

2017 Annual Report



Condition of Education



Iowa Department of Education

State of Iowa
Department of Education
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Dear Iowans,

Data and information are important components of school improvement. They show how schools are changing and how students are progressing. Providing and interpreting data is one of the critical functions of the Iowa Department of Education.

The annual Condition of Education report provides valuable data about our students, educators and school districts across a number of statewide measures. They include shifts in student populations and demographics, teacher and administrator salaries and characteristics, student achievement results, and school financial information.



This year, I'm excited that the Department is introducing an [online companion](#) to the print version of the Condition of Education report. The new online features allow education stakeholders to dive deeper into enrollment and staffing data at the state and district level. We will continue development of the online Condition of Education report, which is available at <http://reports.educateiowa.gov/COE/>.

Thanks for all you do to support Iowa's schools and students.

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

With the 28th edition of the Annual Condition of Education (COE) report, the Department of Education is releasing both a print and online version. The online COE adds a new dimension to the report by allowing for interactive analyses at the state, area education agency (AEA) and district level. It supports the public by allowing examination and localize results to Iowa communities. The first version of the online COE will start with a few measures including: K-12 enrollment, enrollment trends and staffing. Future editions of the online COE will include expanded measures and additional content areas.

The print edition of the COE includes a rich set of measures for evaluating Iowa's education system. Data in the report provide important information about our students, teachers and schools. It includes information such as the demographic characteristics of our students, assessment results, college readiness measures, course taking patterns and school finance. Below are highlights from the 2017 Annual Condition of Education report.

Enrollment

- The number of students in Iowa's public school districts continues to climb. After a 17-year decline, there has been six years of enrollment gains statewide.
- Minority students make up 23.5 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 (113,076).
- The percentage of students eligible for free-or-reduced priced lunch declined slightly in the 2016-17 school year to 41.3 percent.
- The percent of students who are English language learners (ELL) increased from 5.7 to 5.9 percent in 2016-17. This is up from 2.3 percent of ELL students in 2000-01.

Iowa Educators

- Iowa's average regular teacher salary increased 2.3 percent to \$55,703 in the 2016-17 school year.
- Iowa's average teacher salary is 22nd in national rankings and 5th when compared to other Midwest states.
- The number of full-time teachers in public schools increased to 36,279 in 2016-17 from 35,883 in 2015-16.

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.
- Across all grades (4th, 8th and 11th) in both reading and mathematics, biennium proficiency rates are slightly down from the prior biennium period.
- The percent of students taking higher-level mathematics and chemistry increased for the class of 2017 compared to the class of 2016. The percent of students taking foreign languages remained the same, while there was a slight decrease in the percent of students taking physics.
- 46.2 percent of students took a higher-level mathematics course, 71.9 percent took chemistry and 30.5 percent took physics for the class of 2017. This is compared to the class of 2016 in which 45.3 percent of students took a higher-level mathematics course, 71.0 percent took chemistry and 30.7

took physics. 85.2 percent of students took a foreign language for the classes of 2016 and 2017.

- Iowa continues to have one of the top graduation rates nationally. The four-year cohort graduation rate for the class of 2016 was 91.3 percent which is an increase from 90.8 percent for the class of 2015.
- The percent of students in the class of 2017 who took the ACT decreased to 67 percent from 68 percent for the class of 2016.
- There was a decrease in the composite ACT score for the class of 2017 (21.9) compared to the class of 2016 (22.1).
- Among states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite (21.9) score ranks second nationally.
- The number of students taking AP courses and total AP enrollment continues an upward trend. In the 2016-17 school year, 16,762 students took 25,286 AP courses. The percent of school districts offering AP courses increased to 53.3 from 51.3 in the prior year.
- Statewide concurrent enrollment continues to increase. 43,843 students in grades 9-12 took 96,031 courses in 2016-17.
- The number of Iowa Advanced Placement (AP) test takers and exams saw a decrease in 2016-17. In 2016-17, 19,084 AP exams were taken by Iowa students compared to 19,790 in 2015-16. There was also a decrease in the total number of AP exams (12,119) in 2016-17 compared to the prior year (12,439). Over the past decade, the long-term trends show a significant increase in the total number of students taking AP exams.

Technology Readiness

- There was a significant increase in the overall expenditures in technology in the 2015-16 (\$86.5 million) school year in Iowa districts compared to the 2014-15 school year (\$73.9 million).
- The percent of Iowa schools equipped with 100 MB or more of bandwidth continues to grow. In 2016-17, 81.8 percent of schools reported having 100 MB or more of bandwidth compared to just 76.2 in 2015-16.

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 2016-2017 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 and 2016-2017 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 27.8 percent of Iowa students in 2016-2017 (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 and 2016-2017 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 2016-2017 the percent of students eligible for free or reduced lunch decreased 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 the last three years, the percentage remained 11.6 (Table 1-8).

The percent of minority students in public and nonpublic schools continued to increase in 2016-2017 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students at 40 percent while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11).

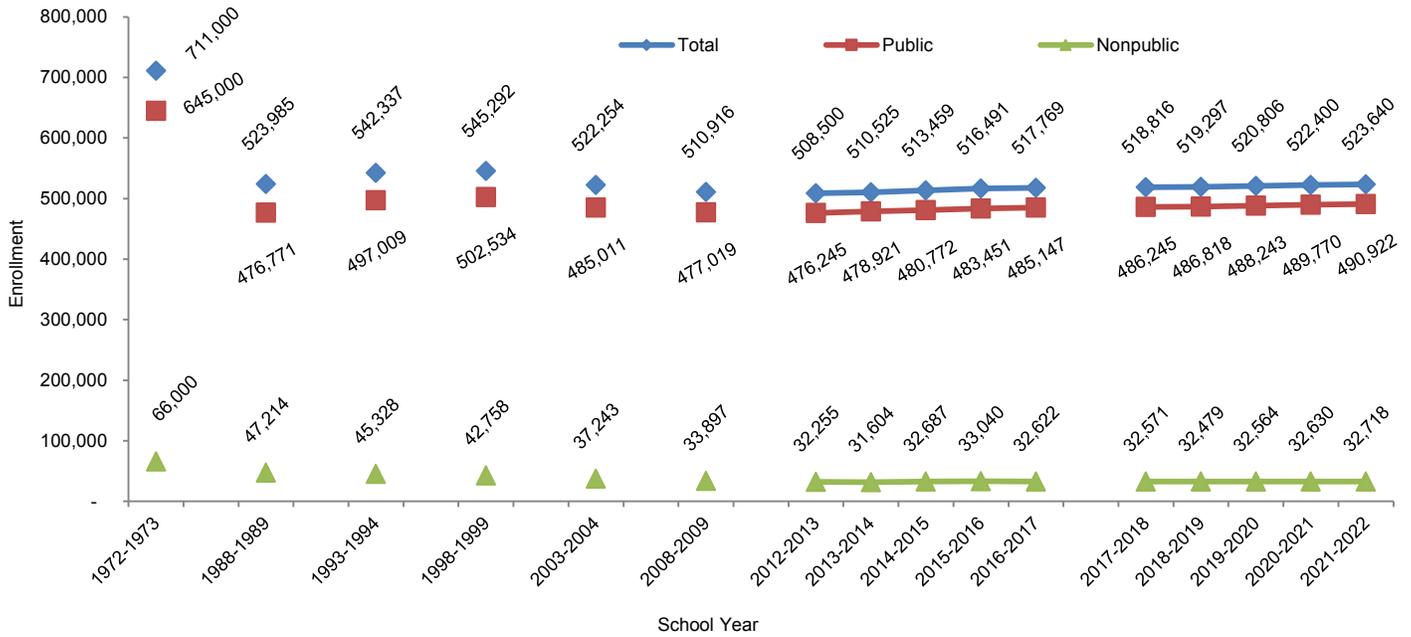
The percent of English Language Learner (ELL) students in public schools increased slightly in 2016-2017, as well as the number of ELL students in nonpublic schools (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student is eligible for 0.22 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 and 2016-2017 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 and 2012-2013 to 2016-2017 and Projected Enrollments 2017-2018 to 2021-2022



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2015-2016 to 2016-2017 and Projected Enrollments 2017-2018 to 2021-2022 by Grade							
Grade	Certified Enrollment		Projected Certified Enrollment				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	39,355	38,327	38,830	39,212	39,773	39,790	39,843
1	36,510	36,155	35,113	35,574	35,924	36,438	36,454
2	37,717	36,747	36,248	35,203	35,665	36,016	36,531
3	37,682	38,028	36,902	36,400	35,352	35,815	36,167
4	37,178	37,995	38,226	37,094	36,590	35,535	36,002
5	36,467	37,474	38,196	38,428	37,290	36,783	35,723
6	36,091	36,905	37,762	38,490	38,724	37,577	37,066
7	36,505	36,521	37,284	38,151	38,886	39,122	37,963
8	36,127	36,717	36,730	37,498	38,369	39,108	39,346
9	37,288	37,328	37,741	37,755	38,544	39,439	40,199
10	37,413	37,130	37,064	37,474	37,488	38,271	39,160
11	36,271	36,750	36,497	36,432	36,835	36,848	37,619
12	36,645	36,833	37,426	37,168	37,102	37,512	37,526
PKIEP	2,204	2,237	2,226	1,940	1,703	1,514	1,322
State	483,451	485,147	486,245	486,818	488,243	489,770	490,922

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 2015-2016 to 2016-2017 and Projected Enrollments 2017-2018 to 2021-2022 by Grade							
Grade	Enrollment			Projected Enrollment			
	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
K	3,287	3,187	3,168	3,199	3,245	3,246	3,250
1	3,077	3,090	3,005	2,987	3,016	3,059	3,061
2	3,053	3,035	3,065	2,981	2,963	2,992	3,035
3	3,136	3,037	3,028	3,058	2,974	2,956	2,985
4	3,077	3,054	3,002	2,993	3,022	2,939	2,922
5	2,908	3,011	3,004	2,953	2,944	2,973	2,891
6	2,775	2,706	2,862	2,855	2,807	2,798	2,826
7	2,260	2,420	2,332	2,466	2,461	2,419	2,411
8	2,275	2,244	2,386	2,300	2,432	2,426	2,385
9	1,786	1,696	1,677	1,784	1,719	1,818	1,814
10	1,835	1,672	1,663	1,645	1,749	1,686	1,783
11	1,799	1,765	1,652	1,643	1,625	1,728	1,665
12	1,772	1,705	1,727	1,616	1,608	1,590	1,691
State	33,040	32,622	32,571	32,479	32,564	32,630	32,718

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				2015-2016				2016-2017			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	40	11.9	8,873	1.8	38	11.4	8,663	1.8
300-599	116	31.0	52,162	10.6	101	30.1	46,037	9.5	103	30.9	47,325	9.8
600-999	104	27.8	78,916	16.0	85	25.3	63,362	13.1	82	24.6	61,470	12.7
1,000-2,499	83	22.2	126,118	25.5	77	22.9	116,020	24.0	77	23.1	116,271	24.0
2,500-7,499	24	6.4	96,410	19.5	22	6.5	95,647	19.8	22	6.6	96,535	19.9
7,500+	9	2.4	132,509	26.8	11	3.3	153,512	31.8	11	3.3	154,884	31.9
State	374	100.0	494,291	100.0	336	100.0	483,451	100.0	333	100	485,147	100

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 2016-2017							
AEA	Public Schools		Nonpublic Schools		Total		
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
Keystone	28,477.9	5.9	4,267	13.1	32,745	6.3	
AEA 267	62,430.1	12.9	3,113	9.5	65,543	12.7	
Prairie Lakes	29,992.0	6.2	2,166	6.6	32,158	6.2	
Mississippi Bend	46,995.3	9.7	3,248	10.0	50,243	9.7	
Grant Wood	69,472.2	14.3	4,490	13.8	73,962	14.3	
Heartland	135,915.5	28.0	8,140	25.0	144,056	27.8	
Northwest	39,279.1	8.1	5,039	15.4	44,318	8.6	
Green Hills	37,620.9	7.8	1,026	3.1	38,647	7.5	
Great Prairie	34,964.3	7.2	1,133	3.5	36,097	7.0	
State	485,147.3	100	32,622	100.0	517,769	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 2016-2017			
	% 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
2016-2017	6.5	31,369	485,147

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, 2015-2016 and 2016-2017

		Enrollment Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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
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	1,190.0	6,796.0	5,499.0	8,465.0	5,938.0	2,575.0	30,463.0
	# Students Open Out	1,901.0	5,038.0	5,152.0	6,068.0	5,537.0	6,768.0	30,463.0
	Net Gains/Losses	-711.0	1,758.0	347.0	2,397.0	401.0	-4,193.0	
	# 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
2016-2017	Total # Districts	38	103	82	77	22	11	333
	# Students	8,662.6	47,325.3	61,469.5	116,270.8	96,535.4	154,883.7	485,147.3
	# Students Open In	1,242.4	7,363.6	5,464.8	8,970.3	5,797.5	2,530.8	3,1369.4
	# Students Open Out	1,840.9	5,432.2	5,059.3	6,433.0	5,626.8	6,977.2	31,369.4
	Net Gains/Losses	-598.5	1,931.4	405.5	2,537.3	170.7	-4,446.4	
	# Districts wt Gains	13	52	40	44	11	0	160
	# Districts wt Losses	25	50	42	33	11	11	172
	# 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.

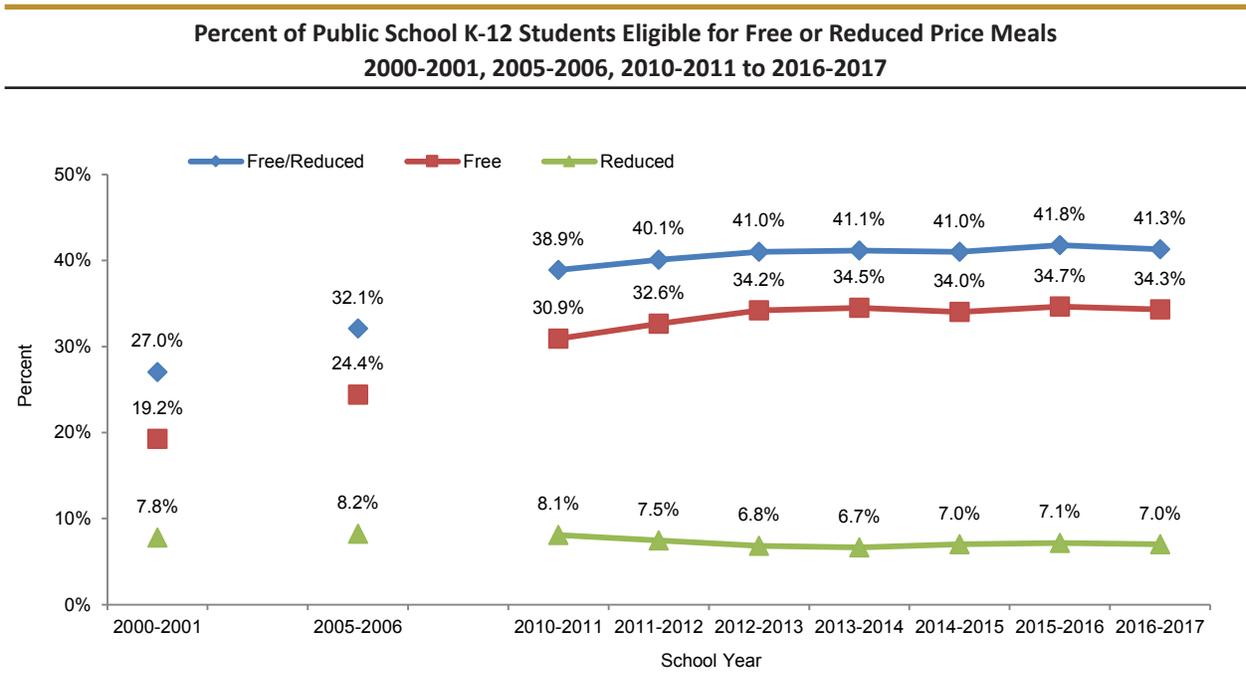
Notes: wt indicates with.

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, 2015-2016 and 2016-2017**

Enrollment Category	2000-2001			2015-2016			2016-2017		
	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible
<300	6,711	2,256	33.6	7,256	3,414	47.1	7,208	3,529	49.0
300-599	50,933	13,511	26.5	47,726	17,002	35.6	49,071	17,141	34.9
600-999	77,327	17,966	23.2	63,694	22,944	36.0	61,911	21,960	35.5
1,000-2,499	122,830	29,876	24.3	117,598	44,589	37.9	117,916	44,852	38.0
2,500-7,499	93,322	21,433	23.0	95,600	34,513	36.1	96,145	32,786	34.1
7,500+	125,804	43,874	34.9	148,188	78,198	52.8	149,337	78,617	52.6
State	476,927	128,916	27.0	480,062	200,660	41.8	481,588	198,885	41.3

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 Weighted Enrollment 2000-2001, 2003-2004 to 2016-2017			
School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2003-2004	13.4	65,027	485,011
2004-2005	13.5	65,065	483,335
2005-2006	13.3	64,350	483,105
2006-2007	13.1	63,411	482,584
2007-2008	12.9	61,859	480,609
2008-2009	12.7	60,581	477,019
2009-2010	12.6	59,967	474,227
2010-2011	12.7	60,223	473,493
2011-2012	12.5	59,104	473,504
2012-2013	12.1	57,494	476,245
2013-2014	11.8	56,550	478,921
2014-2015	11.6	55,923	480,772
2015-2016	11.6	56,039	483,451
2016-2017	11.7	56,813	485,147

Sources: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment files, Bureau of Learner Strategies and Supports, Last Friday of October Special Education Weighted Enrollment files.

Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2015-2016 and 2016-2017							
Race/Ethnicity Group	2000-2001		2015-2016		2016-2017		
	N	%	N	%	N	%	
All Minority	46,250	9.7	108,345	22.6	113,076	23.5	
African American	18,510	3.9	27,361	5.7	28,812	6.0	
American Indian	2,447	0.5	1,835	0.4	1,810	0.4	
Asian	8,274	1.7	11,450	2.4	11,866	2.5	
Native Hawaiian/Pacific Islander	-	-	1,032	0.2	1,175	0.2	
Two or More Races	-	-	17,128	3.6	18,033	3.7	
Hispanic	17,019	3.6	49,539	10.3	51,380	10.7	
White	430,677	90.3	371,717	77.4	368,512	76.5	
Total	476,927	100.0	480,062	100.0	481,588	100.0	

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

Table 1-10

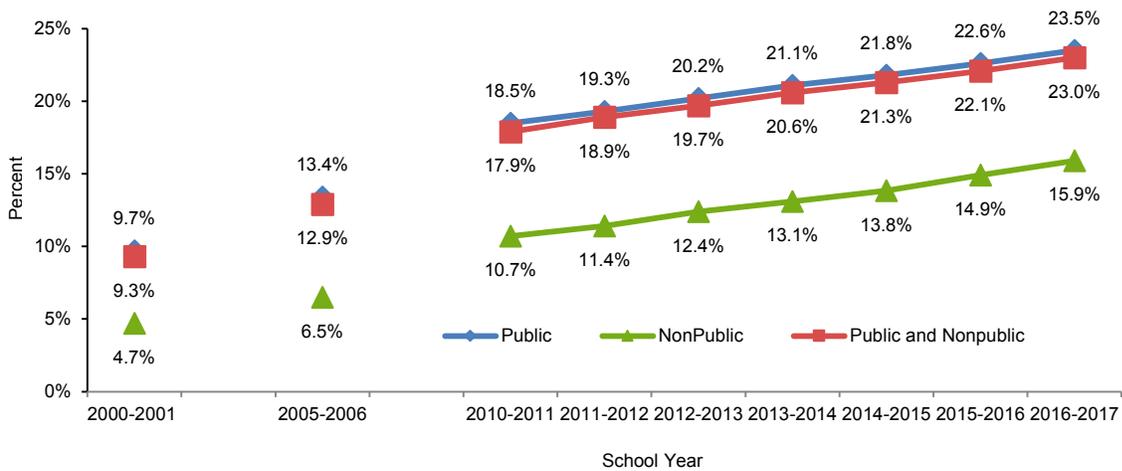
Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2015-2016 and 2016-2017

Race/Ethnicity Group	2000-2001		2015-2016		2016-2017	
	N	%	N	%	N	%
All Minority	1,946	4.7	4,929	14.9	5,186	15.9
African American	492	1.2	739	2.2	740	2.3
American Indian	70	0.2	44	0.1	67	0.2
Asian	563	1.4	945	2.9	896	2.7
Native Hawaiian/Pacific Islander	-	-	64	0.2	61	0.2
Two or More Races	-	-	659	2.0	720	2.2
Hispanic	821	2.0	2,478	7.5	2,702	8.3
White	39,118	95.3	28,111	85.1	27,436	84.1
Total	41,064	100.0	33,040	100.0	32,622	100.0

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

Figure 1-3

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006, 2010-2011 to 2016-2017



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, 2015-2016 and 2016-2017**

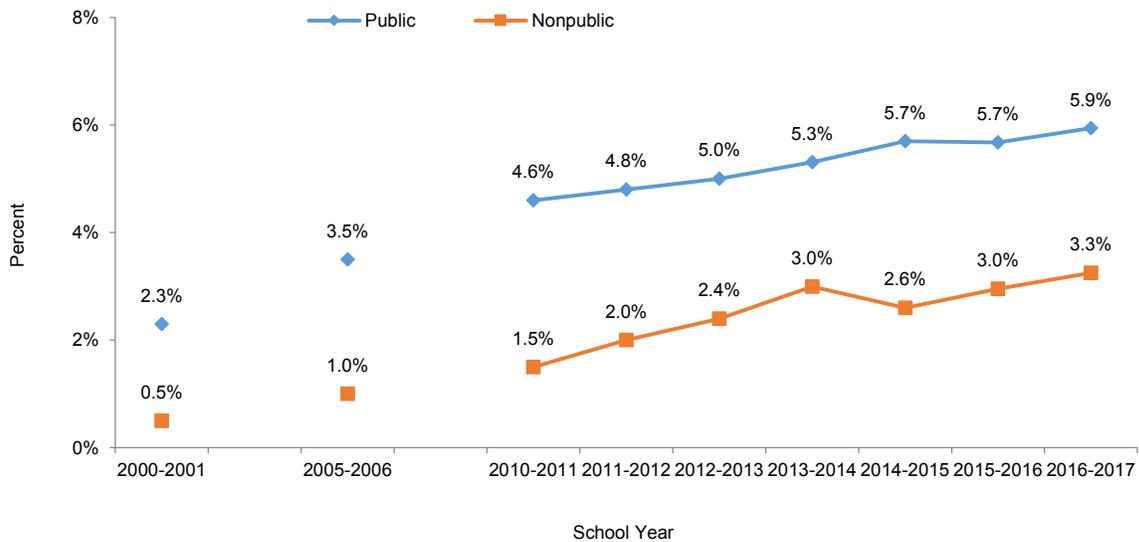
Enrollment Category	2000-2001	2015-2016	2016-2017
<300	1.5	8.3	9.5
300-599	2.4	7.7	8.0
600-999	2.6	10.3	10.8
1,000-2,499	5.9	15.7	16.4
2,500-7,499	9.0	22.6	23.5
7,500+	21.7	38.8	40.0
State	9.7	22.6	23.5

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 2016-2017**



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, 2015-2016 and 2016-2017**

Language	2000-2001	2015-2016	2016-2017
Spanish; Castilian	7,014	18,312	19,290
Arabic	81	763	934
Karen languages		825	877
Vietnamese	766	699	665
Burmese		512	616
Swahili		403	608
Bosnian	363	592	577
Somali		375	449
French		250	360
Marshallese		297	360
Nepali		300	345
Nilo-Saharan (Other)		244	333
Chinese	80	349	311
Lao	409	244	271
German	153	133	163
Creoles and pidgins, English based (Other)		81	153
Pohnpeian		129	145
Hmong		105	123
Rundi		115	120
Dinka		105	119
Russian	65	142	116
Tigrinya		75	110
Kru languages		52	97
Kinyarwanda		55	76
Germanic (Other)		88	72
Tagalog		65	72
Oromo		61	70
Telugu		73	66
Urdu		61	65
Hindi		60	58
Albanian		54	56
Ukrainian			54
Chuukese		50	52
Other	2,333	2,549	1,882
Total	11,264	28,218	29,665

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, 2015-2016 and 2016-2017**

Enrollment Category	2000-2001		2015-2016		2016-2017	
	K-12 Enrollment	Number Weighted ELL	K-12 Enrollment	Number Weighted ELL	K-12 Enrollment	Number Weighted ELL
<300	8,176	23	7,256	72	7,208	102
300-599	52,162	237	47,726	292	49,071	325
600-999	78,916	530	63,694	1,396	61,911	1,406
1,000-2,499	126,118	1,848	117,598	3,933	117,916	4,136
2,500-7,499	96,410	1,348	95,600	3,286	96,145	3,289
7,500+	132,509	4,165	148,188	10,778	149,337	11,199
State	494,291	8,151	480,062	19,757	481,588	20,457

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 to 2016-2017

School Year	% Migrant Students	# Migrant Students	K-12 Enrollment
2015-2016	0.24	1,153	488,818
2016-2017	0.29	1,423	489,940

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

Note: K-12 migrant students and enrollments are the unduplicated counts between October 1, 2015, and September 30, 2016, for school year 2015-2016 and the unduplicated counts between October 1, 2016, and September 30, 2017, for school year 2016-2017.

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 2016-2017.

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 two school years and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. About 98.5 percent of school districts offered preschool during the 2016-2017 school year. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. More students participate in a district sponsored preschool program than in 2015-2016.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2015-2016 to 2016-2017			
Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
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
2016-2017			
<300	38	38	100.0
300-599	103	100	97.1
600-999	82	80	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	333	328	98.5

- 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 2015-2016 and 2016-2017				
Enrollment Category	2015-2016		2016-2017	
	N	%	N	%
<300	772	2.7%	736	2.5%
300-599	3,536	12.2%	3,636	12.4%
600-999	4,081	14.1%	4,043	13.8%
1,000-2,499	7,337	25.3%	7,392	25.2%
2,500-7,499	5,259	18.1%	5,477	18.7%
7,500+	8,016	27.6%	8,060	27.5%
State	29,001	100.0%	29,344	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 2015-2016 and 2016-2017				
Subgroup	2015-2016		2016-2017	
	N	%	N	%
All Minority	6,056	20.9	6,407	21.8
African American	1,392	4.8	1,486	5.1
American Indian	81	0.3	95	0.3
Asian	771	2.7	821	2.8
Native Hawaiian/Pacific Islander	52	0.2	62	0.2
Two or More Races	1,036	3.6	1,153	3.9
Hispanic	2,724	9.4	2,790	9.5
White	22,945	79.1	22,937	78.2
PELL	470		513	1.7
Free/Reduced Meal	7,392	25.5	7,019	23.9
Male	15,104	52.1	15,263	52.0
Female	13,897	47.9	14,081	48.0
Total	29,001	100.0	29,344	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.

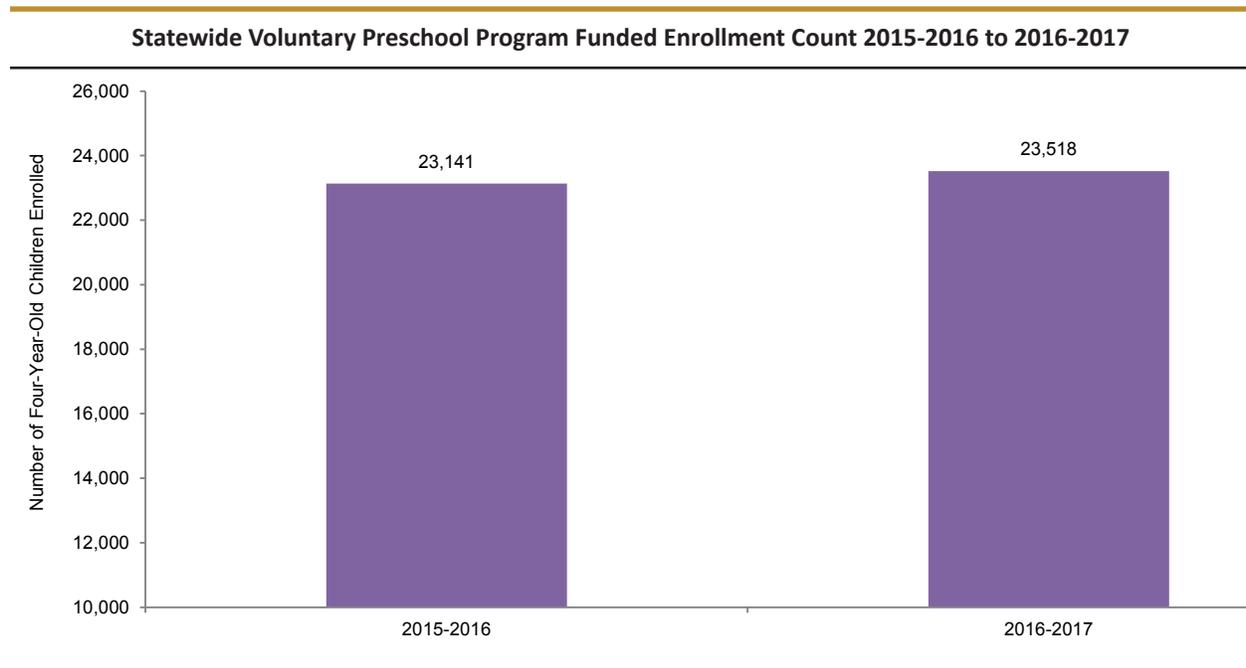
Table 2-4 shows the number of districts that provided the SWVPP, number of students funded, and the total number of students who participated in the program. These districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the student count. The same table and Figure 2-1 represent the number of four-year-old children funded from 2015-2016 to 2016-2017. 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 SWVPP (see the last row in Table 2-4). The number of students funded and served by the SWVPP continues to increase.

Table 2-4

Statewide Voluntary Preschool Program, 2015-2016 to 2016-2017		
	2015-2016	2016-2017
Number of Districts Participated	322	322
Number of Students Funded	23,141	23,518
Number of Students Served	24,734	24,961

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 (IEP) in SWVPP decreased between 2015-2016 and 2016-2017. Table 2-6 indicates the number of 3-, 4-, and 5-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 2016-2017 was 2.0 percent. The numbers of three-, four-, and five-year-olds served in SWVPP increased from 2015-2016 to 2016-2017.

Table 2-5

SWVPP Students Served by Age and IEP Status 2015-2016 and 2016-2017

	2015-2016				2016-2017			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	278	641	57	976	299	592	71	962
IEP Support Services	16	282	4	302	8	270	2	280
Regular Education	325	22,987	144	23,456	322	23,248	149	23,719
Total Served	619	23,910	205	24,734	629	24,110	222	24,961

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 2015-2016 and 2016-2017								
	2015-2016							
	Age 3	%	Age 4	%	Age 5	%	All	%
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%
2016-2017								
All Students Served	629		24,110		222		24,961	
All Minority	109	17.3%	5,305	22.0%	26	11.7%	5,440	21.8%
African American	21	3.3%	1,182	4.9%	7	3.2%	1,210	4.8%
American Indian	2	0.3%	82	0.3%	0	0.0%	84	0.3%
Asian	13	2.1%	685	2.8%	0	0.0%	698	2.8%
Native Hawaiian/ Pacific Islander	0	0.0%	54	0.2%	1	0.5%	55	0.2%
Two or More Races	19	3.0%	960	4.0%	7	3.2%	986	4.0%
Hispanic	54	8.6%	2,342	9.7%	11	5.0%	2,407	9.6%
White	520	82.7%	18,805	78.0%	196	88.3%	19,521	78.2%
PELL	5	0.8%	482	2.0%	2	0.9%	489	2.0%
Free/Reduced Meal	164	26.1%	5,277	21.9%	49	22.1%	5,490	22.0%
Female	257	40.9%	11,896	49.3%	64	28.8%	12,217	48.9%
Male	372	59.1%	12,214	50.7%	158	71.2%	12,744	51.1%

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 programs 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 2016-2017 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 IAC 279.68 regarding early literacy. The Department provides 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 2016, 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 percentage of buildings using FAST as a universal screening of early literacy skills in kindergarten has continued to increase annually. 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 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).

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 2016-2017.

Table 2-10 lists the number and percent of students identified as at or above benchmark by assessment during the fall 2016-2017 screening window. Note the percentage of students at or above benchmark is likely to be somewhat different during the winter and spring windows as the screening demands and students' skills each increase. The percent of students at or above benchmark, categorized by fall screening tool, ranged from 41.7 percent to 84.5 percent.

Table 2-7

Iowa Public School Kindergarten Program Type 2016-2017			
Enrollment Category	Number of Districts	Number of Districts Offering All Day Every Day Kindergarten	Percent of Districts Offering All Day Every Day Kindergarten
<300	38	37	97.4%
300-599	103	101	98.1%
600-999	82	80	97.6%
1,000-2,499	77	73	94.8%
2,500-7,499	22	21	95.5%
7,500+	11	11	100.0%
State	333	323	97.0%

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
2016-2017**

Assessment	Number	Percent
AIMS Web Letter Names	8	1.25%
AIMS Web Letter Sounds	1	0.16%
FAST Kindergarten Composite	628	98.43%
STAR Early Literacy	1	0.16%
Total Buildings with Assessment Data	638	

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
2016-2017**

Assessment	Number	Percent
AIMS Web Letter Names	393	1.05%
AIMS Web Letter Sounds	206	0.55%
FAST Kindergarten Composite	36,788	97.93%
STAR Early Literacy	180	0.48%
Total Students Assessed	37,567	0.16%

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, 2016-2017**

Assessment	Number of Students	Number Proficient	Percent Proficient
AIMS Web Letter Names	393	274	69.72%
AIMS Web Letter Sounds	206	174	84.47%
FAST Kindergarten Composite	36,788	24,886	67.65%
STAR Early Literacy	180	75	41.67%
Total Students	37,567	25,409	67.64%

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. 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. The term “preschool” has not been specifically defined in legislation and thus could result in different meanings ranging from SWVPP, childcare, or a private enterprise. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. The percentage of children reported to participate in preschool prior to kindergarten increased from 2015-2016 to 2016-2017.

Table 2-11

Iowa Public School Kindergarten Students Preschool Attendance (Parent Report), 2015-2016 to 2016-2017				
	2015-2016		2016-2017	
	Number	Percent	Number	Percent
Kindergarten Students Who Attended Preschool	26,145	66.6%	30,659	80.3%
Kindergarten Students Who did not Attend Preschool	13,092	33.4%	7,537	19.7%
Total Kindergarten Students	39,237	100.0%	38,196	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 2016-2017 were defined as staff with at least one teaching position code (including teacher leaders), a full-time equivalency for licensed positions of 0.8 or higher, and at least 180 contract days. Full-time teachers in 2016-2017 had base salary (salary paid for regular position responsibilities, including salary paid from teacher leadership grant funds and excluding professional development) of at least \$33,500. There were about 12,000 teachers in 2016-2017 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor, teacher leader). 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 from teacher leadership grant funds, salary paid for professional development, and extra duty pay. The portion of salary that is paid for regular position responsibilities is called regular salary. 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 and teacher leaders in Iowa. In 2016-2017, 3.9 percent of teachers were beginning teachers—teachers in their first year of teaching (Tables 3-2 and 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 2016-2017, 26.9 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in Iowa were female in 2016-2017. The salary for male teachers was 4.1 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 2016-2017 was 2.4 percent. The average salary of non-minority teachers was about 2 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, 5.9 percent of teachers was eligible to retire in 2016-2017 (Table 3-9).

In 2016-2017, average total salary for full-time public school teachers was 4.6 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 2.7 percent between 2015-2016 and 2016-2017. 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 2015-2016, Iowa ranked 22nd in the nation and 5th among Midwest States for average salary (Table 3-13).

In 2016-2017, the average number of assignments held by grades 9-12 teachers was 2.6. Over half (59.43 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 2016-2017 was 13.9. The pupil-teacher ratio by enrollment category ranged from 10.6 in the smallest enrollment category to 14.7 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 5.8 percent between 2015-2016 and 2016-2017 (Table 3-19).

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2015-2016 and 2016-2017							
Characteristics	Public			Nonpublic			
	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017	
Average Age	42.2	40.9	40.9	40.3	42.0	42.3	
Percent Female	70.5%	75.3%	75.4%	80.3%	82.5%	82.2%	
Percent Minority	1.8%	2.3%	2.4%	0.9%	2.5%	2.5%	
Percent Advanced Degree	27.0%	33.9%	35.0%	13.1%	15.4%	16.4%	
Average Total Experience	15.1	13.6	13.6	12.3	14.6	14.7	
Average District/AEA Experience	11.9	10.4	10.4	8.8	10.9	10.9	
Total Number of Teachers	33,610	35,883	36,279	2,437	2,054	1,938	

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

Notes: Teacher figures for 2015-2016 and 2016-2017 represent average salaries for full-time public school staff with teaching position codes. There were approximately 9,500 full-time public staff in 2015-2016 and 12,000 full-time public school staff in 2016-2017 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.). Average salaries for these staff include salaries for these additional responsibilities as well.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2015-2016 and 2016-2017							
Characteristics	Public			Nonpublic			
	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017	
Average Age	28.5	27.6	28.1	28.5	27.3	27.4	
Percent Female	71.6%	76.9%	75.8%	83.5%	78.1%	82.8%	
Percent Minority	2.8%	4.3%	3.2%	1.5%	4.8%	6.1%	
Percent Advanced Degree	5.9%	10.8%	11.4%	2.9%	5.7%	7.1%	
Total Number of Teachers	1,660	1,405	1,419	206	105	99	

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, 2015-2016 and 2016-2017									
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	2015- 2016	2016- 2017	2000- 2001	2015- 2016	2016- 2017	2000- 2001	2015- 2016	2016- 2017
<300	42	36	30	642	704	682	6.5%	5.1%	4.4%
300-599	281	136	184	3,970	3,834	3,978	7.1%	3.5%	4.6%
600-999	270	172	189	5,553	4,877	4,808	4.9%	3.5%	3.9%
1,000-2,499	358	280	343	8,532	8,585	8,776	4.2%	3.3%	3.9%
2,500-7,499	306	268	259	6,096	6,723	6,861	5.0%	4.0%	3.8%
7,500+	382	509	412	8,393	10,865	10,915	4.6%	4.7%	3.8%
AEA	21	4	2	424	295	259	5.0%	1.4%	0.8%
State	1,660	1,405	1,419	33,610	35,883	36,279	4.9%	3.9%	3.9%

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

Note: F-T indicates full-time.

Table 3-4

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2016-2017							
Enrollment Category	Number of Full- Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	682	41.4	79.6%	2.1%	13.6%	13.2	10.0
300-599	3,978	41.5	72.8%	1.2%	18.5%	14.1	10.9
600-999	4,808	41.0	73.6%	1.3%	21.2%	14.1	10.7
1,000-2,499	8,776	41.2	74.7%	1.6%	32.4%	14.3	10.7
2,500-7,499	6,861	40.4	76.4%	2.2%	42.9%	13.1	9.9
7,500+	10,915	40.5	76.5%	4.0%	45.0%	12.7	10.0
AEA	259	46.3	91.1%	2.7%	54.1%	18.1	12.1
State	36,279	40.9	75.4%	2.4%	35.0%	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, 2016-2017								
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	2,231	6.1%	41.1	75.0%	1.1%	40.0%	14.1	12.0
AEA 267	4,889	13.5%	40.9	74.7%	2.6%	27.5%	13.4	10.3
Prairie Lakes	2,331	6.4%	41.6	75.2%	1.3%	22.5%	14.5	10.7
Mississippi Bend	3,591	9.9%	40.8	75.7%	4.0%	32.2%	13.2	10.3
Grant Wood	4,950	13.6%	40.5	74.5%	2.6%	45.1%	13.4	10.2
Heartland	9,773	26.9%	39.9	75.8%	2.5%	39.5%	12.9	9.4
Northwest	2,902	8.0%	41.9	75.0%	2.5%	36.5%	14.7	11.6
Green Hills	2,942	8.1%	41.7	75.9%	1.6%	27.4%	13.9	10.2
Great Prairie	2,670	7.4%	42.4	77.5%	1.5%	30.2%	14.0	11.3
State	36,279	100.0%	40.9	75.4%	2.4%	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, 2016-2017		
Characteristics	Female	Male
Average Age	40.9	41.0
Percent Minority	2.3%	2.7%
Percent Advanced Degree	35.4%	33.7%
Average Total Experience	13.4	13.9
Average District/AEA Experience	10.3	10.4
Average Total Salary	\$57,705	\$60,073
Number of Teachers	27,367	8,912

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, 2016-2017			
Characteristics	Non-Minority	Minority	
Average Age	40.9	40.6	
Percent Female	75.5%	71.7%	
Percent Advanced Degree	35.0%	34.5%	
Average Total Experience	13.6	11.1	
Average District/AEA Experience	10.4	8.5	
Average Total Salary	\$58,319	\$56,981	
Number of Teachers	35,420	859	

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

Note: Includes AEA teachers.

Table 3-8

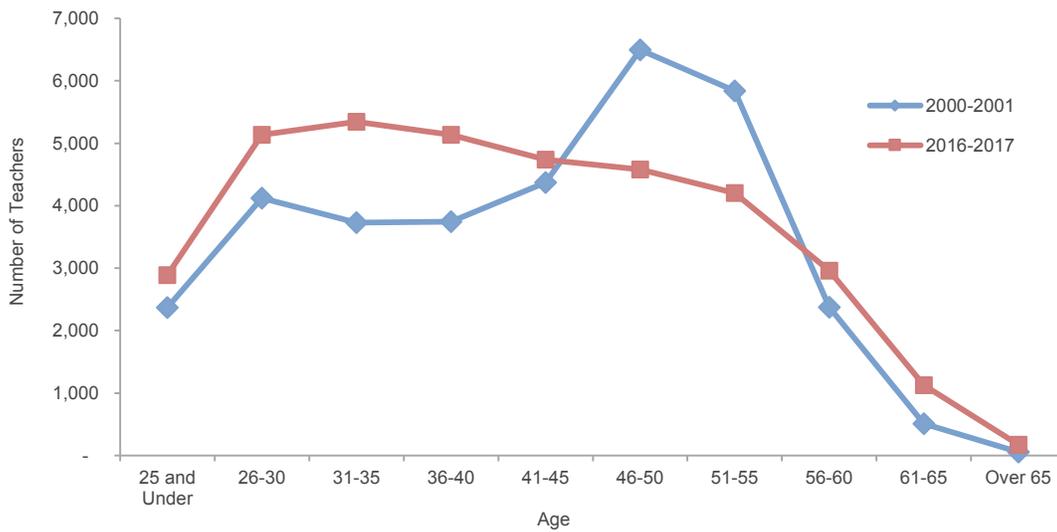
Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2016-2017									
Age Interval	2000-2001				2016-2017				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
25 and Under	2,369	2,369	7.0%	7.0%	2,890	2,890	8.0%	8.0%	
26-30	4,123	6,492	12.3%	19.3%	5,136	8,026	14.2%	22.1%	
31-35	3,730	10,222	11.1%	30.4%	5,343	13,369	14.7%	36.9%	
36-40	3,745	13,967	11.1%	41.6%	5,134	18,503	14.2%	51.0%	
41-45	4,370	18,337	13.0%	54.6%	4,736	23,239	13.1%	64.1%	
46-50	6,497	24,834	19.3%	73.9%	4,581	27,820	12.6%	76.7%	
51-55	5,838	30,672	17.4%	91.3%	4,204	32,024	11.6%	88.3%	
56-60	2,373	33,045	7.1%	98.3%	2,959	34,983	8.2%	96.4%	
61-65	510	33,555	1.5%	99.8%	1,125	36,108	3.1%	99.5%	
Over 65	55	33,610	0.2%	100.0%	171	36,279	0.5%	100.0%	

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

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2016-2017



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 2016-2017

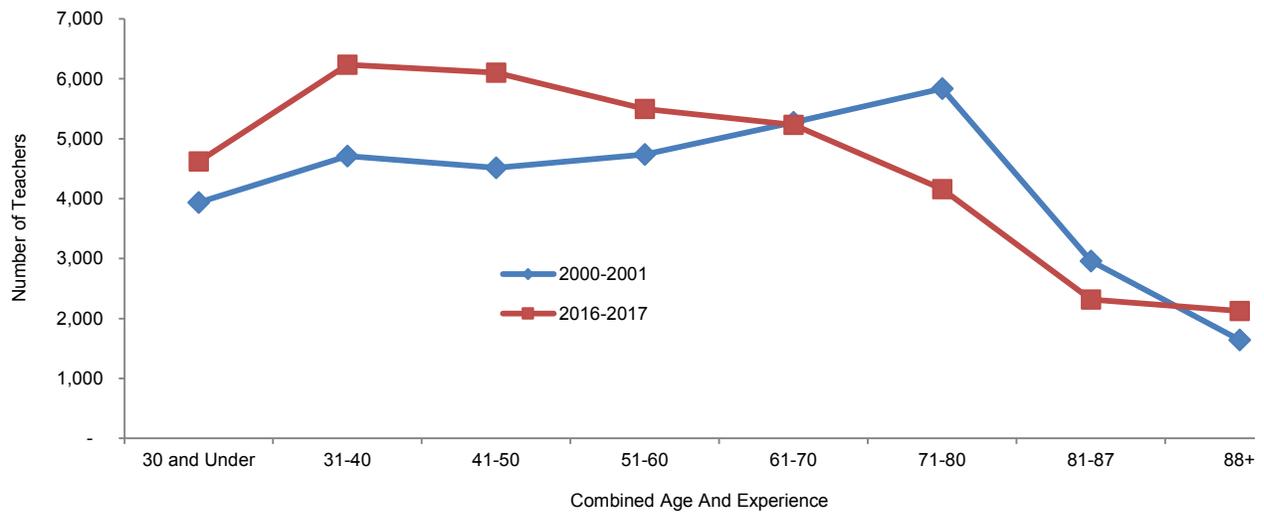
Combined Age and Experience Interval	2000-2001				2016-2017			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,620	4,620	12.7%	12.7%
31-40	4,711	8,647	14.0%	25.7%	6,232	10,852	17.2%	29.9%
41-50	4,512	13,159	13.4%	39.2%	6,103	16,955	16.8%	46.7%
51-60	4,739	17,898	14.1%	53.3%	5,497	22,452	15.2%	61.9%
61-70	5,274	23,172	15.7%	68.9%	5,230	27,682	14.4%	76.3%
71-80	5,839	29,011	17.4%	86.3%	4,158	31,840	11.5%	87.8%
81-87	2,958	31,969	8.8%	95.1%	2,315	34,155	6.4%	94.1%
88+	1,641	33,610	4.9%	100.0%	2,124	36,279	5.9%	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 2016-2017



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, 2015-2016 and 2016-2017**

	2000-2001	2015-2016	2016-2017
Average Regular Salary	N/A	\$54,446	\$55,703
Average Total Salary	\$36,479	\$56,766	\$58,287
Difference	N/A	\$2,320	\$2,584
Percent Total Salary Greater Than Regular Salary	N/A	4.3%	4.6%

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

Notes: Includes AEA teachers.

Teacher figures for 2015-2016 and 2016-2017 represent average salaries for full-time public school staff with teaching position codes. There were approximately 9,500 full-time public staff in 2015-2016 and 12,000 full-time public school staff in 2016-2017 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

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, 2015-2016 and 2016-2017						
Enrollment Category	Average Total Salary			Percent Salary Change		
	2000-2001	2015-2016	2016-2017	2000-2001 to 2016-2017	2015-2016 to 2016-2017	
<300	\$28,811	\$45,342	\$47,313	64.2%	4.3%	
300-599	\$31,557	\$49,771	\$51,272	62.5%	3.0%	
600-999	\$33,809	\$52,331	\$53,953	59.6%	3.1%	
1,000-2,499	\$35,912	\$55,895	\$57,624	60.5%	3.1%	
2,500-7,499	\$38,266	\$60,113	\$60,629	58.4%	0.9%	
7,500+	\$40,452	\$60,395	\$62,314	54.0%	3.2%	
AEA	\$36,196	\$63,641	\$66,128	82.7%	3.9%	
State	\$36,479	\$56,766	\$58,287	59.8%	2.7%	

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

Notes: Includes AEA teachers.

Teacher figures for 2015-2016 and 2016-2017 represent average salaries for full-time public school staff with teaching position codes. There were approximately 9,500 full-time public staff in 2015-2016 and 12,000 full-time public school staff in 2016-2017 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

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, 2016-2017			
AEA	Regular Salary	Total Salary	
Keystone	\$52,648	\$55,221	
AEA 267	\$54,134	\$56,431	
Prairie Lakes	\$52,624	\$55,010	
Mississippi Bend	\$54,517	\$57,357	
Grant Wood	\$59,545	\$63,338	
Heartland	\$57,176	\$59,366	
Northwest	\$57,136	\$59,704	
Green Hills	\$53,558	\$56,087	
Great Prairie	\$53,707	\$55,931	
State	\$55,703	\$58,287	

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

Notes: Includes AEA teachers.

Teacher figures for 2016-2017 represent average salaries for full-time public school staff with teaching position codes. There were approximately 12,000 full-time public school staff in 2016-2017 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

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

Table 3-13

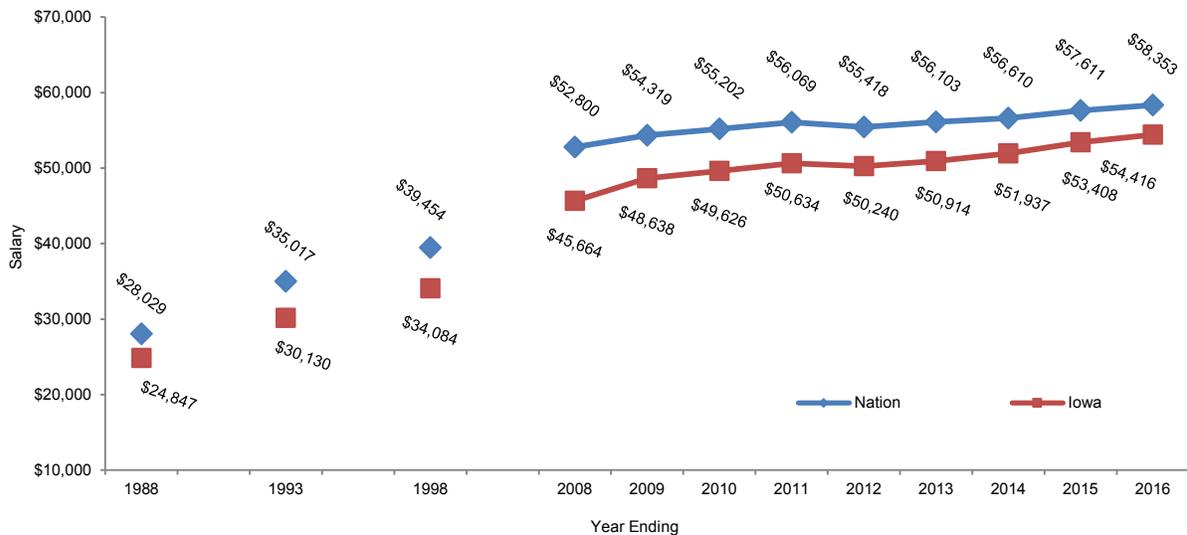
Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2014-2015 and 2015-2016

Nation and State	2014-2015			2015-2016		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$57,611			\$58,353		
Illinois	\$61,083	12	2	\$61,342	12	2
Indiana	\$50,877	27	7	\$50,715	31	8
Iowa	\$53,408	22	5	\$54,416	22	5
Kansas	\$47,609	41	10	\$47,755	42	11
Michigan	\$61,978	11	1	\$62,028	11	1
Minnesota	\$56,670	19	3	\$56,913	19	3
Missouri	\$47,423	43	11	\$47,957	40	10
Nebraska	\$50,525	31	8	\$51,386	28	7
North Dakota	\$48,944	35	9	\$50,472	33	9
Ohio	\$54,672	21	4	\$56,441	21	4
South Dakota	\$40,934	51	12	\$42,025	51	12
Wisconsin	\$52,264	25	6	\$54,115	24	6

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 2015-2016



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2015 and 2016			
Occupation	Average Salary		Percent Change 2015 to 2016
	2015	2016	
Electrical Engineer	\$82,880	\$87,620	5.7%
Civil Engineer	\$77,630	\$79,370	2.2%
Software Developer, Applications	\$83,010	\$85,950	3.5%
Computer Programmer	\$70,560	\$69,670	-1.3%
Accountant & Auditor	\$62,910	\$65,470	4.1%
Speech-Language Pathologist	\$72,180	\$72,170	0.0%
Registered Nurse	\$55,040	\$56,290	2.3%
Teacher	\$53,408	\$54,416	1.9%
Child, Family and School Social Worker	\$43,140	\$41,980	-2.7%
Interior Designer	\$39,860	\$40,280	1.1%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2015 and May 2016.

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, 2015-2016 and 2016-2017									
Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017
<=185	2,089	2,449	2,301	6.2%	6.8%	6.3%	6.2%	6.8%	6.3%
186-190	16,449	12,573	11,655	49.0%	35.0%	32.1%	55.2%	41.9%	38.5%
191-195	13,136	14,995	14,973	39.1%	41.8%	41.3%	94.3%	83.7%	79.7%
>=196	1,932	5,866	7,350	5.8%	16.3%	20.3%	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, 2015-2016 and 2016-2017									
Enrollment Category	2000-2001			2015-2016			2016-2017		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	40	269	3.3	38	260	3.4
300-599	116	2,084	3.4	101	1,714	3.1	103	1,819	3.1
600-999	104	2,587	3.1	85	1,934	2.9	82	1,956	2.9
1,000-2,499	83	3,335	2.7	77	2,971	2.5	77	2,940	2.7
2,500-7,499	24	2,052	2.2	22	1,980	2.3	22	2,001	2.3
7,500+	9	2,480	2.1	11	3,344	2.1	11	3,614	2.2
State	374	12,817	2.7	336	12,212	2.5	333	12,590	2.6

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 2015-2016 and 2016-2017 for a teacher that has at least one 9-12 assignment.

Table 3-17

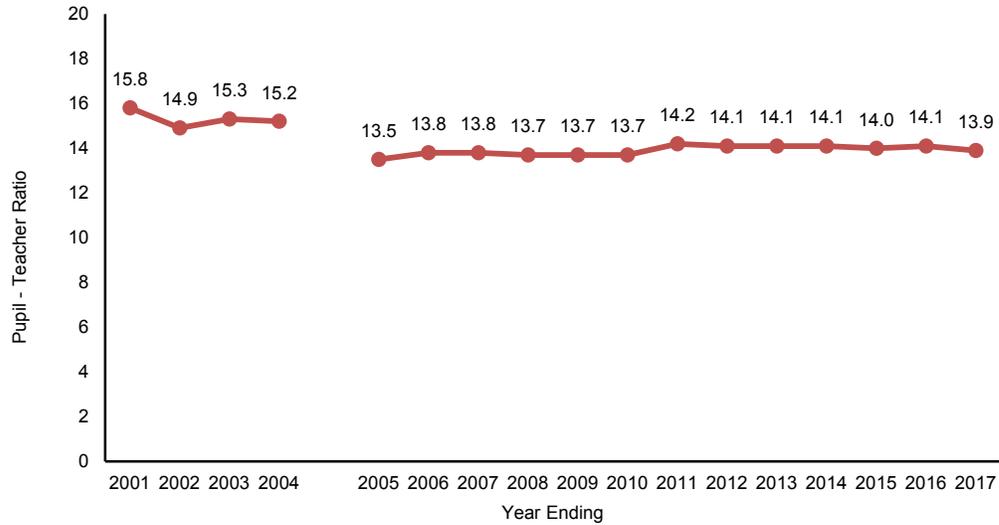
Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2016-2017			
Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,769	37.88%	37.88%
2	2,713	21.55%	59.43%
3	1,882	14.95%	74.38%
4	1,382	10.98%	85.35%
5	857	6.81%	92.16%
6	499	3.96%	96.12%
7	261	2.07%	98.20%
8	117	0.93%	99.13%
9	83	0.66%	99.79%
10	18	0.14%	99.93%
11	5	0.04%	99.97%
12	2	0.02%	99.98%
13	1	0.01%	99.99%
14	1	0.01%	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 2016-2017



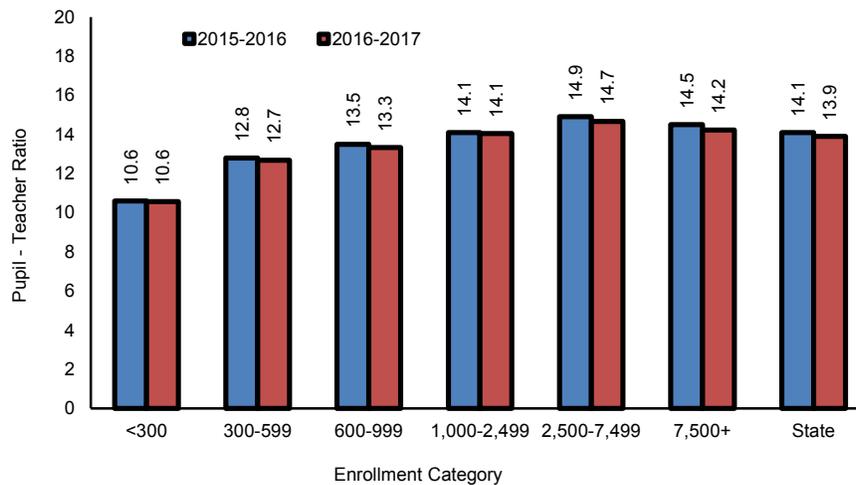
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2015-2016 and 2016-2017



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, 2016-2017			
Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	7,208	681.8	10.6
300-599	49,071	3,868.2	12.7
600-999	61,911	4,644.3	13.3
1,000-2,499	117,916	8,392.6	14.1
2,500-7,499	96,145	6,554.8	14.7
7,500+	149,337	10,500.5	14.2
State	481,588	34,642.0	13.9

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, 2015-2016 and 2016-2017					
Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 2000-2001 to 2016-2017	% Change in FTE Aides 2015-2016 to 2016-2017
	2000-2001	2015-2016	2016-2017		
<300	113.4	255.2	275.3	142.8%	7.9%
300-599	685.9	1,334.6	1,434.7	109.2%	7.5%
600-999	1,054.0	1,735.5	1,784.0	69.3%	2.8%
1,000-2,499	2,023.3	3,126.1	3,277.9	62.0%	4.9%
2,500-7,499	1,681.6	1,928.2	2,230.7	32.7%	15.7%
7,500+	2,204.5	3,232.2	3,283.6	48.9%	1.6%
State	7,762.7	11,611.9	12,286.2	58.3%	5.8%

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 2016-2017, 10.1 percent of full-time public school principals was 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 2.3 percent between 2015-2016 and 2016-2017. The average salary of principals in the largest enrollment category was 34.2 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, 2015-2016 and 2016-2017							
Characteristics	2000-2001	Public			Nonpublic		
		2015-2016	2016-2017	2000-2001	2015-2016	2016-2017	
Average Age	47.8	46.0	46.1	49.0	50.7	50.6	
Percent Female	30.6%	39.8%	40.1%	50.5%	54.6%	52.3%	
Percent Minority	3.5%	3.0%	3.1%	1.0%	0.8%	0.9%	
Percent Advanced Degree	96.0%	83.3%	84.1%	90.5%	87.4%	88.8%	
Average Total Experience	22.4	19.6	19.4	23.3	23.9	24.5	
Average District/AEA Experience	11.8	10.3	10.2	8.7	9.6	9.9	
Number of Principals	1,124	1,142	1,140	105	119	107	

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, 2016-2017							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	42	47.5	40.5%	2.4%	83.3%	20.8	9.8
300-599	187	46.0	32.6%	0.5%	79.7%	20.0	9.0
600-999	197	46.2	32.5%	1.5%	83.2%	20.8	9.1
1,000-2,499	286	45.4	35.0%	1.0%	85.3%	19.0	9.3
2,500-7,499	178	46.5	43.3%	3.4%	88.2%	20.0	10.6
7,500+	249	46.1	55.4%	8.4%	83.9%	17.7	12.7
AEA	1	53.0	0.0%	0.0%	100.0%	28.0	27.0
State	1,140	46.1	40.1%	3.1%	84.1%	19.4	10.2

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, 2016-2017**

Characteristics	Female	Male
Average Age	47.1	45.4
Percent Minority	4.2%	2.3%
Percent Advanced Degree	86.0%	82.9%
Average Total Experience	19.9	19.1
Average District/AEA Experience	11.9	9.0
Average Total Salary	\$100,437	\$103,478
Number of Principals	457	683

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 2016-2017**

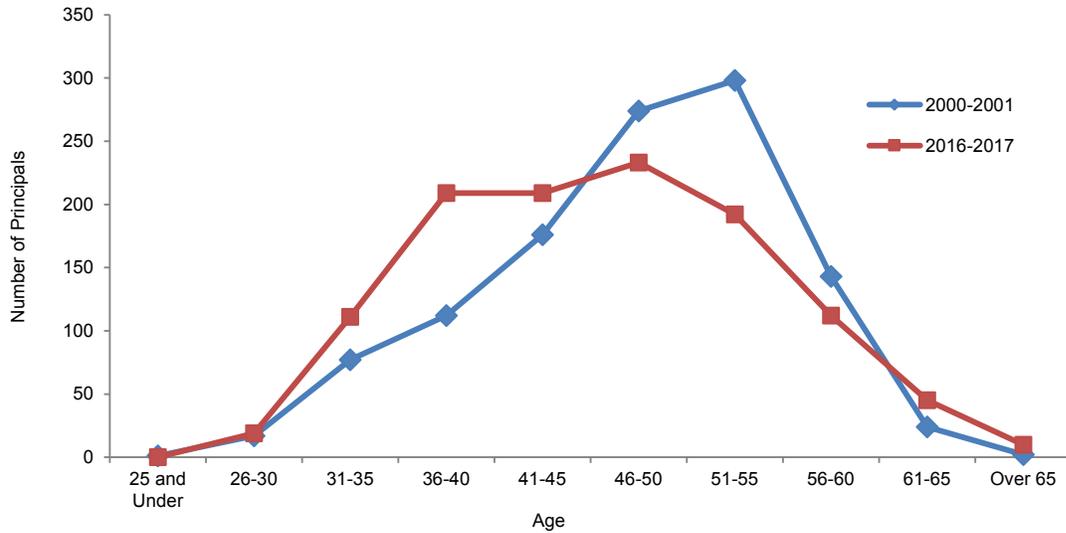
Age Interval	2000-2001				2016-2017			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	19	19	1.7%	1.7%
31-35	77	95	6.9%	8.5%	111	130	9.7%	11.4%
36-40	112	207	10.0%	18.4%	209	339	18.3%	29.7%
41-45	176	383	15.7%	34.1%	209	548	18.3%	48.1%
46-50	274	657	24.4%	58.5%	233	781	20.4%	68.5%
51-55	298	955	26.5%	85.0%	192	973	16.8%	85.4%
56-60	143	1,098	12.7%	97.7%	112	1,085	9.8%	95.2%
61-65	24	1,122	2.1%	99.8%	45	1,130	3.9%	99.1%
Over 65	2	1,124	0.2%	100.0%	10	1,140	0.9%	100.0%

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

Note: Includes AEA principals.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2016-2017



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

Table 3-24

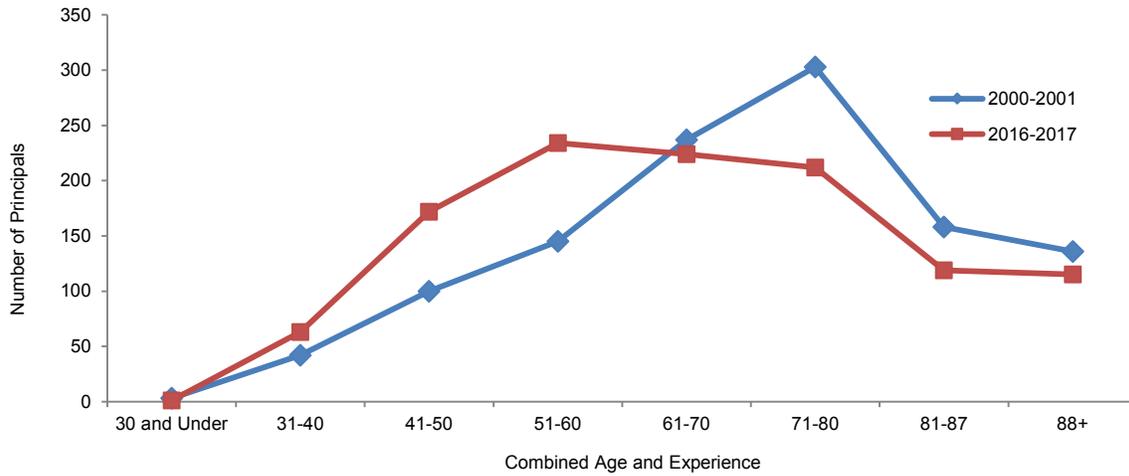
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2016-2017

Combined Age and Experience Interval	2000-2001				2016-2017			
	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%	63	64	5.5%	5.6%
41-50	100	145	8.9%	12.8%	172	236	15.1%	20.7%
51-60	145	290	12.9%	25.6%	234	470	20.5%	41.2%
61-70	237	527	21.1%	46.5%	224	694	19.6%	60.9%
71-80	303	830	27.0%	73.2%	212	906	18.6%	79.5%
81-87	158	988	14.1%	87.1%	119	1,025	10.4%	89.9%
88+	136	1,124	12.1%	99.1%	115	1,140	10.1%	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 2016-2017



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, 2015-2016 and 2016-2017**

Enrollment Category	Average Total Salary			Number of Principals 2016-2017	Percent Salary Change	
	2000-2001	2015-2016	2016-2017		2000-2001 to 2016-2017	2015-2016 to 2016-2017
<300	\$51,775	\$84,153	\$86,007	42	66.1%	2.2%
300-599	\$54,331	\$90,224	\$91,979	187	69.3%	1.9%
600-999	\$58,539	\$92,812	\$95,470	197	63.1%	2.9%
1,000-2,499	\$64,381	\$98,913	\$100,729	286	56.5%	1.8%
2,500-7,499	\$69,145	\$106,743	\$108,309	178	56.6%	1.5%
7,500+	\$71,935	\$112,180	\$115,420	249	60.5%	2.9%
AEA	\$69,796	\$123,667	\$127,916	1	83.3%	3.4%
State	\$63,409	\$99,924	\$102,259	1,140	61.3%	2.3%

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 2015-2016 and 2016-2017. The percent of female superintendents decreased (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2016-2017. The percent of superintendents with specialist/doctorate degrees was highest in the largest and smallest enrollment categories (Table 3-27). The average salary of female superintendents was 1.8 percent higher than male 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 2016-2017 was 22.3 percent (Table 3-30). The average salary of superintendents increased by 4.0 percent between 2015-2016 and 2016-2017 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2015-2016 and 2016-2017				
Characteristics	2000-2001	2015-2016	2016-2017	
Average Age	52.1	51.4	51.0	
Percent Female	5.8%	13.1%	12.1%	
Percent Minority	0.9%	1.1%	1.1%	
Percent Specialist/Doctorate Degree	59.2%	58.7%	56.0%	
Average Total Experience	26.9	24.0	23.7	
Average District Experience	8.0	7.5	7.6	
Number of Superintendents	326	283	273	

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, 2016-2017							
Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/Doctorate Degree	Average Total Experience	Average District Experience
<300	14	51.4	14.3%	0.0%	78.6%	23.3	10.6
300-599	77	49.7	6.5%	0.0%	50.6%	24.4	7.6
600-999	71	50.9	9.9%	1.4%	53.5%	25.0	7.7
1,000-2,499	77	52.0	18.2%	2.6%	58.4%	23.7	6.8
2,500-7,499	22	50.4	9.1%	0.0%	45.5%	19.8	6.9
7,500+	11	54.1	27.3%	0.0%	81.8%	19.8	9.4
AEA	1	51.0	0.0%	0.0%	100.0%	27.0	6.0
State	273	51.4	12.1%	1.1%	56.0%	23.7	7.6

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

Note: The one superintendent at the AEA is AEA staff that is also serving as a superintendent in a public district.

Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2016-2017			
Characteristics	Female	Male	
Average Age	51.9	50.9	
Percent Minority	0.0%	1.3%	
Percent Specialist/ Doctorate Degree	66.7%	54.6%	
Average Total Experience	24.4	23.6	
Average District Experience	8.6	7.4	
Average Total Salary	\$150,107	\$147,512	
Number of Superintendents	33	240	

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

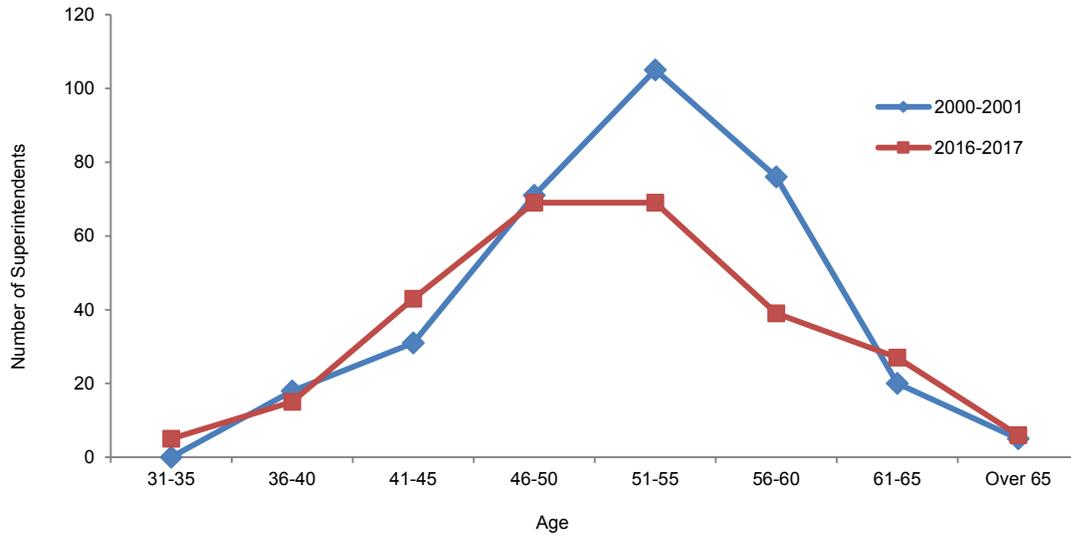
Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2016-2017									
Age Interval	2000-2001				2016-2017				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
31-35	0	0	0.0%	0.0%	5	5	1.8%	1.8%	
36-40	18	18	5.5%	5.5%	15	20	5.5%	7.3%	
41-45	31	49	9.5%	15.0%	43	63	15.8%	23.1%	
46-50	71	120	21.8%	36.8%	69	132	25.3%	48.4%	
51-55	105	225	32.2%	69.0%	69	201	25.3%	73.6%	
56-60	76	301	23.3%	92.3%	39	240	14.3%	87.9%	
61-65	20	321	6.1%	98.5%	27	267	9.9%	97.8%	
Over 65	5	326	1.5%	100.0%	6	273	2.2%	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 2016-2017



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 2016-2017

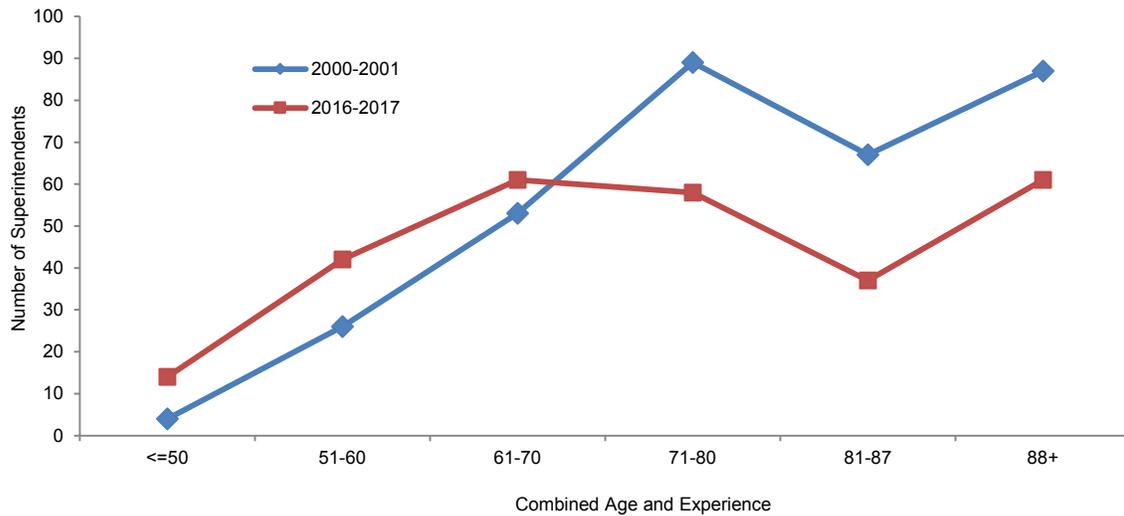
Combined Age and Experience Interval	2000-2001				2016-2017			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	14	14	5.1%	5.1%
51-60	26	30	8.0%	9.2%	42	56	15.4%	20.5%
61-70	53	83	16.3%	25.5%	61	117	22.3%	42.9%
71-80	89	172	27.3%	52.8%	58	175	21.2%	64.1%
81-87	67	239	20.6%	73.3%	37	212	13.6%	77.7%
88+	87	326	26.7%	100.0%	61	273	22.3%	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 2016-2017**



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, 2015-2016 and 2016-2017**

Enrollment Category	Average Total Salary			Number of Superintendents 2016-2017	Percent Salary Change	
	2000-2001	2015-2016	2016-2017		2000-2001 to 2016-2017	2015-2016 to 2016-2017
<300	\$63,569	\$104,896	\$116,721	14	83.6%	11.3%
300-599	\$71,049	\$125,328	\$129,142	77	81.8%	3.0%
600-999	\$76,935	\$134,250	\$138,247	71	79.7%	3.0%
1,000-2,499	\$85,772	\$150,836	\$158,859	77	85.2%	5.3%
2,500-7,499	\$104,464	\$186,303	\$187,738	22	79.7%	0.8%
7,500+	\$125,036	\$219,037	\$216,176	11	72.9%	-1.3%
AEA		\$168,209	\$222,377	1		32.2%
State	\$79,836	\$142,127	\$147,825	273	85.2%	4.0%

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

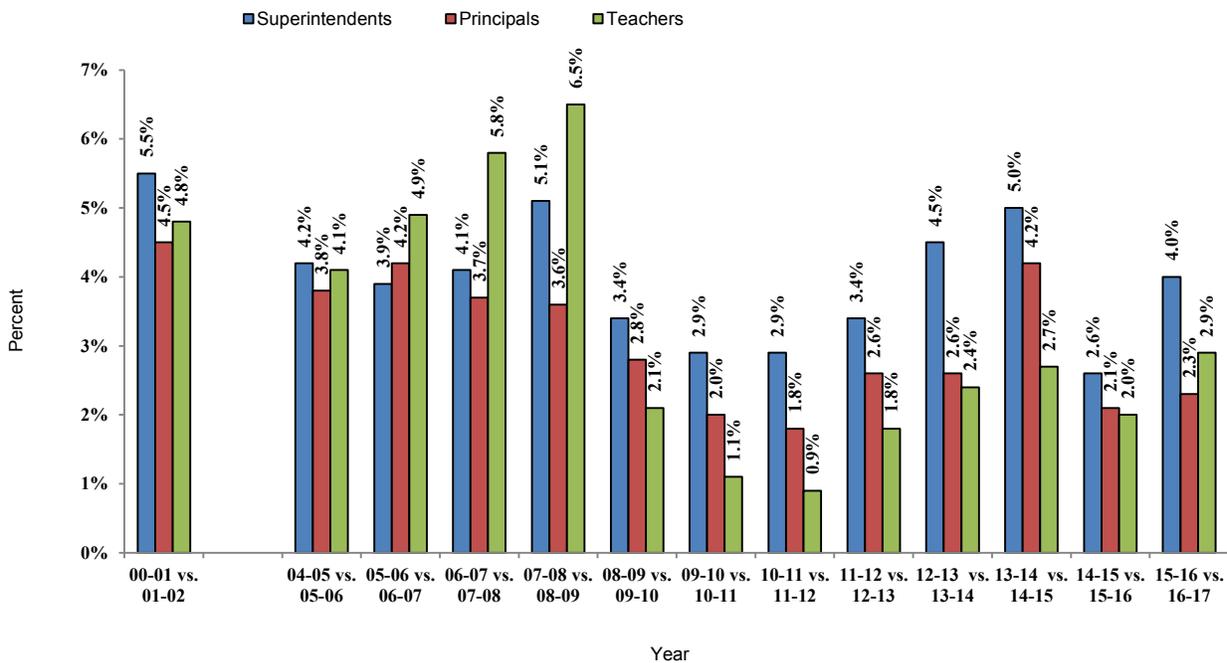
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The one superintendent at the AEA is AEA staff that is also serving as a superintendent in a public district.

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 2016-2017. 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 2016-2017, principals 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 2015-2016 vs. 2016-2017



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 2016-2017

Enrollment Category	2000-2001			2016-2017		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$47,202	\$86,007	\$116,721
300-599	\$31,557	\$54,331	\$71,049	\$51,100	\$91,979	\$129,142
600-999	\$33,809	\$58,539	\$76,935	\$53,799	\$95,470	\$138,247
1,000-2,499	\$35,912	\$64,381	\$85,772	\$57,379	\$100,729	\$158,859
2,500-7,499	\$38,266	\$69,145	\$104,464	\$60,225	\$108,309	\$187,738
7,500+	\$40,452	\$71,935	\$125,036	\$62,145	\$115,420	\$216,176
AEA	\$36,196	\$69,796	-	\$66,128	\$127,916	\$222,377
State	\$36,479	\$63,409	\$79,836	\$58,061	\$102,259	\$147,825

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

Notes: Includes AEA staff.

Teacher figures for 2016-2017 represent average salaries for full-time public school staff with teaching position codes. There were approximately 12,000 full-time public school staff in 2016-2017 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.). 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 2015-2016 and 2016-2017 (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 9.4 percent in 2016-2017 (Table 3-36). The average salary of professional school counselors increased by 1.4 percent between 2015-2016 and 2016-2017 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Professional School Counselors 2000-2001, 2015-2016 and 2016-2017				
Characteristics	2000-2001	2015-2016	2016-2017	
Average Age	46.4	42.9	42.8	
Percent Female	64.2%	79.3%	79.4%	
Percent Minority	1.6%	3.1%	3.6%	
Percent Advanced Degree	86.9%	83.6%	84.3%	
Average Total Experience	18.8	15.0	14.8	
Average District Experience	12.1	10.1	10.0	
Number of Guidance Counselors	1,194	1,221	1,240	

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, 2015-2016 and 2016-2017									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000- 2001	2015- 2016	2016- 2017	2000- 2001	2015- 2016	2016- 2017	2000- 2001	2015- 2016	2016- 2017
<300	38	40	38	13	17	16	5	13	14
300-599	116	101	103	129	142	144	15	7	11
600-999	104	85	82	189	162	164	14	6	7
1,000-2,499	83	77	77	310	291	292	8	11	9
2,500-7,499	24	22	22	247	242	245	8	6	7
7,500+	9	11	11	306	367	379	15	8	8
State	374	336	333	1,194	1,221	1,240	65	51	56

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

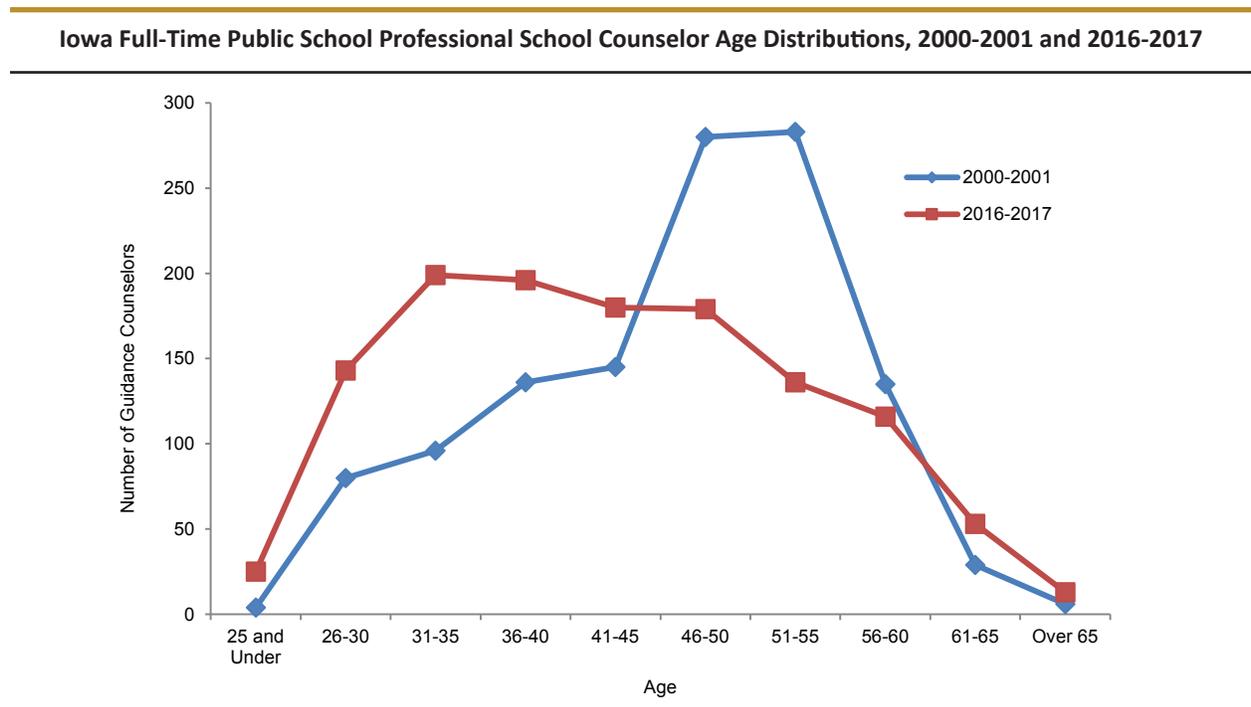
Iowa Full-Time Public School Professional School Counselor Age Distributions, 2000-2001 and 2016-2017									
Age Interval	2000-2001				2016-2017				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
25 and Under	4	4	0.3%	0.3%	25	25	2.0%	2.0%	
26-30	80	84	6.7%	7.0%	143	168	11.5%	13.5%	
31-35	96	180	8.0%	15.1%	199	367	16.0%	29.6%	
36-40	136	316	11.4%	26.5%	196	563	15.8%	45.4%	
41-45	145	461	12.1%	38.6%	180	743	14.5%	59.9%	
46-50	280	741	23.5%	62.1%	179	922	14.4%	74.4%	
51-55	283	1,024	23.7%	85.8%	136	1,058	11.0%	85.3%	
56-60	135	1,159	11.3%	97.1%	116	1,174	9.4%	94.7%	
61-65	29	1,188	2.4%	99.5%	53	1,227	4.3%	99.0%	
Over 65	6	1,194	0.5%	100.0%	13	1,242	1.0%	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 2016-2017**

Combined Age and Experience Interval	2000-2001				2016-2017			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	91	91	7.3%	7.3%
31-40	108	133	9.0%	11.1%	222	313	17.9%	25.2%
41-50	135	268	11.3%	22.4%	206	519	16.6%	41.9%
51-60	206	474	17.3%	39.7%	201	720	16.2%	58.1%
61-70	209	683	17.5%	57.2%	169	889	13.6%	71.7%
71-80	240	923	20.1%	77.3%	149	1,038	12.0%	83.7%
81-87	159	1,082	13.3%	90.6%	86	1,124	6.9%	90.6%
88+	112	1,194	9.4%	100.0%	116	1,240	9.4%	100.0%

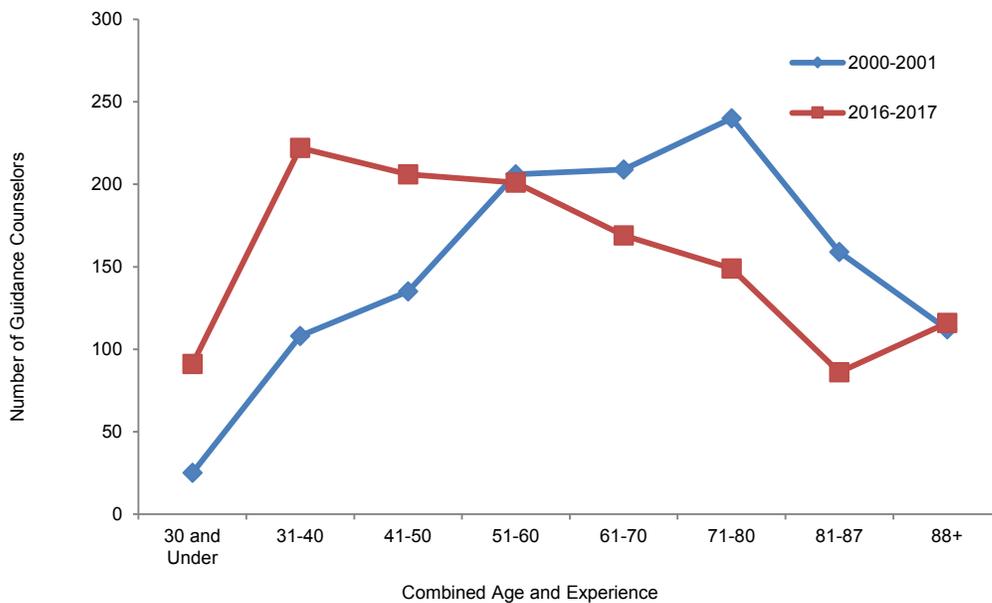
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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 2016-2017**



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, 2015-2016 and 2016-2017**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2015-2016	2016-2017	2000-2001 to 2016-2017	2015-2016 to 2016-2017
<300	\$33,912	\$51,832	\$50,020	47.5%	-3.5%
300-599	\$35,907	\$52,871	\$53,809	49.9%	1.8%
600-999	\$37,702	\$56,417	\$57,616	52.8%	2.1%
1,000-2,499	\$41,062	\$61,672	\$62,939	53.3%	2.1%
2,500-7,499	\$44,628	\$65,449	\$65,386	46.5%	-0.1%
7,500+	\$46,886	\$65,571	\$66,649	42.2%	1.6%
State	\$42,126	\$61,735	\$62,625	48.7%	1.4%

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 2015-2016 and 2016-2017 (Table 3-38). The number of full-time library/media specialists decreased in 2016-2017 (Table 3-39). The average salary of library/media specialists increased by 3.2 percent between 2015-2016 and 2016-2017 (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 1.5 percent between 2015-2016 and 2016-2017 (Table 3-41).

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2015-2016 and 2016-2017				
Characteristics	2000-2001	2015-2016	2016-2017	
Average Age	48.5	47.3	46.9	
Percent Female	90.6%	95.3%	95.3%	
Percent Minority	0.8%	0.7%	1.0%	
Percent Advanced Degree	59.6%	64.0%	67.5%	
Average Total Experience	19.6	17.8	17.5	
Average District Experience	14.3	12.3	12.4	
Number of Library/Media Specialists	636	425	406	

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, 2015-2016 and 2016-2017									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017
<300	38	40	38	8	12	10	11	9	14
300-599	116	101	103	82	46	45	20	35	35
600-999	104	85	82	107	58	50	8	17	21
1,000-2,499	83	77	77	174	99	95	9	9	12
2,500-7,499	24	22	22	134	95	96	3	1	1
7,500+	9	11	11	131	115	110	7	8	9
State	374	336	333	636	425	406	58	79	92

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, 2015-2016 and 2016-2017**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2015-2016	2016-2017	2000-2001 to 2016-2017	2015-2016 to 2016-2017
<300	\$28,997	\$47,030	\$50,436	73.9%	7.2%
300-599	\$33,415	\$53,620	\$54,596	63.4%	1.8%
600-999	\$35,926	\$54,192	\$57,008	58.7%	5.2%
1,000-2,499	\$39,377	\$61,195	\$63,160	60.4%	3.2%
2,500-7,499	\$42,276	\$66,496	\$67,747	60.2%	1.9%
7,500+	\$45,636	\$70,452	\$72,249	58.3%	2.6%
State	\$39,797	\$62,709	\$64,687	62.5%	3.2%

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, 2015-2016 and 2016-2017

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			% Change in FTE Associates 2000-2001 to 2016-2017	% Change in FTE Associates 2015-2016 to 2016-2017
	2000-2001	2015-2016	2016-2017		
<300	26.3	8.6	6.8	-74.1%	-20.9%
300-599	143.9	55.2	55.5	-61.5%	0.5%
600-999	204.2	89.9	86.5	-57.6%	-3.8%
1,000-2,499	284.1	134.2	134.9	-52.5%	0.5%
2,500-7,499	246.8	44.6	47.4	-80.8%	6.4%
7,500+	180.1	103.2	98.1	-45.5%	-4.9%
State	1,085.4	435.6	429.2	-60.5%	-1.5%

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 2016-2017. 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 slightly and the percent of minority AEA staff increased slightly between 2015-2016 and 2016-2017. The average salary of AEA staff increased by 2.6 percent between 2015-2016 and 2016-2017. Almost half of the AEA staff in 2016-2017 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2015-2016 and 2016-2017			
Characteristics	2000-2001	2015-2016	2016-2017
Average Age	44.8	45.1	44.8
Percent Female	77.3%	90.3%	90.8%
Percent Minority	1.0%	2.2%	2.6%
Percent Advanced Degree	79.4%	87.4%	88.8%
Average Total Experience	17.2	17.9	17.8
Average Number of Contract Days	197.3	195.8	195.7
Average Total Salary	\$44,351	\$71,993	\$73,860
Number of AEA Staff	2,225	2,225	2,185

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, 2016-2017

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	74	3.4%
Content/Curriculum Consultant	223	10.2%
Coordinator/Department Head	35	1.6%
Counselor	2	0.1%
Early Childhood Special Education	91	4.1%
Home Intervention Teacher	23	1.0%
Hospital/Homebound Teacher	-	0.0%
Itinerant Teacher	58	2.6%
Non-Administrative SAM	-	0.0%
Nurse (SPR on file with BOEE)	6	0.3%
Other Administrator	13	0.6%
Principal	1	0.0%
Regular Education Teacher	17	0.8%
School Business Official	8	0.4%
Social Worker	114	5.2%
Special Education Support	1,090	49.7%
Special Education Consultant	293	13.4%
Special Education Director	8	0.4%
Special Education Teacher	71	3.2%
Specialist	38	1.7%
Superintendent	1	0.0%
Supervisor	8	0.4%
Teacher Librarian/Media Specialist	4	0.2%
Total	2,187	99.7%

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. The superintendent at the AEA is AEA staff that is also serving as superintendent in a public district.

Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2016-2017. AEA 267 and Heartland AEA had the highest percent of districts. 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, 2016-2017							
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff		
	Number	Percent	Number	Percent	Number	Percent	
Keystone	23	6.9%	2,583	6.2%	359	16.7%	
AEA 267	53	15.9%	5,653	13.5%	244	11.4%	
Prairie Lakes	40	12.0%	2,687	6.4%	173	8.1%	
Mississippi Bend	21	6.3%	4,198	10.0%	210	9.8%	
Grant Wood	32	9.6%	5,714	13.6%	270	12.6%	
Heartland	53	15.9%	11,428	27.2%	464	21.6%	
Northwest	35	10.5%	3,299	7.9%	274	12.8%	
Green Hills	43	12.9%	3,355	8.0%	67	3.1%	
Great Prairie	33	9.9%	3,078	7.3%	83	3.9%	
State	333	100.0%	41,995	100.0%	2,144	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, 2015-2016 and 2016-2017			
Enrollment Category	2015-2016	2016-2017	% Change in FTE Nurses 2015-2016 to 2016-2017
<300	10.8	12.8	18.5%
300-599	73.9	74.9	1.4%
600-999	88.1	84.4	-4.2%
1,000-2,499	147.2	147.0	-0.1%
2,500-7,499	119.2	126.4	6.1%
7,500+	157.8	158.0	0.1%
State	596.9	603.4	1.1%

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 and 2014-2015 (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had two or more elementary and middle/junior high schools. In 2015-2016 and 2016-2017, 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 2016-2017			
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%
2016-2017	333	27	8.1%

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, 2015-2016 and 2016-2017			
	2000-2001	2015-2016	2016-2017
Total Number of Public School Districts	374	336	333
Total Number of Public School Buildings	1,531	1,350	1329
Number of Districts with 1 to 3 Public School Buildings	137	214	217
Percent of Districts with 1 to 3 Public School Buildings	36.6%	63.7%	65.2%
Number of Districts with 4 to 6 Public School Buildings	183	88	82
Percent of Districts with 4 to 6 Public School Buildings	48.9%	26.2%	24.6%
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%	6.0%	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%	4.2%	4.2%
Total Number of Nonpublic Schools	211	178	180

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, 2015-2016 to 2016-2017								
	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
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
2016-2017								
Number of Districts		20	94	82	77	22	11	306
English/Language Arts	6	6.68	6.86	7.00	7.80	9.41	14.76	7.59
Mathematics	6	6.27	7.39	7.93	8.10	8.54	12.52	7.90
Science	5	5.60	6.31	6.62	7.02	9.70	12.96	7.01
Social Studies	5	5.31	5.38	5.43	5.78	8.52	11.57	5.94
Foreign Language	4	3.58	3.98	4.15	4.87	9.59	15.67	5.05
Fine Arts	3	5.21	5.84	6.69	8.01	12.05	20.09	7.53

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 4-14 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 classes of 2016 and 2017. 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 and 2017 graduating class. Overall, 85.2 percent of the students in these two graduating classes took at least one foreign language course between 2012-2013 and 2015-2016 and between 2013-2014 and 2016-2017. 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 2017 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 4,831 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 classes of 2016 and 2017 by enrollment category. The total percent of the students who took Algebra II was 70.5 in the class of 2016 and 72.7 percent in the class of 2017. The female enrollment in Algebra II was higher than males (Table 4-7).

A total of 14,569 students (45.3 percent) in the 2016 class took one or more higher-level mathematics courses. The number and percent enrollment was slightly higher in the class of 2017. The female enrollment in higher-level mathematics was higher than male enrollment. The percent of students enrolled in higher-level mathematics courses was higher for the districts with enrollment between 2,500 and 7,499 than the districts in other enrollment categories in both classes shown (Tables 4-9 and 4-10).

Generally speaking, female students had about 9 percent more in chemistry or advanced chemistry enrollment than male students (Table 4-11).

Table 4-12 shows the chemistry courses taken by enrollment category for the graduating classes of 2016 and 2017. 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 classes of 2016 and 2017 (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 the class of 2016 and was 4.3 percent less than the male enrollment for the 2017 class.

This report starts to report course taken patterns by race/ethnicity and other subgroups.

Table 4-4

Iowa Public High School Graduating Classes of 2016 and 2017 Non-Duplicate Enrollment in Foreign Language Courses by Subgroup							
Group	Class of 2016			Class of 2017			
	Number Enrolled in Foreign Lang	Total Enrollment	Percent Enrolled in Foreign Lang	Number Enrolled in Foreign Lang	Total Enrollment	Percent Enrolled in Foreign Lang	
All Students	27,410	32,163	85.2%	27,544	32,315	85.2%	
African American	1,021	1,405	72.7%	1,103	1,450	76.1%	
American Indian	88	115	76.5%	79	109	72.5%	
Asian	599	695	86.2%	587	682	86.1%	
Hispanic	2,111	2,499	84.5%	2,254	2,633	85.6%	
Hawaiian or Pacific Islander	24	30	80.0%	37	48	77.1%	
Two or More Races	697	831	83.9%	762	899	84.8%	
White	22,870	26,588	86.0%	22,722	26,494	85.8%	
Disability*	1,511	4,131	36.6%	1,461	4,021	36.3%	
English Language Learner	691	974	70.9%	718	1,001	71.7%	
Low SES**	9,999	13,170	75.9%	10,229	13,344	76.7%	
Female	14,044	15,641	89.8%	14,225	15,746	90.3%	
Male	13,366	16,522	80.9%	13,319	16,569	80.4%	

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

Notes: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

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

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

Table 4-5

Iowa Public High School Graduating Classes of 2016 and 2017 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category							
	Class of 2016						
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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
Percent of Students Who Enrolled in Foreign Language Courses	77.6%	83.1%	84.6%	85.3%	88.4%	84.3%	85.2%
	Class of 2017						
Enrollment in Foreign Language Courses	315	2,949	3,671	6,992	5,560	8,057	27,544
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Foreign Language Courses	82.0%	82.2%	84.7%	83.2%	88.1%	86.7%	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 for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-6

Foreign Language Enrollment of Iowa Public High School Graduating Classes of 2016 and 2017 by Language					
Language	Class of 2016		Class of 2017		
	Enrollment	Percent Enrolled	Enrollment	Percent Enrolled	
Spanish	23,789	82.7%	23,848	83.2%	
French	2,630	9.1%	2,647	9.2%	
German	1,442	5.0%	1,446	5.0%	
Chinese	223	0.8%	228	0.8%	
Japanese	199	0.7%	192	0.7%	
Italian	71	0.2%	76	0.3%	
Russian	19	0.1%	12	0.0%	
Other Foreign Language	382	1.3%	230	0.8%	

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

Note: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-7

Iowa Public High School Graduating Classes of 2016 and 2017 Non-Duplicate Enrollment in Algebra II by Subgroup							
Group	Class of 2016			Class of 2017			
	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	
All Students	22,665	32,163	70.5%	23,477	32,315	72.7%	
African American	720	1,405	51.2%	785	1,450	54.1%	
American Indian	63	115	54.8%	59	109	54.1%	
Asian	511	695	73.5%	517	682	75.8%	
Hispanic	1,551	2,499	62.1%	1,707	2,633	64.8%	
Hawaiian or Pacific Islander	16	30	53.3%	31	48	64.6%	
Two or More Races	546	831	65.7%	594	899	66.1%	
White	19,258	26,588	72.4%	19,784	26,494	74.7%	
Disability*	888	4,131	21.5%	979	4,021	24.3%	
ELL**	496	974	50.9%	530	1,001	52.9%	
Low SES***	7,559	13,170	57.4%	8,179	13,344	61.3%	
Female	11,636	15,641	74.4%	12,086	15,746	76.8%	
Male	11,029	16,522	66.8%	11,391	16,569	68.7%	

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

Notes: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

* 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 Classes of 2016 and 2017 Non-Duplicate Enrollment in Algebra II by Enrollment Category

	Class of 2016						
	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
Percent of Students Who Enrolled in Algebra II	74.4%	73.0%	68.8%	71.9%	68.1%	70.5%	70.5%
	Class of 2017						
Enrollment in Algebra II	286	2,607	3,131	6,179	4,623	6,651	23,477
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Algebra II	74.5%	72.7%	72.3%	73.6%	73.2%	71.5%	72.7%

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

Note: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-9

**Iowa Public High School Graduating Classes of 2016 and 2017
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Subgroup**

Group	Class of 2016			Class of 2017		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	14,569	32,163	45.3%	14,926	32,315	46.2%
African American	314	1,405	22.3%	347	1,450	23.9%
American Indian	33	115	28.7%	38	109	34.9%
Asian	452	695	65.0%	446	682	65.4%
Hispanic	752	2,499	30.1%	862	2,633	32.7%
Hawaiian or Pacific Islander	12	30	40.0%	12	48	25.0%
Two or More Races	309	831	37.2%	333	899	37.0%
White	12,697	26,588	47.8%	12,888	26,494	48.6%
Disability*	264	4,131	6.4%	291	4,021	7.2%
ELL**	176	974	18.1%	197	1,001	19.7%
Low SES***	3,452	13,170	26.2%	3,721	13,344	27.9%
Female	7,364	15,641	47.1%	7,833	15,746	49.7%
Male	7,205	16,522	43.6%	7,093	16,569	42.8%

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

Notes: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

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 Classes of 2016 and 2017
Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category**

	Class of 2016						
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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
Percent of Students Who Enrolled in Higher-Level Mathematics	39.2%	37.5%	41.9%	46.2%	51.1%	45.2%	45.3%
	Class of 2017						
Enrollment in Higher-Level Mathematics	126	1,343	1,876	3,839	3,401	4,341	14,926
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Higher-Level Mathematics	32.8%	37.4%	43.3%	45.7%	53.9%	46.7%	46.2%

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

Notes: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).
Higher-level mathematics include calculus, statistics and trigonometry.

Table 4-11

Iowa Public High School Graduating Classes of 2016 and 2017 Non-Duplicate Enrollment in Chemistry by Subgroup							
Group	Class of 2016			Class of 2017			
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	
All Students	22,851	32,163	71.0%	23,234	32,315	71.9%	
African American	695	1,405	49.5%	808	1,450	55.7%	
American Indian	68	115	59.1%	57	109	52.3%	
Asian	565	695	81.3%	567	682	83.1%	
Hispanic	1,619	2,499	64.8%	1,712	2,633	65.0%	
Hawaiian or Pacific Islander	15	30	50.0%	25	48	52.1%	
Two or More Races	541	831	65.1%	609	899	67.7%	
White	19,348	26,588	72.8%	19,456	26,494	73.4%	
Disability*	1,066	4,131	25.8%	1,054	4,021	26.2%	
ELL**	459	974	47.1%	519	1,001	51.8%	
Low SES***	7,338	13,170	55.7%	7,678	13,344	57.5%	
Female	11,848	15,641	75.7%	12,113	15,746	76.9%	
Male	11,003	16,522	66.6%	11,121	16,569	67.1%	

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

Notes: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

* 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 Classes of 2016 and 2017
Non-Duplicate Enrollment in Chemistry by Enrollment Category**

	Class of 2016						
	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
Percent of Students Who Enrolled in Chemistry	62.8%	64.3%	67.5%	72.1%	78.5%	69.4%	71.0%
	Class of 2017						
Enrollment in Chemistry	231	2,305	2,979	6,036	5,023	6,660	23,234
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Chemistry	60.2%	64.3%	68.8%	71.9%	79.6%	71.6%	71.9%

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

Note: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-13

**Iowa Public High School Graduating Classes of 2016 and 2017
Non-Duplicate Enrollment in Physics by Subgroup**

Group	Class of 2016			Class of 2017		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	9,871	32,163	30.7%	9,863	32,315	30.5%
African American	418	1,405	29.8%	475	1,450	32.8%
American Indian	28	115	24.3%	30	109	27.5%
Asian	369	695	53.1%	351	682	51.5%
Hispanic	682	2,499	27.3%	715	2,633	27.2%
Hawaiian or Pacific Islander	6	30	20.0%	10	48	20.8%
Two or More Races	282	831	33.9%	300	899	33.4%
White	8,086	26,588	30.4%	7,982	26,494	30.1%
Disability*	361	4,131	8.7%	344	4,021	8.6%
ELL**	220	974	22.6%	213	1,001	21.3%
Low SES***	2,972	13,170	22.6%	3,031	13,344	22.7%
Female	4,358	15,641	27.9%	4,460	15,746	28.3%
Male	5,513	16,522	33.4%	5,403	16,569	32.6%

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

Notes: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

* 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 Classes of 2016 and 2017 Non-Duplicate Enrollment in Physics by Enrollment Category							
	Class of 2016						State
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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
Percent of Students Who Enrolled in Physics	19.5%	24.8%	25.7%	26.1%	29.3%	41.0%	30.7%
Class of 2017							
Enrollment in Physics	75	754	1,103	1,970	2,116	3,845	9,863
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Physics	19.5%	21.0%	25.5%	23.5%	33.5%	41.4%	30.5%

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

Note: The analysis for the class of 2016 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 2015-2016) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Senior Year Plus

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

Advanced Placement (AP) Courses

AP courses are college-level classes taught by highly qualified high school teachers who use the College Board course guidance. A school district can make AP courses available through on-site teaching, collaborating with another district or using Iowa AP online academy. High school students can choose from nearly 40 AP courses to enroll in one or more courses. There is a section on AP exam and AP test scores in the Student Performance Chapter in this annual report.

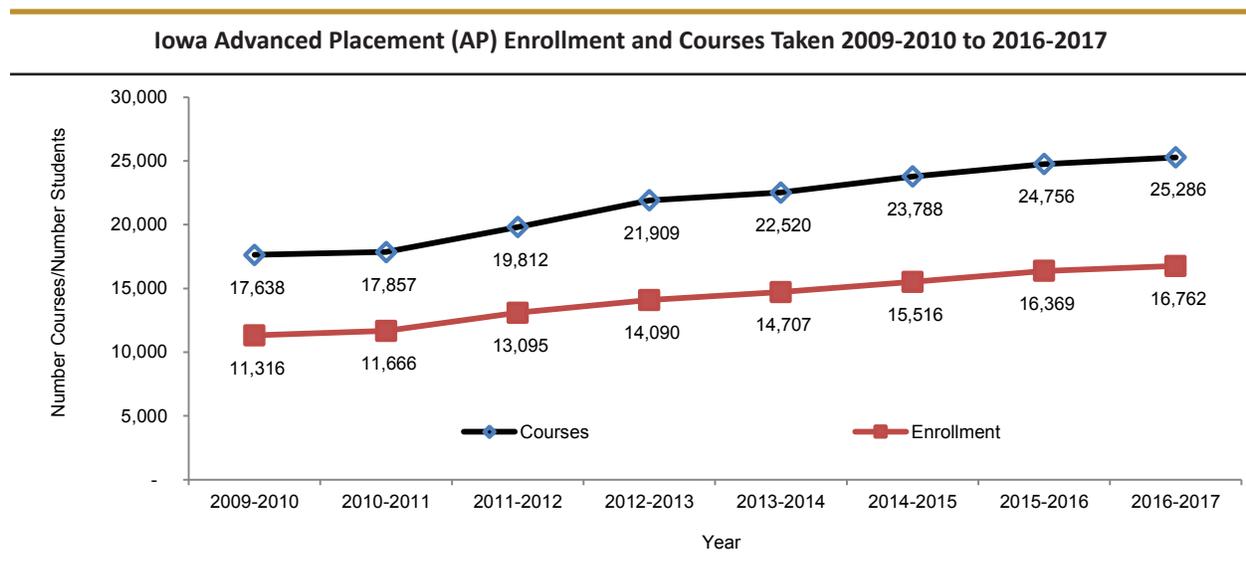
Figure 4-1 shows an eight-year trend of AP courses taken by Iowa public high school students and AP enrollments from 2009-2010 to 2016-2017. In Iowa, AP enrollments and courses taken are higher in 2016-2017 than the figures in earlier years shown.

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 4-16. In the last eight years, about half of the AP enrollments were 12th graders.

Table 4-17 and Figure 4-2 show the AP courses taken by subject areas. The distributions are similar from 2015-2016 and 2016-2017, 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 2009-2010 to 2016-2017				
Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
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%
2016-2017	333	306	163	53.3%

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 2009-2010 to 2016-2017					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
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
2016-2017	856	3,566	5,776	6,564	16,762

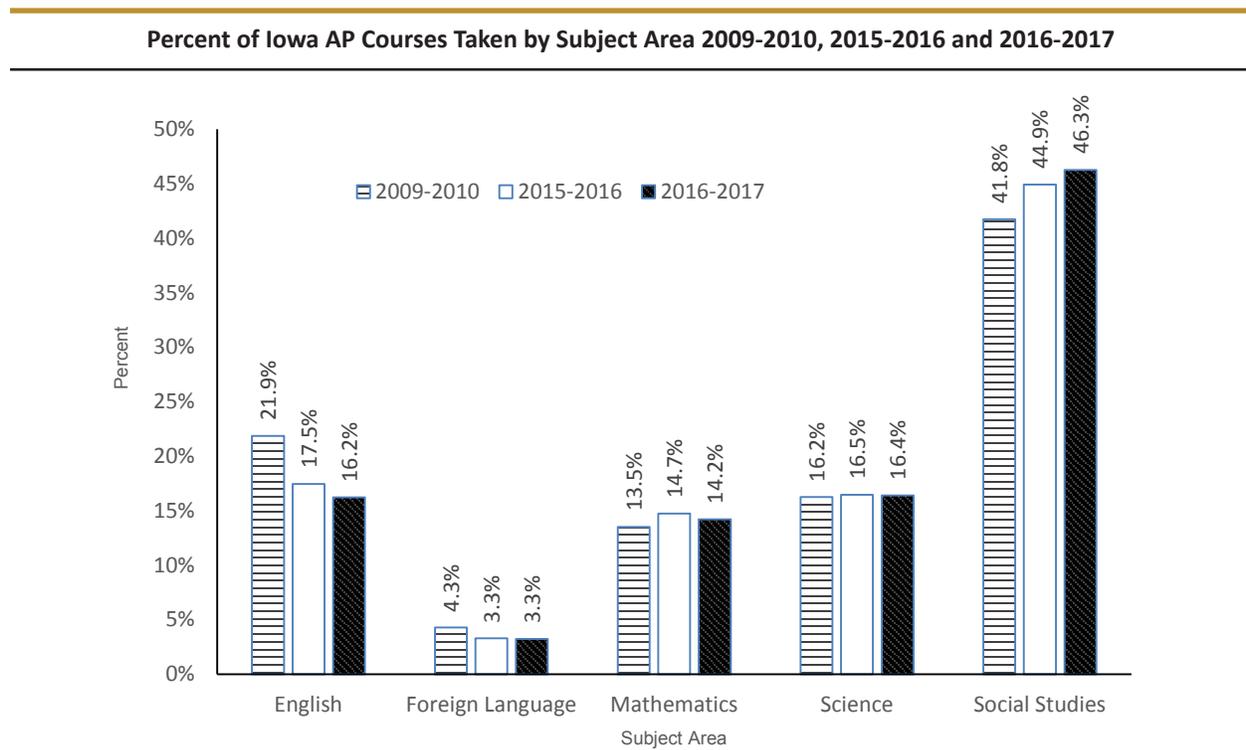
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-17

AP Courses Taken by Subject Area 2009-2010 to 2016-2017									
Subject Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
English Language Arts	3,859	3,646	3,690	4,055	4,116	4,271	4,321	4,103	
Fine and Performance Arts	344	374	335	414	362	485	508	570	
Foreign Language	756	616	578	713	613	791	815	824	
Mathematics	2,386	2,648	2,841	2,920	3,363	3,367	3,647	3,598	
Computer (Other)	62	69	59	151	138	222	266	342	
Science	2,866	2,912	3,109	3,405	3,443	3,951	4,078	4,151	
Social Studies	7,365	7,592	9,200	10,251	10,485	10,701	11,121	11,698	
Total Courses Taken	17,638	17,857	19,812	21,909	22,520	23,788	24,756	25,286	

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 1 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.

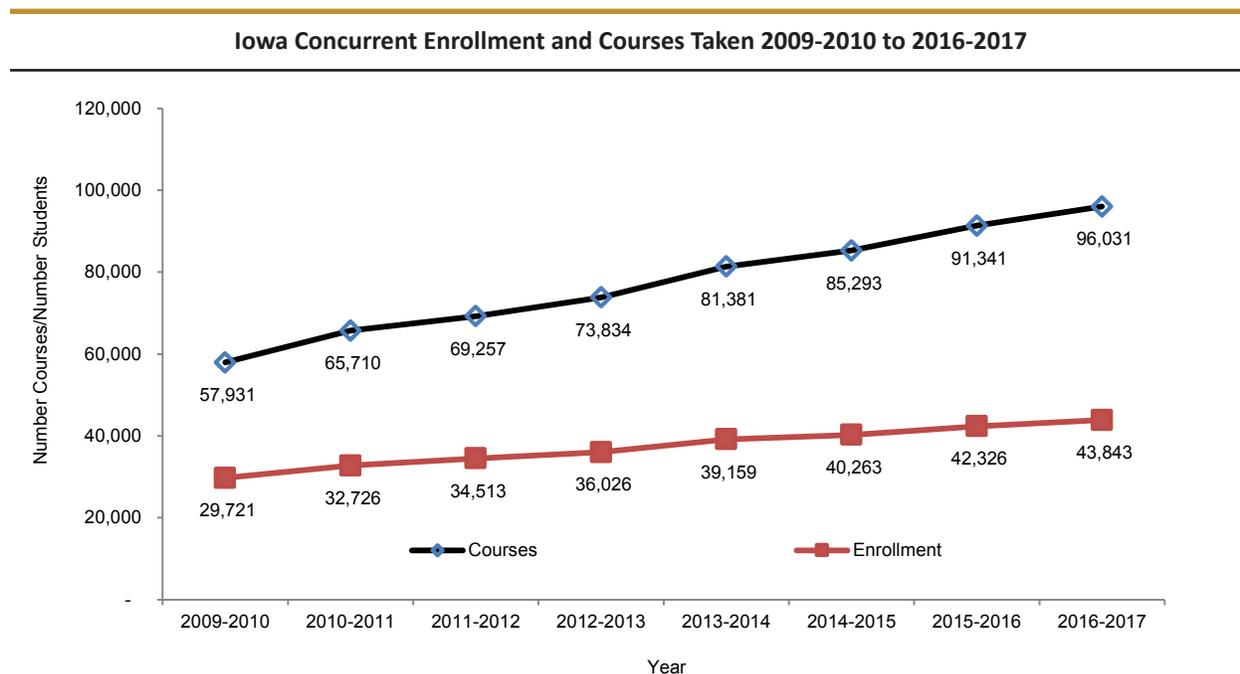
Figure 4-3 shows eight-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2009-2010 to 2016-2017. Concurrent enrollment and courses taken are much higher in 2016-2017 than the figures in 2009-2010.

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 eight years, close to half of the concurrent enrollments were high school seniors.

Table 4-20 and Figure 4-4 show the concurrent enrollment courses taken by subject areas. The distributions are similar from 2009-2010 to 2016-2017, 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 2009-2010 to 2016-2017				
Year	Total # of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts with High Schools that had Concurrent Enrollment
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%
2016-2017	333	306	302	98.7%

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 2009-2010 to 2016-2017					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Enrollment
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
2016-2017	3,279	6,017	14,871	19,676	43,843

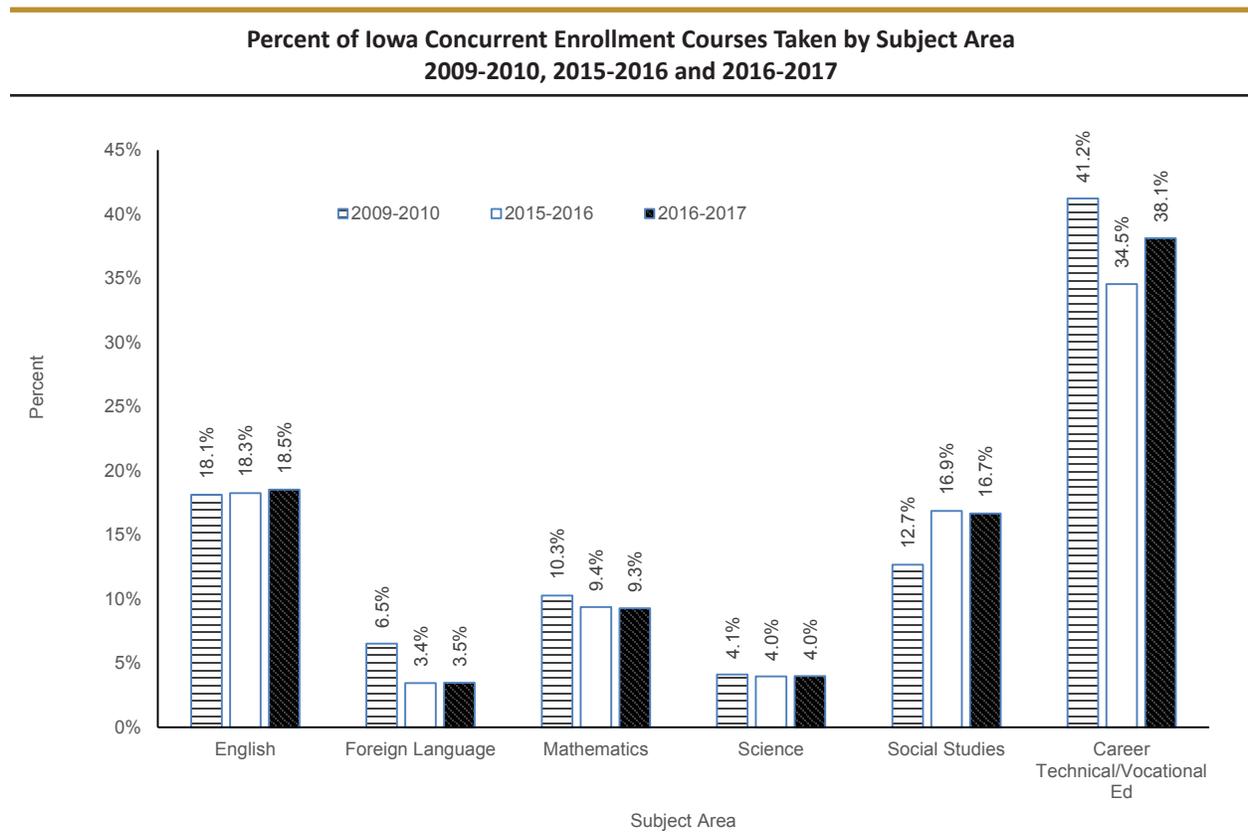
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-20

Iowa Concurrent Enrollment Courses Taken by Subject Area 2009-2010 to 2016-2017								
Subject Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English Language Arts	10,507	11,226	11,636	13,459	13,732	15,533	16,674	17,793
Fine and Performance Arts	1,190	1,447	1,761	2,029	2,397	2,609	2,743	2,912
Foreign Language	3,775	3,887	3,364	3,093	3,262	3,011	3,139	3,328
Mathematics	5,943	6,969	6,872	7,555	8,200	8,311	8,570	8,909
Other	2,909	5,791	5,901	7,372	8,926	8,936	9,637	6,634
Science	2,380	2,352	2,665	2,921	3,163	3,031	3,624	3,829
Social Studies	7,346	9,164	10,238	11,495	12,797	14,061	15,401	16,009
Career Technical/ Vocational Education	23,881	24,874	26,820	25,910	28,904	29,801	31,553	36,617
Total Courses Taken	57,931	65,710	69,257	73,834	81,381	85,293	91,341	96,031

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 5 to 11 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.

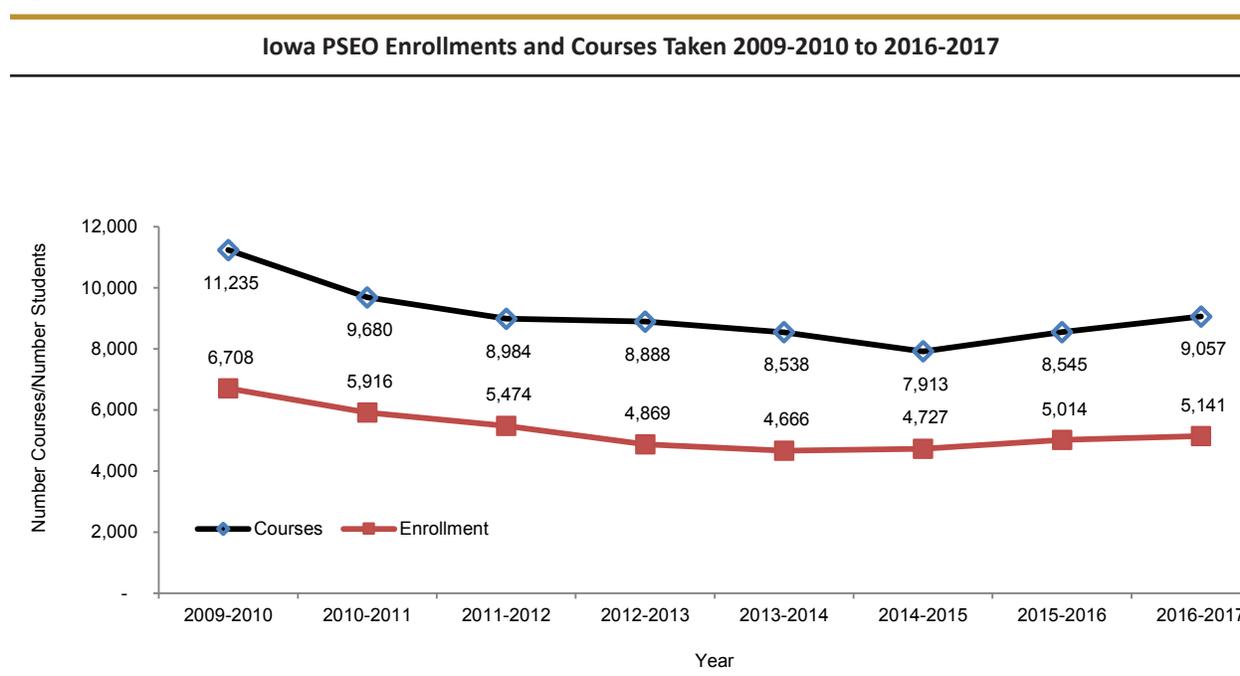
Figure 4-5 shows eight-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2009-2010 to 2016-2017. While the concurrent courses taken are much higher the last few years than the early years (see Figure 4-3) in contrast, the trend switches between PSEO and concurrent enrollment due to recent year's better data reporting from Iowa school districts.

Each year, 88 to 66 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 eight 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 2015-2016 and 2016-2017, 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 2016-2017				
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%
2016-2017	333	306	202	66.0%

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 2016-2017				
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
2016-2017	450	1,482	3,209	5,141

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

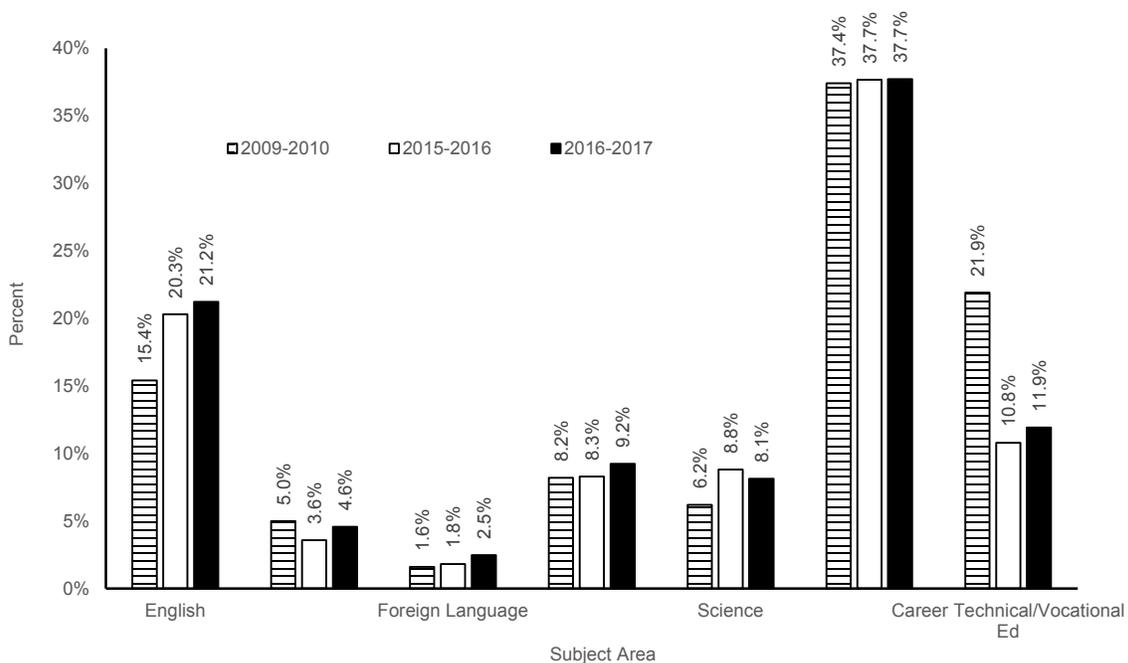
Table 4-23

Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2016-2017								
Subject Areas	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English Language Arts	1,731	1,441	1,417	1,347	1,486	1,394	1,735	1,922
Fine & Performance Arts	556	482	419	357	287	315	307	415
Foreign Language	184	188	186	209	234	171	155	225
Mathematics	926	770	719	931	905	781	709	837
Other	486	356	318	890	708	731	748	428
Science	692	870	946	997	767	580	752	735
Social Studies	4,202	3,663	3,374	3,196	3,205	3,067	3,218	3,415
Career Technical/ Vocational Education	2,458	1,910	1,605	961	946	874	921	1,080
Total Courses Taken	11,235	9,680	8,984	8,888	8,538	7,913	8,545	9,057

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

Figure 4-6

Iowa PSEO Courses Taken by Subject Areas, 2009-2010, 2015-2016 and 2016-2017



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

Note: Each year, about 4 to 9 percent of the PSEO courses taken were in “other” subject areas. For details, see Table 4-23.

Class Size

Overview

The results of 17 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

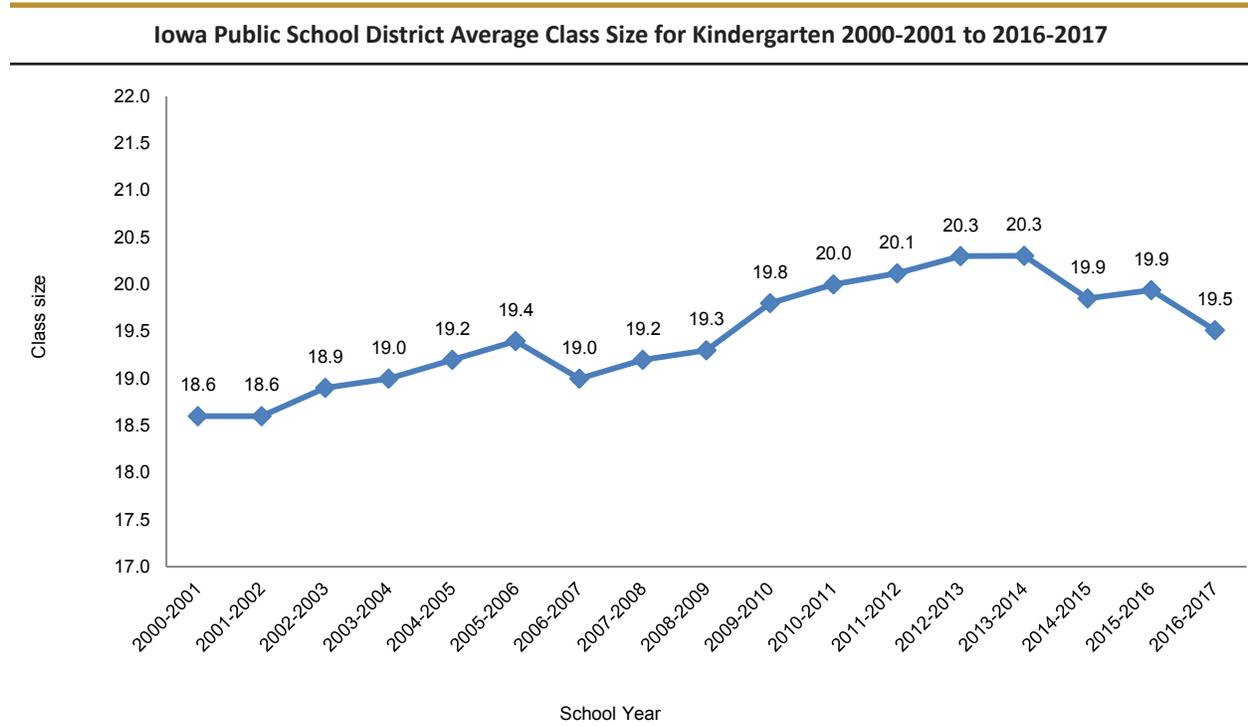
Figures 4-7 to 4-10 provide a summary of average class size in grades kindergarten through third in Iowa public schools for the past 17 years. None of the grades reached the state goal of 17 students per classroom during the years reported.

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 kindergarten 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. First and second grades had a modest increase, while kindergarten showed a modest average class size decrease and third grade remained the same as the previous year.

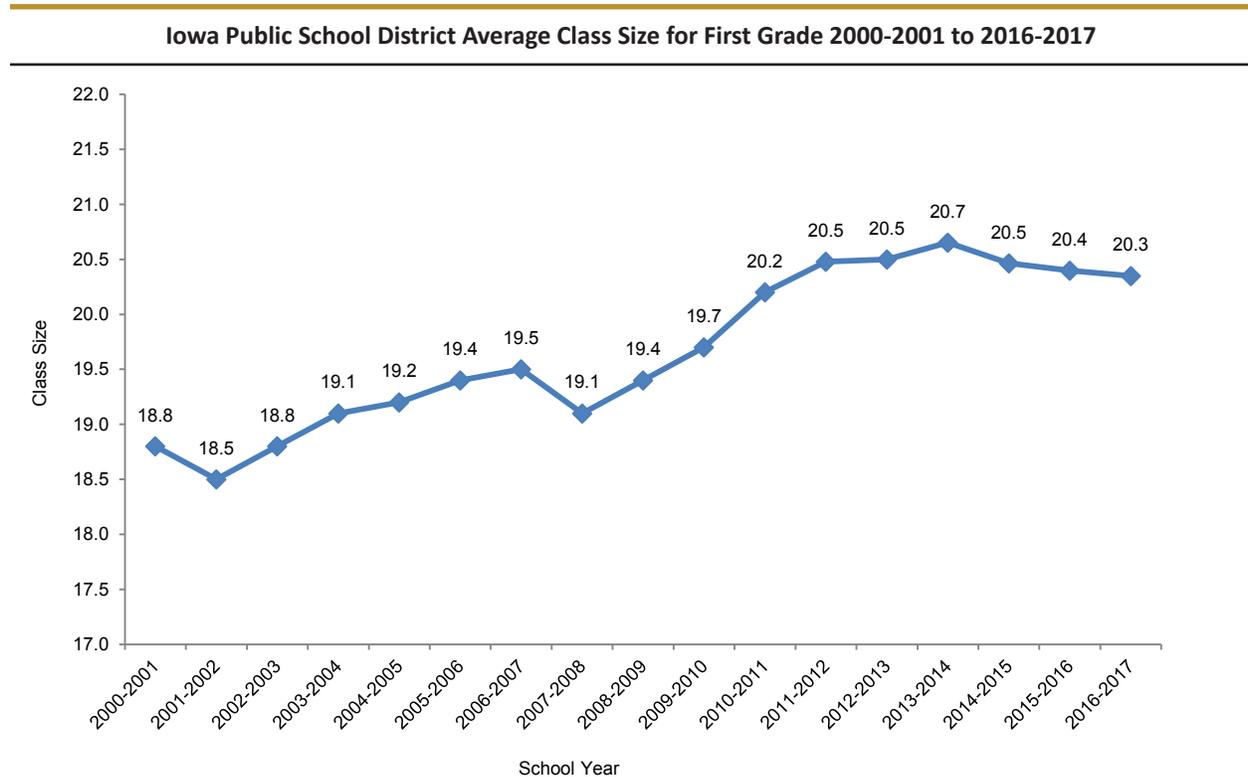
Summary statistics are presented in Table 4-26.

Figure 4-7



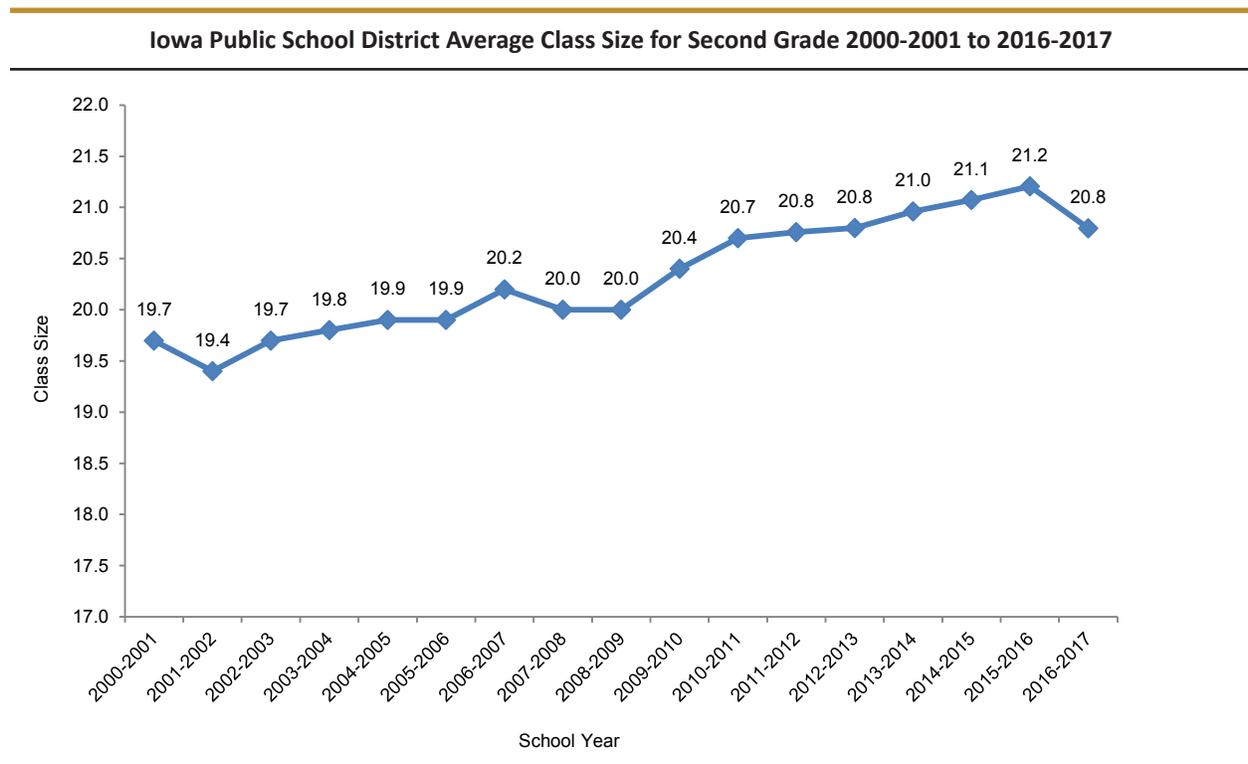
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Figure 4-8



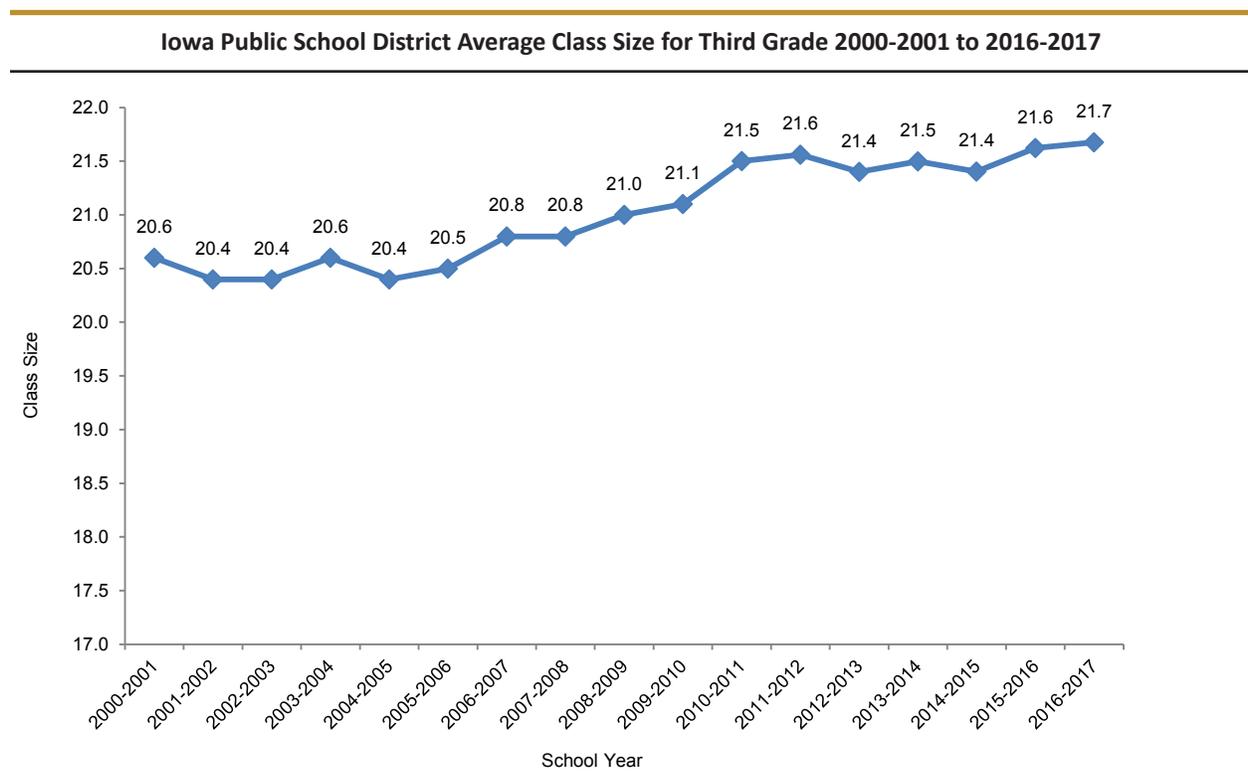
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

Figure 4-9



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

Figure 4-10



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 2016-2017

Grade	1998-1999 Enrollment	2016-2017 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	38,196	2,424	6.8%	-1.0%
1	35,699	36,017	318	0.9%	1.0%
2	35,866	36,599	733	2.0%	0.5%
3	36,500	36,599	99	0.3%	0%

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 2016-2017						
Grade	Students		Teachers		Average Class Size	
	1998-1999	2016-2017	1998-1999	2016-2017	1998-1999	2016-2017
Kindergarten	33,618	36,236	1,613.7	1,854.0	19.7	19.5
1	33,053	35,508	1,644.6	1,749.1	20.1	20.3
2	33,151	36,041	1,592.1	1,733.8	20.7	20.8
3	34,153	37,259	1,578.3	1,720.9	21.7	21.7

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

Table 4-26

Class Size Summary Statistics for Kindergarten Through Grade 3 in Iowa Public Schools 2000-2001, 2015-2016 and 2016-2017							
	School Year	Students	Classrooms	Teacher	Mean	Min	Max
				FTEs			
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2015-2016	37,308	1,871	1,872.5	19.9	2	33
	2016-2017	36,236	1,857	1,854.0	19.5	2	40
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2015-2016	35,920	1,761	1,762.0	20.4	5	28
	2016-2017	35,508	1,745	1,749.1	20.3	1	28
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2015-2016	36,943	1,742	1,743.0	21.2	5	32
	2016-2017	36,041	1,733	1,733.8	20.8	2	31
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2015-2016	36,821	1,703	1,704.0	21.6	6	32
	2016-2017	37,259	1,719	1,720.9	21.7	1	34

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 2016-2017. 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 2016-2017								
Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2016-2017	1998-1999	2016-2017	1998-1999	2016-2017	1998-1999	2016-2017
<300	13.9	15.5	14.3	15.1	15.0	15.4	16.9	15.6
300-599	17.6	17.8	17.4	17.7	17.9	17.8	19.3	19.3
600-999	18.2	18.3	19.0	18.8	19.6	19.5	20.3	20.4
1,000-2,499	19.8	19.0	20.3	20.5	21.3	20.7	21.9	22.1
2,500-7,499	21.5	20.2	21.6	21.5	22.0	21.9	23.0	22.5
7,500+	20.7	21.0	21.1	21.6	21.7	22.2	23.0	22.7
State	19.7	19.5	20.1	20.3	20.7	20.8	21.7	21.7

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 2016 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2016 at 75.85 percent.

Table 4-28

State Class Size Reduction Allocation for Iowa Public Schools FY 2010 to FY 2017	
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
2017	\$33.9 Million

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

Table 4-29

FY 2016 Iowa Early Intervention Block Grant Program Expenditures by Object		
Object Category	Expenditures	Percent
Salaries	24,845,018	75.85%
Benefits	7,856,847	23.99%
Purchased Services	20,009	0.06%
Supplies	33,439	0.10
Equipment	-	-
Other	-	-
Total	32,755,313	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.

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 expenditures increased significantly in each size category except the <300 and the 1,000-2,499 sized districts. The state's largest districts (enrollment ≥ 7,500) spent more than 28 percent more on technology in 2015-2016 despite a meager 1 percent increase in enrollment.

Table 4-30

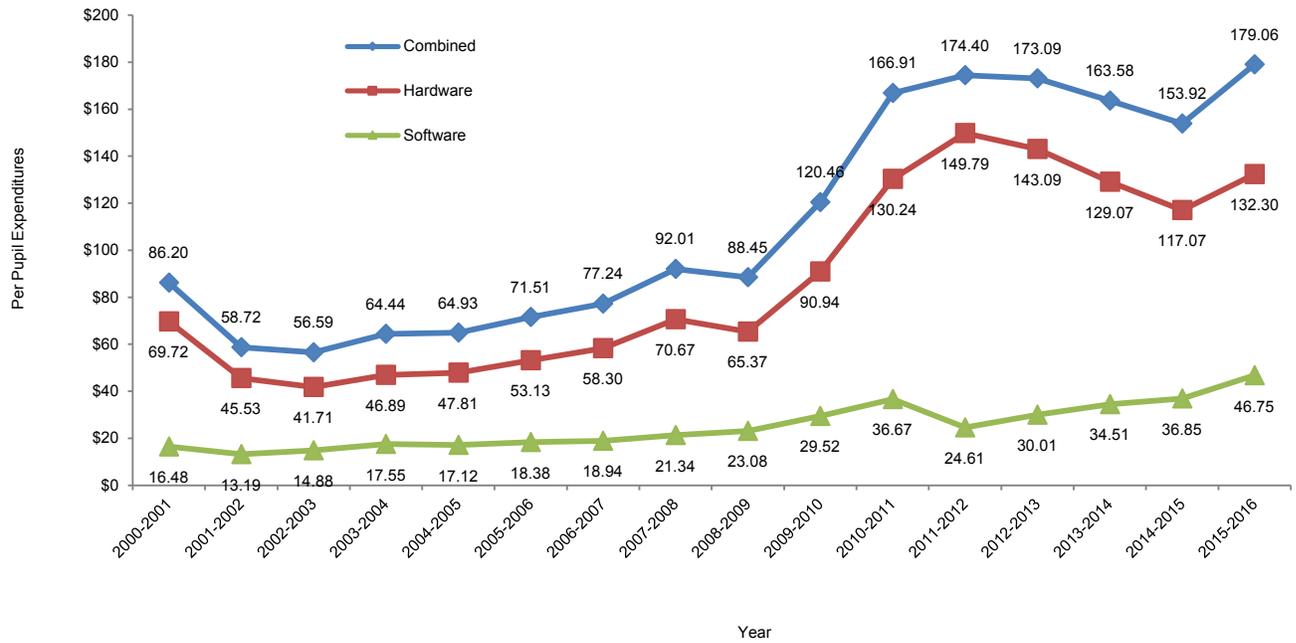
Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2014-2015 and 2015-2016								
Year	No. of Districts	Software			Hardware		Combined	
		Total Enrollment	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2014-2015	338	480,772	17,714,912	36.85	56,284,093	117.07	73,999,005	153.92
2015-2016	336	483,451	22,602,299	46.75	63,962,675	132.30	86,564,974	179.06

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 2015-2016



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, 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							
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
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
2015-2016							
Enrollment	8,873	46,037	63,362	116,020	95,647	153,512	483,451
Software	333,929	1,633,809	1,921,121	4,356,819	3,659,472	10,697,149	22,602,299
Per Pupil	37.63	35.49	30.32	37.55	38.26	69.68	46.75
Hardware	948,183	8,305,238	10,815,268	17,066,368	10,393,087	16,434,531	63,962,675
Per Pupil	106.86	180.40	170.69	147.10	108.66	107.06	132.30
Total Software & Hardware	1,282,112	9,939,047	12,736,390	21,423,187	14,052,558	27,131,680	86,564,974
Per Pupil	144.49	215.89	201.01	184.65	146.92	176.74	179.06

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.

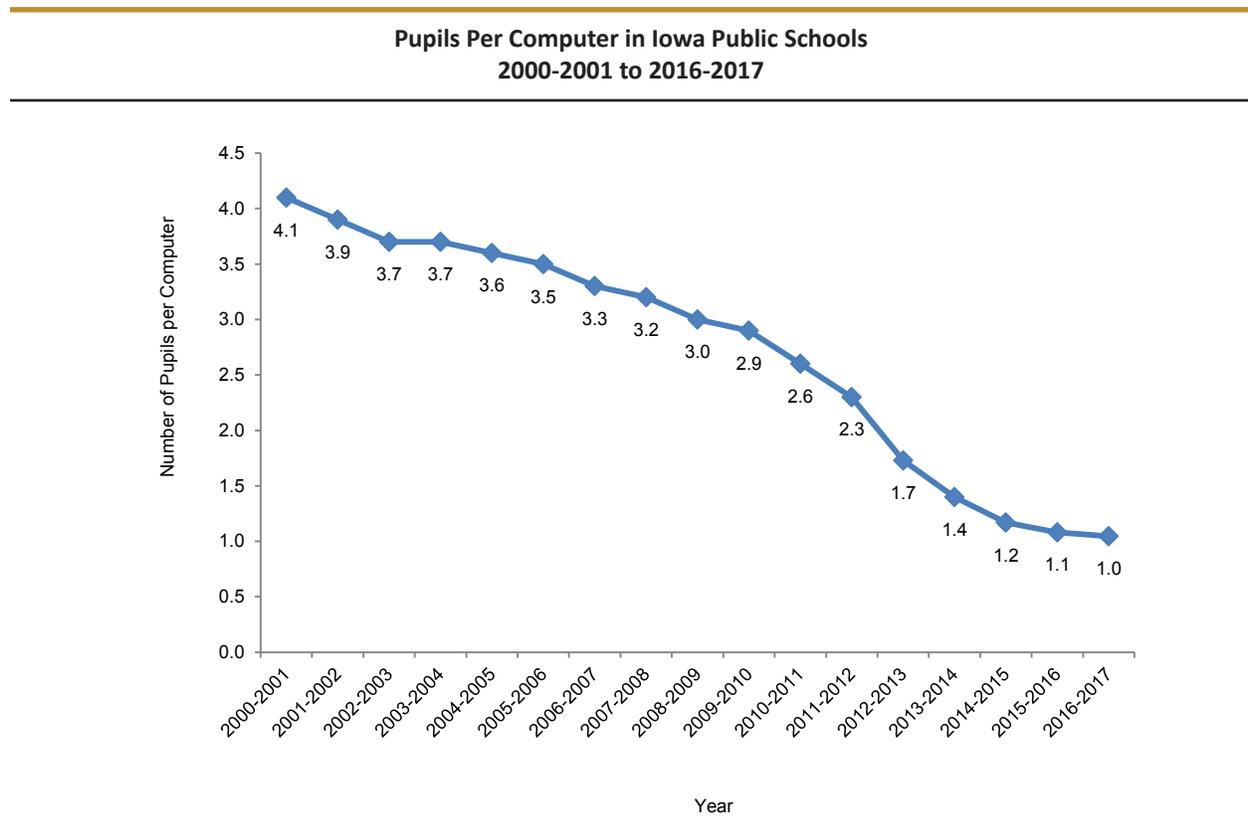
Availability of Computers

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. As of 2016-2017, the statewide pupils per computer has reached 1.0. Districts with enrollments of 7,500 or more are the furthest behind with 1.3 pupils per computer.

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. Statewide high schools remained at one pupil per computer and middle schools and junior high schools continued to exceed the one pupil per device goal. Districts with largest enrollments continue to lag behind their smaller sized peers.

Figure 4-12

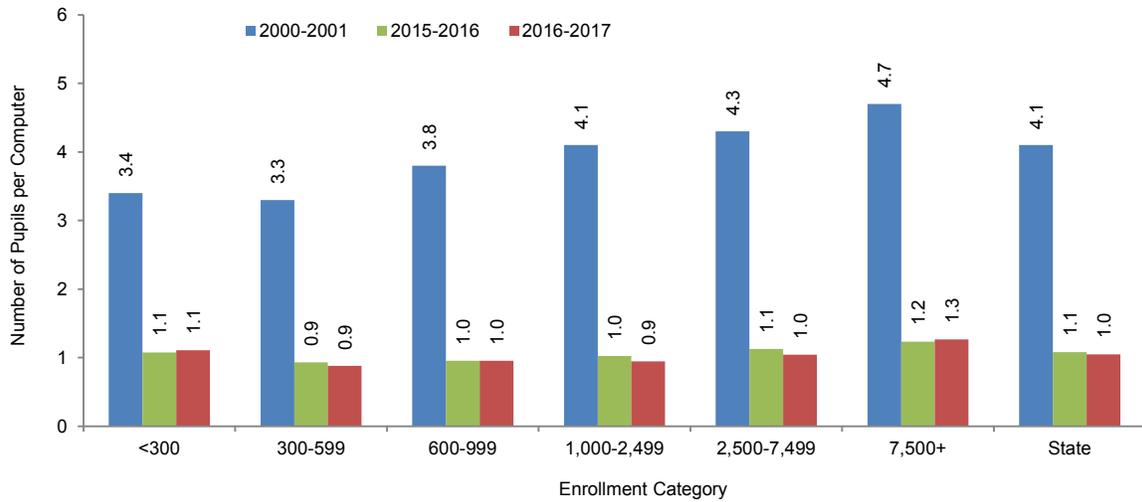


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Note: Pupils per computer based on Certified Enrollment.

Figure 4-13

**Pupils Per Computer in Iowa Public Schools
by Enrollment Category
2000-2001, 2015-2016 and 2016-2017**



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, 2015-2016, 2016-2017							
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
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
2016-2017							
Total Number of Districts	38	103	80	77	22	11	331
Number of Computers	7,818	53,815	62,618	122,976	92,551	122,519	462,297
Certified Enrollment	8,663	47,325	59,628	116,271	96,535	154,884	483,306
Pupils per Computer	1.1	0.9	1.0	0.9	1.0	1.3	1.0

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, 2015-2016 and 2016-2017

	Enrollment Category							State
	2015-2016	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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 School	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	
2016-2017								
Number of Computers in HS	2,456	24,492	25,178	43,129	27,108	33,104	155,467	
Pupils per Computer in HS	0.9	0.8	0.8	0.9	1.0	1.2	1.0	
Number of Computers in Middle School/Jr High School	906	6,447	12,226	34,032	23,263	30,864	107,738	
Pupils per Computer in Middle School/Jr High School	0.8	0.9	0.9	0.9	0.9	1.1	0.9	
Number of Computers in EL School	4,346	22,492	24,912	45,483	41,753	56,113	195,099	
Pupils per Computer in EL School	1.0	1.0	1.1	1.1	1.1	1.3	1.1	
Number of Computers in Other Schools	110	384	302	332	427	2,438	3,993	
Pupils Per Computer in Other Schools	0.7	1.5	2.1	1.0	0.6	1.0	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 4-34 shows bandwidth for public schools in Iowa by enrollment category. These ranges have changed from prior years, and now reach into the gigabit (1,000 megabits) realm. All but one of the largest districts have bandwidths greater than 100 megabits and 76 percent of the largest districts are in the gigabit range. Table 4-35 provides the number of buildings and bandwidth by school type within enrollment category. In contrast to computer accessibility, the percentage of schools with gigabit-level bandwidth decreases as the grade levels increase. Thirty percent of elementary schools reported bandwidth of gigabit or more while only 17 percent of high schools have such access.

Table 4-34

Bandwidth by Public School by District Enrollment Category 2016-2017							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	69	243	251	313	173	254	1,303
Internet not Available	0	3	7	0	0	0	10
Bandwidth below 100 Megabits	49	78	40	38	21	1	227
Bandwidth 100 to 200 Megabits	15	99	109	37	19	17	296
Bandwidth 200 to 1,000 Megabits	5	46	81	182	71	42	427
Bandwidth 1,000 to 10,000 Megabits	0	17	14	55	61	191	338
Bandwidth >10,000 Megabits	0	0	0	1	1	3	5

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 2016-2017**

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	93	80	77	23	27	320
Internet not Available	0	1	0	0	0	0	1
Bandwidth below 100 Megabits	14	26	6	2	0	0	48
Bandwidth 100 to 200 Megabits	4	40	41	12	2	2	101
Bandwidth 200 to 1,000 Megabits	2	20	28	49	12	5	116
Bandwidth 1,000 to 10,000 Megabits	0	6	5	14	8	17	50
Bandwidth >10,000 Megabits	0	0	0	0	1	3	4
Middle/Jr High Schools							
Total Number of Schools	10	37	54	76	28	46	251
Internet not Available	0	1	0	0	0	0	1
Bandwidth below 100 Megabits	6	13	9	6	2	0	36
Bandwidth 100 to 200 Megabits	3	12	21	10	1	4	51
Bandwidth 200 to 1,000 Megabits	1	7	21	45	15	7	96
Bandwidth 1,000 to 10,000 Megabits	0	4	3	14	10	35	66
Bandwidth >10,000 Megabits	0	0	0	1	0	0	1
Elementary Schools							
Total Number of Schools	38	111	110	150	118	170	697
Internet not Available	0	1	7	0	0	0	8
Bandwidth below 100 Megabits	28	38	22	28	18	1	135
Bandwidth 100 to 200 Megabits	8	46	45	15	16	11	141
Bandwidth 200 to 1,000 Megabits	2	19	30	83	42	29	205
Bandwidth 1,000 to 10,000 Megabits	0	7	6	24	42	129	208
Bandwidth >10,000 Megabits	0	0	0	0	0	0	0
Other Schools							
Total Number of Schools	1	2	7	10	4	11	35
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 100 Megabits	1	1	3	2	1	0	8
Bandwidth 100 to 200 Megabits	0	1	2	0	0	0	3
Bandwidth 200 to 1,000 Megabits	0	0	2	5	2	1	10
Bandwidth 1,000 to 10,000 Megabits	0	0	0	3	1	10	14
Bandwidth >10,000 Megabits	0	0	0	0	0	0	0

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, and primary language subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group. Due to the data source change, the migrant student data are not available in the 2016 and 2017 annual reports.

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 2015-2017 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 2015-2017**

Grade 4	2011-2013	2012-2014	2014-2016	2015-2017
Male	19,400	19,550	20,160	20,650
Female	18,620	18,790	19,310	19,710
African American	1,910	2,000	2,120	2,250
American Indian	170	170	150	150
Asian	880	900	900	910
Hispanic	3,500	3,640	4,150	4,380
White	30,430	30,330	30,540	30,920
ELL ¹	2,270	2,440	2,750	2,640
SES Eligible ²	15,320	15,550	16,630	17,050
IEP ³	4,590	4,580	4,660	4,870

Table 5-1 (...continued)

Grade 8	2011-2013	2012-2014	2014-2016	2015-2017
Male	19,370	19,580	19,460	19,620
Female	18,470	18,600	18,640	18,770
African American	1,850	1,910	1,950	2,030
American Indian	180	170	170	160
Asian	760	820	870	950
Hispanic	3,050	3,270	3,540	3,750
White	31,010	30,910	30,300	30,190
ELL ¹	1,150	1,280	1,410	1,540
SES Eligible ²	13,880	14,220	14,360	14,530
IEP ³	4,560	4,530	4,340	4,350
Grade 11				
Male	18,380	18,490	18,470	18,630
Female	17,620	17,570	17,760	17,830
African American	1,500	1,600	1,720	1,780
American Indian	170	160	150	130
Asian	790	850	880	940
Hispanic	2,540	2,690	2,990	3,220
White	30,230	29,910	29,520	29,320
ELL ¹	830	860	890	1,060
SES Eligible ²	10,960	11,270	11,580	11,840
IEP ³	3,770	3,730	3,540	3,470

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 2015-2017**

Grade 4	2011-2013	2012-2014	2014-2016	2015-2017
Male	19,410	19,570	20,190	20,690
Female	18,630	18,800	19,330	19,740
African American	1,910	2,000	2,130	2,280
American Indian	170	170	150	150
Asian	890	910	910	930
Hispanic	3,510	3,660	4,170	4,410
White	30,440	30,340	30,540	30,920
ELL ¹	2,280	2,470	2,800	2,710
SES Eligible ²	15,340	15,580	16,670	17,110
IEP ³	4,600	4,590	4,660	4,870
Grade 8	2011-2013	2012-2014	2014-2016	2015-2017
Male	19,380	19,590	19,470	19,620
Female	18,480	18,610	18,650	18,770
African American	1,850	1,910	1,960	2,040
American Indian	180	170	170	160
Asian	770	830	880	950
Hispanic	3,060	3,290	3,560	3,750
White	31,020	30,910	30,300	30,180
ELL ¹	1,180	1,300	1,440	1,570
SES Eligible ²	13,910	14,230	14,390	14,540
IEP ³	4,570	4,520	4,340	4,350

Table 5-2 (...continued)

Grade 11	2011-2013	2012-2014	2014-2016	2015-2017
Male	18,380	18,490	18,420	18,640
Female	17,620	17,560	17,690	17,830
African American	1,500	1,590	1,720	1,790
American Indian	170	160	150	130
Asian	790	860	890	950
Hispanic	2,540	2,700	3,000	3,220
White	30,230	29,900	29,400	29,310
ELL ¹	850	870	910	1,080
SES Eligible ²	10,950	11,270	11,540	11,850
IEP ³	3,770	3,730	3,510	3,460

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 2015-2017**

Grade 8	2011-2013	2012-2014	2014-2016	2015-2017
Male	19,290	19,480	19,390	19,550
Female	18,400	18,500	18,570	18,690
African American	1,850	1,910	1,960	2,040
American Indian	180	170	170	160
Asian	770	830	880	960
Hispanic	3,060	3,280	3,560	3,770
White	30,850	30,710	30,120	30,010
ELL ¹	1,180	1,300	1,440	1,580
SES Eligible ²	13,890	14,230	14,390	14,570
IEP ³	4,560	4,530	4,350	4,360
Grade 11	2011-2013	2012-2014	2014-2016	2015-2017
Male	18,350	18,470	18,470	18,630
Female	17,600	17,550	17,740	17,810
African American	1,490	1,590	1,720	1,790
American Indian	170	160	150	130
Asian	790	860	890	950
Hispanic	2,540	2,700	3,000	3,220
White	30,200	29,880	29,490	29,290
ELL ¹	840	870	910	1,080
SES Eligible ²	10,930	11,250	11,570	11,830
IEP ³	3,760	3,730	3,520	3,460

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.

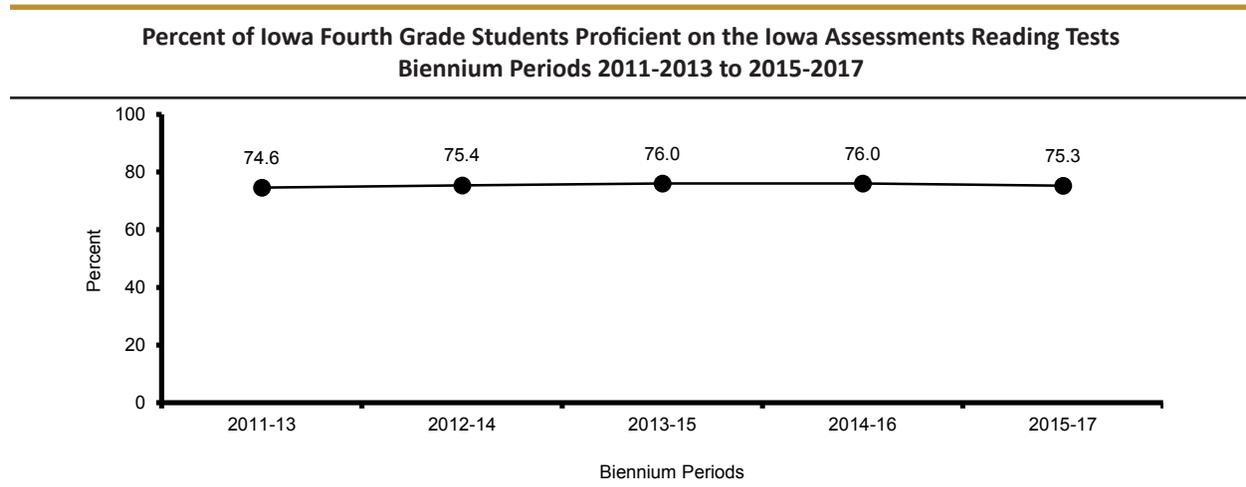
²SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

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, and primary language status).

Figure 5-1

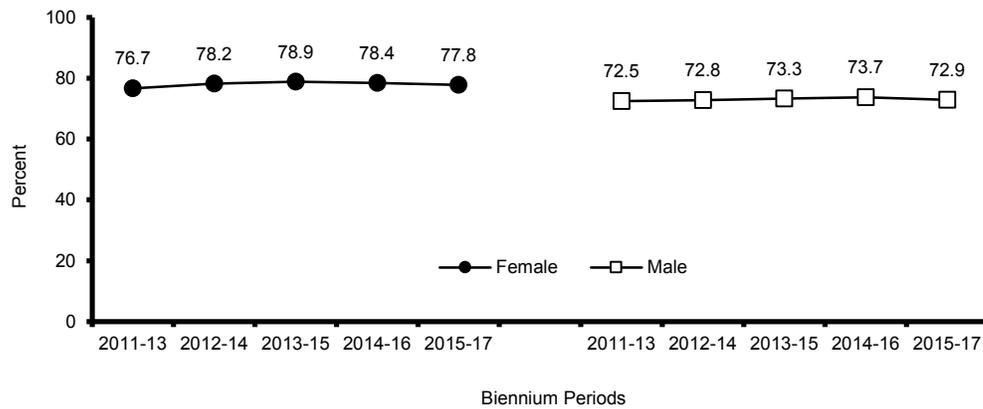


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 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 2015-2017

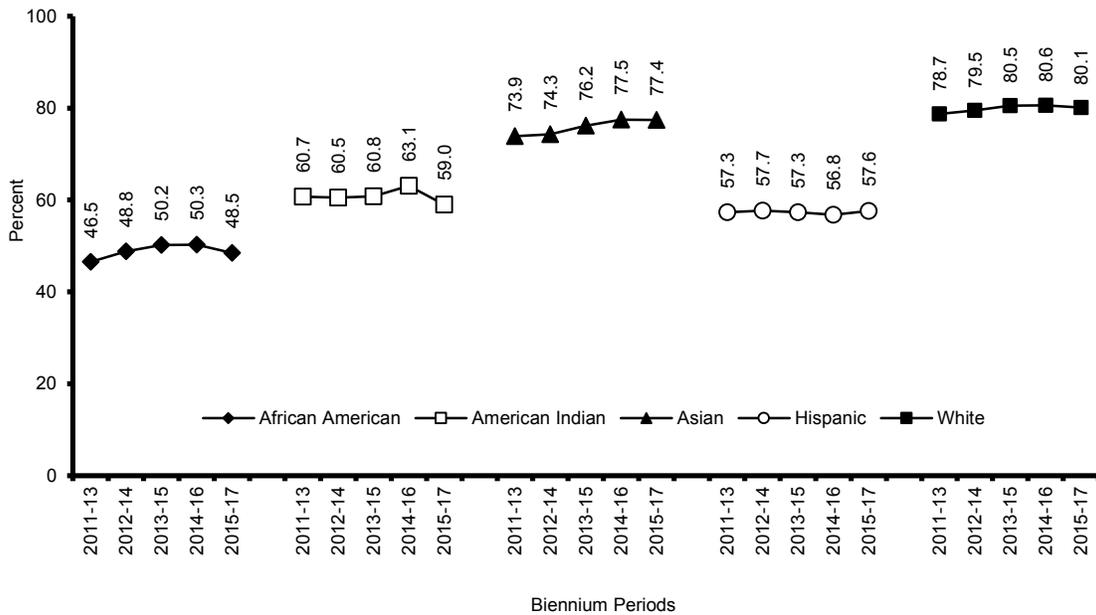


Source: Iowa Testing Programs, The University of Iowa.

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 2015-2017

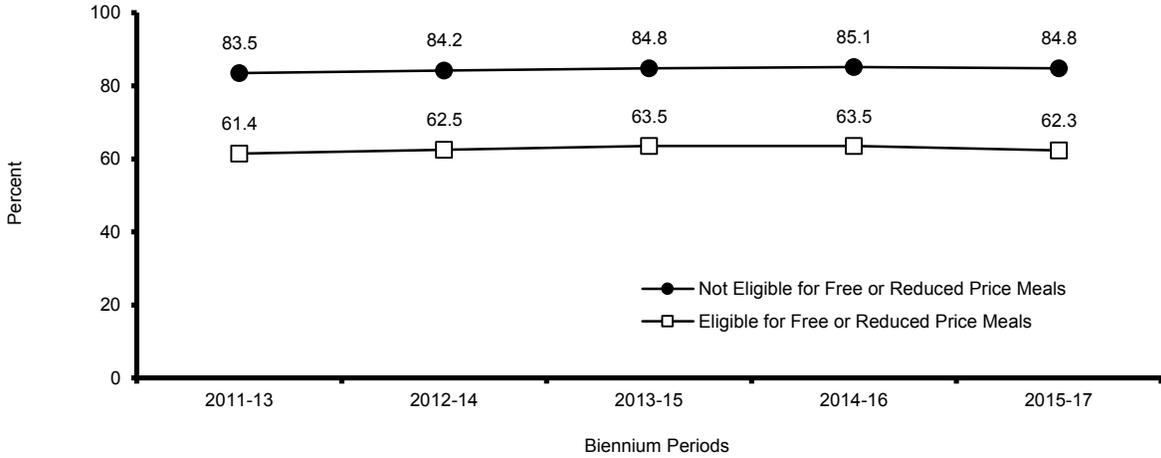


Source: Iowa Testing Programs, The University of Iowa.

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 2015-2017



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.

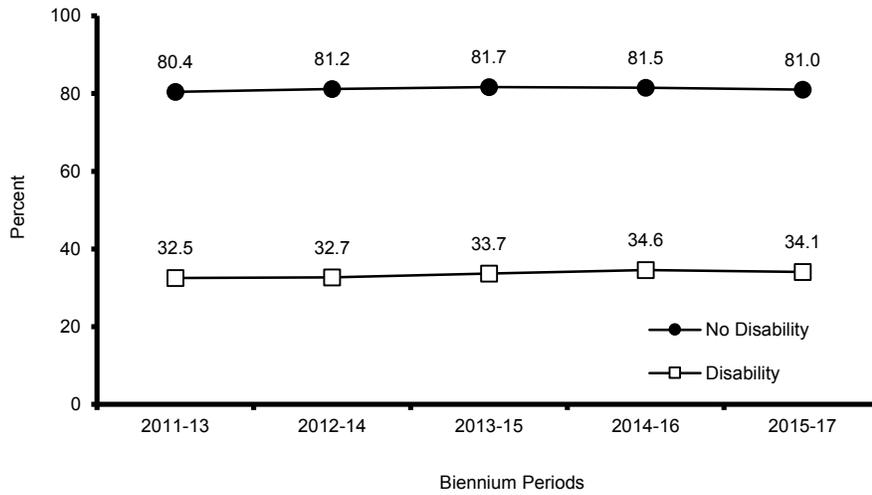
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 2015-2017**



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.

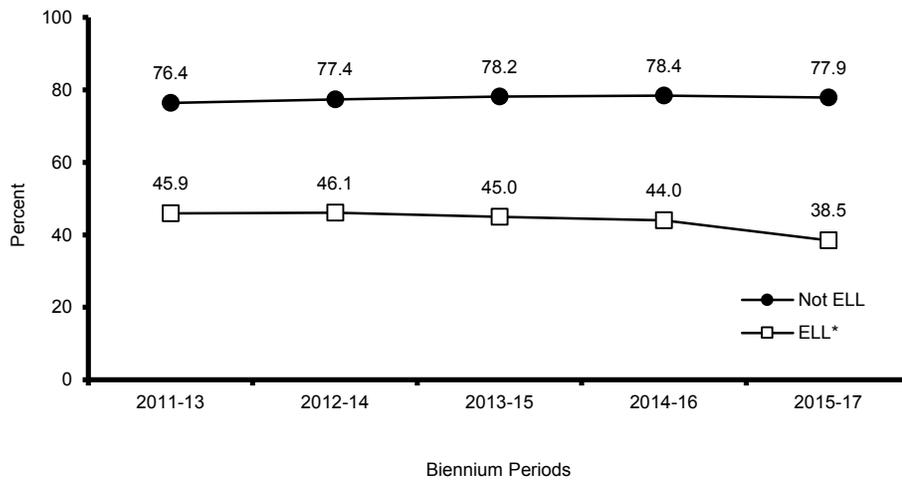
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually understands factual information and new words in context.

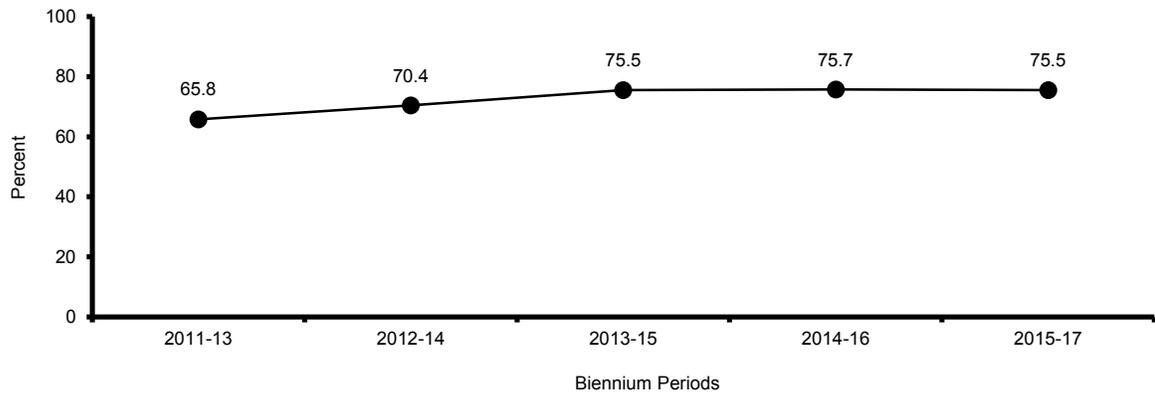
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 5-7

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests
Biennium Periods 2011-2013 to 2015-2017



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.

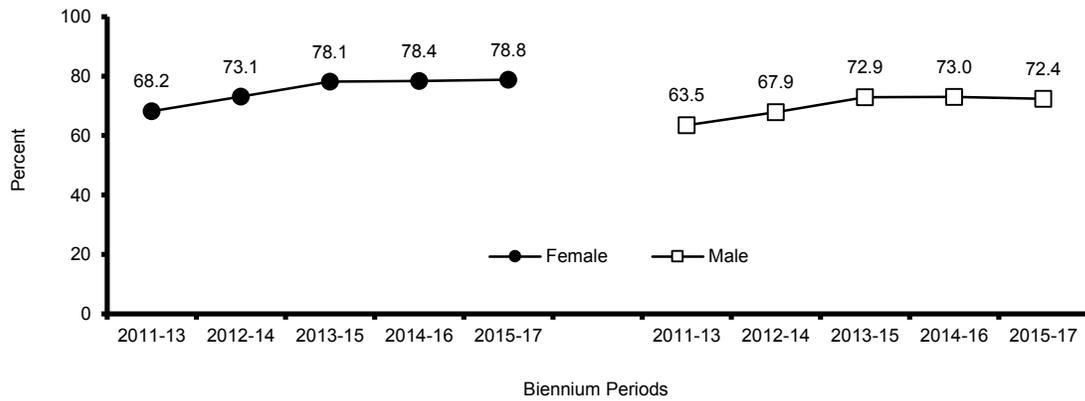
A student designated as proficient can, at a minimum, do the following:

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 5-8

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Gender
Biennium Periods 2011-2013 to 2015-2017**

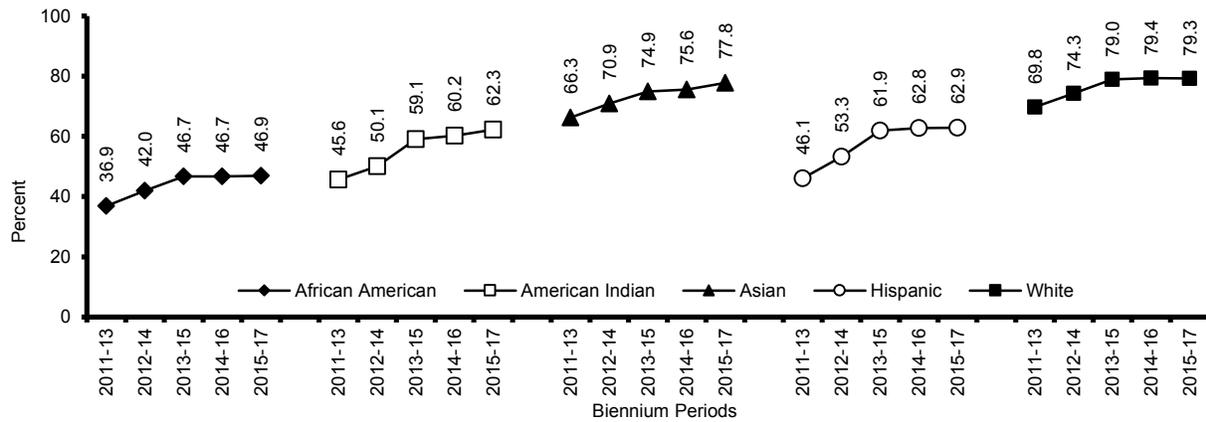


Source: Iowa Testing Programs, The University of Iowa.

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 Race/Ethnicity
Biennium Periods 2011-2013 to 2015-2017**

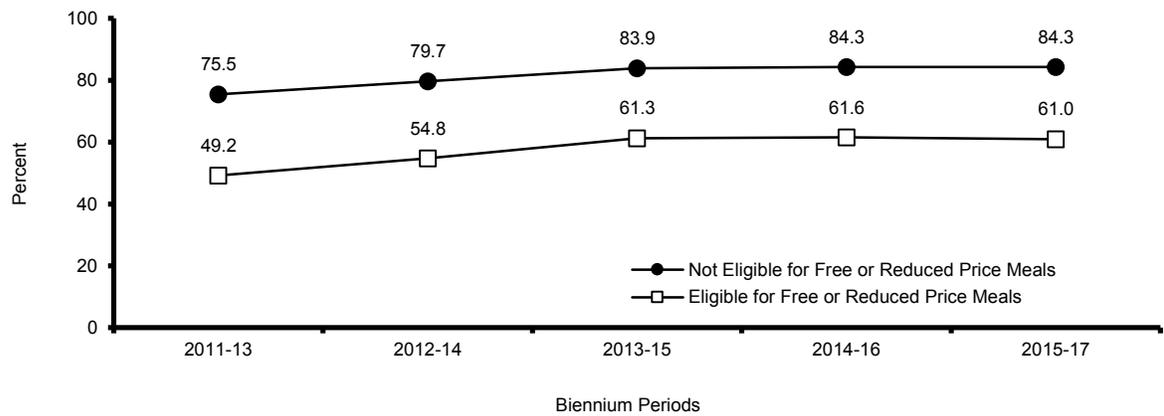


Source: Iowa Testing Programs, The University of Iowa.

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 Socioeconomic Status* Biennium Periods 2011-2013 to 2015-2017

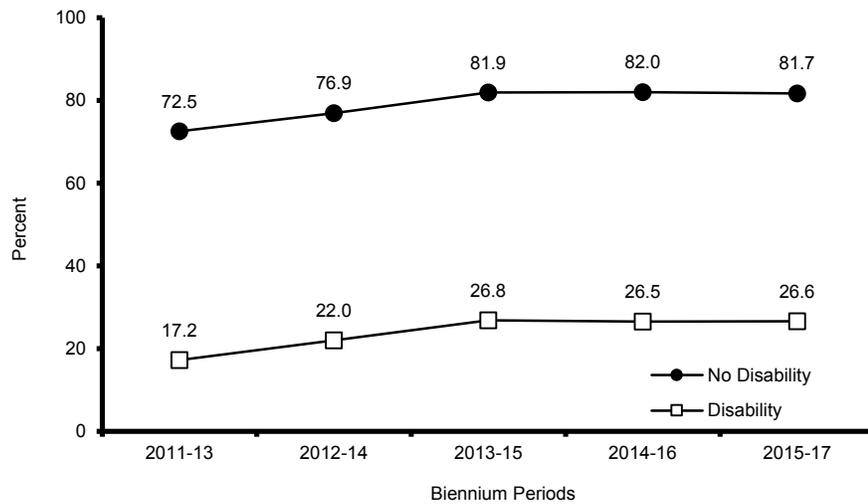


Source: Iowa Testing Programs, The University of Iowa.

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 5-11

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status*
Biennium Periods 2011-2013 to 2015-2017

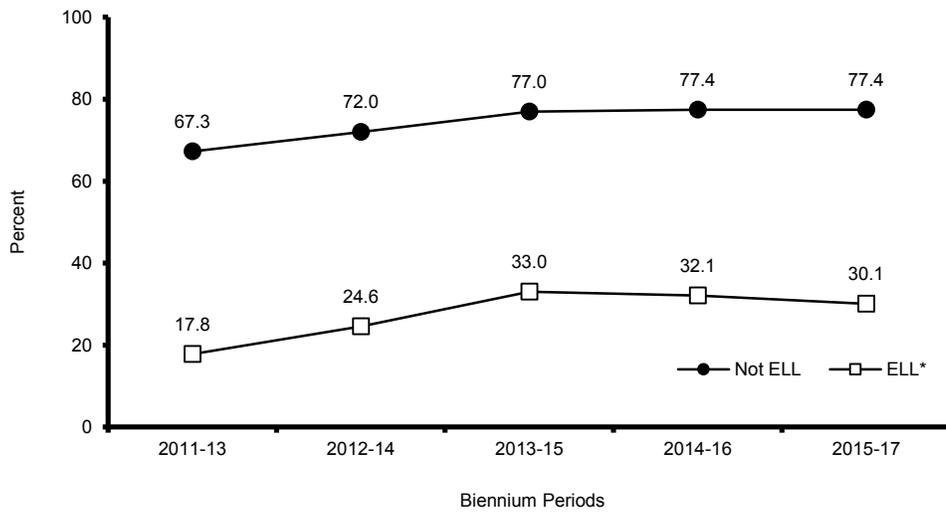


Source: Iowa Testing Programs, The University of Iowa.

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 5-12

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



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:

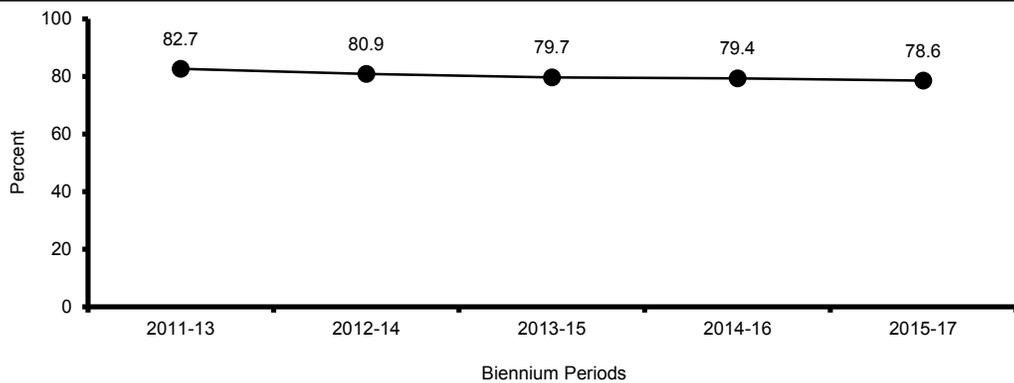
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 5-13

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests
Biennium Periods 2011-2013 to 2015-2017

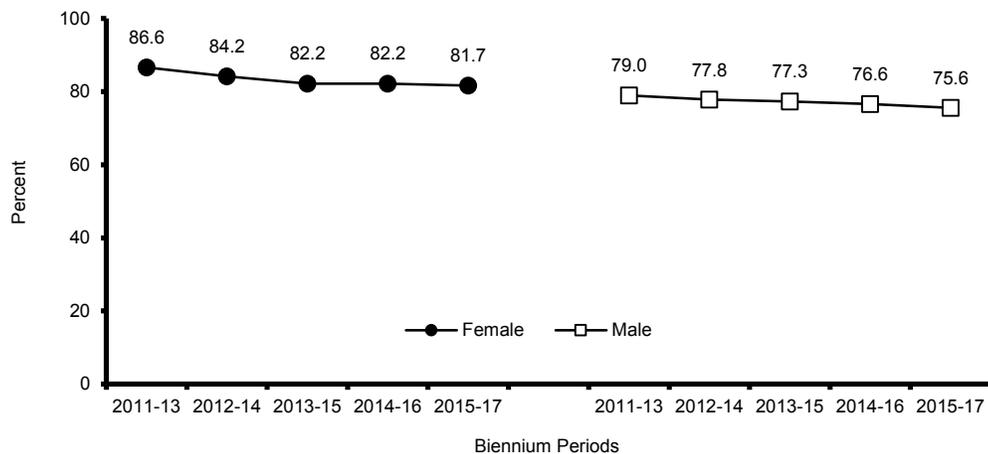


Source: Iowa Testing Programs, The University of Iowa.

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 5-14

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Reading Tests by Gender
Biennium Periods 2011-2013 to 2015-2017

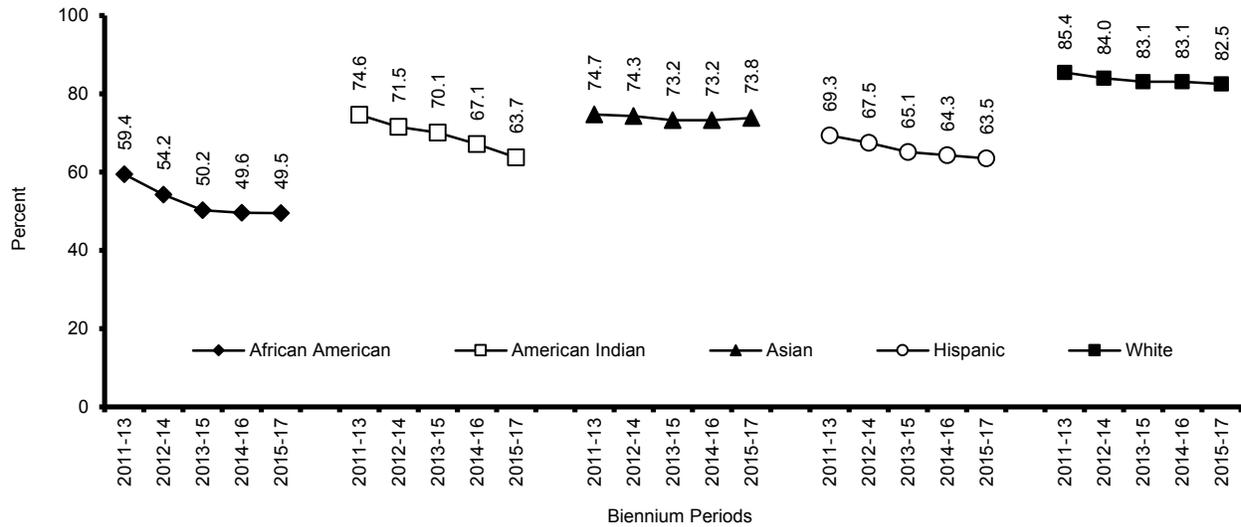


Source: Iowa Testing Programs, The University of Iowa.

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 5-15

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

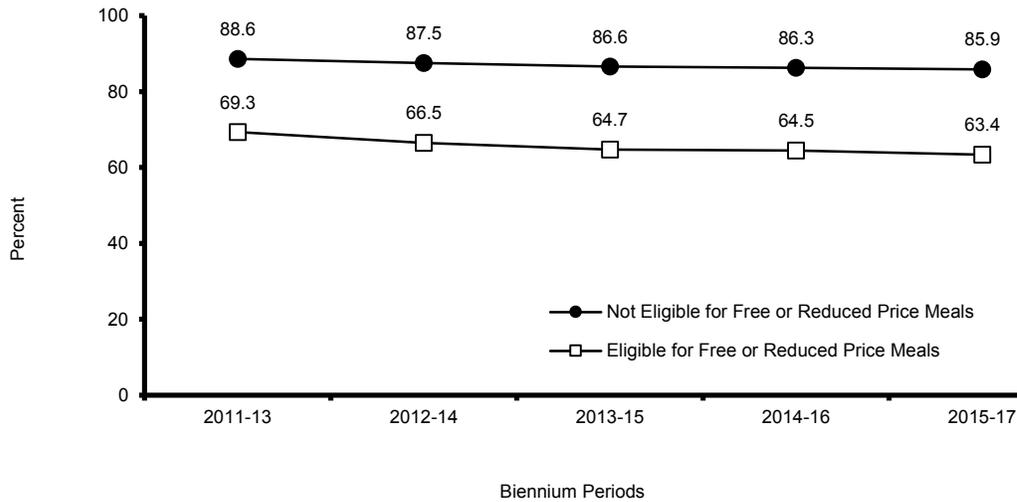
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2015-2017



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.

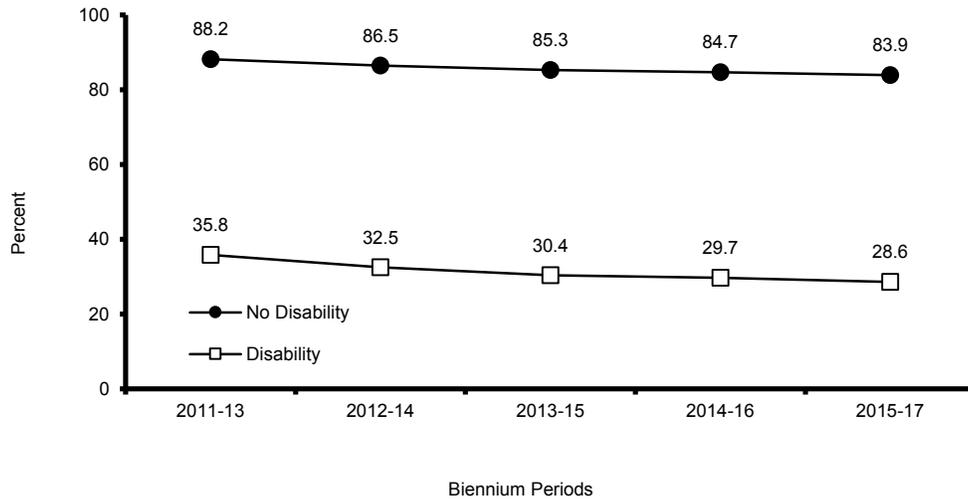
A student designated as proficient can, at a minimum, do the following:

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 5-17

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status*
Biennium Periods 2011-2013 to 2015-2017



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.

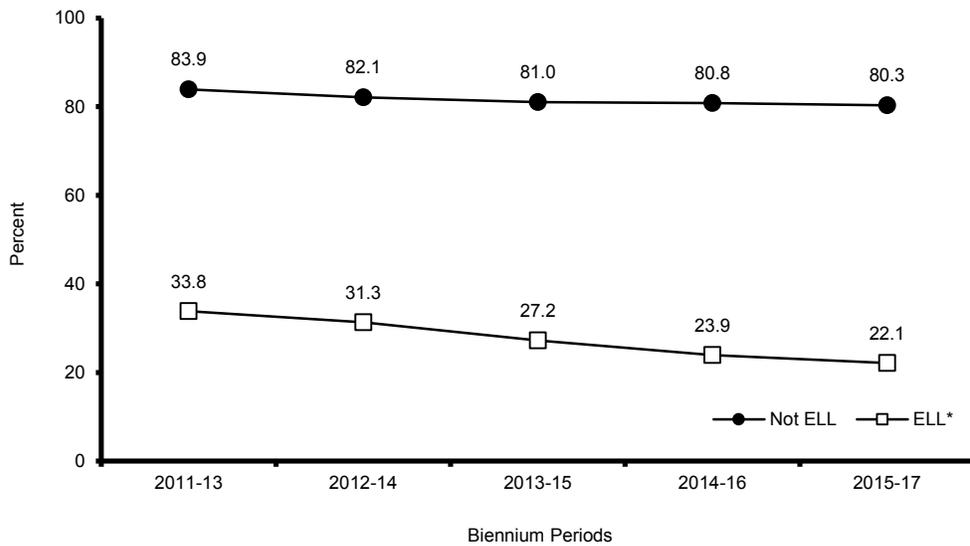
A student designated as proficient can, at a minimum, do the following:

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 5-18

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



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.

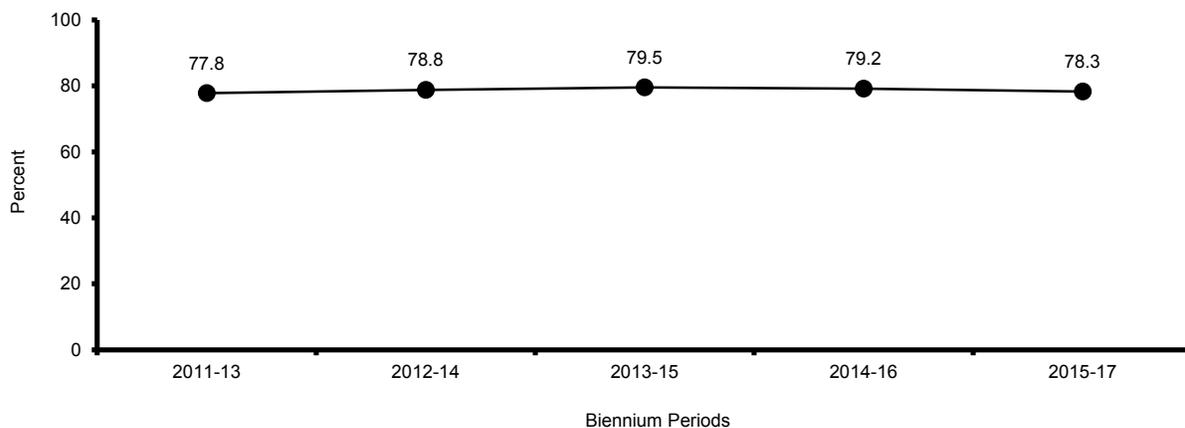
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic 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, and primary language status).

Figure 5-19

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

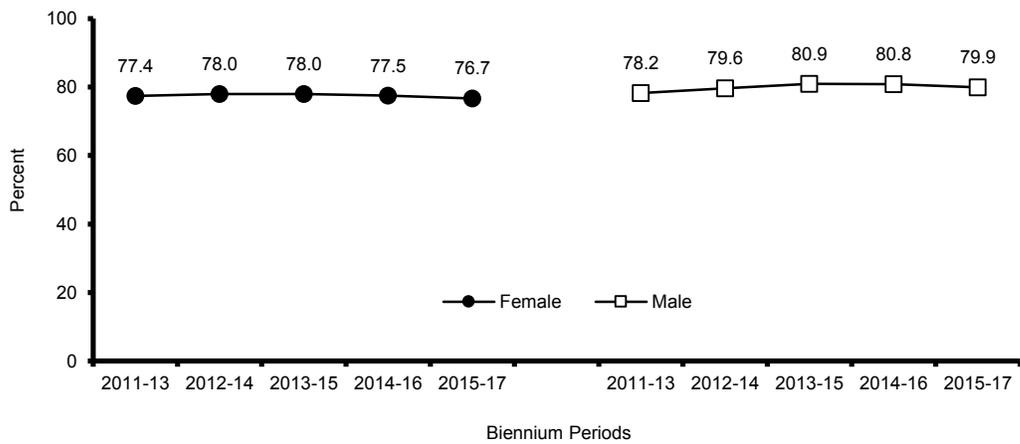
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-20

**Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender
Biennium Periods 2011-2013 to 2015-2017**

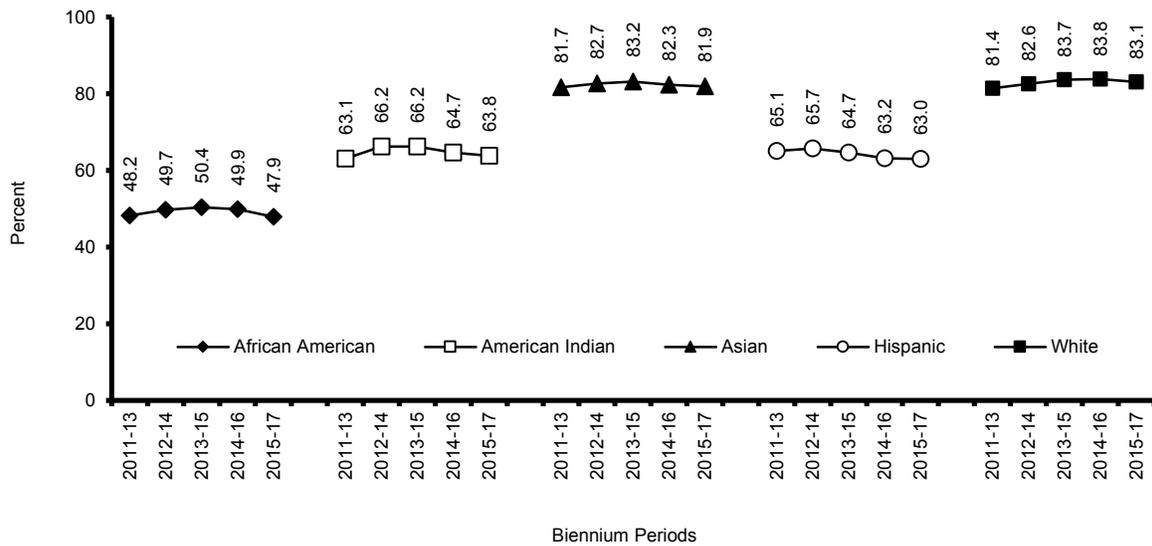


Source: Iowa Testing Programs, The University of Iowa.

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 5-21

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

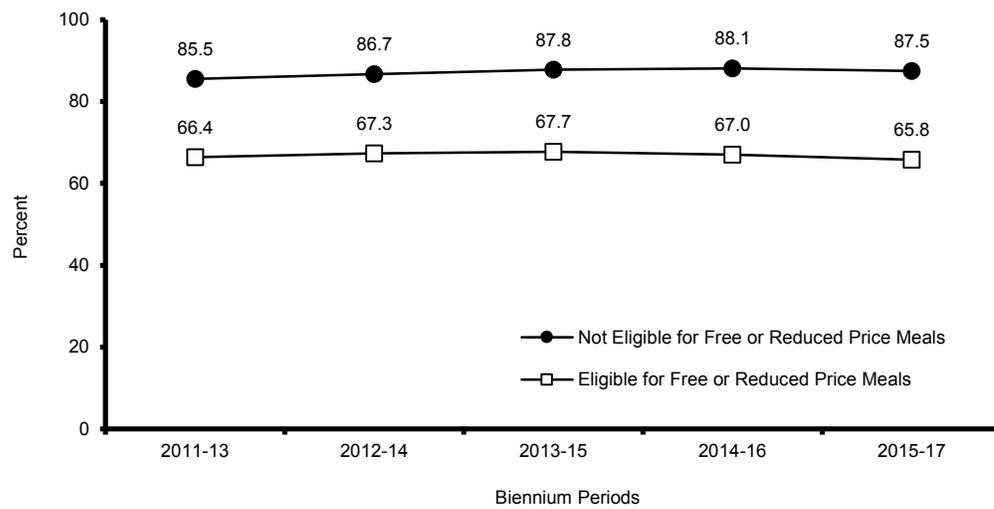
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-22

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2015-2017



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.

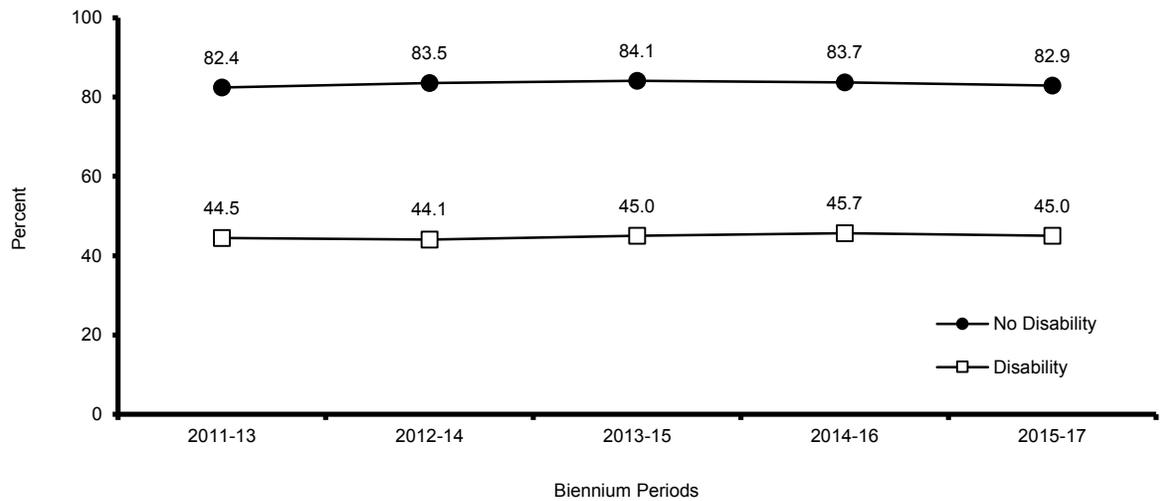
A student designated as proficient can, at a minimum, do the following:

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 5-23

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status* Biennium Periods 2011-2013 to 2015-2017



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.

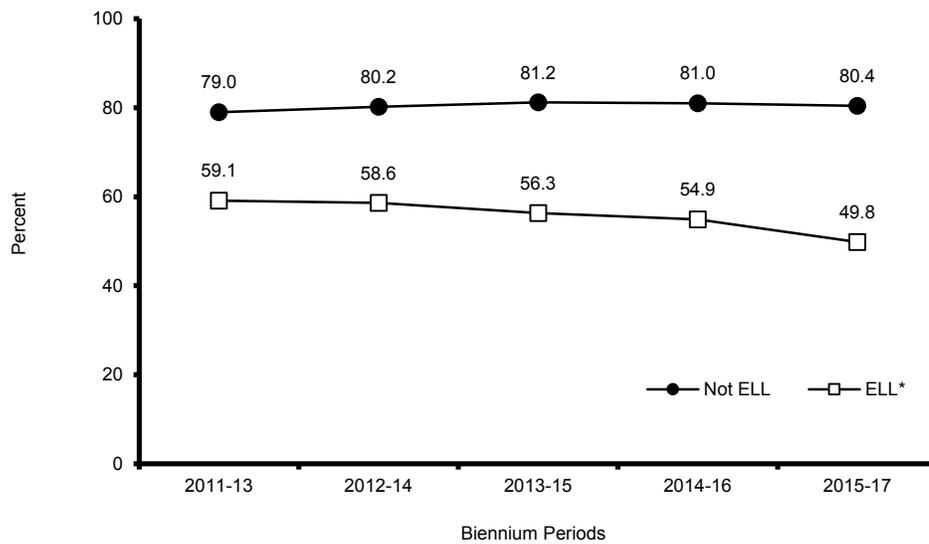
A student designated as proficient can, at a minimum, do the following:

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 5-24

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



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.

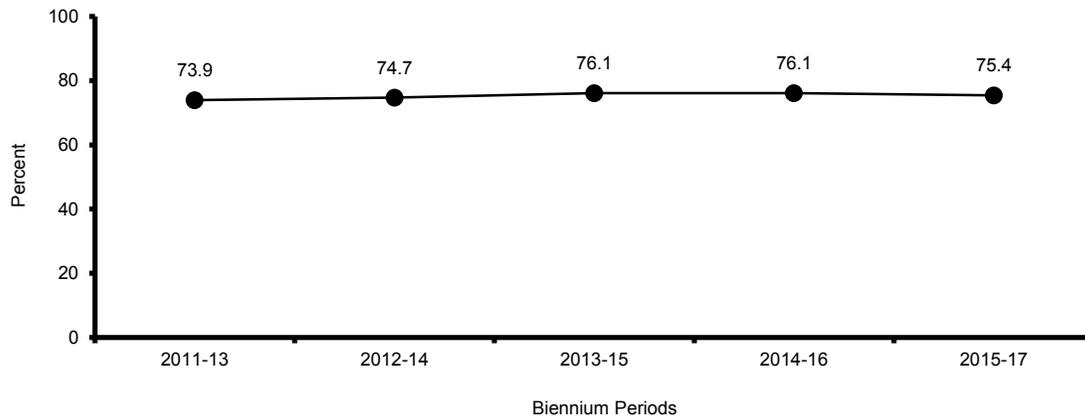
A student designated as proficient can, at a minimum, do the following:

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 5-25

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests
Biennium Periods 2011-2013 to 2015-2017**



Source: Iowa Testing Programs, The University of Iowa.

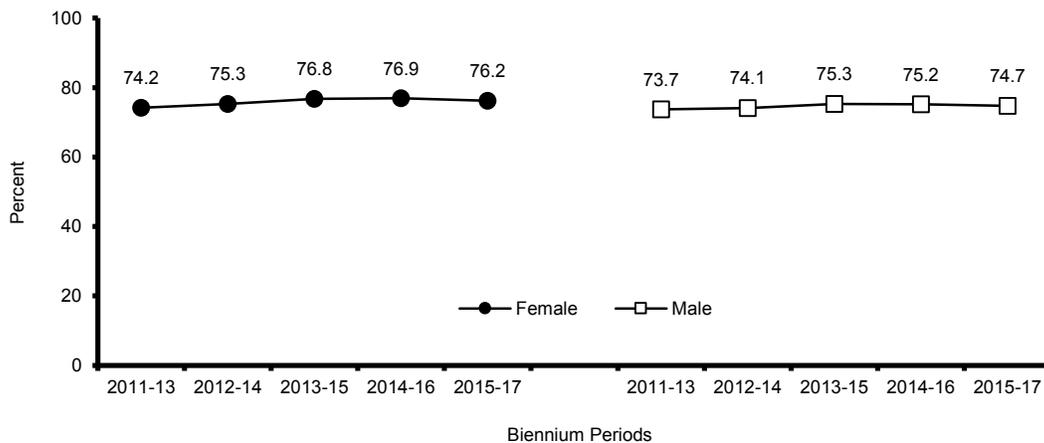
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-26

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender
Biennium Periods 2011-2013 and 2015-2017**



Source: Iowa Testing Programs, The University of Iowa.

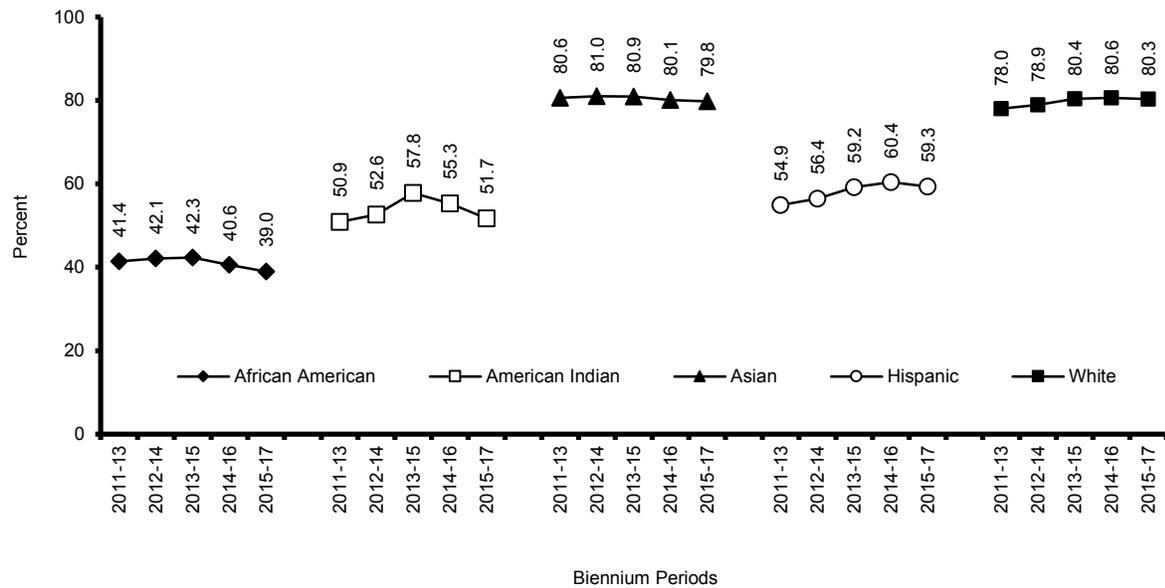
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-27

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

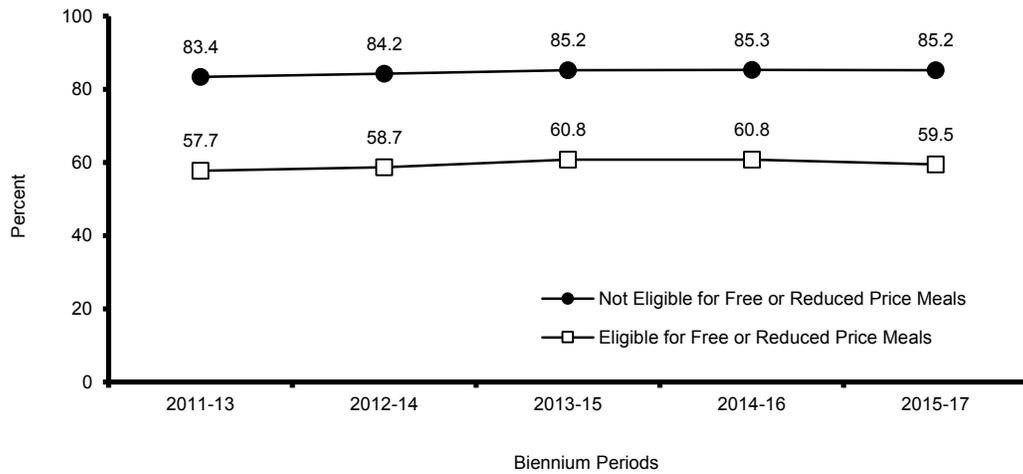
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-28

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2015-2017



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.

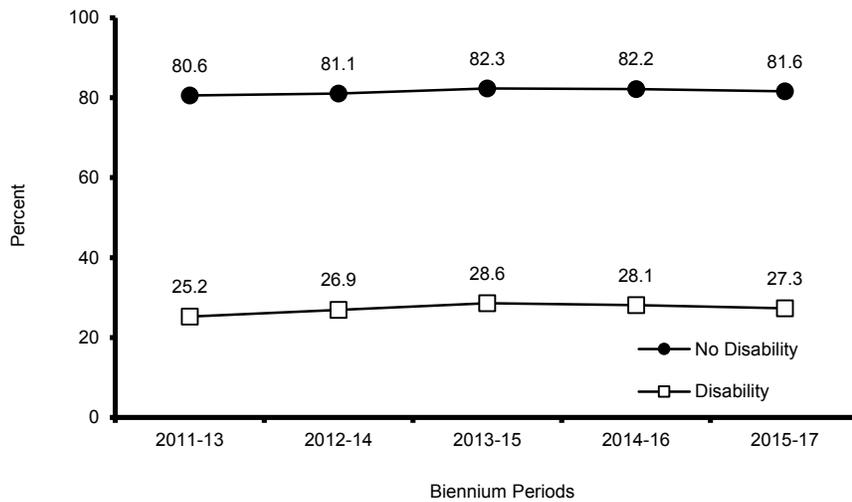
A student designated as proficient can, at a minimum, do the following:

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 5-29

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status* Biennium Periods 2011-2013 to 2015-2017



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.

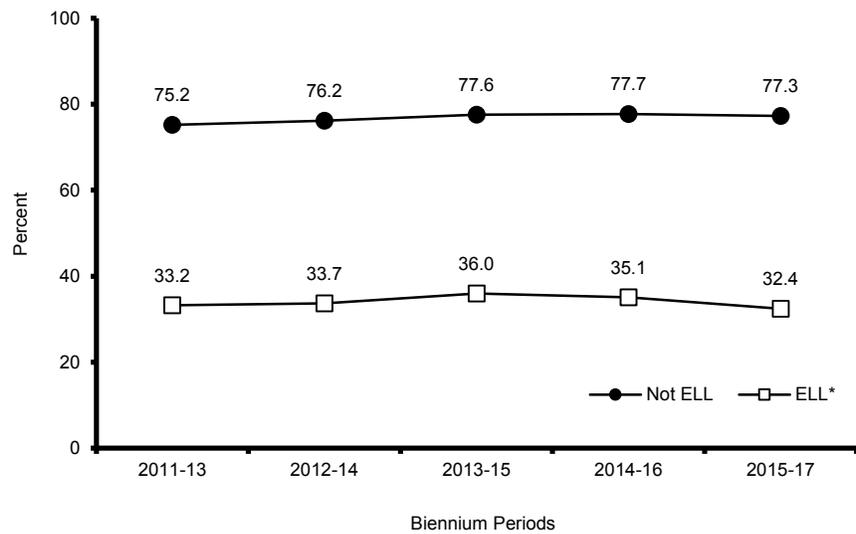
A student designated as proficient can, at a minimum, do the following:

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 5-30

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

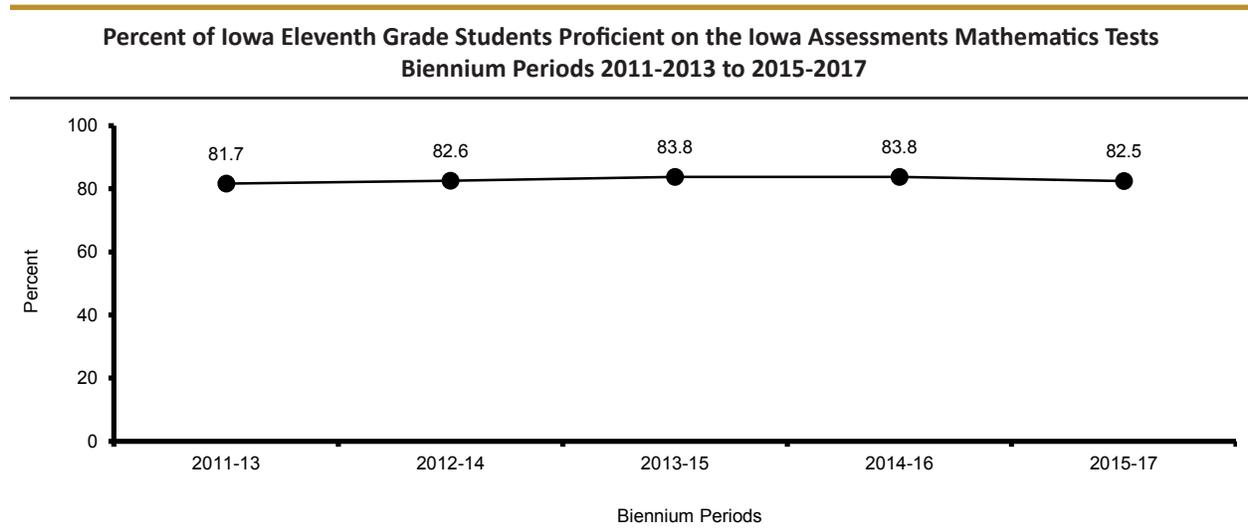
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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.

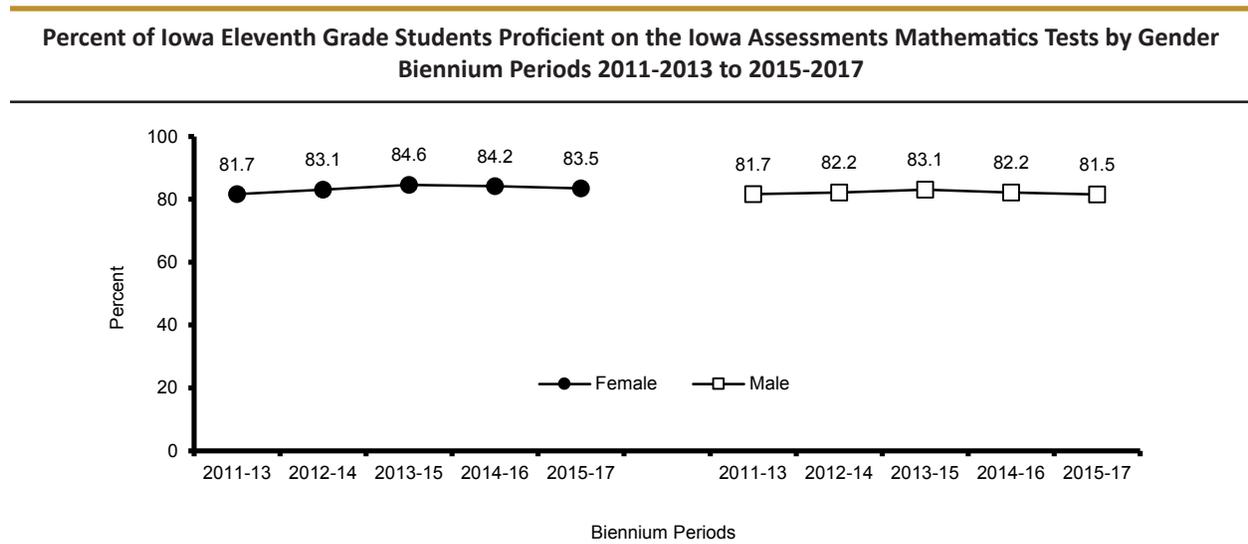
Figure 5-31



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 5-32

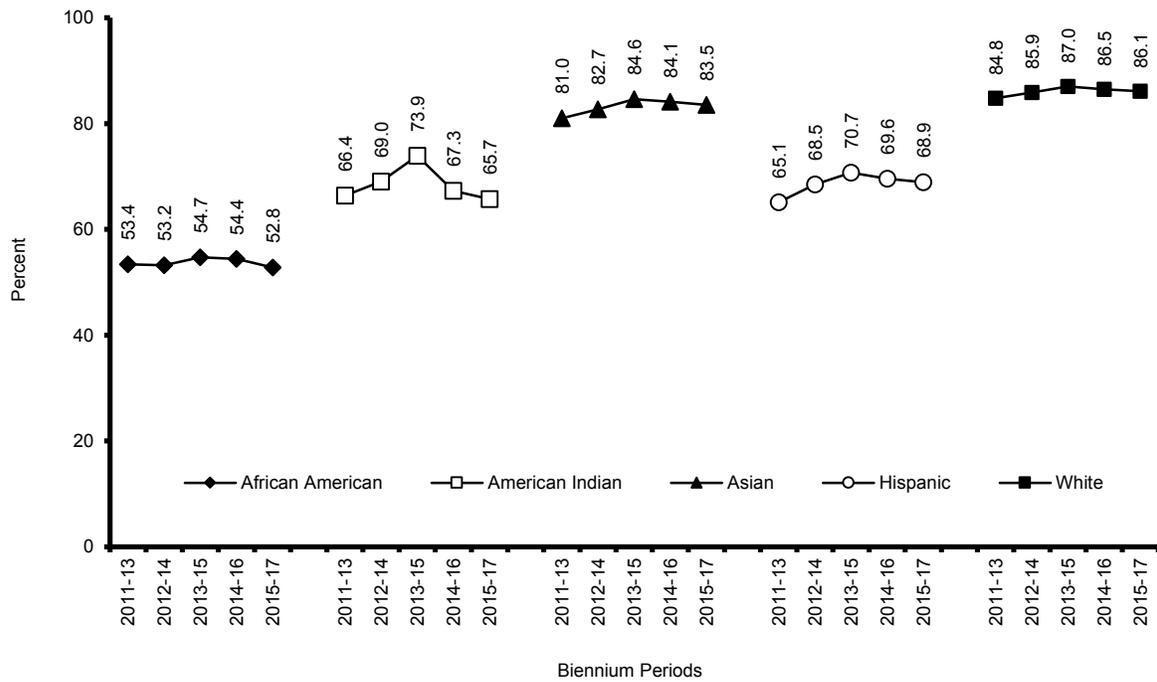


Source: Iowa Testing Programs, The University of Iowa.

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 5-33

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity Biennium Periods 2011-2013 to 2015-2017



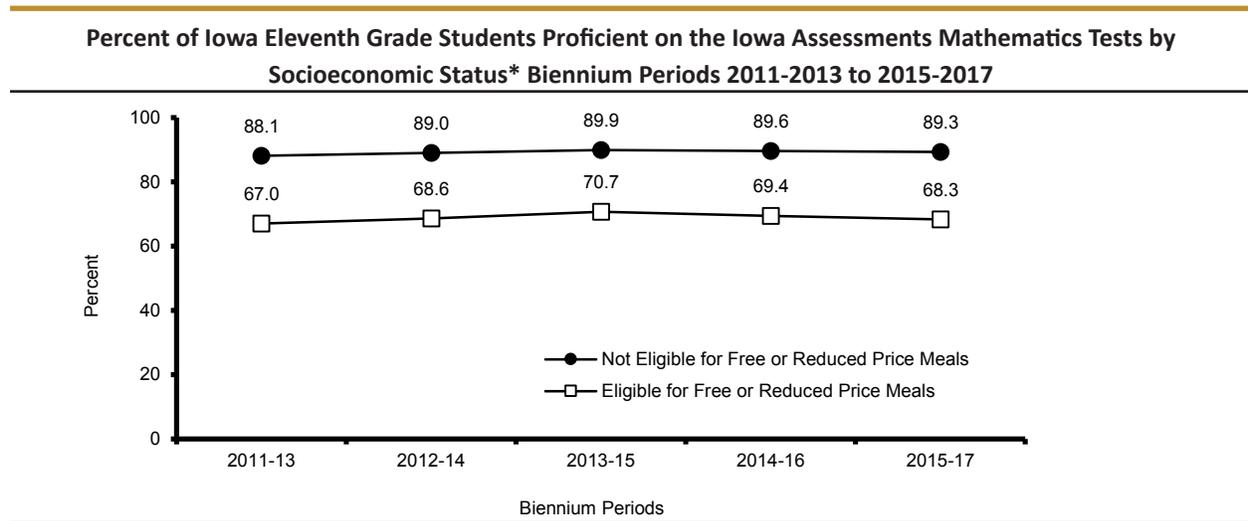
Source: Iowa Testing Programs, The University of Iowa.

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.

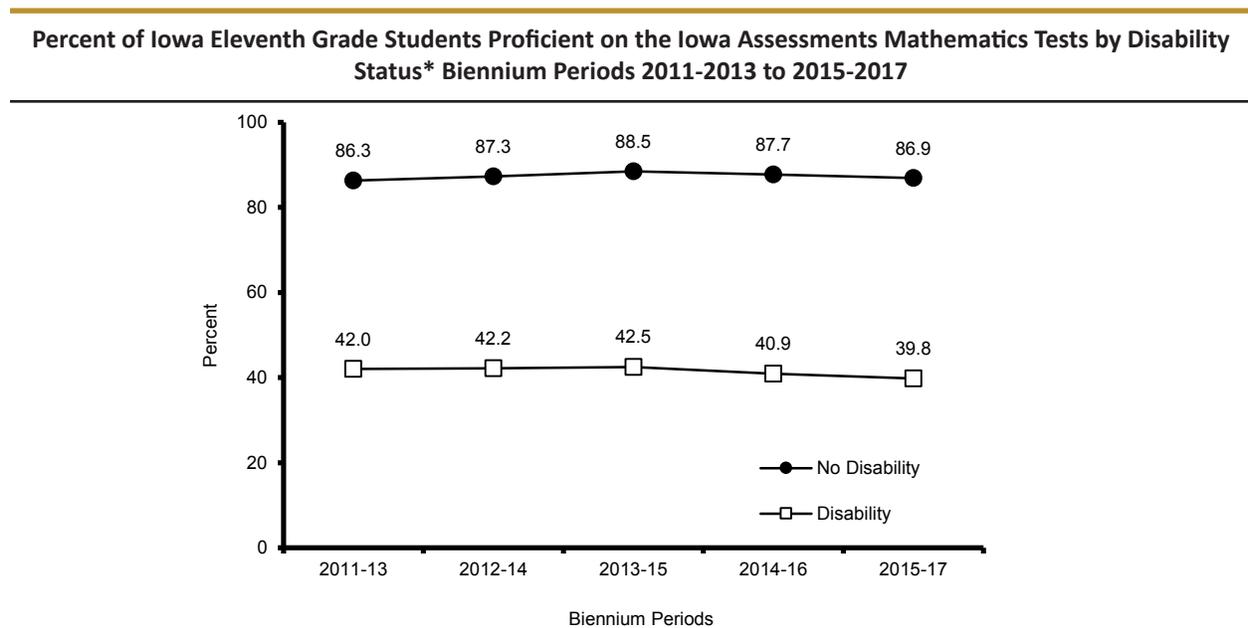
Figure 5-34



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 5-35

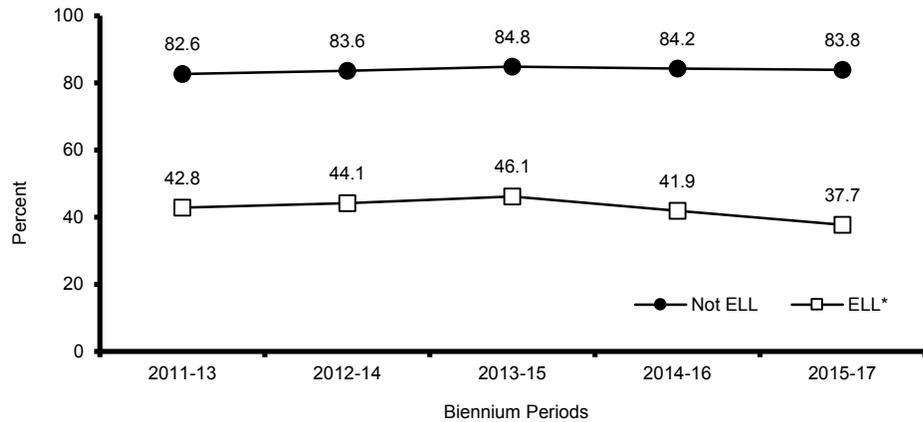


Source: Iowa Testing Programs, The University of Iowa.

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 5-36

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



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.

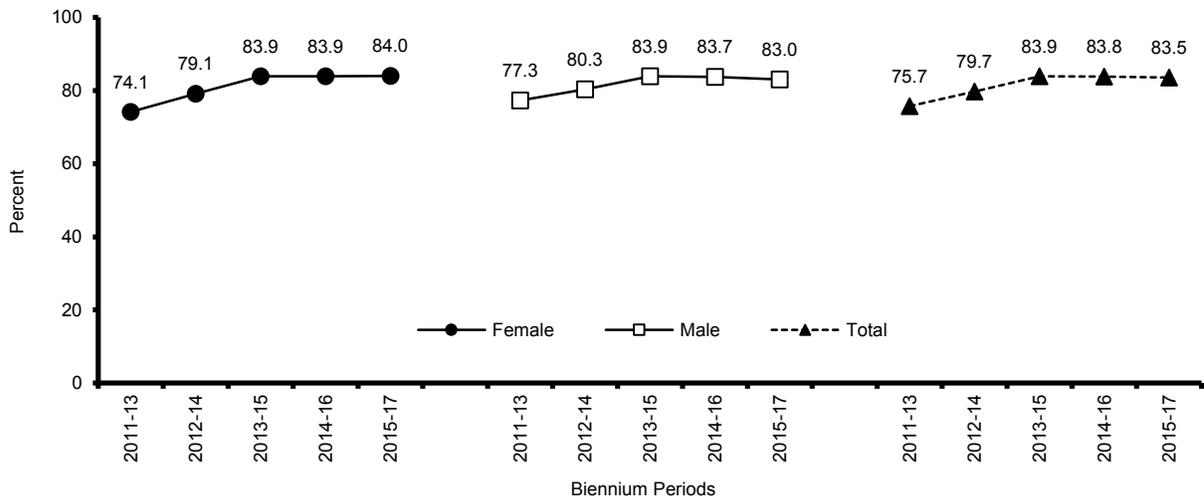
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic 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, and primary language status).

Figure 5-37

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Science Tests by Gender Biennium Periods 2011-2013 to 2015-2017

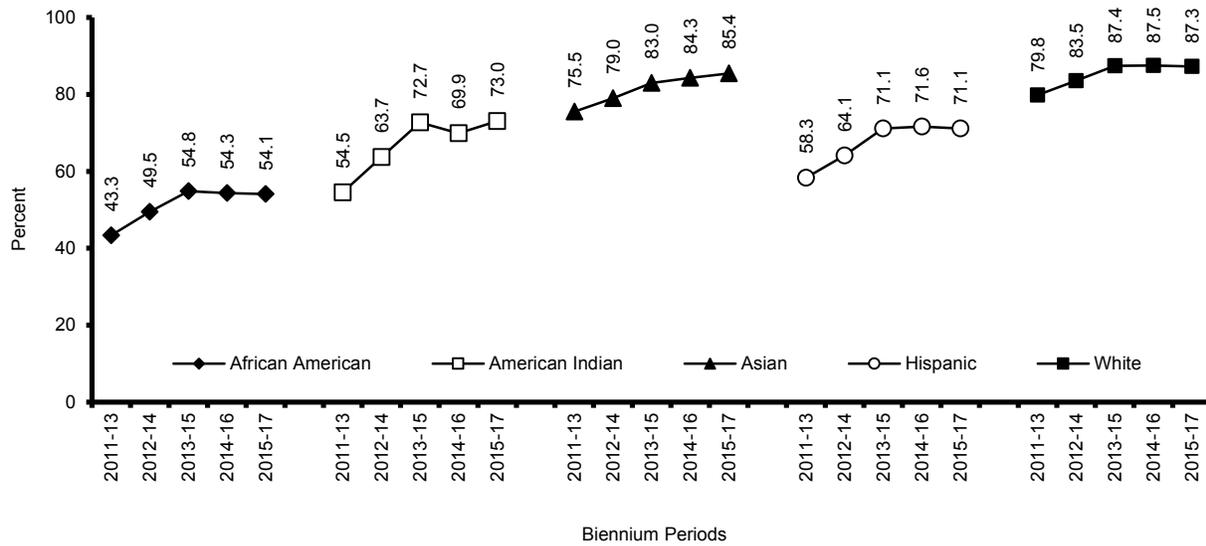


Source: Iowa Testing Programs, The University of Iowa.

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 5-38

Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2015-2017



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.

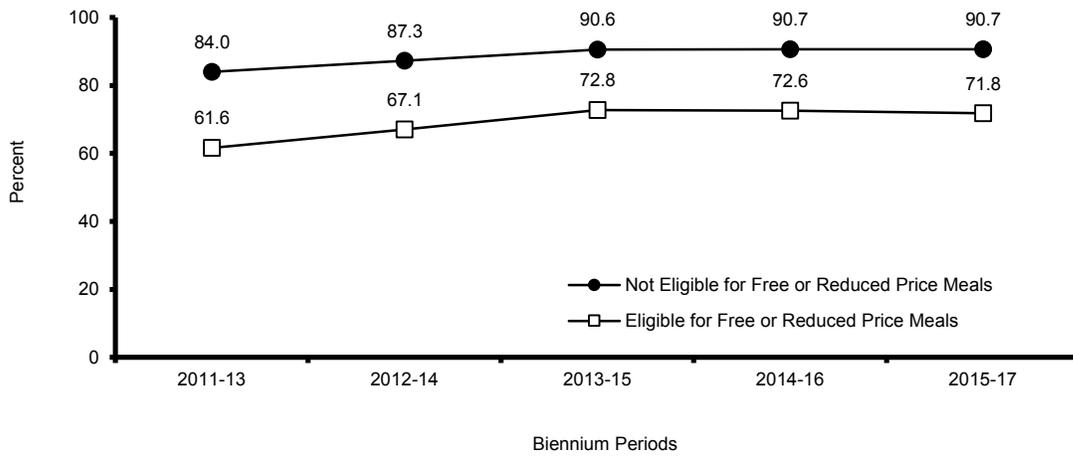
A student designated as proficient can, at a minimum, do the following:

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 5-39

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Socioeconomic Status*
Biennium Periods 2011-2013 to 2015-2017**



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:

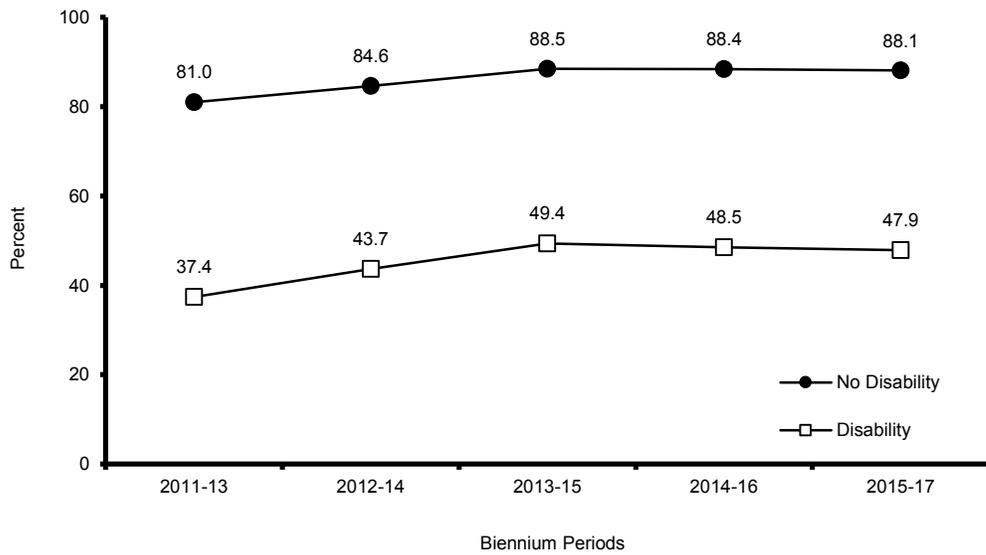
Sometimes understands ideas related to Earth, the universe, and the life science.

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 5-40

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Disability Status*
Biennium Periods 2011-2013 to 2015-2017**



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:

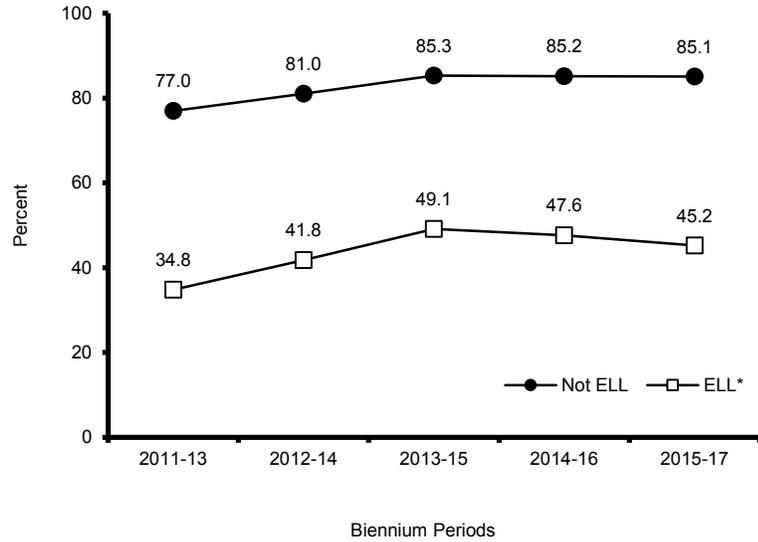
Sometimes understands ideas related to Earth, the universe, and the life science.

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 5-41

Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



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:

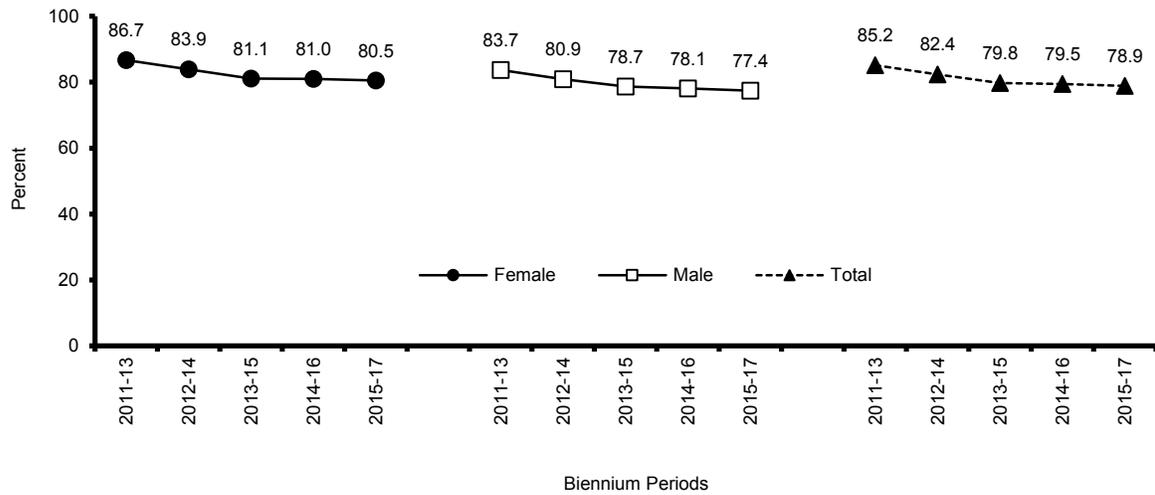
Sometimes understands ideas related to Earth, the universe, and the life science.

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 5-42

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Gender
Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

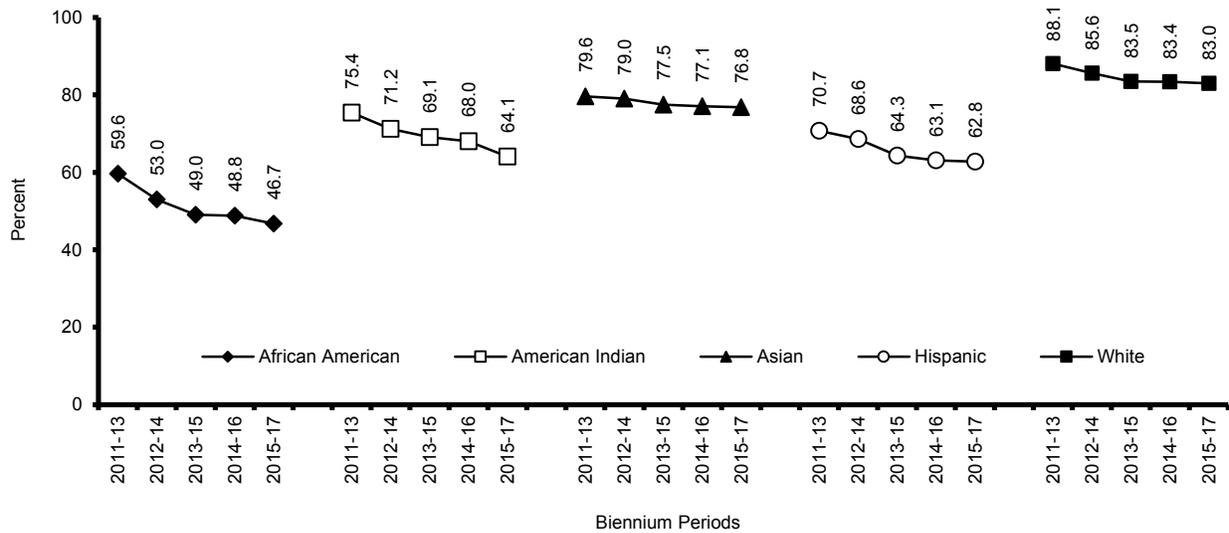
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-43

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Race/Ethnicity
Biennium Periods 2011-2013 to 2015-2017



Source: Iowa Testing Programs, The University of Iowa.

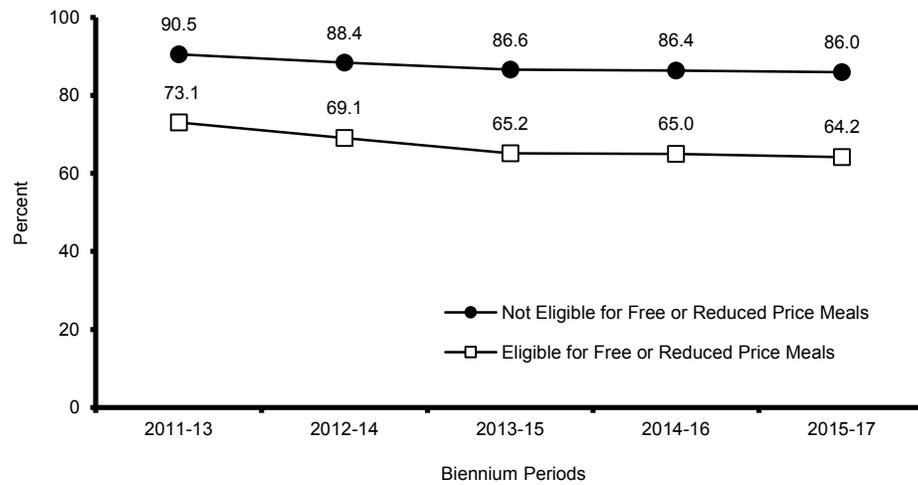
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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 5-44

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Socioeconomic Status* Biennium Periods 2011-2013 to 2015-2017



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.

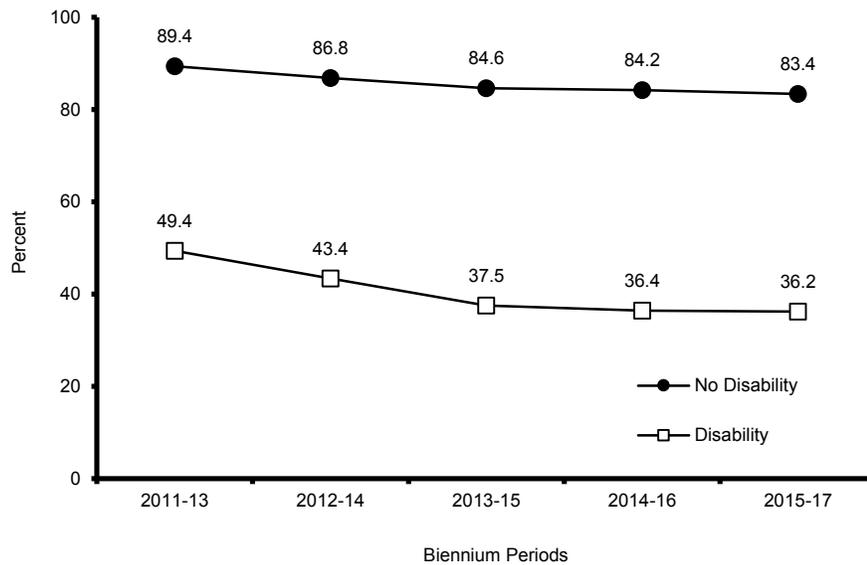
A student designated as proficient can, at a minimum, do the following:

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 5-45

**Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Disability Status*
Biennium Periods 2011-2013 to 2015-2017**



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.

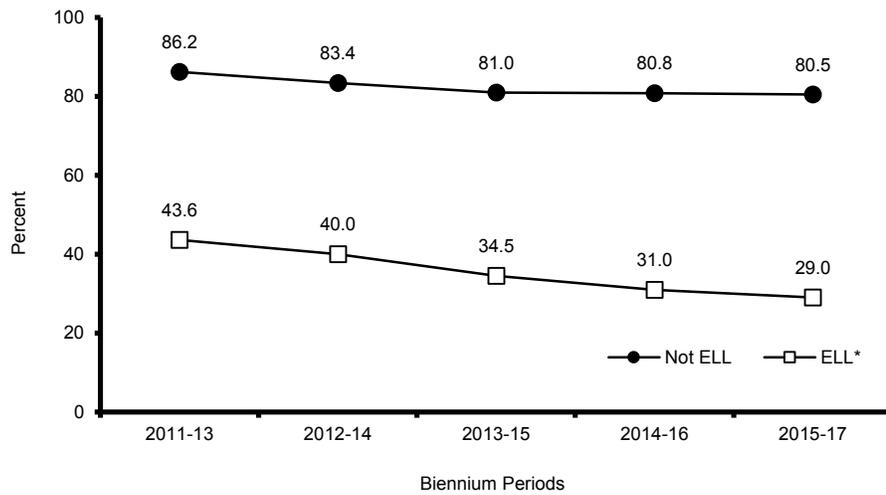
A student designated as proficient can, at a minimum, do the following:

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 5-46

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Primary Language Status* Biennium Periods 2011-2013 to 2015-2017



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:

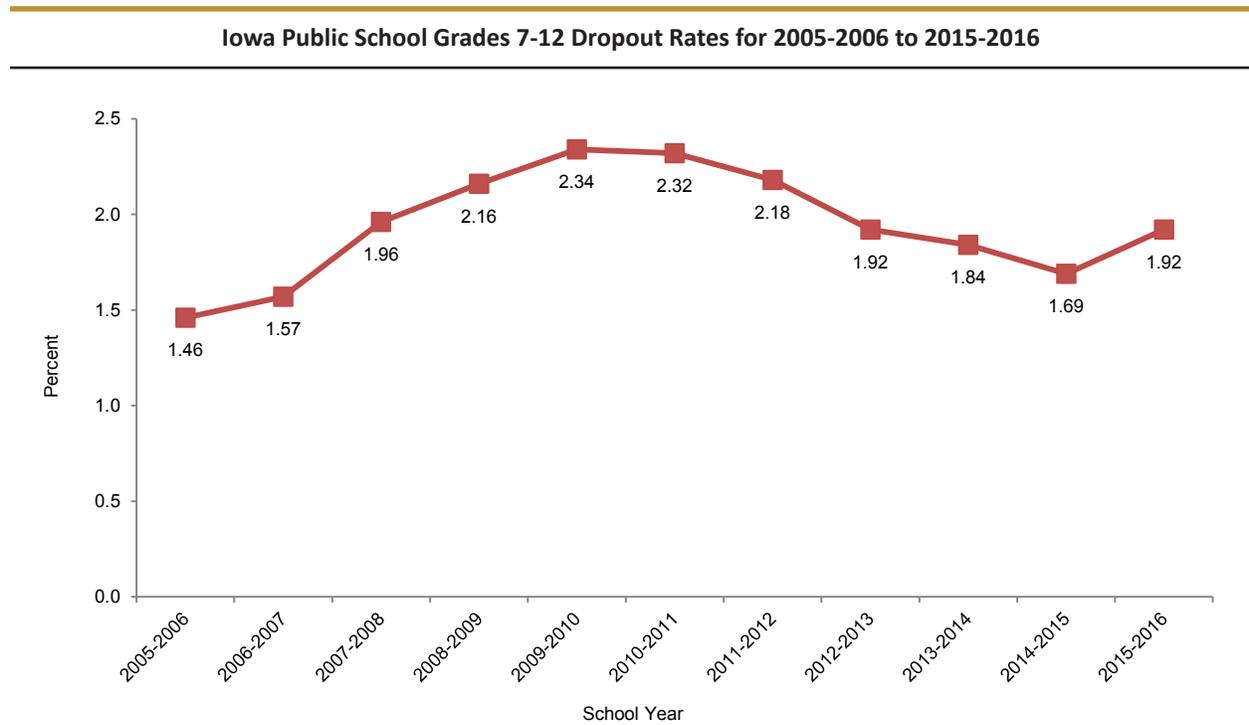
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

*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

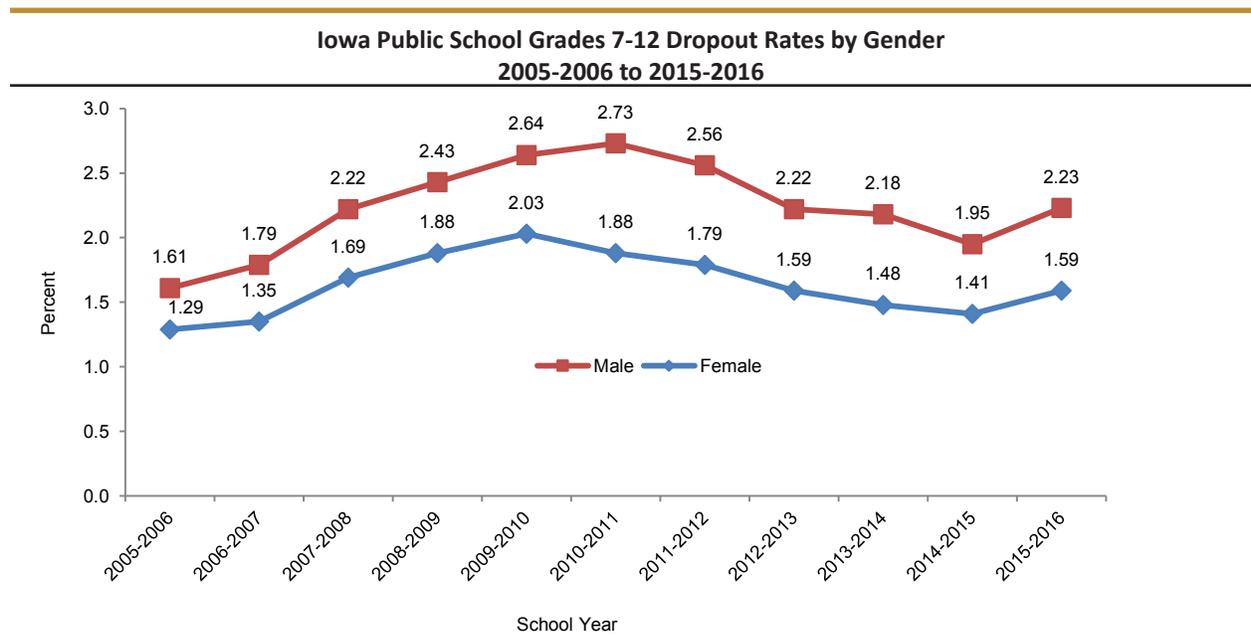
Indicator: Percentage of students considered as dropouts for grades 7-12, reported for all students by gender and by race/ethnicity.

Figure 5-47



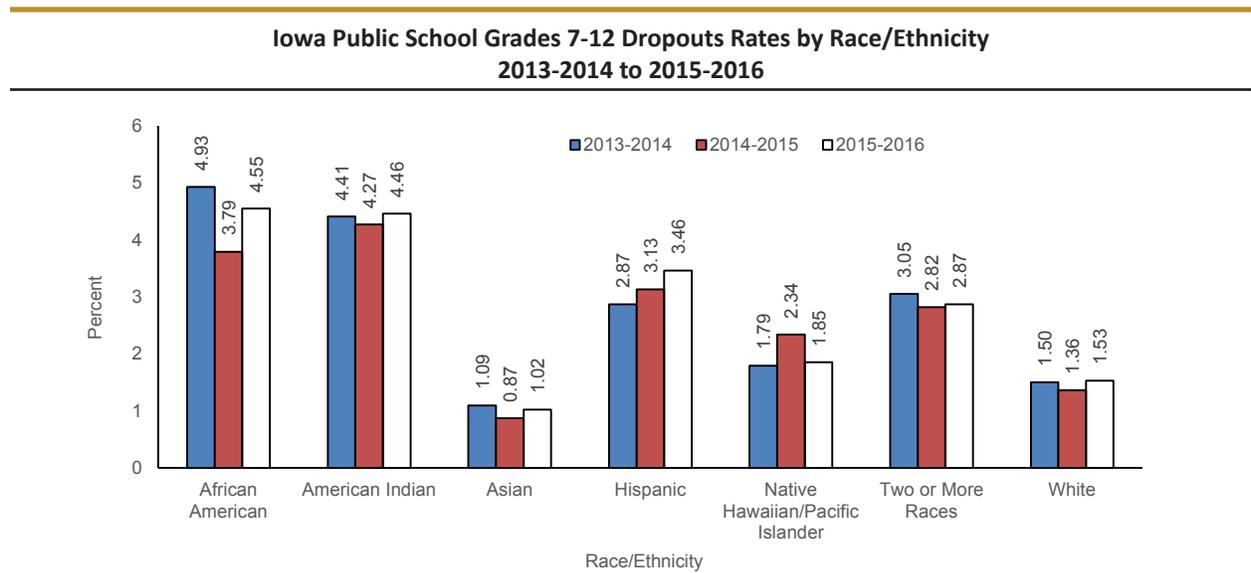
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa and Dropout files.

Figure 5-48



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

Figure 5-49

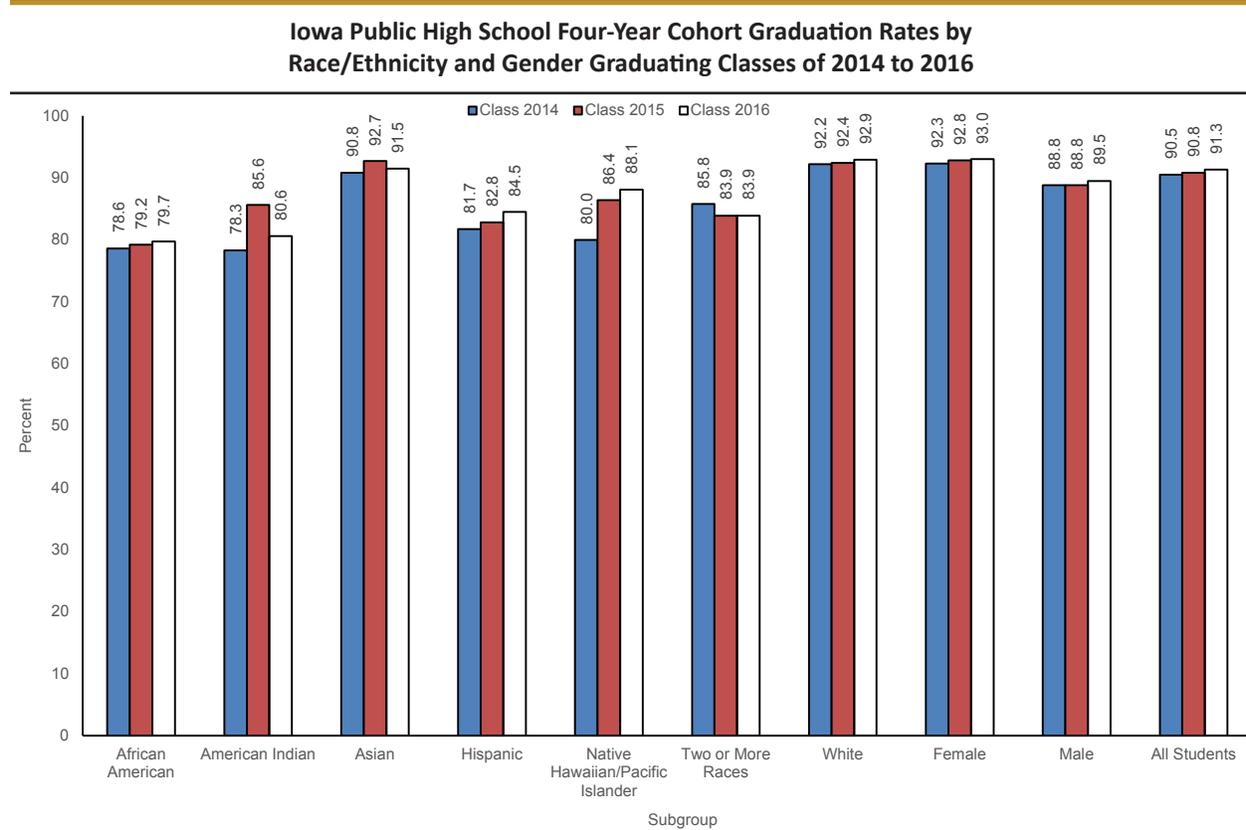


Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

High School Graduation Rates

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

Figure 5-50



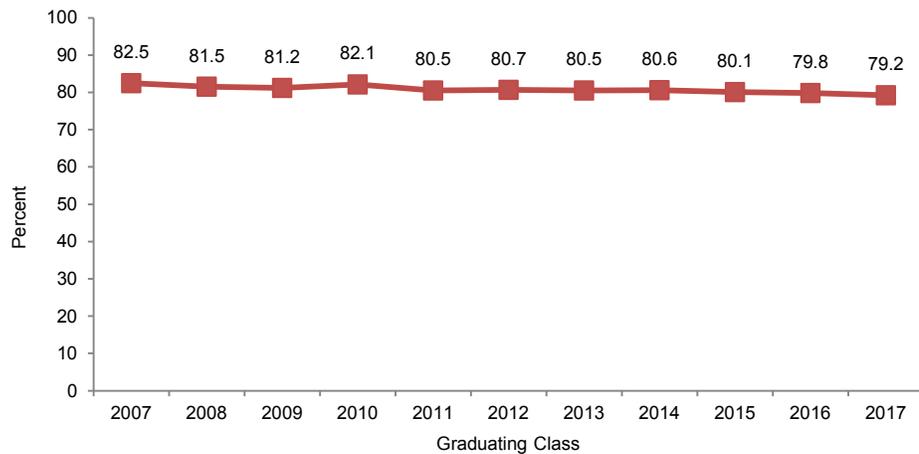
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

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 5-51

Percent of All Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2007 to 2017

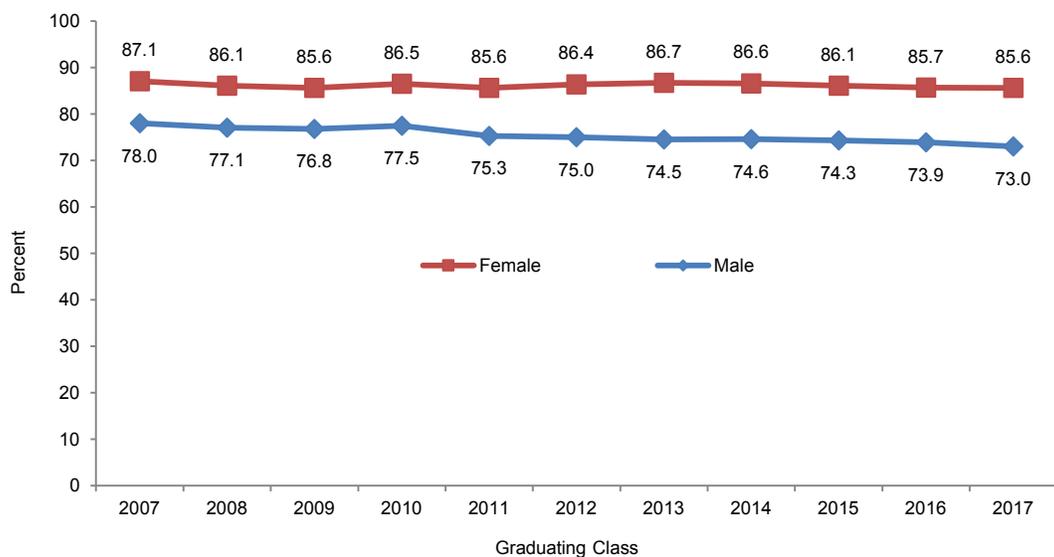


Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2010 to 2017 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

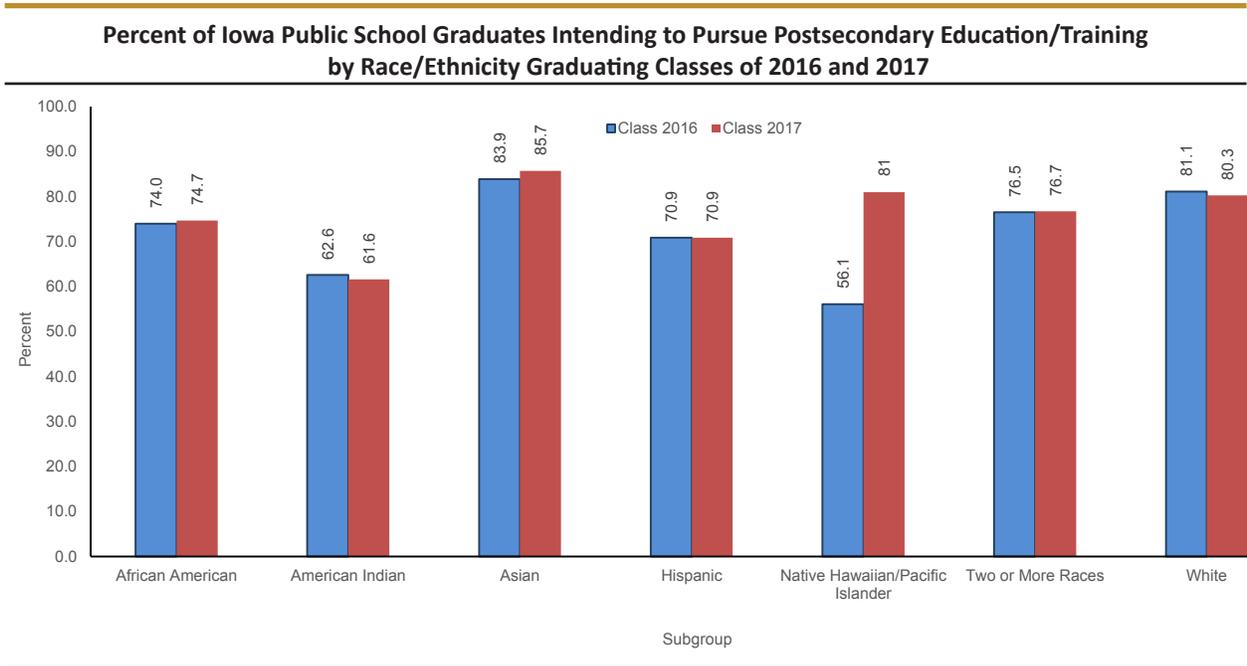
Figure 5-52

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2007 to 2017



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

Figure 5-53

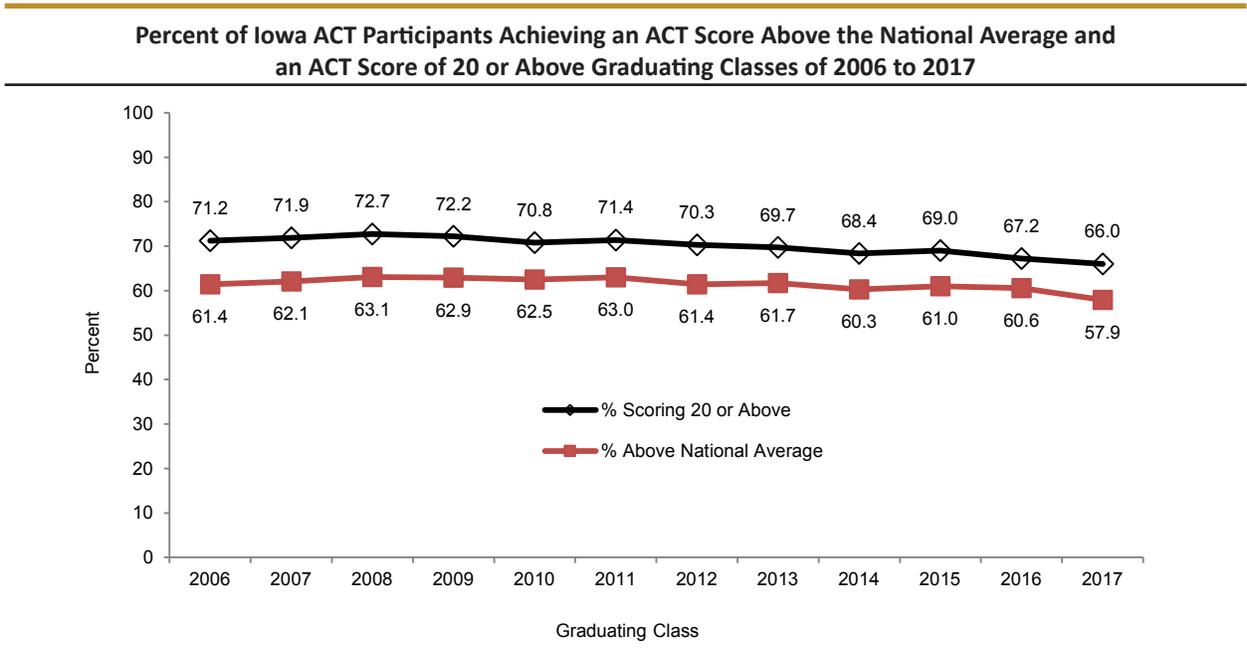


Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

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.

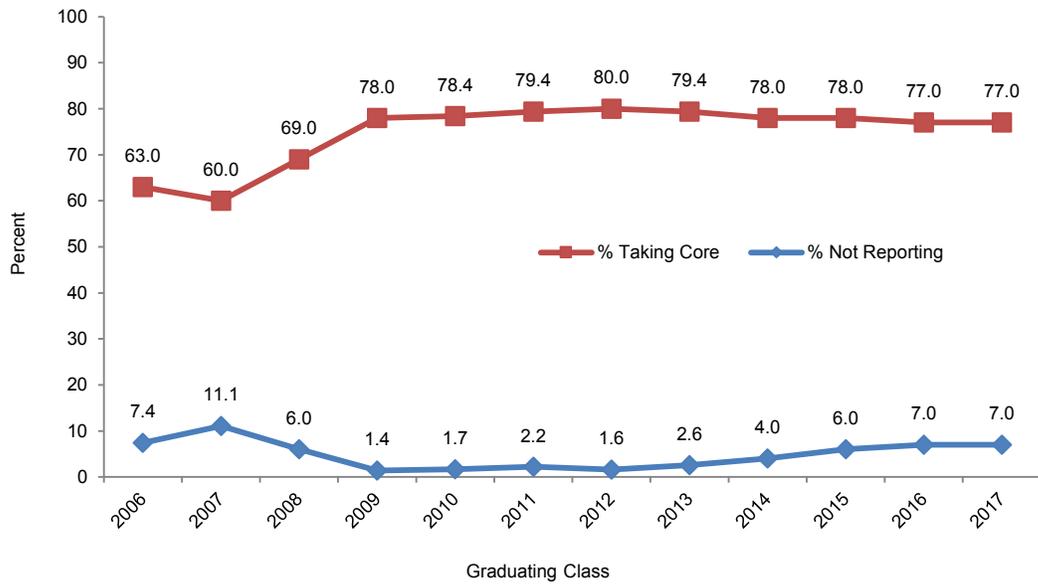
Figure 5-54



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

Figure 5-55

Percent of Iowa ACT Participants Completing Core High School Program Graduating Classes of 2006 to 2017



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 2016-2017 school year, all Iowa public school districts and over 180 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.

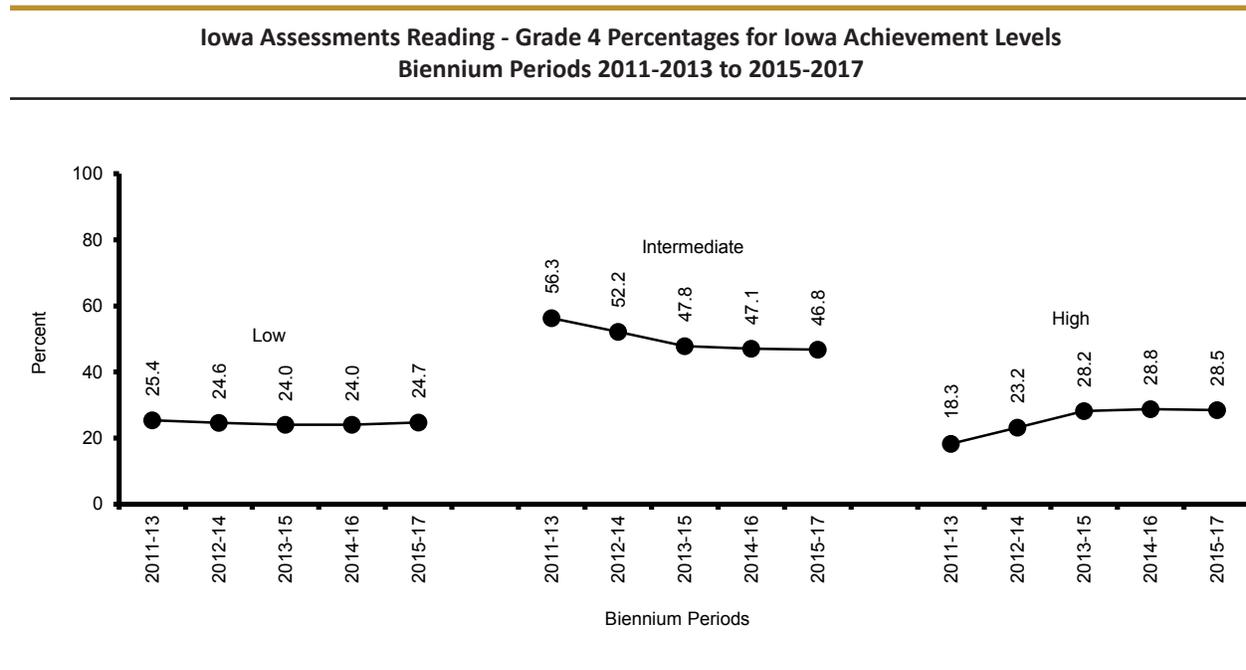
Iowa Assessments Achievement Level Distributions

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 2016-2017 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 2015-2017. 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 5-56 through 5-61 show the achievement level trends for reading for all students in grades 4, 8, and 11 for the biennium periods 2011-2013 through 2015-2017. Less students were categorized in the Intermediate achievement level and more students were categorized in the High achievement level during 2013-2015 to 2015-2017 in reading in grade 4 (Figure 5-56) and grade 8 (Figure 5-57). More students were categorized in the Low achievement level and less students were categorized in the High achievement level in grade 11 (Figure 5-58) in 2012-2014 to 2015-2017.

Figure 5-56



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

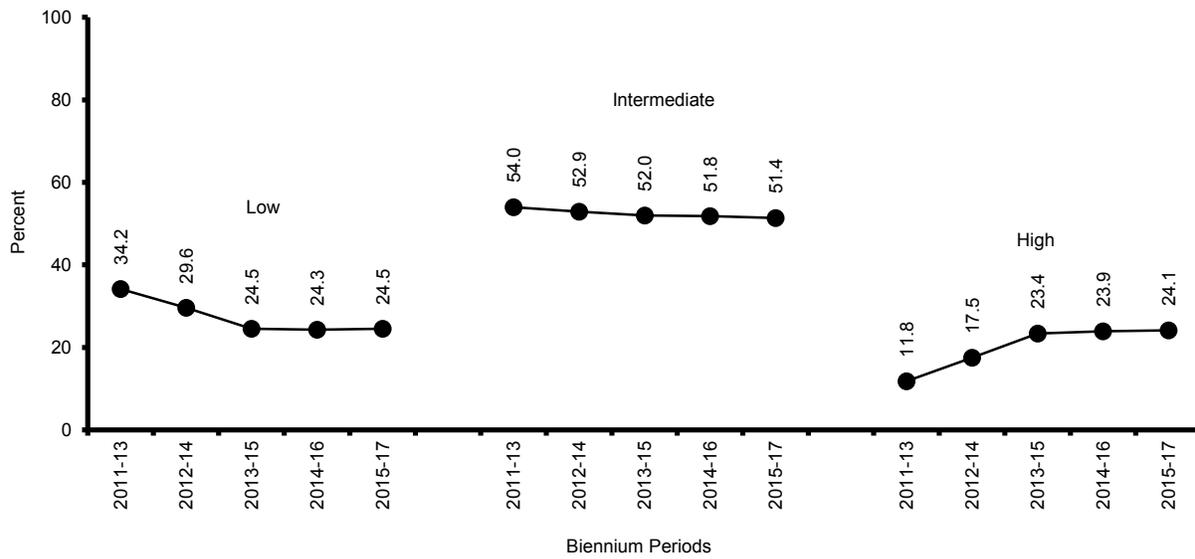
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

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 5-57

Iowa Assessments Reading - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2015-2017



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.

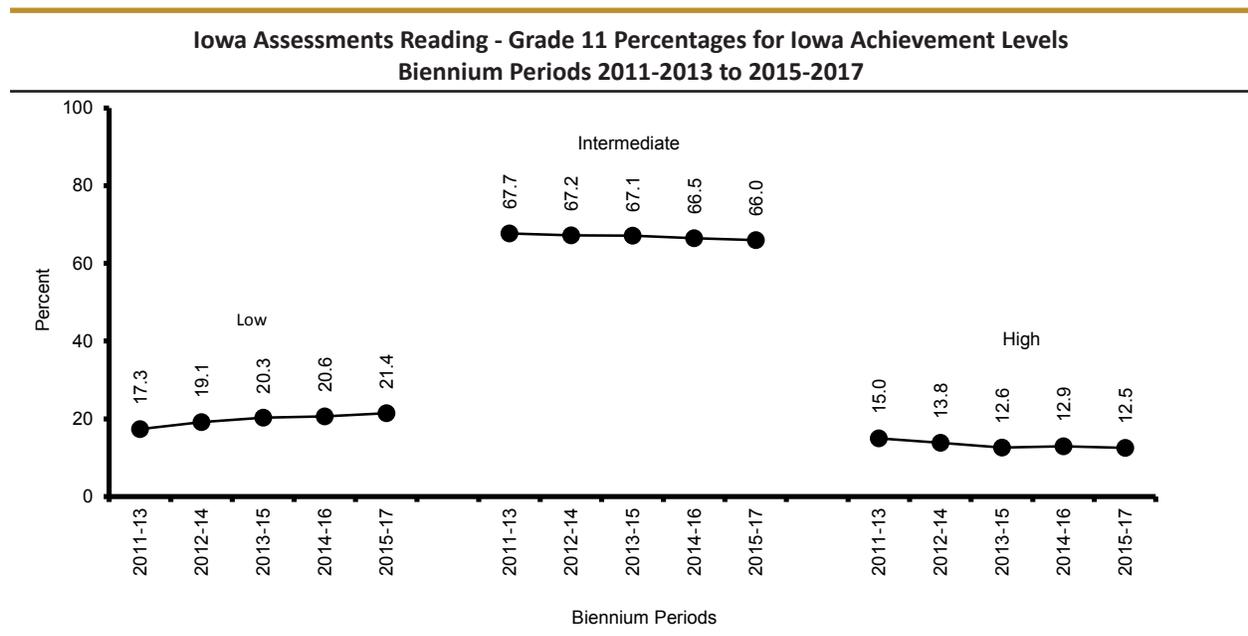
LOW PERFORMANCE LEVEL

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 5-58



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.

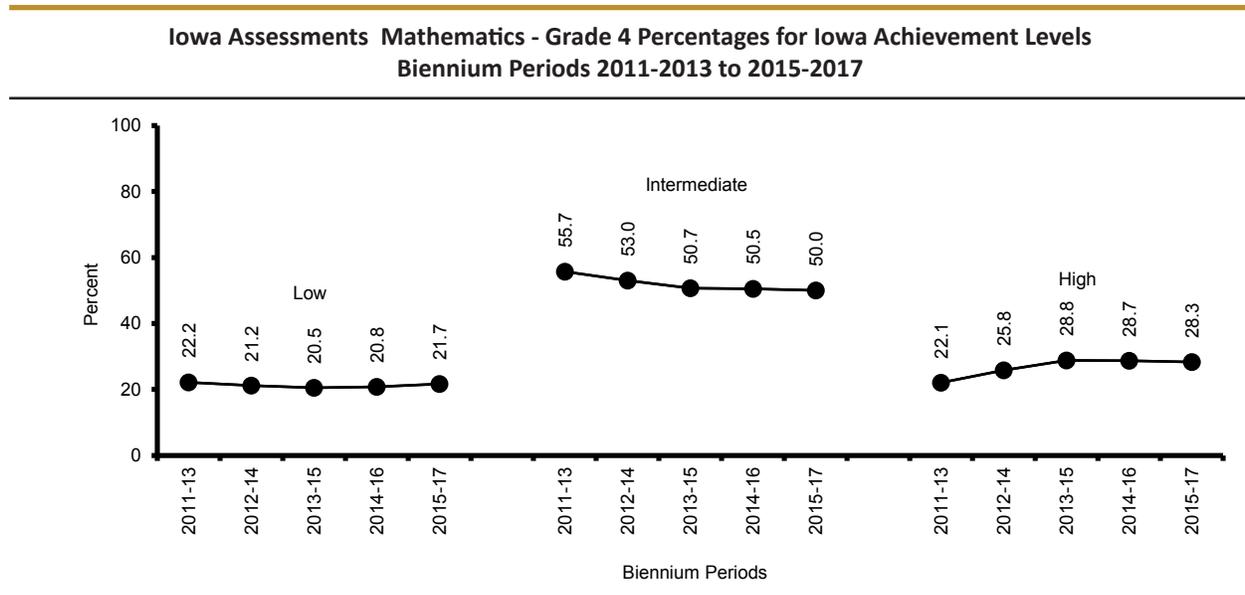
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

Figures may not total 100 percent due to rounding.

Achievement Levels for Mathematics

Figures 5-59 through 5-61 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 2011-2013 through 2015-2017. More students performed at the High achievement level during 2013-2015 to 2015-2017 in mathematics in grades 4 (Figure 5-59), 8 (Figure 5-60), and 11 (Figure 5-61).

Figure 5-59



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

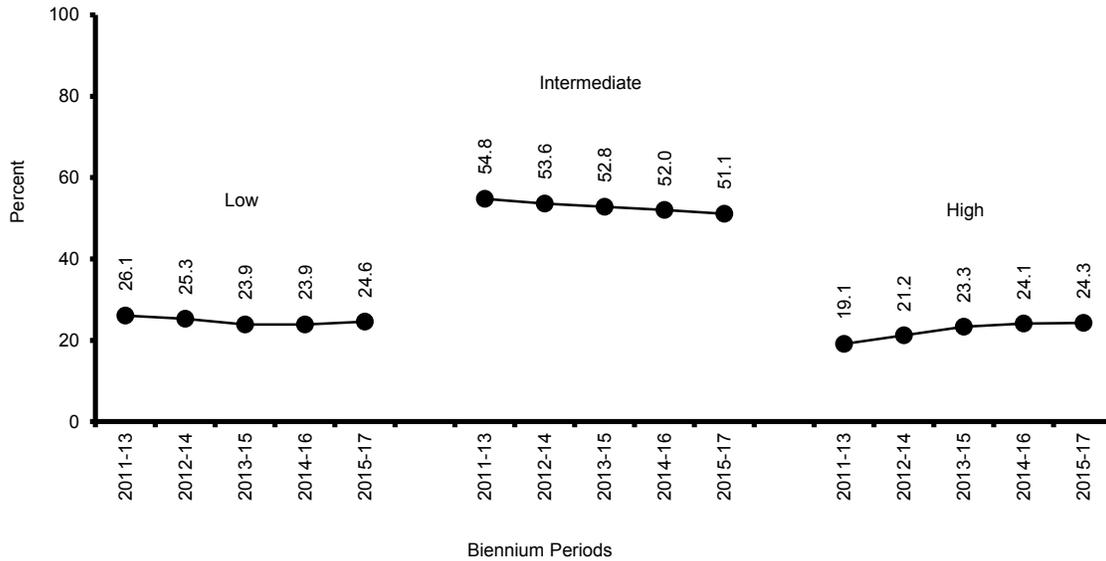
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems. Is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

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 5-60

Iowa Assessments Mathematics - Grade 8 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2015-2017



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

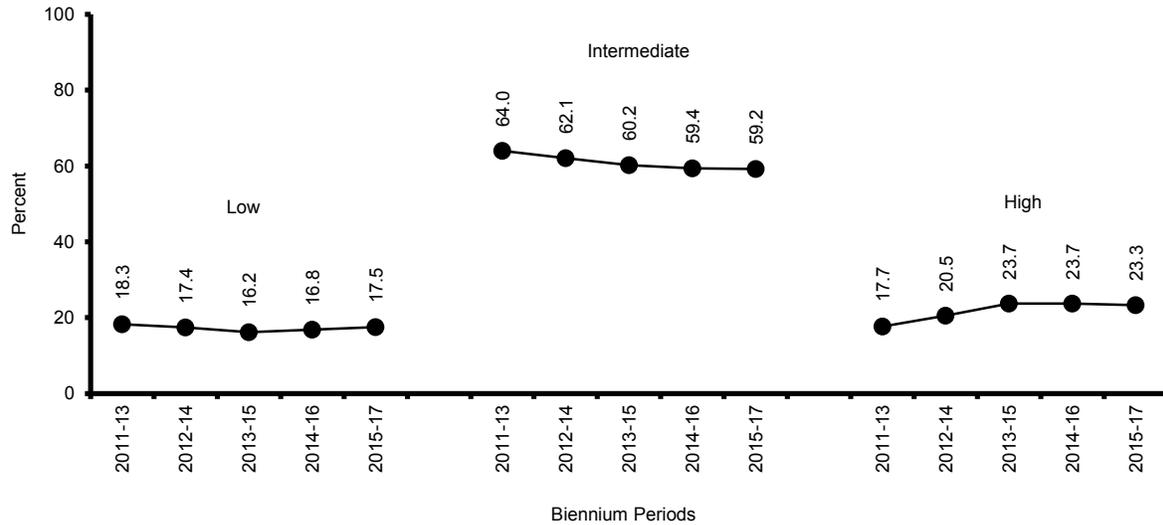
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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 5-61

Iowa Assessments Mathematics - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2015-2017



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.

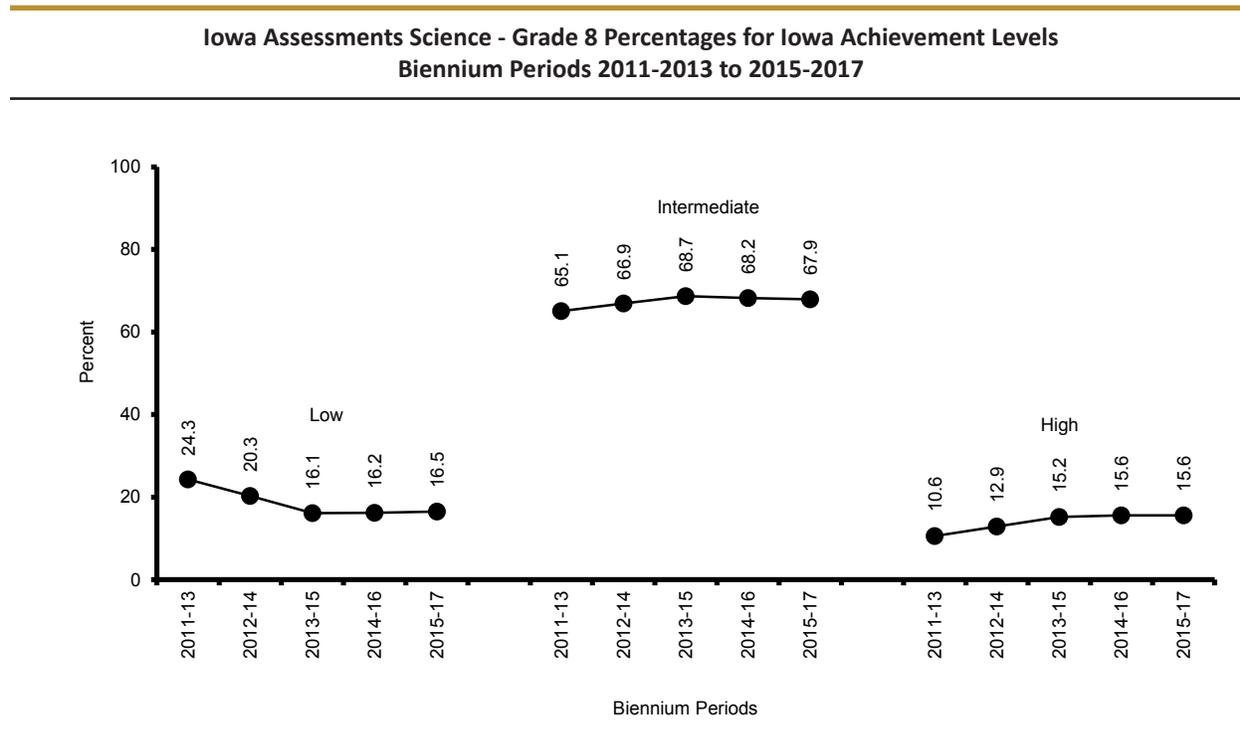
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 5-62 shows the Iowa Assessments science achievement level distributions for students in grade 8 and Figure 5-63 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 2013-2015 and 2015-2017, 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 5-62



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

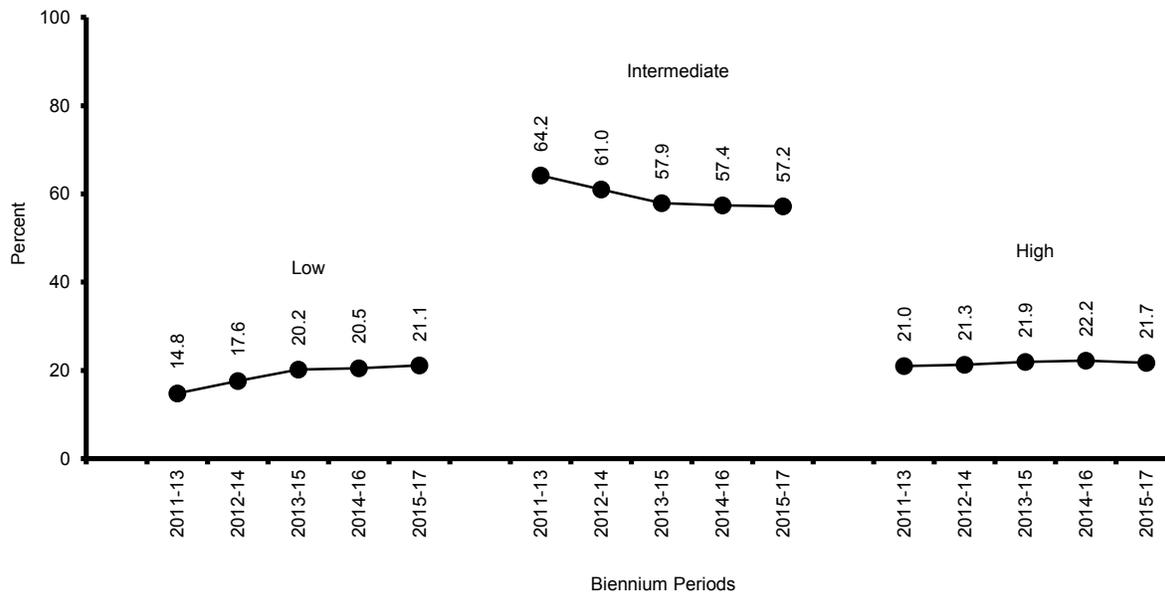
Sometimes understands ideas related to Earth and the universe, but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

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 5-63

Iowa Assessments Science - Grade 11 Percentages for Iowa Achievement Levels
Biennium Periods 2011-2013 to 2015-2017



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)

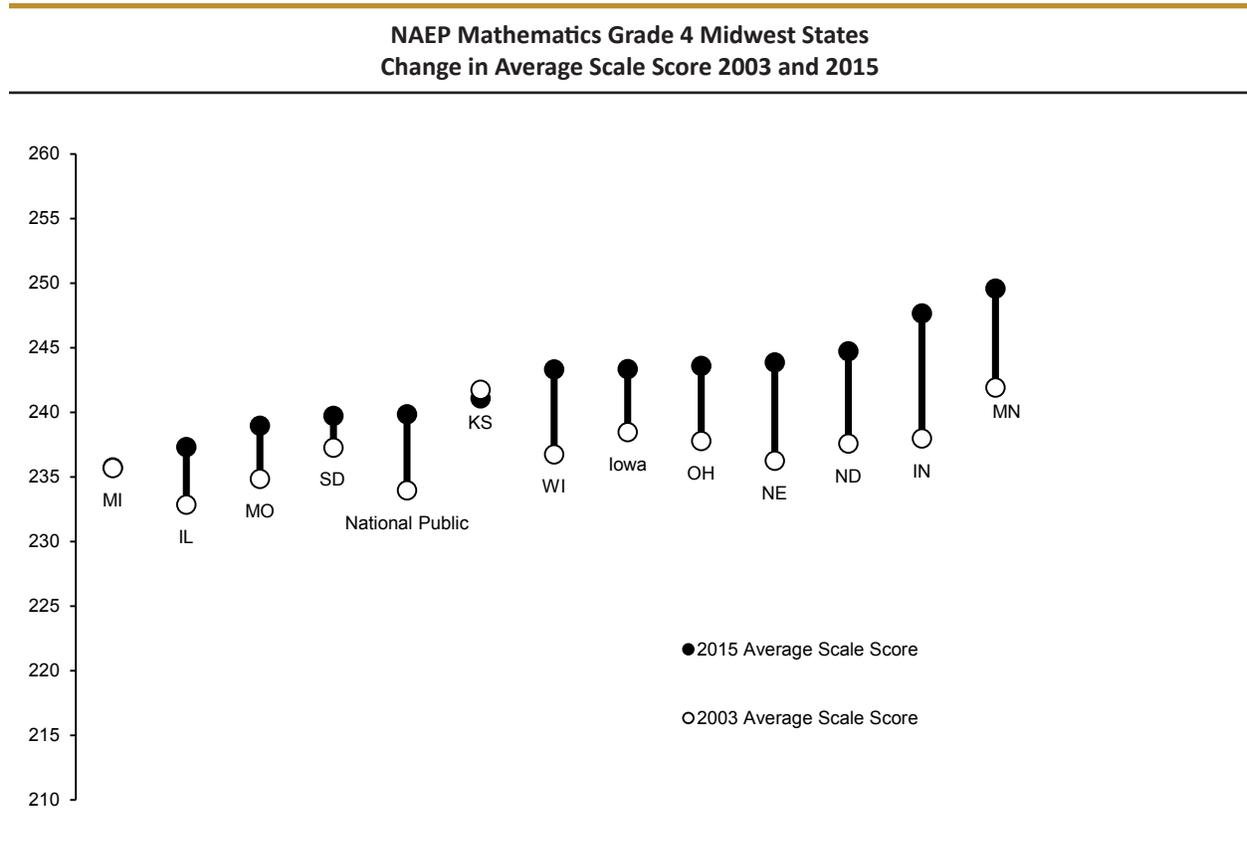
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
	8	2015	286	281	76	37	9
		2013	285	284	76	36	7
		2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78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

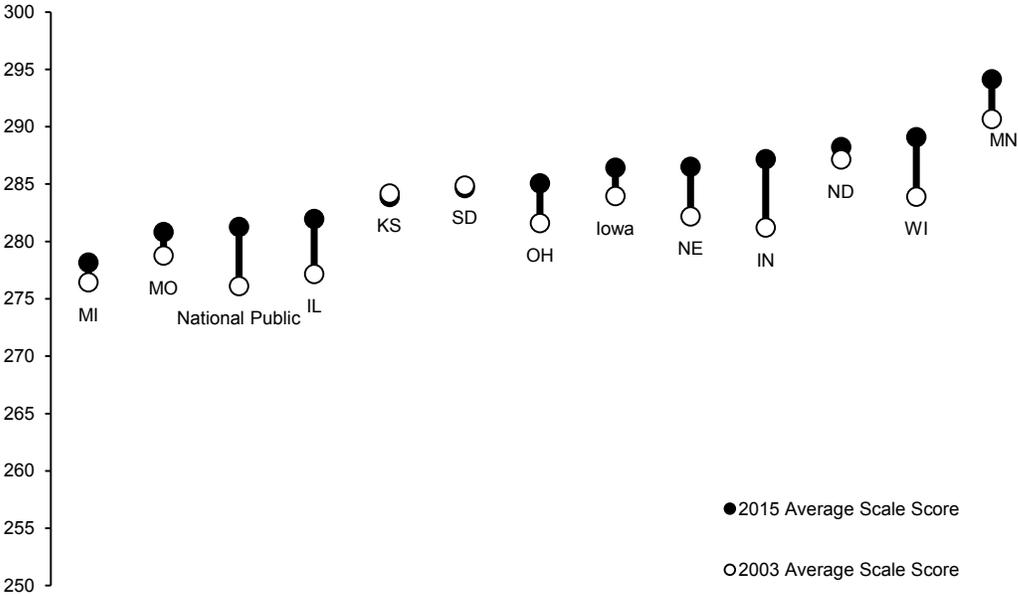
Figure 5-64



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 5-65

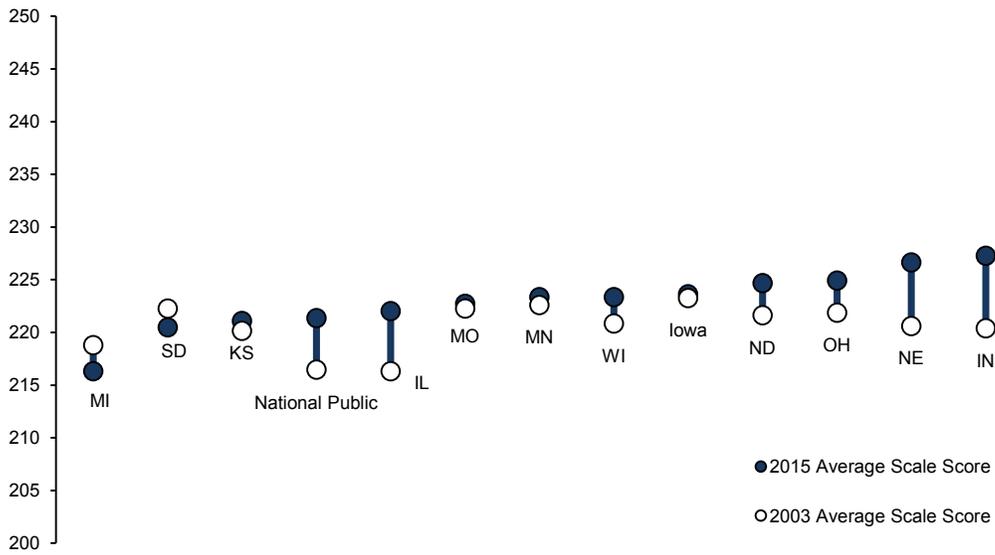
**NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores 2003 and 2015**



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 5-66

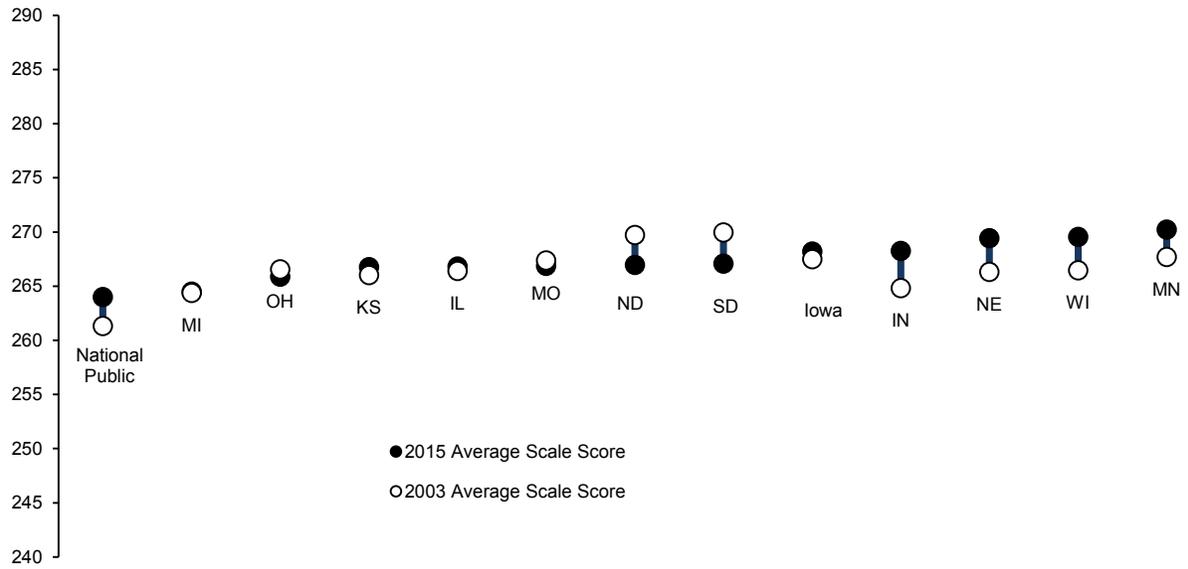
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score 2003 and 2015



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 5-67

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.

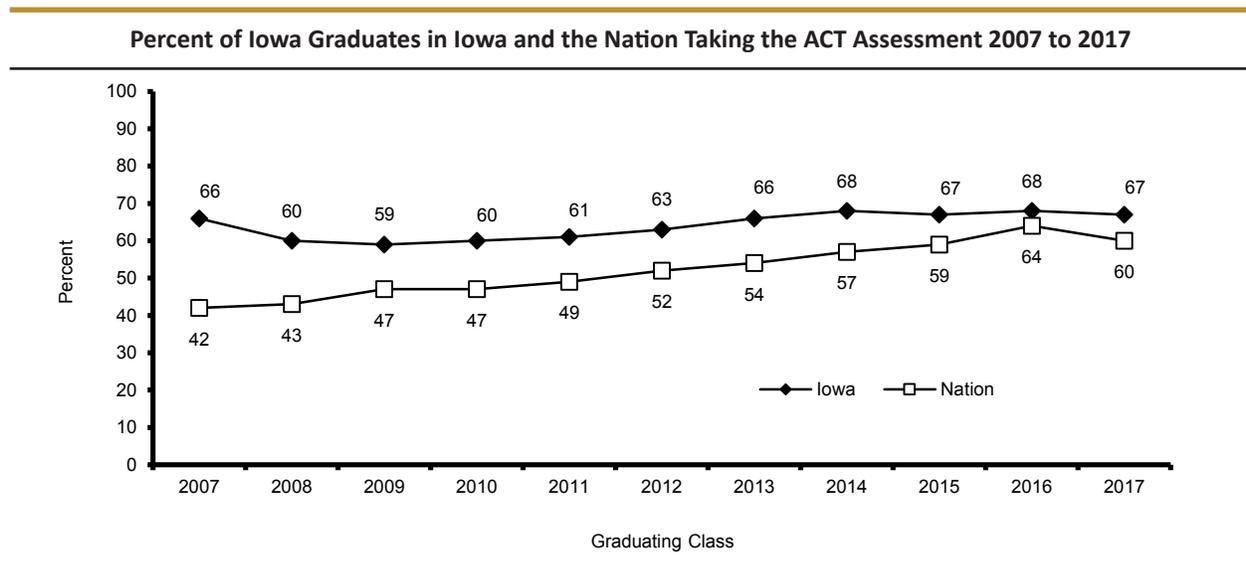
High school program types are classified as “core” and “less than core.” ACT defines “core” as high school programs consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the “core” program standard are considered as “less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

In 2017, the Iowa participation rate was 67 percent. The rate for the nation has been lower than Iowa rates for all years displayed. However, the gap is getting smaller in the last few years (Figure 5-68).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2017 are included in the profile. Clinton is the second district in Iowa that had the most students in the classes of 2012 to 2017 tested.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages (Figure 5-69). Among 31 states for which ACT is the primary college-entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 21.9 in 2017 ranked second among the 31 states in the nation and in the Midwest states (Table 5-5).

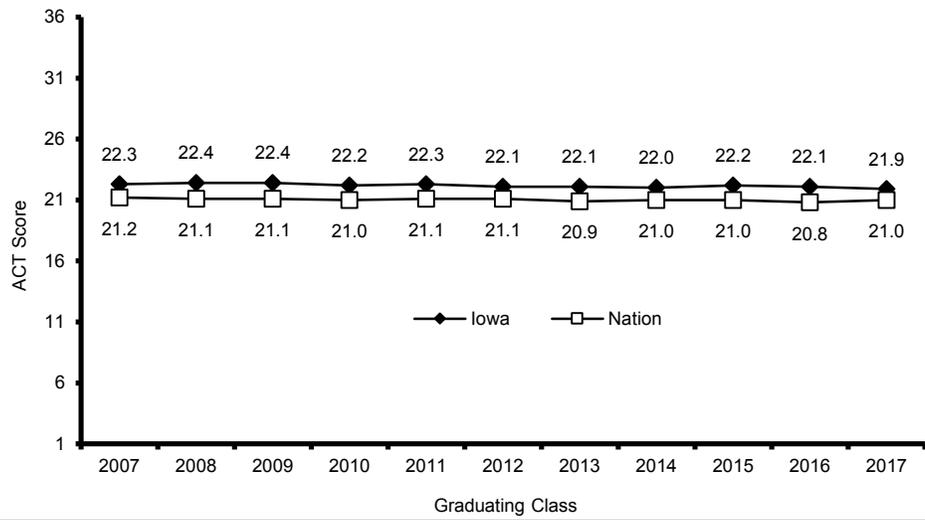
Figure 5-68



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

Figure 5-69

Average ACT Composite Scores for Iowa and the Nation 2007 to 2017



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 2015 to 2017							
Nation and State	Class of 2015		Class of 2016		Class of 2017		2017 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	21.0	59%	20.8	64%	21.0	60%	-
Illinois	20.7	100%	20.8	100%	21.4	93%	6
Indiana	22.1	38%	22.3	41%	22.6	35%	-
Iowa	22.2	66%	22.1	68%	21.9	67%	2
Kansas	21.9	75%	21.9	74%	21.7	73%	4
Michigan	20.1	100%	20.3	100%	24.1	29%	-
Minnesota	22.7	74%	20.3	100%	21.5	100%	5
Missouri	21.7	74%	20.2	100%	20.4	100%	11
Nebraska	21.5	84%	21.4	88%	21.4	84%	6
North Dakota	20.6	98%	20.3	100%	20.3	98%	13
Ohio	22.0	72%	22.0	73%	22.0	75%	1
South Dakota	21.9	78%	21.9	76%	21.8	80%	3
Wisconsin	22.2	71%	20.5	100%	20.5	100%	10

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 2017									
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	21.4	20.1	21.4	20.6	22.7	21.3	22.3	20.8	
2017	21.2	20.3	21.3	20.7	22.6	21.4	22.1	21.0	

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 2017 graduates taking the ACT indicated that they participated in the core high school programs (Figure 5-70). 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.

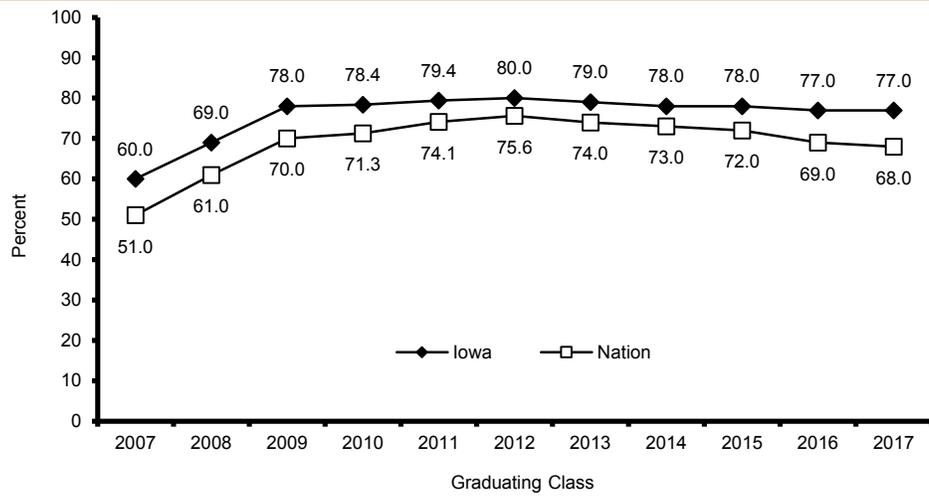
Table 5-7

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 5-70

Percent of ACT Participants Taking Core High School Programs 2007 to 2017



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 2017

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
2017	22.8	19.9	2.9	22.1	18.9	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

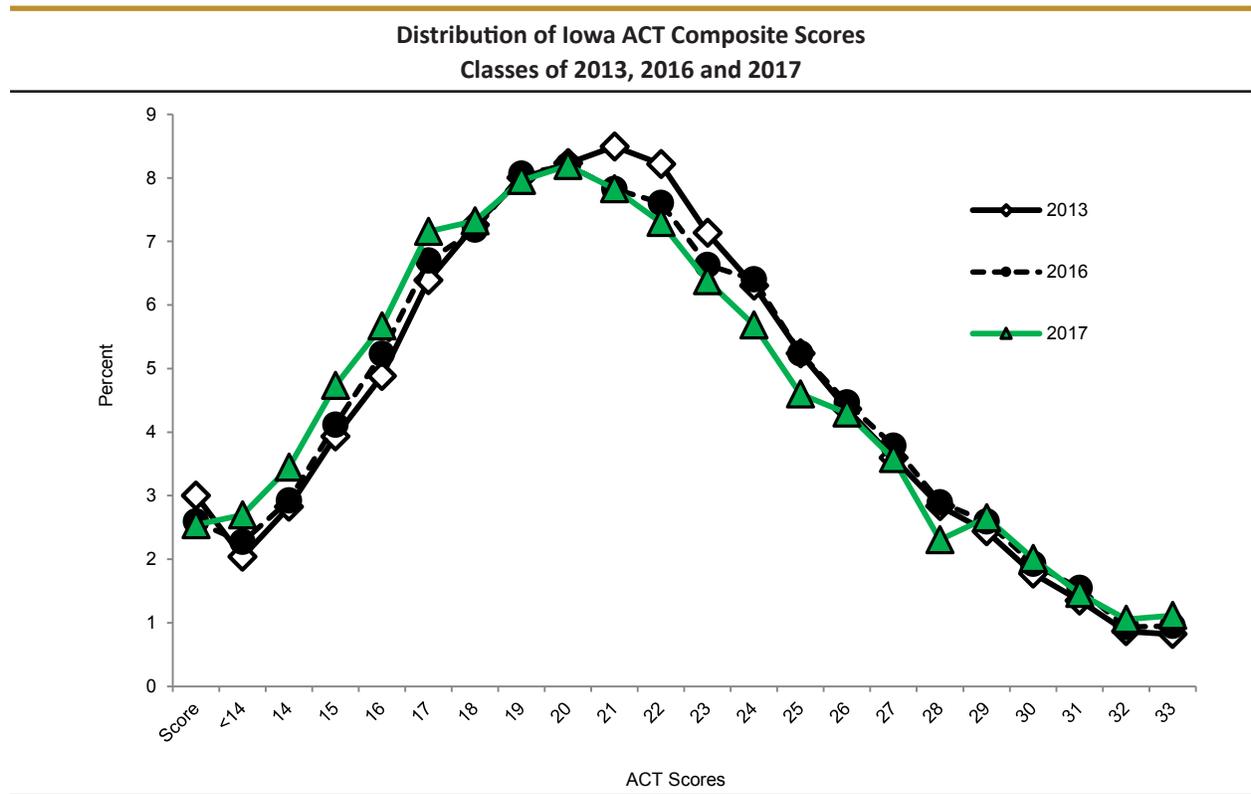
Table 5-9 provides the Iowa ACT composite score distributions for the classes of 2013 to 2017 (also see Figure 5-79). About 70 percent of Iowa test takers had a composite score of 20 or greater, with approximately 53 percent scoring 22 or higher in all three years. In 2017, more students scored 17 or less and less students scored between 22 and 28 than the other two years displayed in Figures 5-79.

Table 5-9

Iowa ACT Composite Score Distributions					
Classes of 2013 to 2017					
ACT Score	2013	2014	2015	2016	2017
<14	0.0	3.1%	2.6%	2.6%	2.5%
14	2.0	2.3	2.3	2.3	2.7
15	2.8	3.1	2.9	2.9	3.4
16	3.9	4.0	4.1	4.1	4.7
17	4.9	5.2	5.2	5.2	5.7
18	6.4	6.7	6.7	6.7	7.2
19	7.3	7.1	7.2	7.2	7.3
20	8.0	8.1	8.1	8.1	8.0
21	8.2	8.1	8.2	8.2	8.2
22	8.5	8.1	7.8	7.8	7.8
23	8.2	7.3	7.6	7.6	7.3
24	7.1	7.0	6.6	6.6	6.4
25	6.3	6.4	6.4	6.4	5.7
26	5.2	4.8	5.2	5.2	4.6
27	4.4	4.3	4.5	4.5	4.3
28	3.6	3.7	3.8	3.8	3.6
29	2.8	2.7	2.9	2.9	2.3
30	2.4	2.6	2.6	2.6	2.7
31	1.8	1.9	1.9	1.9	2.0
32	1.3	1.4	1.5	1.5	1.5
33	0.9	0.9	0.9	0.9	1.1
34+	0.8	1.1	1.0	1.0	1.1

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

Figure 5-71



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 to 2017 are provided in Table 5-10, Table 5-11 and Figure 5-72.

Table 5-10

Iowa Public School Average ACT Scores by Enrollment Category for the Graduating Classes of 2015 to 2017						
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
2017	<300	20.8	20.2	22.7	22.1	21.6
	300-599	20.6	20.5	21.9	21.6	21.3
	600-999	20.9	21.0	22.4	22.1	21.7
	1,000-2,499	21.2	21.2	22.7	22.3	22.0
	2,500-7,499	22.2	22.5	23.8	23.4	23.1
	7,500+	20.9	21.2	22.6	22.2	21.9
	State	21.2	21.4	22.8	22.4	22.1

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, and from 2013-2014 to 2016-2017 for the class of 2017.

Table 5-11

Iowa Public School Average ACT Scores by Subgroup, Graduating Classes 2015 to 2017							
Group	Number Tested	Class of 2015					Composite
		English	Mathematics	Reading	Science		
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	

Table 5-11 (....continued)

		Class of 2017					
Group	Number Tested	English	Mathematics	Reading	Science	Composite	
All Students	18,250	21.2	21.4	22.8	22.4	22.1	
African American	636	16.4	17.4	18.5	18.3	17.8	
American Indian	40	17.8	18.3	19.6	19.6	19.0	
Asian	527	21.8	22.9	22.7	23.5	22.9	
Hispanic	1,191	17.8	18.6	19.8	19.7	19.1	
Hawaiian or Pacific Islander	16	18.6	20.1	20.7	19.3	19.8	
Two or More Races	449	20.9	20.7	22.7	21.9	21.7	
White	15,391	21.7	21.7	23.2	22.8	22.5	
Disability*	539	14.7	16.6	16.7	17.3	16.5	
ELL**	370	14.1	16.3	15.8	17.0	15.9	
Low SES***	4,978	18.4	18.9	20.4	20.2	19.6	
Female	9,898	21.5	20.8	22.8	22.0	21.9	
Male	8,352	20.8	22.1	22.7	22.9	22.3	

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

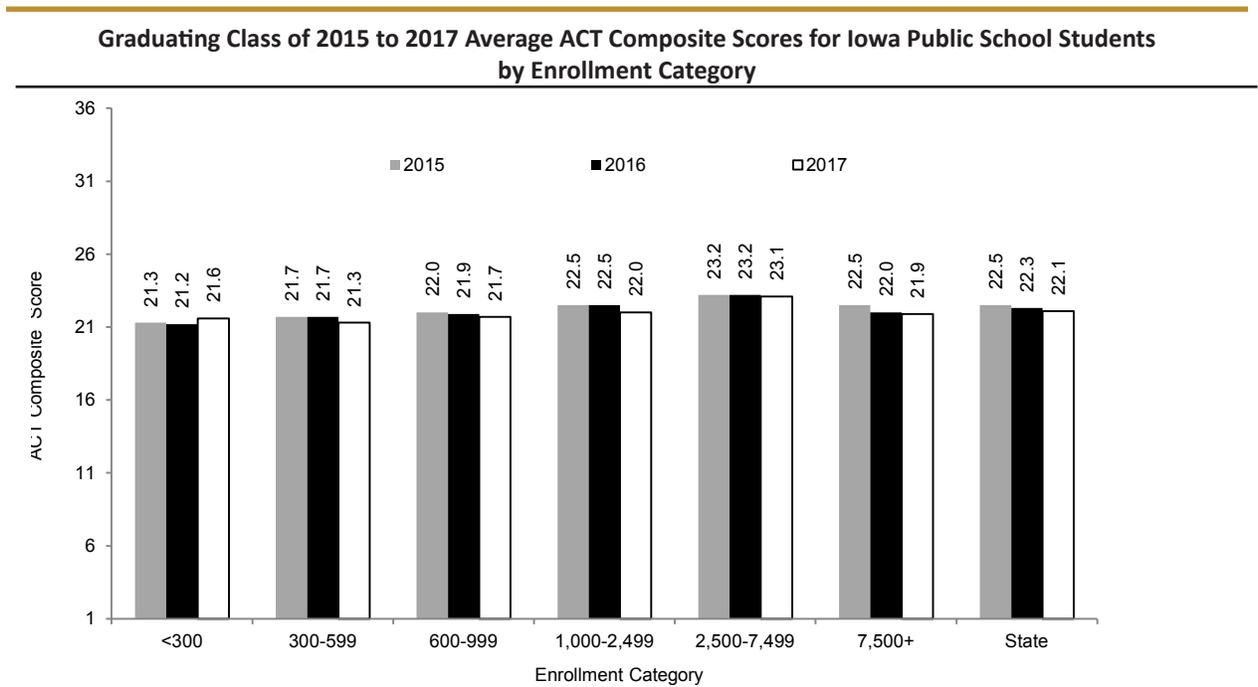
Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2011-2012 to 2014-2015 for the class of 2015 and from 2012-2013 to 2015-2016 for the class of 2016, and from 2013-2014 to 2016-2017 for the class of 2017.

*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 5-72



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

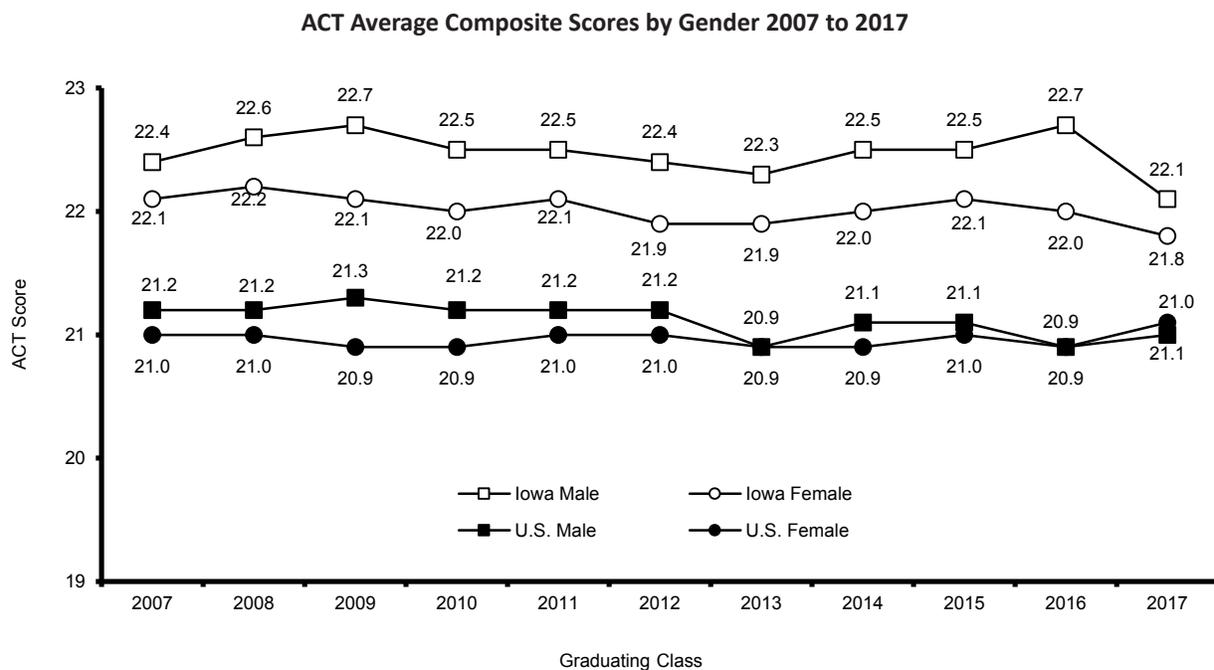
Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2011-2012 to 2014-2015 for the class of 2015 and from 2012-2013 to 2015-2016 for the class of 2016.

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 2016 and 2017.

Figure 5-73



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

Table 5-12

Iowa Average ACT Scores by Gender 2016 and 2017

Gender	Number of Test-takers		Average ACT Scores									
	2016	2017	English		Mathematics		Reading		Science		Composite	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Male	10,197	10,649	21.6	20.9	22.4	22.0	23.0	22.5	23.1	22.7	22.7	22.1
Female	11,899	12,552	21.8	21.6	20.9	20.7	23.0	22.7	22.0	21.7	22.0	21.8
Unreported*	1,036	105										

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 2017 were Health Sciences/ Allied Health Fields (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in engineering (25.1), English and foreign language (24.7); sciences (24.3) and computer science and mathematics (24.1). 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 2017			
Planned Educational Major	Nation Average	Iowa Average	Iowa Percent Planned
Agriculture & Natural Resources Conservation	19.7	20.8	4%
Architecture	20.6	22.0	1
Area, Ethnic, & Multidisciplinary Studies	21.6	22.9	<1
Arts: Visual & Performing	20.4	22.2	4
Business	21.4	21.8	9
Communications	21.6	22.5	1
Community, Family, & Personal Services	17.7	19.5	2
Computer Science & Mathematics	23.6	24.1	3
Education	20.3	21.1	7
Engineering	23.7	25.1	7
Engineering Technology & Drafting	19.6	21.8	1
English & Foreign Language	23.8	24.7	1
Health Administration & Assisting	18.1	19.4	2
Health Sciences & Technologies	21.0	22.1	17
Philosophy, Religion, & Theology	21.5	22.5	<1
Repair, Production, & Construction	17.0	19.0	1
Sciences: Biological & Physical	24.0	24.3	6
Social Sciences & Law	21.6	22.1	6
Undecided	22.0	22.5	20
No Response	17.6	17.5	8

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. The SAT scale scores are in the range of 200 and 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2017, the number of SAT takers in the Nation was more than 1.7 million and the number of Iowa SAT takers was about 700 (approximately 2 percent) of the high school graduates (Table 5-14).

In 2016-2017, the College Board first reported the Evidence-Based reading and writing (ERW) scores. Iowa's ERW and math average scores are both higher than the nation (Tables 5-14 and 5-15).

Table 5-14

SAT Scores for Iowa and the Nation Graduating Class of 2017				
	Iowa	Number of Students	Average ERW	Average Math
Nation		1,715,481	533	527
Iowa		693	647	644

Source: College Board, SAT Suite of Assessments Annual Report.

Note: ERW indicates Evidence-Based Reading and Writing.

Table 5-15

SAT Scores by Gender for Iowa and the Nation Graduating Class of 2017				
		Number of Students	Average ERW	Average Math
Nation	Female	906,019	534	516
Nation	Male	809,462	532	538
Iowa	Female	367	641	623
Iowa	Male	326	654	667

Source: College Board, SAT Suite of Assessments Annual Report.

Note: ERW indicates Evidence-Based Reading and Writing.

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 2016-2017. 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.

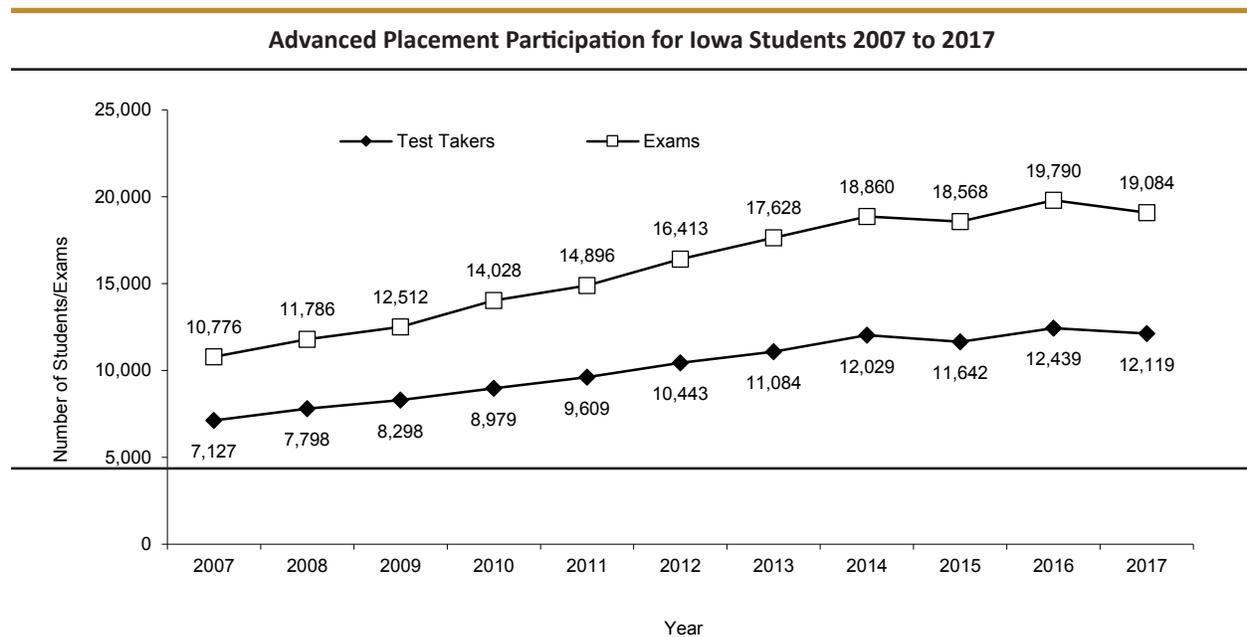
In Iowa, over 19,000 AP exams were taken by more than 12,000 students in 2017 (Figure 5-74). English language and composition, English literature and composition, U.S. history and government, biology and chemistry, calculus, and psychology in aggregate, accounted for more than 65 percent of the exams taken in 2017. The number of students/candidates in 2017 was slightly less than the number in 2016. The number of exams taken decreased 3.6 percent over that one-year period.

From 2007 to 2017, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 5-75).

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 5-76.

Table 5-16 shows the AP test results by Midwest states for the high school graduating classes of 2015 and 2016.

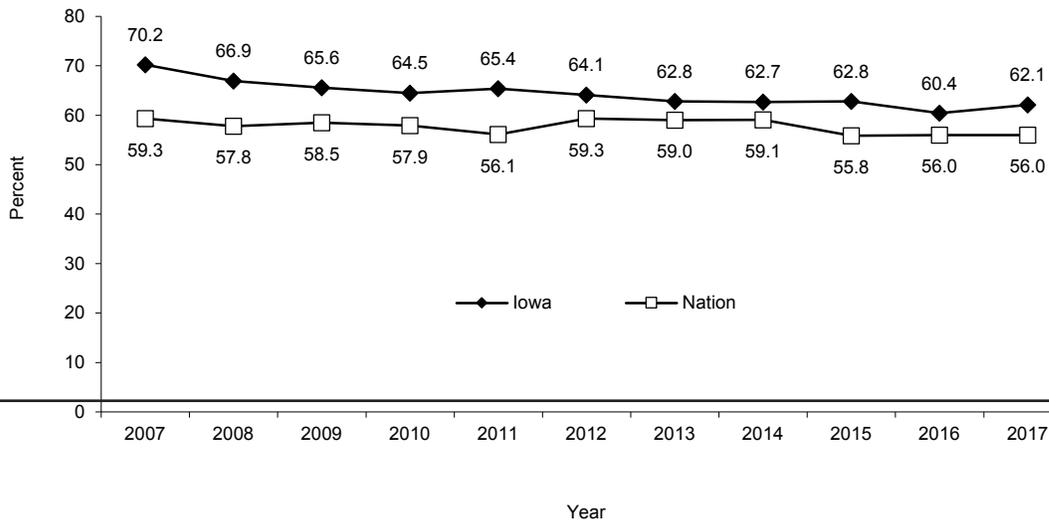
Figure 5-74



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

Figure 5-75

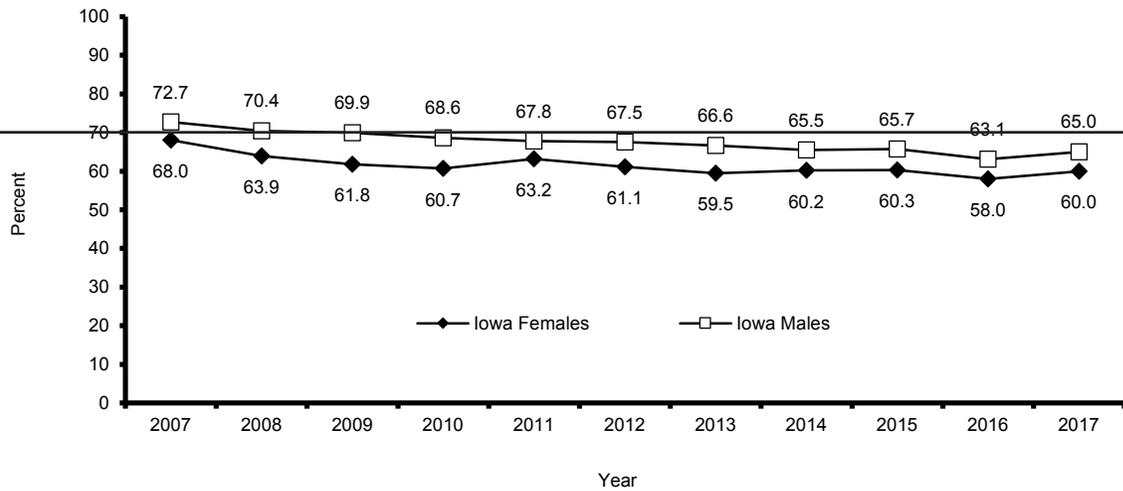
Percent of AP Candidates with AP Scores of 3+, 2007 to 2017



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

Figure 5-76

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2007 to 2017



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

Table 5-16

Number and Percent of Graduates Who Took Advanced Placement Exams and Percent of AP Exam Scored 3+ During High School by Midwest States, Graduating Classes of 2015 and 2016						
Nation and State	2015 Number of Graduates took AP	2015 Percent of Graduates took AP	2015 Percent Score 3+	2016 Number of Graduates took AP	2016 Percent of Graduates took AP	2016 Percent Score 3+
Nation	1,109,339	35.4%	60.1%	1,136,792	36.2%	60.6%
Illinois	48,627	35.0%	66.2%	49,963	37.5%	66.9%
Indiana	23,702	36.0%	49.4%	24,140	36.8%	49.3%
Iowa	6,343	19.6%	63.7%	6,680	20.6%	62.9%
Kansas	5,484	17.5%	60.1%	5,659	17.6%	60.6%
Michigan	29,736	29.5%	65.5%	30,428	30.6%	65.0%
Minnesota	18,863	33.3%	65.7%	19,096	33.9%	65.6%
Missouri	11,151	18.4%	59.2%	11,704	19.2%	59.3%
Nebraska	3,510	17.2%	61.7%	3,559	17.5%	60.9%
North Dakota	1,038	14.8%	69.6%	1,094	15.4%	62.2%
Ohio	30,268	27.3%	62.4%	31,066	27.0%	62.5%
South Dakota	1,601	20.5%	64.3%	1,473	19.1%	67.7%
Wisconsin	20,825	34.9%	69.9%	21,270	35.4%	70.0%

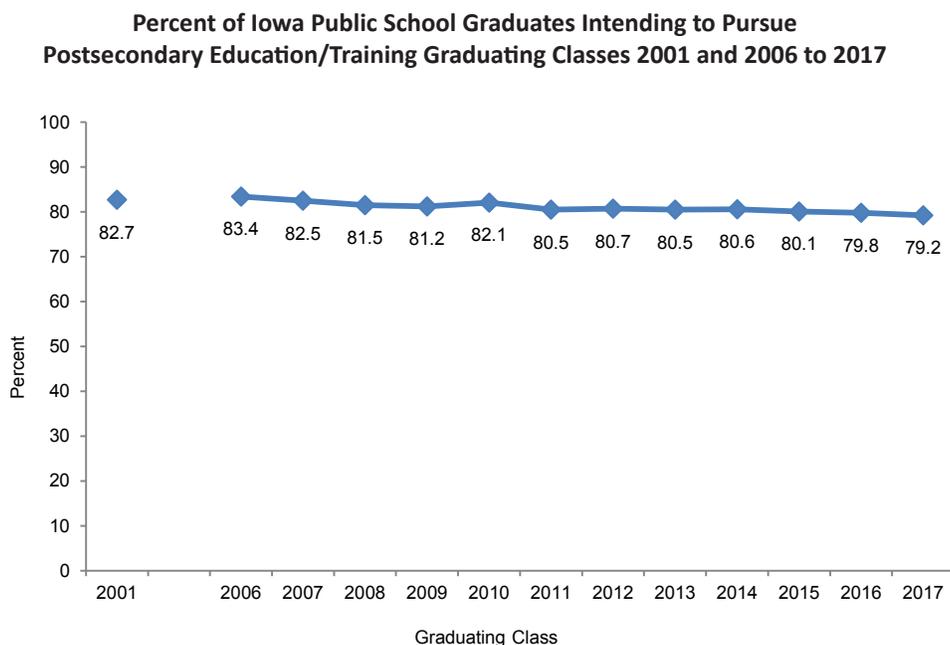
Source: The College Board, AP Cohort Data Reports.

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 to 2017 (Figure 5-77). 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 2017 (Table 5-19). Table 5-20 and Figure 5-78 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 2012. Beginning in 2013, the percent of students intending to pursue postsecondary education at a four-year college was higher than the percent of graduates intending to pursue postsecondary education at a two-year college.

Figure 5-77



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

Note: Data for the 2010 to 2017 graduating classes include 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 2017**

Enrollment Category	Graduating Class						
	2001	2012	2013	2014	2015	2016	2017
<300	77.6	81.3	79.6	86.5	80.4	79.9	80.2
300-599	81.2	84.0	83.0	82.3	82.6	81.8	80.0
600-999	82.5	83.9	82.9	81.0	81.2	81.9	80.9
1,000-2,499	83.1	81.0	80.3	80.0	79.4	80.3	77.9
2,500-7,499	81.9	80.9	81.7	81.3	82.3	82.1	81.6
7,500+	84.3	77.0	77.7	79.3	77.8	75.8	77.7
State	82.7	80.7	80.5	80.6	80.1	79.8	79.2

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

Note: Data for the 2012 to 2017 graduating classes include 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 2017**

Gender	Graduating Class						
	2001	2012	2013	2014	2015	2016	2017
Male	77.8	75.0	74.5	74.6	74.3	73.9	73.0
Female	87.5	86.4	86.7	86.6	86.1	85.7	85.6
Total	82.7	80.7	80.5	80.6	80.1	79.8	79.2

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

Note: Data for the 2012 to 2017 graduating classes include 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 2017							
Postsecondary Institution	Graduating Class						
	2001	2012	2013	2014	2015	2016	2017
Private 4-Year College	14.9	13.3	12.9	12.7	12.4	11.1	11.5
Public 4-Year College	27.3	25.5	26.7	26.9	27.5	28.9	28.1
Private 2-Year College	5.2	0.9	0.9	0.8	0.6	0.5	0.6
Community College	31.0	38.4	37.7	37.8	37.3	36.8	36.4
Other Training	4.3	2.6	2.4	2.4	2.3	2.4	2.7
Total	82.7	80.7	80.5	80.6	80.1	79.8	79.2

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

Notes: Data for the 2012 to 2017 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Table 5-20

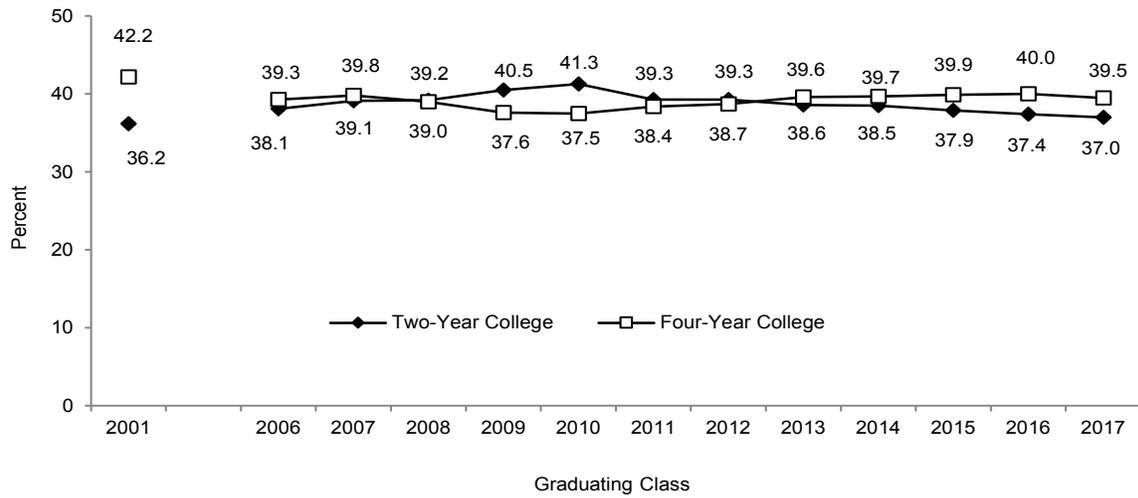
Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2012 to 2017							
Postsecondary Institution	Graduating Class						
	2001	2012	2013	2014	2015	2016	2017
Four-Year College	42.2	38.7	39.6	39.7	39.9	40.0	39.5
Two-Year College	36.2	39.3	38.6	38.5	37.9	37.4	37.0

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

Note: Data for the 2012 to 2017 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Figure 5-78

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 2017



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

Note: Data for the 2010 to 2017 graduating classes include 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 5-79 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. Both rates increased in 2015-2016.

The public school dropout distributions by grade and enrollment categories for 2015-2016 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 41 percent of the total dropouts while comprised less than 30 percent of the total enrollment in grades 7 to 12.

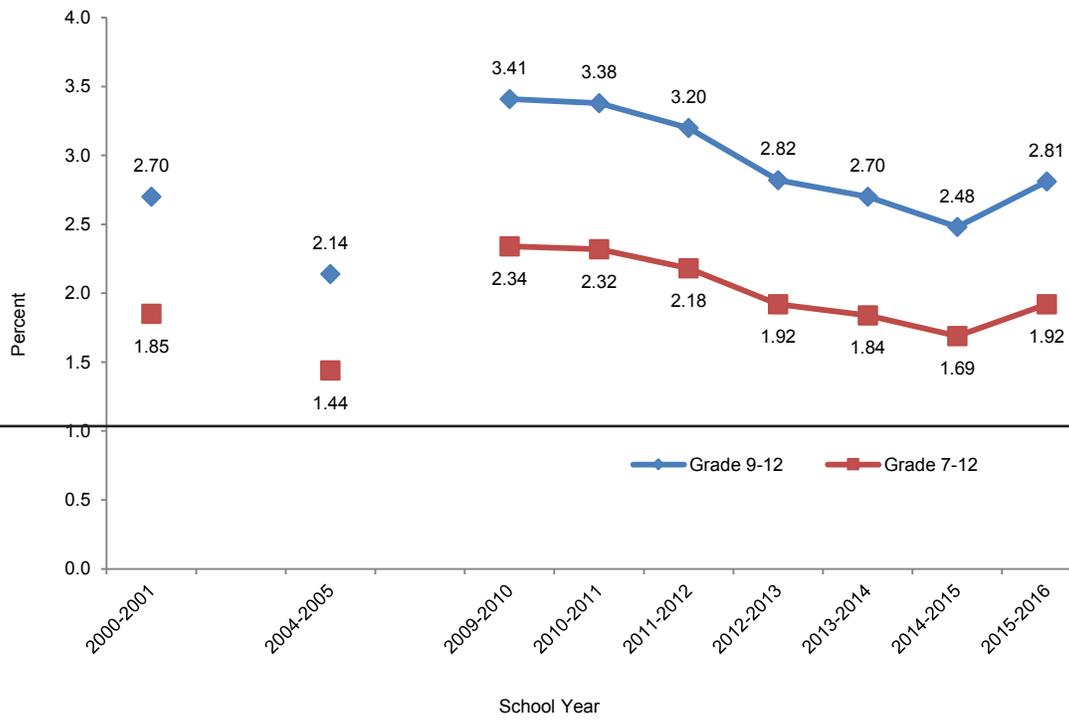
Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

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 5-79

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates
2000-2001, and 2004-2005 and 2009-2010 to 2015-2016



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 2015-2016											
Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	1	1	4	5	13	12	36	0.85%	2,686	1.22%	1.34%
300-599	5	2	11	26	93	160	297	7.03%	22,640	10.29%	1.31%
600-999	3	1	17	30	78	174	303	7.17%	29,388	13.36%	1.03%
1,000-2,499	2	7	22	82	221	401	735	17.40%	55,585	25.27%	1.32%
2,500-7,499	6	5	30	72	236	510	859	20.33%	43,960	19.98%	1.95%
7500+	16	10	97	224	437	963	1,747	41.35%	65,595	29.82%	2.66%
Up to state	6	6	21	51	84	80	248	5.87%	137	0.06%	
State	39	32	202	490	1,162	2,300	4,225	100.00%	219,991	100.00%	1.92%

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, 2014-2015 and 2015-2016			
	2000-2001	2014-2015	2015-2016
Female Dropout Rate	1.60%	1.41%	1.59%
Male Dropout Rate	2.08%	1.95%	2.23%
Female Dropouts as a Percent of Total Dropouts	42.39%	40.54%	40.28%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.54%	48.56%

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 (Percent) by Race/Ethnicity 2013-2014 to 2015-2016**

Race/Ethnic Group	2013-2014	2014-2015	2015-2016
African American	4.93	3.79	4.55
American Indian	4.41	4.27	4.46
Asian	1.09	0.87	1.02
Hispanic	2.87	3.13	3.46
Native Hawaiian/Pacific Islander	1.79	2.34	1.85
Two or More Races	3.05	2.82	2.87
White	1.50	1.36	1.53
State Total	1.84	1.69	1.92

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 2015 Fall Enrollment and 2016 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, 2014-2015 and 2015-2016**

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2000-2001	2014-2015	2015-2016	2000-2001	2014-2015	2015-2016
African American	7.9%	11.98%	13.11%	3.1%	5.34%	5.53%
American Indian	1.7%	1.08%	0.95%	0.5%	0.43%	0.41%
Asian	1.5%	1.19%	1.28%	1.8%	2.32%	2.40%
Hispanic	8.8%	16.84%	17.11%	2.8%	9.10%	9.50%
Native Hawaiian/Pacific Islander		0.24%	0.19%		0.18%	0.20%
Two or More Races		4.61%	4.40%		2.77%	2.95%
White	80.1%	64.05%	62.96%	91.8%	79.87%	79.01%

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 2015-2016

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	44	13.21%	13.21%
.01-.50	43	12.91%	26.13%
.51-1.00	76	22.82%	48.95%
1.01-1.50	63	18.92%	67.87%
1.51-2.00	41	12.31%	80.18%
2.01-2.50	31	9.31%	89.49%
2.51-3.00	4	1.20%	90.69%
3.01-3.50	6	1.80%	92.49%
3.51-4.00	4	1.20%	93.69%
>4.00	21	6.31%	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa 2015 Fall Enrollment and 2016 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 12 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 2009 to 2016. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2014 and 2015.

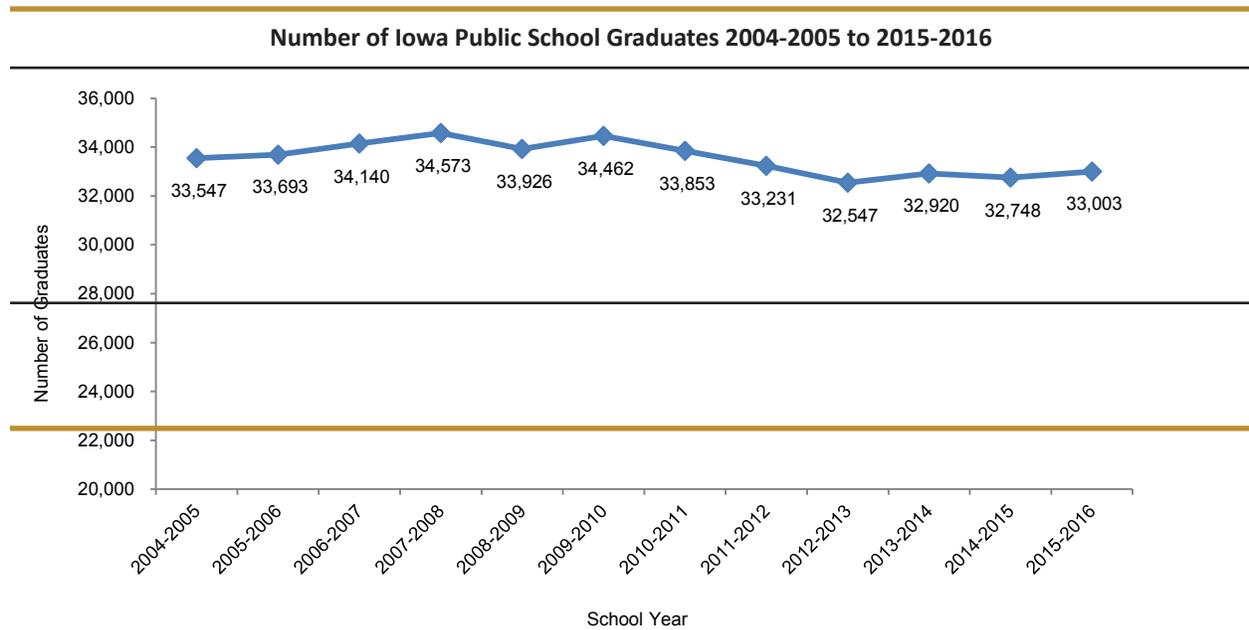
High School Graduates

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 5-80 shows the number of regular diploma recipients by school year from 2004-2005 to 2015-2016. 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 5-80



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 2016 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 2012 minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$
For the graduating class of 2016

FG -- First-time 9th grade students in fall of 2012 and graduated in 2016 or earlier

TIG-- Students who transferred in grades 9 to 12 and graduated in 2016 or sooner

F -- First-time 9th grade students in fall of 2012

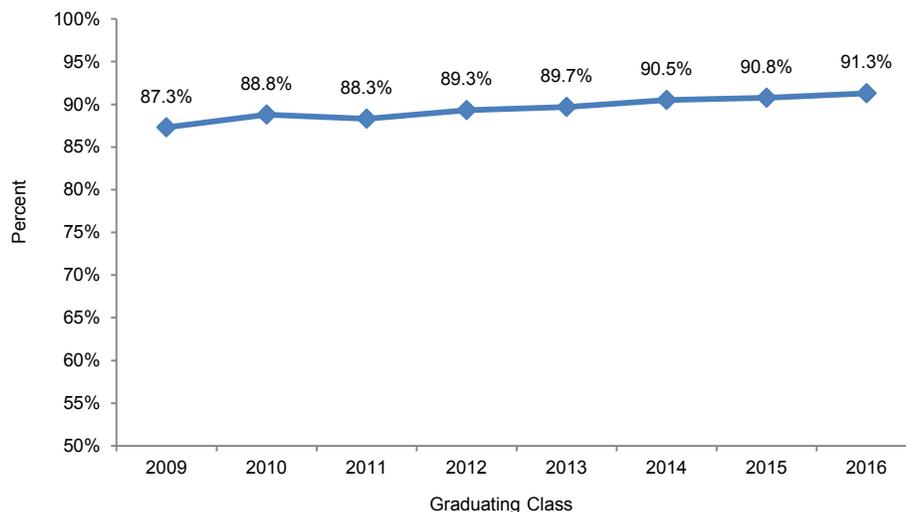
TI -- Transferred in the first-time 9th graders' cohort in grades 9 to 12

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 5-81

Iowa Public High School Four-Year Cohort Graduation Rate for the Graduating Classes of 2009 to 2016



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 2015 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 2015-2016 school year) by the number of first-time 9th graders enrolled in the fall of 2011 minus the number of students who transferred out (between 2011 and 2015) plus the total number of students who transferred in (between 2011 and 2015). 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 2015 and 2016. 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 2015 and 2016							
Group	Class of 2015			Class of 2016			
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate	
All Students	30,802	33,932	90.8%	31,511	34,528	91.3%	
African American	1,251	1,579	79.2%	1,343	1,685	79.7%	
American Indian	131	153	85.6%	108	134	80.6%	
Asian	727	784	92.7%	745	814	91.5%	
Hawaiian or Pacific Islander	38	44	86.4%	37	42	88.1%	
Hispanic	2,250	2,719	82.8%	2,421	2,864	84.5%	
Two or More Races	668	796	83.9%	755	900	83.9%	
White	25,737	27,857	92.4%	26,102	28,089	92.9%	
Disability*	3,377	4,384	77.0%	2,072	2,981	69.5%	
ELL**	961	1,159	82.9%	1,001	1,239	80.8%	
Low SES***	11,098	13,084	84.8%	11,860	14,141	83.9%	
Migrant	79	95	83.2%	59	76	77.6%	
Female	15,399	16,596	92.8%	15,741	16,917	93.0%	
Male	15,403	17,336	88.8%	15,770	17,611	89.5%	

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 2014 and 2015 are displayed in 5-27.

Table 5-27

**Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup
for the Graduation Classes of 2014 and 2015**

Enrollment Category	Class of 2014			Class of 2015		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,631	33,969	93.1%	31,657	33,932	93.3%
African American	1,266	1,514	83.6%	1,342	1,579	85.0%
American Indian	126	152	82.9%	138	153	90.2%
Asian	699	738	94.7%	758	784	96.7%
Hawaiian or Pacific Islander	32	35	91.4%	41	44	93.2%
Hispanic	2,250	2,599	86.6%	2,386	2,719	87.8%
Two or More Races	703	789	89.1%	697	796	87.6%
White	26,555	28,142	94.4%	26,295	27,857	94.4%
Disability*	3,800	4,474	84.9%	3,709	4,384	84.6%
ELL**	992	1,126	88.1%	1,027	1,159	88.6%
Low SES***	11,524	13,110	87.9%	11,582	13,084	88.5%
Migrant	79	95	83.2%	82	95	86.3%
Female	15,698	16,605	94.5%	15,726	16,596	94.8%
Male	15,933	17,364	91.8%	15,931	17,336	91.9%

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 2015 in the nation.

Table 5-28

Class of 2015 Public High School Four Year Adjusted Cohort Graduation Rates (ACGR) [in %]

State	All Students	Race/Ethnicity					American Indian/Alaska Native	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
		White	Black	Hispanic	Asian/Pacific Islander					
United States	83	88	75	78	90	72	65	65	76	
Alabama	89	91	87	90	93	90	72	75	85	
Alaska	76	80	71	72	83	64	57	56	67	
Arizona	77	83	73	73	87	67	64	34	73	
Arkansas	85	87	78	85	86	80	82	86	82	
California	82	88	71	79	92	73	65	69	78	
Colorado	77	83	70	68	87	64	54	61	66	
Connecticut	87	93	78	75	95	87	66	67	76	
Delaware	86	88	83	81	94	69	66	69	76	
District of Columbia	69	86	67	68	79	‡	46	62	68	
Florida	78	83	68	77	91	76	57	60	70	
Georgia	79	83	75	72	88	76	54	56	75	
Hawaii	82	79	74	75	83	61	60	46	76	
Idaho	79	81	75	71	84	66	58	72	72	
Illinois	86	90	76	81	94	79	71	72	78	
Indiana	87	90	75	83	88	86	71	75	84	
Iowa	91	92	79	83	92	85	77	83	85	
Kansas	86	88	79	78	91	81	77	77	77	
Kentucky	88	89	80	83	91	81	66	67	85	
Louisiana	78	83	71	75	90	76	44	50	71	
Maine	88	88	80	80	93	82	74	77	76	
Maryland	87	92	82	77	96	79	64	49	79	
Massachusetts	87	92	78	72	92	80	70	64	78	
Michigan	80	84	67	72	90	71	57	72	68	
Minnesota	82	87	62	66	83	52	61	63	67	
Mississippi	81	85	77	81	94	82	34	68	77	
Missouri	88	91	76	84	93	86	77	71	81	
Montana	86	89	82	83	95	67	75	62	77	

Table 5-28 (...continued)

State	All Students	Race							Economically Disadvantaged
		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Students with Disabilities	Limited English Proficient	
Nebraska	89	93	75	82	79	76	71	55	81
Nevada	71	78	56	67	82	58	29	32	64
New Hampshire	88	89	80	75	91	75	73	77	77
New Jersey	90	94	82	83	96	89	78	74	82
New Mexico	69	74	61	67	79	63	59	64	64
New York	79	89	67	66	85	65	53	36	71
North Carolina	86	88	82	80	92	82	67	58	80
North Dakota	87	91	76	75	78	60	68	62	71
Ohio	81	86	60	70	86	75	67	50	69
Oklahoma	83	84	77	79	89	82	76	60	78
Oregon	74	76	63	67	84	55	53	51	66
Pennsylvania	85	89	72	70	91	76	72	63	76
Rhode Island	83	87	77	76	87	65	68	77	76
South Carolina	80	83	77	77	91	80	49	76	74
South Dakota	84	90	72	70	81	49	60	56	67
Tennessee	88	91	81	84	93	85	70	75	84
Texas	89	93	85	87	95	86	78	73	86
Utah	85	87	70	74	86	70	68	66	77
Vermont	88	89	81	82	76	>=50	72	69	78
Virginia	86	90	79	76	92	---	53	45	75
Washington	78	81	69	70	86	60	58	56	68
West Virginia	87	87	83	83	>=95	71	69	86	83
Wisconsin	88	93	64	78	91	78	68	62	77
Wyoming	79	82	68	72	88	45	59	64	66

Source: National Center for Education Statistics, Digest of Education Statistics, 2016 (Table 219.46).

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

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.

Table 5-31

**K-12 Out-of-School Suspensions by Problem Behavior
2016-2017**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	1,704	1,420	6.8%
Alcohol Related	264	260	1.1%
Arson	27	27	0.1%
Bomb Threat	22	21	0.1%
Bullying	277	261	1.1%
Combustible Related	176	172	0.7%
Defiance - Noncompliance	4,437	3,140	17.7%
Disrespect	715	638	2.9%
Disruption	1,541	1,288	6.1%
Dress Code Violation	15	15	0.1%
Drug Related	1,013	940	4.0%
Forgery - Plagiarism	3	3	0.0%
Gang Affiliation Display	18	16	0.1%
Harrassment	508	474	2.0%
Inappropriate Display of Affection	62	62	0.2%
Inappropriate Location	186	165	0.7%
Lying - Cheating	14	14	0.1%
Other	1,303	1,114	5.2%
Physical Aggression with Injury	1,815	1,522	7.2%
Physical Aggression with Serious Injury	30	29	0.1%
Physical Aggression without Injury	4,726	3,588	18.8%
Physical Fighting with Injury	620	586	2.5%
Physical Fighting with Serious Injury	27	27	0.1%
Physical Fighting without Injury	3,094	2,705	12.3%
Property Damage - Vandalism	266	252	1.1%
Skip Class	142	128	0.6%
Special Ed ALJ Decision	2	2	0.0%
Tardy	16	15	0.1%
Technology Violation	224	219	0.9%
Theft	417	391	1.7%
Tobacco Related	503	468	2.0%
Truancy	296	255	1.2%
Weapons Related	611	587	2.4%
Totals	25,074	20,804	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
2016-2017**

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	0	0.0%
Alcohol Related	2	1.7%
Arson	1	0.8%
Bomb Threat	0	0.0%
Bullying	2	1.7%
Combustible Related	4	3.3%
Defiance - Noncompliance	6	5.0%
Disrespect	0	0.0%
Disruption	3	2.5%
Dress Code Violation	0	0.0%
Drug Related	52	43.3%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	2	1.7%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	1	0.8%
Lying - Cheating	0	0.0%
Other	4	3.3%
Physical Aggression with Injury	4	3.3%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	3	2.5%
Physical Fighting with Injury	6	5.0%
Physical Fighting with Serious Injury	1	0.8%
Physical Fighting without Injury	1	0.8%
Property Damage - Vandalism	2	1.7%
Skip Class	0	0.0%
Special Ed ALJ Decision	0	0.0%
Tardy	0	0.0%
Technology Violation	5	4.2%
Theft	2	1.7%
Tobacco Related	2	1.7%
Truancy	0	0.0%
Weapons Related	17	14.2%
Totals	120	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
2016-2017**

Problem Behavior	Removals	Interim Settings % Removals
Abusive/Inappropriate language	15	7.9%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	0	0.0%
Bullying	1	0.5%
Combustible Related	0	0.0%
Defiance - Noncompliance	34	17.9%
Disrespect	7	3.7%
Disruption	29	15.3%
Dress Code Violation	0	0.0%
Drug Related	7	3.7%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harrassment	4	2.1%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	1	0.5%
Lying - Cheating	0	0.0%
Other	31	16.3%
Physical Aggression with Injury	4	2.1%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	12	6.3%
Physical Fighting with Injury	6	3.2%
Physical Fighting with Serious Injury	1	0.5%
Physical Fighting without Injury	8	4.2%
Property Damage - Vandalism	3	1.6%
Skip Class	11	5.8%
Special Ed ALJ Decision	0	0.0%
Tardy	2	1.1%
Technology Violation	1	0.5%
Theft	2	1.1%
Tobacco Related	1	0.5%
Truancy	8	4.2%
Weapons Related	2	1.1%
Totals	190	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.

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 49.1 percent of all removals, Out-of-School Suspensions at 50.3 percent. Removals went down over 11 percent in 2016-2017 from 2014-2015, but increased 2.7 percent since 2015-2016. When multiple offenses are removed from the counts to reveal the number of unique students involved, about 5.3 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
2014-2015 to 2016-2017**

	Removals (includes multiple offenses)			% of Removals 2016-2017	% Change 2014-2015 to 2016-2017
	2014-2015	2015-2016	2016-2017		
In-School Suspensions	32,293	25,268	24,453	49.1%	-24.3%
Out-of-School Suspensions	23,499	22,700	25,074	50.3%	6.7%
Expulsions	114	122	120	0.2%	5.3%
Interim Setting by School Personnel	126	446*	190	0.4%	50.8%
Total	56,032	48,536	49,837	100%	-11.1%

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
2016-2017**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	1,871	1,609	7.7%
Alcohol Related	78	76	0.3%
Arson	6	6	0.0%
Bomb Threat	7	7	0.0%
Bullying	361	336	1.5%
Combustible Related	70	70	0.3%
Defiance - Noncompliance	4,701	3,342	19.2%
Disrespect	1,221	1,083	5.0%
Disruption	1,935	1,594	7.9%
Dress Code Violation	29	28	0.1%
Drug Related	143	139	0.6%
Forgery - Plagiarism	35	34	0.1%
Gang Affiliation Display	2	2	0.0%
Harrassment	589	565	2.4%
Inappropriate Display of Affection	56	53	0.2%
Inappropriate Location	209	190	0.9%
Lying - Cheating	60	56	0.2%
Other	1,549	1,277	6.3%
Physical Aggression with Injury	718	673	2.9%
Physical Aggression with Serious Injury	27	26	0.1%
Physical Aggression without Injury	3,442	2,940	14.1%
Physical Fighting with Injury	306	273	1.3%
Physical Fighting with Serious Injury	6	6	0.0%
Physical Fighting without Injury	1,602	1,469	6.6%
Property Damage - Vandalism	277	270	1.1%
Skip Class	999	776	4.1%
Special Ed ALJ Decision		0	0.0%
Tardy	487	340	2.0%
Technology Violation	363	343	1.5%
Theft	590	537	2.4%
Tobacco Related	309	297	1.3%
Truancy	2,160	1,364	8.8%
Weapons Related	245	244	1.0%
Totals	24,453	20,025	100%

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

Table 5-34

K-12 Removals by Race/Ethnicity for 2014-2015 to 2016-2017						
	2014-2015	Removals 2015-2016	2016-2017	% of Removals 2016-2017	% of K-12 Enrollment 2016-2017	% Change in Removals 2014-2015 to 2016-2017
African American	11,580	10,162	10,621	21.3%	5.5%	-8.3%
American Indian	350	271	337	0.7%	0.4%	-3.7%
Asian	404	297	320	0.6%	2.3%	-20.8%
Hispanic	7,720	5,802	5,711	11.5%	10.0%	-26.0%
Hawaiian or Pacific Islander	119	125	127	0.3%	0.2%	6.7%
White	32,521	28,828	29,314	58.8%	78.3%	-9.9%
Multi-Racial	3,338	3,051	3,407	6.8%	3.4%	2.1%
Total	56,032	48,536	49,837	100.0%	100.0%	-11.1%

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 2014-2015 to 2016-2017						
Grade Span	2014-2015	Removals 2015-2016	2016-2017	% of Removals 2016-2017	% of K-12 Enrollment 2016-2017	% Change in Removals 2014-2015 to 2016-2017
K-2	3,224	3,150	3,842	7.7%	23.6%	19.2%
3-5	5,904	5,777	7,070	14.2%	23.1%	19.7%
6-8	17,889	16,998	18,755	37.6%	22.6%	4.8%
9-12	29,015	22,611	20,170	40.5%	30.8%	-30.5%
Total	56,032	48,536	49,837	100.0%	100.0%	-11.1%

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 2014-2015 to 2016-2017

Enrollment Category	2014-2015	Removals 2015-2016	2016-2017	% of Removals 2016-2017	% of K-12 Enrollment 2016-2017	% Change in Removals 2014-2015 to 2016-2017
< 300	476	350	374	0.8%	1.8%	-21.4%
300 to 599	2,686	2,339	2,478	5.0%	9.5%	-7.7%
600 to 999	3,889	3,161	3,381	6.8%	13.1%	-13.1%
1,000 to 2,499	9,316	8,754	10,245	20.6%	24.0%	10.0%
2,500 to 7,499	16,847	13,853	12,148	24.4%	19.8%	-27.9%
7,500 +	22,818	20,079	21,211	42.6%	31.8%	-7.0%
Total	56,032	48,536	49,837	100%	100.0%	-11.1%

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.

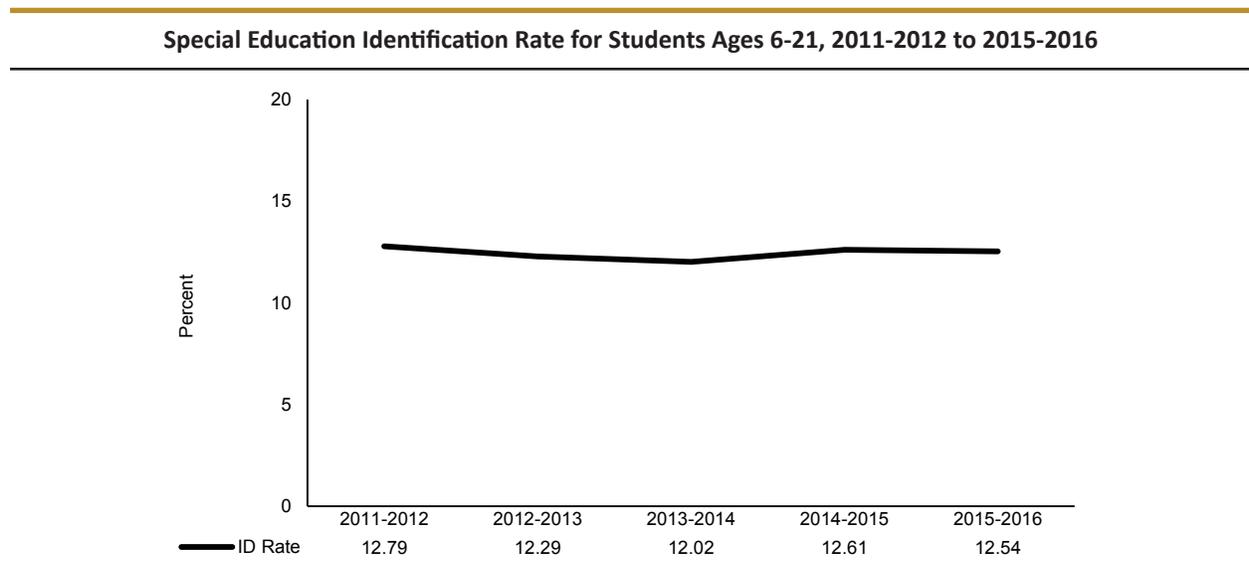
- Students come to school ready to learn
- Students attend school in safe and caring environments
- Students achieve at high levels
- Students leave school ready for life

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 2011-2012 to 2015-2016. From the 2011-2012 school year to the 2015-2016 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

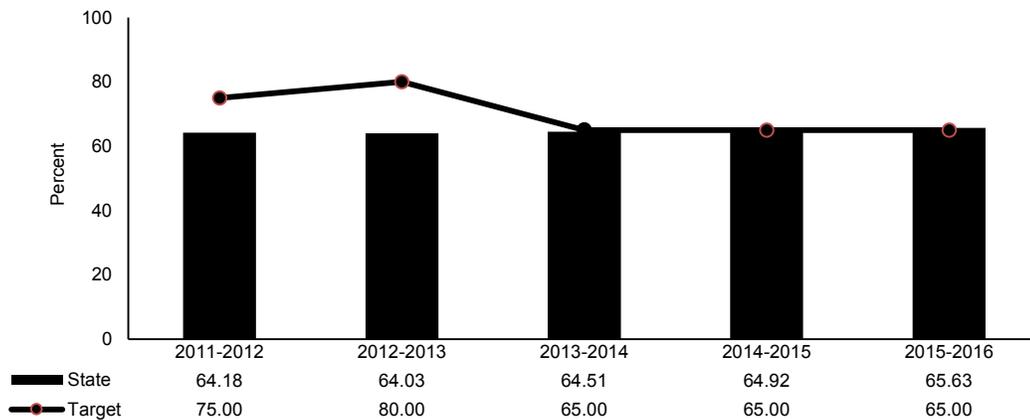
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with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

In 2015-2016, the percentage of students in the regular education classroom for 80 percent or more of the school day was 65.63, just over the state target of 65.00 percent. The percentage of students served in the regular education classroom for less than 40 percent of the school day was 8.90. This percentage was over the threshold, which was set at 8.50. The percentage of students served in other placements was below the state thresholds of 2.80 percent.

Figure 6-2

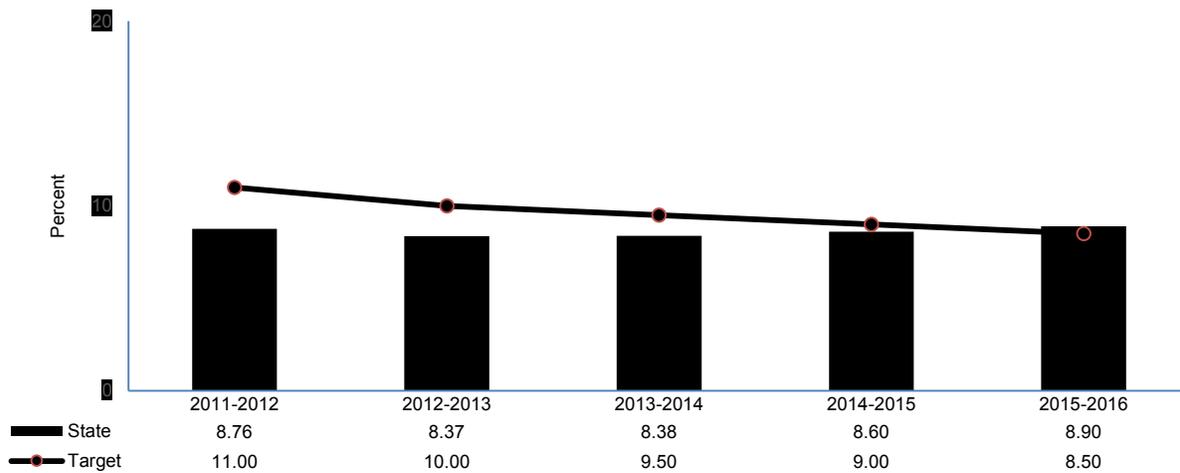
Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day
2011-2012 to 2015-2016



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

Figure 6-3

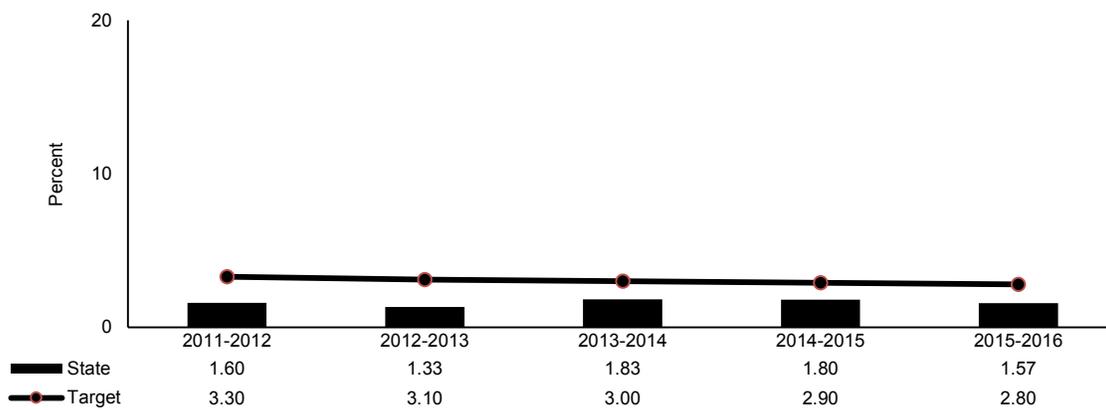
Percent of Students with Disabilities Ages 6-21 In the Regular Classroom Less Than 40 Percent of the Day
2011-2012 to 2015-2016



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, 2011-2012 to 2015-2016

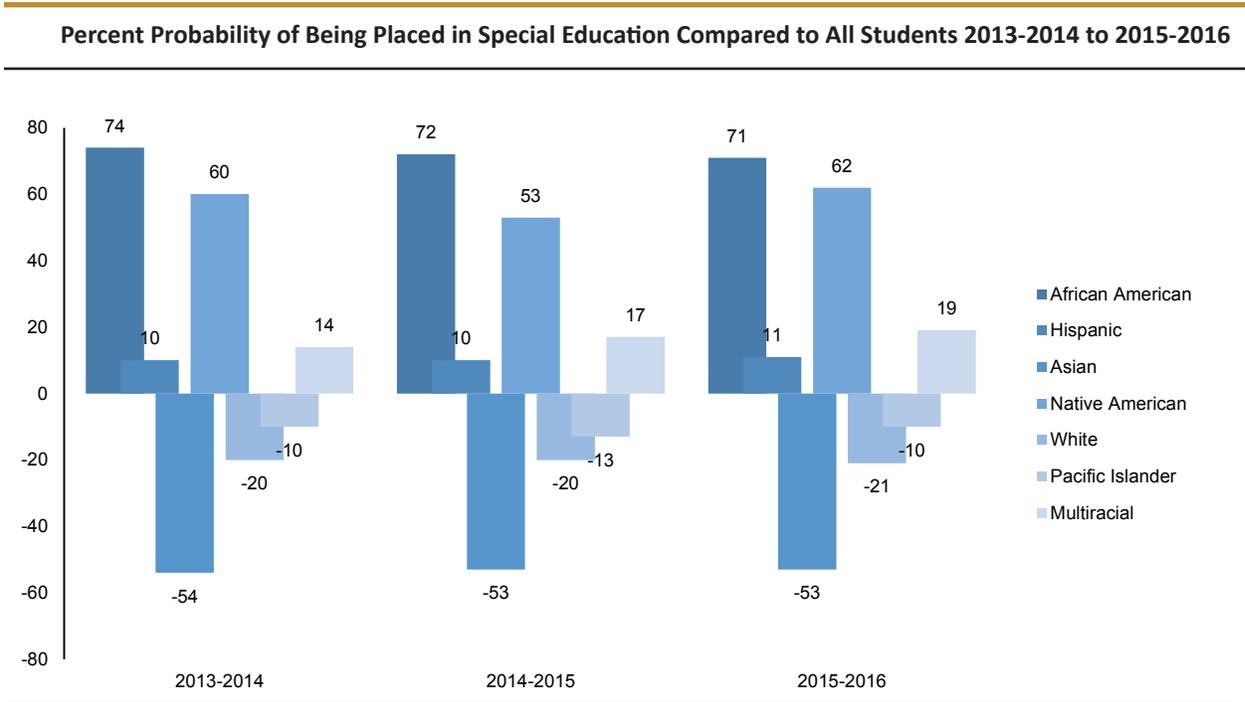


Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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 2015, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 71 percent and 62 percent respectively. Asian students had the greatest disproportionality rates of underrepresentation at -53 percent.

Figure 6-5



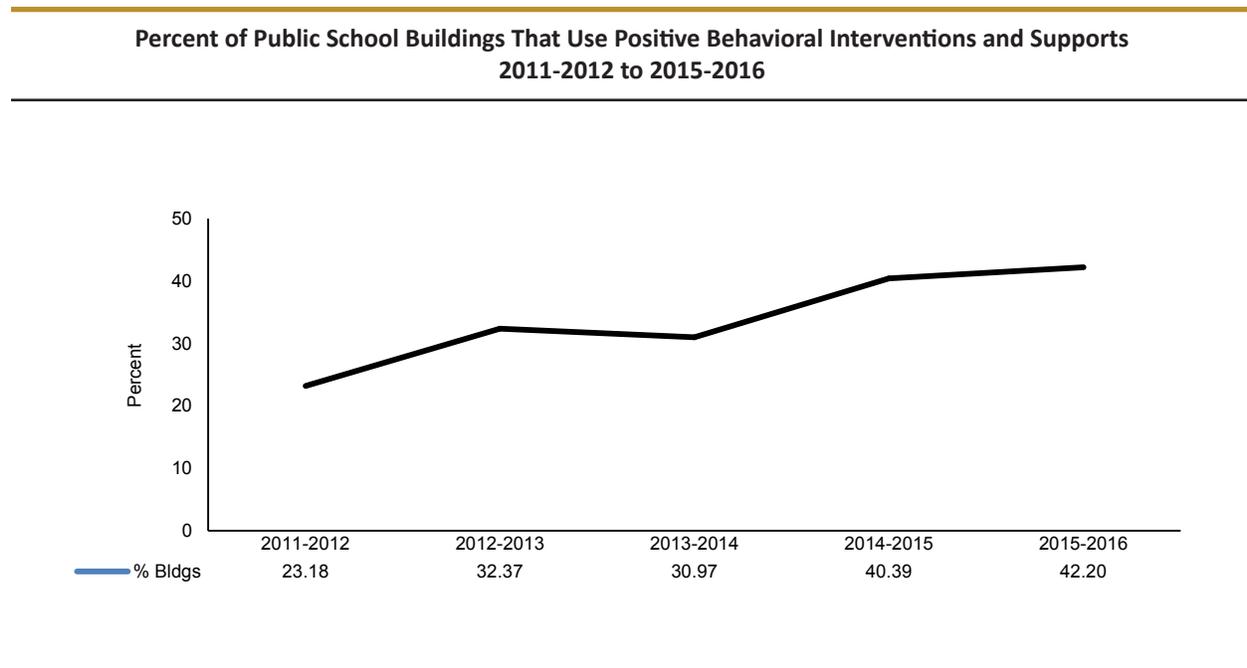
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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 19.02 percent since 2011.

Figure 6-6



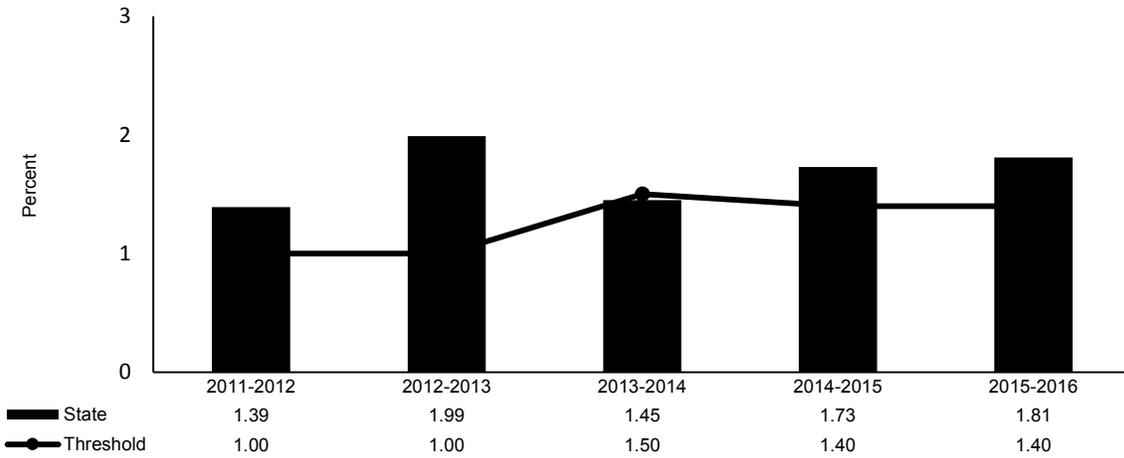
Source: Iowa Department of Education, Bureau of School Improvement, PBIS Files.

Discipline

Data on disciplinary actions taken against students with IEPs are collected and reported for students ages 3-21 who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for more than ten days in the school year for the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled for greater than ten days. The following graph presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from school year 2011-2012 to 2015-2016. Currently, 1.81 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 2015-2016 were collected during the 2014-2015 school year.

Figure 6-7

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2011-2012 to 2015-2016



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?

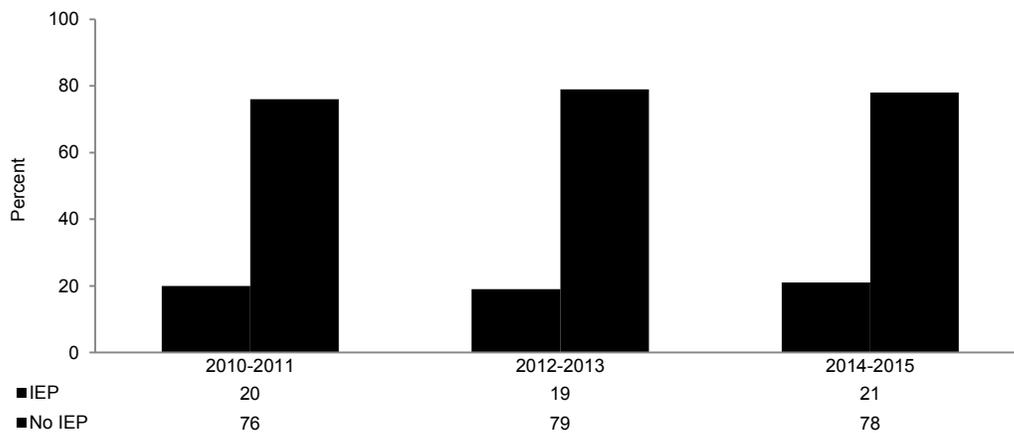
National Assessment of Educational Progress (NAEP)

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 2014-2015 in reading, 21 percent of 4th grade students with IEPs and 78 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 87 percent of 8th graders without IEPs scored at basic or above. The gap between students with and without disabilities was 56 percent for 4th graders and 56 percent for 8th graders in 2010-2011 and 57 percent for 4th graders and 57 percent for 8th graders in 2014-2015.

Figure 6-8

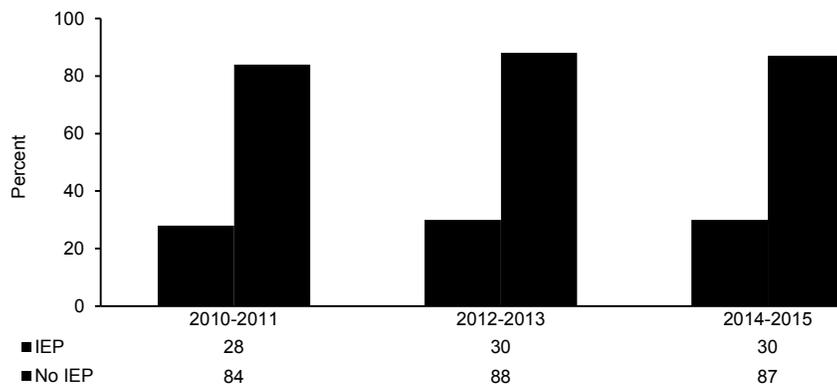
Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading, 2010-2011, 2012-2013 and 2014-2015



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

Figure 6-9

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading, 2010-2011, 2012-2013 and 2014-2015

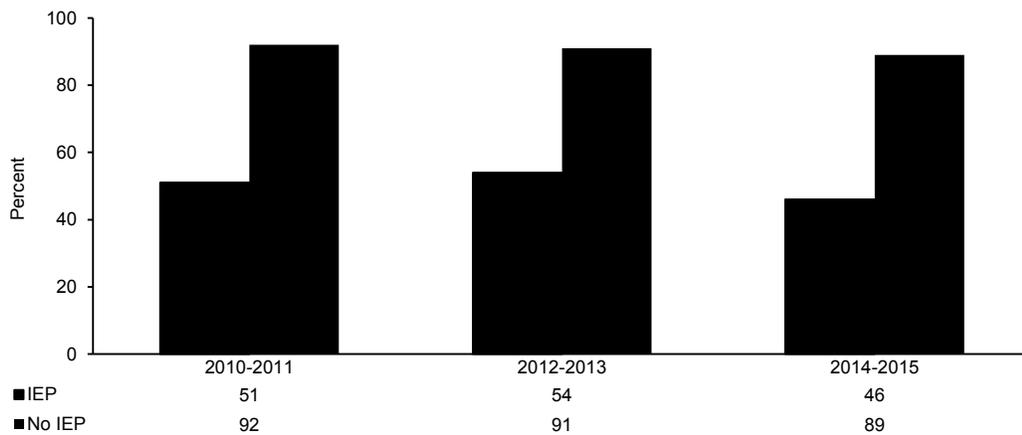


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2014-2015 in math, 46 percent of 4th grade students with IEPs and 89 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 41 percent for 4th graders and 55 percent for 8th graders in 2010-2011 and 43 percent for 4th graders and 56 percent for 8th graders in 2014-2015.

Figure 6-10

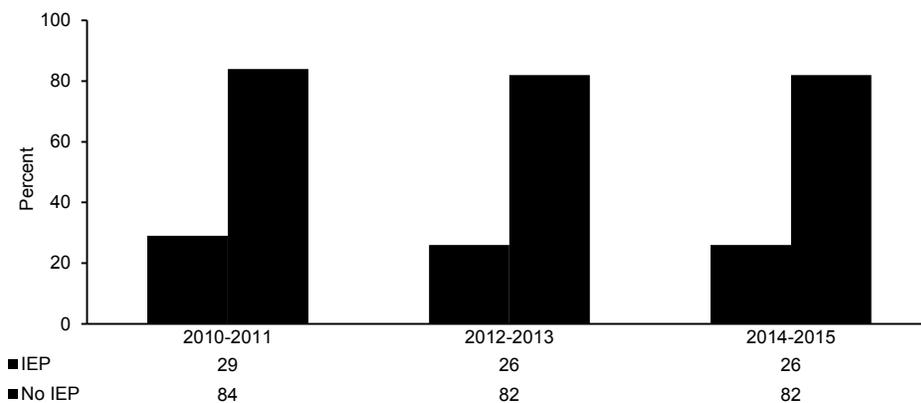
**Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics
2010-2011, 2012-2013 and 2014-2015**



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

Figure 6-11

**Percent of 8th Grade Students Scoring at Basic or Above on NAEP Mathematics
2010-2011, 2012-2013 and 2014-2015**

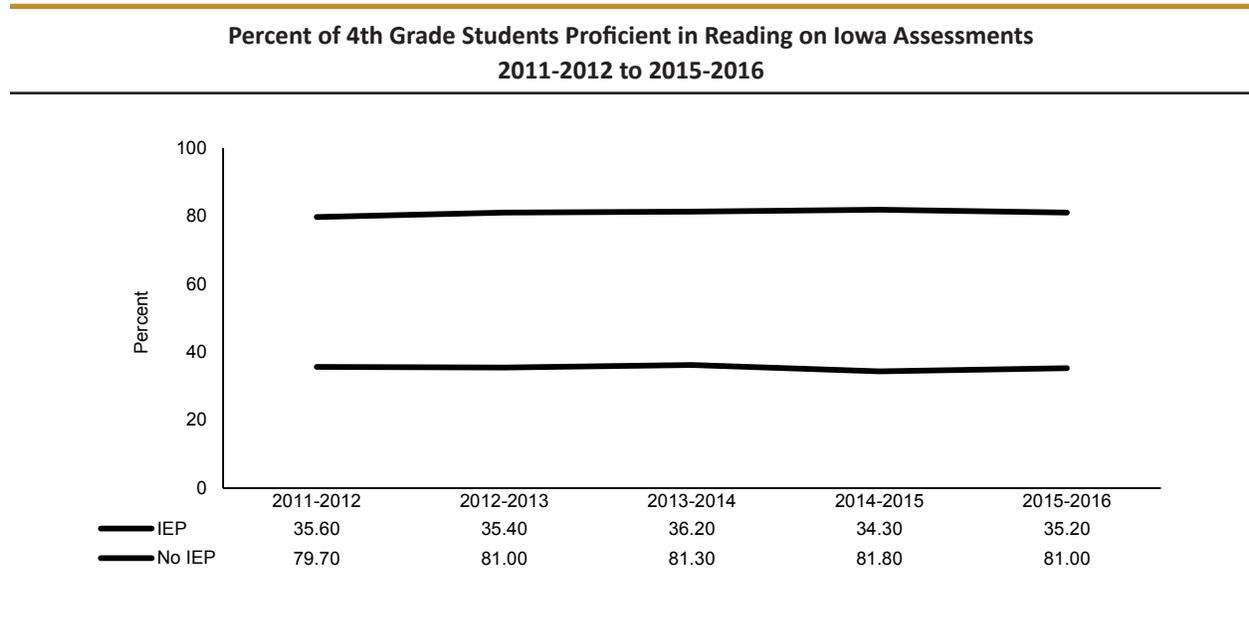


Source: National Center for Education Statistics, NAEP Data Explorer.

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 2011-2012 to 2015-2016. Distinctions are made between students with and without IEPs.

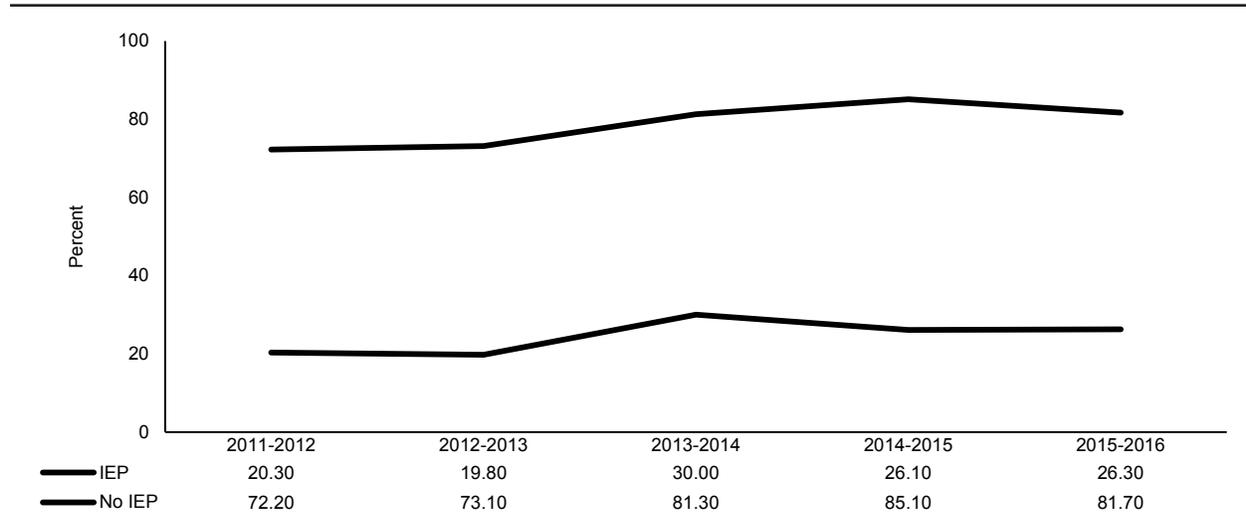
Figure 6-12



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

Figure 6-13

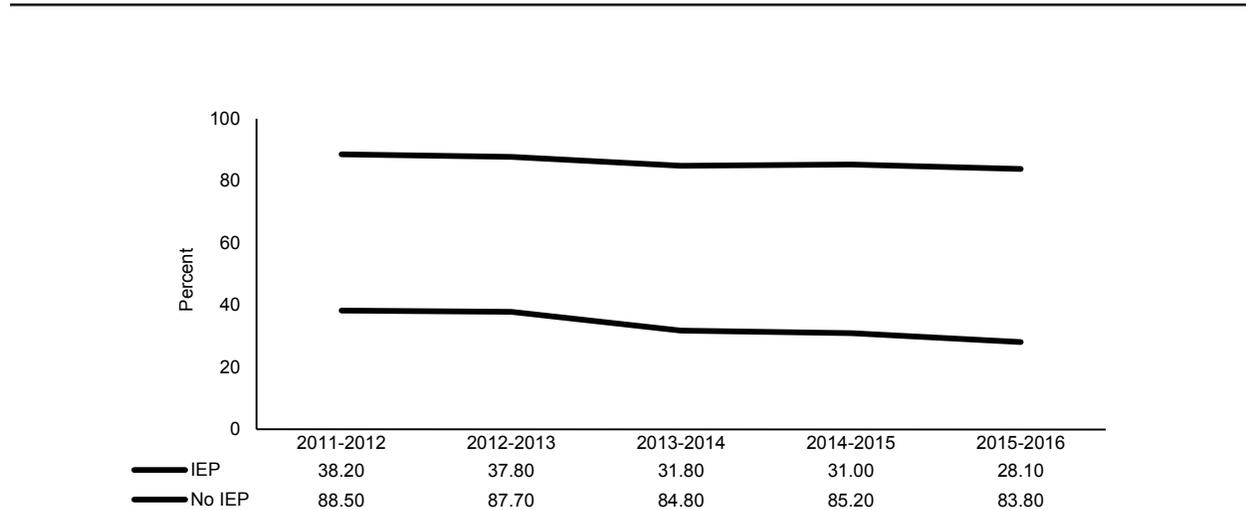
**Percent of 8th Grade Students Proficient in Reading on Iowa Assessments
2011-2012 to 2015-2016**



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

Figure 6-14

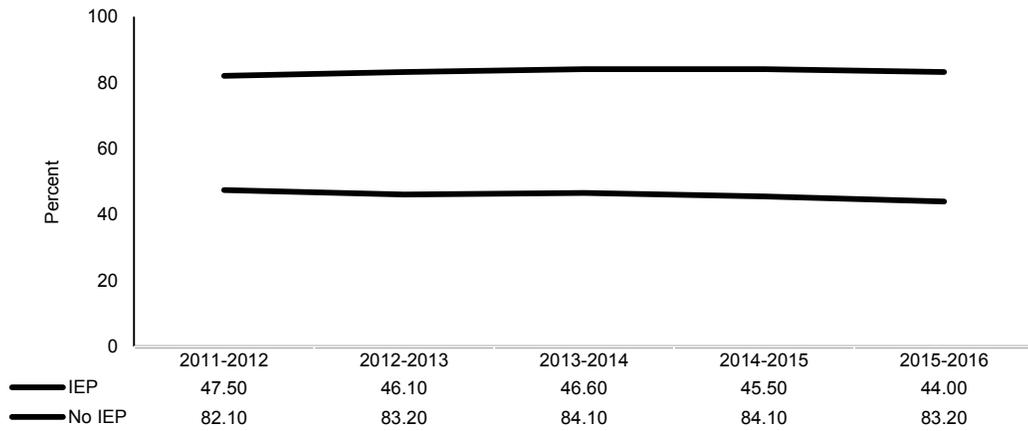
**Percent of 11th Grade Students Proficient in Reading on Iowa Assessments
2011-2012 to 2015-2016**



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

Figure 6-15

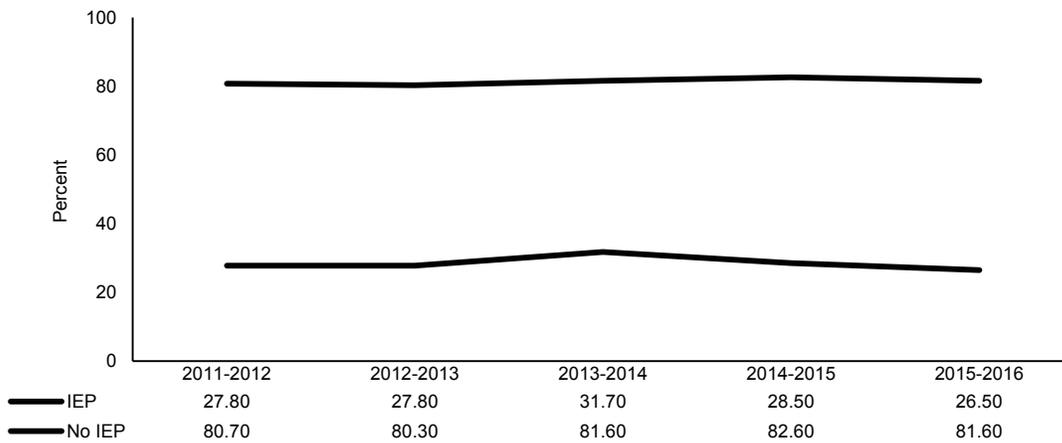
**Percent of 4th Grade Students Proficient in Mathematics on Iowa Assessments
2011-2012 to 2015-2016**



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

Figure 6-16

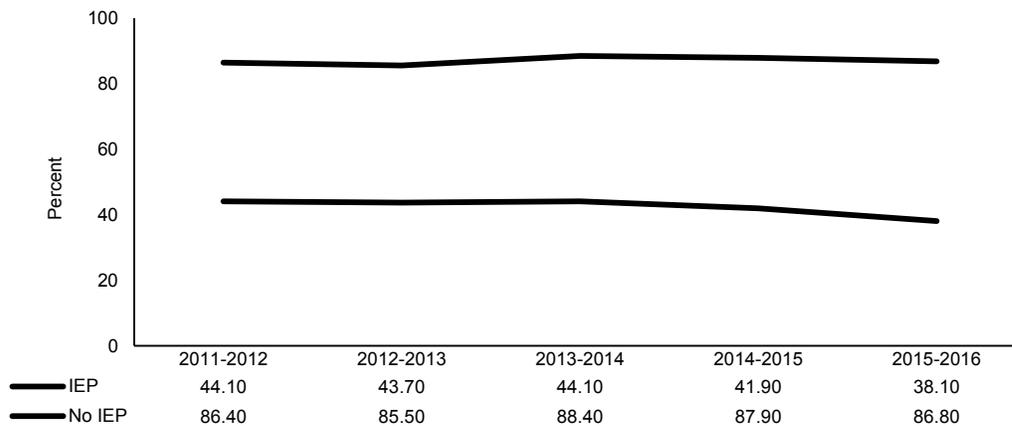
**Percent of 8th Grade Students Proficient in Mathematics on Iowa Assessments
2011-2012 to 2015-2016**



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

Figure 6-17

Percent of 11th Grade Students Proficient in Mathematics on Iowa Assessments
2011-2012 to 2015-2016



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

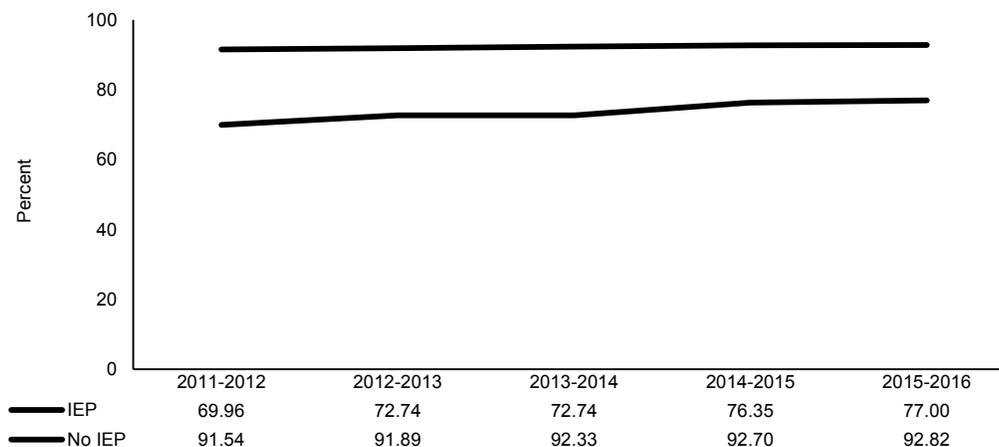
Are Students Leaving School Ready for Life?

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 reporting year 2015-2016, the graduation rate for students with an IEP was 77.00 percent which is 15.82 percent below the graduate rate for students without IEPs at 92.82 percent. Between the 2011-2012 and 2015-2016 reporting years, the graduation rate increased by 7.12 percent for students with IEPs. Please note that per federal requirements, graduation data lag one year, which means that data reported for 2015-2016 were collected during the 2014-2015 school year.

Figure 6-18

Graduation Rate by Graduating Classes, 2012 to 2016



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 2015-2016 Certified Annual Financial Report from the Iowa Department of Education, the 2017-2018 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. There have been notable shifts in function category expenditures as a percent of general fund expenditures over the last three years. In particular, there has been an increase in the percentage used for staff support services and decreases for operations and maintenance and student transportation (Table 7-1). The smallest enrollment category has continued to show the largest percentage of expenditures in the functions of instruction and administration and central services when compared to the other enrollment categories, while the two largest enrollment categories had the highest percentage of expenditures for the function of student support services (Table 7-2).

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2013-2014 to 2015-2016				
	2000-2001	2013-2014	2014-2015	2015-2016
Instruction	69.0%	70.0%	70.0%	69.8%
Student Support Services	3.8%	3.4%	3.4%	3.6%
Staff Support Services	4.0%	3.6%	4.0%	4.5%
Administration & Central Services	9.9%	10.4%	10.5%	10.5%
Operations and Maintenance	9.2%	8.5%	8.2%	7.9%
Student Transportation	3.8%	4.0%	3.8%	3.7%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	0.0%	0.0%	0.1%

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

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

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2015-2016							
Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	72.6%	71.4%	71.3%	70.3%	69.5%	68.2%	69.8%
Student Support Services	1.9%	2.5%	2.6%	3.1%	3.9%	4.7%	3.6%
Staff Support Services	2.2%	2.9%	3.1%	4.3%	4.9%	5.6%	4.5%
Administration & Central Services	12.0%	11.0%	10.9%	10.3%	10.3%	10.4%	10.5%
Operations & Maintenance	6.6%	7.6%	7.7%	8.1%	8.0%	7.8%	7.9%
Student Transportation	4.7%	4.5%	4.4%	3.7%	3.4%	3.1%	3.7%
Community Services	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
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). The percentage for salaries has increased over the last three years; however, it remains lower than the base year. The percentages for employee benefits and purchased services have remained relatively unchanged for the past three years, but continue to be higher than the base year. The percentage for property has continued to decrease. In the most recent year, salaries as a percentage of general fund expenditures increase as the enrollment size category increases, with the exception of the largest size category. Benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.0 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (28.2 percent) (Table 7-4).

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2013-2014 to 2015-2016				
Object Category	Year			
	2000-2001	2013-2014	2014-2015	2015-2016
Salaries	64.0%	61.2%	62.2%	62.6%
Benefits	16.1%	19.6%	19.7%	19.7%
Purchased Services	10.3%	11.7%	11.4%	11.5%
Supplies	6.8%	6.3%	5.8%	5.4%
Property	2.5%	0.9%	0.7%	0.6%
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 2015-2016

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	50.6%	59.3%	61.3%	63.6%	64.4%	63.2%	62.6%
Benefits	14.8%	17.9%	19.2%	19.6%	19.5%	21.0%	19.7%
Purchased Services	28.2%	15.9%	12.7%	10.0%	10.2%	10.3%	11.5%
Supplies	5.6%	6.1%	5.8%	5.9%	5.1%	4.8%	5.4%
Property	0.4%	0.6%	0.6%	0.7%	0.7%	0.6%	0.6%
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 dropped slightly in the past year, while the percent of revenue from other state sources has increased (Table 7-5, Figure 7-1). The largest enrollment category continued to have the highest percent of revenue from state foundation 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). The smallest enrollment category was the only one for which the percentage of revenues received through local taxes and those received from total state sources (state foundation aid and other state sources) was nearly identical (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2000-2001, 2013-2014 to 2015-2016				
Source of Revenue	Year			
	2000-2001	2013-2014	2014-2015	2015-2016
Local Taxes	32.0%	33.7%	32.7%	32.7%
Interagency	3.9%	5.6%	5.4%	5.5%
Other Local Sources	2.6%	1.8%	1.8%	1.7%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	47.5%	47.5%	47.2%
Other State Sources	5.3%	6.9%	8.1%	8.4%
Federal Sources	3.4%	4.3%	4.3%	4.2%
Other Financing Sources	0.1%	0.3%	0.2%	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 area education agencies (AEAs), cities, and counties.

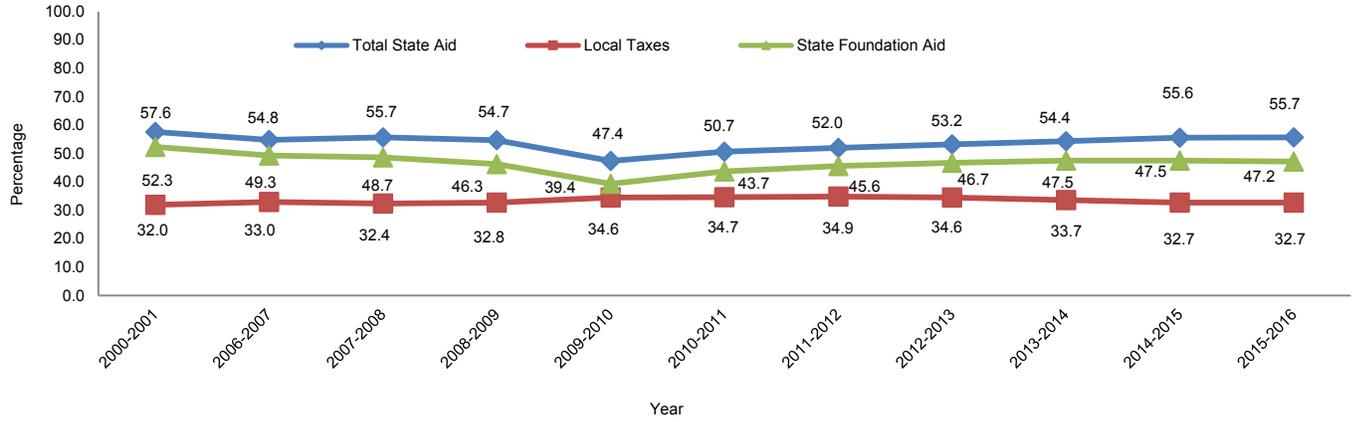
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.

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, 2006-2007 to 2015-2016



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 2015-2016							
Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500 +	
Local Taxes	41.4%	36.3%	36.2%	31.3%	31.6%	31.4%	32.7%
Interagency	11.1%	11.6%	7.2%	6.0%	5.1%	2.3%	5.5%
Other Local Sources	1.3%	1.8%	1.7%	1.7%	1.5%	1.8%	1.7%
Intermediate Sources	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
State Foundation Aid	35.1%	39.3%	43.7%	48.6%	49.0%	49.9%	47.2%
Other State Sources	7.2%	7.5%	7.8%	8.5%	8.5%	9.0%	8.4%
Federal Sources	3.4%	3.3%	3.3%	3.8%	3.9%	5.4%	4.2%
Other Financing Sources	0.3%	0.2%	0.2%	0.1%	0.2%	0.2%	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 area education agencies (AEAs), cities, and counties.

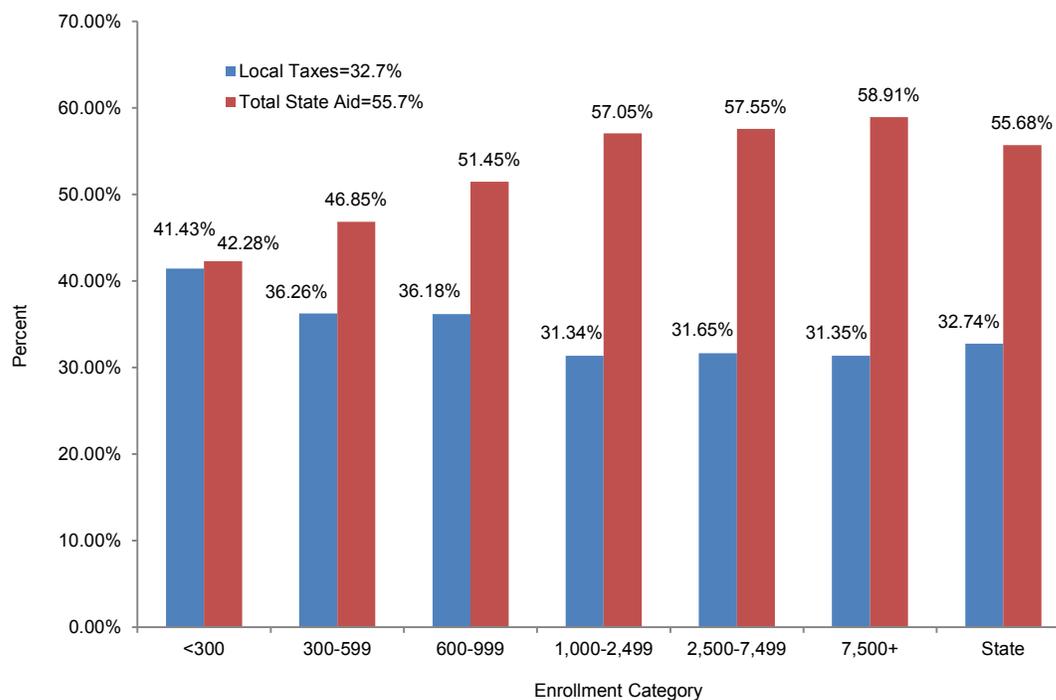
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.

Other financing sources include the proceeds from long-term debt such as loans, capital leases, and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.

Figure 7-2

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2015-2016



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

Taxable Valuation

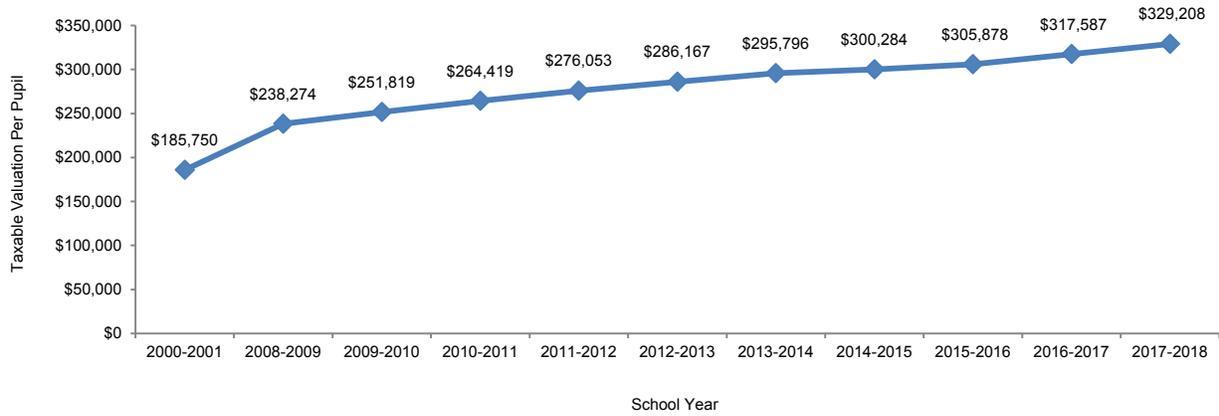
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property 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 (\$168,466) and the 600-999 enrollment category had the highest taxable valuation per pupil (\$1,300,025) in 2017-2018, which was consistent with the previous year.

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001, and 2008-2009 to 2017-2018



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 2013-2014 to 2017-2018

	2000-2001	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<300	266,463	499,721	521,348	534,536	535,326	564,717
300-599	223,708	372,560	395,454	414,524	433,515	451,648
600-999	201,732	341,183	352,214	368,506	385,822	401,567
1,000-2,499	175,204	274,499	283,005	295,199	310,600	325,831
2,500-7,499	175,250	277,003	274,268	284,813	292,891	294,847
7,500+	174,108	266,057	264,585	280,377	290,455	298,990
State	185,750	295,796	300,284	305,878	317,587	329,208

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, 2013-2014 to 2017-2018

Enrollment Category	Year					
	2000-2001	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<300 Min	152,131	214,107	215,683	233,340	242,623	246,919
<300 Max	549,020	1,119,423	1,189,526	1,097,341	1,108,726	1,292,072
300-599 Min	92,573	196,744	195,930	198,342	202,478	205,942
300-599 Max	451,583	691,226	698,665	744,154	769,455	819,846
600-999 Min	111,465	166,972	175,948	175,380	170,848	188,468
600-999 Max	409,970	1,119,481	1,183,748	1,227,824	1,260,406	1,300,025
1,000-2,499 Min	93,339	163,142	161,716	162,579	165,865	172,503
1,000-2,499 Max	370,462	784,478	805,816	804,376	880,628	915,594
2,500-7,499 Min	104,148	178,661	169,182	169,756	176,101	182,584
2,500-7,499 Max	313,393	515,925	518,582	543,500	576,105	595,820
7,500+ Min	114,143	160,944	156,490	156,727	162,804	168,466
7,500+ Max	327,747	451,945	455,230	446,277	476,882	492,143
State Min	92,573	160,944	156,490	156,727	162,804	168,466
State Max	549,020	1,119,481	1,189,526	1,227,824	1,260,406	1,300,025

Source: Iowa Department of Management, School Budget Master files.

Note: Enrollment categories determined by budget enrollment.

Expenditures Per Pupil

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation, and other support services. Expenditures per pupil are calculated by dividing total general fund expenditures by the certified enrollment. Expenditures related to community services, adult education, nonpublic education, and area education agency revenues for services sold to other school districts and area education agencies are not included in the per pupil calculation.

The smallest enrollment category had the highest average general fund per pupil expenditures in all years presented in Table 7-9. Table 7-10 and Figure 7-4 display the average per pupil expenditures for Iowa, the Midwest states, and the nation. The National Education Association (NEA) collected and estimated these data. In the most recent year, Iowa ranked 28th in the nation in average expenditures per pupil. Indiana, Kansas, Nebraska, North Dakota, Ohio, and South Dakota ranked lower than Iowa.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 2000-2001, 2013-2014 to 2015-2016				
Enrollment Category	Year			
	2000-2001	2013-2014	2014-2015	2015-2016
< 300	\$5,605	\$10,474	\$10,745	\$10,454
300-599	\$5,106	\$9,497	\$9,651	\$9,727
600-999	\$4,988	\$9,269	\$9,348	\$9,463
1,000-2,499	\$4,881	\$9,149	\$9,382	\$9,571
2,500-7,499	\$5,055	\$9,104	\$9,351	\$9,633
7,500 +	\$5,461	\$9,820	\$10,142	\$10,355
State	\$5,119	\$9,430	\$9,662	\$9,849

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, 2014-2015 and 2015-2016						
State/Nation	Year					
	2000-2001		2014-2015		2015-2016	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		11,542		11,787	
Iowa	6,434	34	10,622	27	10,676	28
Illinois	8,293	11	13,083	15	13,457	15
Indiana	7,567	18	8,034	48	7,538	49
Kansas	7,031	23	10,135	30	10,054	34
Michigan	8,127	13	14,873	11	15,426	11
Minnesota	7,320	21	12,139	16	12,269	16
Missouri	6,323	38	10,593	28	10,689	27
Nebraska	6,395	35	10,012	33	10,174	32
North Dakota	4,607	50	8,518	44	8,338	45
Ohio	6,952	25	10,108	31	10,346	31
South Dakota	6,269	39	9,332	36	9,011	41
Wisconsin	8,205	12	11,534	19	11,635	20

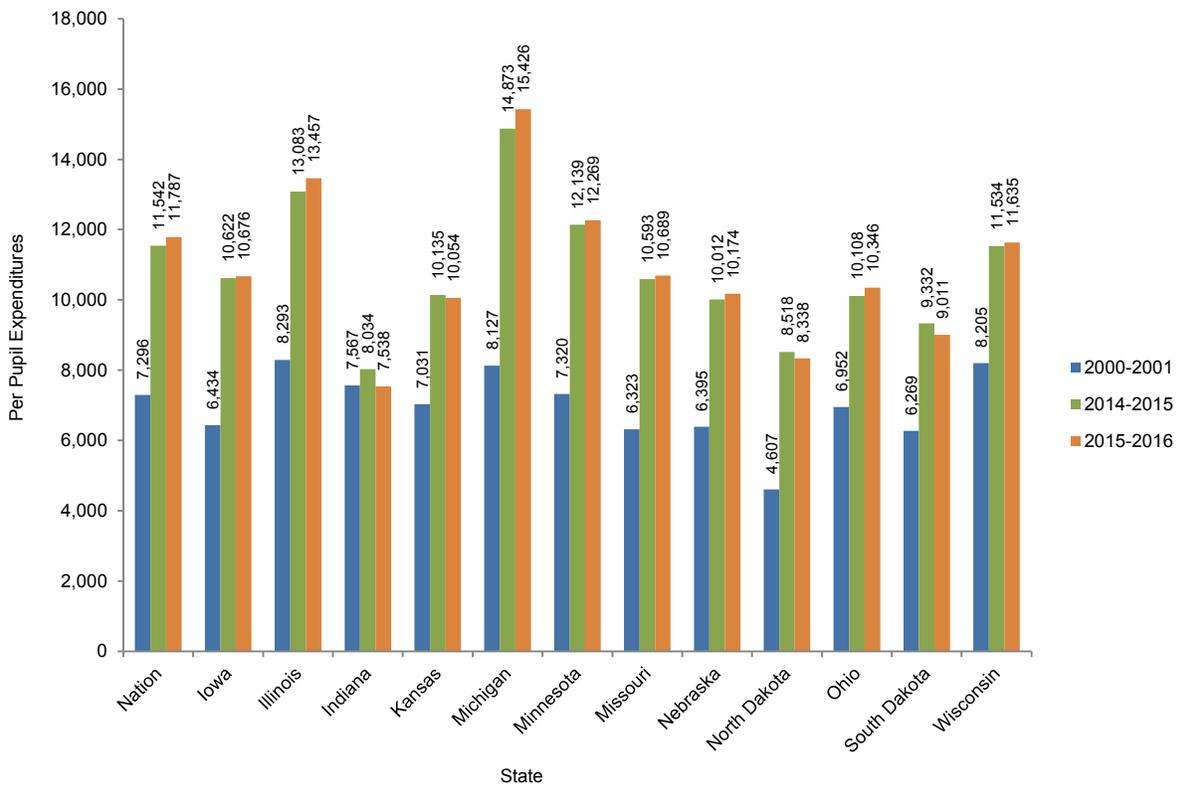
Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2014-2015 reflect adjusted numbers.

2015-2016 numbers are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2014-2015 and 2015-2016



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

Notes: 2014-2015 numbers have been adjusted.

2015-2016 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, currently at 87.5 percent, was last changed in 1996-1997. The special education foundation level was increased to its currently level, also 87.5 percent, in 1999-2000. The changes to the foundation level increased the amount of state aid and lowered the amount of property tax. Several programs have been added or removed since these changes were made. For example, 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 (TLC) Program were funded through the school finance formula. As of 2017-2018, all districts participate in the TLC Program and are funded through the formula.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.26 billion and initial state aid to school districts was about \$3.18 billion or about 43.8 percent of the general fund appropriations for the 2017-2018 school year (fiscal year 2018). This was the second consecutive year-over-year increase in the initial percent spent on education, the first time this has occurred since the FY09 to FY11 time period. Initial state aid to school districts has steadily increased since 2012-2013. For 2017-2018, the initial general fund appropriation was lower than the previous year for the first time since 2010-2011.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2017-2018						
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
2017-2018	3,183.7	7,268.6	43.8		Not currently available	
2016-2017	3,087.9	7,350.6	42.0		Not currently available	
2015-2016	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
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 levy (\$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 for 2017-2018 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 expanded to include the cost of mediation and arbitration. The majority of the school districts in 2017-2018 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation. The school board may also request voter approval to increase the levy an additional \$1.34 per \$1,000 taxable valuation. The two largest school district enrollment categories have the highest average voter-approved PPEL rates.

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 2017-2018, 6.6 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 2017-2018. The smallest enrollment category had the highest average tax per pupil for all taxes listed.

Table 7-12

Property Tax Rates and Number of School Districts with Levies by Enrollment Category 2017-2018							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	38	103	82	77	22	11	333
Number of Districts with General Fund Levy	38	103	82	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	9.4526691	9.8727885	10.0814209	11.0948083	12.2002534	13.2207416	11.5068
Number of Districts with Management Fund Levy	37	101	79	75	22	11	325
Percent of Districts with Management Fund Levy	97.4%	98.1%	96.3%	97.4%	100.0%	100.0%	97.6%
Average Management Levy Tax Rate	0.8744463	0.8857503	0.8625438	0.9718931	0.7415184	0.8637438	0.86987
Number of Districts with Regular PPEL	36	103	81	77	20	11	328
Percent of Districts with Regular PPEL	94.7%	100.0%	98.8%	100.0%	90.9%	100.0%	98.5%
Average Regular PPEL Tax Rate	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000
Number of Districts with Voter-Approved PPEL	27	79	64	62	21	10	263
Percent of Districts with Voter-Approved PPEL	71.1%	76.7%	78.0%	80.5%	95.5%	90.9%	79.0%
Average Voter-Approved PPEL Tax Rate	0.81916	0.90521	0.84589	0.78816	1.10145	1.08129	0.96500
Number of Districts with PERL	4	7	3	3	3	2	22
Percent of Districts with PERL	10.5%	6.8%	3.7%	3.9%	13.6%	18.2%	6.6%
Average PERL Tax Rate							
Number of Districts with Debt Services Levy	8	53	44	45	14	4	168
Percent of Districts with Debt Services Levy	21.1%	51.5%	53.7%	58.4%	63.6%	36.4%	50.5%
Average Debt Services Tax Rate	2.10901	1.77604	1.79862	2.23633	2.62827	1.54552	2.05463

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	38	103	82	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	45,044,325	207,665,843	249,659,192	411,295,231	344,389,597	579,750,449	1,837,804,637
General Fund Income Surtax	3,023,712	13,151,390	16,591,358	30,655,375	11,720,246	16,215,853	91,357,934
Total General Fund Tax	48,068,037	220,817,233	266,250,550	441,950,606	356,109,843	595,966,302	1,929,162,571
Average Total General Fund Tax Per Pupil	5,549	4,666	4,331	3,801	3,689	3,848	3,976
Percent of Districts with Management Fund Levy	97.4%	98.1%	96.3%	97.4%	100.0%	100.0%	97.6%
Management Fund Property Tax	4,080,548	18,200,682	20,525,574	35,424,203	20,931,632	37,876,535	137,039,174
Average Management Fund Property Tax Per Pupil	478	390	346	310	217	245	285
Percent of Districts with Regular PPEL	94.7%	100.0%	98.8%	100.0%	90.9%	100.0%	98.5%
Regular PPEL Property Tax	1,504,668	7,230,415	8,516,499	13,152,485	9,311,567	15,730,272	55,445,906
Average Regular PPEL Property Tax Per Pupil	183	153	140	113	103	102	116
Percent of Districts with Voter-Approved PPEL	71.1%	76.7%	78.0%	80.5%	95.5%	90.9%	79.0%

Table 7-13 (...continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Voter-Approved PPEL Property Tax	2,786,914	15,285,644	16,014,140	24,529,690	32,554,755	48,644,981	139,816,124
Voter-Approved PPEL Income Surtax	391,355	2,155,706	2,151,446	5,179,116	235,712	-	10,113,335
Total Voter-Approved PPEL Tax	3,178,269	17,441,350	18,165,586	29,708,806	32,790,467	48,644,981	149,929,459
Average Total Voter-Approved PPEL Tax Per Pupil	518	477	387	322	357	347	362
Percent of Districts with PERL	10.5%	6.8%	3.7%	3.9%	13.6%	18.2%	6.6%
PERL Property Tax	73,952	223,378	101,867	206,766	562,951	1,526,866	2,695,780
Average PERL Property Tax Per Pupil	79	65	47	48	35	36	39
Percent of Districts with Debt Services Levy	21.1%	51.5%	53.7%	58.4%	63.6%	36.4%	50.5%
Debt Services Property Tax	2,217,914	18,206,152	23,914,164	50,121,130	54,697,340	29,775,027	178,931,727
Average Debt Services Property Tax Per Pupil	1034	733	717	718	869	569	729

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 2013-2014 to 2017-2018 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
2017-2018							
Number of Districts with Surtaxes	35	91	73	70	10	3	282
Percent of Districts with Surtaxes	92.1%	88.3%	89.0%	90.9%	45.5%	27.3%	84.7%
Surtaxes Per Budget Enrollment	429	366	347	342	300	356	345
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%
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
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.

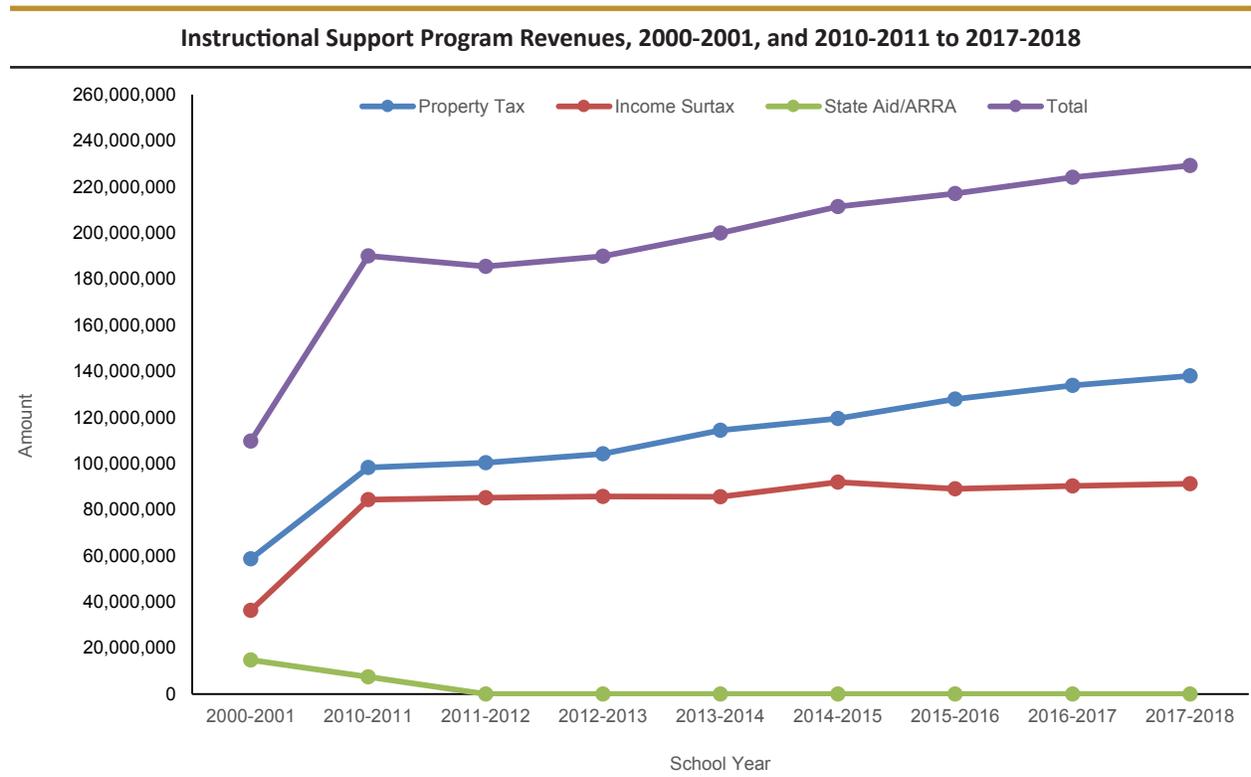
The revenue sources and amounts for the instructional support program for 2017-2018 and previous years are shown in Table 7-15 and Figure 7-5. Since 2011-2012, instructional support funding has come from a combination of property taxes and income surtax. The percent of the funding for instructional support generated from property taxes has increased each year since 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. All school districts in the smallest and two highest enrollment categories had instructional support programs in the current and previous year. The percentage of districts utilizing the instructional support program has gradually increased each year since 2013-2014. 330 of 333 districts (99.1 percent) are participating in 2017-2018.

Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2010-2011 to 2017-2018							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2017-2018	138,084,562	60.2%	91,245,322	39.8%	0	0.0%	229,329,884
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



Source: Iowa Department of Management, Master Budget Files.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2013-2014 to 2017-2018

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2017-2018							
Number of Districts	38	103	82	77	22	11	333
Number of Districts with Instructional Support	38	102	81	76	22	11	330
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	98.7%	100.0%	100.0%	99.1%
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%
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, previously 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 in 2013-2014 (Table 7-17 and Figure 7-6), while 2015-2016 experienced an increase. The percent receiving the budget adjustment for 2017-2018 significantly increased from the previous year. Consistent with the two previous years, the two largest enrollment categories had the lowest percent of school districts receiving the budget adjustment in 2017-2018, though both of these saw large increases for the most current year.

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 2013-2014 to 2017-2018

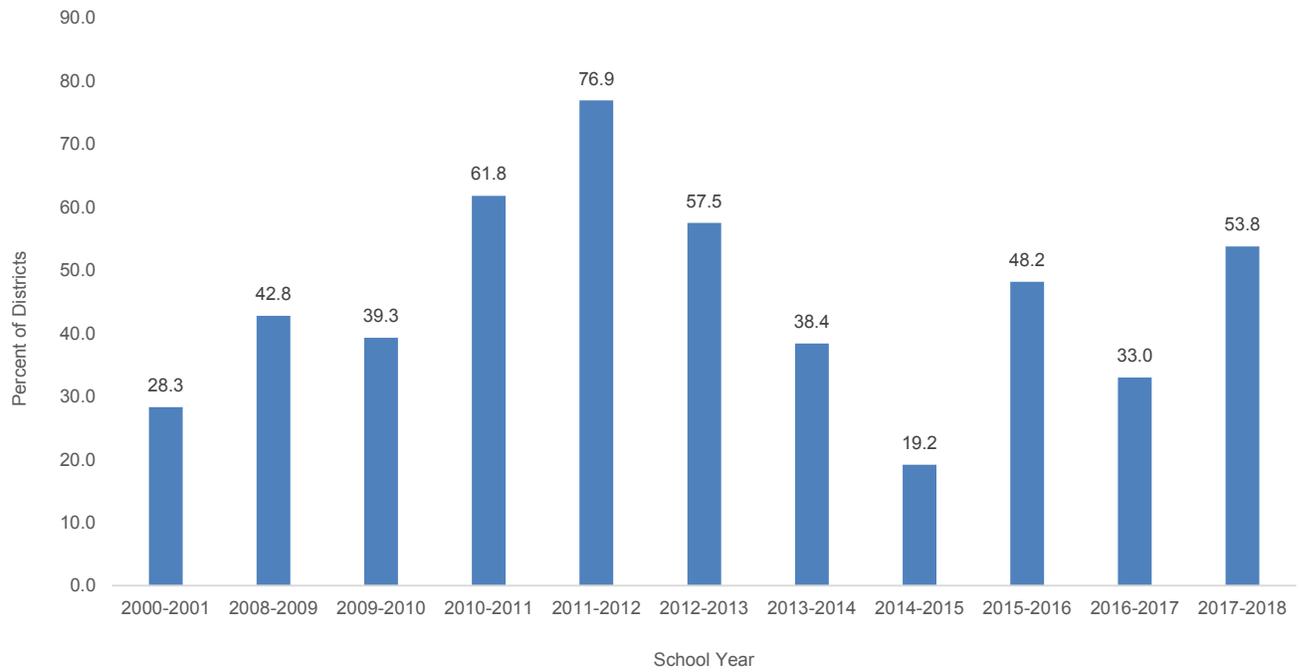
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2017-2018							
Number of Districts	38	103	82	77	22	11	333
Number of Districts w/Adjustment	21	58	46	42	7	5	179
Percent of Districts w/Adjustment	55.3%	56.3%	56.1%	54.5%	31.8%	45.5%	53.8%
Average Per Pupil	296	206	134	110	69	59	110
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/Adjustment	22	65	37	30	7	1	162
Percent of Districts w/Adjustment	57.9%	63.1%	42.5%	40.0%	31.8%	9.1%	48.2%
Average Per Pupil	278	167	142	94	44	48	109
2014-2015							
Number of Districts	40	103	87	75	22	11	338
Number of Districts w/Adjustment	22	23	15	5	0	0	65
Percent of Districts w/Adjustment	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
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	288	143	90	35	0	0	101

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.

Figure 7-6

Percent of Iowa Public School Districts with Budget Adjustment 2000-2001, 2008-2009 to 2017-2018



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 2015-2016, 52.2 percent passed as compared to 40.0 percent in 2014-2015.

Table 7-18

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
2015-2016							
Number Attempted	0	4	5	9	4	1	23
<50 Percent	0	0	2	5	0	1	8
50-59.9 Percent	0	1	0	2	0	0	3
60 Percent +	0	3	3	2	4	0	12
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
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 2014-2015 to 2015-2016. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2015-2016, 96.7 percent of the voter-approved physical plant and equipment referendums were passed, as compared to 2014-2015 where 88.6 percent were approved (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, 2014-2015 and 2015-2016

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
2015-2016							
Number Attempted	2	9	6	12	0	1	30
<50 Percent	0	0	1	0	0	0	1
50 Percent +	2	9	5	12	0	1	29
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
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. 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 is set to sunset 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 2017-2018 are approximately \$442.1 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 2017-2018							
	2000-2001	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Counties with the Tax	15	99	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	348	346	338	336	333	333
Resident Budget Enrollment in those Counties	171,150.6	473,504.2	478,920.9	480,771.9	483,450.9	485,147.3	486,264.3
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%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	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%	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, 2016-2017, and 2017-2018 is shown in Table 7-21. State categorical funding includes 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, 2016-2017 and 2017-2018							
Source of Funds	2000-2001		2016-2017		2017-2018		
	Amount	Percent	Amount	Percent	Amount	Percent	
Regular Program	2,175,673,579	66.7	3,197,430,828	56.9	3,244,086,915	55.6	
Guarantee Amount	6,629,840	0.2	10,432,414	0.2	23,643,888	0.4	
Supplementary Weights	21,887,590	0.7	88,825,109	1.6	93,301,222	1.6	
Special Education	278,121,047	8.5	414,551,927	7.4	430,281,590	7.4	
Teacher Salary	-	0.0	274,893,189	4.9	279,393,152	4.8	
Professional Development	-	0.0	31,153,506	0.6	31,662,400	0.5	
Early Intervention	-	0.0	33,907,659	0.6	34,465,342	0.6	
Teacher Leadership	-	0.0	103,422,815	1.8	157,409,825	2.7	
AEA Special Education Support & Adj	107,245,598	3.3	159,619,609	2.8	162,470,503	2.8	
AEA Media	19,184,863	0.6	27,912,155	0.5	28,330,605	0.5	
AEA Ed Services	21,167,941	0.6	30,847,952	0.5	31,307,398	0.5	
AEA Sharing	-	0.0	29,999	0.0	30,001	0.0	
AEA Teacher Salary	-	0.0	15,469,406	0.3	15,749,280	0.3	
AEA Professional Development	-	0.0	1,811,430	0.0	1,845,691	0.0	
Dropout SBRC	40,504,621	1.2	113,739,536	2.0	120,075,686	2.1	
Other SBRC	664,690	<0.1	0	0.0	0	0.0	
Enrollment Audit Adjustment	(695,392)	0.0	-454,135	0.0	-633,432	0.0	
AEA Prorated Budget Reduction	-	0.0	-26,250,000	-0.5	-22,500,000	-0.4	
Preschool	-	0.0	76,380,493	1.4	78,150,966	1.3	
Instructional Support	109,749,562	3.4	224,162,051	4.0	229,329,884	3.9	
Educational Improvement	317,837	<0.1	889,416	0.0	881,331	0.0	
Property Tax Replacement Payment	-	0.0	455,882	0.0	46,764,210	0.8	
Management	47,005,258	1.4	132,619,916	2.4	137,039,178	2.3	
Physical Plant & Equipment	80,703,751	2.5	193,237,839	3.4	205,375,364	3.5	
67.5 Cent Schoolhouse	668,203	<0.1	0	0.0	0	0.0	
Playground and Library	1,592,530	<0.1	2,544,053	0.0	2,721,774	0.0	
Debt Service	99,375,793	3.0	170,942,570	3.0	180,138,379	3.1	
Est. Miscellaneous State Categorical	147,121,263	4.5	108,998,371	1.9	94,117,254	1.6	
Estimated Misc. Federal	104,000,000	3.2	229,546,328	4.1	231,753,625	4.0	
Total	3,260,918,574	100.0	5,617,120,318	100.0	5,837,192,031	100.0	

Source: Iowa Department of Education Budget files.

