

The Annual
**Condition of
Education**
Report

Iowa Department
of Education



2016

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 powerful tools in education. At both the state level and in local communities, education data guide efforts to identify areas for growth, map out goals and next steps, and gauge progress.

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.

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 success in high school and beyond.

Sincerely,

A handwritten signature in black ink that reads "Ryan M. Wise". The signature is written in a cursive, flowing style.

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

I am proud to present the 27th edition of the Annual Condition of Education Report. This report includes a rich set of information to evaluate the current status of the education system in Iowa. Data in the report provide important information about our students, teachers and our schools from multiple perspectives. It includes information such as demographic characteristics of our students, assessment results, college readiness measures, course-taking patterns and school finance as only a few examples. Please take the time to review the information in this report. Below are highlights from the 2016 Annual Condition of Education Report.

Enrollment

- The number of students in Iowa's public school districts continues to climb. After a 17 year decline, public school districts have seen a fifth year of increased enrollment.
- Minority students make up 22.6 percent of the student body. The number of minority students in Iowa's public schools continues to increase and is at an all-time high (108,345).
- The percentage of students eligible for free-or-reduced priced lunch increased slightly in the 2015-16 school year.
- The percent of students who are English language learners (ELL) stayed the same from the prior year. In the 2015-16 school year, 5.7 percent of students were reported as ELL. This is up from 2.3 percent of ELL students in 2000-01.

Iowa Educators

- Iowa's average regular teacher salary increased 2.0 percent to \$54,221 in the 2015-16 school year.
- Iowa's average teacher salary increased to 23rd in the national rankings and remains sixth when compared to Midwest states.
- The number of full-time teachers in public schools remained about the same between 2014-15 (34,725) and 2015-16 (34,727). The number of teachers in 2015-16 is greater than from 2000-01 (33,610).

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.
- Proficiency rates in grades 4, 8 and 11 show mixed results between the 2013-15 and 2014-16 biennium.
- Fourth grade Iowa Assessment results in reading stayed the same while mathematics proficiency percentages decreased between the 2013-15 and 2014-16 biennium.
- There was an increase in eighth grade Iowa Assessment proficiency results in reading while mathematics stayed the same from the 2013-15 and 2014-16 biennium.
- There was a decrease in eleventh grade Iowa Assessment proficiency results in reading while mathematics stayed the same from the 2013-15 and 2014-16 biennium.
- The percent of students taking key courses shows an increased trend upward for the class of 2016.
- 45.3 percent of students took a higher-level mathematics course, 71.0 percent took chemistry and 30.7 percent took physics for the class of 2016. This is compared to the class of 2015 in which 41.3

percent of students took a higher-level mathematics course, 67.4 percent took chemistry and 28.8 percent took physics.

- Iowa continues to have one of the top graduation rates nationally. The four-year cohort graduation rate for the class of 2015 was 90.8 percent which is an increase from 89.7 percent for the class of 2013.
- 68.0 percent of Iowa students in the class of 2016 took the ACT compared to 67.0 percent for the class of 2015. The national percentage of students taking the ACT continues to also increase and was 64 percent in 2016 compared to 59 percent for the class of 2015.
- There was a decrease in the composite ACT score for the class of 2016 (22.1) compared to the class of 2015 (22.2).
- Among states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite (22.2) score ranked second nationally.
- The number of students taking AP courses and total AP enrollment continues to rise. In the 2015-16 school year, 16,369 students took 24,756 AP courses. At the same time, the percent of school districts offering AP courses has decreased. 51.3 percent of districts had AP courses taken in the 2015-16 school year which is down from 58.2 percent in 2006-07.
- The number of Iowa Advanced Placement (AP) test takers and exams saw a significant increase in 2015-16. In 2015-16, 19,790 AP exams were taken by Iowa students compared to 18,568 in 2014-15. There was also an increase in the total number of AP test takers (12,439) in 2015-16 compared to the prior year (11,642). 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 decrease in the overall expenditures in technology in the 2014-15 (\$73.9 million) school year in Iowa districts compared to the 2013-14 school year (\$78.3 million). After many years of increased technology expenditures, this is the second year of decrease in technology expenditures.
- There is an increase in the percent (76.2) of Iowa schools equipped with 100 MB or more of bandwidth in 2015-16. This shows significant growth in school connectivity over the past few years.

Sincerely,



Jay Pennington, Chief
Bureau of Information and Analysis

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Enrollment

The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter, 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), 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 2015-2016 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 2015-2016 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 27.5 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 2015-2016 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 2015-2016, the percent of students eligible for free or reduced lunch increased 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 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 in 2005-2006. For 2015-2016, the percentage was reduced to 11.6 (Table 1-8).

The percent of minority students in public and nonpublic schools continued to increase in 2015-2016 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students at 38.8 percent while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11).

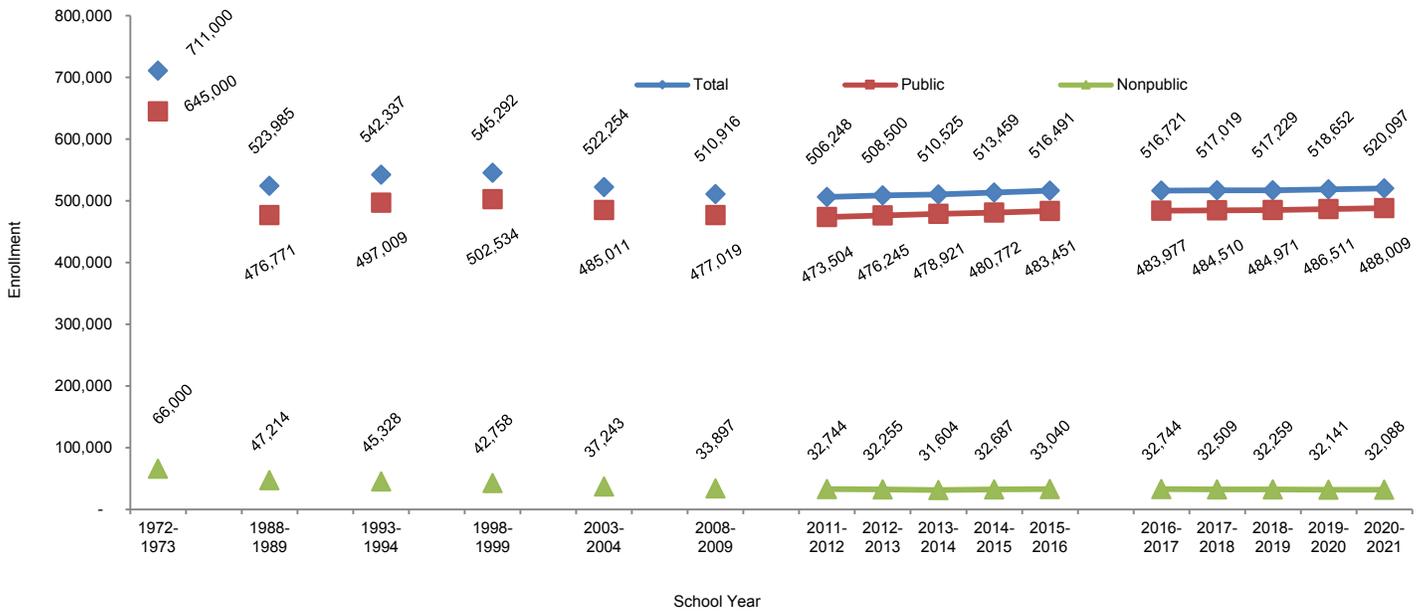
The percent of English Language Learner (ELL) students in public schools remained the same as the previous year in 2015-2016, while the number of ELL students in nonpublic schools increased (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student 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 are collected by the Iowa Department of Education through a directed certified system. The number and percent of migrant students in the 2015-2016 school year are displayed in Table 1-14.

Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments 1972-1973, 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009, 2011-2012 to 2015-2016 and Projected Enrollments 2016-2017 to 2020-2021



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2014-2015 to 2015-2016 and Projected Enrollments 2016-2017 to 2020-2021 by Grade							
Grade	Certified Enrollment		Projected Certified Enrollment				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	40,046	39,355	38,642	38,861	39,243	39,805	39,692
1	37,563	36,510	36,115	35,460	35,662	36,013	36,528
2	37,547	37,717	36,563	36,167	35,512	35,714	36,065
3	36,913	37,682	37,816	36,659	36,262	35,605	35,808
4	36,217	37,178	37,835	37,970	36,809	36,410	35,750
5	35,848	36,467	37,345	38,005	38,141	36,974	36,574
6	35,975	36,091	36,725	37,609	38,274	38,410	37,236
7	35,841	36,505	36,483	37,124	38,017	38,689	38,827
8	35,991	36,127	36,709	36,687	37,332	38,230	38,906
9	37,570	37,288	37,141	37,740	37,718	38,380	39,304
10	36,780	37,413	36,934	36,789	37,382	37,360	38,016
11	35,971	36,271	36,737	36,266	36,124	36,707	36,685
12	36,299	36,645	37,004	37,480	37,000	36,855	37,449
PKIEP	2,211	2,204	1,928	1,691	1,495	1,358	1,169
State	480,772	483,451	483,977	484,510	484,971	486,511	488,009

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 2014-2015 to 2015-2016 and Projected Enrollments 2016-2017 to 2020-2021 by Grade							
Grade	Enrollment			Projected Enrollment			
	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
K	3,169	3,287	3,126	3,144	3,174	3,220	3,211
1	3,067	3,077	3,099	2,947	2,964	2,993	3,036
2	3,136	3,053	3,033	3,055	2,905	2,922	2,951
3	3,094	3,136	3,027	3,008	3,029	2,881	2,897
4	2,972	3,077	3,091	2,983	2,964	2,986	2,839
5	2,903	2,908	3,009	3,022	2,917	2,898	2,919
6	2,698	2,775	2,762	2,858	2,871	2,771	2,753
7	2,344	2,260	2,370	2,359	2,441	2,452	2,366
8	2,346	2,275	2,213	2,320	2,310	2,390	2,401
9	1,774	1,786	1,701	1,655	1,735	1,727	1,787
10	1,733	1,835	1,750	1,666	1,621	1,700	1,692
11	1,727	1,799	1,812	1,727	1,645	1,600	1,678
12	1,724	1,772	1,752	1,764	1,682	1,602	1,559
State	32,687	33,040	32,744	32,509	32,259	32,141	32,088

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

Note: Figures may not total due to rounding.

K-12 Enrollments by District Size Category

Table 1-3

Enrollment Category	2000-2001				2014-2015				2015-2016			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	40	11.8	8,493	1.8	40	11.9	8,873	1.8
300-599	116	31.0	52,162	10.6	103	30.5	46,746	9.7	101	30.1	46,037	9.5
600-999	104	27.8	78,916	16.0	87	25.7	65,111	13.5	85	25.3	63,362	13.1
1,000-2,499	83	22.2	126,118	25.5	75	22.2	113,777	23.7	77	22.9	116,020	24.0
2,500-7,499	24	6.4	96,410	19.5	22	6.5	94,788	19.7	22	6.5	95,647	19.8
7,500+	9	2.4	132,509	26.8	11	3.3	151,857	31.6	11	3.3	153,512	31.8
State	374	100.0	494,291	100.0	338	100.0	480,772	100.0	336	100.0	483,451	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 2015-2016							
AEA	Public Schools		Nonpublic Schools		Total		
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
Keystone	28,667	5.9	4,274	12.9	32,941	6.4	
AEA 267	62,482	12.9	3,223	9.8	65,705	12.7	
Prairie Lakes	30,218	6.3	2,195	6.6	32,413	6.3	
Mississippi Bend	47,186	9.8	3,139	9.5	50,325	9.7	
Grant Wood	68,610	14.2	4,637	14.0	73,247	14.2	
Heartland	133,982	27.7	8,128	24.6	142,110	27.5	
Northwest	39,296	8.1	5,286	16.0	44,582	8.6	
Green Hills	37,928	7.8	1,009	3.1	38,937	7.5	
Great Prairie	35,081	7.3	1,149	3.5	36,230	7.0	
State	483,451	100	33,040	100.0	516,491	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, 2005-2006, 2010-2011 to 2015-2016			
	% 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
2005-2006	4.8	23,155	483,105
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
2015-2016	6.3	30,463	483,451

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, 2014-2015 and 2015-2016

		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
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
2015-2016	Total # Districts	40	101	85	77	22	11	336
	# Students	8,873	46,037	63,362	116,020	95,647	153,512	483,451
	# Students Open In	1,190.1	6,796.0	5,498.6	8,465.3	5,938.2	2,574.8	30,463.0
	# Students Open Out	1,900.8	5,038.2	5,151.8	6,068.1	5,536.6	6,767.5	30,463.0
	Net Gains/Losses	-710.7	1,757.8	346.8	2,397.2	401.6	-4,192.7	
	# Districts wt Gains	13	47	40	45	11	0	156
	# Districts wt Losses	27	53	45	32	11	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.

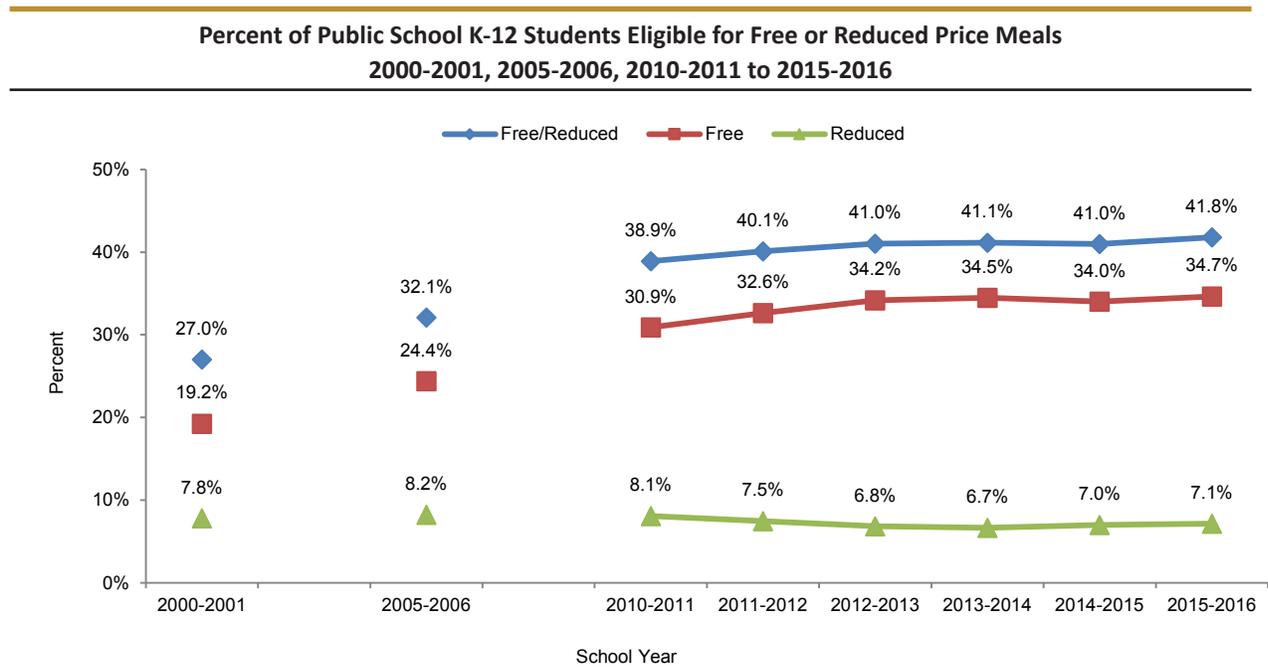
Notes: wt indicates with.

Figures may not total due to rounding.

Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2



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

Table 1-7

**K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category
2000-2001, 2014-2015 and 2015-2016**

Enrollment Category	2000-2001			2014-2015			2015-2016		
	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	6,990	3,297	47.2	7,256	3,414	47.1
300-599	50,933	13,511	26.5	48,490	17,355	35.8	47,726	17,002	35.6
600-999	77,327	17,966	23.2	65,263	23,773	36.4	63,694	22,944	36.0
1,000-2,499	122,830	29,876	24.3	115,166	43,977	38.2	117,598	44,589	37.9
2,500-7,499	93,322	21,433	23.0	94,833	33,606	35.4	95,600	34,513	36.1
7,500+	125,804	43,874	34.9	146,680	73,809	50.3	148,188	78,198	52.8
State	476,927	128,916	27.0	477,422	195,817	41.0	480,062	200,660	41.8

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, 2005-2006, 2010-2011 to 2015-2016			
School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2005-2006	13.3	64,350	483,105
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
2015-2016	11.6	56,039	483,451

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, 2014-2015 and 2015-2016							
Race/Ethnicity Group	2000-2001		2014-2015		2015-2016		
	N	%	N	%	N	%	
All Minority	46,250	9.7	104,052	21.8	108,345	22.6	
African American	18,510	3.9	26,275	5.5	27,361	5.7	
American Indian	2,447	0.5	1,896	0.4	1,835	0.4	
Asian	8,274	1.7	11,080	2.3	11,450	2.4	
Native Hawaiian/Pacific Islander	-		927	0.2	1,032	0.2	
Two or More Races	-		16,143	3.4	17,128	3.6	
Hispanic	17,019	3.6	47,731	10.0	49,539	10.3	
White	430,677	90.3	373,370	78.2	371,717	77.4	
Total	476,927	100.0	477,422	100.0	480,062	100.0	

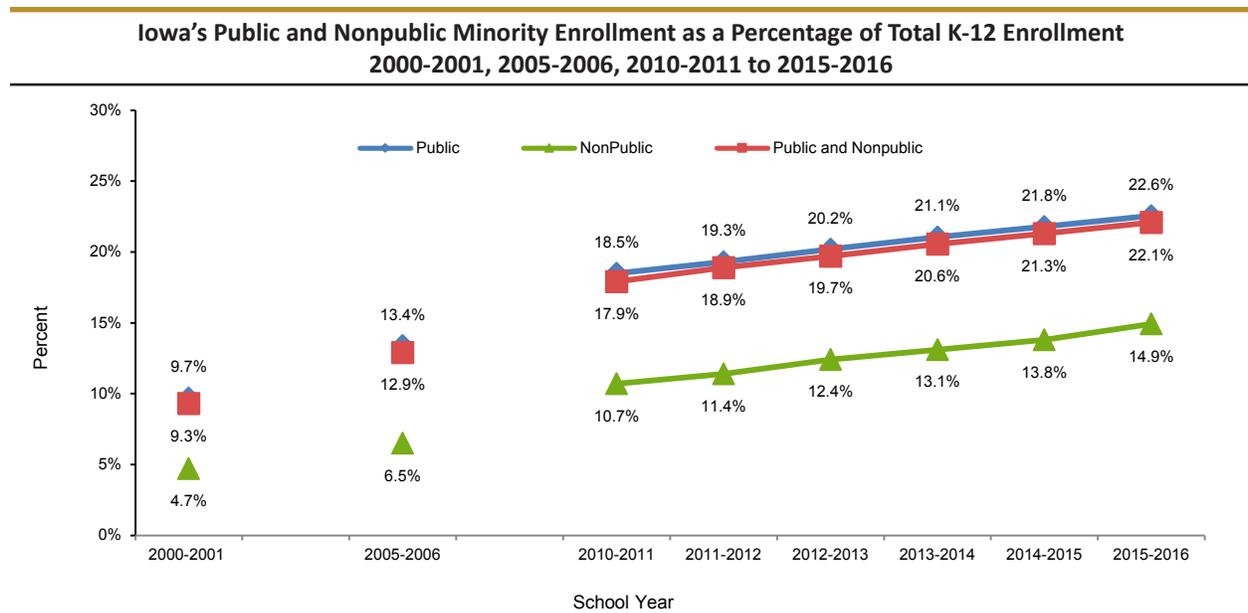
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and Student Reporting in Iowa.

Table 1-10

Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2014-2015 and 2015-2016						
Race/Ethnicity Group	2000-2001		2014-2015		2015-2016	
	N	%	N	%	N	%
All Minority	1,946	4.7	4,522	13.8	4,929	14.9
African American	492	1.2	712	2.2	739	2.2
American Indian	70	0.2	62	0.2	44	0.1
Asian	563	1.4	850	2.6	945	2.9
Native Hawaiian/Pacific Islander	-	-	79	0.2	64	0.2
Two or More Races	-	-	596	1.8	659	2.0
Hispanic	821	2.0	2,223	6.8	2,478	7.5
White	39,118	95.3	28,165	86.2	28,111	85.1
Total	41,064	100.0	32,687	100.00	33,040	100.0

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

Figure 1-3



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, 2014-2015 and 2015-2016**

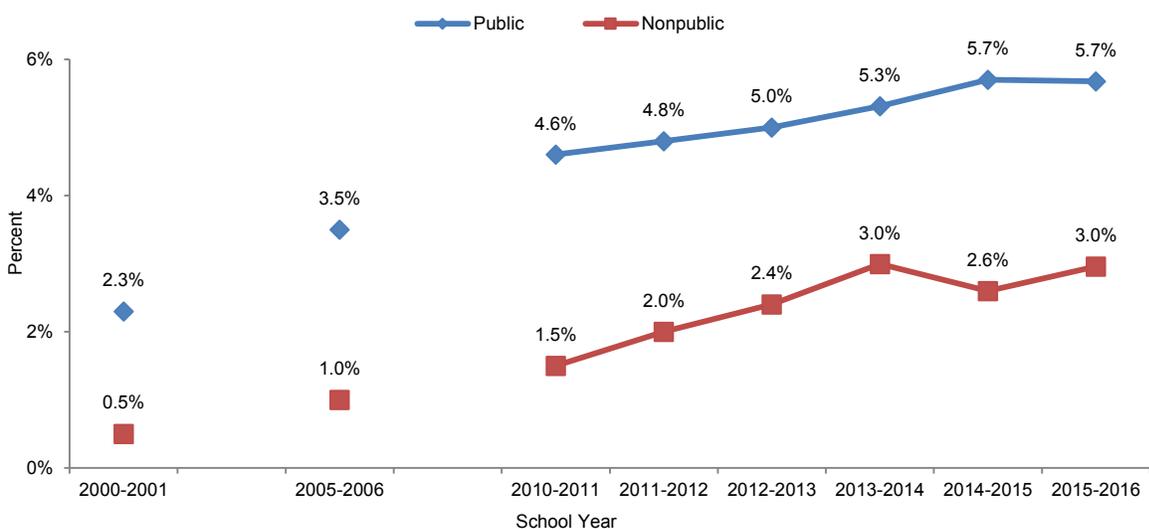
Enrollment Category	2000-2001	2014-2015	2015-2016
<300	1.5	7.3	8.3
300-599	2.4	7.4	7.7
600-999	2.6	10.0	10.3
1,000-2,499	5.9	15.2	15.7
2,500-7,499	9.0	21.8	22.6
7,500+	21.7	37.7	38.8
State	9.7	21.8	22.6

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, 2010-2011 to 2015-2016**



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, 2014-2015 and 2015-2016**

Language	2000-2001	2014-2015	2015-2016
Spanish; Castilian	7,014	18,719	18,312
Karen languages		677	825
Arabic	81	759	763
Vietnamese	766	895	699
Bosnian	363	685	592
Burmese		374	512
Swahili		376	403
Somali		386	375
Chinese	80	412	349
Nepali		235	300
Marshallese		243	297
French		185	250
Lao	409	310	244
Nilo-Saharan (Other)		111	244
Russian	65	169	142
German	153	150	133
Pohnpeian		118	129
Rundi		160	115
Dinka		136	105
Hmong		118	105
Germanic (Other)		96	88
Creoles and pidgins, English based (Other)		139	81
Tigrinya		62	75
Telugu		86	73
Tagalog		76	65
Oromo			61
Urdu		73	61
Hindi		63	60
Korean	76	67	60
Portuguese			56
Kinyarwanda			55
Albanian		51	54
Kru languages			52
Chuukese		56	50
Other	2,257	1,744	2,433
TOTAL	11,264	27,731	28,218

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, 2014-2015 and 2015-2016**

Enrollment Category	2000-2001		2014-2015		2015-2016	
	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL
<300	8,176	23	8,493	59	7,256	72
300-599	52,162	237	46,746	247	47,726	292
600-999	78,916	530	65,111	1,326	63,694	1,396
1,000-2,499	126,118	1,848	113,777	3,783	117,598	3,933
2,500-7,499	96,410	1,348	94,788	2,965	95,600	3,286
7,500+	132,509	4,165	151,857	10,154	148,188	10,778
State	494,291	8,151	480,772	18,534	480,062	19,757

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 2015-2016, Unduplicated Enrollment of Fall, Winter, and Spring

	% Migrant Students	# Migrant Students	K-12 Enrollment
2015-2016	0.24	1,153	488,818

Source: Iowa Department of Education, Migrant Direct Certified Table and Student Reporting in Iowa (SRI) 2015-2016, Fall, Winter, and Spring files.

Note: K-12 migrant students and enrollments are the unduplicated counts between October 1, 2015, and September 30, 2016.

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 2015-2016 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 past three school years and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. About 98 percent of school districts offered preschool during the 2015-2016 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 in 2015-2016 than in 2014-2015.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2013-2014 to 2015-2016			
Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
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
2015-2016			
<300	40	38	95.0
300-599	101	97	96.0
600-999	85	83	97.6
1,000-2,499	77	77	100.0
2,500-7,499	22	22	100.0
7,500+	11	11	100.0
State	336	328	97.6

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 2014-2015 and 2015-2016				
Enrollment Category	2014-2015		2015-2016	
	N	%	N	%
<300	750	2.6	772	2.7
300-599	3,518	12.2	3,536	12.2
600-999	4,153	14.4	4,081	14.1
1,000-2,499	7,093	24.5	7,337	25.3
2,500-7,499	5,223	18.1	5,259	18.1
7,500+	8,177	28.3	8,016	27.6
State	28,914	100.0	29,001	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 2014-2015 and 2015-2016				
Subgroup	2014-2015		2015-2016	
	N	%	N	%
All Minority	6,021	20.8	6,056	20.9
African American	1,390	4.8	1,392	4.8
American Indian	96	0.3	81	0.3
Asian	693	2.4	771	2.7
Native Hawaiian/Pacific Islander	56	0.2	52	0.2
Two or More Races	978	3.4	1,036	3.6
Hispanic	2,808	9.7	2,724	9.4
White	22,893	79.2	22,945	79.1
PELL	558	1.9	470	1.6
Free/Reduced Meal	7,764	26.9	7,392	25.5
Male	15,018	51.9	15,104	52.1
Female	13,896	48.1	13,897	47.9
Total	28,914	100.0	29,001	100.0

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

Note: PELL - Potential English Language Learner.

Statewide Voluntary Preschool Program for Four-Year-Old Children

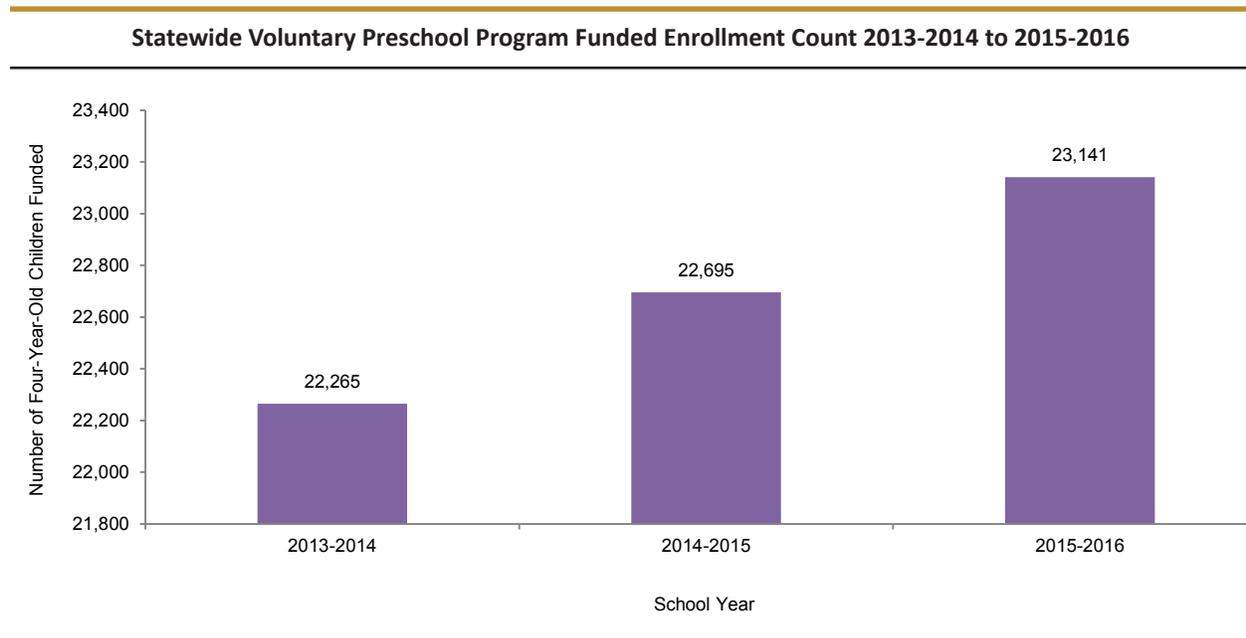
The Statewide Voluntary Preschool Program (SWVPP) for Four-Year-Old Children was established May 10, 2007, with signing of House File 877. The SWVPP legislation provides an opportunity for all four-year-old children in Iowa to enter school ready to learn by expanding access to research-based preschool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

Table 2-4 shows the number of districts that provide the SWVPP, number of students funded, and the total number of students participating in the program. These districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the student count. A primary reason that the number of districts participating has varied has been due to the merging of school districts. The same table and Figure 2-1 represents the number of four-year-old children funded from 2013-2014 to 2015-2016. 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, 2013-2014 to 2015-2016			
	2013-2014	2014-2015	2015-2016
Number of Districts Participated	319	318	322
Number of Students Funded	22,265	22,695	23,141
Number of Students Served	24,167	24,256	24,734

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

Figure 2-1

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 in SWVPP has increased since 2014-2015. 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 language learning needs during 2015-2016 was 1.6 percent (Table 2-3). Overall, the number of students funded and served in SWVPP increased in 2015-2016. The number of four year olds served increased, while the numbers of three- and five-year-old children served in SWVPP decreased from 2014-2015.

Table 2-5

SWVPP Students Served by Age and IEP Status 2014-2015 and 2015-2016

	2014-2015				2015-2016			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	267	569	71	907	278	641	57	976
IEP Support Services	12	260	4	276	16	282	4	302
Regular Education	350	22,590	133	23,073	325	22,987	144	23,456
Total Served	629	23,419	208	24,256	619	23,910	205	24,734

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 2014-2015 and 2015-2016								
	2014-2015							
	Age 3	%	Age 4	%	Age 5	%	All	%
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%
PELL	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%
2015-2016								
All Students Served	619		23,910		205		24,734	
All Minority	124	20.0%	4,980	20.8%	27	13.2%	5,131	20.7%
African American	24	3.9%	1,110	4.6%	5	2.4%	1,139	4.6%
American Indian	1	0.2%	72	0.3%	2	1.0%	75	0.3%
Asian	15	2.4%	617	2.6%	1	0.5%	633	2.6%
Native Hawaiian/ Pacific Islander	1	0.2%	47	0.2%	0	0.0%	48	0.2%
Two or More Races	35	5.7%	845	3.5%	6	2.9%	886	3.6%
Hispanic	48	7.8%	2,289	9.6%	13	6.3%	2,350	9.5%
White	495	80.0%	18,930	79.2%	178	86.8%	19,603	79.3%
PELL	6	1.0%	426	1.8%	3	1.5%	435	1.8%
Free/Reduced Meal	168	27.1%	5,523	23.1%	51	24.9%	5,742	23.2%
Female	242	39.1%	11,745	49.1%	65	31.7%	12,052	48.7%
Male	377	60.9%	12,165	50.9%	140	68.3%	12,682	51.3%

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

Notes: SWVPP - Statewide Voluntary Preschool Program.

PELL - Potential English Language Learner.

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 2015-2016 offered all day, every day kindergarten.

School districts in Iowa are required by Iowa Administrative Code (IAC) 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 279.68; however, a district may administer an assessment that is not on the list as long as it addresses technical adequacy. In the fall of 2015, as shown in Table 2-8, the majority of buildings used the earlyReading composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Composite provides an estimate of broad early literacy skills during the fall screening window, typically within the first six weeks of school. FAST assessments administered 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 visually 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 visually presented upper and lowercase letters). In comparison to the previous year, a greater percentage of buildings are using FAST with an overall lower percentage of missing data statewide.

Table 2-9 displays the number and percent of public school kindergarten students by each type of kindergarten literacy assessment taken during the fall of 2015-2016.

Table 2-10 lists the number of students assessed and the number at or above benchmark by assessment during the fall 2015-2016 screening window. Note that this percentage proficient, or above benchmark is likely to be somewhat different during the winter and spring windows as the assessment complexity and student's skills each increase. The percent of students at or above benchmark categorized by a fall screening tool, ranged from 64.4 percent to 86.6 percent.

Table 2-7

Iowa Public School Kindergarten Program Type 2015-2016			
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	101	99	98.0%
600-999	85	83	97.6%
1,000-2,499	77	74	96.1%
2,500-7,499	22	20	90.9%
7,500+	11	10	90.9%
State	336	324	96.4%

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

Table 2-8

**Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered
2015-2016**

Assessment	Number	Percent
AIMS Web Letter Names	9	1.44%
AIMS Web Letter Sounds	2	0.32%
FAST Kindergarten Composite	603	96.63%
STAR Early Literacy	7	1.12%
Texas Primary Reading Inventory	3	0.48%
Total Buildings with Assessment Data	624	

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; percentages do not total 100 percent.

Table 2-9

**Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken
2015-2016**

Assessment	Number	Percent
AIMS Web Letter Names	373	0.99%
AIMS Web Letter Sounds	253	0.67%
FAST Kindergarten Composite	36,566	97.21%
STAR Early Literacy	361	0.96%
Texas Primary Reading Inventory	62	0.16%
Total Students Assessed	37,615	

Source: Iowa Department of Education, Bureau of School Improvement, Iowa TIER Data System.

Note: Data are based on the school-selected default assessment administered.

Table 2-10

Number and Percent of Public School Kindergarten Students Proficient by Kindergarten Literacy Assessment Taken, 2015-2016			
Assessment	Number of Students	Number Proficient	Percent Proficient
AIMS Web Letter Names	373	263	70.51%
AIMS Web Letter Sounds	253	219	86.56%
FAST Kindergarten Composite	36,566	23,542	64.38%
STAR Early Literacy	361	272	75.35%
Texas Primary Reading Inventory	62	44	70.97%
Total Students	37,615	24,340	64.71%

Source: Iowa Department of Education, Bureau of School Improvement, Iowa TIER Data System.

Note: Data are based on the school-selected default assessment administered.

Preschool Attendance (Parent Report)

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. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. 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. 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 Report), 2013-2014 to 2015-2016						
	2013-2014		2014-2015		2015-2016	
	Number	Percent	Number	Percent	Number	Percent
Kindergarten Students Who Attended Preschool	24,904	61.2%	25,737	64.4%	26,145	66.6%
Kindergarten Students Who did not Attend Preschool	15,768	38.8%	14,210	35.6%	13,092	33.4%
Total Kindergarten Students	40,672	100.0%	39,947	100.0%	39,237	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, professional school 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 professional school 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 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 2015-2016 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 2015-2016 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 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 2015-2016, 4.0 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 2015-2016, 26.9 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in Iowa were female in 2015-2016. The salary for male teachers was 5.0 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 2015-2016 was 2.3 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, 6.2 percent of teachers were eligible to retire in 2015-2016 (Table 3-9).

In 2015-2016, average total salary for full-time public school teachers was 4.1 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 2.0 percent between 2014-2015 and 2015-2016. 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 2014-2015, Iowa ranked 23rd in the nation and 6th among Midwest States for average salary (Table 3-13).

In 2015-2016, the average number of assignments held by grades 9-12 teachers was 2.5. Over half (59.82 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 2015-2016 was 14.1. The pupil-teacher ratio by enrollment category ranged from 10.6 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 1.5 percent between 2014-2015 and 2015-2016 (Table 3-19).

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2014-2015 and 2015-2016							
Characteristics	Public			Nonpublic			
	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016	
Average Age	42.2	41.0	40.9	40.3	42.2	42.0	
Percent Female	70.5%	75.1%	75.1%	80.3%	82.3%	82.5%	
Percent Minority	1.8%	2.2%	2.3%	0.9%	2.4%	2.5%	
Percent Advanced Degree	27.0%	32.7%	32.9%	13.1%	15.8%	15.4%	
Average Total Experience	15.1	13.7	13.5	12.3	14.8	14.6	
Average District/AEA Experience	11.9	10.4	10.3	8.8	11.1	10.9	
Total Number of Teachers	33,610	34,725	34,727	2,437	2,143	2,054	

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

Note: Total number of teachers includes AEA teachers. There were about 5,000 full-time teachers in 2014-2015 and 2015-2016 that reported having administrative or support positions, as well as teaching positions.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2014-2015 and 2015-2016							
Characteristics	Public			Nonpublic			
	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016	
Average Age	28.5	27.9	27.6	28.5	26.1	27.3	
Percent Female	71.6%	75.7%	76.9%	83.5%	85.2%	78.1%	
Percent Minority	2.8%	2.9%	4.3%	1.5%	2.3%	4.8%	
Percent Advanced Degree	5.9%	10.7%	10.7%	2.9%	5.5%	5.7%	
Total Number of Teachers	1,660	1,711	1,400	206	128	105	

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, 2014-2015 and 2015-2016									
Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
	2000- 2001	2014- 2015	2015- 2016	2000- 2001	2014- 2015	2015- 2016	2000- 2001	2014- 2015	2015- 2016
<300	42	45	36	642	720	700	6.5%	6.3%	5.1%
300-599	281	191	135	3,970	3,895	3,764	7.1%	4.9%	3.6%
600-999	270	220	172	5,553	4,992	4,841	4.9%	4.4%	3.6%
1,000-2,499	358	346	280	8,532	8,329	8,420	4.2%	4.2%	3.3%
2,500-7,499	306	277	268	6,096	6,353	6,440	5.0%	4.4%	4.2%
7,500+	382	625	506	8,393	10,144	10,269	4.6%	6.2%	4.9%
AEA	21	7	3	424	292	293	5.0%	2.4%	1.0%
State	1,660	1,711	1,400	33,610	34,725	34,727	4.9%	4.9%	4.0%

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, 2015-2016							
Enrollment Category	Number of Full- Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	700	41.1	77.7%	1.7%	13.3%	13.2	10.0
300-599	3,764	41.5	72.9%	1.1%	18.6%	14.2	11.0
600-999	4,841	41.3	73.3%	1.2%	20.1%	14.3	11.0
1,000-2,499	8,420	41.2	74.4%	1.5%	29.2%	14.4	10.7
2,500-7,499	6,440	40.3	76.4%	2.0%	40.8%	13.0	9.8
7,500+	10,269	40.3	75.8%	4.1%	42.9%	12.5	9.8
AEA	293	46.4	88.4%	2.0%	52.2%	17.8	11.9
State	34,727	40.8	75.1%	2.3%	32.9%	13.5	10.3

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, 2015-2016									
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	2,161	6.2%	40.8	74.8%	1.1%	35.6%	13.8	11.7	
AEA 267	4,720	13.6%	41.1	74.4%	2.5%	25.8%	13.6	10.5	
Prairie Lakes	2,264	6.5%	41.7	74.9%	1.3%	22.2%	14.7	10.9	
Mississippi Bend	3,408	9.8%	40.6	75.6%	3.9%	30.2%	13.1	10.2	
Grant Wood	4,618	13.3%	40.7	73.9%	2.6%	42.2%	13.5	10.3	
Heartland	9,333	26.9%	39.8	75.4%	2.5%	36.9%	12.7	9.2	
Northwest	2,798	8.1%	42.1	74.4%	2.3%	35.6%	15.0	11.8	
Green Hills	2,864	8.2%	41.5	74.9%	1.5%	27.3%	13.9	10.4	
Great Prairie	2,561	7.4%	42.3	77.4%	1.4%	28.1%	13.8	11.3	
State	34,727	100.0%	41.0	75.1%	2.3%	33.0%	13.5	10.3	

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, 2015-2016			
Characteristics	Female	Male	
Average Age	40.8	40.9	
Percent Minority	2.2%	2.8%	
Percent Advanced Degree	33.1%	32.2%	
Average Total Experience	13.4	14.0	
Average District/AEA Experience	10.3	10.4	
Average Total Salary	\$55,754	\$58,485	
Number of Teachers	26,064	8,663	

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, 2015-2016**

Characteristics	Non-Minority	Minority
Average Age	40.8	40.9
Percent Female	75.2%	70.0%
Percent Advanced Degree	32.8%	34.3%
Average Total Experience	13.6	11.1
Average District/AEA Experience	10.4	8.7
Average Total Salary	\$56,450	\$55,805
Number of Teachers	33,925	802

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 2015-2016**

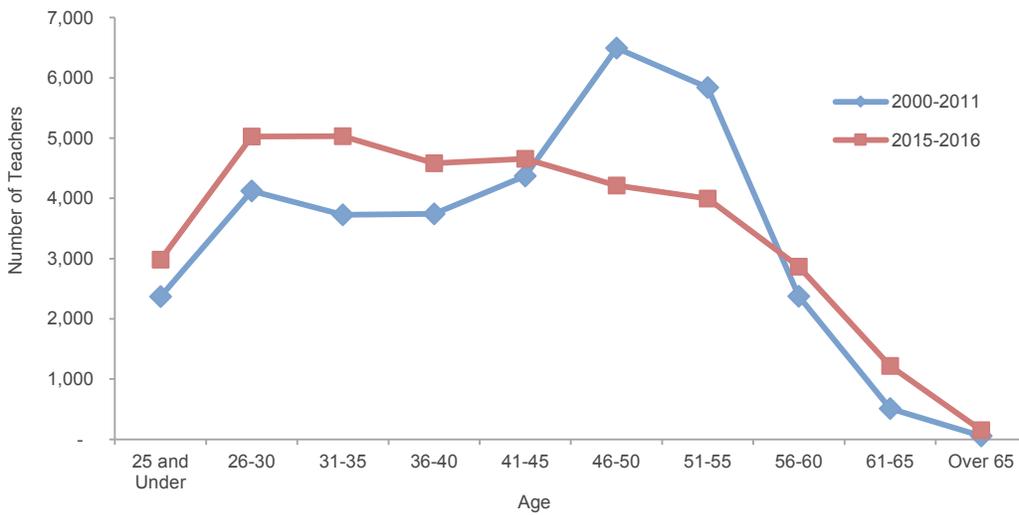
Age Interval	2000-2001				2015-2016			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	2,982	2,982	8.6%	8.6%
26-30	4,123	6,492	12.3%	19.3%	5,027	8,009	14.5%	23.1%
31-35	3,730	10,222	11.1%	30.4%	5,032	13,041	14.5%	37.6%
36-40	3,745	13,967	11.1%	41.6%	4,582	17,623	13.2%	50.7%
41-45	4,370	18,337	13.0%	54.6%	4,655	22,278	13.4%	64.2%
46-50	6,497	24,834	19.3%	73.9%	4,216	26,494	12.1%	76.3%
51-55	5,838	30,672	17.4%	91.3%	3,997	30,491	11.5%	87.8%
56-60	2,373	33,045	7.1%	98.3%	2,866	33,357	8.3%	96.1%
61-65	510	33,555	1.5%	99.8%	1,218	34,575	3.5%	99.6%
Over 65	55	33,610	0.2%	100.0%	152	34,727	0.4%	100.0%

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

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2015-2016



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 2015-2016

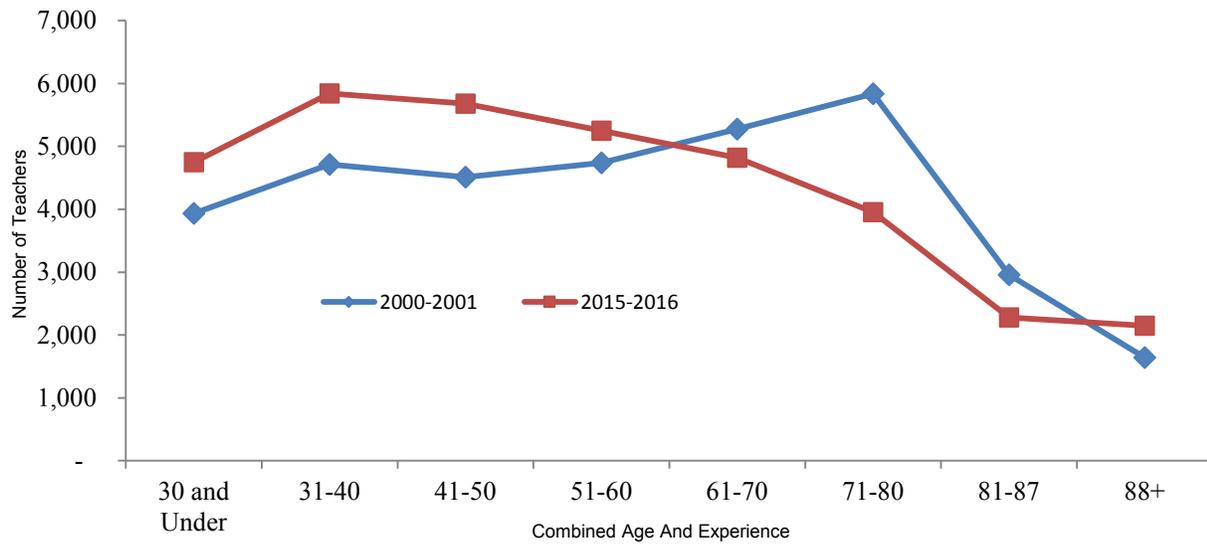
Combined Age and Experience Interval	2000-2001				2015-2016			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,750	4,750	13.7%	13.7%
31-40	4,711	8,647	14.0%	25.7%	5,844	10,594	16.8%	30.5%
41-50	4,512	13,159	13.4%	39.2%	5,679	16,273	16.4%	46.9%
51-60	4,739	17,898	14.1%	53.3%	5,252	21,525	15.1%	62.0%
61-70	5,274	23,172	15.7%	68.9%	4,821	26,346	13.9%	75.9%
71-80	5,839	29,011	17.4%	86.3%	3,955	30,301	11.4%	87.3%
81-87	2,958	31,969	8.8%	95.1%	2,277	32,578	6.6%	93.8%
88+	1,641	33,610	4.9%	100.0%	2,149	34,727	6.2%	100.0%

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

Note: Includes AEA teachers.

Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2015-2016



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, 2014-2015 and 2015-2016

	2000-2001	2014-2015	2015-2016
Average Regular Salary	N/A	\$53,293	\$54,221
Average Total Salary	\$36,479	\$55,356	\$56,449
Difference	N/A	\$2,063	\$2,229
Percent Total Salary Greater Than Regular Salary	N/A	3.9%	4.1%

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

Notes: Includes AEA teachers.

Approximately 5,000 full-time public school staff with teaching positions in 2014-2015 and 2015-2016 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, 2014-2015 and 2015-2016						
Enrollment Category	Average Total Salary			Percent Salary Change		
	2000-2001	2014-2015	2015-2016	2000-2001 to 2015-2016	2014-2015 to 2015-2016	
<300	\$28,811	\$44,713	\$45,355	57.4%	1.4%	
300-599	\$31,557	\$48,512	\$49,842	57.9%	2.7%	
600-999	\$33,809	\$51,447	\$52,326	54.8%	1.7%	
1,000-2,499	\$35,912	\$54,532	\$55,777	55.3%	2.3%	
2,500-7,499	\$38,266	\$58,622	\$59,663	55.9%	1.8%	
7,500+	\$40,452	\$59,087	\$59,886	48.0%	1.4%	
AEA	\$36,196	\$62,534	\$63,631	75.8%	1.8%	
State	\$36,479	\$55,356	\$56,449	54.7%	2.0%	

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 and 2015-2016 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 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2015-2016			
AEA	Regular Salary	Total Salary	
Keystone	\$51,969	\$53,896	
AEA 267	\$52,475	\$54,705	
Prairie Lakes	\$51,142	\$53,562	
Mississippi Bend	\$53,424	\$55,627	
Grant Wood	\$58,078	\$61,374	
Heartland	\$55,193	\$57,167	
Northwest	\$55,850	\$57,862	
Green Hills	\$52,089	\$54,054	
Great Prairie	\$53,217	\$55,094	
State	\$54,221	\$56,449	

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 2015-2016 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

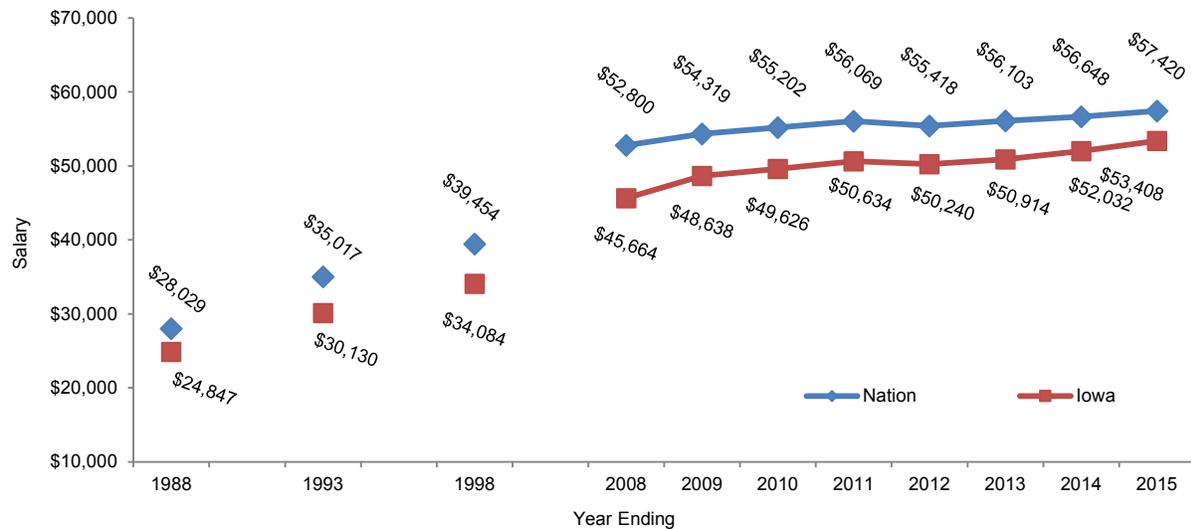
Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2013-2014 and 2014-2015

Nation and State	2013-2014			2014-2015		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$56,648			\$57,420		
Illinois	\$60,124	12	2	\$61,083	12	2
Indiana	\$50,289	27	7	\$50,877	27	7
Iowa	\$52,032	25	6	\$53,408	23	6
Kansas	\$48,221	38	10	\$48,990	36	10
Michigan	\$62,166	11	1	\$63,856	11	1
Minnesota	\$54,752	21	4	\$56,670	20	3
Missouri	\$46,752	42	11	\$47,409	43	11
Nebraska	\$49,539	32	8	\$50,525	31	8
North Dakota	\$48,666	36	9	\$50,025	32	9
Ohio	\$55,913	19	3	\$56,172	21	4
South Dakota	\$40,023	51	12	\$40,934	51	12
Wisconsin	\$53,679	22	5	\$54,535	22	5

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

Figure 3-3

**Average Salaries of Public School Teachers for Iowa and the Nation
1987-1988, 1992-1993, 1997-1998, and 2007-2008 to 2014-2015**



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2014 and 2015			
Occupation	Average Salary		Percent Change 2014 to 2015
	2014	2015	
Electrical Engineer	\$77,310	\$82,880	7.2%
Civil Engineer	\$77,370	\$77,630	0.3%
Software Developer, Applications	\$79,850	\$83,010	4.0%
Computer Programmer	\$67,960	\$70,560	3.8%
Accountant & Auditor	\$62,420	\$62,910	0.8%
Speech-Language Pathologist	\$68,740	\$72,180	5.0%
Registered Nurse	\$54,020	\$55,040	1.9%
Teacher	\$52,032	\$53,408	2.6%
Child, Family and School Social Worker	\$42,510	\$43,140	1.5%
Interior Designer	\$41,680	\$39,860	-4.4%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2014 and May 2015.

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, 2014-2015 and 2015-2016									
Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016
<=185	2,089	1,723	2,352	6.2%	5.0%	6.8%	6.2%	5.0%	6.8%
186-190	16,449	13,473	12,525	49.0%	38.8%	36.1%	55.2%	43.8%	42.8%
191-195	13,136	15,299	14,732	39.1%	44.1%	42.4%	94.3%	87.8%	85.3%
>=196	1,932	4,230	5,118	5.8%	12.2%	14.7%	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, 2014-2015 and 2015-2016									
Enrollment Category	Number of Districts	2000-2001		Number of Districts	2014-2015		Number of Districts	2015-2016	
		Number of Grade 9-12 Teachers	Average Number of Assignments		Number of Grade 9-12 Teachers	Average Number of Assignments		Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	40	278	3.3	40	268	3.3
300-599	116	2,084	3.4	103	1,715	3.1	101	1,659	3.1
600-999	104	2,587	3.1	87	1,948	2.8	85	1,889	2.9
1,000-2,499	83	3,335	2.7	75	2,717	2.5	77	2,745	2.5
2,500-7,499	24	2,052	2.2	22	1,859	2.2	22	1,907	2.2
7,500+	9	2,480	2.1	11	2,824	2.2	11	2,877	2.1
State	374	12,817	2.7	338	11,341	2.5	336	11,345	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 2014-2015 and 2015-2016 for a teacher that has at least one 9-12 assignment.

Table 3-17

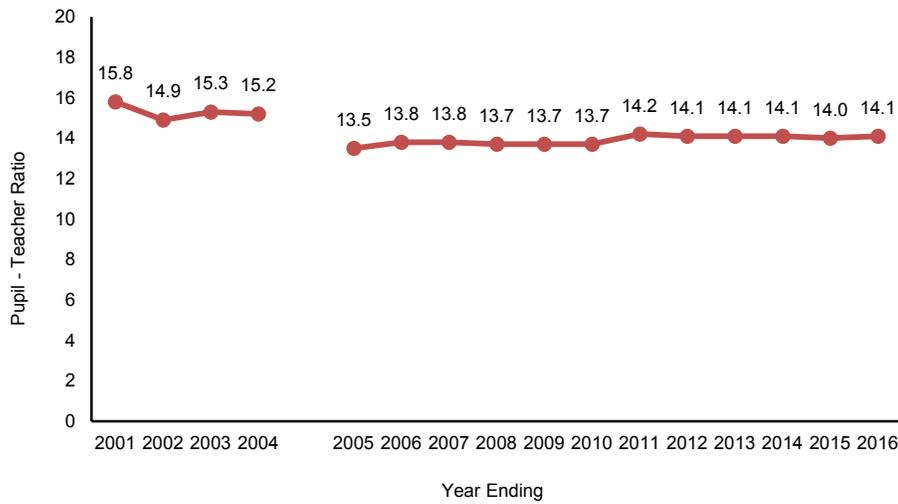
Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2015-2016				
	Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
	1	4,394	38.73%	38.73%
	2	2,393	21.09%	59.82%
	3	1,873	16.51%	76.33%
	4	1,194	10.52%	86.86%
	5	705	6.21%	93.07%
	6	405	3.57%	96.64%
	7	210	1.85%	98.49%
	8	100	0.88%	99.37%
	9	46	0.41%	99.78%
	10	15	0.13%	99.91%
	11	2	0.02%	99.93%
	12	4	0.04%	99.96%
	13	2	0.02%	99.98%
	14	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 2015-2016



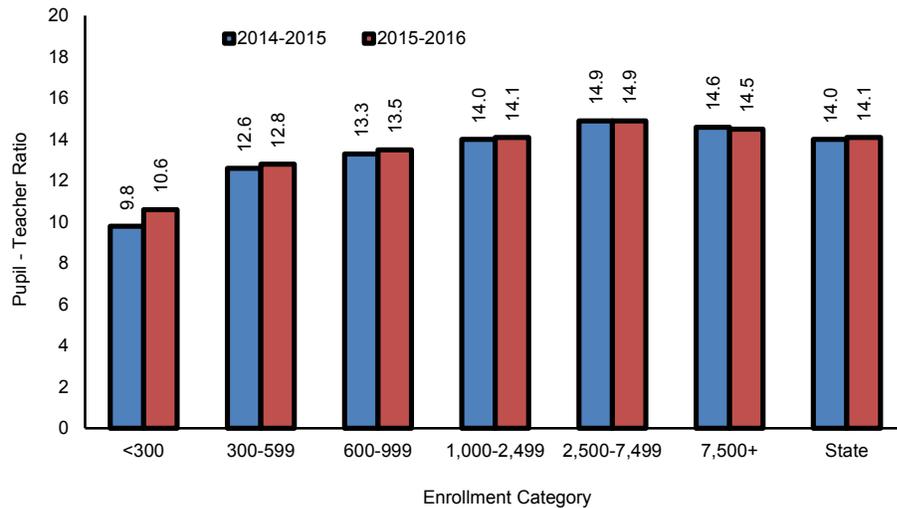
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2014-2015 and 2015-2016



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, 2015-2016			
Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	7,273	686.9	10.6
300-599	47,789	3,746.2	12.8
600-999	63,726	4,735.5	13.5
1,000-2,499	117,654	8,333.5	14.1
2,500-7,499	95,651	6,411.6	14.9
7,500+	148,239	10,189.7	14.5
State	480,332	34,103.4	14.1

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

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

Table 3-19

Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2014-2015 and 2015-2016					
Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 2000-2001 to 2015-2016	% Change in FTE Aides 2014-2015 to 2015-2016
	2000-2001	2014-2015	2015-2016		
<300	113.4	242.1	255.2	125.1%	5.4%
300-599	685.9	1353.7	1334.6	94.6%	-1.4%
600-999	1,054.0	1772.7	1735.5	64.7%	-2.1%
1,000-2,499	2,023.3	3052.9	3126.1	54.5%	2.4%
2,500-7,499	1,681.6	1876.8	1928.2	14.7%	2.7%
7,500+	2,204.5	3145.9	3232.2	46.6%	2.7%
State	7,762.7	11,444.0	11,611.9	49.6%	1.5%

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

Note: Figures may not total due to rounding.

Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female public school principals and minority public school principals was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was about 3 percent higher than female principals. The percent of principals with advanced degrees was higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-22). In 2015-2016, 10.4 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 2.1 percent between 2014-2015 and 2015-2016. The average salary of principals in the largest enrollment category was 33.0 percent higher than the average salary of principals in the smallest enrollment category (Table 3-25).

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2014-2015 and 2015-2016							
Characteristics	Public			Nonpublic			
	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016	
Average Age	47.8	46.1	46.0	49.0	51.2	50.7	
Percent Female	30.6%	41.1%	39.8%	50.5%	49.2%	54.6%	
Percent Minority	3.5%	2.9%	3.0%	1.0%	0.8%	0.8%	
Percent Advanced Degree	96.0%	84.6%	83.3%	90.5%	92.7%	87.4%	
Average Total Experience	22.4	19.8	19.6	23.3	24.6	23.9	
Average District/AEA Experience	11.8	10.1	10.3	8.7	11.0	9.6	
Number of Principals	1,124	1,153	1,142	105	124	119	

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

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2015-2016							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	47	48.8	40.4%	2.1%	83.0%	22.4	9.6
300-599	185	45.2	32.4%	0.5%	81.1%	19.3	8.6
600-999	204	45.8	32.8%	1.5%	81.9%	20.6	9.4
1,000-2,499	283	45.5	33.2%	1.4%	82.0%	19.5	9.1
2,500-7,499	172	46.6	43.0%	4.1%	88.4%	20.0	10.9
7,500+	249	46.1	56.2%	7.2%	83.9%	18.5	13.4
AEA	2	45.5	0.0%	0.0%	100.0%	21.5	21.0
State	1,142	46.0	39.8%	3.0%	83.3%	19.8	10.1

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

Table 3-22**Gender Comparison of Iowa Full-Time Public School Principals, 2015-2016**

Characteristics	Female	Male
Average Age	47.1	45.2
Percent Minority	3.7%	2.5%
Percent Advanced Degree	85.5%	81.8%
Average Total Experience	20.3	19.2
Average District/AEA Experience	12.2	9.1
Average Total Salary	\$98,433	\$100,907
Number of Principals	454	688

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

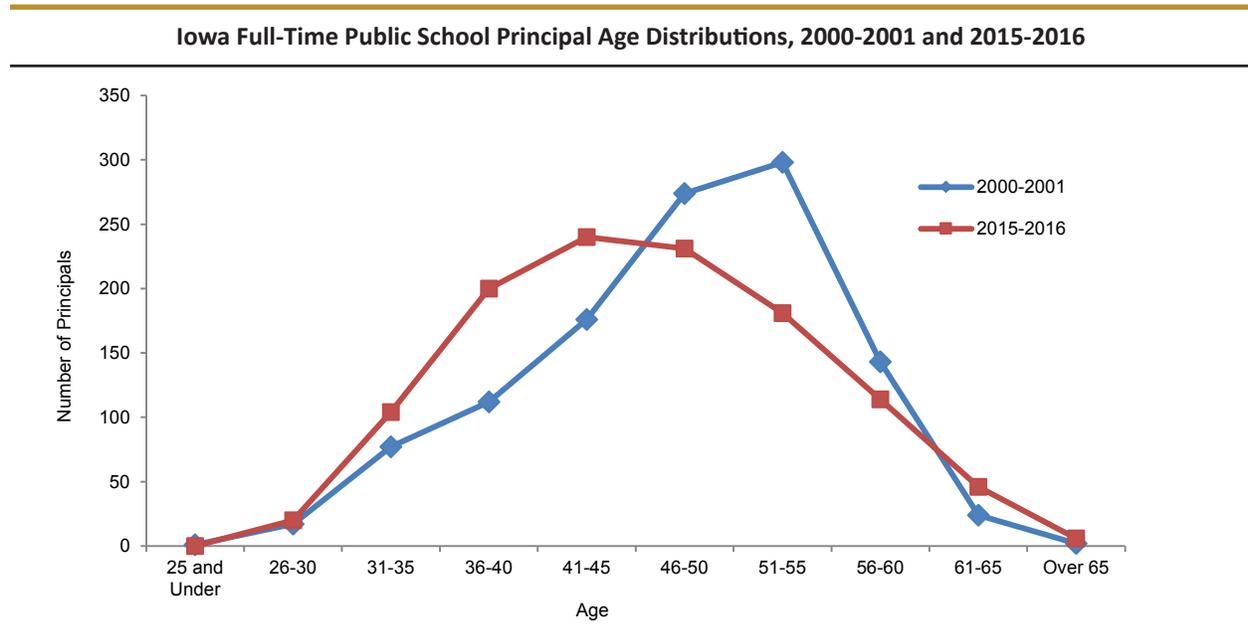
Table 3-23**Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2015-2016**

Age Interval	2000-2001				2015-2016			
	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%	20	20	1.8%	1.8%
31-35	77	95	6.9%	8.5%	104	124	9.1%	10.9%
36-40	112	207	10.0%	18.4%	200	324	17.5%	28.4%
41-45	176	383	15.7%	34.1%	240	564	21.0%	49.4%
46-50	274	657	24.4%	58.5%	231	795	20.2%	69.6%
51-55	298	955	26.5%	85.0%	181	976	15.8%	85.5%
56-60	143	1,098	12.7%	97.7%	114	1,090	10.0%	95.4%
61-65	24	1,122	2.1%	99.8%	46	1,136	4.0%	99.5%
Over 65	2	1,124	0.2%	100.0%	6	1,142	0.5%	100.0%

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

Note: Includes AEA principals.

Figure 3-6



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

Table 3-24

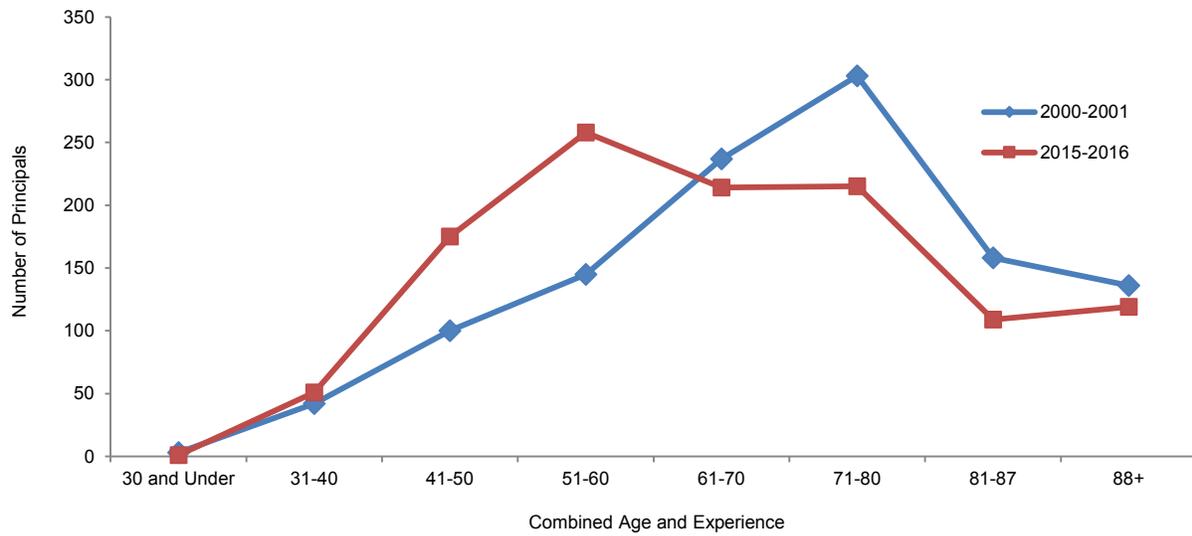
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2015-2016

Combined Age and Experience Interval	2000-2001				2015-2016			
	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%	51	52	4.5%	4.6%
41-50	100	145	8.9%	12.8%	175	227	15.3%	19.9%
51-60	145	290	12.9%	25.6%	258	485	22.6%	42.5%
61-70	237	527	21.1%	46.5%	214	699	18.7%	61.2%
71-80	303	830	27.0%	73.2%	215	914	18.8%	80.0%
81-87	158	988	14.1%	87.1%	109	1,023	9.5%	89.6%
88+	136	1,124	12.1%	99.1%	119	1,142	10.4%	100.0%

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

Figure 3-7

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2015-2016



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, 2014-2015 and 2015-2016**

Enrollment Category	Average Total Salary			Number of Principals 2015-2016	Percent Salary Change	
	2000-2001	2014-2015	2015-2016		2000-2001 to 2015-2016	2014-2015 to 2015-2016
<300	\$51,775	\$88,706	\$84,153	47	62.5%	-5.1%
300-599	\$54,331	\$86,733	\$90,224	185	66.1%	4.0%
600-999	\$58,539	\$90,462	\$92,812	204	58.5%	2.6%
1,000-2,499	\$64,381	\$96,479	\$98,913	283	53.6%	2.5%
2,500-7,499	\$69,145	\$104,894	\$106,743	172	54.4%	1.8%
7,500+	\$71,935	\$110,396	\$112,180	249	55.9%	1.6%
AEA	\$69,796	\$108,342	\$123,667	2	77.2%	14.1%
State	\$63,409	\$97,831	\$99,924	1,142	57.6%	2.1%

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 2014-2015 and 2015-2016. The percent of female superintendents decreased (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2015-2016. 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 4.0 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 2015-2016 was 26.9 percent (Table 3-30). The average salary of superintendents increased by 2.6 percent between 2014-2015 and 2015-2016 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2014-2015 and 2015-2016				
Characteristics	2000-2001	2014-2015	2015-2016	
Average Age	52.1	51.0	51.4	
Percent Female	5.8%	13.6%	13.1%	
Percent Minority	0.9%	0.7%	1.1%	
Percent Specialist/Doctorate Degree	59.2%	59.6%	58.7%	
Average Total Experience	26.9	24.2	24.0	
Average District Experience	8.0	7.7	7.5	
Number of Superintendents	326	287	283	

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, 2015-2016							
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	51.9	23.5%	0.0%	82.4%	25.9	12.5
300-599	76	50.0	9.2%	0.0%	51.3%	24.2	7.5
600-999	79	51.4	8.9%	1.3%	57.0%	25.1	6.9
1,000-2,499	76	51.7	18.4%	2.6%	56.6%	23.6	6.8
2,500-7,499	22	53.7	9.1%	0.0%	63.6%	21.1	8.0
7,500+	11	53.1	27.3%	0.0%	81.8%	18.8	8.4
AEA	2	56.5	0.0%	0.0%	100.0%	34.0	13.0
State	283	51.4	13.1%	1.1%	58.7%	24.0	7.5

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

Note: The two superintendents at the AEA are AEA staff that are also serving as superintendents in public districts.

Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2015-2016			
Characteristics	Female	Male	
Average Age	53.1	51.2	
Percent Minority	0.0%	1.2%	
Percent Specialist/ Doctorate Degree	64.9%	57.7%	
Average Total Experience	24.9	23.8	
Average District Experience	8.0	7.5	
Average Total Salary	\$137,738	\$142,787	
Number of Superintendents	37	246	

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

Note: Includes AEA staff that also serve as superintendents in public districts..

Table 3-29

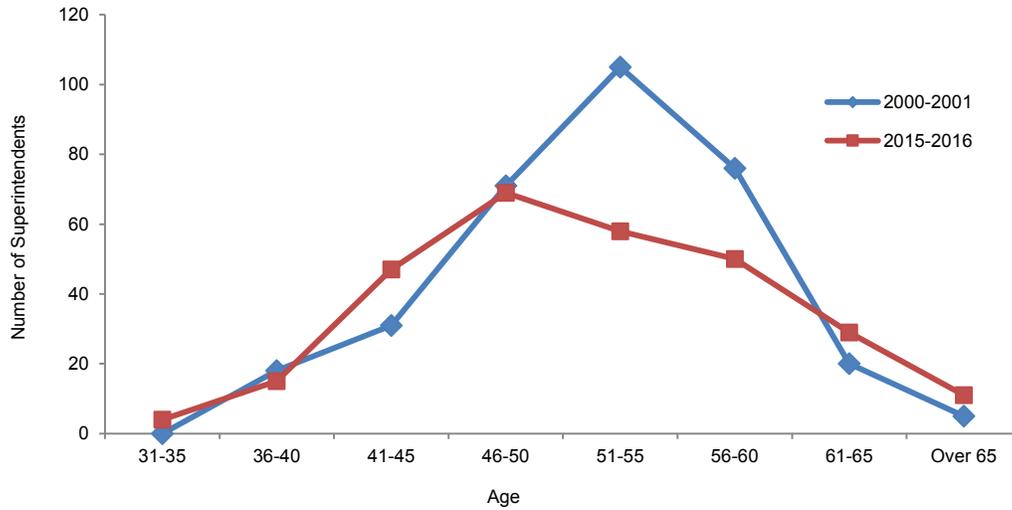
Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2015-2016									
Age Interval	2000-2001				2015-2016				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
31-35	0	0	0.0%	0.0%	4	4	1.4%	1.4%	
36-40	18	18	5.5%	5.5%	15	19	5.3%	6.7%	
41-45	31	49	9.5%	15.0%	47	66	16.6%	23.3%	
46-50	71	120	21.8%	36.8%	69	135	24.4%	47.7%	
51-55	105	225	32.2%	69.0%	58	193	20.5%	68.2%	
56-60	76	301	23.3%	92.3%	50	243	17.7%	85.9%	
61-65	20	321	6.1%	98.5%	29	272	10.2%	96.1%	
Over 65	5	326	1.5%	100.0%	11	283	3.9%	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 3-8

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2015-2016



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 2015-2016

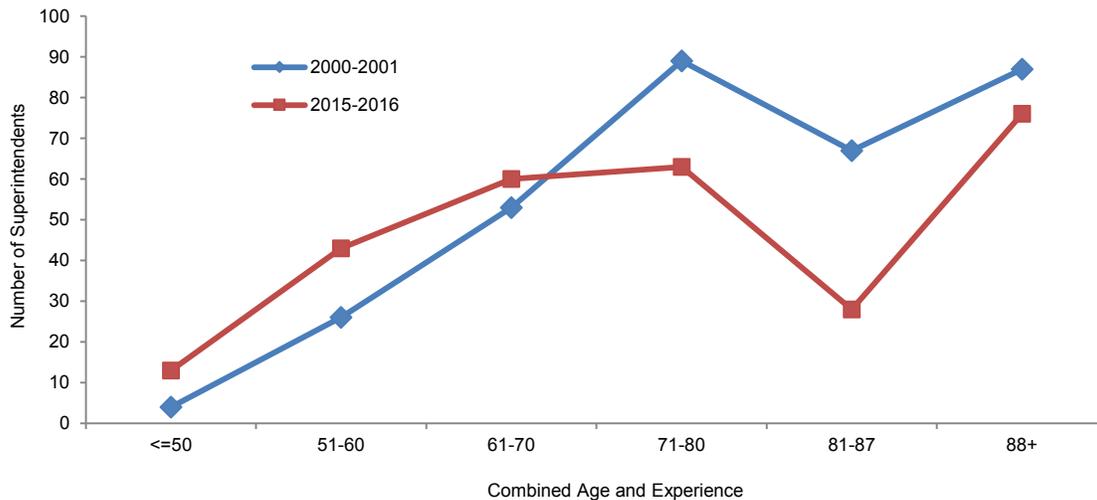
Combined Age and Experience Interval	2000-2001				2015-2016			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	13	13	4.6%	4.6%
51-60	26	30	8.0%	9.2%	43	56	15.2%	19.8%
61-70	53	83	16.3%	25.5%	60	116	21.2%	41.0%
71-80	89	172	27.3%	52.8%	63	179	22.3%	63.3%
81-87	67	239	20.6%	73.3%	28	207	9.9%	73.1%
88+	87	326	26.7%	100.0%	76	283	26.9%	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 2015-2016**



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, 2014-2015 and 2015-2016**

Enrollment Category	Average Total Salary			Number of Superintendents 2015-2016	Percent Salary Change	
	2000-2001	2014-2015	2015-2016		2000-2001 to 2015-2016	2014-2015 to 2015-2016
<300	\$63,569	\$107,928	\$104,896	17	65.0%	-2.8%
300-599	\$71,049	\$122,211	\$125,328	76	76.4%	2.6%
600-999	\$76,935	\$129,337	\$134,250	79	74.5%	3.8%
1,000-2,499	\$85,772	\$147,741	\$150,836	76	75.9%	2.1%
2,500-7,499	\$104,464	\$181,619	\$186,303	22	78.3%	2.6%
7,500+	\$125,036	\$213,051	\$219,037	11	75.2%	2.8%
AEA		\$162,895	\$168,209	2		3.3%
State	\$79,836	\$138,485	\$142,127	283	78.0%	2.6%

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

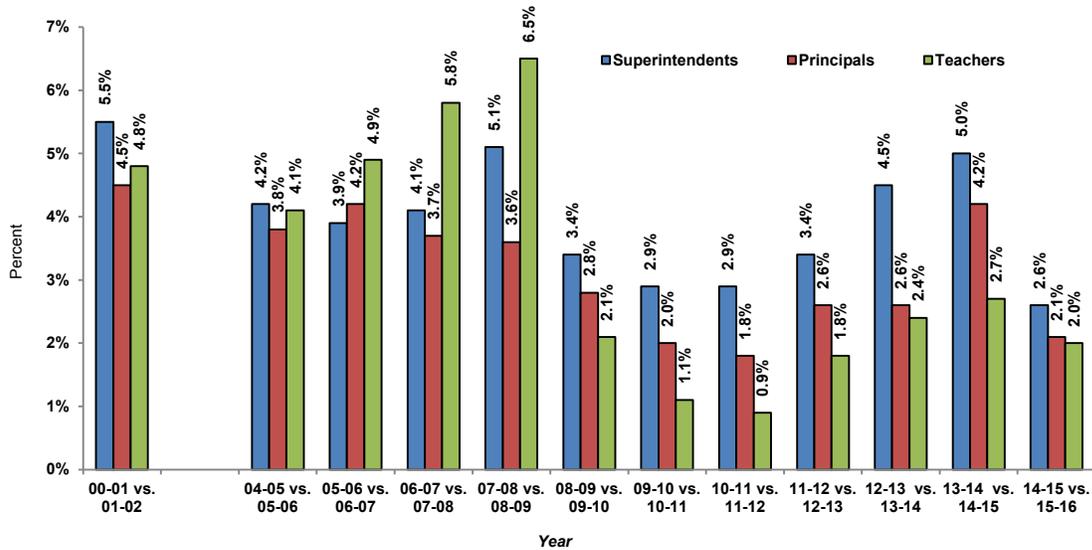
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The two superintendents at the AEA are AEA staff that are also serving as superintendents in public districts.

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 2015-2016. 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 2015-2016, 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 2014-2015 vs. 2015-2016



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 2015-2016

Enrollment Category	2000-2001			2015-2016		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$45,355	\$84,153	\$104,896
300-599	\$31,557	\$54,331	\$71,049	\$49,842	\$90,224	\$125,328
600-999	\$33,809	\$58,539	\$76,935	\$52,326	\$92,812	\$134,250
1,000-2,499	\$35,912	\$64,381	\$85,772	\$55,777	\$98,913	\$150,836
2,500-7,499	\$38,266	\$69,145	\$104,464	\$59,663	\$106,743	\$186,303
7,500+	\$40,452	\$71,935	\$125,036	\$59,886	\$112,180	\$219,037
AEA	\$36,196	\$69,796	-	\$63,631	\$123,667	\$168,209
State	\$36,479	\$63,409	\$79,836	\$56,449	\$99,924	\$142,127

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

Notes: Includes AEA staff.

Teacher figures for 2015-2016 represent average salaries for full-time public school staff with teaching position codes. There were approximately 5,000 full-time public school staff in 2015-2016 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 Professional School Counselors

The percent of female professional school counselors, the percent of minority professional school counselors, and the percent of professional school counselors with advanced degrees increased slightly between 2014-2015 and 2015-2016 (Table 3-33). All districts are required by Iowa Code (256.11) to have a professional school counselor who is licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district. The percent of professional school counselors eligible to retire with combined age and years experience of 88 or more was 9.7 percent in 2015-2016 (Table 3-36). The average salary of professional school counselors increased by 1.9 percent between 2014-2015 and 2015-2016 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Professional School Counselors 2000-2001, 2014-2015 and 2015-2016				
Characteristics	2000-2001	2014-2015	2015-2016	
Average Age	46.4	43.1	42.867	
Percent Female	64.2%	78.2%	79.3%	
Percent Minority	1.6%	2.8%	3.1%	
Percent Advanced Degree	86.9%	83.9%	83.6%	
Average Total Experience	18.8	15.2	15.0%	
Average District Experience	12.1	10.1	10.1%	
Number of Guidance Counselors	1,194	1,213	1,221	

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

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-34

Full-Time and Part-Time Iowa Public School Professional School Counselors by Enrollment Category 2000-2001, 2014-2015 and 2015-2016									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000- 2001	2014- 2015	2015- 2016	2000- 2001	2014- 2015	2015- 2016	2000- 2001	2014- 2015	2015- 2016
<300	38	40	40	13	20	17	5	13	11
300-599	116	103	101	129	141	142	15	7	7
600-999	104	87	85	189	169	162	14	6	4
1,000-2,499	83	75	77	310	288	291	8	11	12
2,500-7,499	24	22	22	247	242	242	8	6	7
7,500+	9	11	11	306	353	367	15	8	8
State	374	338	336	1,194	1,213	1,221	65	51	49

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

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-35

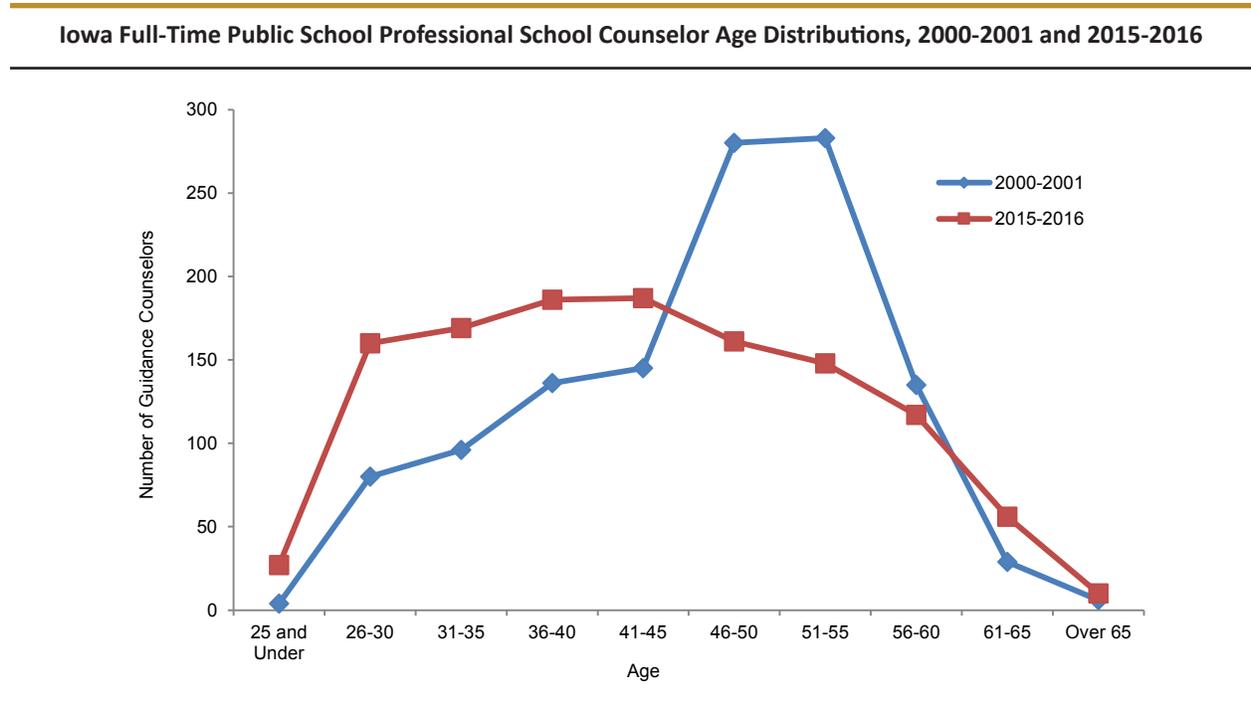
Iowa Full-Time Public School Professional School Counselor Age Distributions, 2000-2001 and 2015-2016									
Age Interval	2000-2001				2015-2016				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
25 and Under	4	4	0.3%	0.3%	27	27	2.2%	2.2%	
26-30	80	84	6.7%	7.0%	160	187	13.1%	15.3%	
31-35	96	180	8.0%	15.1%	169	356	13.8%	29.2%	
36-40	136	316	11.4%	26.5%	186	542	15.2%	44.4%	
41-45	145	461	12.1%	38.6%	187	729	15.3%	59.7%	
46-50	280	741	23.5%	62.1%	161	890	13.2%	72.9%	
51-55	283	1,024	23.7%	85.8%	148	1038	12.1%	85.0%	
56-60	135	1,159	11.3%	97.1%	117	1155	9.6%	94.6%	
61-65	29	1,188	2.4%	99.5%	56	1211	4.6%	99.2%	
Over 65	6	1,194	0.5%	100.0%	10	1221	0.8%	100.0%	

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

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Figure 3-11



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

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-36

**Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors
2000-2001 and 2015-2016**

Combined Age and Experience Interval	2000-2001				2015-2016			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	97	97	7.9%	7.9%
31-40	108	133	9.0%	11.1%	202	299	16.5%	24.5%
41-50	135	268	11.3%	22.4%	216	515	17.7%	42.2%
51-60	206	474	17.3%	39.7%	181	696	14.8%	57.0%
61-70	209	683	17.5%	57.2%	161	857	13.2%	70.2%
71-80	240	923	20.1%	77.3%	149	1006	12.2%	82.4%
81-87	159	1,082	13.3%	90.6%	97	1103	7.9%	90.3%
88+	112	1,194	9.4%	100.0%	118	1221	9.7%	100.0%

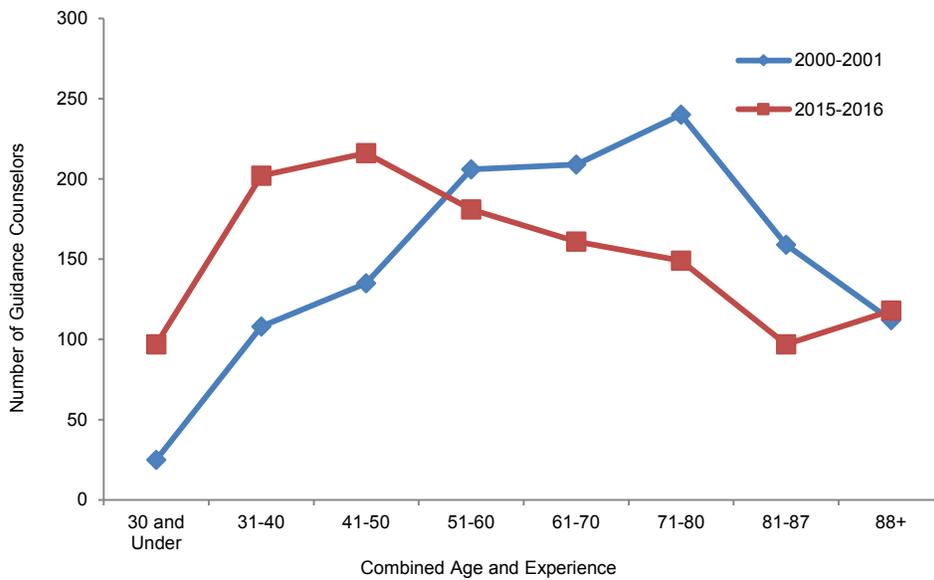
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Figure 3-12

**Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors
2000-2001 and 2015-2016**



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

Note: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-37

**Average Total Salary of Iowa Full-Time Public School Professional School Counselors by Enrollment Category
2000-2001, 2014-2015 and 2015-2016**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2014-2015	2015-2016	2000-2001 to 2015-2016	2014-2015 to 2015-2016
<300	\$33,912	\$50,805	\$51,832	52.8%	2.0%
300-599	\$35,907	\$51,623	\$52,871	47.2%	2.4%
600-999	\$37,702	\$55,633	\$56,417	49.6%	1.4%
1,000-2,499	\$41,062	\$60,394	\$61,672	50.2%	2.1%
2,500-7,499	\$44,628	\$64,791	\$65,449	46.7%	1.0%
7,500+	\$46,886	\$64,370	\$65,571	39.9%	1.9%
State	\$42,126	\$60,587	\$61,735	46.5%	1.9%

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

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

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 an increase in the percent of library/media specialists with advanced degrees between 2014-2015 and 2015-2016 (Table 3-38). The number of full-time library/media specialists decreased in 2015-2016 (Table 3-39). The average salary of library/media specialists increased by 0.6 percent between 2014-2015 and 2015-2016 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. The number of library/media associates decreased by 3.4 percent between 2014-2015 and 2015-2016.

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2014-2015 and 2015-2016				
Characteristics	2000-2001	2014-2015	2015-2016	
Average Age	48.5	47.3	47.3	
Percent Female	90.6%	95.4%	95.3%	
Percent Minority	0.8%	0.4%	0.7%	
Percent Advanced Degree	59.6%	63.6%	64.0%	
Average Total Experience	19.6	17.6	17.8	
Average District Experience	14.3	11.9	12.3	
Number of Library/Media Specialists	636	453	425	

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, 2014-2015 and 2015-2016									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016
<300	38	40	40	8	13	12	11	5	9
300-599	116	103	101	82	52	46	20	30	35
600-999	104	87	85	107	61	58	8	14	17
1,000-2,499	83	75	77	174	107	99	9	6	9
2,500-7,499	24	22	22	134	102	95	3	2	1
7,500+	9	11	11	131	118	115	7	8	8
State	374	338	336	636	453	425	58	65	79

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, 2014-2015 and 2015-2016**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2014-2015	2015-2016	2000-2001 to 2015-2016	2014-2015 to 2015-2016
<300	\$28,997	\$46,954	\$47,030	62.2%	0.2%
300-599	\$33,415	\$53,831	\$53,620	60.5%	-0.4%
600-999	\$35,926	\$52,915	\$54,192	50.8%	2.4%
1,000-2,499	\$39,377	\$59,135	\$61,195	55.4%	3.5%
2,500-7,499	\$42,276	\$65,800	\$66,496	57.3%	1.1%
7,500+	\$45,636	\$72,546	\$70,452	54.4%	-2.9%
State	\$39,797	\$62,333	\$62,709	57.6%	0.6%

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, 2014-2015 and 2015-2016**

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			% Change in FTE Aides 2000-2001 to 2015-2016	% Change in FTE Aides 2014-2015 to 2015-2016
	2000-2001	2014-2015	2015-2016		
<300	26.3	6.8	8.6	-67.3%	26.6%
300-599	143.9	70.6	55.2	-61.7%	-21.9%
600-999	204.2	93.3	89.9	-56.0%	-3.6%
1,000-2,499	284.1	128.0	134.2	-52.8%	4.8%
2,500-7,499	246.8	45.3	44.6	-81.9%	-1.6%
7,500+	180.1	106.8	103.2	-42.7%	-3.4%
State	1,085.4	450.8	435.6	-59.9%	-3.4%

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

Notes: Does not include AEA staff.

Figures may not total due to rounding.

Area Education Agency (AEA) Licensed Staff

There were nine area education agencies (AEAs) in Iowa in 2015-2016. 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 increased between 2014-2015 and 2015-2016. The average salary of AEA staff increased by 2.0 percent between 2014-2015 and 2015-2016. Almost half of the AEA staff in 2015-2016 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2014-2015 and 2015-2016				
Characteristics	2000-2001	2014-2015	2015-2016	
Average Age	44.8	45.4	45.1	
Percent Female	77.3%	89.7%	90.3%	
Percent Minority	1.0%	2.0%	2.2%	
Percent Advanced Degree	79.4%	86.6%	87.4%	
Average Total Experience	17.2	18.0	17.9	
Average Number of Contract Days	197.3	195.9	195.8	
Average Total Salary	\$44,351	\$70,589	\$71,993	
Number of AEA Staff	2,225	2,233	2,225	

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, 2015-2016

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	61	2.7%
Content/Curriculum Consultant	230	10.3%
Coordinator/Department Head	38	1.7%
Counselor	3	0.1%
Early Childhood Special Education	94	4.2%
Home Intervention Teacher	24	1.1%
Hospital/Homebound Teacher	-	0.0%
Itinerant Teacher	61	2.7%
Non-Administrative SAM	1	0.0%
Nurse (SPR on file with BOEE)	8	0.4%
Other Administrator	14	0.6%
Principal	2	0.1%
Regular Education Teacher	20	0.9%
School Business Official	9	0.4%
Social Worker	116	5.2%
Special Ed Support	1,090	48.8%
Special Education Consultant	295	13.2%
Special Education Director	9	0.4%
Special Education Teacher	99	4.4%
Specialist	34	1.5%
Superintendent	2	0.1%
Supervisor	10	0.4%
Teacher Librarian/Media Specialist	4	0.2%
Total	2,233	100.0%

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 2015-2016. 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, 2015-2016							
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff		
	Number	Percent	Number	Percent	Number	Percent	
Keystone	23	6.8%	2,619	6.3%	369	16.2%	
AEA 267	53	15.8%	5,589	13.4%	246	10.8%	
Prairie Lakes	40	11.9%	2,691	6.4%	181	8.0%	
Mississippi Bend	21	6.3%	4,122	9.9%	210	9.2%	
Grant Wood	32	9.5%	5,651	13.5%	289	12.7%	
Heartland	53	15.8%	11,425	27.3%	501	22.0%	
Northwest	35	10.4%	3,304	7.9%	307	13.5%	
Green Hills	46	13.7%	3,369	8.1%	80	3.5%	
Great Prairie	33	9.8%	3,077	7.4%	93	4.1%	
State	336	100.0%	41,847	100.0%	2,276	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 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, 2014-2015 and 2015-2016			
Enrollment Category	2014-2015	2015-2016	% Change in FTE Nurses 2014-2015 to 2015-2016
<300	12.6	10.8	-14.5%
300-599	77.2	73.9	-4.3%
600-999	90.5	88.1	-2.7%
1,000-2,499	139.9	147.2	5.2%
2,500-7,499	115.1	119.2	3.5%
7,500+	156.3	157.8	1.0%
State	591.6	596.9	0.9%

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

Notes: 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 with an outside agency such as a hospital, clinic or county health department. Figures may not total due to rounding.

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 declined over time. The percent of districts without a public high school has increased since 2002-2003 with the exception of 2005-2006, 2014-2015 and 2015-2016 (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had two or more elementary and middle/junior high schools. In 2014-2015 and 2015-2016, 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 2015-2016			
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%
2015-2016	336	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, 2014-2015 and 2015-2016			
	2000-2001	2014-2015	2015-2016
Total Number of Public School Districts	374	338	336
Total Number of Public School Buildings	1,531	1,364	1,350
Number of Districts with 1 to 3 Public School Buildings	137	214	214
Percent of Districts with 1 to 3 Public School Buildings	36.6%	63.3%	63.7%
Number of Districts with 4 to 6 Public School Buildings	183	90	88
Percent of Districts with 4 to 6 Public School Buildings	48.9%	26.6%	26.2%
Number of Districts with 7 to 9 Public School Buildings	32	20	20
Percent of Districts with 7 to 9 Public School Buildings	8.6%	5.9%	6.0%
Number of Districts with 10 or more Public School Buildings	22	14	14
Percent of Districts with 10 or more Public School Buildings	5.9%	4.1%	4.2%
Total Number of Nonpublic Schools	211	176	178

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, 2014-2015 to 2015-2016								
State Standards	Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2010-2011								
Number of Districts		32	106	80	77	22	10	327
English/Language Arts	6	6.52	6.92	7.15	8.64	12.64	18.32	8.07
Mathematics	6	7.08	7.52	7.98	8.80	10.81	13.91	8.31
Science	5	5.81	6.22	6.64	7.18	9.90	14.73	7.02
Social Studies	5	5.18	5.31	5.49	6.27	8.74	14.12	6.07
Foreign Language	4	3.48	4.08	4.26	5.41	10.05	15.31	5.12
Fine Arts	3	5.12	5.72	5.57	7.52	12.64	18.79	7.16
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
2015-2016								
Number of Districts		23	94	85	77	22	11	312
English/Language Arts	6	6.67	6.93	6.95	7.65	10.74	15.87	7.68
Mathematics	6	5.98	7.54	7.83	8.15	8.82	13.51	7.96
Science	5	5.67	6.40	6.69	7.15	10.05	13.38	7.12
Social Studies	5	5.10	5.47	5.42	5.82	8.32	11.86	5.94
Foreign Language	4	3.40	4.13	4.08	4.98	9.63	15.67	5.08
Fine Arts	3	5.74	5.87	6.64	7.85	12.50	20.13	7.54

Source: Iowa Department of Education, Bureau of Information and Analysis. Student Reporting in Iowa (SRI), Archived Course Group, winter files. Enrollment categories are defined by Certified Enrollment.

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

The Iowa Department of Education started to collect course-taken data at the student level through SRI (EASIER) in 2004-2005. Along with the Iowa Student State ID System, SRI can track a high school student's course taken from 9th grade to 12th grade. A real four-year course-taken pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-9 describe Iowa public high school four-year enrollment in foreign language, Algebra II, higher-level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for the graduating class of 2016. 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 2016 graduating class. Overall, 85.2 percent of the students in the graduating class of 2016 took at least one foreign language course between 2012-2013 and 2015-2016. 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.

More than 27,000 of the students in the graduating class of 2016 took at least one foreign language course, almost 24,000 of them took Spanish (Table 4-6). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by 4,966 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 4-8 shows the Algebra II courses taken for the graduating class of 2016 by enrollment category. The total percent of the students who took Algebra II was 70.5. The female enrollment in Algebra II was higher than males (Table 4-7). The districts with enrollments less than 600 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 14,569 students (45.3 percent) in the 2016 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 3.5 percent higher than male enrollment. The percent of students enrolled in higher-level mathematics courses were higher for the districts with enrollment between 2,500 and 7,499 than the districts in other enrollment categories (Tables 4-9 and 4-10).

Table 4-12 shows the chemistry courses taken by enrollment category and by gender for the graduating class of 2016. Generally speaking, female students had about 9 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 2,500-7,499.

About 31 percent of the students took physics and advanced physics for the 2016 class (Table 4-13). The highest percentages of physics enrollment were in the districts with enrollment more than 2,500 students. Female physics enrollment was 5.5 percent less than the male enrollment for this class.

This report starts to report course taken patterns by race/ethnicity. Hispanic students had the highest percent enrolled in Algebra II, Asian and White had the highest percentage of enrollment in foreign language, higher-level mathematics and higher-level science. The students with disabilities had the lowest percent of enrollment in all subject areas shown.

Table 4-4

Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in Foreign Language Courses by Subgroup				
Group	Number Enrolled in Foreign Language	Total Enrollment	Percent Enrolled in Foreign Language	
All Students	27,410	32,163	85.2%	
African American	1,021	1,405	72.7%	
American Indian	88	115	76.5%	
Asian	599	695	86.2%	
Hispanic	2,111	2,499	84.5%	
Hawaiian or Pacific Islander	24	30	80.0%	
Two or More Races	697	831	83.9%	
White	22,870	26,588	86.0%	
Disability*	1,511	4,131	36.6%	
ELL**	691	974	70.9%	
Low SES***	9,999	13,170	75.9%	
Female	14,044	15,641	89.8%	
Male	13,366	16,522	80.9%	

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

Notes: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

* 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.

Table 4-5

	Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category						State
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Foreign Language Courses	267	2,816	3,840	7,164	5,680	7,643	27,410
Enrollment in Iowa Public High Schools in Each of the Last Four Years	344	3,389	4,538	8,397	6,428	9,067	32,163
% of Students Who Enrolled in Foreign Language Courses	77.6%	83.1%	84.6%	85.3%	88.4%	84.3%	85.2%

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

Note: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

Table 4-6

Foreign Language Enrollment of Iowa Public High School Graduating Class of 2016 by Language			
Language	Enrollment	Percent	
Spanish	23,789	82.7%	
French	2,630	9.1%	
German	1,442	5.0%	
Chinese	223	0.8%	
Japanese	199	0.7%	
Italian	71	0.2%	
Russian	19	0.1%	
Other Foreign Language	382	1.3%	

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

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

Table 4-7

Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in Algebra II by Subgroup			
Group	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II
All Students	22,665	32,163	70.5%
African American	720	1,405	51.2%
American Indian	63	115	54.8%
Asian	511	695	73.5%
Hispanic	1,551	2,499	62.1%
Hawaiian or Pacific Islander	16	30	53.3%
Two or More Races	546	831	65.7%
White	19,258	26,588	72.4%
Disability*	888	4,131	21.5%
ELL**	496	974	50.9%
Low SES***	7,559	13,170	57.4%
Female	11,636	15,641	74.4%
Male	11,029	16,522	66.8%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

* 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.

Table 4-8

Iowa Public High School Graduating Class of 2016 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	256	2,474	3,124	6,039	4,376	6,396	22,665
Enrollment in Iowa Public High Schools in Each of the Last Four Years	344	3,389	4,538	8,397	6,428	9,067	32,163
% of Students Who Enrolled in Algebra II	74.4%	73.0%	68.8%	71.9%	68.1%	70.5%	70.5%

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

Note: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

Table 4-9

**Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in
Higher-Level Mathematics by Subgroup**

Group	Number Enrolled in Higher-Level Mathematics	Total Enrollment	Percent Enrolled in Higher-Level Mathematics
All Students	14,569	32,163	45.3%
African American	314	1,405	22.3%
American Indian	33	115	28.7%
Asian	452	695	65.0%
Hispanic	752	2,499	30.1%
Hawaiian or Pacific Islander	12	30	40.0%
Two or More Races	309	831	37.2%
White	12,697	26,588	47.8%
Disability*	264	4,131	6.4%
ELL**	176	974	18.1%
Low SES***	3,452	13,170	26.2%
Female	7,364	15,641	47.1%
Male	7,205	16,522	43.6%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

Higher-level mathematics include calculus, statistics and trigonometry.

* 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.

Table 4-10

Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Higher-Level Mathematics	135	1,270	1,903	3,878	3,286	4,097	14,569
Enrollment in Iowa Public High Schools in Each of the Last Four Years	344	3,389	4,538	8,397	6,428	9,067	32,163
% of Students Who Enrolled in Higher-Level Mathematics	39.2%	37.5%	41.9%	46.2%	51.1%	45.2%	45.3%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16). Higher-level mathematics include calculus, statistics and trigonometry.

Table 4-11

Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in Chemistry by Subgroup				
	Group	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
	All Students	22,851	32,163	71.0%
	African American	695	1,405	49.5%
	American Indian	68	115	59.1%
	Asian	565	695	81.3%
	Hispanic	1,619	2,499	64.8%
	Hawaiian or Pacific Islander	15	30	50.0%
	Two or More Races	541	831	65.1%
	White	19,348	26,588	72.8%
	Disability*	1,066	4,131	25.8%
	ELL**	459	974	47.1%
	Low SES***	7,338	13,170	55.7%
	Female	11,848	15,641	75.7%
	Male	11,003	16,522	66.6%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

* 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.

Table 4-12**Iowa Public High School Graduating Class of 2016 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	216	2,180	3,064	6,053	5,048	6,290	22,851
Enrollment in Iowa Public High Schools in Each of the Last Four Years	344	3,389	4,538	8,397	6,428	9,067	32,163
% of Students Who Enrolled in Chemistry	62.8%	64.3%	67.5%	72.1%	78.5%	69.4%	71.0%

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

Note: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

Table 4-13

Iowa Public High School Graduating Class of 2016 Non-Duplicate Enrollment in Physics by Subgroup			
Group	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	9,871	32,163	30.7%
African American	418	1,405	29.8%
American Indian	28	115	24.3%
Asian	369	695	53.1%
Hispanic	682	2,499	27.3%
Hawaiian or Pacific Islander	6	30	20.0%
Two or More Races	282	831	33.9%
White	8,086	26,588	30.4%
Disability*	361	4,131	8.7%
ELL**	220	974	22.6%
Low SES***	2,972	13,170	22.6%
Female	4,358	15,641	27.9%
Male	5,513	16,522	33.4%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

* 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.

Table 4-14

Iowa Public High School Graduating Class of 2016 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	67	842	1,166	2,192	1,886	3,718	9,871
Enrollment in Iowa Public High Schools in Each of the Last Four Years	344	3,389	4,538	8,397	6,428	9,067	32,163
% of Students Who Enrolled in Physics	19.5%	24.8%	25.7%	26.1%	29.3%	41.0%	30.7%

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

Note: The analysis includes the students who were in the Iowa public school system from 2012-2013 to 2015-2016 (including the students with BEDS entry codes in 2015-16).

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.

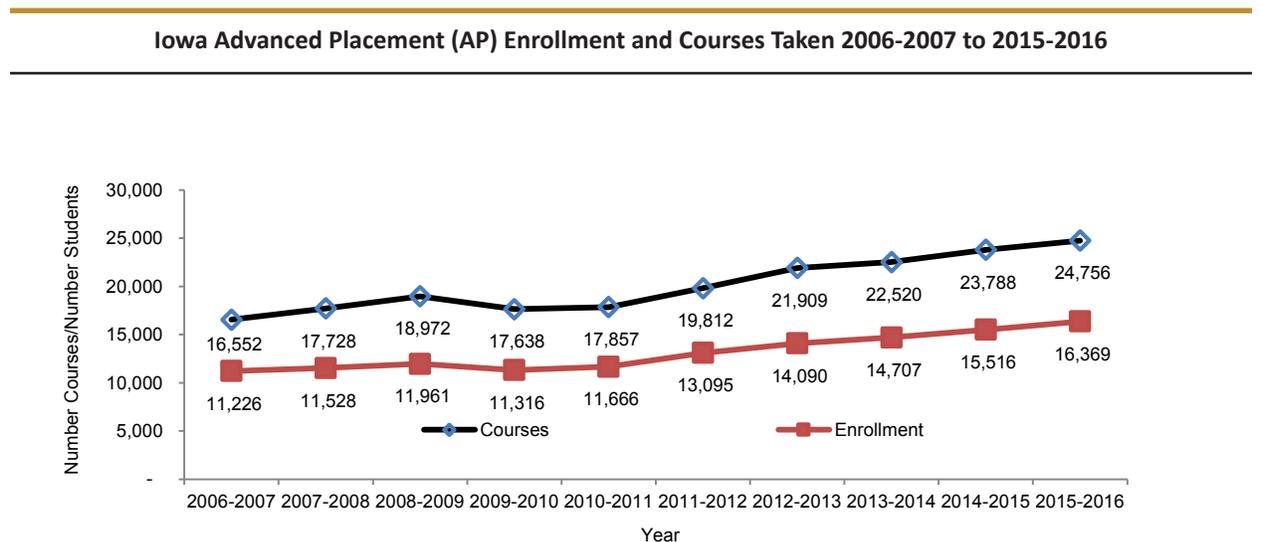
Figure 4-1 shows a ten-year trend of AP courses taken by Iowa public high school students and AP enrollments from 2006-2007 to 2015-2016. In Iowa, AP enrollments and courses taken are higher in 2015-2016 than the figures in earlier years shown.

Each year, more than 50 percent of Iowa districts (only those districts that had a public high school) had AP enrollments. (Table 4-15).

AP enrollments by grade are displayed in Table 4-11. In the last ten 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 2015-2016 than the earlier years.

Table 4-17 and Figure 4-2 show the AP courses taken by subject areas. The distributions are similar from 2014-2015 and 2015-2016, the top courses taken were in the social studies area, followed by English Language Arts and science. Mathematics was the fourth highest course taken.

Figure 4-1



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

Table 4-15

Iowa Districts with AP Enrollment 2006-2007 to 2015-2016				
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%
2015-2016	336	310	159	51.3%

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

Table 4-16

Number of Iowa School Students Taking AP Courses 2006-2007 to 2015-2016					
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
2015-2016	771	3,432	5,550	6,616	16,369

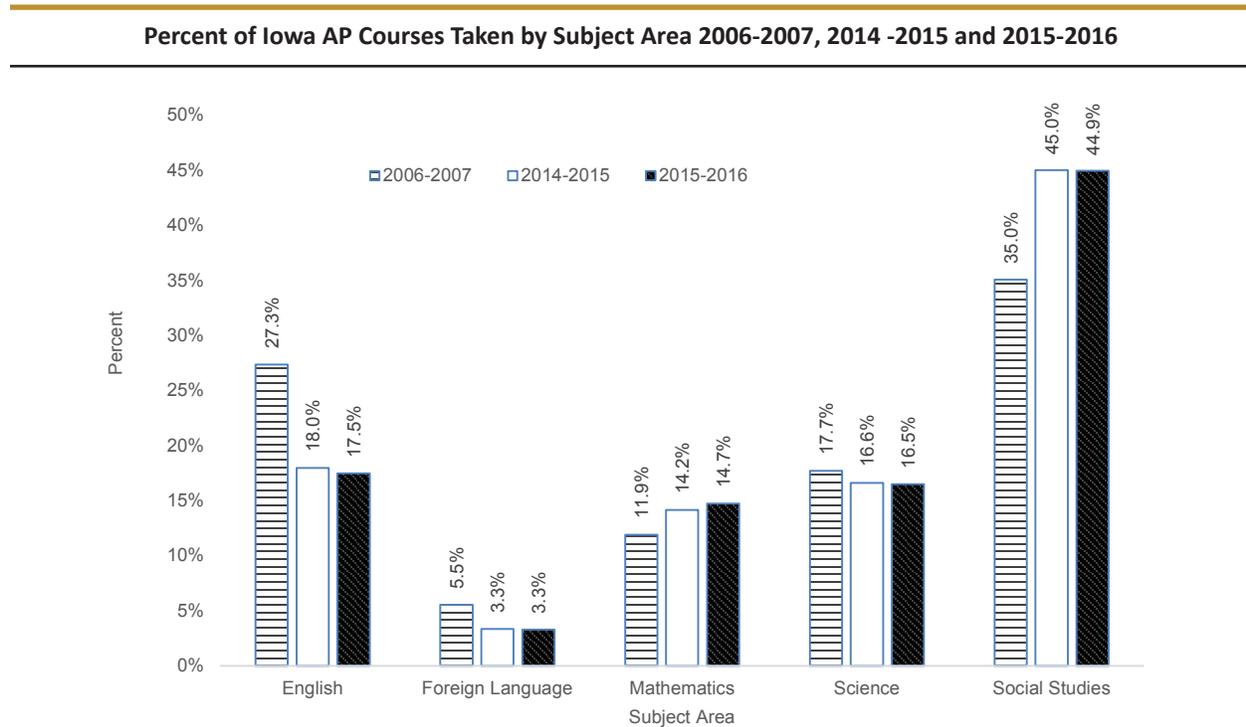
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-17

Iowa Districts with AP Enrollment 2006-2007, and 2013-2014 to 2015-2016				
Subject Area	2006-2007	2013-2014	2014-2015	2015-2016
English Language Arts	4,524	4,116	4,271	4,321
Fine & Performance Arts	340	362	485	508
Foreign Language	916	613	791	815
Mathematics	1,970	3,363	3,367	3,647
Computer (Other)	70	138	222	266
Science	2,931	3,443	3,951	4,078
Social Studies	5,801	10,485	10,701	11,121
Total Courses Taken	16,552	22,520	23,788	24,756

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

Figure 4-2



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 4-17.

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.

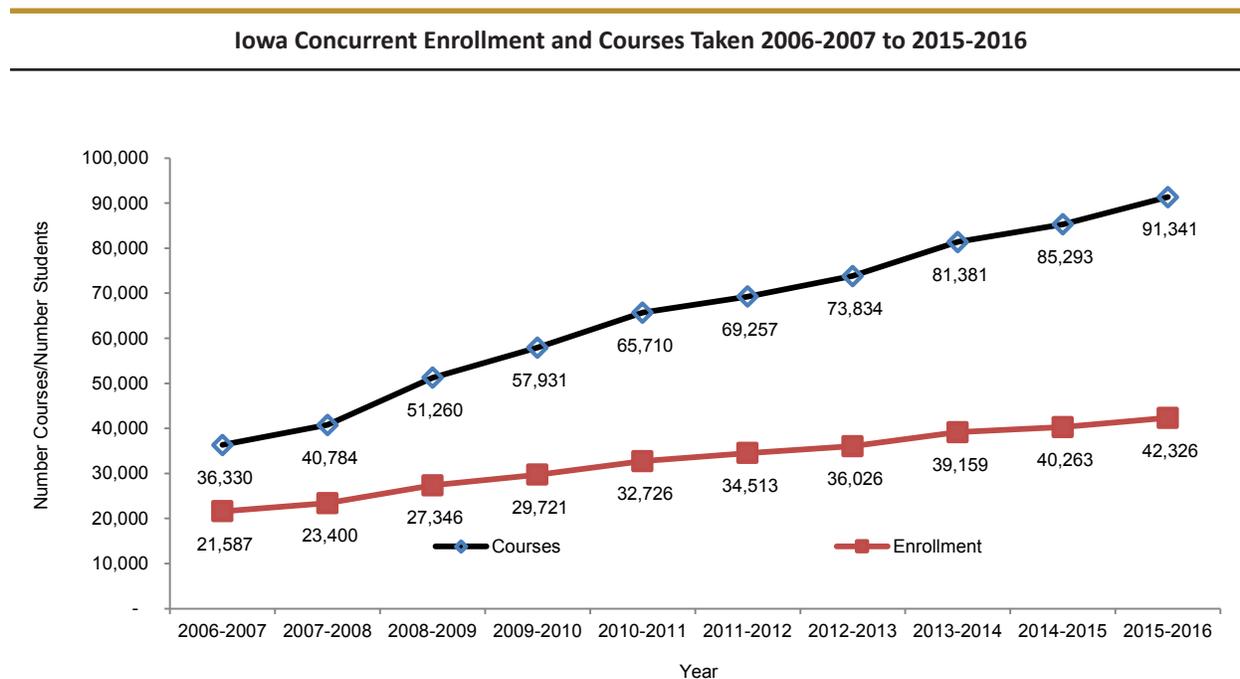
Figure 4-3 shows ten-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2006-2007 to 2015-2016. Concurrent enrollment and courses taken are much higher in 2015-2016 than the figures in 2006-2007.

Each year, 80 to 99 percent of Iowa districts (only those districts that had a public high school) had concurrent enrollments. In general, an upward trend of districts with concurrent enrollment is reported in Table 4-18.

Concurrent enrollments by grade are displayed in Table 4-19. In the last ten 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 2015-2016 than the earlier years.

Table 4-20 and Figure 4-4 show the concurrent enrollment courses taken by subject areas. The distributions are similar from 2006-2007 to 2015-2016, 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



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

Table 4-18

Iowa Districts with Concurrent Enrollment 2006-2007 to 2015-2016				
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%
2015-2016	336	310	304	98.1%

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

Table 4-19

Number of Iowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2015-2016					
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
2015-2016	3,414	6,039	13,668	19,205	42,326

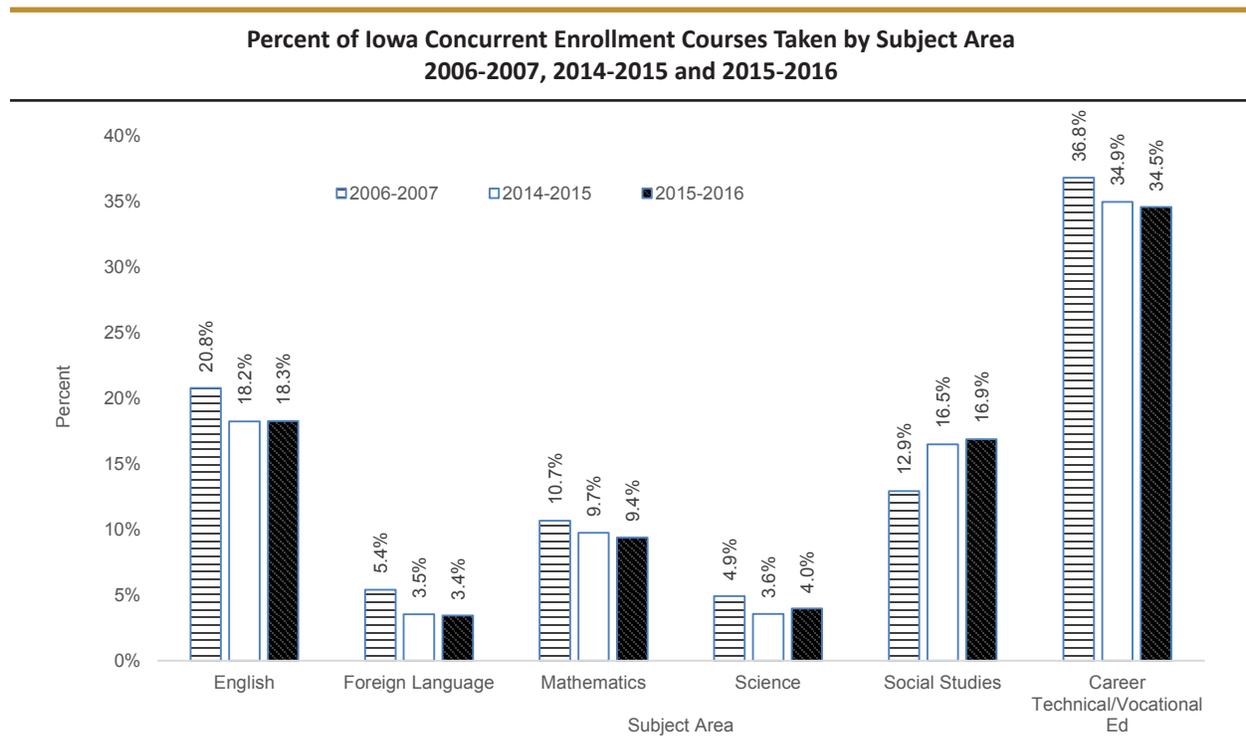
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-20

Iowa Concurrent Enrollment Courses Taken by Subject Area 2006-2007, 2013-2014 to 2015-2016				
Subject Area	2006-2007	2013-2014	2014-2015	2015-2016
English Language Arts	7,541	13,732	15,533	16,674
Fine & Performance Arts	716	2,397	2,609	2,743
Foreign Language	1,968	3,262	3,011	3,139
Mathematics	3,871	8,200	8,311	8,570
Other	2,391	8,926	8,936	9,637
Science	1,789	3,163	3,031	3,624
Social Studies	4,695	12,797	14,061	15,401
Career Technical/Vocational Education	13,359	28,904	29,801	31,553
Total Courses Taken	36,330	81,381	85,293	91,341

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

Figure 4-4



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 4-20.

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.

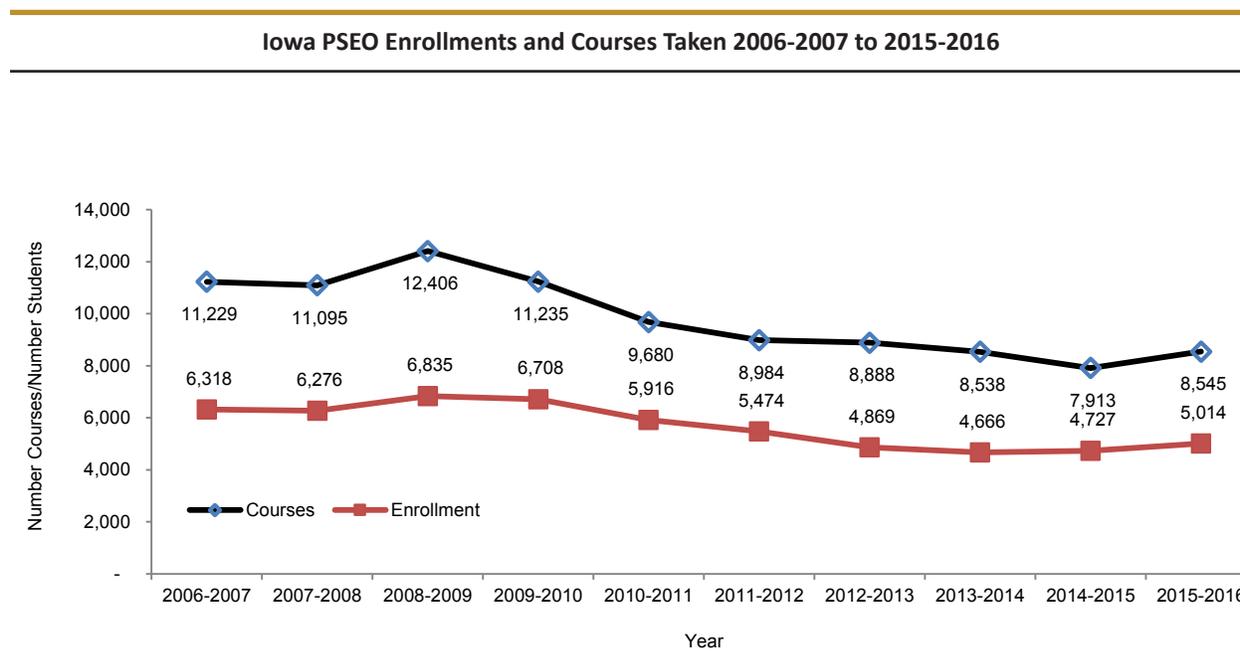
Figure 4-5 shows ten-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2006-2007 to 2015-2016. While the concurrent courses taken are much higher the last few years than the early years (see Figure 4-3) in contrast. The trend switches between PSEO and concurrent 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 4-21.

PSEO enrollments by grade are displayed in Table 4-22. In the last seven years, about two-thirds of the PSEO enrollments were 12th graders.

Table 4-23 and Figure 4-6 show the PSEO courses taken by subject areas. The distributions are similar in 2014-2015 and 2015-2016, the majority of courses taken were in the social studies area.

Figure 4-5



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

Table 4-21

Iowa Districts with PSEO Enrollments 2009-2010 to 2015-2016				
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%
2015-2016	336	310	215	69.4%

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

Table 4-22

Number of Iowa Students Taking PSEO Courses 2009-2010 to 2015-2016				
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
2015-2016	412	1,432	3,170	5,014

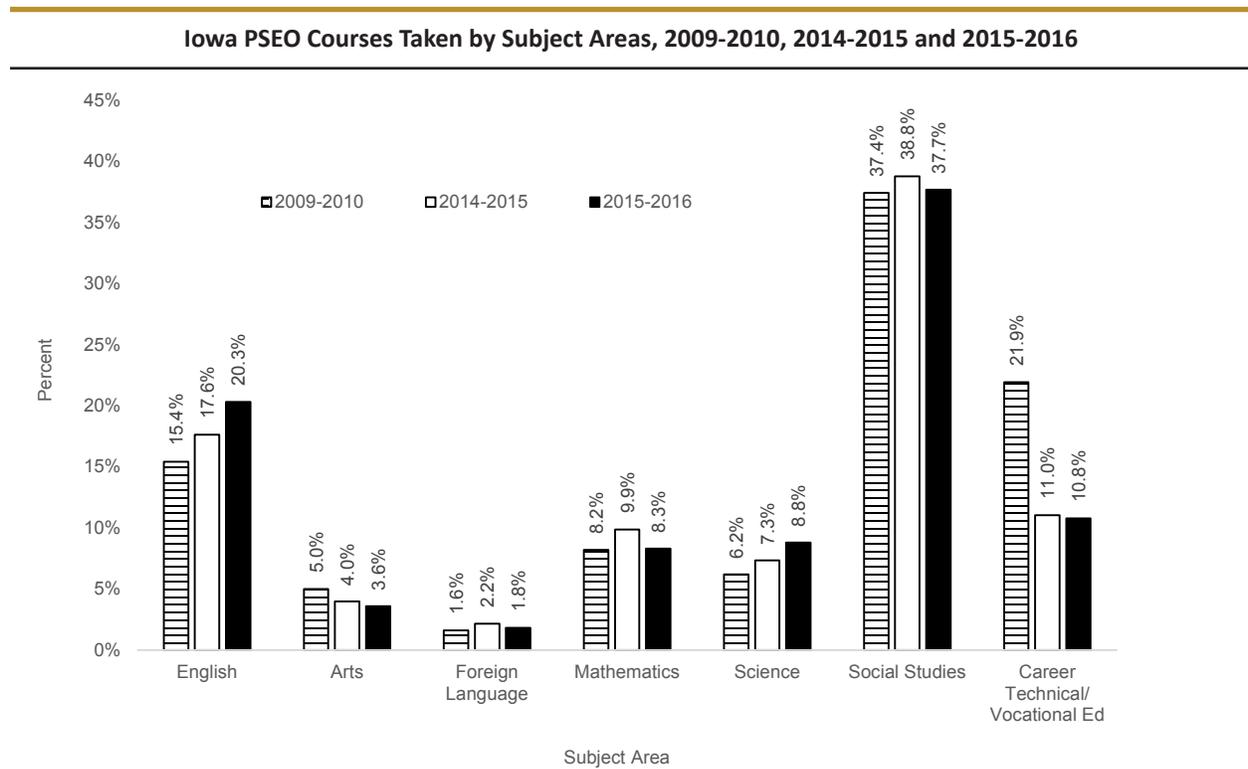
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Table 4-23

Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2015-2016							
Subject Areas	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English Language Arts	1,731	1,441	1,417	1,347	1,486	1,394	1,735
Fine & Performance Arts	556	482	419	357	287	315	307
Foreign Language	184	188	186	209	234	171	155
Mathematics	926	770	719	931	905	781	709
Other	486	356	318	890	708	731	748
Science	692	870	946	997	767	580	752
Social Studies	4,202	3,663	3,374	3,196	3,205	3,067	3,218
Career Technical/ Vocational Education	2,458	1,910	1,605	961	946	874	921
Total Courses Taken	11,235	9,680	8,984	8,888	8,538	7,913	8,545

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

Figure 4-6



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 4-23.

Class Size

Overview

The results of 16 years of class size reduction efforts, initiated by the Iowa Early Intervention Block Grant Program, are provided in this section. The Iowa Early Intervention Block Grant Program focused attention on class size reduction in kindergarten through third grade and established the goal of reaching an average class size of 17 students or less.

Public school districts report the number of kindergarten, first, second and third grade classroom sections, students, teachers, and aides by building through the Fall Basic Educational Data Survey (BEDS). Special education teachers, aides and “specialty” teachers, such as physical education, art and music teachers are excluded from the teacher count.

Since the purpose was to calculate an average class size for each grade, kindergarten through grade three classrooms defined as multi-age or multi-grade classrooms were reported as grade level “other” and were not considered in the calculation of average class size. Special classrooms for special education students and other “pull-out” situations were also excluded. Average class size was calculated by dividing the number of students by the number of classrooms for each grade level.

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

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

Trends

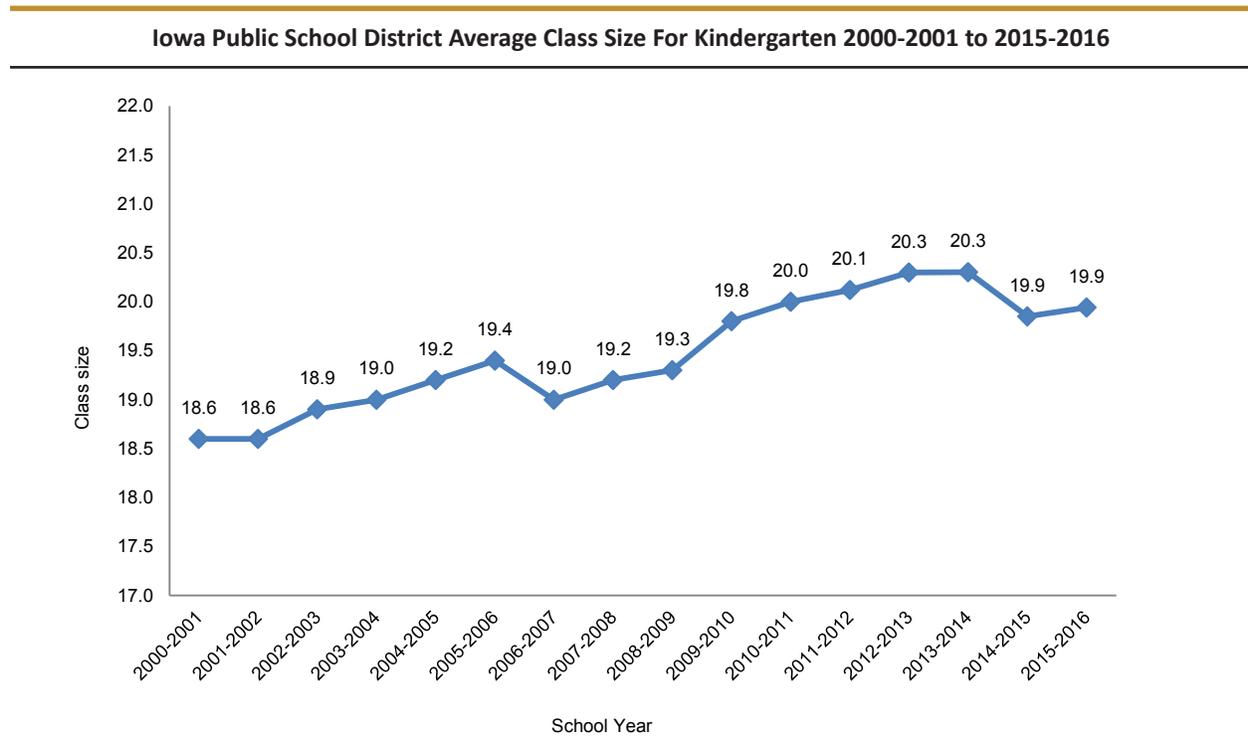
Figures 4-7 to 4-10 provide a summary of average class size in grades kindergarten through third in Iowa public schools for the past 16 years. None of the grades reached the state goal of 17 students per classroom during the years reported.

Table 4-24 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size for all grades, with third grade experiencing an overall decrease in class size.

Table 4-25 shows the comparison between teachers, students and 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 which has had a modest decrease, most grades showed modest average class size increases.

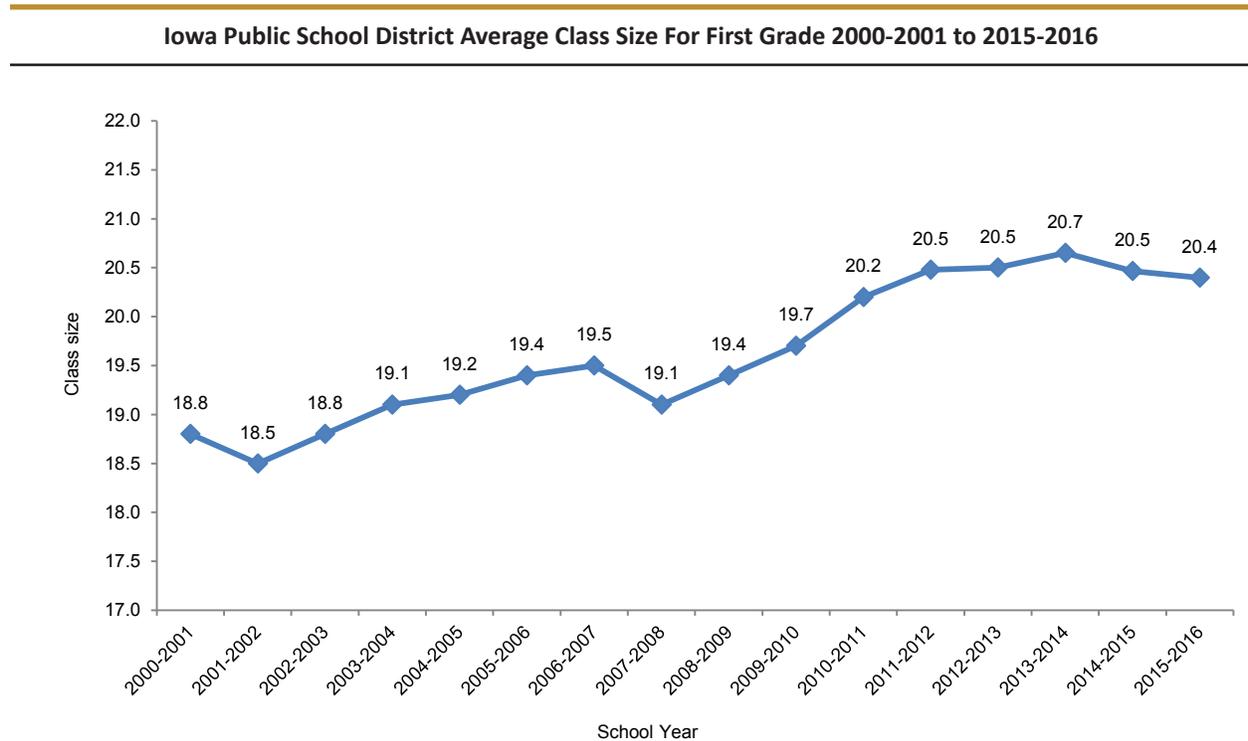
Summary statistics are presented in Table 4-26.

Figure 4-7



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

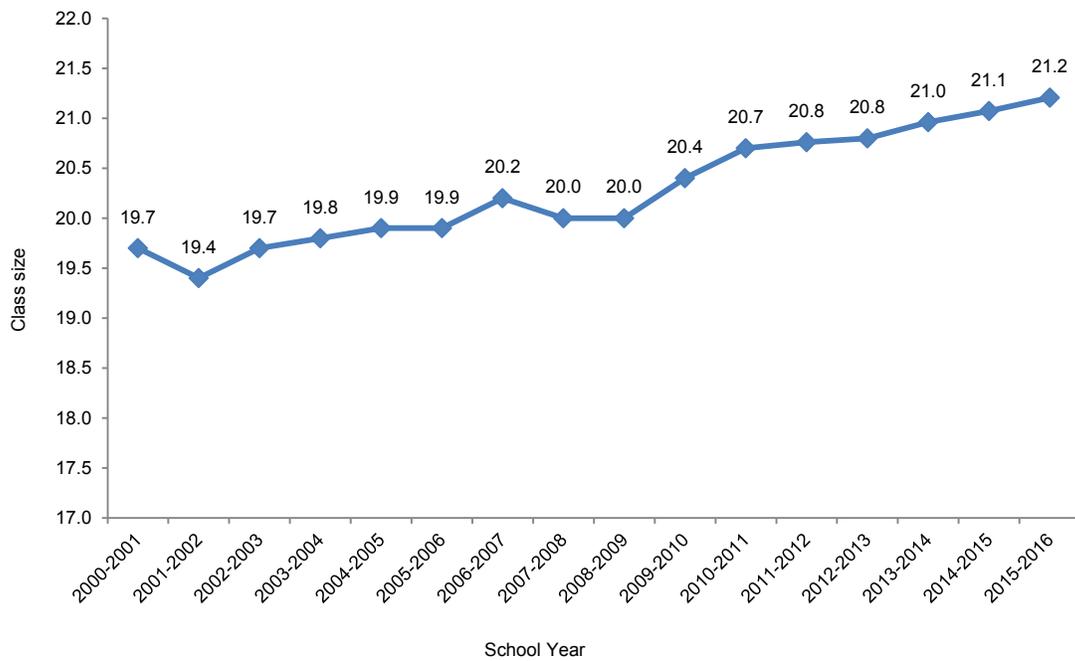
Figure 4-8



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

Figure 4-9

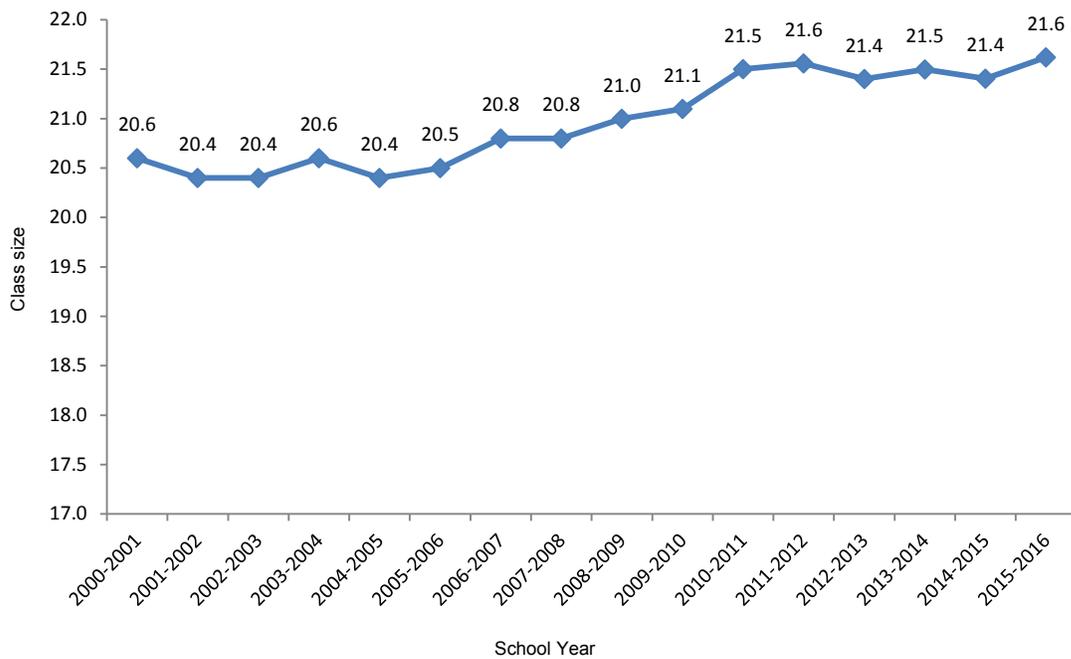
Iowa Public School District Average Class Size For Second Grade 2000-2001 to 2015-2016



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 2015-2016



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

Table 4-24

Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade 1998-1999 and 2015-2016					
Grade	1998-1999 Enrollment	2015-2016 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	39,237	3,465	9.7%	1.2%
1	35,699	36,379	680	1.9%	1.5%
2	35,866	37,584	1,718	4.8%	2.5%
3	36,500	37,550	1,050	2.9%	-0.4%

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

Table 4-25

Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2015-2016						
Grade	Students		Teachers		Average Class Size	
	1998-1999	2015-2016	1998-1999	2015-2016	1998-1999	2015-2016
Kindergarten	33,618	37,308	1,613.7	1,872.5	19.7	19.9
1	33,053	35,920	1,644.6	1,762.0	20.1	20.4
2	33,151	36,943	1,592.1	1,743.0	20.7	21.2
3	34,153	36,821	1,578.3	1,704.0	21.7	21.6

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

Table 4-26

Class Size Summary Statistics for Kindergarten Through Grade 3 in Iowa Public Schools 2000-2001, 2014-2015 and 2015-2016							
	School Year	Students	Classrooms	Teacher	Mean	Min	Max
				FTEs			
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2014-2015	37,835	1,906	1,908.5	19.9	3	32
	2015-2016	37,308	1,871	1,872.5	19.9	2	33
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2014-2015	36,734	1,795	1,796.3	20.5	3	29
	2015-2016	35,920	1,761	1,762.0	20.4	5	28
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2014-2015	36,624	1,738	1,739.3	21.1	6	32
	2015-2016	36,943	1,742	1,743.0	21.2	5	32
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2014-2015	36,129	1,688	1,689.5	21.4	6	30
	2015-2016	36,821	1,703	1,704.0	21.6	6	32

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

Class Size vs. District Size

Table 4-27 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2015-2016. In general, average class size tended to increase as 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 300 exceeded the goal of 17 students per classroom.

Table 4-27

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2015-2016								
Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2015-2016	1998-1999	2015-2016	1998-1999	2015-2016	1998-1999	2015-2016
<300	13.9	16.0	14.3	15.4	15.0	15.7	16.9	15.9
300-599	17.6	17.8	17.4	17.4	17.9	18.8	19.3	19.2
600-999	18.2	18.5	19.0	19.0	19.6	19.8	20.3	20.4
1,000-2,499	19.8	19.4	20.3	20.2	21.3	21.2	21.9	21.7
2,500-7,499	21.5	21.1	21.6	21.4	22.0	22.4	23.0	22.5
7,500+	20.7	21.5	21.1	22.0	21.7	22.4	23.0	22.9
State	19.7	19.9	20.1	20.4	20.7	21.2	21.7	21.6

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

Class Size Funding and Expenditures

Table 4-28 shows the Iowa class size reduction allocations since 2010. In 1999, the Iowa General Assembly enacted, and Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000.

Table 4-29 shows the fiscal year 2015 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2015 at 76.09 percent.

Table 4-28

State Class Size Reduction Allocation for Iowa Public Schools FY 2010 to FY 2016	
Fiscal Year	State Allocation
2010	\$29.3 Million
2011	\$29.8 Million
2012	\$29.9 Million
2013	\$30.3 Million
2014	\$31.1 Million
2015	\$32.4 Million
2016	\$33.0 Million

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

Table 4-29

FY 2015 Iowa Early Intervention Block Grant Program Expenditures by Object		
Object Category	Expenditures	Percent
Salaries	\$24,511,500	76.09%
Benefits	\$7,658,077	23.77%
Purchased Services	\$9,545	0.03%
Supplies	\$33,497	0.10%
Equipment	\$2,475	0.01%
Other	\$7	0.00%
Total	\$32,215,100	100%

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.

Detail for expenditures and percent may not equal the total due to rounding.

Figures may not total due to rounding.

Technology

Expenditures for Computer Hardware and Software

Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report. Table 4-30 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 4-31 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 300-599 enrollment category, which increased 6 percent and the 1,000-2,499 category which increased 16 percent.

Table 4-30

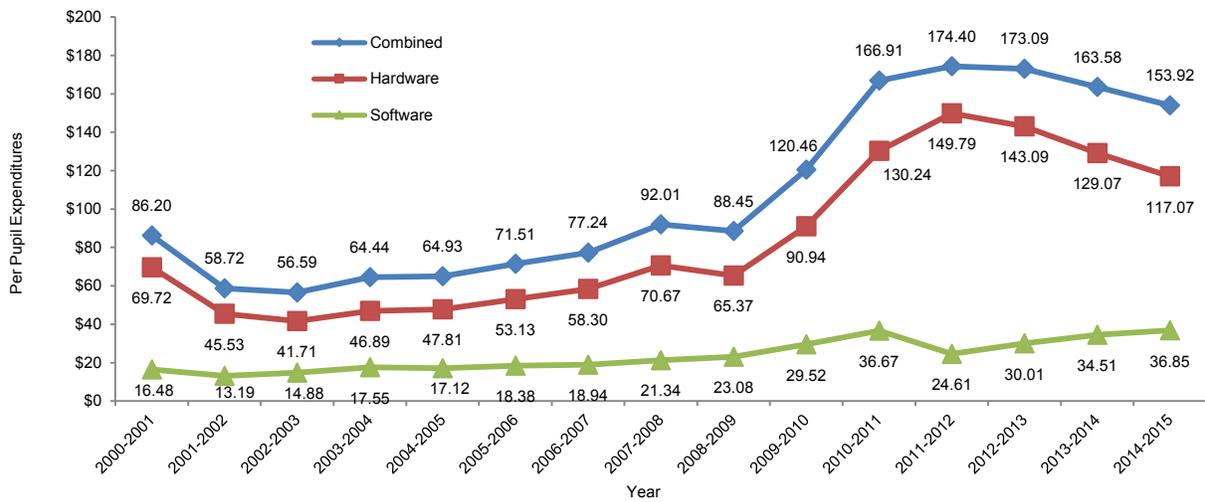
Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2013-2014 and 2014-2015								
Year	No. of Districts	Total Enrollment	Software		Hardware		Combined	
			Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2013-2014	346	478,921	16,528,147	34.51	61,814,105	129.07	78,342,252	163.58
2014-2015	338	480,772	17,714,912	36.85	56,284,093	117.07	73,999,005	153.92

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 2014-2015



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 4-31

Iowa Public School Total Per Pupil Expenditures by Enrollment for Computer Software and Hardware 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							
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
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
2014-2015							
Enrollment	8,493	46,746	65,111	113,777	94,788	151,857	480,772
Software	230,321	1,458,107	1,746,217	3,688,552	3,160,090	7,431,625	17,714,912
Per Pupil	27.12	31.19	26.82	32.42	33.34	48.94	36.85
Hardware	1,092,331	6,858,458	8,587,555	17,608,601	8,458,284	13,678,865	56,284,093
Per Pupil	128.62	146.72	131.89	154.76	89.23	90.08	117.07
Total Software & Hardware	1,322,652	8,316,565	10,333,772	21,297,153	11,618,374	21,110,489	73,999,005
Per Pupil	155.73	177.91	158.71	187.18	122.57	139.02	153.92

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.

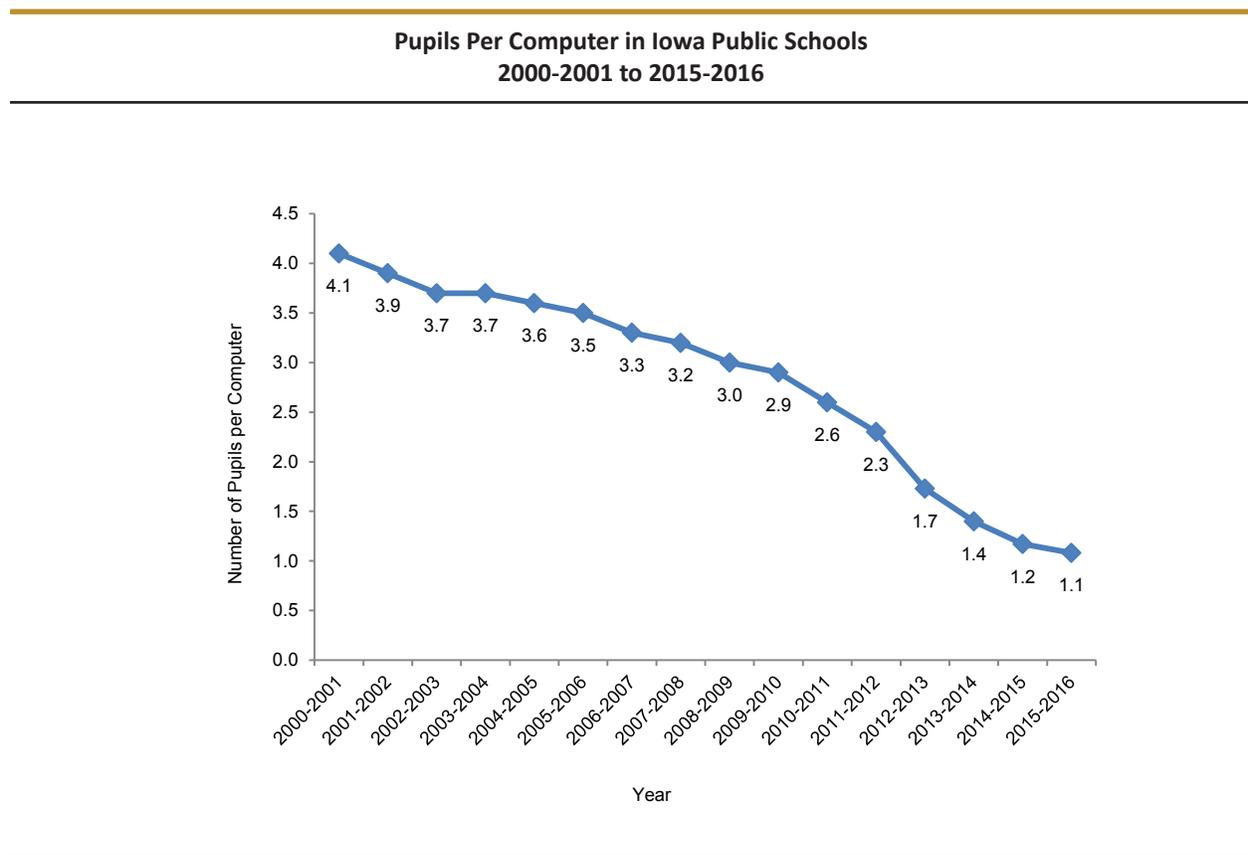
Availability of Computers

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 4-32 provide the pupil to computer ratios. The overall trend shows a steady decrease.

Table 4-33 provides the number of computers per pupil by school type within enrollment category. In general, students in higher grades have more access to a computer than students in lower grades, but the lower grades have increased access at a higher rate since last year.

Figure 4-12

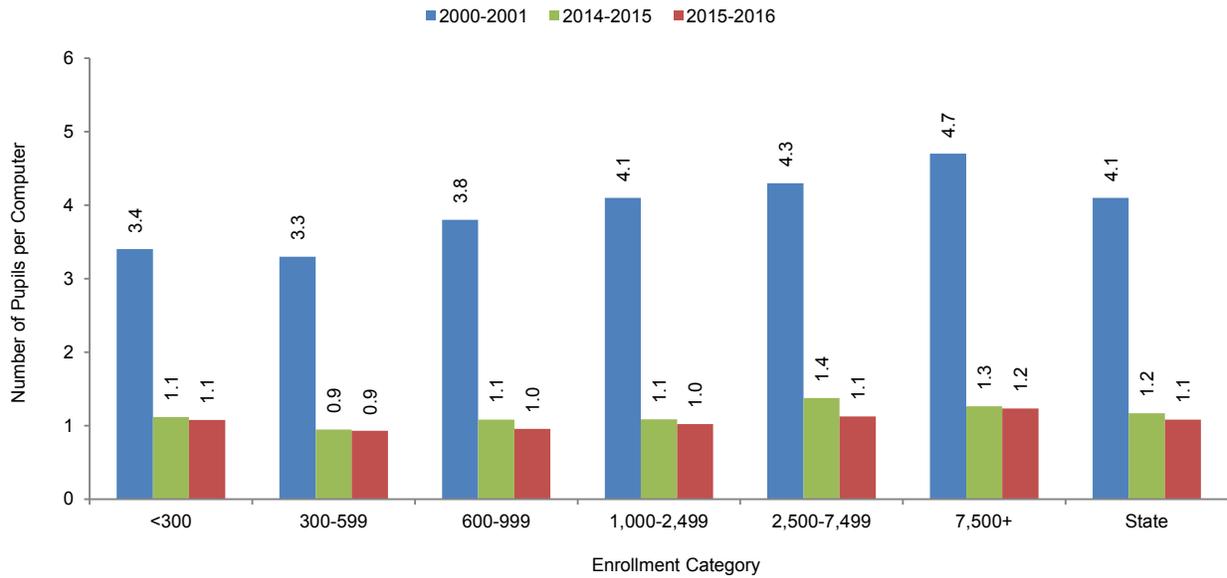


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Note: Pupils per computer based on Certified Enrollment.

Figure 4-13

**Pupils Per Computer in Iowa Public Schools
by Enrollment Category
2000-2001, 2014-2015 and 2015-2016**



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

Note: Pupils per computer based on Certified Enrollment.

Table 4-32

Number of Computers in Iowa Public Schools by Enrollment Category 2000-2001, 2014-2015, 2015-2016							
2000-2001	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Districts	38	116	104	83	24	9	374
Number of Computers	2,386	15,728	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.4	3.3	3.8	4.1	4.3	4.7	4.1
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
2015-2016							
Total Number of Districts	39	101	85	77	22	11	335
Number of Computers	8,175	49,541	66,313	113,488	85,002	124,382	446,901
Certified Enrollment	8,794	46,037	63,362	116,020	95,647	153,512	483,371
Pupils per Computer	1.1	0.9	1.0	1.0	1.1	1.2	1.1

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 4-33

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by School Type Within District Enrollment Category, 2014-2015 and 2015-2016

	Enrollment Category						
	2014-2015	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+
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 Schools	0	0.6	4.1	1.2	1.2	1.1	1.1
2015-2016							
Number of Computers in HS	2,926	23,537	26,784	41,578	28,361	34,437	157,623
Pupils per Computer in HS	0.7	0.8	0.8	0.9	1.0	1.2	1.0
Number of Computers in Middle School/Jr High School	796	5,526	12,812	31,500	20,917	32,945	104,496
Pupils per Computer in Middle School/Jr High School	0.8	0.9	0.9	0.9	1.0	1.0	0.9
Number of Computers in EL School	4,351	19,974	26,370	39,967	35,319	54,686	180,667
Pupils per Computer in EL School	1.0	1.1	1.1	1.3	1.3	1.3	1.2
Number of Computers in Other Schools	102	504	347	443	405	2,314	4,115
Pupils Per Computer in Other Schools	0.9	1.1	1.8	1.1	1.0	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. These ranges have changed from prior years, which used to top out at greater than 100 MB. There are now 3 levels over 100 Megabits, reaching into the gigabit realm. Table 4-34 provides the number of schools and bandwidth by school type within enrollment category. Ninety-eight percent of the largest districts have bandwidth greater than 100 Megabits. Statewide 67 percent of the largest districts are in the Gigabit range.

Table 4-34

Bandwidth by Public School by District Enrollment Category 2015-2016							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	67	243	266	319	173	258	1,326
Internet not Available	0	3	6	0	0	0	9
Bandwidth below 100 Megabits	51	97	76	31	33	18	306
Bandwidth 100 to 200 Megabits	14	100	132	77	17	42	382
Bandwidth 200 to 1,000 Megabits	2	26	44	177	80	24	353
Bandwidth 1,000 to 10,000 Megabits	0	17	8	34	43	174	276

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

Note: Enrollment categories are based on Certified Enrollment.

Table 4-35

Bandwidth for Public Schools by School Level Within Enrollment Category 2015-2016							
High Schools	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	20	94	85	77	23	28	327
Internet not Available	0	1	0	0	0	0	1
Bandwidth below 100 Megabits	15	34	19	2	0	2	72
Bandwidth 100 to 200 Megabits	4	42	47	23	4	2	122
Bandwidth 200 to 1,000 Megabits	1	11	16	45	14	4	91
Bandwidth 1,000 to 10,000 Megabits	0	6	3	7	5	20	41
Middle/Jr High Schools							
Total Number of Schools	8	36	58	77	27	47	253
Internet not Available	0	1	0	0	0	0	1
Bandwidth below 100 Megabits	5	16	13	6	5	4	49
Bandwidth 100 to 200 Megabits	3	11	32	20	1	3	70
Bandwidth 200 to 1,000 Megabits	0	4	11	43	13	10	81
Bandwidth 1,000 to 10,000 Megabits	0	4	2	8	8	30	52

Table 4-35 (...continued)

Elementary Schools	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	38	111	115	152	118	173	707
Internet not Available	0	1	6	0	0	0	7
Bandwidth below 100 Megabits	30	46	40	21	27	12	176
Bandwidth 100 to 200 Megabits	7	46	50	33	12	36	184
Bandwidth 200 to 1,000 Megabits	1	11	16	82	51	9	170
Bandwidth 1,000 to 10,000 Megabits	0	7	3	16	28	116	170
Other Schools							
Total Number of Schools	1	2	8	13	5	10	39
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 100 Megabits	1	1	4	2	1	0	9
Bandwidth 100 to 200 Megabits	0	1	3	1	0	1	6
Bandwidth 200 to 1,000 Megabits	0	0	1	7	2	1	11
Bandwidth 1,000 to 10,000 Megabits	0	0	0	3	2	8	13

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. Due to the data source change, the 2014-2016 migrant student data are not available in the 2016 annual report. 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 2014-2016 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 2014-2016**

Grade 4	2011-2013	2012-2014	2013-2015	2014-2016
Male	19,400	19,550	19,760	20,160
Female	18,620	18,790	18,940	19,310
African American	1,910	2,000	2,030	2,120
American Indian	170	170	170	150
Asian	880	900	900	900
Hispanic	3,500	3,640	3,880	4,150
White	30,430	30,330	30,220	30,540
ELL ¹	2,270	2,440	2,600	2,750
SES Eligible ²	15,320	15,550	15,980	16,630
IEP ³	4,590	4,580	4,570	4,660

Table 5-1 (...continued)

Grade 8	2011-2013	2012-2014	2013-2015	2014-2016
Male	19,370	19,580	19,530	19,460
Female	18,470	18,600	18,720	18,640
African American	1,850	1,910	1,920	1,950
American Indian	180	170	160	170
Asian	760	820	860	870
Hispanic	3,050	3,270	3,430	3,540
White	31,010	30,910	30,700	30,300
ELL ¹	1,150	1,280	1,380	1,410
SES Eligible ²	13,880	14,220	14,320	14,360
IEP ³	4,560	4,530	4,460	4,340
Grade 11				
Male	18,380	18,490	18,400	18,470
Female	17,620	17,570	17,610	17,760
African American	1,500	1,600	1,660	1,720
American Indian	170	160	160	150
Asian	790	850	890	880
Hispanic	2,540	2,690	2,840	2,990
White	30,230	29,910	29,580	29,520
ELL ¹	830	860	850	890
SES Eligible ²	10,960	11,270	11,350	11,580
IEP ³	3,770	3,730	3,640	3,540

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

²SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

³IEP 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 2014-2016**

Grade 4	2011-2013	2012-2014	2013-2015	2014-2016
Male	19,410	19,570	19,790	20,190
Female	18,630	18,800	18,960	19,330
African American	1,910	2,000	2,040	2,130
American Indian	170	170	170	150
Asian	890	910	900	910
Hispanic	3,510	3,660	3,900	4,170
White	30,440	30,340	30,220	30,540
ELL ¹	2,280	2,470	2,650	2,800
SES Eligible ²	15,340	15,580	16,020	16,670
IEP ³	4,600	4,590	4,580	4,660
Grade 8	2011-2013	2012-2014	2013-2015	2014-2016
Male	19,380	19,590	19,540	19,470
Female	18,480	18,610	19,720	18,650
African American	1,850	1,910	1,920	1,960
American Indian	180	170	160	170
Asian	770	830	870	880
Hispanic	3,060	3,290	3,450	3,560
White	31,020	30,910	30,690	30,300
ELL ¹	1,180	1,300	1,410	1,440
SES Eligible ²	13,910	14,230	14,340	14,390
IEP ³	4,570	4,520	4,460	4,340

Table 5-2 (...continued)

Grade 11	2011-2013	2012-2014	2013-2015	2014-2016
Male	18,380	18,490	18,350	18,420
Female	17,620	17,560	17,530	17,690
African American	1,500	1,590	1,660	1,720
American Indian	170	160	160	150
Asian	790	860	890	890
Hispanic	2,540	2,700	2,840	3,000
White	30,230	29,900	29,450	29,400
ELL ¹	850	870	870	910
SES Eligible ²	10,950	11,270	11,300	11,540
IEP ³	3,770	3,730	3,620	3,510

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

²SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

³IEP 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 2014-2016**

Grade 8	2011-2013	2012-2014	2013-2015	2014-2016
Male	19,290	19,480	19,430	19,390
Female	18,400	18,500	18,620	18,570
African American	1,850	1,910	1,920	1,960
American Indian	180	170	160	170
Asian	770	830	870	880
Hispanic	3,060	3,280	3,450	3,560
White	30,850	30,710	30,470	30,120
ELL ¹	1,180	1,300	1,410	1,440
SES Eligible ²	13,890	14,230	14,330	14,390
IEP ³	4,560	4,530	4,460	4,350
Grade 11	2011-2013	2012-2014	2013-2015	2014-2016
Male	18,350	18,470	18,400	18,470
Female	17,600	17,550	17,590	17,740
African American	1,490	1,590	1,660	1,720
American Indian	170	160	160	150
Asian	790	860	890	890
Hispanic	2,540	2,700	2,840	3,000
White	30,200	29,880	29,560	29,490
ELL ¹	840	870	860	910
SES Eligible ²	10,930	11,250	11,340	11,570
IEP ³	3,760	3,730	3,640	3,520

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

²SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

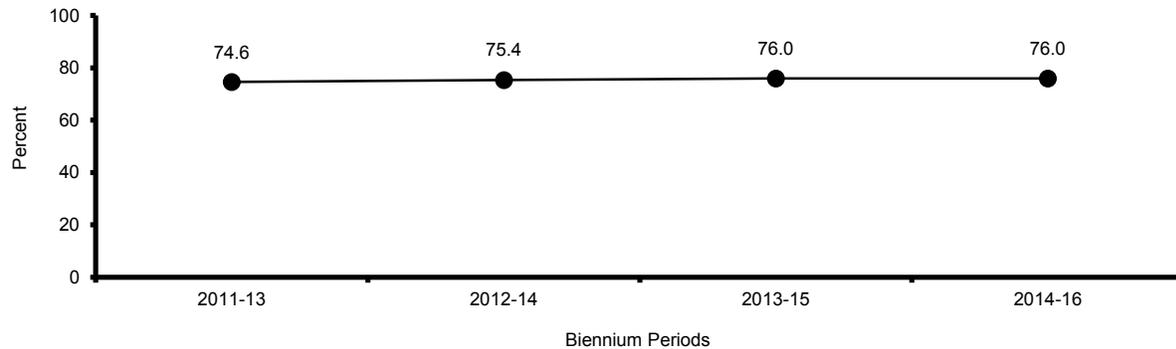
³IEP indicates special education status, students with IEPs are classified as special education students.

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 2014-2016

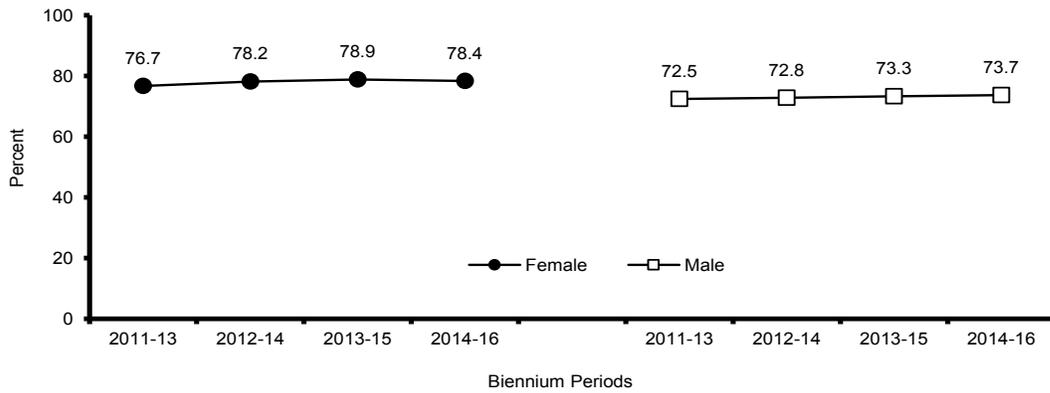


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016

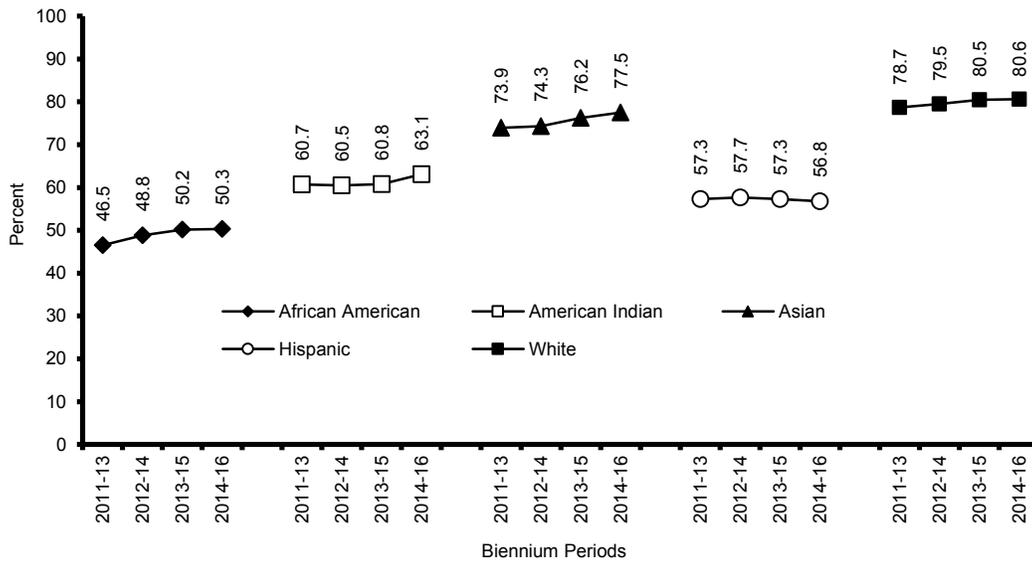


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016

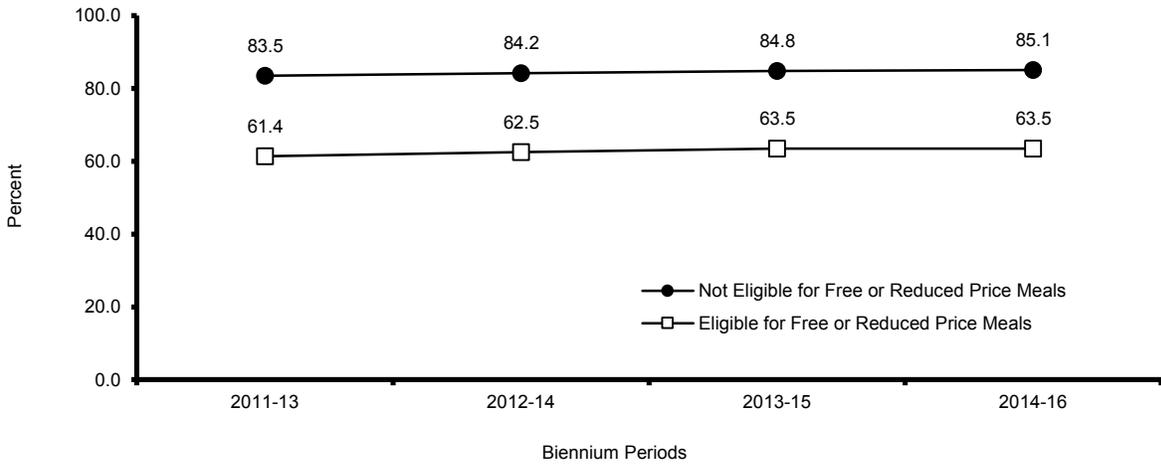


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016



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.

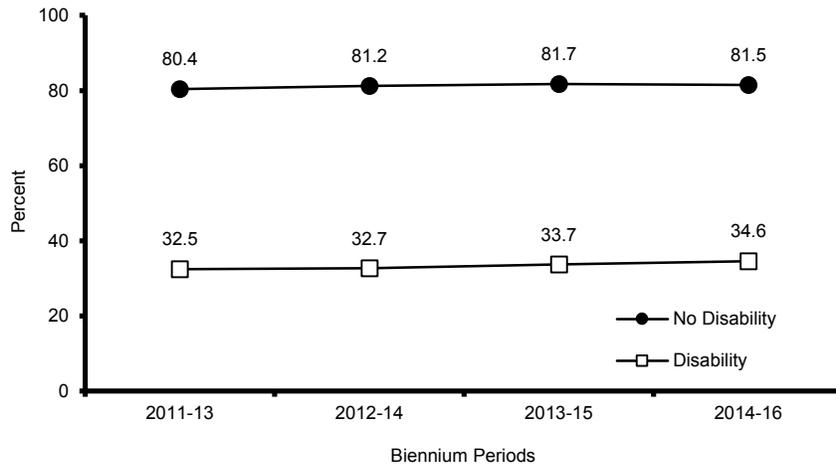
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 2014-2016**



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.

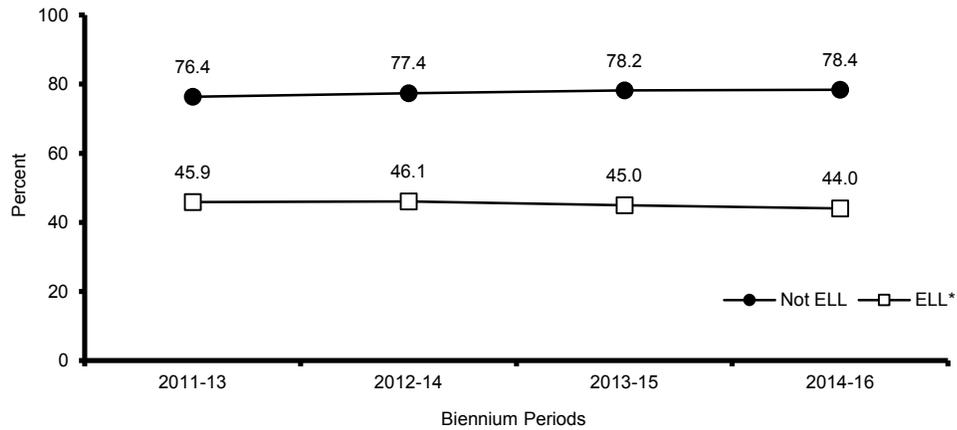
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 2014-2016



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.

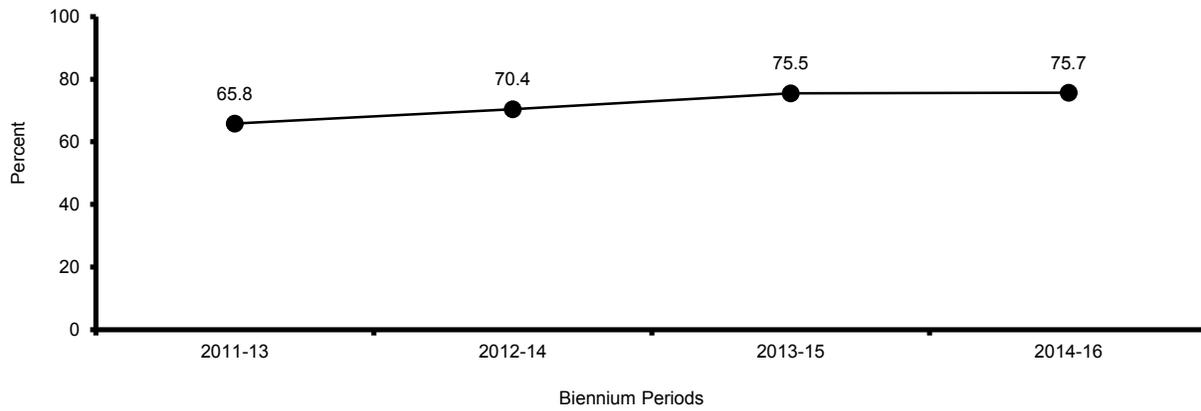
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 5-8

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests
Biennium Periods 2011-2013 to 2014-2016



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.

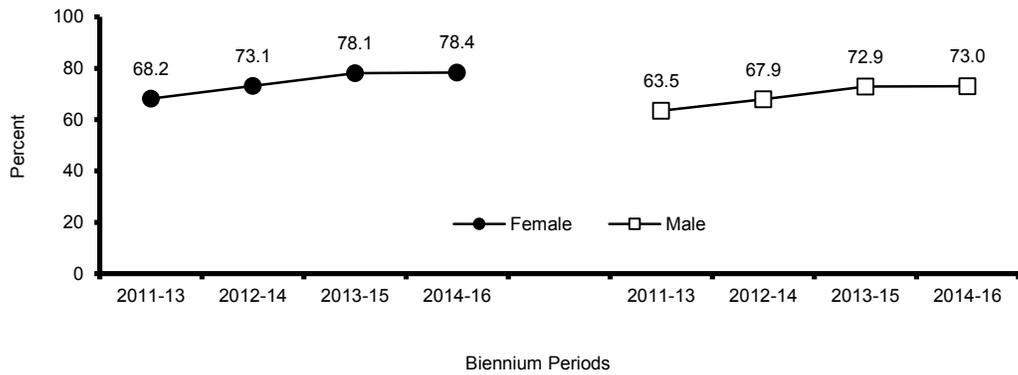
A student designated as proficient can, at a minimum, do the following:

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 2014-2016**

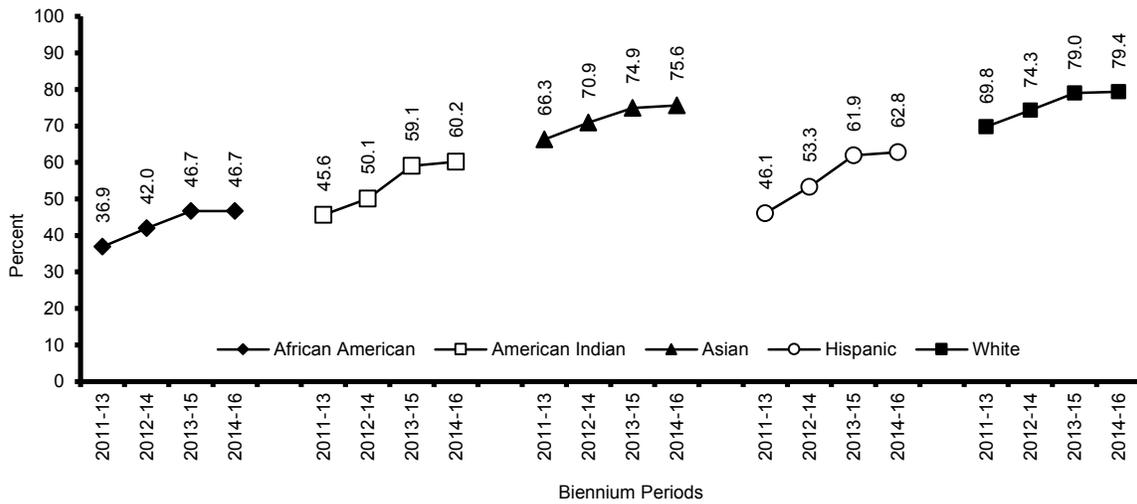


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016

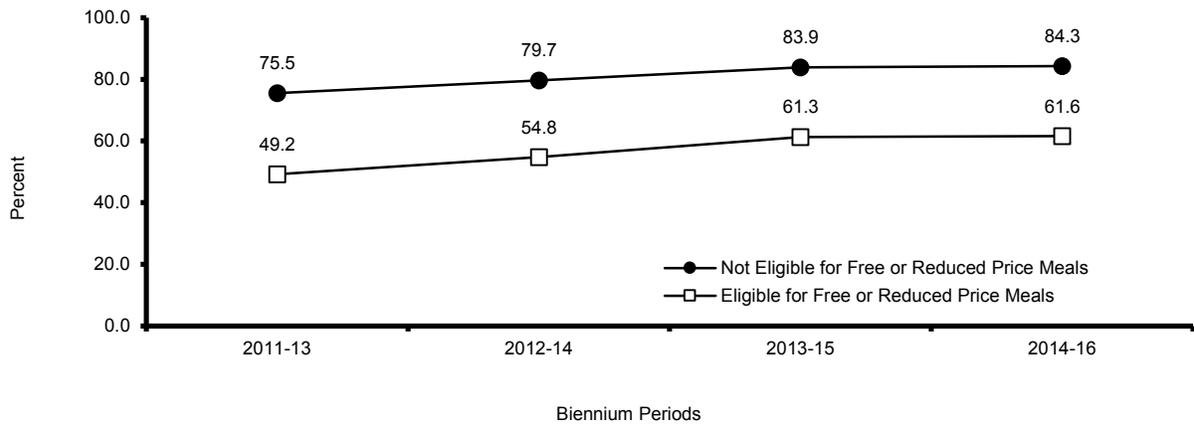


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016

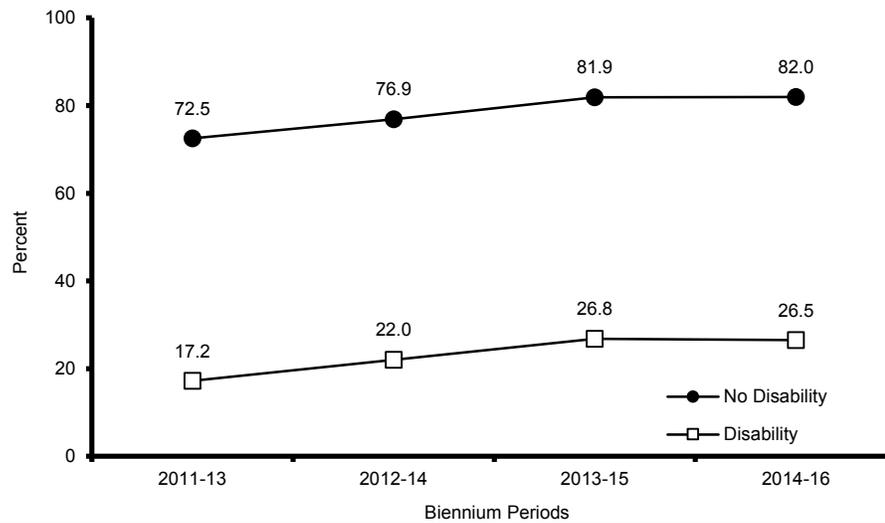


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016



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:

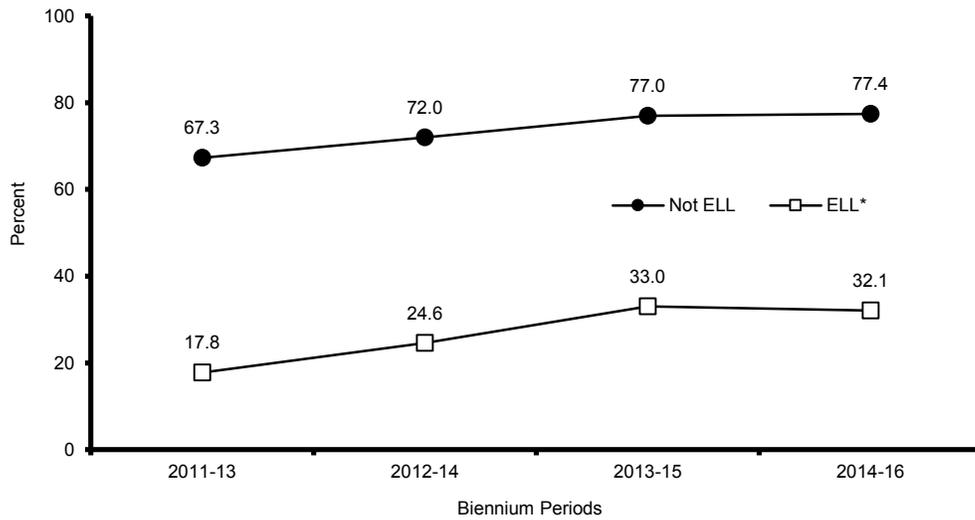
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 2014-2016



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.

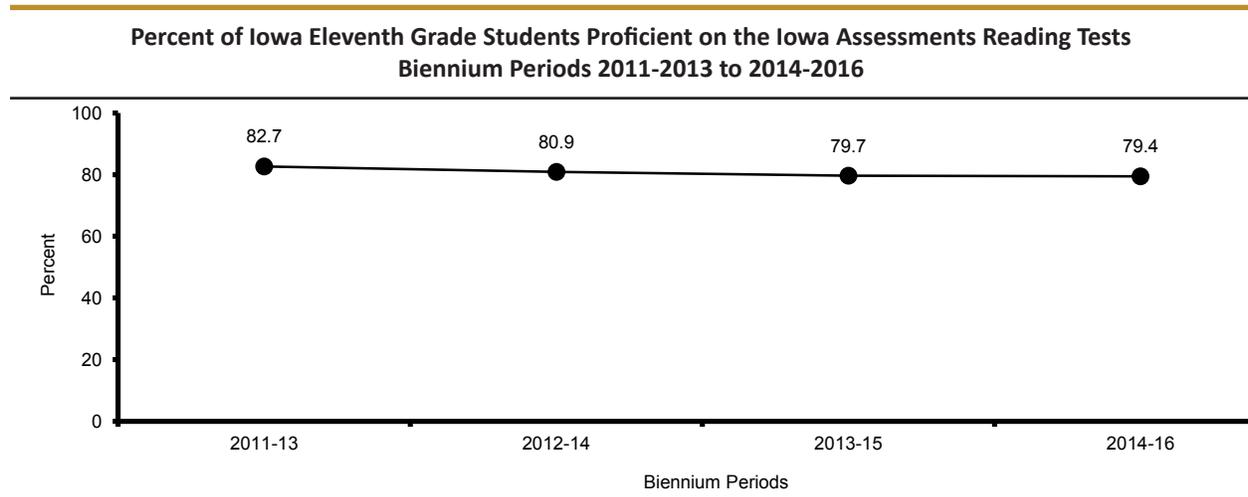
A student designated as proficient can, at a minimum, do the following:

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 5-15



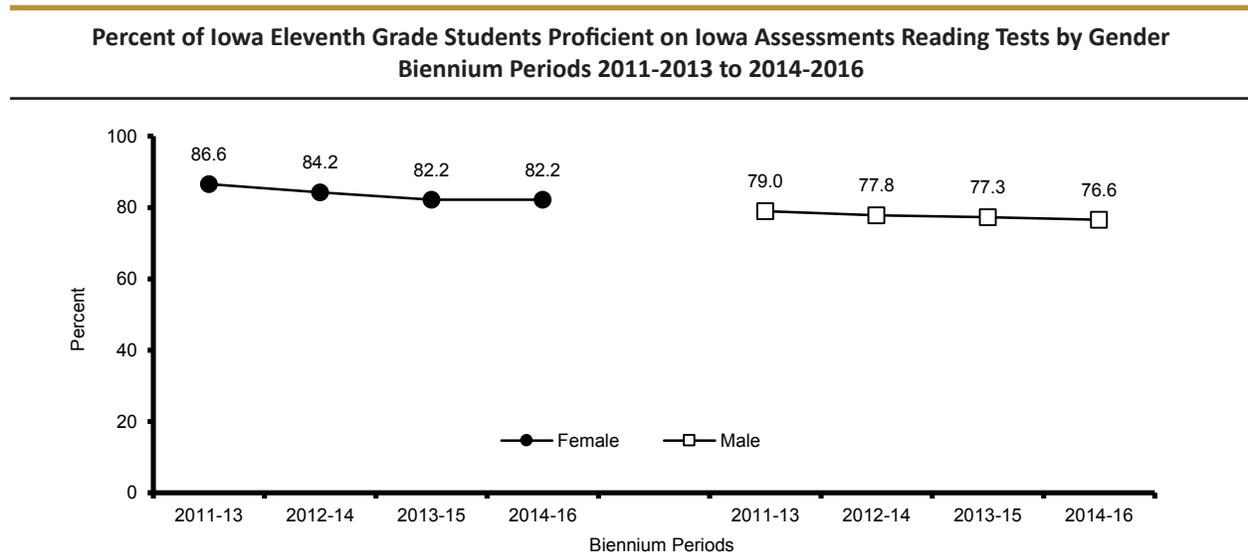
Source: Iowa Testing Programs, The University of Iowa.

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



Source: Iowa Testing Programs, The University of Iowa.

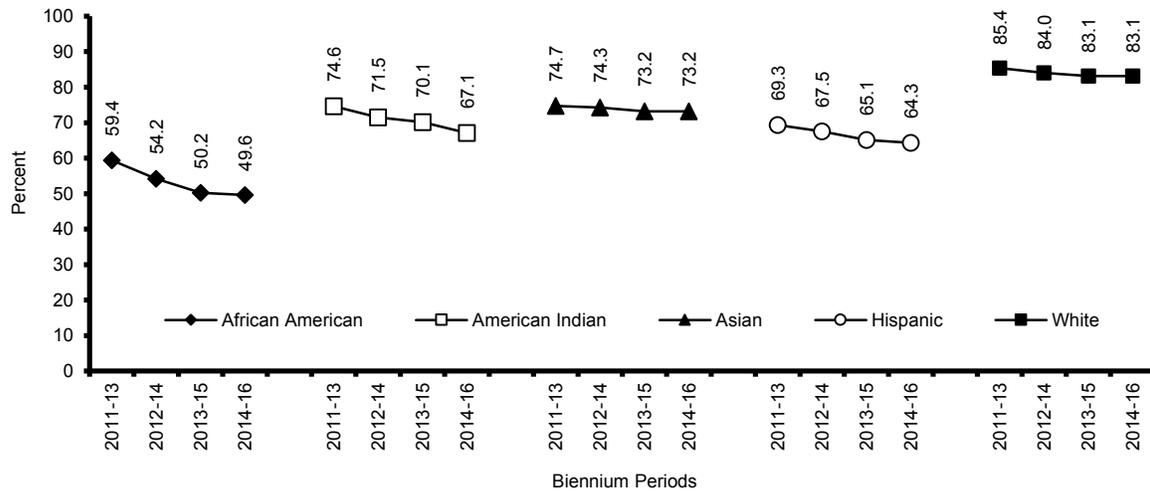
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



Source: Iowa Testing Programs, The University of Iowa.

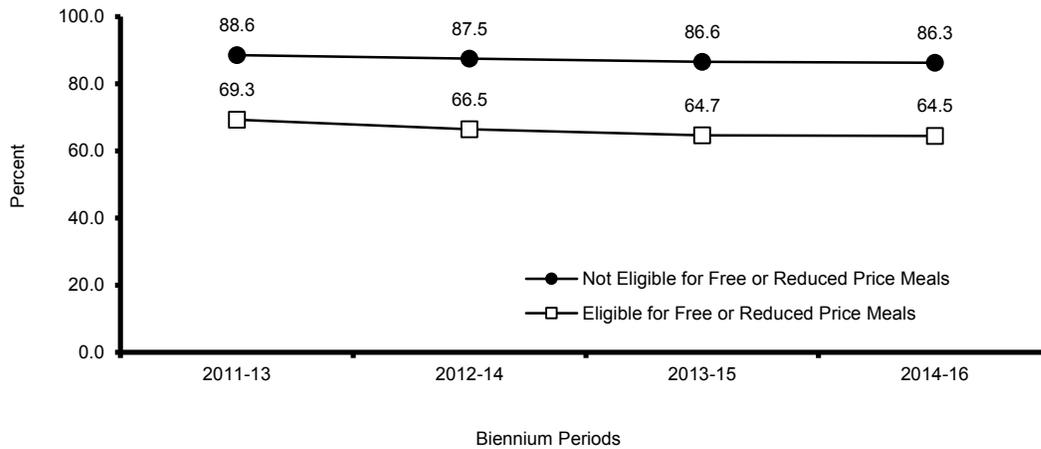
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



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.

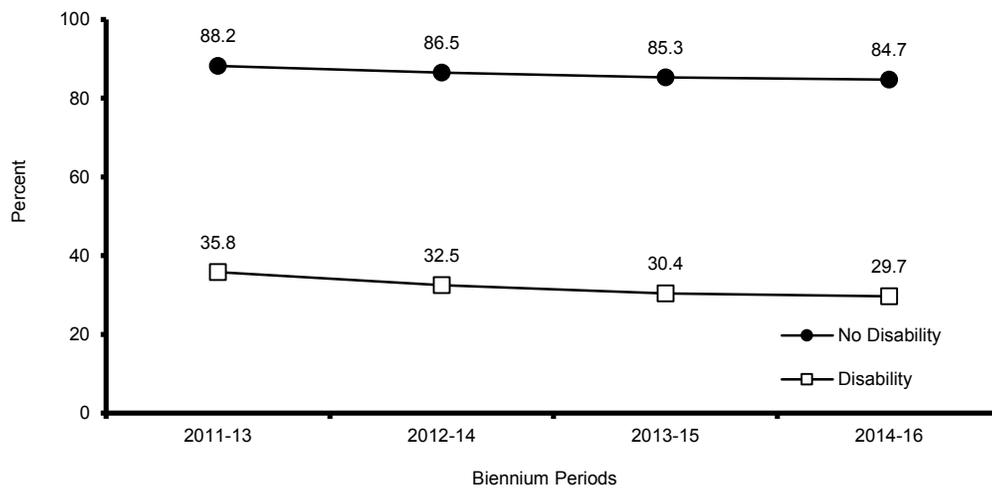
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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.

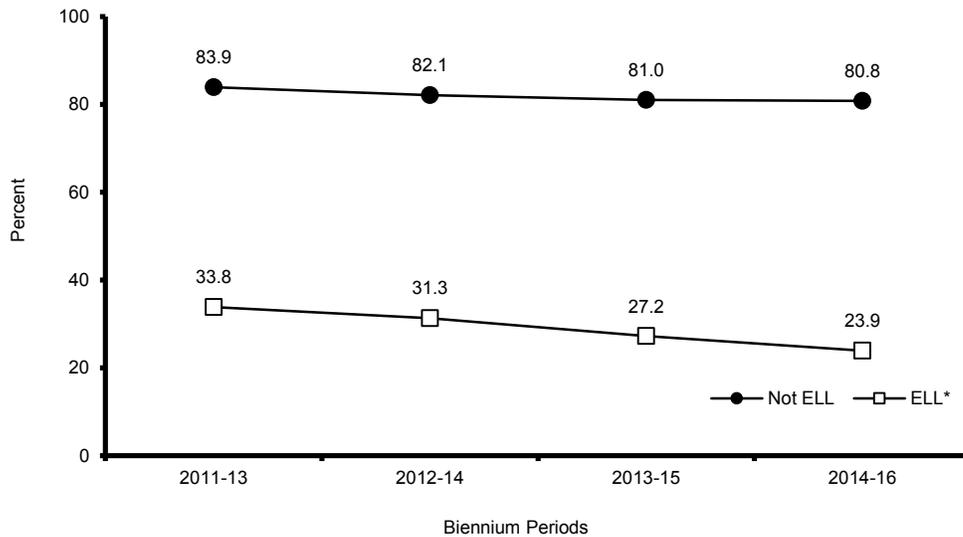
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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:

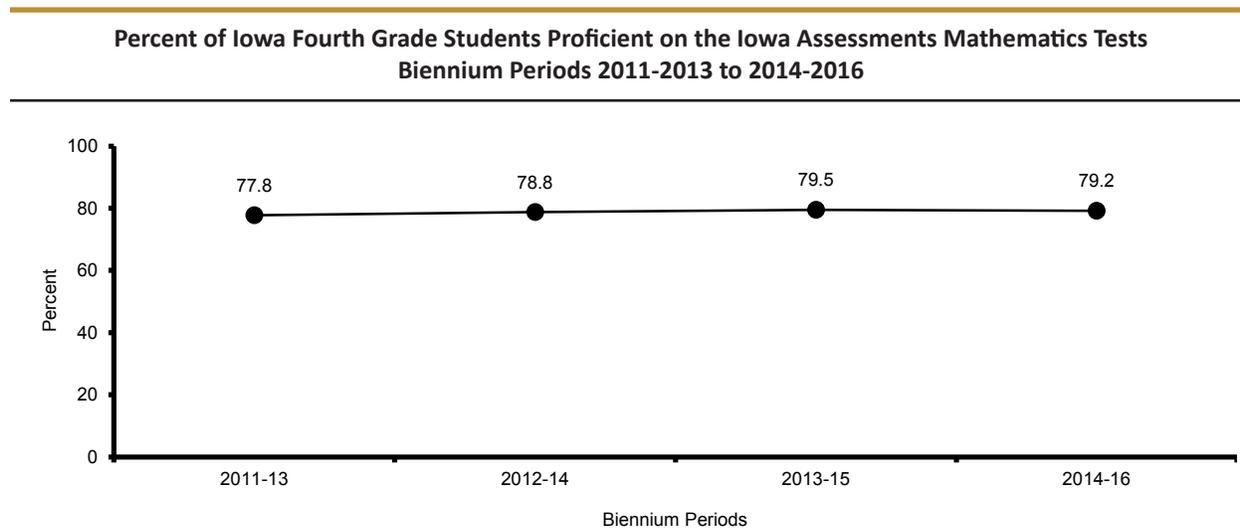
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

*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.

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



Source: Iowa Testing Programs, The University of Iowa.

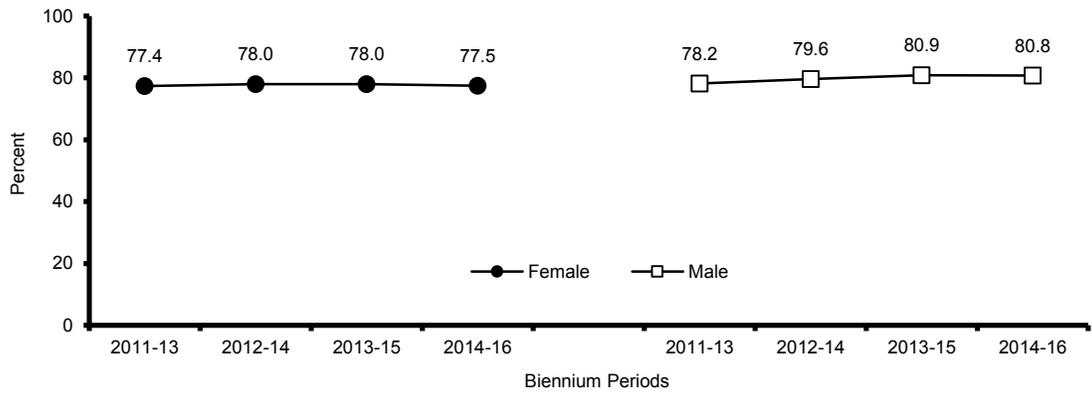
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



Source: Iowa Testing Programs, The University of Iowa.

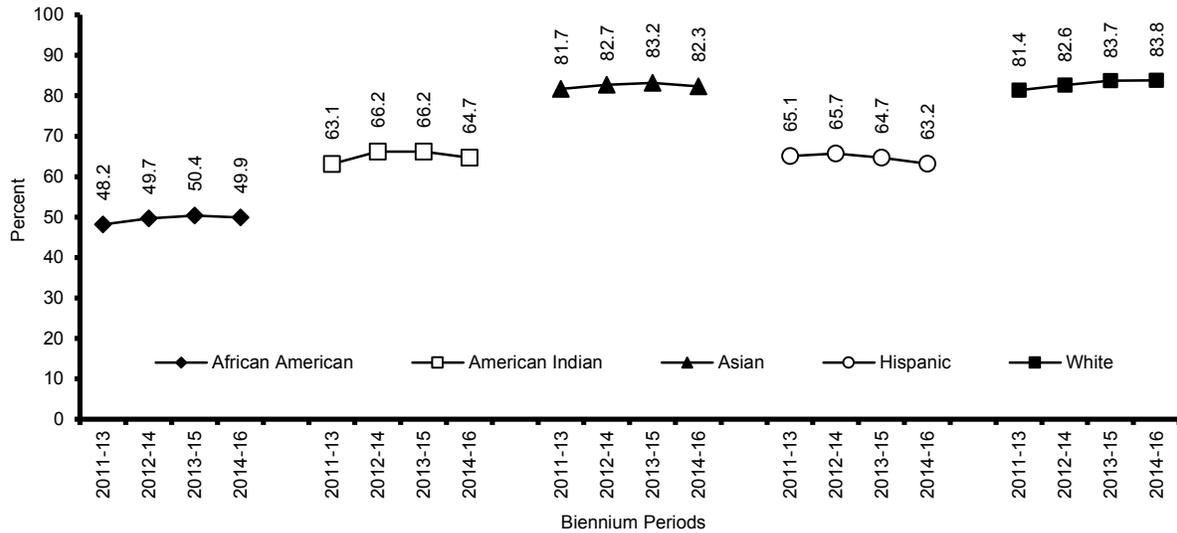
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



Source: Iowa Testing Programs, The University of Iowa.

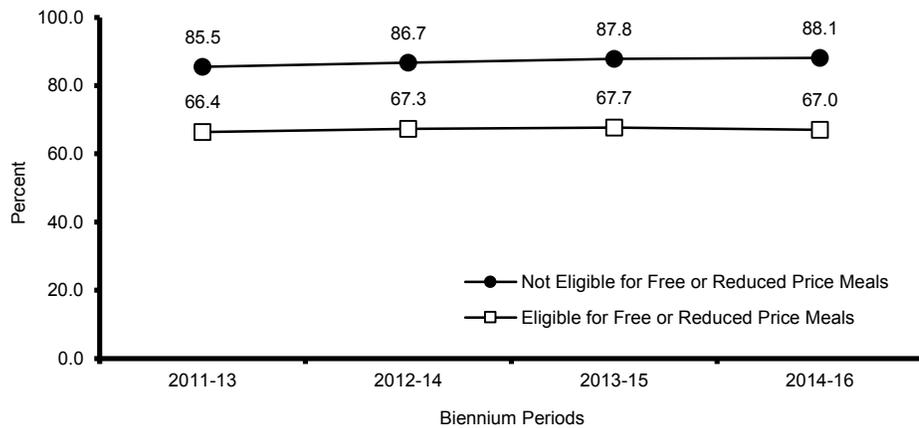
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



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.

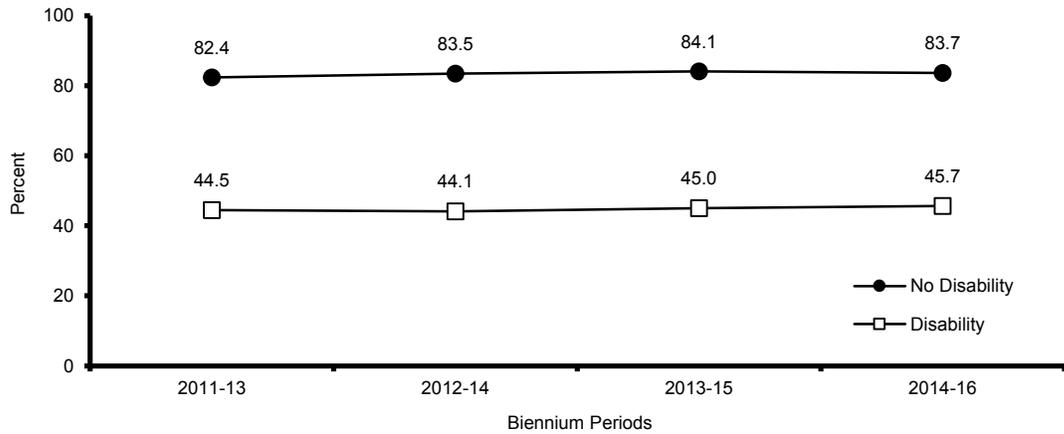
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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.

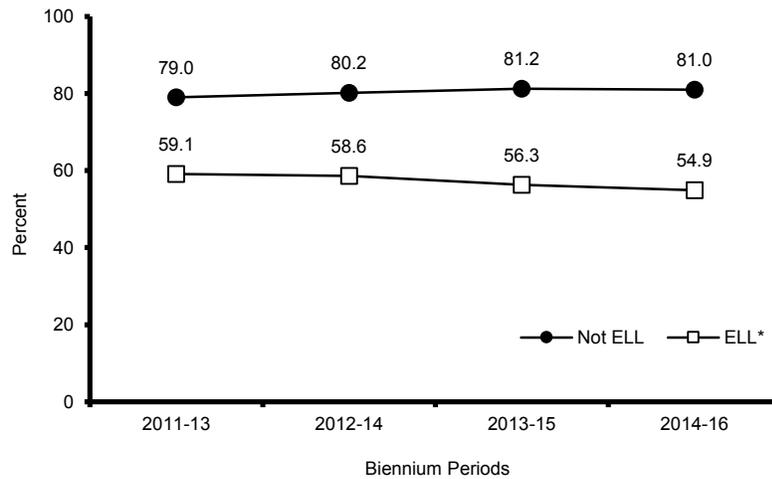
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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.

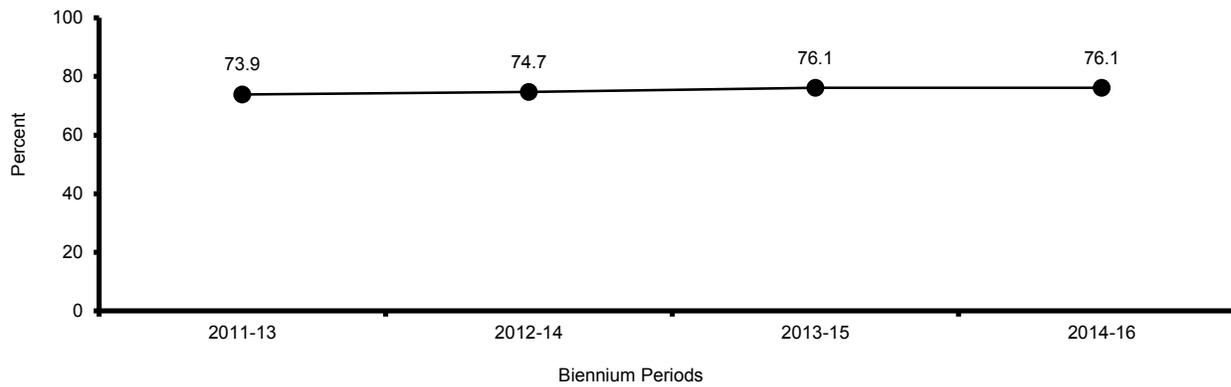
A student designated as proficient can, at a minimum, do the following:

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 5-29

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2014-2016**



Source: Iowa Testing Programs, The University of Iowa.

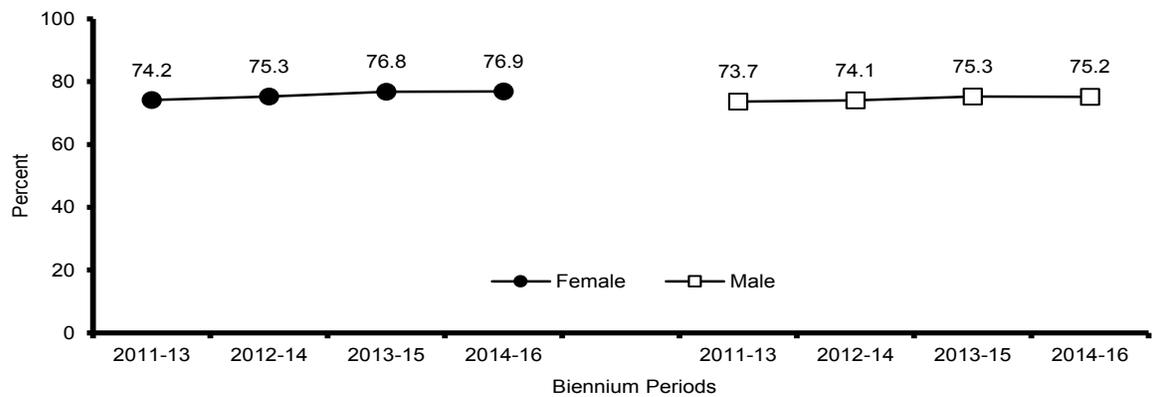
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016**



Source: Iowa Testing Programs, The University of Iowa.

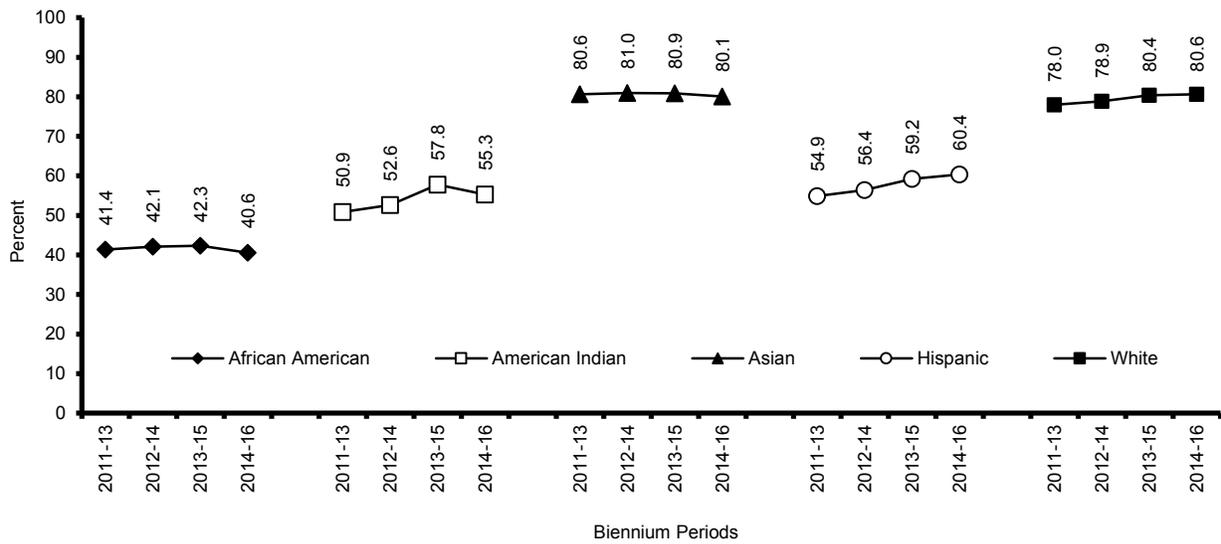
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



Source: Iowa Testing Programs, The University of Iowa.

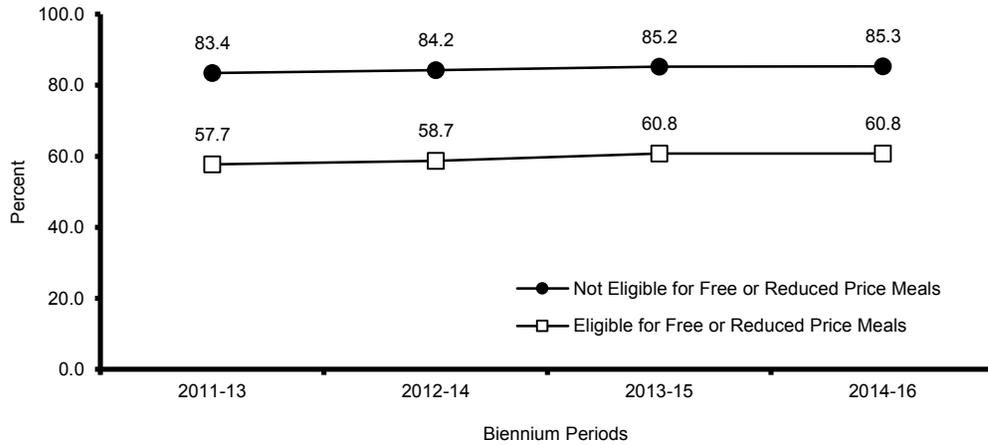
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



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.

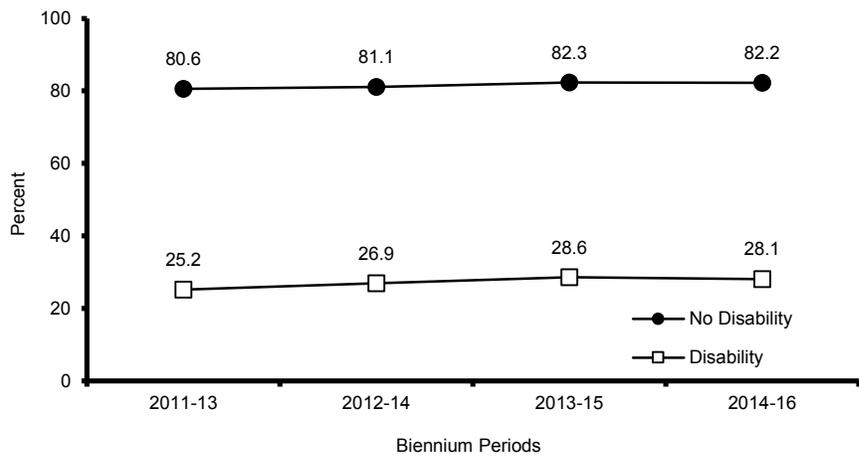
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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.

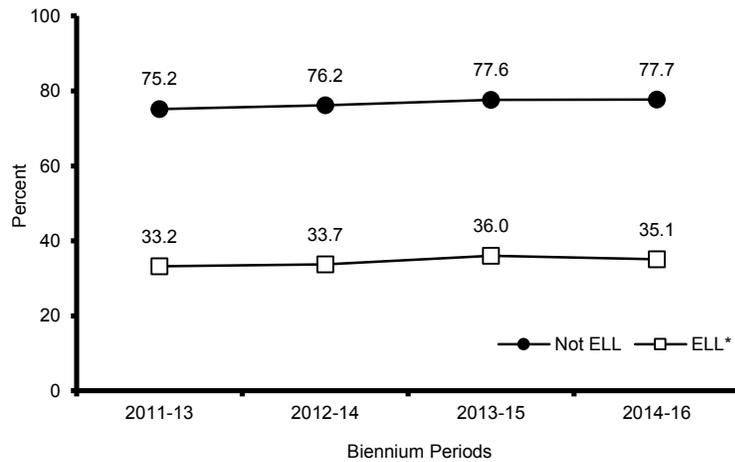
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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.

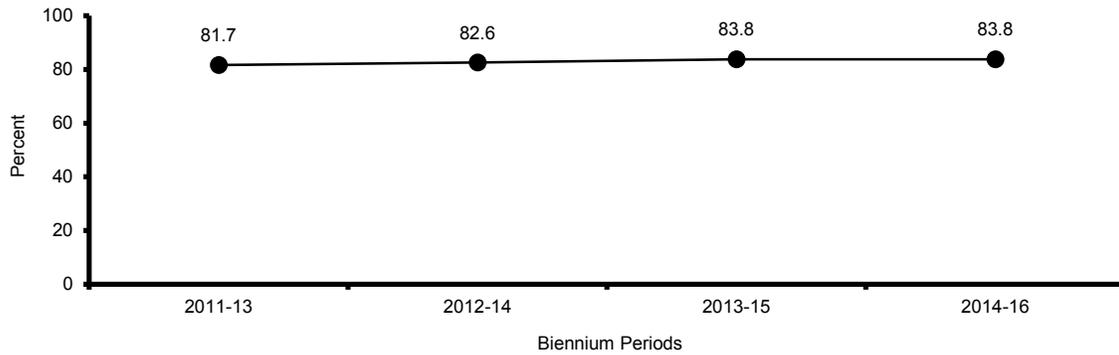
A student designated as proficient can, at a minimum, do the following:

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 5-36

**Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2014-2016**



Source: Iowa Testing Programs, The University of Iowa.

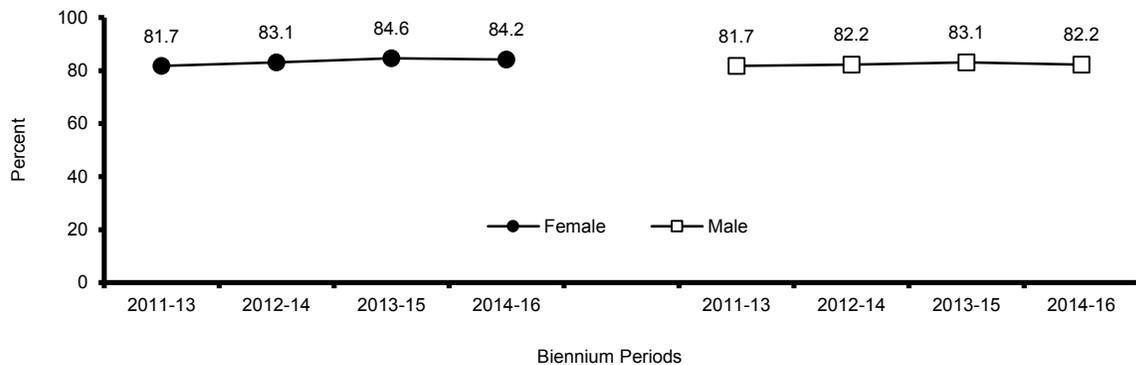
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016**



Source: Iowa Testing Programs, The University of Iowa.

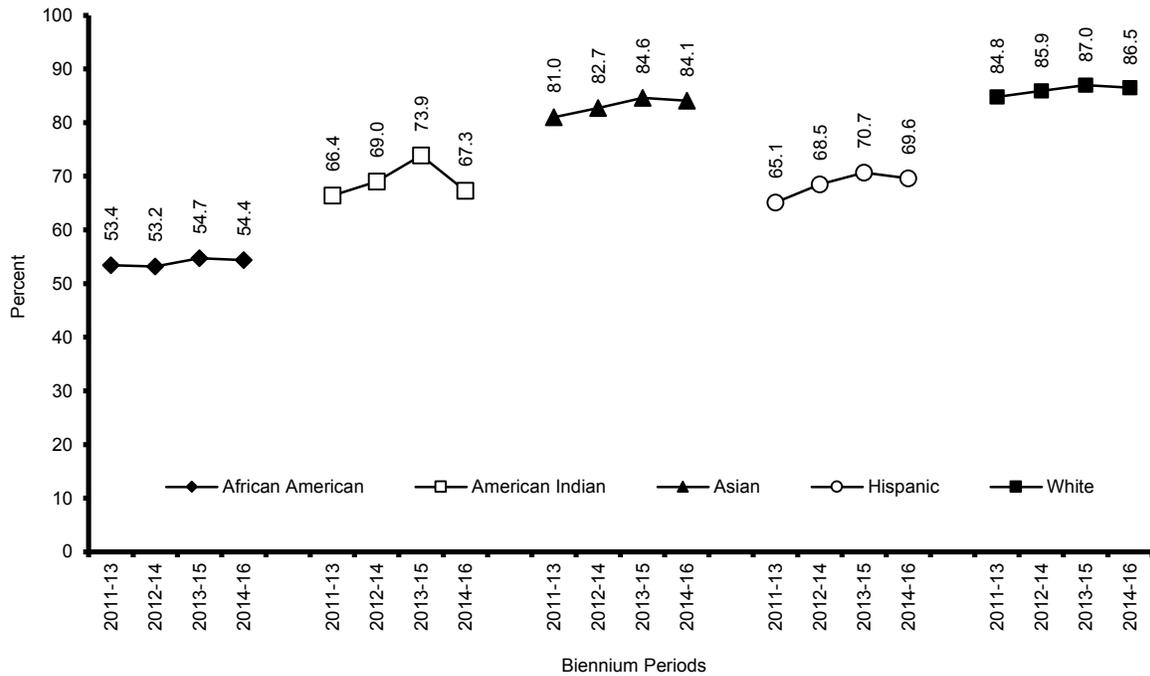
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



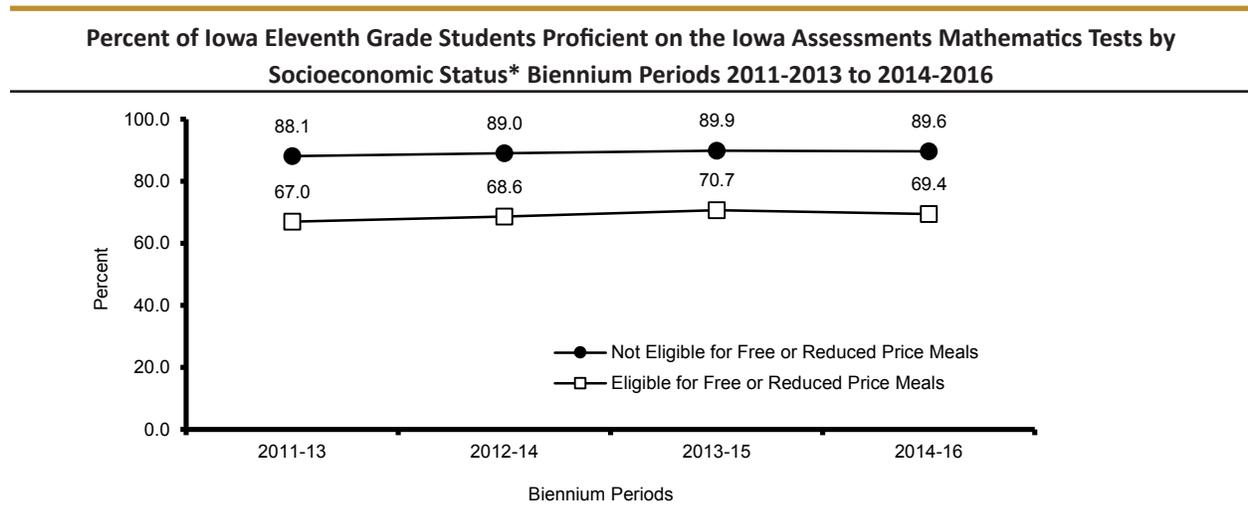
Source: Iowa Testing Programs, The University of Iowa.

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



Source: Iowa Testing Programs, The University of Iowa.

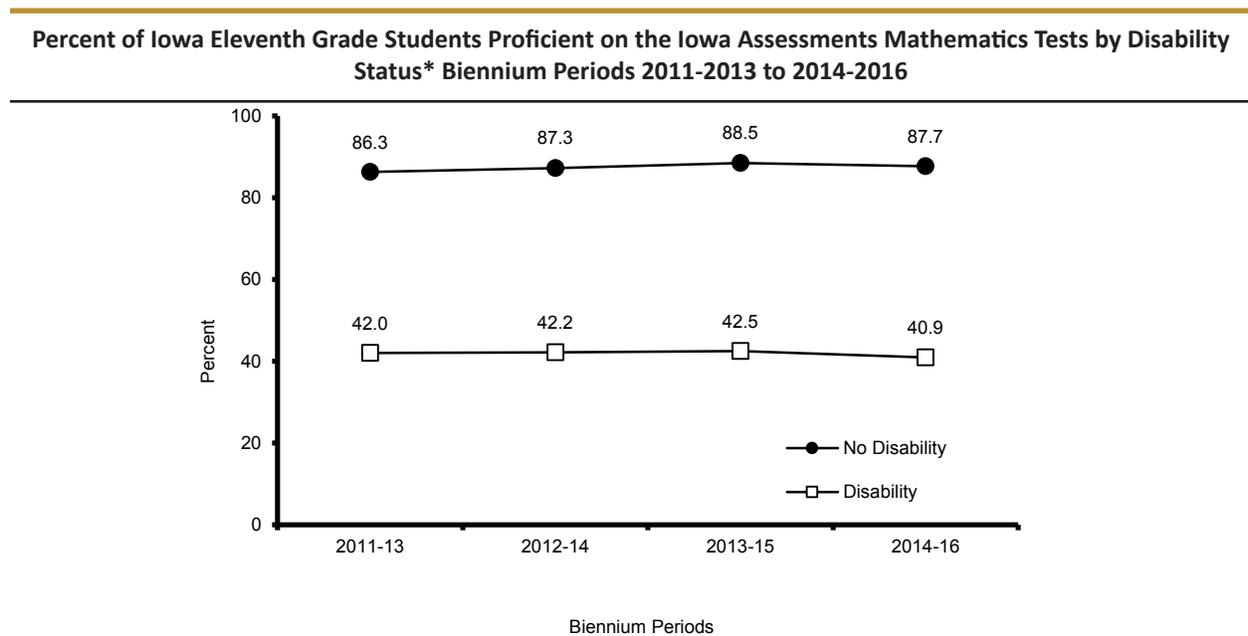
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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



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.

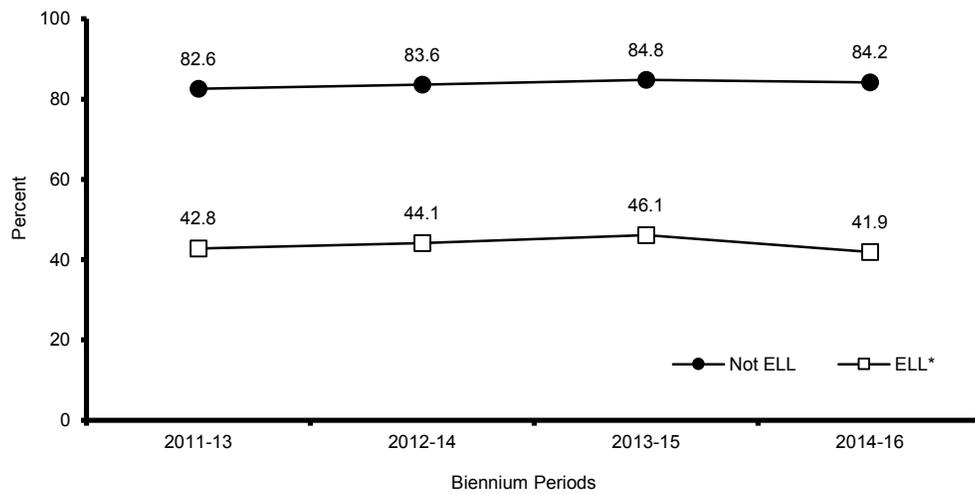
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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.

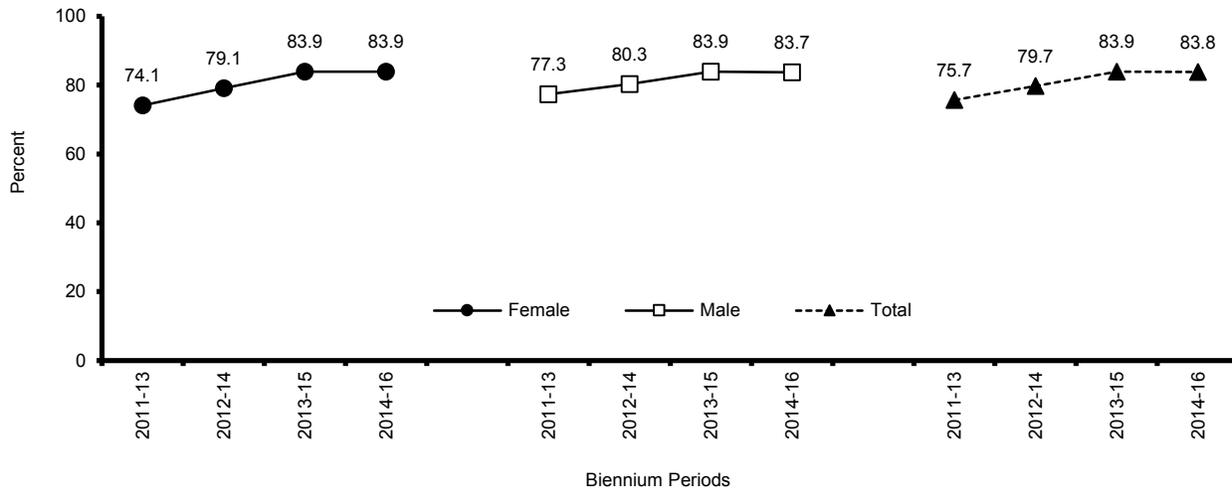
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

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 2014-2016

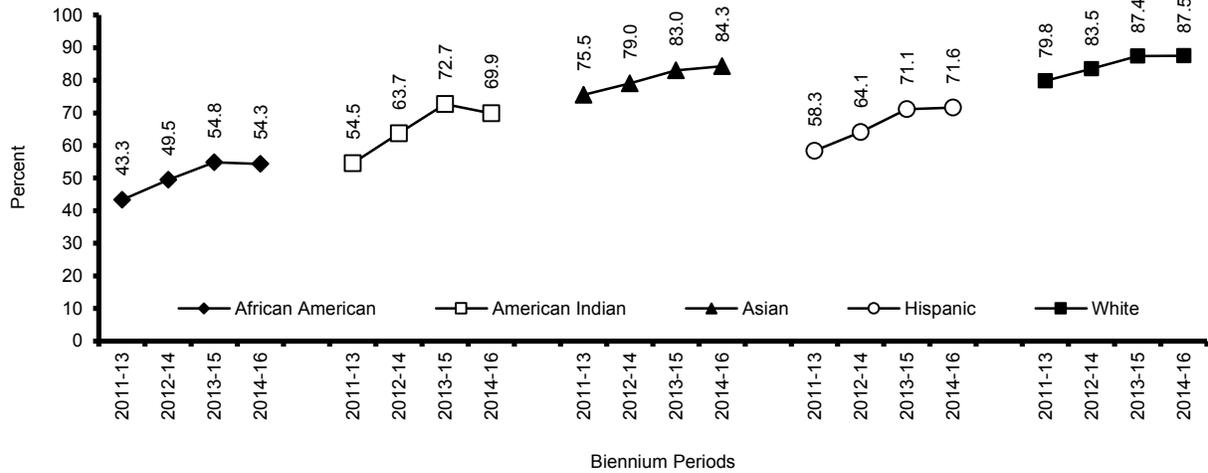


Source: Iowa Testing Programs, The University of Iowa.

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 2014-2016**



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.

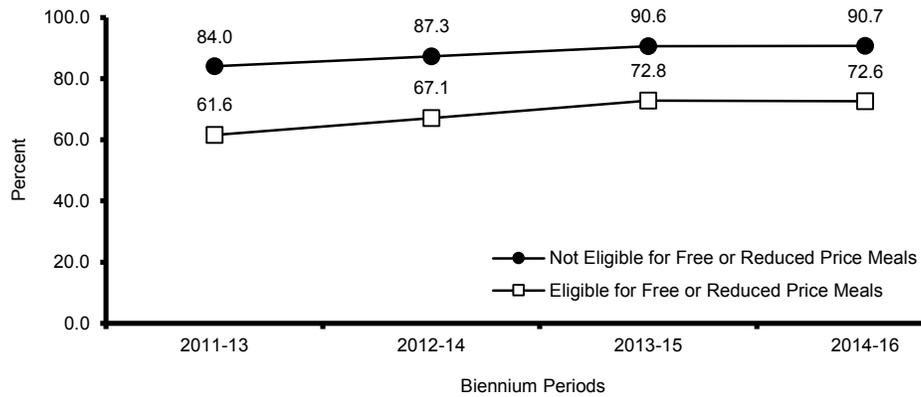
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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:

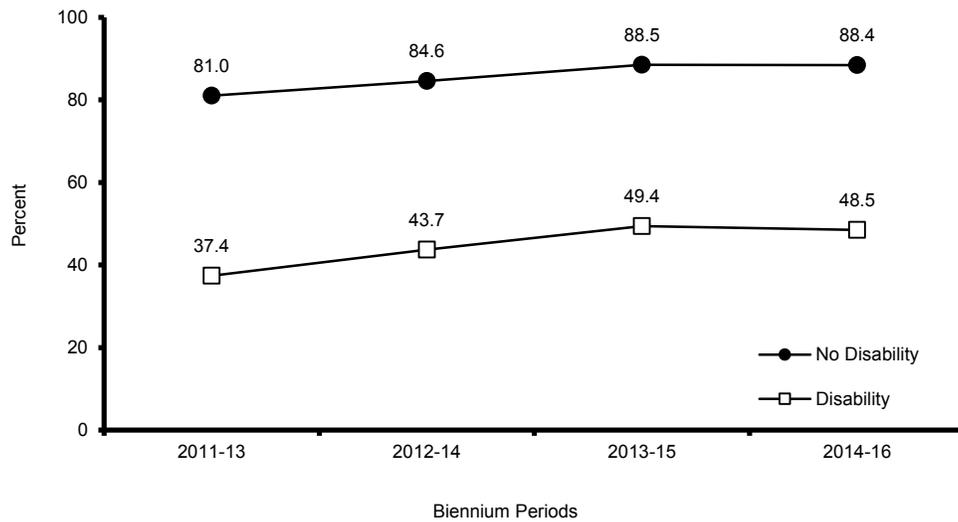
Sometimes understands ideas related to Earth, the universe, and the life science.

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 2014-2016



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:

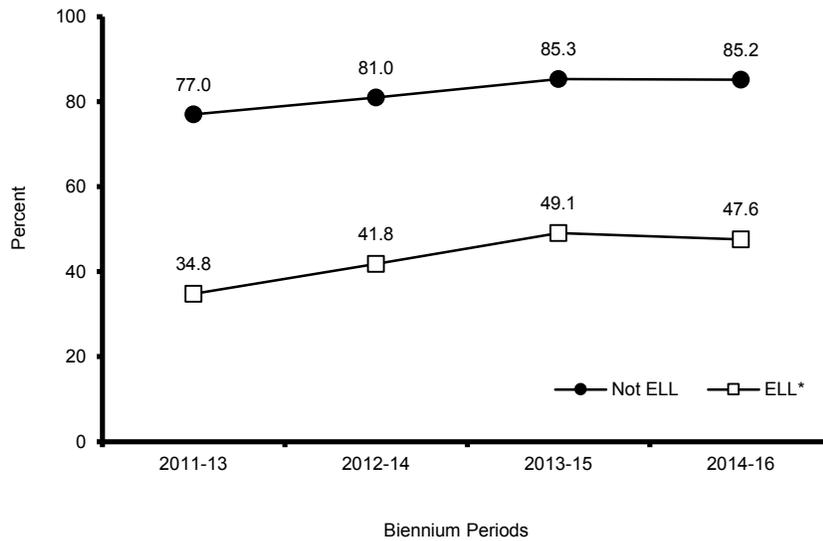
Sometimes understands ideas related to Earth, the universe, and the life science.

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 2014-2016



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:

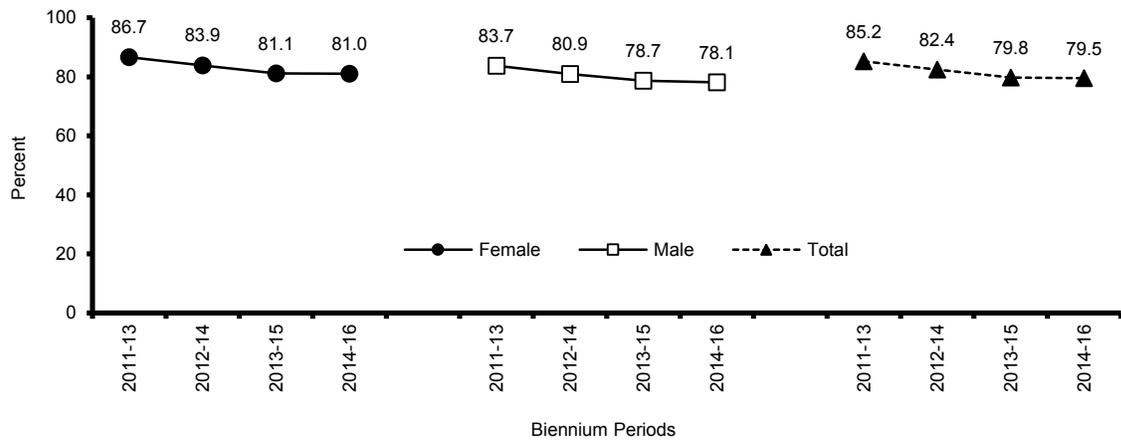
Sometimes understands ideas related to Earth, the universe, and the life science.

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 5-49

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Gender
Biennium Periods 2011-2013 to 2014-2016



Source: Iowa Testing Programs, The University of Iowa.

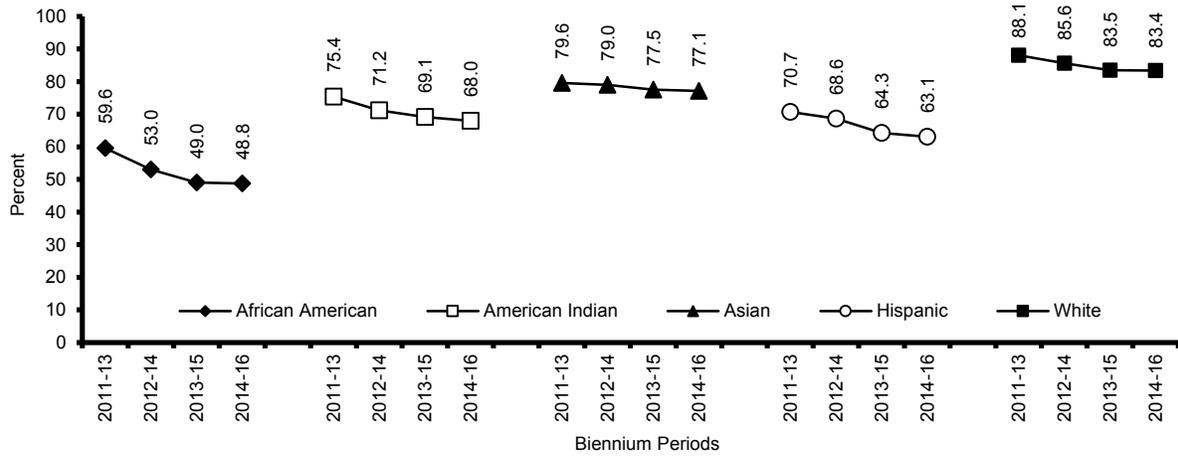
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



Source: Iowa Testing Programs, The University of Iowa.

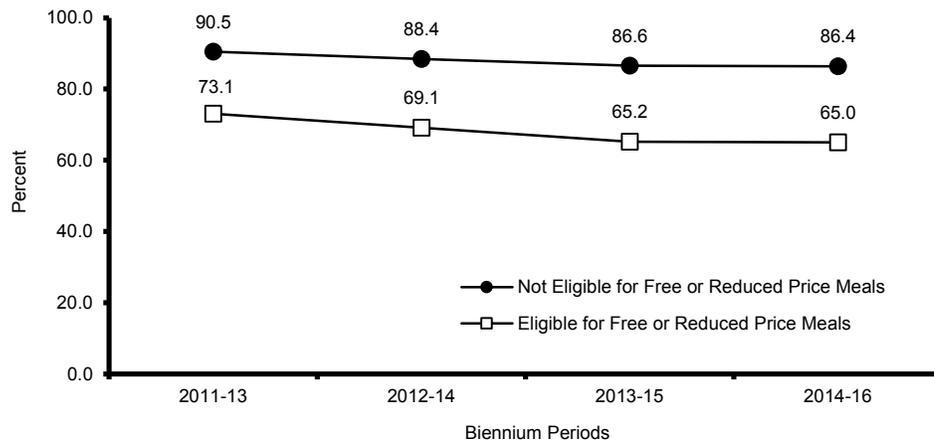
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016



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.

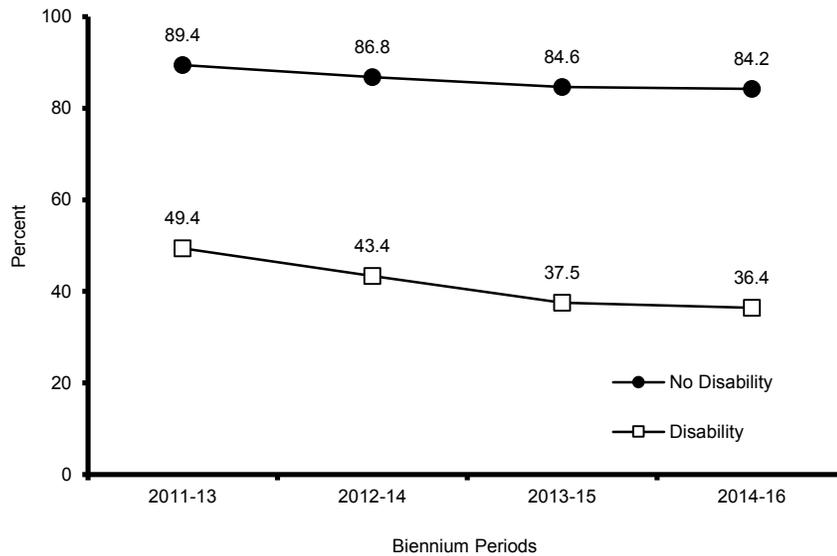
A student designated as proficient can, at a minimum, do the following:

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 2014-2016**



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.

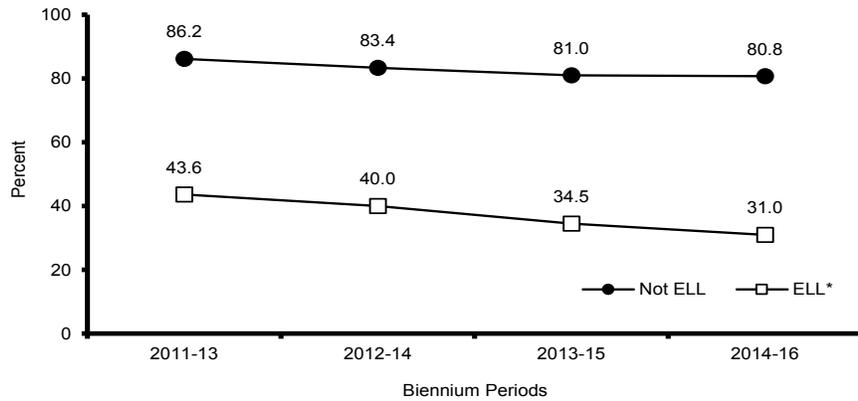
A student designated as proficient can, at a minimum, do the following:

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 2014-2016



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:

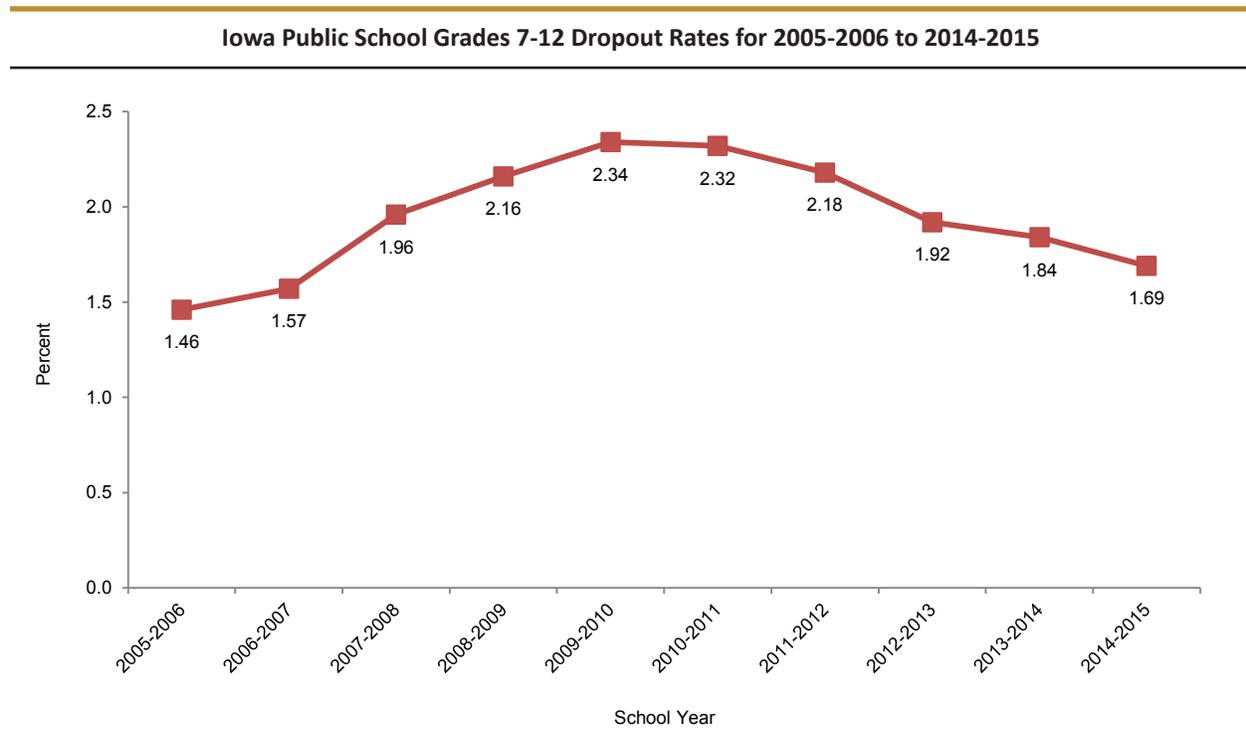
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

*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.

Dropouts

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

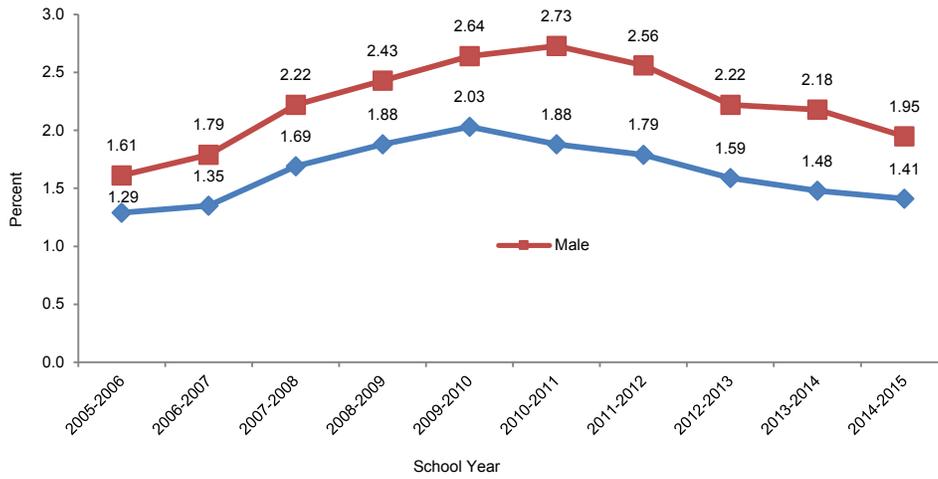
Figure 5-55



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

Figure 5-56

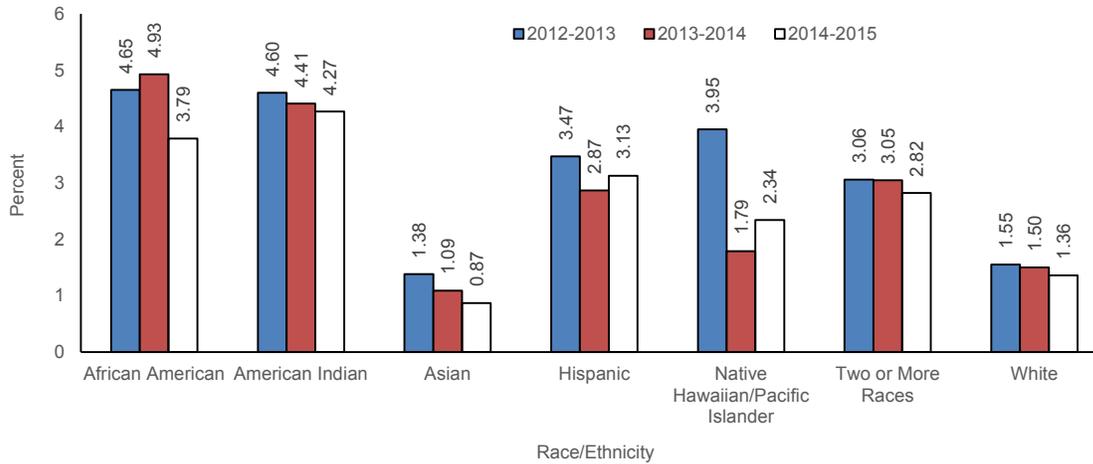
Iowa Public School Grades 7-12 Dropout Rates by Gender
2005-2006 to 2014-2015



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

Figure 5-57

Iowa Public School Grades 7-12 Dropouts Rates by Race/Ethnicity
2012-2013 to 2014-2015



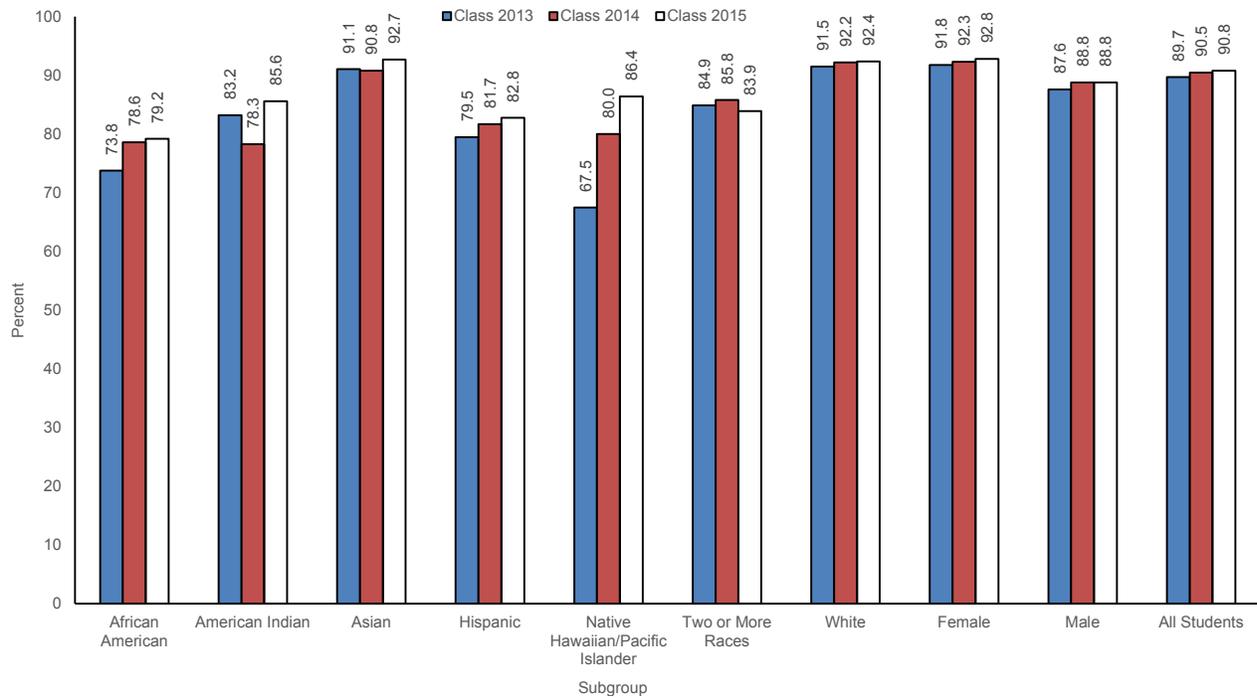
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

High School Graduation Rates

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

Figure 5-58

Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender Graduating Classes of 2013 to 2015



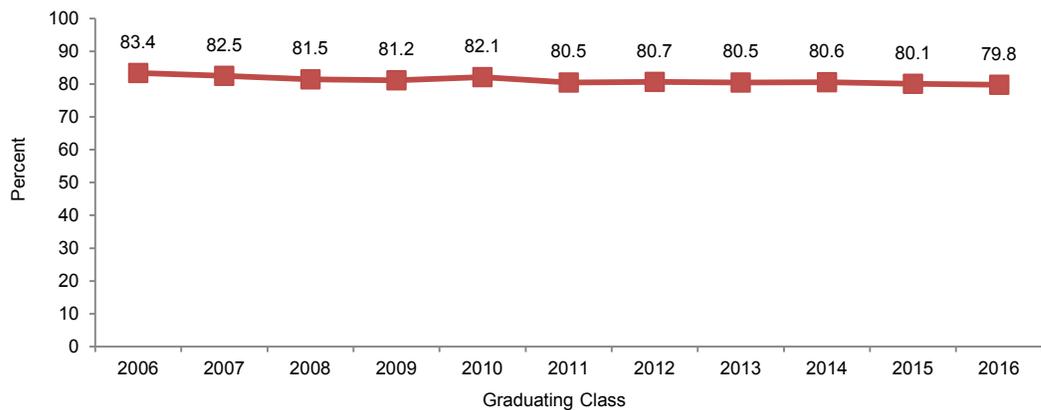
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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

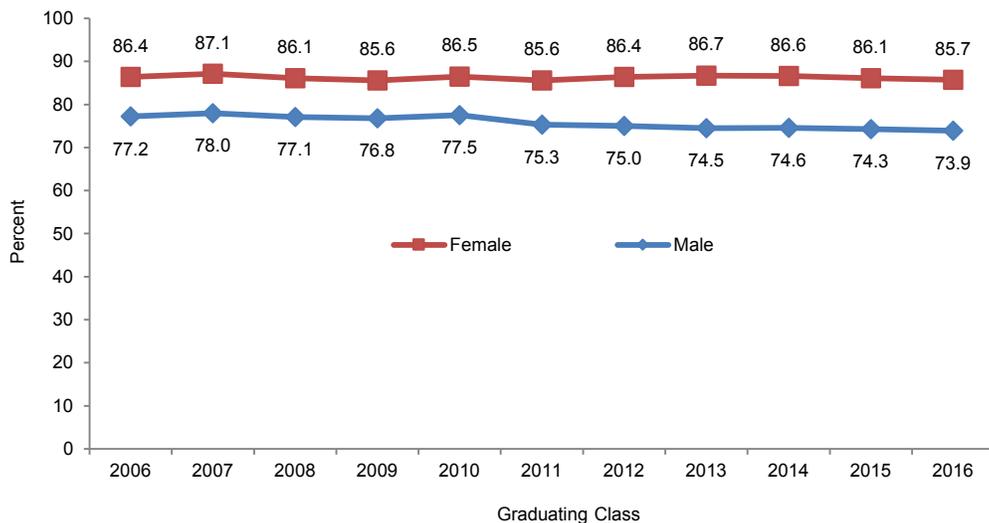
Percent of All Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2006 to 2016



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

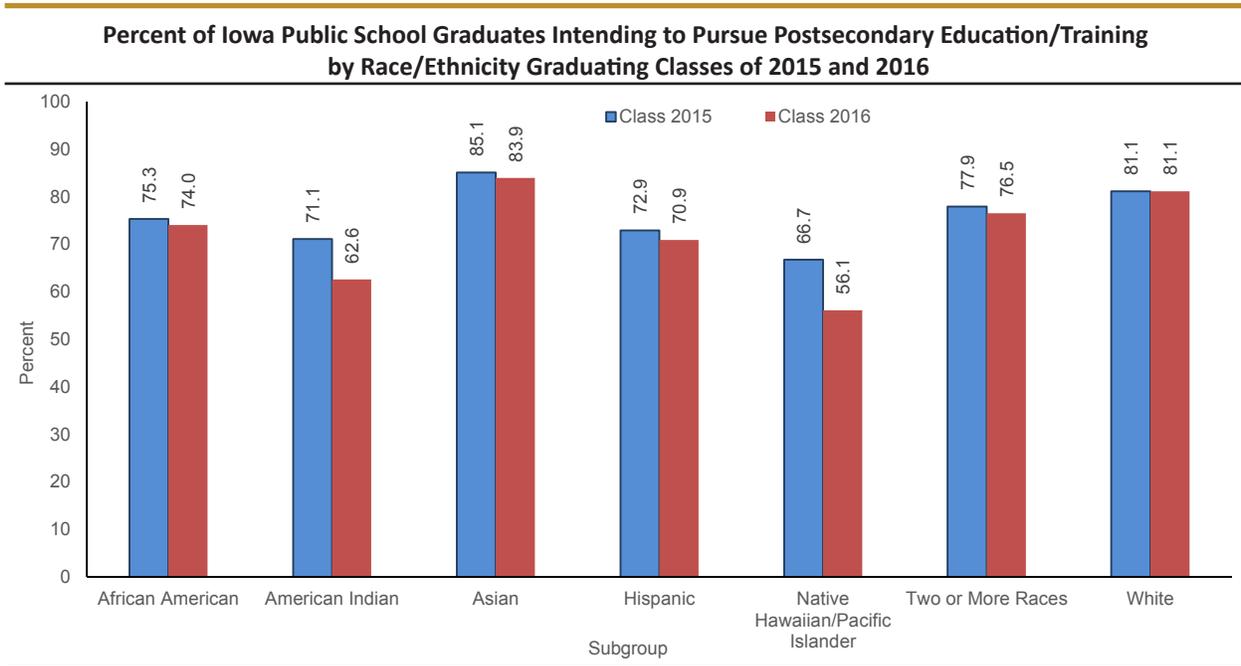
Figure 5-60

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2006 to 2016



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

Figure 5-61

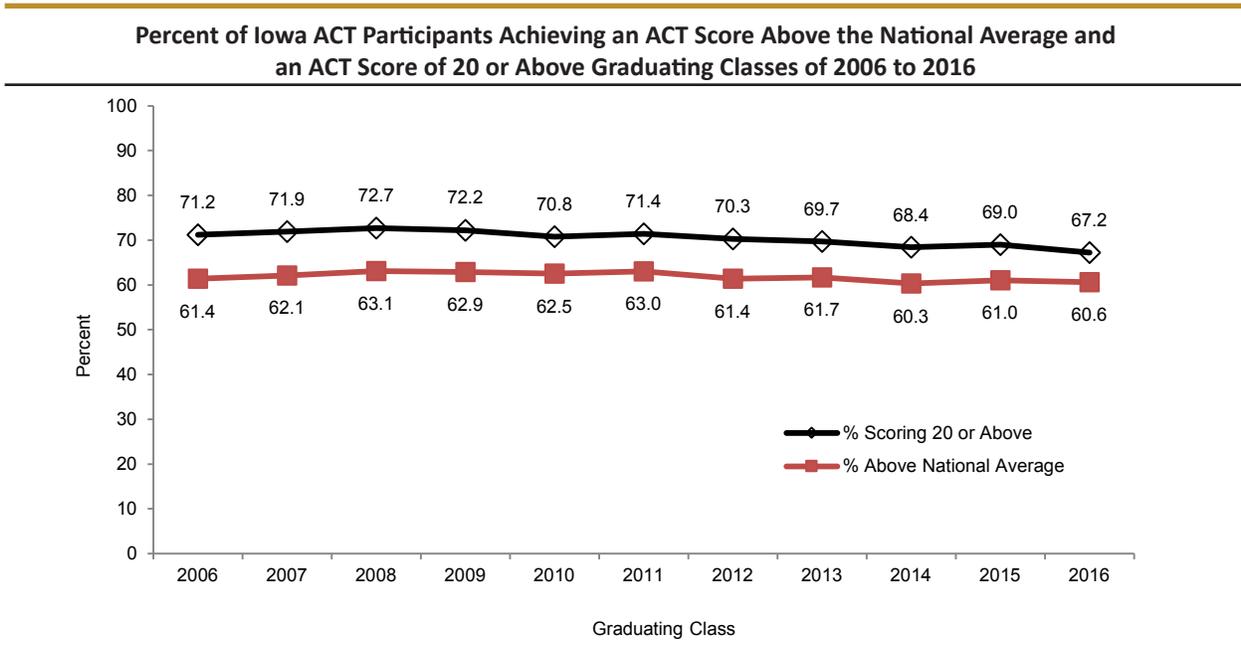


Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

Probable Postsecondary Success

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

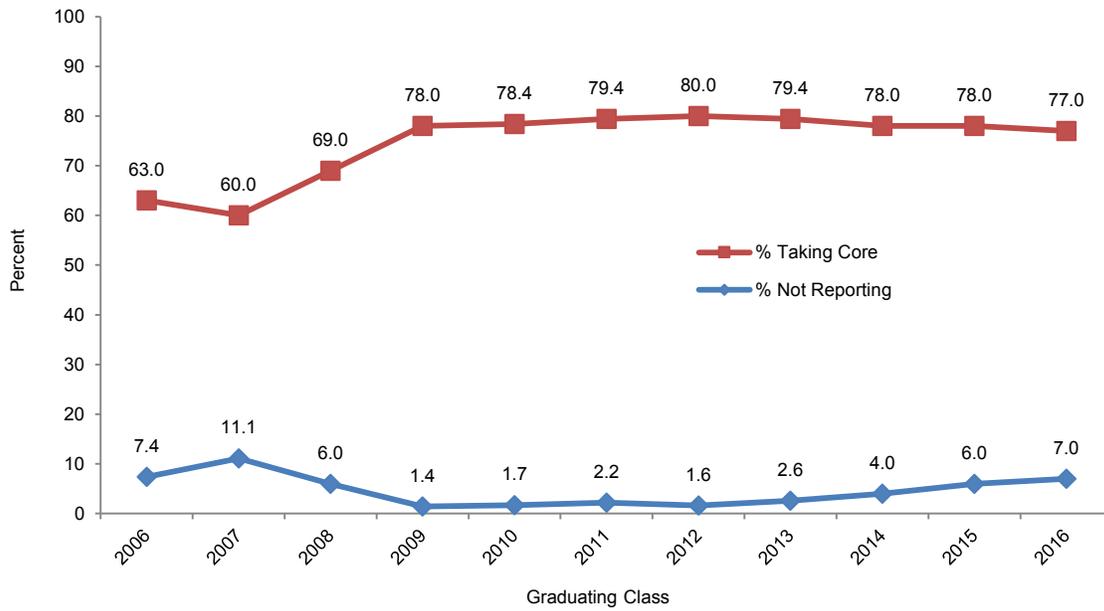
Figure 5-62



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

Figure 5-63

Percent of Iowa ACT Participants Completing Core High School Program Graduating Classes of 2006 to 2016



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 2015-2016 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.

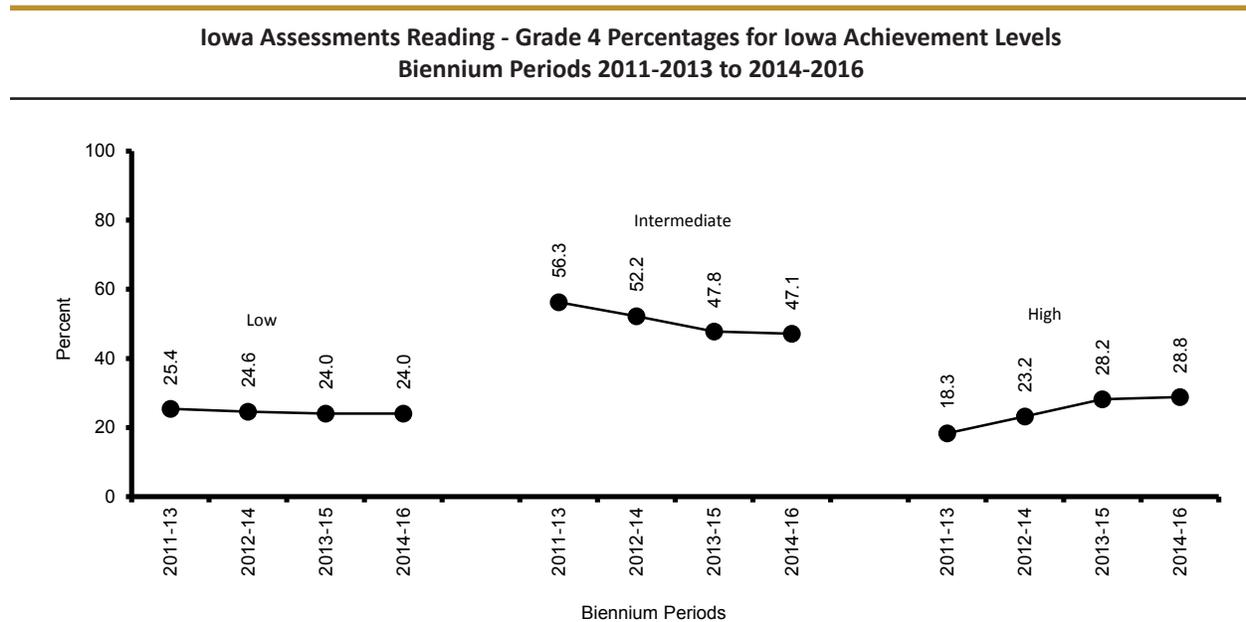
Iowa Assessments Achievement Level Distributions

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 to 2015-2016 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 2014-2016. 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 2014-2016. Less students were categorized in the Intermediate achievement level and more students were categorized in the High achievement level during 2012-2014 and 2014-2016 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 to 2014-2016.

Figure 5-64



Source: Iowa Testing Programs, The University of Iowa.

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

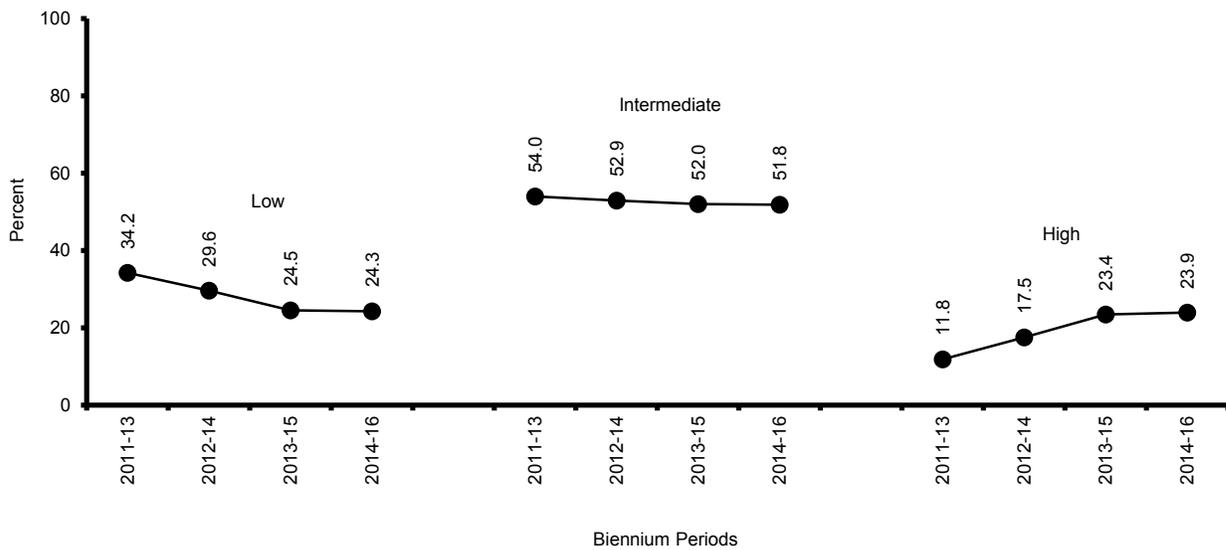
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

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 2014-2016



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

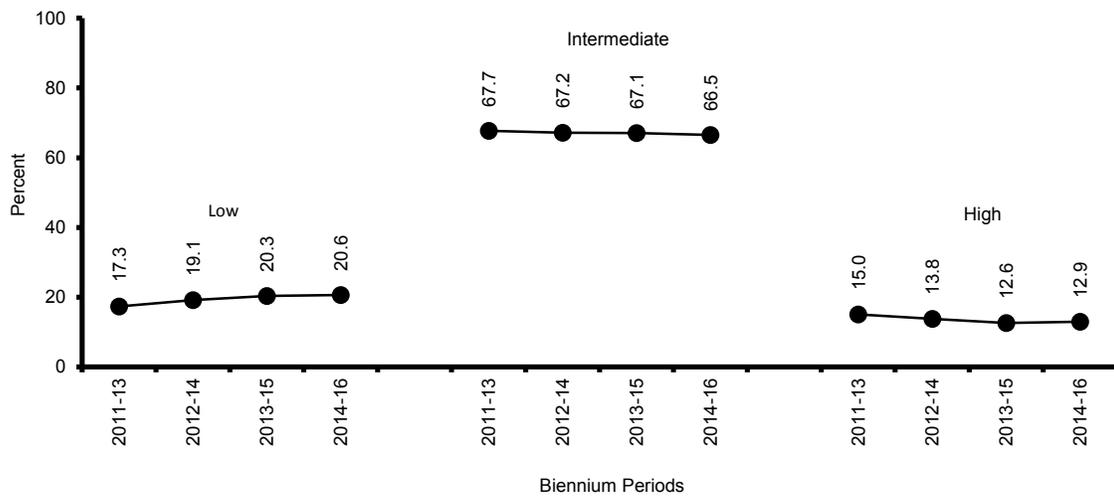
Understands little factual information; can seldom draw conclusions or makes simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluates the style and structure of the text, and interprets nonliteral language.

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 2014-2016



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.

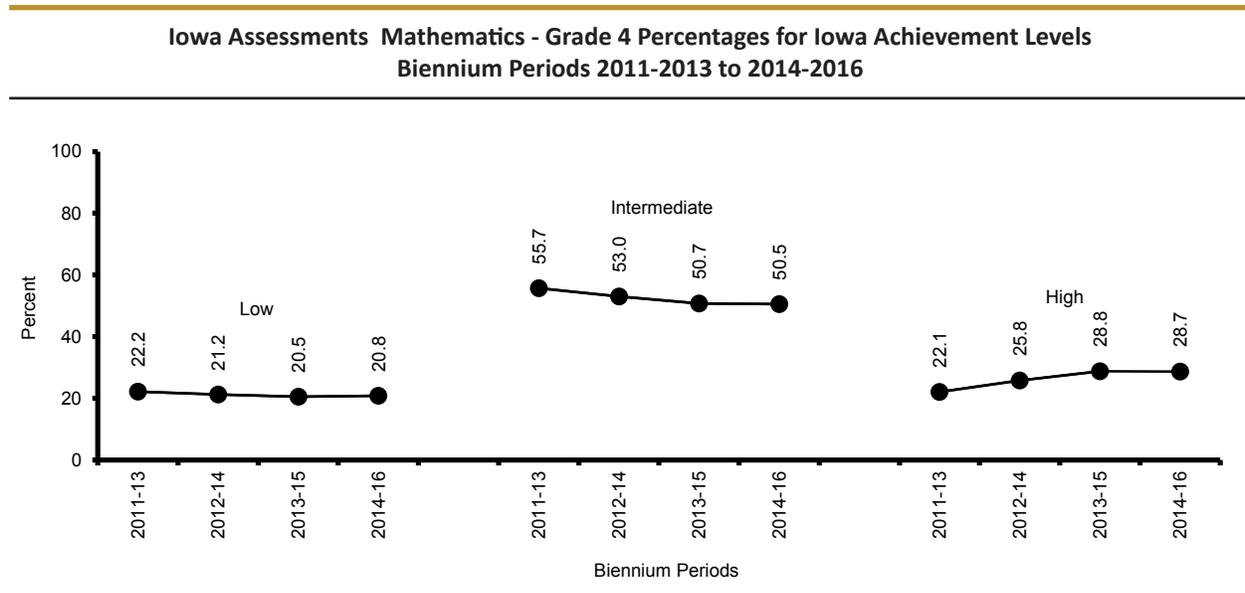
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 2014-2016. More students performed at the High achievement level during 2012-2014 to 2014-2016 in mathematics in grades 4 (Figure 5-67), 8 (Figure 5-68), and 11 (Figure 5-69).

Figure 5-67



Source: Iowa Testing Programs, The University of Iowa.

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

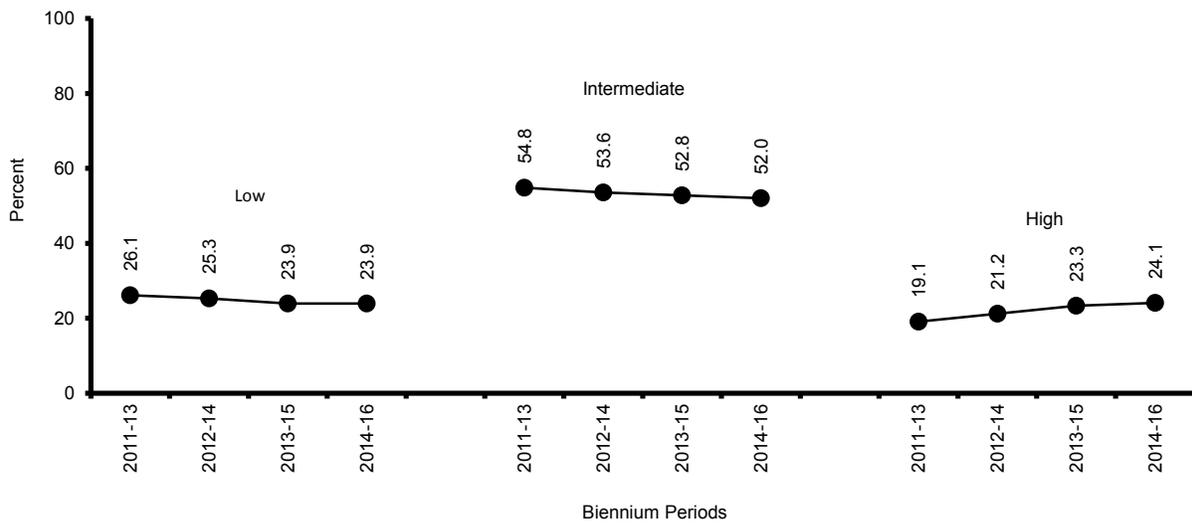
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems. Is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

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 2014-2016



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

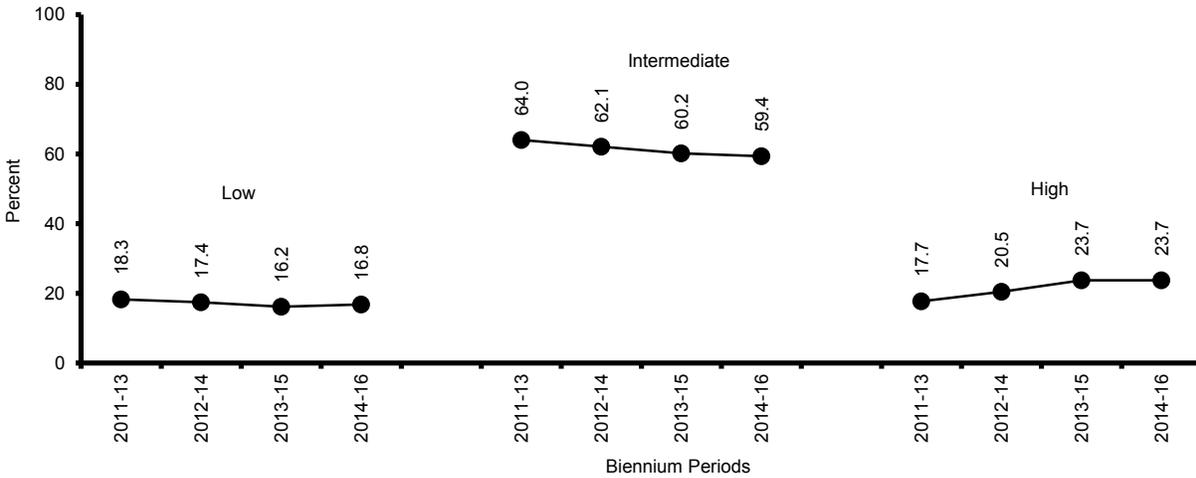
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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 2014-2016



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.

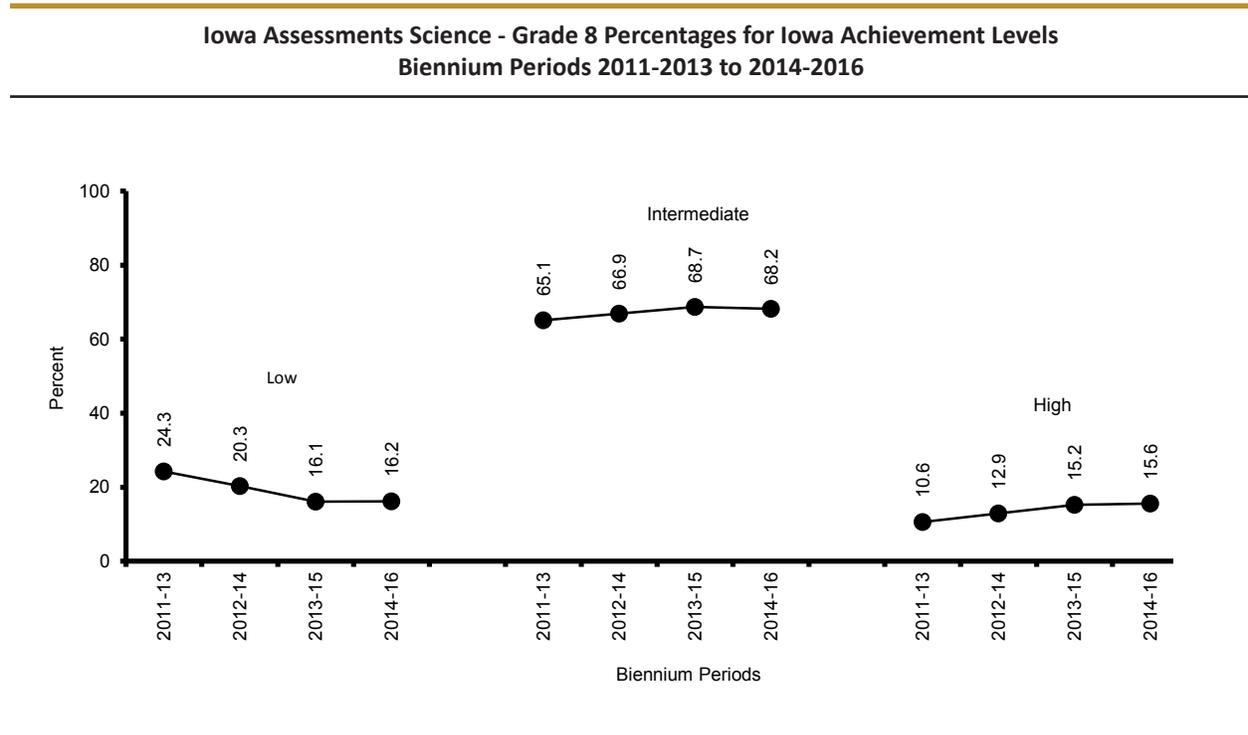
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 decrease in the percent of students performing at the Low achievement level and an increase in the percent of students performing at the High achievement level from 2011-2013 to 2014-2016. In 2012-2014 and 2014-2016, more grade 11 students performed in the Low level for science, while the percent of students at the Intermediate achievement level for grade 11 science decreased.

Figure 5-70



Source: Iowa Testing Programs, The University of Iowa.

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

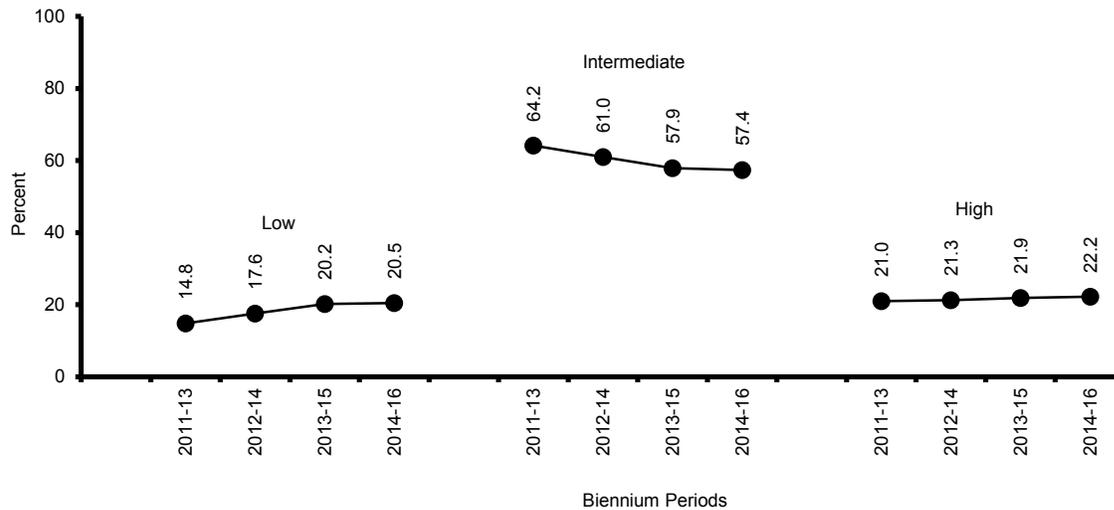
Sometimes understands ideas related to Earth and the universe, but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

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 2014-2016



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							
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
Mathematics (scale: 0-500)	4	2015	243	240	84	44	9
		2013	246	241	87	48	9
		2011	243	240	86	43	6
		2009	243	239	87	41	5
		2007	243	239	87	43	5
		2005	240	237	85	37	4
		2003	238	234	83	36	3
		2000	231	224	75	26	2
		2000*	233	226	78	28	2
		1996*	229	222	74	22	1
1992*	230	219	72	26	2		

Table 5-4 (...continued)

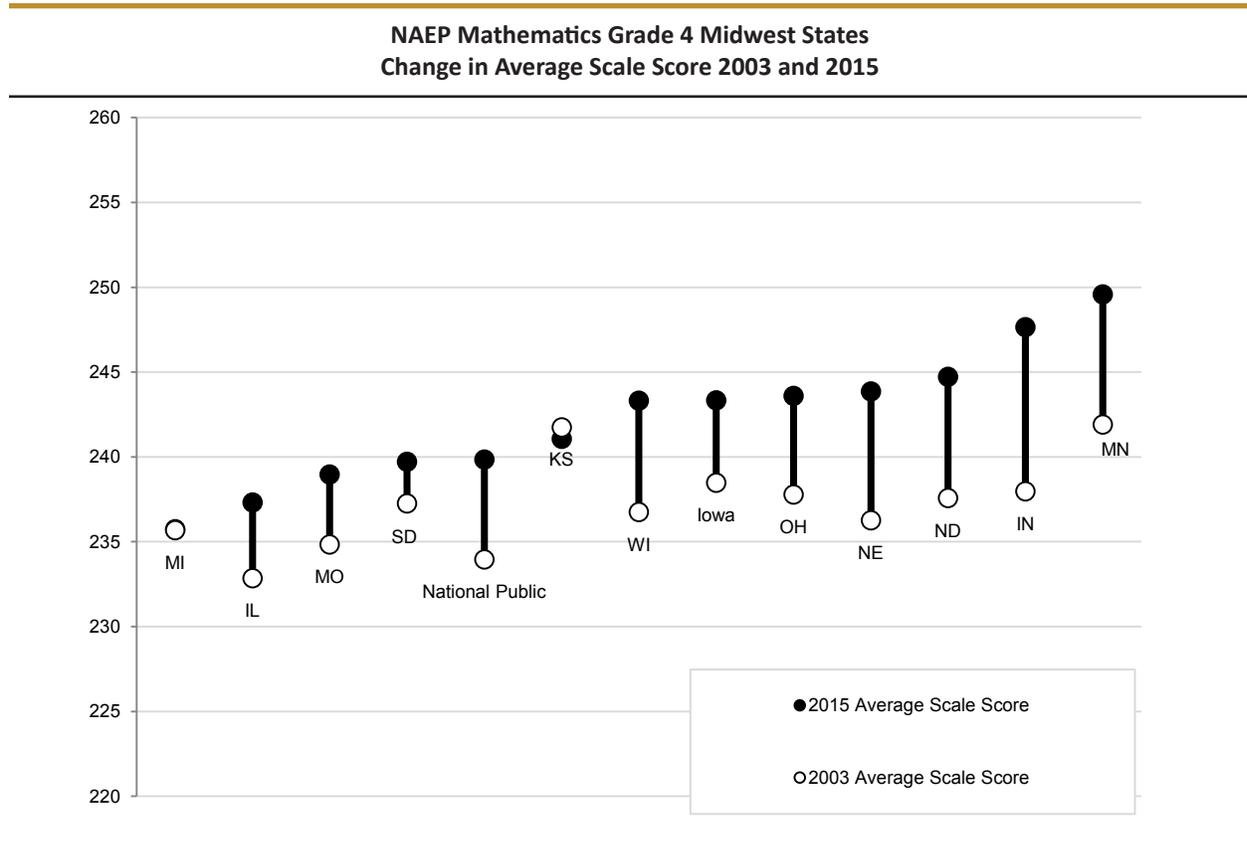
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
	8	2015	286	281	76	37	9
		2013	285	284	76	36	7
		2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78	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.

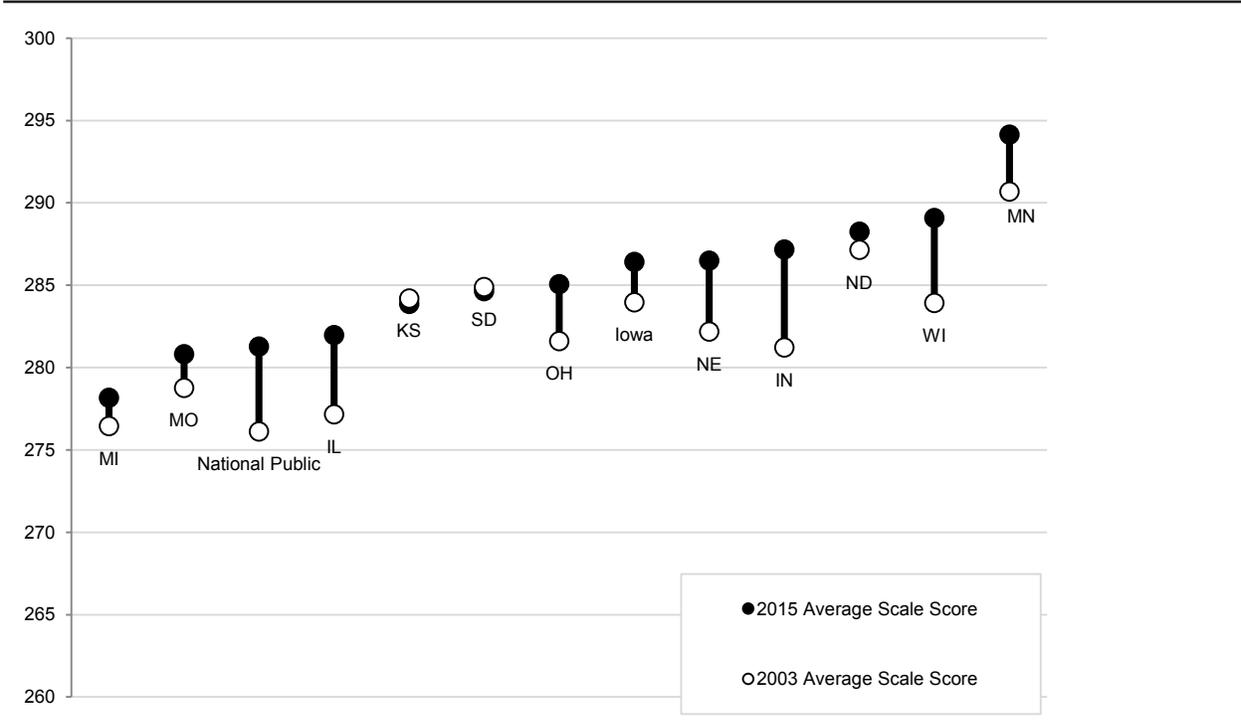
Figure 5-72



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

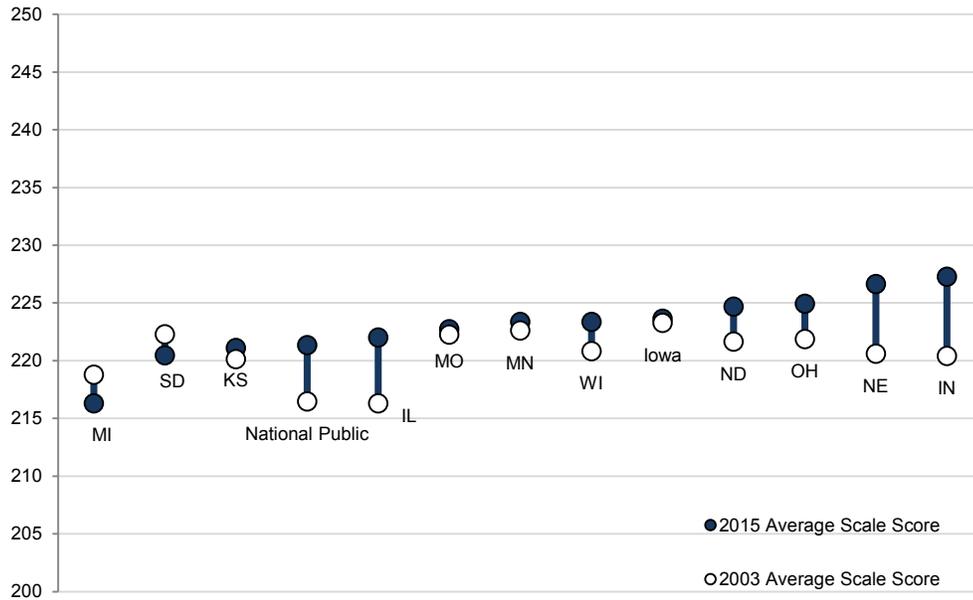
**NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores 2003 and 2015**



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

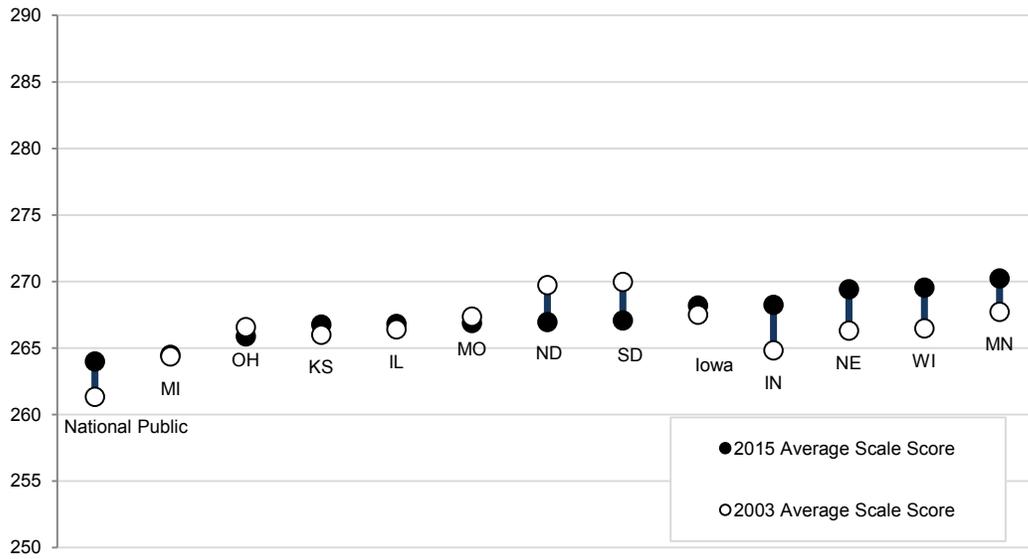
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score 2003 and 2015



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.

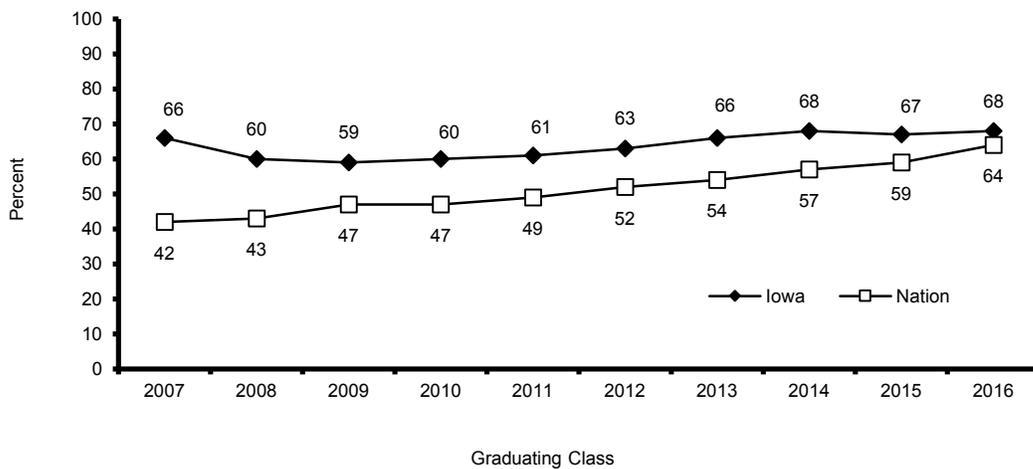
In 2016, the Iowa participation rate was 68 percent. The rate for the nation has been lower than Iowa rates. However, the gap is getting smaller in the last few years (Figure 5-76).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2016 are included in the profile. Clinton is the second district in Iowa that had the most students in the classes of 2012 to 2016 tested.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages (Figure 5-77). Among 32 states for which ACT is the primary college-entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 22.1 in 2016 ranked first among the 32 states in the nation and in the Midwest states (Table 5-5).

Figure 5-76

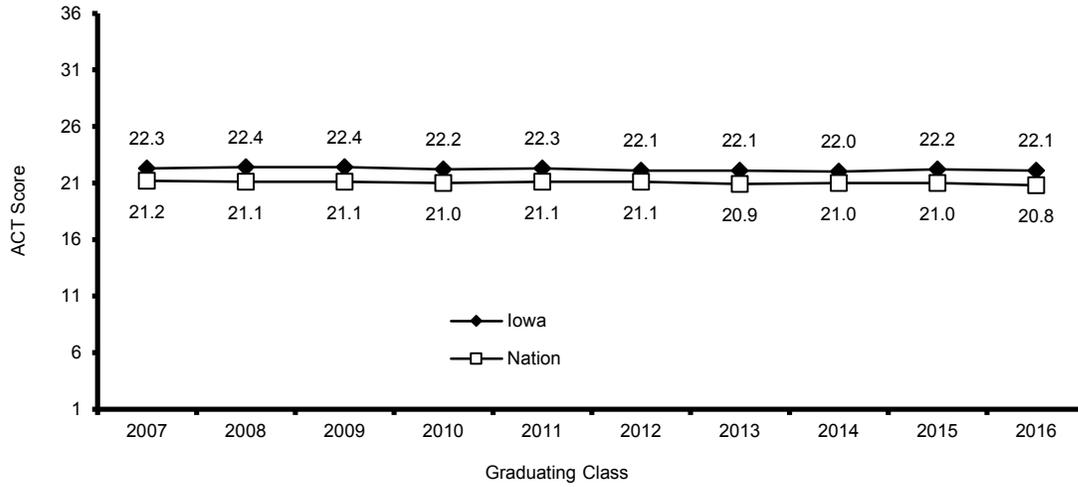
Percent of Iowa Graduates in Iowa and the Nation Taking the ACT Assessment 2007 to 2016



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

Figure 5-77

Average ACT Composite Scores for Iowa and the Nation 2007 to 2016



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 2014 to 2016 (more than 50 percent graduates tested only)**

Nation and State	Class of 2014		Class of 2015		Class of 2016		2016 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	21.0	57%	21.0	59%	20.8	64%	-
Illinois	20.7	100%	20.7	100%	20.8	100%	8
Indiana	21.9	40%	22.1	38%	22.3	41%	-
Iowa	22.0	68%	22.2	66%	22.1	68%	1
Kansas	22.0	75%	21.9	75%	21.9	74%	3
Michigan	20.1	100%	20.1	100%	20.3	100%	13
Minnesota	22.9	76%	22.7	74%	20.3	100%	6
Missouri	21.8	76%	21.7	74%	20.2	100%	16
Nebraska	21.7	86%	21.5	84%	21.4	88%	5
North Dakota	20.6	100%	20.6	98%	20.3	100%	13
Ohio	22.0	72%	22.0	72%	22.0	73%	2
South Dakota	21.9	78%	21.9	78%	21.9	76%	3
Wisconsin	22.2	73%	22.2	71%	20.5	100%	11

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 2007 to 2016								
Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
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
2016	21.6	20.5	21.7	21.1	22.5	21.3	22.2	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.

About 77 percent of Iowa's 2016 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.

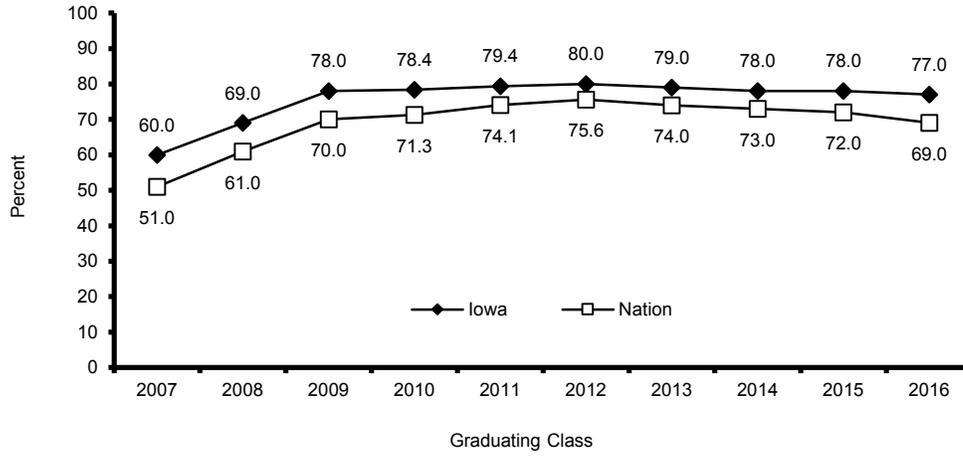
Table 5-7

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 2007 to 2016



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 2007 to 2016

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
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
2016	22.9	20.0	2.9	21.9	18.7	3.2

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

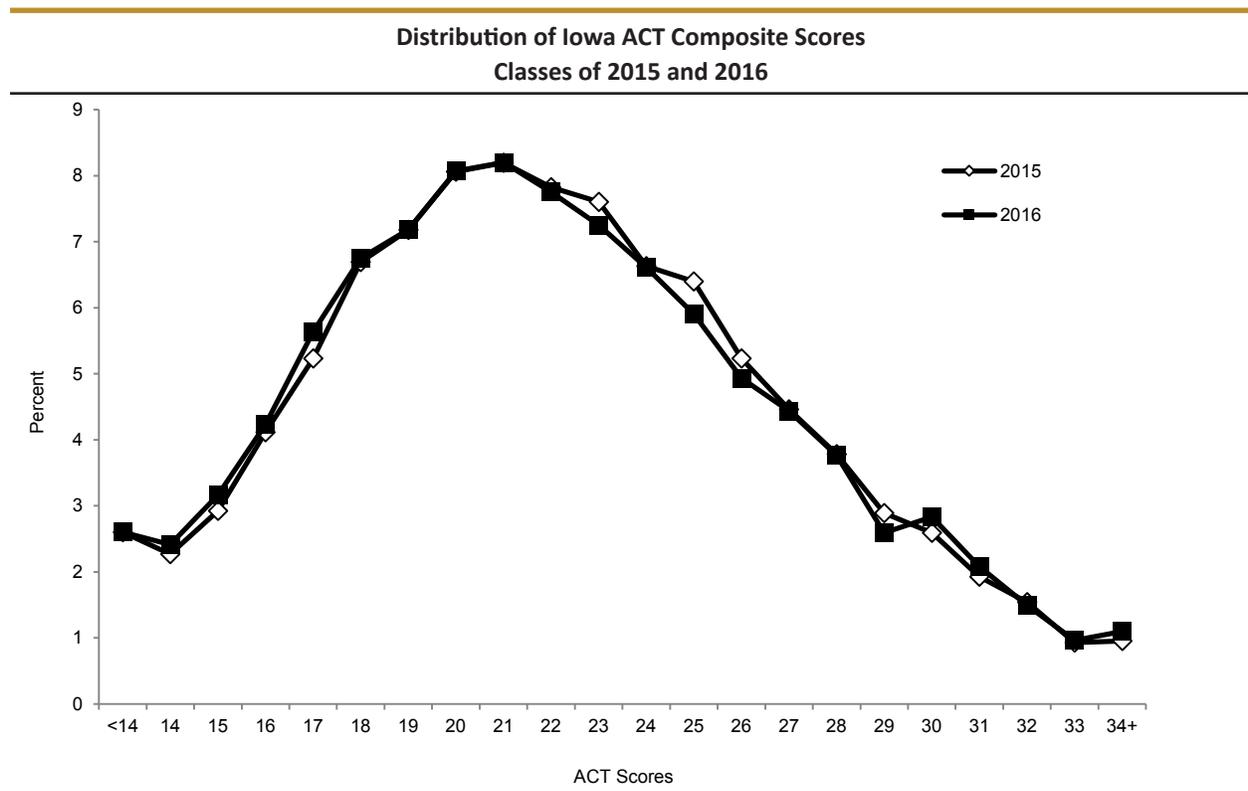
Table 5-9 provides the Iowa ACT composite score distributions for the classes of 2013 to 2016 (also see Figure 5-79). About 70 percent of Iowa test takers had a composite score of 20 or greater, with approximately 53 percent scoring 22 or higher in all three years.

Table 5-9

Iowa ACT Composite Score Distributions Classes of 2014 to 2016						
Score	Class of 2014		Class of 2015		Class of 2016	
	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	3.1%	3.1%	2.6%	2.6%	2.6%	2.6%
14	2.3	5.5	2.3	4.8	2.3	5.0
15	3.1	8.6	2.9	7.7	2.9	8.2
16	4.0	12.6	4.1	11.9	4.1	12.4
17	5.2	17.8	5.2	17.1	5.2	18.0
18	6.7	24.5	6.7	23.8	6.7	24.8
19	7.1	31.6	7.2	31.0	7.2	32.0
20	8.1	39.7	8.1	39.0	8.1	40.1
21	8.1	47.8	8.2	47.2	8.2	48.3
22	8.1	55.9	7.8	55.0	7.8	56.0
23	7.3	63.2	7.6	62.7	7.6	63.3
24	7.0	70.2	6.6	69.3	6.6	69.9
25	6.4	76.6	6.4	75.7	6.4	75.8
26	4.8	81.4	5.2	80.9	5.2	80.7
27	4.3	85.7	4.5	85.4	4.5	85.1
28	3.7	89.4	3.8	89.2	3.8	88.9
29	2.7	92.1	2.9	92.1	2.9	91.5
30	2.6	94.7	2.6	94.6	2.6	94.3
31	1.9	96.6	1.9	96.6	1.9	96.4
32	1.4	98.0	1.5	98.1	1.5	97.9
33	0.9	98.9	0.9	99.0	0.9	98.9
34+	1.1	100.0	1.0	100.0	1.0	100.0

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

Figure 5-79



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 2015 and 2016 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 2015 and 2016						
Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2015	<300	20.5	20.2	22.3	21.6	21.3
	300-599	21.1	20.9	22.2	22.0	21.7
	600-999	21.3	21.2	22.5	22.2	22.0
	1,000-2,499	21.9	21.8	23.2	22.7	22.5
	2,500-7,499	22.5	22.5	23.8	23.4	23.2
	7,500+	21.6	21.9	23.0	22.7	22.5
	State	21.7	21.8	23.1	22.7	22.5
2016	<300	20.2	20.4	21.8	21.7	21.2
	300-599	21.1	20.7	22.4	21.9	21.7
	600-999	21.1	21.1	22.5	22.2	21.9
	1,000-2,499	21.8	21.8	23.2	22.8	22.5
	2,500-7,499	22.4	22.4	23.9	23.4	23.2
	7,500+	21.0	21.4	22.8	22.4	22.0
	State	21.5	21.6	23.0	22.6	22.3

Sources: ACT, Inc., The Annual Testing files; Iowa Department of Education, Certified Enrollment files.

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2011-2012 to 2014-2015 for the class of 2015 and from 2012-2013 to 2015-2016 for the class of 2016.

Table 5-11

Iowa Public School Average ACT Scores by Subgroup, Graduating Classes 2015 and 2016							
Group	Number Tested	Class of 2015					
		English	Mathematics	Reading	Science	Composite	
All Students	18,082	21.7	21.8	23.1	22.7	22.5	
African American	531	17.1	18.0	18.7	18.9	18.3	
American Indian	44	19.0	19.4	21.7	20.5	20.3	
Asian	487	22.3	23.3	23.4	23.5	23.3	
Hispanic	950	18.5	19.0	20.4	20.2	19.6	
Hawaiian or Pacific Islander	14	20.6	20.6	23.4	21.5	21.6	
Two or More Races	337	21.2	21.2	22.7	22.1	21.9	
White	15,719	22.1	22.0	23.4	23.0	22.8	
Disability*	637	15.5	17.2	17.5	18.2	17.2	
ELL**	275	14.3	16.6	16.2	17.2	16.2	
Low SES***	4,431	19.2	19.6	21	20.7	20.3	
Female	9,722	22.1	21.1	23.1	22.2	22.3	
Male	8,360	21.3	22.5	23.0	23.2	22.7	
Class of 2016							
All Students	18,985	21.5	21.6	23.0	22.6	22.3	
African American	626	16.4	17.7	18.6	18.6	17.9	
American Indian	41	20.5	20.3	21.6	21.4	21.1	
Asian	535	22.0	23.0	23.3	23.1	23.0	
Hispanic	1,170	17.9	18.7	20.0	19.9	19.3	
Hawaiian or Pacific Islander	12	17.7	18.5	20.3	19.8	19.3	
Two or More Races	451	20.4	20.7	22.7	22.0	21.6	
White	16,143	22.0	21.9	23.4	23.0	22.7	
Disability*	622	14.8	16.6	17.0	17.5	16.6	
ELL**	363	13.6	16.4	15.9	16.9	15.8	
Low SES***	5,120	18.7	19.3	20.6	20.5	19.9	
Female	10,211	21.7	20.9	23.1	22.1	22.1	
Male	8,774	21.3	22.4	23.0	23.2	22.6	

Sources: ACT, Inc., The Annual Testing files; Iowa Department of Education, Certified Enrollment files.

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2011-2012 to 2014-2015 for the class of 2015 and from 2012-2013 to 2015-2016 for the class of 2016.

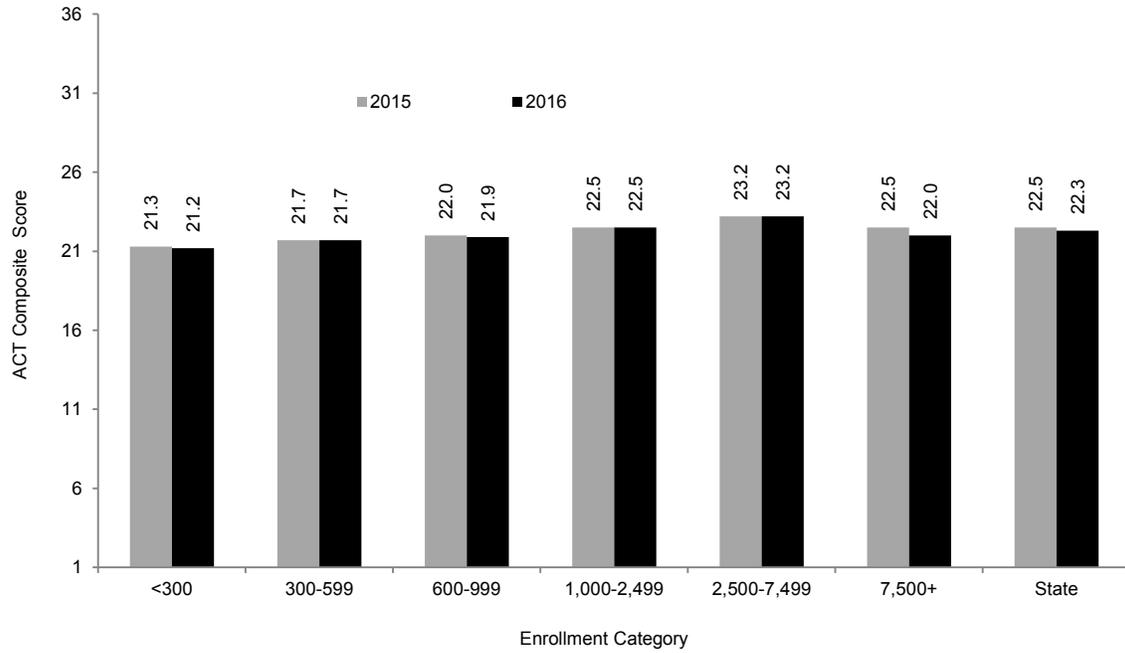
*Disability status is determined by the presence of an individualized education program (IEP).

**ELL indicates English language learner.

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

Figure 5-80

Graduating Class of 2015 and 2016 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category



Sources: ACT, Inc., The Annual Testing files; Iowa Department of Education, Certified Enrollment files.

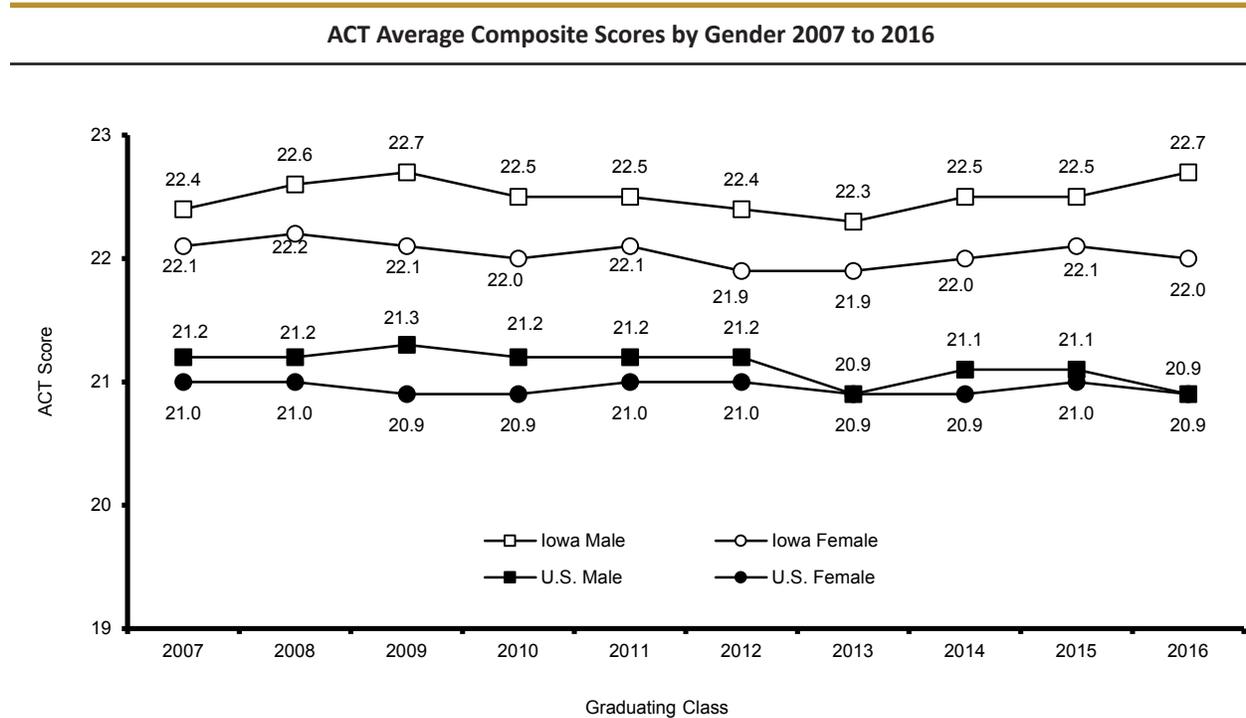
Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2011-2012 to 2014-2015 for the class of 2015 and from 2012-2013 to 2015-2016 for the class of 2016.

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 2015 and 2016.

Figure 5-81



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

Table 5-12

Iowa Average ACT Scores by Gender 2015 and 2016

Gender	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Male	10,172	10,197	21.4	21.6	22.4	22.4	22.8	23	23.0	23.1	22.5	22.7
Female	11,816	11,899	22.1	21.8	21.0	20.9	22.9	23.0	22.0	22.0	22.1	22.0
Unreported*	687	1036										

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 2016 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 (25.2); sciences (24.7) and computer science and mathematics (24.6). The Iowa ACT test takers that indicated a planned major in education had an average ACT composite score above 21.

Table 5-13

ACT Average Composite Scores by Student Planned Educational Major Class of 2016			
Planned Educational Major	Nation Average	Iowa Average	Iowa Percent Planned
Agriculture & Natural Resources Conservation	19.5	20.7	4%
Architecture	20.5	22.6	1
Area, Ethnic, & Multidisciplinary Studies	21.5	21.1	0
Arts: Visual & Performing	20.1	22.3	4
Business	21.2	21.9	9
Communications	21.4	22.7	2
Community, Family, & Personal Services	17.6	19.6	2
Computer Science & Mathematics	23.3	24.6	3
Education	20.3	21.4	7
Engineering	23.5	25.2	7
Engineering Technology & Drafting	19.4	22	1
English & Foreign Language	23.5	24.3	1
Health Administration & Assisting	18.1	19.7	2
Health Sciences & Technologies	20.9	22.3	17
Philosophy, Religion, & Theology	21.2	21.4	0
Repair, Production, & Construction	16.8	19.1	1
Sciences: Biological & Physical	23.9	24.7	6
Social Sciences & Law	21.3	22	6
Undecided	21.7	22.4	20
No Response	17.2	17.3	7

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 2016, the number of SAT takers in the Nation was more than 1.3 million and the number of Iowa SAT takers was about 700 (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

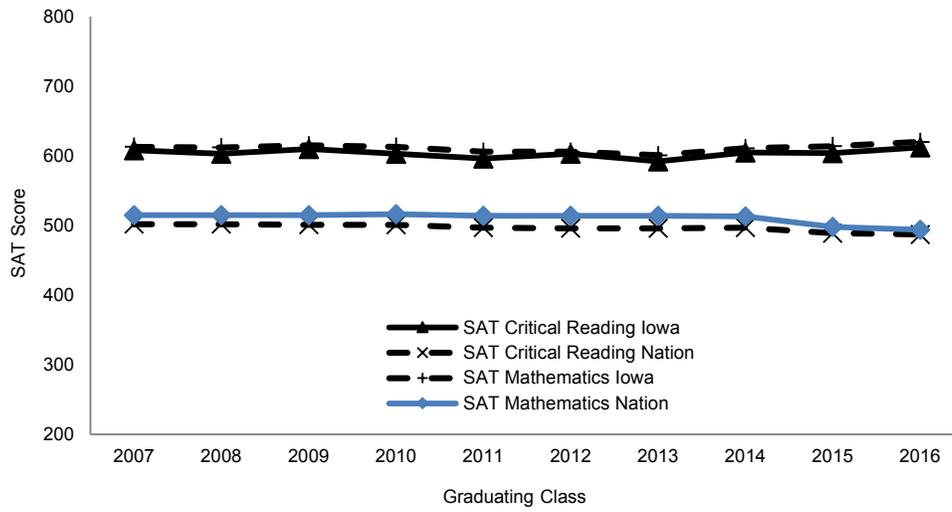
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516
2011	596	497	606	514
2012	603	496	606	514
2013	592	496	601	514
2014	605	497	611	513
2015	604	489	614	498
2016	612	487	620	494

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

Note: The Iowa participation rate in SAT has been 2 percent since 2015. 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 2007 to 2016



Source: The College Board, 2016 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT has been 2 percent since 2015. 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 2015 and 2016

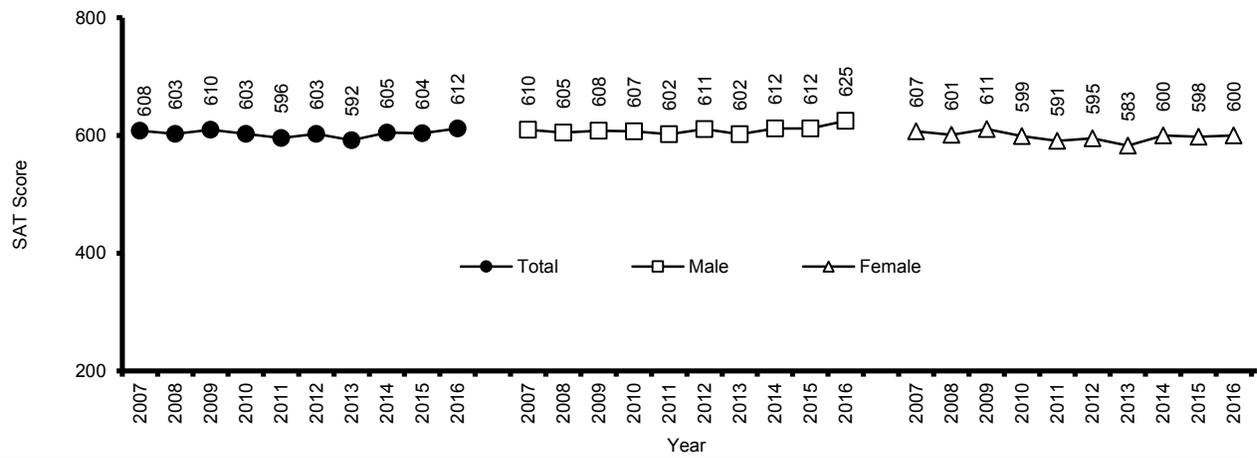
State	2015	2016
Illinois	3	3
Indiana	68	63
Iowa	2	2
Kansas	4	3
Michigan	3	3
Minnesota	4	2
Missouri	2	2
Nebraska	3	2
North Dakota	1	1
Ohio	10	9
South Dakota	2	2
Wisconsin	3	2

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

Note: The Iowa participation rate in SAT has been 2 percent since 2015. 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 2007 to 2016

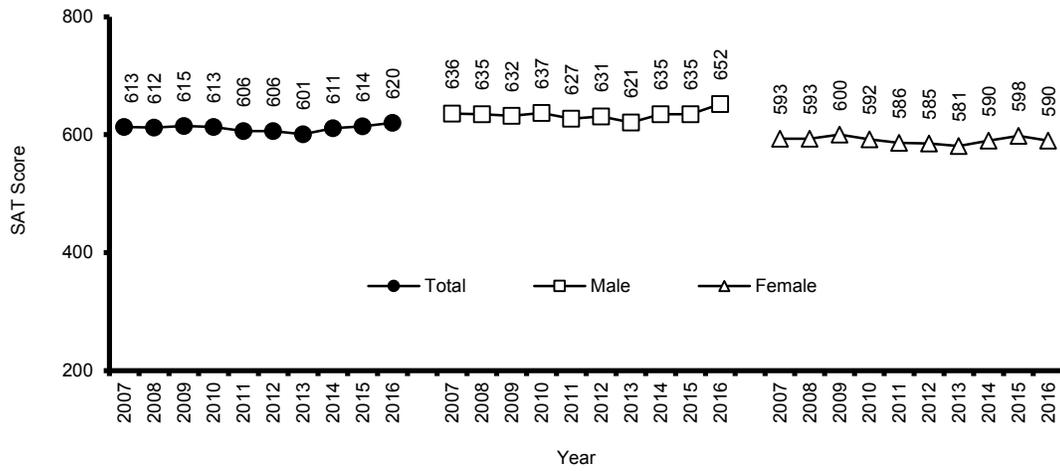


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT has been 2 percent since 2015. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-84

Iowa Average SAT Mathematics Scores by Gender 2007 to 2016

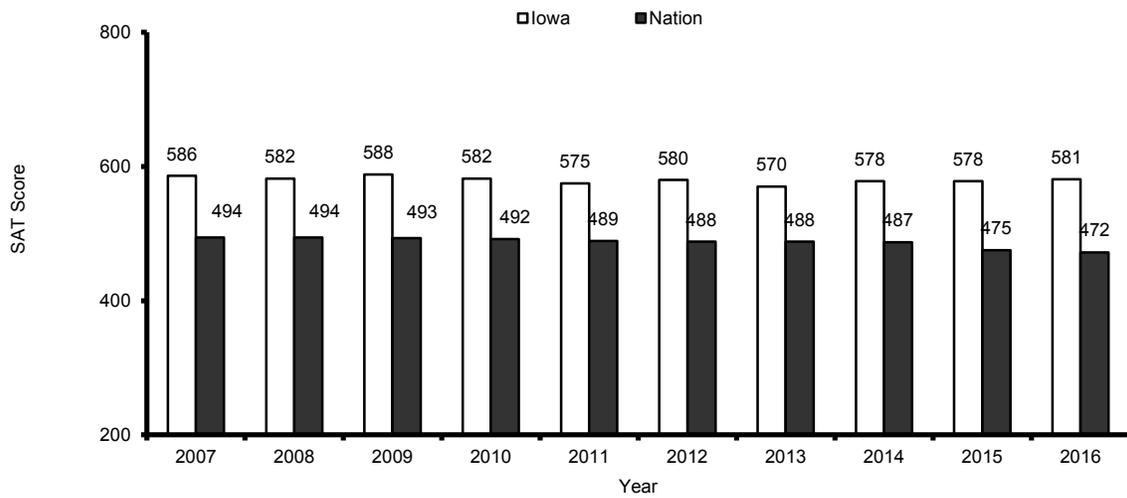


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT has been 2 percent since 2015. 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 2007 to 2016

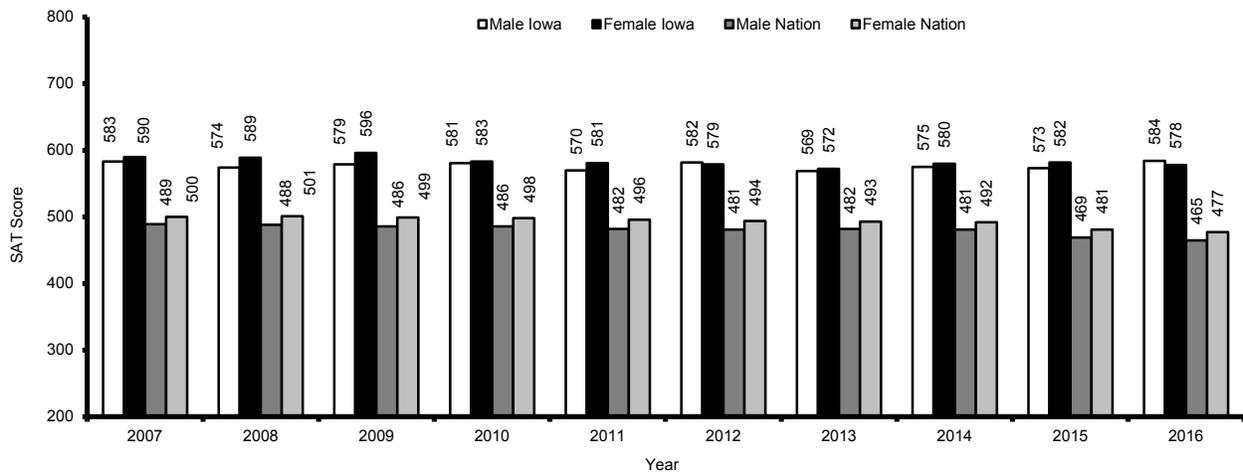


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT has been 2 percent since 2015. 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 2007 to 2016



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

Note: The Iowa participation rate in SAT has been 2 percent since 2015. 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 2015-2016. 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.

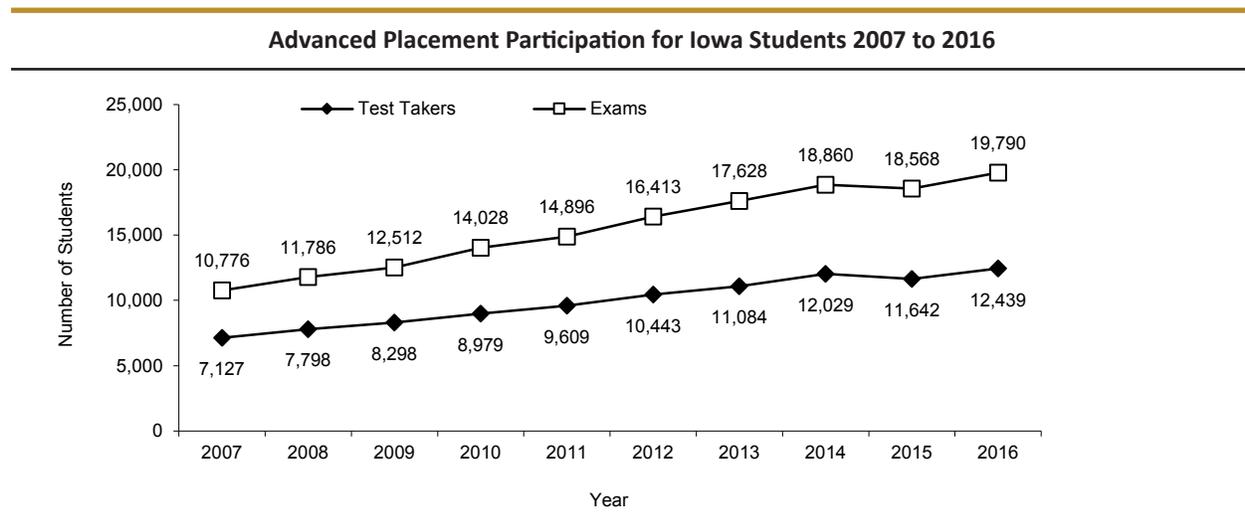
In Iowa, over 19,000 AP exams were taken by more than 12,000 students in 2016 (Figure 5-87). English language and composition, English literature and composition, U.S. history and government, biology and chemistry, calculus, and psychology in aggregate, accounted for more than 65 percent of the exams taken in 2016. The number of students/candidates in 2016 was 6.8 percent more than the number in 2015. The number of exams taken increased 6.6 percent over that one-year period. Both of the enrollment and exams have almost doubled since 2007.

From 2007 to 2016, 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 2014 and 2015.

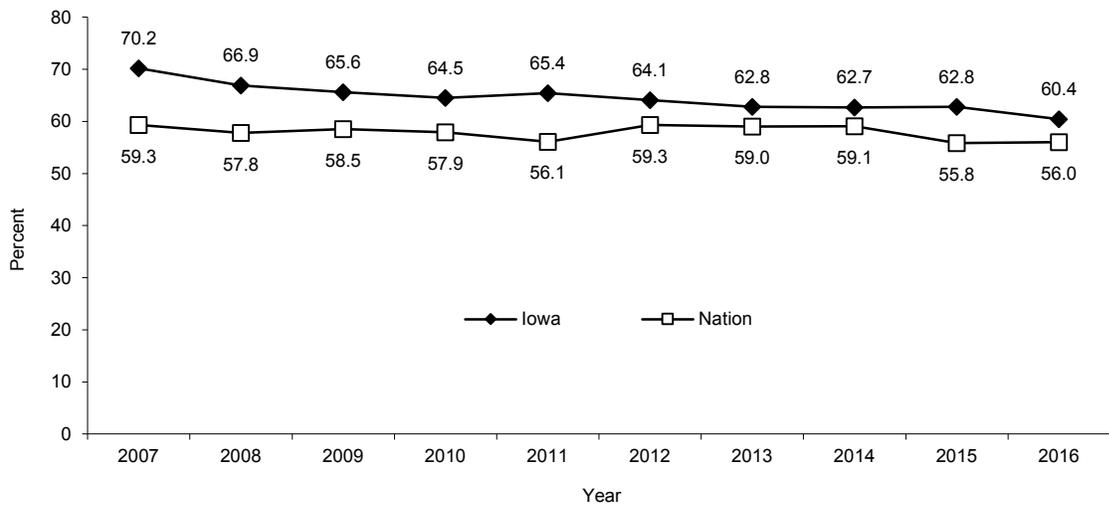
Figure 5-87



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

Figure 5-88

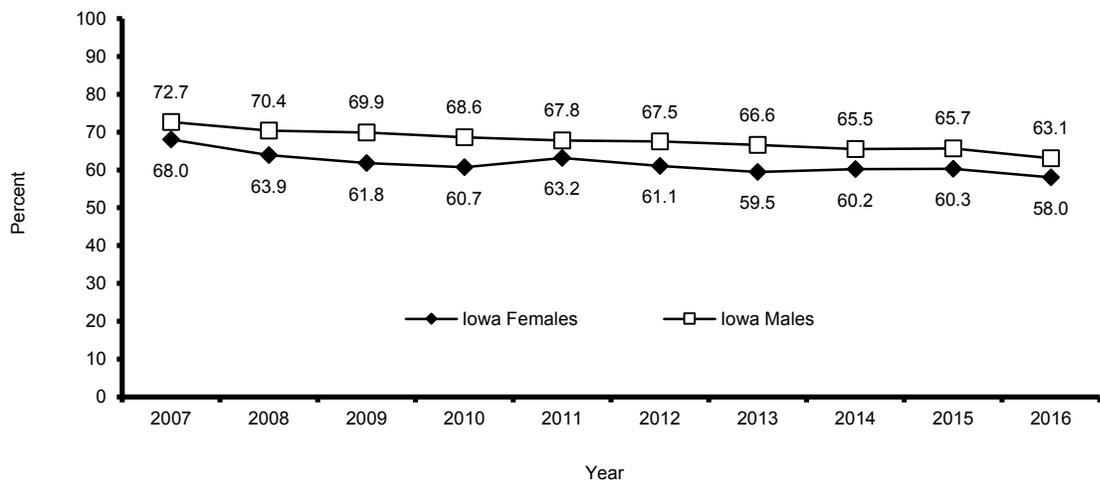
Percent of AP Candidates with AP Scores of 3+, 2007 to 2016



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, 2007-2016



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 Classes of 2014 and 2015**

State	2014 Number of Students Taken	2014 Percent Scored 3+	2015 Number of Students Taken	2015 Percent Scored 3+
Alabama	12,409	39.4%	13,788	39.9%
Alaska	1,682	62.5%	1,868	62.7%
Arizona	15,723	57.4%	17,083	57.1%
Arkansas	13,510	34.7%	14,414	34.9%
California	159,109	66.4%	168,873	66.4%
Colorado	20,785	62.3%	22,161	62.7%
Connecticut	14,736	73.6%	14,899	71.8%
Delaware	2,625	54.5%	2,781	51.2%
District of Columbia	1,791	24.9%	1,980	27.1%
Florida	82,249	52.5%	86,400	53.3%
Georgia	36,019	53.3%	38,471	53.6%
Hawaii	3,269	42.6%	3,488	41.3%
Idaho	3,382	66.7%	3,352	63.8%
Illinois	45,415	66.3%	48,627	66.2%
Indiana	23,028	49.2%	23,702	49.4%
Iowa	6,313	61.1%	6,343	63.7%
Kansas	5,388	60.9%	5,484	60.1%
Kentucky	13,709	50.6%	14,832	50.3%
Louisiana	7,497	30.7%	8,921	30.9%
Maine	4,692	62.3%	4,291	63.9%
Maryland	28,040	62.4%	27,822	62.2%
Massachusetts	25,851	70.6%	27,865	69.5%
Michigan	29,116	65.7%	29,736	65.5%
Minnesota	18,127	65.3%	18,863	65.7%
Mississippi	3,701	33.1%	4,198	33.3%
Missouri	10,073	60.6%	11,151	59.2%
Montana	1,972	63.6%	1,978	62.2%
Nebraska	3,444	57.8%	3,510	61.7%
Nevada	7,789	55.2%	8,586	55.1%
New Hampshire	3,356	74.2%	3,449	76.1%
New Jersey	30,769	74.4%	32,772	73.1%
New Mexico	5,149	41.3%	5,300	43.9%
New York	68,529	67.2%	70,452	66.3%

Table 5-16 (...continued)

State	2014 Number of Students Taken	2014 Percent Scored 3+	2015 Number of Students Taken	2015 Percent Scored 3+
North Carolina	29,353	59.6%	33,425	55.9%
North Dakota	920	66.4%	1,038	69.6%
Ohio	28,095	63.9%	30,268	62.4%
Oklahoma	8,489	49.2%	9,134	48.8%
Oregon	8,538	62.6%	9,013	63.0%
Pennsylvania	31,164	67.1%	32,815	66.8%
Rhode Island	2,690	58.6%	2,758	60.0%
South Carolina	12,062	59.4%	12,968	58.9%
South Dakota	1,619	65.0%	1,601	64.3%
Tennessee	11,806	52.5%	12,992	53.4%
Texas	107,586	51.8%	116,404	51.5%
Utah	11,501	69.5%	12,128	69.3%
Vermont	2,125	70.6%	2,160	70.2%
Virginia	35,371	64.7%	35,242	65.2%
Washington	22,273	60.8%	23,790	60.4%
West Virginia	3,817	43.9%	4,236	41.6%
Wisconsin	19,858	70.3%	20,825	69.9%
Wyoming	966	58.3%	1,102	55.5%
United States	1,047,480	60.4%	1,109,339	60.1%

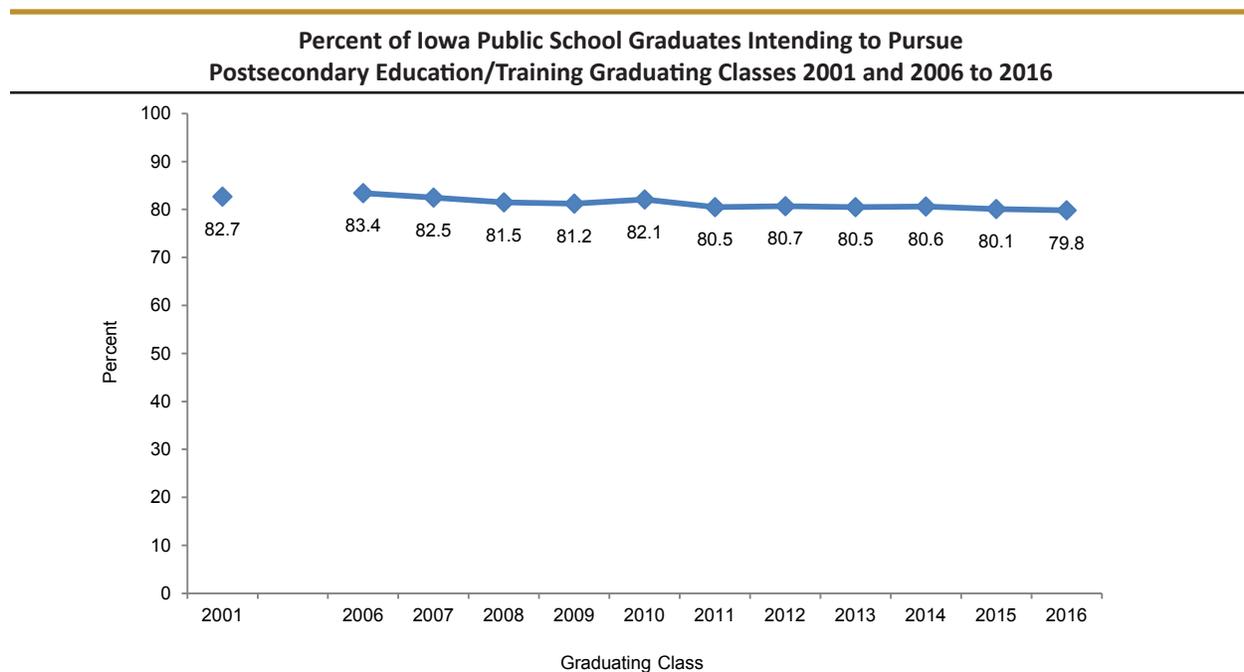
Source: The College Board, Applied Educational Research Inc. of Princeton, NJ.

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 2015 and 2016 (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 2016 (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 2001, 2011 and 2012. Beginning in 2013, the percent of students intending to pursue post-secondary 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



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

Note: Data for the 2010 to 2016 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 2012 to 2016**

Enrollment Category	Graduating Class					
	2001	2012	2013	2014	2015	2016
<300	77.6	81.3	79.6	86.5	80.4	79.9
300-599	81.2	84.0	83.0	82.3	82.6	81.8
600-999	82.5	83.9	82.9	81.0	81.2	81.9
1,000-2,499	83.1	81.0	80.3	80.0	79.4	80.3
2,500-7,499	81.9	80.9	81.7	81.3	82.3	82.1
7,500+	84.3	77.0	77.7	79.3	77.8	75.8
State	82.7	80.7	80.5	80.6	80.1	79.8

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

Note: Data for the 2012 to 2016 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 2012 to 2016**

Gender	Graduating Class					
	2001	2012	2013	2014	2015	2016
Male	77.8	75.0	74.5	74.6	74.3	73.9
Female	87.5	86.4	86.7	86.6	86.1	85.7
Total	82.7	80.7	80.5	80.6	80.1	79.8

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

Note: Data for the 2012 to 2016 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 2012 to 2016						
Postsecondary Institution	Graduating Class					
	2001	2012	2013	2014	2015	2016
Private 4-Year College	14.9	13.3	12.9	12.7	12.4	11.1
Public 4-Year College	27.3	25.5	26.7	26.9	27.5	28.9
Private 2-Year College	5.2	0.9	0.9	0.8	0.6	0.5
Community College	31.0	38.4	37.7	37.8	37.3	36.8
Other Training	4.3	2.6	2.4	2.4	2.3	2.4
Total	82.7	80.7	80.5	80.6	80.1	79.8

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

Notes: Data for the 2012 to 2016 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

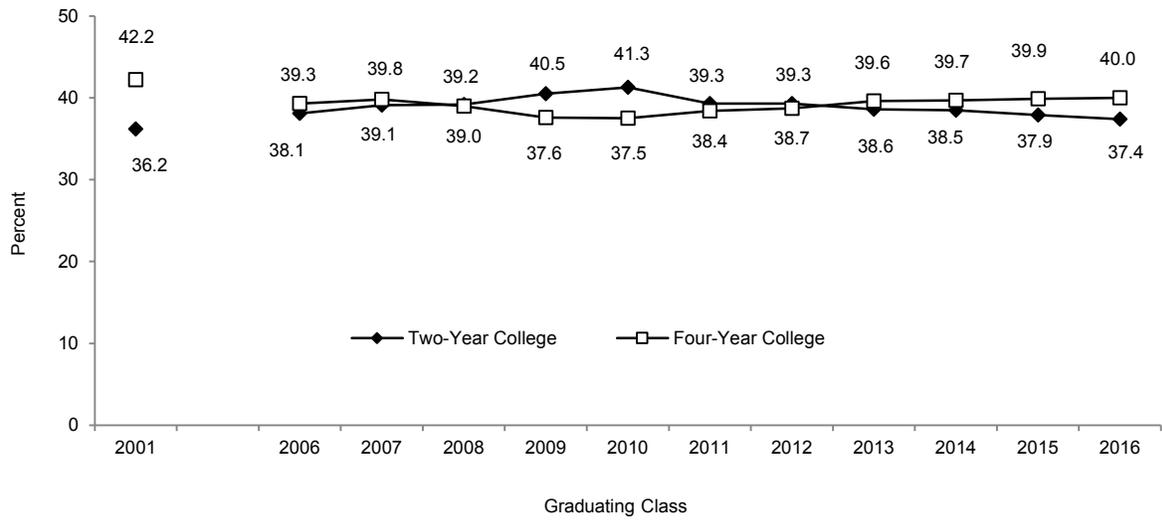
Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2012 to 2016						
Postsecondary Institution	Graduating Class					
	2001	2012	2013	2014	2015	2016
Four-Year College	42.2	38.7	39.6	39.7	39.9	40.0
Two-Year College	36.2	39.3	38.6	38.5	37.9	37.4

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

Note: Data for the 2012 to 2016 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 2016



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

Note: Data for the 2010 to 2016 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 High School Equivalency Diploma (HSED) 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.

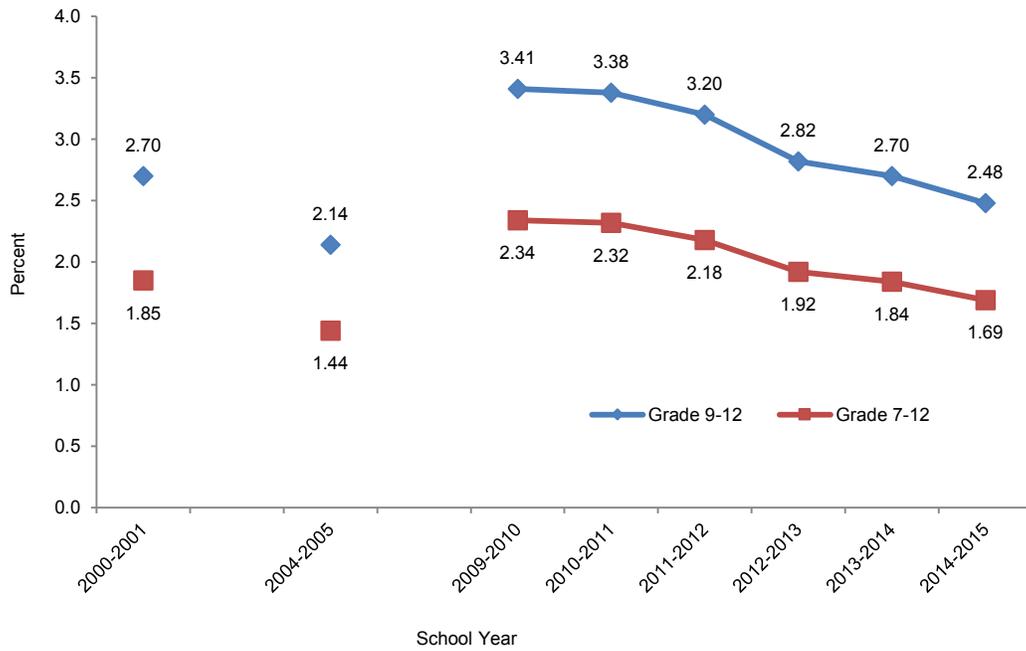
Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

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 2004-2005 and 2009-2010 to 2014-2015



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

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2014-2015											
Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	0	1	1	1	7	12	22	0.60%	2,677	1.23%	0.82%
300-599	5	1	13	39	68	113	239	6.48%	22,850	10.47%	1.05%
600-999	3	5	9	38	88	189	332	9.00%	29,690	13.61%	1.12%
1,000-2,499	2	3	24	72	192	406	699	18.95%	53,991	24.74%	1.29%
2,500-7,499	6	3	18	43	186	480	736	19.96%	43,426	19.90%	1.69%
7500+	7	8	67	195	386	777	1,440	39.05%	64,211	29.43%	2.24%
Up to state	1	6	20	38	65	90	220	5.97%	1,347	0.62%	
State	24	27	152	426	992	2,067	3,688	100.00%	218,192	100.00%	1.69%

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, 2013-2014 and 2014-2015			
	2000-2001	2013-2014	2014-2015
Female Dropout Rate	1.60%	1.48%	1.41%
Male Dropout Rate	2.08%	2.18%	1.95%
Female Dropouts as a Percent of Total Dropouts	42.39%	39.11%	40.54%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.53%	48.54%

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

Table 5-23

Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity 2012-2013 to 2014-2015			
	2012-2013	2013-2014	2014-2015
Race/Ethnic Group			
African American	4.65	4.93	3.79
American Indian	4.60	4.41	4.27
Asian	1.38	1.09	0.87
Hispanic	3.47	2.87	3.13
Native Hawaiian/Pacific Islander	3.95	1.79	2.34
Two or More Races	3.06	3.05	2.82
White	1.55	1.50	1.36

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and 2015 Spring Dropout files.

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

Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2013-2014 and 2014-2015						
Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2000-2001	2013-2014	2014-2015	2000-2001	2013-2014	2014-2015
African American	7.9%	13.99%	11.98%	3.1%	5.22%	5.34%
American Indian	1.7%	1.02%	1.08%	0.5%	0.43%	0.43%
Asian	1.5%	1.32%	1.19%	1.8%	2.22%	2.32%
Hispanic	8.8%	13.54%	16.84%	2.8%	8.69%	9.10%
Native Hawaiian/Pacific Islander		15.00%	0.24%		0.15%	0.18%
Two or More Races		4.30%	4.61%		2.59%	2.77%
White	80.1%	65.68%	64.05%	91.8%	80.69%	79.87%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and Student Reporting in Iowa Enrollment and 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 2014-2015

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	61	18.05%	18.05%
.01-.50	48	14.20%	32.25%
.51-1.00	79	23.37%	55.62%
1.01-1.50	51	15.09%	70.71%
1.51-2.00	41	12.13%	82.84%
2.01-2.50	28	8.28%	91.12%
2.51-3.00	10	2.96%	94.08%
3.01-3.50	4	1.18%	95.27%
3.51-4.00	3	0.89%	96.15%
>4.00	13	3.85%	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 2014 Fall Enrollment and 2015 Spring 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 2014 and 2015. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2013 and 2014.

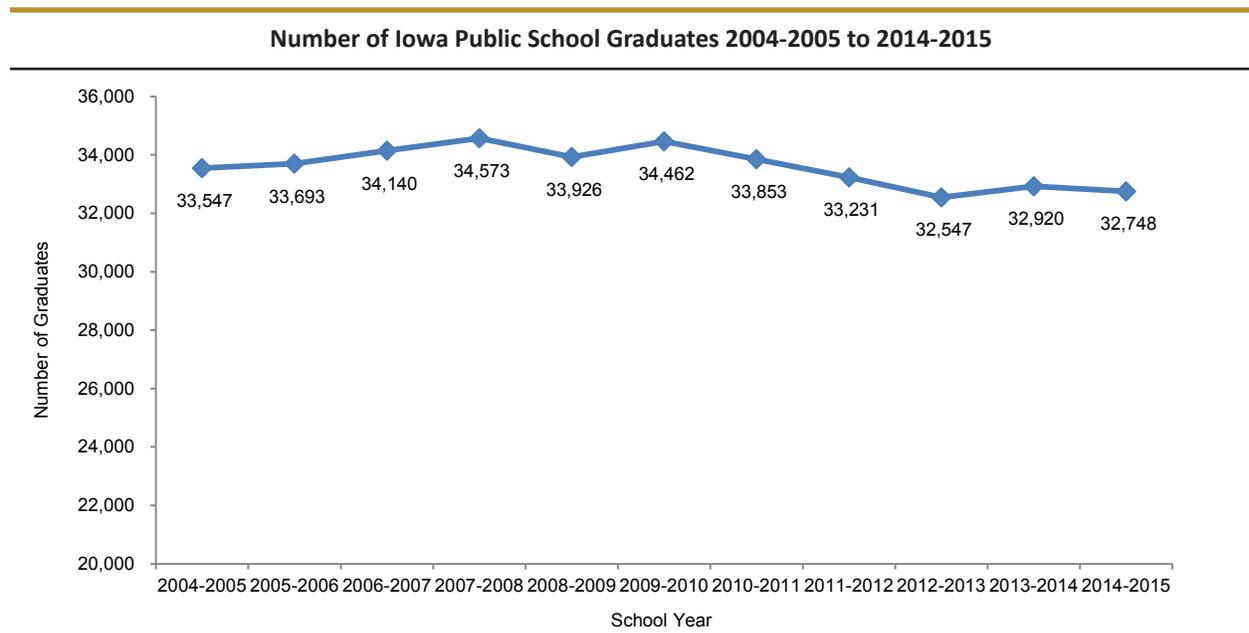
High School Graduates

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 2014-2015. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-93



Source: Iowa Department of Education, Bureau of Information and Analysis, 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 2015 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 2011 minus the number of students who transferred out plus the total number of students who transferred in.

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

For the graduating class of 2015

FG -- First-time 9th grade students in fall of 2011 and graduated in 2015 or earlier

TIG-- Students who transferred in grades 9 to 12 and graduated in 2015 or sooner

F -- First-time 9th grade students in fall of 2011

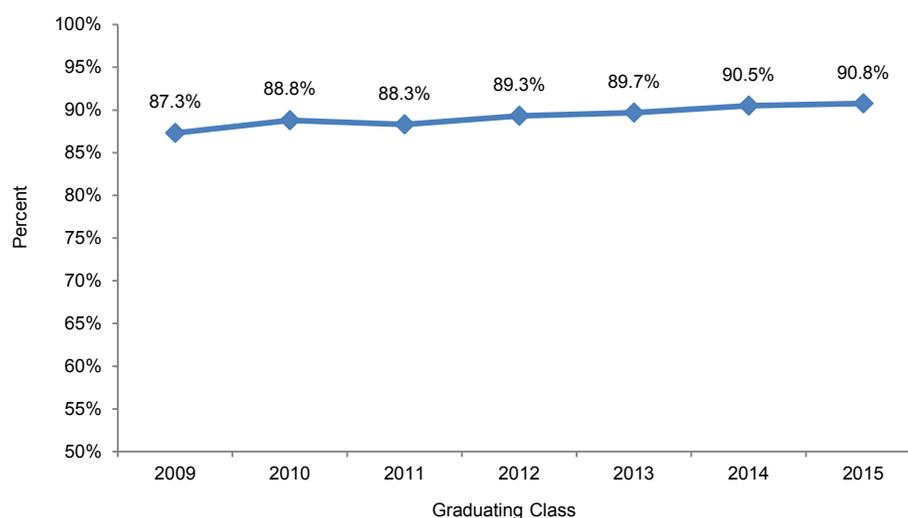
TI -- Transferred in the first-time 9th graders' cohort in grades 9 to 12

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 2015



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 2014 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 2010 and 2014) plus the total number of students who transferred in (between 2010 and 2014). 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 2014 and 2015. 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 2014 and 2015						
Group	Class of 2014			Class of 2015		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	30,757	33,969	90.5%	30,802	33,932	90.8%
African American	1,190	1,514	78.6%	1,251	1,579	79.2%
American Indian	119	152	78.3%	131	153	85.6%
Asian	670	738	90.8%	727	784	92.7%
Hawaiian or Pacific Islander	28	35	80.0%	38	44	86.4%
Hispanic	2,123	2,599	81.7%	2,250	2,719	82.8%
Two or More Races	677	789	85.8%	668	796	83.9%
White	25,950	28,142	92.2%	25,737	27,857	92.4%
Disability*	3,416	4,474	76.4%	3,377	4,384	77.0%
ELL**	936	1,126	83.1%	961	1,159	82.9%
Low SES***	11,020	13,110	84.1%	11,098	13,084	84.8%
Migrant	78	95	82.1%	79	95	83.2%
Female	15,333	16,605	92.3%	15,399	16,596	92.8%
Male	15,424	17,364	88.8%	15,403	17,336	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 classes of 2013 and 2014 are displayed in 5-27.

Table 5-27

Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2013 and 2014						
Enrollment Category	Class of 2013			Class of 2014		
	Numerator	Denominator	Graduation Rate	Numerator Not Done	Denominator Not Done	Graduation Rate
All Students	30,844	33,426	92.3%	31,631	33,969	93.1%
African American	1,133	1,436	78.9%	1,266	1,514	83.6%
American Indian	139	161	86.3%	126	152	82.9%
Asian	644	676	95.3%	699	738	94.7%
Hawaiian or Pacific Islander	32	40	80.0%	32	35	91.4%
Hispanic	1,985	2,371	83.7%	2,250	2,599	86.6%
Two or More Races	594	675	88.0%	703	789	89.1%
White	26,317	28,067	93.8%	26,555	28,142	94.4%
Disability*	3,698	4,515	81.9%	3,800	4,474	84.9%
ELL**	897	1,088	82.4%	992	1,126	88.1%
Low SES***	10,814	12,721	85.0%	11,524	13,110	87.9%
Migrant	53	63	84.1%	79	95	83.2%
Female	15,410	16,398	94.0%	15,698	16,605	94.5%
Male	15,434	17,028	90.6%	15,933	17,364	91.8%

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.

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 2014 in the nation.

Table 5-28

Class of 2014 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 Disadvantaged	Limited English Proficiency	Students with Disability
United States ¹	82.3	69.6	89.4	76.3	72.5	87.2	74.6	62.6	63.1
Alabama	86.3	88	91	85	83.8	87.8	81.5	67	64.4
Alaska	71.1	55	74	70	66	78.5	59.6	32	42
Arizona	75.7	62.7	83	70.3	71.0	82.3	69.9	18	63.3
Arkansas	86.9	86	85	84.5	81.0	89.3	82.7	84	83.1
California	81.0	71.0	91.8	77.0	68.0	88.0	76.0	65.0	62.0
Colorado	77.3	61	84	66.7	69.0	83.2	64.2	58.7	54.6
Connecticut	87.0	85	93	74.0	78.6	92.2	75.9	63	65.2
Delaware	87.0	89	93	84	83	89.5	81.0	77	68
District of Columbia	61.4	<>	<>	65	59.7	85	60.1	64	41
Florida	76.1	74	89.2	75.0	64.7	81.7	67.8	55.8	55.1
Georgia	72.5	67	82.8	64.0	65.2	79.7	62.5	43.9	36.5
Hawaii	81.8	72	82.8	76	76	80	77.6	53	59
Idaho	77.3	56	79	70.3	75	79.2	71.3	75	59
Illinois	86.0	82	94.1	81.3	77.2	90.1	78.5	71.7	71.8
Indiana	87.9	84	89	83.2	75.0	90.4	85.4	80	73.4
Iowa	90.5	78	90	82	79	92.2	84.1	83	76.4
Kansas	85.7	76	90	78.7	77	88.3	76.9	75	76.7
Kentucky	87.5	84	89	84	79.4	88.7	84.0	66	70.8
Louisiana	74.6	80	89	73	67.9	80.3	68.8	50	42.8
Maine	86.5	80	95	72	79	87.0	77.8	72	71
Maryland	86.4	87	94.9	77.5	80.5	91.9	77.8	54	63.5
Massachusetts	86.1	76	91.9	69.2	74.9	90.9	76.0	63.4	69.1
Michigan	78.6	65	88.7	68.8	64.5	82.9	65.6	68.2	55.1
Minnesota	81.2	51	81.7	63.2	60.4	86.3	65.9	63.7	58.4
Mississippi	77.6	66	89	80	71.5	84.0	70.9	67	28.1
Missouri	87.3	83	90	80	74.8	90.4	80.4	64	75.3
Montana	85.4	65	85	81	89	88.3	75.4	59	76

Table 5-28 (...continued)

State	All Students	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	African American	White	Economically Disadvantaged	Limited English Proficiency	Students with Disability
Nebraska	89.7	69	78	82.8	81	92.8	82.4	60	72
Nevada	70.0	52	83	64.6	53.9	76.9	63.6	29	27.6
New Hampshire	88.1	84	90	77	84	88.6	77.2	75	72
New Jersey	88.6	86	96.0	80.6	78.9	93.5	79.6	71.1	76.6
New Mexico	68.5	61	84	66.9	62	74.7	62.3	63.9	56.5
New York	77.8	65	83.6	63.9	64.5	88.0	68.8	37.1	51.8
North Carolina	83.9	79	91	77.4	79.9	87.1	78.0	52	64.4
North Dakota	87.2	66	85	74	76	90.2	72	64	70
Ohio	81.8	74	88	69.2	62.7	86.6	69.2	66	68.4
Oklahoma	82.7	82.4	88	77.6	75.7	84.8	78.2	59	77.2
Oregon	72.0	54	83	65.0	60	74.3	64.2	52	51.1
Pennsylvania	85.3	82	90.4	71.1	72.3	89.6	76.5	64.1	70.9
Rhode Island	80.8	57	88	72	72	85.0	71.1	72	60
South Carolina	80.1	74	88	77	76.0	82.8	72.5	73	43.2
South Dakota	82.7	47	80	71	73	88.5	65	57	59
Tennessee	87.2	81	93	81.4	78.6	90.9	82.2	73	69.0
Texas	88.3	87	94.6	85.5	84.2	93.0	85.2	71.5	77.5
Utah	83.9	66	85	72.9	69	86.6	73.5	62	68.2
Vermont	87.8	>=50%	90	78	75	88.6	78	69	70
Virginia	85.3	—	90.5	75.9	78.5	89.2	75.1	48.2	53.2
Washington	78.2	57	84.4	67.5	68.0	80.9	66.8	53.8	55.8
West Virginia	84.5	59	95	89	79	84.7	80.1	89	70.3
Wisconsin	88.6	81	90	78.1	66.1	92.9	77.9	64	69.0
Wyoming	78.6	47	85	72	69	80.9	65	65	62

Source: U.S. Department of Education, National Center for Education Statistics, ED Facts Data Groups 695 and 696, School year 2013–14; September 4, 2015.

Notes: --- Not Available; <> Data were suppressed to protect the confidentiality of individual student data.

¹The 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.

The estimated for American Indian/Alaska Native students also includes imputed data for Virginia.

The four-year ACGR is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. To protect the confidentiality of individual student data, ACGRs are shown at varying levels of precision depending on the size of the cohort population for each category cell. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

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 52.1 percent of all removals, followed by Out-of-School Suspensions at 46.8 percent. Removals went down over 10 percent in 2015-2016 from 2013-2014, and 13 percent since 2014-2015. When multiple offenses are removed from the counts to reveal the number of unique students involved, only 5.1 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, the student continues to be under the supervision of the school district.

School district personnel were instructed to report all in-school suspensions regardless of their length. Therefore, an in-school suspension lasting as little as one period of the day is included in this data, as long as the removal was initiated and/or approved by building or district administration. Detail distribution of reason for in-school removal is illustrated in Table 5-30.

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

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

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

An expulsion is defined as:

School board action resulting in the removal of a student “from the rolls” of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons.

If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In each of the past three years, expulsions were most often given as a result of drug-related incidents (Table 5-32).

For removals to an interim setting initiated by school personnel given to special education students, the reason for removal must be drug related, weapons related, or due to serious bodily injury with a maximum length of 45 days. There are no similar restrictions for placement of regular education students.

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

Table 5-29

**K-12 Removals by Removal Type
2013-2014 to 2015-2016**

	Removals (includes multiple offenses)			% of Removals 2015-2016	% Change 2013-2014 to 2015-2016
	2013-2014	2014-2015	2015-2016		
In-School Suspensions	29,967	32,293	25,268	52.1%	-15.7%
Out-of-School Suspensions	23,896	23,499	22,700	46.8%	-5.0%
Expulsions	136	114	122	0.3%	-10.3%
Interim Setting by School Personnel	111	126	446*	0.9%	301.8%
Total	54,110	56,032	48,536	100%	-10.3%

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.

*These values include five records for Interim Settings by an Administrative Law Judge.

Table 5-30

**K-12 In-School Suspensions by Problem Behavior
2015-2016**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate Language	1,574	1,382	6.2%
Alcohol Related	35	34	0.1%
Arson	4	4	0.0%
Bomb Threat	11	11	0.0%
Bullying	325	313	1.3%
Combustible Related	59	59	0.2%
Defiance - Noncompliance	5,762	3,589	22.8%
Disrespect	1,088	956	4.3%
Disruption	1,981	1,629	7.8%
Dress Code Violation	25	25	0.1%
Drug Related	134	128	0.5%
Forgery - Plagiarism	33	32	0.1%
Gang Affiliation Display	7	7	0.0%
Harassment	522	498	2.1%
Inappropriate Display of Affection	43	42	0.2%
Inappropriate Location	127	112	0.5%
Lying - Cheating	69	69	0.3%
Other	1,999	1,460	7.9%
Physical Aggression with Injury	548	486	2.2%
Physical Aggression with Serious Injury	15	15	0.1%
Physical Aggression without Injury	2,785	2,429	11.0%
Physical Fighting with Injury	205	193	0.8%
Physical Fighting with Serious Injury	4	4	0.0%
Physical Fighting without Injury	1,558	1,444	6.2%
Property Damage - Vandalism	237	228	0.9%
Skip Class	1,637	1,119	6.5%
Special Ed ALJ Decision	0	0	0.0%
Tardy	705	461	2.8%
Technology Violation	337	324	1.3%
Theft	497	459	2.0%
Tobacco Related	332	316	1.3%
Truancy	2,413	1,574	9.5%
Weapons Related	197	194	0.8%
Total	25,268	19,596	100%

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 Problem Behavior
2015-2016**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate Language	1,640	1,330	7.2%
Alcohol Related	256	250	1.1%
Arson	12	12	0.1%
Bomb Threat	12	12	0.1%
Bullying	262	248	1.2%
Combustible Related	129	127	0.6%
Defiance - Noncompliance	4,075	2,980	18.0%
Disrespect	774	636	3.4%
Disruption	1,626	1,290	7.2%
Dress Code Violation	6	5	0.0%
Drug Related	964	918	4.2%
Forgery - Plagiarism	9	9	0.0%
Gang Affiliation Display	21	18	0.1%
Harassment	461	438	2.0%
Inappropriate Display of Affection	43	42	0.2%
Inappropriate Location	90	82	0.4%
Lying - Cheating	12	12	0.1%
Other	1,313	1,097	5.8%
Physical Aggression with Injury	1,477	1,246	6.5%
Physical Aggression with Serious Injury	31	31	0.1%
Physical Aggression without Injury	3,824	3,010	16.8%
Physical Fighting with Injury	428	407	1.9%
Physical Fighting with Serious Injury	10	10	0.0%
Physical Fighting without Injury	2,936	2,554	12.9%
Property Damage - Vandalism	274	264	1.2%
Skip Class	186	163	0.8%
Special Ed ALJ Decision	0	0	0.0%
Tardy	11	9	0.0%
Technology Violation	204	195	0.9%
Theft	390	362	1.7%
Tobacco Related	440	409	1.9%
Truancy	272	239	1.2%
Weapons Related	512	497	2.3%
Total	22,700	18,902	100%

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

Table 5-32

**K-12 Expulsions by Problem Behavior
2015-2016**

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate Language	1	0.8%
Alcohol Related	6	4.9%
Arson	1	0.8%
Bomb Threat	1	0.8%
Bullying	2	1.6%
Combustible Related	0	0.0%
Defiance - Noncompliance	2	1.6%
Disrespect	1	0.8%
Disruption	5	4.1%
Dress Code Violation	0	0.0%
Drug Related	58	47.5%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	2	1.6%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Other	15	12.3%
Physical Aggression with Injury	3	2.5%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	3	2.5%
Physical Fighting with Injury	0	0.0%
Physical Fighting with Serious Injury	2	1.6%
Physical Fighting without Injury	3	2.5%
Property Damage - Vandalism	3	2.5%
Skip Class	0	0.0%
Special Ed ALJ Decision	0	0.0%
Tardy	0	0.0%
Technology Violation	1	0.8%
Theft	2	1.6%
Tobacco Related	1	0.8%
Truancy	0	0.0%
Weapons Related	10	8.2%
Total	122	100%

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 - School Personnel by Problem Behavior
2015-2016**

Problem Behavior	Removals	Interim Settings % Removals
Abusive/Inappropriate Language	33	7.5%
Alcohol Related	1	0.2%
Arson	0	0.0%
Bomb Threat	1	0.2%
Bullying	6	1.4%
Combustible Related	2	0.5%
Defiance - Noncompliance	112	25.4%
Disrespect	32	7.3%
Disruption	65	14.7%
Dress Code Violation	0	0.0%
Drug Related	13	2.9%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	9	2.0%
Inappropriate Display of Affection	1	0.2%
Inappropriate Location	0	0.0%
Lying - Cheating	1	0.2%
Other	26	5.9%
Physical Aggression with Injury	8	1.8%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	33	7.5%
Physical Fighting with Injury	2	0.5%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	25	5.7%
Property Damage - Vandalism	2	0.5%
Skip Class	19	4.3%
Special Ed ALJ Decision	0	0.0%
Tardy	0	0.0%
Technology Violation	6	1.4%
Theft	8	1.8%
Tobacco Related	7	1.6%
Truancy	20	4.5%
Weapons Related	9	2.0%
Total	441	100%

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

Note: These values do not include five records for Interim Settings by an Administrative Law Judge.

Table 5-34

K-12 Removals by Race/Ethnicity for 2013-2014 to 2015-2016						
	2013-2014	Removals 2014-2015	2015-2016	% of Removals 2015-2016	% of K-12 Enrollment 2015-2016	% Change in Removals 2013-2014 to 2015-2016
African American	10,905	11,580	10,162	20.9%	5.5%	-6.8%
American Indian	356	350	271	0.6%	0.4%	-23.9%
Asian	386	404	297	0.6%	2.3%	-23.1%
Hispanic	6,710	7,720	5,802	12.0%	10.0%	-13.5%
Hawaiian or Pacific Islander	100	119	125	0.3%	0.2%	25.0%
White	32,539	32,521	28,828	59.4%	78.3%	-11.4%
Multi-Racial	3,114	3,338	3,051	6.3%	3.4%	-2.0%
Total	54,110	56,032	48,536	100.0%	100.0%	-10.3%

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 2013-2014 to 2015-2016						
Grade Span	2013-2014	Removals 2014-2015	2015-2016	% of Removals 2015-2016	% of K-12 Enrollment 2015-2016	% Change in Removals 2013-2014 to 2015-2016
K-2	3,165	3,224	3,150	6.5%	23.6%	-0.5%
3-5	5,655	5,904	5,777	11.9%	23.1%	2.2%
6-8	17,844	17,889	16,998	35.0%	22.6%	-4.7%
9-12	27,446	29,015	22,611	46.6%	30.8%	-17.6%
Total	54,110	56,032	48,536	100.0%	100.0%	-10.3%

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 2013-2014 to 2015-2016						
Enrollment Category	2013-2014	Removals 2014-2015	2015-2016	% of Removals 2015-2016	% of K-12 Enrollment 2015-2016	% Change in Removals 2013-2014 to 2015-2016
< 300	605	476	350	0.7%	1.8%	-42.1%
300 to 599	3,248	2,686	2,339	4.8%	9.5%	-28.0%
600 to 999	4,254	3,889	3,161	6.5%	13.1%	-25.7%
1,000 to 2,499	9,535	9,316	8,754	18.0%	24.0%	-8.2%
2,500 to 7,499	13,749	16,847	13,853	28.5%	19.8%	0.8%
7,500 +	22,719	22,818	20,079	41.4%	31.8%	-11.6%
Total	54,110	56,032	48,536	100%	100.0%	-10.3%

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.

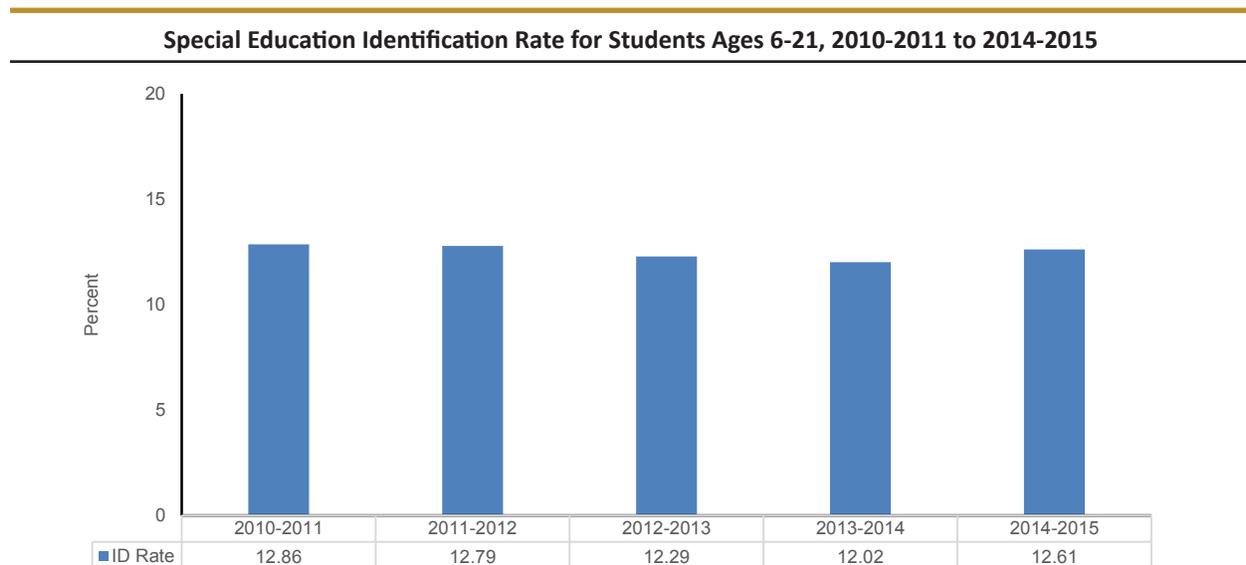
- Students come to school ready to learn
- Students attend school in safe and caring environments
- Students achieve at high levels
- Students leave school ready for life

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 2014-2015. From the 2010-2011 school year to the 2014-2015 school year, the rate has decreased by 0.25 percent.

Figure 6-1



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

Placement

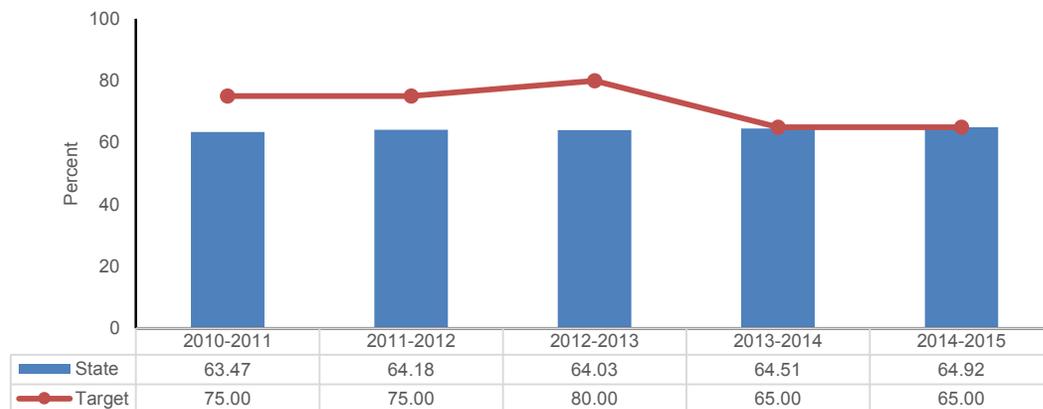
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with typically developing peers has increased significantly in Iowa.

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80 percent or more) of the school day, (2) in the regular education classroom for less than 40 percent of the school day, and (3) in private separate schools, residential placements, homebound or hospitals 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 2014-2015, the percentage of students in the regular education classroom for 80 percent or more of the school day was 64.92 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 percent and 2.90 percent respectively.

Figure 6-2

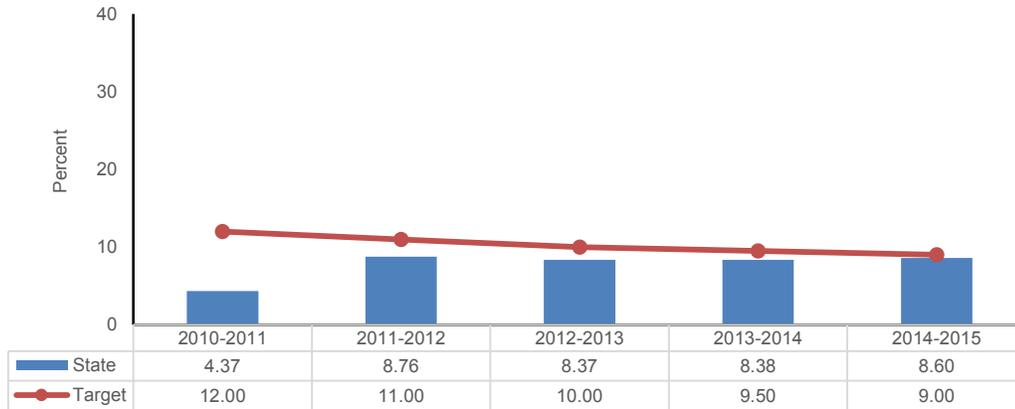
**Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day
2010-2011 to 2014-2015**



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 2014-2015**



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 2014-2015



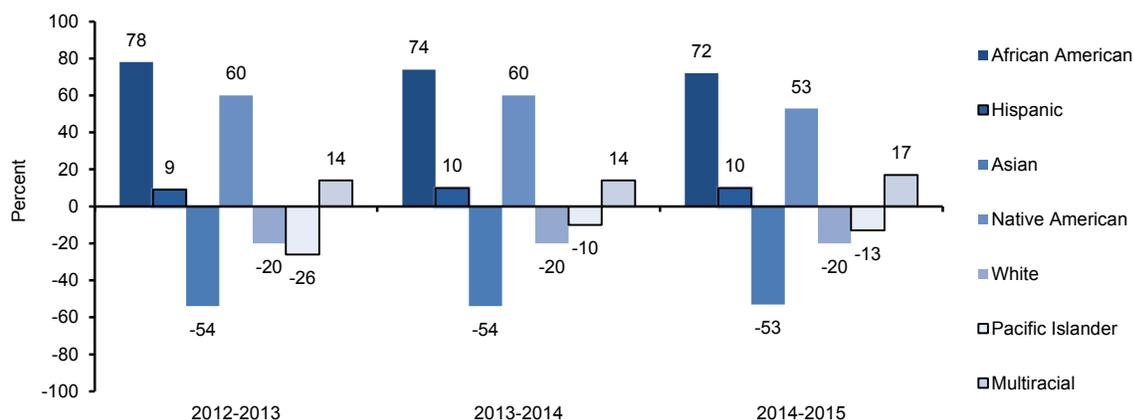
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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 2014, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 72 percent and 53 percent respectively. Asian students had the greatest disproportionality rates of underrepresentation at -53 percent.

Figure 6-5

Percent Probability of Being Placed in Special Education Compared to All Students 2012-2013 to 2014-2015



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

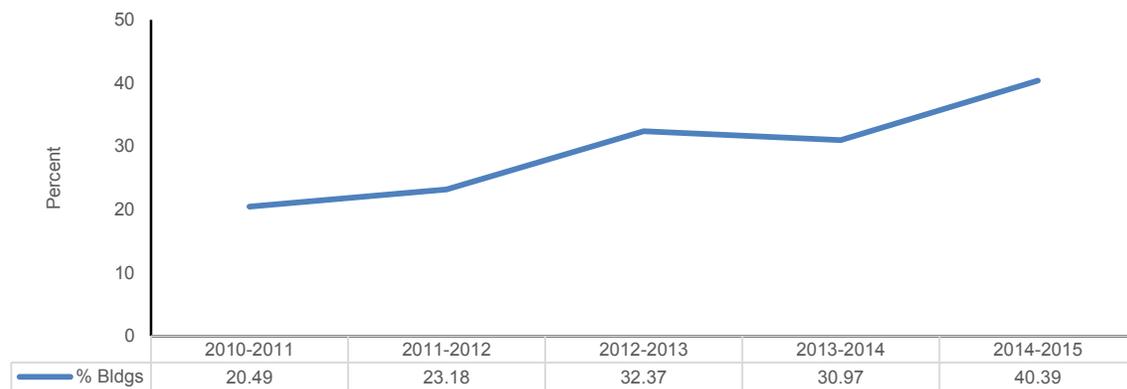
Are Students Going to School in Safe and Caring Environments?

Positive Behavioral Interventions and Supports (PBIS)

PBIS are evidence-based interventions that are integrated into the classroom activities and environment to encourage positive behavioral and academic outcomes for all children. The following graph depicts the percentage of public school buildings using PBIS, which has increased by 19.90 percent since 2010.

Figure 6-7

Percent of Public Buildings That Use Positive Behavioral Interventions and Supports 2010-2011 to 2014-2015



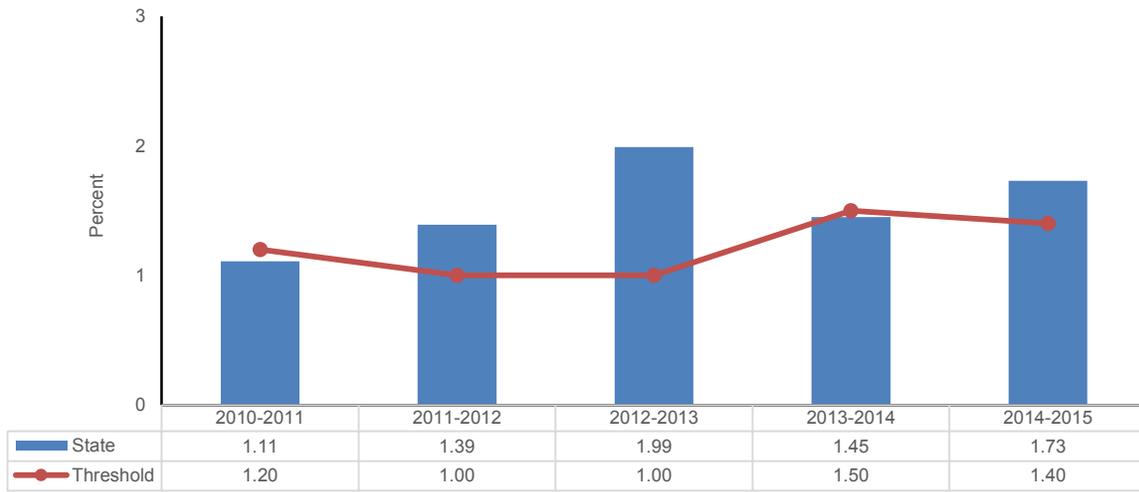
Source: Iowa Department of Education, Bureau of School Improvement, PBIS Files.

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 2014-2015. Currently, 1.73 percent of districts have a significant discrepancy, which exceeds the state threshold of 1.40 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 2014-2015 were collected during the 2013-2014 school year.

Figure 6-8

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2010-2011 to 2014-2015



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

Are Students Achieving at High Levels?

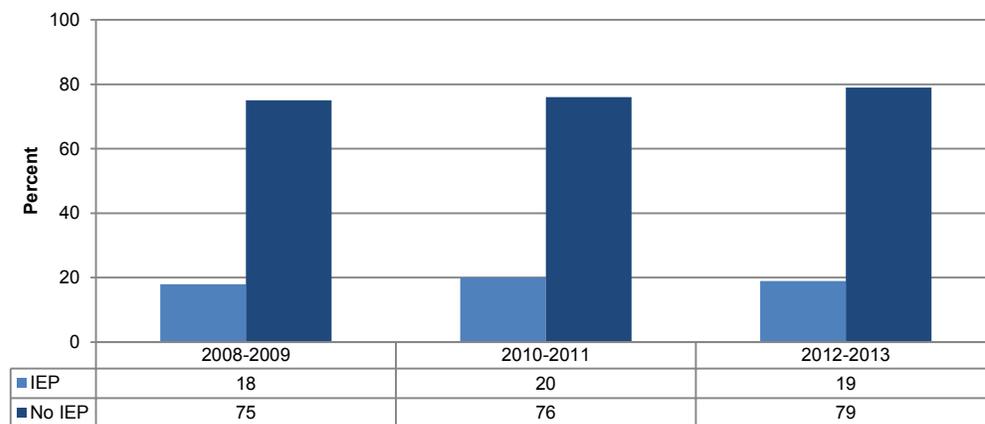
National Assessment of Educational Progress (NAEP)

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

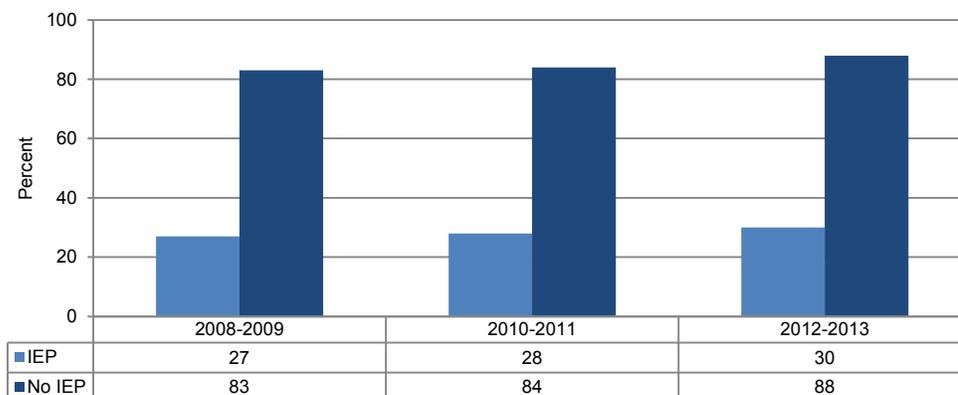
Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading, 2008-2009, 2010-2011 and 2012-2013



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

Figure 6-10

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

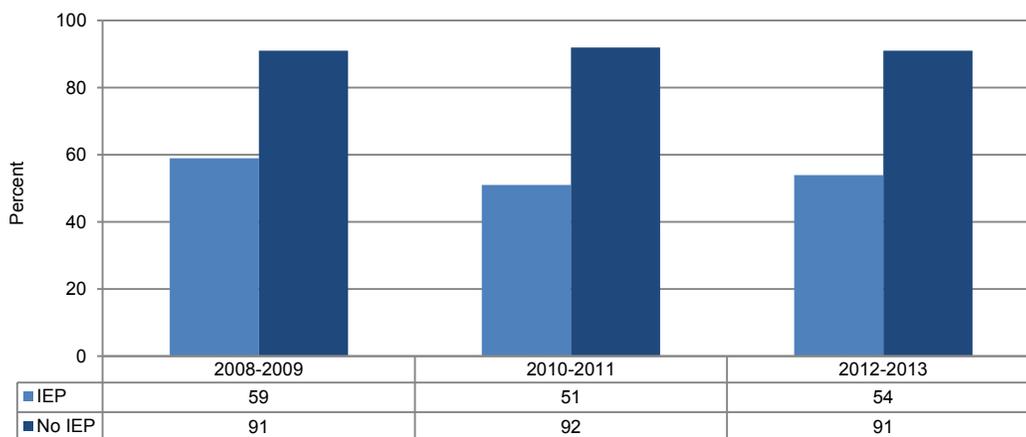


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2012-2013 in math, 54 percent of 4th grade students with IEPs and 91 percent of 4th grade students without IEPs scored at basic or above on 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

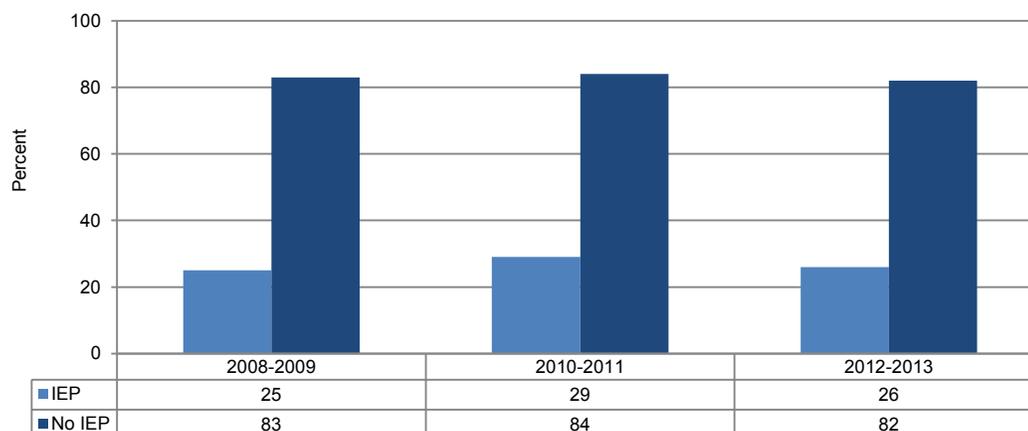
**Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics
2008-2009, 2010-2011 and 2012-2013**



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

Figure 6-12

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



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

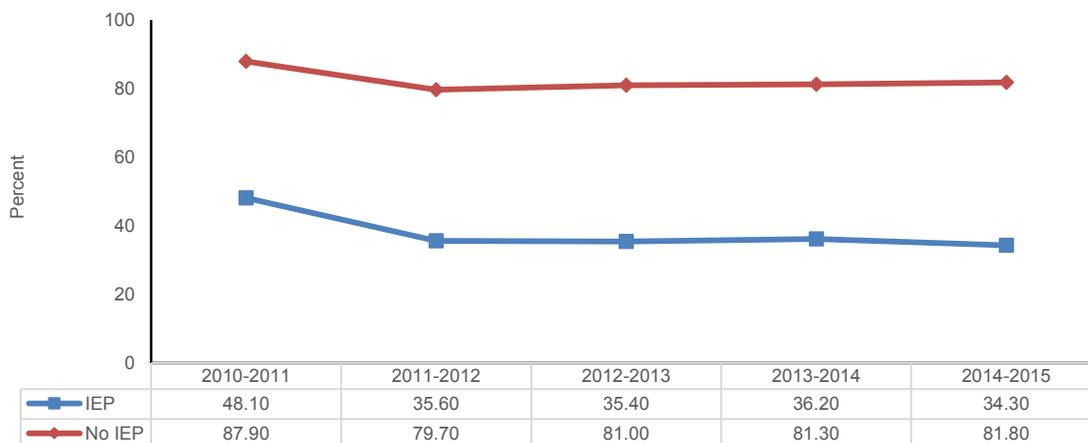
Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED)/Iowa Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2010-2011 to 2014-2015. 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 2014 the gap was 47.50 percent.

Figure 6-13

Percent of 4th Grade Students Proficient in Reading on ITBS/Iowa Assessments
2010-2011 to 2014-2015



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 2014 the gap was 59 percent.

Figure 6-14

**Percent of 8th Grade Students Proficient in Reading on ITBS/Iowa Assessments
2010-2011 to 2014-2015**



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 2014 the gap was 54.20 percent.

Figure 6-15

**Percent of 11th Grade Students Proficient in Reading on ITED/Iowa Assessments
2010-2011 to 2014-2015**



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 2014 the gap was 38.60 percent.

Figure 6-16

**Percent of 4th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments
2010-2011 to 2014-2015**



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 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 2014 the gap was 54.10 percent.

Figure 6-17

**Percent of 8th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments
2010-2011 to 2014-2015**

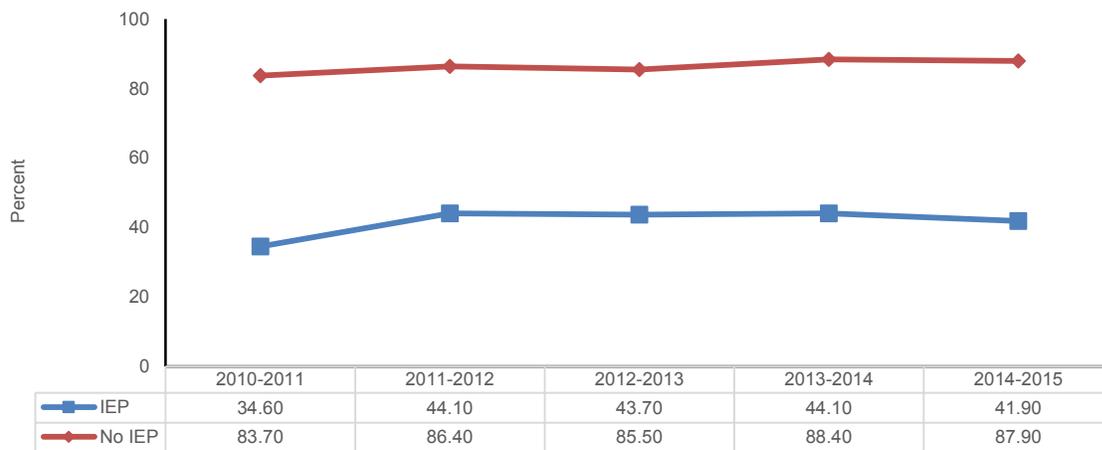


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP Files.

The percentage of students with and without IEPs in 8th grade who were proficient in math held fairly constant until 2011, when the percentage 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 2014 the gap was 46 percent.

Figure 6-18

Percent of 11th Grade Students Proficient in Mathematics on ITED/Iowa Assessments
2010-2011 to 2014-2015



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

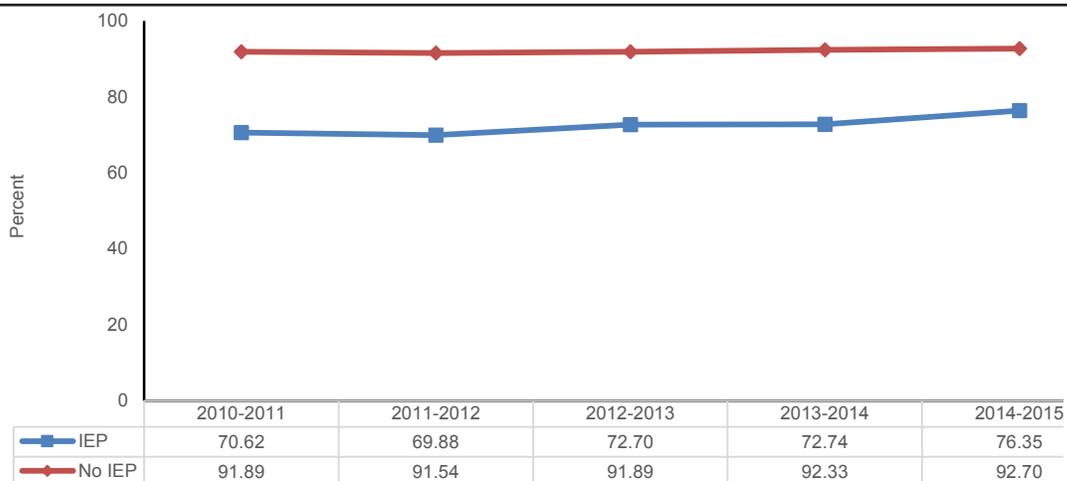
Are Students Leaving School Ready for Life?

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 2014-2015, the graduation rate for students with an IEP was 76.35 percent which is 16.35 percent below the graduate rate for students without IEPs at 92.70 percent. Between the 2010-2011 and 2014-2015 school years, the graduation rate increased by 5.73 percent for students with IEPs.

Figure 6-19

Graduation Rate by Graduating Classes, 2011 to 2015



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 2014-2015 Certified Annual Financial Report from the Iowa Department of Education, the 2016-2017 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 and administration and central services, and lower in operations and maintenance and student support services (Table 7-1). The smallest enrollment category had the largest percentage of expenditures on Instruction and Administration and Central Services when compared to the other enrollment categories. The two largest enrollment categories had the lowest percentage of expenditures for transportation (Table 7-2).

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2012-2013 to 2014-2015				
	2000-2001	2012-2013	2013-2014	2014-2015
Instruction	69.0%	70.5%	70.0%	70.0%
Student Support Services	3.8%	3.3%	3.4%	3.4%
Staff Support Services	4.0%	3.6%	3.6%	4.0%
Administration & Central Services	9.9%	10.3%	10.4%	10.5%
Operations and Maintenance	9.2%	8.2%	8.5%	8.2%
Student Transportation	3.8%	4.0%	4.0%	3.8%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	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.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2014-2015							
Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	72.2%	70.8%	70.9%	70.4%	69.7%	69.0%	70.0%
Student Support Services	1.8%	2.4%	2.6%	3.1%	3.9%	4.2%	3.4%
Staff Support Services	2.1%	3.0%	3.1%	3.9%	4.1%	4.9%	4.0%
Administration & Central Services	11.9%	11.0%	10.7%	10.3%	10.4%	10.3%	10.5%
Operations & Maintenance	7.0%	7.9%	7.9%	8.3%	8.3%	8.2%	8.2%
Student Transportation	4.8%	4.9%	4.7%	3.9%	3.5%	3.3%	3.8%
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, while purchased services have increased while supplies and property (equipment) has 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 three size categories, and increased in the last. Benefits as a percentage of general fund expenditures increased as the enrollment category size increased. Salaries as a percentage of general fund expenditures was lowest for the smallest enrollment category (50.8 percent) and highest for the 2,500-7,499 enrollment category (64.0 percent) (Table 7-4).

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2012-2013 to 2014-2015				
Object Category	Year			
	2000-2001	2012-2013	2013-2014	2014-2015
Salaries	64.0%	61.5%	61.2%	62.2%
Benefits	16.1%	19.5%	19.6%	19.7%
Purchased Services	10.3%	11.5%	11.7%	11.4%
Supplies	6.8%	6.2%	6.3%	5.8%
Property	2.5%	1.2%	0.9%	0.7%
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 2014-2015

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	50.8%	59.1%	61.1%	63.1%	64.0%	62.6%	62.2%
Benefits	14.6%	17.9%	19.1%	19.4%	19.7%	21.1%	19.7%
Purchased Services	27.6%	15.4%	12.4%	10.1%	10.1%	10.5%	11.4%
Supplies	6.3%	6.6%	6.4%	6.4%	5.5%	5.0%	5.8%
Property	0.3%	0.7%	0.7%	0.9%	0.7%	0.7%	0.7%
Other Objects	0.4%	0.3%	0.3%	0.2%	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 unchanged over the past three years, while the percent of revenue from other state sources has increased. There was also a gradual decline in the percent of revenue from local taxes during the same time period. (Table 7-5, Figure 7-1). The largest enrollment category had the highest percent of revenue from state aid, other state sources, and federal sources. The lowest three enrollment categories had the highest percent of revenue from local taxes and interagency sources (Table 7-6). In every enrollment category, except the smallest, a higher percentage of revenues was received through total state aid than through local taxes (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2000-2001, 2012-2013 to 2014-2015				
Source of Revenue	Year			
	2000-2001	2012-2013	2013-2014	2014-2015
Local Taxes	32.0%	34.6%	33.7%	32.7%
Interagency	3.9%	5.5%	5.6%	5.4%
Other Local Sources	2.6%	1.8%	1.8%	1.8%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	46.7%	47.5%	47.5%
Other State Sources	5.3%	6.6%	6.9%	8.1%
Federal Sources	3.4%	4.7%	4.3%	4.3%
Other Financing Sources	0.1%	0.3%	0.3%	0.2%

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

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.

Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.

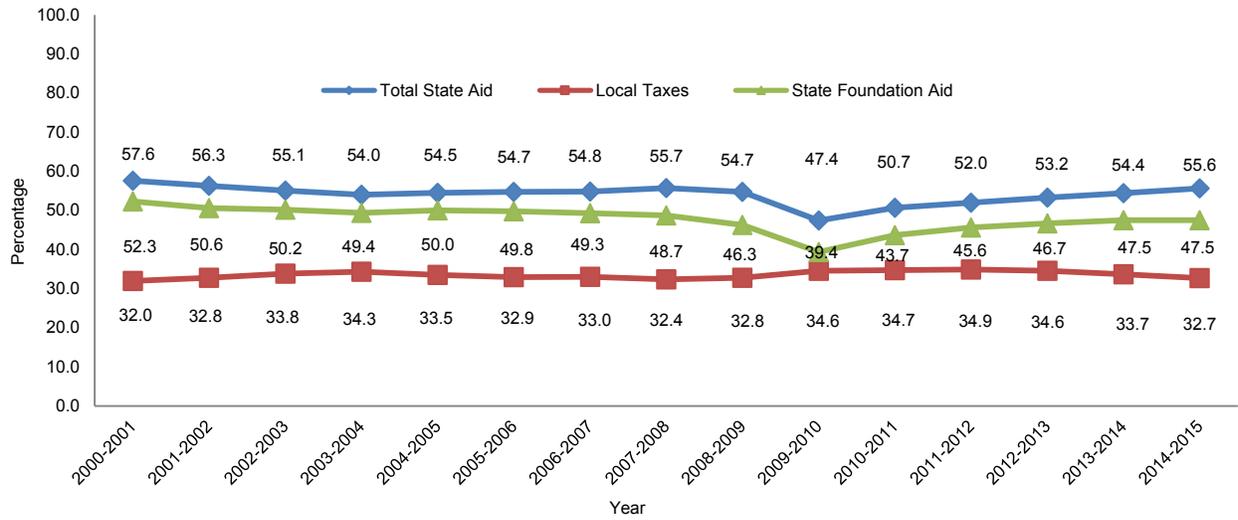
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.

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 2014-2015



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
2014-2015**

Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
Local Taxes	42.2%	35.9%	35.9%	31.4%	31.5%	31.4%	32.7%
Interagency	11.1%	11.4%	6.7%	6.1%	5.1%	2.3%	5.4%
Other Local Sources	1.3%	1.8%	1.7%	1.7%	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	34.5%	40.3%	44.9%	49.3%	49.0%	49.5%	47.5%
Other State Sources	7.1%	7.1%	7.3%	7.6%	8.7%	9.0%	8.1%
Federal Sources	3.5%	3.2%	3.3%	3.9%	4.0%	5.6%	4.3%
Other Financing Sources	0.3%	0.2%	0.2%	0.1%	0.1%	0.3%	0.2%

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

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.

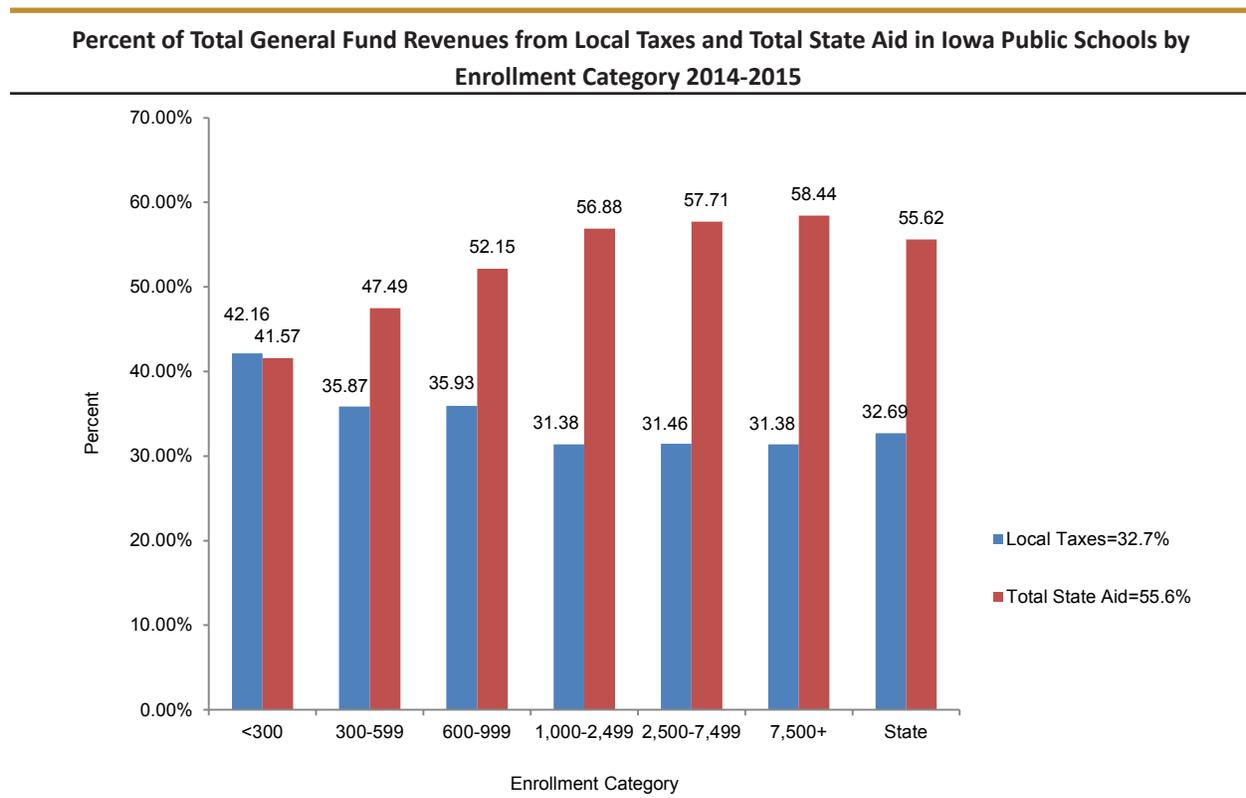
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.

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



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

Taxable Valuation

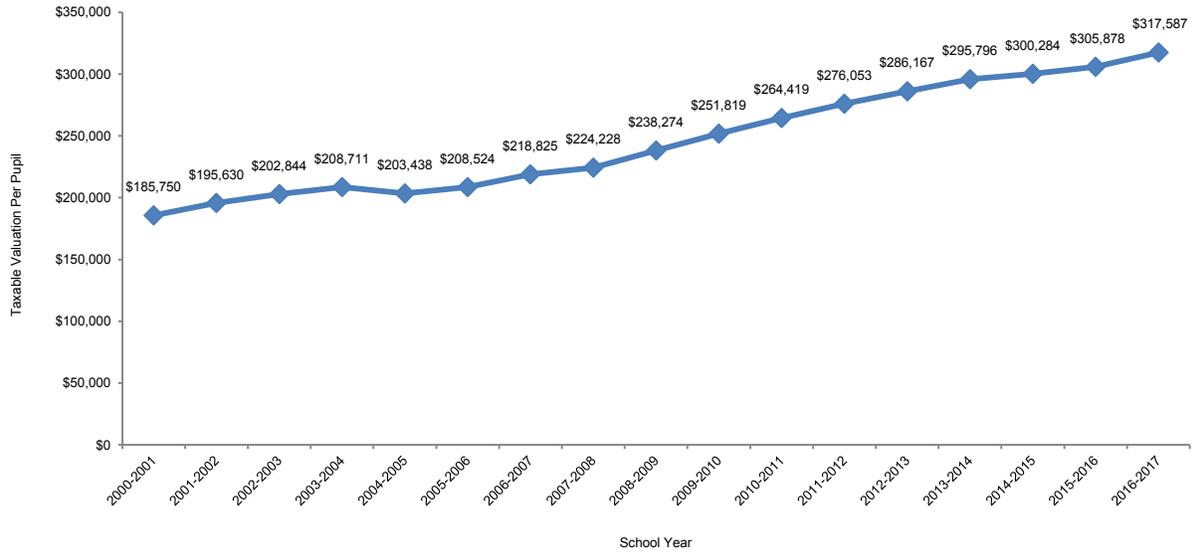
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property 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). The three largest enrollment categories have consistently 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 last five 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 2016-2017, which was consistent with the previous year.

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 to 2016-2017



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 2012-2013 to 2016-2017

	2000-2001	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<300	266,463	498,065	499,721	521,348	534,536	535,326
300-599	223,708	355,859	372,560	395,454	414,524	433,515
600-999	201,732	327,767	341,183	352,214	368,506	385,822
1,000-2,499	175,204	269,549	274,499	283,005	295,199	310,600
2,500-7,499	175,250	277,348	277,003	274,268	284,813	292,891
7,500+	174,108	271,939	266,057	264,585	280,377	290,455
State	185,750	286,167	295,796	300,284	305,878	317,587

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, 2012-2013 to 2016-2017						
Enrollment Category	Year					
	2000-2001	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<300 Min	152,131	209,439	214,107	215,683	233,340	242,623
<300 Max	549,020	1,125,249	1,119,423	1,189,526	1,097,341	1,108,726
300-599 Min	92,573	192,308	196,744	195,930	198,342	202,478
300-599 Max	451,583	694,084	691,226	698,665	744,154	769,455
600-999 Min	111,465	158,181	166,972	175,948	175,380	170,848
600-999 Max	409,970	1,127,884	1,119,481	1,183,748	1,227,824	1,260,406
1,000-2,499 Min	93,339	152,006	163,142	161,716	162,579	165,865
1,000-2,499 Max	370,462	739,468	784,478	805,816	804,376	880,628
2,500-7,499 Min	104,148	176,638	178,661	169,182	169,756	176,101
2,500-7,499 Max	313,393	498,675	515,925	518,582	543,500	576,105
7,500+ Min	114,143	158,144	160,944	156,490	156,727	162,804
7,500+ Max	327,747	446,666	451,945	455,230	446,277	476,882
State Min	92,573	152,006	160,944	156,490	156,727	162,804
State Max	549,020	1,127,884	1,119,481	1,189,526	1,227,824	1,260,406

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 27th in the nation in average expenditures per pupil. Indiana, South Dakota, Kansas, Missouri, 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, 2012-2013 to 2014-2015				
Enrollment Category	Year			
	2000-2001	2012-2013	2013-2014	2014-2015
< 300	\$5,605	\$10,118	\$10,474	\$10,745
300-599	\$5,106	\$9,276	\$9,497	\$9,651
600-999	\$4,988	\$9,005	\$9,269	\$9,348
1,000-2,499	\$4,881	\$8,743	\$9,149	\$9,382
2,500-7,499	\$5,055	\$8,848	\$9,104	\$9,351
7,500 +	\$5,461	\$9,635	\$9,820	\$10,142
State	\$5,119	\$9,158	\$9,430	\$9,662

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, 2013-2014 and 2014-2015						
State/Nation	Year					
	2000-2001		2013-2014		2014-2015	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		11,356		11,709	
Iowa	6,434	34	10,240	28	10,622	27
Illinois	8,293	11	13,372	15	13,869	15
Indiana	7,567	18	8,135	48	8,034	49
Kansas	7,031	23	9,783	31	9,822	33
Michigan	8,127	13	14,315	14	14,873	12
Minnesota	7,320	21	11,929	17	11,510	19
Missouri	6,323	38	10,419	25	10,565	28
Nebraska	6,395	35	9,891	30	10,012	30
North Dakota	4,607	50	8,733	42	8,518	47
Ohio	6,952	25	11,145	20	11,530	18
South Dakota	6,269	39	8,962	38	8,989	39
Wisconsin	8,205	12	11,337	19	11,424	21

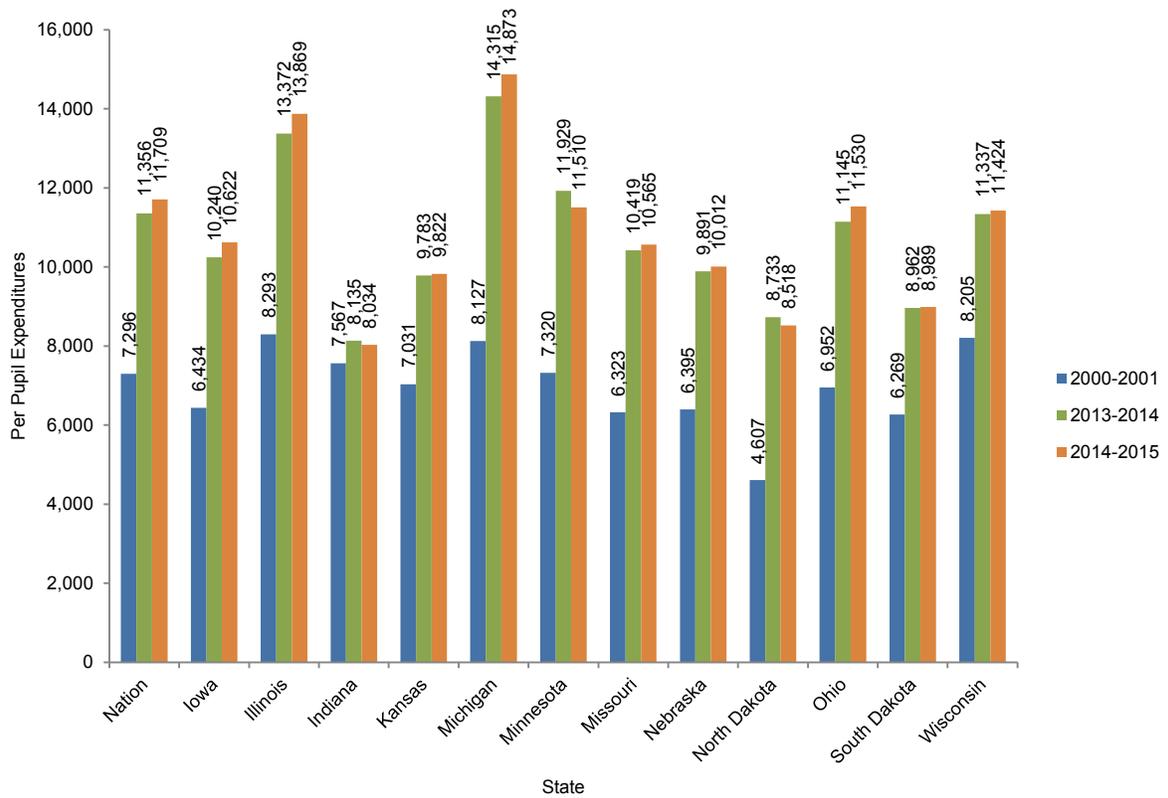
Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2013-2014 reflect adjusted numbers.

2014-2015 numbers are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2013-2014 and 2014-2015



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

Notes: 2013-2014 numbers have been adjusted.

2014-2015 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. 2015-2016 was the first year in which a portion of districts participating in the Teacher Leadership and Compensation Program were funded through the school finance formula (those in their second year).

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.35 billion and initial state aid to school districts was about \$3.08 billion or about 42 percent of the general fund appropriations for the 2016-2017 school year (fiscal year 2017). This was the first year-over-year increase in the initial percent spent on education since FY10 to FY11. Initial state aid to school districts and total general fund appropriations has steadily increased since 2012-2013.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2016-2017						
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
2016-2017	3,087.9	7,350.6	42.0	Not currently available		
2015-2016	2,950.3	7,175.2	41.1	Not currently available		
2014-2015	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-2014	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-2013	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
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 2016-2017 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 2016-2017 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 three 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 2016-2017, 6.3 percent of the school districts levy for PERL, a slight increase over the previous year.

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. About half of the school districts use the debt services levy. The highest percentage of districts using this levy fall within the 1,000 - 2,499 and 2,500-7,499 enrollment categories, while use by the smallest (<300) and largest (7,500+) enrollment categories falls 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 2016-2017. The smallest enrollment category had the highest average tax per pupil for all taxes listed.

Table 7-12

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	37	101	85	77	22	11	333
Number of Districts with General Fund Levy	37	101	85	77	22	11	333
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	9.6177576	9.959201	10.0963577	11.1919452	12.1659753	13.2951008	11.5659
Number of Districts with Management Fund Levy	34	94	82	77	22	10	319
Percent of Districts with Management Fund Levy	91.9%	93.1%	96.5%	100.0%	100.0%	90.9%	95.8%
Average Management Levy Tax Rate	0.9662385	0.8857164	0.8910424	0.9682982	0.7396205	0.9446185	0.89689
Number of Districts with Regular PPEL	37	100	84	73	22	11	327
Percent of Districts with Regular PPEL	100.0%	99.0%	98.8%	94.8%	100.0%	100.0%	98.2%
Average Regular PPEL Tax Rate	0.32897	0.32937	0.33000	0.32999	0.33000	0.32120	0.32738
Number of Districts with Voter-Approved PPEL	26	77	65	61	20	10	259
Percent of Districts with Voter-Approved PPEL	70.3%	76.2%	76.5%	79.2%	90.9%	90.9%	77.8%
Average Voter-Approved PPEL Tax Rate	0.79962	0.85390	0.80487	0.83387	1.03785	1.07739	0.94998
Number of Districts with PERL	3	7	4	2	3	2	21
Percent of Districts with PERL	8.1%	6.9%	4.7%	2.6%	13.6%	18.2%	6.3%
Average PERL Tax Rate	0.13136	0.13495	0.13500	0.13500	0.13500	0.13500	0.13493
Number of Districts with Debt Services Levy	9	53	43	46	13	3	167
Percent of Districts with Debt Services Levy	24.3%	52.5%	50.6%	59.7%	59.1%	27.3%	50.2%
Average Debt Services Tax Rate	2.01999	1.80802	1.93089	2.27949	2.67372	2.00582	2.20511

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

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	37	101	85	77	22	11	333
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	42,369,777	195,742,003	248,209,966	394,288,210	333,968,259	561,228,680	1,775,806,895
General Fund Income Surtax	3,290,006	13,086,032	17,569,102	29,137,029	11,621,928	15,695,521	90,399,618
Total General Fund Tax	45,659,783	208,828,035	265,779,068	423,425,239	345,590,187	576,924,201	1,866,206,513
Average Total General Fund Tax Per Pupil	5,404	4,530	4,184	3,643	3,613	3,758	3,860
Percent of Districts with Management Fund Levy	91.9%	93.1%	96.5%	100.0%	100.0%	90.9%	95.8%
Management Fund Property Tax	3,946,250	16,420,466	20,958,343	34,112,797	20,303,328	36,878,732	132,619,916
Average Management Fund Property Tax Per Pupil	494	381	342	294	212	256	283
Percent of Districts with Regular PPEL	100.0%	99.0%	98.8%	94.8%	100.0%	100.0%	98.2%
Regular PPEL Property Tax	1,391,730	6,676,626	8,256,290	12,550,091	9,063,240	14,773,685	52,711,662
Average Regular PPEL Property Tax Per Pupil	174	147	134	108	101	96	111
Percent of Districts with Voter-Approved PPEL	70.3%	76.2%	76.5%	79.2%	90.9%	90.9%	77.8%

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	2,488,265	13,471,356	14,773,893	23,858,240	28,910,197	46,696,544	130,198,495
Voter-Approved PPEL Income Surtax	351,934	2,643,339	2,456,042	4,644,802	231,565	-	10,327,682
Total Voter-Approved PPEL Tax	2,840,199	16,114,695	17,229,935	28,503,042	29,141,762	46,696,544	140,526,177
Average Total Voter-Approved PPEL Tax Per Pupil	482	454	363	314	334	336	347
Percent of Districts with PERL	8.1%	6.9%	4.7%	2.6%	13.6%	18.2%	6.3%
PERL Property Tax	46,820	199,834	135,098	101,881	539,463	1,495,125	2,518,221
Average PERL Property Tax Per Pupil	68	62	48	32	34	36	37
Percent of Districts with Debt Services Levy	24.3%	52.5%	50.6%	59.7%	59.1%	27.3%	50.2%
Debt Services Property Tax	2,263,156	18,347,781	24,077,590	50,497,156	48,856,932	25,706,124	169,748,739
Average Debt Services Property Tax Per Pupil	1,010	743	744	700	878	758	768

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 2012-2013 to 2016-2017 are presented in Table 7-14.

Table 7-14

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2016-2017							
Number of Districts with Surtaxes	36	92	75	68	11	3	285
Percent of Districts with Surtaxes	97.3%	91.1%	88.2%	88.3%	50.0%	27.3%	85.6%
Surtaxes Per Budget Enrollment	442	373	361	338	278	347	343
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%
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
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 2016-2017 and previous years are shown in Table 7-15 and Figure 7-5. In 2009-2010, The American Recovery and Reinvestment Act (ARRA) Education Fiscal Stabilization funds were paid in lieu of instructional support state aid. Since 2011-2012, state aid has not funded instructional support; the funding has come from a combination of property taxes and income surtax. 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 each of the last two years (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 two enrollment categories had instructional support programs in the current and previous two years.

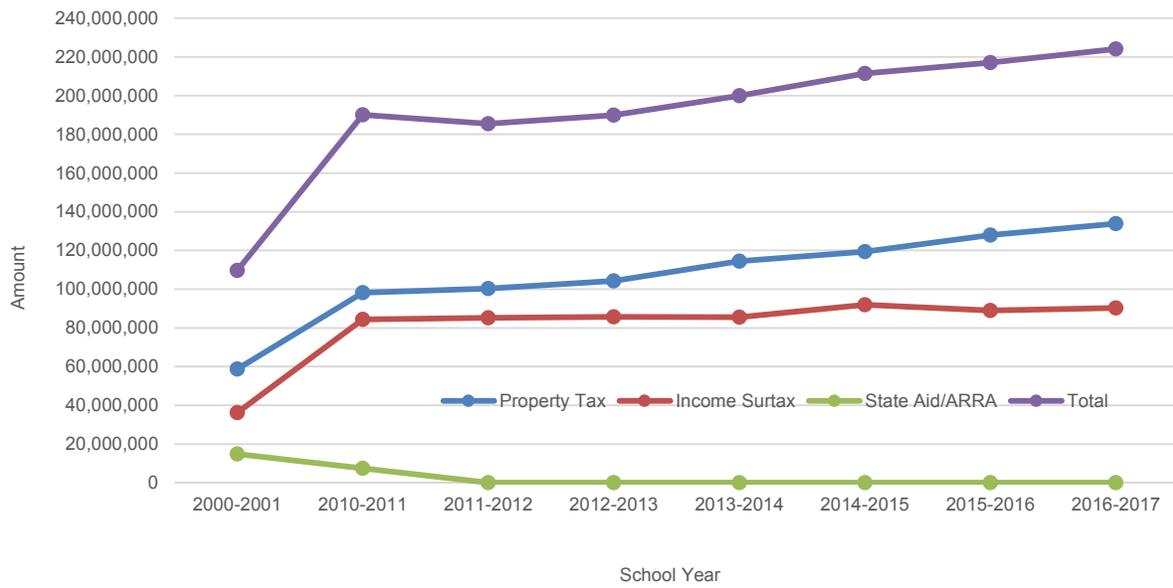
Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2010-2011 to 2016-2017							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2016-2017	133,869,972	59.7%	90,292,079	40.3%	0	0.0%	224,162,051
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 2016-2017



Source: Iowa Department of Management, Master Budget Files.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2012-2013 to 2016-2017

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2016-2017							
Number of Districts	37	101	85	77	22	11	333
Number of Districts with Instructional Support	37	100	84	73	22	11	327
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	94.8%	100.0%	100.0%	98.2%
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%
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 Legislature 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 2012-2013 and 2014-2015 (Table 7-17 and Figure 7-6), while 2015-2016 experienced a significant increase. The percent receiving the budget adjustment for 2016-2017 decreased from the previous year. Consistent with the two previous years, the largest enrollment categories had the lowest percent of school districts receiving the budget adjustment in 2016-2017.

Table 7-17

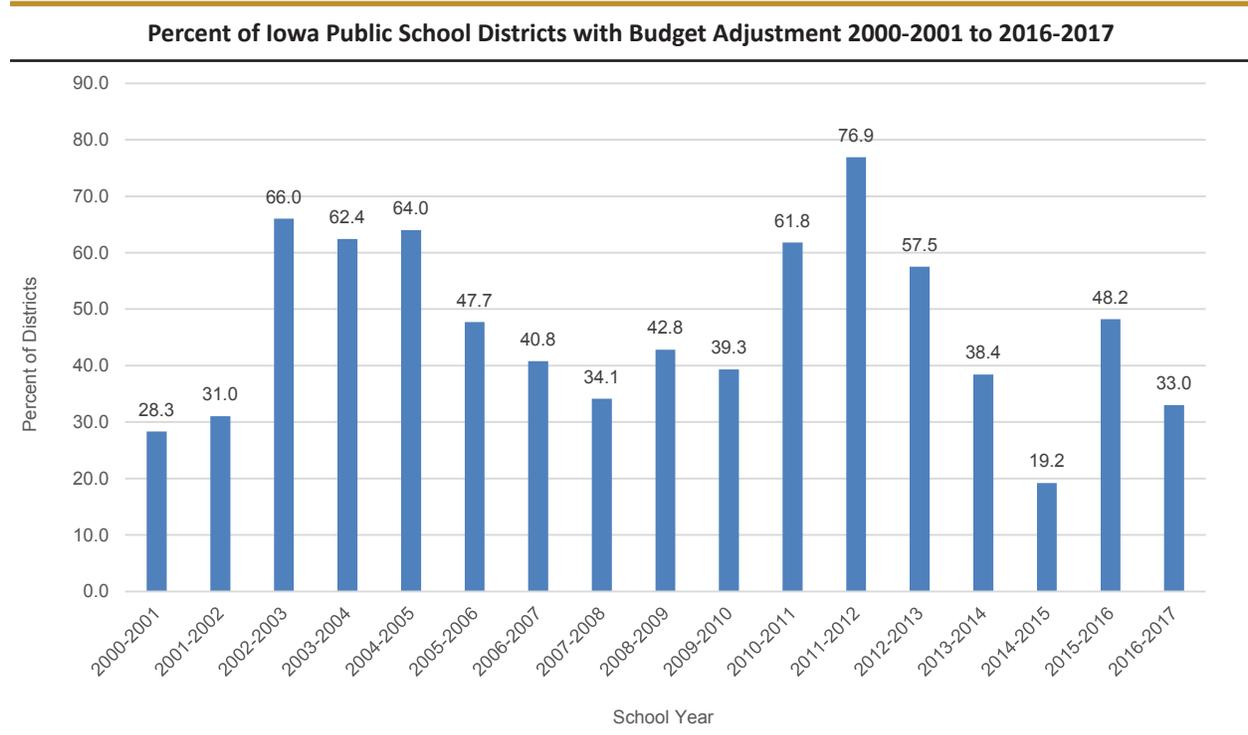
Number and Percent of School Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2012-2013 to 2016-2017

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2016-2017							
Number of Districts	37	101	85	77	22	11	333
Number of Districts w/Adjustment	18	43	27	18	2	2	110
Percent of Districts w/Adjustment	48.6%	42.6%	31.8%	23.4%	9.1%	18.2%	33.0%
Average Per Pupil	203	139	130	90	119	28	102
2015-2016							
Number of Districts	38	103	87	75	22	11	336
Number of Districts w/Guarantee	22	65	37	30	7	1	162
Percent of Districts w/Guarantee	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
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



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

Table 7-18

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
2014-2015							
Number Attempted	1	6	5	6	2	0	20
<50 Percent	0	3	0	2	1	0	6
50-59.9 Percent	1	1	3	0	1	0	6
60 Percent +	0	2	2	4	0	0	8
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
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 2013-2014 to 2014-2015. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2014-2015, 88.6 percent of the voter-approved physical plant and equipment referendums were passed, the same percentage as the previous year (Table 7-19).

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, 2013-2014 and 2014-2015

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
2014-2015							
Number Attempted	3	12	13	3	1	3	35
<50 Percent	0	2	2	0	0	0	4
50 Percent +	3	10	11	3	1	3	31
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
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

Secure an Advanced Vision for Education (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 2016-2017 are approximately \$444.6 million for 333 school districts in all 99 counties (Table 7-20).

Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure 2000-2001, 2012-2013 to 2016-2017

	2000-2001	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	348	346	338	336	333
Resident Budget Enrollment in those Counties	171,150.6	473,504.2	478,920.9	480,771.9	483,450.9	
Estimated Revenues	\$122,683,313	\$408,955,193	\$386,260,230	\$418,228,165	\$435,270,155	\$444,681,000
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, 2015-2016, and 2016-2017 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, 2015-2016 and 2016-2017							
Source of Funds	2000-2001		2015-2016		2016-2017		
	Amount	Percent	Amount	Percent	Amount	Percent	
Regular Program	2,175,673,579	66.7	3,110,044,986	56.4	3,197,430,828	56.9	
Guarantee Amount	6,629,840	0.2	16,348,198	0.3	10,432,414	0.2	
Supplementary Weights	21,887,590	0.7	81,456,124	1.5	88,825,109	1.6	
Special Education	278,121,047	8.5	398,740,307	7.2	414,551,927	7.4	
Teacher Salary	-	0.0	267,782,051	4.9	274,893,189	4.9	
Professional Development	-	0.0	30,343,926	0.6	31,153,506	0.6	
Early Intervention	-	0.0	33,020,033	0.6	33,907,659	0.6	
Teacher Leadership	-	0.0	50,158,157	0.9	103,422,815	1.8	
AEA Special Education Support & Adj	107,245,598	3.3	155,413,249	2.8	159,619,609	2.8	
AEA Media	19,184,863	0.6	27,158,939	0.5	27,912,155	0.5	
AEA Ed Services	21,167,941	0.6	30,018,537	0.5	30,847,952	0.5	
AEA Sharing	-	0.0	60,002	0.0	29,999	0.0	
AEA Teacher Salary	-	0.0	15,043,905	0.3	15,469,406	0.3	
AEA Professional Development	-	0.0	1,759,386	0.0	1,811,430	0.0	
Dropout SBRC	40,504,621	1.2	106,984,986	1.9	113,739,536	2.0	
Other SBRC	664,690	<0.1	0	0.0	0	0.0	
Enrollment Audit Adjustment	(695,392)	0.0	214,554	0.0	-454,135	0.0	
AEA Prorated Budget Reduction	-	0.0	-22,500,000	-0.4	-26,250,000	-0.5	
Preschool	-	0.0	73,282,654	1.3	76,380,493	1.4	
Instructional Support	109,749,562	3.4	217,070,832	3.9	224,162,051	4.0	
Educational Improvement	317,837	<0.1	667,737	0.0	889,416	0.0	
Property Tax Replacement Payment	-	0.0	836,862	0.0	455,882	0.0	
Management	47,005,258	1.4	120,320,752	2.2	132,619,916	2.4	
Physical Plant & Equipment	80,703,751	2.5	180,626,870	3.3	193,237,839	3.4	
67.5 Cent Schoolhouse	668,203	<0.1	0	0.0	0	0.0	
Playground and Library	1,592,530	<0.1	2,433,581	0.0	2,544,053	0.0	
Debt Service	99,375,793	3.0	162,597,162	3.0	170,942,570	3.0	
Est. Miscellaneous State Categorical	147,121,263	4.5	108,998,371	2.0	108,998,371	1.9	
Estimated Misc. Federal	104,000,000	3.2	341,554,069	6.2	229,546,328	4.1	
Total	3,260,918,574	100.0	5,510,436,230	100.0	5,617,120,318	100.0	

Source: Iowa Department of Education Budget files.

