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

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

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

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

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

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

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

Sincerely,

Brad A. Buck, Director

Iowa Department of Education
Acknowledgments

The authors of the Annual Condition of Education Report wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. A special acknowledgement is extended to individuals outside the Department of Education who made important contributions in sharing their data and thoughts with us. They are: Dr. Steve Dunbar and Dr. Catherine Welch, Iowa Testing Programs.
Introduction

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

Enrollment

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

Iowa Educators

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

Student Performance

- The 2012-2014 biennium included an addition of a new form (F) of the Iowa Assessments which was introduced during the 2013-2014 school year.
- Differences in student performance can be seen in grades 4, 8, and 11 and multiple content are seen with the new Iowa Assessment forms for the 2012-2014 biennium when compared to older forms such as those in use during the 2009-2011 biennium.
- There was an increase in fourth grade Iowa Assessment results in reading and mathematics proficiency percentages in the 2012-2014 biennium.
- There was also an increase in eighth grade Iowa Assessment proficiency results in both mathematics and reading for the 2012-2014 biennium.
- While there was an increase in eleventh-grade student performance on the Iowa Assessments in mathematics, there was a decrease in the percent of students proficient in reading during the 2012-2014 biennium.
• There was an increase in certain key course work taken by the graduating class of 2014 compared to the class of 2013.
• For the graduation class of 2014, 41.3 percent of students took a higher-level mathematics course, 67.2 percent took chemistry and 27 percent took physics. This is compared to the class of 2013 in which 40.2 percent of students took a higher-level math course, 66.4 percent took chemistry and 26.6 took physics.
• The four-year cohort graduation rate for the class of 2013 was 89.7 percent which is an increase from 89.3 percent for the class of 2012. Iowa continues to have one of the highest graduation rates in the nation.
• The percentage of Iowa students taking the ACT increased to 68 percent for the class of 2014 compared to 66 percent for the class of 2013. The national percentage of students taking the ACT continues to also increase and was 57 percent in 2014 compared to 54 percent for the class of 2013.
• There was a slight decrease in the composite ACT score for the class of 2014 (22.0) compared to the class of 2013 (22.1).
• Among states for which ACT is the primary college-entrance exam (greater than 50 percent), Iowa’s average composite (22.0) score dropped from second to third in rankings.
• The number of Iowa Advance Placement (AP) courses taken by Iowa students continues to increase. In 2014, 18,860 AP courses were taken by Iowa students compared to only 9,833 in 2006. There was also an increase to 12,029 AP exams taken in 2014 compared to 6,509 in 2006.

**Technology Readiness**

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

Sincerely,

Jay Pennington, Chief
Bureau of Information and Analysis
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The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter. Data on student characteristics such as race/ethnicity, English language learner (ELL), percent of students eligible for free or reduced price lunch, special education enrollment, and migrant enrollment are included in this chapter. Data from this chapter comes from the Basic Educational Data Survey (BEDS), certified enrollment, Student Reporting in Iowa (SRI, formerly known as EASIER), and Iowa special education records.

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

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

The Open Enrollment Act (Iowa Code 282.18) of 1989-1990 states, “It’s the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices…. [To] maximize parental choices and access to educational opportunities that are not available to children because of where they live.” The number and percent of students taking advantage of the Open Enrollment Act continues to increase (Table 1-5). The smallest and largest enrollment categories in 2013-2014 had more students open-enrolling out than open-enrolling in. The 1,000-2,499 enrollment category gained the most students from the open enrollment legislation (Table 1-6).

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

Children requiring special education are “Persons under 21 years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education” (Iowa Code 256.2). The special education students in Iowa public schools accounted for 13 percent of the total certified enrollment for each year in 2006-2007 and before and the percent reduced to 11.8 in 2013-2014 (Table 1-8).

The percent of minority students in public and nonpublic schools continued to increase in 2013-2014 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11).
The percent of English Language Learner (ELL) students in public and nonpublic schools increased in 2013-2014 (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student is eligible for 0.22 weighted funding for four years. Districts with more students had more weighted ELL students in all years presented in Table 1-13.

The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data collected by the Iowa Department of Education includes migrant students in federally funded and non-federally funded programs. The percent of migrant students decreased slightly since 2012-2013 (Table 1-14).
Enrollment Trends

Figure 1-1

Iowa’s Public and Nonpublic School K-12 Enrollments

Source: Iowa Department of Education, Bureau of Information and Analysis.
Table 1-1


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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


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

Table 1-3

K-12 Enrollments by District Size Category

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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

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<td>AEA 267</td>
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<td>13.1</td>
<td>3,187</td>
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<td>30,025</td>
<td>6.3</td>
<td>2,084</td>
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<td>47,180</td>
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<td>2,985</td>
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<td>67,606</td>
<td>14.1</td>
<td>4,281</td>
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<tr>
<td>Heartland</td>
<td>130,282</td>
<td>27.2</td>
<td>7,936</td>
</tr>
<tr>
<td>Northwest</td>
<td>38,429</td>
<td>8.0</td>
<td>4,639</td>
</tr>
<tr>
<td>Green Hills</td>
<td>38,143</td>
<td>8.0</td>
<td>1,036</td>
</tr>
<tr>
<td>Great Prairie</td>
<td>35,412</td>
<td>7.4</td>
<td>1,041</td>
</tr>
<tr>
<td>State</td>
<td>478,921</td>
<td>100.0</td>
<td>31,604</td>
</tr>
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</table>

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

Note: Figures may not total due to rounding.

### Open Enrollment

Table 1-5

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<tr>
<th></th>
<th>% Open Enrolled Out</th>
<th># Open Enrolled Out</th>
<th>Certified Enrollment</th>
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<td>1990-1991</td>
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<td>2,757</td>
<td>483,399</td>
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<td>1995-1996</td>
<td>2.5</td>
<td>12,502</td>
<td>504,505</td>
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<tr>
<td>2000-2001</td>
<td>3.8</td>
<td>18,554</td>
<td>494,291</td>
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<tr>
<td>2003-2004</td>
<td>4.5</td>
<td>21,605</td>
<td>485,011</td>
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<tr>
<td>2004-2005</td>
<td>4.6</td>
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<td>2005-2006</td>
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<td>23,155</td>
<td>483,105</td>
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<td>2006-2007</td>
<td>5.0</td>
<td>24,251</td>
<td>482,584</td>
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<tr>
<td>2007-2008</td>
<td>5.2</td>
<td>24,882</td>
<td>480,609</td>
</tr>
<tr>
<td>2008-2009</td>
<td>5.1</td>
<td>24,411</td>
<td>477,019</td>
</tr>
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<td>5.2</td>
<td>24,884</td>
<td>474,227</td>
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<tr>
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<td>5.5</td>
<td>25,831</td>
<td>473,493</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5.6</td>
<td>26,743</td>
<td>473,504</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5.8</td>
<td>27,651</td>
<td>476,245</td>
</tr>
<tr>
<td>2013-2014</td>
<td>6.0</td>
<td>28,632</td>
<td>478,921</td>
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</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment and SRI.
## Table 1-6

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

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000-2001</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # Districts</td>
<td>38</td>
<td>116</td>
<td>104</td>
<td>83</td>
<td>24</td>
<td>9</td>
<td>374</td>
</tr>
<tr>
<td># Students</td>
<td>8,176</td>
<td>52,162</td>
<td>78,916</td>
<td>126,118</td>
<td>96,410</td>
<td>132,509</td>
<td>494,291</td>
</tr>
<tr>
<td># Students Open In</td>
<td>398</td>
<td>3,366.6</td>
<td>4,177.9</td>
<td>5,295.4</td>
<td>3,571.6</td>
<td>1,625.4</td>
<td>18,434.9</td>
</tr>
<tr>
<td># Students Open Out</td>
<td>1,036.2</td>
<td>3,499.3</td>
<td>3,742.3</td>
<td>3,955.6</td>
<td>3,141.0</td>
<td>3,179.5</td>
<td>18,553.9</td>
</tr>
<tr>
<td>Net Gains/Losses</td>
<td>-638.2</td>
<td>-132.7</td>
<td>435.6</td>
<td>1,339.8</td>
<td>430.6</td>
<td>-1,554.1</td>
<td></td>
</tr>
<tr>
<td># Districts wt Gains</td>
<td>6</td>
<td>47</td>
<td>49</td>
<td>53</td>
<td>13</td>
<td>0</td>
<td>168</td>
</tr>
<tr>
<td># Districts wt Losses</td>
<td>30</td>
<td>65</td>
<td>54</td>
<td>30</td>
<td>11</td>
<td>9</td>
<td>199</td>
</tr>
<tr>
<td># Districts wt No Gain/Loss</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

| **2012-2013**       |      |         |         |             |             |        |       |
| Total # Districts   | 46   | 108     | 87      | 75          | 21          | 11     | 348   |
| # Students          | 9,575.7| 48,757.9| 65,051.0| 113,970.5   | 91,060.1    | 147,829.8| 476,245.0|
| # Students Open In  | 876.5 | 5,828.3 | 5,348.6 | 7,821.1     | 5,344.9     | 2,431.9| 27,651.3|
| # Students Open Out | 1,936.9| 4,923.4 | 4,550.9 | 5,377.4     | 4,712.4     | 6,150.3| 27,651.3|
| Net Gains/Losses    | -1,060.4| 904.9   | 797.7   | 2,443.7     | 632.5       | -3,718.4|       |
| # Districts wt Gains| 7    | 50      | 45      | 45          | 12          | 0      | 159   |
| # Districts wt Losses| 37  | 58      | 41      | 30          | 9           | 11     | 186   |
| # Districts wt No Gain/Loss | 2 | 0 | 1 | 0 | 0 | 0 | 3 |

| **2013-2014**       |      |         |         |             |             |        |       |
| Total # Districts   | 48   | 104     | 87      | 74          | 22          | 11     | 346   |
| # Students          | 10,171| 47,503  | 64,920  | 111,898     | 94,066      | 150,363| 478,921|
| # Students Open In  | 982.2 | 6,023.9 | 5,706.9 | 7,830.3     | 5,577.7     | 2,511.4| 28,632.4|
| # Students Open Out | 2,056.1| 4,824.2 | 4,738.7 | 5,531.8     | 4,996.8     | 6,484.8| 28,632.4|
| Net Gains/Losses    | -1,073.9| 1,199.7 | 968.2   | 2,298.5     | 580.9       | -3,973.4|       |
| # Districts wt Gains| 10   | 46      | 48      | 42          | 12          | 0      | 158   |
| # Districts wt Losses| 38  | 57      | 39      | 32          | 10          | 11     | 187   |
| # Districts wt No Gain/Loss | 0 | 1 | 0 | 0 | 0 | 1 |       |

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

**Notes:** wt indicates with.

Figures may not total due to rounding.
Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2

Percent of Public School K-12 Students Eligible for Free or Reduced Price Meals

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

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category

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

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

**Table 1-8**


<table>
<thead>
<tr>
<th>School Year</th>
<th>Percent Special Education Students</th>
<th>Number Special Education Students</th>
<th>Certified Enrollment</th>
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</thead>
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<td>494,291</td>
</tr>
<tr>
<td>2003-2004</td>
<td>13.4</td>
<td>65,027</td>
<td>485,011</td>
</tr>
<tr>
<td>2004-2005</td>
<td>13.5</td>
<td>65,065</td>
<td>483,335</td>
</tr>
<tr>
<td>2005-2006</td>
<td>13.3</td>
<td>64,350</td>
<td>483,105</td>
</tr>
<tr>
<td>2006-2007</td>
<td>13.1</td>
<td>63,411</td>
<td>482,584</td>
</tr>
<tr>
<td>2007-2008</td>
<td>12.9</td>
<td>61,859</td>
<td>480,609</td>
</tr>
<tr>
<td>2008-2009</td>
<td>12.7</td>
<td>60,581</td>
<td>477,019</td>
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<tr>
<td>2009-2010</td>
<td>12.6</td>
<td>59,967</td>
<td>474,227</td>
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<td>2010-2011</td>
<td>12.7</td>
<td>60,223</td>
<td>473,493</td>
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<tr>
<td>2011-2012</td>
<td>12.5</td>
<td>59,104</td>
<td>473,504</td>
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<td>12.1</td>
<td>57,494</td>
<td>476,245</td>
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<tr>
<td>2013-2014</td>
<td>11.8</td>
<td>56,550</td>
<td>478,921</td>
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Sources: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment files, Bureau of Learner Strategies and Supports, December 1 Special Education files.

### Enrollment by Race and Ethnicity

**Table 1-9**


<table>
<thead>
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</thead>
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
<td>25,552</td>
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<td>1,888</td>
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<tr>
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<td></td>
<td>10,688</td>
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<tr>
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<td>0.2</td>
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<tr>
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<tr>
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<td>46,130</td>
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<td>375,565</td>
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</tr>
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<td>472,608</td>
</tr>
<tr>
<td></td>
<td>475,716</td>
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Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI.
Table 1-10


<table>
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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>All Minority</td>
<td>1,946</td>
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<td>3,989</td>
<td>12.4</td>
<td>4,143</td>
<td>13.1</td>
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<td>1.2</td>
<td>574</td>
<td>1.8</td>
<td>632</td>
<td>2.0</td>
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<tr>
<td>American Indian</td>
<td>70</td>
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<td>0.2</td>
<td>60</td>
<td>0.2</td>
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<td>2.6</td>
<td>829</td>
<td>2.6</td>
</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>87</td>
<td>0.3</td>
<td>67</td>
<td>0.2</td>
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<tr>
<td>Two or More Races</td>
<td>-</td>
<td>-</td>
<td>466</td>
<td>1.5</td>
<td>485</td>
<td>1.5</td>
</tr>
<tr>
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<td>821</td>
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<td>1,985</td>
<td>6.2</td>
<td>2,070</td>
<td>6.5</td>
</tr>
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<td>95.3</td>
<td>28,266</td>
<td>87.6</td>
<td>27,461</td>
<td>86.9</td>
</tr>
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<td>100.0</td>
<td>32,255</td>
<td>100.0</td>
<td>31,604</td>
<td>100.0</td>
</tr>
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Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI.

Figure 1-3


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI.
## Table 1-11


<table>
<thead>
<tr>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
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<td>1.5</td>
<td>6.7</td>
<td>7.3</td>
</tr>
<tr>
<td>300-599</td>
<td>2.4</td>
<td>6.6</td>
<td>7.2</td>
</tr>
<tr>
<td>600-999</td>
<td>2.6</td>
<td>9.3</td>
<td>9.5</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>5.9</td>
<td>14.0</td>
<td>14.7</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>9.0</td>
<td>20.4</td>
<td>21.1</td>
</tr>
<tr>
<td>7,500+</td>
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<td>35.5</td>
<td>36.7</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td><strong>9.7</strong></td>
<td><strong>20.2</strong></td>
<td><strong>21.1</strong></td>
</tr>
</tbody>
</table>

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

## Enrollment of English Language Learners (ELL)

### Figure 1-4


[Graph showing percentage of English Language Learners (ELL) from 2000-2001 to 2013-2014 for both public and nonpublic schools.]

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI.
Note: Languages with less than 50 students are included in Other.
Table 1-13

Iowa’s Public School K-12 Weighted English Language Learners by Enrollment Size

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-12 Enrollment</td>
<td># Weighted ELL</td>
<td>K-12 Enrollment</td>
</tr>
<tr>
<td>&lt;300</td>
<td>8,176</td>
<td>23</td>
<td>9,576</td>
</tr>
<tr>
<td>300-599</td>
<td>52,162</td>
<td>237</td>
<td>48,758</td>
</tr>
<tr>
<td>600-999</td>
<td>78,916</td>
<td>530</td>
<td>65,051</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>126,118</td>
<td>1,848</td>
<td>113,971</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>96,410</td>
<td>1,348</td>
<td>91,060</td>
</tr>
<tr>
<td>7,500+</td>
<td>132,509</td>
<td>4,165</td>
<td>147,830</td>
</tr>
<tr>
<td>State</td>
<td>494,291</td>
<td>8,151</td>
<td>476,245</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment and SRI.
Note: Figures may not total due to rounding.

Migrant Student Enrollment

Table 1-14

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

<table>
<thead>
<tr>
<th></th>
<th>% Migrant Students</th>
<th># Migrant Students</th>
<th>K-12 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>0.8</td>
<td>3,615</td>
<td>472,211</td>
</tr>
<tr>
<td>2005-2006</td>
<td>0.7</td>
<td>3,248</td>
<td>476,656</td>
</tr>
<tr>
<td>2006-2007</td>
<td>0.6</td>
<td>2,931</td>
<td>474,867</td>
</tr>
<tr>
<td>2007-2008</td>
<td>0.5</td>
<td>2,362</td>
<td>472,628</td>
</tr>
<tr>
<td>2008-2009</td>
<td>0.4</td>
<td>1,662</td>
<td>470,537</td>
</tr>
<tr>
<td>2009-2010</td>
<td>0.3</td>
<td>1,393</td>
<td>468,673</td>
</tr>
<tr>
<td>2010-2011</td>
<td>0.3</td>
<td>1,439</td>
<td>468,689</td>
</tr>
<tr>
<td>2011-2012</td>
<td>0.3</td>
<td>1,534</td>
<td>469,099</td>
</tr>
<tr>
<td>2012-2013</td>
<td>0.2</td>
<td>1,113</td>
<td>472,608</td>
</tr>
<tr>
<td>2013-2014</td>
<td>0.2</td>
<td>778</td>
<td>475,716</td>
</tr>
</tbody>
</table>

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

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program level data collection forms and the Student Reporting in Iowa (SRI, formerly EASIER) student level data collection. This chapter describes preschool and kindergarten programs in 2013-2014 and previous school years.

Preschool Programs

Preschool Enrollment

Districts throughout the state offer preschool to three- and four-year-old children. Table 2-1 shows the number of districts that offered preschool the past five years and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. The percentage of districts offering preschool has increased since 2009-2010. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. More students participate in a district sponsored preschool program than in 2012-2013.
### Table 2-1

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

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Total Districts</th>
<th>Districts Offering Preschool</th>
<th>Percent of Districts Offering Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009-2010</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;300</td>
<td>55</td>
<td>44</td>
<td>80.0</td>
</tr>
<tr>
<td>300-599</td>
<td>111</td>
<td>99</td>
<td>89.2</td>
</tr>
<tr>
<td>600-999</td>
<td>87</td>
<td>76</td>
<td>87.4</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>76</td>
<td>75</td>
<td>98.7</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>7,500+</td>
<td>10</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>State</td>
<td>361</td>
<td>326</td>
<td>90.3</td>
</tr>
<tr>
<td><strong>2010-2011</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;300</td>
<td>53</td>
<td>48</td>
<td>90.6</td>
</tr>
<tr>
<td>300-599</td>
<td>116</td>
<td>111</td>
<td>95.7</td>
</tr>
<tr>
<td>600-999</td>
<td>80</td>
<td>77</td>
<td>96.3</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>78</td>
<td>78</td>
<td>100.0</td>
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<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>7,500+</td>
<td>10</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>State</td>
<td>359</td>
<td>346</td>
<td>96.4</td>
</tr>
<tr>
<td><strong>2011-2012</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;300</td>
<td>51</td>
<td>46</td>
<td>90.2</td>
</tr>
<tr>
<td>300-599</td>
<td>107</td>
<td>101</td>
<td>94.4</td>
</tr>
<tr>
<td>600-999</td>
<td>85</td>
<td>82</td>
<td>96.5</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>76</td>
<td>76</td>
<td>100.0</td>
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<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>7,500+</td>
<td>10</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>State</td>
<td>351</td>
<td>337</td>
<td>96.0</td>
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<tr>
<td><strong>2012-2013</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;300</td>
<td>46</td>
<td>38</td>
<td>82.6</td>
</tr>
<tr>
<td>300-599</td>
<td>108</td>
<td>101</td>
<td>93.5</td>
</tr>
<tr>
<td>600-999</td>
<td>87</td>
<td>85</td>
<td>97.7</td>
</tr>
<tr>
<td>1,000-2,499</td>
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<tr>
<td>2,500-7,499</td>
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<tr>
<td>7,500+</td>
<td>11</td>
<td>11</td>
<td>100.0</td>
</tr>
<tr>
<td>State</td>
<td>348</td>
<td>331</td>
<td>95.1</td>
</tr>
<tr>
<td><strong>2013-2014</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>&lt;300</td>
<td>48</td>
<td>45</td>
<td>93.8</td>
</tr>
<tr>
<td>300-599</td>
<td>104</td>
<td>97</td>
<td>93.3</td>
</tr>
<tr>
<td>600-999</td>
<td>87</td>
<td>84</td>
<td>96.6</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>74</td>
<td>74</td>
<td>100.0</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>7,500+</td>
<td>11</td>
<td>11</td>
<td>100.0</td>
</tr>
<tr>
<td>State</td>
<td>346</td>
<td>333</td>
<td>96.2</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
### Table 2-2

**Iowa Public School Preschool Enrollment by Enrollment Category 2012-2013 and 2013-2014**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2012-2013</td>
<td></td>
<td>2013-2014</td>
</tr>
<tr>
<td>&lt;300</td>
<td>668</td>
<td>3.4</td>
<td>829</td>
<td>3.0</td>
</tr>
<tr>
<td>300-599</td>
<td>3,527</td>
<td>13.2</td>
<td>3,540</td>
<td>12.6</td>
</tr>
<tr>
<td>600-999</td>
<td>3,949</td>
<td>14.0</td>
<td>4,033</td>
<td>14.4</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>6,933</td>
<td>25.5</td>
<td>6,846</td>
<td>24.4</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>4,847</td>
<td>17.5</td>
<td>5,008</td>
<td>17.8</td>
</tr>
<tr>
<td>7,500+</td>
<td>7,810</td>
<td>26.4</td>
<td>7,833</td>
<td>27.9</td>
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<tr>
<td>State</td>
<td>27,734</td>
<td>100.0</td>
<td>28,089</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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

### Table 2-3

**Iowa Public School Preschool Students by Subgroup 2012-2013 and 2013-2014**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>All Minority</td>
<td>5,701</td>
<td>20.6</td>
</tr>
<tr>
<td>African American</td>
<td>1,275</td>
<td>4.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>94</td>
<td>0.3</td>
</tr>
<tr>
<td>Asian</td>
<td>536</td>
<td>1.9</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>42</td>
<td>0.2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>949</td>
<td>3.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,805</td>
<td>10.1</td>
</tr>
<tr>
<td>White</td>
<td>22,033</td>
<td>79.4</td>
</tr>
<tr>
<td>ELL</td>
<td>35</td>
<td>0.1</td>
</tr>
<tr>
<td>Eligible for Free/Reduced Price Lunch</td>
<td>7,687</td>
<td>27.7</td>
</tr>
<tr>
<td>Male</td>
<td>14,498</td>
<td>52.3</td>
</tr>
<tr>
<td>Female</td>
<td>13,236</td>
<td>47.7</td>
</tr>
<tr>
<td>Total</td>
<td>27,734</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
Statewide Voluntary Preschool Program for Four-Year-Old Children

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

Table 2-4 shows the number of districts that provide the SWVPP, number of students funded and the total number of students participating in the program. These districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the student count. The same table and Figure 2-1 represents the number of four-year-old children funded from 2009-2010 to 2013-2014. Numbers of students served in Table 2-4 includes the children who are younger or older (ages 3 and 5) who participate in the quality preschool program (see the last row in Table 2-4).
The number of SWVPP students by age and Individualized Education Plan (IEP) status is shown in Table 2-5. Instructional IEPs and support only IEPs are listed separately since they have different funding sources. The number of students receiving special education services (IEP) in SWVPP has remained stable in 2013-2014. Table 2-6 indicates the number of four-year-old children served in the SWVPP by race/ethnicity, free/reduced price meals, and gender. Free/Reduced meals data may be underreported since the SWVPP is only required to meet ten hours per week and preschool students may not receive meals. The number of three-year-old, four-year-old, and five-year-old children served in SWVPP increased from 2012-2013. Overall, the number of students funded and served in SWVPP increased in 2013-2014.
### Table 2-5

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

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

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

Notes: IEP: Individualized Education Plan
       SWVPP: Statewide Voluntary Preschool Program
### Table 2-6

**SWVPP Students Served by Subgroup 2012-2013 and 2013-2014**

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>2013-2014</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age 3</td>
<td>%</td>
<td>Age 4</td>
<td>%</td>
<td>Age 5</td>
<td>%</td>
<td>All</td>
<td>%</td>
<td>All</td>
<td>%</td>
<td>All</td>
</tr>
<tr>
<td>All Students Served</td>
<td>597</td>
<td>21,602</td>
<td>350</td>
<td>22,549</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Minority</td>
<td>57</td>
<td>9.5%</td>
<td>4,156</td>
<td>19.2%</td>
<td>30</td>
<td>8.6%</td>
<td>4,243</td>
<td>18.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>15</td>
<td>2.5%</td>
<td>834</td>
<td>3.9%</td>
<td>5</td>
<td>1.4%</td>
<td>854</td>
<td>3.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>0.2%</td>
<td>75</td>
<td>0.3%</td>
<td>2</td>
<td>0.6%</td>
<td>78</td>
<td>0.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>8</td>
<td>1.3%</td>
<td>416</td>
<td>1.9%</td>
<td>3</td>
<td>0.9%</td>
<td>427</td>
<td>1.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/</td>
<td>0</td>
<td>0.0%</td>
<td>33</td>
<td>0.2%</td>
<td>0</td>
<td>0.0%</td>
<td>33</td>
<td>0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>7</td>
<td>1.2%</td>
<td>699</td>
<td>3.2%</td>
<td>8</td>
<td>2.3%</td>
<td>714</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
<td>4.4%</td>
<td>2,099</td>
<td>9.7%</td>
<td>12</td>
<td>3.4%</td>
<td>2,137</td>
<td>9.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>540</td>
<td>90.5%</td>
<td>17,446</td>
<td>80.8%</td>
<td>320</td>
<td>91.4%</td>
<td>18,306</td>
<td>81.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td>0</td>
<td>0.0%</td>
<td>23</td>
<td>0.1%</td>
<td>0</td>
<td>0.0%</td>
<td>23</td>
<td>0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Meal</td>
<td>113</td>
<td>18.9%</td>
<td>4,913</td>
<td>22.7%</td>
<td>59</td>
<td>16.9%</td>
<td>5,085</td>
<td>22.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>290</td>
<td>48.6%</td>
<td>10,709</td>
<td>49.6%</td>
<td>133</td>
<td>38.0%</td>
<td>11,132</td>
<td>49.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>307</td>
<td>51.4%</td>
<td>10,893</td>
<td>50.4%</td>
<td>217</td>
<td>62.0%</td>
<td>11,417</td>
<td>50.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                          |            |            |            |            |            |            |            |            |            |            |            |            |
| All Students Served      | 919       | 22,738     | 510        | 24,167     |            |            |            |            |            |            |            |            |
| All Minority             | 172       | 18.7%      | 4,406      | 19.4%      | 62         | 12.2%      | 4,640      | 19.2%      |            |            |            |            |
| African American         | 27        | 2.9%       | 962        | 4.2%       | 12         | 2.4%       | 1,001      | 4.1%       |            |            |            |            |
| American Indian          | 6         | 0.7%       | 75         | 0.3%       | 5          | 1.0%       | 86         | 0.4%       |            |            |            |            |
| Asian                    | 14        | 1.5%       | 455        | 2.0%       | 1          | 0.2%       | 470        | 1.9%       |            |            |            |            |
| Native Hawaiian/         | 3         | 0.3%       | 38         | 0.2%       | 1          | 0.2%       | 42         | 0.2%       |            |            |            |            |
| Pacific Islander         |           |            |            |            |            |            |            |            |            |            |            |            |
| Two or More Races        | 36        | 3.9%       | 732        | 3.2%       | 13         | 2.5%       | 781        | 3.2%       |            |            |            |            |
| Hispanic                 | 86        | 9.4%       | 2,144      | 9.4%       | 30         | 5.9%       | 2,260      | 9.4%       |            |            |            |            |
| White                    | 747       | 81.3%      | 18,332     | 80.6%      | 448        | 87.8%      | 19,527     | 80.8%      |            |            |            |            |
| ELL                      | 0         | 0.0%       | 10         | 0.0%       | 0          | 0.0%       | 10         | 0.0%       |            |            |            |            |
| Free/Reduced Meal        | 250       | 27.2%      | 5,164      | 22.7%      | 150        | 29.4%      | 5,564      | 23.0%      |            |            |            |            |
| Female                   | 377       | 41.0%      | 11,149     | 49.0%      | 180        | 35.3%      | 11,706     | 48.4%      |            |            |            |            |
| Male                     | 542       | 59.0%      | 11,589     | 51.0%      | 330        | 64.7%      | 12,461     | 51.6%      |            |            |            |            |

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

Note: SWVPP: Statewide Voluntary Preschool Program
**Kindergarten**

School districts report the type of kindergarten program offered in their districts on the Spring Basic Educational Data Survey (BEDS). The types of kindergarten program reported include all-day every day, half day every day, alternate day, three days a week and other combinations. As shown in Table 2-7, the majority of districts in 2013-2014 offered all-day, every day kindergarten.

School districts in Iowa have been required by Iowa Administrative Code 279.60 to administer a kindergarten benchmark assessment adopted by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. Districts are also required to collect and report information on preschool attendance, other demographics of kindergarten students, and assessment results to the DE no later than January 1 of the school year. This information has been collected from school districts at the student level through EASIER/Student Reporting in Iowa since 2006-2007. The DE has a list of approved assessments that can be used to implement the requirements of IAC 279.60; however, a district may administer an assessment that is not on the list as long as it addresses technical adequacy.

In the two years shown in Table 2-8, more than half of all of the buildings in 2012-2013 and 2013-2014 used the DIBELS or DIBELS Next assessment. Table 2-9 and Figure 2-2 display the number and percent of public school kindergarten students by the type of kindergarten literacy assessment taken in the last three years.

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

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

**Table 2-7**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>Number of Districts Offering All-Day Every Day Kindergarten</th>
<th>Percent of Districts Offering All-Day Every Day Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>48</td>
<td>47</td>
<td>97.9%</td>
</tr>
<tr>
<td>300-599</td>
<td>104</td>
<td>101</td>
<td>97.1%</td>
</tr>
<tr>
<td>600-999</td>
<td>87</td>
<td>86</td>
<td>98.9%</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>74</td>
<td>72</td>
<td>97.3%</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>20</td>
<td>90.9%</td>
</tr>
<tr>
<td>7,500+</td>
<td>11</td>
<td>10</td>
<td>90.9%</td>
</tr>
<tr>
<td>State</td>
<td>346</td>
<td>336</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI File.
### Table 2-8

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered
2012-2013 and 2013-2014

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2012-2013</th>
<th></th>
<th>2013-2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>DIBELS</td>
<td>146</td>
<td>22.1%</td>
<td>107</td>
<td>16.1%</td>
</tr>
<tr>
<td>DIBELS Next</td>
<td>246</td>
<td>37.2%</td>
<td>264</td>
<td>39.8%</td>
</tr>
<tr>
<td>DRA</td>
<td>14</td>
<td>2.1%</td>
<td>14</td>
<td>2.1%</td>
</tr>
<tr>
<td>Yopp-Singer + BRI</td>
<td>45</td>
<td>6.8%</td>
<td>25</td>
<td>3.8%</td>
</tr>
<tr>
<td>PAT</td>
<td>54</td>
<td>8.2%</td>
<td>48</td>
<td>7.2%</td>
</tr>
<tr>
<td>PAP</td>
<td>70</td>
<td>10.6%</td>
<td>55</td>
<td>8.3%</td>
</tr>
<tr>
<td>Other</td>
<td>80</td>
<td>12.1%</td>
<td>138</td>
<td>20.8%</td>
</tr>
<tr>
<td>Observation Study</td>
<td>19</td>
<td>2.9%</td>
<td>14</td>
<td>2.1%</td>
</tr>
<tr>
<td>FAST</td>
<td></td>
<td></td>
<td>75</td>
<td>11.3%</td>
</tr>
<tr>
<td>Total KG buildings</td>
<td>662</td>
<td></td>
<td>664</td>
<td></td>
</tr>
</tbody>
</table>

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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include district offices that may have reported Kindergarten Literacy Assessment (KLA) data. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table. Districts may offer more than one kind of assessment tool, so percentages don’t add up as 100%.

### Table 2-9

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

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

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

Notes: Only includes students in buildings that reported offering the kindergarten grade level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.
Figure 2-2

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

---

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
Notes: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Table 2-10

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

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

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

Notes: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. DIBELS: Proficient students are those with a score higher than 8. BRI & Yopp-Singer: Proficient students are those with a score of 15 or higher and age<6. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table. PAT: Proficient students are those with a score of 1 or higher for the Blending and Deletion subtests and 8 or higher for the Rhyming subtest and age<6. Figures listed include students whose age was less than 6 on September 15th of the school year.

Preschool Attendance (Parent Perception)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Student Reporting in Iowa in the fall. Districts gather information on preschool experience through parent report or district records. The term “preschool” has not been specifically defined in legislation and thus could result in different meanings ranging from SWVPP, childcare or a private enterprise. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. Variability may be due to improved reliability of the data collection as some districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification number prior to kindergarten entry.
Table 2-11

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

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

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

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

The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.
Staff

This chapter presents information on licensed and non-licensed staff in Iowa’s schools and area education agencies (AEAs). Data on characteristics such as age, race/ethnicity, gender, experience, and salary for teachers, principals, superintendents, guidance counselors, and library/media specialists are included in this chapter. Information on instructional aides, pupil-teacher ratios, and nurses for public schools is also included. The data are summarized at the state level, by enrollment category (based on district certified enrollment) and by AEA. National and regional state comparative data are also presented where available. Some information is broken out by public and nonpublic schools.

An unlimited number of positions/assignments can be reported for each staff member. Some staff members are reported as serving in multiple positions. For example, a guidance counselor may also be a principal or a teacher. Salary is not reported separately for each position/assignment combination. Therefore, salary reported for staff may be impacted by additional duties. In 2008-2009, data on shared staff were collected on the Fall Basic Educational Data Survey (BEDS). Beginning in 2008-2009, shared staff members were reported in each district they served. However, the district that held the contract was the only district to report salary for the staff. The district that did not hold the contract for shared staff did not report any salary. In 2008-2009 and 2009-2010, the district that held the contract was also the only district to report the staff as full-time if they held a full-time contract. The district that did not hold the contract for shared staff reported the shared staff as having a part-time contract in 2008-2009 and 2009-2010. Beginning in 2010-2011, full-time equivalencies (FTE) were collected for each position. The district that held the contract reported the entire FTE for shared staff. The district that was purchasing services only reported FTE for their district. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

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

Full-time teachers in 2010-2011 to 2013-2014 were defined as staff with at least one teaching position code, a full-time equivalency for licensed positions of 0.8 or higher, base salary (salary paid for regular position responsibilities, excluding professional development) of at least $28,000, and at least 180 contract days. There were about 5,000 teachers in 2013-2014 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties. In each section, minority counts include staff with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. Teachers and principals with advanced degrees include staff with a master’s, specialist, or doctorate degree.

Salary information collected through the Fall BEDS included base salary, salary paid for professional development, and extra duty pay. Base salary includes teacher compensation and phase monies. The portion of salary that is paid for regular position responsibilities is called regular salary. It includes base salary and salary for professional development. Extra duty salary includes salary paid for extra duties such as yearbook sponsorship and coaching. Total salary is the sum of the regular salary and extra duty pay.
Teachers

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

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years-old and the sum of their age and total IPERS covered employment is equal to or greater than 88. According to this rule, 7.2 percent of teachers were eligible to retire in 2013-2014 (Table 3-9).

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

In 2013-2014, the average number of assignments held by grades 9-12 teachers was 2.5. Over half (59.54 percent) of grades 9-12 teachers had one or two assignments (Tables 3-16 and 3-17). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to this year, special education teachers and students were excluded. The pupil-teacher ratio in 2013-2014 was 14.1. The pupil-teacher ratio by enrollment category ranged from 10.2 in the smallest enrollment category to 14.6 in the 2,500-7,499 enrollment category (Table 3-18). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 1.1 percent between 2012-2013 and 2013-2014.
Table 3-1


<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Public</th>
<th></th>
<th></th>
<th>Nonpublic</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>42.2</td>
<td>41.5</td>
<td>41.6</td>
<td>40.3</td>
<td>42.6</td>
<td>42.3</td>
</tr>
<tr>
<td>Percent Female</td>
<td>70.5%</td>
<td>75.1%</td>
<td>75.1%</td>
<td>80.3%</td>
<td>82.2%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>1.8%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>0.9%</td>
<td>1.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>27.0%</td>
<td>32.9%</td>
<td>33.0%</td>
<td>13.1%</td>
<td>15.4%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>15.1</td>
<td>14.1</td>
<td>13.9</td>
<td>12.3</td>
<td>15.3</td>
<td>15.0</td>
</tr>
<tr>
<td>Average District/AEA Experience</td>
<td>11.9</td>
<td>10.8</td>
<td>10.6</td>
<td>8.8</td>
<td>11.4</td>
<td>11.3</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>33,610</td>
<td>34,226</td>
<td>34,509</td>
<td>2,437</td>
<td>2,314</td>
<td>2,256</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: State total ‘Number of Teachers’ includes AEA teachers. There were about 5,000 full-time teachers in 2012-2013 and 2013-2014 that reported having administrative or support positions, as well as teaching positions.

Table 3-2


<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Public</th>
<th></th>
<th></th>
<th>Nonpublic</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>28.5</td>
<td>27.3</td>
<td>27.4</td>
<td>28.5</td>
<td>26.4</td>
<td>27.5</td>
</tr>
<tr>
<td>Percent Female</td>
<td>71.6%</td>
<td>75.4%</td>
<td>75.5%</td>
<td>83.5%</td>
<td>79.5%</td>
<td>78.5%</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>2.8%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>1.5%</td>
<td>7.4%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>5.9%</td>
<td>9.3%</td>
<td>10.1%</td>
<td>2.9%</td>
<td>4.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>1,660</td>
<td>1,559</td>
<td>1,499</td>
<td>206</td>
<td>122</td>
<td>121</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: State total ‘Number of Teachers’ includes AEA teachers.
### Table 3-3

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Beginning F-T Teachers</th>
<th>Number of F-T Teachers</th>
<th>Beginning F-T Teachers as % of Total F-T Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>42</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>300-599</td>
<td>281</td>
<td>199</td>
<td>184</td>
</tr>
<tr>
<td>600-999</td>
<td>270</td>
<td>208</td>
<td>188</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>358</td>
<td>275</td>
<td>285</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>306</td>
<td>268</td>
<td>288</td>
</tr>
<tr>
<td>7,500+</td>
<td>382</td>
<td>566</td>
<td>499</td>
</tr>
<tr>
<td>AEA</td>
<td>21</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>State</td>
<td>1,660</td>
<td>1,559</td>
<td>1,499</td>
</tr>
</tbody>
</table>

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

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Table 3-5
Characteristics of Iowa Full-Time Public School Teachers by AEA, 2013-2014

<table>
<thead>
<tr>
<th>AEA</th>
<th>Number of Teachers</th>
<th>Percent of Total Teachers</th>
<th>Average Age</th>
<th>Percent Female</th>
<th>Percent Minority</th>
<th>Percent Advanced Degree</th>
<th>Average Total Experience</th>
<th>Average District/AEA Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone 1</td>
<td>2,150</td>
<td>6.2%</td>
<td>41.5</td>
<td>74.4%</td>
<td>1.3%</td>
<td>36.2%</td>
<td>14.6</td>
<td>11.3</td>
</tr>
<tr>
<td>AEA 267</td>
<td>4,724</td>
<td>13.7%</td>
<td>41.2</td>
<td>74.0%</td>
<td>2.2%</td>
<td>26.4%</td>
<td>13.8</td>
<td>10.6</td>
</tr>
<tr>
<td>Prairie Lakes</td>
<td>2,281</td>
<td>6.6%</td>
<td>42.3</td>
<td>75.1%</td>
<td>1.4%</td>
<td>22.7%</td>
<td>15.1</td>
<td>11.3</td>
</tr>
<tr>
<td>Mississippi Bend</td>
<td>3,337</td>
<td>9.7%</td>
<td>41.1</td>
<td>75.9%</td>
<td>3.6%</td>
<td>31.9%</td>
<td>13.6</td>
<td>10.8</td>
</tr>
<tr>
<td>Grant Wood 10</td>
<td>4,648</td>
<td>13.5%</td>
<td>40.8</td>
<td>74.2%</td>
<td>2.0%</td>
<td>38.4%</td>
<td>13.5</td>
<td>10.3</td>
</tr>
<tr>
<td>Heartland 11</td>
<td>9,091</td>
<td>26.3%</td>
<td>40.4</td>
<td>75.7%</td>
<td>2.5%</td>
<td>38.1%</td>
<td>13.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Northwest 12</td>
<td>2,773</td>
<td>8.0%</td>
<td>42.4</td>
<td>74.1%</td>
<td>2.4%</td>
<td>35.6%</td>
<td>15.4</td>
<td>11.9</td>
</tr>
<tr>
<td>Green Hills 13</td>
<td>2,918</td>
<td>8.5%</td>
<td>41.9</td>
<td>75.8%</td>
<td>1.3%</td>
<td>27.9%</td>
<td>14.3</td>
<td>10.7</td>
</tr>
<tr>
<td>Great Prairie 15</td>
<td>2,587</td>
<td>7.5%</td>
<td>42.6</td>
<td>77.1%</td>
<td>1.3%</td>
<td>28.3%</td>
<td>14.1</td>
<td>11.6</td>
</tr>
<tr>
<td>State</td>
<td>34,509</td>
<td>100.0%</td>
<td>41.6</td>
<td>75.1%</td>
<td>2.2%</td>
<td>33.0%</td>
<td>13.9</td>
<td>10.6</td>
</tr>
</tbody>
</table>

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

Table 3-6
Gender Comparison of Iowa Full-Time Public School Teachers, 2013-2014

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>41.3</td>
<td>41.1</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>2.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>33.3%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>13.9</td>
<td>14.2</td>
</tr>
<tr>
<td>Average District/AEA Experience</td>
<td>10.7</td>
<td>10.5</td>
</tr>
<tr>
<td>Average Total Salary</td>
<td>$53,285</td>
<td>$55,900</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>25,932</td>
<td>8,577</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Includes AEA teachers.
## Table 3-7

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

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

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

Note: Includes AEA teachers.

## Table 3-8

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

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>2000-2001</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Cumulative Total</td>
</tr>
<tr>
<td>25 and Under</td>
<td>2,369</td>
<td>2,369</td>
</tr>
<tr>
<td>26-30</td>
<td>4,123</td>
<td>6,492</td>
</tr>
<tr>
<td>31-35</td>
<td>3,730</td>
<td>10,222</td>
</tr>
<tr>
<td>36-40</td>
<td>3,745</td>
<td>13,967</td>
</tr>
<tr>
<td>41-45</td>
<td>4,370</td>
<td>18,337</td>
</tr>
<tr>
<td>46-50</td>
<td>6,497</td>
<td>24,834</td>
</tr>
<tr>
<td>51-55</td>
<td>5,838</td>
<td>30,672</td>
</tr>
<tr>
<td>56-60</td>
<td>2,373</td>
<td>33,045</td>
</tr>
<tr>
<td>Over 65</td>
<td>510</td>
<td>33,555</td>
</tr>
</tbody>
</table>

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

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

Note: Includes AEA teachers.
Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2013-2014

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

Table 3-10

<table>
<thead>
<tr>
<th>Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary</th>
<th>2000-2001</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Regular Salary</td>
<td>N/A</td>
<td>$50,914</td>
<td>$51,937</td>
</tr>
<tr>
<td>Average Total Salary</td>
<td>$36,479</td>
<td>$52,635</td>
<td>$53,878</td>
</tr>
<tr>
<td>Difference</td>
<td>N/A</td>
<td>$1,721</td>
<td>$1,941</td>
</tr>
<tr>
<td>Percent Total Salary Greater Than Regular Salary</td>
<td>N/A</td>
<td>3.4%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2012-2013 and 2013-2014 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.
### Table 3-11

**Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category**  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>$28,811</td>
<td>$43,305</td>
<td>$44,279</td>
<td>53.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>300-599</td>
<td>$31,557</td>
<td>$46,536</td>
<td>$47,592</td>
<td>50.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>600-999</td>
<td>$33,809</td>
<td>$49,320</td>
<td>$50,283</td>
<td>48.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$35,912</td>
<td>$52,146</td>
<td>$53,267</td>
<td>48.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$38,266</td>
<td>$55,738</td>
<td>$56,628</td>
<td>48.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>7,500+</td>
<td>$40,452</td>
<td>$55,804</td>
<td>$57,609</td>
<td>42.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>AEA</td>
<td>$36,196</td>
<td>$58,766</td>
<td>$60,650</td>
<td>67.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>State</td>
<td>$36,479</td>
<td>$52,635</td>
<td>$53,878</td>
<td>47.7%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.  
Notes: Includes AEA teachers. Approximately 5,000 full-time public school staff with teaching positions in 2012-2013 and 2013-2014 also reported that they served in the capacity of administrator and/or student support services personnel. Average total salaries for these staff include salaries for these additional responsibilities as well.

### Table 3-12

**Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2013-2014**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>AEA</th>
<th>Regular Salary</th>
<th>Total Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone 1</td>
<td>AEA</td>
<td>$49,920</td>
<td>$51,595</td>
</tr>
<tr>
<td>Prairie Lakes 8</td>
<td>AEA</td>
<td>$50,438</td>
<td>$52,203</td>
</tr>
<tr>
<td>Mississippi Bend 9</td>
<td>AEA</td>
<td>$49,115</td>
<td>$51,186</td>
</tr>
<tr>
<td>Grant Wood 10</td>
<td>AEA</td>
<td>$51,611</td>
<td>$53,568</td>
</tr>
<tr>
<td>Heartland 11</td>
<td>AEA</td>
<td>$55,387</td>
<td>$58,194</td>
</tr>
<tr>
<td>Northwest 12</td>
<td>AEA</td>
<td>$53,217</td>
<td>$55,059</td>
</tr>
<tr>
<td>Green Hills 13</td>
<td>AEA</td>
<td>$53,574</td>
<td>$55,293</td>
</tr>
<tr>
<td>Great Prairie 15</td>
<td>AEA</td>
<td>$49,400</td>
<td>$51,245</td>
</tr>
<tr>
<td>State</td>
<td>AEA</td>
<td>$50,524</td>
<td>$51,921</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.  
Notes: Includes AEA teachers. Approximately 5,000 full-time public school staff with teaching positions in 2013-2014 also reported that they served in the capacity of administrator and/or student support services personnel. Average total salaries for these staff include salaries for these additional responsibilities as well.
Table 3-13
Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2011-2012 and 2012-2013

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

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: *The 2011-2012 salaries were revised for Iowa and the nation.

Figure 3-3
Average Salaries of Public School Teachers for Iowa and the Nation

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: The 2011-2012 salaries were revised for Iowa and the nation.
# Table 3-14

## Iowa Salary Comparisons by Occupation, 2012 and 2013

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


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

---

# Table 3-15


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>180-185</td>
<td>2,089</td>
<td>6.2%</td>
<td>1,557</td>
<td>4.6%</td>
<td>1,656</td>
<td>4.8%</td>
<td>6.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>186-190</td>
<td>16,449</td>
<td>49.0%</td>
<td>14,054</td>
<td>41.1%</td>
<td>13,854</td>
<td>40.1%</td>
<td>55.2%</td>
<td>45.6%</td>
</tr>
<tr>
<td>191-195</td>
<td>13,136</td>
<td>39.1%</td>
<td>15,193</td>
<td>44.4%</td>
<td>15,503</td>
<td>44.9%</td>
<td>94.3%</td>
<td>90.0%</td>
</tr>
<tr>
<td>196+</td>
<td>1,932</td>
<td>5.8%</td>
<td>3,422</td>
<td>10.0%</td>
<td>3,496</td>
<td>10.1%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

Note: Includes AEA teachers.
Table 3-16

Average Number of Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category, 2000-2001, 2012-2013 and 2013-2014

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>Number of Grade 9-12 Teachers</th>
<th>Average Number of Assignments</th>
<th>Number of Districts</th>
<th>Number of Grade 9-12 Teachers</th>
<th>Average Number of Assignments</th>
<th>Number of Districts</th>
<th>Number of Grade 9-12 Teachers</th>
<th>Average Number of Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>38</td>
<td>279</td>
<td>3.9</td>
<td>46</td>
<td>286</td>
<td>3.4</td>
<td>48</td>
<td>312</td>
<td>3.3</td>
</tr>
<tr>
<td>300-599</td>
<td>116</td>
<td>2,084</td>
<td>3.4</td>
<td>108</td>
<td>1,777</td>
<td>3.1</td>
<td>104</td>
<td>1,717</td>
<td>3.1</td>
</tr>
<tr>
<td>600-999</td>
<td>104</td>
<td>2,587</td>
<td>3.1</td>
<td>87</td>
<td>1,972</td>
<td>2.8</td>
<td>87</td>
<td>1,955</td>
<td>2.8</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>83</td>
<td>3,335</td>
<td>2.7</td>
<td>75</td>
<td>2,717</td>
<td>2.5</td>
<td>74</td>
<td>2,664</td>
<td>2.5</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>24</td>
<td>2,052</td>
<td>2.2</td>
<td>21</td>
<td>1,814</td>
<td>2.1</td>
<td>22</td>
<td>1,879</td>
<td>2.1</td>
</tr>
<tr>
<td>7,500+</td>
<td>9</td>
<td>2,480</td>
<td>2.1</td>
<td>11</td>
<td>2,739</td>
<td>2.2</td>
<td>11</td>
<td>2,805</td>
<td>2.1</td>
</tr>
<tr>
<td>State</td>
<td>374</td>
<td>12,817</td>
<td>2.7</td>
<td>348</td>
<td>11,305</td>
<td>2.5</td>
<td>346</td>
<td>11,332</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Only includes grades 9-12 teaching assignments for 2012-2013 and 2013-2014 for a teacher that has at least one 9-12 assignment.

Table 3-17

Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2013-2014

<table>
<thead>
<tr>
<th>Number of Unique Assignments</th>
<th>Number of Teachers</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4,465</td>
<td>39.40%</td>
<td>39.40%</td>
</tr>
<tr>
<td>2</td>
<td>2,282</td>
<td>20.14%</td>
<td>59.54%</td>
</tr>
<tr>
<td>3</td>
<td>1,858</td>
<td>16.40%</td>
<td>75.94%</td>
</tr>
<tr>
<td>4</td>
<td>1,281</td>
<td>11.30%</td>
<td>87.24%</td>
</tr>
<tr>
<td>5</td>
<td>699</td>
<td>6.17%</td>
<td>93.41%</td>
</tr>
<tr>
<td>6</td>
<td>393</td>
<td>3.47%</td>
<td>96.88%</td>
</tr>
<tr>
<td>7</td>
<td>199</td>
<td>1.75%</td>
<td>98.63%</td>
</tr>
<tr>
<td>8</td>
<td>95</td>
<td>0.84%</td>
<td>99.47%</td>
</tr>
<tr>
<td>9</td>
<td>37</td>
<td>0.33%</td>
<td>99.80%</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>0.09%</td>
<td>99.89%</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>0.03%</td>
<td>99.92%</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>0.04%</td>
<td>99.96%</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>0.02%</td>
<td>99.98%</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0.00%</td>
<td>99.98%</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>0.02%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Only includes grades 9-12 teaching assignments for a teacher that has at least one 9-12 assignment.
Figure 3-4

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

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

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

Figure 3-5

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2012-2013 and 2013-2014

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Table 3-18

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

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

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Full-Time Equivalent (FTE) Aides</th>
<th>% Change in FTE Aides 2000-2001 to 2013-2014</th>
<th>% Change in FTE Aides 2012-2013 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>113.4</td>
<td>135.4%</td>
<td>21.8%</td>
</tr>
<tr>
<td>300-599</td>
<td>685.9</td>
<td>95.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>600-999</td>
<td>1,054.0</td>
<td>59.7%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>2,023.3</td>
<td>44.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>1,681.6</td>
<td>10.4%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>7,500+</td>
<td>2,204.5</td>
<td>42.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>State</td>
<td>7,762.7</td>
<td>44.5%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Figures may not total due to rounding.
Principals

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

Table 3-20

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>47.8</td>
<td>46.0</td>
<td>45.9</td>
</tr>
<tr>
<td>Percent Female</td>
<td>30.6%</td>
<td>41.1%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>3.5%</td>
<td>2.4%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>96.0%</td>
<td>84.7%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>22.4</td>
<td>19.8</td>
<td>19.7</td>
</tr>
<tr>
<td>Average District/AEA Experience</td>
<td>11.8</td>
<td>9.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Number of Principals</td>
<td>1,124</td>
<td>1,156</td>
<td>1,154</td>
</tr>
</tbody>
</table>

Table 3-21

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Figures for public school principals include AEA principals.

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Includes AEA principals.
### Table 3-22

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>47.3</td>
<td>45.0</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>3.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>87.3%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>20.6</td>
<td>19.0</td>
</tr>
<tr>
<td>Average District/AEA Experience</td>
<td>11.0</td>
<td>8.6</td>
</tr>
<tr>
<td>Average Total Salary</td>
<td>$92,281</td>
<td>$95,022</td>
</tr>
</tbody>
</table>

| Number of Principals | 476 | 678 |

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

*Note: Includes AEA principals.*

### Table 3-23

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

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

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

*Note: Includes AEA principals.*
Figure 3-6

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

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

Table 3-24

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2013-2014

<table>
<thead>
<tr>
<th>Combined Age and Experience Interval</th>
<th>2000-2001</th>
<th></th>
<th></th>
<th>2013-2014</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Cumulative Total</td>
<td>Percent</td>
<td>Cumulative Percent</td>
<td>Number</td>
<td>Cumulative Total</td>
</tr>
<tr>
<td>30 and Under</td>
<td>3</td>
<td>3</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-40</td>
<td>42</td>
<td>45</td>
<td>3.7%</td>
<td>4.0%</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>41-50</td>
<td>100</td>
<td>145</td>
<td>8.9%</td>
<td>12.8%</td>
<td>172</td>
<td>239</td>
</tr>
<tr>
<td>51-60</td>
<td>145</td>
<td>290</td>
<td>12.9%</td>
<td>25.6%</td>
<td>228</td>
<td>467</td>
</tr>
<tr>
<td>61-70</td>
<td>237</td>
<td>527</td>
<td>21.1%</td>
<td>46.5%</td>
<td>244</td>
<td>711</td>
</tr>
<tr>
<td>71-80</td>
<td>303</td>
<td>830</td>
<td>27.0%</td>
<td>73.2%</td>
<td>197</td>
<td>908</td>
</tr>
<tr>
<td>81-87</td>
<td>158</td>
<td>988</td>
<td>14.1%</td>
<td>87.1%</td>
<td>120</td>
<td>1,028</td>
</tr>
<tr>
<td>88+</td>
<td>136</td>
<td>1,124</td>
<td>12.1%</td>
<td>99.1%</td>
<td>122</td>
<td>1,150</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Includes AEA principals.
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2013-2014

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

Note: Includes AEA principals.

Table 3-25
Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Average Total Salary</th>
<th>Percent Salary Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>$51,775</td>
<td>$79,434</td>
</tr>
<tr>
<td>300-599</td>
<td>$54,331</td>
<td>$82,615</td>
</tr>
<tr>
<td>600-999</td>
<td>$58,539</td>
<td>$84,438</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$64,381</td>
<td>$91,190</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$69,145</td>
<td>$99,631</td>
</tr>
<tr>
<td>7,500+</td>
<td>$71,935</td>
<td>$102,557</td>
</tr>
<tr>
<td>AEA</td>
<td>$69,796</td>
<td>$64,677</td>
</tr>
<tr>
<td>State</td>
<td>$63,409</td>
<td>$91,509</td>
</tr>
</tbody>
</table>

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

Note: Includes AEA principals.
Superintendents

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

Table 3-26

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>52.1</td>
<td>51.0</td>
<td>51.1</td>
</tr>
<tr>
<td>Percent Female</td>
<td>5.8%</td>
<td>13.3%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>0.9%</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Percent Specialist/Doctorate Degree</td>
<td>59.2%</td>
<td>59.0%</td>
<td>61.9%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>26.9</td>
<td>24.7</td>
<td>24.3</td>
</tr>
<tr>
<td>Average District Experience</td>
<td>8.0</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Number of Superintendents</td>
<td>326</td>
<td>300</td>
<td>289</td>
</tr>
</tbody>
</table>

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

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

Table 3-27

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2013-2014

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>53.2</td>
<td>50.7</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>2.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Percent Specialist/Doctorate Degree</td>
<td>75.0%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>26.1</td>
<td>24.1</td>
</tr>
<tr>
<td>Average District Experience</td>
<td>7.3</td>
<td>7.6</td>
</tr>
<tr>
<td>Average Total Salary</td>
<td>$127,911</td>
<td>$131,912</td>
</tr>
<tr>
<td>Number of Superintendents</td>
<td>40</td>
<td>249</td>
</tr>
</tbody>
</table>

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

Table 3-29

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2013-2014

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>2000-2001</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Cumulative Total</td>
</tr>
<tr>
<td>31-35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36-40</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>41-45</td>
<td>31</td>
<td>49</td>
</tr>
<tr>
<td>46-50</td>
<td>71</td>
<td>120</td>
</tr>
<tr>
<td>51-55</td>
<td>105</td>
<td>225</td>
</tr>
<tr>
<td>56-60</td>
<td>76</td>
<td>301</td>
</tr>
<tr>
<td>61-65</td>
<td>20</td>
<td>321</td>
</tr>
<tr>
<td>Over 65</td>
<td>5</td>
<td>326</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.
Figure 3-8

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2013-2014

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 3-30

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents
2000-2001 and 2013-2014

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.
Figure 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents
2000-2001 and 2013-2014

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 3-31

Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>$63,569</td>
<td>$95,051</td>
<td>$104,162</td>
<td>24</td>
<td>63.9%</td>
<td>9.6%</td>
</tr>
<tr>
<td>300-599</td>
<td>$71,049</td>
<td>$115,020</td>
<td>$115,693</td>
<td>77</td>
<td>62.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>600-999</td>
<td>$76,935</td>
<td>$118,010</td>
<td>$125,402</td>
<td>82</td>
<td>63.0%</td>
<td>6.3%</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$85,772</td>
<td>$136,164</td>
<td>$139,404</td>
<td>73</td>
<td>62.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$104,464</td>
<td>$169,237</td>
<td>$173,847</td>
<td>22</td>
<td>66.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>7,500+</td>
<td>$125,036</td>
<td>$197,712</td>
<td>$206,385</td>
<td>11</td>
<td>65.1%</td>
<td>4.4%</td>
</tr>
<tr>
<td>State</td>
<td>$79,836</td>
<td>$126,216</td>
<td>$131,912</td>
<td>289</td>
<td>65.2%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.
Teacher, Principal, and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006 and in 2009-2010 to 2013-2014. The average salary of teachers had a higher percentage increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009. In 2012-2013, teachers had the lowest percentage increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
### Table 3-32

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Principals</td>
</tr>
<tr>
<td>&lt;300</td>
<td>$28,811</td>
<td>$51,775</td>
</tr>
<tr>
<td>300-599</td>
<td>$31,557</td>
<td>$54,331</td>
</tr>
<tr>
<td>600-999</td>
<td>$33,809</td>
<td>$58,539</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$35,912</td>
<td>$64,381</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$38,266</td>
<td>$69,145</td>
</tr>
<tr>
<td>7,500+</td>
<td>$40,452</td>
<td>$71,935</td>
</tr>
<tr>
<td>AEA</td>
<td>$36,196</td>
<td>$69,796</td>
</tr>
<tr>
<td>State</td>
<td>$36,479</td>
<td>$63,409</td>
</tr>
</tbody>
</table>

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

**Notes:**
- Teacher figures for 2012-2013 represent average salaries for full-time public school staff with teaching position codes.
- There were approximately 5,000 full-time public school staff in 2013-2014 with teaching position codes who also reported that they served in the capacity of administrator and/or student support personnel. Average salaries for these staff include salaries for these additional responsibilities.
Public School Guidance Counselors

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

Table 3-33

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
</tr>
<tr>
<td>Percent Female</td>
</tr>
<tr>
<td>Percent Minority</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
</tr>
<tr>
<td>Average Total Experience</td>
</tr>
<tr>
<td>Average District Experience</td>
</tr>
<tr>
<td>Number of Guidance Counselors</td>
</tr>
</tbody>
</table>

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

Table 3-34

<table>
<thead>
<tr>
<th>Full-Time and Part-Time Iowa Public School Guidance Counselors by Enrollment Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Category</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>&lt;300</td>
</tr>
<tr>
<td>300-599</td>
</tr>
<tr>
<td>600-999</td>
</tr>
<tr>
<td>1,000-2,499</td>
</tr>
<tr>
<td>2,500-7,499</td>
</tr>
<tr>
<td>7,500+</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Does not include AEA staff.
### Table 3-35

**Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2013-2014**

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>2000-2001</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Cumulative Total</td>
</tr>
<tr>
<td>25 and Under</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>26-30</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>31-35</td>
<td>96</td>
<td>180</td>
</tr>
<tr>
<td>36-40</td>
<td>136</td>
<td>316</td>
</tr>
<tr>
<td>41-45</td>
<td>145</td>
<td>461</td>
</tr>
<tr>
<td>46-50</td>
<td>280</td>
<td>741</td>
</tr>
<tr>
<td>51-55</td>
<td>283</td>
<td>1,024</td>
</tr>
<tr>
<td>56-60</td>
<td>135</td>
<td>1,159</td>
</tr>
<tr>
<td>61-65</td>
<td>29</td>
<td>1,188</td>
</tr>
<tr>
<td>Over 65</td>
<td>6</td>
<td>1,194</td>
</tr>
</tbody>
</table>

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

---

**Figure 3-11**

**Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2013-2014**

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Does not include AEA staff.
Table 3-36

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors
2000-2001 and 2013-2014

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

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

Figure 3-12

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors
2000-2001 and 2013-2014

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Does not include AEA staff.
Table 3-37

Average Total Salary of Iowa Full-Time Public School Guidance Counselors by Enrollment Category

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>$33,912</td>
<td>$47,226</td>
<td>$50,458</td>
<td>48.8%</td>
<td>6.8%</td>
</tr>
<tr>
<td>300-599</td>
<td>$35,907</td>
<td>$50,715</td>
<td>$51,586</td>
<td>43.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>600-999</td>
<td>$37,702</td>
<td>$53,771</td>
<td>$54,642</td>
<td>44.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$41,062</td>
<td>$57,817</td>
<td>$58,518</td>
<td>42.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$44,628</td>
<td>$62,096</td>
<td>$62,993</td>
<td>41.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>7,500+</td>
<td>$46,886</td>
<td>$62,038</td>
<td>$63,327</td>
<td>35.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>State</td>
<td>$42,126</td>
<td>$58,291</td>
<td>$59,299</td>
<td>40.8%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

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

Note: Does not include AEA staff.
Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Districts are required by Iowa Code (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. There was a 2.1 percent increase in the percent of library/media specialists with advanced degrees between 2012-2013 and 2013-2014 (Table 3-38). The number of full-time and part-time library/media specialists decreased in 2013-2014 (Table 3-39). The average salary of library/media specialists increased by 3.3 percent between 2012-2013 and 2013-2014 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. Between 2012-2013 and 2013-2014, the number of library/media associates increased by 14.9 percent (Table 3-41).

Table 3-38

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>48.5</td>
<td>48.1</td>
<td>47.8</td>
</tr>
<tr>
<td>Percent Female</td>
<td>90.6%</td>
<td>94.8%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>0.8%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>59.6%</td>
<td>61.6%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>19.6</td>
<td>18.0</td>
<td>17.8</td>
</tr>
<tr>
<td>Average District Experience</td>
<td>14.3</td>
<td>12.5</td>
<td>12.3</td>
</tr>
<tr>
<td>Number of Library/Media Specialists</td>
<td>636</td>
<td>485</td>
<td>465</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>38</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>300-599</td>
<td>116</td>
<td>108</td>
<td>104</td>
</tr>
<tr>
<td>600-999</td>
<td>104</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>83</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>24</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>7,500+</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>State</td>
<td>374</td>
<td>348</td>
<td>346</td>
</tr>
</tbody>
</table>

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**  

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Average Total Salary</th>
<th>Percent Salary Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>$28,997</td>
<td>$40,143</td>
</tr>
<tr>
<td>300-599</td>
<td>$33,415</td>
<td>$50,822</td>
</tr>
<tr>
<td>600-999</td>
<td>$35,926</td>
<td>$51,883</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$39,377</td>
<td>$56,011</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$42,276</td>
<td>$61,829</td>
</tr>
<tr>
<td>7,500+</td>
<td>$45,636</td>
<td>$63,485</td>
</tr>
<tr>
<td>State</td>
<td>$39,797</td>
<td>$57,644</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Full-Time Equivalent (FTE) Associates</th>
<th>% Change in 2000-2001 to 2013-2014</th>
<th>% Change in 2012-2013 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>26.3</td>
<td>9.6</td>
<td>7.6</td>
</tr>
<tr>
<td>300-599</td>
<td>143.9</td>
<td>63.3</td>
<td>66.2</td>
</tr>
<tr>
<td>600-999</td>
<td>204.2</td>
<td>98.3</td>
<td>99.7</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>284.1</td>
<td>127.6</td>
<td>136.3</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>246.8</td>
<td>29.9</td>
<td>45.1</td>
</tr>
<tr>
<td>7,500+</td>
<td>180.1</td>
<td>113.1</td>
<td>93.1</td>
</tr>
<tr>
<td>State</td>
<td>1,085.4</td>
<td>441.8</td>
<td>448.0</td>
</tr>
</tbody>
</table>

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

There were nine area education agencies (AEAs) in Iowa in 2013-2014. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff and the percent of AEA staff with advanced degrees has increased and the percent of minority AEA staff has increased between 2012-2013 and 2013-2014. The average salary of AEA staff has increased by 3.7 percent between 2012-2013 and 2013-2014. Almost half of the AEA staff in 2013-2014 held a Special Education Support position (Table 3-43).

Table 3-42

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>44.8</td>
<td>46.2</td>
<td>45.8</td>
</tr>
<tr>
<td>Percent Female</td>
<td>77.3%</td>
<td>88.9%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Percent Minority</td>
<td>1.0%</td>
<td>1.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Percent Advanced Degree</td>
<td>79.4%</td>
<td>87.2%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Average Total Experience</td>
<td>17.2</td>
<td>18.7</td>
<td>18.4</td>
</tr>
<tr>
<td>Average Number of Contract Days</td>
<td>197.3</td>
<td>197.2</td>
<td>196.0</td>
</tr>
<tr>
<td>Average Total Salary</td>
<td>$44,351</td>
<td>$66,173</td>
<td>$68,640</td>
</tr>
<tr>
<td>Number of AEA Staff</td>
<td>2,225</td>
<td>2,164</td>
<td>2,189</td>
</tr>
</tbody>
</table>

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

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

Notes: Figures may not total 100 percent due to rounding. This total may not match the total staff in Table 3-42 because that one person could have more than one position.
**Licensed Staff State Totals**

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2013-2014. AEA 267 had the highest percent of districts. However, Heartland AEA had the highest percent of public school and nonpublic school licensed staff. Mississippi Bend AEA had the lowest percent of districts. Keystone AEA had the lowest percent of public school licensed staff and Green Hills AEA had the lowest percent of nonpublic school licensed staff.

<table>
<thead>
<tr>
<th>District</th>
<th>Public School Licensed Staff</th>
<th>Nonpublic School Licensed Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone</td>
<td>24 6.9% 2,598 6.3% 377 14.9%</td>
<td></td>
</tr>
<tr>
<td>AEA 267</td>
<td>56 16.2% 5,588 13.6% 192 7.6%</td>
<td></td>
</tr>
<tr>
<td>Prairie Lakes</td>
<td>44 12.7% 2,691 6.5% 260 10.3%</td>
<td></td>
</tr>
<tr>
<td>Mississippi Bend</td>
<td>9 6.1% 4,005 9.7% 226 8.9%</td>
<td></td>
</tr>
<tr>
<td>Grant Wood</td>
<td>32 9.2% 5,634 13.7% 330 13.0%</td>
<td></td>
</tr>
<tr>
<td>Heartland</td>
<td>53 15.3% 10,910 26.5% 567 22.4%</td>
<td></td>
</tr>
<tr>
<td>Northwest</td>
<td>35 10.1% 3,258 7.9% 401 15.8%</td>
<td></td>
</tr>
<tr>
<td>Green Hills</td>
<td>48 13.9% 3,455 8.4% 84 3.3%</td>
<td></td>
</tr>
<tr>
<td>Great Prairie</td>
<td>33 9.5% 3,087 7.5% 97 3.8%</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>346 100.0% 41,226 100.0% 2,534 100.0%</td>
<td></td>
</tr>
</tbody>
</table>

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

Notes: AEA full-time licensed staff are included. Figures may not total 100 percent due to rounding.
Public School Nurses

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

Table 3-45

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>% Change in FTE Nurses 2012-2013 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>14.2</td>
<td>13.7</td>
<td>-3.8%</td>
</tr>
<tr>
<td>300-599</td>
<td>80.5</td>
<td>80.6</td>
<td>0.1%</td>
</tr>
<tr>
<td>600-999</td>
<td>86.9</td>
<td>88.5</td>
<td>1.8%</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>140.1</td>
<td>135.4</td>
<td>-3.3%</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>101.5</td>
<td>113.2</td>
<td>11.5%</td>
</tr>
<tr>
<td>7,500+</td>
<td>154.6</td>
<td>153.5</td>
<td>-0.7%</td>
</tr>
<tr>
<td>State</td>
<td>577.9</td>
<td>584.9</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

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

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

The program chapter provides information regarding the school district organizational structure, curriculum data regarding courses offered and taught, class size for kindergarten through third grade, technology expenditures and availability of computers.

Districts and Schools

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

Table 4-1

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Public School Districts</th>
<th>Number of Districts Without a Public High School</th>
<th>Percent of Districts Without a Public High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>374</td>
<td>23</td>
<td>6.1%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>371</td>
<td>21</td>
<td>5.7%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>371</td>
<td>24</td>
<td>6.5%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>370</td>
<td>24</td>
<td>6.5%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>367</td>
<td>26</td>
<td>7.1%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>365</td>
<td>25</td>
<td>6.8%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>365</td>
<td>25</td>
<td>6.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>364</td>
<td>29</td>
<td>8.0%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>362</td>
<td>30</td>
<td>8.3%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>361</td>
<td>31</td>
<td>8.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>359</td>
<td>31</td>
<td>8.6%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>351</td>
<td>31</td>
<td>8.8%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>348</td>
<td>32</td>
<td>9.2%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>346</td>
<td>32</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, address files.
Table 4-2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Public School Districts</td>
<td>374</td>
<td>348</td>
<td>346</td>
</tr>
<tr>
<td>Total Number of Public School Buildings</td>
<td>1,531</td>
<td>1,390</td>
<td>1,382</td>
</tr>
<tr>
<td>Number of Districts with 1 to 3 Public School Buildings</td>
<td>137</td>
<td>221</td>
<td>221</td>
</tr>
<tr>
<td>Percent of Districts with 1 to 3 Public School Buildings</td>
<td>36.6%</td>
<td>63.5%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Number of Districts with 4 to 6 Public School Buildings</td>
<td>183</td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td>Percent of Districts with 4 to 6 Public School Buildings</td>
<td>48.9%</td>
<td>26.4%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Number of Districts with 7 to 9 Public School Buildings</td>
<td>32</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Percent of Districts with 7 to 9 Public School Buildings</td>
<td>8.6%</td>
<td>5.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Number of Districts with 10 or more Public School Buildings</td>
<td>22</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Percent of Districts with 10 or more Public School Buildings</td>
<td>5.9%</td>
<td>4.6%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Total Number of Nonpublic Schools</td>
<td>211</td>
<td>174</td>
<td>172</td>
</tr>
</tbody>
</table>

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

**Carnegie Unit Taught**

Iowa Administrative Code 12.5 (14) defines a Carnegie unit as the equivalent of a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. In other words, one Carnegie unit is represented by a course that is offered and taught daily for the entire school year.

Throughout the school years of 2012-2013 to 2013-2014, the average number of Carnegie units offered and taught was directly correlated with enrollment categories (Table 4-3). With the exception of foreign language for districts with less than 300 students, all district sizes on average met or exceeded state minimum requirements in major curriculum areas. The districts with 7,500 students or more provided greatest average number of units in all subject areas listed.
### Table 4-3

**Average Curriculum Units Offered and Taught by Accreditation Area and District Enrollment Category**

**2010-2011, 2012-2013 to 2013-2014**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;300</td>
</tr>
<tr>
<td>Minimum Units</td>
<td></td>
</tr>
</tbody>
</table>

#### 2010-2011

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>32</td>
<td>6.52</td>
<td>7.08</td>
<td>5.81</td>
<td>5.18</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>106</td>
<td>6.92</td>
<td>7.52</td>
<td>6.22</td>
<td>5.31</td>
<td>4.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80</td>
<td>7.15</td>
<td>7.98</td>
<td>6.64</td>
<td>5.49</td>
<td>4.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>77</td>
<td>8.64</td>
<td>8.80</td>
<td>7.18</td>
<td>6.27</td>
<td>5.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>12.64</td>
<td>10.81</td>
<td>9.90</td>
<td>8.74</td>
<td>10.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>18.32</td>
<td>13.91</td>
<td>14.73</td>
<td>14.12</td>
<td>15.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>327</td>
<td>8.07</td>
<td>8.31</td>
<td>7.02</td>
<td>6.07</td>
<td>5.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>6.35</td>
<td>6.83</td>
<td>5.59</td>
<td>4.93</td>
<td>3.59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>99</td>
<td>6.96</td>
<td>7.39</td>
<td>6.31</td>
<td>5.50</td>
<td>4.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87</td>
<td>7.16</td>
<td>8.01</td>
<td>6.62</td>
<td>5.40</td>
<td>4.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75</td>
<td>8.39</td>
<td>8.55</td>
<td>7.24</td>
<td>6.06</td>
<td>5.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>15.66</td>
<td>12.66</td>
<td>11.87</td>
<td>11.99</td>
<td>15.74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>316</td>
<td>7.96</td>
<td>8.14</td>
<td>6.98</td>
<td>6.04</td>
<td>5.16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>24</td>
<td>6.29</td>
<td>6.31</td>
<td>5.60</td>
<td>5.03</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96</td>
<td>7.00</td>
<td>7.42</td>
<td>6.45</td>
<td>5.51</td>
<td>4.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87</td>
<td>7.21</td>
<td>7.97</td>
<td>6.74</td>
<td>5.48</td>
<td>4.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>74</td>
<td>8.17</td>
<td>8.48</td>
<td>7.23</td>
<td>6.01</td>
<td>5.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>11.53</td>
<td>9.54</td>
<td>9.11</td>
<td>9.11</td>
<td>9.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>16.18</td>
<td>12.91</td>
<td>11.92</td>
<td>12.94</td>
<td>15.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>314</td>
<td>7.92</td>
<td>8.08</td>
<td>7.10</td>
<td>6.06</td>
<td>5.18</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis. SRI, Archived Course Group, winter files. Enrollment categories are defined by Certified Enrollment.
Enrollments in Foreign Language, Algebra II, Higher-Level Mathematics, and Higher-Level Science Courses

The Iowa Department of Education started to collect course-taken data at the student level through SRI (EASIER) in 2004-2005. Along with the Iowa Student State ID System, SRI can track a high school student’s course taken from 9th grade to 12th grade. A real four-year course-taken pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-9 describe Iowa public high school four-year enrollment in foreign language, Algebra II, higher-level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for the graduating class of 2014. The course enrollments only include the students who enrolled in Iowa public high schools in each of the last four years. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Gender comparisons are reported by subject areas.

Table 4-4 examines foreign language course enrollment in Iowa public high schools for the 2014 graduating class. Overall, 83 percent of the students in the graduating class of 2014 took at least one foreign language course between 2010-2011 and 2013-2014. The female enrollment in foreign languages was higher than male enrollment. The percent of students enrolled in foreign language courses was higher for the districts with enrollment above 1,000 than the districts in the smaller enrollment categories.

Over 27,000 of the students in the graduating class of 2014 took at least one foreign language course, more than 23,500 of them took Spanish (Table 4-5). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by 5,318 students in that class. The enrollment in Table 4-5 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her course taken was in one language at different levels.

Table 4-6 shows the Algebra II course taken for the graduating class of 2014 by enrollment category. The total percent of the students who took Algebra II was 60.7. The female enrollment in Algebra II was higher than males. The districts with enrollments less than 1,000 had higher enrollment in Algebra II.

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,716 students (41.3 percent) in the 2014 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 4.5 percent higher than male enrollment. The percent of students enrolled in higher-level mathematics courses were higher for the districts with enrollment between 2,500 and 7,499 than the districts in other enrollment categories (Table 4-7).

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

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

**Iowa Public High School Graduating Class of 2014 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in Foreign Language Courses</td>
<td>380</td>
<td>2,935</td>
<td>4,154</td>
<td>6,865</td>
<td>5,672</td>
<td>7,462</td>
<td>27,468</td>
</tr>
<tr>
<td>Enrollment in Iowa Public High Schools in Each of the Last Four Years</td>
<td>476</td>
<td>3,612</td>
<td>5,085</td>
<td>8,421</td>
<td>6,586</td>
<td>9,016</td>
<td>33,196</td>
</tr>
<tr>
<td>% of Students Who Enrolled in Foreign Language Courses</td>
<td>79.8%</td>
<td>81.3%</td>
<td>81.7%</td>
<td>81.5%</td>
<td>86.1%</td>
<td>82.8%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

| Female Enrollment in Foreign Language Courses    | 206  | 1,536   | 2,113   | 3,644       | 2,959       | 3,814  | 14,272|
| # of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years | 231  | 1,755   | 2,375   | 4,127       | 3,250       | 4,366  | 16,104|
| % of Female Students Who Enrolled in Foreign Language Courses | 89.2%| 87.5%   | 89.0%   | 88.3%       | 91.0%       | 87.4%  | 88.6% |

| Male Enrollment in Foreign Language Courses      | 174  | 1,399   | 2,041   | 3,221       | 2,713       | 3,648  | 13,196|
| # of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years | 245  | 1,857   | 2,710   | 4,294       | 3,336       | 4,650  | 17,092|
| % of Male Students Who Enrolled in Foreign Language Courses | 71.0%| 75.3%   | 75.3%   | 75.0%       | 81.3%       | 78.5%  | 77.2% |

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014.
Table 4-5

<table>
<thead>
<tr>
<th>Language</th>
<th>Enrollment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>23,686</td>
<td>81.7%</td>
</tr>
<tr>
<td>French</td>
<td>2,748</td>
<td>9.5%</td>
</tr>
<tr>
<td>German</td>
<td>1,412</td>
<td>4.9%</td>
</tr>
<tr>
<td>Japanese</td>
<td>199</td>
<td>0.7%</td>
</tr>
<tr>
<td>Chinese</td>
<td>193</td>
<td>0.7%</td>
</tr>
<tr>
<td>Italian</td>
<td>82</td>
<td>0.3%</td>
</tr>
<tr>
<td>Russian</td>
<td>17</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other Foreign Language</td>
<td>667</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

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

Note: A student will be counted once if he/she enrolled in more than one course for the same language and will be counted more than once if he/she enrolled in courses for different languages in the last four years.
Table 4-6

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

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

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014.
Table 4-7

Iowa Public High School Graduating Class of 2014 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in Higher-Level Mathematics</td>
<td>164</td>
<td>1,392</td>
<td>1,868</td>
<td>3,468</td>
<td>3,200</td>
<td>3,624</td>
<td>13,716</td>
</tr>
<tr>
<td>Enrollment in Iowa Public High Schools in Each of the Last Four Years</td>
<td>476</td>
<td>3,612</td>
<td>5,085</td>
<td>8,421</td>
<td>6,586</td>
<td>9,016</td>
<td>33,196</td>
</tr>
<tr>
<td>% of Students Who Enrolled in Higher-Level Mathematics</td>
<td>34.5%</td>
<td>38.5%</td>
<td>36.7%</td>
<td>41.2%</td>
<td>48.6%</td>
<td>40.2%</td>
<td>41.3%</td>
</tr>
</tbody>
</table>

| Female Enrollment in Higher-Level Mathematics | 98   | 757    | 942     | 1,753       | 1,656       | 1,820  | 7,026    |
| # of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years | 231  | 1,755  | 2,375   | 4,127       | 3,250       | 4,366  | 16,104   |
| % of Female Students Who Enrolled in Higher-Level Mathematics | 42.4% | 43.1%  | 39.7%   | 42.5%       | 51.0%       | 41.7%  | 43.6%    |

| Male Enrollment in Higher-Level Mathematics | 66   | 635    | 926     | 1,715       | 1,544       | 1,804  | 6,690    |
| # of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years | 245  | 1,857  | 2,710   | 4,294       | 3,336       | 4,650  | 17,092   |
| % of Male Students Who Enrolled in Higher-Level Mathematics | 26.9% | 34.2%  | 34.2%   | 39.9%       | 46.3%       | 38.8%  | 39.1%    |

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

Notes: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014. Higher-level mathematics include calculus, statistics, and trigonometry.
<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in Chemistry</td>
<td>299</td>
<td>2,279</td>
<td>3,224</td>
<td>5,831</td>
<td>4,892</td>
<td>5,799</td>
<td>22,324</td>
</tr>
<tr>
<td>Enrollment in Iowa Public High Schools in Each of the Last Four Years</td>
<td>476</td>
<td>3,612</td>
<td>5,085</td>
<td>8,421</td>
<td>6,586</td>
<td>9,016</td>
<td>33,196</td>
</tr>
<tr>
<td>% of Students Who Enrolled in Chemistry</td>
<td>62.8%</td>
<td>63.1%</td>
<td>63.4%</td>
<td>69.2%</td>
<td>74.3%</td>
<td>64.3%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Female Enrollment in Chemistry</td>
<td>165</td>
<td>1,231</td>
<td>1,667</td>
<td>3,065</td>
<td>2,536</td>
<td>2,983</td>
<td>11,647</td>
</tr>
<tr>
<td># of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years</td>
<td>231</td>
<td>1,755</td>
<td>2,375</td>
<td>4,127</td>
<td>3,250</td>
<td>4,366</td>
<td>16,104</td>
</tr>
<tr>
<td>% of Female Students Who Enrolled in Chemistry</td>
<td>71.4%</td>
<td>70.1%</td>
<td>70.2%</td>
<td>74.3%</td>
<td>78.0%</td>
<td>68.3%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Male Enrollment in Chemistry</td>
<td>134</td>
<td>1,048</td>
<td>1,557</td>
<td>2,766</td>
<td>2,356</td>
<td>2,816</td>
<td>10,677</td>
</tr>
<tr>
<td># of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years</td>
<td>245</td>
<td>1,857</td>
<td>2,710</td>
<td>4,294</td>
<td>3,336</td>
<td>4,650</td>
<td>17,092</td>
</tr>
<tr>
<td>% of Male Students Who Enrolled in Chemistry</td>
<td>54.7%</td>
<td>56.4%</td>
<td>57.5%</td>
<td>64.4%</td>
<td>70.6%</td>
<td>60.6%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

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

Note: The analysis includes the students who were in the Iowa public school system from 2010-2011 to 2013-2014.
### Table 4-9

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

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

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

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

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

**Advanced Placement (AP) Courses**

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

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

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

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

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

**Figure 4-1**

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2006-2007 to 2013-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>16,552</td>
<td>11,226</td>
</tr>
<tr>
<td>2007-2008</td>
<td>17,728</td>
<td>11,528</td>
</tr>
<tr>
<td>2008-2009</td>
<td>18,972</td>
<td>11,961</td>
</tr>
<tr>
<td>2009-2010</td>
<td>17,638</td>
<td>11,316</td>
</tr>
<tr>
<td>2010-2011</td>
<td>17,857</td>
<td>11,666</td>
</tr>
<tr>
<td>2011-2012</td>
<td>19,812</td>
<td>13,095</td>
</tr>
<tr>
<td>2012-2013</td>
<td>21,909</td>
<td>14,090</td>
</tr>
<tr>
<td>2013-2014</td>
<td>22,520</td>
<td>14,707</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, winter files.
### Table 4-10

**Iowa Districts with AP Enrollment 2006-2007 to 2013-2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of Districts</th>
<th>Districts with High Schools</th>
<th>Districts with AP Enrollment</th>
<th>Percent of Districts w/High Schools that had AP Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>365</td>
<td>340</td>
<td>198</td>
<td>58.2%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>364</td>
<td>337</td>
<td>198</td>
<td>58.8%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>362</td>
<td>332</td>
<td>188</td>
<td>56.6%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>361</td>
<td>330</td>
<td>177</td>
<td>53.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>359</td>
<td>328</td>
<td>179</td>
<td>54.6%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>351</td>
<td>320</td>
<td>171</td>
<td>53.4%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>348</td>
<td>316</td>
<td>176</td>
<td>55.7%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>346</td>
<td>314</td>
<td>175</td>
<td>55.7%</td>
</tr>
</tbody>
</table>

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

### Table 4-11

**Number of Iowa School Students Taking AP Courses 2006-2007 to 2013-2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>9th Graders</th>
<th>10th Graders</th>
<th>11th Graders</th>
<th>12th Graders</th>
<th>Total AP Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>47</td>
<td>1,148</td>
<td>3,802</td>
<td>6,229</td>
<td>11,226</td>
</tr>
<tr>
<td>2007-2008</td>
<td>58</td>
<td>1,446</td>
<td>3,748</td>
<td>6,276</td>
<td>11,528</td>
</tr>
<tr>
<td>2008-2009</td>
<td>247</td>
<td>1,777</td>
<td>3,888</td>
<td>6,049</td>
<td>11,961</td>
</tr>
<tr>
<td>2009-2010</td>
<td>267</td>
<td>1,689</td>
<td>3,786</td>
<td>5,574</td>
<td>11,316</td>
</tr>
<tr>
<td>2010-2011</td>
<td>390</td>
<td>1,719</td>
<td>3,857</td>
<td>5,700</td>
<td>11,666</td>
</tr>
<tr>
<td>2011-2012</td>
<td>290</td>
<td>2,699</td>
<td>4,202</td>
<td>5,904</td>
<td>13,095</td>
</tr>
<tr>
<td>2012-2013</td>
<td>442</td>
<td>2,794</td>
<td>4,889</td>
<td>5,965</td>
<td>14,090</td>
</tr>
<tr>
<td>2013-2014</td>
<td>582</td>
<td>3,027</td>
<td>4,971</td>
<td>6,127</td>
<td>14,707</td>
</tr>
</tbody>
</table>

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

### Table 4-12

**Iowa AP Courses Taken by Subject Areas 2006-2007 to 2013-2014**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4,524</td>
<td>4,884</td>
<td>4,735</td>
<td>3,859</td>
<td>3,646</td>
<td>3,690</td>
<td>4,055</td>
<td>4,116</td>
</tr>
<tr>
<td>Fine &amp; Performance Arts</td>
<td>340</td>
<td>304</td>
<td>343</td>
<td>344</td>
<td>374</td>
<td>335</td>
<td>414</td>
<td>362</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>916</td>
<td>756</td>
<td>818</td>
<td>756</td>
<td>616</td>
<td>578</td>
<td>713</td>
<td>613</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1,970</td>
<td>2,132</td>
<td>2,809</td>
<td>2,386</td>
<td>2,648</td>
<td>2,841</td>
<td>2,920</td>
<td>3,363</td>
</tr>
<tr>
<td>Computer (Other)</td>
<td>70</td>
<td>46</td>
<td>41</td>
<td>62</td>
<td>69</td>
<td>59</td>
<td>151</td>
<td>138</td>
</tr>
<tr>
<td>Science</td>
<td>2,931</td>
<td>2,882</td>
<td>3,127</td>
<td>2,866</td>
<td>2,912</td>
<td>3,109</td>
<td>3,405</td>
<td>3,443</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5,801</td>
<td>6,724</td>
<td>7,099</td>
<td>7,365</td>
<td>7,592</td>
<td>9,200</td>
<td>10,251</td>
<td>10,485</td>
</tr>
<tr>
<td>Total Courses Taken</td>
<td>16,552</td>
<td>17,728</td>
<td>18,972</td>
<td>17,638</td>
<td>17,857</td>
<td>19,812</td>
<td>21,909</td>
<td>22,520</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, winter files.
Figure 4-2

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>27.3%</td>
<td>27.5%</td>
<td>25.0%</td>
<td>21.9%</td>
<td>20.4%</td>
<td>18.6%</td>
<td>18.3%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5.5%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>3.4%</td>
<td>2.9%</td>
<td>3.3%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>35.0%</td>
<td>37.9%</td>
<td>37.4%</td>
<td>41.8%</td>
<td>42.5%</td>
<td>46.4%</td>
<td>46.8%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Science</td>
<td>11.9%</td>
<td>12.0%</td>
<td>14.8%</td>
<td>13.5%</td>
<td>14.8%</td>
<td>14.3%</td>
<td>14.9%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15.5%</td>
<td>15.5%</td>
<td>15.3%</td>
<td>15.7%</td>
<td>15.3%</td>
<td>15.5%</td>
<td>15.5%</td>
<td>16.3%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

Figure 4-3

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

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, winter files.
### Table 4-13

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of Districts</th>
<th>Districts with High Schools</th>
<th>Districts with Enrollment</th>
<th>Percent of Districts w/High Schools that had Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>365</td>
<td>340</td>
<td>271</td>
<td>79.7%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>364</td>
<td>337</td>
<td>298</td>
<td>88.4%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>362</td>
<td>332</td>
<td>304</td>
<td>91.6%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>361</td>
<td>330</td>
<td>313</td>
<td>94.8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>359</td>
<td>328</td>
<td>311</td>
<td>94.8%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>351</td>
<td>320</td>
<td>311</td>
<td>97.2%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>348</td>
<td>316</td>
<td>309</td>
<td>97.8%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>346</td>
<td>314</td>
<td>310</td>
<td>98.7%</td>
</tr>
</tbody>
</table>

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

### Table 4-14

<table>
<thead>
<tr>
<th>Year</th>
<th>9th Graders</th>
<th>10th Graders</th>
<th>11th Graders</th>
<th>12th Graders</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>707</td>
<td>1,718</td>
<td>7,478</td>
<td>11,684</td>
<td>21,587</td>
</tr>
<tr>
<td>2007-2008</td>
<td>690</td>
<td>1,767</td>
<td>8,218</td>
<td>12,925</td>
<td>23,400</td>
</tr>
<tr>
<td>2008-2009</td>
<td>636</td>
<td>2,374</td>
<td>9,830</td>
<td>14,506</td>
<td>27,346</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,010</td>
<td>2,701</td>
<td>10,494</td>
<td>15,516</td>
<td>29,721</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1,537</td>
<td>3,553</td>
<td>11,329</td>
<td>16,307</td>
<td>32,726</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2,199</td>
<td>3,941</td>
<td>11,596</td>
<td>16,777</td>
<td>34,513</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2,403</td>
<td>4,365</td>
<td>11,962</td>
<td>17,296</td>
<td>36,026</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2,748</td>
<td>5,056</td>
<td>12,858</td>
<td>18,497</td>
<td>39,159</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, winter files.
# Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2013-2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>7,541</td>
<td>8,953</td>
<td>9,862</td>
<td>10,507</td>
<td>11,226</td>
<td>11,636</td>
<td>13,459</td>
<td>13,732</td>
</tr>
<tr>
<td>Fine &amp; Performance Arts</td>
<td>716</td>
<td>728</td>
<td>1,063</td>
<td>1,190</td>
<td>1,447</td>
<td>1,761</td>
<td>2,029</td>
<td>2,397</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1,968</td>
<td>2,280</td>
<td>3,083</td>
<td>3,775</td>
<td>3,887</td>
<td>3,364</td>
<td>3,093</td>
<td>3,262</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3,871</td>
<td>4,246</td>
<td>4,808</td>
<td>5,943</td>
<td>6,969</td>
<td>6,872</td>
<td>7,555</td>
<td>8,200</td>
</tr>
<tr>
<td>Other</td>
<td>2,391</td>
<td>1,813</td>
<td>1,633</td>
<td>2,909</td>
<td>5,791</td>
<td>5,901</td>
<td>7,372</td>
<td>8,926</td>
</tr>
<tr>
<td>Science</td>
<td>1,789</td>
<td>1,968</td>
<td>2,288</td>
<td>2,380</td>
<td>2,352</td>
<td>2,665</td>
<td>2,921</td>
<td>3,163</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4,695</td>
<td>5,474</td>
<td>6,793</td>
<td>7,346</td>
<td>9,164</td>
<td>10,238</td>
<td>11,495</td>
<td>12,797</td>
</tr>
<tr>
<td>Career Technical/Vocational Ed</td>
<td>13,359</td>
<td>15,322</td>
<td>21,730</td>
<td>23,881</td>
<td>24,874</td>
<td>26,820</td>
<td>25,910</td>
<td>28,904</td>
</tr>
<tr>
<td><strong>Total Courses Taken</strong></td>
<td>36,330</td>
<td>40,784</td>
<td>51,260</td>
<td>57,931</td>
<td>65,710</td>
<td>69,257</td>
<td>73,834</td>
<td>81,381</td>
</tr>
</tbody>
</table>

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

## Figure 4-4

**Percent of the Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2013-2014**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>20.8%</td>
<td>22.0%</td>
<td>19.2%</td>
<td>18.1%</td>
<td>17.1%</td>
<td>16.8%</td>
<td>18.2%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Fine &amp; Performance Arts</td>
<td>2.0%</td>
<td>1.8%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>2.2%</td>
<td>2.5%</td>
<td>2.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5.4%</td>
<td>5.6%</td>
<td>5.6%</td>
<td>5.5%</td>
<td>4.9%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10.7%</td>
<td>10.4%</td>
<td>9.4%</td>
<td>10.3%</td>
<td>9.9%</td>
<td>10.2%</td>
<td>11.1%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Other</td>
<td>36.8%</td>
<td>36.6%</td>
<td>37.9%</td>
<td>41.2%</td>
<td>37.9%</td>
<td>38.7%</td>
<td>35.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>12.9%</td>
<td>13.4%</td>
<td>13.3%</td>
<td>12.7%</td>
<td>14.8%</td>
<td>15.6%</td>
<td>15.7%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Career Technical/Vocational Ed</td>
<td>36.5%</td>
<td>36.7%</td>
<td>35.9%</td>
<td>38.5%</td>
<td>36.7%</td>
<td>35.6%</td>
<td>35.6%</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

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

Note: About 10 percent of the concurrent courses taken were in “other” subject areas. For details, see Table 4-15.
Postsecondary Enrollment Options (PSEO) Act

The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987. The purpose of the act was to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling 11th and 12th grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Ninth and 10th grade students who are identified as talented and gifted students according to the school district’s criteria and procedures may also participate under the Act (See Iowa Code - 261C.2). The Department of Education began collecting data on PSEO in 1993.

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

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

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

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

Figure 4-5
### Table 4-16

**Iowa Districts with PSEO Enrollments 2009-2010 to 2013-2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of Districts</th>
<th>Districts with High Schools</th>
<th>Districts with PSEO Enrollment</th>
<th>Percent of Districts w/High Schools that had PSEO Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>361</td>
<td>330</td>
<td>290</td>
<td>87.9%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>359</td>
<td>328</td>
<td>262</td>
<td>79.9%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>351</td>
<td>311</td>
<td>243</td>
<td>78.1%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>348</td>
<td>316</td>
<td>235</td>
<td>74.4%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>346</td>
<td>314</td>
<td>231</td>
<td>73.6%</td>
</tr>
</tbody>
</table>

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

### Table 4-17

**Number of Iowa School Students Taking PSEO Courses 2009-2010 to 2013-2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>9th and 10th Graders</th>
<th>11th Graders</th>
<th>12th Graders</th>
<th>Total PSEO Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>295</td>
<td>1,886</td>
<td>4,526</td>
<td>6,707</td>
</tr>
<tr>
<td>2010-2011</td>
<td>295</td>
<td>1,624</td>
<td>3,997</td>
<td>5,916</td>
</tr>
<tr>
<td>2011-2012</td>
<td>303</td>
<td>1,510</td>
<td>3,661</td>
<td>5,474</td>
</tr>
<tr>
<td>2012-2013</td>
<td>330</td>
<td>1,343</td>
<td>3,196</td>
<td>4,869</td>
</tr>
<tr>
<td>2013-2014</td>
<td>335</td>
<td>1,232</td>
<td>3,099</td>
<td>4,666</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, spring files.
Table 4-18

Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2013-2014

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

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

Figure 4-6

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

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

Overview

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

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

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

\[
\text{Average Class Size} = \frac{\text{Number of Students}}{\text{Number of Classrooms}}
\]

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

Trends

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

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

Table 4-20 shows the comparison between teachers, students and class size. The number of students used in this table, were the number of students reported by districts for the purpose of calculating average class size. Although there was a decrease for third graders, other grades showed average class size increased.

Summary statistics are presented in table 4-21.
Figure 4-7

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

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

Figure 4-8

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.
Figure 4-9

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

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

Figure 4-10

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.
## Table 4-19


<table>
<thead>
<tr>
<th>Grade</th>
<th>1998-1999 Enrollment</th>
<th>2013-2014 Enrollment</th>
<th>Absolute Difference in Enrollment</th>
<th>Percent Change in Enrollment</th>
<th>Percent Change in Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>35,772</td>
<td>41,258</td>
<td>5,486</td>
<td>15.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>1</td>
<td>35,699</td>
<td>37,410</td>
<td>1,711</td>
<td>4.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>2</td>
<td>35,866</td>
<td>36,734</td>
<td>868</td>
<td>2.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>3</td>
<td>36,500</td>
<td>36,037</td>
<td>-463</td>
<td>-1.3%</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Enrollment files.
### Table 4-20

**Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2013-2014**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
<th>Teachers</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>33,618</td>
<td>38,819</td>
<td>1,613.7</td>
</tr>
<tr>
<td>1</td>
<td>33,053</td>
<td>36,699</td>
<td>1,644.6</td>
</tr>
<tr>
<td>2</td>
<td>33,151</td>
<td>35,904</td>
<td>1,592.1</td>
</tr>
<tr>
<td>3</td>
<td>34,153</td>
<td>35,106</td>
<td>1,578.3</td>
</tr>
</tbody>
</table>

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

### Table 4-21

**Class Size Summary Statistics for Kindergarten Through Grade 3 in Iowa Public Schools 2000-2001, 2012-2013 and 2013-2014**

<table>
<thead>
<tr>
<th>Grade</th>
<th>School Year</th>
<th>Students</th>
<th>Classrooms</th>
<th>FTEs</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2000-2001</td>
<td>33,004</td>
<td>1,774</td>
<td>1,793.0</td>
<td>18.6</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>38,967</td>
<td>1,919</td>
<td>1,913.9</td>
<td>20.3</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>38,819</td>
<td>1,912</td>
<td>1,910.5</td>
<td>20.3</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Grade 1</td>
<td>2000-2001</td>
<td>32,016</td>
<td>1,700</td>
<td>1,735.0</td>
<td>18.8</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>35,949</td>
<td>1,754</td>
<td>1,754.0</td>
<td>20.5</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>36,699</td>
<td>1,777</td>
<td>1,777.0</td>
<td>20.7</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Grade 2</td>
<td>2000-2001</td>
<td>33,125</td>
<td>1,679</td>
<td>1,712.8</td>
<td>19.7</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>34,960</td>
<td>1,679</td>
<td>1,682.0</td>
<td>20.8</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>35,904</td>
<td>1,713</td>
<td>1,713.6</td>
<td>21.0</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Grade 3</td>
<td>2000-2001</td>
<td>34,293</td>
<td>1,661</td>
<td>1,695.7</td>
<td>20.6</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>34,132</td>
<td>1,595</td>
<td>1,594.5</td>
<td>21.4</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>35,106</td>
<td>1,633</td>
<td>1,635.0</td>
<td>21.5</td>
<td>3</td>
<td>32</td>
</tr>
</tbody>
</table>

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

Table 4-22 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2013-2014. In general, average class size tended to increase as enrollment increased. The less than 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 300 exceeded the goal of 17 students per classroom.

Table 4-22

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>13.9 14.4</td>
<td>14.3 15.1</td>
<td>15.0 15.5</td>
<td>16.9 15.8</td>
</tr>
<tr>
<td>300-599</td>
<td>17.6 18.1</td>
<td>17.4 18.2</td>
<td>17.9 18.4</td>
<td>19.3 18.8</td>
</tr>
<tr>
<td>600-999</td>
<td>18.2 18.2</td>
<td>19.0 19.0</td>
<td>19.4 20.0</td>
<td>20.3 20.5</td>
</tr>
<tr>
<td>1000-2499</td>
<td>19.8 19.9</td>
<td>20.3 20.2</td>
<td>21.3 20.9</td>
<td>21.9 21.8</td>
</tr>
<tr>
<td>2500-7499</td>
<td>21.5 21.6</td>
<td>21.6 21.8</td>
<td>22.0 22.3</td>
<td>23.0 22.6</td>
</tr>
<tr>
<td>7500+</td>
<td>20.7 22.3</td>
<td>21.1 22.5</td>
<td>21.7 22.4</td>
<td>23.0 22.6</td>
</tr>
<tr>
<td>State</td>
<td>19.7 20.3</td>
<td>20.1 20.7</td>
<td>20.7 21.0</td>
<td>21.7 21.5</td>
</tr>
</tbody>
</table>

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

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

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

Table 4-23

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>State Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$10.0 Million</td>
</tr>
<tr>
<td>2001</td>
<td>$20.0 Million</td>
</tr>
<tr>
<td>2002</td>
<td>$30.0 Million</td>
</tr>
<tr>
<td>2003</td>
<td>$30.0 Million</td>
</tr>
<tr>
<td>2004</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2005</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2006</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2007</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2008</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2009</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2010</td>
<td>$29.3 Million</td>
</tr>
<tr>
<td>2011</td>
<td>$29.8 Million</td>
</tr>
<tr>
<td>2012</td>
<td>$29.9 Million</td>
</tr>
<tr>
<td>2013</td>
<td>$30.3 Million</td>
</tr>
<tr>
<td>2014</td>
<td>$31.1 Million</td>
</tr>
</tbody>
</table>

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

Table 4-24

<table>
<thead>
<tr>
<th>Object Category</th>
<th>Expenditures</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$22,948,811</td>
<td>75.5</td>
</tr>
<tr>
<td>Benefits</td>
<td>$7,357,076</td>
<td>24.2</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$22,492</td>
<td>0.1</td>
</tr>
<tr>
<td>Supplies</td>
<td>$53,996</td>
<td>0.2</td>
</tr>
<tr>
<td>Other</td>
<td>$1,371</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td>Total</td>
<td>$30,383,746</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Certified Annual Report.

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

Expenditures for Computer Hardware and Software

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

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

### Table 4-25

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Districts</th>
<th>Total Enrollment</th>
<th>Total Expenditures</th>
<th>Per Pupil Expenditures</th>
<th>Total Expenditures</th>
<th>Per Pupil Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>374</td>
<td>494,291</td>
<td>8,144,617</td>
<td>16.48</td>
<td>42,606,857</td>
<td>86.20</td>
</tr>
<tr>
<td>2011-2012</td>
<td>351</td>
<td>473,504</td>
<td>11,651,689</td>
<td>24.61</td>
<td>82,577,505</td>
<td>174.40</td>
</tr>
<tr>
<td>2012-2013</td>
<td>348</td>
<td>476,245</td>
<td>14,289,773</td>
<td>30.01</td>
<td>82,433,593</td>
<td>173.09</td>
</tr>
</tbody>
</table>

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

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

Note: Per pupil expenditures based on certified enrollment. Expenditures include administrative, instructional, and all other software and hardware purchased.
<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000-2001</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>8,176</td>
<td>52,162</td>
<td>78,916</td>
<td>126,118</td>
<td>96,410</td>
<td>132,509</td>
<td>494,291</td>
</tr>
<tr>
<td>Software</td>
<td>126,394</td>
<td>707,178</td>
<td>991,226</td>
<td>1,961,623</td>
<td>1,540,719</td>
<td>1,611,785</td>
<td>6,938,925</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>15.46</td>
<td>13.56</td>
<td>12.56</td>
<td>15.55</td>
<td>15.98</td>
<td>12.16</td>
<td>14.04</td>
</tr>
<tr>
<td>Hardware</td>
<td>532,065</td>
<td>2,940,795</td>
<td>5,179,906</td>
<td>9,196,344</td>
<td>7,024,183</td>
<td>9,588,947</td>
<td>34,462,240</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>65.08</td>
<td>56.38</td>
<td>65.64</td>
<td>72.92</td>
<td>72.86</td>
<td>72.36</td>
<td>69.72</td>
</tr>
<tr>
<td>Total Software &amp; Hardware</td>
<td>658,459</td>
<td>3,647,973</td>
<td>6,171,132</td>
<td>11,157,967</td>
<td>8,564,902</td>
<td>11,200,732</td>
<td>41,401,165</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>80.54</td>
<td>69.94</td>
<td>78.20</td>
<td>88.47</td>
<td>88.84</td>
<td>84.53</td>
<td>83.76</td>
</tr>
<tr>
<td><strong>2011-2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>10,834</td>
<td>49,020</td>
<td>63,052</td>
<td>114,555</td>
<td>97,133</td>
<td>138,910</td>
<td>473,504</td>
</tr>
<tr>
<td>Software</td>
<td>248,358</td>
<td>1,086,850</td>
<td>1,413,780</td>
<td>3,201,406</td>
<td>2,828,451</td>
<td>2,872,843</td>
<td>11,651,689</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>22.92</td>
<td>22.17</td>
<td>22.42</td>
<td>27.95</td>
<td>29.12</td>
<td>20.68</td>
<td>24.61</td>
</tr>
<tr>
<td>Hardware</td>
<td>1,749,742</td>
<td>10,606,714</td>
<td>10,544,482</td>
<td>19,938,586</td>
<td>12,498,280</td>
<td>15,588,012</td>
<td>70,925,816</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>161.50</td>
<td>216.38</td>
<td>167.23</td>
<td>174.05</td>
<td>128.67</td>
<td>112.22</td>
<td>149.79</td>
</tr>
<tr>
<td>Total Software &amp; Hardware</td>
<td>1,998,100</td>
<td>11,693,564</td>
<td>11,958,262</td>
<td>23,139,992</td>
<td>15,326,731</td>
<td>18,460,855</td>
<td>82,577,505</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>184.43</td>
<td>238.55</td>
<td>189.66</td>
<td>202.00</td>
<td>157.79</td>
<td>132.90</td>
<td>174.40</td>
</tr>
<tr>
<td><strong>2012-2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>9,576</td>
<td>48,758</td>
<td>65,051</td>
<td>113,971</td>
<td>91,060</td>
<td>147,830</td>
<td>476,245</td>
</tr>
<tr>
<td>Software</td>
<td>305,817</td>
<td>1,309,119</td>
<td>1,590,623</td>
<td>3,546,925</td>
<td>2,952,101</td>
<td>4,585,189</td>
<td>14,289,773</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>31.94</td>
<td>26.85</td>
<td>24.45</td>
<td>31.12</td>
<td>32.42</td>
<td>31.02</td>
<td>30.01</td>
</tr>
<tr>
<td>Hardware</td>
<td>2,073,284</td>
<td>10,119,513</td>
<td>10,194,095</td>
<td>18,384,182</td>
<td>11,930,704</td>
<td>15,442,042</td>
<td>68,143,820</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>216.52</td>
<td>207.55</td>
<td>156.71</td>
<td>161.31</td>
<td>131.02</td>
<td>104.46</td>
<td>143.09</td>
</tr>
<tr>
<td>Total Software &amp; Hardware</td>
<td>2,379,100</td>
<td>11,428,631</td>
<td>11,784,717</td>
<td>21,931,108</td>
<td>14,882,805</td>
<td>20,027,231</td>
<td>82,433,593</td>
</tr>
<tr>
<td>Per Pupil</td>
<td>248.45</td>
<td>234.40</td>
<td>181.16</td>
<td>192.43</td>
<td>163.44</td>
<td>135.47</td>
<td>173.09</td>
</tr>
</tbody>
</table>

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

Note: Per pupil expenditures based on Certified Enrollment. Expenditures include administrative, instructional, and all other software and hardware purchased.
*Figures may not total due to rounding.
Availability of Computers

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

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

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

Figure 4-12

Pupils Per Computer in Iowa Public Schools
2000-2001 to 2013-2014

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.
Note: Pupils per computer based on Certified Enrollment.
## Number of Computers in Iowa Public Schools by Enrollment Category

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;300</td>
<td>300-599</td>
<td>600-999</td>
</tr>
<tr>
<td>Total Number of Districts</td>
<td>38</td>
<td>116</td>
<td>104</td>
</tr>
<tr>
<td>Number of Computers</td>
<td>2,386</td>
<td>15,728</td>
<td>21,044</td>
</tr>
<tr>
<td>Certified Enrollment</td>
<td>8,176</td>
<td>52,162</td>
<td>78,916</td>
</tr>
<tr>
<td>Pupils per Computer</td>
<td>3.4</td>
<td>3.3</td>
<td>3.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of districts</td>
<td>46</td>
<td>108</td>
<td>87</td>
<td>75</td>
<td>21</td>
<td>11</td>
<td>348</td>
</tr>
<tr>
<td>Number of Computers</td>
<td>6,933</td>
<td>38,725</td>
<td>48,731</td>
<td>72,425</td>
<td>46,632</td>
<td>60,990</td>
<td>274,436</td>
</tr>
<tr>
<td>Certified Enrollment</td>
<td>9,576</td>
<td>48,758</td>
<td>65,051</td>
<td>113,971</td>
<td>91,060</td>
<td>147,830</td>
<td>476,245</td>
</tr>
<tr>
<td>Pupils per Computer</td>
<td>1.4</td>
<td>1.3</td>
<td>1.3</td>
<td>1.6</td>
<td>2.0</td>
<td>2.4</td>
<td>1.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2013-2014</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Districts</td>
<td>48</td>
<td>104</td>
<td>87</td>
<td>74</td>
<td>22</td>
<td>11</td>
<td>346</td>
</tr>
<tr>
<td>Number of Computers</td>
<td>9,737</td>
<td>44,802</td>
<td>55,501</td>
<td>91,698</td>
<td>61,155</td>
<td>77,097</td>
<td>339,990</td>
</tr>
<tr>
<td>Certified Enrollment</td>
<td>10,171</td>
<td>47,503</td>
<td>64,920</td>
<td>111,898</td>
<td>94,066</td>
<td>150,363</td>
<td>478,921</td>
</tr>
<tr>
<td>Pupils per Computer</td>
<td>1.0</td>
<td>1.1</td>
<td>1.2</td>
<td>1.2</td>
<td>1.5</td>
<td>2.0</td>
<td>1.4</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Enrollment Category</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;300</td>
<td>300-599</td>
</tr>
<tr>
<td><strong>Number of Computers</strong> in HS</td>
<td>2,651</td>
<td>19,864</td>
</tr>
<tr>
<td>Pupils per Computer in HS</td>
<td>0.9</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Number of Computers</strong> in Middle School/Jr High School</td>
<td>936</td>
<td>4,675</td>
</tr>
<tr>
<td>Pupils per Computer in Middle School/Jr High School</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Number of Computers</strong> in EL School</td>
<td>3,251</td>
<td>13,980</td>
</tr>
<tr>
<td>Pupils per Computer in EL School</td>
<td>1.5</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Number of Computers</strong> in Other School</td>
<td>95</td>
<td>206</td>
</tr>
<tr>
<td>Pupils Per Computer in Other School</td>
<td>0.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

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

Program 95
### Bandwidth

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

**Table 4-29**

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

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

Note: Enrollment categories are based on Certified Enrollment.
### Table 4-30

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

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
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<td><strong>High Schools</strong></td>
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<td></td>
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<tr>
<td>Total Number of Schools</td>
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<td>96</td>
<td>87</td>
<td>74</td>
<td>23</td>
<td>28</td>
<td>332</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bandwidth below 1.5 Megabits</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bandwidth 4 to 10 Megabits</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Bandwidth 11 to 50 Megabits</td>
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<td>63</td>
<td>52</td>
<td>9</td>
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<td>36</td>
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<td>3</td>
<td>96</td>
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<td>Bandwidth Greater than 100 Megabits</td>
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<td>3</td>
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<td>25</td>
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<td>74</td>
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<td>0</td>
</tr>
<tr>
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<td>3</td>
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<td>0</td>
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<td>38</td>
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<td>5</td>
<td>0</td>
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</tr>
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<td>12</td>
<td>21</td>
<td>36</td>
<td>3</td>
<td>6</td>
<td>79</td>
</tr>
<tr>
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<td>2,500-7,499</td>
<td>7,500+</td>
<td>State</td>
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<table>
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<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
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<td>Total Number of Schools</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>24</td>
<td>8</td>
<td>17</td>
<td>62</td>
</tr>
<tr>
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<td>1</td>
<td>0</td>
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<td>1</td>
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<tr>
<td>Bandwidth 1.5 to 3 Megabits</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td>Bandwidth 4 to 10 Megabits</td>
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<td>5</td>
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<td>5</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>20</td>
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<tr>
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<td>0</td>
<td>9</td>
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<td>4</td>
<td>14</td>
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<tr>
<td>Bandwidth Greater than 100 Megabits</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.
Note: Enrollment categories are based on Certified Enrollment. Other schools include alternative and special schools.
Student Performance

The student performance chapter contains two major sections. The first section reports the State Indicators of Student Success data required by Iowa Administrative Code. Data from the Iowa Assessments are included. The second section provides achievement trends and student performance for all students by enrollment categories, gender, race/ethnicity, and other subgroups. Besides the Iowa Assessment results, results from the National Assessment of Educational Progress (NAEP), ACT, SAT, and Advanced Placement Assessments are included. In addition, Basic Educational Data Survey (BEDS) and the Student Reporting in Iowa (SRI) data provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment options for public school students, and suspension and expulsion data.

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

State Indicators of Student Success

The seven required state indicators for student success include:

1. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher reading status on the Iowa Assessment;
2. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the Iowa Assessment;
3. The percentage of all eighth and eleventh grade students achieving a proficient or higher science status on the Iowa Assessment;
4. The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate;
5. The percentage of high school seniors who intend to pursue postsecondary education/training;
6. The percentage of high school students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and
7. The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (Iowa Administrative Code – 12.8(3))

Subgroup data are shown for gender, race/ethnicity, socioeconomic status (determined by eligibility for free or reduced price lunch), disability status (determined by the presence of an individualized education program – IEP), primary language status (determined by English language learner status), and migrant/non-migrant status (defined by Title I requirements). Separate tables show achievement level performance for students by gender, race/ethnicity, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group.
Iowa Student Counts for Iowa Assessment Reading, Mathematics, and Science Test-Takers Including Subgroups

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa students in the selected grades in each subgroup on the Iowa Assessment in reading, mathematics, and science.

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

Table 5-1

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>19,320</td>
<td>19,400</td>
<td>19,400</td>
<td>19,400</td>
<td>19,550</td>
</tr>
<tr>
<td>Female</td>
<td>18,580</td>
<td>18,570</td>
<td>18,650</td>
<td>18,620</td>
<td>18,790</td>
</tr>
<tr>
<td>African American</td>
<td>2,240</td>
<td>2,100</td>
<td>1,920</td>
<td>1,910</td>
<td>2,000</td>
</tr>
<tr>
<td>American Indian</td>
<td>220</td>
<td>210</td>
<td>190</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>Asian</td>
<td>830</td>
<td>840</td>
<td>800</td>
<td>880</td>
<td>900</td>
</tr>
<tr>
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<td>2,950</td>
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<tr>
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<td>1,940</td>
<td>2,010</td>
<td>2,270</td>
<td>2,440</td>
</tr>
<tr>
<td>Migrant2</td>
<td>160</td>
<td>130</td>
<td>120</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>SES Eligible3</td>
<td>13,400</td>
<td>14,200</td>
<td>14,940</td>
<td>15,320</td>
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</tr>
<tr>
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</table>
### Table 5-1 (continued)

<table>
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</tr>
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<tbody>
<tr>
<td>Male</td>
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<td>19,280</td>
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<td>1,770</td>
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<td>1,910</td>
</tr>
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<td>220</td>
<td>220</td>
<td>210</td>
<td>180</td>
<td>170</td>
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<tr>
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<td>4,770</td>
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<td>1,590</td>
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<td>830</td>
<td>860</td>
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<td>4,240</td>
<td>3,770</td>
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</table>

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

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

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

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
### Table 5-2

**Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Mathematics Tests by Subgroup**  

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<td>19,410</td>
<td>19,390</td>
<td>19,410</td>
<td>19,570</td>
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<tr>
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<td>18,570</td>
<td>18,640</td>
<td>18,630</td>
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<td>1,910</td>
<td>1,910</td>
<td>2,000</td>
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<td>210</td>
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<td>170</td>
<td>170</td>
</tr>
<tr>
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The Annual Condition of Education Report 2014
Table 5-2 (continued)

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<td>120</td>
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<td>50</td>
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<td>3,730</td>
</tr>
</tbody>
</table>

Source: Iowa Testing Programs, The University of Iowa.

Notes:

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

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

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
### Table 5-3

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Science Tests by Subgroup

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<td>18,500</td>
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<td>1,840</td>
<td>1,770</td>
<td>1,850</td>
<td>1,910</td>
</tr>
<tr>
<td>American Indian</td>
<td>220</td>
<td>220</td>
<td>210</td>
<td>180</td>
<td>170</td>
</tr>
<tr>
<td>Asian</td>
<td>760</td>
<td>750</td>
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<td>770</td>
<td>830</td>
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<tr>
<td>Hispanic</td>
<td>2,260</td>
<td>2,500</td>
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<td>3,280</td>
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<td>31,090</td>
<td>30,850</td>
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<td>SES Eligible 3</td>
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<td>12,270</td>
<td>13,020</td>
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<td>14,230</td>
</tr>
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<td>4,760</td>
<td>4,560</td>
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</table>

<table>
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<tr>
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<td>18,470</td>
<td>18,030</td>
<td>17,600</td>
<td>17,550</td>
</tr>
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<td>1,490</td>
<td>1,490</td>
<td>1,590</td>
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<td>200</td>
<td>200</td>
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<td>170</td>
<td>160</td>
</tr>
<tr>
<td>Asian</td>
<td>720</td>
<td>720</td>
<td>670</td>
<td>790</td>
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<td>Hispanic</td>
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<td>2,130</td>
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<td>2,700</td>
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<tr>
<td>White</td>
<td>33,600</td>
<td>32,730</td>
<td>31,710</td>
<td>30,200</td>
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</tr>
<tr>
<td>ELL 1</td>
<td>700</td>
<td>720</td>
<td>690</td>
<td>840</td>
<td>870</td>
</tr>
<tr>
<td>Migrant 2</td>
<td>120</td>
<td>90</td>
<td>70</td>
<td>70</td>
<td>50</td>
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<td>SES Eligible 3</td>
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<td>4,360</td>
<td>4,200</td>
<td>3,760</td>
<td>3,730</td>
</tr>
</tbody>
</table>

Source: Iowa Testing Programs, The University of Iowa.

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

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

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

**Figure 5-1**


- 2007-2009: 79.2%
- 2008-2010: 79.5%
- 2009-2011: 80.0%
- 2011-2013: 74.6%
- 2012-2014: 75.4%

**Source:** Iowa Testing Programs, The University of Iowa.

**Notes:** Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
- Usually understands factual information and new words in context.
- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often can determine a selection’s main idea and analyze its style and structure.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-2


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
- Usually understands factual information and new words in context.
- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often can determine a selection’s main idea and analyze its style and structure.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-3

**Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity**


Source: Iowa Testing Programs, The University of Iowa.

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

1. Usually understands factual information and new words in context.
2. Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
3. Often can determine a selection’s main idea and analyze its style and structure.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-4


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection’s main idea and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status*

Source: Iowa Testing Programs, The University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
- Usually understands factual information and new words in context.
- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often can determine a selection’s main idea and analyze its style and structure.
- *Disability Status is determined by the presence of an individualized education plan (IEP).

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

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<th>Biennium Periods</th>
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<td>2007-2009</td>
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<tr>
<td>2008-2010</td>
<td>81.0</td>
<td>52.1</td>
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<td>2009-2011</td>
<td>81.7</td>
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<td>2011-2013</td>
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<td>2012-2014</td>
<td>77.4</td>
<td>46.1</td>
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</table>

Source: Iowa Testing Programs, The University of Iowa.

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

- Usually understands factual information and new words in context.
- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often can determine a selection’s main idea and analyze its style and structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-7

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*

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<th>Biennium Periods</th>
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<th>Non-Migrant</th>
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<td>2008-2010</td>
<td>79.7</td>
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<td>2012-2014</td>
<td>77.4</td>
<td>39.3</td>
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</table>

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection’s main idea and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-8

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test

Source: Iowa Testing Programs, The University of Iowa.

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

- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often is able to determine a selection’s main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection’s main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-10

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity


Source: Iowa Testing Programs, The University of Iowa.

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

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

- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often is able to determine a selection’s main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-11

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

Source: Iowa Testing Programs, The University of Iowa.

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

- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often is able to determine a selection's main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status*

![Graph showing the percentage of proficient Iowa eighth grade students by disability status from 2007-2009 to 2012-2014.](image)

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often is able to determine a selection’s main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-13


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
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- Often is able to determine a selection’s main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-14

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection’s main idea, identify the author’s purpose or viewpoint, and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-15

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Gender

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Race/Ethnicity

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-18


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-19

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Disability Status*

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-20


<table>
<thead>
<tr>
<th>Biennium Periods</th>
<th>ELL*</th>
<th>English</th>
</tr>
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<tbody>
<tr>
<td>2007-2009</td>
<td>32.9</td>
<td>77.6</td>
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<tr>
<td>2008-2010</td>
<td>33.4</td>
<td>78.1</td>
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<tr>
<td>2009-2011</td>
<td>30.3</td>
<td>78.7</td>
</tr>
<tr>
<td>2011-2013</td>
<td>33.8</td>
<td>83.8</td>
</tr>
<tr>
<td>2012-2014</td>
<td>31.3</td>
<td>82.1</td>
</tr>
</tbody>
</table>

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-21

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Migrant Status*

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
**Mathematics**

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

**Figure 5-22**

<table>
<thead>
<tr>
<th>Biennium Periods</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2009</td>
<td>80.1</td>
</tr>
<tr>
<td>2008-2010</td>
<td>80.2</td>
</tr>
<tr>
<td>2009-2011</td>
<td>80.7</td>
</tr>
<tr>
<td>2011-2013</td>
<td>77.8</td>
</tr>
<tr>
<td>2012-2014</td>
<td>78.8</td>
</tr>
</tbody>
</table>

*Source: Iowa Testing Programs, The University of Iowa.*

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

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-23

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-24

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables. The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-25


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-26


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

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

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

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Source: Iowa Testing Programs, The University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-31

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity

Source: Iowa Testing Programs, The University of Iowa.

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

A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-32


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables. *Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-33


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-34


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-35


Source: Iowa Testing Programs, The University of Iowa.

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-36

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test

Source: Iowa Testing Programs, The University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Figure 5-37

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Gender

Source: Iowa Testing Programs, The University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-38


Source: Iowa Testing Programs, The University of Iowa.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-39


Source: Iowa Testing Programs, The University of Iowa.

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

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

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

Figure 5-40


Source: Iowa Testing Programs, The University of Iowa.

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

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

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

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</thead>
<tbody>
<tr>
<td>ELL*</td>
<td>39.3</td>
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<td>34.4</td>
<td>42.9</td>
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<td>English</td>
<td>78.1</td>
<td>78.1</td>
<td>78.2</td>
<td>82.7</td>
<td>83.6</td>
</tr>
</tbody>
</table>

Source: Iowa Testing Programs, The University of Iowa.

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-42


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
**Science**

**Indicator:** Percentage of eighth and 11th grade students achieving proficient or higher science status on the Iowa Assessments Science Tests (reported for all students and by gender, race/ethnicity, socio-economic status, disability, primary language status, and migrant status).

**Figure 5-43**

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Gender


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Sometimes understands ideas related to Earth, the universe, and the life science. Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry. The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-44

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Race/Ethnicity

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-45


<table>
<thead>
<tr>
<th>Biennium Periods</th>
<th>Eligible for Free or Reduced Price Meals</th>
<th>Not Eligible for Free or Reduced Price Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2009</td>
<td>87.6</td>
<td>68.4</td>
</tr>
<tr>
<td>2008-2010</td>
<td>88.1</td>
<td>70.0</td>
</tr>
<tr>
<td>2009-2011</td>
<td>88.6</td>
<td>71.0</td>
</tr>
<tr>
<td>2011-2013</td>
<td>84.0</td>
<td>61.6</td>
</tr>
<tr>
<td>2012-2014</td>
<td>87.3</td>
<td>67.1</td>
</tr>
</tbody>
</table>

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Sometimes understands ideas related to Earth, the universe, and the life science. Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry. *Socioeconomic Status is determined by eligibility for free or reduced price meals.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Disability Status*

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Disability Status is determined by the presence of an individualized education plan (IEP).
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-47


Source: Iowa Testing Programs, The University of Iowa.

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

- Sometimes understands ideas related to Earth, the universe, and the life science.
- Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
- The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-48

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Migrant Status*

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-49


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-50

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Race/Ethnicity

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-51


<table>
<thead>
<tr>
<th>Biennium Periods</th>
<th>Eligible for Free or Reduced Price Meals</th>
<th>Not Eligible for Free or Reduced Price Meals</th>
</tr>
</thead>
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<tr>
<td>2007-2009</td>
<td>67.1%</td>
<td>73.1%</td>
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<tr>
<td>2008-2010</td>
<td>67.6%</td>
<td>69.1%</td>
</tr>
<tr>
<td>2009-2011</td>
<td>86.7%</td>
<td>88.4%</td>
</tr>
<tr>
<td>2011-2013</td>
<td>90.5%</td>
<td>85.6%</td>
</tr>
<tr>
<td>2012-2014</td>
<td>85.0%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
- Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Disability Status*

Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Disability Status is determined by the presence of an individualized education plan (IEP).
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures. *Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background. The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Figure 5-54

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Migrant Status*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Migrant</td>
<td>57.1</td>
<td>55.1</td>
<td>46.7</td>
<td>49.6</td>
<td>53.5</td>
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<tr>
<td>Non-Migrant</td>
<td>81.2</td>
<td>80.8</td>
<td>82.1</td>
<td>86.2</td>
<td>83.4</td>
</tr>
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</table>

Source: Iowa Testing Programs, The University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years. A student designated as proficient can, at a minimum, do the following: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.
The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.
Dropouts

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

**Figure 5-55**

Iowa Public School Grades 7-12 Dropout Rates for 2005-2006 to 2012-2013

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Dropout files.
**Figure 5-56**

Iowa Public School Grades 7-12 Dropout Rates by Gender
2005-2006 to 2012-2013

![Graph of Iowa Public School Grades 7-12 Dropout Rates by Gender](image)

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

**Figure 5-57**

Iowa Public School Grades 7-12 Dropouts Rates by Race/Ethnicity
2010-2011 to 2012-2013

![Graph of Iowa Public School Grades 7-12 Dropouts Rates by Race/Ethnicity](image)

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
High School Graduation Rates

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

**Figure 5-58**

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

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
Postsecondary Education/Training Intentions

Indicator: Percentage of high school graduates/seniors pursuing or intending to pursue postsecondary education/training reported for all students by gender and by race/ethnicity.

Figure 5-59

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

![Graph showing the percentage of all Iowa public school graduates intending to pursue postsecondary education/ training from 2006 to 2014.](image)

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

Figure 5-60

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

![Graph showing the percentage of Iowa public school graduates intending to pursue postsecondary education/training by gender from 2006 to 2014.](image)

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI dropout files.
Figure 5-61

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity Graduating Classes of 2013 and 2014

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

Probable Postsecondary Success

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

Figure 5-62

Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2006 to 2014

Source: ACT, Inc., The Condition of College and Career Readiness.
Figure 5-63

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

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

Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core” programs. The lower line shows the percent of ACT test takers not reporting any information in their courses taken.
Student Performance by Tests and Areas

Iowa Assessments

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

Iowa Assessment Achievement Level Distributions

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

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

Figure 5-64

ITBS/Iowa Assessments Reading - Grade 4 Percentages for Iowa Achievement Levels


Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluates the style and structure of the text, and interpret nonliteral language.

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

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

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

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

**HIGH PERFORMANCE LEVEL**
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; makes applications to new situations, identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

**INTERMEDIATE PERFORMANCE LEVEL**
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and apply what has been read to new situations, and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.
Figure 5-66

ITED/Iowa Assessment Reading - Grade 11 Percentages for Iowa Achievement Levels

Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the reading comprehension score:

HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters, identifies the main idea; identifies author viewpoint and style, interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can make inferences about characters; identifies the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

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

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

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

Figure 5-67

Source: Iowa Testing Programs, The University of Iowa.
Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL
Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL
Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.
Source: Iowa Testing Programs, The University of Iowa.
Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL
Understands math concepts and is developing the ability to solve complex word problems, uses a variety of estimation methods and interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

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

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

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

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, makes inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

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

Figures may not total 100 percent due to rounding.

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

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

Figure 5-70

ITBS/Iowa Assessments Science - Grade 8 Percentages for Iowa Achievement Levels

Source: Iowa Testing Programs, The University of Iowa.

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

HIGH PERFORMANCE LEVEL
Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

INTERMEDIATE PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

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

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

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

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED Science test:

HIGH PERFORMANCE LEVEL
Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

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

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

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

The 2011-2013 and 2012-2014 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.
National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education since 1969, is the only national assessment of student achievement. The NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science, and writing. In 2009, Iowa participated in the first state NAEP assessment for grade 12 students.

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

Scores Reported

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

The National Assessment Governing Board uses three achievement levels for reporting student performance results: Basic, Proficient, and Advanced. Basic represents at least a partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance, and Advanced represents superior performance. Students not achieving the Basic level are classified as Below Basic.

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

Table 5-4

<table>
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<tr>
<th>Subject</th>
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<th>Scale Score</th>
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<td></td>
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<td>State</td>
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<td></td>
<td>2005</td>
<td>267</td>
<td>260</td>
<td>79</td>
<td>34</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003</td>
<td>268</td>
<td>261</td>
<td>79</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>2002</td>
<td>155</td>
<td>153</td>
<td>89</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2007</td>
<td>155</td>
<td>154</td>
<td>88</td>
<td>32</td>
<td>1</td>
</tr>
</tbody>
</table>


Notes: *Accommodations not allowed.
Observed differences are not necessarily statistically significant.
Detail may not sum to totals because of rounding.
The following figures show the scale score growth of Iowa students on the NAEP during the period from 2003 to 2013. The eleven other states classified as Midwestern states are also included for comparison. Iowa has not shown the growth in grade 4 reading or in grade 8 mathematics found in other states across the Midwest or across the nation.

Figure 5-72

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

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

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

Figure 5-75

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

ACT

ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data are reported for various subgroups of students. Subgroups reported in this section include high school program type and gender.

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

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

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

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

Figure 5-76

Percent of Iowa Graduates in Iowa and the Nation Taking the ACT Assessment 2001 to 2014

Source: ACT, Inc., The Condition of College and Career Readiness.
Figure 5-77

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

Source: ACT, Inc., The Condition of College and Career Readiness.
Table 5-5

ACT Average Composite Scores for Iowa, the Nation, and Midwest States
Classes of 2012 to 2014

<table>
<thead>
<tr>
<th>Nation and State</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>2014 National Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACT Composite</td>
<td>Percent Graduates Tested</td>
<td>ACT Composite</td>
<td>Percent Graduates Tested</td>
</tr>
<tr>
<td>Nation</td>
<td>21.1</td>
<td>52%</td>
<td>20.9</td>
<td>54%</td>
</tr>
<tr>
<td>Illinois</td>
<td>20.9</td>
<td>100%</td>
<td>20.6</td>
<td>100%</td>
</tr>
<tr>
<td>Indiana</td>
<td>22.3</td>
<td>32%</td>
<td>21.7</td>
<td>38%</td>
</tr>
<tr>
<td>Iowa</td>
<td>22.1</td>
<td>63%</td>
<td>22.1</td>
<td>66%</td>
</tr>
<tr>
<td>Kansas</td>
<td>21.9</td>
<td>81%</td>
<td>21.8</td>
<td>75%</td>
</tr>
<tr>
<td>Michigan</td>
<td>20.1</td>
<td>100%</td>
<td>19.9</td>
<td>100%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>22.8</td>
<td>74%</td>
<td>23.0</td>
<td>74%</td>
</tr>
<tr>
<td>Missouri</td>
<td>21.6</td>
<td>75%</td>
<td>21.6</td>
<td>74%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>22.0</td>
<td>78%</td>
<td>21.5</td>
<td>84%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>20.7</td>
<td>100%</td>
<td>20.5</td>
<td>98%</td>
</tr>
<tr>
<td>Ohio</td>
<td>21.8</td>
<td>71%</td>
<td>21.8</td>
<td>72%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>21.8</td>
<td>81%</td>
<td>21.9</td>
<td>78%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>22.1</td>
<td>71%</td>
<td>22.1</td>
<td>71%</td>
</tr>
</tbody>
</table>

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).
ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science, and social studies (Table 5-7). Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and geometry one year each. A typical minimal core natural science course might include one year each of general science, biology, and chemistry or physics.

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

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

### Table 5-7

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9, 10, 11, 12</td>
<td>1 year each</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I &amp; II, Geometry</td>
<td>1 year each</td>
</tr>
<tr>
<td></td>
<td>Trigonometry &amp; calculus (not precalculus), other math courses beyond Algebra II, computer math/computer</td>
<td>1/2 year each</td>
</tr>
<tr>
<td>Social Studies</td>
<td>American history, world history, American government</td>
<td>1 year each</td>
</tr>
<tr>
<td></td>
<td>Economics, geography, psychology, other history</td>
<td>1/2 year each</td>
</tr>
<tr>
<td>Natural Science</td>
<td>General/physical/earth science, biology, chemistry, physics</td>
<td>1 year each</td>
</tr>
</tbody>
</table>

Source: ACT, Inc., The Condition of College and Career Readiness.
Percent of ACT Participants Taking Core High School Programs 2001 to 2014

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

Note: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as “core” programs.
Table 5-8

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

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Iowa</th>
<th>Nation</th>
<th>Difference</th>
<th>Iowa</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
<td>Less-than-Core</td>
<td></td>
<td>Core</td>
<td>Less-than-Core</td>
</tr>
<tr>
<td>2001</td>
<td>22.9</td>
<td>20.0</td>
<td>2.9</td>
<td>21.9</td>
<td>19.5</td>
</tr>
<tr>
<td>2002</td>
<td>22.9</td>
<td>19.9</td>
<td>3.0</td>
<td>21.8</td>
<td>19.2</td>
</tr>
<tr>
<td>2003</td>
<td>22.9</td>
<td>20.0</td>
<td>2.9</td>
<td>21.8</td>
<td>19.3</td>
</tr>
<tr>
<td>2004</td>
<td>22.9</td>
<td>20.2</td>
<td>2.7</td>
<td>21.9</td>
<td>19.4</td>
</tr>
<tr>
<td>2005</td>
<td>22.9</td>
<td>20.2</td>
<td>2.7</td>
<td>21.9</td>
<td>19.5</td>
</tr>
<tr>
<td>2006</td>
<td>23.0</td>
<td>20.4</td>
<td>2.6</td>
<td>22.0</td>
<td>19.7</td>
</tr>
<tr>
<td>2007</td>
<td>23.1</td>
<td>20.6</td>
<td>2.5</td>
<td>22.0</td>
<td>19.8</td>
</tr>
<tr>
<td>2008</td>
<td>23.1</td>
<td>20.6</td>
<td>2.5</td>
<td>22.0</td>
<td>19.5</td>
</tr>
<tr>
<td>2009</td>
<td>23.1</td>
<td>20.1</td>
<td>3.0</td>
<td>22.0</td>
<td>19.1</td>
</tr>
<tr>
<td>2010</td>
<td>23.0</td>
<td>19.6</td>
<td>3.4</td>
<td>22.0</td>
<td>18.9</td>
</tr>
<tr>
<td>2011</td>
<td>23.0</td>
<td>19.8</td>
<td>3.2</td>
<td>21.9</td>
<td>19.0</td>
</tr>
<tr>
<td>2012</td>
<td>22.8</td>
<td>19.6</td>
<td>3.2</td>
<td>21.8</td>
<td>19.1</td>
</tr>
<tr>
<td>2013</td>
<td>22.9</td>
<td>19.6</td>
<td>3.3</td>
<td>21.7</td>
<td>18.7</td>
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<tr>
<td>2014</td>
<td>22.9</td>
<td>19.6</td>
<td>3.3</td>
<td>21.8</td>
<td>18.9</td>
</tr>
</tbody>
</table>

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.
Table 5-9 provides the Iowa ACT composite score distributions for the classes of 2012 to 2014 (also see Figure 5-79). About 70 percent of Iowa test takers had a composite score of 20 or greater, with approximately 53 percent scoring 22 or higher in all three years.

### Iowa ACT Composite Score Distributions

**Classes of 2012 to 2014**

<table>
<thead>
<tr>
<th>Score</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent At or Below</td>
<td>Percent</td>
</tr>
<tr>
<td>&lt;14</td>
<td>2.4%</td>
<td>2.4%</td>
<td>3.0%</td>
</tr>
<tr>
<td>14</td>
<td>2.0</td>
<td>4.4</td>
<td>2.0</td>
</tr>
<tr>
<td>15</td>
<td>2.8</td>
<td>7.2</td>
<td>2.8</td>
</tr>
<tr>
<td>16</td>
<td>3.9</td>
<td>11.1</td>
<td>3.9</td>
</tr>
<tr>
<td>17</td>
<td>4.9</td>
<td>16.0</td>
<td>4.9</td>
</tr>
<tr>
<td>18</td>
<td>6.5</td>
<td>22.5</td>
<td>6.4</td>
</tr>
<tr>
<td>19</td>
<td>7.2</td>
<td>29.7</td>
<td>7.3</td>
</tr>
<tr>
<td>20</td>
<td>8.1</td>
<td>37.8</td>
<td>8.0</td>
</tr>
<tr>
<td>21</td>
<td>8.5</td>
<td>46.3</td>
<td>8.2</td>
</tr>
<tr>
<td>22</td>
<td>8.3</td>
<td>54.6</td>
<td>8.5</td>
</tr>
<tr>
<td>23</td>
<td>8.1</td>
<td>62.7</td>
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</tr>
<tr>
<td>24</td>
<td>7.5</td>
<td>70.2</td>
<td>7.1</td>
</tr>
<tr>
<td>25</td>
<td>6.5</td>
<td>76.7</td>
<td>6.3</td>
</tr>
<tr>
<td>26</td>
<td>5.1</td>
<td>81.8</td>
<td>5.2</td>
</tr>
<tr>
<td>27</td>
<td>4.6</td>
<td>86.4</td>
<td>4.4</td>
</tr>
<tr>
<td>28</td>
<td>3.8</td>
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</tr>
<tr>
<td>29</td>
<td>2.8</td>
<td>93.0</td>
<td>2.8</td>
</tr>
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<td>30</td>
<td>2.5</td>
<td>95.5</td>
<td>2.4</td>
</tr>
<tr>
<td>31</td>
<td>1.8</td>
<td>97.3</td>
<td>1.8</td>
</tr>
<tr>
<td>32</td>
<td>1.2</td>
<td>98.5</td>
<td>1.3</td>
</tr>
<tr>
<td>33</td>
<td>0.8</td>
<td>99.2</td>
<td>0.9</td>
</tr>
<tr>
<td>34+</td>
<td>0.8</td>
<td>100.0</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Source: ACT, Inc., The Condition of College and Career Readiness.
Figure 5-79

Distribution of Iowa ACT Composite Scores Classes of 2012 and 2014

Source: ACT, Inc., The Condition of College and Career Readiness.
## ACT Scores by Enrollment Category

Average ACT scores by enrollment category for the graduating classes of 2012 to 2014 are provided in Table 5-10, Table 5-11 and Figure 5-80.

### Table 5-10

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Enrollment Category</th>
<th>English</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>&lt;300</td>
<td>20.8</td>
<td>20.3</td>
<td>21.8</td>
<td>21.5</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>300-599</td>
<td>20.9</td>
<td>20.9</td>
<td>21.9</td>
<td>21.6</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>600-999</td>
<td>21.1</td>
<td>21.2</td>
<td>22.0</td>
<td>21.9</td>
<td>21.7</td>
</tr>
<tr>
<td></td>
<td>1,000-2,499</td>
<td>21.9</td>
<td>22.0</td>
<td>22.8</td>
<td>22.5</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td>2,500-7,499</td>
<td>22.5</td>
<td>22.5</td>
<td>23.4</td>
<td>23.0</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td>7,500+</td>
<td>20.7</td>
<td>21.2</td>
<td>21.9</td>
<td>21.7</td>
<td>21.5</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>21.6</td>
<td>21.7</td>
<td>22.5</td>
<td>22.2</td>
<td>22.1</td>
</tr>
<tr>
<td></td>
<td>&lt;300</td>
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<td>20.4</td>
<td>22.0</td>
<td>21.4</td>
<td>21.2</td>
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<td></td>
<td>300-599</td>
<td>21.1</td>
<td>20.9</td>
<td>22.1</td>
<td>21.8</td>
<td>21.6</td>
</tr>
<tr>
<td></td>
<td>600-999</td>
<td>20.9</td>
<td>20.8</td>
<td>21.9</td>
<td>21.7</td>
<td>21.5</td>
</tr>
<tr>
<td></td>
<td>1,000-2,499</td>
<td>22.0</td>
<td>21.9</td>
<td>22.8</td>
<td>22.5</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td>2,500-7,499</td>
<td>22.2</td>
<td>22.5</td>
<td>23.1</td>
<td>23.0</td>
<td>22.8</td>
</tr>
<tr>
<td></td>
<td>7,500+</td>
<td>20.5</td>
<td>21.2</td>
<td>21.8</td>
<td>21.5</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>21.5</td>
<td>21.6</td>
<td>22.5</td>
<td>22.2</td>
<td>22.1</td>
</tr>
<tr>
<td></td>
<td>&lt;300</td>
<td>20.8</td>
<td>20.1</td>
<td>21.7</td>
<td>21.3</td>
<td>21.1</td>
</tr>
<tr>
<td></td>
<td>300-599</td>
<td>21.1</td>
<td>20.9</td>
<td>22.0</td>
<td>21.9</td>
<td>21.6</td>
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<tr>
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<td>21.6</td>
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<td>20.5</td>
<td>20.9</td>
<td>21.8</td>
<td>21.5</td>
<td>21.3</td>
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<tr>
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<td>State</td>
<td>21.5</td>
<td>21.4</td>
<td>22.5</td>
<td>22.2</td>
<td>22.0</td>
</tr>
</tbody>
</table>

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

Note: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.
### Average ACT Composite Scores for Iowa Public School Graduating Classes of 2012 to 2014

by Enrollment Category and Course of Study

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Course of Study - Core</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Course of Study - Less Than Core</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td></td>
<td>22.0</td>
<td>22.0</td>
<td>21.6</td>
<td>19.3</td>
<td>18.9</td>
<td>14.5</td>
<td></td>
</tr>
<tr>
<td>300-599</td>
<td></td>
<td>22.1</td>
<td>22.2</td>
<td>21.9</td>
<td>19.4</td>
<td>19.6</td>
<td>20.2</td>
<td></td>
</tr>
<tr>
<td>600-999</td>
<td></td>
<td>22.3</td>
<td>22.1</td>
<td>21.9</td>
<td>19.3</td>
<td>19.3</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>1,000-2,499</td>
<td></td>
<td>22.9</td>
<td>22.9</td>
<td>22.9</td>
<td>20.3</td>
<td>20.3</td>
<td>18.5</td>
<td></td>
</tr>
<tr>
<td>2,500-7,499</td>
<td></td>
<td>23.4</td>
<td>23.3</td>
<td>23.1</td>
<td>21.0</td>
<td>20.3</td>
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<td>22.7</td>
<td>22.5</td>
<td>18.4</td>
<td>18.5</td>
<td>16.2</td>
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</tr>
<tr>
<td>State</td>
<td></td>
<td>22.8</td>
<td>22.9</td>
<td>22.9</td>
<td>19.6</td>
<td>19.6</td>
<td>19.6</td>
<td></td>
</tr>
</tbody>
</table>

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

Notes: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested. ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core programs.”
Graduating Class of 2014 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category and Course of Study

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

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

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

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

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

Table 5-12

<table>
<thead>
<tr>
<th>Number of Test-takers</th>
<th>English</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10,406</td>
<td>10,350</td>
<td>21.1</td>
<td>21.4</td>
<td>22.3</td>
</tr>
<tr>
<td>Female</td>
<td>12,091</td>
<td>11,937</td>
<td>21.9</td>
<td>21.9</td>
<td>21.0</td>
</tr>
<tr>
<td>Unreported*</td>
<td>29</td>
<td>644</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Note: *ACT test-takers not reporting gender.
ACT Composite Scores by Student Planned Educational Majors

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

Table 5-13

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

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

The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics, critical reading, and writing test range from 200 to 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2014, the number of SAT takers in the Nation was over 1.6 million and the number of Iowa SAT takers was about 1,041 (approximately 3 percent) of the high school graduates. Iowa’s averages continue to be around 100 standard score points higher than the Nation’s in both Critical Reading and Mathematics (Table 5-14 and Figure 5-82).

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

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

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

Table 5-14

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>SAT Critical Reading</th>
<th>SAT Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Iowa</td>
<td>Nation</td>
</tr>
<tr>
<td>2006</td>
<td>602</td>
<td>503</td>
</tr>
<tr>
<td>2007</td>
<td>608</td>
<td>502</td>
</tr>
<tr>
<td>2008</td>
<td>603</td>
<td>502</td>
</tr>
<tr>
<td>2009</td>
<td>610</td>
<td>501</td>
</tr>
<tr>
<td>2010</td>
<td>603</td>
<td>501</td>
</tr>
<tr>
<td>2011</td>
<td>596</td>
<td>497</td>
</tr>
<tr>
<td>2012</td>
<td>603</td>
<td>496</td>
</tr>
<tr>
<td>2013</td>
<td>592</td>
<td>496</td>
</tr>
<tr>
<td>2014</td>
<td>605</td>
<td>497</td>
</tr>
</tbody>
</table>

Source: The College Board, Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.
Figure 5-82

Trends of Average SAT Scores for Iowa and the Nation 2006 to 2014

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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.
Table 5-15

<table>
<thead>
<tr>
<th>State</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>5</td>
<td>4.6</td>
</tr>
<tr>
<td>Indiana</td>
<td>70</td>
<td>70.5</td>
</tr>
<tr>
<td>Iowa</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Kansas</td>
<td>6</td>
<td>5.3</td>
</tr>
<tr>
<td>Michigan</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Minnesota</td>
<td>6</td>
<td>5.9</td>
</tr>
<tr>
<td>Missouri</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>Nebraska</td>
<td>4</td>
<td>3.7</td>
</tr>
<tr>
<td>North Dakota</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Ohio</td>
<td>17</td>
<td>15.1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>4</td>
<td>3.9</td>
</tr>
</tbody>
</table>

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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.
Figure 5-83

Iowa Average SAT Critical Reading Scores by Gender 2006 to 2014

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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.
Figure 5-84

Iowa Average SAT Mathematics Scores by Gender 2006 to 2014

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

Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.
Source: The College Board, Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2014 was 3.1 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.
Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 30 subject areas in 2013-2014. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

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

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

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

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

Figure 5-87

Advanced Placement Participation for Iowa Students 2006 to 2014

Source: The College Board, Advanced Placement Program, Iowa National Summary Reports.
Figure 5-88

Percent of AP Candidates with AP Scores of 3+, 2006 to 2014

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

Figure 5-89

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2006-2014

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

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

Source: The College Board, Applied Educational Research Inc. of Princeton, NJ.
Pursuit of Postsecondary Education/Training

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

The percent of graduates intending to pursue postsecondary education or training decreased in the last four years (Figure 5-90). The enrollment categories data on the percent of graduates intending to pursue postsecondary education/training are listed in Table 5-17. As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college (Table 5-19). Table 5-20 shows that the percent of graduates intending to pursue postsecondary education at a four-year college was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in 2013 and 2014. Figure 5-91 gives details for the graduate intention trends.

Figure 5-90

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2001 and 2006 to 2014

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.
Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.
### Table 5-17

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

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

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

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

### Table 5-18

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2001</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>77.8</td>
<td>77.5</td>
<td>75.3</td>
<td>75.0</td>
<td>74.5</td>
<td>74.6</td>
</tr>
<tr>
<td>Female</td>
<td>87.5</td>
<td>86.5</td>
<td>85.6</td>
<td>86.4</td>
<td>86.7</td>
<td>86.6</td>
</tr>
<tr>
<td>Total</td>
<td>82.7</td>
<td>82.1</td>
<td>80.5</td>
<td>80.7</td>
<td>80.5</td>
<td>80.6</td>
</tr>
</tbody>
</table>

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

Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.
### Table 5-19
**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2010 to 2014**

<table>
<thead>
<tr>
<th>Postsecondary Institution</th>
<th>2001</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private 4-Year College</td>
<td>14.9</td>
<td>13.2</td>
<td>13.5</td>
<td>13.3</td>
<td>12.9</td>
<td>12.7</td>
</tr>
<tr>
<td>Public 4-Year College</td>
<td>27.3</td>
<td>24.3</td>
<td>25.0</td>
<td>25.5</td>
<td>26.7</td>
<td>26.9</td>
</tr>
<tr>
<td>Private 2-Year College</td>
<td>5.2</td>
<td>1.1</td>
<td>1.0</td>
<td>0.9</td>
<td>0.9</td>
<td>0.8</td>
</tr>
<tr>
<td>Community College</td>
<td>31.0</td>
<td>40.2</td>
<td>38.3</td>
<td>38.4</td>
<td>37.7</td>
<td>37.8</td>
</tr>
<tr>
<td>Other Training</td>
<td>4.3</td>
<td>3.2</td>
<td>2.6</td>
<td>2.6</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>82.7</td>
<td>82.1</td>
<td>80.5</td>
<td>80.7</td>
<td>80.5</td>
<td>80.6</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.
Notes: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

### Table 5-20
**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2010 to 2014**

<table>
<thead>
<tr>
<th>Postsecondary Institution</th>
<th>2001</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year College</td>
<td>42.2</td>
<td>37.5</td>
<td>38.4</td>
<td>38.7</td>
<td>39.6</td>
<td>39.7</td>
</tr>
<tr>
<td>Two-Year College</td>
<td>36.2</td>
<td>41.3</td>
<td>39.3</td>
<td>39.3</td>
<td>38.6</td>
<td>38.5</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.
Note: Data for the 2010 to 2014 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.
Figure 5-91

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

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

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

The National Center for Education Statistics (NCES) definitions used for dropouts include students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled as of Count Day of the current year or
- Was enrolled in school at some time during the previous school year and left the school before the previous summer and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions:
  a) transfer to another public school district, private school, or state or district-approved educational program,
  b) temporary school-recognized absence for suspension or illness,
  c) death, or
  d) move out of the state or leave the country.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district is NOT considered a dropout.

The numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollment of grades 7-12 (or total enrollment of grades 9-12).

Figure 5-92 shows the two statewide public school trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates. There are upward dropout trends for both grades 7-12 and grades 9-12 since 2006-2007. Both rates decreased in the last three years.

The public school dropout distributions by grade and enrollment categories for 2012-2013 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for more than 40 percent of the total dropouts while comprised less than 29 percent of the total enrollment in grades 7 to 12.

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

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

Table 5-25 shows the distribution of the dropout rate by Iowa public school districts.
Figure 5-92

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

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2012-2013

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

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

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

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

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2011-2012 and 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>2000-2001</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Dropout Rate</td>
<td>1.60%</td>
<td>1.79%</td>
<td>1.59%</td>
</tr>
<tr>
<td>Male Dropout Rate</td>
<td>2.08%</td>
<td>2.56%</td>
<td>2.22%</td>
</tr>
<tr>
<td>Female Dropouts as a Percent of Total Dropouts</td>
<td>42.39%</td>
<td>39.72%</td>
<td>40.27%</td>
</tr>
<tr>
<td>Female Enrollment as a Percent of Total Enrollment</td>
<td>48.91%</td>
<td>48.55%</td>
<td>48.50%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Dropout files.
### Table 5-23

#### 2012-2013 Iowa Public School Grades 7-12 Dropouts and Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnic Group</th>
<th>Dropout Rate</th>
<th>Total Dropouts</th>
<th>% of Total Dropouts</th>
<th>Total Enrollment</th>
<th>% of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Minority</td>
<td>3.53%</td>
<td>1,419</td>
<td>34.05%</td>
<td>40,176</td>
<td>18.50%</td>
</tr>
<tr>
<td>African American</td>
<td>4.65%</td>
<td>511</td>
<td>12.26%</td>
<td>10,979</td>
<td>5.05%</td>
</tr>
<tr>
<td>American Indian</td>
<td>4.60%</td>
<td>46</td>
<td>1.10%</td>
<td>1,001</td>
<td>0.46%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.38%</td>
<td>64</td>
<td>1.54%</td>
<td>4,633</td>
<td>2.13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.47%</td>
<td>625</td>
<td>15.00%</td>
<td>18,012</td>
<td>8.29%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>3.95%</td>
<td>13</td>
<td>0.31%</td>
<td>329</td>
<td>0.15%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.06%</td>
<td>160</td>
<td>3.84%</td>
<td>5,222</td>
<td>2.40%</td>
</tr>
<tr>
<td>White</td>
<td>1.55%</td>
<td>2,748</td>
<td>65.95%</td>
<td>177,039</td>
<td>81.50%</td>
</tr>
<tr>
<td>State</td>
<td>1.92%</td>
<td>4,167</td>
<td>100.00%</td>
<td>217,215</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

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

---

### Table 5-24

#### Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.9%</td>
<td>13.82%</td>
<td>12.26%</td>
<td>3.1%</td>
<td>4.98%</td>
<td>5.05%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.7%</td>
<td>1.01%</td>
<td>1.10%</td>
<td>0.5%</td>
<td>0.49%</td>
<td>0.46%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>1.44%</td>
<td>1.54%</td>
<td>1.8%</td>
<td>2.01%</td>
<td>2.13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.8%</td>
<td>13.75%</td>
<td>15.00%</td>
<td>2.8%</td>
<td>7.82%</td>
<td>8.29%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.21%</td>
<td>0.31%</td>
<td>0.31%</td>
<td>0.14%</td>
<td>0.15%</td>
<td>0.15%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.21%</td>
<td>3.84%</td>
<td>2.16%</td>
<td>2.40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>80.1%</td>
<td>66.55%</td>
<td>65.95%</td>
<td>91.8%</td>
<td>82.42%</td>
<td>81.50%</td>
</tr>
</tbody>
</table>

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

Note: Figures may not total 100 percent due to rounding.
Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2012-2013

<table>
<thead>
<tr>
<th>Dropout Rate</th>
<th>Number of Districts</th>
<th>Percent of Districts</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>46</td>
<td>13.22%</td>
<td>13.22%</td>
</tr>
<tr>
<td>.01-.50</td>
<td>42</td>
<td>12.07%</td>
<td>25.29%</td>
</tr>
<tr>
<td>.51-1.00</td>
<td>103</td>
<td>29.60%</td>
<td>54.89%</td>
</tr>
<tr>
<td>1.01-1.50</td>
<td>40</td>
<td>11.49%</td>
<td>66.38%</td>
</tr>
<tr>
<td>1.51-2.00</td>
<td>39</td>
<td>11.21%</td>
<td>77.59%</td>
</tr>
<tr>
<td>2.01-2.50</td>
<td>28</td>
<td>8.05%</td>
<td>85.63%</td>
</tr>
<tr>
<td>2.51-3.00</td>
<td>22</td>
<td>6.32%</td>
<td>91.95%</td>
</tr>
<tr>
<td>3.01-3.50</td>
<td>5</td>
<td>1.44%</td>
<td>93.39%</td>
</tr>
<tr>
<td>3.51-4.00</td>
<td>5</td>
<td>1.44%</td>
<td>94.83%</td>
</tr>
<tr>
<td>&gt;4.00</td>
<td>18</td>
<td>5.17%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

Note: Dropout rates are combined grades 7-12 dropouts divided by combined grades 7-12 enrollment and expressed as a percent.
High School Graduates and Graduation Rates

This section reports nine years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2012 and 2013. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2011 and 2012.

High School Graduates

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

- Students receiving regular diplomas.

Other completers, students who have finished the high school program, but did not earn a diploma, are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

Figure 5-93 shows the number of regular diploma recipients by school year from 2004-2005 to 2012-2013. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-93

Number of Iowa Public School Graduates 2004-2005 to 2012-2013

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.
High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI, EASIER) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2013 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2009 minus the number of students who transferred out plus the total number of students who transferred in.

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

For the graduating class of 2013

- **FG**: First-time 9th grade students in fall of 2009 and graduated in 2013 or earlier
- **TIG**: Students who transferred in grades 9 to 12 and graduated in 2013 or sooner
- **F**: First-time 9th grade students in fall of 2009
- **TI**: Transferred in the first-time 9th graders’ cohort in grades 9 to 12
- **TO**: Transfer out (including emigrates and deceased)

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

**Figure 5-94**

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

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>2009</td>
<td>87.3%</td>
</tr>
<tr>
<td>2010</td>
<td>88.8%</td>
</tr>
<tr>
<td>2011</td>
<td>88.3%</td>
</tr>
<tr>
<td>2012</td>
<td>89.3%</td>
</tr>
<tr>
<td>2013</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI file.
The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The five-year cohort graduation rate for the class of 2011 is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2012-2013 school year) by the number of first-time 9th graders enrolled in the fall of 2008 minus the number of students who transferred out (between 2008 and 2012) plus the total number of students who transferred in (between 2008 and 2012). The five-year cohort rate will maintain the same denominator as the previous year’s four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 5-26 displays the four-year cohort graduation rates for the graduating classes of 2012 and 2013. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other race groups; the students who were eligible for free reduced price lunch and IEP, English Language Learners (ELL), migrant, and male students had graduation rates lower than the all student group on average.

### Table 5-26

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

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

Notes: * Disability status is determined by the presence of an individualized education program (IEP).
** ELL indicates English Language Learner.
*** Low SES is determined by the eligibility for free or reduced price meals.
Numbers may be redacted due to small cell size, therefore, the numbers may not sum total.
The five-year cohort graduation rates for the graduating class of 2011 and 2012 are displayed in 5-27.

Table 5-27: Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2011 and 2012

<table>
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<th>Enrollment Category</th>
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<th></th>
<th>Class of 2012</th>
<th></th>
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<td></td>
<td>Numerator</td>
<td>Denominator</td>
<td>Graduation Rate</td>
<td>Numerator Not Done</td>
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<tr>
<td>All Students</td>
<td>32,624</td>
<td>35,676</td>
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<td>31,348</td>
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<td>1,223</td>
<td>1,543</td>
<td>79.3%</td>
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<tr>
<td>American Indian</td>
<td>127</td>
<td>154</td>
<td>82.5%</td>
<td>115</td>
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<tr>
<td>Asian</td>
<td>577</td>
<td>627</td>
<td>92.0%</td>
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<tr>
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<td>1,800</td>
<td>2,186</td>
<td>82.3%</td>
<td>1,856</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>33</td>
<td>38</td>
<td>86.8%</td>
<td>31</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>463</td>
<td>538</td>
<td>86.1%</td>
<td>541</td>
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<tr>
<td>White</td>
<td>28,401</td>
<td>30,590</td>
<td>92.8%</td>
<td>27,132</td>
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<tr>
<td>Disability*</td>
<td>4,273</td>
<td>5,296</td>
<td>80.7%</td>
<td>3,837</td>
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<tr>
<td>ELL**</td>
<td>800</td>
<td>999</td>
<td>80.1%</td>
<td>858</td>
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<tr>
<td>Low SES***</td>
<td>10,575</td>
<td>12,646</td>
<td>83.6%</td>
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<tr>
<td>Migrant</td>
<td>133</td>
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<td>80.1%</td>
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<tr>
<td>Female</td>
<td>16,203</td>
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</tr>
<tr>
<td>Male</td>
<td>16,421</td>
<td>18,259</td>
<td>89.9%</td>
<td>15,628</td>
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</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI (EASIER) files.
Notes: * Disability status is determined by the presence of an individualized education program (IEP).
** ELL indicates English Language Learner.
*** Low SES is determined by the eligibility for free or reduced price meals.

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

**Class of 2012 Four Year (Regulatory Adjusted) Cohort Graduation Rates (in %)**

<table>
<thead>
<tr>
<th>State</th>
<th>All Students</th>
<th>American Indian/Alaska Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>African American</th>
<th>White Economically Disadvantaged</th>
<th>Limited English Proficiency</th>
<th>Students with Disability</th>
</tr>
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<tr>
<td>ALABAMA</td>
<td>75</td>
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<td>69</td>
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<td>82</td>
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<td>****</td>
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### Table 5-28 (…continued)

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<td>WYOMING</td>
<td>79</td>
<td>50</td>
<td>86</td>
<td>67</td>
<td>66</td>
<td>82</td>
<td>65</td>
<td>56</td>
</tr>
</tbody>
</table>


Notes: --- Not Available

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

In-school suspensions, out-of-school suspensions, expulsions, and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type. In-School Suspensions comprise 55 percent of all removals, followed by Out-of-School Suspensions at 44 percent. Removals went down over 21 percent in 2013-2014, though approximately 1% of this reduction was due to changes in reporting. When multiple offenses are removed from the counts to reveal the number of unique students involved, less than 6 percent of enrolled students statewide are affected.

An in-school suspension is defined as an:

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

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

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

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

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

An expulsion is defined as:

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

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

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

Tables 5-34 to 5-36 show removal information by subgroups, grade span, and district enrollment size categories.
## K-12 Removals by Removal Type 2011-2012 to 2013-2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School Suspensions</td>
<td>39,604</td>
<td>33,447</td>
<td>29,967</td>
<td>55.4%</td>
<td>-24.3%</td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>28,844</td>
<td>25,033</td>
<td>23,896</td>
<td>44.2%</td>
<td>-17.2%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>159</td>
<td>151</td>
<td>136</td>
<td>0.3%</td>
<td>-14.5%</td>
</tr>
<tr>
<td>Interim Setting by School Personnel</td>
<td>59</td>
<td>63</td>
<td>111</td>
<td>0.2%</td>
<td>88.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68,666</td>
<td>58,694</td>
<td>54,110</td>
<td>100%</td>
<td>-21.2%</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Related</td>
<td>62</td>
<td>61</td>
<td>54</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td>Attendance Policy Violation</td>
<td>9,923</td>
<td>5,278</td>
<td>8,686</td>
<td>4,426</td>
<td>8,024</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>12,339</td>
<td>7,769</td>
<td>8,863</td>
<td>6,055</td>
<td>8,385</td>
</tr>
<tr>
<td>Drug Related</td>
<td>122</td>
<td>119</td>
<td>94</td>
<td>90</td>
<td>99</td>
</tr>
<tr>
<td>Physical Fighting w/ Injury</td>
<td>373</td>
<td>361</td>
<td>304</td>
<td>294</td>
<td>309</td>
</tr>
<tr>
<td>Physical Fighting w/o Injury</td>
<td>3,265</td>
<td>2,861</td>
<td>3,066</td>
<td>2,764</td>
<td>2,573</td>
</tr>
<tr>
<td>Property Related</td>
<td>763</td>
<td>712</td>
<td>654</td>
<td>619</td>
<td>584</td>
</tr>
<tr>
<td>Serious Bodily Injury</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Threat of Destruction or Harm</td>
<td>524</td>
<td>476</td>
<td>607</td>
<td>559</td>
<td></td>
</tr>
<tr>
<td>Tobacco Related</td>
<td>388</td>
<td>357</td>
<td>291</td>
<td>274</td>
<td>354</td>
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<tr>
<td>Violent Behavior w/ Injury</td>
<td>196</td>
<td>189</td>
<td>194</td>
<td>185</td>
<td>180</td>
</tr>
<tr>
<td>Violent Behavior w/o Injury</td>
<td>1,288</td>
<td>1,147</td>
<td>1,092</td>
<td>966</td>
<td>1,068</td>
</tr>
<tr>
<td>Weapons Related</td>
<td>230</td>
<td>226</td>
<td>234</td>
<td>226</td>
<td>267</td>
</tr>
<tr>
<td>Other</td>
<td>10,637</td>
<td>6,736</td>
<td>9,372</td>
<td>5,723</td>
<td>7,458</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39,604</td>
<td>33,447</td>
<td>29,967</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Related</td>
<td>314</td>
<td>312</td>
<td>283</td>
<td>275</td>
<td>257</td>
<td>253</td>
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<tr>
<td>Attendance Policy Violation</td>
<td>1,715</td>
<td>1,224</td>
<td>1,751</td>
<td>1,103</td>
<td>958</td>
<td>731</td>
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<tr>
<td>Disruptive Behavior</td>
<td>10,447</td>
<td>6,673</td>
<td>7,928</td>
<td>5,324</td>
<td>8,490</td>
<td>5,518</td>
</tr>
<tr>
<td>Drug Related</td>
<td>1,087</td>
<td>995</td>
<td>948</td>
<td>893</td>
<td>1,014</td>
<td>943</td>
</tr>
<tr>
<td>Physical Fighting w/ Injury</td>
<td>952</td>
<td>900</td>
<td>874</td>
<td>830</td>
<td>742</td>
<td>712</td>
</tr>
<tr>
<td>Physical Fighting w/o Injury</td>
<td>5,264</td>
<td>4,561</td>
<td>4,363</td>
<td>3,856</td>
<td>4,298</td>
<td>3,794</td>
</tr>
<tr>
<td>Property Related</td>
<td>731</td>
<td>703</td>
<td>649</td>
<td>609</td>
<td>625</td>
<td>584</td>
</tr>
<tr>
<td>Serious Bodily Injury</td>
<td>29</td>
<td>29</td>
<td>17</td>
<td>16</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Special Education ALJ Decision</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Threat of Destruction or Harm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco Related</td>
<td>601</td>
<td>548</td>
<td>487</td>
<td>455</td>
<td>540</td>
<td>483</td>
</tr>
<tr>
<td>Violent Behavior w/ Injury</td>
<td>394</td>
<td>355</td>
<td>368</td>
<td>326</td>
<td>389</td>
<td>359</td>
</tr>
<tr>
<td>Violent Behavior w/o Injury</td>
<td>1,976</td>
<td>1,641</td>
<td>1,694</td>
<td>1,373</td>
<td>1,736</td>
<td>1,407</td>
</tr>
<tr>
<td>Weapons Related</td>
<td>661</td>
<td>646</td>
<td>634</td>
<td>618</td>
<td>547</td>
<td>528</td>
</tr>
<tr>
<td>Other</td>
<td>4,673</td>
<td>3,719</td>
<td>4,122</td>
<td>3,190</td>
<td>3,299</td>
<td>2,641</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28,844</td>
<td>25,033</td>
<td>23,896</td>
<td>100.0%</td>
<td></td>
<td>-17.2%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.
## Table 5-32

### K-12 Expulsions by Reason for Removal  
#### 2011-2012 to 2013-2014

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

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Removals</td>
<td>% Removals</td>
<td>Removals</td>
</tr>
<tr>
<td>Alcohol Related</td>
<td>1</td>
<td>0.9%</td>
<td>1</td>
</tr>
<tr>
<td>Attendance Policy Violation</td>
<td>7</td>
<td>11.7%</td>
<td>7</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>28</td>
<td>46.7%</td>
<td>23</td>
</tr>
<tr>
<td>Drug Related</td>
<td>6</td>
<td>10.0%</td>
<td>9</td>
</tr>
<tr>
<td>Physical Fighting w/ Injury</td>
<td>1</td>
<td>0.9%</td>
<td>1</td>
</tr>
<tr>
<td>Physical Fighting w/o Injury</td>
<td>11</td>
<td>18.3%</td>
<td>2</td>
</tr>
<tr>
<td>Property Related</td>
<td>1</td>
<td>1.7%</td>
<td>0</td>
</tr>
<tr>
<td>Serious Bodily Injury</td>
<td>1</td>
<td>1.7%</td>
<td>0</td>
</tr>
<tr>
<td>Threat of Destruction or Harm</td>
<td>5</td>
<td>7.9%</td>
<td>7</td>
</tr>
<tr>
<td>Tobacco Related</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Violent Behavior w/ Injury</td>
<td>2</td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>Violent Behavior w/o Injury</td>
<td>1</td>
<td>1.7%</td>
<td>3</td>
</tr>
<tr>
<td>Weapons Related</td>
<td>1</td>
<td>1.7%</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6.7%</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.
### Table 5-34

**K-12 Removals by Race/Ethnicity for 2011-2012 to 2013-2014**

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>Removals</th>
<th>% of Removals 2013-2013</th>
<th>% of K-12 Enrollment 2013-2014</th>
<th>% Change in Removals 2011-2012 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-2013</td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>13,312</td>
<td>11,001</td>
<td>10,905</td>
<td>20.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>599</td>
<td>417</td>
<td>356</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>520</td>
<td>428</td>
<td>386</td>
<td>0.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8,828</td>
<td>7,921</td>
<td>6,710</td>
<td>12.4%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>134</td>
<td>129</td>
<td>100</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>42,198</td>
<td>35,789</td>
<td>32,539</td>
<td>60.1%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>3,075</td>
<td>3,009</td>
<td>3,114</td>
<td>5.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Total</td>
<td>68,666</td>
<td>58,694</td>
<td>54,110</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

Note: Figures may not total due to rounding.

### Table 5-35

**K-12 Removals by Grade Span for 2011-2012 to 2013-2014**

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2011-2012</th>
<th>Removals</th>
<th>% of Removals 2013-2014</th>
<th>% of K-12 Enrollment 2013-2014</th>
<th>% Change in Removals 2011-2012 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-2013</td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2</td>
<td>2,945</td>
<td>3,220</td>
<td>3,165</td>
<td>5.8%</td>
<td>24.3%</td>
</tr>
<tr>
<td>3-5</td>
<td>5,734</td>
<td>5,636</td>
<td>5,655</td>
<td>10.5%</td>
<td>22.6%</td>
</tr>
<tr>
<td>6-8</td>
<td>24,733</td>
<td>19,695</td>
<td>17,844</td>
<td>33.0%</td>
<td>22.6%</td>
</tr>
<tr>
<td>9-12</td>
<td>35,254</td>
<td>30,143</td>
<td>27,446</td>
<td>50.7%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Total</td>
<td>68,666</td>
<td>58,694</td>
<td>54,110</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 300</td>
<td>649</td>
<td>522</td>
<td>605</td>
<td>1.1%</td>
<td>2.1%</td>
<td>-6.8%</td>
</tr>
<tr>
<td>300 to 599</td>
<td>3,344</td>
<td>3,388</td>
<td>3,248</td>
<td>6.0%</td>
<td>9.9%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>600 to 999</td>
<td>5,204</td>
<td>4,997</td>
<td>4,254</td>
<td>7.9%</td>
<td>13.6%</td>
<td>-18.3%</td>
</tr>
<tr>
<td>1,000 to 2,499</td>
<td>12,794</td>
<td>10,930</td>
<td>9,535</td>
<td>17.6%</td>
<td>23.4%</td>
<td>-25.5%</td>
</tr>
<tr>
<td>2,500 to 7,499</td>
<td>17,928</td>
<td>15,245</td>
<td>13,749</td>
<td>25.4%</td>
<td>19.6%</td>
<td>-23.3%</td>
</tr>
<tr>
<td>7,500 +</td>
<td>28,747</td>
<td>23,612</td>
<td>22,719</td>
<td>42.0%</td>
<td>31.4%</td>
<td>-21.0%</td>
</tr>
<tr>
<td>Total</td>
<td>68,666</td>
<td>58,694</td>
<td>54,110</td>
<td>100%</td>
<td>100.0%</td>
<td>-21.2%</td>
</tr>
</tbody>
</table>

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

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. Some of the measures of performance presented in this section are modified from Iowa’s Part B APR, which is accessible in its entirety at: https://www.educateiowa.gov/annual-progress-report-part-b.

Other measures in this section are included to address the four areas that special education stakeholders in the state have agreed are important to monitor and with which to compare students with and without disabilities.

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

Context of Special Education in Iowa

Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2005-2006 to 2012-2013. From the 2005-2006 school year to the 2012-2013 school year, the rate has decreased by 1.51 percent.

![Special Education Identification Rate for Students Ages 6-21, 2005-2006 to 2012-2013](chart)

**Figure 6-1**

Special Education Identification Rate for Students Ages 6-21, 2005-2006 to 2012-2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Rate</td>
<td>13.92</td>
<td>13.73</td>
<td>13.40</td>
<td>13.05</td>
<td>12.88</td>
<td>13.04</td>
<td>12.88</td>
</tr>
</tbody>
</table>

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 non-disabled peers. Over time, the percent of children/students served in settings with typically developing peers has increased significantly in Iowa.

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80 percent or more) of the school day, (2) in the regular education classroom for less than 40 percent of the school day, and (3) in private separate schools, residential placements, homebound or hospital placements. In 2012-2013, the percentage of students in the regular education classroom for 80 percent or more of the school day was 64.03 percent. This falls short of the state target of 80 percent. The percentage of students served in the regular education classroom for less than 40 percent of the school day and the percentage of students served in other placements are below the state thresholds of 10.00 percent and 3.10 percent respectively.

Figure 6-2

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

Figure 6-3

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


Figure 6-4

Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2005-2006 to 2012-2013

**Disproportionality**

Disproportionality refers to the percent probability, or likelihood, of disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group. In 2012-2013, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 78 percent and 60 percent respectively. Asian and Pacific Islander students had the greatest disproportionality rates of underrepresentation at -54 percent and -26 percent respectively. Hispanic and multiracial students have a smaller rate of overrepresentation.

**Figure 6-5**

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

Are Students Coming to School Ready to Learn?

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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

Figure 6-6

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>43.2</td>
<td>44.2</td>
<td>44.3</td>
<td>43.9</td>
<td>37.1</td>
<td>36.9</td>
</tr>
<tr>
<td>No IEP</td>
<td>65.9</td>
<td>66.9</td>
<td>67.9</td>
<td>68.5</td>
<td>66.4</td>
<td>64.6</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, Fall Student Files.
Are Students Going to School in Safe and Caring Environments?

Positive Behavioral Interventions and Supports (PBIS)

PBIS are evidence-based interventions that are integrated into the classroom activities and environment to encourage positive behavioral and academic outcomes for all children. The following graph depicts the percentage of public school buildings using PBIS, which has increased by 23.6 percent since 2007. Between 2011-2012 and 2012-2013, the percentage increased by 9.2 percent.

Figure 6-7

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>8.75</td>
</tr>
<tr>
<td>2008-2009</td>
<td>11.54</td>
</tr>
<tr>
<td>2009-2010</td>
<td>16.55</td>
</tr>
<tr>
<td>2010-2011</td>
<td>20.49</td>
</tr>
<tr>
<td>2011-2012</td>
<td>23.18</td>
</tr>
<tr>
<td>2012-2013</td>
<td>32.37</td>
</tr>
</tbody>
</table>

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

Discipline

Data on disciplinary actions taken against students with IEPs are collected and reported for students ages 6-21 who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for more than ten days in the school year for the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled for greater than ten days. The following graph presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from the school years 2007-2008 to 2012-2013. Currently, 1.99 percent of districts have a significant discrepancy, which exceeds the state threshold of 1.0 percent. Please note that per federal requirements, discipline data lag one year, which means that data reported for 2012-2013 were collected during the 2011-2012 school year.
Figure 6-8

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

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>2.75</td>
<td>1.50</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2.75</td>
<td>1.50</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1.11</td>
<td>1.30</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1.11</td>
<td>1.20</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1.39</td>
<td>1.00</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1.99</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Sources: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files; Bureau of Information and Analysis, SRI, Fall Student Files.
Are Students Achieving at High Levels?

National Assessment of Educational Progress (NAEP)

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

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

**Figure 6-9**

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2010-2011</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>18</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>No IEP</td>
<td>75</td>
<td>76</td>
<td>79</td>
</tr>
</tbody>
</table>

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

**Figure 6-10**

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2010-2011</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>27</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>No IEP</td>
<td>83</td>
<td>84</td>
<td>88</td>
</tr>
</tbody>
</table>

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

Figure 6-11

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2010-2011</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>59</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>No IEP</td>
<td>91</td>
<td>92</td>
<td>91</td>
</tr>
</tbody>
</table>

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

Figure 6-12

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2010-2011</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>25</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>No IEP</td>
<td>83</td>
<td>84</td>
<td>82</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics, NAEP Data Explorer.
Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED)/Iowa Assessments

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

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

Figure 6-13

<table>
<thead>
<tr>
<th>Year</th>
<th>IEP</th>
<th>No IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>39.5</td>
<td>83.7</td>
</tr>
<tr>
<td>2008-2009</td>
<td>45.0</td>
<td>86.9</td>
</tr>
<tr>
<td>2009-2010</td>
<td>41.2</td>
<td>84.2</td>
</tr>
<tr>
<td>2010-2011</td>
<td>48.1</td>
<td>87.9</td>
</tr>
<tr>
<td>2011-2012</td>
<td>35.6</td>
<td>79.7</td>
</tr>
<tr>
<td>2012-2013</td>
<td>35.4</td>
<td>81.0</td>
</tr>
</tbody>
</table>

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

The percentage of students with and without IEPs in 8th grade who were proficient in reading increased or held fairly constant until 2010-2011, when the percentage dropped significantly. This drop may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 53.5 percent and in 2012-2013 the gap was 53.3 percent.
The percentage of students with and without IEPs in 11th grade who were proficient in reading held fairly constant until 2010-2011, when the percentage increased slightly. This increase may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 51.2 percent and in 2012-2013 the gap was 49.9 percent.

The percentage of students with and without IEPs in 4th grade who were proficient in math held fairly constant. In 2007-2008, the gap between students with and without disabilities was 35.6 percent and in 2012-2013 the gap was 37.1 percent.
The percentage of students with and without IEPs in 8th grade who were proficient in math held fairly constant until 2010-2011, when the percentage decreased slightly. This decrease may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 51.9 percent and in 2012-2013 the gap was 52.5 percent.

The percentage of students with and without IEPs in 11th grade who were proficient in math held fairly constant until 2010-2011, when the percentage increased. This increase may be due to implementation of the new Iowa Assessments. In 2007-2008, the gap between students with and without disabilities was 51.7 percent and in 2012-2013 the gap was 41.8 percent.
Figure 6-18

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

<table>
<thead>
<tr>
<th>Year</th>
<th>IEP</th>
<th>No IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>33.0</td>
<td>84.7</td>
</tr>
<tr>
<td>2008-09</td>
<td>35.2</td>
<td>83.8</td>
</tr>
<tr>
<td>2009-10</td>
<td>32.5</td>
<td>84.8</td>
</tr>
<tr>
<td>2010-11</td>
<td>34.6</td>
<td>83.7</td>
</tr>
<tr>
<td>2011-12</td>
<td>44.1</td>
<td>86.4</td>
</tr>
<tr>
<td>2012-13</td>
<td>43.7</td>
<td>85.5</td>
</tr>
</tbody>
</table>

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

Are Students Leaving School Ready for Life?

Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. For the class of 2013, the graduation rate for students with an IEP was 72.7 percent which is 19.6 percent below the graduation rate for students without IEPs at 92.3 percent. Between the classes 2010 and 2013, the graduation rate increased by 2.1 percent for students with IEPs.

Figure 6-19

Graduation Rate by Graduating Classes, 2010 to 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>IEP</th>
<th>No IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>70.6</td>
<td>91.9</td>
</tr>
<tr>
<td>2010-11</td>
<td>69.9</td>
<td>91.5</td>
</tr>
<tr>
<td>2011-12</td>
<td>72.7</td>
<td>91.9</td>
</tr>
<tr>
<td>2012-13</td>
<td>72.7</td>
<td>92.3</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Bureau of Information and Analysis, Spring Student Files.
Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2012-2013 Certified Annual Financial Report from the Iowa Department of Education, the 2014-2015 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-2001 school year is used as the base year for comparison in most tables and figures.

**Function Category Expenditures**

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, other support services, and community services. Function category expenditures as a percent of general fund expenditures have remained about the same over the last three years. All three years are higher than the base year in the areas of instruction and administration and central services, and lower in maintenance and support services (Table 7-1). The smallest enrollment category had the largest percentage of expenditures on Instruction and Administration and Central Services when compared to the other enrollment categories (Table 7-2).

<table>
<thead>
<tr>
<th>Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2010-2011 to 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Student Support Services</td>
</tr>
<tr>
<td>Staff Support Services</td>
</tr>
<tr>
<td>Administration &amp; Central Services</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
</tr>
<tr>
<td>Student Transportation</td>
</tr>
<tr>
<td>Other Support Services</td>
</tr>
<tr>
<td>Community Services</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.
Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures as a percentage of total general fund expenditures was about the same over the last three years (Table 7-3). Employee benefits have increased and salaries decreased in each of the last three years compared to the base year. Purchased services have increased while supplies and property (equipment) have decreased. In the most recent year, purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased for the first four size categories, and increased in the next two size categories. Salaries as a percentage of general fund expenditures was lowest for the smallest enrollment category and increased for each size category except the largest (Table 7-4).

Table 7-3

<table>
<thead>
<tr>
<th>Object Category</th>
<th>2000-2001</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>64.0%</td>
<td>61.9%</td>
<td>61.4%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Benefits</td>
<td>16.1%</td>
<td>18.7%</td>
<td>19.4%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>10.3%</td>
<td>11.4%</td>
<td>11.6%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Supplies</td>
<td>6.8%</td>
<td>6.3%</td>
<td>6.2%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Property</td>
<td>2.5%</td>
<td>1.4%</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture. Figures may not total 100 percent due to rounding.
Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2012-2013

<table>
<thead>
<tr>
<th>Object Category</th>
<th>&lt; 300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>49.1%</td>
<td>58.8%</td>
<td>60.8%</td>
<td>62.9%</td>
<td>63.7%</td>
<td>61.3%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Benefits</td>
<td>14.3%</td>
<td>17.9%</td>
<td>18.9%</td>
<td>19.2%</td>
<td>19.2%</td>
<td>21.0%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>29.2%</td>
<td>14.7%</td>
<td>12.0%</td>
<td>9.7%</td>
<td>10.2%</td>
<td>11.0%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Supplies</td>
<td>6.4%</td>
<td>7.1%</td>
<td>6.9%</td>
<td>6.7%</td>
<td>5.7%</td>
<td>5.3%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Property</td>
<td>0.6%</td>
<td>1.1%</td>
<td>1.0%</td>
<td>1.3%</td>
<td>1.1%</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other Objects</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

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

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

Iowa public school districts receive general fund revenues from a variety of different sources, including local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. The other state aid is comprised of state programs including class size reduction and the student achievement/educator quality program. Total local taxes include property tax and local income surtax.

The percent of revenue from state foundation aid increased in each of the past three years, while the percent of revenue from federal sources decreased (Table 7-5, Figure 7-1). The 1,000-2,499 enrollment category had the highest percent of revenue from state aid and the lowest percent of revenue from local taxes. The largest enrollment category had the highest percent of revenue from federal sources (Table 7-6). In every enrollment category, except the smallest, a higher percentage of revenues was received through total state aid than through local taxes (Figure 7-2).

Table 7-5

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>2000-2001</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Taxes</td>
<td>32.0%</td>
<td>34.7%</td>
<td>34.9%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Interagency</td>
<td>3.9%</td>
<td>5.0%</td>
<td>5.1%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Other Local Sources</td>
<td>2.6%</td>
<td>2.0%</td>
<td>1.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Intermediate Sources</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>State Foundation Aid</td>
<td>52.3%</td>
<td>43.7%</td>
<td>45.6%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Other State Sources</td>
<td>5.3%</td>
<td>6.9%</td>
<td>6.5%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>3.4%</td>
<td>7.4%</td>
<td>5.7%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td>0.1%</td>
<td>0.3%</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.
Figure 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 2000-2001 to 2012-2013

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Table 7-6

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools by Enrollment Category
2012-2013

<table>
<thead>
<tr>
<th>Revenue Service</th>
<th>&lt; 300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Taxes</td>
<td>44.4%</td>
<td>37.6%</td>
<td>37.3%</td>
<td>32.6%</td>
<td>34.0%</td>
<td>33.3%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Interagency</td>
<td>11.8%</td>
<td>9.6%</td>
<td>7.1%</td>
<td>6.0%</td>
<td>5.3%</td>
<td>2.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Other Local Sources</td>
<td>1.7%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.7%</td>
<td>1.6%</td>
<td>1.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Intermediate Sources</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>State Foundation Aid</td>
<td>31.8%</td>
<td>40.7%</td>
<td>43.7%</td>
<td>49.0%</td>
<td>48.2%</td>
<td>48.5%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Other State Sources</td>
<td>6.2%</td>
<td>6.5%</td>
<td>6.6%</td>
<td>6.7%</td>
<td>6.5%</td>
<td>6.6%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>3.8%</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.7%</td>
<td>4.2%</td>
<td>6.7%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

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

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.
Figure 7-2

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2012-2013

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

**Taxable Valuation**

The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and rates are expressed per $1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa school foundation formula requires all school districts to levy a uniform rate of $5.40 per $1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa’s average taxable valuation per pupil has increased each year since 2005-2006 (Figure 7-3). In 2014-2015, the three largest enrollment categories had an average per pupil valuation below the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, as well as decreases in enrollment. The 600-999 enrollment category had the greatest range in taxable valuation per pupil in each of the four most recent years, followed closely by the <300 category (Table 7-8). The largest enrollment category had the lowest taxable valuation per pupil and the smallest enrollment category had the highest taxable valuation per pupil in 2014-2015.
Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 to 2014-2015

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Table 7-7

Iowa Average Taxable Valuation Per Pupil by Enrollment Category 2000-2001 and 2011-2012 to 2014-2015

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>266,463</td>
</tr>
<tr>
<td>300-599</td>
<td>223,708</td>
</tr>
<tr>
<td>600-999</td>
<td>201,732</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>175,204</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>175,250</td>
</tr>
<tr>
<td>7,500+</td>
<td>174,108</td>
</tr>
<tr>
<td>State</td>
<td>185,750</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.
Table 7-8


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300 Min</td>
<td>152,131</td>
<td>204,326</td>
<td>209,439</td>
<td>214,107</td>
<td>215,683</td>
</tr>
<tr>
<td>&lt;300 Max</td>
<td>549,020</td>
<td>1,108,654</td>
<td>1,125,249</td>
<td>1,119,423</td>
<td>1,189,526</td>
</tr>
<tr>
<td>300-599 Min</td>
<td>92,573</td>
<td>157,120</td>
<td>192,308</td>
<td>196,744</td>
<td>195,930</td>
</tr>
<tr>
<td>300-599 Max</td>
<td>451,583</td>
<td>619,483</td>
<td>694,084</td>
<td>691,226</td>
<td>698,665</td>
</tr>
<tr>
<td>600-999 Min</td>
<td>111,465</td>
<td>153,782</td>
<td>158,181</td>
<td>166,972</td>
<td>175,948</td>
</tr>
<tr>
<td>600-999 Max</td>
<td>409,970</td>
<td>1,099,599</td>
<td>1,127,884</td>
<td>1,119,481</td>
<td>1,183,748</td>
</tr>
<tr>
<td>1,000-2,499 Min</td>
<td>93,339</td>
<td>145,572</td>
<td>152,006</td>
<td>163,142</td>
<td>161,716</td>
</tr>
<tr>
<td>1,000-2,499 Max</td>
<td>370,462</td>
<td>718,823</td>
<td>739,468</td>
<td>784,478</td>
<td>805,816</td>
</tr>
<tr>
<td>2,500-7,499 Min</td>
<td>104,148</td>
<td>164,237</td>
<td>176,638</td>
<td>178,661</td>
<td>169,182</td>
</tr>
<tr>
<td>2,500-7,499 Max</td>
<td>313,393</td>
<td>478,826</td>
<td>498,675</td>
<td>515,925</td>
<td>518,582</td>
</tr>
<tr>
<td>7,500+ Min</td>
<td>114,143</td>
<td>149,531</td>
<td>158,144</td>
<td>160,944</td>
<td>156,490</td>
</tr>
<tr>
<td>7,500+ Max</td>
<td>327,747</td>
<td>460,067</td>
<td>446,666</td>
<td>451,945</td>
<td>455,230</td>
</tr>
<tr>
<td>State Min</td>
<td>92,573</td>
<td>145,573</td>
<td>152,006</td>
<td>160,944</td>
<td>156,490</td>
</tr>
<tr>
<td>State Max</td>
<td>549,020</td>
<td>1,108,654</td>
<td>1,127,884</td>
<td>1,119,481</td>
<td>1,189,526</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Management, School Budget Master files.
Note: Enrollment categories determined by budget enrollment.
Expenditures Per Pupil

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

The smallest enrollment category had the highest average general fund per pupil expenditures in all years presented in Table 7-9. The 1,000-2,499 enrollment category had the lowest average general fund per pupil expenditures in all years presented. Table 7-10 and Figure 7-4 display the average per pupil expenditures for Iowa, the Midwest states and the nation. The National Education Association (NEA) collected and estimated these data. In the most recent year, Iowa ranked 34th in the nation in average expenditures per pupil. Indiana, South Dakota, and North Dakota ranked lower than Iowa.

Table 7-9

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000-2001</td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>&lt; 300</td>
<td>$5,605</td>
<td>$9,874</td>
<td>$10,094</td>
<td>$10,118</td>
</tr>
<tr>
<td>300-599</td>
<td>$5,106</td>
<td>$8,854</td>
<td>$9,021</td>
<td>$9,276</td>
</tr>
<tr>
<td>600-999</td>
<td>$4,988</td>
<td>$8,504</td>
<td>$8,766</td>
<td>$9,005</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>$4,881</td>
<td>$8,272</td>
<td>$8,502</td>
<td>$8,743</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>$5,055</td>
<td>$8,385</td>
<td>$8,605</td>
<td>$8,848</td>
</tr>
<tr>
<td>7,500 +</td>
<td>$5,461</td>
<td>$9,361</td>
<td>$9,524</td>
<td>$9,635</td>
</tr>
<tr>
<td>State</td>
<td>$5,119</td>
<td>$8,743</td>
<td>$8,948</td>
<td>$9,158</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>State/Nation</th>
<th>2000-2001</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Pupil Expenditures</td>
<td>National Rank</td>
<td>Per Pupil Expenditures</td>
</tr>
<tr>
<td>Nation</td>
<td>7,296</td>
<td>10,838</td>
<td>10,938</td>
</tr>
<tr>
<td>Iowa</td>
<td>6,434</td>
<td>34</td>
<td>9,645</td>
</tr>
<tr>
<td>Illinois</td>
<td>8,293</td>
<td>11</td>
<td>12,455</td>
</tr>
<tr>
<td>Indiana</td>
<td>7,567</td>
<td>18</td>
<td>10,820</td>
</tr>
<tr>
<td>Kansas</td>
<td>7,031</td>
<td>23</td>
<td>9,518</td>
</tr>
<tr>
<td>Michigan</td>
<td>8,127</td>
<td>13</td>
<td>13,313</td>
</tr>
<tr>
<td>Minnesota</td>
<td>7,320</td>
<td>21</td>
<td>11,398</td>
</tr>
<tr>
<td>Missouri</td>
<td>6,323</td>
<td>38</td>
<td>9,760</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6,395</td>
<td>35</td>
<td>9,402</td>
</tr>
<tr>
<td>North Dakota</td>
<td>4,607</td>
<td>50</td>
<td>8,757</td>
</tr>
<tr>
<td>Ohio</td>
<td>6,952</td>
<td>25</td>
<td>9,842</td>
</tr>
<tr>
<td>South Dakota</td>
<td>6,269</td>
<td>39</td>
<td>9,218</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>8,205</td>
<td>12</td>
<td>11,135</td>
</tr>
</tbody>
</table>

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

Notes: 2011-2012 numbers have been adjusted.
2012-2013 numbers are estimated by NEA.
Figure 7-4


Source: National Education Association (NEA), Rankings and Estimates of School Statistics.
Notes: 2011-2012 numbers have been adjusted.
2012-2013 numbers are estimated by NEA.
This section presents data on state aid, including School Foundation Aid, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by school districts through appropriations made from the state’s general fund each year. In 1996-1997 and 1999-2000, changes were made to school foundation aid laws that impacted state aid amounts. The state foundation level was increased from 83.0 percent to 87.5 percent in 1996-1997. In 1999-2000, the special education foundation level increased from 79.0 percent to 87.5 percent. The changes to the foundation level did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax. There are certain programs that have been added or removed in recent years. Funding for the Student Achievement/Educator Quality program was initiated in 2001-2002. Funding for the Technology/School Improvement program ended in 2002-2003. Funding for Phase III of Educational Excellence was discontinued in 2003-2004, and Phase I was discontinued and Phase II was rolled into the school finance formula in 2009-2010.

Table 7-11 shows the state’s general fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated $6.96 billion and initial state aid to school districts was about $2.86 billion or 41.9 percent of the general fund appropriations in the 2014-2015 school year (fiscal year 2015). Initial state aid to school districts and total general fund appropriations increased between 2013-2014 and 2014-2015, although the percent spent on education decreased.

### Table 7-11

<table>
<thead>
<tr>
<th>Year</th>
<th>Initial State Aid to Districts</th>
<th>Initial General Fund Appropriations</th>
<th>Initial Percent Spent on Education</th>
<th>Final State Aid to Districts</th>
<th>Final General Fund Appropriation</th>
<th>Final Percent Spent on Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>2,858.5</td>
<td>6,958.9</td>
<td>41.1%</td>
<td>Not currently available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>2,714.8</td>
<td>6,490.1</td>
<td>41.8%</td>
<td>2,717.0</td>
<td>6,492.2</td>
<td>41.9%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2,653.7</td>
<td>6,222.6</td>
<td>42.6%</td>
<td>2,652.6</td>
<td>6,580.4</td>
<td>40.3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2,629.3</td>
<td>6,010.1</td>
<td>43.7%</td>
<td>2,623.8</td>
<td>6,008.0</td>
<td>43.7%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2,668.5</td>
<td>5,279.2</td>
<td>50.5%</td>
<td>2,451.0</td>
<td>5,351.9</td>
<td>45.8%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2,595.1</td>
<td>5,768.3</td>
<td>45.0%</td>
<td>2,150.8</td>
<td>5,303.3</td>
<td>40.6%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2,584.0</td>
<td>6,133.1</td>
<td>42.1%</td>
<td>2,499.7</td>
<td>5,959.0</td>
<td>41.9%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2,417.2</td>
<td>5,856.3</td>
<td>41.3%</td>
<td>2,415.1</td>
<td>5,898.4</td>
<td>40.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2,252.8</td>
<td>5,296.5</td>
<td>42.5%</td>
<td>2,251.5</td>
<td>5,392.9</td>
<td>41.7%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>2,131.5</td>
<td>4,938.6</td>
<td>43.2%</td>
<td>2,131.9</td>
<td>5,031.7</td>
<td>42.4%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>2,025.6</td>
<td>4,464.2</td>
<td>45.4%</td>
<td>2,025.7</td>
<td>4,606.2</td>
<td>44.0%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1,963.5</td>
<td>4,513.6</td>
<td>43.5%</td>
<td>1,919.4</td>
<td>4,500.5</td>
<td>42.6%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>1,935.7</td>
<td>4,509.9</td>
<td>42.9%</td>
<td>1,935.7</td>
<td>4,534.4</td>
<td>42.7%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1,978.3</td>
<td>4,873.7</td>
<td>40.6%</td>
<td>1,899.1</td>
<td>4,607.1</td>
<td>41.2%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>1,893.1</td>
<td>4,880.1</td>
<td>38.8%</td>
<td>1,897.4</td>
<td>4,886.9</td>
<td>38.8%</td>
</tr>
</tbody>
</table>


Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.
Property Taxes

The school aid formula for school districts is funded by a combination of state foundation aid and the uniform ($5.40/$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes that are included in the school district’s general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL), and debt services levy are other school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates in 2014-2015 are found in Table 7-12.

All school districts levy the general fund property tax. The three largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate. The purpose for which the proceeds may be used, however, is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. The majority of the school districts in 2014-2015 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to $0.33 per $1,000 of taxable valuation. The school board may also request voter approval to increase the levy an additional $1.34 per $1,000 taxable valuation. The two largest school district enrollment categories have average voter-approved PPEL rates higher than the state average.

The public education and recreation levy (PERL), or playground levy, must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is $0.135 per $1,000 of taxable valuation. In 2014-2015, 5.9 percent of the school districts levy for PERL. Usage of the debt service levy is tied to passage of a bond issue, which requires approval of at least 60 percent of the electorate within the school district. A little over half of the school districts use the debt services levy.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL and debt services levies for 2014-2015. The smallest enrollment category had the highest average tax per pupil for all taxes listed.
### Table 7-12

**Property Tax Rates and Number of School Districts with Levies by Enrollment Category 2014-2015**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts</th>
<th>Number of Districts with General Fund Levy</th>
<th>Percent of Districts with General Fund Levy</th>
<th>Average Tax Rate per $1,000 Valuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>40</td>
<td>40</td>
<td>100.0%</td>
<td>10.08080</td>
</tr>
<tr>
<td>300-599</td>
<td>103</td>
<td>103</td>
<td>100.0%</td>
<td>10.05715</td>
</tr>
<tr>
<td>600-999</td>
<td>87</td>
<td>87</td>
<td>100.0%</td>
<td>10.65233</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>75</td>
<td>75</td>
<td>100.0%</td>
<td>11.43899</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>22</td>
<td>100.0%</td>
<td>12.26372</td>
</tr>
<tr>
<td>7,500+</td>
<td>11</td>
<td>11</td>
<td>100.0%</td>
<td>13.18293</td>
</tr>
<tr>
<td>State</td>
<td>338</td>
<td>338</td>
<td>100.0%</td>
<td>10.76512</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts with Management Fund Levy</th>
<th>Percent of Districts with Management Fund Levy</th>
<th>Average Management Levy Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>37</td>
<td>92.5%</td>
<td>1.05657</td>
</tr>
<tr>
<td>300-599</td>
<td>99</td>
<td>96.1%</td>
<td>1.15887</td>
</tr>
<tr>
<td>600-999</td>
<td>86</td>
<td>98.9%</td>
<td>1.12932</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>74</td>
<td>98.7%</td>
<td>1.09626</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>100.0%</td>
<td>0.84816</td>
</tr>
<tr>
<td>7,500+</td>
<td>11</td>
<td>90.9%</td>
<td>1.13530</td>
</tr>
<tr>
<td>State</td>
<td>328</td>
<td>97.0%</td>
<td>1.10354</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts with Regular PPEL Levy</th>
<th>Percent of Districts with Regular PPEL Levy</th>
<th>Average Regular PPEL Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>39</td>
<td>97.5%</td>
<td>0.32536</td>
</tr>
<tr>
<td>300-599</td>
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<td>0.33000</td>
</tr>
<tr>
<td>600-999</td>
<td>83</td>
<td>95.4%</td>
<td>0.33000</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>74</td>
<td>98.7%</td>
<td>0.33000</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>22</td>
<td>95.5%</td>
<td>0.33000</td>
</tr>
<tr>
<td>7,500+</td>
<td>11</td>
<td>100.0%</td>
<td>0.32345</td>
</tr>
<tr>
<td>State</td>
<td>328</td>
<td>97.0%</td>
<td>0.32923</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts with Voter-Approved PPEL Levy</th>
<th>Percent of Districts with Voter-Approved PPEL Levy</th>
<th>Average Voter-Approved PPEL Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>26</td>
<td>65.0%</td>
<td>0.76633</td>
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<tr>
<td>300-599</td>
<td>69</td>
<td>67.0%</td>
<td>0.75917</td>
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<tr>
<td>600-999</td>
<td>61</td>
<td>70.1%</td>
<td>0.78182</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>59</td>
<td>78.7%</td>
<td>0.77380</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>19</td>
<td>86.4%</td>
<td>1.01071</td>
</tr>
<tr>
<td>7,500+</td>
<td>10</td>
<td>90.9%</td>
<td>0.96769</td>
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<tr>
<td>State</td>
<td>244</td>
<td>72.2%</td>
<td>0.79727</td>
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</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts with PERL Levy</th>
<th>Percent of Districts with PERL Levy</th>
<th>Average PERL Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>2</td>
<td>5.0%</td>
<td>0.13500</td>
</tr>
<tr>
<td>300-599</td>
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</tr>
<tr>
<td>600-999</td>
<td>4</td>
<td>4.6%</td>
<td>0.13500</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>2</td>
<td>2.7%</td>
<td>0.13500</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>3</td>
<td>13.6%</td>
<td>0.13500</td>
</tr>
<tr>
<td>7,500+</td>
<td>2</td>
<td>18.2%</td>
<td>0.13500</td>
</tr>
<tr>
<td>State</td>
<td>20</td>
<td>5.9%</td>
<td>0.13500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number of Districts with Debt Services Levy</th>
<th>Percent of Districts with Debt Services Levy</th>
<th>Average Debt Services Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>8</td>
<td>20.0%</td>
<td>2.00259</td>
</tr>
<tr>
<td>300-599</td>
<td>61</td>
<td>59.2%</td>
<td>2.08682</td>
</tr>
<tr>
<td>600-999</td>
<td>46</td>
<td>52.9%</td>
<td>1.85601</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>47</td>
<td>62.7%</td>
<td>2.23903</td>
</tr>
<tr>
<td>2,500-7,499</td>
<td>12</td>
<td>54.5%</td>
<td>2.74329</td>
</tr>
<tr>
<td>7,500+</td>
<td>4</td>
<td>36.4%</td>
<td>1.71812</td>
</tr>
<tr>
<td>State</td>
<td>178</td>
<td>52.7%</td>
<td>2.09954</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Districts</td>
<td>40</td>
<td>103</td>
<td>87</td>
<td>75</td>
<td>22</td>
<td>11</td>
<td>338</td>
</tr>
<tr>
<td>Percent of Districts with General Fund Levy</td>
<td>40</td>
<td>103</td>
<td>87</td>
<td>75</td>
<td>22</td>
<td>11</td>
<td>338</td>
</tr>
<tr>
<td>General Fund Income Surtax</td>
<td>3,582,425</td>
<td>14,496,612</td>
<td>18,408,918</td>
<td>26,853,505</td>
<td>11,575,725</td>
<td>17,247,809</td>
<td>92,164,994</td>
</tr>
<tr>
<td>Total General Fund Tax</td>
<td>46,937,856</td>
<td>196,779,519</td>
<td>254,031,391</td>
<td>383,788,095</td>
<td>322,960,657</td>
<td>539,726,488</td>
<td>1,744,224,006</td>
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<tr>
<td>Average Total General Fund Tax Per Pupil</td>
<td>$5,414</td>
<td>$4,144</td>
<td>$3,908</td>
<td>$3,386</td>
<td>$3,433</td>
<td>$3,589</td>
<td>$3,642</td>
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<tr>
<td>Percent of Districts with Management Fund Levy</td>
<td>92.5%</td>
<td>96.1%</td>
<td>98.9%</td>
<td>98.7%</td>
<td>100.0%</td>
<td>90.9%</td>
<td>97.0%</td>
</tr>
<tr>
<td>Management Fund Property Tax</td>
<td>3,949,682</td>
<td>20,232,314</td>
<td>23,502,596</td>
<td>33,248,643</td>
<td>20,503,968</td>
<td>45,783,948</td>
<td>147,221,151</td>
</tr>
<tr>
<td>Average Management Fund Property Tax Per Pupil</td>
<td>456</td>
<td>426</td>
<td>362</td>
<td>293</td>
<td>218</td>
<td>304</td>
<td>307</td>
</tr>
<tr>
<td>Percent of Districts with Regular PPEL Levy</td>
<td>97.5%</td>
<td>97.1%</td>
<td>95.4%</td>
<td>98.7%</td>
<td>95.5%</td>
<td>100.0%</td>
<td>97.0%</td>
</tr>
<tr>
<td>Regular PPEL Property Tax</td>
<td>1,456,402</td>
<td>6,261,828</td>
<td>7,598,128</td>
<td>11,395,725</td>
<td>8,807,549</td>
<td>13,908,848</td>
<td>49,428,480</td>
</tr>
<tr>
<td>Average Regular PPEL Property Tax Per Pupil</td>
<td>168</td>
<td>132</td>
<td>117</td>
<td>101</td>
<td>94</td>
<td>93</td>
<td>103</td>
</tr>
<tr>
<td>Percent of Districts with Voter-Approved PPEL Levy</td>
<td>65.0%</td>
<td>67.0%</td>
<td>70.1%</td>
<td>78.7%</td>
<td>86.4%</td>
<td>90.9%</td>
<td>72.2%</td>
</tr>
</tbody>
</table>
### Table 7-13 (…continued)

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voter-Approved PPEL Property Tax</td>
<td>2,418,931</td>
<td>9,431,940</td>
<td>11,543,437</td>
<td>20,134,960</td>
<td>26,059,183</td>
<td>38,946,831</td>
<td>108,535,282</td>
</tr>
<tr>
<td>Voter-Approved PPEL Income Surtax</td>
<td>326,337</td>
<td>2,856,003</td>
<td>2,623,858</td>
<td>4,853,704</td>
<td>230,365</td>
<td>0</td>
<td>10,890,267</td>
</tr>
<tr>
<td>Total Voter-Approved PPEL Tax</td>
<td>2,745,268</td>
<td>12,287,943</td>
<td>14,167,295</td>
<td>24,988,664</td>
<td>26,289,548</td>
<td>38,946,831</td>
<td>119,425,549</td>
</tr>
<tr>
<td>Average Total Voter-Approved PPEL Tax Per Pupil</td>
<td>317</td>
<td>259</td>
<td>218</td>
<td>220</td>
<td>279</td>
<td>259</td>
<td>249</td>
</tr>
<tr>
<td>Percent of Districts with PERL Levy</td>
<td>5.0%</td>
<td>6.8%</td>
<td>4.6%</td>
<td>2.7%</td>
<td>13.6%</td>
<td>18.2%</td>
<td>5.9%</td>
</tr>
<tr>
<td>PERL Property Tax</td>
<td>28,254</td>
<td>192,979</td>
<td>121,025</td>
<td>98,917</td>
<td>516,863</td>
<td>1,432,272</td>
<td>2,390,310</td>
</tr>
<tr>
<td>Average PERL Property Tax Per Pupil</td>
<td>67</td>
<td>62</td>
<td>45</td>
<td>31</td>
<td>34</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>Percent of Districts with Debt Services Levy</td>
<td>20.0%</td>
<td>59.2%</td>
<td>52.9%</td>
<td>62.7%</td>
<td>54.5%</td>
<td>36.4%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Debt Services Property Tax</td>
<td>1,902,219</td>
<td>22,540,213</td>
<td>21,857,220</td>
<td>48,990,988</td>
<td>45,739,668</td>
<td>21,338,010</td>
<td>162,368,318</td>
</tr>
<tr>
<td>Average Debt Services Property Tax Per Pupil</td>
<td>1,014</td>
<td>749</td>
<td>583</td>
<td>621</td>
<td>888</td>
<td>570</td>
<td>688</td>
</tr>
</tbody>
</table>

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

**Notes:**
- PERL means Public Education and Recreation Levy.
- PPEL means Physical Plant and Equipment Levy.
- Average Tax Rate per $1,000 Valuation.
## Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2010-2011 to 2014-2015 are presented in Table 7-14.

### Table 7-14

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Districts with Surtaxes</td>
<td>37</td>
<td>91</td>
<td>75</td>
<td>64</td>
<td>11</td>
<td>3</td>
<td>281</td>
</tr>
<tr>
<td>Percent of Districts with Surtaxes</td>
<td>92.5%</td>
<td>88.3%</td>
<td>86.2%</td>
<td>85.3%</td>
<td>50.0%</td>
<td>27.3%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Surtaxes Per Budget Enrollment</td>
<td>451</td>
<td>365</td>
<td>324</td>
<td>280</td>
<td>126</td>
<td>115</td>
<td>215</td>
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<tr>
<td>Average Income Surtax Rate</td>
<td>8.95</td>
<td>7.29</td>
<td>6.77</td>
<td>5.94</td>
<td>4.45</td>
<td>5.33</td>
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<td>2013-2014</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Districts with Surtaxes</td>
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<td>103</td>
<td>85</td>
<td>71</td>
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<td>11</td>
<td>335</td>
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<td>97.2%</td>
<td>97.7%</td>
<td>93.4%</td>
<td>95.2%</td>
<td>100.0%</td>
<td>96.8%</td>
</tr>
<tr>
<td>Surtaxes Per Budget Enrollment</td>
<td>509</td>
<td>377</td>
<td>364</td>
<td>328</td>
<td>246</td>
<td>359</td>
<td>377</td>
</tr>
<tr>
<td>Average Income Surtax Rate</td>
<td>10.24</td>
<td>8.02</td>
<td>7.56</td>
<td>6.42</td>
<td>4.40</td>
<td>5.33</td>
<td>7.71</td>
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<td>2012-2013</td>
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<td>Number of Districts with Surtaxes</td>
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<td>77</td>
<td>64</td>
<td>9</td>
<td>3</td>
<td>287</td>
</tr>
<tr>
<td>Percent of Districts with Surtaxes</td>
<td>93.8%</td>
<td>84.8%</td>
<td>88.5%</td>
<td>84.2%</td>
<td>40.9%</td>
<td>30.0%</td>
<td>82.5%</td>
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<tr>
<td>Surtaxes Per Budget Enrollment</td>
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<td>377</td>
<td>359</td>
<td>318</td>
<td>266</td>
<td>386</td>
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<td>7.64</td>
<td>6.43</td>
<td>4.79</td>
<td>5.62</td>
<td>6.62</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number of Districts with Surtaxes</td>
<td>46</td>
<td>94</td>
<td>75</td>
<td>66</td>
<td>9</td>
<td>3</td>
<td>291</td>
</tr>
<tr>
<td>Percent of Districts with Surtaxes</td>
<td>91.7%</td>
<td>86.2%</td>
<td>89.3%</td>
<td>84.6%</td>
<td>40.9%</td>
<td>30.0%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Surtaxes Per Budget Enrollment</td>
<td>457</td>
<td>381</td>
<td>365</td>
<td>323</td>
<td>264</td>
<td>344</td>
<td>341</td>
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<td>Average Income Surtax Rate</td>
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<td>8.67</td>
<td>8.13</td>
<td>6.75</td>
<td>4.80</td>
<td>5.20</td>
<td>6.80</td>
</tr>
<tr>
<td>2010-2011</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number of Districts with Surtaxes</td>
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<td>95</td>
<td>79</td>
<td>62</td>
<td>9</td>
<td>3</td>
<td>294</td>
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<tr>
<td>Percent of Districts with Surtaxes</td>
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<td>84.8%</td>
<td>90.8%</td>
<td>81.6%</td>
<td>40.9%</td>
<td>30.0%</td>
<td>81.9%</td>
</tr>
<tr>
<td>Surtaxes Per Budget Enrollment</td>
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<td>393</td>
<td>361</td>
<td>328</td>
<td>273</td>
<td>343</td>
<td>346</td>
</tr>
<tr>
<td>Average Income Surtax Rate</td>
<td>10.90</td>
<td>9.07</td>
<td>7.85</td>
<td>6.70</td>
<td>4.83</td>
<td>5.21</td>
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<tr>
<td>2000-2001</td>
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<tr>
<td>Number of Districts with Surtaxes</td>
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<td>87</td>
<td>73</td>
<td>54</td>
<td>6</td>
<td>3</td>
<td>254</td>
</tr>
<tr>
<td>Percent of Districts with Surtaxes</td>
<td>86.1%</td>
<td>77.0%</td>
<td>67.0%</td>
<td>65.1%</td>
<td>25.0%</td>
<td>33.3%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Surtaxes Per Budget Enrollment</td>
<td>225</td>
<td>180</td>
<td>175</td>
<td>160</td>
<td>136</td>
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<td>Average Income Surtax Rate</td>
<td>12.03</td>
<td>8.29</td>
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<td>5.37</td>
<td>3.66</td>
<td>3.59</td>
<td>5.46</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Management, Master Budget files.

Notes:
- Enrollment categories determined by budget enrollments.
- Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant, and Equipment Levy.
Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district. It may be imposed for up to 10 years if approved through a referendum, or up to five years through board resolution. A school district’s budget may be increased up to 10 percent of the school district’s regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program and the remaining portion was funded through a property tax and income surtax, if approved, once the program was enacted.

The revenue sources and amounts for the instructional support program for 2014-2015 and previous years are shown in Table 7-15 and Figure 7-5. In 1992-1993 through 2003-2004, the state aid for instructional support was frozen at $14.8 million. In 2003-2004, the state aid amount was reduced to $14.5 million due to a 2.25 percent across-the-board reduction in fiscal year (FY) 2004. In FY 2005, the state aid amount was set at $14.4 million and remained unchanged until FY 2009. In 2009-2010, The American Recovery and Reinvestment Act (ARRA) Education Fiscal Stabilization funds were paid in lieu of instructional support state aid. In 2011-2012 through 2014-2015, state aid did not fund instructional support. The percent of the funding for instructional support that came from property taxes increased each year from 2011-2012 to 2013-2014 and decreased in 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. All school districts in the largest enrollment category had instructional support programs in the current and previous four years. All school districts in the smallest enrollment category had instructional support programs in 2010-2011 to 2013-2014.

Table 7-15

<table>
<thead>
<tr>
<th>School Year</th>
<th>Property Tax</th>
<th>Percent Property Tax</th>
<th>Income Surtax</th>
<th>Percent Income Surtax</th>
<th>State Aid/ARRA</th>
<th>Percent State Aid/ARRA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>119,468,024</td>
<td>56.5%</td>
<td>91,988,125</td>
<td>43.5%</td>
<td>0</td>
<td>0.0%</td>
<td>211,456,149</td>
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<tr>
<td>2013-2014</td>
<td>114,476,664</td>
<td>57.2%</td>
<td>85,521,643</td>
<td>42.8%</td>
<td>0</td>
<td>0.0%</td>
<td>199,998,307</td>
</tr>
<tr>
<td>2012-2013</td>
<td>104,229,555</td>
<td>54.9%</td>
<td>85,667,381</td>
<td>45.1%</td>
<td>0</td>
<td>0.0%</td>
<td>189,896,936</td>
</tr>
<tr>
<td>2011-2012</td>
<td>100,385,847</td>
<td>54.1%</td>
<td>85,171,536</td>
<td>45.9%</td>
<td>0</td>
<td>0.0%</td>
<td>185,557,383</td>
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<tr>
<td>2010-2011</td>
<td>98,265,550</td>
<td>51.7%</td>
<td>84,302,509</td>
<td>44.4%</td>
<td>7,499,936</td>
<td>3.9%</td>
<td>190,067,995</td>
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<tr>
<td>2000-2001</td>
<td>58,678,106</td>
<td>53.5%</td>
<td>36,273,229</td>
<td>33.1%</td>
<td>14,798,227</td>
<td>13.5%</td>
<td>109,749,562</td>
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</tbody>
</table>

Source: Iowa Department of Management, Master Budget Files.

Source: Iowa Department of Management, Master Budget Files.
Table 7-16

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
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<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
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<tr>
<td>Number of Districts</td>
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<td>103</td>
<td>87</td>
<td>75</td>
<td>22</td>
<td>11</td>
<td>338</td>
</tr>
<tr>
<td>Number of Districts with Instructional Support</td>
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<td>101</td>
<td>85</td>
<td>70</td>
<td>22</td>
<td>11</td>
<td>328</td>
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<tr>
<td>Percent of Districts with Instructional Support</td>
<td>97.5%</td>
<td>98.1%</td>
<td>97.7%</td>
<td>93.3%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>97.0%</td>
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<td>2013-2014</td>
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<tr>
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<td>106</td>
<td>87</td>
<td>76</td>
<td>21</td>
<td>11</td>
<td>346</td>
</tr>
<tr>
<td>Number of Districts with Instructional Support</td>
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<td>85</td>
<td>71</td>
<td>20</td>
<td>11</td>
<td>335</td>
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<tr>
<td>Percent of Districts with Instructional Support</td>
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<td>97.7%</td>
<td>93.4%</td>
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<tr>
<td>2012-2013</td>
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</tr>
<tr>
<td>Number of Districts</td>
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<td>105</td>
<td>87</td>
<td>76</td>
<td>22</td>
<td>10</td>
<td>348</td>
</tr>
<tr>
<td>Number of Districts with Instructional Support</td>
<td>48</td>
<td>102</td>
<td>85</td>
<td>71</td>
<td>20</td>
<td>10</td>
<td>336</td>
</tr>
<tr>
<td>Percent of Districts with Instructional Support</td>
<td>100.0%</td>
<td>97.1%</td>
<td>97.7%</td>
<td>93.4%</td>
<td>90.9%</td>
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<tr>
<td>2011-2012</td>
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<tr>
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<td>109</td>
<td>84</td>
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<td>22</td>
<td>10</td>
<td>351</td>
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<td>Number of Districts with Instructional Support</td>
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<td>104</td>
<td>81</td>
<td>71</td>
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<td>10</td>
<td>334</td>
</tr>
<tr>
<td>Percent of Districts with Instructional Support</td>
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<td>95.4%</td>
<td>96.4%</td>
<td>91.0%</td>
<td>90.9%</td>
<td>100.0%</td>
<td>95.2%</td>
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<tr>
<td>2010-2011</td>
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<td>Percent of Districts with Instructional Support</td>
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<td>96.4%</td>
<td>95.4%</td>
<td>89.5%</td>
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<tr>
<td>2000-2001</td>
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<td>109</td>
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</tr>
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<td>Number of Districts with Instructional Support</td>
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<td>79</td>
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<td>285</td>
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<tr>
<td>Percent of Districts with Instructional Support</td>
<td>91.7%</td>
<td>84.1%</td>
<td>72.5%</td>
<td>65.1%</td>
<td>66.7%</td>
<td>88.9%</td>
<td>76.2%</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollments.
Budget Adjustment

The budget adjustment (formerly known as the budget guarantee) is part of the Iowa school aid formula. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the General Assembly is used to determine whether or not a school district qualifies to receive the budget adjustment. Through FY 2013, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment compares regular program funding for the current year to the level of funding a school district received in FY 2004. The scale-down adjustment was completely eliminated in FY 2014. The 101 percent budget adjustment guarantees a school district’s regular program cost will equal at least 101 percent of the previous year’s regular program cost. The percent of school districts statewide receiving the budget adjustment decreased each year between 2011-2012 and 2014-2015 (Table 7-17 and Figure 7-6), with 2014-2015 having the lowest percentage in the last 15 years. The two largest enrollment categories had the lowest percent of school districts receiving the budget adjustment in 2014-2015.

Table 7-17


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;300</td>
<td>300-599</td>
<td>600-999</td>
<td>1,000-2,499</td>
<td>2,500-7,499</td>
<td>7,500+</td>
</tr>
<tr>
<td>Number of Districts</td>
<td>40</td>
<td>103</td>
<td>87</td>
<td>75</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Number of Districts w/Adjustment</td>
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<td>23</td>
<td>15</td>
<td>5</td>
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<td>0</td>
</tr>
<tr>
<td>Percent of Districts w/Adjustment</td>
<td>55.0%</td>
<td>22.3%</td>
<td>17.2%</td>
<td>6.7%</td>
<td>0.0%</td>
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<tr>
<td>Average Per Pupil</td>
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<td>31</td>
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<td>0</td>
</tr>
<tr>
<td>Number of Districts</td>
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<td>87</td>
<td>76</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Number of Districts w/Guarantee</td>
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<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Percent of Districts w/Guarantee</td>
<td>42.2%</td>
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<td>18.2%</td>
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<tr>
<td>Average Per Pupil</td>
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<td>190</td>
<td>132</td>
<td>82</td>
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<td>7</td>
</tr>
<tr>
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<td>87</td>
<td>76</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
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<td>46</td>
<td>31</td>
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<tr>
<td>Percent of Districts w/Guarantee</td>
<td>91.7%</td>
<td>67.6%</td>
<td>52.9%</td>
<td>40.8%</td>
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<td>Average Per Pupil</td>
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<td>2</td>
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<tr>
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<td>109</td>
<td>84</td>
<td>78</td>
<td>22</td>
<td>10</td>
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<td>62</td>
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<td>87</td>
<td>76</td>
<td>22</td>
<td>10</td>
</tr>
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<td>Number of Districts w/Guarantee</td>
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<td>58</td>
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<tr>
<td>Percent of Districts w/Guarantee</td>
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<td>67.9%</td>
<td>66.7%</td>
<td>47.4%</td>
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<td>109</td>
<td>83</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>Number of Districts w/Guarantee</td>
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<td>44</td>
<td>25</td>
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<tr>
<td>Percent of Districts w/Guarantee</td>
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<td>Average Per Pupil</td>
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</tbody>
</table>

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollment.
Figure 7-6


Source: Iowa Department of Management, Master Budget files.
Bond Elections

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In the most recent year, 85 percent of bond referendums passed, compared to 42.0 percent in 2000-2001.

Table 7-18

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
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<td></td>
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<tr>
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<td>7</td>
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<td>1</td>
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<td>1</td>
</tr>
<tr>
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<td>3</td>
<td>5</td>
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</tr>
<tr>
<td>Number Attempted</td>
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<td>2</td>
<td>3</td>
<td>3</td>
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<td>50-59.9 Percent</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td>60 Percent +</td>
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<td>3</td>
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<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>12</td>
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</tbody>
</table>

Source: Iowa Department of Education, Division of School Finance and Support Services, Facilities, Elections, Sales Tax.

Note: A school district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2011-2012 and 2012-2013. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2012-2013, 87.5 percent of the voter-approved physical plant and equipment referendums were passed (Table 7-19), compared to 78.4% in 2001-2002.
Table 7-19


<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>&lt;300</th>
<th>300-599</th>
<th>600-999</th>
<th>1,000-2,499</th>
<th>2,500-7,499</th>
<th>7,500+</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012-2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Attempted</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>&lt;50 Percent</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>50 Percent +</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td><strong>2011-2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Attempted</td>
<td>2</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>&lt;50 Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>50 Percent +</td>
<td>2</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td><strong>2001-2002</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Attempted</td>
<td>2</td>
<td>14</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>&lt;50 Percent</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>50 Percent +</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Notes: A school district could be included more than once if it had more than one Voter-Approved Physical Plant and Equipment Levy referendum in a year.
FY 2002 was the first year the information was collected.

Secure an Advanced Vision for Education (SAVE)

SAVE is used by school districts for school infrastructure needs and property tax relief. Prior to July 1, 2008, all 99 counties had passed the local option tax. Effective July 1, 2008, legislation changed the local option sales and services tax to a statewide sales and services tax. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to continue providing revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax sunsets on December 31, 2029.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 “Use of revenues.” A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required. The school district-approved RPS is effective until amended or repealed on December 31, 2029.

Estimated sales and services tax revenues for 2013-2014 are approximately $386 million for 346 school districts in all 99 counties (Table 7-20).
### Table 7-20


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Counties with the Tax</strong></td>
<td>15</td>
<td>99</td>
<td>99</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td><strong>Number of Districts Partly or Wholly Located in those Counties</strong></td>
<td>110</td>
<td>359</td>
<td>348</td>
<td>348</td>
<td>346</td>
</tr>
<tr>
<td><strong>Resident Budget Enrollment in those Counties</strong></td>
<td>171,150.6</td>
<td>474,227.3</td>
<td>473,493.4</td>
<td>473,504.2</td>
<td>478,920.9</td>
</tr>
<tr>
<td><strong>Estimated Revenues</strong></td>
<td>$122,683,313</td>
<td>$358,117,410</td>
<td>$356,483,791</td>
<td>$408,955,193</td>
<td>$386,260,230</td>
</tr>
<tr>
<td><strong>Percent of Counties Participating</strong></td>
<td>15.2%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Percent of Districts Located Partly or Wholly in Participating Counties</strong></td>
<td>29.4%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Percent of Budget Enrollment Residing in Participating Counties</strong></td>
<td>34.3%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Number of Counties Receiving SAVE Funds (Receiving in Next Fiscal Year)</strong></td>
<td>0</td>
<td>85</td>
<td>99</td>
<td>99</td>
<td>99.0%</td>
</tr>
<tr>
<td><strong>Number of Districts Partly or Wholly Located in those Counties</strong></td>
<td>0</td>
<td>339</td>
<td>349</td>
<td>348</td>
<td>346</td>
</tr>
<tr>
<td><strong>Resident Budget Enrollment in those Counties</strong></td>
<td>0.0</td>
<td>432,319.3</td>
<td>470,586.8</td>
<td>473,504.2</td>
<td>478,920.9</td>
</tr>
<tr>
<td><strong>Estimated SAVE Revenues</strong></td>
<td>$0</td>
<td>$27,176,159</td>
<td>$23,909,079</td>
<td>$38,850,743</td>
<td>$38,839,099</td>
</tr>
</tbody>
</table>

Source: Department of Revenue, Local Option Tax Information for Local Government.
Total Elementary and Secondary Education Budgets


Table 7-21

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td>Amount</td>
</tr>
<tr>
<td>Regular Program</td>
<td>2,175,673,579</td>
<td>66.7</td>
<td>2,926,121,952</td>
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<tr>
<td>Guarantee Amount</td>
<td>6,629,840</td>
<td>0.2</td>
<td>11,174,352</td>
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<tr>
<td>Supplementary Weights</td>
<td>21,887,590</td>
<td>0.7</td>
<td>66,833,692</td>
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<tr>
<td>Special Education</td>
<td>278,121,047</td>
<td>8.5</td>
<td>389,338,826</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-</td>
<td>0.0</td>
<td>252,061,525</td>
</tr>
<tr>
<td>Professional Development</td>
<td>-</td>
<td>0.0</td>
<td>28,560,983</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>-</td>
<td>0.0</td>
<td>31,058,141</td>
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<tr>
<td>AEA Special Education Support and Adj</td>
<td>107,245,598</td>
<td>3.3</td>
<td>145,271,982</td>
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<tr>
<td>AEA Media</td>
<td>19,184,863</td>
<td>0.6</td>
<td>25,547,751</td>
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<tr>
<td>AEA Ed Services</td>
<td>21,167,941</td>
<td>0.6</td>
<td>28,238,954</td>
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<tr>
<td>AEA Sharing</td>
<td>-</td>
<td>0.0</td>
<td>150,658</td>
</tr>
<tr>
<td>AEA Teacher Salary</td>
<td>-</td>
<td>0.0</td>
<td>14,197,911</td>
</tr>
<tr>
<td>AEA Professional Development</td>
<td>-</td>
<td>0.0</td>
<td>1,659,349</td>
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<tr>
<td>Dropout SBRC</td>
<td>40,504,621</td>
<td>1.2</td>
<td>97,212,971</td>
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<tr>
<td>AEA Sharing</td>
<td>-</td>
<td>0.0</td>
<td>150,729,425</td>
</tr>
<tr>
<td>AEA Teacher Salary</td>
<td>-</td>
<td>0.0</td>
<td>14,794,199</td>
</tr>
<tr>
<td>AEA Professional Development</td>
<td>-</td>
<td>0.0</td>
<td>1,730,480</td>
</tr>
<tr>
<td>Preschool</td>
<td>-</td>
<td>0.0</td>
<td>66,099,739</td>
</tr>
<tr>
<td>Educational Improvement</td>
<td>109,749,562</td>
<td>3.4</td>
<td>199,998,422</td>
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<tr>
<td>Property Tax Replacement Payment</td>
<td>-</td>
<td>&lt;0.1</td>
<td>8,256,992</td>
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<tr>
<td>Management</td>
<td>47,005,258</td>
<td>1.4</td>
<td>150,729,425</td>
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<tr>
<td>Physical Plant &amp; Equipment</td>
<td>80,703,751</td>
<td>2.5</td>
<td>151,849,682</td>
</tr>
<tr>
<td>67.5 Cent Schoolhouse</td>
<td>668,203</td>
<td>&lt;0.1</td>
<td>0</td>
</tr>
<tr>
<td>Playground and Library</td>
<td>1,592,530</td>
<td>&lt;0.1</td>
<td>2,307,413</td>
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<tr>
<td>Debt Service</td>
<td>99,375,793</td>
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<td>148,155,452</td>
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<tr>
<td>Estimated Miscellaneous State Categorical</td>
<td>147,121,263</td>
<td>4.5</td>
<td>73,680,586</td>
</tr>
<tr>
<td>Estimated Misc. Federal</td>
<td>104,000,000</td>
<td>3.2</td>
<td>380,485,658</td>
</tr>
<tr>
<td>Total</td>
<td>3,260,918,574</td>
<td>100.0</td>
<td>5,177,277,506</td>
</tr>
</tbody>
</table>

Source: Iowa Department of Education Budget files.