The Annual

Condition of Education

Report

Iowa Department of Education

2011

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th St.
Des Moines, IA 50319-0146

State Board of Education

Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Sister Jude Fitzpatrick, West Des Moines
Eric Goranson, Des Moines
Michael L. Knedler, Council Bluffs
Valorie J. Kruse, Sioux City
Ana Lopez, Pella
Max Phillips, Woodward
LaMetta Wynn, Clinton
Brandon Bolte, Student Member, Ankeny

Administration

Jason E. Glass, Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Iowa Department of Education

Division of Communication and Information Services

Gail Sullivan, Interim Administrator

Bureau of Information and Analysis Services

Jay Pennington, Chief
Xiaoping Wang, Administrative Consultant
Betsy Lundy, Consultant
Mary Grinstead, Consultant
Dianne Chadwick, Administrative Consultant
Marlene Dorenkamp, Consultant
Connie Brooks, Consultant
Kim Wilson, Secretary

Division of School Finance and Support Services

Jeff Berger, Deputy Director
Marcia Krieger, Administrative Assistant

Finance, Facilities and Operation Services

Su McCurdy, Administrative Consultant
Joyce Thomsen, Consultant
Gary Schwartz, Consultant

Division of Learning and Results

Kevin Fangman, Deputy Director

Bureau of Early Childhood Services

LauraBelle Sherman-Proehl, Chief
Penny Milburn, Consultant
Tim Glenn, Statistical Research Analyst

Bureau of Student and Family Support Services

Marty Ikeda, Chief
Amy Williamson, Administrative Consultant
Janell Brandhorst, Consultant

Dear Citizens of Iowa:

We depend on data to help us understand the state's education system. We use it to gauge how much our students are learning and to decide how to improve, from the local schools to the state level.

Data are a critical part of our efforts to build on Iowa's proud tradition of educational excellence. Our goal is to design an education system that leads the world and prepares every child to graduate ready for college and careers in a globally competitive context.

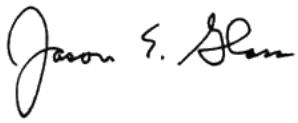
The Annual Condition of Education Report provides a wide range of state-level data, including shifts in student populations and demographics, teacher salaries and characteristics, student achievement results and school financial information.

We strive to provide the most useful data every year and will continue to do so in the years ahead to help move education forward in Iowa.

All children deserve a world-class education, and all Iowans have an enormous stake in our schools. Staying informed is the first step on the path to meaningful change and improvement. Please review the Condition of Education report and share your ideas for improving the document.

I look forward to working with you to restore Iowa's standing as a leader in education. Thank you for your commitment to Iowa's students and to the future of this state.

Sincerely,



Jason E. Glass,
Director

Iowa Department of Education

Acknowledgments

The authors of the Annual Condition of Education Report wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. 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.

Introduction

I am proud to present the 2011 Annual Condition of Education Report. This report provides much needed information on the status of education in Iowa. Below are only a few examples of the highlights from the 22nd edition of the report.

Enrollment

- Pk-12 student enrollment is slightly down from the prior year to 473,493 students. This is the continuation of a long downward trend, which began in the 1997-98 school year.
- Iowa continues to change. The number of minority students in the state is at an all-time high (86,512) and now makes up 18.5 percent of the student body.
- The percentage of students eligible for free or reduced-priced lunch is up an additional 1.5 percentage points to 38.9 percent.

Iowa Educators

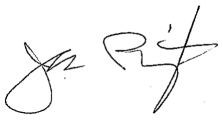
- There were 33,916 teachers in the state in 2010-11, which is up slightly from 2000-01 (33,610).
- Iowa's average teacher salary is close to the national average. In 2009-10, the NEA reported Iowa's average salary ranked 26th. However, Iowa ranked 7th out of the 12 Midwest states in this same year.

Student Performance

- 39.4 percent of the graduating class of 2011 reported taking a high-level mathematics course.
- Two-thirds (65.7 percent) of the class of 2011 reported taking chemistry, while 26.5 percent took physics.
- Fourth-grade ITBS results in reading and mathematics proficiency percentages from 2004-06 to 2009-11 biennium are relatively flat.
- Eighth-grade ITBS proficiency results in mathematics and reading is slightly up between the 2004-06 and 2009-11 biennium.
- Eleventh-grade ITED proficiency percentage results are mixed, with reading trends slightly up and mathematics results slightly down between the 2004-06 and 2009-11 biennium.
- Iowa fourth- and eighth-grade NAEP results in mathematics and reading are also similar from the prior years, with no significant gains in either content area or grade level.
- The four-year cohort graduation rate for the class of 2010 was 88.8 percent.
- Since 2001, the percentage of Iowa students taking the ACT has decreased from 67 percent (2001) to 61 percent (2011). During this same period, the national percentage of students taking the ACT has increased from 38 percent (2001) to 49 percent (2011).
- Iowa's average ACT composite score is 22.3. Among 27 states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite score was ranked second.

I encourage you to take the time and examine the rich information displayed in this report.

Sincerely,



Jay Pennington, Chief
Bureau of Information and Analysis

Contents

Enrollment

This chapter highlights public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA). Data on student characteristics such as race/ethnicity, English language learner (ELL), percent of students eligible for free or reduced price lunch, special education enrollment are included in this chapter. For the first time, the enrollment chapter also shares migrant enrollments to the public. The data in this chapter are from the Basic Educational Data Survey (BEDS), certified enrollment, EASIER, the National Center for Education Statistics (NCES), and Iowa special education records.

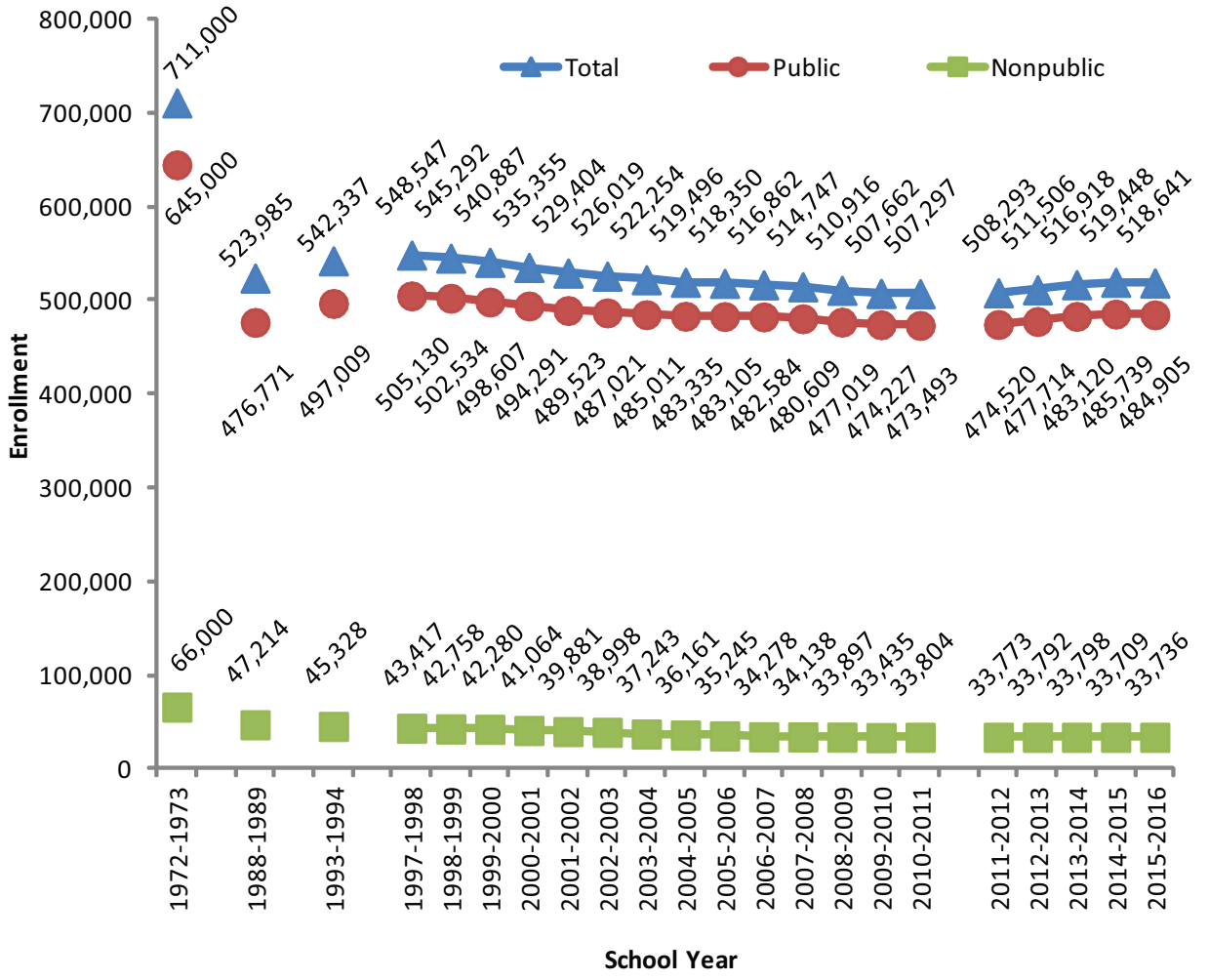
Certified enrollment counts are used for the Iowa School Finance Formula calculation, including resident students, supplemental weighting for sharing programs, weighting for ELL students, nonpublic school assistance, and dual enrollments. Enrollment data by grade, gender, and race/ethnicity are calculated by attending districts and considered as BEDS enrollments.

Enrollment Trends

Enrollment in 2010-2011 marked the 13th successive year of decline from 1997-1998 (Figure 1-1). Since its peak in 1972-1973, enrollment in Iowa's schools has decreased about 29 percent by 2010-2011.

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments
1972-1973, 1988-1989, 1993-1994, 1997-1998 to 2010-2011 and Projected Enrollments 2011-2012 to 2015-2016



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

Projected Enrollment

The public school enrollment projection shows an enrollment increase in next five years (Table 1-1) while the nonpublic school projection remains unchanged from 2011-2012 to 2015-2016 (Table 1-2).

Table 1-1

Iowa's Public School K-12 Enrollments 2009-2010 to 2010-2011 and Projected Enrollments 2011-2012 to 2015-2016 by Grade

	Enrollment		Projected Enrollment					Percent Change	
Grade	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2009-10 to 2010-11	2010-11 to 2015-16
K	38,945	39,321	40,196	41,585	42,028	41,210	40,819	1.0%	3.8%
1	35,203	35,391	35,720	36,570	37,954	38,033	37,090	0.5%	4.8%
2	34,805	35,139	35,404	35,747	36,710	37,821	37,678	1.0%	7.2%
3	34,972	34,950	35,294	35,601	36,072	36,781	37,661	-0.1%	7.8%
4	35,201	35,098	35,119	35,480	35,864	36,130	36,618	-0.3%	4.3%
5	34,976	35,347	35,183	35,230	35,684	35,884	35,919	1.1%	1.6%
6	34,899	35,094	35,567	35,394	35,500	35,787	35,806	0.6%	2.0%
7	35,091	35,429	35,629	36,118	36,014	35,946	36,089	1.0%	1.9%
8	35,183	35,274	35,578	35,796	36,369	36,077	35,834	0.3%	1.6%
9	37,283	37,014	37,247	37,557	37,871	38,315	37,805	-0.7%	2.1%
10	37,397	36,614	36,291	36,564	36,917	37,096	37,147	-2.1%	1.5%
11	36,805	36,474	35,426	35,130	35,454	35,633	35,437	-0.9%	-2.8%
12	37,913	37,544	36,663	35,652	35,444	35,619	35,504	-1.0%	-5.4%
Other	5,554	4,804	5,203	5,290	5,239	5,407	5,498	-	-
State	474,227	473,493	474,520	477,714	483,120	485,739	484,905	-0.2%	2.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER.
The University of Iowa, Department of Geography.

Table 1-2

Iowa's Nonpublic School K-12 Enrollments 2009-2010 to 2010-2011 and Projected Enrollments 2011-2012 to 2015-2016 by Grade

	Enrollment		Projected Enrollment					Percent Change	
Grade	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2009-10 to 2010-11	2010-11 to 2015-16
K	3,126	3,241	3,312	3,361	3,334	3,286	3,313	3.7%	2.2%
1	2,987	3,110	3,179	3,248	3,297	3,271	3,223	4.1%	3.6%
2	3,021	2,991	3,080	3,148	3,217	3,265	3,239	-1.0%	8.3%
3	3,007	3,020	2,933	3,020	3,087	3,154	3,201	0.4%	6.0%
4	3,058	3,044	2,986	2,899	2,985	3,052	3,118	-0.5%	2.4%
5	2,950	3,041	2,991	2,934	2,849	2,934	2,999	3.1%	-1.4%
6	2,857	2,853	2,864	2,817	2,763	2,683	2,763	-0.1%	-3.2%
7	2,451	2,461	2,428	2,437	2,397	2,351	2,283	0.4%	-7.2%
8	2,467	2,449	2,418	2,386	2,395	2,355	2,310	-0.7%	-5.7%
9	1,933	1,999	1,921	1,897	1,871	1,878	1,847	3.4%	-7.6%
10	1,875	1,898	1,958	1,881	1,858	1,833	1,840	1.2%	-3.1%
11	1,928	1,880	1,879	1,939	1,863	1,839	1,815	-2.5%	-3.5%
12	1,775	1,817	1,825	1,825	1,882	1,809	1,786	2.4%	-1.7%
State	33,435	33,804	33,773	33,792	33,798	33,709	33,736	1.1%	-0.2%

Source: Iowa Department of Education, Bureau of Information and Analysis.

Note: Figures may not total due to rounding.

K-12 Enrollments by District Size Category

In 2000-2001, more than two-thirds or 258 Iowa public school districts had district enrollments less than 1,000, these 258 districts served about 28 percent of K-12 public school students. In 2010-2011, more than two-thirds or 249 Iowa districts had less than 1,000 students and they only served less than 26 percent of the total public school K-12 students (Table 1-3).

Table 1-3

Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2009-2010, and 2010-2011

	2000-2001				2009-2010				2010-2011			
Enrollment Category	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2%	8,176	1.7%	55	15.2%	11,687	2.5%	53	14.8%	11,201	2.4%
300-599	116	31.0%	52,162	10.6%	111	30.7%	50,203	10.6%	116	32.3%	52,491	11.1%
600-999	104	27.8%	78,916	16.0%	87	24.1%	64,475	13.6%	80	22.3%	58,826	12.4%
1,000-2,499	83	22.2%	126,118	25.5%	76	21.1%	114,864	24.2%	78	21.7%	117,044	24.7%
2,500-7,499	24	6.4%	96,410	19.5%	22	6.1%	95,374	20.1%	22	6.1%	96,220	20.3%
7,500+	9	2.4%	132,509	26.8%	10	2.8%	137,625	29.0%	10	2.8%	137,712	29.1%
State	374	100.0%	494,291	100.0%	361	100.0%	474,227	100.0%	359	100.0%	473,493	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment.

Note: Figures may not total due to rounding.

Enrollment in Iowa's Area Education Agencies (AEAs)

Table 1-4 presents the student distribution by Iowa's nine area education agencies (AEAs). Heartland AEA is the largest and serves more than 26 percent Iowa students.

Table 1-4

Total Iowa Public and Nonpublic K-12 Students by AEA 2010-2011

	Public Schools		Nonpublic Schools		Total	
AEA	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone 1	29,638	6.3%	4,620	13.7%	34,258	6.8%
AEA 267	62,658	13.2%	3,327	9.8%	65,985	13.0%
Prairie Lakes 8	30,094	6.4%	2,890	8.5%	32,984	6.5%
Mississippi Bend 9	47,615	10.1%	2,919	8.6%	50,534	10.0%
Grant Wood 10	65,912	13.9%	4,626	13.7%	70,538	13.9%
Heartland 11	124,816	26.4%	8,060	23.8%	132,876	26.2%
Northwest 12	38,056	8.0%	5,193	15.4%	43,249	8.5%
Green Hills 13	38,648	8.2%	1,120	3.3%	39,768	7.8%
Great Prairie 15	36,057	7.6%	1,049	3.1%	37,106	7.3%
State	473,493	100.0%	33,804	100.0%	507,297	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

Note: Figures may not total due to rounding.

Open Enrollment

The Open Enrollment Act (Iowa Code 282.18) was implemented in 1989-1990 and states: "It's 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 and percent of students taking advantage of the Open Enrollment Act have increased annually (Table 1-5).

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students

	% Open Enrolled Out	# Open Enrolled Out	Certified Enrollment
1990-1991	0.6%	2,757	483,399
1995-1996	2.5%	12,502	504,505
2000-2001	3.8%	18,554	494,291
2001-2002	4.0%	19,436	489,523
2002-2003	4.2%	20,471	487,021
3003-2004	4.5%	21,605	485,011
2004-2005	4.6%	22,085	483,335
2005-2006	4.8%	23,155	483,105
2006-2007	5.0%	24,251	482,584
2007-2008	5.2%	24,882	480,609
2008-2009	5.1%	24,411	477,019
2009-2010	5.2%	24,884	474,227
2010-2011	5.5%	25,831	473,493

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollments.

Table 1-6 shows that the largest and smallest districts had more students open-enrolling out than open-enrolling in. The districts with an enrollment between 1,000 and 2,499 benefit the most from this legislation (Table 1-6).

Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Size 2000-2001, 2009-2010, and 2010-2011

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001	Total # Districts	38	116	104	83	24	9	374
	# Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
	# Students Open in	398	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
	# Students Open out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	18,553.9
	Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	
	# Districts wt Gains	6	47	49	53	13	0	168
	# Districts wt Losses	30	65	54	30	11	9	199
	# Districts wt no gain/loss	2	4	1	0	0	0	7
2009-2010	Total # Districts	55	111	87	76	22	10	361
	# Students	11,687	50,203	64,475	114,864	95,374	137,625	474,227
	# Students Open in	989.8	4,856.6	4,653.8	7,100.0	4,940.6	2,266.8	24,807.6
	# Students Open out	1,822.2	4,626.9	4,145.0	4,979.8	4,448.2	4,861.5	24,883.6
	Net Gains/Losses	-832.4	229.7	508.8	2,120.2	492.4	-2,594.7	
	# Districts wt Gains	12	51	47	46	11	0	167
	# Districts wt Losses	41	59	38	30	11	10	189
	# Districts wt no gain/loss	2	1	2	0	0	0	5
2010-2011	Total # Districts	53	116	80	78	22	10	359
	# Students	11,201	52,491	58,826	117,044	96,220	137,712	473,493
	# Students Open in	993.2	5,097.3	4,590.1	7,444.5	5,149	2,211	25,485.4
	# Students Open out	1,829.2	4,805.7	4,030.7	5,194.6	4,846	5,125	25,831.4
	Net Gains/Losses	-836	291.6	559.4	2,249.9	303	-2,914	
	# Districts wt Gains	12	52	43	46	10	1	164
	# Districts wt Losses	39	64	37	32	12	9	193
	# Districts wt no gain/loss	2	0	0	0	0	0	2

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollments.

Note: wt indicated with. Figures may not total due to rounding.

Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

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 lunch, children from families with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced price lunch. Figure 1-2 shows upward trends of percent of the free or reduced price lunch eligibilities. Table 1-7 presents free or reduced price lunch eligibility by enrollment category. In Iowa, districts in the largest and smallest enrollment categories had higher percentages of students eligible for free or reduced price lunch.

Figure 1-2

Percent of Public School K-12 Students are Eligible for Free or Reduced Price Meals 2000-2001 to 2010-2011

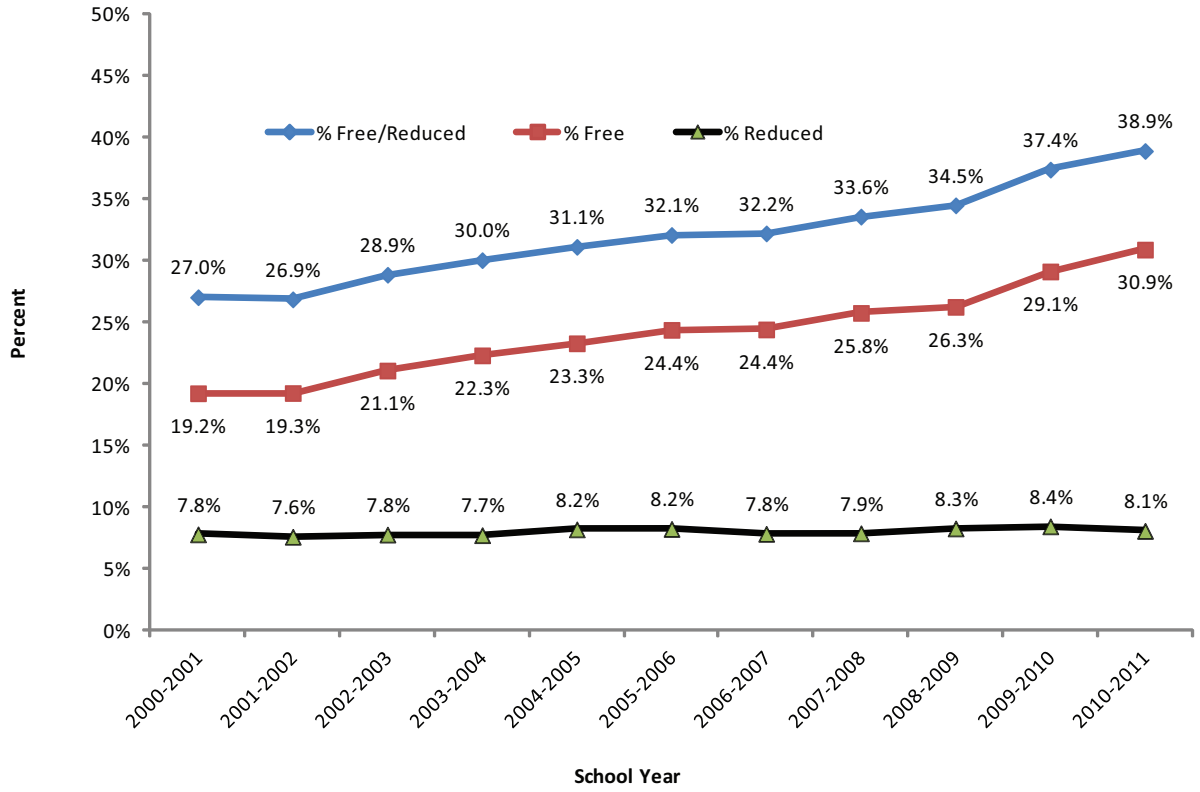


Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category 2000-2001, 2009-2010, and 2010-2011

	2000-2001			2009-2010			2010-2011		
Enrollment Category	K-12 Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
<300	6,711	2,256	33.6	10,282	4,168	40.5	9,764	4,182	42.8
300-599	50,933	13,511	26.5	49,654	16,519	33.3	52,193	18,275	35.0
600-999	77,327	17,966	23.2	64,725	20,992	32.4	59,207	20,295	34.3
1,000-2,499	122,830	29,876	24.3	115,533	40,025	34.6	118,149	42,000	35.5
2,500-7,499	93,322	21,433	23.0	95,090	29,595	31.1	95,780	31,545	32.9
7,500+	125,804	43,874	34.9	133,389	63,889	47.9	133,596	65,985	49.4
State	476,927	128,916	27.0	468,673	175,188	37.4	468,689	182,282	38.9

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER .

Special Education Enrollment

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

Table 1-8 shows that special education students account for about 13 percent of total certified enrollment for each year listed.

Table 1-8

Iowa's Public School Special Education Enrollment 2000-2001 to 2010-2011

School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8%	63,392	494,291
2001-2002	13.1%	64,044	489,523
2002-2003	13.3%	64,700	487,021
3003-2004	13.4%	65,027	485,011
2004-2005	13.5%	65,065	483,335
2005-2006	13.3%	64,350	483,105
2006-2007	13.1%	63,411	482,584
2007-2008	12.9%	61,859	480,609
2008-2009	12.7%	60,581	477,019
2009-2010	12.6%	59,967	474,227
2010-2011	12.7%	60,223	473,493

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment files and Division of Learning and Results, Bureau of Student & Family Support Services, December 1 Special Education files.

Enrollment by Race and Ethnicity

In the fall of 2009, Iowa schools re-identified all students according to a new race and ethnicity coding. The new system aligns Iowa school data with Census data and other national data. The re-identification was composed of a two part question, ethnicity (Hispanic or Latino) and race, and allowed students to identify more than one race. The Asian or Pacific Islander racial group was also split into two separate racial groups: Asian and Native Hawaiian or Pacific Islander. The new race/ethnicity system reports students in seven categories (African American, American Indian, Asian, Native Hawaiian or Pacific Islander, Hispanic, Two or More Races, and White) instead of the former five categories (African American, American Indian, Asian or Pacific Islander, Hispanic, and White).

White enrollment in Iowa's public schools has been declining annually, from 90 percent in 2000-2001 to 81.5 percent in 2010-2011 (Table 1-9), the white enrollment in nonpublic schools has decreased from 95 percent to 89 percent during the same period (Table 1-10 and Figure 1-3).

Table 1-9

Iowa's Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2009-2010, and 2010-2011

	2000-2001		2009-2010		2010-2011	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	46,250	9.7	82,679	17.6	86,512	18.5
African American	18,510	3.9	23,882	5.1	24,066	5.1
American Indian	2,447	0.5	2,405	0.5	2,279	0.5
Asian	8,274	1.7	9,169	2.0	9,486	2.0
Native Hawaiian/Pacific Islander	-	-	544	0.1	660	0.1
Two or More Races	-	-	9,339	2.0	10,343	2.2
Hispanic	17,019	3.6	37,340	8.0	39,678	8.5
White	430,677	90.3	385,994	82.4	382,177	81.5
Total	476,927	100.0	468,673	100.0	468,689	100.0

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

Table 1-10

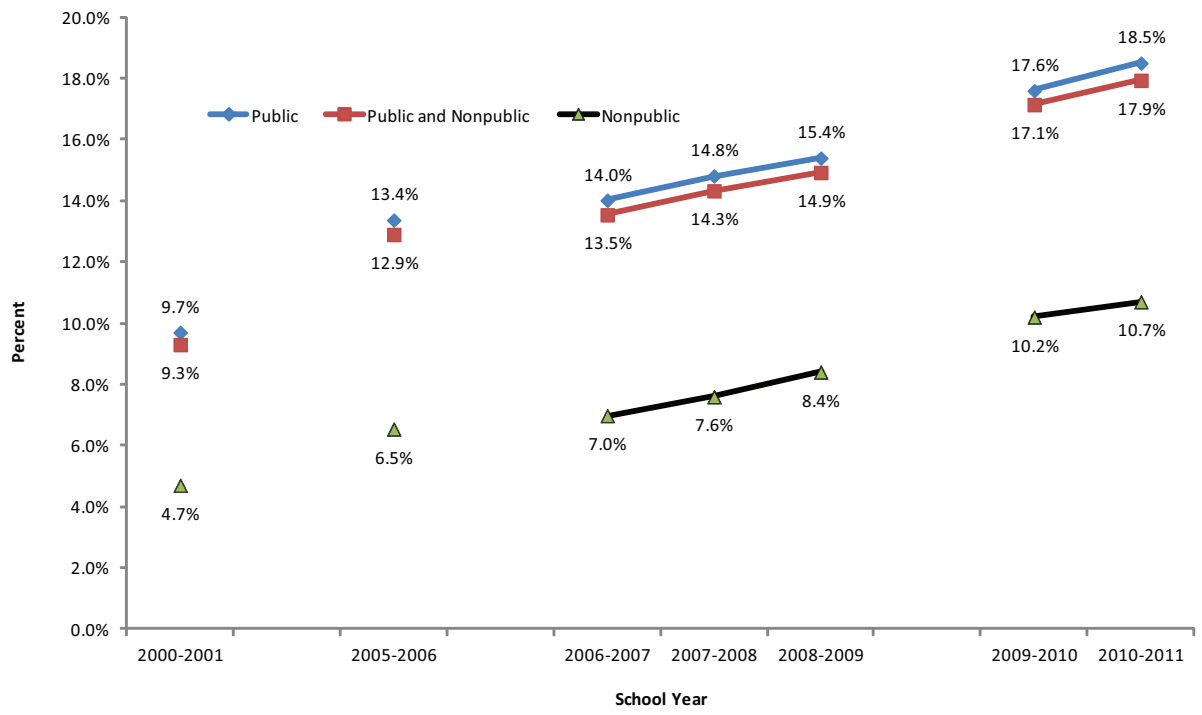
Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2009-2010, and 2010-2011

	2000-2001		2009-2010		2010-2011	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	1,946	4.7%	3,424	10.2%	3,618	10.7%
African American	492	1.2%	600	1.8%	595	1.8%
American Indian	70	0.2%	63	0.2%	60	0.2%
Asian	563	1.4%	720	2.2%	746	2.2%
Native Hawaiian/Pacific Islander	-	-	135	0.4%	138	0.4%
Two or More Races	-	-	419	1.3%	500	1.5%
Hispanic	821	2.0%	1,487	4.4%	1,579	4.7%
White	39,118	95.3%	30,011	89.8%	30,186	89.3%
Total	41,064	100.0%	33,435	100.0%	33,804	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

Figure 1-3

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

A new table is added to this year's Condition of Education Report, Table 1-11 shows percent of K-12 minority enrollment by district size category. For all years shown, the districts with more students had more minority students.

Table 1-11

Iowa's Public School Percent of K-12 Minority Students by Enrollment Size 2000-2001, 2009-2010, and 2010-2011

Enrollment Category	2000-2001	2009-2010	2010-2011
<300	2.1%	5.2%	5.9%
300-599	2.3%	6.4%	6.5%
600-999	3.5%	7.6%	8.2%
1,000-2,499	5.8%	12.0%	12.8%
2,500-7,499	9.3%	17.5%	18.2%
7500+	20.9%	32.7%	33.8%
State	9.7%	17.6%	18.5%

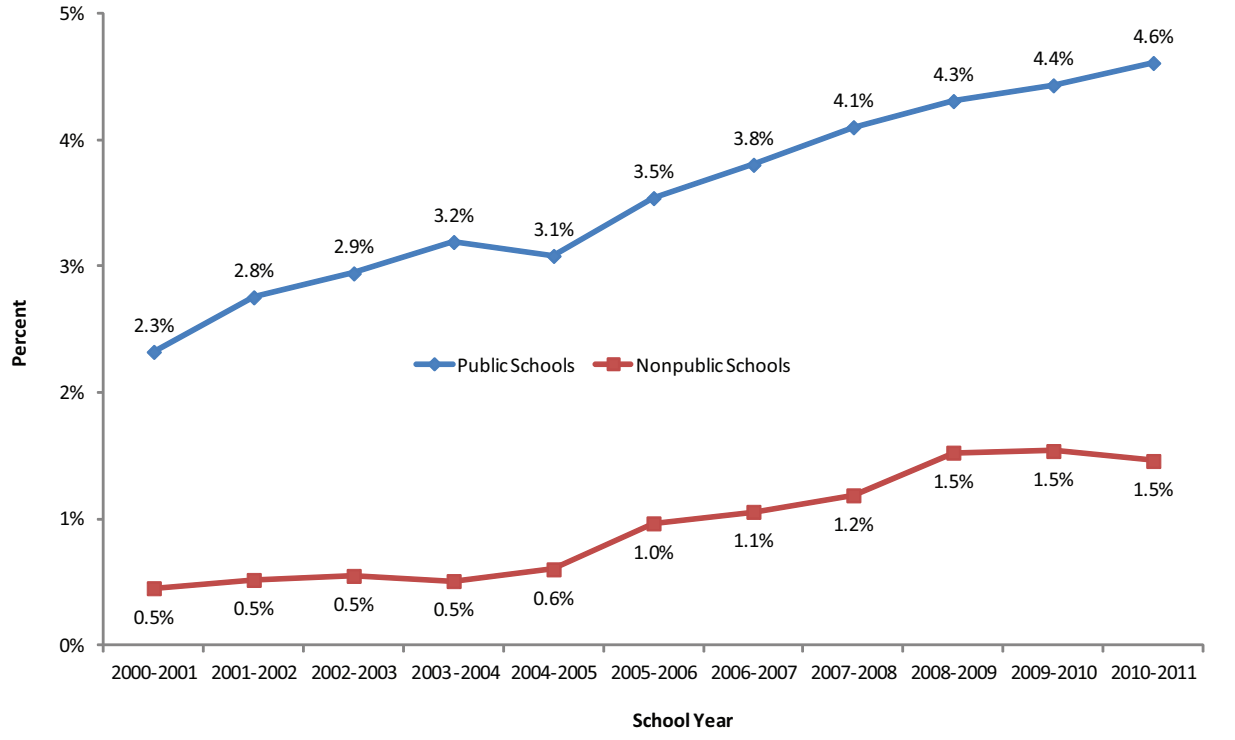
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

Enrollment of English Language Learners (ELL)

As may be expected with the increase of minority enrollments, the number of English Language Learners (ELL) has also risen (Figure 1-4) in the last 10 years.

Figure 1-4

Percent of Public School and Nonpublic School K-12 Students are English Language Learners



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

Table 1-12 shows ELL student enrollments by their primary language. In the three years shown, about two-thirds of the ELL students had Spanish as their primary language.

Table 1-12

Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language 2000-2001, 2009-2010, and 2010-2011

Language	2000-2001	2009-2010	2010-11
Spanish; Castilian	7,014	15,552	15,886
Vietnamese	766	823	881
Bosnian	363	828	810
Serbian, Srpski	434	-	-
Serbo-Croatian	556	-	-
Tai Dam	142	-	-
Arabic	81	383	413
Lao	409	360	324
Chinese	80	288	311
Karen languages	-	130	217
Russian	65	202	195
Somali	-	150	159
Swahili	-	136	158
Rundi	-	100	146
German	153	123	142
Marshallese	-	121	136
Korean	76	122	125
Nilo-Saharan (Other)	-	115	112
Dinka	-	90	97
Creoles and pidgins, English based (Other)	-	57	91
Cambodian	101	56	-
Nepali	-	55	80
Hmong	-	51	78
Burmese	-	-	76
Tagalog	-	55	67
French	-	-	65
Ukrainian	-	58	62
Urdu	-	61	62
Pohnpeian	-	-	59
Other	1,024	1,358	1,352
	11,264	21,274	22,104

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

An ELL student is eligible for a 0.22 weighted funding for four years. Table 1-13 shows K-12 weighted ELL students by enrollment category. The districts with more students had more weighted ELL students in 2000-2001, 2009-2010 and 2010-2011.

Table 1-13

Iowa's Public School K-12 Weighted English Language Learners by Enrollment Size 2000-2001, 2009-2010, and 2010-2011

	2000-2001			2009-2010			2010-2011		
Enrollment Category	K-12 Enrollment	# Weighted ELL	% Weighted ELL	K-12 Enrollment	# Weighted ELL	% Weighted ELL	K-12 Enrollment	# Weighted ELL	% Weighted ELL
<300	8,176	23	0.3	11,687	51	0.4	11,201	43	0.4
300-599	52,162	237	0.5	50,203	404	0.8	52,491	342	0.7
600-999	78,916	530	0.7	64,475	784	1.2	58,826	752	1.3
1,000-2,499	126,118	1,848	1.5	114,864	2,724	2.4	117,044	3,069	2.6
2,500-7,499	96,410	1,348	1.4	95,374	2,449	2.6	96,220	2,695	2.8
7,500+	132,509	4,165	3.1	137,625	6,651	4.8	137,712	6,795	4.9
State	494,291	8,151	1.6	474,227	13,063	2.8	473,493	13,696	2.9

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment.

Note: Figures may not total due to rounding.

Migrant Student Enrollment

Based on the definition of the U.S. Department of Education: the term "migratory child" means a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural or fishing work.

Iowa Department of Education has collected student level migrant data through EASIER since 2004-2005. The migrant enrollments in this report include the migrant students in a federal-funded program and those not in a federal-funded program.

Table 1-14 shows a seven year migrant enrollment trend, the numbers of migrant enrollment are relatively small from 2004-2005 to 2010-2011.

Table 1-14

Percent of Public School K-12 Migrant Enrollment

	% Migrant Students	# Migrant Students	K-12 Enrollment
2004-2005	0.8%	3,615	472,211
2005-2006	0.7%	3,248	476,656
2006-2007	0.6%	2,931	474,867
2007-2008	0.5%	2,362	472,628
2008-2009	0.4%	1,662	470,537
2009-2010	0.3%	1,393	468,673
2010-2011	0.3%	1,439	468,689

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER.

Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey forms and the EASIER student level data collection. This chapter describes preschool and kindergarten programs in 2010-2011 and previous school years.

Preschool Programs

Preschool Enrollment

Districts throughout the state offer preschool to three- and four-year-old children. Table 2-1 shows the number of districts that offered preschool and Table 2-2 shows the public school preschool enrollment by enrollment category for the past four years. The number of districts offering preschool has increased by 12% during the past four years and preschool enrollment has continued to increase over the past four years to 28,890 students. The largest increase in preschool enrollment during the past four years was in 1,000 – 2,499 enrollment category.

Table 2-3 shows the breakdown of preschool enrollment by various demographic characteristics of the students. Districts report demographic information on each student. The race/ethnicity of students has remained constant during the past two years. The percent of students on free and reduced lunch has increased slightly during the past two years. The data regarding free and reduced lunch may be under reported since not all preschool students are in school a full day and families may not report the information.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2007-2008 to 2010-2011

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
2007-2008			
<300	53	37	69.8
300-599	111	87	78.4
600-999	88	75	85.2
1,000-2,499	80	76	95.0
2,500-7,499	22	21	95.5
7,500+	10	10	100.0
State	364	306	84.1
2008-2009			
<300	54	38	70.4
300-599	111	87	78.4
600-999	87	70	80.5
1,000-2,499	78	76	97.4
2,500-7,499	22	21	95.5
7,500+	10	10	100.0
State	362	302	83.4
2009-2010			
<300	55	44	80.0
300-599	111	99	89.2
600-999	87	76	87.4
1,000-2,499	76	75	98.7
2,500-7,499	22	22	100.0
7,500+	10	10	100.0
State	361	326	90.3
2010-2011			
<300	53	48	90.6
300-599	116	111	95.7
600-999	80	77	96.3
1,000-2,499	78	78	100.0
2,500-7,499	22	22	100.0
7,500+	10	10	100.0
State	359	346	96.4

Source: Iowa Department of Education, Bureau of Information and Analysis Service, EASIER, fall files

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category, Four Year Trend

Enrollment Category	2007-2008		2008-2009		2009-2010		2010-2011	
	N	%	N	%	N	%	N	%
<300	555	3.8	537	2.8	719	3.0	868	3.0
300-599	2,195	15.1	2,660	14.0	3,032	12.7	3,990	13.8
600-999	2,239	15.4	2,349	12.3	2,889	12.1	3,780	13.1
1,000-2,499	3,224	22.2	4,406	23.2	6,061	25.4	7,576	26.2
2,500-7,499	1,486	10.2	2,596	13.6	4,032	16.9	5,037	17.4
7,500+	4,848	33.3	6,484	34.1	7,140	29.9	7,639	26.4
State	14,547	100.0	19,032	100.0	23,873	100.0	28,890	100.0

Source: Iowa Department of Education, Bureau of Information and Analysis Service, EASIER, fall files

Table 2-3

Iowa Public School Preschool Students by Race/Ethnicity, Two Year Trend

	2009-2010		2010-2011	
Race/Ethnicity Group	N	%	N	%
All Minority	4,611	19.3	5,465	18.9
African American	1,178	4.9	1,290	4.5
American Indian	102	0.4	93	0.3
Asian	367	1.5	453	1.6
Native Hawaiian/Pacific Islander	34	0.1	51	0.2
Two or More Races	580	2.4	810	2.8
Hispanic	2,350	9.8	2,768	9.6
White	19,262	80.7	23,425	81.1
ELL	169	0.7	177	0.6
Eligible for Free/Reduced Price Lunch	6,136	25.7	7,843	27.1
Male	12,807	53.6	15,475	53.6
Female	11,066	46.4	13,415	46.4
Total	23,873	100.0	28,890	100.0

Source: Iowa Department of Education, Bureau of Information and Analysis Service, EASIER, fall files

Information on the quality preschool program standards implemented in preschool programs and the funding source for preschool students was collected for each preschool student through EASIER in 2010-2011. Table 2-4 gives a breakdown of preschool students by quality preschool standards and funding source. In 2010-2011, the majority of preschool students were in a preschool program that met Iowa's Quality Preschool Program Standards (IQPPS). Also, the majority of four-year-old preschool students were in a program funded through the Statewide Voluntary Preschool Program for Four-Year-Old Children.

Table 2-4

Iowa Public School Four-Year-Olds Attending Preschool by Funding Source and Program Standards, 2010-2011

Primary Funding Source	Preschool Program Standards			
	NAEYC/ Head Start	QPPS	No Standard Reported	Total
Statewide Voluntary Preschool Program for Four-Year-Olds	3,292	16,514	0	19,806
Head Start	190	51	0	241
Early Childhood Iowa (ECI)	155	263	0	418
Title I	2	89	0	91
Shared Visions Preschool Programs	192	17	1	210
Parent Paid	86	668	0	754
Other Funding	652	1,829	165	2,646
Total	4,569	19,431	166	24,166

Source: Iowa Department of Education, Bureau of Information and Analysis Service, EASIER, fall files

Notes: PK students can have multiple funding sources, therefore there may be some duplication in this data.
NAEYC=National Association for the Education of Young Children
QPPS=Iowa's Quality Preschool Program; a subset of NAEYC/Head Start

Statewide Voluntary Preschool Program for Four-Year-Old Children

The Statewide Voluntary Preschool Program (SWVPP) for Four-Year-Old Children was established May 10, 2007, with the signing of House File (HF) 877. The SWVPP legislation provides an opportunity for all four-year-old children in Iowa to enter school ready to learn by expanding access to research-based preschool curricula and early childhood licensed teaching staff. The SWVPP funds improve access to high quality early childhood education through predictable, equitable and sustainable funding to increase the number of children participating in quality programs.

Table 2-5 shows the number of districts that received the grant year on-time funding in each of the four grant funding years. The same table and Figure 2-1 represents the number of four-year-old children funded from 2007-2008 to 2010-2011. In 2010, the final grant year, all districts that applied received funding on a pro-rated basis (up to 48.95% of their kindergarten enrollment from 2009) as indicated in legislation. Numbers of students served in Table 2-5 includes the children who are younger or older (ages 3 and 5) who participate in the quality preschool program through state or federal funding (see the last row in Table 2-6).

Table 2-5

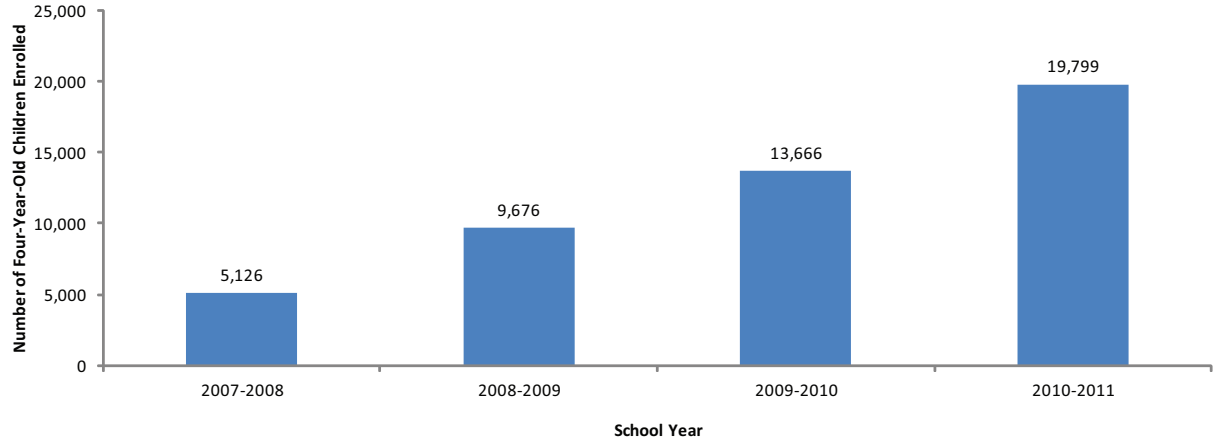
Statewide Voluntary Preschool Data, Four Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011
Number Districts Awarded by Year	67	52	56	150
Number Districts Participated	67	119	175	325
Number of Students Funded	5,126	9,676	13,666	19,799
Number of Students Served	5,126	9,769	14,386	24,166

Source: Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data; Bureau of Information and Analysis, EASIER fall files.

Figure 2-1

Statewide Voluntary Preschool Funded Enrollment Count 2007-2008 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis Service, EASIER, fall files

Figure 2-2 shows 2010-2011 district distributions based on the percent of students in grades 1 to 6 eligible for free/reduced meals. There are two bars in the distribution, with the first in the series indicating the 325 SWVPP districts and the second bar the 34 non-SWVPP districts. Figure 2-2 indicates more districts with greater than 50% free/reduced meals participation were awarded the SWVPP. Table 2-6 shows the number of districts in each category.

Table 2-6

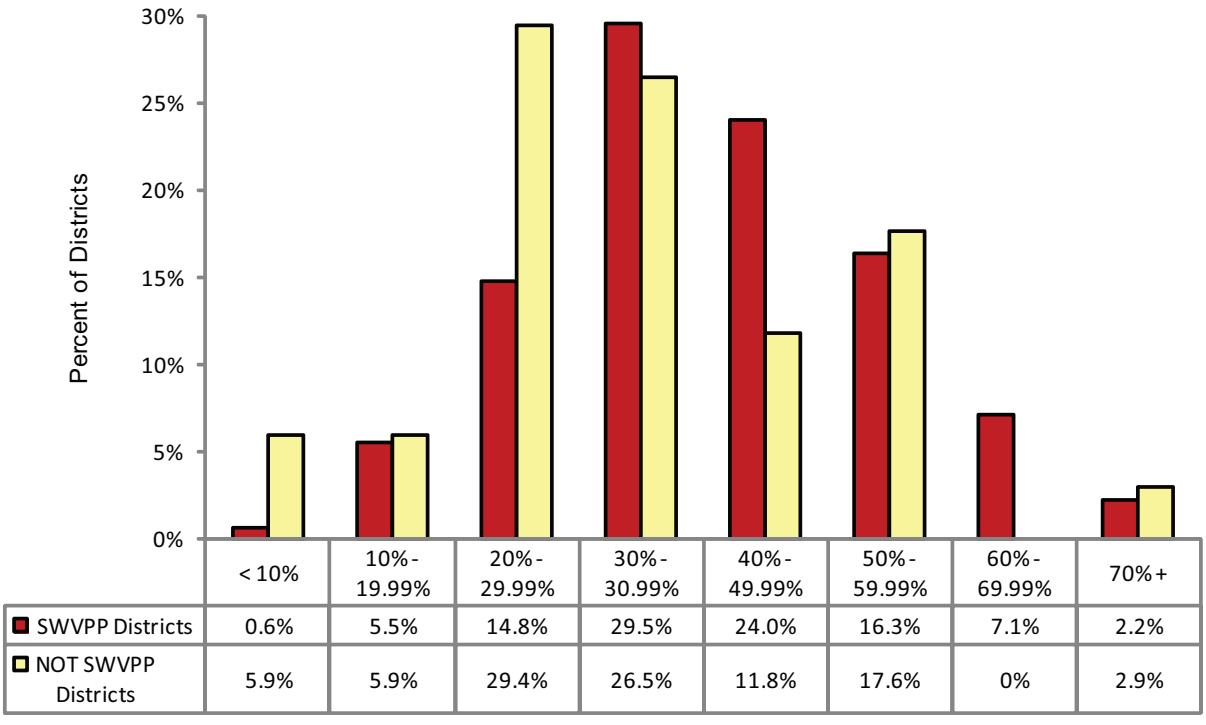
District Distribution by SWVPP Status and Grades 1 to 6 Percent of Free/Reduced Price Meals

	< 10%	10% - 19.99%	20% - 29.99%	30% - 30.99%	40% - 49.99%	50% - 59.99%	60% - 69.99%	70% +	Total
Number of SWVPP Districts	2/325	18/325	48/325	96/325	78/325	53/325	23/325	7/325	325/325
Percent of SWVPP Districts	0.6%	5.5%	14.8%	29.5%	24.0%	16.3%	7.1%	2.2%	100%
Number of Districts NOT SWVPP	2/34	2/34	10/34	9/34	4/34	6/34	0/34	1/34	34/34
Percent of Districts NOT SWVPP	5.9%	5.9%	29.4%	26.5%	11.8%	17.6%	0%	2.9%	100%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Figure 2-2

District Distribution by SWVPP Status and Grades 1 to 6 Percent of Students Eligible for Free/Reduced Price Lunch



	< 10%	10% - 19.99%	20% - 29.99%	30% - 30.99%	40% - 49.99%	50% - 59.99%	60% - 69.99%	70% +
SWVPP Districts	0.6%	5.5%	14.8%	29.5%	24.0%	16.3%	7.1%	2.2%
NOT SWVPP Districts	5.9%	5.9%	29.4%	26.5%	11.8%	17.6%	0%	2.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

In Table 2-7, the numbers of students receiving special education services participating in a SWVPP by age group are presented for 2009-2010 and 2010-2011. Since students on an instructional or support only Individualized Education Plan (IEP) are funded with different funding sources they are represented in two distinct rows. The number of students receiving special education services in SWVPP has increased. Table 2-8 indicates the number of four-year-old children served in the SWVPP by race/ethnicity, gender, free/reduced price meals. The data regarding free and reduced lunch may be under reported since the SWVPP is only required to meet ten hours per week and preschool students may not receive meals.

Table 2-7

SWVPP Students Served by Age and IEP Status 2009-2010 and 2010-2011

	2009-2010				2010-2011			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	16	29	8	53	551	875	162	1,588
IEP Support Services	1	93	5	99	30	259	25	314
Regular Education	250	13,574	410	14,234	1,148	20,249	867	22,264
Total Served	267	13,696	423	14,386	1,729	21,383	1,054	24,166

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Table 2-8

SWVPP Students Served by Subgroup 2009-2010 and 2010-2011

	2009-2010					2010-2011				
	IEP Instruction	Age 3	Age 4	Age 5	All Ages	IEP Instruction	Age 3	Age 4	Age 5	All Ages
All Students Served	53	251	13,667	415	14,386	1,588	1,78	20,508	892	24,166
All Minority	10	27	2,594	35	2,666	318	199	3,471	70	4,058
African American	3	1	580	5	589	71	50	682	7	810
American Indian	0	1	65	1	67	15	2	59	2	78
Asian	0	3	257	0	260	18	16	335	1	370
Native Hawaiian/ Pacific Islander	0	0	15	2	17	5	3	32	0	40
Two or More Races	4	2	353	5	364	59	21	539	12	631
Hispanic	3	20	1,324	22	1,369	150	107	1,824	48	2,129
White	43	224	11,073	380	11,720	1,270	979	17,037	822	20,108
Number of ELL Students	0	0	69	11	80	12	2	105	6	125
Number Students Eligible for Free/ Reduced Price Meals	11	58	2,502	89	2,660	732	378	4,449	207	5,766
Number Females	19	140	6,845	138	7,142	489	584	10,129	330	11,532
Number Males	34	111	6,822	277	7,244	1,099	594	10,379	562	12,634

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Kindergarten

Kindergarten Programs

School districts report the type of Kindergarten Program offered in their districts on the Spring Basic Educational Data Survey (BEDS). The types of kindergarten program reported include all day every day, half day every day, alternate day, three days a week and other combinations. As shown in Table 2-9, the majority of districts in 2010-2011 offered all day, every day kindergarten. Every district in the largest enrollment category offered all day, every day kindergarten for the entire school year.

Table 2-9

Iowa Public School Kindergarten Program Type 2010-2011

Enrollment Category	Number of Districts	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	53	51	96.2
300-599	116	110	94.8
600-999	80	70	87.5
1,000-2,499	78	72	92.3
2,500-7,499	22	20	90.9
7,500+	10	10	100.0
State	359	333	92.8

Source: Iowa Department of Education, Bureau of Information and Analysis Service, Basic Educational Data Survey, Early Childhood File.

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

Kindergarten Literacy Assessment

School districts in Iowa are required by Iowa Administrative Code 279.60 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 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 EASIER since 2006-2007. The DE has a list of approved assessments that can be used to implement the requirements of IAC 279.60; however, a district may administer an assessment that is not on the list as long as it addresses technical adequacy.

In all three years shown in Table 2-10, the highest percent of buildings reported using DIBELS. Almost half of all of the buildings in 2010-2011 used the DIBELS assessment. Table 2-11 and Figure 2-3 display the number and percent of public school kindergarten students by the type of kindergarten literacy assessment taken in the last three years. In all three years, a little over half of the students took the DIBELS assessment.

Table 2-10

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered, 2008-2009 to 2010-2011

	2008-2009		2009-2010		2010-2011	
Assessment	Number	Percent	Number	Percent	Number	Percent
DIBELS	311	45.5%	315	46.3%	325	49.5%
Yopp-Singer + BRI	52	7.6%	51	7.5%	43	6.5%
PAT	70	10.2%	65	9.6%	57	8.7%
PAP	0	0.0%	26	3.8%	55	8.4%
Other	109	16.0%	103	15.1%	102	15.5%
Observation Study	7	1.0%	9	1.3%	7	1.1%
DIBELS/Other	83	12.2%	61	9.0%	40	6.1%
Yopp-Singer/DIBELS + BRI/DIBELS	1	0.1%	0	0.0%	2	0.3%
Yopp-Singer/Other + BRI/Other	4	0.6%	5	0.7%	1	0.2%
Yopp-Singer/Observation Study + BRI/Observation Study	0	0.0%	1	0.1%	0	0.0%
Yopp-Singer/PAT + BRI/PAT	0	0.0%	0	0.0%	1	0.2%
Yopp-Singer/Observation Study/Other + BRI/Observation Study/Other	1	0.1%	0	0.0%	0	0.0%
Yopp-Singer/PAP + BRI/PAP	0	0.0%	9	1.3%	0	0.0%
Yopp-Singer/PAP/Other + BRI/PAP/Other	0	0.0%	3	0.4%	0	0.0%
Yopp-Singer/PAP/PAT + BRI/PAP/PAT	0	0.0%	2	0.3%	0	0.0%
Yopp-Singer/PAP/PAT/Other + BRI/PAP/PAT/Other	0	0.0%	1	0.1%	0	0.0%
PAT/Other	43	6.3%	3	0.4%	10	1.5%
PAT/PAP	0	0.0%	2	0.3%	0	0.0%
PAP/Other	0	0.0%	24	3.5%	14	2.1%
Observation Study/Other	2	0.3%	0	0.0%	0	0.0%
Total	683	100.0%	680	100.0%	657	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Notes: Only includes building that reported offering the Kindergarten grade level. Does not include district offices that may have reported KLA data.
The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Table 2-11

Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken, Three Year Trend

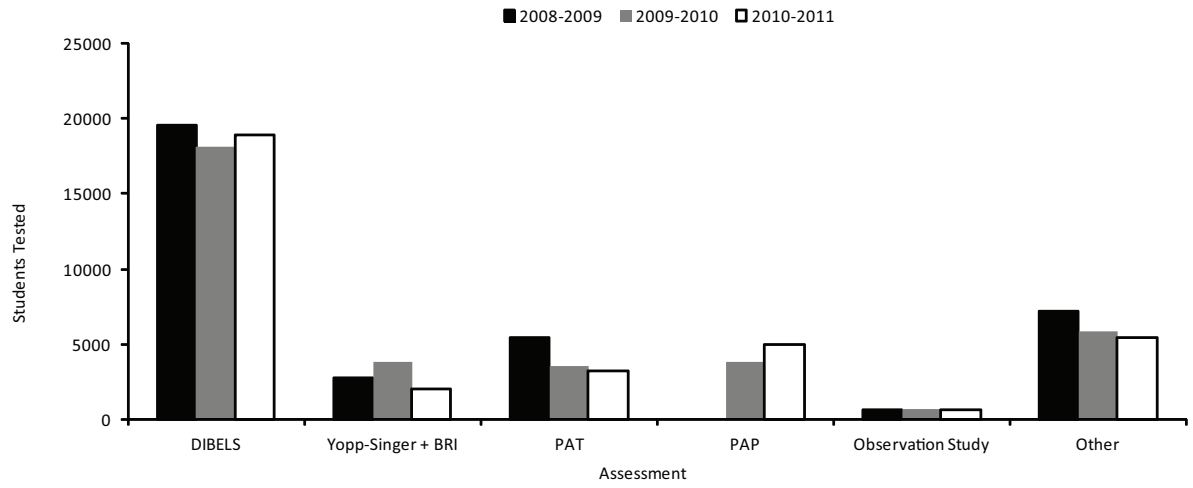
	2008-2009		2009-2010		2010-2011	
Assessment	Number	Percent	Number	Percent	Number	Percent
DIBELS	19,510	54.8%	18,124	50.4%	18,923	53.7%
Yopp-Singer + BRI	2,789	7.8%	3,880	10.8%	2,052	5.8%
PAT	5,438	15.3%	3,596	10.0%	3,233	9.2%
PAP	0	0.0%	3,833	10.7%	4,976	14.1%
Observation Study	694	1.9%	686	1.9%	646	1.8%
Other	7,175	20.2%	5,832	16.2%	5,413	15.4%
Total Tested	35,606	100.0%	35,951	100.0%	35,243	100.0%
Total Students Tested	35,606	100.0%	35,951	99.97%	35,243	97.01%
Total Not Tested	0	0.0%	9	0.03%	1,086	2.99%
Total Kindergarten Students	35,606	100.0%	35,960	100.00%	36,329	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Notes: Only includes students in building 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 2-3

Number of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken, 2008-2009, 2009-2010 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Kindergarten Literacy Assessment Proficiency

Phonemic awareness relates to the ability to distinguish and manipulate sounds. It is measured differently by each kindergarten literacy assessment. The DIBELS Initial Sounds Fluency (ISF) subtest measures if children recognize beginning sounds of words by pointing to the picture matching that sound. 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 whether students can blend sounds, rhyme, or delete sounds from words.

Table 2-12 lists the number of students assessed and the number proficient by assessment. The percent of proficient students increased in the past two years for every test except for the PAT blending and rhyming subtests. The percent of children proficient in beginning sounds as measured by DIBELS increased by 9 percent from 2008-2009 to 2009-2010.

Table 2-12

Kindergarten Literacy Assessment Number and Percent Proficient, 2008-2009, 2009-2010 and 2010-2011

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
			2008-2009	
DIBELS	Initial Sounds Fluency	19,510	12,065	61.8%
BRI	Phoneme Segmentation	379	17	4.5%
Yopp-Singer	Full Test	2,097	65	3.1%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	2,476	82	3.3%
BRI & Yopp-Singer Combined	Students age>=6	313		
PAT	Blending	4,683	3,082	65.8%
PAT	Deletion	4,683	1,895	40.5%
PAT	Rhyming	4,683	3,070	65.6%
PAT	Students age>=6	755		
			2009-2010	
DIBELS	Initial Sounds Fluency	18,124	11,440	63.1%
BRI	Phoneme Segmentation	1,274	78	6.1%
Yopp-Singer	Full Test	2,211	71	3.2%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	3,485	149	4.3%
BRI & Yopp-Singer Combined	Students age>=6	395		
PAT	Blending	2,992	1,983	66.3%
PAT	Deletion	2,992	1,210	40.4%
PAT	Rhyming	2,992	2,112	70.6%
PAT	Students age>=6	604		

Table 2-12 (…continued)

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
			2010-2011	
DIBELS	Initial Sounds Fluency	18,923	12,225	64.6%
BRI	Phoneme Segmentation	283	24	8.5%
Yopp-Singer	Full Test	1,510	54	3.6%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,793	78	4.4%
BRI & Yopp-Singer Combined	Students age>=6	259		
PAT	Blending	2,675	1,763	65.9%
PAT	Deletion	2,675	1,099	41.1%
PAT	Rhyming	2,675	1,856	69.4%
PAT	Students age>=6	558		

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Notes: Only includes students in buildings that reported offering the Kindergarten grade level. Does not include students listed at the district level.
DIBELS: Proficient students are those 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 15th of the school year.
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 15th of the school year.

Preschool Attendance (Parent Perception)

The number of kindergarten students who attended preschool any time during the 12 months prior to kindergarten is reported by districts through EASIER in the fall. Districts gather information on preschool experience through parent report or district records. The term "preschool" has not been specifically defined in legislation and thus could result in different meanings ranging from a childcare to a private enterprise. Table 2-13 and Figure 2-4 show the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. The percent of students that attended preschool prior to kindergarten decreased in the past two years.

Table 2-13

Iowa Public School Kindergarten Students Preschool Attendance, Four Year Trend

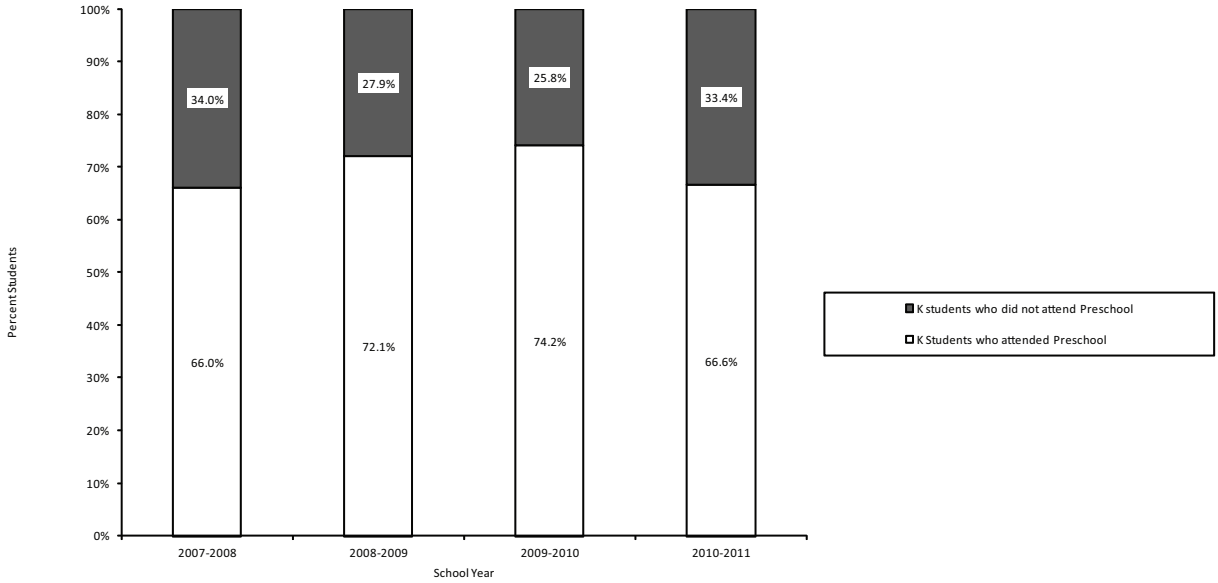
	2007-2008		2008-2009		2009-2010		2010-2011	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K Students who attended Preschool	23,600	66.0%	25,670	72.1%	26,673	74.2%	24,197	66.6%
K students who did not attend Preschool	12,142	34.0%	9,936	27.9%	9,287	25.8%	12,132	33.4%
Total K Students	35,742	100.0%	35,606	100.0%	35,960	100.0%	36,329	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall files.

Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Figure 2-4

Iowa Public School Kindergarten Students Preschool Attendance, 2007-2008 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER fall 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.

Staff

This chapter presents information on licensed and non-licensed staff in Iowa's schools and area education agencies (AEAs). Data on characteristics such as age, race/ethnicity, gender, experience, and salary for teachers, principals, superintendents, guidance counselors, and library/media specialists are included in this chapter. 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.

An unlimited number of 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. Beginning in 2008-2009 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. The district that did not hold the contract for shared staff did not report any salary. In 2008-2009 and 2009-2010 the district that held the contract was also 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 reported the shared staff as having a part-time contract in 2008-2009 and 2009-2010. Beginning in 2010-2011 full-time equivalencies (FTE) were collected for each position. The district that held the contract reported the entire FTE for shared staff. The district that was purchasing services only reported FTE for their district. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

Teachers

Teacher Characteristics

In previous years, information on licensed staff in Iowa was collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). The data that were collected included age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions, and the assignments that go along with each position. In 2010-2011, a new web application was used to collect this same data on licensed and non-licensed staff in Iowa.

This section presents data on full-time teachers. Full-time teachers in 2010-2011 were defined as staff with at least one teaching position code, a full-time equivalency for licensed positions of 0.8 or higher, base salary (salary paid for regular position responsibilities, excluding professional development) of at least $28,000, and at least 180 contract days. There were 4,833 teachers in 2010-2011 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties.

Characteristics of Teachers

Table 3-1 lists the characteristics of full-time teachers in Iowa's public and nonpublic schools in the base year of 2000-2001, and in 2009-2010 and 2010-2011. Minority counts include teachers with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Native Hawaiian or Pacific Islander or two or more races. Teachers with advanced degrees include teachers with a master's, specialist, or doctorate degree.

The number of full-time public school teachers decreased while the number of full-time nonpublic school teachers increased between 2009-2010 and 2010-2011. The percent of full-time public school teachers and nonpublic school teachers with advanced degrees continues to increase. The percent of female full-time teachers in public and nonpublic schools also continue to increase. The percent of minority teachers in public schools continues to increase.

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2009-2010, and 2010-2011

	Public			Nonpublic		
Characteristics	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
Average Age	42.2	42.2	41.9	40.3	42.9	43.4
Percent Female	70.5%	74.4%	74.9%	80.3%	80.5%	82.2%
Percent Minority	1.8%	2.0%	2.2%	0.9%	0.7%	1.2%
Percent Advanced Degree	27.0%	29.2%	31.5%	13.1%	15.1%	15.5%
Average Total Experience	15.1	14.8	14.5	12.3	15.4	15.8
Average District/AEA Experience	11.9	11.2	11.1	8.8	11.1	11.3
Number of Teachers	33,610	34,643	33,916	2,437	2,266	2,410

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: State total "Number of Teachers" includes AEA teachers. There were about 5,000 full-time teachers in 2009-2010 and 2010-2011 that reported having administrative or support positions, as well as teaching positions.

Characteristics of Beginning Teachers

Beginning teachers are teachers in their first year of teaching. As seen in Table 3-2, the percent of beginning full-time teachers in public schools that were minorities decreased between 2009-2010 and 2010-2011. The percent of full-time beginning teachers in nonpublic schools that were minorities increased between 2009-2010 and 2010-2011. The percent of beginning teachers with advanced degrees has increased since 2000-2001. The percent of full-time beginning teachers as a percentage of total full-time teachers has decreased in the past ten years (Table 3-3).

Table 3-2

Characteristics of Iowa Full-Time Beginning Teachers 2000-2001, 2009-2010, and 2010-2011

	Public			Nonpublic		
Characteristics	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
Average Age	28.5	27.7	27.5	28.5	28.3	26.8
Percent Female	71.6%	75.7%	76.3%	83.5%	81.7%	80.7%
Percent Minority	2.8%	4.1%	2.5%	1.5%	1.2%	9.6%
Percent Advanced Degree	5.9%	8.6%	8.9%	2.9%	2.4%	7.2%
Number of Teachers	1,660	1,134	1,131	206	82	83

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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

Table 3-3

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers, 2000-2001, 2009-2010, and 2010-2011

	Number of Beginning F-T Teachers			Number of FT Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
Enrollment Category	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
<300	42	47	45	642	1,023	957	6.5%	4.6%	4.7%
300-599	281	148	159	3,970	4,114	4,250	7.1%	3.6%	3.7%
600-999	270	155	131	5,553	4,863	4,416	4.9%	3.2%	3.0%
1,000-2,499	358	236	253	8,532	8,312	8,294	4.2%	2.8%	3.1%
2,500-7,499	306	264	221	6,096	6,479	6,441	5.0%	4.1%	3.4%
7,500+	382	274	314	8,393	9,396	9,111	4.6%	2.9%	3.4%
AEA	21	10	8	424	456	447	5.0%	2.2%	1.8%
State	1,660	1,134	1,131	33,610	34,643	33,916	4.9%	3.3%	3.3%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: F-T indicates full-time.

Characteristics of Public School Teachers by Enrollment Category

As shown in Table 3-4, the lowest percent of minority teachers was in the three smallest enrollment categories and the highest percent was in the largest enrollment category (7,500 students or more) in 2010-2011. The percent of teachers with advanced degrees was lowest in the smallest enrollment category (less than 300 students) and highest in the largest enrollment category.

Table 3-4

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2010-2011

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	957	43.0	74.2%	1.0%	13.6%	14.8	11.7
300-599	4,250	42.2	72.8%	1.0%	15.7%	14.9	11.8
600-999	4,416	42.2	72.2%	1.0%	20.0%	15.1	11.8
1,000-2,499	8,294	42.1	74.0%	1.2%	29.1%	15.1	11.3
2,500-7,499	6,441	40.8	76.5%	1.7%	39.4%	13.5	10.1
7,500+	9,111	42.0	76.2%	4.8%	42.2%	14.2	10.8
AEA	447	46.2	88.4%	1.1%	47.9%	17.1	11.7
State	33,916	41.9	74.9%	2.2%	31.5%	14.5	11.1

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Characteristics of Public School Teachers by AEA

Heartland AEA employed the highest percent of teachers, while Keystone AEA employed the lowest percent of teachers in 2010-2011. The percent of minority teachers was lowest in Keystone AEA and highest in Mississippi Bend AEA. The percent of teachers with advanced degrees was lowest in Prairie Lakes AEA and highest in Grant Wood AEA (Table 3-5).

Table 3-5

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2010-2011

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
Keystone 1	2,141	6.3%	42.4	73.8%	1.0%	30.0%	15.5	12.1
AEA 267	4,650	13.7%	42.1	74.1%	2.3%	25.7%	14.5	11.2
Prairie Lakes 8	2,321	6.8%	43.2	73.8%	1.4%	23.8%	15.8	12.1
Mississippi Bend 9	3,337	9.8%	42.1	75.5%	4.0%	34.3%	14.5	11.7
Grant Wood 10	4,548	13.4%	40.9	74.3%	2.0%	36.1%	13.8	10.2
Heartland 11	8,610	25.4%	40.9	75.3%	2.7%	34.6%	13.7	10.0
Northwest 12	2,718	8.0%	42.8	74.3%	2.1%	35.1%	15.6	12.0
Green Hills 13	2,876	8.5%	42.9	75.5%	1.3%	28.1%	15.3	11.6
Great Prairie 15	2,715	8.0%	43.1	77.1%	1.1%	28.5%	14.7	11.8
State	33,916	100.0%	41.9	74.9%	2.2%	31.5%	14.5	11.1

Source: Iowa Department of Education, Bureau ofInformation and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Teacher Characteristics—Gender Comparisons

As seen in Table 3-6, the percent of minority teachers was slightly higher for males than females. The percent of teachers with advanced degrees was slightly higher for females than males. The average total salary was higher for male teachers than female teachers. However, there was no significant gender difference of their average regular salaries. More male teachers (66 percent) had extra duties than female teachers (28 percent) in 2010-2011. Extra duty pay is the main reason for a higher average total salary for male teachers.

Table 3-6

Gender Comparison of Iowa Full-Time Public School Teachers, 2010-2011

Characteristics	Female	Male
Average Age	42.1	41.5
Percent Minority	2.0%	2.7%
Percent Advanced Degree	31.8%	30.6%
Average Total Experience	14.4	14.8
Average District/AEA Experience	11.1	11.0
Average Total Salary	$50,624	$53,058
Average Regular Salary	$49,783	$49,609
Number of Teachers	25,402	8,514

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Minority Teacher Characteristics

Table 3-7 lists the characteristics of full-time public school teachers by minority and non-minority groups in 2010-2011. Minority counts include teachers with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. The percent of females was higher for non-minority teachers than for minority teachers. The percent of teachers with advanced degrees was slightly higher for minorities than for non-minorities. The average years of total experience and district experience were higher for non-minority teachers than minority teachers. The average total salary was slightly higher for non-minority teachers than minority teachers.

Table 3-7

Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-Minority Groups, 2010-2011

Characteristics	Non-Minority	Minority
Average Age	41.9	41.2
Percent Female	75.0%	69.3%
Percent Advanced Degree	31.5%	33.3%
Average Total Experience	14.6	11.7
Average District/AEA Experience	11.1	9.0
Average Total Salary	$51,249	$50,638
Number of Teachers	33,171	745

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Teacher Age and Experience

As displayed in Table 3-8 and Figure 3-1, the highest percent of teachers were between 46 and 50 in 2000-2001. The highest percent of teachers were between 26 and 30 in 2010-2011. The distribution of full-time public school teachers by combined age and experience is shown in Table 3-9 and Figure 3-2. Full-time public school teachers are eligible to receive full retirement benefits through the Iowa Public Employees 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 between 2000-2001 and 2010-2011.

Table 3-8

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2010-2011

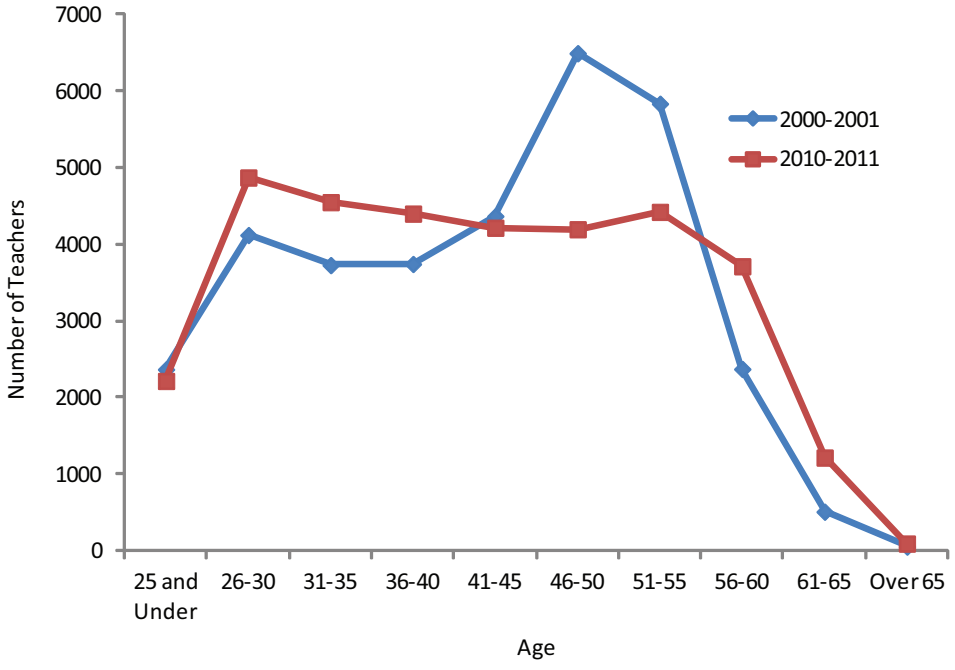
	2000-2001				2010-2011			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	2,217	2,217	6.5%	6.5%
26-30	4,123	6,492	12.3%	19.3%	4,874	7,091	14.4%	20.9%
31-35	3,730	10,222	11.1%	30.4%	4,553	11,644	13.4%	34.3%
36-40	3,745	13,967	11.1%	41.6%	4,403	16,047	13.0%	47.3%
41-45	4,370	18,337	13.0%	54.6%	4,218	20,265	12.4%	59.8%
46-50	6,497	24,834	19.3%	73.9%	4,199	24,464	12.4%	72.1%
51-55	5,838	30,672	17.4%	91.3%	4,426	28,890	13.0%	85.2%
56-60	2,373	33,045	7.1%	98.3%	3,715	32,605	11.0%	96.1%
61-65	510	33,555	1.5%	99.8%	1,217	33,822	3.6%	99.7%
Over 65	55	33,610	0.2%	100.0%	94	33,916	0.3%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Table 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2010-2011

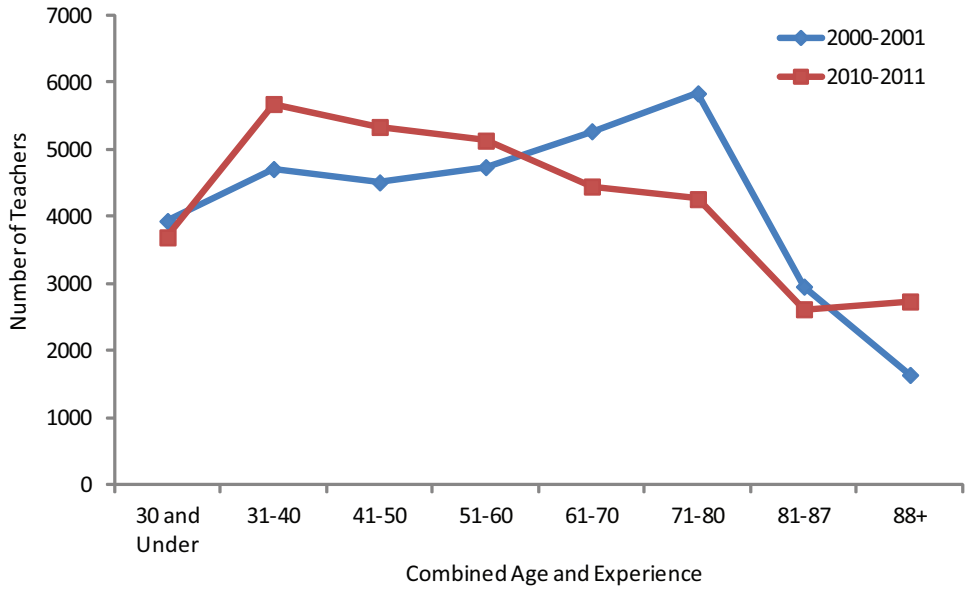
	2000-2001				2010-2011			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	3,692	3,692	10.9%	10.9%
31-40	4,711	8,647	14.0%	25.7%	5,681	9,373	16.8%	27.6%
41-50	4,512	13,159	13.4%	39.2%	5,338	14,711	15.7%	43.4%
51-60	4,739	17,898	14.1%	53.3%	5,135	19,846	15.1%	58.5%
61-70	5,274	23,172	15.7%	68.9%	4,451	24,297	13.1%	71.6%
71-80	5,839	29,011	17.4%	86.3%	4,262	28,559	12.6%	84.2%
81-87	2,958	31,969	8.8%	95.1%	2,621	31,180	7.7%	91.9%
88+	1,641	33,610	4.9%	100.0%	2,736	33,916	8.1%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Teacher Salaries

Salary information collected through the Fall BEDS in 2010-2011 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 2009-2010 and 2010-2011 that reported having administrative or support positions as well as 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 and 2010-2011. Full-time teachers were teachers with at least 180 contract days, base salary of at least $28,000, and a full-time contract in 2009-2010 and a full-time equivalency for licensed positions of 0.8 or higher in 2010-2011.

Average Regular Salary vs. Average Total Salary

The average regular salary and average total salary of full-time public school teachers are listed in Table 3-10. There is not a regular salary figure listed for 2000-2001 since salary data were not separated into regular and extra duty pay until 2001-2002. There was a slightly bigger difference between total salary and regular salary in 2010-2011 than in 2009-2010.

Table 3-10

Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary, 2000-2001, 2009-2010 and 2010-2011

	2000-2001	2009-2010	2010-2011
Average Regular Salary	N/A	$49,473	$49,794
Average Total Salary	$36,479	$50,697	$51,235
Difference	N/A	$1,224	$1,441
Percent Total Salary Greater Than Regular Salary	N/A	2.5%	2.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2009-2010 and 2010-2011 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

As seen in Table 3-11, in all three years shown the average total salary of full-time public school teachers was lowest in the smallest enrollment category and highest in the largest enrollment category.

Table 3-11

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category, 2000-2001, 2009-2010 and 2010-2011

	Average Total Salary			Percent Salary Change	
Enrollment Category	2000-2001	2009-2010	2010-2011	2000-2001 to 2010-2011	2009-2010 to 2010-2011
<300	$28,811	$41,436	$41,868	31.2%	1.0%
300-599	$31,557	$44,961	$45,410	30.5%	1.0%
600-999	$33,809	$47,969	$48,268	30.0%	0.6%
1,000-2,499	$35,912	$50,554	$50,816	29.3%	0.5%
2,500-7,499	$38,266	$53,033	$54,022	29.2%	1.9%
7,500+	$40,452	$54,069	$54,649	26.0%	1.1%
AEA	$36,196	$52,279	$54,026	33.0%	3.3%
State	$36,479	$50,697	$51,235	28.8%	1.1%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2009-2010 and 2010-2011 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salaries by AEA

The average regular salary was lowest in Prairie Lakes AEA and highest in Grant Wood AEA. The average total salary was lowest in Green Hills AEA and highest in Grant Wood AEA (Table 3-12).

Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2010-2011

AEA	Regular Salary	Total Salary
Keystone 1	$48,768	$50,137
AEA 267	$48,688	$50,095
Prairie Lakes 8	$47,434	$48,998
Mississippi Bend 9	$49,402	$51,334
Grant Wood 10	$51,871	$53,071
Heartland 11	$51,146	$52,623
Northwest 12	$51,188	$52,695
Green Hills 13	$47,465	$48,881
Great Prairie 15	$48,301	$49,401
State	$49,794	$51,235

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2009-2010 and 2010-2011 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 3-13 and Figure 3-3. Iowa's ranking for average salary decreased slightly from 25th in the Nation in 2008-2009 to 26th in the Nation in 2009-2010. Iowa's ranking among the Midwest states was 7th in 2008-2009 and 2009-2010.

Table 3-13

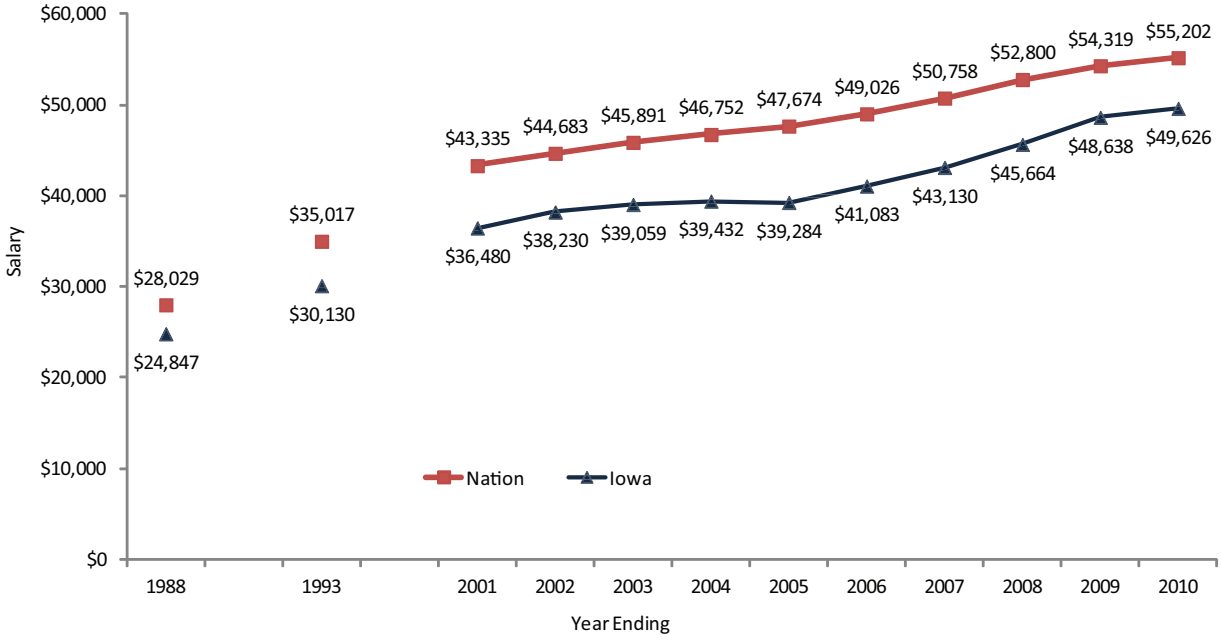
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2008-2009 and 2009-2010

	2008-2009			2009-2010		
Nation and State	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	**$54,274**			**$55,202**		
Illinois	$61,344	8	1	$62,077	8	1
Indiana	$49,569	24	6	$49,986	25	6
Iowa	**$48,638**	**25**	**7**	**$49,626**	**26**	**7**
Kansas	$46,237	37	8	$46,657	39	8
Michigan	$57,327	12	2	$57,958	12	2
Minnesota	$52,414	20	4	$52,431	20	4
Missouri	$44,249	48	10	$45,317	49	10
Nebraska	$44,968	43	9	$46,227	43	9
North Dakota	$41,654	50	11	$42,964	50	11
Ohio	$54,656	15	3	$55,958	14	3
South Dakota	$35,070	51	12	$38,837	51	12
Wisconsin	$51,121	21	5	$51,264	23	5

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

Figure 3-3

Average Salaries of Public School Teachers for Iowa and the Nation, 1987-1988, 1992-1993, and 2000-2001 to 2009-2010



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

Teacher Salary Comparisons with Other Occupational Groups

The average salaries of teachers and other occupational groups in Iowa in 2009 and 2010 are listed in Table 3-14. The average regular salary of teachers increased over 2 percent between 2009 and 2010. Interior Designers had the greatest annual average salary increase comparing to other occupations listed.

Table 3-14

Iowa Salary Comparisons by Occupation, 2009 and 2010

Occupation	2009	2010	Percent Change 2009 to 2010
Electrical Engineer	$78,600	$77,030	-2.0%
Civil Engineer	$75,420	$75,150	-0.4%
Computer Software Engineer, Applications	$73,310	$72,972	-0.5%
Computer Programmer	$64,260	$64,550	0.5%
Accountant & Auditor	$58,460	$60,840	4.1%
Speech-Language Pathologist	$57,610	$60,940	5.8%
Registered Nurse	$51,930	$51,970	0.1%
Teacher	$48,464	$49,473	2.1%
Child,Family and School Social Worker	$39,360	$39,040	-0.8%
Interior Designer	$39,170	$43,400	10.8%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2009 and May 2010.

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 3-15 shows that in 2000-2001 about half of full-time teachers had contract days between 186 and 190 days. In 2009-2010 and 2010-2011, 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.

Table 3-15

Distribution of Contract Days for Full-Time Public School Teachers, 2000-2001, 2009-2010, and 2010-2011

	Number			Percent			Cumulative Percent		
Number of Contract Days	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
180-185	2,089	1,351	1,487	6.2%	3.9%	4.4%	6.2%	3.9%	4.4%
186-190	16,449	11,733	13,294	49.0%	33.9%	39.2%	55.2%	37.8%	43.6%
191-195	13,136	17,473	15,372	39.1%	50.4%	45.3%	94.3%	88.2%	88.9%
196+	1,932	4,083	3,763	5.8%	11.8%	11.1%	100.0%	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Grades 9-12 Teacher Assignments

The average number of grade 9-12 teaching assignments for full-time public school grade 9-12 teachers in the state was about the same for each year presented in Table 3-16. In all three years, grade 9-12 teachers in the smallest enrollment category had the highest average number of assignments. In 2010-2011, an unlimited number of assignments could be reported for each teacher. The largest number of unique assignments was twelve. A little over half of grade 9-12 teachers in 2010-2011 had two assignments or less (Table 3-17).

Table 3-16

Average Number of Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category, 2000-2001, 2009-2010 and 2010-2011

	2000-2001			2009-2010			2010-2011		
Enrollment Category	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	55	476	3.6	53	392	3.6
300-599	116	2,084	3.4	111	2,095	3.0	116	1,891	3.2
600-999	104	2,587	3.1	87	2,209	2.9	80	1,762	2.9
1,000-2,499	83	3,335	2.7	76	3,210	2.5	78	2,770	2.5
2,500-7,499	24	2,052	2.2	22	2,112	2.1	22	1,878	2.1
7,500+	9	2,480	2.1	10	2,779	2.2	10	2,500	2.2
State	374	12,817	2.7	361	12,881	2.6	359	11,193	2.6

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Only includes grade 9-12 teaching assignments for 2009-2010 and 2010-2011 for a teacher that has at least one 9-12 assignment.

Table 3-17

Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2010-2011

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,084	36.5%	36.5%
2	2,339	20.9%	57.4%
3	1,929	17.2%	74.6%
4	1,312	11.7%	86.3%
5	745	6.7%	93.0%
6	430	3.8%	96.8%
7	184	1.6%	98.5%
8	96	0.9%	99.3%
9	47	0.4%	99.8%
10	19	0.2%	99.9%
11	4	0.0%	100.0%
12	4	0.0%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Only includes grade 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 2000-2001 to 2010-2011 are displayed in Figure 3-4. The large decrease in the pupil-teacher ratio between 2003-2004 and 2004-2005 can most likely be attributed to the change in the data collection in 2004-2005. The state level pupil teacher ratio increased between 2009-2010 and 2010-2011 (Figure 3-5). In 2009-2010 and 2010-2011, the pupil teacher ratios were higher in the larger enrollment categories than in the smaller enrollment categories (Figure 3-5 and Table 3-18).

Figure 3-4

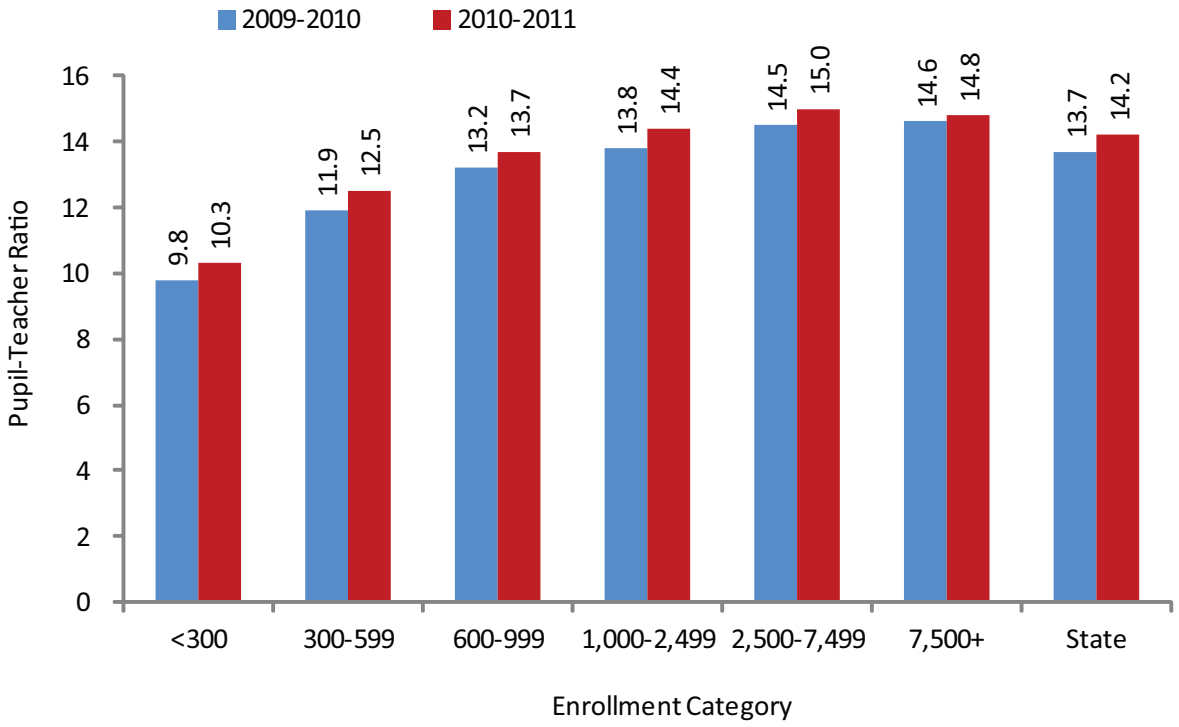
Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2010-2011

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: 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 from 2004-2005 forward.

Figure 3-5

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2009-2010 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-18

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2010-2011

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	9,764	952.1	10.3
300-599	52,193	4,169.8	12.5
600-999	59,207	4,336.1	13.7
1,000-2,499	118,149	8,199.1	14.4
2,500-7,499	95,780	6,397.0	15.0
7,500+	133,596	9,015.7	14.8
State	468,689	33,069.8	14.2

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Instructional Aides

Instructional aides are non-licensed staff members who provide assistance to teachers in the classroom. The number of full-time equivalent (FTE) instructional aides in the state increased between 2000-2001 and 2010-2011 and decreased between 2009-2010 and 2010-2011. The 300-599 enrollment category was the only enrollment category to see an increase in the number of FTE instructional aides between 2009-2010 and 2010-2011.

Table 3-19

Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2009-2010 and 2010-2011

	Number of Full-Time Equivalent (FTE) Aides				
Enrollment Category	2000-2001	2009-2010	2010-2011	% Change in FTE Aides 2000-2001 to 2010-2011	% Change in FTE Aides 2009-2010 to 2010-2011
<300	113.4	267.5	252.4	122.6%	-5.6%
300-599	685.9	1,122.7	1,245.8	81.6%	11.0%
600-999	1,054.0	1,438.4	1,338.3	27.0%	-7.0%
1,000-2,499	2,023.3	2,586.6	2,567.7	26.9%	-0.7%
2,500-7,499	1,681.6	1,997.1	1,890.7	12.4%	-5.3%
7,500+	2,204.5	2,936.0	2,776.3	25.9%	-5.4%
State	7,762.7	10,348.3	10,071.3	29.7%	-2.7%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Figures may not total due to rounding.

Principal Characteristics

Characteristics of Principals

Table 3-20 shows the characteristics of full-time principals in public and nonpublic schools. In the past ten years, the percent of female principals in public schools has increased while the percent of female principals in nonpublic schools has decreased. The percent of public school principals with advanced degrees has decreased in the past ten years. In the past ten years, the percent of principals that are minorities has decreased in public schools and increased in nonpublic schools.

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2009-2010 and 2010-2011

	Public			Nonpublic		
Characteristics	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
Average Age	47.8	46.9	46.6	49.0	50.2	49.7
Percent Female	30.6%	38.5%	39.7%	50.5%	43.3%	46.6%
Percent Minority	3.5%	2.9%	2.6%	1.0%	2.9%	3.0%
Percent Advanced Degree	96.0%	85.4%	85.5%	90.5%	83.7%	91.0%
Average Total Experience	22.4	21.2	20.6	23.3	24.7	24.3
Average District/AEA Experience	11.8	9.8	9.5	8.7	9.8	10.1
Number of Principals	1,124	1,164	1,173	105	104	133

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Figures for public school principals include AEA principals.

Characteristics of Public School Principals by Enrollment Category

The characteristics of full-time public school principals are listed by enrollment category in Table 3-21. The percent of female principals and minority principals was higher in the largest enrollment categories than in the smallest enrollment categories. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category and lowest in the 600-999 enrollment category.

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2010-2011

Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	64	49.6	29.7%	0.0%	82.8%	22.2	10.6
300-599	207	46.0	33.8%	0.0%	81.2%	20.4	8.9
600-999	191	45.2	28.3%	1.0%	80.1%	20.2	8.1
1,000-2,499	288	46.9	35.4%	1.0%	86.1%	21.8	9.6
2,500-7,499	177	46.0	43.5%	2.3%	90.4%	20.7	9.5
7,500+	243	47.4	59.3%	8.6%	89.7%	19.4	10.8
AEA	3	47.3	0.0%	0.0%	100.0%	22.0	13.3
State	1,173	46.6	39.7%	2.6%	85.5%	20.6	9.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Principal Characteristics—Gender Comparisons

The percent of public school principals that were minorities and the percent with advanced degrees was higher for females than for males. The average age and years of experience was also higher for female principals than for male principals. The average total salary of principals was slightly higher for males than females (Table 3-22).

Table 3-22

Gender Comparison of Iowa Full-Time Public School Principals, 2010-2011

Characteristics	Female	Male
Average Age	48.0	45.6
Percent Minority	2.8%	2.4%
Percent Advanced Degree	87.6%	84.2%
Average Total Experience	21.2	20.2
Average District/AEA Experience	11.0	8.6
Average Total Salary	$87,343	$87,874
Number of Principals	466	707

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Principal Age and Experience

As shown in Table 3-23 and Figure 3-6, the largest percent of principals in 2000-2001 were between the ages of 51 and 55 and the largest percent of principals in 2010-2011 were between ages 41 and 45. 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. The percent of principals with combined age and experience of 88 years or more increased between 2000-2001 and 2010-2011 (Table 3-24 and Figure 3-7).

Table 3-23

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2010-2011

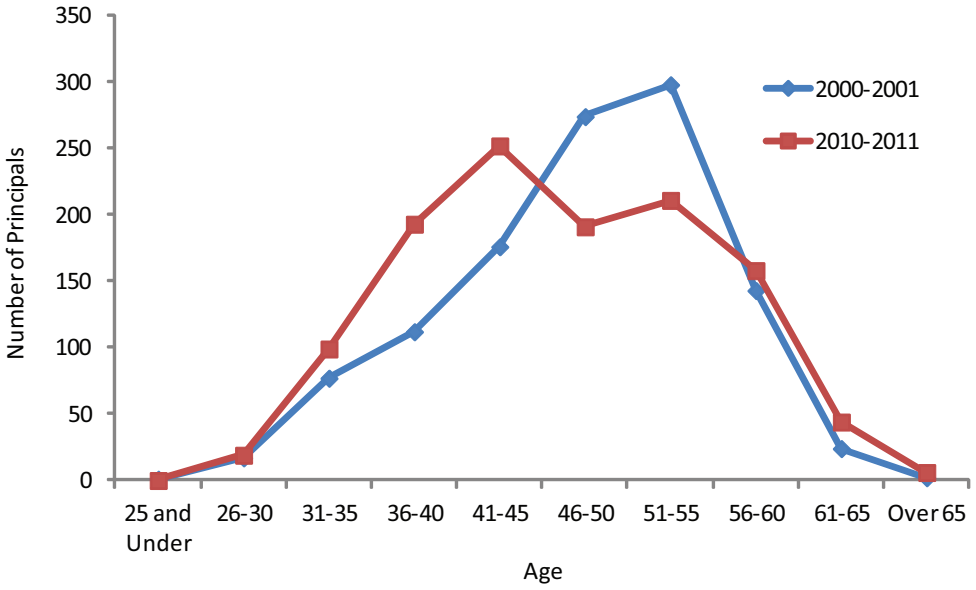
	2000-2001				2010-2011			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	19	19	1.6%	1.6%
31-35	77	95	6.9%	8.5%	99	118	8.4%	10.1%
36-40	112	207	10.0%	18.4%	193	311	16.5%	26.5%
41-45	176	383	15.7%	34.1%	252	563	21.5%	48.0%
46-50	274	657	24.4%	58.5%	191	754	16.3%	64.3%
51-55	298	955	26.5%	85.0%	211	965	18.0%	82.3%
56-60	143	1,098	12.7%	97.7%	158	1,123	13.5%	95.7%
61-65	24	1,122	2.1%	99.8%	44	1,167	3.8%	99.5%
Over 65	2	1,124	0.2%	100.0%	6	1,173	0.5%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Table 3-24

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2010-2011

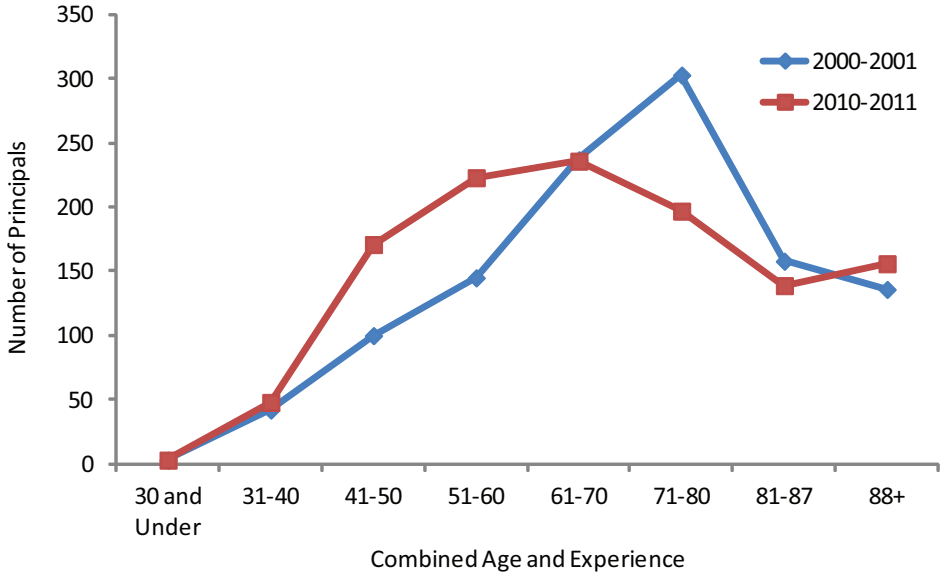
	2000-2001				2010-2011			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	3	3	0.3%	0.3%
31-40	42	45	3.7%	4.0%	48	51	4.1%	4.3%
41-50	100	145	8.9%	12.8%	171	222	14.6%	18.9%
51-60	145	290	12.9%	25.6%	223	445	19.0%	37.9%
61-70	237	527	21.1%	46.5%	236	681	20.1%	58.1%
71-80	303	830	27.0%	73.2%	197	878	16.8%	74.9%
81-87	158	988	14.1%	87.1%	139	1,017	11.8%	86.7%
88+	136	1,124	12.1%	99.1%	156	1,173	13.3%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Figure 3-7

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Principal Salaries

Principal Salaries by Enrollment Category

The smallest enrollment category had the smallest increase in average salary of principals and the largest enrollment category had the largest increase in average salary of principals between 2009-2010 and 2010-2011 (Table 3-25).

Table 3-25

Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category, 2000-2001, 2009-2010, and 2010-2011

	Average Total Salary				Percent Salary Change	
Enrollment Category	2000-2001	2009-2010	2010-2011	Number of Principals 2010-2011	2000-2001 to 2010-2011	2009-2010 to 2010-2011
<300	$51,775	$74,925	$75,451	64	45.7%	0.7%
300-599	$54,331	$77,545	$78,734	207	44.9%	1.5%
600-999	$58,539	$79,702	$81,028	191	38.4%	1.7%
1,000-2,499	$64,381	$85,549	$87,301	288	35.6%	2.0%
2,500-7,499	$69,145	$93,907	$95,672	177	38.4%	1.9%
7,500+	$71,935	$95,709	$97,988	243	36.2%	2.4%
AEA	$69,796	$101,673	$112,703	3	61.5%	10.8%
State	$63,409	$85,913	$87,663	1,173	38.3%	2.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Superintendent Characteristics

Table 3-26 lists the characteristics of full-time public school superintendents in Iowa. The percent of female superintendents has increased since 2000-2001. The percent of superintendents with specialist/doctorate degrees has also increased in the past ten years.

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2009-2010 and 2010-2011

Characteristics	2000-2001	2009-2010	2010-2011
Average Age	52.1	51.4	51.1
Percent Female	5.8%	12.7%	14.0%
Percent Minority	0.9%	1.0%	1.0%
Percent Specialist/Doctorate Degree	59.2%	60.8%	61.1%
Average Total Experience	26.9	25.9	25.7
Average District Experience	8.0	7.2	7.5
Number of Superintendents	326	314	301

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Characteristics of Public School Superintendents by Enrollment Category

The characteristics of full-time public school superintendents in 2010-2011 are listed in Table 3-27. The largest enrollment category had the highest percent of female superintendents and the highest percent of superintendents with specialist/doctorate degree. The 600-999 enrollment category had the lowest percent of female superintendents. The 300-599 enrollment category had the lowest percent of superintendents with specialist/doctorate degree. The 1,000-2,499 enrollment category was the only enrollment category with minority superintendents.

Table 3-27

Characteristics of Iowa Full-Time Public School Superintendents by Enrollment Category, 2010-2011

Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	27	54.8	18.5%	0.0%	63.0%	29.3	10.7
300-599	92	50.3	9.8%	0.0%	53.3%	25.5	8.1
600-999	73	49.0	6.8%	0.0%	58.9%	24.8	7.0
1,000-2,499	77	51.4	20.8%	3.9%	68.8%	25.7	6.9
2,500-7,499	22	54.2	18.2%	0.0%	68.2%	29.3	7.3
7,500+	10	54.7	30.0%	0.0%	70.0%	17.3	2.5
State	301	51.1	14.0%	1.0%	61.1%	25.7	7.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Superintendent Characteristics—Gender Comparisons

Table 3-28 shows the characteristics of full-time public school superintendents by gender. The average age and the percent of superintendents with specialist/doctorate degrees was higher for females than males. The average years of experience was higher for males than females. The average total salary was higher for female superintendents than male superintendents.

Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2010-2011

Characteristics	Female	Male
Average Age	52.8	50.8
Percent Minority	0.0%	1.2%
Percent Specialist/Doctorate Degree	76.2%	58.7%
Average Total Experience	24.1	26.0
Average District Experience	7.1	7.6
Average Total Salary	$120,544	$118,363
Number of Superintendents	42	259

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Superintendent Age and Experience

Table 3-29 and Figure 3-8 show the age distribution of full-time public school superintendents. In 2000-2001 and 2010-2011 the highest percent of superintendents were between the age of 51 and 55. 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 between 2000-2001 and 2010-2011 (Table 3-30 and Figure 3-9).

Table 3-29

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2010-2011

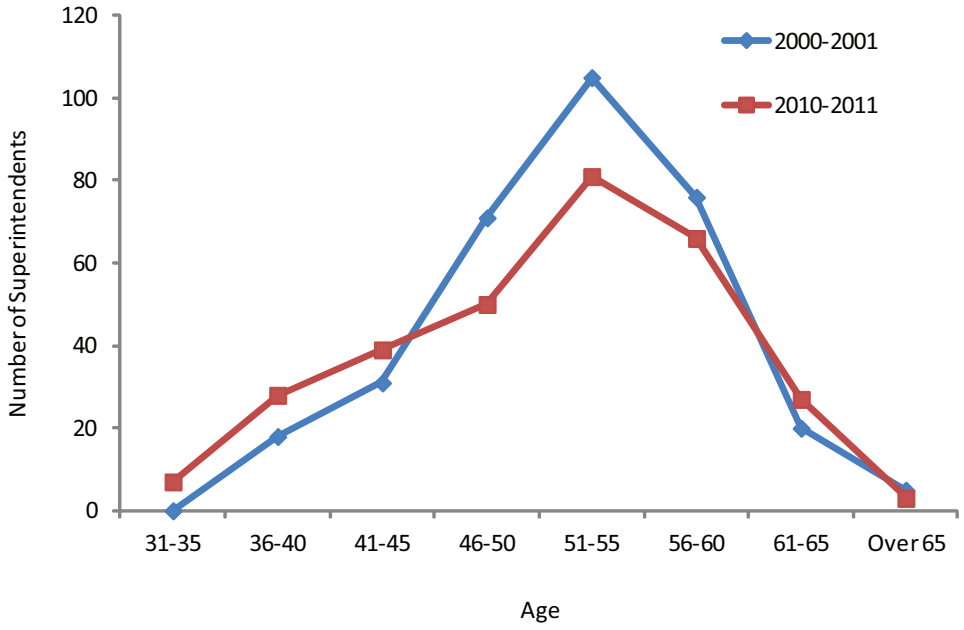
	2000-2001				2010-2011			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
31-35	0	0	0.0%	0.0%	7	7	2.3%	2.3%
36-40	18	18	5.5%	5.5%	28	35	9.3%	11.6%
41-45	31	49	9.5%	15.0%	39	74	13.0%	24.6%
46-50	71	120	21.8%	36.8%	50	124	16.6%	41.2%
51-55	105	225	32.2%	69.0%	81	205	26.9%	68.1%
56-60	76	301	23.3%	92.3%	66	271	21.9%	90.0%
61-65	20	321	6.1%	98.5%	27	298	9.0%	99.0%
Over 65	5	326	1.5%	100.0%	3	301	1.0%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Figure 3-8

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 3-30

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-2001 and 2010-2011

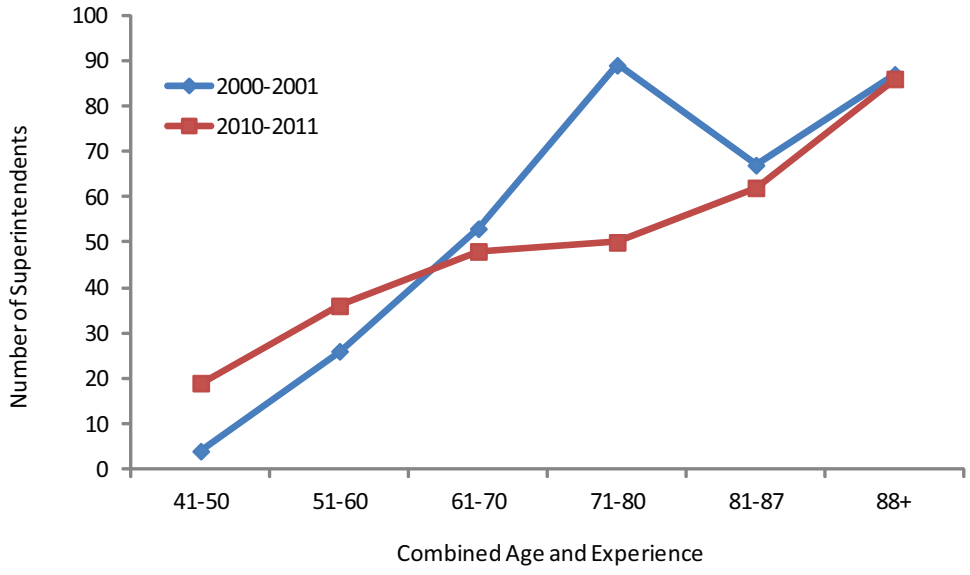
	2000-2001				2010-2011			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
41-50	4	4	1.2%	1.2%	19	19	6.3%	6.3%
51-60	26	30	8.0%	9.2%	36	55	12.0%	18.3%
61-70	53	83	16.3%	25.5%	48	103	15.9%	34.2%
71-80	89	172	27.3%	52.8%	50	153	16.6%	50.8%
81-87	67	239	20.6%	73.3%	62	215	20.6%	71.4%
88+	87	326	26.7%	100.0%	86	301	28.6%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Figure 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Superintendent Salaries

Superintendent Salaries by Enrollment Category

The largest enrollment category had the greatest increase in superintendent salary between 2000-2001 and 2010-2011. The 300-599 enrollment category had the greatest increase in superintendent salary between 2009-2010 and 2010-2011 (Table 3-31).

Table 3-31

Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category, 2000-2001, 2009-2010, and 2010-2011

Enrollment Category	Average Total Salary 2000-2001	Average Total Salary 2009-2010	Average Total Salary 2010-2011	Number of Superintendents 2010-2011	Percent Salary Change 2000-2001 to 2010-2011	Percent Salary Change 2009-2010 to 2010-2011
<300	$63,569	$88,545	$90,505	27	42.4%	2.2%
300-599	$71,049	$104,114	$108,800	92	53.1%	4.5%
600-999	$76,935	$108,748	$110,380	73	43.5%	1.5%
1,000-2,499	$85,772	$125,157	$126,957	77	48.0%	1.4%
2,500-7,499	$104,464	$157,163	$159,291	22	52.5%	1.4%
7,500+	$125,036	$187,519	$192,775	10	54.2%	2.8%
State	$79,836	$115,373	$118,667	301	48.6%	2.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

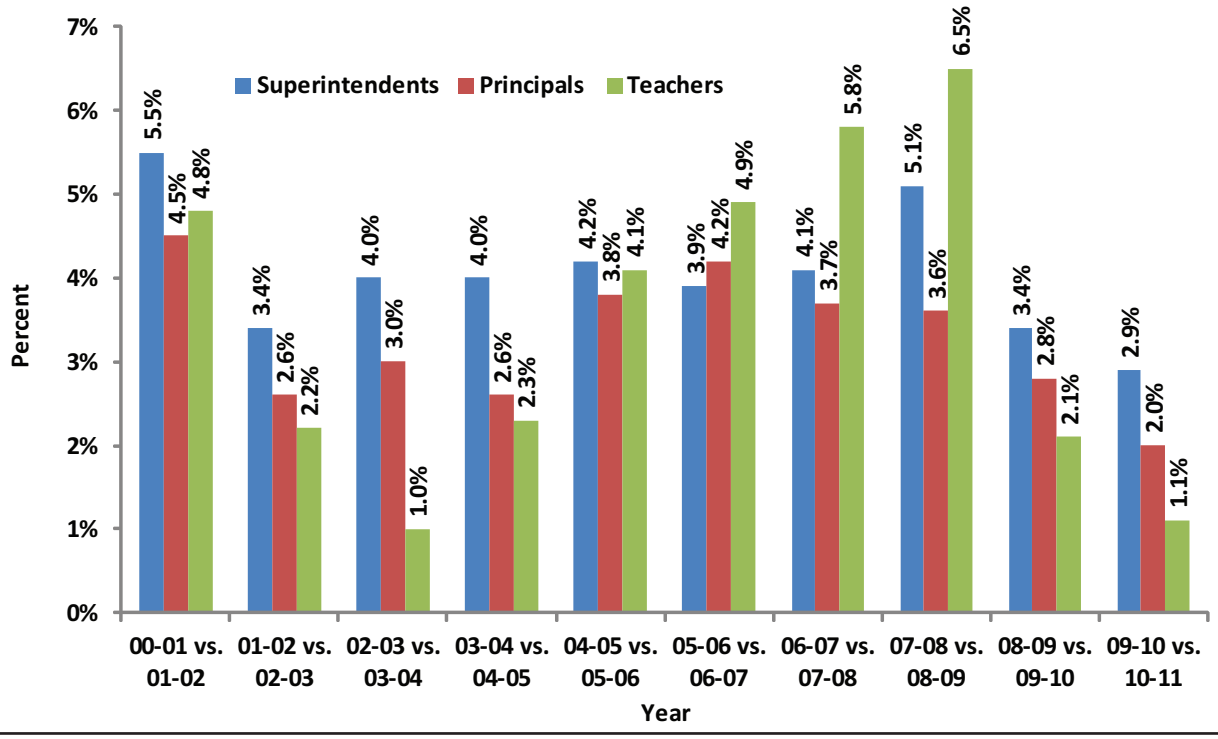
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Teacher, Principal, and Superintendent Salary Comparison

The average salary of superintendents had a higher percent increase than the average salary of teachers and principals from 2000-2001 to 2005-2006, and in 2009-2010 and 2010-2011. 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 2010-2011, teachers had the lowest percent increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents 2000-2001 vs. 2001-2002 to 2009-2010 vs. 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-32

Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by Enrollment Category, 2000-2001, and 2010-2011

	2000-2001			2010-2011		
Enrollment Category	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	$28,811	$51,775	$63,569	$41,868	$75,451	$90,505
300-599	$31,557	$54,331	$71,049	$45,410	$78,734	$108,800
600-999	$33,809	$58,539	$76,935	$48,268	$81,028	$110,380
1,000-2,499	$35,912	$64,381	$85,772	$50,816	$87,301	$126,957
2,500-7,499	$38,266	$69,145	$104,464	$54,022	$95,672	$159,291
7,500+	$40,452	$71,935	$125,036	$54,649	$97,988	$192,775
AEA	$36,196	$69,796	-	$54,026	$112,703	-
State	$36,479	$63,409	$79,836	$51,235	$87,663	$118,667

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Includes AEA staff.
Teacher figures for 2010-2011 represent average salaries for full-time public school staff with teaching position codes. There were approximately 5,000 full-time public school staff in 2010-2011 with teaching position codes who also reported that they served in the capacity of administrator and/or student support personnel. Average salaries for these staff include salaries for these additional responsiblities.

Public School Guidance Counselors

Guidance Counselor Characteristics

Over the past ten years, the percent of female guidance counselors has increased more than 10 percentage points and the percent of minority guidance counselors has increased slightly. The percent of guidance counselors with advanced degrees has decreased over the past ten years (Table 3-33).

All districts are required by the 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. As seen in Table 3-34, the number of full-time guidance counselors in the state decreased between 2009-2010 and 2010-2011. The number of part-time guidance counselors increased between 2009-2010 and 2010-2011.

Table 3-33

Characteristics of Iowa Full-Time Public School Guidance Counselors, 2000-2001, 2009-2010 and 2010-2011

Characteristics	2000-2001	2009-2010	2010-2011
Average Age	46.4	45.1	44.3
Percent Female	64.2%	74.0%	75.6%
Percent Minority	1.6%	2.4%	2.2%
Percent Advanced Degree	86.9%	83.7%	84.6%
Average Total Experience	18.8	17.2	16.6
Average District Experience	12.1	10.6	10.2
Number of Guidance Counselors	1,194	1,225	1,162

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Table 3-34

Full-Time and Part-Time Iowa Public School Guidance Counselors by Enrollment Category, 2000-2001, 2009-2010, and 2010-2011

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
<300	38	55	53	13	29	25	5	8	11
300-599	116	111	116	129	136	143	15	10	12
600-999	104	87	80	189	172	152	14	11	4
1,000-2,499	83	76	78	310	302	295	8	3	6
2,500-7,499	24	22	22	247	257	242	8	4	11
7,500+	9	10	10	306	329	305	15	12	12
State	374	361	359	1,194	1,225	1,162	65	48	56

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Guidance Counselor Age and Experience

In 2000-2001, the highest percent of guidance counselors were between 51 and 55 years old. The highest percent of guidance counselors were between 36 and 40 years old in 2010-2011 (Table 3-35 and Figure 3-11). Guidance counselors 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. A higher percent of guidance counselors were eligible to retire in 2010-2011 than in 2000-2001 (Table 3-36 and Figure 3-12).

Table 3-35

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2010-2011

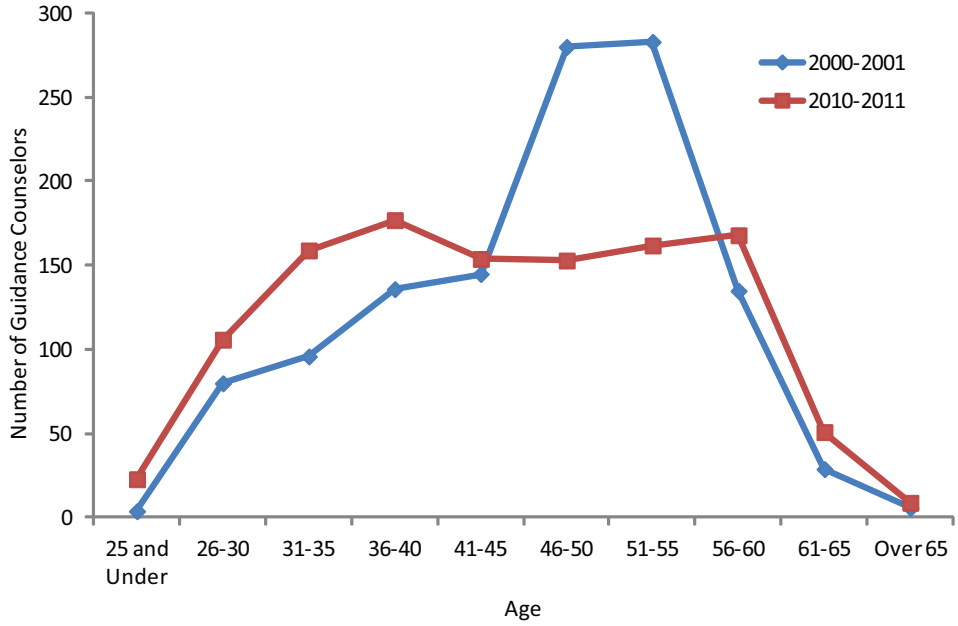
	2000-2001				2010-2011			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	23	23	2.0%	2.0%
26-30	80	84	6.7%	7.0%	106	129	9.1%	11.1%
31-35	96	180	8.0%	15.1%	159	288	13.7%	24.8%
36-40	136	316	11.4%	26.5%	177	465	15.2%	40.0%
41-45	145	461	12.1%	38.6%	154	619	13.3%	53.3%
46-50	280	741	23.5%	62.1%	153	772	13.2%	66.4%
51-55	283	1,024	23.7%	85.8%	162	934	13.9%	80.4%
56-60	135	1,159	11.3%	97.1%	168	1,102	14.5%	94.8%
61-65	29	1,188	2.4%	99.5%	51	1,153	4.4%	99.2%
Over 65	6	1,194	0.5%	100.0%	9	1,162	0.8%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Figure 3-11

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Table 3-36

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors, 2000-2001 and 2010-2011

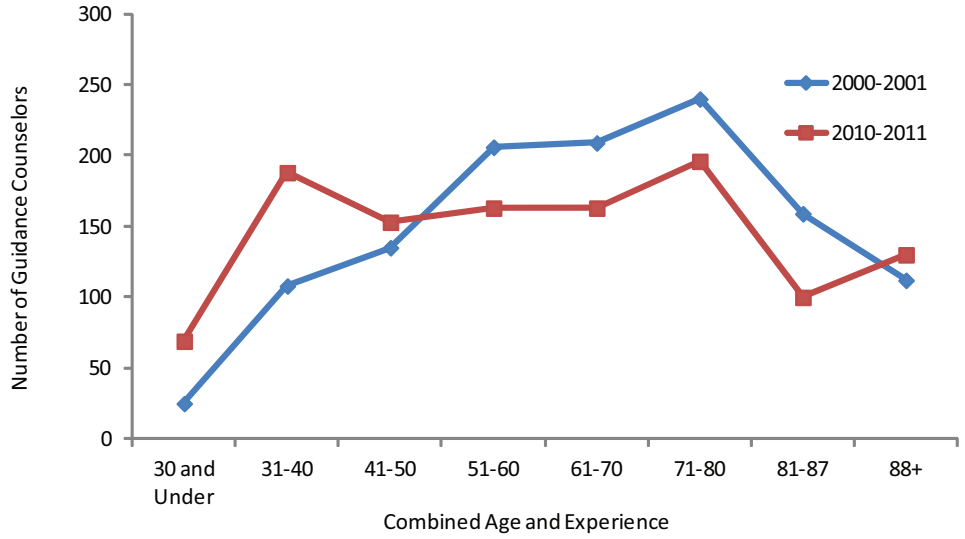
	2000-2001				2010-2011			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	69	69	5.9%	5.9%
31-40	108	133	9.0%	11.1%	188	257	16.2%	22.1%
41-50	135	268	11.3%	22.4%	153	410	13.2%	35.3%
51-60	206	474	17.3%	39.7%	163	573	14.0%	49.3%
61-70	209	683	17.5%	57.2%	163	736	14.0%	63.3%
71-80	240	923	20.1%	77.3%	196	932	16.9%	80.2%
81-87	159	1,082	13.3%	90.6%	100	1,032	8.6%	88.8%
88+	112	1,194	9.4%	100.0%	130	1,162	11.2%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Figure 3-12

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors, 2000-2001 and 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Guidance Counselor Salaries

The 1,000-2,499 was the only enrollment category to have a decrease in average salary of full-time guidance counselors between 2009-2010 and 2010-2011 (Table 3-37).

Table 3-37

Average Total Salary of Iowa Full-Time Public School Guidance Counselors by Enrollment Category, 2000-2001, 2009-2010 and 2010-2011

	Average Total Salary			Percent Salary Change	
Enrollment Category	2000-2001	2009-2010	2010-2011	2000-2001 to 2010-2011	2009-2010 to 2010-2011
<300	$33,912	$44,489	$46,219	36.3%	3.9%
300-599	$35,907	$49,707	$50,174	39.7%	0.9%
600-999	$37,702	$51,829	$52,314	38.8%	0.9%
1,000-2,499	$41,062	$56,535	$56,448	37.5%	-0.2%
2,500-7,499	$44,628	$59,357	$60,250	35.0%	1.5%
7,500+	$46,886	$61,148	$61,178	30.5%	0.0%
State	$42,126	$56,662	$56,948	35.2%	0.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, 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. Table 3-38 shows that the percent of female library/media specialists has increased over the past ten years while the percent of minority library/media specialists has decreased.

Districts are 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 library/media specialists has decreased while the number of part-time library/media specialists has increased since 2000-2001 (Table 3-39).

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists, 2000-2001, 2009-2010 and 2010-2011

Characteristics	2000-2001	2009-2010	2010-2011
Average Age	48.5	49.8	49.5
Percent Female	90.6%	94.0%	95.1%
Percent Minority	0.8%	0.4%	0.2%
Percent Advanced Degree	59.6%	56.0%	59.2%
Average Total Experience	19.6	20.0	19.3
Average District Experience	14.3	14.3	13.5
Number of Library/Media Specialists	636	534	507

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Table 3-39

Full-Time and Part-Time Iowa Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2009-2010 and 2010-2011

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
<300	38	55	53	8	18	19	11	14	14
300-599	116	111	116	82	62	71	20	23	27
600-999	104	87	80	107	65	62	8	5	7
1,000-2,499	83	76	78	174	134	117	9	4	10
2,500-7,499	24	22	22	134	118	110	3	3	6
7,500+	9	10	10	131	137	128	7	4	6
State	374	361	359	636	534	507	58	53	70

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Licensed Library/Media Specialist Salaries

For each year presented in Table 3-40 the average salaries of licensed library/media specialists were higher in the larger enrollment categories than the smaller enrollment categories.

Table 3-40

Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2009-2010, and 2010-2011

	Average Total Salary			Percent Salary Change	
Enrollment Category	2000-2001	2009-2010	2010-2011	2000-2001 to 2010-2011	2009-2010 and 2010-2011
<300	$28,997	$44,478	$44,925	54.9%	1.0%
300-599	$33,415	$48,382	$49,335	47.6%	2.0%
600-999	$35,926	$50,497	$49,599	38.1%	-1.8%
1,000-2,499	$39,377	$54,677	$54,978	39.6%	0.6%
2,500-7,499	$42,276	$58,496	$60,129	42.2%	2.8%
7,500+	$45,636	$61,204	$62,103	36.1%	1.5%
State	$39,797	$55,612	$56,070	40.9%	0.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Library/Media Associates FTE by Enrollment Category

Library/media associates are staff members that support the library/media specialists in the library/media center. The number of library/media associates has decreased in the past ten years (Table 3-41).

Table 3-41

Iowa Public School Library/Media Associates by Enrollment Category, 2000-2001, 2009-2010, and 2010-2011

	Number of Full-Time Equivalent (FTE) Associates				
Enrollment Category	2000-2001	2009-2010	2010-2011	% Change in FTE Aides 2000-2001 to 2010-2011	% Change in FTE Aides 2009-2010 to 2010-2011
<300	26.3	32.5	18.2	-30.7%	-43.9%
300-599	143.9	129.4	69.2	-51.9%	-46.5%
600-999	204.2	165.2	82.5	-59.6%	-50.1%
1,000-2,499	284.1	237.4	109.4	-61.5%	-53.9%
2,500-7,499	246.8	138.4	30.8	-87.5%	-77.8%
7,500+	180.1	102.2	53.3	-70.4%	-47.9%
State	1,085.4	805.1	363.4	-66.5%	-54.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

AEA Licensed Staff Characteristics

There were nine area education agencies (AEAs) in Iowa in 2010-2011. 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. As seen in Table 3-42 the percent of female AEA staff has increased and the percent of minority AEA staff has increased over the past ten years. The percent of staff with advanced degrees has also increased. Almost half of the AEA staff in 2010-2011 held a Special Education Support position and more than 20 percent of the AEA staff were special education consultants, directors, or teachers (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2009-2010 and 2010-2011

Characteristics	2000-2001	2009-2010	2010-2011
Average Age	44.9	46.3	46.4
Percent Female	77.0%	86.3%	87.3%
Percent Minority	1.0%	1.7%	1.9%
Percent Advanced Degree	78.3%	82.2%	84.6%
Average Total Experience	17.2	18.8	18.9
Average Number of Contract Days	197.2	197.9	196.2
Average Total Salary	$44,129	$62,116	$63,046
Number of AEA Staff	2,337	2,373	2,353

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-43

Number of Full-Time AEA Licensed Staff by Position, 2010-2011

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	66	2.8%
Content/Curriculum Consultant	243	10.3%
Coordinator/Department Head	32	1.4%
Counselor	3	0.1%
Early Childhood Special Education	81	3.4%
Home Intervention Teacher	49	2.1%
Hospital/Homebound Teacher	1	0.0%
Itinerant Teacher	63	2.7%
Nurse (SPR on file with BOEE)	9	0.4%
Other Administrator	20	0.8%
Principal	3	0.1%
Regular Education Teacher	30	1.3%
Social Worker	101	4.3%
Special Education Support	1,090	46.2%
Special Education Consultant	271	11.5%
Special Education Director	9	0.4%
Special Education Teacher	239	10.1%
Specialist	12	0.5%
Supervisor	14	0.6%
Teacher Librarian/Media Specialist	8	0.3%
Total	2,353	99.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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

Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2010-2011. AEA 267 had the highest percent of districts. However, Heartland AEA had the highest percent of public school and nonpublic school licensed staff. Mississippi Bend AEA had the lowest percent of districts. Keystone AEA had the lowest percent of public school licensed staff and Green Hills AEA had the lowest percent of nonpublic school licensed staff.

Table 3-44

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEA, 2010-2011

	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
AEA	N	%	N	%	N	%
Keystone 1	24	6.7%	2,539	6.3%	382	14.5%
AEA 267	60	16.7%	5,459	13.6%	294	11.1%
Prairie Lakes 8	46	12.8%	2,723	6.8%	203	7.7%
Mississippi Bend 9	22	6.1%	3,961	9.9%	229	8.7%
Grant Wood 10	32	8.9%	5,444	13.6%	359	13.6%
Heartland 11	54	15.0%	10,269	25.6%	562	21.3%
Northwest 12	36	10.0%	3,172	7.9%	417	15.8%
Green Hills 13	50	13.9%	3,373	8.4%	89	3.4%
Great Prairie 15	35	9.7%	3,192	8.0%	104	3.9%
State	359	100.0%	40,132	100.0%	2,639	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, 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

Iowa Code (256.11) requires each school district to have a nurse that is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. Registered Nurses that are licensed by the Board of Nursing, have a baccalaureate degree, and have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BoEE) are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses that are licensed by the Board of Nursing, have an associate degree or diploma may practice in a school district, but they do not qualify for a school nurse SPR. These nurses are reported as non-licensed staff on the Fall BEDS staff collection. The nurse full-time equivalent (FTE) counts listed in Table 3-45 include nurses with a SPR and nurses without a SPR. The number of FTE nurses in the state decreased between 2009-2010 and 2010-2011.

Table 3-45

Iowa Public School Nurse FTE by Enrollment Category, 2009-2010 and 2010-2011

Enrollment Category	2009-2010	2010-2011	% Change in FTE Nurses 2009-2010 to 2010-2011
<300	17.8	16.2	-9.0%
300-599	87.7	84.3	-3.9%
600-999	93.0	78.4	-15.7%
1,000-2,499	145.1	134.4	-7.4%
2,500-7,499	106.5	109.7	3.0%
7,500+	162.0	145.5	-10.2%
State	612.1	568.4	-7.1%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff file.

Note: Does not include AEA staff. Every district is required to have a nurse. Some districts 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, technology expenditures, and availability of computers.

Districts and Schools

The number of public school districts in Iowa has remained relatively stable over recent years. The number of districts without a public high school has increased in the last four years (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had two or more elementary and middle/junior high schools. In 2009-2010 and 2010-2011, about two-thirds of the school districts had a single elementary, middle and high schools (Table 4-2).

Table 4-1

Number of Iowa Public School Districts and Number of Districts Without a Public High School 2000-2001 to 2010-2011

Year	Number of Public School Districts	Number of Districts Without a Public High School	Percent of Districts Without a Public High School
2000-2001	374	23	6.1%
2001-2002	371	21	5.7%
2002-2003	371	24	6.5%
2003-2004	370	24	6.5%
2004-2005	367	26	7.1%
2005-2006	365	25	6.8%
2006-2007	365	25	6.8%
2007-2008	364	29	8.0%
2008-2009	362	30	8.3%
2009-2010	361	31	8.6%
2010-2011	359	31	8.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, address files.

Table 4-2

Iowa Public School Districts, Public School Buildings, and Nonpublic School Information 2000-2001, 2009-2010, and 2010-2011

	2000-2001	2009-2010	2010-2011
Total Number of Public School Districts	374	361	359
Total Number of Public School Buildings	1,531	1,468	1,434
Number of Districts with 1 to 3 Public School Buildings	137	231	236
Percent of Districts with 1 to 3 Public School Buildings	36.6%	64.0%	65.7%
Number of Districts with 4 to 6 Public School Buildings	183	94	89
Percent of Districts with 4 to 6 Public School Buildings	48.9%	26.0%	24.8%
Number of Districts with 7 to 9 Public School Buildings	32	18	17
Percent of Districts with 7 to 9 Public School Buildings	8.6%	5.0%	4.7%
Number of Districts with 10 or more Public School Buildings	22	18	17
Percent of Districts with 10 or more Public School Buildings	5.9%	5.0%	4.7%
Total Number of Nonpublic Schools	211	182	181

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, address files.

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 school years of 2004-2005, 2009-2010 and 2010-2011, the average number of Carnegie units offered and taught was directly correlated with enrollment categories (Table 4-3). With the exception of foreign language for districts with less than 300 students, all district sizes on average met or exceeded state minimum requirements in major curriculum areas. The districts with 7,500 students or more provided greatest average number of units in all subject areas listed.

Table 4-3

Average Curriculum Units Offered and Taught by Accreditation Area and District Enrollment Category 2004-2005, 2009-2010, and 2010-2011

		Enrollment Category						
	State Standards	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
	Minimum Units							
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
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
2010-2011								
Number of Districts		32	106	80	77	22	10	327
English/Language Arts	6	6.52	6.92	7.15	8.64	12.64	18.32	8.07
Mathematics	6	7.08	7.52	7.98	8.80	10.81	13.91	8.31
Science	5	5.81	6.22	6.64	7.18	9.90	14.73	7.02
Social Studies	5	5.18	5.31	5.49	6.27	8.74	14.12	6.07
Foreign Language	4	3.48	4.08	4.26	5.41	10.05	15.31	5.12
Fine Arts	3	5.12	5.72	5.57	7.52	12.64	18.79	7.16

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, Archived Course Group, winter 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 EASIER in 2004-2005. Along with the Iowa Student State ID System, EASIER can track a high school student's course-taken from 9th grade to 12th grade. A real four-year course-taken pattern is available for the first time for the Annual Condition of Education Report. Tables 4-4 to 4-9 describe Iowa 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 2011. 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 4-4 examines foreign language course enrollment in Iowa public high schools for the 2011 graduating class. Overall, 79 percent or more of the students in the graduating class of 2011 took at least one foreign language course between 2007-2008 and 2010-2011. The female enrollment in foreign languages was higher than male enrollment. The percent of students enrolled in foreign language courses was higher for the districts with enrollment above 1,000 than the districts in the small enrollment categories.

Table 4-4

Iowa Public High School Graduating Class of 2011 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Foreign Language Courses	489	3,547	3,825	7,492	5,689	7,062	28,104
Enrollment in Iowa Public High Schools in Each of the Last Four Years	620	4,286	4,675	9,021	6,598	8,497	33,697
% of Students Who Enrolled in Foreign Language Courses	78.9%	82.8%	81.8%	83.1%	86.2%	83.1%	83.4%
Female Enrollment in Foreign Language Courses	287	1,888	2,027	3,778	2,937	3,730	14,647
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	327	2,090	2,248	4,256	3,242	4,263	16,426
% of Female Students Who Enrolled in Foreign Language Courses	87.8%	90.3%	90.2%	88.8%	90.6%	87.5%	89.2%
Male Enrollment in Foreign Language Courses	202	1,659	1,798	3,714	2,752	3,332	13,457
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	293	2,196	2,427	4,765	3,356	4,234	17,271
% of Male Students Who Enrolled in Foreign Language Courses	68.9%	75.5%	74.1%	77.9%	82.0%	78.7%	77.9%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.

Note: The analysis includes the students who were in the Iowa public school system from 2007-2008 to 2010-2011.

Over 28,100 of the students in the graduating class of 2011 took at least one of the foreign language courses, more than 24,000 of them took Spanish (Table 4-5). Six other major languages French, German, Japanese, Italian, Chinese, and Russian, along with other foreign languages were taken by 5,000 students in that class. The enrollment in Table 4-5 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her course taken was in one language at different levels.

Table 4-5

Foreign Language Enrollment of Iowa Public High School Graduating Class of 2011 by Language

Language	Enrollment	Percent of Enrolled
Spanish	24,357	81.5%
French	2,877	9.6%
German	1,566	5.2%
Japanese	211	0.7%
Italian	170	0.6%
Chinese	126	0.4%
Russian	17	0.1%
Other Foreign Language	579	1.9%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter 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 4-6 shows the Algebra II course taken for the graduating class of 2011 by enrollment category. The total percent of the students who took Algebra II was 59. The female enrollment in Algebra II was higher than males. The districts in enrollment categories 300 and 999 had higher enrollment in Algebra II.

Table 4-6

Iowa Public High School Graduating Class of 2011 Non-Duplicate Enrollment in Algebra II by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	346	2,813	3,102	5,316	3,773	4,559	19,909
Enrollment in Iowa Public High Schools in Each of the Last Four Years	620	4,286	4,675	9,021	6,598	8,497	33,697
% of Students Who Enrolled in Algebra II	55.8%	65.6%	66.4%	58.9%	57.2%	53.7%	59.1%
Female Enrollment in Algebra II	199	1,442	1,643	2,643	1,953	2,393	10,273
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	327	2,090	2,248	4,256	3,242	4,263	16,426
% of Female Students Who Enrolled in Algebra II	60.9%	69.0%	73.1%	62.1%	60.2%	56.1%	62.5%
Male Enrollment in Algebra II	147	1,371	1,459	2,673	1,820	2,166	9,636
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	293	2,196	2,427	4,765	3,356	4,234	17,271
% of Male Students Who Enrolled in Algebra II	50.2%	62.4%	60.1%	56.1%	54.2%	51.2%	55.8%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.

Note: The analysis includes the students who were in the Iowa public school system from 2007-2008 to 2010-2011.

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 13,291 students (39.4 percent) in the 2011 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 4 percent higher than male enrollment. The percent of students enrolled in higher-level mathematics courses were higher for the districts with enrollment between 2,500 and 7,500 than the districts in other enrollment categories.

Table 4-7

Iowa Public High School Graduating Class of 2011 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	192	1,569	1,692	3,569	3,037	3,232	13,291
Enrollment in Iowa Public High Schools in Each of the Last Four Years	620	4,286	4,675	9,021	6,598	8,497	33,697
% of Students Who Enrolled in Higher-Level Mathematics	31.0%	36.6%	36.2%	39.6%	46.0%	38.0%	39.4%
Female Enrollment in Higher-Level Mathematics	113	808	885	1,738	1,564	1,689	6,797
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	327	2,090	2,248	4,256	3,242	4,263	16,426
% of Female Students Who Enrolled in Higher-Level Mathematics	34.6%	38.7%	39.4%	40.8%	48.2%	39.6%	41.4%
Male Enrollment in Higher-Level Mathematics	79	761	807	1,831	1,473	1,543	6,494
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	293	2,196	2,427	4,765	3,356	4,234	17,271
% of Male Students Who Enrolled in Higher-Level Mathematics	27.0%	34.7%	33.3%	38.4%	43.9%	36.4%	37.6%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis includes the students who were in the Iowa public school system from 2007-2008 to 2010-2011. Higher-Level mathematics include calculus, statistics, and trigonometry.

Chemistry Enrollments - Higher-level Science

Table 4-8 shows the chemistry course taken data by enrollment category and by gender for the graduating class of 2011. Generally speaking, female students had larger percentage who took chemistry or advanced chemistry than male students. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2,500-7,499.

Table 4-8

Iowa Public High School Graduating Class of 2011 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	320	2,738	2,917	6,229	4,798	5,121	22,123
Enrollment in Iowa Public High Schools in Each of the Last Four Years	620	4,286	4,675	9,021	6,598	8,497	33,697
% of Students Who Enrolled in Chemistry	51.6%	63.9%	62.4%	69.0%	72.7%	60.3%	65.7%
Female Enrollment in Chemistry	201	1,436	1,541	3,169	2,502	2,743	11,592
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	327	2,090	2,248	4,256	3,242	4,263	16,426
% of Female Students Who Enrolled in Chemistry	61.5%	68.7%	68.5%	74.5%	77.2%	64.3%	70.6%
Male Enrollment in Chemistry	119	1,302	1,376	3,060	2,296	2,378	10,531
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	293	2,196	2,427	4,765	3,356	4,234	17,271
% of Male Students Who Enrolled in Chemistry	40.6%	59.3%	56.7%	64.2%	68.4%	56.2%	61.0%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.

Note: The analysis includes the students who were in the Iowa public school system from 2007-2008 to 2010-2011.

Physics Enrollments - Higher-Level Science

More than 26 percent of the students took physics and advanced physics for the 2011 class (Table 4-9). The highest percentages of physics enrollment were in the districts with enrollment more than 7,500 students. Female physics enrollment was almost 7 percent less than the male enrollment for this class.

Table 4-9

Iowa Public High School Graduating Class of 2011 Non-Duplicate Enrollment in Physics by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	129	1,044	1,088	2,150	1,713	2,821	8,945
Enrollment in Iowa Public High Schools in Each of the Last Four Years	620	4,286	4,675	9,021	6,598	8,497	33,697
% of Students Who Enrolled in Physics	20.8%	24.4%	23.3%	23.8%	26.0%	33.2%	26.5%
Female Enrollment in Physics	62	434	490	813	695	1,300	3,794
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	327	2,090	2,248	4,256	3,242	4,263	16,426
% of Female Students Who Enrolled in Physics	19.0%	20.8%	21.8%	19.1%	21.4%	30.5%	23.1%
Male Enrollment in Physics	67	610	598	1,337	1,018	1,521	5,151
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	293	2,196	2,427	4,765	3,356	4,234	17,271
% of Male Students Who Enrolled in Physics	22.9%	27.8%	24.6%	28.1%	30.3%	35.9%	29.8%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.

Note: The analysis includes the students who were in the Iowa public school system from 2007-2008 to 2010-2011.

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 are 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 three years or more.

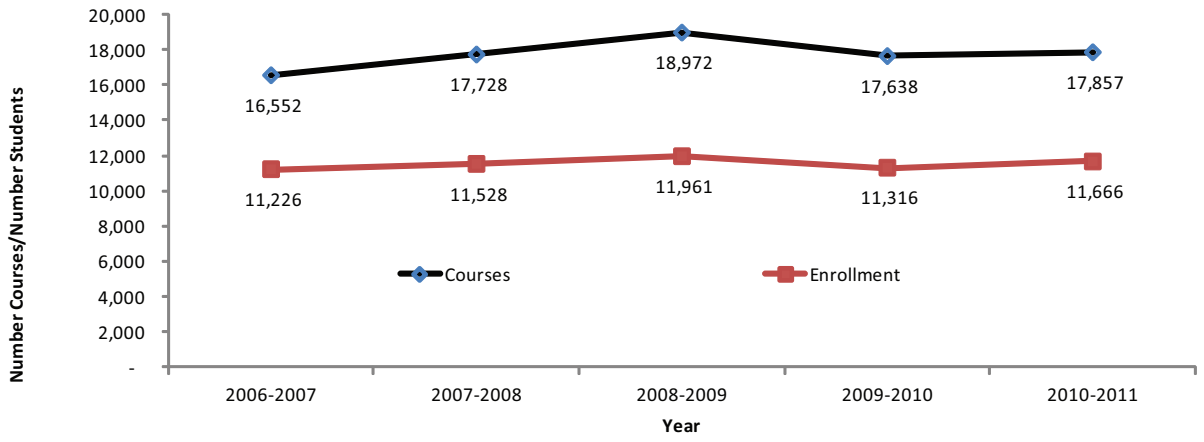
Advanced Placement (AP) Courses

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 nearly 40 AP courses to 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 4-1 shows a five year trend of AP courses taken by Iowa public high school students and AP enrollment from 2006-2007 to 2010-2011. In Iowa, more than 11,000 high school students took almost 18,000 AP courses each year. AP enrollments and courses taken are slightly higher in 2010-2011 than the figures in 2006-2007.

Figure 4-1

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2006-2007 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Each year, more than 50 percent of the Iowa districts (only those districts that had a public high school) had AP enrollments. However, a downward trend of AP enrollment districts is reported in Table 4-10.

Table 4-10

Iowa Districts with AP Enrollment 2006-2007 to 2010-2011

Year	Total # of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
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%
2010-2011	359	328	179	54.6%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

AP enrollments by grade are displayed in Table 4-11. In the last five years, about half of the AP enrollments were 12th graders. However, more students in grades 9 and 10 started to take AP in 2010-2011 than the earlier years.

Table 4-11

Number of Iowa School Students Taking AP Courses 2006-2007 to 2010-2011

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
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
2010-2011	390	1,719	3,857	5,700	11,666

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Table 4-12 and Figure 4-2 show the AP courses taken by subject areas. The distributions are similar from 2006-2007 to 2010-2011, the number one course taken was in social studies, followed by English language arts and science. Mathematics was the fourth highest course taken.

Table 4-12

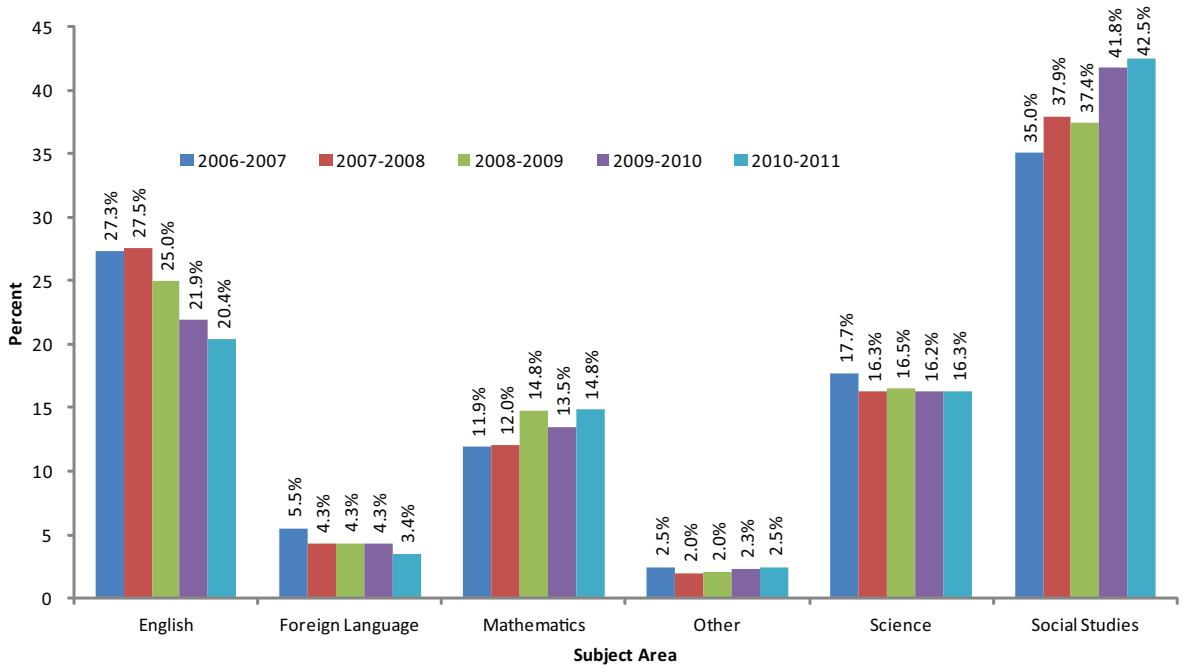
Iowa AP Courses Taken by Subject Areas 2006-2007 to 2010-2011

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
English Language Arts	4,524	4,884	4,735	3,859	3,646
Fine & Performance Arts	340	304	343	344	374
Foreign Language	916	756	818	756	616
Mathematics	1,970	2,132	2,809	2,386	2,648
Computer (Other)	70	46	41	62	69
Science	2,931	2,882	3,127	2,866	2,912
Social Studies	5,801	6,724	7,099	7,365	7,592
Total Courses Taken	16,552	17,728	18,972	17,638	17,857

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Figure 4-2

Iowa AP Courses Taken by Subject Areas 2006-2007 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

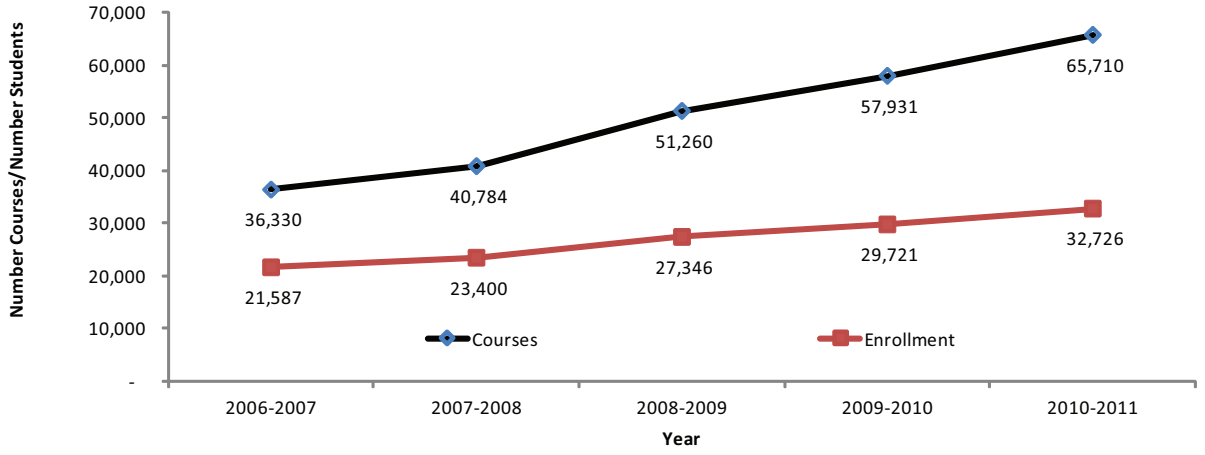
Concurrent Enrollment

Concurrent Enrollment courses are offered by community colleges through 28E agreements between school districts and community colleges. The two slightly different designed courses are: 1 the courses are designed for both college and high school students for concurrent credit offered by community colleges and 2, the courses are designed for high school students offered by community colleges to bridge high school students to the community college program and typically provide coursework in STEM (The Science, Technology, Engineering, and Mathematics Education) or other highly technical areas. The second kind of courses through 28E agreements between high school and community colleges are designed for career academy concurrent credit.

Figure 4-3 shows five-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2006-2007 to 2010-2011. Concurrent enrollment and courses taken are much higher in 2010-2011 than the figures in 2006-2007.

Figure 4-3

Iowa Concurrent Enrollment and Courses Taken 2006-2007 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Each year, 80 to 95 percent of the Iowa districts (only those districts that had a public high school) had concurrent enrollments. An upward trend of districts with concurrent enrollment is reported in Table 4-13.

Table 4-13

The Iowa Districts with Concurrent Enrollment 2006-2007 to 2010-2011

Year	Total # of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
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%
2010-2011	359	328	311	94.8%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Concurrent enrollments by grade are displayed in Table 4-14. In the last five years, more than half of the concurrent enrollments were high school seniors. However, more students in lower grades started to take concurrent enrollment courses in 2009-2010 and 2010-2011 than the earlier years.

Table 4-14

Number of Iowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2010-2011

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
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
2010-2011	1,537	3,553	11,329	16,307	32,726

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Table 4-15 and Figure 4-4 show the concurrent enrollment courses taken by subject areas. The distributions are similar from 2006-2007 to 2010-2011, the highest percentages of courses taken were in career technical and vocational education, followed by English language arts. Social studies and mathematics were the third and fourth highest courses taken respectively.

Table 4-15

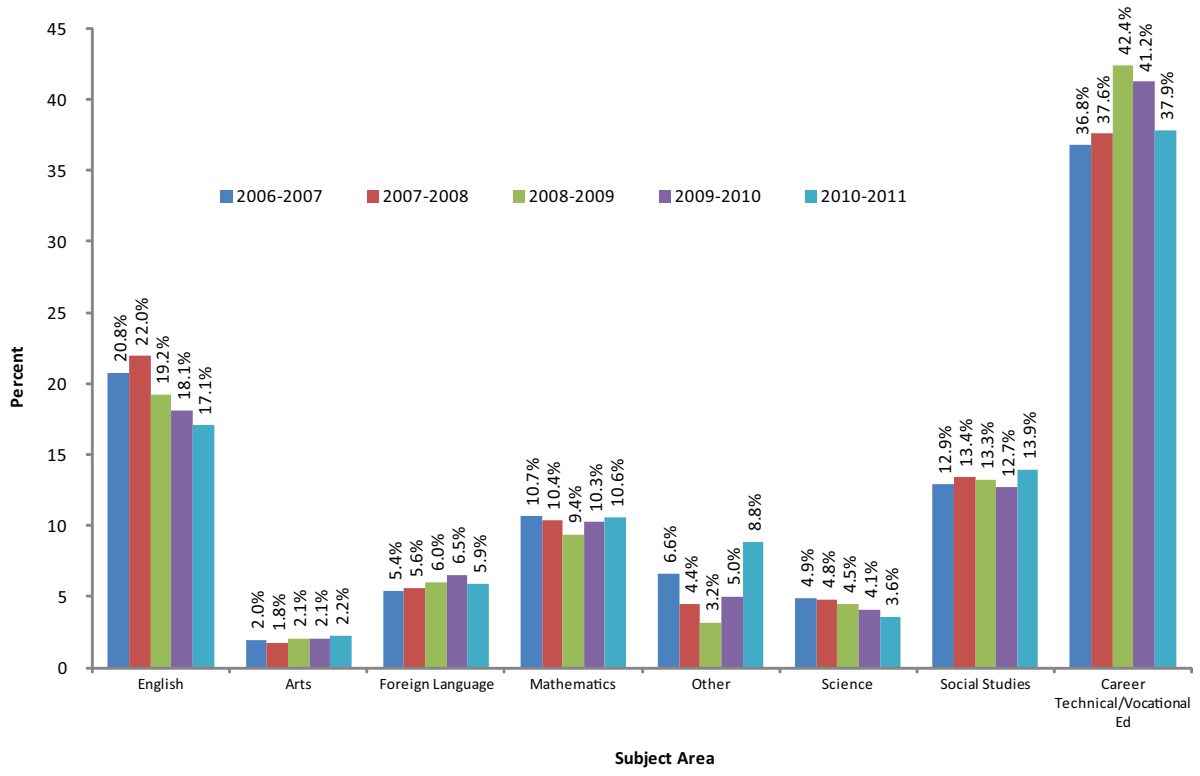
Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2010-2011

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
English Language Arts	7,541	8,953	9,862	10,507	11,226
Fine & Performance Arts	716	728	1,063	1,190	1,447
Foreign Language	1,968	2,280	3,083	3,775	3,887
Mathematics	3,871	4,246	4,808	5,943	6,969
Other	2,391	1,813	1,633	2,909	5,791
Science	1,789	1,968	2,288	2,380	2,352
Social Studies	4,695	5,474	6,793	7,346	9,164
Career Technical/Vocational Education	13,359	15,322	21,730	23,881	24,874
Total Courses Taken	36,330	40,784	51,260	57,931	65,710

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

Figure 4-4

Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.

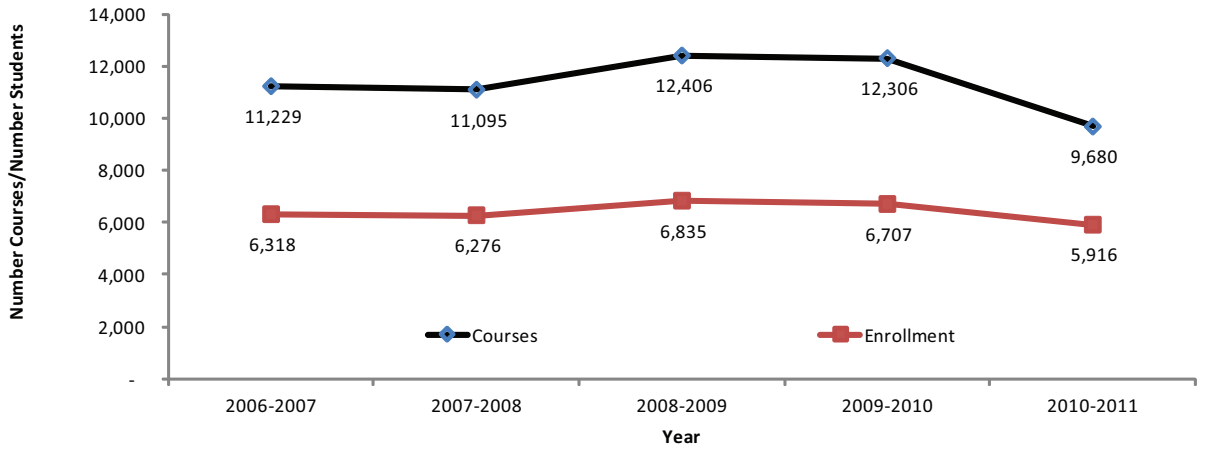
Postsecondary Enrollment Options (PSEO) Act

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 in 1993.

Figure 4-5 shows a five-year trend of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2006-2007 to 2010-2011. In 2010-2011, the PSEO courses taken and enrollment decreased significantly while the concurrent enrollment and courses taken are much higher in 2010-2011 than the early years (see Figure 4-3) in contrast. The trend switches between PSEO and concurrent enrollment due to resent year's more accurate data reporting from Iowa school districts.

Figure 4-5

Iowa PSEO Enrollments and Courses Taken 2006-2007 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, spring files.

Each year, 80 percent or more of the Iowa districts (only those districts had a public high school) had PSEO enrollments. However, there was a decrease of AP enrollment is reported from 2009-2010 to 2010-2011 in Table 4-16.

Table 4-16

Iowa Districts with PSEO Enrollments 2008-2009 to 2010-2011

Year	Total # of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/High Schools that had PSEO Enrollment
2008-2009	362	332	289	87.0%
2009-2010	361	330	290	87.9%
2010-2011	359	328	262	79.9%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, spring files.

PSEO enrollments by grade are displayed in Table 4-17. In the last five years, about two-thirds of the PSEO enrollments were 12th graders.

Table 4-17

Number of Iowa School Students Taking PSEO Courses 2006-2007 to 2010-2011

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
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
2010-2011	295	1,624	3,997	5,916

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, spring files.

Table 4-18 and Figure 4-6 show the PSEO courses taken by subject areas. The distributions are similar from 2008-2009 to 2010-2011, the number one course taken was in social studies area, followed by English, science, career technical and vocational education, and mathematics.

Table 4-18

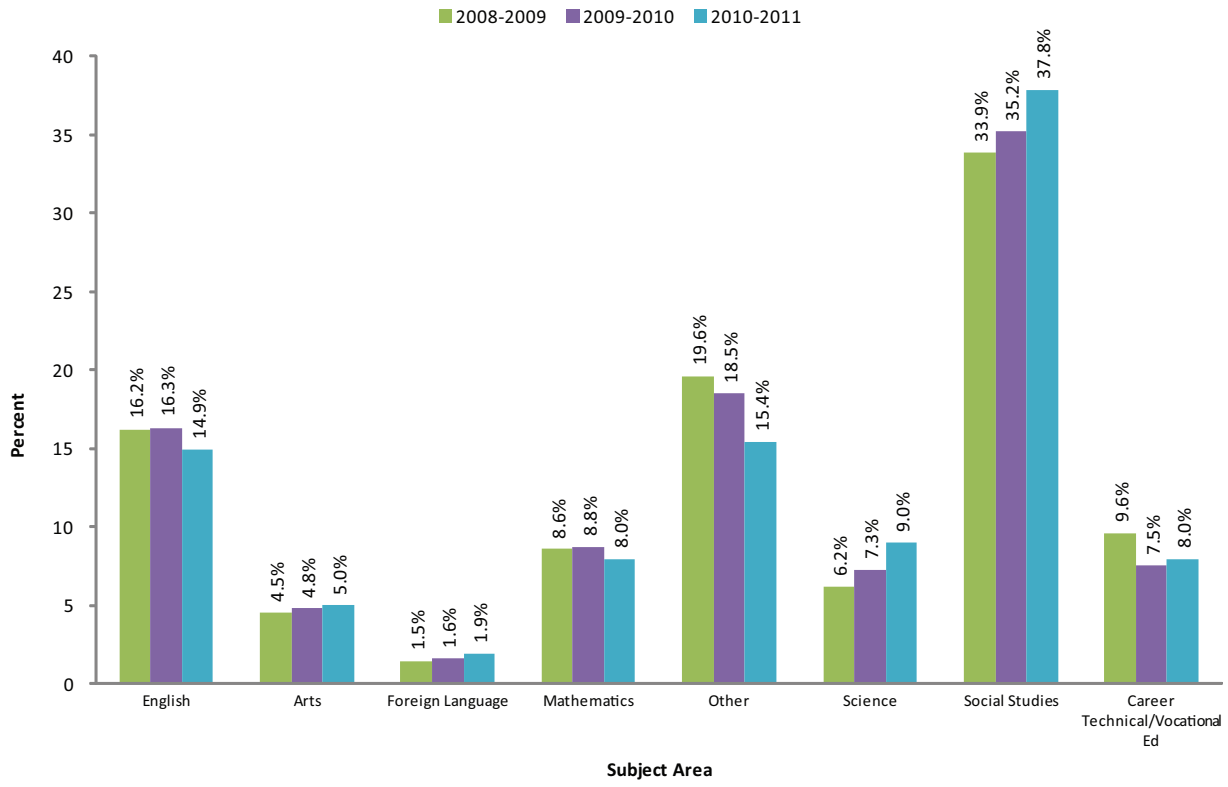
Iowa PSEO Courses Taken by Subject Areas 2008-2009 to 2010-2011

	2008-2009	2009-2010	2010-2011
English Language Arts	2,010	2,010	1,441
Fine & Performance Arts	563	591	482
Foreign Language	181	200	188
Mathematics	1,063	1,077	770
Other	2,429	2,276	1,494
Science	765	894	870
Social Studies	4,201	4,331	3,663
Career Technical/Vocational Education	1,194	927	772
Total Courses Taken	12,406	12,306	9,680

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, spring files.

Figure 4-6

Iowa PSEO Courses Taken by Subject Areas, 2008-2009 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, spring files.

Graduation Requirements for Mathematics and Science

The Iowa Department of Education collects information on graduation requirements for the school districts through the BEDS. Data on the graduating classes of 2011 and 2014 were collected in spring of 2011. 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 4-19 and 4-20 show the average mathematics and science units required for graduation by enrollment category. The frequency distributions for mathematics and science graduation unit requirements for the classes of 2011 and 2014 are displayed in Tables 4-21 and 4-22. There were two districts requiring less than the required three units of mathematics and three districts requiring less than the required three units of science.

Table 4-19

Average Number of Mathematics Units Required for Graduation in Iowa Public Schools 1997-1998, 2009-2010, 2010-2011 and 2013-2014

Enrollment Category	1997-1998	2009-2010	2010-2011	2013-2014
<300	2.21	3.00	3.03	3.09
300-599	2.23	2.88	3.02	3.03
600-999	2.17	2.76	3.03	3.03
1000-2499	2.15	2.77	3.00	3.00
2500-7499	1.92	2.66	2.98	3.02
7500+	2.00	2.60	3.00	3.00
State	2.17	2.82	3.01	3.03

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Table 4-20

Average Number of Science Units Required for Graduation in Iowa Public Schools 1997-1998, 2009-2010, 2010-2011 and 2013-2014

Enrollment Category	1997-1998	2009-2010	2010-2011	2013-2014
<300	2.12	2.93	3.00	3.06
300-599	2.16	2.83	3.00	3.01
600-999	2.05	2.66	3.00	3.00
1000-2499	2.09	2.74	3.00	3.00
2500-7499	1.88	2.55	2.91	3.00
7500+	1.89	2.60	3.00	3.00
State	2.08	2.75	2.99	3.01

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Table 4-21

Frequency Distributions of Mathematics Units Required for Graduation by Iowa Public School Districts 2010-2011 and 2013-2014

	2010-2011			2013-2014		
Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent	Number of Districts	Percent of Districts	Cumulative Percent
2.0	2	0.6%	0.6%	0	0.0%	0.0%
2.5	0	0.0%	0.6%	0	0.0%	0.0%
3.0	319	97.3%	97.9%	319	97.3%	97.3%
3.5	1	0.3%	98.2%	1	0.3%	97.6%
4.0	6	1.8%	100.0%	8	2.4%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Table 4-22

Frequency Distributions of Science Units Required for Graduation by Iowa Public School Districts 2010-2011 and 2013-2014

	2010-2011			2013-2014		
Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent	Number of Districts	Percent of Districts	Cumulative Percent
2.0	3	0.9%	0.9%	0	0.0%	0.0%
2.5	0	0.0%	0.9%	0	0.0%	0.0%
3.0	324	98.8%	99.7%	325	99.1%	99.1%
3.5	0	0.0%	99.7%	0	0.0%	99.1%
4.0	1	0.3%	100.0%	3	0.9%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

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, aides and "specialty" teachers, such as physical education, art and music teachers are excluded from the teacher count.

Since the purpose was to calculate an average class size for each of the grades, kindergarten through third classrooms defined as multi-age or multi-grade classrooms were reported as grade level "other" and were not considered in the calculation of average class size. 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.

Average Class Size = Number of Students / Number of Classrooms

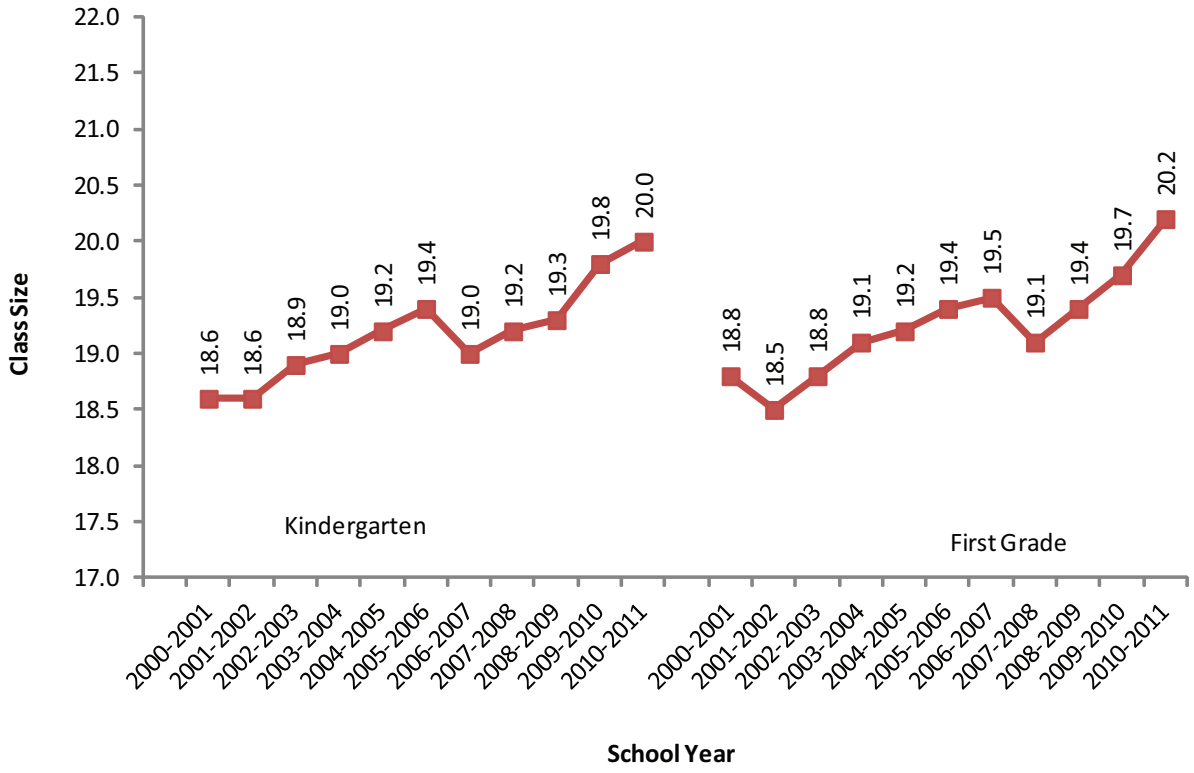
Since average class size uses the number of classrooms as the denominator, adding additional teachers to a classroom does not lower the average class size for that grade level. The use of the classroom aides also does not reduce average class size at the district or state level.

Trends

Figures 4-7 and 4-8 provide a summary of average class size in grades kindergarten through third in Iowa public schools for the past eleven years. None of the grades reached the state goal of 17 students per classroom during the eleven years reported.

Figure 4-7

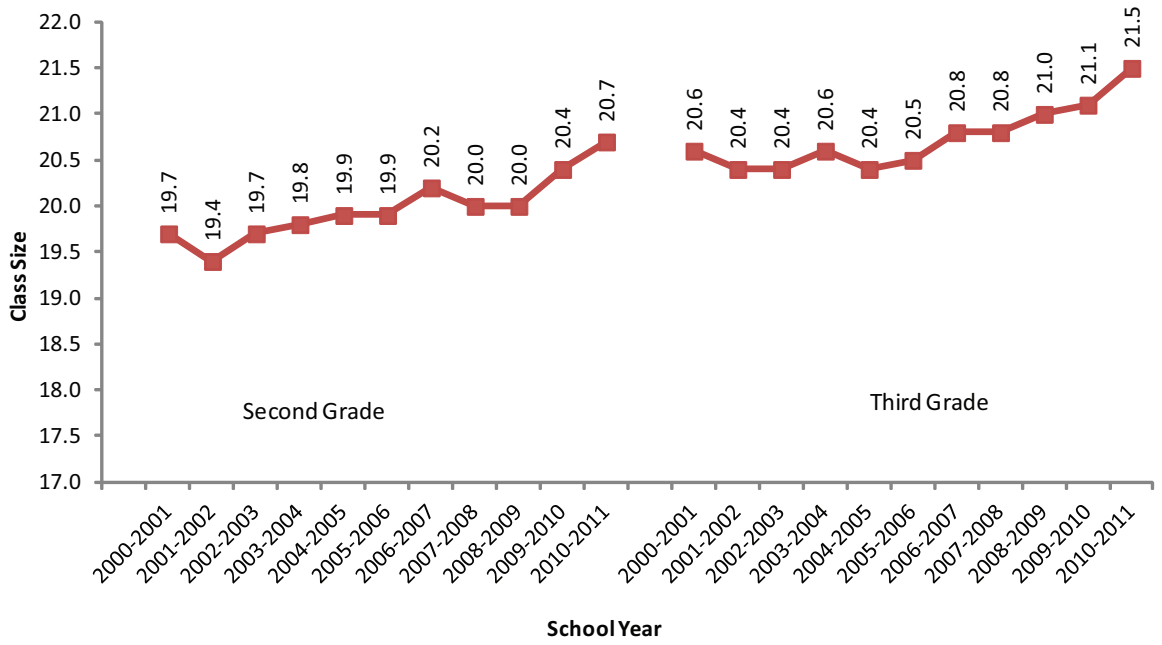
Iowa Public School District Average Class Size For Kindergarten and First Grade 2000-2001 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Figure 4-8

Iowa Public School District Average Class Size For Second and Third Grades 2000-2001 to 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Table 4-23 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, kindergarten enrollment increased 9.9 percent, but during the same period average class size increased 1.5 percent. Third grade enrollment declined 4.2 percent, but average class size only declined 0.9 percent.

Table 4-23

Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade, 1998-1999 and 2010-2011

Grade	1998-1999 Enrollment	2010-2011 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	39,321	3,549	9.9%	1.5%
1	35,699	35,391	-308	-0.9%	0.5%
2	35,866	35,139	-727	-2.0%	0.0%
3	36,500	34,950	-1,550	-4.2%	-0.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Enrollment files.

Table 4-24 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 third grade students reported was the only grade that showed a decrease.

Table 4-24

Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2010-2011

Grade	Students		Teachers		Average Class Size	
	1998-1999	2010-2011	1998-1999	2010-2011	1998-1999	2010-2011
Kindergarten	33,618	36,373	1,613.7	1,815.6	19.7	20.0
1	33,053	34,505	1,644.6	1,704.0	20.1	20.2
2	33,151	34,039	1,592.1	1,642.4	20.7	20.7
3	34,153	33,383	1,578.3	1,553.0	21.7	21.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Enrollment and Class Size files.

Summary statistics are presented in Table 4-25. The maximum class size declined for kindergarten to second grade.

Table 4-25

Class Size Summary Statistics for Kindergarten through Grade 3 in Iowa Public Schools, 2000-2001, 2009-2010, and 2010-2011

	School Year	Students	Classrooms	Teacher FTEs	Mean	Min	Max
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2009-2010	36,456	1,842	1,860.4	19.8	3	30
	2010-2011	36,373	1,816	1,815.6	20.0	1	30
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2009-2010	34,215	1,734	1,754.1	19.7	2	28
	2010-2011	34,505	1,704	1,704.0	20.2	2	29
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2009-2010	33,546	1,642	1,668.7	20.4	6	29
	2010-2011	34,039	1,642	1,642.4	20.7	2	30
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2009-2010	33,700	1,597	1,609.9	21.1	5	31
	2010-2011	33,383	1,551	1,553.0	21.5	3	31

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Class Size vs. District Size

Table 4-26 presents average class size for kindergarten through grade three by enrollment category. In general, 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.

Table 4-26

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2010-2011

Enrollment	K		1st		2nd		3rd	
Category	1998-1999	2010-2011	1998-1999	2010-2011	1998-1999	2010-2011	1998-1999	2010-2011
<300	13.9	15.5	14.3	15.6	15.0	15.9	16.9	15.4
300-599	17.6	17.7	17.4	17.9	17.9	18.3	19.3	19.2
600-999	18.2	18.5	19.0	18.8	19.6	18.9	20.3	20.0
1000-2499	19.8	19.8	20.3	20.3	21.3	21.2	21.9	22.0
2500-7499	21.5	21.6	21.6	21.5	22.0	22.1	23.0	22.8
7500+	20.7	21.3	21.1	21.4	21.7	21.8	23.0	22.6
State	19.7	20.0	20.1	20.2	20.7	20.7	21.7	21.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Class Size Funding and Expenditures

Tables 4-27 presents the Iowa class size reduction allocations since they started in fiscal year 2000. In 1999, the Iowa General Assembly enacted, and Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000. Table 4-28 presents the fiscal year 2010 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2010 at 77.6 percent.

Table 4-27

State Class Size Reduction Allocation for Iowa Public Schools
FY 2000 to FY 2011

Fiscal Year	State Allocation
2000	$10.0 Million
2001	$20.0 Million
2002	$30.0 Million
2003	$30.0 Million
2004	$29.3 Million
2005	$29.3 Million
2006	$29.3 Million
2007	$29.3 Million
2008	$29.3 Million
2009	$29.3 Million
2010	$29.3 Million
2011	$29.8 Million

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Table 4-28

FY 2010 Iowa Early Intervention Block Grant Program
Expenditures by Object

Object Category	Expenditures	Percent
Salaries	23,099,213	77.6
Benefits	6,601,242	22.2
Purchased Services	14,182	<0.1
Supplies	35,163	0.1
Other	581	<0.1
Total	29,750,381	100.0

Source: Iowa Department of Education, Certified Annual Report.

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

Expenditures for Computer Hardware and Software

Table 4-29 provides the number of districts, software and hardware expenditures for 2000-2001, 2008-2009, and 2009-2010. This table also shows per pupil expenditures for the same years. There was a 35.4 percent increase in total software and hardware expenditures from 2008-2009, to 2009-2010.

Table 4-29

Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2008-2009, and 2009-2010

			Software		Hardware		Combined	
Year	No. of Districts	Total Enrollment	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2008-2009	362	477,019	11,010,712	23.08	31,180,203	65.37	42,190,915	88.45
2009-2010	361	474,227	14,001,265	29.52	43,124,170	90.94	57,125,435	120.46

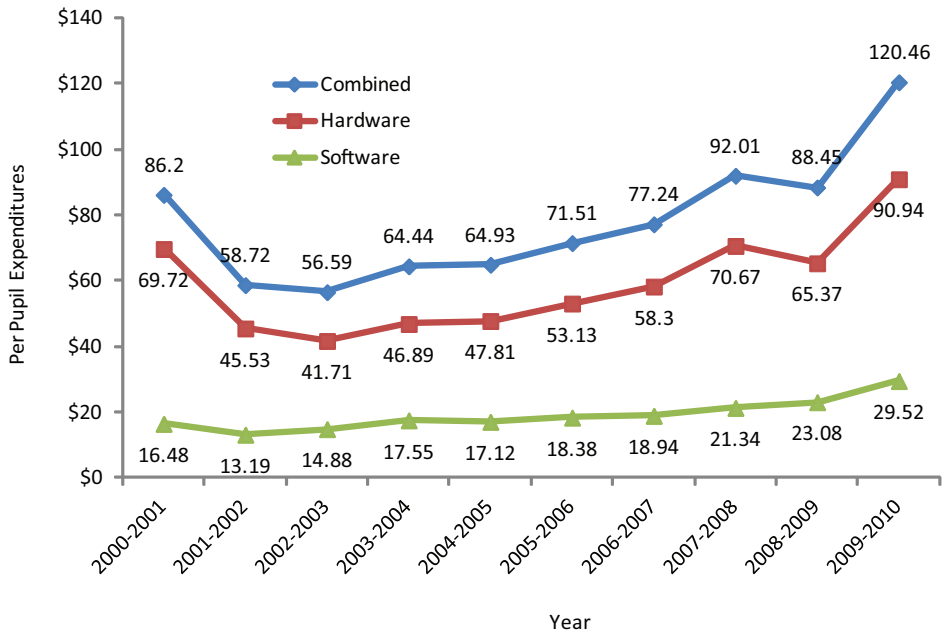
Source: Iowa Department of Education, Certified Annual Financial Reports.

Note: Per pupil expenditures based on Certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Figure 4-9 provides computer hardware and software per pupil expenditures from 2000-2001 to 2009-2010. Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report.

Figure 4-9

Computer Software and Hardware Per Pupil Expenditures in Iowa Public Schools 2000-2001 to 2009-2010



Source: Iowa Department of Education, Certified Annual Financial Reports.

Note: Per pupil expenditures based on certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Table 4-30 provides computer hardware and software expenditures by enrollment category for 2000-2001 and the last two years shown. The largest per pupil increase was in the 300-599 enrollment category. The smallest per pupil increase was in the <300 enrollment category.

Table 4-30

Iowa Public School Total Per Pupil Expenditures by Enrollment for Computer Software and Hardware 2000-2001, 2008-2009, and 2009-2010

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Totals
2000-2001							
Enrollment	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Software	126,394	707,178	991,226	1,961,623	1,540,719	1,611,785	6,938,925
Per Pupil	15.46	13.56	12.56	15.55	15.98	12.16	14.04
Hardware	532,065	2,940,795	5,179,906	9,196,344	7,024,183	9,588,947	34,462,240
Per Pupil	65.08	56.38	65.64	72.92	72.86	72.36	69.72
Total Software							
& Hardware	658,459	3,647,973	6,171,132	11,157,967	8,564,902	11,200,732	41,401,165
Per Pupil	80.54	69.94	78.20	88.47	88.84	84.53	83.76
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	8,728,138	11,342,835	42,190,915
Per Pupil	106.66	86.50	95.98	87.26	92.02	82.60	88.45
2009-2010							
Enrollment	11,687	50,203	64,475	114,864	95,373	137,625	474,227
Software	292,200	1,393,933	1,343,697	3,289,324	3,001,286	4,680,824	14,001,264
Per Pupil	25.00	27.77	20.84	28.64	31.47	34.01	29.52
Hardware	1,087,157	5,639,532	6,502,976	10,834,640	8,535,724	10,524,141	43,124,170
Per Pupil	93.02	112.33	100.86	94.33	89.50	76.47	90.94
Total Software							
& Hardware	1,379,357	7,033,465	7,846,673	14,123,964	11,537,010	15,204,965	57,125,434
Per Pupil	118.02	140.10	121.70	122.96	120.97	110.48	120.46

Source: Iowa Department of Education, Certified Annual Financial Reports.

Note: Per pupil expenditures based on Certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

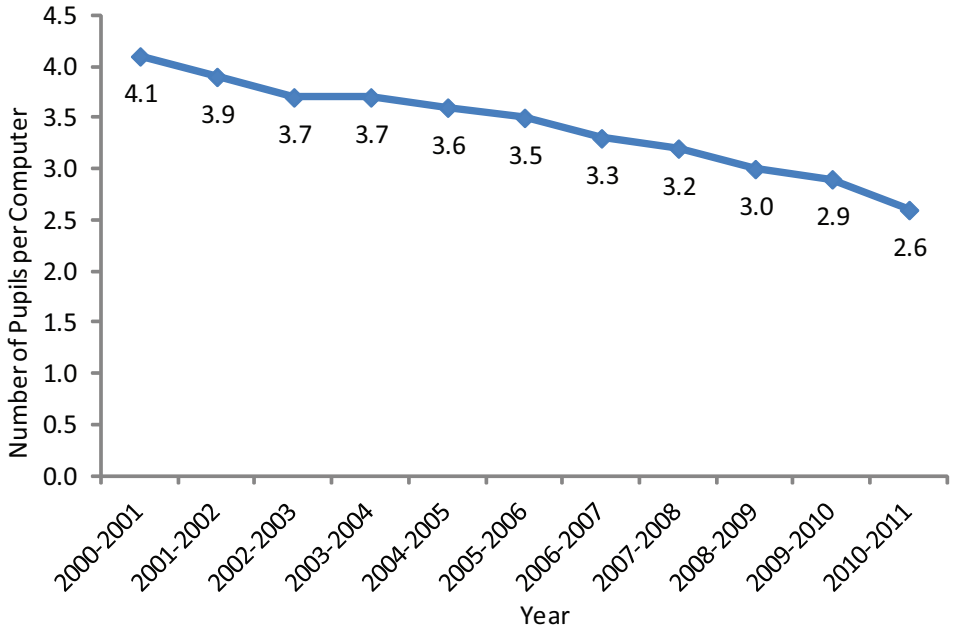
Availability of Computers

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 4-10 and 4-11 provide the student to computer ratios. The overall trend shows a steady decrease (also seen in Table 4-31).

Figure 4-10

Pupils per Computer in Iowa Public Schools
2000-2001 to 2010-2011

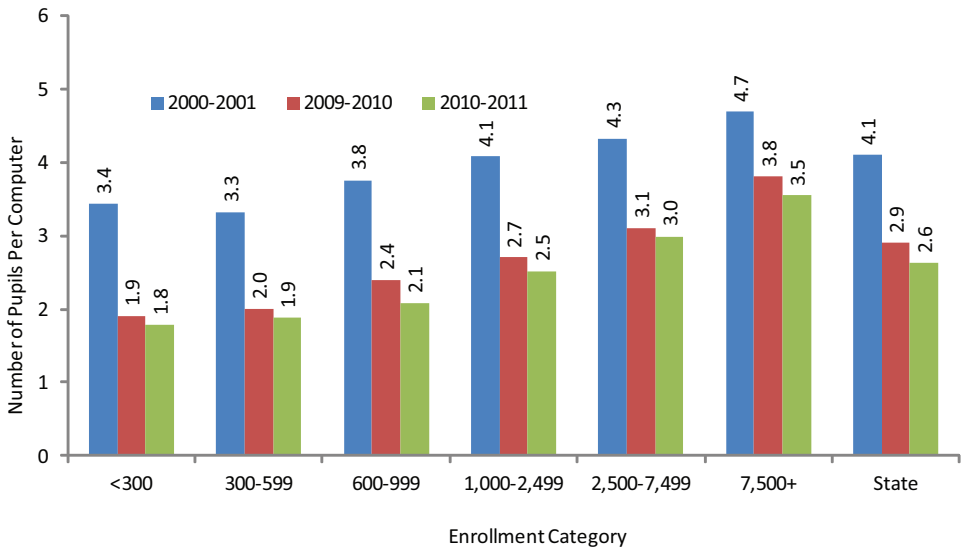


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,

Note: Pupils per computer based on Certified Enrollment.

Figure 4-11

Pupils Per Computer in Iowa Public Schools
by Enrollment Category
2000-2001, 2009-2010, 2010-2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,

Note: Pupils per computer based on Certified Enrollment.

Table 4-31

Number of Computers in Iowa Public Schools
by Enrollment Category
2000-2001, 2009-2010, 2010-2011

	Enrollment Category						
2000-2001	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Districts	38	116	104	83	24	9	374
Number of Computers	2,386	15,728	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Pupils Per Computer	3.4	3.3	3.8	4.1	4.3	4.7	4.1
2009-2010							
Total Number of Districts	55	111	87	76	22	10	361
Number of Computers	6,199	24,769	26,739	42,009	30,403	36,191	166,310
Certified Enrollment	11,687	50,203	64,475	114,864	95,374	137,625	474,227
Pupils Per Computer	1.9	2.0	2.4	2.7	3.1	3.8	2.9
2010-2011							
Total Number of Districts	53	116	80	78	22	10	359
Number of Computers	6,289	27,971	28,201	46,538	32,184	38,855	180,038
Certified Enrollment	11,201	52,491	58,826	117,044	96,220	137,712	473,493
Pupils Per Computer	1.8	1.9	2.1	2.5	3.0	3.5	2.6

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,

Note: Enrollment categories and pupils per computer based on Certified Enrollment.

Table 4-32 provides the number of computers per pupil by school type within enrollment categories. In general, students in higher grades have more access to a computer than students in lower grades.

Table 4-32

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by School Type within District Enrollment Category 2009-2010 and 2010-2011

	Enrollment Category						
2010-2011	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Computers in HS	2,349	14,864	13,360	17,882	10,000	11,250	69,705
Pupils Per Computer in HS	1.5	1.5	1.6	2.1	2.7	3.3	2.1
Number of Computers in Middle School/Jr High School	773	3,209	6,377	13,196	7,801	9,670	41,026
Pupils Per Computer in Middle School/Jr High School	1.3	1.6	1.8	2.1	2.6	2.9	2.3
Number of Computers in EL School	3,057	9,715	8,325	15,138	13,942	16,433	66,610
Pupils Per Computer in EL School	2.0	2.8	3.5	3.6	3.6	4.2	3.5
Number of Computers in Other School	0	152	129	284	441	1,339	2,345
Pupils Per Computer in Other School	0.0	2.5	5.4	3.6	3.3	2.3	2.8
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 Middle School/Jr High School	965	2,801	5,990	11,452	7,016	8,714	36,938
Pupils Per Computer in Middle School/Jr High School	1.5	1.7	2.1	2.3	2.9	3.2	2.5
Number of Computers in El. School	2,965	8,599	8,491	14,132	13,375	15,078	62,640
Pupils Per Computer in EL School	2.0	3.0	3.5	3.8	3.6	4.5	3.7
Number of Computers in Other School	2	279	80	507	451	1,257	2,576
Pupils Per Computer in Other School	6.0	1.5	2.5	2.7	3.4	3.0	2.8

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,

Notes: HS - High school
EL - Elementary

Wireless Network Availability

Table 4-33 shows wireless network availability for public schools in Iowa by enrollment category. Enrollment category 600-999 shows the largest decrease in the number of districts with wireless networks. That enrollment category also showed the largest decrease in the number of districts.

Table 4-33

Wireless Network Availability for Public Districts by Enrollment Category 2009-2010 and 2010-2011

	Enrollment Category						
2009-2010	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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%
2010-2011							
Number of Districts with Wireless Network	52	113	76	76	20	10	347
Total Number of Districts	53	116	80	78	22	10	359
Percent of Districts with Wireless Network	98.1%	97.4%	95.0%	97.4%	90.9%	100.0%	96.7%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,

Note: Enrollment categories are based on Certified Enrollment.

Table 4-34 provides the number of buildings with wireless network by school type within enrollment category. In general, buildings with higher grade levels had a larger percentage of wireless networks.

Table 4-34

2010-2011 Wireless Network Availability for Public Schools by School Level within Enrollment Category

	Enrollment Category						
High Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of High Schools with Wireless Network	32	102	76	73	20	21	324
Total Number of High Schools	32	105	80	78	23	26	344
Percent of High Schools with Wireless Network	100.0%	97.1%	95.0%	93.6%	87.0%	80.8%	94.2%
Middle/Jr High Schools							
Number of Middle/ Jr High Schools with Wireless Network	12	39	59	73	25	37	245
Total Number of Middle/ Jr High Schools	12	40	62	78	30	42	264
Percent of Middle/ Jr High Schools with Wireless Network	100.0%	97.5%	95.2%	93.6%	83.3%	88.1%	92.8%
Elementary Schools							
Number of Elementary Schools with Wireless Network	50	123	95	145	100	130	643
Total Number of Elementary Schools	52	130	107	161	124	173	747
Percent of Elementary Schools with Wireless Network	96.2%	94.6%	88.8%	90.1%	80.6%	75.1%	86.1%
Other Schools							
Number of Other Schools with Wireless Network	1	7	9	24	8	10	59
Total Number of Other Schools	1	8	11	31	9	21	81
Percent of Other Schools with Wireless Network	100.0%	87.5%	81.8%	77.4%	88.9%	47.6%	72.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,

Note: Enrollment categories are based on Certified Enrollment. Other schools include alternative and special schools.

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. Data from the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) are included. The second section provides achievement trends and student performance for all students by enrollment categories, gender, race/ethnicity, and other subgroups. Besides ITBS and ITED results, results from the National Assessment of Educational Progress (NAEP), ACT, SAT, and Advanced Placement Assessments are incorporated. In addition, Basic Educational Data Survey (BEDS) and the EASIER data provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment options for public school students, and suspension and expulsion data.

State Indicators of Student Success

The seven required state indicators for student success include:

1. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher reading status on the ITBS or ITED;
2. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the ITBS or ITED;
3. The percentage of all eighth and eleventh 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 program – IEP), primary language status (determined by English language learner status), and migrant/non-migrant status (defined by Title I requirements). 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 consider 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 2004-2006 through 2009-2011 are shown in Tables 5-1 and 5-2. Table 5-3 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 number of students tested shown in Tables 5-1 to 5-3 includes 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.

Table 5-1

Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Comprehension Tests by Subgroup Biennium Periods 2004-2006 to 2009-2011

Grade 4	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	18,920	18,970	19,220	19,320	19,400	19,400
Female	18,040	18,060	18,420	18,580	18,570	18,650
African American	1,790	1,960	2,160	2,240	2,100	1,920
American Indian	210	230	220	220	210	190
Asian	710	770	810	830	840	800
Hispanic	2,170	2,340	2,500	2,620	2,950	3,230
White	31,840	31,580	31,800	31,910	31,440	31,020
ELL1	1,330	1,590	1,700	1,790	1,940	2,010
Migrant2	280	250	210	160	130	120
SES Eligible3	11,610	11,950	12,800	13,400	14,200	14,940
IEP4	4,170	4,480	4,660	4,630	4,510	4,550

Table 5-1 (…continued)

Grade 8	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	20,430	20,250	20,110	19,600	19,280	19,280
Female	19,780	19,430	18,990	18,640	18,340	18,240
African American	1,800	1,920	1,960	1,990	1,850	1,770
American Indian	230	220	220	220	220	210
Asian	690	725	740	760	750	750
Hispanic	1,840	1,980	2,130	2,260	2,500	2,780
White	35,370	34,690	33,930	33,920	31,910	31,250
ELL1	830	940	950	1,080	1,110	1,140
Migrant2	220	200	160	140	110	90
SES Eligible3	11,370	11,550	11,720	11,790	12,290	13,040
IEP4	5,420	5,460	5,320	4,990	4,790	4,770

Grade 11	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	19,180	19,580	19,550	19,240	19,090	18,830
Female	18,540	18,810	18,920	18,870	18,540	18,100
African American	1,250	1,370	1,460	1,590	1,590	1,510
American Indian	220	200	190	200	210	170
Asian	670	660	670	730	720	670
Hispanic	1,280	1,410	1,600	1,760	1,970	2,150
White	33,970	34,550	34,440	33,760	32,860	31,820
ELL1	590	660	650	710	720	690
Migrant2	160	150	140	120	90	70
SES Eligible3	7,770	8,430	8,890	9,310	9,890	10,390
IEP4	4,330	4,590	4,620	4,490	4,390	4,240

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 of 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 5-2

Approximate Average Number of Iowa Students Tested on ITBS and ITED Mathematics Tests by Subgroup Biennium Periods 2004-2006 to 2009-2011

Grade 4	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	18,910	18,970	19,200	19,330	19,410	19,390
Female	18,040	18,050	18,390	18,570	18,570	18,640
African American	1,800	1,940	2,150	2,230	2,090	1,910
American Indian	220	220	220	220	210	190
Asian	710	770	820	830	850	800
Hispanic	2,170	2,350	2,510	2,630	2,960	3,230
White	31,790	31,560	31,740	31,880	31,440	31,000
ELL1	1,350	1,610	1,720	1,810	1,950	2,030
Migrant2	280	250	210	160	130	120
SES Eligible3	11,600	11,930	12,770	13,390	14,210	14,940
IEP4	4,170	4,480	4,650	4,630	4,510	4,550

Grade 8	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	20,410	20,210	20,070	19,560	19,250	19,240
Female	19,780	19,430	18,990	18,610	18,320	18,220
African American	1,790	1,910	1,950	1,980	1,840	1,770
American Indian	230	220	220	220	220	210
Asian	690	730	740	760	750	750
Hispanic	1,850	1,990	2,130	2,270	2,500	2,790
White	35,330	34,620	33,870	33,870	31,870	31,180
ELL1	840	950	960	1,090	1,120	1,150
Migrant2	220	210	170	150	110	100
SES Eligible3	11,350	11,520	11,680	11,750	12,260	13,010
IEP4	5,400	5,430	5,290	4,960	4,770	4,740

Table 5-2 (…continued)

Grade 11	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	19,180	19,570	19,550	19,250	19,100	18,820
Female	18,540	18,810	18,910	18,860	18,540	18,100
African American	1,250	1,370	1,450	1,590	1,590	1,510
American Indian	220	200	190	200	210	170
Asian	670	660	680	730	720	680
Hispanic	1,280	1,400	1,600	1,760	1,970	2,150
White	33,960	34,540	34,430	33,750	32,850	31,810
ELL1	600	670	660	720	730	700
Migrant2	160	150	150	120	90	70
SES Eligible3	7,760	8,420	8,890	9,310	9,890	10,380
IEP4	4,340	4,580	4,620	4,490	4,400	4,240

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 of 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 5-3

Approximate Average Number of Iowa Students Tested on ITBS and ITED Science Tests by Subgroup Biennium Periods 2004-2006 to 2009-2011

Grade 8	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	20,330	20,150	20,010	19,500	19,190	19,180
Female	19,680	19,330	18,880	18,540	18,260	18,170
African American	1,780	1,900	1,950	1,980	1,840	1,770
American Indian	230	220	220	220	220	210
Asian	690	720	740	760	750	750
Hispanic	1,840	1,980	2,120	2,260	2,500	2,790
White	35,230	34,520	33,760	32,750	31,750	31,090
ELL1	830	940	950	1,080	1,110	1,140
Migrant2	220	200	160	140	110	90
SES Eligible3	11,330	11,520	11,680	11,760	12,270	13,020
IEP4	5,380	5,420	5,300	4,980	4,780	4,760

Grade 11	2004-2006	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011
Male	19,040	19,410	19,420	19,140	19,000	18,730
Female	18,410	18,330	18,800	18,770	18,470	18,030
African American	1,220	1,330	1,420	1,570	1,580	1,490
American Indian	210	200	190	200	200	170
Asian	670	650	670	720	720	670
Hispanic	1,250	1,370	1,570	1,750	1,950	2,130
White	33,800	34,330	34,250	33,600	32,730	31,710
ELL1	580	650	640	700	720	690
Migrant2	160	150	140	120	90	70
SES Eligible3	7,660	8,300	8,870	9,230	9,810	10,300
IEP4	4,280	4,510	4,550	4,450	4,360	4,200

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 of 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 5-1

Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test
Biennium Periods 2004-2006 to 2009-2011

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., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-2

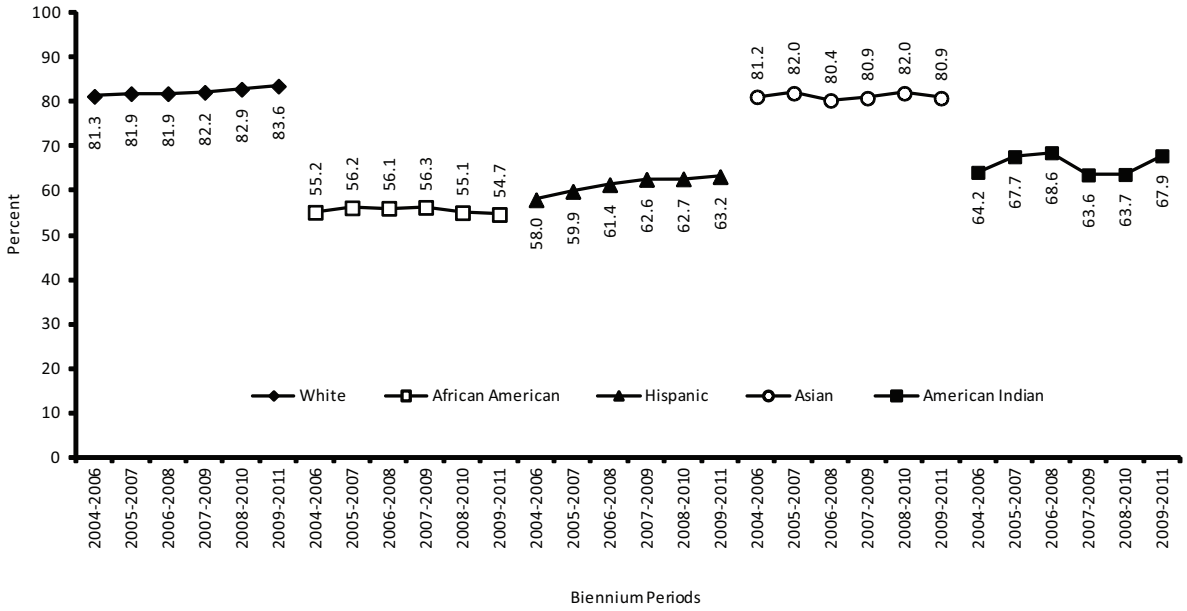
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Gender Biennium Periods 2004-2006 to 2009-2011

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., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-3

Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2004-2006 to 2009-2011

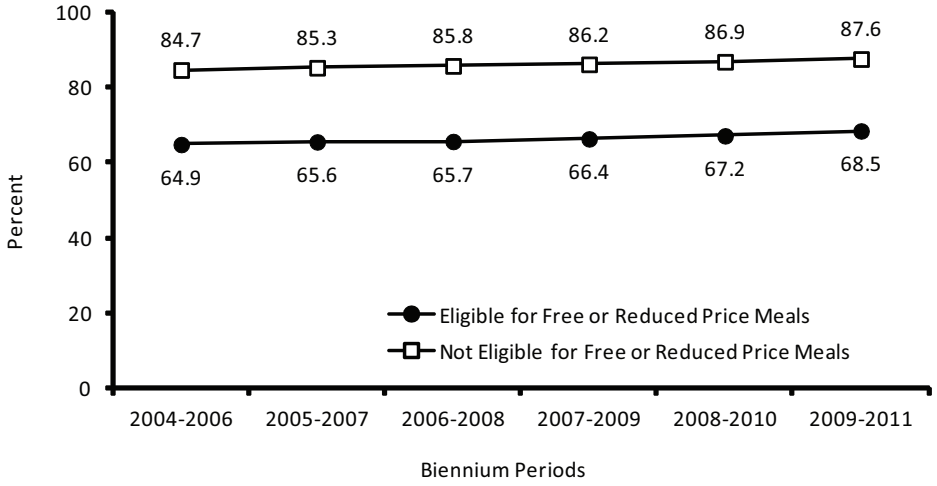


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-4

Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Socioenomic Status* Biennium Periods 2004-2006 to 2009-2011

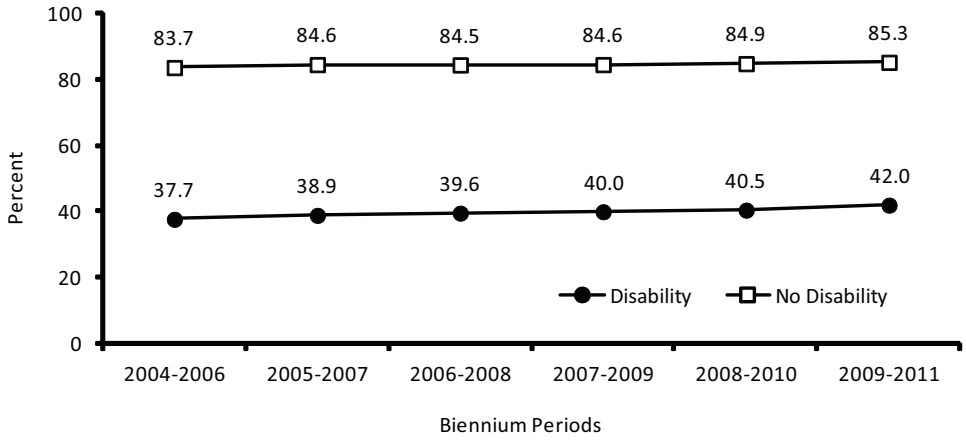


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-5

Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 2004-2006 to 2009-2011

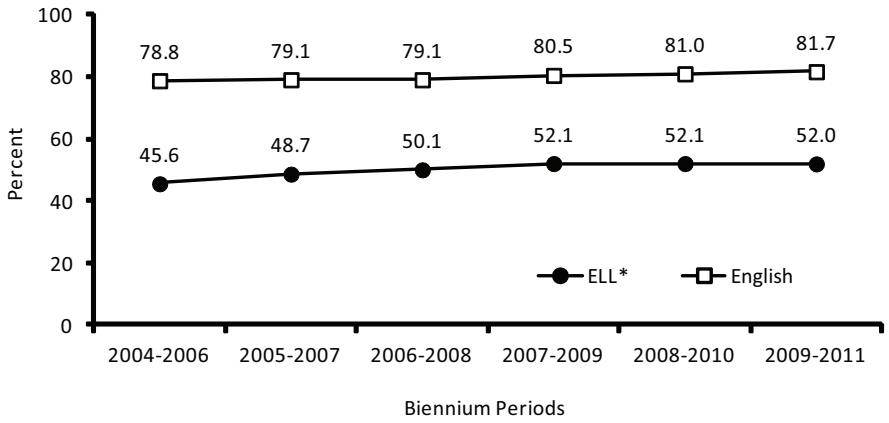


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-6

Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status Biennium Periods 2004-2006 to 2009-2011

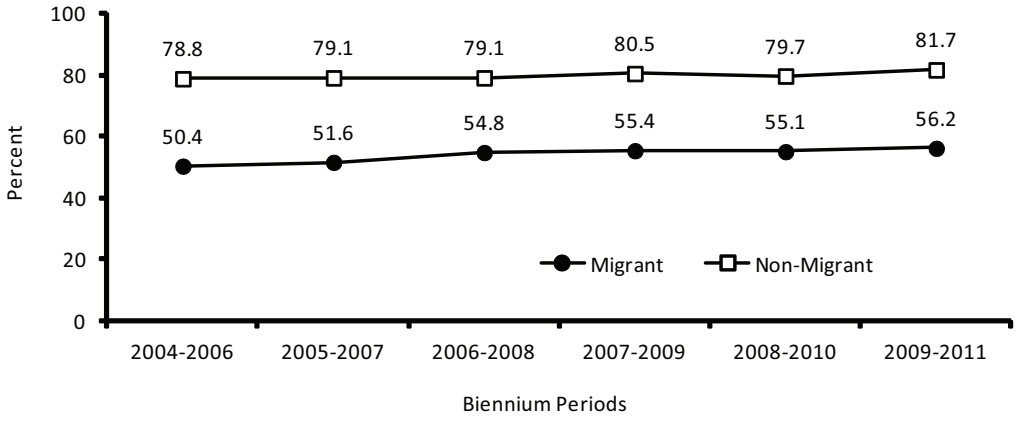


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-7

**Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011**

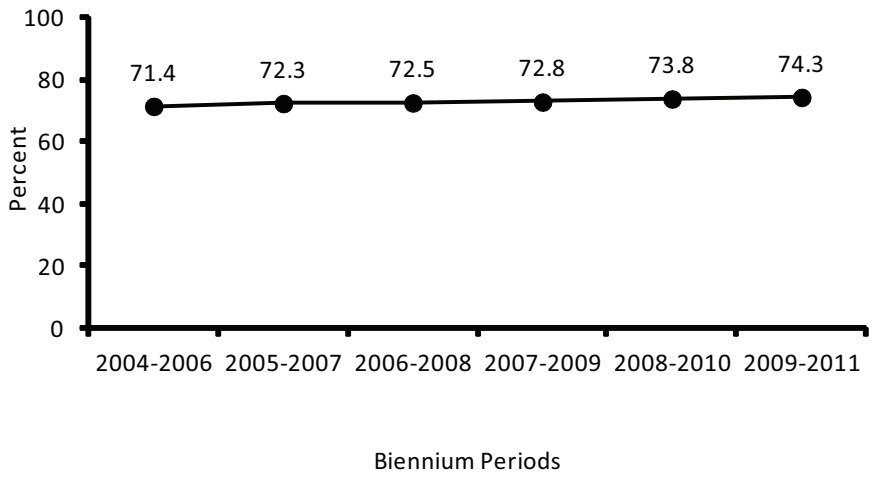


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-8

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test
Biennium Periods 2004-2006 to 2009-2011

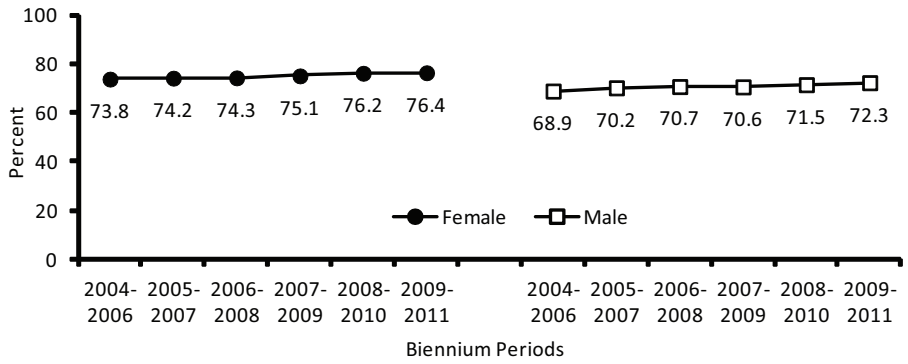


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-9

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Gender
Biennium Periods 2004-2006 to 2009-2011

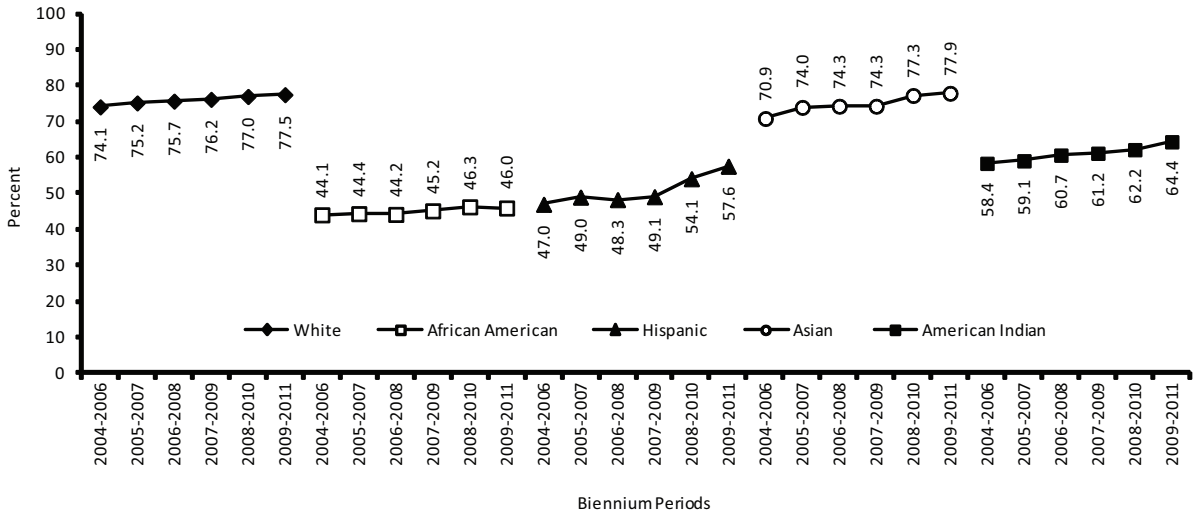


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-10

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2004-2006 to 2009-2011

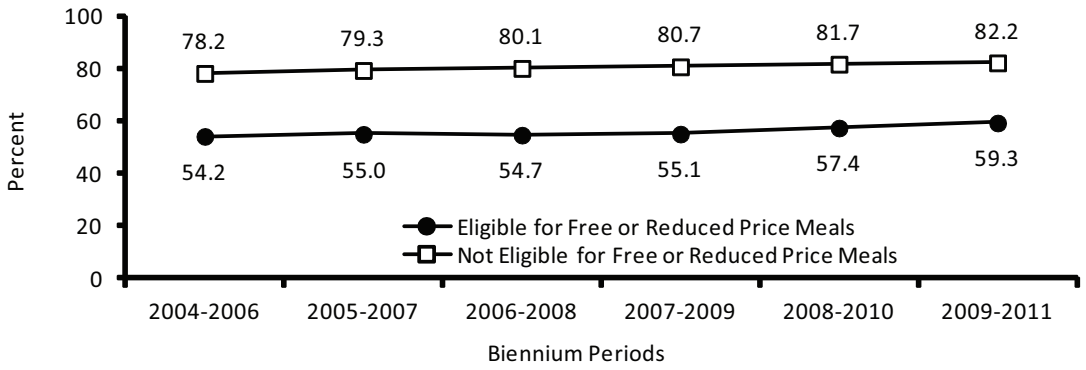


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-11

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2004-2006 to 2009-2011

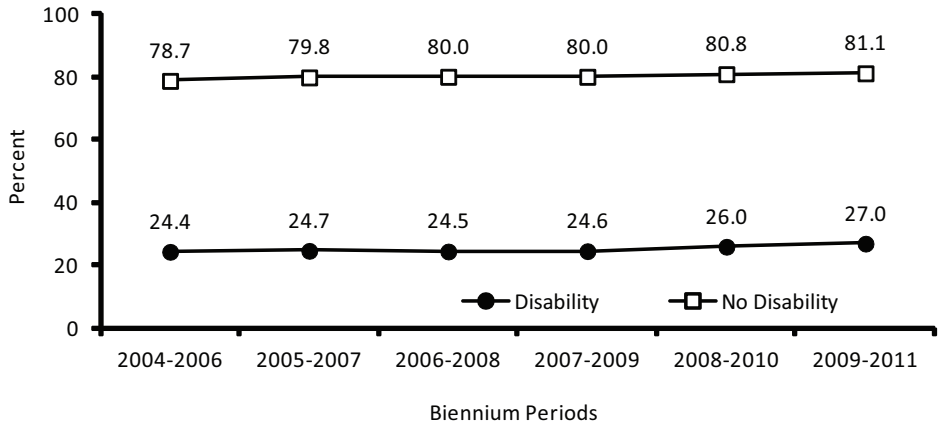


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 5-12

**Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Disability Status*
Biennium Periods 2004-2006 to 2009-2011**

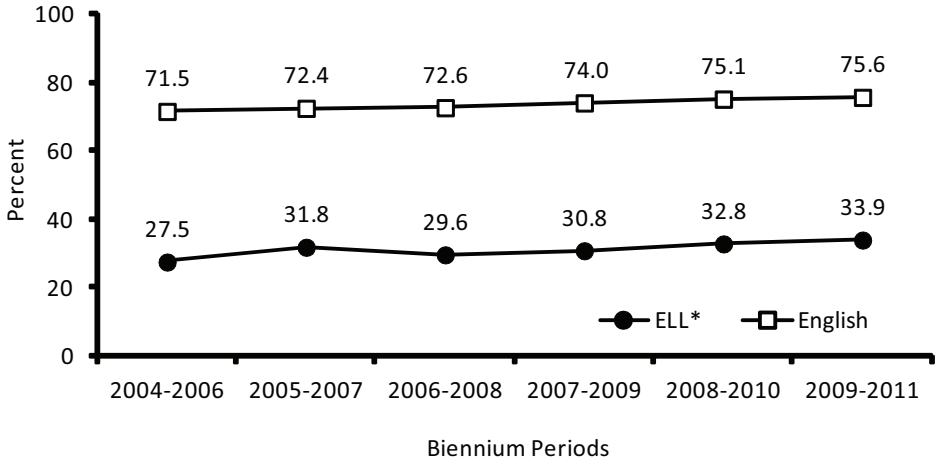


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 5-13

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2004-2006 to 2009-2011

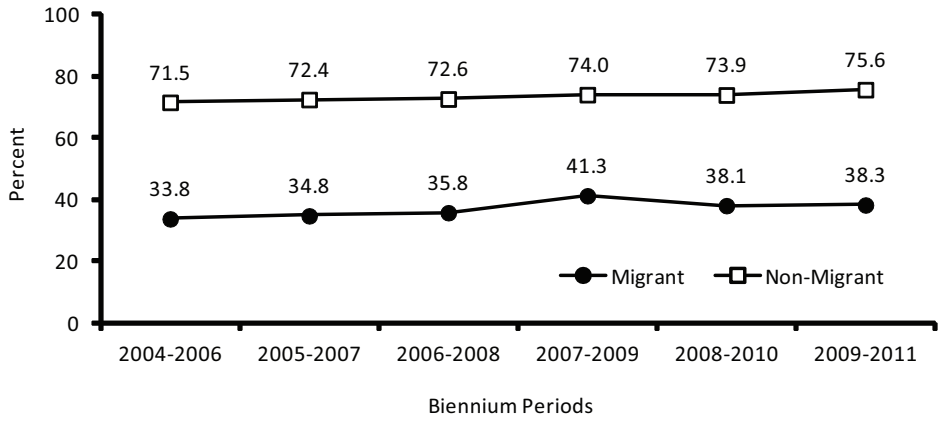


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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.
*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 5-14

**Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011**

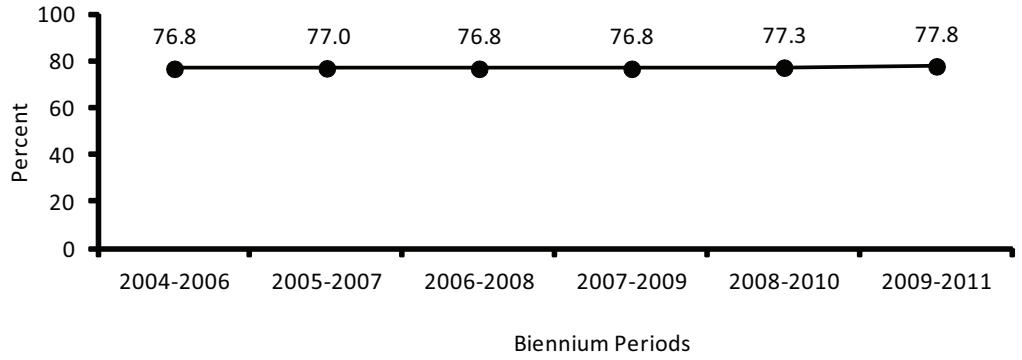


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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.
*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 5-15

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test
Biennium Periods 2004-2006 to 2009-2011

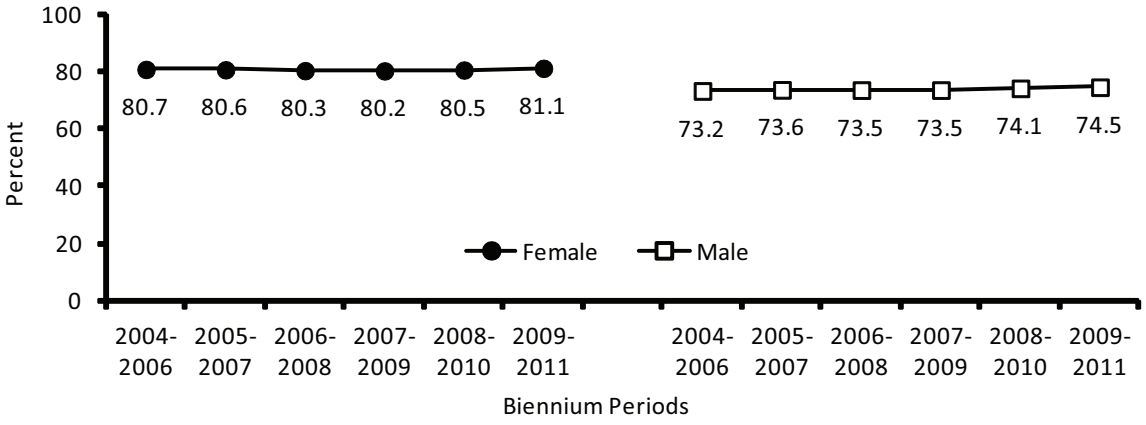


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Gender
Biennium Periods 2004-2006 to 2009-2011

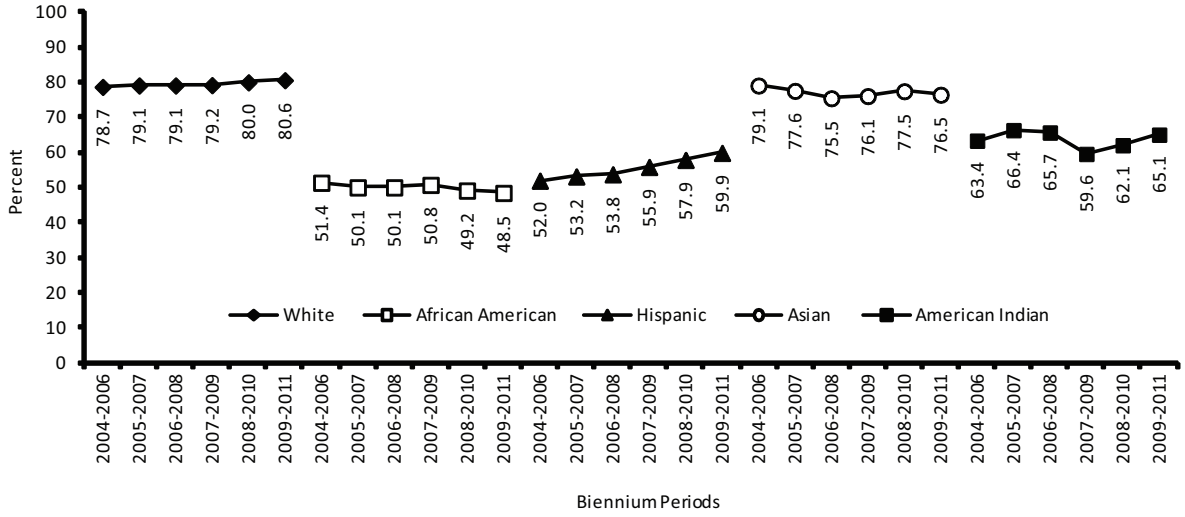


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Race/Ethnicity Biennium Periods 2004-2006 to 2009-2011

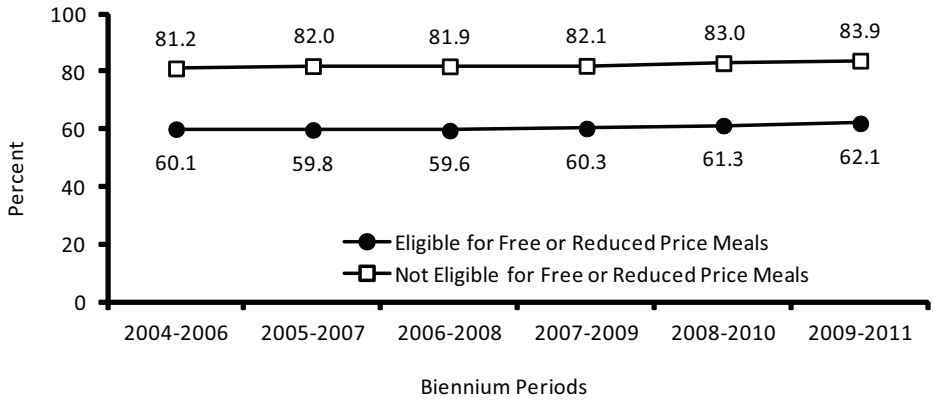


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-18

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2004-2006 to 2009-2011

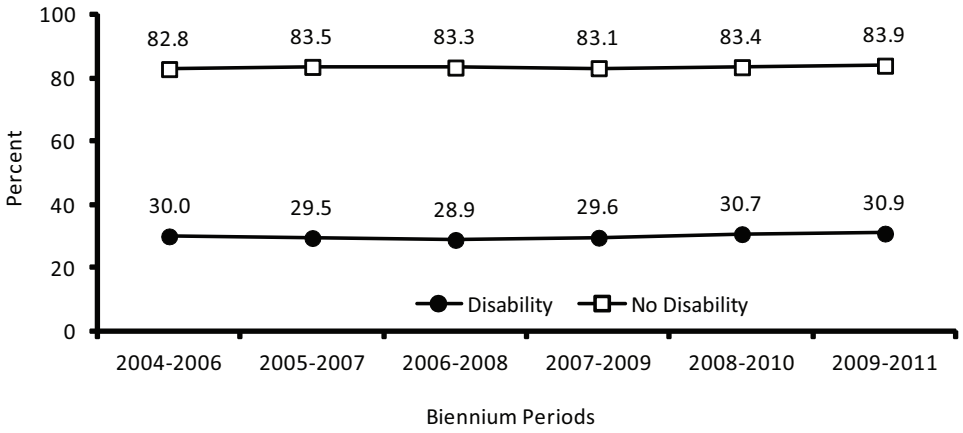


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 authors purpose or viewpoint, and evaluate aspects of its style or structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 5-19

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Disability Status* Biennium Periods 2004-2006 to 2009-2011

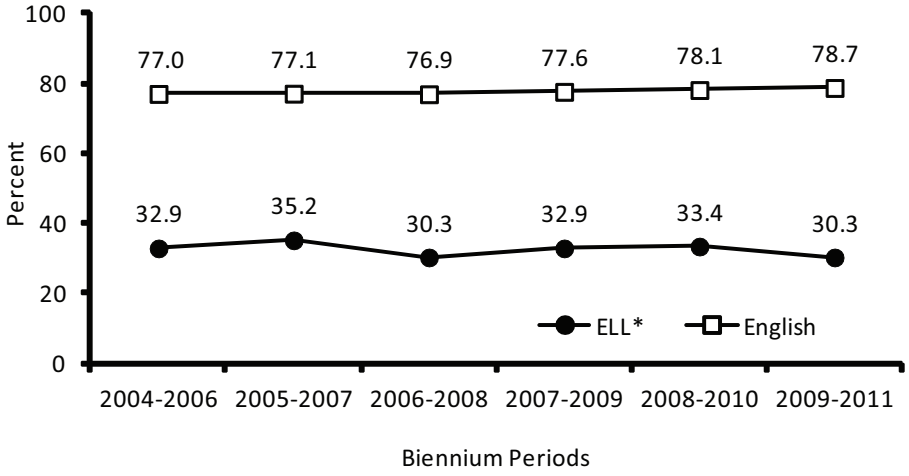


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 authors 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 5-20

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Primary Language Status* Biennium Periods 2004-2006 to 2009-2011

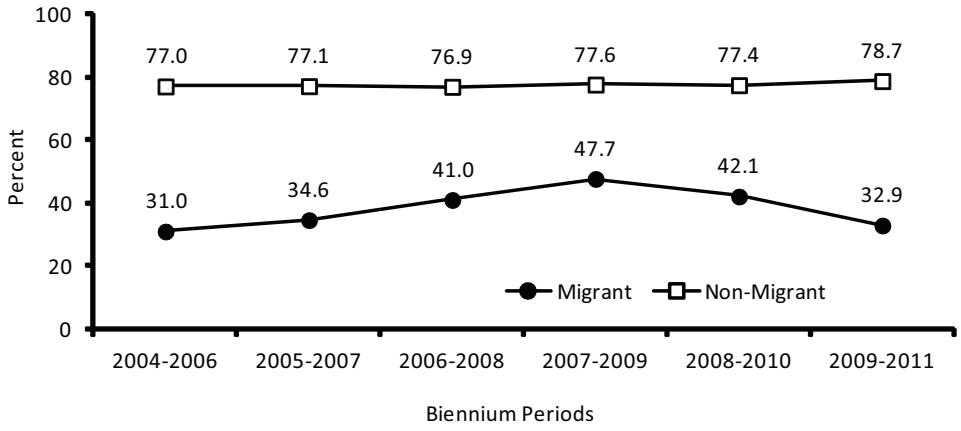


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 authors 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.

Figure 5-21

**Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011**



Source: Iowa Testing Programs, The University of Iowa.

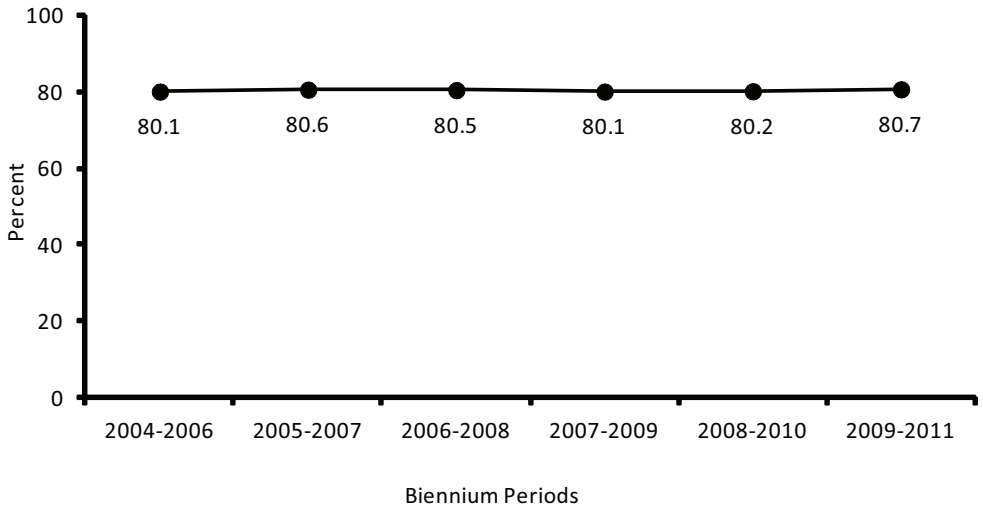
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually 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 authors 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 5-22

Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test
Biennium Periods 2004-2006 to 2009-2011

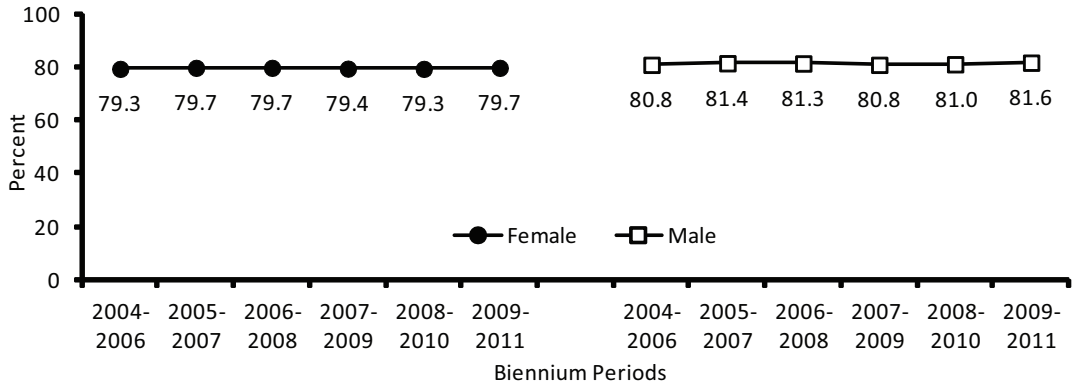


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-23

Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Gender
Biennium Periods 2004-2006 to 2009-2011

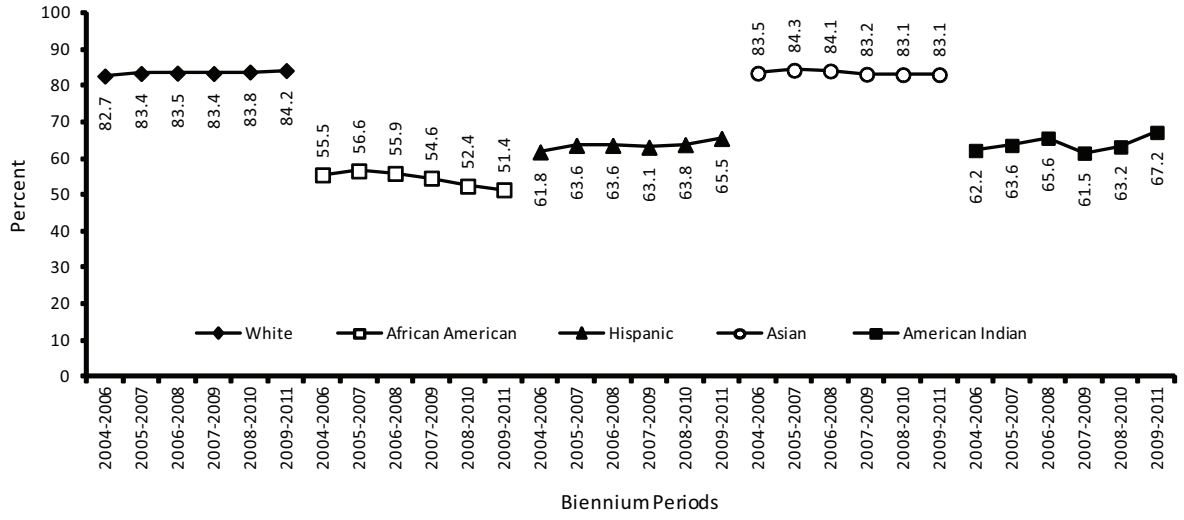


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-24

Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Race/Ethnicity
Biennium Periods 2004-2006 to 2009-2011

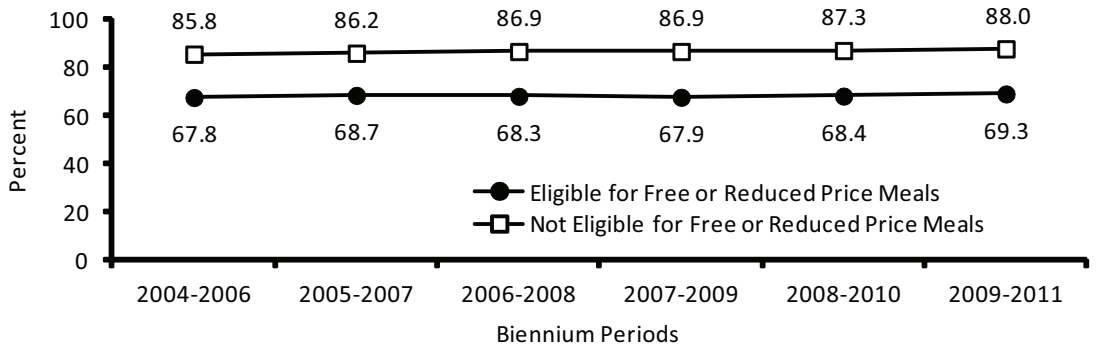


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-25

**Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Socioeconomic Status*
Biennium Periods 2004-2006 to 2009-2011**

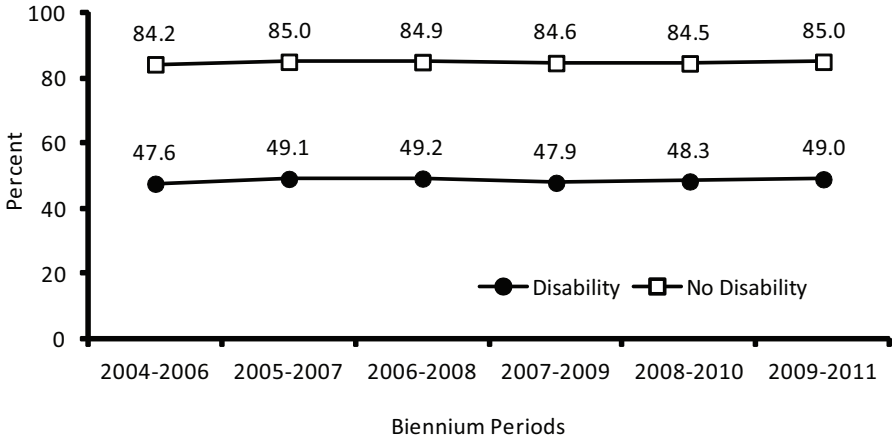


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-26

Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Disability Status*
Biennium Periods 2004-2006 to 2009-2011

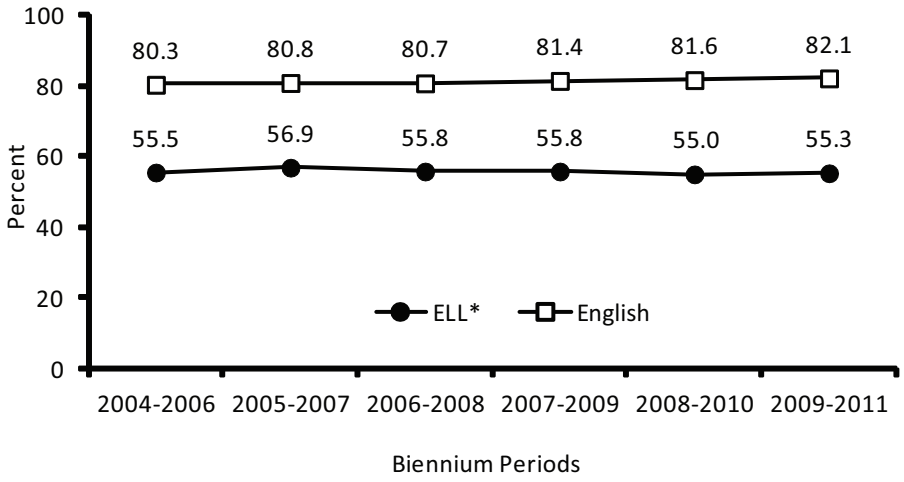


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-27

**Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Primary Language Status*
Biennium Periods 2004-2006 to 2009-2011**

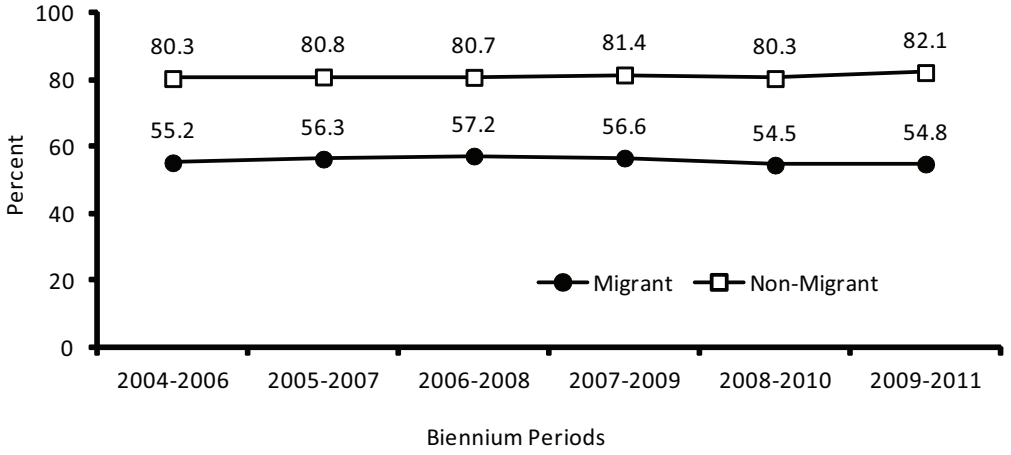


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-28

Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011



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., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-29

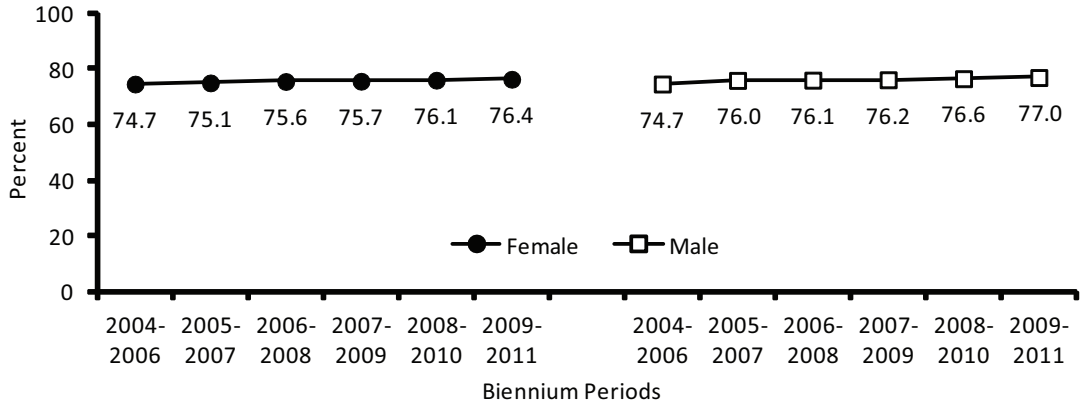
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test
Biennium Periods 2004-2006 to 2009-2011

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., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-30

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Gender
Biennium Periods 2004-2006 to 2009-2011

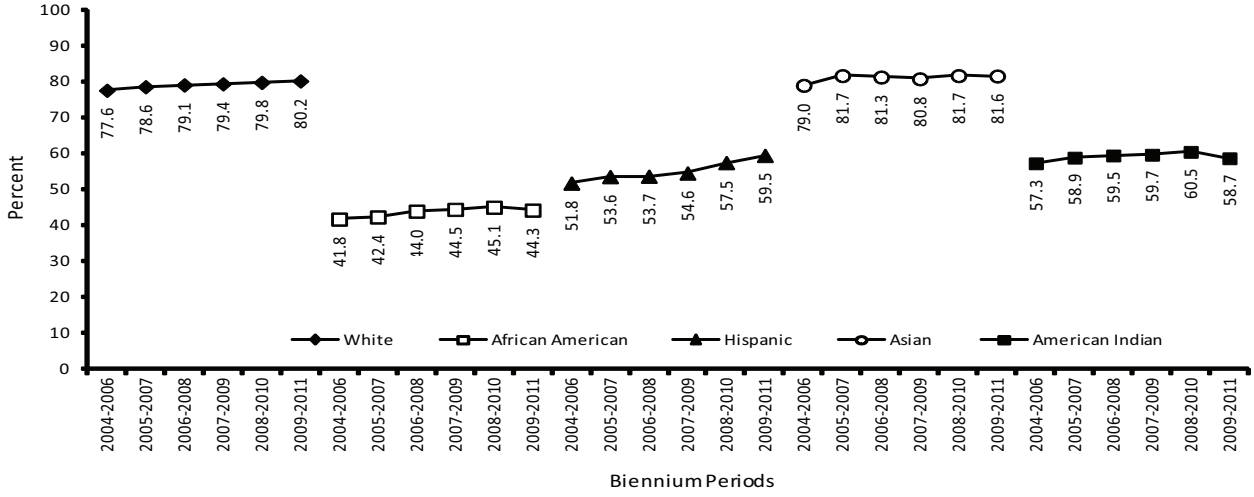


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-31

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Race/Ethnicity
Biennium Periods 2004-2006 to 2009-2011

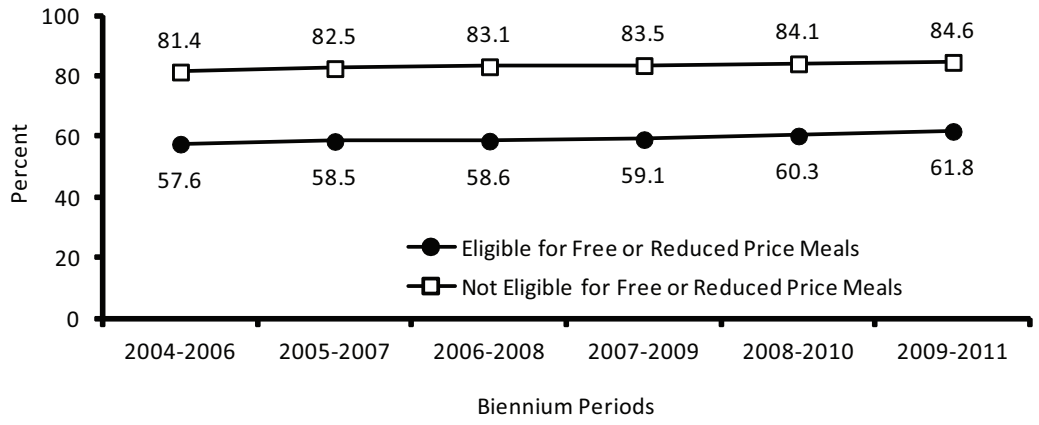


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-32

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Socioeconomic Status*
Biennium Periods 2004-2006 to 2009-2011

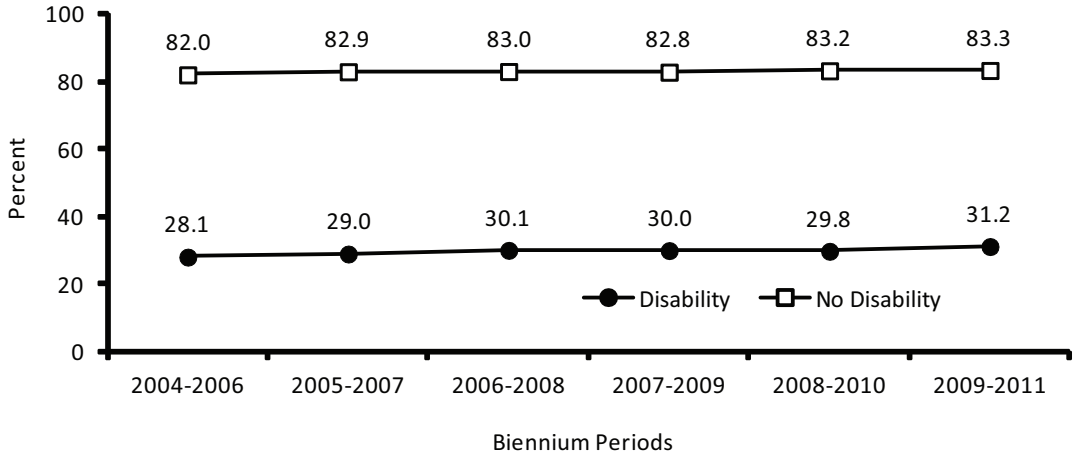


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-33

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Disability Status*
Biennium Periods 2004-2006 to 2009-2011

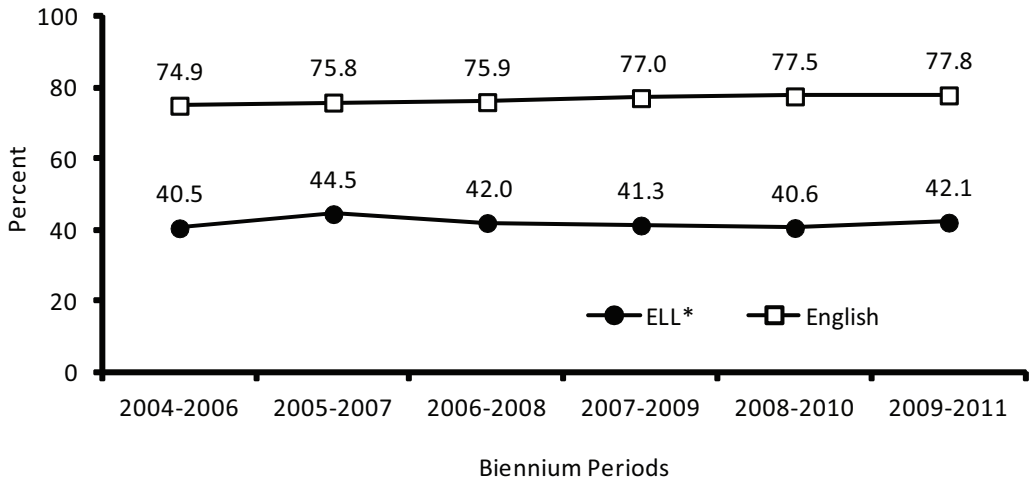


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-34

**Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Primary Language Status*
Biennium Periods 2004-2006 to 2009-2011**

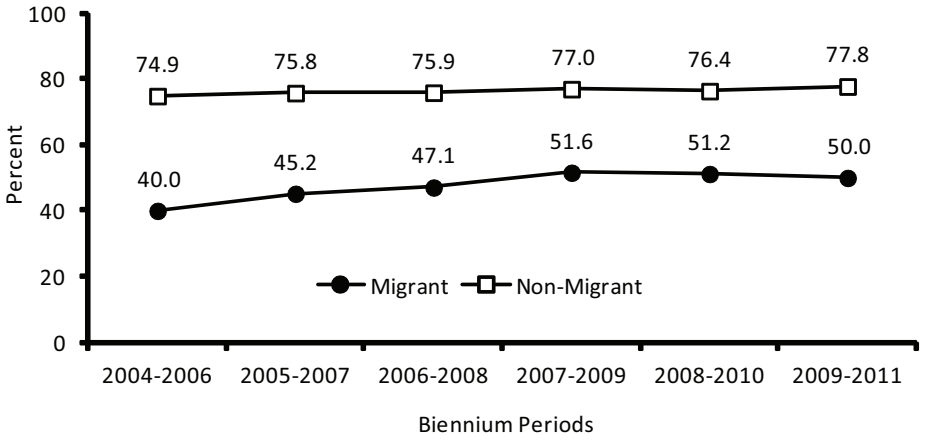


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-35

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011

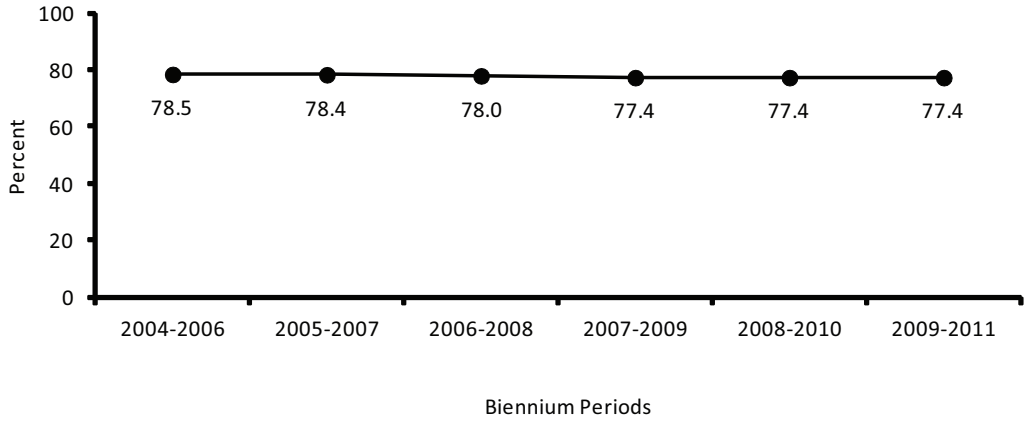


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 5-36

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test
Biennium Periods 2004-2006 to 2009-2011

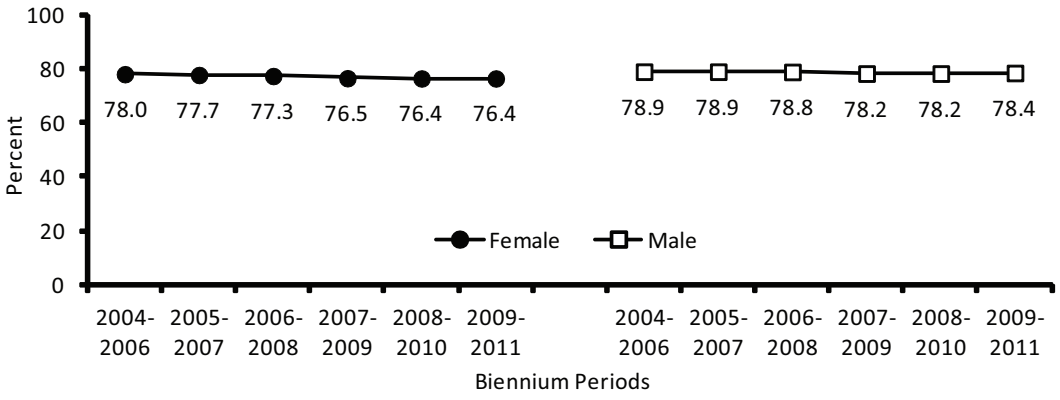


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 variety of quantitative reasoning problems.

Figure 5-37

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Gender
Biennium Periods 2004-2006 to 2009-2011

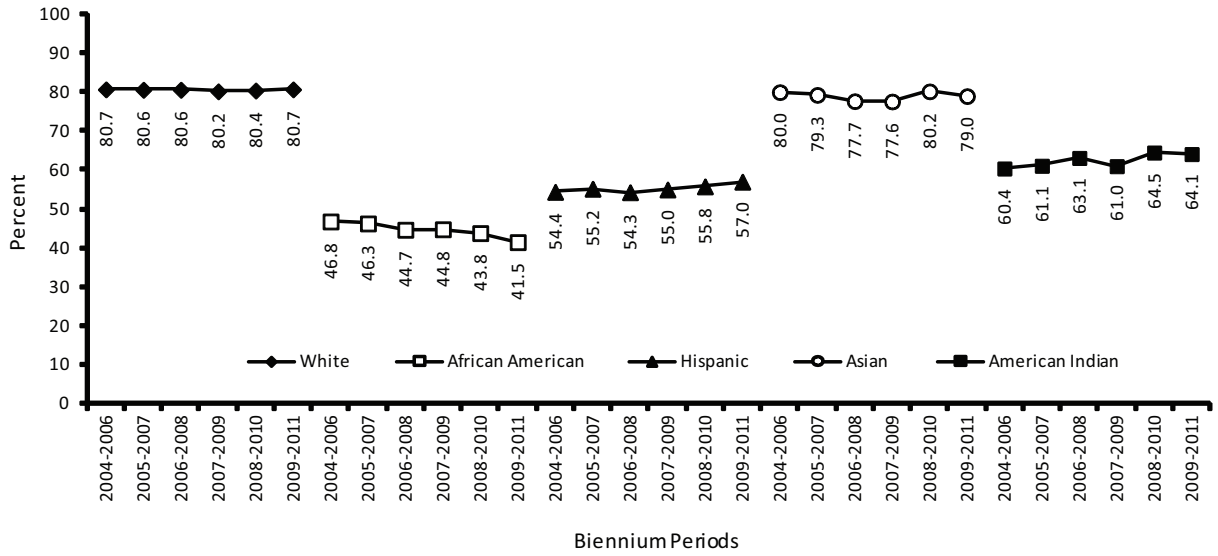


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2001-2010 and the 2010-2011 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 variety of quantitative reasoning problems.

Figure 5-38

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Race/Ethnicity
Biennium Periods 2004-2006 to 2009-2011

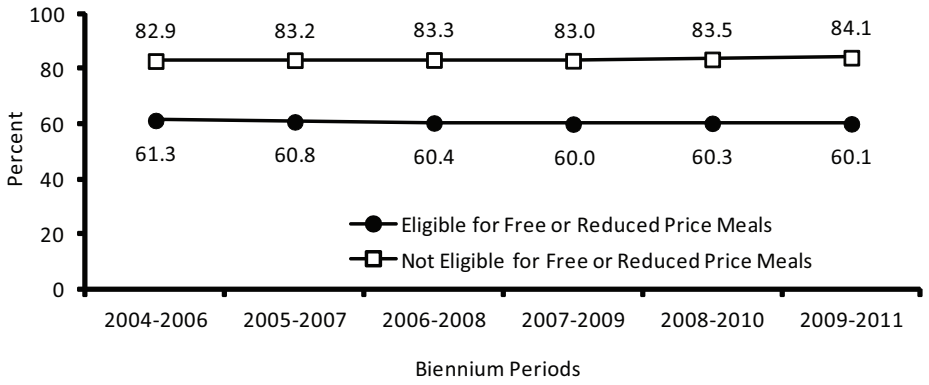


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 variety of quantitative reasoning problems.

Figure 5-39

**Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Socioeconomic Status*
Biennium Periods 2004-2006 to 2009-2011**

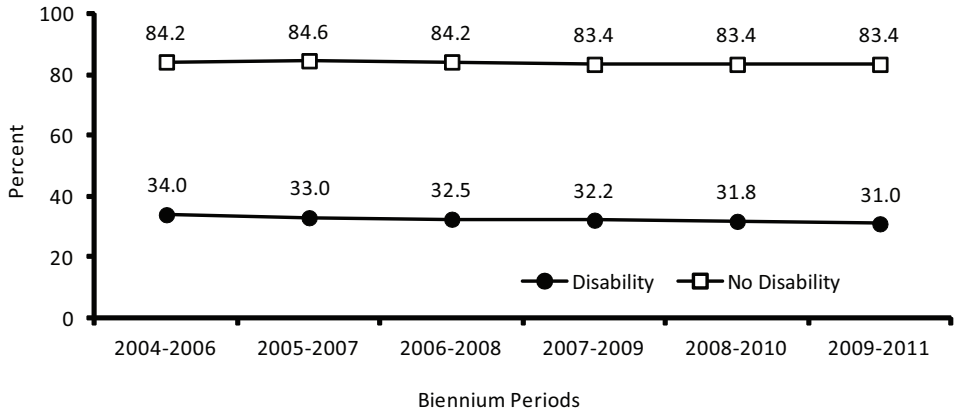


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 variety of quantitative reasoning problems.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 5-40

**Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Disability Status*
Biennium Periods 2004-2006 to 2009-2011**

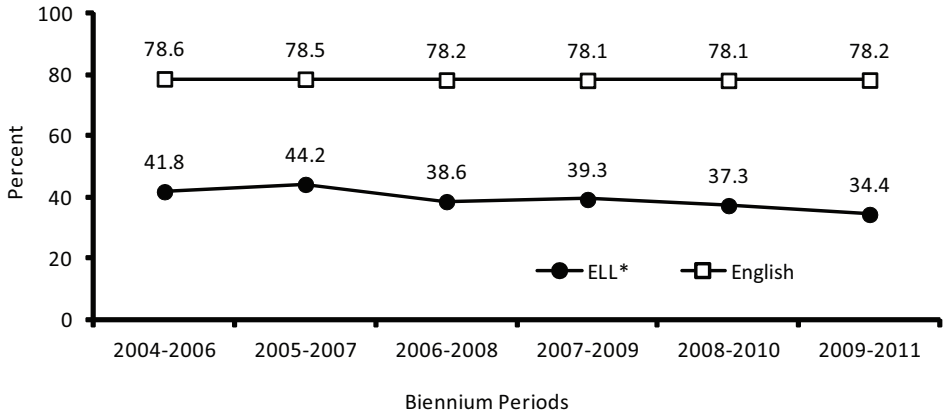


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 variety of quantitative reasoning problems.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 5-41

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Primary Language Status*
Biennium Periods 2004-2006 to 2009-2011

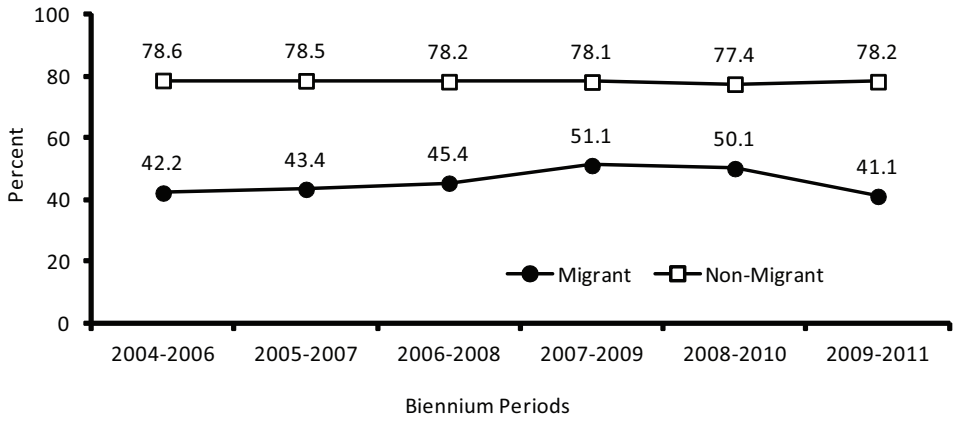


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 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 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 5-42

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011



Source: Iowa Testing Programs, The University of Iowa.

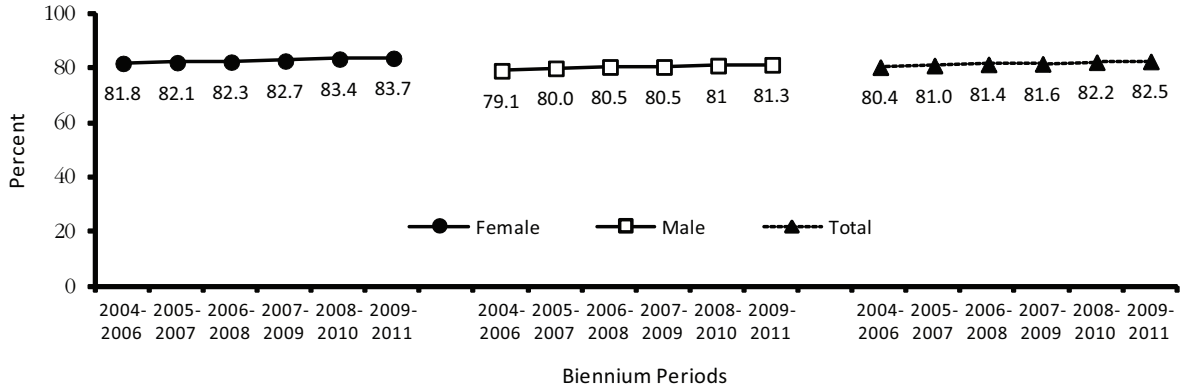
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves 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 5-43

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Gender
Biennium Periods 2004-2006 to 2009-2011

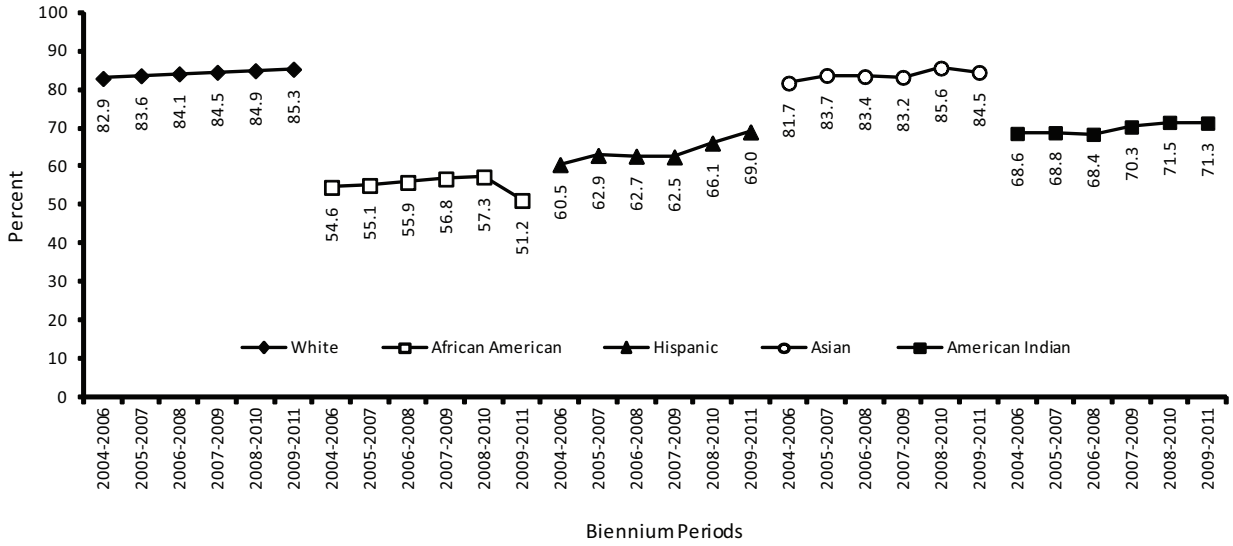


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-44

Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Race/Ethnicity
Biennium Periods 2004-2006 to 2009-2011

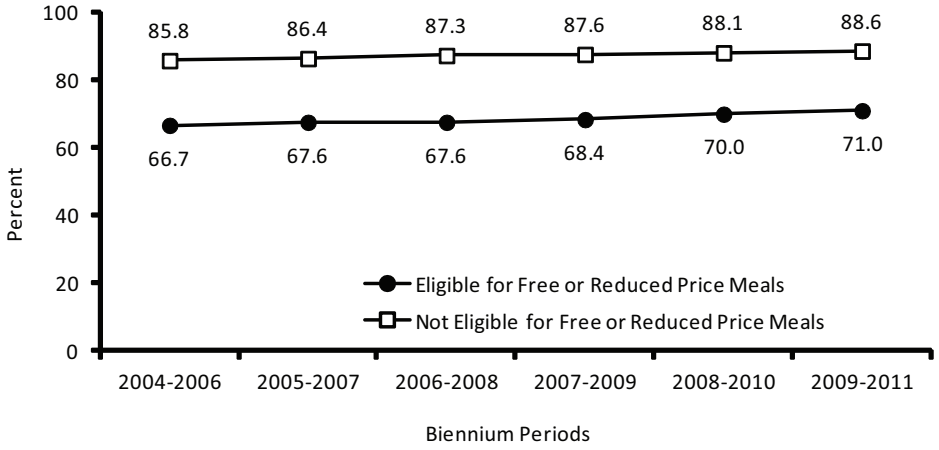


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-45

**Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Socioeconomic Status*
Biennium Periods 2004-2006 to 2009-2011**

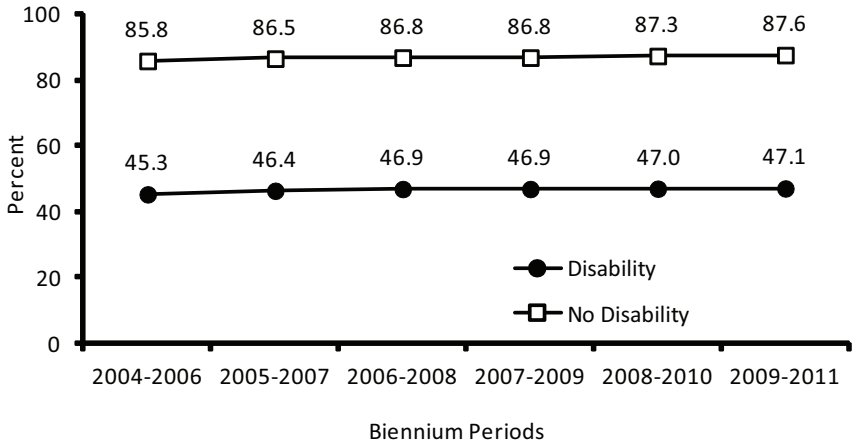


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-46

**Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Disability Status*
Biennium Periods 2004-2006 to 2009-2011**

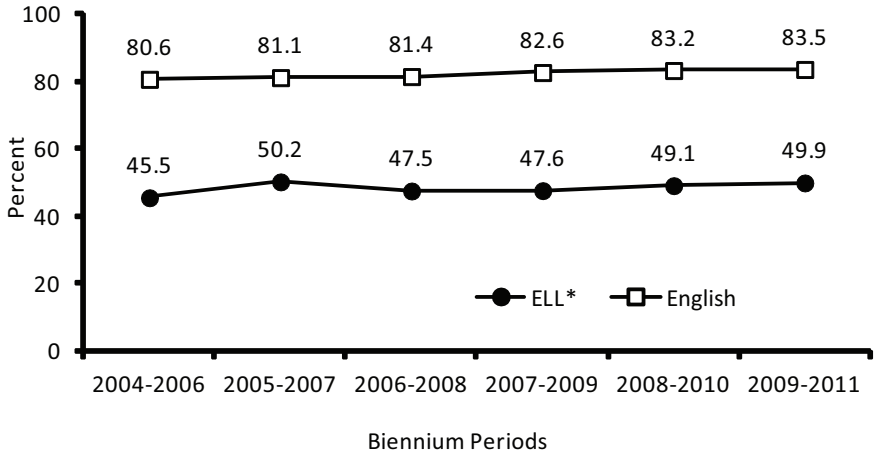


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-47

Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Primary Language Status*
Biennium Periods 2004-2006 to 2009-2011

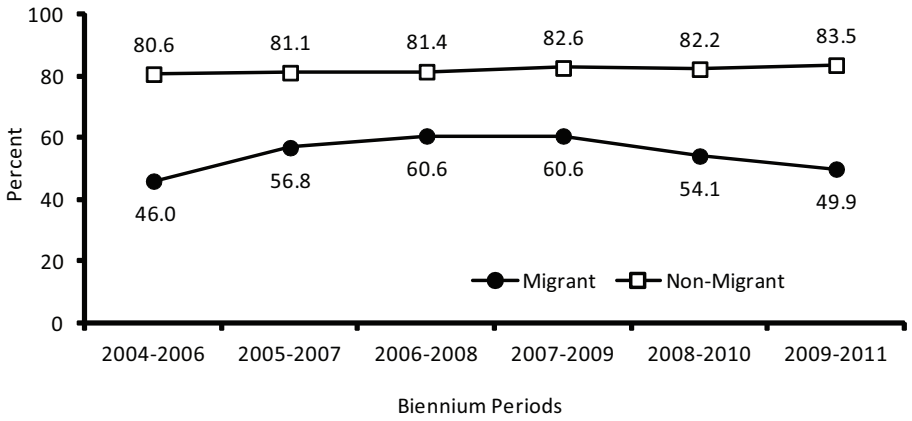


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-48

Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011

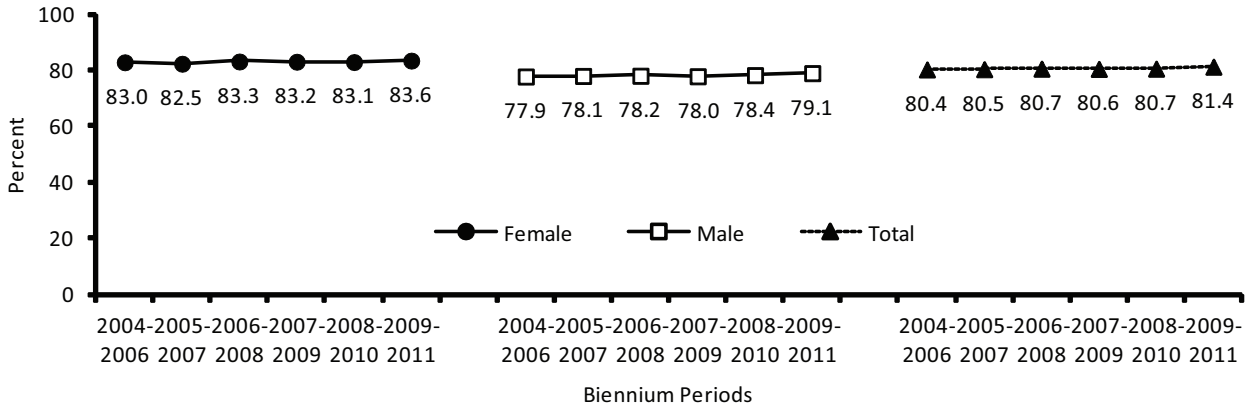


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-49

Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Gender
Biennium Periods 2004-2006 to 2009-2011

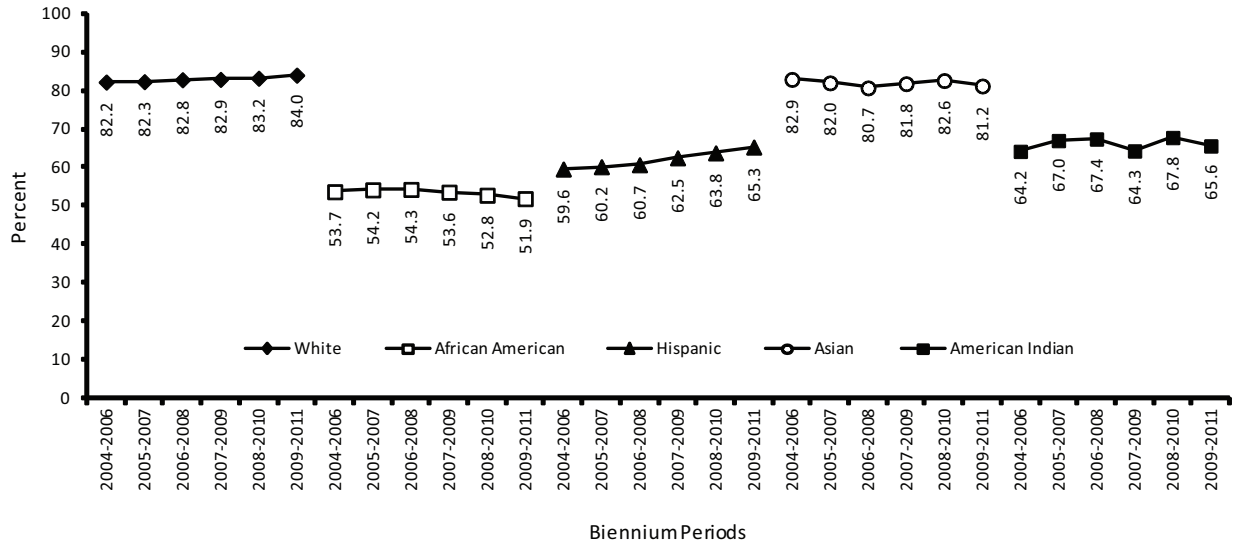


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-50

Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Race/Ethnicity
Biennium Periods 2004-2006 to 2009-2011

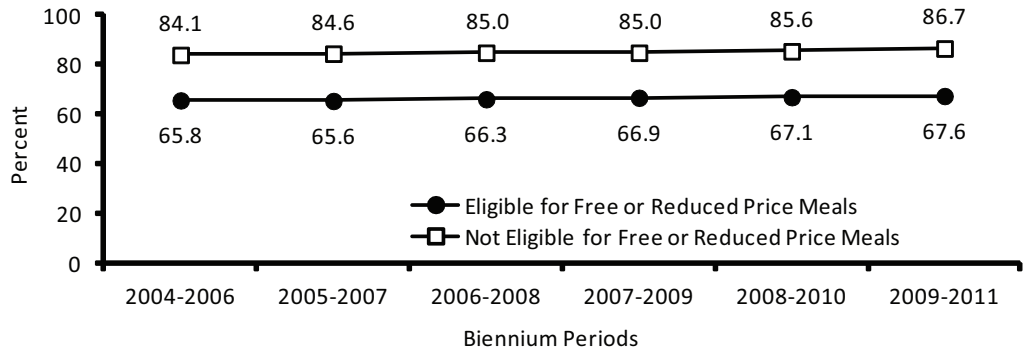


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-51

**Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Socioeconomic Status*
Biennium Periods 2004-2006 to 2009-2011**

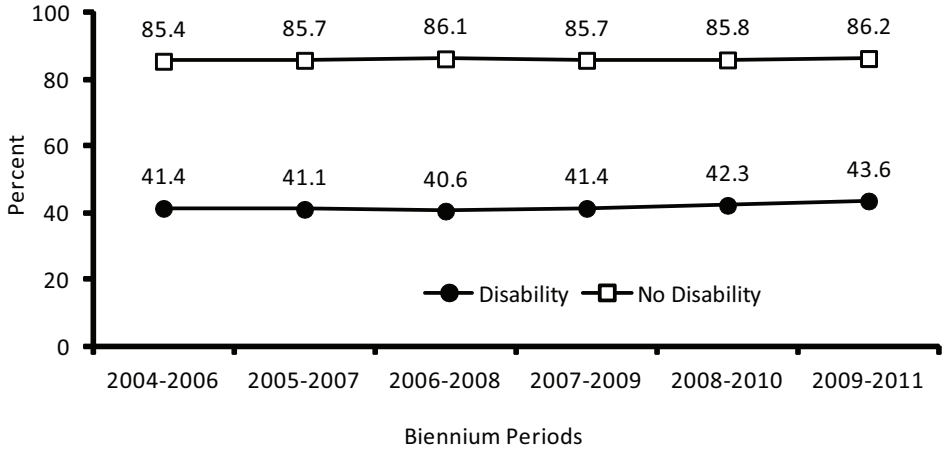


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-52

**Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Disability Status*
Biennium Periods 2004-2006 to 2009-2011**

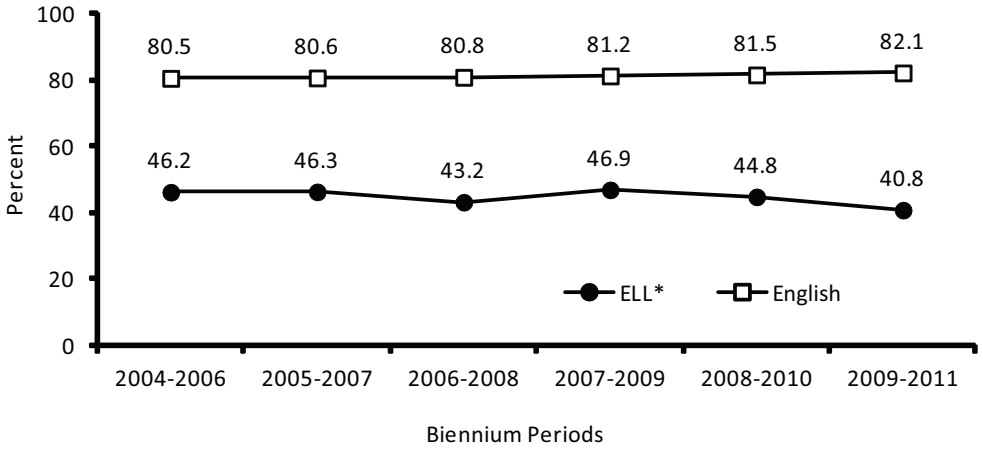


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures..
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 5-53

Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Primary Language Status*
Biennium Periods 2004-2006 to 2009-2011

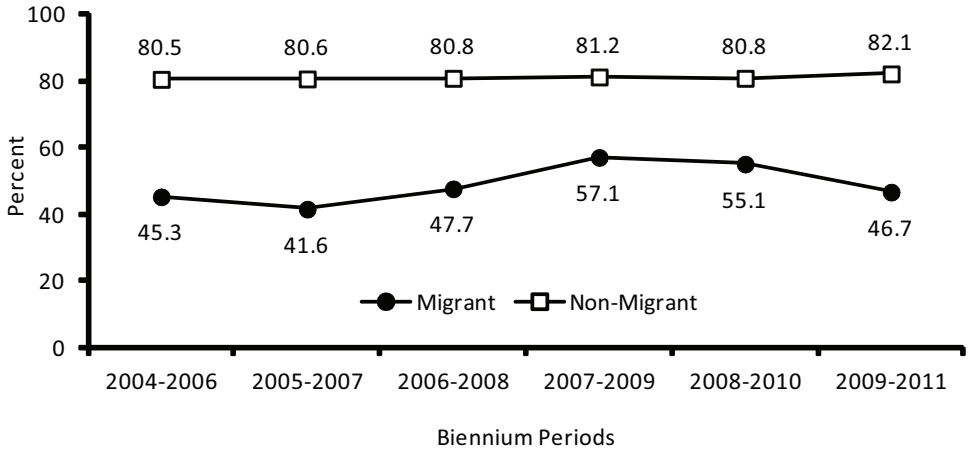


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
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 5-54

**Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Migrant Status*
Biennium Periods 2004-2006 to 2009-2011**



Source: Iowa Testing Programs, The University of Iowa.

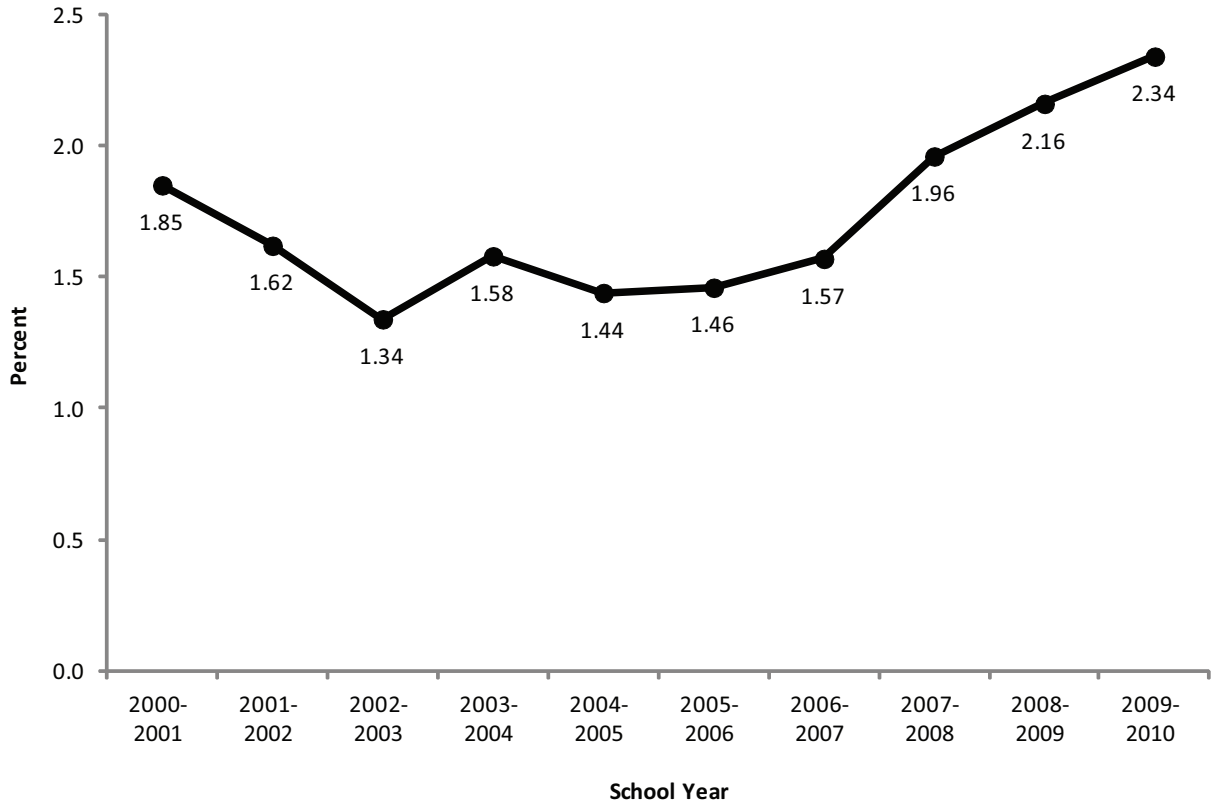
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes 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 5-55

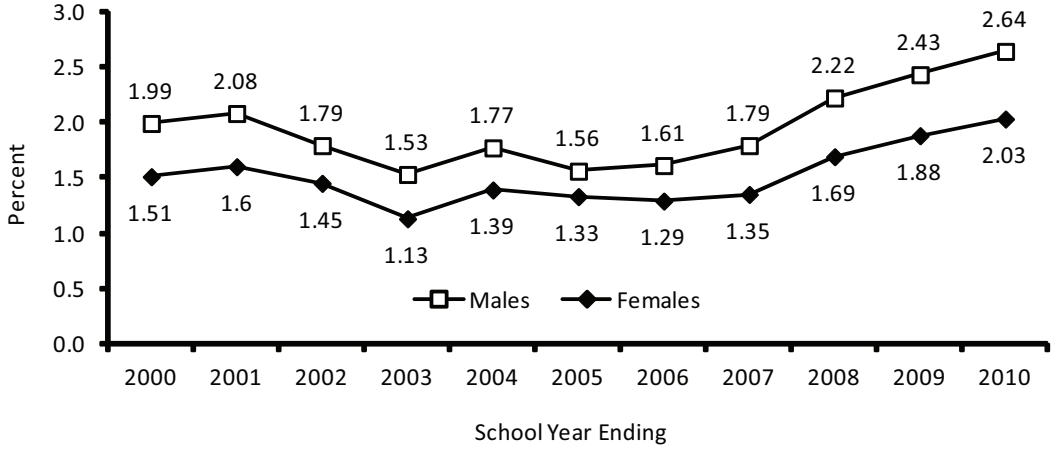
Iowa Grades 7-12 Dropouts as a Perent of Public School Students in Grades 7-12 for 2000-2001 to 2009-2010



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Dropout files.

Figure 5-56

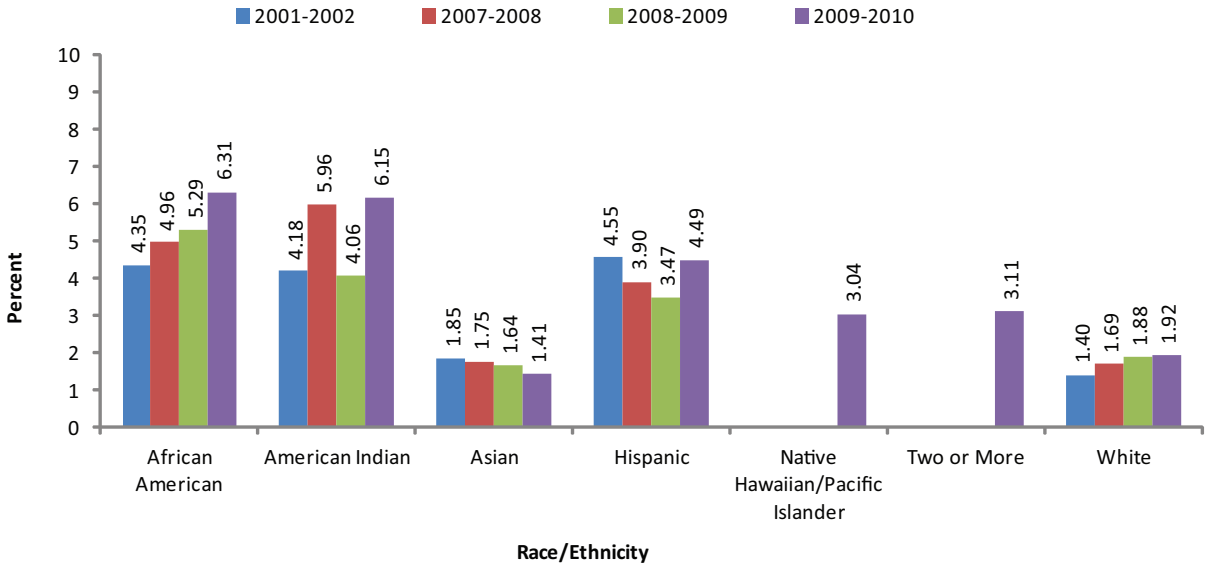
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Gender 2000 to 2010



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Dropout files and EASIER files.

Figure 5-57

Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Race/Ethnicity 2001-2002, 2007-2008 to 2009-2010



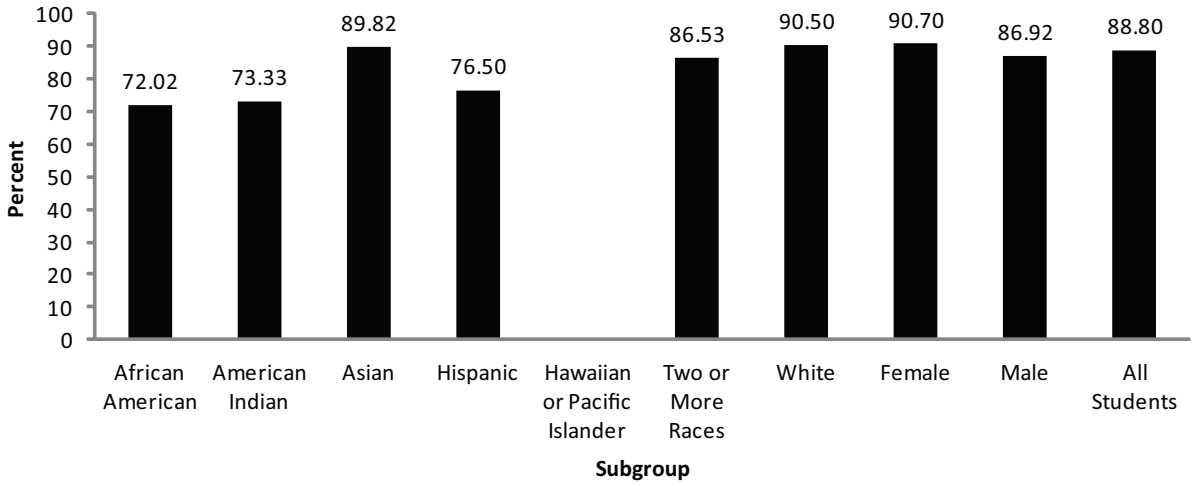
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Dropout files and EASIER files.

High School Graduation Rates

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

Figure 5-58

Iowa High School Graduating Class of 2010 Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender



Source: Iowa Department of Education, Bureau of Information and Analysis, 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.

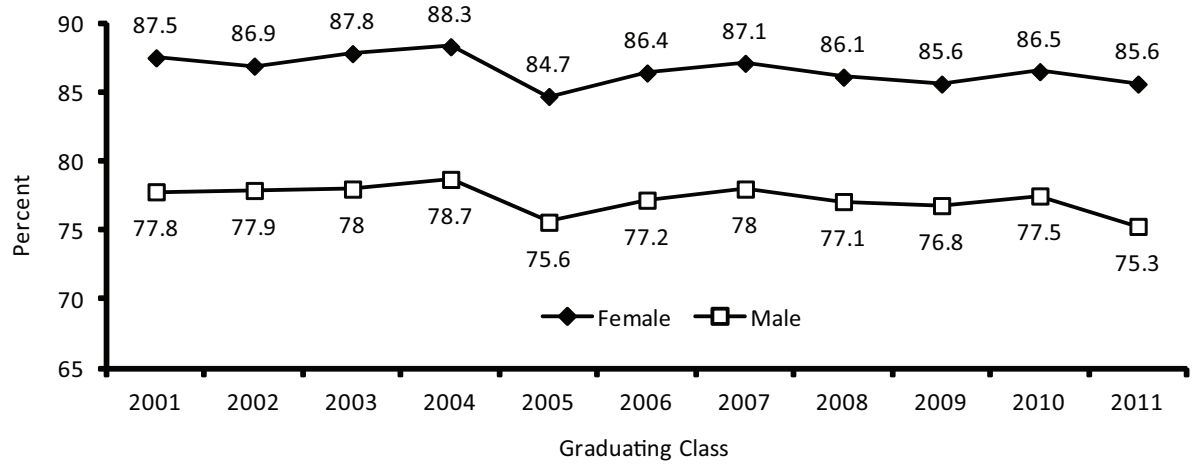
Figure 5-59

Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training Graduating Classes 2001 to 2011

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey files and EASIER files.

Figure 5-60

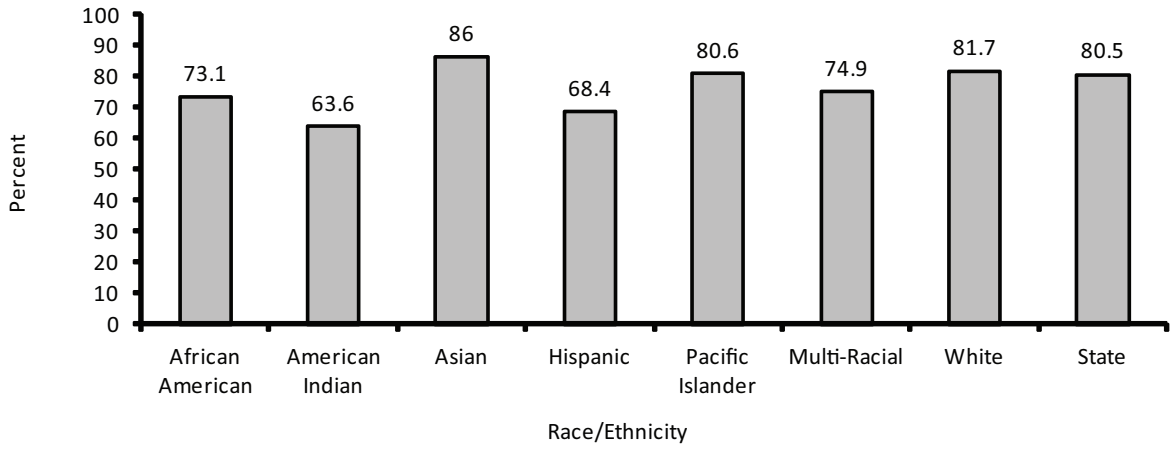
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Gender Graduating Classes 2001 to 2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey files and EASIER files.

Figure 5-61

Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Race/Ethnicity Graduating Class of 2011



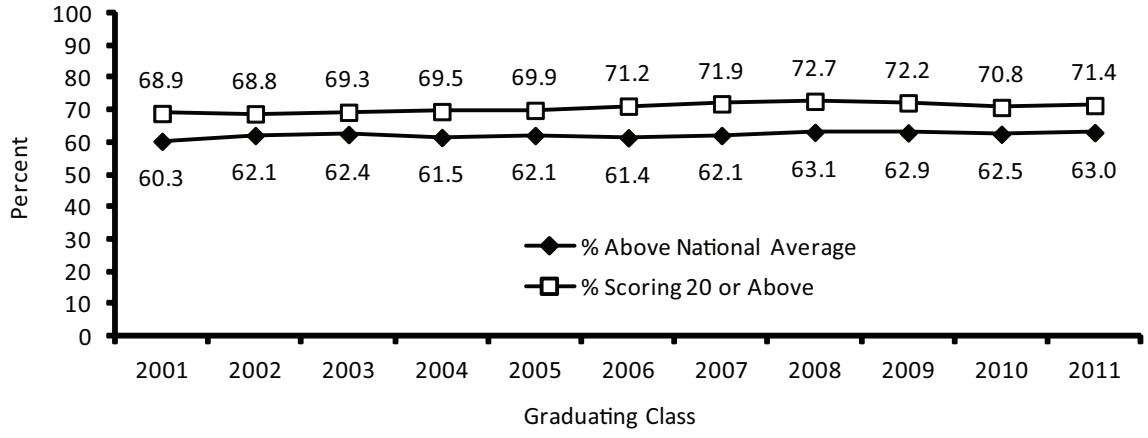
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey Files.

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 5-62

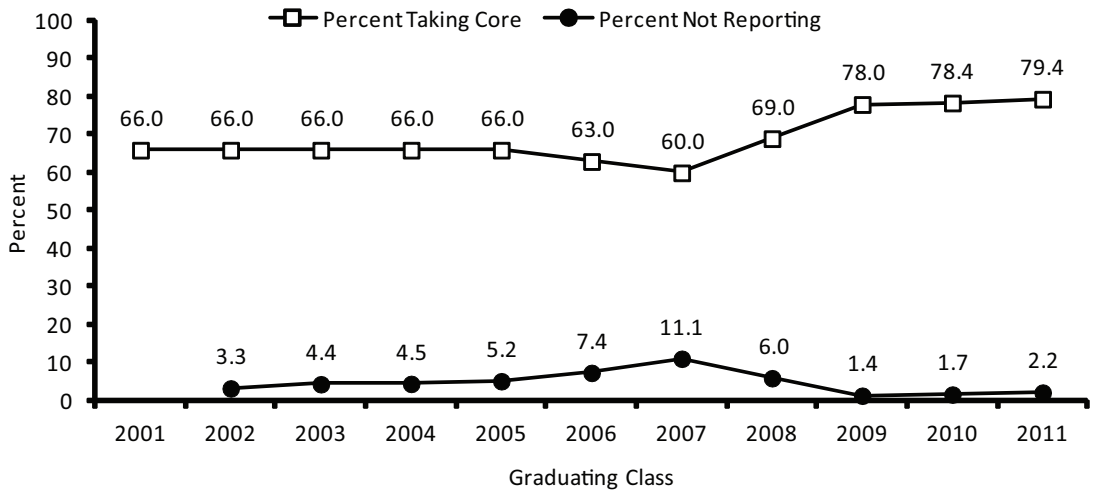
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above 2001 to 2011



Source: ACT, Inc., The High School Profile Report for Iowa.

Figure 5-63

Percent of Iowa ACT Participants Completing Core High School Program 2001 to 2011



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 2010-2011 school year, all 359 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. 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 2009-2011. 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 Iowa Tests with 2000 national norms have been used since 2001-2002. The achievement level data on Iowa Tests 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 2009-2011 with the 2000 national norms.

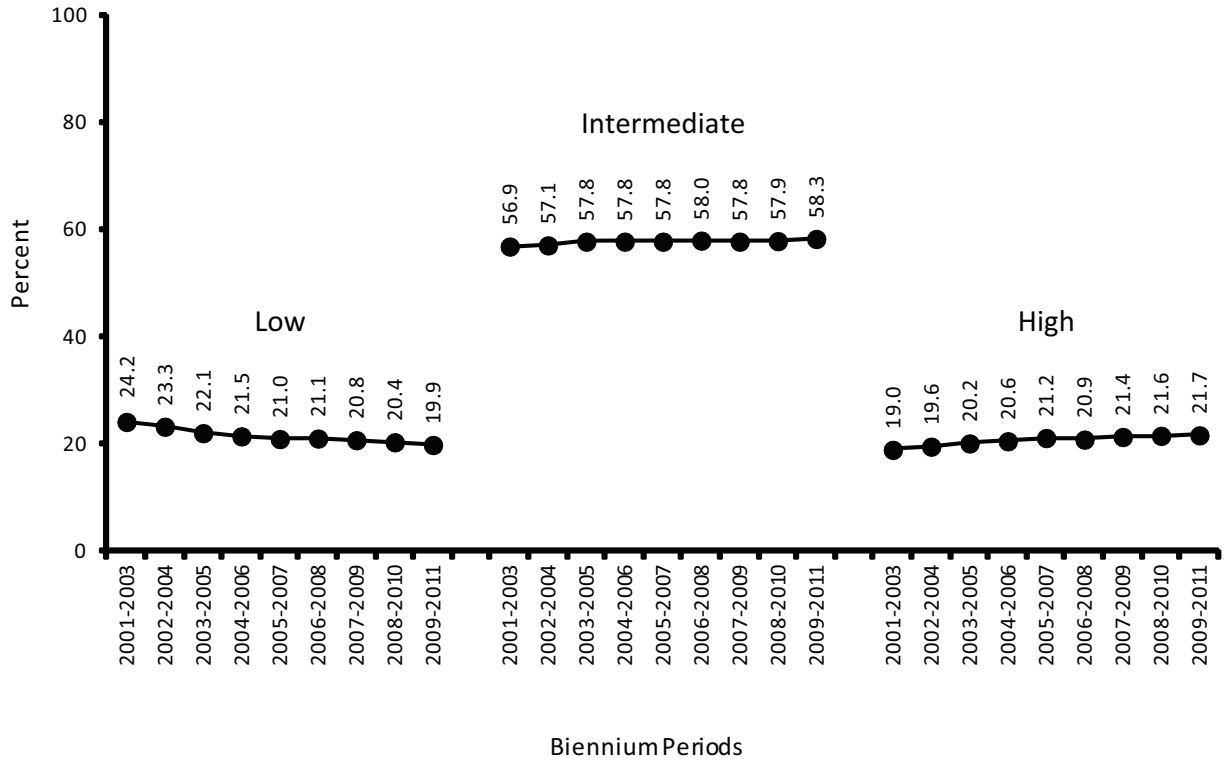
Achievement Levels for Reading Comprehension

Figures 5-64 through 5-66 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 5-64), eight (Figure 5-65), and 11 (Figure 5-66) in 2009-2011. The Intermediate and High achievement level percentages increased slightly across all three grades.

Figure 5-64

ITBS Reading Comprehension - Grade 4
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011

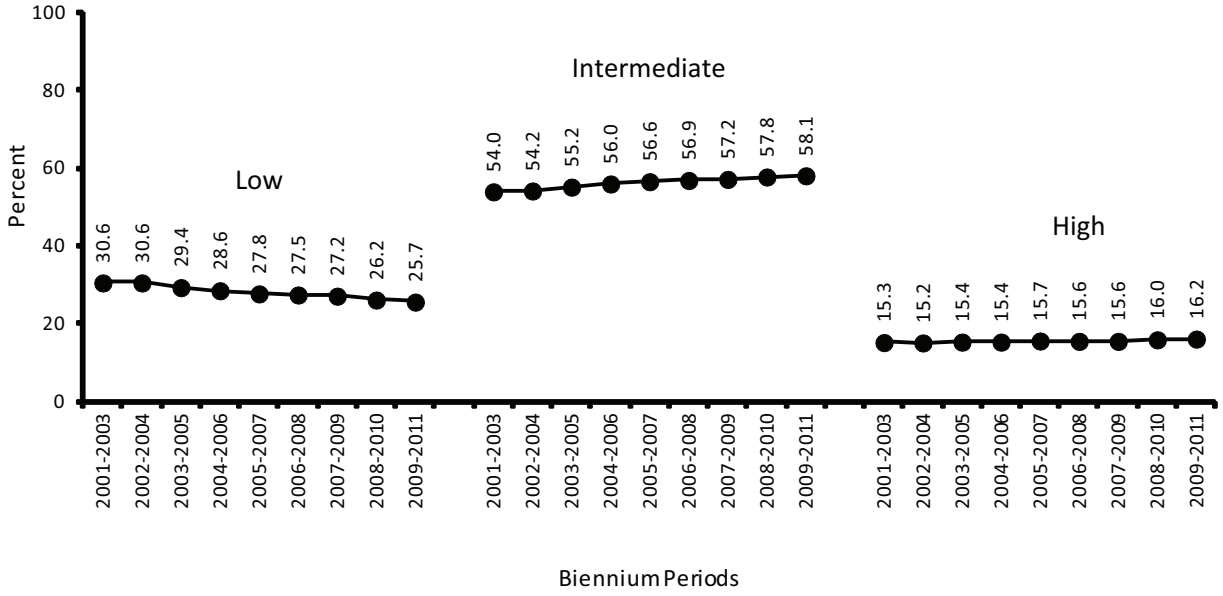


Source: Iowa Testing Programs, The University of Iowa.

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, evaluates 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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

Figure 5-65

ITBS Reading Comprehension - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011

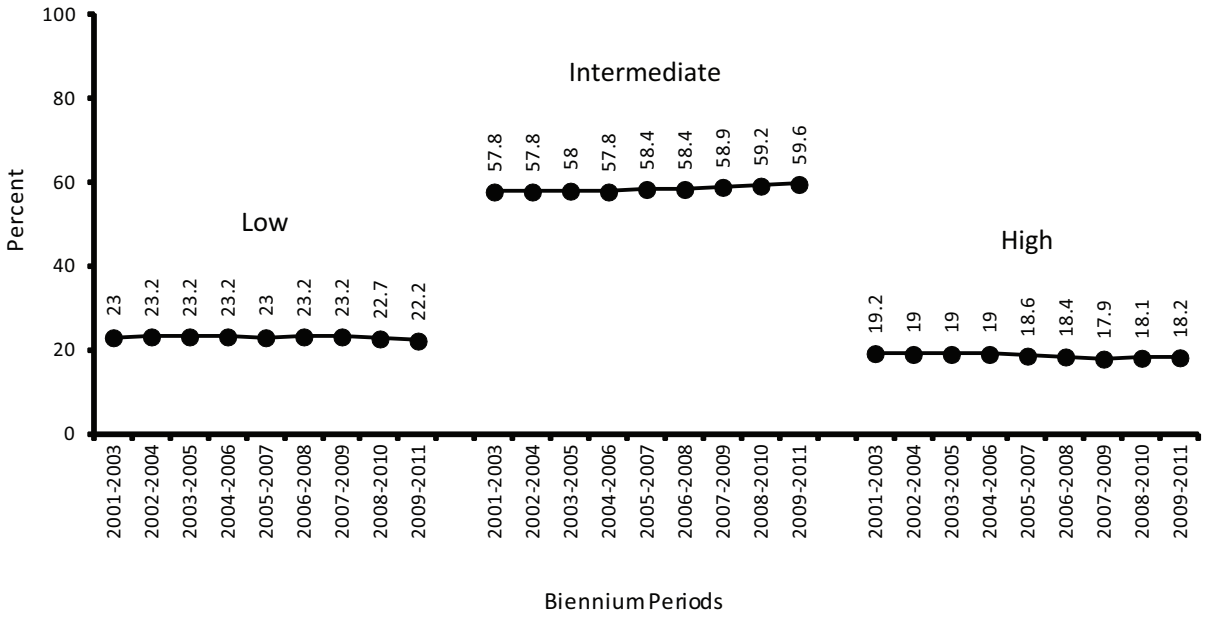


Source: Iowa Testing Programs, The University of Iowa.

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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

Figure 5-66

ITED Reading Comprehension - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011



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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

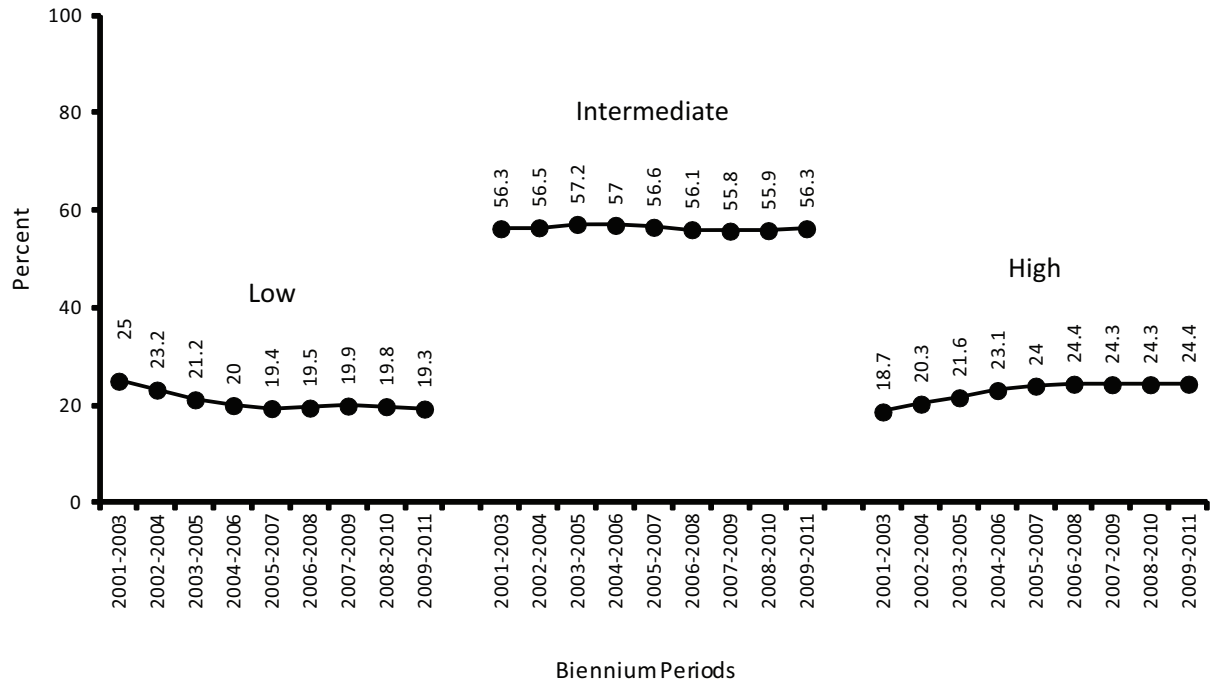
Achievement Levels for Mathematics

Figures 5-67 through 5-69 show the mathematics achievement level distributions for students in grades four, eight, and 11 for the biennium periods 2001-2003 through 2009-2011.

Less students performed at the Low achievement level during 2009-2011 in mathematics in grades four (Figure 5-67), eight (Figure 5-68), and 11 (Figure 5-69) in 2009-2011. The High achievement level increased slightly in grades four, eight, and 11.

Figure 5-67

ITBS Mathematics - Grade 4
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011

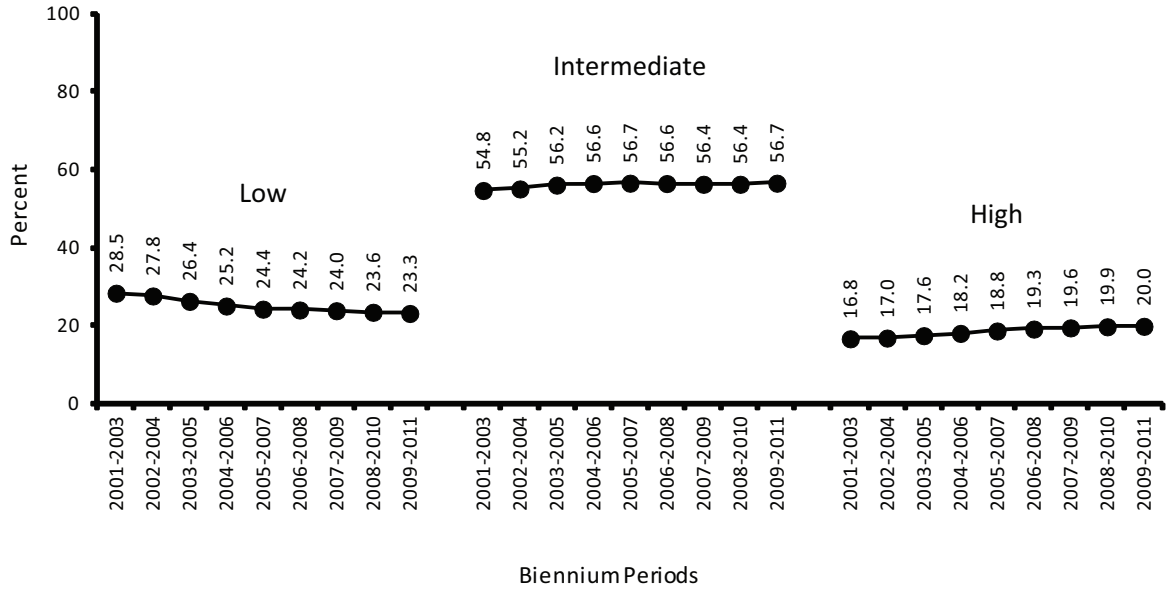


Source: Iowa Testing Programs, The University of Iowa.

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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

Figure 5-68

ITBS Mathematics - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011

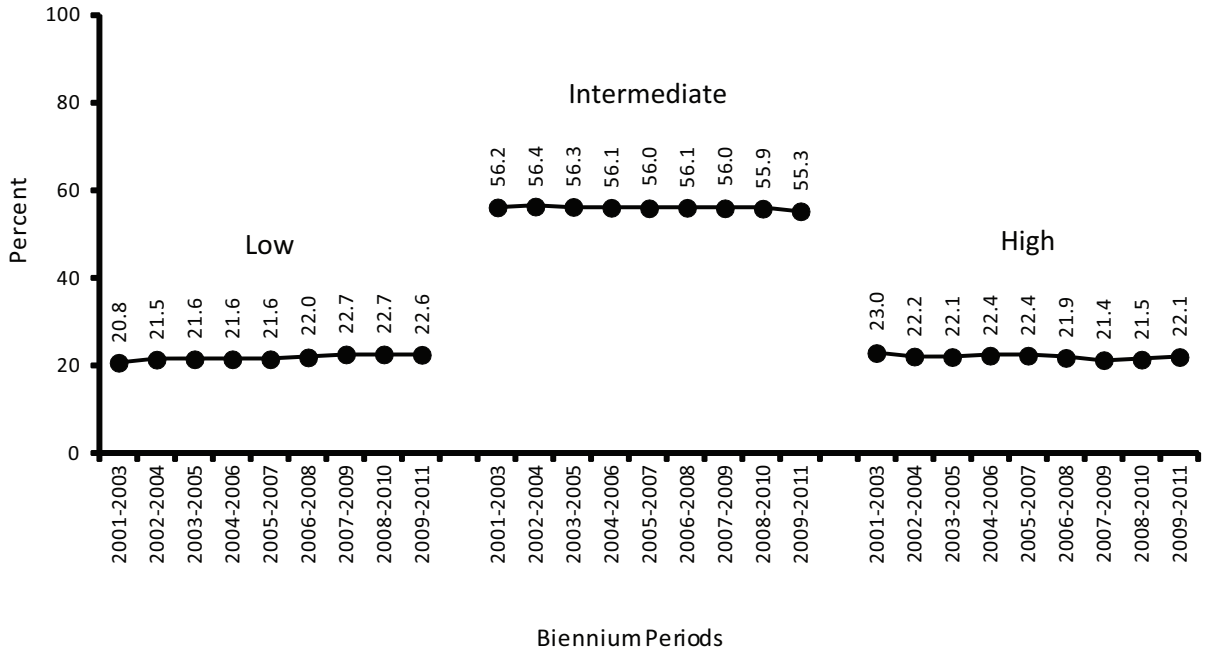


Source: Iowa Testing Programs, The University of Iowa.

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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

Figure 5-69

ITED Mathematics - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011



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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

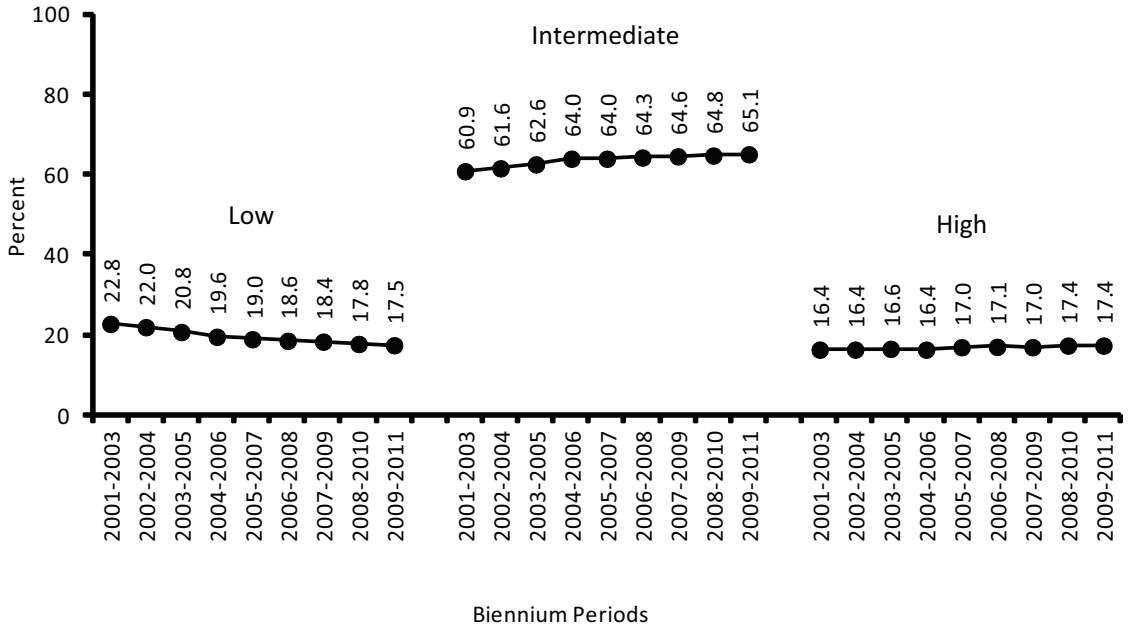
Achievement Levels for Science

Figure 5-70 shows the ITBS science achievement level distributions for students in grade eight and Figure 5-71 shows the ITED science achievement level distributions for students in grade 11.

Grade eight students performed better in science in 2009-2011 compared to the last biennium period, 2008-2010, with a lower percent of students performing at the Low achievement level and a higher percent of students performing at the Intermediate achievement level. In 2009-2011, less grade 11 students performed in the Low level for science, while the Intermediate and High achievement levels for grade 11 science increased.

Figure 5-70

ITBS Science - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011

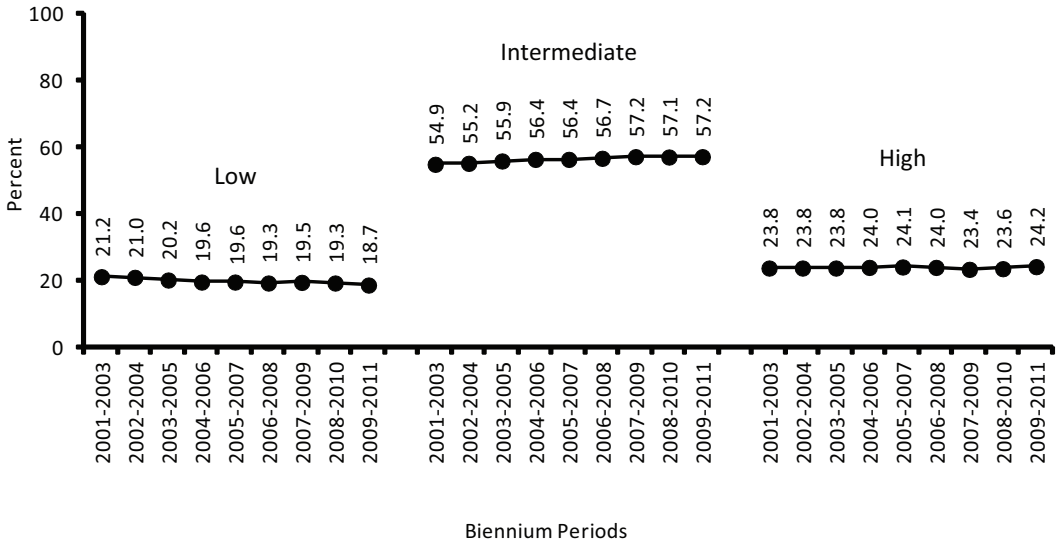


Source: Iowa Testing Programs, The University of Iowa.

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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.

Figure 5-71

ITED Science - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2001-2003 to 2009-2011



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 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 predications 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 predications 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 of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

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. Tables and graphics in this section include the results for accommodations not permitted in the earlier years (denoted with an asterisk) and for accommodations permitted in the most recent years.

Average Scale Scores

NAEP assessment scores in reading and mathematics in grades four and eight and reading in grade 12 are reported on a scale range of 0 to 500. Mathematics for grade 12 is reported on a scale range of 0 to 300. Iowa's average NAEP assessment scale scores exceed the national averages in grades 4 and 8 for both mathematics and reading (Table 5-4).

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.

Table 5-4

Average NAEP Scale Scores for Public Schools Grades 4, 8, and 12

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Mathematics	4	2011	243	240	86	43	6
(scale: 0-500)		2009	243	239	87	41	5
		2007	243	239	87	43	5
		2005	240	237	85	37	4
		2003	238	234	83	36	3
		2000	231	224	75	26	2
		2000*	233	226	78	28	2
		1996*	229	222	74	22	1
		1992*	230	219	72	26	2
	8	2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78	31	4
		1992*	283	267	76	31	4
		1990*	278	262	70	25	3
(scale: 0-300)	12	2009	156	152	71	25	1

Table 5-4 (…continued)

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Reading	4	2011	221	220	69	33	6
(scale: 0-500)		2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
	8	2011	265	264	77	33	2
		2009	265	262	77	32	2
		2007	267	261	80	36	2
		2005	267	260	79	34	3
		2003	268	261	79	36	3
	12	2009	291	287	79	39	4
Science	4	2009	157	149	80	41	1
(scale: 0-300)	8	2009	156	149	72	35	1
Writing	4	2002	155	153	89	27	1
(scale: 0-300)	8	2007	155	154	88	32	1

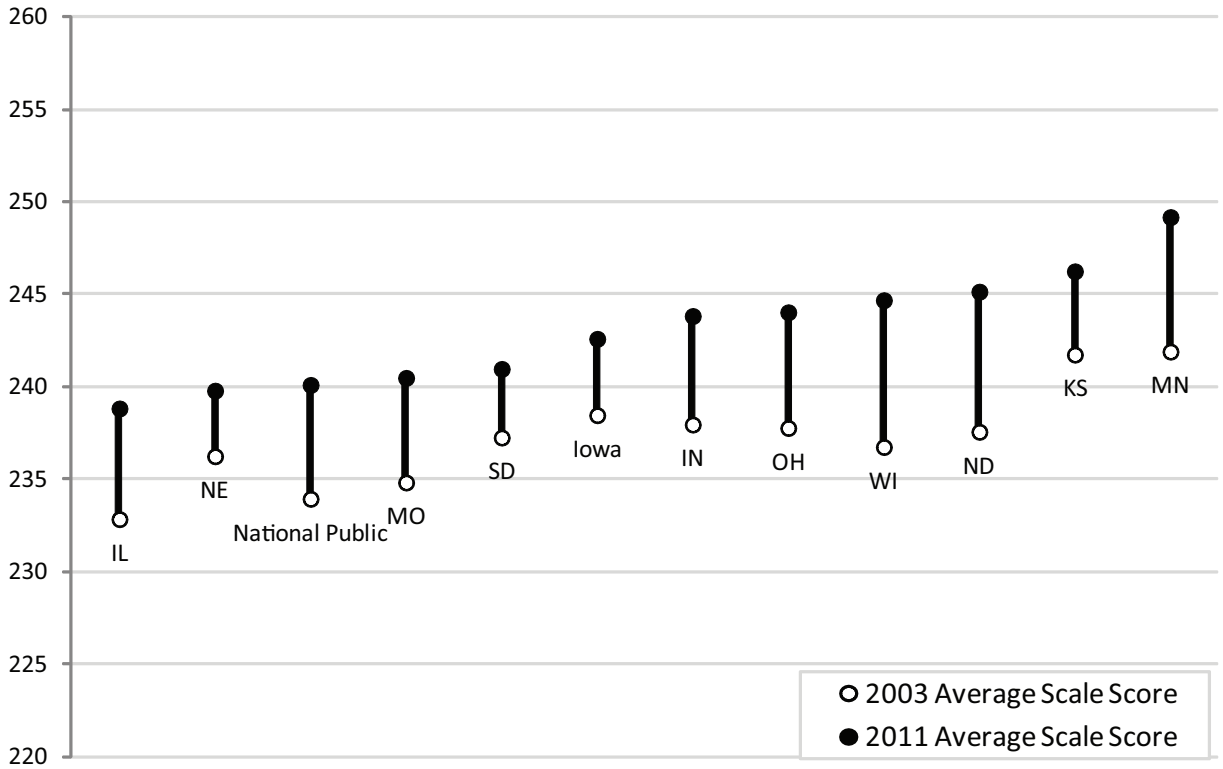
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Notes: *Accommodations not allowed.
Observed differences are not necessarily statistically significant.
Detail may not sum to totals because of rounding.

The following figures (5-72 through 5-75) show the scale score growth of Iowa students on the NAEP during the period from 2003 to 2011. Eleven Midwest states are also shown for comparison. Iowa students have not shown the growth in mathematics that has been found in other states across the nation. In reading, Iowa has decreased the average scale score in grades four and eight.

Figure 5-72

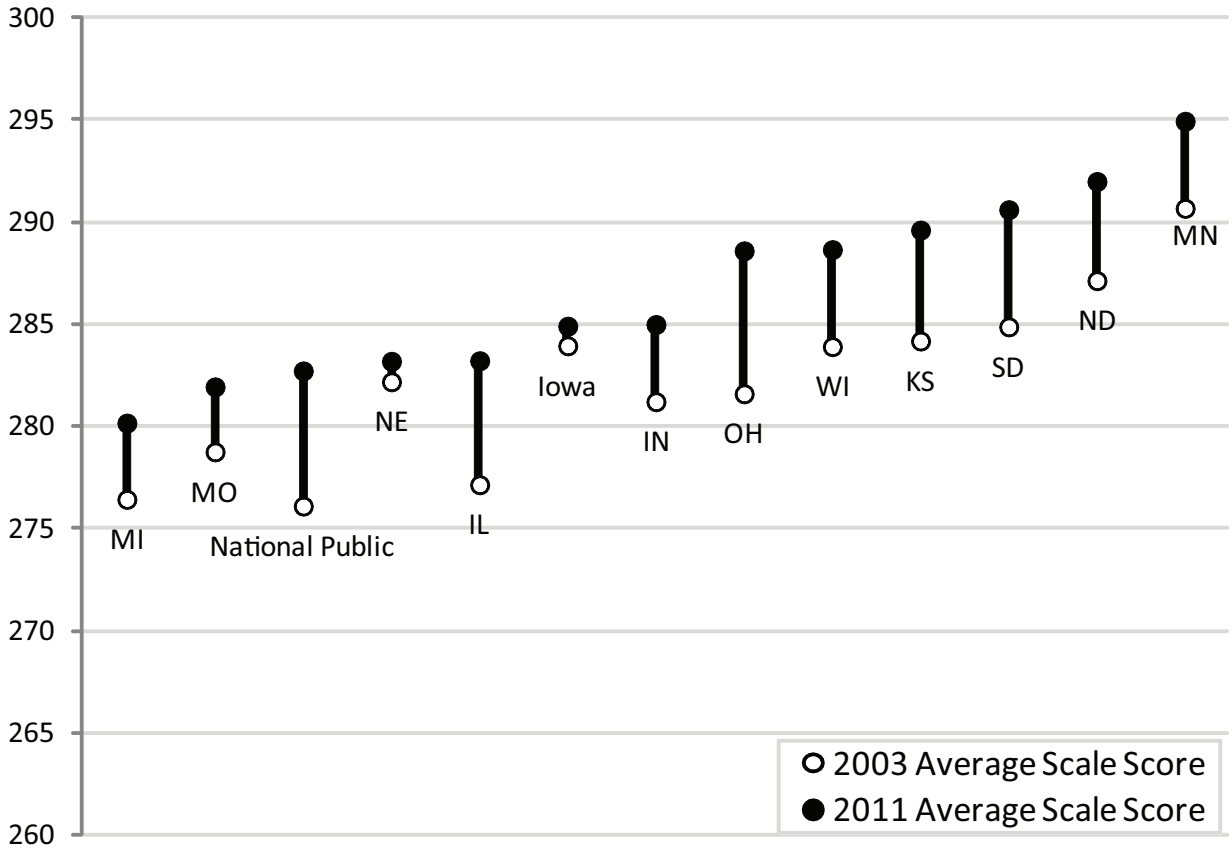
NAEP Mathematics Grade 4 Midwest States
Change in Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Figure 5-73

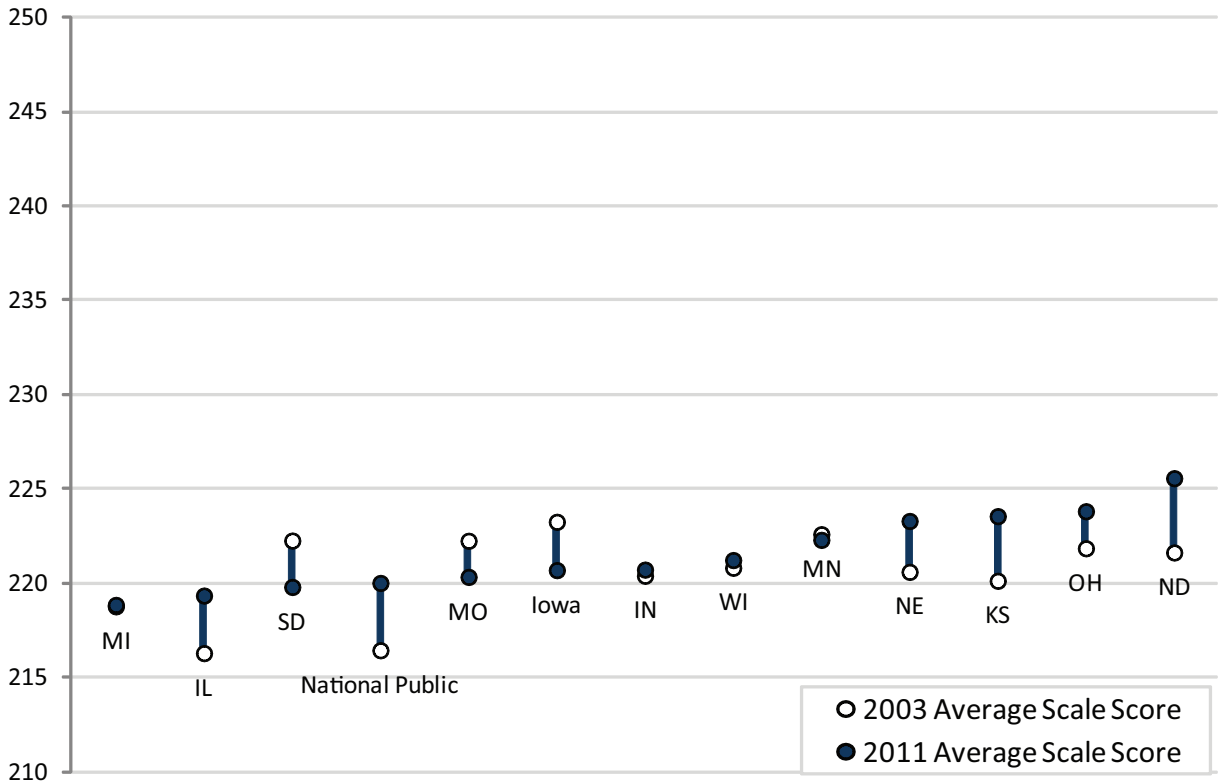
NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Figure 5-74

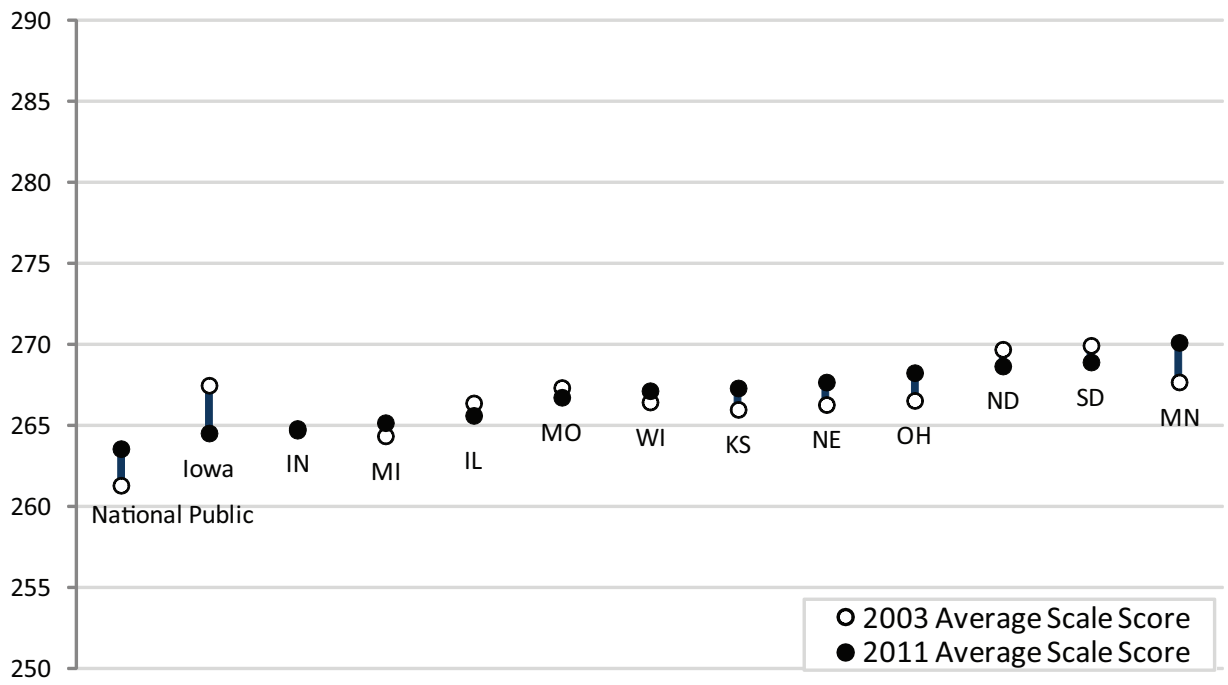
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Figure 5-75

NAEP Reading Grade 8 Midwest States
Change in Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

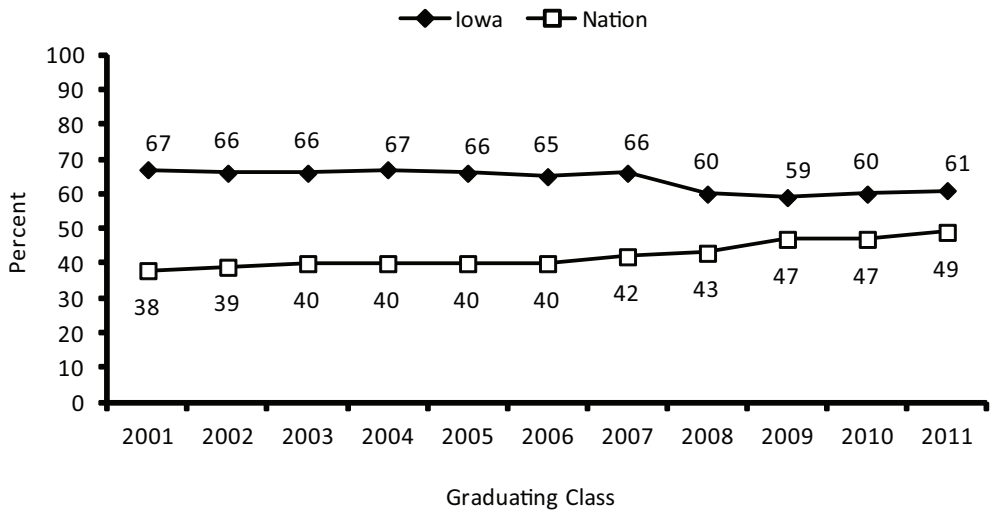
ACT

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 2001 to 2011 (Figure 5-76). After a 6 percent decrease in 2008, the ACT participation rate fell below 60 percent for the first time for Iowa's 2009 seniors. In 2011, the Iowa participation rate remained at 60 percent. The rate for the nation has remained unchanged. In Iowa, 100 percent of the Des Moines school district's graduating classes of 2010 and 2011 are included in the profile.

Figure 5-76

Percent of Iowa Graduates Taking the ACT Assessment 2001 to 2011



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 5-77). 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, Michigan, and North Dakota were the only states reporting average composite scores lower than the national average, but Illinois and Michigan were two of the eight states in the country with a 100 percent participation rate (Table 5-5). South Dakota reported a 98 percent participation rate.

Figure 5-77

Average ACT Composite Scores for Iowa and the Nation 2001 to 2011

Source: ACT, Inc., The Condition of College and Career Readiness.

Table 5-5

ACT Average Composite Scores for Iowa, the Nation, and Midwest States
Classes of 2009 to 2011

Nation and State	Class of 2009 ACT Composite	Class of 2009 Percent Graduates Tested	Class of 2010 ACT Composite	Class of 2010 Percent Graduates Tested	Class of 2011 ACT Composite	Class of 2011 Percent Graduates Tested	2011 National Rank
Nation	**21.1**	**47%**	**21.0**	**47%**	**21.1**	**49%**	**-**
Illinois	20.8	97	20.7	100	20.9	100	12
Indiana*	22.0	22	22.3	26	22.3	29	-
Iowa	**22.4**	**59**	**22.2**	**60**	**22.3**	**61**	**2**
Kansas	21.9	74	22.0	75	22.0	79	4
Michigan	19.6	100	19.7	100	20.0	100	21
Minnesota	22.7	68	22.9	70	22.9	72	1
Missouri	21.6	67	21.6	69	21.6	71	11
Nebraska	22.1	72	22.1	73	22.1	76	3
North Dakota	21.5	78	21.5	81	20.7	98	14
Ohio	21.7	64	21.8	66	21.8	69	7
South Dakota	22.0	74	21.8	79	21.8	81	7
Wisconsin	22.3	67	22.1	69	22.2	71	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

Iowa's average ACT scores were higher than the national averages in English, mathematics, reading, and science (Table 5-6). Scores in mathematics have remained relatively unchanged over the past ten years, and scores in English, reading, and science increased over the last five years for Iowa's graduates.

Table 5-6

Average ACT Scores for Iowa and the Nation
Graduating Classes 2001 to 2011

Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
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
2011	21.7	20.6	21.9	22.1	22.6	21.3	22.4	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 5-7). 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 5-7

ACT Standards for Core High School Programs

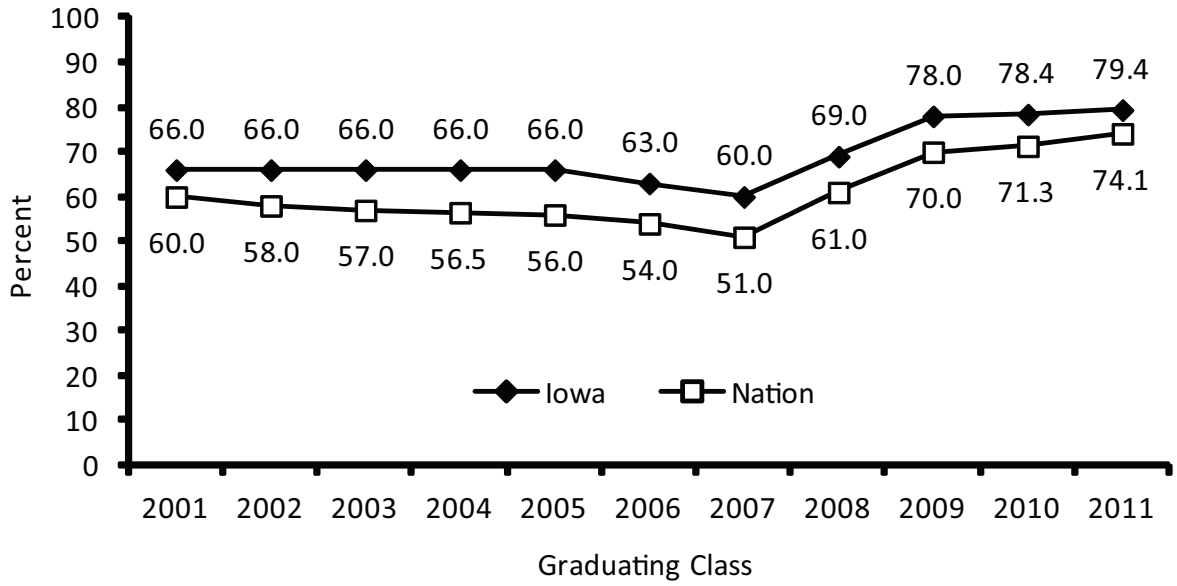
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earch 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 5-78). 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, 74 percent of the 2011 graduates with ACT scores reported taking core courses.

Figure 5-78

Percent of ACT Participants Taking Core High School Program 2001 to 2011



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 5-8). This trend has been consistent both in Iowa and nationally for the 14 years reported.

Table 5-8

Average ACT Composite Scores for Core and Less-Than-Core Test Takers 2001 to 2011

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
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
2011	23.0	19.8	3.2	21.9	19.0	2.9

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

Table 5-9 provides the Iowa ACT composite score distributions for 2009, 2010, and 2011 (also see Figure 5-79). Over 70 percent of Iowa test takers had a composite score of 20 or greater in 2011 with approximately 55 percent scoring 22 or higher.

Table 5-9

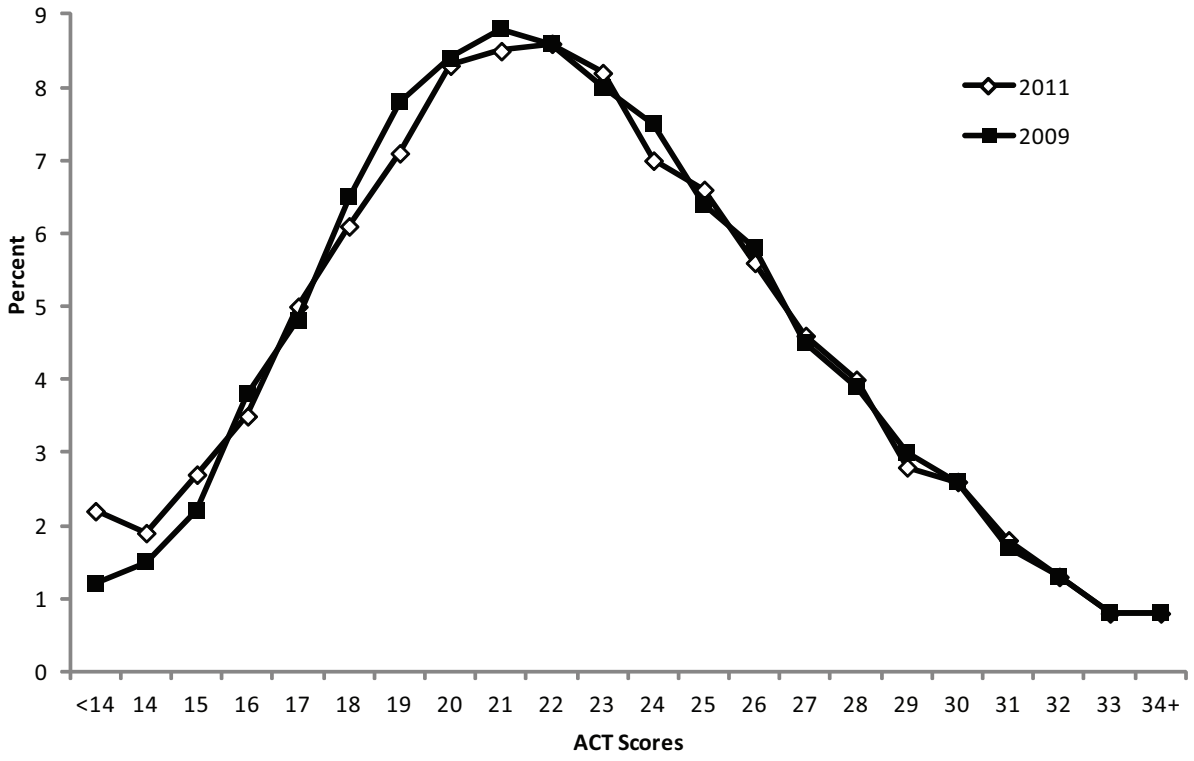
Iowa ACT Composite Score Distributions Classes of 2009 to 2011

	Class of 2009		Class of 2010		Class of 2011	
Score	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	1.2%	1.2%	2.2%	2.2%	2.2%	2.2%
14	1.5	2.7	1.9	4.1	1.9	4.1
15	2.2	5.0	2.5	6.6	2.7	6.8
16	3.8	8.7	3.6	10.2	3.5	10.4
17	4.8	13.5	5.0	15.2	5.0	15.3
18	6.5	20.0	6.4	21.6	6.1	21.5
19	7.8	27.8	7.6	29.2	7.1	28.5
20	8.4	36.2	8.3	37.5	8.3	36.8
21	8.8	45.0	8.5	46.0	8.5	45.3
22	8.6	53.7	8.5	54.5	8.6	53.9
23	8.0	61.7	8.0	62.5	8.2	62.0
24	7.5	69.1	7.4	69.9	7.0	69.1
25	6.4	75.6	6.5	76.4	6.6	75.7
26	5.8	81.3	5.5	81.9	5.6	81.2
27	4.5	85.9	4.4	86.3	4.6	85.8
28	3.9	89.8	3.7	90.0	4.0	89.8
29	3.0	92.8	2.9	92.9	2.8	92.6
30	2.6	95.4	2.3	95.2	2.6	95.2
31	1.7	97.1	1.8	97.0	1.8	97.0
32	1.3	98.4	1.2	98.2	1.3	98.4
33	0.8	99.2	0.8	99.0	0.8	99.2
34+	0.8	100.0	1.0	100.0	0.8	100.0

Source: ACT, Inc., The Condition of College and Career Readiness.

Figure 5-79

Distribution of Iowa ACT Composite Scores Classes of 2009 and 2011



Source: ACT, Inc., The Condition of College and Career Readiness.

ACT Scores by Enrollment Category

Average ACT scores by enrollment category for the graduating classes of 2009 to 2011 are provided in Table 5-10. For each year displayed, the 2,500-7,499 enrollment category had the highest average scores in each of the subject areas.

Table 5-10

Iowa Public School Average ACT Scores by Enrollment Category Graduating Classes 2009 to 2011

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
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
2011	<300	20.8	20.5	21.5	21.8	21.3
	300-599	21.2	21.4	22.0	22.0	21.8
	600-999	21.2	21.4	22.2	22.2	21.9
	1,000-2,499	21.9	22.1	22.8	22.8	22.5
	2,500-7,499	22.6	22.6	23.4	23.1	23.1
	7,500+	20.8	21.4	22.0	21.8	21.6
	State	21.7	21.9	22.6	22.4	22.3

Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.

Note: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.

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 5-11 And Figure 5-80).

Table 5-11

Average ACT Composite Scores for Iowa Public School Graduating Classes 2009 to 2011 by Enrollment Category and Course of Study

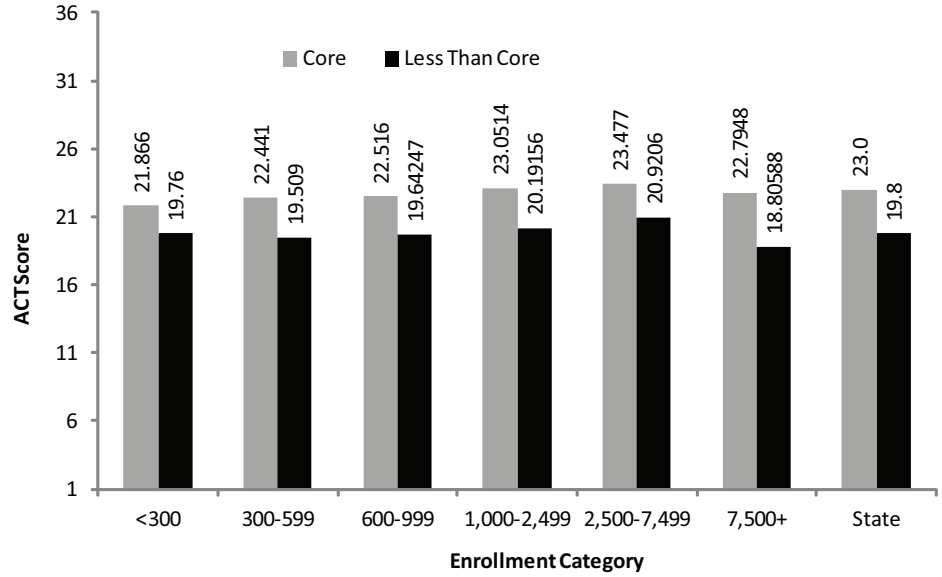
	Course of Study - Core			Course of Study - Less Than Core		
Enrollment Category	2009	2010	2011	2009	2010	2011
<300	21.6	21.9	21.9	19.2	19.3	19.8
300-599	22.6	22.2	22.4	19.7	19.4	19.5
600-999	22.7	22.5	22.5	19.7	19.4	19.6
1,000-2,499	23.0	23.0	23.1	20.2	20.4	20.2
2,500-7,499	23.4	23.6	23.5	21.1	21.2	20.9
7,500+	23.2	23.0	22.8	19.7	18.2	18.8
State	23.1	23.0	23.0	20.1	19.6	19.8

Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.

Notes: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.
ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core programs.

Figure 5-80

Graduating Class of 2011 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category and Course of Study



Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.

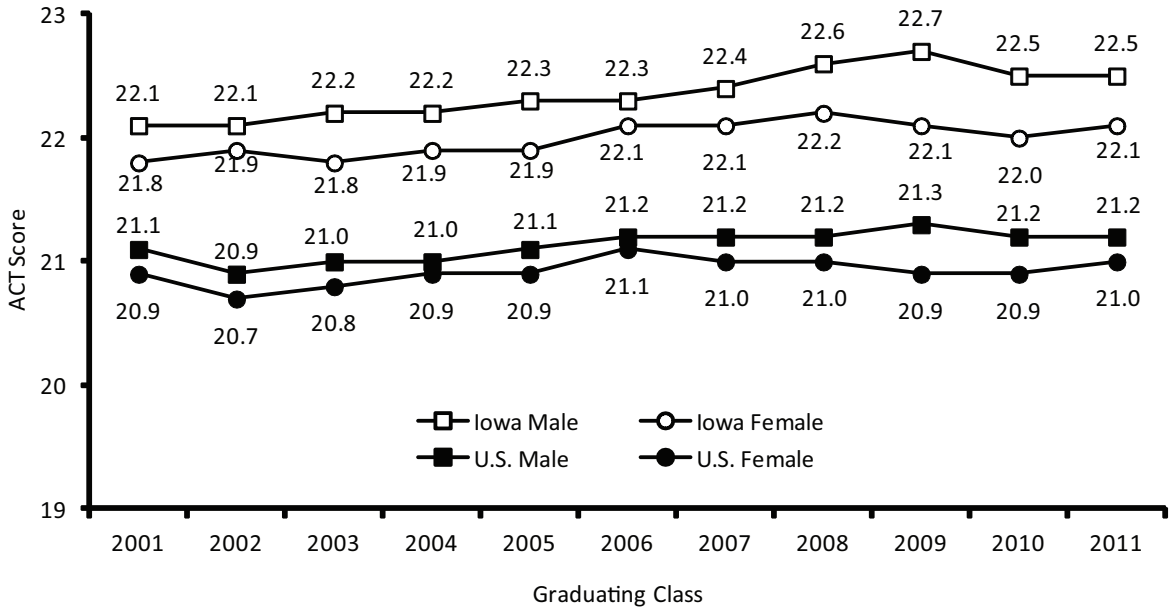
Notes: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.
ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core programs

ACT Scores by Gender

In Iowa and the Nation, the average composite scores for males are higher than average scores for females (Figure 5-81).

Figure 5-81

ACT Average Composite Scores by Gender 2001 to 2011



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 and reading (Table 5-12).

Table 5-12

Iowa Average ACT Scores by Gender 2010 and 2011

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Gender	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Male	10,480	10,636	21.4	21.4	22.6	22.6	23.0	22.4	22.9	23.1	22.5	22.5
Female	12,423	12,181	22.1	22.1	21.1	21.2	22.8	22.8	21.8	22.0	22.0	22.1
Unreported*	40	151										

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 2011 were Health Science/ Allied Health Fields, followed by Business (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in Engineering (24.8) and English and Foreign Languages (24.6). The Iowa ACT test takers that indicated a planned major in education or teacher education had average ACT composite score above 21.

Table 5-13

ACT Average Composite Scores by Student Planned Educational Majors Class of 2011

Planned Major	Nation Avg.	Iowa Avg.	Iowa Percent Planned
Agriculture & Nation Resources Conservation	19.2	20.6	3%
Architecture	21.2	22.1	1
Area, Ethinic, & Multidisciplinary Studies	23.9	24.2	<1
Arts: Visual & Performing	20.7	22.4	6
Business	20.8	21.7	9
Communications	21.6	22.6	2
Community, Family, & Personal Services	18.4	20.0	3
Computer Science & Mathematics	22.1	23.8	3
Education	20.6	21.6	8
Engineering	23.1	24.8	5
Engineering Technology & Drafting	21.9	23.5	3
English & Foreign Language	23.9	24.6	1
Health Administration & Assisting	18.0	20.2	1
Health Sciences & Technologies	20.9	22.2	18
Philosophy, Religion, & Theology	22.2	22.6	1
Repair, Production, & Construction	17.6	19.0	1
Sciences: Biological & Physical	23.8	24.3	6
Social Sciences & Law	21.8	22.6	6
Undecided	21.7	22.6	18
No Response	17.4	17.8	3

Source: ACT, Inc., The Condition of College and Career Readiness.

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 2011, the number of SAT takers in the Nation was over 1.5 million, relatively unchanged from 2006. In 2011, the number of Iowa SAT I takers was about 1,250 (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 5-14

Trends of Average SAT Scores for Iowa and the Nation 2001 to 2011

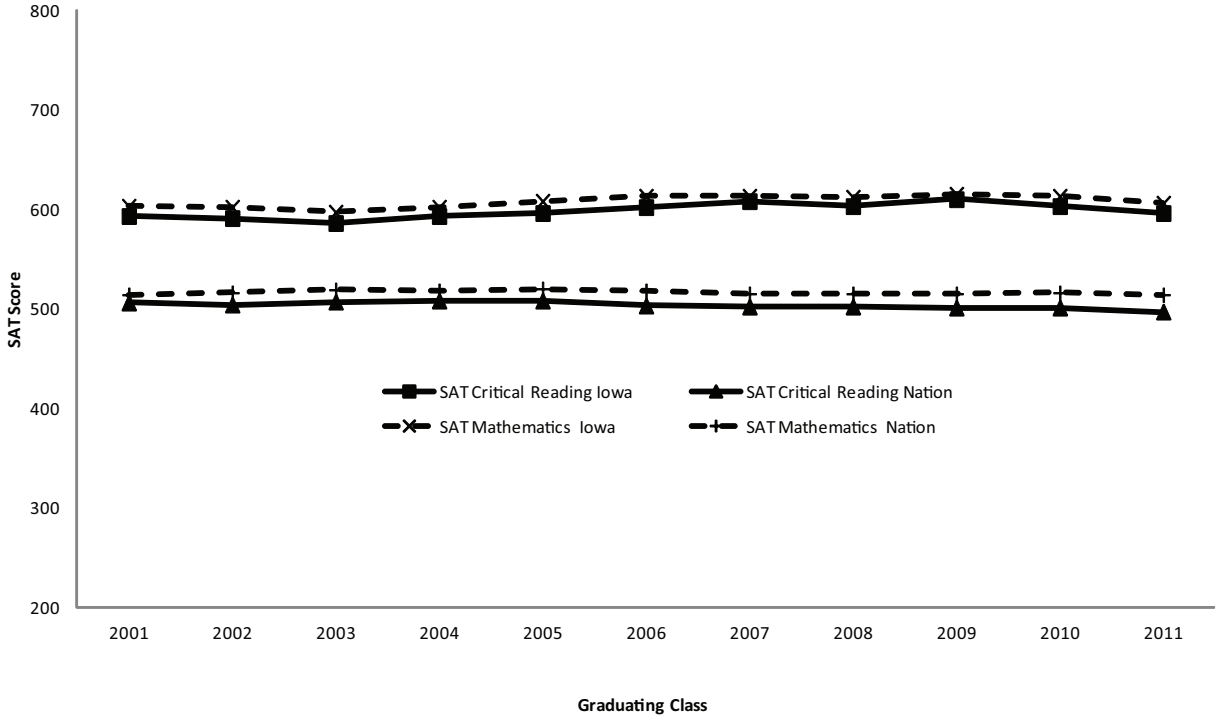
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516
2011	596	497	606	514

Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-82

Trends of Average SAT Scores for Iowa and the Nation 2001 to 2011



Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 5-15 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 2011.

Table 5-15

Average SAT Scores for Iowa, the Nation, and Midwest States 2001, 2010, and 2011

R=Critical Reading M=Math

	Graduating Class						
	2001		2010		2011		Percent of Graduating Class of 2011 Taking SAT
	R	M	R	M	R	M	
Nation and State							
Nation	**506**	**514**	**501**	**516**	**497**	**514**	**50%**
Illinois	576	589	586	600	599	617	5
Indiana	499	501	494	506	493	501	68
Iowa	**593**	**603**	**603**	**613**	**596**	**606**	**3**
Kansas	577	580	590	595	580	591	7
Michigan	561	572	585	605	583	604	5
Minnesota	580	589	594	607	593	608	7
Missouri	577	577	593	596	592	593	5
Nebraska	562	568	586	593	585	591	5
North Dakota	592	599	580	594	586	612	3
Ohio	534	539	538	548	539	545	21
South Dakota	577	582	592	603	584	591	4
Wisconsin	584	596	595	604	590	602	5
Iowa's Rank in the Nation	1	1	1	1	2	4	

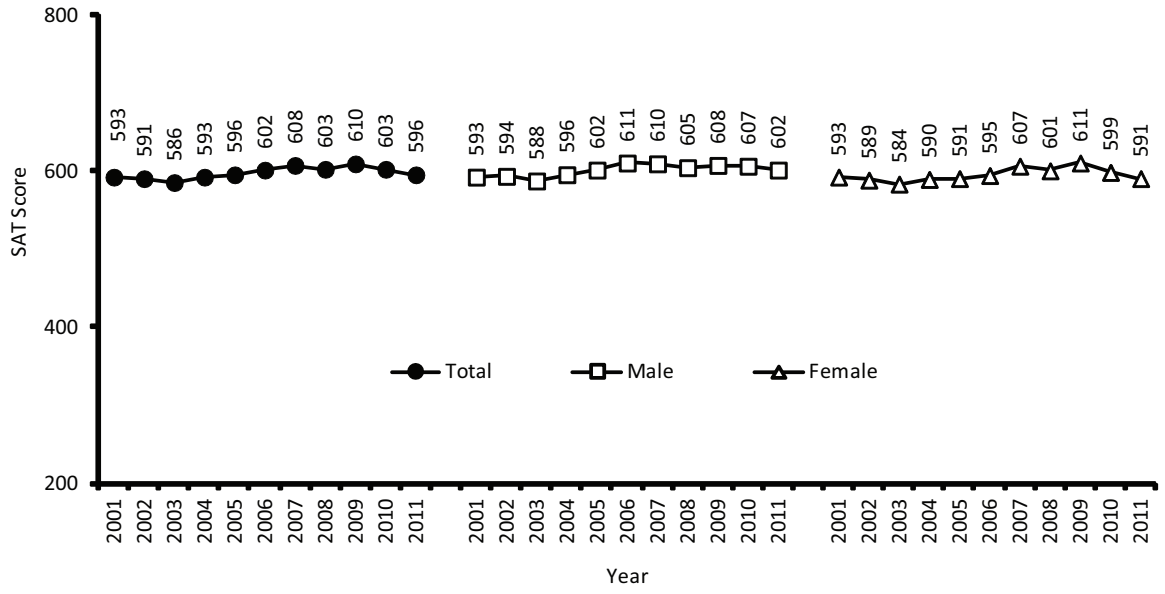
Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa particiaption rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 5-83 and 5-84 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 lower average critical reading scores than Iowa's males in 2011.

Figure 5-83

Iowa Average SAT Critical Reading Scores by Gender 2001 to 2011

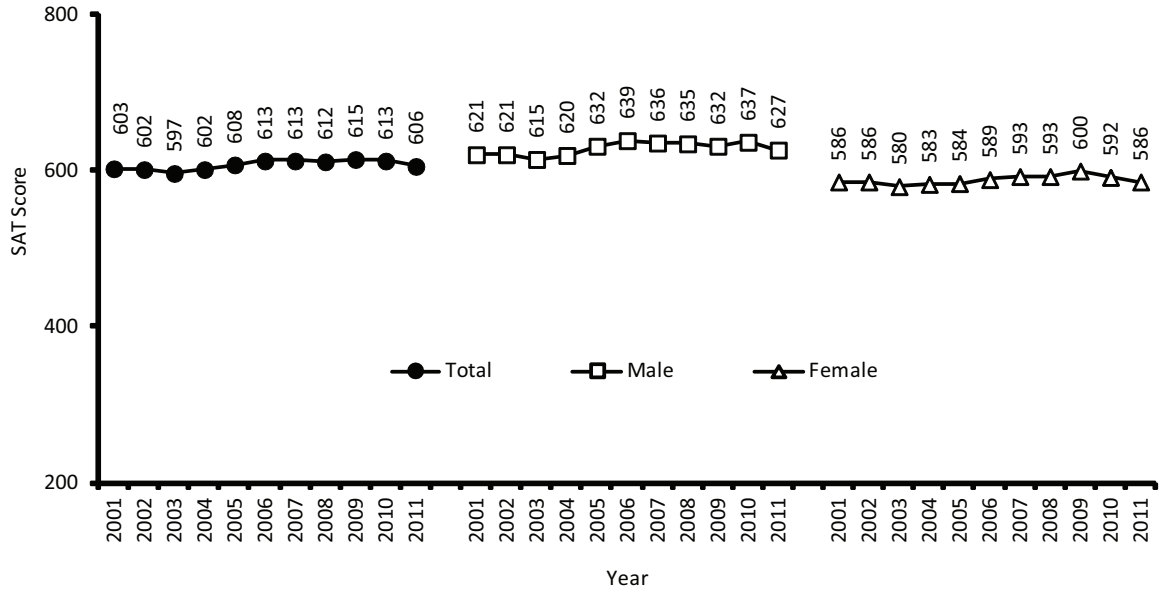


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

Figure 5-84

Iowa Average SAT Mathematics Scores by Gender 2001 to 2011



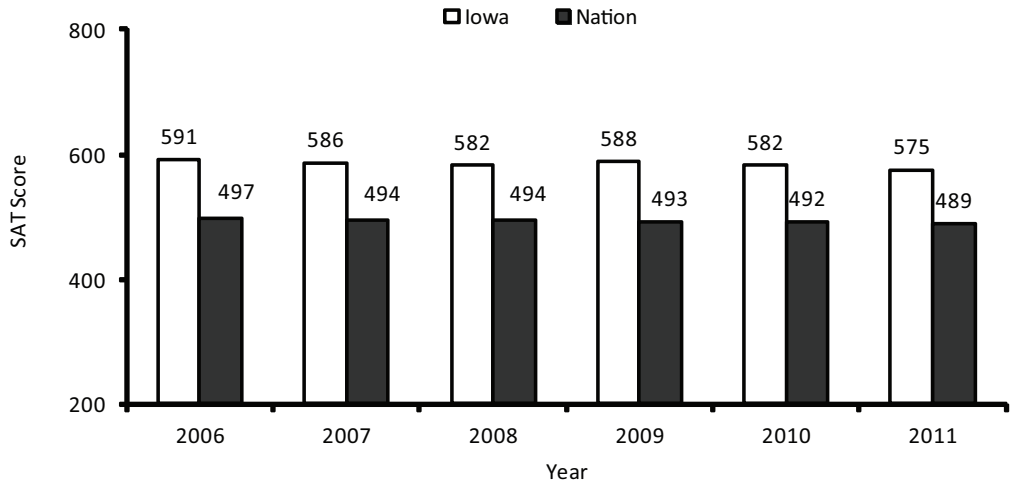
Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

Figures 5-85 and 5-86 show the average SAT writing scores for Iowa and the Nation. In 2007 to 2011, 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 86 standard score points higher than the national average.

Figure 5-85

Average SAT Writing Scores for Iowa and the Nation 2006 to 2011

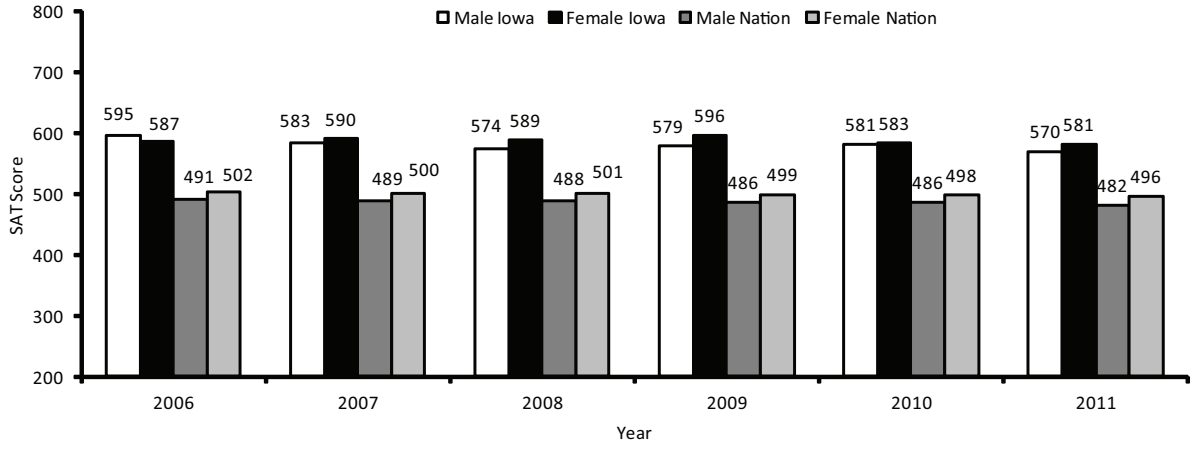


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

Figure 5-86

Average SAT Writing Scores for Iowa and the Nation by Gender 2006 to 2011



Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2011 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

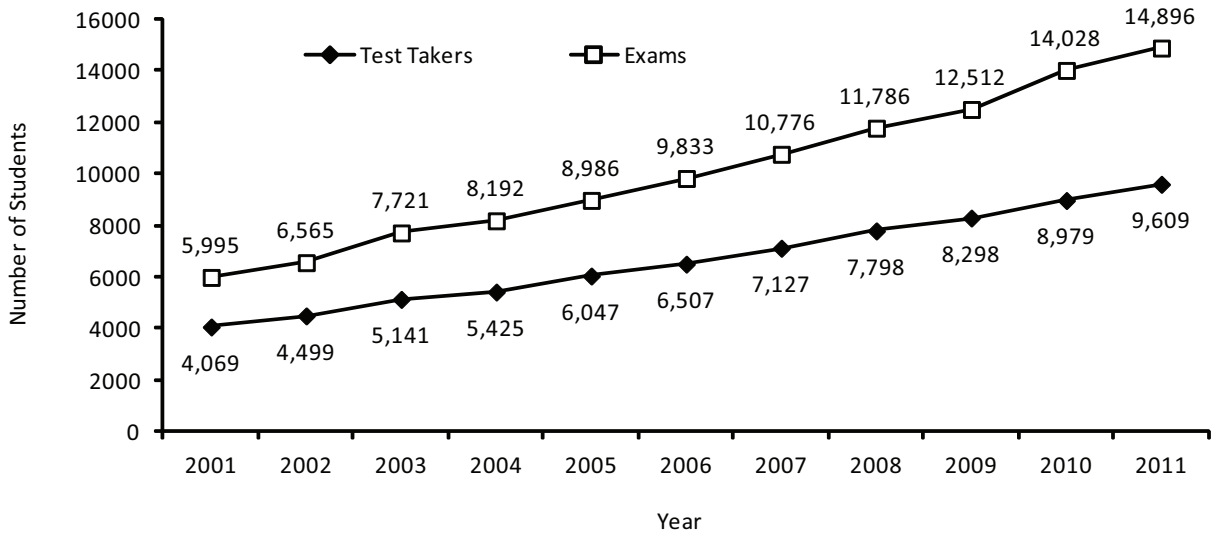
Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 30 subject areas in 2010-2011. 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, nearly 15,000 AP exams were taken by 9.609 students in 2011 (Figure 5-87). English Language and Composition, English Literature and Comprehension, U.S. History and Government, Biology and Chemistry, and Calculus, in aggregate, accounted for more than 50 percent of the exams taken in 2011. The number of students/candidates in 2011 was 7.0 percent higher than the number in 2010. The number of exams taken increased 6.2 percent over that one-year period. Both of the enrollment and exams have more than doubled since 2001.

Figure 5-87

Advanced Placement Participation for Iowa Students 2001 to 2011

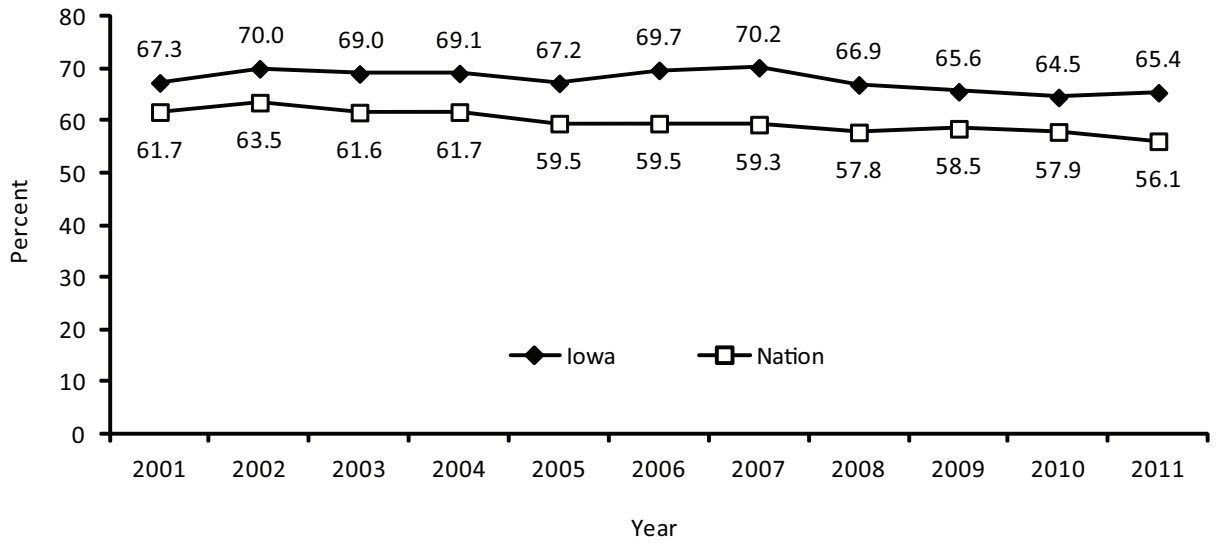


Source: The College Board, Advanced Placement Program, Iowa National summary Reports.

From 2001 to 2011, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 5-88).

Figure 5-88

Percent of AP Candidates with AP Scores of 3+, 2001 to 2011

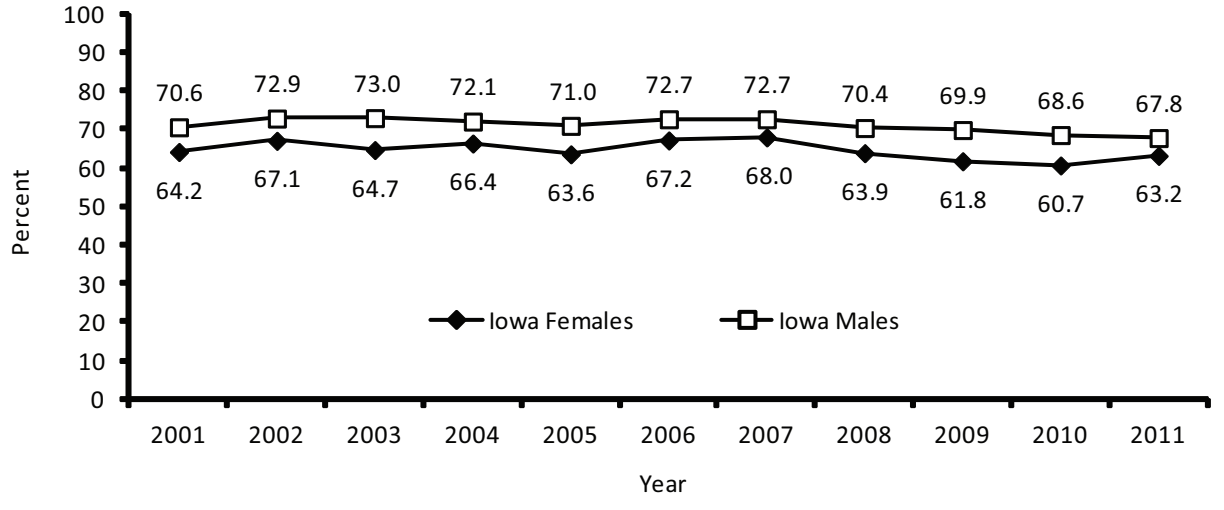


Source: The College Board, Advanced Placement Program, Iowa National summary Reports.

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 2001 (Figure 5-89) with the percentage of females with a score of three or greater being four to eight percentage points lower than males.

Figure 5-89

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2001-2011



Source: The College Board, Advanced Placement Program, Iowa National summary Reports.

In the Arkansas, Connecticut, District of Columbia, Florida, Maryland, Massachusetts, New York, and Virginia more than 500 exams were taken for every 1,000 11th and 12th graders in 2011 (Table 5-16). In Iowa, that rate was 168 compared to 413 nationwide.

Table 5-16

Number of Advanced Placement Exams Taken per Thousand 11th and 12th Graders and Percent of AP Exams with Scores of 3+, 2010 and 2011

State	2010 Exams	2011 Exams	2011 Rank for Number of Exams	Percent of AP Scores 3+ in 2011
Alabama	248	278	33	44.7%
Alaska	208	223	40	64.4
Arizona	229	246	36	56.4
Arkansas	460	524	8	30.8
California	473	485	11	59.8
Colorado	404	418	16	60.1
Connecticut	510	561	5	72.1
Delaware	460	488	10	55.8
District of Columbia	787	1,015	1	54.6
Florida	619	703	3	45.0
Georgia	449	461	12	54.5
Hawaii	368	404	17	56.3
Idaho	186	195	44	68.1
Illinois	359	397	18	65.3
Indiana	320	359	21	44.9
Iowa	**156**	**168**	**47**	**65.4**
Kansas	160	187	45	60.9
Kentucky	332	383	20	48.3
Louisiana	121	142	49	50.3
Maine	410	425	15	59.7
Maryland	713	754	2	60.2
Massachusetts	488	539	6	70.7
Michigan	252	280	31	64.8
Minnesota	305	340	25	65.0
Mississippi	133	138	50	34.8
Missouri	188	196	43	64.8
Montana	196	210	41	64.8
Nebraska	163	178	46	58.0
Nevada	342	349	23	47.8
New Hampshire	283	314	29	73.1
New Jersey	426	453	13	72.7
New Mexico	225	268	34	42.7
New York	507	537	7	64.4

Table 5-16 (…continued)

State	2010 Exams	2011 Exams	2011 Rank for Number of Exams	Percent of AP Scores 3+ in 2011
North Carolina	457	434	14	60.9
North Dakota	104	116	51	66.5
Ohio	255	280	32	65.6
Oklahoma	254	265	35	48.1
Oregon	214	230	39	60.7
Pennsylvania	276	309	30	66.0
Rhode Island	324	354	22	63.6
South Carolina	293	318	28	57.6
South Dakota	194	204	42	68.0
Tennessee	238	246	37	58.6
Texas	449	492	9	45.4
Utah	262	332	27	67.7
Vermont	387	387	19	62.2
Virginia	589	643	4	59.4
Washington	306	347	24	60.3
West Virginia	208	238	38	43.8
Wisconsin	301	333	26	68.1
Wyoming	119	157	48	53.3
United States	**382**	**413**		**57.5**

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.

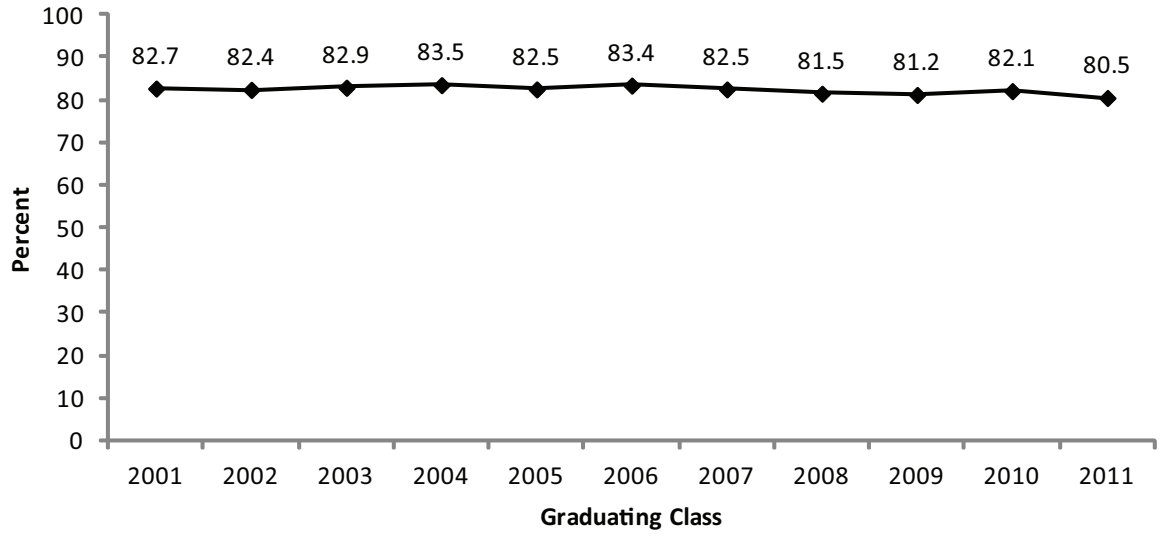
Pursuit of Postsecondary Education/Training

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 EASIER reported graduate intentions. Follow-up data was 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 5-90. The percent of graduates intending to pursue postsecondary education or training decreased over the past two years.

Figure 5-90

Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes 2001 to 2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: 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.

Table 5-17 lists the percent of graduates pursuing or intending to pursue postsecondary education/training by enrollment category for the base year and the past three graduating classes. In all enrollment categories, the percent of graduates intending to pursue postsecondary education/training decreased over the past two years.

Table 5-17

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Enrollment Category Graduating Classes of 1998 and 2009 to 2011

	Graduating Class			
Enrollment Category	1998	2009	2010	2011
<300	76.6	83.7	86.6	86.0
300-599	72.2	85.7	85.8	84.0
600-999	75.2	84.2	84.1	83.6
1,000-2,499	76.1	81.6	82.7	80.7
2,500-7,499	74.0	82.5	82.1	80.7
7,500+	79.0	75.4	77.8	76.3
State	75.7	81.2	82.1	80.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Data for the 2009 to 2011 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.

The percent of graduates intending to pursue postsecondary education/training by gender for the base year and the past three years is shown in Table 5-18. 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.

Table 5-18

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 1998 and 2009 to 2011

	Graduating Class			
Gender	1998	2009	2010	2011
Male	71.0	76.8	77.5	75.3
Female	80.4	85.6	86.5	85.6
Total	75.7	81.2	82.1	80.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Data for the 2009 to 2011 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.

Table 5-19 shows the breakdown of postsecondary intentions by institution type for the base year and the past three years. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college.

Table 5-19

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 1998, and 2009 to 2011

	Graduating Class			
Postsecondary Institution	1998	2009	2010	2011
Private 4-Year College	14.1	13.5	13.2	13.5
Public 4-Year College	26.1	24.1	24.3	25.0
Private 2-Year College	1.6	1.2	1.1	1.0
Community College	29.3	39.3	40.2	38.3
Other Training	4.7	3.1	3.2	2.6
Total	75.7	81.2	82.1	80.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: Data for the 2009 to 2011 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.
Data may not sum to total due to rounding.

Table 5-20 and Figure 5-91 show the percent of graduates intending to pursue postsecondary education at four-year and two-year colleges. The percent of graduates intending to pursue postsecondary education at a two-year college was higher than the percent of graduates intending to pursue postsecondary education at a four-year college in all years except the base year.

Table 5-20

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1998, and 2009 to 2011

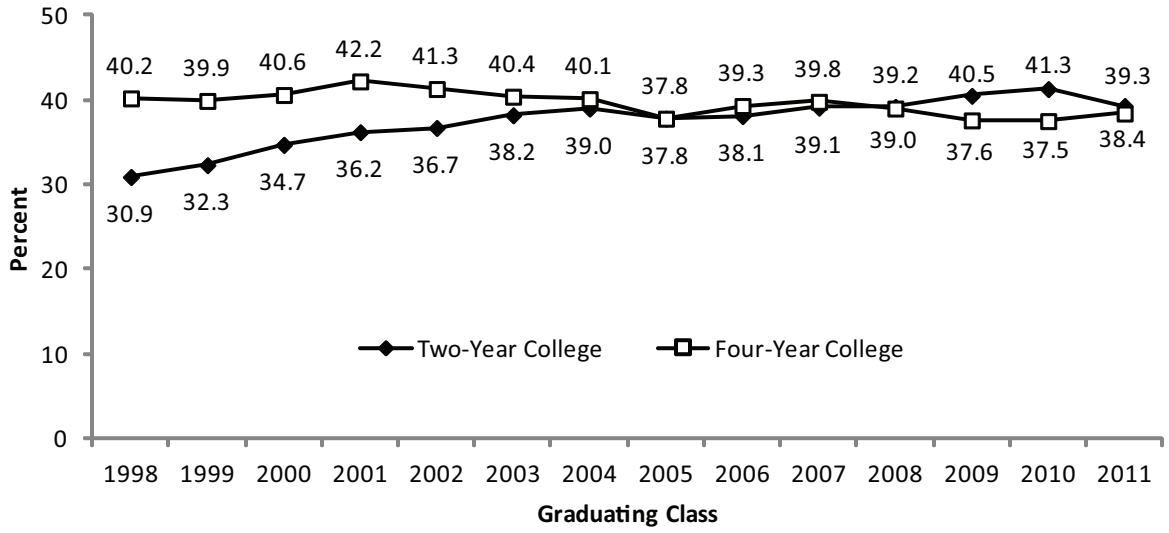
	Graduating Class			
Postsecondary Institution	1998	2009	2010	2011
Four-Year College	40.2	37.6	37.5	38.4
Two-Year College	30.9	40.5	41.3	39.3

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Data for the 2009 to 2011 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.

Figure 5-91

Percent of Iowa Public High School Graduates/Senior Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges 1998 to 2011



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: 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.

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 enrolled in school at some time during the previous school year and left the school before the previous summer 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.

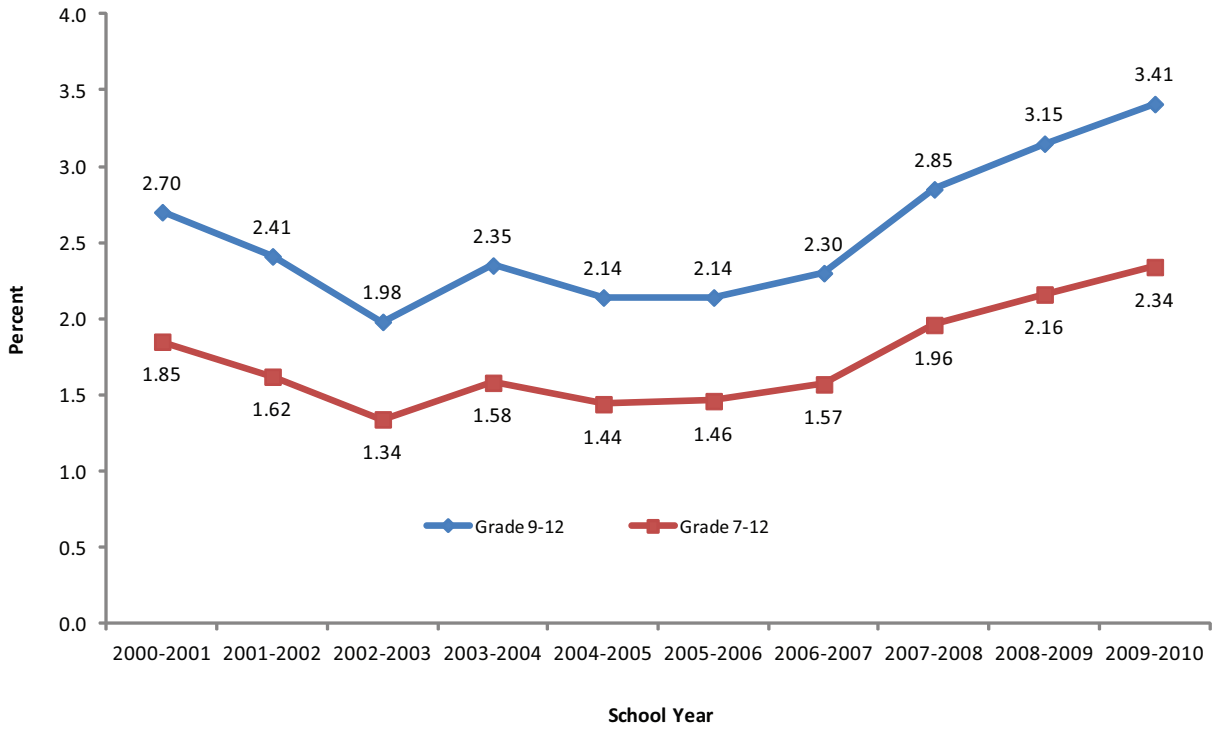
A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district is NOT considered a dropout.

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 5-92 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 upward dropout trends for both grades 7-12 and grades 9-12 since 2006-2007.

Figure 5-92

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 2000-2001 to 2009-2010



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Dropout files.

The public school dropout distributions by grade and enrollment categories for 2009-2010 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for 52 percent of the total dropouts and less than 28 percent of the total enrollment in grades 7 to 12.

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2009-2010

	Grade Level										
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	1	0	1	6	13	27	48	0.93%	4,401	2.00%	1.09%
300-599	0	0	14	29	63	137	243	4.72%	23,935	10.90%	1.02%
600-999	0	0	15	43	79	199	336	6.52%	30,504	13.89%	1.10%
1,000-2,499	2	5	28	95	256	591	977	18.97%	56,624	25.78%	1.73%
2,500-7,499	5	6	18	82	219	534	864	16.78%	43,110	19.62%	2.00%
7500+	15	17	284	459	646	1,261	2,682	52.08%	61,098	27.81%	4.39%
State	23	28	360	714	1,276	2,749	5,150	100.00%	219,672	100.00%	2.34%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER Dropout files.

Note: *Figures may not total 100 percent due to rounding.

The dropout rates increased for female and male students from 2008-2009 to 2009-2010 (see Table 5-22). Males had a higher dropout rate than females in all years shown.

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2008-2009, and 2009-2010

	2000-2001	2008-2009	2009-2010
Female Dropout Rate	1.60%	1.88%	2.03%
Male Dropout Rate	2.08%	2.43%	2.64%
Female Dropouts as a Percent of Total Dropouts	42.39%	42.33%	42.17%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.77%	48.62%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Dropout files.

The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 for 2009-2010. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority.

Table 5-23

2009-2010 Iowa Public School Grades 7-12 Dropouts and Enrollment by Race/Ethnicity

Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment
All Minority	4.59%	1,592	30.91%	34,715	15.80%
African American	6.31%	665	12.91%	10,537	4.80%
American Indian	6.15%	76	1.48%	1,235	0.56%
Asian	1.41%	57	1.11%	4,038	1.84%
Hispanic	4.49%	670	13.01%	14,920	6.79%
Native Hawaiian/Pacific Islander	3.04%	7	0.14%	230	0.10%
Two or More	3.12%	117	2.27%	3,755	1.71%
White	1.92%	3,558	69.09%	184,957	84.20%
State	2.34%	5,150	100.00%	219,672	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER Enrollment and Dropout files.

Note: *Figures may not total 100 percent due to rounding.

More dropout and enrollment data by race/ethnicity are available in Table 5-24. The white dropouts and enrollments have been decreasing since 2000-2001 while the Hispanic dropout rates and enrollment proportions have gone up significantly.

Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2008-2009, and 2009-2010

	Percent of Dropouts			Percent of Enrollment		
Race/Ethnic Group	2000-2001	2008-2009	2009-2010	2000-2001	2008-2009	2009-2010
African American	7.9%	12.8%	12.9%	3.1%	5.2%	4.8%
American Indian	1.7%	1.1%	1.5%	0.5%	0.6%	0.6%
Asian	1.5%	1.5%	1.1%	1.8%	2.0%	1.8%
Hispanic	8.8%	9.4%	13.0%	2.8%	5.9%	6.8%
Native Hawaiian/Pacific Islander			0.1%			0.1%
Two or More			2.3%			1.7%
White	80.1%	75.1%	69.1%	91.8%	86.3%	84.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Enrollment and Dropout files.

Note: Figure may not total 100 percent due to rounding.

In 2009-2010, about 78 percent of Iowa public school districts had a dropout rate of 2 percent or less.

Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2009-2010

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
NA (No Grades 7-12 Students)	4	1.1%	1.1%
0.00	55	15.3%	16.4%
.01-.50	46	12.8%	29.2%
.51-1.00	65	18.1%	47.4%
1.01-1.50	62	17.3%	64.6%
1.51-2.00	47	13.1%	77.7%
2.01-2.50	19	5.3%	83.0%
2.51-3.00	22	6.1%	89.1%
3.01-3.50	13	3.6%	92.8%
3.51-4.00	12	3.3%	96.1%
>4.00	14	3.9%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, 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 Graduates and Graduation Rates

This section reports a six year of trend data on number of high school graduates and completers in Iowa public schools and displays a four year fixed cohort graduation rate for graduating classes of 2009 and 2010. In addition, a five year cohort graduation rate is reported for the first time for the 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.

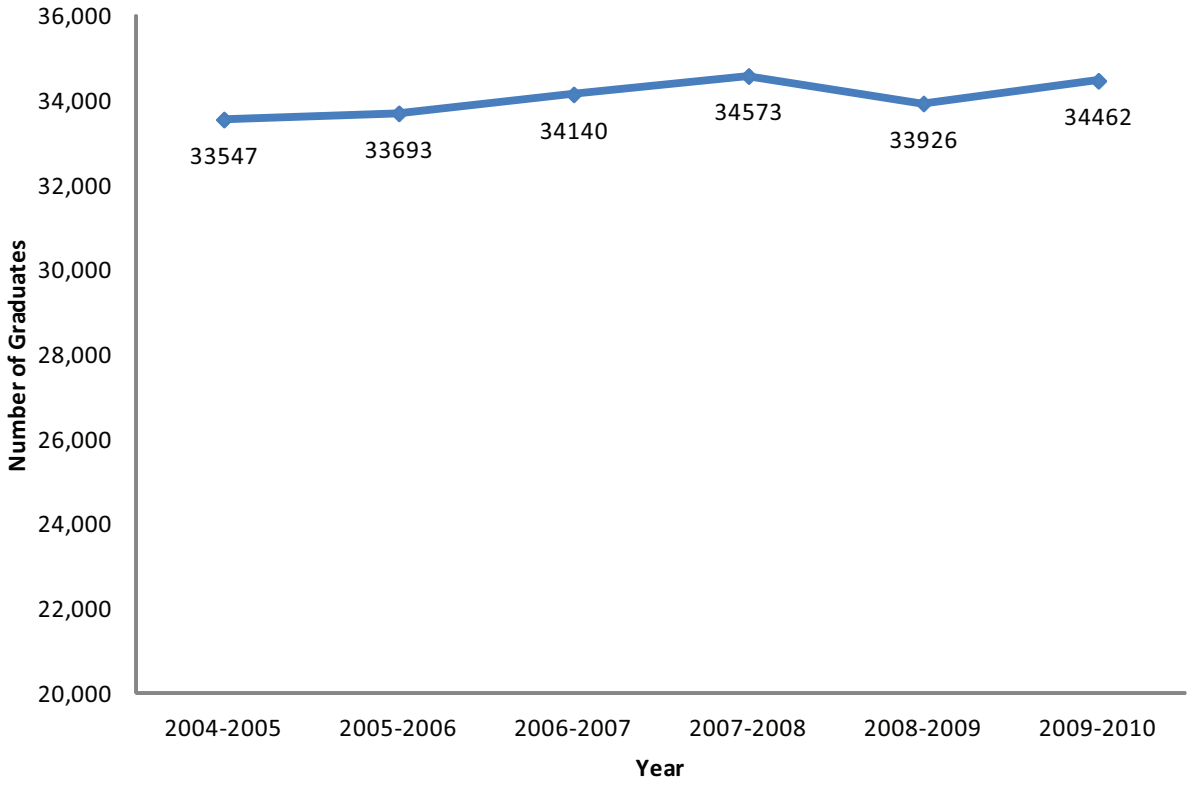
- Students receiving regular diplomas.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

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 5-93 shows the numbers of regular diploma recipients by school year from 2004-2005 to 2009-2010. The counts in this figure include the students to earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-93

Number of Iowa Public School Graduates 2004-2005 to 2009-2010



Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

High School Graduation Rates

Iowa's 2009 and 2010 graduating classes are the two groups of students to have a statewide identification number for five years or longer. With this identification system and EASIER data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their freshmen year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2010 (or class of 2009) by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2006 (or first-time 9th graders enrolled in the fall of 2005 for class of 2009) minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four Year Fixed Cohort Graduation Rate =

(FG + TIG) / (F + TI - TO)

For the graduating class of 2010

FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier,
TIG = Students who transferred in grades 9 to 12 and graduate in 2010 or sooner,
F = First-time 9th grade student in fall of 2006,
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,
TO = Transfer out (including emigrates and deceased),

For the graduating class of 2009

FG = First-time 9th grade students in fall of 2005 and graduated in 2009 or earlier,
TIG = Students who transferred in grades 9 to 12 and graduate in 2009 or sooner,
F = First-time 9th grade student in fall of 2005,

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition 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.

Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included to the original cohort.

Students with an Individualized Education Program (IEP) who take longer to graduate are included in the denominator not in the nominator for the four year rate.

Although the cohort graduation rates expect students to complete high school in four years, the Iowa Department of Education is reporting extended year graduation rates. In this report, to add the five year rate for graduating class of 2009 and six year rate will be added to next year report when data are available.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2009-2010 school year) by the number of first-time 9th graders enrolled in the fall of 2005 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 5-26 displays the four year fixed cohort graduation rates for graduating classes of 2009 and 2010. The rates listed are for all student group and 11 subgroups. In gender comparison, females had higher graduation rate than males in average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other 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 in average.

The five year fixed cohort graduation rates for graduating class of 2009 are available in the same table.

Table 5-26

Iowa Public High School Fixed Cohort Graduation Rates by Subgroup - Graduating Class 2009 and 2010

	4 Year Rate for Class of 2010		
Group	**Numerator**	**Denominator**	**Graduation Rate**
All Students	32,104	36,152	88.8%
African American	1,076	1,494	72.0%
American Indian	132	180	73.3%
Asian	600	668	89.8%
Hispanic	1,546	2,021	76.5%
Hawaiian or Pacific Islander			
Two or More Races	379	438	86.5%
White	28,371	31,349	90.5%
Disability*	3,709	5,252	70.6%
ELL**	701	962	72.9%
Low SES***	9,768	12,383	78.9%
Migrant	139	221	62.9%
Female	16,325	17,999	90.7%
Male	15,779	18,153	86.9%

Table 5-26 (…continued)

	4 Year Rate for Class of 2009		
Group	**Numerator**	**Denominator**	**Graduation Rate**
All Students	31,970	36,640	87.3%
African American	1,112	1,543	72.1%
American Indian	126	185	68.1%
Asian	578	664	87.0%
Hispanic	1,197	1,740	68.8%
Hawaiian or Pacific Islander			
Two or More Races			
White	28,957	32,484	89.1%
Disability*	3,812	5,424	70.3%
ELL**	597	933	64.0%
Low SES***	9,118	11,810	77.2%
Migrant	153	220	69.5%
Female	16,140	18,099	89.2%
Male	15,830	18,541	85.4%

	5 Year Rate for Class of 2009		
Group	**Numerator**	**Denominator**	**Graduation Rate**
All Students	33,146	36,640	90.5%
African American	1,202	1,543	77.9%
American Indian	142	185	76.8%
Asian	605	664	91.1%
Hispanic	1,329	1,740	76.4%
White	29,855	32,484	91.9%
Hawaiian or Pacific Islander			
Two or More Races			
Disability*	4,359	5,424	80.4%
ELL**	687	933	73.6%
Low SES***	9,844	11,810	83.4%
Migrant	172	220	78.2%
Female	16,647	18,099	92.0%
Male	16,499	18,541	89.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, 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.
Numbers may be redacted due to small cell size, therefore, the numbers may not sum total.

Table 5-27 shows the graduation rates by enrollment category. For both classes shown, the smallest enrollment category had the highest graduation rates and the largest enrollment categories had the lowest graduation rates. The class of 2010 had higher rates than class of 2009 in every size category.

Table 5-27

Iowa Public High School Fixed Cohort 4 Year Graduation Rates by Enrollment Category - Graduating Class 2009 and 2010

	Class of 2009			Class of 2010		
Enrollment Category	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
<300	721	772	93.4%	706	752	93.9%
300-599	3,927	4,253	92.3%	3,932	4,194	93.8%
600-999	5,085	5,527	92.0%	5,052	5,437	92.9%
1,000-2,499	8,702	9,759	89.2%	8,401	9,301	90.3%
2,500-7,499	6,024	6,895	87.4%	6,250	6,959	89.8%
7,500+	7,499	9,378	80.0%	7,750	9,477	81.8%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.

Note: Due to some of the graduates and enrollment were counted to state level, numerator and denominator by enrollment category size may not sum to state total.

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 4 years earlier. Graduates include only those who earned regular diplomas as defined by the state or district and the counts for freshman are calculated by averaging the number of 10th graders 3 years earlier, the number of 9th graders 4 years earlier, and the number of 8th graders 5 years earlier. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Table 4-27 shows the public high school averaged freshman graduation rate by state. In 2008-2009, the averaged freshman graduation rate was 85.7 percent for Iowa and 75.5 percent for the nation. Iowa has the fifth highest graduation rates in the nation in 2008-2009. Iowa's graduation rates were at least 10 percentage points higher than the national figures in all years listed.

Table 5-28

Public School Average Freshman Graduation Rate by State 2004-2005 to 2008-2009

State	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Alabama	65.9	66.2	67.1	69.0	69.9
Alaska	64.1	66.5	69.1	69.1	72.6
Arizona	84.7	70.5	69.6	70.7	72.5
Arkansas	75.7	80.4	74.4	76.4	74.0
California	74.6	69.2	70.7	71.2	71.0
Colorado	76.7	75.5	76.6	75.4	77.6
Connecticut	80.9	80.9	81.8	82.2	75.4
Delaware	73.1	76.3	71.9	72.1	73.7
Dist. of Col.	68.8		54.9	56.0	62.4
Florida	64.6	63.6	65.0	66.9	68.9
Georgia	61.7	62.4	64.1	65.4	67.8
Hawaii	75.1	75.5	75.4	75.0	75.3
Idaho	81.0	80.5	80.4	80.1	80.6
Illinois	79.4	79.7	79.5	80.4	77.7
Indiana	73.2	73.3	73.9	74.1	75.2
Iowa	**86.6**	**86.9**	**86.5**	**86.4**	**85.7**
Kansas	79.2	77.6	78.9	79.1	80.2
Kentucky	75.9	77.2	76.4	74.4	77.6
Louisiana	63.9	59.5	61.3	63.5	67.3
Maine	78.6	76.3	78.5	79.1	79.9
Maryland	79.3	79.9	80.0	80.4	80.1
Massachusetts	78.7	79.5	80.8	81.5	83.3
Michigan	73.0	72.2	77.0	76.3	75.3
Minnesota	85.9	86.2	86.5	86.4	87.4
Mississippi	63.3	63.5	63.6	63.9	62.0
Missouri	80.6	81.0	81.9	82.4	83.1

Table 5-28 (…continued)

State	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Montana	81.5	81.9	81.5	82.0	82.0
Nebraska	87.8	87.0	86.3	83.8	82.9
Nevada	55.8	55.8	52.0	51.3	56.3
New Hampshire	80.1	81.1	81.7	83.4	84.3
New Jersey	85.1	84.8	84.4	84.6	85.3
New Mexico	65.4	67.3	59.1	66.8	64.8
New York	65.3	67.4	68.8	70.8	73.5
North Carolina	72.6	71.8	68.6	72.8	75.1
North Dakota	86.3	82.1	83.1	83.8	87.4
Ohio	80.2	79.2	78.7	79.0	79.6
Oklahoma	76.9	77.8	77.8	78.0	77.3
Oregon	74.2	73.0	73.8	76.7	76.5
United States	74.7	73.2	73.9	74.9	75.5
Pennsylvania	82.5		83.0	82.7	80.5
Rhode Island	78.4	77.8	78.4	76.4	75.3
South Carolina	60.1		58.9		66.0
South Dakota	82.3	84.5	82.5	84.4	81.7
Tennessee	68.5	70.6	72.6	74.9	77.4
Texas	74.0	72.5	71.9	73.1	75.4
Utah	84.4	78.6	76.6	74.3	79.4
Vermont	86.5	82.3	88.6	89.3	89.6
Virginia	79.6	74.5	75.5	77.0	78.4
Washington	75.0	72.9	74.8	71.9	73.7
West Virginia	77.3	76.9	78.2	77.3	77.0
Wisconsin	86.7	87.5	88.5	89.6	90.7
Wyoming	76.7	76.1	75.8	76.0	75.2
Iowa Rank in Nation	3	3	3	3	5

Source: U.s. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Trends in High School Dropout and Completion Rates in the United States: 1972–2009.

Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, expulsions, and removals to an interim setting can be given to students because of incidents that occur on school property. In-School Suspensions comprise almost 60 percent of all removals, followed by Out-of-School Suspensions at almost 40 percent. When multiple offenses are removed from the counts to reveal the number of unique students involved, just over 10 percent of enrolled students statewide are affected. While expulsions were up in 2010-2011, they still represent a negligible percent of students statewide. (Table 5-29)

Table 5-29

K-12 REMOVALS BY REMOVAL TYPE
2008-2009 TO 2010-2011

	Removals			% of Removals 2010-2011	% Change 2008-2009 to 2010-2011	Unique Students 2010-2011	
	2008-2009	2009-2010	2010-2011			Removals	% of K-12 Enrollment
In-School Suspensions	45,088	42,186	42,150	60.0%	-6.5%	26,880	5.7%
Out-of-School Suspensions	27,609	27,087	27,940	39.7%	1.2%	21,605	4.6%
Expulsions	158	131	200	0.3%	26.6%	195	0.0%
Interim Setting by School Personnel*	162	15	0	0.0%		126	0.0%
Interim Setting by Admin Law Judge	N/A	2	7	0.0%	N/A	4	0.0%
Total	72,855	69,421	70,297	100%	1.3%	48,810	10.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

Note: *Interim Setting removals were coded as Removal Reason prior to 2009-2010, rather than as a Removal Type so they are represented twice in the breakdowns, but only once in the total for 2008-2009. The change created reporting problems for 2009-2010 as well.

During the 2010-2011 school year, there were more than 42,000 in-school suspensions given to more than 26,000 unique students. This indicates that of those students removed, a large proportion 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 2010-2011, in-school suspensions were most often given for disruptive behavior, attendance policy violations, and 'other' types of incidents. While other removal reasons constitute only 16 percent of removals, there do appear to be increasing trends among physical fighting with Injury, violent behavior and weapons. While only 0.9 percent of in-school suspension reported, tobacco related offenses decreased 22.5 percent over the three-year time period. (Table 5-30).

Table 5-30

K-12 IN SCHOOL SUSPENSIONS BY REASON FOR REMOVAL
2008-2009 TO 2010-2011

Reason for Removal	2008-2009 Removals	2008-2009 Distinct Students	2009-2010 Removals	2009-2010 Distinct Students	2010-2011 Removals	2010-2011 Distinct Students	Percent of In-School Suspensions	% Change in In-School Suspensions 2008-2009 to 2010-2011
Alcohol Related	72	69	82	77	83	74	0.2%	15.3%
Attendance Policy Violation	13,495	7,274	12,743	6,379	12,502	6,303	29.7%	-7.4%
Disruptive Behavior	13,841	8,186	12,707	7,783	13,876	8,509	32.9%	0.3%
Drug Related	110	106	82	81	128	119	0.3%	16.4%
Physical Fighting w/ Injury	249	242	302	293	355	336	0.8%	42.6%
Physical Fighting w/o Injury	3,229	2,872	3,017	2,682	3,347	2,955	7.9%	3.7%
Property Related	854	790	714	672	781	722	1.9%	-8.5%
Serious Bodily Injury	N/A	N/A	46	45	30	30	0.1%	N/A
Tobacco Related	467	426	375	349	362	336	0.9%	-22.5%
Violent Behavior w/ Injury	140	134	153	150	179	175	0.4%	27.9%
Violent Behavior w/o Injury	881	780	1,136	1,009	1,167	1,037	2.8%	32.5%
Weapons Related	173	171	190	185	226	205	0.5%	30.6%
Other	11,577	7,314	10,639	6,956	9,114	6,079	21.6%	-21.3%
TOTAL	45,088	28,364	42,186	26,661	42,150	26,880	100.0%	-6.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

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 2010-2011 school year, there were almost 28,000 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 2010-2011, out-of-school suspensions were most often given for disruptive behavior, physical fighting without injury, and 'other' types of incidents. While violent behavior with injury, physical fighting with injury, and drug-related suspensions represented less than 10 percent of out-of-school suspensions, they showed the greatest increases over the three-year time period. (Table 5-31)

Table 5-31

K-12 OUT-OF-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL
2008-2009 TO 2010-2011

Reason for Removal	2008-2009 Removals	2008-2009 Distinct Students	2009-2010 Removals	2009-2010 Distinct Students	2010-2011 Removals	2010-2011 Distinct Students	Percent of Out-of-School Suspensions	% Change in Out-of-School Suspensions 2008-2009 to 2010-2011
Alcohol Related	307	302	273	269	277	267	1.0%	-9.8%
Attendance Policy Violation	1,161	921	1,229	927	1,154	930	4.1%	-0.6%
Disruptive Behavior	10,322	6,739	9,718	6,315	10,595	6,817	37.9%	2.6%
Drug Related	805	769	926	838	1,100	1,000	3.9%	36.6%
Physical Fighting w/ Injury	691	655	871	843	988	920	3.5%	43.0%
Physical Fighting w/o Injury	6,233	5,323	5,462	4,777	5,405	4,645	19.3%	-13.3%
Property Related	803	759	701	663	697	661	2.5%	-13.2%
Serious Bodily Injury	N/A	N/A	23	23	21	20	0.1%	
Tobacco Related	519	489	632	588	559	505	2.0%	7.7%
Violent Behavior w/ Injury	227	204	309	297	370	346	1.3%	63.0%
Violent Behavior w/o Injury	1,607	1,370	1,801	1,519	1,678	1,424	6.0%	4.4%
Weapons Related	604	587	562	543	647	613	2.3%	7.1%
Other	4,330	3,431	4,580	3,515	4,449	3,457	15.9%	2.7%
TOTAL	27,609	21,549	27,087	21,117	27,940	21,605	84.1%	1.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

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 2010-2011 school year, there were more than 200 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 2010-2011, expulsions were most often given as a result of drug related incidents. (Table 5-32)

Table 5-32

K-12 EXPULSIONS BY REASON FOR REMOVAL
2008-2009 TO 2010-2011

Reason for Removal	Expulsions 2008-2009	Expulsions 2009-2010	Expulsions 2010-2011	Percent of Expulsions 2010-2011
Alcohol Related	3	7	5	2.5%
Attendance Policy Violation	4	0	2	1.0%
Disruptive Behavior	14	8	16	8.0%
Drug Related	62	71	98	49.0%
Physical Fighting w/ Injury	5	4	8	4.0%
Physical Fighting w/o Injury	5	6	7	3.5%
Property Related	3	6	3	1.5%
Serious Bodily Injury	N/A	N/A	1	0.5%
Tobacco Related	0	1	1	0.5%
Violent Behavior w/ Injury	2	1	1	0.5%
Violent Behavior w/o Injury	13	2	10	5.0%
Weapons Related	26	19	22	11.0%
Other	21	6	26	13.0%
TOTAL	158	131	200	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

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.

For removals to an interim setting initiated by school personnel given to special education students, 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.

Prior to 2009-2010, districts reported removals to an interim setting as a removal reason rather than as a removal type. During the 2009-2010 school year, districts appear to have had difficulty making this change. Totals reported for 2010-2011 appear more consistent with the previous coding scheme of 2008-2009, when a total of 162 removals were reported (see Table 5-29). However, in 2010-2011, almost 40 percent of removals to an interim setting by school personnel were coded as "other." While the overuse of the "other" category may conceal the actual details, disruptive behavior and attendance policy violations comprised approximately 40 percent of these removals. (Table 5-33)

Table 5-33

K-12 REMOVALS TO AN INTERIM SETTING BY SCHOOL PERSONNEL BY REASON FOR REMOVAL 2009-2010 TO 2010-2011

	2009-2010			2010-2011		
Reason for Removal	Removals	% Removals	Distinct Students	Removals	% Removals	Distinct Students
Attendance Policy Violation	0	0.0%	0	18	12.1%	13
Disruptive Behavior	7	46.7%	4	41	27.5%	37
Drug Related	1	6.7%	1	3	2.0%	3
Physical Fighting w/o Injury	0	0.0%	0	7	4.7%	6
Property Related	0	0.0%	0	9	6.0%	9
Serious Bodily Injury	0	0.0%	0	1	0.7%	1
Violent Behavior w/o Injury	1	6.7%	1	4	2.7%	4
Weapons Related	2	13.3%	2	7	4.7%	7
Other	4	26.7%	3	59	39.6%	46
TOTAL	15	100.0%	11	149	100.0%	126

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

Removals to an interim setting initiated by a special education administrative law judge remain very sparse 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 2010-2011, removals to an interim setting by a special education administrative law judges were given as a result of attendance policy violations and disruptive behavior. (Table 5-34)

Table 5-34

K-12 REMOVALS TO AN INTERIM SETTING BY EDUCATIONAL ADMINISTRATIVE LAW JUDGE BY REASON FOR REMOVAL 2009-2010 TO 2010-2011

	2009-2010		2010-2011	
Reason for Removal	Removals	% Removals	Removals	% Removals
Attendance Policy Violation	0	0.0%	4	57.1%
Disruptive Behavior	0	0.0%	3	42.9%
Violent Behavior w/ Injury	1	50.0%	0	0.0%
Weapons Related	1	50.0%	0	0.0%
TOTAL	2	100.0%	7	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

Consistent with their dominant representation of students, white students receive the largest percent of removals each year followed by African American and Hispanic 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. Though the overall numbers are low, the percentages of removals of American Indian and Asian students have decreased the most over the three-year time period. (Table 5-35)

Table 5-35

K-12 REMOVALS BY REASON RACE/ETHNICITY FOR 2008-2009 TO 2010-2011

	Removals			% of Removals	% of K-12	% Change in
	2008-2009	2009-2010	2010-2011	2010-2011	Enrollment 2010-2011	Removals 2008-2009 to 2010-2011
African American	15,192	12,614	13,403	19.0%	5.1%	-11.8%
American Indian	850	591	582	0.8%	0.5%	-31.5%
Asian	841	567	625	0.9%	2.0%	-25.7%
Hispanic	8,616	9,229	9,196	13.1%	8.5%	6.7%
Native Hawaiian	N/A	80	81	0.1%	0.1%	1.3%
White	47,356	43,597	43,407	61.6%	81.5%	-8.3%
Multi-Racial	N/A	2,743	3,152	4.5%	2.2%	14.9%
TOTAL	72,855	69,421	70,446	100.0%	100.0%	-3.3%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and 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. Though the overall numbers are low, the greatest increases have occurred in the 3-5 and K-2 grade spans over the past three years. (Table 5-36)

Table 5-36

K-12 REMOVALS BY GRADE SPAN FOR 2008-2009 TO 2010-2011

	Removals			% of Removals	% of K-12	% Change in
Grade Span	2008-2009	2009-2010	2010-2011	2010-2011	Enrollment 2010-2011	Removals 2008-2009 to 2010-2011
K-2	1,786	1,867	2,116	3.0%	23.4%	18.5%
3-5	4,373	4,286	5,561	7.9%	22.5%	27.2%
6-8	26,093	25,635	25,099	35.6%	22.6%	-3.8%
9-12	40,603	37,633	37,670	53.5%	31.5%	-7.2%
Total	72,855	69,421	70,446	100.0%	100.0%	-3.3%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and 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. For the 2010-2011 school year, the percent of removals exceeded the percent of enrollment beginning with districts with 2,500 students. (Table 5-37)

Table 5-37

K-12 REMOVALS BY DISTRICT ENROLLMENT CATEGORY FOR 2008-2009 TO 2010-2011

Enrollment Category	Removals 2008-2009	Removals 2009-2010	Removals 2010-2011	% of Removals 2010-2011	% of K-12 Enrollment 2010-2011	% Change in Removals 2008-2009 to 2010-2011
< 300	763	794	684	1.0%	2.4%	-10.4%
300 to 599	3,678	3,663	3,559	5.1%	11.1%	-3.2%
600 to 999	5,339	5,054	4,415	6.3%	12.4%	-17.3%
1,000 to 2,499	13,914	12,665	13,042	18.5%	24.7%	-6.3%
2,500 to 7,499	16,312	17,093	17,211	24.4%	20.3%	5.5%
7,500 +	32,849	30,152	31,535	44.8%	29.1%	-4.0%
Total	72,855	69,421	70,446	100%	100.0%	-3.3%
				69.2%	49.4%	

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

Special Education

Iowa reports annually on the conditions and 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. Some of the measures of performance presented in this section are modified from Iowa's Part B APR, which is accessible in its entirety at: http://educateiowa.gov/index.php?option=com_content&task=view&id=623&Itemid=1641.

Other measures in this section are included to address the four areas that special education stakeholders in the state have agreed are important to monitor and with which to compare students with and without disabilities.

- Students come to school ready to learn
- Students attend school in safe and caring environments
- Students achieve at high levels
- Students leave school ready for life

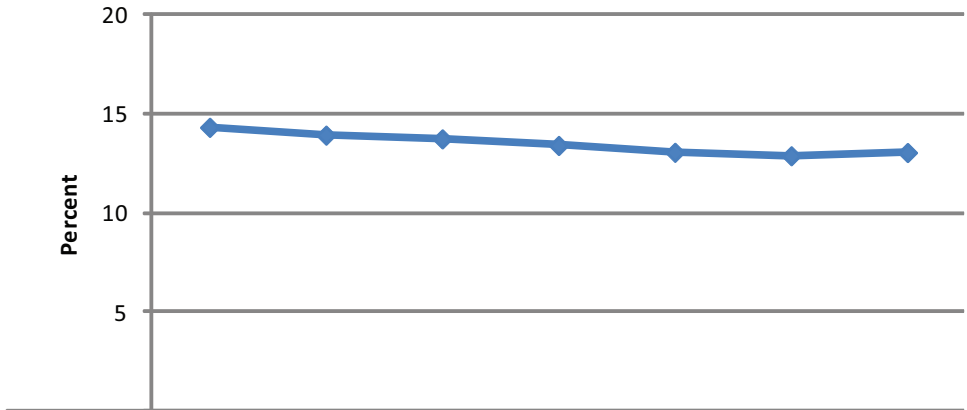
Context of Special Education in Iowa

Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2004-2005 to 2010-2011. Since the 2004-2005 school year, the rate has decreased by 1.27%.

Figure 6-1

Special Education Identification Rate for Students Ages 6-21, 2004-2005 to 2010-2011



Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
ID Rate	14.31	13.92	13.73	13.40	13.05	12.88	13.04

Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files; Bureau of Information and Analysis, EASIER, Fall Student Files.

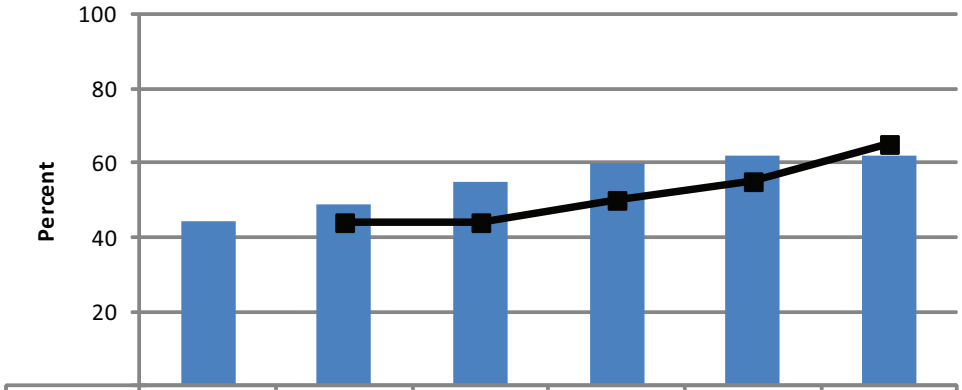
Placement

Children and students receiving special education services 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 following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80% or more) of the school day, (2) in the regular education classroom for less than 40 percent of the school day, and (3) in private separate schools, residential placements, homebound, or hospitals placements. Currently, the percentage of students in the regular education classroom for the greatest percentage (80% or more) of the school day falls just short of the new state target of 65 percent, while the percentage of students served in the regular education classroom for less than 40 percent of the school day and the percentage of students served in other placements exceed the state targets of 12.5 percent and 3.6 percent respectively.

Figure 6-2

Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day, 2004-2005 to 2009-2010

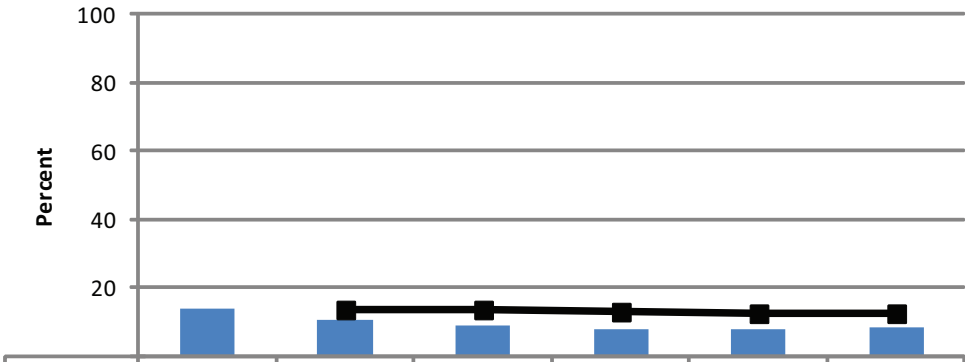


Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State	44.35	49.00	55.05	59.97	61.81	61.72
Target		44.00	44.00	50.00	55.00	65.00

Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files.

Figure 6-3

Percent of Students with Disabilities Ages 6-21 In the Regular Classroom Less than 40 Percent of the Day, 2004-2005 to 2009-2010

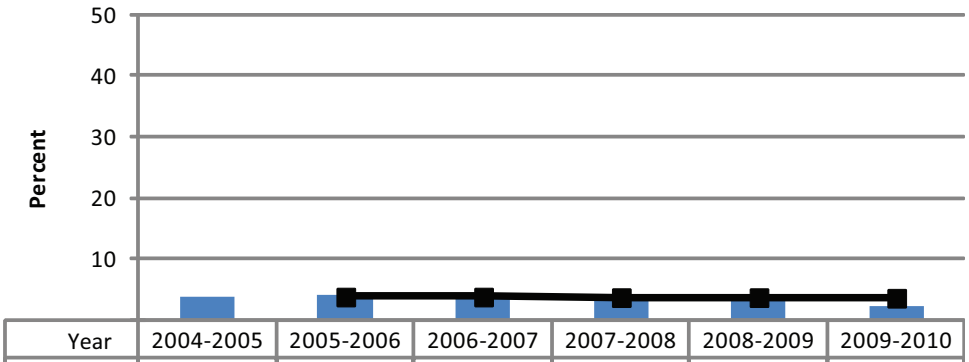


Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State	13.61	10.80	9.09	8.03	7.72	8.36
Target		13.60	13.60	13.00	12.50	12.50

Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files.

Figure 6-4

Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2004-2005 to 2009-2010



Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State	3.89	4.00	3.90	3.47	3.52	2.33
Target		3.80	3.80	3.70	3.70	3.60

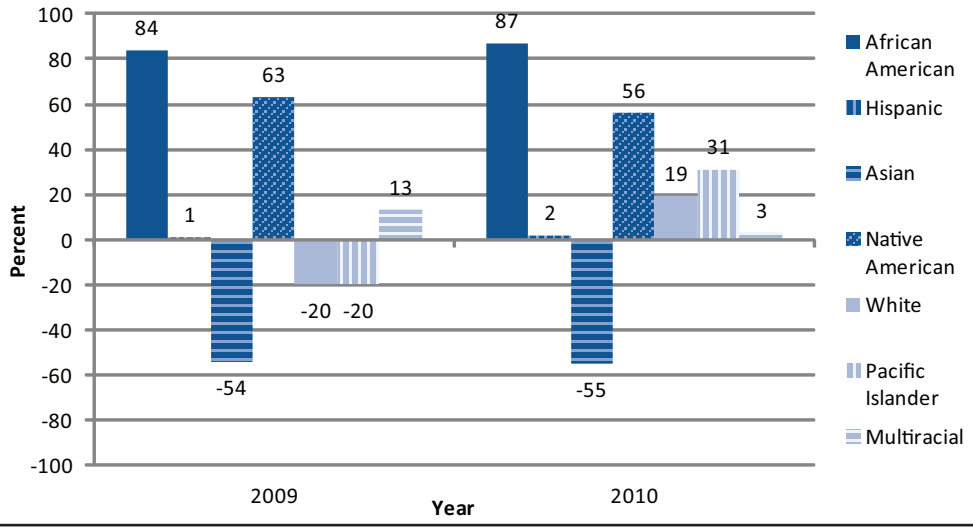
Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files.

Disproportionality

Disproportionality refers to the percent probability, or likelihood, of disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group. African American and Native American students have the greatest disproportionality rates of overrepresentation at 87 percent and 56 percent respectively, while Asian, White, and Pacific Islanders have the greatest disproportionality rates of underrepresentation at -55 percent, -19 percent, and -31 percent respectively. Hispanic and multi-racial students have a very small rate of overrepresentation.

Figure 6-5

Percent Probability of Being Placed in Special Education Compared to All Students 2008-2009 and 2009-2010



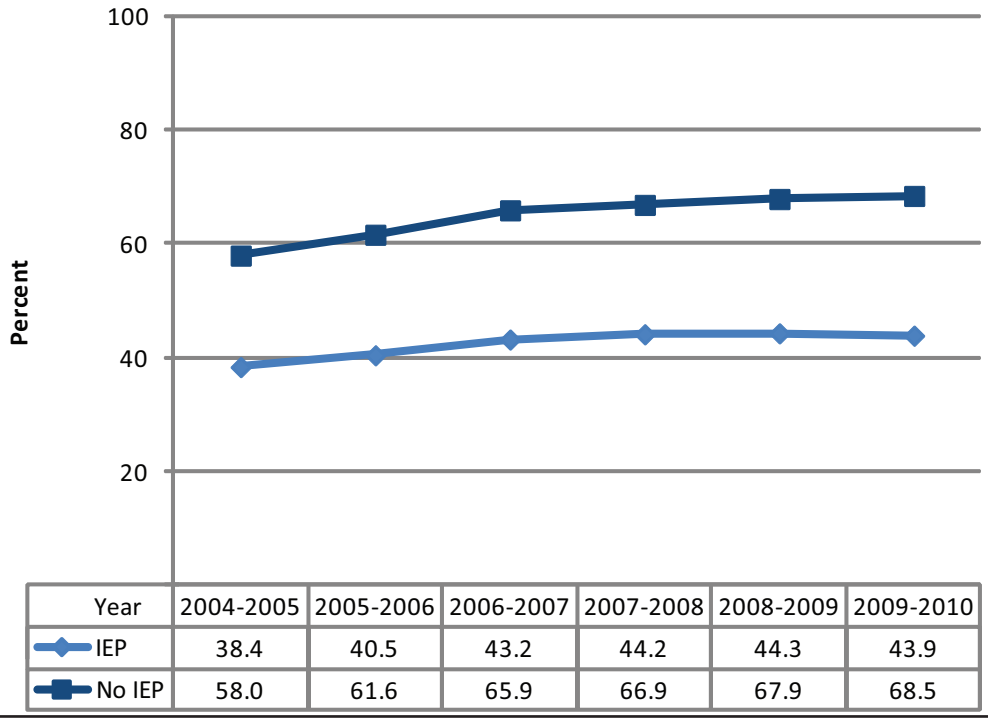
Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS are used to assess early literacy skills of children from kindergarten through sixth grade. The first graph depicts the percentage of kindergarteners who took DIBELS and scored in the low-risk category on initial sounds fluency. Since 2005, this percentage has increased by 5.5 percent for children with IEPs, and by 10.5 percent for children without IEPs. The gap between students with and without disabilities has been approximately 22 percent across the six years. The second graph shows the percentage of kindergarteners who took DIBELS and scored in the low-risk category on letter naming fluency. Since 2005, this percentage has increased by 9.4 percent for children with IEPs, and by 11.6 percent for children without IEPs. The gap between students with and without disabilities has been approximately 15 percent for this measure.

Figure 6-6

Percent of Kindergarteners Who Took DIBELS and Scored in the Low Risk Category for Initial Sounds Fluency, 2005 to 2010

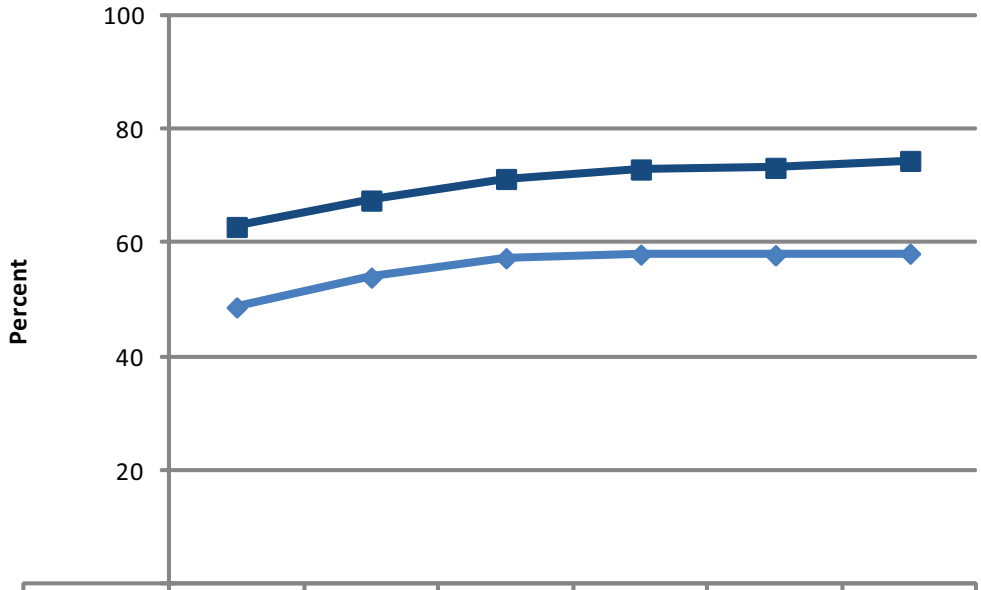


Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
IEP	38.4	40.5	43.2	44.2	44.3	43.9
No IEP	58.0	61.6	65.9	66.9	67.9	68.5

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Fall Student Files.

Figure 6-7

Percent of Kindergarteners Who Took DIBELS and Scored in the Low-Risk Category for Letter Naming Fluency, 2004-2005 to 2009-2010



Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
IEP	48.7	53.9	57.3	58.0	57.9	58.1
No IEP	62.8	67.5	71.3	72.9	73.2	74.4

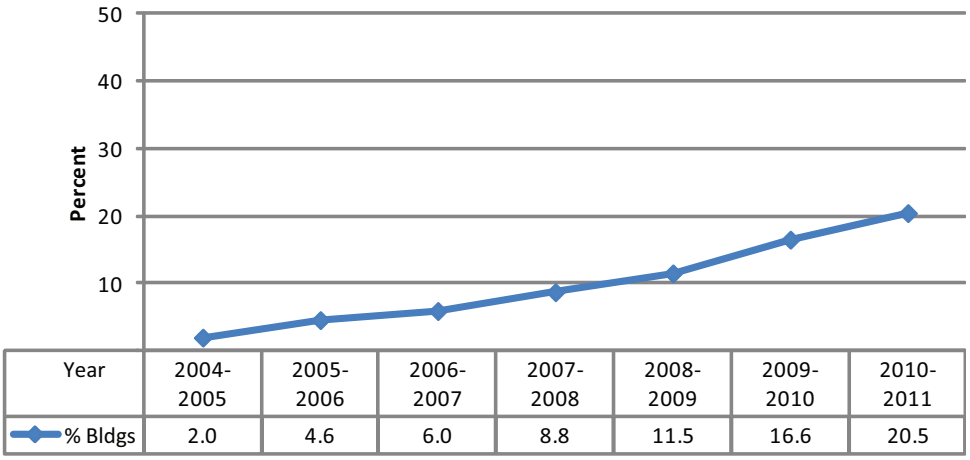
Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Fall Student Files.

Positive Behavioral Interventions and Supports (PBIS)

PBIS are evidence-based interventions that are integrated into the classroom activities and environment to encourage positive behavioral and academic outcomes for all children. The following graph depicts the percentage of public school buildings using PBIS, which has increased by 18.5 percent since 2004-2005. Between 2009-2010 and 2010-2011, the percentage increased by nearly 4 percent.

Figure 6-8

Percent of Public Buildings in that State that Use Positive Behavior Interventions and Supports



Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
% Bldgs	2.0	4.6	6.0	8.8	11.5	16.6	20.5

Source: Iowa Department of Education, Bureau of Student and Family Support Services PBIS Files.

Discipline

Data on disciplinary actions taken against students with Individualized Education Programs are collected and reported for students ages 6-21 who are suspended and/or expelled for a total of more than ten days in a school year. 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.

The following table shows the actual numbers used to calculate the percent of districts significantly discrepant for the 2008-2009 school year. The graph 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 2008-2009. Currently, 1.11 percent of districts have a significant discrepancy, which exceeds the state target of 1.2 percent.

Table 6-1

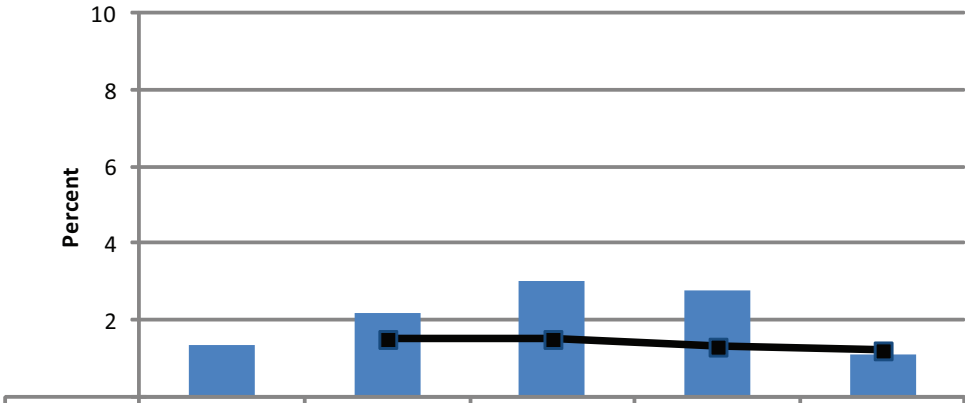
Number of Districts Significantly Discrepant, Total Number of Districts, and Percent of Districts Significantly Discrepant, 2008-2009

Description	Number
Number of students with IEPs enrolled, ages 6-21	61,418
Number of students with IEPs suspended or expelled for greater than 10 days	339
State percent of students with IEPs suspended or expelled for greater than ten days	0.55%
Number of districts with an average suspension/expulsion rate greater than the threshold (2.55%)	4
Total number of districts in 2008-2009	361
Percent of districts with significant discrepancy	1.11%

Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files; Bureau of Information and Analysis, EASIER, Fall Student Files.

Figure 6-9

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities



Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
State	1.36	2.20	3.01	2.75	1.11
Target		1.50	1.50	1.30	1.20

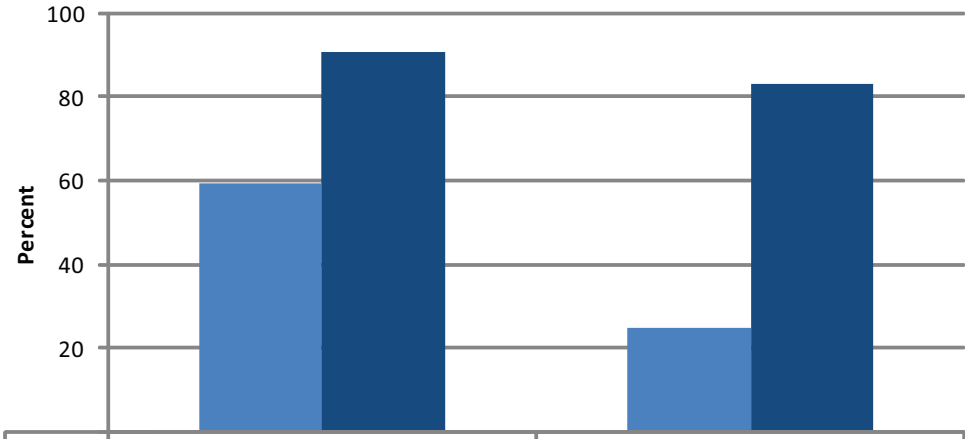
Source: Iowa Department of Education, Bureau of Student and Family Support Services, Information Management System, Count Files; Bureau of Information and Analysis, EASIER, Fall Student Files.

National Assessment of Educational Progress (NAEP)

The 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. The first graph presents the percentage of students scoring at Basic or Above on NAEP reading in 4th and 8th grade in 2009, while the second graph shows the percentage of students scoring at Basic or Above on NAEP mathematics in 4th and 8th grade in the same year. In reading, the gap between students with and without disabilities was 57 percent for 4th graders and 56 percent for 8th graders. In mathematics, the gap between students with and without disabilities was 32 percent for 4th graders and 58 percent for 8th graders.

Figure 6-10

Percent of Students Scoring at Basic or Above on NAEP Mathematics

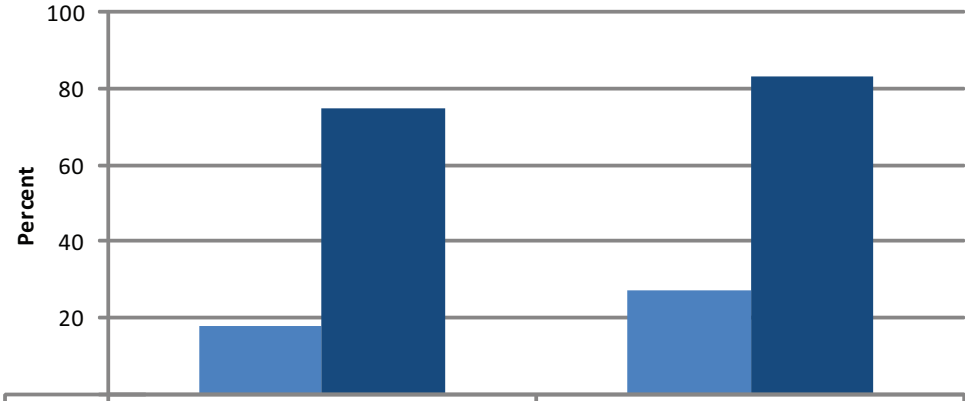


Grade	4th	8th
IEP	59.19	25.02
No IEP	90.72	83.08

Source: National Center for Education Statistics, NAEP Data Explorer.

Figure 6-11

Percent of Students Scoring at Basic or Above on NAEP Reading



Grade	4th	8th
IEP	18.00	27.00
No IEP	75.00	83.00

Source: National Center for Education Statistics, NAEP Data Explorer.

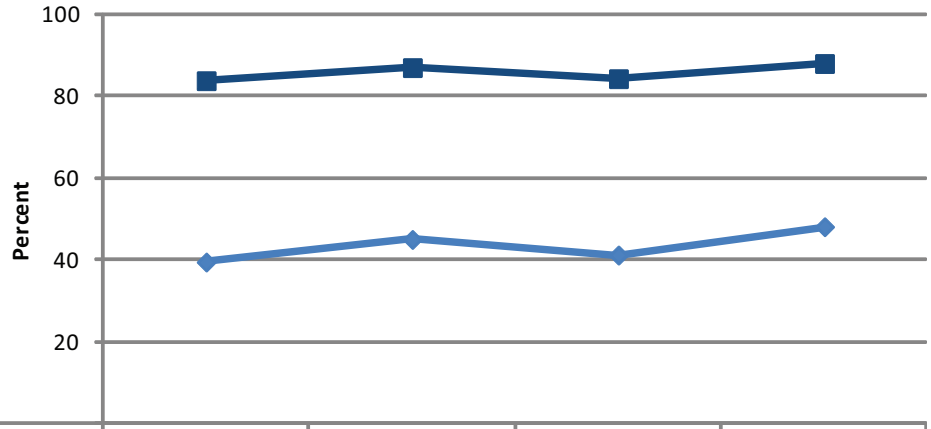
Iowa Tests of Basic Skills/Iowa Tests of Educational Development

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 kindergarten through 8th grade, and ITED is developed for students in 9th through 12th grade.

The following four graphs show the percentage of 4th and 8th grade students proficient in reading (Figure 6-12 and 6-14, respectively) and the percentage of 4th and 8th grade students proficient in math (Figure 6-15 and 6-17, respectively) from 2007 to 2010. Distinctions are made between students with and without IEPs. Since 2007, the percentage of students with and without IEPs in 4th and 8th grade who are proficient in both reading and math has increased. In 2010, the gap between students with and without disabilities who were proficient was 40 percent for 4th graders in reading and 54 percent for 8th graders. In math, the gap in 2010 was 35 percent for 4th graders and 49 percent for 8th graders.

Figure 6-12

Percent of 4th Grade Students Proficient in Reading on ITBS, 2007-2008 to 2010-2011

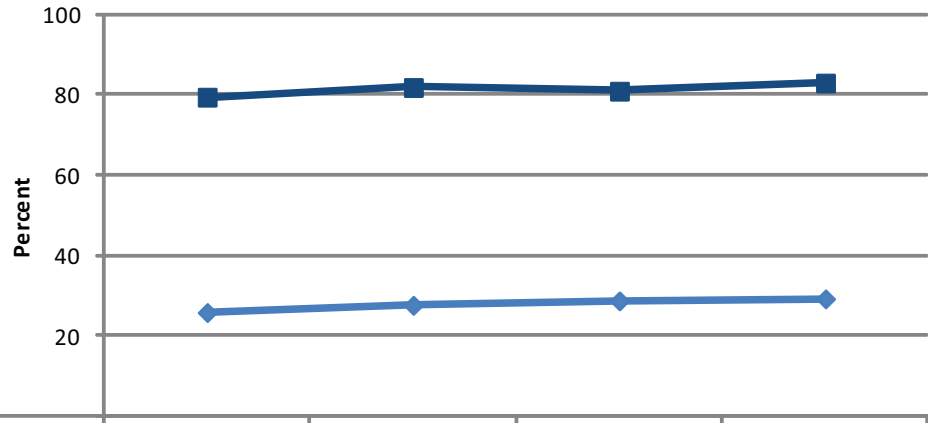


Year	2007-2008	2008-2009	2009-2010	2010-2011
IEP	39.5	45.0	41.2	48.1
No IEP	83.7	86.9	84.2	87.9

Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-13

Percent of 8th Grade Students Proficient in Reading on ITBS, 2007-2008 to 2010-2011

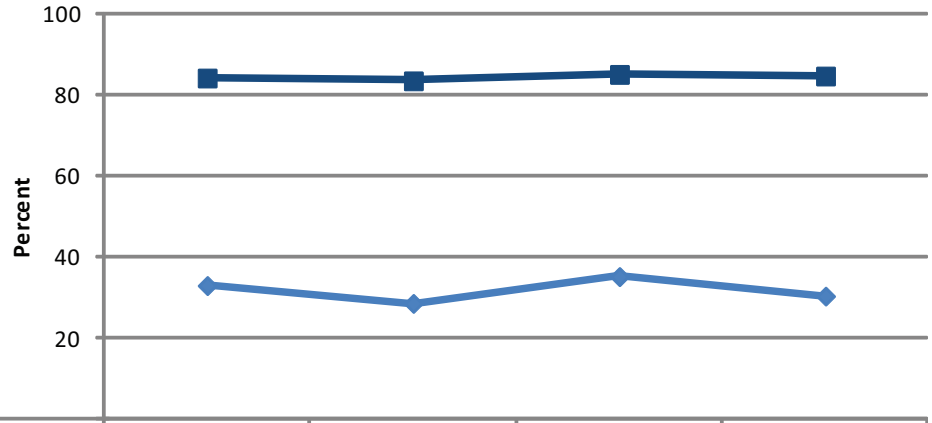


Year	2007-2008	2008-2009	2009-2010	2010-2011
IEP	25.9	27.7	28.8	29.3
No IEP	79.4	81.8	80.9	82.9

Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-14

Percent of 11th Grade Students Proficient in Reading on ITED, 2007-2008 to 2010-2011

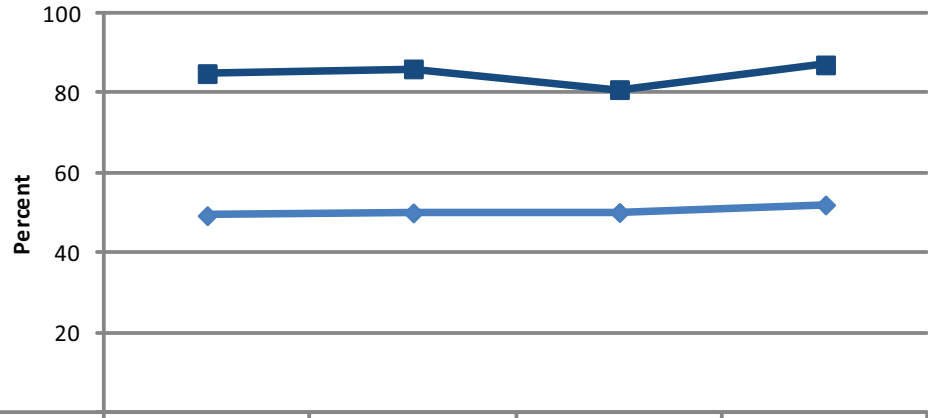


Year	2007-2008	2008-2009	2009-2010	2010-2011
IEP	33.0	28.6	35.2	30.4
No IEP	84.2	83.5	85.1	84.7

Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-15

Percent of 4th Grade Students Proficient in Math on ITBS, 2007-2008 to 2010-2011

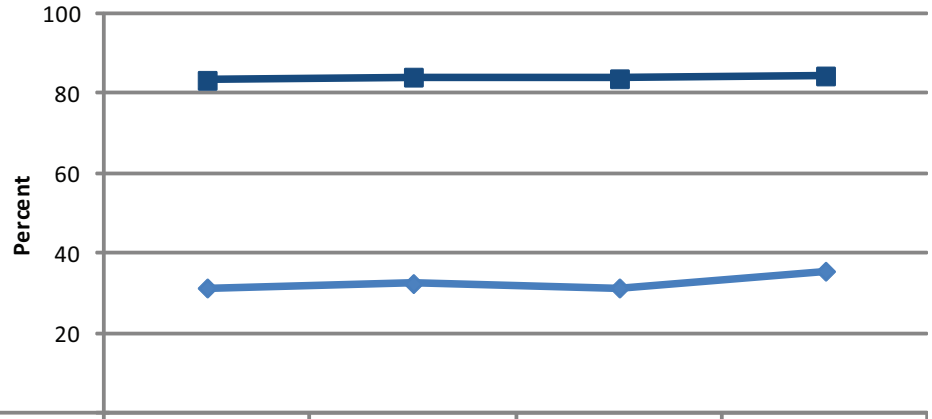


Year	2007-2008	2008-2009	2009-2010	2010-2011
IEP	49.3	50.0	50.1	52.0
No IEP	84.9	86.1	80.9	87.1

Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-16

Percent of 8th Grade Students Proficient in Math on ITBS, 2007-2008 to 2010-2011

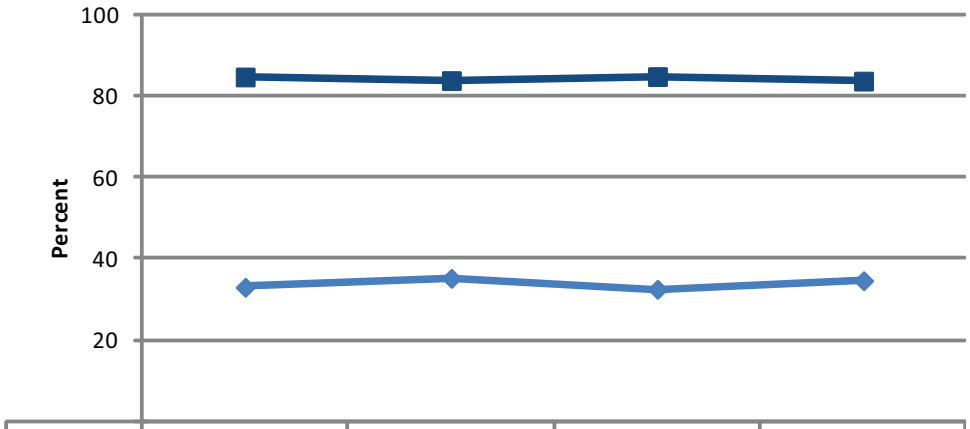


Year	2007-2008	2008-2009	2009-2010	2010-2011
IEP	31.4	32.5	31.4	35.6
No IEP	83.3	84.1	83.7	84.4

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Spring Student Files.

Figure 6-17

Percent of 11th Grade Students Proficient in Math on ITED, 2007-2008 to 2010-2011



Year	2007-2008	2008-2009	2009-2010	2010-2011
IEP	33.0	35.2	32.5	34.6
No IEP	84.7	83.8	84.8	83.7

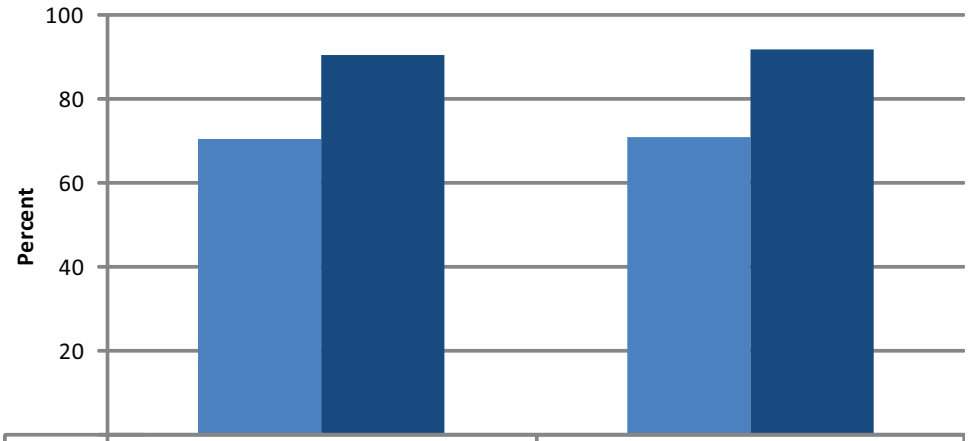
Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Spring Student Files.

Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. Between the 2008-2009 and 2009-2010 school years, the graduation rate increased by .03 percent for students with IEPs, and decreased by .03 percent for students without IEPs.

Figure 6-18

Graduation Rates



Year	2008-2009	2009-2010
IEP	70.3	70.6
No IEP	90.2	91.9

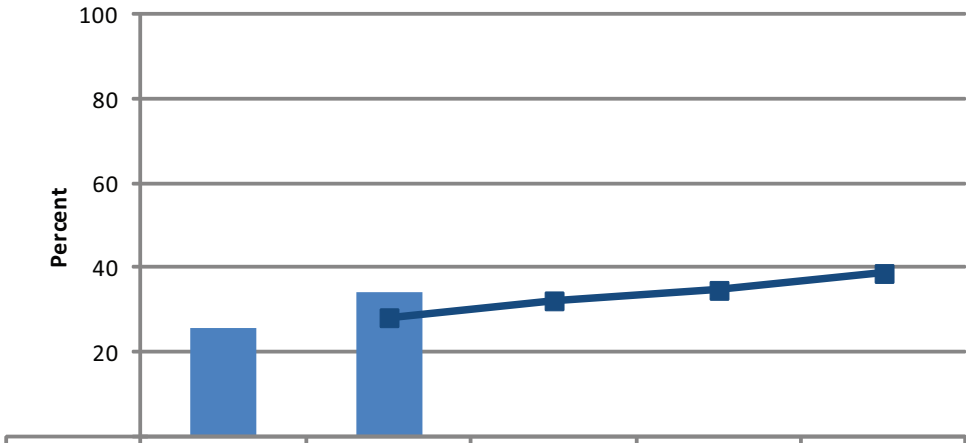
Source: Iowa Department of Education, Bureau of Student and Family Support Services, I-STAR Data System.

Post secondary Transitions

Post secondary transitions refers to the transitions that occur with youth who are no longer in secondary school. The following graphs present (1) the percentage of students with IEPs enrolled in higher education within one year of leaving high school, (2) the percentage of students with IEPs enrolled in higher education, competitively employed, or in some other employment within one year of leaving high school, and (3) the percentage of students with IEPs enrolled in higher education or competitively employed within one year of leaving high school. Actual state rates are shown for 2008 and 2009. State targets are depicted for 2009 through 2012.

Figure 6-19

Percent of Students with IEPs Enrolled in Higher Education Within One Year of Leaving High School

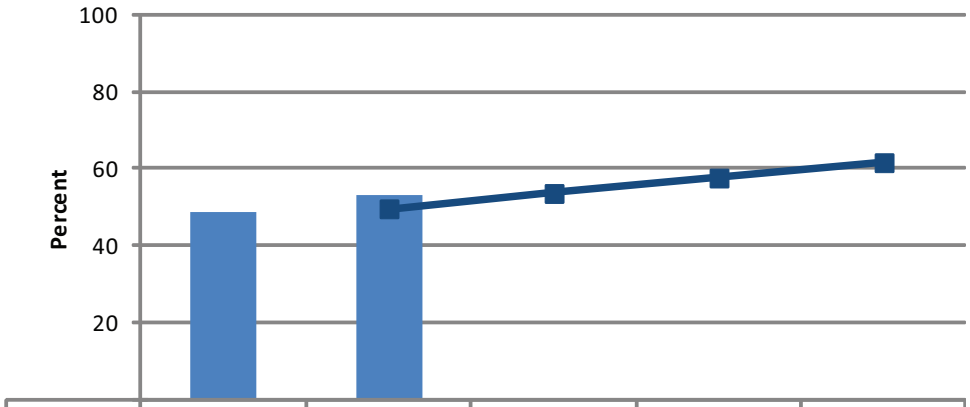


Year	2008	2009	2010	2011	2012
State	25.70	34.09			
Target		28.20	32.20	34.70	38.70

Source: Iowa Department of Education, Bureau of Student and Family Support Services, I-STAR Data System.

Figure 6-20

Percent of Students with IEPs Enrolled in Higher Education or Competetively Employed Within One Year of Leaving High School

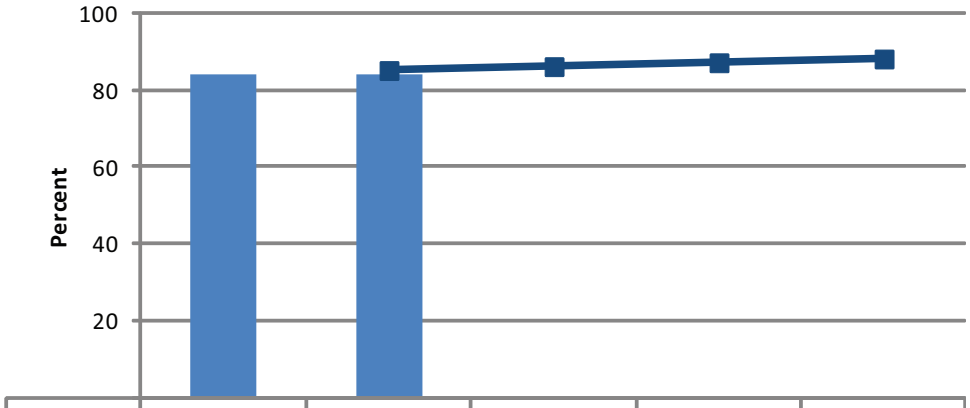


Year	2008	2009	2010	2011	2012
State	48.65	53.03			
Target		49.65	53.65	57.65	61.65

Source: Iowa Department of Education, Bureau of Student and Family Support Services, I-STAR Data System.

Figure 6-21

Percent of Students with IEPs Enrolled in Higher Education, Competetively Employed, or in Some Other Employment Within One Year of Leaving High School



Year	2008	2009	2010	2011	2012
State	84.14	83.99			
Target		85.14	86.14	87.14	88.14

Source: Iowa Department of Education, Bureau of Student and Family Support Services, I-STAR Data System.

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 2009-2010 Certified Annual Financial Report from the Iowa Department of Education, the 2011-2012 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 2000-2001 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, administration and central services, operations and maintenance, student transportation, other support services, and community services. The breakdown of function category expenditures as a percent of general fund expenditures is shown in Table 7-1. The breakdown remained about the same in the last two years presented.

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1997-1998, 2007-2008, 2008-2009, and 2009-2010

Function Category	Year			
	1997-1998	2007-2008	2008-2009	2009-2010
Instruction	68.6%	69.5%	70.4%	70.8%
Student Support Services	3.8%	3.3%	3.3%	3.3%
Staff Support Services	3.9%	3.4%	3.3%	3.3%
Administration & Central Services	10.5%	10.9%	10.6%	10.4%
Operations and Maintenance	9.1%	8.8%	8.6%	8.3%
Student Transportation	3.8%	4.0%	3.8%	3.7%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	0.1%	0.1%	0.1%

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

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

The function category expenditures as a percent of total general fund expenditures by enrollment category in 2009-2010 is presented in Table 7-2. The smallest enrollment category had the largest percentage of expenditures on Instruction and Administration and Central Services when compared to the other enrollment categories.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2009-2010

Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	71.6%	71.1%	70.9%	70.9%	70.4%	71.1%	70.9%
Student Support Services	1.5%	2.2%	2.6%	3.1%	3.8%	4.2%	3.3%
Staff Support Services	2.3%	2.8%	3.1%	3.4%	3.6%	3.2%	3.3%
Administration & Central Services	12.3%	11.3%	10.6%	10.3%	10.2%	10.0%	10.4%
Operations & Maintenance	7.5%	7.8%	8.1%	8.4%	8.3%	8.6%	8.3%
Student Transportation	4.6%	4.8%	4.6%	3.8%	3.5%	2.7%	3.7%
Community Service	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

Object Category Expenditures

Table 7-3 shows the object category expenditures as a percent of total general fund expenditures. Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures was about the same in 2008-2009 and 2009-2010.

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1997-1998, 2007-2008, 2008-2009 and 2009-2010

Object Category	Year			
	1997-1998	2007-2008	2008-2009	2009-2010
Salaries	64.8%	62.5%	63.2%	63.2%
Benefits	15.5%	18.2%	18.3%	18.6%
Purchased Services	9.8%	10.9%	10.9%	11.0%
Supplies	6.5%	6.8%	6.2%	6.0%
Property	3.0%	1.2%	1.0%	1.0%
Other Expenditures	0.4%	0.4%	0.3%	0.3%

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

Notes: Property inclued expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.
Figures may not total 100 percent due to rounding.

Table 7-4 displays the object category expenditures as a percentage of total general fund expenditures by enrollment category in 2009-2010. Purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased. Salaries as a percentage of general fund expenditures was lowest for the 600-999 enrollment category.

Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2009-2010

Object Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7.499	7,500+	State Totals
Salaries	53.7%	60.2%	62.0%	65.0%	65.7%	62.7%	63.2%
Benefits	14.9%	16.5%	17.7%	18.2%	18.3%	20.8%	18.6%
Purchased Services	23.6%	14.9%	12.2%	9.3%	9.3%	10.1%	11.0%
Supplies	6.6%	6.9%	6.6%	6.2%	5.6%	5.3%	6.0%
Property	0.7%	1.1%	1.2%	1.0%	0.9%	1.0%	1.0%
Other Objects	0.4%	0.4%	0.3%	0.3%	0.2%	0.2%	0.3%

Source: Iowa Department of Education, Division of School Finance and Support Services, 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 such as educational excellence, school improvement technology, Iowa early intervention, student achievement/educator quality, vocational aid, child abuse prevention, and statewide voluntary 4-year-old preschool program. Total local taxes include property tax and local income surtax.

Table 7-5 and Figure 7-1 show revenues by source as a percent of total general fund revenues. The percent of revenue from state foundation aid continued to decrease in 2009-2010, while the percent of revenue from local taxes and federal sources increased.

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1997-1998, 2007-2008, 2008-2009, and 2009-2010

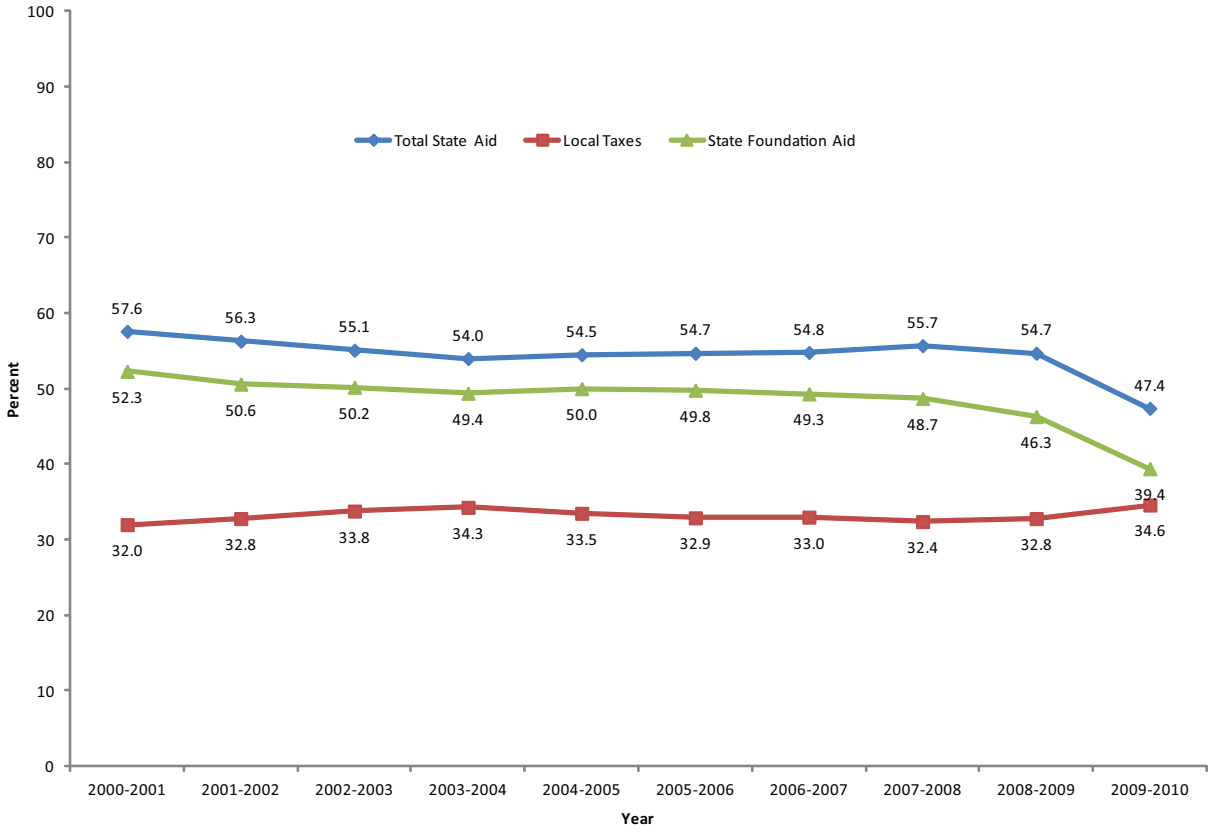
Source of Revenue	Year			
	1997-1998	2007-2008	2008-2009	2009-2010
Local taxes	32.6%	32.4%	32.8%	34.6%
Interagency	3.6%	5.0%	5.0%	5.1%
Other Local Sources	2.5%	2.4%	1.9%	1.8%
Intermediate Sources	0.2%	0.0%	0.0%	0.0%
State Foundation Aid	53.1%	48.7%	46.3%	39.4%
Other State Sources	5.1%	7.0%	8.4%	8.0%
Federal Sources	2.7%	4.2%	5.1%	10.8%
Other Financing Sources	0.3%	0.2%	0.3%	0.2%

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

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources includes grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.
Other local sources includes interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources includes the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 2000-2001 to 2009-2010



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

The revenues by source as a percent of total general fund revenues by enrollment category in 2009-2010 are listed in Table 7-6. The 300-599 enrollment category had the lowest percent of revenue from state foundation aid and the highest percent of revenue from local taxes. The largest enrollment category had the highest percent of revenue from federal sources. Figure 7-2 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, except the 300-599 enrollment category, a higher percentage of revenues were received through total state aid than through local taxes.

Table 7-6

Revenues by Source of Total General Fund Revenues in Iowa Public Schools by Enrollment Category, 2009-2010

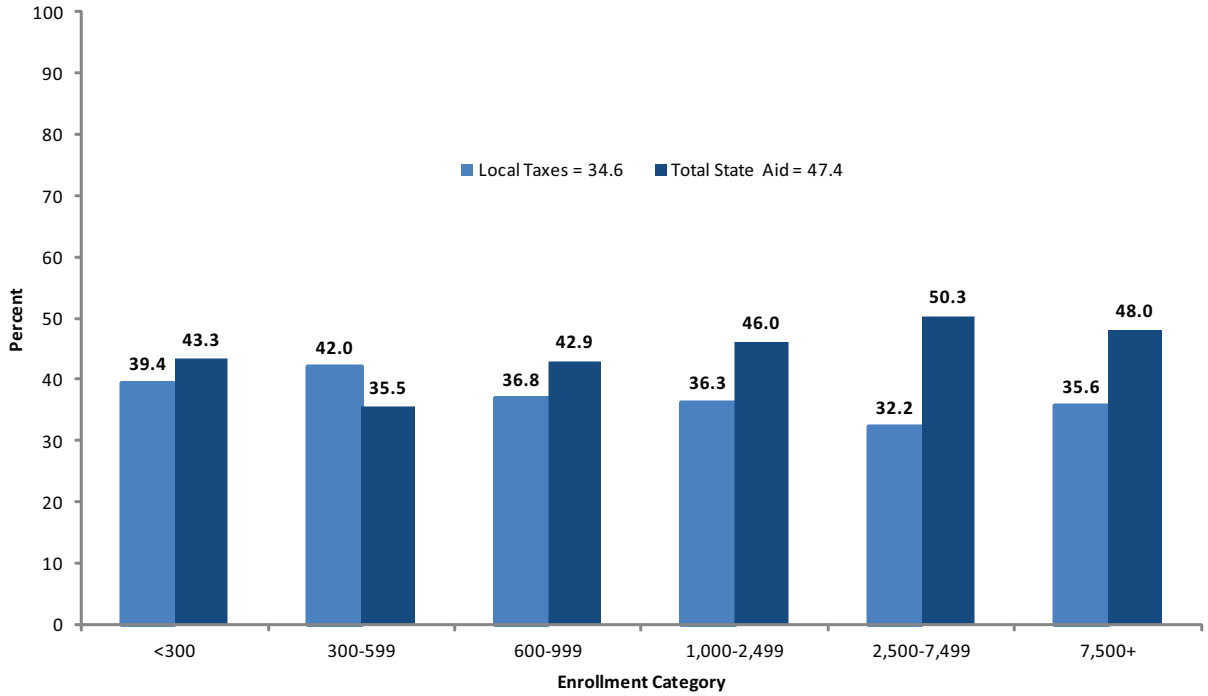
Revenue Service	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State Total
Local Taxes	0.394	0.42	0.368	0.363	0.322	0.356	0.346%
Interagency	0.104	0.111	0.091	0.065	0.054	0.043	0.051%
Other local sources	0.020	0.017	0.018	0.017	0.017	0.017	0.018%
Intermediate Sources	0.001	0.001	0	0	0	0.001	0.000%
State Foundation Aid	0.347	0.28	0.349	0.383	0.42	0.401	0.394%
Other State Sources	0.086	0.075	0.08	0.077	0.083	0.079	0.08%
Federal Sources	0.046	0.094	0.092	0.092	0.102	0.103	0.108%
Other Financing Sources	0.002	0.003	0.003	0.003	0.002	0.001	0.002%

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

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 7-2

Percent of Revenue from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category, 2009-2010



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

Taxable Valuation

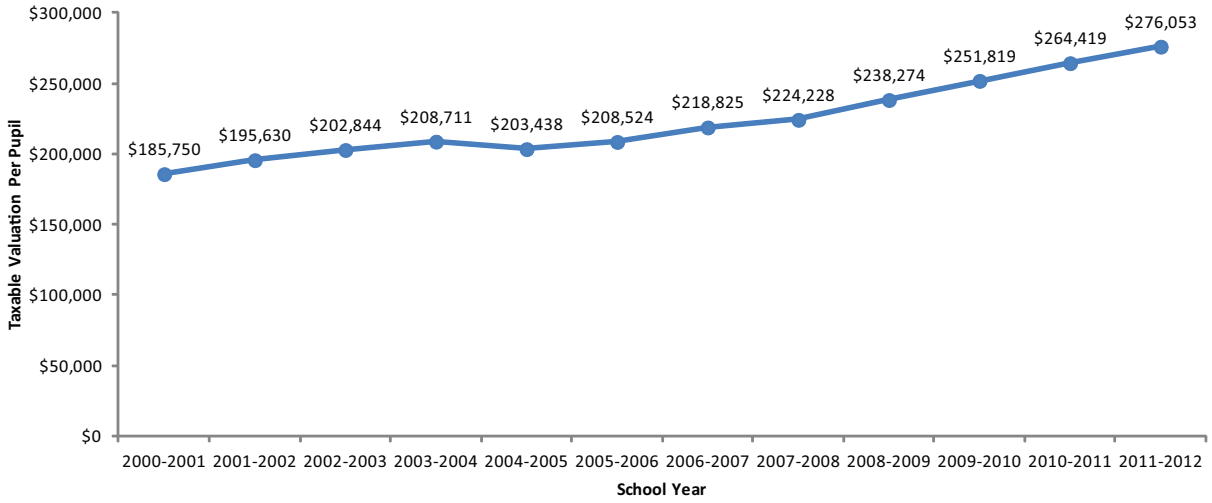
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes 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 2000-2001 to 2011-2012 is shown in Figure 7-3. Table 7-7 shows the average taxable valuations per pupil by enrollment category for 2000-2001 and 2008-2009 to 2011-2012. The three largest enrollment categories had an average per pupil valuation below the state average in most years shown. The taxable valuation per pupil increases because of increases in valuation as well as decreases in enrollment.

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 to 2011-2012



Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.

Table 7-7

Iowa Average Taxable Valuation Per Pupil by Enrollment Category 2000-2001 and 2008-2009 to 2011-2012

Enrollment Category	Year				
	2000-2001	2008-2009	2009-2010	2010-2011	2011-2012
<300	$266,463	$347,781	$392,295	$424,807	$459,795
300-599	$223,708	$274,386	$298,038	$321,148	$340,835
600-999	$201,732	$253,067	$269,702	$288,596	$307,665
1,000-2,499	$175,204	$216,182	$232,825	$245,771	$257,389
2,500-7,499	$175,250	$236,962	$251,865	$260,523	$269,035
7,500+	$174,108	$229,420	$253,436	$260,698	$268,604
State	$185,750	$238,274	$251,819	$264,419	$276,053

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.

Table 7-8 lists the minimum and maximum per pupil valuations by enrollment category for 2008-2009 to 2011-2012. The 600-999 enrollment category had the biggest range in taxable valuation per pupil in 2011-2012. The 1,000-2,499 enrollment category had the lowest taxable valuation per pupil and the smallest enrollment category had the highest taxable valuation per pupil.

Table 7-8

Net Taxable Valuation Per Budget Enrollment 2008-2009 to 2011-2012

Enrollment Category	2008-2009	2009-2010	2010-2011	2011-2012
<300 Min	$189,055	$196,583	$186,473	$204,326
<300 Max	$750,773	$828,382	$965,524	$1,108,654
300-599 Min	$134,512	$151,475	$167,881	$157,120
300-599 Max	$524,381	$553,490	$632,205	$619,483
600-999 Min	$143,114	$146,153	$152,379	$153,782
600-999 Max	$927,204	$1,028,390	$1,025,030	$1,099,599
1,000-2,499 Min	$122,993	$132,460	$139,728	$145,572
1,000-2,499 Max	$588,761	$630,292	$692,766	$718,823
2,500-7,499 Min	$139,429	$142,415	$151,955	$164,237
2,500-7,499 Max	$428,189	$446,845	$463,255	$478,826
7,500+ Min	$135,318	$139,952	$143,442	$149,531
7,500+ Max	$426,758	$447,861	$460,184	$460,067
State Min	$122,993	$132,460	$139,728	$145,573
State Max	$927,204	$1,028,390	$1,025,030	$1,108,654

Source: Iowa Department of Management, School Budget Master files.

Note: Enrollment categories determined by budget enrollment.

Expenditures Per Pupil

The general fund expenditures per pupil include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures per pupil are calculated by dividing the total general fund expenditures by the certified enrollment. Expenditures for community service, adult education, nonpublic education, co-curricular activities, interfund transfers, area education agency flow through, and revenues from other school districts and area education agencies flow through, and 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 to 2009-2010 are listed in Table 7-9. 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.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category, 1997-1998, 2007-2008, 2008-2009, and 2009-2010

Enrollment Category	Year			
	1997-1998	2007-2008	2008-2009	2009-2010
< 300	$5,605	$9,101	$9,522	$9,658
300-599	$5,106	$8,101	$8,519	$8,630
600-999	$4,988	$7,827	$8,198	$8,348
1,000-2,499	$4,881	$7,727	$8,115	$8,183
2,500-7,499	$5,055	$7,744	$8,162	$8,326
7,500 +	$5,461	$8,547	$9,058	$9,252
State	$5,119	$8,052	$8,484	$8,603

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

Table 7-10 and Figure 7-4 display the average per pupil expenditures for Iowa, the Midwest states and the nation. The National Education Association (NEA) collected and estimated the data. In 2009-2010, Iowa ranked 35th in the nation in average expenditures per pupil. Kansas, Missouri, South Dakota and North Dakota were the only Midwest states to rank lower than Iowa. Expenditures for Table 7-10 include all current expenditures from all funds rather than only the general fund expenditures as displayed in Table 7-9.

Table 7-10

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil 2000-2001, 2008-2009, and 2009-2010

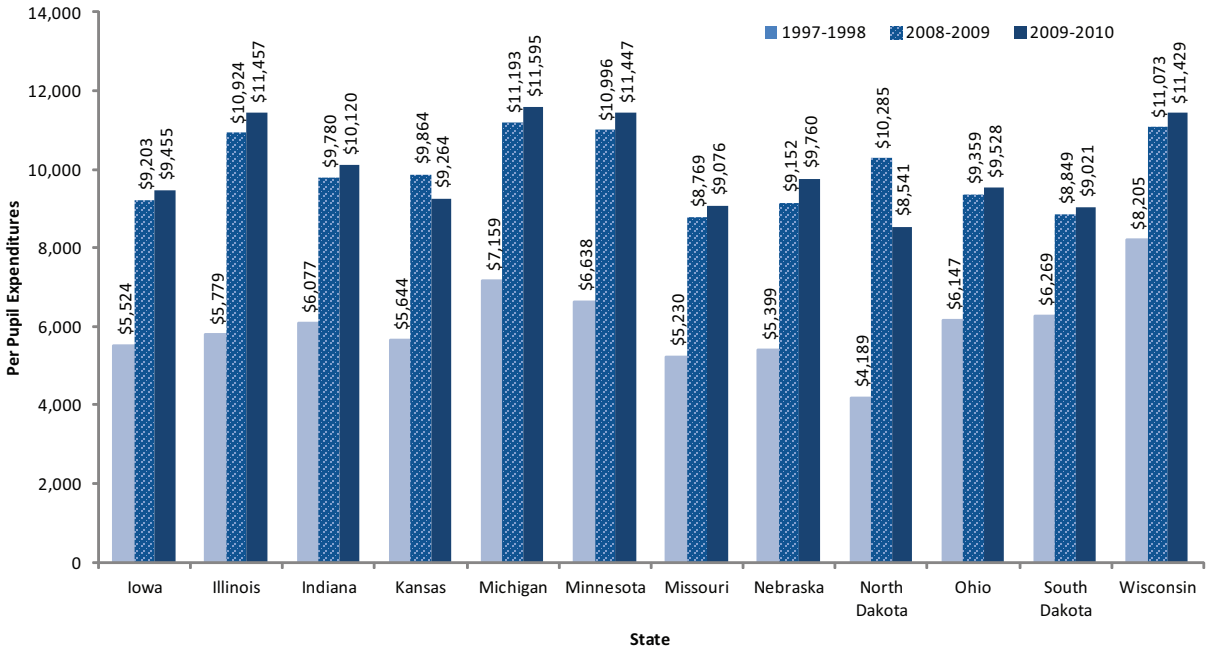
State/Nation	Year					
	2000-2001		2008-2009**		2009-2010**	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	$7,296		$10,313		$10,586	
Iowa	$6,434	34	$9,203	37	$9,455	35
Illinois	$8,293	11	$10,924	18	$11,457	16
Indiana			$9,780	29	$10,120	27
Kansas	$7,031	23	$9,864	28	$9,264	36
Michigan			$11,193	15	$11,595	14
Minnesota	$7,320	21	$10,996	17	$11,447	17
Missouri	$6,323	38	$8,769	42	$9,076	38
Nebraska	$6,395	35	$9,152	38	$9,760	29
North Dakota			$10,285	24	$8,541	43
Ohio			$9,359	32	$9,528	34
South Dakota	$6,269	39	$8,849	40	$9,021	39
Wisconsin	$8,205	12	$11,073	16	$11,429	18

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

Notes: **2008-2009 figures are received by NEA; 2009-2010 are estimated by NEA.
Expenditures for Table 7-10 include all current expenditures from all funds rather than only the general fund expenditures as displayed in Table 7-9.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 1997-1998, 2008-2009 and 2009-2010



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

State Aid

This section presents data on state aid including School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by the districts through appropriations made from the state's general fund each year. There are certain programs that have been added or removed in recent years. Funding for the Student Achievement/Educator Quality program was initiated in 2001-2002. Funding for the Technology/School Improvement program ended in 2002-2003. Funding for Phase III of Educational Excellence was discontinued in 2003-2004. In 1996-1997 and 1999-2000 changes were made to school foundation aid laws that impacted state aid amounts.

Fund for Educational Excellence Phase I was discontinued in 2009-2010. Funding for Educational Excellence Phase II and funding for educator quality basic allocation were added together in 2009-2010 and were renamed the teacher salary supplement. The early intervention and the educator quality professional development were also renamed as the early intervention supplement and the educator quality professional development supplement.

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 7-11 shows the General Fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated about $6 billion and initial state aid to districts was about $2.7 billion or 44.3 percent of the general fund appropriations in the 2011-2012 school year (fiscal year 2012). State aid to districts decreased while total general fund appropriations increased between 2010-2011 and 2011-2012.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2011-2012

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
2011-2012	2,656.3	5,999.7	44.3	Not currently available		
2010-2011	2,668.5	5,279.2	50.5	Not currently available		
2009-2010	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
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	2,025.60	4,464.20	45.4	2,025.70	4,606.20	44.0
2003-2004	1,963.50	4,513.60	43.5	1,919.40	4,500.50	42.6
2002-2003	1,935.70	4,509.90	42.9	1,935.70	4,534.40	42.7
2001-2002	1,978.30	4,873.70	40.6	1,899.10	4,607.10	41.2
2000-2001	1,893.10	4,880.10	38.8	1,897.40	4,886.90	38.8

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 per $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 in 2011-2012 are found in Table 7-12.

All districts levy the general fund property tax. 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 to claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. The majority of the districts in 2011-2012 levy for the management fund. The 1,000-2,499 enrollment category has an average management fund levy rate greater than the state average.

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. The average levy rate for the regular PPEL was lower than the state average in the largest enrollment category. The two largest districts have average voter-approved PPEL 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 2011-2012, 4.6 percent 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. A little over half of the school districts use the debt services levy. The 1,000-2,499 and 2,500-7,499 enrollment categories have debt services levy rates higher than the state rate.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL and debt services levies for 2011-2012. The smallest enrollment category had the highest average tax per pupil for all taxes listed, except the debt services levy. The 2,500-7,499 enrollment category had the highest average debt services property tax per pupil.

Table 7-12

Property Tax Rates and Number of Districts with Levies by Enrollment Category, 2011-2012

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	48	109	84	78	22	10	351
Number of Districts with General Fund Levy	48	109	84	78	22	10	351
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	11.693	11.930	11.980	12.511	13.276	14.152	12.922
Number of Districts with Management Fund Levy	41	107	84	78	22	10	342
Percent of Districts with Management Fund Levy	85.4%	98.2%	100.0%	100.0%	100.0%	100.0%	97.4%
Average Management Levy Tax Rate	0.852	0.834	0.815	0.961	0.750	0.958	0.878
Number of Districts with Regular PPEL Levy	43	99	78	73	21	10	323
Percent of Districts with Regular PPEL Levy	89.6%	90.8%	92.9%	93.6%	95.5%	100.0%	92.0%
Average Regular PPEL Tax Rate	0.33	0.33	0.33	0.33	0.33	0.32	0.33
Number of Districts with Voter-Approved PPEL Levy	29	69	53	59	17	9	236
Percent of Districts with Voter-Approved PPEL Levy	60.4%	63.3%	63.1%	75.6%	77.3%	90.0%	67.2%
Average Voter-Approved PPEL Tax Rate	0.572	0.724	0.772	0.698	1.066	0.915	0.849
Number of Districts with PERL Levy	2	4	5	0	3	2	16
Percent of Districts with PERL Levy	4.2%	3.7%	6.0%	0.0%	13.6%	20.0%	4.6%
Average PERL Tax Rate	0.135	0.135	0.135	-	0.135	0.135	0.135
Number of Districts with Debt Services Levy	13	62	46	46	13	3	183
Percent of Districts with Debt Services Levy	27.1%	56.9%	54.8%	59.0%	59.1%	30.0%	52.1%
Average Debt Services Tax Rate	1.316	1.589	1.484	1.794	1.850	1.236	1.646

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.

Table 7-13

Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2011-2012

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	48	109	84	78	22	10	351
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	$52,483,069	$201,512,042	$229,095,193	$368,574,768	$338,630,172	$498,714,487	$1,689,009,731
General Fund Income Surtax	$3,817,860	$14,534,840	$17,806,013	$25,795,775	$8,716,797	$14,688,243	$85,359,528
Total General Fund Tax	$56,300,929	$216,046,882	$246,901,206	$394,370,543	$347,346,969	$513,402,730	$1,774,369,259
Average Total General Fund Tax Per Pupil	$5,532	$4,305	$3,972	$3,369	$3,610	$3,728	$3,747
Percent of Districts with Management Fund Levy	85.4%	98.2%	100.0%	100.0%	100.0%	100.0%	97.4%
Management Fund Property Tax	$3,372,500	$13,836,856	$15,577,369	$28,302,651	$19,118,628	$33,774,807	$113,982,811
Average Management Fund Property Tax Per Pupil	$387	$280	$251	$242	$199	$245	$242
Percent of Districts with Regular PPEL Levy	89.6%	90.8%	92.9%	92.3%	95.5%	100.0%	92.0%
Regular PPEL Property Tax	$1,368,108	$5,340,374	$6,178,438	$9,480,997	$8,902,599	$12,164,773	$43,435,289
Average Regular PPEL Property Tax Per Pupil	$148	$116	$107	$88	$97	$88	$97
Percent of Districts with Voter-Approved PPEL Levy	60.4%	63.3%	63.1%	75.6%	77.3%	90.0%	67.2%
Voter-Approved PPEL Property Tax	$1,674,054	$7,681,861	$8,543,335	$16,789,805	$24,189,805	$32,458,548	$91,337,408

Table 7-13 (…continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Voter-Approved PPEL Income Surtax	$498,086	$2,044,246	$2,354,281	$5,332,483	$0	$0	$10,229,096
Total Voter-Approved PPEL Tax	$2,172,140	$9,726,107	$10,897,616	$22,122,341	$24,189,805	$32,458,548	$101,566,557
Average Total Voter-Approved PPEL Tax Per Pupil	$355	$314	$281	$250	$312	$262	$278
Percent of Districts with PERL Levy	4.2%	3.7%	6.0%	0.0%	13.6%	20.0%	4.6%
PERL Property Tax	$20,046	$99,118	$145,918	$-	$484,798	$1,443,783	$2,193,663
Average PERL Property Tax Per Pupil	$52	$47	$40	$-	$32	$36	$36
Percent of Districts with Debt Services Levy	27.1%	56.9%	54.8%	59.0%	59.1%	30.0%	52.1%
Debt Services Property Tax	$1,533,647	$15,299,225	$15,102,838	$33,796,138	$32,802,056	$11,548,834	$110,082,738
Average Debt Services Property Tax Per Pupil	$527	$525	$440	$475	$565	$388	$488

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.

Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2008-2009 to 2011-2012 are presented in Table 7-14. The average surtax per budget enrollment decreased between 2010-2011 and 2011-2012.

Table 7-14

Number and Percent of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category 2000-2001 and 2008-2009 to 2011-2012

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2011-2012							
Number of Districts with Surtaxes	44	94	75	66	9	3	291
Percent of Districts with Surtaxes	91.7%	86.2%	89.3%	84.6%	40.9%	30.0%	82.9%
Surtaxes Per Budget Enrollment	$457	$381	$365	$323	$264	$344	$341
Average Income Surtax Rate	10.56	8.67	8.13	6.75	4.80	5.20	6.80
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
2000-2001							
Number of Districts with Surtaxes	31	87	73	54	6	3	254
Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	$225	$180	$175	$160	$136	$173	$168
Average Income Surtax Rate	12.03	8.29	7.29	5.37	3.66	3.59	5.46

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.
Surtaxes include 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 funds were paid in lieu of instructional support state aid. In 2011-2012, state aid did not fund instructional support.

The revenue sources and amounts for the instructional support program for 2011-2012 and previous years are shown in Table 7-15 and Figure 7-5. 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 7-15.

Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid 2000-2001 and 2008-2009 to 2011-2012

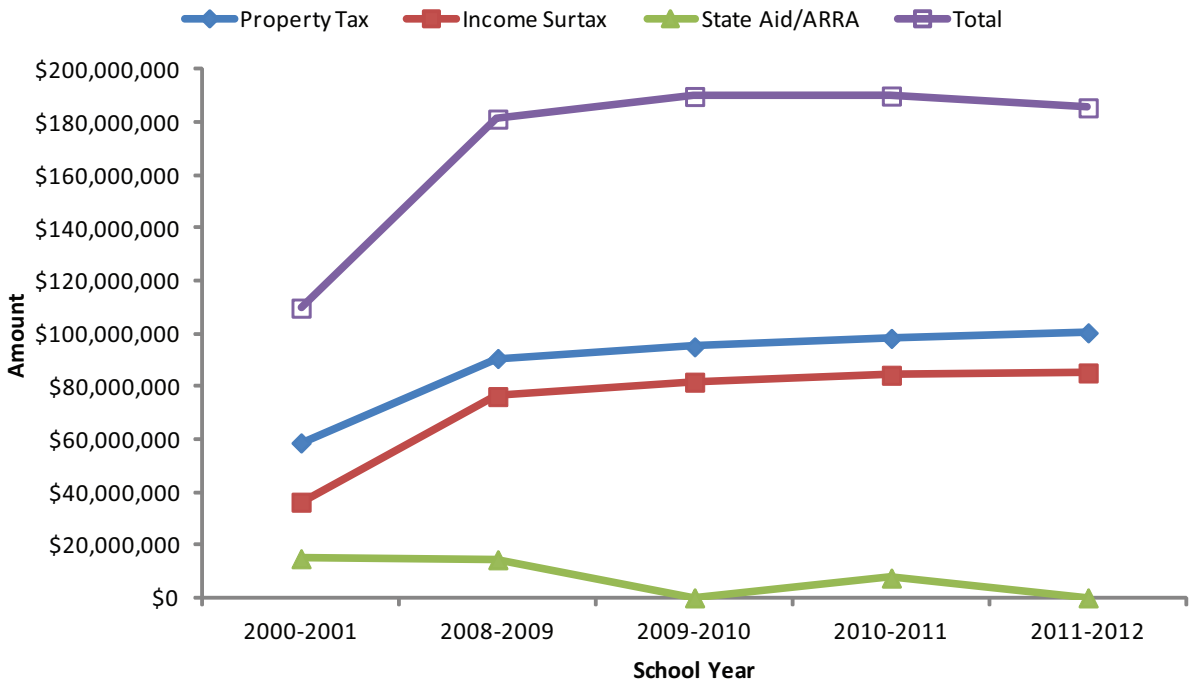
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ ARRA	Total
2011-2012	$100,385,847	54.1%	$85,171,536	45.9%	$0	0.0%	$185,557,383
2010-2011	$98,265,550	51.7%	$84,302,509	44.4%	$7,499,936	3.9%	$190,067,995
2009-2010	$95,061,086	50.1%	$81,708,675	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
2000-2001	$58,678,106	53.5%	$36,273,229	33.1%	$14,798,227	13.5%	$109,749,562

Source: Iowa Department of Management, Master Budget Files.

Note: *In 2009-2010 ARRA Education Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

Figure 7-5

Instructional Support Program Revenues, 2000-2001, and 2008-2009 to 2011-2012



Source: Iowa Department of Management, Master Budget Files.

Note: 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 7-16. All of the districts in the smallest and largest enrollment categories had instructional support programs.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2008-2009 to 2011-2012

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2011-2012							
Number of Districts	48	109	84	78	22	10	351
Number of Districts with Instructional Support	48	104	81	71	20	10	334
Percent of Districts with Instructional Support	100.0%	95.4%	96.4%	91.0%	90.9%	100.0%	95.2%
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%
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

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 7-17 and Figure 7-6 list data on the budget guarantee by enrollment category. The percent of districts receiving the budget adjustment increased between 2010-2011 and 2011-2012. The 2,500-7,499 enrollment category had the lowest percent of districts receiving the budget adjustment in 2011-2012. The smallest enrollment category had the highest percent of districts receiving the budget adjustment in 2011-2012.

Table 7-17

Number and Percent of Districts Receiving a guarantee and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2008-2009 to 2011-2012

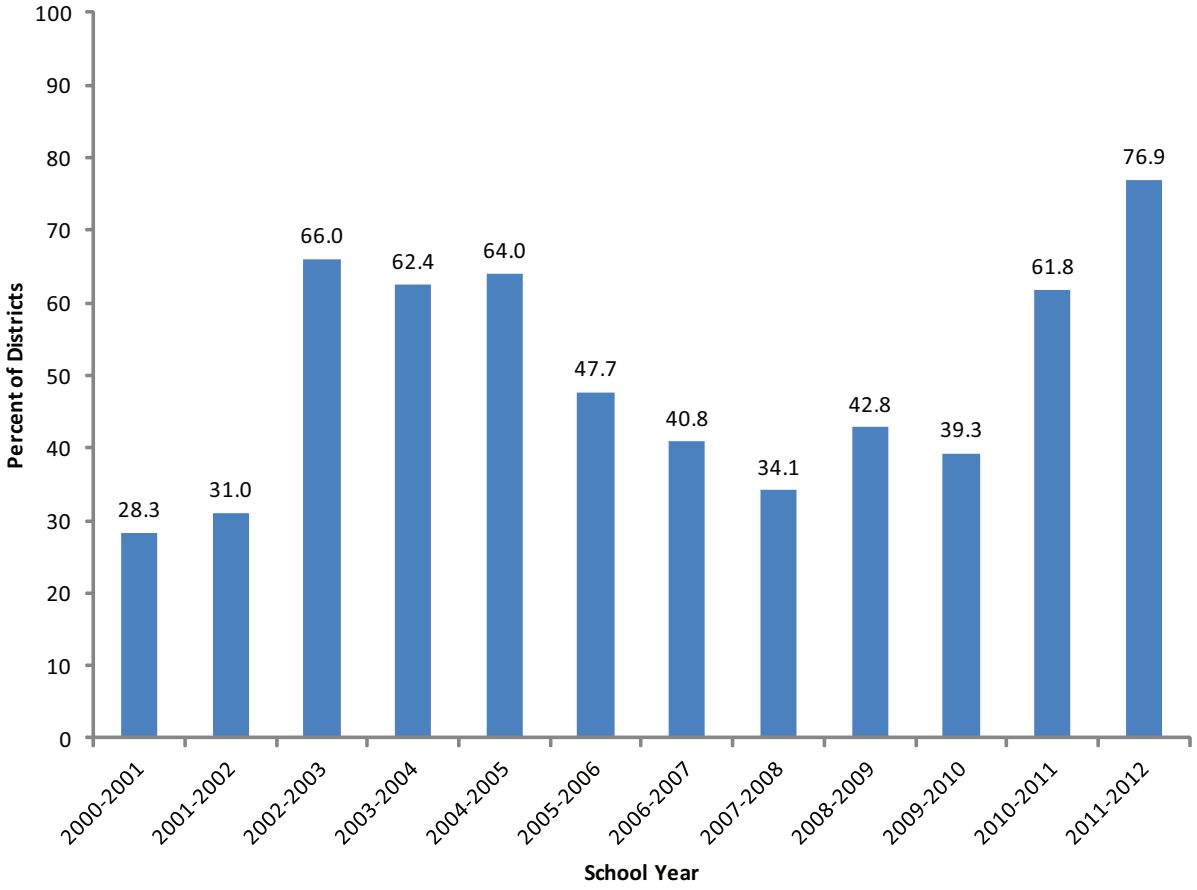
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2011-2012							
Number of Districts	48	109	84	78	22	10	351
Number of Districts w/Guarantee	45	92	62	50	13	8	270
Percent of Districts w/Guarantee	93.8%	84.4%	73.8%	64.1%	59.1%	80.0%	76.9%
Average Per Pupil	$325	$223	$206	$129	$123	$77	$137
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
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	$288	$143	$90	$35	$0	$0	$101

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.

Figure 7-6

Percent of Iowa Public School Districts with Budget Adjustment 2000-2001 to 2011-2012



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 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2009-2010, 63.6 percent bond referendums passed.

Table 7-18

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 1997-1998, 2008-2009, and 2009-2010

	Enrollment Categories						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
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
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
2009-2010							
Number Attempted	1	4	1	4	0	1	11
<50 Percent	0	0	0	2	0	1	3
50-59.9 Percent	0	0	0	1	0	0	1
60 Percent +	1	4	1	1	0	0	7

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

Table 7-19 lists the number of districts that attempted voter-approved physical plant and equipment referendums 2008-2009 and 2009-2010. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2009-2010, 87.2 percent of the voter-approved physical plant and equipment referendums were passed.

Table 7-19

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by 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
2009-2010							
Number Attempted	10	11	7	8	2	1	39
<50 Percent	0	1	2	1	1	0	5
50 Percent +	10	10	5	7	1	1	34
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

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Reports.

Notes: A district could be included more than once if it had more than one VPPEL issue in a year.
FY 2002 was the first year the information was collected.

Local Options Sales and Services Tax for School Infrastructure

Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure 1998-1999, 2008-2009 to 2010-2011

	1998-1999	2008-2009	2009-2010	2010-2011
Number of Counties with the Tax	3	99	99	99
Number of Districts Partly or Wholly Located in those Counties	28	364	361	359
Resident Budget Enrollment in those Counties	28,858.0	480,608.8	477,019.0	473,493.4
Estimated Revenues	$9,764,643	$363,129,008	$352,351,252	$358,117,410
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 (Receiving in Next Fiscal Year)	0	48	51	85
Number of Districts Partly or Wholly Located in those Counties	0	238	247	339
Resident Budget Enrollment in those Counties	0.0	114,893.6	127,489.4	432,319.3
Estimated SAVE Revenues	$0	$12,221,678	$18,221,352	$27,176,159

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue records.

Total Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2010-2011, and 2011-2012 is shown in Table 7-21. The estimated state total budget increased by about 2.7 percent between 2010-2011 and 2011-2012. 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 the supplements: Teacher Salary, Professional Development, Early Intervention, AEA Teacher Salary and AEA Professional Development were added to the school aid formula and were no longer separate allocations. The percent of estimated miscellaneous state categorical funding decreased slightly between 2010-2011 and 2011-2012. 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 7-21

Iowa Elementary and Secondary Budget Detail 2000-2001, 2010-2011 and 2011-2012

	2000-2001		2010-2011		2011-2012	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	$2,175,673,579	66.7%	$2,800,991,984	57.8%	$2,796,608,755	56.1%
Guarantee Amount	$6,629,840	0.2%	$25,075,561	0.5%	$47,714,952	1.0%
Supplementary Weights	$21,887,590	0.7%	$63,778,661	1.3%	$71,003,979	1.4%
Special Education	$278,121,047	8.5%	$386,957,435	8.0%	$387,589,949	7.8%
Teacher Salary	-	0.0%	$41,630,031	5.0%	$42,374,238	4.9%
Professional Development	-	0.0%	$7,360,678	0.6%	$7,448,456	0.6%
Early Intervention	-	0.0%	$9,808,051	0.6%	$9,909,791	0.6%
AEA Media	$19,184,863	0.6%	$24,481,761	0.5%	$24,438,688	0.5%
AEA Ed Services	$21,167,941	0.6%	$27,065,459	0.6%	$27,017,032	0.5%
AEA Special Education	$107,245,598	3.3%	$140,983,101	2.9%	$142,077,239	2.9%
AEA Sharing	-	0.0%	$141,684	0.0%	$-	0.0%
AEA Teacher Salary	-	0.0%	$4,410,652	0.3%	$,442,217	0.0%
AEA Professional Development	-	0.0%	$,685,375	0.0%	$,687,509	0.0%
AEA Prorated Budget Reduction	-	0.0%	$(10,000,000)	-0.2%	$(27,500,000)	-0.6%
Dropout SBRC	$40,504,621	1.2%	$108,497,992	2.2%	$103,619,970	2.1%
Other SBRC	$664,690	<0.1%	-	0.0%	-	0.0%
Preschool	-	0.0%	$48,252,084	1.0%	$58,378,261	1.2%
Instructional Support	$109,749,562	3.4%	$190,067,995	3.9%	$185,557,383	3.7%
Educational Improvement	$317,837	<0.1%	$753,720	0.0%	$692,997	0.0%
Enrollment Audit Adjustment	$(695,392)	-0.0%	$(1,070,978)	-0.0%	$(1,094,831)	-0.0%
Property Tax Repayment Adjustment	-	0.0%	$115,006	0.0%	$31,790	0.0%
Management	$47,005,258	1.4%	$107,751,110	2.2%	$113,982,811	2.3%
Physical Plant & Equipment	$80,703,751	2.5%	$138,872,197	2.9%	$134,772,750	2.7%
67.5 Cent Schoolhouse	$668,203	<0.1%	$-	0.0%	$-	0.0%
Playground and Library	$1,592,530	<0.1%	$2,183,781	0.0%	$2,216,251	0.0%
Debt Service	$99,375,793	3.0%	$102,803,447	2.1%	$111,597,976	2.2%
Estimated Miscellaneous State Categorical	$147,121,263	4.5%	$,314,765	0.2%	$,785,000	0.1%
Estimated Misc. Federal	$104,000,000	3.2%	$70,095,007	7.6%	$95,205,823	9.9%
Total	$3,260,918,574	100.0%	$4,850,006,559	100.0%	$4,981,558,986	100.0%

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.