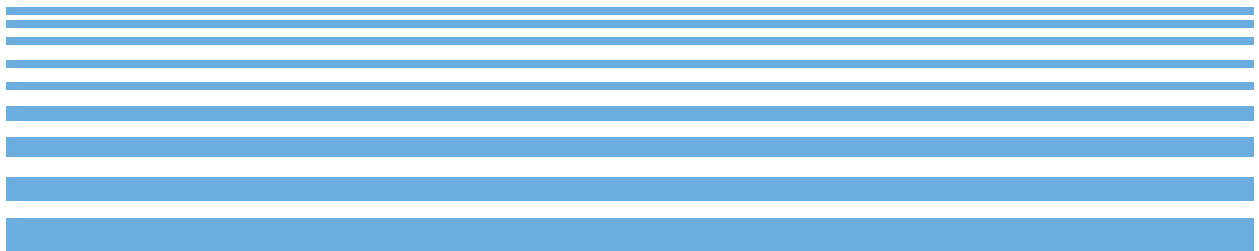
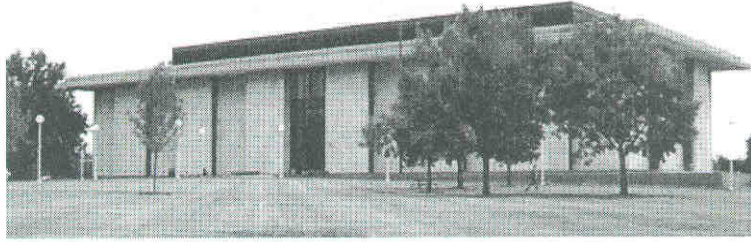


The Annual
CONDITION
OF
EDUCATION
Report



2010





The Annual
CONDITION OF EDUCATION
Report

Iowa Department of Education
2010

Printed on Recycled Paper



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State of Iowa
Department of Education
Grimes State Office Building
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To the Citizens of Iowa

In many ways, the product of education is the future. From the Iowa Department of Education to our Area Education Agencies, districts, schools, and teachers, we are working to prepare all students for success in the 21st century. We are anticipating the skills and knowledge they will need to be prepared for careers, college and citizenry. We are striving to help every child in Iowa be ready for their future.

In short, education must look forward.

We do so in good times and bad. Iowa, like the entire nation, has faced historic economic challenges in recent years. But even in times of tight budgets and spending cuts, we have worked to preserve our historic support of education. From the commitment of the Governor and General Assembly to the hard work of local school boards and superintendents along with assistance from the federal government, Iowa has pulled together to keep moving forward during challenging times.

But from time to time we must take a moment and look back in order to measure our progress and determine how far we have to go. And to find out what works and what we need to improve.

For 21 years the Annual Condition of Education Report has helped meet that goal, providing valuable information on everything from enrollment to student performance, from our teachers to finances to our demographics.

Each year we have aimed to provide more and better data in this report. In fact, the 2010 edition is the longest Condition of Education report ever, with additional information on the demographics of our state compared to the region and nation. The more information we can share the more enlightened we all are about how to best meet the challenges and fulfill the opportunities of education.

For everyone interested in education, in the strength of our schools and in the future of our children I hope the 2010 Annual Condition of Education Report not only provides useful information, but helps us all work together to meet the promise of the future. For an electronic copy of the report please visit the Department of Education website at http://www.iowa.gov/educate/index.php?option=com_docman&task=cat_view&gid=646&Itemid=1563

Sincerely,



Kevin Fangman
Acting Director
Iowa Department of Education



Dedication

The 21st edition of the Annual Condition of Education Report is dedicated to Judy Jeffrey. Judy Jeffrey retired in May 2010 after serving as the Director of the Iowa Department of Education (DE) since November 2004. Before serving as Director, Judy had been the state's Early Childhood, Elementary & Secondary Division Administrator since 1996. Judy Jeffrey also served as an educator across many levels of the education system holding various administrative and teaching positions.

Judy's vision, passion, and leadership in education are widely respected both in Iowa and throughout the nation. Judy played a significant role in developing the Annual Condition of Education Report and using data throughout her career with the unwavering goal to drive Iowa education forward. Judy has a unique understanding of the details and intricacies of data and how it can be used. Judy always found time to review the entire report, page by page, table by table, and provide valuable edits and important feedback. It is with great respect and appreciation that the 2010 edition of the Annual Condition of Education Report is dedicated to Judy Jeffrey.

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 acknowledgement is extended to individuals outside the Department of Education who made important contributions in sharing their data and thoughts with us. They are: Dr. Steve Dunbar and Dr. Catherine Welch, Iowa Testing Programs; Dr. Robert Ziomek and Mr. Dave Shawyer, ACT, Inc.

The Iowa Department of Education wishes to thank Becky Erickson, former Graphic Artist. Becky retired in June of 2010 after working on the Annual Condition of Education Report and the State Report Card for No Child Left Behind for over eight years. Becky served in many capacities throughout her career as an employee of the Department of Education for more than 30 years. Her contributions resulted in the report completion in an accurate, timely, and professional manner. In July of 2010, the Department of Administrative Services, Information Technology Enterprise – Print team took over the graphic and layout design responsibilities for the Annual Condition of Education Report and the State Report Card for No Child Left Behind. We thank the Information Technology Enterprise – Print for picking up the projects quickly and making extra efforts to have the reports finished on time.

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Background Demographics

Introduction to Background Demographics

The 2010 *Annual Condition of Education Report* includes an expanded Background Demographics section. This section contains information on population, economic, and social data, providing a comparison between Iowa, other states, and the Nation. Geographic Information System (GIS) maps are presented to allow the reader to easily compare between two or more geographies. In some instances, trends are also reported. Information displayed in this section was obtained from a variety of sources and is noted on each table or figure. In all areas, the most recent data available were used. Although Hawaii and Alaska are not depicted on the maps, their data are included in all analyses.

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

- Population—The U.S. population increased by 9.1 percent between 2000 and 2009 while Iowa's population increased by 2.8 percent. In 2009, the percent of the national population under age five was 6.9 percent and Iowa's population under age five was 6.8 percent.
 - Births—The national and Iowa birth rates per 1,000 in the population were 14.3 and 13.7 respectively in 2007.
 - Minorities—Iowa had considerably fewer minorities in the population than the U.S. as a whole in 2009. In the United States, 34.9 percent of the population was minority while only 10.2 percent was in Iowa.
 - Poverty—In 2008, the U.S. poverty rate was 13.2 percent and Iowa's poverty rate was 11.5 percent. The percent of children in poverty was considerably higher in the nation at 18.2 percent compared to 14.4 percent in Iowa.
 - Nativity—The percent of people born in their current state of residence was higher in Iowa than the national average, at 75.8 percent compared to 67.3 percent. On the other hand, Iowa had fewer in the population born outside of the United States than the nation as a whole, at 3.7 percent compared to 12.5 percent.
 - Migration—From 2008 to 2009, the net migration rate in Iowa was slightly lower than the national average at 0.4 per 1,000 in the population in Iowa and 2.8 in the United States.
 - Legal Permanent Residents—Between 2005 and 2009, the number of legal permanent residents in Iowa peaked at 4,535 in 2005. In 2009, there were 3,963 legal permanent residents in the state.
- Economics**—data detailing Iowa's gross domestic product, per capita income, and national and Iowa unemployment trends.
- Gross Domestic Product—The GDP in Iowa followed the same general pattern as the national GDP from 1998 to 2008. In 1998 the national GDP was \$868 trillion dollars while Iowa's GDP was \$837 billion. By 2008 the national GDP had grown to \$1,417 trillion and Iowa's GDP had grown to \$1,357 billion.
 - Per Capita Income—In 2008, the average U.S. per capita income was higher than Iowa's per capita income, at \$40,166 and \$37,509 respectively.
 - Unemployment—The national unemployment rate was 9.3 percent in 2009, while Iowa's unemployment rate was 6.0 percent. Between 2000 and 2009, the national and Iowa's unemployment rate both peaked in 2009.
- Social**—information about education levels, working parent data, parent household trends, child abuse and neglect, teen birth trends, and Iowa Youth Survey data.
- Education Attainment—In 2008, the percent of the population age 25 and older who had completed high school was 85.0 percent for the United States and 90.3 percent for Iowa. During the same year, 27.7 percent of people age 25 and older in the United States had a bachelor's degree while 24.3 percent of Iowans held this degree.
 - Households—In 2008, the national average for percent of children living in households where both parents work was 56.2 percent while Iowa's average was 63.3 percent. Also in 2008, there was an average of 32.4 percent of children living with only one parent in the nation and 26.8 percent doing so in Iowa.
 - Child Abuse/Neglect—In 2008, the rate of child abuse and neglect per 1,000 children in the population was 9.5 in the United States and 14.2 in Iowa. The rate of child abuse and neglect in Iowa may look inflated because of how Iowa handles possible child abuse and

neglect cases compared to other states.

- **Teen Births**—The teen birth rate in 2007 in Iowa was considerably lower than the United States average at 33.2 and 42.5 respectively.
- **Teen Activities**—In 2008, 71 percent of the Iowa 11th graders participated in school related extra-curricular activities, 65 percent participated in non-school related extra-curricular activities, and 62 percent worked at a paid job.
- **Student Support**—In 2008, 74 percent of the Iowa 6th graders, 70 percent of 8th graders, and 57 percent of 11th graders reported they

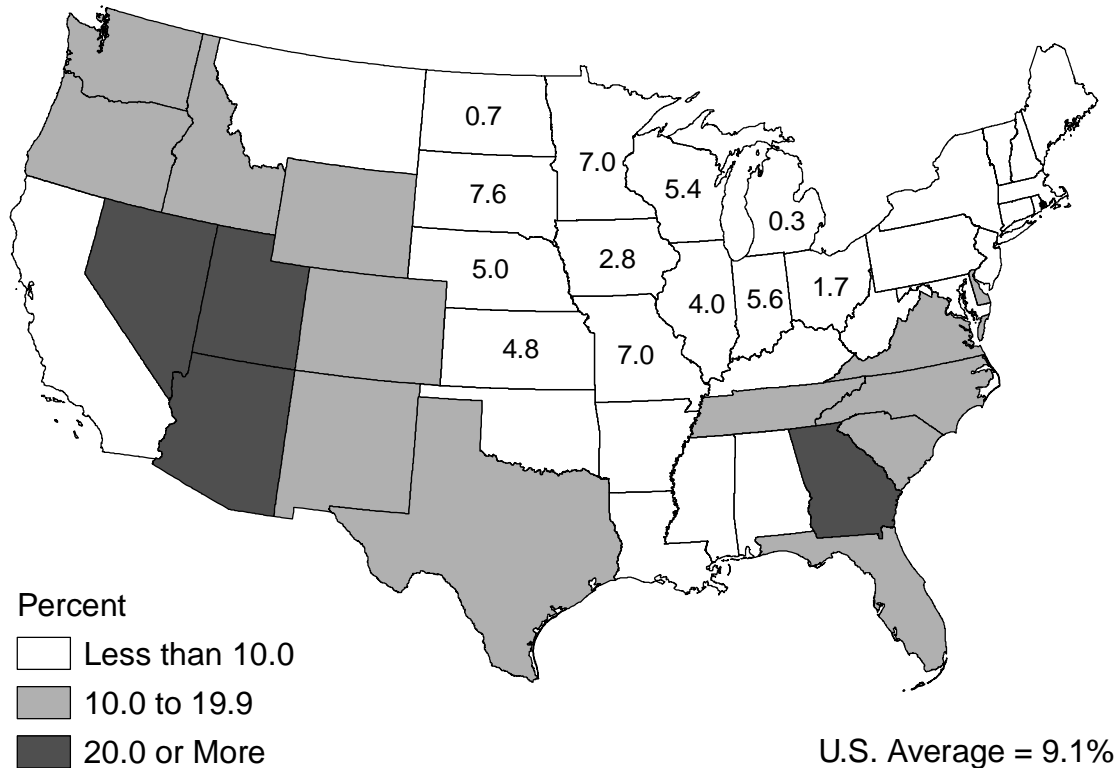
had family involvement and support. At the same time, 60 percent of 6th graders, 40 percent of 8th graders, and 30 percent of 11th graders reported supportive staff and students at school.

- **Student Substance Use**—In 2008, 5 percent of 6th graders, 15 percent of 8th graders, and 37 percent of 11th graders reported drinking alcohol. At the same time, 1 percent of 6th graders, 5 percent of 8th graders, and 19 percent of 11th graders reported smoking cigarettes.

Population and Demographics

National Population Change

FIGURE 1B—PERCENT POPULATION CHANGE FOR THE UNITED STATES
APRIL 2000 TO JULY 2009



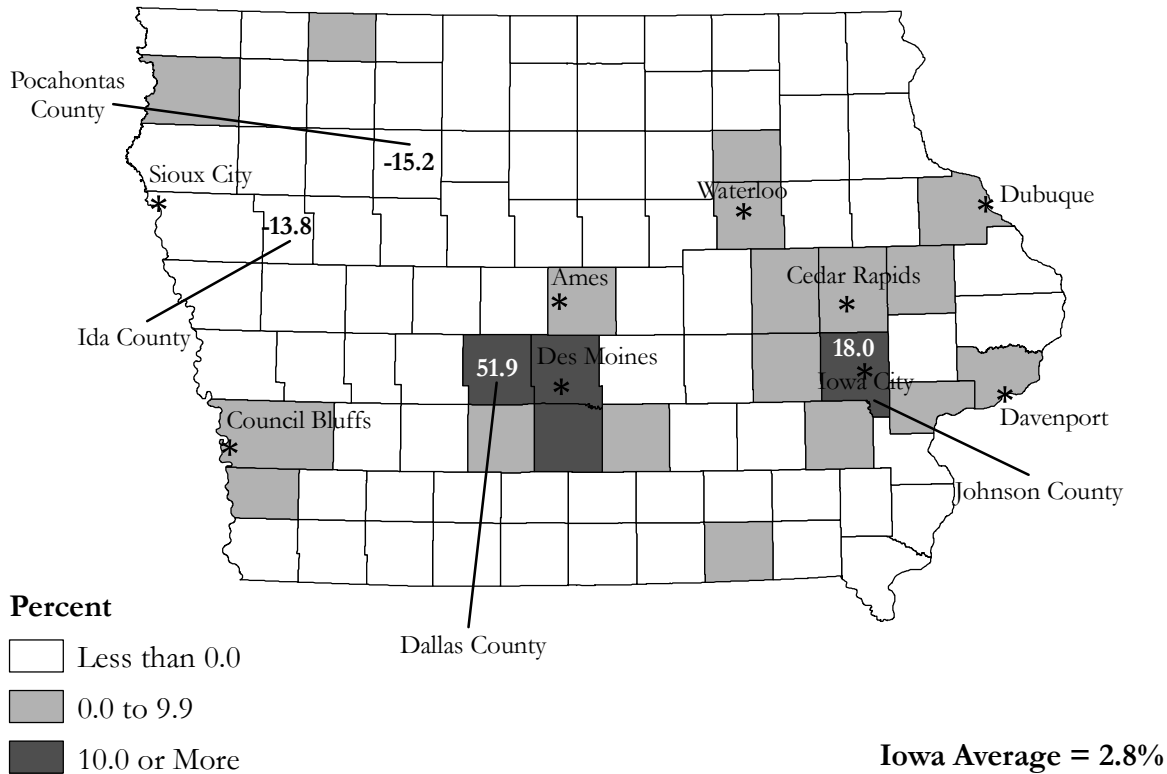
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2009 (NST-EST2009-popchg2000-2009).

- Population change data represent the estimated 2009 population minus the Census 2000 population.
- **Midwest States** - The Midwest states averaged a 4.3 percent increase in population from 2000 to 2009, which was lower than the national average of 9.1 percent. Michigan had the smallest population increase at 0.3 percent, while South Dakota experienced the largest population increase at 7.6 percent. Out of the twelve Midwest states, Iowa experienced the fourth lowest population change from 2000 to 2009.
- **Nation** – States in the south and west experienced higher levels of population growth from 2000 to 2009 than states in other parts of the nation. Nevada experienced the largest increase in population at 32.3 percent, while Michigan experienced the smallest increase at 0.3 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the ninth lowest population change from 2000 to 2009.

Population and Demographics

Iowa Population Change

**FIGURE 2B—PERCENT POPULATION CHANGE FOR IOWA COUNTIES
APRIL 2000 TO JULY 2009**



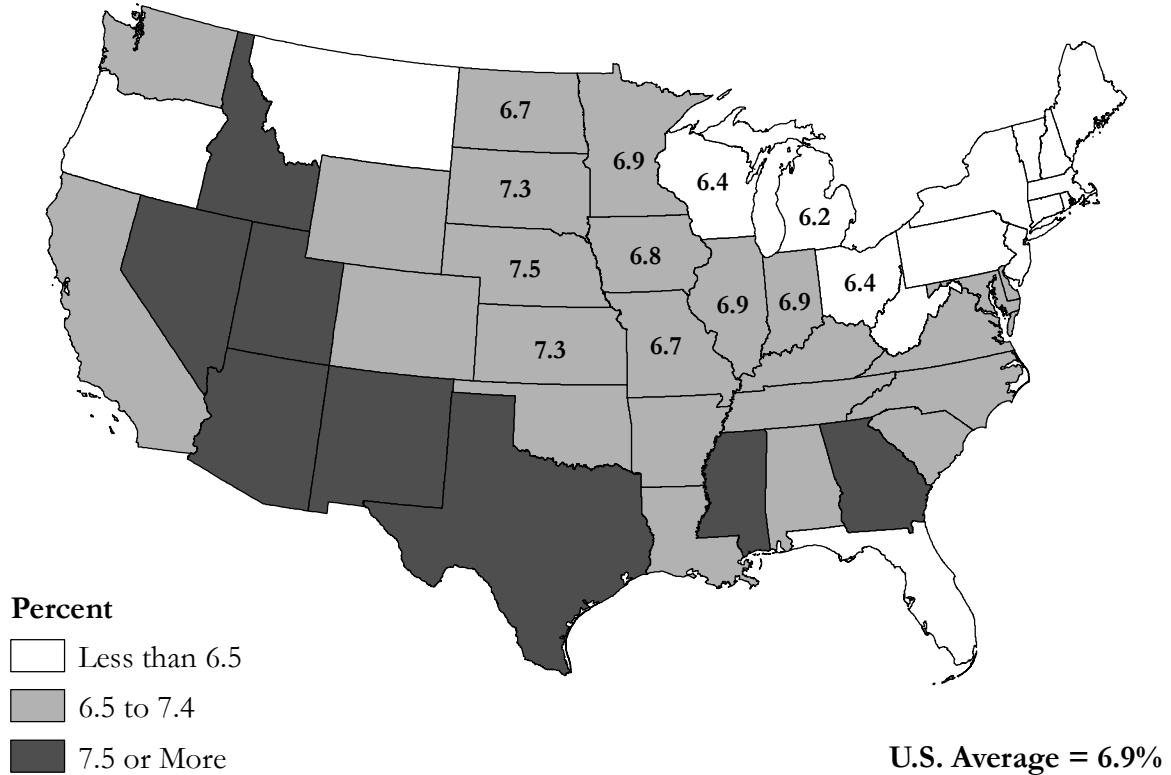
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for Counties of Iowa: April 1, 2000 to July 1, 2009 (CO-EST2009-POPCHG2000-2009-19).

- Population change data represent the estimated 2009 population minus the Census 2000 population.
- Seventy-seven counties in Iowa experienced a population decline from 2000 to 2009, eighteen counties had stagnant population or experienced growth of less than 10.0 percent, and four counties experienced a 10.0 percent or more increase in their populations.
- Overall, Iowa had a 2.8 percent population increase between 2000 and 2009. Dallas County experienced marked growth from 2000 to 2009 at 51.9 percent followed by Johnson County at 18.0 percent. Pocahontas County experienced the largest population decline between 2000 and 2009 at -15.2 percent followed by Ida County at -13.8 percent.

Population and Demographics

National Population Under Age Five

FIGURE 3B—PERCENT OF THE POPULATION UNDER AGE FIVE FOR THE UNITED STATES 2009



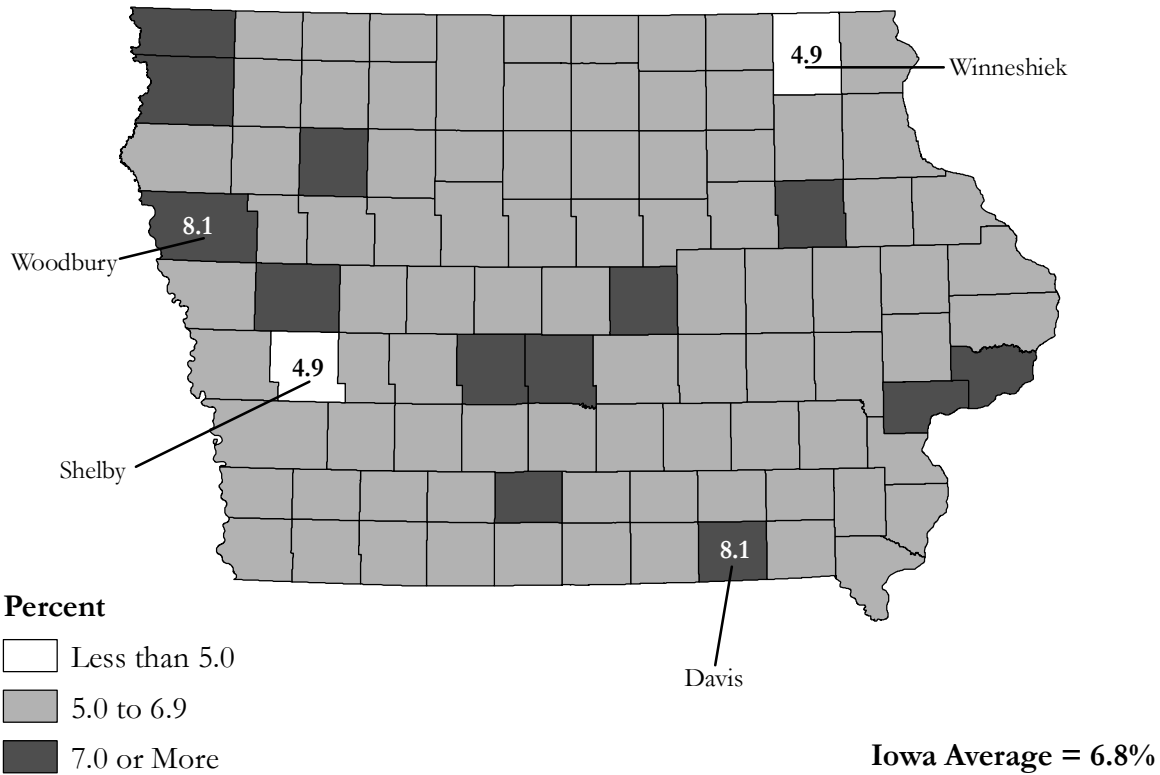
Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for the United States, Regions, States, and Puerto Rico: July 1, 2009 (SC-EST2009-01).

- Population data are 2009 estimates based on Census 2000 data.
- **Midwest States** – An average of 6.8 percent of the population in the Midwest states was under age five in 2009. This was very similar to the national average of 6.9 percent. In Michigan, the smallest percent of the population was under age five at 6.2 percent while the largest percent was in Nebraska at 7.5 percent. When compared to the twelve Midwest states, Iowa had the sixth lowest percent of its population under age five.
- **Nation** – Overall, states in the southern and western part of the United States were more likely to have a larger percent of their population under age five than states in other parts of the nation. Vermont had the smallest percent of its population under age five at 5.2 percent, while Utah had the largest percent of its population under age five at 9.8 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the twenty-fifth highest percent of its population under age five.

Population and Demographics

Iowa Population Under Age Five

FIGURE 4B—PERCENT OF THE POPULATION UNDER AGE FIVE FOR IOWA COUNTIES 2009



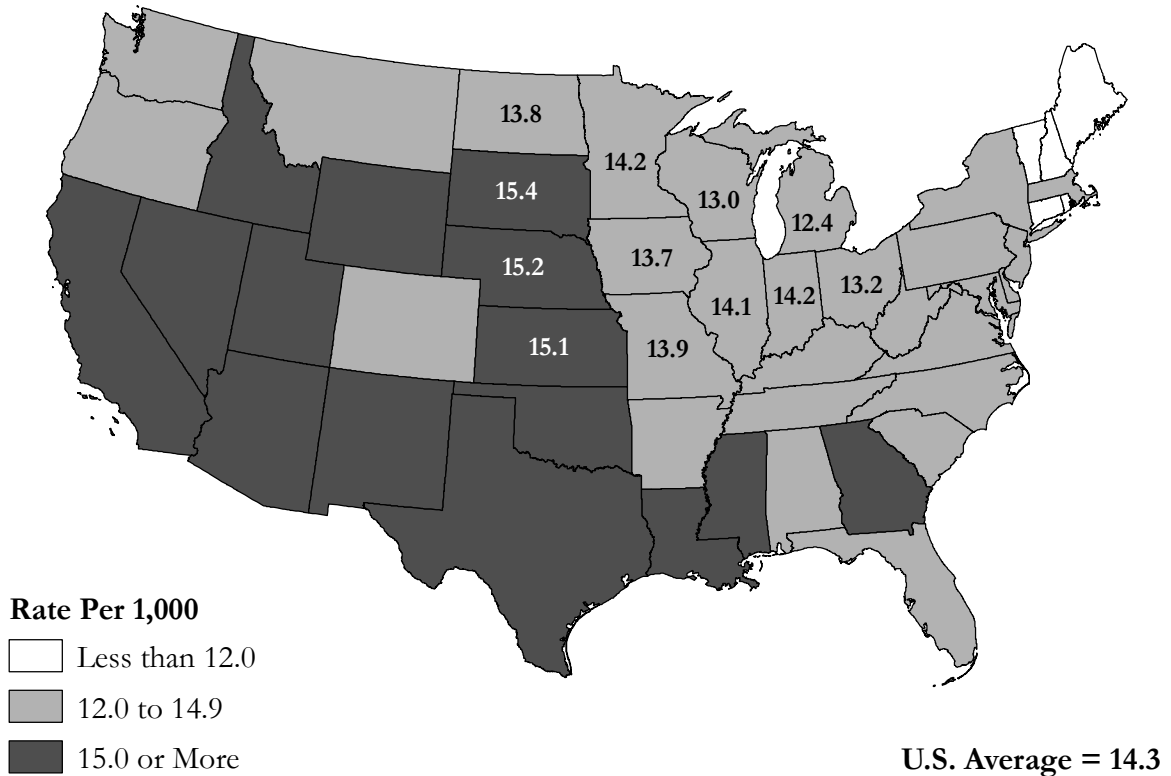
Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for the United States, Regions, States, and Puerto Rico: July 1, 2009 (CC-EST2009-AGESEX-19).

- Population data are 2009 estimates based on Census 2000 data.
- Two counties in Iowa had a population under age five of less than 5.0 percent, eighty-four counties had 5.0 percent to 6.9 percent, and 13 counties had a population under age five of 7.0 percent or more in 2009.
- Overall, Iowa had 6.8 percent of its population under age five in 2009. Woodbury and Davis counties had the largest percent of their population under age five at 8.1 percent. Shelby and Winneshiek counties had the smallest percent of their population under age five in 2009 at 4.9 percent.

Population and Demographics

National Births

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



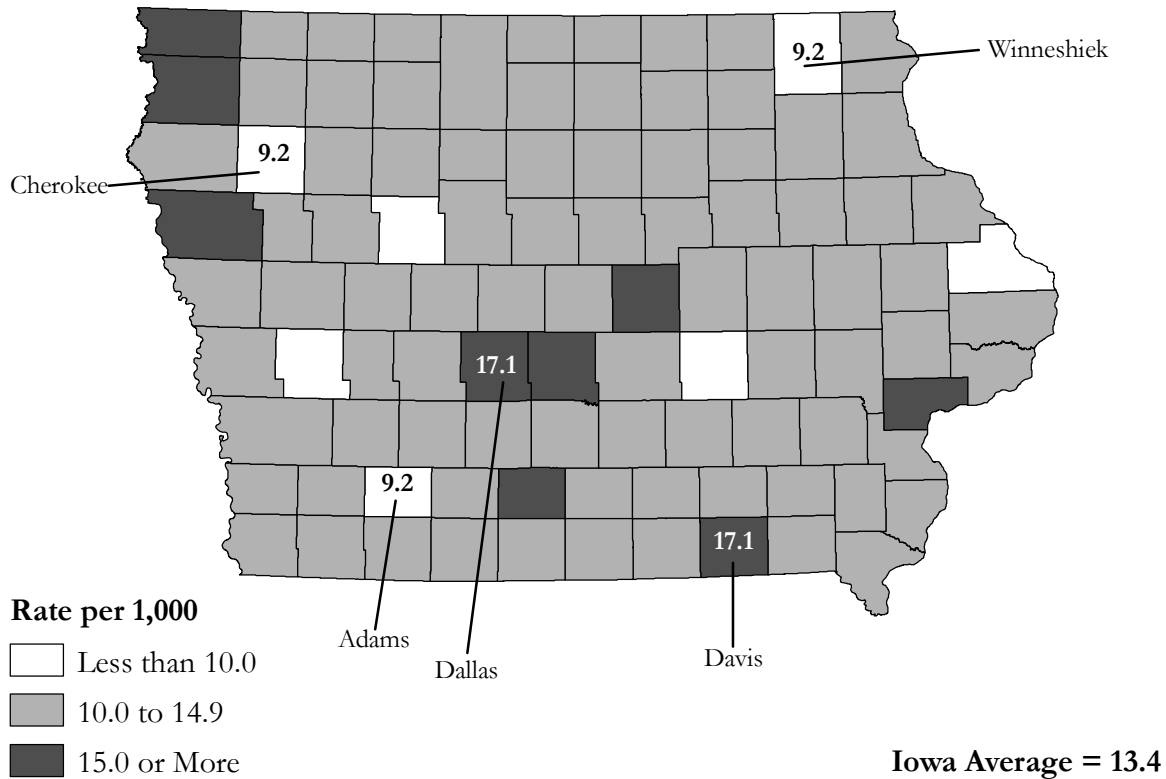
Source: National Center for Health Statistics, Division of Vital Statistics. Births: Final Data for 2007, Health E-Stats.

- Birth data are estimates and reflect final data. Rates were figured by dividing the total number of live births by the total estimated population in 2007.
- **Midwest States** – In the Midwest states, the average birth rate was 14.0 per 1,000 in the population in 2007. This is slightly below the national average of 14.3. The lowest birth rate was in Michigan at 12.4 per 1,000 in the population, while the highest rate was in South Dakota at 15.4. Out of the twelve Midwest states, Iowa had the fourth lowest birth rate in 2007.
- **Nation** – Birth rates tended to be higher in states in the western part of the United States than in other parts of the country. Utah had the highest birth rate at 20.8 per 1,000 in the population, while Vermont had the lowest rate at 10.5. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the seventeenth lowest birth rate in 2007.

Population and Demographics

Iowa Births

FIGURE 6B—BIRTHS PER 1,000 IN THE POPULATION FOR IOWA COUNTIES 2008



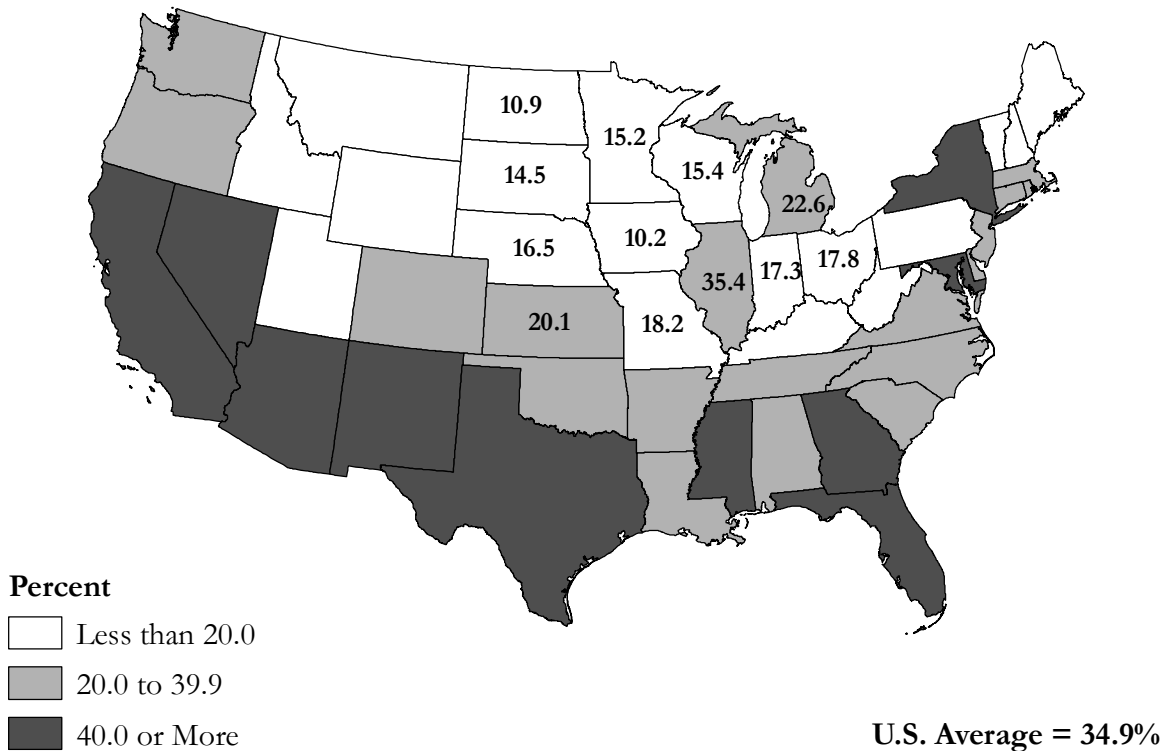
Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2008, Summary of Selected Vital Events by County (Table 5).

- Birth rates are estimates and are figured by dividing the total number of live births by the total estimated population in 2008. Births are assigned to counties based on the resident county of the mother.
- Seven counties in Iowa had less than 10.0 births per 1,000 in the population, eighty-three had 10.0 to 14.9 births, and nine counties had 15.0 or more births per 1,000 in the population.
- Overall, Iowa had a birth rate of 13.4 per 1,000 in the population. Dallas and Davis counties had the highest rate of births at 17.1 per 1,000 in the population. Adams, Cherokee, and Winneshiek counties had the lowest rate of births at 9.2 per 1,000 in the population.

Population and Demographics

National Minorities

FIGURE 7B—PERCENT MINORITY POPULATION FOR THE UNITED STATES 2009



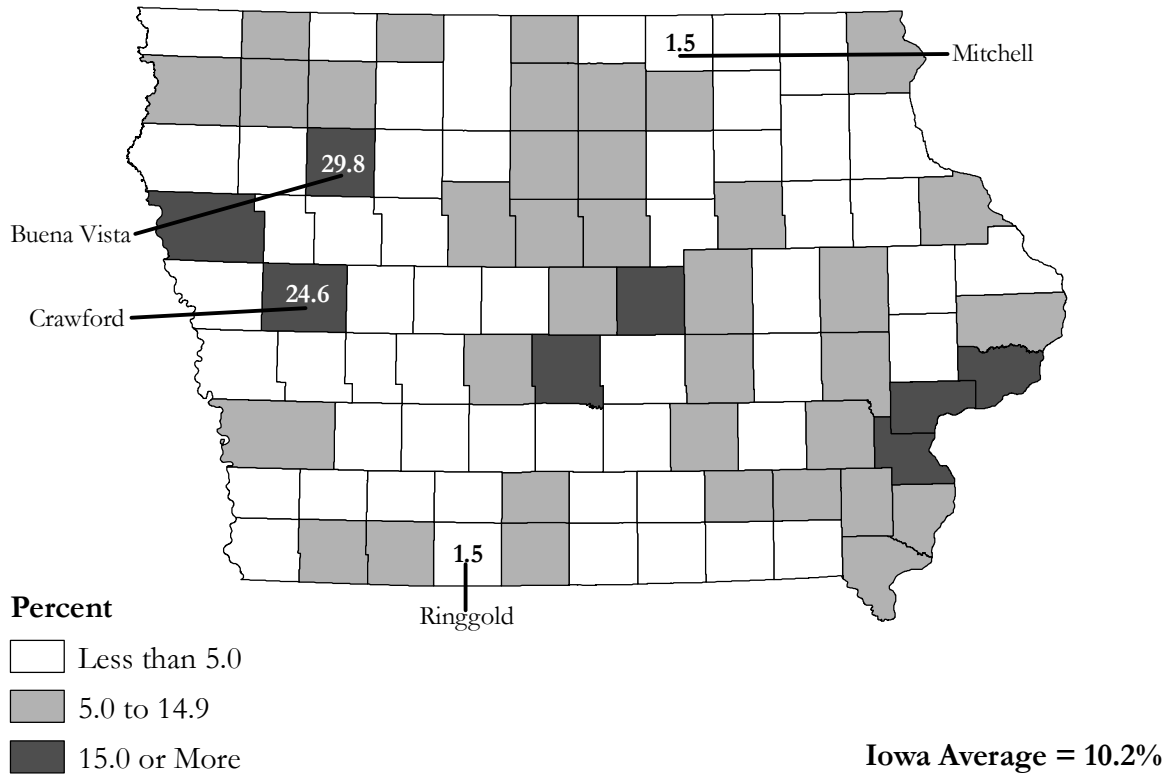
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2009 (SC-EST2009-04).

- Minority data are estimates figured by dividing the total number of minorities by the total estimated population in 2009. Minorities include any person except White, Non-Hispanic.
- **Midwest States** – In the Midwest states, an estimated 17.8 percent of the population classified itself as minority in 2009. This is well below the national average of 34.9 percent. Iowa had the smallest percent of its population who classified itself as minority at 10.2 percent while Illinois had the largest at 35.4 percent.
- **Nation** – Overall, states in the southern and eastern portions of the nation had larger percentages of minority populations than those in other areas. Hawaii had the largest minority population at 74.9 percent, while Maine had the smallest at 5.1 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the fifth lowest minority population in 2009.

Population and Demographics

Iowa Minorities

FIGURE 8B—PERCENT MINORITY POPULATION FOR IOWA COUNTIES 2009



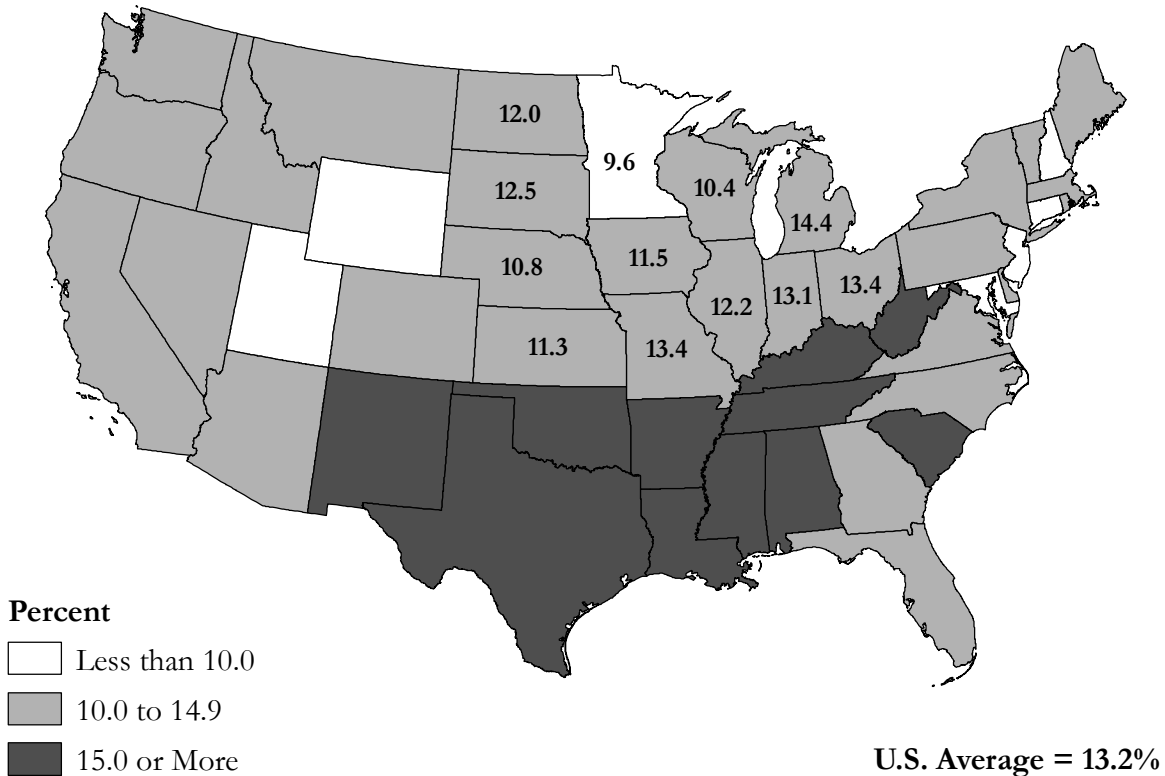
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2009 (CC-EST2009-6race-19).

- Population data are 2009 estimates based on Census 2000 data. Minorities include any person except White, Non-Hispanic.
- Fifty-four counties in Iowa had a minority population under 5.0 percent, thirty-seven had a minority population between 5.0 percent and 14.9 percent, and eight had a minority population of 15.0 percent or more in 2009.
- Overall, 10.2 percent of Iowa's population was minority in 2009. Buena Vista County had the largest minority population at 29.8 percent followed by Crawford County at 24.6 percent. Mitchell and Ringgold counties had the smallest minority population at 1.5 percent.

Population and Demographics

National Poverty

FIGURE 9B—PERCENT OF THE POPULATION IN POVERTY FOR THE UNITED STATES 2008



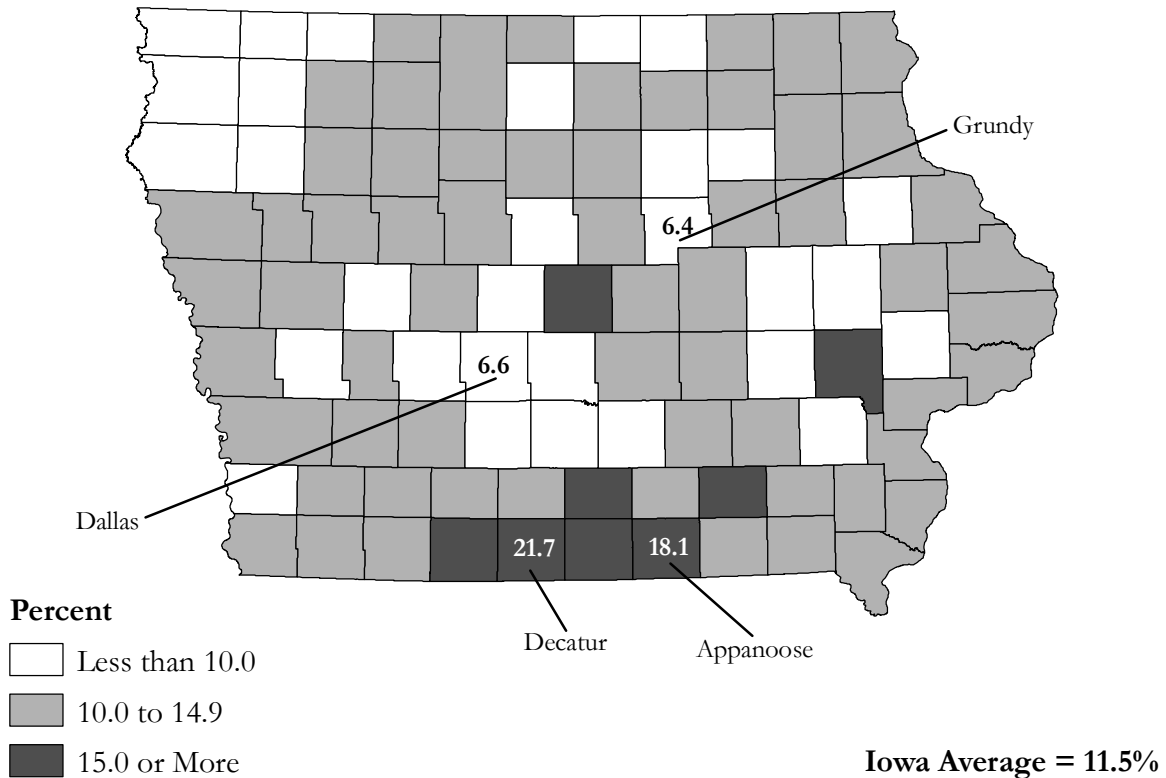
Source: U.S. Census Bureau, 2008 American Community Survey. Percent of People Below Poverty Level in the Past 12 Months (For Whom Poverty Status is Determined) (Table R1701).

- Poverty data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations, please see the American Community Survey Subject Definitions at <http://www.census.gov/acs/www/UseData/Def.htm>
- **Midwest States** – An estimated 12.1 percent of the population in the Midwest states was classified as living below the poverty level in 2008. This is slightly below the national average of 13.2 percent. The state with the smallest percent of its population below the poverty level was Minnesota at 9.6 percent while the largest percent was in Michigan at 14.4 percent. Out of the twelve Midwest states, Iowa had the fourth lowest percent of people in poverty in 2008.
- **Nation** – Overall, states in the southern portion of the United States tended to have a larger percentage of their populations below the poverty level than states in other parts of the nation. Mississippi had the largest percent of its population below the poverty level at 21.2 percent, while New Hampshire had the smallest percent at 7.6 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the twentieth lowest percent of people in poverty in 2008.

Population and Demographics

Iowa Poverty

FIGURE 10B—PERCENT OF THE POPULATION IN POVERTY FOR IOWA COUNTIES 2008



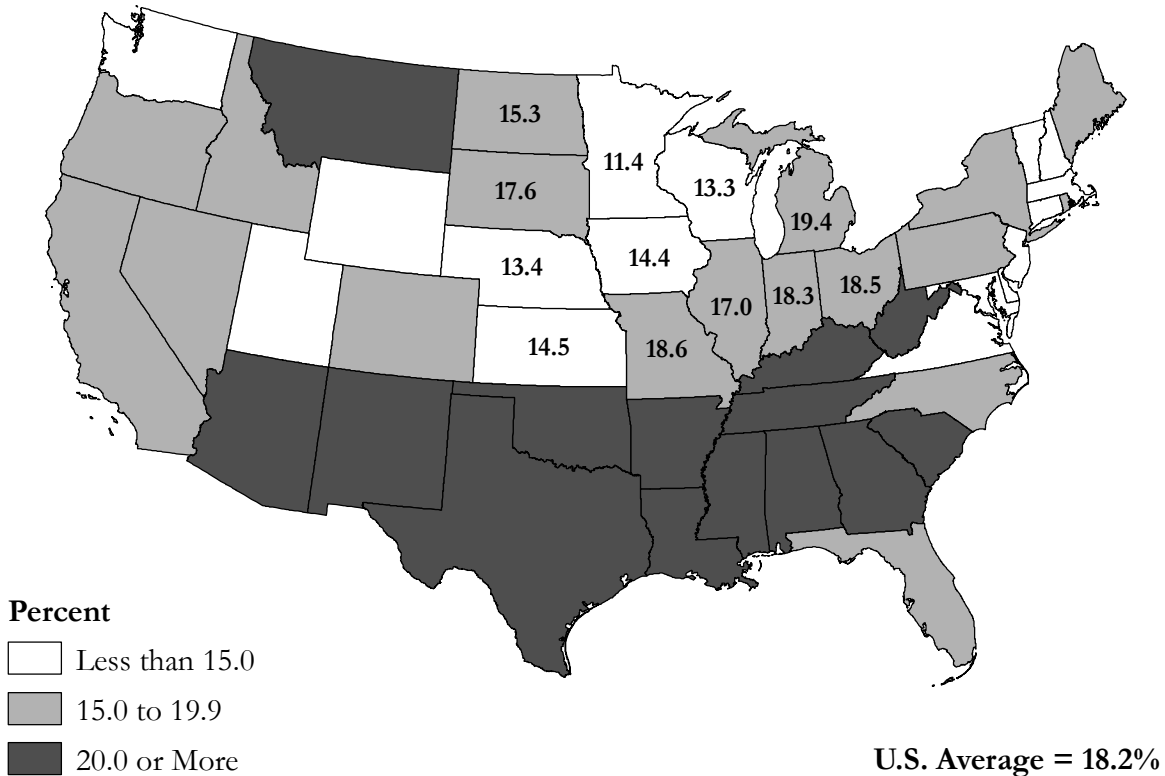
Source: U.S. Census Bureau, Poverty and Health Statistics Division. All Ages in Poverty for Counties of Iowa: 2008.

- County-level poverty data are estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- Thirty counties in Iowa had less than 10.0 percent of the population below the poverty level, sixty-one had between 10.0 percent and 14.9 percent below the poverty level, and eight had 15.0 percent or more below the poverty level.
- Overall, Iowa had 11.5 percent of its population living in poverty. Decatur County had highest percent of people below the poverty level at 21.7 percent followed by Appanoose County at 18.1 percent. Grundy County had the lowest percent of its population below the poverty level at 6.4 percent followed by Dallas County at 6.6 percent.

Population and Demographics

National Child Poverty

FIGURE 11B—PERCENT OF CHILDREN IN POVERTY FOR THE UNITED STATES 2008



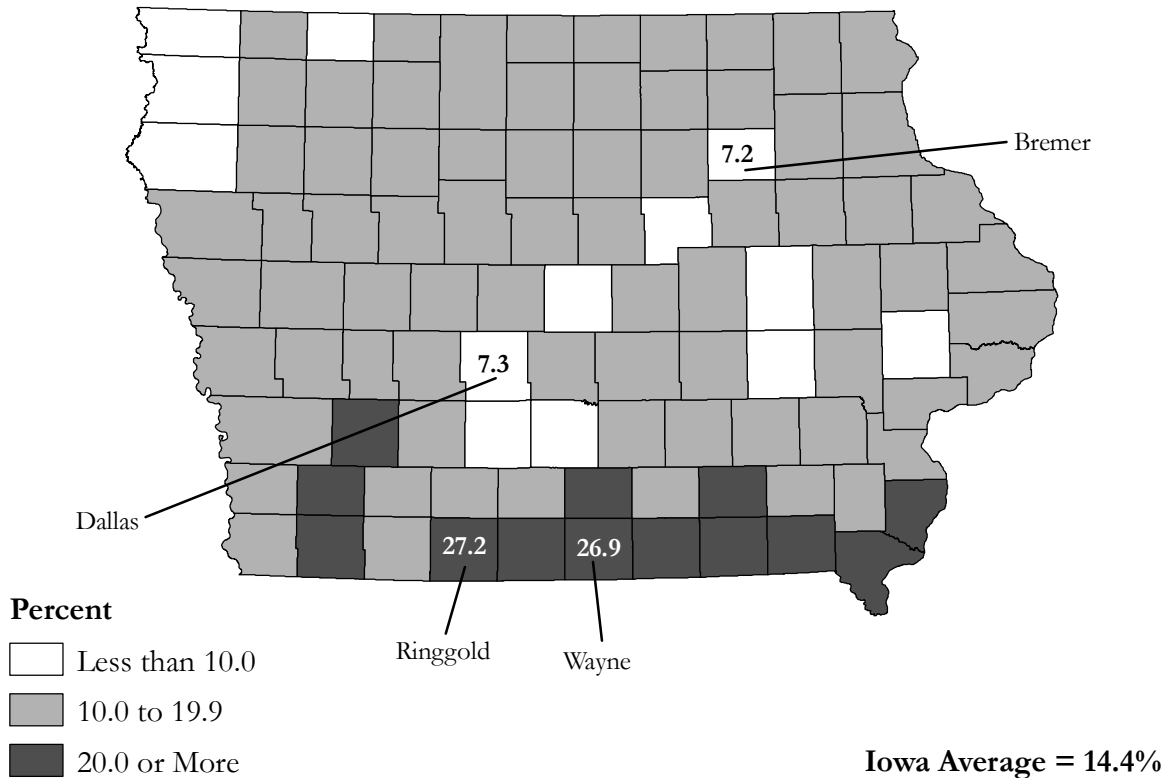
Source: U.S. Census Bureau, 2008 American Community Survey. Percent of Children Under 18 Years Below Poverty Level in the Past 12 Months (For Whom Poverty Status is Determined) (Table R1704).

- Poverty estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations please see the American Community Survey Subject Definitions at <http://www.census.gov/acs/www/UseData/Def.htm>
- **Midwest States** – An estimated 16.0 percent of the children in the Midwest states were classified as living below the poverty level in 2008. This is below the national average of 18.2 percent. The state with the smallest percent of children below the poverty level was Minnesota at 11.4 percent while the largest percent was in Michigan at 19.4 percent. Out of the twelve Midwest states, Iowa had the fourth lowest percent of children in poverty in 2008.
- **Nation** – In general, states in the southern portion of the United States tended to have a larger percentage of children below the poverty level than states in other parts of the nation. Mississippi had the largest percent of children below the poverty level at 30.4 percent, while New Hampshire had the smallest percent at 9.0 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the seventeenth lowest percent of children in poverty in 2008.

Population and Demographics

Iowa Child Poverty

FIGURE 12B—PERCENT OF CHILDREN IN POVERTY FOR IOWA COUNTIES 2008



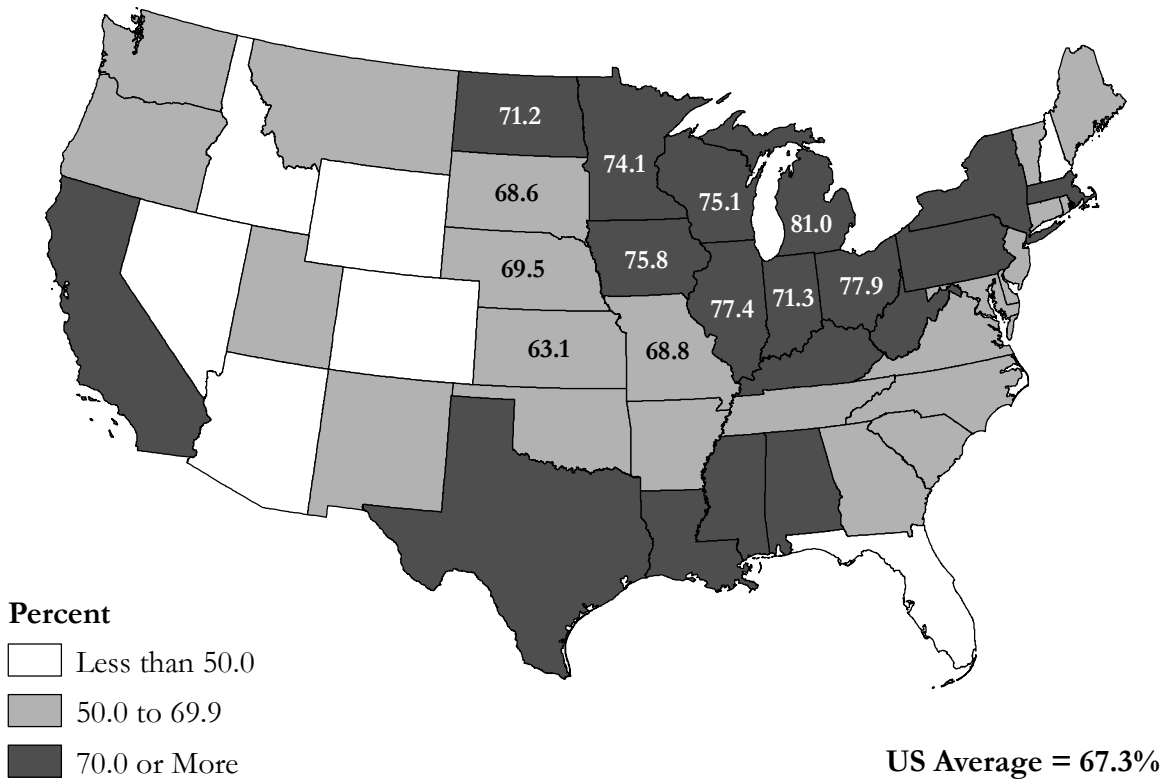
Source: U.S. Census Bureau, Poverty and Health Statistics Division. Under Age 18 in Poverty for Counties of Iowa: 2008.

- Poverty data are estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- The counties in the southern-most part of Iowa had a larger percent of children below the poverty level in 2008 than did counties in the rest of the state. Thirteen counties in Iowa had less than 10.0 percent of children below the poverty level, seventy-three counties had between 10.0 percent and 19.9 percent, and thirteen had 20.0 percent or more of children below the poverty level.
- Overall, 14.4 percent of children in Iowa were living below the poverty level. Ringgold County had the highest percent of children below the poverty level at 27.2 percent followed by Wayne County at 26.9 percent. Bremer County had the lowest percent of children below the poverty level at 7.2 percent followed by Dallas County at 7.3 percent.

Population and Demographics

National Natives

FIGURE 13B—PERCENT OF THE POPULATION BORN IN THEIR CURRENT STATE OF RESIDENCE FOR THE UNITED STATES 2008



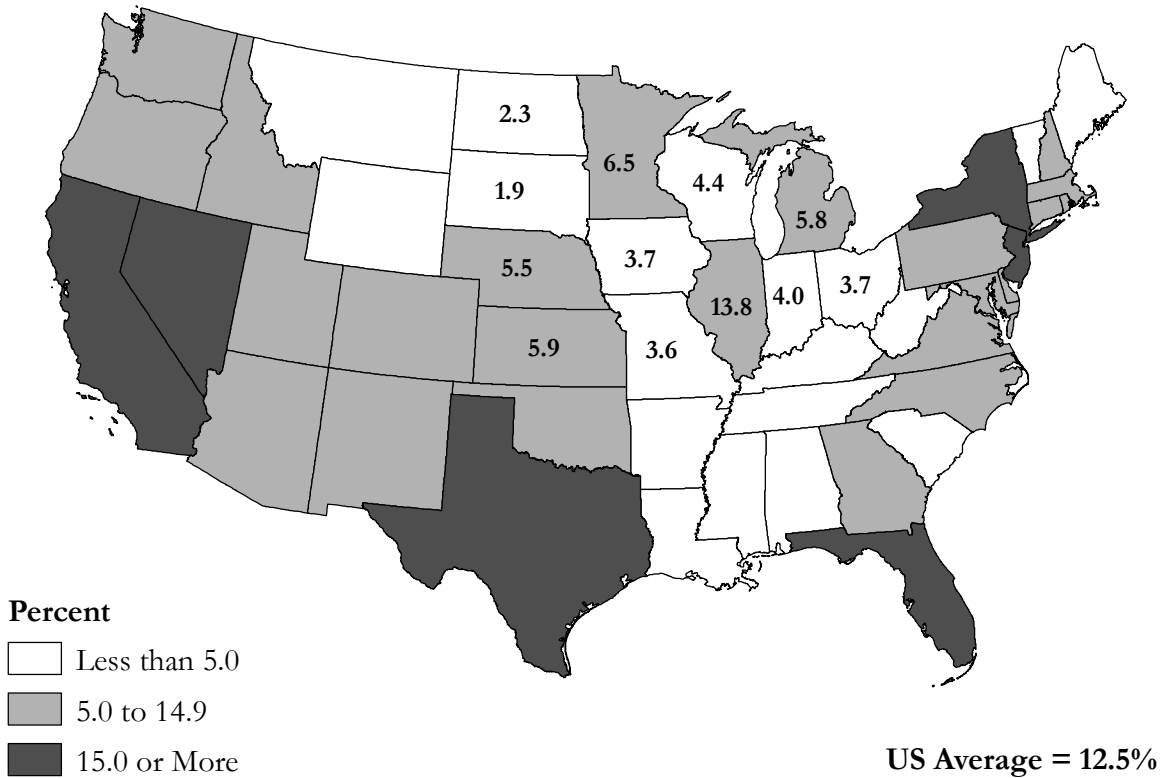
Source: U.S. Census Bureau, 2008 American Community Survey. Percent of the Native Population Born in Their State of Residence (Table R0601).

- Nativity data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – An estimated 72.8 percent of people living in the Midwest states in 2008 were born in their current state of residence. This is above the national average of 67.3 percent. The smallest percent of people currently living in the state which they were born was in Kansas at 63.1 percent while the largest percent was in Michigan at 81.0 percent. Out of the twelve Midwest states, Iowa had the fourth highest percent of natives currently living in the state in 2008.
- **Nation** – Nevada had the smallest percent of current residents which were born in the state at 29.1 percent, while Louisiana had the largest percent at 82.1 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the seventh highest nativity percent in 2008.

Population and Demographics

National Foreign Born

FIGURE 14B—PERCENT OF THE POPULATION FOREIGN BORN FOR THE UNITED STATES 2008



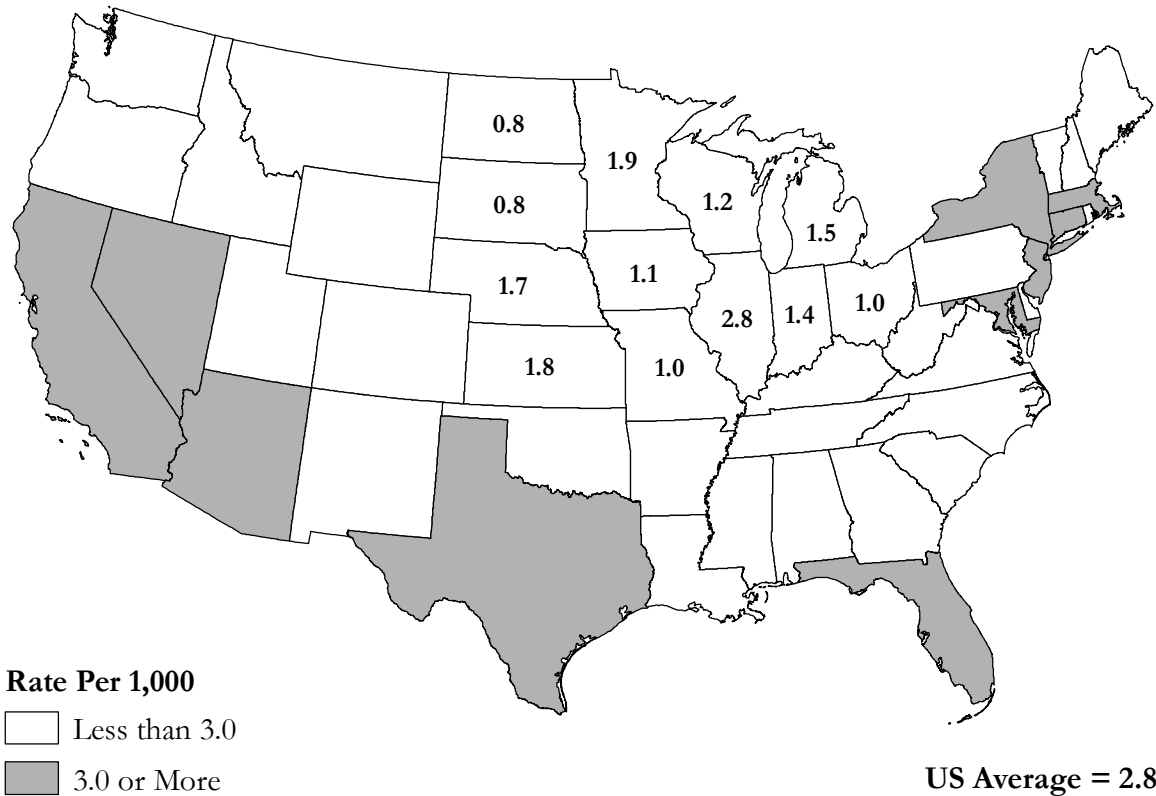
Source: U.S. Census Bureau, 2008 American Community Survey. Percent of People Who are Foreign Born (Table R0501).

- Data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – An estimated 5.1 percent of people who lived in the Midwest states in 2008 were born outside of the United States. This is well below the national average of 12.5 percent. The state with the smallest percent of foreign born people in its population was South Dakota at 1.9 percent while the largest percent was in Illinois at 13.8 percent. Out of the twelve Midwest states, Iowa tied for the fourth lowest percent of its population born outside of the United States.
- **Nation** – West Virginia had the smallest percent of foreign born people in its population at 1.3 percent, while California had the largest percent of foreign born people in its population at 26.8 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the twelfth lowest percent of foreign born population in 2008.

Population and Demographics

International Migration

FIGURE 15B—NET INTERNATIONAL MIGRATION PER 1,000 IN THE POPULATION FOR THE UNITED STATES JULY 2008 TO JULY 2009



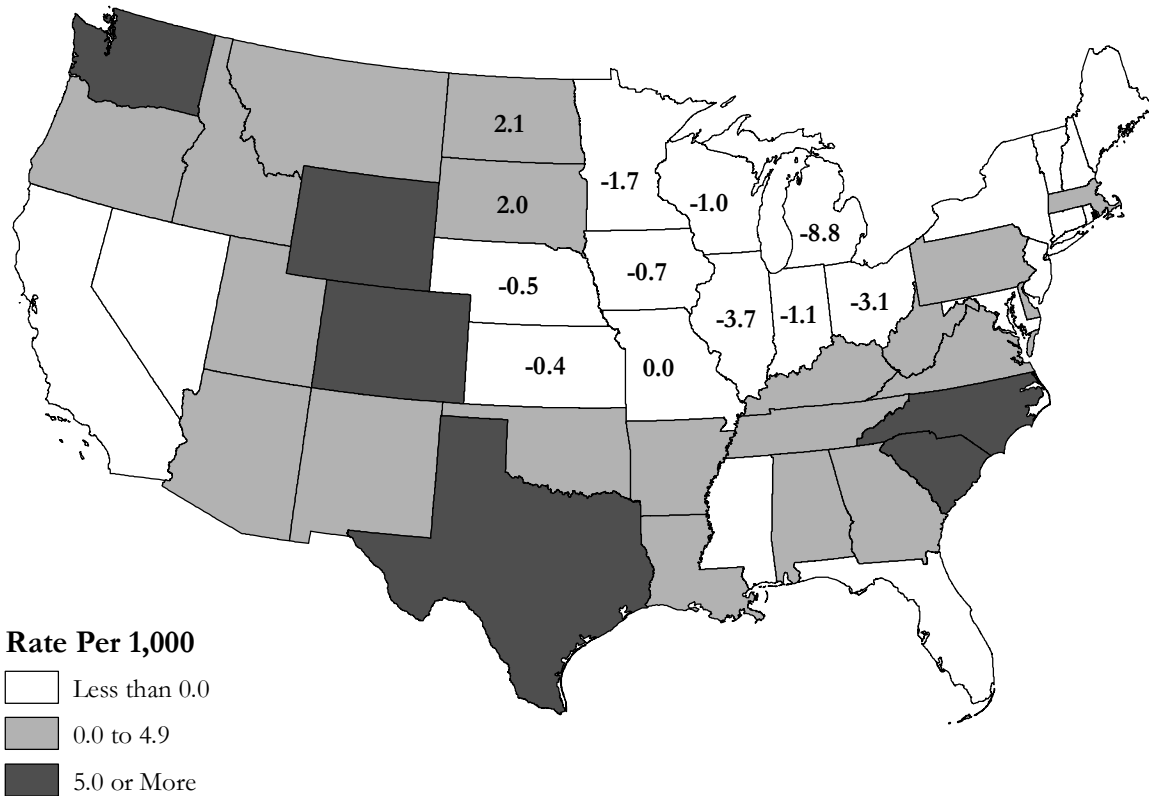
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2008 to July 1, 2009 (NST-EST2009-05).

- Migration data are estimates based on Census 2000 data. Net international migration is equal to the number of people moving into a state from another country minus the number of people moving out of a state to another country. The rate is figured by dividing net international migration by the estimated total population of the state.
- **Midwest States** – An estimated net rate of 1.4 per 1,000 in the population in the Midwest states migrated from other countries from July, 2008 to July, 2009. This is slightly below the national average of 2.8 per 1,000 in the population. The states with the smallest net rate of international migration were North and South Dakota at 0.8 per 1,000 in the population, while the state with the largest rate was in Illinois at 2.8. Out of the twelve Midwest states, Iowa had the fifth lowest net international migration rate.
- **Nation** – West Virginia had the smallest net rate of international migration at 0.3, while Florida had the largest net rate of international migration at 4.7 per 1,000 in the population. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the twelfth lowest net international migration rate from July, 2008 to July, 2009.

Population and Demographics

National Domestic Migration

FIGURE 16B—NET DOMESTIC MIGRATION PER 1,000 IN THE POPULATION FOR THE UNITED STATES JULY 2008 TO JULY 2009



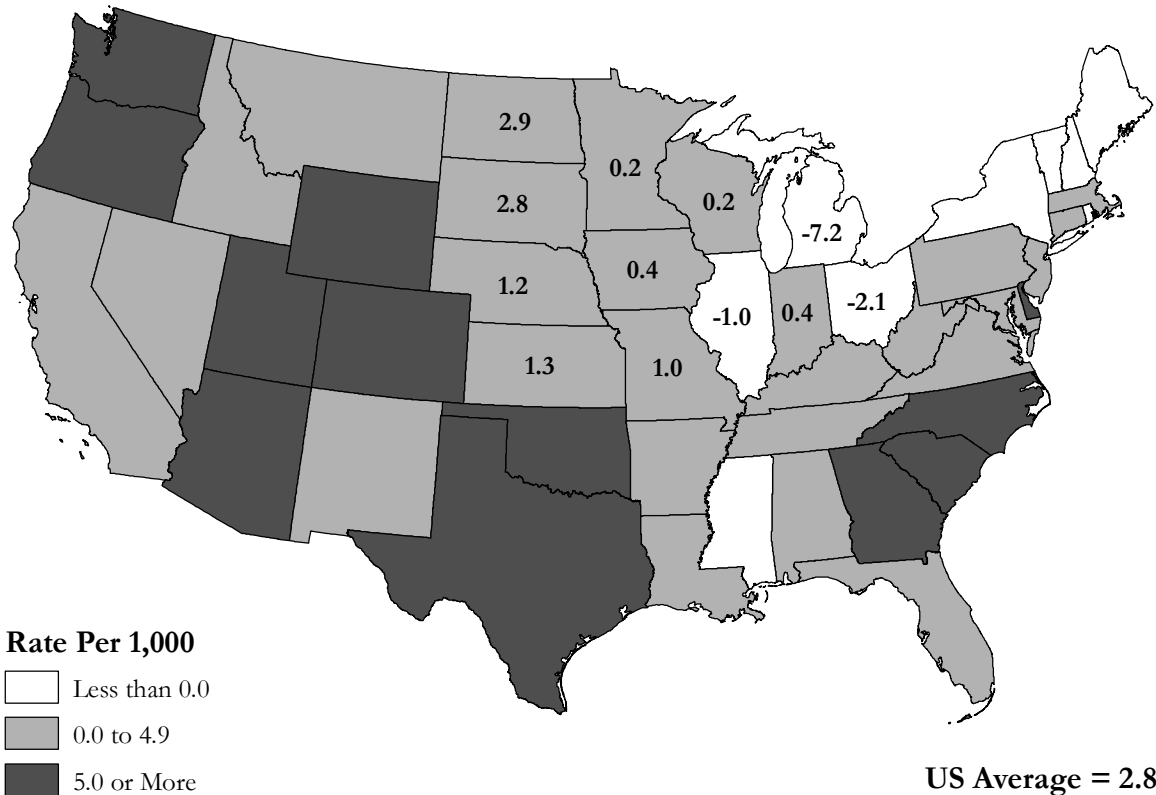
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2008 to July 1, 2009 (NST-EST2009-05).

- Migration data are estimates based on Census 2000 data. Net domestic migration is equal to the number of people moving into a state from another state minus the number of people moving out of a state to another state. The rate is figured by dividing the net domestic migration by the estimated total population of the state.
- **Midwest States** – An estimated net rate of -1.4 per 1,000 in the population in Midwest states migrated from other states from July, 2008 to July, 2009. This means that more people moved out of the Midwest states to other states than moved in from other states during this time period. The state with the lowest net rate of domestic migration was Michigan with a rate of -8.8 per 1,000 in the population, while the state with the highest net rate was North Dakota at 2.1. Out of the twelve Midwest states, Iowa had the sixth highest net domestic migration rate from July, 2008 to July, 2009.
- **Nation** – Michigan had the lowest net rate of domestic migration at -8.8, while Wyoming had the highest net rate of domestic migration at 13.2 per 1,000 in the population. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the twentieth lowest net domestic migration rate.

Population and Demographics

National Total Migration

FIGURE 17B—NET TOTAL MIGRATION PER 1,000 IN THE POPULATION FOR THE UNITED STATES JULY 2008 TO JULY 2009



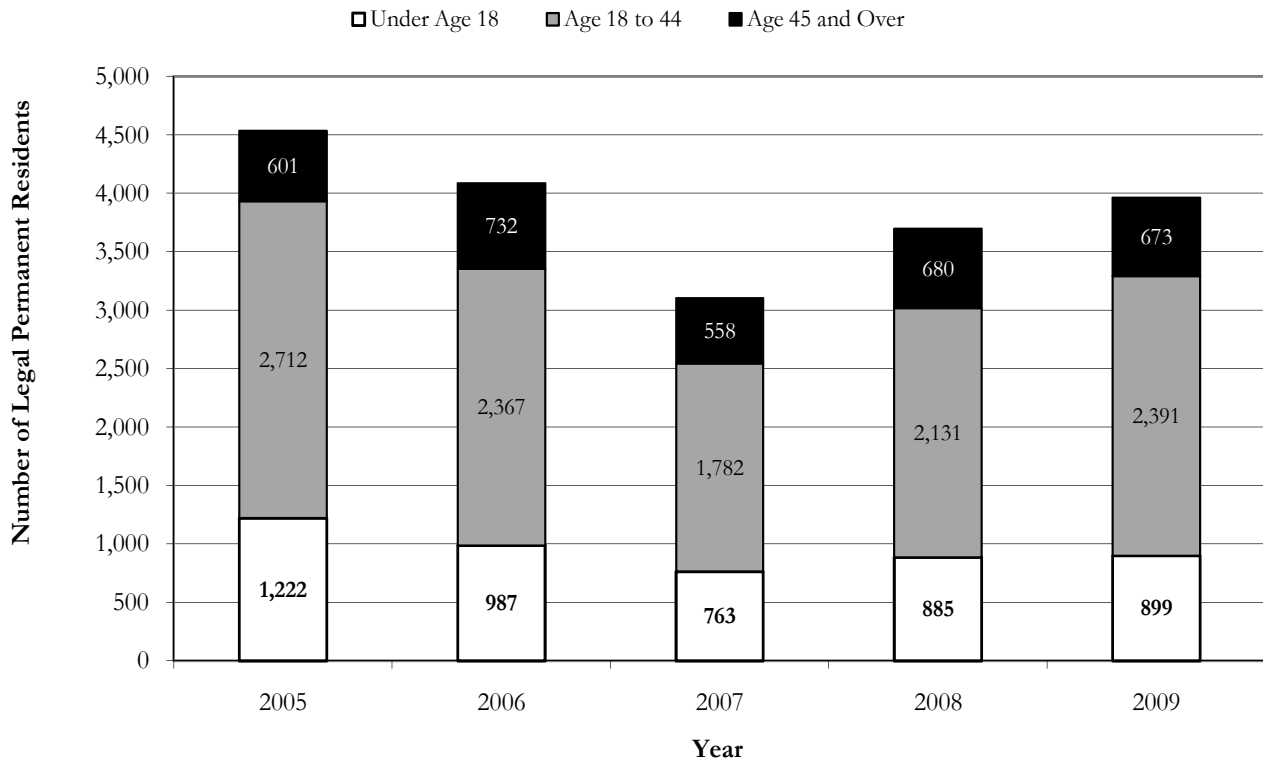
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2008 to July 1, 2009 (NST-EST2009-05).

- Migration data are estimates based on Census 2000 data. Net total migration is equal to the number of people moving into a state minus the number of people moving out of that state. The rate is figured by dividing the net migration by the estimated total population of the state.
- **Midwest States** – An estimated net rate of 0.0 per 1,000 in the population in the Midwest states migrated into a state from July, 2008 to July, 2009. This is below the national rate of 2.8. The state with the lowest net rate of total migration was Michigan with a rate of -7.2 per 1,000 in the population while the state with the highest rate was North Dakota at 2.9. Out of the twelve Midwest states, Iowa tied for the sixth highest net total migration rate from 2008 to 2009.
- **Nation** – Wyoming had the highest net rate of total migration at 13.9 per 1,000 in the population, while Michigan had the lowest net rate of total migration at -7.2. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the thirteenth lowest net total migration rate from 2008 to 2009.

Population and Demographics

Iowa Legal Permanent Residents

FIGURE 18B—NUMBER OF PERSONS BECOMING LEGAL PERMANENT RESIDENTS OF IOWA BY AGE GROUP 2005 TO 2009 TRENDS



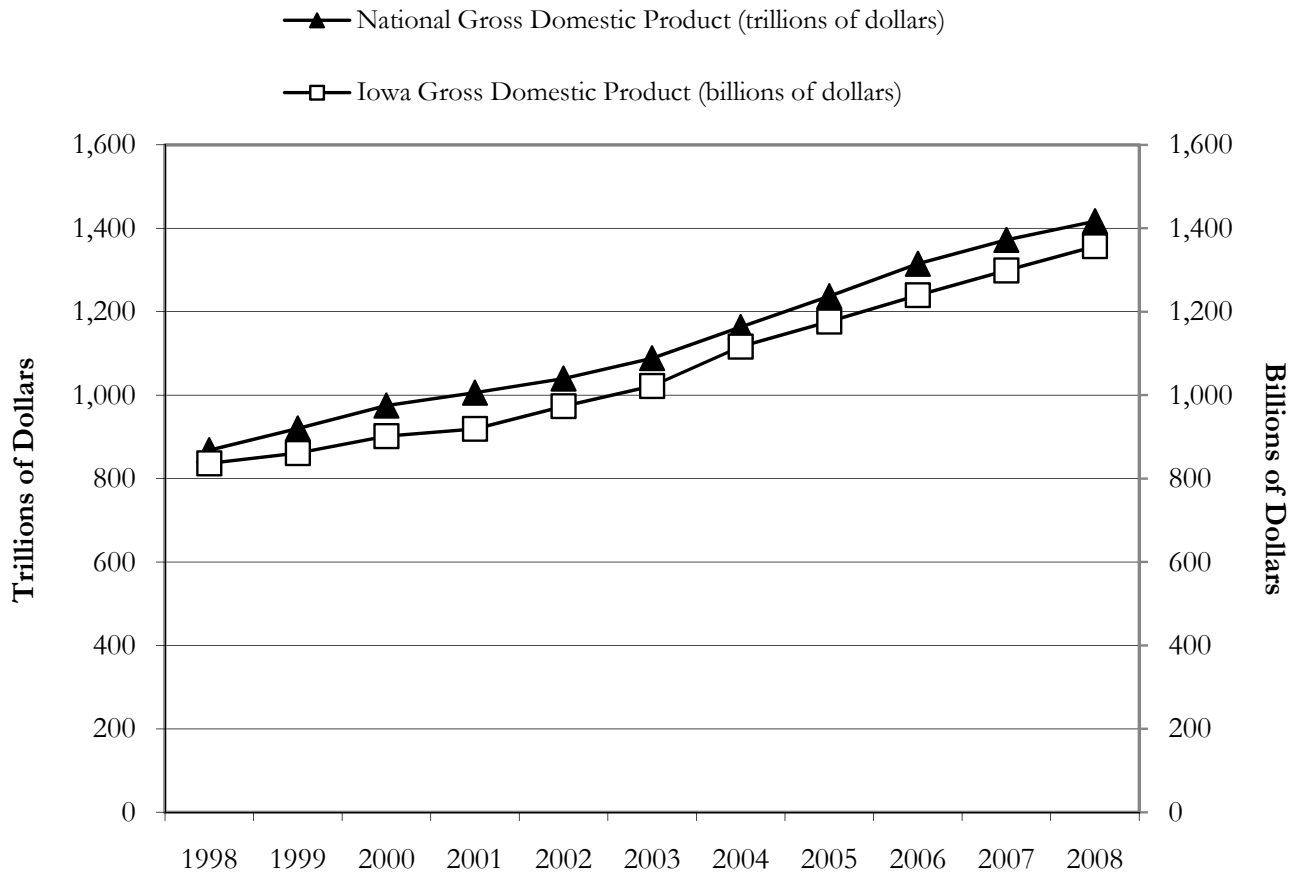
Source: U.S. Department of Homeland Security, Office of Immigration Statistics. Persons Becoming Legal Permanent Residents by State of Residence and Selected Characteristics: Fiscal Year 2005 to 2009.

- Legal permanent resident data are estimates of people who have been granted lawful permanent residence in the United States. They are often referred to as “green card” recipients.
- In fiscal year 2005, there were a total of 4,535 people who became legal permanent residents and resided in Iowa. Of these, 26.9 percent were under age 18, 59.8 percent were between ages 18 and 44, and 13.3 percent were age 45 and over.
- In fiscal year 2009, there were a total of 3,963 people who became legal permanent residents and resided in Iowa. Of these, 22.7 percent were under age 18, 60.3 percent were between ages 18 and 44, and 17.0 percent were age 45 and over.

Economics

Iowa and National Gross Domestic Product

FIGURE 19B—IOWA AND NATIONAL GROSS DOMESTIC PRODUCT
1998 TO 2008 TRENDS



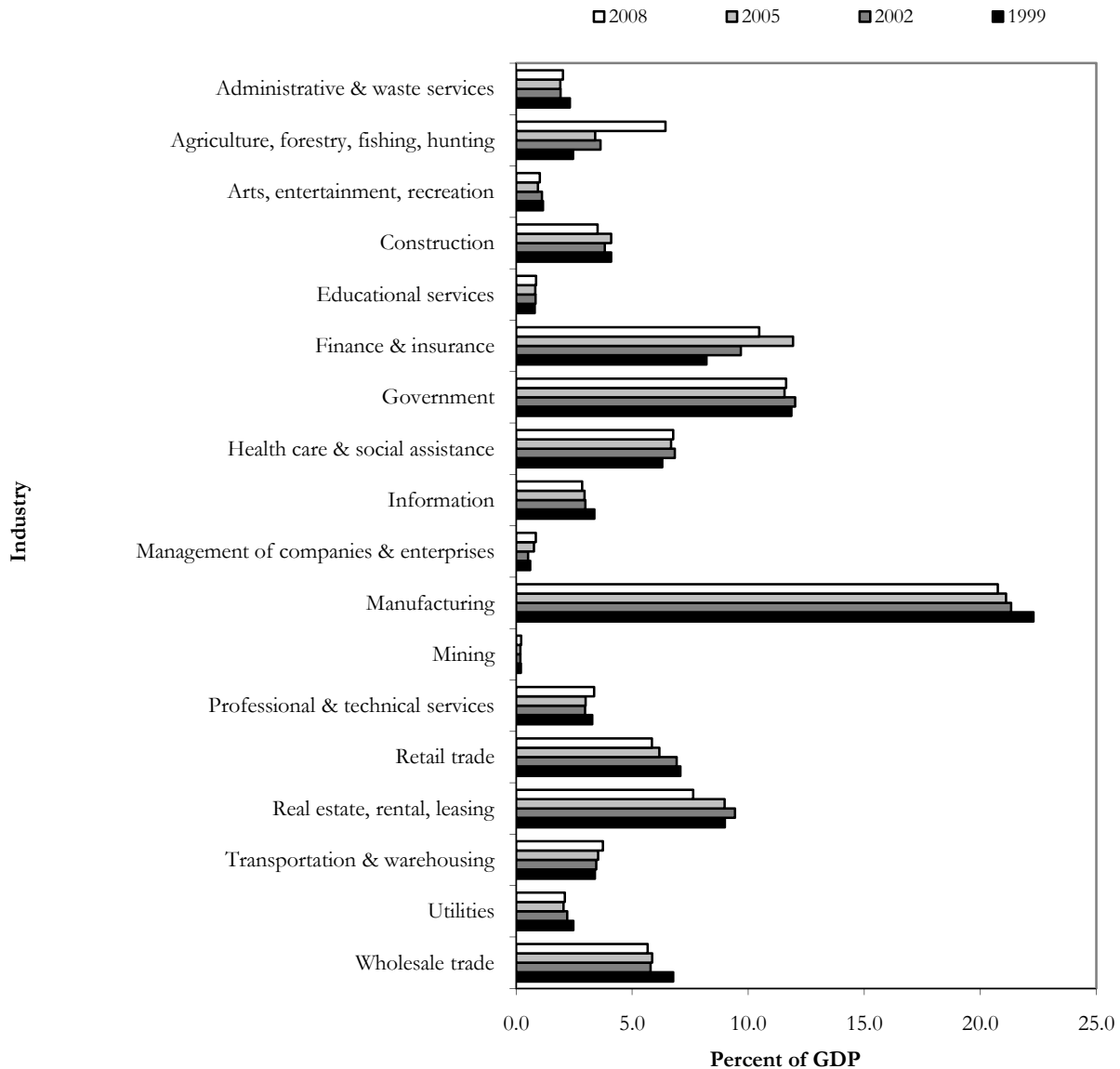
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State: 1998 to 2008.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- The national and Iowa GDP have experienced steady growth from 1998 to 2008. The national GDP grew by \$549 trillion between 1998 and 2008 and the Iowa GDP grew by \$520 billion.
- In 1998, Iowa's GDP was \$837 billion and the national GDP was \$868 trillion. By 2008, Iowa's GDP was \$1,357 billion while the national GDP was at \$1,417 trillion.

Economics

Iowa Gross Domestic Product by Industry

FIGURE 20B—PERCENT OF IOWA GROSS DOMESTIC PRODUCT BY INDUSTRY 1999 TO 2008



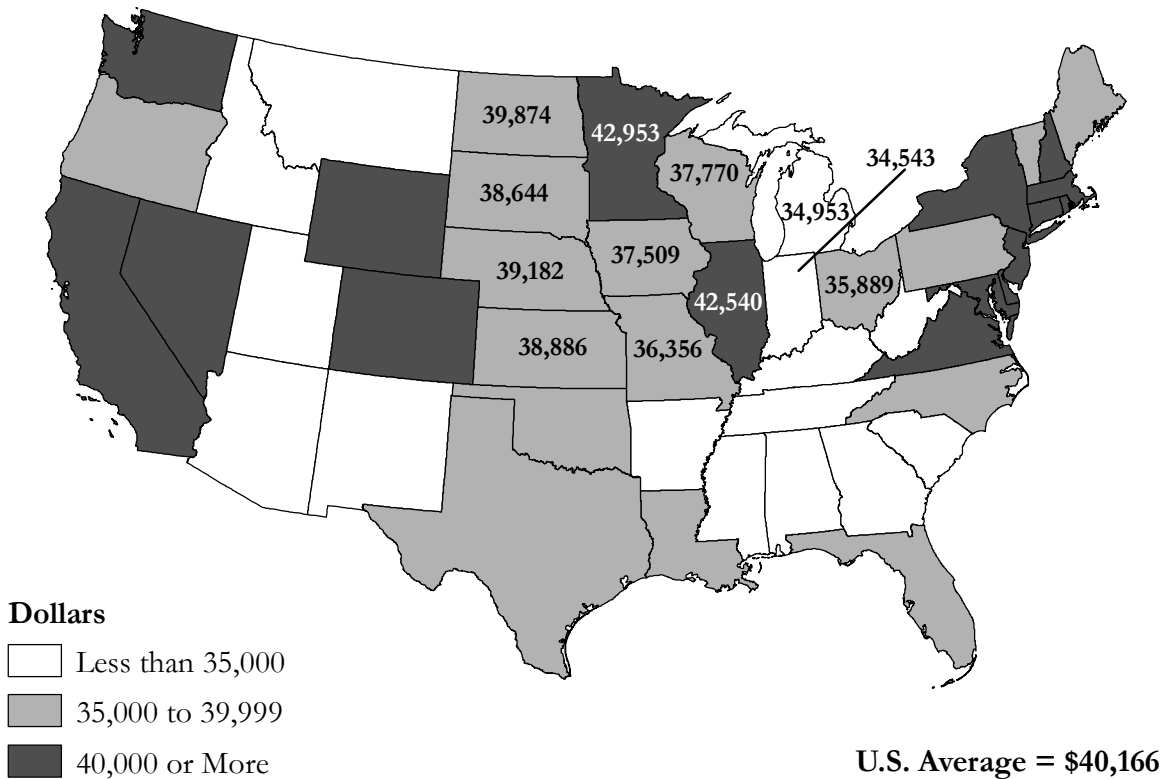
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State by Industry: 1999, 2002, 2005, and 2008.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- In each of 1999, 2002, 2005, and 2008 the largest percentage of Iowa's GDP was from manufacturing, averaging 21.4 percent of the GDP.
- In each of 1999, 2002, 2005, and 2008 the smallest percentage of Iowa's GDP was from mining at 0.2 percent in each of the four years.
- The financial and insurance industry experienced the largest gain in percentage of Iowa's GDP from 1999 to 2008 at 2.3 percent while information experienced the largest loss at -1.5 percent.

Economics

National Per Capita Income

FIGURE 21B—PER CAPITA PERSONAL INCOME FOR THE UNITED STATES 2008



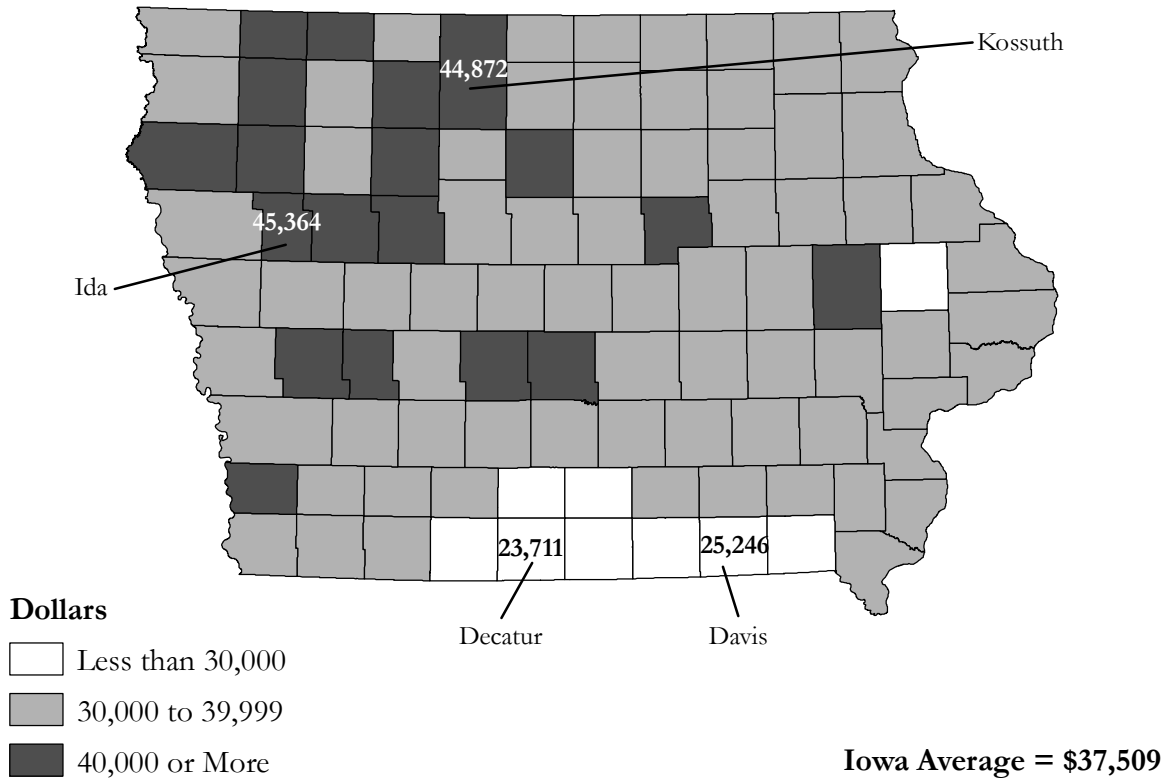
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Per Capita Personal Income (Dollars): 2008.

- Per capita personal income data are 2008 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- **Midwest States** – The average per capita income in the Midwest states was \$38,258. This is slightly below the national average of \$40,166. The lowest per capita income was in Indiana at \$34,953 while the highest was in Minnesota at \$42,953. Out of the twelve Midwest states, Iowa had the fifth lowest per capita income in 2008.
- **Nation** – Across the nation, Mississippi had the lowest per capita income at \$30,383, while the District of Columbia had the highest per capita income at \$66,316. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the twenty-third lowest per capita income in 2008.

Economics

Iowa Per Capita Income

FIGURE 22B—PER CAPITA PERSONAL INCOME FOR IOWA COUNTIES 2008



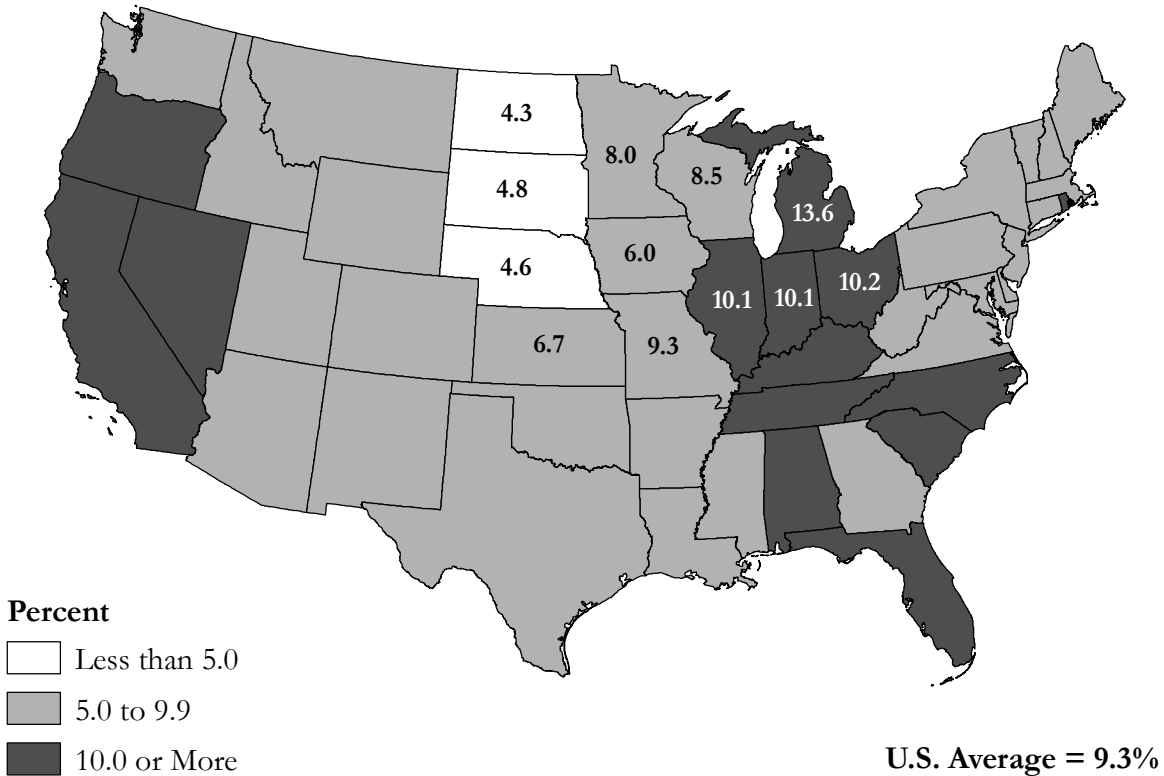
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Iowa Per Capita Personal Income (Dollars): 2008.

- Per capita personal income data are 2008 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- The counties in the southern-most part of Iowa had lower per capita incomes than did counties in the rest of the state. Nine counties in Iowa had a per capita income of less than \$30,000, seventy-one had a per capita income between \$30,000 and \$39,999, and nineteen had a per capita income of \$40,000 or higher.
- Overall, the average per capita income in Iowa was \$37,509 in 2008. Decatur County had the lowest per capita income at \$23,711 followed by Davis County at \$25,246. Ida County had the highest per capita income at \$45,364 followed by Kossuth County at \$44,872.

Economics

National Unemployment

FIGURE 23B—PERCENT OF PEOPLE UNEMPLOYED FOR THE UNITED STATES 2009



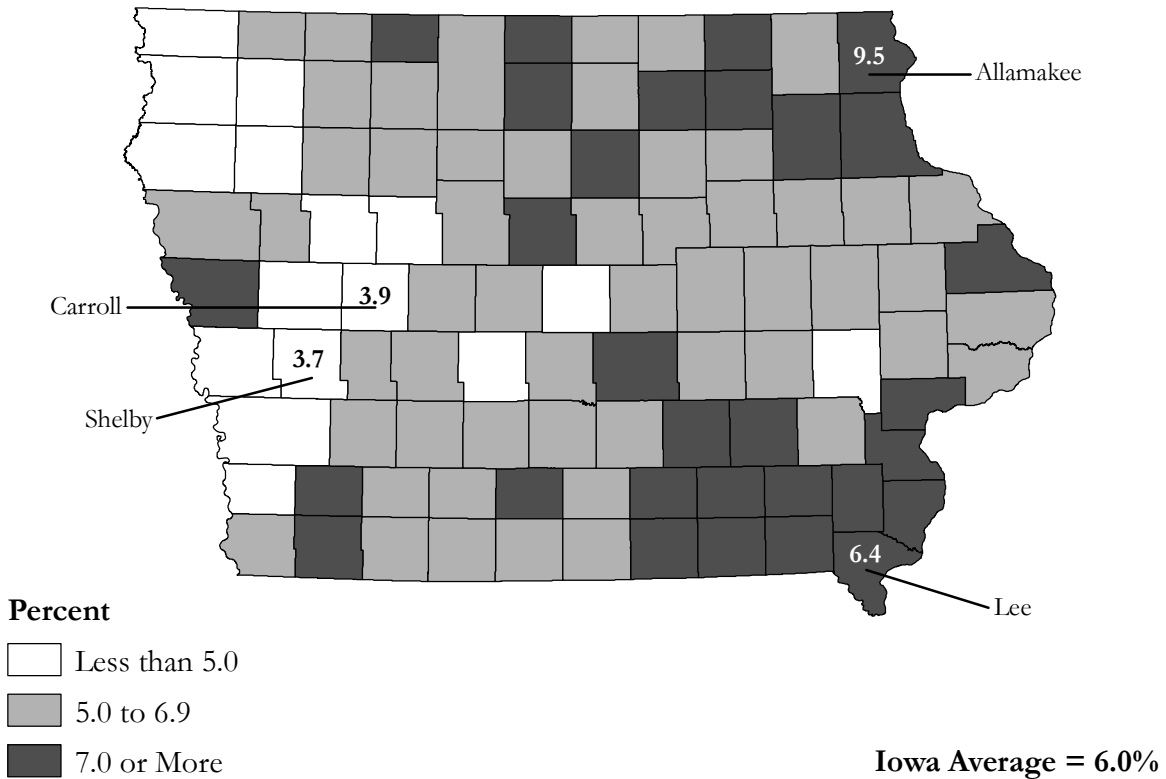
Source: U.S. Department of Labor, Bureau of Labor Statistics. Regional and State Unemployment: 2009.

- Unemployment data are 2009 estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- **Midwest States** – The average unemployment rate for the Midwest states was 8.0 percent. This is slightly less than the national average of 9.3 percent. The lowest unemployment rate was in North Dakota at 4.3 percent while the highest was in Michigan at 13.6 percent. Out of the twelve Midwest states, Iowa had the fourth lowest unemployment rate in 2009.
- **Nation** – North Dakota had the lowest unemployment rate in the Nation at 4.3 percent, while Michigan had the highest rate at 13.6 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the fourth lowest unemployment rate in 2009.

Economics

Iowa Unemployment

FIGURE 24B—PERCENT OF PEOPLE UNEMPLOYED FOR IOWA COUNTIES 2009



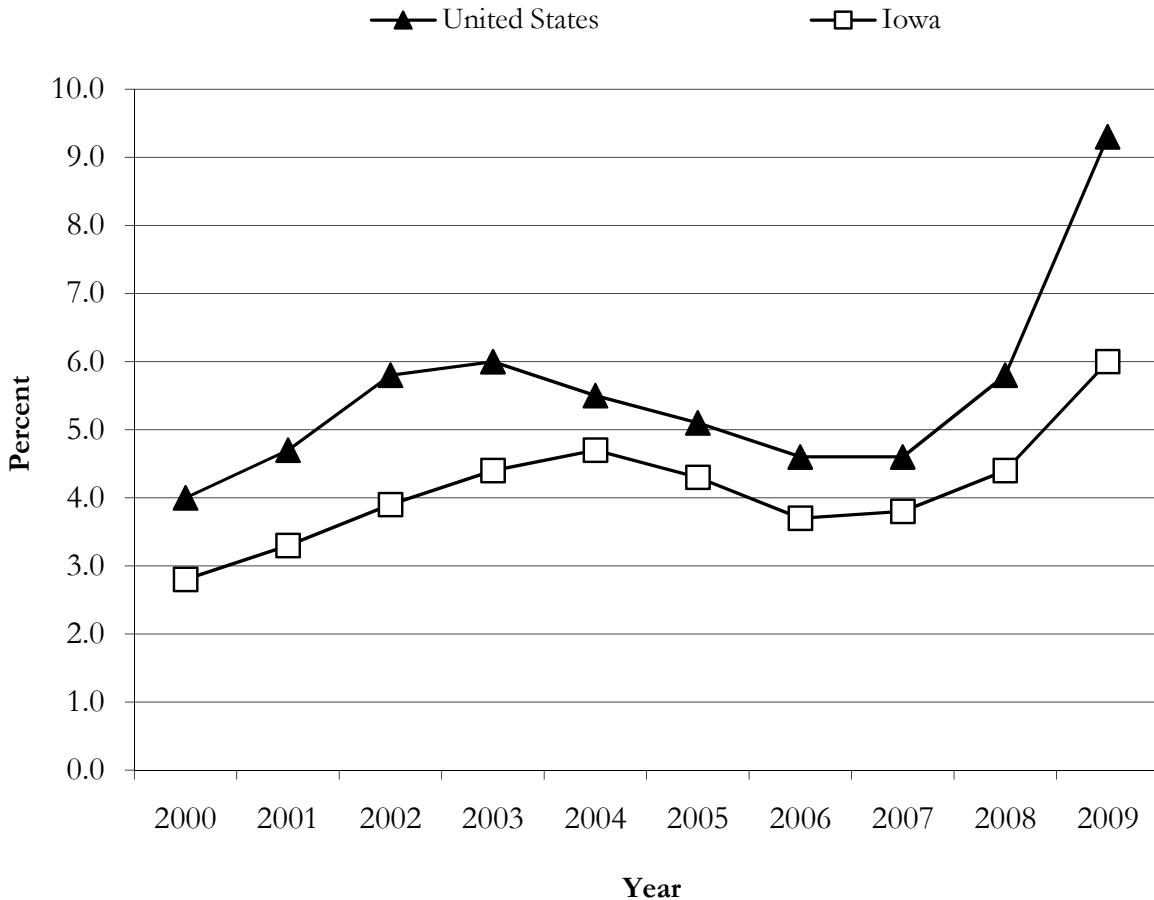
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for Iowa Counties and Areas: 2009.

- Unemployment data are 2009 estimates for people age 16 and older as reported by the Current Population Survey, Current Employment Statistics Program, and state unemployment insurance systems. Annual data are not seasonally adjusted.
- Sixteen counties in Iowa had an unemployment rate of less than 5.0 percent, fifty-three had an unemployment rate between 5.0 percent and 6.9 percent, and 30 counties had an unemployment rate of 7.0 percent or more.
- The overall unemployment rate in Iowa was 6.0 percent in 2009. Shelby County had lowest unemployment rate at 3.7 percent followed by Carroll County at 3.9 percent. Allamakee County had the highest unemployment rate at 9.5 percent followed by Lee County at 6.4 percent.

Economics

Unemployment Trends

FIGURE 25B—PERCENT OF PEOPLE UNEMPLOYED 2000 TO 2009 TRENDS



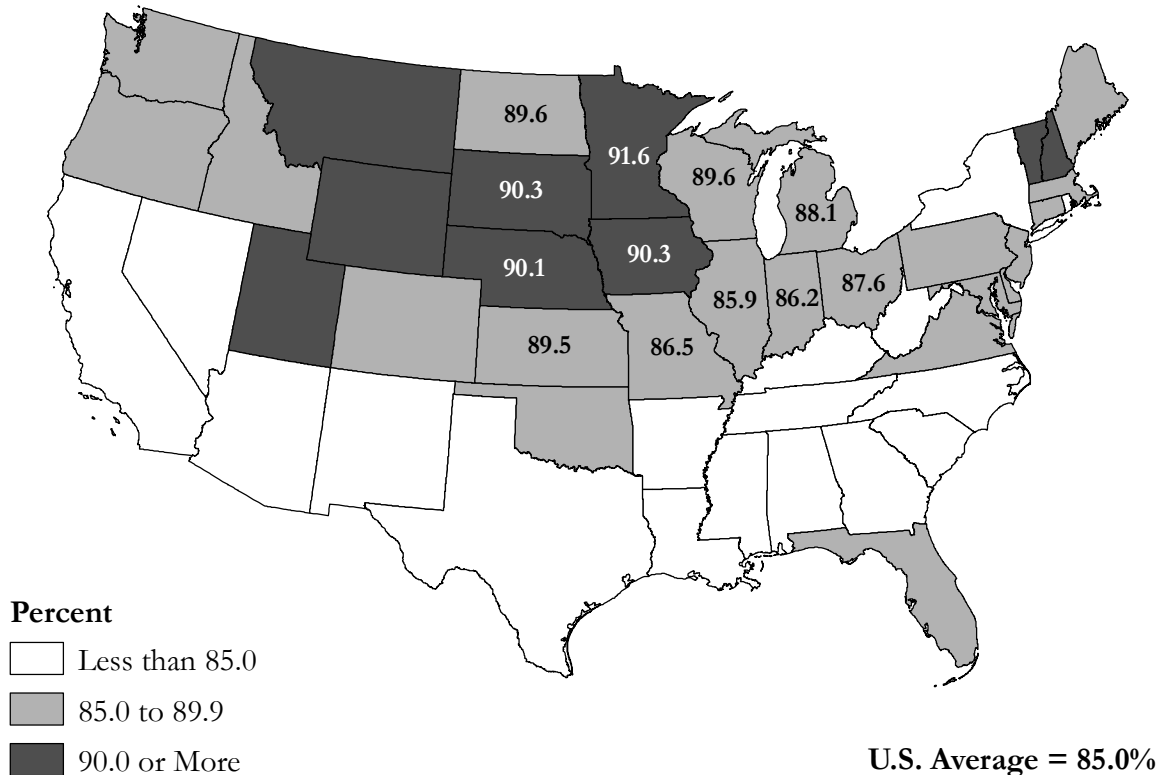
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for United States and Iowa: 2000 to 2009.

- Unemployment data are estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- In 2000, the national unemployment rate was 4.0 percent, while the rate in Iowa was 2.8 percent. By 2009, the national unemployment rate had risen to 9.3 percent and the Iowa rate to 6.0 percent.
- The rate in Iowa was lower than the national rate each year from 2000 to 2009. Between 2000 and 2009, the national unemployment rate averaged 5.5 percent while the Iowa unemployment rate averaged 4.1 percent.

Social

National High School Diploma

FIGURE 26B—PERCENT OF THE POPULATION AGE 25 AND OLDER WHO HAVE COMPLETED HIGH SCHOOL FOR THE UNITED STATES 2008



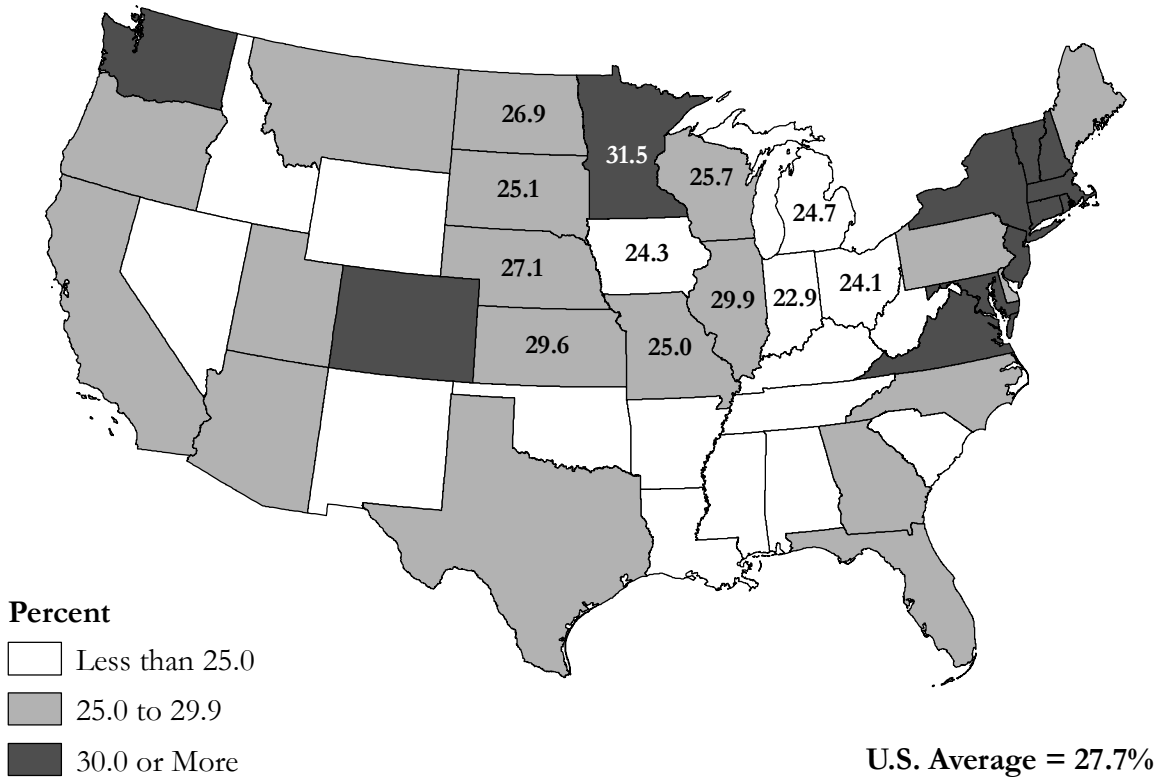
Source: U.S. Census Bureau, 2008 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – The average percent of people age 25 and older who had completed high school in 2008 in the Midwest states was 88.8 percent. This was above the national average of 85.0 percent. The highest percent was in Minnesota at 91.6 percent while the lowest was in Illinois at 86.5 percent. Out of the twelve Midwest states, Iowa tied for the second highest percent of the population with a high school diploma in 2008.
- **Nation** – Overall, states in the southern portion of the United States had a lower percent of people completing high school than states in other parts of the nation. Texas had the lowest percent of high school completers at 79.6 percent, while Wyoming had the highest percent at 91.7 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa tied for the eighth highest percent of the population with a high school diploma in 2008.

Social

National Bachelor's Degree

FIGURE 27B—PERCENT OF PEOPLE AGE 25 AND OLDER WHO HAVE EARNED A BACHELOR'S DEGREE FOR THE UNITED STATES 2008



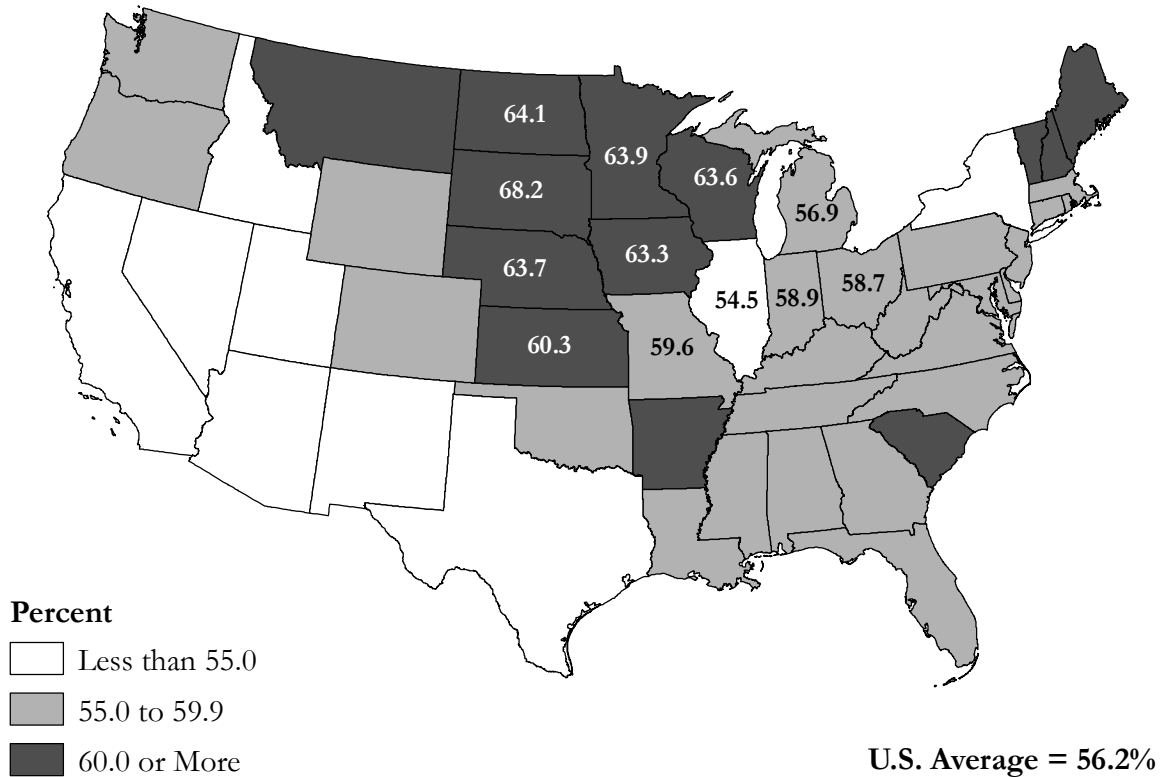
Source: U.S. Census Bureau, 2008 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – The average percent of people age 25 and older who had a bachelor's degree in 2008 in the Midwest states was 26.4 percent. This is slightly below the national average of 27.7 percent. The state with the lowest percent was Indiana at 22.9 percent while the highest was Minnesota at 31.5 percent. Out of the twelve Midwest states, Iowa had the third lowest percent of people with a bachelor's degree in 2008.
- **Nation** – The District of Columbia had the highest percent in the nation of people with bachelor's degrees at 48.2 percent, while West Virginia had the lowest percent at 17.1 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the fifteenth lowest percent of people with a bachelor's degree in 2008.

Social

National Two-Worker Families

FIGURE 28B—PERCENT OF FAMILIES WITH CHILDREN WHERE BOTH PARENTS WORK OUTSIDE THE HOME FOR THE UNITED STATES 2008



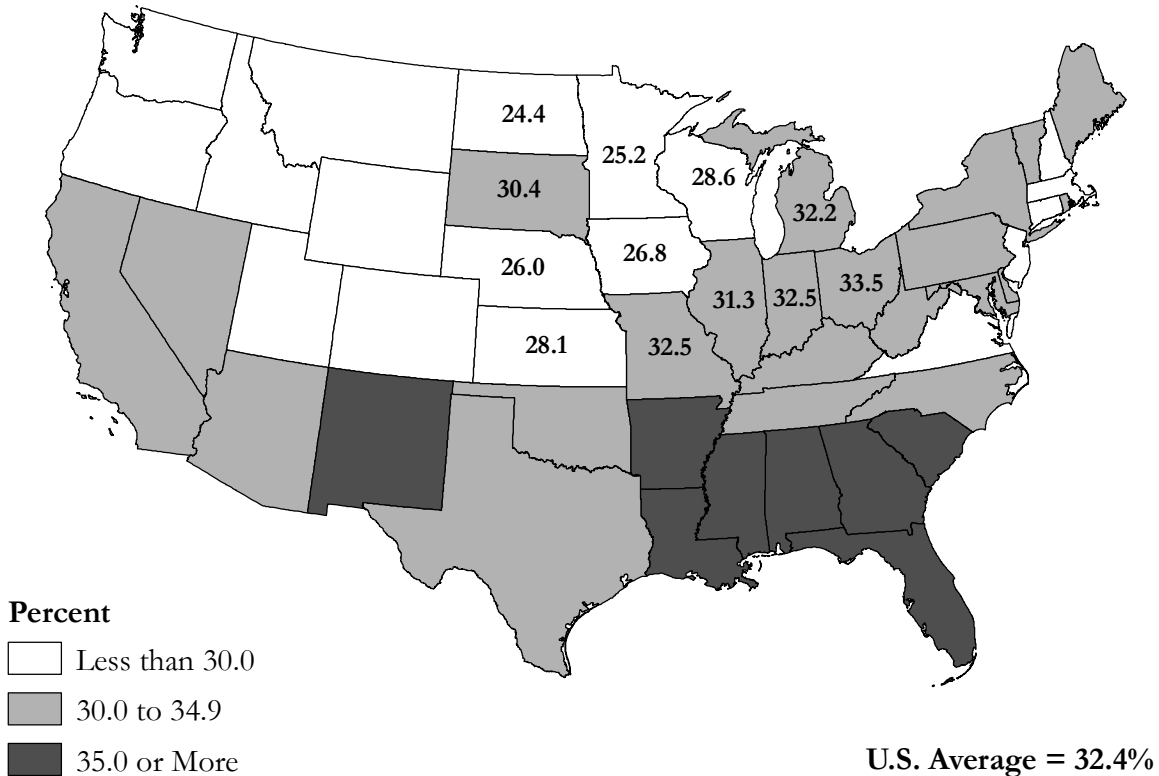
Source: U.S. Census Bureau, 2008 American Community Survey. Presence and Age of Own Children Under 18 Years by Family Type by Number of Workers in Family in the Past 12 Months (Table B23009).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters. Families with two parents and children under age eighteen are the basis for this analysis.
- **Midwest States** – The average percent of families with children where both parents work in the Midwest states was 61.3 percent. This is above the national average of 56.2 percent. The lowest percent of families with two parents, both working, was in Illinois at 54.5 percent, while the highest was in South Dakota at 68.2 percent. Out of the twelve Midwest states, Iowa had the fifth highest percent of two-parent families with both parents working in 2008.
- **Nation** – In the nation overall, the Midwest states tended to have higher percentages of two parent families where both parents worked. South Dakota had the highest percent at 68.2 percent, while Utah had the lowest percent at 47.3 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the sixth highest percent of two-parent families with both parents working in 2008.

Social

National One-Parent Households

FIGURE 29B—PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT FOR THE UNITED STATES 2008



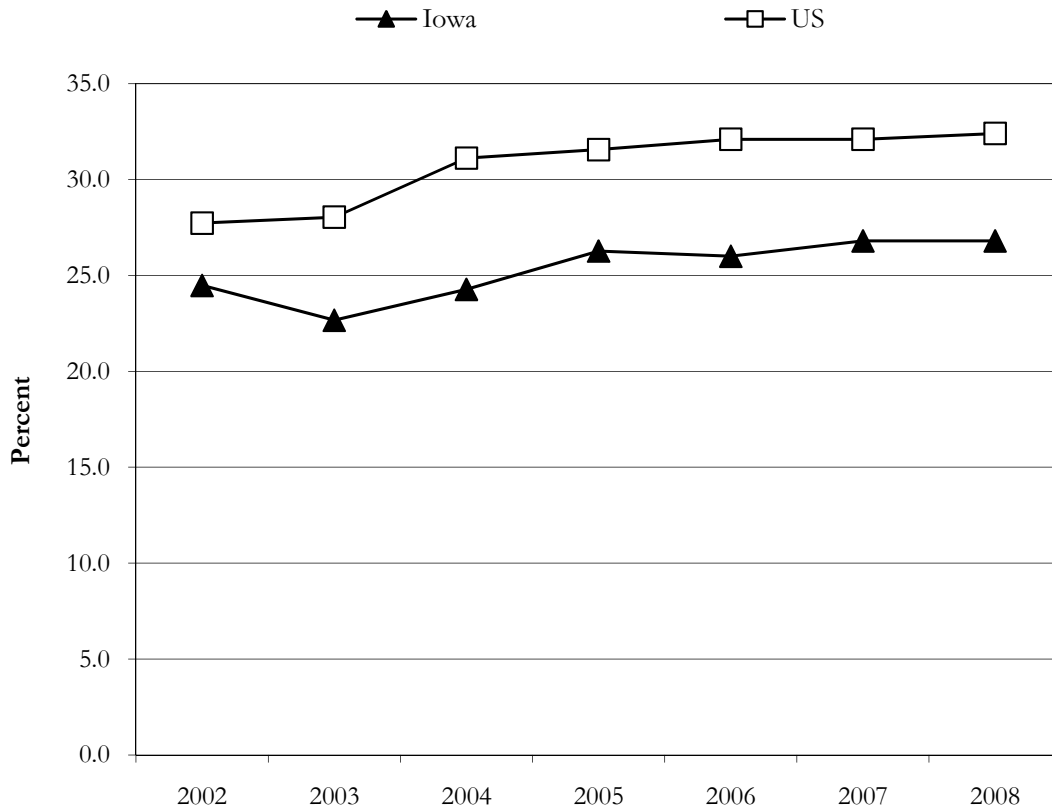
Source: U.S. Census Bureau, 2008 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months (Table B23008).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** – The average percent of children living in single-parent families in the Midwest states was 29.3 percent. This is slightly below the national average of 32.4 percent. The lowest percent was in North Dakota at 24.4 percent, while the highest was in Ohio at 33.5 percent. Out of the twelve Midwest states, Iowa had the fourth lowest percent of children living with only one parent in 2008.
- **Nation** – States in the southern part of the United States tended to have a larger percent of children living with only one parent than did states in the northern part. The District of Columbia had the highest percent of children living in single-parent families at 57.2 percent, while Utah had the lowest percent at 17.9 percent. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the seventh lowest percent of children living with only one parent in 2008.

Social

One-Parent Household Trends

FIGURE 30B—PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT 2002 TO 2008 TRENDS



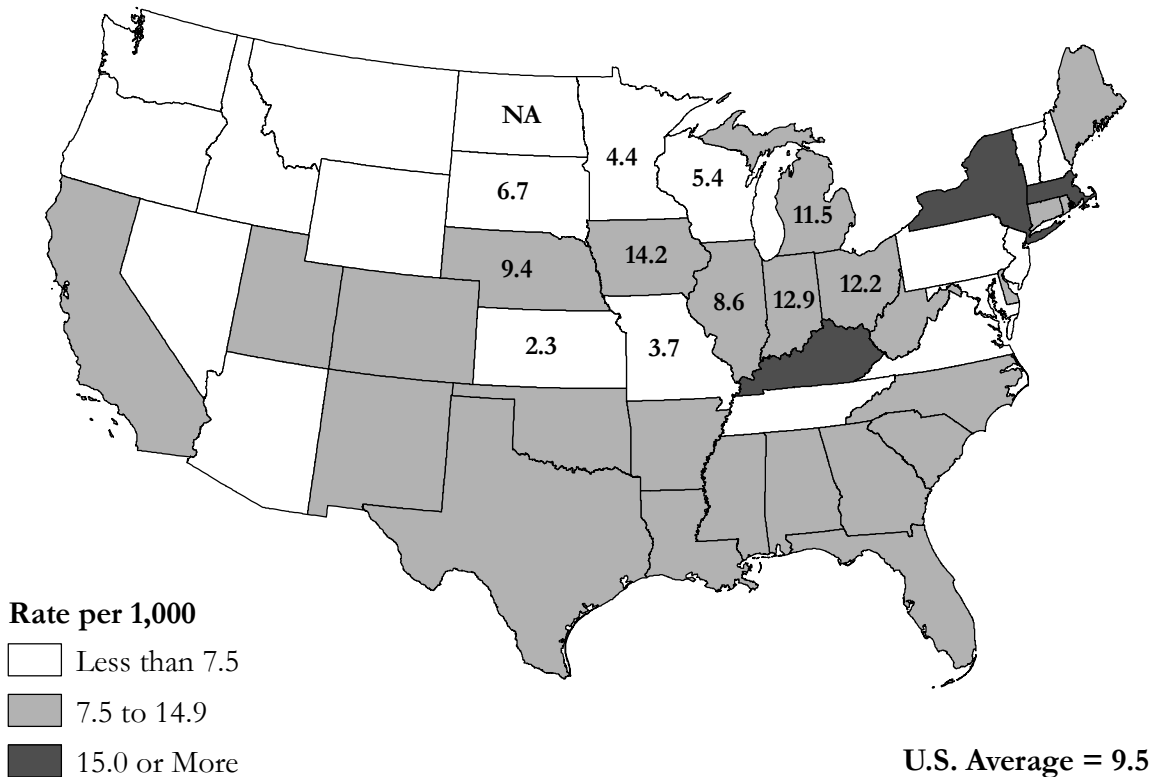
Source: U.S. Census Bureau, 2002 to 2008 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months.

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- In 2008, the percent of children under age 18 in the United States living with only one parent was 32.4 percent, while the percent in Iowa was 26.8 percent.
- In 2002, the percent of children under age 18 living with only one parent was 27.7 percent, while the rate in Iowa was 24.5 percent.
- Overall, the national percent of children living with only one parent has increased slightly from 2002 to 2008. The rate in Iowa increased from 2003 to 2005 and has since then held fairly steady. Over this time period, the rate in Iowa was lower than the national rate.

Social

National Child Abuse and Neglect

FIGURE 31B—RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION FOR THE UNITED STATES 2008



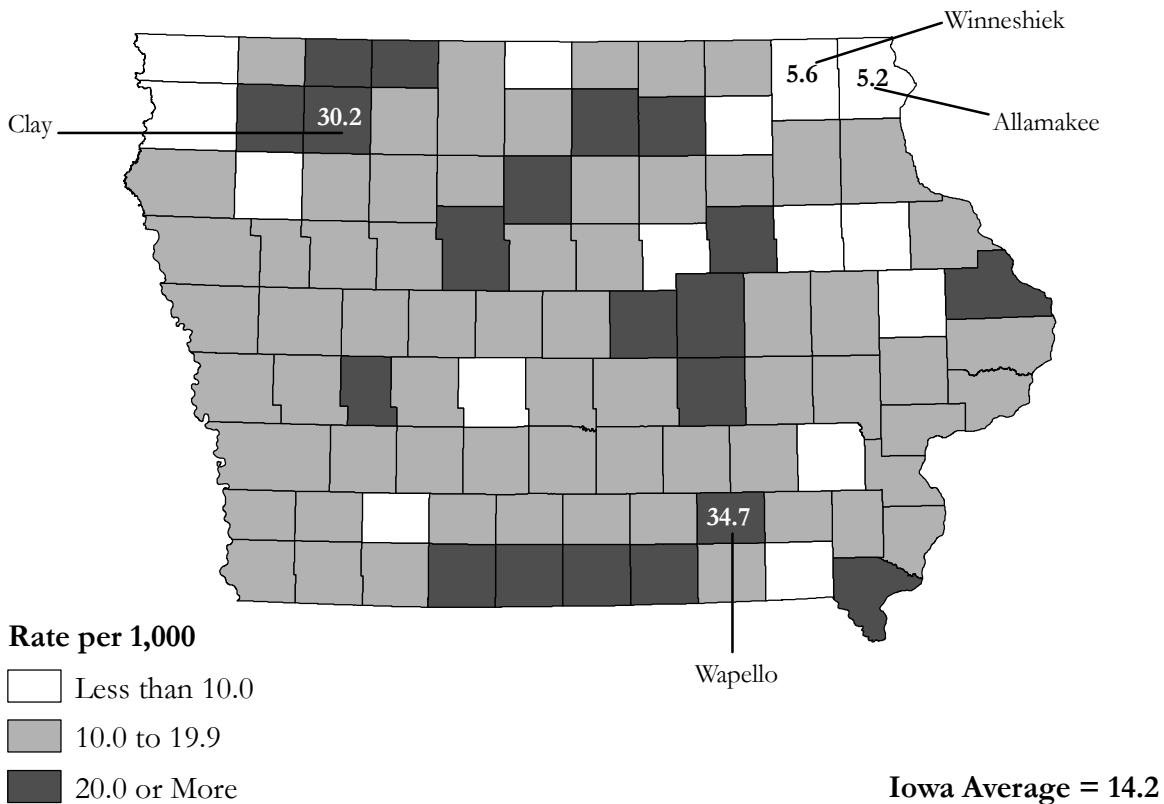
Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2008.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the Federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the US Census, Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases. This may cause Iowa's rate of child abuse/neglect to look inflated when compared to other states.
- **Midwest States** – An estimated 7.6 of every 1,000 youth in the population under age 18 in the Midwest states had been the victim of abuse or neglect in 2008. This is below the national average of 9.5. The lowest rate of abused or neglected children was in Kansas at 2.3, while the highest rate was in Iowa at 14.2.
- **Nation** – Within the United States, Pennsylvania had the lowest rate of children who had been abused or neglected at 1.4 per 1,000 youth, while Massachusetts had the highest rate at 25.8 per 1,000 youth. Out of the forty-eight territories included in this analysis (47 states and the District of Columbia), Iowa had the seventh highest rate of child abuse and neglect in 2008.

Social

Iowa Child Abuse and Neglect

FIGURE 32B—RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION FOR IOWA COUNTIES 2008



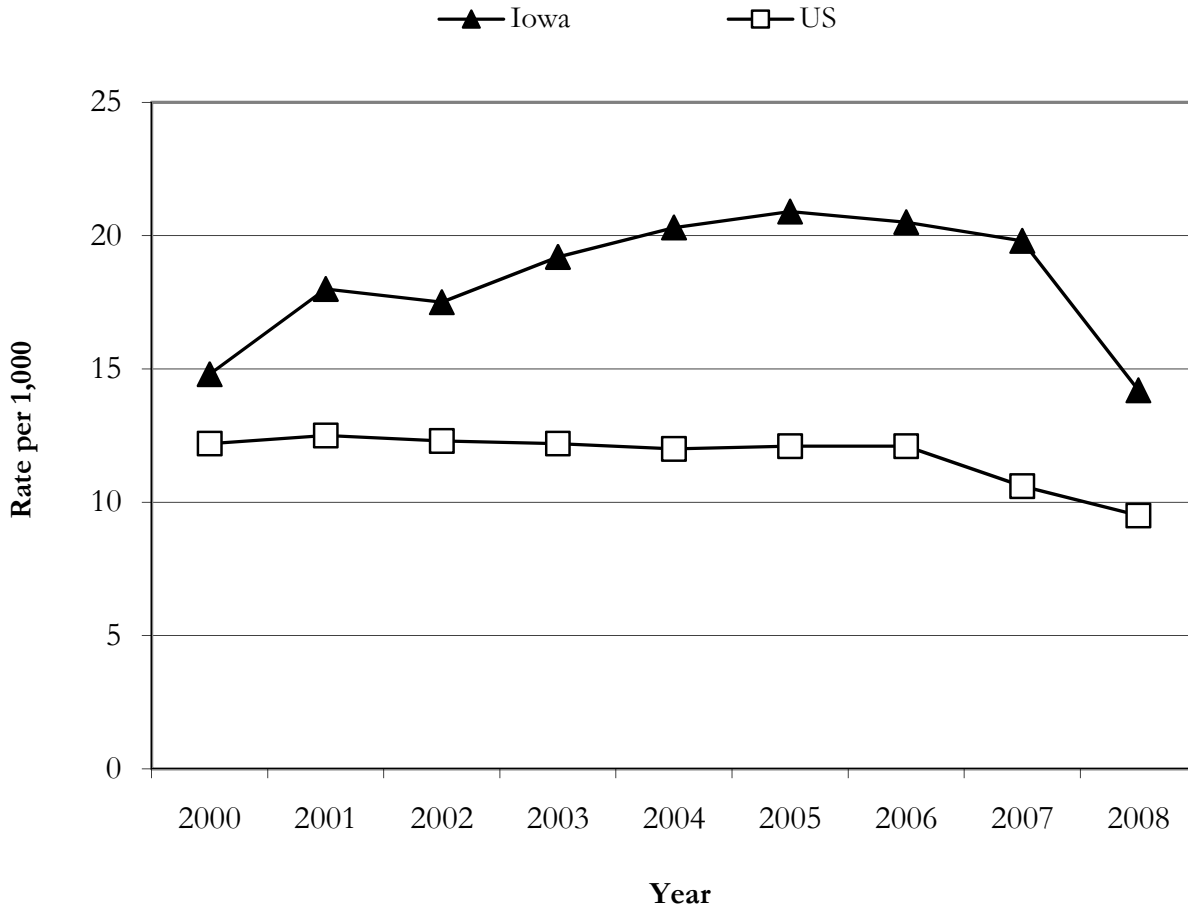
Source: Iowa Department of Human Services, Child Abuse Statistics and Reports. Child Abuse for Calendar 2008.

- Child abuse and neglect rate data are 2008 estimates. Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the calendar year. The population data used for rate calculations are 2008 estimates of youth under age 18 based on Census 2000 data.
- Fifteen counties in Iowa had a child abuse or neglect rate under 10.0 per 1,000 youth in the population, sixty-four had a rate between 10.0 and 19.9, and twenty had a rate of 20.0 or more.
- The overall rate of child abuse and neglect in Iowa was 14.2 in 2008. Wapello County had the highest rate of child abuse/neglect at 34.7 per 1,000 youth followed by Clay County at 30.2. Allamakee County had lowest rate of child abuse or neglect at 5.2 per 1,000 youth followed by Winneshiek County at 5.6.

Social

Child Abuse and Neglect Trends

FIGURE 33B—RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION 2000 TO 2008 TRENDS



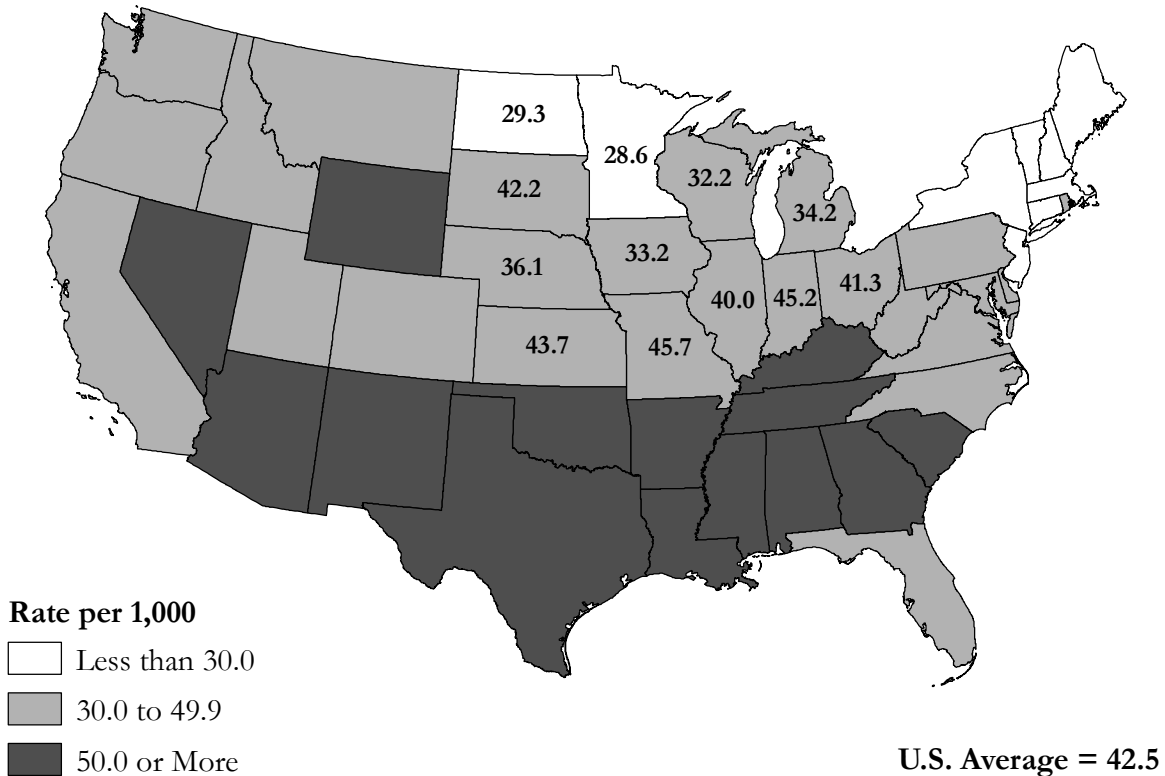
Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2008.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the Federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the US Census, Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases. This may cause Iowa's rate of child abuse/neglect to look inflated when compared to other states.
- In fiscal year 2008, the national rate of child abuse or neglect was 9.5 per 1,000 youth under age 18, while the rate in Iowa was 14.2 per 1,000.
- In fiscal year 2000, the national rate of child abuse or neglect was 12.2 per 1,000 youth under age 18, while the rate in Iowa was 14.8 per 1,000.
- Overall, the national rate of child abuse or neglect was steady or decreasing from 2000 to 2008. On the other hand, the rate in Iowa steadily increased from 2002 to 2005, with a slight decrease in 2006 and 2007, and a large decrease in 2008. The rate in Iowa is higher than the national rate each year from 2000 to 2008.

Social

National Teen Births

FIGURE 34B—TEEN BIRTHS PER 1,000 15 TO 19 YEAR OLD FEMALES IN THE POPULATION FOR THE UNITED STATES 2007



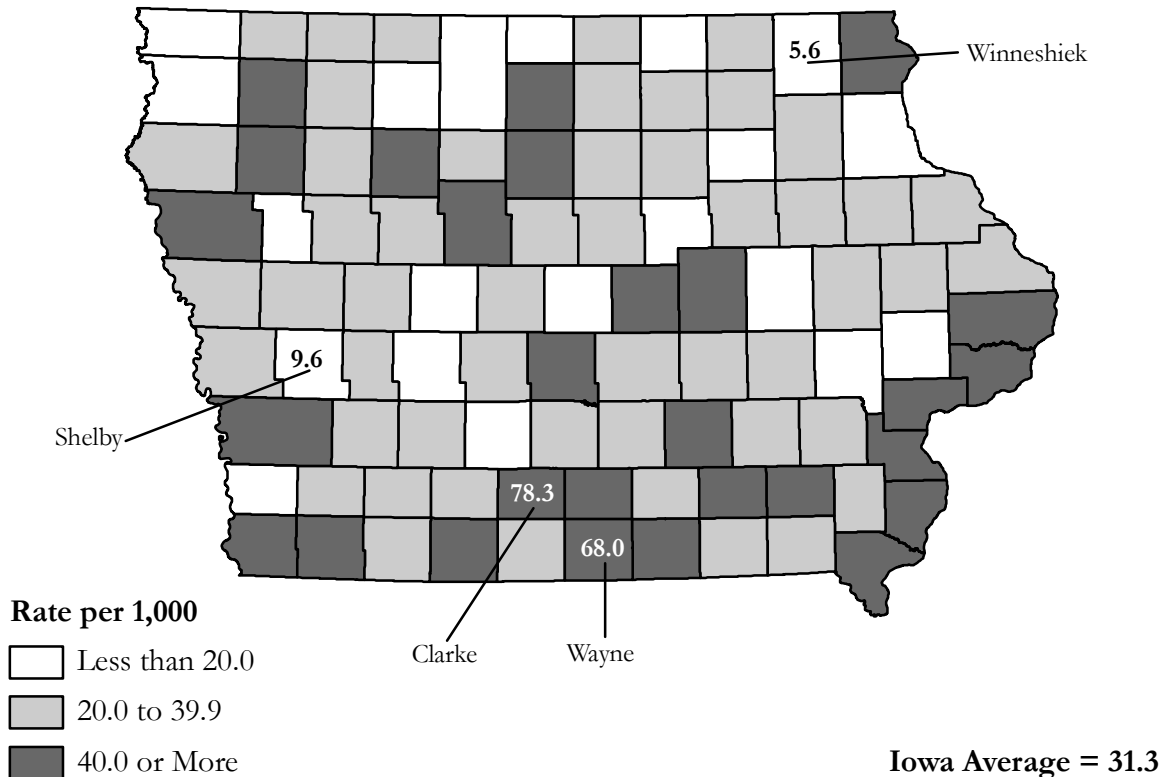
Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births: Final Data for 2007, vol. 58, n.24.

- Teen birth data are 2007 estimates. The population data used for rate calculations are estimates based on Census 2000 data.
- **Midwest States** – On average, an estimated 37.6 of every 1,000 females age 15 to 19 gave birth in the Midwest states in 2007. This is below the national average of 42.5. The lowest teen birth rate was in Minnesota at 28.6 per 1,000 females age 15 to 19 while the highest rate was in Missouri at 45.7. Out of the twelve Midwest states, Iowa had the fourth lowest teen birth rate in 2007.
- **Nation** – Teen birth rates tended to be higher in states in the southern part of the nation in 2007. Mississippi had the highest rate of teen births at 71.9 per 1,000 females age 15 to 19, while New Hampshire had the lowest rate at 20.0. Out of the fifty-one territories included in this analysis (50 states and the District of Columbia), Iowa had the thirteenth lowest teen birth rate in 2007.

Social

Iowa Teen Births

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



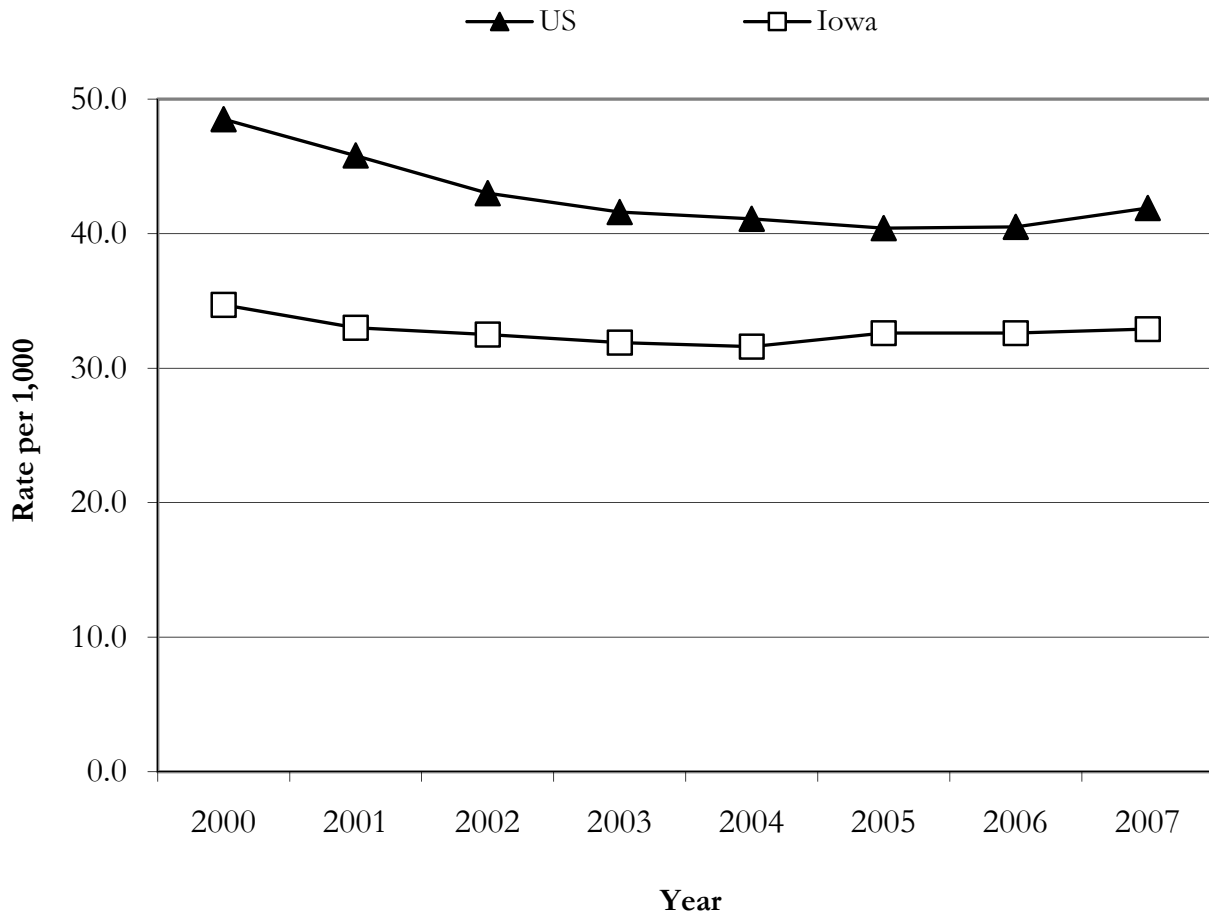
Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2007, Summary of Selected Vital Events by County (Table 5).

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

Social

Teen Birth Trends

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



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

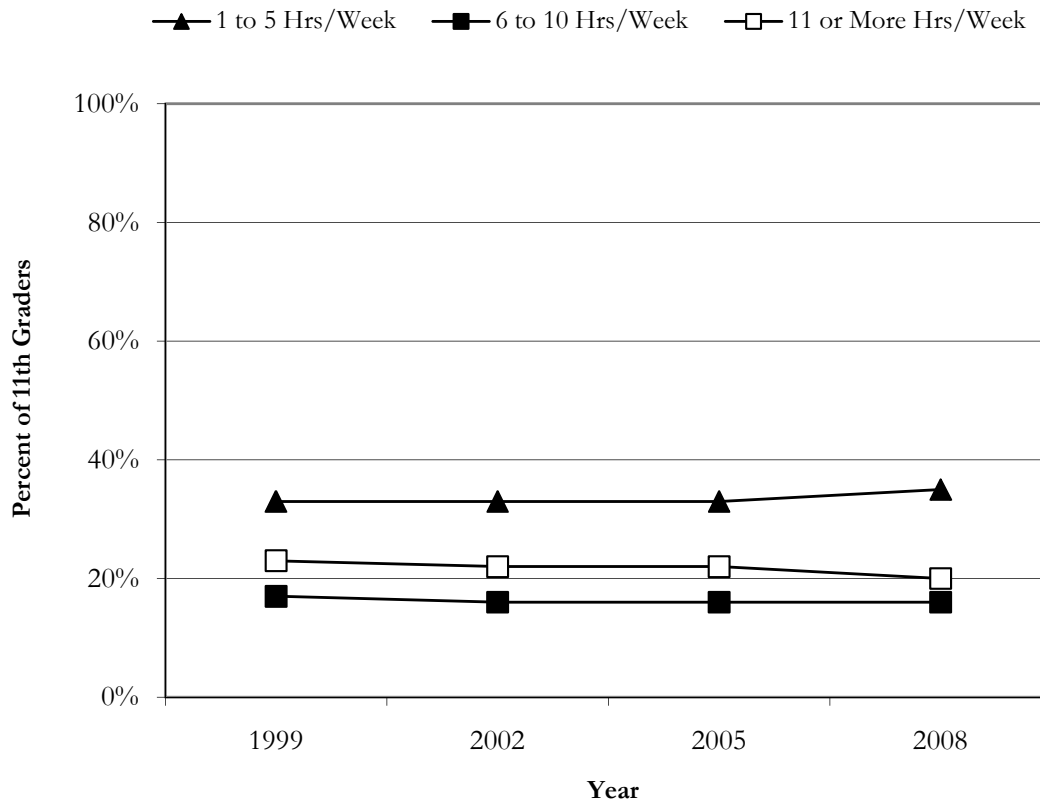
- Teen birth data are estimates. The population data used for rate calculations are estimates based on Census 2000 data.
- Overall, the national teen birth rate decreased each year from 2000 to 2006 then increased slightly in 2007. During the same time period, the teen birth rate in Iowa has been relatively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

Social

Iowa Youth Survey

School-Related Extracurricular Activities

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



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

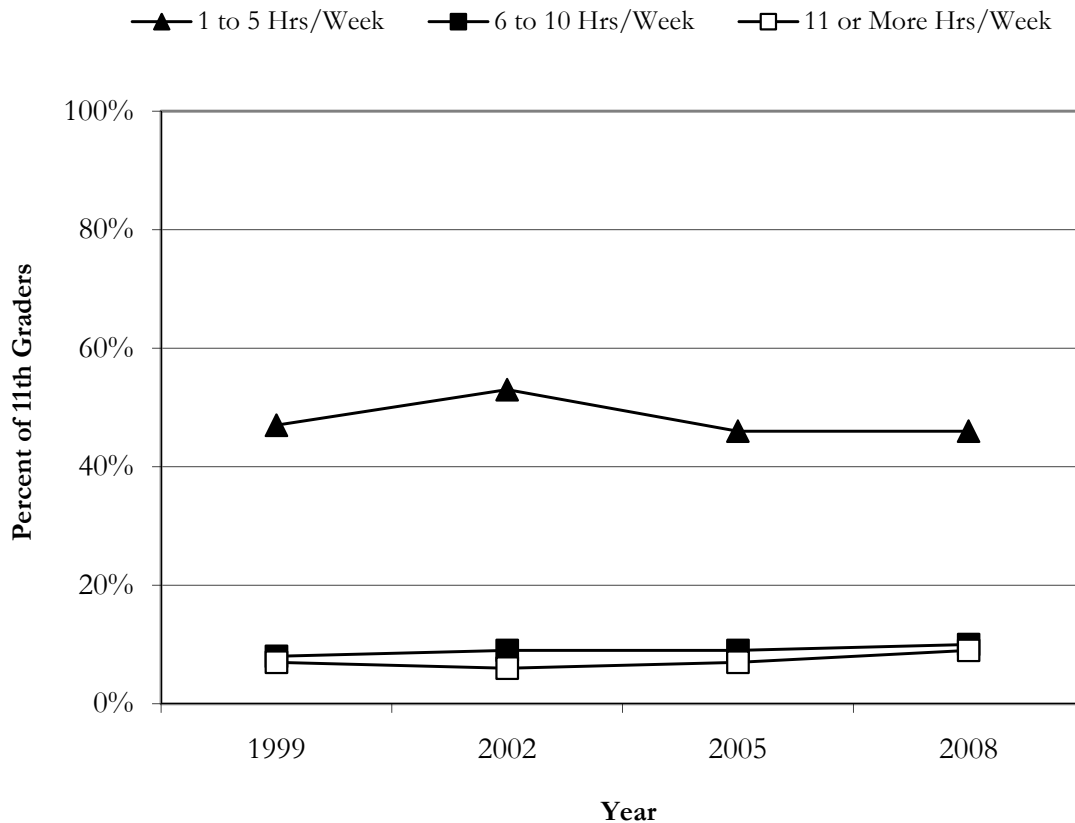
- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.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

Social

Iowa Youth Survey

Non-School Related Extracurricular Activities

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



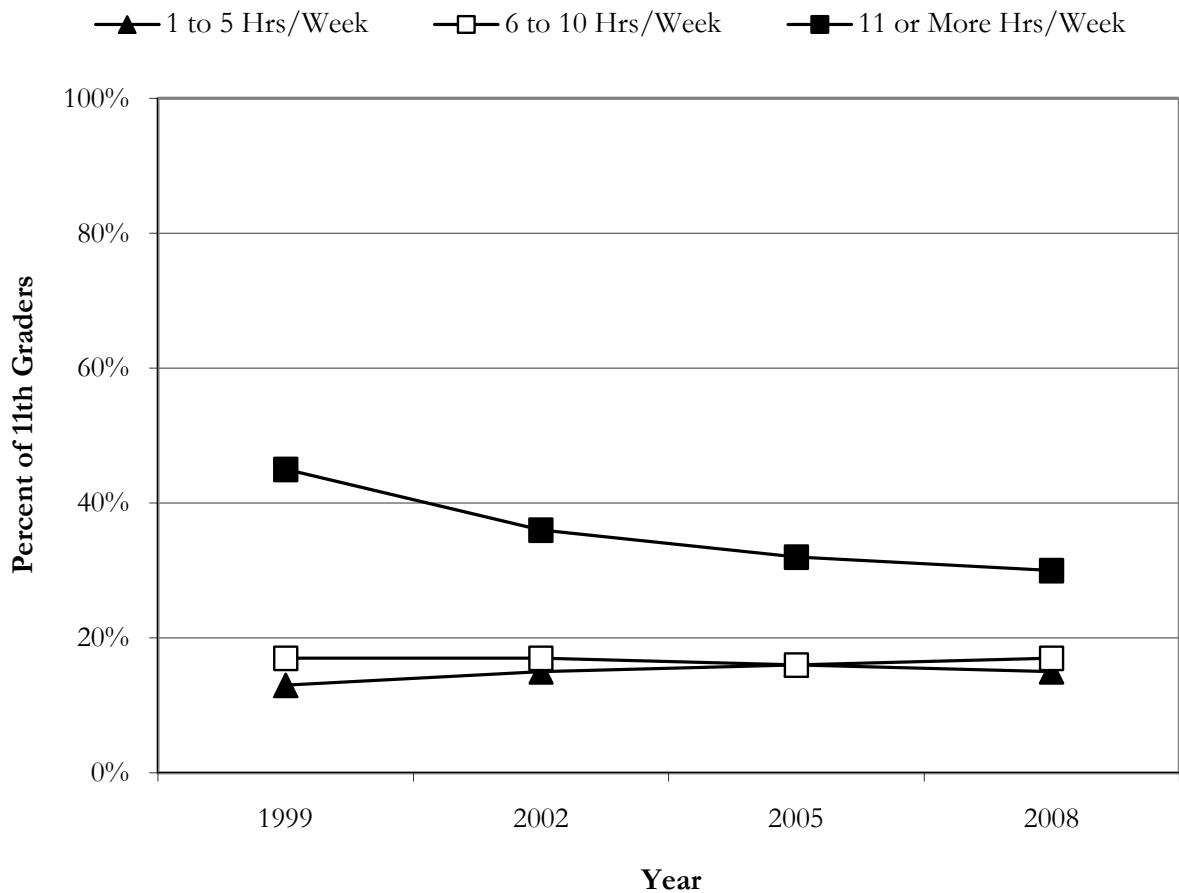
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

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

Social

Iowa Youth Survey Working 11th Graders

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



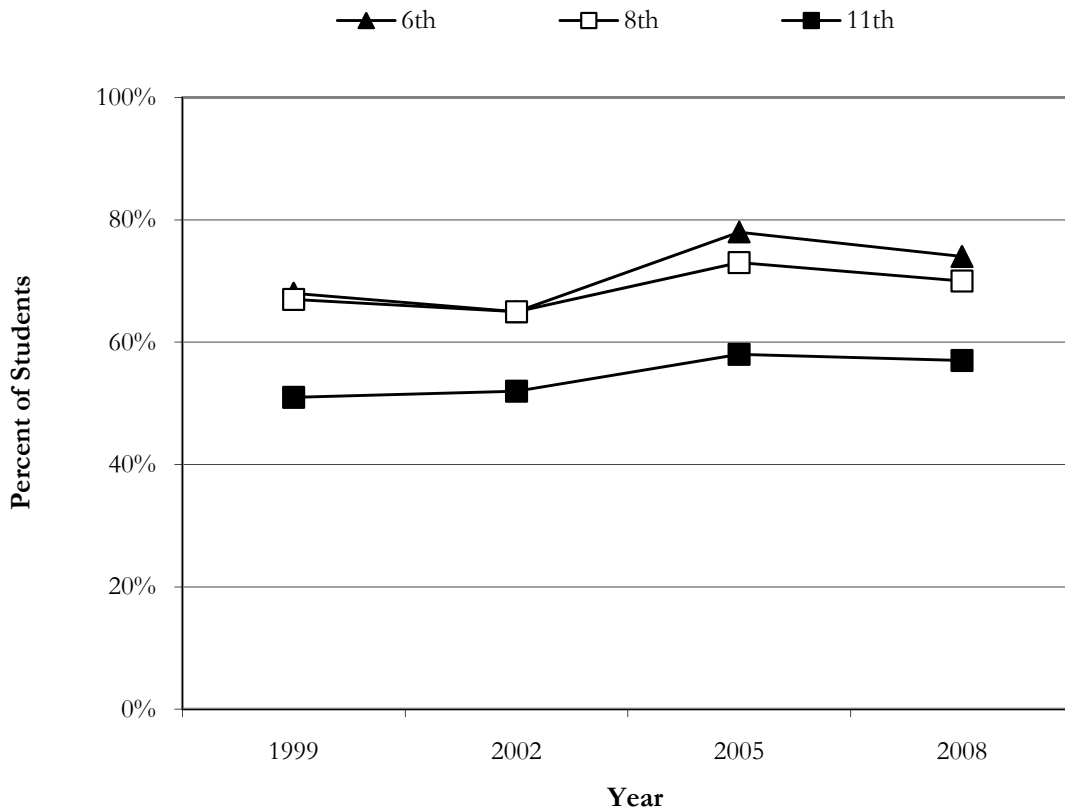
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

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

Social

Iowa Youth Survey Supportive Family

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



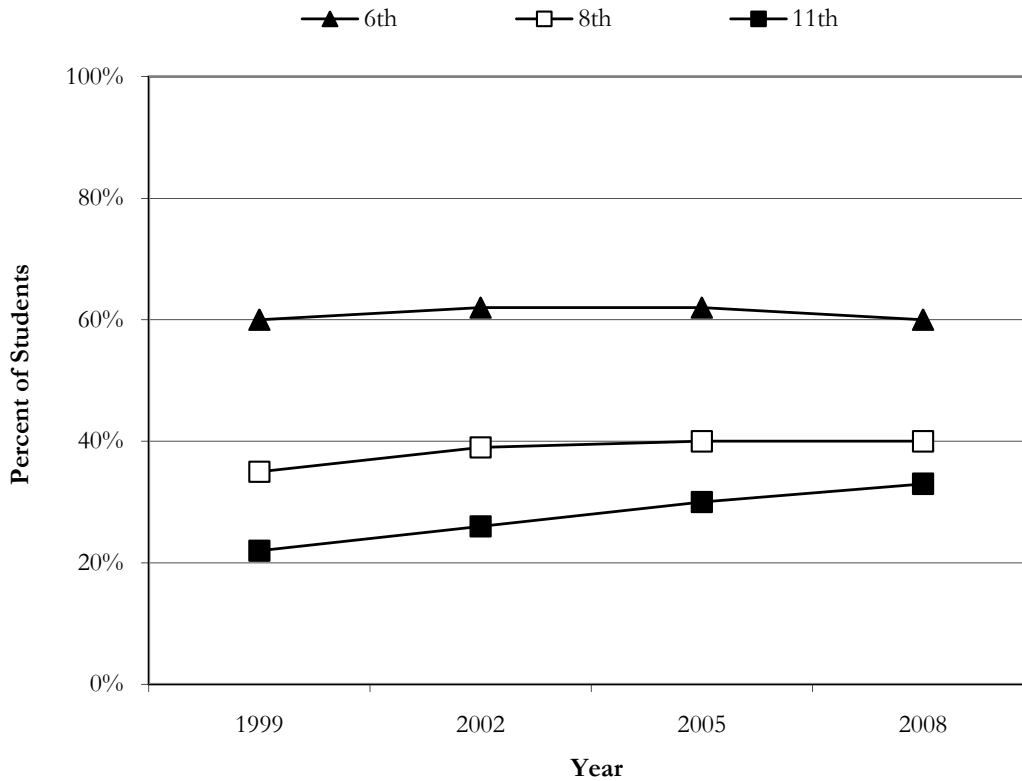
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

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

Social

Iowa Youth Survey School Support

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



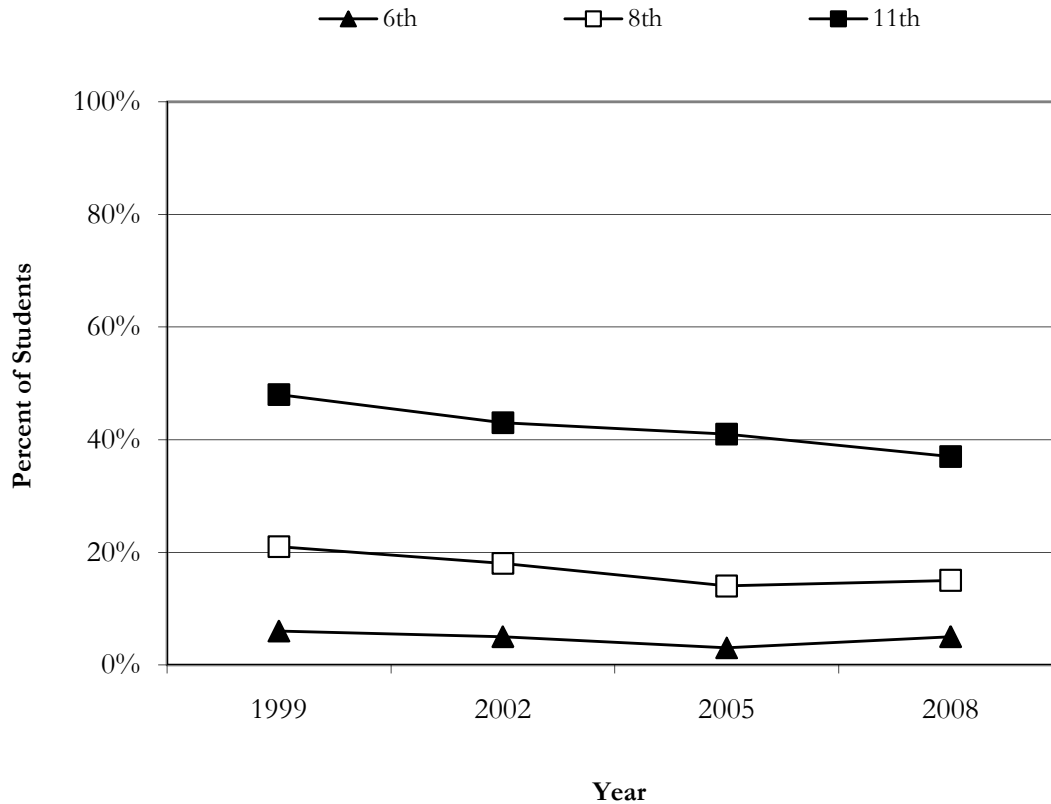
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

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

Social

Iowa Youth Survey One Drink

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



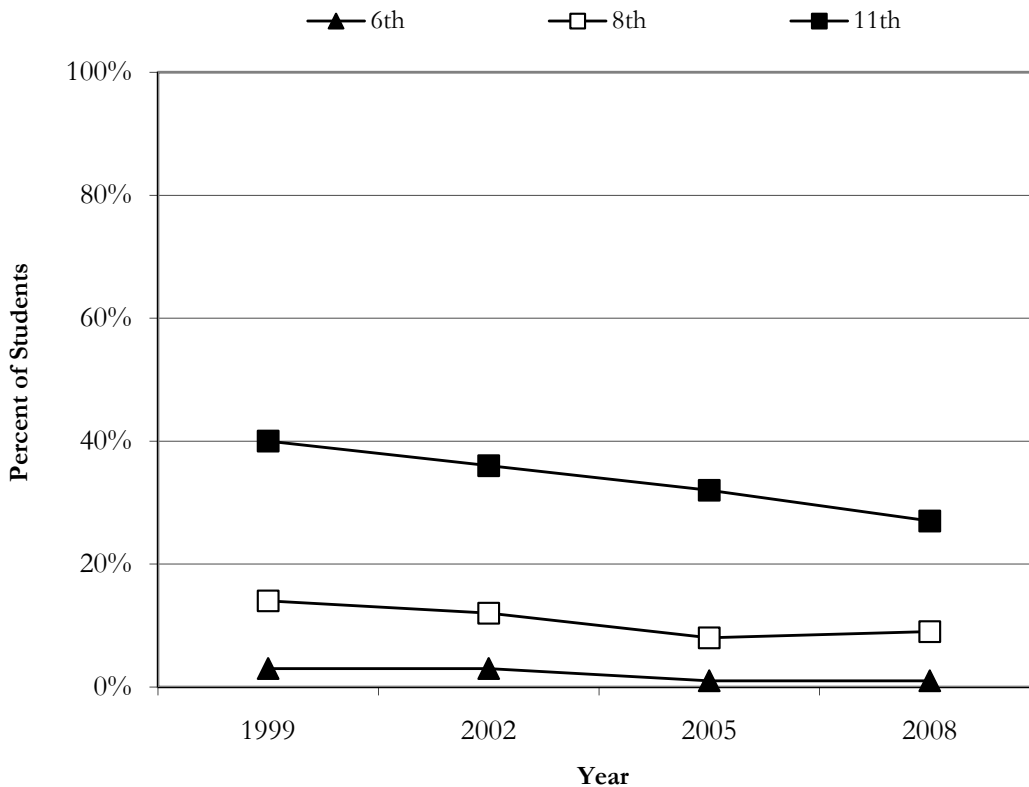
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

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

Social

Iowa Youth Survey Five Drinks

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



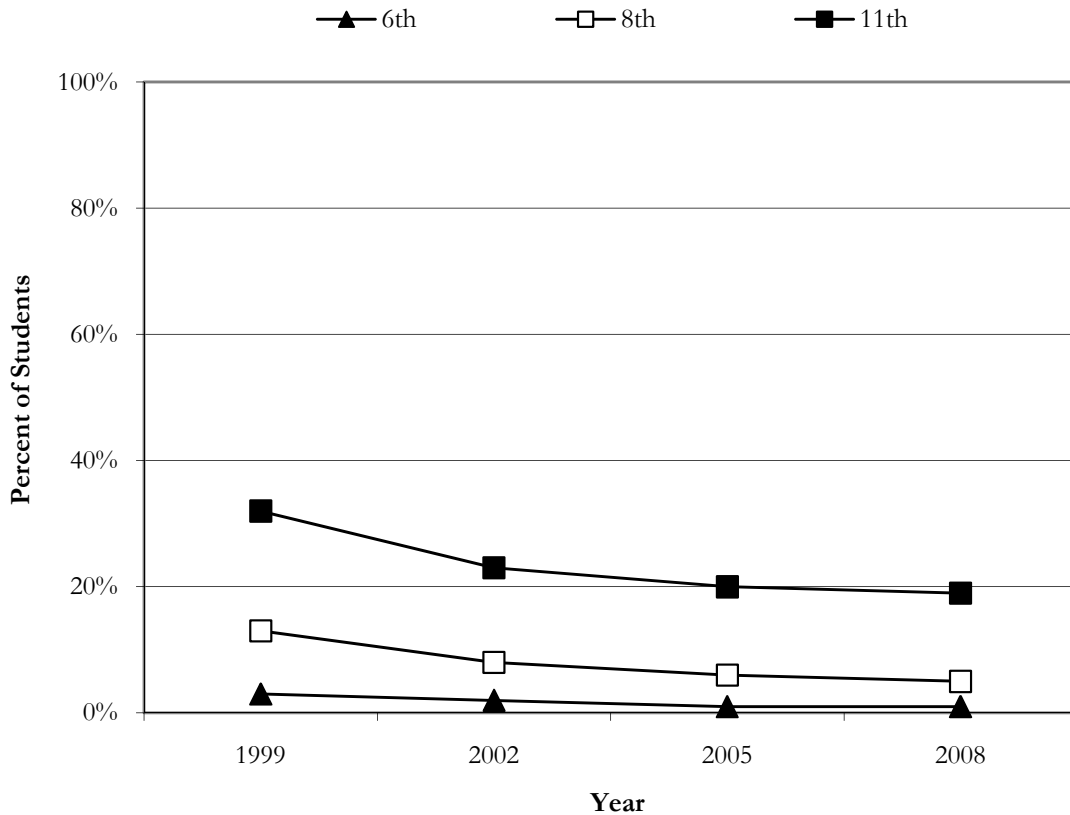
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, 2005, and 2008.

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

Social

Iowa Youth Survey Tobacco Use

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



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

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

INTRODUCTION TO GRADES PK-12

The information in the Introduction to Grades PK-12 section of the 2010 Condition of Education provides a statewide view of the status of key metrics about Iowa districts, schools and students. This section includes information on student enrollment, demographics, staff, education programs, student performance and school finance. In 2004, all public school districts started submitting student level data to the Department of Education through the EASIER data collection system (Electronic Access System for Iowa Education Records). The EASIER collection includes information on student demographics, program participation, student discipline and performance indicator information. The majority of data in this section is for the 2009-2010 school year. Data presented for previous years was the most current at the time of publication.

In the fall of 2009, Iowa school districts re-identified all students according to a new race and ethnicity coding. The Iowa Department of Education changed race and ethnicity code standards to reflect population changes over time. The new standards are also consistent with Census data and other national data sets and align with other agencies already using the new standards.

This re-identification was composed of a two-part question, ethnicity (Hispanic or Latino) and race, and allows students to identify as more than one race. The Asian or Pacific Islander racial group was also split out into two separate racial groups: Asian and Native Hawaiian or Other Pacific Islander. This new coding categorization changed the racial/ethnic look of Iowa's students. Hispanic and new racial categories appeared to increase in the state while all other groups appeared to decrease. The changes could impact the reporting of disaggregation by race/ethnicity. Trend lines could differ between 2008-2009 and 2009-2010 when looking at the subgroup data because of the different method of collecting race/ethnicity information.

In 2009-2010, there were 361 public school districts and 182 nonpublic schools serving 507,662 students. This is the twelfth consecutive year of declining enrollment. Over this time period, enrollment has dropped 7.5 percent. The student enrollment section also provides the following information:

- Public enrollment estimates will decline in 2010-2011. However, estimates project a slight increase in public enrollment beginning in 2012

and beyond.

- Estimates of the enrollment in nonpublic schools continue to show a slight decline through the 2014-2015 school year.
- The overall percentage of minority students continues to increase throughout the state and currently comprises 17.6 percent of public and nonpublic K-12 enrollments. This is a fairly large jump from 2008-2009.
- The number of students in special education declined for the fifth consecutive year (-1.0 percent) in 2009-2010.
- There were 361 public school districts in 2009-2010. 45.9 percent (n=166) of districts have less than 600 students comprising of 13.1 percent of overall enrollment. On the other hand, 8.9 percent (n=32) of districts have greater than 2,500 students but educate 49.1 of the public students in the state.
- The percentage of students eligible to receive free or reduced price lunch continued to increase to 37 percent.

In 2009-2010, the average full-time teacher total salary which includes extra duty for extra pay was \$50,697. The staff section also includes:

- The average full-time teacher regular salary was \$49,473. Average regular salary does not include extra duty for extra pay. Iowa full-time teachers saw a 2.1% increase in average regular salary from the previous year.
- The percent of public school teachers with an advanced degree was 29.2 percent in 2009-2010.
- Districts with the largest enrollment category, 7,500 students or more, had the highest percent of teachers with advanced degrees (39 percent) and the high percent of minority (4.2 percent).
- Districts with the largest enrollment category, 7,500 students or more, also have the highest average total salary of \$54,069 in 2009-2010.
- Nine percent of Iowa public school teachers have reached the rule of 88 (age plus year of experience).
- Iowa teacher average salaries ranking jumped to 26th nationally in 2008-2009 from 37th the year before according to the most recent rankings from the National Education Association.
- The average total salary for full-time public principals was \$85,913 in 2009-2010 an increase of 2.8 percent from the previous year. The average total superintendent salary was

\$115,373 in 2009-2010 an increase of 3.4 percent from the previous year.

- The average number of grade 9-12 teaching assignments in districts with the smallest enrollment category, less than 300 students, was 3.6 compared to an average of 2.1 assignments for teachers in the largest enrollment categories, 2,500-7,499 students or more.
- The pupil teacher ratio for Iowa public school remained unchanged from the previous year at 13.7:1 in 2009-2010.

In 2009-2010, the number of students and courses taken under the concurrent enrollment section under the Senior Year Plus umbrella continued to increase. Other data in the program section includes:

- In 2009-2010, 87.3 percent of districts offered preschool programs. The number of districts increased 5.0 percent from the previous year.
- In 2009-2010, the number of districts with funded statewide voluntary preschool programs for four year olds increased to 162 districts.
- Curriculum data shows an increase in graduation requirements in mathematics and science.
- In 2010-2011, all districts in Iowa will require a minimum of three Carnegie units of mathematics and science for graduation.

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

- For the 2008-2010 biennium, 79.5 percent of 4th graders were proficient on ITBS for reading comprehension and 80.2 were proficient on ITBS mathematics.
- For the 2008-2010 biennium, 73.8 percent of 8th graders were proficient on ITBS for reading comprehension and 76.3 were proficient on ITBS mathematics.
- For the 2008-2010 biennium, 77.3 percent of 11th graders were proficient on ITED for reading comprehension and 77.4 were proficient on ITED mathematics.
- Gains can be seen in the percent of students scoring at or above proficient from the 2001-2003 to the 2008-2010 biennium in both 4th

and 8th grades in reading and mathematics. However, there is a decrease in the percent of students scoring in the proficient range mathematics in 11th grade over this same period.

- The percentage of public school graduates intending to pursue postsecondary education increased to 82.1 in 2009-2010. The number of students intending to pursue a two year college continued to climb over a four year college in 2009-2010.
- The average ACT score for Iowa students decreased slightly in 2009-2010 when compared with the previous year, for an average composite score of 22.2. However, Iowa students continue to rank second in the nation for states with 50 percent or more seniors taking ACT exams.
- The number of students taking Advance Placement exams and the number of test takers continued to increase in 2009-2010 from the previous year.

The Finance section includes data on public school district expenditures and revenues. The total Iowa elementary and secondary school district budget is estimated to be \$4.85 billion in 2010-2011. The Finance section also includes:

- Instruction expenditures accounted for 70.4 percent of general fund expenditures in 2008-2009. This was an increase from 2007-2008.
- Salary and benefit object category expenditures account for 81.5 percent of general fund expenditures and purchase services accounted for 10.9 percent in 2008-2009.
- Total state aid accounted for 54.7 percent of school district general fund revenue in 2008-2009. Local taxes accounted for 32.8 percent of school district general fund revenue in 2008-2009.

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

ENROLLMENT

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

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

Enrollment Trends in Iowa

Enrollment in 2009-2010 marked the 12th successive year of decline since 1997-1998 (Table 1). Since its peak in 1972-1973 (711,000), enrollment in Iowa's schools has decreased by more than 28.6 percent. The decline in enrollment has been shared between public and nonpublic schools. Public school enrollment declined by 4.9 percent since 1999-2000 to 2009-2010. In nonpublic schools, enrollment decreased by 20.9 percent over that ten-year period.

Table 1

IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1972-1973, 1988-1989, 1993-1994, AND 1997-1998 TO 2009-2010

Year	Public	Nonpublic	Total Enrollment	Percent Change from Previous Year
1972-1973	645,000	66,000	711,000	n/a
1988-1989	476,771	47,373	524,144	n/a
1993-1994	497,009	45,328	542,337	n/a
1997-1998	505,130	43,417	548,547	n/a
1998-1999	502,534	42,758	545,292	-0.6%
1999-2000	498,607	42,280	540,887	-0.8
2000-2001	494,291	41,064	535,355	-1.0
2001-2002	489,523	39,881	529,404	-1.1
2002-2003	487,021	38,998	526,019	-0.6
2003-2004	485,011	37,243	522,254	-0.7
2004-2005	483,335	36,161	519,496	-0.5
2005-2006	483,105	35,250	518,355	-0.2
2006-2007	482,584	34,278	516,862	-0.3
2007-2008	480,609	34,138	514,747	-0.4
2008-2009	477,019	33,897	510,916	-0.7
2009-2010	474,227	33,435	507,662	-0.6

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

Projected Enrollment

The projected enrollment of approximately 516,000 for the state in 2014-2015 would reflect a slight increase from 2009-2010. Based on the most recent enrollment projections, there will be a 2.2 percent increase in public school enrollment over the next 5 years (Table 2), but a 2.6 percent decrease in nonpublic enrollment (Table 3, Figure 1).

It is anticipated that the number of kindergarten students will continue to exceed that of 12th grade students for each of the next five years (Figure

2). While the gap between these two grades is approximately 1,000 in the 2009-2010 school year, it is projected that the difference will be about 4,900 by 2014-2015 for public school students.

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

Table 2

IOWA'S PUBLIC K-12 ENROLLMENTS 2008-2009 TO 2009-2010 AND PROJECTED ENROLLMENTS 2010-2011 TO 2014-2015 BY GRADE

Grade	Enrollment		Projected Enrollment					Percent Change	
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2008-2009 to 2009-2010	2009-2010 to 2014-2015
K	38,522	38,945	39,989	40,559	40,248	39,825	40,096	1.1%	3.0%
1	34,855	35,203	35,778	36,971	37,525	37,223	36,812	1.0	4.6
2	34,961	34,805	35,241	35,816	37,011	37,565	37,263	-0.4	7.1
3	35,235	34,972	34,969	35,407	35,985	37,186	37,742	-0.7	7.9
4	35,031	35,201	35,122	35,119	35,559	36,139	37,345	0.5	6.1
5	34,802	34,976	35,336	35,257	35,254	35,696	36,278	0.5	3.7
6	34,707	34,899	35,219	35,581	35,502	35,499	35,944	0.6	3.0
7	35,107	35,091	35,428	35,753	36,120	36,040	36,037	0.0	2.7
8	35,324	35,183	35,213	35,552	35,878	36,246	36,166	-0.4	2.8
9	38,048	37,283	37,155	37,186	37,544	37,889	38,277	-2.0	2.7
10	38,116	37,397	36,450	36,324	36,355	36,705	37,042	-1.9	-0.9
11	37,779	36,805	36,085	35,171	35,050	35,080	35,418	-2.6	-3.8
12	38,050	37,913	36,913	36,190	35,274	35,152	35,183	-0.4	-7.2
Other*	6,482	5,554	5,158	4,850	4,544	4,239	3,933	-14.3	-22.9
State	477,019	474,227	474,056	475,736	477,849	480,484	483,536	-0.6	2.2

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

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

Table 3

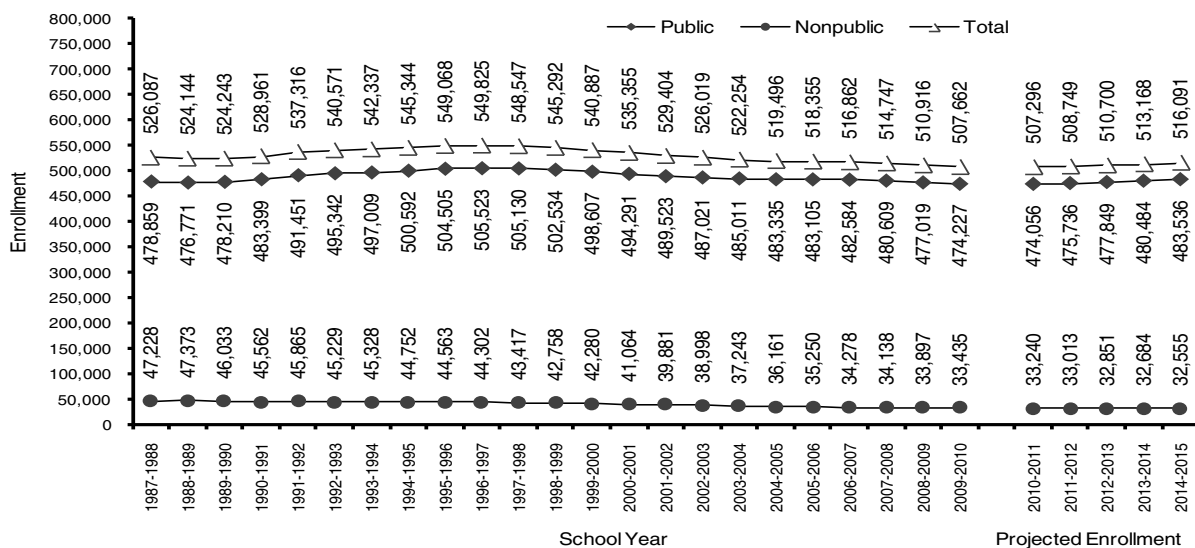
**IOWA'S NONPUBLIC K-12 ENROLLMENTS 2008-2009 TO 2009-2010
AND PROJECTED ENROLLMENTS 2010-2011 TO 2014-2015 BY GRADE**

Grade	Enrollment		Projected Enrollment				Percent Change		
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2008-2009 to 2009-2010	2009-2010 to 2014-2015
K	3,071	3,126	3,281	3,330	3,303	3,279	3,290	1.8	5.2
1	3,062	2,987	3,052	3,203	3,251	3,225	3,201	-2.4	7.2
2	3,058	3,021	2,945	3,008	3,158	3,205	3,179	-1.2	5.2
3	3,074	3,007	2,938	2,864	2,926	3,071	3,117	-2.2	3.7
4	3,006	3,058	2,943	2,875	2,803	2,863	3,006	1.7	-1.7
5	3,031	2,950	2,991	2,878	2,812	2,741	2,800	-2.7	-5.1
6	2,936	2,857	2,752	2,789	2,684	2,623	2,557	-2.7	-10.5
7	2,541	2,451	2,399	2,310	2,342	2,254	2,202	-3.5	-10.2
8	2,483	2,467	2,394	2,343	2,257	2,288	2,202	-0.6	-10.7
9	1,928	1,933	1,913	1,857	1,817	1,750	1,774	0.3	-8.2
10	1,957	1,875	1,893	1,874	1,818	1,780	1,714	-4.2	-8.6
11	1,824	1,928	1,849	1,867	1,848	1,793	1,755	5.7	-9.0
12	1,926	1,775	1,890	1,813	1,831	1,812	1,758	-7.8	-1.0
State	33,897	33,435	33,240	33,013	32,851	32,684	32,555	-1.4	-2.6

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files and Public School Enrollment Projections.
Note: Columns may not add due to rounding.

Figure 1

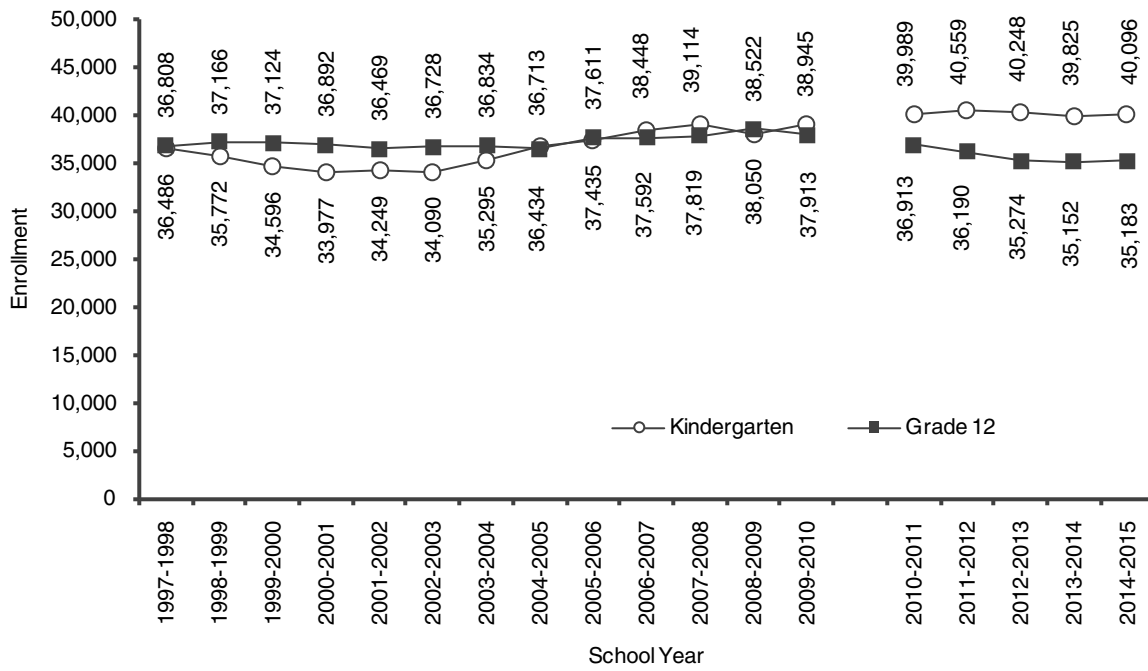
**IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS
1987-1988 TO 2009-2010 AND PROJECTED ENROLLMENTS 2010-2011 TO 2014-2015**



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

Figure 2

IOWA'S PUBLIC SCHOOL KINDERGARTEN AND GRADE 12 ENROLLMENTS 1997-1998 TO 2009-2010 AND PROJECTED ENROLLMENTS 2010-2011 TO 2014-2015



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

Enrollment by Race and Ethnicity

While total enrollment in Iowa's schools has been steadily declining through the past 12 years, enrollment of minority students has been increasing. In the 2008-2009 school year there were more than 75,000 minority students enrolled in the state's schools reflecting an increase of more than 75 percent since 1997-1998 (Tables 4 and 5). In 2009-2010, there were more than 85,000 minority students enrolled in the state's schools, accounting for 17.6 percent of the student body (Figure 3).

NOTE: Prior to 2009-2010, minority student enrollment included all students not identified as white. Based on federal guidelines, beginning in 2009-2010, the term minority includes all non-white students and white Hispanic students. Due to this significant change in definition, limited trend data are presented in this edition and should be interpreted with caution.

Table 4

IOWA'S PUBLIC K-12 ENROLLMENTS BY RACE/ETHNICITY 1997-1998, 2008-2009, AND 2009-2010						
Race/Ethnicity Group	1997-1998		2008-2009		2009-2010	
	N	%	N	%	N	%
All Minority	38,769	8.0	72,441	15.4	82,679	17.6%
African American*	16,253	3.4	27,144	5.8	23,882	5.1
American Indian*	2,307	0.5	2,693	0.6	2,405	0.5
Asian*	7,855	1.6	10,233	2.2	9,169	2.0
Native Hawaiian/Pacific Islander*	--	--	--	--	544	0.1
Two or More Races*	--	--	--	--	9,339	2.0
Hispanic*	12,354	2.6	32,371	6.9	37,340	8.0
White	443,380	92.0	398,096	84.6	385,994	82.4
Total	482,149	100.0	470,537	100.0	468,673	100.0

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

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

*Beginning in 2009-2010 EASIER collection, Hispanic became identified as an ethnicity rather than a race. The Hispanic category for 2009-2010 represents all persons, regardless of race, that were identified as Hispanic ethnicity. The individual race categories therefore reflect the non-Hispanic population in that race group.

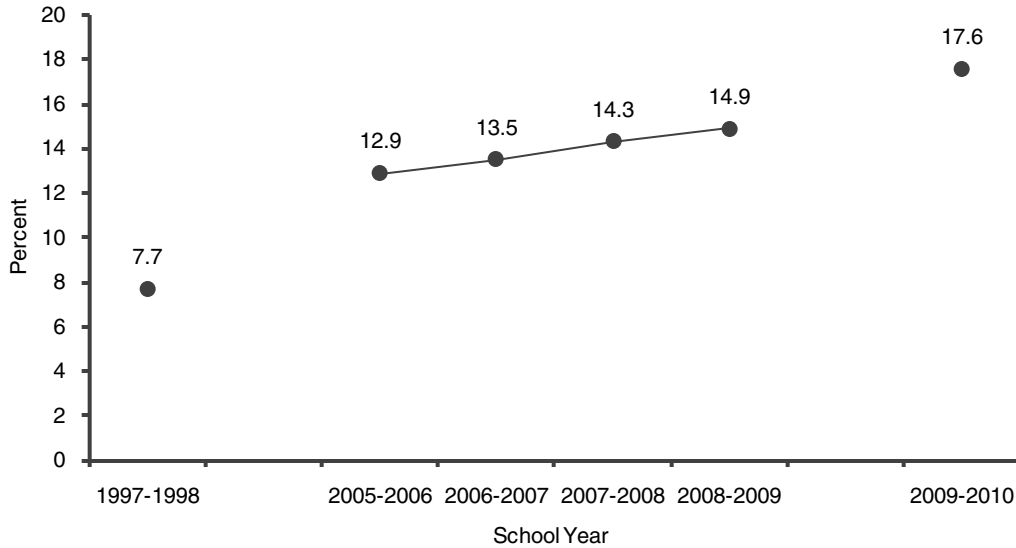
Table 5

IOWA'S NONPUBLIC K-12 ENROLLMENTS BY RACE/ETHNICITY 1997-1998, 2008-2009, AND 2009-2010						
Race/Ethnicity Group	1997-1998		2008-2009		2009-2010	
	N	%	N	%	N	%
All Minority	1,727	4.0	2,848	8.4	3,424	10.2%
African American	475	1.1	669	2.0	600	1.8
American Indian	80	0.2	69	0.2	63	0.2
Asian	466	1.1	795	2.3	720	2.2
Native Hawaiian/Pacific Islander	--	--	--	--	135	0.4
Two or More Races	--	--	--	--	419	1.3
Hispanic	706	1.6	1,315	3.9	1,487	4.4
White	41,690	96.0	31,049	91.6	30,011	89.8
Total	43,417	100.0	33,897	100.0	33,435	100.0

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

Figure 3

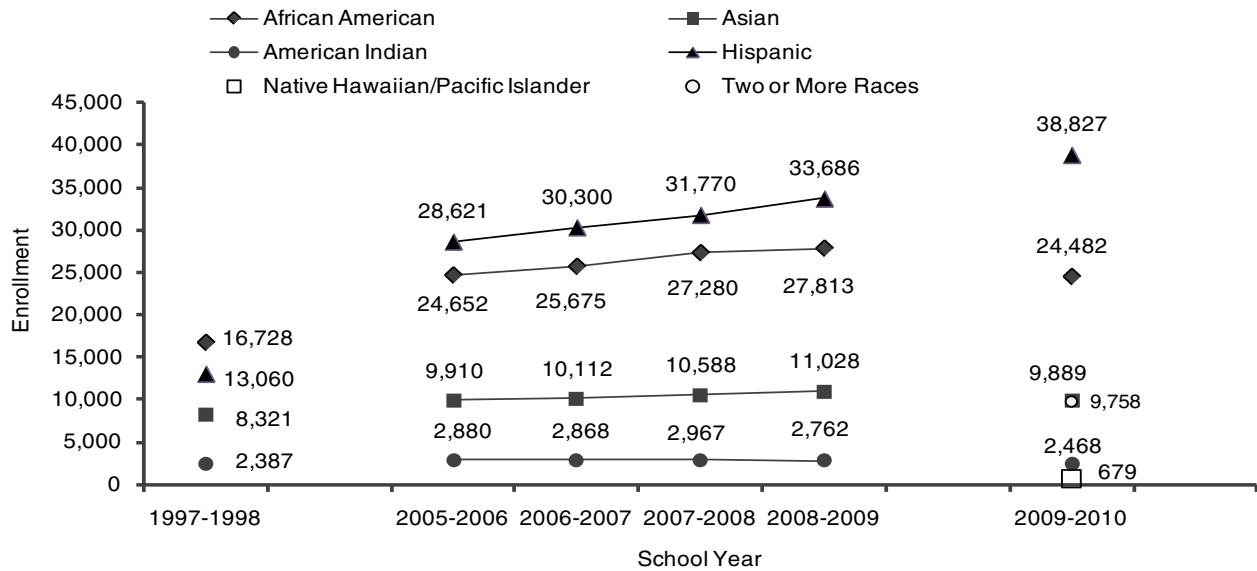
IOWA'S PUBLIC AND NONPUBLIC MINORITY ENROLLMENT AS A PERCENTAGE OF TOTAL K-12 ENROLLMENT 1997-1998, 2005-2006 TO 2008-2009, AND 2009-2010



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

Figure 4

IOWA'S PUBLIC AND NONPUBLIC SCHOOL MINORITY STUDENT K-12 ENROLLMENT BY RACE/ETHNICITY 1997-1998 AND 2005-2006 TO 2008-2009, AND 2009-2010



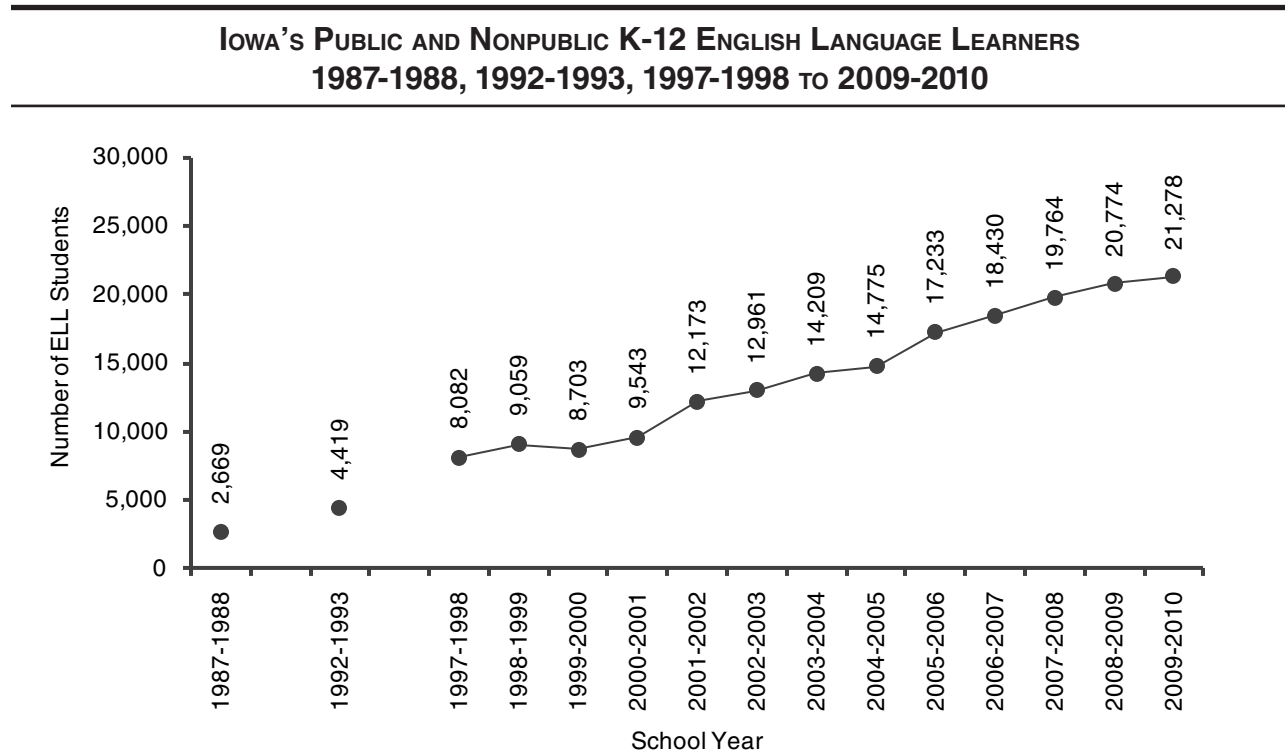
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files.

Enrollment of English Language Learners

As may be expected with the increase of Hispanic and other minority enrollments, the number of English Language Learner (ELL) students has also risen in recent years (Figure 5). The 21,278 ELL students in the 2009-2010 school year was more than double the number reported 10 years earlier. With a count of more than 15,000, nearly three of every four ELL students identified their primary language as Spanish (Table 6). Bosnian and Vietnamese were the only other primary languages identified by more than 800 students.

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

Figure 5



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

Table 6

**IOWA'S PUBLIC AND NONPUBLIC K-12 ENGLISH LANGUAGE LEARNERS'
PRIMARY LANGUAGE 1997-1998, 2008-2009, AND 2009-2010**

Language	1997-1998	2008-2009	2009-2010	Percent 2009-2010	Cumulative Percent 2009-2010
Spanish	4,885	15,313	15,552	73.1	73.1
Bosnian	696	880	828	3.9	77.0
Vietnamese	776	872	823	3.9	80.9
Laothian; Pha Xa Lao	438	425	360	1.7	82.6
Arabic	44	349	348	1.6	84.2
Chinese; Zhongwen	112	263	288	1.4	85.5
Russian	---	213	202	0.9	86.5
Somali	---	96	150	0.7	87.2
Swahili	---	106	136	0.6	87.8
Korean; Choson-O	93	135	130	0.6	88.4
German	212	93	123	0.6	89.0
Karen Languages	---	---	122	0.6	89.6
Marshallese	---	106	121	0.6	90.2
Nilo Sahara	---	---	115	0.5	90.7
Rundi	---	---	100	0.5	91.2
Dinka	---	80	90	0.4	91.6
Urdu	---	---	61	0.3	91.9
Ukrainian	---	---	58	0.3	92.2
Creole/Pidgins, English based	---	---	57	0.3	92.4
Cambodian; Khmer	108	68	56	0.3	92.7
Nepali	---	---	55	0.3	92.9
Tagalog	---	---	55	0.3	93.2
Hmong	94	---	51	0.2	93.4
Nuer	114	120	---	---	---
Germanic (Other)	---	71	---	---	---
Serbian; Srpski	---	52	---	---	---
Other	510	1,532	1,397	6.6	100.0
Total	8,082	20,774	21,278	100.0	---

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

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

ELL students in an English Language Instruction Program are eligible for funding for no more than 4 years. The formula used to determine this funding weights all eligible ELL students at 0.22. Because funding is tied to the weighted count of ELL students, it is often the most accurate reflection of

current trends at the district level. In 2009-2010, Iowa reported a weighted ELL enrollment of 13,063 (Table 7). Although nearly half of this enrollment was in districts with 7,500 or more students districts in all size categories have reported sizeable increases since 1997-1998.

Table 7

**IOWA'S PUBLIC SCHOOL K-12 WEIGHTED ENGLISH LANGUAGE LEARNERS
BY ENROLLMENT SIZE 1997-1998, 2008-2009, AND 2009-2010**

Enrollment Category	Weighted ELL Enrollment			Certified Enrollment			Percent Change in			
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010	Weighted ELL Enrollment 2008-2009 to 2009-2010	1997-1998 to 2009-2010	Certified Enrollment 2008-2009 to 2009-2010	1997-1998 to 2009-2010
<300	21	79	51	7,550	11,626	11,687	-35.4%	142.9%	0.5%	54.8%
300-599	148	385	404	49,836	50,171	50,203	4.9	173.0	0.1	0.7
600-999	502	1,168	784	84,801	65,009	64,475	-32.9	56.2	-0.8	-24.0
1,000-2,499	1,243	3,095	2,724	130,208	118,041	114,864	-12.0	119.1	-2.7	-11.8
2,500-7,499	835	3,026	2,449	99,314	94,853	95,374	-19.1	193.3	0.5	-4.0
7,500+	3,167	6,734	6,651	133,421	137,320	137,625	-1.2	110.0	0.2	3.2
State	5,916	14,487	13,063	505,130	477,019	474,227	-9.8	120.8	-0.6	-6.1

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

Free or Reduced-Price School Meals

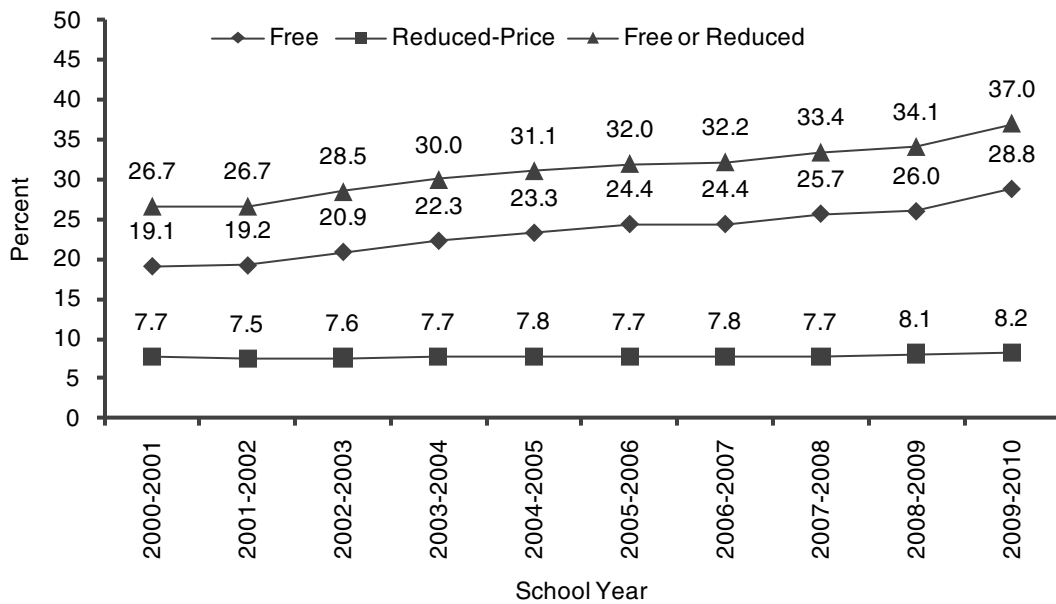
According to the National School Lunch Program, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals, those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. While the percentage of students eligible for free meals has steadily

increased through recent years, the percentage of students eligible for reduced-price meals changed by less than a percentage point from 2000-2001 to 2009-2010 (Figure 6).

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

Figure 6

PERCENT OF IOWA'S PUBLIC SCHOOL STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE SCHOOL MEALS 2000-2001 TO 2009-2010



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

Table 8

PERCENT OF PK-12 STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS 2003-2004, 2008-2009, AND 2009-2010

Enrollment Category	Percent Eligible for Free Meals			Percent Eligible for Reduced-Price Meals		
	2003-2004	2008-2009	2009-2010	2003-2004	2008-2009	2009-2010
<300	24.6%	26.8%	24.7%	11.5%	11.8%	11.0%
300-599	18.8	20.9	23.7	9.2	9.3	9.2
600-999	17.3	21.0	23.4	7.9	8.7	9.2
1,000-2,499	20.4	23.2	26.1	7.8	8.2	8.7
2,500-7,499	17.6	23.0	24.6	5.1	6.3	6.4
7,500+	31.7	35.0	38.6	8.4	8.3	7.8
State	22.3	26.0	28.8	7.7	8.1	8.2

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

Special Education Enrollment

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

While the number of special education students steadily increased from 1997-1998 to 2004-2005, more recent years have seen decreases (Table 9). Since 2004-2005, the number of students in special education has declined 7.8 percent. Despite these recent numerical declines, special education students continue to account for approximately 13 percent of total enrollment.

Table 9

IOWA’S PUBLIC SCHOOL SPECIAL EDUCATION ENROLLMENT 1997-1998, 2003-2004 TO 2009-2010

School Year	Certified Enrollment	Special Education		Annual Percent Change	
		Enrollment	As Percent of Certified Enrollment	Certified Enrollment	Special Education Enrollment
1997-1998	478,859	46,625	8.9%	n/a	n/a
2003-2004	485,011	65,027	13.4	-0.4	0.5%
2004-2005	483,335	65,065	13.5	-0.3%	0.1
2005-2006	483,105	64,350	13.3	0.0	-1.1
2006-2007	482,584	63,411	13.1	-0.1	-1.5
2007-2008	480,609	61,859	12.9	-0.4	-2.4
2008-2009	477,019	60,581	12.7	-0.7	-2.1
2009-2010	474,227	59,967	12.6	-0.6	-1.0

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

Iowa's School Districts

The number of school districts in Iowa has remained relatively stable over recent years with a count of 361 in 2009-2010 (Figure 7). This marks a 4.0 percent decline from the 1997-98 count of 377.

Districts by Size

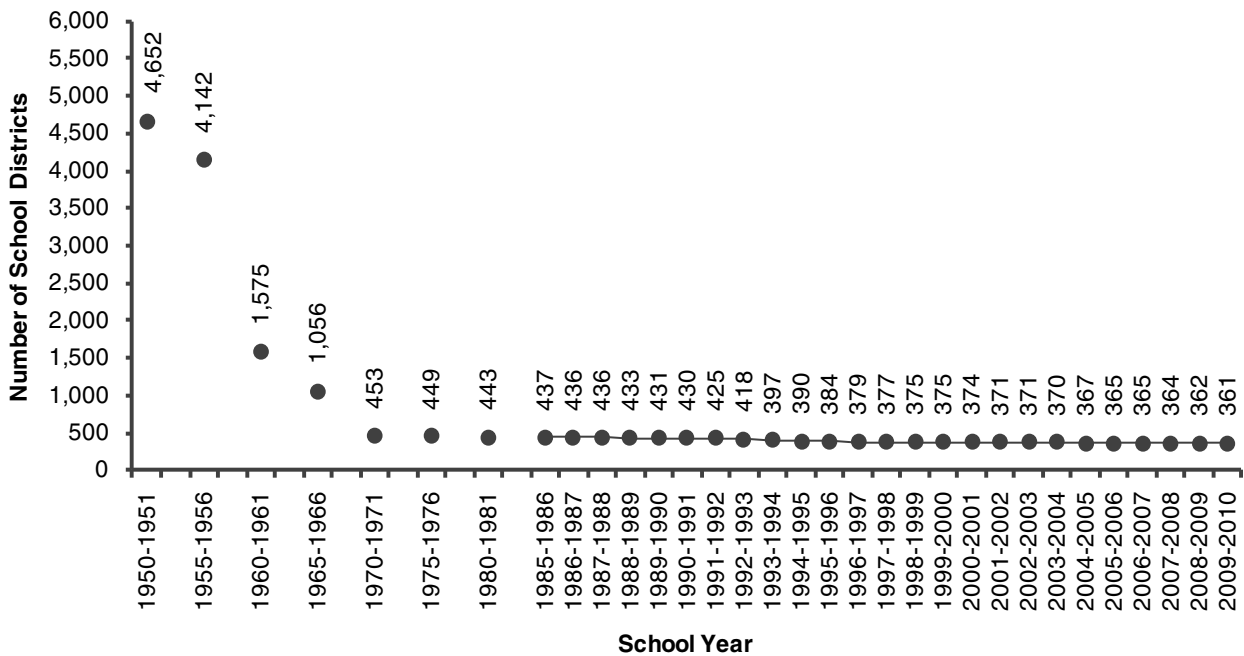
Nearly two of every five districts in the state (45.9 percent) reported enrollments of less than 600 in 2009-2010; these districts served 13.1 percent of the state's public school students (Table 10). The mirror of that trend was found among the larger districts (2,500 to 7,499 and 7,500 +) where 8.9 percent of the districts served 49.1 percent of the state's public

school students. These proportions have remained relatively unchanged since the mid-1980s. In 2009-2010, five of the districts had enrollments of less than 100 students; two of those 5 served grades K through 12.

While the distribution of districts by size closely follows the population distribution across the state, it is important to note that there are sizeable districts in the "rural" parts of the state and some smaller districts in the "urban" areas (Figure 8). The "rural/urban" distinction however, does seem to be a factor in the size of enrollment gains and declines through the past few years (Figure 9). It should be noted that districts in all size categories – rural and urban - experienced enrollment growth and decreases.

Figure 7

NUMBER OF PUBLIC SCHOOL DISTRICTS IN IOWA, SELECT YEARS



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

Note: Prior to July 1, 1966, Iowa allowed schools to operate as non-K-12 school districts..

Table 10

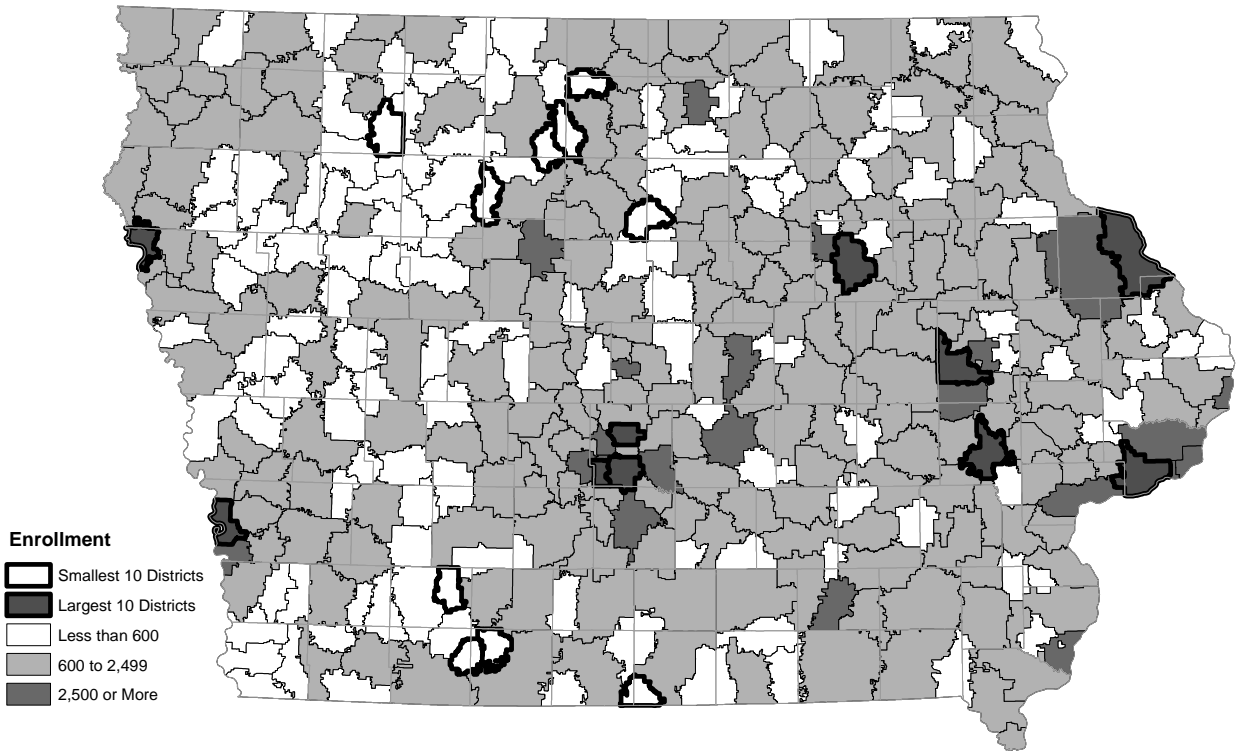
**IOWA'S PUBLIC SCHOOL DISTRICTS AND K-12 STUDENTS
BY ENROLLMENT SIZE 1997-1998, 2008-2009, AND 2009-2010**

Enrollment Category	1997-1998		2008-2009				2009-2010					
	Districts		Students		Districts		Students		Districts		Students	
	N	%	N	%	N	%	N	%	N	%	N*	%
<300	34	9.0	7,550	1.5	54	14.8	11,626	2.4	55	15.2	11,687	2.5
300-599	111	29.4	49,836	9.9	111	30.5	50,171	10.4	111	30.7	50,203	10.6
600-999	112	29.7	84,801	16.8	87	23.9	65,009	13.5	87	24.1	64,475	13.6
1,000-2,499	86	22.8	130,208	25.8	78	21.4	118,041	24.6	76	21.1	114,864	24.2
2,500-7,499	25	6.6	99,314	19.7	22	6.0	94,853	19.7	22	6.1	95,374	20.1
7,500+	9	2.4	133,421	26.4	10	2.7	137,320	28.6	10	2.8	137,625	29.0
State	377	100.0	505,130	100.0	362	99.5	477,019	99.3	361	100.0	474,227	100.0

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.
 Note: *Detail may not sum to the state total due to rounding.

Figure 8

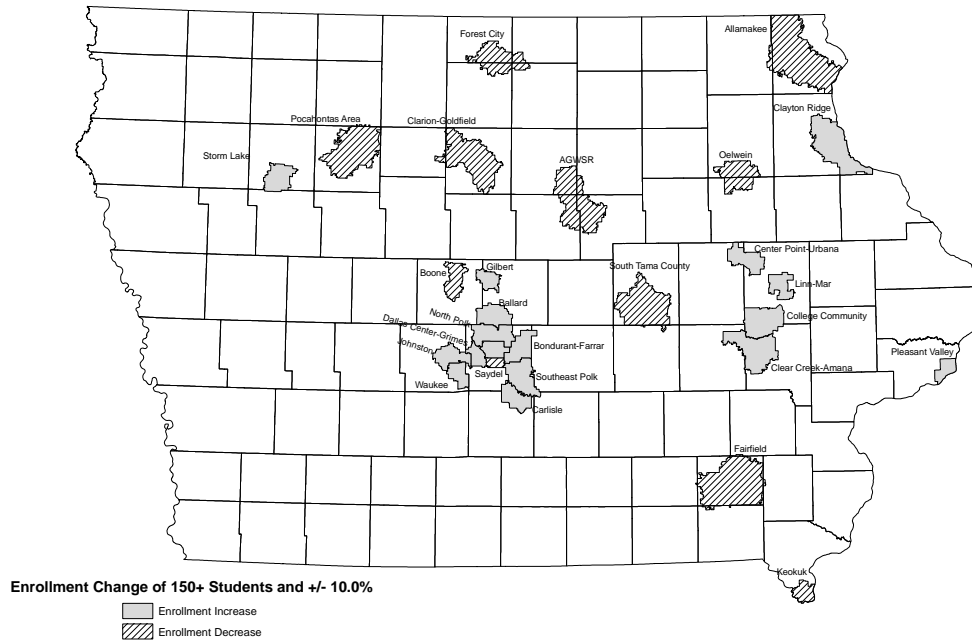
IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT 2009-2010



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

Figure 9

**IOWA PUBLIC SCHOOL DISTRICTS WITH SELECTED CHANGE
IN ENROLLMENT 2004-2005 TO 2009-2010**



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

District Buildings by Type

On average, public school districts in the state had more than two elementary schools in 2009-2010 (Table 11). The 348 public high schools in the state

that year were housed in 329 districts. The remaining 32 districts sent their high school students out of the district (Table 12).

Table 11

IOWA'S PUBLIC SCHOOLS BY TYPE 2003-2004, 2008-2009, AND 2009-2010						
Type of School	2003-2004		2008-2009		2009-2010	
	Number	Percent	Number	Percent	Number	Percent
High School	364	24.4%	351	23.6%	348	23.7%
Junior High/Middle School	271	18.2	271	18.2	269	18.3
Elementary School	801	53.7	767	51.5	758	51.6
Charter School	0	0.0	9	0.6	9	0.6
Alternative School	42	2.8	59	4.0	51	3.5
Early Childhood Center	0	0.0	21	1.4	22	1.5
Other (Including Special Ed)	13	0.9	12	0.8	11	0.8
Total	1,491	100.0	1,490	100.0	1,468	100.0

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

Table 12

IOWA'S PUBLIC SCHOOL DISTRICTS WITHOUT A PUBLIC HIGH SCHOOL 1997-1998, 2003-2004, 2008-2009, AND 2009-2010			
School Year	Number of Public School Districts	Districts without a Public High School	
		Number	Percent
1997-1998	377	24	6.4%
2003-2004	370	24	6.5
2008-2009	362	30	8.3
2009-2010	361	31	8.6

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

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

Thirteen of the 348 high schools (3.4 percent) reported enrollments of 1,500 or more in 2009-2010 compared to about 70 percent that had fewer than 400 students enrolled (Table 13). Thirty high schools had enrollments of less than 100 - three of

which had less than 50. On the opposite extreme, two metropolitan high schools reported enrollments of more than 2,000.

Table 13

IOWA'S PUBLIC HIGH SCHOOLS BY ENROLLMENT 2003-2004, 2008-2009, AND 2009-2010					
High School Enrollment	2003-2004	2008-2009	2009-2010	Percent of High Schools	Cumulative Percent of High Schools
<200	141	121	124	35.6	35.6
200-399	119	123	124	35.6	71.3
400-599	38	43	37	10.6	81.9
600-799	20	17	18	5.2	87.1
800-999	5	6	6	1.7	88.8
1,000-1,199	10	8	10	2.9	91.7
1,200-1,399	10	9	7	2.0	93.7
1,400-1,599	13	10	9	2.6	96.3
1,600-1,799	4	7	9	2.6	98.9
1,800+	4	5	4	1.1	100.0
Total	364	351	348	100.0	--

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

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

Table 14

IOWA'S NONPUBLIC SCHOOLS BY TYPE 2003-2004, 2008-2009, AND 2009-2010						
Type of School	2003-2004		2008-2009		2009-2010	
	Number	Percent	Number	Percent	Number	Percent
High School	26	11.6%	26	14.2%	27	14.8%
Elementary School	0	0.0	153	83.6	153	84.1
Middle School	198	88.4	4	2.2	2	1.1
Total	224	100.0	183	100.0	182	100.0

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

Open Enrollment

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

The number of students taking advantage of this legislation has increased relatively steadily since its inception (Table 15, Figure 10). The 24,884 students that were open enrolled in 2009-2010 was about 13 percent greater than five years previous. While all 361 districts reported open enrolled out students, these students as a percentage of districts’ certified enrollment ranged from less than 1 percent to more than a third.

Table 15

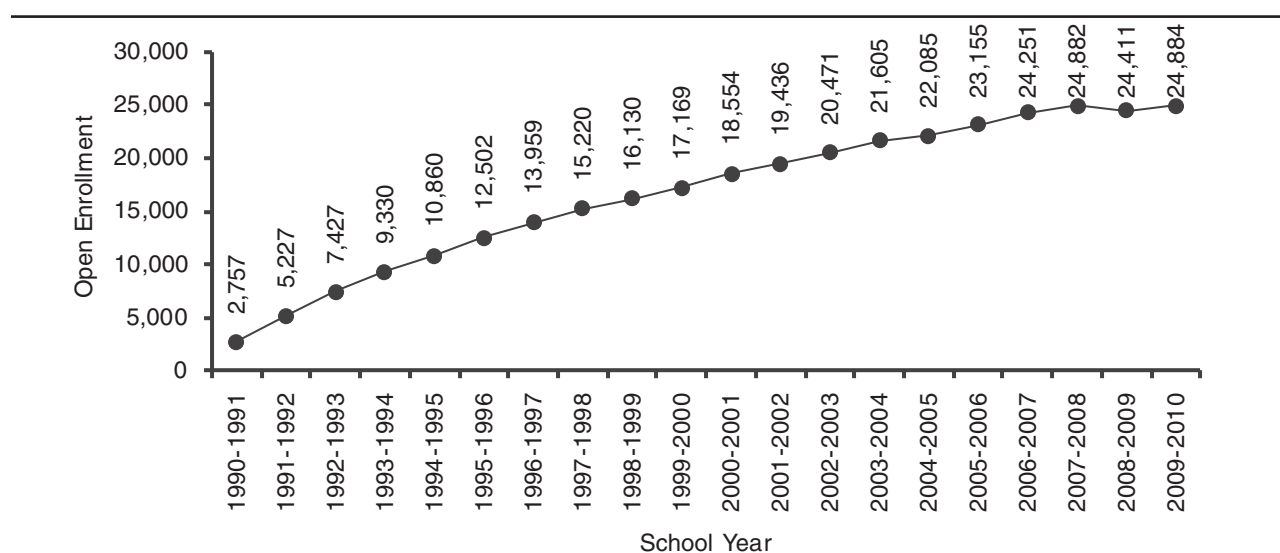
**NUMBER OF OPEN ENROLLED K-12 PUBLIC SCHOOL STUDENTS IN IOWA
1990-1991, 1997-1998, AND 2003-2004 TO 2009-2010**

School Year	Number of Students Open Enrolled Out	Certified Enrollment	As Percent of Certified Enrollment
1990-1991	2,757	483,399	0.6%
1997-1998	15,220	505,130	3.0
2003-2004	21,605	485,011	4.4
2004-2005	22,085	483,335	4.6
2005-2006	23,155	483,105	4.8
2006-2007	24,251	482,584	5.0
2007-2008	24,882	480,609	5.2
2008-2009	24,411	477,019	5.1
2009-2010	24,884	474,227	5.2

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

Figure 10

IOWA’S OPEN ENROLLMENT 1990-1991 TO 2009-2010



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

Throughout the duration of the legislation, the impact of open enrollment has differed based on size of school district (Table 16). The largest (7,500+) and the smallest districts (less than 300) in aggregate,

reported more students open-enrolling out than open-enrolling in. Only in the largest size category did no district report a net gain (Table 16).

Table 16

**OPEN ENROLLMENT IN IOWA'S PUBLIC SCHOOLS BY ENROLLMENT SIZE
1997-1998, 2008-2009, AND 2009-2010**

Enrollment Category	Students Open Enrolled Out 2009-2010		Net Open Enrollment*			2009-2010 Number of Districts with Net Gains/Net Losses			
	N	Percent of Certified Enrollment	1997-1998	2008-2009	2009-2010	Net Gain	Net Loss	Same	Total
<300	1,822	16.0%	-493	-877	-832	12	41	2	55
300-599	4,627	8.8	81	326	230	51	59	1	111
600-999	4,145	6.4	-40	341	509	47	38	2	87
1,000-2,499	4,979	4.2	1,165	2,049	2,121	46	30	0	76
2,500-7,499	4,448	4.6	534	412	492	11	11	0	22
7,500+	4,862	3.4	-1,334	-2,322	-2,595	0	10	0	10

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

Note: *Net Open Enrollment is the calculated difference between the number of students open enrolled in and the number of students open enrolled out.

Enrollment in Iowa's Area Education Agencies (AEAs)

The distribution of students by Iowa's 10 Area Education Agencies (AEAs) remained relatively unchanged in 2009-2010. School enrollment in Heartland AEA 11 (central Iowa) continued to account for more than a fourth of total enrollment in the state while Green Valley AEA 14 in the southwest had less than 2 percent of the state's school enrollment (Table 17, Figure 11).

Enrollment in Iowa's Counties

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

Nonpublic enrollment data presented in Table 18 are from the certified enrollment file too. While a third of the state's counties have 20 or less nonpublic students in each county (n = 33), more than a third of the nonpublic students (35.3 percent) were from Dubuque, Linn, and Polk County.

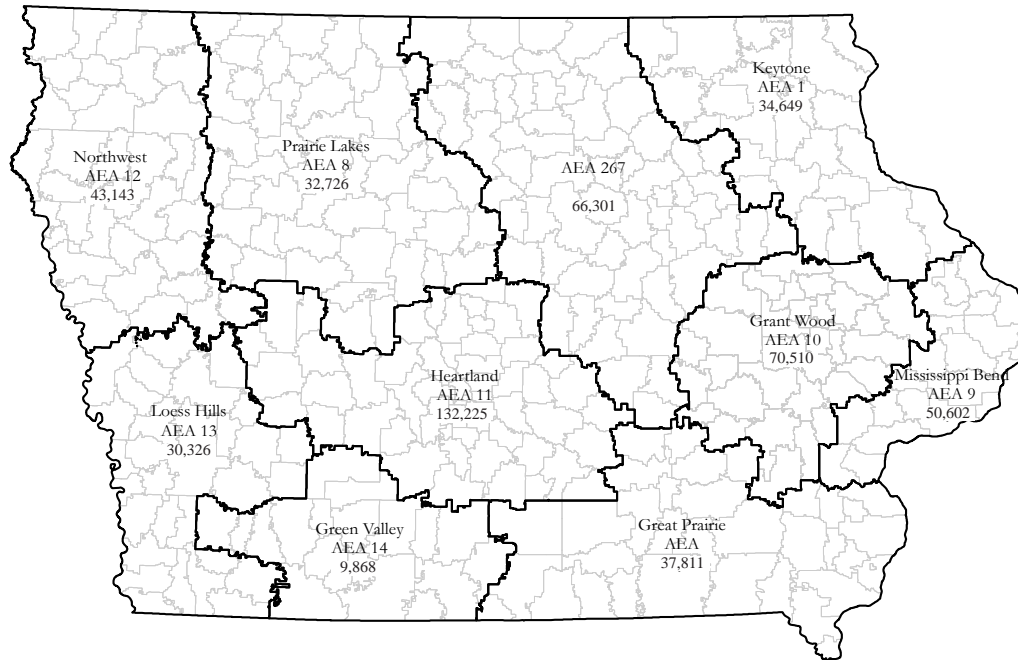
Table 17

TOTAL PUBLIC AND NONPUBLIC STUDENTS BY AEA 2009-2010						
AEA Name	Public Students		Nonpublic Students		Total Students	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone AEA 1	30,003	6.3%	4,646	13.7%	34,649	6.8%
Prairie Lakes AEA 8	30,295	6.4	2,431	7.2	32,726	6.4
AEA 267	62,871	13.3	3,430	10.1	66,301	13.0
Mississippi Bend AEA 9	47,742	10.1	2,860	8.4	50,602	10.0
Grant Wood AEA 10	65,814	13.9	4,696	13.8	70,510	13.9
Heartland AEA 11	123,713	26.1	8,512	25.1	132,225	26.0
Northwest AEA 12	38,123	8.0	5,020	14.8	43,143	8.5
Loess Hills AEA 13	29,342	6.2	984	2.9	30,326	6.0
Green Valley AEA 14	9,709	2.0	159	0.4	9,868	1.9
Great Prairie AEA	36,616	7.7	1,195	3.5	37,811	7.4
State	474,227	100.0	33,933	100.0	508,160	100.0

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

Figure 11

IOWA'S PUBLIC AND NONPUBLIC ENROLLMENT BY AEA 2009-2010



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

Table 18

**IOWA'S PUBLIC AND NONPUBLIC CERTIFIED K-12 ENROLLMENT
BY COUNTY 2009-2010**

County	Certified Enrollment		County	Certified Enrollment	
	Public	Nonpublic		Public	Nonpublic
Adair	907.1	8	Jefferson	1,752.9	170
Adams	556.0	5	Johnson	15,036.3	869
Allamakee	2,288.7	125	Jones	3,090.3	153
Appanoose	2,021.8	n/a	Keokuk	1,905.0	7
Audubon	873.3	1	Kossuth	1,974.5	474
Benton	4,010.7	160	Lee	5,290.5	394
Black Hawk	17,672.7	1,760	Linn	34,841.9	3,158
Boone	3,802.8	214	Louisa	2,771.4	2
Bremer	4,697.9	203	Lucas	1,473.6	n/a
Buchanan	2,842.4	280	Lyon	1,947.3	198
Buena Vista	3,669.0	274	Madison	3,221.8	15
Butler	1,732.9	16	Mahaska	3,151.4	203
Calhoun	1,818.6	80	Marion	5,547.8	524
Carroll	2,912.0	894	Marshall	6,792.8	192
Cass	2,511.3	n/a	Mills	2,642.9	28
Cedar	3,358.9	27	Mitchell	1,605.8	49
Cerro Gordo	5,808.2	543	Monona	1,362.9	34
Cherokee	1,726.1	17	Monroe	1,180.4	1
Chickasaw	2,002.4	154	Montgomery	1,826.8	2
Clarke	1,637.8	n/a	Muscatine	7,391.4	90
Clay	2,318.7	201	O'Brien	2,329.2	428
Clayton	1,992.9	106	Osceola	771.0	19
Clinton	7,928.3	391	Page	2,438.2	89
Crawford	3,282.4	241	Palo Alto	1,463.8	117
Dallas	12,757.1	913	Plymouth	4,090.9	702
Davis	1,174.4	1	Pocahontas	848.0	64
Decatur	1,003.4	n/a	Polk	67,144.2	5,387
Delaware	2,826.0	214	Pottawattamie	15,385.2	723
Des Moines	6,294.1	306	Poweshiek	2,798.2	45
Dickinson	2,494.3	16	Ringgold	703.0	1
Dubuque	13,496.5	3,450	Sac	1,670.9	61
Emmet	1,676.3	n/a	Scott	26,755.1	2,085
Fayette	3,640.0	110	Shelby	1,735.0	117
Floyd	2,478.9	181	Sioux	4,249.0	1,920
Franklin	1,903.0	27	Story	10,486.1	249
Fremont	1,315.6	2	Tama	2,405.4	2
Greene	1,590.8	n/a	Taylor	989.8	2
Grundy	2,673.4	15	Union	1,832.9	141
Guthrie	2,626.8	11	Van Buren	1,135.3	4
Hamilton	2,650.8	103	Wapello	5,893.4	95
Hancock	1,624.1	52	Warren	8,476.9	122
Hardin	3,013.8	37	Washington	3,600.8	190
Harrin	2,894.9	22	Wayne	1,100.8	n/a
Harrison	3,521.5	12	Webster	5,025.3	871
Henry	1,662.0	138	Winnebago	2,258.5	3
Howard	1,471.2	157	Winneshiek	2,781.4	352
Humboldt	1,471.2	157	Woodbury	17,709.9	1,461
Ida	1,072.7	3	Worth	1,040.0	18
Iowa	2,670.4	141	Wright	2,458.7	17
Jackson	3,073.7	292	Total	474,227.3	33,933
Jasper	5,864.1	182			

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

National Enrollment

Nationally, public school enrollment in 2008-2009 reflected a growth of nearly six percent since 1998-1999 (Table 19). Nevada (39.3 percent), Arizona (28.2 percent), and Texas (20.4 percent) reported the

greatest rates of growth over this period with seven other states having percentage gains of 10 percent or more (Figure 12). Four states reported enrollment declines of that magnitude. In the Midwest, Illinois reported the greatest percentage gain (5.4 percent) while North Dakota experienced the largest decline (-17.6 percent).

Table 19

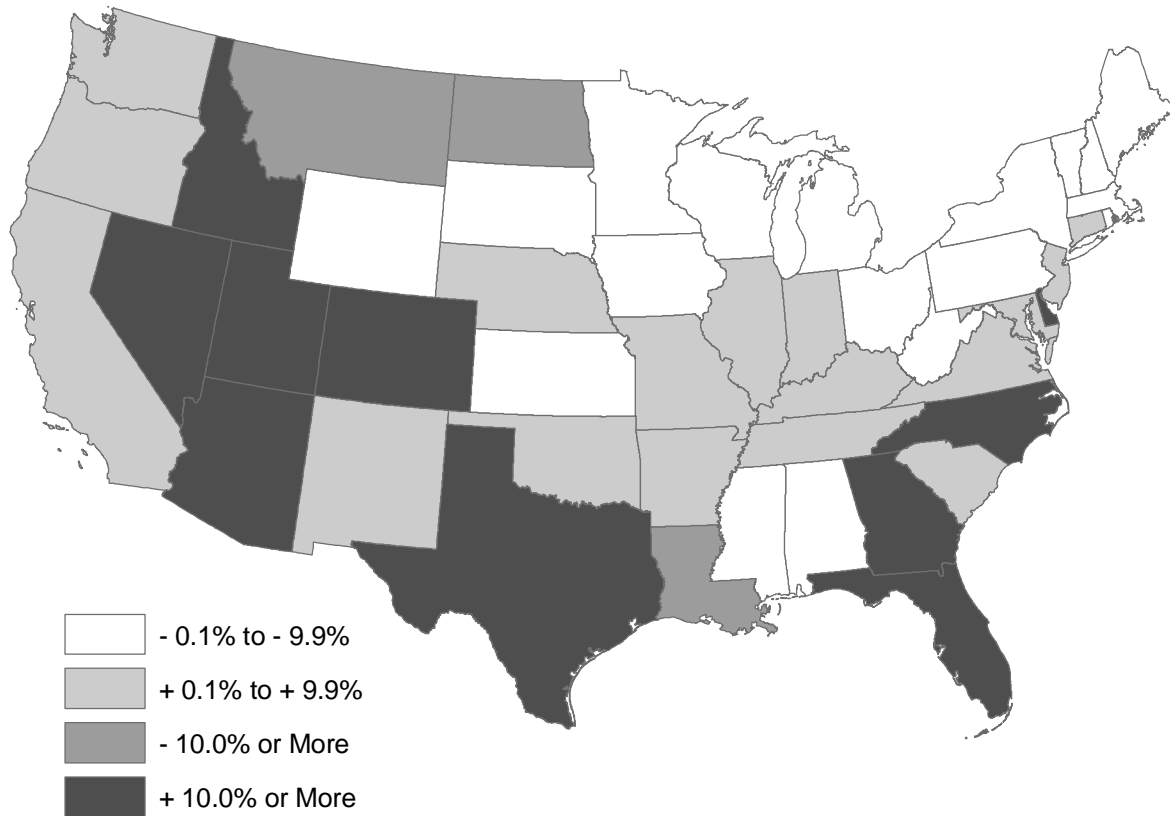
PUBLIC SCHOOL ENROLLMENTS AND RANKING BY STATE 1998-1999 TO 2008-2009

State/Nation	1998-1999		2008-2009		Change in Enrollment 1998-1999 to 2008-2009	
	Enrollment	Rank	Enrollment	Rank	Percent	Rank
United States	46,538,585		49,265,044		5.9	
Alabama	747,980	23	745,668	23	-0.3	29
Alaska	135,373	45	130,662	45	-3.5	38
Arizona	848,262	20	1,087,817	13	28.2	2
Arkansas	452,256	34	478,965	33	5.9	17
California	5,926,037	1	6,322,528	1	6.7	15
Colorado	699,135	24	818,443	22	17.1	6
Connecticut	544,698	28	567,198	29	4.1	20
Delaware	113,262	48	125,430	47	10.7	10
District of Columbia	71,889	51	68,681	51	-4.5	41
Florida	2,337,633	4	2,631,020	4	12.6	8
Georgia	1,401,291	9	1,655,792	9	18.2	5
Hawaii	188,069	42	179,478	42	-4.6	42
Idaho	244,722	39	275,154	39	12.4	9
Illinois	2,011,530	5	2,119,707	5	5.4	19
Indiana	989,001	14	1,046,147	14	5.8	18
Iowa	498,214	31	487,559	32	-2.1	34
Kansas	472,353	33	471,060	34	-0.3	28
Kentucky	655,687	26	670,030	26	2.2	23
Louisiana	768,734	22	684,873	25	-10.9	48
Maine	211,051	40	192,935	41	-8.6	47
Maryland	841,671	21	843,861	20	0.3	27
Massachusetts	962,317	15	958,910	17	-0.4	30
Michigan	1,720,287	8	1,659,921	8	-3.5	39
Minnesota	856,455	19	836,048	21	-2.4	36
Mississippi	502,379	30	491,962	31	-2.1	33
Missouri	913,494	16	917,871	18	0.5	25
Montana	159,988	43	141,899	44	-11.3	49
Nebraska	291,140	38	292,590	37	0.5	24
Nevada	311,061	36	433,371	35	39.3	1
New Hampshire	204,713	41	197,934	40	-3.3	37
New Jersey	1,268,996	10	1,381,420	11	8.9	12
New Mexico	328,753	35	330,245	36	0.5	26
New York	2,877,143	3	2,740,805	3	-4.7	43
North Carolina	1,254,821	11	1,488,645	10	18.6	4
North Dakota	114,927	47	94,728	48	-17.6	51
Ohio	1,842,163	6	1,817,163	6	-1.4	32
Oklahoma	628,492	27	645,108	27	2.6	22
Oregon	542,809	29	575,393	28	6.0	16
Pennsylvania	1,816,414	7	1,775,029	7	-2.3	35
Rhode Island	154,785	44	145,342	43	-6.1	45
South Carolina	664,600	25	718,113	24	8.1	13
South Dakota	132,495	46	126,764	46	-4.3	40
Tennessee	905,454	17	971,950	16	7.3	14
Texas	3,945,367	2	4,752,148	2	20.4	3
Utah	481,176	32	559,778	30	16.3	7
Vermont	105,120	49	92,446	49	-12.1	50
Virginia	1,124,022	12	1,235,795	12	9.9	11
Washington	998,053	13	1,037,018	15	3.9	21
West Virginia	297,530	37	282,729	38	-5.0	44
Wisconsin	879,542	18	873,750	19	-0.7	31
Wyoming	95,241	50	87,161	50	-8.5	46

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

Figure 12

**PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT BY STATE
1998-1999 TO 2008-2009**



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."

Forty-four percent of the nation's population in 2008-2009 were classified as "non-white" (i.e., minority). In four states (California, Hawaii, New Mexico and

Texas) and the District of Columbia, at least two of every three persons were minority. Iowa's minority percentage of 15.5 was the 6th lowest in the nation.

Table 20

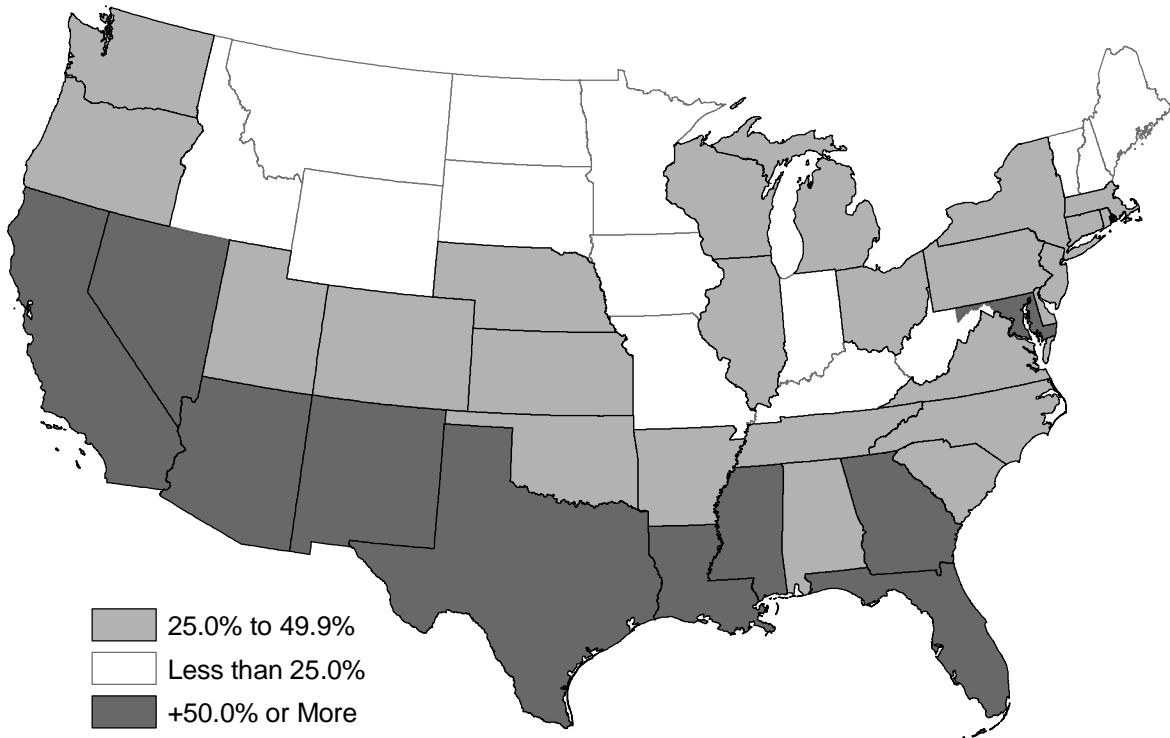
**PUBLIC SCHOOL MINORITY AND WHITE ENROLLMENT AS PERCENTAGE OF
TOTAL ENROLLMENT BY STATE 2008-2009**

	American Indian	Asian/ Pacific Islander	African American	Hispanic	Two or More Races	White
United States	1.2	4.9	16.8	21.2	0.5	54.2
Alabama	0.8	1.2	35.1	3.9	0.0	58.6
Alaska	23.1	7.2	3.5	5.8	7.0	53.3
Arizona	5.5	3.0	5.8	41.4	0.0	44.4
Arkansas	0.7	1.6	22.4	8.6	0.0	66.6
California	0.7	11.6	7.2	48.5	3.3	27.5
Colorado	1.2	3.6	6.0	28.4	0.0	60.9
Connecticut	0.4	4.2	13.9	17.1	0.0	64.5
Delaware	0.4	3.4	33.2	10.9	0.0	52.1
District of Columbia	0.1	1.6	81.5	10.8	0.0	6.0
Florida	0.3	2.5	23.1	25.1	0.0	45.2
Georgia	0.2	3.2	37.7	10.0	0.0	45.7
Hawaii	0.6	72.9	2.3	4.6	0.0	19.5
Idaho	1.7	1.7	1.3	14.1	0.0	81.1
Illinois	0.2	4.1	19.5	20.8	0.0	53.0
Indiana	0.3	1.5	12.2	6.8	0.0	75.1
Iowa	0.6	2.2	5.8	7.0	0.0	84.5
Kansas	1.6	2.7	8.6	13.7	0.0	71.3
Kentucky	0.1	1.1	10.8	2.9	0.0	82.9
Louisiana	0.8	1.4	46.1	2.9	0.0	48.8
Maine	0.8	1.6	2.7	1.2	0.0	93.7
Maryland	0.4	5.9	38.0	9.5	0.0	46.2
Massachusetts	0.3	5.2	8.2	14.3	2.0	69.9
Michigan	0.9	2.7	20.0	4.8	0.0	70.6
Minnesota	2.2	6.2	9.6	6.4	0.0	75.6
Mississippi	0.2	0.9	50.5	2.1	0.0	46.3
Missouri	0.4	1.9	17.8	3.9	0.0	76.0
Montana	11.4	1.2	1.0	2.6	0.0	83.7
Nebraska	1.7	2.1	8.1	13.5	0.0	74.6
Nevada	1.5	8.1	11.2	36.9	0.0	42.3
New Hampshire	0.3	2.4	2.1	3.3	0.0	91.9
New Jersey	0.2	8.5	17.1	19.9	0.3	54.0
New Mexico	11.0	1.4	2.6	56.1	0.0	28.9
New York	0.5	7.7	19.2	21.3	0.0	51.0
North Carolina	1.4	2.5	31.2	10.6	0.0	54.3
North Dakota	9.2	1.1	2.2	2.2	0.0	85.3
Ohio	0.1	1.7	16.2	2.7	0.0	75.5
Oklahoma	19.2	2.1	10.9	10.5	0.0	57.3
Oregon	2.0	4.7	2.9	16.9	0.0	67.0
Pennsylvania	0.2	2.9	15.6	7.5	0.0	73.0
Rhode Island	0.7	3.2	9.0	18.5	0.0	68.6
South Carolina	0.4	1.6	38.7	5.4	0.0	53.5
South Dakota	12.2	1.3	2.5	2.7	0.0	81.3
Tennessee	0.2	1.6	24.6	5.2	0.0	68.3
Texas	0.4	3.6	14.2	47.9	0.0	34.0
Utah	1.4	3.3	1.4	14.4	0.0	78.9
Vermont	0.2	1.7	1.7	1.1	1.5	93.7
Virginia	0.3	5.7	25.7	9.0	0.0	56.5
Washington	2.5	8.6	5.5	15.3	0.0	64.9
West Virginia	0.1	0.7	5.4	0.9	0.0	92.8
Wisconsin	1.5	3.7	10.5	8.0	0.0	76.3
Wyoming	3.5	1.1	1.6	10.4	0.0	83.3

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

Figure 13

**MINORITY ENROLLMENT AS PERCENTAGE OF TOTAL ENROLLMENT
BY STATE 2008-2009**



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

Information on licensed and non-licensed staff in Iowa's schools and area education agencies (AEAs) is presented in this chapter. This chapter includes data on characteristics such as age, race/ethnicity, gender, experience, and salary for teachers, principals, superintendents, guidance counselors, and library/media specialists. Information on instructional aides, pupil-teacher ratios, and nurses for public schools is also included. The data are summarized at the state level, by enrollment category (based on district certified enrollment) and by AEA. National and regional state comparative data are also presented where available. Some information is broken out by public and nonpublic schools. Data on the ten largest and ten smallest districts in the state are discussed in the text.

As many as ten different position/assignments can be reported for each staff member. Some staff members are reported as serving in multiple positions. For example, a guidance counselor may also be a principal or a teacher. Salary is not reported separately for each position/assignment combination. Therefore, salary reported for staff may be impacted by additional duties. Data on shared staff began to be collected on the Fall Basic Educational Data Survey (BEDS) in 2008-2009. In 2008-2009 and 2009-2010, shared staff members were reported in each district they served. However, the district that held the contract was the only district to report salary for the staff and the only district to report the staff as full-time if they held a full-time contract. The district that did not hold the contract for shared staff did not

report any salary and reported the shared staff as having a part-time contract. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

Teachers

Teacher Characteristics

Information on licensed staff in Iowa is collected from schools through the Licensed Staff Detail report on the BEDS. The data that are collected includes age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions, and the assignments that go along with each position. Up to ten position/assignment combinations can be reported for each staff member.

Data on full-time teachers are presented in this section. Full-time teachers in 2009-2010 were defined as staff with at least one teaching position code, a full-time contract, regular salary (salary paid for regular position responsibilities) of at least \$28,000, and at least 180 contract days. There were 5,002 teachers in 2009-2010 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties.

CHARACTERISTICS OF TEACHERS

The total number, average age, percent female, percent minority, percent with advanced degrees,

Table 21

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1997-1998, 2008-2009, AND 2009-2010

Characteristics	Public			Nonpublic		
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010
Average Age	42.3	42.1	42.2	39.4	42.7	42.9
Percent Female	68.9%	74.2%	74.4%	78.7%	80.2%	80.5%
Percent Minority	1.6%	2.0%	2.0%	1.0%	0.6%	0.7%
Percent Advanced Degree	28.3%	28.5%	29.2%	12.8%	15.8%	15.1%
Average Total Experience	15.6	14.7	14.8	12.2	15.0	15.4
Average District Experience	12.1	11.1	11.2	8.1	10.8	11.1
Number of Teachers	31,955	34,744	34,643	2,365	2,255	2,266

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

Note: State total "Number of Teachers" includes AEA teachers. There were about 5,000 full-time teachers in 2008-2009 and 2009-2010 that reported having administrative or support positions, as well as teaching positions, which could inflate the number of teachers.

and average experience of full-time teachers in Iowa's public and nonpublic schools in the base year of 1997-1998, and 2008-2009 and 2009-2010 are listed in Table 21. Minority counts include teachers with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian or Pacific Islander. Teachers with advanced degrees include teachers with a master's, specialist, or doctorate degree.

The percent of public school teachers with an advanced degree increased slightly from 28.5 percent to 29.2 percent between 2008-2009 and 2009-2010. The other characteristics remained about the same between the two years. The percent of female public school teachers increased from 68.9 percent in 1997-1998 to 74.4 percent in 2009-2010. The percent of minority teachers in public schools also increased between 1997-1998 and 2009-2010, from 1.6 percent to 2.0 percent. The percent of public school teachers with advanced degrees increased slightly from 28.3 percent in 1997-1998 to 29.2 percent in 2009-2010. The average years of total experience decreased from 15.6 to 14.8 and the average years of district experience decreased from 12.1 to 11.2 between 1997-1998 and 2009-2010.

The characteristics of nonpublic school teachers remained about the same between 2008-2009 and 2009-2010. The percent of nonpublic school teachers with advanced degrees decreased slightly from 15.8 percent in 2008-2009 to 15.1 percent in 2009-2010. Between 1997-1998 and 2009-2010 the characteristics of nonpublic school teachers changed. The average age of nonpublic school teachers increased from 39.4 in 1997-1998 to 42.9 in 2009-2010. The percent of female teachers in

nonpublic schools increased from 78.7 percent to 80.5 percent between 1997-1998 and 2009-2010. The percent of minority teachers in nonpublic schools decreased slightly from 1.0 percent in 1997-1998 to 0.7 percent in 2009-2010. The percent of nonpublic school teachers with advanced degrees increased from 12.8 percent in 1997-1998 to 15.1 percent in 2009-2010. The average years of total experience increased from 12.2 to 15.4 and the average years of district experience increased from 8.1 to 11.1 between 1997-1998 and 2009-2010.

CHARACTERISTICS OF BEGINNING TEACHERS

Beginning teachers are teachers in their first year of teaching. Table 22 shows the characteristics of beginning full-time teachers in public and nonpublic schools in 1997-1998, 2008-2009 and 2009-2010. The average age of beginning teachers in public schools decreased from 28.2 to 27.7 between 2008-2009 and 2009-2010. The percent of female beginning teachers in public schools increased from 67.7 percent in 1997-1998 and 70.9 percent in 2008-2009 to 75.7 percent in 2009-2010. The percent of minority beginning teachers in public schools increased from 3.2 percent in 1997-1998 and 3.1 percent in 2008-2009 to 4.1 percent in 2009-2010. The percent of beginning public school teachers with advanced degrees decreased slightly from 9.0 percent in 2008-2009 to 8.6 percent in 2009-2010. The percent of beginning public school teachers with advanced degrees was 3.0 percent in 1997-1998.

The average age of beginning full-time teachers in nonpublic schools has increased from 26.4 in 1997-1998 and 27.2 in 2008-2009 to 28.3 in 2009-2010. The percent of female beginning nonpublic school

Table 22

**CHARACTERISTICS OF IOWA BEGINNING FULL-TIME PUBLIC SCHOOL TEACHERS
1997-1998, 2008-2009, AND 2009-2010**

Characteristics	Public			Nonpublic		
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010
Average Age	27.4	28.2	27.7	26.4	27.2	28.3
Percent Female	67.7%	70.9%	75.7%	74.2%	73.4%	81.7%
Percent Minority	3.2%	3.1%	4.1%	4.0%	3.1%	1.2%
Percent Advanced Degree	3.0%	9.0%	8.6%	1.3%	1.6%	2.4%
Number of Teachers	1,134	1,401	1,134	151	128	82

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

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

teachers has also increased since 1997-1998. About 74 percent of beginning nonpublic school teachers were female in 1997-1998, 73.4 percent were female in 2008-2009, and 81.7 percent were female in 2009-2010. The percent of minority beginning nonpublic school teachers has decreased from 4.0 percent in 1997-1998 and 3.1 percent in 2008-2009 to 1.2 percent in 2009-2010. The percent of beginning nonpublic school teachers with advanced degrees has increased from 1.3 percent in 1997-1998 and 1.6 percent in 2008-2009 to 2.4 percent in 2009-2010.

In 2009-2010, there were 274 beginning full-time teachers in the ten largest districts (based on certified enrollment). Eighty-one percent of the beginning full-time teachers were female in the ten largest districts. In the ten largest districts, 11.3 percent of the beginning full-time teachers were minorities and 9.5 percent had an advanced degree. The average age of beginning full-time teachers in the ten largest districts was 27.7. There were six beginning full-time teachers in the ten smallest districts (based on certified enrollment) in 2009-2010. In the ten smallest districts, 83.3 percent were female and 16.7 percent had an advanced degree. The average age was 26.7 for beginning full-time teachers in the ten smallest districts. There was not any minority beginning full-time teachers in the ten smallest districts in 2009-2010.

Beginning full-time teachers as a percentage of full-time teachers in public schools in 1997-1998, 2008-2009, and 2009-2010 is presented in Table 23. The smallest enrollment category, less than 300 students, had the largest percent of beginning full-time teachers in all years shown. The percent of beginning full-time teachers in the smallest enrollment category was 7.9 percent in 1997-1998, 6.9 percent in 2008-2009, and 4.6 percent in 2009-2010. In 1997-1998 and 2008-2009, the 2,500-7,499 enrollment category had the smallest percent of beginning full-time teachers, 2.8 percent and 3.6 percent, respectively. In 2009-2010, the 1,000-2,499 enrollment category had the smallest percent of beginning full-time teachers, 2.8 percent. The percent of beginning full-time teachers in the state increased from 3.5 percent in 1997-1998 to 4.0 percent in 2008-2009. The percent of beginning full-time teachers decreased to 3.3 percent in 2009-2010. The ten largest districts made up the largest enrollment category in 2009-2010. The percent of beginning full-time public school teachers was 2.9 percent in the ten largest districts and 6.1 percent in the ten smallest districts in 2009-2010.

Table 23

IOWA BEGINNING FULL-TIME TEACHERS AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998, 2008-2009, AND 2009-2010

Enrollment Category	Number of Beginning F-T Teachers			Beginning F-T Teachers as Percent of Total F-T Teachers					
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010
<300	40	69	47	506	1,007	1,023	7.9%	6.9%	4.6%
300-599	194	180	148	3,479	4,127	4,114	5.6	4.4	3.6
600-999	200	203	155	5,615	4,829	4,863	3.6	4.2	3.2
1,000-2,499	258	323	236	8,052	8,465	8,312	3.2	3.8	2.8
2,500-7,499	164	230	264	5,866	6,421	6,479	2.8	3.6	4.1
7,500+	261	387	274	7,971	9,345	9,396	3.3	4.1	2.9
AEA	17	9	10	466	550	456	3.6	1.6	2.2
State	1,134	1,401	1,134	31,955	34,744	34,643	3.5	4.0	3.3

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

Notes: F-T indicates full-time.

CHARACTERISTICS OF PUBLIC SCHOOL TEACHERS
BY ENROLLMENT CATEGORY

Table 24 shows the characteristics of full-time public school teachers by enrollment category. The average age ranged between 41.1 in the 2,500-7,499 enrollment category and 43.2 in the smallest enrollment category. The largest enrollment category had the highest percent of female teachers (76.0 percent) and the 600-999 enrollment category had the lowest percent of female teachers (71.1 percent). The largest enrollment category had the highest percent of minority teachers, 4.2 percent. The 300-599 enrollment category had the lowest percent of minority teachers, 0.8 percent. The largest enrollment category had the highest percent of teachers with an advanced degree (39.0 percent) and the smallest enrollment category had the lowest percent of teachers with an advanced degree (13.6 percent). The average years of total

experience ranged between 13.8 in the 2,500-7,499 enrollment category and 15.5 in the 600-999 enrollment category. The average years of district experience ranged between 10.3 in the 2,500-7,499 enrollment category and 12.1 in the 300-599 and 600-999 enrollment categories.

The largest enrollment category, 7,500 students or more, was made of the ten largest districts in the state in 2009-2010. The characteristics of teachers in these districts are shown in Table 24. There were 98 teachers in the ten smallest districts in 2009-2010. The average age was 45.8, average years of experience was 15.3, and average years district experience was 11.0 for teachers in the ten smallest districts in 2009-2010. In the ten smallest districts, 75.5 percent of the teachers were female and 12.2 percent had an advanced degree. There were no minority teachers in the ten smallest districts in 2009-2010.

Table 24

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS
BY ENROLLMENT CATEGORY 2009-2010**

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District Experience
<300	1,023	43.2	74.2%	0.9%	13.6%	15.0	12.0
300-599	4,114	42.6	72.1	0.8	13.9	15.2	12.1
600-999	4,863	42.5	71.1	1.0	18.6	15.5	12.1
1,000-2,499	8,312	42.5	73.7	1.1	27.0	15.4	11.6
2,500-7,499	6,479	41.1	75.9	1.7	37.2	13.8	10.3
7,500+	9,396	42.1	76.0	4.2	39.0	14.3	10.7
AEA	456	45.7	88.2	1.3	41.9	16.5	11.2
State	34,643	42.2	74.4	2.0	29.2	14.8	11.2

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

CHARACTERISTICS OF PUBLIC SCHOOL TEACHERS BY AEA

The characteristics of full-time public school teachers are presented by AEA in Table 25. In 2009-2010, Des Moines-based Heartland AEA had the largest percent of teachers in the state, 25.1 percent. Creston-based Green Valley AEA had the smallest percent of teachers, 2.4 percent. The average age ranged from 40.8 in Heartland AEA to 44.1 in Pocahontas-based Prairie Lakes AEA. Ottumwa-based Great Prairie AEA had the highest percent of female teachers (76.6 percent) and Elkader-based Keystone AEA had the smallest percent of female

teachers (73.0 percent). The highest percent of minority teachers was 3.6 percent in Bettendorf-based Mississippi Bend AEA. The lowest percent of minority teachers was 0.8 percent in Creston-based Green Valley AEA. Cedar Rapids-based Grant Wood AEA had the highest percent of teachers with an advanced degree, 34.6 percent. Green Valley AEA had the lowest percent of teachers with an advanced degree, 21.1 percent. The average years of total experience ranged from 13.6 in Heartland AEA to 16.7 in Prairie Lakes AEA. The average years of district experience ranged from 9.9 in Heartland AEA to 12.9 in Prairie Lakes AEA.

Table 25

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY AEA 2009-2010								
AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District Experience
Keystone 1	2,248	6.5%	42.3	73.0%	1.0%	25.6%	15.5	11.9
AEA 267	4,716	13.6	42.7	73.5	2.4	24.9	15.1	11.8
Prairie Lakes 8	2,387	6.9	44.1	73.6	1.3	24.2	16.7	12.9
Mississippi Bend 9	3,413	9.9	42.3	75.0	3.6	32.7	14.6	11.7
Grant Wood 10	4,565	13.2	40.9	73.6	2.0	34.6	13.8	10.1
Heartland 11	8,704	25.1	40.8	74.8	2.3	30.2	13.6	9.9
Northwest	2,754	7.9	43.3	73.7	1.7	34.0	16.1	12.3
Loess Hills 13	2,206	6.4	42.9	75.6	1.3	27.7	15.6	11.8
Green Valley 14	837	2.4	44.0	74.0	0.8	21.1	16.0	11.9
Great Prairie	2,813	8.1	43.6	76.6	1.2	26.6	15.1	11.9
State	34,643	100.0%	42.2	74.4	2.0	29.2	14.8	11.2

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

Note: Includes AEA teachers.

TEACHER CHARACTERISTICS—GENDER
COMPARISONS

Table 26 presents the characteristics of full-time public school teachers by gender in 2009-2010. The average age of females was slightly higher than males, 42.4 versus 41.7. The percent of minority teachers was larger for males than females; 2.4 percent for males compared to 1.9 percent for females. The percent of teachers with advanced degrees was about 29 percent for males and females. The average years of total experience was slightly higher for males than females, 15.1 versus 14.7. The average years of district experience was 11.3 for females and 11.2 for males.

There were 2,259 male and 7,137 female teachers in the ten largest districts in 2009-2010. The average age was about 42 for males and females

in the ten largest districts. In the ten largest districts, 5.0 percent of the male teachers were minorities and 4.0 percent of the female teachers were minorities. The percent of teachers with advanced degrees was 40.8 percent for males and 38.4 percent for females in the ten largest districts. The average years of district experience was 10.7 for males and females in the ten largest districts. The average years of total experience was 14.5 for males and 14.1 for females in the ten largest districts. In the ten smallest districts, there were 24 male and 74 female teachers. The average age of teachers in the ten smallest districts was 47.3 for males and 45.3 for females. The percent of teachers with an advanced degree was 20.8 percent for males and 9.5 percent for females in the ten smallest districts. The average years of total experience was 16.4 for males and 14.9 for females. The average years of district experience was 10.3 for males and 11.2 for females.

Table 26

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 2009-2010		
Characteristics	Female	Male
Average Age	42.4	41.7
Percent Minority	1.9%	2.4%
Percent Advanced Degree	29.3%	29.0%
Average Total Experience	14.7	15.1
Average District Experience	11.3	11.2
Number of Teachers	25,762	8,881

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

MINORITY TEACHER CHARACTERISTICS

Table 27 lists the characteristics of full-time public school teachers by minority and non-minority groups in 2009-2010. Minority counts include teachers with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian or Pacific Islander. The average age of non-minority teachers was 42.2 and the average age of minority teachers was 41.2. The percent of female teachers was higher for the non-minority teachers than minority teachers, 74.5 percent versus 69.5 percent. The percent of teachers with advanced degrees was about the same for both groups. Non-minority teachers had 29.2 percent with an advanced degree and minority teachers had 29.5 percent with an advanced degree. The average years of experience was higher for non-minority teachers than minority teachers. The average years of total experience was 14.8 and average years of district experience was 11.3 for non-minority teachers. The average years of total experience was 11.7 and the

average years of district experience was 9.0 for minority teachers.

There were 400 minority teachers and 8,996 non-minority teachers in the ten largest districts in 2009-2010. The average age was about 42 for both minority and non-minority teachers in 2009-2010. The percent of female teachers was 76.2 percent for non-minority teachers and 71.5 percent for minority teachers. The percent of teachers with advanced degrees was higher for non-minority teachers than minority teachers in the ten largest districts, 39.3 percent of non-minority teachers versus 30.8 percent of minority teachers. The average years of experience was higher for non-minority teachers than minority teachers in the ten largest districts. The average years of total experience was 14.4 for non-minority teachers and 12.1 for minority teachers. The average years of district experience was 10.8 for minority teachers and 10.2 for minority teachers. There were no minority teachers in the ten smallest districts in 2009-2010.

Table 27

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY MINORITY AND NON-MINORITY GROUPS 2009-2010

Characteristics	Non-Minority	Minority
Average Age	42.2	41.2
Percent Female	74.5%	69.5%
Percent Advanced Degree	29.2%	29.5%
Average Total Experience	14.8	11.7
Average District Experience	11.3	9.0
Number of Teachers	33,944	699

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

Note: Includes AEA teachers.

TEACHER AGE

The age distributions of full-time public school teachers in 1997-1998 and 2009-2010 are shown in Table 28 and Figure 14. The largest increase was in the percent of teachers in the 56-60 age group. The percent of teachers age 56-60 increased from 7.2 percent in 1997-1998 to 12.3 percent in 2009-2010. The largest decrease was in the percent of

teachers age 46-50. The percent of teachers age 46-50 decreased from 21.6 percent in 1997-1998 to 12.2 percent in 2009-2010. In the ten largest districts in 2009-2010 the largest percent of teachers (15.8 percent) were between the ages of 26 and 30. In the ten smallest districts in 2009-2010 the largest percent of teachers (21.4 percent) were between the ages of 51 and 55.

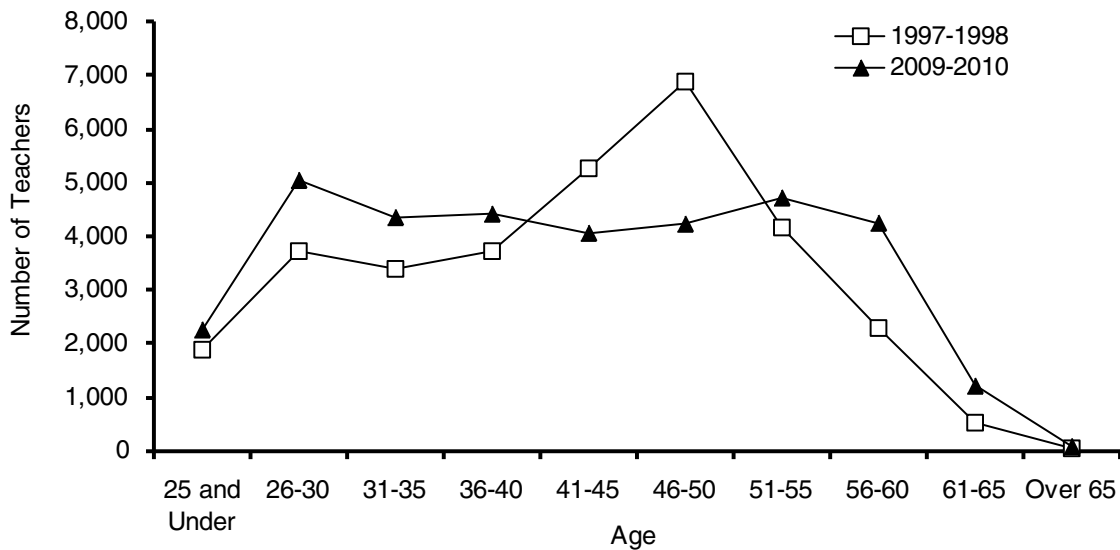
Table 28

Age Interval	1997-1998				2009-2010			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,889	1,889	5.9%	5.9%	2,260	2,260	6.5%	6.5%
26-30	3,727	5,616	11.7	17.6	5,048	7,308	14.6	21.1
31-35	3,397	9,013	10.6	28.2	4,355	11,663	12.6	33.7
36-40	3,707	12,720	11.6	39.8	4,419	16,082	12.8	46.4
41-45	5,282	18,002	16.5	56.3	4,062	20,144	11.7	58.1
46-50	6,891	24,893	21.6	77.9	4,232	24,376	12.2	70.4
51-55	4,180	29,073	13.1	91.0	4,720	29,096	13.6	84.0
56-60	2,291	31,364	7.2	98.2	4,250	33,346	12.3	96.3
61-65	534	31,898	1.7	99.8	1,212	34,558	3.5	99.8
Over 65	57	31,955	0.2	100.0	85	34,643	0.2	100.0

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

Figure 14

IOWA FULL-TIME PUBLIC SCHOOL TEACHERS AGE DISTRIBUTIONS 1997-1998 AND 2009-2010



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

TEACHER AGE AND EXPERIENCE

Table 29 and Figure 15 presents the distribution of full-time public school teachers by combined age and experience in 1997-1998 and 2009-2010. Full-time public school teachers are eligible to receive full retirement benefits through the Iowa Public Retirement System (IPERS) if they are at least 55 years-old and the sum of their age and total IPERS covered employment is equal to or greater than 88. The percent of teachers with combined age and experience of 88 years or more increased from 5.6 percent in 1997-1998 to 9.0 percent in 2009-2010. The greatest increase was in the percent of teachers with combined age and experience of 31-40 years. In 1997-1998, 12.7 percent had combined age and experience of 31-40 years and in 2009-2010

16.3 percent had combined age and experience of 31-40 years. The greatest decrease was in the percent of teachers with combined age and experience of 61-70 years. The percent of teachers with combined age and experience of 61-70 years was 18.8 percent in 1997-1998 and 13.0 percent in 2009-2010.

In the ten largest districts in 2009-2010, 9.1 percent of the teachers had combined age and experience of 88 years or more. The largest percent of teachers in the ten largest districts had combined age and experience of 31-40 years, 18.0 percent. About six percent of the teachers in the ten smallest districts in 2009-2010 had combined age and experience of 88 years or more. The largest percent of teachers in the ten smallest districts had combined age and experience of 71-80 years, 20.4 percent.

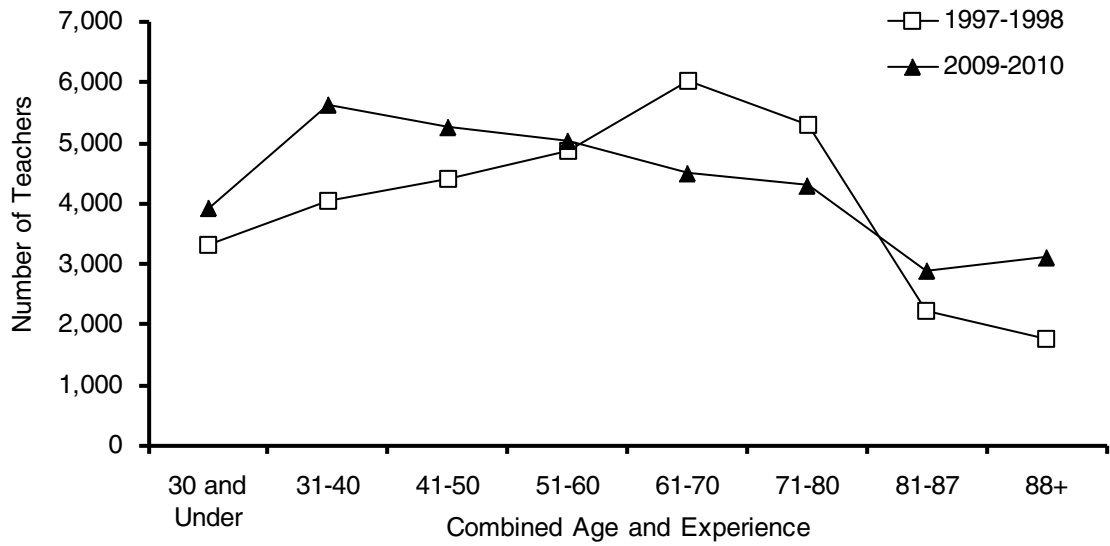
Table 29

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998 AND 2009-2010								
Combined Age and Experience	Number	1997-1998			2009-2010			
		Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,328	3,328	10.4%	10.4%	3,926	3,926	11.3%	11.3%
31-40	4,047	7,375	12.7	23.1	5,631	9,557	16.3	27.6
41-50	4,397	11,772	13.8	36.8	5,261	14,818	15.2	42.8
51-60	4,858	16,630	15.2	52.0	5,034	19,852	14.5	57.3
61-70	6,018	22,648	18.8	70.9	4,498	24,350	13.0	70.3
71-80	5,287	27,935	16.5	87.4	4,294	28,644	12.4	82.7
81-87	2,240	30,175	7.0	94.4	2,890	31,534	8.3	91.0
88+	1,780	31,955	5.6	100.0	3,109	34,643	9.0	100.0

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

Figure 15

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS 1997-1998 AND 2009-2010**



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

Note: Includes AEA teachers.

Teacher Salaries

Salary information collected through the Fall BEDS in 2009-2010 included base salary, salary paid for professional development, and extra duty pay. Base salary includes teacher compensation and phase monies. The portion of salary that is paid for regular position responsibilities is called regular salary. It includes base salary and salary for professional development. Extra duty salary includes salary paid for extra duties such as yearbook sponsorship and coaching. Total salary is the sum of the regular salary and extra duty salary. There were about 5,000 full-time teachers in 2008-2009 and 2009-2010 that reported having administrative or support positions as well teaching positions, which could inflate the average salary figures. The minimum salary requirements for full-time teachers did not include salary paid for professional development and were based on the base salary in 2009-2010. Full-time teachers in 2008-2009 and 2009-2010 were teachers with a full-time contract, at least 180 contract days, and base salary of at least \$28,000.

AVERAGE REGULAR SALARY VERSUS AVERAGE TOTAL SALARY

Table 30 lists the average regular salary and average total salary of full-time public school teachers in 1997-1998, 2008-2009 and 2009-2010. There is not a regular salary figure listed for 1997-1998 because salary data were not separated into regular and extra duty pay until 2001-2002. The average total salary was 2.4 percent greater than average regular salary in 2008-2009 and 2009-2010. The average regular salary was \$37,853 and the average total salary was \$38,636 for teachers in the ten smallest districts in 2009-2010. The average total salary was 2.1 percent higher than the average regular salary in the ten smallest districts. In the ten largest districts in 2009-2010, the average regular salary was \$53,285 and the average total salary was \$54,069. The average total salary was 0.9 percent higher than the average regular salary in the ten largest districts.

Table 30

FULL-TIME TEACHER AVERAGE REGULAR SALARY VS.FULL-TIME TEACHER AVERAGE TOTAL SALARY 1997-1998, 2008-2009, AND 2009-2010			
Characteristics	1997-1998	2008-2009	2009-2010
Average Regular Salary	n/a	\$48,464	\$49,473
Average Total Salary	\$34,084	\$49,664	\$50,697
Difference	n/a	\$1,200	\$1,224
Percent Total Salary Greater Than Regular Salary	n/a	2.4%	2.4%

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

Notes: Includes AEA teachers.

Approximately 5,000 full-time public school staff in 2008-2009 and 2009-2010 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

TEACHER SALARIES BY ENROLLMENT CATEGORY

Table 31 shows the average total salaries of full-time public school teachers by enrollment category in 1997-1998, 2008-2009, and 2009-2010. In 2009-2010, the average total salary of full-time public school teachers ranged from \$41,436 in the smallest enrollment category to \$54,069 in the largest enrollment category. The average total salary of teachers in the largest enrollment category was 30.5 percent higher than the average total salary of teachers in the smallest enrollment category.

The smallest enrollment category had the greatest percent increase in average total salary between 1997-1998 and 2009-2010, 59.8 percent. The two largest enrollment categories had the greatest percent increase in average total salary between 2008-2009 and 2009-2010, 2.5 percent. The ten largest districts make up the largest enrollment category. The average total salary of teachers in the ten largest districts was \$54,069 (Table 31) in 2009-2010. The average total salary of teachers in the ten smallest districts was \$38,636 in 2009-2010.

Table 31

Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2008-2009	2009-2010	1997-1998 to 2009-2010	2008-2009 to 2009-2010
	<300	\$25,935	\$40,747	\$41,436	59.8%
300-599	29,414	44,205	44,961	52.9	1.7
600-999	31,135	47,401	47,969	54.1	1.2
1,000-2,499	33,789	49,470	50,554	49.6	2.2
2,500-7,499	36,576	51,764	53,033	45.0	2.5
7,500+	37,205	52,751	54,069	45.3	2.5
AEA	33,663	52,846	52,279	55.3	-1.1
State	34,084	49,664	50,697	48.7%	2.1%

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

Notes: Includes AEA teachers.

Approximately 5,000 full-time public school staff in 2008-2009 and 2009-2010 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

TEACHER SALARIES BY AEA

Table 32 lists average salaries of full-time public school teachers by AEA in 2009-2010. The average

regular salary ranged from \$43,569 in Green Valley AEA to \$51,403 in Grant Wood AEA. The average total salary ranged from \$45,072 in Green Valley AEA to \$52,671 in Grant Wood AEA.

Table 32

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY AEA 2009-2010		
AEA	Regular Salary	Total Salary
Keystone 1	\$47,886	\$49,226
AEA 267	48,881	50,103
Prairie Lakes 8	47,505	48,970
Mississippi Bend 9	49,994	51,128
Grant Wood 10	51,403	52,671
Heartland 11	50,362	51,476
Northwest	50,765	52,049
Loess Hills 13	48,758	49,992
Green Valley 14	43,569	45,072
Great Prairie	47,935	49,106
State	49,473	50,697

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

Notes: Includes AEA teachers.

5,000 full-time public school staff in 2009-2010 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

TEACHER SALARY COMPARISONS—NATION AND MIDWEST STATES

The average salaries of teachers in the United States are reported by the National Education Association in the Rankings of the States and Estimates of School Statistics report. The average salaries of public

school teachers in Iowa, the Midwest states, and the Nation are displayed in Table 33 and Figure 16. Iowa's ranking for average salary increased from 37th in the Nation in 2007-2008 to 26th in the Nation in 2008-2009. Iowa's ranking among the Midwest states was 7th in 2007-2008 and 2008-2009.

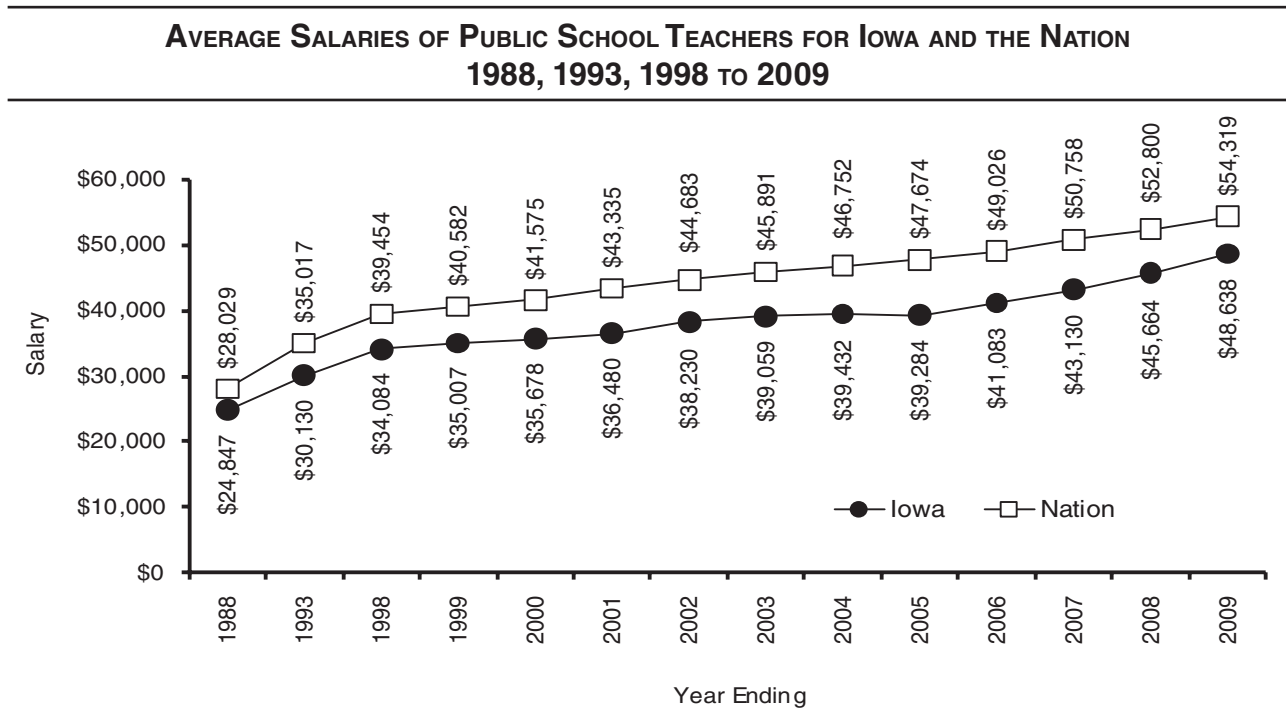
Table 33

Nation and State	2007-2008			2008-2009		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$52,800			\$54,319		
Illinois	60,474	7	1	61,344	8	1
Indiana	49,155	21	5	49,569	24	6
Iowa	45,664	37	7	48,638	26	7
Kansas	44,795	40	8	46,401	37	8
Michigan	56,096	11	2	57,327	11	2
Minnesota	50,582	19	4	51,938	20	4
Missouri	43,206	45	10	44,249	47	10
Nebraska	43,629	42	9	44,957	42	9
North Dakota	40,279	50	11	41,654	50	11
Ohio	53,410	14	3	54,656	15	3
South Dakota	36,674	51	12	35,070	51	12
Wisconsin	49,051	22	6	51,121	21	5

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

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

Figure 16



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

**BEGINNING TEACHER SALARY COMPARISONS—
NATION AND MIDWEST STATES**

The American Federation of Teachers (AFT) provides rankings of average salaries of beginning teachers by state. The average salaries of beginning public school teachers in Iowa, the Midwest states

and the Nation in 2006-2007 are shown in Table 34. Iowa ranked 9th among the Midwest states and 39th in the Nation for average beginning salary. The average beginning teacher salary in Iowa was 14.0 percent lower than the nation in 2006-2007. The average beginning teacher salary was 70.7 percent of the average total salary in Iowa in 2006-2007.

Table 34

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

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

Source: http://www.aft.org/salary/2007/download/AFT2007Salary_Survey.pdf

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

TEACHER SALARY COMPARISONS WITH OTHER OCCUPATIONAL GROUPS

The average salaries of teachers and other occupational groups in Iowa in 2008 and 2009 are listed in Table 35. The average regular salary of teachers increased by 6.6 percent between 2008

and 2009. Speech-Language Pathologists had the greatest increase in average salary between 2008 and 2009, 9.1 percent. The average salary of air traffic controllers, Civil Engineers and Child, Family and School Social Workers decreased between 2008 and 2009.

Table 35

IOWA SALARY COMPARISONS BY OCCUPATION 2008 AND 2009			
Occupation	Average Salary		Percent Change 2008 to 2009
	2008	2009	
Electrical Engineer	\$78,340	\$78,600	0.3%
Air Traffic Controller	\$76,110	\$75,420	-0.9%
Civil Engineer	\$76,670	\$73,650	-3.9%
Computer Software Engineer, Applications	\$73,010	\$73,310	0.4%
Computer Programmers	\$61,030	\$64,260	5.3%
Accountant & Auditor	\$55,910	\$58,460	4.6%
Speech-Language Pathologist	\$52,810	\$57,610	9.1%
Registered Nurse	\$50,700	\$51,930	2.4%
Teacher	\$45,463	\$48,464	6.6%
Child, Family and School Social Worker	\$39,550	\$39,360	-0.5%
Interior Designer	\$38,800	\$39,170	1.0%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2008 and May 2009.
 Note: Teacher average salaries are average regular salaries based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Teacher Contract Days and Assignments

TEACHER CONTRACT DAYS

Table 36 shows the distribution of contract days for full-time public school teachers in 1997-1998, 2008-2009 and 2009-2010. In 1997-1998, about half of full-time teachers had contract days between 186 and 190 days. In 2008-2009 and 2009-2010, about half

of full-time teachers had contract days between 191 and 195 days. This change can be attributed to the requirement of House File 816 (Student Achievement and Teacher Quality Program Act of 2005) that school districts add the equivalent of one additional contract day. About 50 percent of teachers in the ten smallest districts in 2009-2010 had contract days between 186 and 190. In the ten largest districts in 2009-2010, 47.6 percent of the teachers had contract days between 191 and 195.

Table 36

DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998, 2008-2009, AND 2009-2010

Number Contract Days	Number			Percent			Cumulative Percent		
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010
180-185	2,024	383	1,351	6.3%	1.1%	3.9%	6.3%	1.1%	3.9%
186-190	15,817	11,828	11,733	49.5	34.0	33.9	55.8	35.2	37.8
191-195	12,763	18,348	17,473	39.9	52.8	50.4	95.8	88.0	88.2
196+	1,351	4,185	4,083	4.2	12.1	11.8	100.0	100.0	100.0

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

Note: Includes AEA teachers.

GRADES 9-12 TEACHER ASSIGNMENTS

The average number of grades 9-12 assignments for full-time public school grades 9-12 teachers is presented by enrollment category in Table 37. In 2009-2010, grades 9-12 teachers in the smallest enrollment category had the highest average number of assignments, 3.6. The lowest average number

of assignments was 2.1 for teachers in the 2,500-7,499 enrollment category. In the ten largest districts in 2009-2010 (largest enrollment category) grades 9-12 teachers had an average of 2.2 assignments. Grades 9-12 teachers in the ten smallest districts in 2009-2010 had an average of 3.8 assignments.

Table 37

AVERAGE NUMBER OF TEACHING ASSIGNMENTS FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS IN GRADES 9-12 BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010

Enrollment Category	1997-1998			2008-2009			2009-2010		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	34	193	4.0	54	468	3.6	55	476	3.6
300-599	111	1,826	3.4	111	2,097	3.1	111	2,095	3.0
600-999	112	2,632	3.2	87	2,213	2.9	87	2,209	2.9
1,000-2,499	86	3,173	2.7	78	3,291	2.4	76	3,210	2.5
2,500-7,499	25	1,965	2.2	22	2,115	2.1	22	2,112	2.1
7,500+	9	2,214	1.8	10	2,827	2.1	10	2,779	2.2
State	377	12,003	2.7	362	13,011	2.5	361	12,881	2.6

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

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

Table 38 shows the distribution of the number of grades 9-12 assignments for full-time public school grades 9-12 teachers in 2009-2010. The highest percent of grades 9-12 teachers had one assignment, 37.2 percent. A little over half (57.7 percent) of grades 9-12 teachers had two assignments or less. About

64 percent of grade 9-12 teachers in the ten largest districts in 2009-2010 had two assignments or less. In the ten smallest districts in 2009-2010, 56.4 percent of grades 9-12 teachers had four assignments or less.

Table 38

**DISTRIBUTION OF ASSIGNMENTS FOR IOWA FULL-TIME PUBLIC
SCHOOL TEACHERS IN GRADES 9-12 2009-2010**

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,798	37.2%	37.2%
2	2,632	20.4	57.7
3	2,131	16.5	74.2
4	1,518	11.8	86.0
5	917	7.1	93.1
6	491	3.8	96.9
7	214	1.7	98.6
8	105	0.8	99.4
9	46	0.4	99.8
10	29	0.2	100.0

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

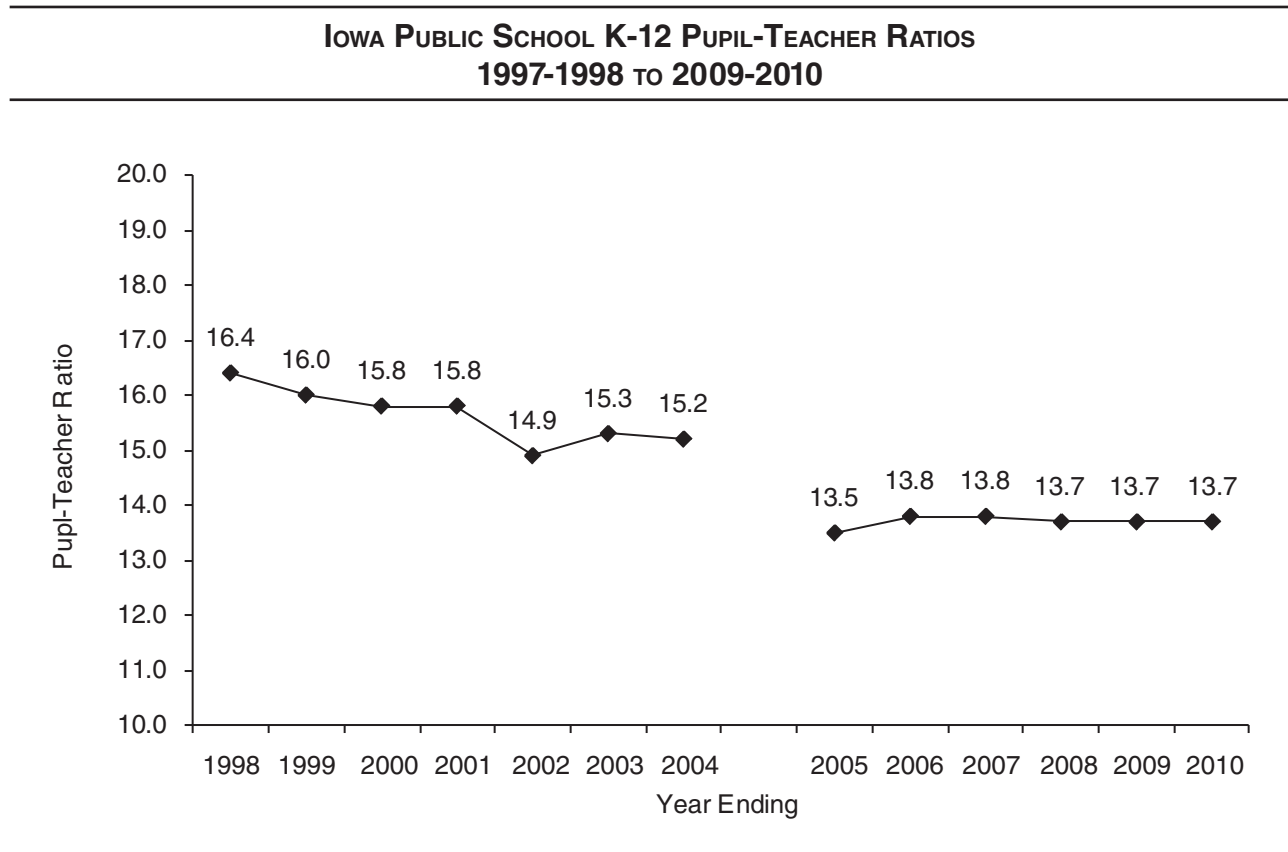
Note: Only includes grades 9-12 teaching assignments for a teacher that has at least one 9-12 assignment.

Pupil-Teacher Ratios

The K-12 pupil-teacher ratios for Iowa public schools are presented in this section. Students could be reported as ungraded and teachers could be reported as teaching ungraded students prior to 2004-2005. Beginning in 2004-2005, all students were reported at a grade level for enrollment, although teachers could still be reported as teaching ungraded students (for example, special education teachers). Beginning in 2005-2006, all teachers

were reported at a grade level for teacher full-time equivalency (FTE). Students and teachers that may have been listed as ungraded prior to these years are now included in a grade level. Therefore, pupil-teacher ratios from 2004-2005 to the present year include special education teachers and students. The K-12 pupil-teacher ratios for 1997-1998 to 2009-2010 are displayed in Figure 17. The large decrease in the pupil-teacher ratio from 15.2 in 2003-2004 to 13.5 in 2004-2005 can most likely be attributed to the change in the data collection in 2004-2005.

Figure 17



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

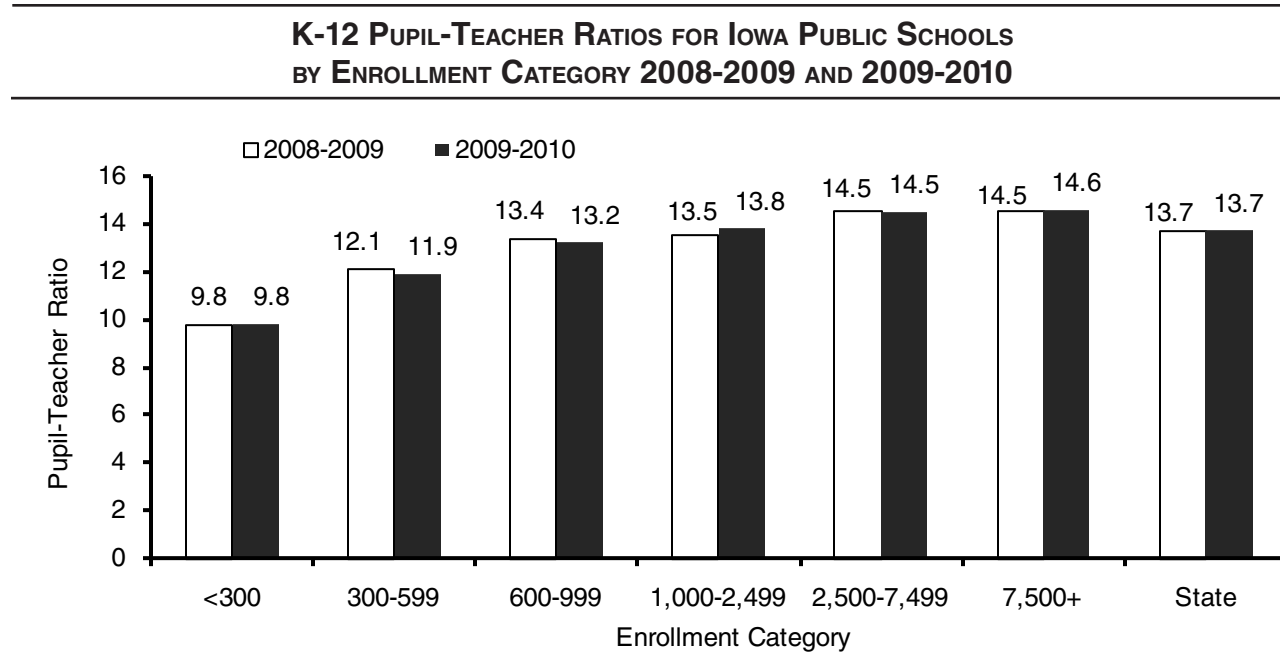
Note: Pupil-teacher ratios do not include special education teachers or ungraded special education students for 1997-1998 to 2003-2004. Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers in 2004-2005 to 2009-2010.

PUPIL-TEACHER RATIOS BY ENROLLMENT CATEGORY

Figure 18 shows the pupil-teacher ratios by enrollment category for 2008-2009 and 2009-2010. Table 39 lists the pupil-teacher ratios, number of students, and number of FTE teachers by enrollment category in 2009-2010. The pupil-teacher

ratios remained about the same for all enrollment categories between 2008-2009 and 2009-2010. The pupil-teacher ratio was 14.6 in the ten largest districts (largest enrollment category) in 2009-2010. In the ten smallest districts in 2009-2010, the pupil-teacher ratio was 8.7.

Figure 18



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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers in 2008-2009 and 2009-2010.

Table 39

K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2009-2010

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	10,282	1,051.2	9.8
300-599	49,654	4,155.9	11.9
600-999	64,725	4,887.7	13.2
1,000-2,499	115,533	8,365.5	13.8
2,500-7,499	95,090	6,553.6	14.5
7,500+	133,389	9,161.1	14.6
State	468,673	34,174.9	13.7

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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included at a grade level. Figures include special education students and teachers in 2009-2010.

Instructional Aides

INSTRUCTIONAL AIDES BY ENROLLMENT CATEGORY

Instructional aides are non-licensed staff members who provide assistance to teachers in the classroom. The number of instructional aides by enrollment category in 1997-1998, 2008-2009, and 2009-2010 is listed in Table 40. The smallest enrollment category had the greatest increase in the number of instructional aides between 1997-1998 and 2009-2010 and between 2008-2009 and 2009-2010. The number of instructional aides in the smallest

enrollment category increased by 249.2 percent between 1997-1998 and 2009-2010, and increased by 8.3 percent between 2008-2009 and 2009-2010. The 1,000-2,499 and 2,500-7,499 were the only two enrollment categories to have a decrease in the number of instructional aides between 2008-2009 and 2009-2010. The number of FTE instructional aides in the state increased slightly by 0.8 percent between 2008-2009 and 2009-2010. There were 2,936.0 instructional aides in the ten largest districts (largest enrollment category) in 2009-2010. There were 24.3 instructional aides in the ten smallest districts in 2009-2010.

Table 40

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010					
Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 1997-1998 to 2009-2010	% Change in FTE Aides 2008-2009 to 2009-2010
	1997-1998	2008-2009	2009-2010		
<300	76.6	246.9	267.5	249.2%	8.3%
300-599	493.7	1,063.7	1,122.7	127.4	5.5
600-999	920.3	1,406.2	1,438.4	56.3	2.3
1,000-2,499	1,657.2	2,616.6	2,586.6	56.1	-1.1
2,500-7,499	1,418.5	2,036.7	1,997.1	40.8	-1.9
7,500+	1,775.3	2,900.6	2,936.0	65.4	1.2
State	6,341.6	10,270.7	10,348.3	63.2	0.8

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

Principals

Principal Characteristics

CHARACTERISTICS OF PRINCIPALS

Table 41 shows the characteristics of full-time principals in public and nonpublic schools in Iowa in 1997-1998, 2008-2009, and 2009-2010. In public schools, the average age, percent female, percent minority, average total experience, and average age of principals remained the same between 2008-2009 and 2009-2010. The percent of public school principals with an advanced degree decreased from 87.4 percent to 85.4 percent between 2008-2009 and 2009-2010. The characteristics of public school principals changed between 1997-1998 and 2009-2010. The average age of public school principals decreased from 47.5 in 1997-1998 to 46.9 in 2009-2010. The percent of female principals increased from 27.1 percent to 38.5 percent between 1997-1998 and 2009-2010. The percent of minority principals decreased from 3.3 percent to 2.9 percent between 1997-1998 and 2009-2010. The percent of principals with advanced degrees decreased from 98.1 percent in 1997-1998 to 85.4 percent in 2009-2010. The average years of experience of public school principals decreased between 1997-1998 and 2009-2010. The average years of total experience decreased from 22.8 to 21.2 and the average years of district experience decreased from 11.3 to 9.8 between 1997-1998 and 2009-2010.

The characteristics of nonpublic school principals changed between 2008-2009 and 2009-2010. The percent of female nonpublic school principals decreased from 47.0 percent in 2008-2009 to 43.3 percent in 2009-2010. The percent of minority principals increased from 2.0 percent to 2.9 percent between 2008-2009 and 2009-2010. The percent of nonpublic school principals with advanced degrees increased from 81.0 percent in 2008-2009 to 83.7 percent in 2009-2010. The average years of total experience of nonpublic school principals increased slightly from 23.9 to 24.7 between 2008-2009 and 2009-2010. The average years of district experience increased from 9.2 in 2008-2009 to 9.8 in 2009-2010. There was also a change in the characteristics of nonpublic school principals between 1997-1998 and 2009-2010. The average age of nonpublic school principals increased from 47.4 in 1997-1998 to 50.2 in 2009-2010. The percent of female principals decreased from 46.7 percent to 43.3 percent and the percent of minority principals increased from 0.7 percent to 2.9 percent between 1997-1998 and 2009-2010. Similar to public school principals, the percent of nonpublic school principals with advanced degrees decreased from 89.6 percent in 1997-1998 to 83.7 percent in 2009-2010. The average years of total experience increased from 22.0 to 24.7 and the average years of district experience increased from 7.0 to 9.8 between 1997-1998 and 2009-2010.

There were 240 public school principals in the ten largest districts in 2009-2010. The average age was

Table 41

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS 1997-1998, 2008-2009, AND 2009-2010

Characteristics	Public			Nonpublic		
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010
Average Age	47.5	46.8	46.9	47.4	50.0	50.2
Percent Female	27.1%	38.6%	38.5%	46.7%	47.0%	43.3%
Percent Minority	3.3%	2.8%	2.9%	0.7%	2.0%	2.9%
Percent Advanced Degree	98.1%	87.4%	85.4%	89.6%	81.0%	83.7%
Average Total Experience	22.8	21.5	21.2	22.0	23.9	24.7
Average District Experience	11.3	10.0	9.8	7.0	9.2	9.8
Number of Principals	1,189	1,158	1,164	135	100	104

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

Note: Figures for public schools include AEA principals.

47.9, average years of total experience was 20.0 and average years of district experience was 11.3 for principals in the ten largest districts. In the ten largest districts, 55.8 percent of the principals were female, 9.6 percent of the principals were minorities, and 90.0 percent of the principals had advanced degrees. There were nine full-time public school principals in the ten smallest districts in 2009-2010.

The average age was 51.0, average years of total experience was 23.3 and average years of district experience was 15.9 for principals in the ten smallest districts. One third of the principals were female and 88.9 percent of the principals had an advanced degree in the ten smallest districts. There were not any minority principals in the ten smallest districts.

PRINCIPAL CHARACTERISTICS—GENDER COMPARISONS

The characteristics of full-time public school principals by gender are presented in Table 42. The average age of public school principals was 48.1 for females and 46.1 for males. The percent of minority principals was higher for females than males, 3.3 percent for females compared to 2.7 percent for males. There was a higher percent of female principals with an advanced degree than male principals with an advanced degree, 88.2 percent versus 83.7 percent. The average years of experience was higher for female principals than male principals. The average years of total experience was 21.7 for females and 20.9 for males. The average years of district experience was 11.0 for females and 9.0 for males.

There were 106 male and 134 female principals in the ten largest districts in 2009-2010. The average age of male principals was 46.8 and the average

age of female principals was 48.8 in the ten largest districts. In the ten largest districts 11.3 percent of male principals and 8.2 percent of female principals were minorities. The percent of principals with advanced degrees was 90.6 percent for males and 89.6 percent for females. The average years of total experience was 19.2 for male principals and 20.6 for female principals in the ten largest districts. The average years of district experience was 9.9 for male and 12.3 for female principals in the ten largest districts. In the ten smallest districts in 2009-2010 there were six male and three female principals. The average age of the male principals was 49.2 and the average age of the female principals was 54.7. The average years of total experience was 26.0 and the average years of district experience was 18.3 for male principals. The average years of total experience was 18.0 and the average years of district experience was 11.0 for female principals. All of the female principals and 83.3 percent of the male principals in the ten smallest districts had advanced degrees.

Table 42

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 2009-2010		
Characteristics	Female	Male
Average Age	48.1	46.1
Percent Minority	3.3%	2.7%
Percent Advanced Degree	88.2%	83.7%
Average Total Experience	21.7	20.9
Average District Experience	11.0	9.0
Number of Principals	448	716

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

Note: Include AEA principals.

PRINCIPAL AGE AND EXPERIENCE

Table 43 and Figure 19 show the age distribution of full-time public school principals in 1997-1998 and 2009-2010. The largest percent (28.7 percent) of principals in 1997-1998 were between the ages of 46 and 50. In 2009-2010, the largest percent

(20.0 percent) of principals were between the ages of 51 and 55. In the ten largest districts in 2009-2010 the largest percent (19.6 percent) of the principals were between the ages of 41 and 45. The largest percent (44.4 percent) of principals in the ten smallest districts in 2009-2010 were between the ages of 46 and 50.

Table 43

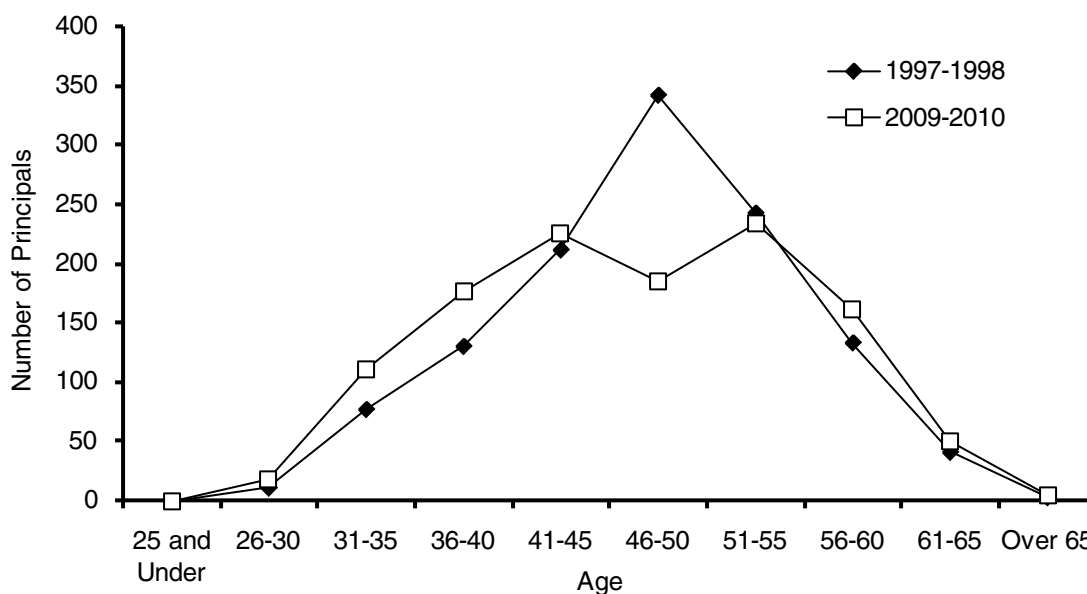
Age Interval	1997-1998				2009-2010			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	0	0	0.0%	0.0%	0	0	0.0%	0.0%
26-30	11	11	0.9	0.9	18	18	1.5	1.5
31-35	77	88	6.5	7.4	110	128	9.5	11.0
36-40	130	218	10.9	18.3	176	304	15.1	26.1
41-45	211	429	17.7	36.1	226	530	19.4	45.5
46-50	341	770	28.7	64.8	185	715	15.9	61.4
51-55	242	1,012	20.4	85.1	233	948	20.0	81.4
56-60	133	1,145	11.2	96.3	162	1,110	13.9	95.4
61-65	41	1,186	3.4	99.7	49	1,159	4.2	99.6
Over 65	3	1,189	0.3	100.0	5	1,164	0.4	100.0

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

Note: Includes AEA principals.

Figure 19

IOWA FULL-TIME PUBLIC SCHOOL PRINCIPAL AGE DISTRIBUTIONS 1997-1998 AND 2009-2010



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

Note: Includes AEA principals.

The combined age and experience distribution of full-time public school principals in 1997-1998 and 2009-2010 is shown in Table 44 and Figure 20. Principals are able to retire under IPERS with full benefits when they are at least 55 years-old and their combined age and experience is at least 88 years. In 1997-1998, 12.5 percent of public school principals

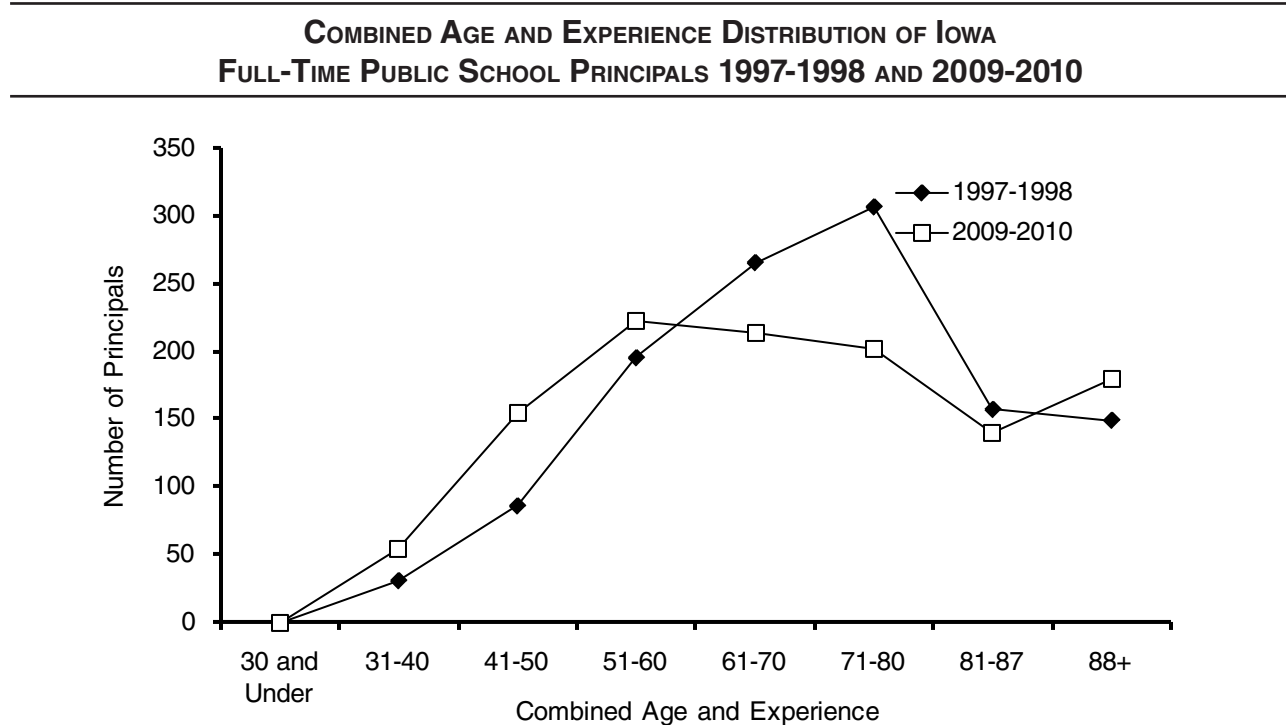
were eligible to retire. In 2009-2010, 15.4 percent of public school principals were eligible to retire. In the ten largest districts in 2009-2010, 19.2 percent of principals were eligible to retire. None of the principals in the ten smallest districts were eligible to retire in 2009-2010.

Table 44

Combined Age and Experience	1997-1998				2009-2010			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	0	0	0.0%	0.0%	0	0	0.0%	0.0%
31-40	31	31	2.6	2.6	54	54	4.6	4.6
41-50	86	117	7.2	9.8	154	208	13.2	17.9
51-60	195	312	16.4	26.2	222	430	19.1	36.9
61-70	265	577	22.3	48.5	214	644	18.4	55.3
71-80	306	883	25.7	74.3	201	845	17.3	72.6
81-87	157	1,040	13.2	87.5	140	985	12.0	84.6
88+	149	1,189	12.5	100.0	179	1,164	15.4	100.0

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

Figure 20



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

Principal Salaries

PRINCIPAL SALARIES BY ENROLLMENT CATEGORY

The average total salary of full-time public school principals in 1997-1998, 2008-2009 and 2009-2010 is listed by enrollment category in Table 45. The average salary of full-time public school principals increased by 50.6 percent between 1997-1998 and 2009-2010 and by 2.8 percent between 2008-2009

and 2009-2010. The average salary of principals ranged from \$74,925 in the smallest enrollment category to \$95,709 in the largest enrollment category in 2009-2010. The smallest enrollment category had the largest percent increase (4.7 percent) in average salary between 2008-2009 and 2009-2010. The average salary of principals in the ten largest districts (largest enrollment category) was \$95,709 in 2009-2010. The average salary of principals in the ten smallest districts in 2009-2010 was \$67,839.

Table 45

**AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS
BY ENROLLMENT CATEGORY
1997-1998, 2008-2009, AND 2009-2010**

Enrollment Category	Average Total Salary			Number of Principals 2009-2010	Percent Salary Change	
	1997-1998	2008-2009	2009-2010		1997-1998 to 2009-2010	2008-2009 to 2009-2010
<300	\$43,062	\$71,534	\$74,925	68	74.0%	4.7%
300-599	48,023	74,539	77,545	199	61.5	4.0
600-999	51,987	77,366	79,702	204	53.3	3.0
1,000-2,499	57,742	83,989	85,549	279	48.2	1.9
2,500-7,499	63,150	91,145	93,907	169	48.7	3.0
7,500+	65,460	93,675	95,709	240	46.2	2.2
AEA	63,305	94,308	101,673	5	60.6	7.8
State	57,060	83,610	85,913	1,164	50.6	2.8

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

Note: Includes AEA principals.

PRINCIPAL SALARY—GENDER COMPARISONS BY ENROLLMENT CATEGORY

Table 46 shows the average salary of full-time public school principals by gender and enrollment category. The average salary of male principals was 2.1 percent higher than female principals in 2009-2010. The 300-599 enrollment category had the largest difference between male principal and female principal average salary, 10.3 percent. The largest increase in average salary of female principals between 2008-2009 and 2009-2010 was 8.1 percent in the smallest enrollment category. The smallest increase in average salary of female

principals between 2008-2009 and 2009-2010 was 1.8 percent in the 1,000-2,499 enrollment category. The largest increase in average salary of male principals between 2008-2009 and 2009-2010 was 4.8 percent in the 300-599 enrollment category. The smallest increase in average salary of male principals between 2008-2009 and 2009-2010 was 1.9 percent in the largest enrollment category. In the ten largest districts (largest enrollment category), the average salary was 3.2 percent higher for male principals than female principals. The average salary of male principals was 4.4 percent higher than the average salary of female principals in the ten smallest districts in 2009-2010.

Table 46

**GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPAL
AVERAGE TOTAL SALARY BY ENROLLMENT CATEGORY
1997-1998, 2008-2009, AND 2009-2010**

Enrollment Category	Female					Male				
	Average Total Salary			Percent Salary Change		Average Total Salary			Percent Salary Change	
	1997-1998	2008-2009	2009-2010	1997-1998 to 2009-2010	2008-2009 to 2009-2010	1997-1998	2008-2009	2009-2010	1997-1998 to 2009-2010	2008-2009 to 2009-2010
<300	\$38,767	\$67,560	\$73,030	88.4%	8.1%	\$44,182	\$73,389	\$75,714	71.4%	3.2%
300-599	45,377	70,945	72,525	59.8	2.2	48,985	76,310	79,980	63.3	4.8
600-999	48,595	75,437	76,981	58.4	2.0	52,881	78,081	80,731	52.7	3.4
1,000-2,499	53,795	81,032	82,518	53.4	1.8	58,918	85,596	87,268	48.1	2.0
2,500-7,499	60,993	87,638	90,462	48.3	3.2	63,884	93,437	96,343	50.8	3.1
7,500+	63,770	92,314	94,384	48.0	2.2	66,705	95,547	97,384	46.0	1.9
AEA	-	97,923	103,038	n/a	5.2	63,305	91,898	100,763	59.2	9.6
State	55,519	82,806	84,834	52.8	2.4	57,632	84,116	86,587	50.2	2.9

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

Note: Includes AEA principals.

Superintendents

Superintendent Characteristics

The characteristics of full-time public school superintendents in 1997-1998, 2008-2009, and 2009-2010 are displayed in Table 47. The characteristics of superintendents remained about the same between 2008-2009 and 2009-2010. The percent of female superintendents increased from 3.0 percent in 1997-1998 to 12.7 percent in 2009-2010. The percent of superintendents with specialist or doctorate degrees increased from 47.2 percent in 1997-1998 to 60.8 percent in 2009-2010.

There were ten full-time superintendents in the ten largest districts in 2009-2010. Their average age was 55.0, average years total experience was 19.9 and average years district experience was 2.8. Three of the superintendents were female, one was a minority, and eight had a specialist or doctorate degree. In the ten smallest districts in 2009-2010, there were five full-time superintendents. The average age of the superintendents in the ten smallest districts was 51.8. The average years of total experience was 29.4 and the average years of district experience was 17.4 for superintendents in the ten smallest districts. There was one female and no minority full-time superintendents in the ten smallest districts. All of the full-time superintendents in the ten smallest districts had a specialist or doctorate degree.

Table 47

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998, 2008-2009, AND 2009-2010			
Characteristics	1997-1998	2008-2009	2009-2010
Average Age	51.7	51.4	51.4
Percent Female	3.0%	12.5%	12.7%
Percent Minority	1.2%	0.9%	1.0%
Percent Specialist/Doctorate Degree	47.2%	60.2%	60.8%
Average Total Experience	26.1	25.9	25.9
Average District Experience	6.7	7.5	7.2
Number of Superintendents	337	319	314

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

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

SUPERINTENDENT AGE

Table 48 and Figure 21 show the age distribution of full-time public school superintendents in 1997-1998 and 2009-2010. In 1997-1998 and 2009-2010 the highest percent of superintendents were between the age of 51 and 55. In 1997-1998, 30.3 percent

of superintendents were 51-55 and in 2009-2010 27.7 percent of superintendents were 51-55. In the ten largest districts in 2009-2010, 60.0 percent of the superintendents were between the ages of 56 and 60. In the ten smallest districts in 2009-2010, 66.7 percent of the superintendents were between the ages of 46 and 55.

Table 48

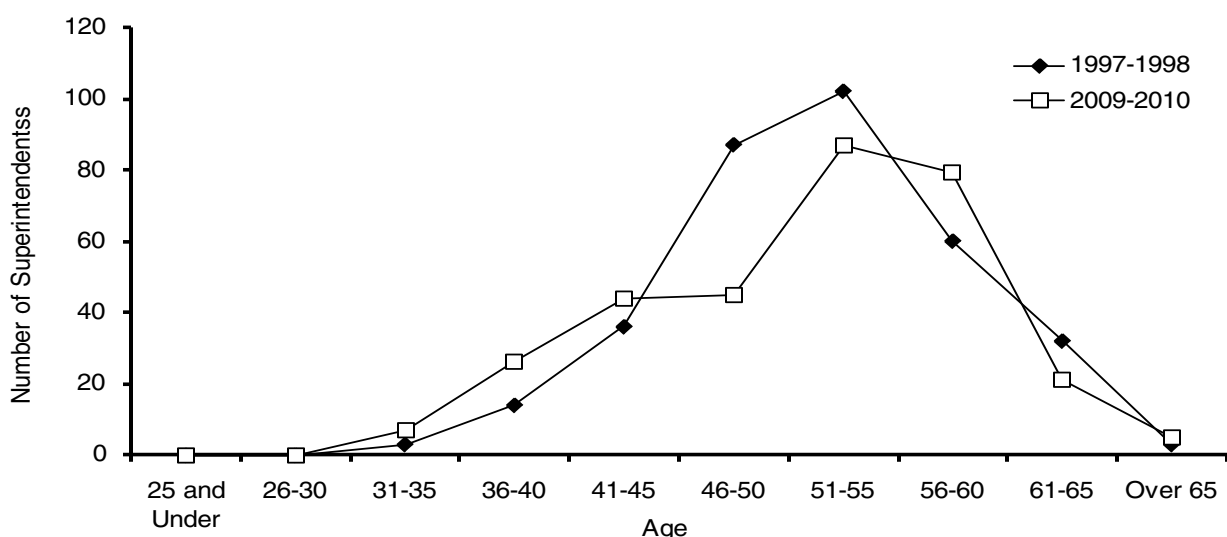
Age Interval	1997-1998				2009-2010			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	0	0	0.0%	0.0%	0	0	0.0%	0.0%
26-30	0	0	0.0	0.0	0	0	0.0	0.0
31-35	3	3	0.9	0.9	7	7	2.2	2.2
36-40	14	17	4.2	5.0	26	33	8.3	10.5
41-45	36	53	10.7	15.7	44	77	14.0	24.5
46-50	87	140	25.8	41.5	45	122	14.3	38.9
51-55	102	242	30.3	71.8	87	209	27.7	66.6
56-60	60	302	17.8	89.6	79	288	25.2	91.7
61-65	32	334	9.5	99.1	21	309	6.7	98.4
Over 65	3	337	0.9	100.0	5	314	1.6	100.0

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

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

Figure 21

IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENT AGE DISTRIBUTIONS 1997-1998 AND 2009-2010



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

SUPERINTENDENT AGE AND EXPERIENCE

The combined age and experience distribution of full-time public school superintendents in 1997-1998 and 2009-2010 is displayed in Table 49 and Figure 22. Superintendents are eligible to retire with full benefits under IPERS when their combined age and experience is at least 88 and their age is at least 55. The percent of superintendents with combined age and experience of 88 years or more increased from 22.0 percent in 1997-1998 to 29.6 percent in 2009-

2010. Half of the ten full-time superintendents in the ten largest districts in 2009-2010 had combined age and experience of 88 years or more. In the ten smallest districts in 2009-2010, one of the five full-time superintendents had combined age and experience of 88 years or more.

Table 49

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998 AND 2009-2010

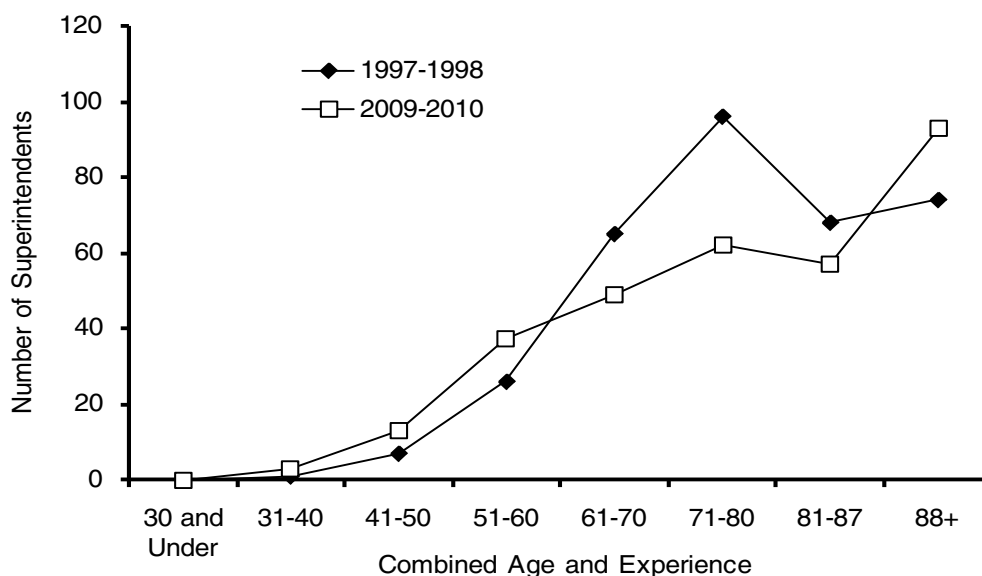
Combined Age and Experience Interval	1997-1998				2009-2010			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	0	0	0.0%	0.0%	0	0	0.0%	0.0%
31-40	1	1	0.3	0.3	3	3	1.0	1.0
41-50	7	8	2.1	2.4	13	16	4.1	5.1
51-60	26	34	7.7	10.1	37	53	11.8	16.9
61-70	65	99	19.3	29.4	49	102	15.6	32.5
71-80	96	195	28.5	57.9	62	164	19.7	52.2
81-87	68	263	20.2	78.0	57	221	18.2	70.4
88+	74	337	22.0	100.0	93	314	29.6	100.0

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

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

Figure 22

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998 AND 2009-2010



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

Superintendent Salaries

SUPERINTENDENT SALARIES BY ENROLLMENT CATEGORY

Table 50 lists the average total salary of full-time public school superintendents by enrollment category for the years of 1997-1998, 2008-2009, and 2009-2010. The largest enrollment category had the biggest change in salary between 1997-1998 and 2009-2010, 72.5 percent. The largest percent increase in total salary between 2008-2009 and 2009-2010 was 4.3 percent in the 1,000-2,499 enrollment category.

The state average total salary of full-time public school superintendents increased by 64.0 percent between 1997-1998 and 2009-2010 and by 3.4 percent between 2008-2009 and 2009-2010. The average salary of full-time superintendents in the ten largest districts was 127.4 percent higher than the average total salary of full-time superintendents in the ten smallest districts in 2009-2010. The average salary of full-time superintendents in the ten largest districts (largest enrollment category) in 2009-2010 was \$187,519. The average salary of full-time superintendents in the ten smallest districts in 2009-2010 was \$82,450.

Table 50

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010						
Enrollment Category	Average Total Salary			Number of Superintendents 2009-2010	Percent Salary Change	
	1997-1998	2008-2009	2009-2010		1997-1998 to 2009-2010	2008-2009 to 2009-2010
<300	\$52,305	\$87,725	\$88,545	28	69.3%	0.9%
300-599	61,610	100,170	104,114	98	69.0	3.9
600-999	67,546	106,033	108,748	80	61.0	2.6
1,000-2,499	76,819	119,991	125,157	76	62.9	4.3
2,500-7,499	92,590	151,649	157,163	22	69.7	3.6
7,500+	108,721	185,719	187,519	10	72.5	1.0
State	70,337	111,567	115,373	314	64.0	3.4

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

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

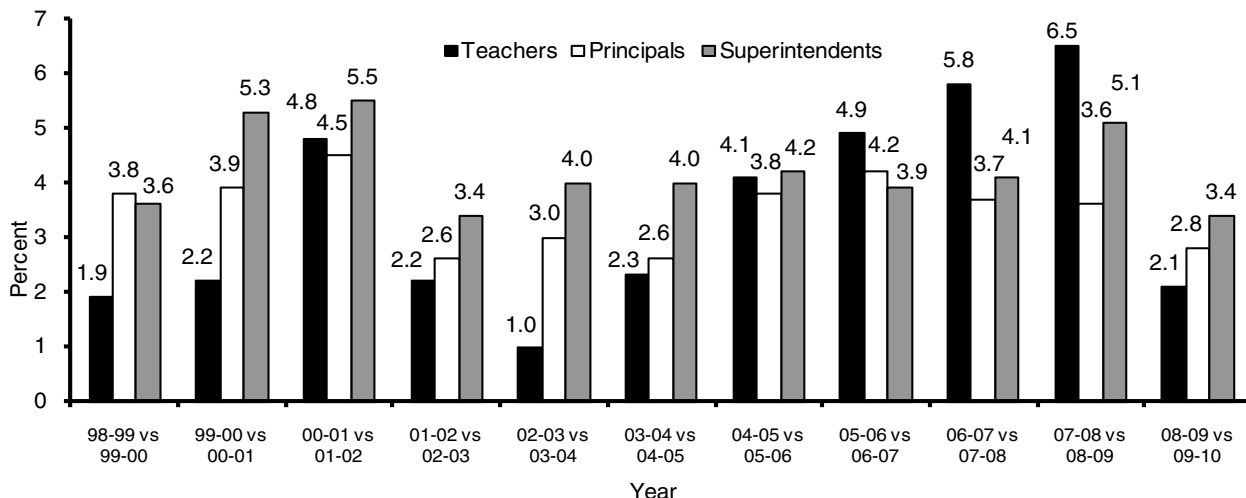
Teacher, Principal, and Superintendent Salary Comparison

Figure 23 shows the annual percentage increases in average salary for full-time public school teachers, principals, and superintendents. The average salary of superintendents had a higher percent increase

then the average salary of teachers and principals from 2000-2001 to 2005-2006 and 2009-2010. The average salary of teachers had a higher percent increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009. In 2009-2010, teachers had the lowest percent increase in average salary. The percent increase in average salary was 2.1 percent for teachers, 2.8 percent for principals and 3.4 percent for superintendents in 2009-2010.

Figure 23

ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS 1998-1999 vs. 1999-2000 TO 2008-2009 vs 2009-2010



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

The average total salary of full-time public school teachers, principals, and superintendents by enrollment category is shown in Table 51. In both years displayed, there was an increase in the average salary as the enrollment category increased for all staff. In 2009-2010, the average salary of superintendents was 34.3 percent higher than principal average salary and 127.6 percent higher than teacher average salary. The average salary of principals was 69.5 percent higher than teacher average salary. In the ten largest districts (largest enrollment category) in 2009-2010, the average

salary of superintendents was 95.9 percent higher than principal average salary and 246.8 percent higher than teacher average salary. The average salary of principals in the ten largest districts was 77.0 percent higher than teacher average salary. The average salary of superintendents in the ten smallest districts in 2009-2010 was 21.5 percent higher than principal average salary and 113.4 percent higher than teacher average salary. The average salary of principals in the ten smallest districts was 75.6 percent higher than the teacher average salary.

Table 51

AVERAGE TOTAL SALARY COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS BY ENROLLMENT CATEGORY 1997-1998 AND 2009-2010						
Enrollment Category	1997-1998			2009-2010		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$25,935	\$43,062	\$52,305	\$41,436	\$74,925	\$88,545
300-599	29,414	48,023	61,610	44,961	77,545	104,114
600-999	31,135	51,987	67,546	47,969	79,702	108,748
1,000-2,499	33,789	57,742	76,819	50,554	85,549	125,157
2,500-7,499	36,576	63,150	92,590	53,033	93,907	157,163
7,500+	37,205	65,460	108,721	54,069	95,709	187,519
AEA	33,663	63,305	--	52,279	101,673	--
State	34,084	57,060	70,337	50,697	85,913	115,373

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
 Notes: Includes AEA staff.
 Teacher figures for 2009-2010 represent average salaries for full-time public school staff with teaching position codes. There were 5,000 full-time public school staff in 2009-2010 with teaching position codes who also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Public School Guidance Counselors

Guidance Counselor Characteristics

CHARACTERISTICS OF GUIDANCE COUNSELORS

Table 52 lists the characteristics of full-time public school guidance counselors in 1997-1998, 2008-2009, and 2009-2010. The characteristics of guidance counselors did not change significantly between 2008-2009 and 2009-2010. Between 1997-1998 and 2009-2010 the average age of guidance counselors decreased from 46.5 to 45.1. The percent of female guidance counselors increased from 58.8 percent in 1997-1998 to 74.0 percent in 2009-2010. The percent of minority counselors increased from 1.9 percent to 2.4 percent between 1997-1998 and 2009-2010. The percent of guidance counselors with advanced degrees decreased from 93.2 percent

in 1997-1998 to 83.7 percent in 2009-2010. The average years of experience decreased between 1997-1998 and 2009-2010. The average years of total experience decreased from 19.2 to 17.2. The average years of district experience decreased from 11.9 to 10.6.

In the ten largest districts in 2009-2010 there were 329 full-time guidance counselors. Their average age was 47.0, average years of total experience was 18.6, and average years of district experience was 11.5. In the ten largest districts, 80.5 percent of the guidance counselors were female, 5.5 percent were minorities and 94.8 percent had an advanced degree. There were three full-time guidance counselors in the ten smallest districts in 2009-2010. Their average age was 51.3, average years of total experience was 5.0 and average years of district experience was 3.7. All three of the full-time guidance counselors in the ten smallest districts were female and two had advanced degrees. There were not any minority full-time guidance counselors in the ten smallest districts.

Table 52

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL GUIDANCE COUNSELORS 1997-1998, 2008-2009, AND 2009-2010			
Characteristics	1997-1998	2008-2009	2009-2010
Average Age	46.5	45.2	45.1
Percent Female	58.8%	73.5%	74.0%
Percent Minority	1.9%	2.5%	2.4%
Percent Advanced Degree	93.2%	84.2%	83.7%
Average Total Experience	19.2	17.4	17.2
Average District Experience	11.9	10.7	10.6
Number of Guidance Counselors	1,222	1,219	1,225

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

Note: Does not include AEA staff.

NUMBER OF GUIDANCE COUNSELORS BY ENROLLMENT CATEGORY

The number of full-time and part-time public school guidance counselors by enrollment category is listed in Table 53. With the passage of Senate File 277 in 2007, all districts are now required by Iowa Code (256.11) to have a guidance counselor who is licensed by the Board of Educational Examiners. Districts are able to share guidance counselors with

another district. The number of full-time guidance counselors was about the same for all three years presented. The number of part-time guidance counselors decreased by about 11 percent between 2008-2009 and 2009-2010. There were 329 full-time and 12 part-time guidance counselors in the ten largest districts in 2009-2010. There were three full-time and two part-time guidance counselors in the ten smallest districts in 2009-2010.

Table 53

FULL-TIME AND PART-TIME IOWA PUBLIC SCHOOL GUIDANCE COUNSELORS BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010	1997-1998	2008-2009	2009-2010
<300	34	54	55	10	24	29	1	10	8
300-599	111	111	111	123	135	136	14	10	10
600-999	112	87	87	207	170	172	16	8	11
1,000-2,499	86	78	76	324	309	302	7	6	3
2,500-7,499	25	22	22	245	253	257	5	7	4
7,500+	9	10	10	313	328	329	16	13	12
State	377	362	361	1,222	1,219	1,225	59	54	48

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

Guidance Counselor Salaries

GUIDANCE COUNSELOR SALARIES BY ENROLLMENT CATEGORY

The average salary of full-time public school guidance counselors by enrollment category is listed in Table 54. The average salary of full-time public school guidance counselors increased by 45.2 percent between 1997-1998 and 2009-2010. The average salary increased by 1.7 percent between 2008-2009 and 2009-2010. The 300-599 enrollment category had the greatest increase in average salary between 1997-1998 and 2009-2010, 54.3 percent. The 1,000-2,499 enrollment category

had the greatest increase in average salary between 2008-2009 and 2009-2010, 2.2 percent. The smallest percent increase in average salary between 1997-1998 and 2009-2010 was 39.5 percent in the 2,500-7,499 enrollment category. The 600-999 enrollment category had the smallest percent increase in average salary between 2008-2009 and 2009-2010, 0.4 percent. The average salary of full-time public school guidance counselors in the ten largest districts (largest enrollment category) was 36.8 percent higher than the average salary of full-time guidance counselors in the ten smallest districts in 2009-2010. The average salary of full-time guidance counselors was \$61,148 in the ten largest districts and \$44,690 in the ten smallest districts.

Table 54

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL GUIDANCE COUNSELORS BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010					
Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2008-2009	2009-2010	1997-1998 to 2009-2010	2008-2009 to 2009-2010
<300	\$30,543	\$43,760	\$44,489	45.7%	1.7%
300-599	32,222	48,974	49,707	54.3	1.5
600-999	34,718	51,627	51,829	49.3	0.4
1,000-2,499	38,137	55,336	56,535	48.2	2.2
2,500-7,499	42,550	58,201	59,357	39.5	2.0
7,500+	42,927	59,987	61,148	42.4	1.9
State	39,012	55,732	56,662	45.2	1.7

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

Note: Does not include AEA staff.

Public School Library/ Media Staff

Licensed Library/Media Specialists Characteristics

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Information on these staff is collected on the Fall BEDS licensed staff form. Table 55 shows the characteristics of full-time public school licensed library/media specialists in 1997-1998, 2008-2009 and 2009-2010. Most of the characteristics remained the same between 2008-2009 and 2009-2010. The percent of female library/media specialists increased slightly from 93.3 percent to 94.0 percent between 1997-1998 and 2009-2010. The average age of library/media specialists increased from 47.4 in 1997-1998 to 49.8 in 2009-2010. The percent of female library/media specialists increased from 89.8 percent to 94.0 percent between 1997-1998

and 2009-2010. The percent of minority library/media specialists decreased from 1.0 percent in 1997-1998 to 0.4 percent in 2009-2010. The percent of library/media specialists with advanced degrees decreased from 60.0 percent to 56.0 percent between 1997-1998 and 2009-2010. The average years of experience increased slightly between 1997-1998 and 2009-2010. The average years of total experience increased from 19.3 to 20.0 and the average years of district experience increased from 13.4 to 14.3 between 1997-1998 and 2009-2010.

There were 137 full-time licensed library/media specialists in the ten largest districts in 2009-2010. Their average age was 50.1, average years of total experience was 20.1, and average years of district experience was 14.0. The percent of female library/media specialists was 90.5 percent and the percent with advanced degrees was 69.3 percent. There was not any minority library/media specialists in the ten largest districts. There was one full-time licensed library/media specialist in the ten smallest districts in 2009-2010.

Table 55

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL LICENSED LIBRARY/MEDIA SPECIALISTS 1997-1998, 2008-2009, AND 2009-2010			
Characteristics	1997-1998	2008-2009	2009-2010
Average Age	47.4	50.1	49.8
Percent Female	89.8%	93.3%	94.0%
Percent Minority	1.0%	0.4%	0.4%
Percent Advanced Degree	60.0%	56.0%	56.0%
Average Total Experience	19.3	20.3	20.0
Average District Experience	13.4	14.3	14.3
Number of Library/Media Specialists	703	552	534

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

**NUMBER OF LICENSED LIBRARY/MEDIA
SPECIALISTS BY ENROLLMENT CATEGORY**

With the passage of Senate File 277 in 2007, districts are now required by *Iowa Code* (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. The number of full-time and part-time library/media specialists in 1997-1998, 2008-2009 and 2009-2010 is listed in Table 56. The number of full-time library/media specialists continues to decrease. The number of full-time library/media specialists decreased by 24.0 percent between 1997-1998 and 2009-2010. The number of full-time library/

media specialists decreased by 3.3 percent between 2008-2009 and 2009-2010. The number of part-time library/media specialists has also decreased by 22.1 percent between 1997-1998 and 2009-2010 and by 8.6 percent between 2008-2009 and 2009-2010. There were 16 fewer districts (4.2 percent) in 2009-2010 than in 1997-1998. There was one less district (0.3 percent) in 2009-2010 than in 2008-2009. There were 137 full-time and four part-time library/media specialists in the ten largest districts (largest enrollment category) in 2009-2010. There was one full-time and four part-time library/media specialists in the ten smallest districts in 2009-2010.

Table 56

FULL-TIME AND PART-TIME IOWA PUBLIC SCHOOL LICENSED LIBRARY/MEDIA SPECIALISTS BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	1997- 1998	2008- 2009	2009- 2010	1997- 1998	2008- 2009	2009- 2010	1997- 1998	2008- 2009	2009- 2010
<300	34	54	55	8	15	18	14	17	14
300-599	111	111	111	80	64	62	24	23	23
600-999	112	87	87	129	38	65	10	5	5
1,000-2,499	86	78	76	187	143	134	9	4	4
2,500-7,499	25	22	22	138	118	118	5	3	3
7,500+	9	10	10	161	144	137	6	6	4
State	377	362	361	703	522	534	68	58	53

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

Note: Does not include AEA staff.

Licensed Library/Media Specialist Salaries by Enrollment Category

The average salary of full-time public school library/media specialists by enrollment category is listed in Table 57. The average salary of full-time library/media specialists increased by 51.0 percent between 1997-1998 and 2009-2010, and by 1.8 percent between 2008-2009 and 2009-2010. The smallest enrollment category had the greatest increase in average salary

between 1997-1998 and 2009-2010, 61.8 percent. However, the smallest enrollment category was the only category to have a decrease in average salary between 2008-2009 and 2009-2010, a decrease of 0.7 percent. The 2,500-7,499 had the lowest increase in average salary between 1997-1998 and 2009-2010, 45.6 percent. The average salary of full-time library/media specialists in the ten largest districts (largest enrollment category) was 104.0 percent higher than the salary of the full-time library/media specialist in the ten smallest districts in 2009-2010.

Table 57

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL LICENSED LIBRARY/MEDIA SPECIALISTS BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010

Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2008-2009	2009-2010	1997-1998 to 2009-2010	2008-2009 to 2009-2010
<300	\$27,494	\$44,796	\$44,478	61.8%	-0.7%
300-599	31,087	48,287	48,382	55.6	0.2
600-999	32,880	50,331	50,497	53.6	0.3
1,000-2,499	36,313	53,527	54,677	50.6	2.1
2,500-7,499	40,165	57,892	58,496	45.6	1.0
7,500+	41,014	58,926	61,204	49.2	3.9
State	36,821	54,630	55,612	51.0	1.8

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

Note: Does not include AEA staff.

Library/Media Associates by Enrollment Category

Table 58 lists the full-time equivalent (FTE) number of library/media associates by enrollment category in 1997-1998, 2008-2009 and 2009-2010. Library/media associates are staff members that support the library/media specialists in the library/media center. The number of FTE library/media associates decreased by 25.2 percent between 1997-1998

and 2009-2010. The number of FTE library/media associates decreased by 2.3 percent between 2008-2009 and 2009-2010. The two smallest enrollment categories were the only categories to have an increase in the number of FTE library/media associates between 1997-1998 and 2009-2010 and between 2008-2009 and 2009-2010. In 2009-2010, there were 102.2 library/media associates in the ten largest districts (largest enrollment category) and 4.0 library/media associates in the ten smallest districts.

Table 58

IOWA PUBLIC SCHOOL NON-LICENSED LIBRARY/MEDIA ASSOCIATES BY ENROLLMENT CATEGORY 1997-1998, 2008-2009, AND 2009-2010					
Enrollment Category	Number of Full-Time Equivalent Associates			Percent Change in FTE Associates	
	1997-1998	2008-2009	2009-2010	1997-1998 to 2009-2010	2008-2009 to 2009-2010
<300	22.6	29.2	32.5	43.8%	11.3%
300-599	118.3	124.7	129.4	9.4	3.8
600-999	221.6	166.0	165.2	-25.5	-0.5
1,000-2,499	259.9	240.2	237.4	-8.7	-1.2
2,500-7,499	319.3	138.8	138.4	-56.7	-0.3
7,500+	134.3	125.5	102.2	-23.9	-18.6
State	1,076.0	824.4	805.1	-25.2	-2.3

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

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

AEA Licensed Staff Characteristics

CHARACTERISTICS OF AEA LICENSED STAFF

There were ten area education agencies (AEAs) in Iowa in 2009-2010. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. The characteristics of full-time licensed staff in AEAs are displayed in Table 59. The characteristics of licensed AEA staff changed slightly between 2008-2009 and 2009-2010. The percent of female AEA staff increased from 85.3 percent in 2008-2009 to 86.3 percent in 2009-2010. The percent of licensed

AEA staff with an advanced degree increased from 81.8 percent to 82.2 percent between 2008-2009 and 2009-2010. The average age of AEA licensed staff increased from 44.4 in 1997-1998 to 46.3 in 2009-2010. The average salary of AEA licensed staff increased by 2.0 percent between 2008-2009 and 2009-2010. The percent of female AEA licensed staff increased from 72.9 percent to 86.3 percent between 1997-1998 and 2009-2010. The percent of minority AEA licensed staff increased from 1.2 percent in 1997-1998 to 1.7 percent in 2009-2010. The percent of AEA licensed staff with an advanced degree increased from 76.5 percent to 82.2 percent between 1997-1998 and 2009-2010. The average years of total experience increased from 17.0 to 18.8 between 1997-1998 and 2009-2010. The average number of contract days decreased slightly from 198.2 in 1997-1998 to 197.9 in 2009-2010. The average salary of AEA licensed staff increased by 51.3 percent between 1997-1998 and 2009-2010.

Table 59

**CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF
1997-1998, 2008-2009, AND 2009-2010**

Characteristics	1997-1998	2008-2009	2009-2010
Average Age	44.4	46.5	46.3
Percent Female	72.9%	85.3%	86.3%
Percent Minority	1.2%	1.6%	1.7%
Percent Advanced Degree	76.5%	81.8%	82.2%
Average Total Experience	17.0	18.7	18.8
Average Number of Contract Days	198.2	198.1	197.9
Average Total Salary	\$41,046	\$60,907	\$62,116
Number of AEA Staff	2,129	2,334	2,373

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

AEA LICENSED STAFF BY POSITION

Up to ten positions/assignments can be reported for each staff member on the Fall BEDS. The breakdown

by first position of the 2,373 AEA full-time licensed staff in 2009-2010 is shown in Table 60. The highest percentage of AEA full-time staff were Special Education Support staff in 2009-2010, 49.4 percent.

Table 60

NUMBER OF FULL-TIME LICENSED AEA STAFF BY POSITION 2009-2010		
Position	Number	Percent
AEA Chief Administrator	10	0.4%
AEA Zone/Regional Coordinator	58	2.4
Assistant Principal	1	0.0
Consultant	247	10.4
Coordinator/Department Head	33	1.4
Counselor	1	0.0
Early Childhood	49	2.1
Home Intervention Teacher (Preschool Only)	82	3.5
Hospital/Homebound Teacher	1	0.0
Itinerant Teacher	59	2.5
Other Administrator	34	1.4
Principal	5	0.2
School Nurse	5	0.2
Special Ed Support	1,172	49.4
Special Education Consultant	310	13.1
Special Education Director	8	0.3
Special Education Teacher	232	9.8
Specialist	7	0.3
Supervisor	16	0.7
Teacher	34	1.4
Teacher Librarian/Media Specialist	9	0.4
Total	2,373	100.0

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

Notes: Figures may not total 100 percent due to rounding.

Licensed Staff State Totals

Table 61 displays the distribution of public and nonpublic school full-time licensed staff by AEA in 2009-2010. Cedar Falls-based AEA 267 had the highest percent of districts, 16.6 percent. However,

Des Moines-based Heartland AEA had the largest percent of public school staff (25.4 percent) and nonpublic school staff (22.4 percent). Creston-based Green Valley AEA had the lowest percent of districts (5.3 percent), public school staff (2.4 percent) and nonpublic school staff (0.4 percent) in 2009-2010.

Table 61

DISTRIBUTION OF IOWA PUBLIC SCHOOL AND NONPUBLIC SCHOOL TOTAL FULL-TIME LICENSED STAFF BY AEA 2009-2010						
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	N	Percent	N	Percent	N	Percent
Keystone 1	24	6.6%	2,617	6.4%	375	15.1%
AEA 267	60	16.6	5,508	13.5	268	10.8
Prairie Lakes 8	48	13.3	2,773	6.8	191	7.7
Mississippi Bend 9	22	6.1	4,014	9.9	206	8.3
Grant Wood 10	32	8.9	5,449	13.4	338	13.6
Heartland 11	54	15.0	10,347	25.4	556	22.4
Northwest	36	10.0	3,192	7.8	375	15.1
Loess Hills 13	31	8.6	2,590	6.4	69	2.8
Green Valley 14	19	5.3	975	2.4	9	0.4
Great Prairie	35	9.7	3,273	8.0	96	3.9
State	361	100.0	40,738	100.0	2,483	100.0

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

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

Public School Nurses

The *Iowa Code* 256.11(9B) requires each school district to have a registered nurse. Some districts share a nurse with another district or contract out for nurses. Licensed registered nurses that have a baccalaureate degree, may apply for a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BoEE) are reported on the Fall BEDS licensed staff form. Licensed

registered nurses that have an associate degree or diploma may practice in a school district, they do not qualify for a school nurse SPR and are reported on the Fall BEDS non-licensed staff form. The number of full-time equivalent (FTE) public school nurses is listed by enrollment category in Table 62. There were 612.1 FTE public school nurses in 2009-2010. In the ten largest districts (largest enrollment category) in 2009-2010 there were 162.0 FTE nurses. In the ten smallest districts in 2009-2010 there were 1.8 nurses.

Table 62

IOWA PUBLIC SCHOOL NURSES BY ENROLLMENT CATEGORY 2009-2010

Enrollment Category	Registered Nurse FTE
<300	17.8
300-599	87.7
600-999	93.0
1,000-2,499	145.1
2,500-7,499	106.5
7,500+	162.0
State	612.1

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

Notes: Does not include AEA staff. Every district is required to have a nurse. Some may share with another district. Does not include nurses contracted out.

PROGRAM

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

school districts through the Basic Educational Data Survey (BEDS) and reflects how school districts are organized to deliver programs and services to students. Tables 64 and 65 show substantial changes in the pattern of school districts' structures since 1998-1999. The number of organizational structures nearly tripled, going from 19 in 1998-1999 to 61 in 2009-2010

School District Organizational Structure

Information regarding organizational structure is provided annually to the Department by public

Table 63

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

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

The major changes since 1998-1999 include more districts offering pre-kindergarten in districts and an increase in the number of separate early elementary

buildings. In 1998-1999, just over 25 percent of districts' organizational structures included pre-kindergarten, compared to 82.0 percent in 2009-2010.

Table 64

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS 2009-2010

Organizational Structure	Number of Districts	Percent of Total Districts	Organizational Structure	Number of Districts	Percent of Total Districts
PK-5, 6-8, 9-12	61	16.90%	K-2, 3-4, 5-8, 9-12	1	0.28
PK-6, 7-12	45	12.47	K-2, 3-5, 6-8, 9-12	1	0.28
PK-4, 5-8, 9-12	37	10.25	K-3, 4-5, 6-8, 9-12	1	0.28
PK-6, 7-8, 9-12	30	8.31	K-3, 4-6, 7-9, 10-12	1	0.28
K-5, 6-8, 9-12	21	5.82	K-4, 5, 6-8, 9-12	1	0.28
K-6, 7-12	19	5.26	K-4, 5-8*, 9-12	1	0.28
PK-5, 6-12	18	4.99	K-5, 6-8*, 9-12	1	0.28
PK-3, 4-5, 6-8, 9-12	11	3.05	K-6*, 7-12	1	0.28
PK-6, 7-12*	10	2.77	K-6, 7-12*	1	0.28
PK-5, 6-8, 9-12*	8	2.22	PK-K, 1, 2, 3-5, 6-8, 9-12	1	0.28
K-4, 5-8, 9-12	7	1.94	PK-K,1-2,3-5,6-8,9-12	1	0.28
PK-2, 3-5, 6-8, 9-12	7	1.94	PK-K, 1-2, 3-6, 7-8, 9-12	1	0.28
PK-4,5-8,9-12*	7	1.94	PK-K, 1-5, 6-8, 9-12	1	0.28
K-6, 7-8, 9-12	5	1.39	PK-K, 1-6, 7-12	1	0.28
PK-3, 4-6, 7-8, 9-12	4	1.11	PK-1, 2-3, 4-5, 6-8, 9-12	1	0.28
PK-4, 5-8*, 9-12	4	1.11	PK-1, 2-6, 7-8, 9-12	1	0.28
PK-5, 6-7, 8-9, 10-12	4	1.11	PK-1, 2-6, 7-12	1	0.28
PK-5, 6-8*, 9-12	4	1.11	PK-2, 3-5, 6*, 7-8, 9-12	1	0.28
PK-2, 3-4, 5-8, 9-12	3	0.83	PK-3, 4, 5-8, 9-12	1	0.28
PK-4, 5-6, 7-8, 9-12	3	0.83	PK-3, 4-6, 7-8*, 9-12	1	0.28
PK-8, 9-12	3	0.83	PK-3, 4-8*, 9-12	1	0.28
K-5, 6-8, 9-12*	2	0.55	PK-3, 4-12	1	0.28
K-5, 6-12	2	0.55	PK-5, 6-12*	1	0.28
PK-1, 2-4, 5-8, 9-12	2	0.55	PK-6,7-8*,9-12	1	0.28
PK-1, 2-5, 6-8, 9-12	2	0.55	PK-6, 7-9, 10-12	1	0.28
PK-1, 2-5, 6-12	2	0.55	PK-8,9-12*	1	0.28
PK-2, 3-5, 6-12	2	0.55	PK,K-1,2-8*,9-12	1	0.28
PK-3, 4-8, 9-12	2	0.55	PK,K-2*,3-8,9-12*	1	0.28
PK, K-3, 4-8*, 9-12	2	0.55	PK,K-2,3-8*,9-12	1	0.28
PK, K-4, 5-8, 9-12	2	0.55	PK, K-3, 4-6, 7-8, 9-12	1	0.28
PK, K-5, 6-8, 9-12	2	0.55	Total	361	100.00

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

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

*Indicates a whole-grade sharing grades.

Table 66 shows the number (49) and percent (13.57) of districts sending students out of district as part of a whole-grade sharing agreement with another district. The grades sent out of district typically were high school level with 3.1 percent of districts sending grades 7-12 out of district and 5.0 percent of districts sending 9-12 out of district.

Eight of the ten smallest districts were sending students out of district as part of a whole-grade sharing agreement. Two of the ten smallest districts offered middle school, of which one whole-grade shared out grades 5-8. All of the ten largest districts offered middle school.

Table 65

ORGANIZATIONAL STRUCTURE FOR DISTRICTS WHOLE-GRADE SHARING OUT 2009-2010		
Grade Level of Whole-Grade Sharing	Number of Districts	Percent of Total Districts
9-12	18	4.99%
7-12	11	3.05
5-8	5	1.39
6-8	5	1.39
4-8	2	0.55
7-8	2	0.55
K-6	1	0.28
6	1	0.28
6-12	1	0.28
2-8	1	0.28
K-2, 9-12	1	0.28
3-8	1	0.28
Total	49	13.57

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

Carnegie Unit Taught

The *Iowa Administrative Code* 12.5 (14) defines a Carnegie unit as the equivalent of a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. In other words, one Carnegie unit is represented by a course that is offered and taught daily for the entire school year. Throughout the period of 2004-2005, and 2007-2008 through 2009-2010

the average number of Carnegie units offered and taught was directly correlated with enrollment size (Table 66). With the exception of foreign language (waiver provisions are available), all district sizes on average met or exceeded state minimum requirements in the major curriculum areas. The ten largest districts provided greatest average number of units in all subject areas listed. Each year only two or three of the ten smallest districts had high schools.

Table 66

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY ACCREDITATION AREA AND DISTRICT ENROLLMENT CATEGORY 2004-2005, 2007-2008, 2008-2009, AND 2009-2010

	State Standards Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000- 2,499	2,500 7,499	7,500+	
2004-2005								
Number of Districts		25	109	95	81	22	9	341
English/Language Arts	6	7.04	7.14	7.42	8.70	11.76	16.19	8.11
Mathematics	6	7.58	7.37	8.05	8.82	12.19	15.82	8.46
Science	5	5.51	5.94	6.51	6.90	10.13	15.33	6.81
Social Studies	5	5.33	5.63	6.01	6.31	9.17	11.88	6.27
Foreign Language	4	3.48	4.03	4.26	6.14	11.16	17.41	5.37
Fine Arts	3	4.76	5.16	6.10	6.86	10.73	15.83	6.43
2007-2008								
Number of Districts		32	105	88	80	22	10	337
English/Language Arts	6	6.89	7.38	7.79	9.17	12.49	18.46	8.53
Mathematics	6	7.26	7.87	8.43	9.41	12.31	17.45	8.90
Science	5	5.76	6.33	6.76	7.50	10.61	15.51	7.22
Social Studies	5	5.51	5.99	6.00	7.00	9.40	14.60	6.66
Foreign Language	4	3.68	4.11	4.34	5.93	11.39	17.46	5.44
Fine Arts	3	4.79	5.64	6.22	7.31	10.49	20.03	6.86
2008-2009								
Number of Districts		33	102	87	78	22	10	332
English/Language Arts	6	6.96	7.66	7.90	10.16	14.66	21.23	9.11
Mathematics	6	7.50	8.14	8.64	9.87	12.76	15.57	9.14
Science	5	5.74	6.49	6.96	7.81	11.36	14.29	7.41
Social Studies	5	5.50	6.02	6.08	7.08	9.99	14.28	6.74
Foreign Language	4	3.52	4.19	4.43	5.93	12.00	18.34	5.54
Fine Arts	3	5.46	6.01	6.81	8.25	12.98	17.60	7.50
2009-2010								
Number of Districts		33	102	87	76	22	10	330
English/Language Arts	6	6.39	7.14	7.45	9.01	13.31	18.90	8.35
Mathematics	6	7.04	7.68	8.20	8.95	11.08	13.86	8.46
Science	5	5.71	6.26	6.78	7.44	10.26	14.15	7.12
Social Studies	5	5.24	5.27	5.55	6.58	9.34	12.86	6.14
Foreign Language	4	3.68	4.03	4.38	5.52	10.08	15.98	5.20
Fine Arts	3	5.31	5.76	6.58	8.06	12.86	20.12	7.37

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

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

The Iowa Department of Education started to collect course-taken data at the student level through Project EASIER in 2004-2005. Along with the Iowa Student State ID System, Project EASIER can track a high school student's course taken from ninth grade to 12th grade. A real four-year course-taken pattern is available for *The Annual Condition of Education Report*. Tables 67 to 72 describe Iowa's public high school four-year enrollment in foreign language, Algebra II, higher level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced

mathematics), and higher-level science (chemistry and physics) courses for the graduating class of 2010. The course enrollments only include the students who enrolled in Iowa public high schools in each of the last four years. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Gender comparisons are reported by subject areas.

Foreign Language Enrollments

Table 67 examines foreign language course enrollment in Iowa public high schools for the 2010 graduating class. Overall, about 83 percent of the students in the graduating class of 2010 took at least one foreign language course between 2006-2007 and 2009-2010. The female enrollment in foreign languages was almost 11 percent higher than male enrollment (88.9 percent vs. 78.1 percent). The percent of students enrolled in foreign language courses was higher for the districts with enrollment between 1,000 and 7,500 than the districts in the smallest and largest enrollment categories.

Table 67

IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2010 NON-DUPLICATE ENROLLMENT IN FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY							
	<300	300-599	600-999	Enrollment Category		7,500+	State
				1,000-2,499	2,500-7,499		
Enrollment in Foreign Language	558	3,397	4,346	7,644	5,390	7,084	28,419
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	4,126	5,296	9,061	6,318	8,571	34,054
% of Students Who Enrolled in Foreign Language	81.8%	82.3%	82.1%	84.4%	85.3%	82.7%	83.5%
Female Enrollment in Foreign Language	297	1,827	2,316	4,042	2,759	3,776	15,017
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	337	2,023	2,607	4,532	3,097	4,303	16,899
Percent of Female Students Who Enrolled in Foreign Language	88.1%	90.3%	88.8%	89.2%	89.1%	87.8%	88.9%
Male Enrollment in Foreign Language	261	1,570	2,030	3,602	2,631	3,308	13,402
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	345	2,103	2,689	4,529	3,221	4,268	17,155
Percent of Male Students Who Enrolled in Foreign Language	75.7%	74.7%	75.5%	79.5%	81.7%	77.5%	78.1%

Source: Iowa Department of Education, Project EASIER files.

Note: The analysis includes the students who were in the Iowa public school system from 2006-2007 to 2009-2010.

Over 28,400 of the students in the graduating class of 2010 took at least one of the foreign language courses, about 25,000 of them took Spanish (Table 68). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken

by more than 5,600 students in that class. The enrollment in Table 69 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her other course taken was in one language at different levels.

Table 68

FOREIGN LANGUAGE ENROLLMENT OF IOWA PUBLIC SCHOOLS GRADUATING CLASS OF 2010 BY LANGUAGE		
Language	Enrollment	Percent of Enrolled
Spanish	24,619	81.6%
French	2,825	9.4%
German	1,767	5.9%
Japanese	174	0.6%
Chinese	101	0.3%
Italian	38	0.1%
Russian	8	<.1%
Other Foreign Language	653	2.2%

Source: Iowa Department of Education, Project EASIER files.

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

Algebra II Enrollments

Table 69 shows the Algebra II courses taken for the graduating class of 2010 by enrollment category. The total percent of the students in the class of 2010

who took Algebra II was 57.1 percent. The female enrollment in Algebra II was 60.1 percent and the male enrollment was 54.2 percent. The percent of students who took Algebra II were higher for the districts with enrollments less than 1,000.

Table 69

	IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2010 NON-DUPLICATE ENROLLMENT IN ALGEBRA II BY ENROLLMENT CATEGORY						
	Enrollment Category						State
	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	
Enrollment in Algebra II	412	2,563	3,277	4,975	3,576	4,654	19,457
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	4,126	5,296	9,061	6,318	8,571	34,054
% of Students Who Enrolled in Algebra II	60.4%	62.1%	61.9%	54.9%	56.6%	54.3%	57.1%
Female Enrollment in Algebra II	212	1,363	1,714	2,604	1,837	2,432	10,162
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	337	2,023	2,607	4,532	3,097	4,303	16,899
Percent of Female Students Who Enrolled in Algebra II	62.9%	67.4%	65.7%	57.5%	59.3%	56.5%	60.1%
Male Enrollment Algebra II	200	1,200	1,563	2,371	1,739	2,222	9,295
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	345	2,103	2,689	4,529	3,221	4,268	17,155
Percent of Male Students Who Enrolled in Algebra II	58.0%	57.1%	58.1%	52.4%	54.0%	52.1%	54.2%

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

Note: The analysis includes the students who were in the Iowa public school system from 2006-2007 to 2009-2010.

Higher-Level Mathematics Enrollments

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,583 students (39.9

percent) in the 2010 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was 3 percent higher than male enrollment (41.4 percent vs. 38.4 percent). The percent of students enrolled in higher-level mathematics courses was higher for the districts with enrollments between 1,000 and 7,500 than the districts in other enrollment categories.

Table 70

	IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2010 NON-DUPLICATE ENROLLMENT IN HIGHER-LEVEL MATHEMATICS COURSES BY ENROLLMENT CATEGORY						
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Higher-Level Mathematics	254	1,432	1,856	3,722	2,986	3,333	13,583
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	4,126	5,296	9,061	6,318	8,571	34,054
% of Students Who Enrolled in Higher-Level Mathematics	37.2%	34.7%	35.0%	41.1%	47.3%	38.9%	39.9%
Female Enrollment in Higher-Level Mathematics	143	772	976	1,911	1,506	1,687	6,995
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	337	2,023	2,607	4,532	3,097	4,303	16,899
Percent of Female Students Who Enrolled in Higher-Level Mathematics	42.4%	38.2%	37.4%	42.2%	48.6%	39.2%	41.4%
Male Enrollment in Higher-Level Mathematics	111	660	880	1,811	1,480	1,646	6,588
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	345	2,103	2,689	4,529	3,221	4,268	17,155
Percent of Male Students Who Enrolled in Higher-Level Mathematics	32.2%	31.4%	32.7%	40.0%	45.9%	38.6%	38.4%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2006-2007 to 2009-2010. Higher-Level Mathematics include calculus and trigonometry.

Chemistry Enrollment— Higher-Level Science

Table 71 shows the chemistry courses taken by the graduating class of 2010 by enrollment category. Generally speaking, a larger percentage of female

students took chemistry than male students. The gender difference was about 10 percent, 69.6 percent for females and 59.3 percent for males. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2,500-7,499.

Table 71

	IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2010 NON-DUPLICATE ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY						
	Enrollment Category						
	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State
Enrollment in Chemistry	401	2,600	3,184	6,044	4,540	5,161	21,930
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	4,126	5,296	9,061	6,318	8,571	34,054
% of Students Who Enrolled in Chemistry	58.8%	63.0%	60.1%	66.7%	71.9%	60.2%	64.4%
Female Enrollment in Chemistry	229	1,440	1,739	3,268	2,326	2,762	11,764
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	337	2,023	2,607	4,532	3,097	4,303	16,899
% of Female Students Who Enrolled in Chemistry	68.0%	71.2%	66.7%	72.1%	75.1%	64.2%	69.6%
Male Enrollment in Chemistry	172	1,160	1,445	2,776	2,214	2,399	10,166
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	345	2,103	2,689	4,529	3,221	4,268	17,155
% of Male Students Who Enrolled in Chemistry	49.9%	55.2%	53.7%	61.3%	68.7%	56.2%	59.3%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.
Note: The analysis includes the students who were in the Iowa public school system from 2006-2007 to 2009-2010.

Physics Enrollment— Higher-Level Science

About 25 percent of the students took physics and advanced physics for the 2010 graduating class (Table 72). The higher percentages of physics

enrollment were in the districts with enrollment of more than 2,500 students. With 21.7 percent of female students enrolled in physics, female enrollment was 6.5 percent less than the male enrollment for this class.

Table 72

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Physics	155	995	1,217	1,948	1,696	2,501	8,512
Enrollment in Iowa Public Schools in Each of the Last Four Years	682	4,126	5,296	9,061	6,318	8,571	34,054
% of Students Who Enrolled in Physics	22.7%	24.1%	23.0%	21.5%	26.8%	29.2%	25.0%
Female Enrollment in Physics	77	438	523	801	685	1,144	3,668
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	337	2,023	2,607	4,532	3,097	4,303	16,899
% of Female Students Who Enrolled in Physics	22.8%	21.7%	20.1%	17.7%	22.1%	26.6%	21.7%
Male Enrollment in Physics	78	557	694	1,147	1,011	1,357	4,844
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	345	2,103	2,689	4,529	3,221	4,268	17,155
% of Male Students Who Enrolled in Physics	22.6%	26.5%	25.8%	25.3%	31.4%	31.8%	28.2%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.
 Note: The analysis includes the students who were in the Iowa public school system from 2006-2007 to 2009-2010.

Senior Year Plus

Based on the *Iowa Code* Chapter 261E, several existing programs are under the Senior Year Plus umbrella to provide college credit opportunities to high school students. These programs include Advanced Placement (AP), Concurrent Enrollment (under 28E agreement for concurrent credit offered by community colleges) and postsecondary enrollment option (PSEO). This section of the report presents the high school enrollment data in each program for four years or more.

Advanced Placement (AP) Courses

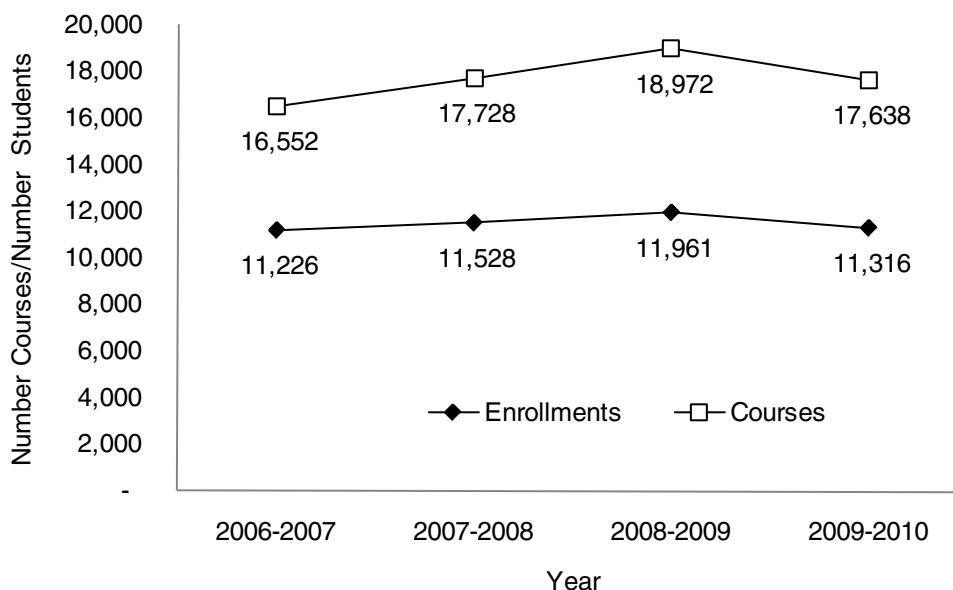
AP courses are college level classes taught by highly qualified high school teachers who use the

College Board course guidance. A school district can make AP courses available through on-site teaching, collaborating with another district or using Iowa AP online academy. High school students can choose from 37 AP courses and enroll in one or more courses. There is a section on AP exam and AP test scores in the Student Performance Chapter in this annual report.

Figure 24 shows a four-year trend of AP courses taken by Iowa public high school students and AP enrollment from 2006-2007 to 2009-2010. In Iowa, more than 11,000 high school students took about 17,000 AP courses each year. AP enrollments and courses taken are slightly higher in 2009-2010 than the figures in 2006-2007.

Figure 24

**IOWA ADVANCED PLACEMENT (AP) ENROLLMENT AND COURSES TAKEN
2006-2007 TO 2009-2010**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Each year, more than 50 percent of the Iowa districts (only those districts had a public high school) had AP enrollments. However, a downward trend of AP enrollment district is reported in Table 73 the

number of districts with AP enrollments is reduced from 188 in 2008-2009 to 177 in 2009-2010. The percent of districts with AP enrollment went down from 56.6 to 53.6 in the same time period.

Table 73

THE IOWA DISTRICTS WITH AP ENROLLMENT 2006-2007 TO 2009-2010				
Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollments	Percent of Districts w/High Schools that had AP Enrollments
2006-2007	365	340	198	58.2%
2007-2008	364	337	198	58.8%
2008-2009	362	332	188	56.6%
2009-2010	361	330	177	53.6%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

AP enrollments by grade are displayed in Table 74. In the last four years, about half of the AP enrollments were 12th graders. However, more students in

grades 9 and 10 start to take AP in 2008-2009 and 2009-2010 than the earlier two years.

Table 74

NUMBER OF IOWA HIGH SCHOOL STUDENTS TAKING AP COURSES 2006-2007 TO 2009-2010					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Enrollments
2006-2007	47	1,148	3,802	6,229	11,226
2007-2008	58	1,446	3,748	6,276	11,528
2008-2009	247	1,777	3,888	6,049	11,961
2009-2010	267	1,689	3,786	5,574	11,316

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Table 75 and Figure 25 show the AP course taken by subject areas. The distributions are similar from 2006-2007 to 2009-2010, the number one courses

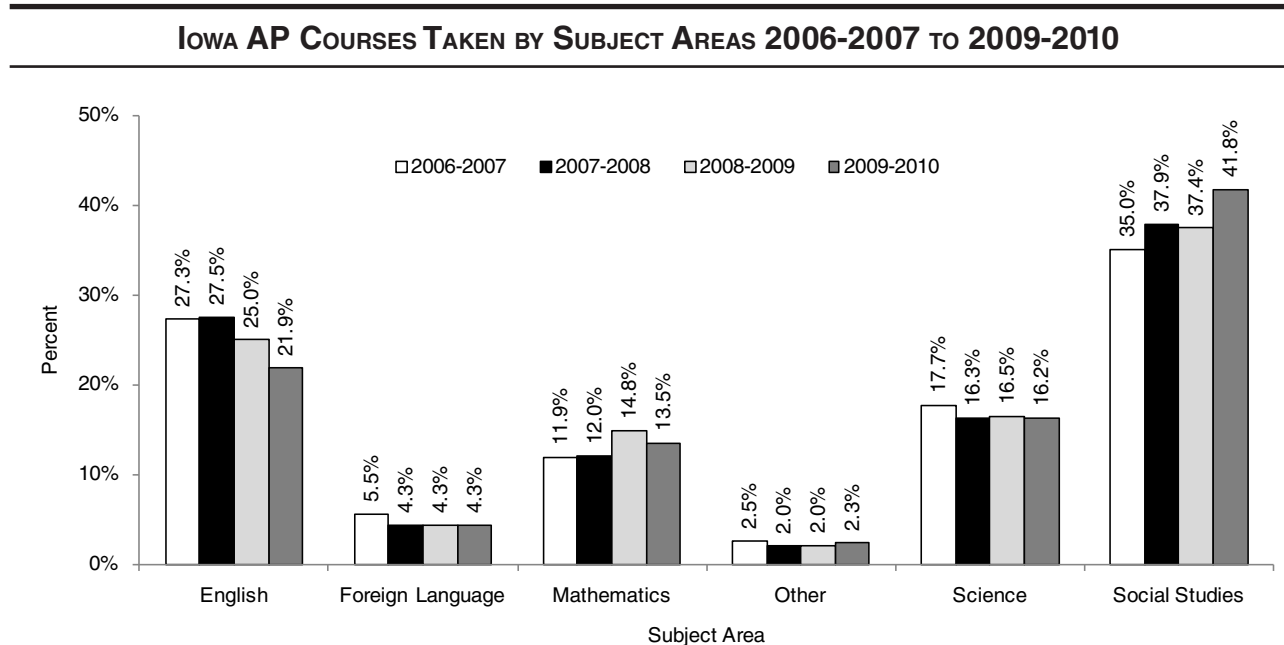
taken were in social studies area, followed by English and science. Mathematics were the fourth highest courses taken.

Table 75

IOWA AP COURSES TAKEN BY SUBJECT AREAS 2006-2007 TO 2009-2010				
	2006-2007	2007-2008	2008-2009	2009-2010
English Language Arts	4,524	4,884	4,735	3,859
Fine & Performance Arts	340	304	343	344
Foreign Language	916	756	818	756
Mathematics	1,970	2,132	2,809	2,386
Computer (Other)	70	46	41	62
Science	2,931	2,882	3,127	2,866
Social Studies	5,801	6,724	7,099	7,365
Total Courses Taken	16,552	17,728	18,972	17,638

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Figure 25



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Note: Other includes fine and performance arts and computer and information services.

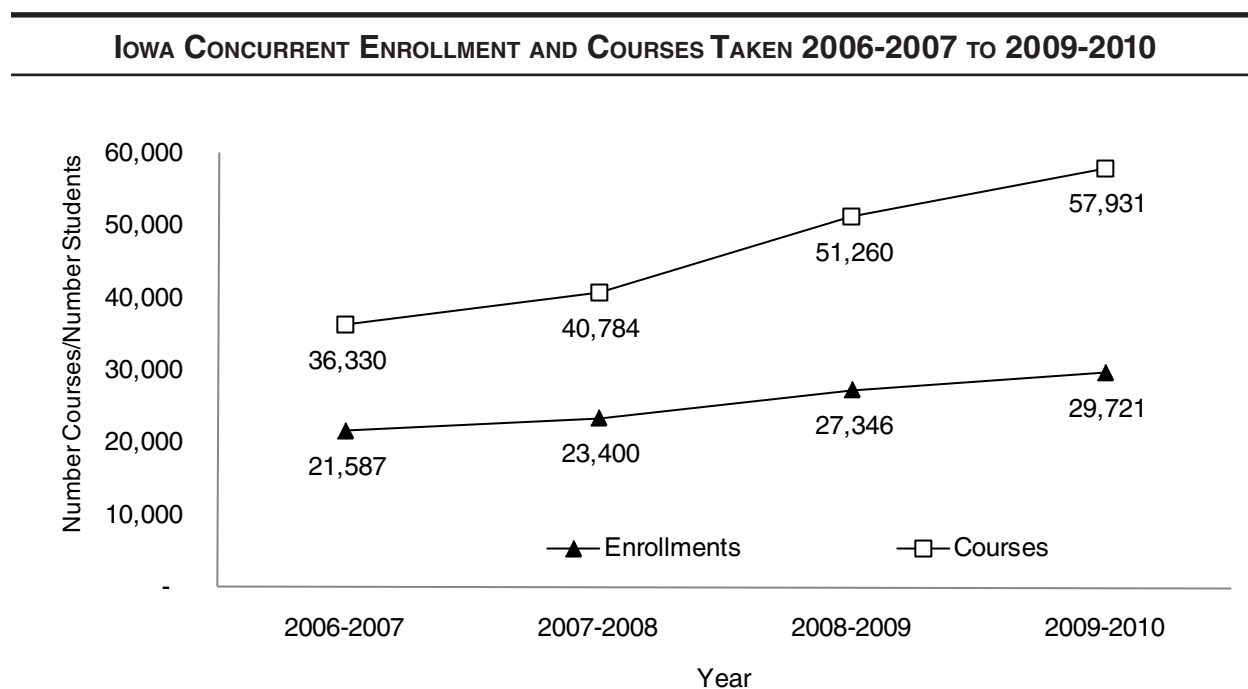
Concurrent Enrollment

Concurrent enrollment courses are offered by community colleges through 28E agreements between school districts and community colleges. The two slightly different designed courses are: one, the courses are designed for both college and high school students for concurrent credit offered by community colleges and two, the courses are designed for high school students offered by community colleges to bridge high school students to community college program and typically provide coursework in STEM or other highly technical areas. The second kind of courses

through 28E agreements between high school and community college are designed for career academy concurrent credit.

Figure 26 shows four year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2006-2007 to 2009-2010. In Iowa, more than 21 thousands high school students took about 36 thousands concurrent enrollment courses each year. Concurrent enrollment and courses taken are much higher in 2009-2010 than the figures in 2006-2007.

Figure 26



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Each year, 80 to 95 percent of the Iowa districts (only those districts had a public high school) had concurrent enrollments. An upward trend of districts with concurrent enrollment is reported in Table 76. The number of districts with concurrent

enrollments increased from 271 in 2006-2007 to 313 in 2009-2010. The percent of districts with concurrent enrollment went up from 79.7 to 94.8 in the same time period.

Table 76

**THE IOWA DISTRICTS WITH CONCURRENT ENROLLMENT
2006-2007 TO 2009-2010**

Year	Total Number of Districts	Districts with High Schools	Districts w/Concurrent Enrollments	Percent of Districts w/High School that had Concurrent Enrollments
2006-2007	365	340	271	79.7%
2007-2008	364	337	298	88.4%
2008-2009	362	332	304	91.6%
2009-2010	361	330	313	94.8%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Concurrent enrollments by grade are displayed in Table 77. In the last four years, more than half of the concurrent enrollments were high school seniors. However, more students in lower grades (especially

in grade 10) started to take concurrent enrollment courses in 2008-2009 and 2009-2010 than the earlier two years.

Table 77

**NUMBER OF IOWA HIGH SCHOOL STUDENTS TAKING CONCURRENT ENROLLMENT COURSES
2006-2007 TO 2009-2010**

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Enrollments
2006-2007	707	1,718	7,478	11,684	21,587
2007-2008	490	1,767	8,218	12,925	23,400
2008-2009	636	2,374	9,830	14,506	27,346
2009-2010	1,010	2,701	10,494	15,516	29,721

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Table 78 and Figure 27 show the concurrent enrollment courses taken by subject areas. The distributions are similar from 2006-2007 to 2009-2010, the highest percentages of courses taken

was in career technical and vocational education, followed by English language arts. Science and mathematics were the third and fourth highest courses taken respectively.

Table 78

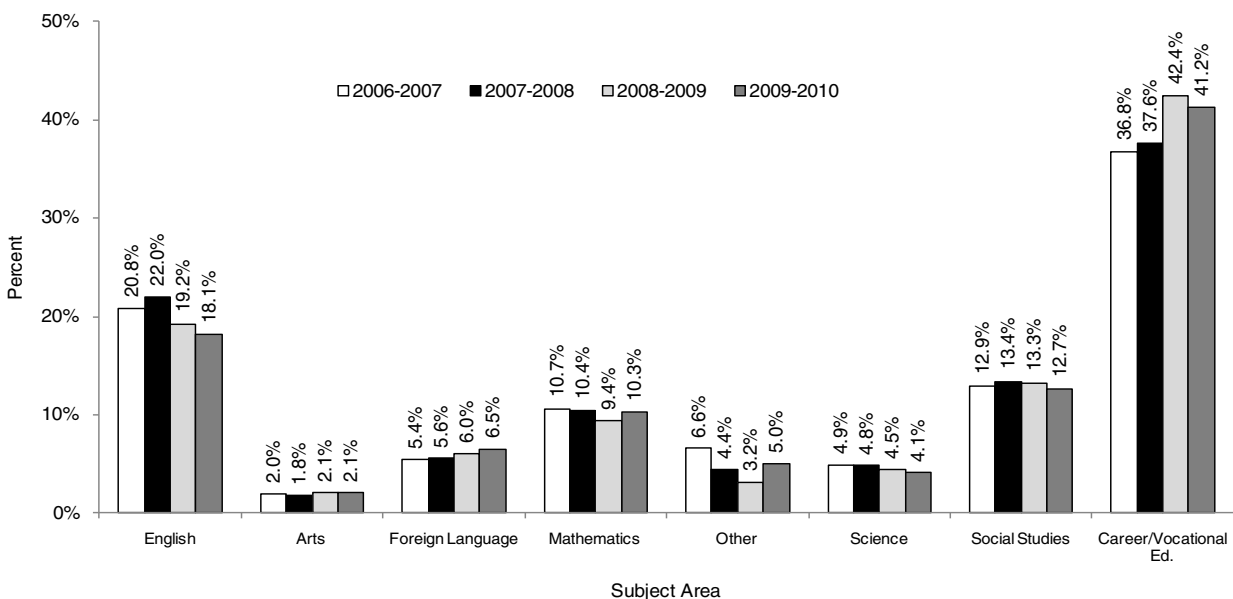
IOWA CONCURRENT ENROLLMENT COURSES TAKEN BY SUBJECT AREAS 2006-2007 TO 2009-2010

	2006-2007	2007-2008	2008-2009	2009-2010
English Language Arts	7,541	8,953	9,862	10,507
Fine & Performance Arts	716	728	1,063	1,190
Foreign Language	1,968	2,280	3,083	3,775
Mathematics	3,871	4,246	4,808	5,943
(Other)	2,391	1,813	1,633	2,909
Science	1,789	1,968	2,288	2,380
Social Studies	4,695	5,474	6,793	7,346
Career Technical/Vocational Education	13,359	15,322	21,730	23,881
Total Courses Taken	36,330	40,784	51,260	57,931

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Figure 27

IOWA CONCURRENT ENROLLMENT COURSES TAKEN BY SUBJECT AREAS 2006-2007 TO 2009-2010



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER winter files.

Postsecondary Enrollment Options

The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987. The purpose of the act was to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling 11th and 12th grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Ninth and 10th grade students who are identified as talented and gifted students according to the school district's criteria and procedures may also participate under the Act (see *Iowa Code*—261C.2). The Department of Education began collecting data on PSEO courses in 1993.

Table 79 lists the number of students taking PSEO courses and the number of PSEO courses taken in 1992-1993 and 1997-1998 through 2009-2010.

There was a 16 percent decrease in the number of students taking PSEO courses and a 26 percent decrease in the number of courses taken between 2003-2004 and 2004-2005 which could be due to the change in the collection of this data between 2003-2004 and 2004-2005. The data was collected via individual student records instead of as summarized totals beginning in 2004-2005. Between 1997-1998 and 2009-2010 the number of students taking PSEO courses increased by 23.0 percent and the number of PSEO courses taken increased by 115.9 percent. Students in the ten largest districts (based on Certified Enrollment) made up 6.2 percent (419 students) of the students taking PSEO courses and took 5.3 percent (647 courses) of the PSEO courses in 2009-2010. Students in the ten smallest districts made up 0.5 percent (36 students) of the students taking PSEO courses and took 0.9 percent (114 courses) of the PSEO courses in 2009-2010.

Table 79

IOWA POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENTS AND COURSES 1992-1993 AND 1997-1998 TO 2009-2010

Year	Enrollments	Courses	Year	Enrollments	Courses
1992-1993	2,219	3,229	2003-2004	6,524	11,876
1997-1998	5,453	5,699	2004-2005	5,481	8,826
1998-1999	5,815	9,991	2005-2006	5,556	9,485
1999-2000	6,121	10,361	2006-2007	6,318	11,229
2000-2001	6,556	11,408	2007-2008	6,276	11,095
2001-2002	6,899	11,961	2008-2009	6,835	12,406
2002-2003	6,734	11,674	2009-2010	6,707	12,306

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

Table 80 lists an unduplicated count of students taking PSEO courses by grade level for 1992-1993, 1997-1998 and 2006-2007 to 2009-2010. The majority of the students taking PSEO courses were 12th grade students in all of the years presented. In 2009-2010, 67.5 percent of the students taking PSEO courses were in 12th grade, 28.1 percent were in 11th grade, and 4.4 percent were in 9th or

10th grade. In the ten largest districts in 2009-2010, 0.2 percent of the students who took PSEO courses were in 9th or 10th grade, 19.3 percent were in 11th grade and 80.4 percent were in 12th grade. In the ten smallest districts in 2009-2010, none of the students who took PSEO courses were in 9th or 10th grade, 25.0 percent were in 11th grade and 75.0 percent were in 12th grade.

Table 80

**NUMBER OF IOWA HIGH SCHOOL STUDENTS PARTICIPATING
IN THE POSTSECONDARY ENROLLMENT OPTIONS ACT
1992-1993, 1997-1998, AND 2006-2007 TO 2009-2010**

Year	9th and 10th Graders	Grade 11 Students	Grade 12 Students	Total Participants
1992-1993	32	378	1,809	2,219
1997-1998	375	1,096	3,982	5,453
2006-2007	233	1,636	4,449	6,318
2007-2008	201	1,630	4,445	6,276
2008-2009	327	1,836	4,672	6,835
2009-2010	295	1,886	4,526	6,707

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

Courses in the discipline areas of mathematics, science, social sciences, humanities, career options programs, and vocational-technical education are approved for PSEO. Table 81 shows the number of courses taken by postsecondary institution, including regents institutions, community colleges, private four-year colleges, and private two-year colleges. Courses are divided into academic and vocational. Academic courses include mathematics, science, social sciences, humanities and career options programs. Vocational courses include vocational-technical education courses. In 2009-2010, 90.0 percent of the PSEO courses

were taken in the academic disciplines. The majority of the courses were taken at a community college in all of the years presented (Figure 28). In the ten largest districts in 2009-2010, 17.5 percent of the courses were taken at regents institutions, 47.1 percent were taken at community colleges, 35.2 percent were taken at private four-year colleges, and there were not any courses taken at a private two-year college. In the ten smallest districts in 2009-2010, 67.5 percent of the PSEO courses were taken at community colleges and 32.5 percent were taken at a private four-year college. None of the courses were taken at a regents institution or private two-year college.

Table 81

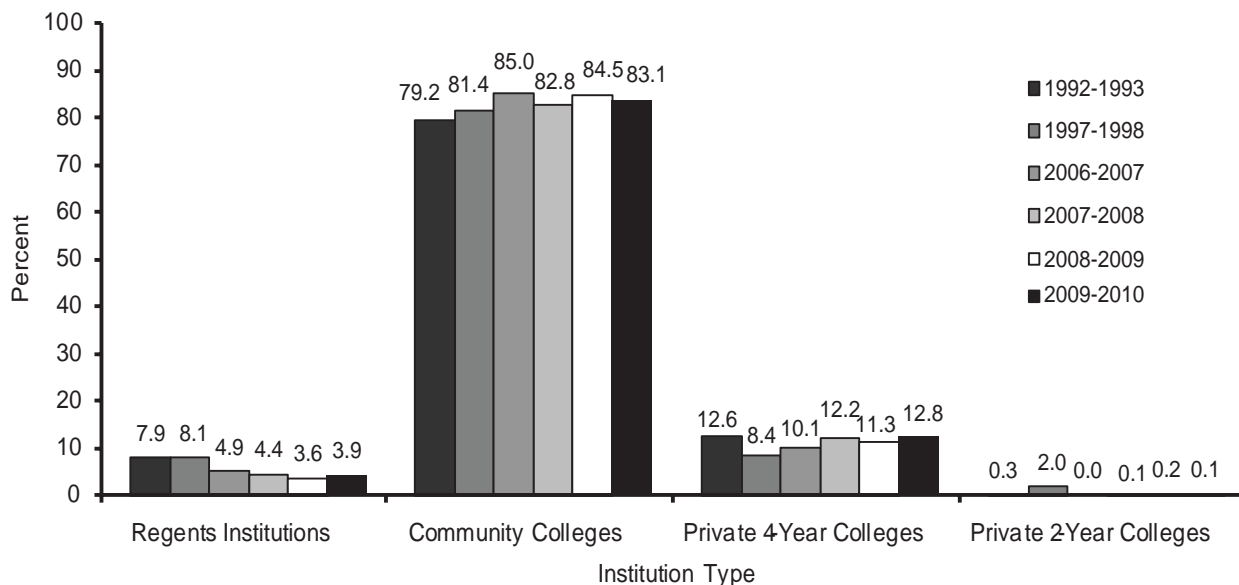
**NUMBER OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA HIGH SCHOOL
STUDENTS BY TYPE OF COURSE AND TYPE OF INSTITUTION
1992-1993, 1997-1998, AND 2006-2007 TO 2009-2010**

Year	Regents Institution	Academic			Regents Institution	Vocational			Courses Taken
		Community College	Private 4-Year College	Private 2-Year College		Community College	Private 4-Year College	Private 2-Year College	
1992-1993	245	2,099	382	10	9	457	26	1	3,229
1997-1998	453	4,036	474	109	10	605	6	6	5,699
2006-2007	535	8,585	1,116	3	14	957	18	1	11,229
2007-2008	473	8,183	1,313	9	11	1,008	37	1	11,095
2008-2009	398	9,055	1,372	9	45	1,423	31	22	12,406
2009-2010	437	9,111	1,525	1	48	1,113	51	16	12,306

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

Figure 28

PERCENTAGE DISTRIBUTIONS OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA PUBLIC HIGH SCHOOL STUDENTS BY INSTITUTION TYPE 1992-1993, 1997-1998, AND 2006-2007 TO 2009-2010



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

Graduation Requirements for Mathematics and Science

The Iowa Department of Education collects information on graduation requirements for public school districts through BEDS. Data on the graduating classes of 2010 and 2013 were collected in spring 2010. One course unit is assigned to a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction (*Iowa Administrative Code 12.5(14)*). A course that meets for one 50-minute period each day for two semesters may be given two local credits, but would count as one course unit for state reporting purposes.

The legislature amended Section 256.7, subsection 26 of the *Iowa Code Supplement 2005* in 2006 by identifying the requirements for high school graduation beginning with the 2011 graduating class. The graduation requirements for school districts listed in Senate File 2272, Section 4 are four years of

English/language arts, three years of mathematics, three years of science, and three years of social studies.

Tables 82 and 83 show the average mathematics and science units required for graduation by enrollment category. The average number of mathematics units required for graduation increased from 2.68 in 2008-2009 to 2.82 in 2009-2010. The average number of mathematics units required for the graduating class of 2010 was 2.6 in the ten largest districts (based on Certified Enrollment). Four out of the ten smallest districts had high schools. The average number of mathematics units required in these districts was 3.0. The average number of science units required for graduation increased from 2.59 to 2.75 between 2008-2009 to 2009-2010. In the ten largest districts, the average number of science units required for graduation in 2009-2010 was 2.6. The average number of science units required for graduation in 2009-2010 in the ten smallest districts was 3.0.

Table 82

**AVERAGE NUMBER OF MATHEMATICS UNITS REQUIRED
FOR GRADUATION IN IOWA PUBLIC SCHOOLS
1997-1998, 2008-2009, 2009-2010 AND 2012-2013**

Enrollment Category	1997-1998	2008-2009	2009-2010	2012-2013
<300	2.21	2.91	3.00	3.08
300-599	2.23	2.79	2.88	3.04
600-999	2.17	2.66	2.76	3.03
1000-2499	2.15	2.54	2.77	3.00
2500-7499	1.92	2.50	2.66	3.02
7500+	2.00	2.50	2.60	3.00
State	2.17	2.68	2.82	3.03

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

Table 83

**AVERAGE NUMBER OF SCIENCE UNITS REQUIRED
FOR GRADUATION IN IOWA PUBLIC SCHOOLS
1997-1998, 2008-2009, 2009-2010, AND 2012-2013**

Enrollment Category	1997-1998	2008-2009	2009-2010	2012-2013
<300	2.12	2.81	2.93	3.05
300-599	2.16	2.72	2.83	3.02
600-999	2.05	2.51	2.66	3.00
1000-2499	2.09	2.49	2.74	3.00
2500-7499	1.88	2.41	2.55	3.00
7500+	1.89	2.40	2.60	3.00
State	2.08	2.59	2.75	3.01

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

The frequency distributions for mathematics and science graduation unit requirements for the classes of 2010 and 2013 are displayed in Tables 84 and 85. In 2009-2010, 78.1 percent of the districts required 3.0 units or more of mathematics for graduation. About 74 percent of the districts in 2009-2010 required 3.0 units or more of science

for graduation. All of the districts with high schools in the ten smallest districts required 3.0 units of mathematics and 3.0 units of science for graduation in 2009-2010. Six of the ten largest districts required 3.0 units of mathematics for graduation in 2009-2010. Six of the ten largest districts required 3.0 units of science for graduation in 2009-2010.

Table 84

**FREQUENCY DISTRIBUTIONS OF MATHEMATICS UNITS REQUIRED
FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS
2009-2010 AND 2012-2013**

Units Required for Graduation	Number of Districts	2009-2010 Percent of Districts	Cumulative Percent	Number of Districts	2012-2013 Percent of Districts	Cumulative Percent
2.0	55	19.2%	19.2%	0	0.0%	0.0%
2.5	9	2.7	21.9	0	0.0	0.0
3.0	257	76.0	97.9	330	97.1	97.1
3.5	1	0.3	98.2	1	0.3	97.4
4.0	5	1.5	99.7	8	2.4	99.7
5.0	1	0.3	100.0	1	0.3	100.0

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

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

Table 85

**FREQUENCY DISTRIBUTIONS OF SCIENCE UNITS REQUIRED
FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS
2009-2010 AND 2012-2013**

Units Required for Graduation	Number of Districts	2009-2010 Percent of Districts	Cumulative Percent	Number of Districts	2012-2013 Percent of Districts	Cumulative Percent
1.5	2	0.6%	0.6%	0	0.0%	0.0%
2.0	79	23.4	24.0	0	0.0	0.0
2.5	8	2.4	26.3	0	0.0	0.0
3.0	248	73.4	99.7	336	98.8	98.8
4.0	1	0.3	100.0	4	1.2	100.0

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

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

Class Size

Overview

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

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

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

excluded. Average class size was calculated by dividing the number of students by the number of classrooms for each grade level.

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

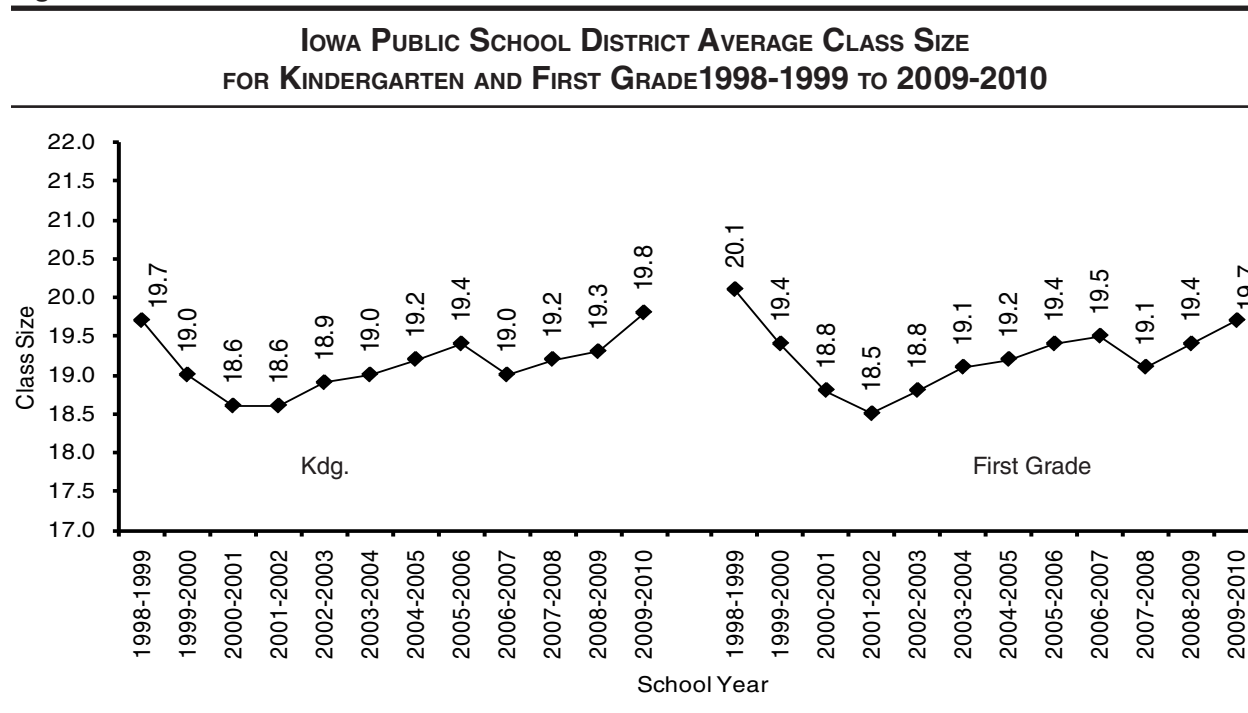
Since average class size uses the number of classrooms as the denominator, adding additional teachers to a classroom does not lower the average class size for that grade level. The use of the classroom aides also does not reduce average class size at the district or state level.

Trends

Figures 29 and 30 provides a summary of average class size in grades kindergarten through third in Iowa public schools for the past twelve years. None of the grades reached the state goal of 17 students per classroom during the twelve years studied, but kindergarten and first grade remained below 20 students for the past eleven years. These grades showed the smallest classrooms during the years studied.

Average class size declined for first through third grade from 1998-1999 to 2009-2010. Average class size for the smallest 10 districts averaged 8.4 while average class size for the largest ten districts averaged 21.8.

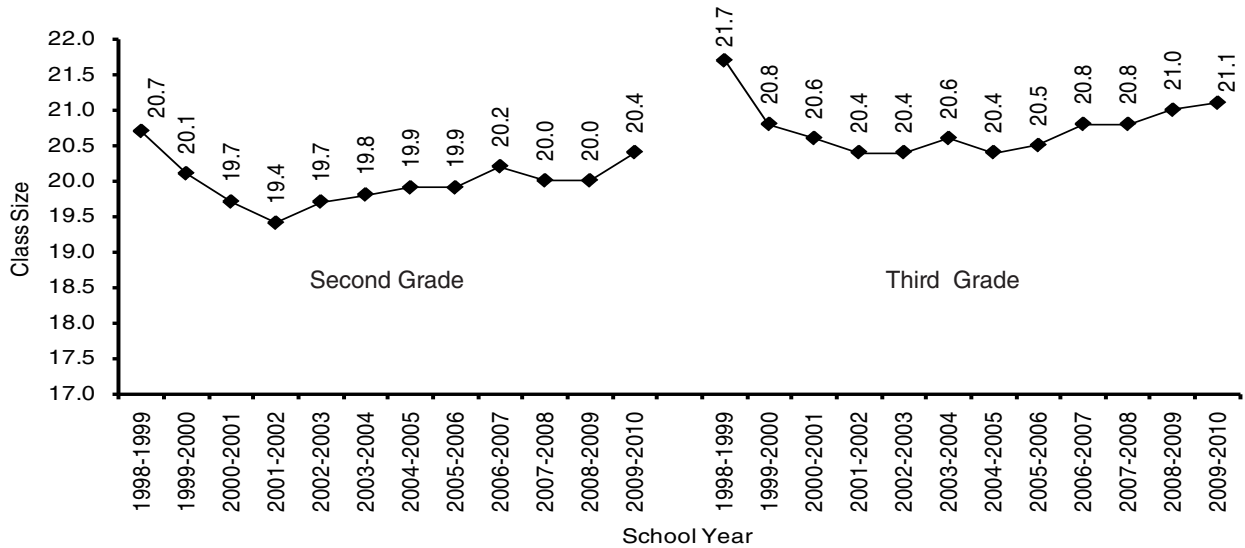
Figure 29



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

Figure 30

**IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZE FOR SECOND AND THIRD GRADES
1998-1999 TO 2009-2010**



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

Table 86 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, kindergarten enrollment increased

8.9 percent, but during the same period average class size declined 2.0 percent. Third grade enrollment declined 4.2 percent, but average class size only declined 3.2 percent.

Table 86

**IOWA PUBLIC SCHOOL BEDS ENROLLMENTS FOR KINDERGARTEN
THROUGH THIRD GRADE 1998-1999 AND 2009-2010**

Grade	1998-1999 Enrollment	2009-2010 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	38,945	3,173	8.9%	-2.0%
1	35,699	35,203	-496	-1.4	-3.0
2	35,866	34,805	-1,061	-3.0	-3.4
3	36,500	34,972	-1,528	-4.2	-3.2

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

Table 87 shows the comparison between teachers, students and class size. The number of students used in this table, were the number of students reported by districts for the purpose of calculating average class size. The number of first through third grade teachers increased since 1998-1999 while the average class size decreased. For example, the number of first grade full-time equivalent (FTE)

teachers increased from 1,644.6 in 1998-1999 to 1,754.1 in 2009-2010 while the average class size decreased from 20.1 in 1998-1999 to 19.7 in 2009-2010. The number of students reported in kindergarten increased by 8.4 percent, yet the average class size increased by only .5 percent. The number of third grade students reported was the only grade that showed a decrease.

Table 87

IOWA PUBLIC SCHOOL STUDENTS AND TEACHERS 1998-1999 AND 2009-2010						
Grade	Students		Teachers (FTE)		Average Class Size	
	1998-1999	2009-2010	1998-1999	2009-2010	1998-1999	2009-2010
Kindergarten	33,618	36,456	1,613.7	1,860.4	19.7	19.8
1	33,053	34,215	1,644.6	1,754.1	20.1	19.7
2	33,151	33,546	1,592.1	1,668.7	20.7	20.4
3	34,153	33,700	1,578.3	1,609.9	21.7	21.1

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

Summary statistics are presented in table 88. The maximum class size declined for all grades when compared to 1998-1999. The largest kindergarten class size decreased from 35 to 30 students. The largest first grade classrooms dropped from 35 to 28 students. The largest second grade class size dropped from 35 to 29 students. The largest third grade class size decreased from 32 to 31 students. The growth in the number of classrooms and teachers has outpaced the growth in the number of students for second and third grade from 1998-

1999 to 2009-2010. For example, the number of second grade students increased 1.2 percent since 1998-1999, but the number of second grade classrooms increased 2.7 percent during the same period. The number of teachers increased 4.8 percent. The smallest ten districts had a maximum class size of 20. The minimum class size for the smallest ten districts was three. The largest ten districts maximum class size was 30 and their minimum class size was two.

Table 88

**CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH
GRADE THREE IN IOWA PUBLIC SCHOOLS 1998-1999 TO 2009-2010**

	School Year	N			Mean	Class Size	
		Students	Classrooms	Teacher FTEs		Min	Max
Kindergarten	2009-2010	36,456	1,842	1,860.4	19.8	3	30
	2008-2009	35,898	1,861	1,872.9	19.3	3	39
	2007-2008	35,393	1,846	1,870.8	19.2	3	31
	2006-2007	35,445	1,865	1,883.4	19.0	2	29
	2005-2006	35,163	1,817	1,832.8	19.4	2	28
	2004-2005	34,627	1,806	1,818.1	19.2	4	30
	2003-2004	34,338	1,807	1,827.4	19.0	3	31
	2002-2003	33,518	1,778	1,804.0	18.9	3	33
	2001-2002	33,380	1,791	1,838.9	18.6	4	41*
	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	1999-2000	33,488	1,764	1,779.9	19.0	4	34
Grade 1	1998-1999	33,618	1,704	1,613.7	19.7	6	35
	2009-2010	34,215	1,734	1,754.1	19.7	2	28
	2008-2009	33,529	1,724	1,738.9	19.5	5	30
	2007-2008	33,481	1,750	1,792.0	19.1	3	29
	2006-2007	33,506	1,721	1,774.3	19.5	4	29
	2005-2006	32,917	1,700	1,717.4	19.4	5	28
	2004-2005	32,436	1,692	1,705.8	19.2	6	31
	2003-2004	31,941	1,670	1,693.1	19.1	3	30
	2002-2003	31,618	1,684	1,715.2	18.8	4	32
	2001-2002	31,265	1,687	1,729.2	18.5	3	29
	2000-2001	32,016	1,700	1,735.0	18.8	2	30
Grade 2	1999-2000	32,969	1,701	1,725.8	19.4	5	29
	1998-1999	33,053	1,647	1,644.6	20.1	6	35
	2009-2010	33,546	1,642	1,668.7	20.4	6	29
	2008-2009	33,304	1,663	1,677.4	20.0	5	29
	2007-2008	33,487	1,674	1,691.1	20.0	5	30
	2006-2007	33,153	1,642	1,673.1	20.2	4	30
	2005-2006	32,870	1,652	1,666.7	19.9	5	30
	2004-2005	32,186	1,621	1,633.2	19.9	6	31
	2003-2004	32,020	1,619	1,640.5	19.8	6	29
	2002-2003	31,573	1,602	1,630.0	19.7	3	30
	2001-2002	32,196	1,662	1,702.9	19.4	2	30
Grade 3	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	1999-2000	33,889	1,683	1,702.0	20.1	5	29
	1998-1999	33,151	1,598	1,592.1	20.7	5	35
	2009-2010	33,700	1,597	1,609.9	21.1	5	31
	2008-2009	33,444	1,595	1,610.8	21.0	3	32
	2007-2008	33,120	1,595	1,617.6	20.8	5	32
	2006-2007	32,950	1,581	1,600.5	20.8	1	35
	2005-2006	32,419	1,579	1,589.7	20.5	7	32
	2004-2005	32,133	1,573	1,586.0	20.4	6	30
	2003-2004	32,014	1,556	1,574.4	20.6	6	31
	2002-2003	32,599	1,597	1,616.5	20.4	7	32
2001-2002	33,474	1,639	1,682.8	20.4	8	32	
2000-2001	34,293	1,661	1,695.7	20.6	2	30	
1999-2000	34,629	1,662	1,687.0	20.8	6	32	
1998-1999	34,153	1,574	1,578.3	21.7	7	32	

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

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

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

Class Size vs. District Size

Table 89 presents average class size for kindergarten through grade three by enrollment categories. Across grade levels, average class size tended to increase as enrollment increased. The under 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through

grade three, the average class size in enrollment categories greater than 300 exceeded the goal of 17 students per classroom.

In general, average class size decreased for all but the under 300 enrollment category when compared to the base year. Kindergarten through second grade decreased for all but the smallest and largest enrollment categories. Third grade decreased for all enrollment categories.

Table 89

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, KINDERGARTEN TO THIRD GRADE 1998-1999 AND 2009-2010

Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2009-2010	1998-1999	2009-2010	1998-1999	2009-2010	1998-1999	2009-2010
<300	13.9	15.8	14.3	15.3	15.0	15.5	16.9	16.5
300-599	17.6	17.2	17.4	17.2	17.9	17.7	19.3	18.6
600-999	18.2	18.2	19.0	18.3	19.6	18.7	20.3	20.0
1,000-2,499	19.8	19.3	20.3	19.7	21.3	20.5	21.9	21.1
2,500-7,499	21.5	21.2	21.6	21.0	22.0	21.8	23.0	22.0
7,500+	20.7	21.6	21.1	21.2	21.7	21.9	23.0	22.7
State	19.7	19.8	20.1	19.7	20.7	20.4	21.7	21.1

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

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

Class Size Funding and Expenditures

Table 90 presents the Iowa class size reduction allocations since they started in fiscal year 2000. In

1999, the Iowa General Assembly enacted, and the Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction.

Table 90

STATE CLASS SIZE REDUCTION ALLOCATIONS FOR IOWA PUBLIC SCHOOLS FY 2000 TO FY 2010

Fiscal Year	State Allocation
FY 2000	\$10 million
FY 2001	\$20 million
FY 2002	\$30 million
FY 2003	\$30 million
FY 2004	\$29.3 million*
FY 2005	\$29.3 million
FY 2006	\$29.3 million
FY 2007	\$29.3 million
FY 2008	\$29.3 million
FY 2009	\$29.3 million
FY 2010	\$29.3 million

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

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

Appropriations for HF 743 began in fiscal year 2000. Class size funding has not seen an increase since fiscal year 2002, remaining constant at \$29.3 million over the past five fiscal years.

Table 91

FY 2009 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM EXPENDITURES BY OBJECT		
Object Category	Expenditures	Percent
Salaries	\$23,177,341	77.6%
Benefits	6,580,242	22.0
Purchased Services	21,253	0.1
Supplies	87,599	0.3
Other	3,138	<0.1
Total	\$29,817,728	100.0

Source: Iowa Department of Education, Certified Annual Report.
 Note: Total expenditures reported exceeded the amount of revenues. The difference is dollars spent from the General Fund.

Technology

Expenditures for Computer Hardware and Software

Table 92 provides computer hardware and software expenditures from 1997-1998 to 2008-2009 (also see Figure 31). Expenditures for computer hardware and software are collected from school districts as a part of the *Certified Annual Financial Report*. During the

2008-2009 school year, districts reported spending \$43.2 million on hardware and software combined. In 2008-2009, software per pupil expenditures were \$23.08, the highest amount since 1997-1998. Hardware per pupil expenditures in 2008-2009 were \$65.37, a slight decrease from 2007-2008. The per pupil combined software and hardware expenditures also decreased in 2008-2009 (\$88.45) from the 2007-2008's amount (\$92.01).

Table 92

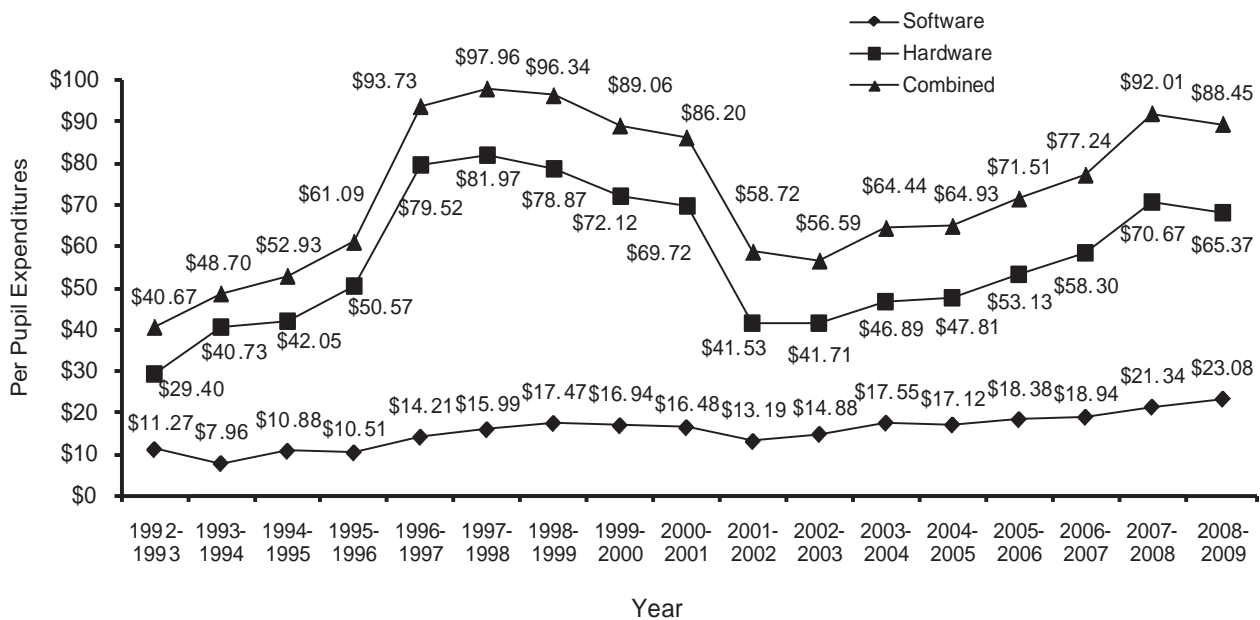
**TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES
FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS
1997-1998 TO 2008-2009**

Year	No. of Districts	Total Enrollment	Software		Hardware		Software & Hardware Combined	
			Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure
1997-1998	377	505,130	\$8,078,414	\$15.99	\$41,405,937	\$81.97	\$49,484,351	\$97.96
1998-1999	375	502,534	8,779,582	17.47	39,636,072	78.87	48,415,654	96.34
1999-2000	375	498,607	8,446,472	16.94	35,960,542	72.12	44,407,014	89.06
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2001-2002	371	489,523	6,458,101	13.19	22,287,835	45.53	28,745,936	58.72
2002-2003	371	487,021	7,248,492	14.88	20,312,635	41.71	27,561,127	56.59
2003-2004	370	485,011	8,510,160	17.55	22,743,401	46.89	31,253,561	64.44
2004-2005	367	483,335	8,273,466	17.12	23,108,106	47.81	31,381,572	64.93
2005-2006	365	483,105	8,879,915	18.38	25,668,474	53.13	34,548,389	71.51
2006-2007	365	482,584	9,141,680	18.94	28,132,948	58.30	37,274,628	77.24
2007-2008	364	480,609	10,254,093	21.34	33,966,279	70.67	44,220,372	92.01
2008-2009	362	477,019	11,010,712	23.08	31,180,203	65.37	42,190,915	88.45

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

Figure 31

**COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES
IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2008-2009**



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

Table 93

**IOWA PUBLIC SCHOOL TOTAL PER PUPIL EXPENDITURES
BY ENROLLMENT FOR COMPUTER SOFTWARE AND HARDWARE
1997-1998 AND 2006-2007 TO 2008-2009**

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7499	7,500+	State Totals
1997-1998							
Enrollment	7,550.5	49,236.5	85,400.6	130,208.1	99,313.5	133,420.7	505,129.9
Software	\$185,929	\$744,225	\$1,255,558	\$1,943,227	\$1,727,402	\$2,222,073	\$8,078,414
Per Pupil	\$24.62	\$15.12	\$14.70	\$14.92	\$17.39	\$16.65	\$15.99
Hardware	\$543,920	\$3,812,802	\$5,913,454	\$10,326,055	\$8,643,197	\$12,166,509	\$41,405,937
Per Pupil	\$72.04	\$77.44	\$69.24	\$79.30	\$87.03	\$91.19	\$81.97
Total Software & Hardware	\$729,849	\$4,557,027	\$7,169,012	\$12,269,282	\$10,370,599	\$14,388,582	\$49,484,351
Per Pupil	\$96.66	\$92.55	\$83.95	\$94.23	\$104.42	\$107.84	\$97.96
2006-2007							
Enrollment	11,257.9	49,443.8	69,643.7	123,911.8	97,679.4	130,647.3	482,583.9
Software	\$218,548	\$1,011,307	\$1,037,564	\$2,455,796	\$1,873,765	\$2,544,700	\$9,141,680
Per Pupil	\$19.41	\$20.45	\$14.90	\$19.82	\$19.18	\$19.48	\$18.94
Hardware	\$635,297	\$2,284,533	\$4,125,072	\$5,999,558	\$5,520,968	\$9,567,521	\$28,132,948
Per Pupil	\$56.43	\$46.20	\$59.23	\$48.42	\$56.52	\$73.23	\$58.30
Total Software & Hardware	\$853,845	\$3,295,840	\$5,162,636	\$8,455,354	\$7,394,733	\$12,112,221	\$37,274,628
Per Pupil	\$75.84	\$66.66	\$74.13	\$68.24	\$75.70	\$92.71	\$77.24
2007-2008							
Enrollment	11,486	50,677	65,577	120,847	93,873	138,149	480,609
Software	\$235,133	\$988,247	\$1,096,315	\$2,739,416	\$2,133,111	\$3,061,871	\$10,254,093
Per Pupil	\$20.47	\$19.50	\$16.72	\$22.67	\$22.72	\$22.16	\$21.34
Hardware	\$691,248	\$3,331,172	\$3,966,372	\$8,816,241	\$7,398,519	\$9,762,727	\$33,966,279
Per Pupil	\$60.18	\$65.73	\$60.48	\$72.95	\$78.81	\$70.67	\$70.67
Total Software & Hardware	\$926,381	\$4,319,418	\$5,062,687	\$11,555,658	\$9,531,630	\$12,824,598	\$44,220,372
Per Pupil	\$80.65	\$85.23	\$77.20	\$95.62	\$101.54	\$92.83	\$92.01
2008-2009							
Enrollment	11,626	50,171	65,009	118,041	94,853	137,320	477,019
Software	\$300,161	\$974,776	\$1,147,108	\$2,710,044	\$2,370,337	\$3,508,285	\$11,010,712
Per Pupil	\$25.82	\$19.43	\$17.65	\$22.96	\$24.99	\$25.55	\$23.08
Hardware	\$939,849	\$3,365,062	\$5,092,298	\$7,590,644	\$6,357,801	\$7,834,550	\$31,180,203
Per Pupil	\$80.84	\$67.07	\$78.33	\$64.31	\$67.03	\$57.05	\$65.37
Total Software & Hardware	\$1,240,011	\$4,339,838	\$6,239,406	\$10,300,688	\$8,728,137	\$11,342,836	\$42,190,915
Per Pupil	\$106.66	\$86.50	\$95.98	\$87.26	\$92.02	\$82.60	\$88.45

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

Notes: Per Pupil Expenditures based on Certified Enrollment.

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

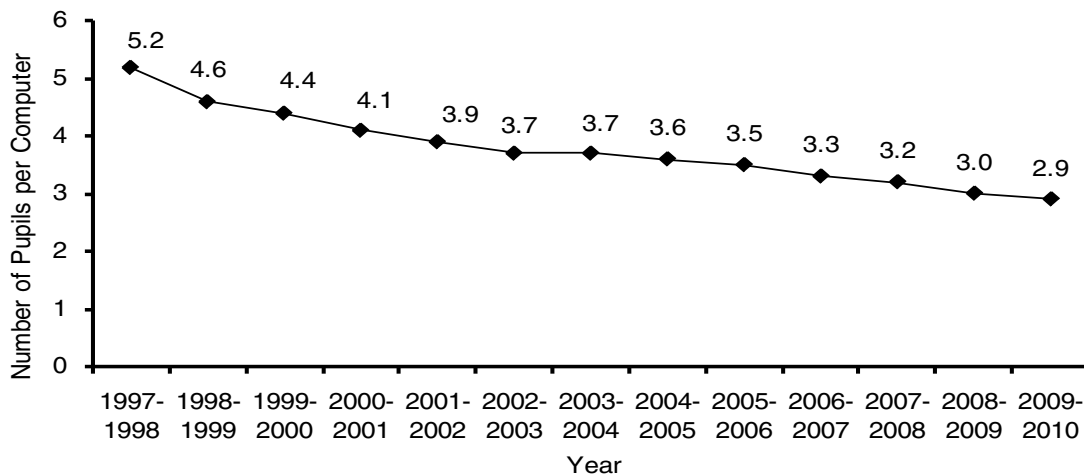
Availability of Computers

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

Figure 32 and Figure 33 provide the student to computer ratios. The statewide ratio of pupils to computers dropped from 5.2 in 1997-1998 to 2.9 in 2009-2010. The ratio dropped slightly from 2008-2009. The overall trend shows a steady decrease. The smallest ten districts show a smaller ratio of pupils per computer than the largest ten districts. The smallest ten showed 1.6 pupils per computer, while the largest 10 districts show the largest ratio of 3.8 pupils per computer.

Figure 32

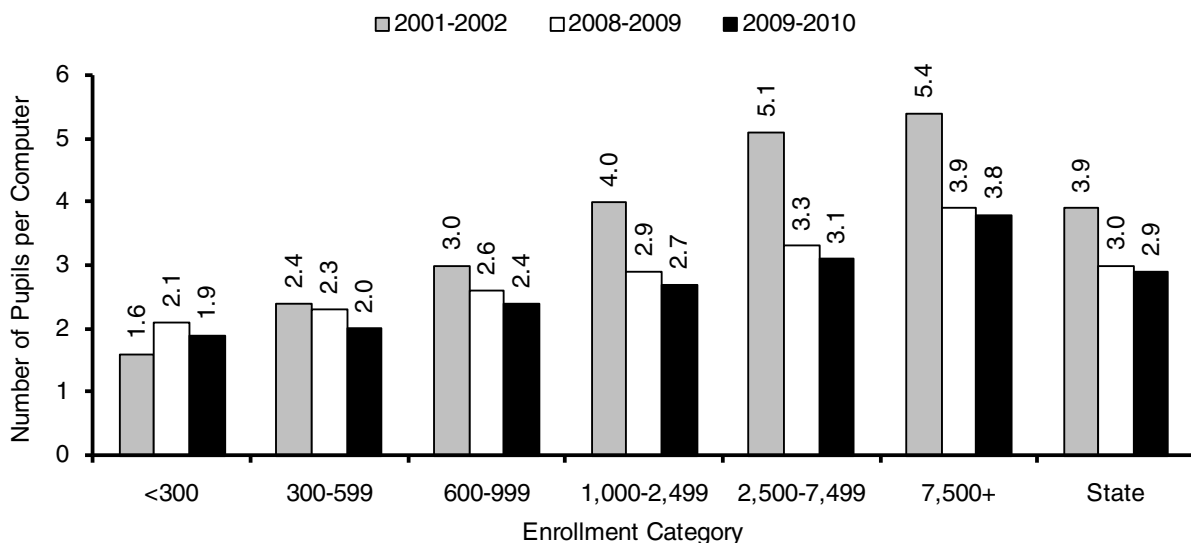
PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS 1997-1998 TO 2009-2010



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

Figure 33

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2001-2002, 2008-2009, AND 2009-2010



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

Table 94 provides the number of computers per pupil by school type within enrollment category.

In general, students in higher grades have more access to a computer than students in lower grades..

Table 94

**NUMBER OF COMPUTERS AND PUPILS-TO-COMPUTER RATIOS IN IOWA PUBLIC SCHOOLS BY SCHOOL TYPE WITHIN DISTRICT ENROLLMENT CATEGORY
2008-2009 AND 2009-2010**

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2008-2009							
Number of Computers in HS	2,202	11,109	10,893	15,280	8,867	10,653	59,004
Pupils per Computer in HS	1.8	2.0	2.2	2.5	3.1	3.5	2.6
Number of Computers in MS/Jr HS	737	2,541	5,749	11,042	6,638	8,579	35,286
Pupils per Computer in MS/Jr HS	1.6	2.0	2.3	2.5	3.0	3.1	2.7
Number of Computers in El. Sch.	2,582	7,955	8,093	13,590	12,761	14,930	59,911
Pupils per Computer in El. Sch.	2.1	3.2	3.6	4.0	3.7	4.5	3.8
Number of Computers in Other Sch.	0	272	75	507	433	1,479	2,766
Pupils Per Computer in Other Sch.	0.0	1.6	2.6	2.8	3.7	2.4	2.6
2009-2010							
Number of Computers in HS	2,265	13,090	12,178	15,844	9,559	10,951	63,887
Pupils per Computer in HS	1.6	1.6	2.0	2.4	2.8	3.4	2.4
Number of Computers in MS/Jr HS	965	2,801	5,990	11,452	7,016	8,905	37,129
Pupils per Computer in MS/Jr HS	1.5	1.7	2.1	2.3	2.9	3.1	2.5
Number of Computers in El. Sch.	2,965	8,599	8,491	14,132	13,375	15,078	62,640
Pupils per Computer in El. Sch.	2.0	3.0	3.5	3.8	3.6	4.5	3.7
Number of Computers in Other Sch.	2	279	80	507	451	1,257	2,576
Pupils Per Computer in Other Sch.	6.0	1.5	2.5	2.7	3.4	3.0	2.8

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

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

Wireless Network Availability

Table 95 shows wireless network availability for public schools in Iowa by enrollment category. Enrollment category 600-999 shows a slight decrease in the number of districts with wireless

networks. The largest percentage increase was in the 2,500-7,499 enrollment category. The smallest districts show only a slight increase from prior year, while the largest districts remained at 100%. Of the smallest ten districts, seven had a wireless network.

Table 95

WIRELESS NETWORK AVAILABILITY FOR PUBLIC DISTRICTS BY ENROLLMENT CATEGORY 2008-2009 AND 2009-2010							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2008-2009							
Number of Districts with Wireless Network	51	100	86	74	20	10	341
Total Number of Districts	54	111	87	78	22	10	362
Percent of Districts with Wireless Network	94.4%	90.1%	98.9%	94.9%	90.9%	100.0%	94.2%
2009-2010							
Number of Districts with Wireless Network	52	105	82	74	21	10	344
Total Number of Districts	55	111	87	76	22	10	361
Percent of Districts with Wireless Network	94.5%	94.6%	94.3%	97.4%	95.5%	100.0%	95.3%

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

Table 96 provides the number of buildings with wireless network by school type within enrollment category. In general, building with higher grade levels had a larger percentage of wireless networks. The smaller districts had a larger number of buildings with wireless networks when compared to

the largest districts. When comparing the smallest ten districts to the largest ten districts, the smallest ten had 100 percent wireless networks in the middle school buildings compared to 73.2 percent for the middle schools and 52.3 percent for the elementary buildings of the largest 10 districts.

Table 96

**WIRELESS NETWORK AVAILABILITY FOR PUBLIC DISTRICTS
BY SCHOOL LEVEL WITHIN ENROLLMENT CATEGORY 2009-2010**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
High Schools							
Number of HS with Wireless Network	30	94	81	70	21	17	313
Total Number of High Schools	33	101	89	76	23	26	348
Percent of HS with Wireless Network	90.9%	93.1%	91.0%	92.1%	91.3%	65.4%	89.9%
Middle/Jr High Schools							
Number of MS/JR HS w/Wireless Network	14	37	63	68	27	30	239
Total Number of Middle/Junior HS	14	39	69	76	30	41	269
Percent of MS/JR HS w/Wireless Network	100.0%	94.9%	91.3%	89.5%	90.0%	73.2%	88.8%
Elementary Schools							
Number of Elem Sch w/Wireless Network	48	110	103	141	96	91	589
Total Number of Elem Schools	53	124	119	165	123	174	758
Percent of Elem Sch w/Wireless Network	90.6%	88.7%	86.6%	85.5%	78.0%	52.3%	77.7%
Other Schools							
Number of Other Sch w/Wireless Network	1	8	7	26	10	5	57
Total Number of Other Schools	1	9	12	38	12	21	93
Percent of Other Sch w/Wireless Network	100.0%	88.9%	58.3%	68.4%	83.3%	23.8%	61.3%

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

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

Early Childhood Education

Early Childhood Education data are reported annually by school districts on the Basic Educational Data Survey (BEDS). The following describes the preschool, kindergarten, and school age child care efforts of Iowa public school districts during the 2009-2010 school year.

Child Development/Preschool Programs

Some districts housed preschool programs in their schools, which were managed by private groups.

These programs were not reported by districts on the BEDS Early Childhood report. Districts offering preschool programs for three and four-year-olds increased 4.4 percent in 2009-2010 when compared to 2008-2009, and 10.7 percent from 2007-2008. Preschool enrollment increased by 3,957 students (19.9 percent) in 2009-2010 and 7,856 students (49.0 percent) from 2007-2008 (Table 97) in part due to the Iowa Statewide Voluntary Preschool Program for Four-Year-Old Children grant program.

Table 97

IOWA PUBLIC SCHOOL DISTRICTS OFFERING PRESCHOOL 1997-1998 TO 2009-2010

Year	Total Number of Districts	Number of Districts Offering Preschool Programs	Percent of Total Districts	Preschool Enrollment
1997-1998	377	163	43.2%	6,860
1998-1999	375	168	44.8	7,389
1999-2000	374	163	43.6	7,446
2000-2001	371	163	43.9	7,021
2001-2002	371	171	46.1	7,660
2002-2003	371	192	51.8	8,477
2003-2004	370	211	57.0	9,778
2004-2005	367	230	62.7	10,899
2005-2006	365	224	61.4	11,203
2006-2007	365	248	67.9	12,770
2007-2008	364	279	76.6	16,026
2008-2009	362	300	82.9	19,925
2009-2010	361	315	87.3	23,882

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

Note: These figures do not include special education programs.

Tables 98 and 99 show Iowa public school preschool enrollments by enrollment category. The largest increase in preschool enrollment from the previous year was in the 1,000-2,499 enrollment category, with a 36.6 percent increase. The smallest increase in preschool enrollment from the previous year was

in the <300 enrollment category with only a 5.7 percent increase. Total preschool enrollment has increased by 248 percent from 1997-1998, with the largest percentage increase (395.4 percent) in the 1,000-2,499 enrollment category.

Table 98

**IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS BY ENROLLMENT CATEGORY
1997-1998, 2001-2002, 2007-2008 TO 2009-2010**

Enrollment Category	1997-1998	2001-2002	2007-2008	2008-2009	2009-2010
<300	270	387	817	840	888
300-599	905	1,299	2,799	3,092	3,570
600-999	1,606	1,630	2,892	3,082	3,344
1,000-2,499	1,118	1,515	2,747	4,055	5,539
2,500-7,499	865	785	2,149	2,748	3,669
7,500+	2,100	2,044	4,622	6,108	6,872
State	6,864	7,660	16,026	19,925	23,882

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

Note: These figures do not include special education programs.

Table 99

**IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT CATEGORY
1997-1998, 2001-2002, 2007-2008 TO 2009-2010**

Enrollment Category	1997-1998	2001-2002	2007-2008	2008-2009	2009-2010
<300	3.9%	5.1%	5.1%	4.2%	3.7%
300-599	13.2	17.0	17.5	15.5	14.9
600-999	23.4	12.3	18.0	15.5	14.0
1,000-2,499	16.3	19.8	17.1	20.4	23.2
2,500-7,499	12.6	10.2	13.4	13.8	15.4
7,500+	30.6	26.7	28.8	30.7	28.8
State	100.0	100.0	100.0	100.0	100.0

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

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

Four-Year-Old Children in Quality Preschool Programs

Iowa's projected total number of four-year-old children in 2008 was 39,738. In 2008-2009, there were 9,676 children that received preschool programming through the Statewide Voluntary Preschool Program for Four-Year-Old Children. Four-year-olds also received programming in a number of other state and federally funded settings, including Head Start, Shared Visions Preschool Programs, Title I and Early Childhood Special Education. In 2008-2009, a total of 18,955

children or 47.7 percent of the four-year-old children participated in state and federally funded quality preschool programs. Some children may attend more than one type of funded program, so there may be some duplication in these data.

Table 100 shows the number of four-year-old children served in Head Start, Shared Visions, Title I, Early Childhood Special Education and Statewide Voluntary Preschool Program and the percentage of four-year-old children in a quality environment funded through state or federal funds in 2007-2008 and 2008-2009.

Table 100

PROJECTED NUMBERS AND PERCENTAGE OF FOUR-YEAR-OLDS ATTENDING STATE OR FEDERALLY FUNDED QUALITY PRESCHOOL PROGRAMS 2007-2008 AND 2008-2009		
Program Name	2007-2008	2008-2009
Head Start	4,168	4,291
Shared Visions Preschool Programs	1,733	1,443
Title I	1,820	1,693
Early Childhood Special Education	1,774	1,852
Statewide Voluntary Preschool Program for Four-Year-Olds	5,126	9,676
Total Number	14,621	18,955
Percentage	36.9%	47.7%

Source: Iowa Department of Education, Early Childhood Services.

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

Statewide Voluntary Preschool Program for Four-Year-Old Children

The Statewide Voluntary Preschool Program for Four-Year-Old Children was established in 2007 Iowa House Acts, House File (HF) 877. The preschool program provides an opportunity for all young children in Iowa to enter school ready to learn

by expanding voluntary access to quality preschool curriculum for all children who are four-years-old.

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

Table 101

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

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

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

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

Table 102 shows the number of children enrolled in the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2007-2008 and 2008-2009.

Table 102

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

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

Kindergarten Programs

In 2009-2010 over 98 percent, or 357, of the 361 Iowa public school districts reported offering a variety of options including: all-day, every-day programs, either semester or trimester varieties as their primary kindergarten option.

Table 103 shows the type of kindergarten programs offered, by enrollment category, for the 2008-2009 school year. In general, the number of districts offering all-day, everyday kindergarten programs has decreased slightly. The large districts with 2,500 plus students and the 300-599 category offered only all-day, everyday kindergarten programs.

Table 103

Enrollment Category	Number of Districts	All-Day, Every Day 2 Semesters		All Others	
		Number of Districts Offering All-Day Every Day Kindergarten	Percent in Category	Number of Districts Offering Other Kindergarten Programs	Percent in Category
<300	55	54	98.2%	1	1.8%
300-599	111	111	100.0	0	0.0
600-999	87	85	97.7	2	2.3
1,000-2,499	76	75	98.7	1	1.3
2,500-7,499	22	22	100.0	0	0.0
7,500+	10	10	100.0	0	0.0
State	361	357	98.9	4	1.1

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

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

School Age Child Care Programs

Tables 104 and 105 show information on Iowa Public School districts that offer school age child care programs. For 2009-2010, fewer districts offered school age child care programs compared to 2008-

2009. After school programs were offered by 142 districts and 113 districts offered before school programs. Holiday programs were offered by 57 districts and summer programs were offered by 82 districts (Table 104).

Table 104

IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE 1997-1998 TO 2009-2010									
Year	Total Number of Districts	Before School Number of Districts	Percent of Total Districts	After School Number of Districts	Percent of Total Districts	Holiday Number of Districts	Percent of Total Districts	Summer Number of Districts	Percent of Total Districts
1997-1998	377	89	23.6%	106	28.1%	43	11.4%	61	16.2%
1998-1999	375	98	26.1	114	30.4	44	11.7	65	17.3
1999-2000	374	92	24.6	113	30.2	38	10.2	67	17.9
2000-2001	371	90	24.3	117	31.5	41	11.1	67	18.1
2001-2002	371	90	24.3	114	30.7	35	9.4	62	16.7
2002-2003	371	90	24.3	113	30.5	40	10.8	70	18.9
2003-2004	370	102	27.6	130	35.1	47	12.7	81	21.9
2004-2005	367	104	28.3	135	36.8	47	12.8	85	23.2
2005-2006	365	113	31.0	144	39.5	56	15.3	88	24.1
2006-2007	365	107	29.3	131	35.9	57	15.6	90	24.7
2007-2008	364	119	32.7	143	39.3	63	17.3	97	26.6
2008-2009	362	117	32.3	141	39.0	56	15.5	87	24.0
2009-2010	361	113	31.3	142	39.3	57	15.8	82	22.7

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

In 2009-2010, districts with less than 2,500 students offered more after school programs than before school programs (Table 105).

Table 105

IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE BY DISTRICT ENROLLMENT CATEGORY 2009-2010									
Enrollment Category	Before School			After School		Holiday		Summer	
	Total Number of Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
<300	55	11	20.0%	17	30.9%	5	9.1%	10	18.2%
300-599	111	24	21.6	32	28.8	5	4.5	12	10.8
600-999	87	30	34.5	35	40.2	14	16.1	19	21.8
1,000-2,499	76	23	30.3	33	43.4	16	21.1	20	26.3
2,500-7,499	22	16	72.7	16	72.7	12	54.5	14	63.6
7,500+	10	9	90.0	9	90.0	5	50.0	7	70.0
State	361	113	31.3	142	39.3	57	15.8	82	22.7

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

STUDENT PERFORMANCE

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

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

State Indicators of Student Success

The seven required state indicators for student success are: 1) The percentage of all fourth, eighth, and 11th grade students achieving a proficient or higher reading status on the ITBS or ITED; 2) The percentage of all fourth, eighth, and 11th grade students achieving a proficient or higher mathematics status on the ITBS or ITED; 3) The percentage of all eighth and 11th grade students achieving a proficient or higher science status on the ITBS or ITED; 4) The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate; 5) The percentage of high school seniors who intend to pursue postsecondary education/training; 6) The percentage of high school

students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and 7) The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (*Iowa Administrative Code* – 12.8(3)).

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

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

1. The approximate enrollment per grade per year upon which the percentages for 2009-2010 are based: grade four - 38,000; grade eight - 37,600 and grade 11 - 37,600.
2. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the 2000 norming of ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99. The percentile ranks 1-40 are regarded as Less-Than-Proficient.
3. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not the same from grade to grade. For example, “Low” in reading comprehension does not have the same meaning at grade four and grade 11.

4. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are different from subject to subject. For example, “Low” in grade four reading comprehension does not have the same meaning as “Low” in grade four mathematics.
5. Separate tables show achievement level performance for students by gender, race/ethnicity, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group.

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

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa

students in the selected grades in each subgroup on ITBS and ITED reading, mathematics, and science. Since group size varies from one subgroup to another, it is important to show the students tested by subgroup. The approximate average number tested by grade (in grades four, eight, and 11) and by subgroup for ITBS and ITED reading comprehension and mathematics for the biennium periods 2001-2003 through 2008-2010 are shown in Tables 98 and 99. Table 100 shows the approximate average number of grade eight and 11 students tested by subgroup for ITBS and ITED science for the same four biennium periods. The enrollment tested in Tables 98 to 100 include both public and nonpublic school participants. The students in the biennium analysis are those who enrolled for a full academic year (FAY), as well as those who were enrolled only part of the academic year in Iowa schools, plus some home schooling students who took the ITBS or ITED reading, mathematics or science.

The two smallest subgroups in Tables 106 to 108 are American Indian and migrant students. White is the largest subgroup tested in Iowa.

Table 106

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED
READING COMPREHENSION TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003, 2004-2006 TO 2008-2010**

GRADE 4	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	19,970	18,920	18,970	19,220	19,320	19,400
Female	19,360	18,040	18,060	18,420	18,580	18,570
African American	1,700	1,790	1,960	2,160	2,240	2,100
American Indian	230	210	230	220	220	210
Asian	500	710	770	810	830	840
Hispanic	1,510	2,170	2,340	2,500	2,620	2,950
White	33,570	31,840	31,580	31,800	31,910	31,440
ELL ¹	920	1,330	1,590	1,700	1,790	1,940
Migrant ²	260	280	250	210	160	130
SES Eligible ³	11,350	11,610	11,950	12,800	13,400	14,200
IEP ⁴	4,460	4,170	4,480	4,660	4,630	4,510
GRADE 8	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	20,620	20,430	20,250	20,110	19,600	19,280
Female	19,740	19,780	19,430	18,990	18,640	18,340
African American	1,300	1,800	1,920	1,960	1,990	1,850
American Indian	230	230	220	220	220	220
Asian	560	690	725	740	760	750
Hispanic	1,160	1,840	1,980	2,130	2,260	2,500
White	34,860	35,370	34,690	33,930	32,920	31,910
ELL ¹	480	830	940	950	1,080	1,110
Migrant ²	140	220	200	160	140	110
SES Eligible ³	9,680	11,370	11,550	11,720	11,790	12,290
IEP ⁴	5,630	5,420	5,460	5,320	4,990	4,790
GRADE 11	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	18,490	19,180	19,580	19,550	19,240	19,090
Female	18,240	18,540	18,810	18,920	18,870	18,540
African American	770	1,250	1,370	1,460	1,590	1,590
American Indian	120	220	200	190	200	210
Asian	550	670	660	670	730	720
Hispanic	770	1,280	1,410	1,600	1,760	1,970
White	33,150	33,970	34,550	34,440	33,760	32,860
ELL ¹	370	590	660	650	710	720
Migrant ²	110	160	150	140	120	90
SES Eligible ³	5,620	7,770	8,430	8,890	9,310	9,890
IEP ⁴	3,340	4,330	4,590	4,620	4,490	4,390

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

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

Table 107

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED
MATHEMATICS TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003, 2004-2006 TO 2008-2010**

GRADE 4	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	19,940	18,910	18,970	19,200	19,330	19,410
Female	19,330	18,040	18,050	18,390	18,570	18,570
African American	1,700	1,800	1,940	2,150	2,230	2,090
American Indian	220	220	220	220	220	210
Asian	580	710	770	820	830	850
Hispanic	1,500	2,170	2,350	2,510	2,630	2,960
White	33,530	31,790	31,560	31,740	31,880	31,440
ELL ¹	930	1,350	1,610	1,720	1,810	1,950
Migrant ²	260	280	250	210	160	130
SES Eligible ³	11,320	11,600	11,930	12,770	13,390	14,210
IEP ⁴	4,480	4,170	4,480	4,650	4,630	4,510
GRADE 8	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	20,420	20,410	20,210	20,070	19,560	19,250
Female	19,740	19,780	19,430	18,990	18,610	18,320
African American	1,280	1,790	1,910	1,950	1,980	1,840
American Indian	230	230	220	220	220	220
Asian	560	690	730	740	760	750
Hispanic	1,160	1,850	1,990	2,130	2,270	2,500
White	34,540	35,330	34,620	33,870	33,870	31,870
ELL ¹	490	840	950	960	1,090	1,120
Migrant ²	150	220	210	170	150	110
SES Eligible ³	9,610	11,350	11,520	11,680	11,750	12,260
IEP ⁴	5,580	5,400	5,430	5,290	4,960	4,770
GRADE 11	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	18,450	19,180	19,570	19,550	19,250	19,100
Female	18,190	18,540	18,810	18,910	18,860	18,540
African American	780	1,250	1,370	1,450	1,590	1,590
American Indian	120	220	200	190	200	210
Asian	550	670	660	680	730	720
Hispanic	760	1,280	1,400	1,600	1,760	1,970
White	33,090	33,960	34,540	34,430	33,750	32,850
ELL ¹	370	600	670	660	720	730
Migrant ²	120	160	150	150	120	90
SES Eligible ³	5,620	7,760	8,420	8,890	9,310	9,890
IEP ⁴	3,350	4,340	4,580	4,620	4,490	4,400

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

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

Table 108

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED
SCIENCE TESTS BY SUBGROUP BIENNIUM PERIODS 2001-2003, 2004-2006 TO 2008-2010**

GRADE 8	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	20,020	20,330	20,150	20,010	19,500	19,190
Female	19,310	19,680	19,330	18,880	18,540	18,260
African American	1,240	1,780	1,900	1,950	1,980	1,840
American Indian	230	230	220	220	220	220
Asian	560	690	720	740	760	750
Hispanic	1,140	1,840	1,980	2,120	2,260	2,500
White	34,240	35,230	34,520	33,760	32,750	31,750
ELL ¹	480	830	940	950	1,080	1,110
Migrant ²	150	220	200	160	140	110
SES Eligible ³	9,480	11,330	11,520	11,680	11,760	12,270
IEP ⁴	5,540	5,380	5,420	5,300	4,980	4,780
GRADE 11	2001-2003	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010
Male	18,320	19,040	19,410	19,420	19,140	19,000
Female	18,110	18,410	18,330	18,800	18,770	18,470
African American	760	1,220	1,330	1,420	1,570	1,580
American Indian	120	210	200	190	200	200
Asian	550	670	650	670	720	720
Hispanic	760	1,250	1,370	1,570	1,750	1,950
White	32,900	33,800	34,330	34,250	33,600	32,730
ELL ¹	360	580	650	640	700	720
Migrant ²	110	160	150	140	120	90
SES Eligible ³	5,570	7,660	8,300	8,870	9,230	9,810
IEP ⁴	3,280	4,280	4,510	4,550	4,450	4,360

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

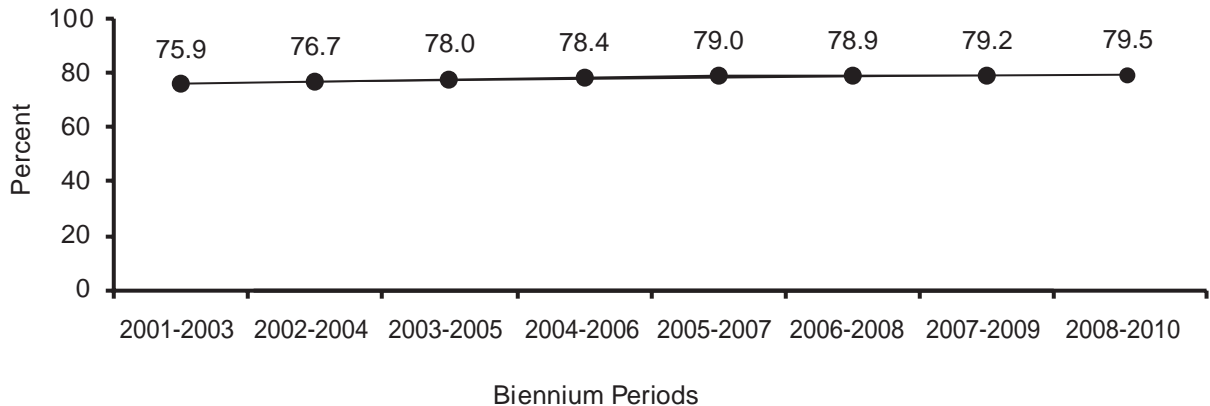
⁴IEP indicates special education status, students with IEPs are classified as special education students.

Reading

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

Figure 34

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

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

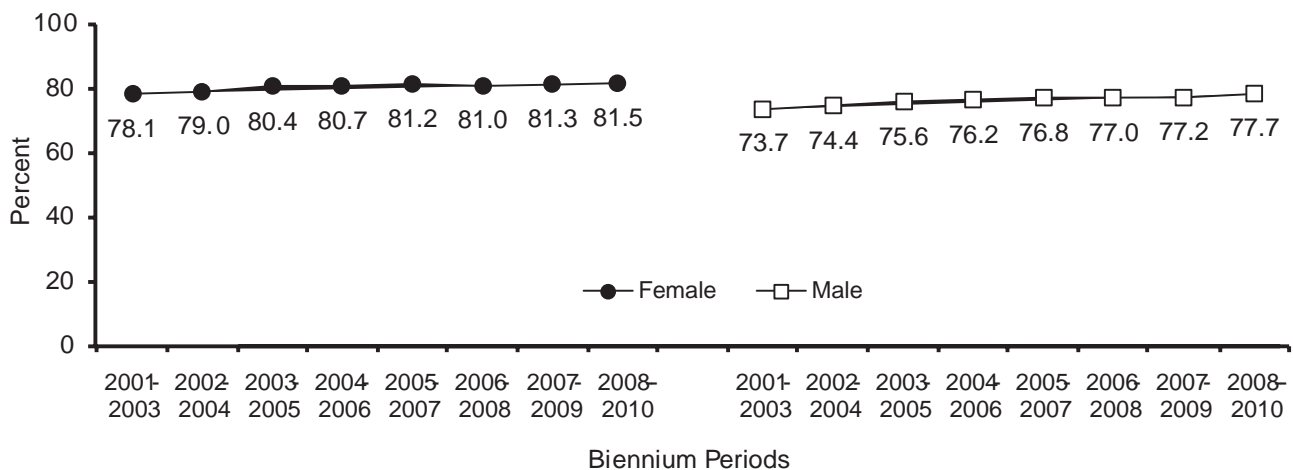
Usually understands factual information and new words in context.

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

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

Figure 35

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

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

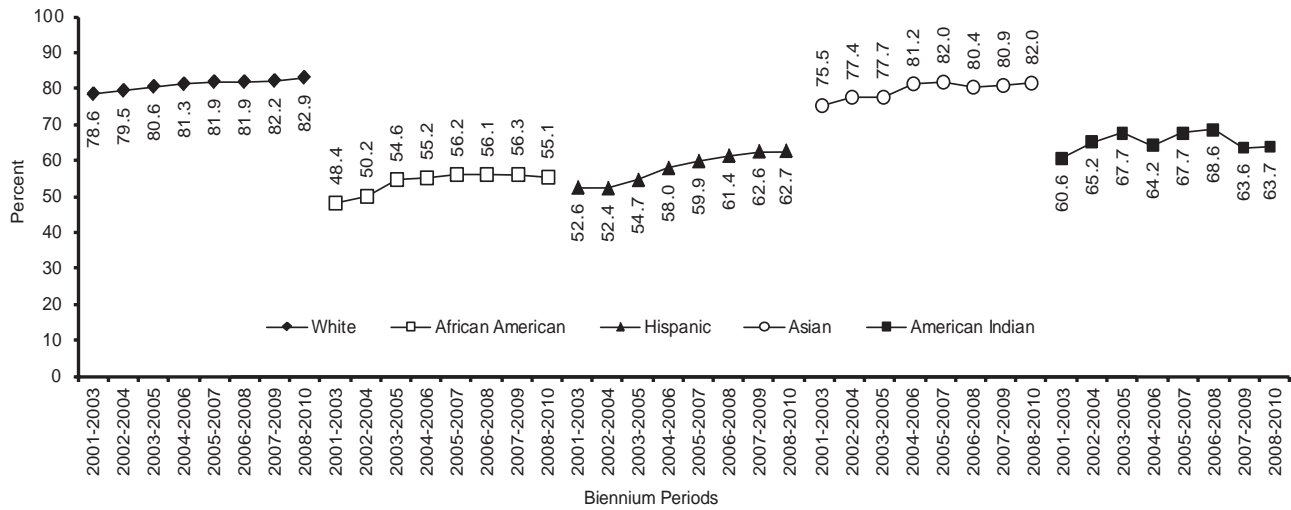
Usually understands factual information and new words in context.

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

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

Figure 36

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

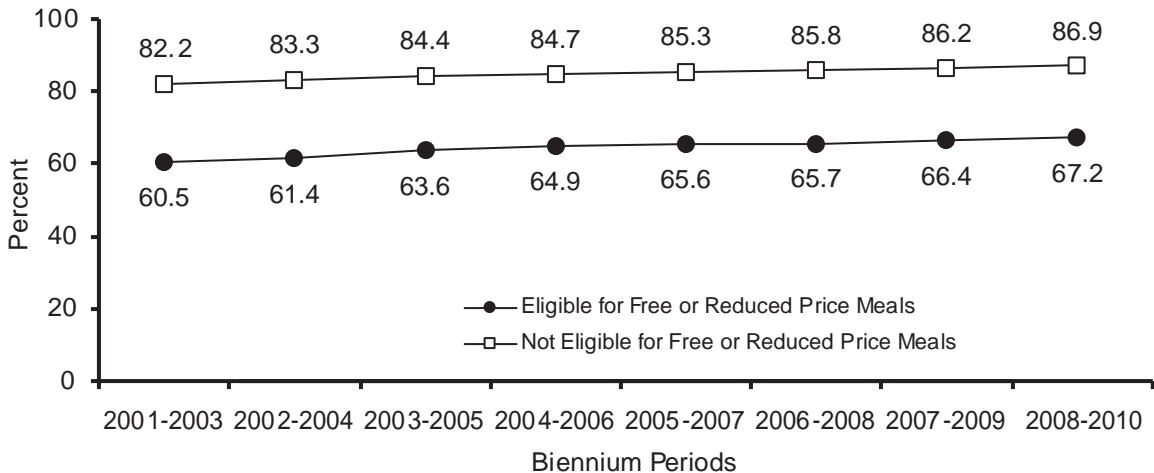


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 37

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

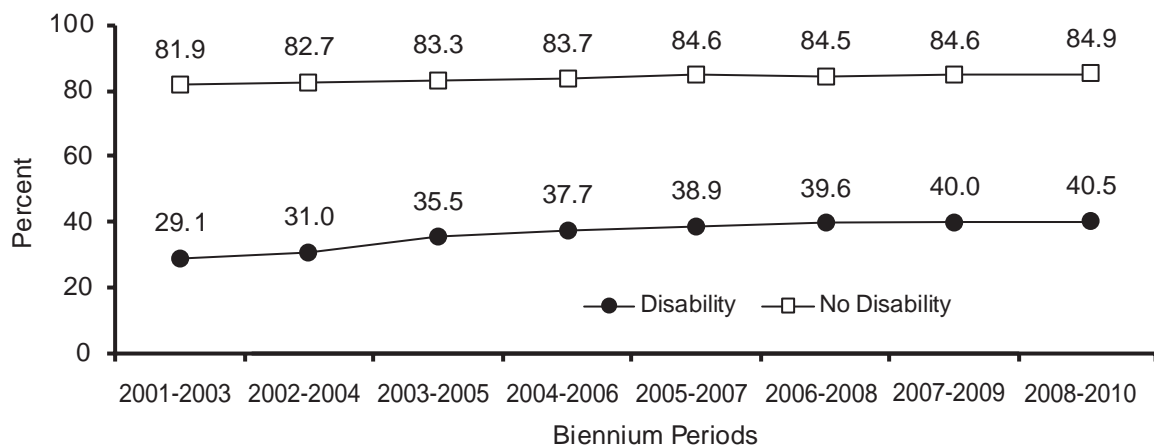


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 38

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually understands factual information and new words in context.

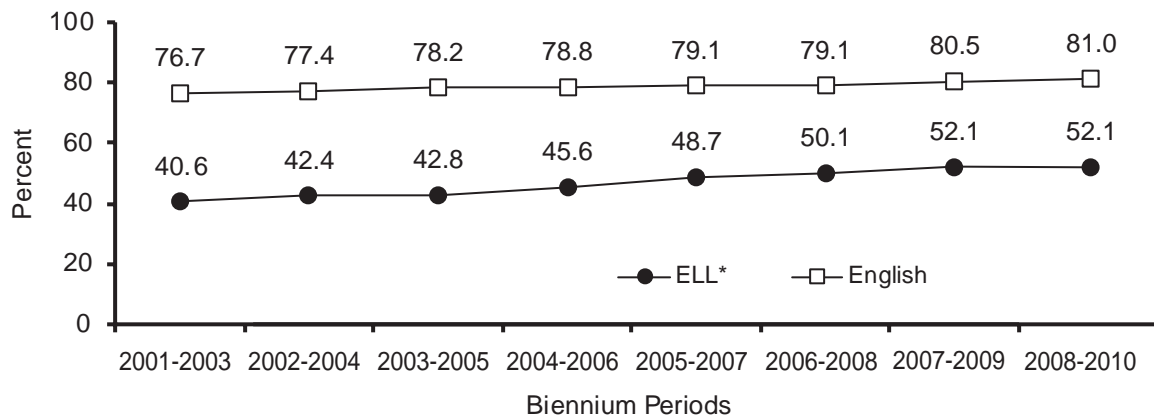
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 39

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually understands factual information and new words in context.

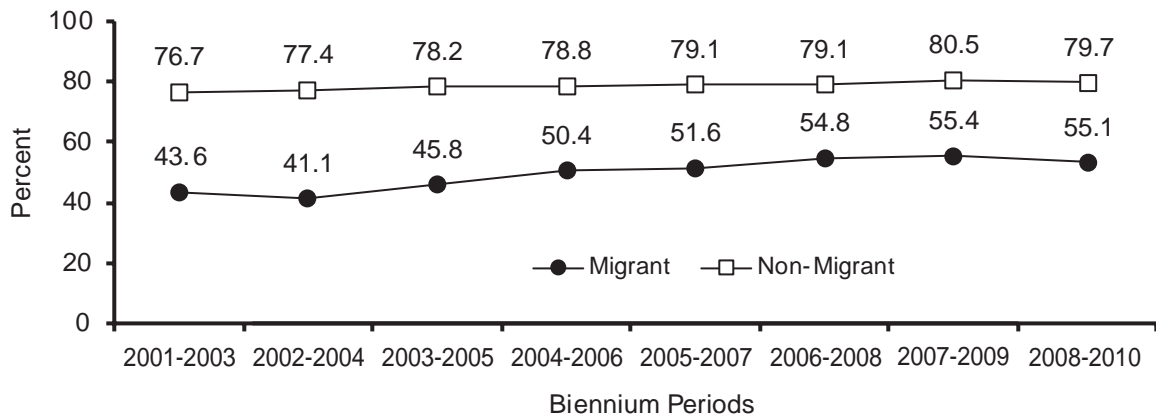
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 40

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON
ITBS READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

Usually understands factual information and new words in context.

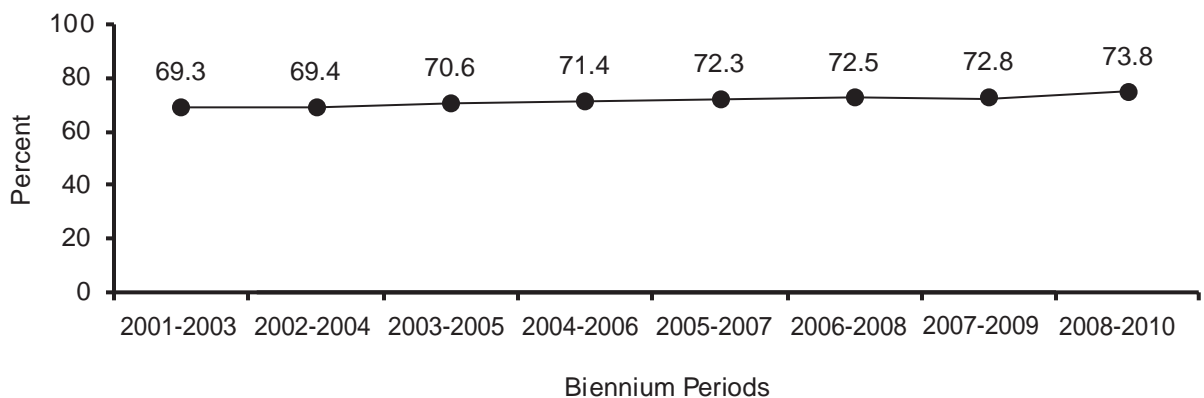
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 41

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

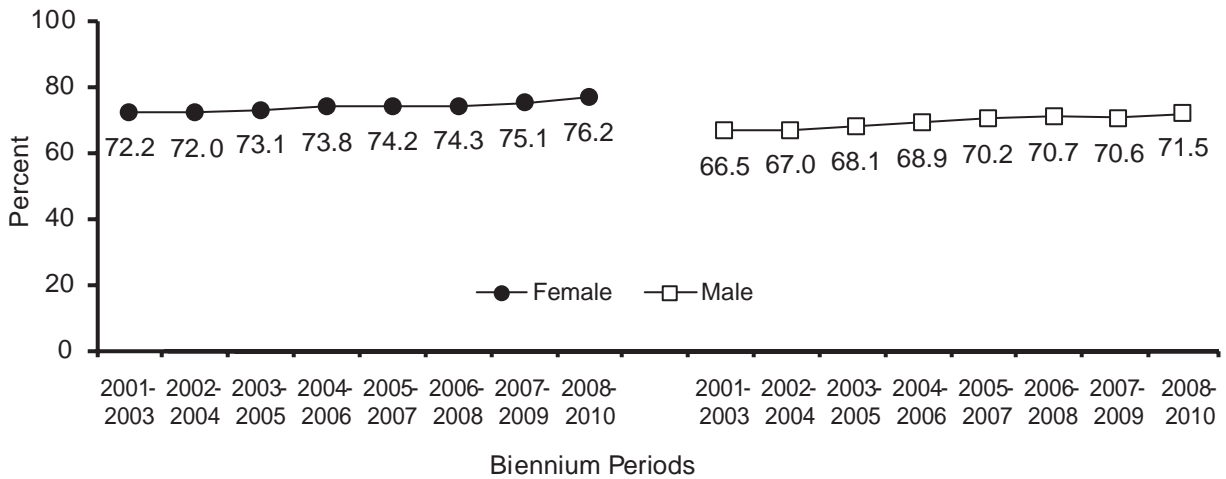
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 42

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

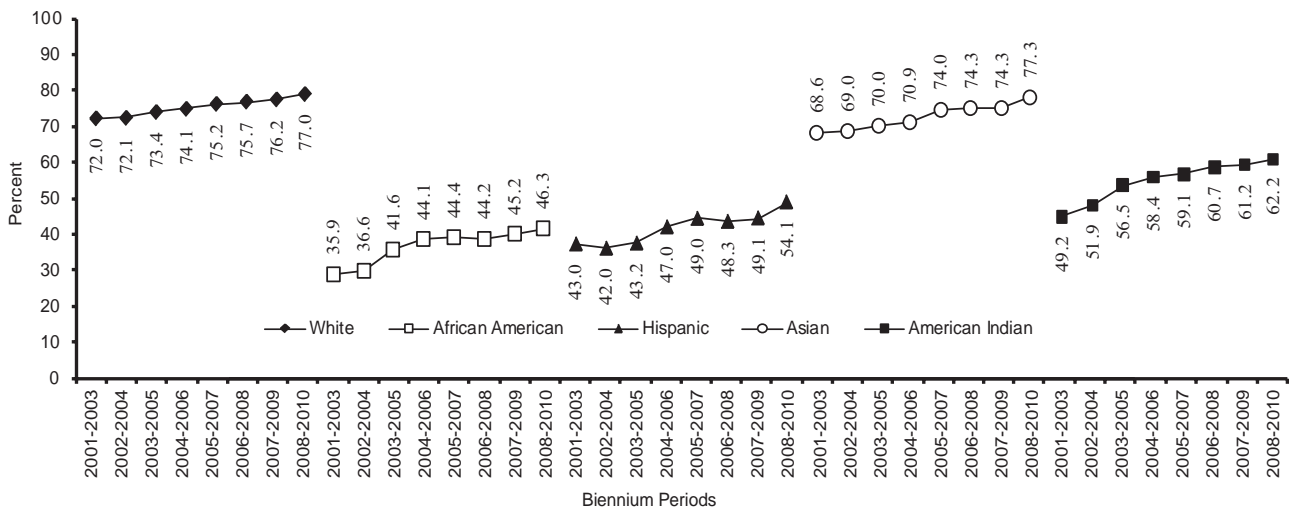
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 43

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

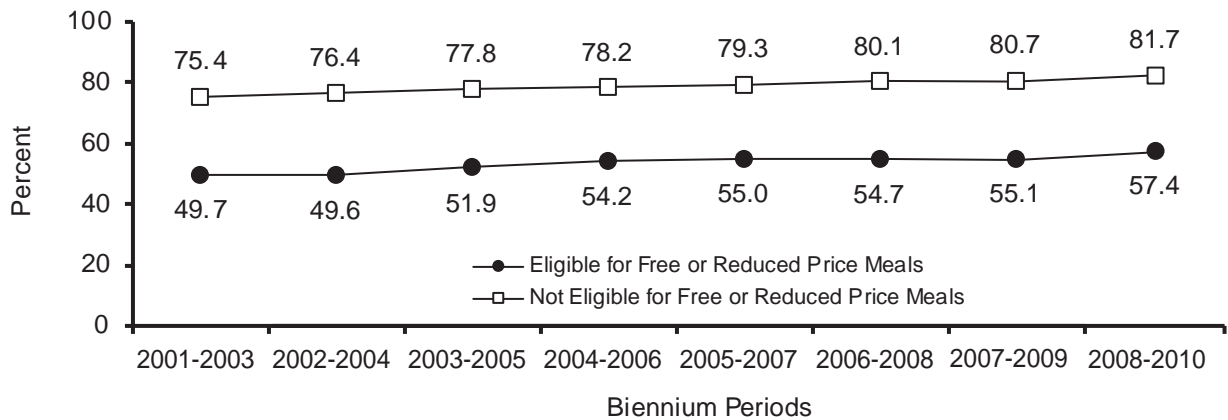
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 44

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

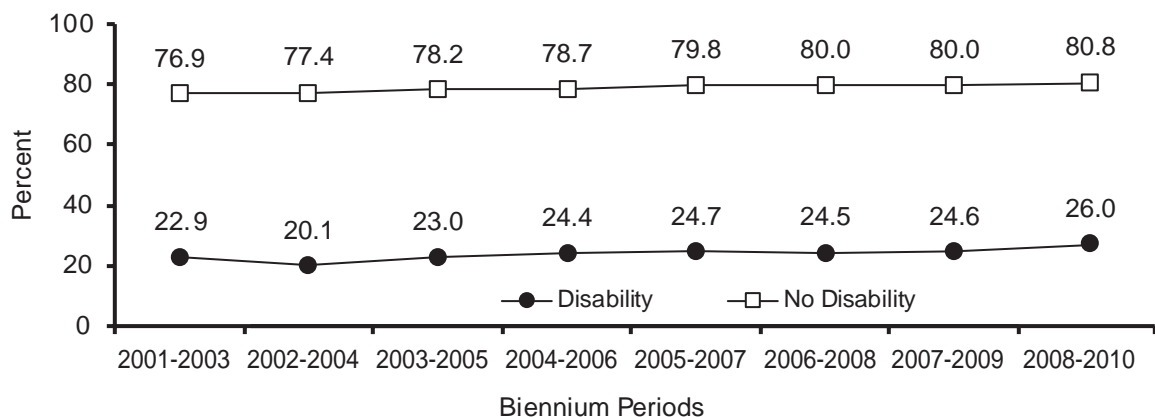
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 45

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

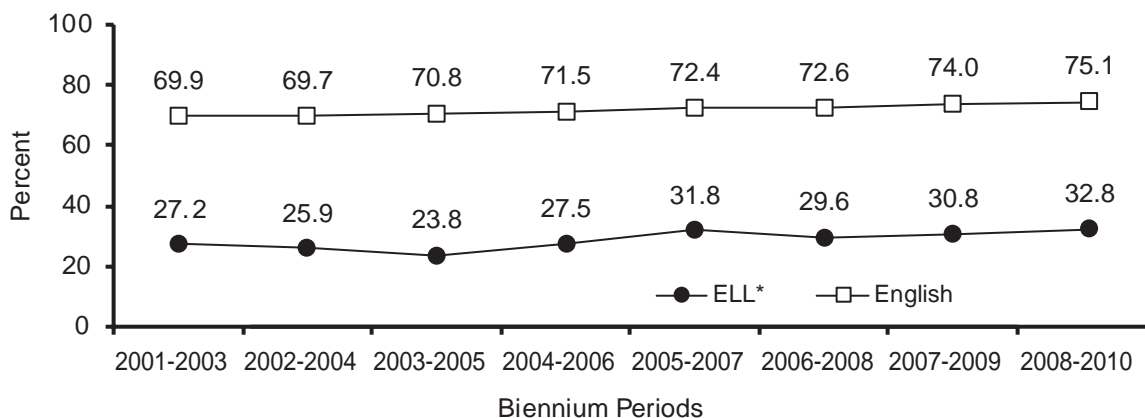
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 46

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

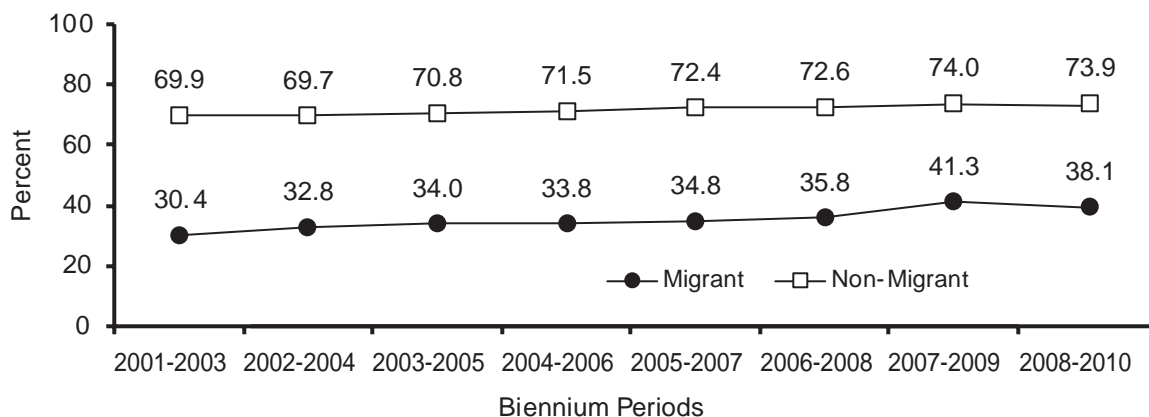
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 47

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

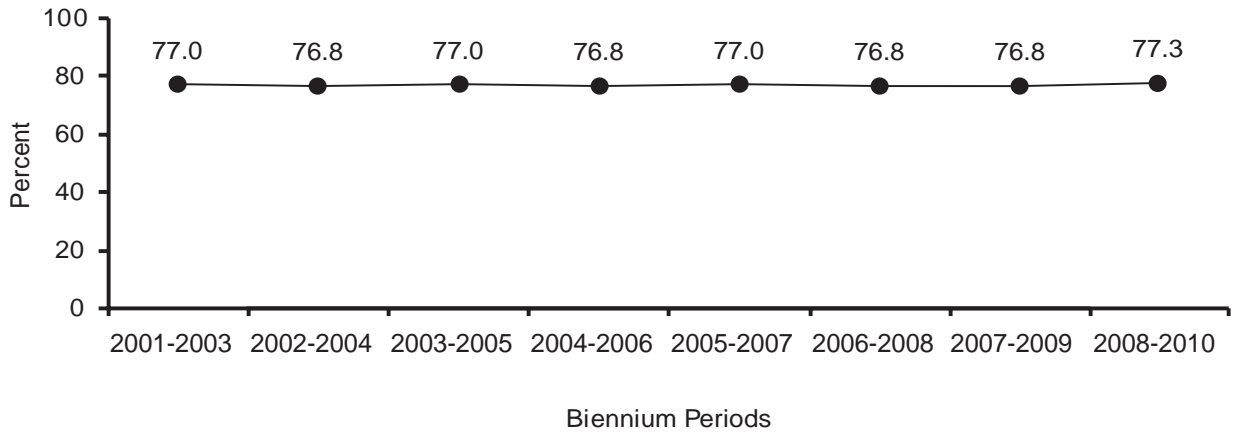
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 48

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BIENNIUM PERIODS 2001-2003 TO 2008-2010**

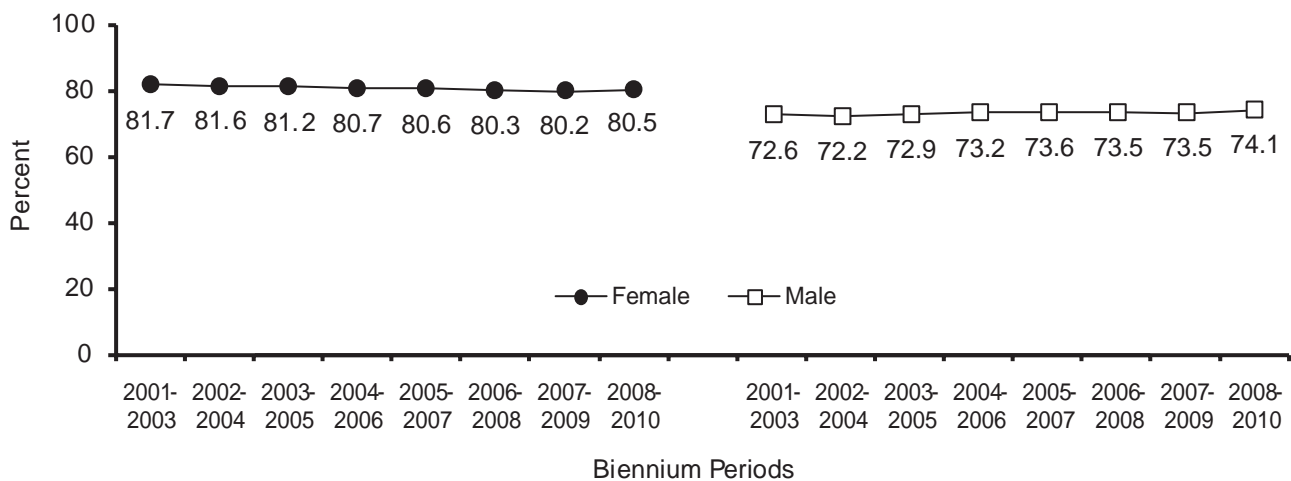


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 49

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

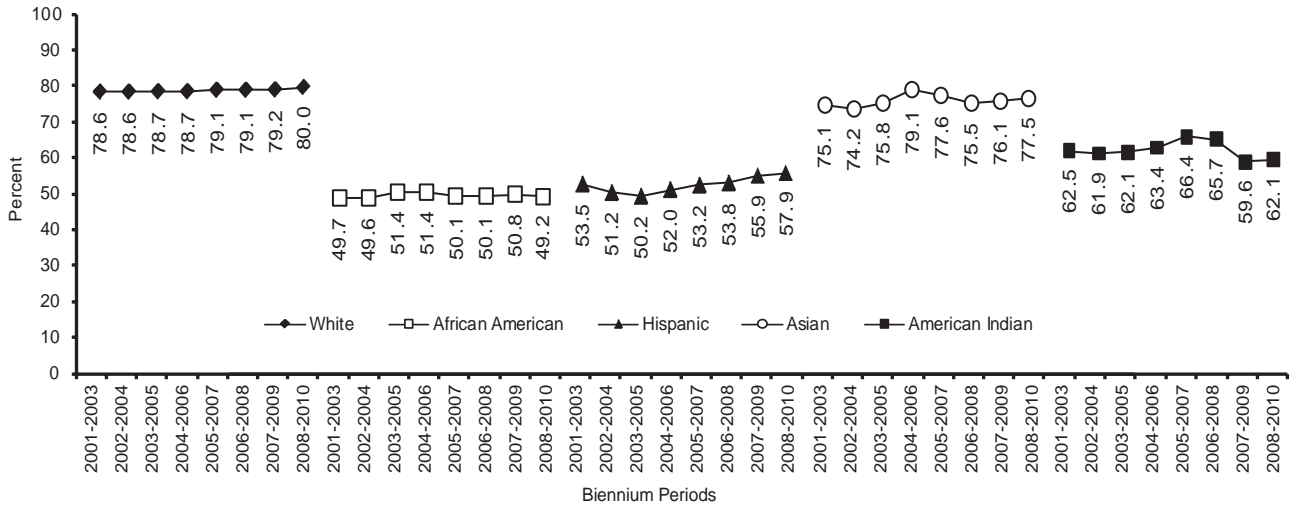


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 50

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



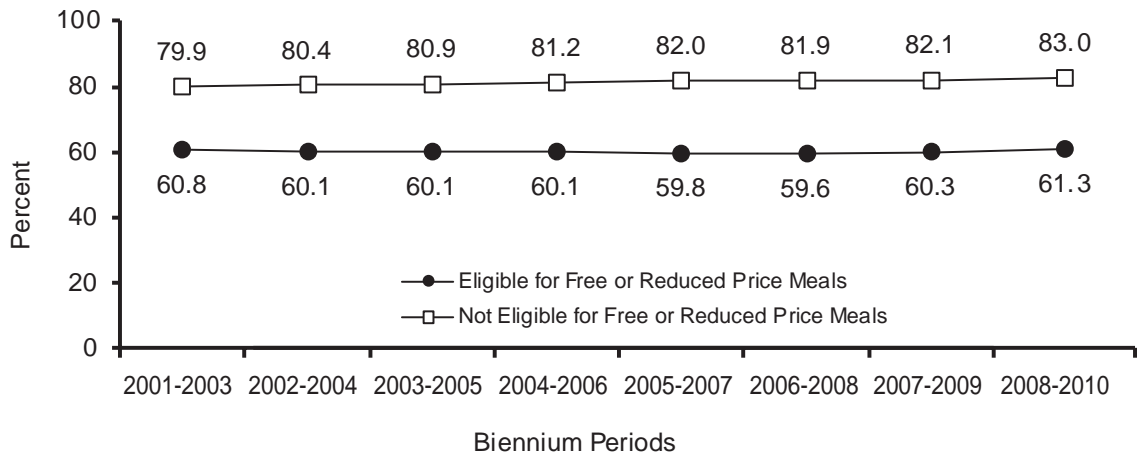
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 51

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

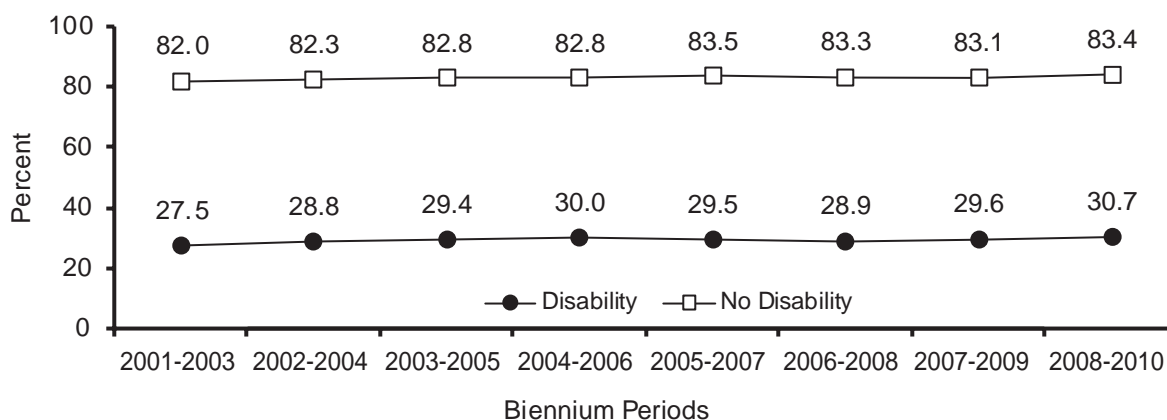
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 52

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

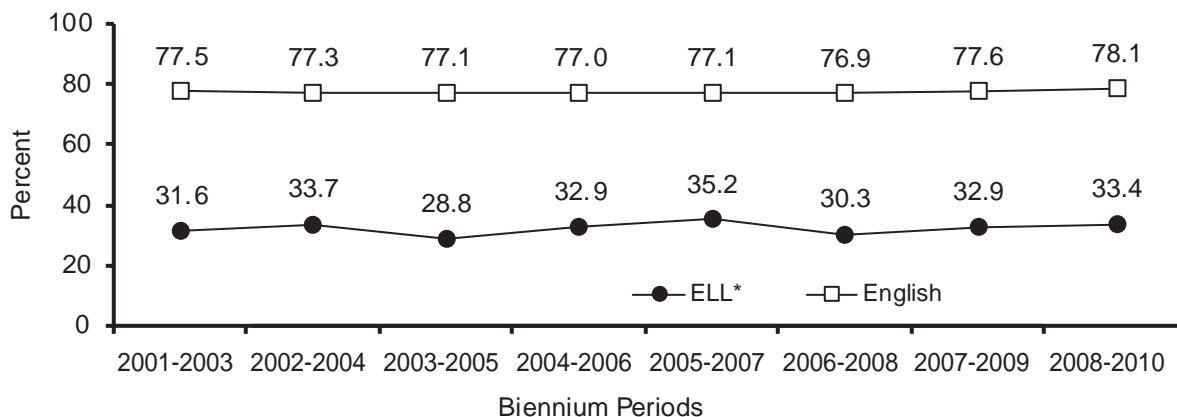
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 53

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

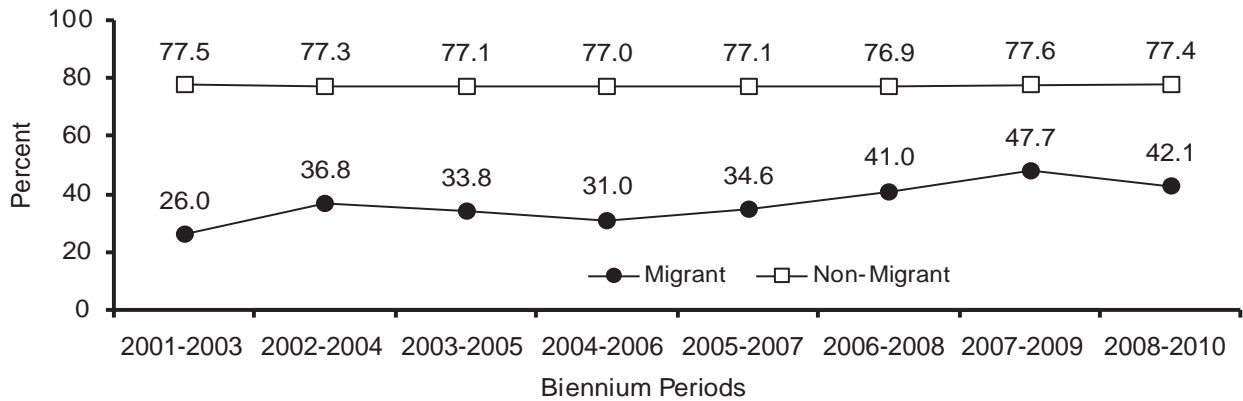
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 54

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

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

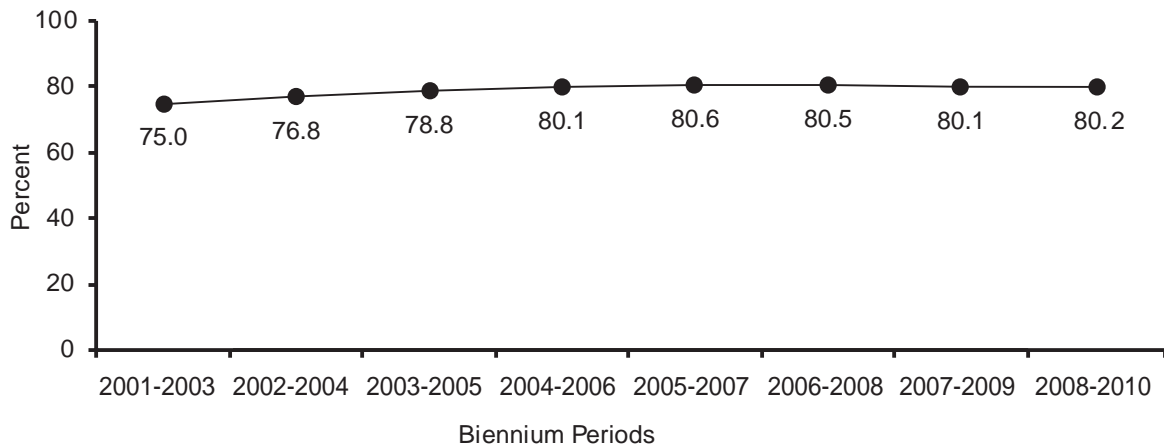
*Migrant Status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

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

Figure 55

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BIENNIUM PERIODS 2001-2003 TO 2008-2010**



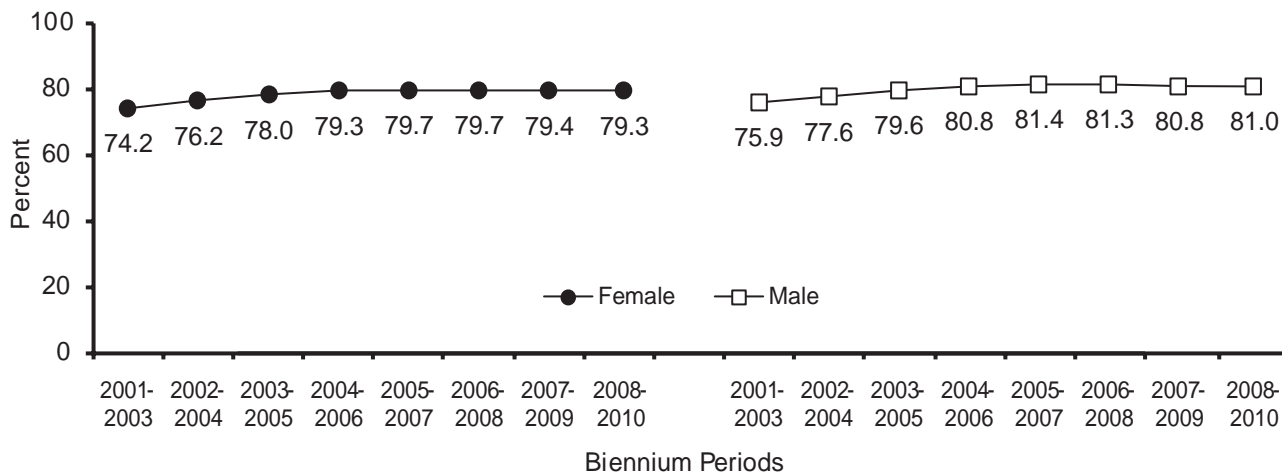
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 56

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2008-2010



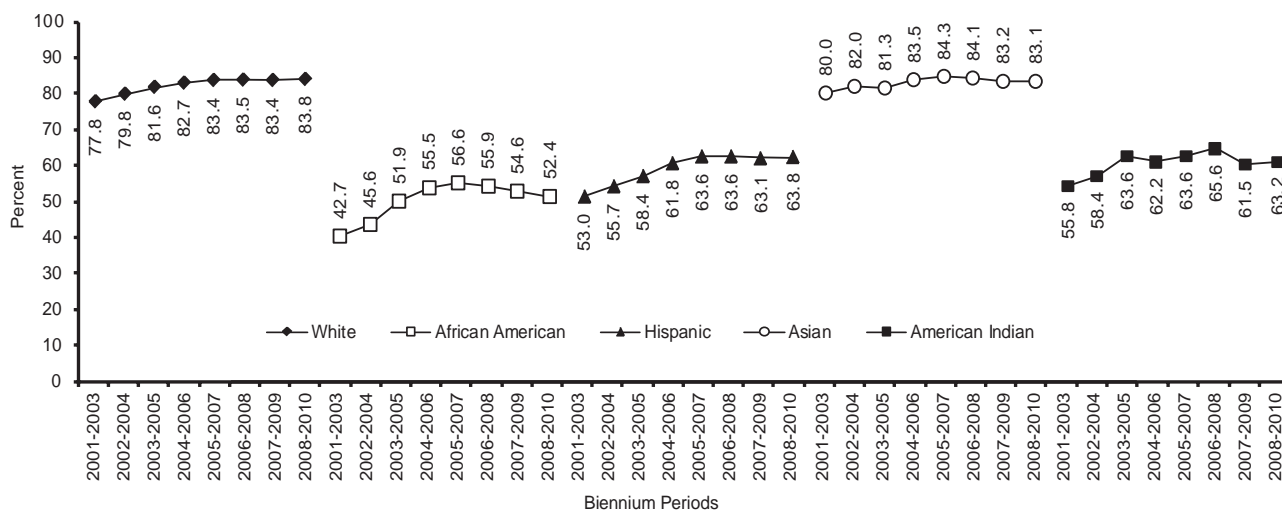
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 57

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2008-2010



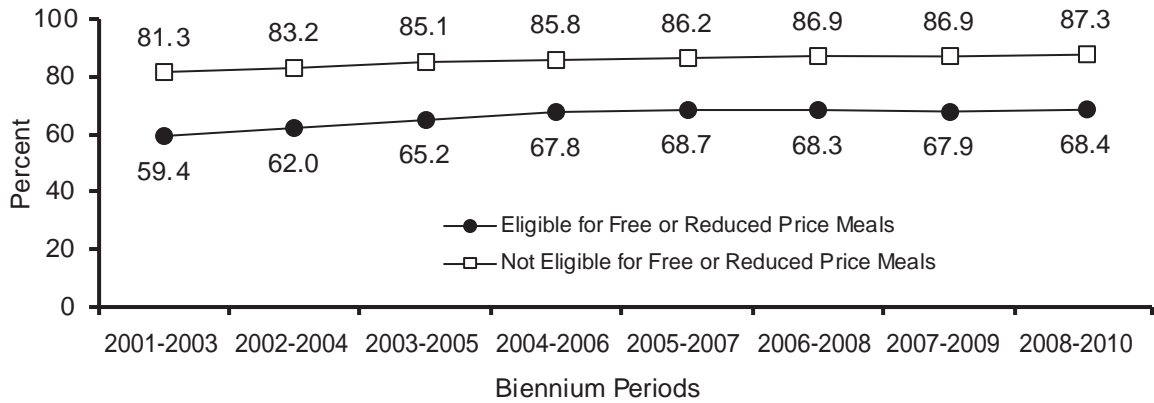
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 58

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

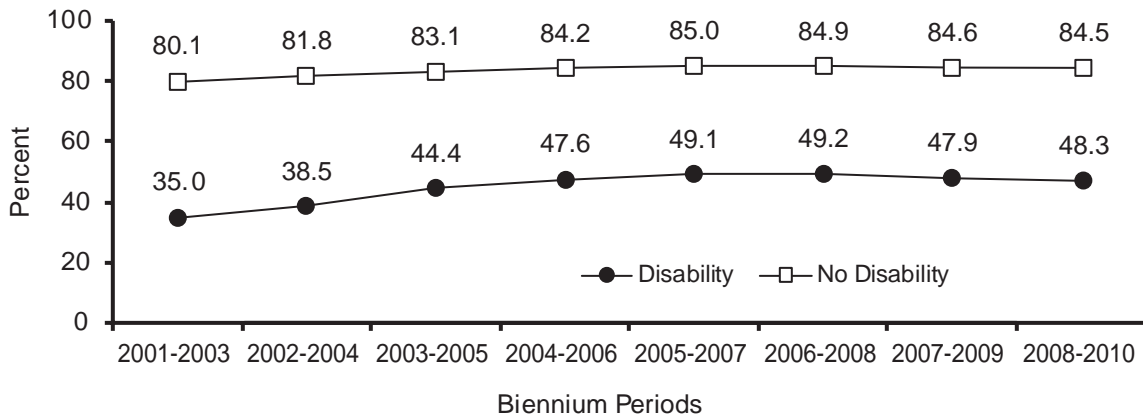
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 59

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

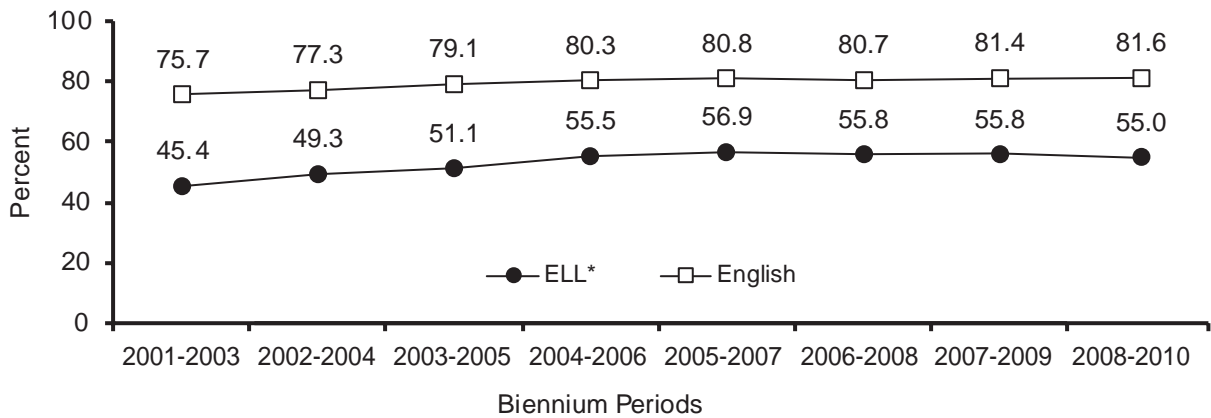
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 60

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

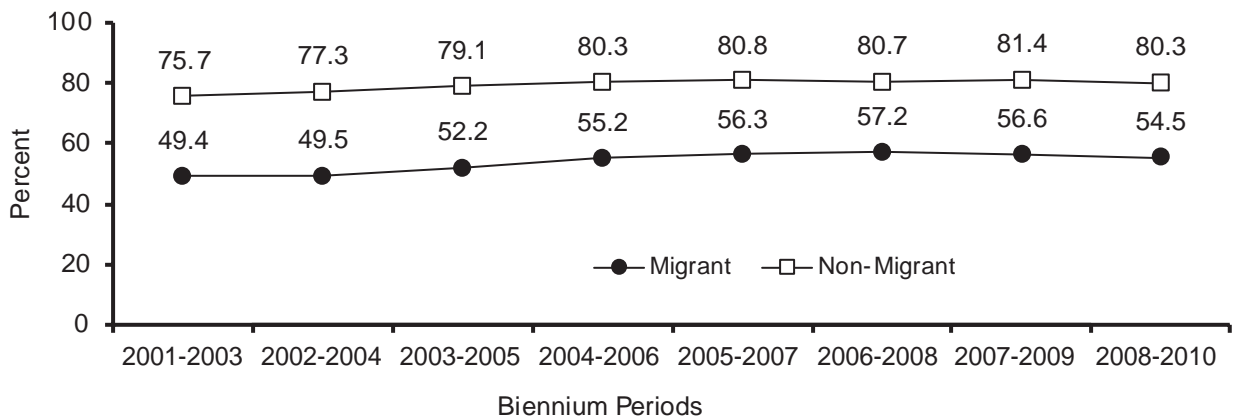
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 61

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

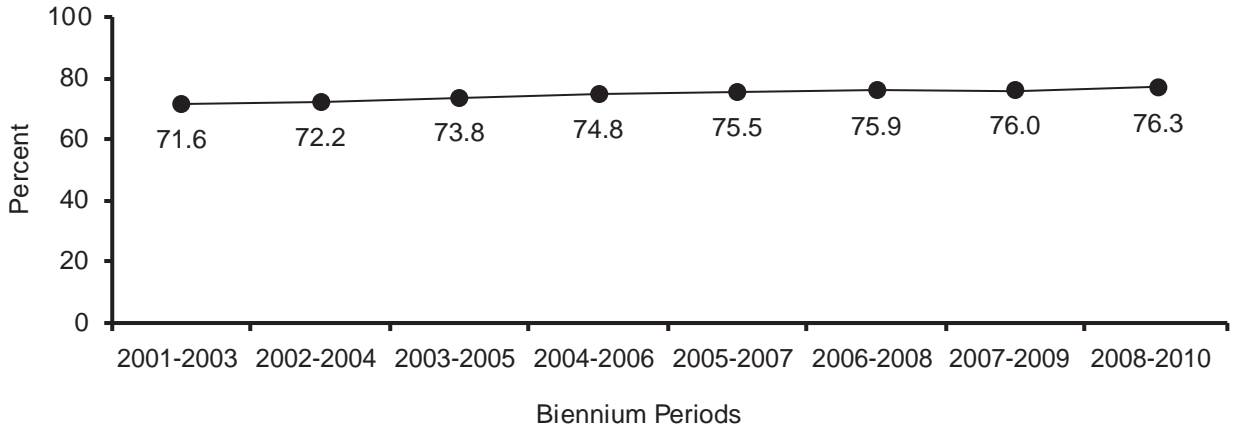
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 62

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

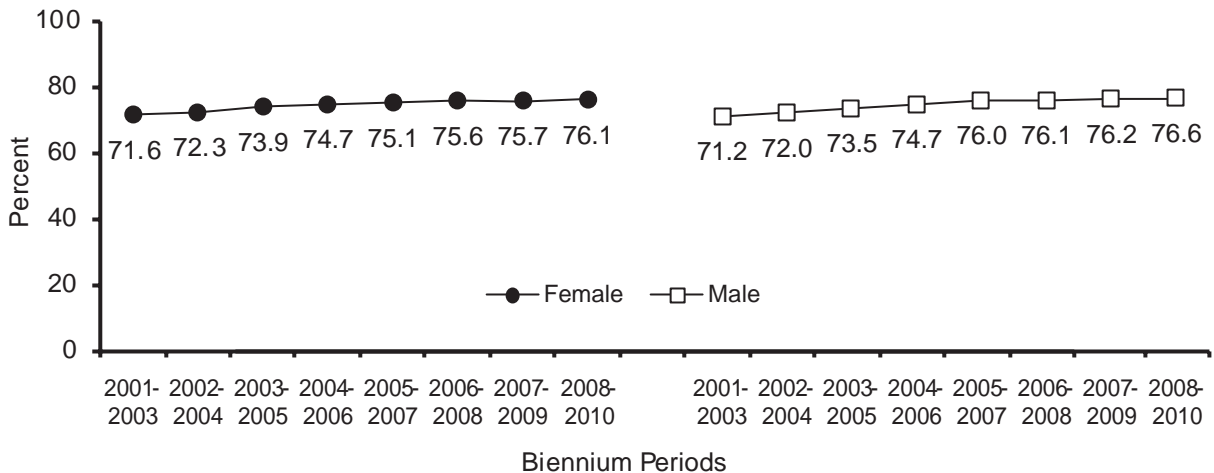
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

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

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

Figure 63

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



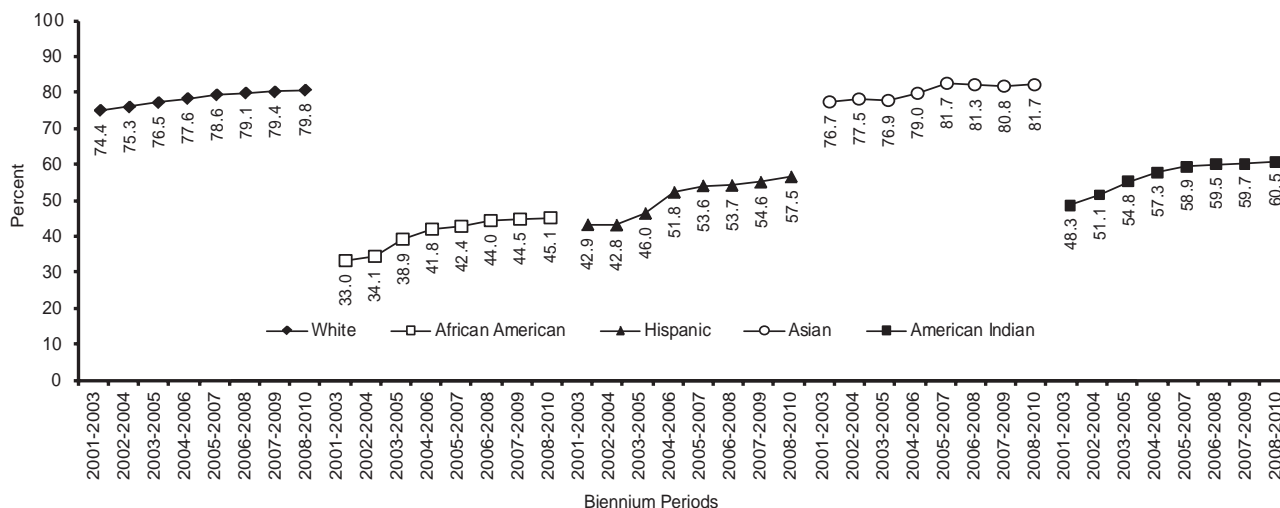
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 64

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



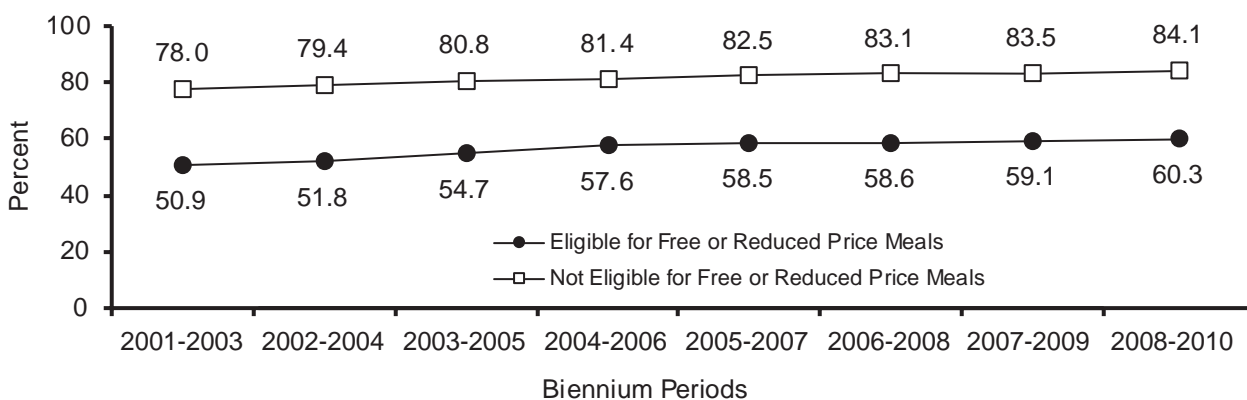
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 65

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

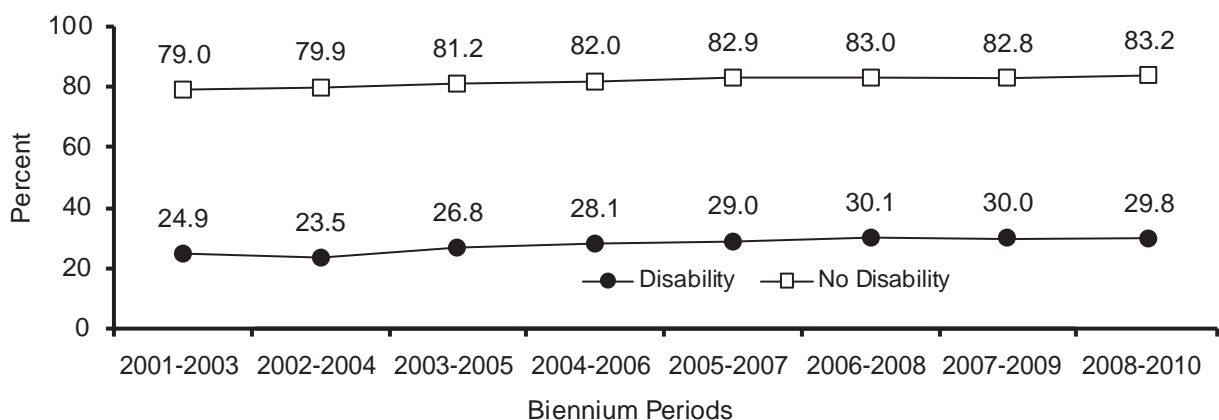
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 66

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

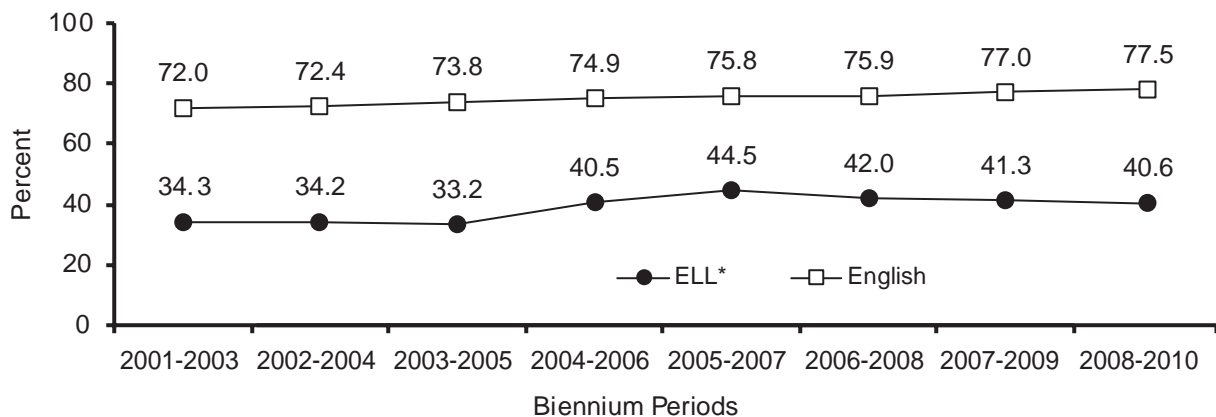
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 67

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

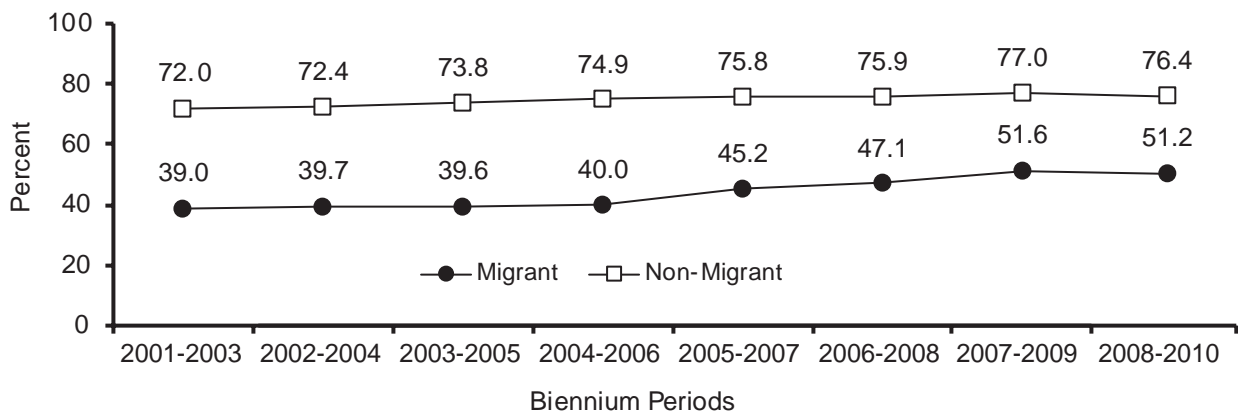
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 68

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

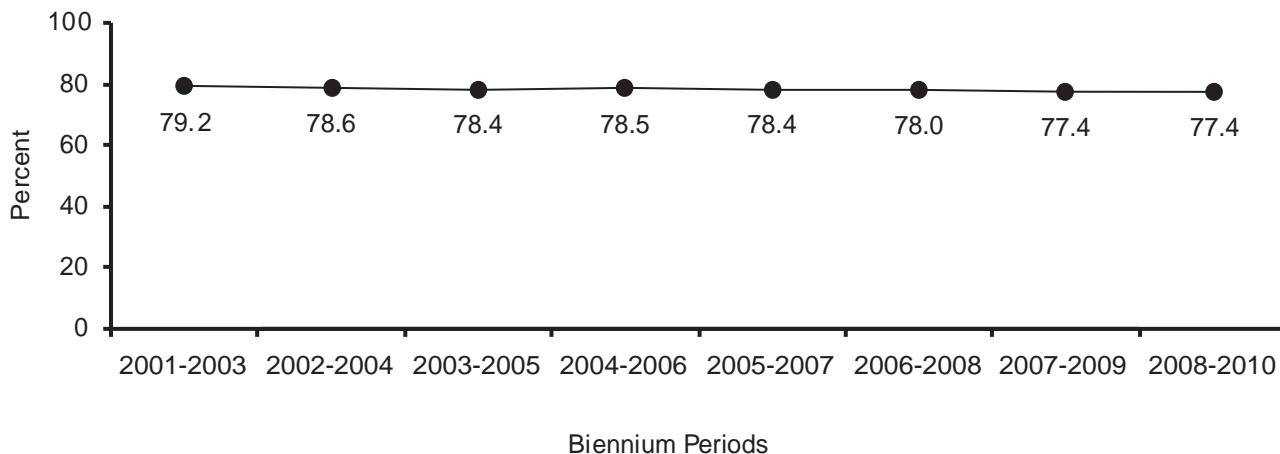
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 69

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
MATHEMATICS TEST BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

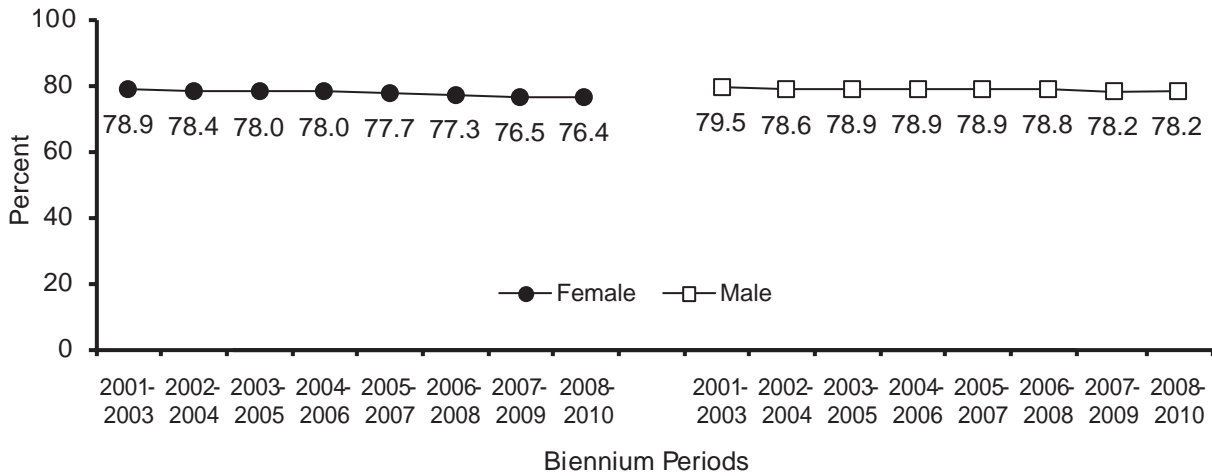
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

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

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

Figure 70

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



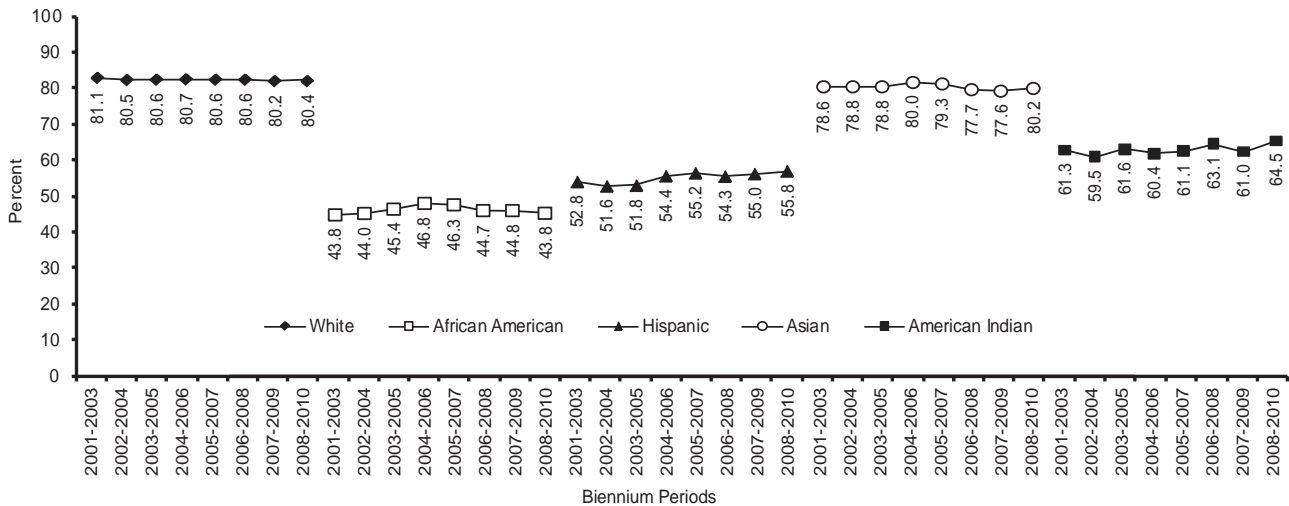
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 71

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY RACE/
ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2008-2010**



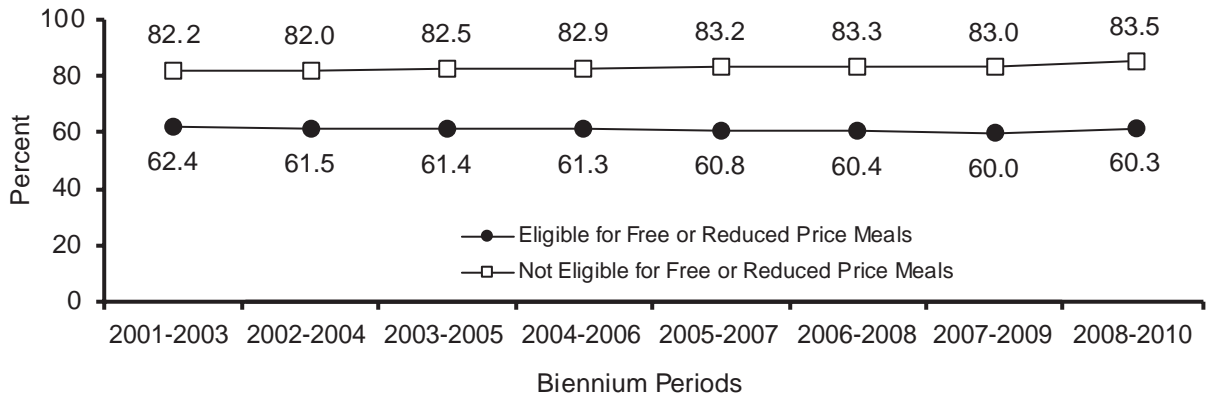
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 72

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

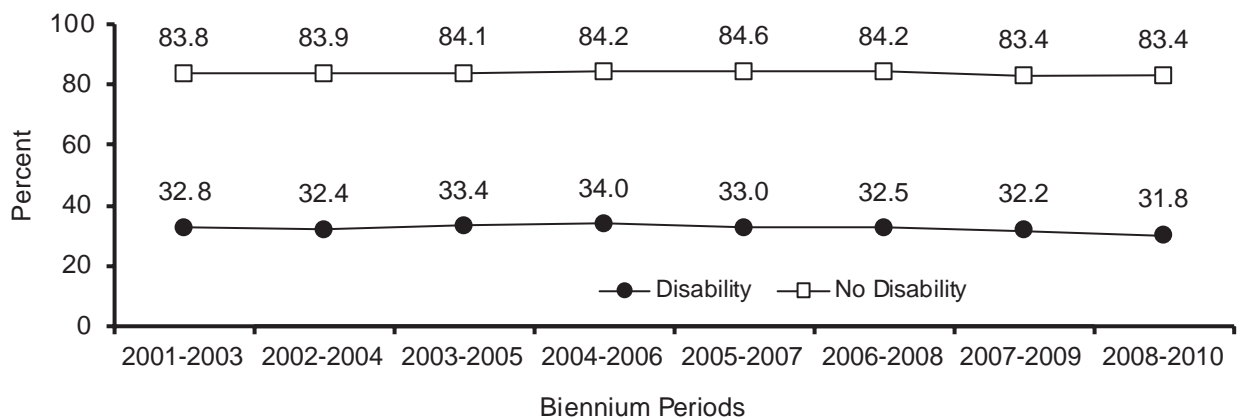
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 73

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

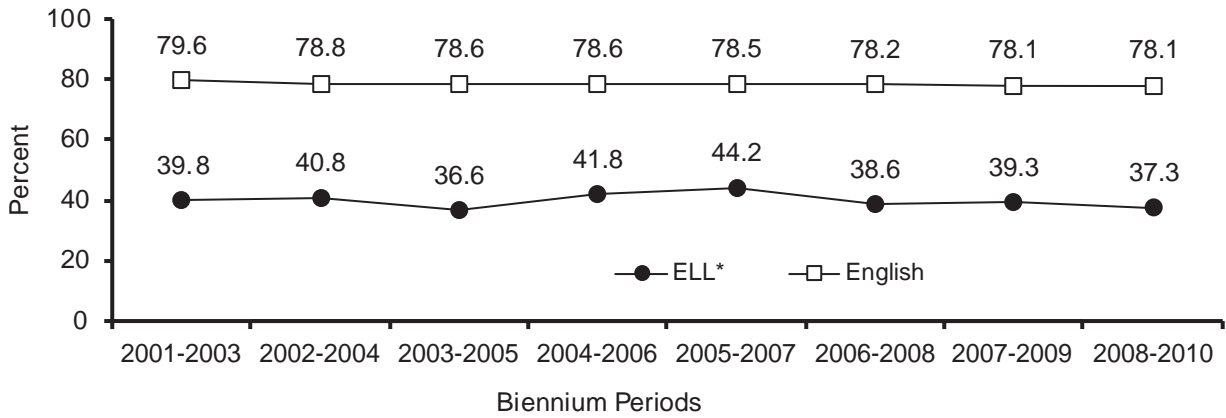
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 74

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

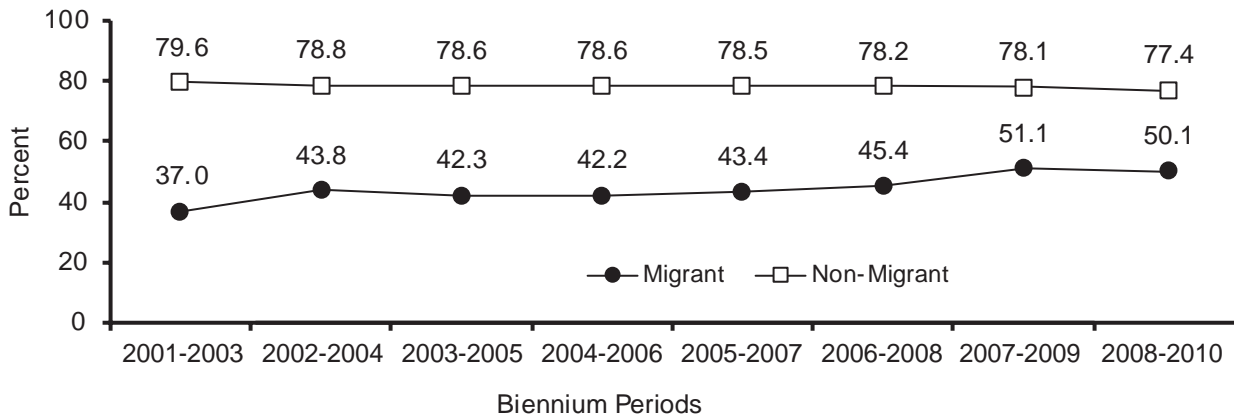
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 75

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

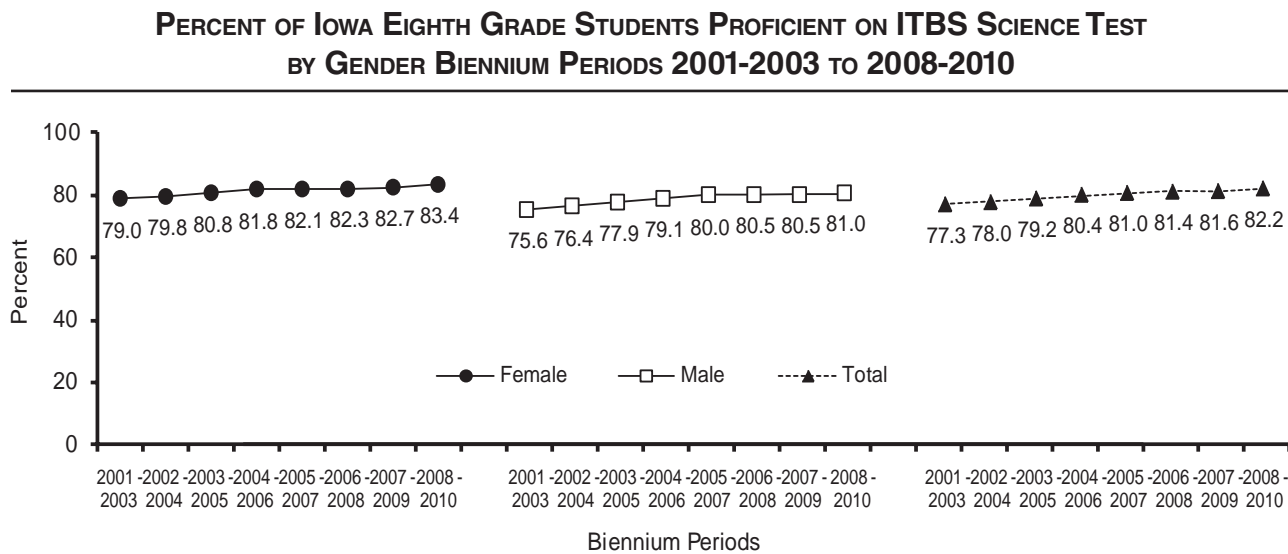
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

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

Science

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

Figure 76



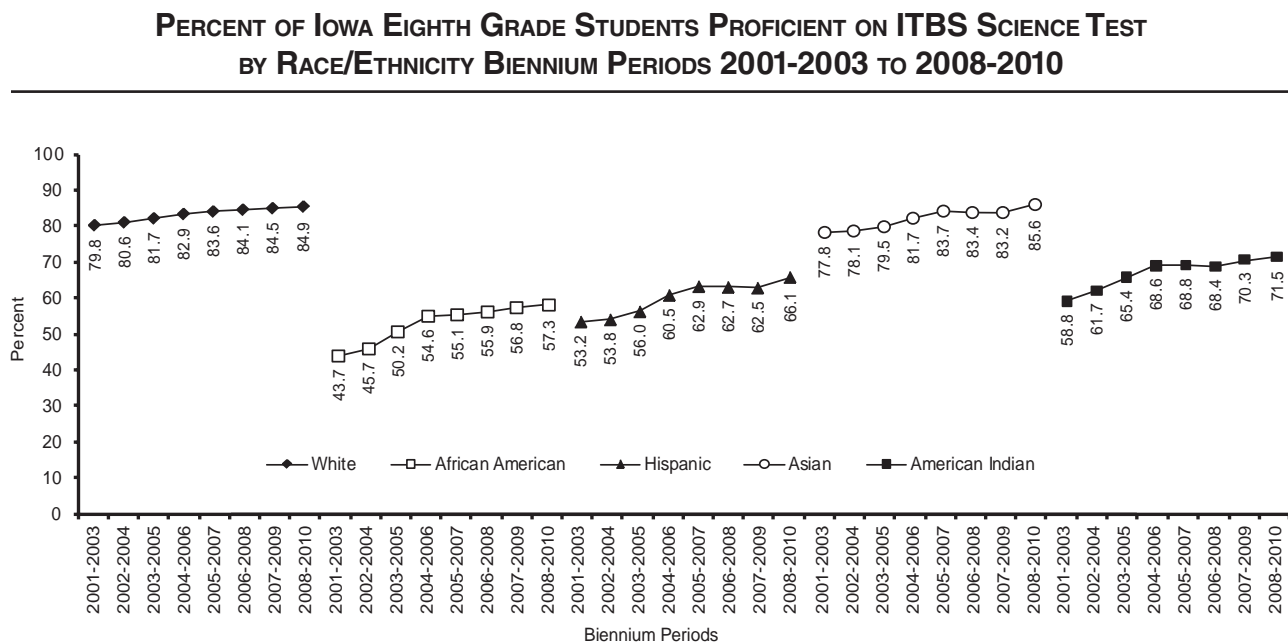
Source: Iowa Testing Programs, The University of Iowa.

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

Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 77



Source: Iowa Testing Programs, The University of Iowa.

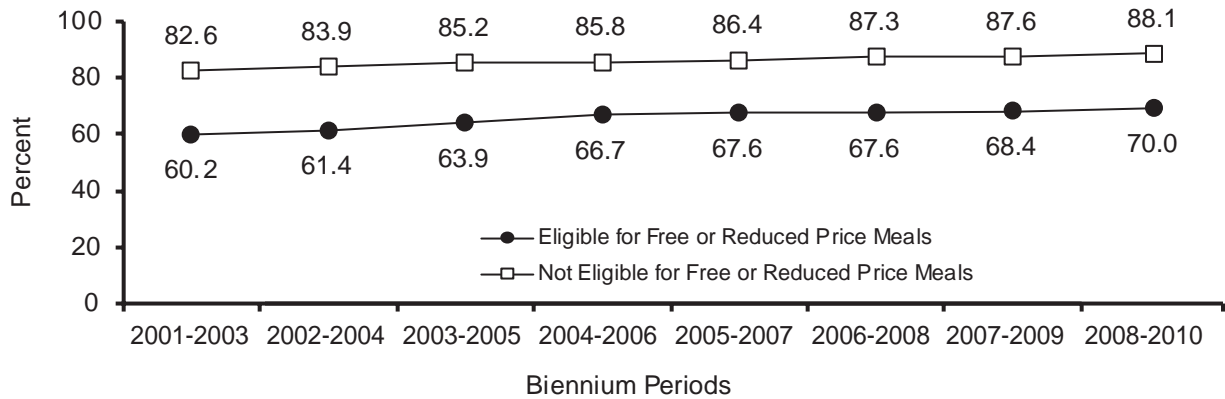
Notes: A student designated as proficient can, at a minimum, do the following:

Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 78

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
SCIENCE TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

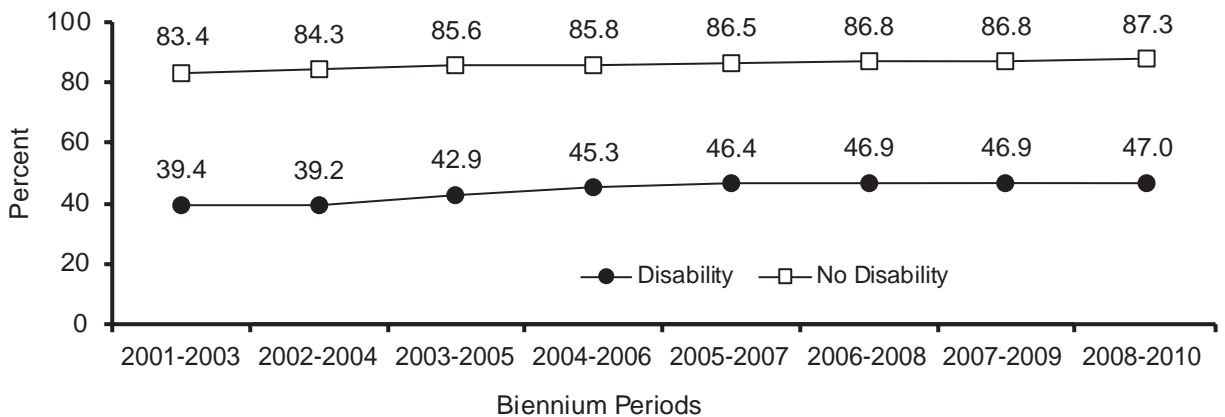


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 79

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
SCIENCE TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

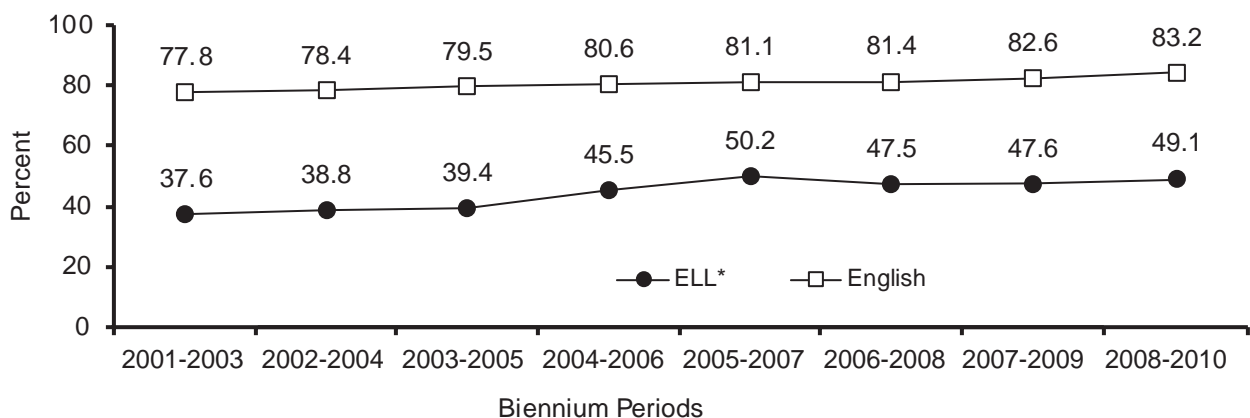


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 80

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS SCIENCE TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

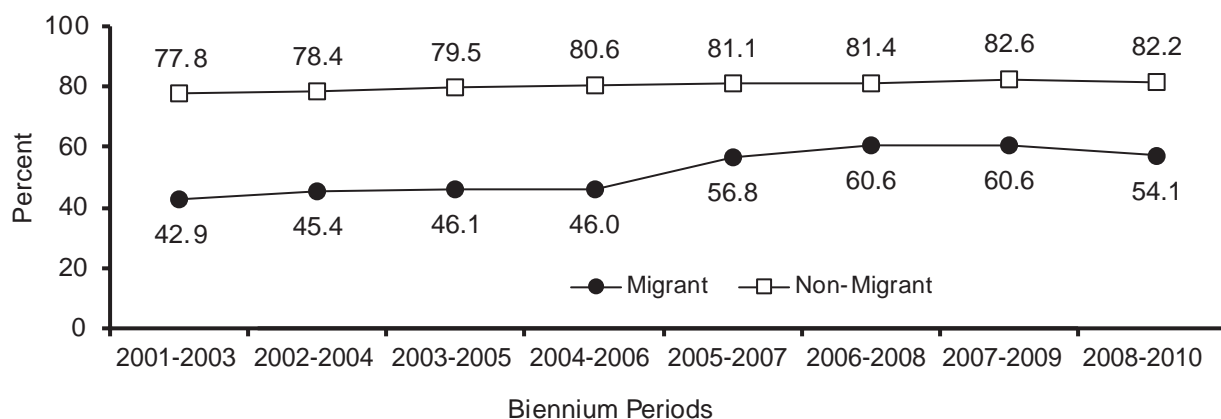


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 81

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS SCIENCE TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

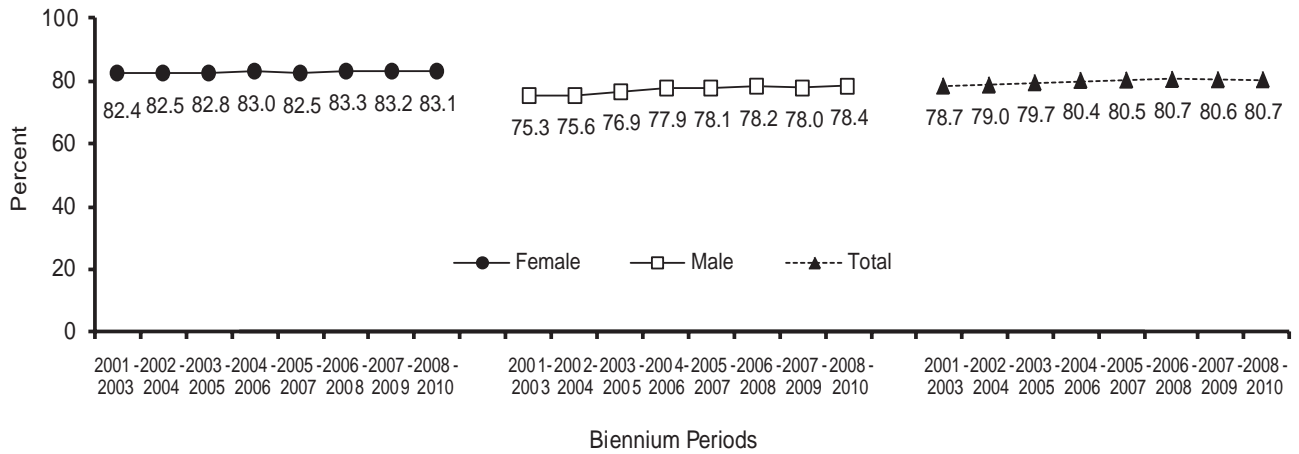


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 82

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

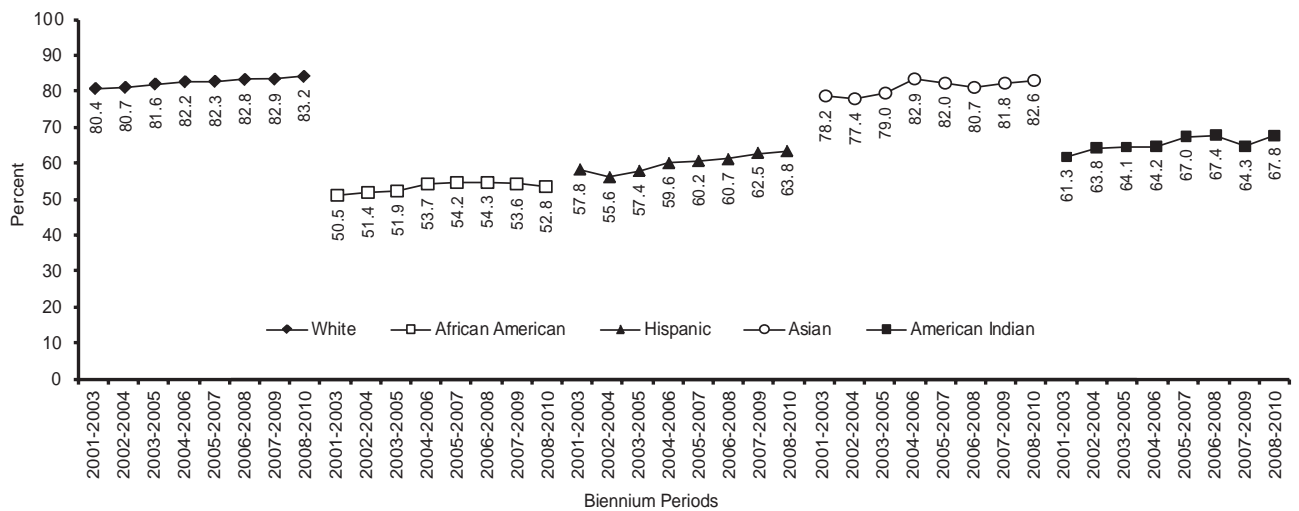


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 83

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2008-2010**

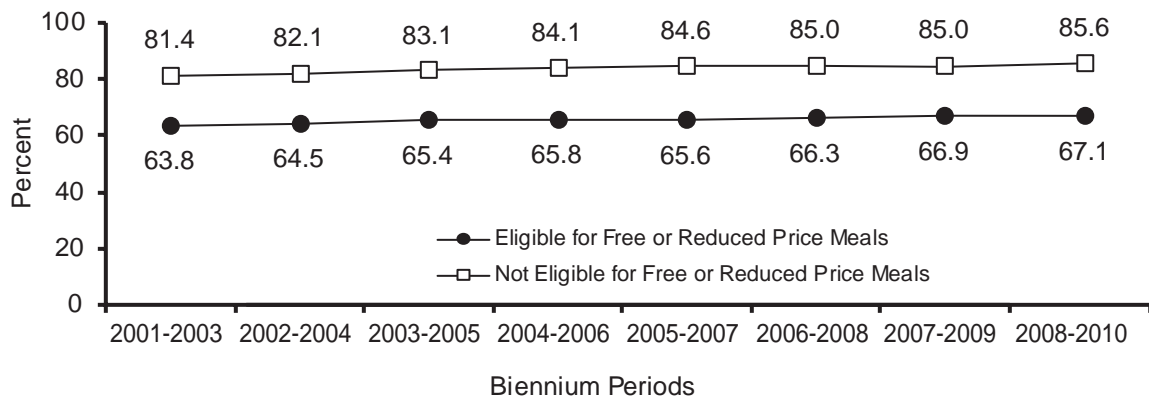


Source: Iowa Testing Programs, The University of Iowa.

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

Figure 84

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



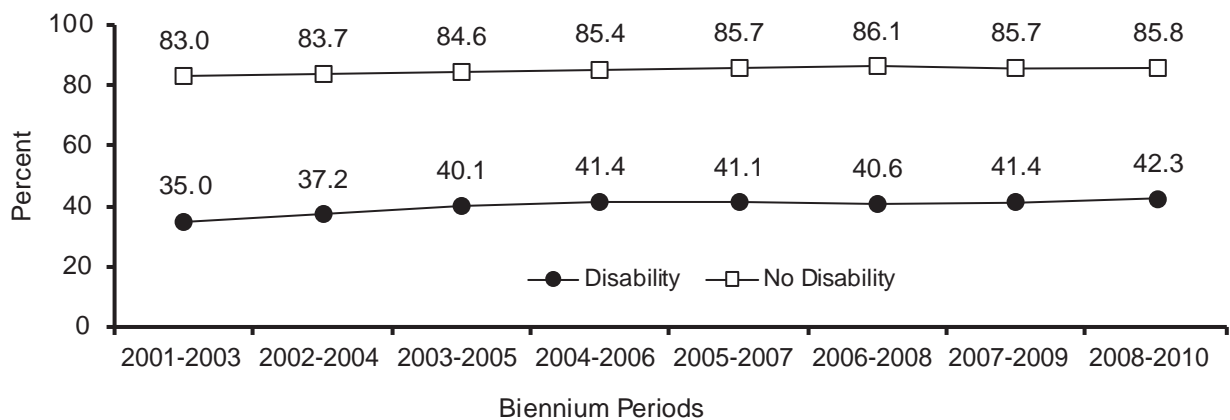
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 85

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



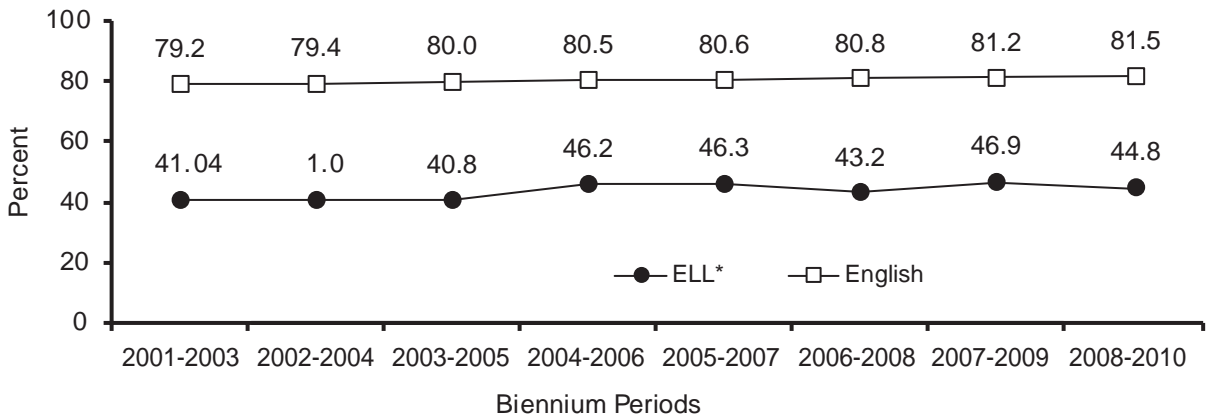
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 86

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



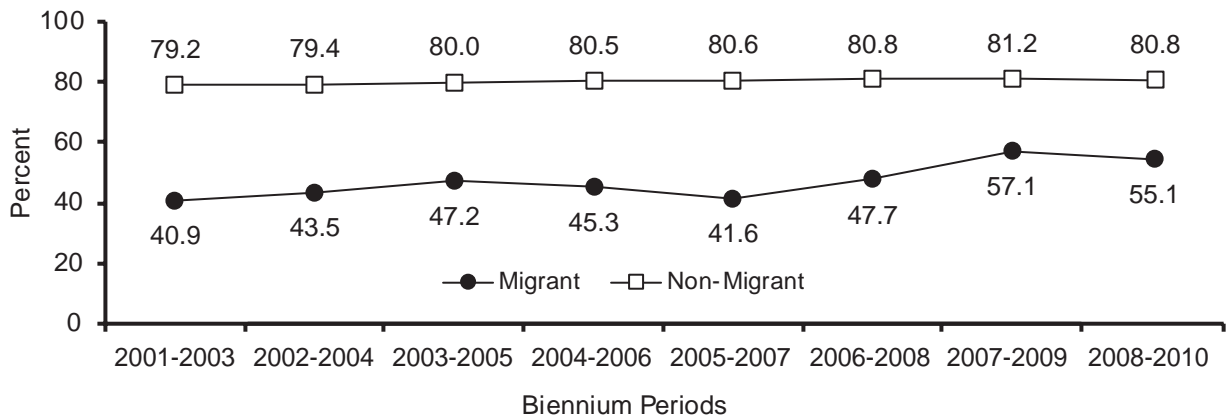
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 87

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

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

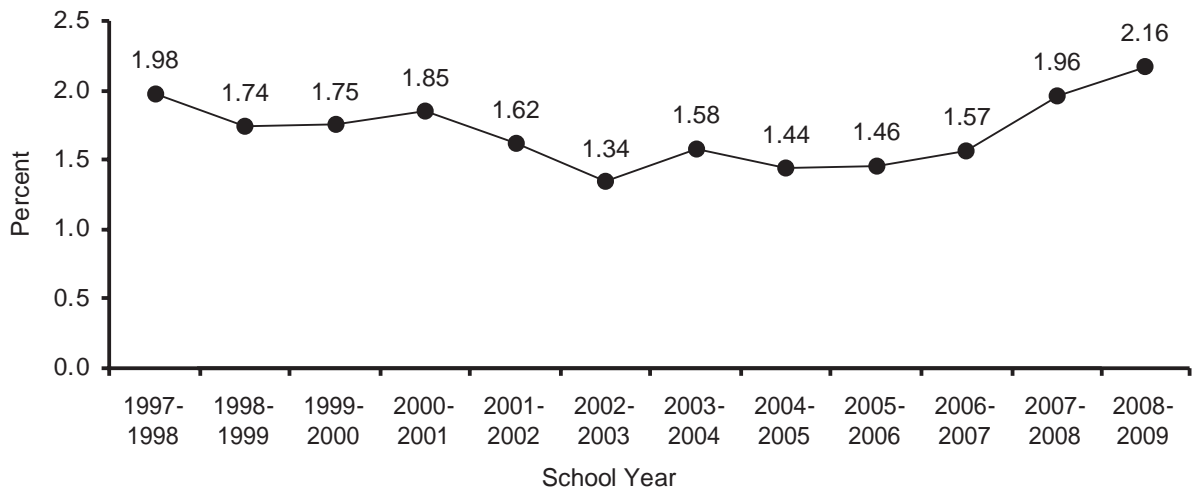
*Migrant Status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Dropouts

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

Figure 88

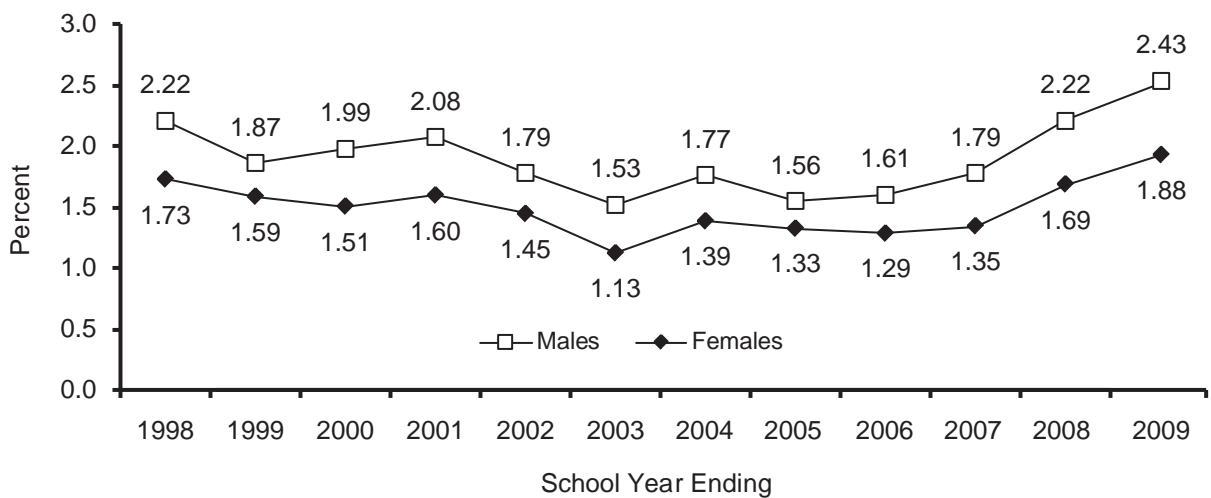
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 FOR 1997-1998 TO 2008-2009



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

Figure 89

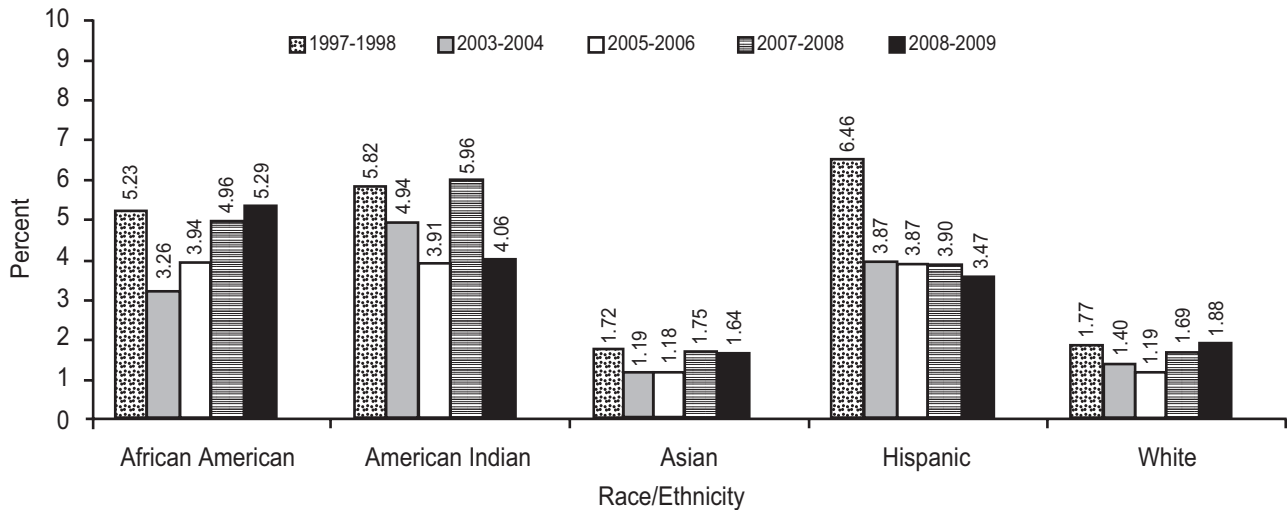
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER 1998 TO 2009



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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
1997-1998, 2003-2004, 2005-2006, 2007-2008 AND 2008-2009



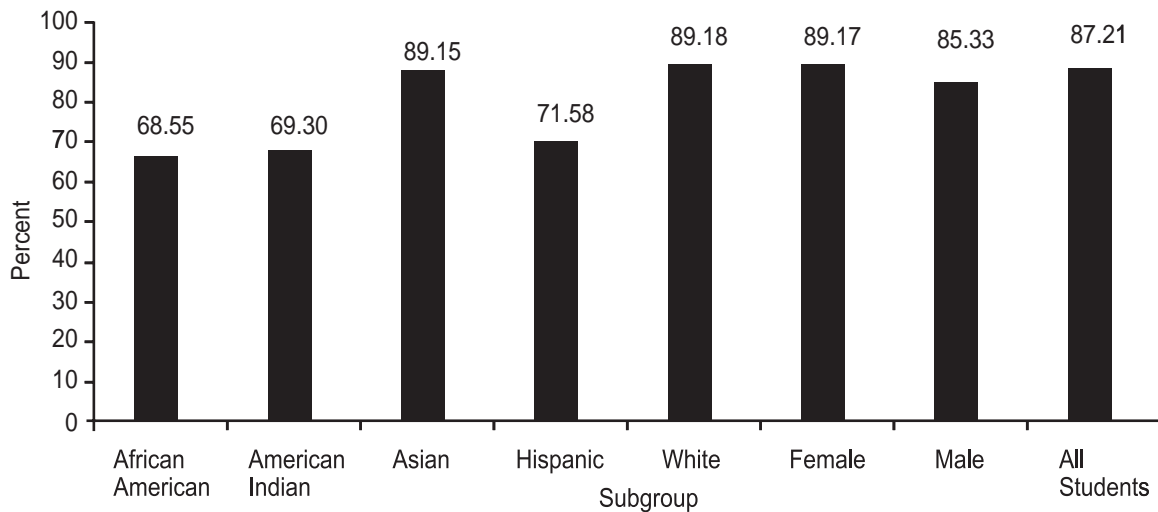
source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout files.

High School Graduation Rates

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

Figure 91

IOWA HIGH SCHOOL GRADUATING CLASS OF 2009 GRADUATION RATES BY RACE/ETHNICITY AND GENDER



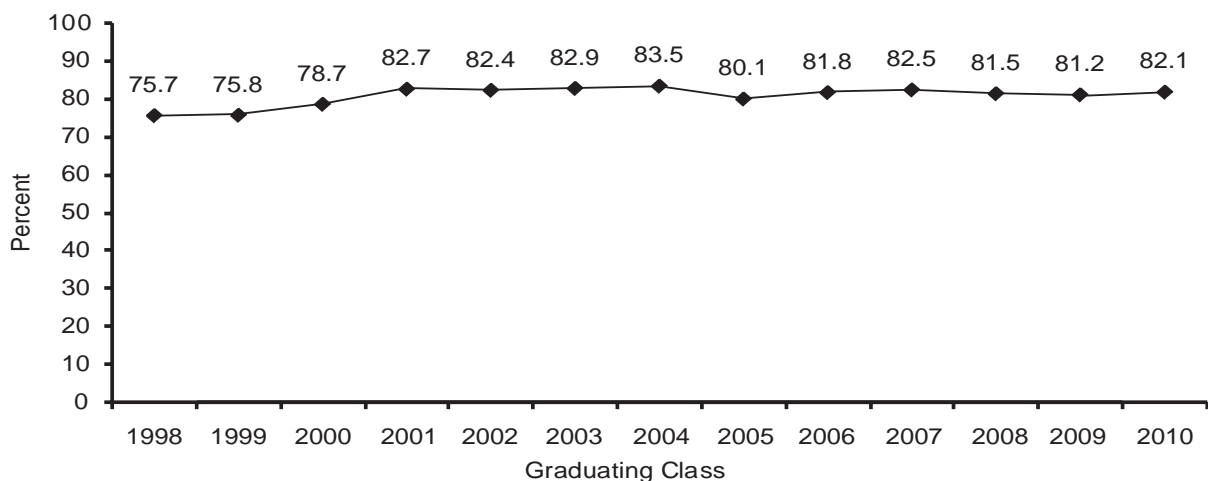
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER files.

Postsecondary Education/Training Intentions

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

Figure 92

PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1998 TO 2010

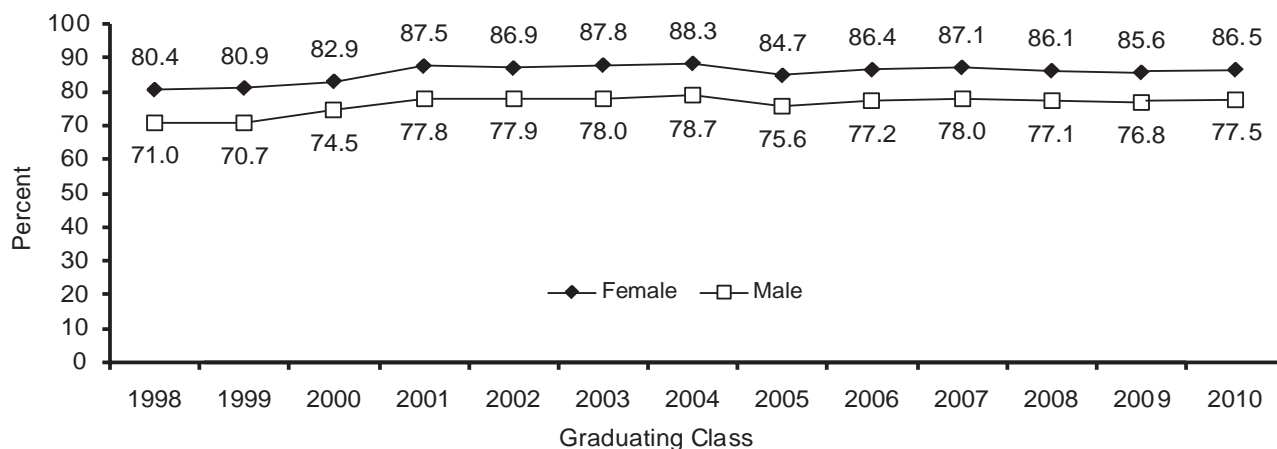


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

Figure 93

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER GRADUATING CLASSES OF 1998 TO 2010

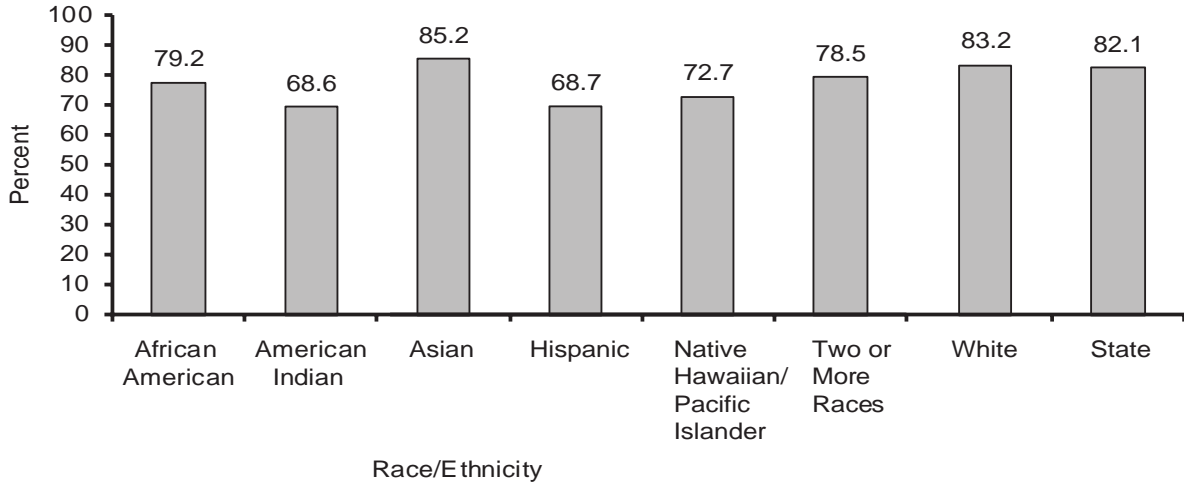


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

Figure 94

**PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING
OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
BY RACE/ETHNICITY GRADUATING CLASSES OF 2010**



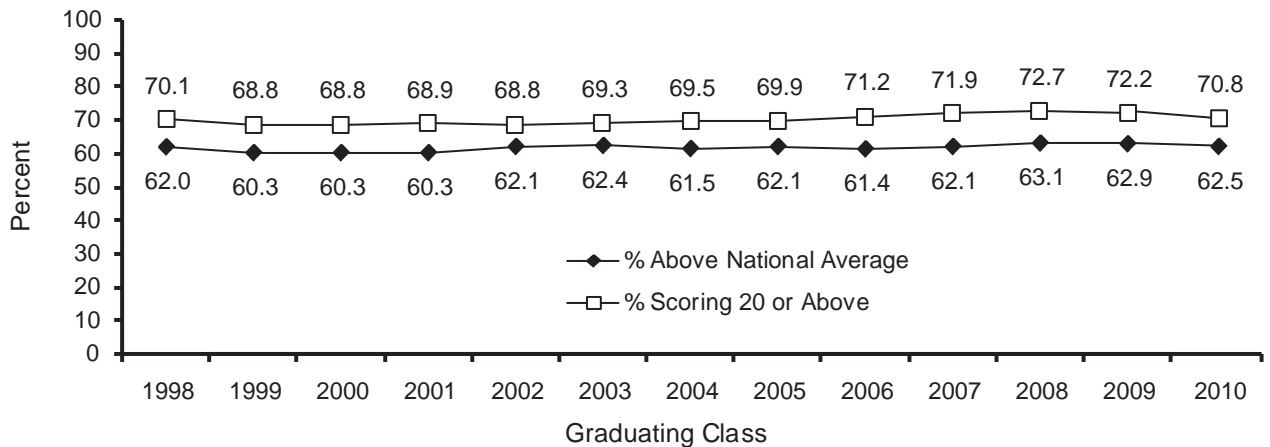
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

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 95

**PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE
THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1998 TO 2010**

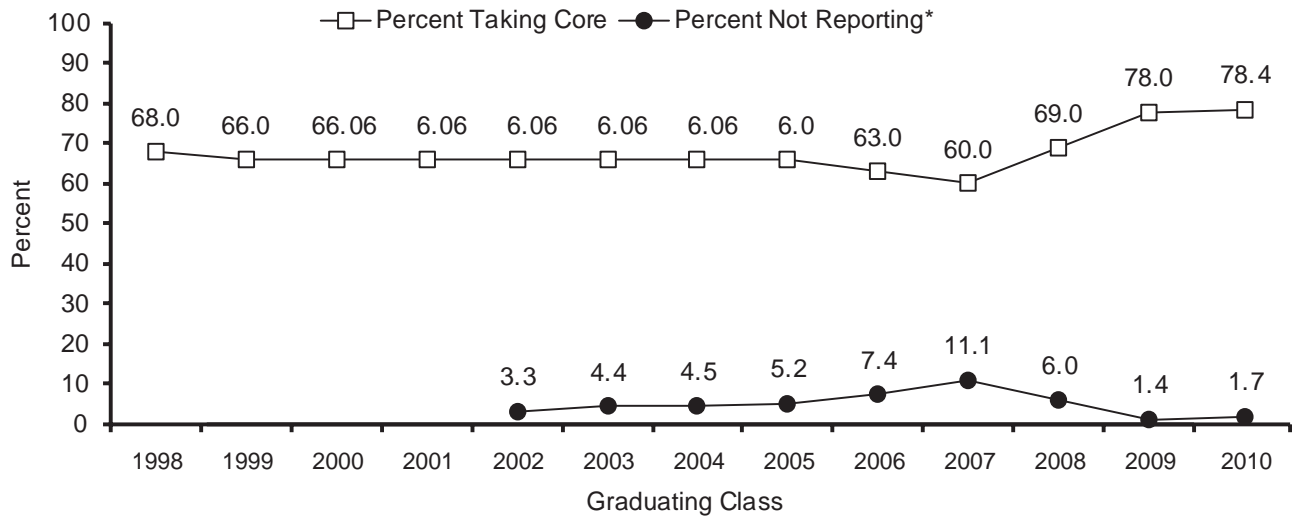


Source: ACT, Inc., The High School Profile Report for Iowa.

Note: The actual percentage of Iowa students with ACT scores above the national average is shown where the national average score is a whole number. Years shown as estimates are marked with an asterisk(*) where the national average score is not a whole number.

Figure 96

**PERCENT OF IOWA ACT PARTICIPANTS COMPLETING
CORE HIGH SCHOOL PROGRAM 1998 TO 2010**



Source: ACT, Inc., The High School Profile Report for Iowa.

Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.

*The lower line shows the percent of ACT test takers not reporting any information in their courses taken.

Student Performance by Tests and Areas

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

The standardized achievement tests, Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The ITBS is designed for students in grades kindergarten through eight, and ITED is developed for students in grades 9-12. During the 2009-2010 school year, all 361 Iowa public school districts and over 180 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of students proficient in grades four, eight, and 11 on reading comprehension and mathematics, and the percent of students in grades eight and 11 proficient in science are included in the state indicators. Reading and mathematics performance in 2009-2010 on the ITBS for public school students in grades three through eight and for the ITED for grade 11 is presented in *The State Report Card for No Child Left Behind*. The public and nonpublic school student achievement level distributions for grades four, eight and 11 are reported in this section.

Grades 4 and 8 student performance in mathematics is measured by ITBS mathematics concepts and estimation test and mathematics problem solving and data interpretation test. The mathematics performance for students in grade 11 is measured by mathematics concepts and problem solving.

ITBS and ITED Achievement Level Distributions

Three achievement levels are based on the national percentile rank (NPR) scale using the 2000 norms. The “Low” achievement level is an NPR score range of 1-40, “Intermediate” is 41-89, and “High” is 90-99. Descriptions for these three achievement levels are shown in each figure to identify the student performance characteristics for a given grade and subject area.

Student achievement level distributions are reported as averaged percentages for pairs of consecutive years in the biennium periods from 2001-2003 through 2008-2010. The students in the population are those who enrolled for a full academic year as well as those who were enrolled only part of the academic year. Both public and nonpublic students in grades four, eight, and 11 are included.

Forms A and B of the ITBS/ITED with 2000 national norms have been used since 2001-2002. The achievement level data on ITBS/ITED are available for all students in grades four, eight, and 11 in reading and mathematics and in grades eight and 11 in science between 2001-2003 and 2008-2010 with the 2000 national norms.

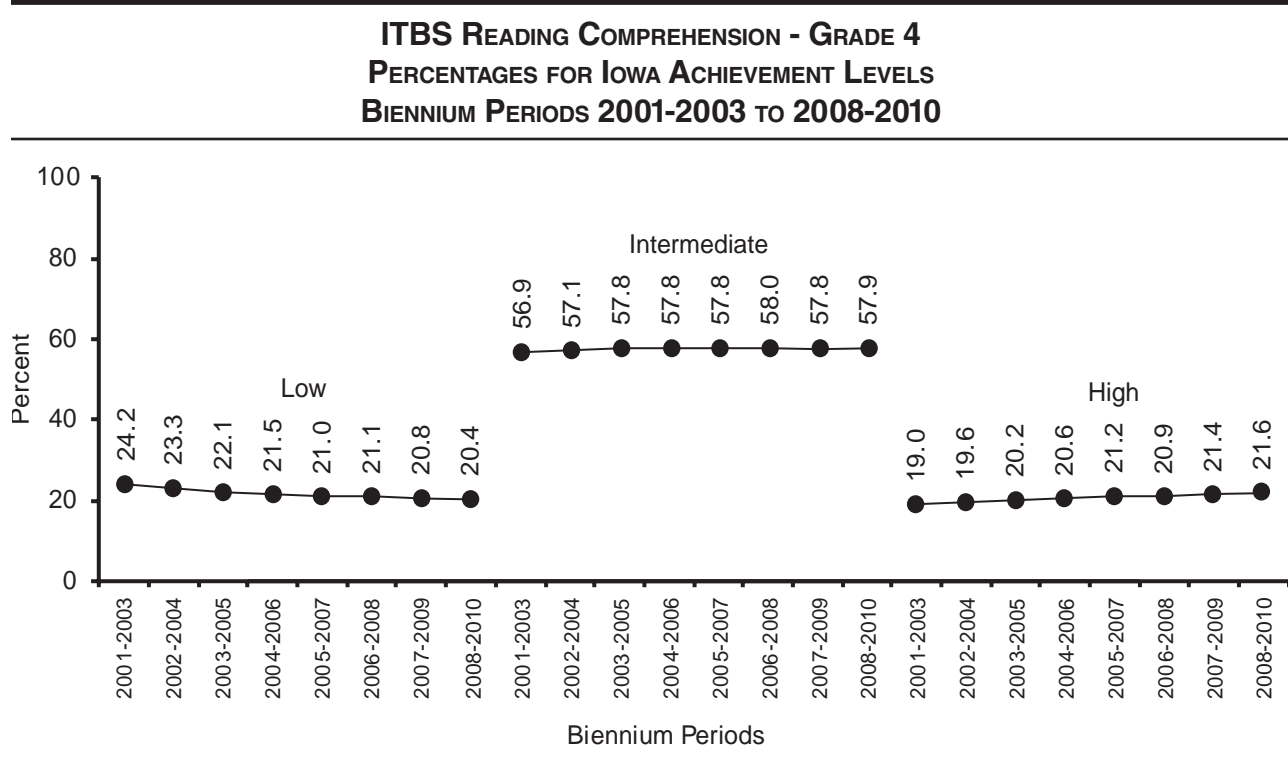
Achievement Levels for Reading Comprehension

Figures 97 through 99 show the achievement level trends for reading comprehension for all students in grades four, eight, and 11.

Less students were categorized in the Low achievement level in reading in grades four (Figure 97), eight (Figure 98), and 11 (Figure 99) in 2008-

2010. The Intermediate and High achievement levels increased in percentage in reading across all three grades.

Figure 97



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

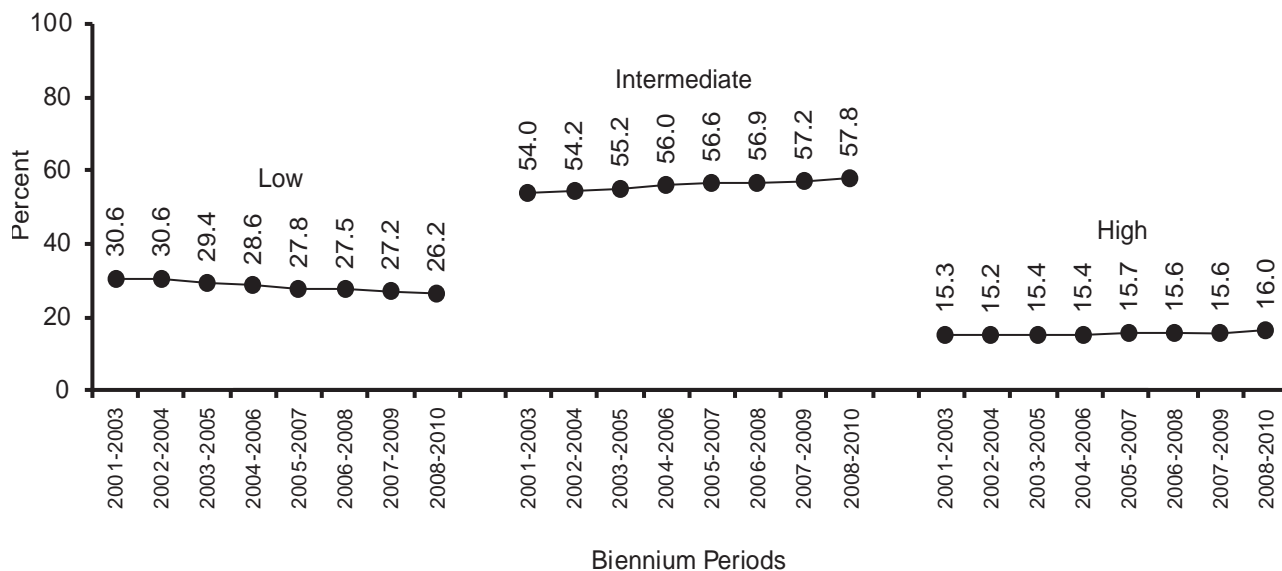
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

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

Figures may not total 100 percent due to rounding.

Figure 98

ITBS READING COMPREHENSION - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

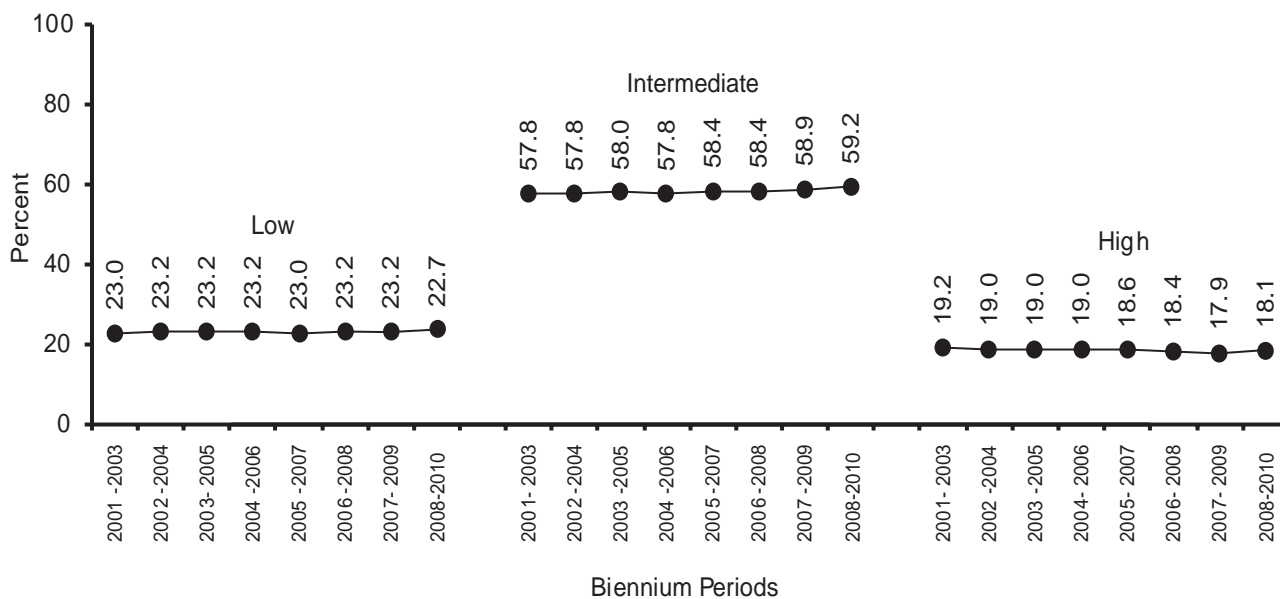
Understands little factual information; can seldom draw conclusions or makes simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluates the style and structure of the text, and interprets nonliteral language.

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

Figures may not total 100 percent due to rounding.

Figure 99

ITED READING COMPREHENSION - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

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

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

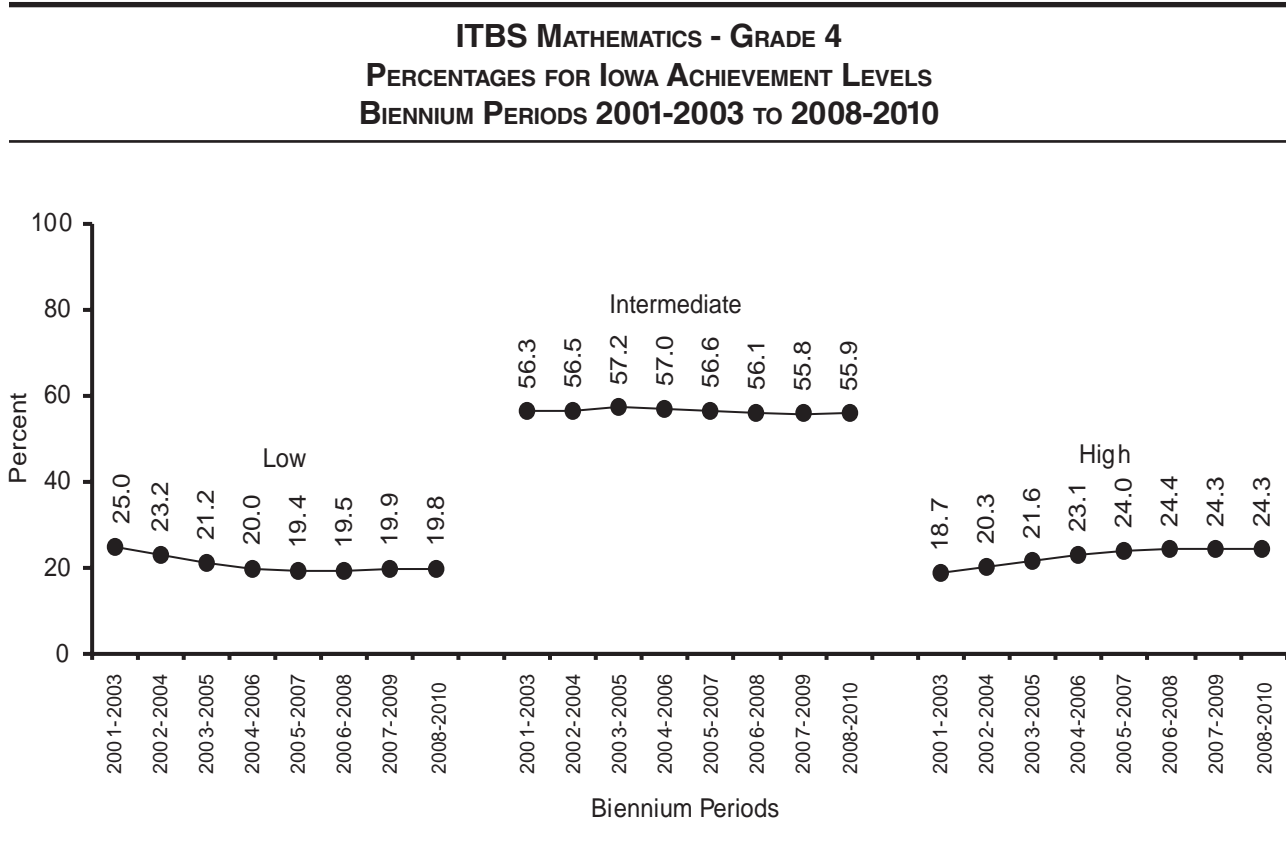
Figures may not total 100 percent due to rounding.

Achievement Levels for Mathematics

Figures 100 through 102 show the mathematics achievement level distributions for students in grades four, eight, and 11 for the biennium periods 2001-2003 through 2008-2010.

Less students performed at the Low achievement level during 2008-2010 in mathematics in grades four and eight than in the previous biennium period (Figures 100 and 101). The High achievement level increased in percentage for grades eight and 11 mathematics.

Figure 100



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

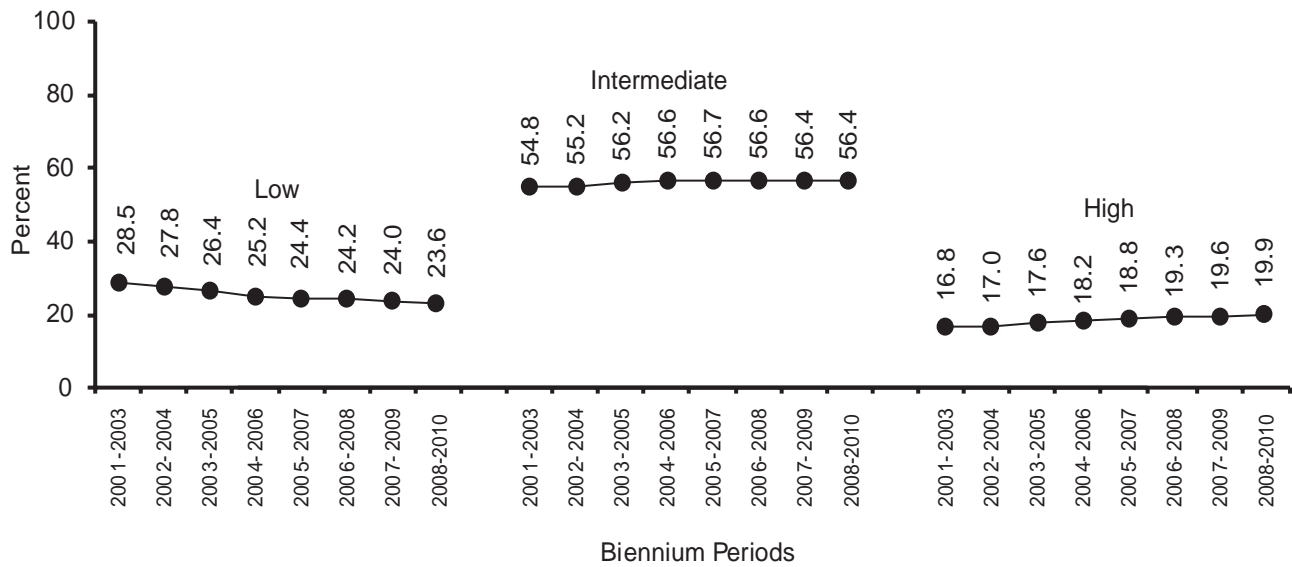
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding. Figures may not total 100 percent due to rounding.

Figure 101

ITBS MATHEMATICS - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

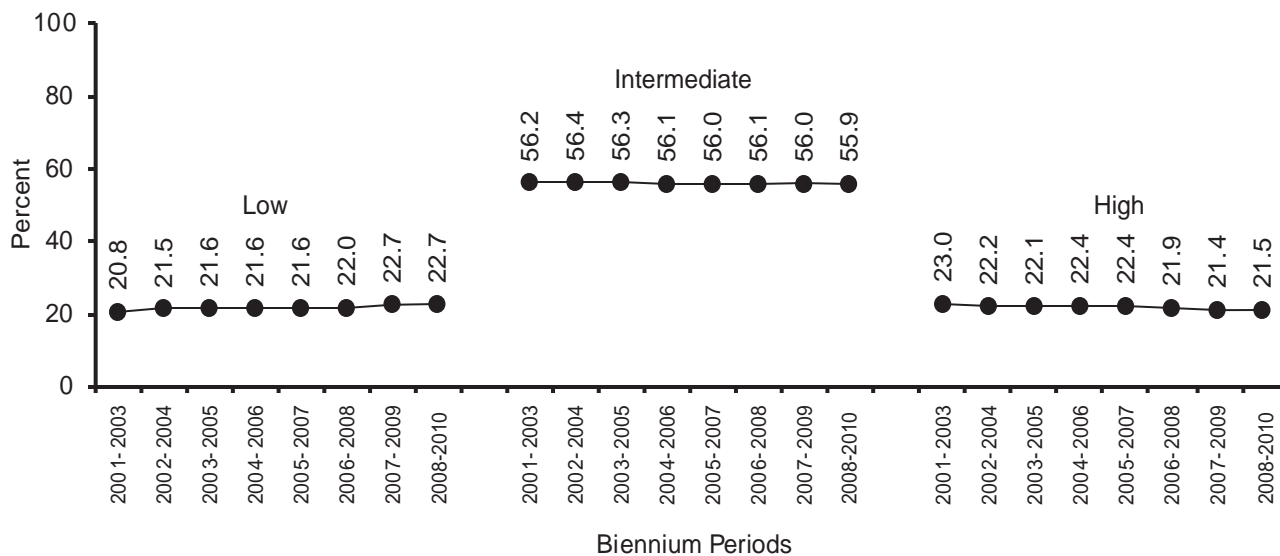
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

Figure 102

ITED MATHEMATICS - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

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

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

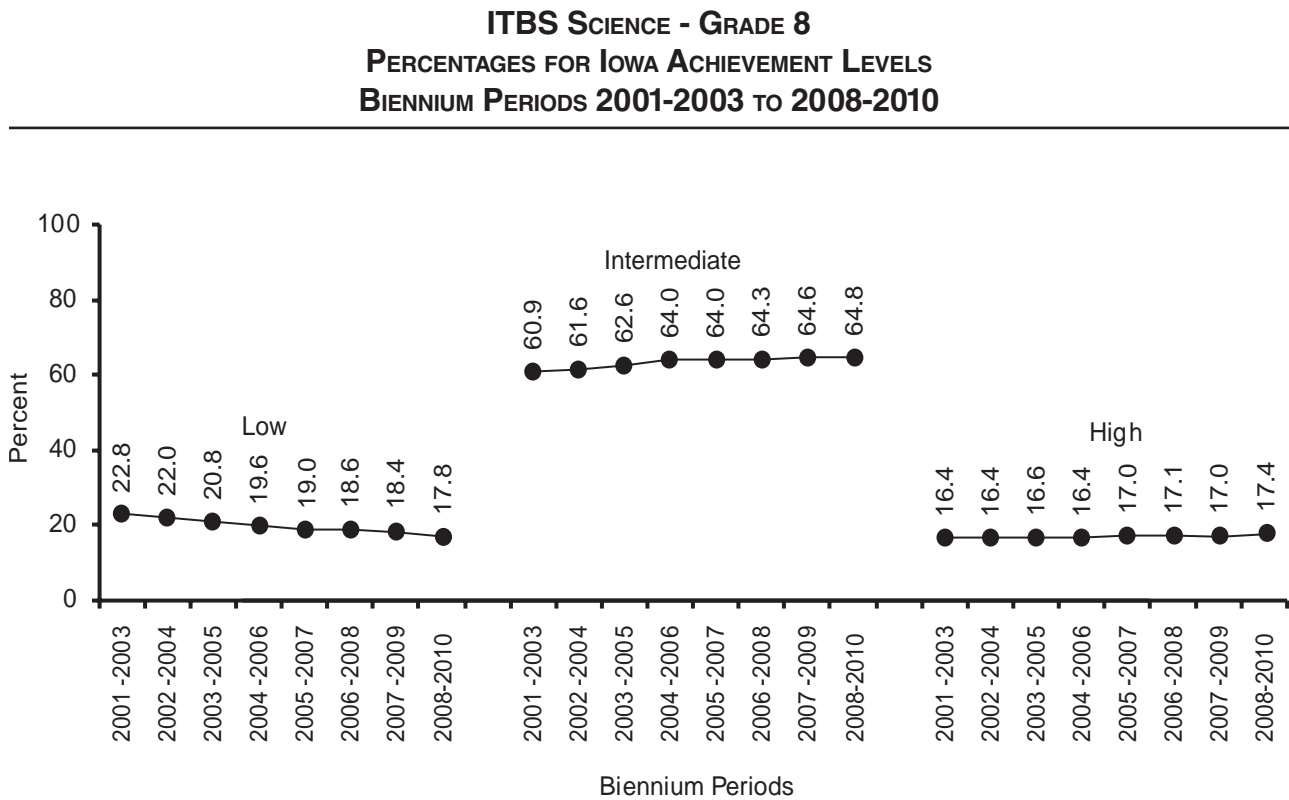
Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 103 shows the ITBS science achievement level distributions for students in grade eight and Figure 104 shows the ITED science achievement level distributions for students in grade 11. Grade eight students performed better in science in 2008-2010 compared to the last biennium period, 2007-

2009, with a lower percent of students performing at the Low achievement level and a higher percent of students performing at the Intermediate and High achievement levels. In 2008-2010, less grade 11 students performed in the Low and Intermediate levels for science, while the High achievement level for grade 11 science increased.

Figure 103



Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

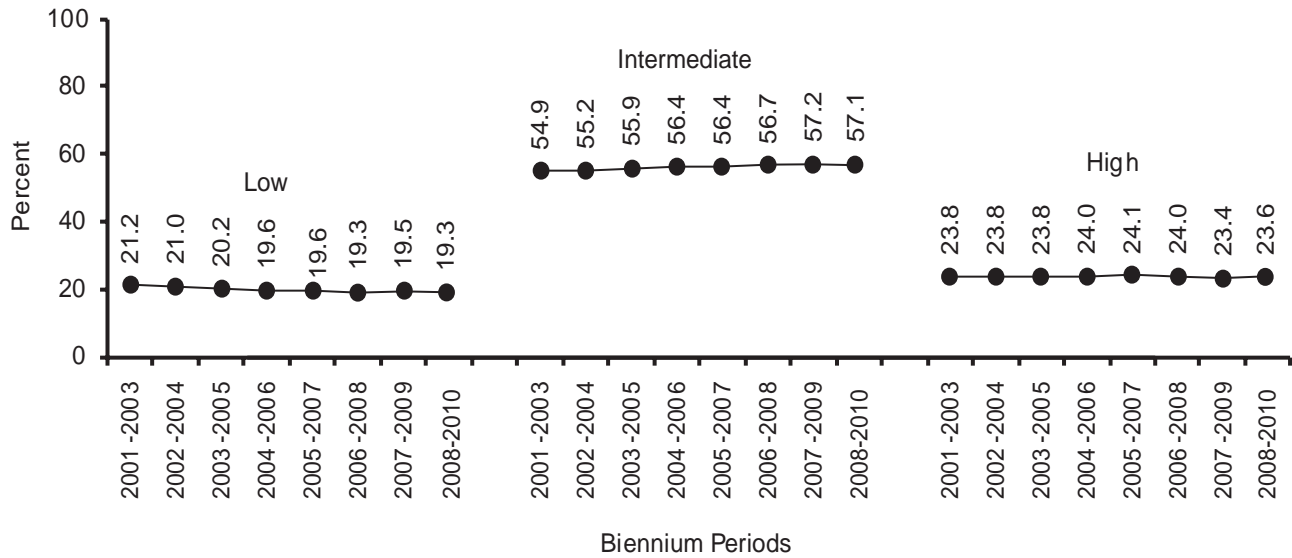
LOW PERFORMANCE LEVEL

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

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

Figure 104

ITED SCIENCE - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2008-2010



Source: Iowa Testing Programs, The University of Iowa.

Notes: Figures may not total 100 percent due to rounding.

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

HIGH PERFORMANCE LEVEL

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

INTERMEDIATE PERFORMANCE LEVEL

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

LOW PERFORMANCE LEVEL

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

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

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science, and writing. In 2009, Iowa participated in the first state NAEP assessment for grade 12 students. The students were assessed in reading and mathematics, and the results of this pilot will be available late in 2010.

The NAEP mathematics tests focus on five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra and functions. NAEP began

testing with the use of accommodations in reading in 1998 and in mathematics in 2000. The use of accommodations allows for the assessment of special needs students (e.g., students with disabilities, ELL students) in a small group setting, with extra time, or with more breaks to result in higher levels of inclusion. Tables and graphics in this section include the results for accommodations not permitted in the earlier years and for accommodations permitted in the most recent years.

Average Scale Scores

NAEP assessment scores in reading and mathematics are reported on a scale range of 0 to 500. Iowa's average assessment scale scores exceed the national averages in grades 4 and 8 for both mathematics and reading (Table 109).

Table 109

AVERAGE NAEP SCALE SCORES FOR PUBLIC SCHOOLS GRADES 4 AND 8									
Subject	Grade	Year	Scale Score		Achievement Level				
			Iowa Avg.	Nat'l Avg.	Basic	Iowa Percent At or Above Proficient	Advanced		
Mathematics (scale: 0-500)	4	1992*	230	219	72	26	2		
		1996*	229	222	74	22	1		
		2000	231	224	75	26	2		
		2003	238	234	83	36	3		
		2005	240	237	85	37	4		
		2007	243	239	87	43	5		
		2009	243	239	87	41	5		
	8	1990*	278	262	70	25	3		
		1992*	283	267	76	31	4		
		1996	284	271	78	31	4		
		2003	284	276	76	33	5		
		2005	284	278	75	34	6		
		2007	285	280	77	35	7		
		2009	284	282	76	34	7		
Reading (scale: 0-500)	4	1992*	225	215	73	36	7		
		1994*	223	212	69	35	8		
		1998	220	213	67	33	7		
		2002	223	217	69	35	7		
		2003	223	216	70	35	7		
		2005	221	217	67	33	7		
		2007	225	220	74	36	7		
	2009	221	220	69	34	7			
	8	2003	268	261	79	36	3		
		2005	267	260	79	34	3		
		2007	267	261	80	36	2		
		2009	265	262	77	32	2		
		Science (scale: 0-300)	4	2000	159	145	79	36	3
			8	1996*	158	148	71	36	3
Writing (scale: 0-300)		4	2002	155	153	89	27	1	
	8	2007	155	154	88	32	1		

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

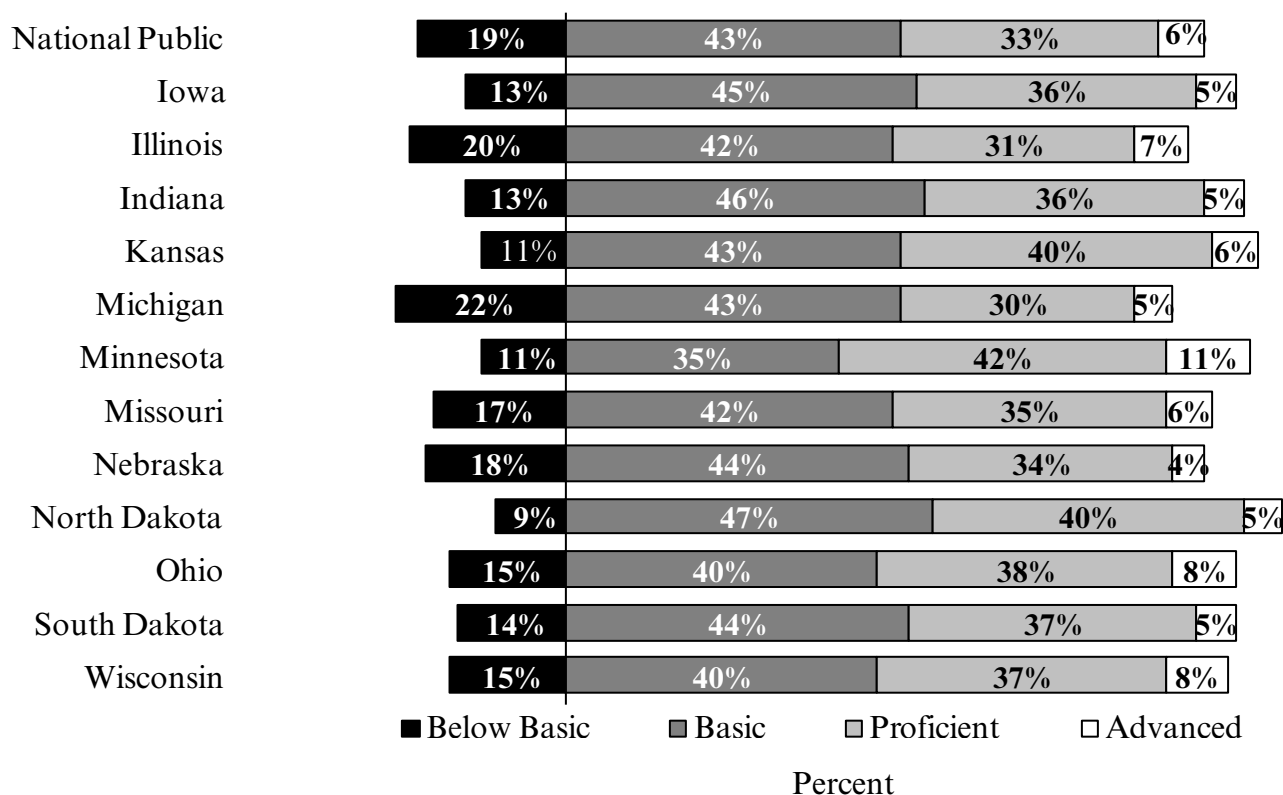
Notes: *Accommodations not allowed.
Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

The National Assessment Governing Board uses three achievement levels for reporting student performance results: Basic, Proficient, and Advanced. Basic represents at least a partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance, and Advanced represents superior performance. Students not achieving the Basic level are classified as Below Basic.

In mathematics in grades 4 and 8, the percentages of students achieving at the combined levels of proficient and advanced in Iowa were greater than that of the Nation as a whole (Figures 105 and 106). With few exceptions, other states in the Midwest had similar results to the Nation as a whole.

Figure 105

**NAEP FOURTH GRADE MATHEMATICS ACHIEVEMENT LEVELS
FOR MIDWEST STATES AND THE NATION 2009**

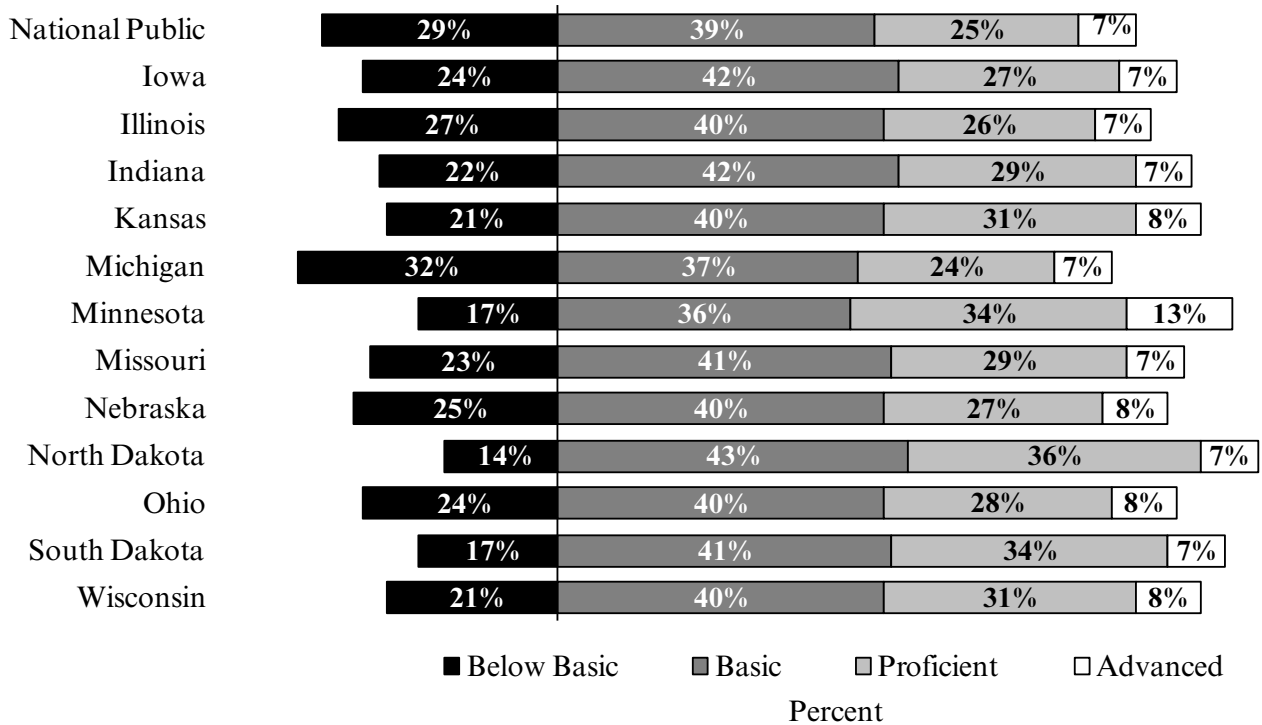


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Notes: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Figure 106

**NAEP EIGHTH GRADE MATHEMATICS ACHIEVEMENT LEVELS
FOR MIDWEST STATES AND THE NATION 2009**



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Notes: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

ACT

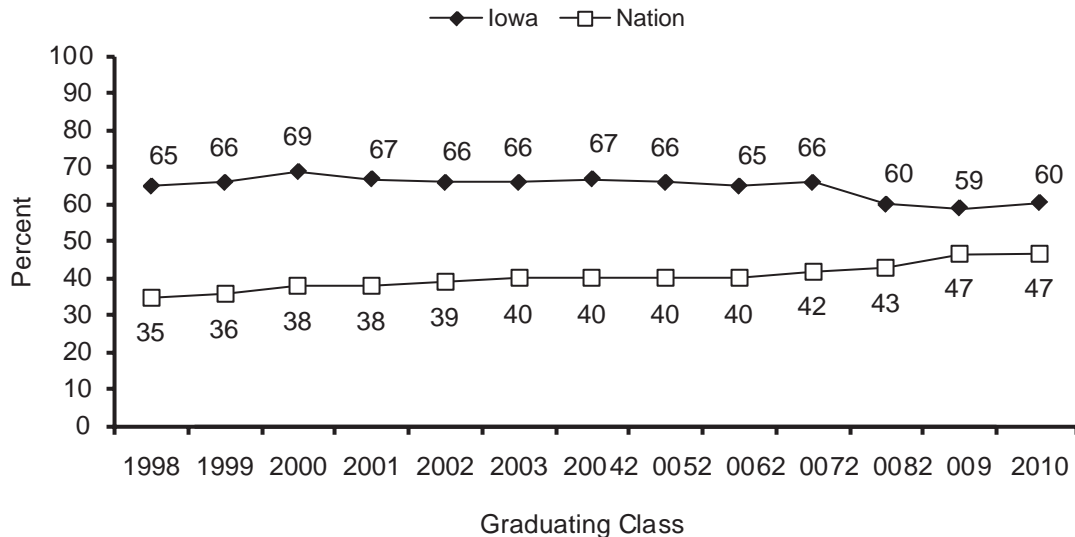
ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data are reported for various subgroups of students. Subgroups reported in this section include high school program type and gender. High school program types are classified as “core” and “less than core.” ACT defines “core” as high school programs

consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the “core” program standard are considered “less than core” completers.

The percentage of Iowa’s graduates taking the ACT was relatively steady from 1998 to 2007 (Figure 107). After a 6 percent decrease in 2008, it was the first time for Iowa seniors with an ACT participation rate below 60 percent in 2009. In 2010, the participation rate gets back to 60 percent for Iowa and the rate for the nation has remained unchanged. In Iowa, 100 percent of the Des Moines school district’s graduating class of 2010 is included in this year’s profile.

Figure 107

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT 1998 TO 2010

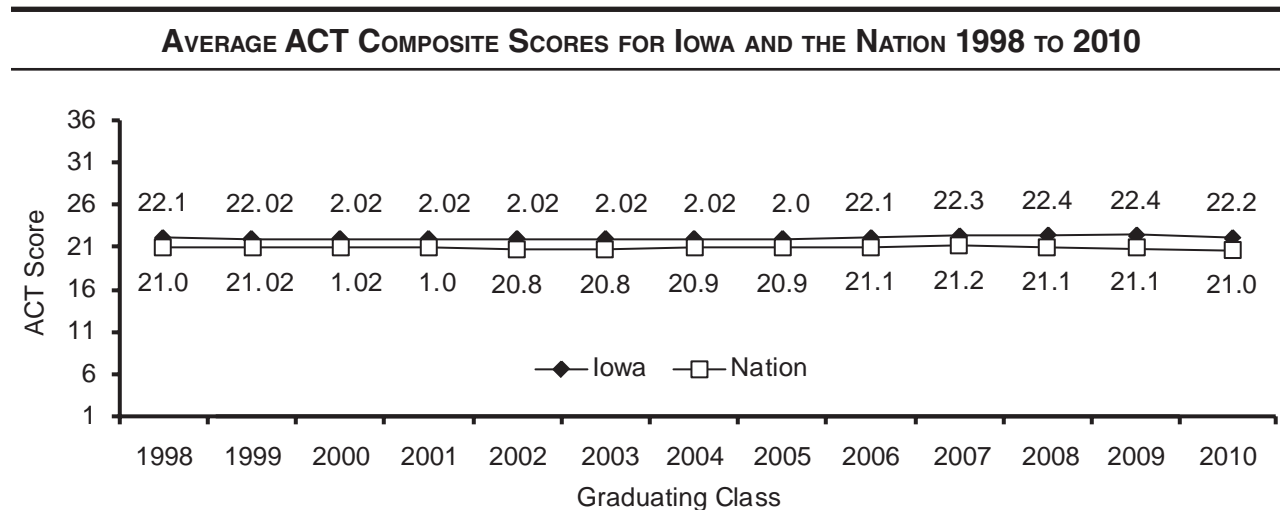


Source: ACT, Inc., The Condition of College and Career Readiness.

Iowa's ACT composite score averages have consistently been one point higher than the national averages (Figure 108). Among 27 states for which ACT is the primary college entrance exam (more than 50 percent graduates tested), Iowa's average composite score of 22.2 ranked second. Only Minnesota had a higher average (22.9). Among

Midwestern states, Illinois and Michigan were the only states reporting average composite scores lower than the national average, but Illinois and Michigan were two of the six states in the country with a 100 percent participation rate (Table 110).

Figure 108



Source: ACT, Inc., The Condition of College and Career Readiness.

Table 110

**ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION, AND MIDWEST STATES
CLASSES OF 1998, 2009, AND 2010**

Nation and State	Class of 1998		Class of 2009		Class of 2010		2010 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	21.0	37%	21.1	47%	21.0	47%	--
Illinois	21.4	69	20.8	97	20.7	100	13
Indiana*	21.4	20	22.0	22	22.3	26	--
Iowa	22.1	65	22.4	59	22.2	60	2
Kansas	21.7	74	21.9	74	22.0	75	5
Michigan	21.3	68	19.6	100	19.7	100	23
Minnesota	22.2	63	22.7	68	22.9	70	1
Missouri	21.5	66	21.6	67	21.6	69	11
Nebraska	21.8	71	22.1	72	22.1	73	3
North Dakota	21.4	78	21.5	78	21.5	81	12
Ohio	21.4	60	21.7	64	21.8	66	7
South Dakota	21.4	70	22.0	74	21.8	79	7
Wisconsin	22.3	66	22.3	67	22.1	69	3

Source: ACT, Inc., The Condition of College and Career Readiness.

Note: *National rank includes only those states where ACT is the primary college entrance exam.

ACT Score Comparisons for English, Mathematics, Reading, and Science for Iowa and the Nation

and science (Table 111). Scores in mathematics have remained relatively unchanged over the past ten years, and scores in English, reading, and science increased in the last four to five years for Iowa's graduates.

Iowa's average ACT scores were higher than the national averages in English, mathematics, reading,

Table 111

**AVERAGE ACT SCORES FOR IOWA AND THE NATION
GRADUATING CLASSES 1998 TO 2010**

Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
1998	21.5	20.4	21.9	20.8	22.3	21.4	22.4	21.1
1999	21.5	20.5	21.6	20.7	22.2	21.4	22.1	21.0
2000	21.3	20.5	21.6	20.7	22.3	21.4	22.1	21.0
2001	21.3	20.5	21.6	20.7	22.3	21.3	22.2	21.0
2002	21.2	20.2	21.7	20.6	22.4	21.1	22.1	20.8
2003	21.3	20.3	21.6	20.6	22.4	21.2	22.1	20.8
2004	21.4	20.4	21.8	20.7	22.4	21.3	22.1	20.9
2005	21.5	20.4	21.7	20.7	22.4	21.3	22.1	20.9
2006	21.6	20.6	21.8	20.8	22.5	21.4	22.1	20.9
2007	21.6	20.7	21.9	21.0	22.6	21.5	22.3	21.0
2008	21.9	20.6	22.0	21.0	22.9	21.4	22.3	20.8
2009	21.9	20.6	21.9	21.0	22.9	21.4	22.4	20.9
2010	21.8	20.5	21.8	21.0	22.6	21.3	22.3	20.9

Source: ACT, Inc., The Condition of College and Career Readiness.

ACT Scores for Core and Less-than-Core Students

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science, and social studies (Table 112). Core mathematics

and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and geometry one year each. A typical minimal core natural science course might include one year each of general science, biology, and chemistry or physics.

Table 112

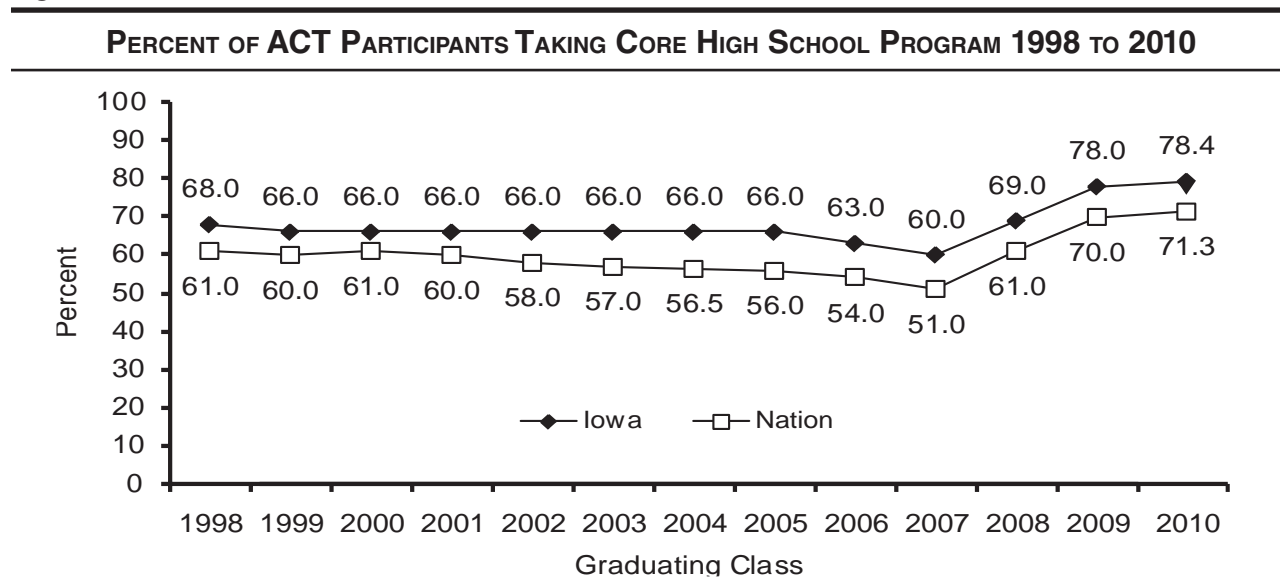
ACT STANDARDS FOR CORE HIGH SCHOOL PROGRAMS			
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earth science, biology, chemistry, physics	1 year each

Source: ACT, Inc., The Condition of College and Career Readiness.

Nearly 80 percent of Iowa's 2010 graduates taking the ACT indicated that they participated in the core high school program (Figure 109). It should be noted that at least 2 percent in 2010, and as many as 11 percent in 2007 of seniors did not indicate core one

way or the other, so the percentages reported for the period 2002 through 2008 could be over/under-reported accordingly. Nationally, 71 percent of the 2010 graduates with ACT scores reported taking core courses.

Figure 109



Source: ACT, Inc., The Condition of College and Career Readiness.

Note: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.

Overall, average ACT composite scores for students taking core have been approximately three points higher than those not taking core (Table 113). This

trend has been consistent both in Iowa and nationally for the 13 years reported.

Table 113

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
1998	23.2	20.0	3.2	22.1	19.3	2.8
1999	23.0	19.9	3.1	22.0	19.4	2.6
2000	23.0	20.0	3.0	22.0	19.5	2.5
2001	22.9	20.0	2.9	21.9	19.5	2.4
2002	22.9	19.9	3.0	21.8	19.2	2.6
2003	22.9	20.0	2.9	21.8	19.3	2.5
2004	22.9	20.2	2.7	21.9	19.4	2.5
2005	22.9	20.2	2.7	21.9	19.5	2.4
2006	23.0	20.4	2.6	22.0	19.7	2.3
2007	23.1	20.6	2.5	22.0	19.8	2.2
2008	23.1	20.6	2.5	22.0	19.5	2.5
2009	23.1	20.1	3.0	22.0	19.1	2.9
2010	23.0	19.6	3.4	22.0	18.9	3.1

Source: ACT, Inc., The Condition of College and Career Readiness.
Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.
The figures include all students tested, public as well as nonpublic.

ACT Composite Score Distributions

Figure 110). Over 70 percent of Iowa test takers had a composite score of 20 or greater in 2010. About 54.5 percent scored 22 or higher that year.

Table 114 provides the Iowa ACT composite score distributions for 1998, 2009, and 2010 (also see

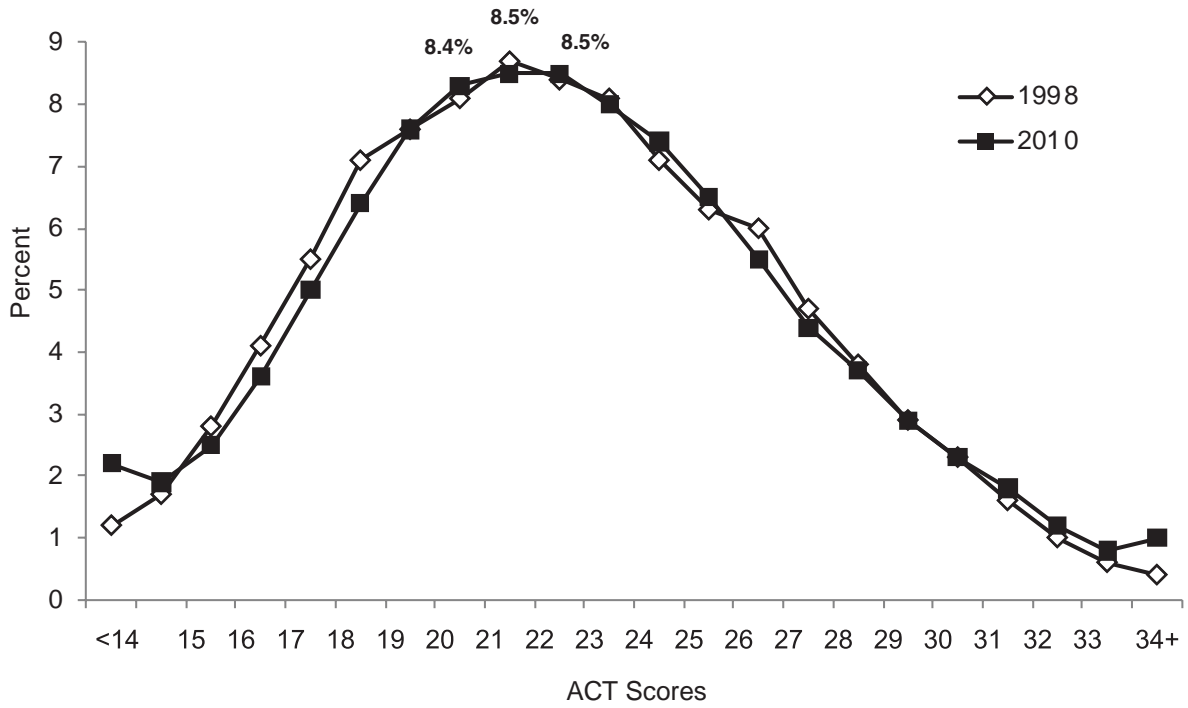
Table 114

IOWA ACT COMPOSITE SCORE DISTRIBUTIONS CLASSES OF 1998, 2009, AND 2010						
Score	Class of 1998		Class of 2009		Class of 2010	
	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	1.2%	1.2%	1.2%	1.2%	2.2%	2.2%
14	1.7	2.8	1.5	2.7	1.9	4.1
15	2.8	5.6	2.2	5.0	2.5	6.6
16	4.1	9.7	3.8	8.7	3.6	10.2
17	5.5	15.2	4.8	13.5	5.0	15.2
18	7.1	22.3	6.5	20.0	6.4	21.6
19	7.6	29.9	7.8	27.8	7.6	29.2
20	8.1	38.0	8.4	36.2	8.3	37.5
21	8.7	46.7	8.8	45.0	8.5	46.0
22	8.4	55.1	8.6	53.7	8.5	54.5
23	8.1	63.2	8.0	61.7	8.0	62.5
24	7.1	70.3	7.5	69.1	7.4	69.9
25	6.3	76.6	6.4	75.6	6.5	76.4
26	6.0	82.6	5.8	81.3	5.5	81.9
27	4.7	87.4	4.5	85.9	4.4	86.3
28	3.8	91.2	3.9	89.8	3.7	90.0
29	2.9	94.1	3.0	92.8	2.9	92.9
30	2.3	96.4	2.6	95.4	2.3	95.2
31	1.6	98.0	1.7	97.1	1.8	97.0
32	1.0	99.0	1.3	98.4	1.2	98.2
33	0.6	99.6	0.8	99.2	0.8	99.0
34+	0.4	100.0	0.8	100.0	1.0	100.0

Source: ACT, Inc., The Condition of College and Career Readiness.

Figure 110

**DISTRIBUTION OF IOWA ACT COMPOSITE SCORES
CLASSES 1998 AND 2010**



Source: ACT, Inc., The Condition of College and Career Readiness.

ACT Scores by Enrollment Category

Average composite ACT scores by enrollment category for the graduating classes of 2008 to 2010 are provided in Table 115. For each year displayed, the 2,500-7,499 enrollment category had the highest

average ACT score in each of the subject areas. Des Moines school district is one of the ten districts in the 7,500+ enrollment category, since 100 percent of Des Moines' graduates took ACT, the participation rate for the largest enrollment category was higher than other categories in 2010.

Table 115

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 2008 TO 2010						
Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2008	<300	20.8	20.4	21.7	21.2	21.1
	300-599	21.1	21.2	22.2	21.7	21.7
	600-999	21.2	21.4	22.3	21.8	21.8
	1,000-2,499	21.9	22.0	22.9	22.4	22.4
	2,500-7,499	22.6	22.8	23.5	23.0	23.1
	7,500+	22.0	22.3	23.0	22.4	22.5
	State	21.9	22.0	22.9	22.3	22.4
2009	<300	20.4	20.2	21.1	21.1	20.9
	300-599	21.2	21.4	22.3	22.0	21.9
	600-999	21.3	21.4	22.3	22.1	21.9
	1,000-2,499	21.8	21.9	22.9	22.4	22.4
	2,500-7,499	22.5	22.5	23.4	22.8	22.9
	7,500+	21.9	22.1	23.1	22.4	22.5
	State	21.9	21.9	22.9	22.4	22.4
2010	<300	20.9	20.3	21.4	21.4	21.1
	300-599	20.8	21.0	21.8	21.9	21.5
	600-999	21.2	21.2	22.1	21.9	21.8
	1,000-2,499	22.1	22.1	22.8	22.6	22.5
	2,500-7,499	22.8	22.8	23.6	23.2	23.2
	7,500+	20.9	21.4	22.0	21.7	21.6
	State	21.8	21.8	22.6	22.3	22.2

Source: ACT, Inc., The Condition of College and Career Readiness, Iowa Department of Education, Bureau of Planning, Research, Development, and Evaluation Services, Enrollment files.

Note: State figures include all students tested, public as well as nonpublic.

The impact of the defined core curriculum program on ACT scores that was addressed earlier at the

state level, also held across districts regardless of size (Table 116 and Figure 111).

Table 116

AVERAGE ACT COMPOSITE SCORES FOR IOWA PUBLIC HIGH SCHOOL GRADUATING CLASSES 2008 TO 2010 BY ENROLLMENT CATEGORY AND COURSE OF STUDY

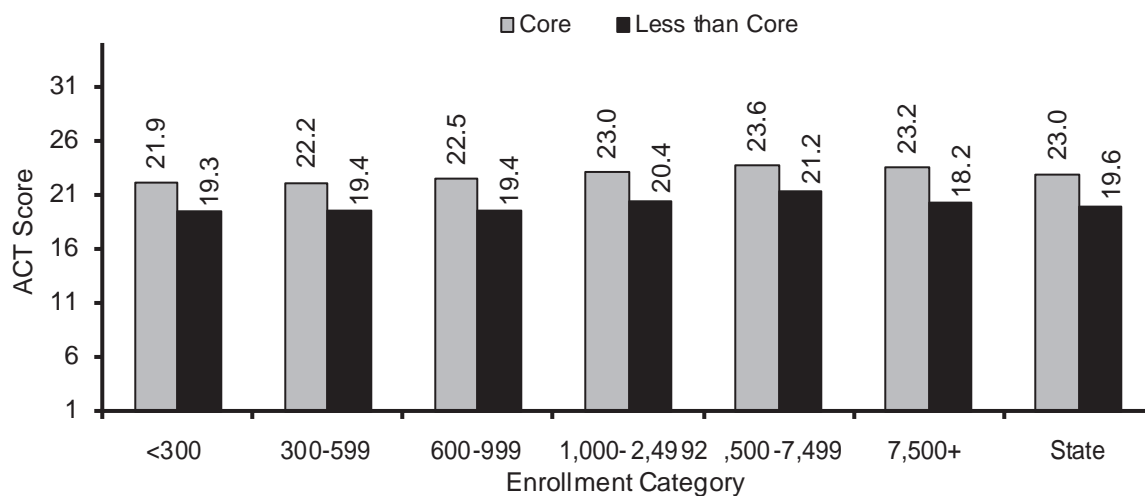
Enrollment Category	Course of Study - Core			Course of Study - Less than Core		
	2008	2009	2010	2008	2009	2010
<300	21.7	21.6	21.9	20.1	19.2	19.3
300-599	22.5	22.6	22.2	20.2	19.7	19.4
600-999	22.7	22.7	22.5	20.0	19.7	19.4
1,000-2,499	23.1	23.0	23.0	20.7	20.2	20.4
2,500-7,499	23.7	23.4	23.6	21.5	21.1	21.2
7,500+	23.2	23.2	23.0	20.4	19.7	18.2
State	23.1	23.1	23.0	20.6	20.1	19.6

Source: ACT, Inc., The Condition of College and Career Readiness, Iowa Department of Education, Bureau of Planning, Research, Development, and Evaluation Services, Enrollment files.

Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. State figures include all students tested, public as well as nonpublic and the figures in each enrollment category only include public students tested.

Figure 111

GRADUATING CLASS OF 2010 AVERAGE ACT COMPOSITE SCORES FOR IOWA PUBLIC HIGH SCHOOL STUDENTS BY ENROLLMENT CATEGORY AND COURSE OF STUDY



Source: ACT, Inc., The Condition of College and Career Readiness, Iowa Department of Education, Bureau of Planning, Research, Development, and Evaluation Services, Enrollment files.

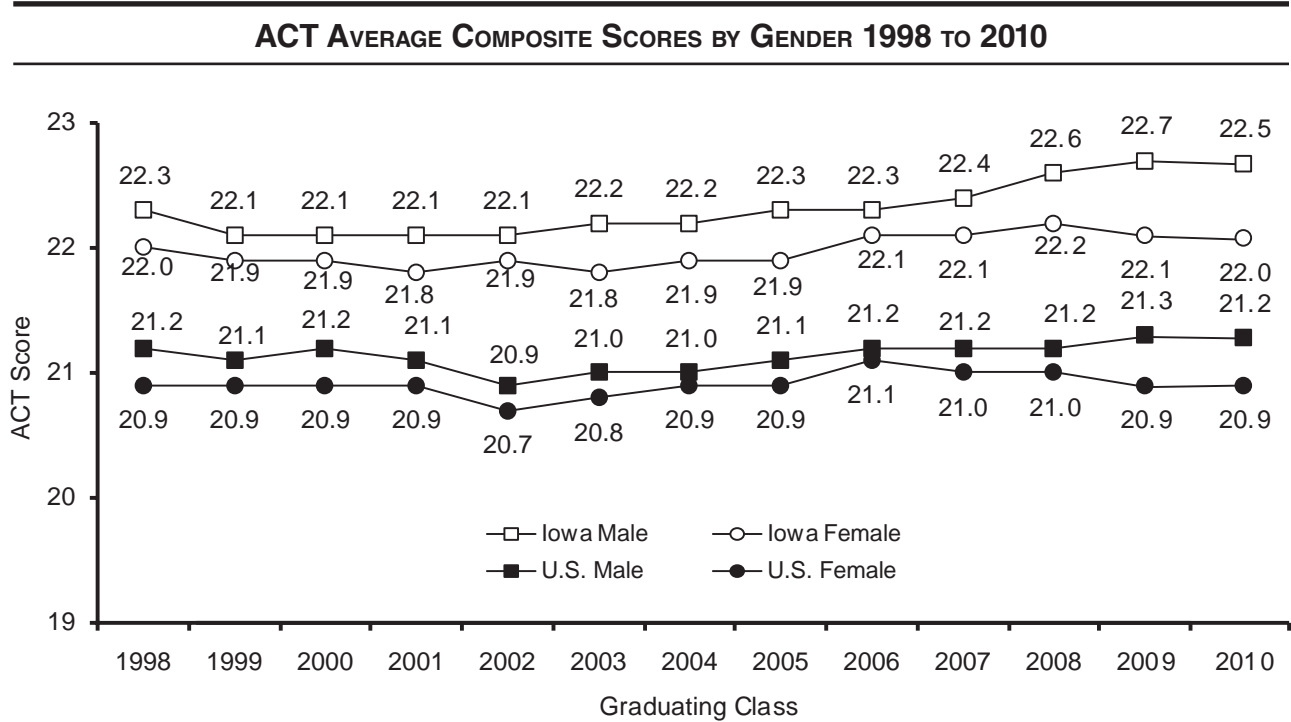
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. State figures include all students tested, public as well as nonpublic and the figures in each enrollment category only include public students tested.

ACT Scores by Gender

scores for males are higher than average scores for females (Figure 112).

In Iowa and the Nation, the average composite

Figure 112



Source: ACT, Inc., The Condition of College and Career Readiness.

The average scores for Iowa males were higher in mathematics, science, and composite. Females

reported higher average scores in English (Table 117).

Table 117

IOWA AVERAGE ACT SCORES BY GENDER 2009 AND 2010

Gender	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Male	10,207	10,480	21.6	21.4	22.8	22.6	23.0	22.5	23.0	22.9	22.7	22.5
Female	12,117	12,423	22.1	22.1	21.2	21.1	22.8	22.6	21.8	21.8	22.1	22.0
Unreported*	53	40										

Source: ACT, Inc., The Condition of College and Career Readiness.

Note: *ACT test-takers not reporting gender.

ACT Composite Scores by Student Planned Educational Majors

The most popular planned educational majors by students taking the ACT in 2010 were Health Science/Allied Health Fields, followed by Business and Management (Table 118). The highest average composite ACT scores (both nationally and in Iowa)

were reported by letters* major (24.5 and 25.5, respectively) and mathematics (23.9 and 25.6, respectively). The ACT test takers that indicated a planned major in education or teacher education had average ACT composite score above 21 for Iowa students and above 20 nationally (ranked 15th and 17th among the 23 majors listed for Iowa).

Table 118

ACT AVERAGE COMPOSITE SCORES BY STUDENT PLANNED EDUCATIONAL MAJORS CLASSES OF 2010

Planned Major	Nation Avg.	Iowa Avg.	Iowa Percent Planned	Iowa Average Score Rank
Ag Science/Technologies	18.9	20.5	3	20
Architecture and Env Design	21.0	22.1	2	12
Business and Management	20.9	21.7	8	15
Business and Office	18.8	20.7	1	19
Communication & Comm Tech	21.6	22.4	2	10
Community and Personal Service	18.2	19.7	2	22
Computer and Info Science	21.4	23.1	2	8
Cross Disciplinary Studies	23.8	22.0	<1	13
Education	20.7	21.7	5	15
Engineering	23.2	24.8	4	3
Engineering Related Technologies	21.9	23.7	3	6
Foreign Language	23.2	24.1	1	5
Health Science/Allied Health Fields	20.7	22.0	19	13
Human/Family/Consumer Science	23.2	19.8	1	21
Letters*	24.5	25.5	1	2
Marketing and Distribution	20.3	21.0	1	18
Mathematics	23.9	25.6	1	1
Philosophy, Religion and Theology	22.3	23.0	1	9
Sciences	23.8	24.5	6	4
Social Sciences	22.3	23.3	6	7
Teacher Education	20.1	21.1	4	17
Trade and Industrial	17.4	19.1	1	23
Visual and Performing Arts	20.9	22.4	6	10
Other/Unplanned			18	

Source: ACT, Inc., The Condition of College and Career Readiness.

Note: *Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

SAT

The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics, critical reading, and writing test range from 200 to 800.

The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2010, the number of SAT

takers in the Nation was over 1.5 million, relatively unchanged from 2006. In 2010, the number of Iowa SAT I takers was about 1,100 (approximately 3 percent) of the high school graduates.

Iowa's averages continue to be around 100 standard score points higher than the Nation's in both Critical Reading and Mathematics.

Table 119

**TRENDS OF AVERAGE SAT SCORES FOR IOWA
AND THE NATION 1998 TO 2010**

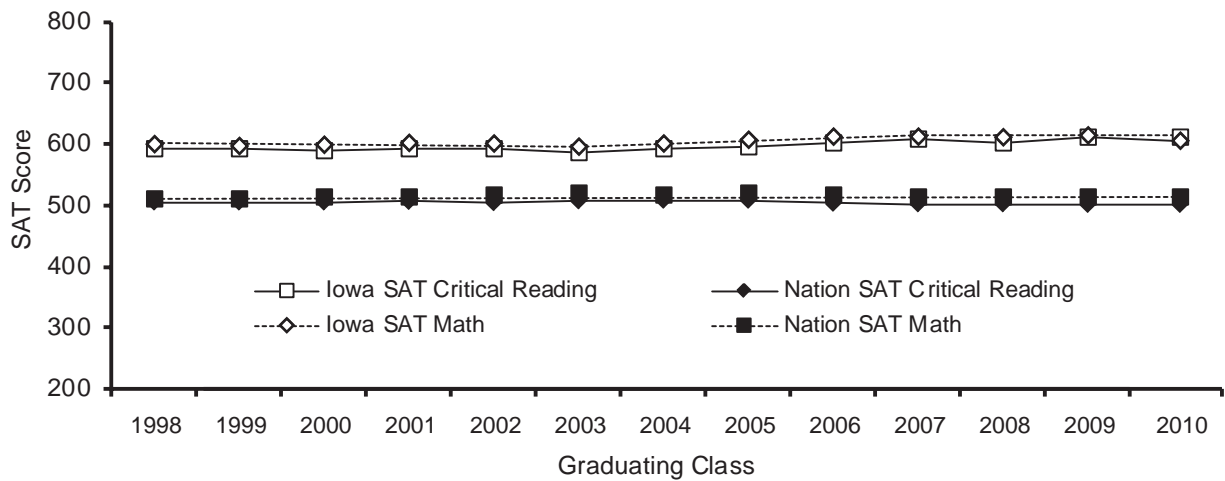
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516

Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 113

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION 1998 TO 2010



Source: The College Board. 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2010 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 120 shows a comparison between Iowa and other Midwest states on the average SAT scores. Indiana is the only Midwest state that had more than

50 percent of the high school graduates that took SAT in 2010.

Table 120

AVERAGE SAT SCORES FOR IOWA, THE NATION, AND MIDWEST STATES
1998, 2009, AND 2010

R=Critical Reading M=Math

Nation and State	Graduating Class						Percent of Graduating Class of 2010 Taking SAT
	1998		2009		2010		
	R	M	R	M	R	M	
Nation	505	512	501	515	501	516	47%
Illinois	564	581	588	604	586	600	6
Indiana	497	500	496	507	494	506	64
Iowa	593	601	610	615	603	613	3
Kansas	582	585	581	589	590	595	6
Michigan	558	569	584	603	585	605	5
Minnesota	585	598	595	609	594	607	7
Missouri	570	573	595	600	593	596	4
Nebraska	565	571	587	594	586	593	4
North Dakota	590	599	590	593	580	594	4
Ohio	536	540	537	546	538	548	21
South Dakota	584	581	589	600	592	603	3
Wisconsin	581	594	594	608	595	604	4
Iowa's Rank in Nation	1	1	1	1	1	1	

Source: The College Board, 2009 Profile of SAT Program Test Takers.

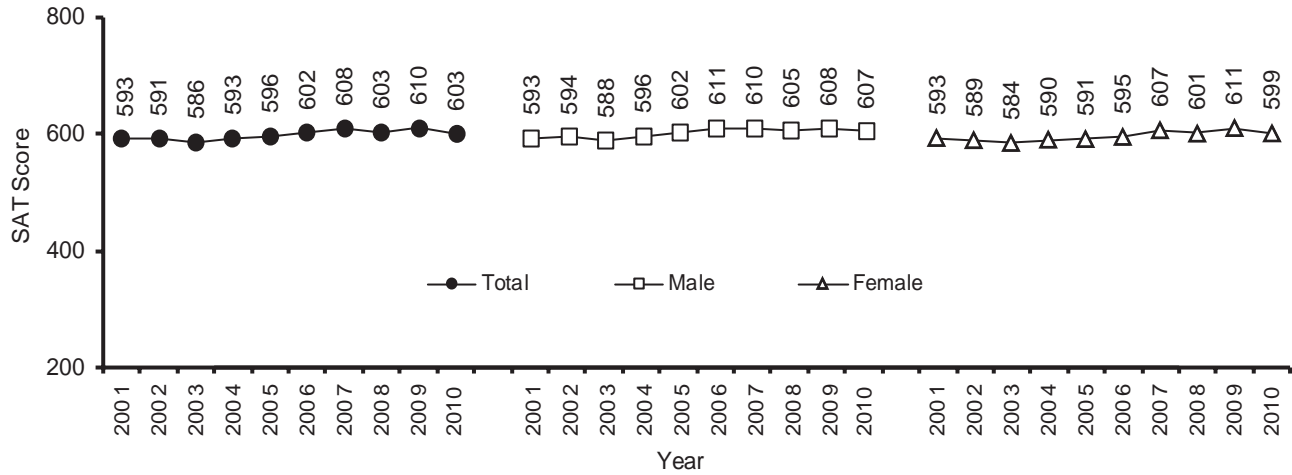
Note: The Iowa participation rate in SAT for the class of 2010 was 3 percent. Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 114 and 115 show the trends for Iowa SAT takers by gender. Iowa's males out-scored females for all years shown in mathematics. Iowa's females

had higher average critical reading scores than Iowa's males in 2009.

Figure 114

IOWA AVERAGE SAT CRITICAL READING SCORES BY GENDER 2001 TO 2010

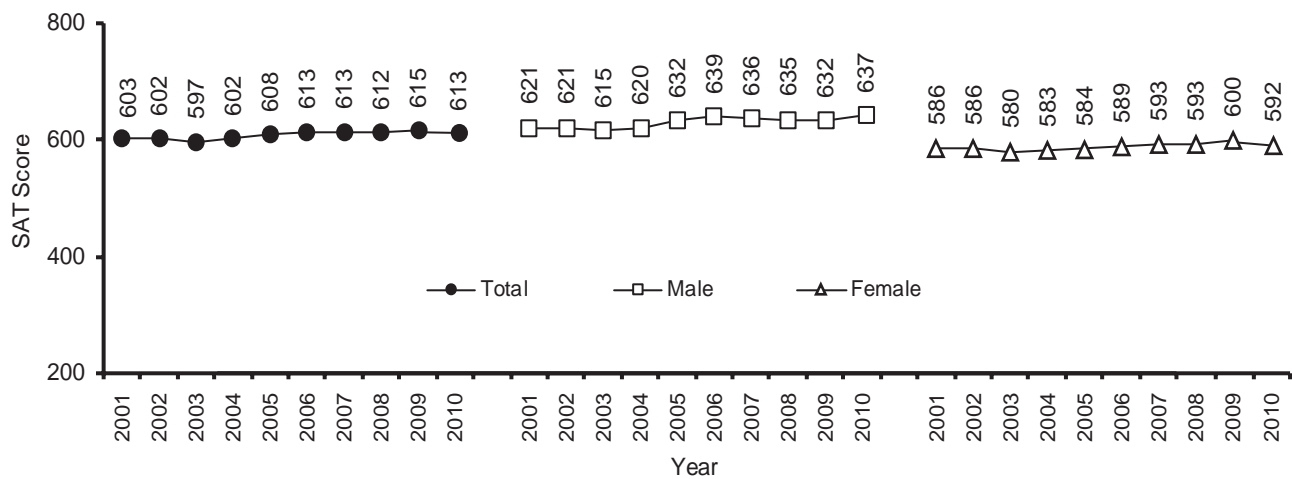


Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2010 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 115

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER 2001 TO 2010



Source: The College Board, 2009 Profile of SAT Program Test Takers.

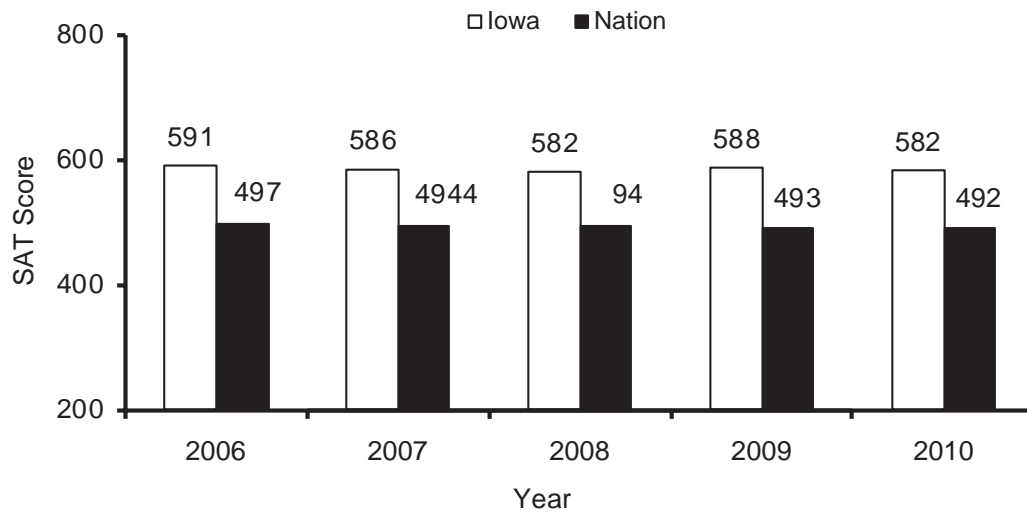
Note: The Iowa participation rate in SAT for the class of 2010 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figures 116 and 117 show the average SAT writing scores for Iowa and the Nation. In 2007 to 2010, Iowa females had higher average scores in writing than Iowa males. Females also out-scored males

in the Nation in writing. In general, Iowa's average score in writing was 90 standard score points higher than the national average.

Figure 116

AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION 2006 TO 2010

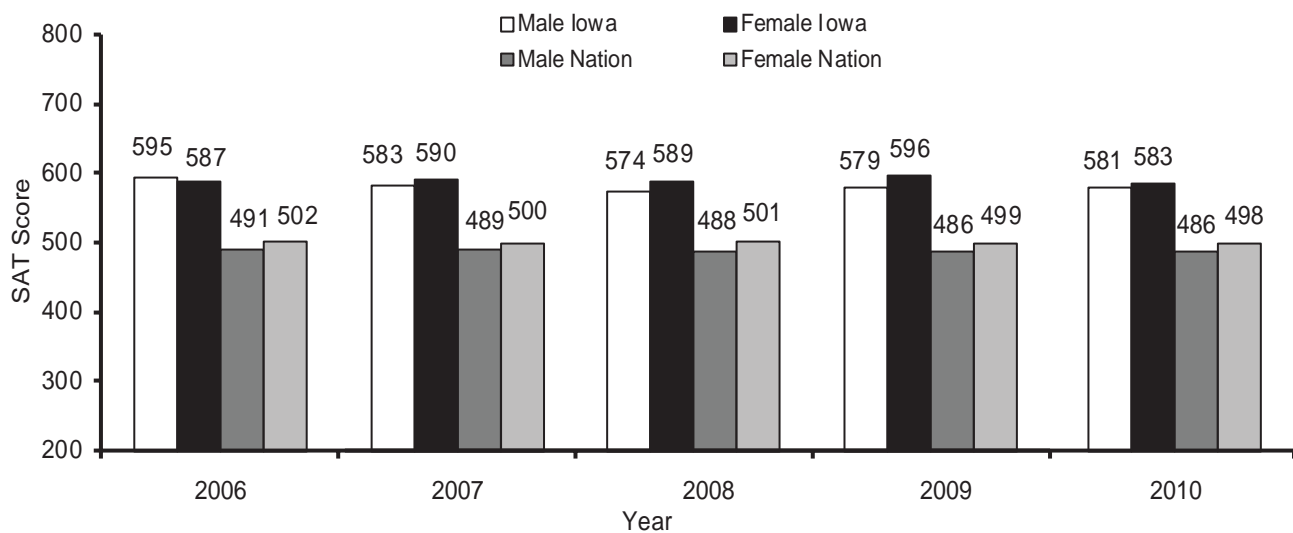


Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2010 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 117

AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION BY GENDER 2006 TO 2010



Source: The College Board, 2009 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2009 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

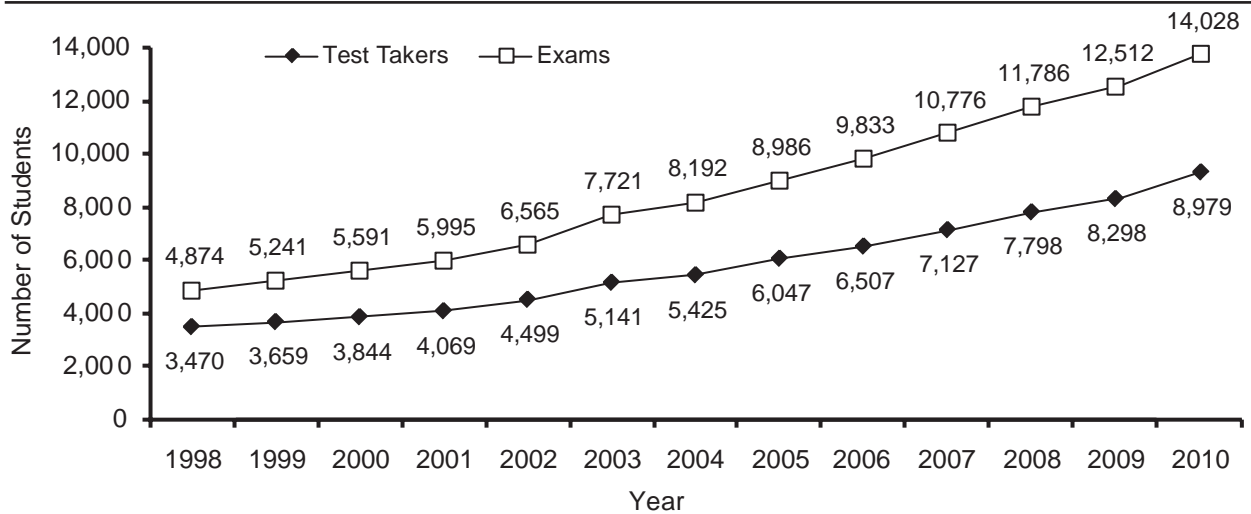
Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 30 subject areas in 2009-2010. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

In Iowa, more than 14,000 AP exams were taken by 8,979 students in 2010 (Figure 118). English Language and Composition, English Literature and Composition, U.S. History and Government, Biology and Chemistry, and Calculus, in aggregate, accounted for more than 50 percent of the exams taken in 2010. The number of students/candidates in 2010 was 8.2 percent higher than the number in 2009. The number of exams taken increased 12.1 percent over that one-year period. Both of the enrollment and exams have more than doubled since 1997.

Figure 118

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS 1998 TO 2010

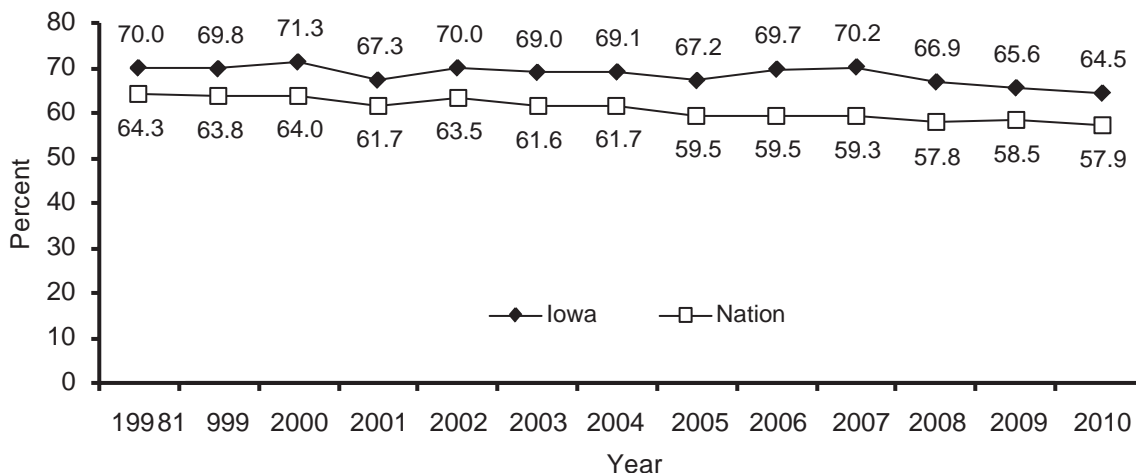


Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

From 1998 to 2010, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 119).

Figure 119

PERCENT OF AP CANDIDATES WITH AP SCORES OF 3+ 1998 TO 2010



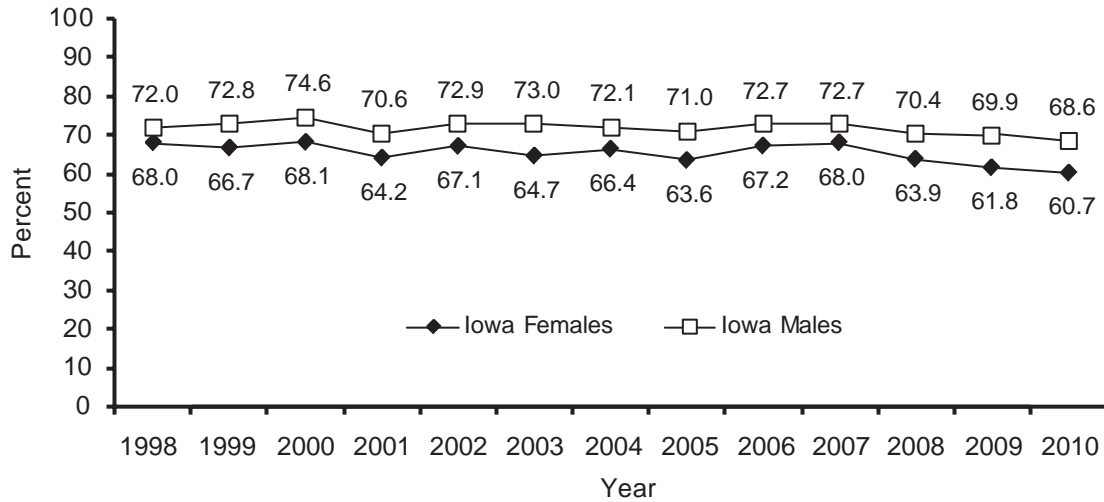
Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

Nationally, and in Iowa, greater percentages of males are reported as receiving a score of three or higher than females. This has been the trend in Iowa since

1998 (Figure 120) with the percentage of females with a score of three or greater being four to eight percentage points lower than males.

Figure 120

PERCENT OF IOWA AP EXAMS WITH SCORES OF 3+ BY GENDER 1998 TO 2010



Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
 Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

In the District of Columbia, Maryland, Virginia, and Florida more than 500 exams were taken for every 1,000 11th and 12th graders in 2009 (Table 121). In Iowa, that rate was 138 compared to 353 nationwide.

Table 121

**NUMBER OF ADVANCED PLACEMENT EXAMINATIONS TAKEN
PER THOUSAND 11TH AND 12TH GRADERS AND PERCENT OF AP TEST TAKERS WITH SCORES OF 3+
1999 AND 2009**

State	1999 Examinations	2009 Examinations	2009 Rank for Number of Exams	Percent of AP Scores 3+ in 2009
Alabama	82	212	37	49.4%
Alaska	145	197	40	62.2
Arizona	99	215	35	55.2
Arkansas	72	410	11	29.7
California	238	431	10	60.0
Colorado	158	382	17	60.5
Connecticut	233	456	6	73.5
Delaware	182	447	8	60.5
District of Columbia	388	769	1	54.7
Florida	226	557	4	45.4
Georgia	169	407	13	54.0
Hawaii	164	359	18	56.3
Idaho	77	164	44	68.8
Illinois	144	335	19	66.7
Indiana	98	256	29	48.7
Iowa	59	138	47	65.6
Kansas	56	155	45	61.0
Kentucky	112	294	22	50.9
Louisiana	46	112	50	51.6
Maine	137	393	15	58.0
Maryland	234	657	2	62.6
Massachusetts	230	448	7	72.1
Michigan	122	245	30	65.4
Minnesota	123	285	25	64.1
Mississippi	65	128	48	36.0
Missouri	64	172	42	63.5
Montana	82	170	43	65.6
Nebraska	45	153	46	57.0
Nevada	124	312	20	46.8
New Hampshire	147	278	28	72.2
New Jersey	245	407	14	71.6
New Mexico	106	225	34	43.1
New York	276	485	5	64.7
North Carolina	219	432	9	58.9
North Dakota	41	95	51	63.2
Ohio	112	238	32	65.9
Oklahoma	93	242	31	48.0
Oregon	77	203	38	61.4
Pennsylvania	131	227	33	67.2
Rhode Island	140	292	23	64.7
South Carolina	193	281	26	57.8
South Dakota	72	193	41	64.1
Tennessee	121	213	36	59.7
Texas	178	408	12	48.1
Utah	235	290	24	65.4
Vermont	142	392	16	66.6
Virginia	302	558	3	60.6
Washington	93	298	21	60.3
West Virginia	72	198	39	43.5
Wisconsin	125	280	27	68.4
Wyoming	44	122	49	51.3
United States	165	353		58.5

Source: The College Board, Applied Educational Research Inc. of Princeton, NJ.

Note: This is the number of exams taken by the current year's 11th and 12th grade AP students (number of exams not shown) divided by the state's "11th and 12th Grade Enrollment" x 1000. These enrollment counts represent 11th and 12th grade enrollment for public schools only.

Pursuit of Postsecondary Education/Training

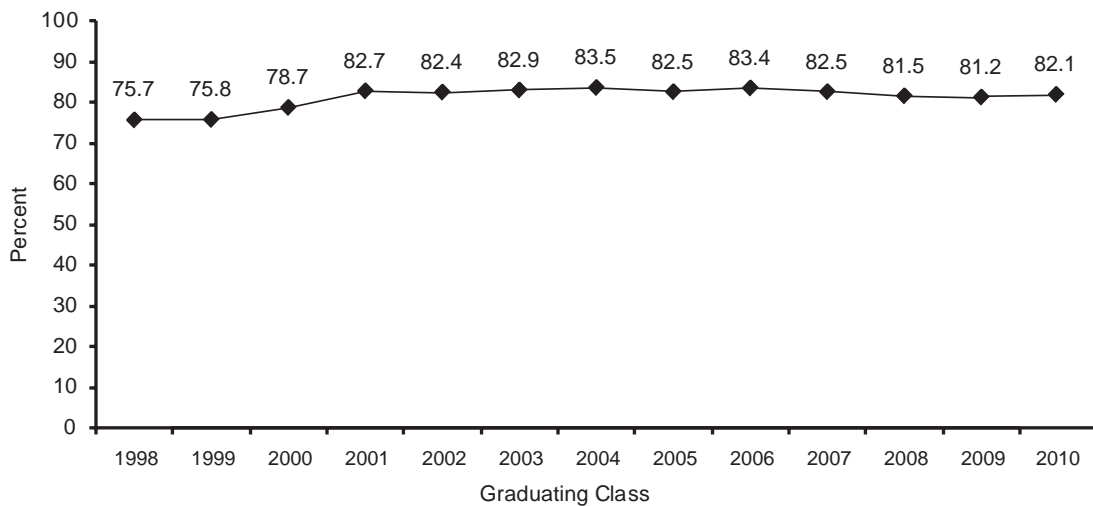
Information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training is presented in this section. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information on postsecondary education/training of high school graduates. Between 1997 and 1999 a combination of follow-up and graduate intentions was collected from districts. The

districts who were participating in Project EASIER reported graduate intentions. Follow-up data were collected from the remaining districts. Graduate intention data have been collected from all districts that operate a high school since 2000.

The trend on the percentage of high school graduates pursuing or intending to pursue postsecondary education or training is shown in Figure 121. The percent of graduates intending to pursue postsecondary education or training increased from 81.2 to 82.1 between 2009 and 2010.

Figure 121

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1998 TO 2010



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Figures for 2006 to 2010 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Table 122 lists the percent of graduates pursuing or intending to pursue postsecondary education/training by enrollment category for the 1998 and 2008 through 2010 graduating classes. In all enrollment categories, except for the largest enrollment category, over 80 percent of the graduates pursued or intended to pursue postsecondary education/training in 2008 to 2010. In 2010, the smallest enrollment category had the largest percent of

graduates intending to pursue postsecondary education/training, 86.6 percent. In the ten smallest districts (based on certified enrollment) in 2010, 92.2 percent of the graduates were reported as intending to pursue postsecondary education/training. The largest enrollment category was made up of the ten largest districts in 2010. About 78 percent of the graduates in the ten largest districts intended to pursue postsecondary education/training.

Table 122

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY
EDUCATION/TRAINING BY ENROLLMENT CATEGORY
GRADUATING CLASSES OF 1998 AND 2008 TO 2010**

Enrollment Category	Graduating Class			
	1998	2008	2009	2010
<300	76.6%	81.4%	83.7%	86.6%
300-599	72.2	84.6	85.7	85.8
600-999	75.2	83.6	84.2	84.1
1,000-2,499	76.1	81.1	81.6	82.7
2,500-7,499	74.0	82.4	82.5	82.1
7,500+	79.0	78.6	75.4	77.8
State	75.7	81.5	81.2	82.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included.
Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

The percent of graduates intending to pursue postsecondary education/training by gender for the graduating classes of 1998 and 2008 through 2010 is shown in Table 123. The percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. In the ten largest districts in 2010, the percent of male

graduates intending to pursue postsecondary education/training was 73.2 percent and the percent of female graduates intending to pursue postsecondary education/training was 82.1 percent. In the ten smallest districts in 2010, the percent of male graduates intending to pursue postsecondary education/training was 91.3 percent and the percent of female graduates intending to pursue postsecondary education/training was 92.9 percent.

Table 123

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY
EDUCATION/TRAINING BY GENDER 1998 AND 2008 TO 2010**

Gender	Graduating Class			
	1998	2008	2009	2010
Male	71.0%	77.1%	76.8%	77.5%
Female	80.4	86.1	85.6	86.5
Total	75.7	81.5	81.2	82.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included.
Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Table 124 shows the breakdown of postsecondary intentions by institution type for 1998 and 2008 through 2010. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college. The percent of students intending to attend a community college increased from 39.3 percent to 40.2 percent between 2009 and 2010. The largest percent of graduates

intended to pursue postsecondary education at a community college in the ten largest and ten smallest districts in 2010. In the ten largest districts, 44.8 percent of the graduates intended to attend a community college and in the ten smallest district 59.6 percent of the graduates intended to attend a community college.

Table 124

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
BY POSTSECONDARY INSTITUTION 1998, AND 2008 TO 2010**

Postsecondary Institution	Graduating Class			
	1998	2008	2009	2010
Private 4-Year College	14.1%	13.7%	13.5%	13.2%
Public 4-Year College	26.1	25.4	24.1	24.3
Private 2-Year College	1.6	1.2	1.2	1.1
Community College	29.3	38.1	39.3	40.2
Other Training	4.7	3.3	3.1	3.2
Total	75.7	81.5	81.2	82.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included.

Detail may not sum to total due to rounding.

Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Table 125 and Figure 122 show the percent of graduates intending to pursue postsecondary education at four-year and two-year colleges. The difference in the percent of graduates intending to pursue postsecondary education at a two-year college compared to the percent of graduates intending to pursue postsecondary education at a four-year college was higher in 2010 than in 2009, 2.9 percentage points in 2009 compared to 3.8 percentage points in 2010. There was a higher percent of graduates intending to pursue postsecondary education at a two-year college than at a four-year

college in 2010 (41.3 percent versus 37.5 percent). In the ten largest districts in 2010, a higher percent of graduates intended to pursue postsecondary education at a four-year college than at a two-year college—38.4 percent intended to attend a four-year college and 36.0 percent intended to attend a two-year college. In the ten smallest districts in 2010, 33.3 percent of the graduates intended to pursue postsecondary education at a four-year college and 58.8 percent of the graduates intended to pursue postsecondary education at a two-year college.

Table 125

**PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
AT FOUR-YEAR AND TWO-YEAR COLLEGES 1998, 2008 TO 2010**

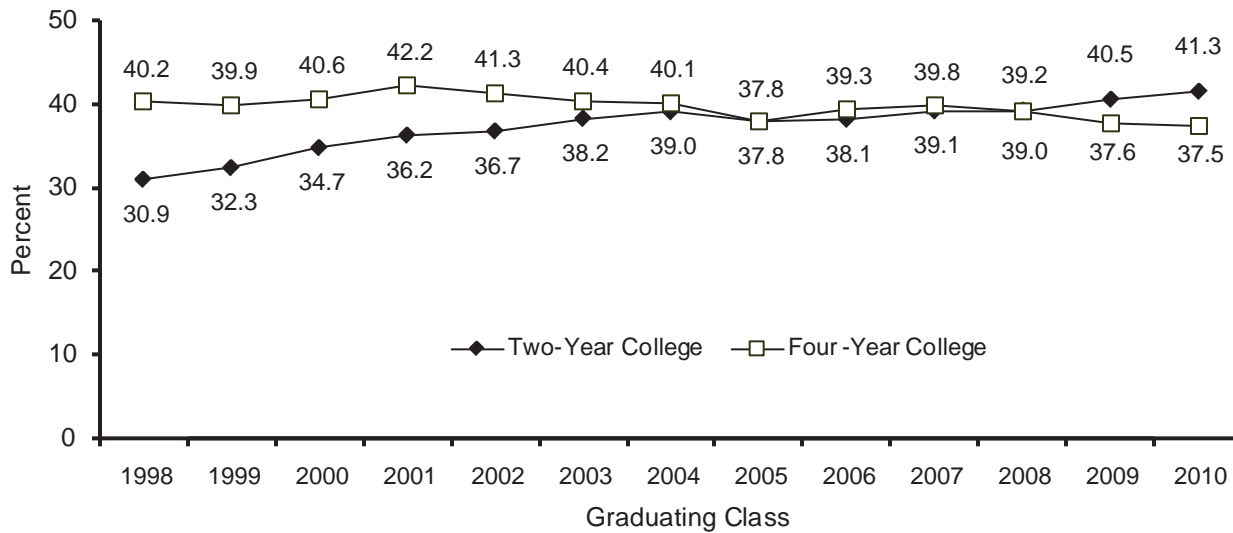
Postsecondary Institution	Graduating Class			
	1998	2008	2009	2010
Four-Year College	40.2%	39.0%	37.6%	37.5%
Two-Year College	30.9	39.2	40.5	41.3

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2007 to 2009 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Figure 122

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
AT FOUR-YEAR AND TWO-YEAR COLLEGES 1998 TO 2010**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Figures for 2006 to 2009 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures. Due to unfinished spring EASIER data verification, the graduating class of 2009 data are subject to change.

Dropouts

The National Center for Education Statistics' (NCES) definitions used for dropouts include students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year; or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled some time during the previous school year; and
- Has not graduated from high school or completed a state- or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved educational program, b) temporary school-recognized absence for suspension or illness, c) death, or d) move out of the state or leave the country.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district is NOT considered a dropout.

To calculate dropout rate, the numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollment of grades 7-12 (or total enrollment of grades 9-12).

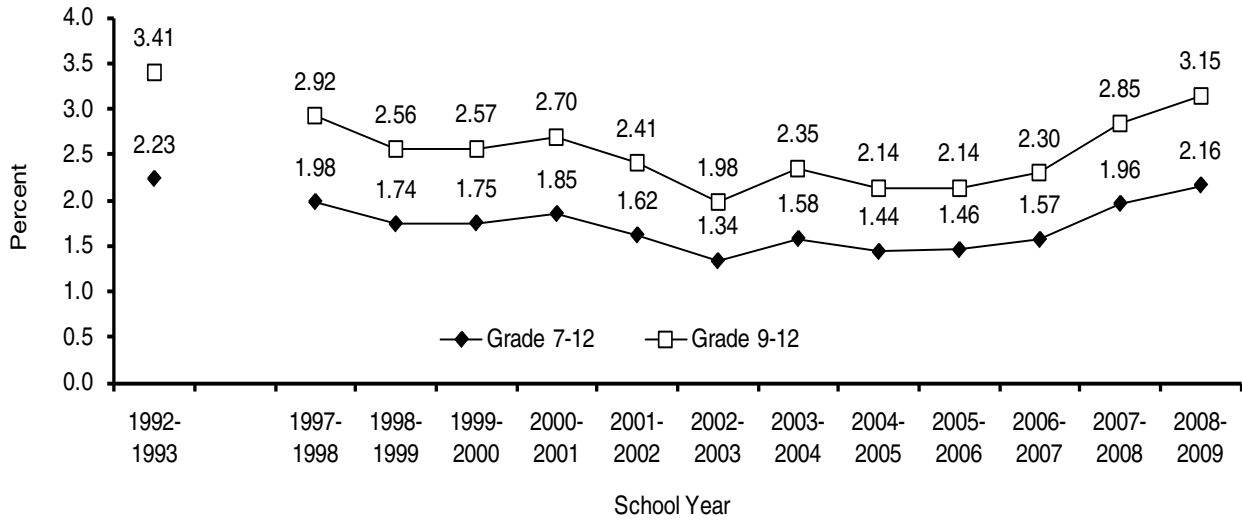
Figure 123 shows the two statewide trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates of Iowa public schools. They are downward dropout trends for both grades 7-12 and grades 9-12 from 1997-1998 to 2004-2005. The most significant decreases were in 1998-1999 and 2002-2003. In 2008-2009, the dropout rate for grades 9-12 was 3.15 percent and the rate for grades 7-12 was 2.16 percent, up from the 2007-2008 rates for both grade ranges.

In 2008 and 2009, an extra effort was made by the Department of Education to follow-up the missing students between collections through the Project EASIER system. This is likely one of the reasons for the latest dropout increases.

The public school dropout distributions by grade and enrollment categories for 2008-2009 are available in Table 126. The total dropouts were 4,807 for grades 7-12. Grade 12 had the highest number and percent of dropouts (2,557 dropouts and 53 percent of total dropouts), followed by grade 11 with 1,257 dropouts and 26 percent, grade ten with 667 dropouts and 14 percent, and grade nine with 301 dropouts and 6 percent. Only 25 students dropped out from grades seven and eight together. The ten districts with enrollments of 7,500 and above accounted for about 47 percent of the total dropouts and 27 percent of the total enrollment in grades 7-12. The average dropout rate was 3.81 percent for this largest enrollment category. The average dropout rate for the smallest districts was 0.79 percent.

Figure 123

**IOWA PUBLIC SCHOOL GRADES 7-12 AND GRADES 9-12 DROPOUT RATES
1992-1993 AND 1997-1998 TO 2008-2009**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 126

**TOTAL IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS AND ENROLLMENTS
BY ENROLLMENT CATEGORY 2008-2009**

Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	0	0	3	5	8	21	37	0.77%	4,686	2.11%	0.79%
300-599	1	2	5	30	58	119	215	4.47	24,882	11.19	0.86
600-999	2	1	21	55	97	181	357	7.43	32,169	14.46	1.11
1,000-2,499	1	2	39	90	313	580	1,025	21.32	57,952	26.05	1.77
2,500-7,499	0	0	31	102	238	525	896	18.64	43,105	19.38	2.08
7,500+	6	10	201	383	540	1,129	2,269	47.20	59,523	26.76	3.81
State Paid	0	0	1	2	3	2	8	0.17	107	0.05	--
Total*	10	15	301	667	1,257	2,557	4,807	100.00	222,424	100.00	2.16

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

The dropout rates increased for female and male students from 2007-2008 to 2008-2009 (see Table 127). Males had a higher dropout rate than

females in all years shown. In 2008-2009, males represented over 58 percent of total dropouts and over 51 percent of total enrollments in grades 7-12.

Table 127

TOTAL IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS BY GENDER 1997-1998, 2007-2008, AND 2008-2009			
	1997-1998	2007-2008	2008-2009
Female Dropout Rate	1.73%	1.69%	1.88%
Male Dropout Rate	2.22%	2.22%	2.43%
Female Dropouts as Percent of Total Dropouts	42.94%	42.07%	42.33%
Female Enrollment as Percent of Total Enrollment	49.05%	48.78%	48.77%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 128 presents the public school grades 7-12 dropout and enrollment data by race/ethnicity for 2008-2009. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority. All minorities represented

14 percent of enrollments, but counted for 25 percent of total dropouts in grades 7-12. Overall, the minority dropout rate was 3.92 percent compared to 1.88 percent for non-minority. Asian dropout rate was 1.64 percent in 2008-2009.

Table 128

2008-2009 IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS AND ENROLLMENTS BY RACE/ETHNICITY					
Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollments	% of Total Enrollment
All Minority	3.92%	1,195	24.86%	30,502	13.71%
African American	5.29	615	12.79	11,623	5.22
American Indian	4.06	53	1.10	1,306	0.59
Asian	1.64	74	1.54	4,506	2.03
Hispanic	3.47	453	9.42	13,067	5.87
White	1.88	3,612	75.14	191,922	86.29
State*	2.16	4,807	100.00	222,424	100.00

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

More dropout and enrollment data by race/ethnicity are available in Table 129. The white enrollments went down from 1997-1998 to 2008-2009 while the

African American dropout rates and enrollment went up significantly during the same time period.

Table 129

PERCENT OF DROPOUTS AND PERCENT OF ENROLLMENT FOR IOWA PUBLIC SCHOOL GRADES 7-12 BY RACE/ETHNICITY 1997-1998, 2007-2008, AND 2008-2009

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	1997-1998	2007-2008	2008-2009	1997-1998	2007-2008	2008-2009
African American	7.4%	10.6%	12.8%	2.8%	5.1%	5.2%
American Indian	1.2	1.8	1.1	0.4	0.6	0.6
Asian	1.4	1.7	1.5	1.6	1.9	2.0
Hispanic	6.7	10.8	9.4	2.1	5.4	5.9
White	83.3	75.1	75.1	93.1	86.9	86.3

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

The dropout rates for other subgroups are available for 2008-2009. The rate for students who are eligible for free or reduced-price lunch was 2.81 percent, for IEP students was 2.72 percent, for migrant students was 3.18 percent, and for English Language Learners (ELL) was 3.26 percent.

In 2008-2009, three Iowa public school districts (1 percent) sent their students in grades 7-12 to other districts through whole-grade sharing agreements. About 20 percent of the districts reported zero dropouts and another 31 percent of the districts had a dropout rate between 0.01 and 1 percent. More than 8 percent (31 districts) had a dropout rate above 3 percent (see Table 130).

Table 130

DISTRIBUTION OF GRADES 7-12 DROPOUT RATES FOR IOWA PUBLIC SCHOOL DISTRICTS 2008-2009

Dropout Rate	Number of Districts	Percent Districts	Cumulative Percent
NA (No Grades 7-12 Students)	3	0.8%	0.8%
0	74	20.4	21.2
.01-.50	41	11.3	32.6
.51-1.00	72	19.9	52.5
1.01-1.50	64	17.7	70.2
1.51-2.00	33	9.1	79.3
2.01-2.50	31	8.6	87.9
2.51-3.00	13	3.6	91.5
3.01-3.50	11	3.0	94.5
3.51-4.00	7	1.9	96.4
>4.00	13	3.6	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: Dropout rates are combined grades 7-12 dropouts divided by combined grades 7-12 enrollment and expressed as a percent.

High School Graduation Rates

This section reports a ten year of trend data on number of high school graduates in Iowa public schools and displays a four year cohort graduation rate for graduating class of 2009.

HIGH SCHOOL GRADUATES

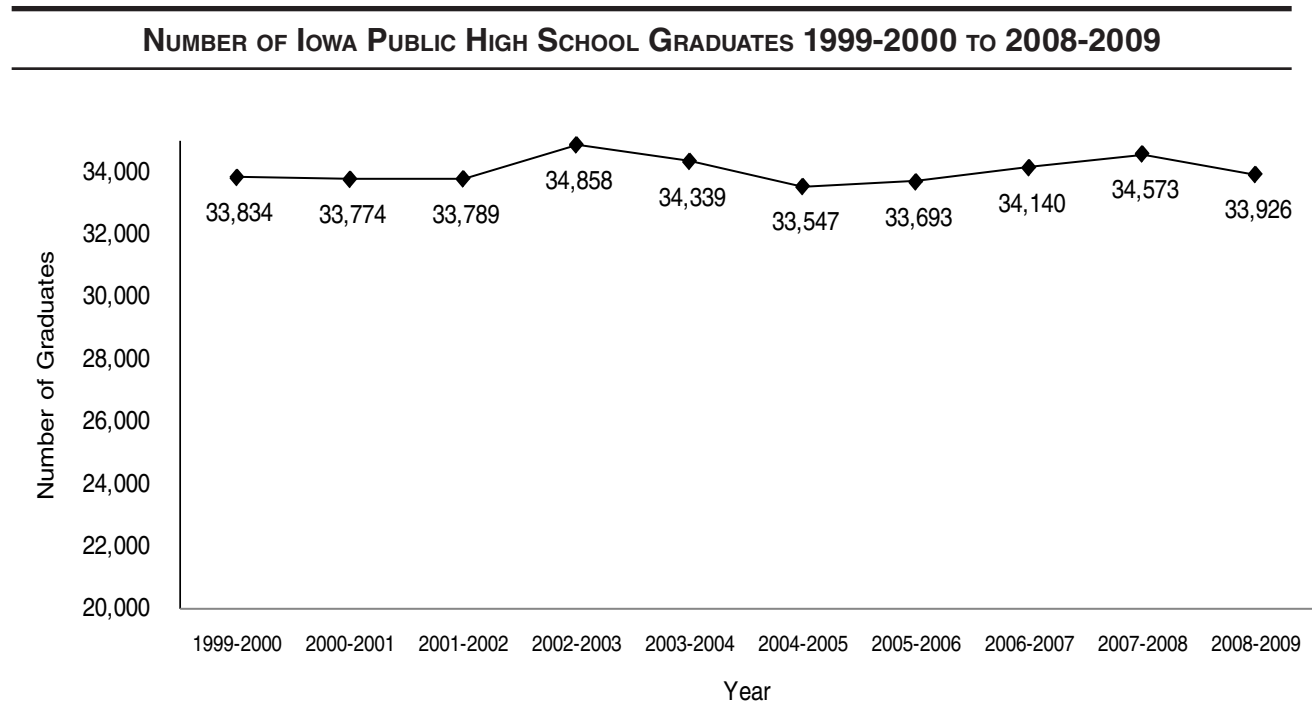
A public high school completer can receive one of the two types of diplomas or a certificate. The NCLB Act defines the regular diploma recipients as high school graduates.

- Students receiving regular diplomas.
- 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, students who have finished the high school program, but did not earn a diploma, are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

Figure 124 shows the numbers of regular diploma recipients by school year from 1999-2000 to 2008-2009. The counts in this table include the students to earn a regular diploma in four years and the students to finish high school in less or more than four years.

Figure 124



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

HIGH SCHOOL GRADUATION RATES

Iowa's 2009 graduating class is the first group of students to have a statewide identification number for five years. With this identification system and Project EASIER data, Iowa can now follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their freshman year were not included in the cohort). For the class of 2009, the Iowa Department of Education (DE) is reporting the National Governor Association (NGA) Adjusted Cohort Rate. The NGA rate is calculated by dividing the number of on-time graduates (including transferred in graduates) by the number of first-time 9th graders four years previous minus the number of transferred out and plus total transferred in students. The NGA formula used by the DE allows an adjustment for special education students who take longer to graduate and early graduates who take less than four year to complete high school.

$$\text{Iowa NGA Adjusted Cohort Graduation Rate} = \frac{(\text{FG} + \text{TIG} + \text{EIG} + \text{IEPIG})}{(\text{F} + \text{TI} - \text{TO} + \text{EIG} + \text{IEPIG} - \text{EOG} - \text{IEPNG})}$$

For the graduating class of 2009:

- FG = First-time 9th grade students in fall of 2005 and graduated in 2009,
- TIG = Students who transferred in grades 9 to 12 and graduate in 2009,
- EIG = Early graduates in 2009 who should graduate in 2010 or later,
- IEPIG = IEP graduates in 2009 who should graduate in 2008 or earlier,
- F = First-time 9th grade student in fall of 2005,
- TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,
- TO = Transfer out (including emigrates and deceased),
- EOG = Students who started with this cohort and graduated in 2008 or sooner,
- IEPNG = IEP students who started with this cohort, fail to graduate in 2009 and still enrolled in school.

Students included in the denominator of the cohort graduation rate calculation are first-time freshmen and students who transferred in a given cohort in grades 9 to 12.

First-time freshmen in fall of 2005 include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuitioned in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school student enrolled in another district but taking courses on a part time basis; and foreign exchange students.

Transferred-in students included in the cohort consist of students with the same entry codes as the freshman in fall of 2005, who joined the cohort in grade 9 in 2005-2006, grade 10 in 2006-2007, grade 11 in 2007-2008, and grade 12 in 2008-2009.

Students receiving regular diplomas are included as graduates in the numerator. Other completers, students who have finished the high school program, but did not earn a diploma are neither counted as graduates nor counted as dropouts. Early graduates from the cohort are removed from denominator and included in the cohort with the year they graduate. For this reason, the 2009 cohort will pick up some early graduates from later cohorts (2010 and 2011), those early graduates will be inserted into the numerator and denominator.

Students with an Individualized Education Program (IEP) are given more flexibility under Iowa's NGA Adjusted Cohort Graduation Rate. If a student with an IEP remains enrolled, the student has until age 21 to graduate if stated in their IEP. These students are removed from the denominator of the cohort if they do not graduate in four years. Once they graduate, they are placed in the denominator and numerator of the cohort that is graduation that year.

Although the NGA graduation rate and other cohort rates expect students to complete high school in four years, the Iowa Department of Education plans to calculate extended year graduate rates in 2010 and beyond once six years and more of student-level data are available.

Table 131 displays the adjusted cohort graduation rates for the graduating class of 2009. The rates listed are for all student group and 11 subgroups. For the all student group, the number on time graduates was 33,478, the number of graduates counted in graduation rate is 448 fewer than the total graduates in 2009 (in Figure 124). Because, the adjusted NGA cohort graduation rates focuses more on four year graduates (except IEP students and the early graduates) and excludes shared time and foreign exchange students. The rate for the all student group

was 87.21 percent for the first time freshmen class of 2009. In gender comparison, females had higher graduation rate than males in average, 89.17 percent vs. 85.33 percent; in the comparisons among the ethnic/race subgroups, White and Asian students had higher graduation rates than other ethnic/race groups; the students who were eligible for free reduced price lunch and IEP, English Language Learners (ELL), and migrant students had graduation rates lower than all student group on average.

Table 131

IOWA PUBLIC HIGH SCHOOL NGA ADJUSTED COHORT GRADUATION RATES BY SUBGROUP - GRADUATING CLASS OF 2009			
Group	Numerator	Denominator	Graduation Rate
All Students	33,478	38,387	87.21%
African American	1,299	1,895	68.55%
American Indian	149	215	69.30%
Asian	616	691	89.15%
Hispanic	1,307	1,826	71.58%
White	30,107	33,760	89.18%
Disability*	4,445	5,586	79.57%
ELL**	664	993	66.87%
Low SES***	9,779	12,891	75.86%
Migrant	115	184	62.50%
Female	16,814	18,857	89.17%
Male	16,664	19,530	85.33%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER files.

Notes: *Disability Status is determined by the presence of an individualized education plan.

**ELL indicates English Language Learner.

*** Low SES is determined by eligibility for free or reduced price meals.

The graduation rates by enrollment category are listed in Table 132. The largest districts in the two categories with 2,500 students or more had graduation rates below the state average and the

smaller districts, in the other four size categories, had graduation rates above the state average in 2009 graduating class.

Table 132

IOWA PUBLIC HIGH SCHOOL NGA ADJUSTED COHORT GRADUATION RATE BY ENROLLMENT CATEGORY - GRADUATING CLASS OF 2009

Enrollment Category	Numerator	Denominator	Graduation Rate
<300	744	783	95.02%
300-599	4,045	4,300	94.07%
600-999	5,235	5,608	93.35%
1,000-2,499	9,065	10,094	89.81%
2,500-7,499	6,359	7,297	87.15%
7,500+	8,015	10,287	77.91%
Tuitioned in State Paid	15	18	-
State	33,478	38,387	87.21%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER files.

HIGH SCHOOL GRADUATION RATES BY STATE

Since 2005, the averaged freshman graduation rates for the 50 US states and the District of Columbia have been estimated and reported by the US Department of Education. The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshman four years earlier. Graduates include only those who earned regular diplomas and the counts for freshman are calculated by averaging the number of 10th graders three years earlier, the number of 9th graders four years earlier, and the

number of 8th graders five years earlier. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Table 133 shows the public high school averaged freshman graduation rate by state. In 2007-2008, the averaged freshman graduation rate was 86.4 percent for Iowa and 74.9 percent for the nation. Iowa has the third highest graduation rates in the nation, after Wisconsin and Vermont. Iowa's graduation rates were at least 10 percentage points higher than the national figures in all years listed.

Table 133

**PUBLIC SCHOOL AVERAGE FRESHMAN GRADUATION RATE BY YEAR AND STATE
2002-2003 TO 2007-2008**

State	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Alabama	64.7	65.0	65.9	66.2	67.1	69.0
Alaska	68.0	67.2	64.1	66.5	69.1	69.1
Arizona	75.9	68.8	84.7	70.5	69.6	70.7
Arkansas	76.6	76.8	75.7	80.4	74.4	76.4
California	74.1	73.9	74.6	69.2	70.7	71.2
Colorado	76.4	78.7	76.7	75.5	76.6	75.4
Connecticut	80.9	80.7	80.9	80.9	81.8	82.2
Delaware	73.0	72.9	73.1	76.3	71.9	72.1
District of Columbia	59.6	68.2	68.8	-	54.9	56.0
Florida	66.7	66.4	64.6	63.6	65.0	66.9
Georgia	60.8	61.2	61.7	62.4	64.1	65.4
Hawaii	71.3	72.6	75.1	75.5	75.4	76.0
Idaho	81.4	81.5	81.0	80.5	80.4	80.1
Illinois	75.9	80.3	79.4	79.7	79.5	80.4
Indiana	75.5	73.5	73.2	73.3	73.9	74.1
Iowa	85.3	85.8	86.6	86.9	86.5	86.4
Kansas	76.9	77.9	79.2	77.6	78.9	79.1
Kentucky	71.7	73.0	75.9	77.2	76.4	74.4
Louisiana	64.1	69.4	63.9	59.5	61.3	63.5
Maine	76.3	77.6	78.6	76.3	78.5	79.1
Maryland	79.2	79.5	79.3	79.9	80.0	80.4
Massachusetts	75.7	79.3	78.7	79.5	80.8	81.5
Michigan	74.0	72.5	73.0	72.2	77.0	76.3
Minnesota	84.8	84.7	85.9	86.2	86.5	86.4
Mississippi	62.7	62.7	63.3	63.5	63.6	63.9
Missouri	78.3	80.4	80.6	81.0	81.9	82.4
Montana	81.0	80.4	81.5	81.9	81.5	82.0
Nebraska	85.2	87.6	87.8	87.0	86.3	83.8
Nevada	72.3	57.4	55.8	55.8	52.0	51.3
New Hampshire	78.2	78.7	80.1	81.1	81.7	83.4
New Jersey	87.0	86.3	85.1	84.8	84.4	84.6
New Mexico	63.1	67.0	65.4	67.3	59.1	66.8
New York	60.9	-	65.3	67.4	68.8	70.8
North Carolina	70.1	71.4	72.6	71.8	68.6	72.8
North Dakota	86.4	86.1	86.3	82.1	83.1	83.8
Ohio	79.0	81.3	80.2	79.2	78.7	79.0
Oklahoma	76.0	77.0	76.9	77.8	77.8	78.0
Oregon	73.7	74.2	74.2	73.0	73.8	76.7
United States	73.9	75.0	74.7	73.2	73.9	74.9
Pennsylvania	81.7	82.2	82.5	-	83.0	82.7
Rhode Island	77.7	75.9	78.4	77.8	78.4	76.4
South Carolina	59.7	60.6	60.1	-	58.9	-
South Dakota	83.0	83.7	82.3	84.5	82.5	84.4
Tennessee	63.4	66.1	68.5	70.6	72.6	74.9
Texas	75.5	76.7	74.0	72.5	71.9	73.1
Utah	80.2	83.0	84.4	78.6	76.6	74.3
Vermont	83.6	85.4	86.5	82.3	88.6	89.3
Virginia	80.6	79.3	79.6	74.5	75.5	77.0
Washington	74.2	74.6	75.0	72.9	74.8	71.9
West Virginia	75.7	76.9	77.3	76.9	78.2	77.3
Wisconsin	85.8	-	86.7	87.5	88.5	89.6
Wyoming	73.9	76.0	76.7	76.1	75.8	76.0
Iowa Rank in Nation	4	4	3	3	3	3

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, The Averaged Freshman Graduation Rate for Public Schools from the Common Core of Data: School Years 2002-2003 to 2003-2004; Public School Graduates and Dropouts from the Common Core of Data School Years of 2005-2006 to 2007-2008.

Kindergarten Literacy Assessment

School districts in Iowa are required by House File 761 to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. Districts are also required to collect and report information on preschool attendance, other demographics of kindergarten students, and assessment results to the DE no later than January 1 of the school year. This information has been collected from school districts at the student level through Project EASIER since 2006-2007. The DE has a list of approved assessments that can be used

to implement the requirements of HF 761; however, a district may administer an assessment that is not on the list as long as it is technically adequate for a kindergarten assessment.

The tests used to assess the literacy level of kindergarten students in 2007-2008 through 2009-2010 were Basic Reading Inventory (BRI) phoneme segmentation subtest, Phonological Awareness Test (PAT), Observation Study, Yopp-Singer full test, DIBELS, and Other (any test not on the DE-approved list). In 2009-2010, these same tests were used along with the Phonological Awareness Profile (PAP). The number and percent of public school buildings with kindergarten students by the type of assessment administered is shown in Table 134. It was possible for a building to report using multiple

Table 134

Assessment	2007-2008		2008-2009		2009-2010	
	Number	Percent	Number	Percent	Number	Percent
DIBELS	349	50.7%	311	45.5%	315	46.3%
Yopp-Singer + BRI	44	6.4	52	7.6	51	7.5
PAT	82	11.9	70	10.2	65	9.6
PAP	0	0.0	0	0.0	26	3.8
Other	58	8.4	109	16.0	103	15.1
Observation Study	25	3.6	7	1.0	9	1.3
DIBELS/Other	74	10.7	83	12.2	61	9.0
DIBELS/Observation Study	1	0.1	0	0.0	0	0.0
Yopp-Singer/DIBELS + BRI/DIBELS	0	0.0	1	0.1	0	0.0
Yopp-Singer/DIBELS/Other + BRI/DIBELS/Other	0	0.0	0	0.0	0	0.0
Yopp-Singer/Other + BRI/Other	3	0.4	4	0.6	5	0.7
Yopp-Singer/Observation Study + BRI/Observation Study	0	0.0	0	0.0	1	0.1
Yopp-Singer/PAT + BRI/PAT	6	0.9	0	0.0	0	0.0
Yopp-Singer/PAT/Other + BRI/PAT/Other	0	0.0	0	0.0	0	0.0
Yopp-Singer/Observation Study/Other + BRI/Observation Study/Other	0	0.0	1	0.1	0	0.0
Yopp-Singer/PAP + BRI/PAP	0	0.0	0	0.0	9	1.3
Yopp-Singer/PAP/Other + BRI/PAP/Other	0	0.0	0	0.0	3	0.4
Yopp-Singer/PAP/PAT + BRI/PAP/PAT	0	0.0	0	0.0	2	0.3
Yopp-Singer/PAP/PAT/Other + BRI/PAP/PAT/Other	0	0.0	0	0.0	1	0.1
PAT/Other	16	2.3	43	6.3	3	0.4
PAT/PAP	0	0.0	0	0.0	2	0.3
PAP/Other	0	0.0	0	0.0	24	3.5
Observation Study/Other	31	4.5	2	0.3	0	0.0
Total	689	100.0%	683	100.0%	680	100.0%

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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include district offices that may have reported Kindergarten Literacy data.
The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

assessments since the data were collected at the student level through Project EASIER. In all three years shown, the highest percent of buildings reported using DIBELS. The percent of buildings using solely an “Other” assessment increased from 8.4 percent in 2007-2008 to 16.0 percent in 2008-2009. The percent of buildings using solely an “Other” assessment decreased from 16.0 percent to 15.1 percent between 2008-2009 and 2009-2010.

In the ten largest districts in 2009-2010, there were 169 buildings with kindergarten students who took a kindergarten literacy assessment. The highest percent of buildings (29.6 percent) in the ten largest districts used an “Other” assessment. In the ten largest districts, 16.0 percent used the Yopp-Singer/BRI, 12.4 percent used the PAP, 8.9 percent used DIBELS and 1.2 percent used Observation Study. The remaining buildings used multiple assessments. There were eight buildings with kindergarten students who took a kindergarten literacy assessment in the ten largest districts in 2009-2010. Half of the buildings in the ten smallest districts used the PAT, two used DIBELS and two used an “Other” assessment.

Table 135 and Figure 125 display the number and percent of public school kindergarten students by the type of kindergarten literacy assessment taken in 2007-2008, 2008-2009 and 2009-2010. The greatest decrease between 2008-2009 and 2009-2010 was in the percent of students taking the PAT. The percent of students taking the PAT decreased from 15.3 percent in 2008-2009 to 10.0 percent in 2009-2010. The percent of students taking the Yopp-Singer/BRI increased from 7.8 percent to 10.8 percent between 2008-2009 and 2009-2010. There were 11,156 kindergarten students who took a kindergarten literacy assessment in the ten largest districts in 2009-2010. The largest percent of students (30.1 percent) in the ten largest districts took the PAP. In the ten largest districts, 27.3 percent of the students took an “Other” assessment. In the ten smallest districts in 2009-2010, there were 53 kindergarten students who took a kindergarten literacy assessment. The largest percent of students (41.5 percent) in the ten smallest districts took the PAT.

Table 135

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS BY KINDERGARTEN LITERACY ASSESSMENT TAKEN 2007-2008, 2008-2009, AND 2009-2010

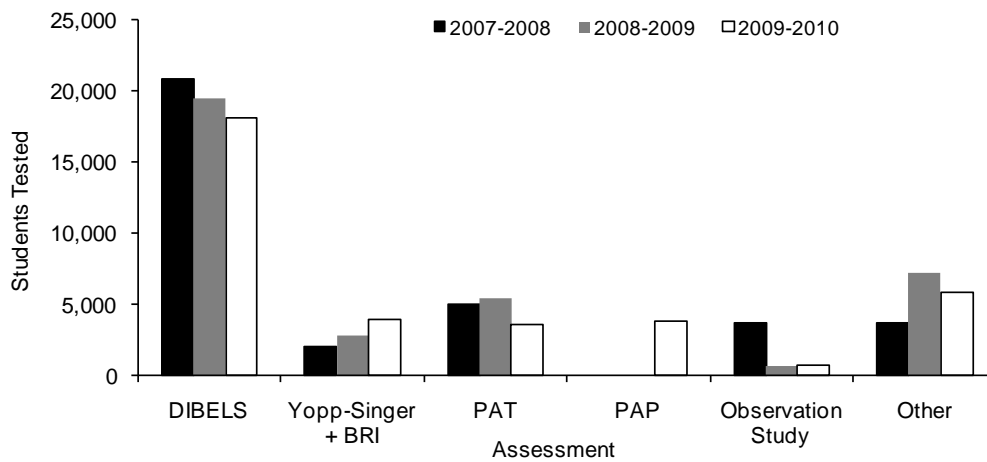
Assessment	2007-2008		2008-2009		2009-2010	
	Number	Percent	Number	Percent	Number	Percent
DIBELS	20,868	59.3%	19,510	54.8%	18,124	50.4%
Yopp-Singer + BRI	1,994	5.7	2,789	7.8	3,880	10.8
PAT	5,020	14.3	5,438	15.3	3,596	10.0
PAP	0	0.0	0	0.0	3,833	10.7
Observation Study	3,661	10.4	694	1.9	686	1.9
Other	3,642	10.4	7,175	20.2	5,832	16.2
Total Tested	35,185	100.0	35,606	100.0	35,951	100.0
Total Students Tested	35,185	98.4	35,606	100.0	35,951	99.97
Total Not Tested	557	1.6	0	0.0	9	0.03
Total Kindergarten Students	35,742	100.0%	35,606	100.0%	35,960	100.00%

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

Notes: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.
The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Figure 125

NUMBER OF IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS BY KINDERGARTEN LITERACY ASSESSMENT TAKEN 2007-2008, 2008-2009, AND 2009-2010



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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Kindergarten Literacy Assessment Proficiency

Phonemic awareness is measured differently by each kindergarten literacy assessment. The DIBELS Initial Sounds Fluency (ISF) subtest measures if children recognize beginning sounds. The Yopp-Singer full test and the BRI phoneme segmentation subtest measure whether or not a child can break words into sounds. The subtests of the PAT measure if children can blend sounds, rhyme, or delete sounds from words.

The number of students assessed and the number proficient by assessment is listed in Table 136. The percent of students that were proficient on the DIBELS ISF subtest increased from 59.7 percent in 2007-2008 to 61.8 percent in 2008-2009, and then increased again to 63.1 percent in 2009-2010. The number and percent proficient for the BRI, Yopp-Singer, and PAT includes students who were younger than six on September 15th of the school year. The results of the BRI phoneme segmentation subtest and Yopp-Singer assessment are grouped together since they are considered to be the same assessment. The percent of students who were proficient on the BRI and Yopp-Singer increased

from 3.3 percent in 2008-2009 to 4.3 percent in 2009-2010. The percent of students who were proficient on the blending subtest of the PAT increased from 65.8 percent in 2008-2009 to 66.3 percent in 2009-2010. The percent of students who were proficient on the deletion subtest of the PAT remained at about 40 percent. The percent of students who were proficient on the rhyming subtest of the PAT increased from 65.6 percent in 2008-2009 to 70.6 percent in 2009-2010.

In the ten largest districts in 2009-2010, 55.3 percent of the students who took the ISF subtest of DIBELS were proficient. About 4 percent of the students who took the Yopp-Singer/BRI were proficient. In the ten largest districts, 54.5 percent were proficient on the blending subtest of the PAT, 16.9 percent were proficient on the deletion subtest of the PAT, and 57.1 percent were proficient on the rhyming subtest of the PAT. In the ten smallest districts in 2009-2010, 53.8 percent of the students who took the ISF subtest of DIBELS were proficient. In the ten smallest districts, 68.8 percent were proficient on the blending subtest of the PAT, 43.8 percent were proficient on the deletion subtest of the PAT, and 75.0 percent were proficient on the rhyming subtest of the PAT.

Table 136

KINDERGARTEN LITERACY ASSESSMENT NUMBER AND PERCENT PROFICIENT 2007-2008, 2008-2009, AND 2009-2010

Assessment	Subtest	No. of Students	2007-2008		2008-2009			2009-2010		
			Number Proficient	Percent Proficient	No. of Students	Number Proficient	Percent Proficient	No. of Students	No. of Proficient	Percent Proficient
DDIBELS	Initial Sounds Fluency	20,868	12,450	59.7%	19,510	12,065	61.8%	18,124	11,440	63.1%
BRI	Phoneme Segmentation	1,128	62	5.5%	379	17	4.5%	1,274	78	6.1%
Yopp-Singer	Full Test	578	15	2.6%	2,097	65	3.1%	2,211	71	3.2%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,706	77	4.5%	2,476	82	3.3%	3,485	149	4.3%
BRI & Yopp-Singer Combined	Students age >=6	288			313			395		
PAT	Blending	4,281	2,571	60.1%	4,683	3,082	65.8%	2,992	1,983	66.3%
PAT	Deletion	4,281	1,533	35.8%	4,683	1,895	40.5%	2,992	1,210	40.4%
PAT	Rhyming	4,281	2,454	57.3%	4,683	3,070	65.6%	2,992	2,112	70.6%
PAT	Students age >=6	739			755			604		

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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

DIBELS: Proficient students are students with a score higher than 8.

BRI & Yopp-Singer: Proficient students are those with a score of 15 or higher and age <6. Figures listed include students whose age was less than 6 on September 15, 2009. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

PAT: Proficient students are those with a score of 1 or higher for the blending and deletion subtests and 8 or higher for the rhyming subtest and age <6. Figures listed include students whose age was less than 6 on September 15, 2009.

Preschool Attendance (Parent Perception)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Project EASIER in the fall. Districts gather information on preschool experience any time 12 months prior to registering for kindergarten through parent report or district records. The term “preschool” has not been specifically defined in legislation and thus could result in different meanings for parents, ranging from a childcare to a private enterprise. Table 137 shows the number

and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. The percent of students who attended preschool prior to kindergarten has increased over the past three years. In 2007-2008, 66.0 percent of kindergarten students had attended preschool. The percent of kindergarten students who attended preschool increased to 72.1 percent in 2008-2009. In 2008-2009, the percent of kindergarten students who attended preschool was 74.2 percent. In the ten largest districts in 2009-2010, 66.6 percent of kindergarten students attended preschool prior to kindergarten. In the ten smallest districts in 2009-2010, 69.8 percent of kindergarten students attended preschool prior to kindergarten (Figure 126).

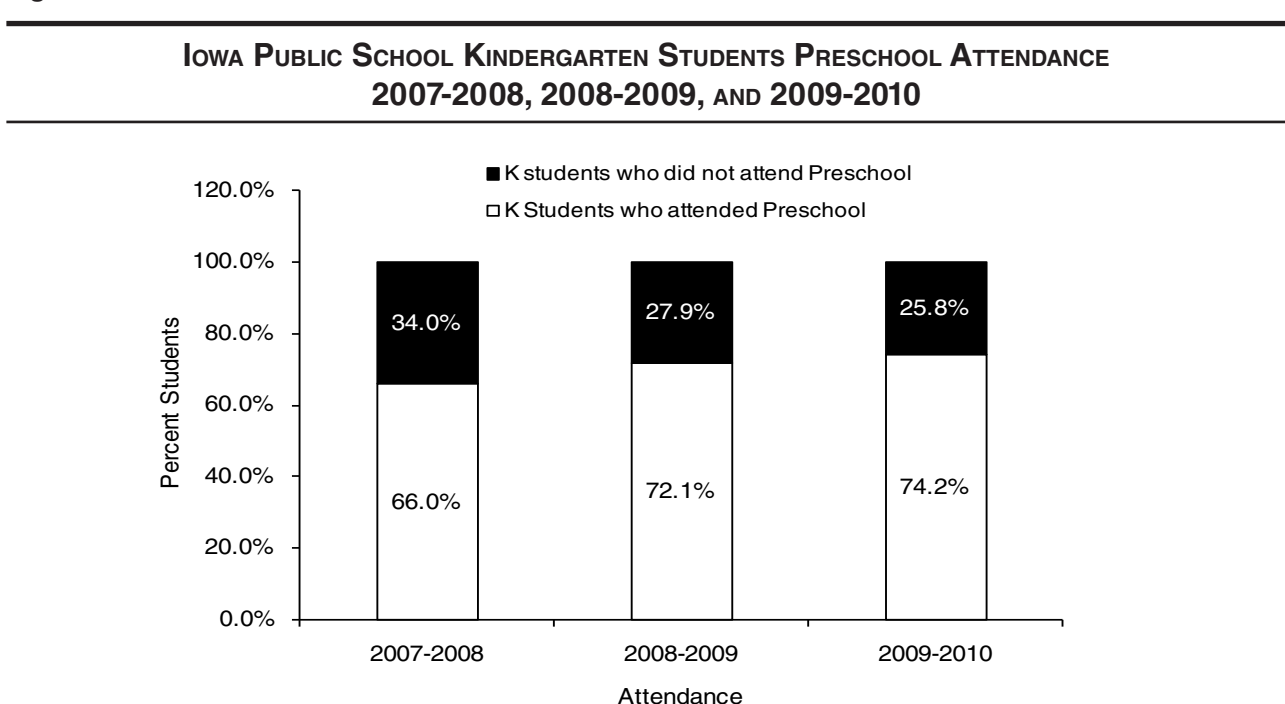
Table 137

IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS PRESCHOOL ATTENDANCE 2007-2008, 2008-2009, AND 2009-2010						
	2007-2008		2008-2009		2009-2010	
	Number	Percent	Number	Percent	Number	Percent
Kindergarten Students Who Attended Preschool	23,600	66.0%	25,670	72.1%	26,673	74.2%
Kindergarten Students Who Did Not Attend Preschool	12,142	34.0	9,936	27.9	9,287	25.8
Total Kindergarten Students	35,742	100.0%	35,606	100.0%	35,960	100.0%

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

Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Figure 126



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

Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, and expulsions, and removals to an interim setting can be given to students because of incidents that occur on school property. Prior to the 2005-2006 school year, suspensions and expulsions were reported at the building level. Starting in 2005-2006, these data are collected at the student level. Due to this change in method and level of collection, data prior to 2005-2006 are not directly comparable to more recent data.

During the 2009-2010 school year, there were more than 42,000 in-school suspensions given to more than 26,000 unique students. This indicates that a large proportion of students received

multiple in-school suspensions during the school year. An in-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an in-school suspension.” School district personnel were instructed to report all in-school suspensions regardless of their length. Therefore, an in-school suspension lasting as little as one period of the day is included in this data, as long as the removal was initiated and/or approved by building or district administration. In 2009-2010, in-school suspensions were most often given for attendance policy violations, disruptive behavior, and ‘other’ types of incidents (Table 138).

Table 138

IN-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL 2007-2008 TO 2009-2010

Reason for Removal	2007-2008			2008-2009			2009-2010		
	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students
Administrative Law	501	1.0%	403	102	0.2%	98	N/A	--	N/A
Alcohol Related	56	0.1%	56	72	0.2%	71	82	0.2%	77
Attendance Policy Violation	15,705	31.8%	7,558	13,495	29.9%	8,468	12,743	30.2%	6,379
Both Drugs and Alcohol	6	0.0%	6	N/A	--	N/A	N/A	--	N/A
Disruptive Behavior	13,693	27.7%	8,120	13,842	30.7%	9,856	12,711	30.1%	7,787
Drug Related	193	0.4%	168	110	0.2%	107	82	0.2%	81
Physical Fighting	3,541	7.2%	3,073	N/A	--	N/A	N/A	--	N/A
Physical Fighting w/o Injury	N/A	--	N/A	3,229	7.2%	3,045	3,022	7.2%	2,685
Physical Fighting w/ Injury	N/A	--	N/A	249	0.6%	245	302	0.7%	293
Property Related	807	1.6%	760	854	1.9%	822	715	1.7%	673
Serious Bodily Injury	N/A	--	N/A	N/A	--	N/A	46	0.1%	45
Violent Behavior	586	1.2%	530	N/A	--	N/A	N/A	--	N/A
Violent Behavior w/o Injury	N/A	--	N/A	881	2.0%	818	1,136	2.7%	1,009
Violent Behavior w/ Injury	N/A	--	N/A	140	0.3%	136	153	0.4%	150
Tobacco Related	N/A	--	N/A	365	0.8%	344	375	0.9%	349
Weapons Related	169	0.3%	167	173	0.4%	173	190	0.5%	185
Other	14,126	28.6%	8,480	11,577	25.7%	8,404	10,639	25.2%	6,956
Total	49,383	100.0%	29,321	45,089	100.0%	32,587	42,196	100.0%	26,669

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER unilateral removal and student archive files.

Notes: Note: Physical fighting without injury, physical fighting with injury, violent behavior without injury, violent behavior with injury, and tobacco were not collected until the 2008-2009 school year. Serious bodily injury was not collected until the 2009-2010 school year.

During the 2009-2010 school year, there were more than 27,000 out-of-school suspensions given to more than 21,000 unique students. Again, this indicates that some students received multiple out-of-school suspensions during the school year. An out-of-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an

out-of-school suspension.” During an in-school suspension, the student continues to be under the supervision of school district personnel, while during an out-of-school suspension, the student is not under the supervision of school district personnel. Again, school district personnel were instructed to report all out-of-school suspensions regardless of their length. In 2009-2010, out-of-school suspensions were most often given for disruptive behavior, physical fighting without injury, and ‘other’ types of incidents.

Table 139

OUT-OF-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL FOR 2007-2008 TO 2009-2010

Reason for Removal	2007-2008			2008-2009			2009-2010		
	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students
Administrative Law	355	1.2%	329	57	0.2%	56	N/A	--	N/A
Alcohol Related	346	1.2%	340	307	1.1%	305	273	1.0%	269
Attendance Policy Violation	1,676	5.9%	1,209	1,161	4.2%	991	1,230	4.5%	928
Both Drugs and Alcohol	27	0.1%	27	N/A	--	N/A	N/A	--	N/A
Disruptive Behavior	9,931	34.9%	6,321	10,327	37.4%	8,814	9,719	35.9%	6,316
Drug Related	949	3.3%	886	805	2.9%	795	926	3.4%	838
Physical Fighting	6,342	22.3%	5,302	N/A	--	N/A	N/A	--	N/A
Physical Fighting w/o Injury	N/A	--	N/A	6,233	22.6%	5,900	5,462	20.2%	4,777
Physical Fighting w/ Injury	N/A	--	N/A	691	2.5%	680	871	3.2%	843
Property Related	725	2.6%	694	803	2.9%	785	701	2.6%	663
Serious Bodily Injury	N/A	--	N/A	N/A	--	N/A	23	0.1%	23
Violent Behavior	1,112	3.9%	914	N/A	--	N/A	N/A	--	N/A
Violent Behavior w/o Injury	N/A	--	N/A	1,609	5.8%	1,536	1,802	6.7%	1,520
Violent Behavior w/ Injury	N/A	--	N/A	227	0.8%	221	309	1.1%	297
Tobacco Related	N/A	--	N/A	519	1.9%	505	632	2.3%	588
Weapons Related	599	2.1%	576	604	2.2%	597	564	2.1%	545
Other	6,353	22.4%	4,740	4,273	15.5%	3,854	4,580	16.9%	3,515
Total	28,415	100.0%	21,338	27,616	100.0%	25,039	27,092	100.0%	21,099

Source: Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER unilateral removal and student archive files.

Notes: Note: Physical fighting without injury, physical fighting with injury, violent behavior without injury, violent behavior with injury, and tobacco were not collected until the 2008-2009 school year. Serious bodily injury was not collected until the 2009-2010 school year.

During the 2009-2010 school year, there were more than 130 expulsions given to students across the state. An expulsion is defined as “school board action resulting in the removal of a student ‘from the rolls’ of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons”. If the length of a student expulsion is

greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In 2009-2010, expulsions were most often given as a result of drug related or weapons related incidents.

Table 140

EXPULSIONS BY REASON FOR REMOVAL FOR 2007-2008 THROUGH 2009-2010

Reason for Removal	2007-2008 School Year		2008-2009 School Year		2009-2010 School Year	
	Removals	% of Removals	Removals	% of Removals	Removals	% of Removals
Administrative Law	1	0.6%	3	1.9%	N/A	--
Alcohol Related	2	1.3%	3	1.9%	7	5.3%
Attendance Policy Violation	10	6.4%	4	2.5%	0	0.0%
Both Drugs and Alcohol	0	0.0%	N/A	--	N/A	--
Disruptive Behavior	13	8.3%	14	8.9%	8	6.1%
Drug Related	55	35.3%	62	39.2%	71	54.2%
Physical Fighting	6	3.8%	N/A	--	N/A	--
Physical Fighting w/o Injury	N/A	--	5	3.2%	6	4.6%
Physical Fighting w/ Injury	N/A	--	5	3.2%	4	3.1%
Property Related	12	7.7%	3	1.9%	6	4.6%
Serious Bodily Injury	N/A	--	N/A	--	0	0.0%
Violent Behavior	11	7.1%	N/A	--	N/A	--
Violent Behavior w/o Injury	N/A	--	13	8.2%	2	1.5%
Violent Behavior w/ Injury	N/A	--	2	1.3%	1	0.8%
Tobacco Related	N/A	--	0	0.0%	1	0.8%
Weapons Related	30	19.2%	26	16.5%	19	14.5%
Other	16	10.3%	18	11.4%	6	4.6%
Total	156	100.0%	158	100.0%	131	100.0%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Student Archive files.

Note: Attendance policy violations, disruptive behavior, property related and violent behavior with injury and tobacco were not collected until the 2008-2009 school year. Physical fighting without injury, physical fighting with injury, violent behavior without injury, violent behavior with injury, and tobacco were not collected until the 2008-2009 school year.

During the 2009-2010 school year, the state began to collect removals to an interim setting. There were only 15 removals to an interim setting initiated by school personnel given to students across the state. If a removal to an interim setting initiated by school personnel is given to a special education student, then the reason for removal must be drug related, weapons related, or due to serious bodily injury with

a maximum length of 45 days. There are no similar restrictions for placement of regular education students. In 2009-2010, removals to an interim setting by school personnel were given as a result of disruptive behavior, drug related, violent behavior without injury, weapons related, or 'other' types of incidents.

Table 141

REMOVALS TO AN INTERIM SETTING BY SCHOOL PERSONNEL BY REASON FOR REMOVAL FOR 2009-2010

Reason for Removal	Removals	% of Removals	Distinct Students
Alcohol Related	0	0.0%	0
Attendance Policy Violation	0	0.0%	0
Disruptive Behavior	7	46.7%	4
Drug Related	1	6.7%	1
Physical Fighting w/o Injury	0	0.0%	0
Physical Fighting w/ Injury	0	0.0%	0
Property Related	0	0.0%	0
Serious Bodily Injury	0	0.0%	0
Violent Behavior w/o Injury	1	6.7%	1
Violent Behavior w/ Injury	0	0.0%	0
Tobacco Related	0	0.0%	0
Weapons Related	2	13.3%	2
Other	4	26.7%	3
Total	15	100.0%	11

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Student Archive files.

There were only two removals to an interim setting initiated by a special education administrative law judge given to students across the state. This type of removal is reserved for special education students and may only be used if there is a threat of injury.

In 2009-2010, removals to an interim setting by a special education administrative law judges were given as a result of violent behavior with injury and weapons related incidents.

Table 142

REMOVALS TO AN INTERIM SETTING BY SPECIAL EDUCATION ADMINISTRATIVE LAW JUDGE BY REASON FOR REMOVAL FOR 2009-2010

Reason for Removal	Removals	% of Removals	Distinct Students
Alcohol Related	0	0.0%	0
Attendance Policy Violation	0	0.0%	0
Disruptive Behavior	0	0.0%	0
Drug Related	0	0.0%	0
Physical Fighting w/o Injury	0	0.0%	0
Physical Fighting w/ Injury	0	0.0%	0
Property Related	0	0.0%	0
Serious Bodily Injury	0	0.0%	0
Violent Behavior w/o Injury	0	0.0%	0
Violent Behavior w/ Injury	1	50.0%	1
Tobacco Related	0	0.0%	0
Weapons Related	1	50.0%	1
Other	0	0.0%	0
Total	2	100.0%	2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Student Archive files.

When removals are examined by students' race/ethnicity, White students receive the largest percent of removals each year followed by African American students. The percent of removals involving minority students is disproportionately high compared to

the percent of minority students in the total state enrollment. On the other hand, the percent of suspensions and expulsions involving White students is disproportionately low compared to the percent of White students in the total state enrollment.

Table 143

REMOVALS BY RACE/ETHNICITY FOR 2007-2008 THROUGH 2009-2010

Race/Ethnicity	Total Removals	2007-2008		Total Removals	2008-2009		Total Removals	2009-2010	
		Percent of Removals	% of PK-12 Enrollment		Percent of Removals	% of PK-12 Enrollment		Percent of Removals	% of PK-12 Enrollment
American	17,428	22.4%	5.7%	15,423	21.2%	5.8%	12,617	18.2%	5.1%
American Indian	790	1.0%	0.6%	837	1.1%	0.6%	591	0.9%	0.5%
Asian	772	1.0%	2.1%	840	1.2%	2.2%	567	0.8%	1.9%
Hispanic	7,543	9.7%	6.5%	8,471	11.6%	7.0%	9,229	13.3%	8.1%
Pacific Islander or Native Hawaiian	N/A	--	N/A	N/A	--	N/A	80	0.1%	0.1%
White	51,421	66.0%	85.1%	47,292	64.9%	84.5%	43,609	62.8%	82.3%
Multi-Racial	N/A	--	N/A	N/A	--	N/A	2,743	4.0%	2.0%
Total	77,954	100.0%	100.0%	72,863	100.0%	100.0%	69,436	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Student Archive files.

When removals are examined by grade span, high school students (grades 9-12) receive the largest proportion of removals in the state, followed by students in grades 6-8. In 2009-2010, students in

grades 6-12 received 91% of the removals in the state, but only accounted for approximately 52% of the total student population in the state.

Table 144

REMOVALS BY GRADE SPAN FOR 2007-2008 THROUGH 2009-2010

Grade Span	Total Removals	2007-2008		Total Removals	2008-2009		Total Removals	2009-2010	
		Percent of Removals	% of PK-12 Enrollment		Percent of Removals	% of PK-12 Enrollment		Percent of Removals	% of PK-12 Enrollment
PK - 2	1,957	2.5%	24.7%	1,794	2.5%	25.7%	1,882	2.7%	26.7%
3 - 5	4,628	5.9%	21.4%	4,373	6.0%	21.6%	4,286	6.2%	21.4%
6 - 8	27,693	35.5%	21.8%	26,093	35.8%	21.6%	25,635	36.9%	21.4%
9 - 12	43,676	56.0%	32.1%	40,603	55.7%	31.2%	37,633	54.2%	30.5%
Total	77,954	100.0%	100.0%	72,863	100.0%	100.0%	69,436	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Student Archive files.

When removals are examined by district size, students in the largest schools districts (7,500 or more students) receive the largest percent of removals, followed by students in districts with 2,500 to 7,499 students. The students in larger districts receive removals at a rate disproportionate to their percent of the total state enrollment. In 2009-2010,

districts with 2,500 or more students account for 50% of the student population in the state, but they give 70% of the removals in the state. Conversely, districts with less than 600 students account for 11% of the student population in the state, but they only give 6% of the removals.

Table 145

REMOVALS BY DISTRICT ENROLLMENT CATEGORY FOR 2007-2008 THROUGH 2009-2010									
Enrollment Category	Total Removals	2007-2008		Total Removals	2008-2009		Total Removals	2009-2010	
		Percent of Removals	% of PK-12 Enrollment		Percent of Removals	% of PK-12 Enrollment		Percent of Removals	% of PK-12 Enrollment
Less than 300	759	1.0%	2.4%	643	0.9%	2.0%	760	1.1%	2.1%
300 to 599	3,829	4.9%	10.5%	3,354	4.6%	9.5%	3,394	4.9%	9.2%
600 to 999	5,194	6.7%	13.6%	5,320	7.3%	14.1%	4,560	6.6%	13.7%
1,000 to 2,499	14,739	18.9%	25.1%	13,592	18.7%	25.9%	12,211	17.6%	25.1%
2,500 to 7,499	17,239	22.1%	19.5%	17,104	23.5%	20.3%	18,352	26.4%	21.2%
7,500 or more	36,194	46.4%	28.7%	32,850	45.1%	28.3%	30,159	43.4%	28.6%
Total	77,954	100.0%	100.0%	72,863	100.0%	100.0%	69,436	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Special Education

Iowa reports annually on the performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. The measures of performance presented in this section are modified from Iowa's Part B APR which is accessible in its entirety at: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=623&Itemid=1641.

Placement

Children and students receive special education and related services through individual education programs (IEPs) and may be served in a variety of educational settings. Data are collected on these

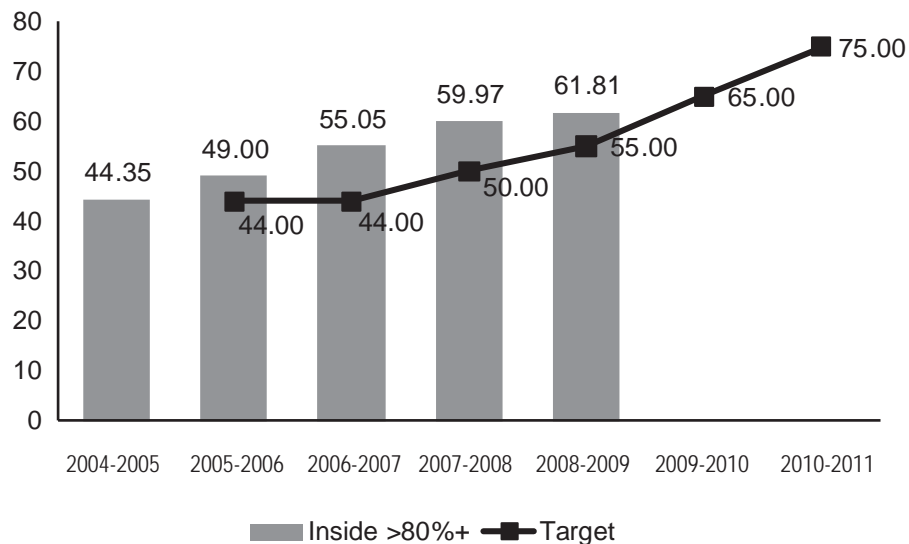
settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with typically developing peers has increased significantly in Iowa.

The percentage of children with IEPs ages 3-5 served in settings with typically developing peers is currently not being reported due to a change made by the Office of Special Education Programs (OSEP) to the definition of a regular early childhood setting. Data based on the new definition will be collected and reported beginning with the 2010-2011 school year.

The percentage of students with IEPs ages 6-21 served in settings with typically developing peers in the regular education classroom for the greatest percentage (80% or more) of the school day from 2004-2005 to 2008-2009 is presented in Figure 127. In the 2008-2009 school year, 37,961 out of 61,418 students (or 61.81%) ages 6-21 with IEPs spent 80% or more of the school day in the regular classroom. This surpasses the 55% state target by over 5%.

Figure 127

PERCENT OF STUDENTS WITH IEPs AGES 6-21 IN THE REGULAR CLASSROOM 80% OR MORE OF THE DAY



Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, FFY 2004-2005 through 2008-2009, Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).

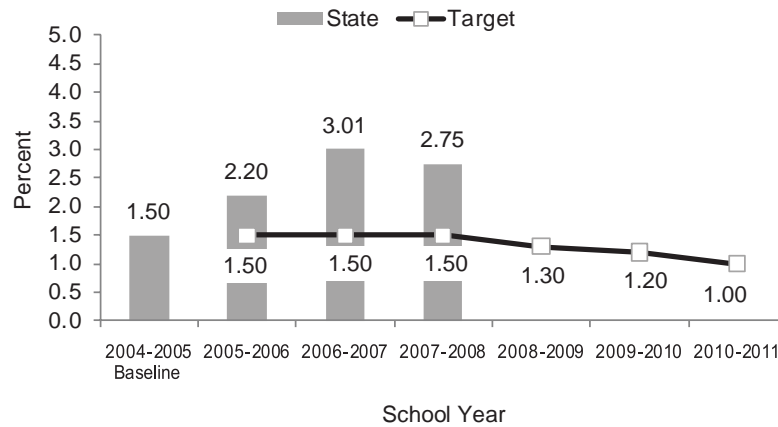
Discipline

Data on disciplinary actions taken against students with IEPs is collected and reported for students ages 6-21 suspended and/or expelled for a total of more than ten days in a school year. This data collection is defined by OSEP and reported annually in Iowa's Part B APR. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for more than ten days in the school year for the district is at least 2 percent greater than the state-wide average percent

of students with IEPs suspended/expelled for greater than ten days. Targets are set for the percent of districts in the state that will be significantly discrepant each year; the target for the 2007-2008 school year was 1.5 percent. Figure 128 presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from 2004-2005 to 2007-2008. Table 146 shows the actual numbers used to calculate the percent of districts significantly discrepant for the current reporting year.

Figure 128

PERCENT OF DISTRICTS IDENTIFIED WITH SIGNIFICANT DISCREPANCY OF SUSPENSIONS AND EXPULSIONS 2004-2005 TO 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2007 (2007-2008).

Table 146

NUMBER OF DISTRICTS SIGNIFICANTLY DISCREPANT, TOTAL NUMBER OF DISTRICTS, AND PERCENT OF DISTRICTS SIGNIFICANTLY DISCREPANT 2007-2008

Description	Number
Number of students with IEPs enrolled, ages 6-21	63,332
Number of students with IEPs suspended or expelled for greater than ten days	650
State average percent of students with IEPs suspended or expelled for greater than ten days	1.03
Threshold for significant discrepancy = state average + 2.00 percent	3.03
Number of districts with an average suspension/expulsion rate greater than the threshold	10
Total number of districts	364

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2007 (2007-2008) and Iowa 618 Table 4, FFY 2007 (2007-2008).

The increase in the percent of districts with a significant discrepancy observed in 2006-2007 is attributed to the inclusion of in-school suspensions in discipline data. In-school suspensions have always

been a part of the definition of discipline provided by OSEP. However, 2005-2006 was the first year that Iowa was able to provide valid and reliable data for this element.

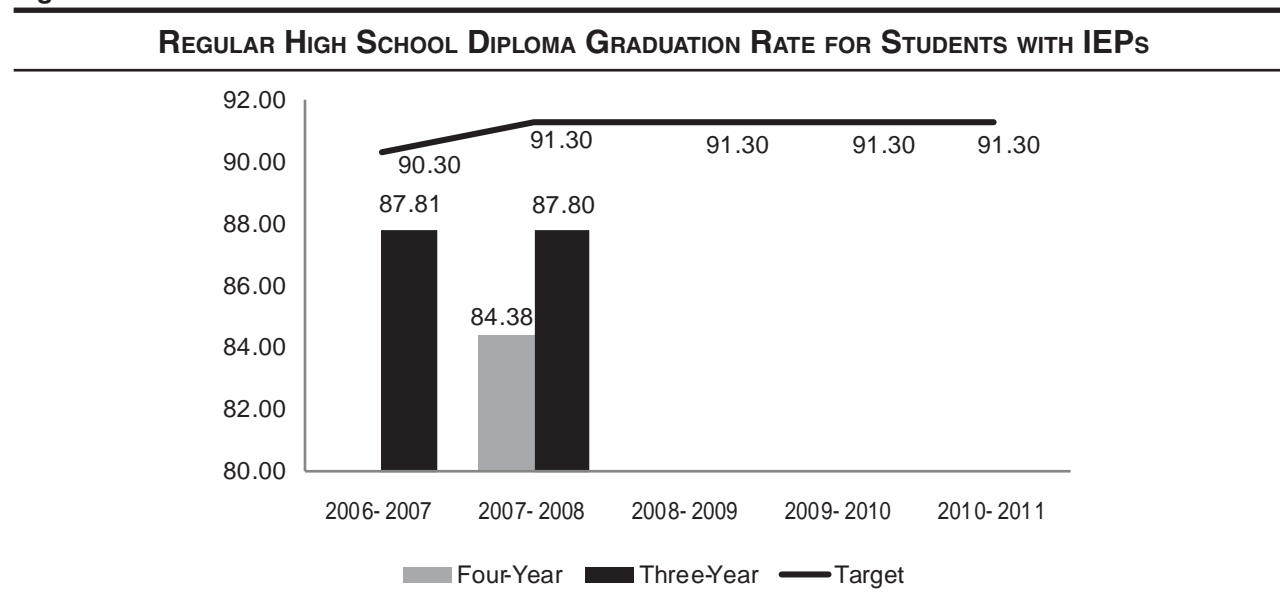
Graduation

Beginning in the 2007-2008 school year, the graduation rate for students with IEPs is reported in the Part B APR using the same methodology as used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). For the graduating class of 2008, the methodology used is a four-year cohort rate. The cohort rate is calculated from the number of on-time graduates with a regular high school diploma in 2007-2008 divided by the number of 9th graders in the fall of 2004 minus the

number of students who transferred out plus the total number of students who transferred in. The formula does allow for an adjustment for students with IEPs who take longer to graduate and early graduates who are in and out of the cohort.

In order to measure improvement, a three-year cohort rate for the 2007-2008 and 2006-2007 school years are calculated. Figure 129 presents the four-year and three-year graduation rates for 2006-2007 and 2007-2008. Table 147 shows the actual numbers used in calculating the 2007-2008 four-year graduation rate.

Figure 129



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).

Table 147

REGULAR HIGH SCHOOL DIPLOMA GRADUATION DATA FOR STUDENTS WITH IEPs GRADUATING CLASS OF 2008

Description	Number
Number of students with IEPs graduating on time with a regular high school diploma	4801
Number of students with IEPs enrolled in grade 9, fall 2004	7015
Number of students with IEPs, transferred out	1325
Number of students with IEPs, transferred in	0
Percent of students with IEPs graduating on time with a regular high school diploma	84.38

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, 2004-2005 through 2007-2008.

Students with IEPs did not meet the target graduation rate of 91.3% for 2007-2008. Using a three-year graduation rate to compare rates in 2007-2008 to

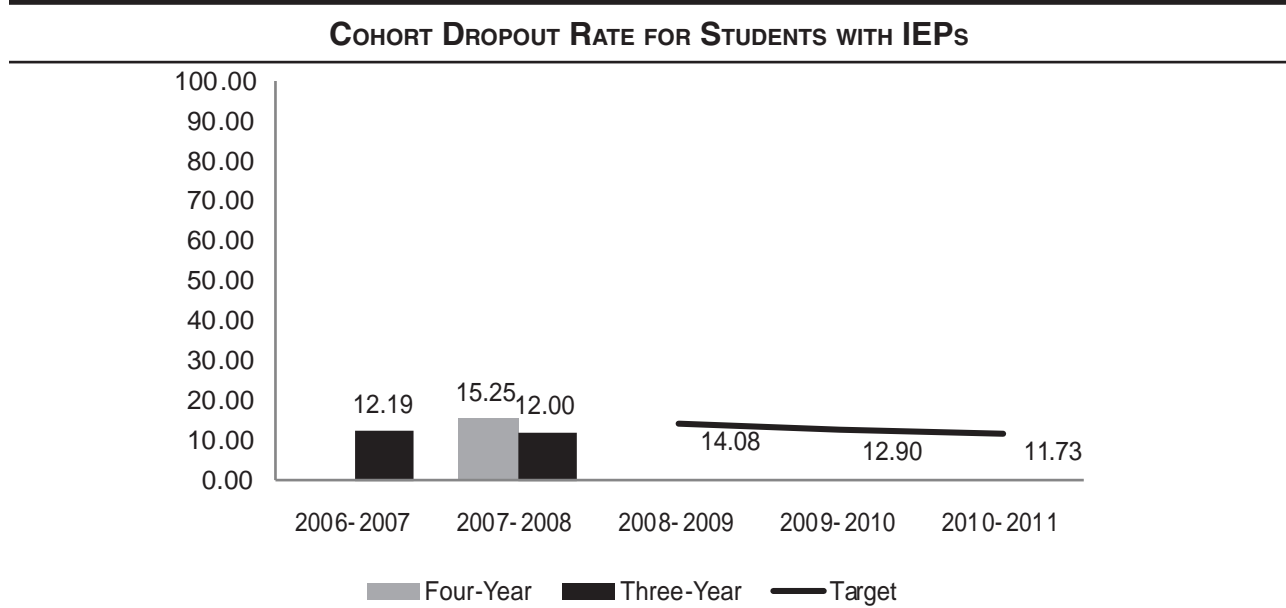
2006-2007, the graduation rate for students with IEPs decreased slightly by 0.01%.

Dropout

The dropout rate for students with IEPs was aligned with graduation rate calculations for Part B APR reporting in 2007-2008. Dropout rates were calculated using the number of dropouts from the graduating class of 2008 cohort (occurring between fall of 2004 and spring of 2008) divided by the

number of 9th graders in the fall of 2004 minus the number of students who transferred out plus the total number of students who transferred in. Figure 130 presents the dropout data using the new calculation for students with IEPs from 2006-2007 to 2007-2008. Table 148 shows the actual numbers used in calculating the four-year cohort dropout rate for 2007-2008.

Figure 130



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Tables, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).

Note: Data are grouped on a 1 point Y-axis rather than 100 in order to visualize small changes in data.

Table 148

FOUR-YEAR COHORT DROPOUT DATA FOR STUDENTS WITH IEPs GRADUATING CLASS OF 2008	
Description	Number
Number of students with IEPs dropping out, for the graduating class of 2008 cohort	868
Number of students with IEPs enrolled, in grade 9, fall 2004	7,015
Number of students with IEPs, transferred out	1,345
Number of students with IEPs, transferred in	0
Percent of students with IEPs dropping out	15.25

Source: Department of Education Project EASIER Tables, 2004-2005 through 2007-2008.

For the 2007-2008 school year, the dropout rate for students with IEPs was 15.25%. Using a three-year dropout rate to compare rates in 2007-2008 to

2006-2007, the dropout rate for students with IEPs decreased by 0.19%.

Finance

Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2008-2009 Certified Annual Financial Report from the Iowa Department of Education, the 2010-2011 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditures data are included and detailed by functions and objects. The 1997-1998 school year is used as the base year for comparison in most tables and figures.

Function Category Expenditures

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administrative and central services, operations and maintenance, student transportation, food services subsidy, and community service education. The breakdown of function category expenditures as a percent of general fund expenditures is shown in Table 149. There was a slight increase in the percent of general fund expenditures for instruction from 69.5 percent in 2007-2008 to 70.4 percent in 2008-2009. The percent of general fund expenditures for instruction increased from 68.6 percent in 1997-1998 to 70.4 percent in 2008-2009. The percent of general fund expenditures for student support services and operations and maintenance decreased by 0.5 percentage points between 1997-1998 and 2008-2009. The percent of general fund expenditures for staff support services decreased by 0.6 percentage points between 1997-1998 and 2008-2009.

Table 149

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF
TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1997-1998, 2007-2008, AND 2008-2009**

Function Category	1997-1998	2007-2008	2008-2009
Instruction	68.6%	69.5%	70.4%
Student Support Services	3.8	3.3	3.3
Staff Support Services	3.9	3.4	3.3
Administration & Central Services	10.5	10.9	10.6
Operations and Maintenance	9.1	8.8	8.6
Student Transportation	3.8	4.0	3.8
Food Services Subsidy	0.1	0.0	0.0
Community Service	0.2	0.1	0.1

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
 Note: Figures may not total 100 percent due to rounding.

Table 150 displays the function category expenditures as a percent of total general fund expenditures by enrollment category in 2008-2009. The percent of general fund expenditures used for instruction ranged from 70.1 in the two largest enrollment

categories to 71.1 percent in the smallest enrollment category. The percent of general fund expenditures used for student support services ranged from 1.7 percent in the smallest enrollment category to 4.1 percent in the largest enrollment category.

Table 150

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2008-2009							
Function Category	< 300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State Total
Instruction	71.1%	70.7%	70.7%	70.5%	70.1%	70.1%	70.4%
Student Support Services	1.7	2.2	2.6	3.0	3.8	4.1	3.3
Staff Support Services	2.4	2.8	3.1	3.5	3.6	3.5	3.3
Administration & Central Services	12.1	11.4	10.7	10.4	10.3	10.4	10.6
Operations & Maintenance	7.9	8.1	8.2	8.7	8.6	8.9	8.6
Student Transportation	4.6	4.9	4.6	3.9	3.5	2.9	3.8
Community Service & Education	0.3	0.0	0.0	0.1	0.0	0.1	0.1

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

Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

The object category expenditures as a percent of general fund expenditures are shown in Table 151. Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures was

about the same in 2007-2008 and 2008-2009. Combined salaries and benefits as a percent of general fund expenditures increased from 80.7 percent in 2007-2008 to 81.5 percent in 2008-2009. Combined salaries and benefits as a percentage of general fund expenditures increased slightly from 80.3 percent in 1997-1998 to 81.5 percent in 2008-2009. The percent of general fund expenditures for property decreased from 3.0 percent in 1997-1998 to 1.0 percent in 2008-2009.

Table 151

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1997-1998, 2007-2008, AND 2008-2009			
Object Category	1997-1998	2006-2007	2007-2008
Salaries	64.8%	62.5%	63.2%
Benefits	15.5	18.2	18.3
Purchased Services	9.8	10.9	10.9
Supplies	6.5	6.8	6.2
Property	3.0	1.2	1.0
Other Expenditures	0.4	0.4	0.3

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

Note: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Table 152 displays the object category expenditures as a percentage of general fund expenditures by enrollment category in 2008-2009. Purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased. The smallest enrollment category had the highest percent for purchased services, 22.8 percent. The 2,500-7,499 enrollment categories had the lowest percent for purchased

services, 9.2 percent. The smaller enrollment categories could have a higher percent spent on purchased services due to the cost of purchasing instructional and administrative services associated with whole-grade sharing. The percent of general fund expenditures spent on salaries and benefits combined ranged from 68.7 percent in the smallest enrollment category to 83.5 percent in the 2,500-7,499 enrollment category.

Table 152

**OBJECT CATEGORY EXPENDITURES AS A PERCENT OF
TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY 2008-2009**

Object Category	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State Totals
Salaries	54.0%	60.7%	62.0%	64.8%	65.7%	62.9%	63.2%
Benefits	14.7	16.2	17.2	17.7	17.9	20.5	18.3
Purchased Services	22.8	14.5	12.3	9.5	9.2	10.0	10.9
Supplies	7.2	7.1	7.0	6.6	5.9	5.4	6.2
Property	0.8	1.1	1.1	1.0	1.0	1.0	1.0
Other Expenditures	0.5	0.5	0.4	0.4	0.3	0.1	0.3

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

Note: Figures may not total 100 percent due to rounding.

Revenues

Iowa public school districts receive general fund revenues from a variety of different sources, including, local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. The other state aid is made up of state programs including educational excellence, school improvement, class size reduction, and the student achievement/educator quality program. Total local taxes include property tax and local income surtax.

Table 153 and Figure 131 show revenues by source as a percent of total general fund revenues. The percent of revenue from state foundation aid decreased from 48.7 percent in 2007-2008 to 46.3 percent in 2008-2009. The percent of revenue from other state sources increased from 7.0 percent to 8.4 percent between 2007-2008 and 2008-2009. The interagency percent increased from 3.6 percent in 1997-1998 to 5.0 percent in 2007-2008 and 2008-2009. The percent of revenue from federal sources increased from 2.7 percent in 1997-1998 to 5.1 percent in 2008-2009.

Table 153

**REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES
IN IOWA PUBLIC SCHOOLS 1997-1998, 2007-2008, AND 2008-2009**

Source of Revenue	1997-1998	2007-2008	2008-2009
Local Taxes	32.6%	32.4%	32.8%
Interagency	3.6	5.0	5.0
Other Local Sources	2.5	2.4	1.9
Intermediate Sources	0.2	0.0	0.0
State Foundation Aid	53.1	48.7	46.3
Other State Sources	5.1	7.0	8.4
Federal Sources	2.7	4.2	5.1
Other Financing Sources	0.3	0.2	0.3

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

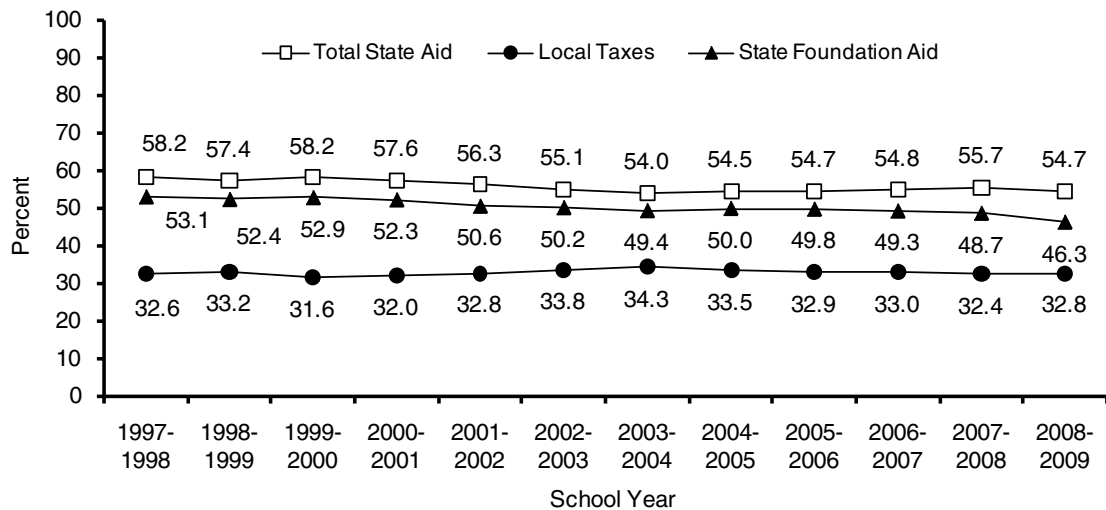
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.

Intermediate sources include grants-in-aid revenues received from AEAs, cities, and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Other financing sources include the proceeds from long-term debt such as loans and capital leases, and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.

Figure 131

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES, STATE FOUNDATION AID, AND
TOTAL STATE AID IN IOWA PUBLIC SCHOOLS 1997-1998 TO 2008-2009**



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

The revenues by source as a percent of total general fund revenues by enrollment category in 2008-2009 are listed in Table 154. The smallest enrollment category had the highest percent of revenue from local taxes (39.4 percent) and the 1,000-2,499 enrollment category had the lowest percent of

revenue from local taxes (30.3 percent). The lowest percent of revenue from state foundation aid was 34.7 percent in the smallest enrollment category. The highest percent of revenue from state foundation aid was 49.0 percent in the 1,000-2,499 enrollment category.

Table 154

**REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES
IN IOWA PUBLIC SCHOOLS 2008-2009**

Enrollment Category	< 300	300 - 599	600 - 999	1,000- 2,499	2,500- 7,499	7,500 +	State Total
Local Taxes	39.4%	34.3%	34.4%	30.3%	33.7%	32.4%	32.8%
Interagency	10.4	8.7	6.1	5.3	4.3	2.8	5.0
Other Local Sources	2.0	2.1	2.1	1.8	1.8	1.9	1.9
Intermediate Sources	0.1	0.1	0.0	0.0	0.0	0.0	0.0
State Foundation Aid	34.7	41.7	44.9	49.0	47.3	47.1	46.3
Other State Sources	8.6	8.6	8.4	8.5	8.2	8.5	8.4
Federal Sources	4.6	4.2	4.0	4.7	4.3	6.9	5.1
Other Financing Sources	0.2	0.3	0.1	0.3	0.3	0.3	0.3

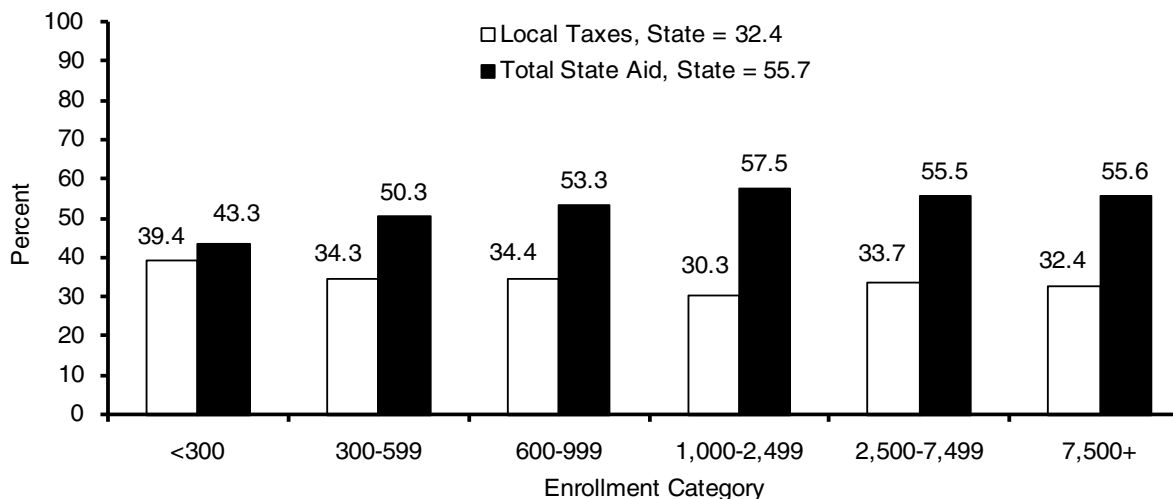
Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
 Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
 Intermediate sources include grants-in-aid revenues received from AEAs, cities, and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Other financing sources include the proceeds from long-term debt such as loans and capital leases, and insurance settlements for loss of fixed assets.
 Totals may not equal 100 percent due to rounding.

Figure 132 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. In every enrollment category, a higher percentage of

revenues were received through total state aid than through local taxes. The largest percentage point difference between state aid and local taxes revenues was 27.2 percentage points in the 1,000-2,499 enrollment category.

Figure 132

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID
IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2008-2009**



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

Taxable Valuation

The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per \$1,000 of valuation.

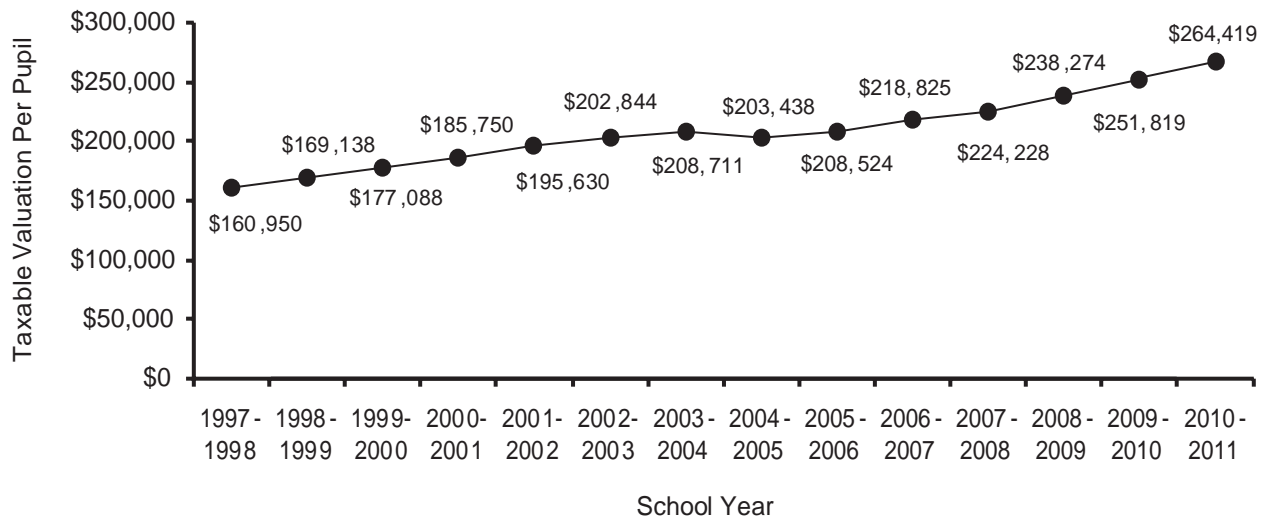
The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa school foundation formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

The average taxable valuation per pupil in 1997-1998 to 2010-2011 is shown in Figure 133. The average value per pupil increased from \$251,819 to \$264,419 (5.0 percent) between 2009-2010 and 2010-2011.

The taxable valuation per pupil increases because of increases in valuation as well as decreases in enrollment.

Figure 133

**IOWA AVERAGE TAXABLE VALUATION PER PUPIL
1997-1998 TO 2010-2011**



Source: Iowa Department of Management, School Budget Master files.
 Note: Per pupil amounts are based on budget enrollments.

Table 155 shows the average taxable valuations per pupil by enrollment category for 1997-1998 and 2007-2008 to 2010-2011. The three largest enrollment categories had an average per pupil valuation below the state average (\$264,419). The average taxable valuation per pupil increased by 64.5 percent between 1997-1998 and 2010-2011 and by 5.0 percent between 2009-2010 and

2010-2011. The smallest enrollment category had the largest increase in average taxable valuation between 2009-2010 and 2010-2011, 8.3 percent. The largest enrollment category had the smallest increase in average taxable valuation between 2009-2010 and 2010-2011, 2.9 percent. The taxable valuation per pupil increases because of increases in valuation as well as decreases in enrollment.

Table 155

**IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY
1997-1998 AND 2007-2008 TO 2010-2011**

Enrollment Category	School Year				
	1997-1998	2007-2008	2008-2009	2009-2010	2010-2011
<300	\$225,173	\$310,487	\$347,781	\$392,295	\$424,807
300-599	189,238	253,812	274,386	298,038	321,148
600-999	172,854	237,038	253,067	269,702	288,596
1,000-2,499	151,944	204,149	216,182	232,825	245,771
2,500-7,499	148,747	224,057	236,962	251,865	260,523
7,500+	155,558	218,015	229,420	253,436	260,698
State	160,950	224,228	238,274	251,819	264,419

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Table 156 lists the minimum and maximum per pupil valuations by enrollment category for 1997-1998 and 2007-2008 to 2010-2011. The range between the minimum and maximum net taxable

valuation per pupil was \$885,302 in 2010-2011. The 1,000-2,499 had the lowest taxable valuation per pupil (\$139,728) and the 600-999 enrollment category had the highest taxable valuation per pupil (\$1,025,030).

Table 156

**NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT
1997-1998 AND 2007-2008 TO 2010-2011**

Enrollment Category	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
<300	123,160	422,627	153,985	634,369	189,055	750,773	196,583	828,382	186,473	965,524
300-599	75,937	388,259	120,485	489,822	134,512	524,381	151,475	553,490	167,881	632,205
600-999	27,550	364,342	135,069	732,323	143,114	927,204	146,153	1,028,390	152,379	1,025,030
1,000-2,499	83,703	344,286	115,411	480,070	122,993	588,761	132,460	630,292	139,728	692,766
2,500-7,499	96,584	280,508	125,630	430,250	139,429	428,189	142,415	446,845	151,955	463,255
7,500+	97,231	288,074	133,528	411,315	135,318	426,758	139,952	447,861	143,442	460,184
State	27,550	422,627	115,411	732,323	122,993	927,204	132,460	1,028,390	139,728	1,025,030

Source: Iowa Department of Management, School Budget Master files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

The general fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, and student transportation. Expenditures per pupil are calculated by dividing the total general fund expenditures by the certified enrollment. Expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food services programs, and revenues from other school districts and area education agencies for services sold are not included in the per pupil calculation.

The average general fund expenditures per pupil by enrollment category for 1997-1998, 2007-2008 and 2008-2009 are listed in Table 157. The smallest enrollment category had the highest average general fund per pupil expenditures in all years presented. The 1,000-2,499 enrollment category had the lowest average general fund per pupil expenditures in all three years presented. The state average general fund per pupil expenditures increased by 65.7 percent between 1997-1998 and 2008-2009 and by 5.4 percent between 2007-2008 and 2008-2009.

Table 157

AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1997-1998, 2007-2008, AND 2008-2009			
Enrollment Category	1997-1998	2007-2008	2008-2009
< 300	\$5,605	\$9,101	\$9,522
300-599	5,106	8,101	8,519
600-999	4,988	7,827	8,198
1,000-2,499	4,881	7,727	8,115
2,500-7,499	5,055	7,744	8,162
7,500+	5,461	8,547	9,058
State	5,119	8,052	8,484

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

The average per pupil expenditures for Iowa, the Midwest states and the Nation are displayed in Table 158 and Figure 134. The National Education Association (NEA) collected and estimated the

data. In 2007-2008, Iowa ranked 42nd in the Nation in average expenditures per pupil. South Dakota was the only Midwest state to rank lower than Iowa.

Table 158

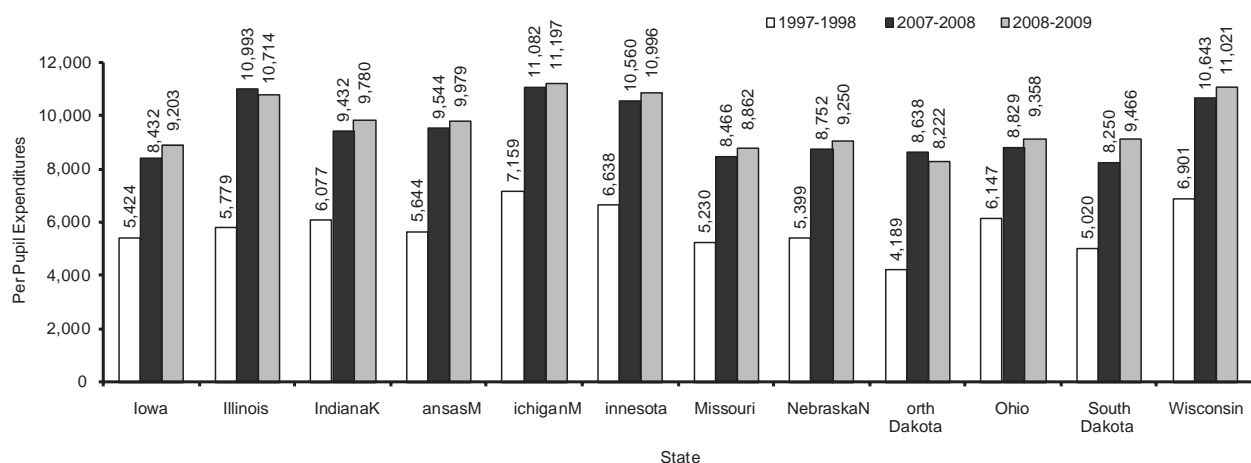
IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE TOTAL CURRENT EXPENDITURES PER PUPIL 1997-1998, 2007-2008, AND 2008-2009

State/Nation	1997-1998*		2007-2008**		2008-2009**	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	\$6,154	---	\$9,963	---	10,190	---
Iowa	5,424	34	8,432	42	9,203	37
Illinois	5,779	30	10,993	16	10,714	21
Indiana	6,077	21	9,432	28	9,780	28
Kansas	5,644	29	9,544	25	9,979	26
Michigan	7,159	13	11,082	15	11,197	15
Minnesota	6,638	14	10,560	20	10,996	18
Missouri	5,230	41	8,466	41	8,862	40
Nebraska	5,399	31	8,752	37	9,250	36
North Dakota	4,189	49	8,638	39	8,222	45
Ohio	6,147	18	8,829	35	9,358	32
South Dakota	5,020	45	8,250	43	9,466	31
Wisconsin	6,901	8	10,643	18	11,021	17

Source: *National Education Association, Quarterly Update, A Preliminary Report of School Statistics, Spring 1999.
 ** National Education Association (NEA), Rankings of the States and Estimates of School Statistics.
 Note: 2007-2008 figures are revised by NEA; 2008-2009 figures are estimated by NEA.

Figure 134

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1997-1998, 2007-2008, AND 2008-2009



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

State Aid

This section presents data on state aid including School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by the districts through appropriations made from the state's general fund each year. There are certain programs that have been added or removed in recent years. Funding for the Student Achievement/Educator Quality program was initiated in 2001-2002. Funding for the Technology/School Improvement program ended in 2002-2003. Funding for Phase III of Educational Excellence was discontinued in 2003-2004; funding for Phase I was discontinued in 2008-2009; and funding for Phase II was discontinued in 2009-2010 but was added to Teacher Quality. In 1996-1997 and 1999-2000 changes were made to school

foundation aid laws that impacted state aid amounts. The state foundation level was increased from 83.0 percent to 87.5 percent in 1996-1997. In 1999-2000, the special education foundation level increased from 79.0 percent to 87.5 percent. The changes to the foundation level did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax.

Table 159 shows the General Fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated about \$5.3 billion and initial state aid to districts was about \$2.7 billion or 50.5 percent of the general fund appropriations in the 2010-2011 school year (fiscal year 2011). State aid to districts increased by \$73.4 million (2.8 percent) while total general fund appropriations decreased by \$489.1 million (8.5 percent) between 2009-2010 and 2010-2011.

Table 159

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS) 1987-1988, 1992-1993, AND 1997-1998 TO 2010-2011

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
2010-2011	2,668.5	5,279.2	50.5		Not currently available	
2009-2010	2,595.1	5,768.3	45.0		Not currently available	
2008-2009	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-2008	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-2007	2,252.8	5,296.5	42.7	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8
1999-2000	1,840.3	4,786.6	38.4			
1998-1999	1,739.7	4,522.0	38.5			
1997-1998	1,686.0	4,359.9	38.7			
1992-1993	1,273.1	3,394.3	37.5			
1987-1988	905.7	2,422.3	37.4			

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

The school aid formula for districts is funded by a combination of state foundation aid and the uniform (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, the additional levy, the instructional support levy, and the educational improvement levy are property taxes that are included in the school district's general fund. The management levy, the regular physical plant and equipment levy (PPEL), the voter approved physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL) and debt services levy are other school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates are found in Table 160.

All districts levy the general fund property tax. The state average general fund property tax rate was \$13.1313 for 2010-2011. The two largest enrollment categories had an average general fund property tax rate greater than the state average.

There are no restrictions for the management levy rate. The purpose for which the proceeds may be used, however, is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. Three hundred forty-six of the 359 (96.4 percent) districts in 2010-2011 levy for the management fund. The smallest enrollment category, 600-999 enrollment category, and the 1,000-2,400 enrollment category have average management fund levy rates greater than the state average (\$0.8711) in 2010-2011.

The regular physical plant and equipment levy (PPEL) is a levy the school board may approve that is up to \$0.33 per \$1,000 of taxable valuation. The school board may also request voter approval to increase the levy up to an additional \$1.34 per \$1,000 taxable valuation. In 2010-2011, 91.4 percent (328) of the school districts levy the PPEL

and 69.1 percent (248) of the districts levy the voter approved PPEL. The average voter approved PPEL tax rate is \$0.8249 for 2010-2011. The two largest districts have average rates higher than the state average.

The Public Education and Recreation Levy (PERL) or playground levy must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for the PERL is \$0.135 per \$1,000 of taxable valuation. In 2010-2011, 5.0 percent (18) of the districts levy for PERL.

Usage of the debt service levy is tied to passage of a bond issue, which requires the approval of 60 percent of the electorate within the school district. Fifty-one percent (183) of the school districts in 2010-2011 use the debt services levy. The state average debt services tax rate is \$1.5598 for 2010-2011. The 600-999, 1,000-2,499 and 2,500-7,499 enrollment categories have rates higher than the state rate.

The total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL and debt services levies for 2010-2011 are listed in Table 161. The highest average general fund amount per pupil in 2010-2011 is \$5,203 in the smallest enrollment category. The lowest average general fund amount per pupil is \$3,301 in the 1,000-2,499 enrollment category. The average management fund amount per pupil ranges from \$209 in the largest enrollment category to \$355 in the smallest enrollment category in 2010-2011. The state PPEL amount per pupil is \$92 for 2010-2011. The 1,000-2,499 and the largest enrollment category have PPEL amounts per pupil that are less than the state amount. In 2010-2011, the 1,000-2,499 enrollment category has the lowest voter-approved PPEL amount per pupil, \$246, and the smallest enrollment category has the highest voter-approved PPEL amount per pupil, \$322. The PERL generated about \$2.2 million for 2010-2011. The state average per pupil levied was \$35. The average debt services tax per pupil ranged from \$308 in the largest enrollment category to \$549 in the smallest enrollment category in 2010-2011.

Table 160

**PROPERTY TAX RATES AND NUMBER OF DISTRICTS WITH LEVIES
BY ENROLLMENT CATEGORY 2010-2011**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	52	112	87	76	22	10	359
Number of Districts with General Fund Levy	52	112	87	76	22	10	359
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	11.8712	11.9424	12.3689	12.8452	13.5168	14.2325	13.1313
Number of Districts with Management Fund Levy	46	107	86	75	22	10	346
Percent of Districts with Management Fund Levy	88.5%	95.5%	98.9%	98.7%	100.0%	100.0%	96.4%
Average Management Levy Tax Rate	0.8761	0.8607	0.8796	0.9287	0.8440	0.8434	0.8711
Number of Districts with Regular PPEL Levy	46	100	80	72	20	10	328
Percent of Districts with Regular PPEL Levy	88.5%	89.3%	92.0%	94.7%	90.9%	100.0%	91.4%
Average Regular PPEL Tax Rate	0.33	0.33	0.33	0.32	0.33	0.32	0.33
Number of Districts with Voter-Approved PPEL Levy	35	73	57	57	17	9	248
Percent of Districts with Voter-Approved PPEL Levy	67.3%	65.2%	65.5%	75.0%	77.3%	90.0%	69.1%
Average Voter-Approved PPEL Tax Rate	0.5978	0.7112	0.6823	0.6763	1.0065	0.9152	0.8249
Number of Districts with PERL Levy	4	4	5	0	3	2	18
Percent of Districts with PERL Levy	7.7%	3.6%	5.7%	0.0%	13.6%	20.0%	5.0%
Average PERL Tax Rate	0.1350	0.1350	0.1350	-	0.1350	0.1350	0.1350
Number of Districts with Debt Services Levy	14	59	51	42	13	4	183
Percent of Districts with Debt Services Levy	26.9%	52.7%	58.6%	55.3%	59.1%	40.0%	51.0%
Average Debt Services Tax Rate	1.3665	1.6765	1.1403	1.7237	1.7008	1.1830	1.5598

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 161

**TOTAL PROPERTY TAXES AND AVERAGE PROPERTY TAX PER PUPIL
BY ENROLLMENT CATEGORY 2010-2011**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	52	112	87	76	22	10	359
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
General Fund Property Tax	54,091,569	191,891,034	229,951,403	355,633,718	329,986,080	485,042,588	1,646,596,392
General Fund Income Surtax	4,158,153	14,489,270	18,352,321	23,778,698	9,054,783	14,667,516	84,500,741
Total General Fund Tax	58,249,722	206,380,304	248,303,724	379,412,416	339,040,863	499,710,104	1,731,097,133
Average Total General Fund Tax Per Pupil	5,203	4,077	3,851	3,301	3,555	3,631	3,650
Percent of Districts with Management Fund Levy	88.5%	95.5%	98.9%	98.7%	100.0%	100.0%	96.4%
Management Fund Property Tax	3,525,900	13,168,891	16,227,251	25,482,477	20,604,225	28,742,366	107,751,110
Average Management Fund Property Tax Per Pupil	355	274	254	224	216	209	230
Percent of Districts with Regular PPEL Levy	88.5%	89.3%	92.0%	94.7%	90.9%	100.0%	91.4%
Regular PPEL Property Tax	1,385,678	4,939,778	5,878,677	8,990,902	8,150,536	11,769,957	41,115,528
Average Regular PPEL Property Tax Per Pupil	139	109	100	83	93	86	92
Percent of Districts with Voter-Approved PPEL Levy	67.3%	65.2%	65.5%	75.0%	77.3%	90.0%	69.1%
Voter-Approved PPEL Property Tax	1,954,509	7,600,350	8,363,113	15,251,011	21,872,656	31,467,879	86,509,518
Voter-Approved PPEL Income Surtax	534,140	2,344,928	2,673,033	5,695,050	0	0	11,247,151
Total Voter-Approved PPEL Tax	2,488,649	9,945,278	11,036,146	20,946,061	21,872,656	31,467,879	97,756,669
Average Total Voter-Approved PPEL Tax Per Pupil	322	306	262	246	286	254	266
Percent of Districts with PERL Levy	7.7%	3.6%	5.7%	0.0%	13.6%	20.0%	5.0%
PERL Property Tax	47,096	95,035	140,964	0	466,608	1,412,051	2,161,754
Average PERL Property Tax Per Pupil	50	45	38	-	31	35	35
Percent of Districts with Debt Services Levy	26.9%	52.7%	58.6%	55.3%	59.1%	40.0%	51.0%
Debt Services Property Tax	1,660,534	14,400,164	15,160,078	28,548,931	28,651,708	13,342,568	101,763,983
Average Debt Services Property Tax Per Pupil	549	523	397	430	500	308	432

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.

PT means Property Tax.

Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cent Schoolhouse Levy that has expired.

Income Surtaxes

Data on income surtax usage by enrollment category for 1997-1998 and 2007-2008 to 2010-2011 are presented in Table 162. The percent of districts with

income surtax was 81.9 percent in 2010-2011 which was an increase from 1997-1998 (57.9 percent) and a slight increase from 2009-201 (81.7 percent). The surtax per budget enrollment increased from \$330 in 2009-2010 to \$346 in 2010-2011(4.8 percent). Income surtaxes for asbestos is no longer available.

Table 162

NUMBER AND PERCENT OF DISTRICTS WITH INCOME SURTAXES, SURTAX PER PUPIL, AND AVERAGE SURTAX RATES BY ENROLLMENT CATEGORY 1997-1998 AND 2007-2008 TO 2010-2011							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2010-2011							
Number of Districts with Surtaxes	46	95	79	62	9	3	294
Percent of Districts with Surtaxes	88.5%	84.8%	90.8%	81.6%	40.9%	30.0%	81.9%
Surtaxes Per Budget Enrollment	470	393	361	328	273	343	346
Average Income Surtax Rate	10.90	9.07	7.85	6.70	4.83	5.21	6.81
2009-2010							
Number of Districts with Surtaxes	46	93	80	64	9	3	295
Percent of Districts with Surtaxes	86.8%	83.8%	92.0%	82.1%	40.9%	30.0%	81.7%
Surtaxes Per Budget Enrollment	436	370	349	298	265	359	330
Average Income Surtax Rate	10.90	9.17	7.85	6.24	4.70	5.20	6.60
2008-2009							
Number of Districts with Surtaxes	47	92	80	66	9	3	297
Percent of Districts with Surtaxes	92.2%	82.9%	90.9%	82.5%	40.9%	30.0%	82.0%
Surtaxes Per Budget Enrollment	375	336	316	275	253	351	305
Average Income Surtax Rate	11.12	9.36	8.05	6.39	4.75	5.65	6.78
2007-2008							
Number of Districts with Surtaxes	46	90	85	66	8	3	298
Percent of Districts with Surtaxes	92.0%	82.6%	91.4%	81.5%	36.4%	33.3%	81.9%
Surtaxes Per Budget Enrollment	338	313	286	250	226	333	280
Average Income Surtax Rate	11.76	9.55	7.94	6.31	4.62	5.65	6.77
1997-1998							
Number of Districts with Surtaxes	28	78	62	42	6	3	219
Percent of Districts with Surtaxes	87.5%	69.6%	53.0%	50.6%	24.0%	33.3%	57.9%
Surtaxes Per Budget Enrollment	198	176	163	141	128	161	156
Average Income Surtax Rate	11.35	8.53	7.11	5.09	3.90	3.56	5.32

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.

Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant, and Equipment Levy.

Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a district. It may be imposed for up to 10 years if it is approved through a referendum and up to five years through board resolution. A school district's budget may be increased by up to 10 percent of the district's regular program cost through the instructional support program. In most years, state aid funds a portion of the program and the remaining portion of the program is funded through a property tax and income surtax, if approved, once the program is enacted. In 2009-2010, The American Recovery and Reinvestment Act (ARRA) Education Fiscal Stabilization fiscal funds were paid in lieu of instructional support state aid.

The revenue sources and amounts for the instructional support program for 2010-2011 and previous years are shown in Table 163 and Figure 135. In 1992-1993 through 2003-2004 the state aid for instructional support was frozen at \$14.8 million. In 2003-2004, the state aid amount was reduced to \$14.5 million due to a 2.25 percent across-the-board reduction in fiscal year (FY) 2004. In FY 2005, the state aid amount was set at \$14.4 million and remained unchanged up to FY 2009. About 50 percent of the funding for instructional support came from property taxes in all years presented in Table 163. The percent of funding for instructional support from income surtax increased from 43.0 percent to 44.4 percent, while the percent of funding from state aid decreased from 6.9 percent to 3.9 percent between 2009-2010 and 2010-2011.

Table 163

INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE PROPERTY TAX, INCOME SURTAX, AND STATE AID 1997-1998 AND 2007-2008 TO 2010-2011

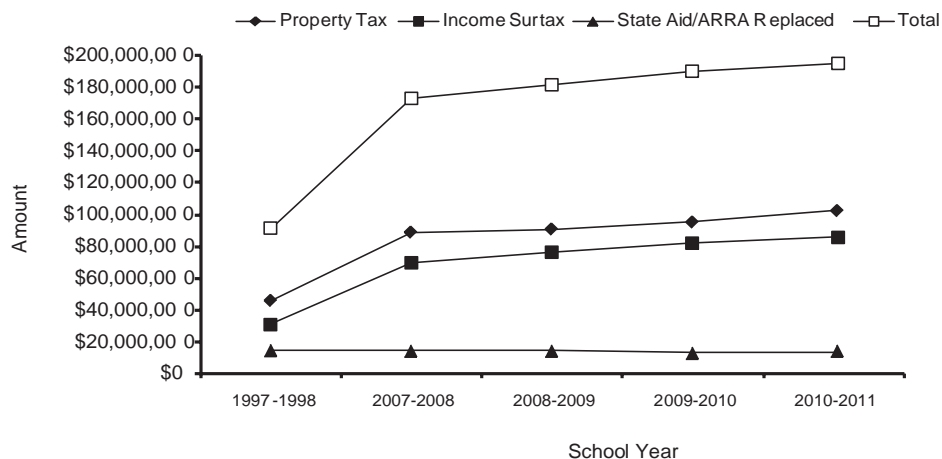
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2010-2011	98,265,550	51.7%	84,302,509	44.4%	7,499,936	3.9%	190,067,995
2009-2010	95,061,086	50.1%	81,708,675	43.0%	13,103,950*	6.9%	189,873,711
2008-2009	90,661,220	50.0%	76,228,604	42.0%	14,428,246	8.0%	181,318,070
2007-2008	88,698,609	51.2%	70,068,454	40.5%	14,428,264	8.3%	173,195,327
1997-1998	45,836,922	49.9%	31,175,860	34.0%	14,814,132	16.1%	91,826,984

Source: Iowa Department of Management, Master Budget files.

Note: *State Aid/ARRA funds. In 2009-2010 ARRA Education Fiscal Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

Figure 135

INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1997-1998 AND 2007-2008 TO 2010-2011



Source: Iowa Department of Management, Master Budget files.

Note: *State Aid/ARRA funds. In 2009-2010 ARRA Education Fiscal Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

The number of districts with an instructional support program by enrollment category in present and previous years is shown in Table 164. The percent of districts with an instructional support program increased from 68.0 percent in 1997-1998 and 94.5 percent in 2009-2010 to 95.0 percent in 2010-2011.

In 2010-2011, all of the districts in the smallest and largest enrollment categories had an instructional support program. The 1,000-2,499 enrollment category had the lowest percent of districts with an instructional support program in 2010-2011, 89.5 percent.

Table 164

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2010-2011							
Number of Districts	52	112	87	76	22	10	359
Number of Districts with Instructional Support	52	108	83	68	20	10	341
Percent of Districts with Instructional Support	100.0%	96.4%	95.4%	89.5%	90.9%	100.0%	95.0%
2009-2010							
Number of Districts	53	111	87	78	22	10	361
Number of Districts with Instructional Support	53	106	84	68	20	10	341
Percent of Districts with Instructional Support	100.0%	95.5%	96.6%	87.2%	90.9%	100.0%	94.5%
2008-2009							
Number of Districts	51	111	88	80	22	10	362
Number of Districts with Instructional Support	51	105	84	69	20	10	339
Percent of Districts with Instructional Support	100.0%	94.6%	95.5%	86.3%	90.9%	100.0%	93.6%
2007-2008							
Number of Districts	50	109	93	81	22	9	364
Number of Districts with Instructional Support	50	103	89	69	20	9	340
Percent of Districts with Instructional Support	100.0%	94.5%	95.7%	85.2%	90.9%	100.0%	93.4%
1997-1998							
Number of Districts	32	112	117	83	25	9	378
Number of Districts with Instructional Support	29	90	67	48	15	8	257
Percent of Districts with Instructional Support	90.6%	80.4%	57.3%	57.8%	60.0%	88.9%	68.0%

Source: Iowa Department of Management, Master Budget files.
 Note: Enrollment categories determined by budget enrollment.

Budget Adjustment

The budget adjustment (formerly known as the budget guarantee) is part of the Iowa school aid formula. Each year, enrollment changes from the previous year and the allowable growth rate set by the General Assembly is used to determine whether or not a school district qualifies to receive the budget adjustment. Districts may receive, as a budget adjustment, the greater of a scale down adjustment or 101 percent adjustment. The scale down adjustment compares regular program funding for the current year to the level of funding a district received in FY 2004. The scale down adjustment will be completely eliminated in FY 2014. The 101 percent budget adjustment guarantees a district's

regular program cost will equal at least 101 percent of the previous year's regular program cost.

Table 165 and Figure 136 list data on the budget guarantee by enrollment category. The percent of districts receiving the budget adjustment increased from 39.3 percent in 2009-2010 to 61.8 percent in 2010-2011. The largest enrollment category had the lowest percent of districts receiving the budget adjustment 2010-2011, 10.0 percent. The smallest enrollment category had the highest percent of districts receiving the budget adjustment in 2010-2011, 86.5 percent. The average per pupil amount increased from \$149 in 2009-2010 to \$138 in 2010-2011.

Table 165

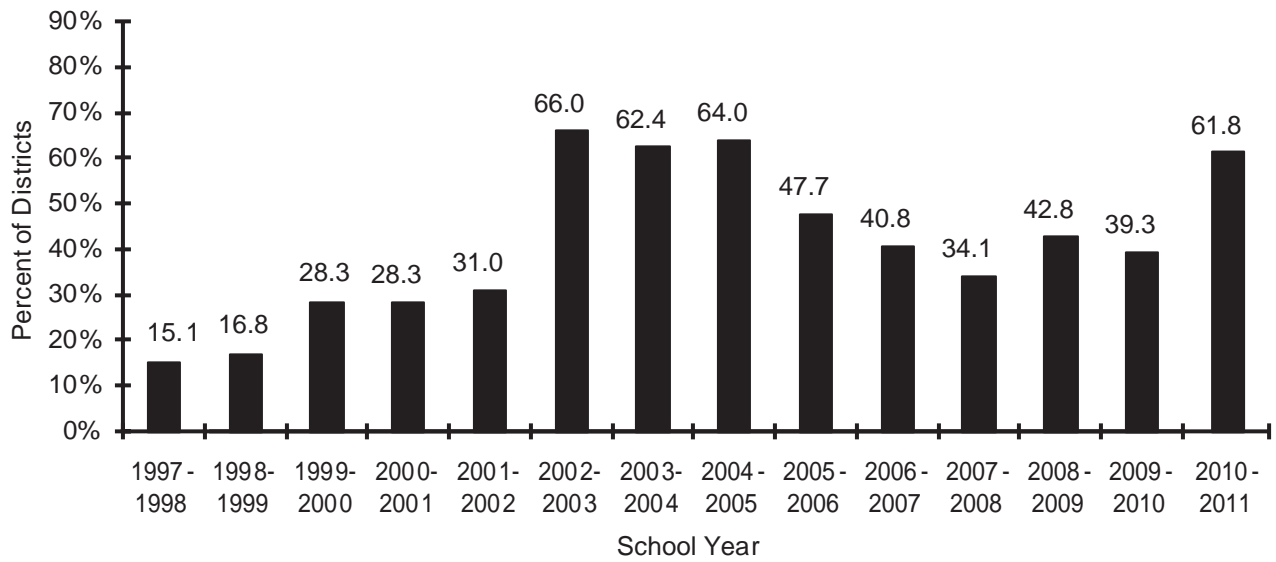
NUMBER AND PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE AND PER PUPIL AMOUNT OF THE GUARANTEE BY ENROLLMENT CATEGORY 1997-1998 AND 2007-2008 TO 2010-2011

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2010-2011							
Number of Districts	52	112	87	76	22	10	359
Number of Districts w/Guarantee	45	76	58	36	6	1	222
Percent of Districts w/Guarantee	86.5%	67.9%	66.7%	47.4%	27.3%	10.0%	61.8%
Average Per Pupil	316	152	144	126	60	140	138
2009-2010							
Number of Districts	53	111	87	78	22	10	361
Number of Districts w/Guarantee	41	61	24	15	1	0	142
Percent of Districts w/Guarantee	77.4%	55.0%	27.6%	19.2%	4.5%	0.0%	39.3%
Average Per Pupil	355	179	131	68	37	0	149
2008-2009							
Number of Districts	51	111	88	80	22	10	362
Number of Districts w/Guarantee	44	60	38	12	1	0	155
Percent of Districts w/Guarantee	86.3%	54.1%	43.2%	15.0%	4.6%	0.0%	42.8%
Average Per Pupil	345	170	96	86	72	0	143
2007-2008							
Number of Districts	50	109	93	81	22	9	364
Number of Districts w/Guarantee	38	48	30	8	0	0	124
Percent of Districts w/Guarantee	76.0%	44.0%	32.3%	9.9%	0.0%	0.0%	34.1%
Average Per Pupil	347	168	145	82	0	0	170
1997-1998							
Number of Districts	32	112	117	83	25	9	378
Number of Districts w/Guarantee	15	24	12	5	1	0	57
Percent of Districts w/Guarantee	46.9%	21.4%	10.3%	6.0%	4.0%	0.0%	15.1%
Average Per Pupil	189	108	44	47	7	0	76

Source: Iowa Department of Management, Master Budget files.
 Note: Enrollment categories determined by budget enrollment.

Figure 136

**PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH BUDGET ADJUSTMENT
1997-1998 TO 2010-2011**



Source: Iowa Department of Management, Master Budget files.

Bond Elections

The number of districts that attempted bond referendums by enrollment category is listed in Table 166. A bond referendum may be passed with

approval of at least 60 percent of the total votes cast. In 2008-2009, 66.7 percent (10 of 15) bond referendums passed. All but one of those that did not pass received support of more than 50 percent, but less than 60 percent of the required "yes" votes.

Table 166

NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS BY PERCENTAGE OF YES VOTES BY ENROLLMENT CATEGORY 1997-1998, 2007-2008, AND 2008-2009							
	Enrollment Categories						State
	<300	300-599	600-999	1000-2,499	2500-7,499	7,500+	
2008-2009							
Number Attempted	2	3	4	6	0	0	15
<50 Percent	0	0	0	1	0	0	1
50-59.9 Percent	1	1	0	2	0	0	4
60 Percent +	1	2	4	3	0	0	10
2007-2008							
Number Attempted	2	5	9	7	1	0	24
<50 Percent	1	0	4	0	0	0	5
50-59.9 Percent	1	3	0	1	0	0	5
60 Percent +	0	2	5	6	1	0	14
1997-1998							
Number Attempted	3	10	23	16	6	0	58
<50 Percent	0	3	7	6	0	0	16
50-59.9 Percent	1	0	4	4	0	0	9
60 Percent +	2	7	12	6	6	0	33

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

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

Table 167 lists the number of districts that attempted voter-approved physical plant and equipment referendums in 2007-2008 and 2008-2009. Voter-approved physical plant and equipment

referendums require 50 percent approval for passage. In 2008-2009, 87.0 percent (20 of 23) of the voter-approved physical plant and equipment referendums were passed.

Table 167

NUMBER OF DISTRICTS ATTEMPTING VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT REFERENDUMS BY PERCENT OF YES VOTES BY ENROLLMENT CATEGORY 2007-2008 AND 2008-2009							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2008-2009							
Number Attempted	3	9	3	6	2	0	23
<50 Percent	1	1	0	1	0	0	3
50 Percent +	2	8	3	5	2	0	20
2007-2008							
Number Attempted	4	12	10	8	2	1	37
<50 Percent	0	0	2	1	0	0	3
50 Percent +	4	12	8	7	2	1	34

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

Note: A district could be included more than once if it had more than referendum issue in a year. FY 2002 was the first year the information was collected.

Local Option/Statewide Sales and Services Tax for School Infrastructure

Local option/statewide sales and services tax is used by school districts for school infrastructure needs and property tax relief. Prior to July 1, 2008, all 99 counties had passed the local option tax and effective July 1, 2008, legislation changed the local option sales and services tax to a statewide sales and services tax. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from five percent to six percent to continue providing revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax sunsets on December 31, 2029. The formula for the distribution of statewide sales and services tax revenue through the Secure an Advanced Vision for Education (SAVE) fund continues to be based upon the amounts that school districts would have received under the former School Infrastructure Local Option Tax (SILO). SAVE was created as a separate and distinct fund in the state treasury under control of the department of revenue. \$10 million was appropriated to the SAVE fund to pay supplemental school infrastructure amounts. In addition to the \$10,000,000, revenues in excess of the guaranteed school infrastructure amount in

some counties are also used to pay the supplemental school infrastructure amounts. Estimated sales and services tax revenues for 2009-2010 were approximately \$352 million.

Distribution of SAVE funds to school districts depends when the SILO was approved and also whether the sales tax capacity per student is above or below the guaranteed school infrastructure amount. Guaranteed school infrastructure amount means the statewide sales tax revenues per student, multiplied by the quotient of the tax rate percent imposed in the county, divided by one percent and multiplied by the quotient of the number of quarters the tax is imposed during the fiscal year divided by four quarters.

School districts that approved the SILO prior to April 1, 2003 and have a sales tax capacity per student **above** the guaranteed school infrastructure amount are allowed to keep all funds until the initial 10 years expires but school districts that are **below** the guaranteed school infrastructure amount will receive their pro rata share of SILO plus a supplemental school infrastructure amount. School districts that approved the SILO on or after April 1, 2003, or schools that approved the continuation of the SILO, receive an amount equal to its pro rata share of local sales and services tax **up to** the guaranteed school infrastructure amount but school

districts **below** the guaranteed school infrastructure amount will receive an additional amount equal to its supplemental school infrastructure amount. School districts that approved SILO after January 1, 2007, and before July 1, 2007, receive all their money for the first 5 years before going into the SAVE fund. For 2009-2010, the supplemental

school infrastructure amount through the SAVE fund was approximately \$18.2 million for 247 districts in 51 counties.

Table 168 provides information about the Local Option/Statewide Sales and Services tax for school infrastructure and the SAVE fund.

Table 168

LOCAL OPTION/STATEWIDE SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE 1998-1999, 2007-2008, 2008-2009, AND 2009-2010				
	1998-1999	2007-2008	2008-2009	2009-2010
Number of Counties with the Tax	3	99	99	99
Number of Districts Partly or Wholly Located in those Counties	28	364	364	361
Resident Budget Enrollment in those Counties	28,858.0	482,583.9	480,608.8	477,019.0
Estimated Revenues	\$9,764,643	\$355,589,188	\$363,129,008	\$352,351,252
Percent of Counties Participating	3.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	100.0%	100.0%	100.0%
Number of Counties Receiving SAVE Funds (Received in Next Fiscal Year)	0	54	48	51
Number of Districts Partly or Wholly Located in those Counties	0	262	238	247
Resident Budget Enrollment in those Counties	0.0	133,007.5	114,893.6	127,489.4
Estimated SAVE Revenues	\$0	\$15,460,160	\$12,221,678	\$18,221,352

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue records.

Total Elementary and Secondary Education Budgets

The budget detail for 1997-1998, 2009-2010 and 2010-2011 is shown in Table 169. The estimated state total budget increased from about \$4.6 billion in 2009-2010 to about \$4.9 billion in 2010-2011. State categorical funding includes Educational Excellence, Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement (program discontinued starting in FY 2003), and

Student Achievement/Educator Quality. Beginning in 2009-2010, categorical roll-ins for Teacher Salary, Professional Development, Early Intervention, AEA Teacher Salary and AEA Professional Development were added to the school aid formula. The percent of estimated miscellaneous state categorical funding remained at 0.2 percent in 2010-2011. In 2010-2011, ARRA education stabilization funding was used to fund \$47.9 million of state aid and Underground Storage Tank (UST) Funding was used to fund \$5.1 million in state aid. In 2009-2010, ARRA education stabilization funding was used to fund \$202.5 million of state aid and \$13.1 million for instructional support.

Table 169

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1997-1998, 2009-2010, AND 2010-2011

Source of Funds	1997-1998		2009-2010		2010-2011	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	1,972,959,620	67.8	2,762,688,790	60.4	2,800,991,984	57.8
Guarantee Amount	2,447,199	0.1	11,840,355	0.3	25,075,561	0.5
Supplementary Weights	22,894,522	0.8	57,838,808	1.3	63,778,661	1.3
Special Education	216,374,135	7.4	382,471,761	8.4	386,957,435	8.0
Teacher Salary Supplement	-	0.0	237,122,234	5.2	241,630,031	5.0
Professional Development	-	0.0	26,849,138	0.6	27,360,678	0.6
Early Intervention	-	0.0	29,250,240	0.6	29,808,051	0.6
AEA Media	17,588,405	0.6	24,162,859	0.5	24,481,761	0.5
AEA Ed Services	19,405,663	0.7	26,710,060	0.6	27,065,459	0.6
AEA Special Education	96,381,311	3.3	138,528,030	3.0	140,983,101	2.9
AEA Sharing	-	0.0	183,611	0.0	141,684	0.0
AEA Teacher Salary Supplement	-	0.0	14,129,530	0.3	14,410,652	0.3
AEA Professional Development	-	0.0	1,650,594	0.0	1,685,375	0.0
AEA Prorated Budget Reduction	-	0.0	(11,354,846)	-0.2	(10,000,000)	-0.2
TAG SBRC	14,313,372	0.5	-	0.0	-	0.0
Dropout Prevention SBRC	27,373,453	0.9	106,795,694	2.3	108,497,992	2.2
Other SBRC	1,627,000	0.1	-	0.0	-	0.0
Preschool State Aid	-	0.0	33,336,958	0.7	48,252,084	1.0
Instructional Support	91,801,074	3.2	189,873,711	4.2	190,067,995	3.9
Educational Improvement	333,674	0.0	969,366	0.0	753,720	0.0
Enrollment Audit Adjustment	(35,482)	0.0	(831,350)	0.0	(1,070,978)	0.0
Property Tax Repayment Adjustment	-	0.0	41,428	0.0	115,006	0.0
Management	35,317,708	1.2	108,630,228	2.4	107,751,110	2.2
Physical Plant & Equipment	53,122,002	1.8	132,029,189	2.9	138,872,197	2.9
67.5 Cent Schoolhouse	11,106,193	0.4	-	0.0	-	0.0
Playground and Library	1,423,285	0.0	2,096,709	0.0	2,183,781	0.0
Debt Service	90,893,276	3.1	105,564,376	2.3	102,803,447	2.1
Estimated Miscellaneous State Categorical	131,503,350	4.5	7,614,750	0.2	7,314,765	0.2
Estimated Misc. Federal	101,500,000	3.5	183,008,581	4.0	370,095,007	7.6
Total	2,908,329,760	100.0	4,571,200,804	100.0	4,850,006,559	100.0

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.

Notes: In FY 2010, \$202.5 million of ARRA education stabilization funding was used for state aid and \$13.1 million was used for Instructional Support. \$40.0 million of ARRA education stabilization funding was used for school aid in FY 2009. The state aid portion of school aid was not fully funded in FY 2009 and FY 2010. In FY 2009, state aid was reduced by the 1.5% across-the-board reduction. The state aid portion was capped in FY 2010.

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