The Annual

Condition of Education

Report

Iowa Department of Education

2015

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

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Dear Iowans,

Data and information are an important part of our lives. Weather reports guide our decisions on travel. Financial reports help us make decisions about spending and investing. In education, data and information guide our thinking on instruction and student achievement, from the classroom level to the state level.

One of the critical functions of the Iowa Department of Education is to provide and interpret education data. We do this to support accountability, transparency, and the ongoing improvement of our schools. Iowa has put in place bold education strategies, including a comprehensive teacher leadership system, new statewide standards, an early literacy initiative, and a coordinated effort to connect students with high-demand, rewarding careers.

The Annual Condition of Education Report provides valuable feedback about our students, educators and school districts across a number of statewide measures. They include changes in student populations and demographics, trends involving teacher salaries, student performance, and school financial information.

Thank you for your role in supporting Iowa's schools and students. I look forward to working with you on our shared journey to prepare all students for a bright future.

Sincerely,

Ryan M. Wise

Ryan M. Wise, 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

As we begin a new year, it is important to reflect and see what data tells us about the direction we are headed into the future. The 2015 edition of the Annual Condition of Education Report includes a rich set of information about the status of Iowa's K-12 education system. The data presented in the report allows us to examine trends about Iowa's students, teachers, and schools. Information such as demographic characteristics, assessment results, college readiness measures, courses taken, and school finance are just a few examples of data included in the report. Below are highlights from the 26th edition of the report.

Enrollment

- The number of students in Iowa's public school districts continues to climb. After a seventeen year decline, public school districts have seen a fourth year of increased enrollment.
- The number of minority students in Iowa's public schools continues to increase and is at an all-time high (104,052). Minority students make up 21.8 percent of the student body.
- The percentage of students eligible for free or reduced priced lunch decreased slightly in the 2014-15.
- The number of students who are English language learners (ELL) continues to increase. In the 2014-2015 school year, 5.7 percent of students were reported as ELL up from 2.3 percent in 2000-01.

Iowa Educators

- Iowa's average teacher salary increased 2.7 percent to $53,878 in the 2014-15 school year.
- Iowa's average teacher salary increased to 25th in the national rankings and remains 6th when compared to Midwest states.
- In 2014-15, there were 34,725 teachers in Iowa public schools which is up from 2000-01 (33,610).
- The percentage of teachers with contract days over 191 continues to increase. In 2014-15, 56.3 percent of teachers had contracts over 191 days compared to only 44.9 percent in 2000-01.

Student Performance

- Since 2011-12, Iowa Testing Programs introduced Forms E and F. The 2012-14 Biennium included an addition of a new form (F) of the Iowa Assessments which was introduced during the 2013-14 school year.
- There was an increase in fourth grade Iowa Assessment results in reading and mathematics proficiency percentages in the 2013-15 biennium
- There was also an increase in eighth grade Iowa Assessment proficiency results in both mathematics and reading for the 2013-15 biennium.
- Consistent with the same pattern reported for the 2012-14 biennium, there was an increase in eleventh grade student performance on the Iowa Assessments in mathematics, but a decrease in the percent of students proficient in reading during the 2013-15 biennium.
- The percent of students taking higher level course work continued in the right direction for the class of 2015.
- 41.3 percent of students took a higher level mathematics course, 67.4 percent took chemistry and 28.8 percent took physics for the class of 2015.
- Iowa continues to have one of the top graduation rates nationally. The four-year cohort graduation

rate for the class of 2014 was 90.5 percent which is an increase from 89.7 percent for the class of 2013.

- For the class of 2015, 67 percent of Iowa students took the ACT which is a decrease compared to 68 percent for the class or 2014. The national percentage of students taking the ACT continues to increase and was 59 percent in 2015 compared to 57 percent for the class of 2014.
- There was an increase in the composite ACT scores for the class of 2015 (22.2) compared to the class or 2014 (22.0).
- Among states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite (22.2) tied second with Wisconsin nationally.
- The number of Iowa Advanced Placement (AP) test takers and exams saw a slight decline in 2014-15. In 2014-15, 18,568 AP exams were taken by Iowa students compared to 18,860 in 2013-14. There was also a slight decrease in the total number of AP exams (11,642) in 2014-15 compared to the prior year (12,029). Over the past decade, the long-term trend shows a significant increase in the total number of students taking AP exams.

Technology Readiness

- There was a slight decrease in the overall expenditures in technology in 2013-14 (78.3 million) school year in Iowa districts compared to the 2012-13 school year (82.4 million). While there was an increase in overall software expenditures, there was a decrease in hardware expenditures. In 2013-14, 16.5 million was spent on software and 61.8 million on hardware compared to 14.3 on software and 68.1 on hardware in the 2012-13 school year.
- The number of computers available to Iowa students continues to increase. In 2012-13, there were approximately 1.2 students per computer. This compares to 4.1 students per computer in 2000-01.
- There is an increase in the percent (71.9) of Iowa schools equipped with 50 MB or more of bandwidth in 2014-15. This compares to 60.1 of schools in 2013-14 and just 44.4 percent in 2012-13.

Sincerely,

Jay Pennington, Chief
Bureau of Information and Analysis

Contents

Enrollment

The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter, including data on student characteristics such as race/ethnicity, English language learners (ELL), percent of students eligible for free or reduced price lunch, special education enrollment, and migrant enrollment. These data come 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 2014-2015 continues to increase 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 2014-2015 had less than 1,000 students and served 25 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 27.3 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 2014-2015 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 2014-2015, the percent of students eligible for free or reduced lunch dropped slightly (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 11.6 in 2014-2015 (Table 1-8).

The percent of minority students in public and nonpublic schools continued to increase in 2014-2015 (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).

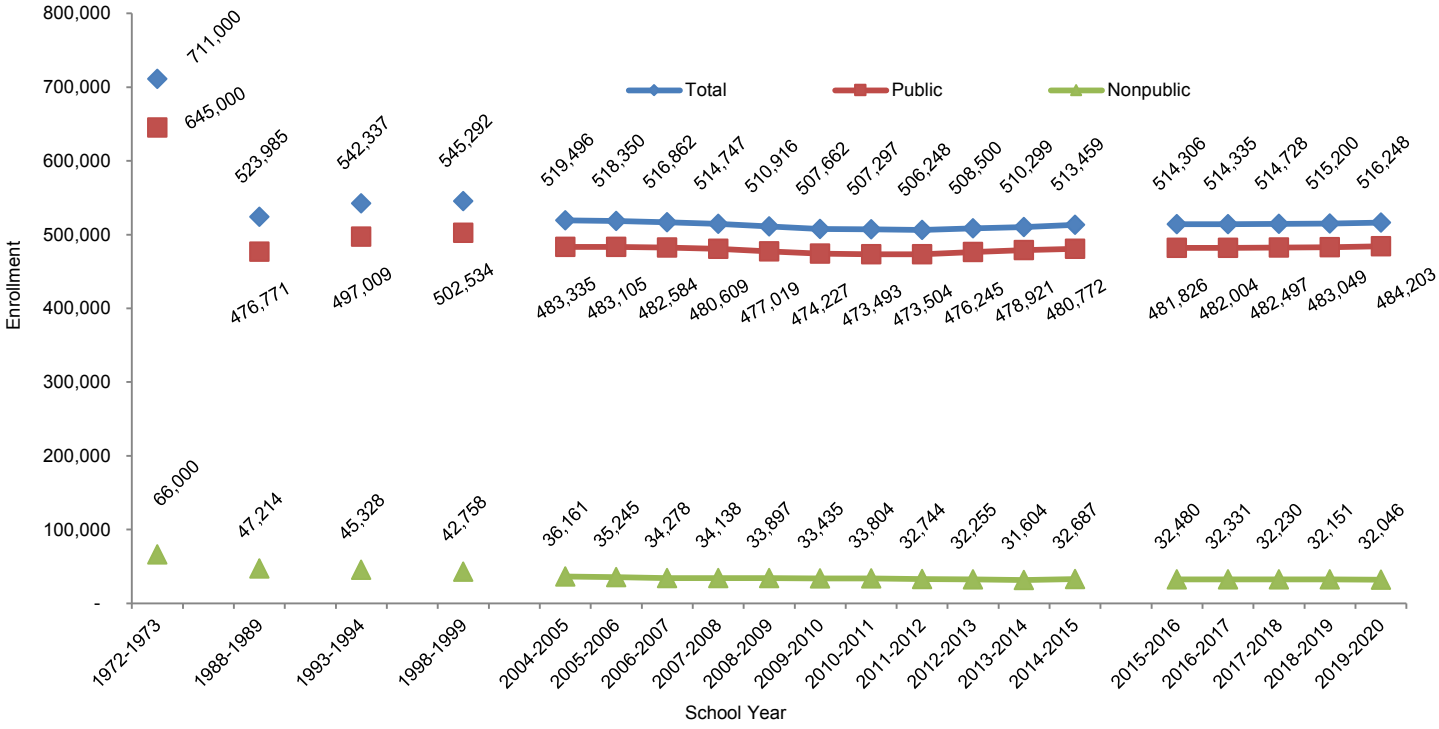
The percent of English Language Learner (ELL) students in public schools increased in 2014-2015, while the number of ELL students in nonpublic schools decreased (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student is eligible for 0.22 weighted 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 has continued to decrease in the last 10 years (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, 2004-2005 to 2014-2015 and
Projected Enrollments 2015-2016 to 2019-2020



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2013-2014 to 2014-2015 and Projected Enrollments 2015-2016 to 2019-2020 by Grade

	Enrollment		Projected Enrollment				
Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	40,993	40,046	39,090	38,502	38,721	39,102	39,212
1	37,548	37,563	36,777	35,899	35,360	35,561	35,910
2	36,867	37,547	37,581	36,796	35,917	35,377	35,579
3	36,170	36,913	37,670	37,705	36,916	36,035	35,493
4	35,752	36,217	37,002	37,761	37,795	37,005	36,121
5	35,772	35,848	36,351	37,138	37,900	37,934	37,141
6	35,518	35,975	36,085	36,592	37,384	38,151	38,186
7	35,829	35,841	36,340	36,451	36,962	37,763	38,538
8	36,380	35,991	35,992	36,493	36,604	37,118	37,922
9	37,093	37,570	37,049	37,049	37,565	37,680	38,208
10	36,522	36,780	37,081	36,567	36,568	37,077	37,190
11	35,632	35,971	35,968	36,262	35,759	35,760	36,258
12	36,458	36,299	36,681	36,679	36,979	36,466	36,467
PKIEP	2,388	2,211	2,159	2,111	2,066	2,020	1,977
State	478,921	480,772	481,826	482,004	482,497	483,049	484,203

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 2013-2014 to 2014-2015 and Projected Enrollments 2015-2016 to 2019-2020 by Grade

	Enrollment		Projected Enrollment				
Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	3,198	3,169	3,128	3,111	3,129	3,159	3,137
1	3,025	3,067	3,003	2,964	2,948	2,965	2,994
2	2,963	3,136	3,027	2,964	2,925	2,910	2,926
3	2,858	3,094	3,109	3,001	2,939	2,900	2,885
4	2,809	2,972	3,061	3,075	2,969	2,907	2,869
5	2,704	2,903	2,915	3,002	3,017	2,912	2,851
6	2,630	2,698	2,764	2,776	2,859	2,873	2,773
7	2,280	2,344	2,317	2,374	2,384	2,455	2,467
8	2,331	2,346	2,309	2,282	2,338	2,348	2,418
9	1,694	1,774	1,777	1,749	1,728	1,771	1,778
10	1,721	1,733	1,719	1,722	1,695	1,675	1,716
11	1,689	1,727	1,699	1,685	1,688	1,661	1,642
12	1,702	1,724	1,653	1,626	1,613	1,616	1,590
State	31,604	32,687	32,480	32,331	32,230	32,151	32,046

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

K-12 Enrollments by District Size Category

Table 1-3

Iowa's Public School Districts and K-12 Students by Enrollment Category 2000-2001, 2013-2014 and 2014-2015

	2000-2001				2013-2014				2014-2015			
Enrollment Category	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	48	13.9	10,171	2.1	40	11.8	8,493	1.8
300-599	116	31.0	52,162	10.6	104	30.1	47,503	9.9	103	30.5	46,746	9.7
600-999	104	27.8	78,916	16.0	87	25.1	64,920	13.6	87	25.7	65,111	13.5
1,000-2,499	83	22.2	126,118	25.5	74	21.4	111,898	23.4	75	22.2	113,777	23.7
2,500-7,499	24	6.4	96,410	19.5	22	6.4	94,066	19.6	22	6.5	94,788	19.7
7,500+	9	2.4	132,509	26.8	11	3.2	150,363	31.4	11	3.3	151,857	31.6
State	374	100.0	494,291	100.0	346	100.0	478,921	100.0	338	100.0	480,772	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 2014-2015

	Public Schools		Nonpublic Schools		Total	
AEA	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone	28,772	6.0	4,290	13.1	33,062	6.4
AEA 267	62,791	13.1	3,239	9.9	66,030	12.9
Prairie Lakes	30,100	6.3	2,210	6.8	32,310	6.3
Mississippi Bend	47,116	9.8	3,323	10.2	50,439	9.8
Grant Wood	68,009	14.1	4,583	14.0	72,592	14.1
Heartland	132,088	27.5	8,034	24.6	140,122	27.3
Northwest	38,702	8.0	4,972	15.2	43,674	8.5
Green Hills	37,784	7.9	975	3.0	38,759	7.5
Great Prairie	35,410	7.4	1,061	3.2	36,471	7.1
State	480,772	100	32,687	100.0	513,459	100.0

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

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 2014-2015

	% 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
2014-2015	6.1	29,372	480,772

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

Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Category 2000-2001, 2013-2014 and 2014-2015

		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
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
2014-2015	Total # Districts	40	103	87	75	22	11	338
	# Students	8,493	46,746	65,111	113,777	94,788	151,857	480,772
	# Students Open In	954.4	6,889.6	5,314.9	7,969.3	5,777.8	2,466.0	29,372.0
	# Students Open Out	1,805.5	4,935.9	4,996.4	5,783.4	5,283.0	6,567.8	29,372.0
	Net Gains/Losses	-851.1	1,953.7	318.5	2,185.9	494.8	-4,101.8	
	# Districts wt Gains	9	51	45	41	12	0	158
	# Districts wt Losses	31	51	42	34	10	11	179
	# 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 Student Reporting in Iowa.

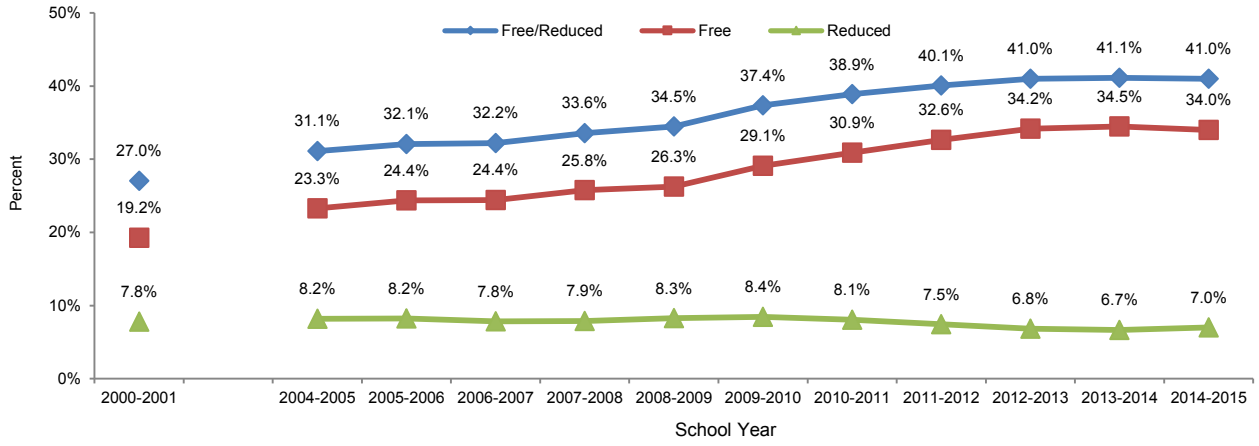
Notes: wt indicates with.

Figures may not total due to rounding.

Students Eligible for Free or Reduced Price Lunch

Figure 1-2

Percent of Public School K-12 Students Eligible for Free or Reduced Price Meals
2000-2001, 2004-2005 to 2014-2015



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

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category
2000-2001, 2013-2014 and 2014-2015

	2000-2001			2013-2014			2014-2015		
Enrollment Category	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	8,266	3,831	46.3	6,990	3,297	47.2
300-599	50,933	13,511	26.5	48,550	17,629	36.3	48,490	17,355	35.8
600-999	77,327	17,966	23.2	65,752	24,328	37.0	65,263	23,773	36.4
1,000-2,499	122,830	29,876	24.3	113,530	43,064	37.9	115,166	43,977	38.2
2,500-7,499	93,322	21,433	23.0	94,287	33,428	35.5	94,833	33,606	35.4
7,500+	125,804	43,874	34.9	145,331	73,432	50.5	146,680	73,809	50.3
State	476,927	128,916	27.0	475,716	195,712	41.1	477,422	195,817	41.0

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

Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Enrollment 2000-2001, 2004-2005 to 2014-2015

School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
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
2014-2015	11.6	55,923	480,772

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, 2013-2014 and 2014-2015

	2000-2001		2013-2014		2014-2015	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	46,250	9.7	100,151	21.1	104,052	21.8
African American	18,510	3.9	25,552	5.4	26,275	5.5
American Indian	2,447	0.5	1,888	0.4	1,896	0.4
Asian	8,274	1.7	10,688	2.2	11,080	2.3
Native Hawaiian/Pacific Islander	-	-	835	0.2	927	0.2
Two or More Races	-	-	15,058	3.2	16,143	3.4
Hispanic	17,019	3.6	46,130	9.7	47,731	10.0
White	430,677	90.3	375,565	78.9	373,370	78.2
Total	476,927	100.0	475,716	100.0	477,422	100.0

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

Table 1-10

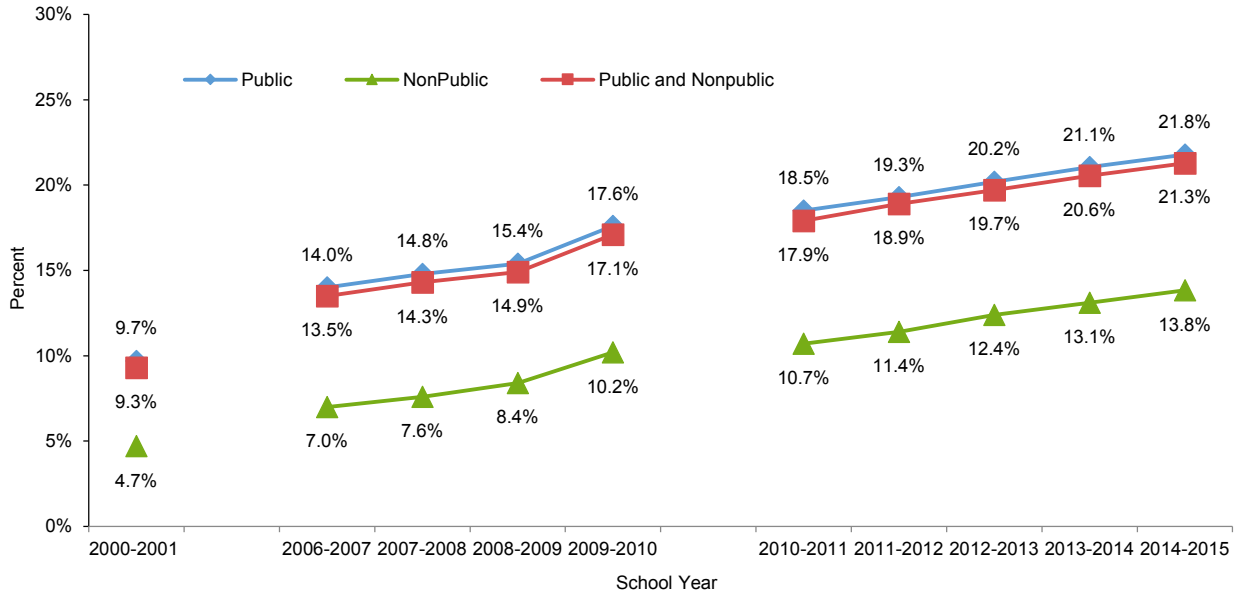
Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2013-2014 and 2014-2015

	2000-2001		2013-2014		2014-2015	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	1,946	4.7	4,143	13.1	4,522	13.8
African American	492	1.2	632	2.0	712	2.2
American Indian	70	0.2	60	0.2	62	0.2
Asian	563	1.4	829	2.6	850	2.6
Native Hawaiian/Pacific Islander	-	-	67	0.2	79	0.2
Two or More Races	-	-	485	1.5	596	1.8
Hispanic	821	2.0	2,070	6.5	2,223	6.8
White	39,118	95.3	27,461	86.9	28,165	86.2
Total	41,064	100.0	31,604	100.0	32,687	100.0

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

Figure 1-3

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2006-2007 to 2014-2015



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

Table 1-11

Iowa's Public School Percent of K-12 Minority Students by Enrollment Category
2000-2001, 2013-2014 and 2014-2015

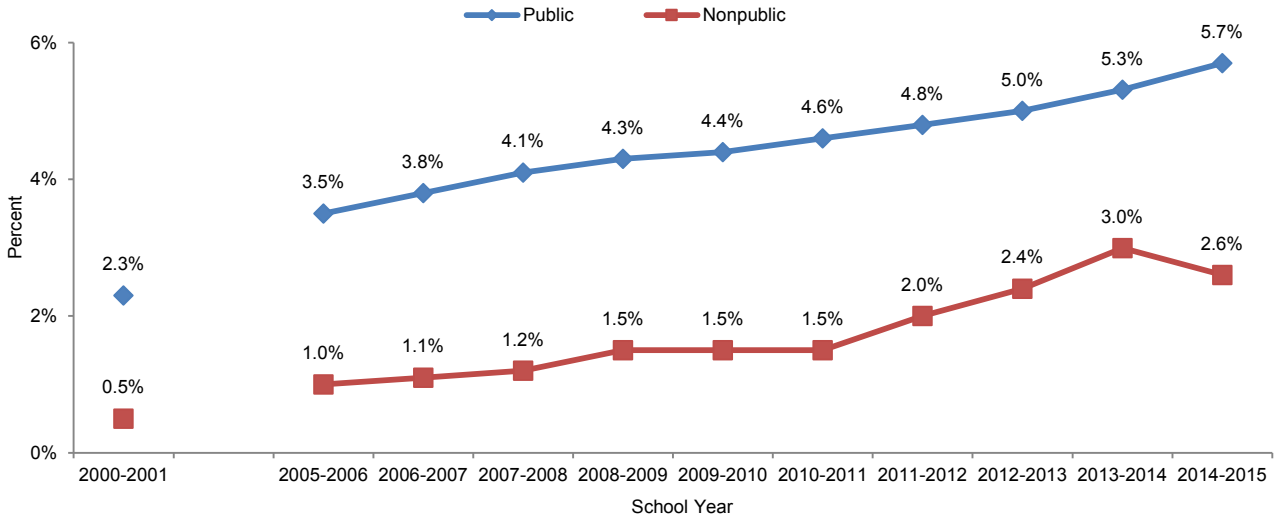
Enrollment Category	2000-2001	2013-2014	2014-2015
<300	1.5	7.3	7.3
300-599	2.4	7.2	7.4
600-999	2.6	9.5	10.0
1,000-2,499	5.9	14.7	15.2
2,500-7,499	9.0	21.1	21.8
7,500+	21.7	36.7	37.7
State	9.7	21.1	21.8

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

Enrollment of English Language Learners (ELL)

Figure 1-4

Percent of Public School and Nonpublic School K-12 English Language Learner Students
2000-2001, 2005-2006 to 2014-2015



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

Table 1-12

Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language
2000-2001, 2013-2014 and 2014-2015

Language	2000-2001	2013-2014	2014-2015
Spanish; Castilian	7,014	17,840	18,719
Vietnamese	766	916	895
Arabic	81	663	759
Bosnian	363	717	685
Karen languages		598	677
Chinese	80	356	412
Somali		339	386
Swahili		337	376
Burmese		227	374
Lao	409	320	310
Marshallese		190	243
Nepali		174	235
French		110	185
Russian	65	181	169
Rundi		143	160
German	153	156	150
Creoles and pidgins, English based (Other)		113	139
Dinka		118	136
Hmong		152	118
Pohnpeian		89	118
Nilo-Saharan (Other)		81	111
Germanic (Other)		83	96
Telugu		56	86
Tagalog		77	76
Urdu		54	73
Korean	76	104	67
Hindi		51	63
Tigrinya		50	62
Chuukese		51	56
Ukrainian		68	55
Japanese			53
Albanian			51
Other	2,257	1,795	1,744
Total	11,264	26,209	27,839

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

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 Category 2000-2001, 2013-2014 and 2014-2015

	2000-2001		2013-2014		2014-2015	
Enrollment Category	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL
<300	8,176	23	10,171	68	8,493	59
300-599	52,162	237	47,503	296	46,746	247
600-999	78,916	530	64,920	1,274	65,111	1,326
1,000-2,499	126,118	1,848	111,898	3,811	113,777	3,783
2,500-7,499	96,410	1,348	94,066	2,837	94,788	2,965
7,500+	132,509	4,165	150,363	9,722	151,857	10,154
State	494,291	8,151	478,921	18,008	480,772	18,534

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

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 2014-2015

	% 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
2014-2015	0.1	503	477,422

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and Student Reporting in Iowa.

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 student level data collection. This chapter describes preschool and kindergarten programs in 2014-2015 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 during the 2014-2015 school year and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. About 97 percent of school districts offered preschool during the 2014-2015 school year. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. More students participated in a district sponsored preschool program than in 2013-2014.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2010-2011 to 2014-2015

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
2010-2111			
<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
2014-2015			
<300	40	36	90.0
300-599	103	98	95.1
600-999	87	85	97.7
1,000-2,499	75	75	100.0
2,500-7,499	22	22	100.0
7,500+	11	11	100.0
State	338	327	96.7

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category 2013-2014 and 2014-2015

Enrollment Category	N	%	N	%
	2013-2014		2014-2015	
<300	829	3.0%	750	2.6%
300-599	3,540	12.6%	3,518	12.2%
600-999	4,033	14.4%	4,153	14.4%
1,000-2,499	6,846	24.4%	7,093	24.5%
2,500-7,499	5,008	17.8%	5,223	18.1%
7,500+	7,833	27.9%	8,177	28.3%
State	28,089	100.0%	28,914	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Table 2-3

Iowa Public School Preschool Students by Subgroup 2013-2014 and 2014-2015

	2013-2014		2014-2015	
Subgroup	N	%	N	%
All Minority	5,699	20.3	6,021	20.8
African American	1,298	4.6	1,390	4.8
American Indian	103	0.4	96	0.3
Asian	582	2.1	693	2.4
Native Hawaiian/Pacific Islander	51	0.2	56	0.2
Two or More Races	924	3.3	978	3.4
Hispanic	2,741	9.8	2,808	9.7
White	22,390	79.7	22,893	79.2
ELL	12	0.0		
Potential English Language Learner			558	1.9
Free/Reduced Meal	7,376	26.3	7,764	26.9
Male	14,603	52.0	15,018	51.9
Female	13,486	48.0	13,896	48.1
Total	28,089	100.0	28,914	100.0

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 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, the 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 number of districts participating has declined over time due to merging of school districts. The same table and Figure 2-1 represents the number of four-year-old children funded from 2010-2011 to 2014-2015. Children served in SWVPP classrooms may also include 3- and 5-year-olds. Numbers of students served in Table 2-4 include 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

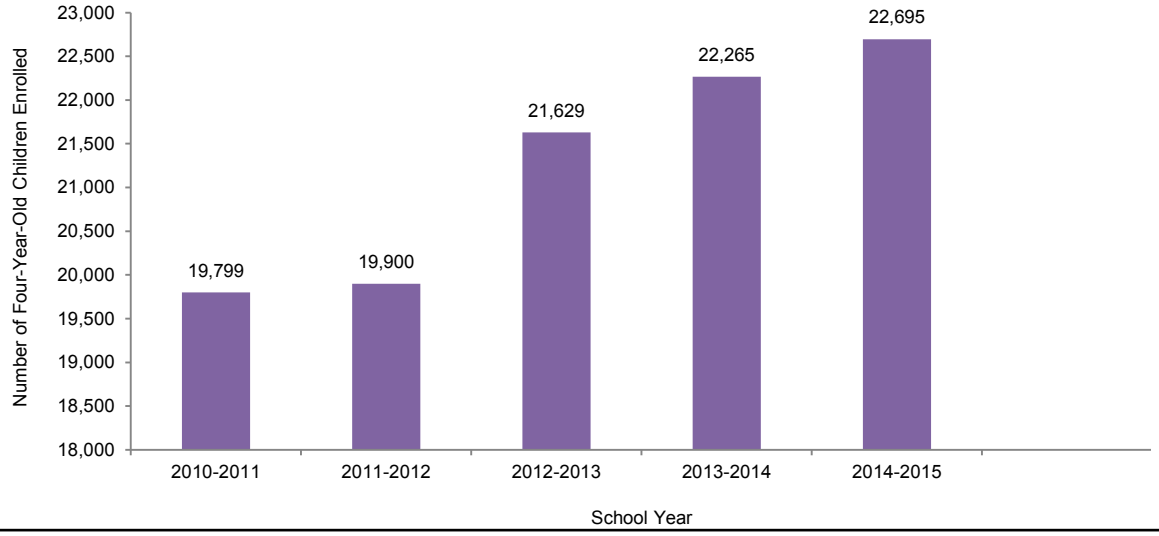
Statewide Voluntary Preschool Program, 2010-2011 to 2014-2015

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of Districts Participated	325	320	314	319	318
Number of Students Funded	19,799	19,900	21,629	22,265	22,695
Number of Students Served	24,166	23,713	23,616	24,167	24,256

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

Figure 2-1

Statewide Voluntary Preschool Program Funded Enrollment Count 2010-2011 to 2014-2015



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, fall files.

The number of SWVPP students by age and Individualized Education Program (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 decreased since 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. Information on potential English language learners (PELL) was collected for the first time during 2014-2015. The percentage of children participating in district sponsored preschool programs who were identified to have potential English language learning needs is 2.2 percent. The number of four-year-old's served increased while the number of three- and five-year-old children served in SWVPP decreased from 2013-2014. Overall, the number of students funded and served in SWVPP increased in 2014-2015.

Table 2-5

SWVPP Students Served by Age and IEP Status 2013-2014 and 2014-2015

	2013-2014				2014-2015			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	325	630	84	1,039	267	569	71	907
IEP Support Services	18	292	10	320	12	260	4	276
Regular Education	576	21,816	416	22,808	350	22,590	133	23,073
Total Served	919	22,738	510	24,167	629	23,419	208	24,256

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, fall files.
Notes: IEP: Individualized Education Program.
SWVPP: Statewide Voluntary Preschool Program.

Table 2-6

SWVPP Students Served by Subgroup 2013-2014 and 2014-2015

	Age 3	%	Age 4	%	Age 5	%	All	%
				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%
				2014-2015				
All Students Served	629		23,419		208		24,256	
All Minority	124	19.7%	4,781	20.4%	22	10.6%	4,927	20.3%
African American	15	2.4%	1,055	4.5%	2	1.0%	1,072	4.4%
American Indian	2	0.3%	80	0.3%	1	0.5%	83	0.3%
Asian	16	2.5%	541	2.3%	2	1.0%	559	2.3%
Native Hawaiian/ Pacific Islander	2	0.3%	48	0.2%	0	0.0%	50	0.2%
Two or More Races	30	4.8%	768	3.3%	1	0.5%	799	3.3%
Hispanic	59	9.4%	2,289	9.8%	16	7.7%	2,364	9.7%
White	505	80.3%	18,638	79.6%	186	89.4%	19,329	79.7%
ELL	15	2.4%	507	2.2%	3	1.4%	525	2.2%
Free/Reduced Meal	189	30.0%	5,596	23.9%	48	23.1%	5,833	24.0%
Female	265	42.1%	11,538	49.3%	73	35.1%	11,876	49.0%
Male	364	57.9%	11,881	50.7%	135	64.9%	12,380	51.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa fall files.

Note: SWVPP: Statewide Voluntary Preschool Program

Kindergarten

School districts report the type of kindergarten program offered in their district 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 2014-2015 offered all day, every day kindergarten.

School districts in Iowa are required by Iowa Administrative Code 279.60 to administer a valid and reliable universal screening instrument, as prescribed by the Iowa Department of Education (Department) to every kindergarten student enrolled in the district no later than October 1. The Department integrated this legislative change with the Iowa Administrative Code 279.68 regarding early literacy. The Department 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 fall of 2014, as shown in Table 2-8, the majority of buildings used the FAST assessment. The FAST EarlyReading Composite provides an estimate of early literacy skills in the fall of kindergarten. FAST assessments during the fall of kindergarten include Concepts of Print (requires learner to distinguish among familiar literacy cues related to print such as directionality, letter or word order), Letter Names (requires the learner to expressively name presented upper and lower case letters), Onset Sounds (requires learner to identify sounds found at the beginning of words), and Letter Sounds (requires the learner to provide sounds for presented upper and lowercase letters). Table 2-9 displays the number and percent of public school kindergarten students by each type of kindergarten literacy assessment taken during 2014-2015.

Table 2-10 lists the number of students assessed and the number proficient by assessment. Due to Early Literacy Implementation, the type of assessment administered has largely changed from previous years. The percent of proficient students varied based on the type of assessment administered in the fall of 2014, ranging from 53 percent to 94 percent Data should be interpreted cautiously as there were a number of students for whom scores were not available, and therefore are not included in the percentage proficient for any assessment.

Table 2-7

Iowa Public School Kindergarten Program Type 2014-2015

Enrollment Category	Number of Districts	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	40	38	95.0%
300-599	103	103	100.0%
600-999	87	85	97.7%
1,000-2,499	75	75	100.0%
2,500-7,499	22	22	100.0%
7,500+	11	11	100.0%
State	338	334	98.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Files.

Table 2-8

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered 2014-2015

Assessment	Number	Percent
AIMSWEB-LSF	3	0.5%
AIMSWEB-LNF	32	4.9%
mClass:Reading3D	0	0.0%
PALS-K	2	0.3%
STAR Eearly Literacy	8	1.2%
TPRI	4	0.6%
Other	92	14.0%
Missing data	58	8.8%
FAST	558	84.8%
Total KG buildings	658	

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Note: Districts may offer more than one kind of assessment tool, so percentages do not total 100 percent.

Table 2-9

Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2014-2015

Assessment	Number	Percent
AIMSWEB-LSF	305	0.8%
AIMSWEB-LNF	1,827	4.6%
mClass:Reading3D	0	0.0%
PALS-K	63	0.2%
STAR Eearly Literacy	432	1.1%
TPRI	84	0.2%
Other	3,504	8.8%
Missing data	744	1.9%
FAST	32,989	82.6%
Total	39,948	100.0%
Total assessed	35,700	89.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Table 2-10

Number and Percent of Kindergarten Students Proficient by Kindergarten Literacy Assessment Taken, 2014-2015

Assessment	Number of Students	Number Proficient	Percent Proficient
AIMSWEB-LSF	305	250	82.0%
AIMSWEB-LNF	1,827	1,157	63.3%
mClass:Reading3D	0	0	
PALS-K	63	59	93.7%
STAR Eearly Literacy	432	337	78.0%
TPRI	84	70	83.3%
Other	3,504		
Missing data	744		
FAST	32,989	17,608	53.4%
Total	39,948		0.0%
Total assessed	35,700	19,481	54.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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), 2012-2013 to 2014-2015

	2012-2013		2013-2014		2014-2015	
	Number	Percent	Number	Percent	Number	Percent
Kindergarten Students Who Attended Preschool	25,624	64.5%	24,904	61.2%	25,737	64.4%
Kindergarten Students Who did not Attend Preschool	14,106	35.5%	15,768	38.8%	14,210	35.6%
Total Kindergarten Students	39,730	100.0%	40,672	100.0%	39,947	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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 2014-2015 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 2014-2015 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 2014-2015, 4.9 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 2014-2015 , 26.5 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in Iowa were female in 2014-2015. The salary for male teachers was 4.8 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 2014-2015 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, 4.9 percent of teachers were eligible to retire in 2014-2015 (Table 3-9).

In 2014-2015 , average total salary for full-time public school teachers was 3.9 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 2.7 percent between 2013-2014 and 2014-2015. 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 2013-2014, Iowa ranked 25th in the nation and 6th among Midwest States for average salary (Table 3-13).

In 2014-2015 , the average number of assignments held by grades 9-12 teachers was 2.5. Over half (58.92 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 2014-2015 was 14.0. The pupil-teacher ratio by enrollment category ranged from 9.8 in the smallest enrollment category to 14.9 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 2.1 percent between 2013-2014 and 2014-2015 (Table 3-19).

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2013-2014 and 2014-2015

	Public			Nonpublic		
Characteristics	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
Average Age	42.2	41.6	41.0	40.3	42.3	42.2
Percent Female	70.5%	75.1%	75.1%	80.3%	82.1%	82.3%
Percent Minority	1.8%	2.2%	2.2%	0.9%	2.0%	2.4%
Percent Advanced Degree	27.0%	33.0%	32.7%	13.1%	15.3%	15.8%
Average Total Experience	15.1	13.9	13.7	12.3	15.0	14.8
Average District/AEA Experience	11.9	10.6	10.4	8.8	11.3	11.1
Total Number of Teachers	33,610	34,509	34,725	2,437	2,256	2,143

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

Notes: Total number of teachers includes AEA teachers. There were about 5,000 full-time teachers in 2013-2014 and 2014-2015 that reported having administrative or support positions, as well as teaching positions.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2013-2014 and 2014-2015

	Public			Nonpublic		
Characteristics	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
Average Age	28.5	27.4	27.9	28.5	27.5	26.1
Percent Female	71.6%	75.5%	75.7%	83.5%	78.5%	85.2%
Percent Minority	2.8%	2.5%	2.9%	1.5%	6.6%	2.3%
Percent Advanced Degree	5.9%	10.1%	10.7%	2.9%	6.6%	5.5%
Total Number of Teachers	1,660	1,499	1,711	206	121	128

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

Note: 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, 2013-2014 and 2014-2015

	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
Enrollment Category	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
<300	42	51	45	642	823	720	6.5%	6.2%	6.3%
300-599	281	184	191	3,970	3,889	3,895	7.1%	4.7%	4.9%
600-999	270	188	220	5,553	4,956	4,992	4.9%	3.8%	4.4%
1,000-2,499	358	285	346	8,532	8,104	8,329	4.2%	3.5%	4.2%
2,500-7,499	306	288	277	6,096	6,369	6,353	5.0%	4.5%	4.4%
7,500+	382	499	625	8,393	10,076	10,144	4.6%	5.0%	6.2%
AEA	21	4	7	424	292	292	5.0%	1.4%	2.4%
State	1,660	1,499	1,711	33,610	34,509	34,725	4.9%	4.3%	4.9%

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, 2014-2015

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	720	41.5	77.6%	1.9%	13.8%	13.4	10.0
300-599	3,895	41.2	73.0%	1.1%	18.2%	13.9	10.8
600-999	4,992	41.4	73.0%	1.2%	20.4%	14.4	11.1
1,000-2,499	8,329	41.3	74.6%	1.4%	29.6%	14.4	10.7
2,500-7,499	6,353	40.6	76.3%	1.9%	40.0%	13.2	10.0
7,500+	10,144	40.6	75.9%	4.0%	43.1%	12.8	9.8
AEA	292	46.6	87.7%	1.7%	51.0%	17.9	12.5
State	34,725	41.0	75.1%	2.2%	32.7%	13.7	10.4

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, 2014-2015

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	2,172	6.3%	41.0	74.7%	1.1%	36.5%	14.1	11.0
AEA 267	4,775	13.8%	41.1	74.2%	2.3%	26.5%	13.6	10.5
Prairie Lakes	2,292	6.6%	42.0	75.1%	1.5%	23.3%	14.8	10.9
Mississippi Bend	3,338	9.6%	40.9	75.4%	3.8%	30.8%	13.4	10.5
Grant Wood	4,641	13.4%	40.6	74.1%	2.2%	37.8%	13.4	10.2
Heartland	9,189	26.5%	40.1	75.7%	2.4%	37.7%	13.0	9.5
Northwest	2,797	8.1%	42.1	74.4%	2.3%	35.3%	14.9	11.6
Green Hills	2,894	8.3%	41.5	74.7%	1.5%	27.5%	13.9	10.3
Great Prairie	2,627	7.6%	42.4	77.1%	1.3%	27.7%	13.9	11.6
State	34,725	100.0%	41.0	75.1%	2.2%	33.0%	13.7	10.4

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, 2014-2015

Characteristics	Female	Male
Average Age	41.0	40.9
Percent Minority	2.1%	2.7%
Percent Advanced Degree	33.0%	31.9%
Average Total Experience	13.5	14.0
Average District/AEA Experience	10.4	10.4
Average Total Salary	$54,700	$57,330
Number of Teachers	26,068	8,657

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, 2014-2015

Characteristics	Non-Minority	Minority
Average Age	41.1	41.0
Percent Female	75.2%	70.0%
Percent Advanced Degree	32.7%	34.3%
Average Total Experience	13.7	11.3
Average District/AEA Experience	10.3	8.9
Average Total Salary	$54,345	$53,917
Number of Teachers	33,961	764

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 2014-2015

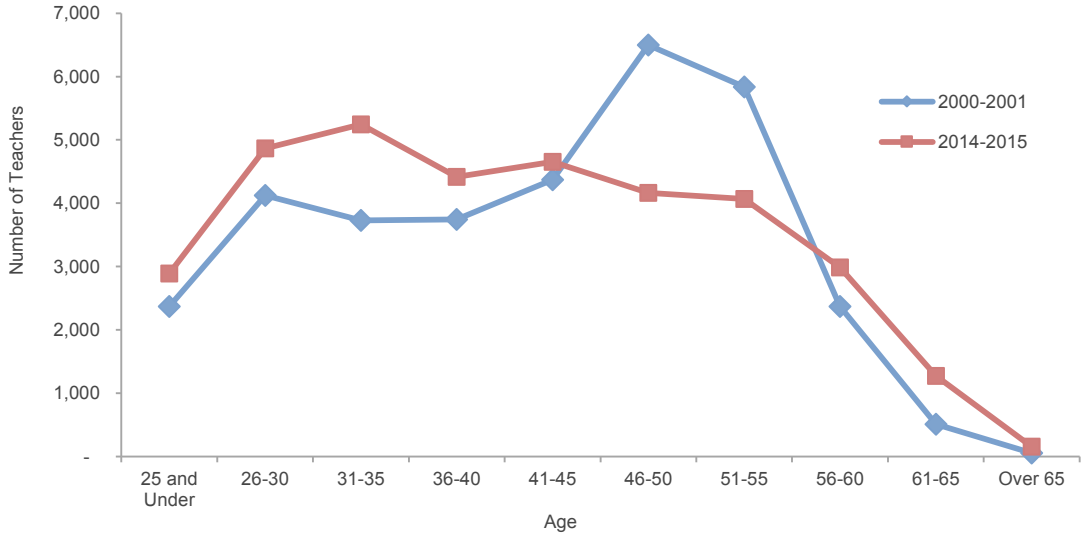
	2000-2001				2014-2015			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	2,892	2,892	8.3%	8.3%
26-30	4,123	6,492	12.3%	19.3%	4,868	7,760	14.0%	22.3%
31-35	3,730	10,222	11.1%	30.4%	5,244	13,004	15.1%	37.4%
36-40	3,745	13,967	11.1%	41.6%	4,415	17,419	12.7%	50.2%
41-45	4,370	18,337	13.0%	54.6%	4,652	22,071	13.4%	63.6%
46-50	6,497	24,834	19.3%	73.9%	4,164	26,235	12.0%	75.6%
51-55	5,838	30,672	17.4%	91.3%	4,067	30,302	11.7%	87.3%
56-60	2,373	33,045	7.1%	98.3%	2,987	33,289	8.6%	95.9%
61-65	510	33,555	1.5%	99.8%	1,276	34,565	3.7%	99.5%
Over 65	55	33,610	0.2%	100.0%	160	34,725	0.5%	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 2014-2015



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 2014-2015

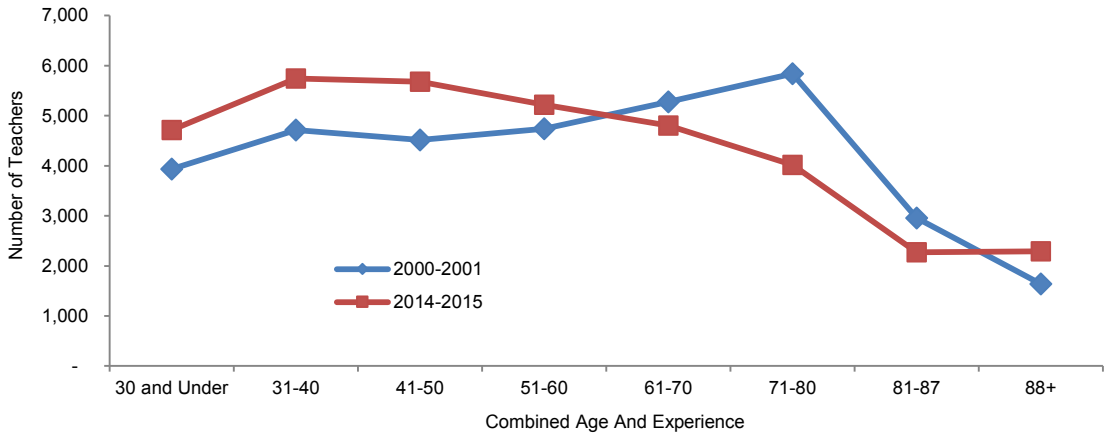
	2000-2001				2014-2015			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,712	4,712	13.6%	13.6%
31-40	4,711	8,647	14.0%	25.7%	5,740	10,452	16.5%	30.1%
41-50	4,512	13,159	13.4%	39.2%	5,675	16,127	16.3%	46.4%
51-60	4,739	17,898	14.1%	53.3%	5,220	21,347	15.0%	61.5%
61-70	5,274	23,172	15.7%	68.9%	4,802	26,149	13.8%	75.3%
71-80	5,839	29,011	17.4%	86.3%	4,018	30,167	11.6%	86.9%
81-87	2,958	31,969	8.8%	95.1%	2,270	32,437	6.5%	93.4%
88+	1,641	33,610	4.9%	100.0%	2,288	34,725	6.6%	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 2014-2015



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, 2013-2014 and 2014-2015

	2000-2001	2013-2014	2014-2015
Average Regular Salary	N/A	$51,937	$53,293
Average Total Salary	$36,479	$53,878	$55,356
Difference	N/A	$1,941	$2,063
Percent Total Salary Greater Than Regular Salary	N/A	3.7%	3.9%

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

Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2013-2014 and 2014-2015 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, 2013-2014 and 2014-2015

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2013-2014	2014-2015	2000-2001 to 2014-2015	2013-2014 to 2014-2015
<300	$28,811	$44,279	$44,713	55.2%	1.0%
300-599	$31,557	$47,592	$48,512	53.7%	1.9%
600-999	$33,809	$50,283	$51,447	52.2%	2.3%
1,000-2,499	$35,912	$53,267	$54,532	51.8%	2.4%
2,500-7,499	$38,266	$56,628	$58,622	53.2%	3.5%
7,500+	$40,452	$57,609	$59,087	46.1%	2.6%
AEA	$36,196	$60,650	$62,534	72.8%	3.1%
State	$36,479	$53,878	$55,356	51.7%	2.7%

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 2013-2014 and 2014-2015 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, 2014-2015

AEA	Regular Salary	Total Salary
Keystone	$50,604	$52,680
AEA 267	$51,944	$53,704
Prairie Lakes	$50,611	$52,419
Mississippi Bend	$52,566	$54,594
Grant Wood	$56,816	$60,231
Heartland	$54,654	$56,523
Northwest	$54,474	$56,351
Green Hills	$50,923	$52,574
Great Prairie	$51,602	$53,411
State	$53,293	$55,356

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 2014-2015 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, 2012-2013 and 2013-2014

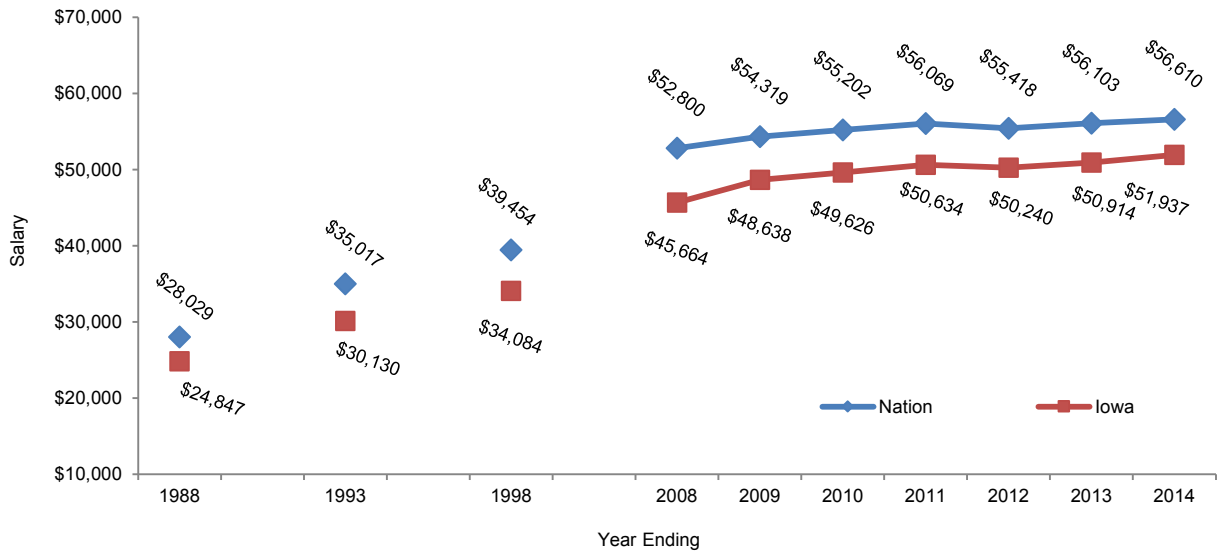
	2012-2013			2013-2014		
Nation and State	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	**$56,065***			**$56,610**		
Illinois	$59,113	13	2	$60,124	12	2
Indiana	$50,077*	28	7	$50,289	27	7
Iowa	**$50,914**	**26**	**6**	**$51,937**	**25**	**6**
Kansas	$47,464	39	10	$48,221	38	10
Michigan	$61,560	11	1	$62,166	11	1
Minnesota	$56,268	17	4	$54,752	21	4
Missouri	$47,517	38	9	$46,750	42	11
Nebraska	$48,842*	32	8	$49,539	32	8
North Dakota	$47,344	40	11	$48,666	36	9
Ohio	$56,307	16	3	$55,913	19	3
South Dakota	$39,018	51	12	$40,023	51	12
Wisconsin	$53,797	21	5	$53,679	22	5

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

Note: *The salaries were revised for 2012-2013.

Figure 3-3

Average Salaries of Public School Teachers for Iowa and the Nation
1987-1988, 1992-1993, 1997-1998 and 2007-2008 to 2013-2014



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2013 and 2014

Occupation	Average Salary 2013	2014	Percent Change 2013 to 2014
Electrical Engineer	$74,370	$77,310	4.0%
Civil Engineer	$78,050	$77,370	-0.9%
Software Developer, Applications	$76,750	$79,850	4.0%
Computer Programmer	$64,550	$67,960	5.3%
Accountant & Auditor	$62,180	$62,420	0.4%
Speech-Language Pathologist	$67,100	$68,740	2.4%
Registered Nurse	$53,520	$54,020	0.9%
Teacher	$50,914	$51,937	2.0%
Child,Family and School Social Worker	$40,210	$42,510	5.7%
Interior Designer	$39,430	$41,680	5.7%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2013 and May 2014.

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, 2013-2014 and 2014-2015

Number of Contract Days	Number 2000-2001	2013-2014	2014-2015	Percent 2000-2001	2013-2014	2014-2015	Cumulative Percent 2000-2001	2013-2014	2014-2015
180-185	2,089	1,656	1,723	6.2%	4.8%	5.0%	6.2%	4.8%	5.0%
186-190	16,449	13,854	13,473	49.0%	40.1%	38.8%	55.2%	44.9%	43.8%
191-195	13,136	15,503	15,299	39.1%	44.9%	44.1%	94.3%	89.9%	87.8%
196+	1,932	3,496	4,230	5.8%	10.1%	12.2%	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, 2013-2014 and 2014-2015

	2000-2001			2013-2014			2014-2015		
Enrollment Category	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	48	312	3.3	40	278	3.3
300-599	116	2,084	3.4	104	1,717	3.1	103	1,715	3.1
600-999	104	2,587	3.1	87	1,955	2.8	87	1,948	2.8
1,000-2,499	83	3,335	2.7	74	2,664	2.5	75	2,717	2.5
2,500-7,499	24	2,052	2.2	22	1,879	2.1	22	1,859	2.2
7,500+	9	2,480	2.1	11	2,805	2.1	11	2,824	2.2
State	374	12,817	2.7	346	11,332	2.5	338	11,341	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 2013-2014 and 2014-2015 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, 2014-2015

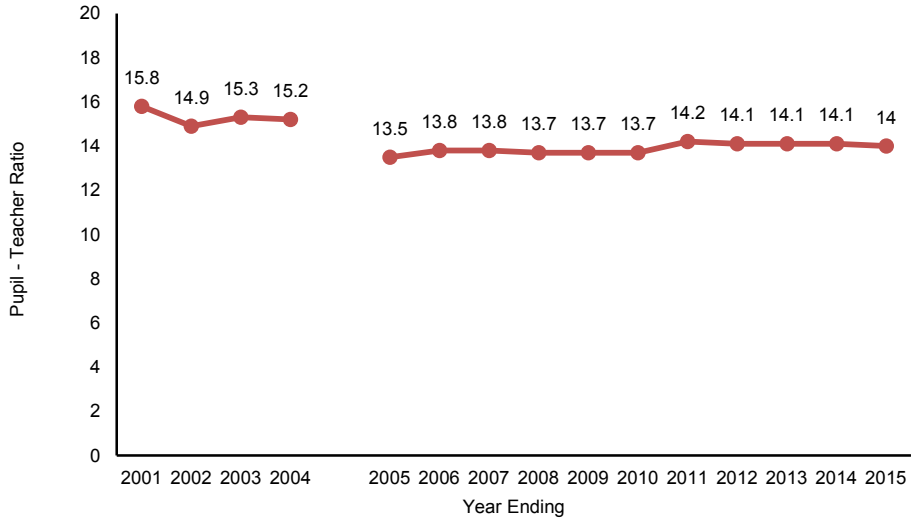
Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,377	38.59%	38.59%
2	2,305	20.32%	58.92%
3	1,853	16.34%	75.26%
4	1,264	11.15%	86.40%
5	730	6.44%	92.84%
6	422	3.72%	96.56%
7	206	1.82%	98.38%
8	108	0.95%	99.33%
9	51	0.45%	99.78%
10	17	0.15%	99.93%
11	1	0.01%	99.94%
12	5	0.04%	99.98%
13	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 2014-2015

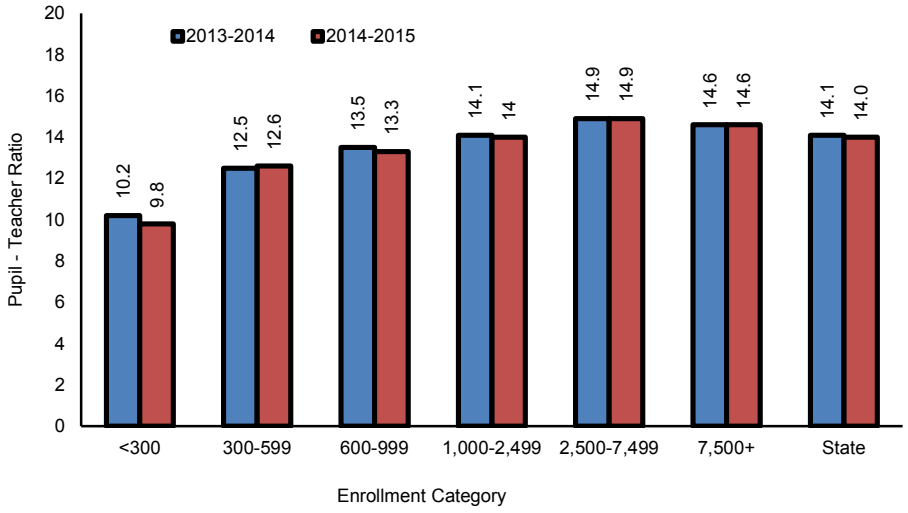


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2013-2014 and 2014-2015



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, 2014-2015

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	7,011	711.8	9.8
300-599	48,559	3,858.7	12.6
600-999	65,298	4,899.0	13.3
1,000-2,499	115,227	8,212.0	14.0
2,500-7,499	94,885	6,349.0	14.9
7,500+	146,738	10,071.5	14.6
State	477,718	34,101.9	14.0

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, 2013-2014 and 2014-2015

	Number of Full-Time Equivalent (FTE) Aides				
Enrollment Category	2000-2001	2013-2014	2014-2015	% Change in FTE Aides 2000-2001 to 2014-2015	% Change in FTE Aides 2013-2014 to 2014-2015
<300	113.4	267.0	242.1	113.5%	-9.3%
300-599	685.9	1,339.6	1,353.7	97.4%	1.0%
600-999	1,054.0	1,683.4	1,772.7	68.2%	5.3%
1,000-2,499	2,023.3	2,921.5	3,052.9	50.9%	4.5%
2,500-7,499	1,681.6	1,857.1	1,876.8	11.6%	1.1%
7,500+	2,204.5	3,145.4	3,145.9	42.7%	0.0%
State	7,762.7	11,214.0	11,444.0	47.4%	2.1%

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 smallest 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 2014-2015, 10.8 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 4.2 percent between 2013-2014 and 2014-2015. The average salary of principals in the largest enrollment category was 27.3 percent higher than the average salary of principals in the 300-599 enrollment category (Table 3-25).

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2013-2014 and 2014-2015

	Public			Nonpublic		
Characteristics	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
Average Age	47.8	45.9	46.1	49.0	49.9	51.2
Percent Female	30.6%	41.1%	41.1%	50.5%	46.5%	49.2%
Percent Minority	3.5%	2.6%	2.9%	1.0%	0.8%	0.8%
Percent Advanced Degree	96.0%	84.7%	84.6%	90.5%	93.8%	92.7%
Average Total Experience	22.4	19.7	19.8	23.3	24.8	24.6
Average District/AEA Experience	11.8	9.6	10.1	8.7	10.7	11.0
Number of Principals	1,124	1,154	1,153	105	129	124

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, 2014-2015

Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	42	49.1	40.5%	0.0%	92.9%	23.5	10.8
300-599	190	45.2	34.7%	0.0%	80.0%	19.2	9.1
600-999	212	46.2	34.0%	1.4%	84.0%	21.1	9.9
1,000-2,499	279	46.0	36.6%	1.1%	83.2%	20.0	9.4
2,500-7,499	175	46.4	40.6%	4.0%	90.9%	19.6	10.5
7,500+	251	46.1	57.4%	8.4%	85.3%	18.5	11.5
AEA	4	43.8	50.0%	0.0%	25.0%	19.8	16.8
State	1,153	46.1	41.1%	3.0%	84.6%	19.8	10.1

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, 2014-2015

Characteristics	Female	Male
Average Age	47.1	45.4
Percent Minority	3.2%	2.8%
Percent Advanced Degree	86.5%	83.2%
Average Total Experience	20.5	19.3
Average District/AEA Experience	11.5	9.2
Average Total Salary	$95,915	$99,170
Number of Principals	474	679

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 2014-2015

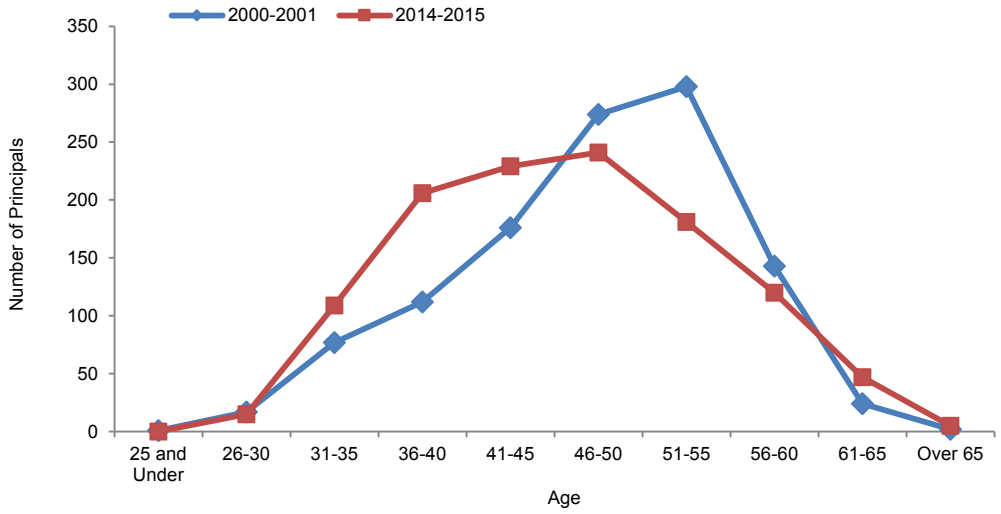
	2000-2001				2014-2015			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	15	15	1.3%	1.3%
31-35	77	95	6.9%	8.5%	109	124	9.5%	10.8%
36-40	112	207	10.0%	18.4%	206	330	17.9%	28.6%
41-45	176	383	15.7%	34.1%	229	559	19.9%	48.5%
46-50	274	657	24.4%	58.5%	241	800	20.9%	69.4%
51-55	298	955	26.5%	85.0%	181	981	15.7%	85.1%
56-60	143	1,098	12.7%	97.7%	120	1,101	10.4%	95.5%
61-65	24	1,122	2.1%	99.8%	47	1,148	4.1%	99.6%
Over 65	2	1,124	0.2%	100.0%	5	1,153	0.4%	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 2014-2015



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 2014-2015

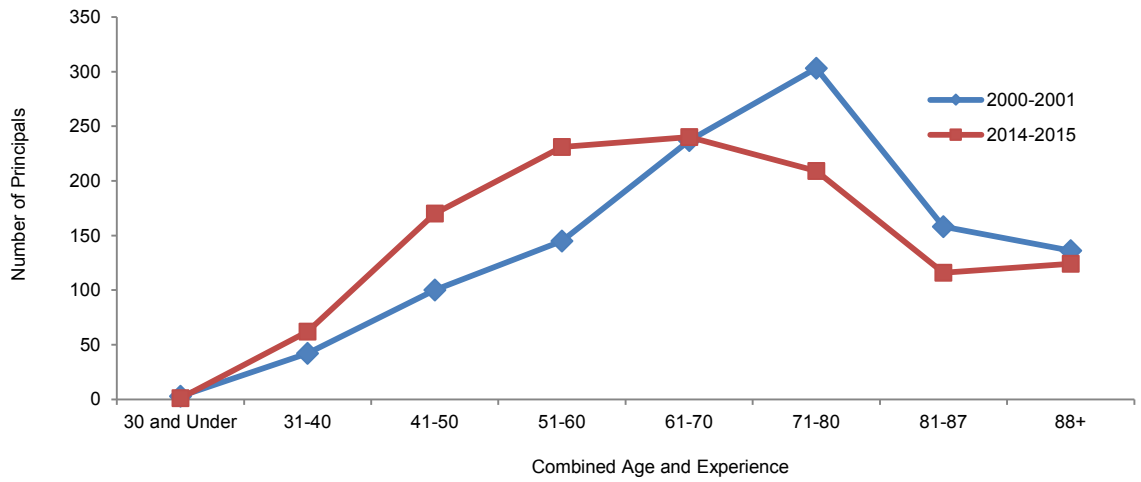
	2000-2001				2014-2015			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	1	1	0.1%	0.1%
31-40	42	45	3.7%	4.0%	62	63	5.4%	5.5%
41-50	100	145	8.9%	12.8%	170	233	14.7%	20.2%
51-60	145	290	12.9%	25.6%	231	464	20.0%	40.2%
61-70	237	527	21.1%	46.5%	240	704	20.8%	61.1%
71-80	303	830	27.0%	73.2%	209	913	18.1%	79.2%
81-87	158	988	14.1%	87.1%	116	1,029	10.1%	89.2%
88+	136	1,124	12.1%	99.1%	124	1,153	10.8%	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 2014-2015



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, 2013-2014 and 2014-2015

	Average Total Salary				Percent Salary Change	
Enrollment Category	2000-2001	2013-2014	2014-2015	Number of Principals 2014-2015	2000-2001 to 2014-2015	2013-2014 to 2014-2015
<300	$51,775	$82,803	$88,706	42	71.3%	7.1%
300-599	$54,331	$83,841	$86,733	190	59.6%	3.4%
600-999	$58,539	$87,489	$90,462	212	54.5%	3.4%
1,000-2,499	$64,381	$92,057	$96,479	279	49.9%	4.8%
2,500-7,499	$69,145	$101,195	$104,894	175	51.7%	3.7%
7,500+	$71,935	$106,436	$110,396	251	53.5%	3.7%
AEA	$69,796	$103,503	$108,342	4	55.2%	4.7%
State	$63,409	$93,928	$97,831	1,153	54.3%	4.2%

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 decreased between 2013-2014 and 2014-2015. The percent of female superintendents decreased (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2014-2015. 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 1.7 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 2014-2015 was 27.9 percent (Table 3-30). The average salary of superintendents increased by 5.0 percent between 2013-2014 and 2014-2015 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2013-2014 and 2014-2015

Characteristics	2000-2001	2013-2014	2014-2015
Average Age	52.1	51.1	51.0
Percent Female	5.8%	13.8%	13.6%
Percent Minority	0.9%	1.4%	0.7%
Percent Specialist/Doctorate Degree	59.2%	61.9%	59.6%
Average Total Experience	26.9	24.3	24.2
Average District Experience	8.0	7.5	7.7
Number of Superintendents	326	289	287

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, 2014-2015

Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	17	51.5	23.5%	0.0%	76.5%	26.8	12.0
300-599	79	49.9	10.1%	0.0%	50.6%	23.9	8.1
600-999	81	50.8	7.4%	0.0%	59.3%	24.7	7.0
1,000-2,499	74	51.0	18.9%	2.7%	60.8%	24.3	6.5
2,500-7,499	23	53.8	17.4%	0.0%	60.9%	22.7	8.7
7,500+	11	53.8	27.3%	0.0%	81.8%	18.1	7.6
AEA	2	55.5	0.0%	0.0%	100.0%	33.0	12.0
State	287	51.0	13.7%	0.7%	59.3%	24.2	7.7

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, 2014-2015

Characteristics	Female	Male
Average Age	53.1	50.7
Percent Minority	0.0%	0.8%
Percent Specialist/ Doctorate Degree	71.8%	57.7%
Average Total Experience	26.7	23.8
Average District Experience	8.0	7.6
Average Total Salary	$136,435	$138,807
Number of Superintendents	39	248

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 2014-2015

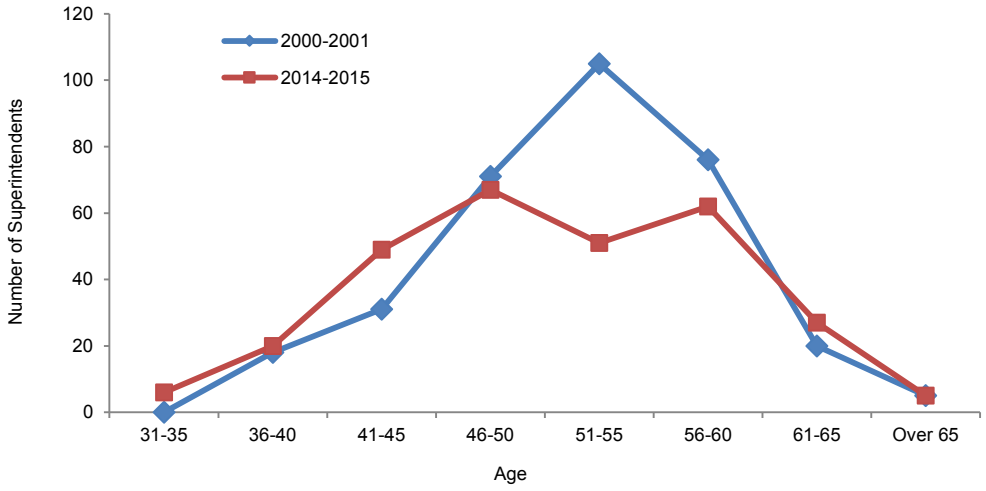
	2000-2001				2014-2015			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
31-35	0	0	0.0%	0.0%	6	6	2.1%	2.1%
36-40	18	18	5.5%	5.5%	20	26	7.0%	9.1%
41-45	31	49	9.5%	15.0%	49	75	17.1%	26.1%
46-50	71	120	21.8%	36.8%	67	142	23.3%	49.5%
51-55	105	225	32.2%	69.0%	51	193	17.8%	67.2%
56-60	76	301	23.3%	92.3%	62	255	21.6%	88.9%
61-65	20	321	6.1%	98.5%	27	282	9.4%	98.3%
Over 65	5	326	1.5%	100.0%	5	287	1.7%	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 2014-2015



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 2014-2015

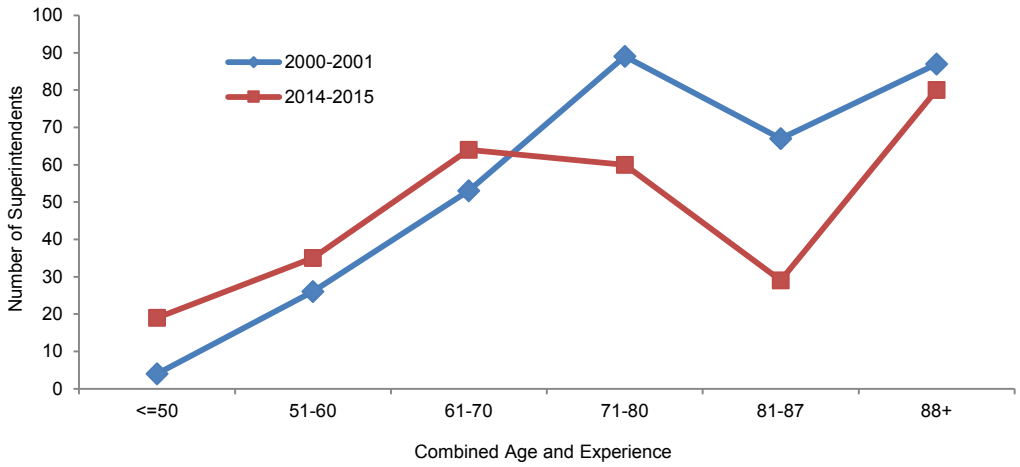
	2000-2001				2014-2015			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
41-50	4	4	1.2%	1.2%	19	19	6.6%	6.6%
51-60	26	30	8.0%	9.2%	35	54	12.2%	18.8%
61-70	53	83	16.3%	25.5%	64	118	22.3%	41.1%
71-80	89	172	27.3%	52.8%	60	178	20.9%	62.0%
81-87	67	239	20.6%	73.3%	29	207	10.1%	72.1%
88+	87	326	26.7%	100.0%	80	287	27.9%	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 2014-2015



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, 2013-2014 and 2014-2015

Enrollment Category	Average Total Salary 2000-2001	Average Total Salary 2013-2014	Average Total Salary 2014-2015	Number of Superintendents 2014-2015	Percent Salary Change 2000-2001 to 2014-2015	Percent Salary Change 2013-2014 to 2014-2015
<300	$63,569	$104,162	$107,928	17	69.8%	3.6%
300-599	$71,049	$115,693	$122,211	79	72.0%	5.6%
600-999	$76,935	$125,402	$129,337	81	68.1%	3.1%
1,000-2,499	$85,772	$139,404	$147,741	74	72.2%	6.0%
2,500-7,499	$104,464	$173,847	$181,619	23	73.9%	4.5%
7,500+	$125,036	$206,385	$213,051	11	70.4%	3.2%
AEA			$162,895	2		
State	$79,836	$131,912	$138,485	287	73.5%	5.0%

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

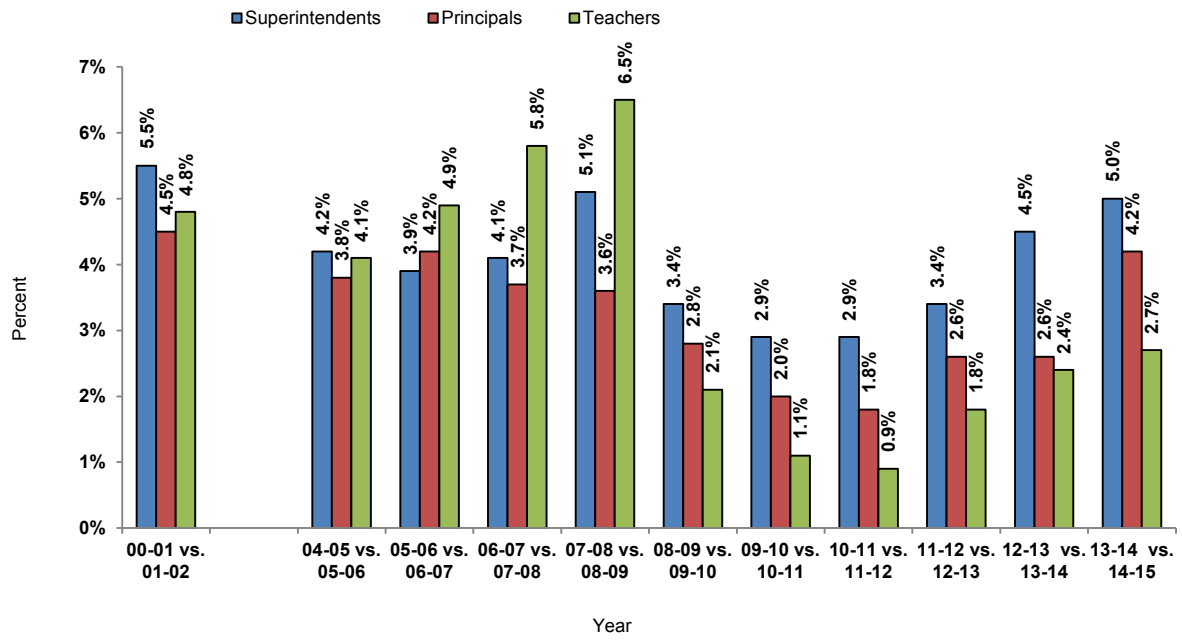
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

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 2014-2015. 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 2014-2015, 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 and 2004-2005 vs. 2005-2006 to 2013-2014 vs. 2014-2015



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 2014-2015

	2000-2001			2014-2015		
Enrollment Category	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	$28,811	$51,775	$63,569	$44,713	$88,706	$107,928
300-599	$31,557	$54,331	$71,049	$48,512	$86,733	$122,211
600-999	$33,809	$58,539	$76,935	$51,447	$90,462	$129,337
1,000-2,499	$35,912	$64,381	$85,772	$54,532	$96,479	$147,741
2,500-7,499	$38,266	$69,145	$104,464	$58,622	$104,894	$181,619
7,500+	$40,452	$71,935	$125,036	$59,087	$110,396	$213,051
AEA	$36,196	$69,796	-	$62,534	$108,342	$162,895
State	$36,479	$63,409	$79,836	$53,878	$97,831	$138,485

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

Notes: Includes AEA staff.
Teacher figures for 2014-2015 represent average salaries for full-time public school staff with teaching position codes. There were approximately 5,000 full-time public school staff in 2014-2015 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 2013-2014 and 2014-2015 (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 9.2 percent in 2014-2015 (Table 3-36). The average salary of guidance counselors increased by 2.2 percent between 2013-2014 and 2014-2015 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Guidance Counselors, 2000-2001, 2013-2014 and 2014-2015

Characteristics	2000-2001	2013-2014	2014-2015
Average Age	46.4	43.6	43.1
Percent Female	64.2%	77.7%	78.2%
Percent Minority	1.6%	2.5%	2.8%
Percent Advanced Degree	86.9%	83.7%	83.9%
Average Total Experience	18.8	15.6	15.2
Average District Experience	12.1	10.2	10.1
Number of Guidance Counselors	1,194	1,187	1,213

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, 2013-2014 and 2014-2015

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
<300	38	48	40	13	22	20	5	14	13
300-599	116	104	103	129	134	141	15	10	7
600-999	104	87	87	189	172	169	14	9	6
1,000-2,499	83	74	75	310	281	288	8	7	11
2,500-7,499	24	22	22	247	238	242	8	8	6
7,500+	9	11	11	306	340	353	15	11	8
State	374	346	338	1,194	1,187	1,213	65	59	51

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 2014-2015

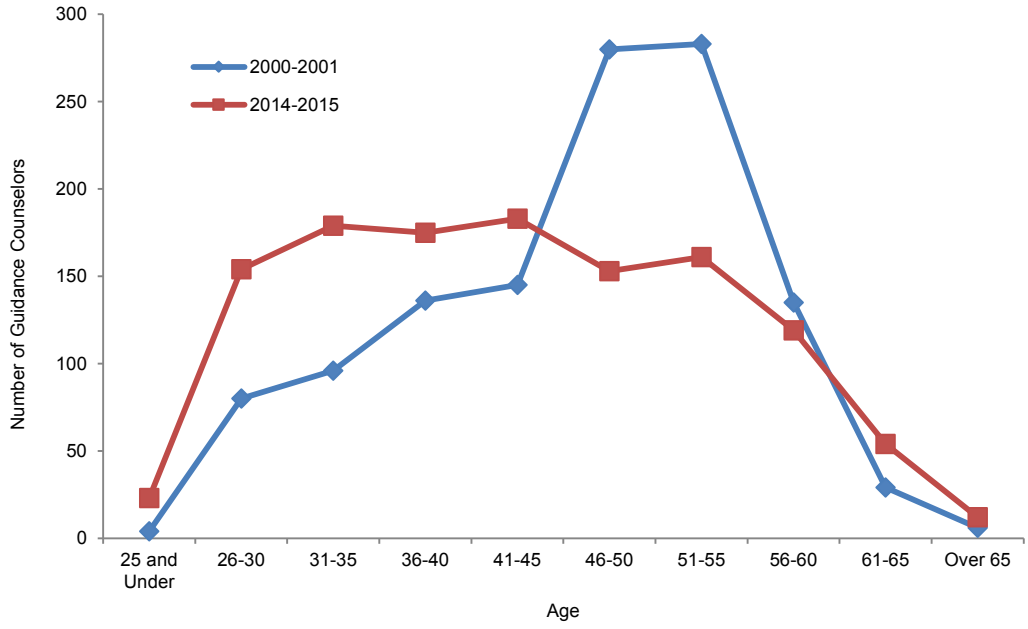
	2000-2001				2014-2015			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	23	23	1.9%	1.9%
26-30	80	84	6.7%	7.0%	154	177	12.7%	14.6%
31-35	96	180	8.0%	15.1%	179	356	14.8%	29.3%
36-40	136	316	11.4%	26.5%	175	531	14.4%	43.8%
41-45	145	461	12.1%	38.6%	183	714	15.1%	58.9%
46-50	280	741	23.5%	62.1%	153	867	12.6%	71.5%
51-55	283	1,024	23.7%	85.8%	161	1,028	13.3%	84.7%
56-60	135	1,159	11.3%	97.1%	119	1,147	9.8%	94.6%
61-65	29	1,188	2.4%	99.5%	54	1,201	4.5%	99.0%
Over 65	6	1,194	0.5%	100.0%	12	1,213	1.0%	100.0%

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

Note: Does not include AEA staff.

Figure 3-11

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2014-2015



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 2014-2015

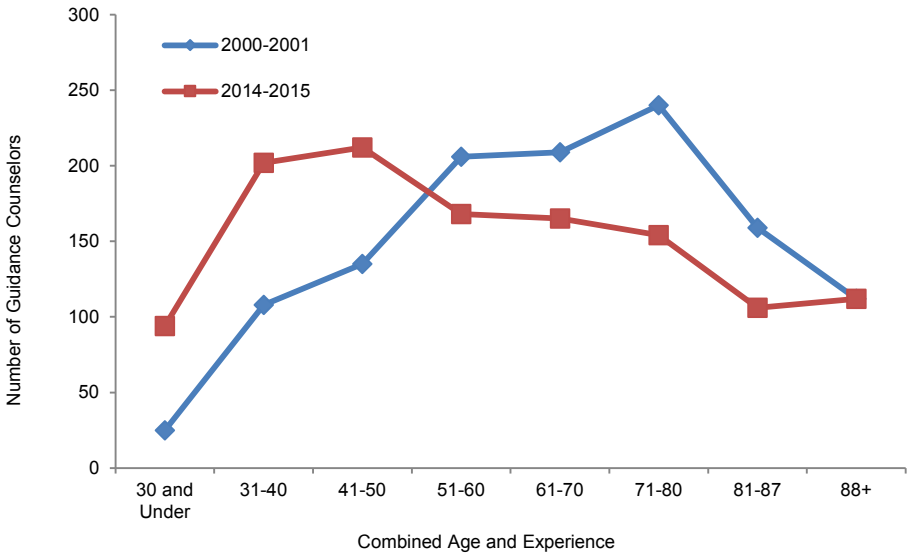
	2000-2001				2014-2015			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	94	94	7.7%	7.7%
31-40	108	133	9.0%	11.1%	202	296	16.7%	24.4%
41-50	135	268	11.3%	22.4%	212	508	17.5%	41.9%
51-60	206	474	17.3%	39.7%	168	676	13.8%	55.7%
61-70	209	683	17.5%	57.2%	165	841	13.6%	69.3%
71-80	240	923	20.1%	77.3%	154	995	12.7%	82.0%
81-87	159	1,082	13.3%	90.6%	106	1,101	8.7%	90.8%
88+	112	1,194	9.4%	100.0%	112	1,213	9.2%	100.0%

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

Note: Does not include AEA staff.

Figure 3-12

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors 2000-2001 and 2014-2015



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, 2013-2014 and 2014-2015

	Average Total Salary			Percent Salary Change	
Enrollment Category	2000-2001	2013-2014	2014-2015	2000-2001 to 2014-2015	2013-2014 to 2014-2015
<300	$33,912	$50,458	$50,805	49.8%	0.7%
300-599	$35,907	$51,586	$51,623	43.8%	0.1%
600-999	$37,702	$54,642	$55,633	47.6%	1.8%
1,000-2,499	$41,062	$58,518	$60,394	47.1%	3.2%
2,500-7,499	$44,628	$62,993	$64,791	45.2%	2.9%
7,500+	$46,886	$63,327	$64,370	37.3%	1.6%
State	$42,126	$59,299	$60,587	43.8%	2.2%

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 .1 percent increase in the percent of library/media specialists with advanced degrees between 2013-2014 and 2014-2015 (Table 3-38). The number of full-time and part-time library/media specialists decreased in 2014-2015 (Table 3-39). The average salary of library/media specialists increased by 4.7 percent between 2013-2014 and 2014-2015 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center.

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2013-2014 and 2014-2015

Characteristics	2000-2001	2013-2014	2014-2015
Average Age	48.5	47.8	47.3
Percent Female	90.6%	95.5%	95.4%
Percent Minority	0.8%	0.6%	0.4%
Percent Advanced Degree	59.6%	63.7%	63.6%
Average Total Experience	19.6	17.8	17.6
Average District Experience	14.3	12.3	11.9
Number of Library/Media Specialists	636	465	453

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, 2013-2014 and 2014-2015

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
<300	38	48	40	8	12	13	11	11	5
300-599	116	104	103	82	53	52	20	33	30
600-999	104	87	87	107	68	61	8	12	14
1,000-2,499	83	74	75	174	103	107	9	6	6
2,500-7,499	24	22	22	134	102	102	3	1	2
7,500+	9	11	11	131	127	118	7	8	8
State	374	346	338	636	465	453	58	71	65

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, 2013-2014 and 2014-2015

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2013-2014	2014-2015	2000-2001 to 2014-2015	2013-2014 and 2014-2015
<300	$28,997	$47,305	$46,954	61.9%	-0.7%
300-599	$33,415	$51,441	$53,831	61.1%	4.6%
600-999	$35,926	$51,969	$52,915	47.3%	1.8%
1,000-2,499	$39,377	$57,580	$59,135	50.2%	2.7%
2,500-7,499	$42,276	$63,480	$65,800	55.6%	3.7%
7,500+	$45,636	$66,600	$72,546	59.0%	8.9%
State	$39,797	$59,552	$62,333	56.6%	4.7%

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, 2013-2014 and 2014-2015

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			% Change in FTE Associates 2000-2001 to 2014-2015	% Change in FTE Associates 2013-2014 to 2014-2015
	2000-2001	2013-2014	2014-2015		
<300	26.3	7.6	6.8	-74.1%	-10.5%
300-599	143.9	66.2	70.6	-50.9%	6.6%
600-999	204.2	99.7	93.3	-54.3%	-6.4%
1,000-2,499	284.1	136.3	128.0	-54.9%	-6.1%
2,500-7,499	246.8	45.1	45.3	-81.6%	0.4%
7,500+	180.1	93.1	106.8	-40.7%	14.7%
State	1,085.4	448.0	450.8	-58.5%	.6%

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 2014-2015. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff has increased and the percent of minority AEA staff has decreased between 2013-2014 and 2014-2015. The average salary of AEA staff has increased by 2.8 percent between 2013-2014 and 2014-2015. Almost half of the AEA staff in 2014-2015 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2013-2014 and 2014-2015

Characteristics	2000-2001	2013-2014	2014-2015
Average Age	44.8	45.8	45.4
Percent Female	77.3%	89.1%	89.7%
Percent Minority	1.0%	2.1%	2.0%
Percent Advanced Degree	79.4%	88.3%	86.6%
Average Total Experience	17.2	18.4	18.0
Average Number of Contract Days	197.3	196.0	195.9
Average Total Salary	$44,351	$68,640	$70,589
Number of AEA Staff	2,225	2,189	2,233

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, 2014-2015

Position	Number	Percent
Area Education Agency Chief Administrator	9	0.4%
Area Education Agency Zone/Regional Coordinator	62	2.8%
Content/Curriculum Consultant	232	10.6%
Coordinator/Department Head	39	1.8%
Counselor	2	0.1%
Early Childhood Special Education	91	4.1%
Home Intervention Teacher	25	1.1%
Hospital/Homebound Teacher	1	0.0%
Itinerant Teacher	61	2.8%
Non-Administrative School Administrative Manager (SAM)	2	0.1%
Nurse (Statement of Professional Recognition [SPR] on file with the Board of Educational Examiners[BOEE])	8	0.4%
Other Administrator	17	0.8%
Principal	4	0.2%
Regular Education Teacher	19	0.9%
School Business Official	7	0.3%
Social Worker	113	5.2%
Special Education Support	1,092	49.8%
Special Education Consultant	298	13.6%
Special Education Director	10	0.5%
Special Education Teacher	100	4.6%
Specialist	32	1.5%
Superintendent	2	0.1%
Supervisor	10	0.5%
Teacher Librarian/Media Specialist	6	0.3%
Total	2,242	

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

Notes: 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 2014-2015. 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, 2014-2015

	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
AEA	Number	Percent	Number	Percent	Number	Percent
Keystone	23	6.8%	2,631	6.3%	378	15.8%
AEA 267	55	16.3%	5,654	13.6%	248	10.4%
Prairie Lakes	40	11.8%	2,721	6.5%	177	7.4%
Mississippi Bend	21	6.2%	4,013	9.7%	208	8.7%
Grant Wood	32	9.5%	5,652	13.6%	308	12.9%
Heartland	53	15.7%	11,112	26.7%	550	23.0%
Northwest	35	10.4%	3,277	7.9%	337	14.1%
Green Hills	46	13.6%	3,398	8.2%	86	3.6%
Great Prairie	33	9.8%	3,107	7.5%	95	4.0%
State	338	100.0%	41,565	100.0%	2,387	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, 2013-2014 and 2014-2015

Enrollment Category	2013-2014	2014-2015	% Change in FTE Nurses 2013-2014 to 2014-2015
<300	13.7	12.6	-8.0%
300-599	80.6	77.2	-4.2%
600-999	88.5	90.5	2.3%
1,000-2,499	135.4	139.9	3.3%
2,500-7,499	113.2	115.1	1.7%
7,500+	153.5	156.3	1.8%
State	584.9	591.6	1.1%

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

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

Program

The program chapter provides information regarding the school district organizational structure, curriculum data regarding courses offered and taught, 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 12 years. The number of districts without a public high school has increased since 2000-2001 except 2014-2015 (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had two or more elementary and middle/junior high schools. In 2013-2014 and 2014-2015, 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 2014-2015

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%
2014-2015	338	26	7.7%

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, 2013-2014 and 2014-2015

	2000-2001	2013-2014	2014-2015
Total Number of Public School Districts	374	346	338
Total Number of Public School Buildings	1,531	1,382	1,364
Number of Districts with 1 to 3 Public School Buildings	137	221	214
Percent of Districts with 1 to 3 Public School Buildings	36.6%	63.9%	63.3%
Number of Districts with 4 to 6 Public School Buildings	183	90	90
Percent of Districts with 4 to 6 Public School Buildings	48.9%	26.0%	26.6%
Number of Districts with 7 to 9 Public School Buildings	32	19	20
Percent of Districts with 7 to 9 Public School Buildings	8.6%	5.5%	5.9%
Number of Districts with 10 or more Public School Buildings	22	16	14
Percent of Districts with 10 or more Public School Buildings	5.9%	4.6%	4.1%
Total Number of Nonpublic Schools	211	172	176

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.

The average number of Carnegie units offered and taught was directly correlated with enrollment categories in all years listed (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, 2013-2014 to 2014-2015

		Enrollment Category						
	State Standards	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
	Minimum Units							
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
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
2014-2015								
Number of Districts		24	95	87	75	22	11	314
English/Language Arts	6	6.23	7.08	6.98	7.78	10.99	15.96	7.75
Mathematics	6	6.21	7.46	7.76	8.39	9.07	12.79	7.97
Science	5	5.18	6.46	6.71	7.05	9.81	12.83	7.04
Social Studies	5	5.31	5.51	5.40	5.88	8.95	11.86	6.02
Foreign Language	4	3.55	4.17	4.05	5.22	9.57	15.65	5.13
Fine Arts	3	5.42	5.83	6.45	7.85	12.56	17.37	7.34

Source: Iowa Department of Education, Bureau of Information and Analysis. Student Reporting in Iowa, 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 2015. 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 2015 graduating class. Overall, 83 percent of the students in the graduating class of 2015 took at least one foreign language course between 2011-2012 and 2014-2015. 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 between 2,500 and 7,499.

About 28,000 of the students in the graduating class of 2015 took at least one foreign language course, more than 24,000 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 4,928 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 2015 by enrollment category. The total percent of the students who took Algebra II was 60.1. 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 13,901 students (41.3 percent) in the 2015 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 5.1 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 2015. Generally speaking, female students had almost 10 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 600-7,499.

About 29 percent of the students took physics and advanced physics for the 2015 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 5.8 percent less than the male enrollment for this class.

Table 4-4

Iowa Public High School Graduating Class of 2015 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Foreign Language Courses	262	2,940	3,977	7,072	5,801	7,920	27,972
Enrollment in Iowa Public High Schools in Each of the Last Four Years	353	3,612	4,817	8,692	6,653	9,527	33,654
% of Students Who Enrolled in Foreign Language Courses	74.2%	81.4%	82.6%	81.4%	87.2%	83.1%	83.1%
Female Enrollment in Foreign Language Courses	131	1,504	2,098	3,668	2,971	4,095	14,467
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	160	1,703	2,339	4,217	3,242	4,637	16,298
% of Female Students Who Enrolled in Foreign Language Courses	81.9%	88.3%	89.7%	87.0%	91.6%	88.3%	88.8%
Male Enrollment in Foreign Language Courses	131	1,436	1,879	3,404	2,830	3,825	13,505
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	193	1,909	2,478	4,475	3,411	4,890	17,356
% of Male Students Who Enrolled in Foreign Language Courses	67.9%	75.2%	75.8%	76.1%	83.0%	78.2%	77.8%

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

Note: The analysis includes the students who were in the Iowa public school system from 2011-2012 to 2014-2015.

Table 4-5

Foreign Language Enrollment of Iowa Public High School Graduating Class of 2015 by Language

Language	Enrollment	Percent
Spanish	24,275	83.1%
French	2,680	9.2%
German	1,441	4.9%
Chinese	229	0.8%
Japanese	207	0.7%
Italian	70	0.2%
Russian	23	0.1%
Other Foreign Language	278	1.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, 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 2015 Non-Duplicate Enrollment in Algebra II by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	239	2,441	3,213	5,351	4,225	4,760	20,229
Enrollment in Iowa Public High Schools in Each of the Last Four Years	353	3,612	4,817	8,692	6,653	9,527	33,654
% of Students Who Enrolled in Algebra II	67.7%	67.6%	66.7%	61.6%	63.5%	50.0%	60.1%
Female Enrollment in Algebra II	113	1,236	1,695	2,760	2,200	2,445	10,449
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	160	1,703	2,339	4,217	3,242	4,637	16,298
% of Female Students Who Enrolled in Algebra II	70.6%	72.6%	72.5%	65.4%	67.9%	52.7%	64.1%
Male Enrollment in Algebra II	126	1,205	1,518	2,591	2,025	2,315	9,780
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	193	1,909	2,478	4,475	3,411	4,890	17,356
% of Male Students Who Enrolled in Algebra II	65.3%	63.1%	61.3%	57.9%	59.4%	47.3%	56.3%

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

Note: The analysis includes the students who were in the Iowa public school system from 2011-2012 to 2014-2015.

Table 4-7

Iowa Public High School Graduating Class of 2015 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	111	1,331	1,840	3,636	3,138	3,845	13,901
Enrollment in Iowa Public High Schools in Each of the Last Four Years	353	3,612	4,817	8,692	6,653	9,527	33,654
% of Students Who Enrolled in Higher-Level Mathematics	31.4%	36.8%	38.2%	41.8%	47.2%	40.4%	41.3%
Female Enrollment in Higher-Level Mathematics	42	683	1,002	1,833	1,639	1,960	7,159
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	160	1,703	2,339	4,217	3,242	4,637	16,298
% of Female Students Who Enrolled in Higher-Level Mathematics	26.3%	40.1%	42.8%	43.5%	50.6%	42.3%	43.9%
Male Enrollment in Higher-Level Mathematics	69	648	838	1,803	1,499	1,885	6,742
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	193	1,909	2,478	4,475	3,411	4,890	17,356
% of Male Students Who Enrolled in Higher-Level Mathematics	35.8%	33.9%	33.8%	40.3%	43.9%	38.5%	38.8%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2011-2012 to 2014-2015. Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry and advanced placement mathematics.

Table 4-8

Iowa Public High School Graduating Class of 2015 Non-Duplicate Enrollment in Chemistry by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	186	2,165	3,190	6,038	4,964	6,128	22,671
Enrollment in Iowa Public High Schools in Each of the Last Four Years	353	3,612	4,817	8,692	6,653	9,527	33,654
% of Students Who Enrolled in Chemistry	52.7%	59.9%	66.2%	69.5%	74.6%	64.3%	67.4%
Female Enrollment in Chemistry	90	1,106	1,710	3,115	2,575	3,195	11,791
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	160	1,703	2,339	4,217	3,242	4,637	16,298
% of Female Students Who Enrolled in Chemistry	56.3%	64.9%	73.1%	73.9%	79.4%	68.9%	72.3%
Male Enrollment in Chemistry	96	1,059	1,480	2,923	2,389	2,933	10,880
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	193	1,909	2,478	4,475	3,411	4,890	17,356
% of Male Students Who Enrolled in Chemistry	49.7%	55.5%	59.7%	65.3%	70.0%	60.0%	62.7%

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

Note: The analysis includes the students who were in the Iowa public school system from 2011-2012 to 2014-2015.

Table 4-9

Iowa Public High School Graduating Class of 2015 Non-Duplicate Enrollment in Physics by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	72	830	1,256	2,196	1,875	3,453	9,682
Enrollment in Iowa Public High Schools in Each of the Last Four Years	353	3,612	4,817	8,692	6,653	9,527	33,654
% of Students Who Enrolled in Physics	20.4%	23.0%	26.1%	25.3%	28.2%	36.2%	28.8%
Female Enrollment in Physics	33	349	550	912	819	1,539	4,202
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	160	1,703	2,339	4,217	3,242	4,637	16,298
% of Female Students Who Enrolled in Physics	20.6%	20.5%	23.5%	21.6%	25.3%	33.2%	25.8%
Male Enrollment in Physics	39	481	706	1,284	1,056	1,914	5,480
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	193	1,909	2,478	4,475	3,411	4,890	17,356
% of Male Students Who Enrolled in Physics	20.2%	25.2%	28.5%	28.7%	31.0%	39.1%	31.6%

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

Note: The analysis includes the students who were in the Iowa public school system from 2011-2012 to 2014-2015.

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 2014-2015. 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 2014-2015 than the figures in earlier years shown.

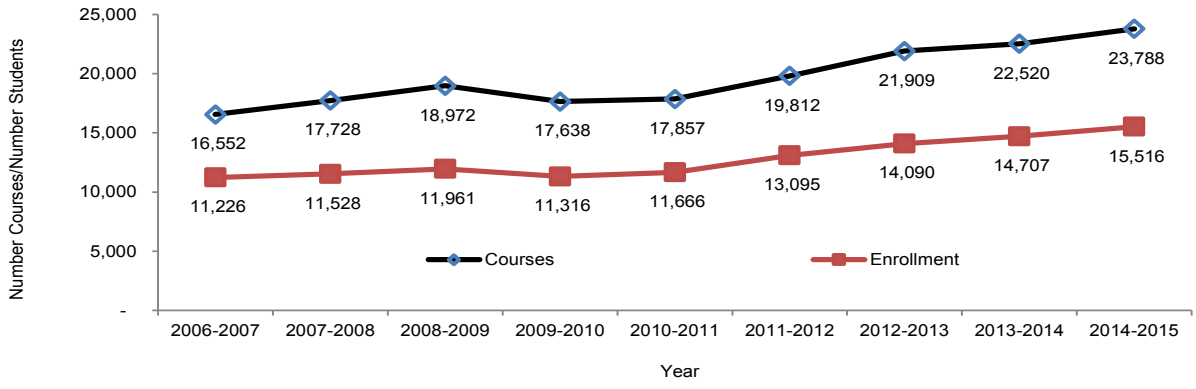
Each year, more than 50 percent of Iowa districts (only those districts that had a public high school) had AP enrollments. (Table 4-10).

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 to 2014-2015 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 2014-2015, 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

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2006-2007 to 2014-2015



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-10

Iowa Districts with AP Enrollment 2006-2007 to 2014-2015

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%
2014-2015	338	312	162	51.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-11

Number of Iowa School Students Taking AP Courses 2006-2007 to 2014-2015

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
2014-2015	777	3,258	5,299	6,182	15,516

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-12

Iowa AP Courses Taken by Subject Area 2006-2007 to 2014-2015

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English Language Arts	4,524	4,884	4,735	3,859	3,646	3,690	4,055	4,116	4,271
Fine & Performance Arts	340	304	343	344	374	335	414	362	485
Foreign Language	916	756	818	756	616	578	713	613	791
Mathematics	1,970	2,132	2,809	2,386	2,648	2,841	2,920	3,363	3,367
Computer (Other)	70	46	41	62	69	59	151	138	222
Science	2,931	2,882	3,127	2,866	2,912	3,109	3,405	3,443	3,951
Social Studies	5,801	6,724	7,099	7,365	7,592	9,200	10,251	10,485	10,701
Total Courses Taken	16,552	17,728	18,972	17,638	17,857	19,812	21,909	22,520	23,788

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Figure 4-2

Percent of Iowa AP Courses Taken by Subject Area 2006-2007, 2013-2014 and 2014-2015

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, 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 science, technology, engineering, and mathematics (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 2014-2015. Concurrent enrollment and courses taken are much higher in 2014-2015 than the figures in 2006-2007.

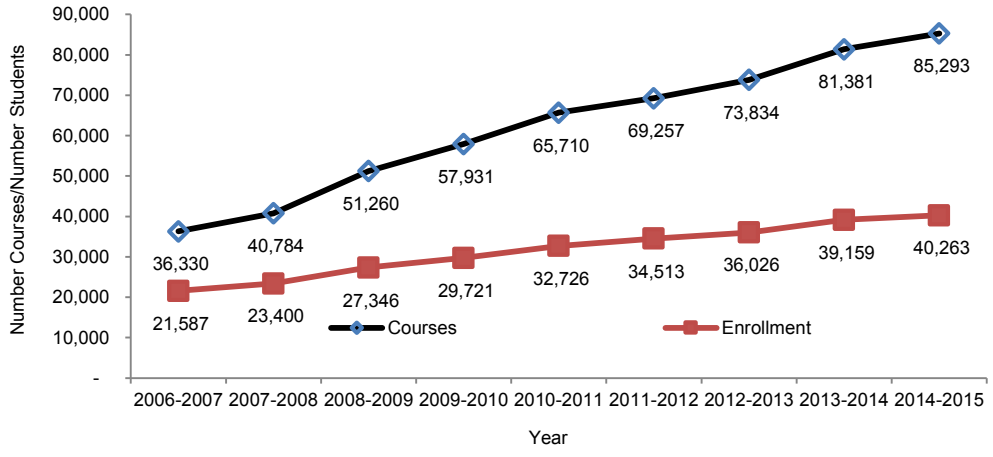
Each year, 80 to 99 percent of Iowa districts (only those districts that had a public high school) had concurrent enrollments. With an exception of 2014-2015, an upward trend of districts with concurrent enrollment is reported in Table 4-13.

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 2014-2015 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 2014-2015, 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 2014-2015



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-13

Iowa Districts with Concurrent Enrollment 2006-2007 to 2014-2015

Year	Total # of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts w/High Schools that had Concurrent 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%
2014-2015	338	312	302	96.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-14

Number of Iowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2014-2015

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
2014-2015	3,013	5,421	13,204	18,625	40,263

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-15

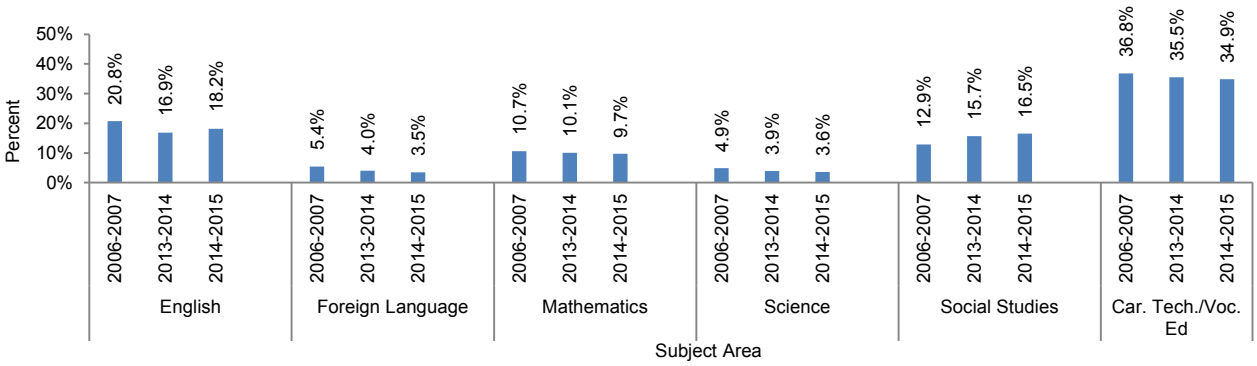
Iowa Concurrent Enrollment Courses Taken by Subject Area 2006-2007 to 2014-2015

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English Language Arts	7,541	8,953	9,862	10,507	11,226	11,636	13,459	13,732	15,533
Fine & Performance Arts	716	728	1,063	1,190	1,447	1,761	2,029	2,397	2,609
Foreign Language	1,968	2,280	3,083	3,775	3,887	3,364	3,093	3,262	3,011
Mathematics	3,871	4,246	4,808	5,943	6,969	6,872	7,555	8,200	8,311
Other	2,391	1,813	1,633	2,909	5,791	5,901	7,372	8,926	8,936
Science	1,789	1,968	2,288	2,380	2,352	2,665	2,921	3,163	3,031
Social Studies	4,695	5,474	6,793	7,346	9,164	10,238	11,495	12,797	14,061
Career Technical/ Vocational Education	13,359	15,322	21,730	23,881	24,874	26,820	25,910	28,904	29,801
Total Courses Taken	36,330	40,784	51,260	57,931	65,710	69,257	73,834	81,381	85,293

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Figure 4-4

Percent of Iowa Concurrent Enrollment Courses Taken by Subject Area 2006-2007, 2013-2014 and 2014-2015



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, 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 nine-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2006-2007 to 2014-2015. In 2014-2015, the PSEO courses taken decreased more, while the concurrent courses taken are much higher in 2014-2015 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.

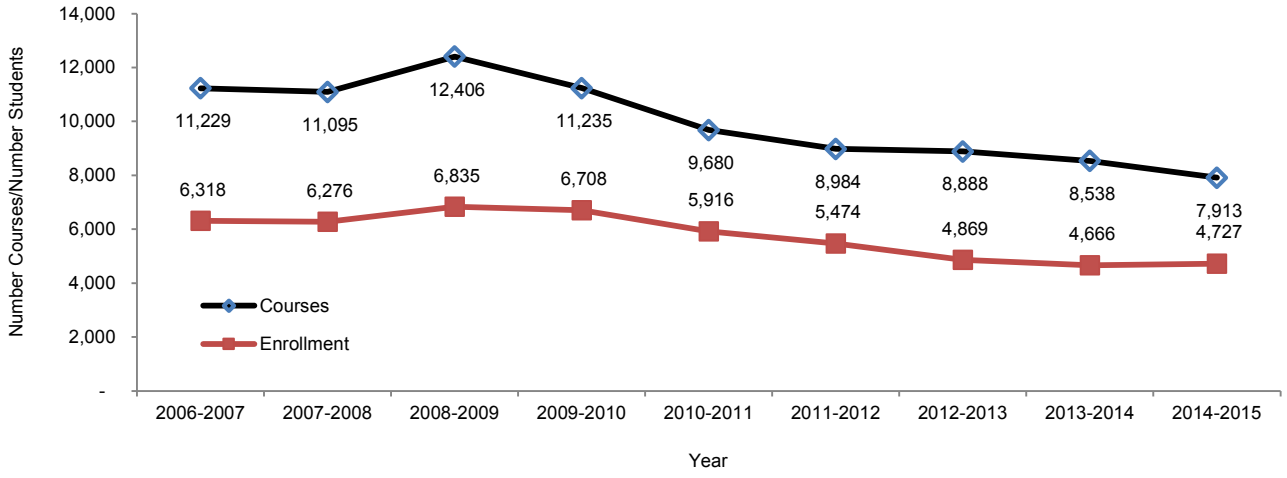
Each year, 88 to 68 percent of Iowa districts (only those districts that had a public high school) had PSEO enrollments. However, a downward trend of PSEO enrollment districts is reported in Table 4-16.

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 2014-2015, the majority of courses taken were in the social studies area.

Figure 4-5

Iowa PSEO Enrollments and Courses Taken 2006-2007 to 2014-2015



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Table 4-16

Iowa Districts with PSEO Enrollments 2009-2010 to 2014-2015

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%
2014-2015	338	312	212	67.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Table 4-17

Number of Iowa Students Taking PSEO Courses 2009-2010 to 2014-2015

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
2014-2015	365	1,328	3,034	4,727

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Table 4-18

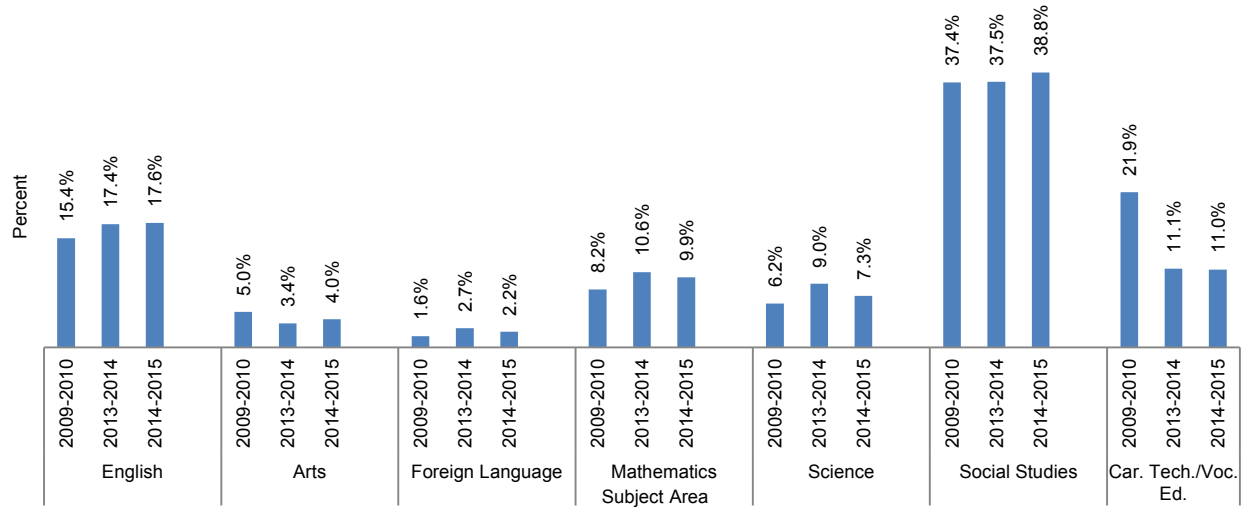
Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2014-2015

Subject Areas	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English Language Arts	1,731	1,441	1,417	1,347	1,486	1,394
Fine & Performance Arts	556	482	419	357	287	315
Foreign Language	184	188	186	209	234	171
Mathematics	926	770	719	931	905	781
Other	486	356	318	890	708	731
Science	692	870	946	997	767	580
Social Studies	4,202	3,663	3,374	3,196	3,205	3,067
Career Technical/ Vocational Education	2,458	1,910	1,605	961	946	874
Total Courses Taken	11,235	9,680	8,984	8,888	8,538	7,913

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Figure 4-6

Iowa PSEO Courses Taken by Subject Areas, 2009-2010, 2013-2014 and 2014-2015



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Note: Each year, about 9 percent of the PSEO courses taken were in "other" subject areas. For details, see Table 4-18.

Class Size

Overview

The results of fifteen 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.

Average Class Size = Number of Students / Number of Classrooms

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

Trends

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

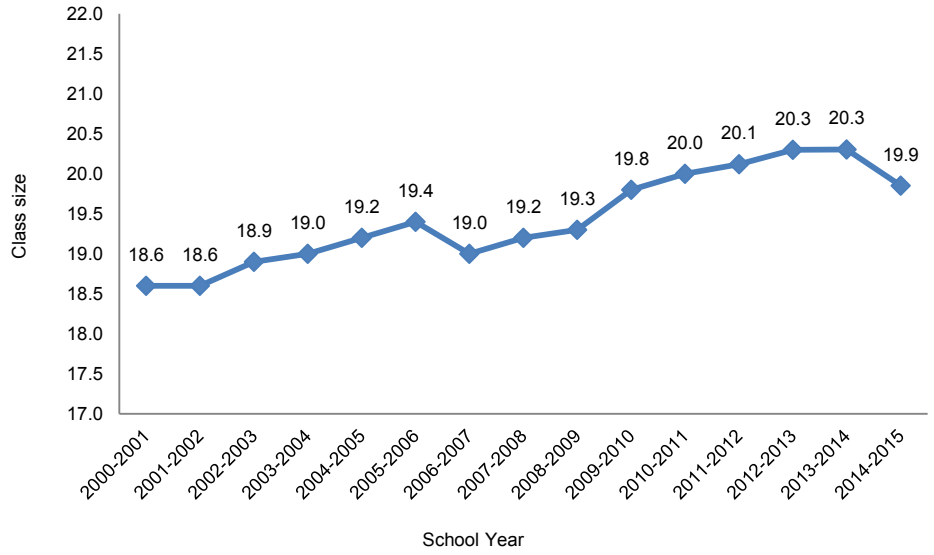
Table 4-19 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than class size in kindergarten, first, and second grade. Third grade enrollment increased slightly while class size decreased 1.4 percent.

Table 4-20 shows the comparison between teachers, students and average class size. The number of students used in this table were reported by districts for the purpose of calculating average class size. With the exception of third grade, most grades showed modest average class size increases.

Summary statistics are presented in table 4-21.

Figure 4-7

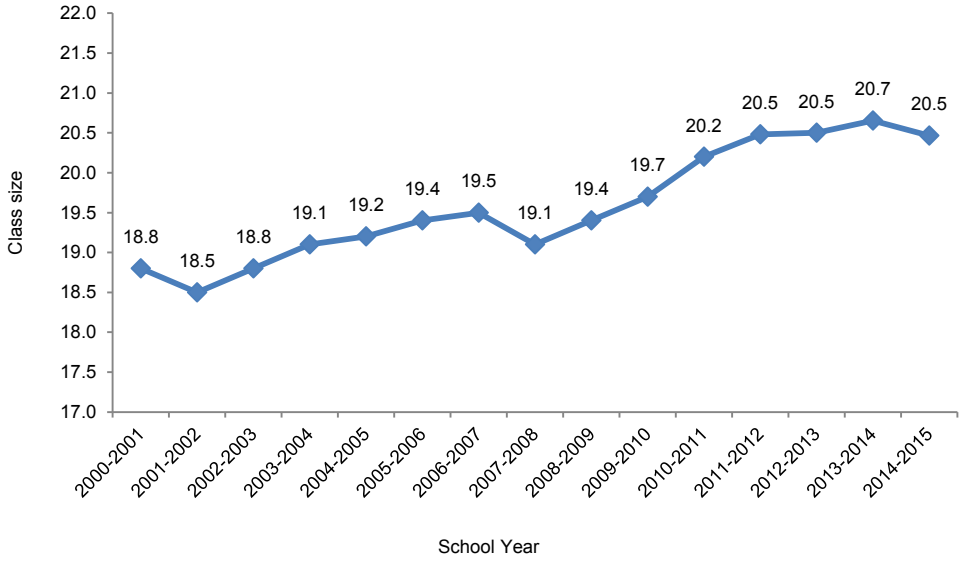
Iowa Public School District Average Class Size For Kindergarten 2000-2001 to 2014-2015



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

Figure 4-8

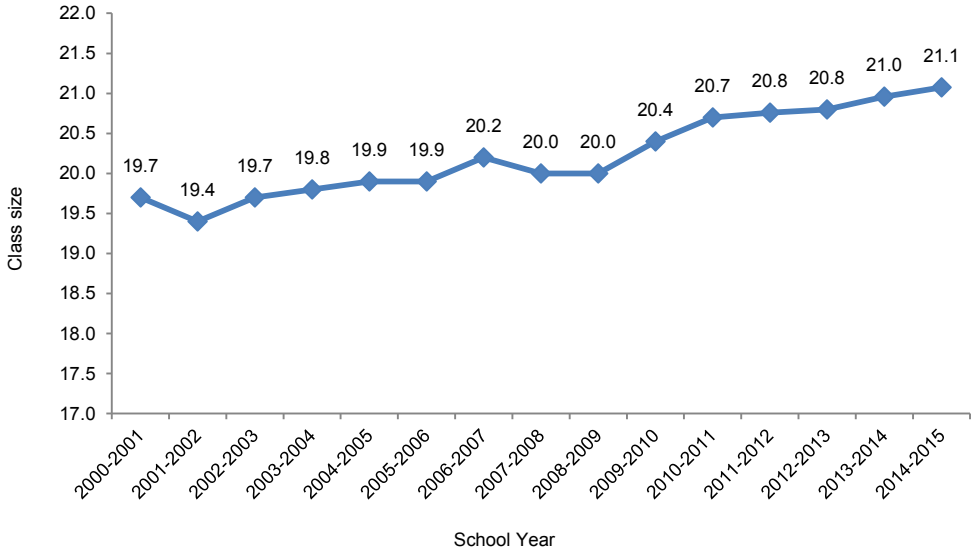
Iowa Public School District Average Class Size For First Grade 2000-2001 to 2014-2015



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

Figure 4-9

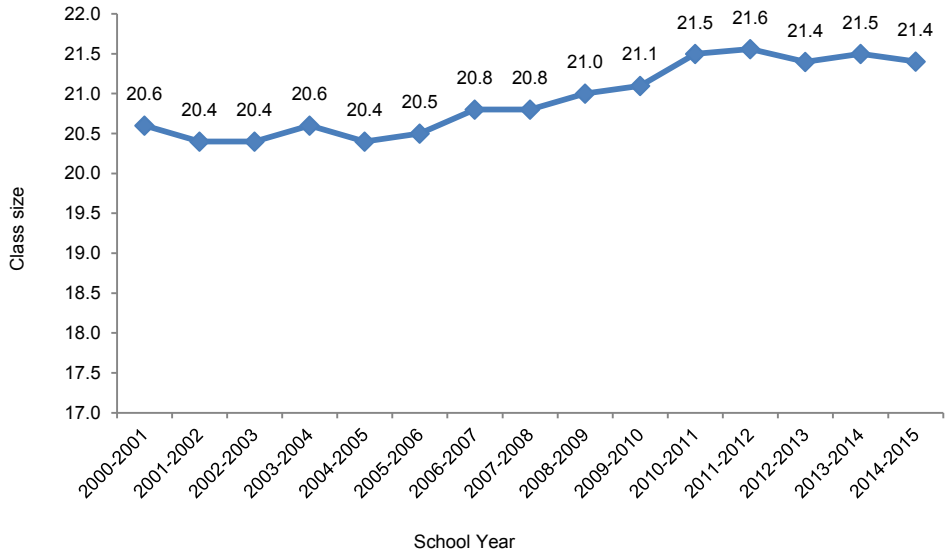
Iowa Public School District Average Class Size For Second Grade 2000-2001 to 2014-2015



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 2014-2015



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 2014-2015

Grade	1998-1999 Enrollment	2014-2015 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	40,244	4,472	12.5%	0.8%
1	35,699	37,446	1,747	4.9%	1.8%
2	35,866	37,423	1,557	4.3%	1.8%
3	36,500	36,780	280	0.8%	-1.4%

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 2014-2015

Grade	Students		Teachers		Average Class Size	
	1998-1999	2014-2015	1998-1999	2014-2015	1998-1999	2014-2015
Kindergarten	33,618	37,835	1,613.7	1,908.5	19.7	19.9
1	33,053	36,734	1,644.6	1,796.3	20.1	20.5
2	33,151	36,624	1,592.1	1,739.3	20.7	21.1
3	34,153	36,129	1,578.3	1,689.5	21.7	21.4

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, 2013-2014 and 2014-2015

	School Year	Students	Classrooms	Teacher FTEs	Mean	Min	Max
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2013-2014	38,819	1,912	1,910.5	20.3	3	30
	2014-2015	37,835	1,906	1,908.5	19.9	3	32
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2013-2014	36,699	1,777	1,777.0	20.7	4	30
	2014-2015	36,734	1,795	1,796.3	20.5	3	29
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2013-2014	35,904	1,713	1,713.6	21.0	6	30
	2014-2015	36,624	1,738	1,739.3	21.1	6	32
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2013-2014	35,106	1,633	1,635.0	21.5	3	32
	2014-2015	36,129	1,688	1,689.5	21.4	6	30

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 2014-2015. In general, average class size tended to increase as the enrollment category 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 600 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 2014-2015

Enrollment	K		1st		2nd		3rd	
Category	1998-1999	2014-2015	1998-1999	2014-2015	1998-1999	2014-2015	1998-1999	2014-2015
<300	13.9	13.7	14.3	14.1	15.0	14.7	16.9	14.8
300-599	17.6	16.5	17.4	17.9	17.9	19.2	19.3	18.5
600-999	18.2	18.5	19.0	19.0	19.6	19.8	20.3	20.0
1,000-2,499	19.8	19.4	20.3	20.8	21.3	20.8	21.9	21.4
2,500-7,499	21.5	21.1	21.6	21.4	22.0	22.2	23.0	22.5
7,500+	20.7	21.9	21.1	21.7	21.7	22.3	23.0	22.9
State	19.7	19.9	20.1	20.5	20.7	21.1	21.7	21.4

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 2014 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2014 at 75.7 percent.

Table 4-23

State Class Size Reduction Allocation for Iowa Public Schools FY 2000 to FY 2015

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
2015	$32.4 Million

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

Table 4-24

FY 2014 Iowa Early Intervention Block Grant Program Expenditures by Object

Object Category	Expenditures	Percent
Salaries	$23,448,577	75.7%
Benefits	$7,443,860	24.0%
Purchased Services	$22,152	0.1%
Supplies	$56,855	0.2%
Other	$0	0.0%
Total	$30,971,444	100.0%

Source: Iowa Department of Education, Certified Annual Report.

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

Figures may not total due to rounding.

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 back to 2000-2001.

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. Total per pupil expenditures declined from the previous year, with the exception of districts in the 600-999 enrollment category, which increased 25 percent and the 7,500+ category which increased slightly.

Table 4-25

Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2012-2013 and 2013-2014

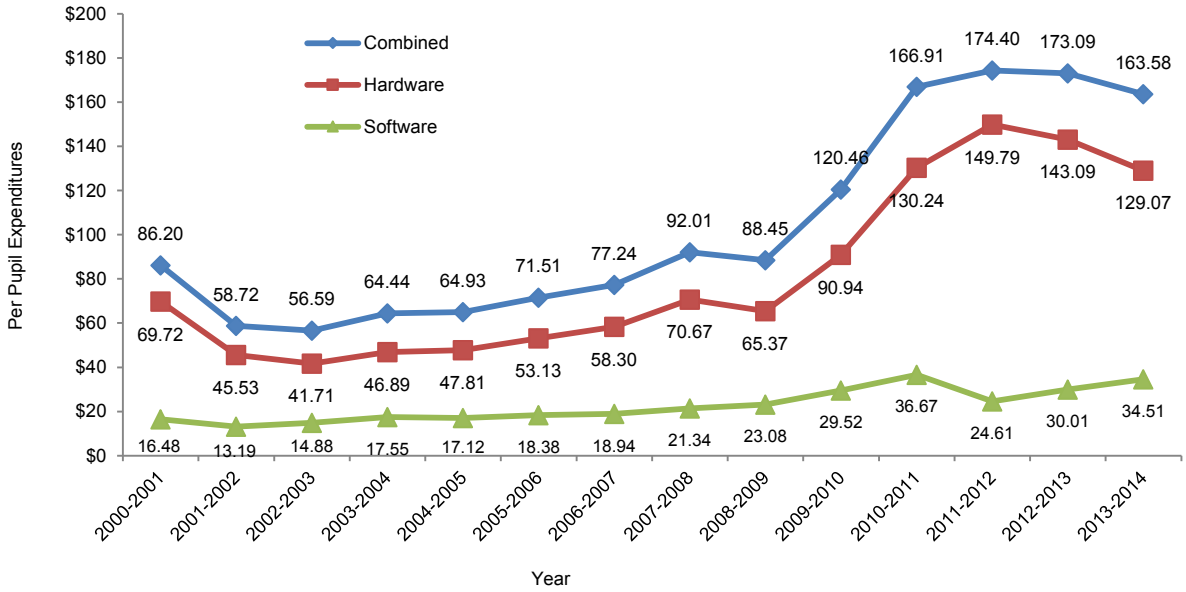
			Software		Hardware		Combined	
Year	No. of Districts	Total Enrollment	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2012-2013	348	476,245	14,289,773	30.01	68,143,820	143.09	82,433,593	173.09
2013-2014	346	478,921	16,528,147	34.51	61,814,105	129.07	78,342,252	163.58

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 2013-2014



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, 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							
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
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
2013-2014							
Enrollment	10,171	47,503	64,920	111,898	94,066	150,363	478,921
Software	330,789	1,352,812	1,952,129	3,409,303	2,879,367	6,603,746	16,528,147
Per Pupil	32.52	28.48	30.07	30.47	30.61	43.92	34.51
Hardware	1,427,674	6,627,118	12,789,073	14,694,221	11,883,624	14,392,395	61,814,105
Per Pupil	140.37	139.51	197.00	131.32	126.33	95.72	129.07
Total Software & Hardware	1,758,462	7,979,930	14,741,203	18,103,524	14,762,991	20,996,141	78,342,251
Per Pupil	172.89	167.99	227.07	161.79	156.94	139.64	163.58

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

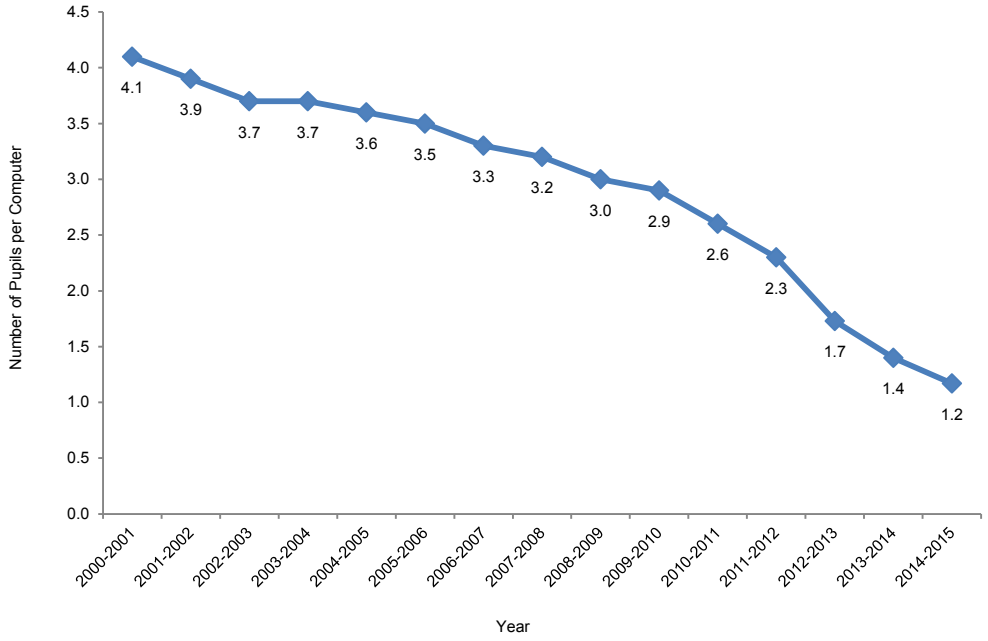
As a part of the Basic Educational Data Survey (BEDS), Iowa public school districts report on the number of computers made available for student use. The Department of Education has collected this information since 1995-1996. However, in 2012-2013 the definition of student accessible computer was revised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

Pupils Per Computer in Iowa Public Schools
2000-2001 to 2014-2015



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, 2013-2014 and 2014-2015

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, 2013-2014, 2014-2015

	Enrollment Category						
2000-2001	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Districts	38	116	104	83	24	9	374
Number of Computers	2,386	15,728	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.4	3.3	3.8	4.1	4.3	4.7	4.1
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
2014-2015							
Total Number of Districts	40	103	87	75	22	11	338
Number of Computers	7,601	49,368	60,173	104,690	68,882	120,348	411,062
Certified Enrollment	8,493	46,746	65,111	113,777	94,788	151,857	480,772
Pupils per Computer	1.1	0.9	1.1	1.1	1.4	1.3	1.2

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, 2013-2014 and 2014-2015

	Enrollment Category						
2013-2014	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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
2014-2015							
Number of Computers in HS	2,570	24,551	24,191	40,083	24,131	36,874	152,400
Pupils per Computer in HS	0.8	0.8	0.9	0.9	1.1	1.1	1.0
Number of Computers in Middle School/Jr High School	1,025	5,629	13,216	28,832	16,350	32,150	97,202
Pupils per Computer in Middle School/Jr High School	0.8	0.9	0.9	1.0	1.3	1.0	1.0
Number of Computers in EL School	4,006	18,268	22,633	35,328	28,080	49,212	157,527
Pupils per Computer in EL School	0.8	1.2	1.3	1.4	1.6	1.5	1.4
Number of Computers in Other School	0	920	133	447	321	2,112	3,933
Pupils Per Computer in Other School	0	0.6	4.1	1.2	1.2	1.1	1.1

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 buildings and bandwidth by school type within enrollment category. Ninety-eight percent of the largest districts have bandwidth greater than 100 Megabits. Statewide 49 percent are in the 100 Megabits or more category as well.

Table 4-29

Bandwidth by Public School
by District Enrollment Category
2014-2015

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	71	251	273	318	173	256	1,342
Internet not Available	0	0	8	0	0	0	8
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	0	2	0	2	0	0	4
Bandwidth 4 to 10 Megabits	6	12	14	4	0	1	37
Bandwidth 11 to 50 Megabits	46	105	110	35	31	1	328
Bandwidth 51 to 100 Megabits	12	100	95	92	10	2	311
Bandwidth Greater than 100 Megabits	7	32	46	185	132	252	654

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 2014-2015

	Enrollment Category						
High Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	22	95	87	75	23	28	330
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	1	2	3	0	0	0	6
Bandwidth 11 to 50 Megabits	14	43	32	4	1	0	94
Bandwidth 51 to 100 Megabits	5	38	34	23	1	0	101
Bandwidth Greater than 100 Megabits	2	12	18	48	21	28	129
Middle/Jr High Schools							
Total Number of Schools	10	38	62	76	27	46	259
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	0	2	1	0	0	0	3
Bandwidth 11 to 50 Megabits	7	15	26	6	4	0	58
Bandwidth 51 to 100 Megabits	1	17	25	22	2	0	67
Bandwidth Greater than 100 Megabits	2	4	10	48	21	46	131

Table 4-30 (...continued)

	Enrollment Category						
Elementary Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	39	116	118	151	118	172	714
Internet not Available	0	0	8	0	0	0	8
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	0	2	0	1	0	0	3
Bandwidth 4 to 10 Megabits	5	8	10	2	0	1	26
Bandwidth 11 to 50 Megabits	25	47	48	21	25	1	167
Bandwidth 51 to 100 Megabits	6	43	35	46	7	2	139
Bandwidth Greater than 100 Megabits	3	16	17	81	86	168	371
Other Schools							
Total Number of Schools	0	2	6	16	5	10	39
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	1	0	0	1
Bandwidth 4 to 10 Megabits	0	0	0	2	0	0	2
Bandwidth 11 to 50 Megabits	0	0	4	4	1	0	9
Bandwidth 51 to 100 Megabits	0	2	1	1	0	0	4
Bandwidth Greater than 100 Megabits	0	0	1	8	4	10	23

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.

Table 4-30 (...continued)

	Enrollment Category						
Elementary Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	39	116	118	151	118	172	714
Internet not Available	0	0	8	0	0	0	8
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	0	2	0	1	0	0	3
Bandwidth 4 to 10 Megabits	5	8	10	2	0	1	26
Bandwidth 11 to 50 Megabits	25	47	48	21	25	1	167
Bandwidth 51 to 100 Megabits	6	43	35	46	7	2	139
Bandwidth Greater than 100 Megabits	3	16	17	81	86	168	371
Other Schools							
Total Number of Schools	0	2	6	16	5	10	39
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	1	0	0	1
Bandwidth 4 to 10 Megabits	0	0	0	2	0	0	2
Bandwidth 11 to 50 Megabits	0	0	4	4	1	0	9
Bandwidth 51 to 100 Megabits	0	2	1	1	0	0	4
Bandwidth Greater than 100 Megabits	0	0	1	8	4	10	23

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 Assessments 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.

Since 2011-2012, Iowa Testing Programs introduced Forms E and F of the Iowa Assessments for Iowa schools. The 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 Assessments;

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

3. The percentage of all eighth and eleventh grade students achieving a proficient or higher science status on the Iowa Assessments;

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 Assessments 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 Assessments 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 number of students tested by grade (in grades 4, 8, and 11) and by subgroup for reading and mathematics for the biennium periods 2011-2013 through 2013-2015 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 three 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 Number of Iowa Students Tested on the Iowa Assessments Reading Tests by Subgroup Biennium Periods 2011-2013 to 2013-2015

Grade 4	2011-2013	2012-2014	2013-2015
Male	19,400	19,550	19,760
Female	18,620	18,790	18,940
African American	1,910	2,000	2,030
American Indian	170	170	170
Asian	880	900	900
Hispanic	3,500	3,640	3,880
White	30,430	30,330	30,220
ELL[1]	2,270	2,440	2,600
Migrant[2]	100	60	60
SES Eligible[3]	15,320	15,550	15,980
IEP[4]	4,590	4,580	4,570

Grade 8	2011-2013	2012-2014	2013-2015
Male	19,370	19,580	19,530
Female	18,470	18,600	18,720
African American	1,850	1,910	1,920
American Indian	180	170	160
Asian	760	820	860
Hispanic	3,050	3,270	3,430
White	31,010	30,910	30,700
ELL[1]	1,150	1,280	1,380
Migrant[2]	80	60	40
SES Eligible[3]	13,880	14,220	14,320
IEP[4]	4,560	4,530	4,460

Grade 11	2011-2013	2012-2014	2013-2015
Male	18,380	18,490	18,400
Female	17,620	17,570	17,610
African American	1,500	1,600	1,660
American Indian	170	160	160
Asian	790	850	890
Hispanic	2,540	2,690	2,840
White	30,230	29,910	29,580
ELL[1]	830	860	850
Migrant[2]	70	50	40
SES Eligible[3]	10,960	11,270	11,350
IEP[4]	3,770	3,730	3,640

Source: Iowa Testing Programs, The University of Iowa.

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

Table 5-2

Approximate Number of Iowa Students Tested on the Iowa Assessments Mathematics Tests by Subgroup Biennium Periods 2011-2013 to 2013-2015

Grade 4	2011-2013	2012-2014	2013-2015
Male	19,410	19,570	19,790
Female	18,630	18,800	18,960
African American	1,910	2,000	2,040
American Indian	170	170	170
Asian	890	910	900
Hispanic	3,510	3,660	3,900
White	30,440	30,340	30,220
ELL [1]	2,280	2,470	2,650
Migrant [2]	100	70	60
SES Eligible [3]	15,340	15,580	16,020
IEP [4]	4,600	4,590	4,580

Grade 8	2011-2013	2012-2014	2013-2015
Male	19,380	19,590	19,540
Female	18,480	18,610	19,720
African American	1,850	1,910	1,920
American Indian	180	170	160
Asian	770	830	870
Hispanic	3,060	3,290	3,450
White	31,020	30,910	30,690
ELL [1]	1,180	1,300	1,410
Migrant [2]	80	60	40
SES Eligible [3]	13,910	14,230	14,340
IEP [4]	4,570	4,520	4,460

Table 5-2 (…continued)

Grade 11	2011-2013	2012-2014	2013-2015
Male	18,380	18,490	18,350
Female	17,620	17,560	17,530
African American	1,500	1,590	1,660
American Indian	170	160	160
Asian	790	860	890
Hispanic	2,540	2,700	2,840
White	30,230	29,900	29,450
ELL [1]	850	870	870
Migrant [2]	70	50	40
SES Eligible [3]	10,950	11,270	11,300
IEP [4]	3,770	3,730	3,620

Source: Iowa Testing Programs, The University of Iowa.

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

Table 5-3

Approximate Number of Iowa Students Tested on the Iowa Assessments Science Tests by Subgroup
Biennium Periods 2011-2013 to 2013-2015

Grade 8	2011-2013	2012-2014	2013-2015
Male	19,290	19,480	19,430
Female	18,400	18,500	18,620
African American	1,850	1,910	1,920
American Indian	180	170	160
Asian	770	830	870
Hispanic	3,060	3,280	3,450
White	30,850	30,710	30,470
ELL [1]	1,180	1,300	1,410
Migrant [2]	80	60	40
SES Eligible [3]	13,890	14,230	14,330
IEP [4]	4,560	4,530	4,460

Grade 11	2011-2013	2012-2014	2013-2015
Male	18,350	18,470	18,400
Female	17,600	17,550	17,590
African American	1,490	1,590	1,660
American Indian	170	160	160
Asian	790	860	890
Hispanic	2,540	2,700	2,840
White	30,200	29,880	29,560
ELL [1]	840	870	860
Migrant [2]	70	50	40
SES Eligible [3]	10,930	11,250	11,340
IEP [4]	3,760	3,730	3,640

Source: Iowa Testing Programs, The University of Iowa.

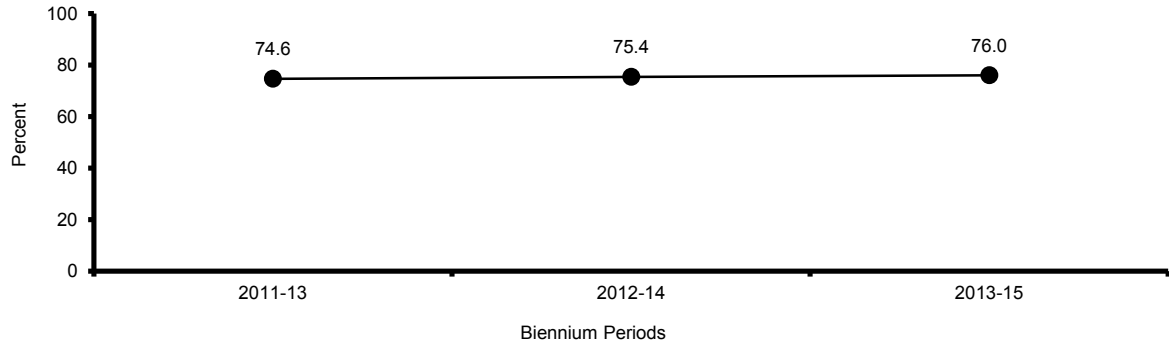
Notes: Number tested included both public and nonpublic students.
[1]English language learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an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

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

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests
Biennium Periods 2011-2013 to 2013-2015

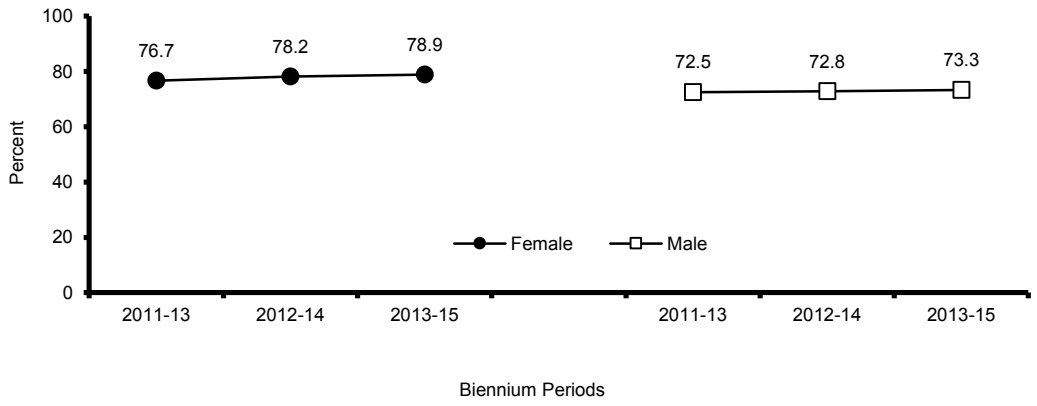


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 5-2

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Gender Biennium Periods 2011-2013 to 2013-2015

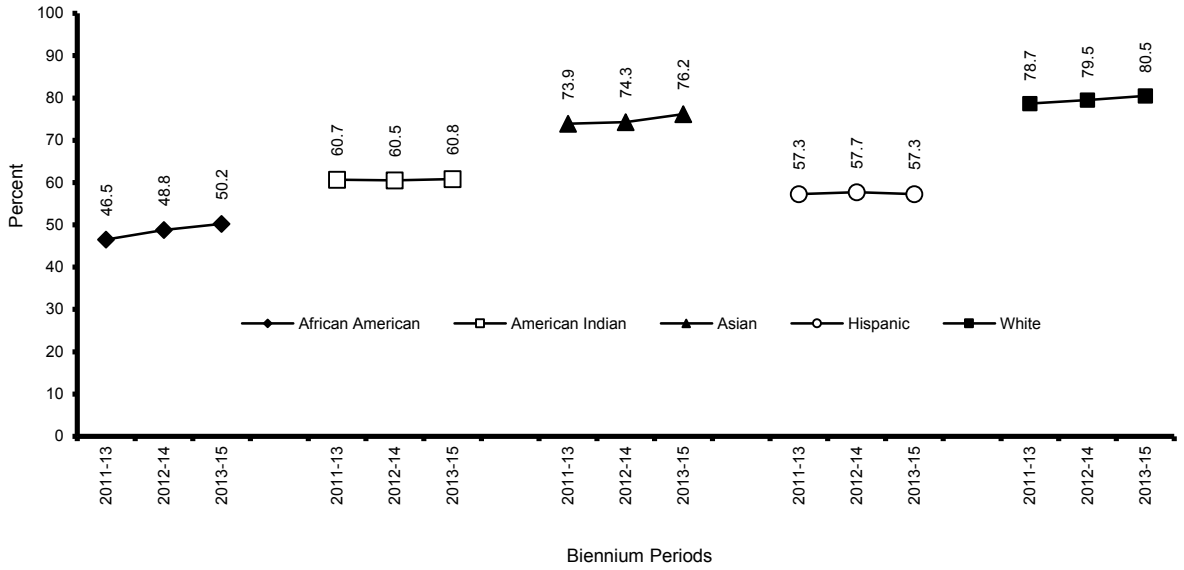


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 5-3

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity Biennium Periods 2011-2013 to 2013-2015

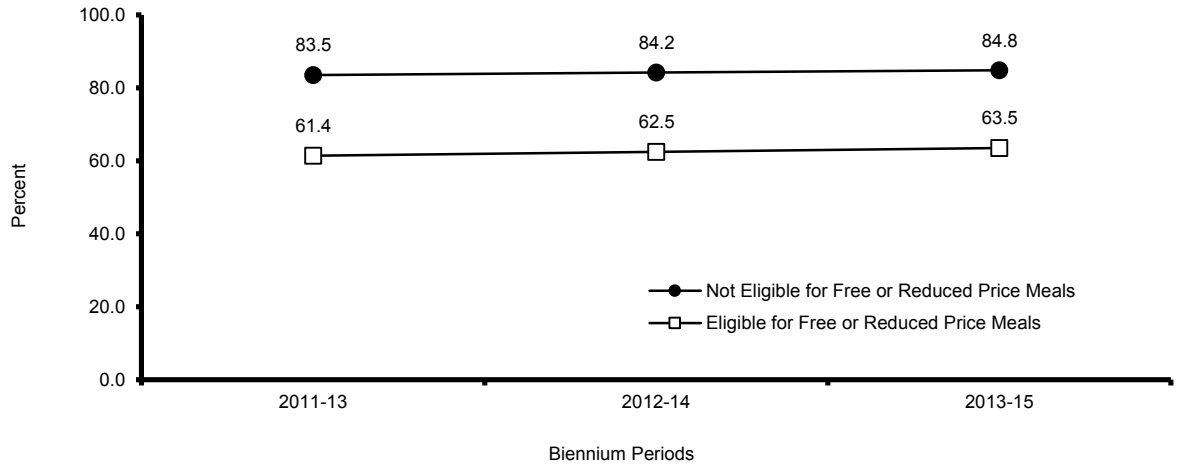


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 5-4

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

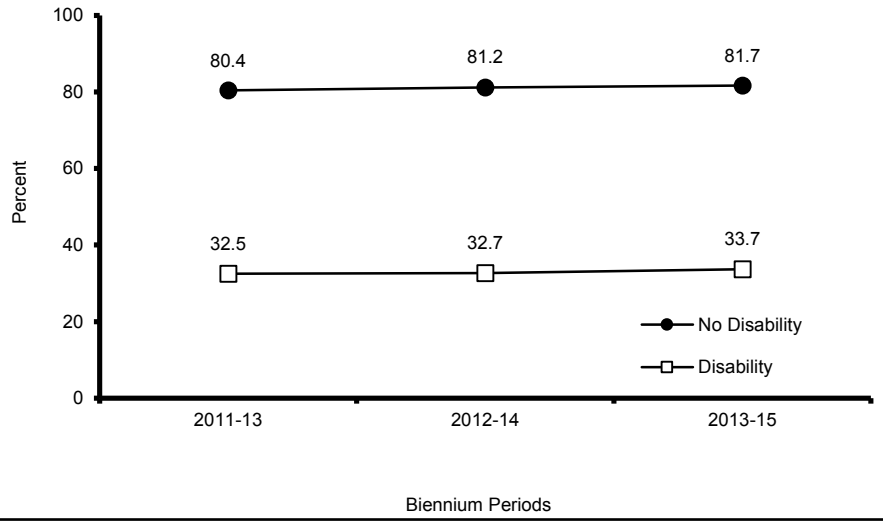


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Socioeconomic status is determined by eligibility for free or reduced price meals

Figure 5-5

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status* Biennium Periods 2011-2013 to 2013-2015

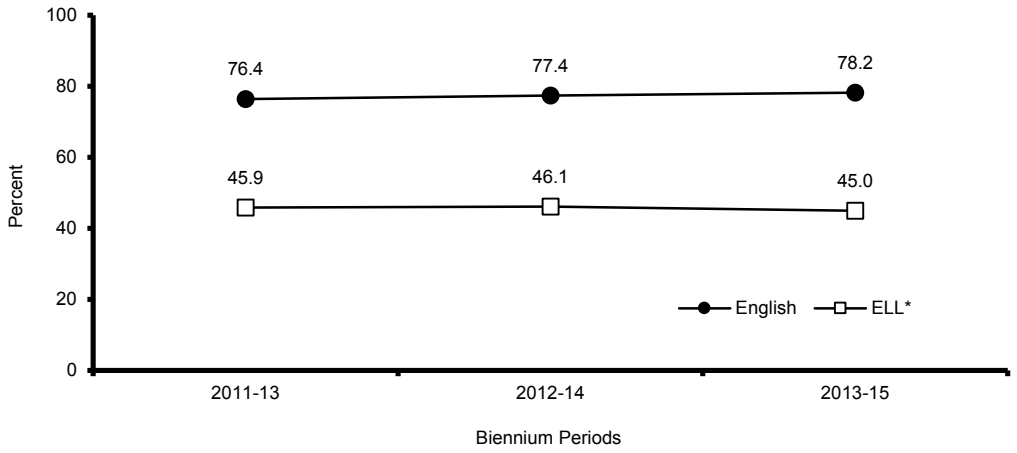


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-6

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

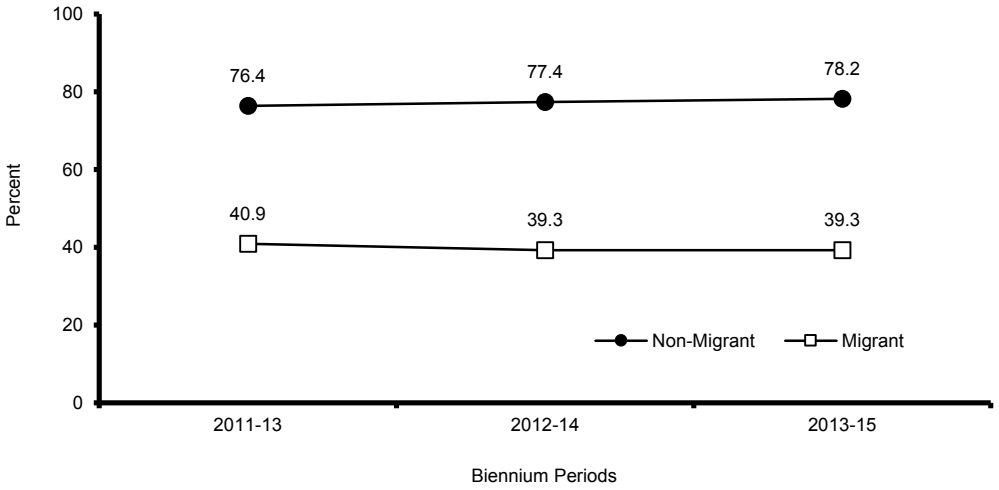


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-7

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Migrant Status* Biennium Periods 2011-2013 to 2013-2015

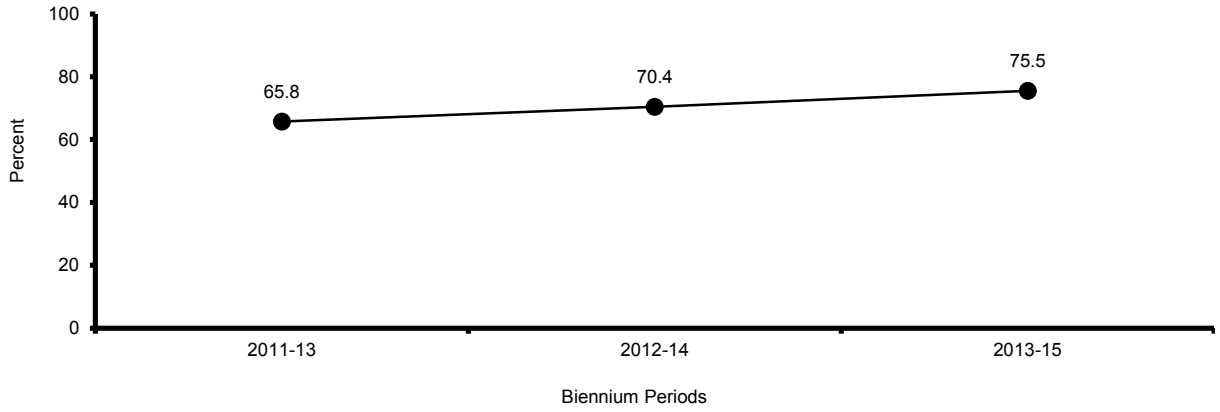


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 5-8

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests
Biennium Periods 2011-2013 to 2013-2015

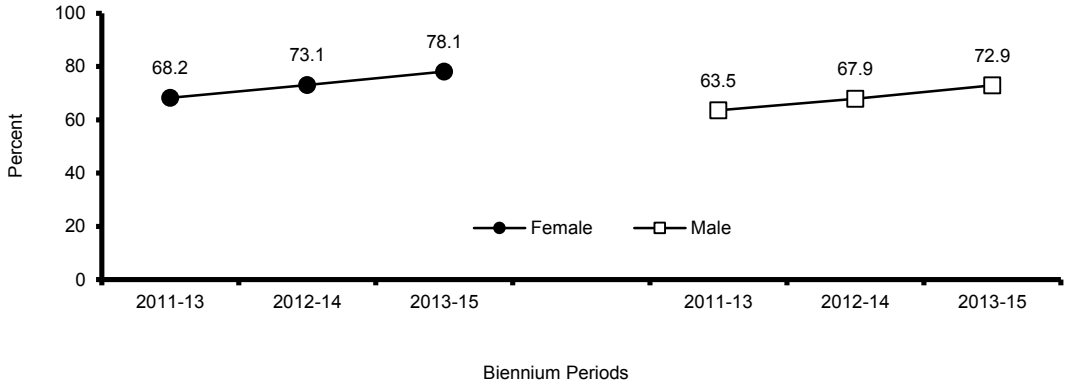


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 5-9

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Gender
Biennium Periods 2011-2013 to 2013-2015

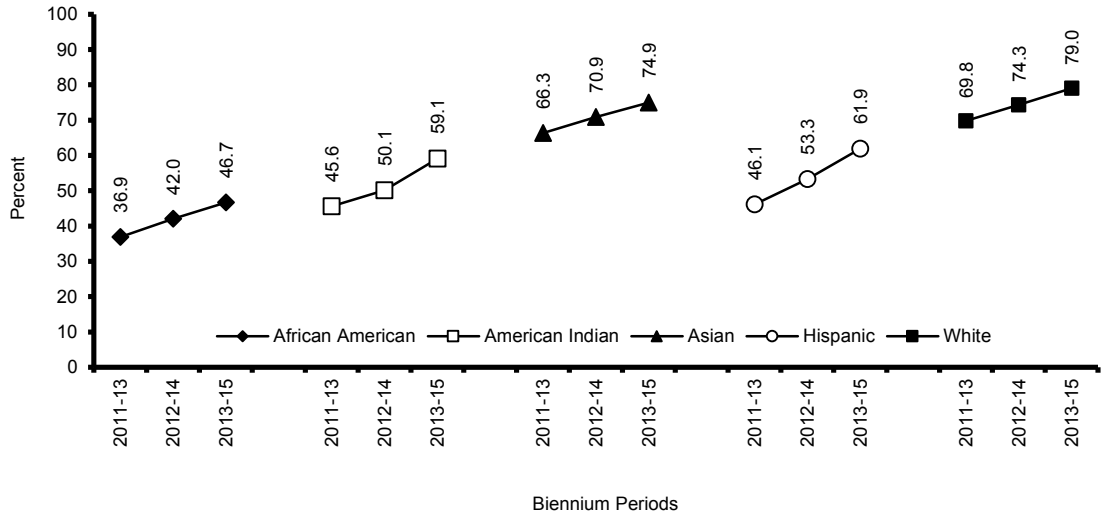


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 5-10

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2013-2015

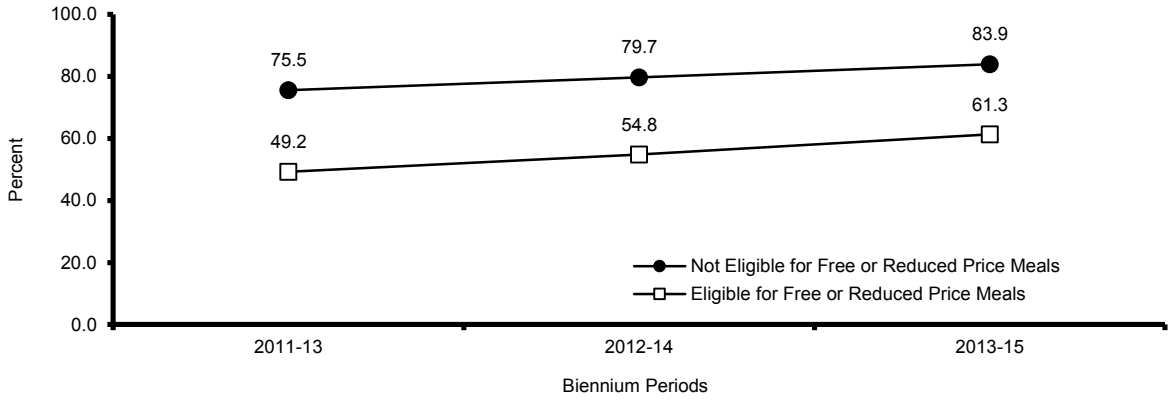


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 5-11

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

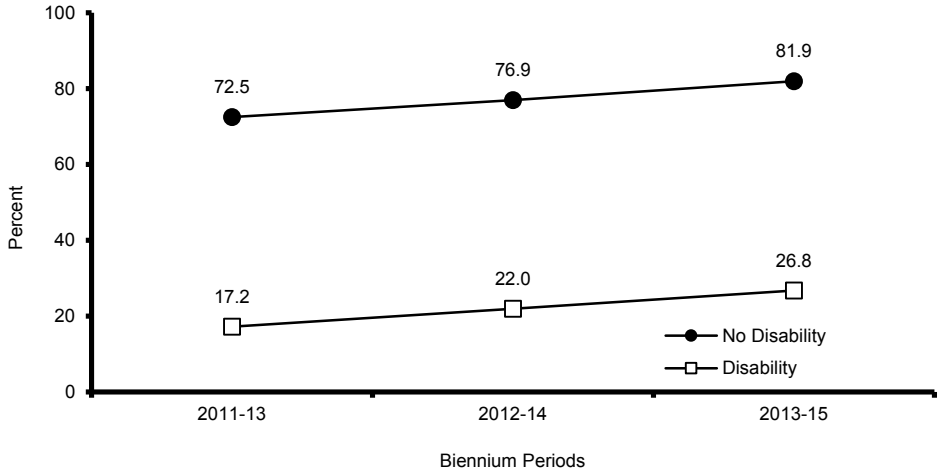


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-12

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status* Biennium Periods 2011-2013 to 2013-2015

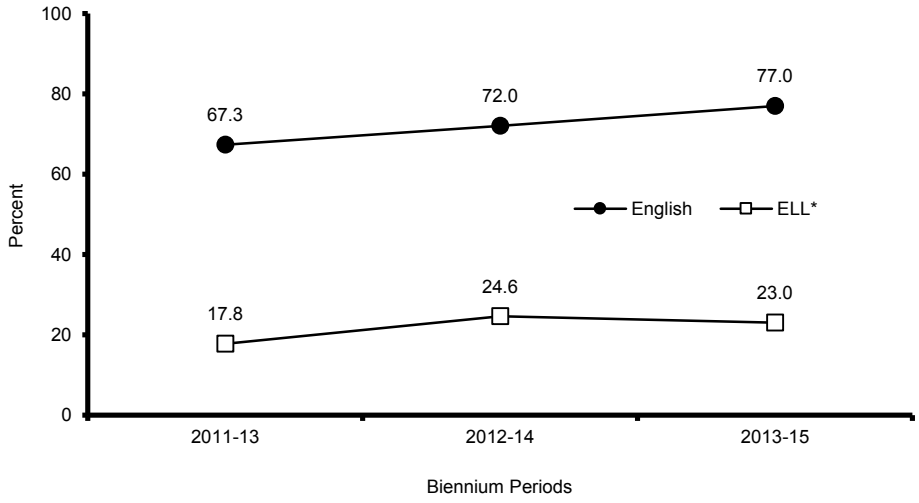


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-13

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

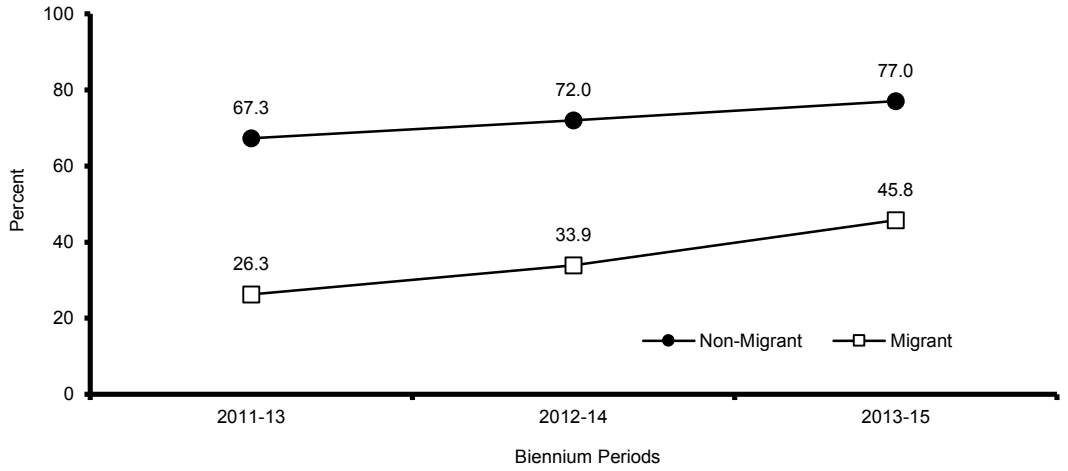


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-14

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Migrant Status*
Biennium Periods 2011-2013 to 2013-2015

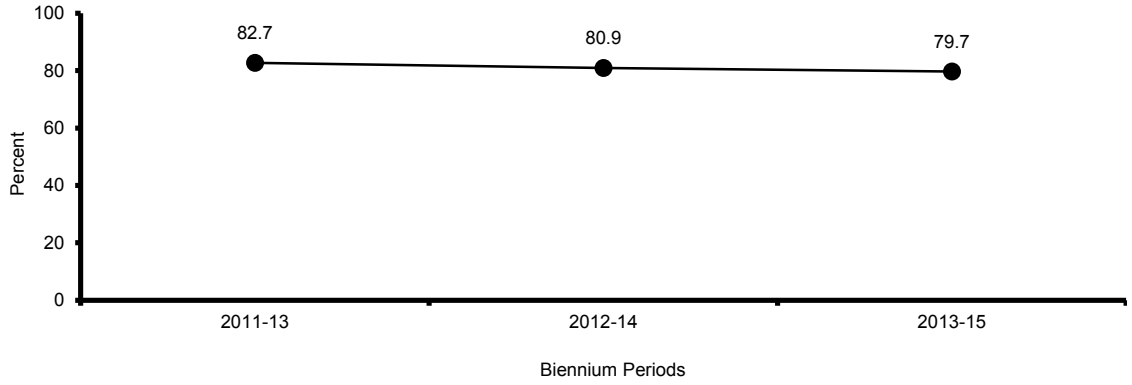


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 5-15

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests
Biennium Periods 2011-2013 to 2013-2015

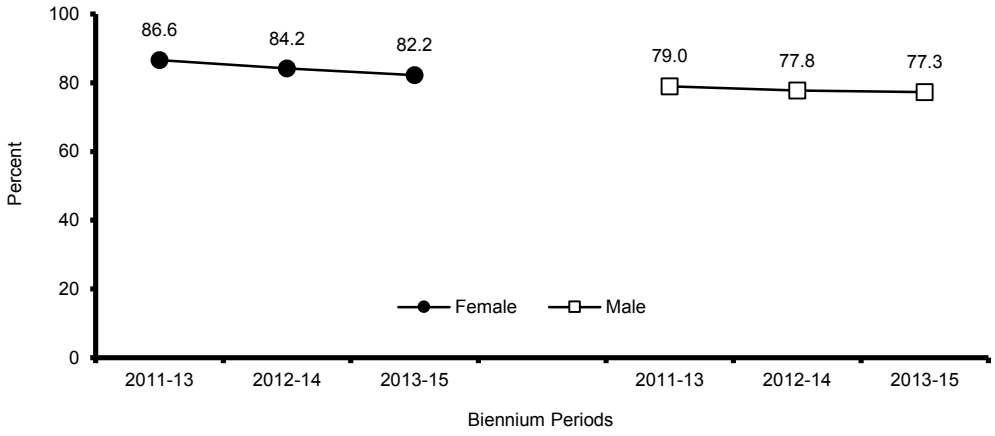


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Reading Tests by Gender
Biennium Periods 2011-2013 to 2013-2015

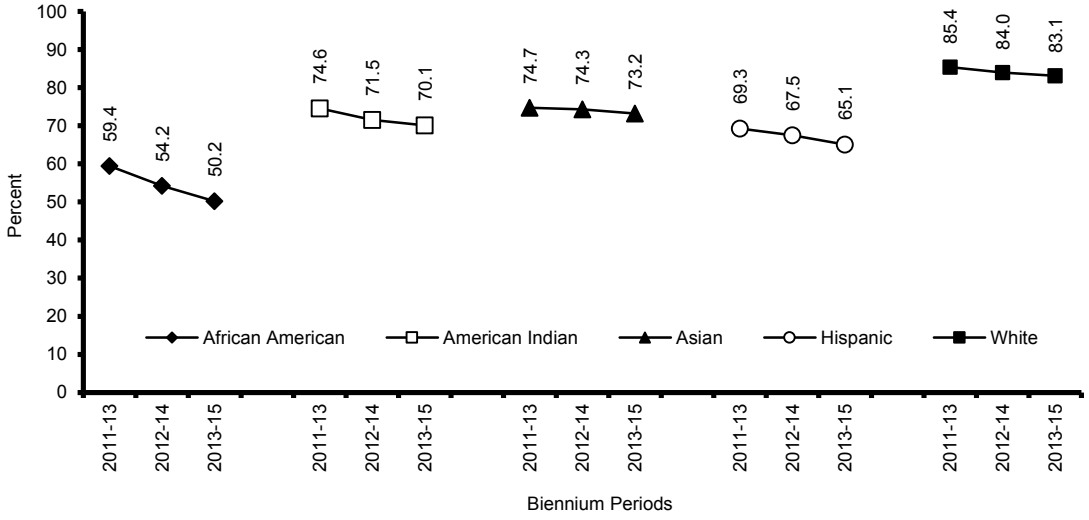


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity Biennium Periods 2011-2013 to 2013-2015

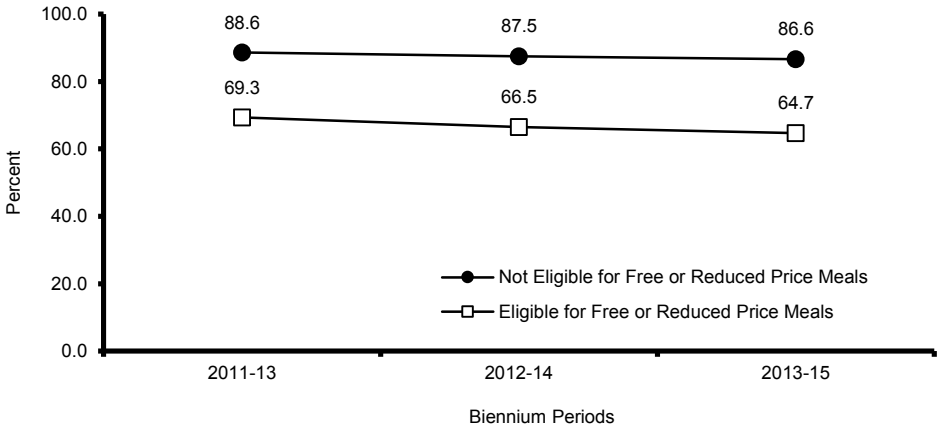


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-18

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

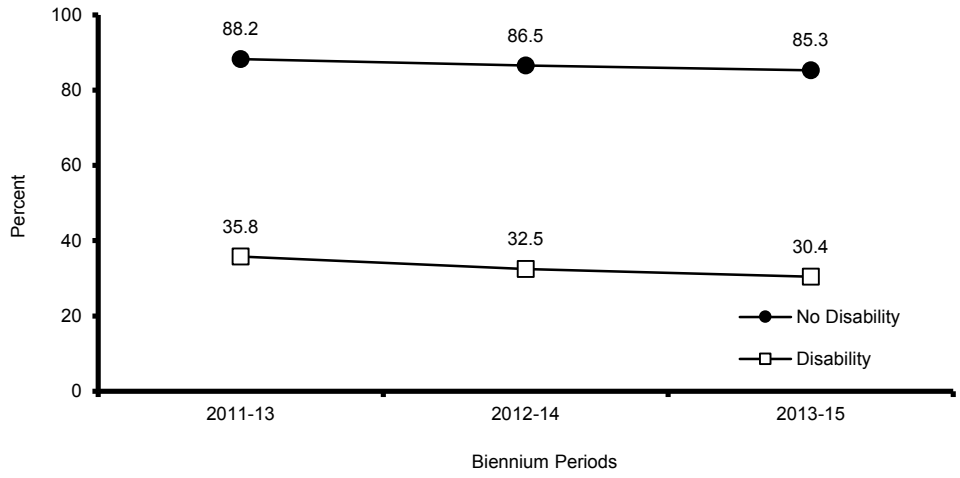


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-19

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status* Biennium Periods 2011-2013 to 2013-2015

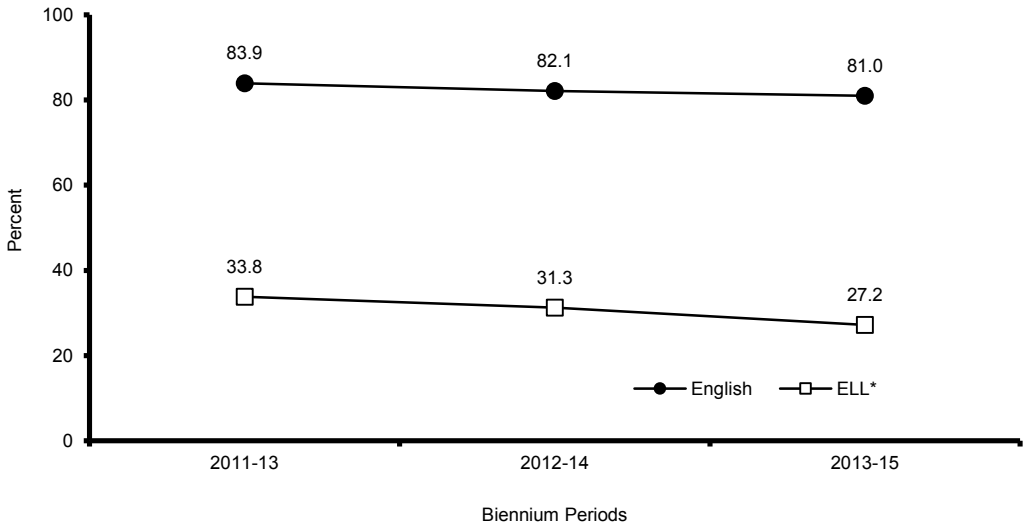


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-20

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

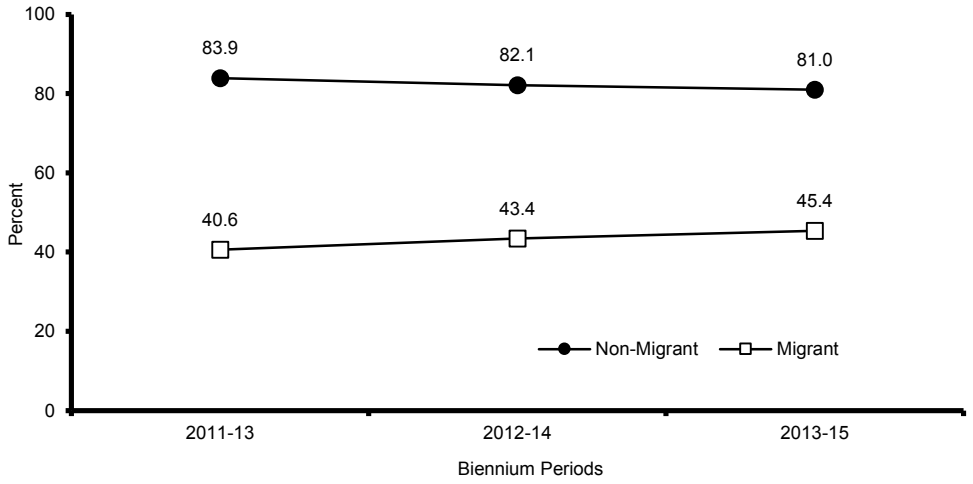


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language.

Figure 5-21

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Migrant Status* Biennium Periods 2011-2013 to 2013-2015



Source: Iowa Testing Programs, The University of Iowa.

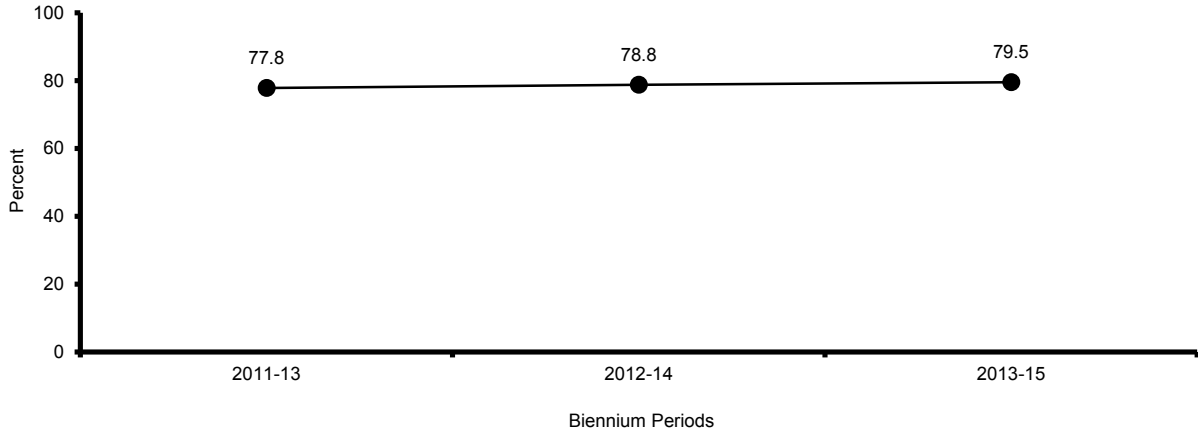
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

Indicator: Percentage of 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 the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2013-2015

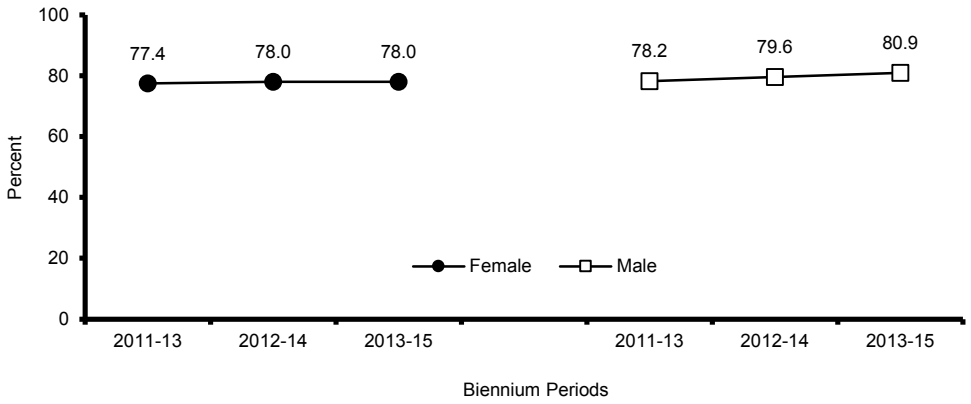


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 5-23

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender Biennium Periods 2011-2013 to 2013-2015

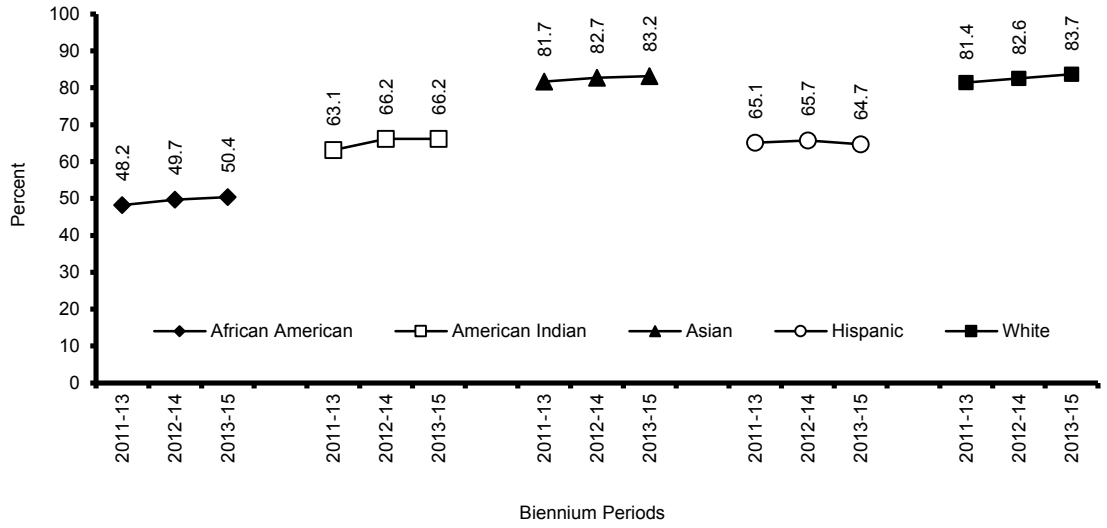


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 5-24

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2013-2015

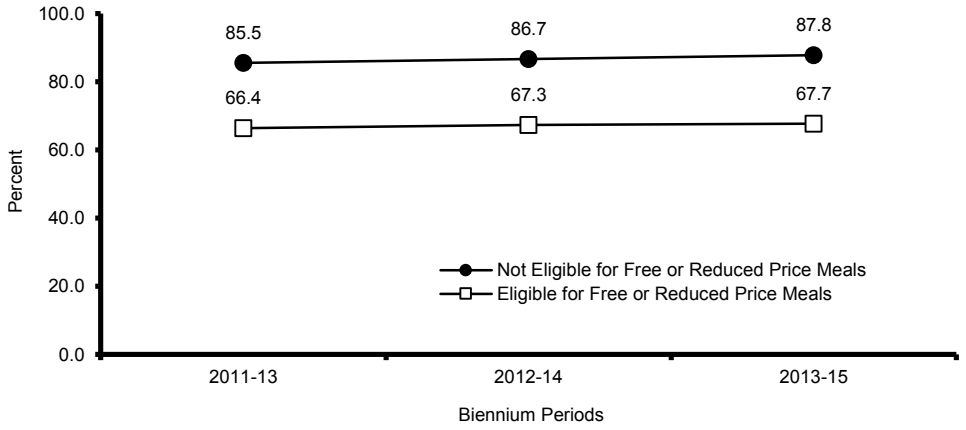


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 5-25

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

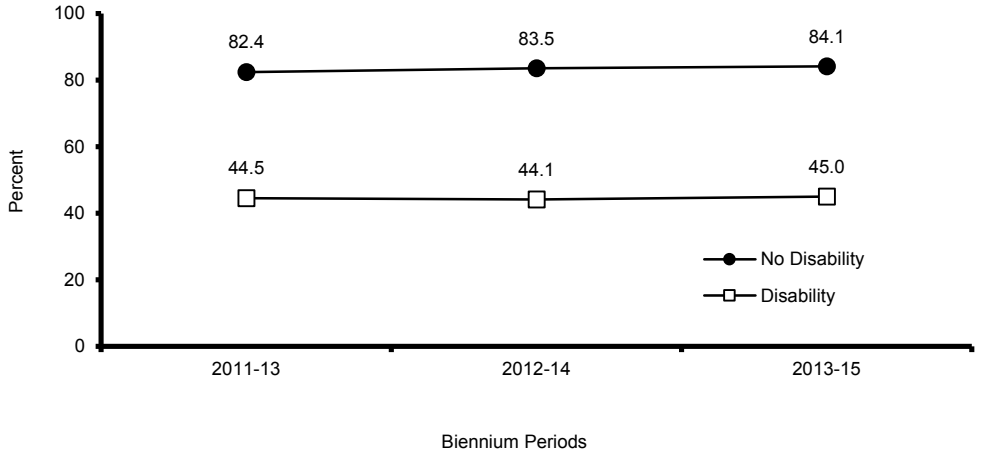


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-26

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status* Biennium Periods 2011-2013 to 2013-2015

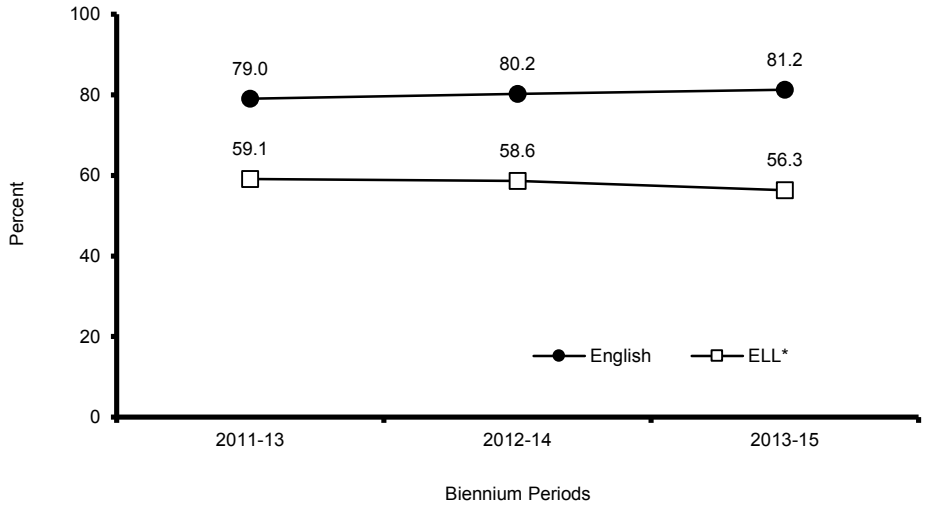


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-27

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

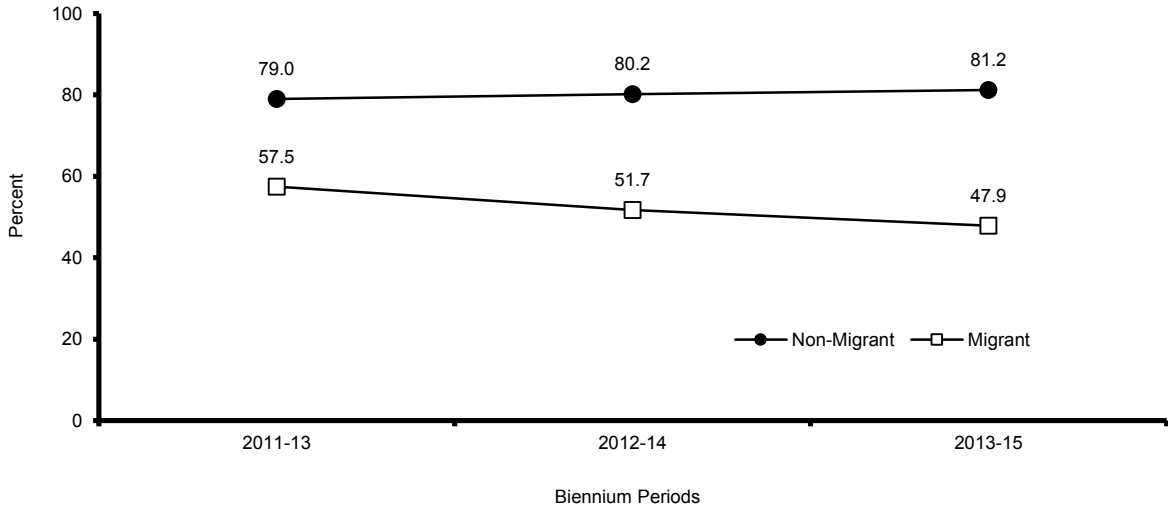


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-28

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Migrant Status* Biennium Periods 2011-2013 to 2013-2015

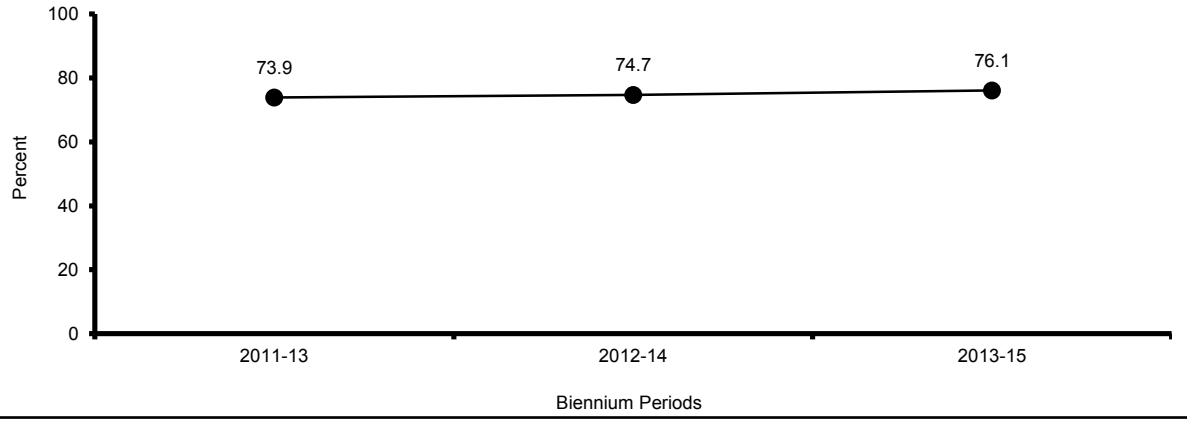


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 5-29

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2013-2015

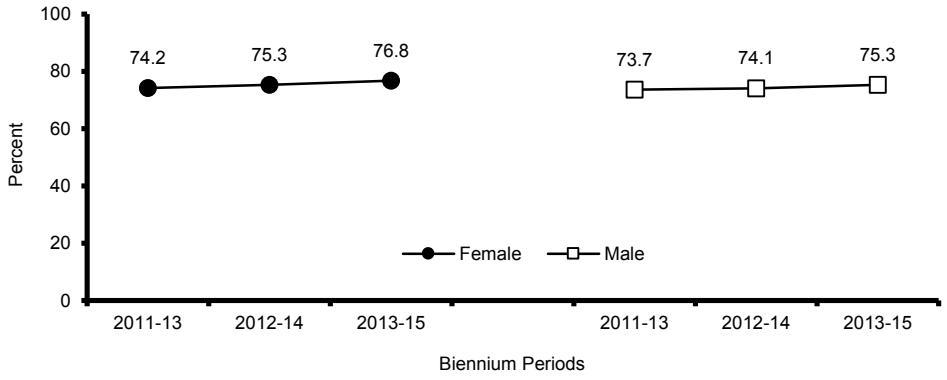


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 5-30

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender
Biennium Periods 2011-2013 and 2013-2015

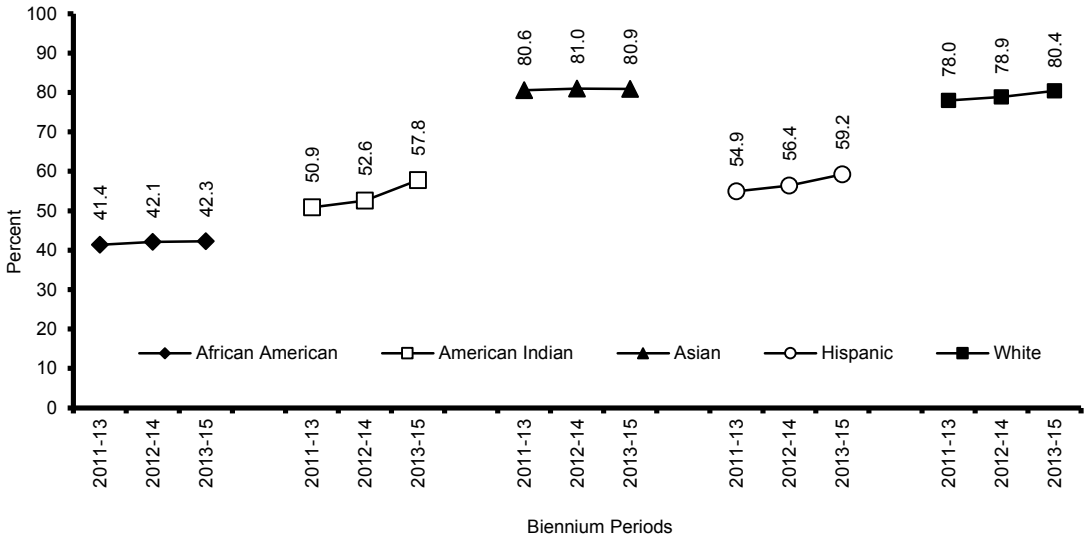


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 5-31

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity Biennium Periods 2011-2013 to 2013-2015

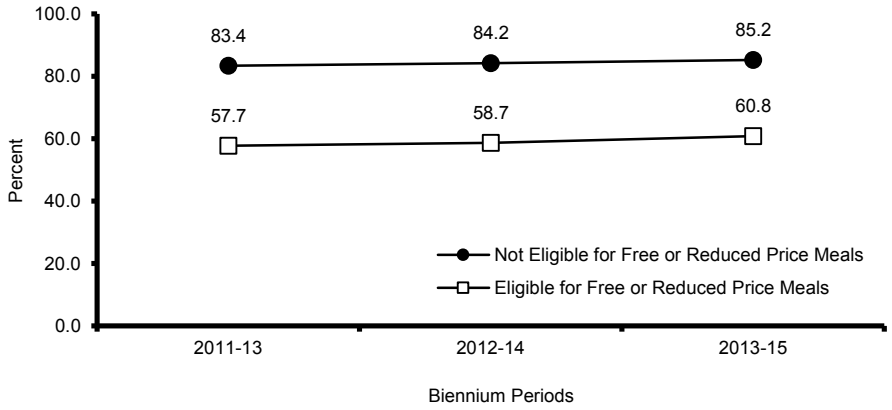


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 5-32

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

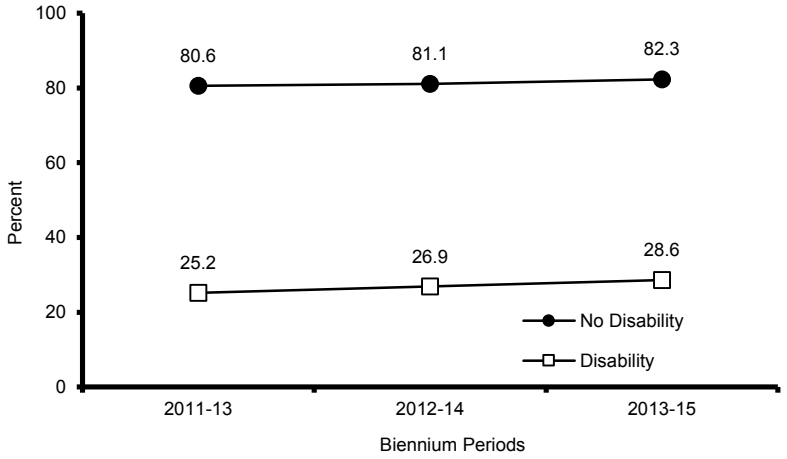


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-33

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status* Biennium Periods 2011-2013 to 2013-2015

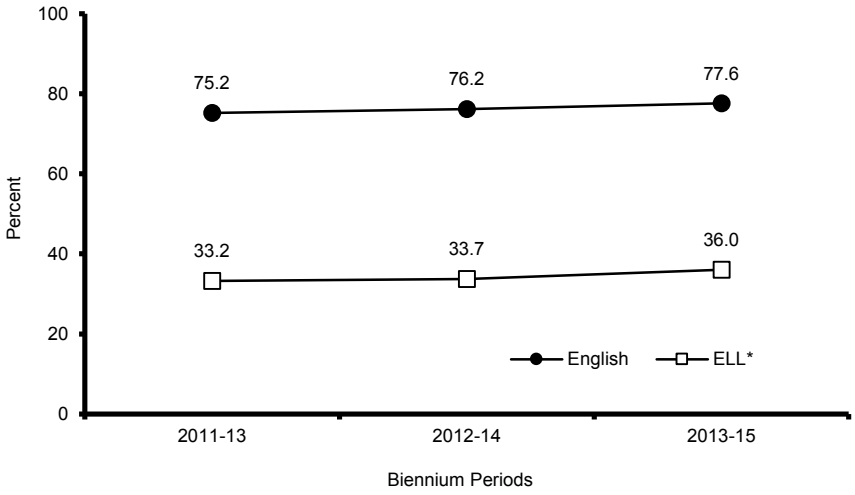


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-34

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

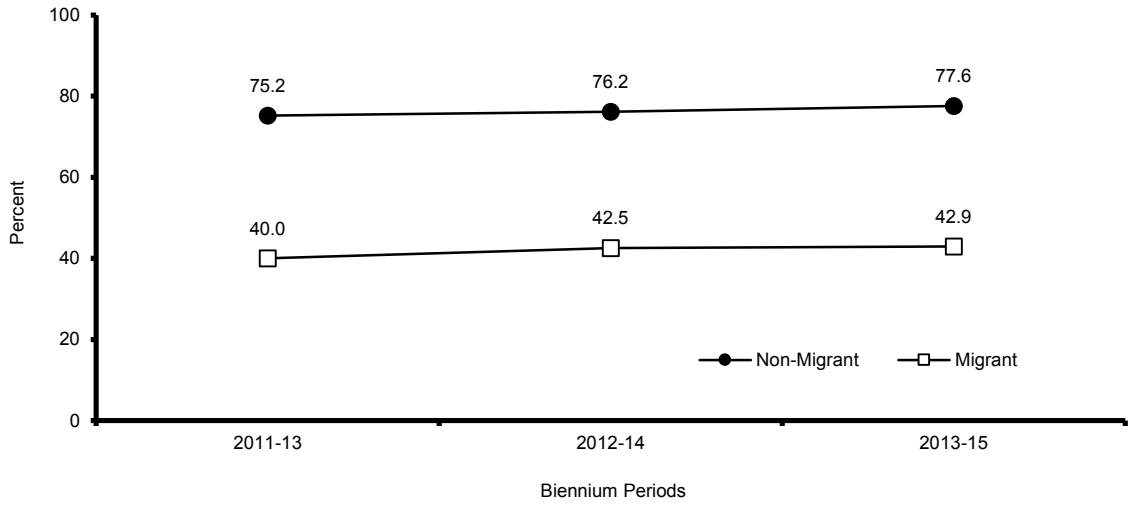


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-35

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Migrant Status* Biennium Periods 2011-2013 to 2013-2015

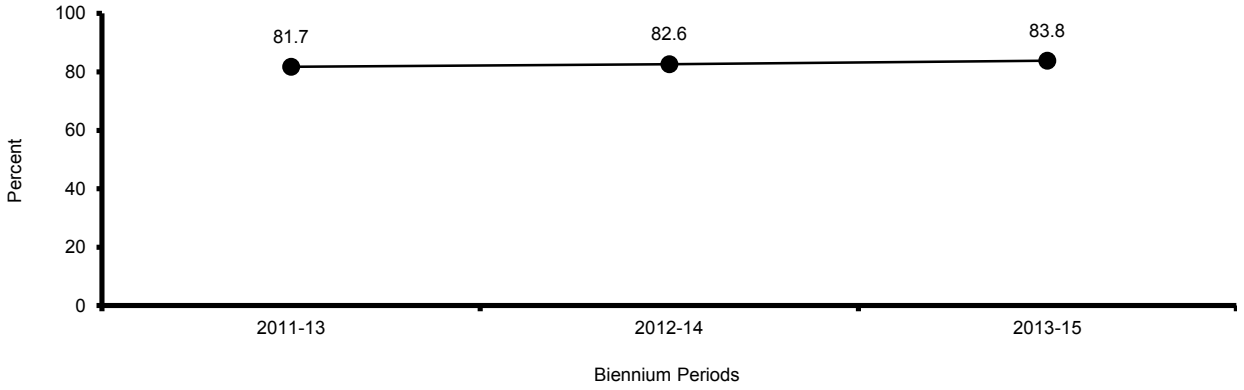


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 5-36

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2013-2015

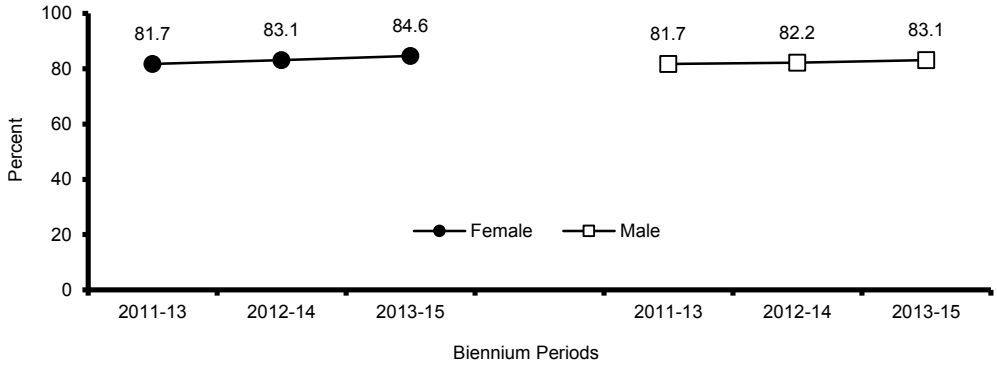


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 5-37

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender
Biennium Periods 2011-2013 to 2013-2015

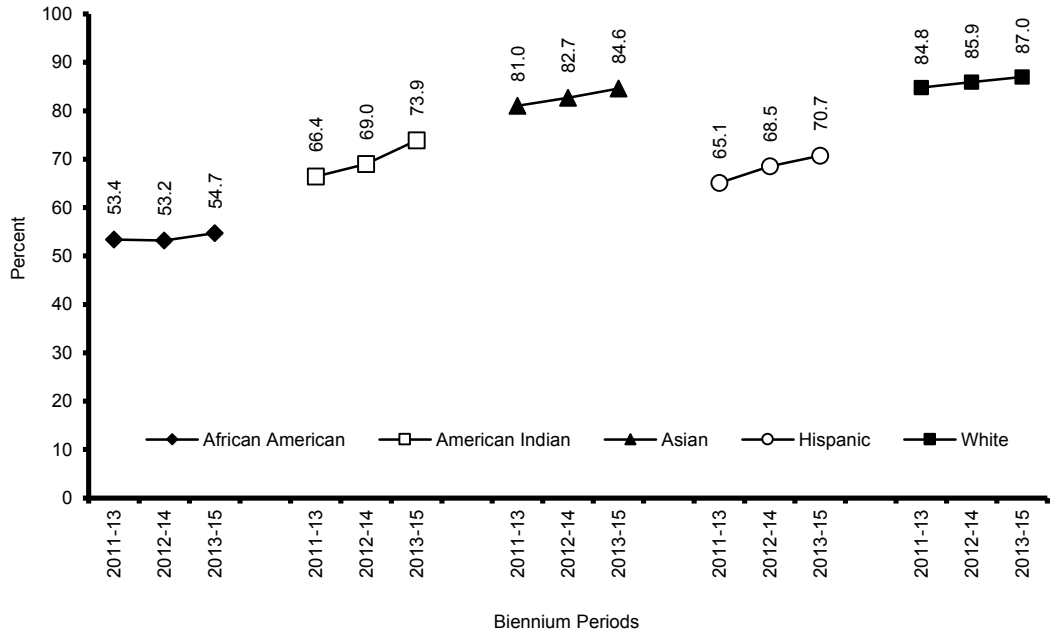


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 5-38

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity Biennium Periods 2011-2013 to 2013-2015

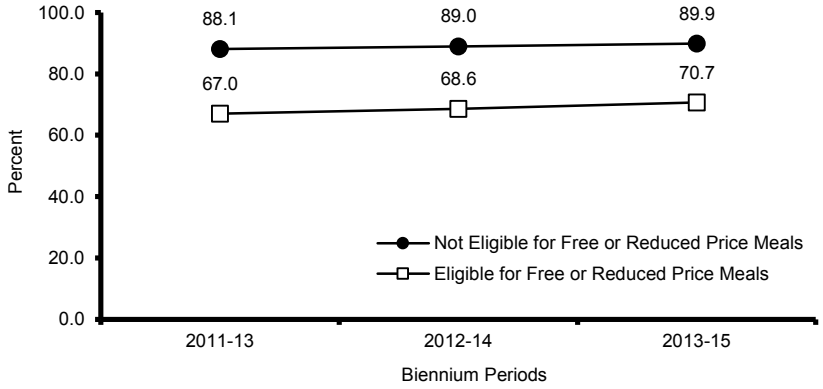


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 5-39

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

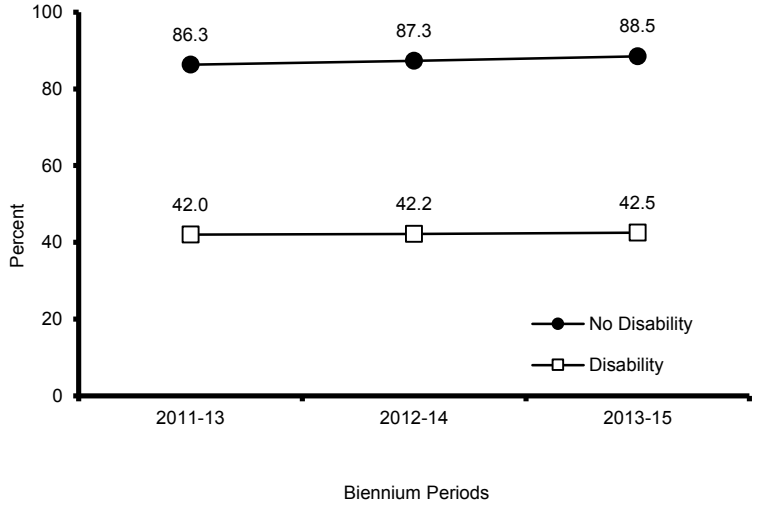


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-40

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status* Biennium Periods 2011-2013 to 2013-2015

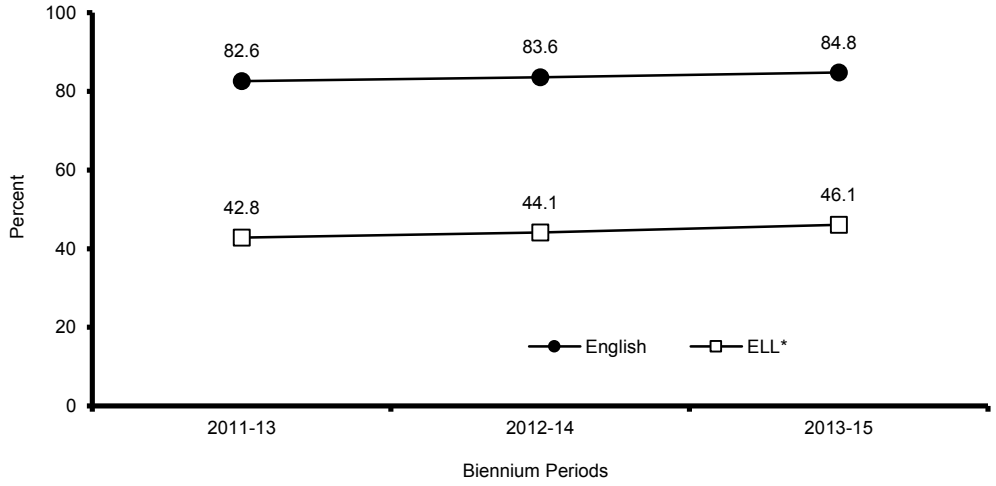


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Disability status is determined by the presence of an individualized education program (IEP).

Figure 5-41

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

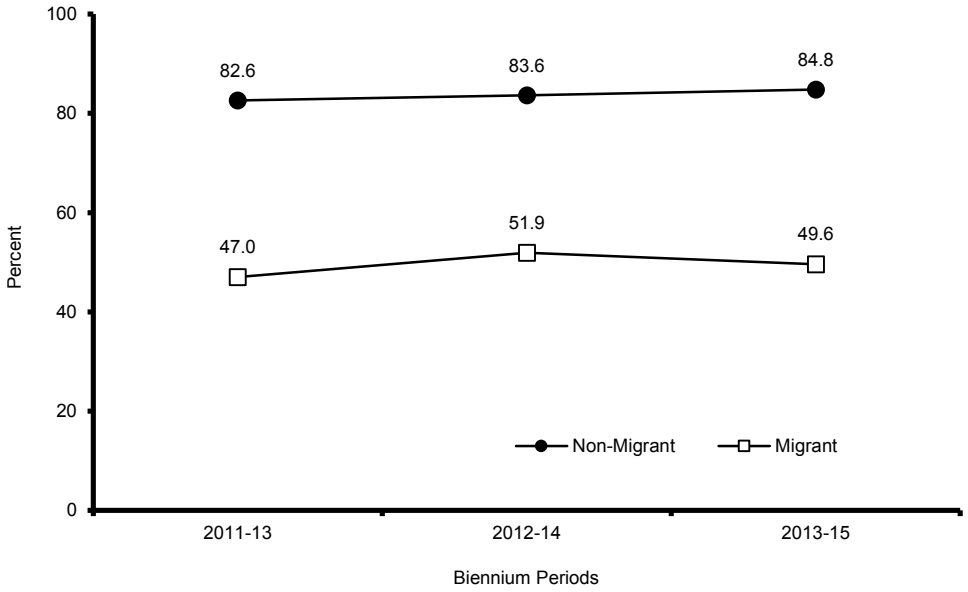


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-42

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Migrant Status* Biennium Periods 2011-2013 to 2013-2015



Source: Iowa Testing Programs, The University of Iowa.

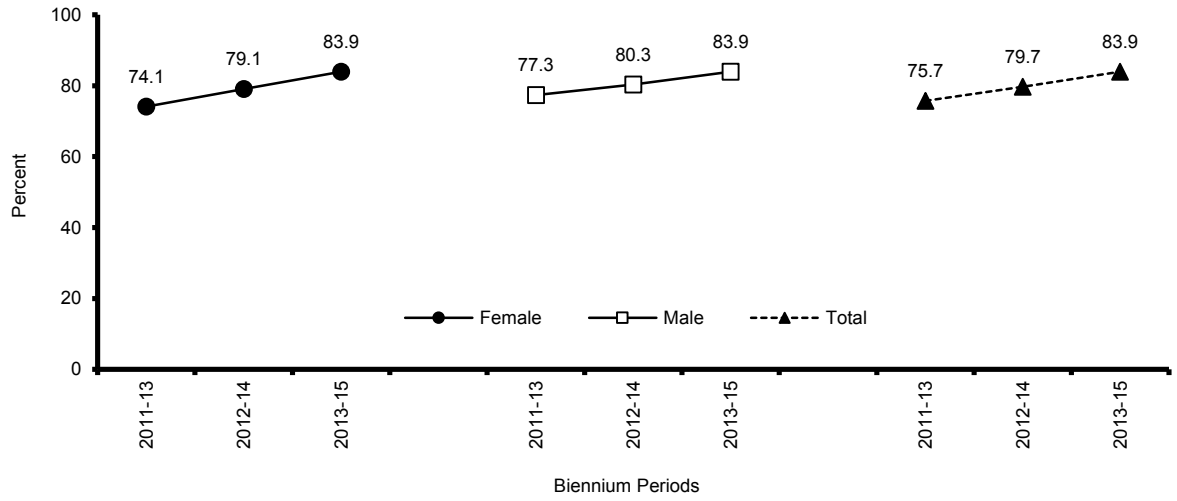
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Science

Indicator: Percentage of 8th 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 the Iowa Assessments Science Tests by Gender Biennium Periods 2011-2013 to 2013-2015

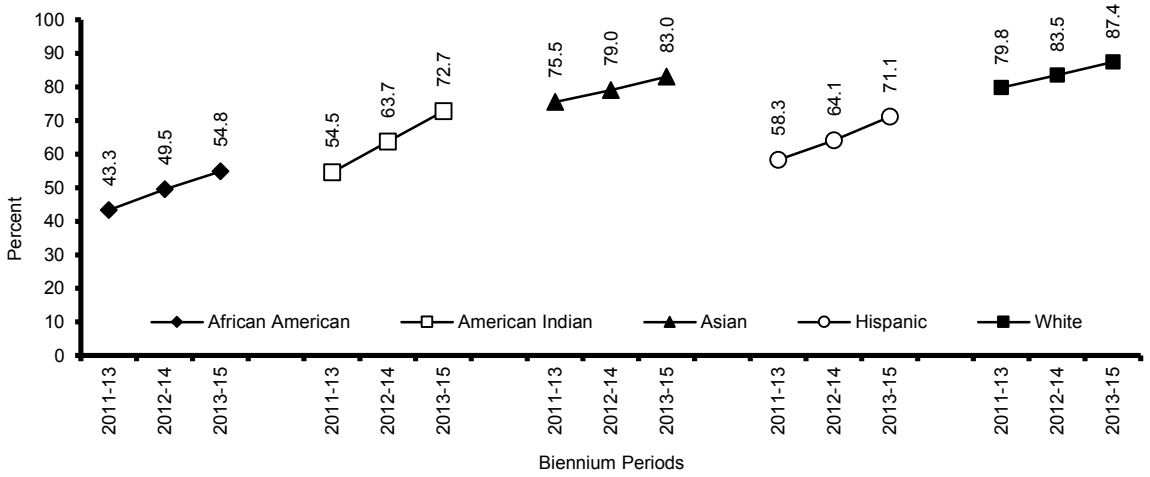


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 5-44

Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2013-2015

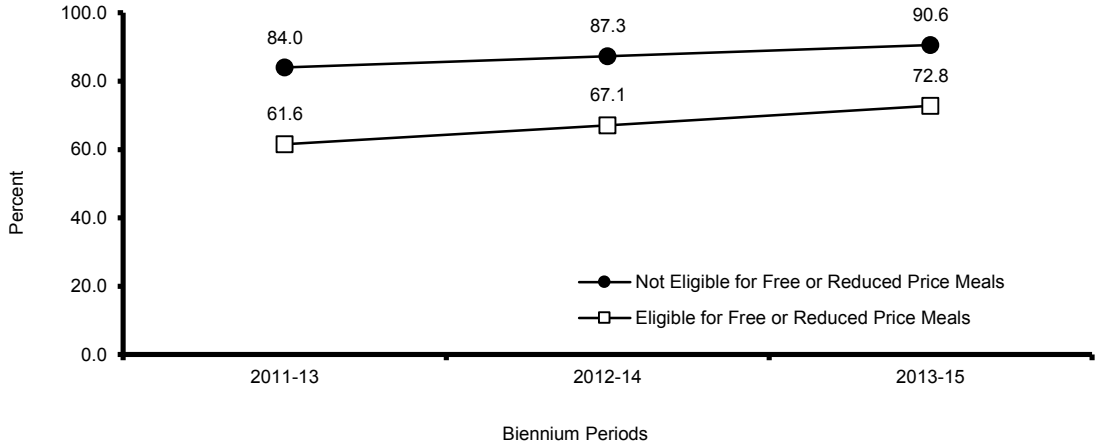


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 5-45

Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

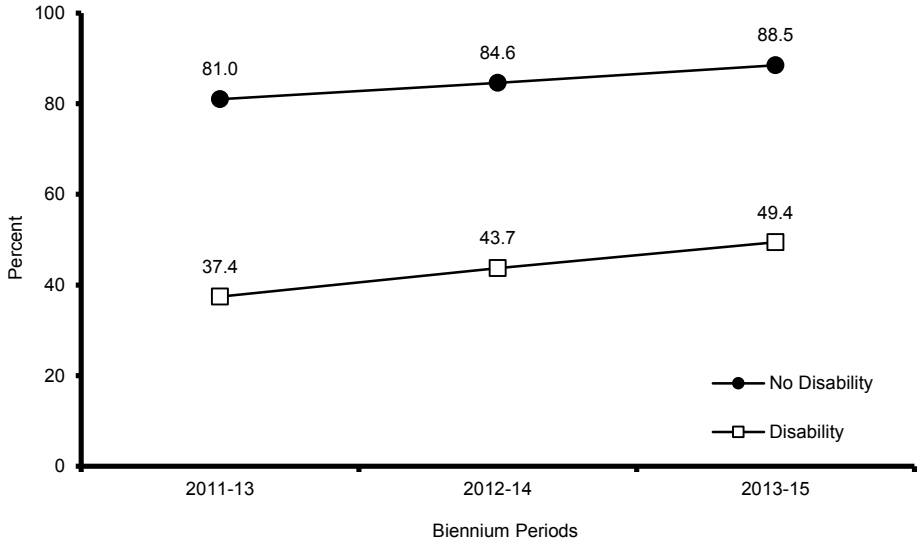


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-46

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Disability Status*
Biennium Periods 2011-2013 to 2013-2015**

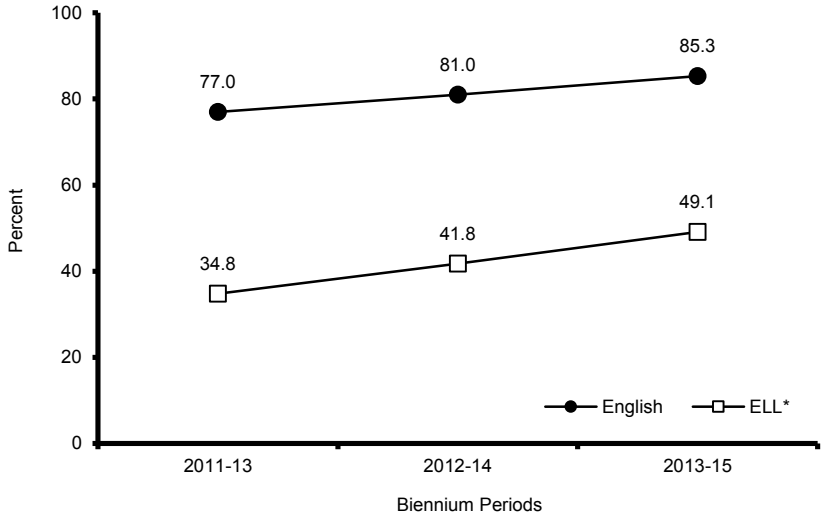


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-47

Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

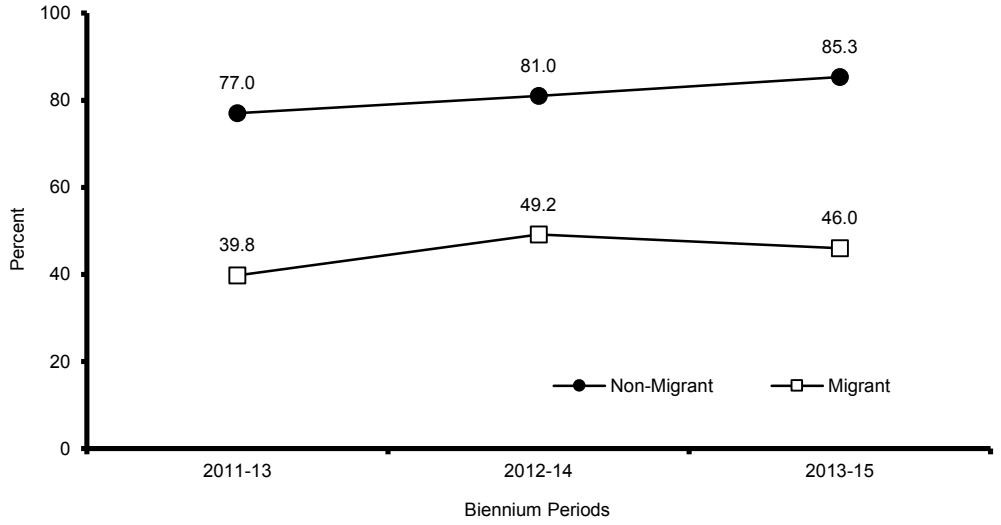


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-48

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Migrant Status*
Biennium Periods 2011-2013 to 2013-2015**

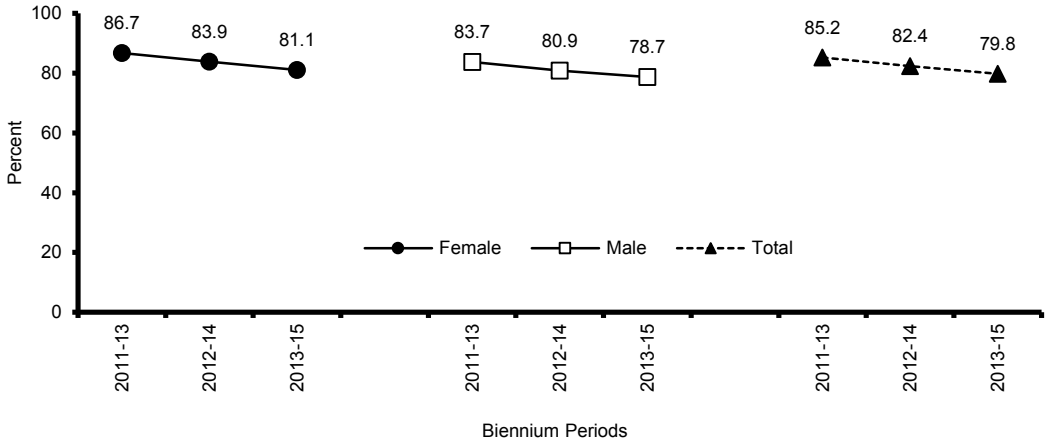


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 5-49

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Gender
Biennium Periods 2011-2013 to 2013-2015

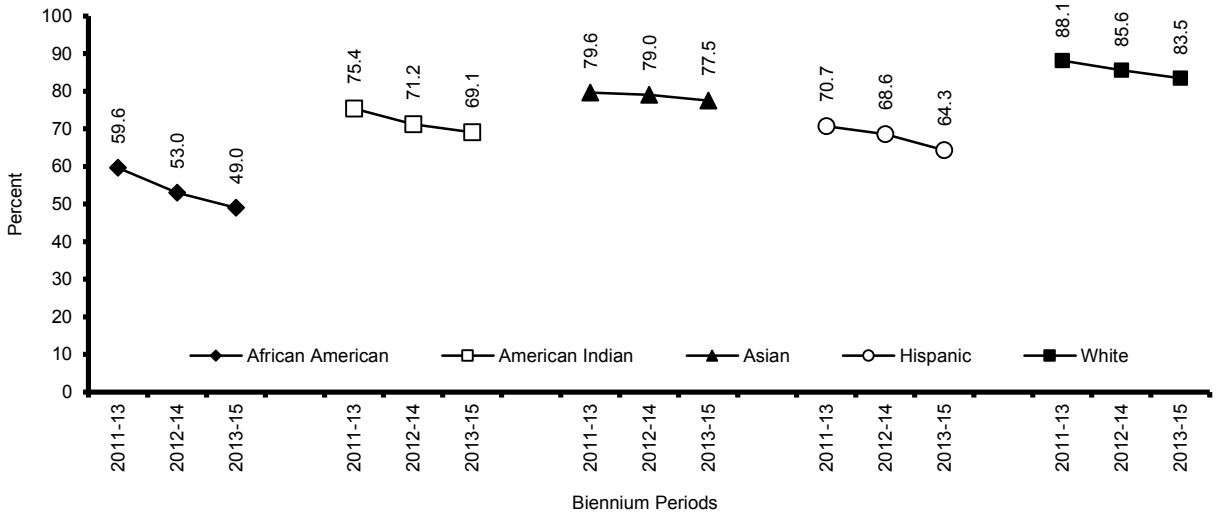


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Figure 5-50

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2013-2015

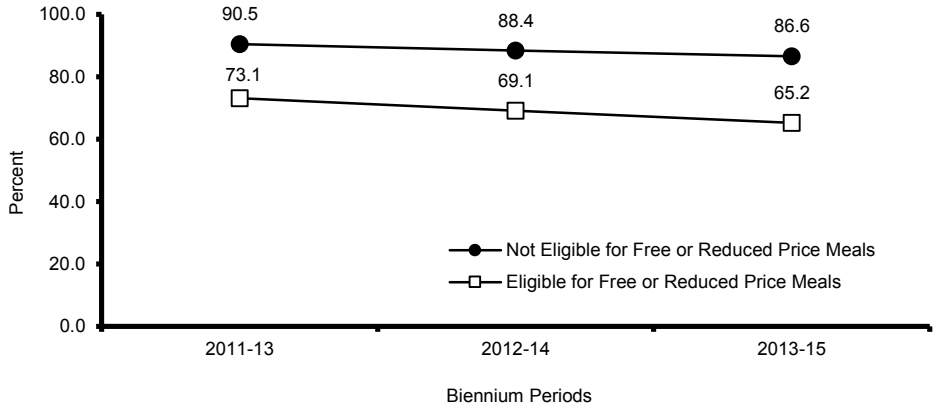


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Figure 5-51

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2013-2015

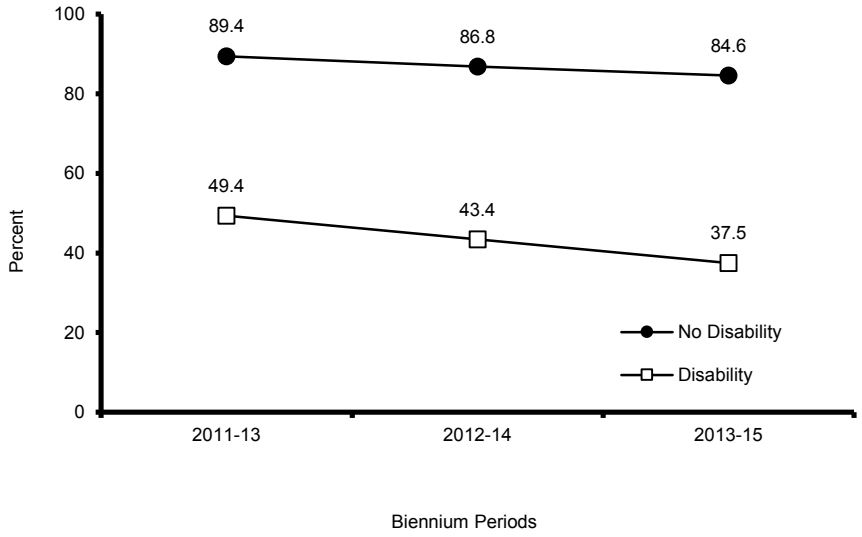


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-52

**Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Disability Status*
Biennium Periods 2011-2013 to 2013-2015**

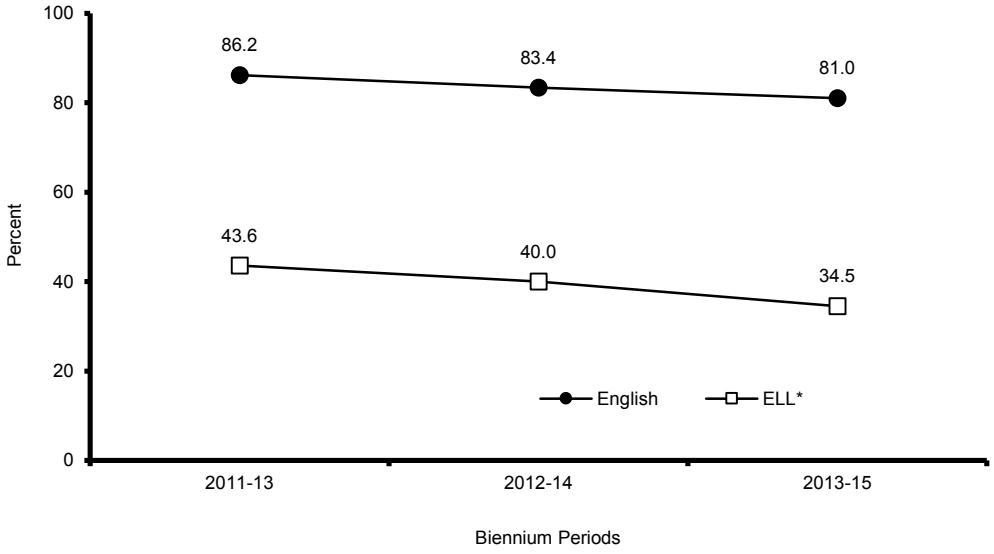


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 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 program (IEP).

Figure 5-53

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Primary Language Status* Biennium Periods 2011-2013 to 2013-2015

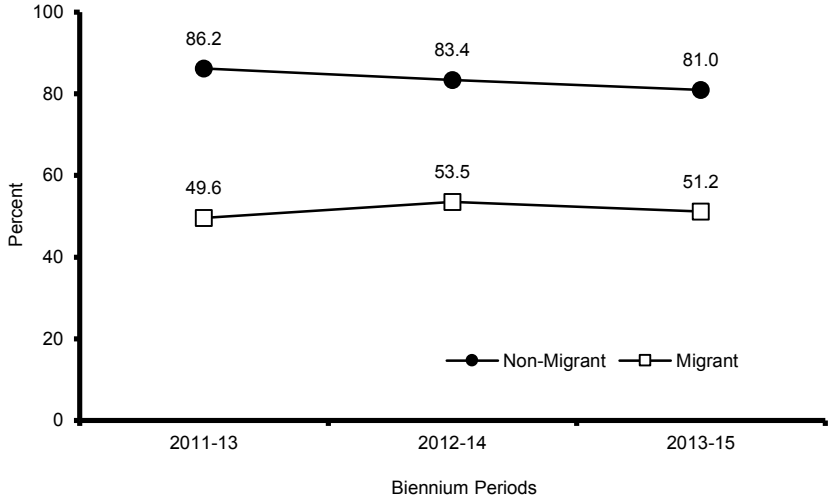


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-54

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Migrant Status*
Biennium Periods 2011-2013 to 2013-2015



Source: Iowa Testing Programs, The University of Iowa.

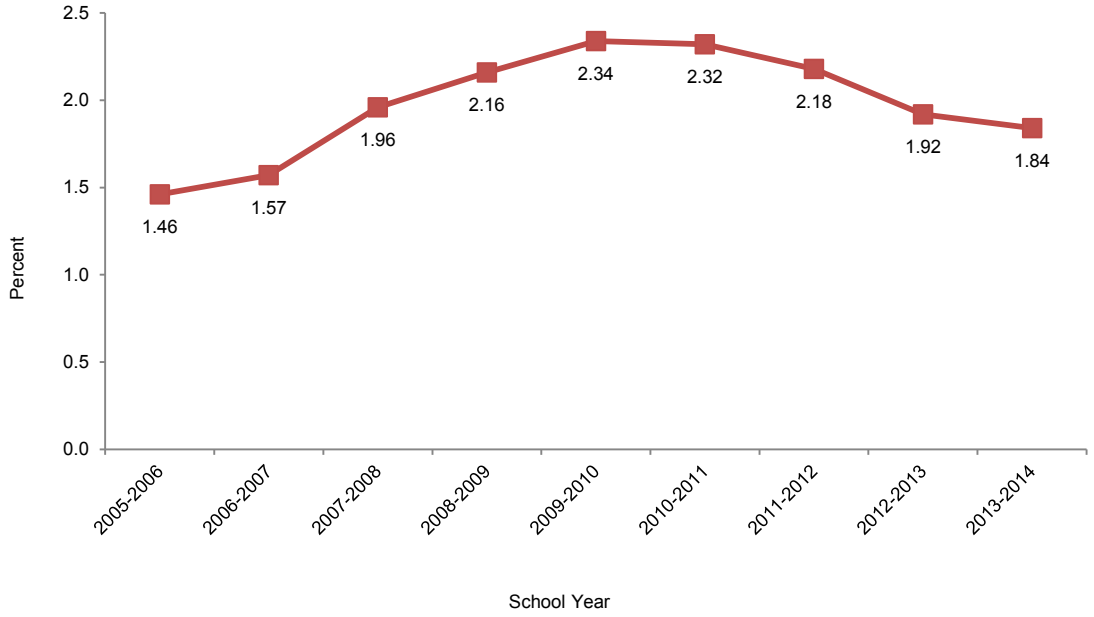
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Dropouts

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

Figure 5-55

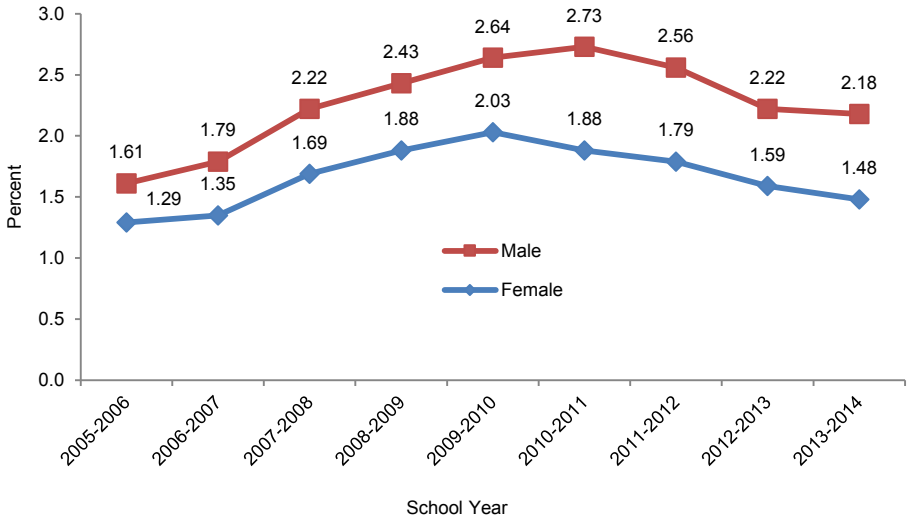
Iowa Public School Grades 7-12 Dropout Rates for 2005-2006 to 2013-2014



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

Figure 5-56

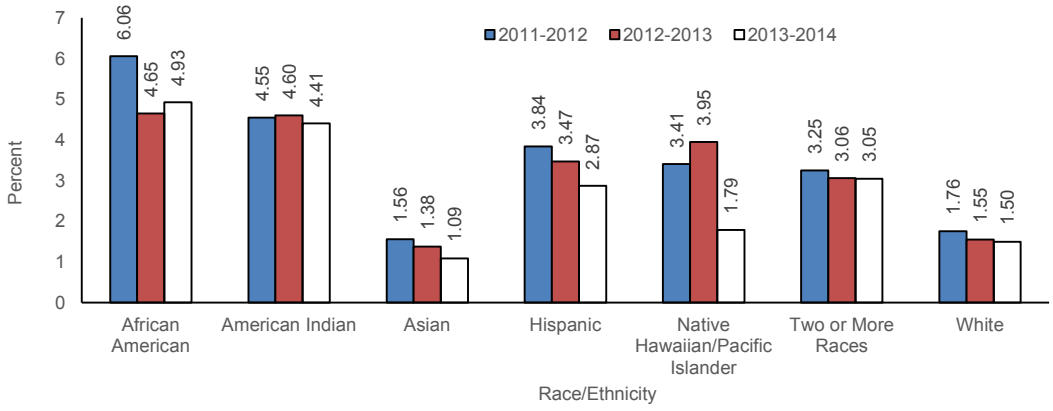
Iowa Public School Grades 7-12 Dropout Rates by Gender
2005-2006 to 2013-2014



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

Figure 5-57

Iowa Public School Grades 7-12 Dropouts Rates by Race/Ethnicity
2011-2012 to 2013-2014



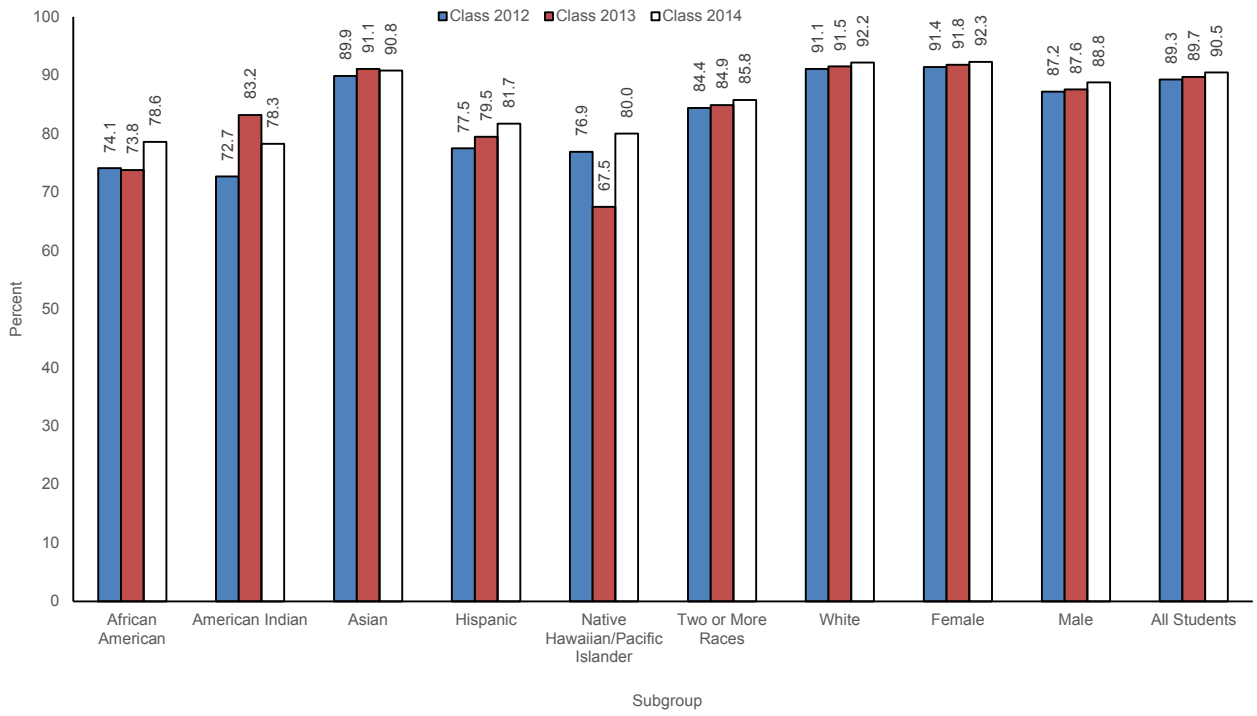
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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 to 2014



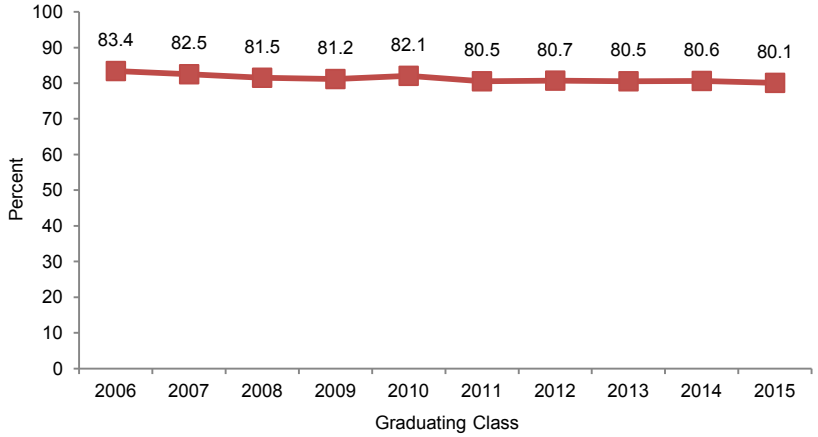
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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

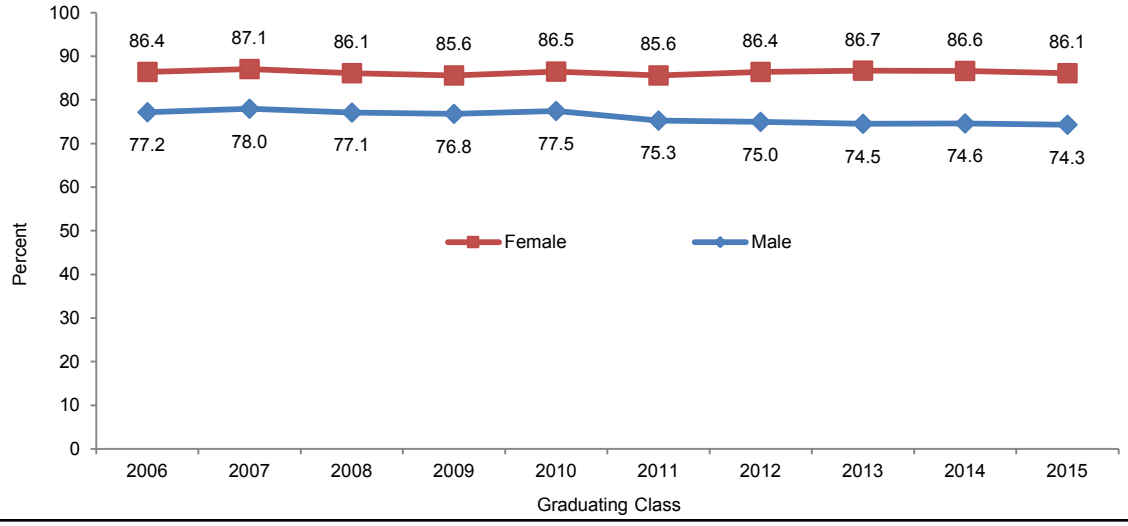
Percent of All Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2006 to 2015



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

Figure 5-60

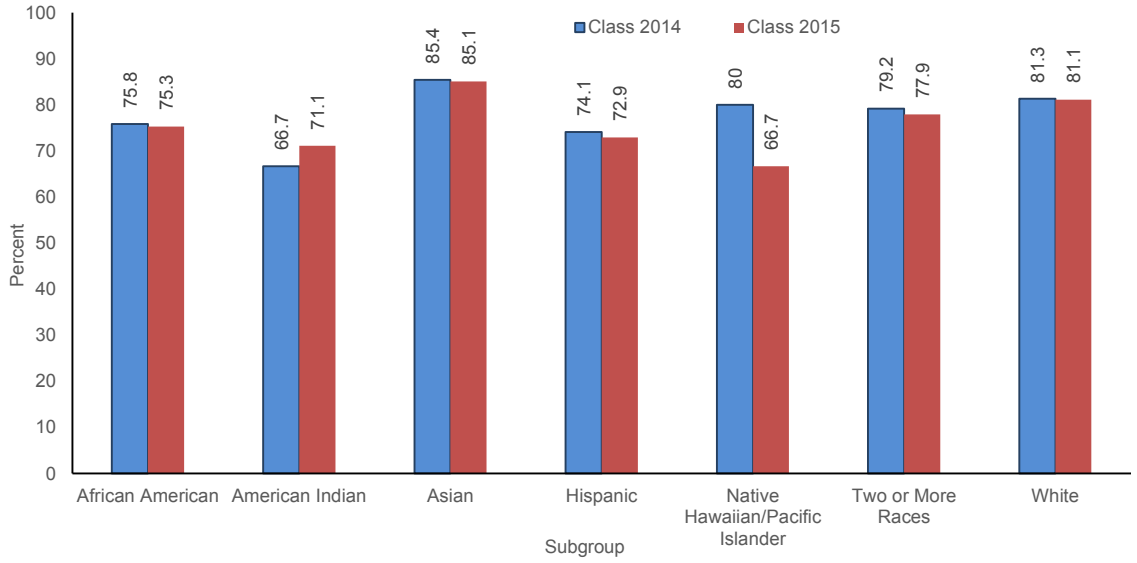
Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2006 to 2015



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

Figure 5-61

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity Graduating Classes of 2014 and 2015



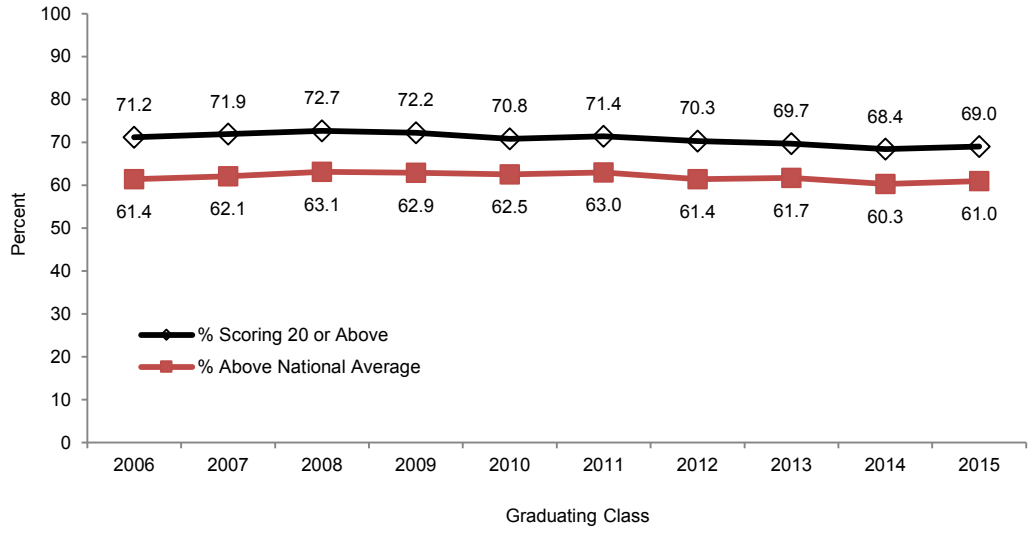
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

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

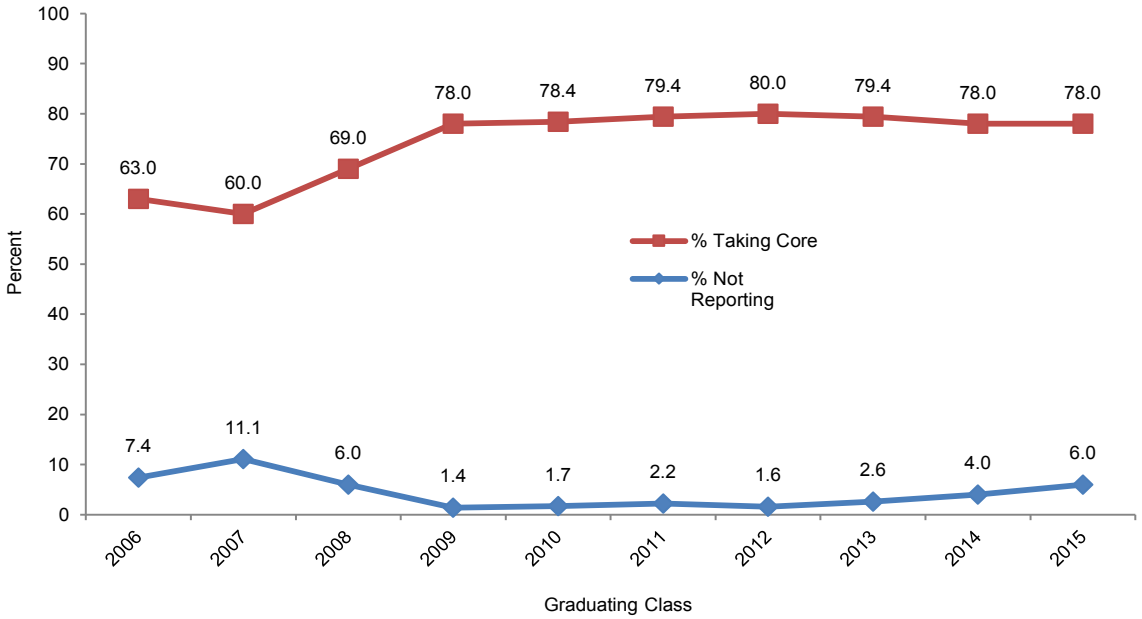
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2006 to 2015



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 2015



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 2014-2015 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 Assessments Achievement Level Distributions

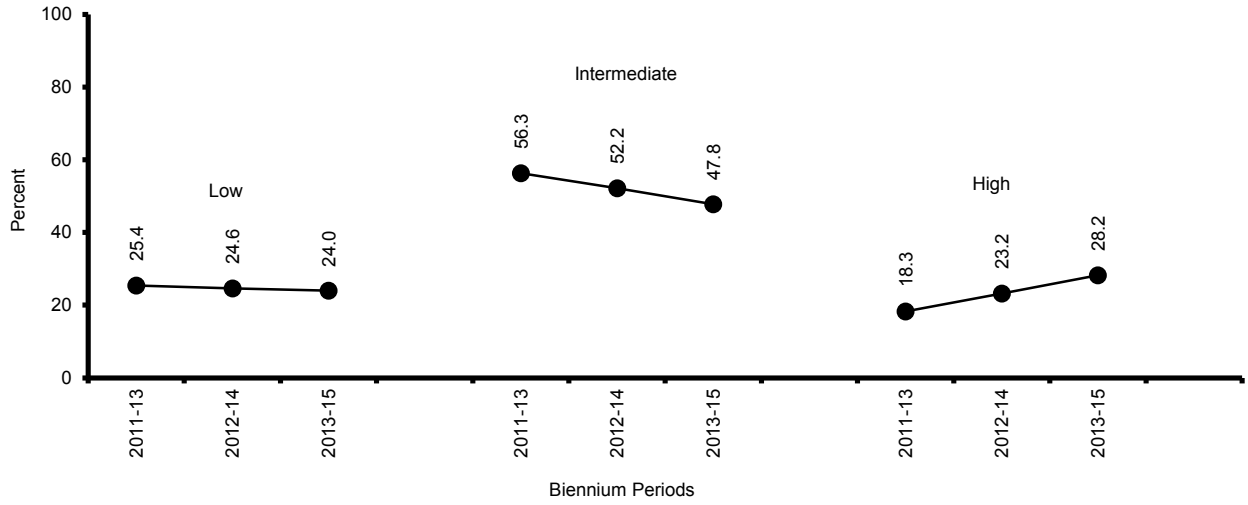
Form E of the Iowa Assessments with 2011 national norms was used for the first time during the 2011-2012 and 2012-2013 school years. For the 2013-2014 and 2014-2015 school years an equated form, Form F, was administered. The achievement level data on Iowa Assessments are shown for all students in grades 4, 8, and 11 in reading and mathematics and in grades 8 and 11 in science between 2011-2013 and 2013-2015. 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 2011-2013 through 2013-2015. Less students were categorized in the Intermediate achievement level and more students were categorized in the High achievement level during 2012-2014 and 2013-2015 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 and 2013-2015.

Figure 5-64

Iowa Assessments Reading - Grade 4 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015

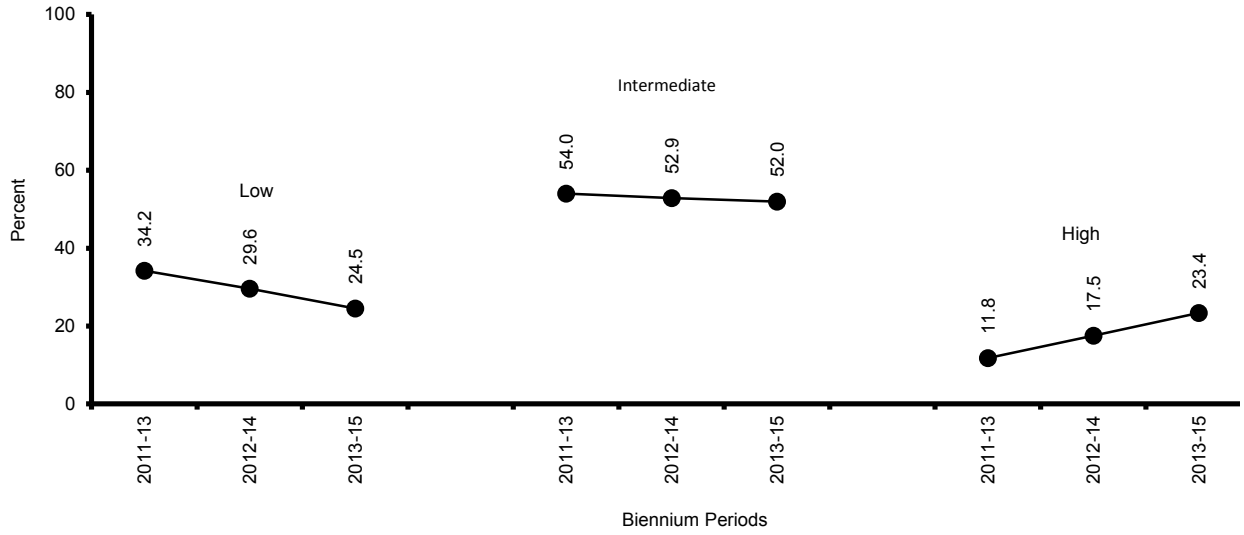


Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the Iowa Assessments Reading Tests:
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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Figure 5-65

Iowa Assessments Reading - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015

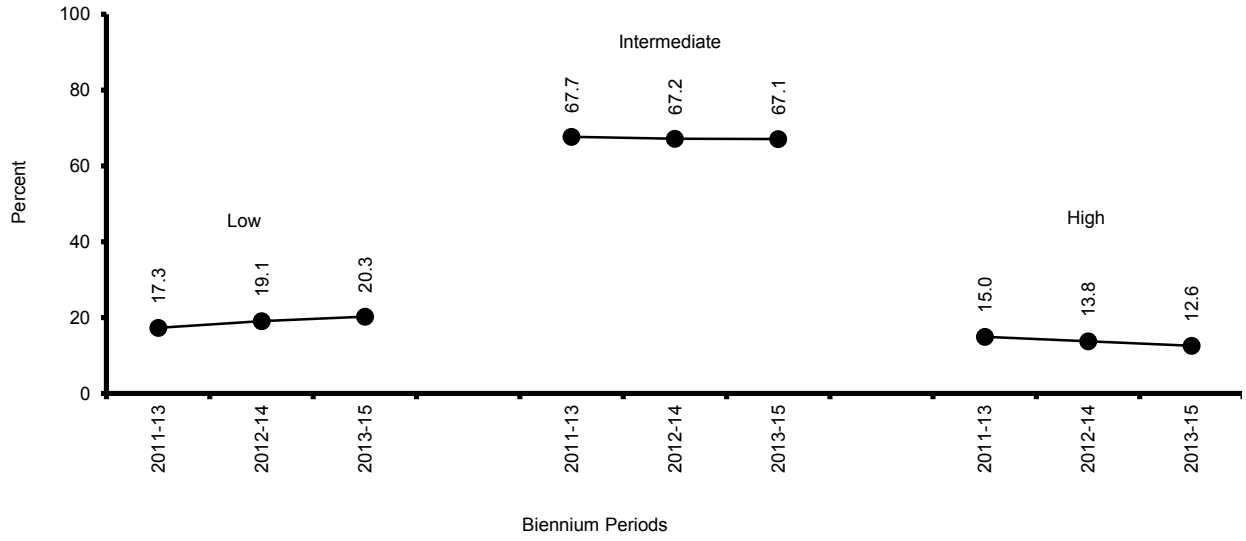


Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the Iowa Assessments Reading Tests:
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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Figure 5-66

Iowa Assessments Reading - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015



Source: Iowa Testing Programs, The University of Iowa.

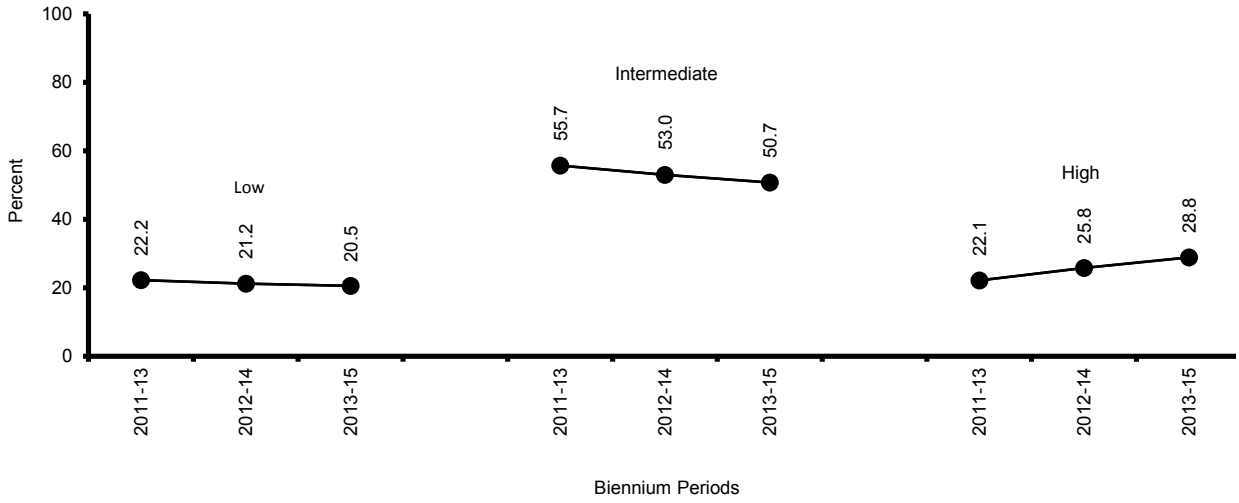
Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the Iowa Assessments Reading Tests:
HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters, identifies the main idea; identifies author 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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Achievement Levels for Mathematics

Figures 5-67 through 5-69 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 2011-2013 through 2013-2015. More students performed at the High achievement level during 2012-2014 and 2013-2015 in mathematics in grades 4 (Figure 5-67), 8 (Figure 5-68), and 11 (Figure 5-69).

Figure 5-67

Iowa Assessments Mathematics - Grade 4 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015

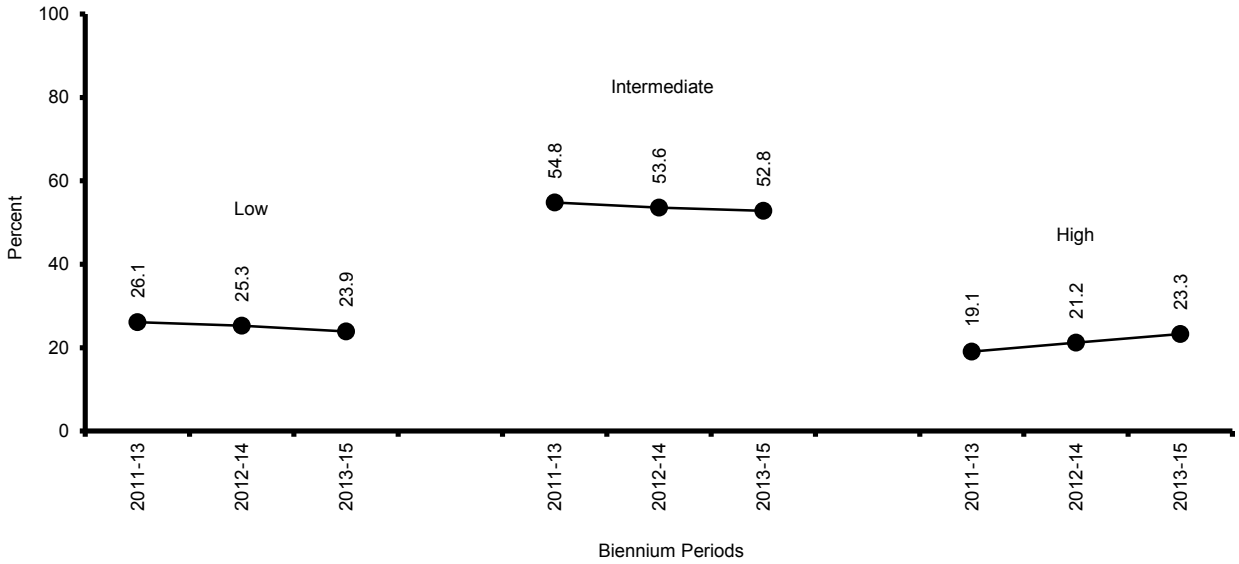


Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the Iowa Assessments Mathematics Tests:
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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Figure 5-68

Iowa Assessments Mathematics - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015

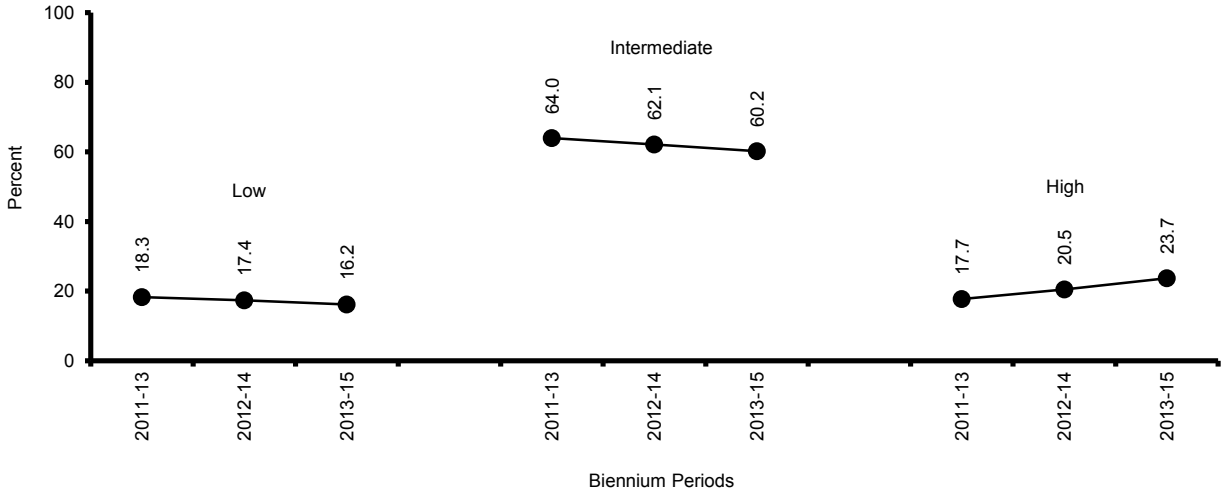


Source: Iowa Testing Programs, The University of Iowa.

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 Iowa Assessments Mathematics Tests:
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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Figure 5-69

Iowa Assessments Mathematics - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015



Source: Iowa Testing Programs, The University of Iowa.

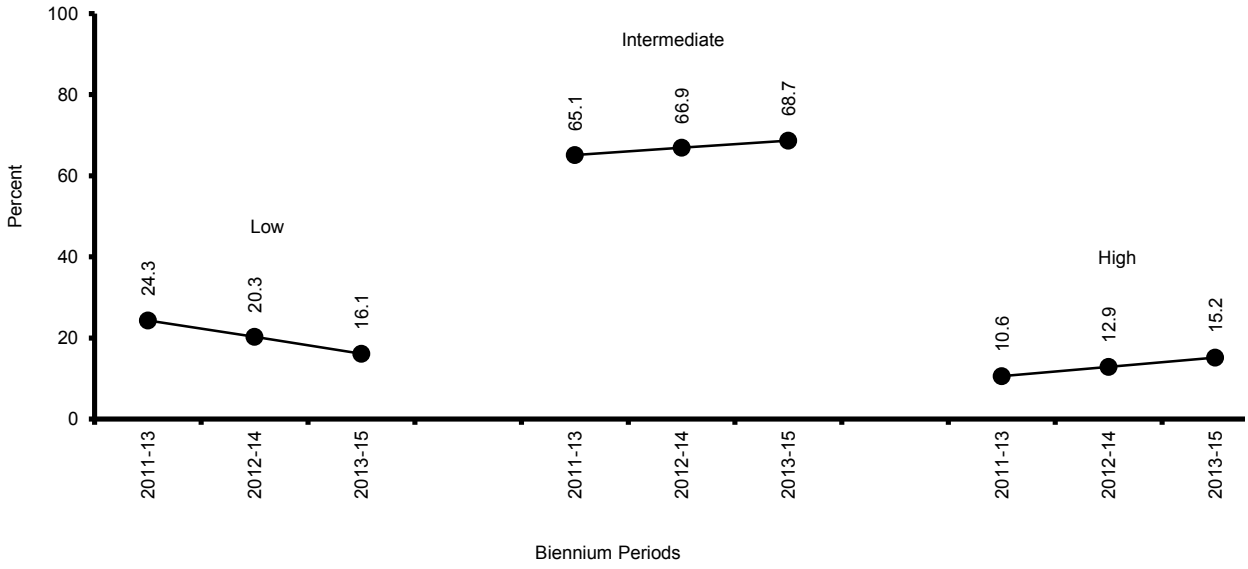
Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the Iowa Assessments Mathematics Tests:
HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, 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 solves 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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 5-70 shows the Iowa Assessments 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 and 2013-2015. In 2012-2014 and 2013-2015, 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

Iowa Assessments Science - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015

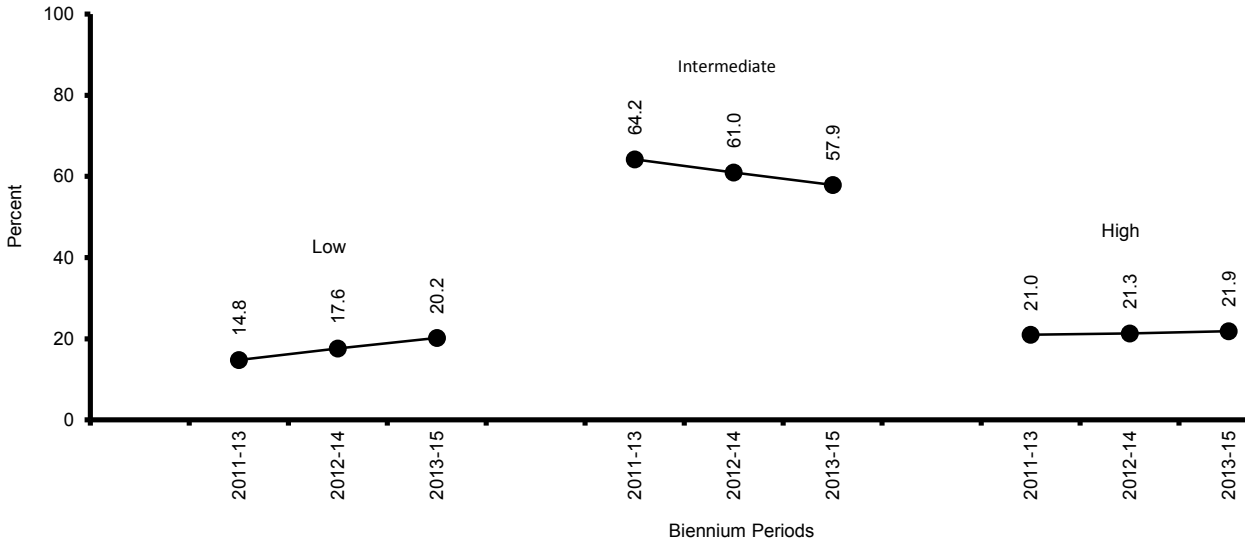


Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the Iowa Assessments Science Tests:
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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

Figure 5-71

Iowa Assessments Science - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2013-2015



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 Iowa Assessments Science Tests:
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., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.
Figures may not total 100 percent due to rounding.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education 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 2015 exceed the national averages in grades 4 and 8 for reading and in grade 4 for mathematics (Table 5-4). 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.

Table 5-4

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

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Mathematics	4	2015	243	240	84	44	9
(scale: 0-500)		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)

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
	8	2015	286	281	76	37	9
		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	2015	224	221	71	38	9
(scale: 0-500)		2013	224	221	72	38	9
		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	2015	268	264	81	36	3
		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

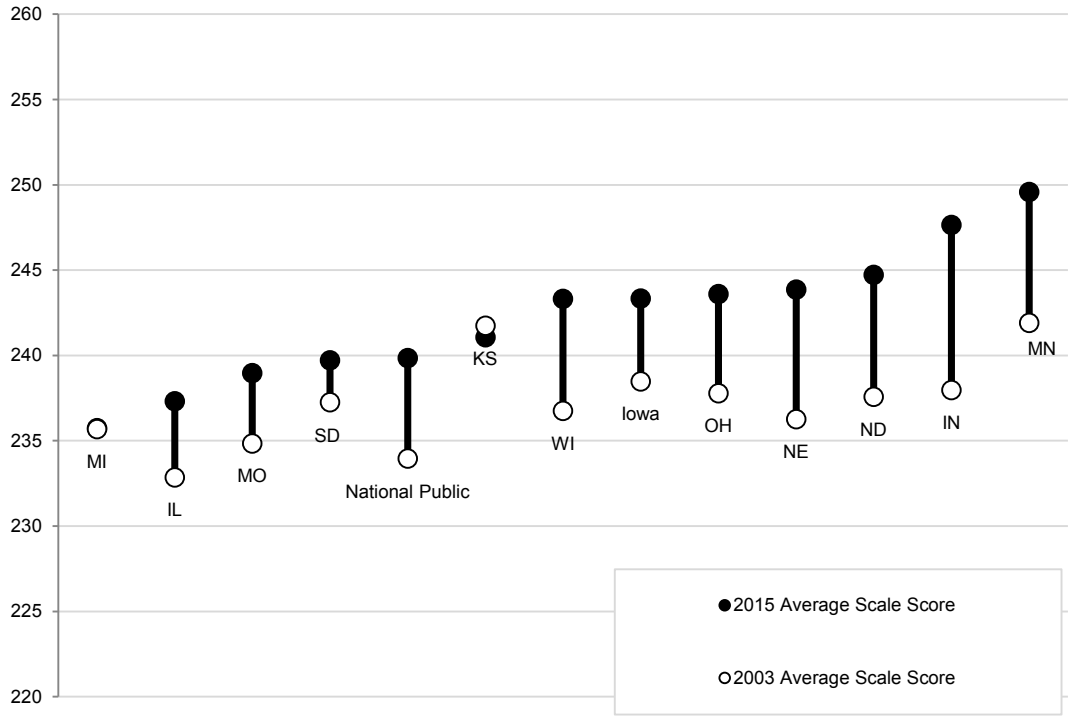
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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 for 2003 and 2015. 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

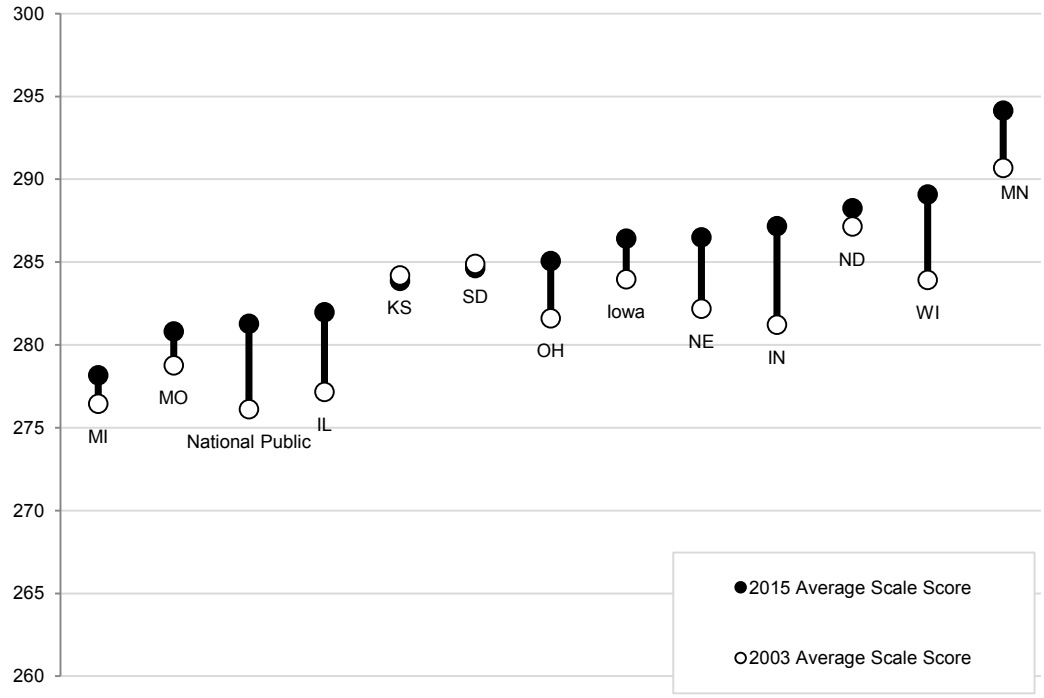
NAEP Mathematics Grade 4 Midwest States
Change in Average Scale Score 2003 and 2015



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

Figure 5-73

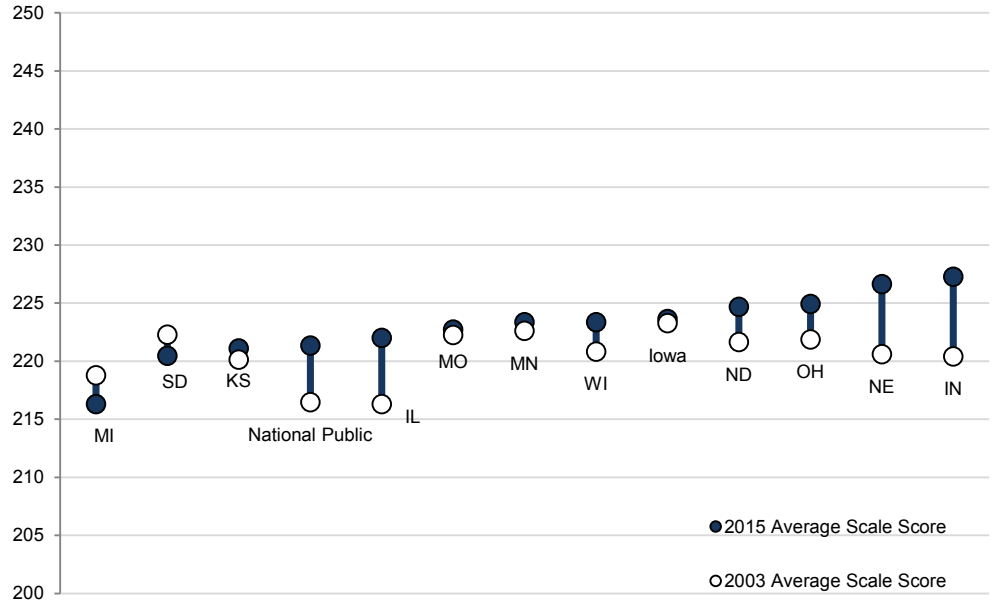
NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores 2003 and 2015



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

Figure 5-74

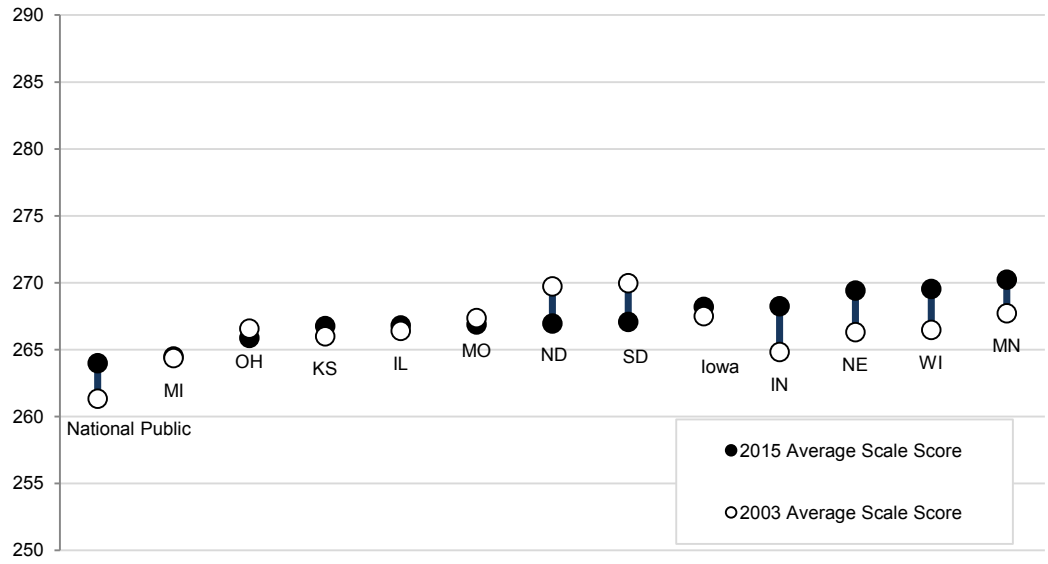
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score 2003 and 2015



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Figure 5-75

NAEP Reading Grade 8 Midwest States
Change in Average Scale Score 2003 and 2015



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 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.

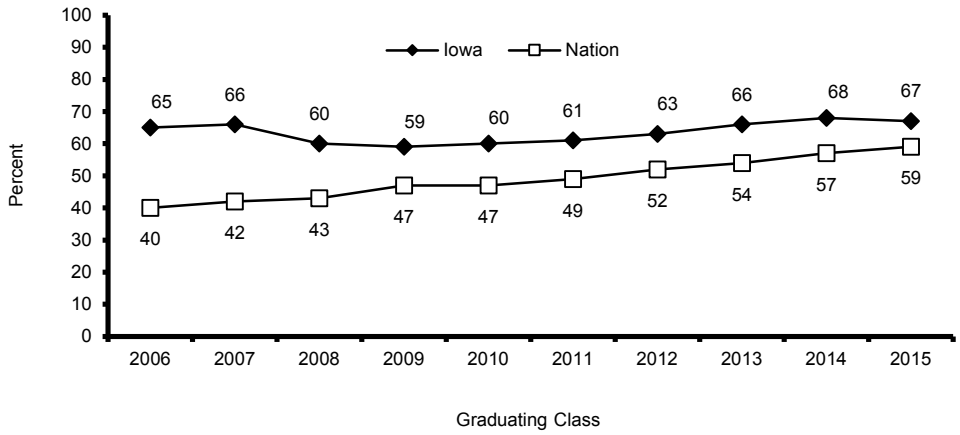
In 2015, the Iowa participation rate decreased to 67 percent. The rate for the nation has been lower than Iowa rates. However, the gap is getting smaller in the last few years (Figure 5-76).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2015 are included in the profile. Clinton is the second district in Iowa that had the most students in the classes of 2012 to 2015 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 22.2 in 2015 ranked second among the 30 states in the nation and in the Midwest states. (Table 5-5).

Figure 5-76

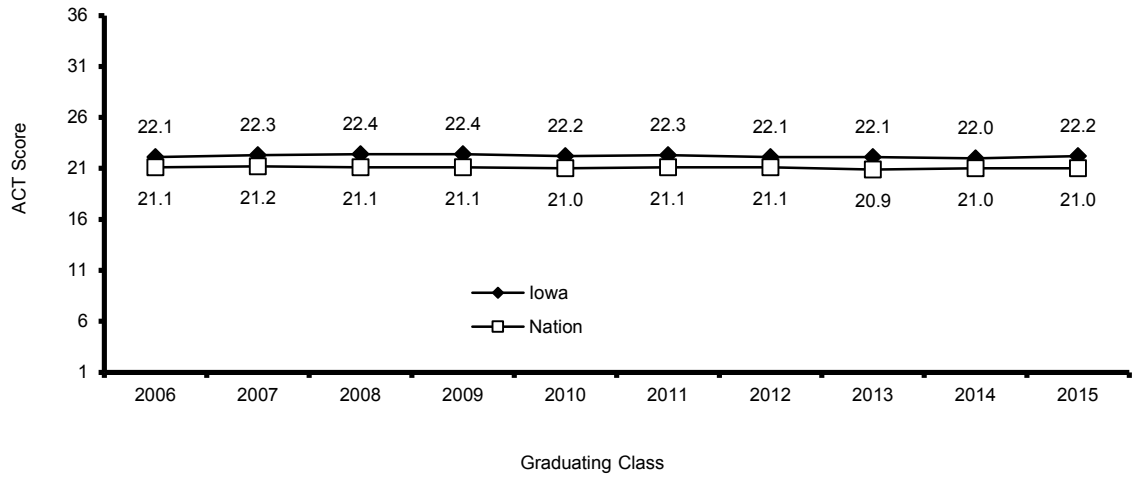
Percent of Iowa Graduates in Iowa and the Nation Taking the ACT Assessment 2006 to 2015



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

Figure 5-77

Average ACT Composite Scores for Iowa and the Nation 2006 to 2015



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 2013 to 2015 (more than 50 percent graduates tested only)

	Class of 2013		Class of 2014		Class of 2015		
Nation and State	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	2015 National Rank
Nation	**20.9**	**54%**	**21.0**	**57%**	**21.0**	**59%**	**-**
Illinois	20.6	100%	20.7	100%	20.7	100%	11
Indiana	21.7	38%	21.9	40%	22.1	38%	-
Iowa	**22.1**	**66%**	**22.0**	**68%**	**22.2**	**67%**	**2**
Kansas	21.8	75%	22.0	75%	21.9	75%	5
Michigan	19.9	100%	20.1	100%	20.1	100%	20
Minnesota	23.0	74%	22.9	76%	22.7	74%	1
Missouri	21.6	74%	21.8	76%	21.7	74%	7
Nebraska	21.5	84%	21.7	86%	21.5	84%	8
North Dakota	20.5	98%	20.6	100%	20.6	98%	14
Ohio	21.8	72%	22.0	72%	22.0	72%	4
South Dakota	21.9	78%	21.9	78%	21.9	78%	5
Wisconsin	22.1	71%	22.2	73%	22.2	71%	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 2006 to 2015

Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
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
2015	21.6	20.4	21.5	20.8	22.7	21.4	22.3	20.9

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

ACT Scores for Core and Less-than-Core Students

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science, and social studies (Table 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 2015 graduates taking the ACT indicated that they participated in the core high school programs (Figure 5-78). The enforcement from 2008, for reporting seniors taking core high school programs, shows higher Iowa and national percentages in the recent seven 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

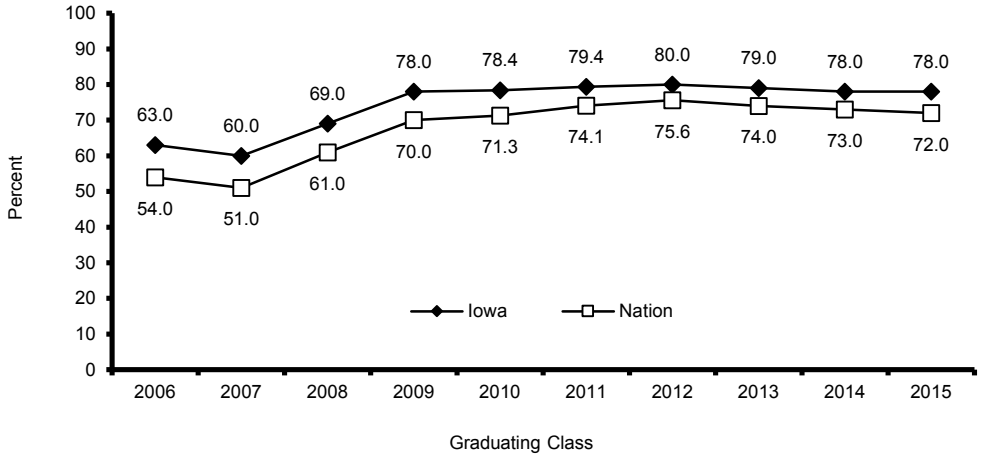
ACT Standards for Core High School Programs

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 2006 to 2015



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 2006 to 2015

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
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
2015	23.0	20.1	2.9	21.9	18.9	3.0

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 2013 to 2015 (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

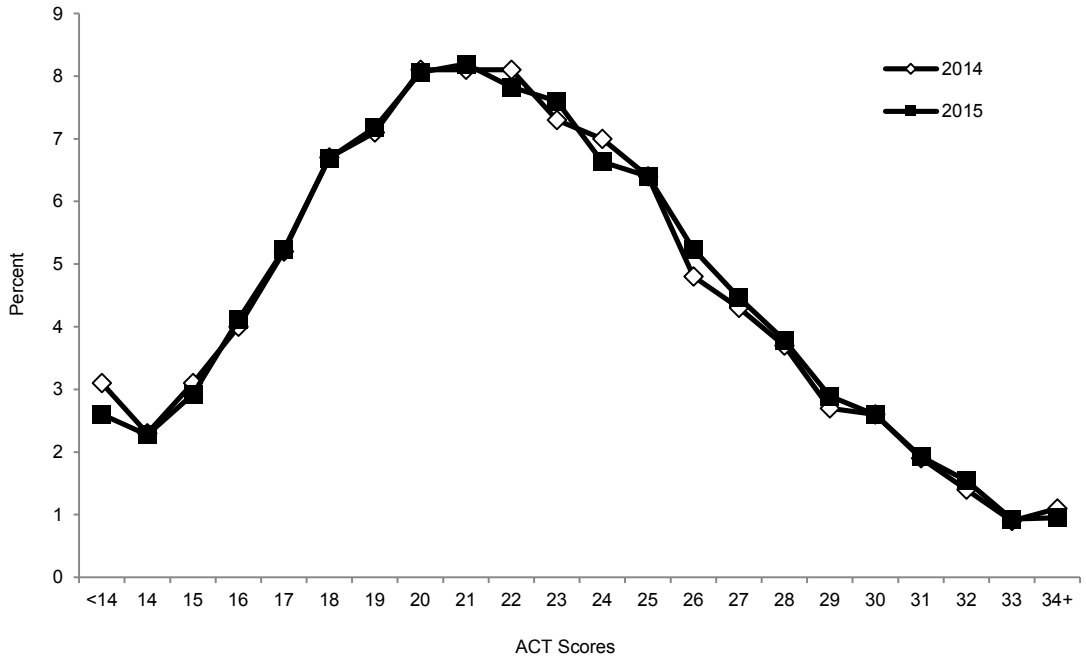
Iowa ACT Composite Score Distributions
Classes of 2013 to 2015

	Class of 2013		Class of 2014		Class of 2015	
	Percent	Percent At	Percent	Percent At	Percent	Percent At
Score	At	or Below	At	or Below	At	or Below
<14	3.0%	3.0%	3.1%	3.1%	2.6%	2.6%
14	2.0	5.0	2.3	5.5	2.3	4.8
15	2.8	7.8	3.1	8.6	2.9	7.7
16	3.9	11.8	4.0	12.6	4.1	11.9
17	4.9	16.7	5.2	17.8	5.2	17.1
18	6.4	23.1	6.7	24.5	6.7	23.8
19	7.3	30.3	7.1	31.6	7.2	31.0
20	8.0	38.3	8.1	39.7	8.1	39.0
21	8.2	46.6	8.1	47.8	8.2	47.2
22	8.5	55.1	8.1	55.9	7.8	55.0
23	8.2	63.3	7.3	63.2	7.6	62.7
24	7.1	70.4	7.0	70.2	6.6	69.3
25	6.3	76.7	6.4	76.6	6.4	75.7
26	5.2	82.0	4.8	81.4	5.2	80.9
27	4.4	86.3	4.3	85.7	4.5	85.4
28	3.6	89.9	3.7	89.4	3.8	89.2
29	2.8	92.8	2.7	92.1	2.9	92.1
30	2.4	95.2	2.6	94.7	2.6	94.6
31	1.8	97.0	1.9	96.6	1.9	96.6
32	1.3	98.3	1.4	98.0	1.5	98.1
33	0.9	99.2	0.9	98.9	0.9	99.0
34+	0.8	100.0	1.1	100.0	1.0	100.0

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

Figure 5-79

Distribution of Iowa ACT Composite Scores
Classes of 2014 and 2015



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 2013 to 2015 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 2013 to 2015

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
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
2015	<300	20.4	20.0	21.9	21.4	21.1
	300-599	21.0	20.7	21.9	21.8	21.5
	600-999	21.3	21.1	22.4	22.1	21.8
	1,000-2,499	21.7	21.7	22.9	22.4	22.3
	2,500-7,499	22.3	22.4	23.5	23.1	23.0
	7,500+	20.5	21.0	22.0	21.7	21.4
	State	21.6	21.5	22.7	22.3	22.2

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 2013 to 2015 by Enrollment Category and Course of Study

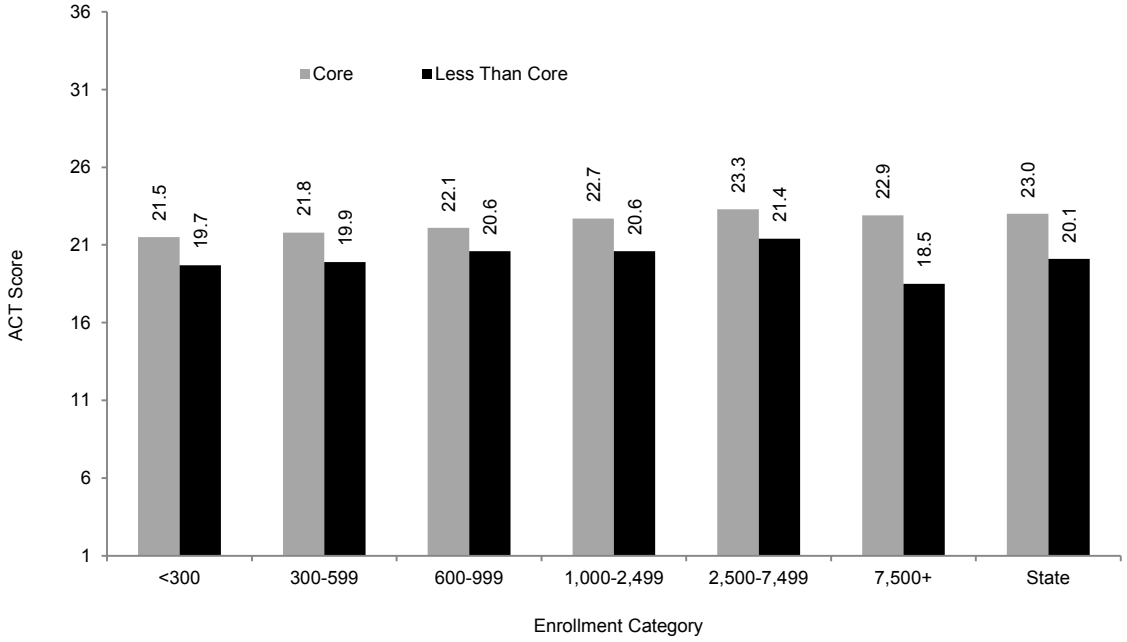
	Course of Study - Core			Course of Study - Less Than Core		
Enrollment Category	2013	2014	2015	2013	2014	2015
<300	22.0	21.6	21.5	18.9	14.5	19.7
300-599	22.2	21.9	21.8	19.6	20.2	19.9
600-999	22.1	21.9	22.1	19.3	18.2	20.6
1,000-2,499	22.9	22.9	22.7	20.3	18.5	20.6
2,500-7,499	23.3	23.1	23.3	20.3	17.5	21.4
7,500+	22.7	22.5	22.9	18.5	16.2	18.5
State	22.9	22.9	23.0	19.6	19.6	20.1

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 2015 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."

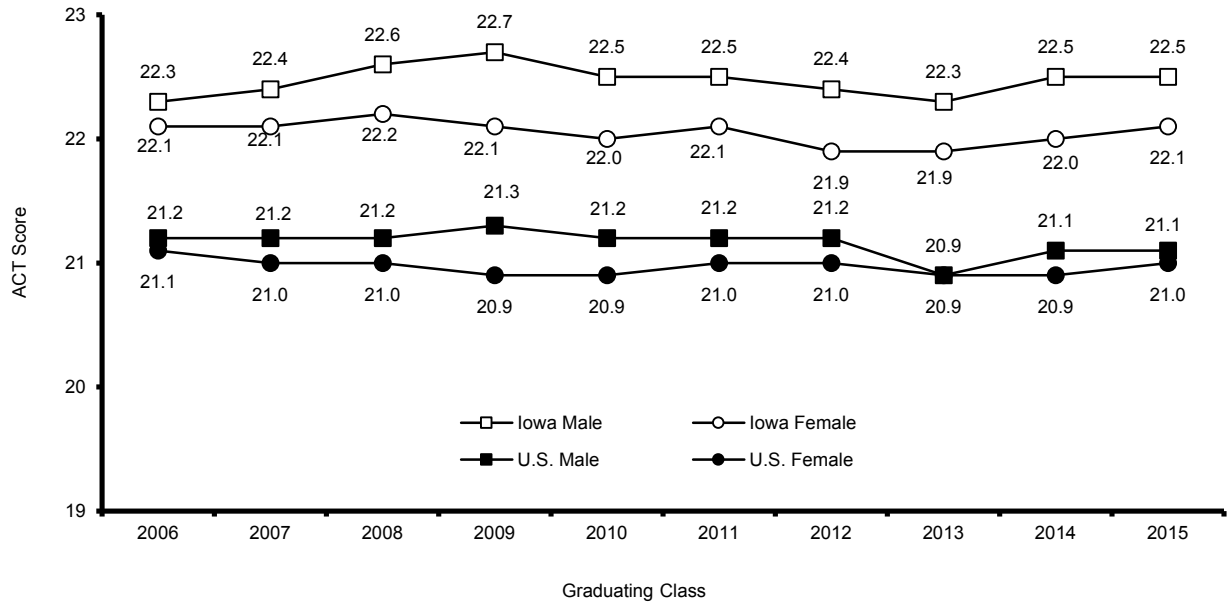
ACT Scores by Gender

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 2014 and 2015.

Figure 5-81

ACT Average Composite Scores by Gender 2006 to 2015



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

Table 5-12

Iowa Average ACT Scores by Gender 2014 and 2015

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Gender	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Male	10,350	10,172	21.4	21.4	22.3	22.4	22.6	22.8	23.0	23.0	22.5	22.5
Female	11,937	11,816	21.9	22.1	20.9	21.0	22.7	22.9	21.8	22.0	22.0	22.1
Unreported*	644	687										

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 2015 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 (25.1); area, ethnic, and multidisciplinary studies (24.9); and sciences (24.7). 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 Major Class of 2015

Planned Educational Major	Nation Average	Iowa Average	Iowa Percent Planned
Agriculture & Nation Resources Conservation	197.7	20.7	4%
Architecture	20.6	23.1	1
Area, Ethnic, & Multidisciplinary Studies	21.7	24.9	0
Arts: Visual & Performing	20.2	22.2	5
Business	21.3	21.9	9
Communications	21.5	22.4	1
Community, Family, & Personal Services	17.8	19.6	2
Computer Science & Mathematics	23.2	24.2	3
Education	20.4	21.4	8
Engineering	23.6	25.1	7
Engineering Technology & Drafting	19.6	21.6	1
English & Foreign Language	23.8	24.6	1
Health Administration & Assisting	18.1	20	2
Health Sciences & Technologies	21	22.3	17
Philosophy, Religion, & Theology	21.5	22.7	0
Repair, Production, & Construction	17	19	1
Sciences: Biological & Physical	23.9	24.7	6
Social Sciences & Law	21.4	22.4	6
Undecided	21.7	22.6	20
No Response	17.2	16.8	6

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 2015, the number of SAT takers in the Nation was almost 1.7 million and the number of Iowa SAT takers was about 740 (approximately 2 percent) of the high school graduates. Iowa's averages continue to be 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 higher than the national average.

Table 5-14

Trends of Average SAT Scores for Iowa and the Nation 2006 to 2015

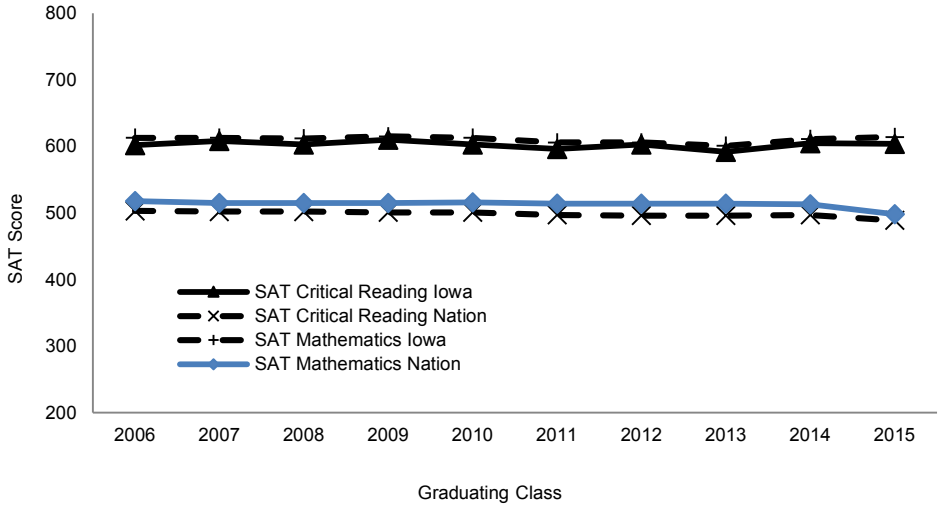
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516
2011	596	497	606	514
2012	603	496	606	514
2013	592	496	601	514
2014	605	497	611	513
2015	604	489	614	498

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

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2015



Source: The College Board, 2015 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2014 and 2015

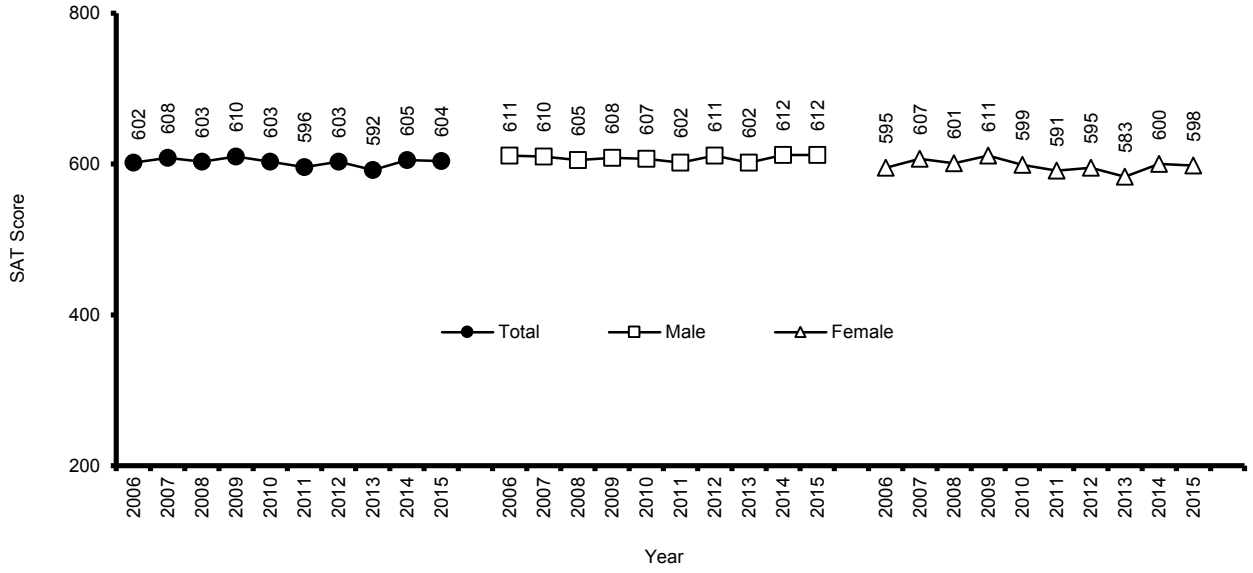
State	2014	2015
Illinois	4.6	3.0
Indiana	70.5	68.0
Iowa	**3.1**	**2.0**
Kansas	5.3	4.0
Michigan	3.8	3.0
Minnesota	5.9	4.0
Missouri	4.2	2.0
Nebraska	3.7	3.0
North Dakota	2.3	1.0
Ohio	15.1	10.0
South Dakota	2.9	2.0
Wisconsin	3.9	3.0

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

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2015

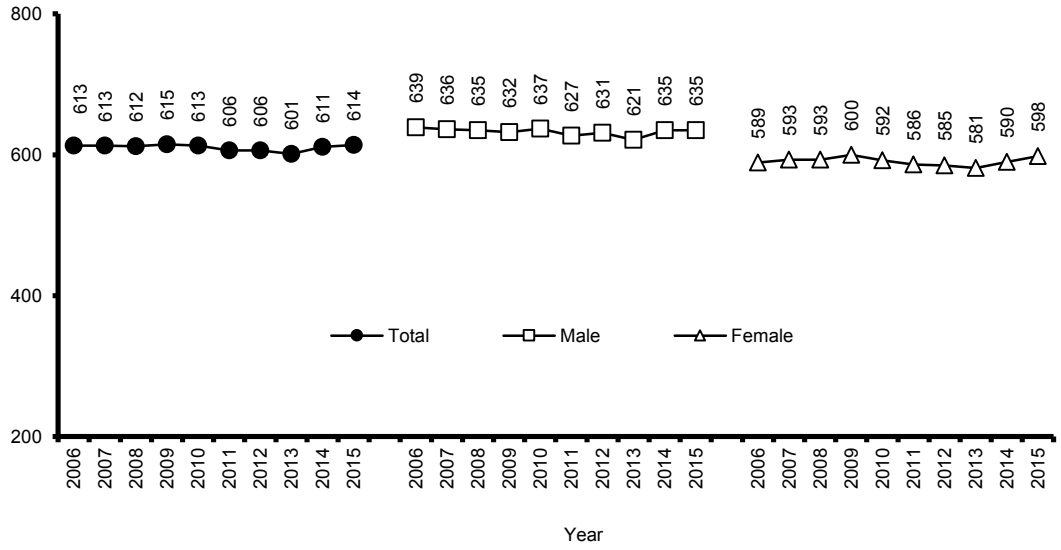


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2015

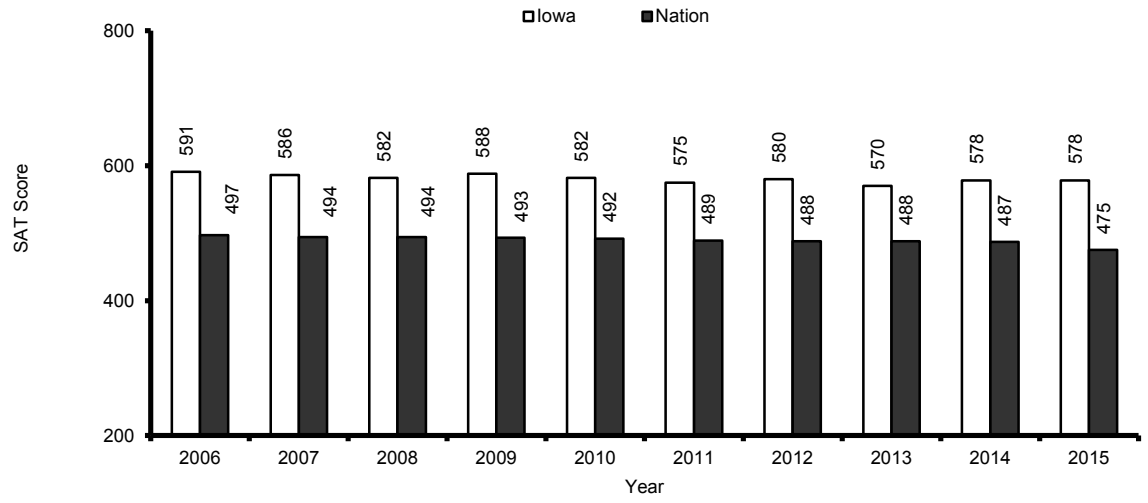


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2015

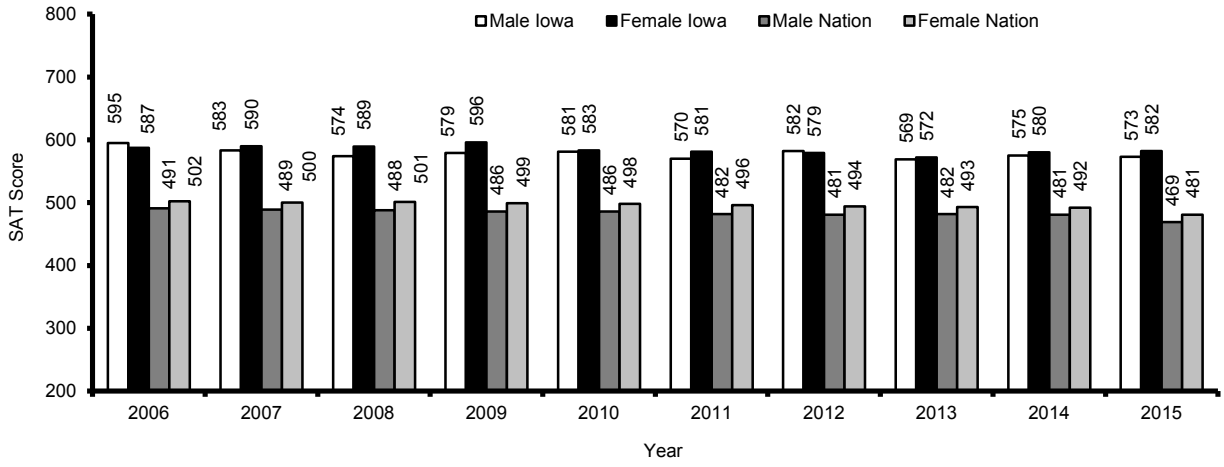


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2015



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

Note: The Iowa participation rate in SAT for the class of 2015 was 2 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 2014-2015. 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 18,000 AP exams were taken by more than 11,000 students in 2015 (Figure 5-87). English Language and Composition, English Literature and Composition, U.S. History and Government, Biology and Chemistry, Calculus, and Psychology in aggregate, accounted for more than 66 percent of the exams taken in 2015. The number of students/candidates in 2015 was 3.2 percent less than the number in 2014. The number of exams taken decreased 1.5 percent over that one-year period. Both of the enrollment and exams have almost doubled since 2006.

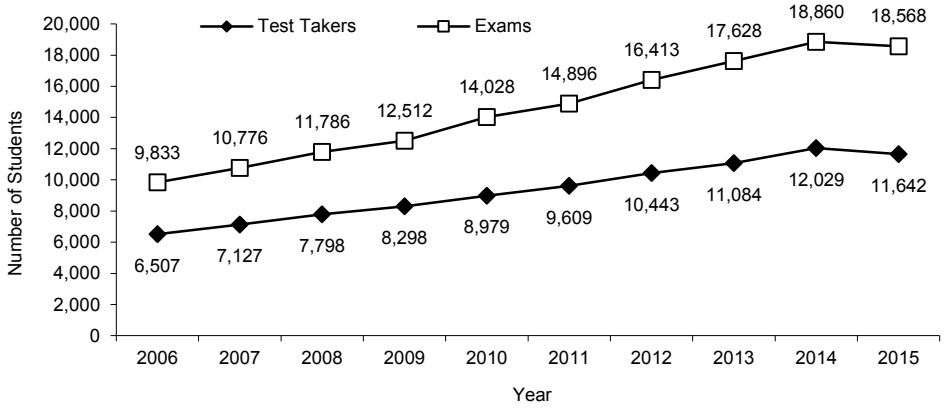
From 2006 to 2015, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 5-88).

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 2013 and 2014.

Figure 5-87

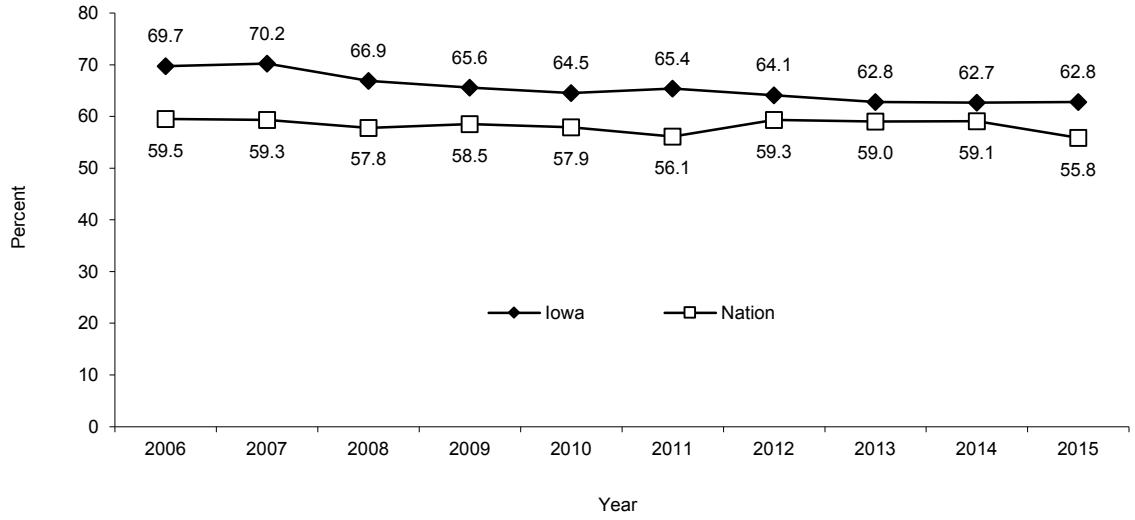
Advanced Placement Participation for Iowa Students 2006 to 2015



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

Figure 5-88

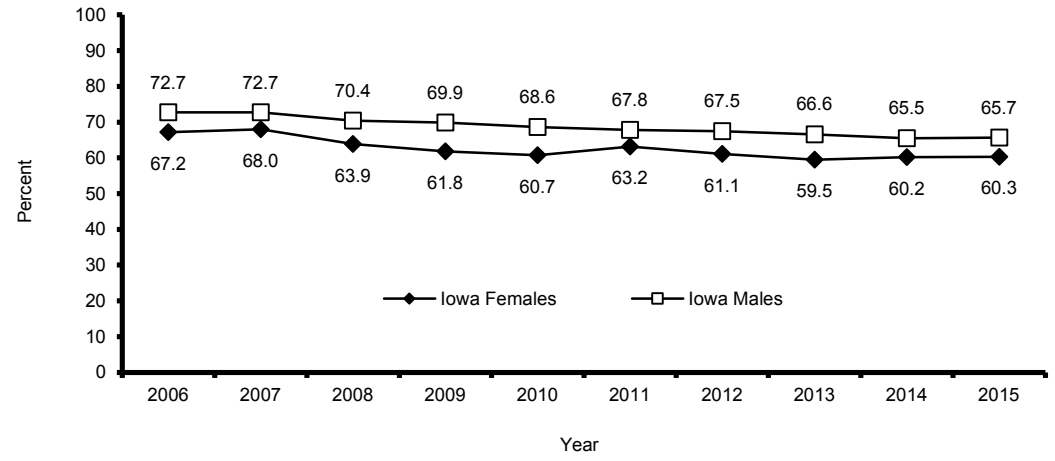
Percent of AP Candidates with AP Scores of 3+, 2006 to 2015



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

Figure 5-89

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2006-2015



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 2013 and 2014

State	2013 Number of Students Taken	2013 Percent Scored 3+	2014 Number of Students Taken	2014 Percent Scored 3+
Alabama	11,086	43.1%	12,409	39.4%
Alaska	1,645	64.6%	1,682	62.5%
Arizona	14,980	58.5%	15,723	57.4%
Arkansas	12,670	34.6%	13,510	34.7%
California	152,647	66.4%	159,109	66.4%
Colorado	19,446	62.3%	20,785	62.3%
Connecticut	14,019	74.4%	14,736	73.6%
Delaware	2,516	55.2%	2,625	54.5%
District of Columbia	1,774	25.1%	1,791	24.9%
Florida	80,175	51.3%	82,249	52.5%
Georgia	34,515	53.7%	36,019	53.3%
Hawaii	3,095	41.0%	3,269	42.6%
Idaho	3,378	66.3%	3,382	66.7%
Illinois	43,835	66.2%	45,415	66.3%
Indiana	22,256	46.3%	23,028	49.2%
Iowa	**5,707**	**62.2%**	**6,313**	**61.1%**
Kansas	5,231	60.7%	5,388	60.9%
Kentucky	12,824	51.4%	13,709	50.6%
Louisiana	5,516	34.6%	7,497	30.7%
Maine	4,658	62.9%	4,692	62.3%
Maryland	27,370	62.5%	28,040	62.4%
Massachusetts	24,610	71.6%	25,851	70.6%
Michigan	27,843	65.5%	29,116	65.7%
Minnesota	17,842	64.4%	18,127	65.3%
Mississippi	3,268	34.6%	3,701	33.1%
Missouri	9,541	60.4%	10,073	60.6%
Montana	1,873	63.3%	1,972	63.6%
Nebraska	3,264	58.3%	3,444	57.8%
Nevada	7,299	53.4%	7,789	55.2%
New Hampshire	3,238	77.3%	3,356	74.2%
New Jersey	27,433	80.0%	30,769	74.4%
New Mexico	4,815	45.1%	5,149	41.3%
New York	64,946	69.1%	68,529	67.2%

Table 5-16 (…continued)

State	2013 Number of Students Taken	2013 Percent Scored 3+	2014 Number of Students Taken	2014 Percent Scored 3+
North Carolina	26,633	63.9%	29,353	59.6%
North Dakota	882	69.8%	920	66.4%
Ohio	26,670	65.0%	28,095	63.9%
Oklahoma	8,228	50.0%	8,489	49.2%
Oregon	8,382	62.9%	8,538	62.6%
Pennsylvania	30,105	66.3%	31,164	67.1%
Rhode Island	2,176	63.6%	2,690	58.6%
South Carolina	10,564	64.7%	12,062	59.4%
South Dakota	1,543	65.8%	1,619	65.0%
Tennessee	11,308	53.0%	11,806	52.5%
Texas	101,271	51.5%	107,586	51.8%
Utah	11,269	69.9%	11,501	69.5%
Vermont	2,037	69.5%	2,125	70.6%
Virginia	34,901	64.3%	35,371	64.7%
Washington	21,593	61.2%	22,273	60.8%
West Virginia	3,722	43.4%	3,817	43.9%
Wisconsin	19,137	70.0%	19,858	70.3%
Wyoming	884	58.7%	966	58.3%
United States	**954,068**	**63.7%**	**1,047,480**	**60.4%**

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

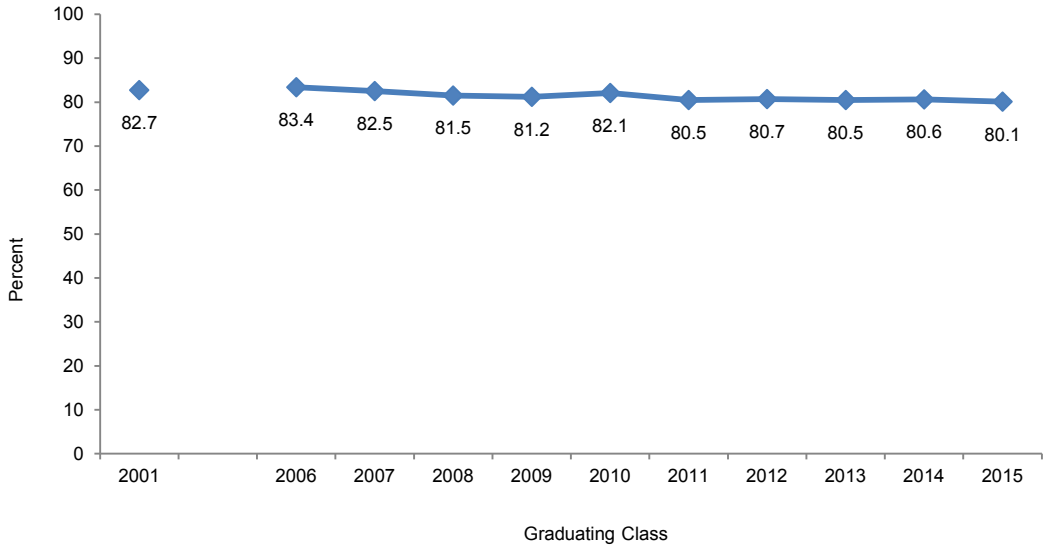
Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. 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 slightly between 2014 and 2015 (Figure 5-90). Table 5-17 lists the percent of graduates intending to pursue postsecondary education/training. 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. As in previous years, the largest percent of graduates intended to pursue postsecondary education at a community college in 2015 (Table 5-19). Table 5-20 and Figure 5-91 show that the percent of graduates intending to pursue postsecondary education at a two-year college was higher than the percent of graduates intending to pursue postsecondary education at a four-year college in 2011 and 2012. Beginning in 2013, the percent of students 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.

Figure 5-90

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2001 and 2006 to 2015



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

Note: Data for the 2010 to 2015 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 2011 to 2015

	Graduating Class					
Enrollment Category	2001	2011	2012	2013	2014	2015
<300	77.6	86.0	81.3	79.6	86.5	80.4
300-599	81.2	84.0	84.0	83.0	82.3	82.6
600-999	82.5	83.6	83.9	82.9	81.0	81.2
1,000-2,499	83.1	80.7	81.0	80.3	80.0	79.4
2,500-7,499	81.9	80.7	80.9	81.7	81.3	82.3
7,500+	84.3	76.3	77.0	77.7	79.3	77.8
State	82.7	80.5	80.7	80.5	80.6	80.1

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

Note: Data for the 2011 to 2015 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 2011 to 2015

	Graduating Class					
Gender	2001	2011	2012	2013	2014	2015
Male	77.8	75.3	75.0	74.5	74.6	74.3
Female	87.5	85.6	86.4	86.7	86.6	86.1
Total	82.7	80.5	80.7	80.5	80.6	80.1

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

Note: Data for the 2011 to 2015 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 2011 to 2015

	Graduating Class					
Postsecondary Institution	2001	2011	2012	2013	2014	2015
Private 4-Year College	14.9	13.5	13.3	12.9	12.7	12.4
Public 4-Year College	27.3	25.0	25.5	26.7	26.9	27.5
Private 2-Year College	5.2	1.0	0.9	0.9	0.8	0.6
Community College	31.0	38.3	38.4	37.7	37.8	37.3
Other Training	4.3	2.6	2.6	2.4	2.4	2.3
Total	82.7	80.5	80.7	80.5	80.6	80.1

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

Notes: Data for the 2011 to 2015 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 2011 to 2015

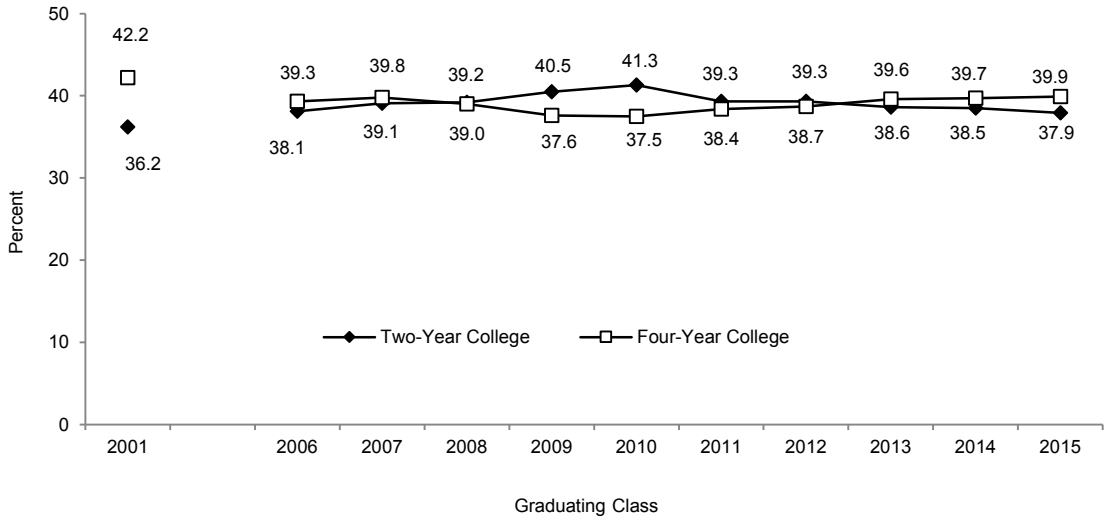
	Graduating Class					
Postsecondary Institution	2001	2011	2012	2013	2014	2015
Four-Year College	42.2	38.4	38.7	39.6	39.7	39.9
Two-Year College	36.2	39.3	39.3	38.6	38.5	37.9

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

Note: Data for the 2011 to 2015 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 2015



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

Note: Data for the 2010 to 2015 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.

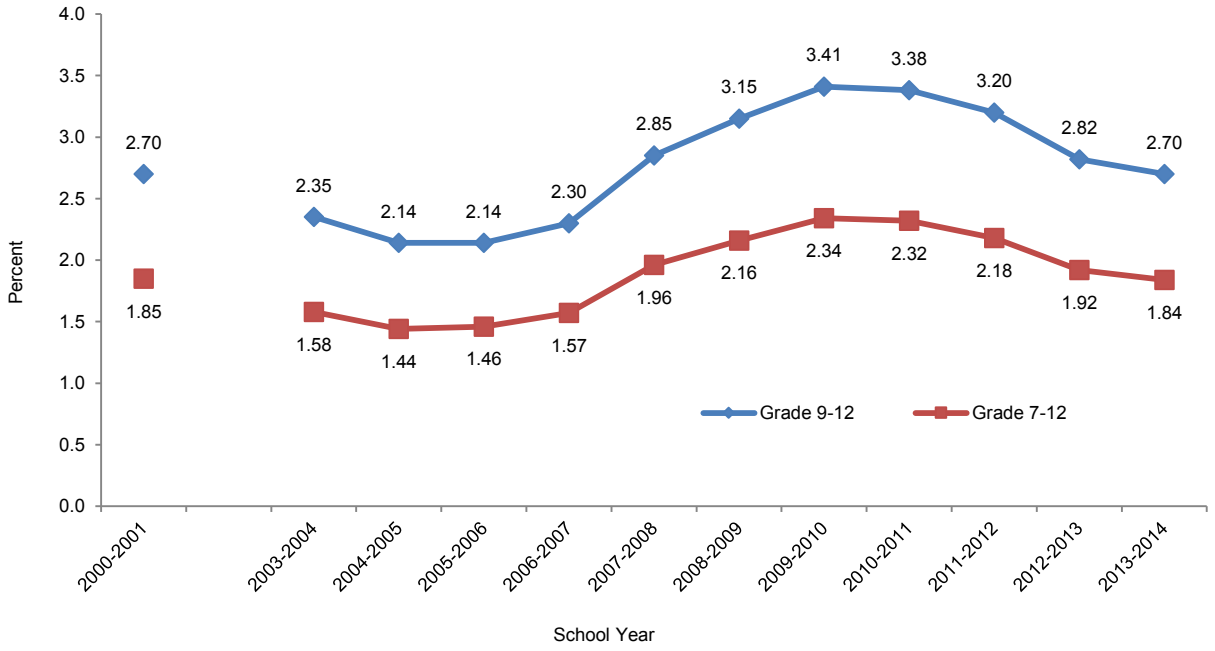
Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

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, and 2003-2004 to 2013-2014



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

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2013-2014

Enrollment Category	Grade Level 7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	3	0	1	4	9	17	34	0.85%	3,374	1.55%	1.01%
300-599	3	4	24	32	69	137	269	6.72%	22,826	10.49%	1.18%
600-999	1	4	12	39	104	212	372	9.29%	30,413	13.97%	1.22%
1,000-2,499	0	8	29	59	192	397	685	17.11%	53,261	24.47%	1.29%
2,500-7,499	6	2	32	73	168	397	678	16.93%	43,022	19.77%	1.58%
7500+	21	16	109	197	466	889	1,698	42.41%	63,434	29.15%	2.68%
Up to state	2	2	11	53	84	116	268	6.69%	1,318	0.61%	
State	36	36	218	457	1,092	2,165	4,004	100.00%	217,648	100.00%	1.84%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 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, 2012-2013 and 2013-2014

	2000-2001	2012-2013	2013-2014
Female Dropout Rate	1.60%	1.59%	1.48%
Male Dropout Rate	2.08%	2.22%	2.18%
Female Dropouts as a Percent of Total Dropouts	42.39%	40.27%	39.11%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.50%	48.53%

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

Table 5-23

2013-2014 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	3.27%	1,374	34.32%	42,027	19.31%
African American	4.93%	560	13.99%	11,362	5.22%
American Indian	4.41%	41	1.02%	930	0.43%
Asian	1.09%	53	1.32%	4,842	2.22%
Hispanic	2.87%	542	13.54%	18,914	8.69%
Native Hawaiian/Pacific Islander	1.79%	6	0.15%	335	0.15%
Two or More Races	3.05%	172	4.30%	5,644	2.59%
White	1.50%	2,630	65.68%	175,621	80.69%
State	1.84%	4,004	100.00%	217,648	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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

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Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2012-2013 and 2013-2014

	Percent of Dropouts			Percent of Enrollment		
Race/Ethnic Group	2000-2001	2012-2013	2013-2014	2000-2001	2012-2013	2013-2014
African American	7.9%	12.26%	13.99%	3.1%	5.05%	5.22%
American Indian	1.7%	1.10%	1.02%	0.5%	0.46%	0.43%
Asian	1.5%	1.54%	1.32%	1.8%	2.13%	2.22%
Hispanic	8.8%	15.00%	13.54%	2.8%	8.29%	8.69%
Native Hawaiian/Pacific Islander		0.31%	15.00%		0.15%	0.15%
Two or More Races		3.84%	4.30%		2.40%	2.59%
White	80.1%	65.95%	65.68%	91.8%	81.50%	80.69%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and Student Reporting in Iowa 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 2013-2014

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	63	18.21%	18.21%
.01-.50	42	12.14%	30.35%
.51-1.00	81	23.41%	53.76%
1.01-1.50	65	18.79%	72.54%
1.51-2.00	33	9.54%	82.08%
2.01-2.50	21	6.07%	88.15%
2.51-3.00	11	3.18%	91.33%
3.01-3.50	10	2.89%	94.22%
3.51-4.00	7	2.02%	96.24%
>4.00	13	3.76%	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 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 ten 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 2013 and 2014. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2012 and 2013.

High School Graduates

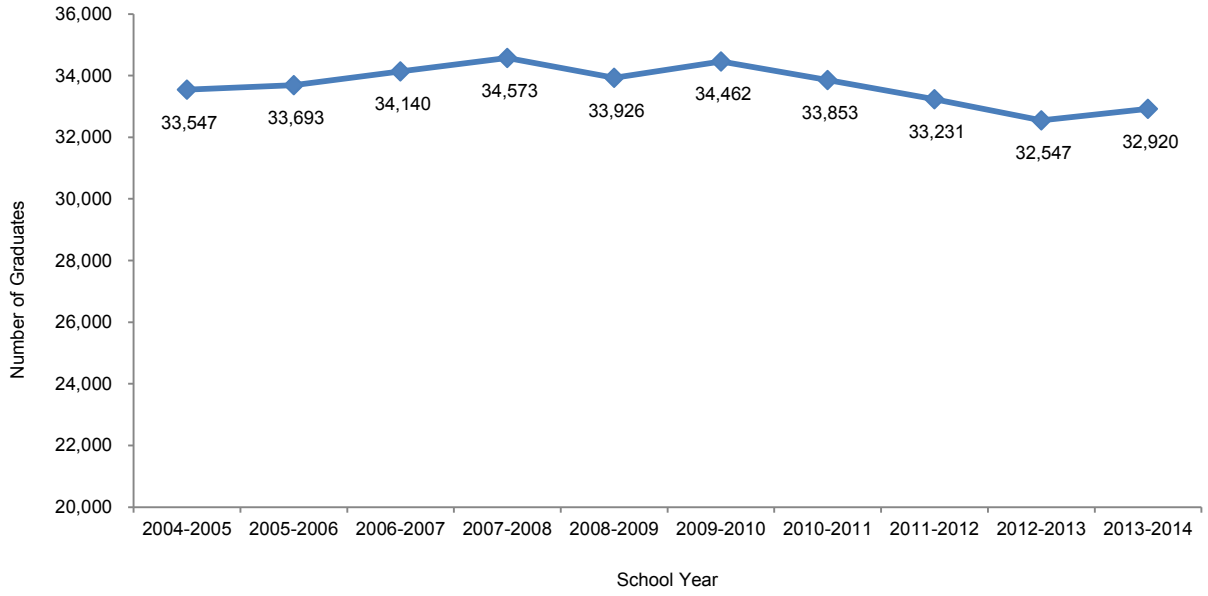
A public high school completer can receive a high school diploma or a certificate. The No Child Left Behind (NCLB) Act defines the regular diploma recipients as high school graduates.

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 2013-2014. 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

Number of Iowa Public School Graduates 2004-2005 to 2013-2014



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI) 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 2014 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 2010 minus the number of students who transferred out plus the total number of students who transferred in.

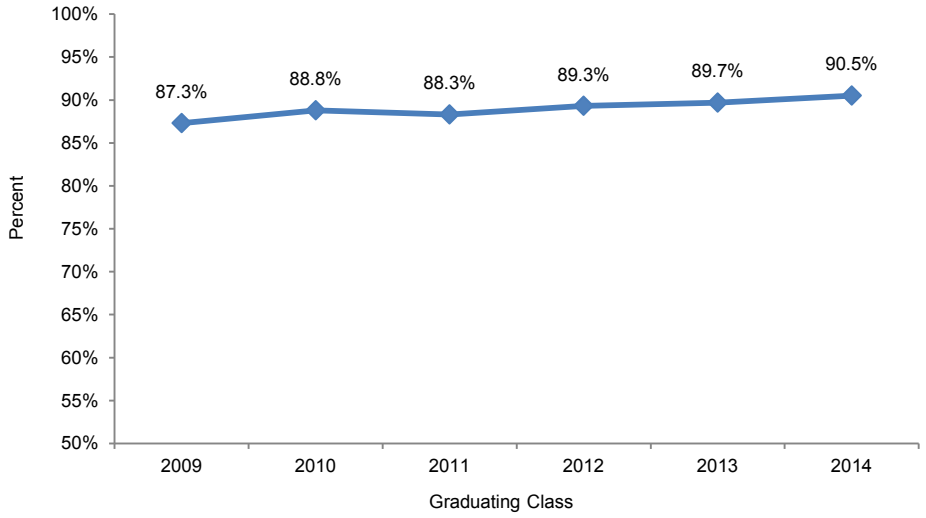
Iowa Four-Year Cohort Graduation Rate = (FG + TIG) / (F + TI - TO)
For the graduating class of 2014

FG -- First-time 9th grade students in fall of 2010 and graduated in 2014 or earlier
TIG-- Students who transferred in grades 9 to 12 and graduated in 2014 or sooner
F -- First-time 9th grade students in fall of 2010
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 2014



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 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 2013 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 2013-2014 school year) by the number of first-time 9th graders enrolled in the fall of 2009 minus the number of students who transferred out (between 2009 and 2013) plus the total number of students who transferred in (between 2009 and 2013). 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 2013 and 2014. 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 all student groups on average.

Table 5-26

Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2013 and 2014

	Class of 2013			Class of 2014		
Group	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	29,977	33,426	89.7%	30,757	33,969	90.5%
African American	1,060	1,436	73.8%	1,190	1,514	78.6%
American Indian	134	161	83.2%	119	152	78.3%
Asian	616	676	91.1%	670	738	90.8%
Hispanic	1,885	2,371	79.5%	2,123	2,599	81.7%
Hawaiian or Pacific Islander	27	40	67.5%	28	35	80.0%
Two or More Races	573	675	84.9%	677	789	85.8%
White	25,682	28,067	91.5%	25,950	28,142	92.2%
Disability*	3,284	4,515	72.7%	3,416	4,474	76.4%
ELL**	824	1,088	75.7%	936	1,126	83.1%
Low SES***	10,230	12,721	80.4%	11,020	13,110	84.1%
Migrant	48	63	76.2%	78	95	82.1%
Female	15,054	16,398	91.8%	15,333	16,605	92.3%
Male	14,923	17,028	87.6%	15,424	17,364	88.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 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 2012 and 2013 are displayed in 5-27.

Table 5-27

Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2012 and 2013

	Class of 2012			Class of 2013		
Enrollment Category	Numerator	Denominator	Graduation Rate	Numerator Not Done	Denominator Not Done	Graduation Rate
All Students	31,348	34,019	92.1%	30,844	33,426	92.3%
African American	1,119	1,406	79.6%	1,133	1,436	78.9%
American Indian	115	143	80.4%	139	161	86.3%
Asian	554	593	93.4%	644	676	95.3%
Hispanic	1,856	2,220	83.6%	1,985	2,371	83.7%
Hawaiian or Pacific Islander	31	39	79.5%	32	40	80.0%
Two or More Races	541	615	88.0%	594	675	88.0%
White	27,132	29,003	93.5%	26,317	28,067	93.8%
Disability*	3,837	4,659	82.4%	3,698	4,515	81.9%
ELL**	858	1,035	82.9%	897	1,088	82.4%
Low SES***	10,429	12,293	84.8%	10,814	12,721	85.0%
Migrant	41	56	73.2%	53	63	84.1%
Female	15,720	16,773	93.7%	15,410	16,398	94.0%
Male	15,628	17,246	90.6%	15,434	17,028	90.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 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 2013 in the nation.

Table 5-28

Class of 2013 Public High School Four Year Adjusted Cohort Graduation Rates (ACGR) [in %]

State	All Students	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	African American	White	Economically Disadvan-taged	Limited English Proficiency	Students with Disability
United States[1]	81.4	69.7	88.7	75.2	70.7	86.6	73.3	61.1	61.9
Alabama	80.0	86.0	89.0	74.0	73.9	83.9	71.8	44.0	76.9
Alaska	71.8	57.0	77.0	73.0	65.0	77.9	59.5	40.0	43.0
Arizona	75.1	61.1	84.0	68.9	69.6	82.6	69.4	20.0	63.3
Arkansas	84.9	78.0	81.0	82.0	78.1	87.8	80.3	81.0	80.4
California	80.4	72.8	90.9	75.7	68.1	87.7	74.8	63.1	61.9
Colorado	76.9	61.0	85.0	65.4	69.5	82.8	63.7	58.5	53.8
Connecticut	85.5	82.0	93.0	70.2	75.7	91.4	72.1	64.0	64.7
Delaware	80.4	80.0	88.0	78.0	76.1	83.1	74.2	71.0	60.0
District of Columbia	62.3	<>	86.0	62.0	60.7	85.0	58.9	52.0	41.0
Florida	75.6	77.0	88.4	74.9	64.6	80.5	67.0	57.5	52.3
Georgia	71.7	64.0	81.8	62.6	64.4	79.2	63.8	43.8	35.1
Hawaii	82.4	62.0	83.8	77.0	75.0	79.0	78.2	57.0	61.0
Idaho	—	—	—	—	—	—	—	—	—
Illinois	83.2	78.0	91.7	76.3	70.9	89.3	73.0	63.7	70.1
Indiana	87.0	86.0	89.0	82.5	73.8	89.7	82.7	78.0	69.3
Iowa	**89.7**	**83.0**	**90.0**	**80.0**	**74.0**	**91.5**	**80.4**	**76.0**	**72.7**
Kansas	85.7	77.0	89.0	79.9	76.0	88.1	76.6	75.0	77.8
Kentucky	86.1	79.0	87.0	80.0	78.4	87.6	85.4	64.0	52.0
Louisiana	73.5	75.0	85.0	73.0	65.9	80.2	67.7	48.0	36.7
Maine	86.4	72.0	≥95%	81.0	75.0	86.9	76.9	73.0	70.0
Maryland	85.0	83.0	94.8	75.1	78.3	91.1	75.8	57.0	60.0
Massachusetts	85.0	73.0	90.2	66.8	73.8	90.1	73.6	63.5	67.8
Michigan	77.0	64.0	87.3	67.3	60.5	82.1	63.9	65.4	53.6
Minnesota	79.8	49.0	78.2	59.0	57.8	85.3	63.8	59.3	58.2
Mississippi	75.5	69.0	92.0	79.0	69.5	82.1	70.2	57.0	22.5
Missouri	85.7	82.0	91.0	81.0	72.1	89.1	78.0	69.0	73.4
Montana	84.4	65.0	94.0	79.0	77.0	87.0	74.5	57.0	76.0

Table 5-28 (…continued)

State	All Students	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	African American	White	Economically Disadvan-taged	Limited English Profi-ciency	Students with Disability
Nebraska	88.5	72.0	77.0	78.6	77.0	92.2	80.9	60.0	71.0
Nevada	70.7	59.0	81.0	64.4	56.7	77.2	64.0	24.0	26.4
New Hampshire	87.3	84.0	86.0	77.0	82.0	87.8	75.7	70.0	71.0
New Jersey	87.5	76.0	95.8	78.6	76.4	93.1	77.1	70.5	75.9
New Mexico	70.3	64.3	86.0	67.9	69.0	77.0	64.7	65.4	60.1
New York	76.8	62.0	84.1	62.3	62.9	87.2	67.5	39.1	47.2
North Carolina	82.5	77.0	90.0	75.2	77.5	86.2	76.1	49.0	62.3
North Dakota	87.5	63.0	88.0	78.0	80.0	90.4	72.0	61.0	70.0
Ohio	87.5	63.0	88.0	78.0	80.0	90.4	72.0	61.0	70.0
Oklahoma	84.8	84.4	90.0	78.6	77.0	87.2	79.7	64.0	78.5
Oregon	68.7	52.0	81.0	60.8	57.0	71.0	60.4	49.1	37.2
Pennsylvania	85.5	74.0	91.0	70.7	72.6	89.7	76.5	67.0	75.0
Rhode Island	79.7	74.0	85.0	69.0	72.0	83.9	69.3	73.0	59.0
South Carolina	77.6	67.0	88.0	73.0	74.6	79.9	70.5	69.0	43.2
South Dakota	82.7	49.0	85.0	69.0	72.0	88.0	67.0	59.0	60.0
Tennessee	86.3	84.0	90.0	81.3	77.8	89.8	80.7	73.0	67.3
Texas	88.0	86.0	93.7	85.1	84.1	93.0	85.2	71.3	77.8
Utah	83.0	67.0	80.0	70.4	70.0	86.1	72.9	60.0	67.4
Vermont	86.6	≥50%	89.0	83.0	73.0	87.2	75.0	63.0	68.0
Virginia	84.5	—	90.2	76.1	76.8	88.6	74.0	51.8	51.5
Washington	76.4	56.0	82.3	65.9	65.8	79.7	65.0	50.6	54.6
West Virginia	81.4	70.0	92.0	82.0	75.0	81.9	73.7	83.0	62.1
Wisconsin	88.0	76.0	90.0	74.3	66.1	92.4	76.6	62.0	68.7
Wyoming	77.0	41.0	86.0	71.0	66.0	80.0	64.0	68.0	59.0

Source: U.S. Department of Education, National Center for Education Statistics, EDFacts/Consolidated State Performance Report, SY 2012–13, http://www2.ed.gov/admins/lead/account/consolidated/index.html. This table was prepared February 2015, "NCES Common Core of Data State Dropout and Graduation Rate Data file," School Year 2012-13.

Notes: --- Not Available

[1]The United States 4-year ACGRs were estimated using both the reported 4-year ACGR data from 49 states and the District of Columbia and using imputed data for Idaho.

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 57.6 percent of all removals, followed by out-of-school suspensions at 41.9 percent. Removals went down over 4 percent in 2014-2015 from 2012-2013, but were up more than 3 percent since 2013-2014. 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 enrollment" of a district (unless the student has an Individualized Education Program (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 (Table 5-33).

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

Table 5-29

K-12 Removals by Removal Type
2012-2013 to 2014-2015

	Removals				
	2012-2013	2013-2014	2014-2015	% of Removals 2014-2015	% Change 2012-2013 to 2014-2015
In-School Suspensions	33,447	29,967	32,293	57.6%	-3.5%
Out-of-School Suspensions	25,033	23,896	23,499	41.9%	-6.1%
Expulsions	151	136	114	0.2%	-24.5%
Interim Setting by School Personnel	63	111	126	0.2%	100.0%
Total	58,694	54,110	56,032	100%	-4.5%

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
2012-2013 to 2014-2015

Reason for Removal	2012-2013 Removals	2012-2013 Distinct Students	2013-2014 Removals	2013-2014 Distinct Students	2014-2015 Removals	2014-2015 Distinct Students	Percent of In-School Suspensions 2014-2015	% Change in In-School Suspensions 2012-2013 to 2014-2015
Alcohol Related	54	52	49	45	48	45	0.1%	-11.1%
Attendance Policy Violation	8,686	4,426	8,024	4,572	10,411	4,560	32.2%	19.9%
Disruptive Behavior	8,863	6,055	8,385	5,664	8,388	5,784	26.0%	-5.4%
Drug Related	94	90	99	99	86	85	0.3%	-8.5%
Physical Fighting w/ Injury	304	294	309	299	355	343	1.1%	16.8%
Physical Fighting w/o Injury	3,066	2,764	2,573	2,352	2,702	2,471	8.4%	-11.9%
Property Related	654	619	584	563	629	587	1.9%	-3.8%
Serious Bodily Injury	19	19	10	10	23	23	0.1%	21.1%
Special Ed ALJ Decision					6	6	0.0%	
Threat of Destruction or Harm	524	476	607	559	543	500	1.7%	3.6%
Tobacco Related	291	274	354	335	432	398	1.3%	48.5%
Violent Behavior w/ Injury	194	185	180	176	172	165	0.5%	-11.3%
Violent Behavior w/o Injury	1,092	966	1,068	935	1,125	1,010	3.5%	3.0%
Weapons Related	234	226	267	257	238	234	0.7%	1.7%
Other	9,372	5,723	7,458	4,983	7,135	4,493	22.1%	-23.9%
Total	33,447		29,967		32,293		100%	-3.5%

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 2012-2013 to 2014-2015

Reason for Removal	2012-2013 Removals	2012-2013 Distinct Students	2013-2014 Removals	2013-2014 Distinct Students	2014-2015 Removals	2014-2015 Distinct Students	Percent of Out-of-School Suspensions 2014-2015	% Change in Out-of-School Suspensions 2012-2013 to 2014-2015
Alcohol Related	283	275	257	253	243	238	1.0%	-14.1%
Attendance Policy Violation	1,751	1,103	958	731	726	545	3.1%	-58.5%
Disruptive Behavior	7,928	5,324	8,490	5,518	7,948	5,192	33.8%	0.3%
Drug Related	948	893	1,014	943	884	824	3.8%	-6.8%
Physical Fighting w/ Injury	874	830	742	712	765	729	3.3%	-12.5%
Physical Fighting w/o Injury	4,363	3,856	4,298	3,794	4,578	3,886	19.5%	4.9%
Property Related	649	609	625	584	592	545	2.5%	-8.8%
Serious Bodily Injury	17	16	21	21	22	22	0.1%	29.4%
Special Education ALJ Decision			2	2	1	1	0.0%	
Threat of Destruction or Harm	915	787	978	870	1,020	912	4.3%	
Tobacco Related	487	455	540	483	679	616	2.9%	39.4%
Violent Behavior w/ Injury	368	326	389	359	379	350	1.6%	3.0%
Violent Behavior w/o Injury	1,694	1,373	1,736	1,407	2,074	1,613	8.8%	22.4%
Weapons Related	634	618	547	528	581	563	2.5%	-8.4%
Other	4,122	3,190	3,299	2,641	3,007	2,410	12.8%	-27.0%
Total	25,033		23,896		23,499		100.0%	-6.1%

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
2012-2013 to 2014-2015

Reason for Removal	Expulsions 2012-2013	Expulsions 2013-2014	Expulsions 2014-2015	Percent of Expulsions 2014-2015
Alcohol Related	4	0	1	0.9%
Attendance Policy Violation	0	1	0	0.0%
Disruptive Behavior	12	4	6	5.3%
Drug Related	64	83	43	37.7%
Physical Fighting w/ Injury	6	3	4	3.5%
Physical Fighting w/o Injury	3	0	5	4.4%
Property Related	3	4	11	9.6%
Threat of Destruction or Harm	20	10	0	0.0%
Tobacco Related	0	0	12	10.5%
Violent Behavior w/ Injury	0	1	1	0.9%
Violent Behavior w/o Injury	4	5	6	5.3%
Weapons Related	29	13	14	12.3%
Other	6	12	11	9.6%
Total	151	136	114	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 2012-2013 to 2014-2015

	2012-2013		2013-2014		2014-2015	
Reason for Removal	Removals	% Removals	Removals	% Removals	Removals	% Removals
Alcohol Related			1	0.9%	0	0.0%
Attendance Policy Violation	7	11.1%	3	2.7%	3	2.4%
Disruptive Behavior	23	36.5%	43	38.7%	56	44.4%
Drug Related	9	14.3%	2	1.8%	4	3.2%
Physical Fighting w/ Injury			1	0.9%	2	1.6%
Physical Fighting w/o Injury	2	3.2%	11	9.9%	5	4.0%
Property Related	0	0.0%	6	5.4%	6	4.8%
Serious Bodily Injury	0	0.0%	1	0.9%	3	2.4%
Threat of Destruction or Harm	5	7.9%	7	6.3%	5	4.0%
Tobacco Related			2	1.8%	0	0.0%
Violent Behavior w/ Injury			2	1.8%	1	0.8%
Violent Behavior w/o Injury	3	4.8%	1	0.9%	3	2.4%
Weapons Related	4	6.3%	4	3.6%	2	1.6%
Other	10	15.9%	27	24.3%	36	28.6%
Total	63	100.0%	111	100.0%	126	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 2012-2013 to 2014-2015

	Removals					
	2012-2013	2013-2014	2014-2015	% of Removals 2014-2015	% of K-12 Enrollment 2014-2015	% Change in Removals 2012-2013 to 2014-2015
African American	11,001	10,905	11,580	20.7%	5.5%	5.3%
American Indian	417	356	350	0.6%	0.4%	-16.1%
Asian	428	386	404	0.7%	2.3%	-5.6%
Hispanic	7,921	6,710	7,720	13.8%	10.0%	-2.5%
Native Hawaiian	129	100	119	0.2%	0.2%	-7.8%
White	35,789	32,539	32,521	58.0%	78.3%	-9.1%
Multi-Racial	3,009	3,114	3,338	6.0%	3.4%	10.9%
Total	58,694	54,110	56,032	100.0%	100.0%	-4.5%

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 2012-2013 to 2014-2015

	Removals					
Grade Span	2012-2013	2013-2014	2014-2015	% of Removals 2014-2015	% of K-12 Enrollment 2014-2015	% Change in Removals 2012-2013 to 2014-2015
K-2	3,220	3,165	3,224	5.8%	24.0%	0.1%
3-5	5,636	5,655	5,904	10.5%	22.7%	4.8%
6-8	19,695	17,844	17,889	31.9%	22.5%	-9.2%
9-12	30,143	27,446	29,015	51.8%	30.7%	-3.7%
Total	58,694	54,110	56,032	100.0%	100.0%	-4.5%

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 2012-2013 to 2014-2015

Enrollment Category	Removals 2012-2013	Removals 2013-2014	Removals 2014-2015	% of Removals 2014-2015	% of K-12 Enrollment 2014-2015	% Change in Removals 2012-2013 to 2014-2015
< 300	522	605	476	0.8%	1.8%	-8.8%
300 to 599	3,388	3,248	2,686	4.8%	9.7%	-20.7%
600 to 999	4,997	4,254	3,889	6.9%	13.5%	-22.2%
1,000 to 2,499	10,930	9,535	9,316	16.6%	23.7%	-14.8%
2,500 to 7,499	15,245	13,749	16,847	30.1%	19.7%	10.5%
7,500 +	23,612	22,719	22,818	40.7%	31.6%	-3.4%
Total	58,694	54,110	56,032	100%	100.0%	-4.5%

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

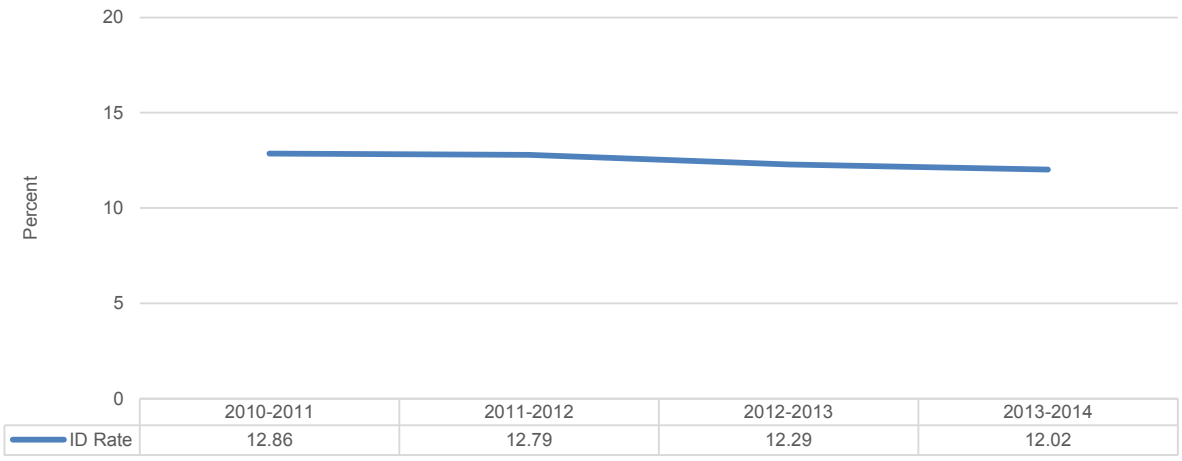
Context of Special Education in Iowa

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 2010-2011 to 2013-2014. From the 2010-2011 school year to the 2013-2014 school year, the rate has decreased by 0.84 percent.

Figure 6-1

Special Education Identification Rate for Students Ages 6-21, 2010-2011 to 2013-2014



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

Placement

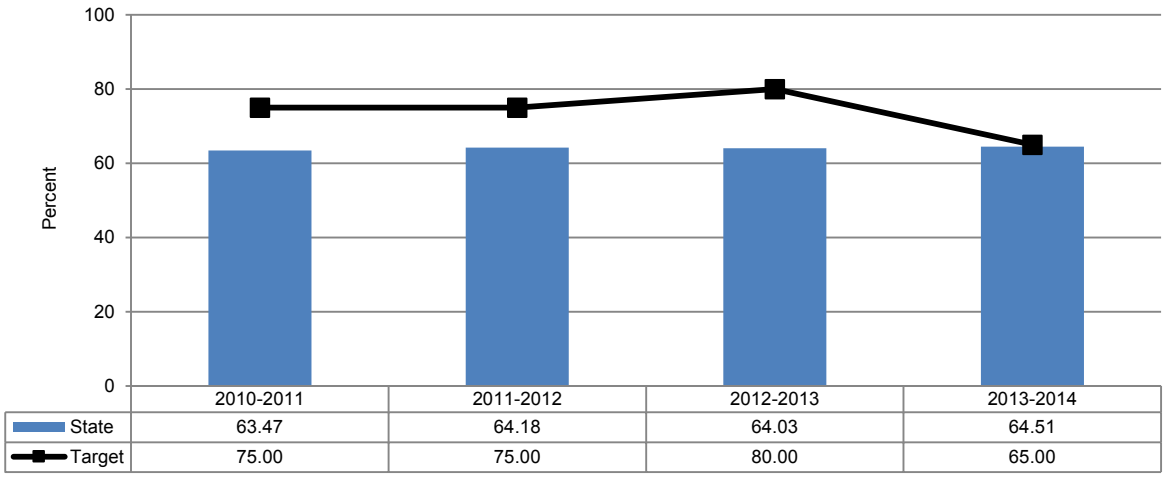
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with 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, or homebound or hospital placements. New targets were set for 2013-2018. In some cases, targets for the prior six year reporting period were deemed to be overly ambitious and were adjusted accordingly. This explains why some targets seem to be moving in the wrong direction between 2012 and 2013.

In 2013-2014, the percentage of students in the regular education classroom for 80 percent or more of the school day was 64.51 percent. This falls short of the state target of 65 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 9.50 percent and 3.00 percent respectively.

Figure 6-2

Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day 2010-2011 to 2013-2014

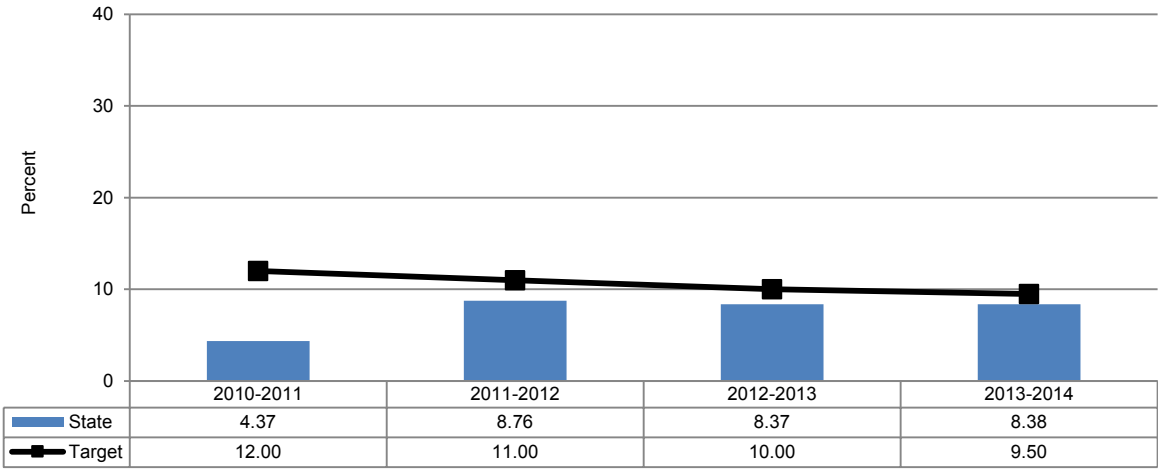


	2010-2011	2011-2012	2012-2013	2013-2014
State	63.47	64.18	64.03	64.51
Target	75.00	75.00	80.00	65.00

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 2010-2011 to 2013-2014

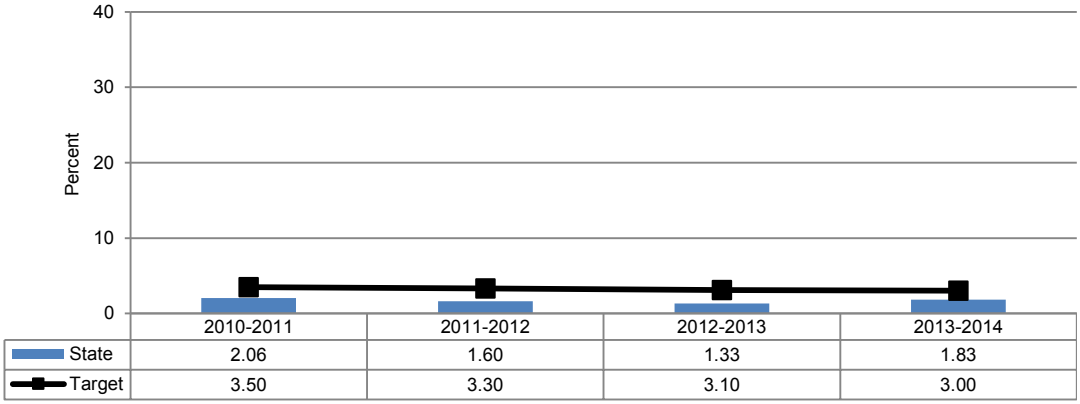


	2010-2011	2011-2012	2012-2013	2013-2014
State	4.37	8.76	8.37	8.38
Target	12.00	11.00	10.00	9.50

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, 2010-2011 to 2013-2014



	2010-2011	2011-2012	2012-2013	2013-2014
State	2.06	1.60	1.33	1.83
Target	3.50	3.30	3.10	3.00

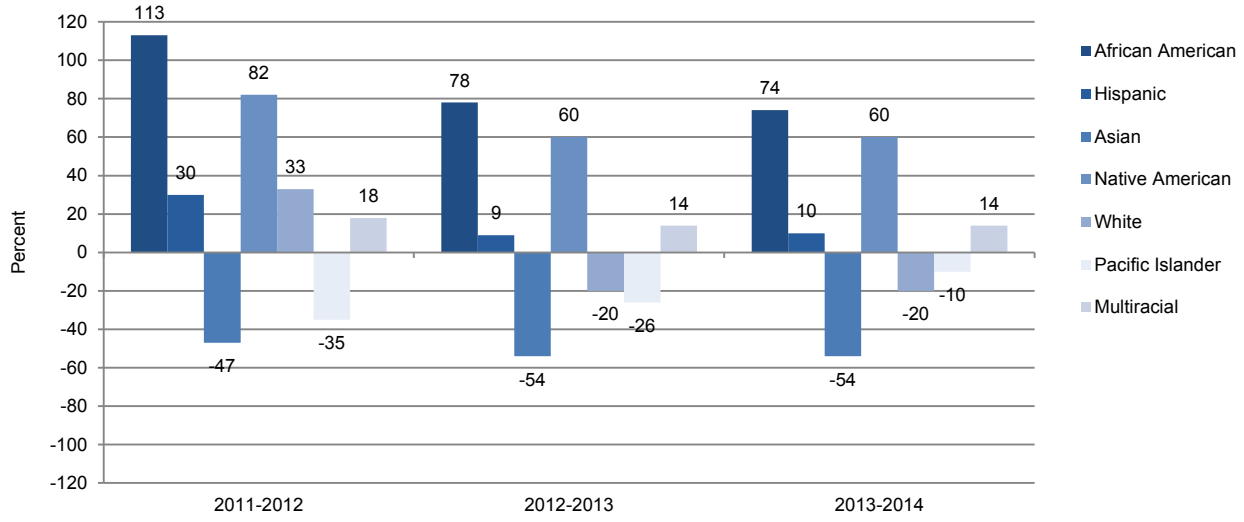
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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 2013, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 74 percent and 60 percent respectively. Asian students had the greatest disproportionality rates of underrepresentation at -54 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 2011-2012 to 2013-2014



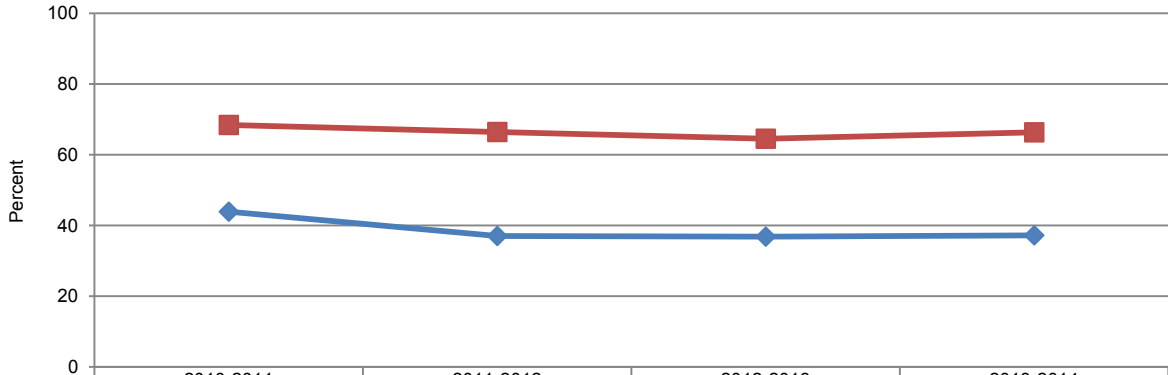
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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 2010, this percentage has decreased by 6.69 percent for children with IEPs and 2.15 percent for children without IEPs. The gap between students with and without disabilities was approximately 24 percent in 2010 and rose to 29 percent by 2013.

Figure 6-6

Percent of Kindergarteners Scoring At or Above Benchmark on DIBELS/DIBELS Next, Initial/First Sounds Fluency 2010-2011 to 2013-2014



	2010-2011	2011-2012	2012-2013	2013-2014
IEP	43.9	37.1	36.9	37.2
No IEP	68.5	66.4	64.6	66.3

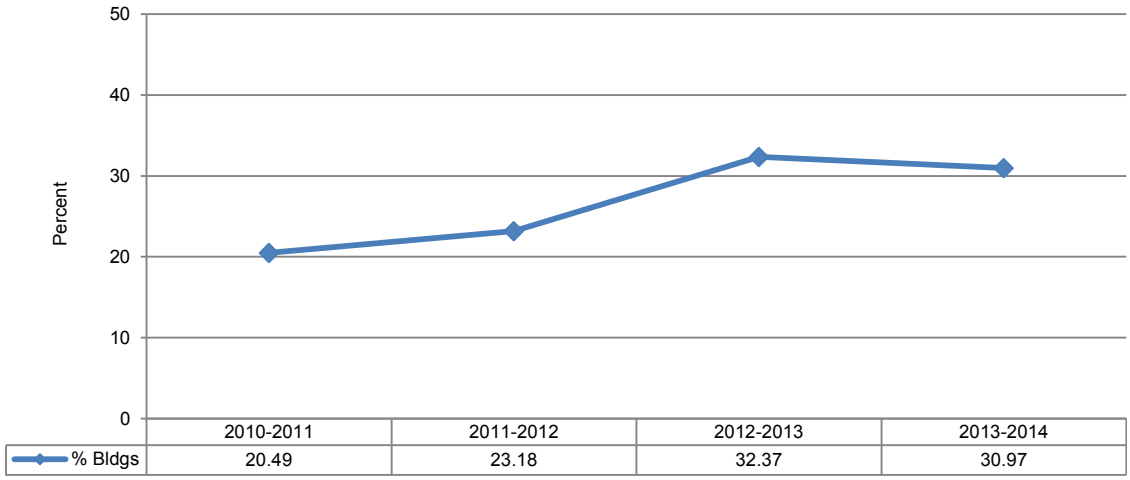
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, Fall Student Files.

Positive Behavioral Interventions and Supports (PBIS)

PBIS are evidence-based interventions that are integrated into the classroom activities and environment to encourage positive behavioral and academic outcomes for all children. The following graph depicts the percentage of public school buildings using PBIS, which has increased by 10.49% since 2010.

Figure 6-7

Percent of Public Buildings That Use Positive Behavioral Interventions and Supports 2010-2011 to 2013-2014



	2010-2011	2011-2012	2012-2013	2013-2014
% Bldgs	20.49	23.18	32.37	30.97

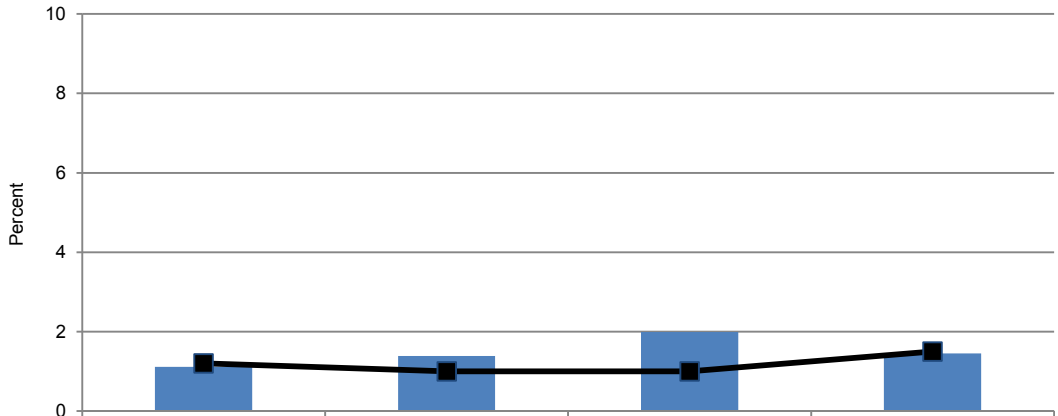
Source: Iowa Department of Education, Bureau of School Improvement, PBIS Files.

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 graph below 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 school years 2010-2011 to 2013-2014. Currently, 1.45 percent of districts have a significant discrepancy, which exceeds the state threshold of 1.50 percent. New targets were set for 2013-2018. In some cases, targets for the prior six year reporting period were deemed to be overly ambitious and were adjusted accordingly. This explains why some targets seem to be moving in the wrong direction between 2012 and 2013. Please note that per federal requirements, discipline data lag one year, which means that data reported for 2013-2014 were collected during the 2012-2013 school year.

Figure 6-8

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2010-2011 to 2013-2014



	2010-2011	2011-2012	2012-2013	2013-2014
State	1.11	1.39	1.99	1.45
Threshold	1.20	1.00	1.00	1.50

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

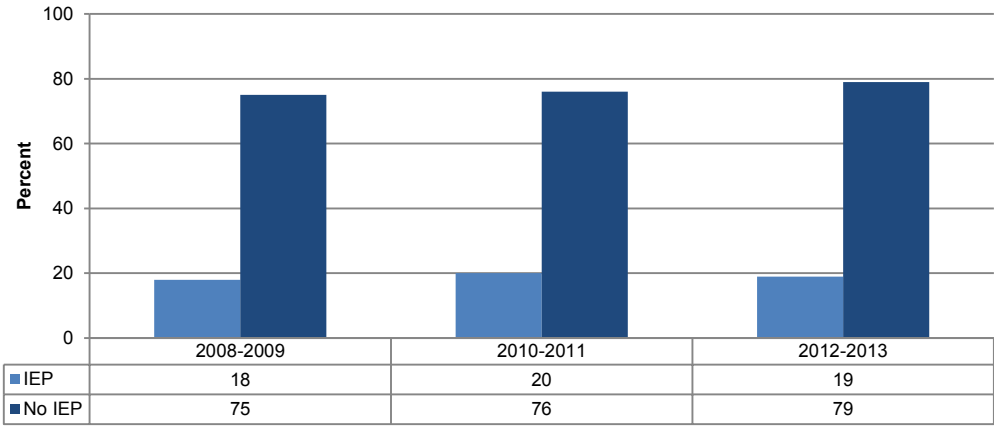
National Assessment of Educational Progress (NAEP)

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

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 the 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

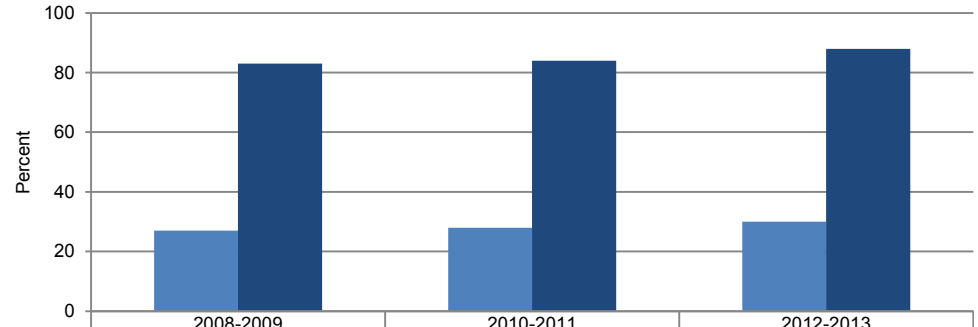


	2008-2009	2010-2011	2012-2013
IEP	18	20	19
No IEP	75	76	79

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



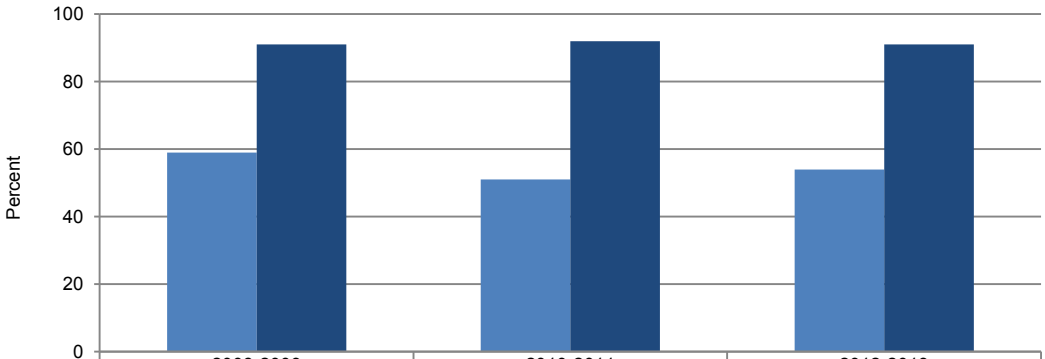
	2008-2009	2010-2011	2012-2013
IEP	27	28	30
No IEP	83	84	88

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 the 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

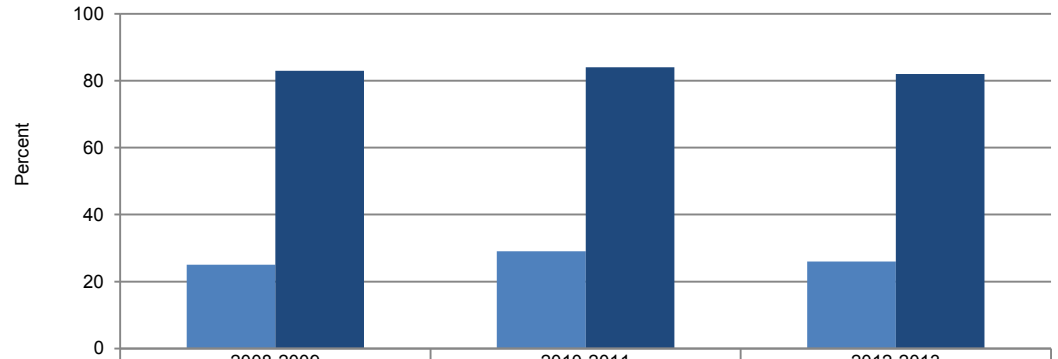


	2008-2009	2010-2011	2012-2013
IEP	59	51	54
No IEP	91	92	91

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



	2008-2009	2010-2011	2012-2013
IEP	25	29	26
No IEP	83	84	82

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

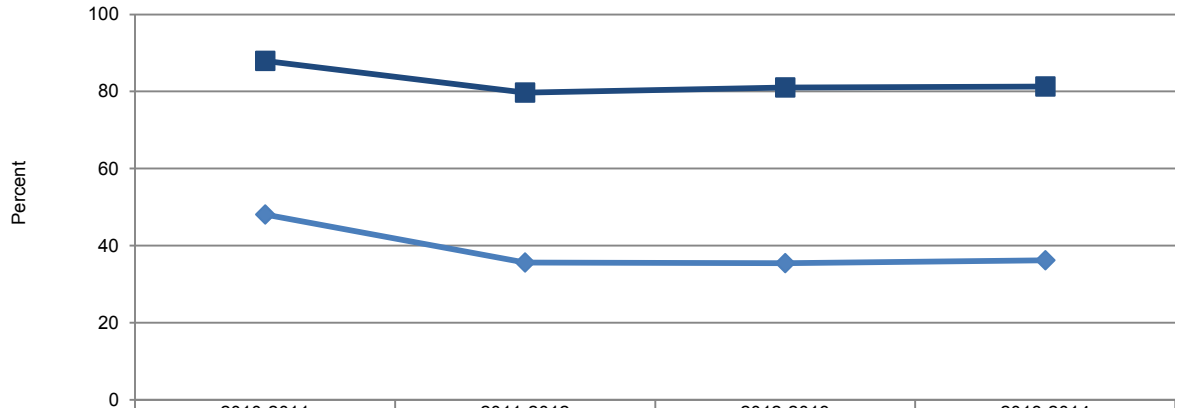
Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED)/ Iowa Assessments

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 2010-2011 to 2013-2014. 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 2011, when the percentage dropped significantly. This drop may be due to implementation of the new Iowa Assessments. In 2010, the gap between students with and without disabilities was 39.8 percent and in 2013 the gap was 45.1 percent.

Figure 6-13

Percent of 4th Grade Students Proficient in Reading on ITBS/Iowa Assessments 2010-2011 to 2013-2014



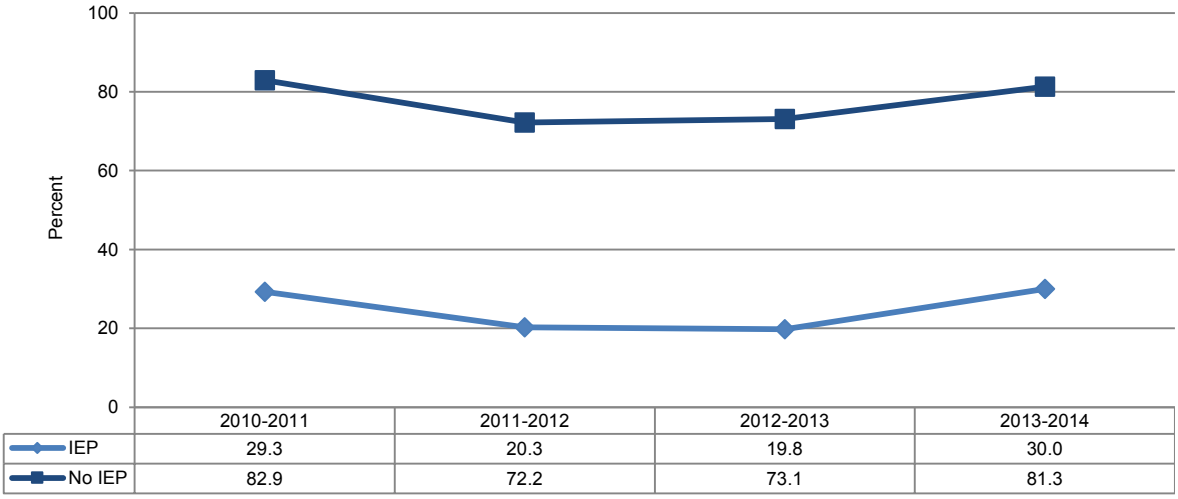
	2010-2011	2011-2012	2012-2013	2013-2014
IEP	48.1	35.6	35.4	36.2
No IEP	87.9	79.7	81.0	81.3

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 2011, when the percentage dropped significantly. This drop may be due to implementation of the new Iowa Assessments. In 2010, the gap between students with and without disabilities was 53.6 percent and in 2013 the gap was 51.3 percent.

Figure 6-14

Percent of 8th Grade Students Proficient in Reading on ITBS/Iowa Assessments
2010-2011 to 2013-2014



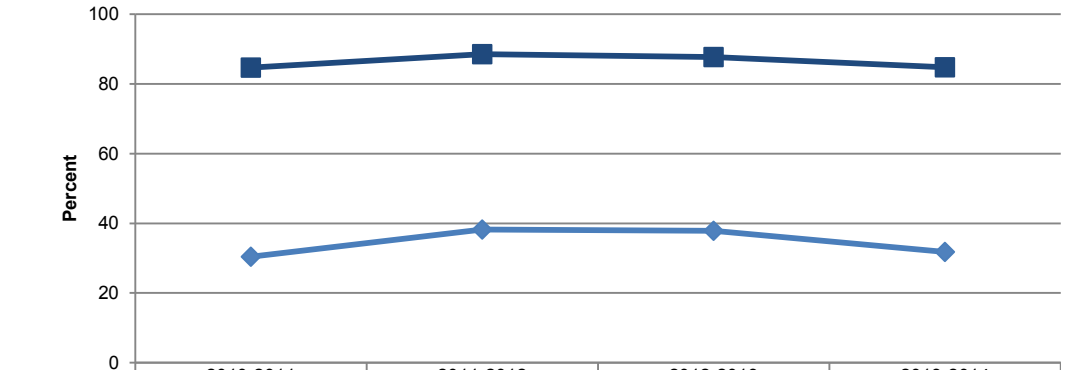
	2010-2011	2011-2012	2012-2013	2013-2014
IEP	29.3	20.3	19.8	30.0
No IEP	82.9	72.2	73.1	81.3

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 2011, when the percentage increased slightly. This increase may be due to implementation of the new Iowa Assessments. In 2010, the gap between students with and without disabilities was 54.3 percent and in 2013 the gap was 53.0 percent.

Figure 6-15

Percent of 11th Grade Students Proficient in Reading on ITED/Iowa Assessments
2010-2011 to 2013-2014



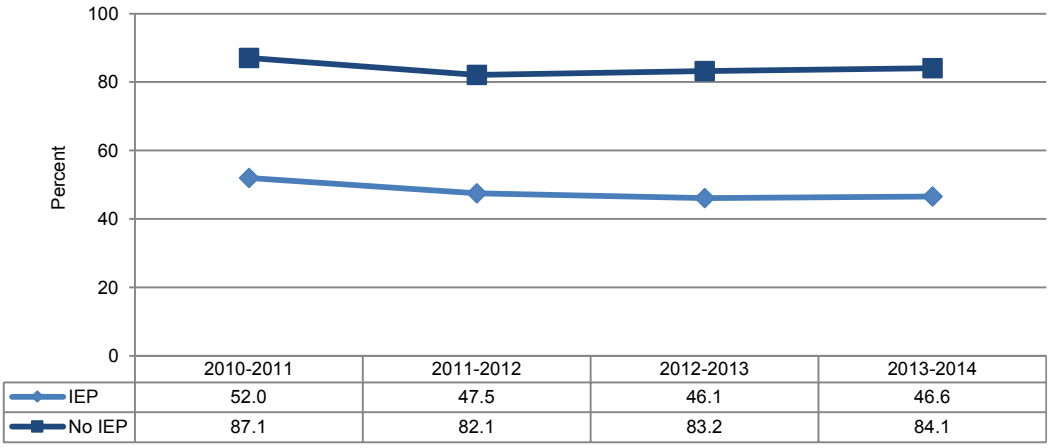
	2010-2011	2011-2012	2012-2013	2013-2014
IEP	30.4	38.2	37.8	31.8
No IEP	84.7	88.5	87.7	84.8

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 2010, the gap between students with and without disabilities was 35.1 percent and in 2013 the gap was 37.5 percent.

Figure 6-16

Percent of 4th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments
2010-2011 to 2013-2014



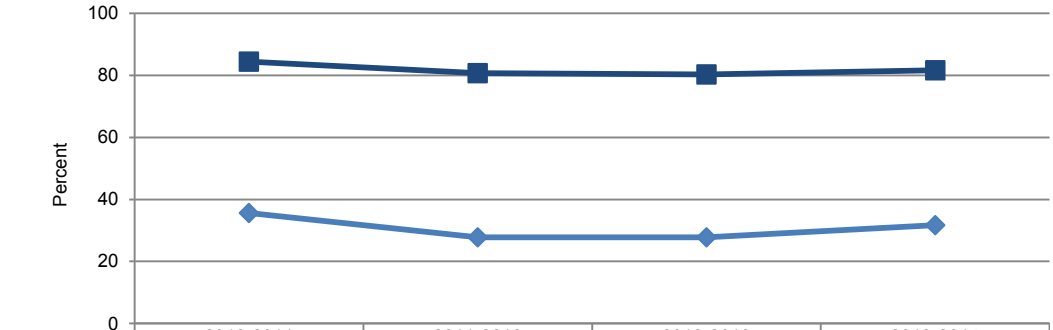
	2010-2011	2011-2012	2012-2013	2013-2014
IEP	52.0	47.5	46.1	46.6
No IEP	87.1	82.1	83.2	84.1

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 2011, when the percentage decreased slightly. This decrease may be due to implementation of the new Iowa Assessments. In 2010, the gap between students with and without disabilities was 48.8 percent and in 2013 the gap was 49.9 percent.

Figure 6-17

Percent of 8th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments
2010-2011 to 2013-2014



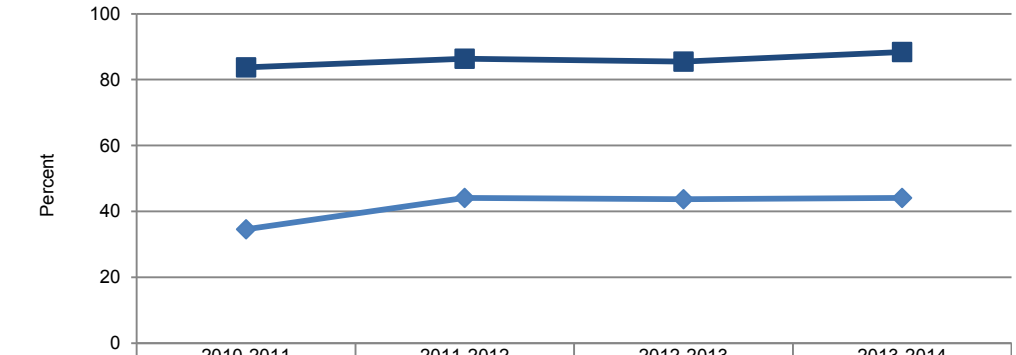
	2010-2011	2011-2012	2012-2013	2013-2014
IEP	35.6	27.8	27.8	31.7
No IEP	84.4	80.7	80.3	81.6

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 2011, when the percentage increased. This increase may be due to implementation of the new Iowa Assessments. In 2010, the gap between students with and without disabilities was 49.1 percent and in 2013 the gap was 44.3 percent.

Figure 6-18

Percent of 11th Grade Students Proficient in Mathematics on ITED/Iowa Assessments
2010-2011 to 2013-2014



	2010-2011	2011-2012	2012-2013	2013-2014
IEP	34.6	44.1	43.7	44.1
No IEP	83.7	86.4	85.5	88.4

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

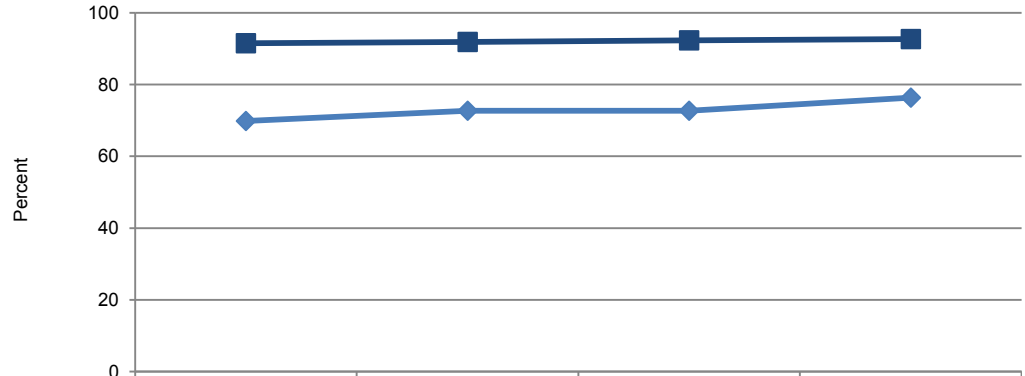
Are Students Leaving School Ready for Life?

Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. In 2013-2014, the graduation rate for students with an IEP was 76.4 percent which is 16.3 percent below the graduate rate for students without IEPs at 92.7 percent. Between the 2010-2011 and 2013-2014 school years, the graduation rate increased by 6.5 percent for students with IEPs.

Figure 6-19

Graduation Rate by Graduating Classes, 2011 to 2014



	2010-2011	2011-2012	2012-2013	2013-2014
IEP	69.9	72.7	72.7	76.4
No IEP	91.5	91.9	92.3	92.7

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, 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 2013-2014 Certified Annual Financial Report from the Iowa Department of Education, the 2015-2016 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 shown little change over the last three years. All three years are higher than the base year in the areas of instruction, transportation, and administration and central services, and lower in maintenance and support services (Table 7-1). However, the percentage of expenditures for instruction has shown a decline since 2011-2012. 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, 2011-2012 to 2013-2014

	2000-2001	2011-2012	2012-2013	2013-2014
Instruction	69.0%	70.8%	70.5%	70.0%
Student Support Services	3.8%	3.2%	3.3%	3.4%
Staff Support Services	4.0%	3.6%	3.6%	3.6%
Administration & Central Services	9.9%	10.2%	10.3%	10.4%
Operations and Maintenance	9.2%	8.2%	8.2%	8.5%
Student Transportation	3.8%	3.9%	4.0%	4.0%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	0.1%	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.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2013-2014

Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	72.2%	70.6%	70.0%	70.2%	69.7%	69.7%	70.0%
Student Support Services	1.6%	2.2%	2.7%	3.0%	4.1%	4.2%	3.4%
Staff Support Services	2.0%	2.8%	3.3%	3.8%	3.5%	4.1%	3.6%
Administration & Central Services	11.6%	11.0%	10.7%	10.3%	10.5%	10.1%	10.4%
Operations & Maintenance	7.3%	8.2%	8.3%	8.7%	8.7%	8.4%	8.5%
Student Transportation	5.2%	5.1%	4.9%	4.1%	3.5%	3.4%	4.0%
Community Services	0.1%	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 over 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 highest for the 2,500-7,499 enrollment category (Table 7-4).

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2011-2012 to 2013-2014

Object Category	Year			
	2000-2001	2011-2012	2012-2013	2013-2014
Salaries	64.0%	61.4%	61.5%	61.2%
Benefits	16.1%	19.4%	19.5%	19.6%
Purchased Services	10.3%	11.6%	11.5%	11.7%
Supplies	6.8%	6.2%	6.2%	6.3%
Property	2.5%	1.3%	1.2%	0.9%
Other Objects	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 2013-2014

Object Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Totals
Salaries	48.8%	58.9%	60.0%	62.3%	63.0%	61.6%	61.2%
Benefits	14.2%	18.0%	19.0%	19.3%	19.7%	21.0%	19.6%
Purchased Services	29.5%	14.7%	12.6%	10.0%	10.3%	11.1%	11.7%
Supplies	6.7%	7.4%	7.2%	7.0%	6.0%	5.4%	6.3%
Property	0.4%	0.7%	1.0%	1.1%	0.9%	0.9%	0.9%
Other Objects	0.4%	0.3%	0.3%	0.3%	0.1%	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 sources, including local property taxes, local income surtaxes, other local sources, 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 remained relatively unchanged over the past three years, while the percent of revenue from federal sources decreased (Table 7-5, Figure 7-1). The largest enrollment category had the highest percent of revenue from state aid and federal sources. The lowest three enrollment categories had the highest percent of revenue from local taxes (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, 2011-2012 to 2013-2014

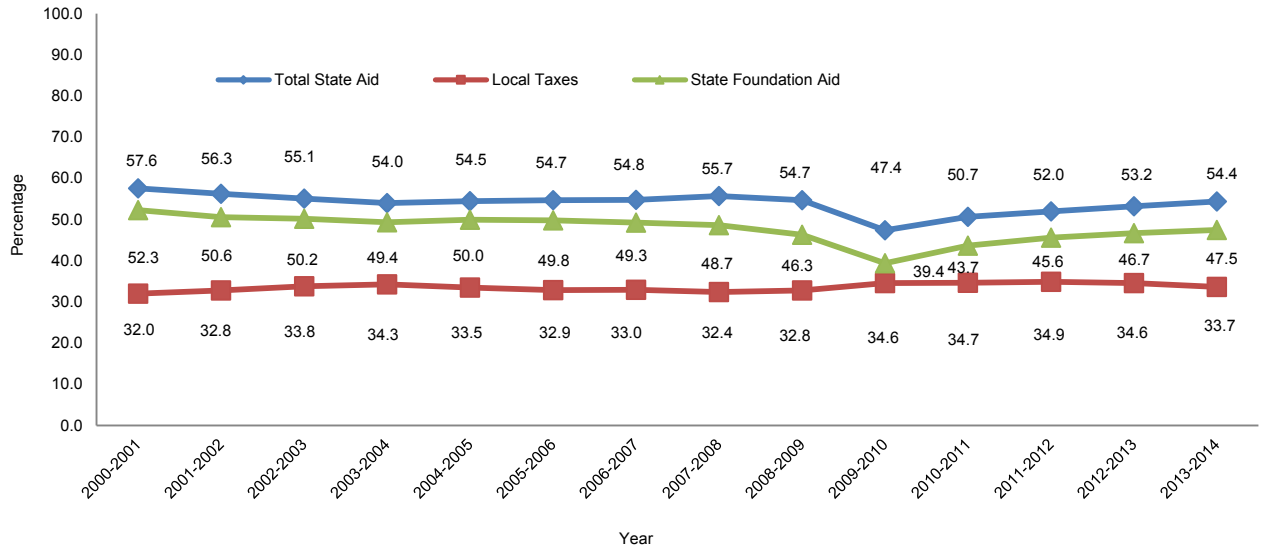
Source of Revenue	Year			
	2000-2001	2011-2012	2012-2013	2013-2014
Local Taxes	32.0%	34.9%	34.6%	33.7%
Interagency	3.9%	5.1%	5.5%	5.6%
Other Local Sources	2.6%	1.9%	1.8%	1.8%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	45.6%	46.7%	47.5%
Other State Sources	5.3%	6.5%	6.6%	6.9%
Federal Sources	3.4%	5.7%	4.7%	4.3%
Other Financing Sources	0.1%	0.5%	0.3%	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 2013-2014



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 2013-2014

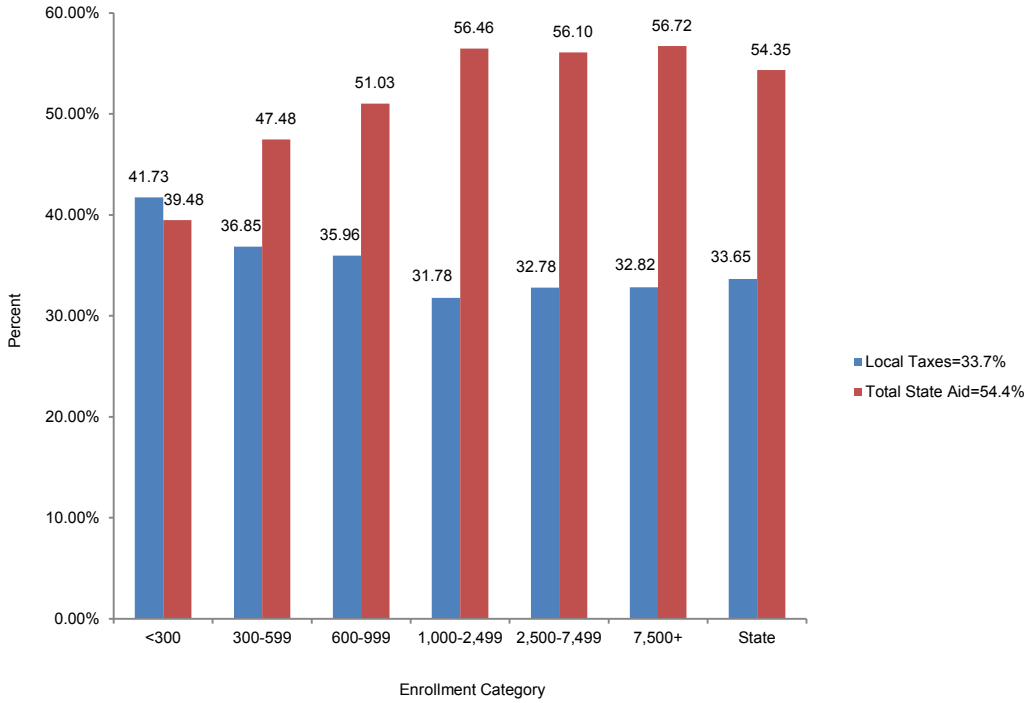
Revenue Service	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State Total
Local Taxes	41.7%	36.8%	36.0%	31.8%	32.8%	32.8%	33.7%
Interagency	13.1%	10.3%	7.5%	6.0%	5.3%	2.5%	5.6%
Other Local Sources	1.6%	1.8%	1.8%	1.6%	1.6%	2.0%	1.8%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	32.6%	40.5%	44.2%	49.6%	49.4%	49.8%	47.5%
Other State Sources	6.8%	6.9%	6.8%	6.9%	6.7%	6.9%	6.9%
Federal Sources	3.5%	3.2%	3.2%	3.8%	4.2%	5.7%	4.3%
Other Financing Sources	0.5%	0.4%	0.4%	0.3%	0.1%	0.3%	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 2013-2014



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

Taxable Valuation

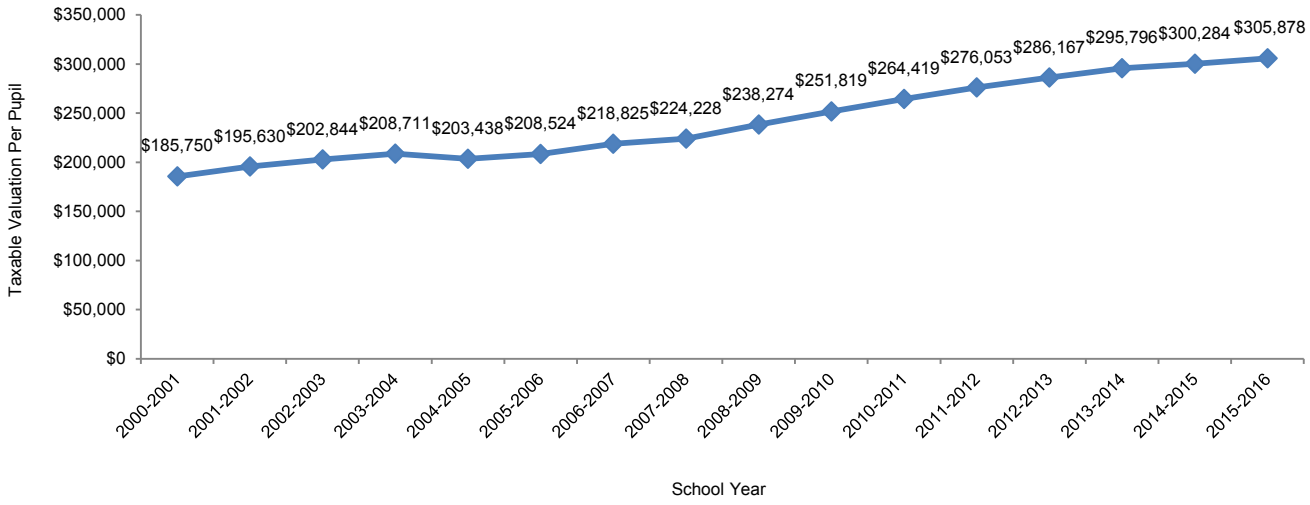
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property 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 2015-2016, 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 600-999 enrollment category had the highest taxable valuation per pupil in 2015-2016.

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 to 2015-2016



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 2015-2016

	2000-2001	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<300	266,463	459,795	498,065	499,721	521,348	518,631
300-599	223,708	340,835	355,859	372,560	395,454	408,575
600-999	201,732	307,665	327,767	341,183	352,214	368,799
1,000-2,499	175,204	257,389	269,549	274,499	283,005	288,317
2,500-7,499	175,250	269,035	277,348	277,003	274,268	278,558
7,500+	174,108	268,604	271,939	266,057	264,585	265,782
State	185,750	276,053	286,167	295,796	300,284	305,878

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 2015-2016

Enrollment Category	Year 2000-2001	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<300 Min	152,131	204,326	209,439	214,107	215,683	233,340
<300 Max	549,020	1,108,654	1,125,249	1,119,423	1,189,526	1,097,341
300-599 Min	92,573	157,120	192,308	196,744	195,930	408,575
300-599 Max	451,583	619,483	694,084	691,226	698,665	744,154
600-999 Min	111,465	153,782	158,181	166,972	175,948	48,696
600-999 Max	409,970	1,099,599	1,127,884	1,119,481	1,183,748	1,227,824
1,000-2,499 Min	93,339	145,572	152,006	163,142	161,716	162,579
1,000-2,499 Max	370,462	718,823	739,468	784,478	805,816	804,376
2,500-7,499 Min	104,148	164,237	176,638	178,661	169,182	169,756
2,500-7,499 Max	313,393	478,826	498,675	515,925	518,582	543,500
7,500+ Min	114,143	149,531	158,144	160,944	156,490	156,727
7,500+ Max	327,747	460,067	446,666	451,945	455,230	446,277
State Min	92,573	145,573	152,006	160,944	156,490	156,727
State Max	549,020	1,108,654	1,127,884	1,119,481	1,189,526	1,227,824

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. 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 28th in the nation in average expenditures per pupil. Indiana, South Dakota, Kansas, Nebraska, 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, 2011-2012 to 2013-2014

Enrollment Category	Year			
	2000-2001	2011-2012	2012-2013	2013-2014
< 300	$5,605	$10,094	$10,118	$10,474
300-599	$5,106	$9,021	$9,276	$9,497
600-999	$4,988	$8,766	$9,005	$9,269
1,000-2,499	$4,881	$8,502	$8,743	$9,149
2,500-7,499	$5,055	$8,605	$8,848	$9,104
7,500 +	$5,461	$9,524	$9,635	$9,820
State	$5,119	$8,948	$9,158	$9,430

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, 2012-2013 and 2013-2014

State/Nation	Year					
	2000-2001		2012-2013		2013-2014	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		10,923		11,355	
Iowa	6,434	34	9,888	26	10,240	28
Illinois	8,293	11	12,927	15	13,372	15
Indiana	7,567	18	8,064	48	8,135	48
Kansas	7,031	23	9,689	32	9,783	32
Michigan	8,127	13	13,686	14	14,621	12
Minnesota	7,320	21	11,632	17	11,929	17
Missouri	6,323	38	10,093	25	10,419	26
Nebraska	6,395	35	9,739	31	9,891	31
North Dakota	4,607	50	8,549	43	8,733	42
Ohio	6,952	25	10,947	20	11,145	20
South Dakota	6,269	39	8,880	37	8,962	38
Wisconsin	8,205	12	11,184	19	11,337	19

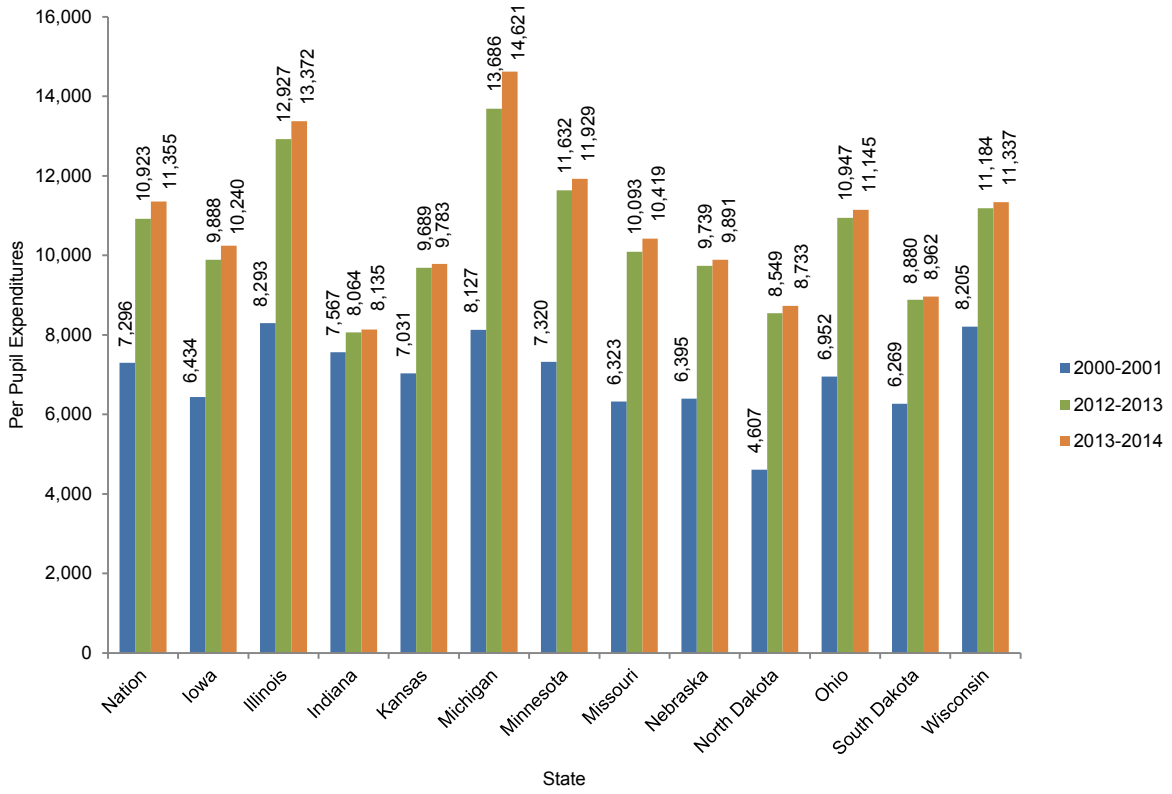
Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2012-2013 reflect adjusted numbers.

2013-2014 numbers are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2012-2013 and 2013-2014



Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2012-2013 numbers have been adjusted.

2013-2014 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 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. In 2009-2010, Teacher Salary Supplement was added as well as Professional Development Supplement.

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 $7.16 billion and initial state aid to school districts was about $2.97 billion or 41.4 percent of the general fund appropriations in the 2015-2016 school year (fiscal year 2016). Initial state aid to school districts and total general fund appropriations increased from 2012-2013 through 2015-2016, although the percent spent on education decreased during that period from 42.6 percent to 41.4 percent.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2015-2016

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
2015-2016	2,971.6	7,175.2	41.4%	Not currently available		
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	6,431.6	41.2
2011-2012	2,629.3	6,010.1	43.7%	2,623.8	6,012.5	43.6
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 2015-2016 are found in Table 7-12.

All school districts levy the general fund property tax. The two largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. Beginning with FY16, allowable uses include the cost of mediation and arbitration. The majority of the school districts in 2015-2016 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 2015-2016, 6.0 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. The highest percentage using this levy is the 1,000 - 2,499 enrollment category, while the smallest and largest enrollment categories are below the state average.

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 2015-2016. The smallest enrollment category had the highest average tax per pupil for all taxes listed, with the exception of the debt services levy. The highest per pupil debt services levy was the 2,500-7,499 enrollment category.

Table 7-12

Property Tax Rates and Number of School Districts with Levies by Enrollment Category 2015-2016

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	38	103	87	75	22	11	336
Number of Districts with General Fund Levy	38	103	87	75	22	11	336
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	9.86177	10.02182	10.17959	11.33279	12.26670	13.43091	11.6741
Number of Districts with Management Fund Levy	31	97	83	75	22	10	318
Percent of Districts with Management Fund Levy	81.6%	94.2%	95.4%	100.0%	100.0%	90.9%	94.6%
Average Management Levy Tax Rate	1.00856	1.00352	0.92731	0.90365	0.74065	0.75127	0.85200
Number of Districts with Regular PPEL Levy	36	100	84	75	21	11	327
Percent of Districts with Regular PPEL Levy	94.7%	97.1%	96.6%	100.0%	95.5%	100.0%	97.3%
Average Regular PPEL Tax Rate	0.32067	0.32940	0.33000	0.32998	0.33000	0.32117	0.32717
Number of Districts with Voter-Approved PPEL Levy	26	74	63	59	20	10	252
Percent of Districts with Voter-Approved PPEL Levy	68.4%	71.8%	72.4%	78.7%	90.9%	90.9%	75.0%
Average Voter-Approved PPEL Tax Rate	0.81665	0.79299	0.81445	0.79819	1.02780	1.04080	0.92561
Number of Districts with PERL Levy	2	7	4	2	3	2	20
Percent of Districts with PERL Levy	5.3%	6.8%	4.6%	2.7%	13.6%	18.2%	6.0%
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	59	47	47	12	4	177
Percent of Districts with Debt Services Levy	21.1%	57.3%	54.0%	62.7%	54.5%	36.4%	52.7%
Average Debt Services Tax Rate	1.81250	1.78997	1.79273	2.23074	2.67305	1.67422	2.08436

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 2015-2016

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	38	103	87	75	22	11	336
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	42,497,827	191,410,783	245,117,319	371,771,682	323,888,623	542,081,936	1,716,768,170
General Fund Income Surtax	3,320,490	13,510,443	18,057,074	27,970,899	11,247,641	15,065,382	89,171,929
Total General Fund Tax	45,818,317	204,921,226	263,174,393	399,742,581	335,136,264	557,147,318	1,805,940,099
Average Total General Fund Tax Per Pupil	5,514	4,384	4,031	3,513	3,536	3,669	3,756
Percent of Districts with Management Fund Levy	81.6%	94.2%	95.4%	100.0%	100.0%	90.9%	94.6%
Management Fund Property Tax	3,593,396,596	17,942,378,554	23,042,913,720	32,804,954,092	26,403,902,851	37,433,433,632	141,220,979,445
Average Management Fund Property Tax Per Pupil	532	410	342	261	206	197	259
Percent of Districts with Regular PPEL Levy	94.7%	97.1%	96.6%	100.0%	95.5%	100.0%	97.3%
Regular PPEL Property Tax	1,328,870	6,387,640	8,080,669	11,759,786	8,959,764	14,092,951	50,609,680
Average Regular PPEL Property Tax Per Pupil	169	140	128	103	98	93	107
Percent of Districts with Voter-Approved PPEL Levy	68.4%	71.8%	72.4%	78.7%	90.9%	90.9%	75.0%

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	2,421,457	11,341,041	13,813,703	21,257,788	27,445,728	43,096,780	119,376,497
Voter-Approved PPEL Income Surtax	334,395	2,631,115	2,694,929	4,752,926	227,326	-	10,640,691
Total Voter-Approved PPEL Tax	2,755,852	13,972,156	16,508,632	26,010,714	27,673,054	43,096,780	130,017,188
Average Total Voter-Approved PPEL Tax Per Pupil	490	416	356	295	320	313	327
Percent of Districts with PERL Levy	5.3%	6.8%	4.6%	2.7%	13.6%	18.2%	6.0%
PERL Property Tax	28,989	191,811	131,435	100,232	521,498	1,426,217	2,400,182
Average PERL Property Tax Per Pupil	66	59	47	32	33	34	36
Percent of Districts with Debt Services Levy	21.1%	57.3%	54.0%	62.7%	54.5%	36.4%	52.7%
Debt Services Property Tax	1,666,683	19,402,790	23,248,059	48,992,091	44,265,498	23,433,800	161,008,921
Average Debt Services Property Tax Per Pupil	857	715	659	665	867	564	698

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 2011-2012 to 2015-2016 are presented in Table 7-14.

Table 7-14

Number and Percent of School Districts with Income Surtaxes, Surtax Per Budget Enrollment, and Average Income Surtax Rates by Enrollment Category 2000-2001 and 2011-2012 to 2015-2016

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2015-2016							
Number of Districts with Surtaxes	26	93	75	66	11	3	274
Percent of Districts with Surtaxes	68.4%	90.3%	86.2%	88.0%	50.0%	27.3%	81.5%
Surtaxes Per Budget Enrollment	456	381	371	335	270	339	343
Average Income Surtax Rate	8.63%	6.91%	6.76%	5.84%	4.39%	4.63%	5.77%
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	93.8%	99.0%	97.7%	95.9%	90.9%	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	97.8%	82.4%	88.5%	85.3%	42.9%	27.3%	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
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 2015-2016 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 2015-2016, 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, decreased in 2014-2015, and increased again in 2015-2016 (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 highest enrollment category had instructional support programs in the current and previous four years. All school districts in the second-highest enrollment category had instructional support programs in 2014-2015 to 2015-2016.

Table 7-15

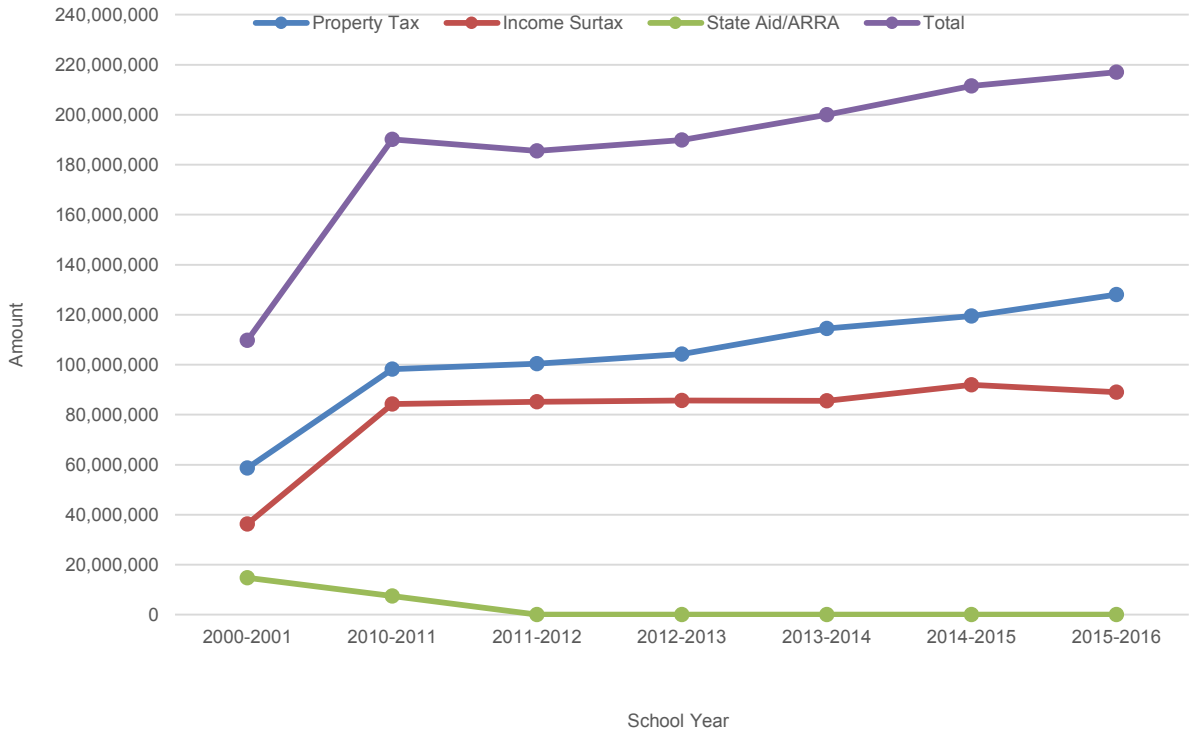
Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2010-2011 to 2015-2016

School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ ARRA	Total
2015-2016	128,016,622	59.0%	89,054,210	41.0%	0	0.0%	217,070,832
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 2015-2016



Source: Iowa Department of Management, Master Budget Files.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2011-2012 to 2015-2016

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2015-2016							
Number of Districts	38	103	87	75	22	11	336
Number of Districts with Instructional Support	37	102	86	71	22	11	329
Percent of Districts with Instructional Support	97.4%	99.0%	98.9%	94.7%	100.0%	100.0%	97.9%
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%
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. In 2015-2016, there was a significant increase in the percent receiving the budget adjustment. The largest enrollment categories had the lowest percent of school districts receiving the budget adjustment in 2015-2016.

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 2011-2012 to 2015-2016

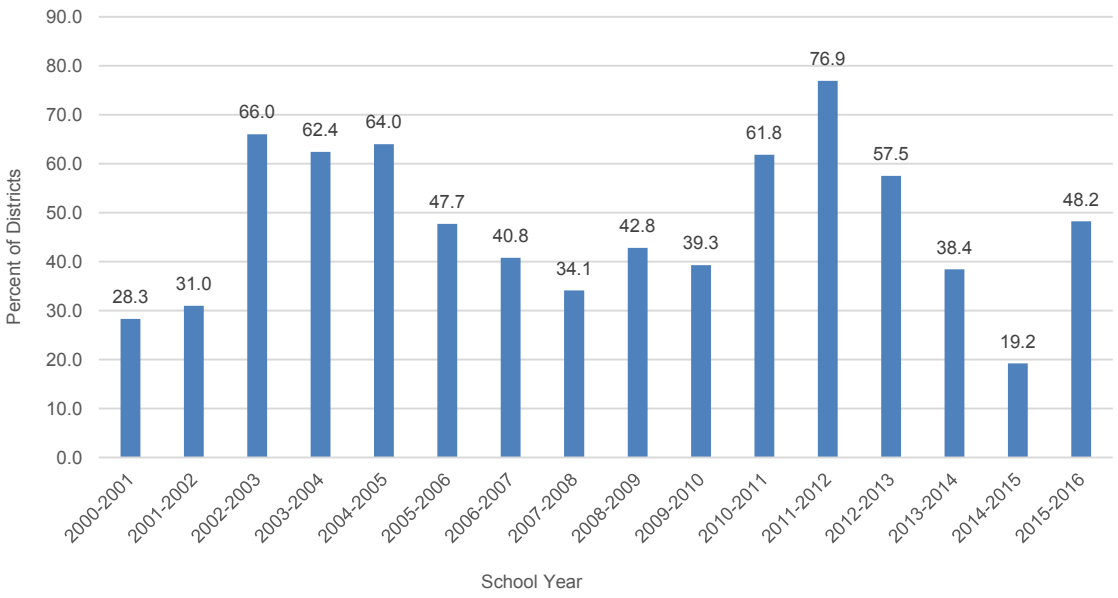
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2015-2016							
Number of Districts	38	103	87	75	22	11	336
Number of Districts w/Adjustment	22	65	37	30	7	1	162
Percent of Districts w/Adjustment	57.9%	63.1%	42.5%	40.0%	31.8%	9.1%	48.2%
Average Per Pupil	278	167	142	94	44	48	109
2014-2015							
Number of Districts	40	103	87	75	22	11	338
Number of Districts w/Guarantee	22	23	15	5	0	0	65
Percent of Districts w/Guarantee	55.0%	22.3%	17.2%	6.7%	0.0%	0.0%	19.2%
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	133
Percent of Districts w/Guarantee	42.2%	51.9%	37.9%	27.6%	95.2%	18.2%	38.4%
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
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 2015-2016



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, 63.2 percent of bond referendums passed, compared to 42.9 percent in 2000-2001.

Table 7-18

Number of School Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 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
2013-2014							
Number Attempted	1	4	5	7	0	2	19
<50 Percent	0	0	3	0	0	0	3
50-59.9 Percent	0	2	1	1	0	0	4
60 Percent +	1	2	1	6	0	2	12
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	2	5	2	1	16
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 2012-2013 to 2013-2014. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2013-2014, 88.6 percent of the voter-approved physical plant and equipment referendums were passed (Table 7-19), compared to 78.4 percent in 2001-2002 and 87.5 percent in 2012-2013.

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, 2012-2013 and 2013-2014

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
2013-2014							
Number Attempted	5	5	17	10	5	2	44
<50 Percent	0	0	3	2	0	0	5
50 Percent +	5	5	14	8	5	2	39
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
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 2015-2016 are approximately $435 million for 336 school districts in all 99 counties (Table 7-20).

Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure 2000-2001, 2011-2012 to 2015-2016

	2000-2001	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	348	348	346	338	336
Resident Budget Enrollment in those Counties	171,150.6	473,493.4	473,504.2	478,920.9	480,771.9	483,450.9
Estimated Revenues	$122,683,313	$356,483,791	$408,955,193	$386,260,230	$418,228,165	$435,270,155
Percent of Counties Participating	15.2%	100.0%	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%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Department of Revenue, Local Option Tax Information for Local Government.

Total Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2014-2015, and 2015-2016 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. Teacher Leadership was added beginning 2015-2016, as part of a three-year phase in.

Table 7-21

Iowa Elementary and Secondary Budget Detail 2000-2001, 2014-2015 and 2015-2016

	2000-2001		2014-2015		2015-2016	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,059,835,956	56.7	3,110,044,986	56.4
Guarantee Amount	6,629,840	0.2	3,171,867	0.1	16,348,198	0.3
Supplementary Weights	21,887,590	0.7	75,606,605	1.4	81,456,124	1.5
Special Education	278,121,047	8.5	398,884,393	7.4	398,740,307	7.2
Teacher Salary	-	0.0	263,020,527	4.9	267,782,051	4.9
Professional Development	-	0.0	29,809,229	0.6	30,343,926	0.6
Early Intervention	-	0.0	32,436,162	0.6	33,020,033	0.6
Teacher Leadership					50,158,157	0.9
AEA Special Education Support & Adj	107,245,598	3.3	153,068,854	2.8	155,413,249	2.8
AEA Media	19,184,863	0.6	26,684,725	0.5	27,158,939	0.5
AEA Ed Services	21,167,941	0.6	29,494,394	0.5	30,018,537	0.5
AEA Sharing	-	0.0	60,002	0.0	60,002	0.0
AEA Teacher Salary	-	0.0	14,794,199	0.3	15,043,905	0.3
AEA Professional Development	-	0.0	1,730,480	0.0	1,759,386	0.0
Dropout SBRC	40,504,621	1.2	103,483,729	1.9	106,984,986	1.9
Other SBRC	664,690	<0.1	0	0.0	0	0.0
Enrollment Audit Adjustment	(695,392)	0.0	-209,905	0.0	214,554	0.0
AEA Prorated Budget Reduction	-	0.0	-22,500,000	-0.4	-22,500,000	-0.4
Preschool	-	0.0	69,955,725	1.3	73,282,654	1.3
Instructional Support	109,749,562	3.4	211,456,061	3.9	217,070,832	3.9
Educational Improvement	317,837	<0.1	702,943	0.0	667,737	0.0
Property Tax Replacement Payment	-	0.0	25,445,360	0.5	836,862	0.0
Management	47,005,258	1.4	147,221,151	2.7	120,320,752	2.2
Physical Plant & Equipment	80,703,751	2.5	157,963,762	2.9	180,626,870	3.3
67.5 Cent Schoolhouse	668,203	<0.1	0	0.0	0	0.0
Playground and Library	1,592,530	<0.1	2,415,459	0.0	2,433,581	0.0
Debt Service	99,375,793	3.0	162,368,318	3.0	162,597,162	3.0
Est. Miscellaneous State Categorical	147,121,263	4.5	65,391,351	1.2	108,998,371	2.0
Estimated Misc. Federal	104,000,000	3.2	380,485,658	7.1	341,554,069	6.2
Total	3,260,918,574	100.0	5,392,777,005	100.0	5,510,436,230	100.0

Source: Iowa Department of Education Budget files.