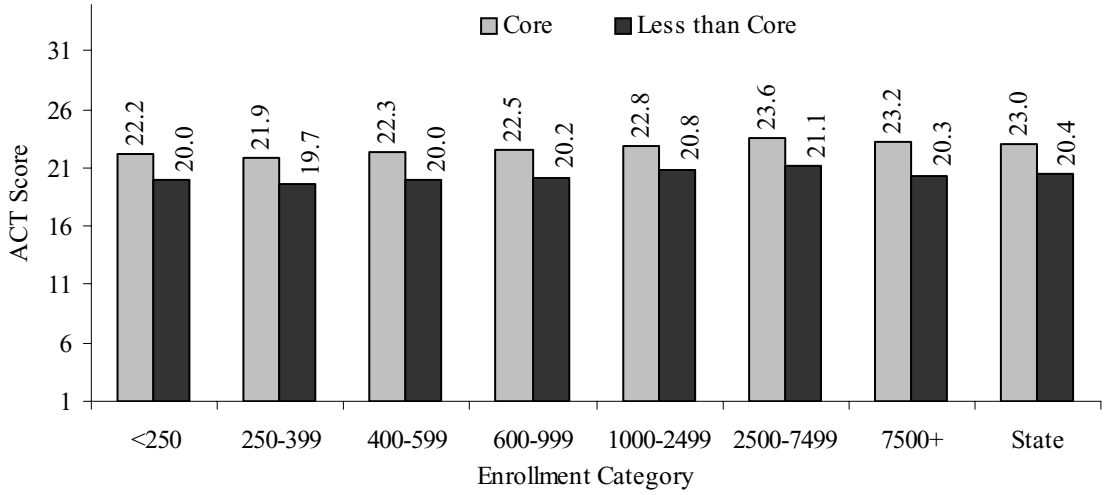
## Average ACT Composite Scores for Iowa Public High School Graduating Classes 2003 to 2006 by Enrollment Category and Course of Study

| Enrollment Category | Course of Study - Core | | | | Course of Study - Less than Core | | | |
|---|---|---|---|---|---|---|---|---|
| | 2003 | 2004 | 2005 | 2006 | 2003 | 2004 | 2005 | 2006 |
| <250 | 21.0 | 21.4 | 21.5 | 22.2 | 19.4 | 19.5 | 19.8 | 20.0 |
| 250-399 | 22.1 | 22.0 | 21.6 | 21.9 | 19.3 | 19.7 | 19.5 | 19.7 |
| 400-599 | 22.1 | 22.3 | 22.2 | 22.3 | 19.9 | 20.2 | 20.0 | 20.0 |
| 600-999 | 22.6 | 22.3 | 22.5 | 22.5 | 20.4 | 20.5 | 20.3 | 20.2 |
| 1,000-2,499 | 22.8 | 22.9 | 22.8 | 22.8 | 20.8 | 20.9 | 20.8 | 20.8 |
| 2,500-7,499 | 23.4 | 23.6 | 23.5 | 23.6 | 21.2 | 21.5 | 21.1 | 21.1 |
| 7,500+ | 23.2 | 23.1 | 23.1 | 23.2 | 20.6 | 20.7 | 20.1 | 20.3 |
| State | 22.9 | 22.9 | 22.9 | 23.0 | 20.6 | 20.2 | 20.2 | 20.4 |

Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment file.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. State figures include all students tested, public as well as nonpublic.

**Figure 116**

## Graduating Class of 2006 Average ACT Composite Scores for Iowa Public High School Students by Enrollment Category and Course of Study



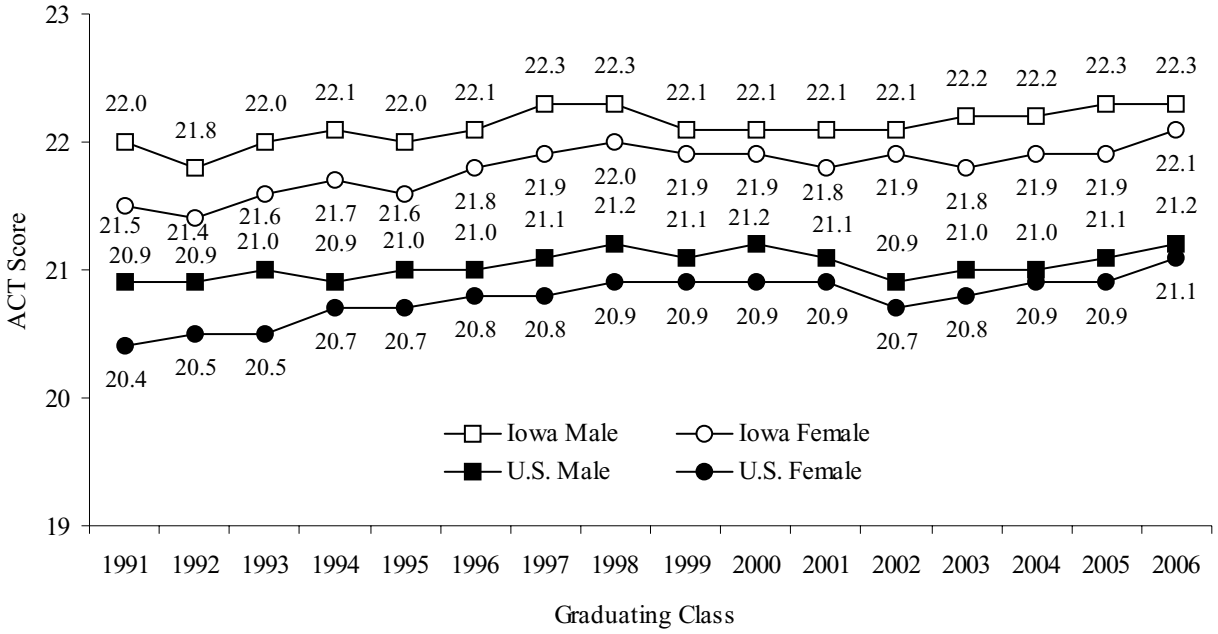

Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment file.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. State figures include all students tested, public as well as nonpublic.

ACT Scores by Gender

In Iowa and nationally, the average composite score for females increased by 0.2 points in 2006. The Iowa male score remained unchanged and the average male score nationally increased by 0.1 points in 2006. Figure 117 compares average ACT composite scores by gender for Iowa and the nation.

**Figure 117**

## ACT Average Composite Scores by Gender, 1991 to 2006




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

Compared to the average female score, the average Iowa male score was higher in mathematics, science reasoning, and the composite but lower in English and reading for the graduating class of 2006. Table 105 provides Iowa average ACT scores by gender for English, mathematics, reading, science reasoning, and composite for 2005 and 2006.

**Table 105**

## Iowa Average ACT Scores by Gender, 2005 and 2006

| | Number of Test-takers | | Average ACT Scores | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | English | | Mathematics | | Reading | | Science Reasoning | | Composite | |
| Gender | 2005 | 2006 | 2005 | 2006 | 2005 | 2006 | 2005 | 2006 | 2005 | 2006 | 2005 | 2006 |
| Male | 10,319 | 10,047 | 21.1 | 21.0 | 22.5 | 22.6 | 22.2 | 22.2 | 22.8 | 22.8 | 22.3 | 22.3 |
| Female | 12,114 | 11,796 | 21.9 | 22.1 | 21.0 | 21.1 | 22.5 | 22.9 | 21.5 | 21.6 | 21.9 | 22.2 |
| Unreported* | 112 | 390 | | | | | | | | | | |

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *ACT test-takers not reporting gender.

ACT Composite Scores by Student Planned Educational Majors

The ACT average composite scores by planned educational majors and the number of students that plan on entering that educational major are shown in Table 106. Both nationally and in Iowa, the health science and allied health fields had the largest number of test takers that indicated majoring in that field.Business and management, social sciences, and visual and performing arts were also areas that were indicated by a large number of students.

**Table 106**

## ACT Average Composite Scores by Planned Educational Majors 1991, 1994, 1997, 2000 and 2004 to 2006

| | | Average ACT Composite Scores | | | | | | | # of Students |
|---|---|---|---|---|---|---|---|---|---|
| Planned Major | Year | 1991 | 1994 | 1997 | 2000 | 2004 | 2005 | 2006 | 2006 |
| Agriculture Science/ Technologies | Iowa | 20.0 | 20.2 | 20.4 | 20.3 | 20.4 | 20.6 | 20.2 | 514 |
| | Nation | 19.0 | 19.2 | 19.5 | 19.1 | 18.8 | 18.9 | 19.1 | 15,250 |
| Architecture & Environmental Design | Iowa | 21.9 | 21.5 | 22.0 | 21.6 | 21.9 | 21.5 | 21.8 | 484 |
| | Nation | 20.5 | 20.4 | 20.8 | 20.8 | 20.8 | 20.8 | 20.9 | 22,260 |
| Business & Management | Iowa | 21.4 | 21.4 | 21.6 | 21.4 | 21.5 | 21.6 | 21.7 | 1,880 |
| | Nation | 20.2 | 20.1 | 20.5 | 20.6 | 20.4 | 20.4 | 20.5 | 91,411 |
| Business & Office | Iowa | 18.9 | 19.1 | 19.1 | 19.5 | 21.9 | 20.5 | 20.5 | 175 |
| | Nation | 17.7 | 17.7 | 18.0 | 18.5 | 19.0 | 19.2 | 19.4 | 6,026 |
| Marketing & Distribution | Iowa | 18.7 | 19.7 | 19.8 | 20.4 | 20.6 | 20.6 | 20.4 | 137 |
| | Nation | 18.7 | 18.7 | 19.2 | 19.6 | 20.1 | 20.0 | 20.3 | 7,960 |
| Communications & Comm. Tech. | Iowa | 21.7 | 21.9 | 22.3 | 22.4 | 22.4 | 22.1 | 22.2 | 539 |
| | Nation | 20.9 | 20.9 | 21.2 | 21.4 | 21.3 | 21.3 | 21.3 | 28,917 |
| Community & Personal Service | Iowa | 19.3 | 19.5 | 19.7 | 20.0 | 19.5 | 19.9 | 19.9 | 547 |
| | Nation | 18.3 | 18.5 | 18.7 | 18.8 | 18.6 | 18.5 | 18.4 | 28,422 |
| Computer and Information Science | Iowa | 22.1 | 22.6 | 22.9 | 22.6 | 22.5 | 77.8 | 22.7 | 425 |
| | Nation | 20.0 | 20.5 | 21.1 | 21.3 | 21.2 | 21.2 | 21.4 | 23,426 |
| Cross-Disciplinary Studies | Iowa | 22.7 | 24.0 | 22.3 | 24.3 | 24.3 | 24.0 | 23.2 | 25 |
| | Nation | 23.3 | 23.3 | 23.5 | 23.3 | 23.7 | 23.6 | 23.7 | 1,179 |
| Education | Iowa | 21.0 | 21.1 | 21.0 | 20.8 | 21.1 | 21.2 | 21.3 | 967 |
| | Nation | 20.0 | 20.1 | 20.2 | 20.3 | 20.5 | 20.5 | 20.7 | 42,719 |
| Teacher Education | Iowa | 21.3 | 21.1 | 21.3 | 21.2 | 21.3 | 21.3 | 21.3 | 584 |
| | Nation | 20.0 | 20.1 | 20.3 | 20.3 | 20.1 | 20.1 | 20.1 | 28,008 |
| Engineering | Iowa | 24.4 | 24.7 | 24.8 | 24.1 | 24.3 | 24.1 | 24.3 | 814 |
| | Nation | 22.9 | 22.9 | 22.9 | 22.6 | 22.4 | 22.4 | 22.4 | 42,738 |
| Engineering-Related Technologies | Iowa | 21.6 | 22.1 | 22.6 | 22.5 | 23.1 | 23.7 | 23.2 | 395 |
| | Nation | 20.5 | 20.5 | 20.9 | 21.4 | 21.8 | 21.9 | 22.0 | 25,229 |
| Foreign Language | Iowa | 24.1 | 24.0 | 23.0 | 23.9 | 23.8 | 25.0 | 24.5 | 107 |
| | Nation | 23.0 | 23.0 | 23.1 | 23.4 | 23.5 | 23.6 | 23.7 | 4,997 |
| Health Science & Allied Health Fields | Iowa | 22.1 | 22.1 | 22.3 | 22.2 | 21.8 | 21.9 | 21.9 | 3,408 |
| | Nation | 20.6 | 20.7 | 20.9 | 20.9 | 20.5 | 20.4 | 20.5 | 184,912 |
| Human/Family/ Consumer Science | Iowa | 19.0 | 19.1 | 19.6 | 19.7 | 20.6 | 20.3 | 20.4 | 231 |
| | Nation | 18.2 | 18.3 | 18.9 | 18.8 | 18.7 | 18.7 | 18.7 | 10,960 |
| Letters | Iowa | 25.1 | 24.7 | 25.1 | 25.0 | 25.3 | 24.8 | 24.5 | 133 |
| | Nation | 24.4 | 24.3 | 24.8 | 24.7 | 24.5 | 24.6 | 24.4 | 6,133 |
| Mathematics | Iowa | 25.1 | 25.7 | 25.8 | 25.5 | 25.2 | 25.8 | 25.9 | 96 |
| | Nation | 24.0 | 24.1 | 24.3 | 24.3 | 24.1 | 24.4 | 24.4 | 4,740 |
| Philosophy, Religion & Theology | Iowa | 23.1 | 22.1 | 23.6 | 23.1 | 23.2 | 22.7 | 22.5 | 135 |
| | Nation | 21.7 | 21.9 | 22.4 | 22.5 | 22.5 | 22.5 | 22.6 | 6,087 |
| Sciences | Iowa | 23.9 | 24.3 | 24.2 | 24.0 | 24.1 | 24.0 | 24.0 | 890 |
| | Nation | 23.3 | 23.3 | 23.5 | 23.3 | 23.4 | 23.5 | 23.5 | 47,422 |
| Social Sciences | Iowa | 22.6 | 22.6 | 22.9 | 22.8 | 22.9 | 22.8 | 23.2 | 1,189 |
| | Nation | 21.5 | 21.6 | 21.8 | 21.9 | 21.9 | 21.9 | 22.0 | 67,132 |
| Trade & Industrial | Iowa | 19.5 | 19.2 | 19.8 | 19.7 | 20.1 | 19.7 | 20.0 | 309 |
| | Nation | 18.7 | 18.5 | 18.7 | 18.9 | 18.5 | 18.3 | 18.3 | 12,931 |
| Visual & Performing Arts | Iowa | 22.2 | 22.0 | 22.3 | 22.2 | 22.2 | 22.3 | 22.1 | 1,051 |
| | Nation | 20.7 | 21.0 | 21.3 | 21.3 | 20.9 | 21.0 | 22.1 | 58,634 |

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

Students that indicated a planned major in mathematics had the highest average composite score both nationally and in Iowa foreign language and letters also ranked high in Iowa and nationally. ACT test takers that indicated a planned major in education, had an average composite score of 21.3 in Iowa (which ranked 16th among the planned majors). Table 107 provides the complete list of ACT average composite scores by planned educational major areas in 2006 for Iowa and the nation.

**Table 107**

## ACT Average Composite Scores by Planned Educational Majors, 2006

| Planned Major | Iowa Score | Iowa Rank | National Score | National Rank |
|---|---|---|---|---|
| Mathematics | 25.9 | 1 | 24.4 | 1 |
| Foreign Language | 24.5 | 2 | 23.7 | 3 |
| Letters* | 24.5 | 2 | 24.4 | 1 |
| Engineering | 24.3 | 4 | 22.4 | 7 |
| Cross-Disciplinary Studies | 24.0 | 5 | 23.5 | 5 |
| Sciences | 23.2 | 6 | 23.7 | 3 |
| Engineering-Related Technologies | 23.2 | 6 | 22.0 | 8 |
| Social Sciences | 23.2 | 6 | 22.0 | 8 |
| Computer and Information Science | 22.7 | 9 | 21.4 | 10 |
| Philosophy, Religion & Theology | 22.5 | 10 | 22.6 | 6 |
| Visual & Performing Arts | 22.2 | 11 | 21.3 | 11 |
| Communications & Comm. Tech. | 22.1 | 12 | 21.0 | 12 |
| Health Science & Allied Health Fields | 21.9 | 13 | 20.5 | 15 |
| Business & Management | 21.8 | 14 | 20.9 | 13 |
| Architecture & Environmental Design | 21.7 | 15 | 20.5 | 15 |
| Teacher Education | 21.3 | 16 | 20.7 | 14 |
| Education | 21.3 | 16 | 20.1 | 18 |
| Marketing & Distribution | 20.5 | 18 | 19.4 | 19 |
| Agriculture Science/Technologies | 20.4 | 19 | 20.3 | 17 |
| Business & Office | 20.4 | 19 | 18.7 | 21 |
| Human/Family/Consumer Science | 20.2 | 21 | 19.1 | 20 |
| Community & Personal Service | 20.0 | 22 | 18.3 | 23 |
| Trade & Industrial | 19.9 | 23 | 18.4 | 22 |

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

## Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (SAT) is one of the national college entrance examinations developed by the College Board. Scores for the mathematics and critical reading of SAT I ranged from a low of 200 to a high of 800. Besides SAT critical reading and mathematics, the writing test that contains a same score range has been added into SAT I in 2006.

The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2006, the number of SAT takers in the nation was nearly 1.5 million, unchanged from 2005.

In 2006, the number of Iowa SAT I takers was 1,477 which accounted for approximately 4 percent of the high school graduates. Both the percent and number of students tested decreased from the 2005 figures.

The average scores for Iowa increased for both critical reading and mathematics while the national averages decreased in both tests compared to 2005 (Table 108 and Figure 118). The gaps in SAT critical reading and mathematics between Iowa's averages and national averages increased to nearly 100 standard score points in 2006.

**Table 108**

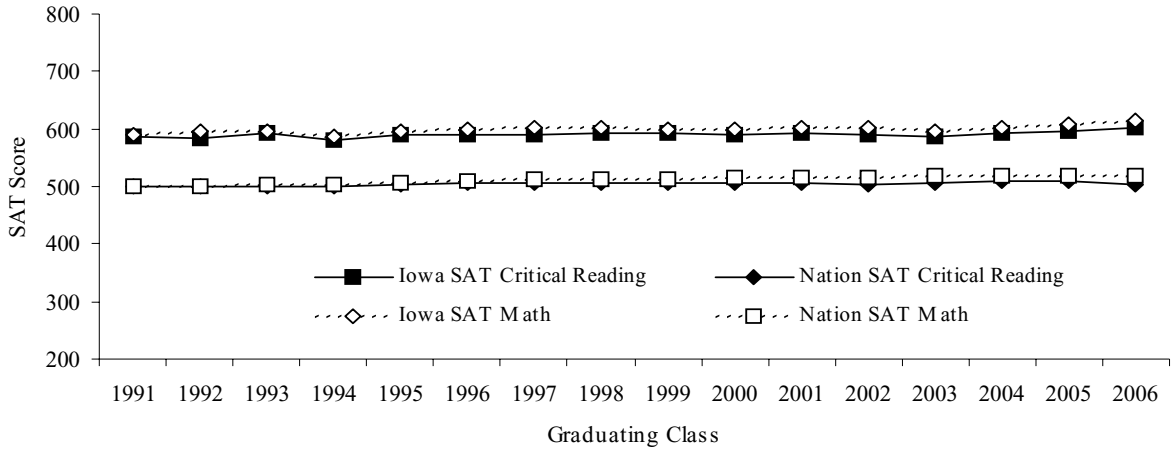
## Trends of Average SAT Scores for Iowa and the Nation 1991 to 2006

| Graduating Class | SAT Critical Reading | | SAT Math | |
|---|---|---|---|---|
| | Iowa | Nation | Iowa | Nation |
| 1991 | 588 | 499 | 591 | 500 |
| 1992 | 585 | 500 | 596 | 501 |
| 1993 | 593 | 500 | 595 | 503 |
| 1994 | 580 | 499 | 586 | 504 |
| 1995 | 589 | 504 | 595 | 506 |
| 1996 | 590 | 505 | 600 | 508 |
| 1997 | 589 | 505 | 601 | 511 |
| 1998 | 593 | 505 | 601 | 512 |
| 1999 | 594 | 505 | 598 | 511 |
| 2000 | 589 | 505 | 600 | 514 |
| 2001 | 593 | 506 | 603 | 514 |
| 2002 | 591 | 504 | 602 | 516 |
| 2003 | 586 | 507 | 597 | 519 |
| 2004 | 593 | 508 | 602 | 518 |
| 2005 | 596 | 508 | 608 | 520 |
| 2006 | 602 | 503 | 613 | 518 |

Source: The College Board, 2006 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2006 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

**Figure 118**

## Trends of Average SAT Scores for Iowa and the Nation 1991 to 2006




Source: The College Board, 2006 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2006 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Iowa ranked 2nd nationally behind North Dakota in both critical reading and mathematics in 2006 (Table 109). Most midwest states had a less than or equal to 10 percent participation rate for SAT and over 50 percent participation rates for ACT. It should be noted that comparisons made between Iowa and nation or other states with a high percentage of test takers is not recommended.

**Table 109**

## Average SAT Scores for Iowa, the Nation and Midwest States 1996, 2001, 2005 and 2006

R=Critical Reading M=Math

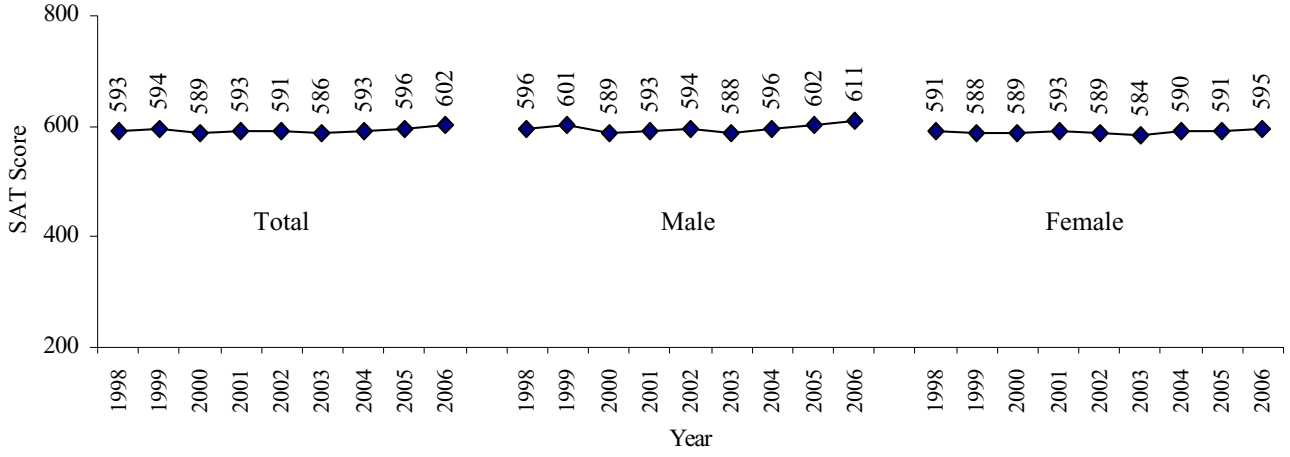
| Nation and State | Graduating Class 1996 R | 1996 M | 2001 R | 2001 M | 2005 R | 2005 M | 2006 R | 2006 M | % of Graduating Class of 2006 Taking SAT |
|---|---|---|---|---|---|---|---|---|---|
| Iowa | 590 | 600 | 593 | 603 | 596 | 608 | 602 | 613 | 4% |
| Nation | 505 | 508 | 506 | 514 | 508 | 520 | 503 | 518 | 48 |
| Illinois | 564 | 575 | 576 | 589 | 594 | 606 | 591 | 609 | 9 |
| Kansas | 579 | 571 | 577 | 580 | 585 | 588 | 582 | 590 | 8 |
| Minnesota | 582 | 593 | 580 | 589 | 592 | 597 | 591 | 600 | 10 |
| Missouri | 570 | 569 | 577 | 577 | 588 | 588 | 587 | 591 | 7 |
| Nebraska | 567 | 568 | 562 | 568 | 574 | 579 | 576 | 583 | 7 |
| North Dakota | 596 | 599 | 592 | 599 | 590 | 605 | 610 | 617 | 4 |
| South Dakota | 574 | 566 | 577 | 582 | 589 | 589 | 590 | 604 | 4 |
| Wisconsin | 577 | 586 | 584 | 596 | 592 | 599 | 588 | 600 | 6 |
| Iowa's Rank in Nation | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | |

Source: The College Board, 2006 Profile of SAT Program Test Takers.
Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 119 and 120 show the trends for Iowa SAT takers by gender. Iowa's males outscored females for all years shown in both critical reading and mathematics.

**Figure 119**

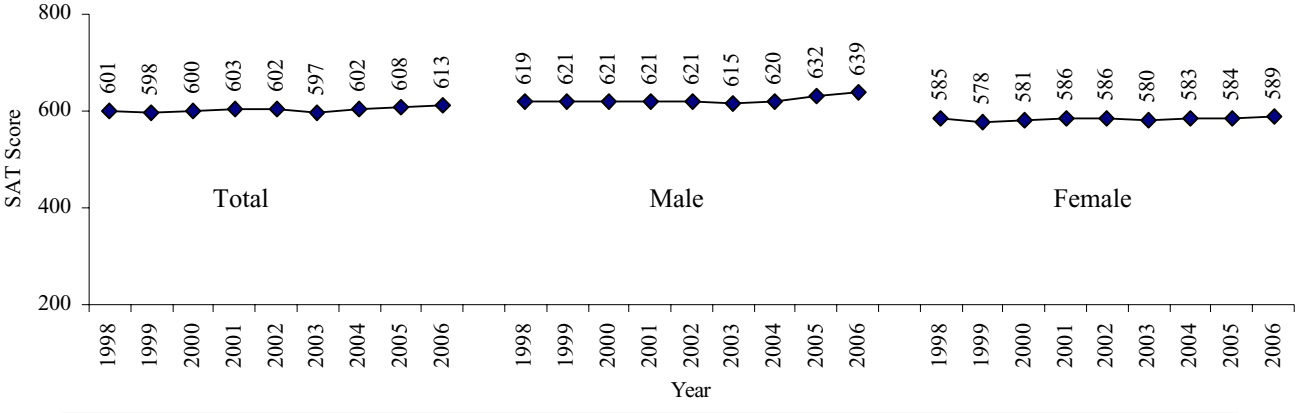
**IOWA AVERAGE SAT CRITICAL READING SCORES BY GENDER 1998 TO 2006**




Source: The College Board, 2006 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2006 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

**Figure 120**

**IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER, 1998 TO 2006**

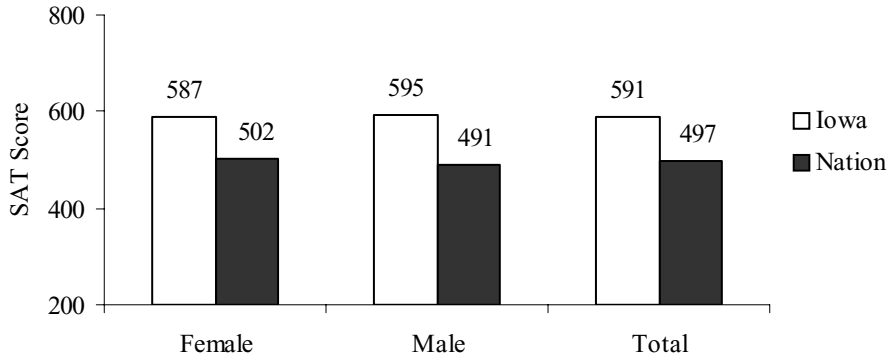



Source: The College Board, 2006 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2006 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 121 shows the average SAT writing scores for Iowa and the nation by gender. In 2006, Iowa males had higher average scores in writing than Iowa females. However, females outscored males in the nation in writing. Iowa's average score in writing was 94 standard score points higher than the national average.

**Figure 121**

**AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION, 2006**




Source: The College Board, 2006 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2006 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

## Advanced Placement (AP)

The Advanced Placement (AP) Program, sponsored by the College Board, currently offers more than 35 courses in 20 subject areas. The AP courses are taught by highly-qualified high school teachers who use the AP Course Descriptions to guide them and AP examinations are offered once a year in May by the College Board. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Advanced Placement examination grades are reported on a five-point scale: 1-No recommendation for college credit; 2-Possibly qualified; 3-Qualified; 4-Well qualified; and 5-Extremely well qualified.

In Iowa, there were 9,833 AP exams taken by 6,607 students in 2006. Both of these figures increased by over 9 percent from 2005. Nationally, there were over 2.3 million exams taken by approximately 1.3 million students. Table 110 provides the AP participation information for Iowa from 1995 to 2006.

**Table 110**

**ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS, 1995 TO 2006**

| Year | Number of Candidates | Percent Increase in Candidates from Prior Year | Number of Exams | Percent Increase in Exams from Prior Year |
|---|---|---|---|---|
| 1995 | 2,601 | 14.1% | 3,627 | 19.4% |
| 1996 | 2,929 | 12.6 | 4,112 | 13.4 |
| 1997 | 3,313 | 13.1 | 4,647 | 13.0 |
| 1998 | 3,470 | 4.7 | 4,874 | 4.9 |
| 1999 | 3,659 | 5.4 | 5,241 | 7.5 |
| 2000 | 3,844 | 5.1 | 5,591 | 6.7 |
| 2001 | 4,069 | 5.9 | 5,995 | 7.2 |
| 2002 | 4,499 | 10.6 | 6,565 | 9.5 |
| 2003 | 5,141 | 14.3 | 7,721 | 17.6 |
| 2004 | 5,425 | 5.5 | 8,192 | 6.1 |
| 2005 | 6,047 | 11.5 | 8,986 | 9.7 |
| 2006 | 6,607 | 9.3 | 9,833 | 9.4 |

Source: The College Board, Advanced Placement Program, Iowa Summary Reports.

The average AP score in Iowa for 2006 was the second highest for all years at 3.17 (just behind the average score of 3.18 in 2002). Nationally, the average AP score remained unchanged between 2005 and 2006 at 2.90 (Table 111).

**Table 111**

## Average Advanced Placement Examination Scores for All Candidates 1995 to 2006

| | Iowa | | Nation | |
|---|---|---|---|---|
| Year | Total Exams Taken | Average AP Score | Total Exams Taken | Average AP Score |
| 1995 | 3,627 | 3.11 | 767,881 | 2.96 |
| 1996 | 4,112 | 3.14 | 824,329 | 2.99 |
| 1997 | 4,647 | 3.11 | 899,463 | 3.02 |
| 1998 | 4,874 | 3.13 | 991,952 | 3.02 |
| 1999 | 5,241 | 3.16 | 1,122,414 | 3.02 |
| 2000 | 5,591 | 3.16 | 1,242,324 | 3.01 |
| 2001 | 5,995 | 3.10 | 1,380,146 | 2.95 |
| 2002 | 6,565 | 3.18 | 1,548,999 | 2.99 |
| 2003 | 7,721 | 3.14 | 1,705,207 | 2.95 |
| 2004 | 8,192 | 3.15 | 1,852,700 | 2.95 |
| 2005 | 8,986 | 3.10 | 2,105,803 | 2.90 |
| 2006 | 9,833 | 3.17 | 2,342,611 | 2.90 |

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

In 2006, 15.6 percent of Iowa AP exam takers scored a 5, which was the highest percentage for all years shown. Nearly 70 percent of Iowa AP exam takers scored a 3 or better in 2006 (Table 112).

**Table 112**

## Advanced Placement Exam Score Distributions for Iowa Students 1995 to 2006

| | AP Score Distributions | | | | | Percent of Candidates with AP |
|---|---|---|---|---|---|---|
| Year | 1 | 2 | 3 | 4 | 5 | Score of 3 or Above |
| 1995 | 6.6% | 24.6% | 33.2% | 22.8% | 12.8% | 68.8% |
| 1996 | 5.8 | 24.1 | 33.9 | 23.1 | 13.2 | 70.2 |
| 1997 | 7.6 | 23.4 | 32.3 | 23.8 | 12.9 | 69.0 |
| 1998 | 6.2 | 23.8 | 33.7 | 23.4 | 12.9 | 70.0 |
| 1999 | 6.9 | 23.3 | 31.6 | 23.1 | 15.1 | 69.8 |
| 2000 | 6.5 | 22.2 | 33.6 | 24.5 | 13.2 | 71.3 |
| 2001 | 6.5 | 26.2 | 31.3 | 22.9 | 13.1 | 67.3 |
| 2002 | 7.0 | 23.0 | 30.0 | 24.6 | 15.4 | 70.0 |
| 2003 | 8.1 | 23.0 | 30.3 | 23.8 | 14.9 | 69.0 |
| 2004 | 8.2 | 22.7 | 30.9 | 22.8 | 15.4 | 69.2 |
| 2005 | 10.0 | 22.8 | 29.1 | 23.8 | 14.3 | 67.2 |
| 2006 | 8.7 | 21.5 | 79.3 | 24.8 | 15.6 | 69.8 |

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

As in previous years, a higher percentage of males scored 3 or higher on AP exams than females. In Iowa for 2006, 72.7 percent of males scored at least a 3 while 67.2 percent of females scored at least a 3.

**Table 113**

## Advanced Placement Exam Candidates Scoring 3 or Above by Gender 1995 to 2006

| Year | Percent of Males with AP Score of 3 or Above | Percent of Females with AP Score of 3 or Above |
|---|---|---|
| 1995 | 71.0% | 66.8% |
| 1996 | 72.4 | 67.9 |
| 1997 | 71.0 | 66.7 |
| 1998 | 72.0 | 68.0 |
| 1999 | 72.8 | 66.7 |
| 2000 | 74.6 | 68.1 |
| 2001 | 70.6 | 64.2 |
| 2002 | 72.9 | 67.1 |
| 2003 | 73.0 | 64.7 |
| 2004 | 72.2 | 66.4 |
| 2005 | 71.6 | 64.0 |
| 2006 | 72.7 | 67.2 |

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

Compared to the rest of the nation Iowa AP exam takers faired relatively well. For Iowa in 2006, 69.8 percent of the exam takers scored a 3 or better while nationally the percentage was 59.6.

**Table 114**

## Advanced Placement Score Distributions for Iowa and the Nation 2001, 2004, 2005 and 2006

| | 2001 | | 2004 | | 2005 | | 2006 | |
|---|---|---|---|---|---|---|---|---|
| Score | Percent Iowa | Percent Nation | Percent Iowa | Percent Nation | Percent Iowa | Percent Nation | Percent Iowa | Percent Nation |
| 1 | 6.5% | 13.4% | 8.2% | 15.8% | 10.0% | 16.7% | 8.7% | 17.4% |
| 2 | 26.2 | 25.3 | 22.7 | 22.8 | 22.8 | 23.6 | 21.5 | 23.0 |
| 3 | 31.3 | 27.4 | 30.9 | 26.5 | 29.1 | 26.3 | 29.3 | 25.6 |
| 4 | 22.9 | 20.2 | 22.8 | 20.5 | 23.8 | 19.8 | 24.8 | 20.1 |
| 5 | 13.1 | 13.7 | 15.4 | 14.4 | 14.3 | 13.6 | 15.6 | 13.8 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| % of Candidates with AP Scores of 3 or above | 71.3 | 63.7 | 69.2 | 61.4 | 67.2 | 59.7 | 69.8 | 59.6 |

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

**Table 115**

## Percent of Total Schools Participating in Advanced Placement 1997 to 2005

| Rank Based on 2005 Data | State | Year | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999 | 1998 | 1997 |
| 1 | Connecticut | 89.4 | 86.9 | 88.1 | 85.4 | 84.6 | 85.2 | 87.9 | 82.3 | 82.1 |
| 2 | Massachusetts | 84.2 | 87.2 | 89.3 | 85.8 | 87.5 | 86.4 | 82.5 | 82.3 | 80.4 |
| 3 | New Jersey | 82.6 | 85.7 | 85.6 | 84.2 | 87.3 | 87.8 | 87.4 | 83.7 | 85.0 |
| 4 | Dist. of Col. | 81.3 | 77.6 | 80.4 | 76.6 | 70.2 | 94.7 | 72.5 | 73.2 | 82.5 |
| 5 | Virginia | 78.6 | 78.4 | 74.2 | 74.3 | 72.7 | 74.7 | 71.8 | 69.5 | 69.4 |
| 6 | Maryland | 75.7 | 81.2 | 78.3 | 78.2 | 78.4 | 79.3 | 74.9 | 74.1 | 72.5 |
| 7 | Kentucky | 74.6 | 74.8 | 72.6 | 69.4 | 65.0 | 66.4 | 64.8 | 60.0 | 62.5 |
| 8 | Vermont | 71.9 | 70.2 | 67.3 | 72.2 | 71.7 | 72.2 | 76.8 | 69.5 | 74.7 |
| 9 | New York | 71.4 | 76.3 | 77.2 | 78.6 | 77.8 | 76.7 | 75.2 | 74.6 | 73.7 |
| 10 | New Hampshire | 70.8 | 72.7 | 71.8 | 70.7 | 70.7 | 79.5 | 75.0 | 69.0 | 71.2 |
| 11 | Wisconsin | 70.7 | 72.5 | 71.6 | 68.9 | 67.4 | 65.3 | 64.1 | 60.1 | 56.9 |
| 12 | Maine | 70.5 | 68.7 | 71.0 | 68.5 | 65.0 | 63.3 | 63.1 | 57.4 | 58.5 |
| 13 | Georgia | 70.4 | 68.3 | 66.7 | 66.3 | 65.0 | 65.0 | 60.5 | 58.5 | 57.8 |
| 14 | California | 70.2 | 74.2 | 76.6 | 75.6 | 74.3 | 74.7 | 72.3 | 69.7 | 68.9 |
| 15 | Rhode Island | 69.9 | 74.6 | 71.2 | 72.3 | 63.2 | 70.1 | 76.1 | 74.6 | 72.6 |
| 16 | Delaware | 69.4 | 70.5 | 68.3 | 70.0 | 62.1 | 64.4 | 63.3 | 47.4 | 46.8 |
| 17.5 | North Carolina | 69.3 | 69.5 | 69.4 | 68.0 | 66.4 | 67.7 | 67.6 | 63.3 | 63.9 |
| 17.5 | Indiana | 69.3 | 68.0 | 68.5 | 64.0 | 59.4 | 59.1 | 57.0 | 56.2 | 56.4 |
| 19 | Utah | 68.9 | 75.4 | 73.1 | 78.2 | 74.8 | 78.6 | 69.4 | 71.6 | 73.0 |
| 20 | South Carolina | 67.8 | 67.7 | 68.9 | 71.5 | 70.7 | 74.0 | 71.4 | 70.0 | 70.6 |
| 21 | Texas | 67.0 | 70.2 | 68.2 | 67.5 | 65.3 | 63.1 | 60.7 | 56.9 | 56.3 |
| 22 | Pennsylvania | 66.2 | 65.0 | 64.9 | 63.6 | 62.4 | 63.4 | 61.7 | 60.6 | 60.9 |
| 23 | Arkansas | 64.4 | 49.0 | 38.4 | 34.7 | 32.5 | 33.0 | 32.2 | 30.5 | 30.2 |
| 24 | Ohio | 62.4 | 65.2 | 67.3 | 66.5 | 64.0 | 63.1 | 61.0 | 59.7 | 58.5 |
| 25 | Oklahoma | 62.2 | 63.2 | 65.2 | 54.6 | 49.3 | 42.0 | 33.7 | 24.8 | 18.0 |
| 26 | Washington | 61.8 | 63.2 | 62.0 | 61.6 | 61.1 | 58.1 | 58.4 | 54.7 | 52.8 |
| 27 | West Virginia | 61.6 | 64.9 | 62.3 | 62.3 | 56.6 | 55.2 | 49.4 | 55.3 | 57.5 |
| 28 | Florida | 60.6 | 62.3 | 61.6 | 56.9 | 54.5 | 64.8 | 62.7 | 57.5 | 56.8 |
| | **United States** | **59.9** | **60.6** | **59.9** | **58.9** | **57.3** | **57.3** | **56.0** | **53.8** | **52.9** |
| 29 | Michigan | 59.4 | 58.6 | 57.9 | 57.8 | 57.2 | 56.7 | 56.5 | 54.1 | 53.1 |
| 30 | Hawaii | 59.1 | 61.3 | 67.4 | 63.8 | 74.4 | 72.7 | 82.7 | 73.3 | 69.9 |
| 31 | Nevada | 56.9 | 54.8 | 56.4 | 48.6 | 45.7 | 38.7 | 41.0 | 40.2 | 52.2 |
| 32 | Illinois | 55.3 | 56.6 | 56.5 | 56.0 | 54.1 | 54.1 | 52.0 | 51.8 | 52.2 |
| 33 | Tennessee | 54.1 | 55.3 | 52.9 | 56.9 | 55.6 | 53.1 | 53.2 | 50.6 | 50.2 |
| 34 | New Mexico | 53.3 | 52.8 | 49.4 | 53.4 | 47.6 | 50.0 | 48.4 | 43.9 | 39.0 |
| 35 | Colorado | 53.0 | 55.5 | 53.8 | 52.6 | 48.6 | 49.9 | 50.7 | 47.8 | 47.9 |
| **36** | **Iowa** | **50.7** | **50.4** | **45.3** | **44.2** | **36.6** | **33.3** | **35.6** | **36.3** | **31.9** |
| 37 | Minnesota | 50.7 | 49.0 | 50.9 | 48.6 | 47.7 | 44.6 | 45.3 | 43.1 | 43.1 |
| 38 | Oregon | 48.5 | 53.2 | 50.9 | 48.9 | 49.5 | 50.2 | 48.7 | 48.5 | 42.5 |
| 39 | Montana | 46.4 | 41.0 | 45.0 | 38.6 | 34.6 | 34.3 | 33.2 | 32.3 | 35.0 |
| 40 | Idaho | 45.1 | 48.8 | 50.3 | 49.3 | 48.7 | 42.0 | 49.0 | 42.7 | 42.8 |
| 41 | South Dakota | 38.3 | 35.6 | 31.1 | 26.9 | 23.6 | 19.2 | 21.1 | 19.0 | 15.9 |
| 42 | Arizona | 38.1 | 35.8 | 33.8 | 34.8 | 39.4 | 51.0 | 50.2 | 53.9 | 46.6 |
| 43 | Mississippi | 37.6 | 34.3 | 35.4 | 34.6 | 36.1 | 38.7 | 36.4 | 38.2 | 36.4 |
| 44 | Missouri | 35.0 | 35.6 | 34.5 | 35.8 | 34.0 | 32.6 | 30.2 | 27.1 | 24.9 |
| 45 | Alabama | 32.2 | 33.8 | 32.0 | 33.9 | 35.4 | 36.3 | 38.3 | 36.9 | 41.9 |
| 46 | Wyoming | 30.8 | 30.4 | 34.2 | 31.2 | 29.6 | 33.3 | 30.5 | 29.1 | 30.4 |
| 47 | Louisiana | 28.9 | 27.9 | 25.7 | 26.7 | 27.0 | 24.6 | 24.4 | 23.8 | 23.9 |
| 48 | Kansas | 25.7 | 25.5 | 27.2 | 28.0 | 24.6 | 24.4 | 26.0 | 24.1 | 22.8 |
| 49 | Nebraska | 23.1 | 21.7 | 20.8 | 22.2 | 18.6 | 21.7 | 22.5 | 22.7 | 21.7 |
| 50 | Alaska | 14.9 | 13.9 | 13.9 | 11.8 | 11.3 | 12.6 | 13.9 | 12.8 | 11.7 |
| 51 | North Dakota | 10.4 | 10.9 | 9.7 | 11.2 | 8.7 | 8.8 | 8.2 | 7.6 | 7.4 |

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1997-2005.

Tables 115 and 116 provide AP information on the number of schools participating and the number of exams taken by state for 1996 to 2005.

**Table 116**

## Number of Advanced Placement Examinations Taken Per Thousand 11th and 12th Graders 1997 to 2005

| Rank Based on 2005 Data | State | Year 2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999 | 1998 | 1997 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Dist. of Col. | 458 | 189 | 433 | 351 | *** | 423 | 388 | 359 | 331 |
| 2 | Maryland | 413 | 384 | 363 | 322 | 285 | 256 | 234 | 216 | 201 |
| 3 | Virginia | 397 | 367 | 359 | 356 | 344 | 316 | 302 | 249 | 241 |
| 4 | North Carolina | 364 | 333 | 322 | 303 | 266 | 235 | 219 | 190 | 178 |
| 5 | Florida | 363 | 348 | 346 | 295 | 273 | 241 | 226 | 215 | 183 |
| 6 | New York | 339 | 327 | 341 | 332 | 318 | 290 | 276 | 256 | 237 |
| 7 | California | 329 | 310 | 316 | 307 | 282 | 259 | 238 | 221 | 206 |
| 8 | Delaware | 325 | 273 | 260 | 261 | 216 | 187 | 182 | 176 | 168 |
| 9 | Texas | 310 | 290 | 281 | 262 | 243 | 210 | 178 | 149 | 136 |
| 10 | Arkansas | 304 | 145 | 124 | 108 | 99 | 84 | 72 | 62 | 54 |
| 11 | Connecticut | 298 | 284 | 288 | 280 | 271 | 250 | 233 | 218 | 188 |
| 12 | Massachusetts | 293 | 276 | 280 | 262 | 264 | 239 | 230 | 213 | 202 |
| 13 | Colorado | 274 | 254 | 237 | 212 | 194 | 179 | 158 | 147 | 131 |
| 14 | New Jersey | 273 | 267 | 281 | 282 | 261 | 239 | 245 | 210 | 206 |
| 15 | Utah | 273 | 262 | 279 | 266 | 254 | 242 | 235 | 231 | 232 |
| 16 | South Carolina | 251 | 224 | 225 | 221 | 197 | 190 | 193 | 191 | 184 |
| 17 | Georgia | 249 | 216 | 228 | 218 | 205 | 186 | 169 | 144 | 122 |
| | **United States** | **247** | **228** | **225** | **212** | **197** | **178** | **165** | **150** | **139** |
| 18 | Vermont | 222 | 204 | 184 | 164 | 151 | 136 | 142 | 123 | 107 |
| 19 | Nevada | 216 | 203 | 177 | 154 | 141 | 130 | 124 | 118 | 100 |
| 20.5 | Illinois | 214 | 200 | 194 | 187 | 176 | 161 | 144 | 144 | 136 |
| 20.5 | Maine | 214 | 194 | 184 | 169 | 160 | 141 | 137 | 118 | 125 |
| 22.5 | Wisconsin | 202 | 188 | 173 | 162 | 154 | 140 | 125 | 117 | 106 |
| 22.5 | Oklahoma | 202 | 183 | 176 | 153 | 128 | 107 | 93 | 71 | 56 |
| 24 | Kentucky | 195 | 182 | 168 | 146 | 138 | 122 | 112 | 98 | 94 |
| 25 | Washington | 194 | 175 | 159 | 143 | 123 | 106 | 93 | 82 | 74 |
| 26.5 | Hawaii | 176 | 170 | 232 | 226 | 187 | 173 | 164 | 157 | 142 |
| 26.5 | New Mexico | 176 | 165 | 152 | 149 | 138 | 114 | 106 | 83 | 80 |
| 28 | Alaska | 175 | 157 | 154 | 153 | 144 | 157 | 145 | 150 | 108 |
| 29.5 | Pennsylvania | 173 | 162 | 161 | 164 | 151 | 140 | 131 | 116 | 110 |
| 29.5 | Indiana | 173 | 146 | 140 | 121 | 113 | 107 | 98 | 91 | 89 |
| 31 | Tennessee | 172 | 158 | 150 | 134 | 132 | 126 | 121 | 104 | 97 |
| 32.5 | Rhode Island | 166 | 158 | 159 | 173 | 160 | 150 | 140 | 131 | 122 |
| 32.5 | Michigan | 166 | 157 | 159 | 155 | 145 | 130 | 122 | 112 | 107 |
| 34 | Ohio | 164 | 142 | 135 | 128 | 119 | 113 | 112 | 103 | 96 |
| 35 | Minnesota | 161 | 146 | 139 | 143 | 140 | 120 | 123 | 105 | 80 |
| 36 | Arizona | 147 | 139 | 132 | 134 | 118 | 103 | 99 | 107 | 102 |
| 37 | New Hampshire | 145 | 140 | 151 | 148 | 158 | 150 | 147 | 138 | 127 |
| 38 | Idaho | 140 | 124 | 114 | 99 | 99 | 85 | 77 | 67 | 60 |
| 39 | South Dakota | 137 | 141 | 110 | 111 | 99 | 88 | 72 | 68 | 48 |
| 40 | Oregon | 134 | 114 | 102 | 102 | 93 | 82 | 77 | 75 | 70 |
| 41 | Montana | 127 | 115 | 104 | 107 | 92 | 86 | 82 | 72 | 64 |
| 42 | West Virginia | 121 | 117 | 120 | 98 | 88 | 81 | 72 | 66 | 72 |
| 43 | Missouri | 114 | 100 | 100 | 94 | 84 | 71 | 64 | 56 | 51 |
| 44 | Alabama | 113 | 102 | 99 | 92 | 84 | 79 | 82 | 84 | 94 |
| **45** | **Iowa** | 98 | **91** | **85** | **72** | **66** | **62** | **59** | **54** | **53** |
| 46 | Kansas | 93 | 80 | 80 | 73 | 67 | 63 | 56 | 51 | 48 |
| 47 | Wyoming | 92 | 82 | 90 | 84 | 72 | 50 | 44 | 31 | 30 |
| 48 | Mississippi | 88 | 71 | 64 | 65 | 64 | 58 | 65 | 58 | 58 |
| 49 | North Dakota | 79 | 66 | 65 | 67 | 54 | 48 | 41 | 38 | 28 |
| 50 | Nebraska | 71 | 62 | 56 | 58 | 53 | 47 | 45 | 50 | 49 |
| 51 | Louisiana | 48 | 44 | 51 | 50 | 52 | 48 | 46 | 42 | 39 |

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1997-2005.
Note: ***AP exams per 1000 11th and 12th graders are not available for 2001.

## National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education, has been the only national assessment of student achievement in various subject areas since 1969. A NAEP state mathematics assessment was conducted in 1990 for grades 4 and 8 and the NAEP state reading assessments were started in 1992 for grades 4 and 8. In reading, NAEP assess three contexts: literary experience, reading for information (grades 4 and 8), and reading to perform a task (grade 8 only). Assessment is based on four aspects of reading: forming a general understanding, developing interpretation, making reader and text connections, and examining content and structure. The NAEP reading assessment results from 2005 are based on representative samples of students totaling approximately 336,000 4th, 8th, and 12th grade students from more than 17,000 schools. Only 4th and 8th grade scores are reported in this section.The NAEP mathematics tests focus on three types of mathematical abilities: conceptual understanding, procedural knowledge, and problem solving in five content areas (number sense, properties and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions). Approximately 343,000 students from more than 17,600 schools participated in the 2005 NAEP mathematics assessments at grades 4, 8, and 12. As with reading, only 4th and 8th grade scores are reported in this section.

NAEP began testing the use of accommodations in reading in 1998 and in mathematics in 2000. The use of accommodations allows for the assessment of special needs students (e.g., students with disabilities, ELL students) in a small group setting or allowing them extra time and more breaks, to result in higher levels of inclusion. Tables and graphics in this section include the results for the accommodations not permitted in the earlier years and the accommodations permitted in the most recent years.

### Average Scale Scores

NAEP assessment scores are reported on a scale range of 0 to 500. In 2005, Iowa's average assessment scores exceeded the national averages in grades 4 and 8 for both mathematics and reading (Table 117).

**Table 117**

**AVERAGE NAEP READING AND MATHEMATICS SCALE SCORES FOR PUBLIC SCHOOLS GRADES 4 AND 8**

| | Grade 4 | | | | Grade 8 | | | |
|---|---|---|---|---|---|---|---|---|
| | Mathematics | | Reading | | Mathematics | | Reading | |
| Year | Iowa | U.S. | Iowa | U.S. | Iowa | U.S. | Iowa | U.S. |
| 1990 | — | — | — | — | 278 | 262 | — | — |
| 1992 | 230 | 219 | 225 | 215 | 283 | 267 | — | — |
| 1994 | — | — | 223 | 212 | — | — | — | — |
| 1996 | 229 | 222 | — | — | 284 | 271 | — | — |
| 1998 | — | — | 220 | 213 | — | — | — | — |
| 2000 | 231 | 224 | — | — | — | — | — | — |
| 2002 | — | — | 223 | 217 | — | — | — | — |
| 2003 | 238 | 234 | 223 | 216 | 284 | 276 | 268 | 261 |
| 2005 | 240 | 237 | 221 | 217 | 284 | 278 | 267 | 260 |

Source: U.S. Department of Education, National Center for Education Statistics, The Nation's Report Card (http://nces.ed.gov/nationsreportcard/states).
Notes: Mathematics scale: 0 - 500, Reading scale: 0 - 500.
Accommodations not permitted for years 1990 to 1996.

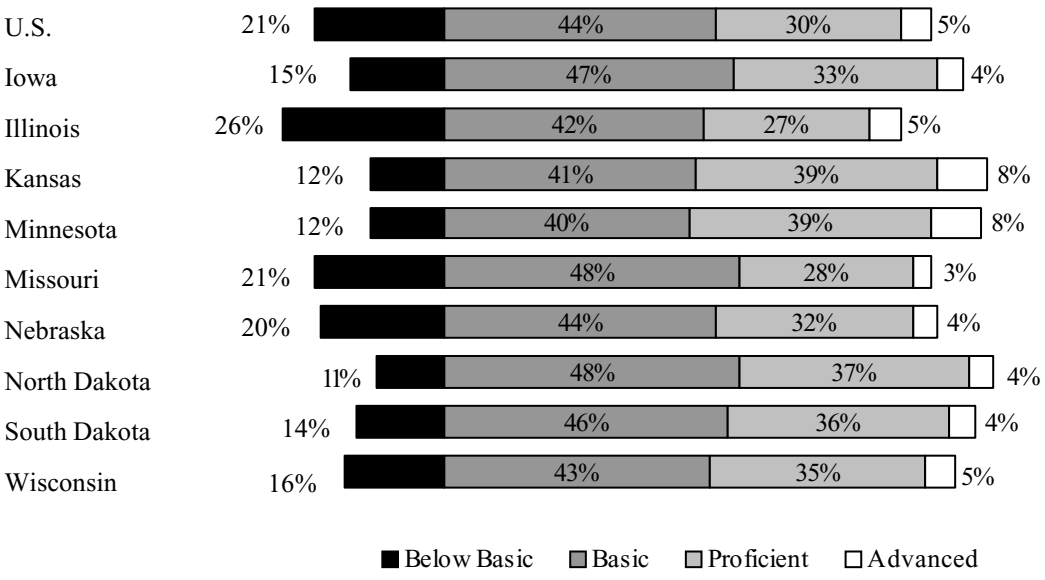
NAEP Achievement Levels

The National Assessment Governing Board used three achievement levels for reporting student performance results: Basic, Proficient, and Advanced. Basic represents at least a partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance, and Advanced represents superior performance. Students not achieving the Basic level are classified as Below Basic.

In both mathematics and reading, in grades 4 and 8, the percentages of students achieving at the combined levels of proficient and advanced (in aggregate) in Iowa were greater than that of the country as a whole (Figures 122 – 125). With few exceptions, other states in the midwest had similar results in relation to national levels. North Dakota and Minnesota consistently had the greatest percentage of students achieving at the proficient level or better. In general, students in North Dakota, Minnesota, South Dakota, and Iowa performed better than students in other midwest states.

**Figure 122**

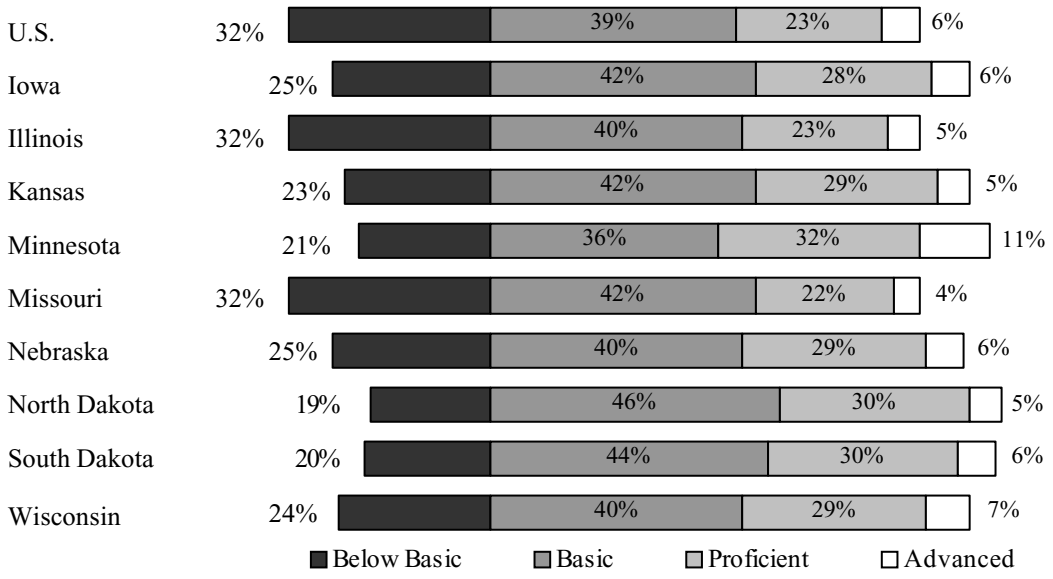
## NAEP Fourth Grade Mathematics Achievement Levels for Midwest States, 2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

**Figure 123**

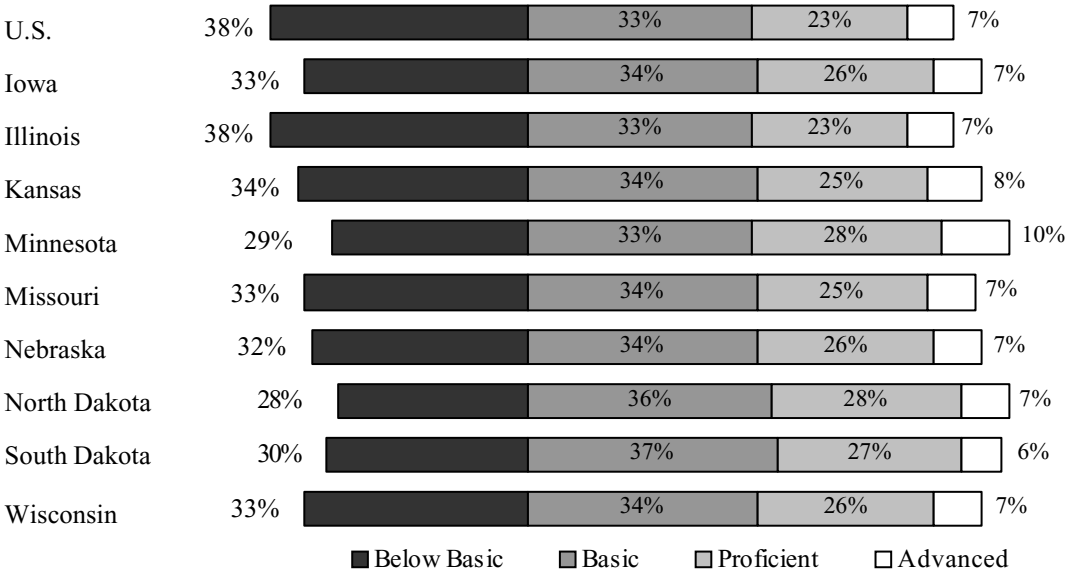
## NAEP Eighth Grade Mathematics Achievement Levels for Midwest States, 2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

**Figure 124**

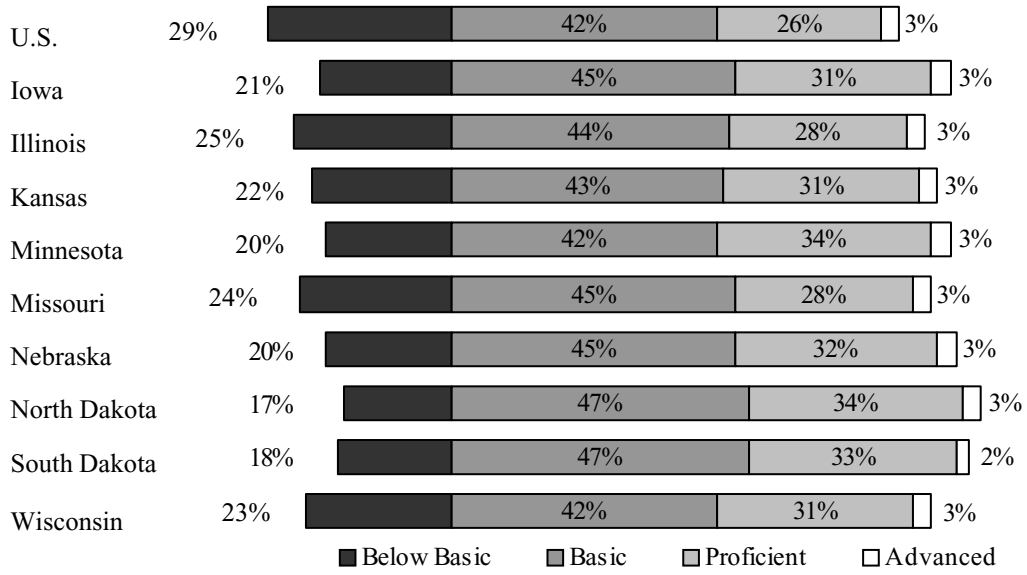
## NAEP Fourth Grade Reading Achievement Levels for Midwest States, 2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

**Figure 125**

## NAEP Eighth Grade Reading Achievement Levels for Midwest States, 2005

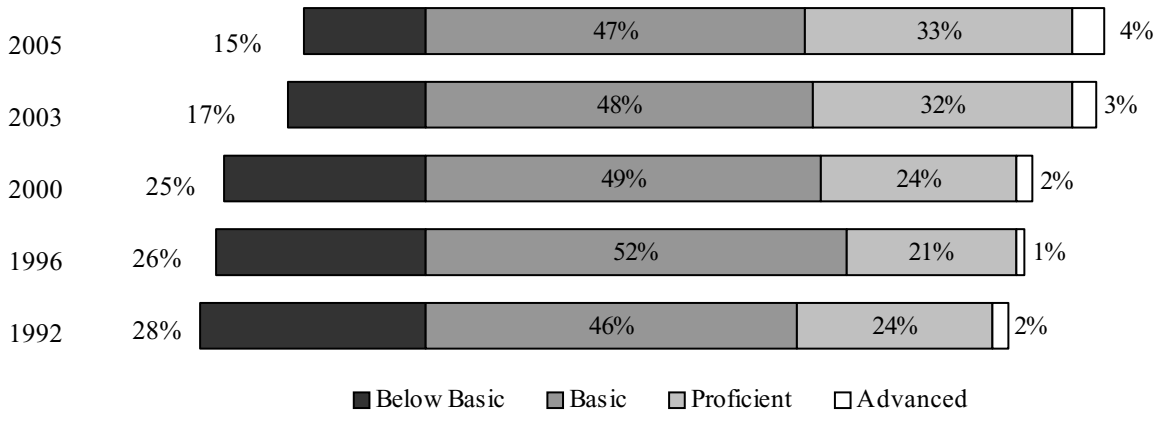



Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

Compared to past years, Iowa had a smaller percentage of 4th grade math students achieving at the below basic level in 2005 than in 1992 (Figure 126); 8th grade students showed a comparable pattern (Figure 127). In reading, Iowa's students did not show any improvement in that the percentage of 4th grade students achieving at the below basic level actually increased between 1992 and 2005 (Figure 128). Among 8th grade students, the percentage at that level remained unchanged (Figure 129).

**Figure 126**

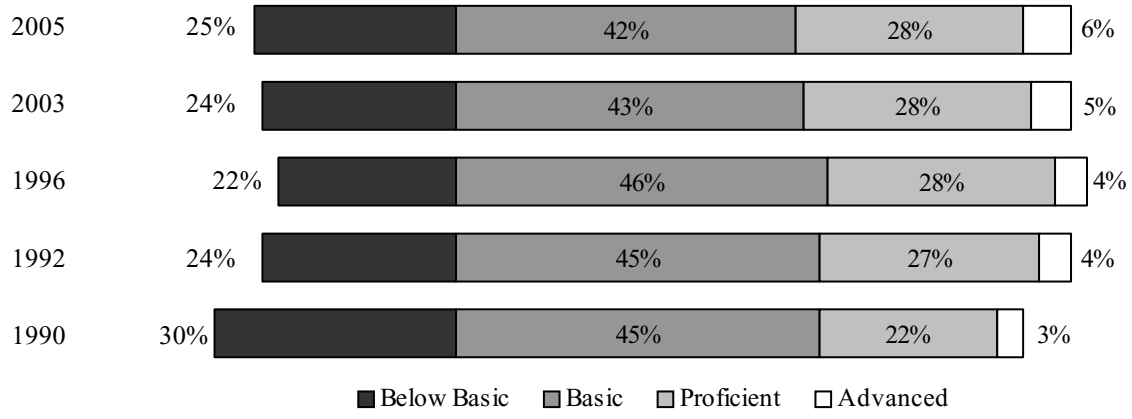
## Iowa's Achievement Levels for Fourth Grade Mathematics, 1992-2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

**Figure 127**

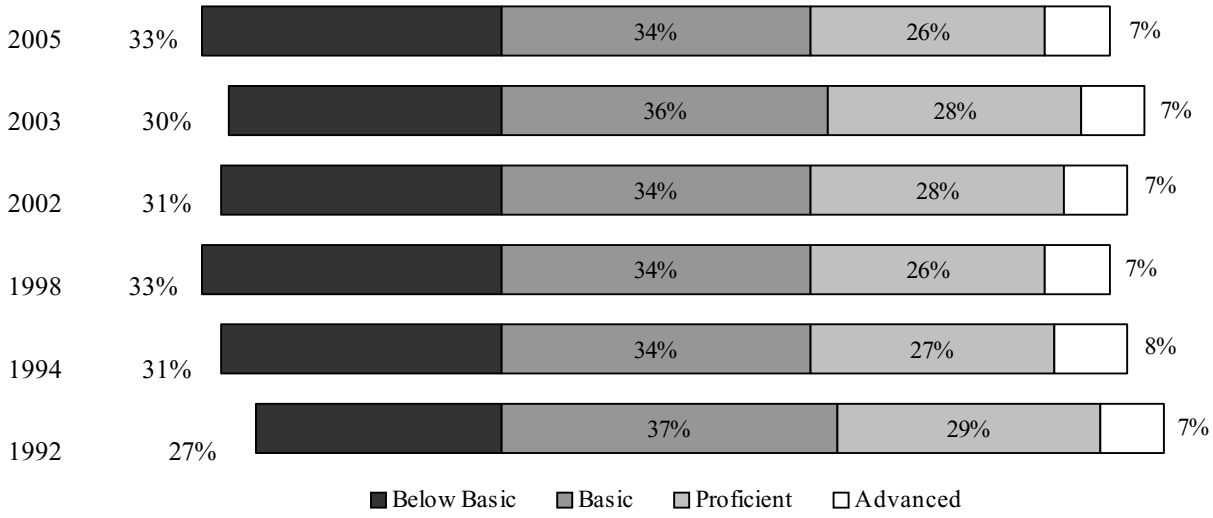
## IOWA'S ACHIEVEMENT LEVELS FOR EIGHTH GRADE MATHEMATICS, 1990-2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

**Figure 128**

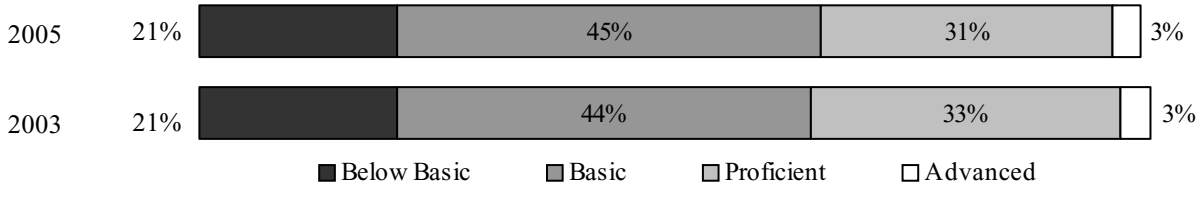
## IOWA'S ACHIEVEMENT LEVELS FOR FOURTH GRADE READING, 1992-2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

**Figure 129**

## IOWA'S ACHIEVEMENT LEVELS FOR EIGHTH GRADE READING, 2003-2005




Source: U.S. Department of Education, Institute of Education Sources, National Center for Education Statistics, The Nation's Report Card.
Note: Figures may not total 100 percent due to rounding.

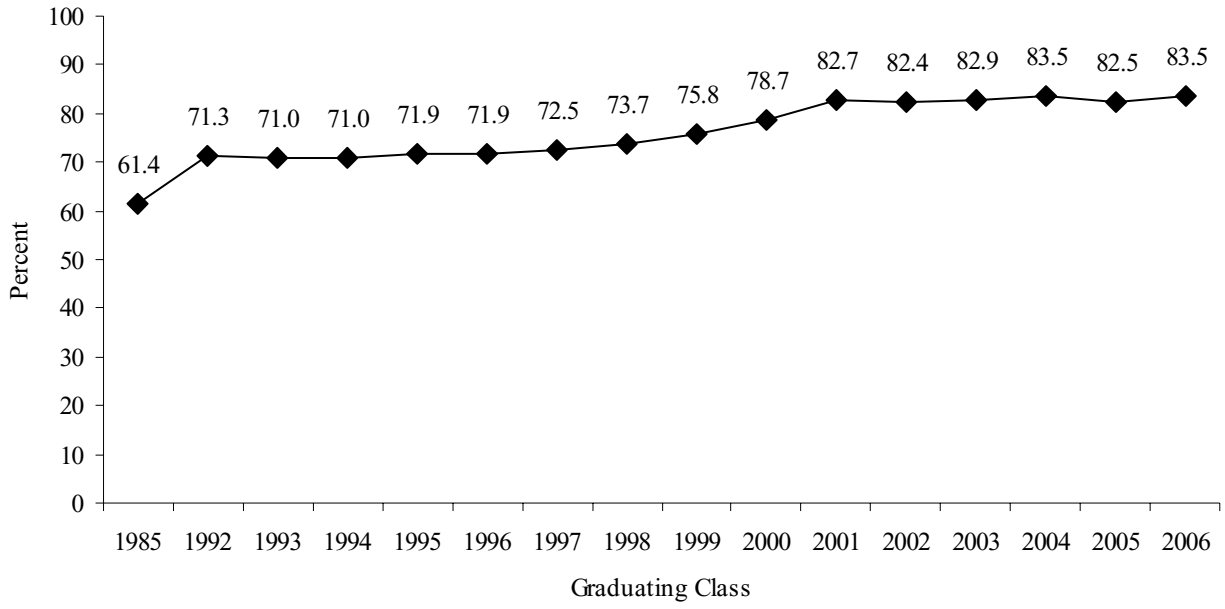
## Pursuit of Postsecondary Education/Training

The trend of Iowa public high school graduates pursuing or intending to pursue postsecondary education or training is reported in this section. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information from all school districts that operated a high school. Between 1997 and 1999 a combination of follow-up and graduate intentions was collected from districts. Follow-up information was collected from non-Project EASIER districts and graduate intentions data was collected from the Project EASIER districts. Since 2000, graduate intention data has been collected from all districts that operate a high school.

The percentage of graduates that pursued or intended to pursue postsecondary education or training increased 1 percentage point for the class of 2006, moving back to 83.5 percent, the same percentage that the class of 2004 had. Figure 130 provides trend information on the percentage of high school graduates indicating an intention to pursue postsecondary education.

**Figure 130**

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992 TO 2006***




Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions file.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

All enrollment categories reported that at least 82 percent of their 2006 graduates intended to pursue postsecondary education after graduation. In 2006 of the seven enrollment categories, two had a decrease from the 2005 percentage. Table 118 provides historical data on the percentage of graduates that intended to pursue postsecondary opportunities.

**Table 118**

## Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1997 to 2006*

| Graduating Class | Enrollment Category <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
|---|---|---|---|---|---|---|---|---|
| 1985 | 66.5% | 63.0% | 66.0% | 64.3% | 62.2% | 62.2% | 52.3% | 61.4% |
| 1997 | 76.6 | 72.4 | 68.4 | 73.4 | 74.9 | 68.4 | 74.0 | 72.5 |
| 1998 | 69.7 | 70.2 | 70.8 | 73.2 | 74.6 | 72.5 | 75.8 | 73.7 |
| 1999 | 69.9 | 74.7 | 73.4 | 76.4 | 76.9 | 76.6 | 74.5 | 75.8 |
| 2000 | 80.5 | 82.5 | 80.1 | 78.9 | 79.0 | 76.0 | 79.1 | 78.7 |
| 2001 | 73.9 | 81.3 | 81.0 | 82.5 | 83.1 | 81.9 | 84.3 | 82.7 |
| 2002 | 84.1 | 84.9 | 82.1 | 82.7 | 83.5 | 80.0 | 82.6 | 82.4 |
| 2003 | 84.3 | 84.0 | 83.6 | 83.3 | 81.8 | 82.8 | 83.3 | 82.9 |
| 2004 | 85.6 | 85.3 | 84.3 | 84.3 | 82.6 | 82.7 | 84.0 | 83.5 |
| 2005 | 82.6 | 83.9 | 86.2 | 84.4 | 82.5 | 81.9 | 80.1 | 82.5 |
| 2006 | 84.9 | 82.7 | 84.5 | 85.1 | 82.5 | 84.7 | 82.4 | 83.5 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

The percentage of females that intended to pursue postsecondary training or education increased to 88.1 percent in 2006. Males reported their highest percentage since the data was collected at 78.9 percent in 2006. Postsecondary intentions reported by gender are displayed in Table 119.

**Table 119**

## Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 1998 to 2006*

| Graduating Class | Gender Male | Female | Total |
|---|---|---|---|
| 1998 | 68.8% | 78.4% | 73.7% |
| 1999 | 70.7 | 80.9 | 75.8 |
| 2000 | 74.5 | 82.9 | 78.7 |
| 2001 | 77.8 | 87.5 | 82.7 |
| 2002 | 77.9 | 86.9 | 82.4 |
| 2003 | 78.0 | 87.8 | 82.9 |
| 2004 | 78.7 | 88.3 | 83.5 |
| 2005 | 78.0 | 87.2 | 82.5 |
| 2006 | 78.9 | 88.1 | 83.5 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

The intent to pursue postsecondary education at community colleges continued to increase for the sixth straight year in 2006. Community colleges accounted for 37.2 percent of the graduate intentions while public 4-year colleges/universities accounted for 25.3 percent in 2006. Table 120 provides the percentage of postsecondary intentions by institution type.

**Table 120**

## Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 1985 and 1997 to 2006*

| Postsecondary Institution | Graduating Class | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1985 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Private 4-Year College | 12.3% | 13.1% | 13.3% | 14.0% | 12.6% | 14.9% | 15.8% | 15.4% | 15.2% | 14.4% | 14.8% |
| Public 4-Year College | 23.3 | 25.1 | 26.6 | 25.9 | 28.0 | 27.3 | 25.5 | 25.0 | 24.9 | 24.6 | 25.3 |
| Private 2-Year College | 1.4 | 1.3 | 1.0 | 2.0 | 5.8 | 5.2 | 4.4 | 2.7 | 2.4 | 2.0 | 1.6 |
| Community College | 18.2 | 29.4 | 28.8 | 30.4 | 28.9 | 31.0 | 32.3 | 35.5 | 36.6 | 37.0 | 37.2 |
| Other Training | 6.2 | 3.6 | 4.0 | 3.6 | 3.3 | 4.3 | 4.4 | 4.3 | 4.4 | 4.5 | 4.6 |
| Total | 61.4 | 72.5 | 73.7 | 75.9 | 78.6 | 82.7 | 82.4 | 82.9 | 83.5 | 82.5 | 83.5 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

Table 121 and Figure 131 provide a comparison of graduates that intended to pursue postsecondary education or training at a four-year college versus a two-year college. Just over 40 percent of graduates in 2006 indicated an intention of attending a four-year college compared to 38.8 percent that intended to attend a two-year college. Although the percentages are relatively close, the 2006 percentages are a reverse of the trend that had occurred between 2001 to 2005.

**Table 121**

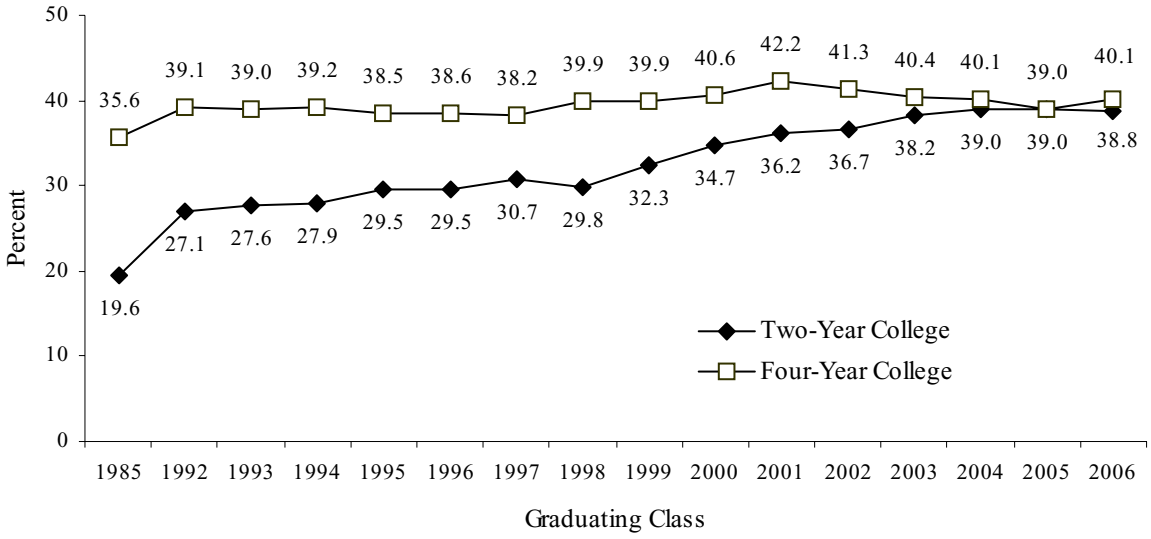
## Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1985 and 1997 to 2006*

| Postsecondary Institution | Graduating Class | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1985 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Four-Year College | 35.6% | 38.2% | 39.9% | 39.9% | 40.6% | 42.2% | 41.3% | 40.4% | 40.1% | 39.0% | 40.1% |
| Two-Year College | 19.6 | 30.7 | 29.8 | 32.3 | 34.7 | 36.2 | 36.7 | 38.2 | 39.0 | 39.0 | 38.8 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

**Figure 131**

## Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1985, 1992 to 2006*




Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.
*Data for 2006 has not been finalized and is subject to change.

## Postsecondary Enrollment Options

In 1993, the Postsecondary Enrollment Options (PSEO) Act became law (see Iowa Code, Chapter 261C). The PSEO Act gives Iowa high school junior and senior students and grades 9 and 10 gifted and talented students the opportunity to earn college credit in high school. Participating districts are required to pay a fee to postsecondary institutions that provide the college credit courses in the amount of the lesser of the "actual and customary cost of tuition, textbooks, materials, and fees directly related to the course taken," or the sum of $250, according to law.

Table 122 provides the PSEO enrollment and course information from 1992-1993 through 2005-2006. It should be noted that beginning with the 2003-2004 school year, districts were required to submit PSEO data at the student level through Project EASIER. With that implementation, more direction was provided to school districts to distinguish between PSEO courses and 28E agreement courses. The drop in the number of students and courses between 2003-2004 and 2004-2005 could be linked to the clarification provided during implementation of Project EASIER. Between 2004-2005 and 2005-2006 both the number of students enrolled and the number of PSEO courses taken increased slightly.

**Table 122**

## Iowa Postsecondary Enrollment Options Enrollments and Courses 1992-1993 to 2005-2006*

| Year | Enrollments | Courses |
|---|---|---|
| 1992-1993 | 2,219 | 3,229 |
| 1993-1994 | 2,978 | 4,421 |
| 1994-1995 | 3,465 | 5,016 |
| 1995-1996 | 4,098 | 5,645 |
| 1996-1997 | 4,577 | 7,125 |
| 1997-1998 | 5,524 | 8,226 |
| 1998-1999 | 5,815 | 9,991 |
| 1999-2000 | 6,121 | 10,361 |
| 2000-2001 | 6,556 | 11,408 |
| 2001-2002 | 6,899 | 11,961 |
| 2002-2003 | 6,734 | 11,674 |
| 2003-2004 | 6,524 | 11,876 |
| 2004-2005 | 5,481 | 8,826 |
| 2005-2006 | 5,527 | 9,277 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options files.
*Data for 2006 has not been finalized and is subject to change.

Seniors accounted for nearly 73 percent of the PSEO participants. The number of juniors that participated increased from 1,163 to 1,322 in 2005-2006. Table 123 provides the number of students participating in PSEO by grade level.

**Table 123**

## Number of Iowa High School Students Participating in the Postsecondary Enrollment Options Act 1992-1993 and 2001-2002 to 2005-2006*

| School Year | 9th and 10th Graders | Grade 11 Students | Grade 12 Students | Total Participants |
|---|---|---|---|---|
| 1992-1993 | 32 | 378 | 1,809 | 2,219 |
| 2001-2002 | 244 | 1,575 | 5,080 | 6,899 |
| 2002-2003 | 241 | 1,557 | 4,936 | 6,734 |
| 2003-2004 | 216 | 1,410 | 4,898 | 6,524 |
| 2004-2005 | 179 | 1,163 | 4,139 | 5,481 |
| 2005-2006 | 187 | 1,322 | 4,018 | 5,527 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options files.
*Data for 2006 has not been finalized and is subject to change.

Table 124 shows the number of postsecondary enrollment options courses by institution type and course type. A majority of the courses taken through PSEO are academic courses (math, science, English, etc.). In 2005-2006 nearly 90 percent of the courses taken were academic while just over 10 percent were vocational/technical. Community colleges provided a majority of the PSEO courses in both academics and vocational/technical.

**Table 124**

## Number of Postsecondary Enrollment Options Courses Taken by Iowa High School Students by Type of Course and Type of Institution 1992-1993, 2004-2005 and 2005-2006*

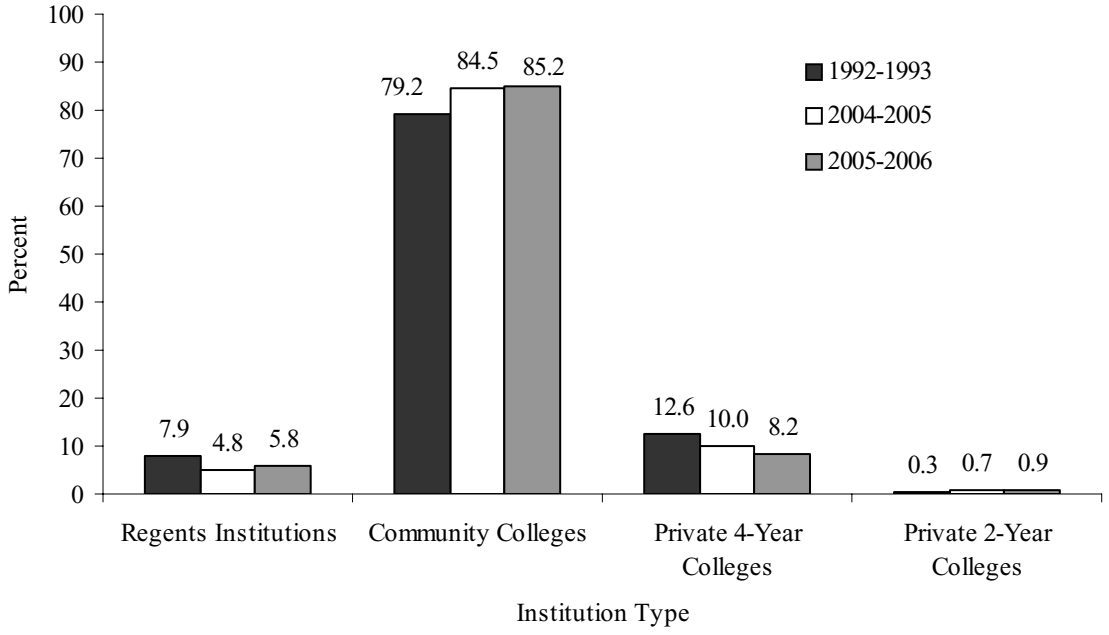
| | Academic (Math, Science, English, Etc.) | | | | Vocational/Technical | | | | |
|---|---|---|---|---|---|---|---|---|---|
| School Year | Regents Institution | Community College | Private 4-Year College | Private 2-Year College | Regents Institution | Community College | Private 4-Year College | Private 2-Year College | Total Courses Taken |
| 1992-1993 | 245 | 2,099 | 382 | 10 | 9 | 457 | 26 | 1 | 3,229 |
| 2004-2005 | 414 | 6,475 | 840 | 54 | 12 | 980 | 44 | 7 | 8,826 |
| 2005-2006 | 529 | 6942 | 736 | 58 | 7 | 962 | 21 | 22 | 9,277 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options files.
*Data for 2006 has not been finalized and is subject to change.

Community colleges accounted for 85.2 percent of all the PSEO courses taken in 2005-2006. Regents institutions and private four-year colleges accounted for another 14 percent while the private two-year colleges accounted for less than 1.0 percent of the PSEO courses in 2005-2006 (Figure 132).

**Figure 132**

## Percentage Distributions of Postsecondary Enrollment Option Courses taken by Iowa Public High School Students 1992-1993, 2004-2005 to 2005-2006*




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

## Dropouts

Since the fall of 2005, Project EASIER has collected student level dropout status for all public school students in grades 7-12. The Department of Education has collected district level dropout summaries by grade for grades 7-12 through the Basic Educational Data Survey (BEDS) for over two decades. Between 2001-2002 and 2003-2004, school level dropout summaries for the same six grade levels by grade, gender, and race/ethnicity have been reported in the BEDS. The grade level dropout information makes it possible to look at a single grade dropout rate or calculate high school (grades 9-12) and grades 7-12 dropout rates. The numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollments of grades 7-12 (or total enrollments of grades 9-12). Dropouts by gender and race/ethnicity are also available for 2002 and beyond.

The National Center for Education Statistics (NCES) definition used for dropouts includes students who satisfy one or more of the following conditions:

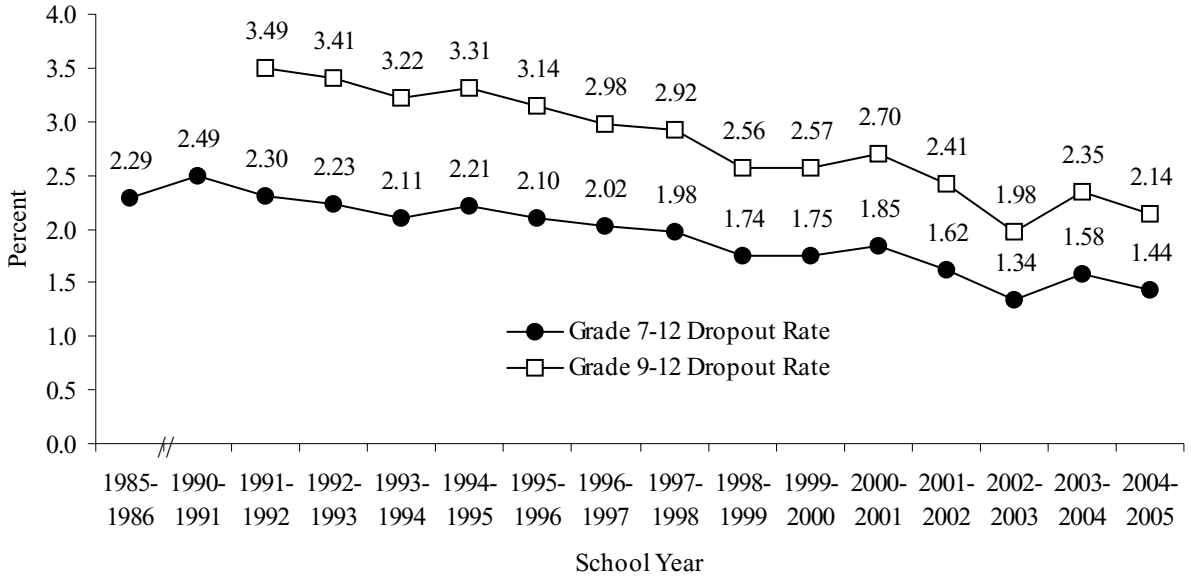
- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b)temporary school-recognized absence for suspension or illness, and c) death.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district to earn a diploma from the district or alternative school is NOT considered a dropout.

Figure 133 displays the two statewide dropout rate trends for Iowa public schools, the lower line is for grades 7-12 and the upper line is for grades 9-12. In general, there were downward trends in grades 7-12 and grades 9-12 dropout rates since 1990-1991. The most significant decreases were in 1998-1999 and 2002-2003 for grades 7-12 and for public high schools. In 2004-2005 the dropout rate for grades 9-12 was 2.14 percent and the dropout rate for grades 7-12 was 1.44 percent. The rates for both grades decreased from the 2003-2004 figures.

**Figure 133**

## Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 1985-1986 and 1990-1991 to 2004-2005




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

Table 125 shows the public school dropout distributions by grade and enrollment categories for 2004-2005. The total dropouts were 3,319 for grades 7-12. Grade 12 had the largest number and the highest percent of total dropouts (1,293 dropouts and 39 percent of total dropouts), followed by grade 11 with 848 dropouts and 25.5 percent, grade 10 with 677 dropouts and 20.4 percent, and grade 9 with 486 dropouts and 14.6 percent. Only 15 students dropped out from grades 7 and 8 together in 2004-2005. Districts with enrollments of 7,500 and above accounted for about 55 percent of the total dropouts and less than 26 percent of the total enrollments in grades 7 to 12. The average dropout rate was over 3 percent for the largest enrollment category. For the districts with fewer than 2,500 students, the average grades 7-12 dropout rate was less than 1 percent. These districts had 28 percent of the total dropouts and served 55 percent of grades 7-12 public students.

**Table 125**

## Total Iowa Public School Grades 7-12 Dropouts by Enrollment Category, 2004-2005

| Enrollment Category | Grade Level 7 | 8 | 9 | 10 | 11 | 12 | Total Dropouts | % of Total Dropouts | % of Enroll 7-12 | Dropout Percent |
|---|---|---|---|---|---|---|---|---|---|---|
| <250 | 0 | 0 | 0 | 1 | 3 | 8 | 12 | 0.36% | 0.82% | 0.64% |
| 250-399 | 0 | 0 | 3 | 7 | 24 | 18 | 52 | 1.57 | 3.76 | 0.60 |
| 400-599 | 0 | 0 | 3 | 18 | 33 | 48 | 102 | 3.07 | 8.13 | 0.55 |
| 600-999 | 1 | 2 | 16 | 28 | 53 | 99 | 199 | 6.00 | 15.73 | 0.55 |
| 1,000-2,499 | 0 | 1 | 28 | 75 | 155 | 304 | 563 | 16.96 | 26.74 | 0.92 |
| 2,500-7,499 | 0 | 0 | 27 | 78 | 178 | 288 | 571 | 17.20 | 19.02 | 1.31 |
| 7,500+ | 2 | 9 | 409 | 469 | 402 | 527 | 1,818 | 54.78 | 25.80 | 3.07 |
| State* | 3 | 12 | 486 | 677 | 848 | 1,293 | 3,319 | | 100.00 | 1.44 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout and Enrollment files.
*There was one dropout each reported in grade 10 and grade 12 at the state level.

In 2004-2005, dropout rates decreased for both males and females from the 2003-2004 figures (see Table 126). Males had a higher dropout rate than females in all years shown. In 2004-2005, males represented 55.4 percent of total dropouts and 51.2 percent of total enrollments in grades 7-12.

**Table 126**

## Total Iowa Public School Grades 7-12 Dropouts by Gender 1996-1997 to 2004-2005

| | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout % Female | 1.75% | 1.73% | 1.59% | 1.51% | 1.60% | 1.45% | 1.13% | 1.39% | 1.32% |
| Dropout % Male | 2.27 | 2.22 | 1.87 | 1.99 | 2.08 | 1.79 | 1.53 | 1.77 | 1.56 |
| Female Dropouts as a % of Total Dropouts | 42.60 | 42.94 | 44.89 | 42.04 | 42.39 | 43.52 | 41.17 | 42.97 | 44.59 |
| Female Enrollment as a % of Total Enrollment | 49.10 | 49.05 | 48.94 | 48.88 | 48.91 | 48.70 | 48.76 | 48.86 | 48.81 |

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

Table 127 shows public school grade 7-12 dropout and enrollment data by race/ethnicity in 2004-2005. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority. In 2004-2005, all minorities represented less than 11 percent of grades 7-12 enrollments, but represented 26 percent of total grades 7-12 dropouts. The minority dropout rate was 3.44 percent compared to 1.20 percent for non-minority at the state level.

**Table 127**

## 2004-2005 Iowa Public School Grades 7-12 Dropouts by Race/Ethnicity

| Race/Ethnicity Group | Dropout as a % of Enrollment | Total Dropouts | % of Total* Dropouts | Grade 7-12 Enrollment | % of 7-12 Enrollment |
|---|---|---|---|---|---|
| Non-Minority | 1.20% | 2,455 | 74.0% | 204,652 | 89.1% |
| All Minority | 3.44 | 864 | 26.0 | 25,116 | 10.9 |
| American Indian | 3.78 | 52 | 1.6 | 1,375 | 0.6 |
| Asian | 1.19 | 49 | 1.5 | 4,103 | 1.8 |
| Hispanic | 3.90 | 388 | 11.7 | 9,952 | 4.3 |
| African American | 3.87 | 375 | 11.3 | 9,686 | 4.2 |
| State | 1.44 | 3,319 | 100.0 | 229,768 | 100.0 |

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

Table 128 presents the racial/ethnic distributions for grades 7-12 dropout and enrollment. Generally speaking, grades 7-12 white enrollment and white dropouts have been decreasing since 1996-1997 (also see Figure 134) while the Hispanic dropout rates and enrollment proportions have more than doubled. African American dropout rates and enrollment went up about 50 percent during the same time period (Table 128).

**Table 128**

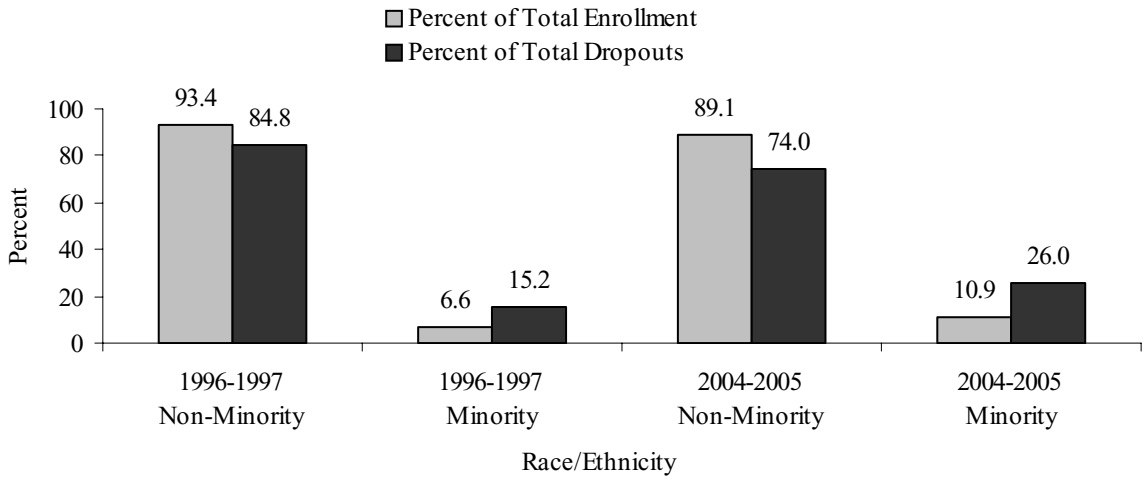
## Percent of Dropouts and Percent of Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 1996-1997 to 2004-2005

| Racial/Ethnic Group | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | % of 7-12 Total Dropouts | | | | | |
| White | 84.8% | 83.3% | 83.0% | 83.5% | 80.1% | 78.9% | 79.2% | 79.6% | 74.0% |
| African American | 7.6 | 7.4 | 6.4 | 6.3 | 7.9 | 9.0 | 8.0 | 7.8 | 11.3 |
| Hispanic | 5.4 | 6.7 | 7.7 | 7.3 | 8.8 | 8.8 | 9.6 | 9.5 | 11.7 |
| Asian | 1.3 | 1.4 | 1.6 | 1.6 | 1.5 | 1.9 | 1.7 | 1.3 | 1.5 |
| American Indian | 0.9 | 1.2 | 1.3 | 1.3 | 1.7 | 1.4 | 1.5 | 1.8 | 1.6 |
| | | | | % of 7-12 Enrollment | | | | | |
| White | 93.4% | 93.1% | 92.8% | 92.4% | 91.8% | 91.3% | 90.8% | 90.0% | 89.1% |
| African American | 2.8 | 2.8 | 2.9 | 3.0 | 3.1 | 3.4 | 3.5 | 3.8 | 4.2 |
| Hispanic | 1.9 | 2.1 | 2.2 | 2.5 | 2.8 | 3.1 | 3.5 | 3.9 | 4.3 |
| Asian | 1.6 | 1.6 | 1.7 | 1.7 | 1.8 | 1.7 | 1.7 | 1.7 | 1.8 |
| American Indian | 0.3 | 0.4 | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 1.8 | 0.6 |

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

**Figure 134**

## Comparison of the Percentage of Grades 7-12 Enrollments and Grades 7-12 Dropouts Represented by Minority and Non-minority Iowa Public School Students 1996-1997 and 2004-2005




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

Table 129 shows the grades 7-12 dropout rate distribution for 2004-2005. Almost 30 percent of Iowa public school districts reported 0 dropouts, while about 77 percent of the districts had a dropout rate of 1 percent or less. Only 12 Iowa districts (3.3 percent) had a dropout rate of 3 percent or above. Ten Iowa public school districts (less than 3 percent) sent their students in grades 7-12 to other district(s) through a whole grade sharing agreement.

**Table 129**

## Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts, 2004-2005

| Dropout Rate | Number of Districts | Percent of Districts | Cumulative Percent |
|---|---|---|---|
| NA | 10 | 2.7% | 2.7% |
| 0 | 109 | 29.7 | 32.4 |
| .01-.50 | 74 | 20.2 | 52.6 |
| .51-1.00 | 88 | 24.0 | 76.6 |
| 1.01-1.50 | 36 | 9.8 | 86.4 |
| 1.51-2.00 | 22 | 6.0 | 92.4 |
| 2.01-2.50 | 12 | 3.3 | 95.6 |
| 2.51-3.00 | 4 | 1.1 | 96.7 |
| 3.01-3.50 | 3 | 0.8 | 97.5 |
| 3.51-4.00 | 4 | 1.1 | 98.6 |
| >4.00 | 5 | 1.4 | 100.0 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout file.
Note: Dropout rates are combined grade 7-12 dropouts divided by combined grade 7-12 enrollment and expressed as a percent.

A cross state comparison for grades 9-12 dropout rates is shown in Table 130. The public high school dropout rates by state for 1994-1995, 1997-1998, 2000-2001 to 2001-2002 was published by the National Center for Education Statistics (NCES) based on the Common Core of Data (CCD). In a range of 1.9 and 10.5 dropout rates, Iowa ranked fourth in the nation with a rate of 2.4 percent in 2001-2002.

**Table 130**

## PUBLIC HIGH SCHOOL - GRADES 9-12 DROPOUT RATES BY STATES 1994-1995, 1997-1998, 2000-2001 AND 2001-2002

| | 1994-1995 Percent Dropout | 1997-1998 Percent Dropout | 2000-2001 Percent Dropout | 2001-2002 Percent Dropout | 2001-2002 Nat'l Rank |
|---|---|---|---|---|---|
| Wisconsin | 2.7 | 2.8 | 2.3 | 1.9 | 1 |
| North Dakota | 2.5 | 2.8 | 2.2 | 2.0 | 2 |
| Indiana | - | - | - | 2.3 | 3 |
| **Iowa** | **3.5** | **2.9** | **2.7** | **2.4** | **4** |
| New Jersey | 4.0 | 3.5 | 2.8 | 2.5 | 5 |
| Connecticut | 4.9 | 3.5 | 3.0 | 2.6 | 6 |
| Maine | 3.4 | 3.2 | 3.1 | 2.8 | 7 |
| South Dakota | 5.3 | 3.1 | 3.9 | 2.8 | 8 |
| Virginia | 5.2 | 4.8 | 3.5 | 2.9 | 9 |
| Kansas | 5.1 | 4.2 | 3.2 | 3.1 | 10.5 |
| Ohio[1] | 5.3 | 5.1 | 3.9 | 3.1 | 10.5 |
| South Carolina | - | - | 3.3 | 3.3 | 12.5 |
| Pennsylvania | 4.1 | 3.9 | 3.6 | 3.3 | 12.5 |
| Missouri | 7.0 | 5.2 | 4.2 | 3.6 | 14 |
| Utah | 3.5 | 5.2 | 3.7 | 3.7 | 16.5 |
| Alabama | 6.2 | 4.8 | 4.1 | 3.7 | 16.5 |
| West Virginia | 4.2 | 4.1 | 4.2 | 3.7 | 16.5 |
| Florida | - | - | 4.4 | 3.7 | 16.5 |
| Minnesota | 5.2 | 4.9 | 4.0 | 3.8 | 20 |
| Texas | - | - | 4.2 | 3.8 | 20 |
| Tennessee | 5.0 | 5.0 | 4.3 | 3.8 | 20 |
| Maryland | 5.2 | 4.3 | 4.1 | 3.9 | 24 |
| Montana | - | 4.4 | 4.2 | 3.9 | 24 |
| Kentucky | - | 5.2 | 4.6 | 3.9 | 24 |
| Mississippi | 6.4 | 5.8 | 4.6 | 3.9 | 24 |
| Idaho | 9.2 | 6.7 | 5.6 | 3.9 | 24 |
| Vermont | 4.7 | 5.2 | 4.7 | 4.0 | 27.5 |
| New Hampshire | - | - | 5.4 | 4.0 | 27.5 |
| Nebraska | 4.5 | 4.4 | 4.0 | 4.2 | 29 |
| Rhode Island | 4.6 | 4.9 | 5.0 | 4.3 | 30 |
| Oklahoma | 5.8 | 5.8 | 5.2 | 4.4 | 31 |
| Oregon[1] | 7.1 | 6.8 | 5.3 | 4.6 | 32 |
| Hawaii | - | 5.2 | 5.7 | 5.1 | 33 |
| New Mexico | 8.5 | 7.1 | 5.3 | 5.2 | 34 |
| Arkansas | 4.9 | 5.4 | 5.3 | 5.3 | 35 |
| North Carolina | - | - | 6.3 | 5.7 | 36 |
| Wyoming | 6.7 | 6.4 | 6.4 | 5.8 | 37 |
| Delaware[1] | 4.6 | 4.7 | 4.2 | 6.2 | 38 |
| Nevada | 10.3 | 10.1 | 5.2 | 6.4 | 39.5 |
| Illinois | 6.6 | 6.9 | 6.0 | 6.4 | 39.5 |
| Georgia | 9.0 | 7.3 | 7.2 | 6.5 | 41 |
| Louisiana | 3.5 | 11.4 | 8.3 | 7.0 | 42 |
| New York | | 3.2 | 3.8 | 7.1 | 43 |
| Alaska | - | 4.6 | 8.2 | 8.1 | 44 |
| Arizona | 9.6 | 9.4 | 10.9 | 10.5 | 45 |

Source: National Center for Education Statistics, Digest of Education Statistics, 1997-2004.

Notes: Alabama, Alaska, Arizona, Florida, Illinois, Maryland, New Jersey, New York, Tennessee, Vermont, and Puerto Rico reported data on an alternative July through June cycle, rather than the specified October through September cycle for dropout data.

'-' Not available.

'1' Data differ slightly from figures reported in other tables in the Digest of Education Statistics Report due to varying reporting practices for racial/ethnic survey data.

## High School Graduation Rates

In the spring of 2005, the Department of Education started to collect high school senior graduation status and their diploma types at student level through Project EASIER. School level graduate counts by diploma type have been reported in the Basic Educational Data Survey (BEDS) between 1999-2000 and 2003-2004. There were over two decades of the public high school graduation data by district available in Iowa. Based on the National Center for Education Statistics (NCES) definitions, high school completers can be grouped into three categories:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

Since 2003, public high school graduation rate has been one of the indicators for the No Child Left Behind (NCLB) Accountability System. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore, the Iowa Accountability Plan has a narrower definition for high school graduates:

- Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

Other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

The *Annual Condition of Education Report* has applied the NCLB definition for the data analyses and excluded other completers from the Iowa graduates since 2003. There are less than 100 other completers each year in Iowa and many of them are foreign exchange students. Under the current graduation rate model, other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically: the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4.

$$GRi = \frac{Gi}{Gi + Di + D(i - 1) + D(i-2) + D(i-3)}$$

Where: *GRi* is the graduation rate for a given year (*i*).
*G*i is the number of students achieving a regular high school diploma for year *i*.
*Di* is the number of dropouts in grade 12 for year *i*.
*D*(*i-1*) is the number of dropouts in grade 11 for the first previous year (i-*1*).
*D*(*i-2*) is the number of dropouts in grade 10 for the second previous year (*i-2*).
*D*(*i-3*) is the number of dropouts in grade 9 for the third previous year (*i-3*).

Iowa has a statewide ID system implemented since the summer of 2004. The state will be able to calculate an actual four-year graduation rate for the graduating class 2008. Before then, the estimated graduation rates will be reported based on the formula above.

Table 131 shows the high school graduation data by gender and state total for graduating classes 1996 through 2005. The graduation rates increased annually from 1997 to 2003 for both gender and total groups. There were slight decreases for all three groups in 2003-2004 and some increases for both gender and state averages in 2004-2005. The 2004-2005 rates for males and statewide reached the all time high. The highest female graduation rate was a tie in 2002-2003 and 2004-2005. Females had higher graduation rates than the males for all the classes from 1996 to 2005, however, the gender gap is getting smaller over the years shown (also see Figure 135).

**Table 131**

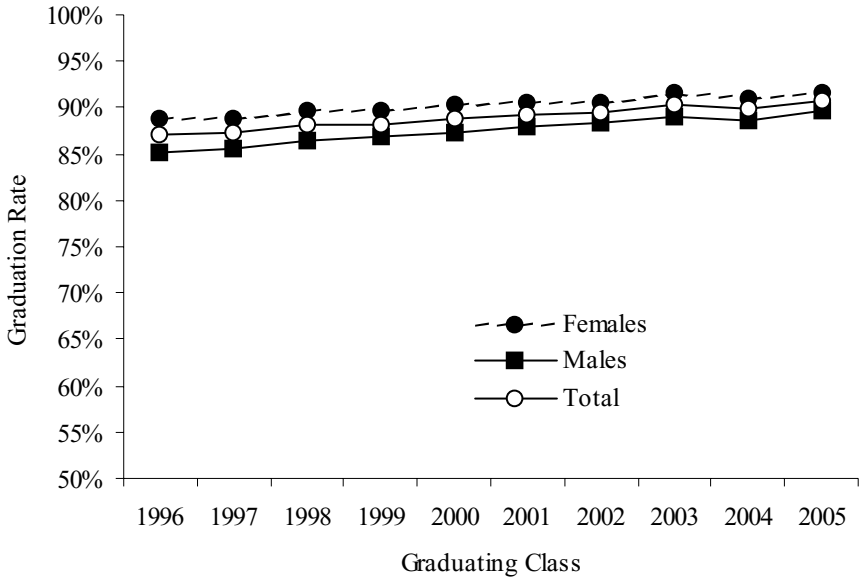
## Iowa Public High School Four-Year Graduation Rates by Gender, Graduating Classes, 1996 to 2005

| Graduating | Number of Graduates | | | Graduation Rate | | |
|---|---|---|---|---|---|---|
| Class | Females | Males | Total | Females | Males | Total |
| 1996 | 15,874 | 15,969 | 31,843 | 88.8% | 85.2% | 87.0% |
| 1997 | 16,531 | 16,455 | 32,986 | 88.8 | 85.6 | 87.2 |
| 1998 | 17,156 | 17,033 | 34,189 | 89.7 | 86.5 | 88.1 |
| 1999 | 17,095 | 17,283 | 34,378 | 89.7 | 86.8 | 88.2 |
| 2000 | 16,966 | 16,868 | 33,834 | 90.3 | 87.2 | 88.7 |
| 2001 | 16,871 | 16,903 | 33,774 | 90.5 | 87.9 | 89.2 |
| 2002 | 16,850 | 16,939 | 33,789 | 90.6 | 88.3 | 89.4 |
| 2003 | 17,235 | 17,623 | 34,858 | 91.7 | 89.1 | 90.4 |
| 2004 | 17,080 | 17,259 | 34,339 | 91.0 | 88.6 | 89.8 |
| 2005 | 16,585 | 16,962 | 33,547 | 91.7 | 89.7 | 90.7 |

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

**Figure 135**

## Iowa Public High School Four-Year Graduation Rates by Gender and State Total, Graduating Classes 1996 to 2005




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

The ten-year trends of graduates and graduation rates by race/ethnicity are reported in Table 132. Asian and White had the highest graduation rates for all groups shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average.

**Table 132**

## Iowa Public High School Four-Year Graduation Rates by Race/Ethnicity, Graduating Classes 1996 to 2005

| Graduating Class | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|---|---|---|---|
| Race/Ethnicity | Number of Graduates with Diplomas | | | | | | | | | |
| American Indian | 55 | 73 | 84 | 90 | 74 | 212 | 108 | 124 | 121 | 164 |
| Hispanic | 408 | 524 | 531 | 500 | 537 | 582 | 660 | 748 | 928 | 999 |
| Asian | 508 | 555 | 508 | 496 | 546 | 684 | 657 | 656 | 672 | 655 |
| African American | 648 | 614 | 696 | 673 | 734 | 678 | 756 | 857 | 900 | 1,021 |
| White | 30,224 | 31,220 | 32,370 | 32,619 | 31,943 | 31,618 | 31,608 | 32,473 | 31,718 | 30,708 |
| Total | 31,843 | 32,986 | 34,189 | 34,378 | 33,834 | 33,774 | 33,789 | 34,858 | 34,339 | 33,547 |
| Race/Ethnicity | Graduation Rates | | | | | | | | | |
| American Indian | 46.2% | 55.7% | 62.2% | 62.1% | 62.1% | 73.4% | 61.7% | 80.0% | 62.7% | 77.0% |
| Hispanic | 67.1 | 69.8 | 72.0 | 62.4 | 64.9 | 65.8 | 67.5 | 67.7 | 72.4 | 74.1 |
| Asian | 84.4 | 88.4 | 88.0 | 88.4 | 86.4 | 93.8 | 90.9 | 91.0 | 91.4 | 90.8 |
| African American | 63.8 | 64.0 | 67.6 | 66.2 | 68.4 | 70.6 | 71.4 | 74.5 | 73.6 | 76.5 |
| White | 88.2 | 88.3 | 89.1 | 89.5 | 90.0 | 90.3 | 90.7 | 91.3 | 91.1 | 92.0 |
| Total | 87.0 | 87.2 | 88.1 | 88.2 | 88.7 | 89.2 | 89.4 | 90.4 | 89.8 | 90.7 |

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

The graduation rates by enrollment category for graduating classes 1996 to 2005 are displayed in Table 133. Districts with enrollments of 2,500 and above had graduation rates below the state average while the smaller districts in other categories had graduation rates always above the state average. In 2004-2005, four of the seven enrollment categories had the all time high average graduation rates compared to the early classes in the same categories.

**Table 133**

## Iowa Public High School Four-Year Graduation Rates by Enrollment Category Graduating Classes 1996 to 2005

| Graduating Class | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment Category | Number of Graduates with Diplomas | | | | | | | | | |
| <250 | 141 | 168 | 131 | 138 | 150 | 199 | 215 | 249 | 208 | 238 |
| 250-399 | 950 | 980 | 1,127 | 1,163 | 1,297 | 1,325 | 1,327 | 1,336 | 1,372 | 1,286 |
| 400-599 | 2,598 | 2,652 | 2,616 | 2,765 | 2,785 | 2,882 | 3,008 | 3,221 | 3,060 | 2,940 |
| 600-999 | 6,004 | 6,480 | 6,523 | 6,538 | 6,390 | 6,167 | 5,737 | 5,994 | 5,807 | 5,554 |
| 1,000-2,499 | 8,887 | 8,987 | 9,728 | 9,634 | 9,347 | 9,357 | 9,033 | 9,212 | 9,519 | 9,355 |
| 2,500-7,499 | 6,199 | 6,338 | 6,477 | 6,641 | 6,560 | 6,567 | 6,889 | 6,886 | 6,514 | 6,309 |
| 7,500 | 7,064 | 7,381 | 7,587 | 7,499 | 7,305 | 7,277 | 7,580 | 7,960 | 7,859 | 7,865 |
| Total | 31,843 | 32,986 | 34,189 | 34,378 | 33,834 | 33,774 | 33,789 | 34,858 | 34,339 | 33,547 |
| Enrollment Category | Graduation Rates | | | | | | | | | |
| <250 | 95.3% | 94.4% | 93.6% | 93.2% | 88.8% | 92.6% | 95.6% | 96.9% | 98.1% | 95.2% |
| 250-399 | 93.3 | 94.8 | 93.6 | 93.3 | 92.1 | 93.9 | 95.0 | 94.8 | 95.5 | 96.4 |
| 400-599 | 93.7 | 93.4 | 92.8 | 93.4 | 94.3 | 94.6 | 95.6 | 95.5 | 96.7 | 96.4 |
| 600-999 | 93.4 | 92.6 | 93.3 | 93.1 | 93.5 | 93.3 | 94.3 | 95.6 | 95.2 | 96.0 |
| 1,000-2,499 | 89.0 | 88.4 | 89.5 | 90.0 | 90.7 | 91.4 | 91.9 | 92.8 | 93.2 | 93.0 |
| 2,500-7,499 | 84.9 | 84.9 | 86.1 | 87.1 | 86.6 | 88.4 | 88.7 | 89.2 | 86.4 | 89.3 |
| 7,500+ | 78.9 | 80.7 | 81.9 | 81.1 | 82.2 | 81.5 | 81.1 | 82.8 | 82.0 | 83.1 |
| Total | 87.0 | 87.2 | 88.1 | 88.2 | 88.7 | 89.2 | 89.4 | 90.4 | 89.8 | 90.7 |

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

The U.S. Department of Education has started to estimate and report public high school averaged freshman graduation rates in 2005 to include most of the 50 states and the District of Columbia. The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshman four years earlier. Graduates include only those who earned regular diplomas as defined by the state or district. The estimated count of freshman calculated by summing the number of 10th graders three years earlier, the number of 9th graders four years earlier, and the number of 8th graders five years earlier and dividing this amount by three. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Table 134 shows the public high school averaged freshman graduation rate by state. In 2003-2004, the averaged freshman graduation rate was 85.8 percent for Iowa and 75.0 percent for the nation. Iowa's data shows an upward trend between 2000-2001 and 2003-2004. Iowa's graduation rates were about 11 percentage points higher than the national figures in all four years listed. Iowa has the fourth highest graduation rate in the nation in the last three years listed. Only New Jersey, North Dakota and Wisconsin ranked above Iowa in 2002-2003. Nebraska moved up from number five in the nation in 2002-2003 to number one in 2003-2004.

**Table 134**

## Public High School Averaged Freshman Graduation Rates by State 2000-2001 to 2003-2004

| State | 2000-2001 | 2001-2002 | 2002-2003 | National Rank 2002-2003 | 2003-2004 | National Rank 2003-2004 |
|---|---|---|---|---|---|---|
| **United States** | **71.7** | **72.6** | **73.9** | | **75.0** | |
| Nebraska | 83.8 | 83.9 | 85.2 | 5 | 87.6 | 1 |
| New Jersey | 85.4 | 85.8 | 87.0 | 1 | 86.3 | 2 |
| North Dakota | 85.4 | 85.0 | 86.4 | 2 | 86.1 | 3 |
| **Iowa** | **82.8** | **84.1** | **85.3** | **4** | **85.8** | **4** |
| Vermont | 80.2 | 82.0 | 83.6 | 7 | 85.4 | 5 |
| Minnesota | 83.6 | 83.9 | 84.8 | 6 | 84.7 | 6 |
| South Dakota | 77.4 | 79.0 | 83.0 | 8 | 83.7 | 7 |
| Utah | 81.6 | 80.5 | 80.2 | 14 | 83.0 | 8 |
| Pennsylvania | 79.0 | 80.2 | 81.7 | 9 | 82.2 | 9 |
| Idaho | 79.6 | 79.3 | 81.4 | 10 | 81.5 | 10 |
| Ohio | 76.5 | 77.5 | 79.0 | 16 | 81.3 | 11 |
| Connecticut | 77.5 | 79.7 | 80.9 | 12 | 80.7 | 12 |
| Missouri | 75.5 | 76.8 | 78.3 | 17 | 80.4 | 13.5 |
| Montana | 80.0 | 79.8 | 81.0 | 11 | 80.4 | 13.5 |
| Illinois | 75.6 | 77.1 | 75.9 | 25 | 80.3 | 15 |
| Maryland | 78.7 | 79.7 | 79.2 | 15 | 79.5 | 16 |
| Massachusetts | 78.9 | 77.6 | 75.7 | 27.5 | 79.3 | 17.5 |
| Virginia | 77.5 | 76.7 | 80.6 | 13 | 79.3 | 17.5 |
| Colorado | 73.2 | 74.7 | 76.4 | 22 | 78.7 | 19.5 |
| New Hampshire | 77.8 | 77.8 | 78.2 | 18 | 78.7 | 19.5 |
| Kansas | 76.5 | 77.1 | 76.9 | 20 | 77.9 | 21 |
| Maine | 76.4 | 75.6 | 76.3 | 23 | 77.6 | 22 |
| Oklahoma | 75.8 | 76.0 | 76.0 | 24 | 77.0 | 23 |
| West Virginia | 75.9 | 74.2 | 75.7 | 27.5 | 76.9 | 24 |
| Arkansas | 73.9 | 74.8 | 76.6 | 21 | 76.8 | 25 |
| Texas | 70.8 | 73.5 | 75.5 | 29.5 | 76.7 | 26 |
| Wyoming | 73.4 | 74.4 | 73.9 | 34 | 76.0 | 27 |
| Rhode Island | 73.5 | 75.7 | 77.7 | 19 | 75.9 | 28 |
| Washington | 69.2 | 72.2 | 74.2 | 31 | 74.6 | 29 |
| Oregon | 68.3 | 71.0 | 73.7 | 35 | 74.2 | 30 |
| California | 71.6 | 72.7 | 74.1 | 32 | 73.9 | 31 |
| Indiana | 72.1 | 73.1 | 75.5 | 29.5 | 73.5 | 32 |
| Kentucky | 69.8 | 69.8 | 71.7 | 38 | 73.0 | 33 |
| Delaware | 71.0 | 69.5 | 73.0 | 36 | 72.9 | 34 |
| Hawaii | 68.3 | 72.1 | 71.3 | 39 | 72.6 | 35 |
| Michigan | 75.4 | 72.9 | 74.0 | 33 | 72.5 | 36 |
| North Carolina | 66.5 | 68.2 | 70.1 | 40 | 71.4 | 37 |
| Louisiana | 63.7 | 64.4 | 64.1 | 44 | 69.4 | 38 |
| Dist. of Columbia | 60.2 | 68.4 | 59.6 | 51 | 68.2 | 39 |
| Alaska | 68.0 | 65.9 | 68.0 | 41 | 67.2 | 40 |
| New Mexico | 65.9 | 67.4 | 63.1 | 46 | 67.0 | 41 |
| Arizona | 74.2 | 74.7 | 75.9 | 26 | 66.8 | 42 |
| Florida | 61.2 | 63.4 | 66.7 | 42 | 66.4 | 43 |
| Tennessee | 59.0 | 59.6 | 63.4 | 45 | 66.1 | 44 |
| Alabama | 63.7 | 62.1 | 64.7 | 43 | 65.0 | 45 |
| Mississippi | 59.7 | 61.2 | 62.7 | 47 | 62.7 | 46 |
| Georgia | 58.7 | 61.1 | 60.8 | 49 | 61.2 | 47 |
| South Carolina | 56.5 | 57.9 | 59.7 | 50 | 60.6 | 48 |
| Nevada | 70.0 | 71.9 | 72.3 | 37 | 57.4 | 49 |
| New York | 61.5 | 60.5 | 60.9 | 48 | NA | NA |
| Wisconsin | 83.3 | 84.8 | 85.8 | 3 | NA | NA |

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, the Condition of Education 2006.
U.S. Department of Education, National Center for Education Statistics, The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-2003 and 2003-2004.

## Unilateral Removals (Suspensions and Expulsions)

For the 2005-2006 school year, school districts reported the number of out-of-school suspensions and expulsions for each of their students through Project EASIER. In previous years, data aggregated at the building level was reported though a BEDS survey. Because of the difference in collection methods and expanded data categories, the 2005-2006 data is not directly comparable to previous years' data.

During the 2005-2006 school year, districts were required to submit the following information for each removal:

- Type of removal
- Reason for removal
- Violence-related removal indicator
- Length of removal
- Date of removal

Tables 135 and 136 display suspensions and expulsions aggregated by the reason for the student's removal. Notice that 28,704 suspensions and 796 expulsions were given in the state during the 2005-2006 school year. This results in a rate of 6.02 suspensions and 0.17 expulsions per 100 students. The majority of suspensions and expulsions were given for reasons other than the specific choice options, accounting for 71.80 percent of all suspensions and 72.49 percent of all expulsions. Of the remaining categories, removals were most often given for physical fighting, accounting for 21.08 percent of all suspensions and 11.93 percent of all expulsions. The fewest suspensions and expulsions were reported with a reason of both drugs and alcohol, accounting for less than 1.00 percent of the total removals in each group.

**Table 135**

**SUSPENSIONS BY REASON FOR REMOVAL**
**2005-2006**

| Reason for Removal | Number of Suspensions | Suspensions Per 100 Students | Percent of Total Suspensions |
|---|---|---|---|
| Drugs | 870 | 0.18 | 3.03% |
| Alcohol | 387 | 0.08 | 1.35 |
| Both Drugs and Alcohol | 52 | 0.01 | 0.18 |
| Weapons | 604 | 0.13 | 2.10 |
| Court Action | 128 | 0.03 | 0.45 |
| Physical Fighting | 6,052 | 1.27 | 21.08 |
| Other | 20,611 | 4.32 | 71.81 |
| Total | 28,704 | 6.02 | 100.00 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Suspension and Expulsion files.
Note: Suspensions per 100 students are calculated using the Fall 2005 BEDS K-12 enrollment.

**Table 136**

## Expulsions by Reason for Removal, 2005-2006

| Reason for Removal | Number of Expulsions | Expulsions Per 100 Students | Percent of Total Expulsions |
|---|---|---|---|
| Drugs | 69 | 0.01 | 8.67% |
| Alcohol | 11 | 0.00 | 1.38 |
| Both Drugs and Alcohol | 1 | 0.00 | 0.13 |
| Weapons | 40 | 0.01 | 5.03 |
| Court Action | 3 | 0.00 | 0.38 |
| Physical Fighting | 95 | 0.02 | 11.93 |
| Other | 577 | 0.12 | 72.49 |
| Total | 796 | 0.17 | 100.00 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Suspension and Expulsion files.
Note: Expulsions per 100 students are calculated using the Fall 2005 BEDS K-12 enrollment.

Tables 137 and 138 show the number of suspensions and expulsions at each school level, disaggregated by the reason for removal. As a proportion of the statewide population within each school level, suspensions were most prevalent at the middle school level, where 11.80 of each 100 students received a suspension sometime during the school year. Expulsions were given to students in Iowa very infrequently, but occurred most often at the high school level, where 0.31 of every 100 students was given an expulsion. Both suspensions and expulsions were least prevalent in elementary schools where less than one of every 100 students was given either removal. Suspensions grouped by the reason for the removal followed the same basic pattern at each school level, with the most being for other reasons and physical fighting and the fewest being for drugs and alcohol. Expulsions were also most often given for other reasons and least often for drugs and alcohol.

**Table 137**

## Suspensions by Selected School Levels, 2005-2006

| School Level | Drugs | Alcohol | Drugs and Alcohol | Weapons | Court Action | Physical Fighting | Other | Total Suspensions | Suspensions Per 100 Students |
|---|---|---|---|---|---|---|---|---|---|
| High School | 620 | 326 | 26 | 215 | 66 | 2,170 | 9,816 | 13,239 | 8.30 |
| Junior High | 21 | 4 | 0 | 15 | 8 | 159 | 864 | 1,071 | 9.11 |
| Middle School | 156 | 47 | 15 | 203 | 30 | 2.625 | 6,867 | 9,943 | 11.80 |
| Elementary Sch | 23 | 1 | 5 | 159 | 10 | 834 | 2,215 | 3,247 | 1.53 |
| Other | 50 | 9 | 6 | 12 | 14 | 264 | 849 | 1,204 | 14.25 |
| Total | 870 | 387 | 52 | 604 | 128 | 6,052 | 20,611 | 28,704 | 6.02 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Suspension and Expulsion files.
Notes: "Other" category includes special education students, alternative school students, charter school students, and students reported at the district level. It is reported in the table for consistency but is not considered in the discussion.
Suspensions per 100 students are calculated using the Fall 2005 BEDS K-12 enrollment.

**Table 138**

## EXPULSIONS BY SELECTED SCHOOL LEVELS, 2005-2006

| School Level | Drugs | Alcohol | Drugs and Alcohol | Weapons | Court Action | Physical Fighting | Other | Total Expulsions | Expulsions Per 100 Students |
|---|---|---|---|---|---|---|---|---|---|
| High School | 53 | 8 | 1 | 25 | 3 | 35 | 368 | 493 | 0.31 |
| Junior High | 0 | 1 | 0 | 0 | 0 | 7 | 5 | 13 | 0.11 |
| Middle School | 9 | 1 | 0 | 13 | 0 | 26 | 166 | 215 | 0.26 |
| Elementary Sch | 2 | 0 | 0 | 0 | 0 | 20 | 28 | 50 | 0.02 |
| Other | 5 | 1 | 0 | 2 | 0 | 7 | 10 | 25 | 0.30 |
| Total | 69 | 11 | 1 | 40 | 3 | 95 | 577 | 796 | 0.17 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Suspension and Expulsion files.

Notes: "Other" category includes special education students, alternative school students, charter school students, and students reported at the district level. It is reported in the table for consistency but is not considered in the discussion.
Expulsions per 100 students are calculated using the Fall 2005 BEDS K-12 enrollment.

Tables 139 and 140 show the number of suspensions and expulsions for each district enrollment category, disaggregated by the reason for removal. As a proportion of the statewide population within each enrollment category, suspensions were most prevalent at districts with 7,500 or more students, where 13.71 of each 100 students received a suspension. Expulsions were given to students in Iowa very infrequently, but occurred most often in districts with 1,000-2,499 students where 0.26 of every 100 students was given an expulsion. Suspensions were least prevalent in districts with fewer than 250 students, 0.50 for every 100 students, while expulsions were least prevalent in districts with 2,500-7,499 students, 0.02 for every 100 students. Suspensions grouped by the reason for the removal followed the same basic pattern in each enrollment category with the most being for other reasons and the fewest being for drugs and alcohol. Expulsions were also most often given for other reasons and least often for drugs and alcohol.

**Table 139**

## Suspensions by District Enrollment Category, 2005-2006

| Enrollment Category | Drugs | Alcohol | Drugs and Alcohol | Weapons | Court Action | Physical Fighting | Other | Total Suspensions | Suspensions Per 100 Students |
|---|---|---|---|---|---|---|---|---|---|
| <250 | 3 | 0 | 0 | 0 | 0 | 7 | 14 | 24 | 0.50 |
| 250-399 | 7 | 5 | 0 | 5 | 0 | 87 | 201 | 305 | 1.73 |
| 400-599 | 18 | 8 | 1 | 21 | 2 | 107 | 340 | 497 | 1.44 |
| 600-999 | 49 | 20 | 0 | 33 | 5 | 340 | 877 | 1,324 | 1.89 |
| 1,000-2,499 | 166 | 105 | 4 | 93 | 59 | 778 | 2,458 | 3,663 | 2.92 |
| 2,500-7,499 | 206 | 129 | 8 | 109 | 50 | 926 | 4,042 | 5,470 | 5.62 |
| 7,500+ | 421 | 120 | 39 | 343 | 12 | 3,807 | 12,679 | 17,421 | 13.71 |
| Total | 870 | 387 | 52 | 604 | 128 | 6,052 | 20,611 | 28,704 | 6.02 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Suspension and Expulsion files.

Notes: "Other" category includes special education students, alternative school students, charter school students, and students reported at the district level. It is reported in the table for consistency but is not considered in the discussion.
Suspensions per 100 students are calculated using the Fall 2005 BEDS K-12 enrollment.

**Table 140**

## Expulsions by District Enrollment Category, 2005-2006

| Enrollment Category | Drugs | Alcohol | Drugs and Alcohol | Weapons | Court Action | Physical Fighting | Other | Total Suspensions | Expulsions Per 100 Students |
|---|---|---|---|---|---|---|---|---|---|
| 250 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 4 | 0.08 |
| 250-399 | 0 | 0 | 0 | 3 | 1 | 2 | 37 | 43 | 0.24 |
| 400-599 | 2 | 2 | 0 | 0 | 1 | 7 | 27 | 39 | 0.11 |
| 600-999 | 16 | 2 | 0 | 7 | 0 | 13 | 49 | 87 | 0.12 |
| 1,000-2,499 | 20 | 1 | 0 | 12 | 1 | 14 | 284 | 332 | 0.26 |
| 2,500-7,499 | 10 | 1 | 0 | 2 | 0 | 1 | 6 | 20 | 0.02 |
| 7,500+ | 20 | 5 | 1 | 16 | 0 | 56 | 173 | 271 | 0.21 |
| Total | 69 | 11 | 1 | 40 | 3 | 95 | 577 | 796 | 0.17 |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Suspension and Expulsion files.

Notes: "Other" category includes special education students, alternative school students, charter school students, and students reported at the district level. It is reported in the table for consistency but is not considered in the discussion.
Expulsions per 100 students are calculated using the Fall 2005 BEDS K-12 enrollment.

# Special Education

## Iowa's Special Education Data

Iowa's educational system is defined by the strong working relationship between the local school districts and area education agencies. Local education agencies (LEAs) provide the instructional program and area education agencies (AEAs) provide support services.

Districts define how services will be organized and provided as they ensure a free appropriate public education in the least restrictive environment, and define the general education curriculum addressed in each student's individualized education plan. In addition, the LEAs have administrative control of the local special education programs including the manner in which special education instructional services are provided. This promotes local accountability for student participation in assessments and the establishment of school district goals for needed improvement.

Area education agencies were created in order to provide equity in the provision of programs and services across counties or merged areas. One key difference between Iowa's AEA system and intermediate units in other states is that Iowa's AEAs are mandatory. It is also mandatory that each local school district is assigned to an AEA that will provide the services the school district needs. This is the only system in the country that has this tightly structured system. The AEAs carry special education compliance responsibilities and the charge to provide the services needed by the local school districts. Their primary role is provision of special education support services to individuals under the age of 21 years requiring special education and related services, media services to all children through grade 12, and other educational services to pupils and education staff. The AEAs define the system used to locate and identify students suspected of having disabilities and provide the personnel to conduct evaluation activities in collaboration with LEAs.

The information provided in this section reflects program information for special education as provided by AEAs and LEAs.

## Least Restrictive Environment

The Least Restrictive Environment (LRE) is defined as the educational setting where a child/student with disabilities can receive a free appropriate public education (FAPE) designed to meet his or her education needs while being educated with children/students without disabilities in the regular educational environment to the maximum extent appropriate.

### Least Restrictive Environment for Children Ages 3-5

For children/students ages 3-5 with disabilities in Iowa the LRE has been defined as "early childhood setting" (e.g. typical preschool; home; and part-time early childhood program and part-time early childhood special education setting -preschool program for children/students with disabilities only.

**Table 141**

## Percent of Children Ages 3-5 Served in LRE
### 1999-2000 to 2005-2006

| School Year | Percent of Children Served in LRE (Ages 3-5) |
|---|---|
| 1999-2000 | 43.72 |
| 2000-2001 | 45.35 |
| 2001-2002 | 47.47 |
| 2002-2003 | 47.02 |
| 2003-2004 | 47.54 |
| 2004-2005 | 42.00 |
| 2005-2006 | 42.00 |

Source: Iowa Department of Education, Iowa's Area Education Agencies, and Iowa's Information Management System data.

Trend data indicate a decline in the percent of children/students across seven years. The Iowa Department of Education, Area Education Agencies, as well as other stakeholders have set a target of 75 percent of students with disabilities ages 3-5 to be served in the LRE by 2010.

Least Restrictive Environment for Students Ages 6-21

For students ages 6-21 with disabilities the LRE has been defined as the percentage of students who receive special education instruction and/or services in the general education environment with non-disabled peers. Historically this has been defined as the percentage of students receiving their special education and/or services in the general education environment for at least 80 percent of their school day.

**Table 142**

## Percent of Children Ages 6-21 Served in LRE
### 1999-2000 to 2005-2006

| School Year | Percent of Children Served in LRE (Ages 6-21) |
|---|---|
| 1999-2000 | 46.29 |
| 2000-2001 | 45.15 |
| 2001-2002 | 44.20 |
| 2002-2003 | 43.70 |
| 2003-2004 | 44.17 |
| 2004-2005 | 44.35 |
| 2005-2006 | 49.00 |

Source: Iowa Department of Education, Iowa's Area Education Agencies, and Iowa's Information Management System data.

Trend data indicate a decline in the percent of children/students across 6 years but a significant increase during the 2005-2006 school year. The Iowa Department of Education, Area Education Agencies, as well as other stakeholders have set a target of 75 percent of students with disabilities ages 6-21 to be served in the LRE by 2010.

Discipline Information

Suspension and expulsion information is determined by comparing the number of students with disabilities who are suspended or expelled for greater than 10 days to the number of students without disabilities who are suspended or expelled for greater than 10 days.

Five districts, or 1.36 percent of Iowa's districts, were identified as having a significant discrepancy of 2 percent above the State average of .56 percent in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2004-2005 school year.

Graduation Information

This year's graduation rate was determined by dividing the number of students with IEPs (from Project EASIER) in 12th grade that received a regular diploma by the number of students with IEPs in 12th grade. That result was compared to the result of dividing the number of students without IEPs in 12th grade receiving a regular diploma by the total number of 12th graders without IEPs.

In 2004-2005, the percent of youth with IEPs graduating from high school with a regular diploma was 80.4 compared to the percent of all youth in the State graduating with a regular diploma at 92.1. The rate for the students with IEPs was 11.7 percentage points lower than the rate for all students.

Dropout Information

This year the dropout rate for students with IEPs was calculated by dividing the number of dropouts in grades 7-12 with IEPs by the number of students enrolled in grades 7-12 with IEPS. This result was compared to the dropout rate for the students without IEPs. Information is for public school districts only and for grades 7-12.

Based on the 2004-2005 Project EASIER data, the percent of youth with IEPs who dropped out of school was 0.67 percentage points higher than the percent of all youth dropping out school in grades 7-12. The dropout rate was 2.12 percent for the IEP public school students and 1.45 percent for all public school students in grades 7-12.

# FINANCE

The finance chapter provides budget information pertaining to revenues, property taxes, state aid, and income surtax at the state level and in some cases the enrollment category level. Data displayed in this chapter are the most current at the time of preparation of this report. Sources for this data include the *2004-2005 Certified Annual Financial Report* from the Iowa Department of Education, the 2006-2007 Iowa Department of Management Aid and Levy worksheet database, and the *Program and Budget Summary* document from the Legislative Services Agency, Fiscal Services division. The information pertaining to expenditures is included and is detailed by functions and objects. In most cases, the 1985-1986 school year is used as a base year for comparison purposes.

## Function Category Expenditures

Function categories are broken out by instruction, student support services, staff support services, administrative services, operations and maintenance, student transportation, other support services, food services subsidy, and community services and education.

Instruction remained the function category with the highest percent of general fund expenditures at nearly 70 percent in 2004-2005. The administrative and central services function category was the only other category in double digits as a percent of general fund expenditures at 10.2 percent, up 0.7 percentage points over the 2003-2004 school year. Table 143 provides function category expenditures as a percent of general fund expenditures.

**Table 143**

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 1999-2000 TO 2004-2005**

| Function Category | Year 1985-1986 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|---|---|
| Instruction | 65.3% | 69.2% | 69.0% | 70.0% | 70.1% | 70.2% | 69.9% |
| Student Support Services | 2.9 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.6 |
| Staff Support Services | 3.2 | 3.9 | 4.0 | 3.7 | 3.4 | 3.4 | 3.5 |
| Administrative and Central Services | 10.2 | 9.6 | 9.5 | 9.7 | 9.6 | 9.5 | 10.2 |
| Operations and Maintenance | 12.2 | 8.7 | 9.2 | 8.4 | 8.7 | 8.6 | 8.7 |
| Student Transportation | 5.2 | 3.9 | 3.8 | 3.6 | 3.6 | 3.7 | 3.8 |
| Other Support Services | 0.6 | 0.6 | 0.4 | 0.5 | 0.5 | 0.5 | 0.1 |
| Food Services Subsidy | 0.2 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| Community Service and Education | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Instruction accounted for approximately 70 percent of the general fund expenditures for all district size categories in 2004-2005. The highest percent was 71.7 in the <250 enrollment category and 69.1 percent in the 600-999 enrollment category. The largest range in all the categories was 3.3 percentage points in the administrative and central services function category. The <250 and 250-399 enrollment categories were at 12.7 percent and the 2,500-7,499 enrollment category was at 9.4 percent. Table 144 has the function category as a percentage of general fund expenditures by enrollment category.

**Table 144**

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2004-2005**

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Function Category | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Instruction | 71.7% | 69.6% | 69.4% | 69.1% | 69.9% | 70.0% | 70.5% | 69.9% |
| Student Support Services | 1.6 | 2.1 | 2.5 | 3.0 | 3.4 | 4.1 | 4.3 | 3.6 |
| Staff Support Services | 1.7 | 2.7 | 2.9 | 3.2 | 3.9 | 4.0 | 3.4 | 3.5 |
| Administrative & Central Servs. | 12.7 | 12.7 | 11.7 | 11.0 | 9.9 | 9.4 | 9.6 | 10.2 |
| Operations and Maintenance | 7.3 | 8.0 | 8.3 | 8.7 | 8.7 | 9.0 | 8.8 | 8.7 |
| Student Transportation | 4.0 | 4.7 | 5.0 | 4.8 | 4.0 | 3.5 | 2.8 | 3.8 |
| Other Support Services | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.1 |
| Food Services Subsidy | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Community Service and Ed. | 0.8 | 0.1 | 0.0 | 0.2 | 0.1 | 0.1 | 0.3 | 0.2 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

## Object Category Expenditures

School district object category expenditures include salaries, benefits, purchased services, supplies, and property. Table 145 provides the detail of object category expenditures as a percent of general fund expenditures. Salaries and benefits as a percentage of general fund expenditures declined for the third straight year, moving from 81.5 percent in 2003-2004 to 81.2 percent in 2004-2005. The percentage of purchased services and supplies both increased for the third straight year.

**Table 145**

**OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 1999-2000 TO 2004-2005**

| | Year | | | | | | |
|---|---|---|---|---|---|---|---|
| Object Category | 1985-1986 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| Salaries | 68.1% | 64.6% | 64.0% | 65.0% | 64.2% | 63.5% | 63.1 |
| Benefits | 12.9 | 15.8 | 16.1 | 16.8 | 17.5 | 18.0 | 18.1 |
| Purchased Services | 9.9 | 10.3 | 10.3 | 10.2 | 10.3 | 10.5 | 10.7 |
| Supplies | 5.7 | 6.3 | 6.8 | 5.8 | 6.0 | 6.2 | 6.4 |
| Property | 2.6 | 2.6 | 2.5 | 1.8 | 1.6 | 1.5 | 1.5 |
| Other Objects | 0.8 | 0.4 | 0.3 | 0.4 | 0.4 | 0.3 | 0.3 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Purchased services as a percentage of general fund expenditures is much higher in the smaller enrollment categories. The relatively high amount spent on purchased services by the smallest enrollment category may be the result of costs from purchasing instructional and administrative services associated with whole grade sharing. Salary and benefits accounted for 65.8 percent of general fund expenditures in the <250 enrollment category while in the 7,500+ enrollment category salary and benefits accounted for 83.5 percent for a range of nearly 18 percentage points. Table 146 details object category expenditures as a percentage of general fund expenditures by enrollment category for 2004-2005.

**Table 146**

**OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, 2004-2005**

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Object Category | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Salaries | 51.1% | 57.0% | 61.6% | 60.7% | 64.2% | 65.3% | 63.8% | 63.1% |
| Benefits | 14.7 | 16.3 | 16.7 | 17.4 | 17.8 | 17.8 | 19.7 | 18.1 |
| Purchased Services | 25.7 | 17.3 | 12.1 | 12.6 | 9.3 | 9.1 | 9.6 | 10.7 |
| Supplies | 7.0 | 7.3 | 7.4 | 7.2 | 6.9 | 6.2 | 5.3 | 6.4 |
| Property | 1.0 | 1.6 | 1.8 | 1.7 | 1.6 | 1.3 | 1.3 | 1.5 |
| Other Objects | 0.5 | 0.4 | 0.5 | 0.4 | 0.3 | 0.2 | 0.2 | 0.3 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Totals may not equal 100 percent due to rounding.

## Revenues

Iowa public school districts receive general fund revenues from a variety of different sources. These sources include local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. Other state aid includes allocations from state programs including education excellence, school improvement, class size reduction, and the student achievement/teacher quality program funding. Local property tax and local income surtax account for the total local taxes.

State foundation aid as a percentage of general fund revenues has remained nearly 50 percent for the past four years. The percentage of federal source revenue continued to increase; however, that source still accounts for less than 5.0 percent of school districts' general fund revenue. Local taxes (property tax and income surtax) were at 33.5 percent in 2004-2005 down from 47.3 percent in 1985-1986 (see Table 147 and Figure 136).

Table 147

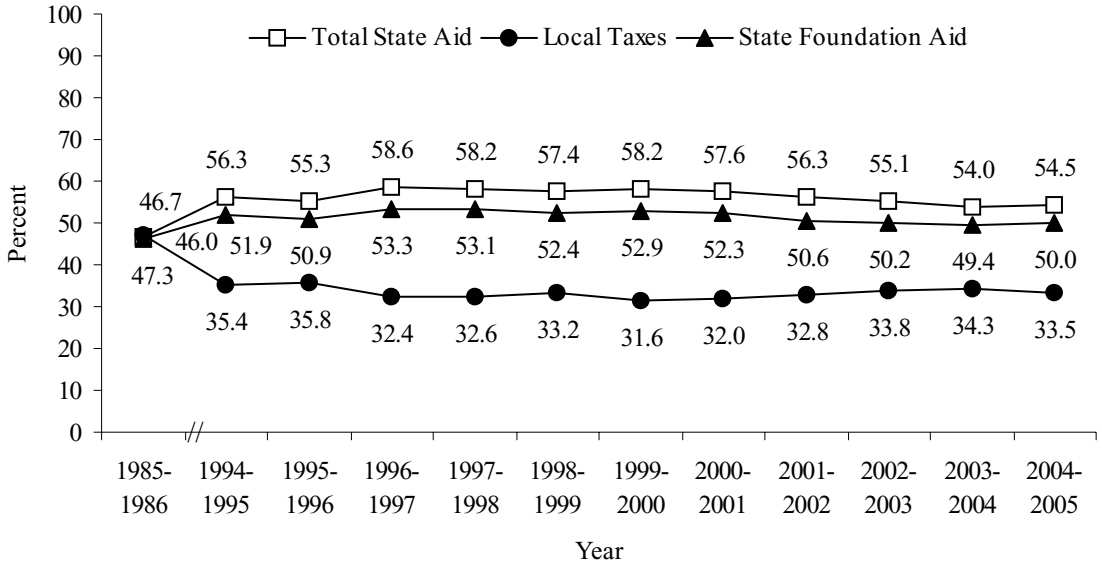
## Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1985-1986 and 1999-2000 to 2004-2005

| Source of Revenue | Year 1985-1986 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|---|---|
| Local Taxes | 47.3% | 31.6% | 32.0% | 32.8% | 33.8% | 34.3% | 33.5% |
| Interagency | 1.4 | 3.9 | 3.9 | 4.2 | 4.3 | 4.5 | 4.8 |
| Other Local Sources | 1.8 | 2.6 | 2.6 | 2.2 | 2.0 | 1.9 | 2.0 |
| Intermediate Sources | 0.1 | 0.2 | 0.3 | 0.3 | 0.3 | 0.2 | 0.2 |
| State Foundation Aid | 46.0 | 52.9 | 52.3 | 50.6 | 50.2 | 49.4 | 50.0 |
| Other State Sources | 0.7 | 5.3 | 5.3 | 5.7 | 4.9 | 4.6 | 4.5 |
| Federal Sources | 2.4 | 3.3 | 3.4 | 3.9 | 4.4 | 4.8 | 4.9 |
| Other Financing Sources | 0.3 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 136

## Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 1985-1986 and 1994-1995 to 2004-2005




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

Table 148 has revenues by source as a percentage of general fund revenues by enrollment category for 2004-2005. As in past years, the two smallest enrollment categories had the highest percentage of revenues from local taxes and the lowest percentage from state foundation aid compared to the rest of the enrollment categories. Interagency revenues as a percentage of general fund revenues decrease as the enrollment categories increase, moving from 9.5 percent for the <250 enrollment category to 2.3 percent in the 7,500+ enrollment category.

**Table 148**

## Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2004-2005

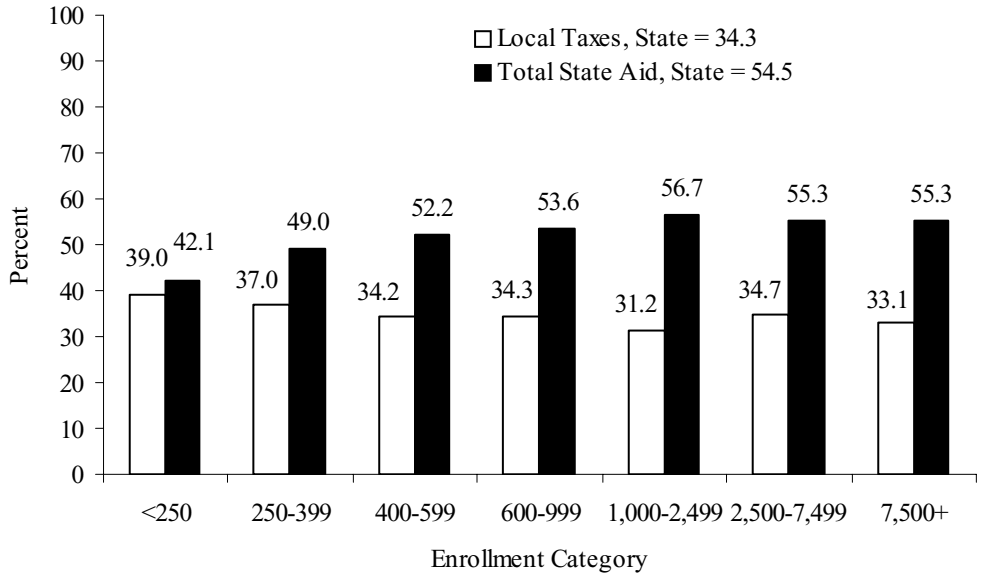
| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Source of Revenue | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Local Taxes | 39.0% | 37.0% | 34.2% | 34.3% | 31.2% | 34.7% | 33.1% | 33.5% |
| Interagency | 9.5 | 8.8 | 6.7 | 6.2 | 5.4 | 4.4 | 2.3 | 4.8 |
| Other Local Sources | 2.0 | 1.8 | 1.8 | 1.9 | 1.8 | 1.9 | 2.2 | 2.0 |
| Intermediate Sources | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.7 | 0.2 |
| State Foundation Aid | 36.2 | 41.9 | 47.4 | 48.9 | 52.2 | 51.0 | 50.8 | 50.0 |
| Other State Sources | 5.9 | 5.1 | 4.9 | 4.7 | 4.5 | 4.3 | 4.5 | 4.5 |
| Federal Sources | 7.2 | 5.1 | 4.8 | 3.9 | 4.8 | 3.6 | 6.3 | 4.9 |
| Other Financing Sources | 0.0 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 137 shows the percentage of total state aid (state foundation aid and other state aid) and local taxes as a percentage of total general fund revenues by enrollment category. All enrollment categories receive a higher percentage of revenues through total state aid then through local taxes. Comparing total state aid to local taxes, the <250 enrollment category has the narrowest margin at 3.1 percentage points while the 1,000-2,499 enrollment category has the widest margin at 25.5 percentage points.

Figure 137

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2004-2005**




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

## Taxable Valuation

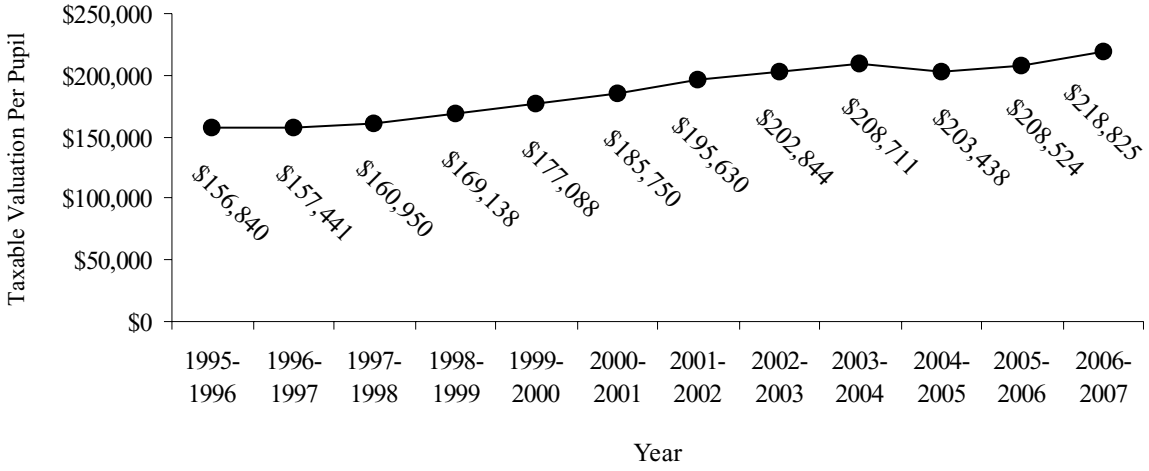
Taxable valuation represents the adjusted-equalized value of real property. The state has 112 assessing jurisdictions and the property in each of these jurisdictions is equalized by the state through the Department of Revenue and Finance every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on assessments/sales ration studies as well as investigations and appraisals done by the state. The productivity formula for agriculture land use is based on agriculture prices and expenses. The state orders an adjustment if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per $1,000 of valuation.

The taxable valuation in each school district determines the amount of state aid the district will receive. The Iowa school foundation aid formula requires that all school districts levy a uniform rate of $5.40 per $1,000 of taxable valuation. State aid is provided to adjust for the differing amount of revenue raised in each district. The relative property wealth is the primary factor in determining the property tax rates in a school district.

Figure 138 provides average taxable valuation per pupil from 1995-1996 to 2006-2007. The average value per pupil continued to track upward for the second straight year after a one-year decline in 2004-2005. The average in 2006-2007 was an all-time high at $218,825.

**Figure 138**

## IOWA AVERAGE TAXABLE VALUATION PER PUPIL 1995-1996 TO 2006-2007




Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Only the 1,000-2,499 ($199,623) and 7,500+ ($213,038) enrollment categories had an average per pupil valuation below the state average. All enrollment categories except the 400-599 enrollment category had a valuation increase of greater than 20 percent between 1999-2000 and 2006-2007. Table 149 has the average taxable valuations per pupil by enrollment category.

**Table 149**

## IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1999-2000 AND 2004-2005 TO 2006-2007

| Enrollment Category | Per Pupil Taxable Valuation Year 1999-2000 | 2004-2005 | 2005-2006 | 2006-2007 | % Increase 1999-2000 to 2006-2007 |
|---|---|---|---|---|---|
| <250 | $ 262,531 | $ 292,706 | $ 293,481 | $ 316,871 | 20.7% |
| 250-399 | 216,057 | 250,786 | 262,211 | 274,097 | 26.9 |
| 400-599 | 208,769 | 218,758 | 219,006 | 234,369 | 12.3 |
| 600-999 | 191,868 | 213,623 | 220,422 | 234,994 | 22.5 |
| 1,000-2,499 | 165,805 | 186,911 | 191,153 | 199,623 | 20.4 |
| 2,500-7,499 | 166,072 | 198,647 | 209,972 | 219,655 | 32.3 |
| 7,500+ | 169,218 | 198,455 | 203,316 | 213,038 | 25.9 |
| State | 177,088 | 203,438 | 208,524 | 218,825 | 23.6 |

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

The range between the maximum ($704,682 in the 600-999 enrollment category) and minimum ($114,877 in the 400-599 enrollment category) valuation per pupil was nearly $590,000 in 2006-2007. Minimum and maximum per pupil taxable valuations by enrollment category are detailed in Table 150.

**Table 150**

### NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT 1990-1991 AND 2004-2005 TO 2006-2007

| Enrollment Category | 1990-1991 Min | 1990-1991 Max | 2004-2005 Min | 2004-2005 Max | 2005-2006 Min | 2005-2006 Max | 2006-2007 Min | 2006-2007 Max |
|---|---|---|---|---|---|---|---|---|
| <250 | $ 87,290 | $ 488,392 | $ 156,218 | $ 472,212 | $ 140,767 | $ 465,872 | $ 149,100 | $ 534,767 |
| 250-399 | 99,198 | 429,137 | 154,824 | 535,598 | 141,469 | 541,433 | 150,192 | 575,681 |
| 400-599 | 74,347 | 352,329 | 107,039 | 355,920 | 111,117 | 363,217 | 114,877 | 381,751 |
| 600-999 | 86,841 | 318,591 | 130,518 | 530,652 | 131,422 | 585,643 | 135,955 | 704,682 |
| 1,000-2,499 | 71,421 | 283,402 | 111,959 | 410,390 | 117,433 | 402,930 | 119,908 | 507,293 |
| 2,500-7,499 | 78,340 | 231,016 | 113,357 | 380,050 | 116,559 | 403,364 | 123,494 | 423,562 |
| 7,500+ | 90,952 | 188,506 | 123,480 | 364,931 | 126,948 | 380,310 | 132,179 | 400,070 |
| State | 71,421 | 488,392 | 107,039 | 535,598 | 111,117 | 585,643 | 114,877 | 704,682 |

Source: Iowa Department of Management, School Budget Master files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

## Expenditures Per Pupil

Expenditures on instruction, student support services, administration, operation and maintenance, student transportation, and central support are included in the general fund expenditures per pupil. The calculation for expenditures per pupil is made by dividing total general fund expenditures by the budget enrollments.Expenditures that are not included in the per pupil calculation are expenditures for community services, adult education, nonpublic education, co-curricular activities, financial support for food service programs, area education agency flow through, inter-fund transfers, facility acquisitions, debt services, and interagency revenues from other school districts and area education agencies for services sold.

Average general fund expenditures per pupil increased $321 (4.9 percent) between 2003-2004 and 2004-2005. The <250, 250-399, and 7,500+ enrollment categories were above the state average expenditure per pupil of $6,843, while the other enrollment categories were below the state average. Table 151 provides data on general fund expenditures per pupil for the state and by enrollment category.

**Table 151**

## AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1985-1986 AND 1997-1998 TO 2004-2005

| Enrollment Category | 1985-1986 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|---|---|---|---|
| <250 | $ 3,368 | $ 5,726 | $ 6,209 | $ 6,402 | $ 7,001 | $ 7,351 | $ 7,521 | $ 7,754 | $ 8,226 |
| 250-399 | 3,000 | 5,339 | 5,610 | 5,835 | 6,305 | 6,469 | 6,657 | 6,935 | 7,298 |
| 400-599 | 2,917 | 5,025 | 5,296 | 5,591 | 5,871 | 6,109 | 6,291 | 6,558 | 6,802 |
| 600-999 | 2,869 | 4,985 | 5,220 | 5,477 | 5,838 | 6,064 | 6,203 | 6,459 | 6,773 |
| 1,000-2,499 | 2,819 | 4,881 | 5,152 | 5,447 | 5,727 | 5,984 | 6,093 | 6,309 | 6,587 |
| 2,500-7,499 | 2,899 | 5,055 | 5,231 | 5,515 | 5,821 | 5,999 | 6,144 | 6,325 | 6,566 |
| 7,500+ | 2,987 | 5,461 | 5,656 | 5,936 | 6,294 | 6,616 | 6,826 | 6,999 | 7,208 |
| State | 2,916 | 5,119 | 5,347 | 5,630 | 5,959 | 6,212 | 6,372 | 6,522 | 6,843 |

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

Data from the National Education Association (NEA) detailing average general fund expenditures for Iowa, the midwest states and the nation are provided in Table 152 and Figure 139. Iowa remained 36th in the national rankings in 2003-2004; however, the gap between Iowa and the nation increased to $1,058 up from $901 in 2002-2003. South Dakota moved ahead of Iowa in 2003-2004, making Iowa second to last among the midwest states. Missouri ranked last among the midwest states and ranked 39th nationally in 2003-2004.

**Table 152**

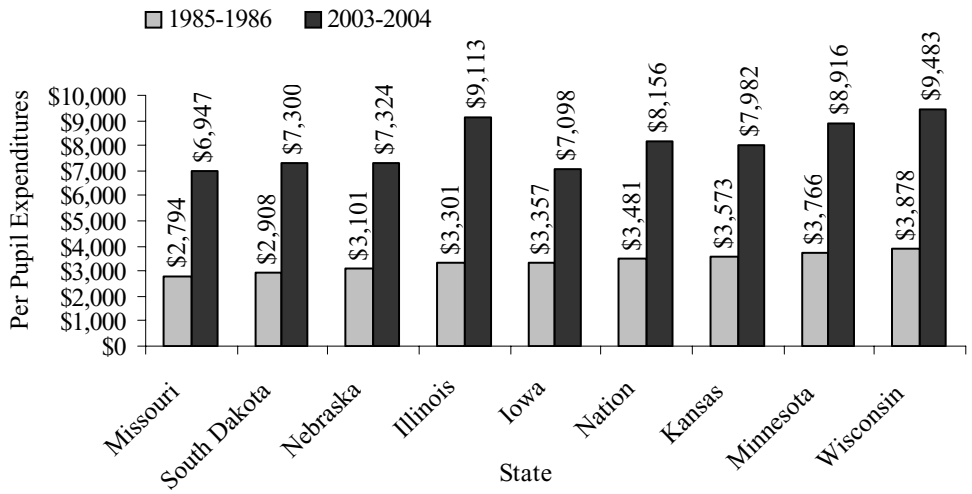
## IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE TOTAL CURRENT EXPENDITURES PER PUPIL, 1985-1986 AND 2001-2002 TO 2003-2004

| State/Nation | 1985-1986 Per Pupil Expenditures | 1985-1986 National Rank | 2001-2002 Per Pupil Expenditures | 2001-2002 National Rank | 2002-2003 Per Pupil Expenditures | 2002-2003 National Rank | 2003-2004 Per Pupil Expenditures | 2003-2004 National Rank |
|---|---|---|---|---|---|---|---|---|
| **Nation** | **$3,481** | **—** | **$7,536** | **—** | **$7,875** | **—** | **$8,156** | **—** |
| **Iowa** | **3,357** | **25** | **6,819** | **34** | **6,974** | **36** | **7,098** | **36** |
| Illinois | 3,301 | 26 | 7,597 | 23 | 9,414 | 11 | 9,113 | 15 |
| Kansas | 3,573 | 19 | 7,353 | 24 | 7,730 | 23 | 7,982 | 23 |
| Minnesota | 3,766 | 15 | 8,067 | 17 | 8,628 | 16 | 8,916 | 16 |
| Missouri | 2,794 | 38 | 6,759 | 36 | 7,050 | 35 | 6,947 | 39 |
| Nebraska | 3,101 | 32 | 6,811 | 35 | 7,093 | 33 | 7,324 | 33 |
| South Dakota | 2,908 | 36 | 6,522 | 38 | 6,924 | 37 | 7,300 | 34 |
| Wisconsin | 3,878 | 12 | 8,608 | 12 | 9,019 | 13 | 9,483 | 12 |

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: 2003-2004 figures are estimated by NEA.
Based on fall enrollments.

**Figure 139**

**IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1985-1986 AND 2003-2004**




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

## State Aid

State aid programs for schools noted in this section include School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, and Student Achievement/Teacher Quality. School districts receive state aid through appropriations made from the state's general fund each year. In recent years some programs have been added and some removed. Funding for the Student Achievement/Teacher Quality Program was initiated in 2001-2002. Funding for Technology/School Improvement was ended starting in 2002-2003 and funding for Phase III of Educational Excellence was discontinued in 2003-2004. Also, school foundation aid law changes made in 1996-1997 and 1999-2000 have impacted state aid amounts. In 1996-1997, the state foundation level was increased from 83.0 percent to 87.5 percent. In 1999-2000, the special education foundation level was increased from 79.0 percent to 87.5 percent. Although these foundation level changes did not increase school district budgets, they did increase the amount of state aid and lowered the amount of property tax.

General Fund appropriations and initial state aid to school districts is provided in Table 153. For fiscal year 2007 (the 2006-2007 school year) the General Assembly initially appropriated nearly $5.3 billion. Initial state aid to districts totaled $2,252.8 million or approximately 42.7 percent of the general fund dollars appropriated for FY 2007. Of the $357.9 million increase in the total general fund appropriation, state aid to districts accounted for $121.3 million (33.9 percent) of the increase from 2005-2006 to 2006-2007.

**Table 153**

## TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS) 1981-1982 TO 2006-2007

| Year | Initial State Aid to Districts | Initial General Fund Appropriations | Initial Percent Spent on Education | Final State Aid to Districts | Final General Fund Appropriation | Final Percent Spent on Education |
|---|---|---|---|---|---|---|
| 2006-2007 | $ 2,252.8 | $ 5,296.5 | 42.7% | Not currently available | | |
| 2005-2006 | 2,131.5 | 4,938.6 | 43.2 | Not currently available | | |
| 2004-2005 | 2,025.6 | 4,464.2 | 45.4 | $ 2,025.7 | $ 4,606.2 | 44.0% |
| 2003-2004 | 1,963.5 | 4,513.6 | 43.5 | 1,919.4 | 4,500.5 | 42.6 |
| 2002-2003 | 1,935.7 | 4,509.9 | 42.9 | 1,935.7 | 4,534.4 | 42.7 |
| 2001-2002 | 1,978.3 | 4,873.7 | 40.6 | 1,899.1 | 4,607.1 | 41.2 |
| 2000-2001 | 1,893.1 | 4,880.1 | 38.8 | 1,897.4 | 4,886.9 | 38.8 |
| 1999-2000 | 1,840.3 | 4,786.6 | 38.4 | | | |
| 1998-1999 | 1,739.7 | 4,522.0 | 38.5 | | | |
| 1997-1998 | 1,686.0 | 4,359.9 | 38.7 | | | |
| 1996-1997 | 1,615.8 | 4,122.2 | 39.2 | | | |
| 1995-1996 | 1,425.5 | 3,842.0 | 37.1 | | | |
| 1994-1995 | 1,360.5 | 3,615.6 | 37.6 | | | |
| 1993-1994 | 1,324.8 | 3,471.7 | 38.2 | | | |
| 1992-1993 | 1,273.1 | 3,394.3 | 37.5 | | | |
| 1991-1992 | 1,185.4 | 3,178.8 | 37.3 | | | |
| 1990-1991 | 1,147.7 | 3,130.9 | 36.7 | | | |
| 1989-1990 | 1,047.8 | 2,853.4 | 36.7 | | | |
| 1988-1989 | 964.1 | 2,667.5 | 36.1 | | | |
| 1987-1988 | 905.7 | 2,422.3 | 37.4 | | | |
| 1986-1987 | 761.1 | 2,190.2 | 34.8 | | | |
| 1985-1986 | 712.3 | 2,207.0 | 32.3 | | | |
| 1984-1985 | 708.5 | 2,088.6 | 33.9 | | | |
| 1983-1984 | 660.3 | 1,976.6 | 33.4 | | | |
| 1982-1983 | 642.3 | 1,870.9 | 34.3 | | | |
| 1981-1982 | 621.0 | 1,762.6 | 35.2 | | | |

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report and Fiscal Tracking Report.
Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

## Property Taxes

The uniform ($5.40/$1,000 of taxable valuation) and additional levies are combined with state foundation aid to fund the school aid formula for school districts. School districts may levy other local taxes in addition to the uniform levy and additional levy. Property taxes included in the school district's general fund include the uniform levy, the additional levy, the instructional support levy, and the educational improvement levy. Other school district property taxes for specified purposes not included in the general fund include the management levy, the regular physical plant and equipment levy (PPEL), the voter approved regular physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL), and the debt services levy.

Table 154 provides information on general fund property tax rates and management fund property tax rates. As in past years, only the two largest enrollment categories (2,500-7,499 and 7,500+) had average general fund property tax rates above the state average in 2006-2007. All districts levy the general fund property tax.

Of the 365 school districts in 2006-2007, 361 (98.9 percent) levy for the management fund. The <250 enrollment category had the lowest percentage of districts at 93.8 percent (see Table 154). There is no restriction on the management levy rate; however, the purpose for which proceeds may be used is restricted. The management levy may be used for paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits.

**Table 154**

## PROPERTY TAX RATES AND NUMBER OF DISTRICTS LEVYING PROPERTY TAXES FOR THE GENERAL FUND AND MANAGEMENT FUND FOR THE 2006-2007 YEAR BY ENROLLMENT CATEGORY

| | General Fund Levy | | Management Levy | | |
|---|---|---|---|---|---|
| Enrollment Category | Number of Districts with Levy | Average Tax Rate with Levy | Number of Districts with Levy | Percent of Districts with Levy | Average Tax Rate |
| <250 | 32 | $ 11.8888 | 30 | 93.8% | $ .7328 |
| 250-399 | 56 | 11.2109 | 56 | 100.0 | .7930 |
| 400-599 | 70 | 11.4153 | 69 | 98.6 | .9011 |
| 600-999 | 93 | 11.4285 | 92 | 98.9 | .9157 |
| 1,000-2,499 | 82 | 11.8667 | 82 | 100.0 | .9617 |
| 2,500-7,499 | 23 | 12.4600 | 23 | 100.0 | .9848 |
| 7,500+ | 9 | 13.3264 | 9 | 100.0 | 1.0001 |
| State | 365 | 12.2390 | 361 | 98.9 | .9529 |

Source: Iowa Department of Management, Master Budget files.
Note: Average Tax Rate per $1,000 Valuation.

School boards may approve a physical plant and equipment levy (PPEL) up to $0.33 per $1,000 of taxable valuation. School boards may request voter approval to increase the levy up to an additional $1.34 per $1,000 of taxable valuation for a maximum PPEL rate of $1.67 per $1,000 of taxable valuation.

Table 155 shows the districts that used the regular physical plant and equipment levy (PPEL) and the voter approved PPEL in the 2006-2007 school year. The number of districts that levied the PPEL in 2006-2007 decreased from 335 in 2005-2006 to 333 in 2006-2007 while the number that had a voter approved PPEL increased from 244 to 246 in the same time span. The three largest enrollment categories levied the voter approved at a higher percentage than the four smallest enrollment categories in 2006-2007.

**Table 155**

## PROPERTY TAX RATES AND NUMBER OF DISTRICTS LEVYING PROPERTY TAXES FOR THE REGULAR PHYSICAL PLANT AND EQUIPMENT LEVY AND THE VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY FOR THE 2006-2007 SCHOOL YEAR BY ENROLLMENT CATEGORY

| | | Regular PPEL | | | Voter-Approved PPEL | | |
|---|---|---|---|---|---|---|---|
| Enrollment Category | Number of Districts | Number of Districts with Levy | Percent of Districts with Levy | Average Tax Rate | Number of Districts with Levy | Percent of Districts with Levy | Average Tax Rate |
| <250 | 32 | 26 | 81.3% | $ 0.33 | 20 | 62.5% | $ .7058 |
| 250-399 | 56 | 55 | 98.2 | 0.32 | 38 | 67.9 | .6213 |
| 400-599 | 70 | 65 | 92.9 | 0.33 | 42 | 60.0 | .7088 |
| 600-999 | 93 | 87 | 93.5 | 0.33 | 58 | 62.4 | .6532 |
| 1,000-2,499 | 82 | 70 | 85.4 | 0.33 | 62 | 75.6 | .6526 |
| 2,500-7,499 | 23 | 21 | 91.3 | 0.33 | 18 | 78.3 | .9727 |
| 7,500+ | 9 | 9 | 100.0 | 0.33 | 8 | 88.9 | .8832 |
| State | 365 | 333 | 91.2 | 0.33 | 246 | 67.4 | .8012 |

Source: Iowa Department of Management, Master Budget files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.
Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cent Schoolhouse Levy that has expired.

Table 156 provides information on the debt services levy and the public education and recreation levy by enrollment category for 2006-2007. The Public Education and Recreation Levy (PERL – also referred to as the playground equipment and recreation levy) has a maximum rate of $0.135 per $1,000 of taxable valuation. Voters within the school district must approve PERL and funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. Of the 365 districts, 18 (4.9 percent) levied for PERL (see Table 156).

Nearly 58 percent of school districts used the debt services levy in 2006-2007, down nearly 2 percentage points from 2005-2006. Slightly more than 75 percent of the districts in the 1,000-2,499 enrollment category levied for debt services. Approval of usage of the debt services levy requires the approval of 60 percent of the electorate within the school district.

**Table 156**

## TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION AND DEBT SERVICES LEVIES BY ENROLLMENT CATEGORY, 2006-2007

| Enrollment Category | Number of Districts | PERL Levy Number of Districts with Levy | PERL Levy Percent of Districts with Levy | PERL Levy Average Tax Rate | Debt Services Levy Number of Districts with Levy | Debt Services Levy Percent of Districts with Levy | Debt Services Levy Average Tax Rate |
|---|---|---|---|---|---|---|---|
| <250 | 32 | 1 | 3.1% | $ .1350 | 9 | 28.1% | $ 1.0812 |
| 250-399 | 56 | 3 | 5.4 | .1350 | 26 | 46.4 | 1.7928 |
| 400-599 | 70 | 3 | 4.3 | .1350 | 41 | 58.6 | 1.9270 |
| 600-999 | 93 | 4 | 4.3 | .1350 | 55 | 59.1 | 1.4134 |
| 1,000-2,499 | 82 | 2 | 2.4 | .0988 | 62 | 75.6 | 1.4934 |
| 2,500-7,499 | 23 | 3 | 13.0 | .1350 | 13 | 56.5 | 2.2222 |
| 7,500+ | 9 | 2 | 22.2 | .1350 | 5 | 55.6 | .6986 |
| State | 365 | 18 | 4.9 | .1337 | 211 | 57.8 | 1.4914 |

Source: Iowa Department of Management, Master Budget files.
Notes: PERL means Public Education and Recreation Levy.
Average Tax Rate per $1,000 Valuation.
PERL also includes the Library Levy in the Clear Creek-Amana CSD.

Table 157 provides total local taxes (property tax and income surtax) for the general fund and property tax amounts for the management fund and the average amount per pupil by enrollment category. The smallest enrollment category (<250) had the highest average general fund amount per pupil at $4,046, while the 1,000-2,499 enrollment category had the lowest average at $2,488 for a range of $1,558. Income surtax accounted for approximately 5 percent of the total general fund property taxes. The total management levy topped $100 million in 2006-2007.

**Table 157**

## TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE GENERAL FUND PROPERTY TAXES FOR THE MANAGEMENT FUND AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY, 2006-2007

| Enrollment Category | Number of Districts | General Fund Property Tax | General Fund Income Surtax | General Fund Total | Average Combined Per Pupil | Management Fund Number of Districts with Levy | Management Fund Property Tax | Average Property Tax Per Pupil |
|---|---|---|---|---|---|---|---|---|
| <250 | 32 | $ 23,049,753 | $ 1,706,576 | $24,756,329 | $ 4,046 | 30 | $ 1,332,584 | $ 233 |
| 250-399 | 56 | 56,748,590 | 4,455,618 | 61,204,208 | 3,314 | 56 | 4,014,110 | 217 |
| 400-599 | 70 | 95,663,980 | 6,934,153 | 102,598,133 | 2,869 | 69 | 7,427,613 | 211 |
| 600-999 | 93 | 186,614,546 | 14,477,481 | 201,092,027 | 2,894 | 92 | 14,760,201 | 215 |
| 1,000-2,499 | 82 | 290,181,585 | 17,727,836 | 307,909,421 | 2,488 | 82 | 23,516,714 | 190 |
| 2,500-7,499 | 23 | 269,717,340 | 5,932,937 | 275,650,277 | 2,797 | 23 | 21,318,659 | 216 |
| 7,500+ | 9 | 371,880,636 | 13,599,194 | 385,479,830 | 2,943 | 9 | 27,923,323 | 213 |
| State | 365 | 1,293,856,430 | 64,833,795 | 1,358,690,225 | 2,812 | 361 | 100,293,204 | 208 |

Source: Iowa Department of Management, Master Budget files.
Note: Average per pupil amounts were calculated using budget enrollment.

Table 158 provides average per pupil amounts for the Physical Plant and Equipment Levy (PPEL) and the voter-approved PPEL by enrollment category. The PPEL generated approximately $34.6 million in 2006-2007 with an average of $77 per pupil for the districts that used PPEL. With the exception of the two largest enrollment categories, all other enrollment categories had districts that used income surtax to fund the voter approved PPEL in 2006-2007. Statewide, the average voter approved PPEL per pupil was $211.

**Table 158**

## TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE REGULAR AND VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY BY ENROLLMENT CATEGORY, 2006-2007

| | | Regular PPEL | | | Voter-Approved PPEL Levy | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment Category | Number of Districts | Number of Districts with Levy | Property Tax | Average Per Pupil | Number of Districts with Levy | Property Tax | Income Surtax | Total | Average Per Pupil |
| <250 | 32 | 26 | $ 498,360 | $ 102 | 20 | $ 843,924 | $ 14,148 | $ 858,072 | $ 220 |
| 250-399 | 56 | 55 | 1,639,504 | 90 | 38 | 2,227,913 | 903,935 | 3,131,848 | 250 |
| 400-599 | 70 | 65 | 2,605,568 | 79 | 42 | 3,535,815 | 910,540 | 4,446,355 | 210 |
| 600-999 | 93 | 87 | 5,191,568 | 80 | 58 | 6,775,929 | 2,390,804 | 9,166,733 | 214 |
| 1,000-2,499 | 82 | 70 | 7,443,985 | 71 | 62 | 12,585,684 | 4,557,617 | 17,143,301 | 182 |
| 2,500-7,499 | 23 | 21 | 7,284,134 | 81 | 18 | 18,872,135 | - | 18,872,135 | 238 |
| 7,500+ | 9 | 9 | 9,913,844 | 76 | 8 | 24,714,497 | - | 24,714,497 | 212 |
| State | 365 | 333 | 34,576,963 | 77 | 246 | 69,555,897 | 8,777,044 | 78,332,941 | 211 |

Source: Iowa Department of Management, Master Budget files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average per pupil amounts were calculated using budget enrollments.

The total and per pupil amounts for the Public Education and Recreation Levy (PERL) and debt services levy by enrollment category are displayed in Table 159. Only 18 districts levied PERL for a total of $1.9 million in 2006-2007. The statewide average per pupil for districts that levied PERL was $30. The per pupil debt levy ranged from $585 in the 2,500-7,499 enrollment category to $180 in the 7,500+ enrollment category in 2006-2007. Overall, the state average for districts that levied for debt services was $364 per pupil in 2006-2007.

**Table 159**

## TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAXES FOR THE PUBLIC EDUCATION AND RECREATION, DEBT SERVICES LEVIES, AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY, 2006-2007

| Enrollment Category | Number of Districts | PERL Number of Districts with Levy | PERL Property Tax | PERL Average Per Pupil | Debt Services Levy Number of Districts with Levy | Debt Services Levy Property Tax | Debt Services Levy Average Per Pupil |
|---|---|---|---|---|---|---|---|
| <250 | 32 | 1 | $ 8,151 | $39 | 9 | $ 600,204 | $338 |
| 250-399 | 56 | 3 | 30,604 | 35 | 26 | 4,129,311 | 476 |
| 400-599 | 70 | 3 | 56,415 | 34 | 41 | 9,318,935 | 442 |
| 600-999 | 93 | 4 | 92,441 | 34 | 55 | 14,065,666 | 336 |
| 1,000-2,499 | 82 | 2 | 51,009 | 18 | 62 | 29,313,934 | 319 |
| 2,500-7,499 | 23 | 3 | 400,283 | 28 | 13 | 32,429,441 | 585 |
| 7,500+ | 9 | 2 | 1,228,699 | 30 | 5 | 11,017,980 | 180 |
| State | 365 | 18 | 1,867,602 | 30 | 211 | 102,498,917* | 364 |

Source: Iowa Department of Management, Master Budget files.
Notes: PERL means Public Education and Recreation Levy.
Average per pupil amounts were calculated using budget enrollments.
PERL includes the Library Levy in the Clear Creek-Amana CSD.
*Does not include debt from reorganized or dissolved districts.
State total of Debt Services Levy including those taxing jurisdictions that are no longer school districts.

# Income Surtaxes

Income surtax continued to be a growing source of local school district funding in 2006-2007. Of the 365 school districts, 290 (79.5 percent) used income surtax as a local funding source, up slightly from the previous year. Over 75 percent of the districts in the four smallest enrollment categories used income surtax. Since 1990-1991, the percent of districts with surtaxes has increased from 15.6 percent to nearly 80 percent. Table 160 provides a historical look at income surtax usage by enrollment category.

**Table 160**

## NUMBER AND PERCENT OF DISTRICTS WITH INCOME SURTAXES, SURTAX PER PUPIL, AND AVERAGE SURTAX RATES BY ENROLLMENT CATEGORY 1990-1991, 1995-1996, 2001-2002 AND 2004-2005 TO 2006-2007

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| **1990-1991** | | | | | | | | |
| Number of Districts with Surtaxes | 30 | 25 | 7 | 1 | 1 | 2 | 1 | 67 |
| Percent of Districts with Surtaxes | 56.6% | 29.4% | 7.0% | 1.1% | 1.4% | 8.7% | 12.5% | 15.6% |
| Surtaxes Per Budget Enrollment | $159 | $168 | $160 | $93 | $215 | $113 | $173 | $153 |
| Average Income Surtax Rate | 8.47 | 9.86 | 9.30 | 8.46 | 8.90 | 3.78 | 4.61 | 5.96 |
| **1995-1996** | | | | | | | | |
| Number of Districts with Surtaxes | 23 | 36 | 49 | 50 | 36 | 4 | 1 | 199 |
| Percent of Districts with Surtaxes | 88.5% | 75.0% | 59.0% | 45.9% | 42.4% | 16.7% | 11.1% | 51.8% |
| Surtaxes Per Budget Enrollment | $173 | $173 | $145 | $134 | $114 | $140 | $231 | $140 |
| Average Income Surtax Rate | 11.25 | 10.69 | 7.66 | 6.52 | 4.69 | 4.31 | 4.71 | 5.80 |
| **2001-2002** | | | | | | | | |
| Number of Districts with Surtaxes | 23 | 47 | 54 | 73 | 57 | 6 | 3 | 263 |
| Percent of Districts with Surtaxes | 92.0% | 88.7% | 76.1% | 69.5% | 67.9% | 25.0% | 33.3% | 70.9% |
| Surtaxes Per Budget Enrollment | $233 | $228 | $193 | $207 | $173 | $143 | $220 | $193 |
| Average Income Surtax Rate | 11.30 | 10.54 | 7.92 | 7.48 | 5.38 | 3.63 | 4.28 | 5.75 |
| **2004-2005** | | | | | | | | |
| Number of Districts with Surtaxes | 26 | 48 | 57 | 82 | 64 | 7 | 3 | 287 |
| Percent of Districts with Surtaxes | 92.9% | 88.9 | 75.0% | 85.4% | 79.0% | 30.4% | 33.3% | 78.2% |
| Surtaxes Per Budget Enrollment | $262 | $269 | $229 | $235 | $202 | $169 | $216 | $216 |
| Average Income Surtax Rate | 11.82 | 11.27 | 9.11 | 8.36 | 6.46 | 4.15 | 4.32 | 6.51 |
| **2005-2006** | | | | | | | | |
| Number of Districts with Surtaxes | 26 | 52 | 55 | 82 | 64 | 7 | 3 | 289 |
| Percent of Districts with Surtaxes | 92.9% | 91.2% | 77.5% | 84.5% | 79.0% | 31.8% | 33.3% | 79.2% |
| Surtaxes Per Budget Enrollment | $289 | $291 | $249 | $254 | $219 | $190 | $270 | $241 |
| Average Income Surtax Rate | 11.70 | 11.03 | 9.00 | 8.21 | 6.37 | 4.36 | 5.21 | 6.71 |
| **2006-2007** | | | | | | | | |
| Number of Districts with Surtaxes | 29 | 51 | 54 | 81 | 64 | 8 | 3 | 290 |
| Percent of Districts with Surtaxes | 90.6% | 91.1% | 77.1% | 87.1% | 78.1% | 34.8% | 33.3% | 79.5% |
| Surtaxes Per Budget Enrollment | $307 | $320 | $284 | $279 | $241 | $199 | $317 | $267 |
| Average Income Surtax Rate | 11.25 | 11.08 | 9.22 | 8.20 | 6.40 | 4.37 | 5.65 | 6.82 |

Source: Iowa Department of Management, Master Budget files.
Notes: Enrollment categories determined by budget enrollments.
Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant and Equipment Levy.

# Instructional Support

The instructional support program provides additional funding to a district and must be approved through board action or referendum. If the instructional support program is approved through a referendum, it may be imposed for up to ten years. Board enactment will allow the program to be in place for up to five years. The maximum amount that a budget may be increased through the instructional support program is 10 percent of the district's regular program cost. Once the program is enacted, districts receive state aid to fund a portion of the program and fund the remaining portion of the program through a property tax and if approved, income surtax.

Tables 161 and 162 and Figures 140 and 141 provide a historical look at the revenue sources and amounts for the Instructional Support Program. State aid for Instructional Support had been frozen at $14.8 million from 1992-1993 through 2003-2004. However, due to a 2.25 percent across-the-board reduction in FY 2004, the 2003-2004 state aid amount was reduced to $14.5 million. For FY 2005, the state aid appropriation for Instructional Support was set at $14.4 million and remained unchanged for FY 2006 and FY 2007 (see Table 161). The total amount of income surtax and the percentage of income surtax continued to increase in FY 2007. Overall, income surtax accounted for nearly $65 million (39.8 percent) of the total Instructional Support Program up from $57.8 million (38.2 percent) in FY 2006.

**Table 161**

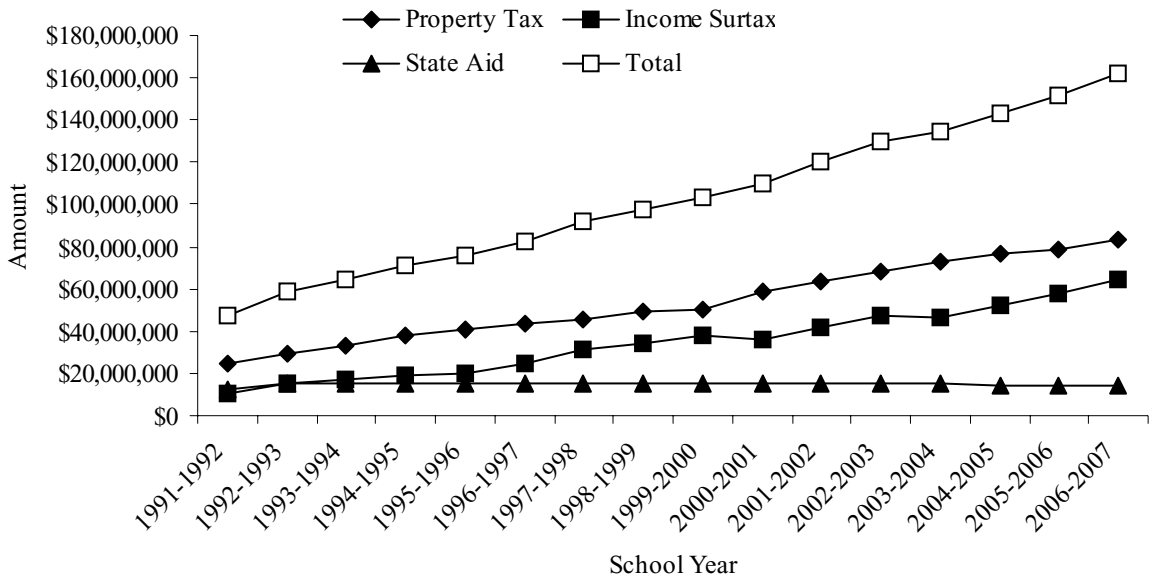
**INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE**
**PROPERTY TAX, INCOME SURTAX, AND STATE AID**
**1991-1992 AND 2003-2004 TO 2006-2007**

| School Year | Property Tax | Income Surtax | State Aid | Total |
|---|---|---|---|---|
| 2006-2007 | $ 83,259,000 | $ 64,699,884 | $ 14,428,268 | $ 162,387,152 |
| 2005-2006 | 79,069,172 | 57,824,212 | 14,428,238 | 151,321,622 |
| 2004-2005 | 76,963,053 | 51,958,735 | 14,428,247 | 143,350,035 |
| 2003-2004 | 73,189,750 | 46,888,458 | 14,465,267 | 134,543,475 |
| 1991-1992 | 24,396,419 | 10,610,537 | 12,507,656 | 47,514,612 |

Source: Iowa Department of Management, Master Budget files.

**Figure 140**

## INSTRUCTIONAL SUPPORT PROGRAM REVENUES
## 1991-1992 TO 2006-2007




Source: Department of Management, Annual Aid and Levy Worksheets.

**Table 162**

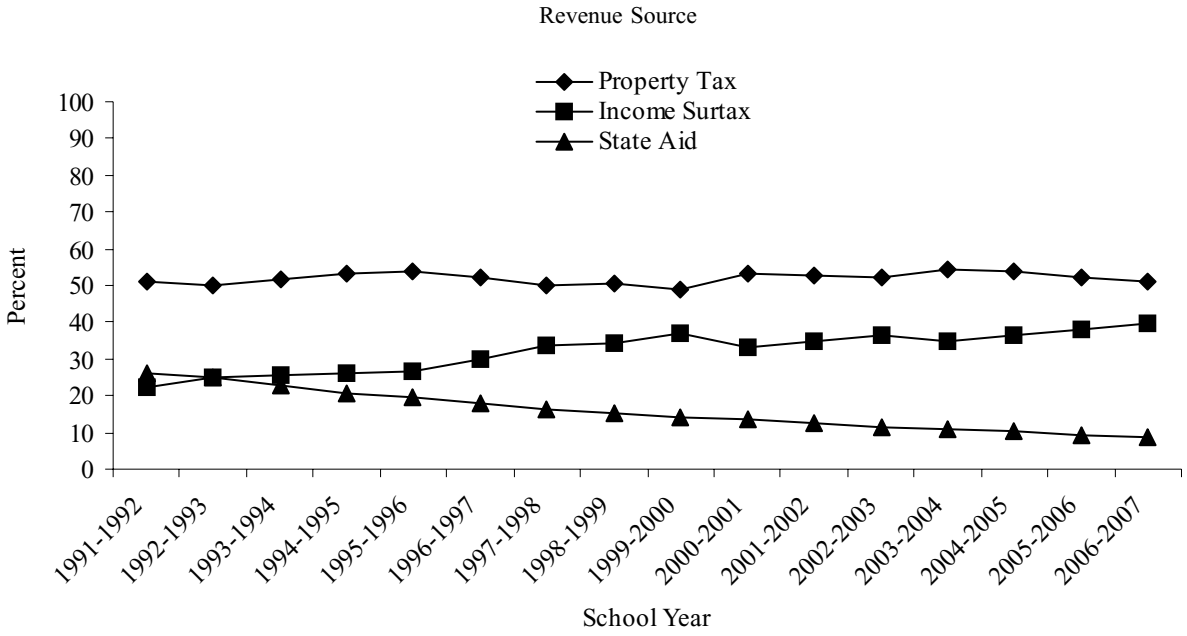
## PERCENT DISTRIBUTIONS OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES
## 1991-1992 AND 2003-2004 TO 2006-2007

| School Year | Percent Property Tax | Percent Income Surtax | Percent State Aid |
|---|---|---|---|
| 2006-2007 | 51.3% | 39.8% | 8.9% |
| 2005-2006 | 52.3 | 38.2 | 9.5 |
| 2004-2005 | 53.7 | 36.2 | 10.1 |
| 2003-2004 | 54.4 | 34.9 | 10.8 |
| 1991-1992 | 51.4 | 22.3 | 26.3 |

Source: Department of Management, Annual Aid and Levy Worksheets.

**Figure 141**

## PERCENT DISTRIBUTIONS OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2006-2007




Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

Of the 365 school districts, 334 (91.5 percent) had an instructional support program in FY 2007. All enrollment categories have over a 84 percent participation rate while the <250 and 7,500+ have 100 percent usage of the instructional support program. Table 163 details the number of districts with the instructional support program by enrollment category for a number of years.

**Table 163**

## INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1991-1992, 1995-1996, 2001-2002 AND 2004-2005 TO 2006-2007

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| **1991-1992** | | | | | | | | |
| Number of Districts | 41 | 76 | 98 | 102 | 76 | 24 | 8 | 425 |
| Number of Districts with Instructional Support | 18 | 37 | 31 | 31 | 25 | 10 | 4 | 156 |
| Percent of Districts with Instructional Support | 43.9% | 48.7% | 31.6% | 30.4% | 32.9% | 41.7% | 50.0% | 36.7% |
| **1995-1996** | | | | | | | | |
| Number of Districts | 25 | 45 | 77 | 113 | 85 | 25 | 9 | 379 |
| Number of Districts with Instructional Support | 22 | 38 | 51 | 58 | 44 | 14 | 8 | 235 |
| Percent of Districts with Instructional Support | 88.0% | 84.4% | 66.2% | 51.3% | 51.8% | 56.0% | 88.9% | 62.0% |
| **2001-2002** | | | | | | | | |
| Number of Districts | 25 | 53 | 71 | 105 | 84 | 24 | 9 | 371 |
| Number of Districts with Instructional Support | 24 | 50 | 59 | 79 | 57 | 15 | 9 | 293 |
| Percent of Districts with Instructional Support | 96.0% | 94.3% | 83.1% | 75.2% | 67.9% | 62.5% | 100.0% | 79.0% |
| **2004-2005** | | | | | | | | |
| Number of Districts | 28 | 54 | 76 | 96 | 81 | 23 | 9 | 367 |
| Number of Districts with Instructional Support | 28 | 51 | 63 | 87 | 68 | 19 | 9 | 325 |
| Percent of Districts with Instructional Support | 100.0% | 94.4% | 82.9% | 90.6% | 84.0% | 82.6% | 100.0% | 88.6% |
| **2005-2006** | | | | | | | | |
| Number of Districts | 28 | 57 | 71 | 97 | 81 | 22 | 9 | 365 |
| Number of Districts with Instructional Support | 28 | 56 | 61 | 88 | 66 | 20 | 9 | 328 |
| Percent of Districts with Instructional Support | 100.0% | 98.2% | 85.9% | 90.7% | 81.5% | 90.9% | 100.0% | 89.9% |
| **2006-2007** | | | | | | | | |
| Number of Districts | 32 | 56 | 70 | 93 | 82 | 23 | 9 | 365 |
| Number of Districts with Instructional Support | 32 | 55 | 61 | 87 | 69 | 21 | 9 | 334 |
| Percent of Districts with Instructional Support | 100.0% | 98.2% | 87.1% | 93.6% | 84.2% | 91.3% | 100.0% | 91.5% |

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollment.

# Budget Guarantee (Budget Adjustment)

The budget adjustment (formerly known as the budget guarantee) is part of the Iowa school aid formula. Factors that determine whether or not a school district may qualify to receive the budget adjustment include enrollment changes from the previous year and the allowable growth rate set by the General Assembly each year. Legislation that passed during the 2001 legislative session changed the Budget Guarantee Program significantly beginning in FY 2005 (2004-2005 school year). Prior to the 2004-2005 school year, districts that had a decrease in their regular program district cost were guaranteed 100 percent of the previous fiscal year's total regular program district cost. The provision was called the 100 Percent Budget Guarantee. Legislation that passed during the 2001 legislative session changed that provision. In FY 2005, the 100 Percent Budget Guarantee had begun to be phased out. In place of the 100 Percent Budget Guarantee, an eligible district could receive a "scale-down" type of budget adjustment that is based on the FY 2004 total regular program district cost or a 101 percent budget adjustment that is based on the previous year's regular program district cost without any adjustment. The scale-down portion of the budget adjustment will end by FY 2014.

Table 164 and Figure 142 provide data on the budget guarantee by enrollment category. Overall, the number of districts that received the budget guarantee in FY 2007 decreased by 25 (14.4 percent) to 149. For the second consecutive year, as the enrollment size increased the number of districts that received the budget guarantee decreased.

**Table 164**

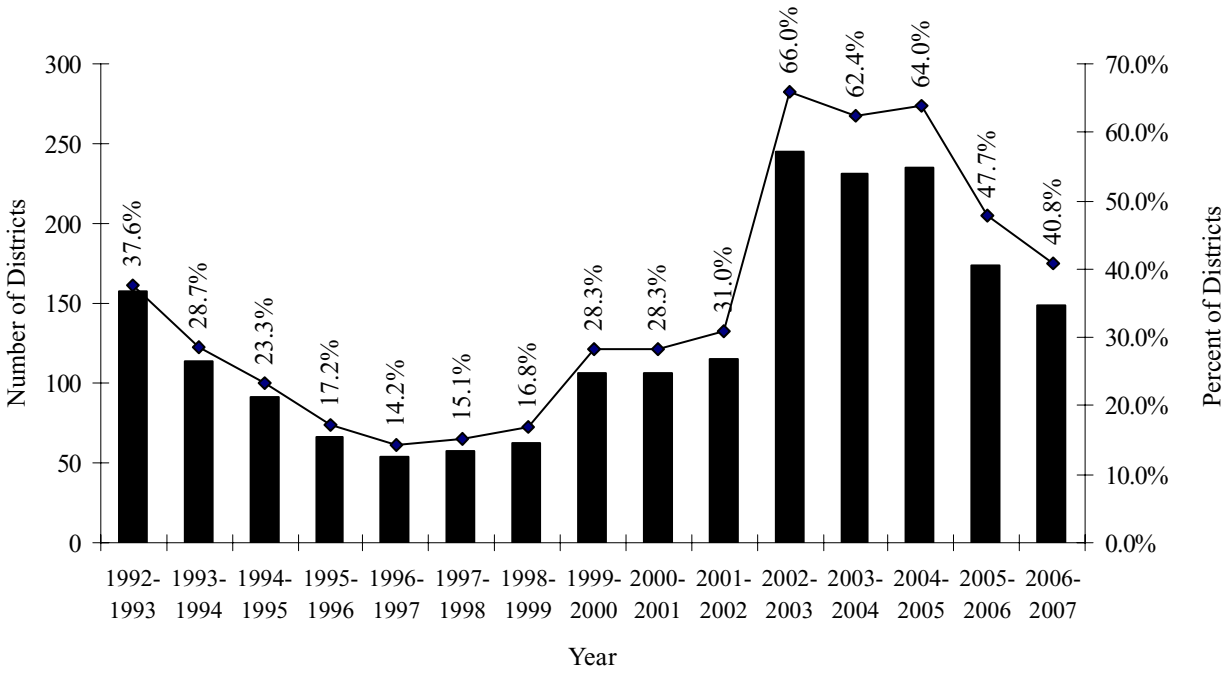
**NUMBER AND PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE AND PER PUPIL AMOUNT OF THE GUARANTEE BY ENROLLMENT CATEGORY 1992-1993 AND 2004-2005 TO 2006-2007**

| | Enrollment Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1992-1993** | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Number of Districts | 42 | 74 | 98 | 95 | 77 | 23 | 9 | 418 |
| No. of Districts w/Guarantee | 31 | 45 | 48 | 21 | 10 | 1 | 1 | 157 |
| % of Districts w/Guarantee | 73.8% | 60.8% | 49.0% | 22.1% | 13.0% | 4.3% | 11.1% | 37.6% |
| Average Per Pupil | $251 | $142 | $109 | $86 | $59 | $249 | $31 | $106 |
| **2004-2005** | | | | | | | | |
| Number of Districts | 28 | 54 | 76 | 96 | 81 | 23 | 9 | 367 |
| No. of Districts w/Guarantee | 22 | 47 | 63 | 60 | 33 | 7 | 3 | 235 |
| % of Districts w/Guarantee | 78.6% | 87.0% | 82.9% | 62.5% | 40.7% | 30.4% | 33.3% | 64.0% |
| Average Per Pupil | $605 | $319 | $230 | $186 | $124 | $49 | $5 | $129 |
| **2005-2006** | | | | | | | | |
| Number of Districts | 28 | 57 | 71 | 97 | 81 | 22 | 9 | 365 |
| No. of Districts w/Guarantee | 22 | 43 | 40 | 45 | 22 | 2 | 0 | 174 |
| % of Districts w/Guarantee | 78.6% | 75.4% | 56.3% | 46.4% | 27.2% | 9.1% | 0.0% | 47.7% |
| Average Per Pupil | $526 | $324 | $193 | $168 | $107 | $20 | $0 | $176 |
| **2006-2007** | | | | | | | | |
| Number of Districts | 32 | 56 | 70 | 93 | 82 | 23 | 9 | 365 |
| No. of Districts w/Guarantee | 27 | 36 | 37 | 35 | 13 | 1 | 0 | 149 |
| % of Districts w/Guarantee | 84.4% | 64.3% | 52.9% | 37.6% | 15.9% | 4.4% | 0% | 40.8% |
| Average Per Pupil | $475 | $268 | $153 | $161 | $80 | $10 | $0 | $168 |

Source: Iowa Department of Management, Master Budget files
Notes: Enrollment categories determined by budget enrollment.
Average per pupil amounts were calculated using budget enrollment.

**Figure 142**

**NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH BUDGET GUARANTEE 1992-1993 TO 2006-2007**




Source: Iowa Department of Management, Master Budget files.

## Bond Elections

A "super-majority" of at least 60 percent approval is required for the passage of a bond referendum. In 2004-2005, 65 percent of the bond referendums passed (13 of 20). Of the seven that were not approved, four received support of more than 50 percent but less than the required 60 percent "yes" votes. The 1,000-2,499 enrollment category passed six of the seven bond referendums in 2004-2005. Table 165 provides the number of districts that attempted bond referendums by enrollment category.

**Table 165**

## NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS BY PERCENT OF YES VOTES BY ENROLLMENT CATEGORY 1985-1986 AND 2002-2003 TO 2004-2005

| | Enrollment Categories | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| **1985-1986** | | | | | | | | |
| Number Attempted | 0 | 4 | 0 | 2 | 2 | 1 | 1 | 10 |
| <50 Percent | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| 50-59.9 Percent | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 4 |
| 60 Percent + | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 4 |
| **2002-2003** | | | | | | | | |
| Number Attempted | 1 | 3 | 4 | 6 | 10 | 1 | 1 | 26 |
| <50 Percent | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 5 |
| 50-59.9 Percent | 0 | 0 | 1 | 1 | 4 | 0 | 0 | 6 |
| 60 Percent + | 1 | 3 | 2 | 4 | 3 | 1 | 1 | 15 |
| **2003-2004** | | | | | | | | |
| Number Attempted | 0 | 1 | 2 | 9 | 12 | 3 | 0 | 27 |
| <50 Percent | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 5 |
| 50-59.9 Percent | 0 | 0 | 1 | 2 | 3 | 0 | 0 | 6 |
| 60 Percent + | 0 | 1 | 1 | 5 | 6 | 3 | 0 | 16 |
| **2004-2005** | | | | | | | | |
| Number Attempted | 1 | 0 | 2 | 7 | 7 | 3 | 0 | 20 |
| <50 Percent | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 3 |
| 50-59.9 Percent | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 4 |
| 60 Percent + | 1 | 0 | 2 | 3 | 6 | 1 | 0 | 13 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Reports.
Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

In 2004-2005, 31 voter-approved physical plant and equipment referendums were attempted and 29 (93.5 percent) passed. All enrollment categories passed at least two referendums. Unlike the bond referendums, voter-approved physical plant and equipment referendums require 50 percent approval for passage. Table 166 provides the information on the voter approved physical plant and equipment referendums by enrollment category.

**Table 166**

## NUMBER OF DISTRICTS ATTEMPTING VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT REFERENDUMS BY PERCENT OF YES VOTES BY ENROLLMENT CATEGORY, 2004-2005

| | Enrollment Categories | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Number Attempted | 4 | 4 | 9 | 6 | 3 | 2 | 3 | 31 |
| <50 Percent | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| 50 Percent + | 4 | 4 | 8 | 5 | 3 | 2 | 3 | 29 |

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Reports.
Notes: A district could be included more than once if it had more than one bond issue in a year.
FY 2002 was the first year the information was collected.

# Local Option Sales and Services Tax for School Infrastructure

Each school district located wholly or partially in a county that has passed the tax receives a per pupil revenue amount based upon the number students in that county and the local sales tax raised in that county. The maximum local option sales and services tax rate is 1 percent. In the 1998-1999 school year, three counties had passed a local option sales tax for school infrastructure. By the end of the 2005-2006 school year, 97 of Iowa's 99 counties had passed the local option tax. That number remained unchanged in 2006-2007. In 2005-2006 and 2006-2007, 357 of 365 districts (97.8 percent) received some local option sales and services tax revenues. Estimated revenues for 2006-2007 were approximately $300 million.

In addition to the revenues received directly from the local option tax, some districts also receive funds from the Secure and Advanced Vision (SAVE) account. As a base, $10 million was appropriated to the SAVE fund. In addition to the base, revenues above $575 per pupil from some counties were deposited in the SAVE fund (approximately $5.5 million in 2006-2007). In total for 2006-2007, approximately $15.5 million was distributed through the SAVE fund for 262 districts in 54 counties. The SAVE funds are distributed to school districts in a county based upon the per pupil sales tax revenue in the county compared to the revenues in other counties. Districts in counties that have the lowest local option sales tax revenues per pupil receive SAVE funds first. Each county (or group of counties) is equalized to the per pupil amount in the county above until all the SAVE funds are allocated. Table 167 provides information on the Local Option Sales and Services tax for school infrastructure and the SAVE fund.

**Table 167**

**LOCAL OPTION SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE**
**1998-1999, 2003-2004, 2005-2006 AND 2006-2007**

| | 1998-1999 | 2003-2004 | 2005-2006 | 2006-2007 |
|---|---|---|---|---|
| Number of Counties with the Tax | 3 | 56 | 97 | 97 |
| Number of Districts Partly or Wholly Located in those Counties | 28 | 282 | 357 | 357 |
| Resident Budget Enrollment in Those Counties | 28,858.0 | 371,930.7 | 436,528.5 | 435,857.3 |
| Estimated Revenues | $9,764,643 | $197,204,570 | $276,043,543 | $300,656,619 |
| Percent of Counties Participating | 3.0% | 56.6% | 98.0% | 98.0% |
| Percent of Districts Located Partly or Wholly in Participating Counties | 7.5% | 76.2% | 97.8% | 97.8% |
| Percent of Budget Enrollment Residing in Participating Counties | 5.7% | 76.4% | 90.3% | 90.2% |
| Number of Counties Receiving SAVE Funds (Received in Next Fiscal Year) | 0 | 0 | 53 | 54 |
| Number of Districts Partly or Wholly Located in Those Counties | 0 | 0 | 252 | 262 |
| Resident Budget Enrollment in Those Counties | 0.0 | 0.0 | 128,909.0 | 133,007.5 |
| Estimated SAVE Revenues | 0 | 0 | 11,876,626 | 15,460,160 |

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue and Finance Records.
Note: Estimated revenues were used for Fiscal Year 2003, Fiscal Year 2004 and Fiscal Year 2005.

# Total Elementary and Secondary Education Budgets

Table 168 provides the state elementary and secondary budget detail for the years 1985-1986, 2005-2006 and 2006-2007. In general, there were no significant changes in the percent of source of funds between 2005-2006 and 2006-2007. The percentage of regular program funds decreased 0.6 percentage points between those two years. The estimated state total topped $4.0 billion in 2006-2007, up from $3.8 billion in 2005-2006 for an increase of approximately 5.1 percent.

State categorical funding includes Educational Excellence, Instructional Support, Class Size Reduction/School Improvement, Technology/School Improvement (program discontinued starting with FY 2003), and Student Achievement/Teacher Quality. The miscellaneous category includes the federal funding estimate and the state categorical funding. Federal funding was estimated based upon the most current year for which information was available. The increase in the estimated miscellaneous state categorical was due to the increase $34.8 million increase in the Student Achievement/Teacher Quality Program for 2006-2007.

**Table 168**

## IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1985-1986, 2005-2006 AND 2006-2007

| | 1985-1986 | | 2005-2006 | | 2006-2007 | |
|---|---|---|---|---|---|---|
| Source of Funds | Amount | Percent | Amount | Percent | Amount | Percent |
| Regular Program | $1,263,768,116 | 78.4% | $2,395,175,709 | 62.7% | $2,489,060,978 | 62.1% |
| Guarantee Amount | 3,161,077 | 0.2 | 19,484,202 | 0.5 | 13,762,593 | 0.3 |
| Supplementary Weights | 426,616 | 0.0 | 33,593,399 | 0.9 | 40,633,578 | 1.0 |
| Special Education | 90,438,951 | 5.6 | 347,753,464 | 9.1 | 360,962,530 | 9.0 |
| AEA Media | 10,865,134 | 0.7 | 20,989,587 | 0.5 | 21,788,253 | 0.5 |
| AEA Ed Services | 11,986,320 | 0.7 | 23,197,105 | 0.6 | 24,098,267 | 0.6 |
| AEA Special Education | 60,292,283 | 3.7 | 120,850,029 | 3.2 | 125,444,849 | 3.1 |
| AEA Prorated Budget Reduction | | | (-19,298,677) | -0.5 | (15,499,969) | -0.4 |
| TAG SBRC | 5,008,416 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| Dropout SBRC | 1,702,264 | 0.1 | 72,072,429 | 1.9 | 79,551,608 | 2.0 |
| Other SBRC | 14,203,445 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| Instructional Support & Enrichment | 4,092,470 | 0.3 | 151,321,622 | 4.0 | 162,387,152 | 4.1 |
| Educational Improvement | 0 | 0.0 | 504,419 | <0.1 | 507,155 | 0.0 |
| Enrollment Audit Adjustment | 0 | 0.0 | (-244,124) | 0.0 | (1,060,821) | 0.0 |
| Management | 23,199,501 | 1.4 | 95,765,996 | 2.5 | 100,293,213 | 2.5 |
| Physical Plant & Equipment | 0 | 0.0 | 108,395,734 | 2.8 | 112,909,897 | 2.8 |
| 67.5 Cent Schoolhouse | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Playground and Library | 0 | 0.0 | 1,773,993 | <0.1 | 1,890,135 | 0.0 |
| Debt Service | 85,639,275 | 5.3 | 98,029,256 | 2.6 | 102,498,876 | 2.6 |
| Estimated Miscellaneous State Categorical | 0 | 0.0 | 178,094,541 | 4.7 | 203,491,215 | 5.1 |
| Estimated Misc. Federal | 38,100,000 | 2.4 | 173,525,424 | 4.5 | 183,608,249 | 4.6 |
| Total | $1,679,683,868 | 100.0 | $3,820,984,108 | 100.0 | 4,006,297,758 | 100.0 |

Source: Iowa Department of Management, School Budget Master files.
Notes: For Fiscal Year 1986, the allocation of dollars to AEA Media and AEA Ed Services was estimated.
For Fiscal Year 1986, PPEL, 67.5 cent, playground, library and debt service levies was reported as one total figure.