

The Annual
**Condition of
Education**
Report

Iowa Department
of Education



2014

State of Iowa
Department of Education
Grimes State Office Building
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Des Moines, IA 50319-0146

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Dear Citizens of Iowa:

Data and information are vital in education. They help us determine our needs, map out goals and action steps, and then evaluate our progress. We also depend on good data to help guide our improvement efforts, from the local classroom to the state level.

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.

In Iowa, our data systems continue to become more sophisticated. At the Iowa Department of Education, we continue to work on efforts to collect and present data in a way that's meaningful and easy to navigate and analyze.

While we celebrate our state's tradition of leadership in education, we're also serious about getting better. The Annual Condition of Education report is one resource that will help us in our work to ensure every door of opportunity is open to all students.

Thanks for all you do for your schools and students every day.

Sincerely,

A handwritten signature in black ink that reads "Brad A. Buck". The signature is written in a cursive style and is positioned to the left of a vertical line.

Brad A. Buck, 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

The 2014 edition of the Annual Condition of Education Report marks the 25th anniversary of the report. Much has changed in the passing quarter century since the 1st edition was released in 1990. Most importantly, the Condition of Education report allows the citizens of Iowa to explore trend data and determine what has changed in the district's and school's which educate the children of Iowa's future over this period of time. Important education metrics are included in the report such as demographic characteristics, assessment results, college readiness measures, courses taken, and financial data. Below are highlights from the 25th edition of the report.

Enrollment

- The number of students in Iowa's public school districts continues to climb. After a sixteen-year decline, public school districts have seen a third year of increased enrollment.
- The number of minority students in Iowa's public schools continues to increase and is at an all-time high (100,151). Minority students make up 21.1 percent of the student body.
- The percentage of students eligible for free-or-reduced priced lunch increased slightly in 2013-2014. 41.1 percent of Iowa students were eligible in the 2013-2014 school year compared to 41.0 percent in the 2012-2013 school year.
- The number of students who are English language learners (ELL) continues to increase. In the 2013-2014 school year, 5.3 percent of students were reported as ELL up from 5.0 percent in 2012-2013.

Iowa Educators

- Iowa's average teacher salary increased 3.7 percent to \$51,937 in the 2013-2014 school year.
- Iowa's average teacher salary remains near the median of states (26th) in the national rankings and has increased to 6th up from 7th when compared to Midwest states.
- In 2013-2014, there were 34,509 teachers in Iowa schools which is up from 2000-2001 (33,610).
- The percentage of teachers with contract days over 191 continues to increase from 2000-2001. In 2013-2014, 55.0 percent of teachers had contracts over 191 days compared to only 44.9 percent in 2000-2001.

Student Performance

- The 2012-2014 biennium included an addition of a new form (F) of the Iowa Assessments which was introduced during the 2013-2014 school year.
- Differences in student performance can be seen in grades 4, 8, and 11 and multiple content are seen with the new Iowa Assessment forms for the 2012-2014 biennium when compared to older forms such as those in use during the 2009-2011 biennium.
- There was an increase in fourth grade Iowa Assessment results in reading and mathematics proficiency percentages in the 2012-2014 biennium.
- There was also an increase in eighth grade Iowa Assessment proficiency results in both mathematics and reading for the 2012-2014 biennium.
- While there was an increase in eleventh-grade student performance on the Iowa Assessments in mathematics, there was a decrease in the percent of students proficient in reading during the 2012-2014 biennium.

- There was an increase in certain key course work taken by the graduating class of 2014 compared to the class of 2013.
- For the graduation class of 2014, 41.3 percent of students took a higher-level mathematics course, 67.2 percent took chemistry and 27 percent took physics. This is compared to the class of 2013 in which 40.2 percent of students took a higher-level math course, 66.4 percent took chemistry and 26.6 took physics.
- The four-year cohort graduation rate for the class of 2013 was 89.7 percent which is an increase from 89.3 percent for the class of 2012. Iowa continues to have one of the highest graduation rates in the nation.
- The percentage of Iowa students taking the ACT increased to 68 percent for the class of 2014 compared to 66 percent for the class of 2013. The national percentage of students taking the ACT continues to also increase and was 57 percent in 2014 compared to 54 percent for the class of 2013.
- There was a slight decrease in the composite ACT score for the class of 2014 (22.0) compared to the class of 2013 (22.1).
- Among states for which ACT is the primary college-entrance exam (greater than 50 percent), Iowa's average composite (22.0) score dropped from second to third in rankings.
- The number of Iowa Advance Placement (AP) courses taken by Iowa students continues to increase. In 2014, 18,860 AP courses were taken by Iowa students compared to only 9,833 in 2006. There was also an increase to 12,029 AP exams taken in 2014 compared to 6,509 in 2006.

Technology Readiness

- There was a slight decrease in the overall expenditures in technology in the 2012-2013 (\$82.4 million) school year in Iowa districts compared to the 2011-2012 school year (\$82.6 million). While there was an increase in overall software expenditures, there was a decrease in hardware expenditures. In 2012-2013, \$14.3 million was spent on software and \$68.1 on hardware compared to \$11.6 on software and \$70.9 on hardware in the 2011-2012 school year.
- The number of computers available to Iowa students continues to increase. In 2012-2013, there were approximately 1.4 students per computer. This compares to 4.1 students per computer in 2000-2001.
- There was an increase in the percent (60.1) of schools equipped with 50 MB or more of bandwidth in 2013-2014 compared to just 44.4 percent in 2012-2013.

Sincerely,



Jay Pennington, Chief
Bureau of Information and Analysis

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Enrollment

The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter. 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, and migrant enrollment are included in this chapter. Data from this chapter comes from the Basic Educational Data Survey (BEDS), certified enrollment, Student Reporting in Iowa (SRI, formerly known as EASIER), and Iowa special education records.

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

Enrollment in 2013-2014 increased after a 14-year decline between 1997-1998 and 2011-2012. The public school enrollment projection shows an enrollment increase in the next five years, while the nonpublic school enrollment trend remained the same (Figure 1-1). More than two-thirds of Iowa public school districts in 2000-2001 had district enrollments less than 1,000 and these districts served about 28 percent of K-12 students. Over two-thirds of the districts in 2013-2014 had less than 1,000 students and served 26 percent of K-12 public school students (Table 1-3). There are nine AEAs in Iowa that serve students. The largest is Heartland AEA which serves 27.1 percent of Iowa students (Table 1-4).

The Open Enrollment Act (Iowa Code 282.18) of 1989-1990 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 continues to increase (Table 1-5). The smallest and largest enrollment categories in 2013-2014 had more students open-enrolling out than open-enrolling in. The 1,000-2,499 enrollment category gained the most students from the open enrollment legislation (Table 1-6).

Children from families with incomes at or below 130 percent of the poverty level are eligible for free lunch and children from families with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced lunch, according to the National School Lunch Program. In 2013-2014, the percent of students eligible for free or reduced lunch continued to increase (Figure 1-2). Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced price lunch (Table 1-7).

Children requiring special education are "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, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education" (Iowa Code 256.2). The special education students in Iowa public schools accounted for 13 percent of the total certified enrollment for each year in 2006-2007 and before and the percent reduced to 11.8 in 2013-2014 (Table 1-8).

The percent of minority students in public and nonpublic schools continued to increase in 2013-2014 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11).

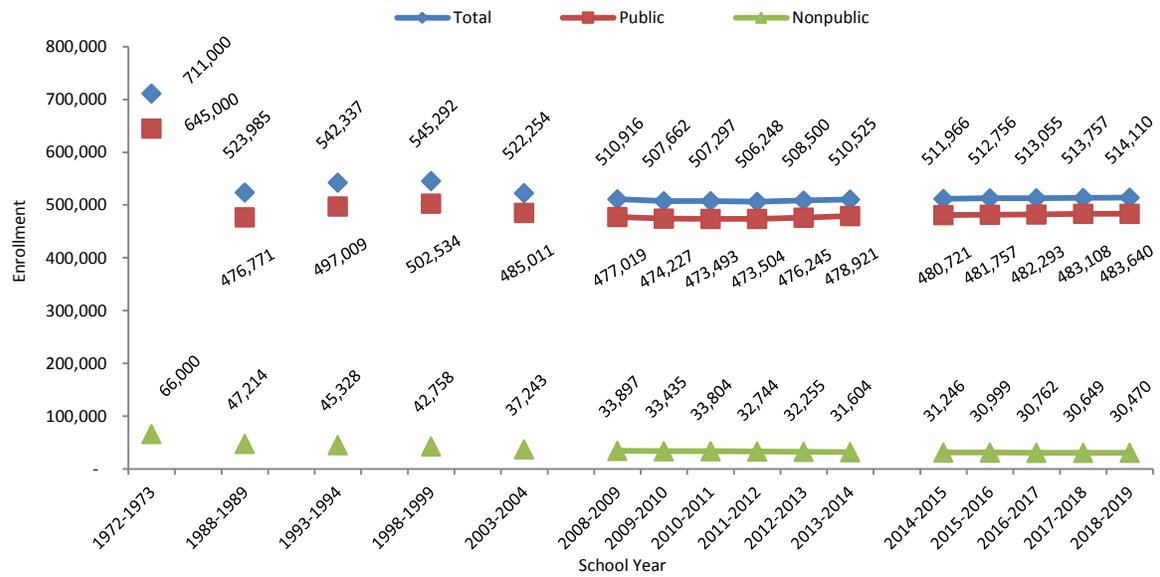
The percent of English Language Learner (ELL) students in public and nonpublic schools increased in 2013-2014 (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student is eligible for 0.22 weighted funding for four years. Districts with more students had more weighted ELL students in all years presented in Table 1-13.

The U.S. Department of Education defines a “migratory child” as 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. Migrant student data collected by the Iowa Department of Education includes migrant students in federally funded and non-federally funded programs. The percent of migrant students decreased slightly since 2012-2013 (Table 1-14).

Enrollment Trends

Figure 1-1

**Iowa's Public and Nonpublic School K-12 Enrollments
1972-1973, 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009 to 2013-2014 and
Projected Enrollments 2014-2015 to 2018-2019**



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2012-2013 to 2013-2014 and Projected Enrollments 2014-2015 to 2018-2019 by Grade							
Grade	Enrollment		Projected Enrollment				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	40,908	40,993	39,984	39,034	38,447	38,666	38,827
1	36,878	37,548	37,675	36,748	35,875	35,335	35,536
2	36,035	36,867	37,573	37,700	36,773	35,899	35,359
3	35,609	36,170	37,012	37,721	37,849	36,918	36,040
4	35,644	35,752	36,270	37,115	37,826	37,954	37,020
5	35,296	35,772	35,874	36,395	37,242	37,955	38,084
6	35,637	35,518	36,020	36,123	36,647	37,500	38,219
7	36,213	35,829	35,890	36,398	36,502	37,031	37,893
8	35,859	36,380	35,976	36,037	36,547	36,652	37,183
9	36,946	37,093	37,522	37,105	37,168	37,694	37,802
10	36,417	36,522	36,554	36,977	36,566	36,628	37,147
11	35,722	35,632	35,630	35,662	36,074	35,673	35,734
12	36,451	36,458	36,348	36,346	36,379	36,799	36,390
PKIEP	2,631	2,388	2,392	2,397	2,399	2,404	2,406
State	476,245	478,921	480,721	481,757	482,293	483,108	483,640

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

Notes: PKIEP: prekindergarten individualized education programs.

Figures may not total due to rounding.

Table 1-2

Iowa's Nonpublic School K-12 Enrollments 2012-2013 to 2013-2014 and Projected Enrollments 2014-2015 to 2018-2019 by Grade							
Grade	Enrollment		Projected Enrollment				
	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
K	3,360	3,198	3,150	3,119	3,102	3,120	3,126
1	3,070	3,025	3,039	2,993	2,964	2,948	2,965
2	2,972	2,963	2,955	2,969	2,924	2,896	2,880
3	2,935	2,858	2,901	2,894	2,908	2,864	2,836
4	2,818	2,809	2,801	2,844	2,837	2,850	2,807
5	2,806	2,704	2,726	2,719	2,760	2,753	2,766
6	2,689	2,630	2,545	2,566	2,559	2,598	2,591
7	2,428	2,280	2,229	2,156	2,174	2,168	2,201
8	2,322	2,331	2,219	2,169	2,099	2,116	2,111
9	1,747	1,694	1,774	1,689	1,651	1,597	1,610
10	1,688	1,721	1,625	1,701	1,620	1,583	1,532
11	1,744	1,689	1,681	1,586	1,661	1,581	1,546
12	1,676	1,702	1,601	1,593	1,503	1,574	1,499
State	32,255	31,604	31,246	30,999	30,762	30,649	30,470

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

K-12 Enrollments by District Size Category

Table 1-3

Enrollment Category	Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2012-2013, and 2013-2014											
	2000-2001				2012-2013				2013-2014			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	46	13.2	9,576	2.0	48	13.9	10,171	2.1
300-599	116	31.0	52,162	10.6	108	31.0	48,758	10.2	104	30.1	47,503	9.9
600-999	104	27.8	78,916	16.0	87	25.0	65,051	13.7	87	25.1	64,920	13.6
1,000-2,499	83	22.2	126,118	25.5	75	21.6	113,970	23.9	74	21.4	111,898	23.4
2,500-7,499	24	6.4	96,410	19.5	21	6.0	91,060	19.1	22	6.4	94,066	19.6
7,500+	9	2.4	132,509	26.8	11	3.2	147,830	31.0	11	3.2	150,363	31.4
State	374	100.0	494,291	100.0	348	100.0	476,245	100.0	346	100.0	478,921	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

Total Iowa Public and Nonpublic K-12 Students by AEA 2013-2014							
AEA	Public Schools		Nonpublic Schools		Total		
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
Keystone	29,113	6.1	4,415	14.0	33,528	6.6	
AEA 267	62,731	13.1	3,187	10.1	65,918	12.9	
Prairie Lakes	30,025	6.3	2,084	6.6	32,109	6.3	
Mississippi Bend	47,180	9.9	2,985	9.4	50,165	9.8	
Grant Wood	67,606	14.1	4,281	13.5	71,887	14.1	
Heartland	130,282	27.2	7,936	25.1	138,218	27.1	
Northwest	38,429	8.0	4,639	14.7	43,068	8.4	
Green Hills	38,143	8.0	1,036	3.3	39,179	7.7	
Great Prairie	35,412	7.4	1,041	3.3	36,453	7.1	
State	478,921	100.0	31,604	100.0	510,525	100.0	

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

Note: Figures may not total due to rounding.

Open Enrollment

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students 1990-1991, 1995-1996, 2000-2001, 2003-2004 to 2013-2014			
	% 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
2003-2004	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
2011-2012	5.6	26,743	473,504
2012-2013	5.8	27,651	476,245
2013-2014	6.0	28,632	478,921

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

Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Size 2000-2001, 2012-2013, and 2013-2014

		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
2012-2013	Total # Districts	46	108	87	75	21	11	348
	# Students	9,575.7	48,757.9	65,051.0	113,970.5	91,060.1	147,829.8	476,245.0
	# Students Open In	876.5	5,828.3	5,348.6	7,821.1	5,344.9	2,431.9	27,651.3
	# Students Open Out	1,936.9	4,923.4	4,550.9	5,377.4	4,712.4	6,150.3	27,651.3
	Net Gains/Losses	-1,060.4	904.9	797.7	2,443.7	632.5	-3,718.4	
	# Districts wt Gains	7	50	45	45	12	0	159
	# Districts wt Losses	37	58	41	30	9	11	186
	# Districts wt No Gain/Loss	2	0	1	0	0	0	3
2013-2014	Total # Districts	48	104	87	74	22	11	346
	# Students	10,171	47,503	64,920	111,898	94,066	150,363	478,921
	# Students Open In	982.2	6,023.9	5,706.9	7,830.3	5,577.7	2,511.4	28,632.4
	# Students Open Out	2,056.1	4,824.2	4,738.7	5,531.8	4,996.8	6,484.8	28,632.4
	Net Gains/Losses	-1,073.9	1,199.7	968.2	2,298.5	580.9	-3,973.4	
	# Districts wt Gains	10	46	48	42	12	0	158
	# Districts wt Losses	38	57	39	32	10	11	187
	# Districts wt No Gain/Loss	0	1	0	0	0	0	1

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

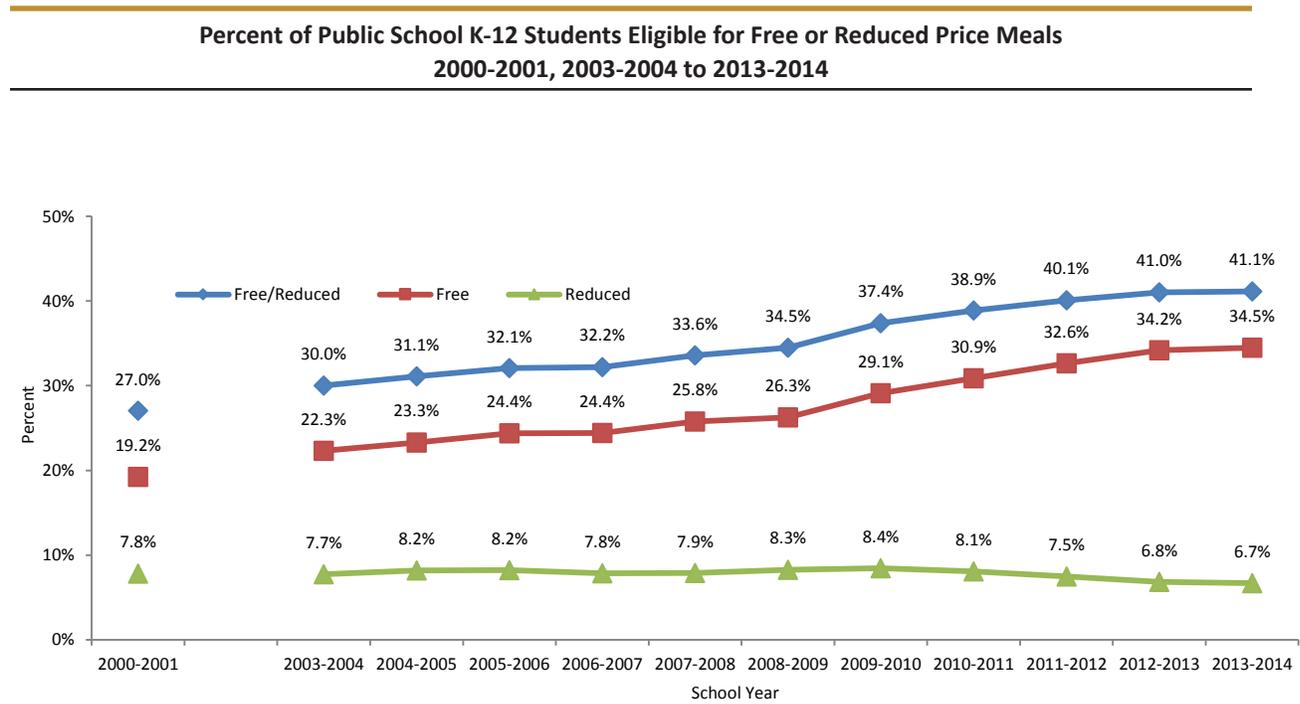
Notes: wt indicates with.

Figures may not total due to rounding.

Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2



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

Table 1-7

**K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category
2000-2001, 2012-2013, and 2013-2014**

Enrollment Category	2000-2001			2012-2013			2013-2014		
	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible
<300	6,711	2,256	33.6	7,747	3,438	44.4	8,266	3,831	46.3
300-599	50,933	13,511	26.5	49,449	17,742	35.9	48,550	17,629	36.3
600-999	77,327	17,966	23.2	65,730	24,025	36.6	65,752	24,328	37.0
1,000-2,499	122,830	29,876	24.3	115,555	43,303	37.5	113,530	43,064	37.9
2,500-7,499	93,322	21,433	23.0	91,180	33,435	36.7	94,287	33,428	35.5
7,500+	125,804	43,874	34.9	142,947	71,917	50.3	145,331	73,432	50.5
State	476,927	128,916	27.0	472,608	193,860	41.0	475,716	195,712	41.1

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

Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Enrollment 2000-2001, 2003-2004 to 2013-2014			
School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2003-2004	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
2011-2012	12.5	59,104	473,504
2012-2013	12.1	57,494	476,245
2013-2014	11.8	56,550	478,921

Sources: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment files, Bureau of Learner Strategies and Supports, December 1 Special Education files.

Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2012-2013, and 2013-2014							
Race/Ethnicity Group	2000-2001		2012-2013		2013-2014		
	N	%	N	%	N	%	
All Minority	46,250	9.7	95,370	20.2	100,151	21.1	
African American	18,510	3.9	24,621	5.2	25,552	5.4	
American Indian	2,447	0.5	2,034	0.4	1,888	0.4	
Asian	8,274	1.7	10,229	2.2	10,688	2.2	
Native Hawaiian/Pacific Islander	-	-	806	0.2	835	0.2	
Two or More Races	-	-	13,701	2.9	15,058	3.2	
Hispanic	17,019	3.6	43,979	9.3	46,130	9.7	
White	430,677	90.3	377,238	79.8	375,565	78.9	
Total	476,927	100.0	472,608	100.0	475,716	100.0	

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

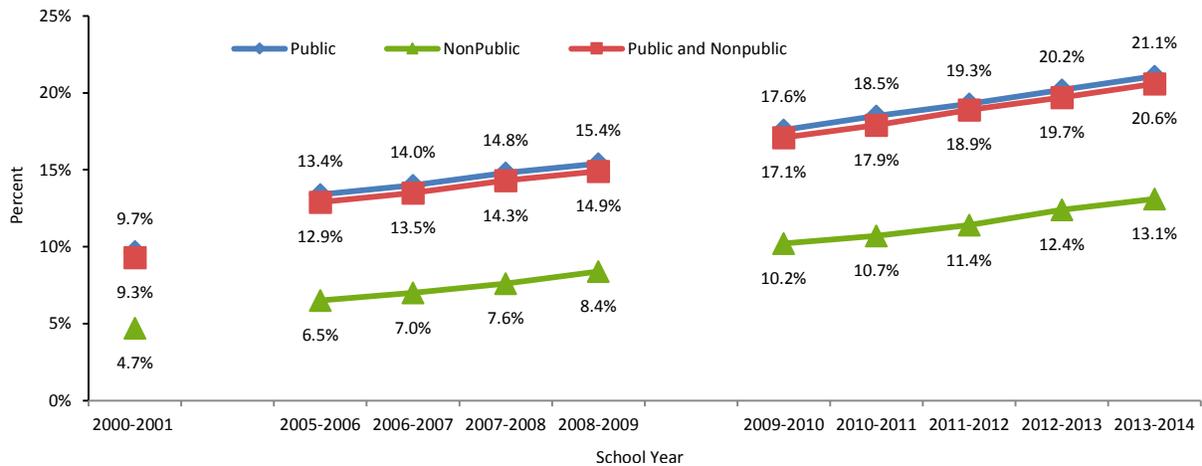
Table 1-10

Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2012-2013, and 2013-2014						
Race/Ethnicity Group	2000-2001		2012-2013		2013-2014	
	N	%	N	%	N	%
All Minority	1,946	4.7	3,989	12.4	4,143	13.1
African American	492	1.2	574	1.8	632	2.0
American Indian	70	0.2	53	0.2	60	0.2
Asian	563	1.4	824	2.6	829	2.6
Native Hawaiian/Pacific Islander	-	-	87	0.3	67	0.2
Two or More Races	-	-	466	1.5	485	1.5
Hispanic	821	2.0	1,985	6.2	2,070	6.5
White	39,118	95.3	28,266	87.6	27,461	86.9
Total	41,064	100.0	32,255	100.0	31,604	100.0

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

Figure 1-3

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006 to 2013-2014



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

Table 1-11

Iowa's Public School Percent of K-12 Minority Students by Enrollment Size 2000-2001, 2012-2013, and 2013-2014

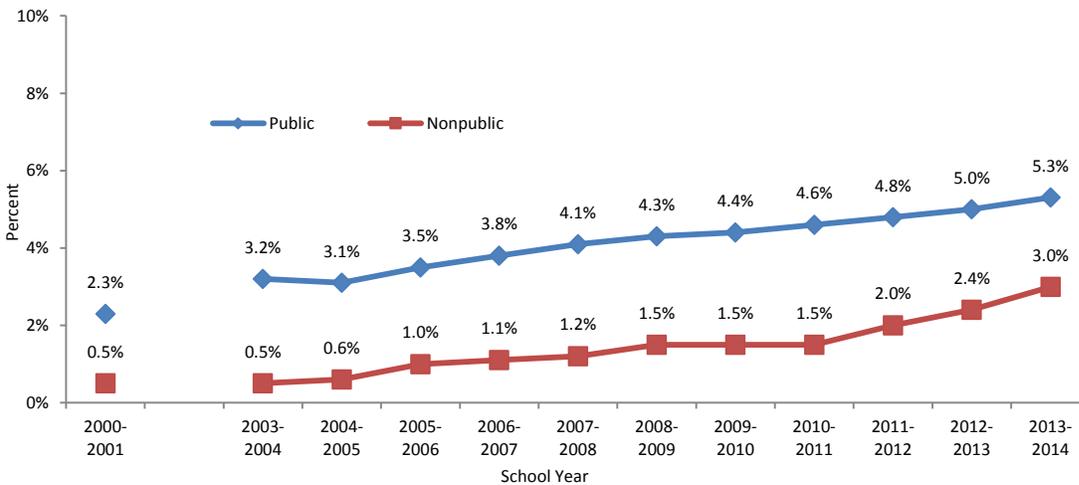
Enrollment Category	2000-2001	2012-2013	2013-2014
<300	1.5	6.7	7.3
300-599	2.4	6.6	7.2
600-999	2.6	9.3	9.5
1,000-2,499	5.9	14.0	14.7
2,500-7,499	9.0	20.4	21.1
7,500+	21.7	35.5	36.7
State	9.7	20.2	21.1

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

Enrollment of English Language Learners (ELL)

Figure 1-4

Percent of Public School and Nonpublic School K-12 English Language Learner Students 2000-2001, 2003-2004 to 2013-2014



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

Table 1-12

**Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language
2000-2001, 2012-2013, and 2013-2014**

Language	2000-2001	2012-2013	2013-2014
Spanish; Castilian	7,014	16,968	17,840
Vietnamese	766	921	916
Bosnian	363	748	717
Arabic	81	534	663
Karen languages		577	598
Chinese	80	348	356
Somali		230	339
Swahili		234	337
Lao	409	312	320
Burmese		130	227
Marshallese		166	190
Russian	65	197	181
Nepali		122	174
German	153	148	156
Hmong		138	152
Rundi		133	143
Dinka		120	118
Creoles/ pidgins, English based		120	113
French		84	110
Korean	76	128	104
Pohnpeian		63	89
Germanic (Other)		113	83
Nilo Saharan		86	81
Tagalog		76	77
Ukrainian		59	68
Telugu		62	56
Urdu		50	54
Chuukese		51	51
Hindi		57	51
Tigrinya			50
Cambodian	101		
Serbian;Srpski	434		
Serbo-Croatian	556		
Thai Dam	142		
Other	1,024	1,581	1,795
Total	11,264	24,556	26,209

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

Note: Languages with less than 50 students are included in Other.

Table 1-13

**Iowa's Public School K-12 Weighted English Language Learners by Enrollment Size
2000-2001, 2012-2013, and 2013-2014**

Enrollment Category	2000-2001		2012-2013		2013-2014	
	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL
<300	8,176	23	9,576	59	10,171	68
300-599	52,162	237	48,758	254	47,503	296
600-999	78,916	530	65,051	1,196	64,920	1,274
1,000-2,499	126,118	1,848	113,971	3,366	111,898	3,811
2,500-7,499	96,410	1,348	91,060	2,568	94,066	2,837
7,500+	132,509	4,165	147,830	7,975	150,363	9,722
State	494,291	8,151	476,245	15,418	478,921	18,008

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

Note: Figures may not total due to rounding.

Migrant Student Enrollment

Table 1-14

Percent of Public School K-12 Migrant Enrollment 2004-2005 to 2013-2014

	% 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
2011-2012	0.3	1,534	469,099
2012-2013	0.2	1,113	472,608
2013-2014	0.2	778	475,716

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

Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program level data collection forms and the Student Reporting in Iowa (SRI, formerly EASIER) student level data collection. This chapter describes preschool and kindergarten programs in 2013-2014 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 the past five years and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. The percentage of districts offering preschool has increased since 2009-2010. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. More students participate in a district sponsored preschool program than in 2012-2013.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2009-2010 to 2013-2014

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
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
2011-2012			
<300	51	46	90.2
300-599	107	101	94.4
600-999	85	82	96.5
1,000-2,499	76	76	100.0
2,500-7,499	22	22	100.0
7,500+	10	10	100.0
State	351	337	96.0
2012-2013			
<300	46	38	82.6
300-599	108	101	93.5
600-999	87	85	97.7
1,000-2,499	75	75	100.0
2,500-7,499	21	21	100.0
7,500+	11	11	100.0
State	348	331	95.1
2013-2014			
<300	48	45	93.8
300-599	104	97	93.3
600-999	87	84	96.6
1,000-2,499	74	74	100.0
2,500-7,499	22	22	100.0
7,500+	11	11	100.0
State	346	333	96.2

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

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category 2012-2013 and 2013-2014				
Enrollment Category	2012-2013		2013-2014	
	N	%	N	%
<300	668	3.4	829	3.0
300-599	3,527	13.2	3,540	12.6
600-999	3,949	14.0	4,033	14.4
1,000-2,499	6,933	25.5	6,846	24.4
2,500-7,499	4,847	17.5	5,008	17.8
7,500+	7,810	26.4	7,833	27.9
State	27,734	100.0	28,089	100.0

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

Table 2-3

Iowa Public School Preschool Students by Subgroup 2012-2013 and 2013-2014				
Subgroup	2012-2013		2013-2014	
	N	%	N	%
All Minority	5,701	20.6	5,699	20.3
African American	1,275	4.6	1,298	4.6
American Indian	94	0.3	103	0.4
Asian	536	1.9	582	2.1
Native Hawaiian/Pacific Islander	42	0.2	51	0.2
Two or More Races	949	3.4	924	3.3
Hispanic	2,805	10.1	2,741	9.8
White	22,033	79.4	22,390	79.7
ELL	35	0.1	12	0.0
Eligible for Free/Reduced Price Lunch	7,687	27.7	7,376	26.3
Male	14,498	52.3	14,603	52.0
Female	13,236	47.7	13,486	48.0
Total	27,734	100.0	28,089	100.0

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

Statewide Voluntary Preschool Program for Four-Year-Old Children

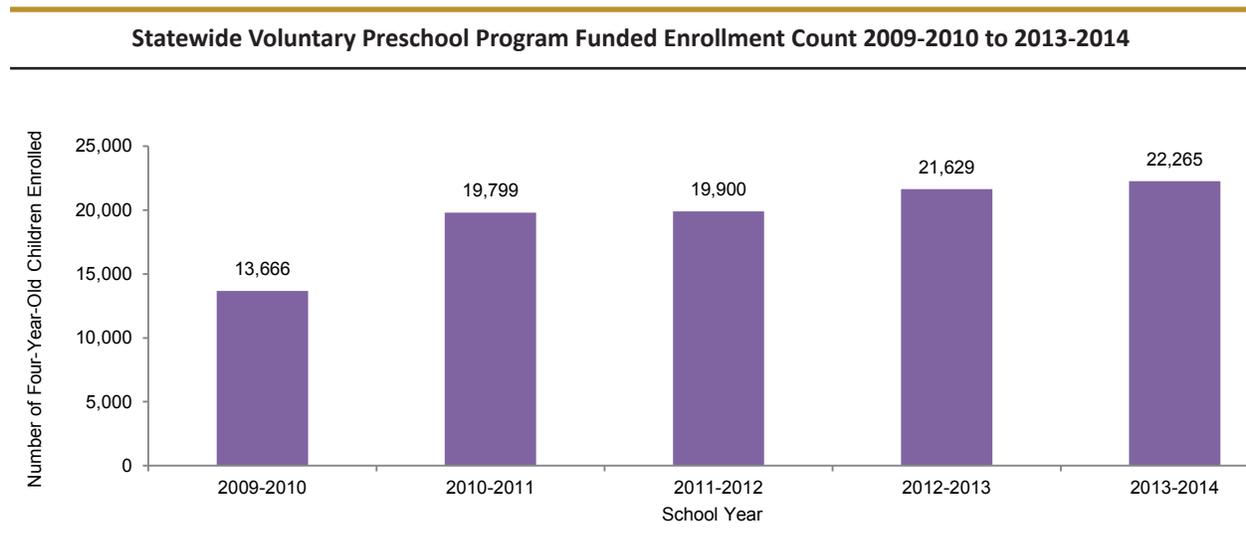
The Statewide Voluntary Preschool Program (SWVPP) for Four-Year-Old Children was established May 10, 2007, with signing of House File 877. The SWVPP legislation provides an opportunity for all four-year-old children in Iowa to enter school ready to learn by expanding access to research-based preschool curricula and early childhood licensed teaching staff. The allocation of funds for the SWVPP is to 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 2-4 shows the number of districts that provide the SWVPP, number of students funded and the total number of students participating in the program. These districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the student count. The same table and Figure 2-1 represents the number of four-year-old children funded from 2009-2010 to 2013-2014. Numbers of students served in Table 2-4 includes the children who are younger or older (ages 3 and 5) who participate in the quality preschool program (see the last row in Table 2-4).

Table 2-4

Statewide Voluntary Preschool Program Data, 2009-2010 to 2013-2014					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number Districts Participated	175	325	320	314	319
Number of Students Funded	13,666	19,799	19,900	21,629	22,265
Number of Students Served	14,386	24,166	23,713	23,616	24,167

Source: Iowa Department of Education, Bureau of Information and Analysis, Statewide Voluntary Preschool Program & SRI Fall Files.

Figure 2-1

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

The number of SWVPP students by age and Individualized Education Plan (IEP) status is shown in Table 2-5. Instructional IEPs and support only IEPs are listed separately since they have different funding sources. The number of students receiving special education services (IEP) in SWVPP has remained stable in 2013-2014. Table 2-6 indicates the number of four-year-old children served in the SWVPP by race/ethnicity, free/reduced price meals, and gender. Free/Reduced meals data may be underreported since the SWVPP is only required to meet ten hours per week and preschool students may not receive meals. The number of three-year-old, four-year-old, and five-year-old children served in SWVPP increased from 2012-2013. Overall, the number of students funded and served in SWVPP increased in 2013-2014.

Table 2-5**SWVPP Students Served by Age and IEP Status 2012-2013 and 2013-2014**

	2012-2013				2013-2014			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	311	650	107	1,068	325	630	84	1,039
IEP Support Services	27	351	15	393	18	292	10	320
Regular Education	571	21,208	376	22,155	576	21,816	416	22,808
Total Served	909	22,209	498	23,616	919	22,738	510	24,167

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

Notes: IEP: Individualized Education Plan

SWVPP: Statewide Voluntary Preschool Program

Table 2-6

SWVPP Students Served by Subgroup 2012-2013 and 2013-2014								
	2012-2013							
	Age 3	%	Age 4	%	Age 5	%	All	%
All Students Served	597		21,602		350		22,549	
All Minority	57	9.5%	4,156	19.2%	30	8.6%	4,243	18.8%
African American	15	2.5%	834	3.9%	5	1.4%	854	3.8%
American Indian	1	0.2%	75	0.3%	2	0.6%	78	0.3%
Asian	8	1.3%	416	1.9%	3	0.9%	427	1.9%
Native Hawaiian/ Pacific Islander	0	0.0%	33	0.2%	0	0.0%	33	0.1%
Two or More Races	7	1.2%	699	3.2%	8	2.3%	714	3.2%
Hispanic	26	4.4%	2,099	9.7%	12	3.4%	2,137	9.5%
White	540	90.5%	17,446	80.8%	320	91.4%	18,306	81.2%
ELL	0	0.0%	23	0.1%	0	0.0%	23	0.1%
Free/Reduced Meal	113	18.9%	4,913	22.7%	59	16.9%	5,085	22.6%
Female	290	48.6%	10,709	49.6%	133	38.0%	11,132	49.4%
Male	307	51.4%	10,893	50.4%	217	62.0%	11,417	50.6%
2013-2014								
All Students Served	919		22,738		510		24,167	
All Minority	172	18.7%	4,406	19.4%	62	12.2%	4,640	19.2%
African American	27	2.9%	962	4.2%	12	2.4%	1,001	4.1%
American Indian	6	0.7%	75	0.3%	5	1.0%	86	0.4%
Asian	14	1.5%	455	2.0%	1	0.2%	470	1.9%
Native Hawaiian/ Pacific Islander	3	0.3%	38	0.2%	1	0.2%	42	0.2%
Two or More Races	36	3.9%	732	3.2%	13	2.5%	781	3.2%
Hispanic	86	9.4%	2,144	9.4%	30	5.9%	2,260	9.4%
White	747	81.3%	18,332	80.6%	448	87.8%	19,527	80.8%
ELL	0	0.0%	10	0.0%	0	0.0%	10	0.0%
Free/Reduced Meal	250	27.2%	5,164	22.7%	150	29.4%	5,564	23.0%
Female	377	41.0%	11,149	49.0%	180	35.3%	11,706	48.4%
Male	542	59.0%	11,589	51.0%	330	64.7%	12,461	51.6%

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

Note: SWVPP: Statewide Voluntary Preschool Program

Kindergarten

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 2-7, the majority of districts in 2013-2014 offered all-day, every day kindergarten.

School districts in Iowa have been required by Iowa Administrative Code 279.60 to administer a kindergarten benchmark assessment adopted by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. Districts are also required to collect and report information on preschool attendance, other demographics of kindergarten students, and assessment results to the DE no later than January 1 of the school year. This information has been collected from school districts at the student level through EASIER/Student Reporting in Iowa 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 the two years shown in Table 2-8, more than half of all of the buildings in 2012-2013 and 2013-2014 used the DIBELS or DIBELS Next assessment. Table 2-9 and Figure 2-2 display the number and percent of public school kindergarten students by the type of kindergarten literacy assessment taken in the last three years.

Phonemic awareness is measured differently by each kindergarten literacy assessment. The DIBELS Next, First Sound Fluency (FSF) subtest measures if children recognize beginning sounds of words by pointing to the picture matching that sound. The Yopp-Singer full test and the Basic Reading Inventory (BRI) phoneme segmentation subtest measure whether or not a child can break words into sounds. The subtests of the Phonological Awareness Test (PAT) measure whether students can blend sounds, rhyme, or delete sounds from words. The Formative Assessment System for Teachers (FAST) has a broad early reading composite sampling a number of early literacy skills, one of which requires the identification and isolation of onset sounds.

Table 2-10 lists the number of students assessed and the number proficient by assessment. The percent of proficient students remained relatively stable over the past two years as measured by these tools. The FAST was first implemented in 2013-2014, so no relative change comparisons could be made.

Table 2-7

Iowa Public School Kindergarten Program Type 2013-2014			
Enrollment Category	Number of Districts	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	48	47	97.9%
300-599	104	101	97.1%
600-999	87	86	98.9%
1,000-2,499	74	72	97.3%
2,500-7,499	22	20	90.9%
7,500+	11	10	90.9%
State	346	336	97.1%

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

Table 2-8

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered 2012-2013 and 2013-2014					
Assessment	2012-2013		2013-2014		
	Number	Percent	Number	Percent	
DIBELS	146	22.1%	107	16.1%	
DIBELS Next	246	37.2%	264	39.8%	
DRA	14	2.1%	14	2.1%	
Yopp-Singer + BRI	45	6.8%	25	3.8%	
PAT	54	8.2%	48	7.2%	
PAP	70	10.6%	55	8.3%	
Other	80	12.1%	138	20.8%	
Observation Study	19	2.9%	14	2.1%	
FAST			75	11.3%	
Total KG buildings	662		664		

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

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

Districts may offer more than one kind of assessment tool, so percentages don't add up as 100%.

Table 2-9

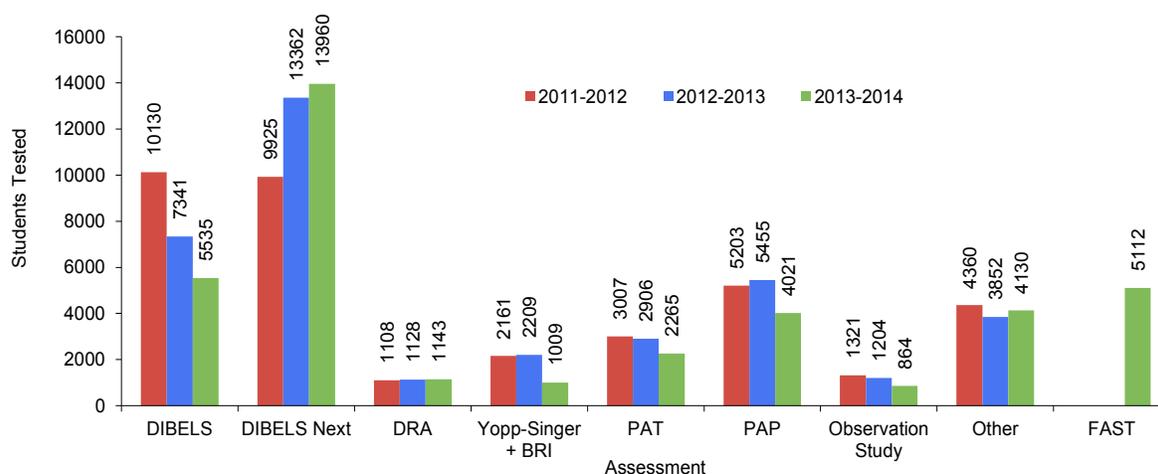
Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2011-2012 to 2013-2014							
Assessment	2011-2012		2012-2013		2013-2014		
	Number	Percent	Number	Percent	Number	Percent	
DIBELS	10,130	27.2%	7,341	19.2%	5,535	13.6%	
DIBELS Next	9,925	26.7%	13,362	35.0%	13,960	34.2%	
DRA	1,108	3.0%	1,128	3.0%	1,143	2.8%	
Yopp-Singer + BRI	2,161	5.8%	2,209	5.8%	1,009	2.5%	
PAT	3,007	8.1%	2,906	7.6%	2,265	5.6%	
PAP	5,203	14.0%	5,455	14.3%	4,021	9.9%	
Observation Study	1,321	3.5%	1,204	3.2%	864	2.1%	
FAST	--	--	--	--	5,112	12.5%	
Other	4,360	11.7%	3,852	10.1%	4,130	10.1%	
Total Student Tested	37,215	100.0%	37,457	98.2%	38,039	93.3%	
Total Not Tested	10	0.0%	686	1.8%	465	1.1%	
Total Kindergarten Students	37,225	100.0%	38,143	100.0%	38,504	100.0%	

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

Notes: Only includes students in buildings that reported offering the kindergarten grade level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Figure 2-2

**Number of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken
2011-2012 to 2013-2014**



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

Notes: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Table 2-10

Kindergarten Literacy Assessment Number and Percent Proficient, 2011-2012 to 2013-2014

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
2011-2012				
DIBELS	Initial Sounds Fluency	10,130	6,208	61.3%
DIBELS Next	First Sound Fluency	9,925	6,315	63.6%
BRI	Phoneme Segmentation	418	51	12.2%
Yopp-Singer	Full Test	1,486	56	3.8%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,904	107	5.6%
PAT	Blending	2,542	1,727	67.9%
PAT	Deletion	2,542	1,193	46.9%
PAT	Rhyming	2,542	1,618	63.7%
2012-2013				
DIBELS	Initial Sounds Fluency	7,341	4,342	59.1%
DIBELS Next	First Sound Fluency	13,362	8,585	64.2%
BRI	Phoneme Segmentation	301	24	8.0%
Yopp-Singer	Full Test	1,908	79	4.1%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	2,209	103	4.7%
PAT	Blending	2,906	2,041	70.2%
PAT	Deletion	2,906	1,391	47.9%
PAT	Rhyming	2,906	1,886	64.9%

Table 2-10 (...continued)

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
2013-2014				
DIBELS	Initial Sounds Fluency	5,655	3,575	63.2%
DIBELS Next	First Sound Fluency	14,443	9,294	64.3%
BRI	Phoneme Segmentation	144	5	3.5%
Yopp-Singer	Full Test	986	44	4.5%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,130	49	4.3%
PAT	Blending	2,454	1,771	72.2%
PAT	Deletion	2,454	1,167	47.6%
PAT	Rhyming	2,454	1,477	60.2%
FAST	earlyReading Composite	5,112	3,211	62.8%

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

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

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. 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)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Student Reporting in Iowa 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 SWVPP, childcare or a private enterprise. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. Variability may be due to improved reliability of the data collection as some districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification number prior to kindergarten entry.

Table 2-11**Iowa Public School Kindergarten Students Preschool Attendance (Parent Perception) , 2011-2012 to 2013-2014**

	2011-2012		2012-2013		2013-2014	
	Number	Percent	Number	Percent	Number	Percent
K Students who attended Preschool	23,940	62.5%	25,624	64.5%	24,904	61.2%
K Students who did not attend Preschool	14,368	37.5%	14,106	35.5%	15,768	38.8%
Total K Students	38,308	100.0%	39,730	100.0%	40,672	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI 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 positions/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. In 2008-2009, data on shared staff were collected on the Fall Basic Educational Data Survey (BEDS). 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.

In previous years, information on licensed staff in Iowa was collected from schools through the Licensed Staff Detail report on the 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. Beginning in 2010-2011, a new web application was used to collect this same data on licensed and non-licensed staff in Iowa.

Full-time teachers in 2010-2011 to 2013-2014 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 about 5,000 teachers in 2013-2014 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. In each section, minority counts include staff with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. Teachers and principals with advanced degrees include staff with a master's, specialist, or doctorate degree.

Salary information collected through the Fall BEDS 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 pay.

Teachers

This section includes data on public and nonpublic teachers in Iowa. In 2013-2014, 4.3 percent of teachers were beginning teachers—teachers in their first year of teaching (Table 3-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger enrollment categories (Table 3-4). Heartland AEA 11 had the largest percent of teachers in the state in 2013-2014, 26.3 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in Iowa were female in 2013-2014. The salary for male teachers was 4.9 percent higher than female teachers, while the percent of teachers with advanced degrees was higher for females than males (Table 3-6). The percent of teachers that were minorities in 2013-2014 was 2.2 percent. The average salary of non-minority teachers was about 1 percent higher than the average salary of minority teachers. The average experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 3-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee 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. According to this rule, 7.2 percent of teachers were eligible to retire in 2013-2014 (Table 3-9).

In 2013-2014, average total salary for full-time public school teachers was 3.7 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 2.4 percent between 2012-2013 and 2013-2014. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 3-11). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA 10. The National Education Association reports average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2012-2013, Iowa ranked 26th in the nation and 6th among Midwest States for average salary (Table 3-13).

In 2013-2014, the average number of assignments held by grades 9-12 teachers was 2.5. Over half (59.54 percent) of grades 9-12 teachers had one or two assignments (Tables 3-16 and 3-17). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to this year, special education teachers and students were excluded. The pupil-teacher ratio in 2013-2014 was 14.1. The pupil-teacher ratio by enrollment category ranged from 10.2 in the smallest enrollment category to 14.6 in the 2,500-7,499 enrollment category (Table 3-18). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 1.1 percent between 2012-2013 and 2013-2014.

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2012-2013 and 2013-2014							
Characteristics	Public			Nonpublic			
	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014	
Average Age	42.2	41.5	41.6	40.3	42.6	42.3	
Percent Female	70.5%	75.1%	75.1%	80.3%	82.2%	82.1%	
Percent Minority	1.8%	2.2%	2.2%	0.9%	1.7%	2.0%	
Percent Advanced Degree	27.0%	32.9%	33.0%	13.1%	15.4%	15.3%	
Average Total Experience	15.1	14.1	13.9	12.3	15.3	15.0	
Average District/AEA Experience	11.9	10.8	10.6	8.8	11.4	11.3	
Number of Teachers	33,610	34,226	34,509	2,437	2,314	2,256	

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 2012-2013 and 2013-2014 that reported having administrative or support positions, as well as teaching positions.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2012-2013 and 2013-2014							
Characteristics	Public			Nonpublic			
	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014	
Average Age	28.5	27.3	27.4	28.5	26.4	27.5	
Percent Female	71.6%	75.4%	75.5%	83.5%	79.5%	78.5%	
Percent Minority	2.8%	2.5%	2.5%	1.5%	7.4%	6.6%	
Percent Advanced Degree	5.9%	9.3%	10.1%	2.9%	4.9%	6.6%	
Number of Teachers	1,660	1,559	1,499	206	122	121	

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, 2012-2013 and 2013-2014									
Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
	2000- 2001	2012- 2013	2013- 2014	2000- 2001	2012- 2013	2013- 2014	2000- 2001	2012- 2013	2013- 2014
<300	42	37	51	642	748	823	6.5%	4.9%	6.2%
300-599	281	199	184	3,970	4,015	3,889	7.1%	5.0%	4.7%
600-999	270	208	188	5,553	5,006	4,956	4.9%	4.2%	3.8%
1,000-2,499	358	275	285	8,532	8,182	8,104	4.2%	3.4%	3.5%
2,500-7,499	306	268	288	6,096	6,136	6,369	5.0%	4.4%	4.5%
7,500+	382	566	499	8,393	9,837	10,076	4.6%	5.8%	5.0%
AEA	21	6	4	424	302	292	5.0%	2.0%	1.4%
State	1,660	1,559	1,499	33,610	34,226	34,509	4.9%	4.6%	4.3%

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

Note: F-T indicates full-time.

Table 3-4

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2013-2014							
Enrollment Category	Number of Full- Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	823	41.9	77.5%	1.1%	14.2%	13.8	10.3
300-599	3,889	41.5	73.2%	1.0%	17.1%	14.3	11.2
600-999	4,956	41.7	72.9%	1.2%	20.4%	14.7	11.3
1,000-2,499	8,104	41.6	74.5%	1.3%	29.7%	14.7	11.1
2,500-7,499	6,369	40.6	76.3%	1.7%	40.7%	13.3	10.1
7,500+	10,076	40.8	76.2%	4.1%	44.0%	13.1	10.1
AEA	292	47.5	88.4%	1.4%	53.4%	18.6	12.8
State	34,509	41.6	75.1%	2.2%	33.0%	13.9	10.6

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

Table 3-5

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2013-2014								
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	2,150	6.2%	41.5	74.4%	1.3%	36.2%	14.6	11.3
AEA 267	4,724	13.7%	41.2	74.0%	2.2%	26.4%	13.8	10.6
Prairie Lakes 8	2,281	6.6%	42.3	75.1%	1.4%	22.7%	15.1	11.3
Mississippi Bend 9	3,337	9.7%	41.1	75.9%	3.6%	31.9%	13.6	10.8
Grant Wood 10	4,648	13.5%	40.8	74.2%	2.0%	38.4%	13.5	10.3
Heartland 11	9,091	26.3%	40.4	75.7%	2.5%	38.1%	13.3	9.8
Northwest 12	2,773	8.0%	42.4	74.1%	2.4%	35.6%	15.4	11.9
Green Hills 13	2,918	8.5%	41.9	75.8%	1.3%	27.9%	14.3	10.7
Great Prairie 15	2,587	7.5%	42.6	77.1%	1.3%	28.3%	14.1	11.6
State	34,509	100.0%	41.6	75.1%	2.2%	33.0%	13.9	10.6

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

Note: Includes AEA teachers.

Table 3-6

Gender Comparison of Iowa Full-Time Public School Teachers, 2013-2014		
Characteristics	Female	Male
Average Age	41.3	41.1
Percent Minority	2.7%	2.0%
Percent Advanced Degree	33.3%	32.2%
Average Total Experience	13.9	14.2
Average District/AEA Experience	10.7	10.5
Average Total Salary	\$53,285	\$55,900
Number of Teachers	25,932	8,577

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

Note: Includes AEA teachers.

Table 3-7**Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-Minority Groups, 2013-2014**

Characteristics	Non-Minority	Minority
Average Age	41.3	41.0
Percent Female	75.3%	69.5%
Percent Advanced Degree	33.0%	35.1%
Average Total Experience	13.9	11.4
Average District/AEA Experience	10.5	8.9
Average Total Salary	\$52,854	\$52,349
Number of Teachers	33,762	747

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

Note: Includes AEA teachers.

Table 3-8**Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2013-2014**

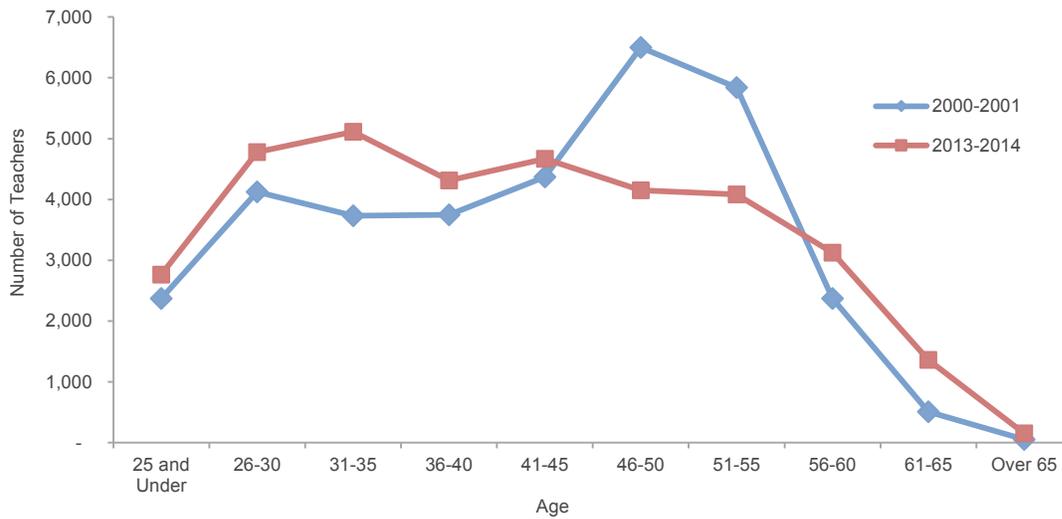
Age Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	2,764	2,764	8.0%	8.0%
26-30	4,123	6,492	12.3%	19.3%	4,777	7,541	13.8%	21.9%
31-35	3,730	10,222	11.1%	30.4%	5,113	12,654	14.8%	36.7%
36-40	3,745	13,967	11.1%	41.6%	4,313	16,967	12.5%	49.2%
41-45	4,370	18,337	13.0%	54.6%	4,670	21,637	13.5%	62.7%
46-50	6,497	24,834	19.3%	73.9%	4,151	25,788	12.0%	74.7%
51-55	5,838	30,672	17.4%	91.3%	4,080	29,868	11.8%	86.6%
56-60	2,373	33,045	7.1%	98.3%	3,125	32,993	9.1%	95.6%
61-65	510	33,555	1.5%	99.8%	1,362	34,355	3.9%	99.6%
Over 65	55	33,610	0.2%	100.0%	154	34,509	0.4%	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 2013-2014



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 2013-2014

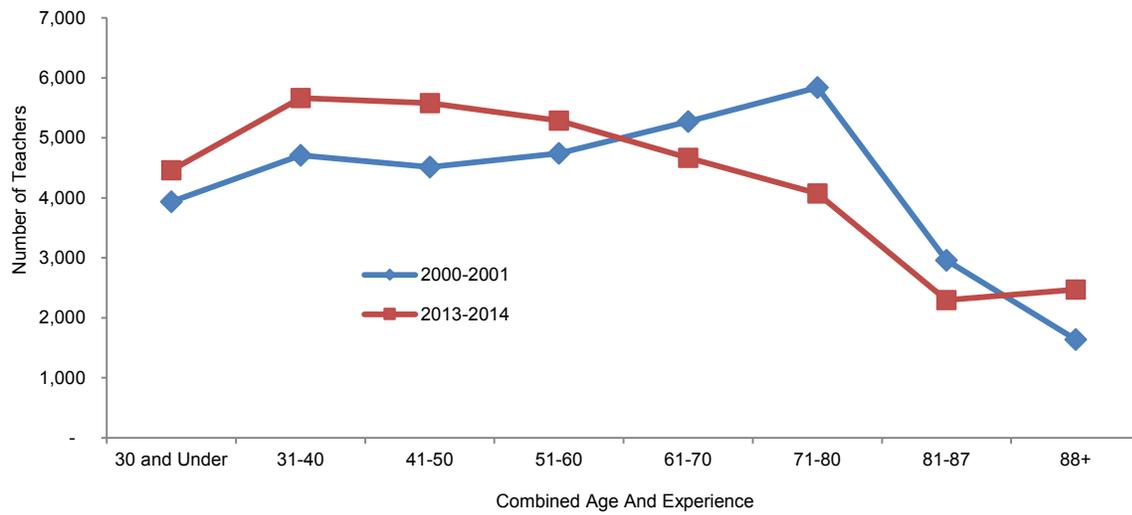
Combined Age and Experience Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,461	4,461	12.9%	12.9%
31-40	4,711	8,647	14.0%	25.7%	5,667	10,128	16.4%	29.3%
41-50	4,512	13,159	13.4%	39.2%	5,579	15,707	16.2%	45.5%
51-60	4,739	17,898	14.1%	53.3%	5,288	20,995	15.3%	60.8%
61-70	5,274	23,172	15.7%	68.9%	4,670	25,665	13.5%	74.4%
71-80	5,839	29,011	17.4%	86.3%	4,073	29,738	11.8%	86.2%
81-87	2,958	31,969	8.8%	95.1%	2,297	32,035	6.7%	92.8%
88+	1,641	33,610	4.9%	100.0%	2,474	34,509	7.2%	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 2013-2014



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

Note: Includes AEA teachers.

Table 3-10

Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary
2000-2001, 2012-2013 and 2013-2014

	2000-2001	2012-2013	2013-14
Average Regular Salary	N/A	\$50,914	\$51,937
Average Total Salary	\$36,479	\$52,635	\$53,878
Difference	N/A	\$1,721	\$1,941
Percent Total Salary Greater Than Regular Salary	N/A	3.4%	3.7%

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 2012-2013 and 2013-2014 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.

Table 3-11

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category 2000-2001, 2012-2013 and 2013-2014					
Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2012-2013	2013-2014	2000-2001 to 2013-2014	2012-2013 to 2013-2014
<300	\$28,811	\$43,305	\$44,279	53.7%	2.2%
300-599	\$31,557	\$46,536	\$47,592	50.8%	2.3%
600-999	\$33,809	\$49,320	\$50,283	48.7%	2.0%
1,000-2,499	\$35,912	\$52,146	\$53,267	48.3%	2.1%
2,500-7,499	\$38,266	\$55,738	\$56,628	48.0%	1.6%
7,500+	\$40,452	\$55,804	\$57,609	42.4%	3.2%
AEA	\$36,196	\$58,766	\$60,650	67.6%	3.2%
State	\$36,479	\$52,635	\$53,878	47.7%	2.4%

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 2012-2013 and 2013-2014 also reported that they served in the capacity of administrator and/or student support services personnel.

Average total salaries for these staff include salaries for these additional responsibilities as well.

Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2013-2014			
AEA	Regular Salary	Total Salary	
Keystone 1	\$49,920	\$51,595	
AEA 267	\$50,438	\$52,203	
Prairie Lakes 8	\$49,115	\$51,186	
Mississippi Bend 9	\$51,611	\$53,568	
Grant Wood 10	\$55,387	\$58,194	
Heartland 11	\$53,217	\$55,059	
Northwest 12	\$53,574	\$55,293	
Green Hills 13	\$49,400	\$51,245	
Great Prairie 15	\$50,524	\$51,921	
State	\$51,937	\$53,878	

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 2013-2014 also reported that they served in the capacity of administrator and/or student support services personnel.

Average total salaries for these staff include salaries for these additional responsibilities as well.

Table 3-13

Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2011-2012 and 2012-2013

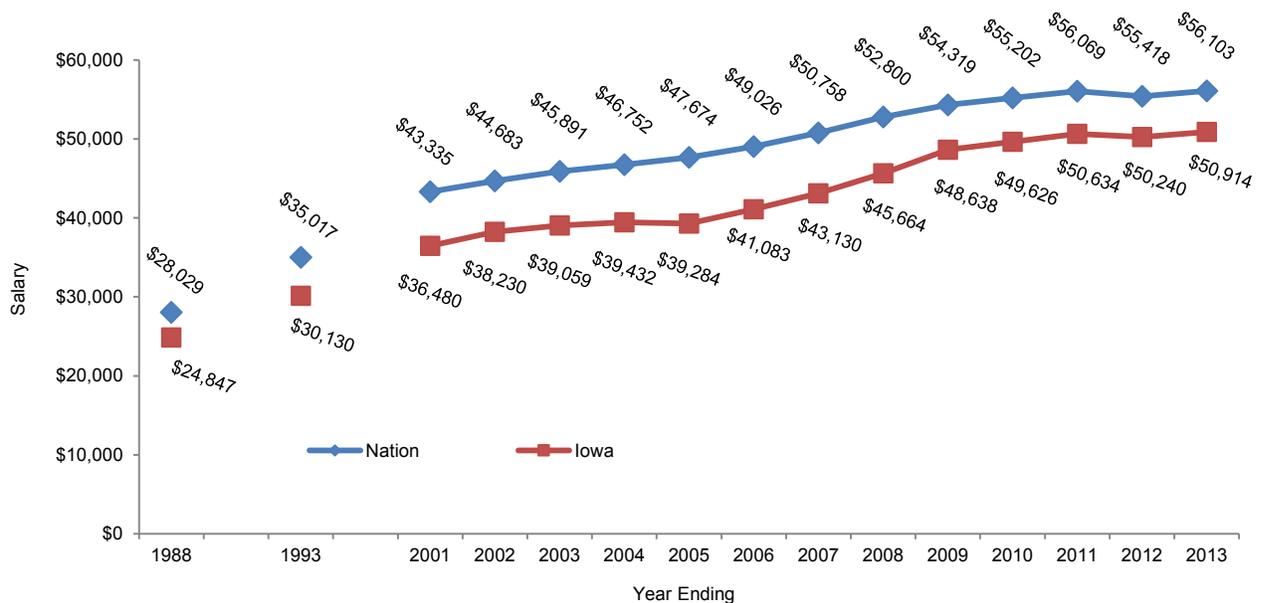
Nation and State	2011-2012			2012-2013		
	Salary*	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$55,389			\$56,103		
Illinois	\$57,636	13	2	\$59,113	13	2
Indiana	\$50,516	25	6	\$50,065	28	7
Iowa	\$50,218	26	7	\$50,914	26	6
Kansas	\$46,718	41	9	\$47,464	42	10
Michigan	\$61,560	11	1	\$61,560	11	1
Minnesota	\$54,959	17	4	\$56,268	17	4
Missouri	\$46,406	43	10	\$47,517	41	9
Nebraska	\$48,154	34	8	\$48,997	33	8
North Dakota	\$46,058	45	11	\$47,344	43	11
Ohio	\$56,715	16	3	\$56,307	16	3
South Dakota	\$38,804	51	12	\$39,018	51	12
Wisconsin	\$53,792	21	5	\$53,797	21	5

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

Note: *The 2011-2012 salaries were revised for Iowa and the nation.

Figure 3-3

**Average Salaries of Public School Teachers for Iowa and the Nation
1987-1988, 1992-1993 and 2000-2001 to 2012-2013**



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

Note: The 2011-2012 salaries were revised for Iowa and the nation.

Table 3-14

Iowa Salary Comparisons by Occupation, 2012 and 2013				
Occupation	Average Salary		Percent Change 2012 to 2013	
	2012	2013		
Electrical Engineer	\$77,310	\$74,370	-3.8%	
Civil Engineer	\$77,220	\$78,050	1.1%	
Software Developer, Applications	\$74,400	\$76,750	3.2%	
Computer Programmers	\$63,720	\$64,550	1.3%	
Accountant & Auditor	\$62,390	\$62,180	-0.3%	
Speech-Language Pathologist	\$66,200	\$67,100	1.4%	
Registered Nurse	\$52,540	\$53,520	1.9%	
Teacher	\$50,218	\$50,914	1.4%	
Child, Family and School Social Worker	\$37,690	\$40,210	6.7%	
Interior Designer	\$44,910	\$39,430	-12.2%	

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2012 and May 2013.

Note: Teacher average salaries are average regular salaries based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Table 3-15

Distribution of Contract Days for Full-Time Public School Teachers, 2000-2001, 2012-2013 and 2013-2014									
Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014
180-185	2,089	1,557	1,656	6.2%	4.6%	4.8%	6.2%	4.6%	4.8%
186-190	16,449	14,054	13,854	49.0%	41.1%	40.1%	55.2%	45.6%	44.9%
191-195	13,136	15,193	15,503	39.1%	44.4%	44.9%	94.3%	90.0%	89.9%
196+	1,932	3,422	3,496	5.8%	10.0%	10.1%	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.

Table 3-16

Average Number of Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category, 2000-2001, 2012-2013 and 2013-2014									
Enrollment Category	Number of Districts	2000-2001		2012-2013			2013-2014		
		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	46	286	3.4	48	312	3.3
300-599	116	2,084	3.4	108	1,777	3.1	104	1,717	3.1
600-999	104	2,587	3.1	87	1,972	2.8	87	1,955	2.8
1,000-2,499	83	3,335	2.7	75	2,717	2.5	74	2,664	2.5
2,500-7,499	24	2,052	2.2	21	1,814	2.1	22	1,879	2.1
7,500+	9	2,480	2.1	11	2,739	2.2	11	2,805	2.1
State	374	12,817	2.7	348	11,305	2.5	346	11,332	2.5

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

Note: Only includes grades 9-12 teaching assignments for 2012-2013 and 2013-2014 for a teacher that has at least one 9-12 assignment.

Table 3-17

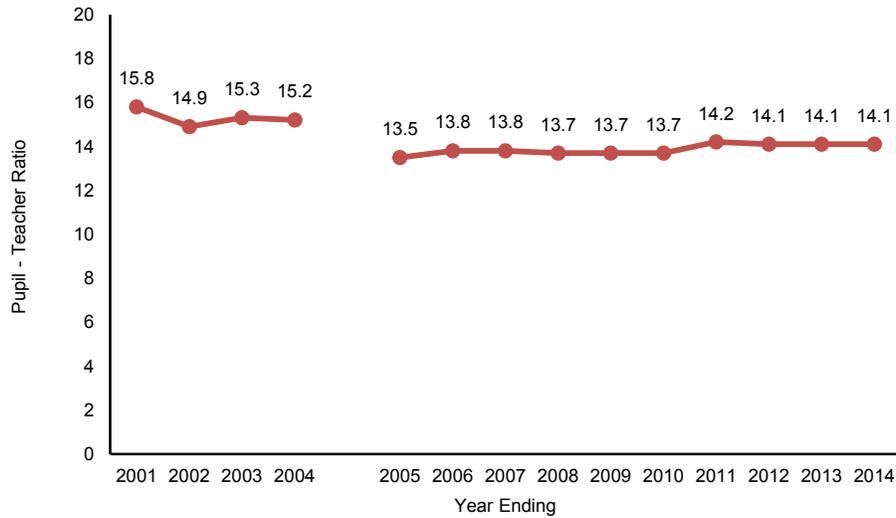
Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2013-2014				
	Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
	1	4,465	39.40%	39.40%
	2	2,282	20.14%	59.54%
	3	1,858	16.40%	75.94%
	4	1,281	11.30%	87.24%
	5	699	6.17%	93.41%
	6	393	3.47%	96.88%
	7	199	1.75%	98.63%
	8	95	0.84%	99.47%
	9	37	0.33%	99.80%
	10	11	0.09%	99.89%
	11	3	0.03%	99.92%
	12	5	0.04%	99.96%
	13	2	0.02%	99.98%
	14	0	0.00%	99.98%
	15	2	0.02%	100.00%

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

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

Figure 3-4

Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2013-2014



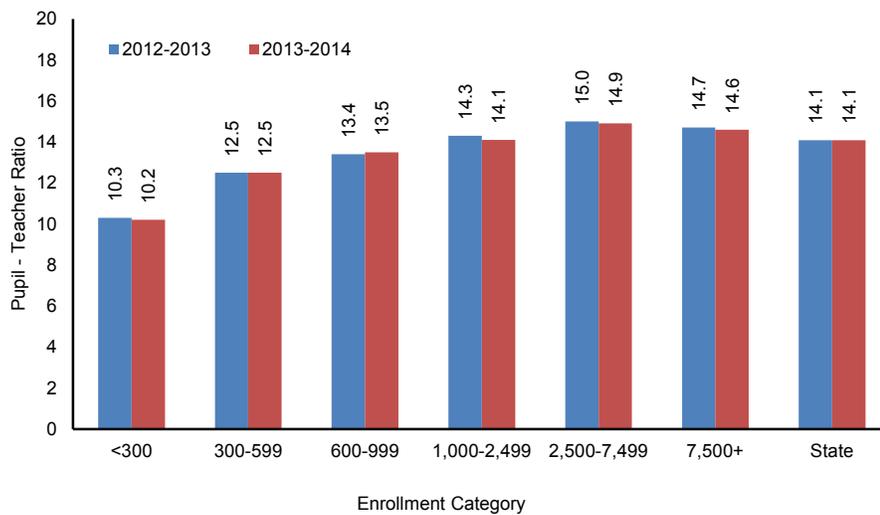
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2012-2013 and 2013-2014



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, 2013-2014			
Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	8,266	811.3	10.2
300-599	48,550	3,881.4	12.5
600-999	65,752	4,876.9	13.5
1,000-2,499	113,530	8,025.7	14.1
2,500-7,499	94,287	6,319.0	14.9
7,500+	145,331	9,918.3	14.6
State	475,716	33,832.6	14.1

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.

Table 3-19

Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2012-2013 and 2013-2014					
Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 2000-2001 to 2013-2014	% Change in FTE Aides 2012-2013 to 2013-2014
	2000-2001	2012-2013	2013-2014		
<300	113.4	219.2	267.0	135.4%	21.8%
300-599	685.9	1,334.4	1,339.6	95.3%	0.4%
600-999	1,054.0	1,689.9	1,683.4	59.7%	-0.4%
1,000-2,499	2,023.3	2,865.3	2,921.5	44.4%	2.0%
2,500-7,499	1,681.6	1,887.1	1,857.1	10.4%	-1.6%
7,500+	2,204.5	3,098.0	3,145.4	42.7%	1.5%
State	7,762.7	11,093.9	11,214.0	44.5%	1.1%

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

Note: Figures may not total due to rounding.

Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female public school principals and minority public school principals was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was about 3 percent higher than female principals. The percent of principals with advanced degrees was higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-22). In 2013-2014, 10.6 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 2.6 percent between 2012-2013 and 2013-2014. The average salary of principals in the largest enrollment category was 28.5 percent higher than the average salary of principals in the smallest enrollment category (Table 3-25).

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2012-2013 and 2013-2014							
Characteristics	Public			Nonpublic			
	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014	
Average Age	47.8	46.0	45.9	49.0	49.7	49.9	
Percent Female	30.6%	41.1%	41.1%	50.5%	45.5%	46.5%	
Percent Minority	3.5%	2.4%	2.6%	1.0%	1.5%	0.8%	
Percent Advanced Degree	96.0%	84.1%	84.7%	90.5%	93.2%	93.8%	
Average Total Experience	22.4	19.8	19.7	23.3	24.7	24.8	
Average District/AEA Experience	11.8	9.4	9.6	8.7	11.1	10.7	
Number of Principals	1,124	1,156	1,154	105	132	129	

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.

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2013-2014							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	51	50.0	43.1%	0.0%	86.3%	23.1	10.8
300-599	190	45.0	34.2%	0.0%	81.1%	19.1	8.9
600-999	219	45.2	33.3%	0.9%	81.7%	20.1	8.8
1,000-2,499	269	45.7	36.1%	0.4%	83.6%	20.2	9.2
2,500-7,499	173	46.4	41.0%	3.5%	90.8%	19.9	10.0
7,500+	248	46.4	58.5%	8.5%	86.7%	18.4	10.8
AEA	4	42.7	50.0%	0.0%	100.0%	18.7	15.7
State	1,154	45.9	41.1%	2.6%	84.7%	19.7	9.6

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

Note: Includes AEA principals.

Table 3-22**Gender Comparison of Iowa Full-Time Public School Principals, 2013-2014**

Characteristics	Female	Male
Average Age	47.3	45.0
Percent Minority	3.2%	2.2%
Percent Advanced Degree	87.3%	82.9%
Average Total Experience	20.6	19.0
Average District/AEA Experience	11.0	8.6
Average Total Salary	\$92,281	\$95,022
Number of Principals	476	678

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

Note: Includes AEA principals.

Table 3-23**Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2013-2014**

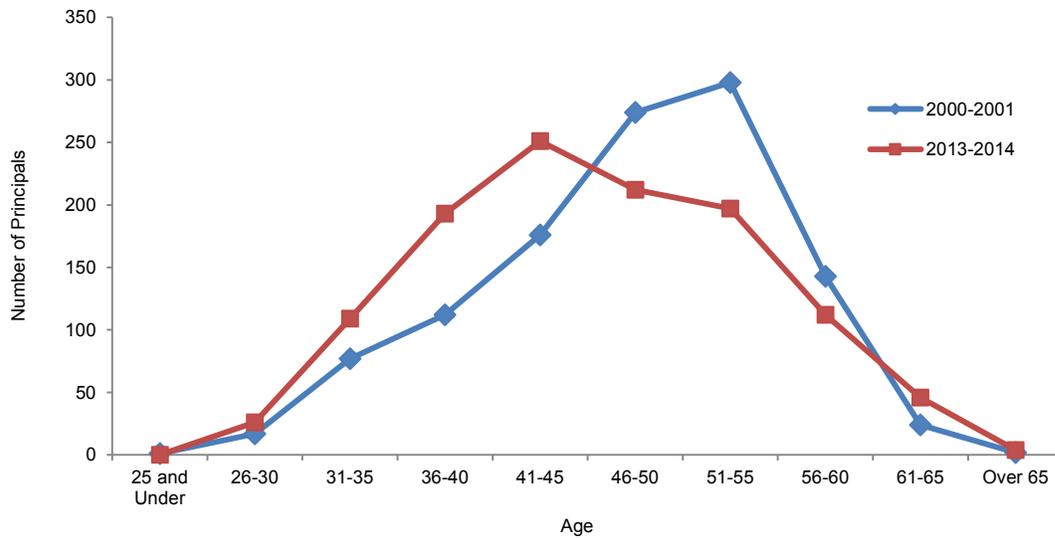
Age Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	26	26	2.3%	2.3%
31-35	77	95	6.9%	8.5%	109	135	9.5%	11.7%
36-40	112	207	10.0%	18.4%	193	328	16.8%	28.5%
41-45	176	383	15.7%	34.1%	251	579	21.8%	50.3%
46-50	274	657	24.4%	58.5%	212	791	18.4%	68.8%
51-55	298	955	26.5%	85.0%	197	988	17.1%	85.9%
56-60	143	1,098	12.7%	97.7%	112	1,100	9.7%	95.7%
61-65	24	1,122	2.1%	99.8%	46	1,146	4.0%	99.7%
Over 65	2	1,124	0.2%	100.0%	4	1,150	0.3%	100.0%

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

Note: Includes AEA principals.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2013-2014



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 2013-2014

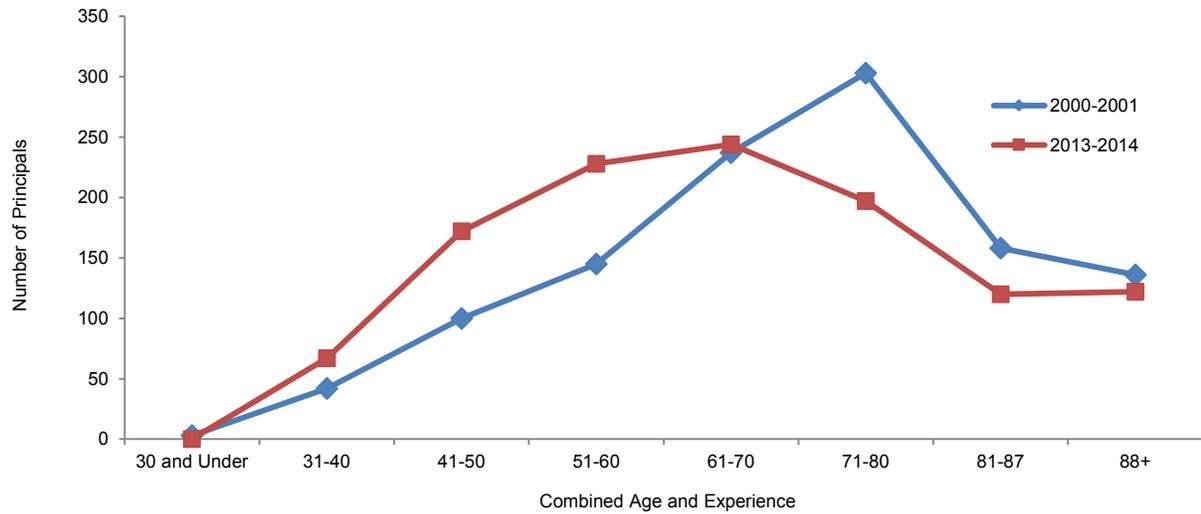
Combined Age and Experience Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	0	0	0.0%	0.0%
31-40	42	45	3.7%	4.0%	67	67	5.8%	5.8%
41-50	100	145	8.9%	12.8%	172	239	15.0%	20.8%
51-60	145	290	12.9%	25.6%	228	467	19.8%	40.6%
61-70	237	527	21.1%	46.5%	244	711	21.2%	61.8%
71-80	303	830	27.0%	73.2%	197	908	17.1%	79.0%
81-87	158	988	14.1%	87.1%	120	1,028	10.4%	89.4%
88+	136	1,124	12.1%	99.1%	122	1,150	10.6%	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 2013-2014



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

Note: Includes AEA principals.

Table 3-25

Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category
2000-2001, 2012-2013 and 2013-2014

Enrollment Category	Average Total Salary			Number of Principals 2013-2014	Percent Salary Change	
	2000-2001	2012-2013	2013-2014		2000-2001 to 2013-2014	2012-2013 to 2013-2014
<300	\$51,775	\$79,434	\$82,803	51	59.9%	4.2%
300-599	\$54,331	\$82,615	\$83,841	190	54.3%	1.5%
600-999	\$58,539	\$84,438	\$87,489	219	49.5%	3.6%
1,000-2,499	\$64,381	\$91,190	\$92,057	269	43.0%	1.0%
2,500-7,499	\$69,145	\$99,631	\$101,195	173	46.4%	1.6%
7,500+	\$71,935	\$102,557	\$106,436	248	48.0%	3.8%
AEA	\$69,796	\$64,677	\$103,503	4	48.3%	60.0%
State	\$63,409	\$91,509	\$93,928	1,154	48.1%	2.6%

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

Note: Includes AEA principals.

Superintendents

The tables in this section present data on full-time superintendents in Iowa public schools. The percent of superintendents with Specialist/Doctorate degrees increased between 2012-2013 and 2013-2014. The percent of female superintendents decreased (Table 3-26). The percent of female superintendents was highest in the smallest enrollment category in 2013-2014. The percent of superintendents with Specialist/Doctorate degrees was highest in the largest and lowest enrollment categories (Table 3-27). The average salary of male superintendents was 3.1 percent higher than female superintendents. The percent of superintendents with Specialist/Doctorate degrees was higher for females than males (Table 3-28). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2013-2014 was 28.4 percent (Table 3-30). The average salary of superintendents increased by 4.5 percent between 2012-2013 and 2013-2014 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2012-2013 and 2013-2014			
Characteristics	2000-2001	2012-2013	2013-2014
Average Age	52.1	51.0	51.1
Percent Female	5.8%	13.3%	13.8%
Percent Minority	0.9%	1.0%	1.4%
Percent Specialist/Doctorate Degree	59.2%	59.0%	61.9%
Average Total Experience	26.9	24.7	24.3
Average District Experience	8.0	7.5	7.5
Number of Superintendents	326	300	289

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 3-27

Characteristics of Iowa Full-Time Public School Superintendents by Enrollment Category, 2013-2014							
Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/Doctorate Degree	Average Total Experience	Average District Experience
<300	24	50.2	19.3%	0.0%	75.9%	25.5	9.8
300-599	77	50.2	9.5%	1.1%	62.9%	23.9	8.0
600-999	82	50.6	9.2%	0.0%	61.3%	25.1	7.0
1,000-2,499	73	51.2	16.5%	5.2%	58.7%	24.6	6.5
2,500-7,499	22	55.2	18.8%	0.0%	62.4%	25.3	9.3
7,500+	11	54.6	10.3%	0.0%	77.7%	15.6	6.5
State	289	51.1	13.8%	1.4%	61.9%	24.3	7.5

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

Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2013-2014			
	Characteristics	Female	Male
	Average Age	53.2	50.7
	Percent Minority	2.5%	1.2%
	Percent Specialist/Doctorate Degree	75.0%	59.8%
	Average Total Experience	26.1	24.1
	Average District Experience	7.3	7.6
	Average Total Salary	\$127,911	\$131,912
	Number of Superintendents	40	249

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

Table 3-29

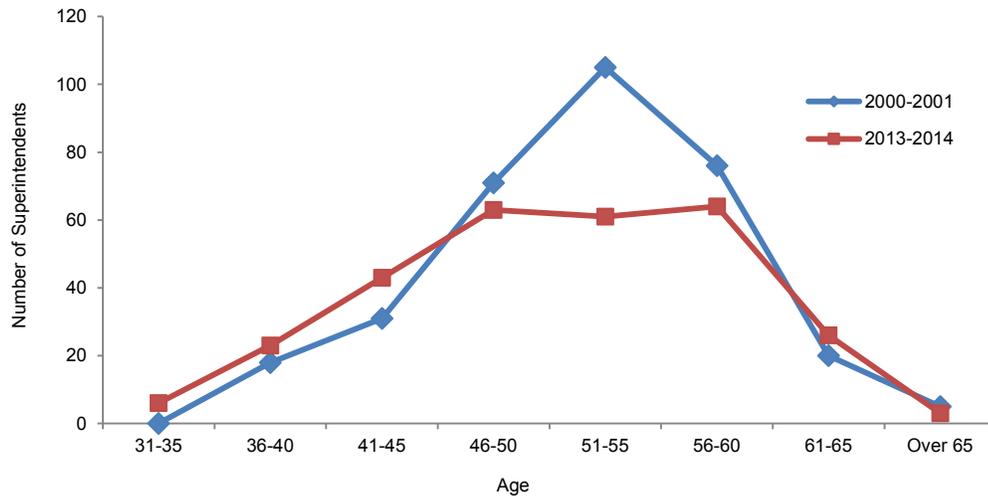
Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2013-2014									
Age Interval	Number	2000-2001			2013-2014				
		Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
31-35	0	0	0.0%	0.0%	6	6	2.1%	2.1%	
36-40	18	18	5.5%	5.5%	23	29	8.0%	10.0%	
41-45	31	49	9.5%	15.0%	43	72	14.9%	24.9%	
46-50	71	120	21.8%	36.8%	63	135	21.8%	46.7%	
51-55	105	225	32.2%	69.0%	61	196	21.1%	67.8%	
56-60	76	301	23.3%	92.3%	64	260	22.1%	90.0%	
61-65	20	321	6.1%	98.5%	26	286	9.0%	99.0%	
Over 65	5	326	1.5%	100.0%	3	289	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 2013-2014



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 2013-2014

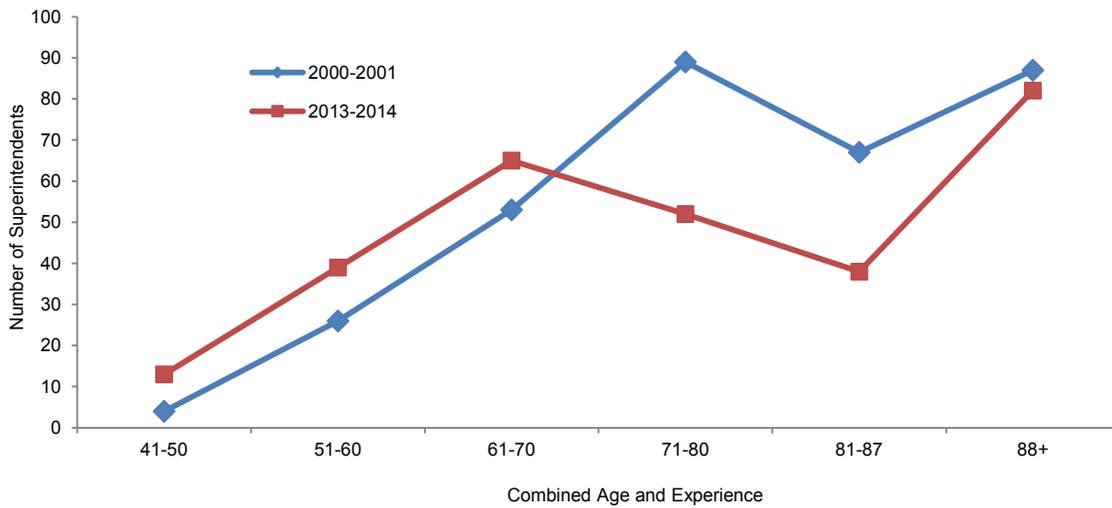
Combined Age and Experience Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
41-50	4	4	1.2%	1.2%	13	13	4.5%	4.5%
51-60	26	30	8.0%	9.2%	39	52	13.5%	18.0%
61-70	53	83	16.3%	25.5%	65	117	22.5%	40.5%
71-80	89	172	27.3%	52.8%	52	169	18.0%	58.5%
81-87	67	239	20.6%	73.3%	38	207	13.1%	71.6%
88+	87	326	26.7%	100.0%	82	289	28.4%	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 2013-2014**



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 3-31

**Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category
2000-2001, 2012-2013 and 2013-2014**

Enrollment Category	Average Total Salary			Number of Superintendents 2013-2014	Percent Salary Change	
	2000-2001	2012-2013	2013-2014		2000-2001 to 2013-2014	2012-2013 to 2013-2014
<300	\$63,569	\$95,051	\$104,162	24	63.9%	9.6%
300-599	\$71,049	\$115,020	\$115,693	77	62.8%	0.6%
600-999	\$76,935	\$118,010	\$125,402	82	63.0%	6.3%
1,000-2,499	\$85,772	\$136,164	\$139,404	73	62.5%	2.4%
2,500-7,499	\$104,464	\$169,237	\$173,847	22	66.4%	2.7%
7,500+	\$125,036	\$197,712	\$206,385	11	65.1%	4.4%
State	\$79,836	\$126,216	\$131,912	289	65.2%	4.5%

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

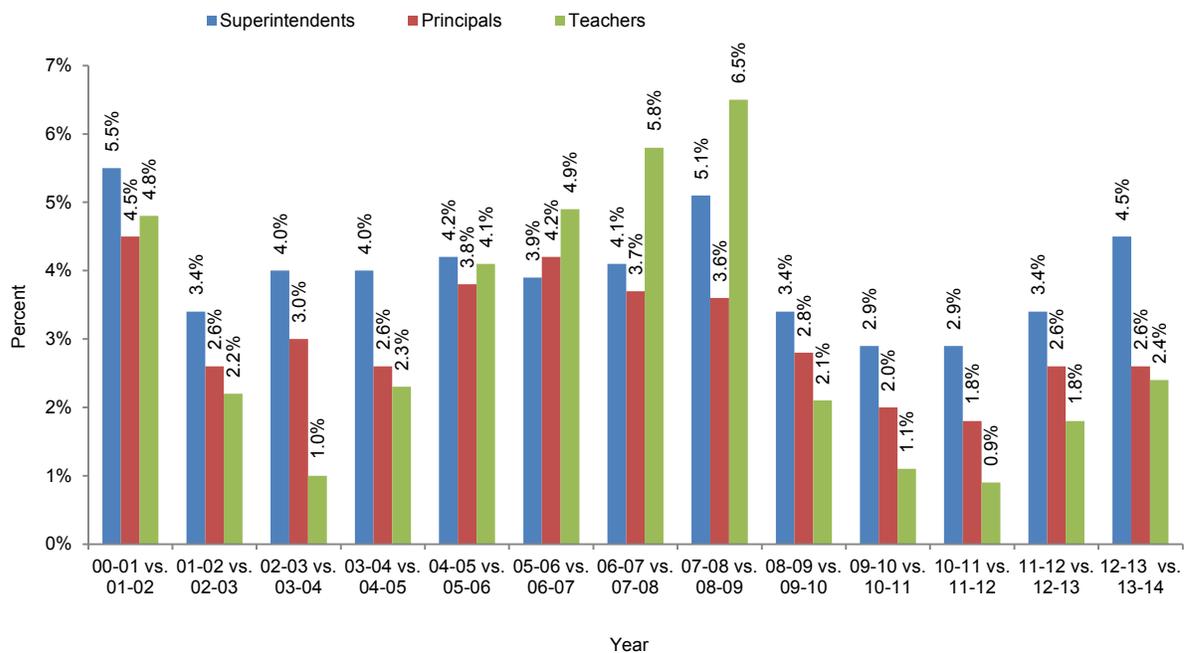
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Teacher, Principal, and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006 and in 2009-2010 to 2013-2014. The average salary of teachers had a higher percentage increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009. In 2012-2013, teachers had the lowest percentage 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 2012-2013 vs. 2013-2014



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 2013-2014

Enrollment Category	2000-2001			2013-2014		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$44,279	\$82,803	\$104,162
300-599	\$31,557	\$54,331	\$71,049	\$47,592	\$83,841	\$115,693
600-999	\$33,809	\$58,539	\$76,935	\$50,283	\$87,489	\$125,402
1,000-2,499	\$35,912	\$64,381	\$85,772	\$53,267	\$92,057	\$139,404
2,500-7,499	\$38,266	\$69,145	\$104,464	\$56,628	\$101,195	\$173,847
7,500+	\$40,452	\$71,935	\$125,036	\$57,609	\$106,436	\$206,385
AEA	\$36,196	\$69,796	-	\$60,650	-	-
State	\$36,479	\$63,409	\$79,836	\$53,878	\$93,895	\$131,912

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

Notes: Includes AEA staff.

Teacher figures for 2012-2013 represent average salaries for full-time public school staff with teaching position codes. There were approximately 5,000 full-time public school staff in 2013-2014 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 responsibilities.

Public School Guidance Counselors

The percent of female guidance counselors, the percent of minority guidance counselors, and the percent of guidance counselors with advanced degrees increased slightly between 2012-2013 and 2013-2014 (Table 3-33). All districts are required by Iowa Code (256.11) to have a guidance counselor who is licensed by the Board of Educational Examiners. Districts are able to share guidance counselors with another district. The percent of guidance counselors eligible to retire with combined age and years experience of 88 or more was 9.6 percent in 2013-2014 (Table 3-36). The average salary of guidance counselors increased by 1.7 percent between 2012-2013 and 2013-2014 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Guidance Counselors, 2000-2001, 2012-2013 and 2013-2014				
Characteristics	2000-2001	2012-2013	2013-2014	
Average Age	46.4	44.1	43.6	
Percent Female	64.2%	77.4%	77.7%	
Percent Minority	1.6%	2.7%	2.5%	
Percent Advanced Degree	86.9%	85.8%	83.7%	
Average Total Experience	18.8	16.2	15.6	
Average District Experience	12.1	10.3	10.2	
Number of Guidance Counselors	1,194	1,171	1,187	

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, 2012-2013 and 2013-2014									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000- 2001	2012- 2013	2013- 2014	2000- 2001	2012- 2013	2013- 2014	2000- 2001	2012- 2013	2013- 2014
<300	38	46	48	13	17	22	5	16	14
300-599	116	108	104	129	135	134	15	10	10
600-999	104	87	87	189	170	172	14	10	9
1,000-2,499	83	75	74	310	288	281	8	6	7
2,500-7,499	24	21	22	247	232	238	8	8	8
7,500+	9	11	11	306	329	340	15	15	11
State	374	348	346	1,194	1,171	1,187	65	65	59

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

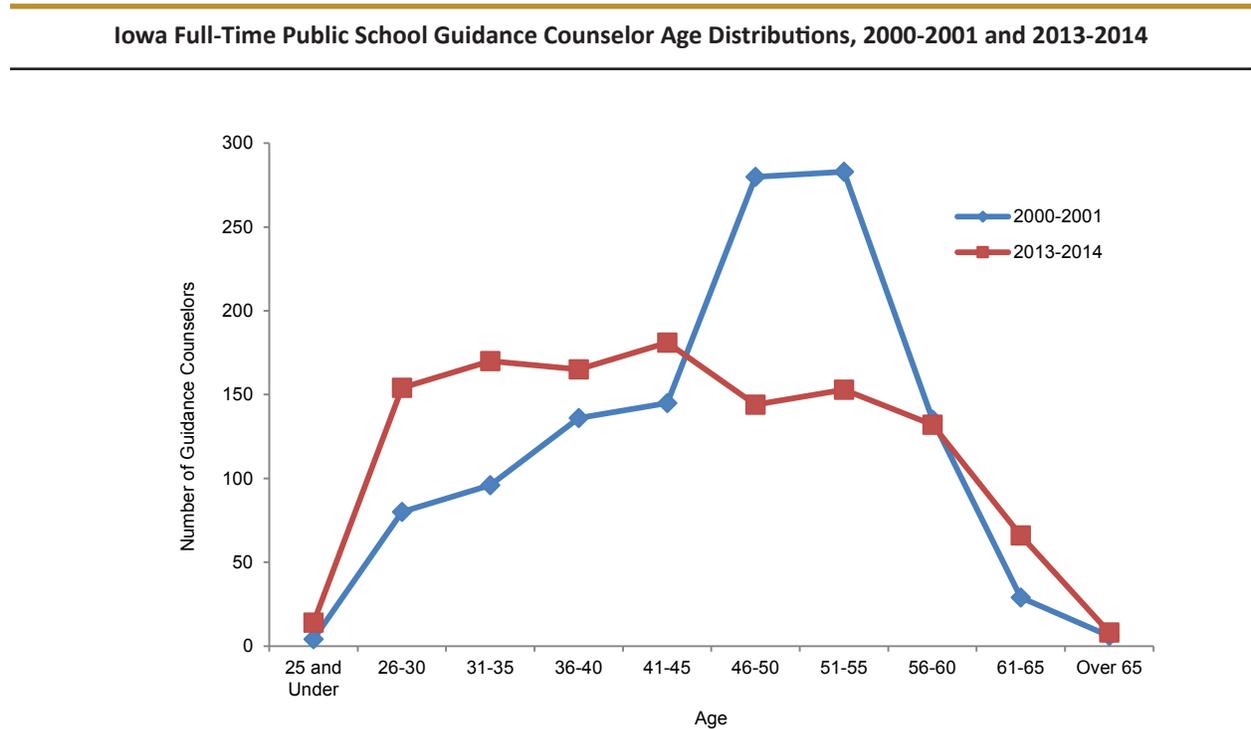
Note: Does not include AEA staff.

Table 3-35

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2013-2014								
Age Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	14	14	1.2%	1.2%
26-30	80	84	6.7%	7.0%	154	168	13.0%	14.2%
31-35	96	180	8.0%	15.1%	170	338	14.3%	28.5%
36-40	136	316	11.4%	26.5%	165	503	13.9%	42.4%
41-45	145	461	12.1%	38.6%	181	684	15.2%	57.6%
46-50	280	741	23.5%	62.1%	144	828	12.1%	69.8%
51-55	283	1,024	23.7%	85.8%	153	981	12.9%	82.6%
56-60	135	1,159	11.3%	97.1%	132	1,113	11.1%	93.8%
61-65	29	1,188	2.4%	99.5%	66	1,179	5.6%	99.3%
Over 65	6	1,194	0.5%	100.0%	8	1,187	0.7%	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



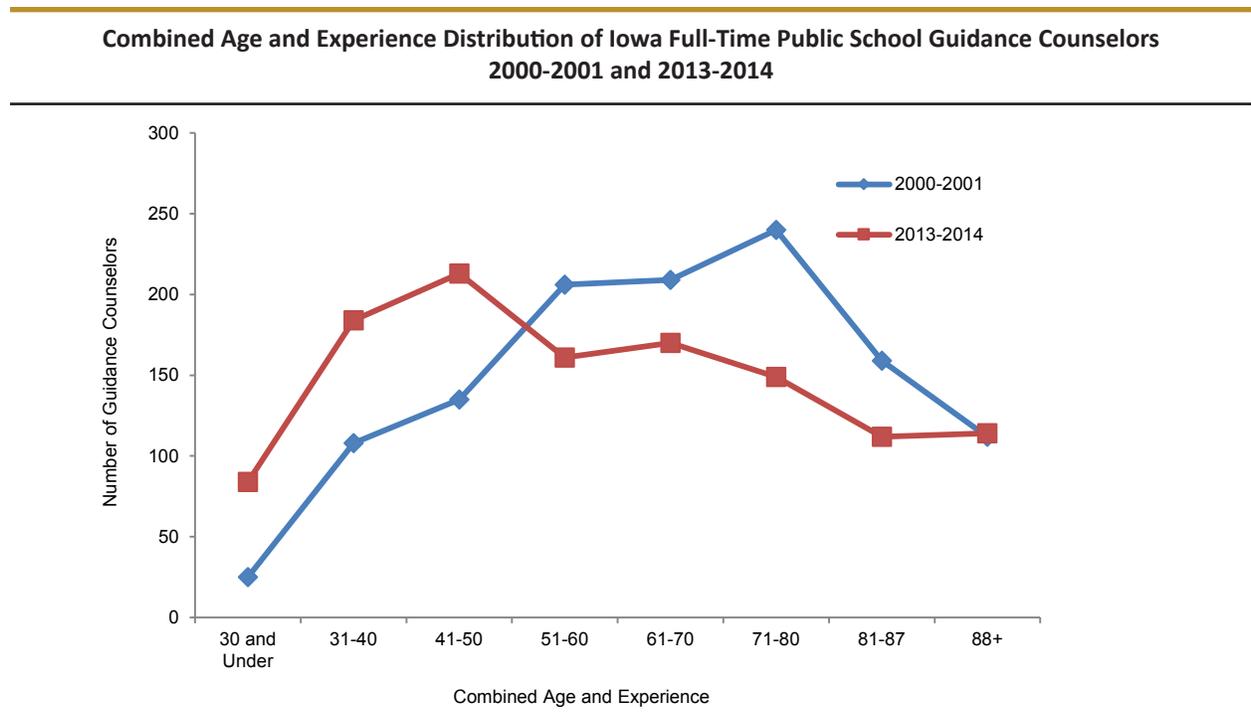
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
 Note: Does not include AEA staff.

Table 3-36

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors 2000-2001 and 2013-2014								
Combined Age and Experience Interval	2000-2001				2013-2014			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	84	84	7.1%	7.1%
31-40	108	133	9.0%	11.1%	184	268	15.5%	22.6%
41-50	135	268	11.3%	22.4%	213	481	17.9%	40.5%
51-60	206	474	17.3%	39.7%	161	642	13.6%	54.1%
61-70	209	683	17.5%	57.2%	170	812	14.3%	68.4%
71-80	240	923	20.1%	77.3%	149	961	12.6%	81.0%
81-87	159	1,082	13.3%	90.6%	112	1,073	9.4%	90.4%
88+	112	1,194	9.4%	100.0%	114	1,187	9.6%	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



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
 Note: Does not include AEA staff.

Table 3-37

**Average Total Salary of Iowa Full-Time Public School Guidance Counselors by Enrollment Category
2000-2001, 2012-2013 and 2013-2014**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2012-2013	2013-2014	2000-2001 to 2013-2014	2012-2013 to 2013-2014
<300	\$33,912	\$47,226	\$50,458	48.8%	6.8%
300-599	\$35,907	\$50,715	\$51,586	43.7%	1.7%
600-999	\$37,702	\$53,771	\$54,642	44.9%	1.6%
1,000-2,499	\$41,062	\$57,817	\$58,518	42.5%	1.2%
2,500-7,499	\$44,628	\$62,096	\$62,993	41.2%	1.4%
7,500+	\$46,886	\$62,038	\$63,327	35.1%	2.1%
State	\$42,126	\$58,291	\$59,299	40.8%	1.7%

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

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. 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. There was a 2.1 percent increase in the percent of library/media specialists with advanced degrees between 2012-2013 and 2013-2014 (Table 3-38). The number of full-time and part-time library/media specialists decreased in 2013-2014 (Table 3-39). The average salary of library/media specialists increased by 3.3 percent between 2012-2013 and 2013-2014 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. Between 2012-2013 and 2013-2014, the number of library/media associates increased by 14.9 percent (Table 3-41).

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2012-2013 and 2013-2014				
Characteristics	2000-2001	2012-2013	2013-2014	
Average Age	48.5	48.1	47.8	
Percent Female	90.6%	94.8%	95.5%	
Percent Minority	0.8%	0.6%	0.6%	
Percent Advanced Degree	59.6%	61.6%	63.7%	
Average Total Experience	19.6	18.0	17.8	
Average District Experience	14.3	12.5	12.3	
Number of Library/Media Specialists	636	485	465	

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, 2012-2013 and 2013-2014									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014
<300	38	46	48	8	12	12	11	12	11
300-599	116	108	104	82	63	53	20	28	33
600-999	104	87	87	107	68	68	8	9	12
1,000-2,499	83	75	74	174	106	103	9	7	6
2,500-7,499	24	21	22	134	105	102	3	3	1
7,500+	9	11	11	131	131	127	7	9	8
State	374	348	346	636	485	465	58	68	71

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

Note: Does not include AEA staff.

Table 3-40**Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by Enrollment Category
2000-2001, 2012-2013 and 2013-2014**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2012-2013	2013-2014	2000-2001 to 2013-2014	2012-2013 and 2013-2014
<300	\$28,997	\$40,143	\$47,305	63.1%	17.8%
300-599	\$33,415	\$50,822	\$51,441	53.9%	1.2%
600-999	\$35,926	\$51,883	\$51,969	44.7%	0.2%
1,000-2,499	\$39,377	\$56,011	\$57,580	46.2%	2.8%
2,500-7,499	\$42,276	\$61,829	\$63,480	50.2%	2.7%
7,500+	\$45,636	\$63,485	\$66,600	45.9%	4.9%
State	\$39,797	\$57,644	\$59,552	49.6%	3.3%

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

Note: Does not include AEA staff.

Table 3-41**Iowa Public School Library/Media Associates by Enrollment Category, 2000-2001, 2012-2013 and 2013-2014**

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			% Change in 2000-2001 to 2013-2014	% Change in 2012-2013 to 2013-2014
	2000-2001	2012-2013	2013-2014		
<300	26.3	9.6	7.6	-71.1%	-20.7%
300-599	143.9	63.3	66.2	-54.0%	4.6%
600-999	204.2	98.3	99.7	-51.2%	1.4%
1,000-2,499	284.1	127.6	136.3	-52.0%	6.8%
2,500-7,499	246.8	29.9	45.1	-81.7%	50.7%
7,500+	180.1	113.1	93.1	-48.3%	-17.7%
State	1,085.4	441.8	448.0	-57.2%	5.2%

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

There were nine area education agencies (AEAs) in Iowa in 2013-2014. 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 and the percent of AEA staff with advanced degrees has increased and the percent of minority AEA staff has increased between 2012-2013 and 2013-2014. The average salary of AEA staff has increased by 3.7 percent between 2012-2013 and 2013-2014. Almost half of the AEA staff in 2013-2014 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2012-2013 and 2013-2014			
Characteristics	2000-2001	2012-2013	2013-2014
Average Age	44.8	46.2	45.8
Percent Female	77.3%	88.9%	89.1%
Percent Minority	1.0%	1.9%	2.1%
Percent Advanced Degree	79.4%	87.2%	88.3%
Average Total Experience	17.2	18.7	18.4
Average Number of Contract Days	197.3	197.2	196.0
Average Total Salary	\$44,351	\$66,173	\$68,640
Number of AEA Staff	2,225	2,164	2,189

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, 2013-2014

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	65	3.0%
Content/Curriculum Consultant	211	9.6%
Coordinator/Department Head	28	1.3%
Counselor	3	0.1%
Early Childhood Special Education	71	3.2%
Home Intervention Teacher	45	2.1%
Hospital/Homebound Teacher	1	0.0%
Itinerant Teacher	61	2.8%
Non-Administrative SAM	1	0.0%
Nurse (SPR on file with BOEE)	8	0.4%
Other Administrator	17	0.8%
Principal	4	0.2%
Regular Education Teacher	18	0.8%
School Business Official	7	0.3%
Social Worker	112	5.1%
Special Ed Support	1,088	49.6%
Special Education Consultant	291	13.3%
Special Education Director	10	0.5%
Special Education Teacher	102	4.6%
Specialist	24	1.1%
Superintendent	1	0.0%
Supervisor	10	0.5%
Teacher Librarian/Media Specialist	7	0.3%
Total	2,194	100.0%

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

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

This total may not match the total staff in Table 3-42 because that one person could have more than one position.

Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2013-2014. 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, 2013-2014							
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff		
	Number	Percent	Number	Percent	Number	Percent	
Keystone 1	24	6.9%	2,598	6.3%	377	14.9%	
AEA 267	56	16.2%	5,588	13.6%	192	7.6%	
Prairie Lakes 8	44	12.7%	2,691	6.5%	260	10.3%	
Mississippi Bend 9	21	6.1%	4,005	9.7%	226	8.9%	
Grant Wood 10	32	9.2%	5,634	13.7%	330	13.0%	
Heartland 11	53	15.3%	10,910	26.5%	567	22.4%	
Northwest 12	35	10.1%	3,258	7.9%	401	15.8%	
Green Hills 13	48	13.9%	3,455	8.4%	84	3.3%	
Great Prairie 15	33	9.5%	3,087	7.5%	97	3.8%	
State	346	100.0%	41,226	100.0%	2,534	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 are licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BOEE), and 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.

Table 3-45

Iowa Public School Nurse FTE by Enrollment Category, 2012-2013 and 2013-2014			
Enrollment Category	2012-2013	2013-2014	% Change in FTE Nurses 2012-2013 to 2013-2014
<300	14.2	13.7	-3.8%
300-599	80.5	80.6	0.1%
600-999	86.9	88.5	1.8%
1,000-2,499	140.1	135.4	-3.3%
2,500-7,499	101.5	113.2	11.5%
7,500+	154.6	153.5	-0.7%
State	577.9	584.9	1.2%

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, 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 decreased over the last 10 years. The number of districts without a public high school has increased since 2000-2001 (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had two or more elementary and middle/junior high schools. In 2012-2013 and 2013-2014, about two-thirds of the school districts had a single elementary, middle, and high school (Table 4-2).

Table 4-1

Number of Iowa Public School Districts and Number of Districts Without a Public High School 2000-2001 to 2013-2014			
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%
2011-2012	351	31	8.8%
2012-2013	348	32	9.2%
2013-2014	346	32	9.2%

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, 2012-2013, and 2013-2014			
	2000-2001	2012-2013	2013-2014
Total Number of Public School Districts	374	348	346
Total Number of Public School Buildings	1,531	1,390	1,382
Number of Districts with 1 to 3 Public School Buildings	137	221	221
Percent of Districts with 1 to 3 Public School Buildings	36.6%	63.5%	63.9%
Number of Districts with 4 to 6 Public School Buildings	183	92	90
Percent of Districts with 4 to 6 Public School Buildings	48.9%	26.4%	26.0%
Number of Districts with 7 to 9 Public School Buildings	32	19	19
Percent of Districts with 7 to 9 Public School Buildings	8.6%	5.5%	5.5%
Number of Districts with 10 or more Public School Buildings	22	16	16
Percent of Districts with 10 or more Public School Buildings	5.9%	4.6%	4.6%
Total Number of Nonpublic Schools	211	174	172

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

Carnegie Unit Taught

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 2012-2013 to 2013-2014, 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 2010-2011, 2012-2013 to 2013-2014								
State Standards	Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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
2012-2013								
Number of Districts		23	99	87	75	21	11	316
English/Language Arts	6	6.35	6.96	7.16	8.39	12.19	15.66	7.96
Mathematics	6	6.83	7.39	8.01	8.55	9.73	12.66	8.14
Science	5	5.59	6.31	6.62	7.24	9.63	11.87	6.98
Social Studies	5	4.93	5.50	5.40	6.06	9.30	11.99	6.04
Foreign Language	4	3.59	4.07	4.16	5.36	9.98	15.74	5.16
Fine Arts	3	4.98	5.79	6.43	7.70	11.97	16.80	7.15
2013-2014								
Number of Districts		24	96	87	74	22	11	314
English/Language Arts	6	6.29	7.00	7.21	8.17	11.53	16.18	7.92
Mathematics	6	6.31	7.42	7.97	8.48	9.54	12.91	8.08
Science	5	5.60	6.45	6.74	7.23	9.66	12.94	7.10
Social Studies	5	5.03	5.51	5.48	6.01	9.11	11.92	6.06
Foreign Language	4	3.65	4.17	4.19	5.23	9.72	15.65	5.18
Fine Arts	3	5.44	5.85	6.50	7.77	12.22	16.99	7.29

Source: Iowa Department of Education, Bureau of Information and Analysis. SRI, 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 SRI (EASIER) in 2004-2005. Along with the Iowa Student State ID System, SRI can track a high school student's course taken from 9th grade to 12th grade. A real four-year course-taken pattern has been available for the Annual Condition of Education Report since 2008. 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 2014. 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.

Table 4-4 examines foreign language course enrollment in Iowa public high schools for the 2014 graduating class. Overall, 83 percent of the students in the graduating class of 2014 took at least one foreign language course between 2010-2011 and 2013-2014. 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 smaller enrollment categories.

Over 27,000 of the students in the graduating class of 2014 took at least one foreign language course, more than 23,500 of them took Spanish (Table 4-5). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by 5,318 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 4-6 shows the Algebra II course taken for the graduating class of 2014 by enrollment category. The total percent of the students who took Algebra II was 60.7. The female enrollment in Algebra II was higher than males. The districts with enrollments less than 1,000 had higher enrollment in Algebra II.

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,716 students (41.3 percent) in the 2014 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 4.5 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 7,499 than the districts in other enrollment categories (Table 4-7).

Table 4-8 shows the chemistry course taken data by enrollment category and by gender for the graduating class of 2014. Generally speaking, female students had 8 percent more in chemistry or advanced chemistry enrollment than male students. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments between 1,000 and 7,499.

About 27 percent of the students took physics and advanced physics for the 2014 class (Table 4-9). The highest percentages of physics enrollment were in the districts with enrollment more than 2,500 students. Female physics enrollment was 6.9 percent less than the male enrollment for this class.

Table 4-4

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Foreign Language Courses	380	2,935	4,154	6,865	5,672	7,462	27,468
Enrollment in Iowa Public High Schools in Each of the Last Four Years	476	3,612	5,085	8,421	6,586	9,016	33,196
% of Students Who Enrolled in Foreign Language Courses	79.8%	81.3%	81.7%	81.5%	86.1%	82.8%	82.7%
Female Enrollment in Foreign Language Courses	206	1,536	2,113	3,644	2,959	3,814	14,272
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	231	1,755	2,375	4,127	3,250	4,366	16,104
% of Female Students Who Enrolled in Foreign Language Courses	89.2%	87.5%	89.0%	88.3%	91.0%	87.4%	88.6%
Male Enrollment in Foreign Language Courses	174	1,399	2,041	3,221	2,713	3,648	13,196
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,857	2,710	4,294	3,336	4,650	17,092
% of Male Students Who Enrolled in Foreign Language Courses	71.0%	75.3%	75.3%	75.0%	81.3%	78.5%	77.2%

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014 .

Table 4-5**Foreign Language Enrollment of Iowa Public High School Graduating Class of 2014 by Language**

Language	Enrollment	Percent
Spanish	23,686	81.7%
French	2,748	9.5%
German	1,412	4.9%
Japanese	199	0.7%
Chinese	193	0.7%
Italian	82	0.3%
Russian	17	0.1%
Other Foreign Language	667	2.3%

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

Table 4-6

Iowa Public High School Graduating Class of 2014 Non-Duplicate Enrollment in Algebra II by Enrollment Category

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Algebra II	335	2,391	3,250	5,174	4,157	4,854	20,161
Enrollment in Iowa Public High Schools in Each of the Last Four Years	476	3,612	5,085	8,421	6,586	9,016	33,196
% of Students Who Enrolled in Algebra II	70.4%	66.2%	63.9%	61.4%	63.1%	53.8%	60.7%
Female Enrollment in Algebra II	183	1,283	1,674	2,702	2,121	2,468	10,431
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	231	1,755	2,375	4,127	3,250	4,366	16,104
% of Female Students Who Enrolled in Algebra II	79.2%	73.1%	70.5%	65.5%	65.3%	56.5%	64.8%
Male Enrollment in Algebra II	152	1,108	1,576	2,472	2,036	2,386	9,730
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,857	2,710	4,294	3,336	4,650	17,092
% of Male Students Who Enrolled in Algebra II	62.0%	59.7%	58.2%	57.6%	61.0%	51.3%	56.9%

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014.

Table 4-7

Iowa Public High School Graduating Class of 2014 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Higher-Level Mathematics	164	1,392	1,868	3,468	3,200	3,624	13,716
Enrollment in Iowa Public High Schools in Each of the Last Four Years	476	3,612	5,085	8,421	6,586	9,016	33,196
% of Students Who Enrolled in Higher-Level Mathematics	34.5%	38.5%	36.7%	41.2%	48.6%	40.2%	41.3%
Female Enrollment in Higher-Level Mathematics	98	757	942	1,753	1,656	1,820	7,026
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	231	1,755	2,375	4,127	3,250	4,366	16,104
% of Female Students Who Enrolled in Higher-Level Mathematics	42.4%	43.1%	39.7%	42.5%	51.0%	41.7%	43.6%
Male Enrollment in Higher-Level Mathematics	66	635	926	1,715	1,544	1,804	6,690
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,857	2,710	4,294	3,336	4,650	17,092
% of Male Students Who Enrolled in Higher-Level Mathematics	26.9%	34.2%	34.2%	39.9%	46.3%	38.8%	39.1%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014. Higher-level mathematics include calculus, statistics, and trigonometry.

Table 4-8

Iowa Public High School Graduating Class of 2014 Non-Duplicate Enrollment in Chemistry by Enrollment Category

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Chemistry	299	2,279	3,224	5,831	4,892	5,799	22,324
Enrollment in Iowa Public High Schools in Each of the Last Four Years	476	3,612	5,085	8,421	6,586	9,016	33,196
% of Students Who Enrolled in Chemistry	62.8%	63.1%	63.4%	69.2%	74.3%	64.3%	67.2%
Female Enrollment in Chemistry	165	1,231	1,667	3,065	2,536	2,983	11,647
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	231	1,755	2,375	4,127	3,250	4,366	16,104
% of Female Students Who Enrolled in Chemistry	71.4%	70.1%	70.2%	74.3%	78.0%	68.3%	72.3%
Male Enrollment in Chemistry	134	1,048	1,557	2,766	2,356	2,816	10,677
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,857	2,710	4,294	3,336	4,650	17,092
% of Male Students Who Enrolled in Chemistry	54.7%	56.4%	57.5%	64.4%	70.6%	60.6%	62.5%

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014.

Table 4-9

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	105	844	1,213	2,067	1,841	2,882	8,952
Enrollment in Iowa Public High Schools in Each of the Last Four Years	476	3,612	5,085	8,421	6,586	9,016	33,196
% of Students Who Enrolled in Physics	22.1%	23.4%	23.9%	24.5%	28.0%	32.0%	27.0%
Female Enrollment in Physics	51	374	498	844	729	1,277	3,773
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	231	1,755	2,375	4,127	3,250	4,366	16,104
% of Female Students Who Enrolled in Physics	22.1%	21.3%	21.0%	20.5%	22.4%	29.2%	23.4%
Male Enrollment in Physics	54	470	715	1,223	1,112	1,605	5,179
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,857	2,710	4,294	3,336	4,650	17,092
% of Male Students Who Enrolled in Physics	22.0%	25.3%	26.4%	28.5%	33.3%	34.5%	30.3%

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014.

Senior Year Plus

Based on 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 options (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.

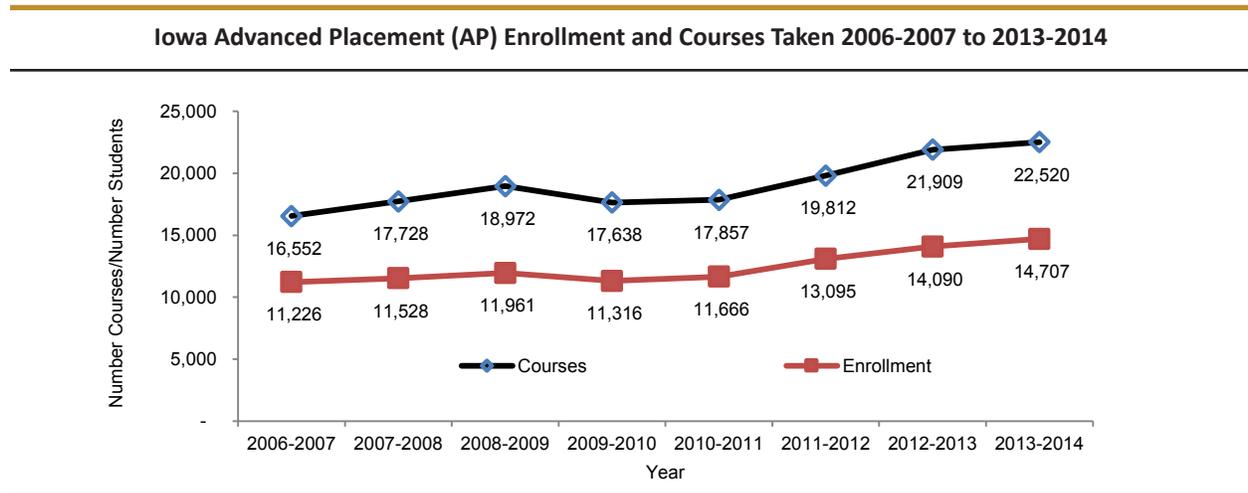
Figure 4-1 shows an eight-year trend of AP courses taken by Iowa public high school students and AP enrollments from 2006-2007 to 2013-2014. In Iowa, more than 11,000 high school students took about 17,000 AP courses each year. AP enrollments and courses taken are higher in 2013-2014 than the figures in earlier years shown.

Each year, more than 50 percent of Iowa districts (only those districts that had a public high school) had AP enrollments. (Table 4-10).

AP enrollments by grade are displayed in Table 4-11. In the last eight years, about half of the AP enrollments were 12th graders. However, more students in grades 9 to 11 took AP courses in 2012-2013 and 2013-2014 than the earlier years.

Table 4-12 and Figure 4-2 show the AP courses taken by subject areas. The distributions are similar from 2006-2007 to 2013-2014, the top courses taken were in the social studies area, followed by English Language Arts and science. Mathematics was the fourth highest course taken.

Figure 4-1



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

Table 4-10

Iowa Districts with AP Enrollment 2006-2007 to 2013-2014				
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%
2011-2012	351	320	171	53.4%
2012-2013	348	316	176	55.7%
2013-2014	346	314	175	55.7%

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

Table 4-11

Number of Iowa School Students Taking AP Courses 2006-2007 to 2013-2014					
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
2011-2012	290	2,699	4,202	5,904	13,095
2012-2013	442	2,794	4,889	5,965	14,090
2013-2014	582	3,027	4,971	6,127	14,707

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

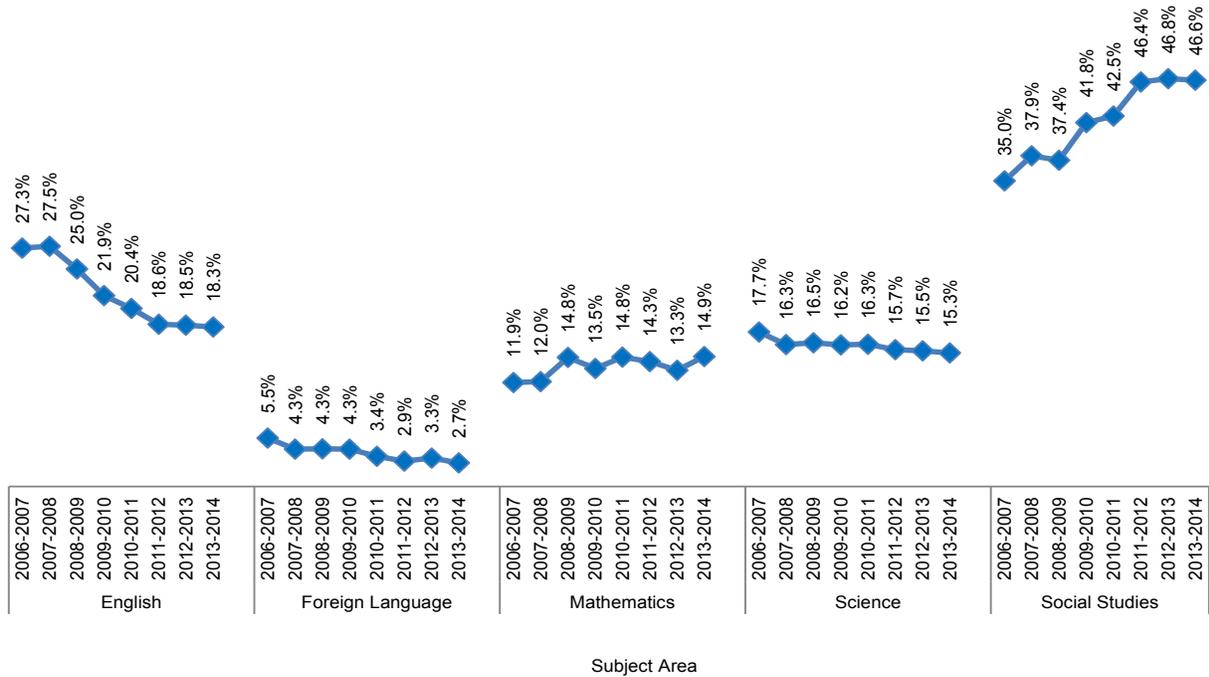
Table 4-12

Iowa AP Courses Taken by Subject Areas 2006-2007 to 2013-2014								
Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
English Language Arts	4,524	4,884	4,735	3,859	3,646	3,690	4,055	4,116
Fine & Performance Arts	340	304	343	344	374	335	414	362
Foreign Language	916	756	818	756	616	578	713	613
Mathematics	1,970	2,132	2,809	2,386	2,648	2,841	2,920	3,363
Computer (Other)	70	46	41	62	69	59	151	138
Science	2,931	2,882	3,127	2,866	2,912	3,109	3,405	3,443
Social Studies	5,801	6,724	7,099	7,365	7,592	9,200	10,251	10,485
Total Courses Taken	16,552	17,728	18,972	17,638	17,857	19,812	21,909	22,520

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

Figure 4-2

Percent of the Iowa AP Courses Taken by Subject Areas 2006-2007 to 2013-2014



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

Note: Each year, about 2 percent of the AP courses taken were in “other” subject areas. For details, see Table 4-12.

Concurrent Enrollment

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

Figure 4-3 shows eight-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2006-2007 to 2013-2014. Concurrent enrollment and courses taken are much higher in 2013-2014 than the figures in 2006-2007.

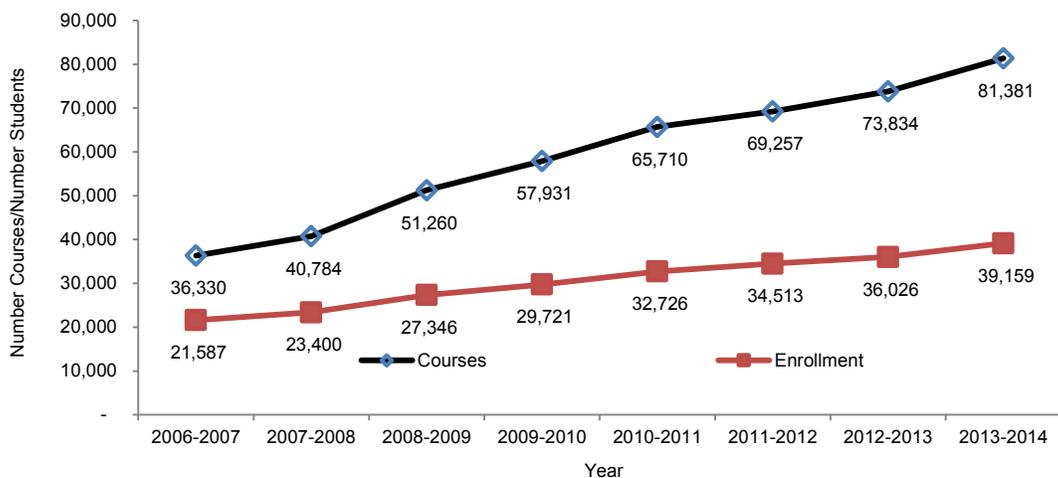
Each year, 80 to 99 percent of Iowa districts (only those districts that had a public high school) had concurrent enrollments. An upward trend of districts with concurrent enrollment is reported in Table 4-13.

Concurrent enrollments by grade are displayed in Table 4-14. In the last eight years, about half of the concurrent enrollments were high school seniors. However, more students in lower grades started to take concurrent enrollment courses in 2009-2010 to 2013-2014 than the earlier years.

Table 4-15 and Figure 4-4 show the concurrent enrollment courses taken by subject areas. The distributions are similar from 2006-2007 to 2013-2014, the highest percentages of courses taken were in career technical/vocational education, followed by English language arts. Social studies and mathematics were the third and fourth highest courses taken respectively.

Figure 4-3

Iowa Concurrent Enrollment and Courses Taken 2006-2007 to 2013-2014



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

Table 4-13

Iowa Districts with Concurrent Enrollment 2006-2007 to 2013-2014				
Year	Total # of Districts	Districts with High Schools	Districts with Enrollment	Percent of Districts w/High Schools that had 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%
2011-2012	351	320	311	97.2%
2012-2013	348	316	309	97.8%
2013-2014	346	314	310	98.7%

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

Table 4-14

Number of Iowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2013-2014					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total 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
2011-2012	2,199	3,941	11,596	16,777	34,513
2012-2013	2,403	4,365	11,962	17,296	36,026
2013-2014	2,748	5,056	12,858	18,497	39,159

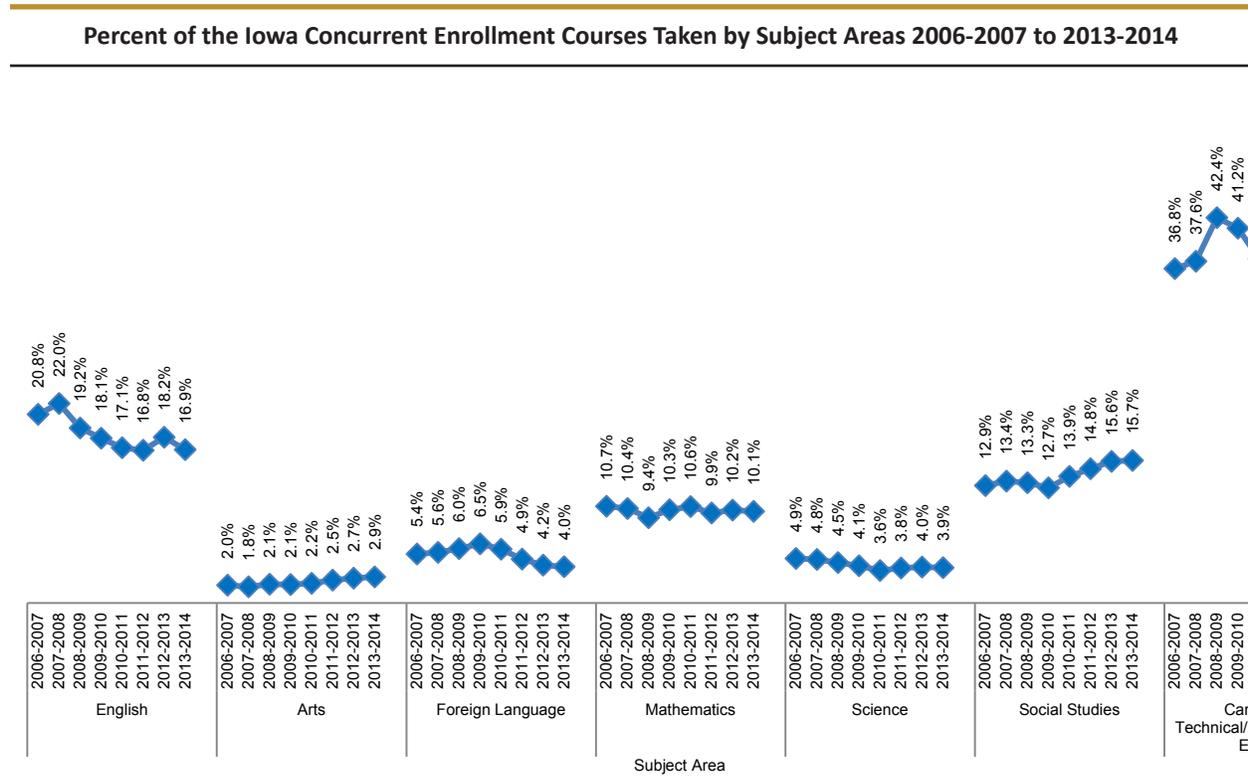
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, winter files.

Table 4-15

Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2013-2014								
Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
English Language Arts	7,541	8,953	9,862	10,507	11,226	11,636	13,459	13,732
Fine & Performance Arts	716	728	1,063	1,190	1,447	1,761	2,029	2,397
Foreign Language	1,968	2,280	3,083	3,775	3,887	3,364	3,093	3,262
Mathematics	3,871	4,246	4,808	5,943	6,969	6,872	7,555	8,200
Other	2,391	1,813	1,633	2,909	5,791	5,901	7,372	8,926
Science	1,789	1,968	2,288	2,380	2,352	2,665	2,921	3,163
Social Studies	4,695	5,474	6,793	7,346	9,164	10,238	11,495	12,797
Career Technical/ Vocational Education	13,359	15,322	21,730	23,881	24,874	26,820	25,910	28,904
Total Courses Taken	36,330	40,784	51,260	57,931	65,710	69,257	73,834	81,381

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

Figure 4-4



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

Note: About 10 percent of the concurrent courses taken were in "other" subject areas. For details, see Table 4-15.

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.

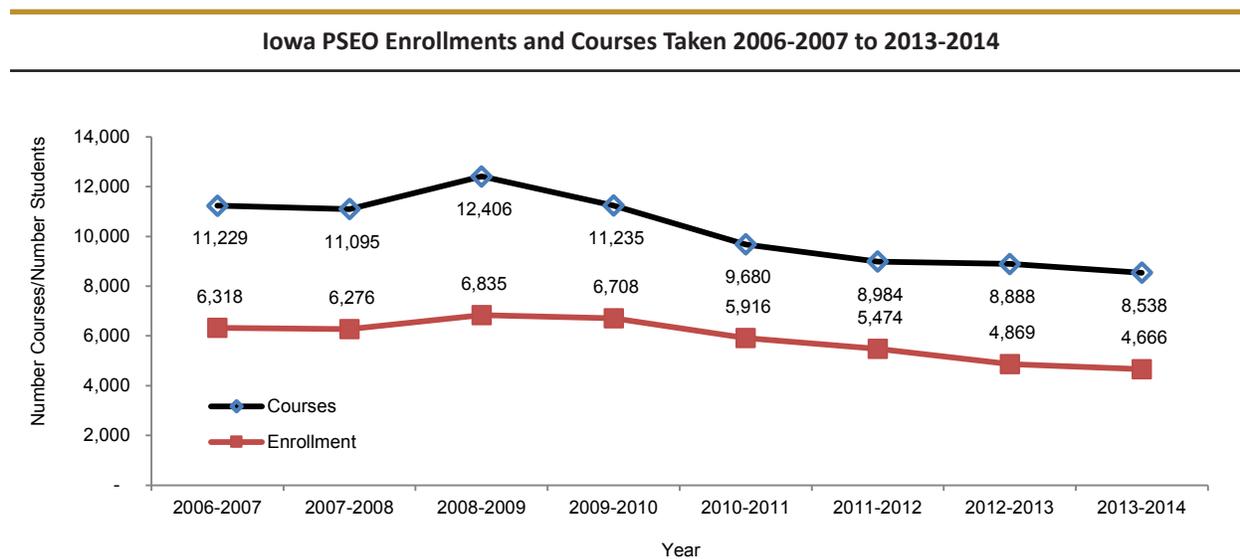
Figure 4-5 shows eight-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2006-2007 to 2013-2014. In 2013-2014, the PSEO courses taken and enrollment decreased more, while the concurrent enrollment and courses taken are much higher in 2013-2014 than the early years (see Figure 4-3) in contrast. The trend switches between PSEO and concurrent enrollment due to recent year's better data reporting from Iowa school districts.

Each year, 88 to 74 percent of Iowa districts (only those districts that had a public high school) had PSEO enrollments. However, a downward trend of AP enrollment districts is reported in Table 4-16.

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 4-18 and Figure 4-6 show the PSEO courses taken by subject areas. The distributions are similar from 2009-2010 to 2013-2014, the majority of courses taken were in the social studies area.

Figure 4-5



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

Table 4-16

Iowa Districts with PSEO Enrollments 2009-2010 to 2013-2014				
Year	Total # of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/High Schools that had PSEO Enrollment
2009-2010	361	330	290	87.9%
2010-2011	359	328	262	79.9%
2011-2012	351	311	243	78.1%
2012-2013	348	316	235	74.4%
2013-2014	346	314	231	73.6%

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

Table 4-17

Number of Iowa School Students Taking PSEO Courses 2009-2010 to 2013-2014				
Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2009-2010	295	1,886	4,526	6,707
2010-2011	295	1,624	3,997	5,916
2011-2012	303	1,510	3,661	5,474
2012-2013	330	1,343	3,196	4,869
2013-2014	335	1,232	3,099	4,666

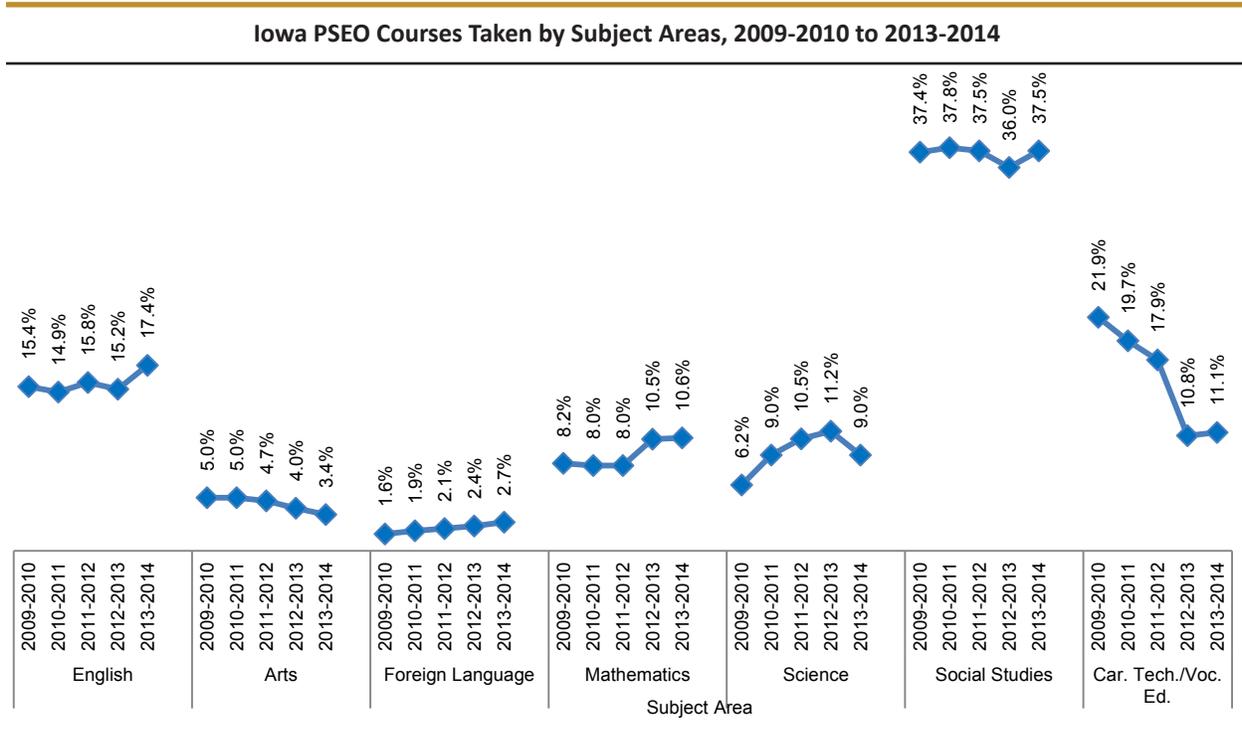
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, spring files.

Table 4-18

Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2013-2014					
Subject Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
English Language Arts	1,731	1,441	1,417	1,347	1,486
Fine & Performance Arts	556	482	419	357	287
Foreign Language	184	188	186	209	234
Mathematics	926	770	719	931	905
Other	486	356	318	890	708
Science	692	870	946	997	767
Social Studies	4,202	3,663	3,374	3,196	3,205
Career Technical/ Vocational Education	2,458	1,910	1,605	961	946
Total Courses Taken	11,235	9,680	8,984	8,888	8,538

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

Figure 4-6



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

Class Size

Overview

The results of fourteen 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 through 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 grade, kindergarten through grade three 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.

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

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

Trends

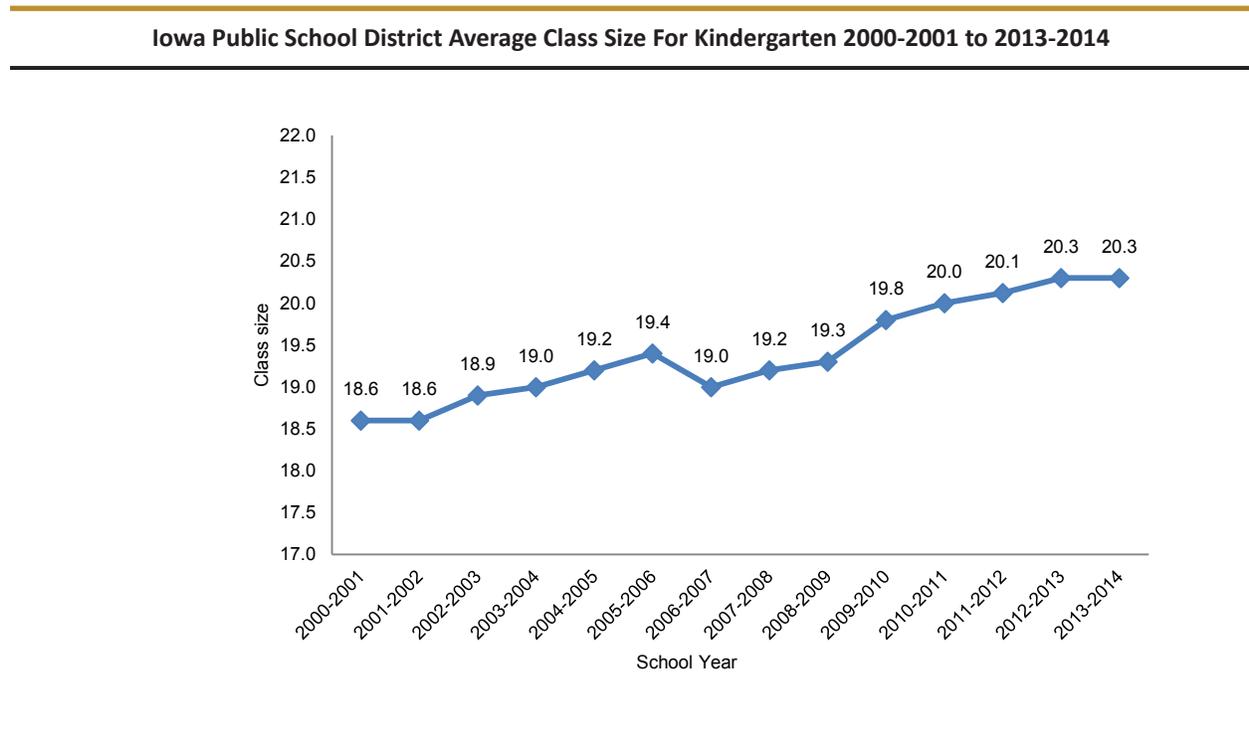
Figures 4-7 to 4-10 provide a summary of average class size in grades kindergarten through third in Iowa public schools for the past fourteen years. None of the grades reached the state goal of 17 students per classroom during the years reported.

Table 4-19 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size in kindergarten, first, and second grade. Third grade enrollment decreased more than class size.

Table 4-20 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. Although there was a decrease for third graders, other grades showed average class size increased.

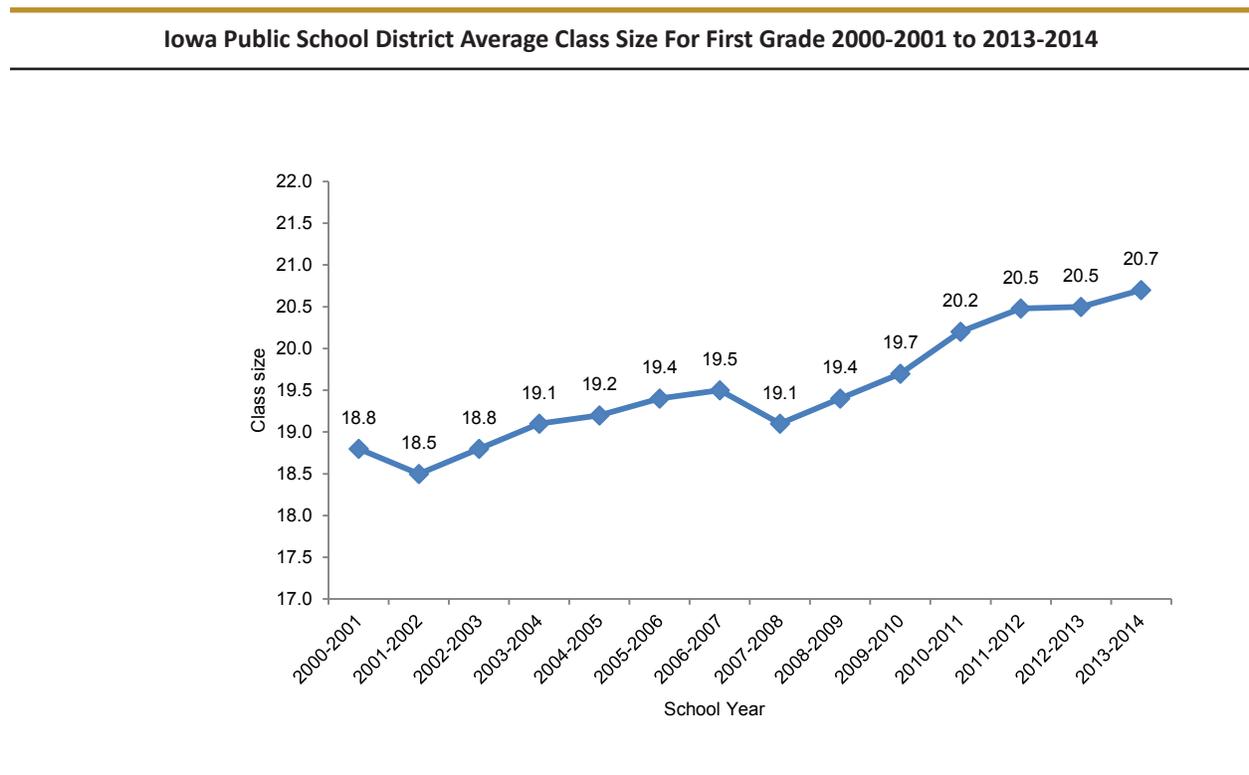
Summary statistics are presented in table 4-21.

Figure 4-7



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

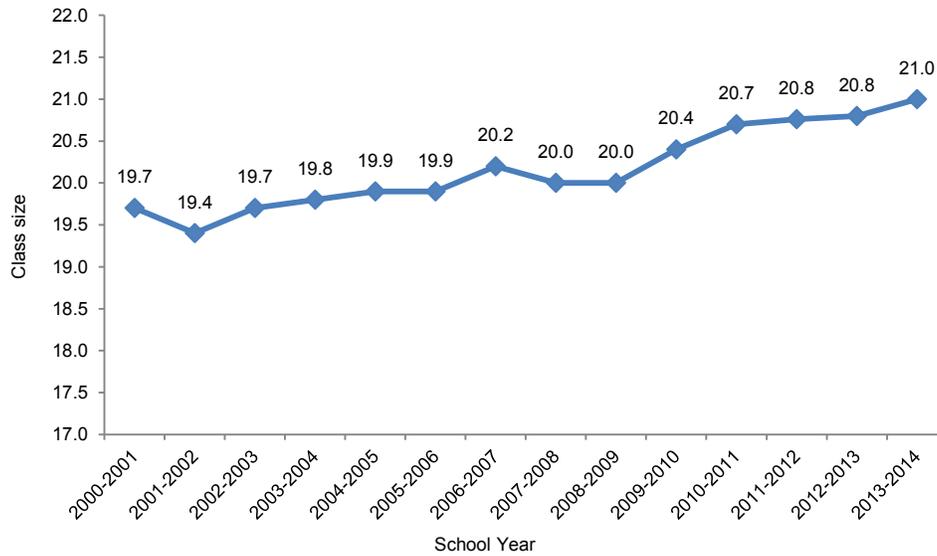
Figure 4-8



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

Figure 4-9

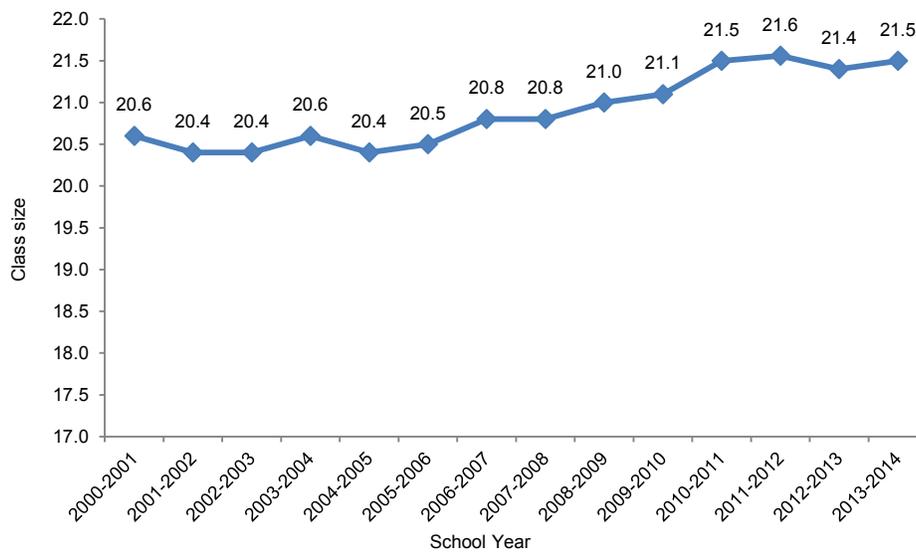
Iowa Public School District Average Class Size For Second Grade 2000-2001 to 2013-2014



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

Figure 4-10

Iowa Public School District Average Class Size For Third Grade 2000-2001 to 2013-2014



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

Table 4-19

Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade 1998-1999 and 2013-2014					
Grade	1998-1999 Enrollment	2013-2014 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	41,258	5,486	15.3%	3.0%
1	35,699	37,410	1,711	4.8%	3.0%
2	35,866	36,734	868	2.4%	1.4%
3	36,500	36,037	-463	-1.3%	-0.9%

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

Table 4-20

Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2013-2014						
Grade	Students		Teachers		Average Class Size	
	1998-1999	2013-2014	1998-1999	2013-2014	1998-1999	2013-2014
Kindergarten	33,618	38,819	1,613.7	1,910.5	19.7	20.3
1	33,053	36,699	1,644.6	1,777.0	20.1	20.7
2	33,151	35,904	1,592.1	1,713.6	20.7	21.0
3	34,153	35,106	1,578.3	1,635.0	21.7	21.5

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

Table 4-21

Class Size Summary Statistics for Kindergarten Through Grade 3 in Iowa Public Schools 2000-2001, 2012-2013 and 2013-2014							
	School Year	Students	Classrooms	Teacher	Mean	Min	Max
				FTEs			
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2012-2013	38,967	1,919	1,913.9	20.3	2	28
	2013-2014	38,819	1,912	1,910.5	20.3	3	30
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2012-2013	35,949	1,754	1,754.0	20.5	5	28
	2013-2014	36,699	1,777	1,777.0	20.7	4	30
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2012-2013	34,960	1,679	1,682.0	20.8	7	34
	2013-2014	35,904	1,713	1,713.6	21.0	6	30
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2012-2013	34,132	1,595	1,594.5	21.4	4	31
	2013-2014	35,106	1,633	1,635.0	21.5	3	32

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

Class Size vs. District Size

Table 4-22 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2013-2014. In general, average class size tended to increase as enrollment increased. The less than 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 4-22

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2013-2014								
Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2013-2014	1998-1999	2013-2014	1998-1999	2013-2014	1998-1999	2013-2014
<300	13.9	14.4	14.3	15.1	15.0	15.5	16.9	15.8
300-599	17.6	18.1	17.4	18.2	17.9	18.4	19.3	18.8
600-999	18.2	18.2	19.0	19.0	19.6	19.4	20.3	20.5
1000-2499	19.8	19.9	20.3	20.2	21.3	20.9	21.9	21.8
2500-7499	21.5	21.6	21.6	21.8	22.0	22.3	23.0	22.6
7500+	20.7	22.3	21.1	22.5	21.7	22.4	23.0	22.6
State	19.7	20.3	20.1	20.7	20.7	21.0	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

Table 4-23 shows the Iowa class size reduction allocations since they started in fiscal year 2000. In 1999, the Iowa General Assembly enacted, and the Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000.

Table 4-24 shows the fiscal year 2013 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2013 at 75.5 percent.

Table 4-23

State Class Size Reduction Allocation for Iowa Public Schools FY 2000 to FY 2014	
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
2012	\$29.9 Million
2013	\$30.3 Million
2014	\$31.1 Million

Source: Iowa Department of Education, Bureau of Information and Analysis; Department of Management Budget files.

Table 4-24

FY 2013 Iowa Early Intervention Block Grant Program Expenditures by Object		
Object Category	Expenditures	Percent
Salaries	\$22,948,811	75.5
Benefits	\$7,357,076	24.2
Purchased Services	\$22,492	0.1
Supplies	\$53,996	0.2
Other	\$1,371	<0.1
Total	\$30,383,746	100.0

Source: Iowa Department of Education, Certified Annual Report.

Notes: Total expenditures reported exceeded the amount of revenues. The difference is dollars spent from the General Fund. Figures may not total due to rounding.

Technology

Expenditures for Computer Hardware and Software

Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report. Table 4-25 provides the number of districts, software and hardware expenditures, district enrollment and per pupil expenditures for 2000-2001 and the two most recent years for which expenditures were available. Figure 4-11 provides computer hardware and software per pupil expenditures for 2000-2001 to 2012-2013.

Table 4-26 shows computer hardware and software expenditures data by enrollment category for 2000-2001 and the two most recent years for which expenditures were available. While total per pupil expenditures stayed steady or showed a slight decline, districts in the <300 enrollment category increased 35 percent.

Table 4-25

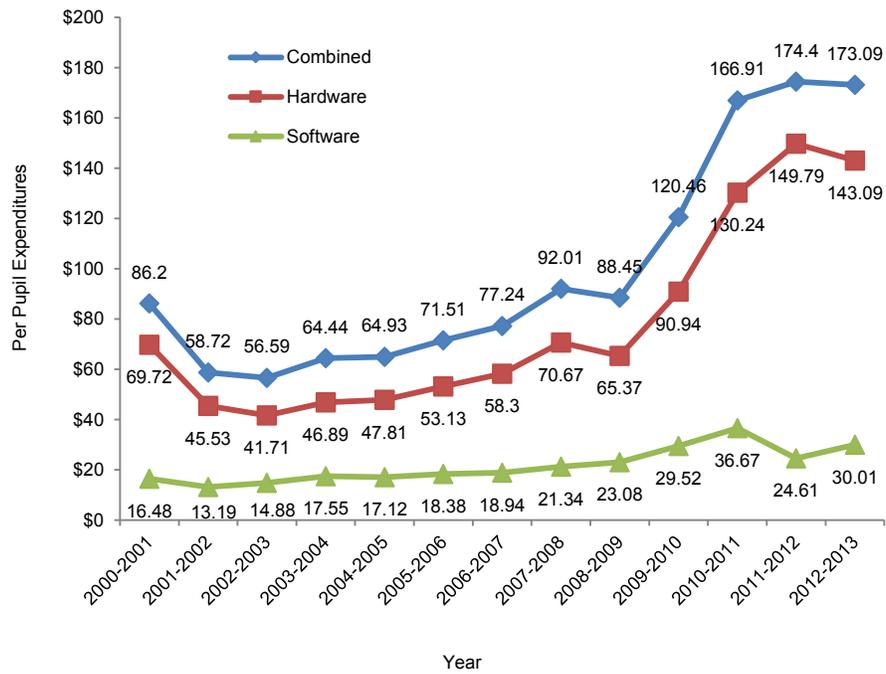
Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2011-2012 and 2012-2013								
Year	No. of Districts	Total Enrollment	Software		Hardware		Combined	
			Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	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
2011-2012	351	473,504	11,651,689	24.61	70,925,816	149.79	82,577,505	174.40
2012-2013	348	476,245	14,289,773	30.01	68,143,820	143.09	82,433,593	173.09

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 4-11

Computer Software and Hardware Per Pupil Expenditures in Iowa
Public Schools 2000-2001 to 2012-2013



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 4-26

Iowa Public School Total Per Pupil Expenditures by Enrollment for Computer Software and Hardware 2000-2001, 2011-2012, and 2012-2013							
Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State*
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
2011-2012							
Enrollment	10,834	49,020	63,052	114,555	97,133	138,910	473,504
Software	248,358	1,086,850	1,413,780	3,201,406	2,828,451	2,872,843	11,651,689
Per Pupil	22.92	22.17	22.42	27.95	29.12	20.68	24.61
Hardware	1,749,742	10,606,714	10,544,482	19,938,586	12,498,280	15,588,012	70,925,816
Per Pupil	161.50	216.38	167.23	174.05	128.67	112.22	149.79
Total Software & Hardware	1,998,100	11,693,564	11,958,262	23,139,992	15,326,731	18,460,855	82,577,505
Per Pupil	184.43	238.55	189.66	202.00	157.79	132.90	174.40
2012-2013							
Enrollment	9,576	48,758	65,051	113,971	91,060	147,830	476,245
Software	305,817	1,309,119	1,590,623	3,546,925	2,952,101	4,585,189	14,289,773
Per Pupil	31.94	26.85	24.45	31.12	32.42	31.02	30.01
Hardware	2,073,284	10,119,513	10,194,095	18,384,182	11,930,704	15,442,042	68,143,820
Per Pupil	216.52	207.55	156.71	161.31	131.02	104.46	143.09
Total Software & Hardware	2,379,100	11,428,631	11,784,717	21,931,108	14,882,805	20,027,231	82,433,593
Per Pupil	248.45	234.40	181.16	192.43	163.44	135.47	173.09

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.

*Figures may not total due to rounding.

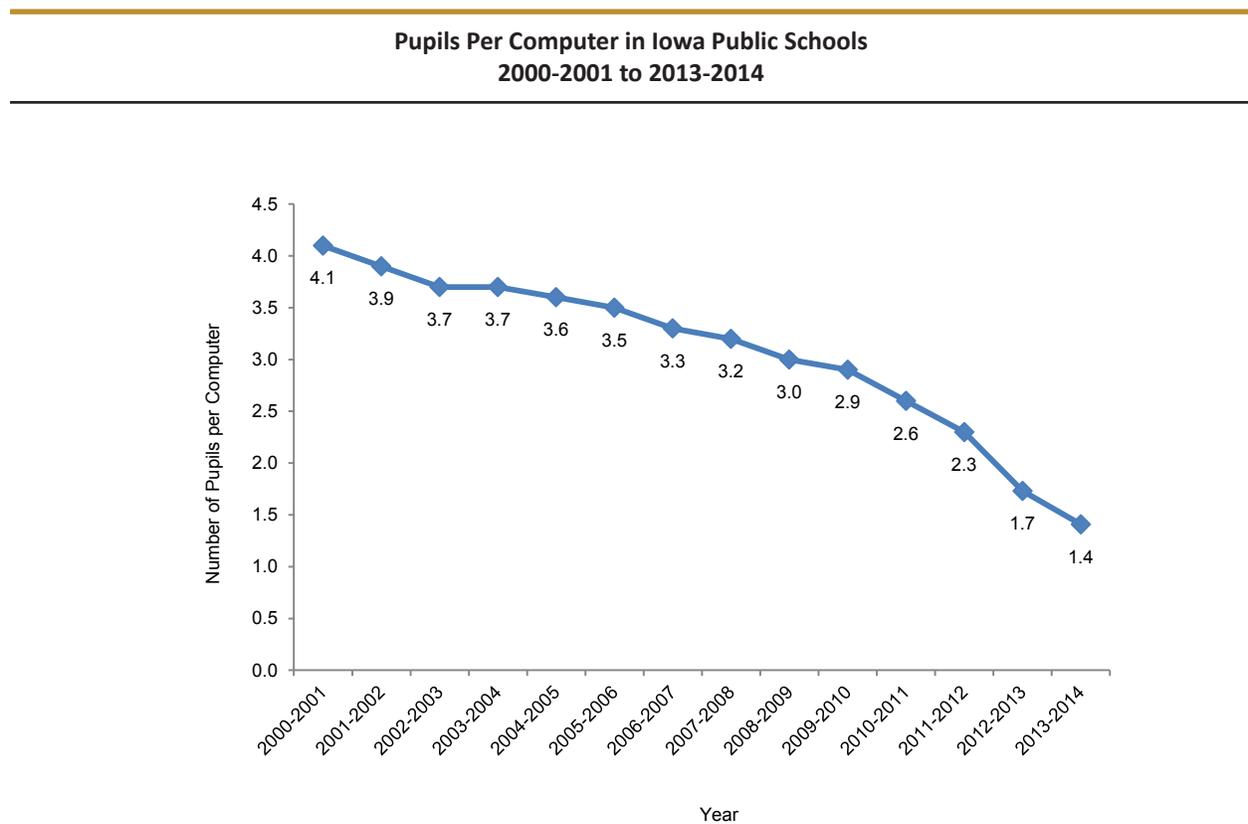
Availability of Computers

As a part of the Basic Educational Data Survey (BEDS), Iowa public school districts report on the number of computers made available for student use. The Department of Education has collected this information since 1995-1996. However, in 2012-2013 the definition of student accessible computer was revised to include tablets. 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.

Figures 4-12 and 4-13, and Table 4-27 provide the student to computer ratios. The overall trend shows a steady decrease.

Table 4-28 provides the number of computers per pupil by school type within enrollment category. In general, students in higher grades have more access to a computer than students in lower grades, but the lower grades have increased access at a higher rate since last year.

Figure 4-12

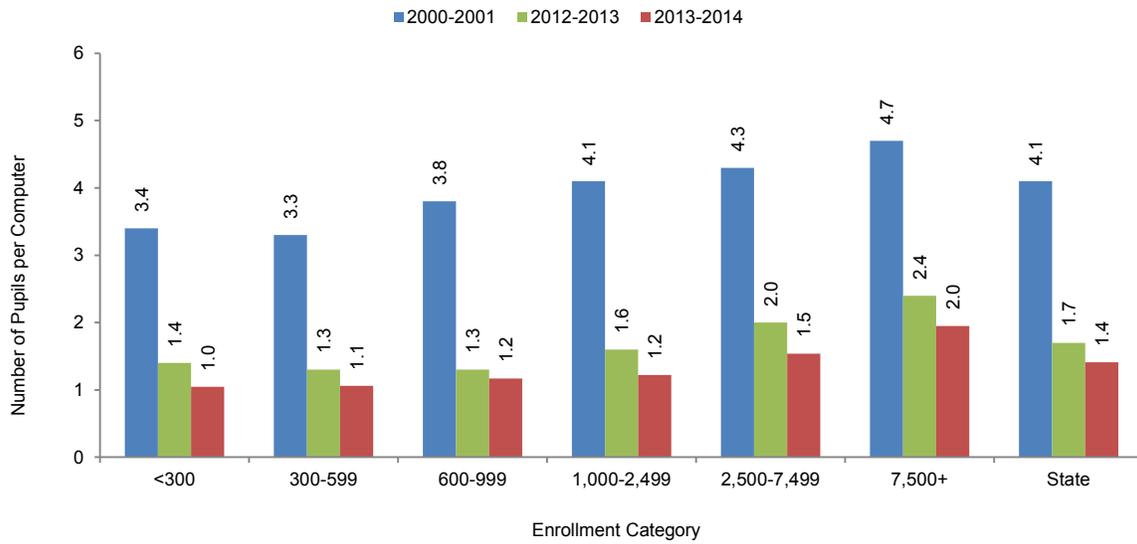


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Note: Pupils per computer based on Certified Enrollment.

Figure 4-13

**Pupils Per Computer in Iowa Public Schools
by Enrollment Category
2000-2001, 2012-2013 and 2013-2014**



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

Note: Pupils per computer based on Certified Enrollment.

Table 4-27

Number of Computers in Iowa Public Schools by Enrollment Category 2000-2001, 2012-2013, 2013-2014							
2000-2001	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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
2012-2013							
Total Number of districts	46	108	87	75	21	11	348
Number of Computers	6,933	38,725	48,731	72,425	46,632	60,990	274,436
Certified Enrollment	9,576	48,758	65,051	113,971	91,060	147,830	476,245
Pupils per Computer	1.4	1.3	1.3	1.6	2.0	2.4	1.7
2013-2014							
Total Number of Districts	48	104	87	74	22	11	346
Number of Computers	9,737	44,802	55,501	91,698	61,155	77,097	339,990
Certified Enrollment	10,171	47,503	64,920	111,898	94,066	150,363	478,921
Pupils per Computer	1.0	1.1	1.2	1.2	1.5	2.0	1.4

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

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

*Figures may not total due to rounding.

Table 4-28

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by School Type Within District Enrollment Category, 2012-2013 and 2013-2014

	Enrollment Category							State
	2012-2013	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Computers in HS	2,651	19,864	21,784	28,900	17,027	21,322	111,548	
Pupils per Computer in HS	0.9	1.1	1.0	1.3	1.5	1.8	1.3	
Number of Computers in Middle School/Jr High School	936	4,675	10,670	20,389	10,781	14,541	61,992	
Pupils per Computer in Middle School/Jr High School	1.1	1.1	1.3	1.4	1.8	2.1	1.6	
Number of Computers in EL School	3,251	13,980	16,088	22,366	18,464	23,516	97,665	
Pupils per Computer in EL School	1.5	1.9	2.0	2.4	2.6	3.2	2.4	
Number of Computers in Other School	95	206	189	770	360	1,611	3,231	
Pupils Per Computer in Other School	0.1	1.4	3.8	1.5	2.6	2.7	1.9	
2013-2014								
Number of Computers in HS	3,452	21,994	24,217	35,983	22,981	22,922	131,549	
Pupils per Computer in HS	0.7	0.9	0.9	1.0	1.2	1.7	1.1	
Number of Computers in Middle School/Jr High School	1,824	5,814	11,887	25,352	13,565	19,087	77,529	
Pupils per Computer in Middle School/Jr High School	0.7	0.9	1.0	1.1	1.5	1.6	1.3	
Number of Computers in EL School	4,299	16,723	19,056	29,843	24,212	33,500	127,633	
Pupils per Computer in EL School	1.2	1.6	1.7	1.8	2.0	2.3	1.9	
Number of Computers in Other School	162	271	341	520	397	1,588	3,279	
Pupils Per Computer in Other School	0.1	1.1	2.8	2.8	2.6	2.5	2.3	

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

Notes: Enrollment categories are based on Certified Enrollment, while pupils per computer are based on BEDS enrollment. Other schools include alternative and special schools.

HS - High school
EL - Elementary

Bandwidth

Table 4-29 shows bandwidth for public schools in Iowa by enrollment category. Table 4-30 provides the number of schools and bandwidth by school type within enrollment category. In general, bandwidth greater than 100 megabits is more prevalent in the larger districts, while 11 to 50 megabits is more common in the smaller districts.

Table 4-29

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	83	254	278	322	177	268	1,382
Internet not Available	1	0	7	0	0	0	8
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	1	4	4	2	1	2	14
Bandwidth 4 to 10 Megabits	12	24	19	18	14	0	87
Bandwidth 11 to 50 Megabits	55	152	157	60	17	1	442
Bandwidth 51 to 100 Megabits	9	59	82	142	21	34	347
Bandwidth Greater than 100 Megabits	5	15	9	100	124	231	484

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

Note: Enrollment categories are based on Certified Enrollment.

Table 4-30

**Bandwidth for Public Schools
by School Level Within Enrollment Category 2013-2014**

High Schools	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	24	96	87	74	23	28	332
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	0	1	0	0	0	0	1
Bandwidth 4 to 10 Megabits	1	6	2	2	0	0	11
Bandwidth 11 to 50 Megabits	19	63	52	9	2	0	145
Bandwidth 51 to 100 Megabits	3	21	30	36	3	3	96
Bandwidth Greater than 100 Megabits	1	5	3	27	18	25	79
Middle/Jr High Schools							
Total Number of Schools	13	38	62	74	28	47	262
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	0	0	0	0	0	0	0
Bandwidth 4 to 10 Megabits	2	2	2	3	0	0	9
Bandwidth 11 to 50 Megabits	8	21	38	10	5	0	82
Bandwidth 51 to 100 Megabits	1	12	21	36	3	6	79
Bandwidth Greater than 100 Megabits	2	3	1	25	20	41	92

Table 4-30 (...continued)

Elementary Schools	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	44	117	119	150	118	176	724
Internet not Available	0	0	7	0	0	0	7
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	1	3	4	0	1	2	11
Bandwidth 4 to 10 Megabits	9	15	11	11	14	0	60
Bandwidth 11 to 50 Megabits	27	67	62	35	9	1	201
Bandwidth 51 to 100 Megabits	5	25	31	65	14	21	161
Bandwidth Greater than 100 Megabits	2	7	4	39	80	152	284
Other Schools							
Total Number of Schools	1	2	10	24	8	17	62
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 1.5 Megabits	0	0	0	1	0	0	1
Bandwidth 1.5 to 3 Megabits	0	0	0	0	0	0	0
Bandwidth 4 to 10 Megabits	1	0	5	1	0	0	7
Bandwidth 11 to 50 Megabits	0	1	5	12	2	0	20
Bandwidth 51 to 100 Megabits	0	1	0	9	0	4	14
Bandwidth Greater than 100 Megabits	0	0	0	1	6	13	20

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 Assessments are included. The second section provides achievement trends and student performance for all students by enrollment categories, gender, race/ethnicity, and other subgroups. Besides the Iowa Assessment results, results from the National Assessment of Educational Progress (NAEP), ACT, SAT, and Advanced Placement Assessments are included. In addition, Basic Educational Data Survey (BEDS) and the Student Reporting in Iowa (SRI) 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.

Iowa Testing Programs introduced new assessments for Iowa in the fall of 2011. Previously, Iowa Test Forms A and B had been used since the 2001-2002 school year. The new Iowa Assessments were linked to the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), Forms A and B, through a national study. Proficiency cut scores for the Iowa Assessments are presented in Standard Score metric and are specific to grade, content, and time of year.

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 Iowa Assessment;
2. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the Iowa Assessment;
3. The percentage of all eighth and eleventh grade students achieving a proficient or higher science status on the Iowa Assessment;
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.

Iowa Student Counts for Iowa Assessment Reading, Mathematics, and Science Test-Takers Including Subgroups

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 the Iowa Assessment in 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 of students tested by grade (in grades 4, 8, and 11) and by subgroup for reading and mathematics for the biennium periods 2007-2009 through 2009-2011 and 2011-2013 through 2012-2014 are shown in Tables 5-1 and 5-2. Table 5-3 shows the approximate average number of grade 8 and 11 students tested by subgroup in science for the same five biennium periods. The number of students tested shown in Tables 5-1 to 5-3 include both public and nonpublic school participants. The students in the biennium analysis are those who enrolled for a full academic year (FAY), as well as those who were enrolled only part of the academic year in Iowa schools, plus some home schooled students who took the Iowa Assessments in reading, mathematics, or science.

Table 5-1

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Reading Tests by Subgroup Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014						
Grade 4	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014	
Male	19,320	19,400	19,400	19,400	19,550	
Female	18,580	18,570	18,650	18,620	18,790	
African American	2,240	2,100	1,920	1,910	2,000	
American Indian	220	210	190	170	170	
Asian	830	840	800	880	900	
Hispanic	2,620	2,950	3,230	3,500	3,640	
White	31,910	31,440	31,020	30,430	30,330	
ELL ¹	1,790	1,940	2,010	2,270	2,440	
Migrant ²	160	130	120	100	60	
SES Eligible ³	13,400	14,200	14,940	15,320	15,550	
IEP ²	4,630	4,510	4,550	4,590	4,580	

Table 5-1 (...continued)

Grade 8	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,600	19,280	19,280	19,370	19,580
Female	18,640	18,340	18,240	18,470	18,600
African American	1,990	1,850	1,770	1,850	1,910
American Indian	220	220	210	180	170
Asian	760	750	750	760	820
Hispanic	2,260	2,500	2,780	3,050	3,270
White	33,920	31,910	31,250	31,010	30,910
ELL ¹	1,080	1,110	1,140	1,150	1,280
Migrant ²	140	110	90	80	60
SES Eligible ³	11,790	12,290	13,040	13,880	14,220
IEP ⁴	4,990	4,790	4,770	4,560	4,530

Grade 11	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,240	19,090	18,830	18,380	18,490
Female	18,870	18,540	18,100	17,620	17,570
African American	1,590	1,590	1,510	1,500	1,600
American Indian	200	210	170	170	160
Asian	730	720	670	790	850
Hispanic	1,760	1,970	2,150	2,540	2,690
White	33,760	32,860	31,820	30,230	29,910
ELL ¹	710	720	690	830	860
Migrant ²	120	90	70	70	50
SES Eligible ³	9,310	9,890	10,390	10,960	11,270
IEP ⁴	4,490	4,390	4,240	3,770	3,730

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Table 5-2

**Approximate Average Number of Iowa Students Tested on ITBS and ITED
(Iowa Assessments) Mathematics Tests by Subgroup
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**

Grade 4	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,330	19,410	19,390	19,410	19,570
Female	18,570	18,570	18,640	18,630	18,800
African American	2,230	2,090	1,910	1,910	2,000
American Indian	220	210	190	170	170
Asian	830	850	800	890	910
Hispanic	2,630	2,960	3,230	3,510	3,660
White	31,880	31,440	31,000	30,440	30,340
ELL ¹	1,810	1,950	2,030	2,280	2,470
Migrant ²	160	130	120	100	70
SES Eligible ³	13,390	14,210	14,940	15,340	15,580
IEP ⁴	4,630	4,510	4,550	4,600	4,590
Grade 8					
Grade 8	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,560	19,250	19,240	19,380	19,590
Female	18,610	18,320	18,220	18,480	18,610
African American	1,980	1,840	1,770	1,850	1,910
American Indian	220	220	210	180	170
Asian	760	750	750	770	830
Hispanic	2,270	2,500	2,790	3,060	3,290
White	33,870	31,870	31,180	31,020	30,910
ELL ¹	1,090	1,120	1,150	1,180	1,300
Migrant ²	150	110	100	80	60
SES Eligible ³	11,750	12,260	13,010	13,910	14,230
IEP ⁴	4,960	4,770	4,740	4,570	4,520

Table 5-2 (...continued)

Grade 11	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,250	19,100	18,820	18,380	18,490
Female	18,860	18,540	18,100	17,620	17,560
African American	1,590	1,590	1,510	1,500	1,590
American Indian	200	210	170	170	160
Asian	730	720	680	790	860
Hispanic	1,760	1,970	2,150	2,540	2,700
White	33,750	32,850	31,810	30,230	29,900
ELL ¹	720	730	700	850	870
Migrant ²	120	90	70	70	50
SES Eligible ³	9,310	9,890	10,380	10,950	11,270
IEP ⁴	4,490	4,400	4,240	3,770	3,730

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Table 5-3

**Approximate Average Number of Iowa Students Tested on ITBS and ITED
(Iowa Assessments) Science Tests by Subgroup
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**

Grade 8	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,500	19,190	19,180	19,290	19,480
Female	18,540	18,260	18,170	18,400	18,500
African American	1,980	1,840	1,770	1,850	1,910
American Indian	220	220	210	180	170
Asian	760	750	750	770	830
Hispanic	2,260	2,500	2,790	3,060	3,280
White	32,750	31,750	31,090	30,850	30,710
ELL ¹	1,080	1,110	1,140	1,180	1,300
Migrant ²	140	110	90	80	60
SES Eligible ³	11,760	12,270	13,020	13,890	14,230
IEP ⁴	4,980	4,780	4,760	4,560	4,530

Grade 11	2007-2009	2008-2010	2009-2011	2011-2013	2012-2014
Male	19,140	19,000	18,730	18,350	18,470
Female	18,770	18,470	18,030	17,600	17,550
African American	1,570	1,580	1,490	1,490	1,590
American Indian	200	200	170	170	160
Asian	720	720	670	790	860
Hispanic	1,750	1,950	2,130	2,540	2,700
White	33,600	32,730	31,710	30,200	29,880
ELL ¹	700	720	690	840	870
Migrant ²	120	90	70	70	50
SES Eligible ³	9,230	9,810	10,300	10,930	11,250
IEP ⁴	4,450	4,360	4,200	3,760	3,730

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

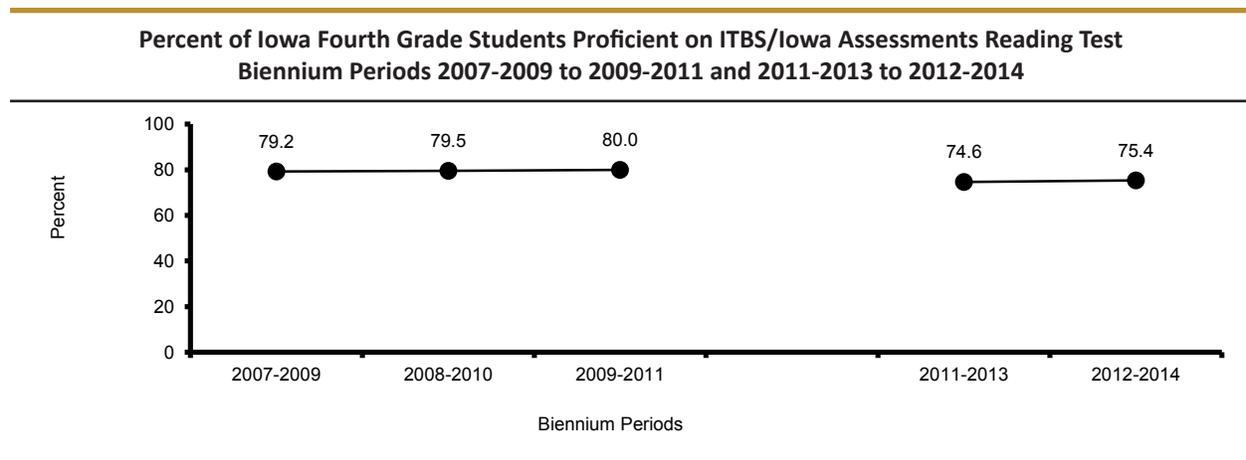
⁴IEP indicates special education status, students with IEPs are classified as special education students.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Reading

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

Figure 5-1



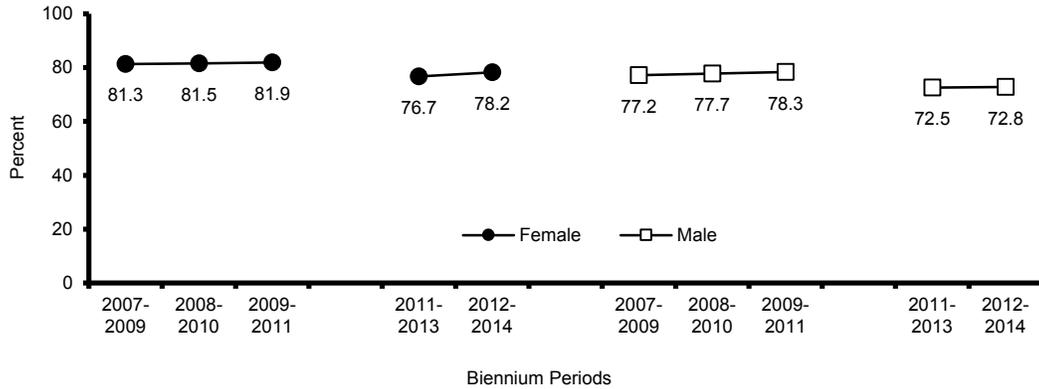
Source: Iowa Testing Programs, The University of Iowa.

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-2

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



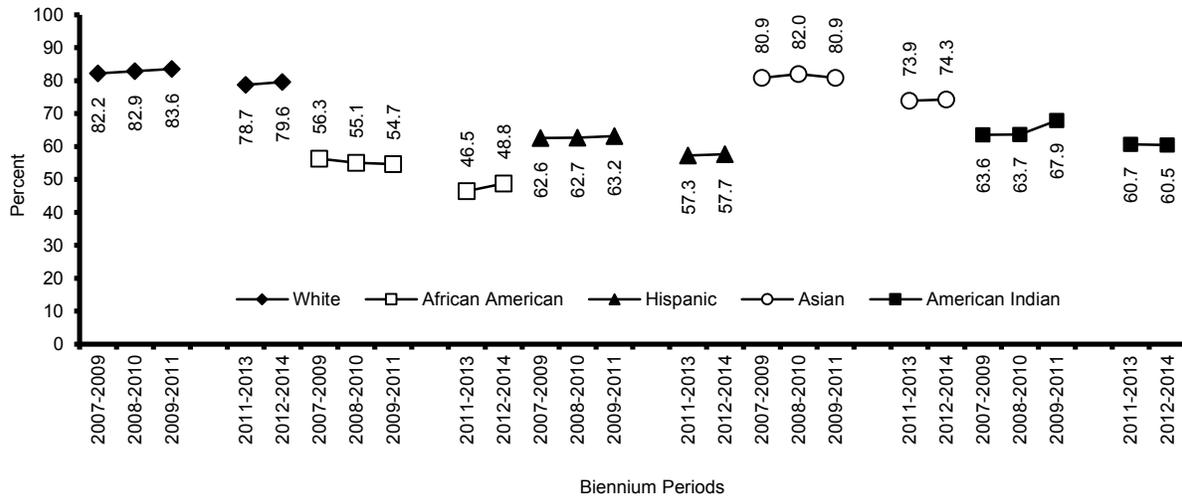
Source: Iowa Testing Programs, The University of Iowa.

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-3

**Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**

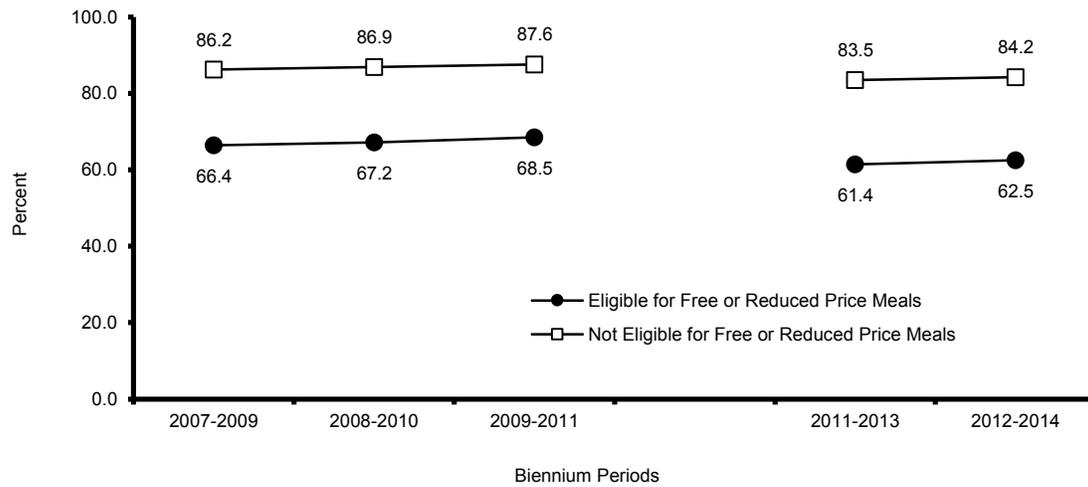


Source: Iowa Testing Programs, The University of Iowa.

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.
 The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-4

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

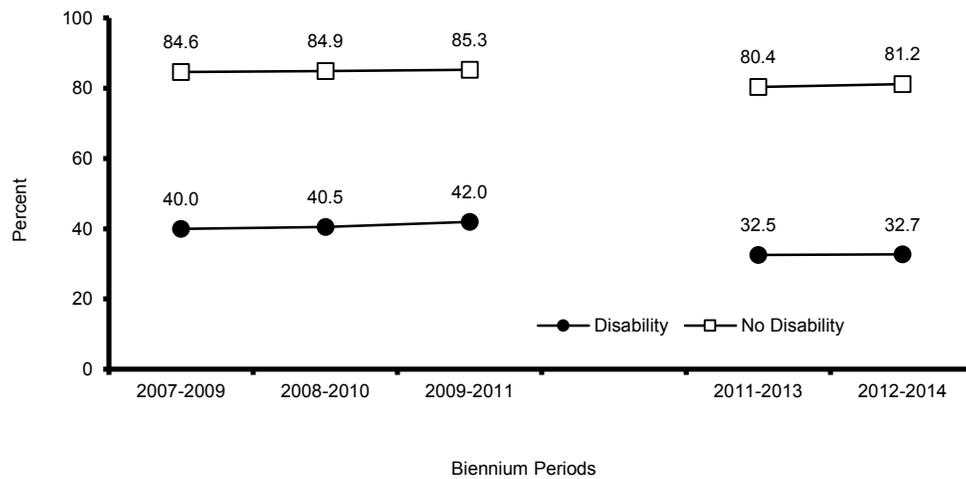
Often can determine a selection's main idea and analyze its style and structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-5

**Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

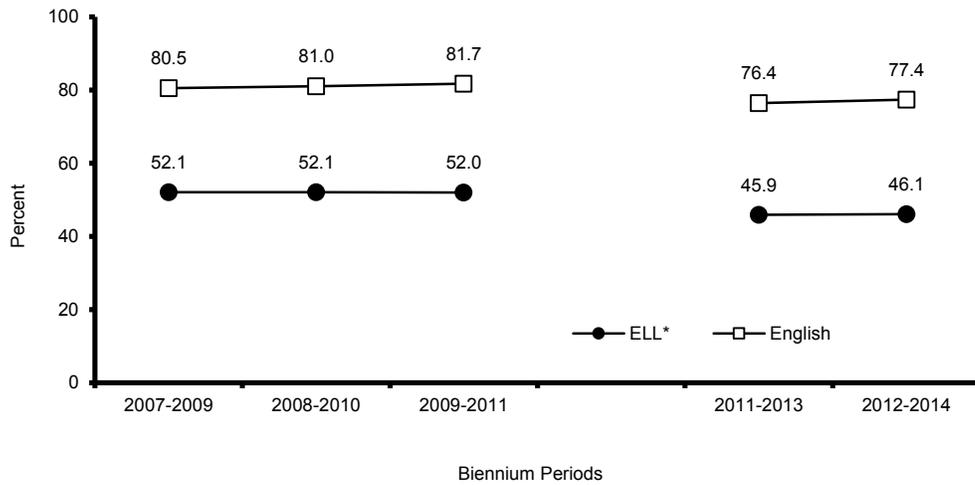
Often can determine a selection's main idea and analyze its style and structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-6

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

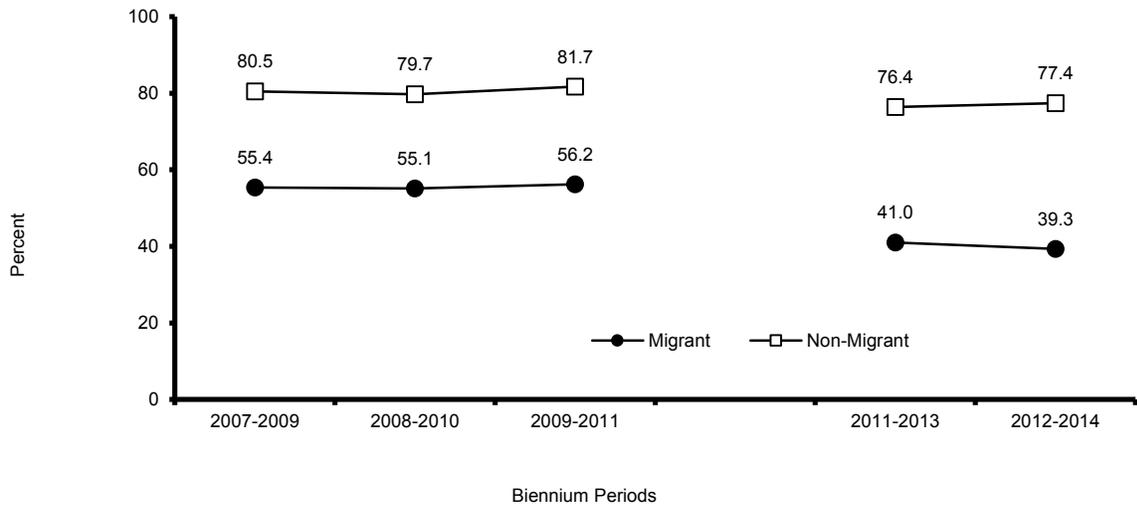
Often can determine a selection's main idea and analyze its style and structure.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-7

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

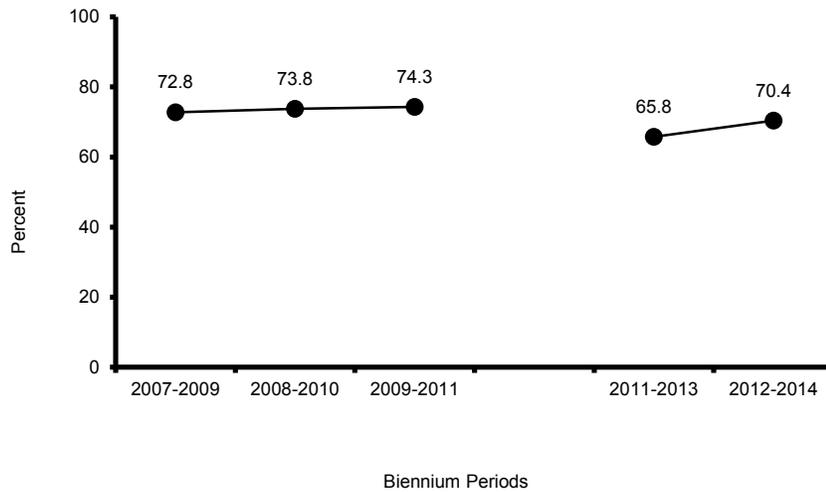
Often can determine a selection's main idea and analyze its style and structure.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-8

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

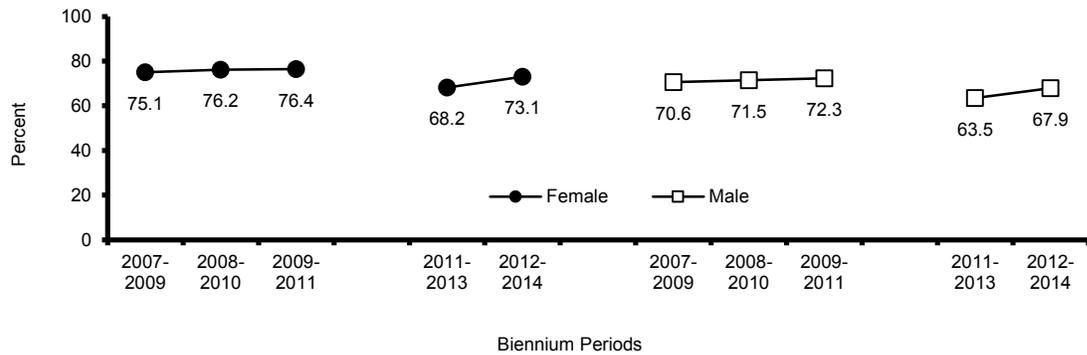
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-9

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

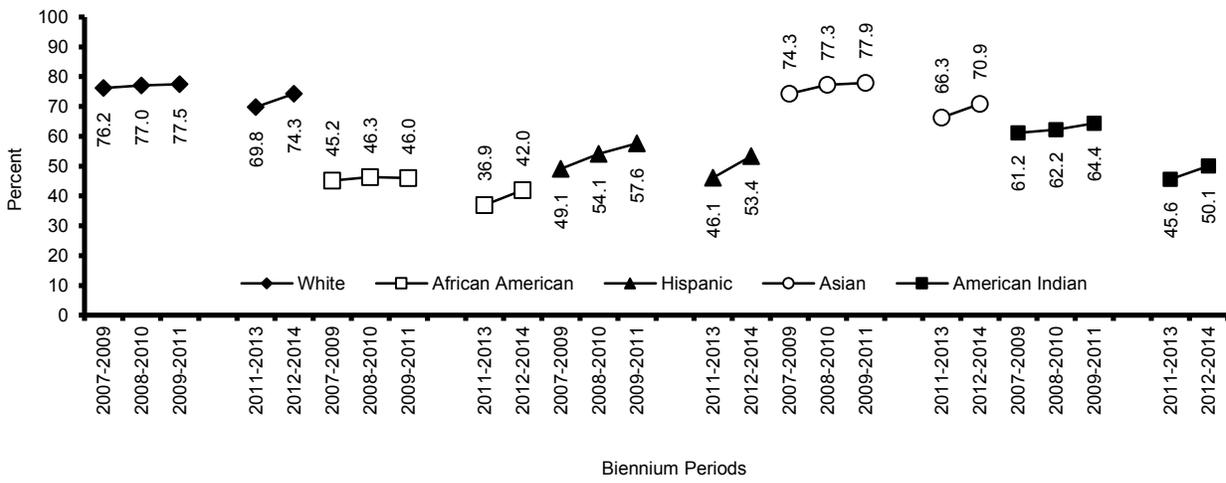
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-10

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

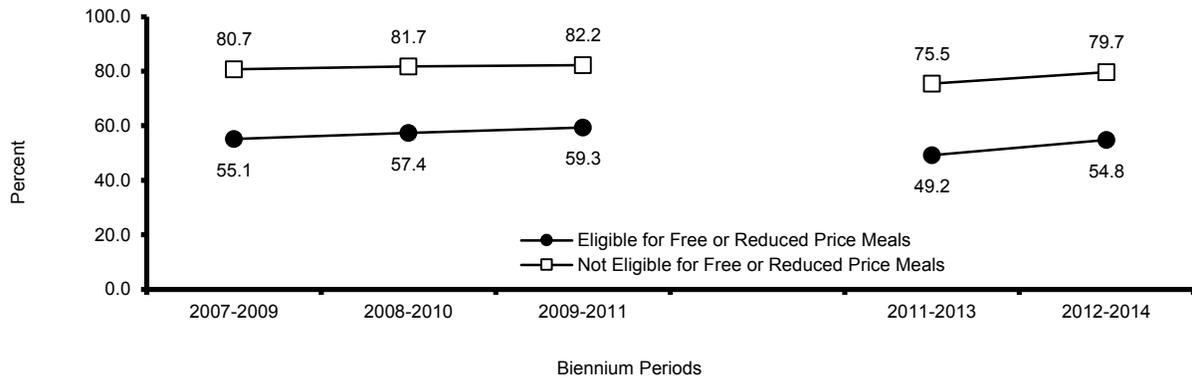
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-11

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

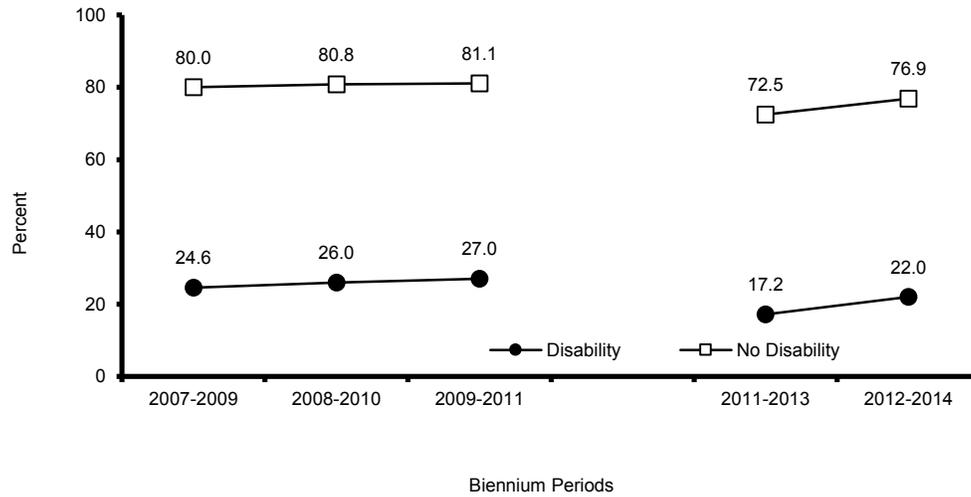
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-12

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



Source: Iowa Testing Programs, The University of Iowa.

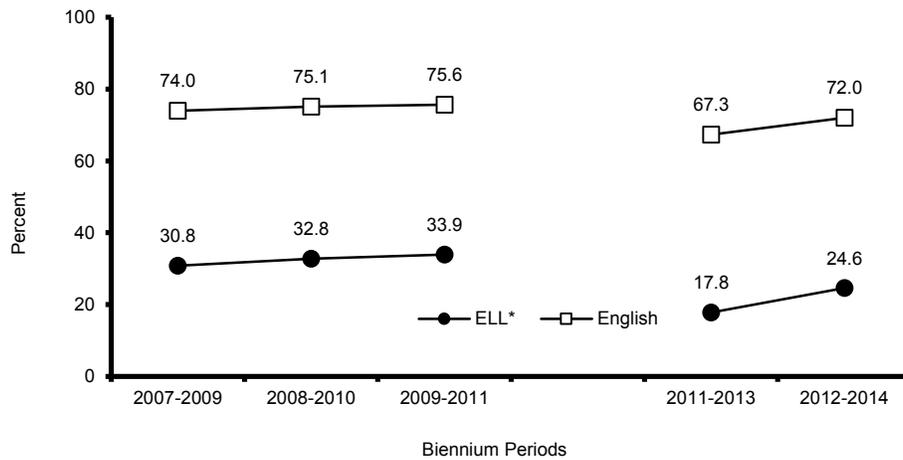
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
Usually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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-13

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

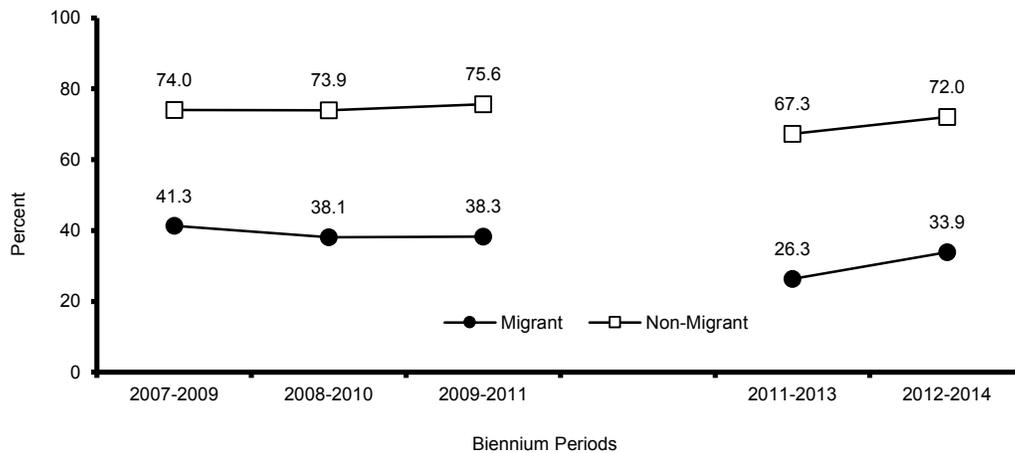
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-14

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

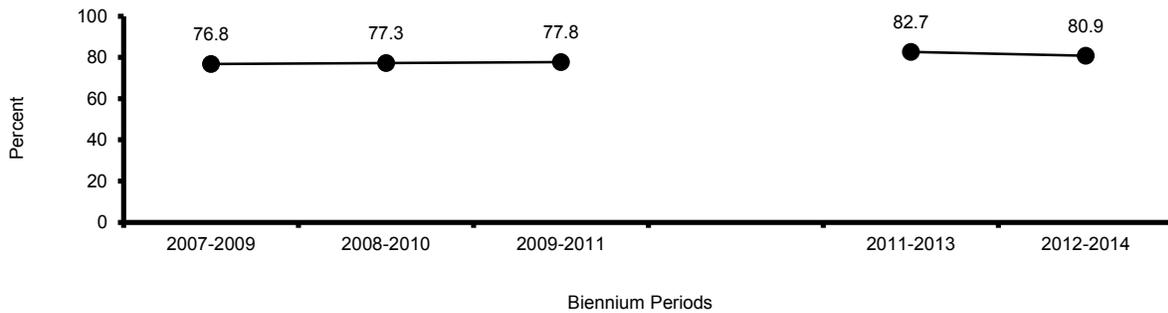
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-15

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

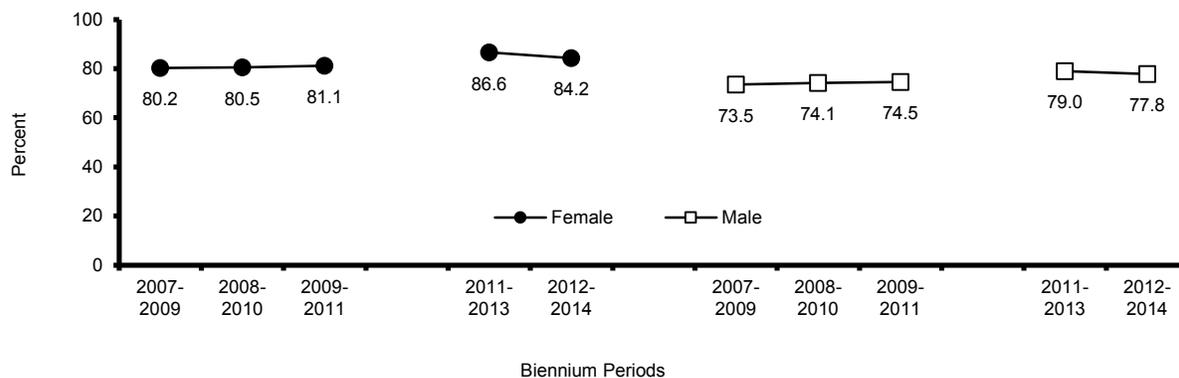
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Gender
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

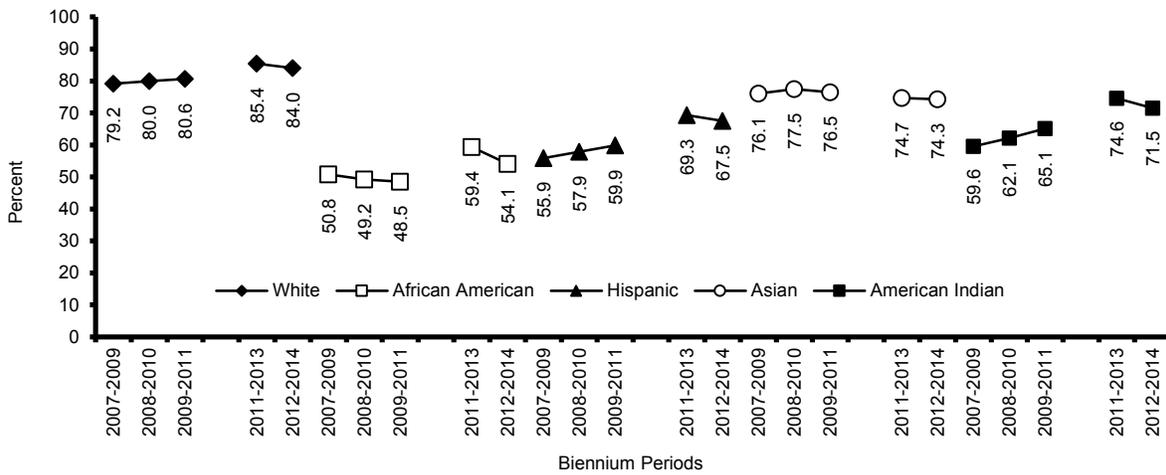
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

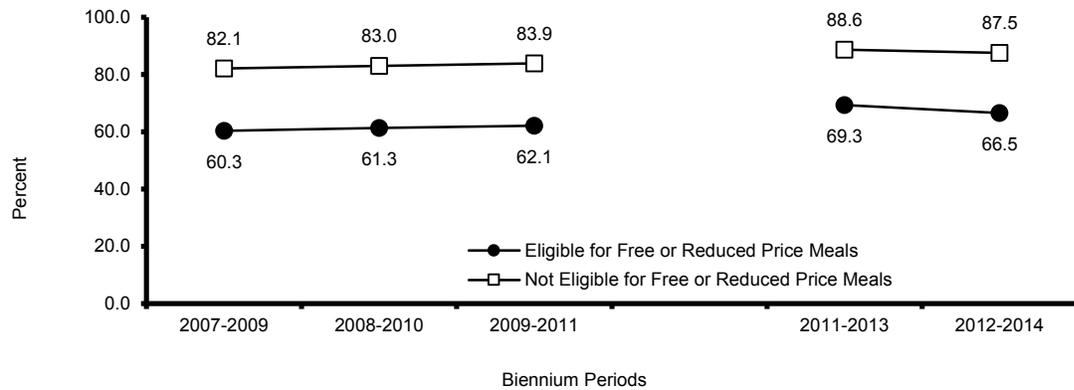
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-18

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

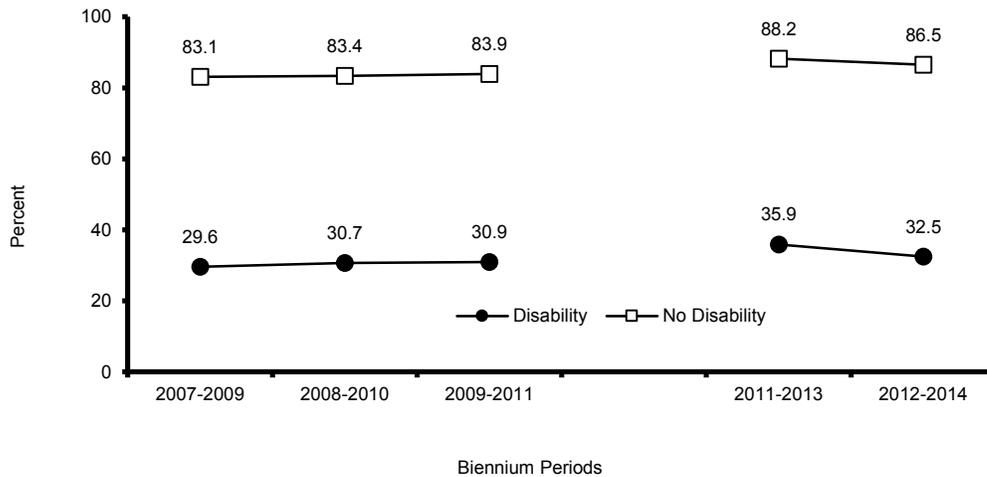
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-19

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Disability Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

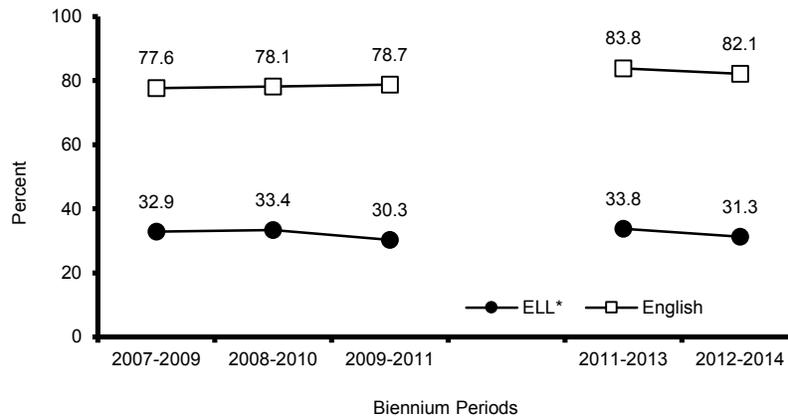
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-20

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

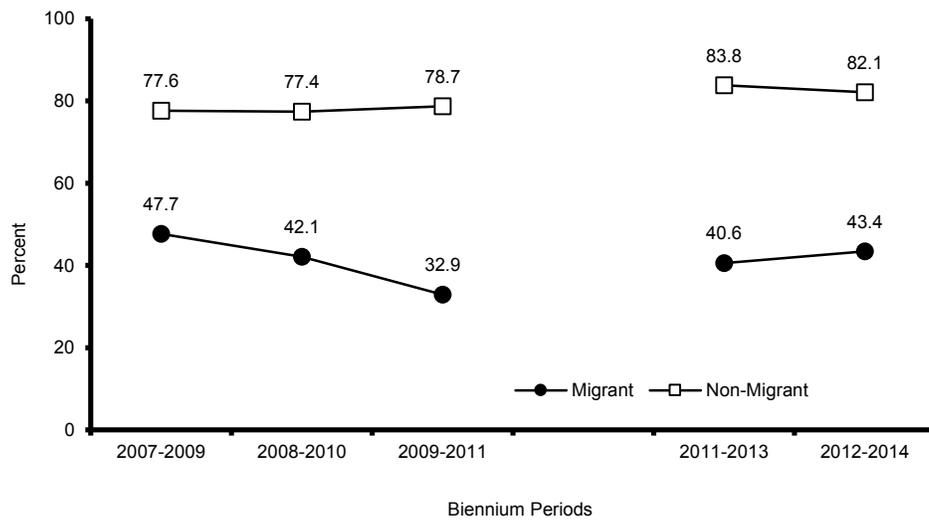
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-21

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

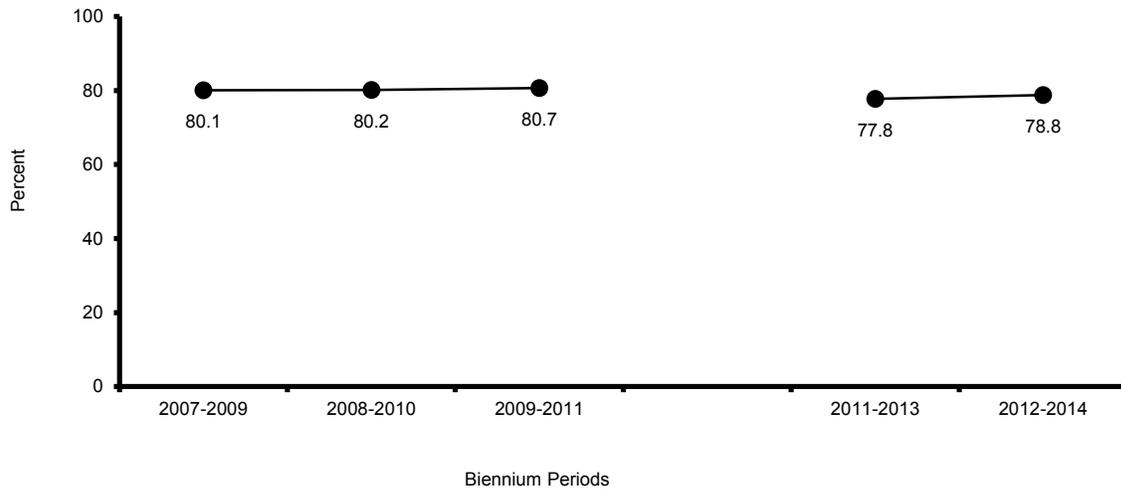
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Mathematics

Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher mathematics status on the Iowa Assessments 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/Iowa Assessments Mathematics Test
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

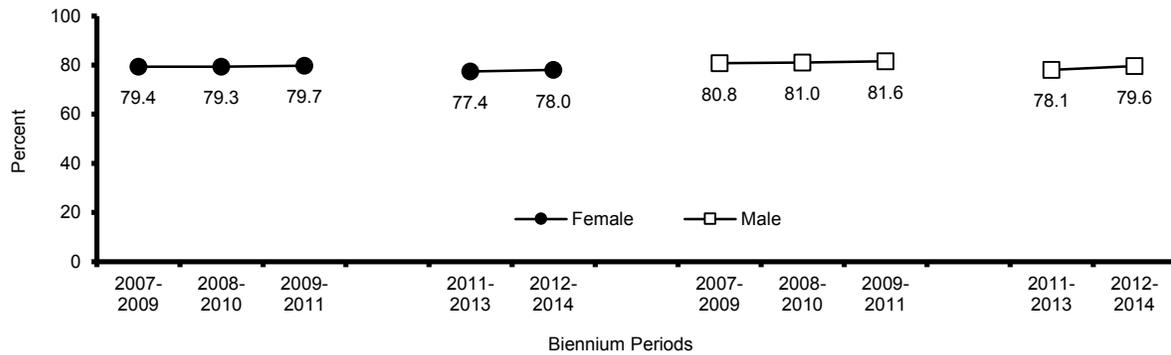
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-23

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

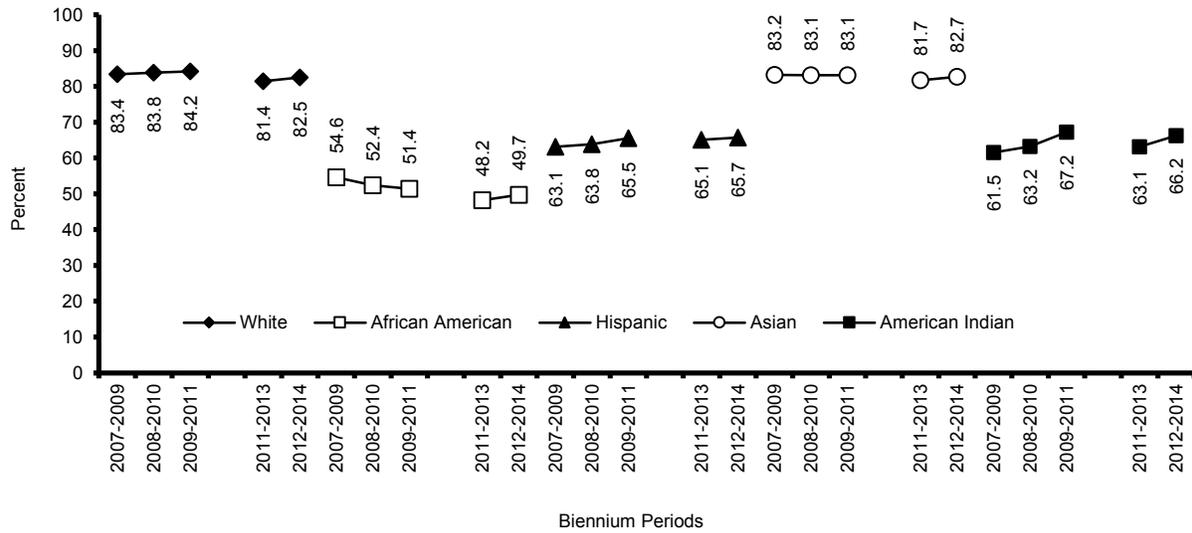
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-24

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

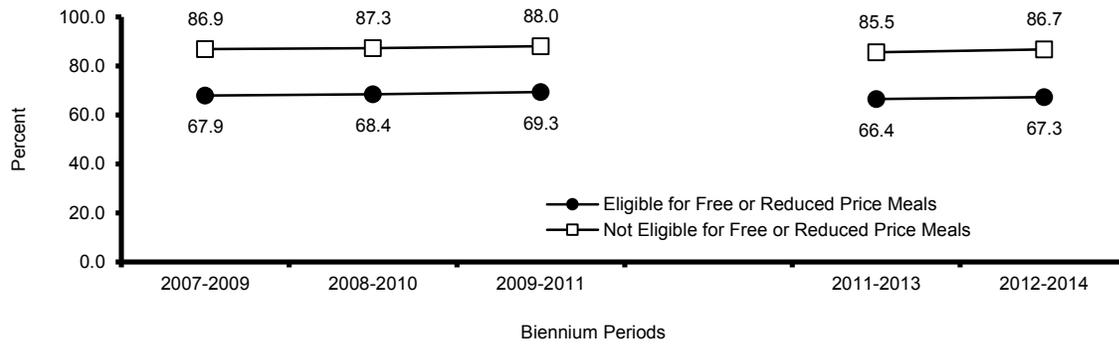
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-25

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

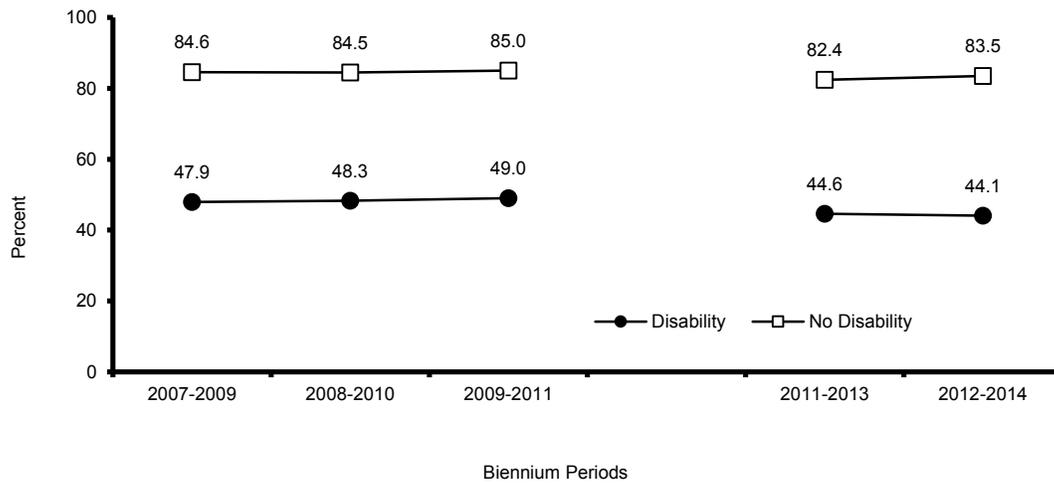
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-26

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

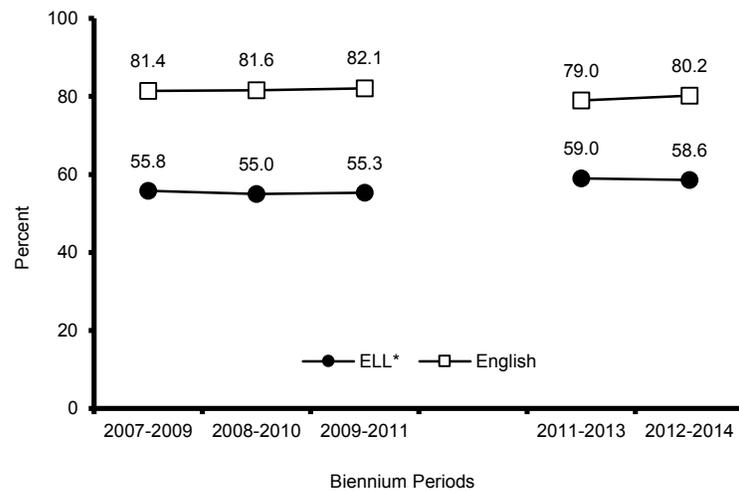
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-27

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

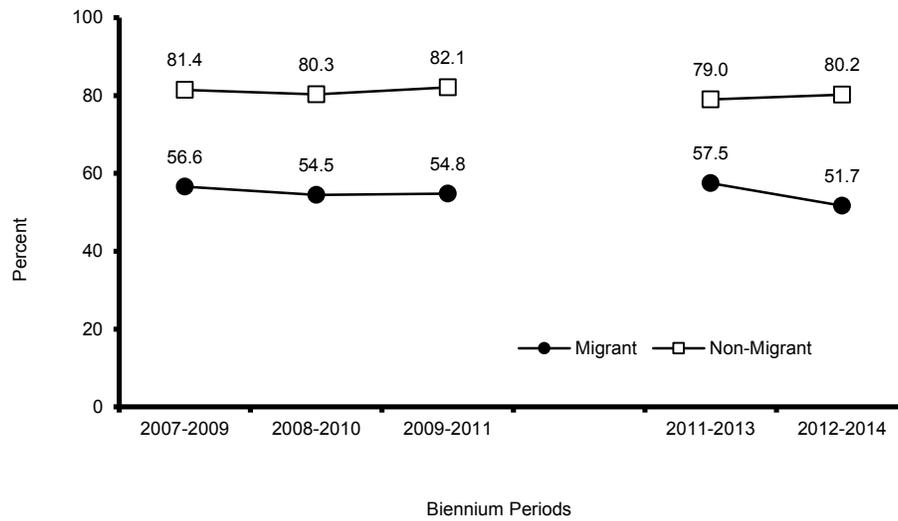
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-28

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

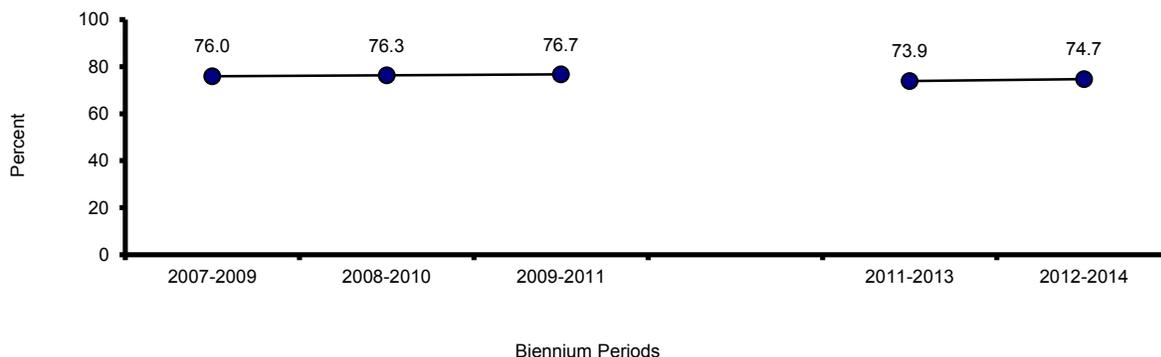
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-29

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

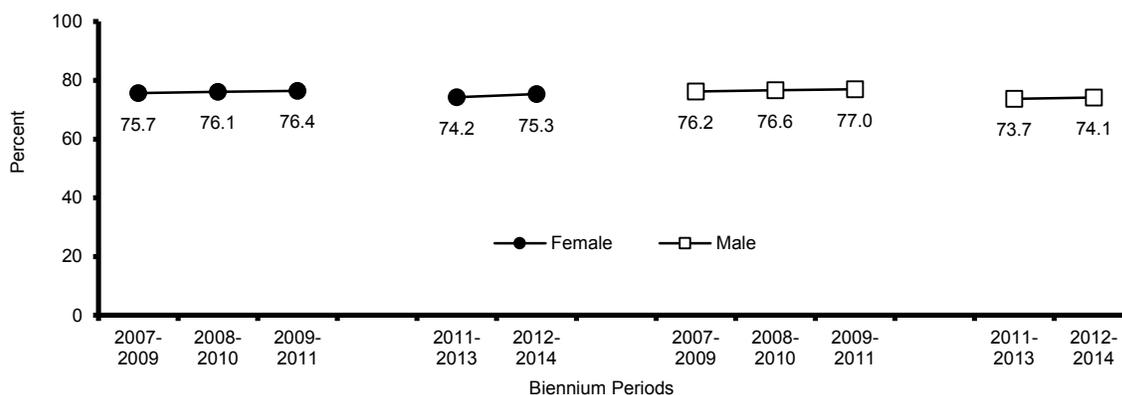
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-30

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2007-2009 to 2011-2013 and 2012-2014**



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.

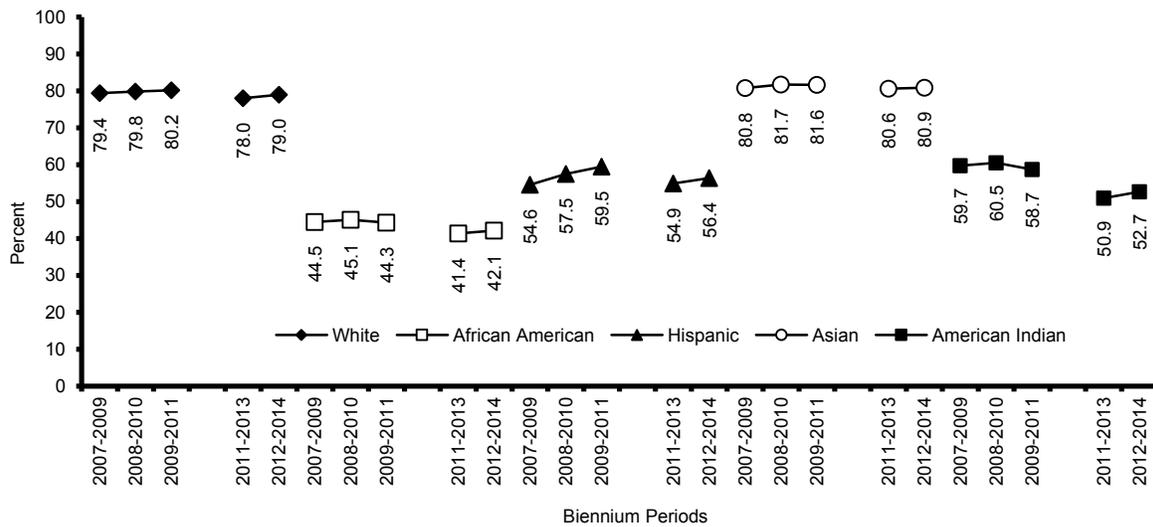
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-31

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

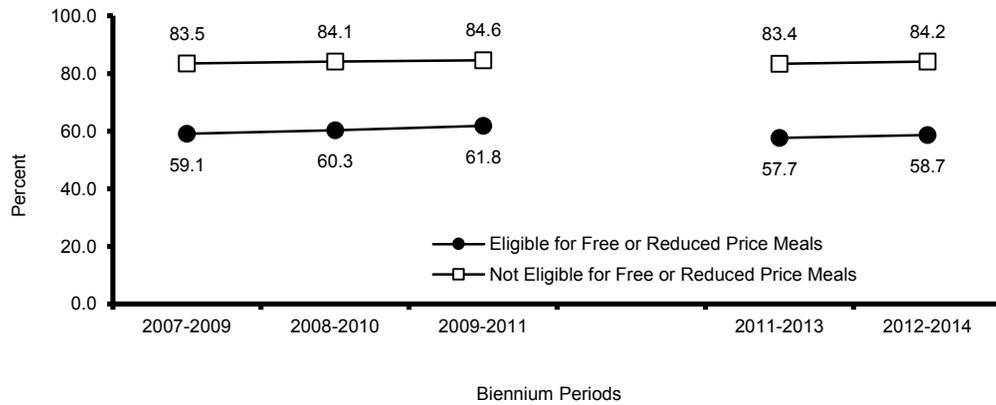
A student designated as proficient can, at a minimum, do the following:

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-32

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

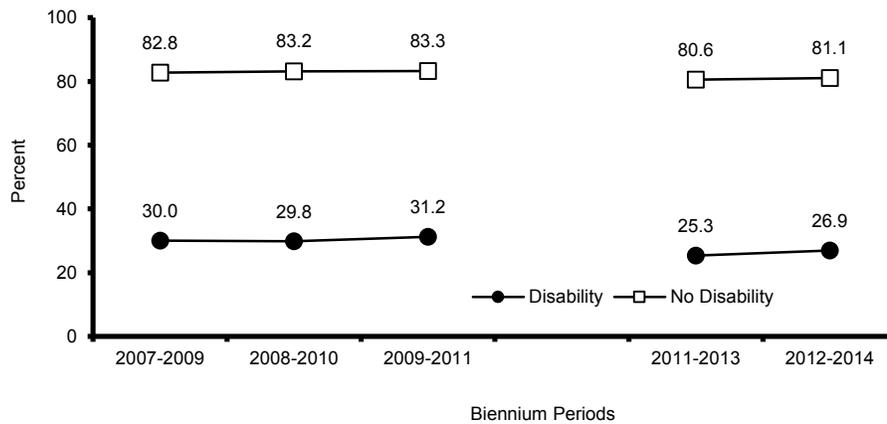
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-33

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

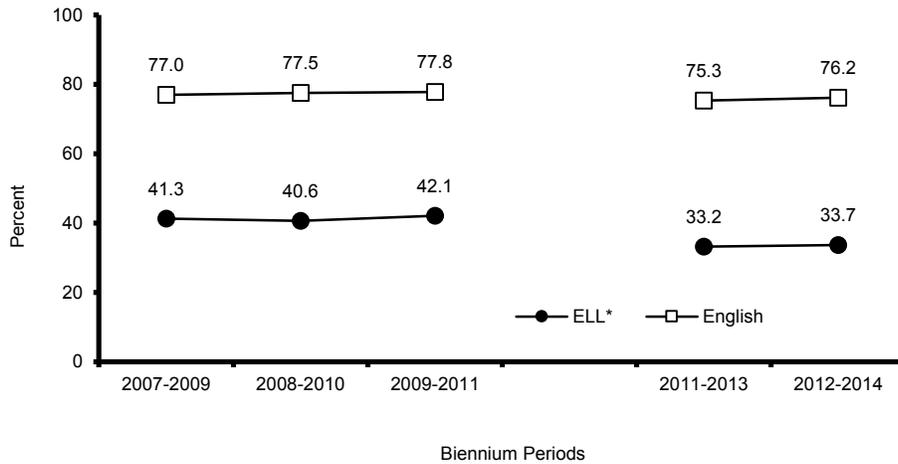
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-34

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

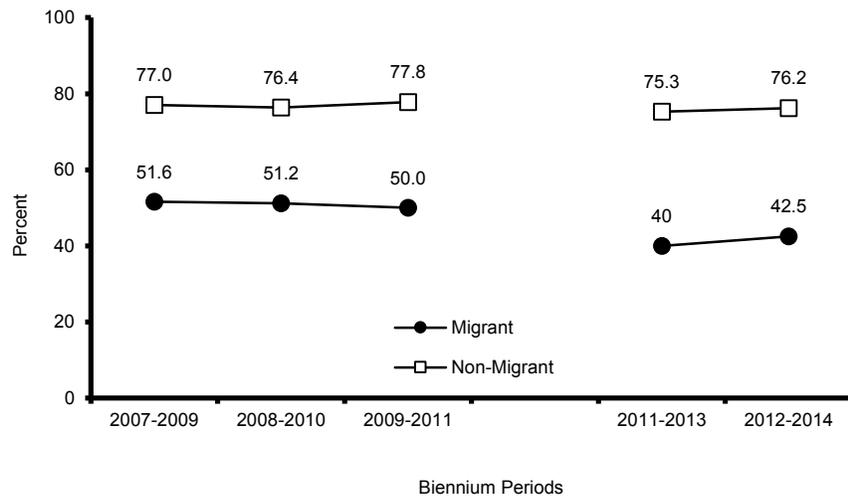
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-35

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

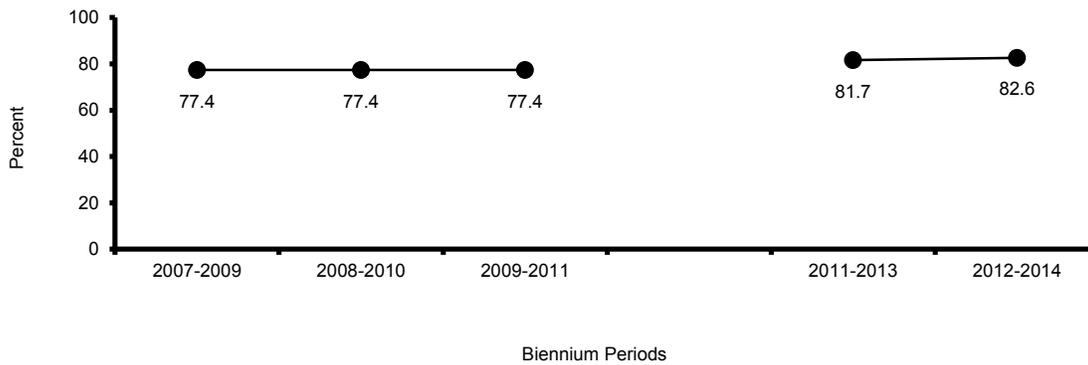
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-36

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

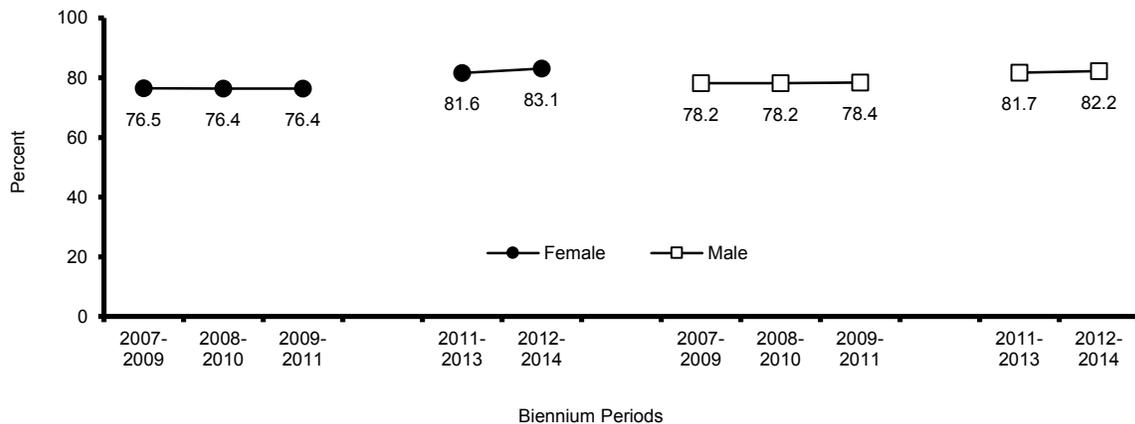
A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-37

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

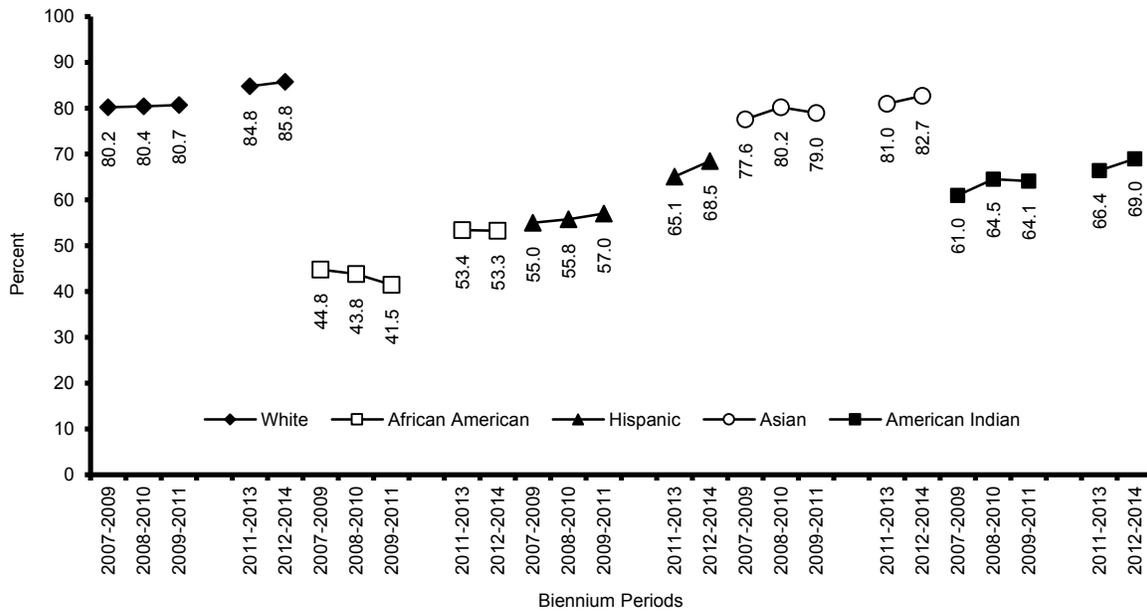
A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-38

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Race/Ethnicity Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

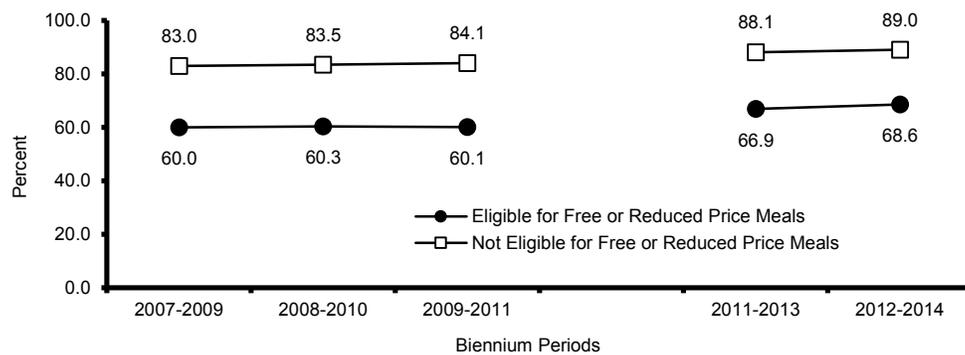
A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-39

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014

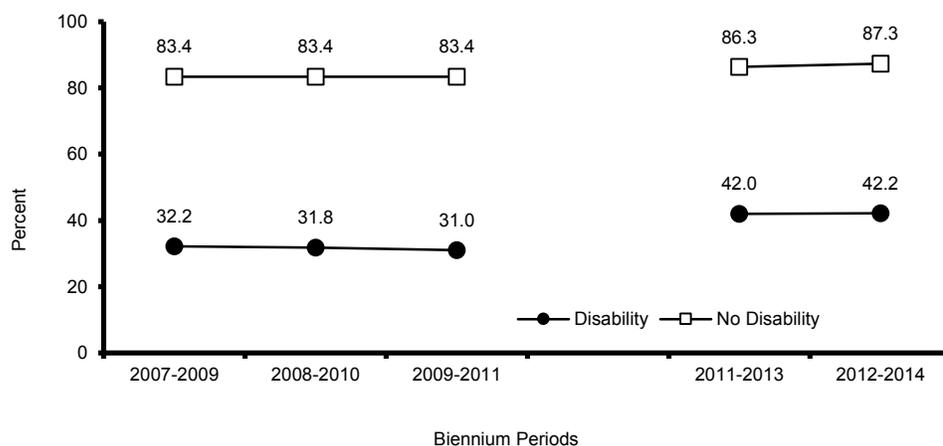


Source: Iowa Testing Programs, The University of Iowa.

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.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-40

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014

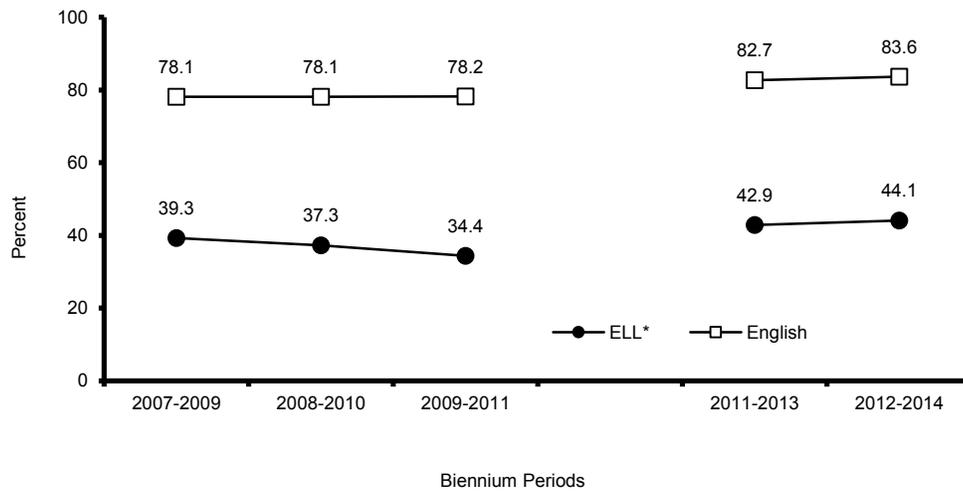


Source: Iowa Testing Programs, The University of Iowa.

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).
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-41

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

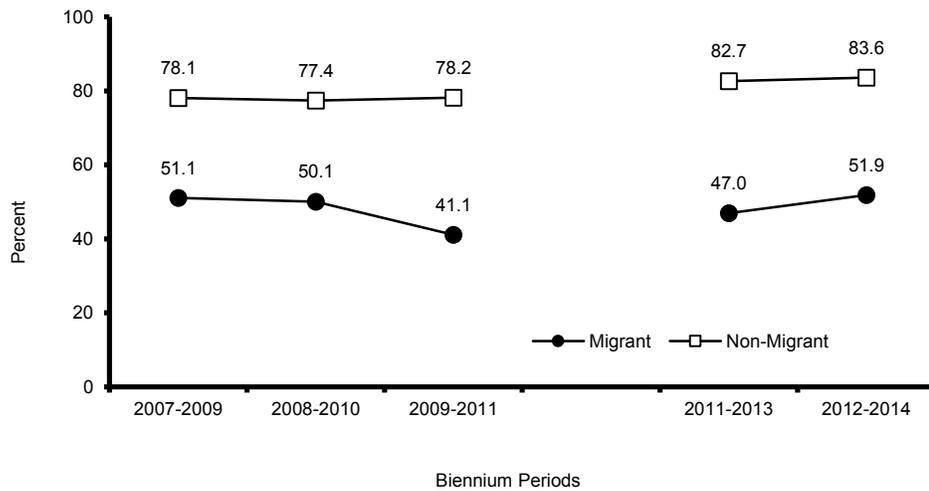
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-42

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

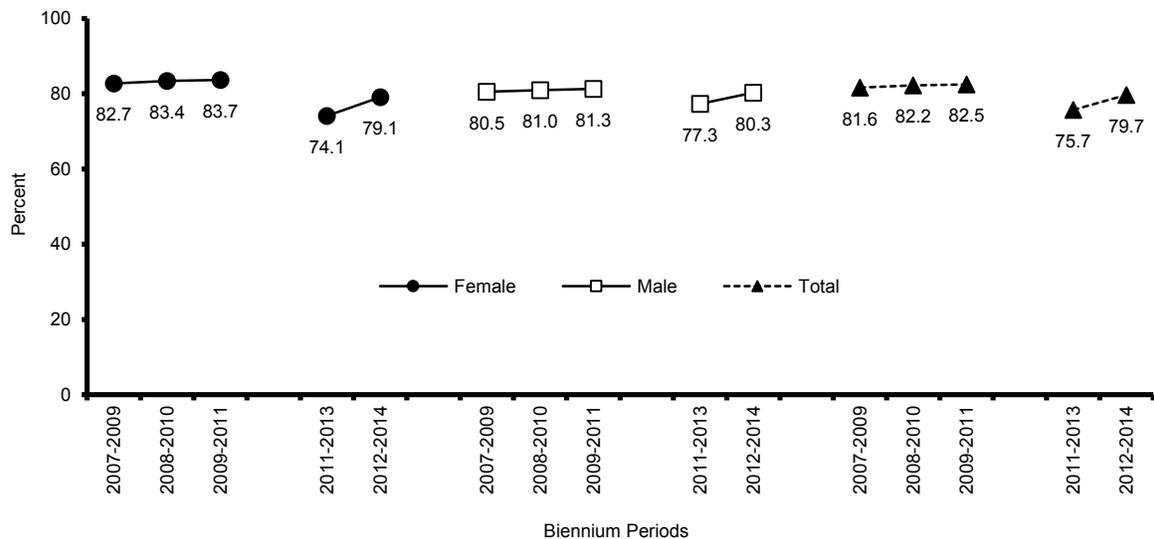
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Science

Indicator: Percentage of eighth and 11th grade students achieving proficient or higher science status on the Iowa Assessments 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/Iowa Assessments Science Test by Gender
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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:

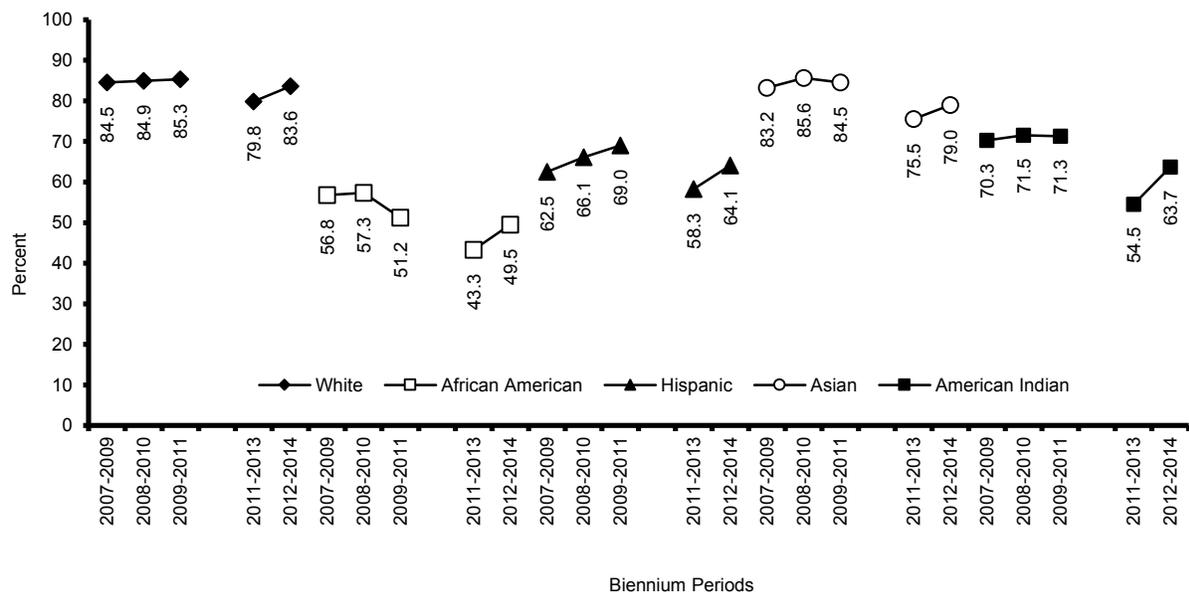
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-44

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

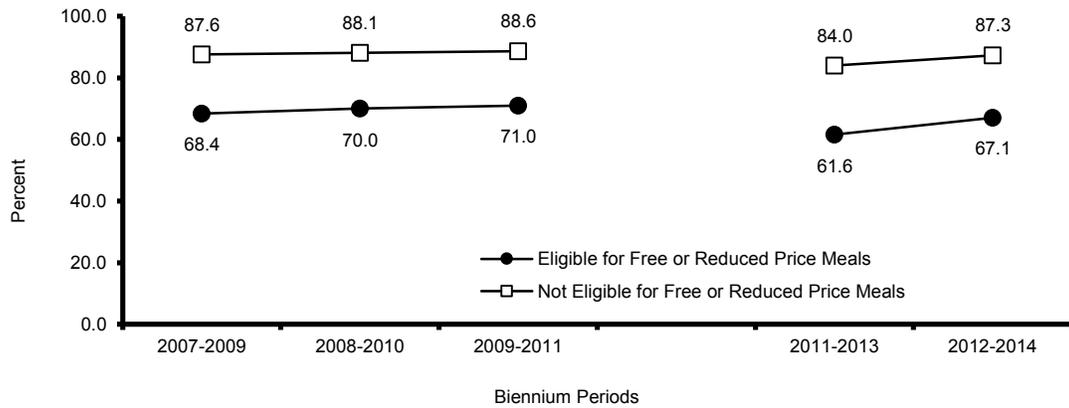
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-45

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

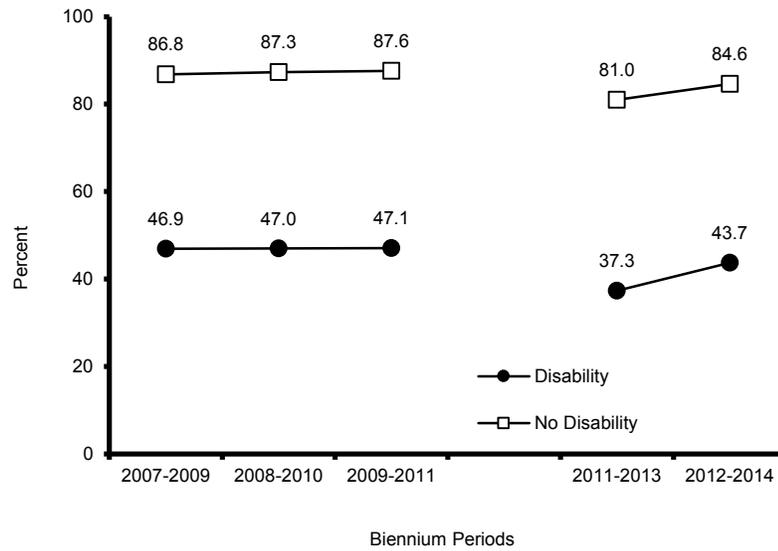
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-46

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Disability Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

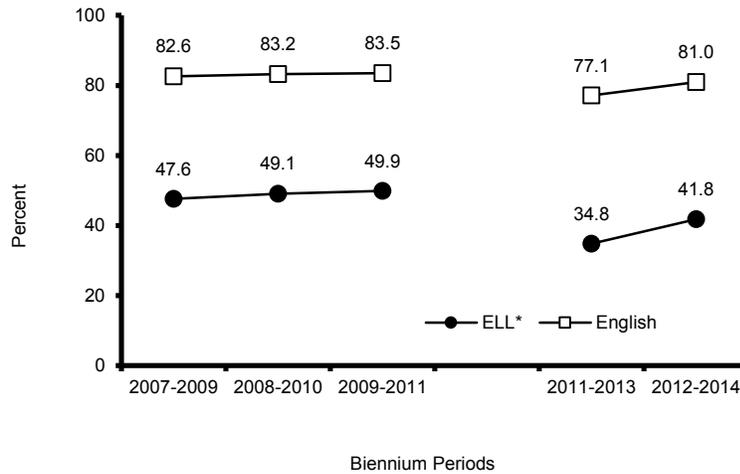
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-47

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessment Science Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

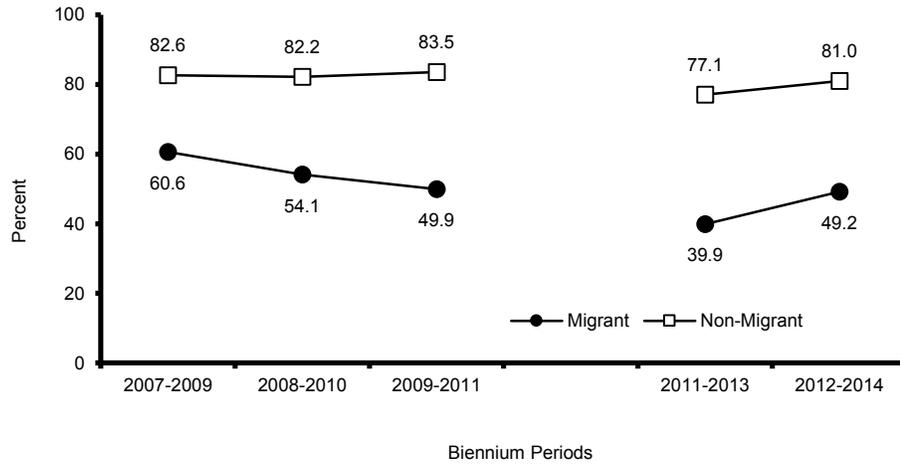
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-48

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Migrant Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

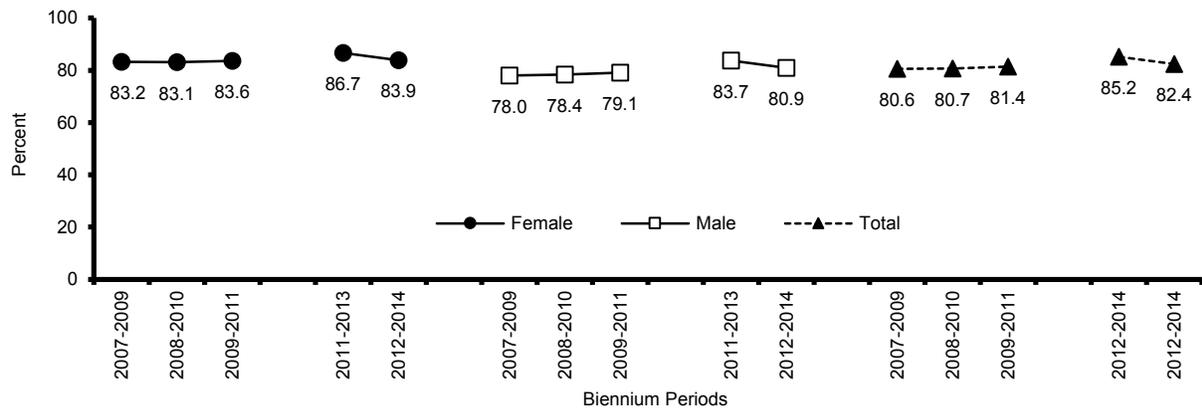
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-49

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Gender
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

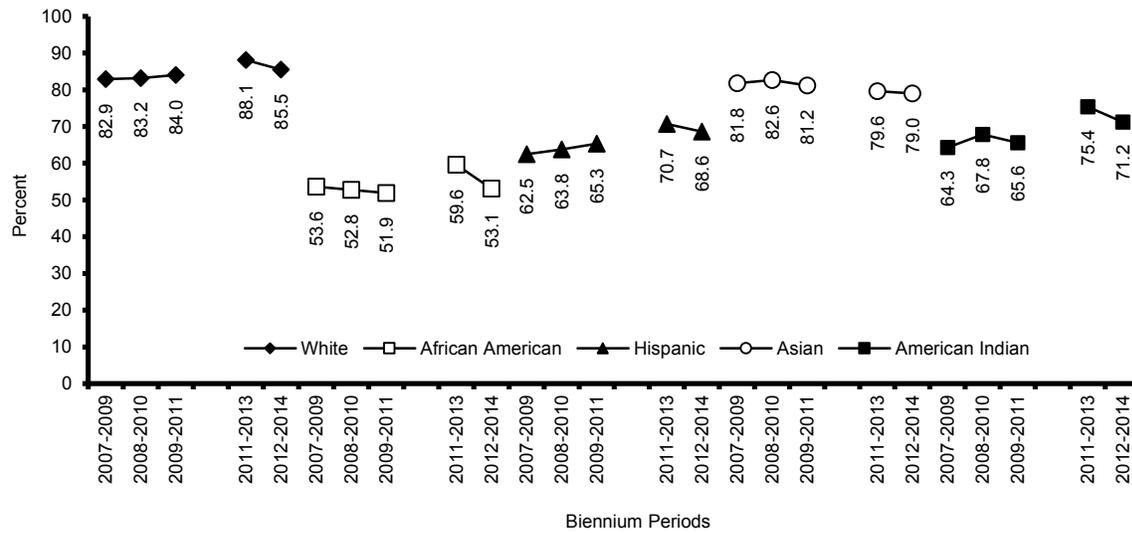
A student designated as proficient can, at a minimum, do the following:

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-50

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Race/Ethnicity
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

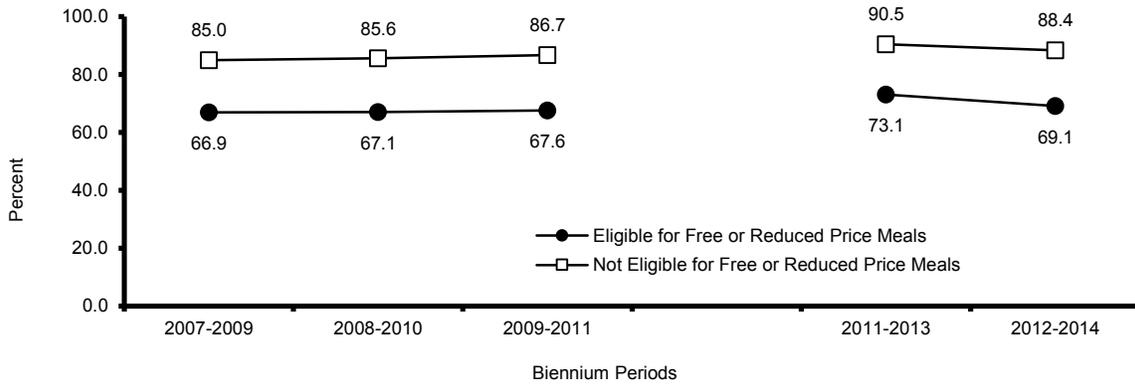
A student designated as proficient can, at a minimum, do the following:

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-51

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

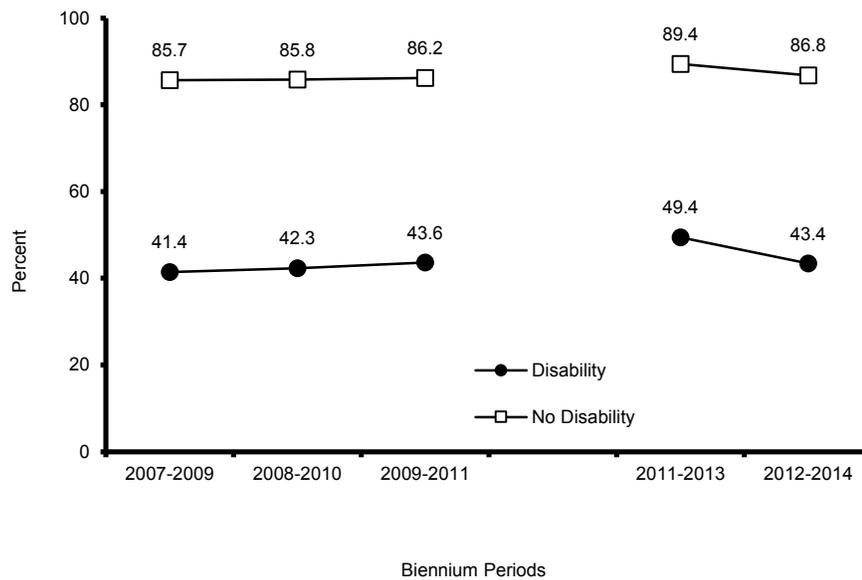
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-52

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Disability Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

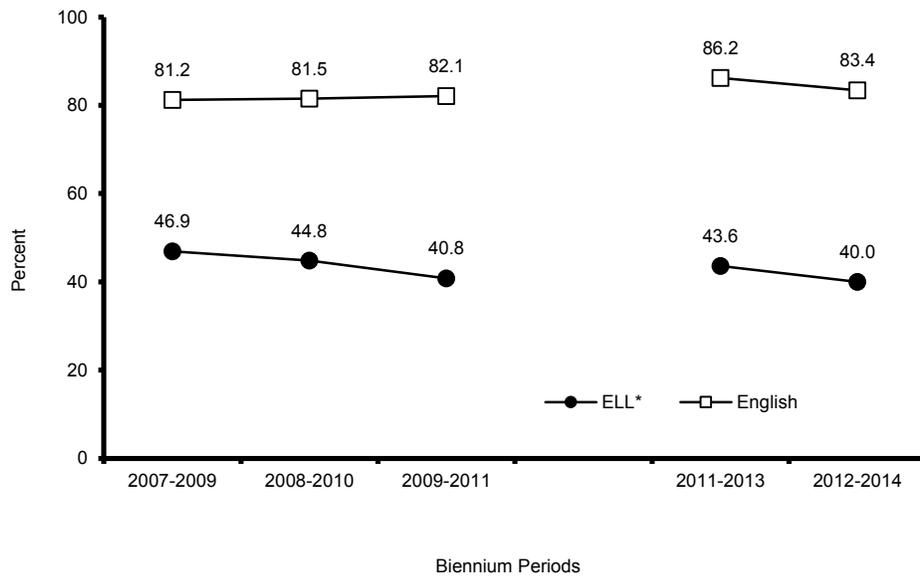
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-53

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Primary Language Status* Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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:

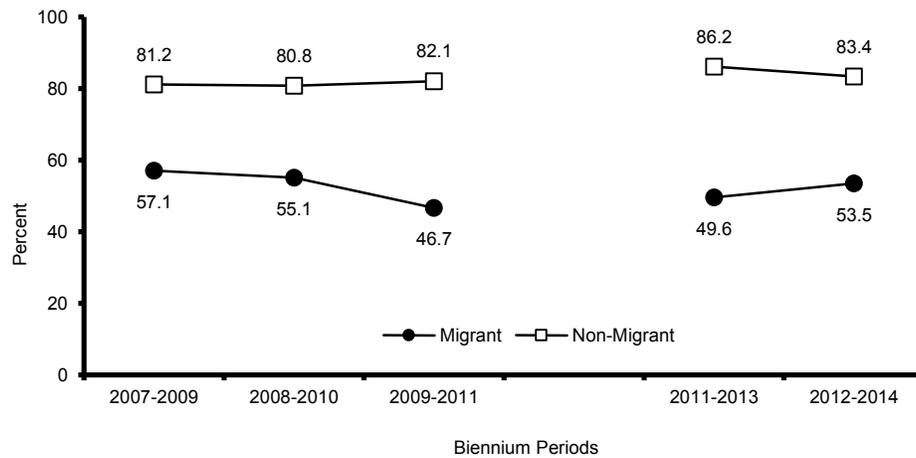
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

*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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-54

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Migrant Status*
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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.

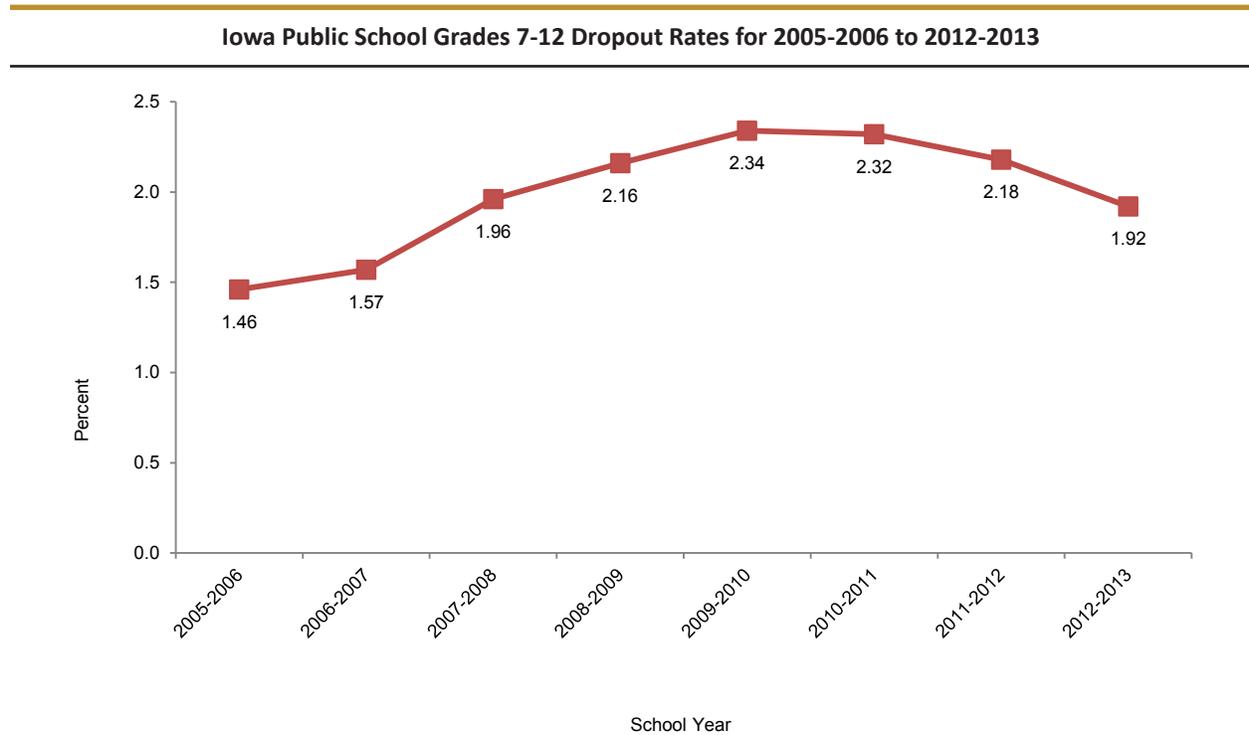
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Dropouts

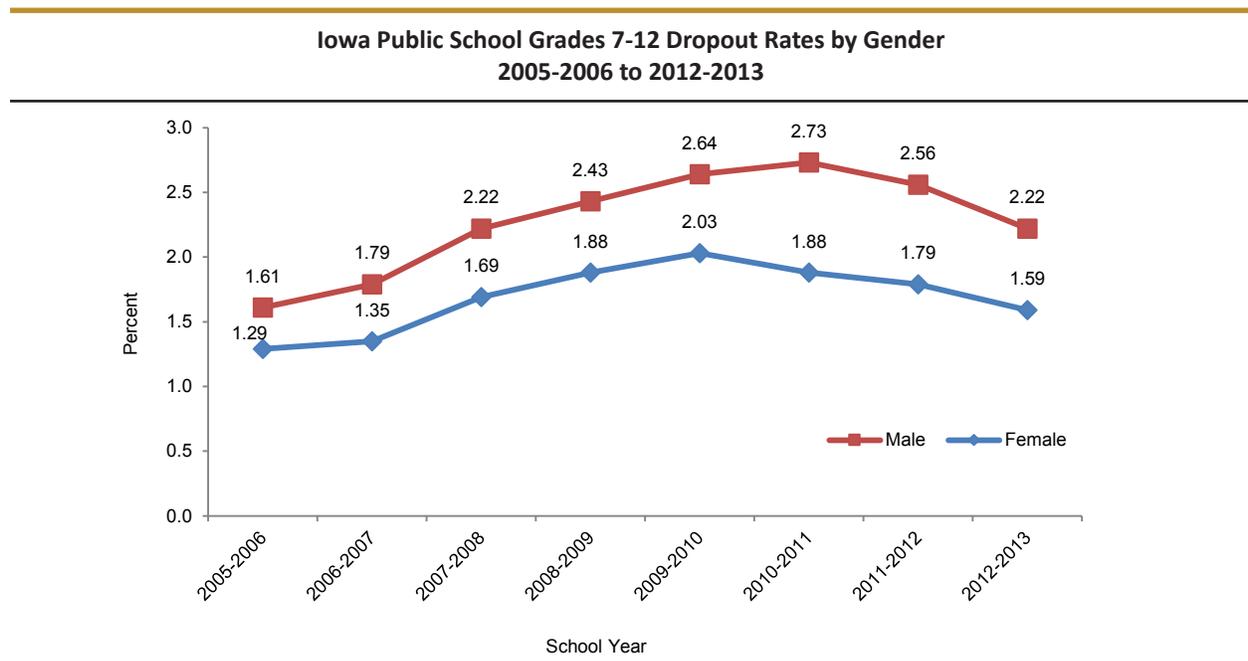
Indicator: Percentage of students considered as dropouts for grades 7-12, reported for all students by gender and by race/ethnicity.

Figure 5-55



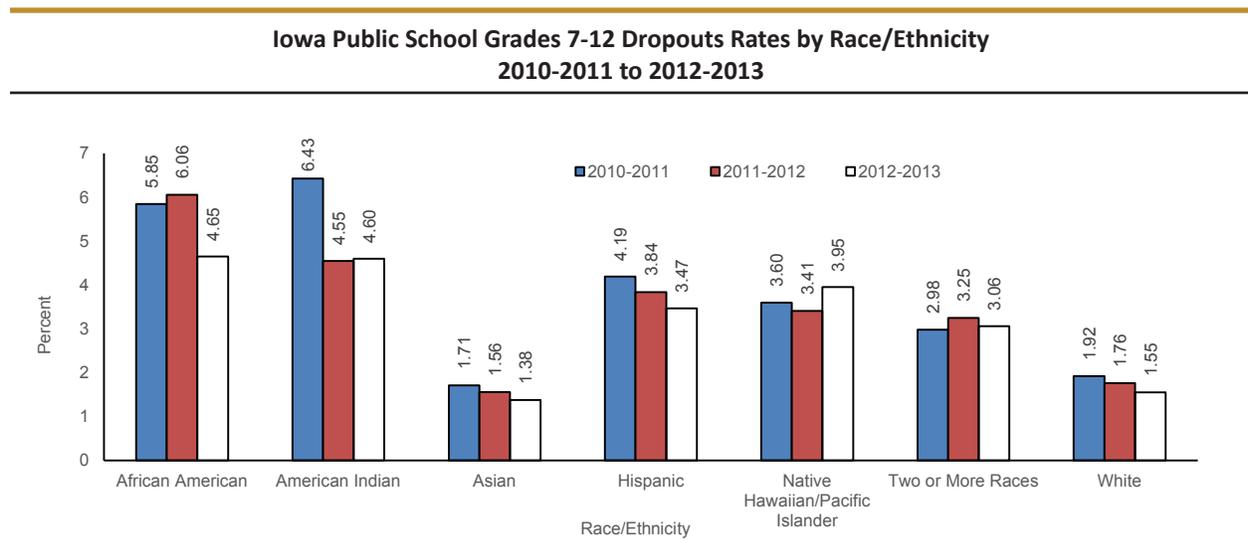
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Dropout files.

Figure 5-56



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

Figure 5-57



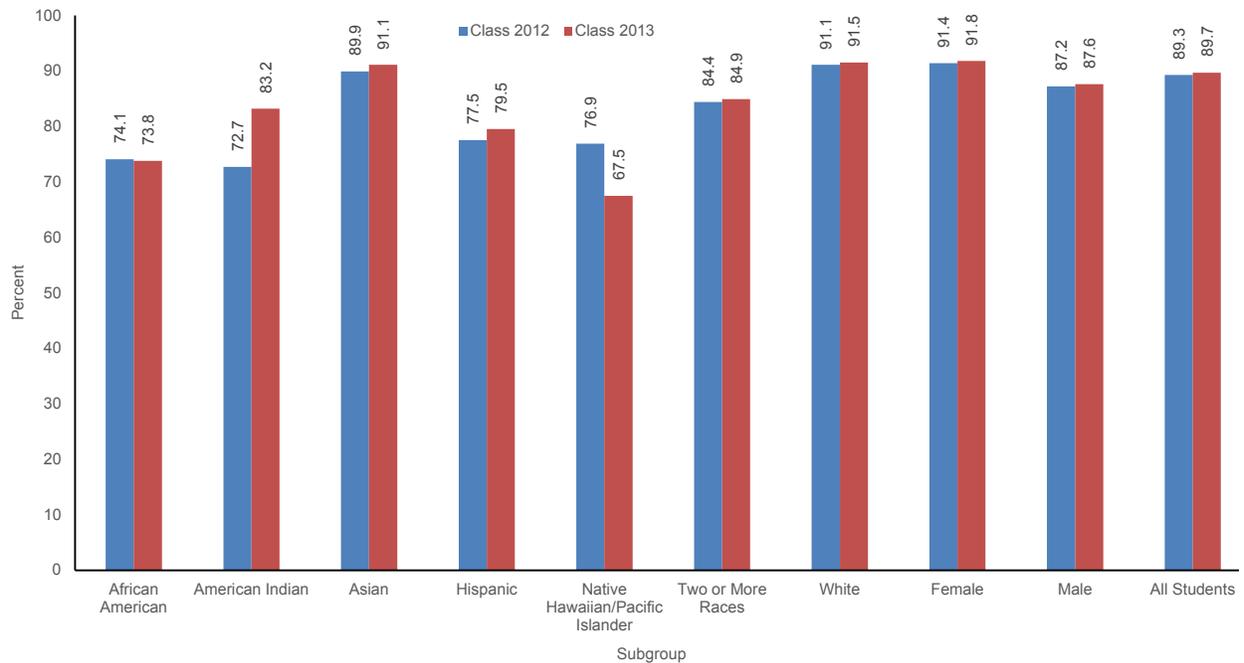
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

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 Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender Graduating Classes of 2012 and 2013



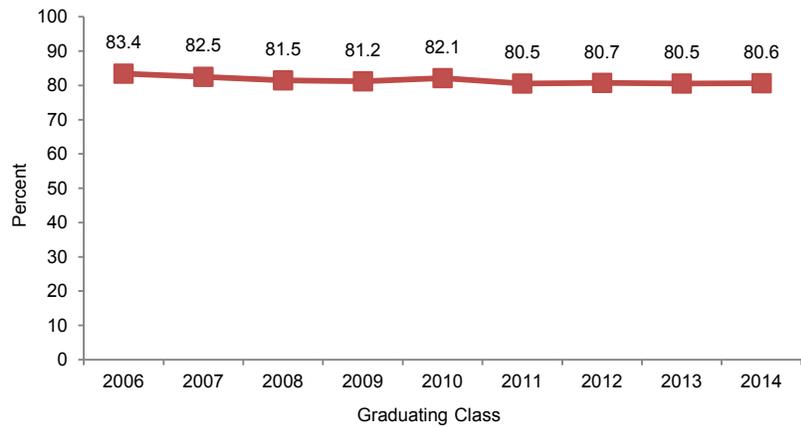
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

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

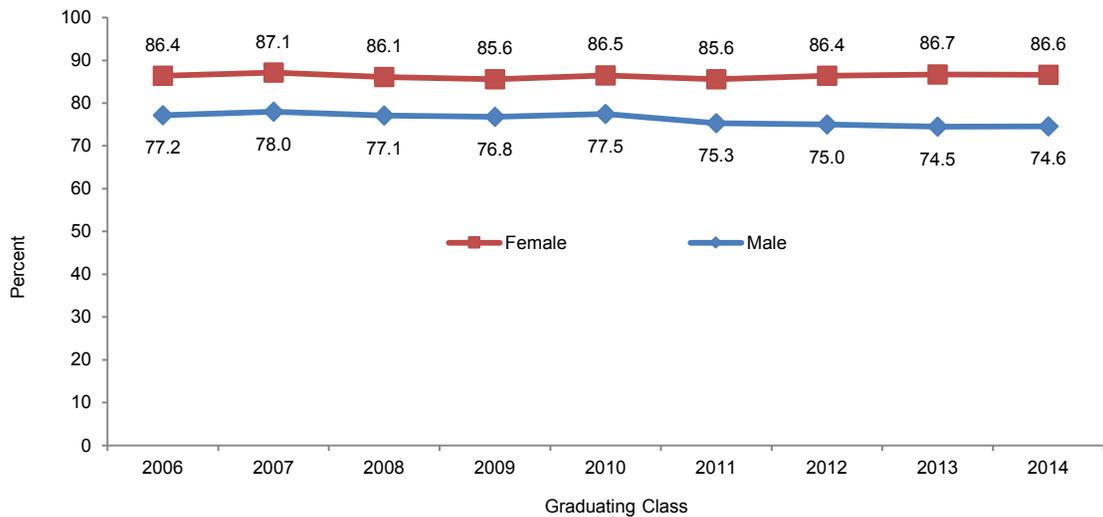
Percent of All Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2006 to 2014



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

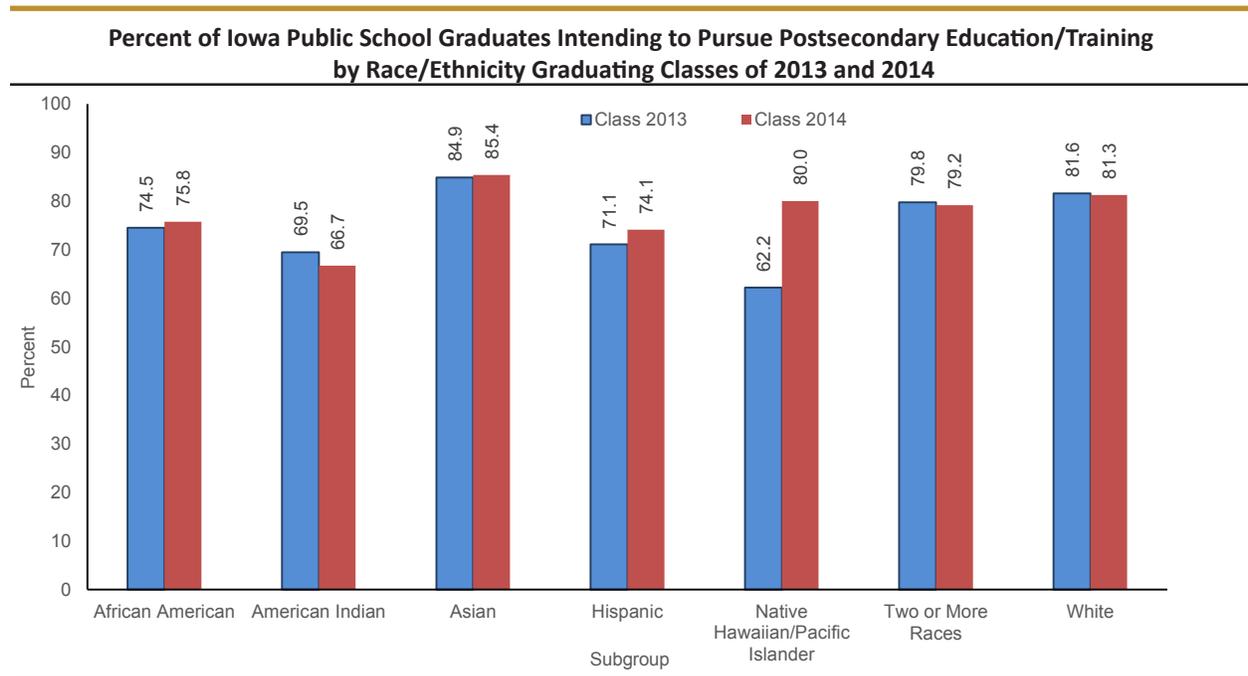
Figure 5-60

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2006 to 2014



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

Figure 5-61

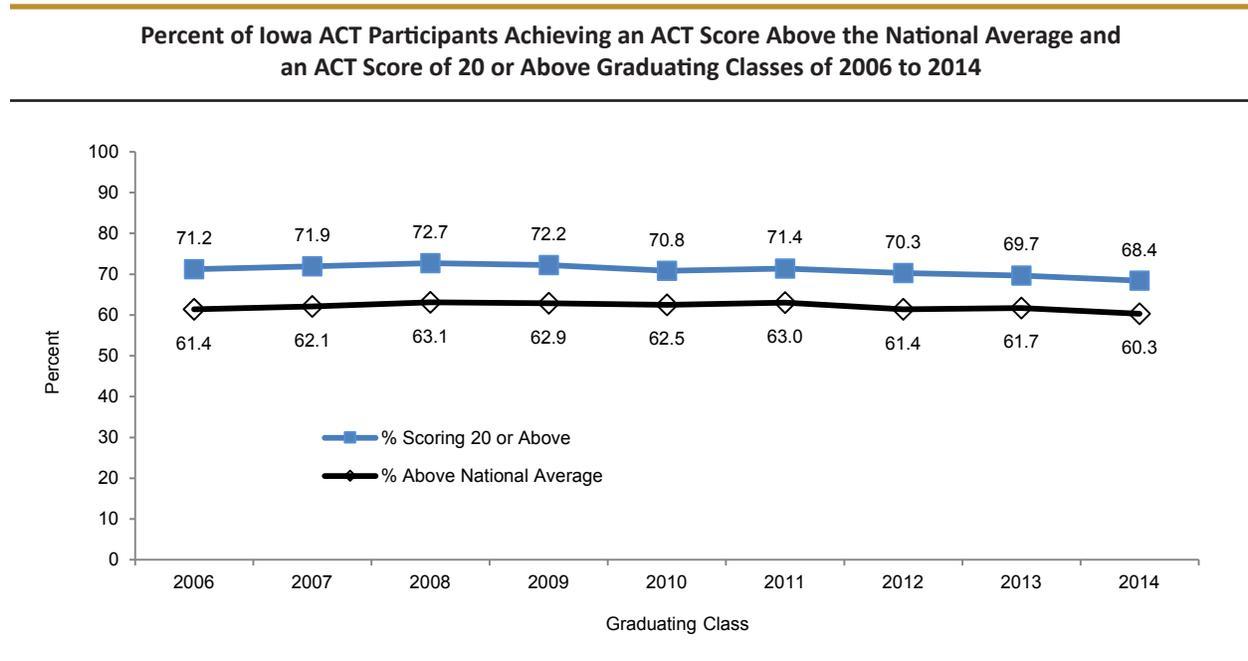


Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

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.

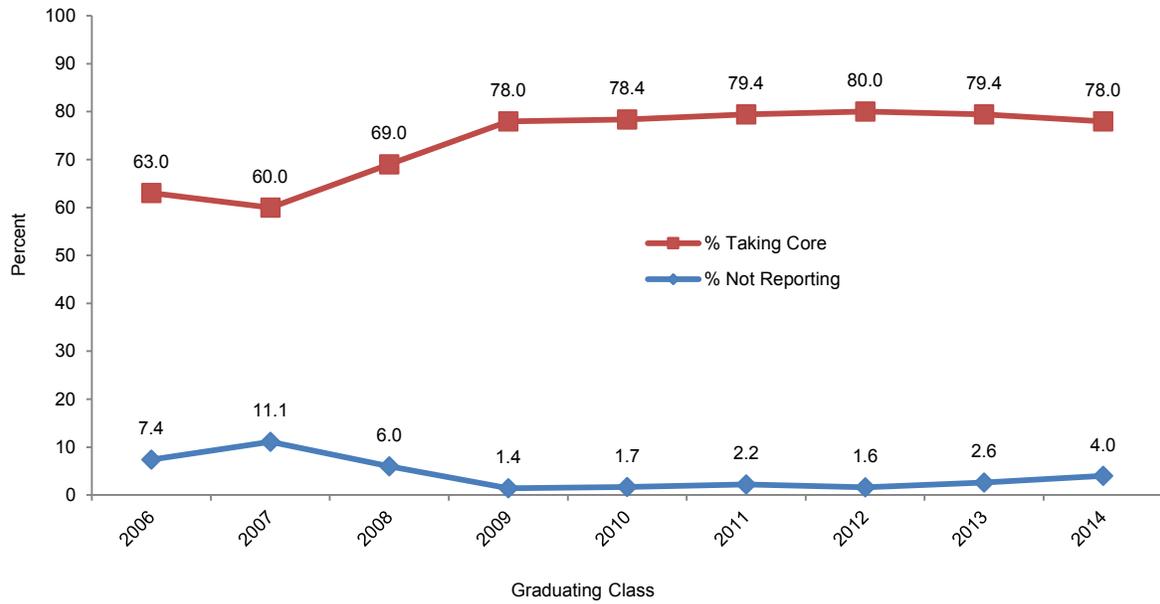
Figure 5-62



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

Figure 5-63

Percent of Iowa ACT Participants Completing Core High School Program Graduating Classes of 2006 to 2014



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

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 Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. During the 2013-2014 school year, all Iowa public school districts and over 170 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of public and nonpublic school students proficient in grades 4, 8, and 11 in reading and mathematics, and the percent of students in grades 8 and 11 proficient in science are included in the state indicators.

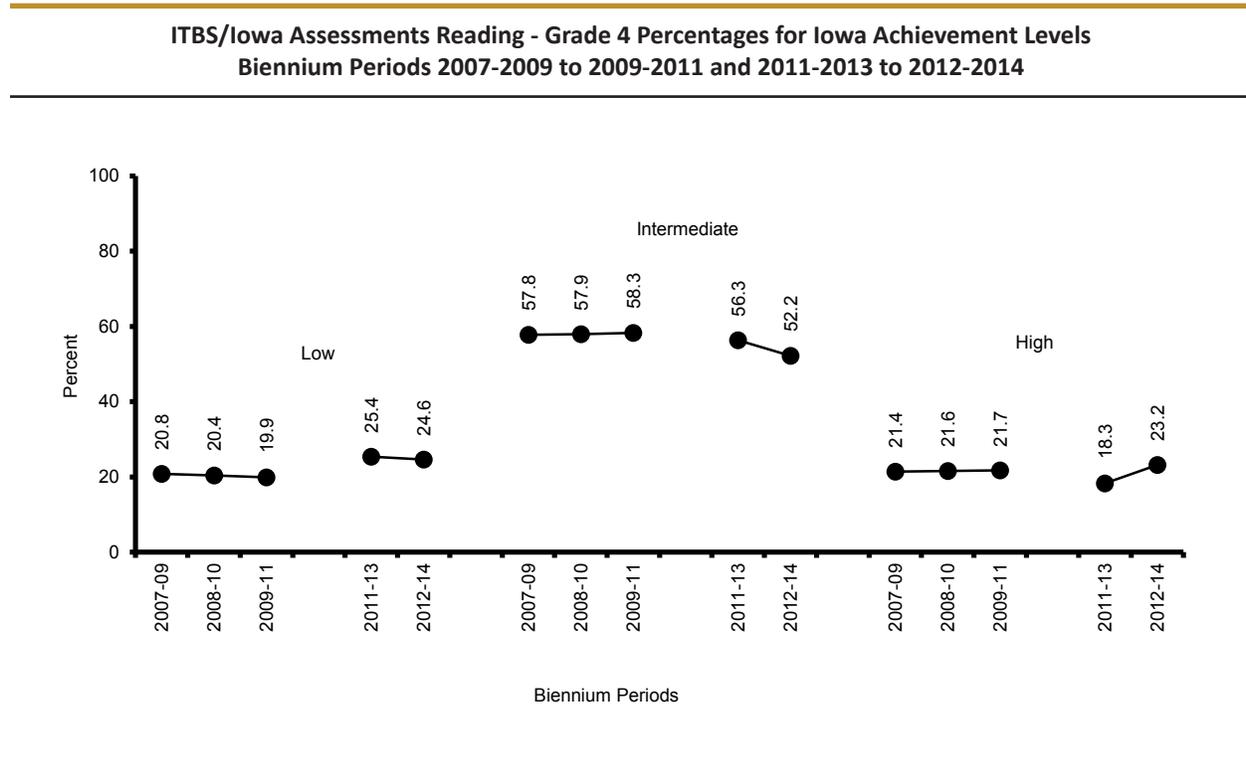
Iowa Assessment Achievement Level Distributions

Form E of the Iowa Assessments with 2011 national norms was used for the first time during the 2011-2012 school year. For the 2013-2014 school year an equated form, Form F, was administered. The achievement level data on Iowa Assessments are shown for all students in grades 4, 8, and 11 in reading and mathematics and in grades 8 and 11 in science between 2007-2009 and 2012-2014. Proficiency cut scores for the three achievement levels of the Iowa Assessments are calculated using a Standard Score metric and are specific to grade, content, and time of year. The Standard Score metric allows teachers and parents to monitor growth across years and make connections between growth and proficiency.

Achievement Levels for Reading

Figures 5-64 through 5-66 show the achievement level trends for reading for all students in grades 4, 8, and 11 for the biennium periods 2007-2009 through 2012-2014. Less students were categorized in the Low achievement level and more students were categorized in the High achievement level during 2012-2014 in reading in grade 4 (Figure 5-64) and grade 8 (Figure 5-65). More students were categorized in the Low achievement level and less students were categorized in the High achievement level in grade 11 (Figure 5-66) in 2012-2014.

Figure 5-64



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.

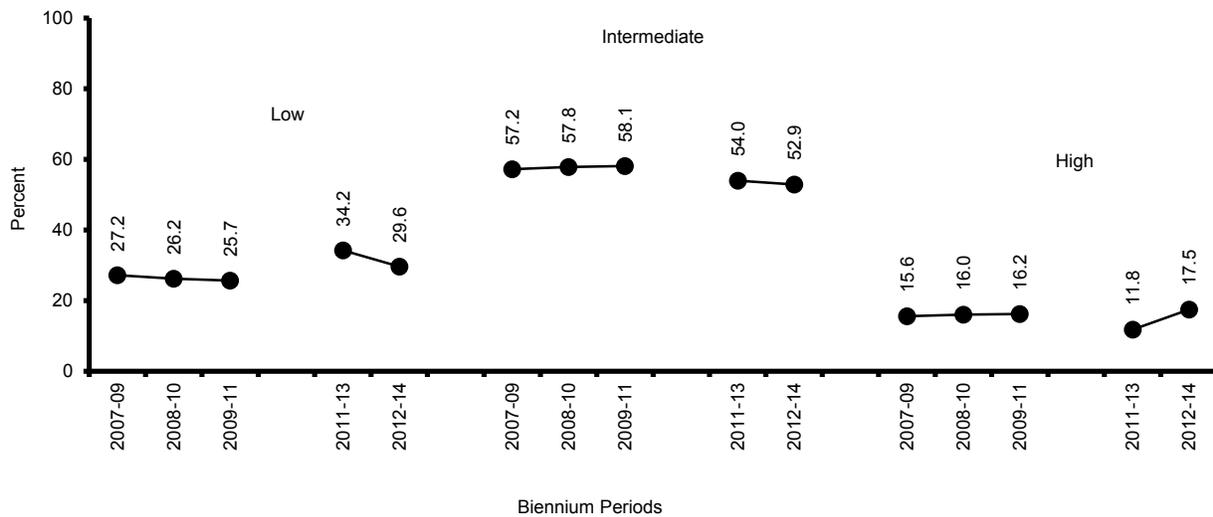
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.

Figures may not total 100 percent due to rounding.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Figure 5-65

ITBS/Iowa Assessments Reading - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

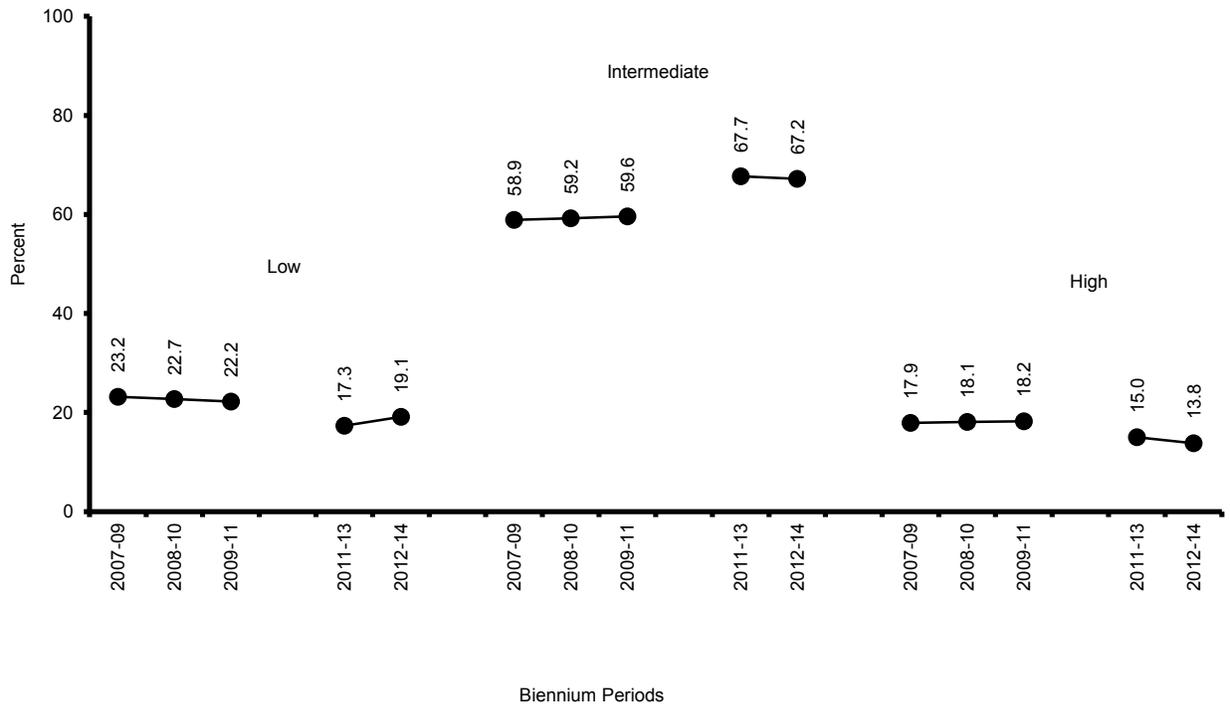
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.

Figures may not total 100 percent due to rounding.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Figure 5-66

ITED/Iowa Assessment Reading - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

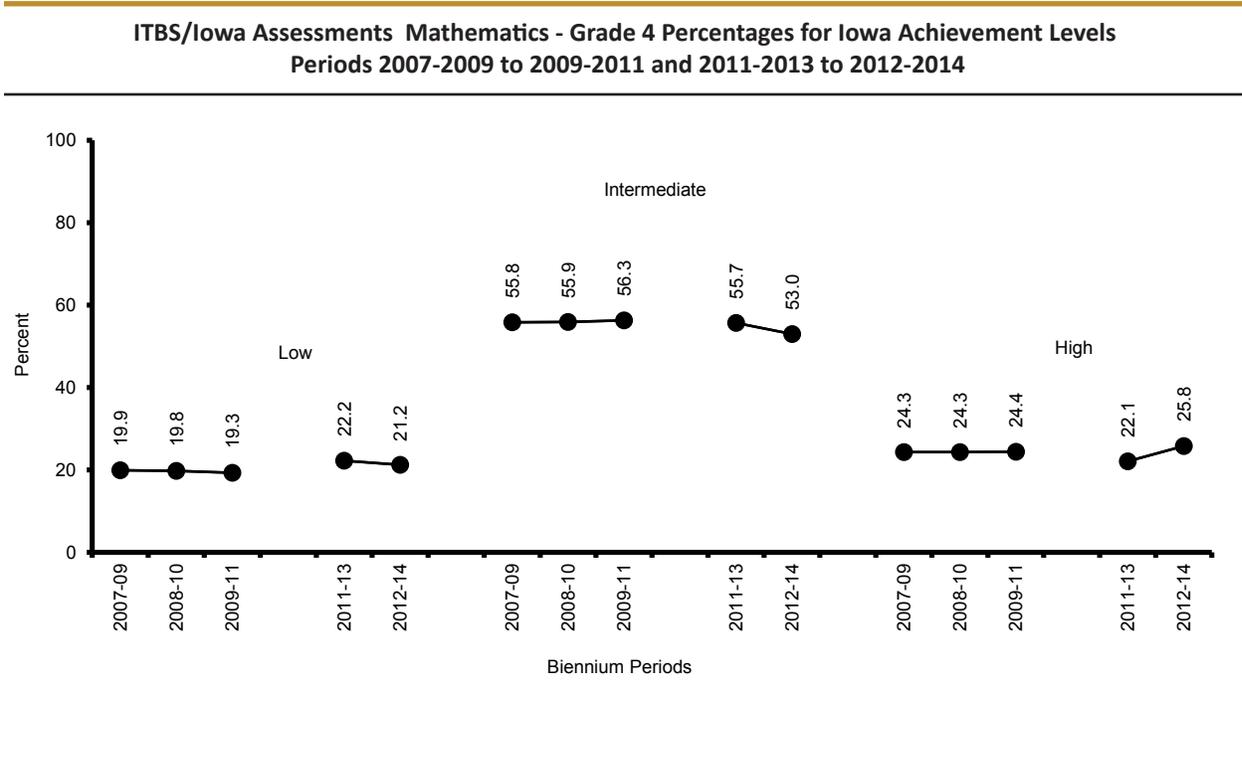
Figures may not total 100 percent due to rounding.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Achievement Levels for Mathematics

Figures 5-67 through 5-69 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 2007-2009 through 2012-2014. More students performed at the High achievement level during 2012-2014 in mathematics in grades 4 (Figure 5-67), 8 (Figure 5-68), and 11 (Figure 5-69).

Figure 5-67



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.

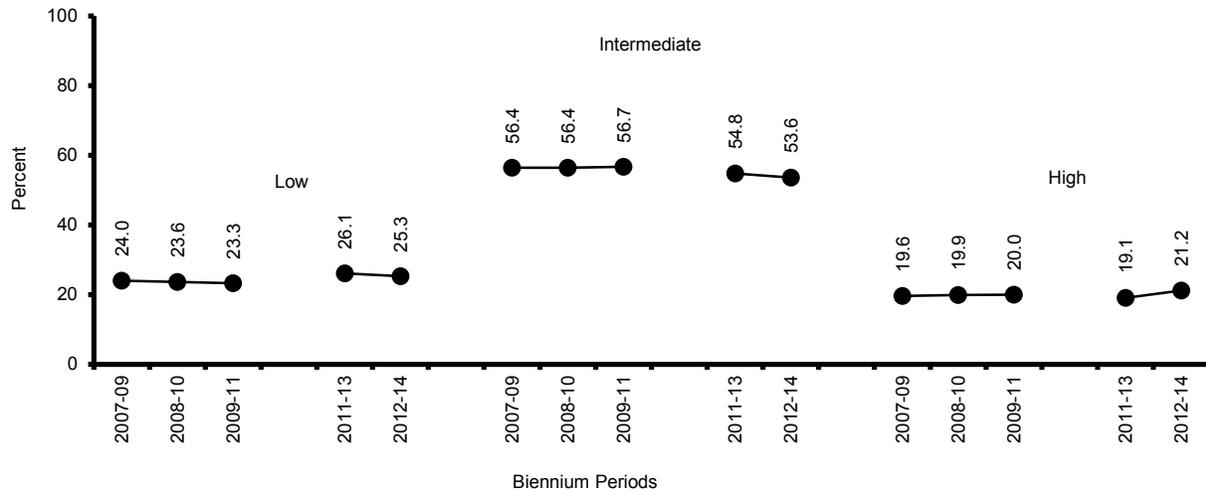
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.

Figures may not total 100 percent due to rounding.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Figure 5-68

**ITBS/Iowa Assessments Mathematics - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014**



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, uses 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.

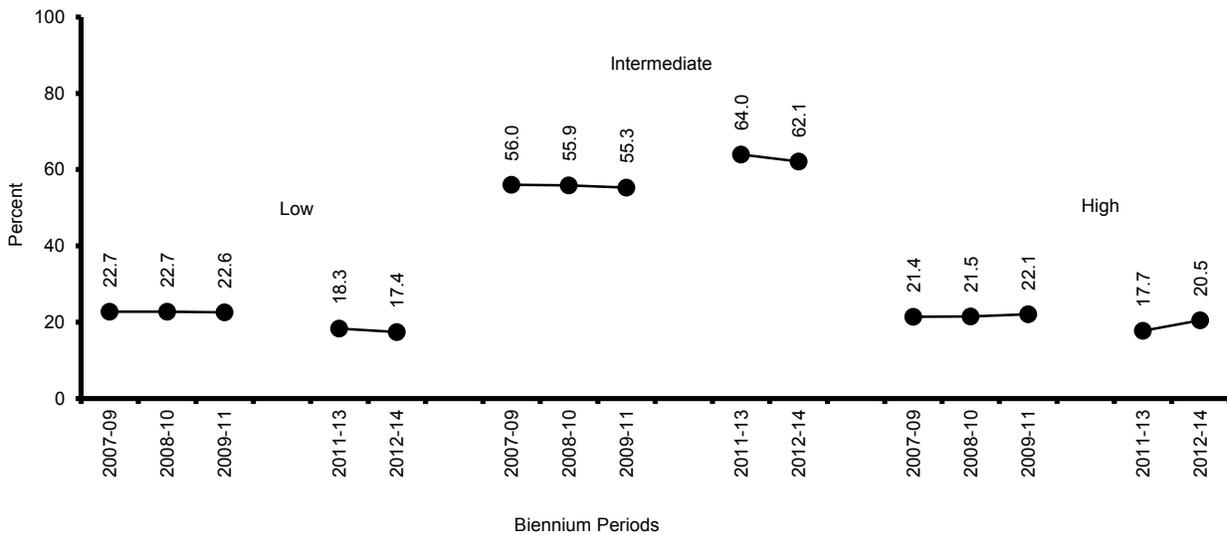
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.

Figures may not total 100 percent due to rounding.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Figure 5-69

ITED/Iowa Assessments Mathematics - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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.

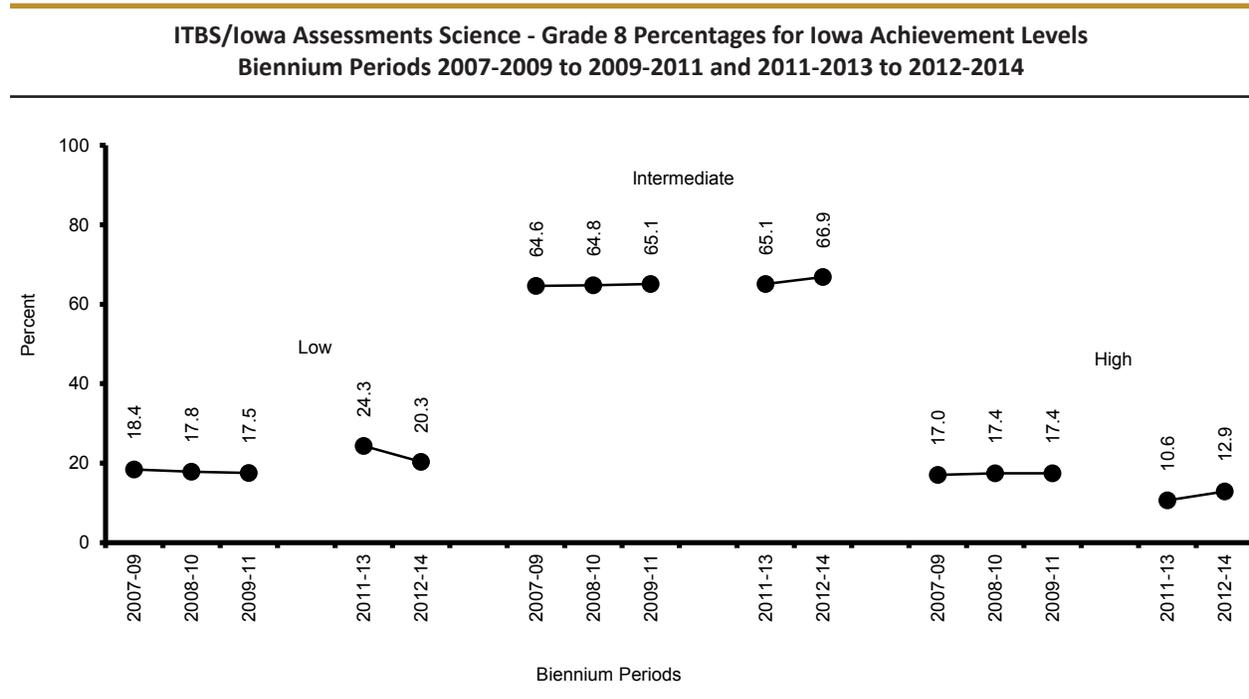
Figures may not total 100 percent due to rounding.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Achievement Levels for Science

Figure 5-70 shows the Iowa Assessment science achievement level distributions for students in grade 8 and Figure 5-71 shows the science achievement level distributions for students in grade 11. Grade 8 students had a smaller percent of students performing at the Low achievement level and a larger percent of students performing at the High achievement level in 2012-2014. In 2012-2014, more grade 11 students performed in the Low level for science, while the percent of students at the Intermediate achievement level for grade 11 science decreased.

Figure 5-70



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

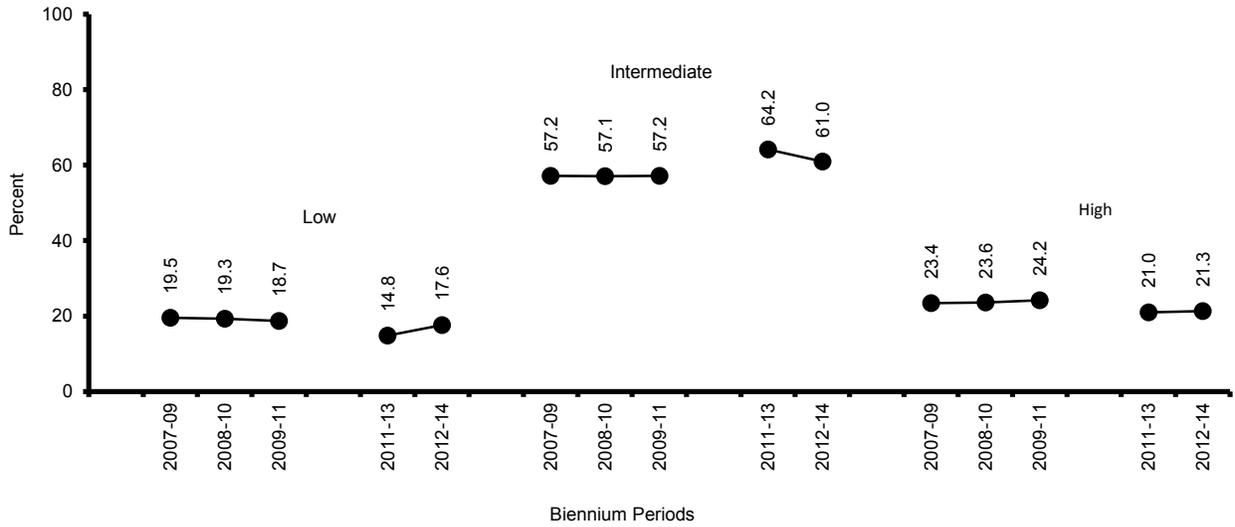
Sometimes understands ideas related to Earth and the universe, but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Figure 5-71

ITED/Iowa Assessments Science - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2007-2009 to 2009-2011 and 2011-2013 to 2012-2014



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 predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

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

Percentages for each biennium period represent average percentages 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.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education since 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.

NAEP began testing with the use of accommodations in reading in 1998 and in mathematics in 2000. The use of accommodations allows for the assessment of special needs students (e.g., students with disabilities, ELL students) in a small group setting, with extra time, or with more breaks to result in higher levels of inclusion. Tables and graphics in this section include the results for accommodations not permitted in the earlier years and for accommodations permitted in the most recent years.

Scores Reported

NAEP assessment scores in reading and mathematics are reported on a scale range of 0 to 500 while the science and writing assessments are reported on a 300 point scale. Iowa's average assessment scale scores in 2013 exceed the national averages in grades 4 and 8 for reading and in grade 4 for mathematics (Table NAEP 1). The Iowa average score in grade 8 mathematics is not statistically different from the national average.

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.

The following figures show the scale score growth of Iowa students on the NAEP during the period from 2003 to 2013. The eleven other states classified as Midwestern states are also included for comparison. Iowa has not shown the growth in grade 4 reading or in grade 8 mathematics found in other states across the Midwest or across the nation.

Table 5-4

Average NAEP Scale Scores for Public Schools Grades 4, 8, and 12							
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
Mathematics (scale: 0-500)	4	2013	246	241	87	48	9
		2011	243	240	86	43	6
		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

Table 5-4 (...continued)

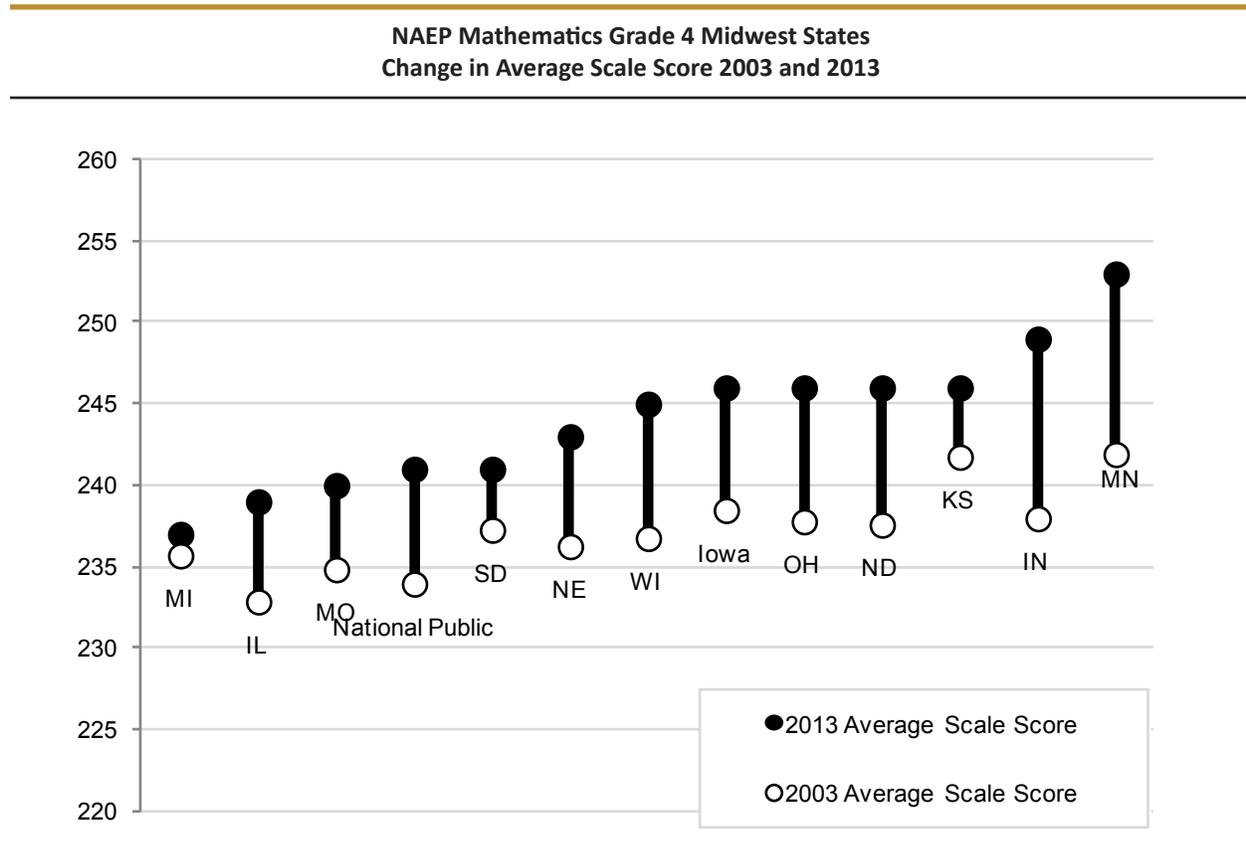
Subject	Grade	Year	Scale Score		Achievement Level		
			State	National	Iowa Percent At or Above		
					Basic	Proficient	Advanced
	8	2013	285	284	76	36	7
		2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78	31	4
		1992*	283	267	76	31	4
		1990*	278	262	70	25	3
(scale: 0-300)	12	2013	156	152	71	26	1
		2009	156	152	71	25	1
Reading	4	2013	224	221	72	38	9
(scale: 0-500)		2011	221	220	69	33	6
		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	2013	269	266	81	37	3
		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	2013	291	287	80	40	4
		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 show the scale score growth of Iowa students on the NAEP during the period from 2003 to 2013. The eleven other states classified as Midwestern states are also included for comparison. Iowa has not shown the growth in grade 4 reading or in grade 8 mathematics found in other states across the Midwest or across the nation.

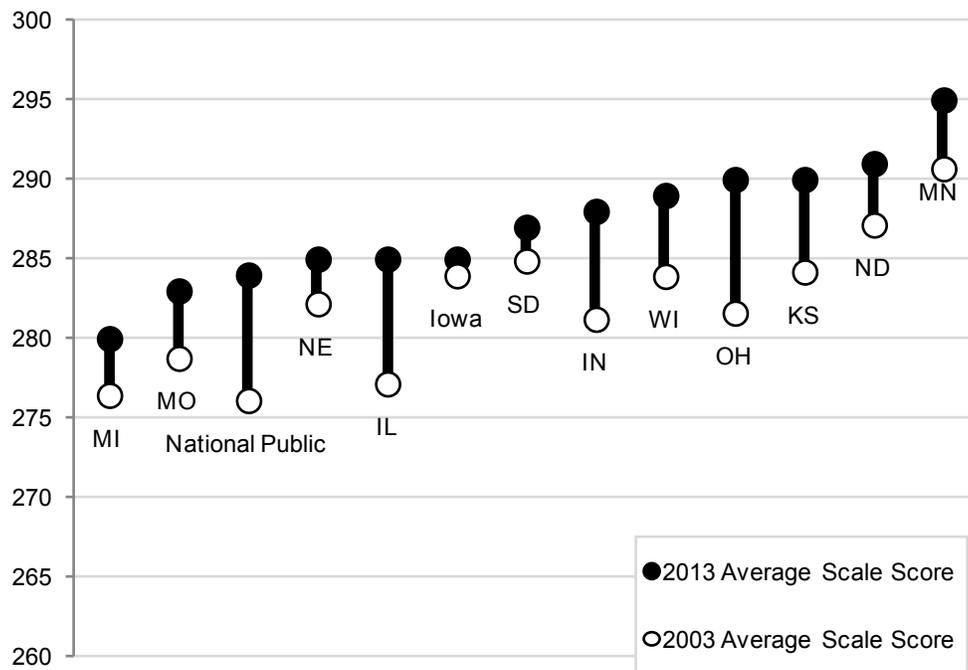
Figure 5-72



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Figure 5-73

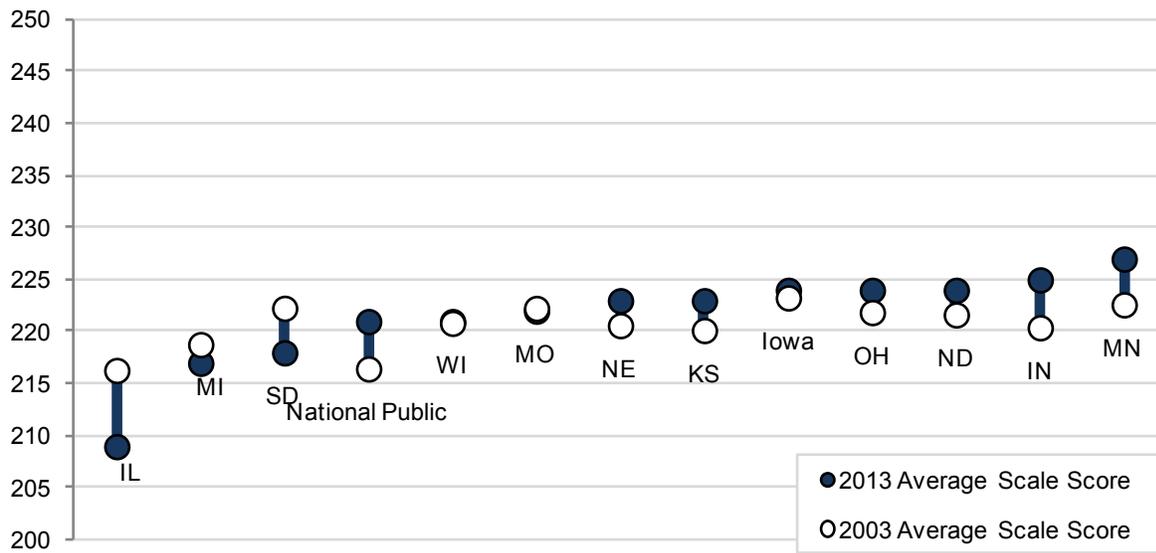
NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores 2003 and 2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Figure 5-74

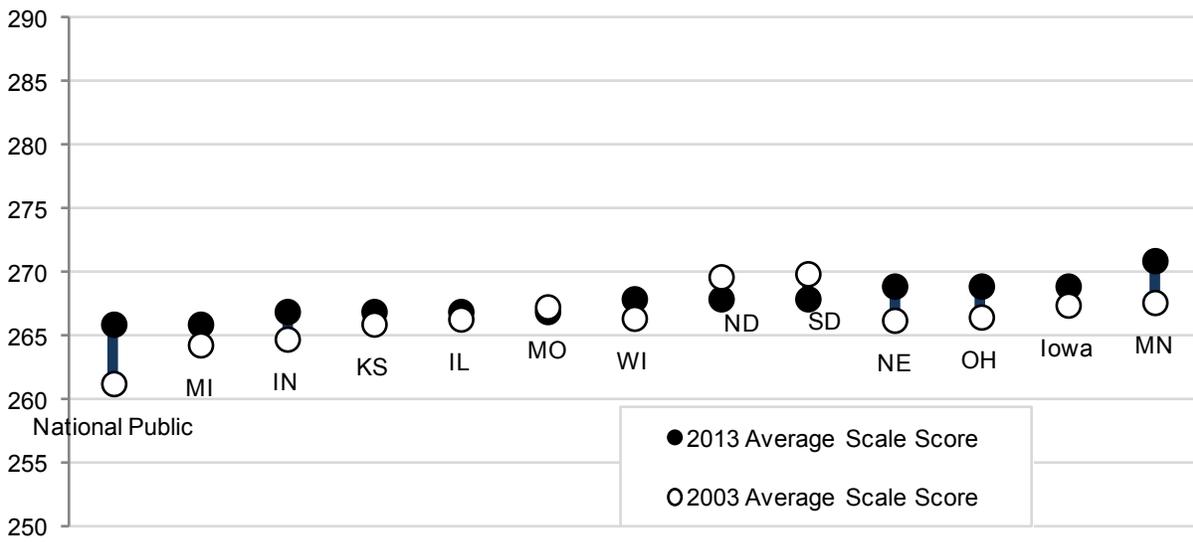
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score 2003 and 2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Figure 5-75

NAEP Reading Grade 8 Midwest States
Change in Average Scale Score 2003 and 2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 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.

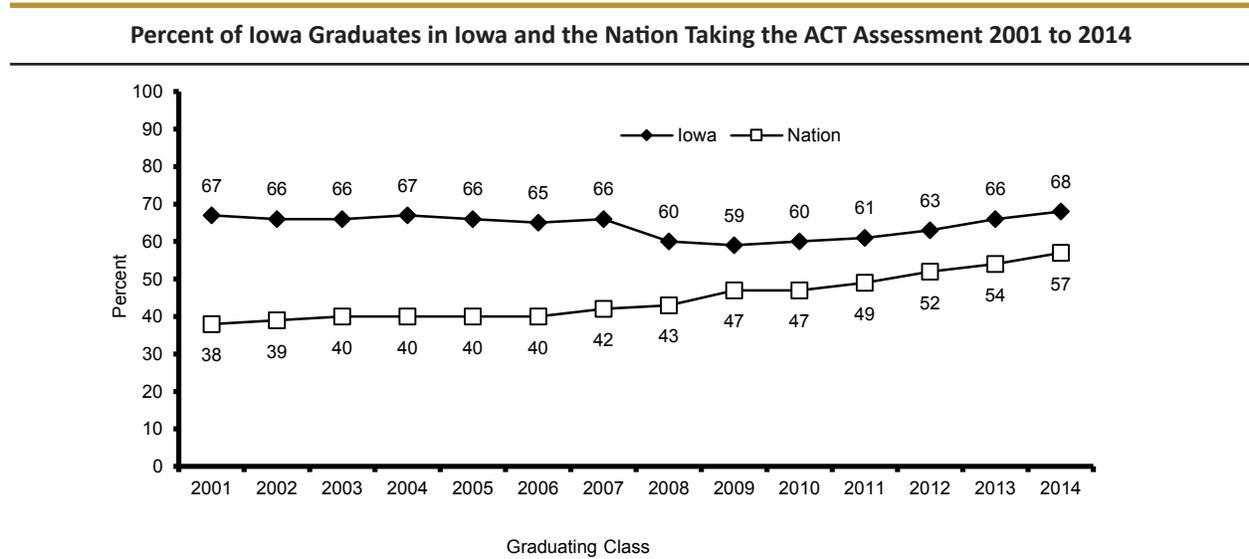
High school program types are classified as “core” and “less than core.” ACT defines “core” as high school programs consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the “core” program standard are considered as “less than core” completers.

The percentage of Iowa’s graduates taking the ACT was relatively steady from 2001 to 2007. Then there was a 6 percent drop in 2008. In 2014, the Iowa participation rate increased to 68 percent. The rate for the nation has been lower than Iowa rates. However, the gap is getting smaller in the last few years (Figure 5-76).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2014 are included in the profile. Clinton is the second district in Iowa that had the most students in the classes of 2012 to 2014 tested.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages (Figure 5-77). Among 30 states for which ACT is the primary college-entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 22.0 in 2014 ranked third among the 30 states (Table 5-5).

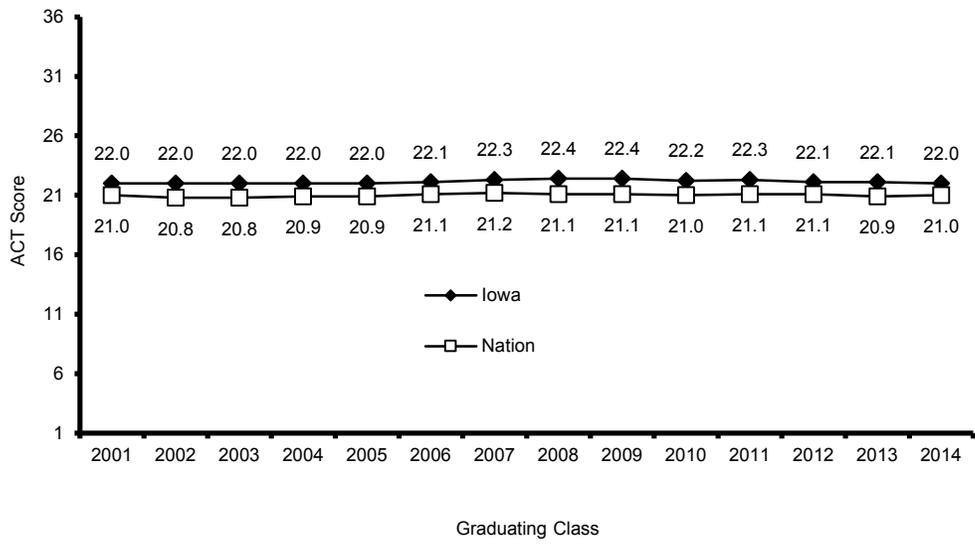
Figure 5-76



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

Figure 5-77

Average ACT Composite Scores for Iowa and the Nation 2001 to 2014



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 2012 to 2014							
Nation and State	Class of 2012		Class of 2013		Class of 2014		2014 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	21.1	52%	20.9	54%	21.0	57%	-
Illinois	20.9	100%	20.6	100%	20.7	100%	11
Indiana	22.3	32%	21.7	38%	21.9	40%	-
Iowa	22.1	63%	22.1	66%	22.0	68%	3
Kansas	21.9	81%	21.8	75%	22.0	75%	3
Michigan	20.1	100%	19.9	100%	20.1	100%	20
Minnesota	22.8	74%	23.0	74%	22.9	76%	1
Missouri	21.6	75%	21.6	74%	21.8	76%	7
Nebraska	22.0	78%	21.5	84%	21.7	86%	8
North Dakota	20.7	100%	20.5	98%	20.6	100%	13
Ohio	21.8	71%	21.8	72%	22.0	72%	3
South Dakota	21.8	81%	21.9	78%	21.9	78%	6
Wisconsin	22.1	71%	22.1	71%	22.2	73%	2

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).

Table 5-6

Average ACT Scores for Iowa and the Nation Graduating Classes 2001 to 2014								
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	21.1	22.6	21.3	22.4	20.9
2012	21.6	20.5	21.7	21.1	22.5	21.3	22.2	20.9
2013	21.5	20.2	21.6	20.9	22.5	21.1	22.2	20.7
2014	21.5	20.3	21.4	20.9	22.5	21.3	22.2	20.8

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.

Almost 80 percent of Iowa's 2014 graduates taking the ACT indicated that they participated in the core high school program (Figure 5-78). The enforcement from 2008, for reporting seniors taking core high school program, shows higher Iowa and national percentages in the recent six years.

Overall, average ACT composite scores for Iowa students taking core programs have been approximately three points higher than those not taking core programs (Table 5-8). This trend has been consistent at more than two points difference score for nationwide students.

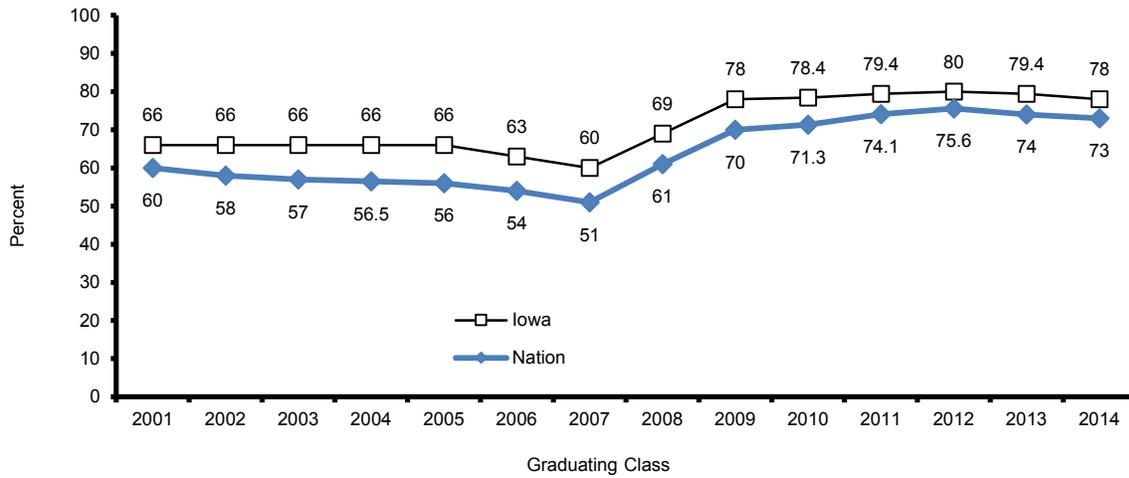
Table 5-7

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/earth science, biology, chemistry, physics	1 year each

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

Figure 5-78

Percent of ACT Participants Taking Core High School Programs 2001 to 2014



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.

Table 5-8

Average ACT Composite Scores for Core and Less-Than-Core Test Takers 2001 to 2014

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
2012	22.8	19.6	3.2	21.8	19.1	2.7
2013	22.9	19.6	3.3	21.7	18.7	3.0
2014	22.9	19.6	3.3	21.8	18.9	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 the classes of 2012 to 2014 (also see Figure 5-79). About 70 percent of Iowa test takers had a composite score of 20 or greater, with approximately 53 percent scoring 22 or higher in all three years.

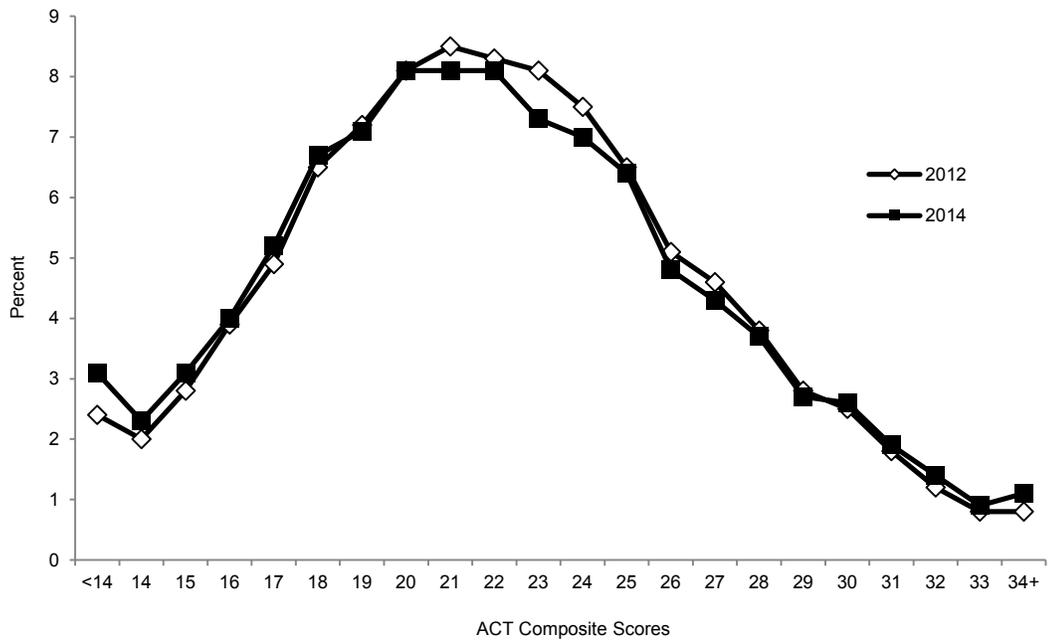
Table 5-9

Iowa ACT Composite Score Distributions Classes of 2012 to 2014						
Score	Class of 2012		Class of 2013		Class of 2014	
	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	2.4%	2.4%	3.0%	3.0%	3.1%	3.1%
14	2.0	4.4	2.0	5.0	2.3	5.5
15	2.8	7.2	2.8	7.8	3.1	8.6
16	3.9	11.1	3.9	11.8	4.0	12.6
17	4.9	16.0	4.9	16.7	5.2	17.8
18	6.5	22.5	6.4	23.1	6.7	24.5
19	7.2	29.7	7.3	30.3	7.1	31.6
20	8.1	37.8	8.0	38.3	8.1	39.7
21	8.5	46.3	8.2	46.6	8.1	47.8
22	8.3	54.6	8.5	55.1	8.1	55.9
23	8.1	62.7	8.2	63.3	7.3	63.2
24	7.5	70.2	7.1	70.4	7.0	70.2
25	6.5	76.7	6.3	76.7	6.4	76.6
26	5.1	81.8	5.2	82.0	4.8	81.4
27	4.6	86.4	4.4	86.3	4.3	85.7
28	3.8	90.2	3.6	89.9	3.7	89.4
29	2.8	93.0	2.8	92.8	2.7	92.1
30	2.5	95.5	2.4	95.2	2.6	94.7
31	1.8	97.3	1.8	97.0	1.9	96.6
32	1.2	98.5	1.3	98.3	1.4	98.0
33	0.8	99.2	0.9	99.2	0.9	98.9
34+	0.8	100.0	0.8	100.0	1.1	100.0

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

Figure 5-79

Distribution of Iowa ACT Composite Scores Classes of 2012 and 2014



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 2012 to 2014 are provided in Table 5-10, Table 5-11 and Figure 5-80.

Table 5-10

Iowa Public School Average ACT Scores by Enrollment Category for the Graduating Classes of 2012 to 2014						
Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2012	<300	20.8	20.3	21.8	21.5	21.2
	300-599	20.9	20.9	21.9	21.6	21.4
	600-999	21.1	21.2	22.0	21.9	21.7
	1,000-2,499	21.9	22.0	22.8	22.5	22.4
	2,500-7,499	22.5	22.5	23.4	23.0	23.0
	7,500+	20.7	21.2	21.9	21.7	21.5
	State	21.6	21.7	22.5	22.2	22.1
2013	<300	20.6	20.4	22.0	21.4	21.2
	300-599	21.1	20.9	22.1	21.8	21.6
	600-999	20.9	20.8	21.9	21.7	21.5
	1,000-2,499	22.0	21.9	22.8	22.5	22.4
	2,500-7,499	22.2	22.5	23.1	23.0	22.8
	7,500+	20.5	21.2	21.8	21.5	21.4
	State	21.5	21.6	22.5	22.2	22.1
2014	<300	20.8	20.1	21.7	21.3	21.1
	300-599	21.1	20.9	22.0	21.9	21.6
	600-999	20.9	20.9	22.1	22.0	21.6
	1,000-2,499	21.7	21.6	22.7	22.4	22.2
	2,500-7,499	22.3	22.3	23.2	23.0	22.8
	7,500+	20.5	20.9	21.8	21.5	21.3
	State	21.5	21.4	22.5	22.2	22.0

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.

Table 5-11

**Average ACT Composite Scores for Iowa Public School Graduating Classes of 2012 to 2014
by Enrollment Category and Course of Study**

Enrollment Category	Course of Study - Core			Course of Study - Less Than Core		
	2012	2013	2014	2012	2013	2014
<300	22.0	22.0	21.6	19.3	18.9	14.5
300-599	22.1	22.2	21.9	19.4	19.6	20.2
600-999	22.3	22.1	21.9	19.3	19.3	18.2
1,000-2,499	22.9	22.9	22.9	20.3	20.3	18.5
2,500-7,499	23.4	23.3	23.1	21.0	20.3	17.5
7,500+	22.6	22.7	22.5	18.4	18.5	16.2
State	22.8	22.9	22.9	19.6	19.6	19.6

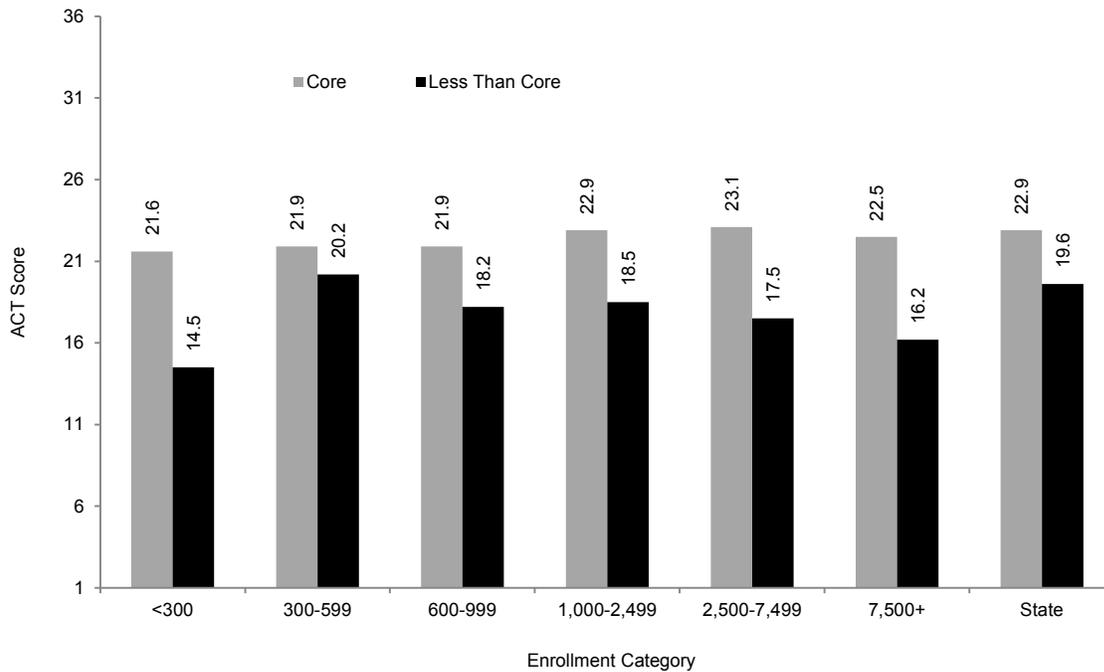
Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.

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 2014 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.

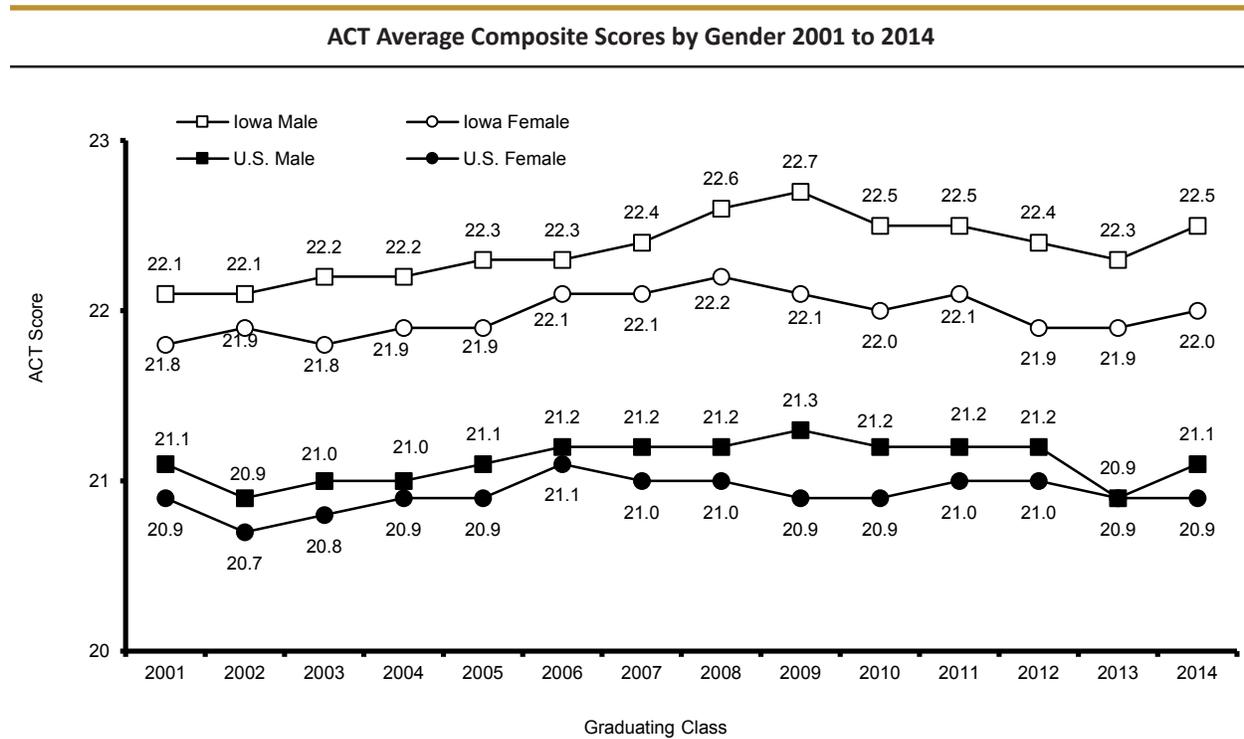
ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core programs.”

ACT Scores by Gender

Figure 5-81 shows the average composite scores by gender for Iowa and the nation students.

Table 5-12 shows the average scores by subject as well as gender for Iowa students. Females reported higher average scores in English and reading and lower in mathematics, science, and ACT composite in 2013 and 2014.

Figure 5-81



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

Table 5-12

Iowa Average ACT Scores by Gender 2013 and 2014

Gender	Number of Test-takers		Average ACT Scores									
	2013	2014	English		Mathematics		Reading		Science		Composite	
			2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Male	10,406	10,350	21.1	21.4	22.3	22.3	22.4	22.6	22.8	23.0	22.3	22.5
Female	12,091	11,937	21.9	21.9	21.0	20.9	22.7	22.7	21.7	21.8	21.9	22.0
Unreported*	29	644										

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 2014 were Health Sciences/Allied Health Fields (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in Engineering (25.0) and sciences (24.5). The Iowa ACT test takers that indicated a planned major in education or teacher education had an average ACT composite score above 21.

Table 5-13

ACT Average Composite Scores by Student Planned Educational Majors Class of 2014				
Planned Major	Nation Avg.	Iowa Avg.	Iowa Percent Planned	
Agriculture & Nation Resources Conservation	19.7	20.7	4%	
Architecture	20.7	22.4	1%	
Area, Ethnic, & Multidisciplinary Studies	21.7	23.5	<1%	
Arts: Visual & Performing	20.2	21.7	5%	
Business	21.1	21.8	9%	
Communications	21.5	22.3	2%	
Community, Family, & Personal Services	17.8	19.1	2%	
Computer Science & Mathematics	22.9	24.1	2%	
Education/Teacher Education	20.4	21.2	8%	
Engineering	23.6	25.0	7%	
Engineering Technology & Drafting	19.5	21.6	1%	
English & Foreign Language	23.7	24.2	1%	
Health Administration & Assisting	18.0	19.6	2%	
Health Sciences & Technologies/Allied Health Fields	21.0	22.2	18%	
Philosophy, Religion, & Theology	21.5	22.2	0%	
Repair, Production, & Construction	17.1	18.8	1%	
Sciences: Biological & Physical	23.8	24.5	6%	
Social Sciences & Law	21.3	22.1	7%	
Undecided	21.7	22.6	19%	
No Response	17.0	16.4	4%	

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 2014, the number of SAT takers in the Nation was over 1.6 million and the number of Iowa SAT takers was about 1,041 (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 and Figure 5-82).

Table 5-15 shows a comparison between Iowa and other Midwest states on the SAT participation rates.

Figures 5-83 and 5-84 show the trends for Iowa SAT takers by gender. Iowa's males out-scored females all years shown in mathematics.

Figures 5-85 and 5-86 show the trends of average SAT writing scores for Iowa and the nation. Iowa's average score in writing was about 90 standard score points higher than the national average.

Table 5-14

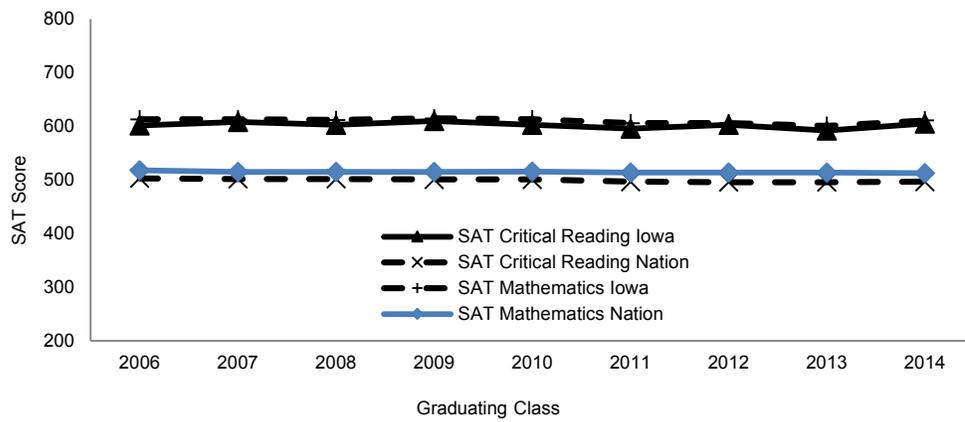
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516
2011	596	497	606	514
2012	603	496	606	514
2013	592	496	601	514
2014	605	497	611	513

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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 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 2006 to 2014



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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 5-15

Percent of Graduating Class in Midwest States Taking SAT 2013 and 2014

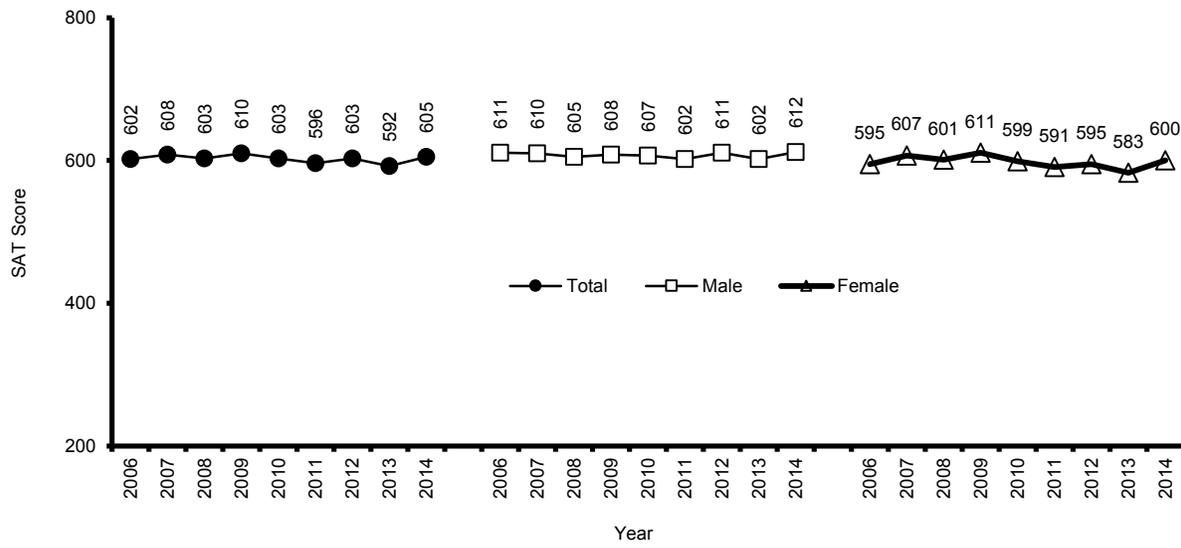
State	2013	2014
Illinois	5	4.6
Indiana	70	70.5
Iowa	3	3.1
Kansas	6	5.3
Michigan	4	3.8
Minnesota	6	5.9
Missouri	4	4.2
Nebraska	4	3.7
North Dakota	2	2.3
Ohio	17	15.1
South Dakota	3	2.9
Wisconsin	4	3.9

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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figure 5-83

Iowa Average SAT Critical Reading Scores by Gender 2006 to 2014

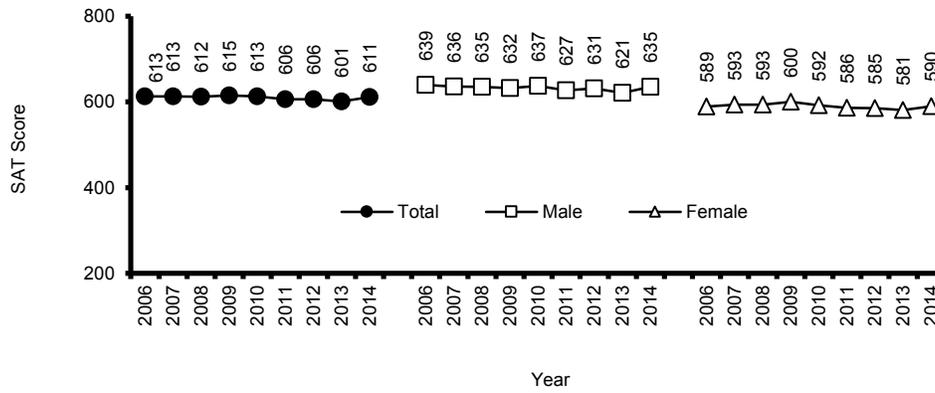


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-84

Iowa Average SAT Mathematics Scores by Gender 2006 to 2014

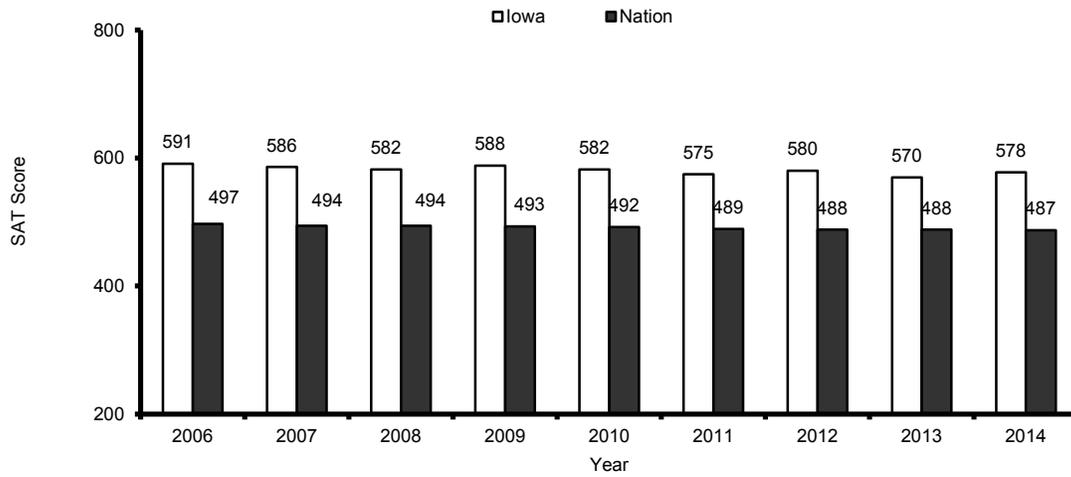


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-85

Average SAT Writing Scores for Iowa and the Nation 2006 to 2014

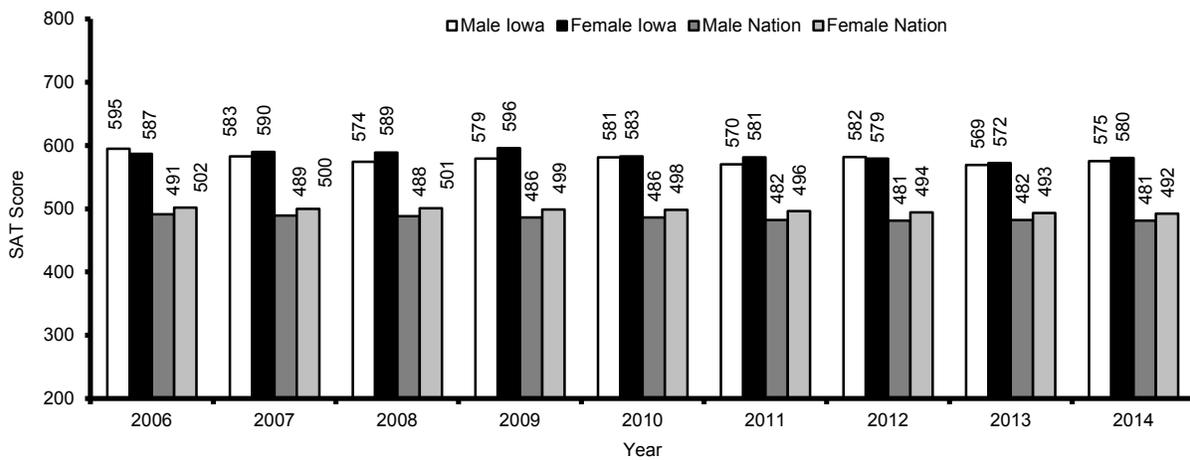


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-86

Average SAT Writing Scores for Iowa and the Nation by Gender 2006 to 2014



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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 30 subject areas in 2013-2014. 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.

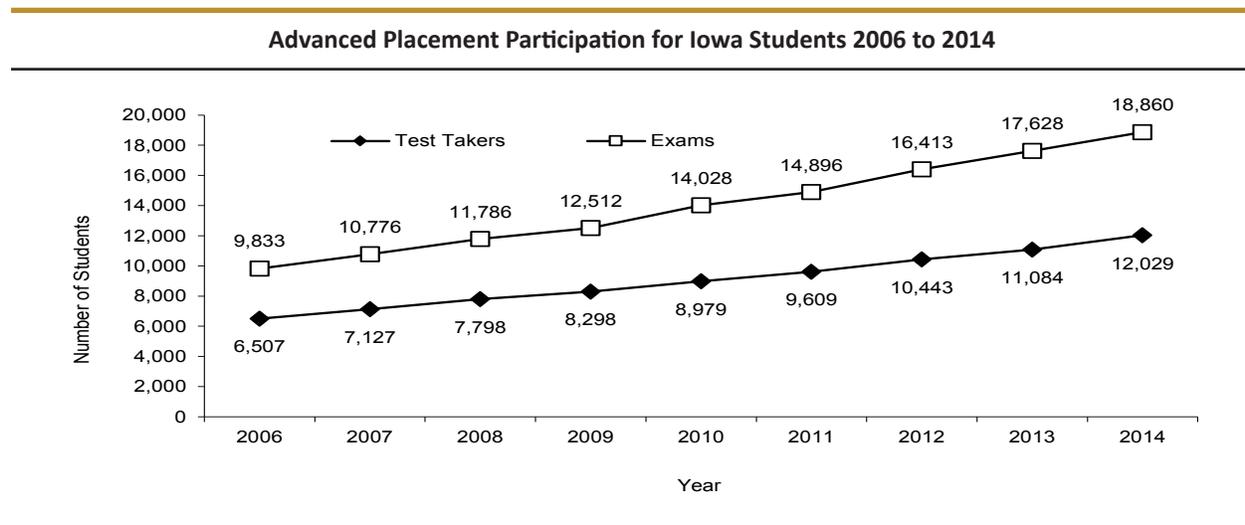
In Iowa, over 18,800 AP exams were taken by more than 12,000 students in 2014 (Figure 5-87). English Language and Composition, English Literature and Comprehension, U.S. History and Government, Biology and Chemistry, Calculus, and Psychology in aggregate, accounted for more than 70 percent of the exams taken in 2014. The number of students/candidates in 2014 was 8.5 percent higher than the number in 2013. The number of exams taken increased 7.0 percent over that one-year period. Both of the enrollment and exams have almost doubled since 2006.

From 2006 to 2014, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage, however, the gaps decreased in the last three years (Figure 5-88).

Nationally, and in Iowa, greater percentages of males are reported as receiving a score of three or higher than females. The achievement gap between Iowa males and females is displayed in Figure 5-89.

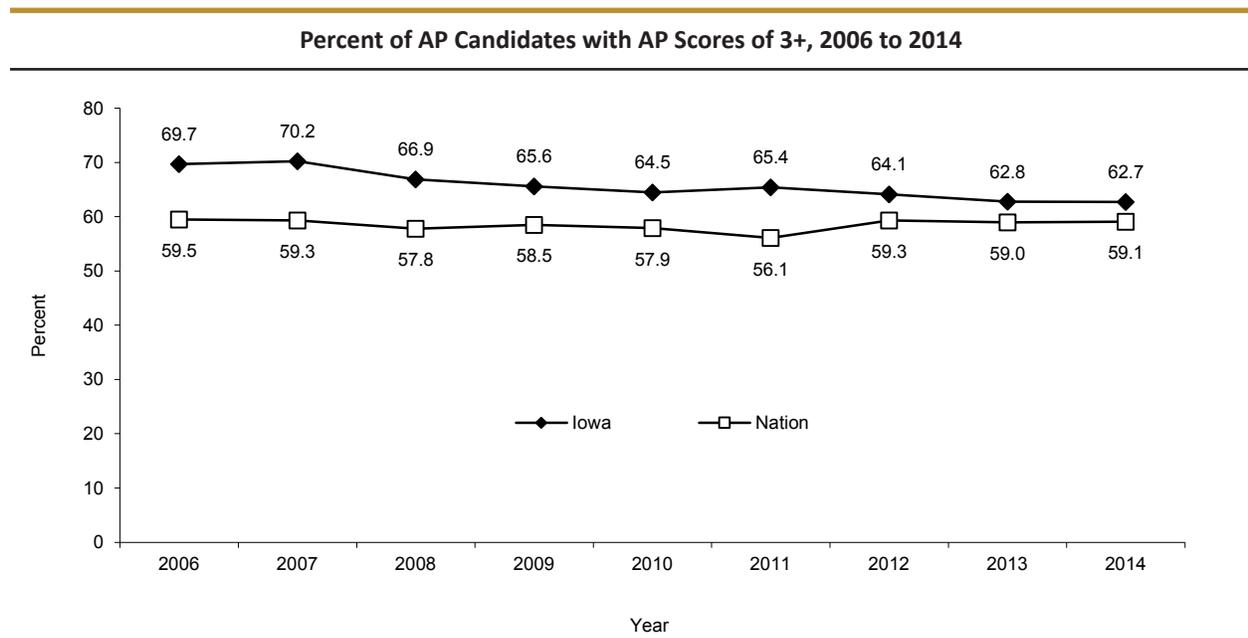
Table 5-16 shows the AP test results by state for the high school graduating classes of 2012 and 2013.

Figure 5-87



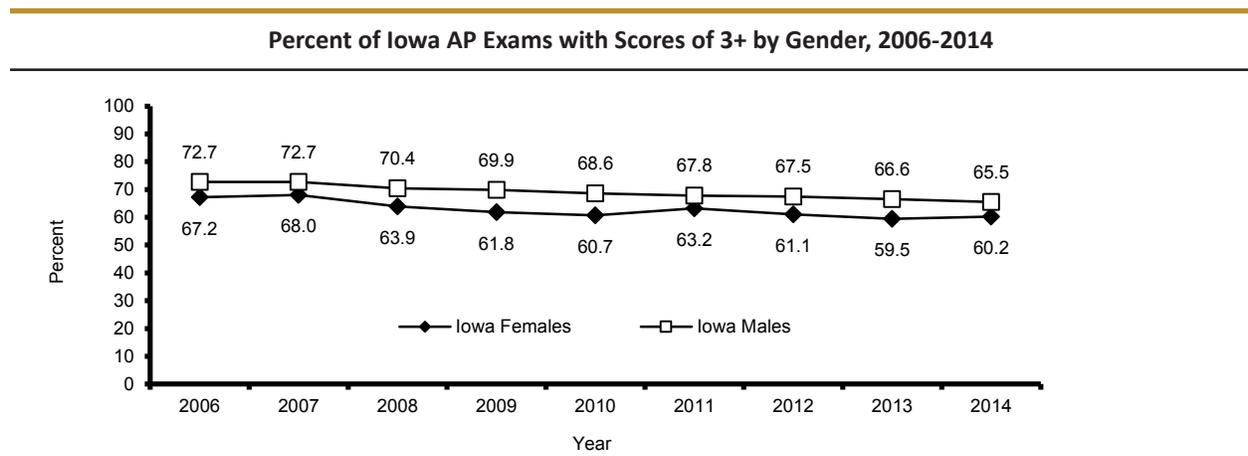
Source: The College Board, Advanced Placement Program, Iowa National Summary Reports.

Figure 5-88



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

Figure 5-89



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

Table 5-16

**Number of Graduates Who Took Advanced Placement Exams and Percent of Them Scored 3+ on an AP Exam
During High School by State, Graduating Class 2012 and 2013**

State	2012 Number of Students Taken	2012 Percent Scored 3+	2013 Number of Students Taken	2013 Percent Scored 3+
Alabama	9,852	43.2%	11,086	43.1%
Alaska	1,621	65.5%	1,645	64.6%
Arizona	14,407	57.7%	14,980	58.5%
Arkansas	12,175	34.7%	12,670	34.6%
California	144,801	66.1%	152,647	66.4%
Colorado	18,358	62.3%	19,446	62.3%
Connecticut	13,332	72.6%	14,019	74.4%
Delaware	2,417	52.0%	2,516	55.2%
District of Columbia	1,512	25.7%	1,774	25.1%
Florida	76,128	51.6%	80,175	51.3%
Georgia	33,647	52.8%	34,515	53.7%
Hawaii	2,905	41.3%	3,095	41.0%
Idaho	3,150	67.1%	3,378	66.3%
Illinois	40,653	65.1%	43,835	66.2%
Indiana	21,260	45.3%	22,256	46.3%
Iowa	5,542	62.8%	5,707	62.2%
Kansas	5,167	60.3%	5,231	60.7%
Kentucky	12,218	49.7%	12,824	51.4%
Louisiana	3,931	38.9%	5,516	34.6%
Maine	4,576	64.1%	4,658	62.9%
Maryland	26,640	61.3%	27,370	62.5%
Massachusetts	22,808	71.3%	24,610	71.6%
Michigan	26,822	64.4%	27,843	65.5%
Minnesota	16,780	66.0%	17,842	64.4%
Mississippi	3,615	31.7%	3,268	34.6%
Missouri	9,235	60.1%	9,541	60.4%
Montana	1,913	63.0%	1,873	63.3%
Nebraska	2,886	59.7%	3,264	58.3%
Nevada	6,890	52.4%	7,299	53.4%
New Hampshire	3,238	75.0%	3,238	77.3%
New Jersey	27,433	73.9%	27,433	80.0%
New Mexico	4,815	43.8%	4,815	45.1%
New York	64,946	65.6%	64,946	69.1%

Table 5-16 (...continued)

State	2012 Number of Students Taken	2012 Percent Scored 3+	2013 Number of Students Taken	2013 Percent Scored 3+
North Carolina	26,633	62.2%	26,633	63.9%
North Dakota	882	62.7%	882	69.8%
Ohio	25,170	64.4%	26,670	65.0%
Oklahoma	8,140	49.4%	8,228	50.0%
Oregon	8,059	62.4%	8,382	62.9%
Pennsylvania	28,750	64.9%	30,105	66.3%
Rhode Island	2,176	59.8%	2,176	63.6%
South Carolina	10,564	59.0%	10,564	64.7%
South Dakota	1,545	65.0%	1,543	65.8%
Tennessee	10,743	53.9%	11,308	53.0%
Texas	96,166	51.0%	101,271	51.5%
Utah	10,439	69.9%	11,269	69.9%
Vermont	2,151	66.2%	2,037	69.5%
Virginia	33,626	64.0%	34,901	64.3%
Washington	20,581	60.9%	21,593	61.2%
West Virginia	3,722	43.8%	3,722	43.4%
Wisconsin	18,076	69.7%	19,137	70.0%
Wyoming	974	53.7%	884	58.7%
United States	954,070	60.1%	954,068	63.7%

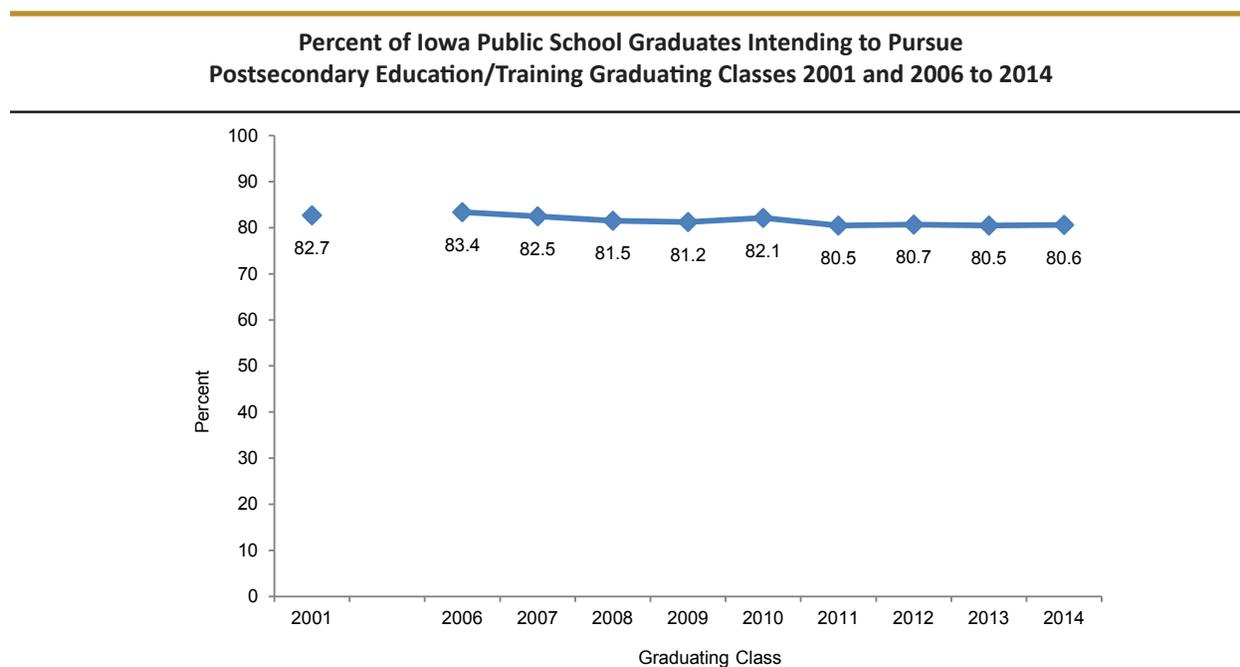
Source: The College Board, Applied Educational Research Inc. of Princeton, NJ.

Pursuit of Postsecondary Education/Training

Information on Iowa public high school graduates intending to pursue postsecondary education or training is presented in this section. Graduate intention data have been collected through Student Reporting in Iowa (SRI, formerly EASIER).

The percent of graduates intending to pursue postsecondary education or training decreased in the last four years (Figure 5-90). The enrollment categories data on the percent of graduates intending to pursue postsecondary education/training are listed in Table 5-17. As seen 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. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college (Table 5-19). Table 5-20 shows that the percent of graduates intending to pursue postsecondary education at a four-year college was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in 2013 and 2014. Figure 5-91 gives details for the graduate intention trends.

Figure 5-90



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

Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Table 5-17

**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue
Postsecondary Education/Training by Enrollment Category Graduating Classes of 2001 and 2010 to 2014**

Enrollment Category	Graduating Class					
	2001	2010	2011	2012	2013	2014
<300	77.6	86.6	86.0	81.3	79.6	86.5%
300-599	81.2	85.8	84.0	84.0	83.0	82.3%
600-999	82.5	84.1	83.6	83.9	82.9	81.0%
1,000-2,499	83.1	82.7	80.7	81.0	80.3	80.0%
2,500-7,499	81.9	82.1	80.7	80.9	81.7	81.3%
7,500+	84.3	77.8	76.3	77.0	77.7	79.3%
State	82.7	82.1	80.5	80.7	80.5	80.6%

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

Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Table 5-18

**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue
Postsecondary Education/Training by Gender, 2001 and 2010 to 2014**

Gender	Graduating Class					
	2001	2010	2011	2012	2013	2014
Male	77.8	77.5	75.3	75.0	74.5	74.6
Female	87.5	86.5	85.6	86.4	86.7	86.6
Total	82.7	82.1	80.5	80.7	80.5	80.6

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

Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Table 5-19

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2010 to 2014						
Postsecondary Institution	2001	2010	Graduating Class			
			2011	2012	2013	2014
Private 4-Year College	14.9	13.2	13.5	13.3	12.9	12.7
Public 4-Year College	27.3	24.3	25.0	25.5	26.7	26.9
Private 2-Year College	5.2	1.1	1.0	0.9	0.9	0.8
Community College	31.0	40.2	38.3	38.4	37.7	37.8
Other Training	4.3	3.2	2.6	2.6	2.4	2.4
Total	82.7	82.1	80.5	80.7	80.5	80.6

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

Notes: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Table 5-20

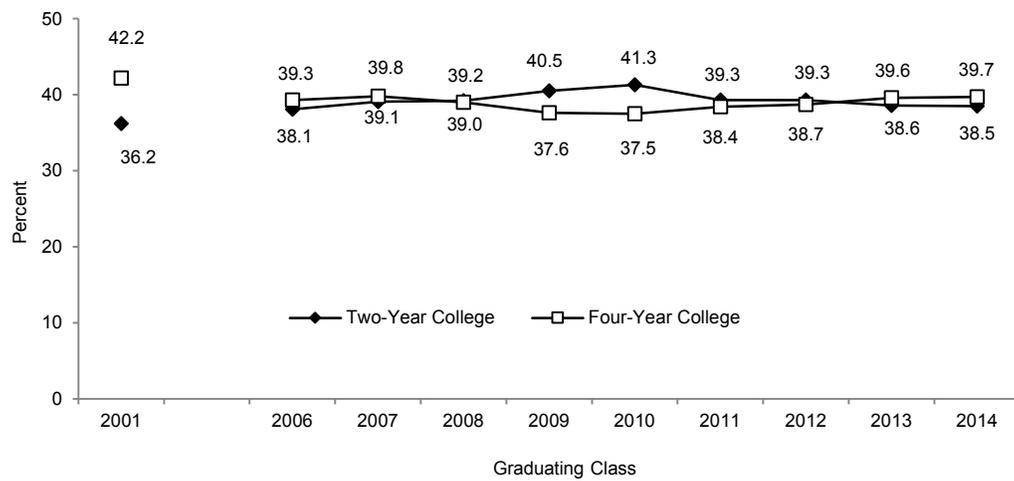
Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2010 to 2014						
Postsecondary Institution	2001	2010	Graduating Class			
			2011	2012	2013	2014
Four-Year College	42.2	37.5	38.4	38.7	39.6	39.7
Two-Year College	36.2	41.3	39.3	39.3	38.6	38.5

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

Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Figure 5-91

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges 2001 and 2006 to 2014



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

Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

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 as of Count Day 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 public school trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates. There are upward dropout trends for both grades 7-12 and grades 9-12 since 2006-2007. Both rates decreased in the last three years.

The public school dropout distributions by grade and enrollment categories for 2012-2013 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 more than 40 percent of the total dropouts while comprised less than 29 percent of the total enrollment in grades 7 to 12.

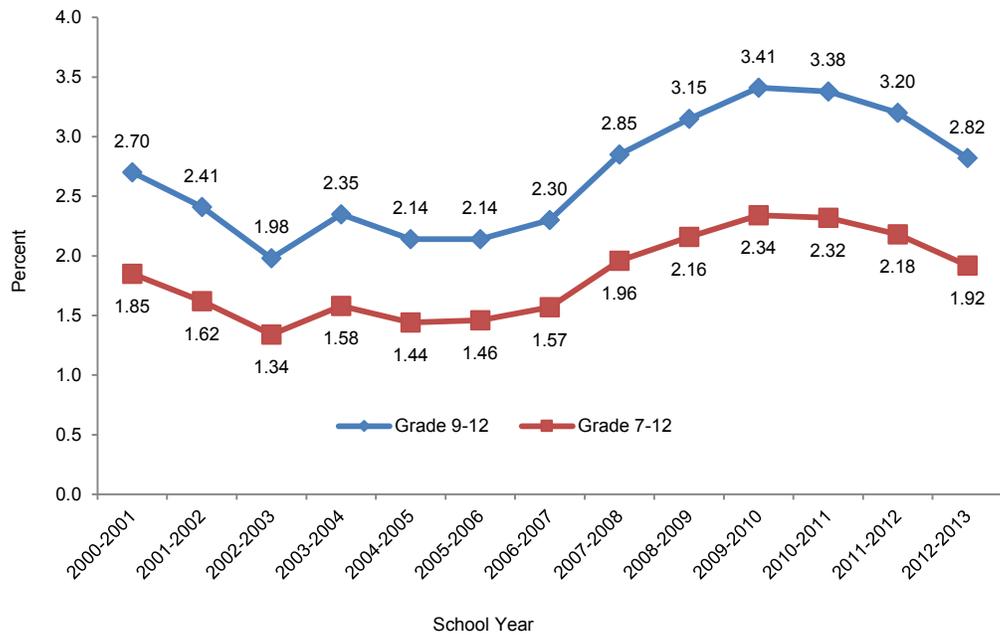
Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

Table 5-25 shows the distribution of the dropout rate by Iowa public school districts.

Figure 5-92

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 2000-2001 to 2012-2013



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

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2012-2013											
Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	1	0	1	6	10	22	40	0.96%	3,323	1.53%	1.20%
300-599	4	3	11	30	68	153	269	6.46%	23,333	10.74%	1.15%
600-999	1	5	13	41	114	198	372	8.93%	30,368	13.98%	1.22%
1,000-2,499	4	8	20	79	234	477	822	19.73%	54,779	25.22%	1.50%
2,500-7,499	6	4	16	73	193	456	748	17.95%	41,596	19.15%	1.80%
7500+	7	14	91	221	469	876	1,678	40.27%	62,520	28.78%	2.68%
Up to state	1	2	22	47	70	96	238	5.71%	1,296	0.60%	
State	24	36	174	497	1,158	2,278	4,167	100.00%	217,215	100.00%	1.92%

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

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

Up to state: The student is in foster care, has an IEP, and parental rights have been terminated or parents have moved out-of-state and cannot be found. Also used for students residing on public university property in Ames, Iowa City, and Cedar Falls.

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2011-2012 and 2012-2013			
	2000-2001	2011-2012	2012-2013
Female Dropout Rate	1.60%	1.79%	1.59%
Male Dropout Rate	2.08%	2.56%	2.22%
Female Dropouts as a Percent of Total Dropouts	42.39%	39.72%	40.27%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.55%	48.50%

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

Table 5-23

2012-2013 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	3.53%	1,419	34.05%	40,176	18.50%	
African American	4.65%	511	12.26%	10,979	5.05%	
American Indian	4.60%	46	1.10%	1,001	0.46%	
Asian	1.38%	64	1.54%	4,633	2.13%	
Hispanic	3.47%	625	15.00%	18,012	8.29%	
Native Hawaiian/Pacific Islander	3.95%	13	0.31%	329	0.15%	
Two or More Races	3.06%	160	3.84%	5,222	2.40%	
White	1.55%	2,748	65.95%	177,039	81.50%	
State	1.92%	4,167	100.00%	217,215	100.00%	

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

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

Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2011-2012 and 2012-2013						
Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
African American	7.9%	13.82%	12.26%	3.1%	4.98%	5.05%
American Indian	1.7%	1.01%	1.10%	0.5%	0.49%	0.46%
Asian	1.5%	1.44%	1.54%	1.8%	2.01%	2.13%
Hispanic	8.8%	13.75%	15.00%	2.8%	7.82%	8.29%
Native Hawaiian/Pacific Islander		0.21%	0.31%		0.14%	0.15%
Two or More Races		3.21%	3.84%		2.16%	2.40%
White	80.1%	66.55%	65.95%	91.8%	82.42%	81.50%

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

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

Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2012-2013			
Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	46	13.22%	13.22%
.01-.50	42	12.07%	25.29%
.51-1.00	103	29.60%	54.89%
1.01-1.50	40	11.49%	66.38%
1.51-2.00	39	11.21%	77.59%
2.01-2.50	28	8.05%	85.63%
2.51-3.00	22	6.32%	91.95%
3.01-3.50	5	1.44%	93.39%
3.51-4.00	5	1.44%	94.83%
>4.00	18	5.17%	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI 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 nine years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2012 and 2013. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2011 and 2012.

High School Graduates

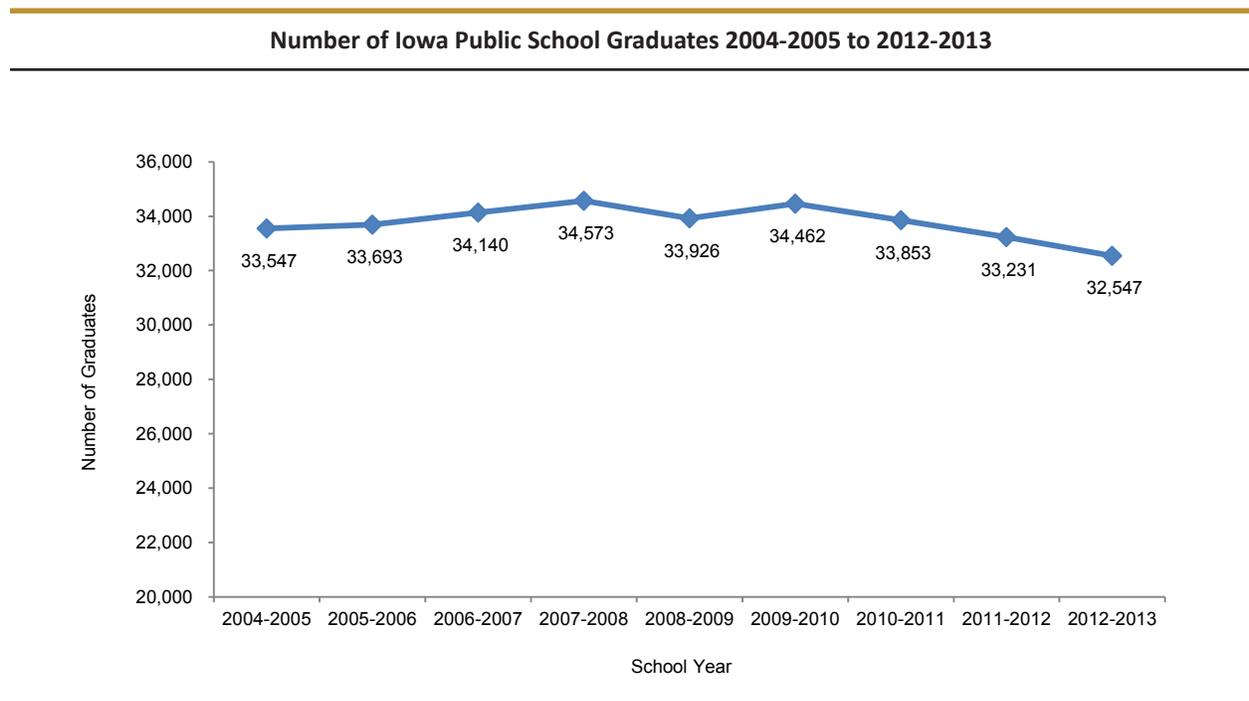
A public high school completer can receive a high school diploma or a certificate. The NCLB Act defines the regular diploma recipients as high school graduates.

- Students receiving regular diplomas.

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 number of regular diploma recipients by school year from 2004-2005 to 2012-2013. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-93



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

High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI, 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 9th grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2013 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 2009 minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$

For the graduating class of 2013

FG = First-time 9th grade students in fall of 2009 and graduated in 2013 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2013 or sooner

F = First-time 9th grade students in fall of 2009

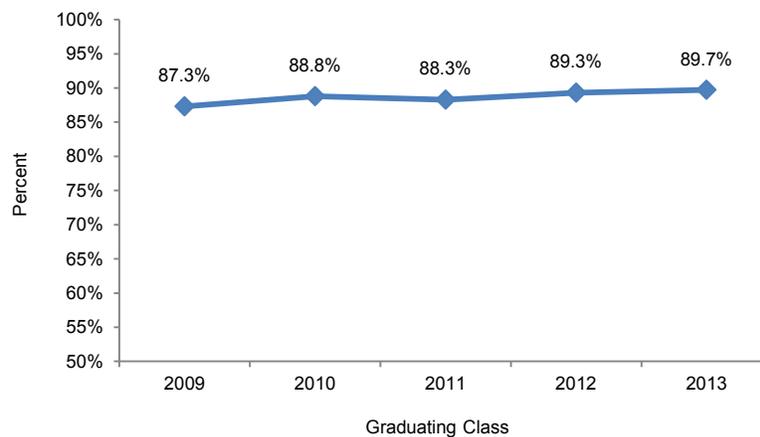
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12

TO = Transfer out (including emigrates and deceased)

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 students 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 in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

Figure 5-94

Iowa Public High School Four-Year Cohort Graduation Rate for the Graduating Classes of 2009 to 2013



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

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The five-year cohort graduation rate for the class of 2011 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 2012-2013 school year) by the number of first-time 9th graders enrolled in the fall of 2008 minus the number of students who transferred out (between 2008 and 2012) plus the total number of students who transferred in (between 2008 and 2012). 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 cohort graduation rates for the graduating classes of 2012 and 2013. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on 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), migrant, and male students had graduation rates lower than the all student group on average.

Table 5-26

Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2012 and 2013							
Group	Class of 2012			Class of 2013			
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate	
All Students	30,367	34,019	89.3%	29,977	33,426	89.7%	
African American	1,042	1,406	74.1%	1,060	1,436	73.8%	
American Indian	104	143	72.7%	134	161	83.2%	
Asian	533	593	89.9%	616	676	91.1%	
Hispanic	1,720	2,220	77.5%	1,885	2,371	79.5%	
Hawaiian or Pacific Islander	30	39	76.9%	27	40	67.5%	
Two or More Races	519	615	84.4%	573	675	84.9%	
White	26,419	29,003	91.1%	25,682	28,067	91.5%	
Disability*	3,387	4,659	72.7%	3,284	4,515	72.7%	
ELL**	765	1,035	73.9%	824	1,088	75.7%	
Low SES***	9,801	12,293	79.7%	10,230	12,721	80.4%	
Migrant	38	56	67.9%	48	63	76.2%	
Female	15,335	16,773	91.4%	15,054	16,398	91.8%	
Male	15,032	17,246	87.2%	14,923	17,028	87.6%	

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

Notes: * Disability status is determined by the presence of an individualized education program (IEP).

** ELL indicates English Language Learner.

*** Low SES is determined by the eligibility for free or reduced price meals.

Numbers may be redacted due to small cell size, therefore, the numbers may not sum total.

The five-year cohort graduation rates for the graduating class of 2011 and 2012 are displayed in 5-27.

Table 5-27

Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2011 and 2012						
Enrollment Category	Class of 2011			Class of 2012		
	Numerator	Denominator	Graduation Rate	Numerator Not Done	Denominator Not Done	Graduation Rate
All Students	32,624	35,676	91.4%	31,348	34,019	92.1%
African American	1,223	1,543	79.3%	1,119	1,406	79.6%
American Indian	127	154	82.5%	115	143	80.4%
Asian	577	627	92.0%	554	593	93.4%
Hispanic	1,800	2,186	82.3%	1,856	2,220	83.6%
Hawaiian or Pacific Islander	33	38	86.8%	31	39	79.5%
Two or More Races	463	538	86.1%	541	615	88.0%
White	28,401	30,590	92.8%	27,132	29,003	93.5%
Disability*	4,273	5,296	80.7%	3,837	4,659	82.4%
ELL**	800	999	80.1%	858	1,035	82.9%
Low SES***	10,575	12,646	83.6%	10,429	12,293	84.8%
Migrant	133	166	80.1%	41	56	73.2%
Female	16,203	17,417	93.0%	15,720	16,773	93.7%
Male	16,421	18,259	89.9%	15,628	17,246	90.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI (EASIER) files.

Notes: * Disability status is determined by the presence of an individualized education program (IEP).

** ELL indicates English Language Learner.

*** Low SES is determined by the eligibility for free or reduced price meals.

Based on the U.S. Department of Education data (Table 5-28), Iowa had the highest four-year cohort graduation rate for the class of 2012 in the nation.

Table 5-28

Class of 2012 Four Year (Regulatory Adjusted) Cohort Graduation Rates (in %)									
State	All Students	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	African American	White	Economically Disadvantaged	Limited English Proficiency	Students with Disability
ALABAMA	75	84	85	69	67	81	66	36	54
ALASKA	70	54	76	70	61	76	59	47	46
ARIZONA	76	63	84	70	71	84	71	24	65
ARKANSAS	84	78	84	78	78	87	79	77	79
CALIFORNIA	78	72	90	73	66	86	73	62	61
COLORADO	75	58	82	62	66	82	61	53	54
CONNECTICUT	85	84	92	69	73	91	71	63	64
DELAWARE	80	71	93	74	74	83	72	71	57
DISTRICT OF COLUMBIA	59	<>	74	54	58	86	70	52	44
FLORIDA	75	70	89	73	64	80	65	57	48
GEORGIA	70	67	82	60	62	78	61	44	35
HAWAII	82	65	84	76	76	79	80	56	74
IDAHO *	----	----	----	----	----	----	----	----	----
ILLINOIS	82	79	93	76	68	89	73	66	69
INDIANA	86	78	89	80	73	89	85	78	71
IOWA	89	73	89	77	74	91	80	74	73
KANSAS	85	78	86	77	75	88	76	74	77
KENTUCKY *	----	----	----	----	----	----	----	----	----
LOUISIANA	72	73	85	70	65	78	66	49	33
MAINE	85	72	89	80	72	86	76	74	70
MARYLAND	84	79	93	73	77	90	75	55	57
MASSACHUSETTS	85	70	89	66	73	90	72	61	69
MICHIGAN	76	66	87	64	60	82	64	63	54
MINNESOTA	78	45	74	53	51	84	59	51	56
MISSISSIPPI	75	71	90	79	69	82	70	54	32
MISSOURI	86	87	90	80	73	89	79	67	73
MONTANA	84	63	92	79	79	87	73	53	81

Table 5-28 (...continued)

State	All Students	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	African American	White	Economically Disadvantaged	Limited English Proficiency	Students with Disability
NEBRASKA	88	67	83	78	74	91	80	64	72
NEVADA	63	54	74	54	48	72	58	23	24
NEW HAMPSHIRE	86	73	86	74	76	87	73	68	70
NEW JERSEY	86	84	95	77	75	93	75	73	74
NEW MEXICO	70	65	84	68	69	77	65	66	56
NEW YORK	77	63	86	63	63	87	68	44	48
NORTH CAROLINA	80	74	87	73	75	85	75	50	60
NORTH DAKOTA	87	63	86	73	76	90	74	68	68
OHIO	81	65	90	68	61	86	68	62	68
OKLAHOMA *	----	----	----	----	----	----	----	----	----
OREGON	68	51	79	60	53	71	61	49	38
PENNSYLVANIA	84	74	89	68	68	89	74	64	70
RHODE ISLAND	77	58	79	67	67	82	66	69	59
SOUTH CAROLINA	75	71	85	69	71	78	68	64	40
SOUTH DAKOTA	83	47	84	67	67	89	67	60	64
TENNESSEE	87	88	91	80	79	91	82	72	73
TEXAS	88	87	94	84	84	93	85	59	77
UTAH	80	64	78	66	64	83	70	51	64
VERMONT	88	≥80	94	86	72	88	77	75	71
VIRGINIA	83	81	90	73	75	88	72	55	49
WASHINGTON	77	59	82	67	67	80	66	54	58
WEST VIRGINIA	79	67	94	79	74	80	72	83	60
WISCONSIN	88	77	89	74	64	92	75	66	69
WYOMING	79	50	86	67	66	82	65	56	59

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Graduation Rate Data file," School Year 2011-12

Notes: --- Not Available

*The Department of Education's Office of Elementary and Secondary Education approved a timeline extension for these states to begin reporting 4-year ACGR data, resulting in the 4-year ACGR not being available for these states in SY 2010-11.

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. Table 5-29 shows public school removals by type. In-School Suspensions comprise 55 percent of all removals, followed by Out-of-School Suspensions at 44 percent. Removals went down over 21 percent in 2013-2014, though approximately 1% of this reduction was due to changes in reporting. When multiple offenses are removed from the counts to reveal the number of unique students involved, less than 6 percent of enrolled students statewide are affected.

An in-school suspension is defined as an:

Administrative removal of a student from regular classes or activities for disciplinary reasons, but the student continues to be under the supervision of the school district.

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. Detail distribution of reason for in-school removal is illustrated in Table 5-30.

An out-of-school suspension is defined as an:

Administrative removal of a student from regular classes or activities for disciplinary reasons.

Again, school district personnel were instructed to report all out-of-school suspensions regardless of their length. Detail distribution of reason for out-of-school suspension is illustrated in Table 5-31.

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 each of the past three years, expulsions were most often given as a result of drug related incidents (Table 5-32).

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.

Tables 5-34 to 5-36 show removal information by subgroups, grade span, and district enrollment size categories.

Table 5-29

**K-12 Removals by Removal Type
2011-2012 to 2013-2014**

	Removals			% of Removals 2013-2014	% Change 2011-2012 to 2013-2014
	2011-2012	2012-2013	2013-2014		
In-School Suspensions	39,604	33,447	29,967	55.4%	-24.3%
Out-of-School Suspensions	28,844	25,033	23,896	44.2%	-17.2%
Expulsions	159	151	136	0.3%	-14.5%
Interim Setting by School Personnel	59	63	111	0.2%	88.1%
Total	68,666	58,694	54,110	100%	-21.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Note: Figures may not total due to rounding.

Table 5-30

K-12 In-School Suspensions by Reason for Removal 2011-2012 to 2013-2014								
Reason for Removal	2011-2012		2012-2013		2013-2014		Percent of In-School Suspensions 2013-2014	% Change in In-School Suspensions 2011-2012 to 2013-2014
	Removals	Distinct Students	Removals	Distinct Students	Removals	Distinct Students		
Alcohol Related	62	61	54	52	49	45	0.2%	-21.0%
Attendance Policy Violation	9,923	5,278	8,686	4,426	8,024	4,572	26.8%	-19.1%
Disruptive Behavior	12,339	7,769	8,863	6,055	8,385	5,664	28.0%	-32.0%
Drug Related	122	119	94	90	99	99	0.3%	-18.9%
Physical Fighting w/ Injury	373	361	304	294	309	299	1.0%	-17.2%
Physical Fighting w/o Injury	3,265	2,861	3,066	2,764	2,573	2,352	8.6%	-21.2%
Property Related	763	712	654	619	584	563	1.9%	-23.5%
Serious Bodily Injury	18	18	19	19	10	10	0.0%	-44.4%
Threat of Destruction or Harm			524	476	607	559	2.0%	
Tobacco Related	388	357	291	274	354	335	1.2%	-8.8%
Violent Behavior w/ Injury	196	189	194	185	180	176	0.6%	-8.2%
Violent Behavior w/o Injury	1,288	1,147	1,092	966	1,068	935	3.6%	-17.1%
Weapons Related	230	226	234	226	267	257	0.9%	16.1%
Other	10,637	6,736	9,372	5,723	7,458	4,983	24.9%	-29.9%
TOTAL	39,604		33,447		29,967		100%	-24.3%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Table 5-31

K-12 Out-of-School Suspensions by Reason for Removal 2011-2012 to 2013-2014								
Reason for Removal	2011-2012		2012-2013		2013-2014		Percent of Out-of-School Suspensions 2013-2014	% Change in Out-of-School Suspensions 2011-2012 to 2013-2014
	Removals	Distinct Students	Removals	Distinct Students	Removals	Distinct Students		
Alcohol Related	314	312	283	275	257	253	1.1%	-18.2%
Attendance Policy Violation	1,715	1,224	1,751	1,103	958	731	4.0%	-44.1%
Disruptive Behavior	10,447	6,673	7,928	5,324	8,490	5,518	35.5%	-18.7%
Drug Related	1,087	995	948	893	1,014	943	4.2%	-6.7%
Physical Fighting w/ Injury	952	900	874	830	742	712	3.1%	-22.1%
Physical Fighting w/o Injury	5,264	4,561	4,363	3,856	4,298	3,794	18.0%	-18.4%
Property Related	731	703	649	609	625	584	2.6%	-14.5%
Serious Bodily Injury	29	29	17	16	21	21	0.1%	-27.6%
Special Education ALJ Decision					2	2	0.0%	
Threat of Destruction or Harm			915	787	978	870	4.1%	
Tobacco Related	601	548	487	455	540	483	2.3%	-10.1%
Violent Behavior w/ Injury	394	355	368	326	389	359	1.6%	-1.3%
Violent Behavior w/o Injury	1,976	1,641	1,694	1,373	1,736	1,407	7.3%	-12.1%
Weapons Related	661	646	634	618	547	528	2.3%	-17.2%
Other	4,673	3,719	4,122	3,190	3,299	2,641	13.8%	-29.4%
TOTAL	28,844		25,033		23,896		100.0%	-17.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Table 5-32

K-12 Expulsions by Reason for Removal 2011-2012 to 2013-2014				
Reason for Removal	Expulsions			Percent of Expulsions 2013-2014
	2011-2012	2012-2013	2013-2014	
Alcohol Related	6	4	0	0.0%
Attendance Policy Violation	0	0	1	0.7%
Disruptive Behavior	8	12	4	2.9%
Drug Related	98	64	83	61.0%
Physical Fighting w/ Injury	3	6	3	2.2%
Physical Fighting w/o Injury	1	3	0	0.0%
Property Related	3	3	4	2.9%
Threat of Destruction or Harm	0	20	10	7.4%
Tobacco Related	1	0	0	0.0%
Violent Behavior w/ Injury	2	0	1	0.7%
Violent Behavior w/o Injury	11	4	5	3.7%
Weapons Related	17	29	13	9.6%
Other	9	6	12	8.8%
TOTAL	159	151	136	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Table 5-33

K-12 Removals to an Interim Setting by School Personnel by Reason for Removal 2011-2012 to 2013-2014						
Reason for Removal	2011-2012		2012-2013		2013-2014	
	Removals	% Removals	Removals	% Removals	Removals	% Removals
Alcohol Related					1	0.9%
Attendance Policy Violation	7	11.7%	7	11.1%	3	2.7%
Disruptive Behavior	28	46.7%	23	36.5%	43	38.7%
Drug Related	6	10.0%	9	14.3%	2	1.8%
Physical Fighting w/ Injury					1	0.9%
Physical Fighting w/o Injury	11	18.3%	2	3.2%	11	9.9%
Property Related	1	1.7%	0	0.0%	6	5.4%
Serious Bodily Injury	1	1.7%	0	0.0%	1	0.9%
Threat of Destruction or Harm			5	7.9%	7	6.3%
Tobacco Related					2	1.8%
Violent Behavior w/ Injury					2	1.8%
Violent Behavior w/o Injury	1	1.7%	3	4.8%	1	0.9%
Weapons Related	1	1.7%	4	6.3%	4	3.6%
Other	4	6.7%	10	15.9%	27	24.3%
TOTAL	60	100.0%	63	100.0%	111	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Table 5-34

K-12 Removals by Race/Ethnicity for 2011-2012 to 2013-2014						
	2011-2012	Removals 2012-2013	2013-2014	% of Removals 2013-2013	% of K-12 Enrollment 2013-2014	% Change in Removals 2011-2012 to 2013-2014
African American	13,312	11,001	10,905	20.2%	5.3%	-18.1%
American Indian	599	417	356	0.7%	0.4%	-40.6%
Asian	520	428	386	0.7%	2.2%	-25.8%
Hispanic	8,828	7,921	6,710	12.4%	9.7%	-24.0%
Native Hawaiian	134	129	100	0.2%	0.2%	-25.4%
White	42,198	35,789	32,539	60.1%	79.0%	-22.9%
Multi-Racial	3,075	3,009	3,114	5.8%	3.2%	1.3%
Total	68,666	58,694	54,110	100.0%	100.0%	-21.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Note: Figures may not total due to rounding.

Table 5-35

K-12 Removals by Grade Span for 2011-2012 to 2013-2014						
Grade Span	2011-2012	Removals 2012-2013	2013-2014	% of Removals 2013-2014	% of K-12 Enrollment 2013-2014	% Change in Removals 2011-2012 to 2013-2014
K-2	2,945	3,220	3,165	5.8%	24.3%	7.5%
3-5	5,734	5,636	5,655	10.5%	22.6%	-1.4%
6-8	24,733	19,695	17,844	33.0%	22.6%	-27.9%
9-12	35,254	30,143	27,446	50.7%	30.6%	-22.1%
Total	68,666	58,694	54,110	100.0%	100.0%	-21.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Note: Figures may not total due to rounding.

Table 5-36

K-12 Removals by District Enrollment Category for 2011-2012 to 2013-2014						
Enrollment Category	2011-2012	Removals 2012-2013	2013-2014	% of Removals 2013-2014	% of K-12 Enrollment 2013-2014	% Change in Removals 2011-2012 to 2013-2014
< 300	649	522	605	1.1%	2.1%	-6.8%
300 to 599	3,344	3,388	3,248	6.0%	9.9%	-2.9%
600 to 999	5,204	4,997	4,254	7.9%	13.6%	-18.3%
1,000 to 2,499	12,794	10,930	9,535	17.6%	23.4%	-25.5%
2,500 to 7,499	17,928	15,245	13,749	25.4%	19.6%	-23.3%
7,500 +	28,747	23,612	22,719	42.0%	31.4%	-21.0%
Total	68,666	58,694	54,110	100%	100.0%	-21.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI 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: <https://www.educateiowa.gov/annual-progress-report-part-b>.

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.

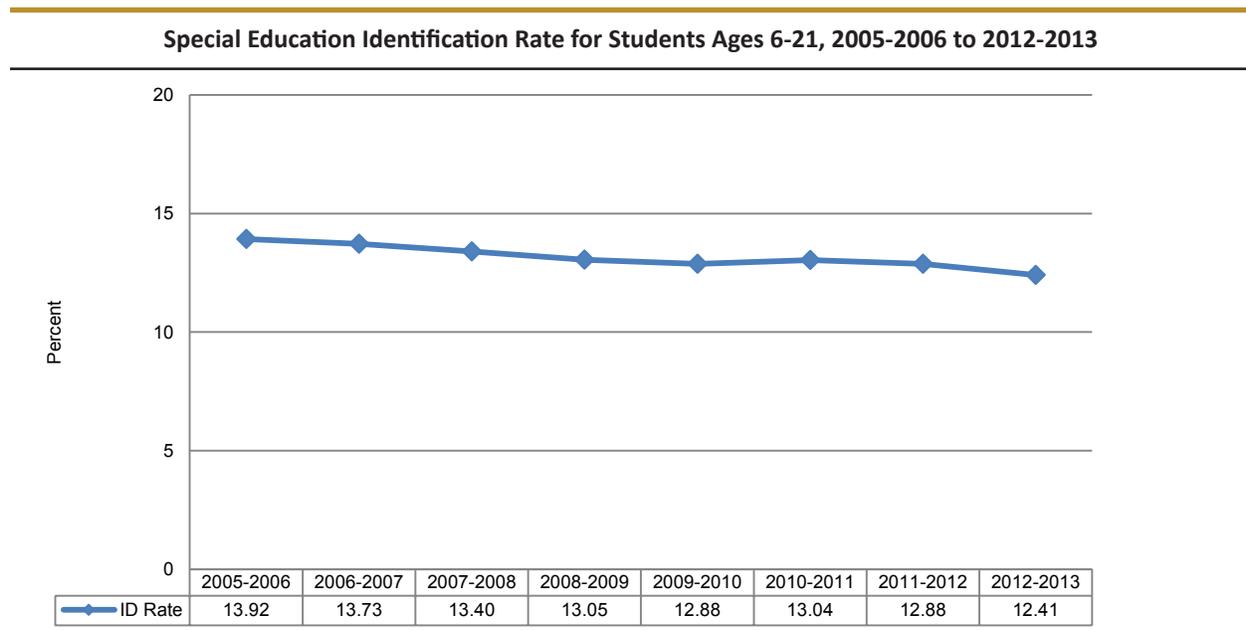
- Students come to school ready to learn
- Students attend school in safe and caring environments
- Students achieve at high levels
- Students leave school ready for life

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 2005-2006 to 2012-2013. From the 2005-2006 school year to the 2012-2013 school year, the rate has decreased by 1.51 percent.

Figure 6-1



Sources: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files; Bureau of Information and Analysis, SRI, Fall Student Files.

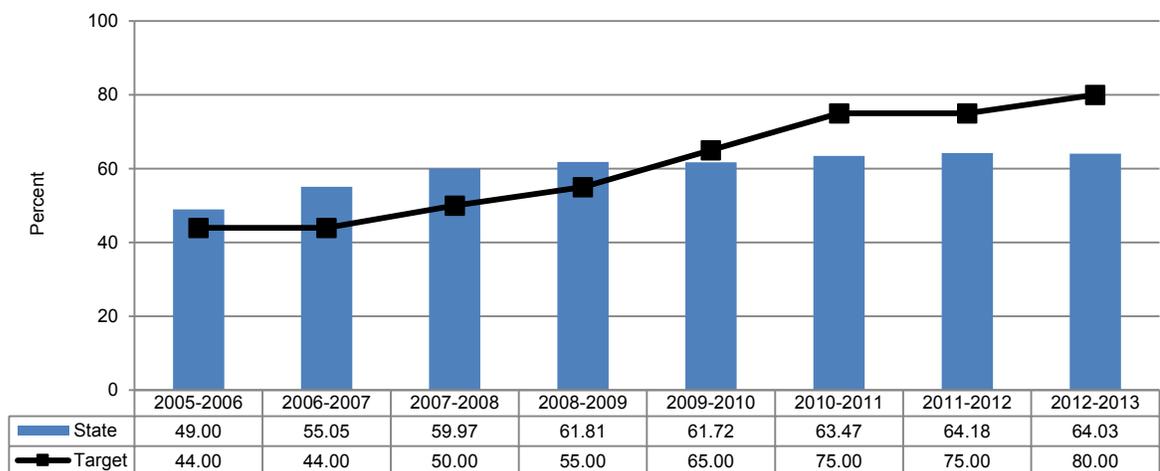
Placement

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 percent 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 hospital placements. In 2012-2013, the percentage of students in the regular education classroom for 80 percent or more of the school day was 64.03 percent. This falls short of the state target of 80 percent. 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 are below the state thresholds of 10.00 percent and 3.10 percent respectively.

Figure 6-2

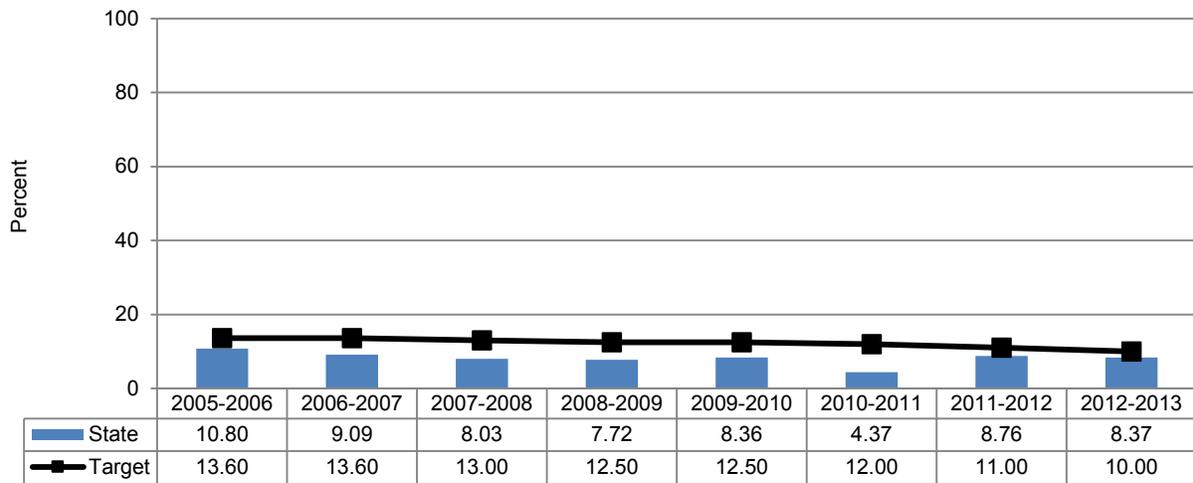
Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day
2005-2006 to 2012-2013



Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

Figure 6-3

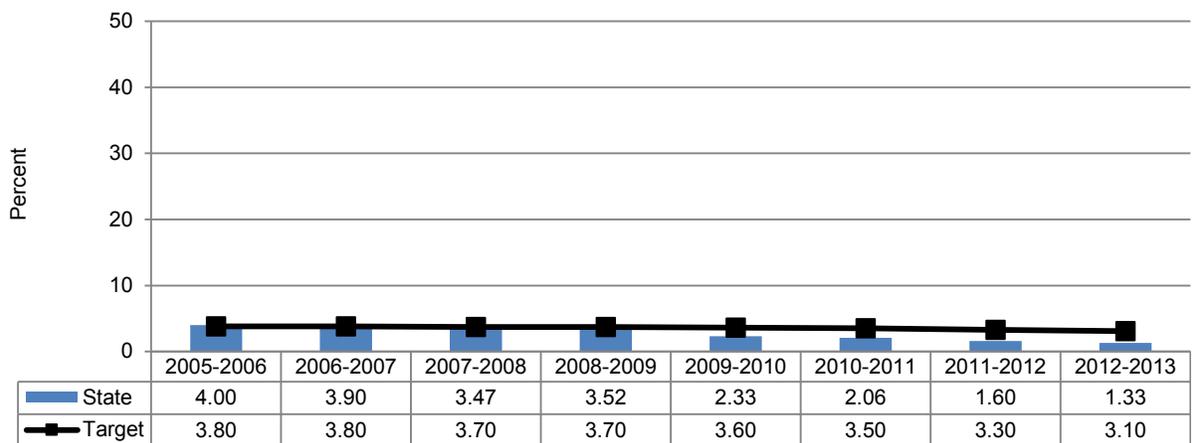
Percent of Students with Disabilities Ages 6-21 In the Regular Classroom Less Than 40 Percent of the Day
2005-2006 to 2012-2013



Source: Iowa Department of Education, Bureau of School Improvement, 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, 2005-2006 to 2012-2013



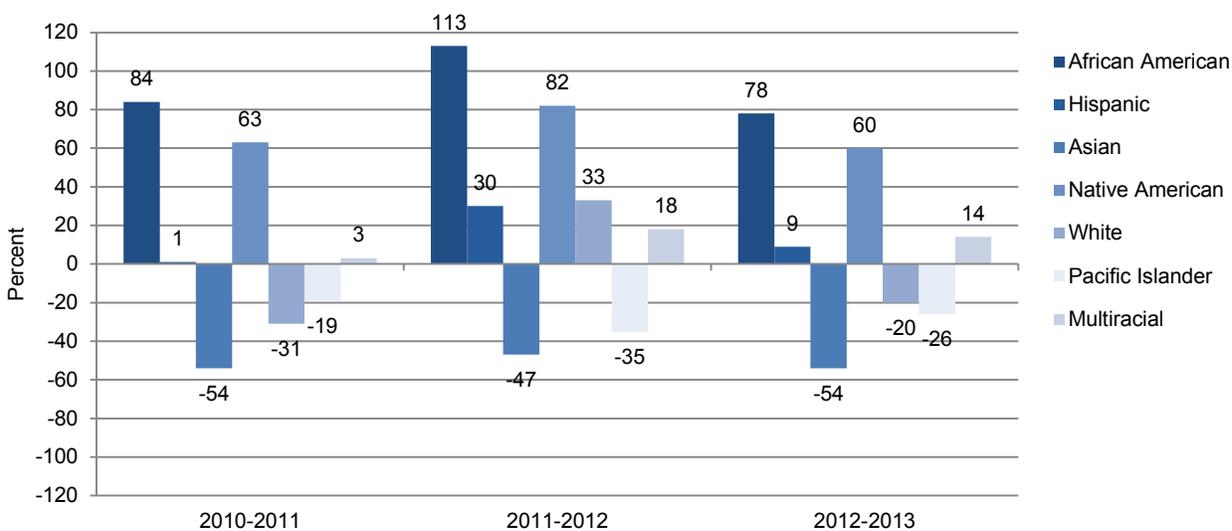
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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. In 2012-2013, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 78 percent and 60 percent respectively. Asian and Pacific Islander students had the greatest disproportionality rates of underrepresentation at -54 percent and -26 percent respectively. Hispanic and multiracial students have a smaller rate of overrepresentation.

Figure 6-5

Percent Probability of Being Placed in Special Education Compared to All Students 2010-2011 to 2012-2013



Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

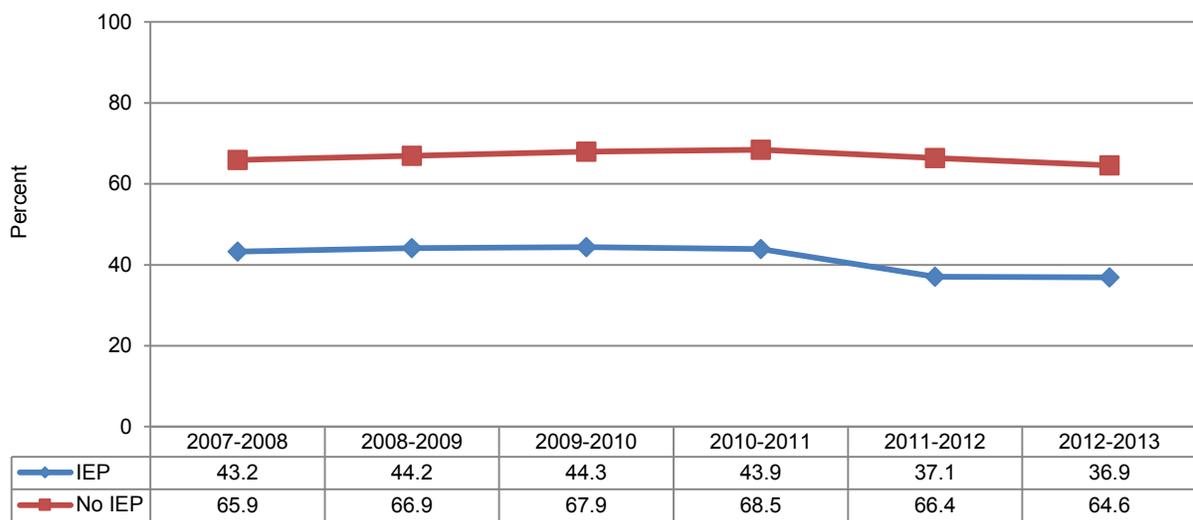
Are Students Coming to School Ready to Learn?

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS/DIBELS Next are assessments used to measure early literacy skills of children from kindergarten through sixth grade. The graph below depicts the percentage of kindergarteners who took either DIBELS assessment and scored at or above benchmark on initial/first sounds fluency. Since 2007-2008, this percentage has decreased by 6.35 percent for children with IEPs and 1.36 percent for children without IEPs. The gap between students with and without disabilities was approximately 23 percent in 2007-2008 and rose to 28 percent by 2012-2013.

Figure 6-6

Percent of Kindergarteners Scoring At or Above Benchmark on DIBELS/DIBELS Next, Initial/First Sounds Fluency
2007-2008 to 2012-2013



Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, Fall Student Files.

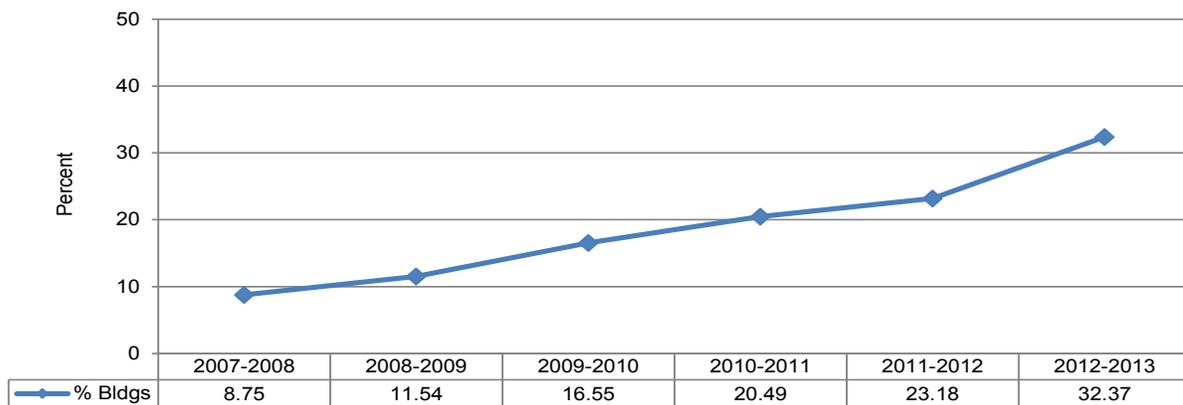
Are Students Going to School in Safe and Caring Environments?

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 23.6 percent since 2007. Between 2011-2012 and 2012-2013, the percentage increased by 9.2 percent.

Figure 6-7

Percent of Public Buildings That Use Positive Behavior Interventions and Supports 2007-2008 to 2012-2013



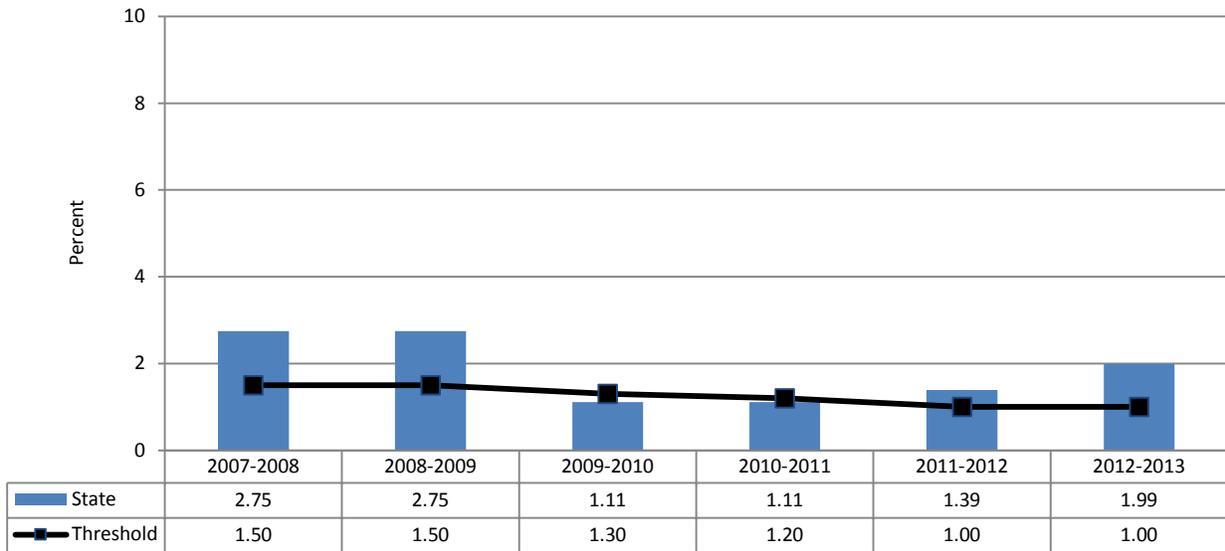
Source: Iowa Department of Education, Bureau of School Improvement, PBIS Files.

Discipline

Data on disciplinary actions taken against students with IEPs 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 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 the school years 2007-2008 to 2012-2013. Currently, 1.99 percent of districts have a significant discrepancy, which exceeds the state threshold of 1.0 percent. Please note that per federal requirements, discipline data lag one year, which means that data reported for 2012-2013 were collected during the 2011-2012 school year.

Figure 6-8

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2007-2008 to 2012-2013



Sources: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files; Bureau of Information and Analysis, SRI, Fall Student Files.

Are Students Achieving at High Levels?

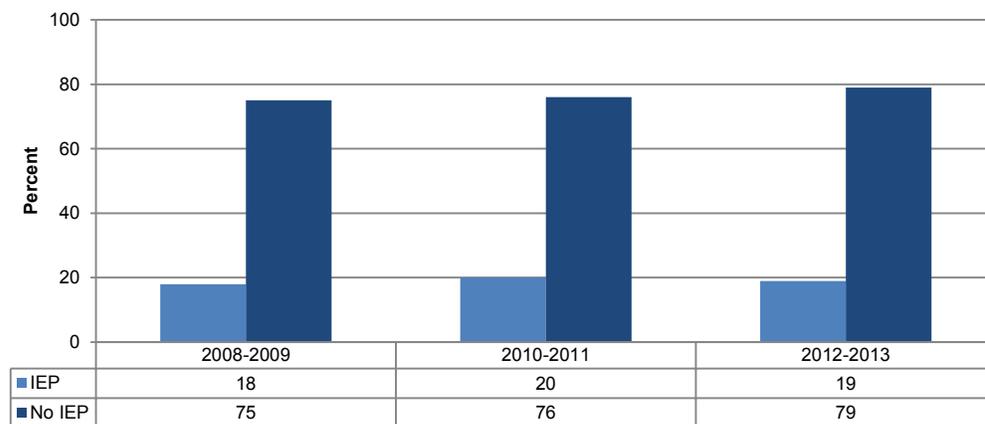
National Assessment of Educational Progress (NAEP)

NAEP, conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science, and writing.

In 2012-2013 in reading, 19 percent of 4th grade students with IEPs and 79 percent of 4th grade students without IEPs scored at basic or above on NAEP. During the same year, 30 percent of 8th graders with IEPs and 88 percent of 8th graders without IEPs scored at basic or above. The gap between students with and without disabilities was 57 percent for 4th graders and 56 percent for 8th graders in 2008-2009 and 60 percent for 4th graders and 58 percent for 8th graders in 2012-2013.

Figure 6-9

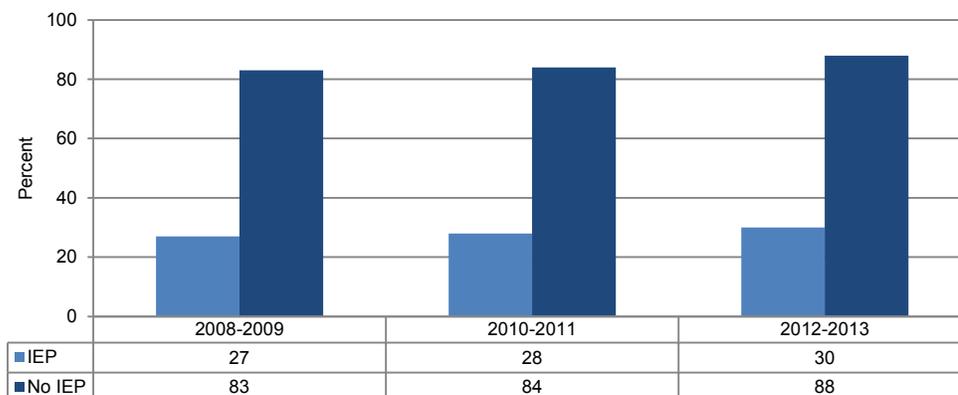
Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading, 2008-2009, 2010-2011 and 2012-2013



Source: National Center for Education Statistics, NAEP Data Explorer.

Figure 6-10

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading, 2008-2009, 2010-2011 and 2012-2013

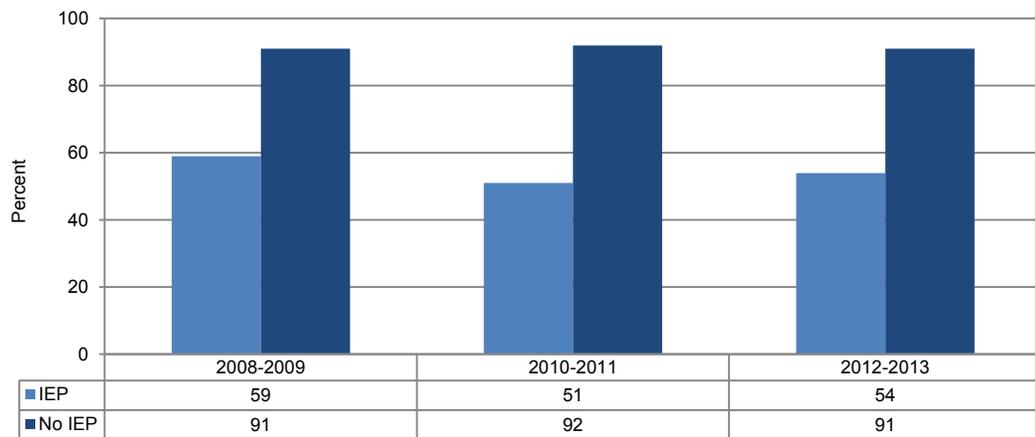


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2012-2013 in math, 54 percent of 4th grade students with IEPs and 91 percent of 4th grade students without IEPs scored at basic or above on NAEP. During the same year, 26 percent of 8th graders with IEPs and 82 percent of 8th graders without IEPs scored at basic or above. The gap between students with and without disabilities was 32 percent for 4th graders and 58 percent for 8th graders in 2008-2009 and 37 percent for 4th graders and 56 percent for 8th graders in 2012-2013.

Figure 6-11

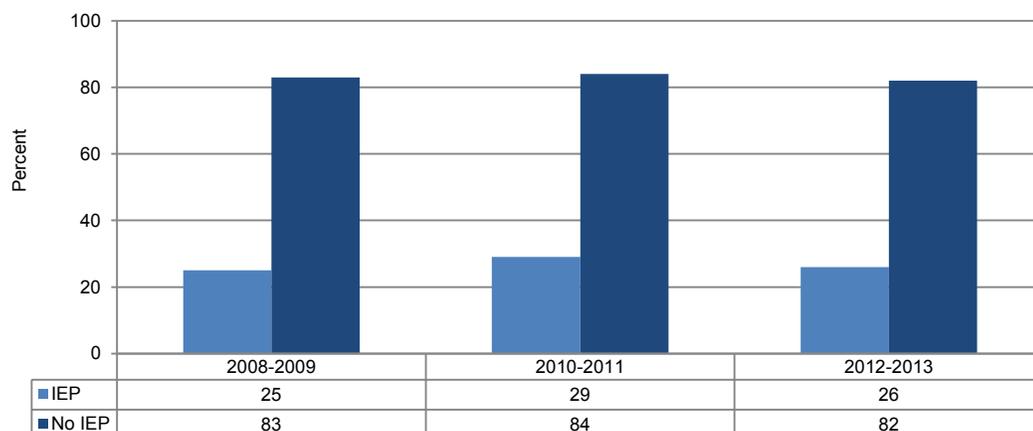
Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2008-2009, 2010-2011 and 2012-2013



Source: National Center for Education Statistics, NAEP Data Explorer.

Figure 6-12

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2008-2009, 2010-2011 and 2012-2013



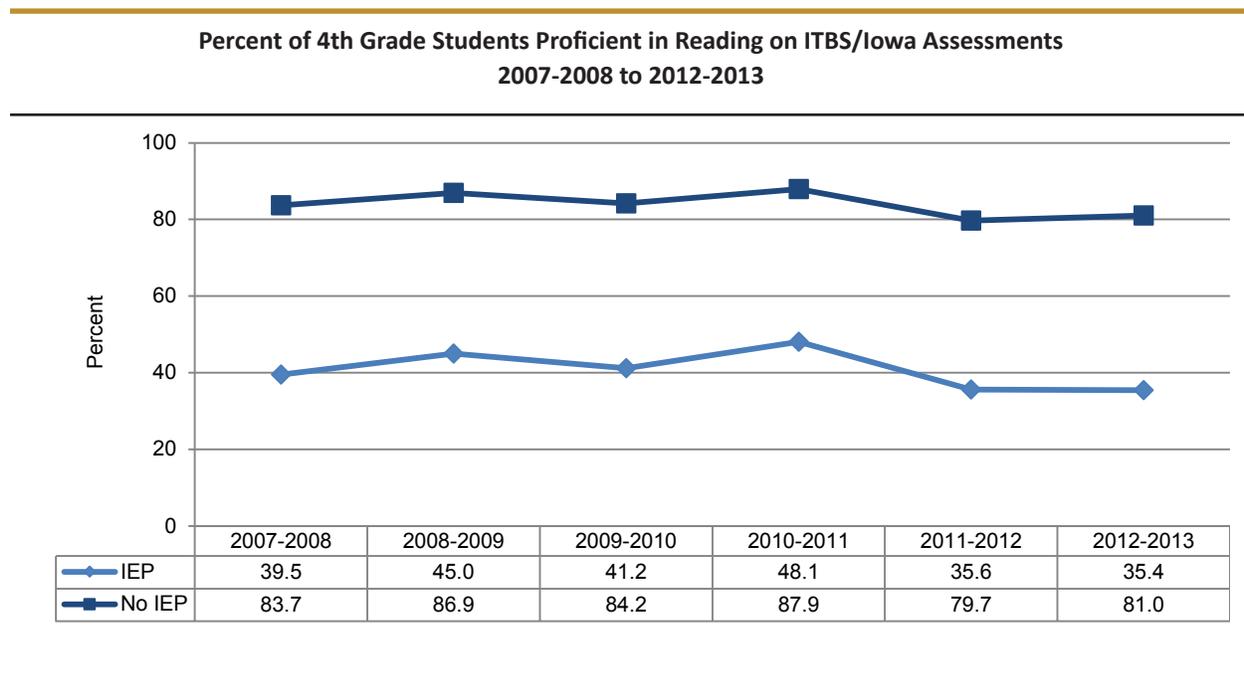
Source: National Center for Education Statistics, NAEP Data Explorer.

Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED)/Iowa Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2007-2008 to 2012-2013. Distinctions are made between students with and without IEPs.

The percentage of students with and without IEPs in 4th grade who were proficient in reading increased or held fairly constant until 2010-2011, when the percentage dropped significantly. This drop may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 44.2 percent and in 2012-2013 the gap was 45.6 percent.

Figure 6-13

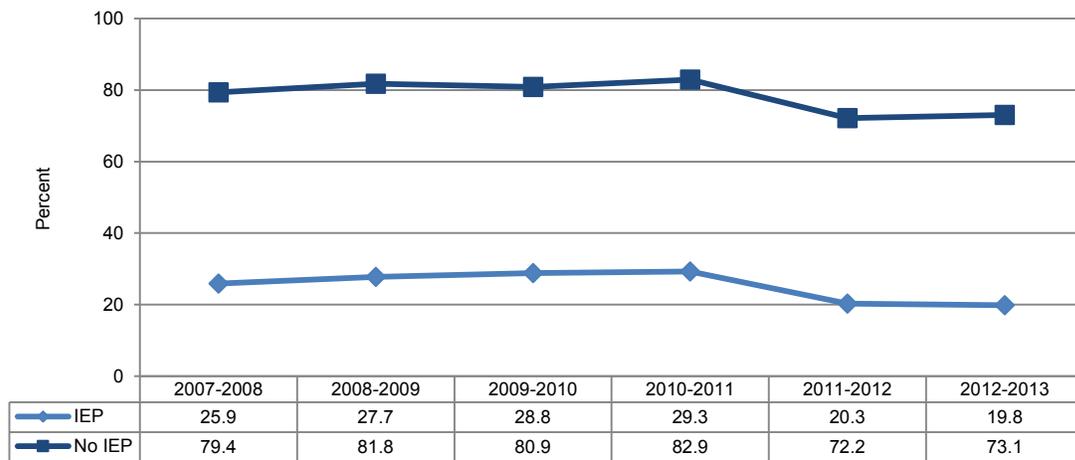


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

The percentage of students with and without IEPs in 8th grade who were proficient in reading increased or held fairly constant until 2010-2011, when the percentage dropped significantly. This drop may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 53.5 percent and in 2012-2013 the gap was 53.3 percent.

Figure 6-14

**Percent of 8th Grade Students Proficient in Reading on ITBS/Iowa Assessments
2007-2008 to 2012-2013**

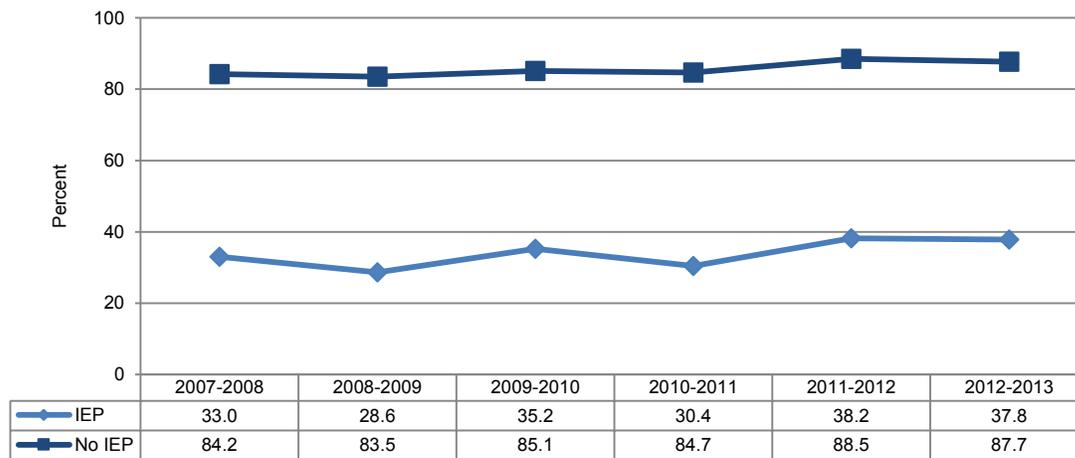


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

The percentage of students with and without IEPs in 11th grade who were proficient in reading held fairly constant until 2010-2011, when the percentage increased slightly. This increase may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 51.2 percent and in 2012-2013 the gap was 49.9 percent.

Figure 6-15

**Percent of 11th Grade Students Proficient in Reading on ITED/Iowa Assessments
2007-2008 to 2012-2013**

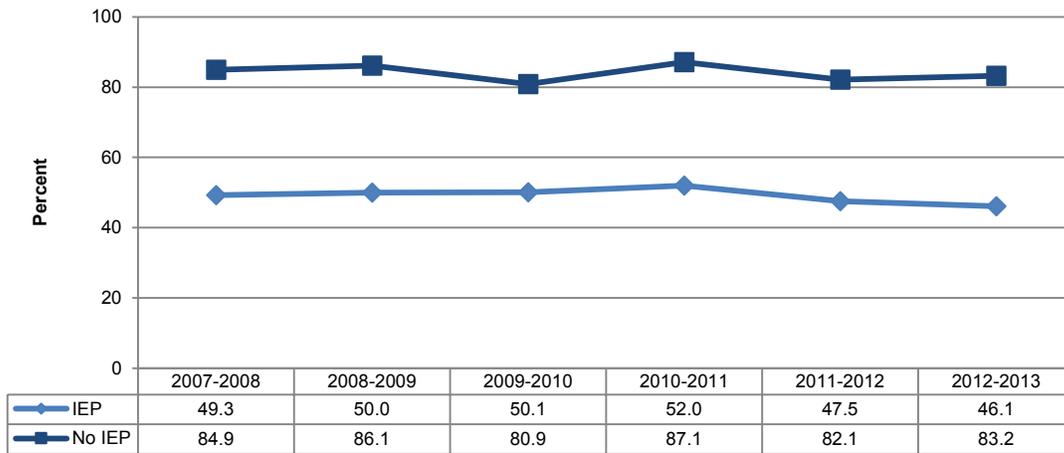


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

The percentage of students with and without IEPs in 4th grade who were proficient in math held fairly constant. In 2007-2008, the gap between students with and without disabilities was 35.6 percent and in 2012-2013 the gap was 37.1 percent.

Figure 6-16

**Percent of 4th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments
2007-2008 to 2012-2013**

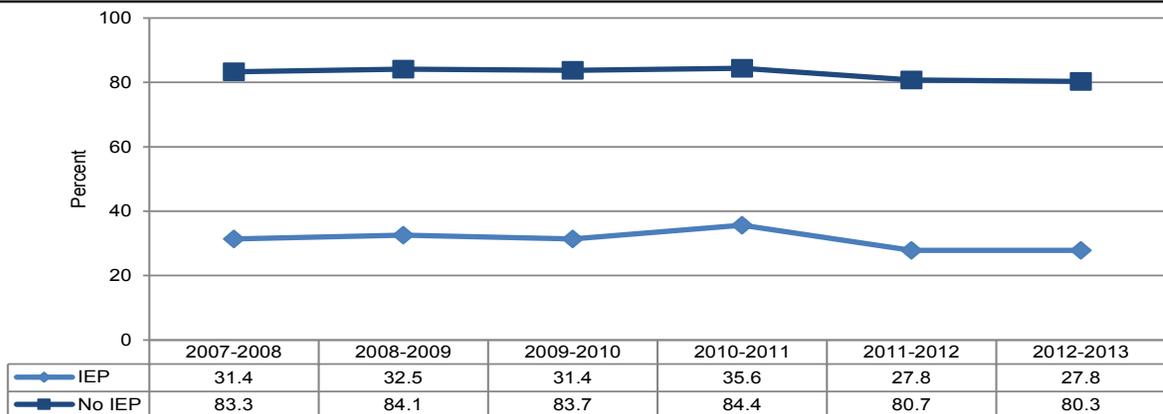


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

The percentage of students with and without IEPs in 8th grade who were proficient in math held fairly constant until 2010-2011, when the percentage decreased slightly. This decrease may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 51.9 percent and in 2012-2013 the gap was 52.5 percent.

Figure 6-17

**Percent of 8th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments
2007-2008 to 2012-2013**

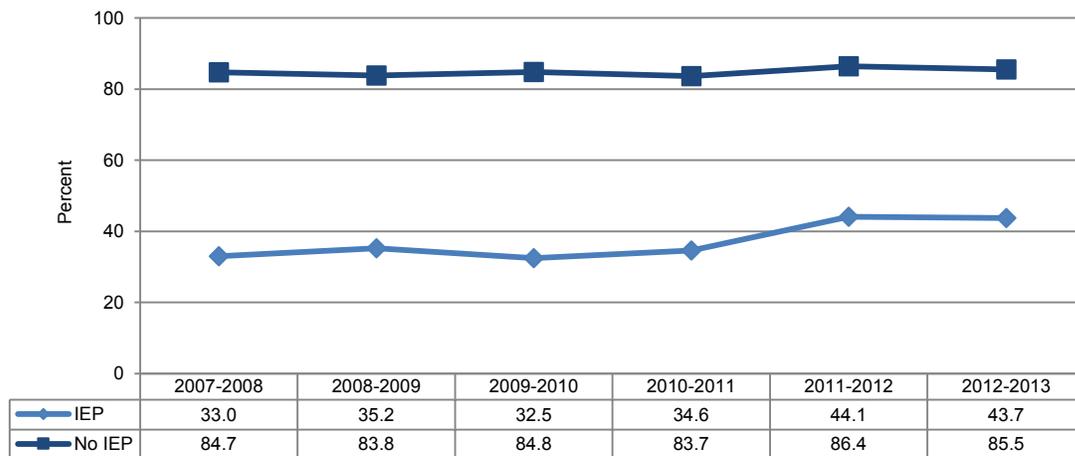


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP Files.

The percentage of students with and without IEPs in 11th grade who were proficient in math held fairly constant until 2010-2011, when the percentage increased. This increase may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 51.7 percent and in 2012-2013 the gap was 41.8 percent.

Figure 6-18

Percent of 11th Grade Students Proficient in Mathematics on ITED/Iowa Assessments
2007-2008 to 2012-2013



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

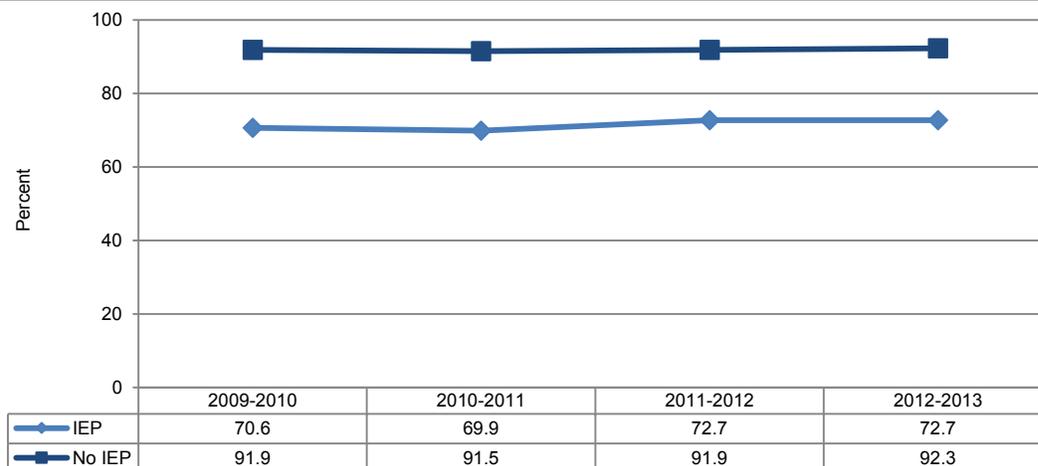
Are Students Leaving School Ready for Life?

Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. For the class of 2013, the graduation rate for students with an IEP was 72.7 percent which is 19.6 percent below the graduation rate for students without IEPs at 92.3 percent. Between the classes 2010 and 2013, the graduation rate increased by 2.1 percent for students with IEPs.

Figure 6-19

Graduation Rate by Graduating Classes, 2010 to 2013



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

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 2012-2013 Certified Annual Financial Report from the Iowa Department of Education, the 2014-2015 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure 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. Function category expenditures as a percent of general fund expenditures have remained about the same over the last three years. All three years are higher than the base year in the areas of instruction and administration and central services, and lower in maintenance and support services (Table 7-1). 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).

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2010-2011 to 2012-2013				
	2000-2001	2010-2011	2011-2012	2012-2013
Instruction	69.0%	70.8%	70.8%	70.5%
Student Support Services	3.8%	3.2%	3.2%	3.3%
Staff Support Services	4.0%	3.6%	3.6%	3.6%
Administration & Central Services	9.9%	10.2%	10.2%	10.3%
Operations and Maintenance	9.2%	8.2%	8.2%	8.2%
Student Transportation	3.8%	3.9%	3.9%	4.0%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	0.1%	0.1%	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.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2012-2013							
Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	72.3%	70.8%	70.6%	70.6%	70.1%	70.6%	70.5%
Student Support Services	1.5%	2.2%	2.5%	3.0%	4.0%	4.1%	3.3%
Staff Support Services	2.2%	2.9%	3.2%	3.7%	3.6%	4.1%	3.6%
Administration & Central Services	11.7%	11.2%	10.6%	10.3%	10.4%	9.8%	10.3%
Operations & Maintenance	7.1%	7.8%	8.1%	8.4%	8.4%	8.2%	8.2%
Student Transportation	5.0%	5.1%	5.0%	4.1%	3.5%	3.3%	4.0%
Community Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Other Support Services	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

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures as a percentage of total general fund expenditures was about the same over the last three years (Table 7-3). Employee benefits have increased and salaries decreased in each of the last three years compared to the base year. Purchased services have increased while supplies and property (equipment) have decreased. In the most recent year, purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased for the first four size categories, and increased in the next two size categories. Salaries as a percentage of general fund expenditures was lowest for the smallest enrollment category and increased for each size category except the largest (Table 7-4).

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2010-2011 to 2012-2013				
Object Category	Year			
	2000-2001	2010-2011	2011-2012	2012-2013
Salaries	64.0%	61.9%	61.4%	61.5%
Benefits	16.1%	18.7%	19.4%	19.5%
Purchased Services	10.3%	11.4%	11.6%	11.5%
Supplies	6.8%	6.3%	6.2%	6.2%
Property	2.5%	1.4%	1.3%	1.2%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

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

Notes: Property included 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

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2012-2013

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	49.1%	58.8%	60.8%	62.9%	63.7%	61.3%	61.5%
Benefits	14.3%	17.9%	18.9%	19.2%	19.2%	21.0%	19.5%
Purchased Services	29.2%	14.7%	12.0%	9.7%	10.2%	11.0%	11.5%
Supplies	6.4%	7.1%	6.9%	6.7%	5.7%	5.3%	6.2%
Property	0.6%	1.1%	1.0%	1.3%	1.1%	1.3%	1.2%
Other Objects	0.3%	0.4%	0.3%	0.2%	0.2%	0.1%	0.2%

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 comprised of state programs including class size reduction and the student achievement/educator quality program. Total local taxes include property tax and local income surtax.

The percent of revenue from state foundation aid increased in each of the past three years, while the percent of revenue from federal sources decreased (Table 7-5, Figure 7-1). The 1,000-2,499 enrollment category had the highest percent of revenue from state aid and the lowest percent of revenue from local taxes. The largest enrollment category had the highest percent of revenue from federal sources (Table 7-6). In every enrollment category, except the smallest, a higher percentage of revenues was received through total state aid than through local taxes (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2000-2001, 2010-2011 to 2012-2013				
Source of Revenue	Year			
	2000-2001	2010-2011	2011-2012	2012-2013
Local Taxes	32.0%	34.7%	34.9%	34.6%
Interagency	3.9%	5.0%	5.1%	5.5%
Other Local Sources	2.6%	2.0%	1.9%	1.8%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	43.7%	45.6%	46.7%
Other State Sources	5.3%	6.9%	6.5%	6.6%
Federal Sources	3.4%	7.4%	5.7%	4.7%
Other Financing Sources	0.1%	0.3%	0.5%	0.3%

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.

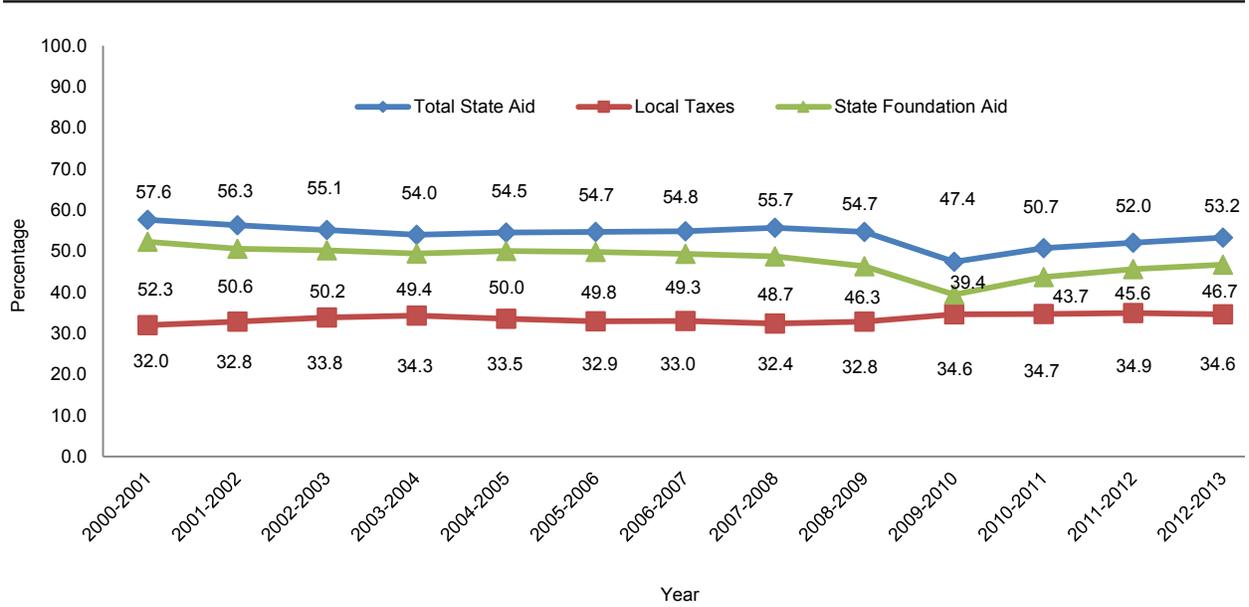
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.

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 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 2000-2001 to 2012-2013



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

Table 7-6

**Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools by Enrollment Category
2012-2013**

Revenue Service	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
Local Taxes	44.4%	37.6%	37.3%	32.6%	34.0%	33.3%	34.6%
Interagency	11.8%	9.6%	7.1%	6.0%	5.3%	2.5%	5.5%
Other Local Sources	1.7%	1.8%	1.8%	1.7%	1.6%	1.9%	1.7%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	31.8%	40.7%	43.7%	49.0%	48.2%	48.5%	46.6%
Other State Sources	6.2%	6.5%	6.6%	6.7%	6.5%	6.6%	6.6%
Federal Sources	3.8%	3.5%	3.3%	3.7%	4.2%	6.7%	4.7%
Other Financing Sources	0.3%	0.2%	0.3%	0.2%	0.1%	0.4%	0.3%

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 local education agencies (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.

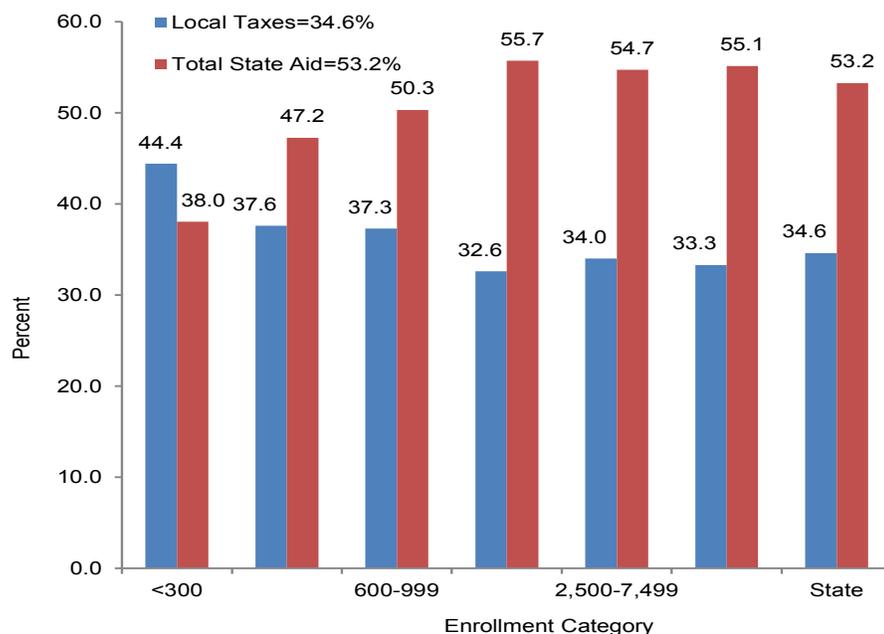
Other local sources include interest, textbook sales, rents and fines, student fees and community service fees.

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 Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2012-2013



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

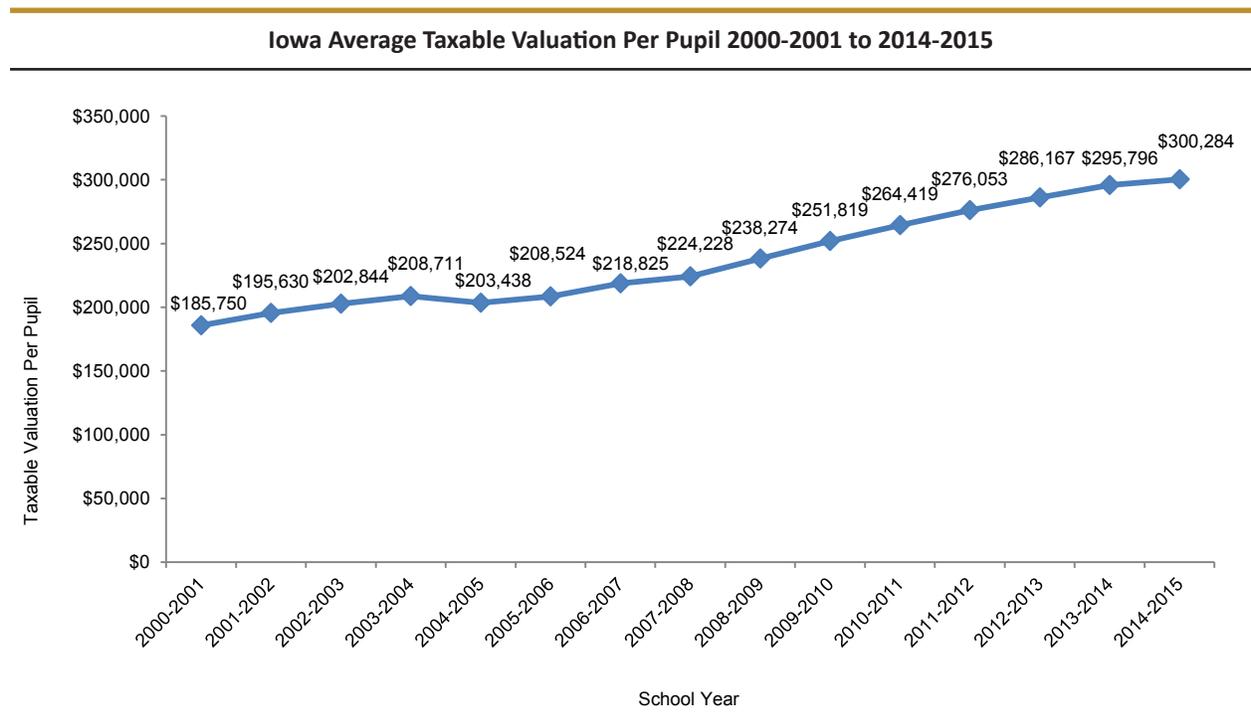
Taxable Valuation

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 jurisdiction 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 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 school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa's average taxable valuation per pupil has increased each year since 2005-2006 (Figure 7-3). In 2014-2015, the three largest enrollment categories had an average per pupil valuation below the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, as well as decreases in enrollment. The 600-999 enrollment category had the greatest range in taxable valuation per pupil in each of the four most recent years, followed closely by the <300 category (Table 7-8). The largest enrollment category had the lowest taxable valuation per pupil and the smallest enrollment category had the highest taxable valuation per pupil in 2014-2015.

Figure 7-3



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 2011-2012 to 2014-2015

Enrollment Category	Year				
	2000-2001	2011-2012	2012-2013	2013-2014	2014-2015
<300	266,463	459,795	498,065	499,721	521,348
300-599	223,708	340,835	355,859	372,560	395,454
600-999	201,732	307,665	327,767	341,183	352,214
1,000-2,499	175,204	257,389	269,549	274,499	283,005
2,500-7,499	175,250	269,035	277,348	277,003	274,268
7,500+	174,108	268,604	271,939	266,057	264,585
State	185,750	276,053	286,167	295,796	300,284

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.

Table 7-8

Net Taxable Valuations Per Budget Enrollment 2000-2001, 2011-2012 to 2014-2015					
Enrollment Category	2000-2001	2011-2012	2012-2013	2013-2014	2014-2015
<300 Min	152,131	204,326	209,439	214,107	215,683
<300 Max	549,020	1,108,654	1,125,249	1,119,423	1,189,526
300-599 Min	92,573	157,120	192,308	196,744	195,930
300-599 Max	451,583	619,483	694,084	691,226	698,665
600-999 Min	111,465	153,782	158,181	166,972	175,948
600-999 Max	409,970	1,099,599	1,127,884	1,119,481	1,183,748
1,000-2,499 Min	93,339	145,572	152,006	163,142	161,716
1,000-2,499 Max	370,462	718,823	739,468	784,478	805,816
2,500-7,499 Min	104,148	164,237	176,638	178,661	169,182
2,500-7,499 Max	313,393	478,826	498,675	515,925	518,582
7,500+ Min	114,143	149,531	158,144	160,944	156,490
7,500+ Max	327,747	460,067	446,666	451,945	455,230
State Min	92,573	145,573	152,006	160,944	156,490
State Max	549,020	1,108,654	1,127,884	1,119,481	1,189,526

Source: Iowa Department of Management, School Budget Master files.

Note: Enrollment categories determined by budget enrollment.

Expenditures Per Pupil

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation, and other support services. Expenditures per pupil are calculated by dividing total general fund expenditures by the certified enrollment. Expenditures related to community services, adult education, nonpublic education, and area education agency revenues for services sold to other school districts and area education agencies are not included in the per pupil calculation.

The smallest enrollment category had the highest average general fund per pupil expenditures in all years presented in Table 7-9. The 1,000-2,499 enrollment category had the lowest average general fund per pupil expenditures in all years presented. 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 these data. In the most recent year, Iowa ranked 34th in the nation in average expenditures per pupil. Indiana, South Dakota, and North Dakota ranked lower than Iowa.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 2000-2001, 2010-2011 to 2012-2013				
Enrollment Category	Year			
	2000-2001	2010-2011	2011-2012	2012-2013
< 300	\$5,605	\$9,874	\$10,094	\$10,118
300-599	\$5,106	\$8,854	\$9,021	\$9,276
600-999	\$4,988	\$8,504	\$8,766	\$9,005
1,000-2,499	\$4,881	\$8,272	\$8,502	\$8,743
2,500-7,499	\$5,055	\$8,385	\$8,605	\$8,848
7,500 +	\$5,461	\$9,361	\$9,524	\$9,635
State	\$5,119	\$8,743	\$8,948	\$9,158

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

Table 7-10

**Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil
2000-2001, 2011-2012 and 2012-2013**

State/Nation	Year					
	2000-2001		2011-2012		2012-2013	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		10,838		10,938	
Iowa	6,434	34	9,645	32	9,609	34
Illinois	8,293	11	12,455	15	12,927	15
Indiana	7,567	18	10,820	20	8,064	48
Kansas	7,031	23	9,518	33	9,689	32
Michigan	8,127	13	13,313	14	13,686	14
Minnesota	7,320	21	11,398	18	11,632	18
Missouri	6,323	38	9,760	30	10,093	27
Nebraska	6,395	35	9,402	37	9,621	33
North Dakota	4,607	50	8,757	40	8,549	41
Ohio	6,952	25	9,842	28	9,941	29
South Dakota	6,269	39	9,218	39	9,347	37
Wisconsin	8,205	12	11,135	19	11,395	19

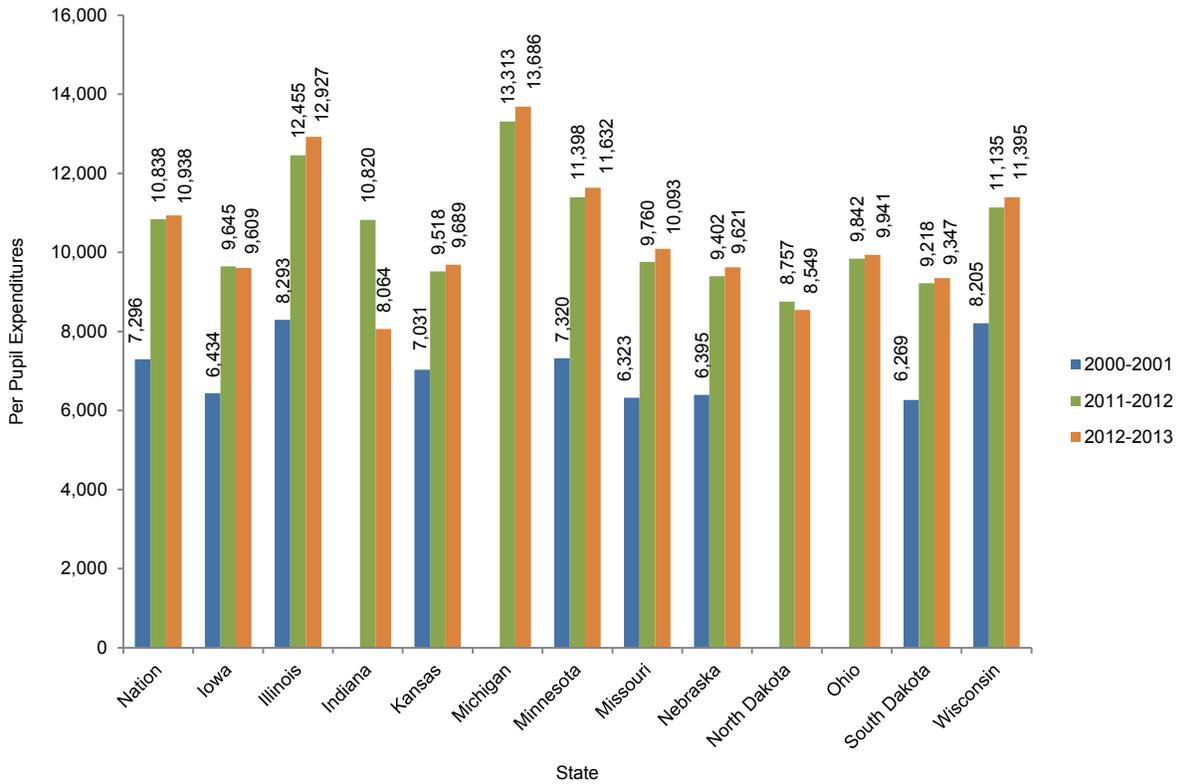
Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2011-2012 numbers have been adjusted.

2012-2013 numbers are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2011-2012 and 2012-2013



Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2011-2012 numbers have been adjusted.

2012-2013 numbers are estimated by NEA.

State Aid

This section presents data on state aid, including School Foundation Aid, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by school districts through appropriations made from the state's general fund each year. In 1996-1997 and 1999-2000, changes were made to school foundation aid laws that impacted state aid amounts. The state foundation level was increased from 83.0 percent to 87.5 percent in 1996-1997. In 1999-2000, the special education foundation level increased from 79.0 percent to 87.5 percent. The changes to the foundation level did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax. 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, and Phase I was discontinued and Phase II was rolled into the school finance formula in 2009-2010.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated \$6.96 billion and initial state aid to school districts was about \$2.86 billion or 41.9 percent of the general fund appropriations in the 2014-2015 school year (fiscal year 2015). Initial state aid to school districts and total general fund appropriations increased between 2013-2014 and 2014-2015, although the percent spent on education decreased.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2014-2015						
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
2014-2015	2,858.5	6,958.9	41.1%	Not currently available		
2013-2014	2,714.8	6,490.1	41.8%	2,717.0	6,492.2	41.9%
2012-2013	2,653.7	6,222.6	42.6%	2,652.6	6,580.4	40.3%
2011-2012	2,629.3	6,010.1	43.7%	2,623.8	6,008.0	43.7%
2010-2011	2,668.5	5,279.2	50.5%	2,451.0	5,351.9	45.8%
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	42.5%	2,251.5	5,392.9	41.7%
2005-2006	2,131.5	4,938.6	43.2%	2,131.9	5,031.7	42.4%
2004-2005	2,025.6	4,464.2	45.4%	2,025.7	4,606.2	44.0%
2003-2004	1,963.5	4,513.6	43.5%	1,919.4	4,500.5	42.6%
2002-2003	1,935.7	4,509.9	42.9%	1,935.7	4,534.4	42.7%
2001-2002	1,978.3	4,873.7	40.6%	1,899.1	4,607.1	41.2%
2000-2001	1,893.1	4,880.1	38.8%	1,897.4	4,886.9	38.8%

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: 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 school districts is funded by a combination of state foundation aid and the uniform (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes that are included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), 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 2014-2015 are found in Table 7-12.

All school districts levy the general fund property tax. The three largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate. The purpose for which the proceeds may be used, however, is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. The majority of the school districts in 2014-2015 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation. The school board may also request voter approval to increase the levy an additional \$1.34 per \$1,000 taxable valuation. The two largest school district enrollment categories 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 PERL is \$0.135 per \$1,000 of taxable valuation. In 2014-2015, 5.9 percent of the school districts levy for PERL. Usage of the debt service levy is tied to passage of a bond issue, which requires approval of at least 60 percent of the electorate within the school district. A little over half of the school districts use the debt services levy.

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 2014-2015. The smallest enrollment category had the highest average tax per pupil for all taxes listed.

Table 7-12

Property Tax Rates and Number of School Districts with Levies by Enrollment Category 2014-2015							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	40	103	87	75	22	11	338
Number of Districts with General Fund Levy	40	103	87	75	22	11	338
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	10.08080	10.05715	10.65233	11.43899	12.26372	13.18293	10.76512
Number of Districts with Management Fund Levy	37	99	86	74	22	10	328
Percent of Districts with Management Fund Levy	92.5%	96.1%	98.9%	98.7%	100.0%	90.9%	97.0%
Average Management Levy Tax Rate	1.05657	1.15887	1.12932	1.09626	0.84816	1.13530	1.10354
Number of Districts with Regular PPEL Levy	39	100	83	74	21	11	328
Percent of Districts with Regular PPEL Levy	97.5%	97.1%	95.4%	98.7%	95.5%	100.0%	97.0%
Average Regular PPEL Tax Rate	0.32536	0.33000	0.33000	0.33000	0.33000	0.32345	0.32923
Number of Districts with Voter-Approved PPEL Levy	26	69	61	59	19	10	244
Percent of Districts with Voter-Approved PPEL Levy	65.0%	67.0%	70.1%	78.7%	86.4%	90.9%	72.2%
Average Voter-Approved PPEL Tax Rate	0.76633	0.75917	0.78182	0.77380	1.01071	0.96769	0.79727
Number of Districts with PERL Levy	2	7	4	2	3	2	20
Percent of Districts with PERL Levy	5.0%	6.8%	4.6%	2.7%	13.6%	18.2%	5.9%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500
Number of Districts with Debt Services Levy	8	61	46	47	12	4	178
Percent of Districts with Debt Services Levy	20.0%	59.2%	52.9%	62.7%	54.5%	36.4%	52.7%
Average Debt Services Tax Rate	2.00259	2.08682	1.85601	2.23903	2.74329	1.71812	2.09954

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.
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 2014-2015

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	40	103	87	75	22	11	338
Percent of Districts with General Fund Levy	40	103	87	75	22	11	338
General Fund Property Tax	43,355,431	182,282,907	235,622,473	356,934,590	311,384,932	522,478,679	1,652,059,012
General Fund Income Surtax	3,582,425	14,496,612	18,408,918	26,853,505	11,575,725	17,247,809	92,164,994
Total General Fund Tax	46,937,856	196,779,519	254,031,391	383,788,095	322,960,657	539,726,488	1,744,224,006
Average Total General Fund Tax Per Pupil	\$5,414	\$4,144	\$3,908	\$3,386	\$3,433	\$3,589	\$3,642
Percent of Districts with Management Fund Levy	92.5%	96.1%	98.9%	98.7%	100.0%	90.9%	97.0%
Management Fund Property Tax	3,949,682	20,232,314	23,502,596	33,248,643	20,503,968	45,783,948	147,221,151
Average Management Fund Property Tax Per Pupil	456	426	362	293	218	304	307
Percent of Districts with Regular PPEL Levy	97.5%	97.1%	95.4%	98.7%	95.5%	100.0%	97.0%
Regular PPEL Property Tax	1,456,402	6,261,828	7,598,128	11,395,725	8,807,549	13,908,848	49,428,480
Average Regular PPEL Property Tax Per Pupil	168	132	117	101	94	93	103
Percent of Districts with Voter-Approved PPEL Levy	65.0%	67.0%	70.1%	78.7%	86.4%	90.9%	72.2%

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 Property Tax	2,418,931	9,431,940	11,543,437	20,134,960	26,059,183	38,946,831	108,535,282
Voter-Approved PPEL Income Surtax	326,337	2,856,003	2,623,858	4,853,704	230,365	0	10,890,267
Total Voter-Approved PPEL Tax	2,745,268	12,287,943	14,167,295	24,988,664	26,289,548	38,946,831	119,425,549
Average Total Voter-Approved PPEL Tax Per Pupil	317	259	218	220	279	259	249
Percent of Districts with PERL Levy	5.0%	6.8%	4.6%	2.7%	13.6%	18.2%	5.9%
PERL Property Tax	28,254	192,979	121,025	98,917	516,863	1,432,272	2,390,310
Average PERL Property Tax Per Pupil	67	62	45	31	34	44	50
Percent of Districts with Debt Services Levy	20.0%	59.2%	52.9%	62.7%	54.5%	36.4%	52.7%
Debt Services Property Tax	1,902,219	22,540,213	21,857,220	48,990,988	45,739,668	21,338,010	162,368,318
Average Debt Services Property Tax Per Pupil	1,014	749	583	621	888	570	688

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.
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 2010-2011 to 2014-2015 are presented in Table 7-14.

Table 7-14

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2014-2015							
Number of Districts with Surtaxes	37	91	75	64	11	3	281
Percent of Districts with Surtaxes	92.5%	88.3%	86.2%	85.3%	50.0%	27.3%	83.1%
Surtaxes Per Budget Enrollment	451	365	324	280	126	115	215
Average Income Surtax Rate	8.95	7.29	6.77	5.94	4.45	5.33	6.93
2013-2014							
Number of Districts with Surtaxes	45	103	85	71	20	11	335
Percent of Districts with Surtaxes	100.0%	97.2%	97.7%	93.4%	95.2%	100.0%	96.8%
Surtaxes Per Budget Enrollment	509	377	364	328	246	359	377
Average Income Surtax Rate	10.24	8.02	7.56	6.42	4.40	5.33	7.71
2012-2013							
Number of Districts with Surtaxes	45	89	77	64	9	3	287
Percent of Districts with Surtaxes	93.8%	84.8%	88.5%	84.2%	40.9%	30.0%	82.5%
Surtaxes Per Budget Enrollment	450	377	359	318	266	386	344
Average Income Surtax Rate	9.66	8.25	7.64	6.43	4.79	5.62	6.62
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
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 Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant, and Equipment Levy.

Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district. It may be imposed for up to 10 years if approved through a referendum, or up to five years through board resolution. A school district's budget may be increased up to 10 percent of the school district's regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program and the remaining portion was funded through a property tax and income surtax, if approved, once the program was enacted.

The revenue sources and amounts for the instructional support program for 2014-2015 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 until FY 2009. 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 through 2014-2015, state aid did not fund instructional support. The percent of the funding for instructional support that came from property taxes increased each year from 2011-2012 to 2013-2014 and decreased in 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. All school districts in the largest enrollment category had instructional support programs in the current and previous four years. All school districts in the smallest enrollment category had instructional support programs in 2010-2011 to 2013-2014.

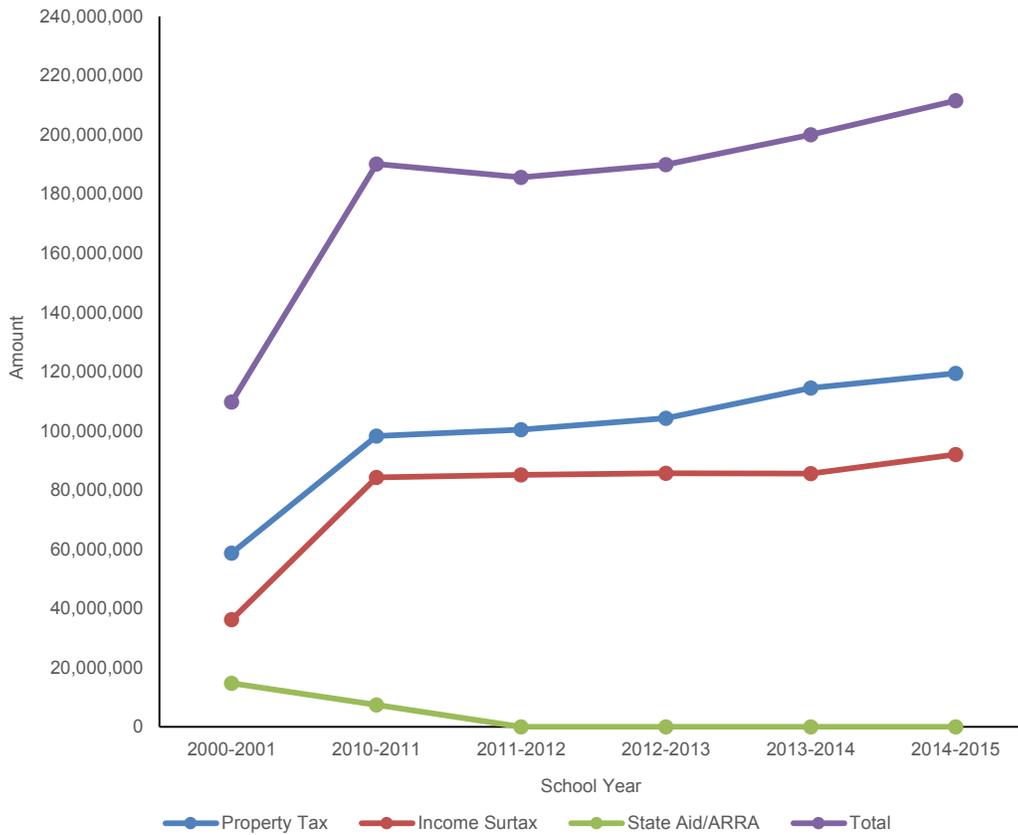
Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2010-2011 to 2014-2015							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ ARRA	Total
2014-2015	119,468,024	56.5%	91,988,125	43.5%	0	0.0%	211,456,149
2013-2014	114,476,664	57.2%	85,521,643	42.8%	0	0.0%	199,998,307
2012-2013	104,229,555	54.9%	85,667,381	45.1%	0	0.0%	189,896,936
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
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.

Figure 7-5

Instructional Support Program Revenues, 2000-2001, and 2010-2011 to 2014-2015



Source: Iowa Department of Management, Master Budget Files.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2010-2011 to 2014-2015

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2014-2015							
Number of Districts	40	103	87	75	22	11	338
Number of Districts with Instructional Support	39	101	85	70	22	11	328
Percent of Districts with Instructional Support	97.5%	98.1%	97.7%	93.3%	100.0%	100.0%	97.0%
2013-2014							
Number of Districts	45	106	87	76	21	11	346
Number of Districts with Instructional Support	45	103	85	71	20	11	335
Percent of Districts with Instructional Support	100.0%	97.2%	97.7%	93.4%	95.2%	100.0%	96.8%
2012-2013							
Number of Districts	48	105	87	76	22	10	348
Number of Districts with Instructional Support	48	102	85	71	20	10	336
Percent of Districts with Instructional Support	100.0%	97.1%	97.7%	93.4%	90.9%	100.0%	96.6%
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%
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 enrollments.

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 supplemental state aid growth rate set by the General Assembly is used to determine whether or not a school district qualifies to receive the budget adjustment. Through FY 2013, school districts could 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 school district received in FY 2004. The scale-down adjustment was completely eliminated in FY 2014. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The percent of school districts statewide receiving the budget adjustment decreased each year between 2011-2012 and 2014-2015 (Table 7-17 and Figure 7-6), with 2014-2015 having the lowest percentage in the last 15 years. The two largest enrollment categories had the lowest percent of school districts receiving the budget adjustment in 2014-2015.

Table 7-17

Number and Percent of School Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2010-2011 to 2014-2015

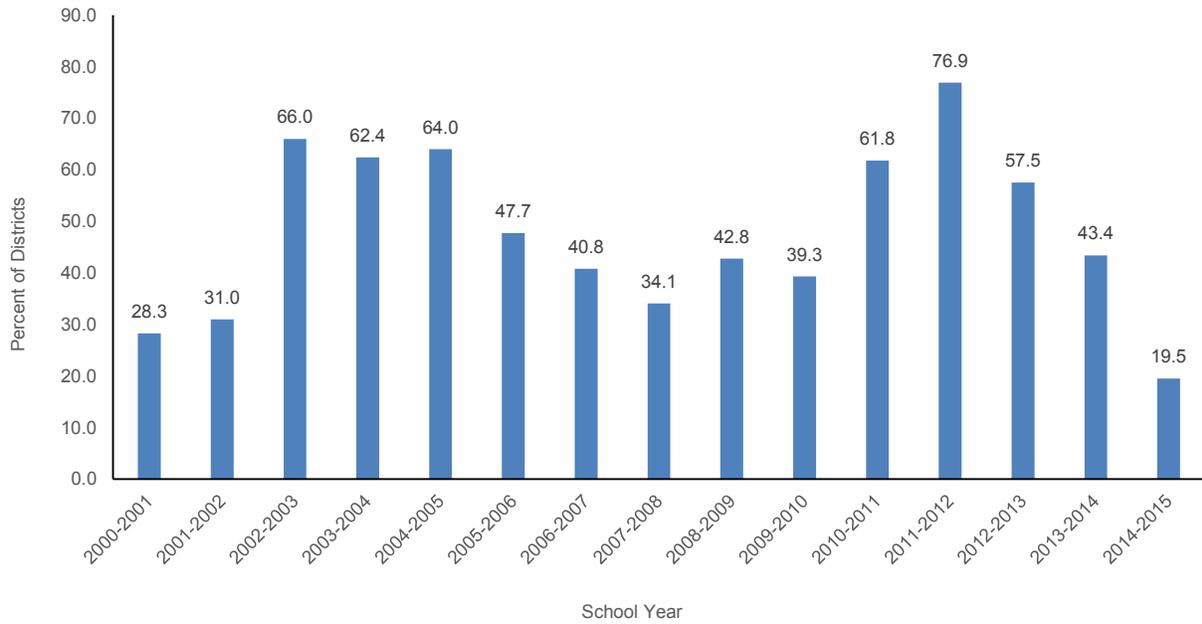
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2014-2015							
Number of Districts	40	103	87	75	22	11	338
Number of Districts w/Adjustment	22	23	15	5	0	0	66
Percent of Districts w/Adjustment	55.0%	22.3%	17.2%	6.7%	0.0%	0.0%	19.5%
Average Per Pupil	264	117	66	31	0	0	148
2013-2014							
Number of Districts	45	106	87	76	21	11	346
Number of Districts w/Guarantee	19	55	33	21	20	2	150
Percent of Districts w/Guarantee	42.2%	51.9%	37.9%	27.6%	95.2%	18.2%	43.4%
Average Per Pupil	238	190	132	82	65	7	159
2012-2013							
Number of Districts	48	105	87	76	22	10	348
Number of Districts w/Guarantee	44	71	46	31	7	1	200
Percent of Districts w/Guarantee	91.7%	67.6%	52.9%	40.8%	31.8%	10.0%	57.5%
Average Per Pupil	215	155	132	87	39	2	106
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
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 2014-2015



Source: Iowa Department of Management, Master Budget files.

Bond Elections

The number of school 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 the most recent year, 85 percent of bond referendums passed, compared to 42.0 percent in 2000-2001.

Table 7-18

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
2012-2013							
Number Attempted	2	4	3	7	3	1	20
<50 Percent	0	0	1	2	0	0	3
50-59.9 Percent	0	0	0	0	1	0	1
60 Percent +	2	4	3	5	2	1	17
2011-2012							
Number Attempted	0	4	2	3	3	0	12
<50 Percent	0	1	0	0	0	0	1
50-59.9 Percent	0	1	1	0	0	0	2
60 Percent +	0	2	1	3	3	0	9
2000-2001							
Number Attempted	0	11	6	6	4	1	28
<50 Percent	0	3	2	3	0	0	8
50-59.9 Percent	0	4	1	2	1	0	8
60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Division of School Finance and Support Services, Facilities, Elections, Sales Tax.

Note: A school 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.

Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2011-2012 and 2012-2013. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2012-2013, 87.5 percent of the voter-approved physical plant and equipment referendums were passed (Table 7-19), compared to 78.4% in 2001-2002.

Table 7-19

Number of School Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2001-2002, 2011-2012 and 2012-2013

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
2012-2013							
Number Attempted	3	7	9	2	3	0	24
<50 Percent	0	0	2	0	1	0	3
50 Percent +	3	7	7	2	2	0	21
2011-2012							
Number Attempted	2	11	10	7	2	0	32
<50 Percent	0	0	0	1	0	0	1
50 Percent +	2	11	10	6	2	0	31
2001-2002							
Number Attempted	2	14	10	9	2	0	37
<50 Percent	0	3	2	2	1	0	8
50 Percent +	2	11	8	7	1	0	29

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

Notes: A school district could be included more than once if it had more than one Voter-Approved Physical Plant and Equipment Levy referendum in a year.

FY 2002 was the first year the information was collected.

Secure an Advanced Vision for Education (SAVE)

SAVE is used by school districts for school infrastructure needs and property tax relief. Prior to July 1, 2008, all 99 counties had passed the local option tax. Effective July 1, 2008, legislation changed the local option sales and services tax to a statewide sales and services tax. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to continue providing revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax sunsets on December 31, 2029.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 "Use of revenues." A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required. The school district-approved RPS is effective until amended or repealed on December 31, 2029.

Estimated sales and services tax revenues for 2013-2014 are approximately \$386 million for 346 school districts in all 99 counties (Table 7-20).

Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure 2000-2001, 2010-2011 to 2013-2014					
	2000-2001	2010-2011	2011-2012	2012-2013	2013-2014
Number of Counties with the Tax	15	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	359	348	348	346
Resident Budget Enrollment in those Counties	171,150.6	474,227.3	473,493.4	473,504.2	478,920.9
Estimated Revenues	\$122,683,313	\$358,117,410	\$356,483,791	\$408,955,193	\$386,260,230
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%
Number of Counties Receiving SAVE Funds (Receiving in Next Fiscal Year)	0	85	99	99	99.0%
Number of Districts Partly or Wholly Located in those Counties	0	339	349	348	346
Resident Budget Enrollment in those Counties	0.0	432,319.3	470,586.8	473,504.2	478,920.9
Estimated SAVE Revenues	\$0	\$27,176,159	\$23,909,079	\$38,850,743	\$38,839,099

Source: Department of Revenue, Local Option Tax Information for Local Government.

Total Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2013-2014, and 2014-2015 is shown in Table 7-21. State categorical funding includes Educational Excellence (program discontinued starting in FY 2010), Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement, and Student Achievement/Educator Quality. Beginning in 2009-2010, categorical roll-ins for Teacher Salary, Professional Development, Early Intervention, Area Education Agency (AEA) Teacher Salary, and AEA Professional Development were added to the school aid formula.

Table 7-21

Iowa Elementary and Secondary Budget Detail 2000-2001, 2013-2014 and 2014-2015							
Source of Funds	2000-2001		2013-2014		2014-2015		
	Amount	Percent	Amount	Percent	Amount	Percent	
Regular Program	2,175,673,579	66.7	2,926,121,952	56.5	3,059,835,956	56.7	
Guarantee Amount	6,629,840	0.2	11,174,352	0.2	3,171,867	0.1	
Supplementary Weights	21,887,590	0.7	66,833,692	1.3	75,606,605	1.4	
Special Education	278,121,047	8.5	389,338,826	7.5	398,884,393	7.4	
Teacher Salary	-	0.0	252,061,525	4.9	263,020,527	4.9	
Professional Development	-	0.0	28,560,983	0.6	29,809,229	0.6	
Early Intervention	-	0.0	31,058,141	0.6	32,436,162	0.6	
AEA Special Education Support and Adj	107,245,598	3.3	145,271,982	2.8	153,068,854	2.8	
AEA Media	19,184,863	0.6	25,547,751	0.5	26,684,725	0.5	
AEA Ed Services	21,167,941	0.6	28,238,954	0.5	29,494,394	0.5	
AEA Sharing	-	0.0	150,658	0.0	60,002	0.0	
AEA Teacher Salary	-	0.0	14,197,911	0.3	14,794,199	0.3	
AEA Professional Development	-	0.0	1,659,349	0.0	1,730,480	0.0	
Dropout SBRC	40,504,621	1.2	97,212,971	1.9	103,483,729	1.9	
Other SBRC	664,690	<0.1	0	0.0	0	0.0	
Enrollment Audit Adjustment	(695,392)	0.0	92,350	0.0	-209,905	0.0	
AEA Prorated Budget Reduction	-	0.0	-22,500,000	-0.4	-22,500,000	-0.4	
Preschool	-	0.0	66,099,739	1.3	69,955,725	1.3	
Instructional Support	109,749,562	3.4	199,998,422	3.9	211,456,061	3.9	
Educational Improvement	317,837	<0.1	692,740	0.0	702,943	0.0	
Property Tax Replacement Payment	-	0.0	8,256,992	0.2	25,445,360	0.5	
Management	47,005,258	1.4	150,729,425	2.9	147,221,151	2.7	
Physical Plant & Equipment	80,703,751	2.5	151,849,682	2.9	157,963,762	2.9	
67.5 Cent Schoolhouse	668,203	<0.1	0	0.0	0	0.0	
Playground and Library	1,592,530	<0.1	2,307,413	0.0	2,415,459	0.0	
Debt Service	99,375,793	3.0	148,155,452	2.9	162,368,318	3.0	
Estimated Miscellaneous State Categorical	147,121,263	4.5	73,680,586	1.4	65,391,351	1.2	
Estimated Misc. Federal	104,000,000	3.2	380,485,658	7.3	380,485,658	7.1	
Total	3,260,918,574	100.0	5,177,277,506	100.0	5,392,777,005	100.0	

Source: Iowa Department of Education Budget files.

