The Annual

Condition of Education

Report

Iowa Department of Education

2012

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

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Dear Citizens of Iowa:

Data and information play a powerful role in education. They tell us how our schools in Iowa are changing and how our students are faring in the classroom. They guide efforts to improve our school system.

We depend on good data to follow the progress of students from preschool to high school and beyond. We use data to gauge whether students are on track from year to year and whether they graduate ready for success in college and careers.

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.

Our data systems continue to become more sophisticated. But it's not enough just to have good data. We must use it to drive student achievement, from the local schools to the state level.

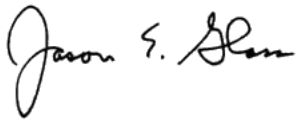
One key example is our effort to scale up the Response to Intervention framework in schools across Iowa. Response to Intervention is a proven procedure that helps schools tailor instruction to fit each student's needs. Data and information are a critical piece of this framework, because they let us see whether those instructional approaches are working or whether adjustments are needed.

Iowa has many good schools and talented educators. While we honor our strong foundation in education, it is our responsibility to make a focused, dedicated effort to improve our state's schools. It's important have great schools system-wide, given the demands of our competitive global marketplace and the growing number of students in Iowa who face challenges.

Iowa's children deserve the best education we can provide so they leave our schools with the knowledge and skills necessary for successful and rewarding lives.

I look forward to working with you as we elevate Iowa's education system from "good" to "great."

Sincerely,



Jason E. Glass,
Director

Iowa Department of Education

Acknowledgments

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

Introduction

I am proud to present the 2012 Annual Condition of Education Report. Iowa has a strong history as a leader in education. The report provides important metrics to the education community about the status of the education system. Below are highlights from the 23rd edition of the report.

Enrollment

- Iowa is becoming more diverse. The number of minority students in public schools is at an all-time high (90,673) and now makes up 19.3 percent of the student body.
- Poverty is an important barrier to learning. However, education is a critical component in breaking this cycle. The percentage of students eligible for free or reduced-priced lunch has increased approximately 13 percentage points since 2000-01 and is now at an all time high of 40.1 percent of the student population.

Iowa Educators

- The number of full-time public school teachers has remained relatively unchanged over the past 12 years. There were 33,938 teachers in the state in 2011-12, which is up slightly from 2000-01 (33,610).
- Iowa's average teacher salary continues to climb in national rankings according to the National Education Association (NEA). Iowa's average teacher salary of $50,634 now ranks 25th in national rankings.
- There are shifts in the distribution of the age of the teaching force over the past 20 years toward a more even and younger population. In 1991-92, the largest group was between the ages of 46-50. However, in 2011-12 the largest group is between the ages of 26-30.
- There is a wide variance in the types of systems used to evaluate teachers in Iowa. Of those teachers evaluated, vast majorities were given a positive rating (98 percent).

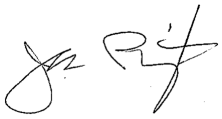
Student Performance

- Large shifts can be found in student performance due to the new set of Iowa Assessment forms that were introduced in the 2011-12 school year.
- There was a decrease in fourth grade ITBS results in reading and mathematics proficiency percentages in the 2010-12 biennium.
- Decreases can also be found in eighth grade ITBS proficiency results in both mathematics and reading for the 2010-12 biennium.
- An opposite trend of performance can be found in eleventh grade ITED proficiency percentages in both reading and mathematics for the 2010-12 biennium.
- The National Assessment of Educational Progress (NAEP) results remain unchanged. Iowa fourth and eighth grade NAEP results in mathematics and reading are also similar from the prior years, with no significant gains in either content area or grade level.
- A high-level mathematics course was taken by 39.4 percent of the graduating class of 2012.
- Two-thirds (65.9 percent) of the class of 2012 reported taking chemistry, while 26.9 percent took physics.

- Highlights can be found in several key areas: graduation rate, ACT performance and advanced placement (AP) opportunities.
- Iowa has the highest graduation rate in the nation. The four-year cohort graduation rate for the class of 2011 was 88.3 percent.
- Since 2001, the percentage of Iowa students taking the ACT has decreased from 67 percent (2001) to 63 percent (2012). During this same period, the national percentage of students taking the ACT has continued to climb from 38 percent (2001) to 52 percent (2012).
- Iowa students continue to score well on the ACT. Among 28 states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite score was ranked second.

Please take the time to explore the rich information in this report.

Sincerely,



Jay Pennington, Chief
Bureau of Information and Analysis

Contents

Enrollment

The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter. 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, 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, gender, and race/ethnicity comes from BEDS and is calculated by the attending district.

Enrollment in 2011-2012 continued to decline for the 14th successive year from 1997-1998. The public school enrollment projection shows an enrollment increase in the next five years, while the nonpublic school enrollment 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 2011-2012 had less than 1,000 students and served 26 percent of K-12 public school students (Table 1-3). There are AEAs in Iowa that serve students. The largest is Heartland AEA which serves 26.4 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 2011-2012 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 2011-2012, 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 listed (Table 1-8).

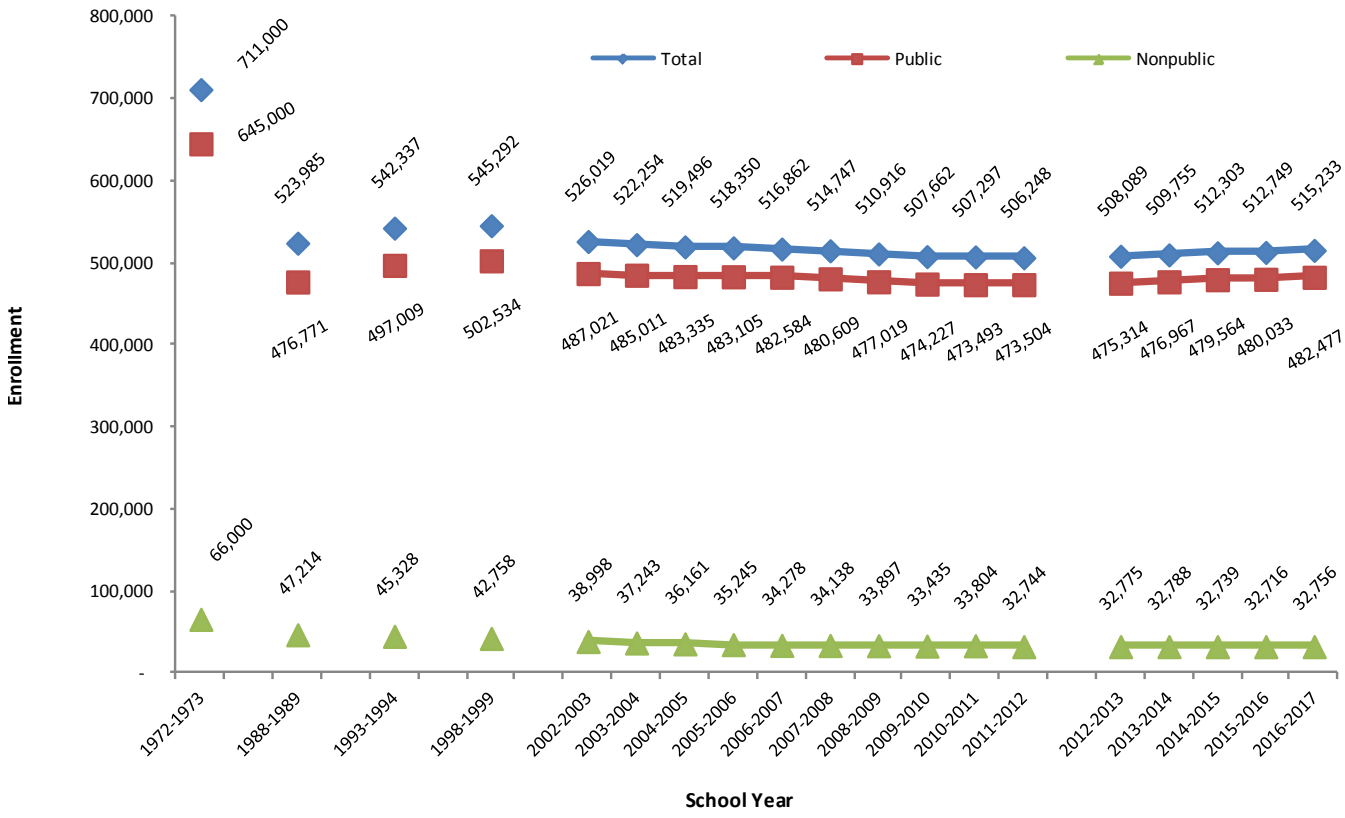
The percent of minority students in public and nonpublic schools continued to increase in 2011-2012 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11). The percent of English Language Learner (ELL) students in public and nonpublic schools increased in 2011-2012 (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 remained the same in 2011-2012 (Table 1-14).

Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments
1972-1973, 1988-1989, 1993-1994, 1998-1999, 2002-2003 to 2011-2012 and
Projected Enrollments 2012-2013 to 2016-2017



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2010-2011 to 2011-2012 and Projected Enrollments 2012-2013 to 2016-2017 by Grade

	Enrollment		Projected Enrollment				
Grade	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	39,321	40,205	41,103	40,639	39,912	38,885	39,739
1	35,391	35,817	37,102	37,580	37,195	36,579	35,709
2	35,139	35,387	35,754	36,941	37,453	37,103	36,563
3	34,950	35,332	35,473	35,771	36,987	37,538	37,259
4	35,098	34,948	35,332	35,400	35,753	36,992	37,614
5	35,347	35,137	34,929	35,274	35,374	35,775	37,074
6	35,094	35,514	35,215	34,961	35,349	35,474	35,956
7	35,429	35,477	35,878	35,557	35,337	35,774	35,965
8	35,274	35,514	35,491	35,900	35,617	35,442	35,931
9	37,014	36,764	37,156	37,182	37,609	37,365	37,270
10	36,614	36,402	36,028	36,449	36,516	36,976	36,795
11	36,474	35,660	35,232	34,926	35,359	35,468	35,981
12	37,544	36,942	35,901	35,586	35,315	35,801	35,971
Other	4,804	4,405	4,720	4,801	5,788	4,861	4,650
State	473,493	473,504	475,314	476,967	479,564	480,033	482,477

Sources: Iowa Department of Education, Bureau of Information and Analysis, EASIER.
The University of Iowa, Department of Geography.

Table 1-2

Iowa's Nonpublic School K-12 Enrollments 2010-2011 to 2011-2012 and Projected Enrollments 2012-2013 to 2016-2017 by Grade

	Enrollment		Projected Enrollment				
Grade	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	3,241	3,251	3,338	3,311	3,263	3,185	3,259
1	3,110	3,045	3,157	3,241	3,215	3,169	3,093
2	2,991	2,973	2,997	3,107	3,190	3,165	3,119
3	3,020	2,884	2,912	2,936	3,044	3,125	3,100
4	3,044	2,898	2,846	2,874	2,897	3,003	3,084
5	3,041	2,889	2,840	2,789	2,816	2,839	2,943
6	2,853	2,822	2,749	2,703	2,654	2,680	2,702
7	2,461	2,375	2,409	2,347	2,308	2,266	2,288
8	2,449	2,360	2,327	2,361	2,300	2,261	2,220
9	1,999	1,827	1,847	1,821	1,847	1,800	1,769
10	1,898	1,863	1,771	1,790	1,765	1,791	1,744
11	1,880	1,818	1,836	1,746	1,764	1,740	1,765
12	1,817	1,739	1,745	1,763	1,675	1,693	1,670
State	33,804	32,744	32,775	32,788	32,739	32,716	32,756

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

Note: Figures may not total due to rounding.

K-12 Enrollments by District Size Category

Table 1-3

Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2010-2011, and 2011-2012

	2000-2001				2010-2011				2011-2012			
Enrollment Category	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	53	14.8	11,291	2.4	51	14.5	10,835	2.3
300-599	116	31.0	52,162	10.6	116	32.3	52,491	11.1	107	30.5	49,020	10.4
600-999	104	27.8	78,916	16.0	80	22.3	58,826	12.4	85	24.2	63,052	13.3
1,000-2,499	83	22.2	126,118	25.5	78	21.7	116,944	24.7	76	21.7	114,555	24.2
2,500-7,499	24	6.4	96,410	19.5	22	6.1	96,220	20.3	22	6.3	97,133	20.5
7,500+	9	2.4%	132,509	26.8	10	2.8	137,712	29.1	10	2.8	138,910	29.3
State	374	100.0	494,291	100.0	359	100.0	473,493	100.0	351	100.0	473,504	100.0

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

Note: Figures may not total due to rounding.

Enrollment in Iowa's Area Education Agencies (AEAs)

Table 1-4

Total Iowa Public and Nonpublic K-12 Students by AEA 2011-2012

	Public Schools		Nonpublic Schools		Total	
AEA	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone 1	29,342	6.2	4,540	13.9	33,882	6.7
AEA 267	62,610	13.2	3,284	10.0	65,894	13.0
Prairie Lakes 8	30,014	6.3	2,242	6.8	32,256	6.4
Mississippi Bend 9	47,594	10.1	2,923	8.9	50,517	10.0
Grant Wood 10	66,134	14.0	4,503	13.8	70,637	14.0
Heartland 11	125,766	26.6	7,968	24.3	133,734	26.4
Northwest 12	37,862	8.0	5,153	15.7	43,015	8.5
Green Hills 13	38,549	8.1	1,114	3.4	39,663	7.8
Great Prairie 15	35,633	7.5	1,017	3.1	36,650	7.2
State	473,504	100.0	32,744	100.0	506,248	100.0

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

Note: Figures may not total due to rounding.

Open Enrollment

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students
1990-1991, 1995-1996, 2000-2001 to 2011-2012

	% Open Enrolled Out	# Open Enrolled Out	Certified Enrollment
1990-1991	0.6	2,757	483,399
1995-1996	2.5	12,502	504,505
2000-2001	3.8	18,554	494,291
2001-2002	4.0	19,436	489,523
2002-2003	4.2	20,471	487,021
2003-2004	4.5	21,605	485,011
2004-2005	4.6	22,085	483,335
2005-2006	4.8	23,155	483,105
2006-2007	5.0	24,251	482,584
2007-2008	5.2	24,882	480,609
2008-2009	5.1	24,411	477,019
2009-2010	5.2	24,884	474,227
2010-2011	5.5	25,831	473,493
2011-2012	5.6	26,743	473,504

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

Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Size 2000-2001, 2010-2011, and 2011-2012

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001	Total # Districts	38	116	104	83	24	9	374
	# Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
	# Students Open in	398	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
	# Students Open out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	18,553.9
	Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	
	# Districts wt Gains	6	47	49	53	13	0	168
	# Districts wt Losses	30	65	54	30	11	9	199
	# Districts wt no gain/loss	2	4	1	0	0	0	7
2010-2011	Total # Districts	53	116	80	78	22	10	359
	# Students	11,201	52,491	58,826	117,044	96,220	137,712	473,493
	# Students Open in	993.2	5,097.3	4,590.1	7,444.5	5,149	2,211	25,485.4
	# Students Open out	1,829.2	4,805.7	4,030.7	5,194.6	4,846	5,125	25,831.4
	Net Gains/Losses	-836	291.6	559.4	2,249.9	303	-2,914	
	# Districts wt Gains	12	52	43	46	10	1	164
	# Districts wt Losses	39	64	37	32	12	9	193
	# Districts wt no gain/loss	2	0	0	0	0	0	2
2011-2012	Total # Districts	51	107	85	76	22	10	351
	# Students	10,835	49,020	63,052	114,555	97,133	138,910	473,504
	# Students Open in	1,013	5,145.7	4,994.7	7,742.1	5,338.9	2,178	26,412.4
	# Students Open out	2,010.8	4,538	4,496.8	5,205.6	4,992.2	5,499.1	26,742.5
	Net Gains/Losses	-997.8	607.7	497.9	2536.5	346.7	-3321.1	
	# Districts wt Gains	11	48	44	45	11	1	160
	# Districts wt Losses	40	58	41	31	11	9	190
	# Districts wt no gain/loss	0	1	0	0	0	0	1

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

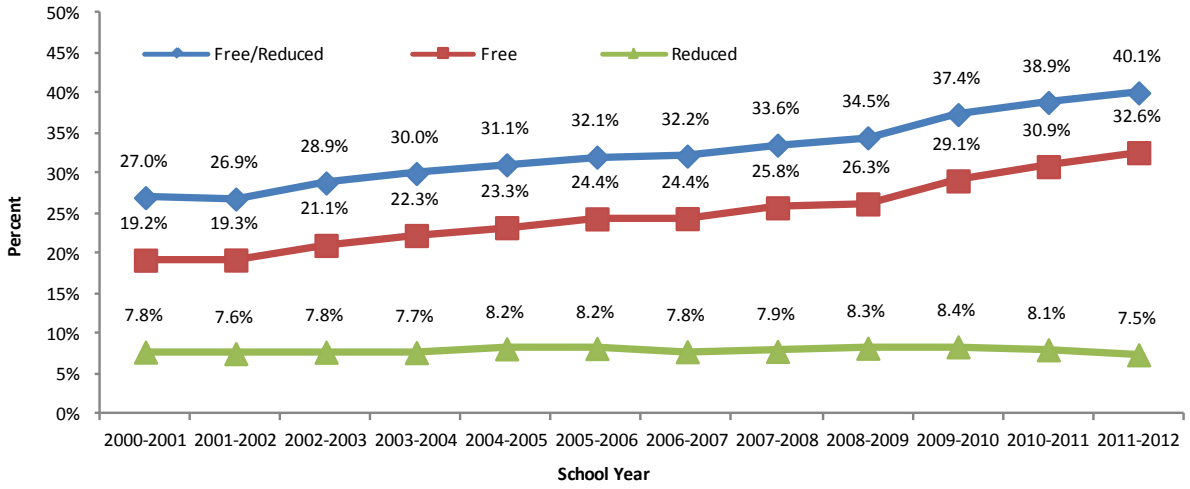
Note: wt indicates with. Figures may not total due to rounding.

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 2000-2001 to 2011-2012



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

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category 2000-2001, 2010-2011, and 2011-2012

	2000-2001			2010-2011			2011-2012		
Enrollment Category	K-12 Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
<300	6,711	2,256	33.6	9,764	4,182	42.8	9,019	4,036	44.7
300-599	50,933	13,511	26.5	52,193	18,275	35.0	49,230	17,560	35.7
600-999	77,327	17,966	23.2	59,207	20,295	34.3	63,453	22,350	35.2
1,000-2,499	122,830	29,876	24.3	118,149	42,000	35.5	116,159	42,786	36.8
2,500-7,499	93,322	21,433	23.0	95,780	31,545	32.9	96,812	32,684	33.8
7,500+	125,804	43,874	34.9	133,596	65,985	49.4	134,426	68,627	51.1
State	476,927	128,916	27.0	468,689	182,282	38.9	469,099	188,043	40.1

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

Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Enrollment 2000-2001 to 2011-2012

School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2001-2002	13.1	64,044	489,523
2002-2003	13.3	64,700	487,021
2003-2004	13.4	65,027	485,011
2004-2005	13.5	65,065	483,335
2005-2006	13.3	64,350	483,105
2006-2007	13.1	63,411	482,584
2007-2008	12.9	61,859	480,609
2008-2009	12.7	60,581	477,019
2009-2010	12.6	59,967	474,227
2010-2011	12.7	60,223	473,493
2011-2012	12.5	59,104	473,504

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment files and Division of Learning and Results, Bureau of Student & Family Support Services, December 1 Special Education files.

Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2010-2011, and 2011-2012

	2000-2001		2010-2011		2011-2012	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	46,250	9.7	86,512	18.5	90,673	19.3
African American	18,510	3.9	24,066	5.1	24,189	5.2
American Indian	2,447	0.5	2,279	0.5	2,155	.5
Asian	8,274	1.7	9,486	2.0	9,817	2.1
Native Hawaiian/Pacific Islander	-	-	660	0.1	725	.2
Two or More Races	-	-	10,343	2.2	12,206	2.6
Hispanic	17,019	3.6	39,678	8.5	41,581	8.9
White	430,677	90.3	382,177	81.5	378,426	80.7
Total	476,927	100.0	468,689	100.0	469,099	100.0

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

Table 1-10

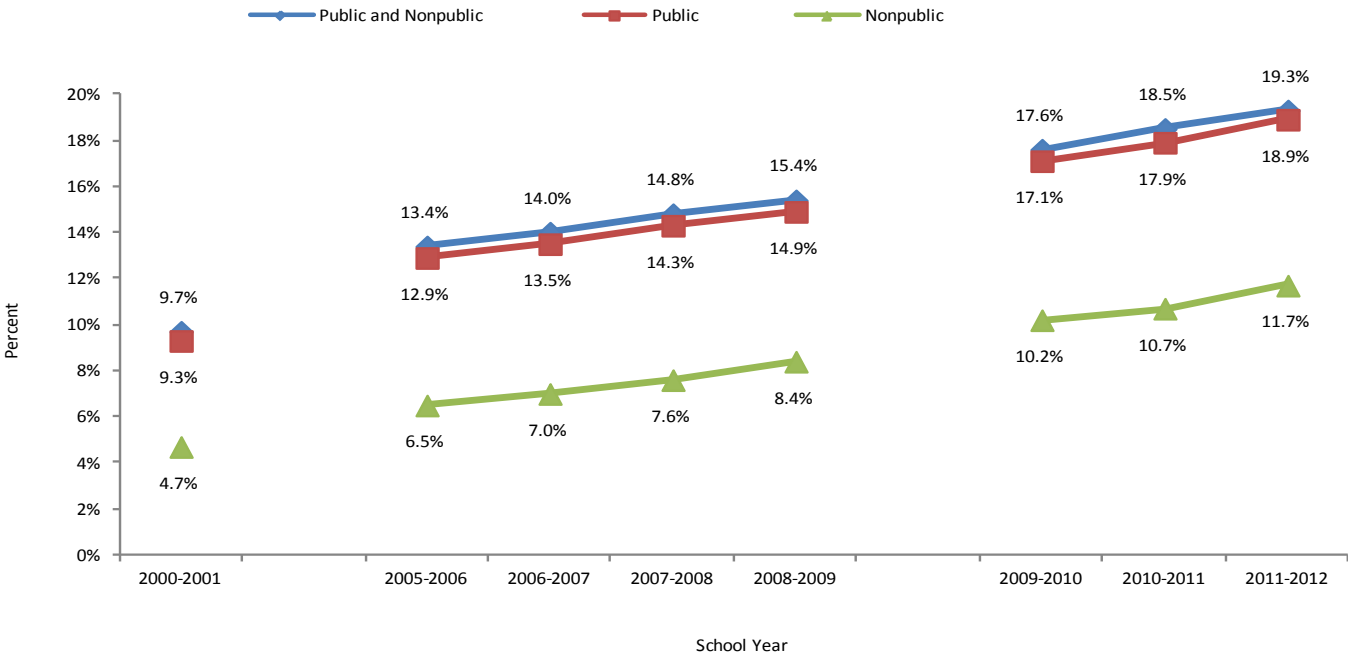
Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2010-2011, and 2011-2012

	2000-2001		2010-2011		2011-2012	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	1,946	4.7	3,618	10.7	3,195	11.7
African American	492	1.2	595	1.8	532	2.0
American Indian	70	0.2	60	0.2	64	0.2
Asian	563	1.4	746	2.2	660	2.4
Native Hawaiian/Pacific Islander	-	-	138	0.4	74	0.3
Two or More Races	-	-	500	1.5	438	1.6
Hispanic	821	2.0	1,579	4.7	1,427	5.2
White	39,118	95.3	30,186	89.3	24,014	88.3
Total	41,064	100.0	33,804	100.0	27,209	100.0

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

Figure 1-3

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006 to 2011-2012



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

Table 1-11

Iowa's Public School Percent of K-12 Minority Students by Enrollment Size 2000-2001, 2010-2011, and 2011-2012

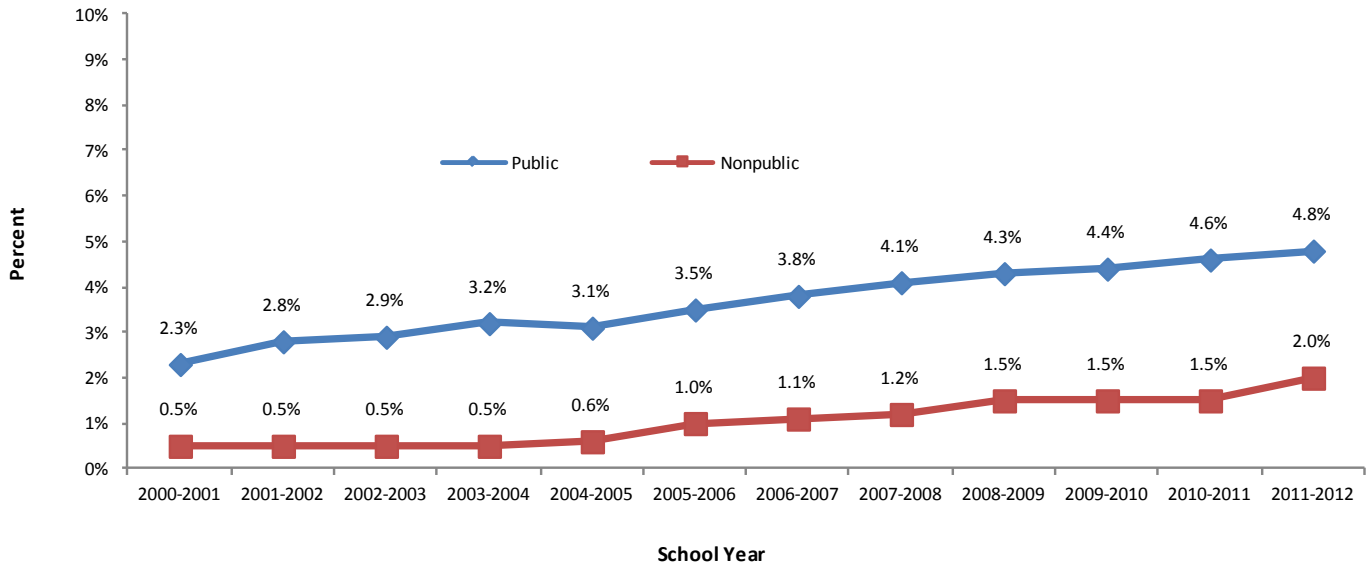
Enrollment Category	2000-2001	2010-2011	2011-2012
<300	1.5	5.9	6.9
300-599	2.4	6.5	6.9
600-999	2.6	8.2	8.4
1,000-2,499	5.9	12.8	13.2
2,500-7,499	9.0	18.2	19.0
7,500+	21.7	33.8	35.3
State	9.7	18.5	19.3

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

Enrollment of English Language Learners (ELL)

Figure 1-4

Percent of Public School and Nonpublic School K-12 Students that are English Language Learners 2000-2001 to 2011-2012



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

Table 1-12

Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language
2000-2001, 2010-2011, and 2011-2012

Language	2000-2001	2010-2011	2011-12
Spanish; Castilian	7,014	15,886	16,171
Vietnamese	766	881	897
Bosnian	363	810	807
Serbian, Srpski	434	-	14
Serbo-Croatian	556	-	0
Tai Dam	142	-	0
Arabic	81	413	472
Lao	409	324	333
Chinese	80	311	301
Karen languages	-	217	428
Russian	65	195	211
Somali	-	159	190
Swahili	-	158	202
Rundi	-	146	136
German	153	142	146
Marshallese	-	136	149
Korean	76	125	114
Nilo-Saharan (Other)	-	112	104
Dinka	-	97	106
Creoles and pidgins, English based (Other)	-	91	109
Cambodian	101	-	0
Nepali	-	80	95
Hmong	-	78	103
Burmese	-	76	85
Tagalog	-	67	67
French	-	65	71
Ukrainian	-	62	57
Urdu	-	62	56
Pohnpeian	-	59	72
Other	1,024	1,352	1,554
Total	11,264	22,104	23,050

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

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

Table 1-13

Iowa's Public School K-12 Weighted English Language Learners by Enrollment Size
2000-2001, 2010-2011, and 2011-2012

	2000-2001		2010-2011		2011-2012	
Enrollment Category	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL
<300	8,176	23	11,201	43	10,834.5	48
300-599	52,162	237	52,490.5	342	49,020	371
600-999	78,916	530	58,825.8	752	63,052.3	871
1,000-2,499	126,118	1,848	117,043.9	3,069	114,554.9	3,154
2,500-7,499	96,410	1,348	96,220.2	2,695	97,132.8	2,740
7,500+	132,509	4,165	137,712	6,795	138,909.7	7,348
State	494,291	8,151	473,493	13,696	473,504.2	14,532

Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment and EASIER.
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 2011-2012

	% Migrant Students	# Migrant Students	K-12 Enrollment
2004-2005	0.8	3,615	472,211
2005-2006	0.7	3,248	476,656
2006-2007	0.6	2,931	474,867
2007-2008	0.5	2,362	472,628
2008-2009	0.4	1,662	470,537
2009-2010	0.3	1,393	468,673
2010-2011	0.3	1,439	468,689
2011-2012	0.3	1,534	469,099

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

Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) forms and EASIER student level data collection. This chapter describes preschool and kindergarten programs in 2011-2012 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 and Table 2-2 shows the public school preschool enrollment by enrollment category for the past four years. The number of districts offering preschool and preschool enrollment has increased since 2008-2009. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. The breakdown was about the same for both years. Table 2-4 gives a breakdown of preschool students by quality preschool standards and funding source. The majority of preschool students in 2011-2012 were in a program funded through the Statewide Voluntary Preschool Program for Four-Year-Old Children.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2008-2009 to 2011-2012

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
2008-2009			
<300	54	38	70.4
300-599	111	87	78.4
600-999	87	70	80.5
1,000-2,499	78	76	97.4
2,500-7,499	22	21	95.5
7,500+	10	10	100.0
State	362	302	83.4
2009-2010			
<300	55	44	80.0
300-599	111	99	89.2
600-999	87	76	87.4
1,000-2,499	76	75	98.7
2,500-7,499	22	22	100.0
7,500+	10	10	100.0
State	361	326	90.3
2010-2011			
<300	53	48	90.6
300-599	116	111	95.7
600-999	80	77	96.3
1,000-2,499	78	78	100.0
2,500-7,499	22	22	100.0
7,500+	10	10	100.0
State	359	346	96.4
2011-2012			
<300	51	46	90.2
300-599	107	101	94.4
600-999	85	82	96.5
1,000-2,499	76	76	100.0
2,500-7,499	22	22	100.0
7,500+	10	10	100.0
State	351	337	96.0

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

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category 2008-2009 to 2011-2012

	2008-2009		2009-2010		2010-2011		2011-2012	
Enrollment Category	N	%	N	%	N	%	N	%
<300	537	2.8	719	3.0	868	3.0	934	3.4
300-599	2,660	14.0	3,032	12.7	3,990	13.8	3,688	13.2
600-999	2,349	12.3	2,889	12.1	3,780	13.1	3,917	14.0
1,000-2,499	4,406	23.2	6,061	25.4	7,576	26.2	7,096	25.5
2,500-7,499	2,596	13.6	4,032	16.9	5,037	17.4	4,887	17.5
7,500+	6,484	34.1	7,140	29.9	7,639	26.4	7,358	26.4
State	19,032	100.0	23,873	100.0	28,890	100.0	27,880	100.0

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

Table 2-3

Iowa Public School Preschool Students by Subgroup 2010-2011 to 2011-2012

	2010-2011		2011-2012	
Race/Ethnicity Group	N	%	N	%
All Minority	5,465	18.9	5,385	19.3
African American	1,290	4.5	1,255	4.5
American Indian	93	0.3	93	0.3
Asian	453	1.6	442	1.6
Native Hawaiian/Pacific Islander	51	0.2	34	0.1
Two or More Races	810	2.8	841	3.0
Hispanic	2,768	9.6	2,720	9.8
White	23,425	81.1	22,495	80.7
ELL	177	0.6	152	0.5
Eligible for Free/Reduced Price Lunch	7,843	27.1	7,647	27.4
Male	15,475	53.6	14,794	53.1
Female	13,415	46.4	13,086	46.9
Total	28,890	100.0	27,880	100.0

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

Table 2-4

Iowa Public School Four-Year-Olds Attending Preschool by Funding Source and Program Standards 2011-2012

Primary Funding Source	Preschool Program Standards			
	NAEYC/ Head Start	QPPS	No Standard Reported	Total
Statewide Voluntary Preschool Program for Four-Year-Olds	3,193	17,087	2	20,282
Head Start	1,133	73	19	1,225
Early Childhood Iowa (ECI)	205	309	18	532
Title I	89	41	0	130
Shared Visions Preschool Programs	612	41	19	672
Parent Paid	313	2,397	41	2,751
Other Funding	2	62	0	64
Total	5,547	20,010	99	25,656

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

Notes: PK students can have multiple funding sources; therefore, there may be some duplication in this data.
NAEYC=National Association for the Education of Young Children
QPPS=Iowa's Quality Preschool Program; a subset of NAEYC/Head Start

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 (HF) 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 licensed teaching staff. The allocation of funds for the SWVPP is to improve access to high quality early childhood education with predictable, equitable, and sustainable funding to increase the number of children participating in quality programs.

Table 2-5 shows the number of districts that received the grant year on-time funding in each of the five grant funding years. The same table and Figure 2-1 present the number of four-year-old children funded from 2007-2008 to 2011-2012. Numbers of students served include the children who are younger or older (ages 3 and 5) in the quality preschool program (see the last row in Table 2-5). The distribution of districts based on the percent of students in grades 1 to 6 eligible for free/reduced meals is shown in Figure 2-2 and Table 2-6. In Figure 2-2 there are two bars comparing SWVPP districts and non-SWVPP districts. Figure 2-2 and Table 2-6 indicate that a higher percentage of SWVPP districts had more than 50 percent of grade 1 through 6 students eligible for free/reduced meals than the non-SWVPP districts.

The number of SWVPP students by age and Individualized Education Plan (IEP) status is shown in Table 2-7. Instructional IEPs and support only IEPs are listed separately since they have different funding sources. The percent of students receiving special education services (IEP) in SWVPP decreased slightly between 2010-2011 and 2011-2012. The number of children served in the SWVVP by age and by race/ethnicity, gender, and free/reduced meals is shown in Table 2-8. 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 five-year-old children served in SWVPP decreased between 2010-2011 and 2011-2012.

Table 2-5

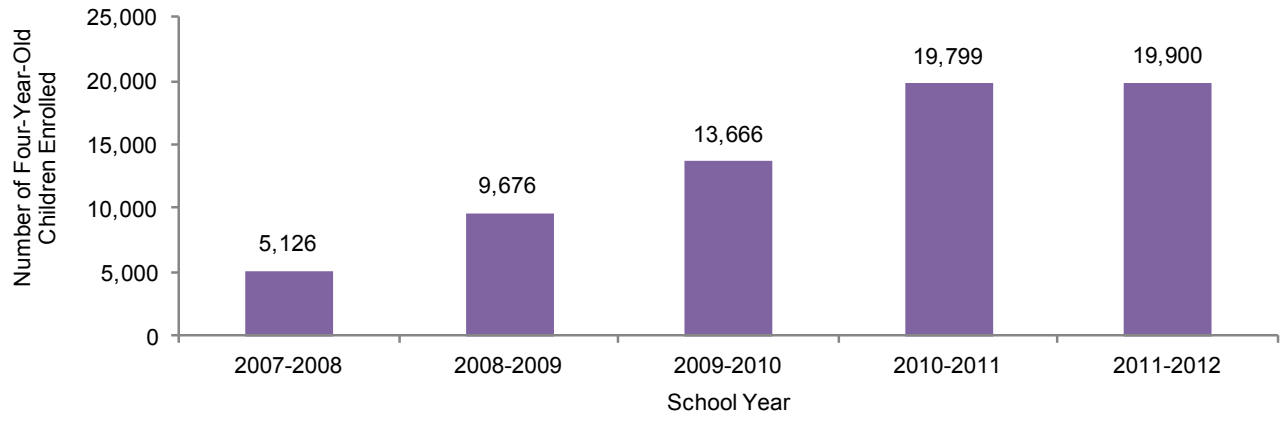
Statewide Voluntary Preschool Data, 2007-2008 to 2011-2012

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number Districts Awarded by Year	67	52	56	150	0
Number Districts Participated	67	119	175	325	317
Number of Students Funded	5,126	9,676	13,666	19,799	19,900
Number of Students Served	5,126	9,769	14,386	24,166	23,163

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

Figure 2-1

Statewide Voluntary Preschool Funded Enrollment Count 2007-2008 to 2011-2012



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

Table 2-6

District Distribution by SWVPP Status and Grades 1 to 6 Percent of Free/Reduced Price Meals 2011-2012

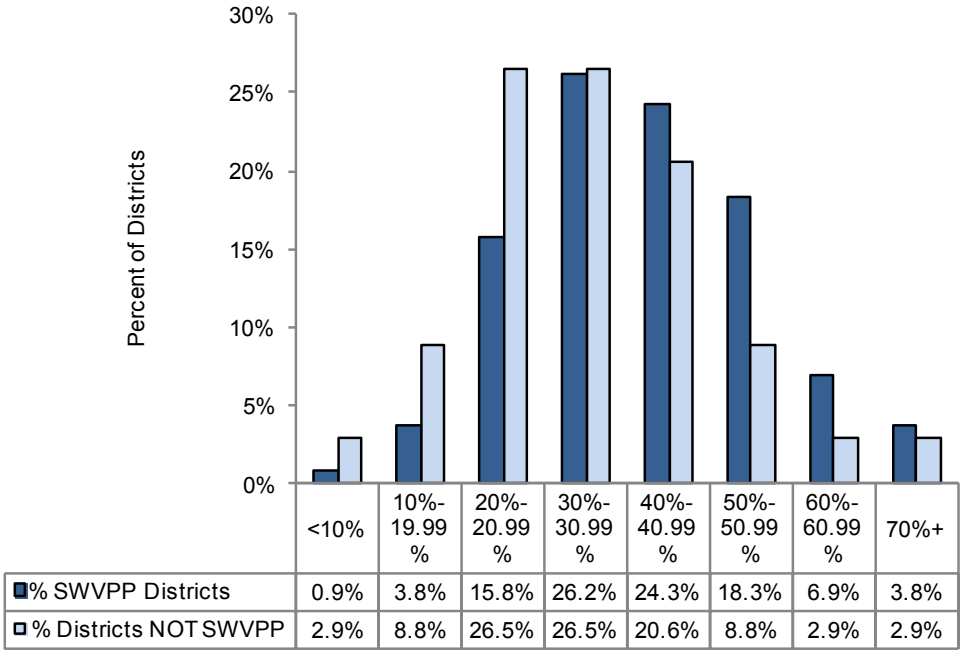
	< 10%	10% - 19.99%	20% - 29.99%	30% - 30.99%	40% - 49.99%	50% - 59.99%	60% - 69.99%	70% +	Total
Number of SWVPP Districts	3/317	12/317	50/317	83/317	77/317	58/317	22/317	12/317	317/317
Percent of SWVPP Districts	0.9%	3.8%	15.8%	26.2%	24.3%	18.3%	6.9%	3.8%	100.0%
Number of Districts NOT SWVPP	1/34	3/34	9/34	9/34	7/34	3/34	1/34	1/34	34/34
Percent of Districts NOT SWVPP	2.9%	8.8%	26.5%	26.5%	20.6%	8.8%	2.9%	2.9%	100.0%

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

Note: SWVPP=Statewide Voluntary Preschool Program

Figure 2-2

District Distribution by SWVPP Status and Grades 1 to 6 Percent of Students Eligible for Free/Reduced Price Lunch 2011-2012



	<10%	10%-19.99%	20%-20.99%	30%-30.99%	40%-40.99%	50%-50.99%	60%-60.99%	70%+
% SWVPP Districts	0.9%	3.8%	15.8%	26.2%	24.3%	18.3%	6.9%	3.8%
% Districts NOT SWVPP	2.9%	8.8%	26.5%	26.5%	20.6%	8.8%	2.9%	2.9%

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

Note: SWVPP=Statewide Voluntary Preschool Program

Table 2-7

SWVPP Students Served by Age and IEP Status 2010-2011 and 2011-2012

	2010-2011				2011-2012			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	551	875	162	1,588	481	778	160	1,419
IEP Support Services	30	259	25	314	30	241	8	279
Regular Education	1,148	20,249	867	22,264	1,018	20,041	406	21,465
Total Served	1,729	21,383	1,054	24,166	1,529	21,060	574	23,163

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

Notes: IEP=Individualized Education Plan

SWVPP=Statewide Voluntary Preschool Program

Table 2-8

SWVPP Students Served by Subgroup 2010-2011 and 2011-2012

	2010-2011					2011-2012				
	IEP Instruction	Age 3	Age 4	Age 5	All Ages	IEP Instruction	Age 3	Age 4	Age 5	All Ages
All Students Served	1,588	1,178	20,508	892	24,166	1,419	1,048	20,282	414	23,163
All Minority	318	199	3,471	70	4,058	263	144	3,547	24	3,978
African American	71	50	682	7	810	54	29	699	2	784
American Indian	15	2	59	2	78	9	3	70	0	82
Asian	18	16	335	1	370	25	11	339	3	378
Native Hawaiian/ Pacific Islander	5	3	32	0	40	2	4	22	0	28
Two or More Races	59	21	539	12	631	53	25	569	4	651
Hispanic	150	107	1,824	48	2,129	120	72	1,848	15	2,055
White	1,270	979	17,037	822	20,108	1,156	904	16,735	390	19,185
Number of ELL Students	12	2	105	6	125	3	0	107	1	111
Number Students Eligible for Free/ Reduced Price Meals	732	378	4,449	207	5,766	647	310	4,308	79	5,344
Number Females	489	584	10,129	330	11,532	441	518	10,040	142	11,141
Number Males	1,099	594	10,379	562	12,634	978	530	10,242	272	12,022

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

Notes: SWVPP=Statewide Voluntary Preschool Program

Kindergarten

On the Spring Basic Educational Data Survey (BEDS) districts report the type of Kindergarten Program offered in their schools including, all day every day, half day every day, alternate day, three days a week and other different combinations. As seen in Table 2-9, the majority of districts in 2011-2012 offered all day, every day kindergarten for the entire school year. Every district in the largest enrollment category offered all day, every day kindergarten for the entire school year.

School districts in Iowa are required by House File 761 to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or 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 since 2006-2007. The DE has a list of approved assessments that can be used to implement the requirements of HF 761; however, a district may administer an assessment that is not on the list as long as it is technically adequate for a kindergarten assessment.

In all three years shown in Table 2-10, the highest percent of buildings reported using DIBELS. Almost half of all of the buildings in 2011-2012 used the DIBELS or DIBELS Next assessment. Table 2-11 and Figure 2-3 display the number and percent of public school kindergarten students by the type of kindergarten literacy assessment taken in the last three years. In all three years, a little over half of the students took the DIBELS or DIBELS Next assessment.

Phonemic awareness is measured differently by each kindergarten literacy assessment. The DIBELS Initial Sounds Fluency (ISF) subtest measures if children recognize beginning sounds. The Yopp-Singer full test and the BRI phoneme segmentation subtest measure whether or not a child can break words into sounds. The subtests of the PAT measure if children can blend sounds, rhyme, or delete sounds from words. Table 2-12 lists the number of students assessed and the number proficient by assessment. The percent of proficient students increased in the past two years for every test except for the PAT rhyming subtest.

Table 2-9

Iowa Public School Kindergarten Program Type 2011-2012

Enrollment Category	Number of Districts	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	51	50	98.0
300-599	107	104	97.2
600-999	85	82	96.5
1,000-2,499	76	72	94.7
2,500-7,499	22	21	95.5
7,500+	10	10	100.0
State	351	339	96.6

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

Table 2-10

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered 2009-2010 to 2011-2012

	2009-2010		2010-2011		2011-2012	
Assessment	Number	Percent	Number	Percent	Number	Percent
DIBELS	315	46.3%	325	49.5%	164	24.7%
DIBELS Next	0	0.0%	0	0.0%	142	21.4%
DRA	0	0.0%	0	0.0%	12	1.8%
Yopp-Singer + BRI	51	7.5%	43	6.5%	44	6.6%
PAT	65	9.6%	57	8.7%	54	8.1%
PAP	26	3.8%	55	8.4%	59	8.9%
Other	103	15.1%	102	15.5%	73	11.0%
Observation Study	9	1.3%	7	1.1%	17	2.6%
DIBELS/DIBELS Next	0	0.0%	0	0.0%	30	4.5%
DIBELS/Other	61	9.0%	40	6.1%	26	3.9%
DIBELS Next/PAP	0	0.0%	0	0.0%	1	0.2%
DIBELS Next/Other	0	0.0%	0	0.0%	18	2.7%
DIBELS/DIBELS Next/Other	0	0.0%	0	0.0%	2	0.3%
DRA/Other	0	0.0%	0	0.0%	3	0.5%
Yopp-Singer/DIBELS + BRI/DIBELS	0	0.0%	2	0.3%	1	0.2%
Yopp-Singer/Other + BRI/Other	5	0.7%	1	0.2%	3	0.5%
Yopp-Singer/Observation Study + BRI/ Observation Study	1	0.1%	0	0.0%	0	0.0%
Yopp-Singer/PAT + BRI/PAT	0	0.0%	1	0.2%	0	0.0%
Yopp-Singer/PAP + BRI/PAP	9	1.3%	0	0.0%	0	0.0%
Yopp-Singer/PAP/Other + BRI/PAP/ Other	3	0.4%	0	0.0%	0	0.0%
Yopp-Singer/PAP/PAT + BRI/PAP/PAT	2	0.3%	0	0.0%	0	0.0%
Yopp-Singer/PAP/PAT/Other + BRI/PAP/ PAT/Other	1	0.1%	0	0.0%	0	0.0%
PAT/Other	3	0.4%	10	1.5%	6	0.9%
PAT/PAP	2	0.3%	0	0.0%	0	0.0%
PAP/Other	24	3.5%	14	2.1%	9	1.4%
Observation Study/Other	0	0.0%	0	0.0%	1	0.2%
Total	680	100.0%	657	100.0%	665	100.0%

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

Table 2-11

Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2009-2010 to 2011-2012

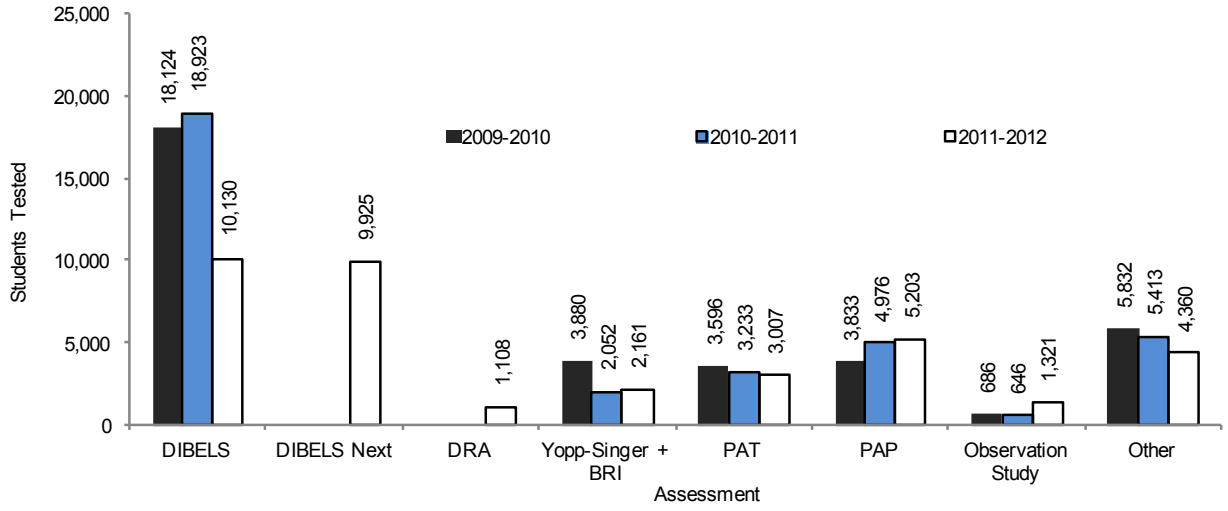
	2009-2010		2010-2011		2011-2012	
Assessment	Number	Percent	Number	Percent	Number	Percent
DIBELS	18,124	50.4%	18,923	53.7%	10,130	27.2%
DIBELS Next	0	0.0%	0	0.0%	9,925	26.7%
DRA	0	0.0%	0	0.0%	1,108	3.0%
Yopp-Singer + BRI	3,880	10.8%	2,052	5.8%	2,161	5.8%
PAT	3,596	10.0%	3,233	9.2%	3,007	8.1%
PAP	3,833	10.7%	4,976	14.1%	5,203	14.0%
Observation Study	686	1.9%	646	1.8%	1,321	3.5%
Other	5,832	16.2%	5,413	15.4%	4,360	11.7%
Total Tested	35,951	100.0%	35,243	100.0%	37,215	100.0%
Total Students Tested	35,951	100.0%	35,243	97.01%	37,215	99.97%
Total Not Tested	9	0.0%	1,086	2.99%	10	0.03%
Total Kindergarten Students	35,960	100.0%	36,329	100.00%	37,225	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Figure 2-3

Number of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2009-2010 to 2011-2012



Source: Iowa Department of Education, Bureau of Information and Analysis Services, EASIER fall 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 2-12

Kindergarten Literacy Assessment Number and Percent Proficient, 2009-2010 to 2011-2012

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
2009-2010				
DIBELS	Initial Sounds Fluency	18,124	11,440	63.1%
DIBELS Next	First Sound Fluency			
BRI	Phoneme Segmentation	1,274	78	6.1%
Yopp-Singer	Full Test	2,211	71	3.2%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	3,485	149	4.3%
BRI & Yopp-Singer Combined	Students age>=6	395		
PAT	Blending	2,992	1,983	66.3%
PAT	Deletion	2,992	1,210	40.4%
PAT	Rhyming	2,992	2,112	70.6%
PAT	Students age>=6	604		
2010-2011				
DIBELS	Initial Sounds Fluency	18,923	12,225	64.6%
DIBELS Next	First Sound Fluency			
BRI	Phoneme Segmentation	283	24	8.5%
Yopp-Singer	Full Test	1,510	54	3.6%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,793	78	4.4%
BRI & Yopp-Singer Combined	Students age>=6	259		
PAT	Blending	2,675	1,763	65.9%
PAT	Deletion	2,675	1,099	41.1%
PAT	Rhyming	2,675	1,856	69.4%
PAT	Students age>=6	558		(continued)

Table 2-12 (...continued)

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
2011-2012				
DIBELS	Initial Sounds Fluency	10,130	6,208	61.3%
DIBELS Next	First Sound Fluency	9,925	6,315	63.6%
BRI	Phoneme Segmentation	418	51	12.2%
Yopp-Singer	Full Test	1,486	56	3.8%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,904	107	5.6%
BRI & Yopp-Singer Combined	Students age>=6	257		
PAT	Blending	2,542	1,727	67.9%
PAT	Deletion	2,542	1,193	46.9%
PAT	Rhyming	2,542	1,618	63.7%
PAT	Students age>=6	465		

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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. Figures listed include students whose age was less than 6 on September 15th of the school year. 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 EASIER in the fall. Districts gather information on preschool experience any time 12 months prior to registering for kindergarten through parent report or district records. The term "preschool" has not been specifically defined in legislation and thus could result in different meanings for parents, ranging from a childcare to a private enterprise. Table 2-13 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. The percent of students that attended preschool prior to kindergarten decreased in the past two years.

Table 2-13

Iowa Public School Kindergarten Students Preschool Attendance, 2008-2009 to 2011-2012

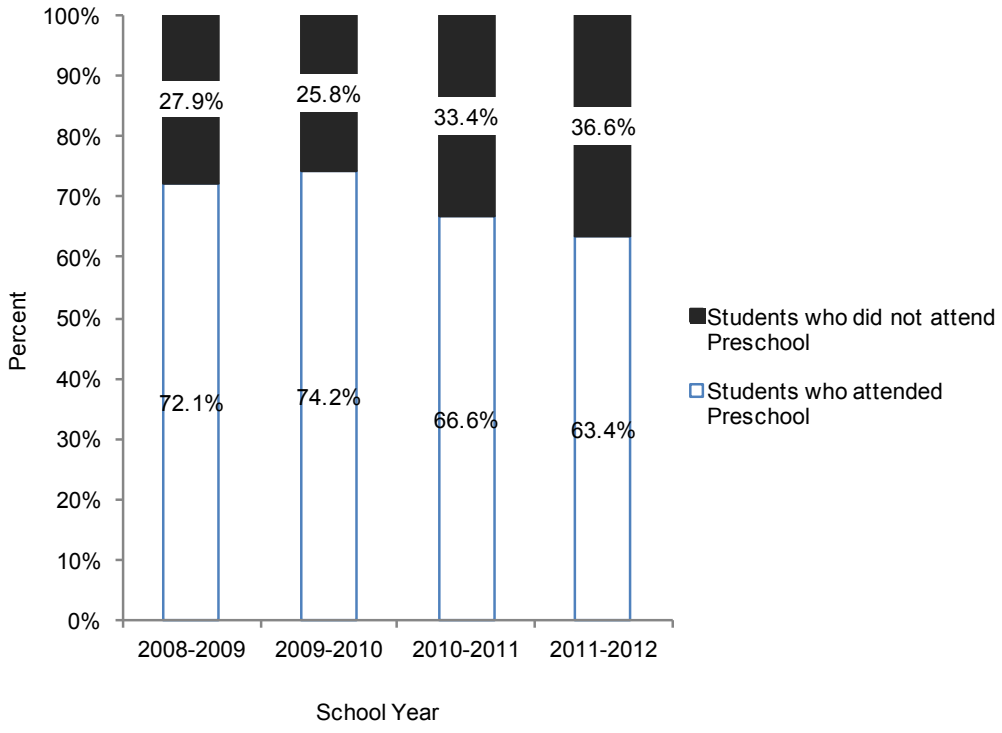
	2008-2009		2009-2010		2010-2011		2011-2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K Students who attended Preschool	25,670	72.1%	26,673	74.2%	24,197	66.6%	23,591	63.4%
K students who did not attend Preschool	9,936	27.9%	9,287	25.8%	12,132	33.4%	13,634	36.6%
Total K Students	35,606	100.0%	35,960	100.0%	36,329	100.0%	37,225	100.0%

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

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

Figure 2-4

Iowa Public School Kindergarten Students Preschool Attendance 2008-2009 to 2011-2012



Source: Iowa Department of Education, Bureau of Information and Analysis Services, EASIER fall 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 position/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. Data on shared staff began to be collected on the Fall Basic Educational Data Survey (BEDS) in 2008-2009. Beginning in 2008-2009, shared staff members were reported in each district they served. However, the district that held the contract was the only district to report salary for the staff. The district that did not hold the contract for shared staff did not report any salary. In 2008-2009 and 2009-2010, the district that held the contract was also the only district to report the staff as full-time if they held a full-time contract. The district that did not hold the contract for shared staff reported the shared staff as having a part-time contract in 2008-2009 and 2009-2010. Beginning in 2010-2011, full-time equivalencies (FTE) were collected for each position. The district that held the contract reported the entire FTE for shared staff. The district that was purchasing services only reported FTE for their district. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

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

Full-time teachers in 2010-2011 and 2011-2012 were defined as staff with at least one teaching position code, a full-time equivalency for licensed positions of .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 5,046 teachers in 2011-2012 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. The percent of full-time teachers with advanced degrees in public and nonpublic schools increased between 2010-2011 and 2011-2012 (Table 3-1). In 2011-2012, 3.4 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 2011-2012, 25.5 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in Iowa were female in 2011-2012. The salary for male teachers was 4.7 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 2011-2012 was 2.2 percent. The average salary of non-minority teachers was 1.1 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. Almost 8 percent of teachers were eligible to retire, according to this rule, in 2011-2012 (Table 3-9). In 2011-2012, the average number of assignments held by grades 9-12 teachers was 2.6. Over half (58.0 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 2011-2012 was 14.1. The pupil-teacher ratio by enrollment category ranged from 10.1 in the smallest enrollment category to 14.9 in the 2,500-7,499 enrollment category (Table 3-18). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 3.8 percent between 2010-2011 and 2011-2012.

As in previous years, average total salary for full-time public school teachers was 2.9 percent higher than average regular salary in 2011-2012 (Table 3-10). The average total salary of full-time public school teachers increased by .9 percent between 2010-2011 and 2011-2012. 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 2010-2011, Iowa ranked 25th in the nation and 6th among Midwest States for average salary (Table 3-13). When compared with other occupations in Iowa, teachers had one of the smallest increases in salary between 2010 and 2011 (Table 3-14).

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2010-2011, and 2011-2012

	Public			Nonpublic		
Characteristics	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
Average Age	42.2	41.9	41.8	40.3	43.4	43.0
Percent Female	70.5%	74.9%	74.9%	80.3%	82.2%	82.0%
Percent Minority	1.8%	2.2%	2.2%	0.9%	1.2%	1.4%
Percent Advanced Degree	27.0%	31.5%	33.0%	13.1%	15.5%	15.0%
Average Total Experience	15.1	14.5	14.4	12.3	15.8	15.6
Average District/AEA Experience	11.9	11.1	11.0	8.8	11.3	11.4
Number of Teachers	33,610	33,916	33,938	2,437	2,410	2,356

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 2010-2011 and 2011-2012 that reported having administrative or support positions, as well as teaching positions.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2010-2011, and 2011-2012

	Public			Nonpublic		
Characteristics	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
Average Age	28.5	27.5	26.9	28.5	26.8	25.4
Percent Female	71.6%	76.3%	74.8%	83.5%	80.7%	74.5%
Percent Minority	2.8%	2.5%	2.8%	1.5%	9.6%	2.0%
Percent Advanced Degree	5.9%	8.9%	11.5%	2.9%	7.2%	4.9%
Number of Teachers	1,660	1,131	1,161	206	83	102

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.

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Table 3-3

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers, 2000-2001, 2010-2011, and 2011-2012

	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
Enrollment Category	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
<300	42	45	36	642	957	892	6.5%	4.7%	4.0%
300-599	281	159	146	3,970	4,250	3,985	7.1%	3.7%	3.7%
600-999	270	131	175	5,553	4,416	4,748	4.9%	3.0%	3.7%
1,000-2,499	358	253	247	8,532	8,294	8,200	4.2%	3.1%	3.0%
2,500-7,499	306	221	227	6,096	6,441	6,517	5.0%	3.4%	3.5%
7,500+	382	314	322	8,393	9,111	9,187	4.6%	3.4%	3.5%
AEA	21	8	8	424	447	409	5.0%	1.8%	2.0%
State	1,660	1,131	1,161	33,610	33,916	33,938	4.9%	3.3%	3.4%

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

Note: F-T indicates full-time.

Table 3-4

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2011-2012

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	892	42.8	76.6%	1.1%	15.0%	14.7	11.4
300-599	3,985	41.9	72.3%	1.0%	15.8%	14.7	11.6
600-999	4,748	42.2	72.9%	1.1%	20.3%	15.1	11.7
1,000-2,499	8,200	42.1	74.2%	1.3%	30.4%	15.0	11.4
2,500-7,499	6,517	40.6	76.4%	1.7%	41.6%	13.4	10.1
7,500+	9,187	41.8	76.0%	4.7%	44.2%	14.0	10.8
AEA	409	46.7	87.8%	1.0%	49.1%	17.5	12.3
State	33,938	41.8	74.9%	2.2%	33.0%	14.4	11.0

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, 2011-2012

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
Keystone 1	2,122	6.3%	42.2	74.1%	1.1%	37.0%	15.3	11.9
AEA 267	4,661	13.7%	41.8	74.2%	2.3%	26.2%	14.3	11.1
Prairie Lakes 8	2,291	6.8%	42.9	74.1%	1.4%	24.4%	15.7	12.0
Mississippi Bend 9	3,331	9.8%	42.0	75.6%	3.8%	35.0%	14.5	11.7
Grant Wood 10	4,542	13.4%	40.8	74.3%	2.2%	37.0%	13.7	10.2
Heartland 11	8,665	25.5%	40.8	75.4%	2.7%	37.2%	13.6	10.1
Northwest 12	2,749	8.1%	42.8	74.2%	2.1%	35.4%	15.7	12.0
Green Hills 13	2,933	8.6%	42.6	75.5%	1.4%	28.3%	15.1	11.3
Great Prairie 15	2,644	7.8%	42.9	76.8%	1.2%	28.6%	14.7	11.8
State	33,938	100.0%	41.8	74.9%	2.2%	33.0%	14.4	11.0

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, 2011-2012

Characteristics	Female	Male
Average Age	41.9	41.3
Percent Minority	2.0%	2.8%
Percent Advanced Degree	33.3%	32.1%
Average Total Experience	14.4	14.6
Average District/AEA Experience	11.1	10.9
Average Total Salary	$51,098	$53,481
Number of Teachers	25,432	8,506

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, 2011-2012

Characteristics	Non-Minority	Minority
Average Age	41.8	41.3
Percent Female	75.1%	68.2%
Percent Advanced Degree	33.0%	34.2%
Average Total Experience	14.5	11.7
Average District/AEA Experience	11.1	9.2
Average Total Salary	$51,708	$51,135
Number of Teachers	33,184	754

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 2011-2012

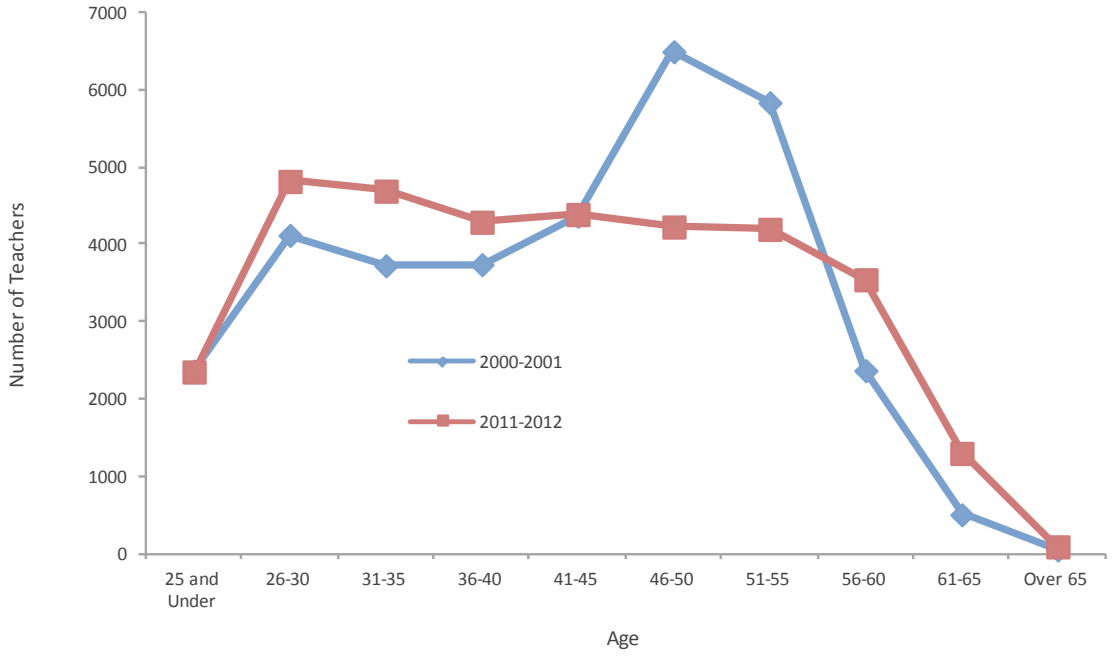
	2000-2001				2011-2012			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	2,357	2,357	6.9%	6.9%
26-30	4,123	6,492	12.3%	19.3%	4,820	7,177	14.2%	21.1%
31-35	3,730	10,222	11.1%	30.4%	4,695	11,872	13.8%	35.0%
36-40	3,745	13,967	11.1%	41.6%	4,293	16,165	12.6%	47.6%
41-45	4,370	18,337	13.0%	54.6%	4,392	20,557	12.9%	60.6%
46-50	6,497	24,834	19.3%	73.9%	4,231	24,788	12.5%	73.0%
51-55	5,838	30,672	17.4%	91.3%	4,201	28,989	12.4%	85.4%
56-60	2,373	33,045	7.1%	98.3%	3,549	32,538	10.5%	95.9%
61-65	510	33,555	1.5%	99.8%	1,304	33,842	3.8%	99.7%
Over 65	55	33,610	0.2%	100.0%	96	33,938	0.3%	100.0%

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

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2011-2012



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

Table 3-9

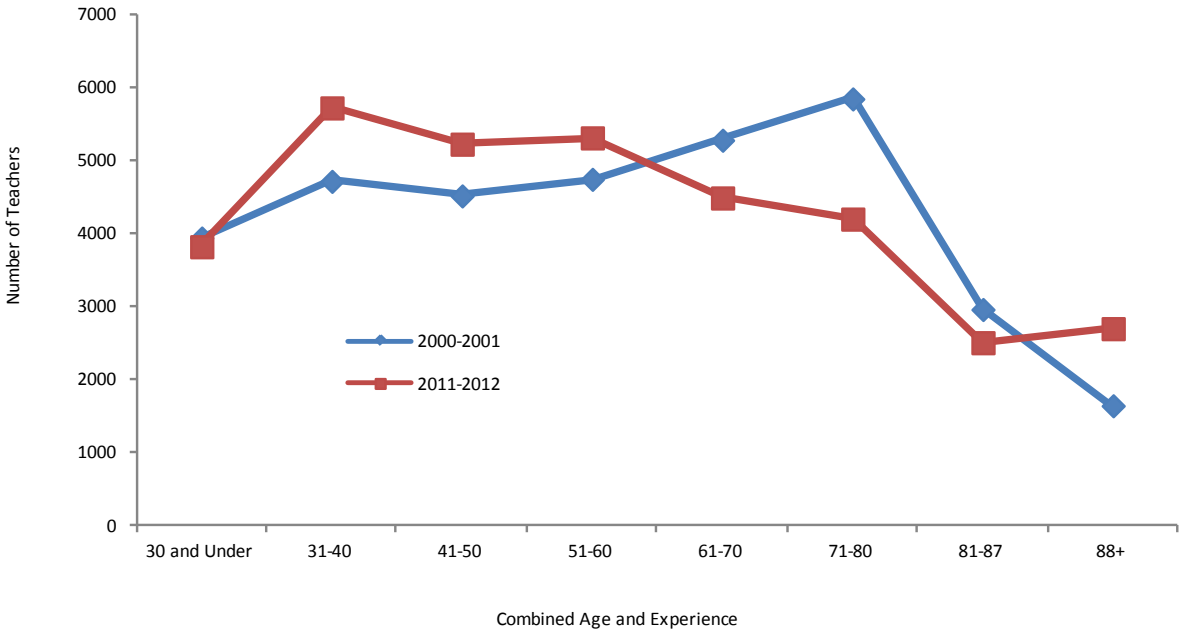
Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2011-2012

	2000-2001				2011-2012			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	3,817	3,817	11.2%	11.2%
31-40	4,711	8,647	14.0%	25.7%	5,716	9,533	16.8%	28.1%
41-50	4,512	13,159	13.4%	39.2%	5,220	14,753	15.4%	43.5%
51-60	4,739	17,898	14.1%	53.3%	5,306	20,059	15.6%	59.1%
61-70	5,274	23,172	15.7%	68.9%	4,484	24,543	13.2%	72.3%
71-80	5,839	29,011	17.4%	86.3%	4,195	28,738	12.4%	84.7%
81-87	2,958	31,969	8.8%	95.1%	2,504	31,242	7.4%	92.1%
88+	1,641	33,610	4.9%	100.0%	2,696	33,938	7.9%	100.0%

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

Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2011-2012



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

Note: Includes AEA teachers.

Table 3-10

Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary, 2000-2001, 2010-2011, and 2011-2012

	2000-2001	2010-2011	2011-2012
Average Regular Salary	N/A	$49,794	$50,218
Average Total Salary	$36,479	$51,235	$51,695
Difference	N/A	$1,441	$1,477
Percent Total Salary Greater Than Regular Salary	N/A	2.9%	2.9%

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

Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2010-2011 and 2011-2012 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.

Table 3-11

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2010-2011	2011-2012	2000-2001 to 2011-2012	2010-2011 to 2011-2012
<300	$28,811	$41,868	$42,843	48.7%	2.3%
300-599	$31,557	$45,410	$45,953	45.6%	1.2%
600-999	$33,809	$48,268	$48,748	44.2%	1.0%
1,000-2,499	$35,912	$50,816	$51,281	42.8%	0.9%
2,500-7,499	$38,266	$54,022	$54,149	41.5%	0.2%
7,500+	$40,452	$54,649	$55,060	36.1%	0.8%
AEA	$36,196	$54,026	$54,814	51.4%	1.5%
State	$36,479	$51,235	$51,695	41.7%	0.9%

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

Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2010-2011 and 2011-2012 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.

Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2011-2012

AEA	Regular Salary	Total Salary
Keystone 1	$49,028	$50,369
AEA 267	$49,030	$50,512
Prairie Lakes 8	$48,067	$49,616
Mississippi Bend 9	$50,138	$52,182
Grant Wood 10	$52,641	$53,958
Heartland 11	$51,288	$52,691
Northwest 12	$51,637	$53,074
Green Hills 13	$47,881	$49,436
Great Prairie 15	$48,675	$49,961
State	$50,218	$51,695

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 2010-2011 and 2011-2012 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 3-13

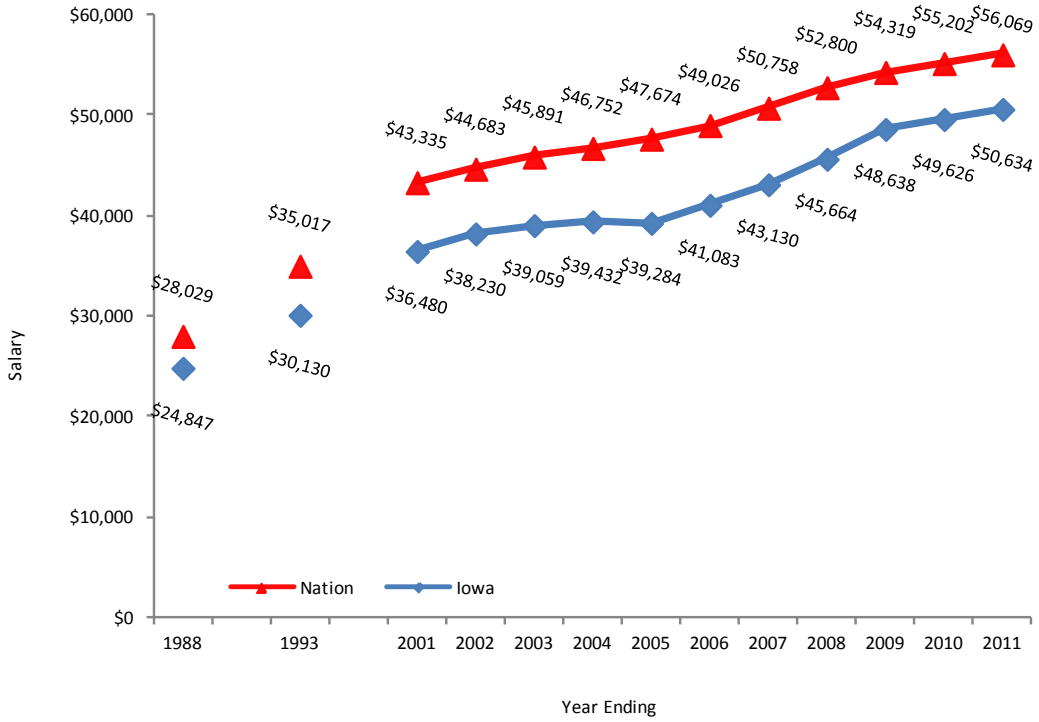
Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2009-2010 and 2010-2011

	2009-2010			2010-2011		
Nation and State	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	**$55,202**			**$56,069**		
Illinois	$62,077	8	1	$63,005	8	1
Indiana	$49,986	25	6	$50,407	26	7
Iowa	**$49,626**	**26**	**7**	**$50,634**	**25**	**6**
Kansas	$46,657	39	8	$47,080	42	9
Michigan	$57,958	12	2	$58,595	12	2
Minnesota	$52,431	20	4	$53,215	20	4
Missouri	$45,317	49	10	$46,411	49	10
Nebraska	$46,227	43	9	$47,521	37	8
North Dakota	$42,964	50	11	$44,266	50	11
Ohio	$55,958	14	3	$57,291	14	3
South Dakota	$38,837	51	12	$35,201	51	12
Wisconsin	$51,264	23	5	$52,031	23	5

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

Figure 3-3

Average Salaries of Public School Teachers for Iowa and the Nation, 1987-1988, 1992-1993, and 2000-2001 to 2010-2011



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2010 and 2011

Occupation	2010	2011	Percent Change 2010 to 2011
Electrical Engineer	$77,030	$77,660	0.8%
Civil Engineer	$75,150	$75,020	-0.2%
Software Developer, Applications	$72,972	$74,730	2.4%
Computer Programmer	$64,550	$64,820	0.4%
Accountant & Auditor	$60,840	$61,550	1.2%
Speech-Language Pathologist	$60,940	$63,610	4.4%
Registered Nurse	$51,970	$53,300	2.6%
Teacher	$49,473	$49,794	0.6%
Child, Family and School Social Worker	$39,040	$37,790	-3.2%
Interior Designer	$43,400	$44,900	3.5%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2010 and May 2011.

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

Table 3-15

Distribution of Contract Days for Full-Time Public School Teachers, 2000-2001, 2010-2011, and 2011-2012

	Number			Percent			Cumulative Percent		
Number of Contract Days	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
180-185	2,089	1,487	1,528	6.2%	4.4%	4.5%	6.2%	4.4%	4.5%
186-190	16,449	13,294	13,595	49.0%	39.2%	40.1%	55.2%	43.6%	44.6%
191-195	13,136	15,372	15,372	39.1%	45.3%	45.3%	94.3%	88.9%	89.9%
196+	1,932	3,763	3,443	5.8%	11.1%	10.1%	100.0%	100.0%	100.0%

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

Note: Includes AEA teachers.

Table 3-16

Average Number of Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	2000-2001			2010-2011			2011-2012		
Enrollment Category	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	53	392	3.6	51	346	3.5
300-599	116	2,084	3.4	116	1,891	3.2	107	1,763	3.1
600-999	104	2,587	3.1	80	1,762	2.9	85	1,866	2.9
1,000-2,499	83	3,335	2.7	78	2,770	2.5	76	2,739	2.5
2,500-7,499	24	2,052	2.2	22	1,878	2.1	22	1,916	2.1
7,500+	9	2,480	2.1	10	2,500	2.2	10	2,581	2.2
State	374	12,817	2.7	359	11,193	2.6	351	11,211	2.6

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

Note: Only includes grades 9-12 teaching assignments for 2010-2011 and 2011-2012 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, 2011-2012

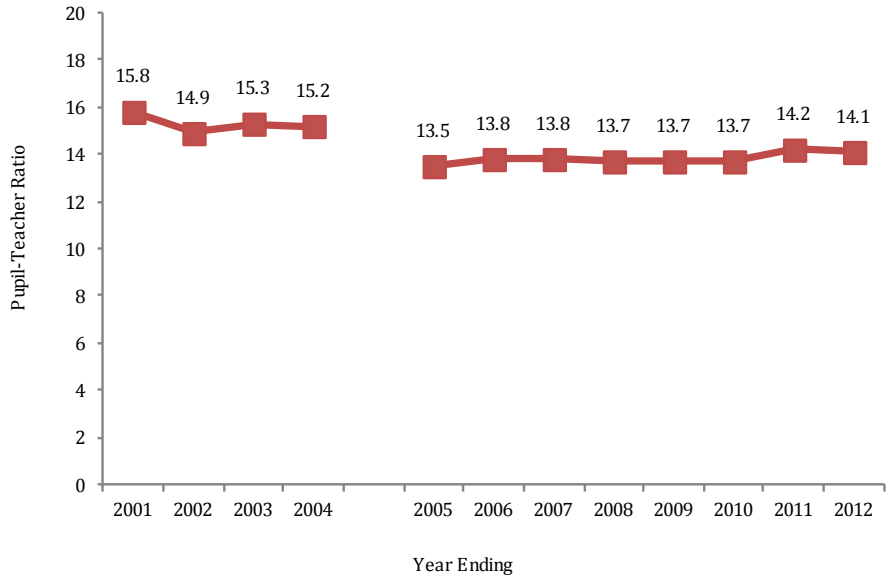
Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,172	37.2%	37.2%
2	2,327	20.8%	58.0%
3	1,893	16.9%	74.9%
4	1,305	11.6%	86.5%
5	748	6.7%	93.2%
6	409	3.7%	96.8%
7	188	1.7%	98.5%
8	90	0.8%	99.3%
9	49	0.4%	99.7%
10	17	0.2%	99.9%
11	2	0.0%	99.9%
12	6	0.1%	100.0%
13	3	0.0%	100.0%
14	2	0.0%	100.0%

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 2011-2012

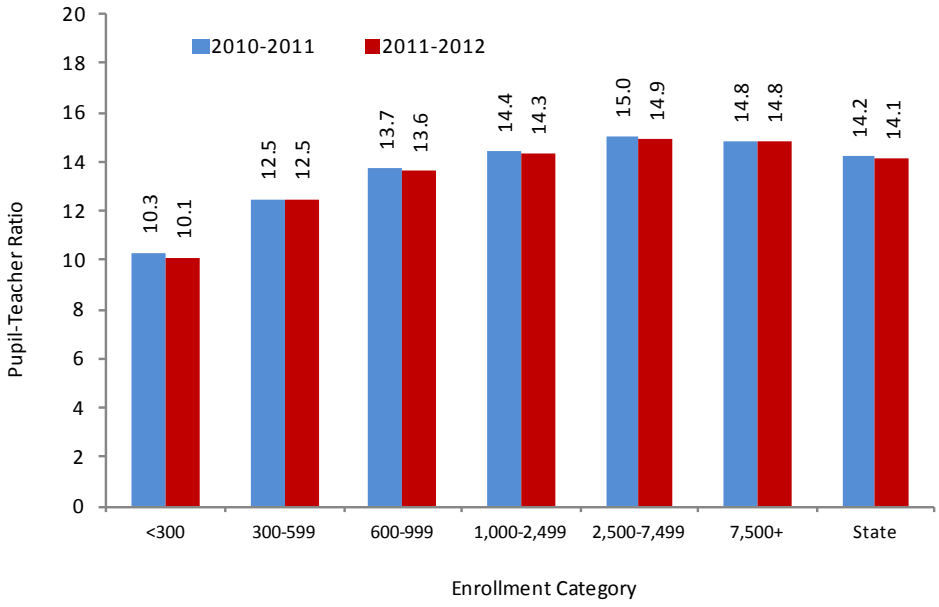


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2010-2011 and 2011-2012



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

Table 3-18

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2011-2012

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	9,019	891.1	10.1
300-599	49,230	3,926.5	12.5
600-999	63,453	4,677.6	13.6
1,000-2,499	116,159	8,128.9	14.3
2,500-7,499	96,812	6,486.9	14.9
7,500+	134,426	9,066.1	14.8
State	469,099	33,177.1	14.1

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

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

Table 3-19

Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	Number of Full-Time Equivalent (FTE) Aides				
Enrollment Category	2000-2001	2010-2011	2011-2012	% Change in FTE Aides 2000-2001 to 2011-2012	% Change in FTE Aides 2010-2011 to 2011-2012
<300	113.4	252.4	266.0	134.6%	5.4%
300-599	685.9	1,245.8	1,225.3	78.6%	-1.6%
600-999	1,054.0	1,338.3	1,529.5	45.1%	14.3%
1,000-2,499	2,023.3	2,567.7	2,660.6	31.5%	3.6%
2,500-7,499	1,681.6	1,890.7	1,941.6	15.5%	2.7%
7,500+	2,204.5	2,776.3	2,833.1	28.5%	2.0%
State	7,762.7	10,071.3	10,456.2	34.7%	3.8%

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

Note: Figures may not total due to rounding.

Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female principals increased in public and nonpublic schools between 2010-2011 and 2011-2012 (Table 3-20). 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 2.2 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 2011-2012, 12.6 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 1.8 percent between 2010-2011 and 2011-2012. The average salary of principals in the largest enrollment category was 28.2 percent higher than the average salary of principals in the smallest enrollment category (Table 3-25).

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2010-2011, and 2011-2012

	Public			Nonpublic		
Characteristics	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
Average Age	47.8	46.6	46.4	49.0	49.7	50.0
Percent Female	30.6%	39.7%	40.7%	50.5%	46.6%	47.8%
Percent Minority	3.5%	2.6%	2.3%	1.0%	3.0%	1.5%
Percent Advanced Degree	96.0%	85.5%	86.2%	90.5%	91.0%	91.8%
Average Total Experience	22.4	20.6	20.6	23.3	24.3	24.5
Average District/AEA Experience	11.8	9.5	9.6	8.7	10.1	10.1
Number of Principals	1,124	1,173	1,163	105	133	134

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

Note: Figures for public school principals include AEA principals.

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2011-2012

Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	62	49.8	35.5%	0.0%	85.5%	22.2	9.5
300-599	194	45.8	33.5%	0.0%	82.0%	20.5	9.6
600-999	205	45.3	31.7%	1.0%	79.5%	20.2	8.1
1,000-2,499	281	46.6	37.0%	0.4%	88.3%	21.5	9.6
2,500-7,499	180	46.3	42.8%	2.8%	90.6%	20.8	9.6
7,500+	236	46.8	58.9%	8.1%	90.3%	19.2	10.7
AEA	5	43.4	20.0%	0.0%	80.0%	18.8	12.4
State	1,163	46.4	40.7%	2.3%	86.2%	20.6	9.6

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

Note: Includes AEA principals.

Table 3-22

Gender Comparison of Iowa Full-Time Public School Principals, 2011-2012

Characteristics	Female	Male
Average Age	47.7	45.5
Percent Minority	2.3%	2.3%
Percent Advanced Degree	88.2%	84.9%
Average Total Experience	21.3	20.1
Average District/AEA Experience	11.0	8.6
Average Total Salary	$88,093	$90,005
Number of Principals	473	690

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 2011-2012

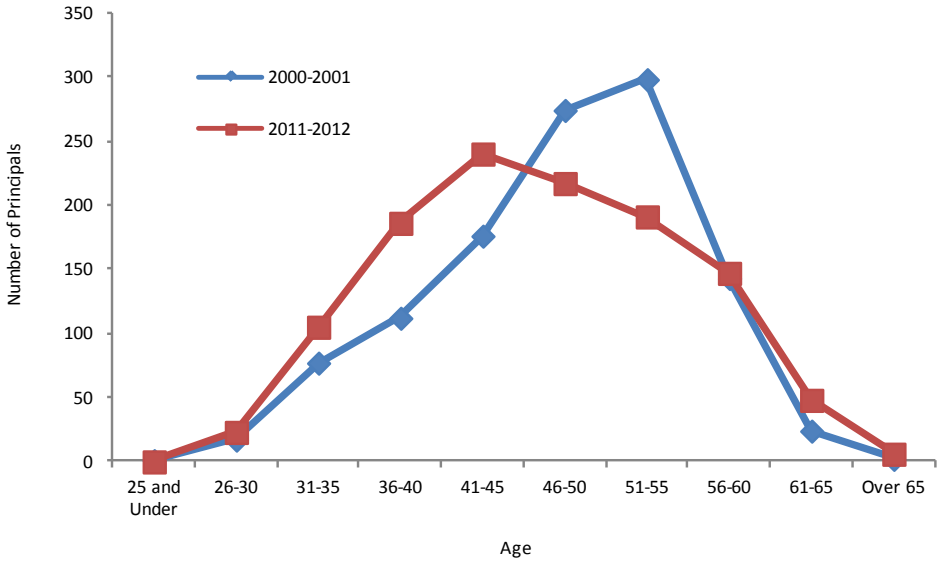
	2000-2001				2011-2012			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	23	23	2.0%	2.0%
31-35	77	95	6.9%	8.5%	105	128	9.0%	11.0%
36-40	112	207	10.0%	18.4%	186	314	16.0%	27.0%
41-45	176	383	15.7%	34.1%	240	554	20.6%	47.6%
46-50	274	657	24.4%	58.5%	217	771	18.7%	66.3%
51-55	298	955	26.5%	85.0%	191	962	16.4%	82.7%
56-60	143	1,098	12.7%	97.7%	147	1,109	12.6%	95.4%
61-65	24	1,122	2.1%	99.8%	48	1,157	4.1%	99.5%
Over 65	2	1,124	0.2%	100.0%	6	1,163	0.5%	100.0%

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

Note: Includes AEA principals.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2011-2012



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 2011-2012

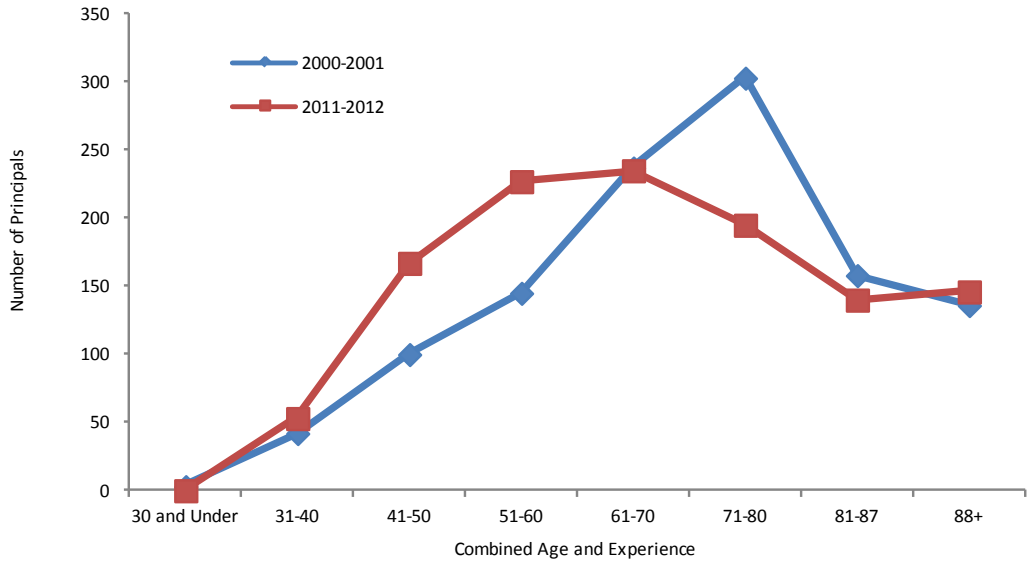
	2000-2001				2011-2012			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	0	0	0.0%	0.0%
31-40	42	45	3.7%	4.0%	53	53	4.6%	4.6%
41-50	100	145	8.9%	12.8%	167	220	14.4%	18.9%
51-60	145	290	12.9%	25.6%	227	447	19.5%	38.4%
61-70	237	527	21.1%	46.5%	235	682	20.2%	58.6%
71-80	303	830	27.0%	73.2%	195	877	16.8%	75.4%
81-87	158	988	14.1%	87.1%	140	1,017	12.0%	87.4%
88+	136	1,124	12.1%	99.1%	146	1,163	12.6%	100.0%

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

Note: Includes AEA principals.

Figure 3-7

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2011-2012



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

Table 3-25

Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	Average Total Salary				Percent Salary Change	
Enrollment Category	2000-2001	2010-2011	2011-2012	Number of Principals 2011-2012	2000-2001 to 2011-2012	2010-2011 to 2011-2012
<300	$51,775	$75,451	$77,462	62	49.6%	2.7%
300-599	$54,331	$78,734	$80,856	194	48.8%	2.7%
600-999	$58,539	$81,028	$83,148	205	42.0%	2.6%
1,000-2,499	$64,381	$87,301	$88,469	281	37.4%	1.3%
2,500-7,499	$69,145	$95,672	$96,844	180	40.1%	1.2%
7,500+	$71,935	$97,988	$99,286	236	38.0%	1.3%
AEA	$69,796	$112,703	$102,763	5	47.2%	-8.8%
State	$63,409	$87,663	$89,227	1,163	40.7%	1.8%

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

Superintendents

The tables in this section present data on full-time superintendents in Iowa public schools. The percent of superintendents with Specialist/Doctorate degrees decreased between 2010-2011 and 2011-2012. The percent of female superintendents increased slightly (Table 3-26). The percent of female superintendents was highest in the smallest and largest enrollment categories in 2011-2012. The percent of superintendents with Specialist/Doctorate degrees was highest in the largest enrollment category and lowest in the 300-599 enrollment category (Table 3-27). The average salary of male and female superintendents was about the same. 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 2011-2012, was 25.2 percent (Table 3-30). The average salary of superintendents increased by 2.9 percent between 2010-2011 and 2011-2012 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2010-2011, and 2011-2012

Characteristics	2000-2001	2010-2011	2011-2012
Average Age	52.1	51.1	51.0
Percent Female	5.8%	14.0%	15.0%
Percent Minority	0.9%	1.0%	1.0%
Percent Specialist/Doctorate Degree	59.2%	61.1%	58.5%
Average Total Experience	26.9	25.7	24.9
Average District Experience	8.0	7.5	7.2
Number of Superintendents	326	301	301

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, 2011-2012

Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	27	53.9	29.6%	0.0%	55.6%	27.0	9.8
300-599	89	50.9	10.1%	1.1%	53.9%	25.8	8.1
600-999	78	49.3	6.4%	0.0%	55.1%	24.1	6.2
1,000-2,499	75	50.2	21.3%	2.7%	65.3%	24.4	6.7
2,500-7,499	22	54.6	18.2%	0.0%	59.1%	27.8	7.9
7,500+	10	56.2	30.0%	0.0%	80.0%	13.6	2.3
State	301	51.0	15.0%	1.0%	58.5%	24.9	7.2

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, 2011-2012

Characteristics	Female	Male
Average Age	52.9	50.7
Percent Minority	2.2%	0.8%
Percent Specialist/Doctorate Degree	68.9%	56.6%
Average Total Experience	23.4	25.1
Average District Experience	7.0	7.3
Average Total Salary	$122,090	$122,118
Number of Superintendents	45	256

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 2011-2012

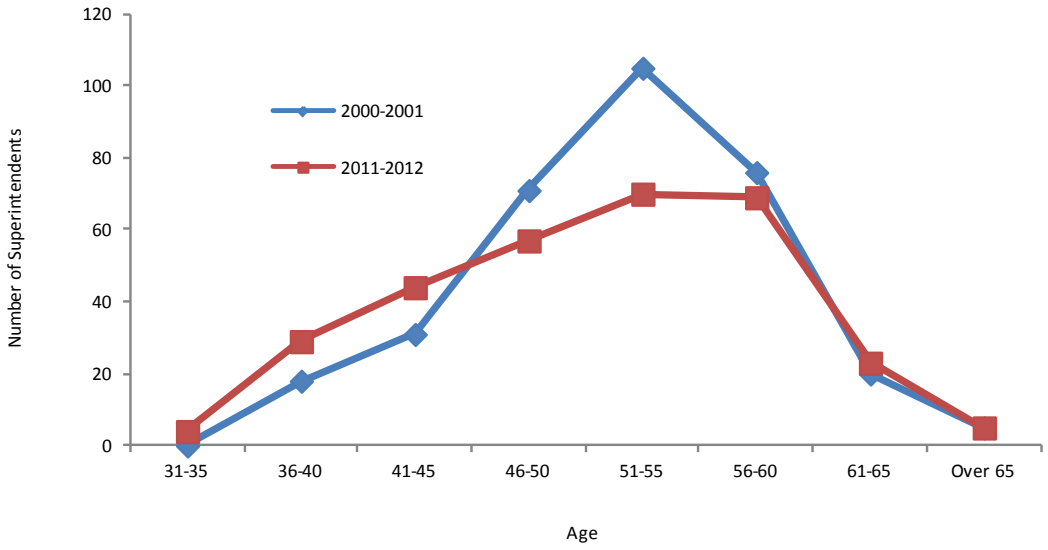
	2000-2001				2011-2012			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
31-35	0	0	0.0%	0.0%	4	4	1.3%	1.3%
36-40	18	18	5.5%	5.5%	29	33	9.6%	11.0%
41-45	31	49	9.5%	15.0%	44	77	14.6%	25.6%
46-50	71	120	21.8%	36.8%	57	134	18.9%	44.5%
51-55	105	225	32.2%	69.0%	70	204	23.3%	67.8%
56-60	76	301	23.3%	92.3%	69	273	22.9%	90.7%
61-65	20	321	6.1%	98.5%	23	296	7.6%	98.3%
Over 65	5	326	1.5%	100.0%	5	301	1.7%	100.0%

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

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

Figure 3-8

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2011-2012



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 2011-2012

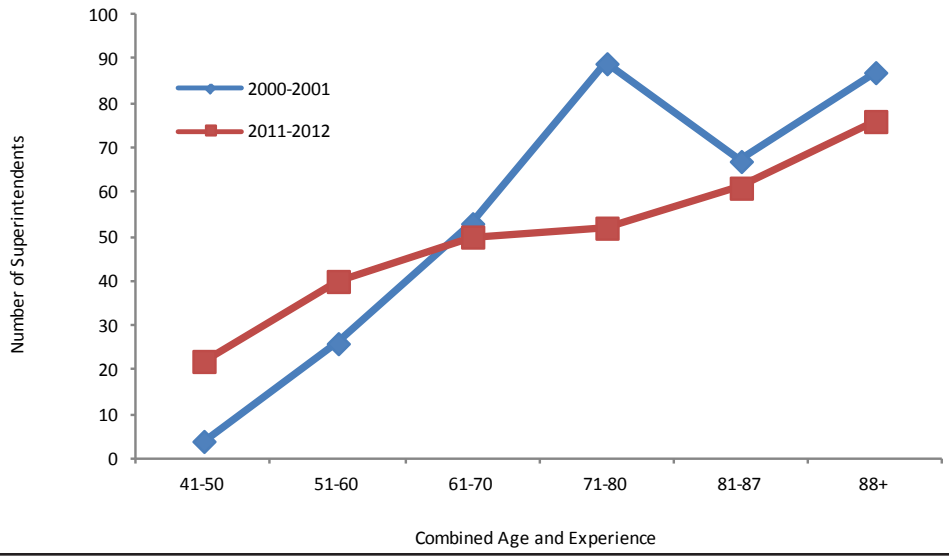
	2000-2001				2011-2012			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
41-50	4	4	1.2%	1.2%	22	22	7.3%	7.3%
51-60	26	30	8.0%	9.2%	40	62	13.3%	20.6%
61-70	53	83	16.3%	25.5%	50	112	16.6%	37.2%
71-80	89	172	27.3%	52.8%	52	164	17.3%	54.5%
81-87	67	239	20.6%	73.3%	61	225	20.3%	74.8%
88+	87	326	26.7%	100.0%	76	301	25.2%	100.0%

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

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

Figure 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-2001 and 2011-2012



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

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

Table 3-31

Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

Enrollment Category	Average Total Salary 2000-2001	Average Total Salary 2010-2011	Average Total Salary 2011-2012	Number of Superintendents 2011-2012	Percent Salary Change 2000-2001 to 2011-2012	Percent Salary Change 2010-2011 to 2011-2012
<300	$63,569	$90,505	$93,846	27	47.6%	3.7%
300-599	$71,049	$108,800	$111,649	89	57.1%	2.6%
600-999	$76,935	$110,380	$114,369	78	48.7%	3.6%
1,000-2,499	$85,772	$126,957	$130,915	75	52.6%	3.1%
2,500-7,499	$104,464	$159,291	$162,273	22	55.3%	1.9%
7,500+	$125,036	$192,775	$197,629	10	58.1%	2.5%
State	$79,836	$118,667	$122,114	301	53.0%	2.9%

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

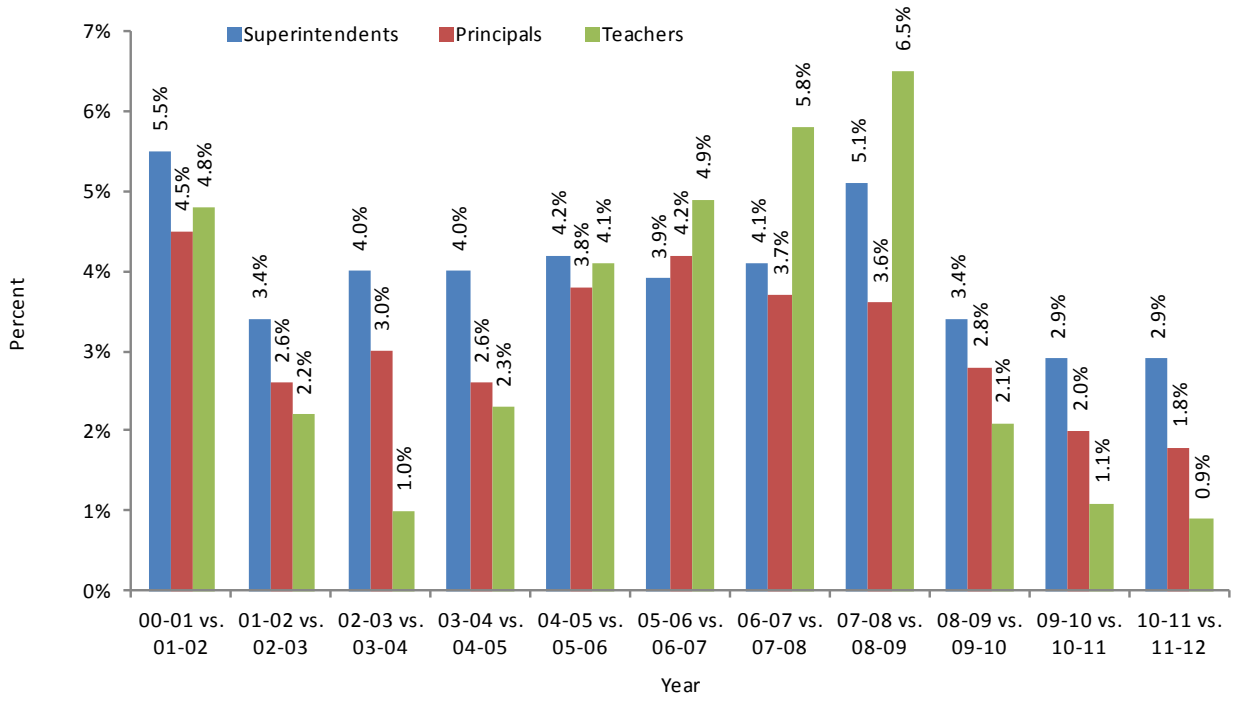
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

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 2011-2012. 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 2011-2012, teachers had the lowest percentage increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents 2000-2001 vs. 2001-2002 to 2010-2011 vs. 2011-2012



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 2011-2012

	2000-2001			2011-2012		
Enrollment Category	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	$28,811	$51,775	$63,569	$42,843	$77,462	$93,846
300-599	$31,557	$54,331	$71,049	$45,953	$80,856	$111,649
600-999	$33,809	$58,539	$76,935	$48,748	$83,148	$114,369
1,000-2,499	$35,912	$64,381	$85,772	$51,281	$88,469	$130,915
2,500-7,499	$38,266	$69,145	$104,464	$54,149	$96,844	$162,273
7,500+	$40,452	$71,935	$125,036	$55,060	$99,286	$197,629
AEA	$36,196	$69,796	-	$54,814	$102,763	-
State	$36,479	$63,409	$79,836	$51,695	$89,227	$122,114

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

Notes: Includes AEA staff.
Teacher figures for 2011-2012 represent average salaries for full-time public school staff with teaching position codes. There were approximately 5,000 full-time public school staff in 2011-2012 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 2010-2011 and 2011-2012 (Table 3-33). All districts are required by the 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. As seen in Table 3-34, the number of full-time and part-time guidance counselors in the state increased between 2010-2011 and 2011-2012. The percent of guidance counselors eligible to retire with combined age and years experience of 88 or more was 11.6 percent in 2011-2012 (Table 3-36). The average salary of guidance counselors increased by .5 percent between 2010-2011 and 2011-2012 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Guidance Counselors, 2000-2001, 2010-2011, and 2011-2012

Characteristics	2000-2001	2010-2011	2011-2012
Average Age	46.4	44.3	44.5
Percent Female	64.2%	75.6%	76.1%
Percent Minority	1.6%	2.2%	2.5%
Percent Advanced Degree	86.9%	84.6%	85.7%
Average Total Experience	18.8	16.6	16.5
Average District Experience	12.1	10.2	10.4
Number of Guidance Counselors	1,194	1,162	1,173

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

Note: Does not include AEA staff.

Table 3-34

Full-Time and Part-Time Iowa Public School Guidance Counselors by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
<300	38	53	51	13	25	22	5	11	13
300-599	116	116	107	129	143	132	15	12	10
600-999	104	80	85	189	152	170	14	4	7
1,000-2,499	83	78	76	310	295	291	8	6	8
2,500-7,499	24	22	22	247	242	251	8	11	8
7,500+	9	10	10	306	305	307	15	12	13
State	374	359	351	1,194	1,162	1,173	65	56	59

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

Note: Does not include AEA staff.

Table 3-35

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2011-2012

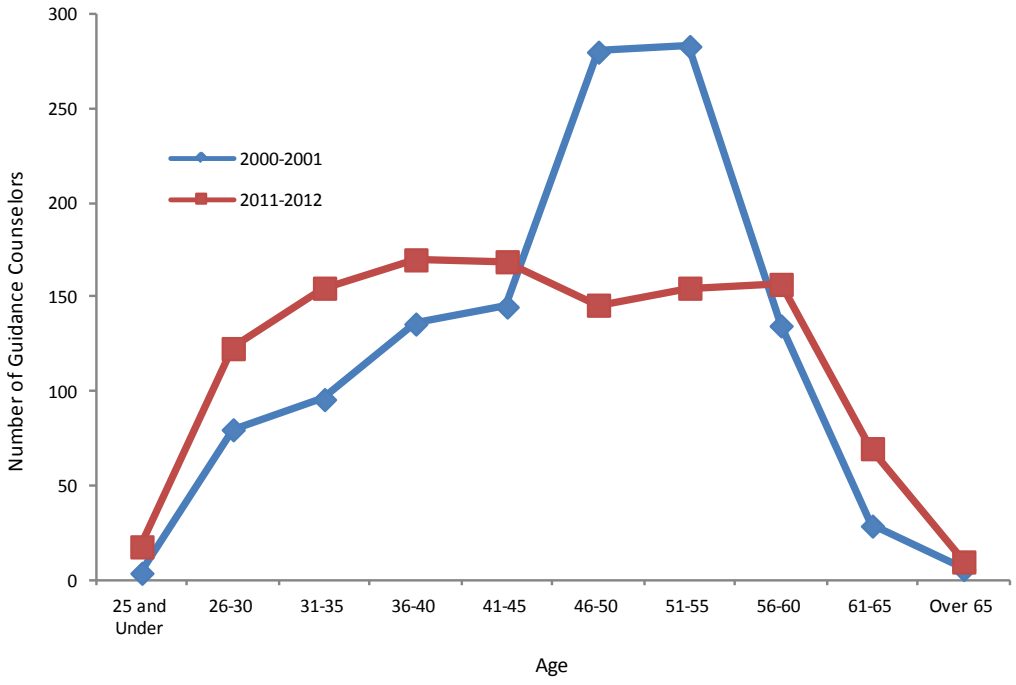
	2000-2001				2011-2012			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	18	18	1.5%	1.5%
26-30	80	84	6.7%	7.0%	123	141	10.5%	12.0%
31-35	96	180	8.0%	15.1%	155	296	13.2%	25.2%
36-40	136	316	11.4%	26.5%	170	466	14.5%	39.7%
41-45	145	461	12.1%	38.6%	169	635	14.4%	54.1%
46-50	280	741	23.5%	62.1%	146	781	12.4%	66.6%
51-55	283	1,024	23.7%	85.8%	155	936	13.2%	79.8%
56-60	135	1,159	11.3%	97.1%	157	1,093	13.4%	93.2%
61-65	29	1,188	2.4%	99.5%	70	1,163	6.0%	99.1%
Over 65	6	1,194	0.5%	100.0%	10	1,173	0.9%	100.0%

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

Note: Does not include AEA staff.

Figure 3-11

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2011-2012



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 2011-2012

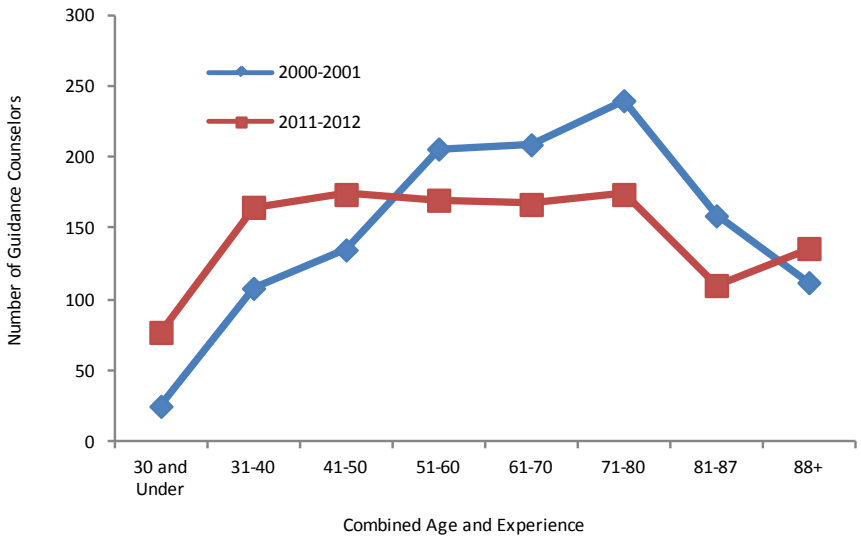
	2000-2001				2011-2012			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	77	77	6.6%	6.6%
31-40	108	133	9.0%	11.1%	165	242	14.1%	20.6%
41-50	135	268	11.3%	22.4%	174	416	14.8%	35.5%
51-60	206	474	17.3%	39.7%	170	586	14.5%	50.0%
61-70	209	683	17.5%	57.2%	167	753	14.2%	64.2%
71-80	240	923	20.1%	77.3%	174	927	14.8%	79.0%
81-87	159	1,082	13.3%	90.6%	110	1,037	9.4%	88.4%
88+	112	1,194	9.4%	100.0%	136	1,173	11.6%	100.0%

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

Note: Does not include AEA staff.

Figure 3-12

Combined Age and Experience Distribution of Iowa Full-Time Public School Guidance Counselors, 2000-2001 and 2011-2012



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

Note: Does not include AEA staff.

Table 3-37

Average Total Salary of Iowa Full-Time Public School Guidance Counselors by Enrollment Category, 2000-2001, 2010-2011 and 2011-2012

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2010-2011	2011-2012	2000-2001 to 2011-2012	2010-2011 to 2011-2012
<300	$33,912	$46,219	$47,814	36.3%	3.9%
300-599	$35,907	$50,174	$50,454	39.7%	0.9%
600-999	$37,702	$52,314	$52,614	38.8%	0.9%
1,000-2,499	$41,062	$56,448	$57,128	37.5%	-0.2%
2,500-7,499	$44,628	$60,250	$60,559	35.0%	1.5%
7,500+	$46,886	$61,178	$61,749	30.5%	0.0%
State	$42,126	$56,948	$57,492	35.2%	0.5%

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 slight increase in the percent of female library/media specialists, the percent of minority library/media specialists and the percent of library/media specialists with advanced degrees between 2010-2011 and 2011-2012 (Table 3-38). The number of full-time and part-time library/media specialists decreased between 2010-2011 and 2011-2012 (Table 3-39). The average salary of library/media specialists increased by 1 percent between 2010-2011 and 2011-2012 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. Between 2010-2011 and 2011-2012, the number of library/media associates increased by 5.9 percent (Table 3-41).

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists, 2000-2001, 2010-2011, and 2011-2012

Characteristics	2000-2001	2010-2011	2011-2012
Average Age	48.5	49.5	48.9
Percent Female	90.6%	95.1%	95.2%
Percent Minority	0.8%	0.2%	0.4%
Percent Advanced Degree	59.6%	59.2%	59.8%
Average Total Experience	19.6	19.3	18.5
Average District Experience	14.3	13.5	12.7
Number of Library/Media Specialists	636	507	503

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

Note: Does not include AEA staff.

Table 3-39

Full-Time and Part-Time Iowa Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
<300	38	53	51	8	19	17	11	14	12
300-599	116	116	107	82	71	68	20	27	26
600-999	104	80	85	107	62	64	8	7	9
1,000-2,499	83	78	76	174	117	112	9	10	6
2,500-7,499	24	22	22	134	110	118	3	6	2
7,500+	9	10	10	131	128	124	7	6	5
State	374	359	351	636	507	503	58	70	60

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

Note: Does not include AEA staff.

Table 3-40

Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	Average Total Salary			Percent Salary Change	
Enrollment Category	2000-2001	2010-2011	2011-2012	2000-2001 to 2011-2012	2010-2011 and 2011-2012
<300	$28,997	$44,925	$45,959	58.5%	2.3%
300-599	$33,415	$49,335	$50,387	50.8%	2.1%
600-999	$35,926	$49,599	$50,183	39.7%	1.2%
1,000-2,499	$39,377	$54,978	$55,362	40.6%	0.7%
2,500-7,499	$42,276	$60,129	$59,786	41.4%	-0.6%
7,500+	$45,636	$62,103	$62,977	38.0%	1.4%
State	$39,797	$56,070	$56,628	42.3%	1.0%

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

Note: Does not include AEA staff.

Table 3-41

Iowa Public School Library/Media Associates by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

	Number of Full-Time Equivalent (FTE) Associates				
Enrollment Category	2000-2001	2010-2011	2011-2012	% Change in FTE Associates 2000-2001 to 2011-2012	% Change in FTE Associates 2010-2011 to 2011-2012
<300	26.3	18.2	12.8	-51.2%	-29.6%
300-599	143.9	69.2	66.3	-54.0%	-4.3%
600-999	204.2	82.5	90.7	-55.6%	9.9%
1,000-2,499	284.1	109.4	125.2	-55.9%	14.5%
2,500-7,499	246.8	30.8	35.0	-85.8%	13.7%
7,500+	180.1	53.3	54.7	-69.6%	2.7%

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 2011-2012. 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 decreased between 2010-2011 and 2011-2012. The average salary of AEA staff has increased by 1.1 percent between 2010-2011 and 2011-2012. Almost half of the AEA staff in 2011-2012 held a Special Ed Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2010-2011, and 2011-2012

Characteristics	2000-2001	2010-2011	2011-2012
Average Age	44.8	46.4	46.4
Percent Female	77.3%	87.3%	88.0%
Percent Minority	1.0%	1.9%	0.0%
Percent Advanced Degree	79.4%	84.6%	85.1%
Average Total Experience	17.2	18.9	18.9
Average Number of Contract Days	197.3	196.2	196.6
Average Total Salary	$44,351	$63,046	$63,720
Number of AEA Staff	2,225	2,353	2,226

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

Table 3-43

Number of Full-Time AEA Licensed Staff by Position, 2011-2012

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	67	3.0%
Content/Curriculum Consultant	203	9.1%
Coordinator/Department Head	28	1.3%
Counselor	3	0.1%
Early Childhood Special Education	73	3.3%
Home Intervention Teacher	47	2.1%
Hospital/Homebound Teacher	1	0.0%
Itinerant Teacher	59	2.7%
Nurse (SPR on file with BOEE)	8	0.4%
Other Administrator	18	0.8%
Principal	5	0.2%
Regular Education Teacher	19	0.9%
Social Worker	92	4.1%
Special Ed Support	1,063	47.8%
Special Education Consultant	267	12.0%
Special Education Director	8	0.4%
Special Education Teacher	220	9.9%
Specialist	19	0.9%
Superintendent	1	0.0%
Supervisor	8	0.4%
Teacher Librarian/Media Specialist	8	0.4%
Total	2,226	100.0%

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

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

Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2011-2012. AEA 267 had the highest percent of districts. However, Heartland AEA had the highest percent of public school and nonpublic school licensed staff. Mississippi Bend AEA had the lowest percent of districts. Keystone AEA had the lowest percent of public school licensed staff and Green Hills AEA had the lowest percent of nonpublic school licensed staff.

Table 3-44

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEA, 2011-2012

	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
AEA	Number	Percent	Number	Percent	Number	Percent
Keystone 1	24	6.8%	2,532	6.3%	379	14.7%
AEA 267	57	16.2%	5,487	13.7%	284	11.0%
Prairie Lakes 8	45	12.8%	2,674	6.7%	199	7.7%
Mississippi Bend 9	22	6.3%	3,955	9.8%	228	8.8%
Grant Wood 10	32	9.1%	5,401	13.4%	353	13.6%
Heartland 11	53	15.1%	10,415	25.9%	548	21.2%
Northwest 12	36	10.3%	3,189	7.9%	413	16.0%
Green Hills 13	48	13.7%	3,431	8.5%	89	3.4%
Great Prairie 15	34	9.7%	3,102	7.7%	94	3.6%
State	351	100.0%	40,186	100.0%	2,587	100.0%

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

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

Public School Nurses

Iowa Code (256.11) requires each school district to have a nurse that is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. Registered Nurses are licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BOEE), and are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses that are licensed by the Board of Nursing have an associate degree or diploma, may practice in a school district, but they do not qualify for a school nurse SPR. These nurses are reported as non-licensed staff on the Fall BEDS staff collection. The nurse full-time equivalent (FTE) counts listed in Table 3-45 include nurses with a SPR and nurses without a SPR. The number of FTE nurses in the state increased slightly between 2010-2011 and 2011-2012.

Table 3-45

Iowa Public School Nurse FTE by Enrollment Category, 2010-2011 and 2011-2012

Enrollment Category	2010-2011	2011-2012	% Change in FTE Nurses 2010-2011 and 2011-2012
<300	16.2	18.3	12.8%
300-599	84.3	76.3	-9.4%
600-999	78.4	82.3	4.9%
1,000-2,499	134.4	134.6	0.2%
2,500-7,499	109.7	112.9	2.9%
7,500+	145.5	145.7	0.2%
State	568.4	570.1	0.3%

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.

Education and Experience of Iowa Educators

"We always overestimate the change that will occur in the next two years and underestimate the change that will occur in the next ten. Don't let yourself be lulled into inaction."
-- Bill Gates (1996)

Background

The nature of schooling in Iowa is changing. Change is not optional; change is mandatory. Teachers have no choice but to adapt to the realities in today's education world. The way we teach is different from how we taught a short time ago. School leaders are scrambling to effectively implement the myriad changes necessary to teach students effectively in the twenty-first century (Armenakis & Bedeian, 1999):

- Content: Iowa Common Core;
- Context: students' college and career ready, global competition;
- Process: online classes, immediate virtual information, Smart Boards, email, parent Internet access to school information; and
- Criterion: new Iowa Assessments, Smarter Balance Assessment collaboration.

In their categories of change, Armenakis and Bedeian leave out one crucial factor, the individuals affected by the changes: staff, students, and parents. This paper examines changes in demographics of full-time teaching staff members in Iowa public schools during the last 20 years manifested specifically in the ages of Iowa teachers and advanced degrees of Iowa teachers and Iowa beginning teachers.

Age

During the 2011-2012 school year, the mean age of full-time teachers in Iowa was 41.8 years. This was similar to the year before (41.9), but slightly less than five years ago (42.1). However, when the data for the last 20 years are examined more closely using a frequency distribution, a pattern of change emerges (Table 1).

Table 1

Iowa Full-Time Public School Teacher Age Distribution
1991-1992, 1996-1997, 2001-2002, 2006-2007, and 2011-2012

	School Year				
Age	1991-1992	1996-1997	2001-2002	2006-2007	2011-2012
25 and Under	5.8%	5.8%	7.4%	8.0%	6.9%
26-30	10.5%	11.0%	12.2%	13.3%	14.2%
31-35	11.3%	10.7%	11.1%	11.9%	13.8%
36-40	17.8%	11.7%	11.2%	11.8%	12.6%
41-45	21.2%	18.2%	12.5%	12.2%	12.9%
46-50	13.4%	20.5%	17.9%	12.6%	12.5%
51-55	10.4%	12.4%	18.8%	16.9%	12.4%
56-60	7.2%	7.6%	7.2%	11.2%	10.5%
61-65	2.2%	1.8%	1.5%	2.0%	3.8%
Over 65	0.2%	0.2%	0.2%	0.2%	0.3%

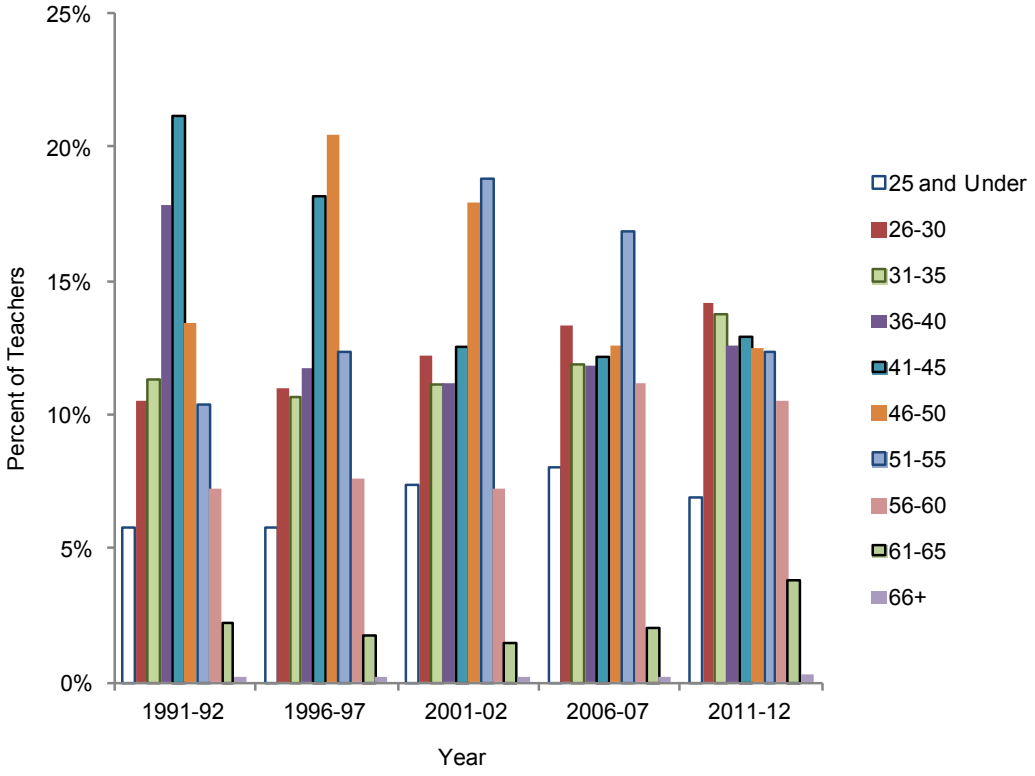
Source: The Annual Condition of Education Report 1992, 1997, 2002, 2007, 2012

The distribution is becoming more flat with each of the middle seven categories representing 10 to 15 percent of the whole distribution. Examining the distribution graphically, additional trends can be noted (Figure 1). The first trend readily apparent is that the group of teachers who were born in the years 1944-1951 (41-45 years-old in 1991) had the largest representation in the teachers' workforce for many years. However, this group has left their teaching positions in large numbers during the last ten years. Much of the recent attrition has been due to retirement. The teachers in this age group know something about change. During their life time, they have seen courts order school desegregation (1955), lost a president due to an assassination (1963), and witnessed a walk on the moon (1969). In addition, the group of teachers that followed five years later was also represented in large numbers during their career and is also leaving teaching in substantial numbers.

A second trend is also noticeable. The percent of teachers in the 26 to 30 age group has been slowly increasing. In 2011-2012, this group (born between 1981 to 1986) comprised the largest percent of teachers when compared to the other age groups (14.2 percent). These teachers have grown up in a world of rapid change. They have known Apple computers (1976) and IBM personal computers (1980) for their entire lives. They were not yet 10-years-old when the Internet expanded with the World Wide Web (1993). Their world view is necessarily different from teachers just a few years ago.

Figure 1

Iowa Full-time Public School Teacher Age Distribution
1991-1992, 1996-1997, 2001-2002, 2006-2007, and 2011-2012



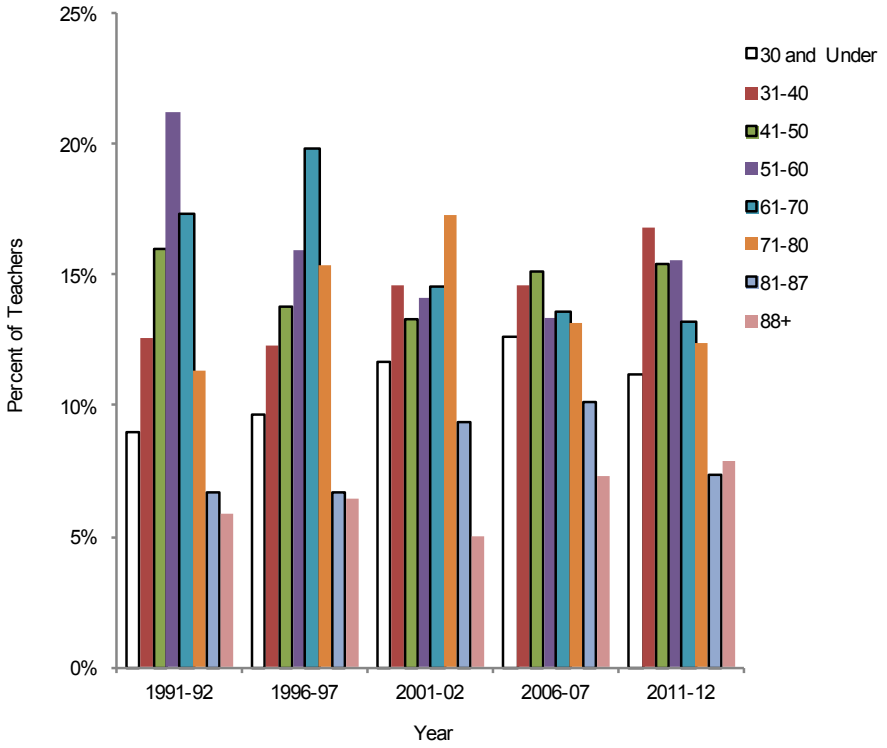
Source: The Annual Condition of Education Report 1992, 1997, 2002, 2007, 2012

The distribution of age combined with experience for Iowa's full-time public school teachers shows a similar pattern (Figure 2). Full-time public school teachers are eligible to receive full retirement benefits through the Iowa Public Employees 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. The percent of teachers with combined age and experience of 88 years or more increased between 2001-2002 and 2011-2012, but only slightly (7.3 percent to 7.9 percent), suggesting that a few more teachers may be delaying retirement than five years ago.

Both of the trends mentioned previously continue when experience is also considered. However, the emergence of the 31 to 40 age plus experience group is even more distinctive. Almost 17 percent of the full-time teachers in 2011-2012 fall into this group.

Figure 2

Combined Age and Experience of Iowa Full-time Public School Teachers
1991-1992, 1996-1997, 2001-2002, 2006-2007, and 2011-2012



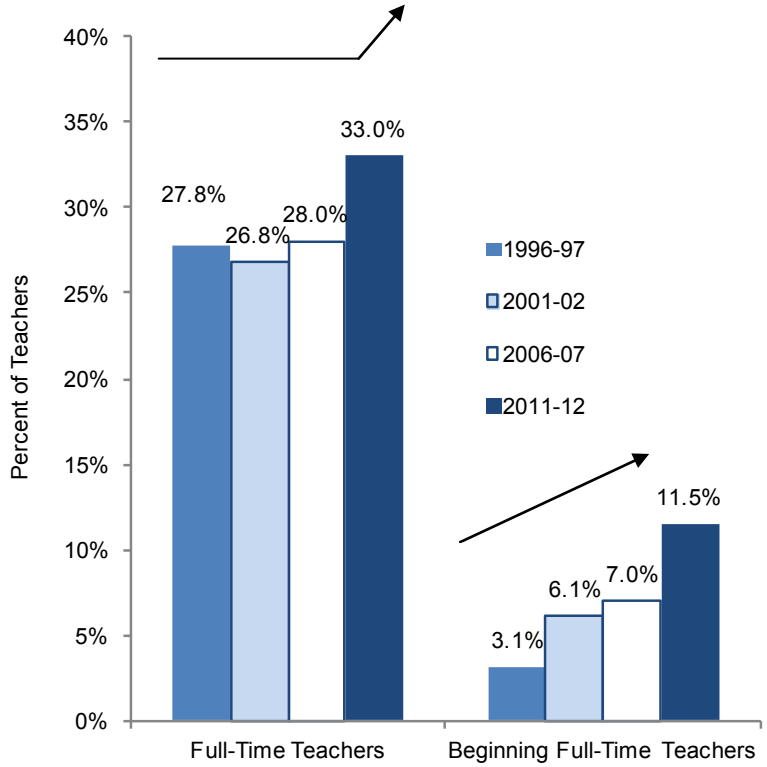
Source: The Annual Condition of Education Report 1992, 1997, 2002, 2007, 2012

Education

More teachers hold advanced degrees than ever before in Iowa (Figure 3). During the 2011-2012 school year, one-third (33 percent) of the full-time teachers held advanced degrees. Prior to this, the percent of teachers with advanced degrees had remained constant at around 27 percent. Part of the reason for this jump is that more beginning teachers are entering the profession with advanced degrees. Over 11.5 percent of beginning teachers in 2011-2012 held advanced degrees.

Figure 3

Percent of Full-time Teachers With Advance Degrees
1996-1997, 2001-2002, 2006-2007, and 2011-2012



Source: The Annual Condition of Education Report 1997, 2002, 2007, 2012

Conclusion

When exploring the age of teachers in Iowa, the whole distribution must be examined, not just the central tendency statistics. The age of teachers in Iowa is dropping appreciably with the younger teachers coming to the profession more often with advanced degrees. The change to a more diversely aged school staff is bringing the benefits, and sometimes challenges, of dissimilar experiences and world views.

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Feedback for our Most Important Investment - Educators

Background

Teacher evaluation systems have been a topic of recent local and federal policy debate. The report The Widget Effect (Weisberg, Sexton, Mulhern and Keeling, 2009) highlights the importance of a differentiated evaluation system which can pinpoint exceptional teacher performance versus ineffective instructional performance and those in between. A large body of empirical research confirms teachers differ from one another in effectiveness (Glazerman, et al., 2011). Further, evidence underscores critical importance of an effective teacher in raising student achievement. This briefing examines the current practices of providing summative feedback for the largest and most important investment in education—teachers.

Current district evaluation practices are set forth by Iowa Code Section 284.3. Iowa Code requires that all teachers are evaluated using the Iowa Teaching Standards. Beginning teachers must demonstrate competence with these standards within their first two years of teaching in order to be eligible to receive a standard license. Local school districts are responsible for this determination and for the recommendation to the Board of Educational Examiners for their license to be issued. Career teachers are required to have a summative evaluation once every three years. Although each teacher in the state must be evaluated using the Iowa Teaching Standards, the evaluation rubrics and systems which measure progress toward this standard is a local district decision.

In the spring of 2011, the Department of Education (DE) collected information about the teacher evaluation systems currently in use by districts across Iowa. This collection was a requirement from the 2008 American Recovery and Reinvestment Act State Fiscal Stabilization Funds Phase II funding. The collection included:

1) A description of the evaluation system used by each district.
2) The scale of the evaluation rating system (i.e., a two-point scale or a three-point scale, etc.).
3) A description of the ratings (i.e., meets expectation versus does not meet expectations).
4) The number and percentage rated at each level of the scale.

What does it mean?

The majority of Iowa schools and districts use the Iowa State Education Association (ISEA) teacher evaluation model. Fifty-four percent of districts reported using the ISEA evaluation system while a smaller minority of districts (46 percent) reported using some other type of evaluation system. Additional analysis is needed to provide more details about these other types of evaluation systems. A copy of the ISEA evaluation system can be found at this web address: http://www.isea.org/assets/document/career-dev-model.pdf.

Districts provided information of the scale in their evaluation system (two-point scale) and the labels for each level of the scale (i.e., meet versus does not meet).

Fifty-eight percent of districts reported using a two-point scale with descriptors of meet and does not meet expections. Twelve percent of districts reported using a three-point scale. A small minority of districts had a scale with more than three levels.

Regardless of the scale used, districts indicated which point in the scale results in a satisfactory or unsatisfactory rating. The data provide a summary of the results of the rating systems used by Iowa districts.

Since teachers in the state are required to be evaluated once every three years and beginning teachers every year, it was not surprising that only 45 percent of all teachers received an evaluation during the 2010-11 school year.

Table 1

2010-2011 Number and Percent of Iowa Public School Teachers Given Evaluation

	Number	Percent
Not Evaluated	21,363	54.9
Evaluated	17,569	45.1
Total Teachers	38,932	100.0

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

Of those teachers who received an evaluation in 2010-11, about 25 percent did not receive a summative rating of their performance. Further, of those who did receive a summative rating approximately 2 percent received an unsatisfactory rating. The 243 ineffective ratings occurred in 99 districts or roughly 28 percent of districts statewide.

Table 2

2010-2011 Number and Percent of Iowa Public School Teachers With Evaluation by Summative Status

	Number	Percent
Given Summative Rating	13,196	75.1
Given No Summative Rating	4,373	24.9
Evaluated	17,569	100.0

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

Table 3

2010-2011 Number and Percent of Iowa Public School Teachers Positive or Negative for the Summative Evaluators

	Number	Percent
Positive Rating	12,953	98.2
Negative Rating	243	1.8
Given Summative	13,196	100.0

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

What can be done about it?
An effective evaluation system is critical to developing, supporting, and improving the effectiveness of educators. Evaluation systems should recognize the outstanding performance of the most effective teachers. It should also identify areas of support and improvement for all educators. Teachers have a profound influence on student achievement. An effective teacher can change the course of a student's life. Research has shown that one of the most important factors influencing a student's achievement is the quality of his or her teacher.

It was surprising that 25 percent of teachers who were assessed were not given an overall summative rating of their work performance. Any employee regardless of the field must receive adequate feedback about performance in order to improve. It is essential that the systems in schools, districts, and the state support these continuous improvement efforts.

Approximately 80 percent of a school district's budget is spent on salary and benefits. This level of investment is in the right area. The bulk of costs should be on the most critical investment (teachers) to ensure students have the opportunity to succeed. Evaluation systems must generate critical and constructive feedback to the most important asset in education. These results raise several important questions:

- Does the current system provide adequate feedback to educators?
- Does the current system clearly, accurately, and dispassionately identify ineffective, effective, and highly effective educators?
- Does the current system provide support for improving ineffective teaching performance?
- Does the current system recognize and add to the strengths of effective and highly effective educators?

Jay Pennington, Chief, Bureau of Information and Analysis Services, Author

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 2010-2011 and 2011-2012, about two-thirds of the school districts had a single elementary, middle, and high school (Table 4-2).

Table 4-1

Number of Iowa Public School Districts and Number of Districts Without a Public High School 2000-2001 to 2011-2012

Year	Number of Public School Districts	Number of Districts Without a Public High School	Percent of Districts Without a Public High School
2000-2001	374	23	6.1%
2001-2002	371	21	5.7%
2002-2003	371	24	6.5%
2003-2004	370	24	6.5%
2004-2005	367	26	7.1%
2005-2006	365	25	6.8%
2006-2007	365	25	6.8%
2007-2008	364	29	8.0%
2008-2009	362	30	8.3%
2009-2010	361	31	8.6%
2010-2011	359	31	8.6%
2011-2012	351	31	8.8%

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

Table 4-2

Iowa Public School Districts, Public School Buildings, and Nonpublic School Information
2000-2001, 2010-2011, and 2011-2012

	2000-2001	2010-2011	2011-2012
Total Number of Public School Districts	374	359	351
Total Number of Public School Buildings	1,531	1,434	1,409
Number of Districts with 1 to 3 Public School Buildings	137	236	224
Percent of Districts with 1 to 3 Public School Buildings	36.6%	65.7%	63.8%
Number of Districts with 4 to 6 Public School Buildings	183	89	93
Percent of Districts with 4 to 6 Public School Buildings	48.9%	24.8%	26.5%
Number of Districts with 7 to 9 Public School Buildings	32	17	17
Percent of Districts with 7 to 9 Public School Buildings	8.6%	4.7%	4.8%
Number of Districts with 10 or more Public School Buildings	22	17	17
Percent of Districts with 10 or more Public School Buildings	5.9%	4.7%	4.8%
Total Number of Nonpublic Schools	211	181	179

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

Carnegie Unit Taught

The 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 2009-2010 to 2011-2012, 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 2009-2010 to 2011-2012

		Enrollment Category						
	State Standards	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
	Minimum Units							
2009-2010								
Number of Districts		33	102	87	76	22	10	330
English/Language Arts	6	6.39	7.14	7.45	9.01	13.31	18.90	8.35
Mathematics	6	7.04	7.68	8.20	8.95	11.08	13.86	8.46
Science	5	5.71	6.26	6.78	7.44	10.26	14.15	7.12
Social Studies	5	5.24	5.27	5.55	6.58	9.34	12.86	6.14
Foreign Language	4	3.68	4.03	4.38	5.52	10.08	15.98	5.20
Fine Arts	3	5.31	5.76	6.58	8.06	12.86	20.12	7.37
2010-2011								
Number of Districts		32	106	80	77	22	10	327
English/Language Arts	6	6.52	6.92	7.15	8.64	12.64	18.32	8.07
Mathematics	6	7.08	7.52	7.98	8.80	10.81	13.91	8.31
Science	5	5.81	6.22	6.64	7.18	9.90	14.73	7.02
Social Studies	5	5.18	5.31	5.49	6.27	8.74	14.12	6.07
Foreign Language	4	3.48	4.08	4.26	5.41	10.05	15.31	5.12
Fine Arts	3	5.12	5.72	5.57	7.52	12.64	18.79	7.16
2011-2012								
Number of Districts		27	100	85	76	22	10	320
English/Language Arts	6	6.37	6.89	7.22	8.35	12.45	17.15	7.99
Mathematics	6	6.91	7.50	7.99	8.65	10.04	13.17	8.21
Science	5	5.57	6.22	6.56	7.22	9.42	12.99	6.93
Social Studies	5	5.09	5.29	5.38	6.10	9.31	12.72	6.00
Foreign Language	4	3.50	4.06	4.23	5.47	10.33	15.78	5.19
Fine Arts	3	5.18	5.64	6.53	7.56	12.27	18.23	7.14

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, 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 EASIER in 2004-2005. Along with the Iowa Student State ID System, EASIER 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 2012. 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 2012 graduating class. Overall, 83 percent or more of the students in the graduating class of 2012 took at least one foreign language course between 2008-2009 and 2011-2012. 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.

About 28,000 of the students in the graduating class of 2012 took at least one foreign language course, almost 24,000 of them took Spanish (Table 4-5). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by 5,600 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 2012 by enrollment category. The total percent of the students who took Algebra II was 58.1. The female enrollment in Algebra II was higher than males. The districts in enrollment categories 300-599 and 600-999 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 13,181 students (39.4 percent) in the 2012 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 3.7 percent higher than male enrollment. The percent of students enrolled in higher-level mathematics courses were higher for the districts with enrollment between 1,000 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 2012. Generally speaking, female students had 10 percent more in chemistry or advanced chemistry enrollment than male students. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2,500-7,499.

About 27 percent of the students took physics and advanced physics for the 2012 class (Table 4-9). The highest percentages of physics enrollment were in the districts with enrollment more than 7,500 students. Female physics enrollment was 6.6 percent less than the male enrollment for this class.

Table 4-4

Iowa Public High School Graduating Class of 2012 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Foreign Language Courses	412	3,180	4,188	7,329	5,596	7,161	27,866
Enrollment in Iowa Public High Schools in Each of the Last Four Years	546	3,913	5,057	8,803	6,529	8,592	33,440
% of Students Who Enrolled in Foreign Language Courses	75.5%	81.3%	82.8%	83.3%	85.7%	83.3%	83.3%
Female Enrollment in Foreign Language Courses	209	1,736	2,191	3,785	2,868	3,754	14,543
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	249	1,958	2,427	4,266	3,194	4,238	16,332
% of Female Students Who Enrolled in Foreign Language Courses	83.9%	88.7%	90.3%	88.7%	89.8%	88.6%	89.0%
Male Enrollment in Foreign Language Courses	203	1,444	1,997	3,544	2,728	3,407	13,323
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	297	1,955	2,630	4,537	3,335	4,354	17,108
% of Male Students Who Enrolled in Foreign Language Courses	68.4%	73.9%	75.9%	78.1%	81.8%	78.2%	77.9%

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

Note: The analysis includes the students who were in the Iowa public school system from 2008-2009 to 2011-2012.

Table 4-5

Foreign Language Enrollment of Iowa Public High School Graduating Class of 2012 by Language

Language	Enrollment	Percent of Enrolled
Spanish	23,892	81.0%
French	2,996	10.2%
German	1,475	5.0%
Japanese	213	0.7%
Italian	191	60.0%
Chinese	49	20.0%
Russian	19	10.0%
Other Foreign Language	657	2.2%

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, 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 2012 Non-Duplicate Enrollment in Algebra II by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	322	2,479	3,279	5,221	3,781	4,344	19,426
Enrollment in Iowa Public High Schools in Each of the Last Four Years	546	3,913	5,057	8,803	6,529	8,592	33,440
% of Students Who Enrolled in Algebra II	59.0%	63.4%	64.8%	59.3%	57.9%	50.6%	58.1%
Female Enrollment in Algebra II	167	1,341	1,744	2,684	1,958	2,250	10,144
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	249	1,958	2,427	4,266	3,194	4,238	16,332
% of Female Students Who Enrolled in Algebra II	67.1%	68.5%	71.9%	62.9%	61.3%	53.1%	62.1%
Male Enrollment in Algebra II	155	1,138	1,535	2,537	1,823	2,094	9,282
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	297	1,955	2,630	4,537	3,335	4,354	17,108
% of Male Students Who Enrolled in Algebra II	52.2%	58.2%	58.4%	55.9%	54.7%	48.1%	54.3%

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

Note: The analysis includes the students who were in the Iowa public school system from 2008-2009 to 2011-2012.

Table 4-7

Iowa Public High School Graduating Class of 2012 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	168	1,342	1,836	3,524	3,056	3,255	13,181
Enrollment in Iowa Public High Schools in Each of the Last Four Years	546	3,913	5,057	8,803	6,529	8,597	33,445
% of Students Who Enrolled in Higher-Level Mathematics	30.8%	34.3%	36.3%	40.0%	46.8%	37.9%	39.4%
Female Enrollment in Higher-Level Mathematics	83	706	982	1,782	1,511	1,678	6,742
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	249	1,958	2,427	4,266	3,194	4,238	16,332
% of Female Students Who Enrolled in Higher-Level Mathematics	33.3%	36.1%	40.5%	41.8%	47.3%	39.6%	41.3%
Male Enrollment in Higher-Level Mathematics	85	636	854	1,742	1,545	1,577	6,439
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	297	1,955	2,630	4,537	3,335	4,354	17,108
% of Male Students Who Enrolled in Higher-Level Mathematics	28.6%	32.5%	32.5%	38.4%	46.3%	36.2%	37.6%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2008-2009 to 2011-2012. Higher-Level mathematics include calculus, statistics, and trigonometry.

Table 4-8

Iowa Public High School Graduating Class of 2012 Non-Duplicate Enrollment in Chemistry by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	331	2,456	3,222	5,997	4,794	5,221	22,021
Enrollment in Iowa Public High Schools in Each of the Last Four Years	546	3,913	5,057	8,803	6,529	8,592	33,440
% of Students Who Enrolled in Chemistry	60.6%	62.8%	63.7%	68.1%	73.4%	60.8%	65.9%
Female Enrollment in Chemistry	170	1,358	1,745	3,104	2,445	2,768	11,590
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	249	1,958	2,427	4,266	3,194	4,238	16,332
% of Female Students Who Enrolled in Chemistry	68.3%	69.4%	71.9%	72.8%	76.5%	65.3%	71.0%
Male Enrollment in Chemistry	161	1,098	1,477	2,893	2,349	2,453	10,431
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	297	1,955	2,630	4,537	3,335	4,354	17,108
% of Male Students Who Enrolled in Chemistry	54.2%	56.2%	56.2%	63.8%	70.4%	56.3%	61.0%

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

Note: The analysis includes the students who were in the Iowa public school system from 2008-2009 to 2011-2012.

Table 4-9

Iowa Public High School Graduating Class of 2012 Non-Duplicate Enrollment in Physics by Enrollment Category

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	109	925	1,186	2,144	1,899	2,730	8,993
Enrollment in Iowa Public High Schools in Each of the Last Four Years	546	3,913	5,057	8,803	6,529	8,592	33,440
% of Students Who Enrolled in Physics	20.0%	23.6%	23.5%	24.4%	29.1%	31.8%	26.9%
Female Enrollment in Physics	43	419	466	893	794	1,230	3,845
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	249	1,958	2,427	4,266	3,194	4,238	16,332
% of Female Students Who Enrolled in Physics	17.3%	21.4%	19.2%	20.9%	24.9%	29.0%	23.5%
Male Enrollment in Physics	66	506	720	1251	1105	1500	5,148
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	297	1,955	2,630	4,537	3,335	4,354	17,108
% of Male Students Who Enrolled in Physics	22.2%	25.9%	27.4%	27.6%	33.1%	34.5%	30.1%

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

Note: The analysis includes the students who were in the Iowa public school system from 2008-2009 to 2011-2012.

Senior Year Plus

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

Advanced Placement (AP) Courses

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

Figure 4-1 shows a six-year trend of AP courses taken by Iowa public high school students and AP enrollment from 2006-2007 to 2011-2012. 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 2011-2012 than the figures in earlier years shown.

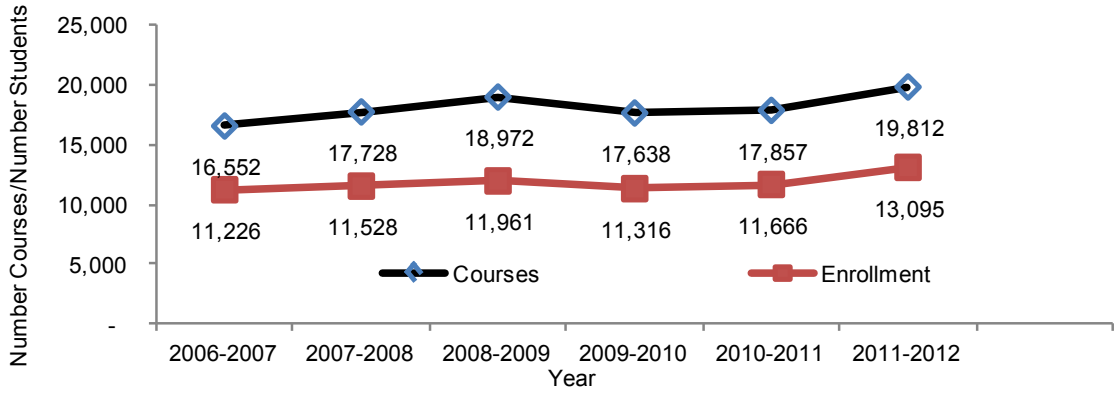
Each year, more than 50 percent of Iowa districts (only those districts that had a public high school) had AP enrollments. However, a downward trend of AP enrollment districts is reported in Table 4-10.

AP enrollments by grade are displayed in Table 4-11. In the last six years, about half of the AP enrollments were 12th graders. However, more students in grades 9 and 10 started to take AP courses in 2011-2012 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 2011-2012, the top courses taken were in the social studies area, followed by English and science. Mathematics was the fourth highest course taken.

Figure 4-1

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2006-2007 to 2011-2012



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

Table 4-10

Iowa Districts with AP Enrollment 2006-2007 to 2011-2012

Year	Total # of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
2006-2007	365	340	198	58.2%
2007-2008	364	337	198	58.8%
2008-2009	362	332	188	56.6%
2009-2010	361	330	177	53.6%
2010-2011	359	328	179	54.6%
2011-2012	351	320	171	53.4%

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

Table 4-11

Number of Iowa School Students Taking AP Courses 2006-2007 to 2011-2012

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2006-2007	47	1,148	3,802	6,229	11,226
2007-2008	58	1,446	3,748	6,276	11,528
2008-2009	247	1,777	3,888	6,049	11,961
2009-2010	267	1,689	3,786	5,574	11,316
2010-2011	390	1,719	3,857	5,700	11,666
2011-2012	290	2,699	4,202	5,904	13,095

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

Table 4-12

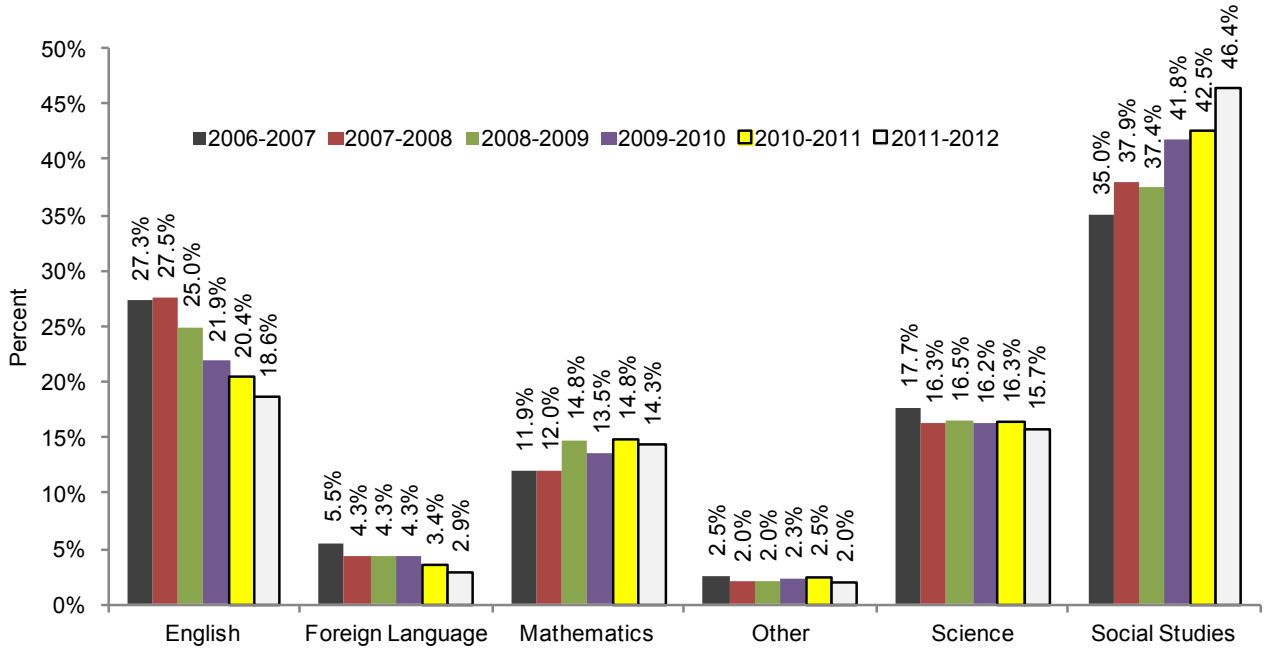
Iowa AP Courses Taken by Subject Areas 2006-2007 to 2011-2012

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English Language Arts	4,524	4,884	4,735	3,859	3,646	3,690
Fine & Performance Arts	340	304	343	344	374	335
Foreign Language	916	756	818	756	616	578
Mathematics	1,970	2,132	2,809	2,386	2,648	2,841
Computer (Other)	70	46	41	62	69	59
Science	2,931	2,882	3,127	2,866	2,912	3,109
Social Studies	5,801	6,724	7,099	7,365	7,592	9,200
Total Courses Taken	16,552	17,728	18,972	17,638	17,857	19,812

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

Figure 4-2

Iowa AP Courses Taken by Subject Areas 2006-2007 to 2011-2012



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

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 program 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 six-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2006-2007 to 2011-2012. Concurrent enrollment and courses taken are much higher in 2011-2012 than the figures in 2006-2007.

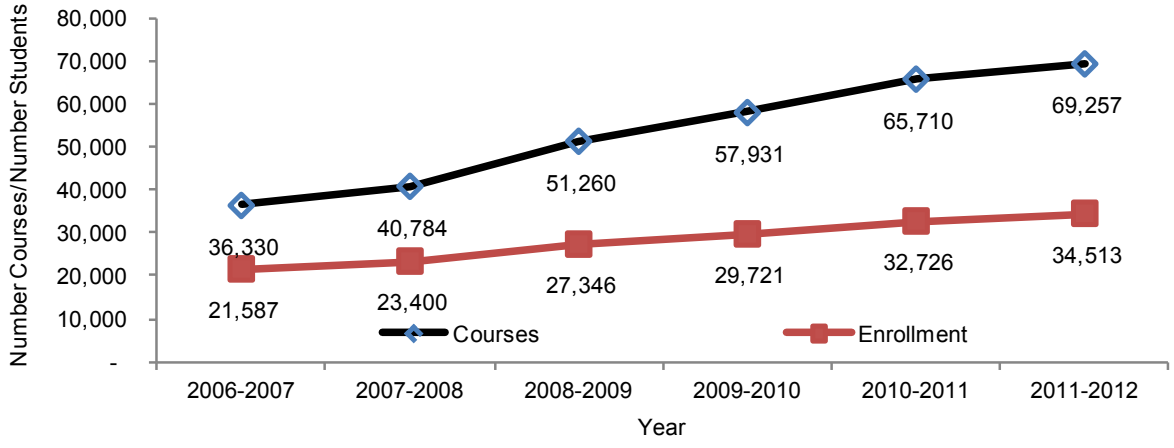
Each year, 80 to 97 percent of Iowa districts (only those districts that had a public high school) had concurrent enrollments. An upward trend of districts with concurrent enrollment is reported in Table 4-13.

Concurrent enrollments by grade are displayed in Table 4-14. In the last six years, nearly 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 2011-2012 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 2011-2012, 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 2011-2012



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

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Table 4-13

Iowa Districts with Concurrent Enrollment 2006-2007 to 2011-2012

Year	Total # of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
2006-2007	365	340	271	79.7%
2007-2008	364	337	298	88.4%
2008-2009	362	332	304	91.6%
2009-2010	361	330	313	94.8%
2010-2011	359	328	311	94.8%
2011-2012	351	320	311	97.2%

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

Table 4-14

Number of Iowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2011-2012

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2006-2007	707	1,718	7,478	11,684	21,587
2007-2008	490	1,767	8,218	12,925	23,400
2008-2009	636	2,374	9,830	14,506	27,346
2009-2010	1,010	2,701	10,494	15,516	29,721
2010-2011	1,537	3,553	11,329	16,307	32,726
2011-2012	2,199	3,941	11,596	16,777	34,513

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

Table 4-15

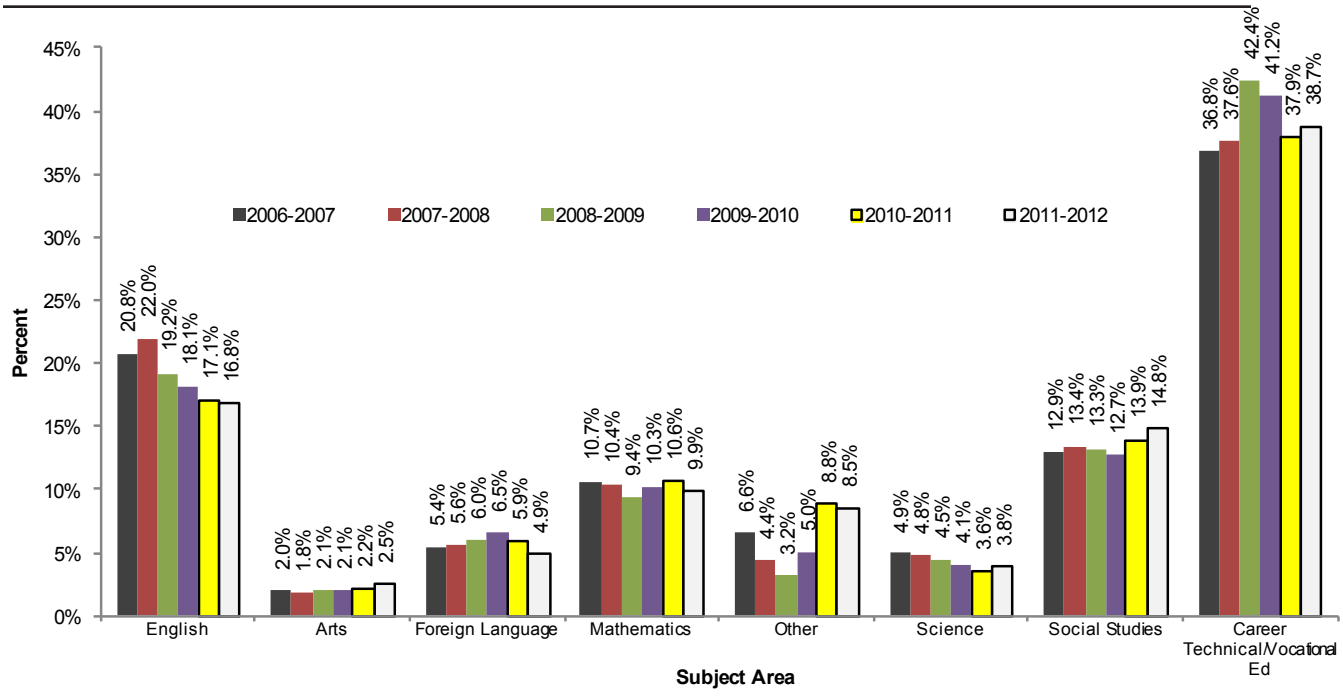
Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2011-2012

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English Language Arts	7,541	8,953	9,862	10,507	11,226	11,636
Fine & Performance Arts	716	728	1,063	1,190	1,447	1,761
Foreign Language	1,968	2,280	3,083	3,775	3,887	3,364
Mathematics	3,871	4,246	4,808	5,943	6,969	6,872
Other	2,391	1,813	1,633	2,909	5,791	5,901
Science	1,789	1,968	2,288	2,380	2,352	2,665
Social Studies	4,695	5,474	6,793	7,346	9,164	10,238
Career Technical/ Vocational Education	13,359	15,322	21,730	23,881	24,874	26,820
Total Courses Taken	36,330	40,784	51,260	57,931	65,710	69,257

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

Figure 4-4

Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2011-2012



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

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 six-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2006-2007 to 2011-2012. In 2011-2012, the PSEO courses taken and enrollment decreased more, while the concurrent enrollment and courses taken are much higher in 2011-2012 than the early years (see Figure 4-3) in contract. The trend switches between PSEO and concurrent enrollment due to recent year's better data reporting from Iowa school districts.

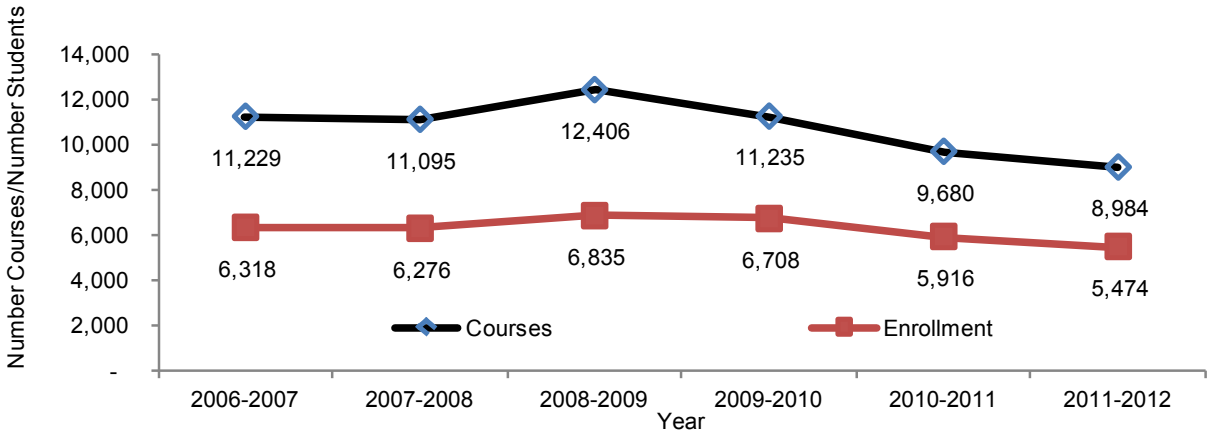
Each year, 88 to 78 percent of Iowa districts (only those districts had a public high school) had PSEO enrollments. However, a downward trend of AP enrollment districts is reported in Table 4-16.

PSEO enrollments by grade are displayed in Table 4-17. In the last three 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 2011-2012, the number one courses taken were in social studies area, followed by career technical and vocational education, English, science, and mathematics.

Figure 4-5

Iowa PSEO Enrollments and Courses Taken 2006-2007 to 2011-2012



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

Table 4-16

Iowa Districts with PSEO Enrollments 2009-2010 to 2011-2012

Year	Total # of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/High Schools that had PSEO Enrollment
2009-2010	361	330	290	87.9%
2010-2011	359	328	262	79.9%
2011-2012	351	311	243	78.1%

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

Table 4-17

Number of Iowa School Students Taking PSEO Courses 2009-2010 to 2011-2012

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2009-2010	295	1,886	4,526	6,707
2010-2011	295	1,624	3,997	5,916
2011-2012	303	1,510	3,661	5,474

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

Table 4-18

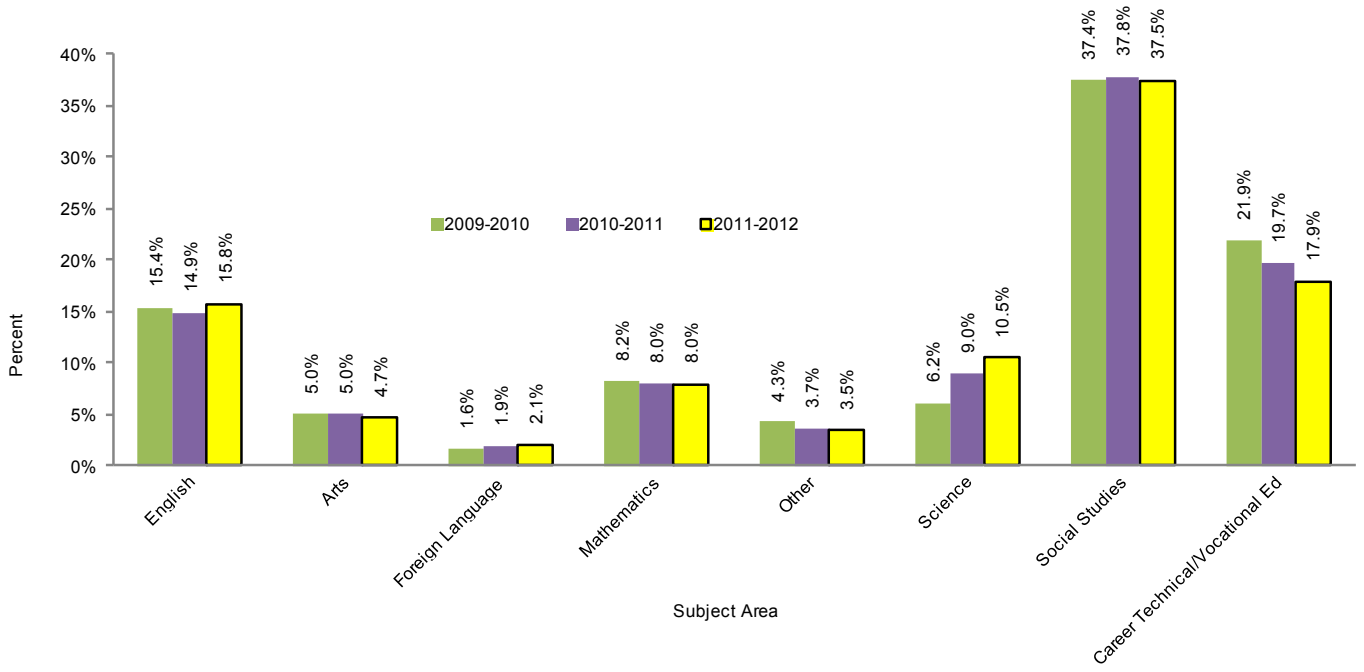
Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2011-2012

Subject Area	2009-2010	2010-2011	2011-2012
English Language Arts	1,731	1,441	1,417
Fine & Performance Arts	556	482	419
Foreign Language	184	188	186
Mathematics	926	770	719
Other	486	356	318
Science	692	870	946
Social Studies	4,202	3,663	3,374
Career Technical/Vocational Education	2,458	1,910	1,605
Total Courses Taken	11,235	9,680	8,984

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

Figure 4-6

Iowa PSEO Courses Taken by Subject Areas, 2009-2010 to 2011-2012



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

Class Size

Overview

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

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

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

Average Class Size = Number of Students / Number of Classrooms

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

Trends

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

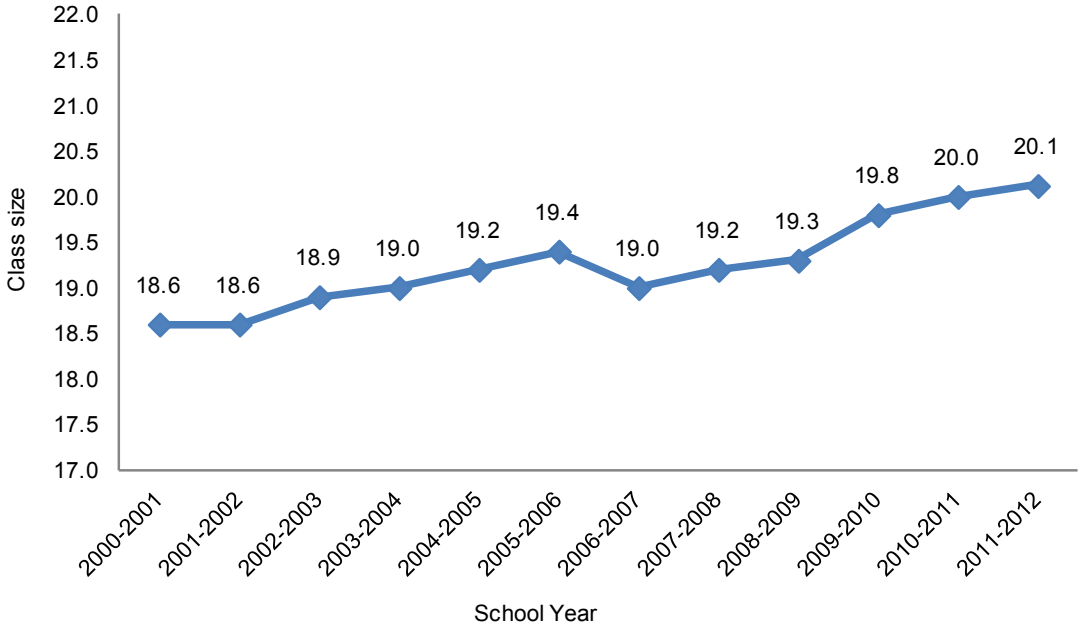
Table 4-19 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size.

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 a small decrease for third graders, other grades showed average class size increased.

Summary statistics are presented in table 4-21.

Figure 4-7

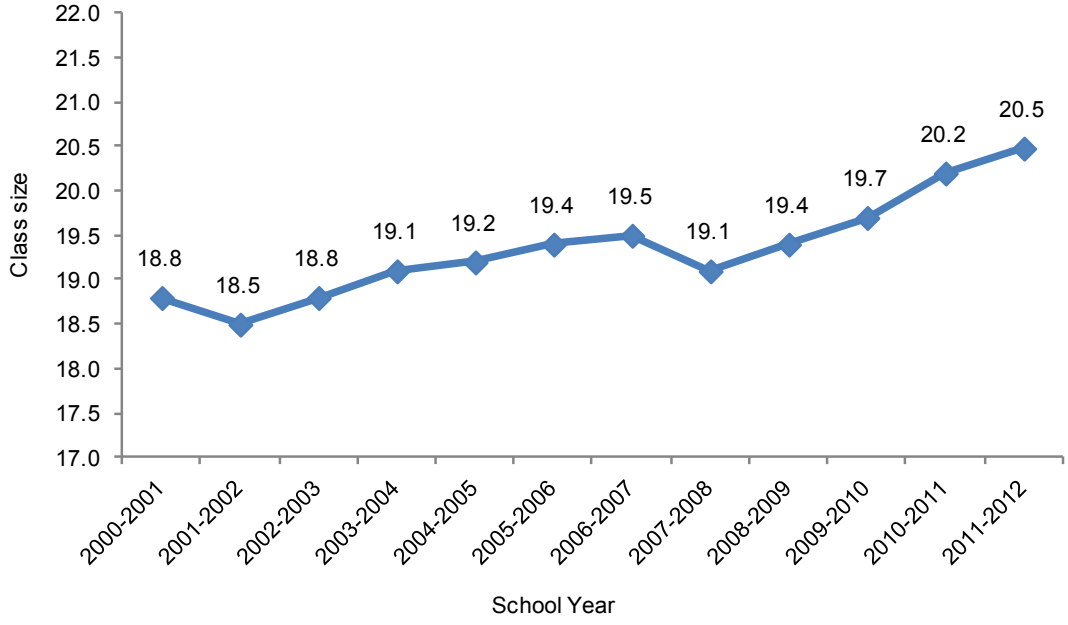
Iowa Public School District Average Class Size For Kindergarten 2000-2001 to 2011-2012



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

Figure 4-8

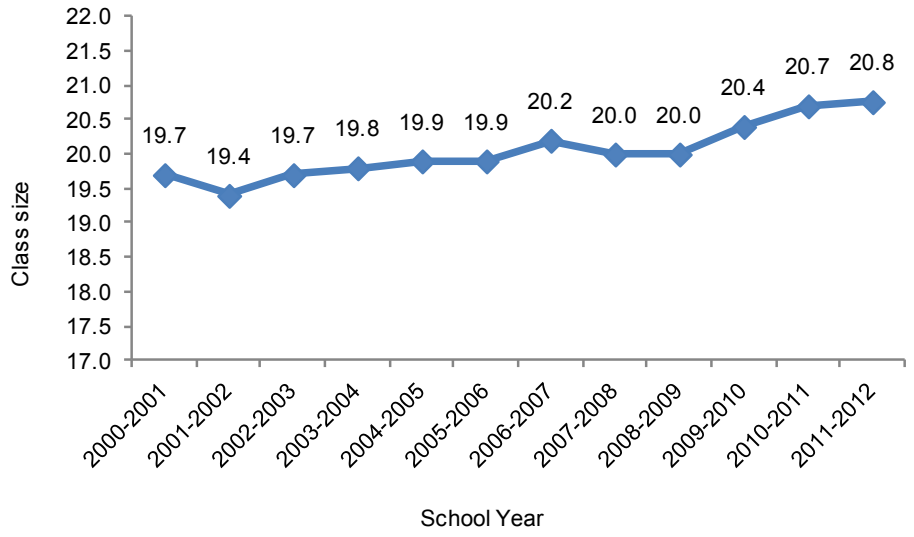
Iowa Public School District Average Class Size For First Grade 2000-2001 to 2011-2012



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

Figure 4-9

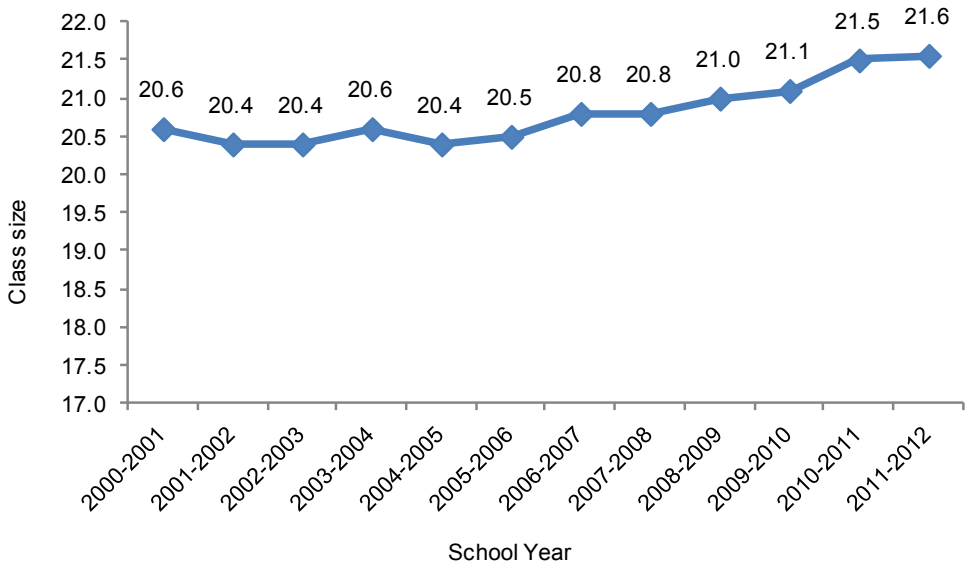
Iowa Public School District Average Class Size For Second Grade 2000-2001 to 2011-2012



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 2011-2012



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

Table 4-19

Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade 1998-1999 and 2011-2012

Grade	1998-1999 Enrollment	2011-2012 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	40,205	4,433	12.4%	2.0%
1	35,699	35,817	118	0.3%	2.0%
2	35,866	35,387	-479	-1.3%	0.5%
3	36,500	35,332	-1,168	-3.2%	-0.5%

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 2011-2012

Grade	Students		Teachers		Average Class Size	
	1998-1999	2011-2012	1998-1999	2011-2012	1998-1999	2011-2012
Kindergarten	33,618	36,723	1,613.7	1,825.0	19.7	20.1
1	33,053	34,155	1,644.6	1,669.4	20.1	20.5
2	33,151	33,762	1,592.1	1,627.0	20.7	20.8
3	34,153	33,526	1,578.3	1,555.0	21.7	21.6

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

Table 4-21

Class Size Summary Statistics for Kindergarten through Grade 3 in Iowa Public Schools, 2000-2001, 2010-2011 and 2011-2012

				Teacher			
	School Year	Students	Classrooms	FTEs	Mean	Min	Max
Kindergarten	2000-2001	33004	1774	1793	18.6	3	34
	2010-2011	36,373	1,816	1,815.6	20.0	1	30
	2011-2012	36,723	1,825	1,825.0	20.1	4	37
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2010-2011	34,505	1,704	1,704.0	20.2	2	29
	2011-2012	34,155	1,668	1,669.4	20.5	6	29
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2010-2011	34,039	1,642	1,642.4	20.7	2	30
	2011-2012	33,762	1,626	1,627.0	20.8	5	30
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2010-2011	33,383	1,551	1,553.0	21.5	3	31
	2011-2012	33,526	1,555	1,555.0	21.6	6	31

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 presents average class size for kindergarten through grade three by enrollment categories. In general, average class size tended to increase as enrollment increased. The under 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 300 exceeded the goal of 17 students per classroom.

Table 4-22

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2011-2012

Enrollment	K		1st		2nd		3rd	
Category	1998-1999	2011-2012	1998-1999	2011-2012	1998-1999	2011-2012	1998-1999	2011-2012
<300	13.9	15.0	14.3	15.0	15.0	15.8	16.9	16.2
300-599	17.6	17.7	17.4	18.0	17.9	18.3	19.3	18.8
600-999	18.2	18.2	19.0	18.8	19.6	19.2	20.3	20.2
1000-2499	19.8	19.7	20.3	20.4	21.3	20.9	21.9	21.9
2500-7499	21.5	21.9	21.6	21.9	22.0	22.0	23.0	22.7
7500+	20.7	21.8	21.1	21.9	21.7	22.0	23.0	22.8
State	19.7	20.1	20.1	20.5	20.7	20.8	21.7	21.6

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

Class Size Funding and Expenditures

Table 4-23 presents the Iowa class size reduction allocations since they started in fiscal year 2000. In 1999, the Iowa General Assembly enacted, and Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000. Table 4-24 presents the fiscal year 2011 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2011 at 77.3 percent.

Table 4-23

State Class Size Reduction Allocation for Iowa Public Schools
FY 2000 to FY 2012

Fiscal Year	State Allocation
2000	$10.0 Million
2001	$20.0 Million
2002	$30.0 Million
2003	$30.0 Million
2004	$29.3 Million
2005	$29.3 Million
2006	$29.3 Million
2007	$29.3 Million
2008	$29.3 Million
2009	$29.3 Million
2010	$29.3 Million
2011	$29.8 Million
2012	$29.9 Million

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

Table 4-24

FY 2011 Iowa Early Intervention Block Grant Program
Expenditures by Object

Object Category	Expenditures	Percent
Salaries	$23,267,943	77.3%
Benefits	$6,717,081	22.3%
Purchased Services	$35,772	0.1%
Supplies	$74,017	0.2%
Other	$255	<0.1%
Total	$30,095,068	100.0%

Source: Iowa Department of Education, Certified Annual Report.

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

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 last two years. Figure 4-11 provides computer hardware and software per pupil expenditures from 2000-2001 to 2010-2011.

Table 4-26 shows computer hardware and software expenditures data by enrollment category for 2000-2001 and the last two years. The largest per pupil expenditure increase was in the 300-599 enrollment category.

Table 4-25

Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2009-2010, and 2010-2011

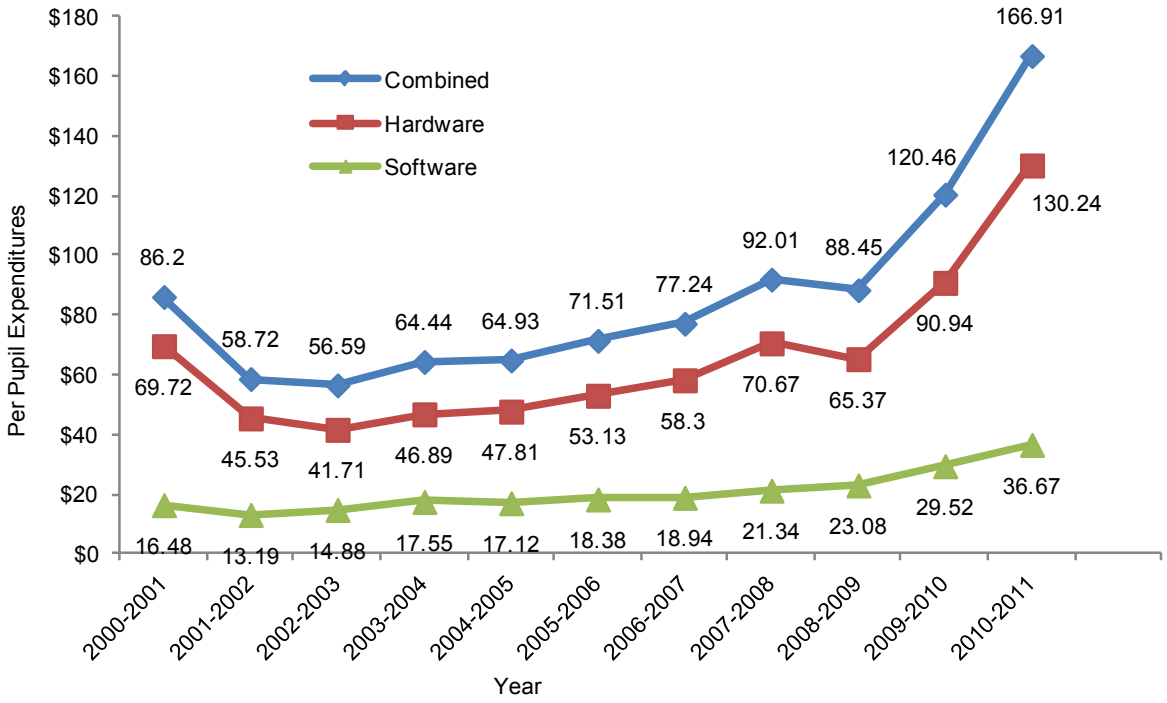
			Software		Hardware		Combined	
Year	No. of Districts	Total Enrollment	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2009-2010	361	474,227	14,001,265	29.52	43,124,170	90.94	57,125,435	120.46
2010-2011	359	473,493	17,365,237	36.67	61,666,581	130.24	79,031,818	166.91

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

Note: Per pupil expenditures based on Certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Figure 4-11

Computer Software and Hardware Per Pupil Expenditures in Iowa Public Schools 2000-2001 to 2010-2011



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

Note: Per pupil expenditures based on certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Table 4-26

Iowa Public School Total Per Pupil Expenditures by Enrollment for Computer Software and Hardware 2000-2001, 2009-2010, and 2010-2011

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State*
2000-2001							
Enrollment	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Software	126,394	707,178	991,226	1,961,623	1,540,719	1,611,785	6,938,925
Per Pupil	15.46	13.56	12.56	15.55	15.98	12.16	14.04
Hardware	532,065	2,940,795	5,179,906	9,196,344	7,024,183	9,588,947	34,462,240
Per Pupil	65.08	56.38	65.64	72.92	72.86	72.36	69.72
Total Software & Hardware	658,459	3,647,973	6,171,132	11,157,967	8,564,902	11,200,732	41,401,165
Per Pupil	80.54	69.94	78.20	88.47	88.84	84.53	83.76
2009-2010							
Enrollment	11,687	50,203	64,475	114,864	95,373	137,625	474,227
Software	292,200	1,393,933	1,343,697	3,289,324	3,001,286	4,680,824	14,001,264
Per Pupil	25.00	27.77	20.84	28.64	31.47	34.01	29.52
Hardware	1,087,157	5,639,532	6,502,976	10,834,640	8,535,724	10,524,141	43,124,170
Per Pupil	93.02	112.33	100.86	94.33	89.50	76.47	90.94
Total Software & Hardware	1,379,357	7,033,465	7,846,673	14,123,964	11,537,010	15,204,965	57,125,434
Per Pupil	118.02	140.10	121.70	122.96	120.97	110.48	120.46
2010-2011							
Enrollment	11,201	52,491	58,826	117,044	96,220	137,712	473,493
Software	311,331	1,629,818	1,348,250	4,447,636	3,211,884	6,416,318	17,365,237
Per Pupil	27.79	31.05	22.92	38.00	33.38	46.59	36.67
Hardware	1,577,850	7,245,361	8,988,836	14,748,938	10,445,558	18,660,039	61,666,581
Per Pupil	140.87	138.03	152.80	126.01	108.56	135.50	130.24
Total Software & Hardware	1,889,181	8,875,179	10,337,086	19,196,574	13,657,442	25,076,357	79,031,818
Per Pupil	168.66	169.08	175.72	164.01	141.94	182.09	166.91

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

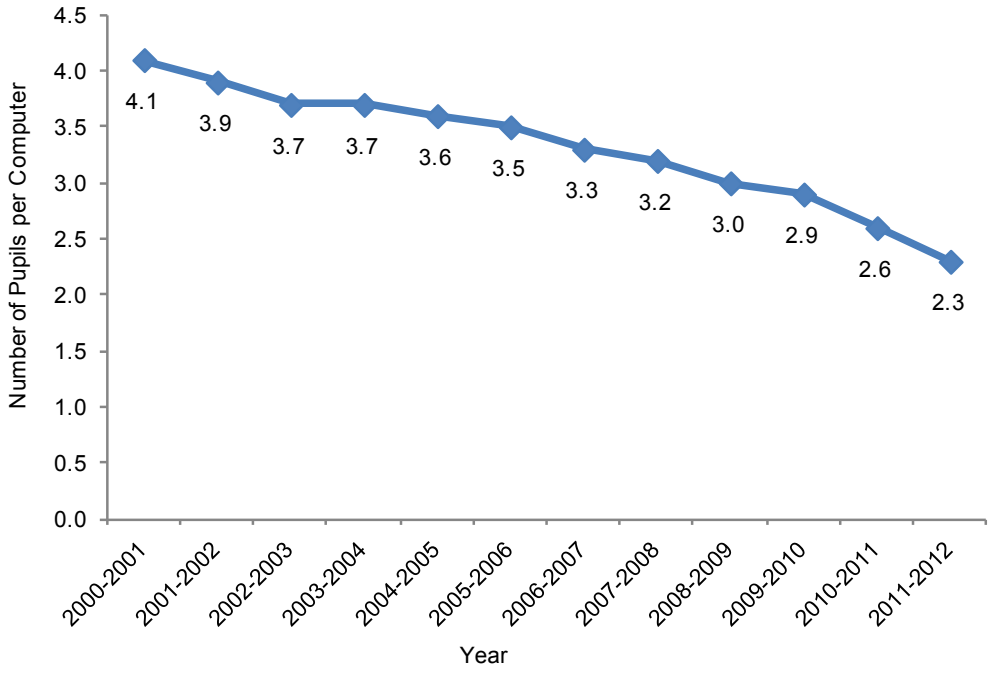
As a part of the Basic Educational Data Survey (BEDS), Iowa public school districts report on the number of computers made available for student use. The Department of Education has collected this information since 1995-1996. The ratio of students per computer is calculated by dividing the number of 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.

Figure 4-12

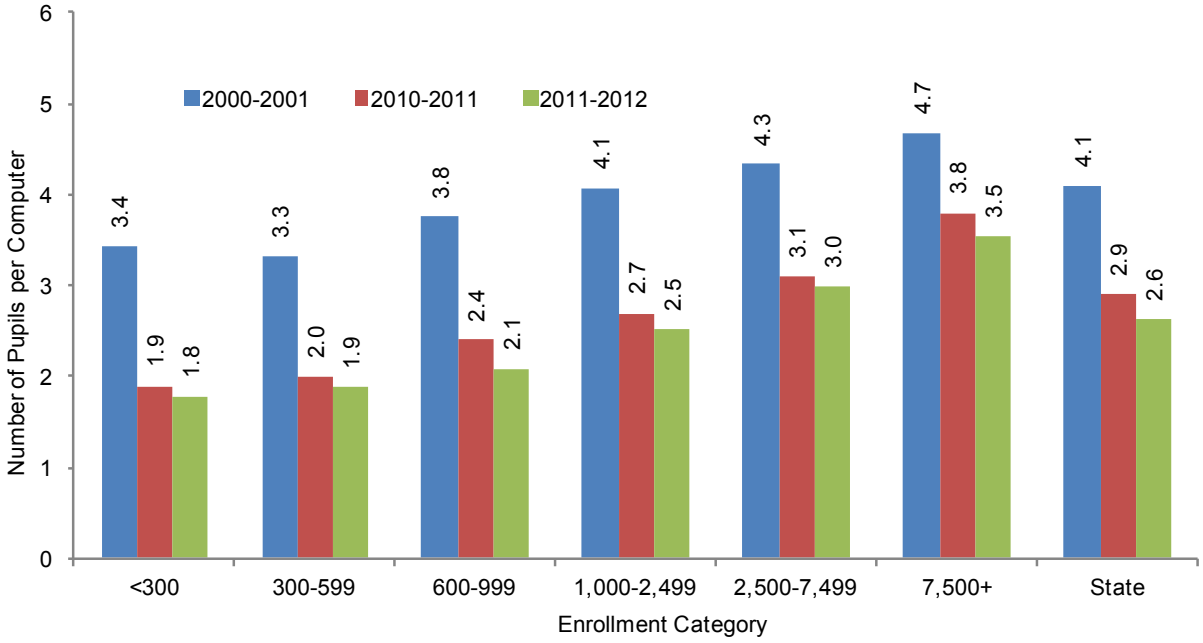
Pupils Per Computer in Iowa Public Schools
2000-2001 to 2011-2012



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey,
Note: Pupils per computer based on Certified Enrollment.

Figure 4-13

Pupils Per Computer in Iowa Public Schools
by Enrollment Category
2000-2001, 2010-2011, and 2011-2012



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

Note: Pupils per computer based on Certified Enrollment.

Table 4-27

Number of Computers in Iowa Public Schools
by Enrollment Category
2000-2001, 2010-2011, 2011-2012

	Enrollment Category						
2000-2001	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State*
Total Number of Districts	38	116	104	83	24	9	374
Number of Computers	2,386	15,728	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Pupils Per Computer	3.4	3.3	3.8	4.1	4.3	4.7	4.1
2010-2011							
Total Number of Districts	53	116	80	78	22	10	359
Number of Computers	6,289	27,971	28,201	46,538	32,184	38,855	180,038
Certified Enrollment	11,201	52,491	58,826	117,044	96,220	137,712	473,493
Pupils Per Computer	1.8	1.9	2.1	2.5	3.0	3.5	2.6
2011-2012							
Total Number of Districts	51	107	85	76	22	10	351
Number of Computers	6,883	29,959	35,865	52,223	36,580	47,113	208,627
Certified Enrollment	10,830	48,961	62,953	114,477	97,085	138,908	473,213
Pupils Per Computer	1.6	1.6	1.8	2.2	2.7	3.0	2.3

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

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

*Figures may not total due to rounding.

Table 4-28

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by School Type within District Enrollment Category, 2010-2011 and 2011-2012

	Enrollment Category						
2010-2011	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Computers in HS	2,349	14,864	13,360	17,882	10,000	11,250	69,705
Pupils Per Computer in HS	1.5	1.5	1.6	2.1	2.7	3.3	2.1
Number of Computers in Middle School/Jr High School	773	3,209	6,377	13,196	7,801	9,670	41,026
Pupils Per Computer in Middle School/Jr High School	1.3	1.6	1.8	2.1	2.6	2.9	2.3
Number of Computers in EL School	3,057	9,715	8,325	15,138	13,942	16,433	66,610
Pupils Per Computer in EL School	2.0	2.8	3.5	3.6	3.6	4.2	3.5
Number of Computers in Other School	0	152	129	284	441	1,339	2,345
Pupils Per Computer in Other School	0.0	2.5	5.4	3.6	3.3	2.3	2.8
2011-2012							
Number of Computers in HS	2,408	15,814	17,023	20,684	11,465	16,939	84,333
Pupils Per Computer in HS	1.2	1.3	1.3	1.8	2.4	2.2	1.8
Number of Computers in Middle School/Jr High School	1,112	3,248	8,318	15,044	8,830	10,632	47,184
Pupils Per Computer in Middle School/Jr High School	1.1	1.3	1.5	1.8	2.4	2.7	2.0
Number of Computers in El. School	3,231	10,457	10,440	16,175	15,934	18,080	74,317
Pupils Per Computer in EL School	1.8	2.5	3.0	3.3	3.2	3.8	3.2
Number of Computers in Other School	0	136	88	298	351	1,257	2,130
Pupils Per Computer in Other School	0.0	2.6	8.2	3.1	3.7	2.4	3.0

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. For 2010-2011 other schools, some districts reported computers in other schools, but reported students in their "home school."

HS - High school
EL - Elementary

Wireless Network Availability

Table 4-29 shows wireless network availability for public schools in Iowa by enrollment category. Table 4-30 provides the number of buildings with wireless network by school type within enrollment category. In general, buildings with higher grade levels had a larger percentage of wireless networks.

Table 4-29

Wireless Network Availability for Public Districts by Enrollment Category 2010-2011 and 2011-2012

	Enrollment Category						
2010-2011	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts with Wireless Network	52	113	76	76	20	10	347
Total Number of Districts	53	116	80	78	22	10	359
Percent of Districts with Wireless Network	98.1%	97.4%	95.0%	97.4%	90.9%	100.0%	96.7%
2011-2012							
Number of Districts with Wireless Network	51	106	81	74	21	10	343
Total Number of Districts	51	107	85	76	22	10	351
Percent of Districts with Wireless Network	100.0%	99.1%	95.3%	97.4%	95.5%	100.0%	97.7%

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

Wireless Network Availability for Public Schools by School Level Within Enrollment Category 2011-2012

	Enrollment Category						
High Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of High Schools with Wireless Network	27	97	80	74	21	23	322
Total Number of High Schools	27	99	85	76	23	26	336
Percent of High Schools with Wireless Network	100.0%	98.0%	94.1%	97.4%	91.3%	88.5%	95.8%
Middle/Jr High Schools							
Number of Middle/ Jr High Schools with Wireless Network	14	33	64	71	26	39	247
Total Number of Middle/ Jr High Schools	14	34	67	75	30	43	263
Percent of Middle/ Jr High Schools with Wireless Network	100.0%	97.1%	95.5%	94.7%	86.7%	90.7%	93.9%
Elementary Schools							
Number of Elementary Schools with Wireless Network	48	119	102	149	104	151	673
Total Number of Elementary Schools	50	122	115	160	124	171	742
Percent of Elementary Schools with Wireless Network	96.0%	97.5%	88.7%	93.1%	83.9%	88.3%	90.7%
	1	7	10	27	8	17	70
Other Schools							
Number of Other Schools with Wireless Network	1	6	8	23	8	13	59
Total Number of Other Schools	1	7	10	27	8	17	70
Percent of Other Schools with Wireless Network	100.0%	85.7%	80.0%	85.2%	100.0%	76.5%	84.3%

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 incorporated. In addition, Basic Educational Data Survey (BEDS) and the Student Reporting in Iowa 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 tested by grade (in grades 4, 8, and 11) and by subgroup for reading and mathematics for the biennium periods 2005-2007 through 2010-2012 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 six biennium periods. The number of students tested shown in Tables 5-1 to 5-3 include both public and nonpublic school participants. The students in the biennium analysis are those who enrolled for a full academic year (FAY), as well as those who were enrolled only part of the academic year in Iowa schools, plus some home schooled students who took the Iowa Assessments in reading, mathematics, or science.

Table 5-1

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Reading Tests by Subgroup Biennium Periods 2005-2007 to 2010-2012

Grade 4	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	18,970	19,220	19,320	19,400	19,400	193,000
Female	18,060	18,420	18,580	18,570	18,650	18,530
African American	1,960	2,160	2,240	2,100	1,920	1,870
American Indian	230	220	220	210	190	190
Asian	770	810	830	840	800	800
Hispanic	2,340	2,500	2,620	2,950	3,230	3,360
White	31,580	31,800	31,910	31,440	31,020	30,570
ELL [1]	1,590	1,700	1,790	1,940	2,010	2,100
Migrant [2]	250	210	160	130	120	120
SES Eligible [3]	11,950	12,800	13,400	14,200	14,940	15,140
IEP [4]	4,480	4,660	4,630	4,510	4,550	4,620

Table 5-1 (…continued)

Grade 8	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	20,250	20,110	19,600	19,280	19,280	19,310
Female	19,430	18,990	18,640	18,340	18,240	18,350
African American	1,920	1,960	1,990	1,850	1,770	1,830
American Indian	220	220	220	220	210	200
Asian	725	740	760	750	750	770
Hispanic	1,980	2,130	2,260	2,500	2,780	2,940
White	34,690	33,930	33,920	31,910	31,250	31,050
ELL [1]	940	950	1,080	1,110	1,140	1,170
Migrant [2]	200	160	140	110	90	100
SES Eligible [3]	11,550	11,720	11,790	12,290	13,040	13,600
IEP [4]	5,460	5,320	4,990	4,790	4,770	4,720

Grade 11	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	19,580	19,550	19,240	19,090	18,830	18,370
Female	18,810	18,920	18,870	18,540	18,100	17,770
African American	1,370	1,460	1,590	1,590	1,510	1,470
American Indian	200	190	200	210	170	160
Asian	660	670	730	720	670	720
Hispanic	1,410	1,600	1,760	1,970	2,150	2,320
White	34,550	34,440	33,760	32,860	31,820	30,800
ELL [1]	660	650	710	720	690	760
Migrant [2]	150	140	120	90	70	80
SES Eligible [3]	8,430	8,890	9,310	9,890	10,390	10,630
IEP [4]	4,590	4,620	4,490	4,390	4,240	3,960

Source: Iowa Testing Programs, The University of Iowa.

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

Table 5-2

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Mathematics Tests by Subgroup Biennium Periods 2005-2007 to 2010-2012

Grade 4	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	18,970	19,200	19,330	19,410	19,390	19,300
Female	18,050	18,390	18,570	18,570	18,640	18,530
African American	1,940	2,150	2,230	2,090	1,910	1,870
American Indian	220	220	220	210	190	180
Asian	770	820	830	850	800	810
Hispanic	2,350	2,510	2,630	2,960	3,230	3,370
White	31,560	31,740	31,880	31,440	31,000	30,560
ELL [1]	1,610	1,720	1,810	1,950	2,030	2,130
Migrant [2]	250	210	160	130	120	120
SES Eligible [3]	11,930	12,770	13,390	14,210	14,940	15,150
IEP [4]	4,480	4,650	4,630	4,510	4,550	4,620

Grade 8	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	20,210	20,070	19,560	19,250	19,240	19,290
Female	19,430	18,990	18,610	18,320	18,220	18,330
African American	1,910	1,950	1,980	1,840	1,770	1,830
American Indian	220	220	220	220	210	190
Asian	730	740	760	750	750	770
Hispanic	1,990	2,130	2,270	2,500	2,790	2,960
White	34,620	33,870	33,870	31,870	31,180	31,000
ELL [1]	950	960	1,090	1,120	1,150	1,190
Migrant [2]	210	170	150	110	100	100
SES Eligible [3]	11,520	11,680	11,750	12,260	13,010	13,590
IEP [4]	5,430	5,290	4,960	4,770	4,740	4,700

Table 5-2 (…continued)

Grade 11	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	19,570	19,550	19,250	19,100	18,820	18,360
Female	18,810	18,910	18,860	18,540	18,100	17,770
African American	1,370	1,450	1,590	1,590	1,510	1,470
American Indian	200	190	200	210	170	160
Asian	660	680	730	720	680	720
Hispanic	1,400	1,600	1,760	1,970	2,150	2,320
White	34,540	34,430	33,750	32,850	31,810	30,790
ELL [1]	670	660	720	730	700	770
Migrant [2]	150	150	120	90	70	80
SES Eligible [3]	8,420	8,890	9,310	9,890	10,380	10,620
IEP [4]	4,580	4,620	4,490	4,400	4,240	3,960

Source: Iowa Testing Programs, The University of Iowa.

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

Table 5-3

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Science Tests by Subgroup Biennium Periods 2005-2007 to 2010-2012

Grade 8	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	20,150	20,010	19,500	19,190	19,180	19,220
Female	19,330	18,880	18,540	18,260	18,170	18,270
African American	1,900	1,950	1,980	1,840	1,770	1,830
American Indian	220	220	220	220	210	190
Asian	720	740	760	750	750	770
Hispanic	1,980	2,120	2,260	2,500	2,790	2,950
White	34,520	33,760	32,750	31,750	31,090	30,880
ELL [1]	940	950	1,080	1,110	1,140	1,180
Migrant [2]	200	160	140	110	90	100
SES Eligible [3]	11,520	11,680	11,760	12,270	13,020	13,590
IEP [4]	5,420	5,300	4,980	4,780	4,760	4,700

Grade 11	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Male	19,410	19,420	19,140	19,000	18,730	18,300
Female	18,330	18,800	18,770	18,470	18,030	17,710
African American	1,330	1,420	1,570	1,580	1,490	1,450
American Indian	200	190	200	200	170	160
Asian	650	670	720	720	670	720
Hispanic	1,370	1,570	1,750	1,950	2,130	2,310
White	34,330	34,250	33,600	32,730	31,710	30,720
ELL [1]	650	640	700	720	690	760
Migrant [2]	150	140	120	90	70	80
SES Eligible [3]	8,300	8,870	9,230	9,810	10,300	10,560
IEP [4]	4,510	4,550	4,450	4,360	4,200	3,940

Source: Iowa Testing Programs, The University of Iowa.

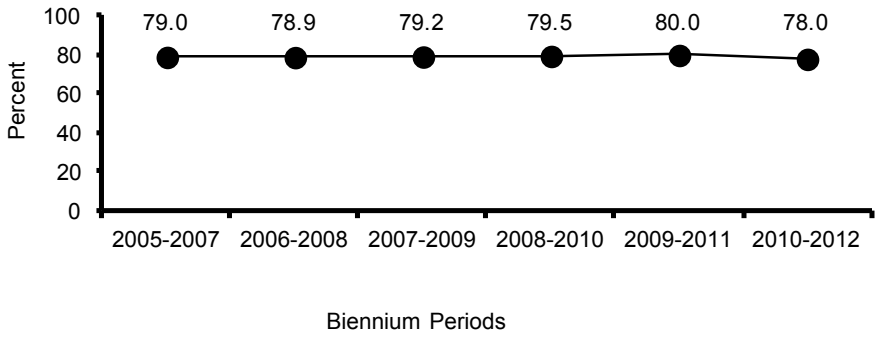
Notes: Number tested included both public and nonpublic students.
[1]English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an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

Reading

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

Figure 5-1

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test
Biennium Periods 2005-2007 to 2010-2012

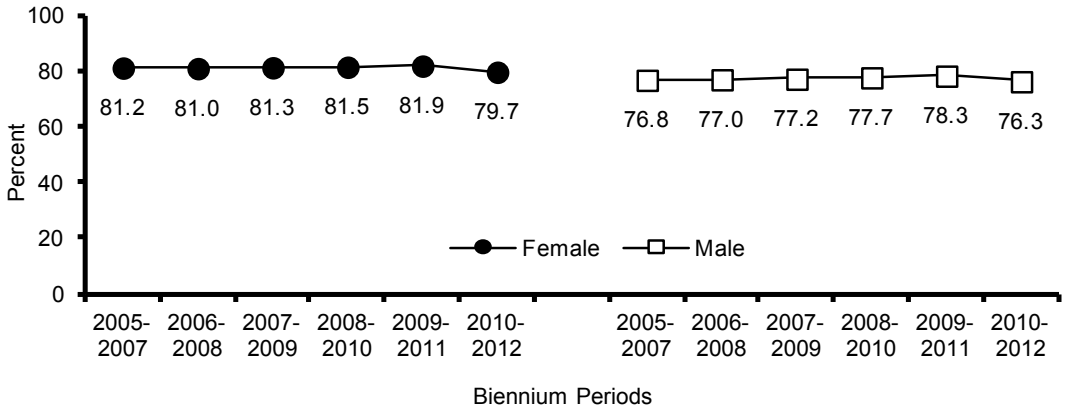


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-2

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender Biennium Periods 2005-2007 to 2010-2012

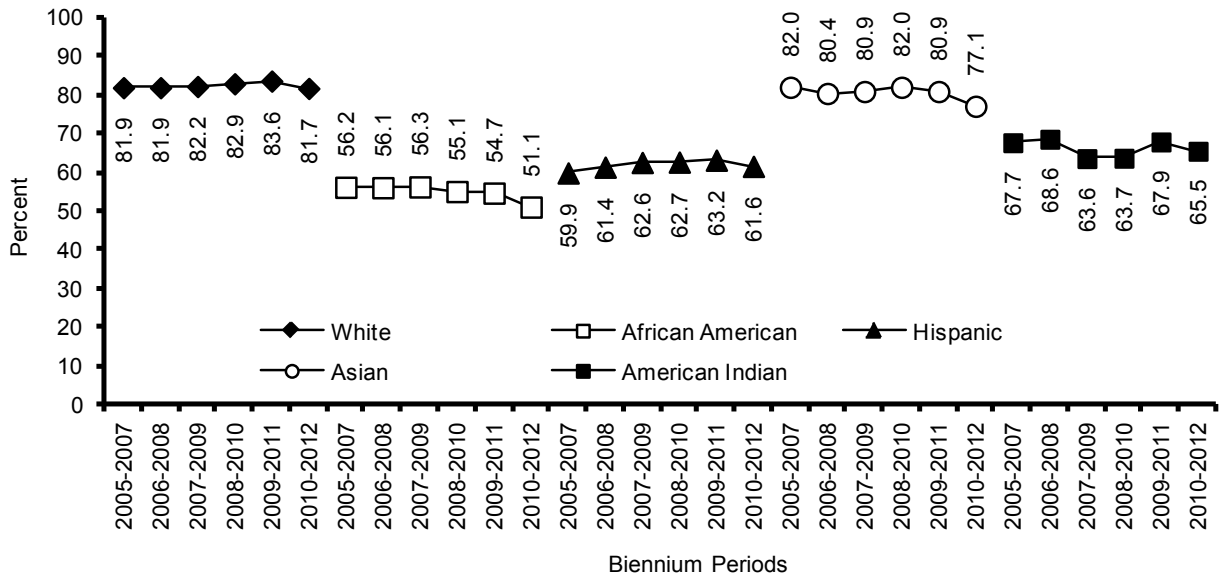


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-3

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity
Biennium Periods 2005-2007 to 2010-2012

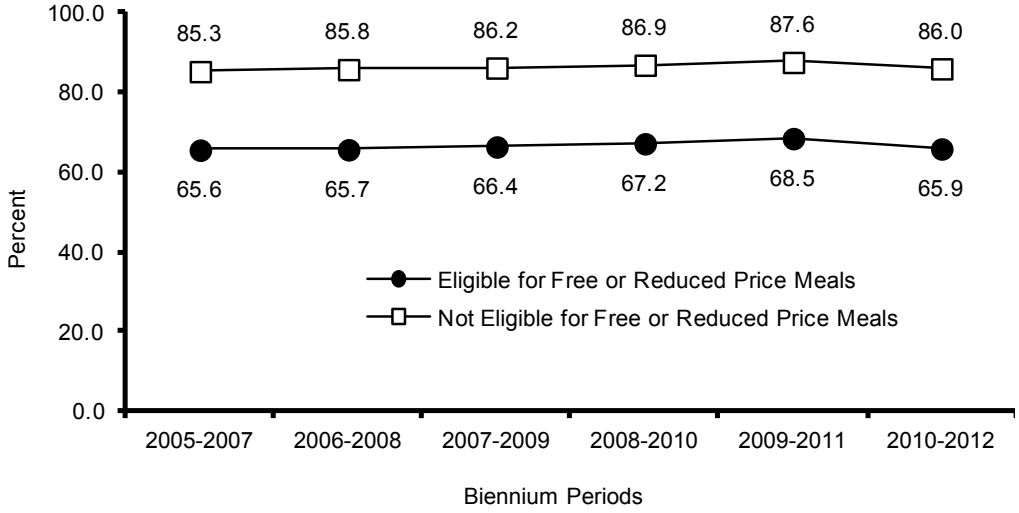


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-4

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioenomic Status* Biennium Periods 2005-2007 to 2010-2012

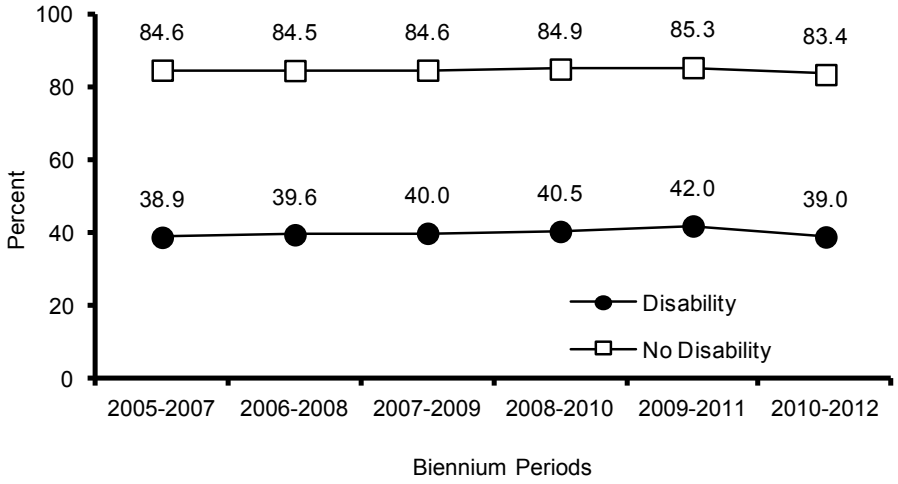


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-5

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

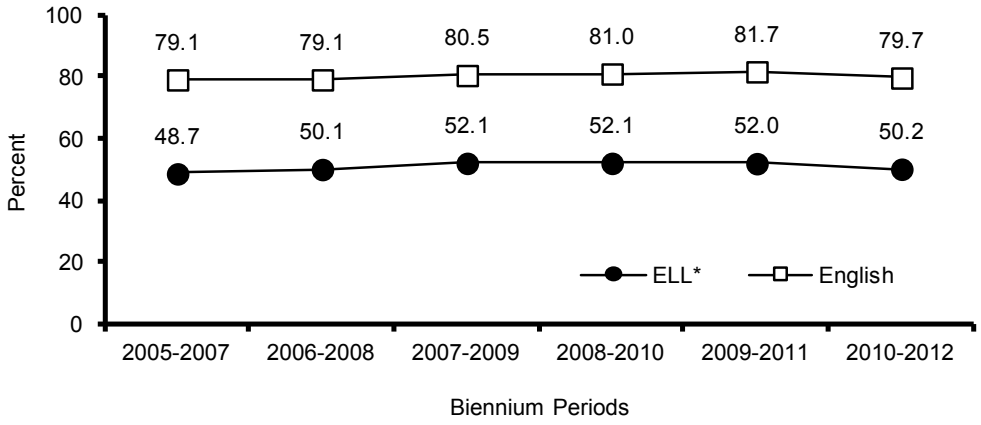


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-6

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status Biennium Periods 2005-2007 to 2010-2012

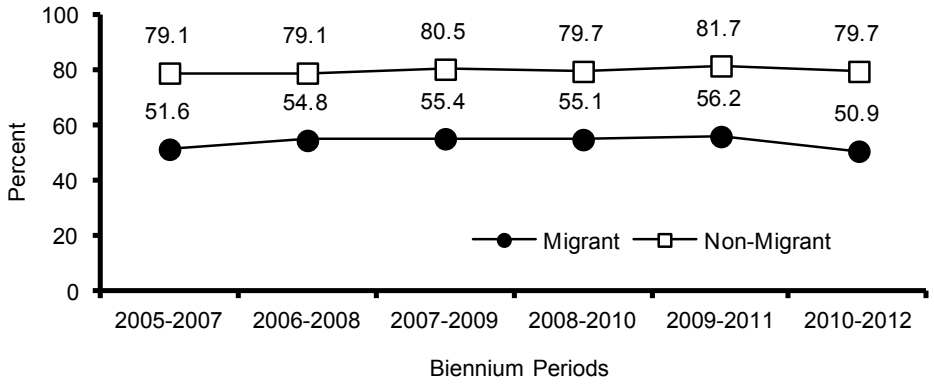


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-7

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012

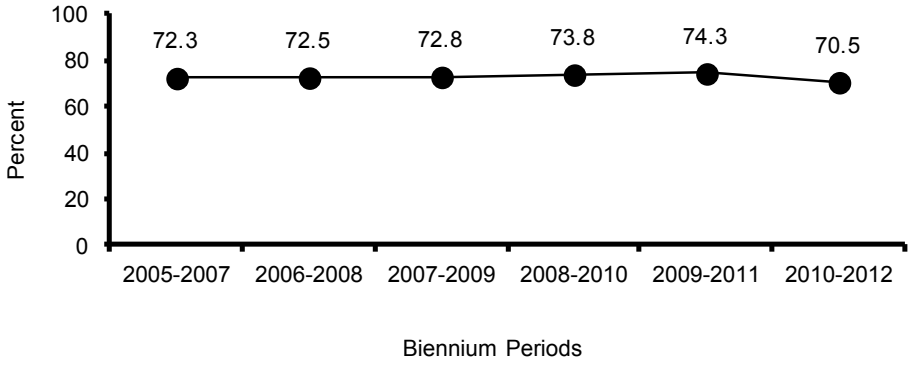


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-8

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test
Biennium Periods 2005-2007 to 2010-2012

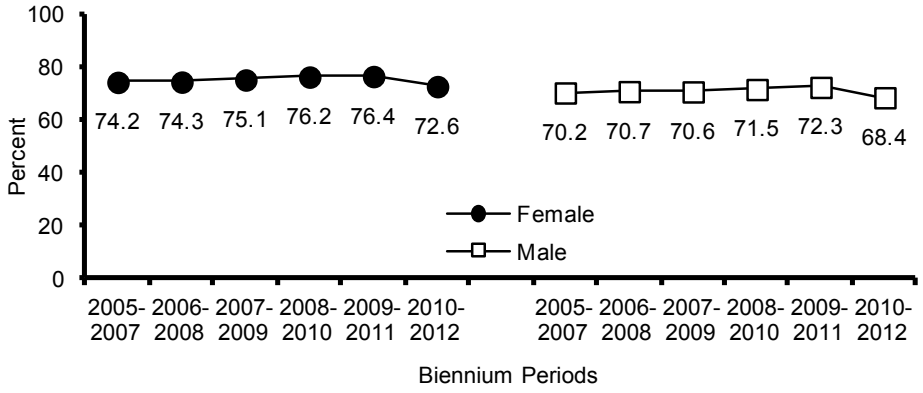


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-9

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender
Biennium Periods 2005-2007 to 2010-2012

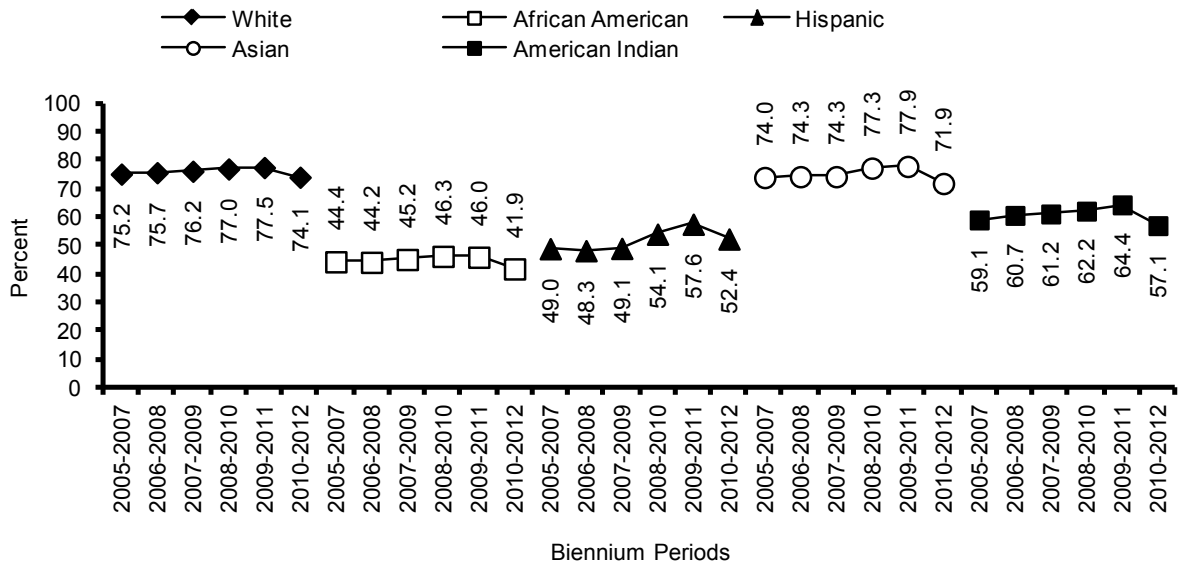


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-10

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012

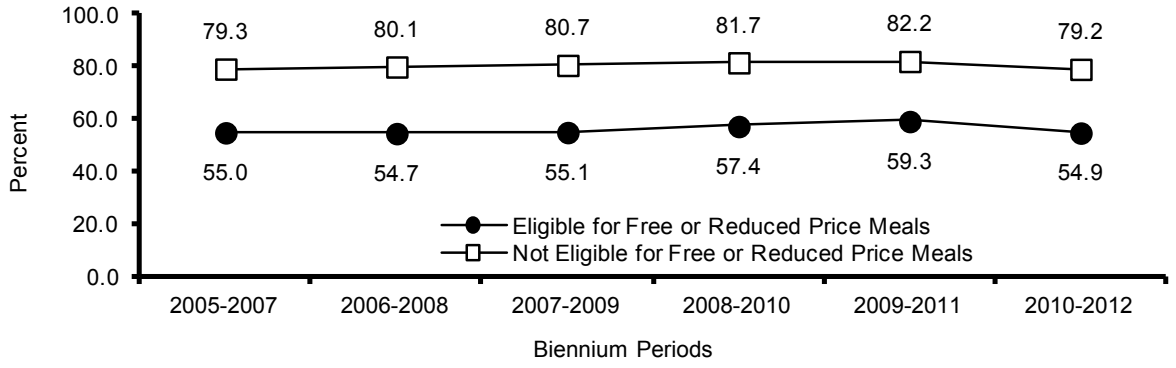


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-11

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

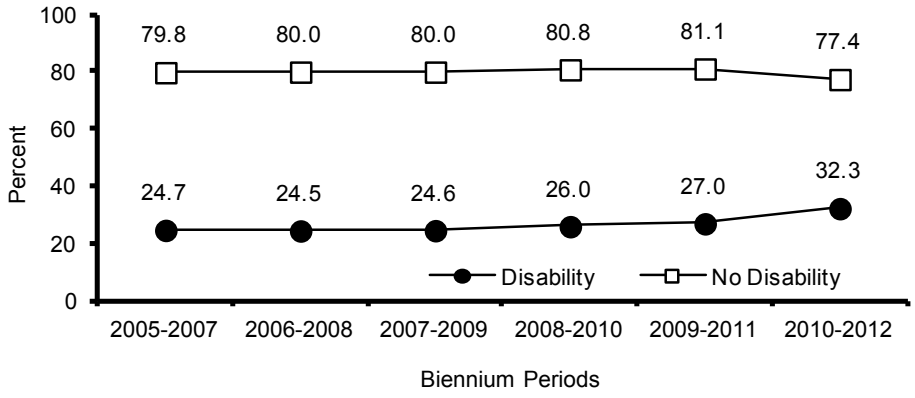


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-12

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status* Biennium Periods 2005-2007 to 2010-20112

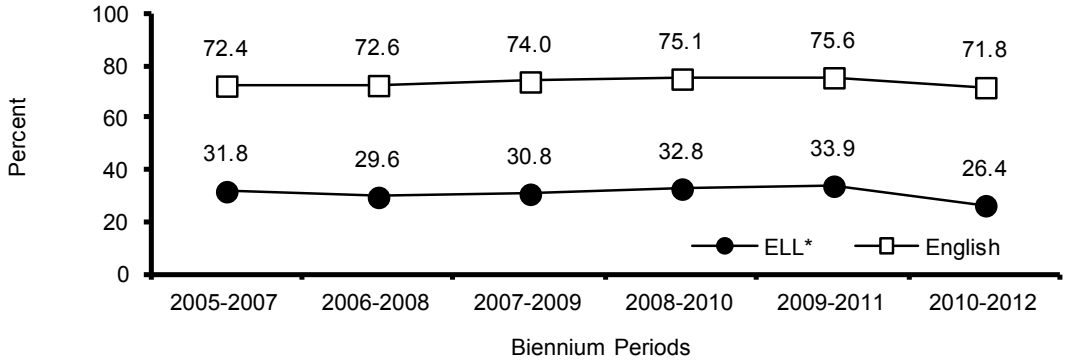


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-13

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

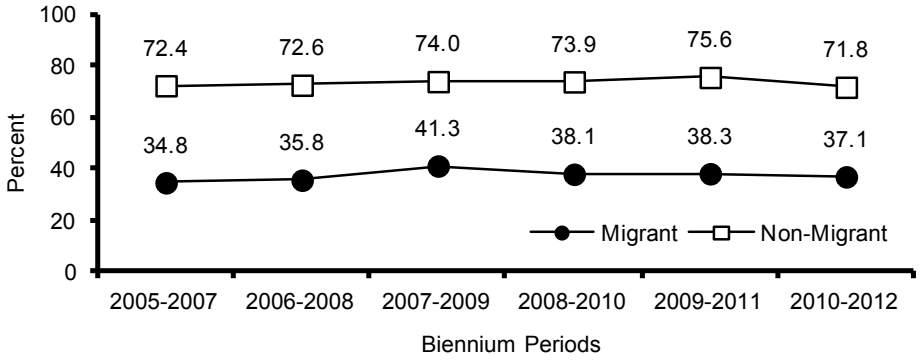


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-14

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2005-2007 to 2010-2012

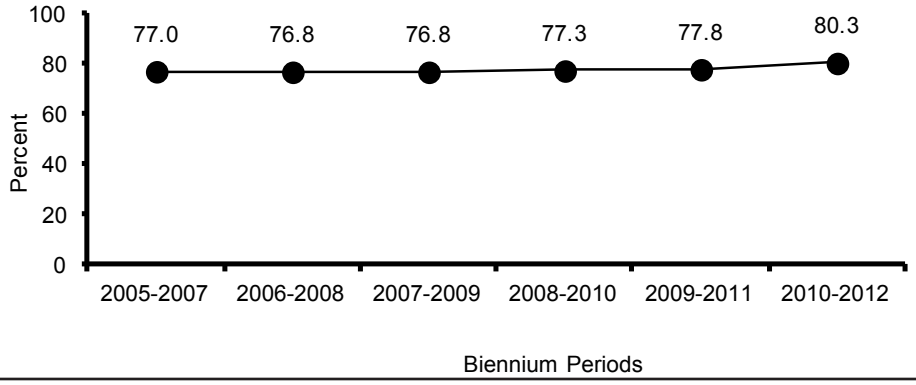


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-15

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test
Biennium Periods 2005-2007 to 2010-2012

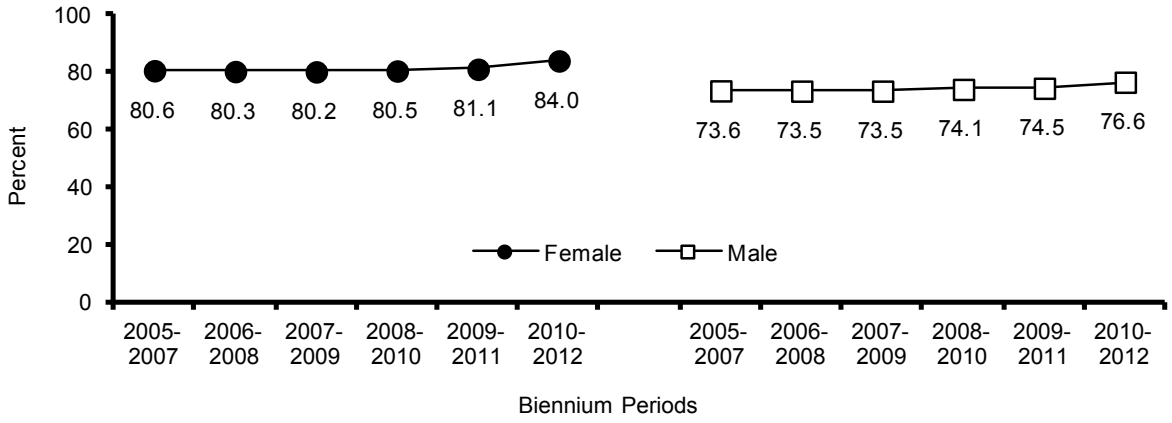


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Gender
Biennium Periods 2005-2007 to 2010-2012

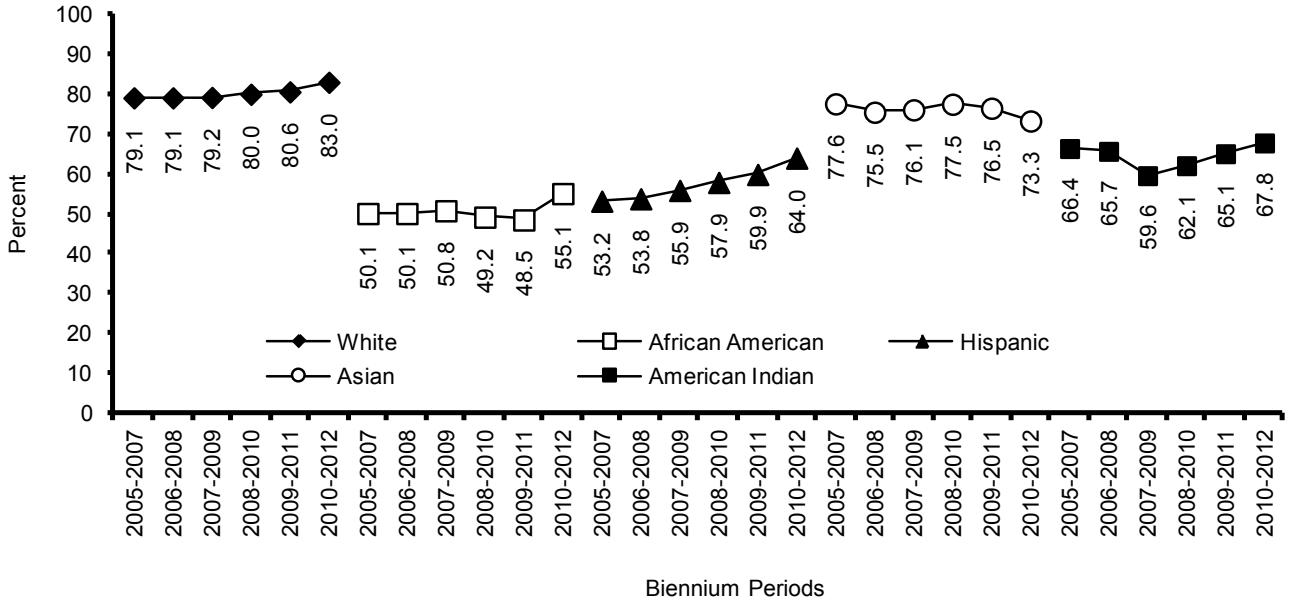


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Race/Ethnicity
Biennium Periods 2005-2007 to 2010-2012

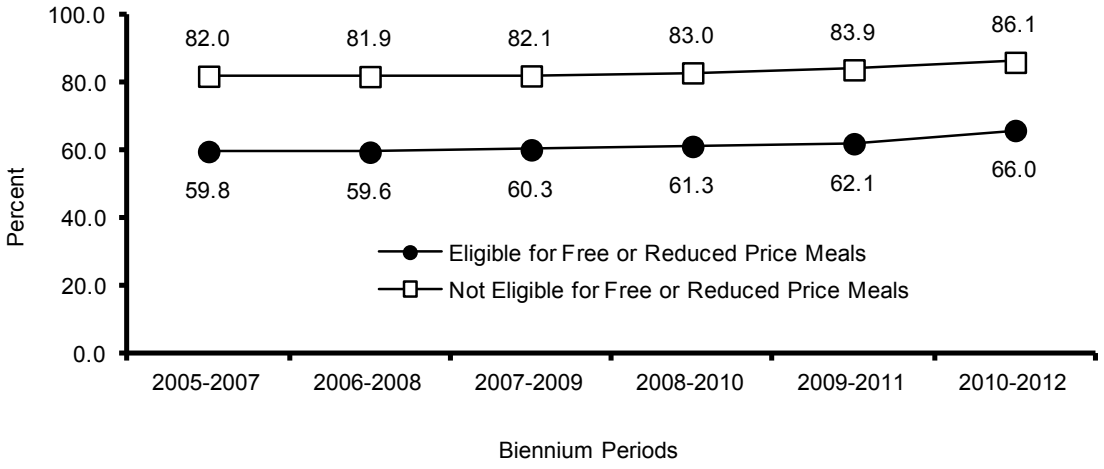


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-18

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

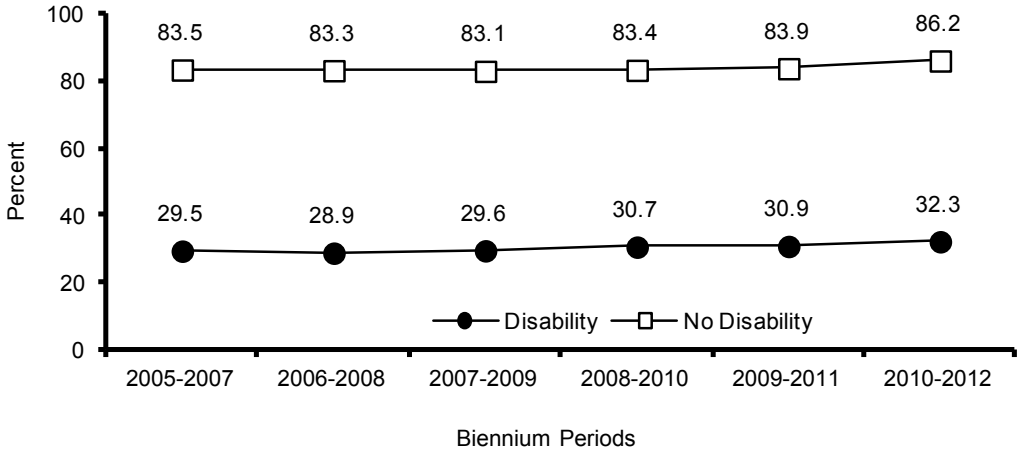


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-19

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012

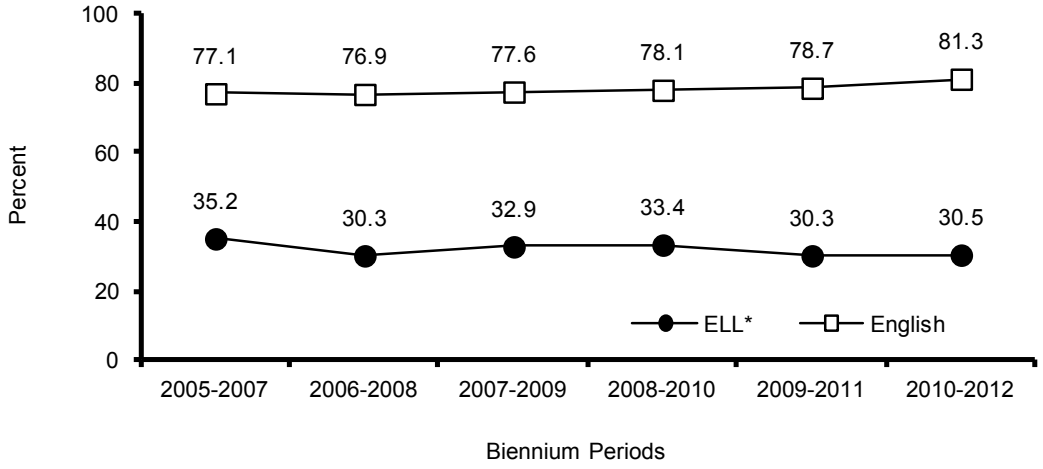


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-20

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

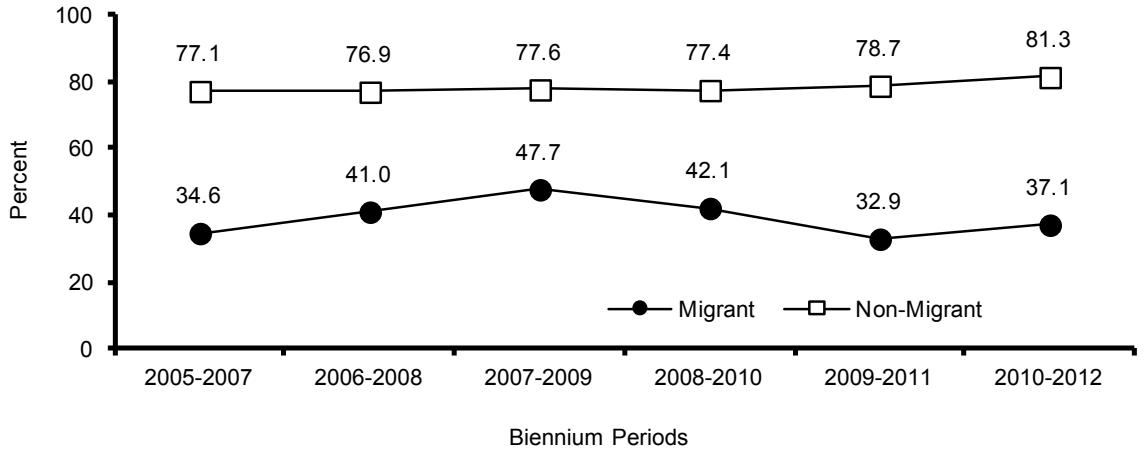


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-21

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2005-2007 to 2010-2012**



Source: Iowa Testing Programs, The University of Iowa.

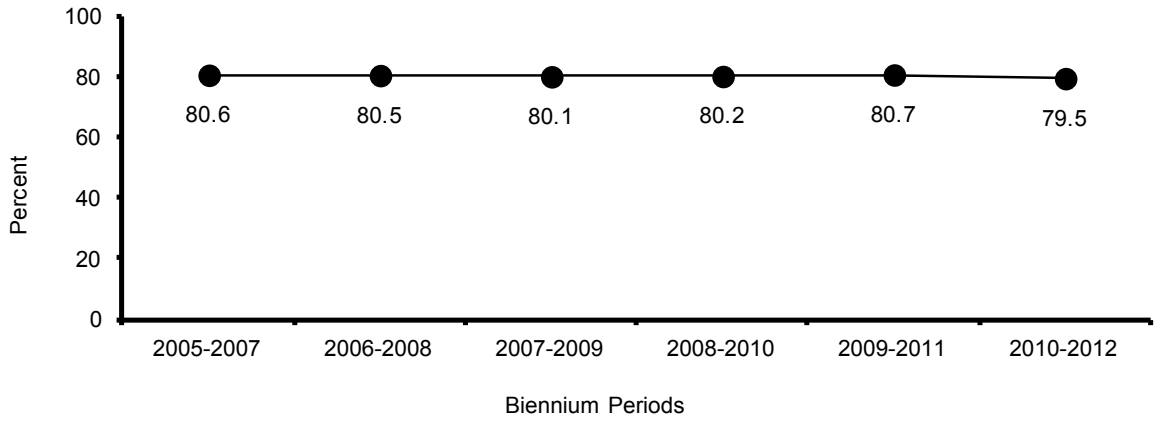
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually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

Mathematics

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

Figure 5-22

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test
Biennium Periods 2005-2007 to 2010-2012

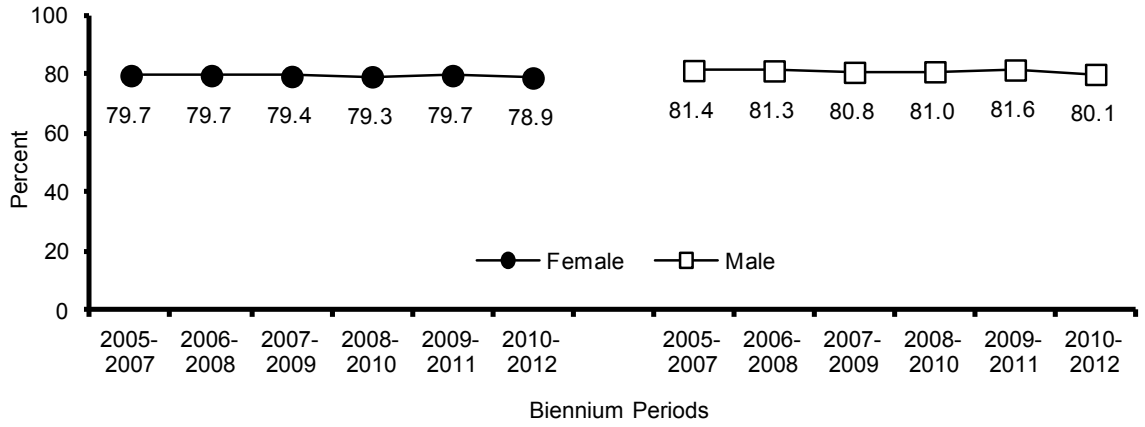


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-23

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2005-2007 to 2010-2012

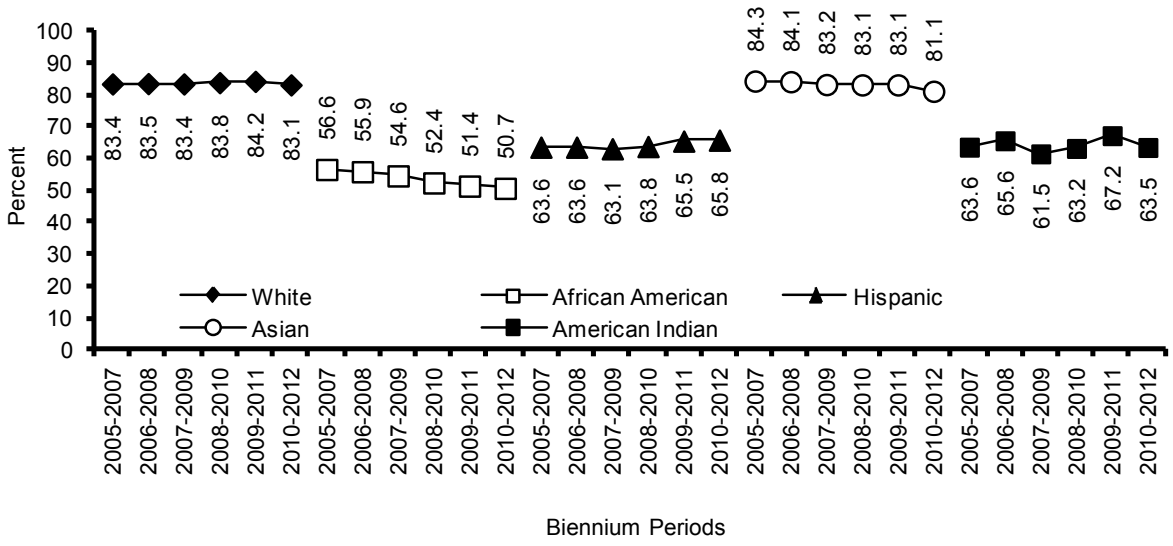


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-24

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity
Biennium Periods 2005-2007 to 2010-2012

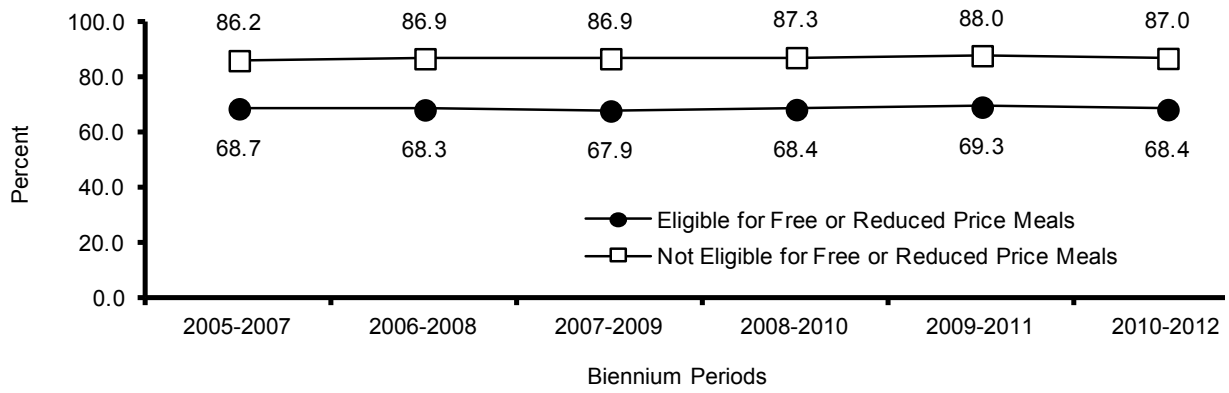


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-25

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

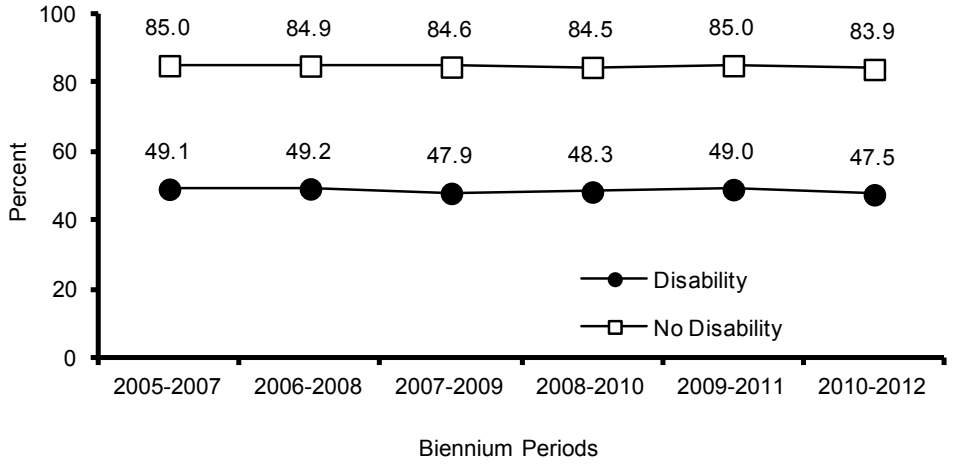


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-26

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012

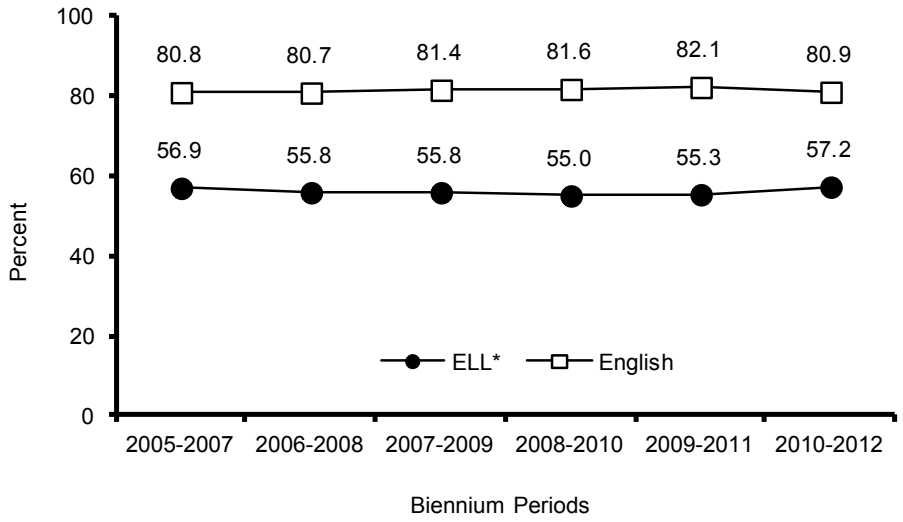


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-27

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

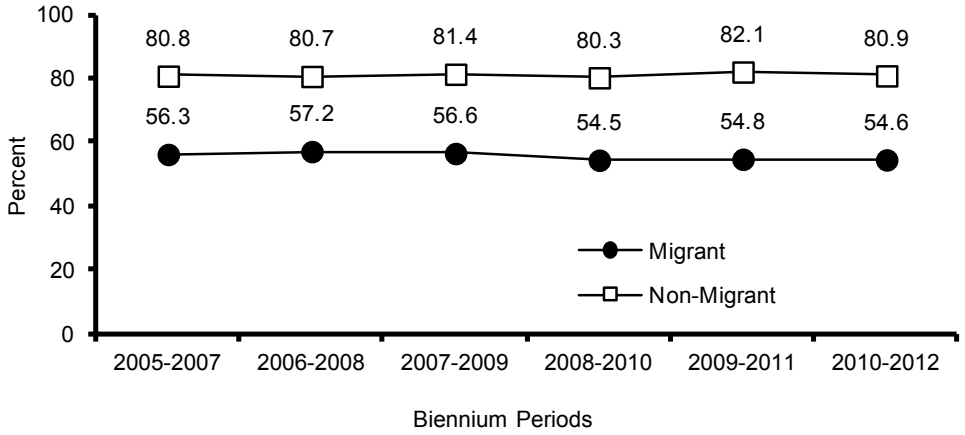


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-28

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012

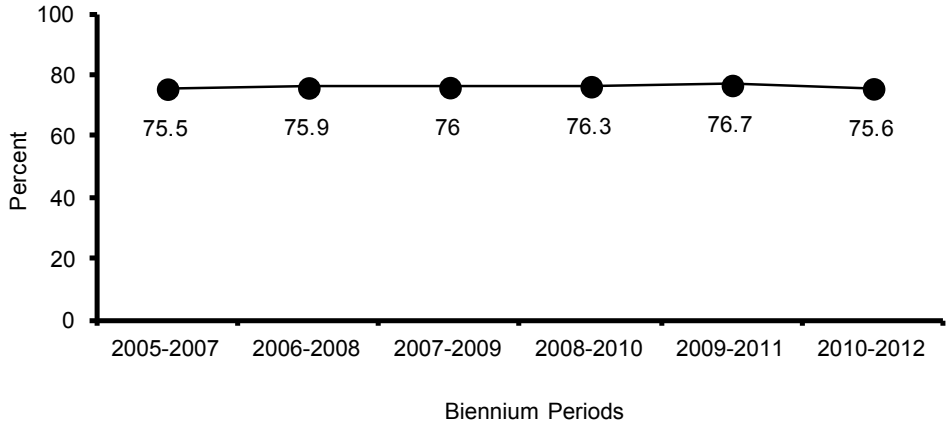


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-29

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test
Biennium Periods 2005-2007 to 2010-2012

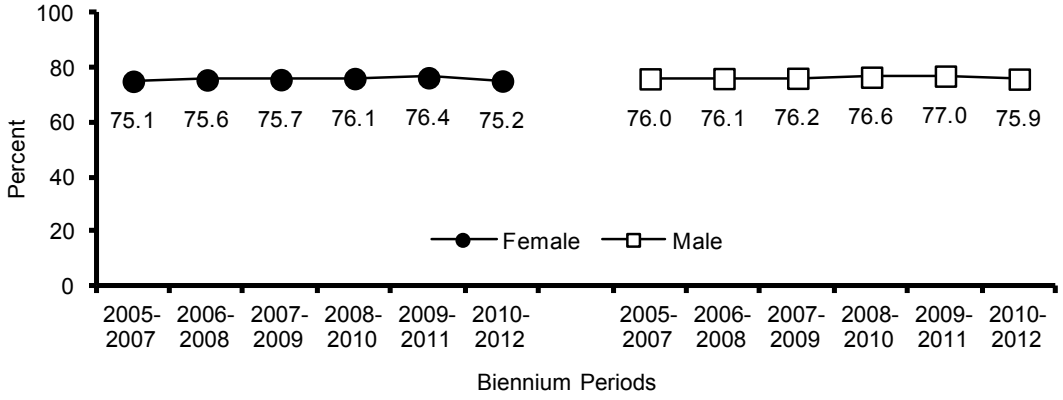


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-30

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2005-2007 to 2010-2012

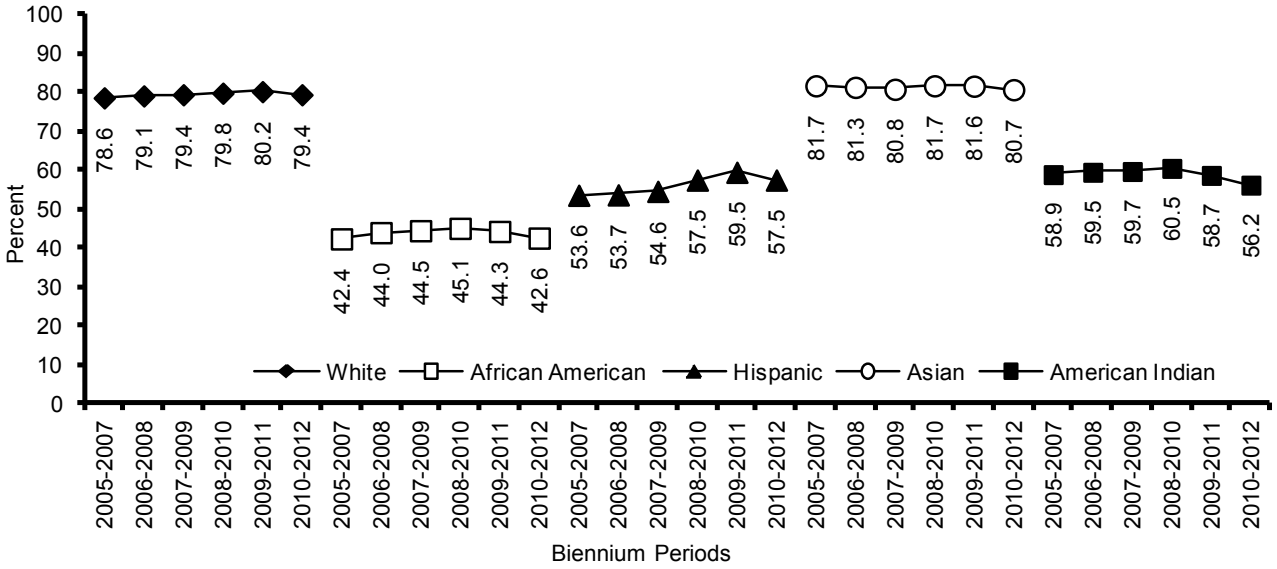


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-31

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity
Biennium Periods 2005-2007 to 2010-2012

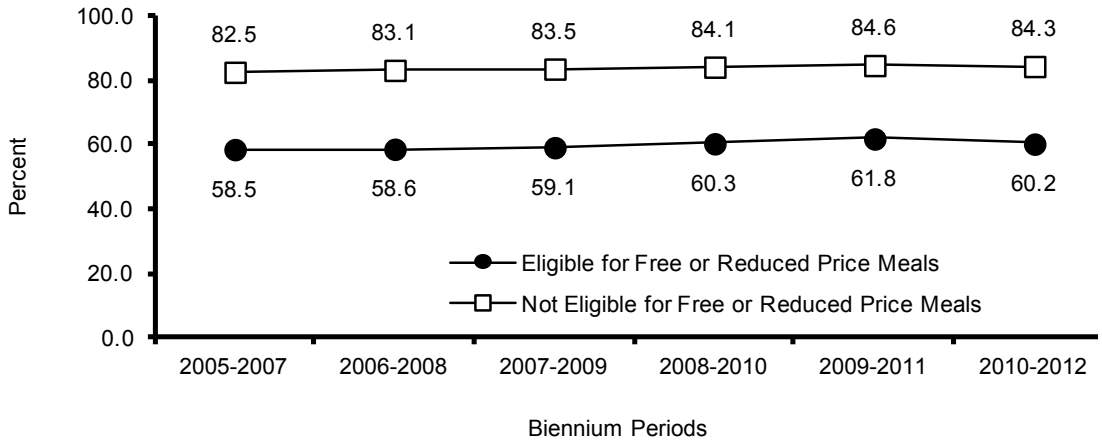


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-32

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

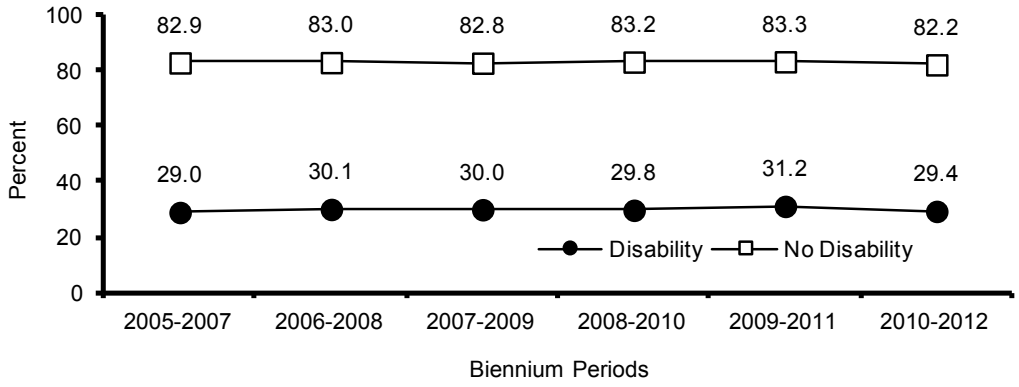


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-33

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012

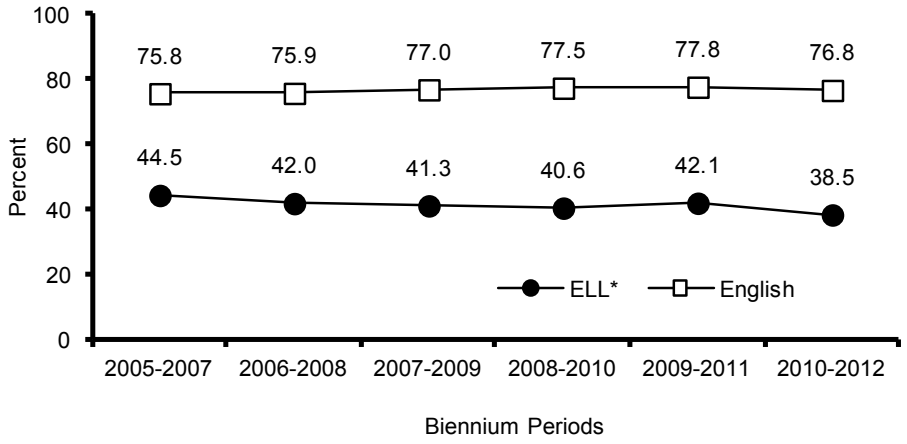


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-34

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

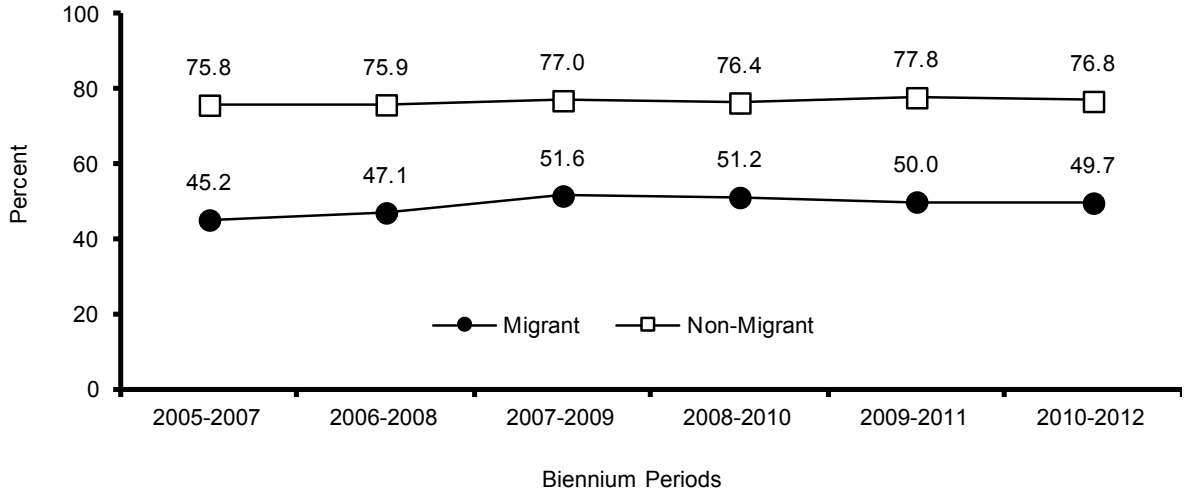


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-35

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012

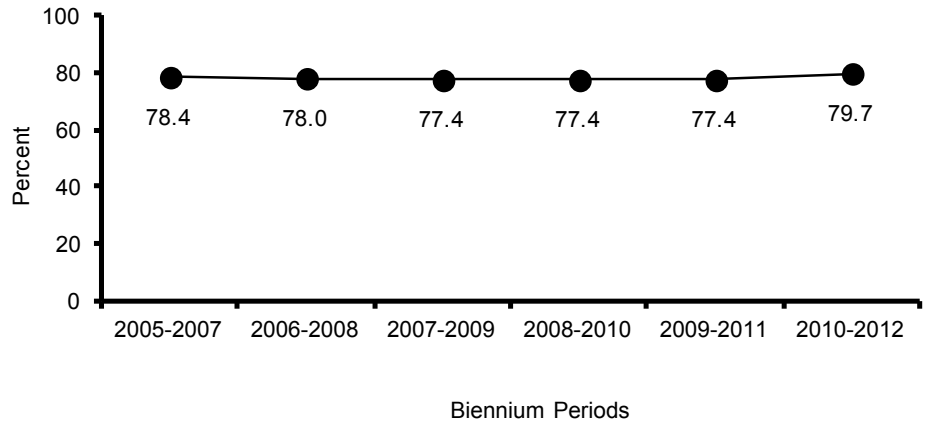


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 5-36

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test
Biennium Periods 2005-2007 to 2010-2012

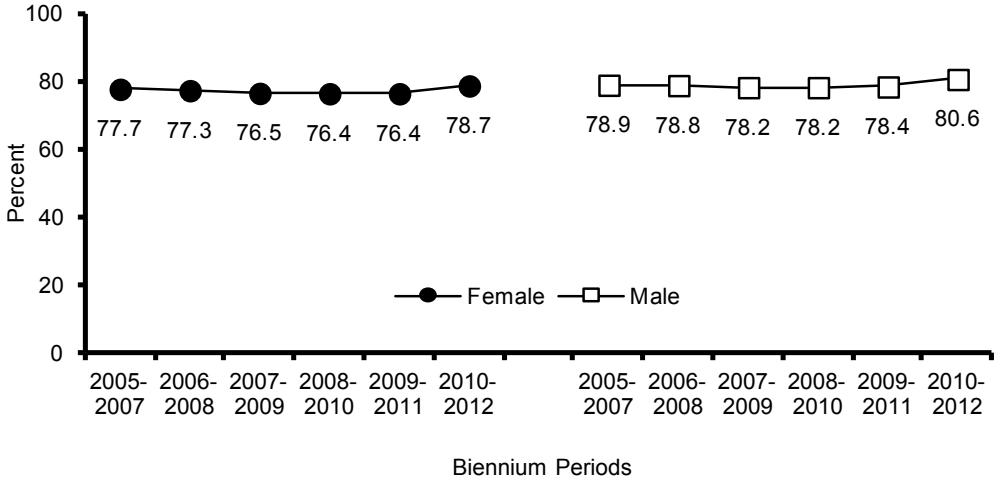


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-37

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2005-2007 to 2010-2012

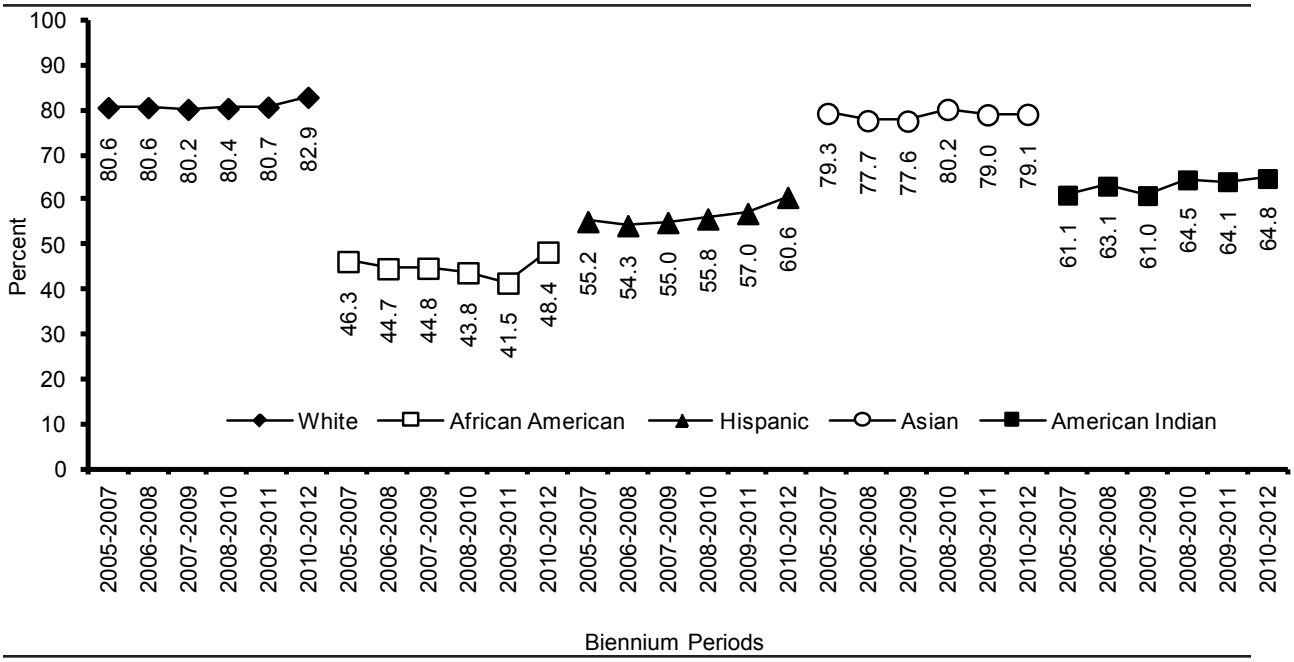


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-38

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Race/ Ethnicity Biennium Periods 2005-2007 to 2010-2012

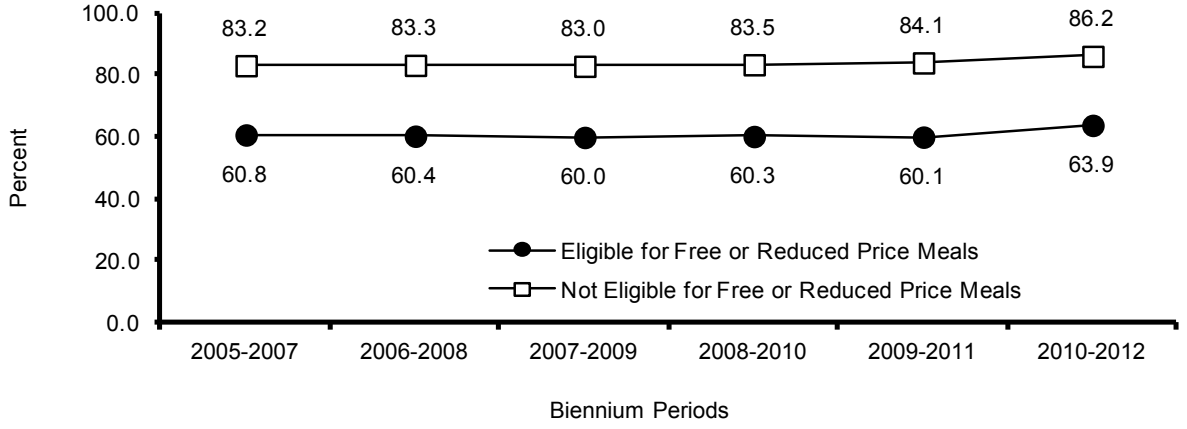


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-39

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

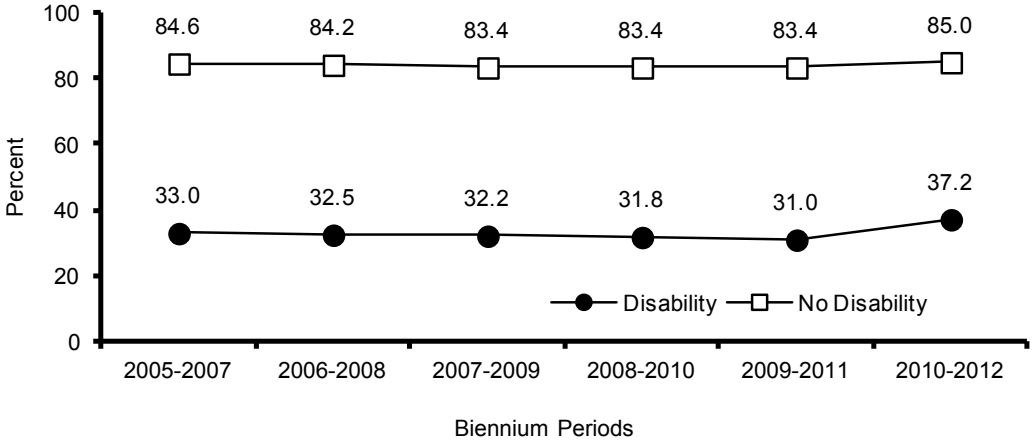


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-40

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012

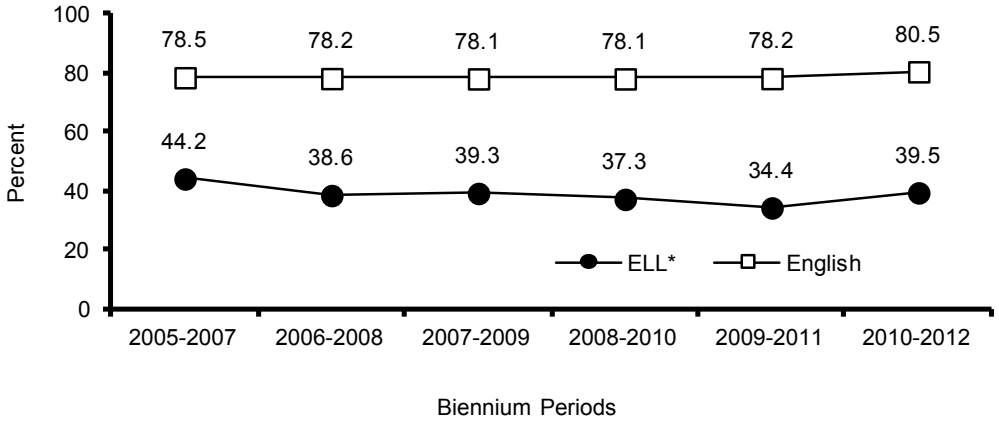


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-41

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

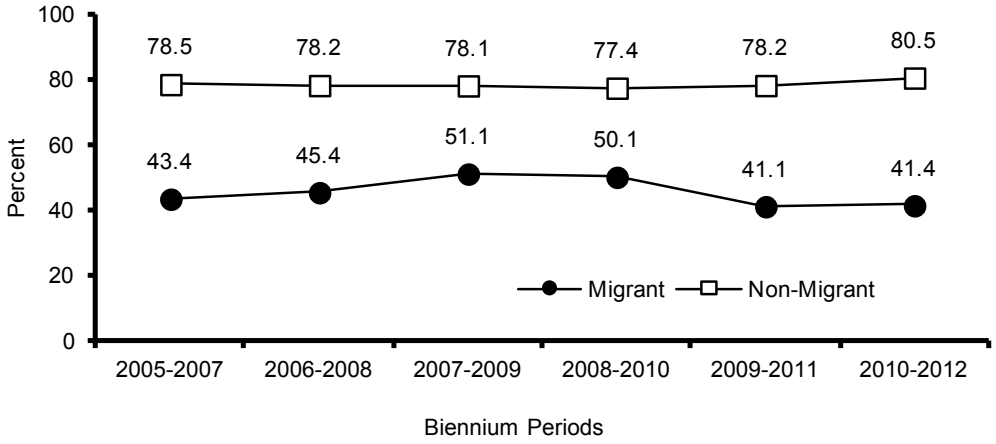


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-42

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012



Source: Iowa Testing Programs, The University of Iowa.

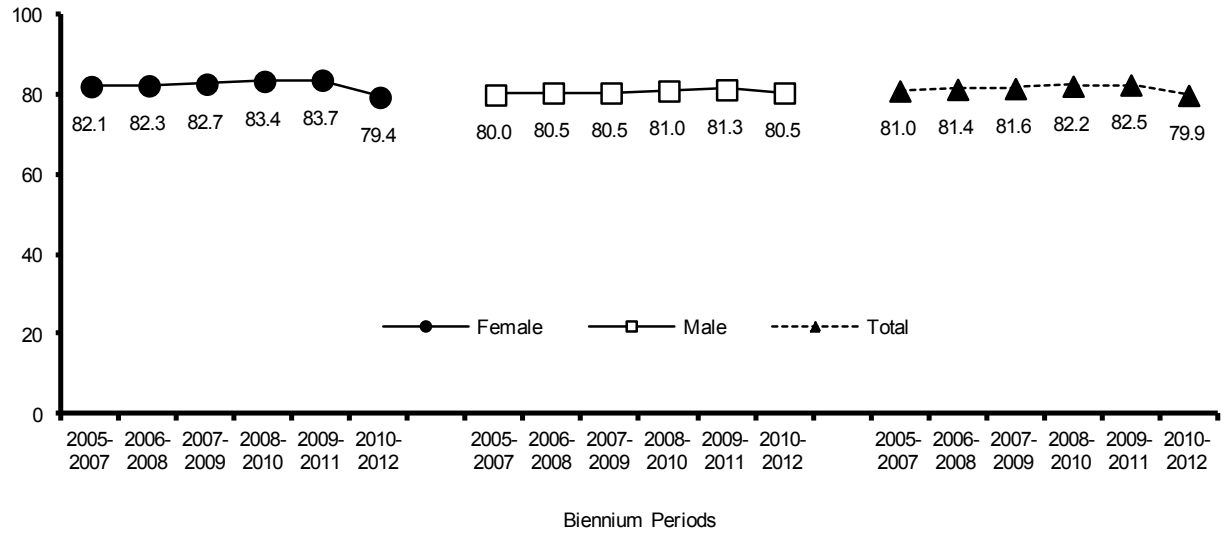
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes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

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 Sciences Test by Gender Biennium Periods 2005-2007 to 2010-2012

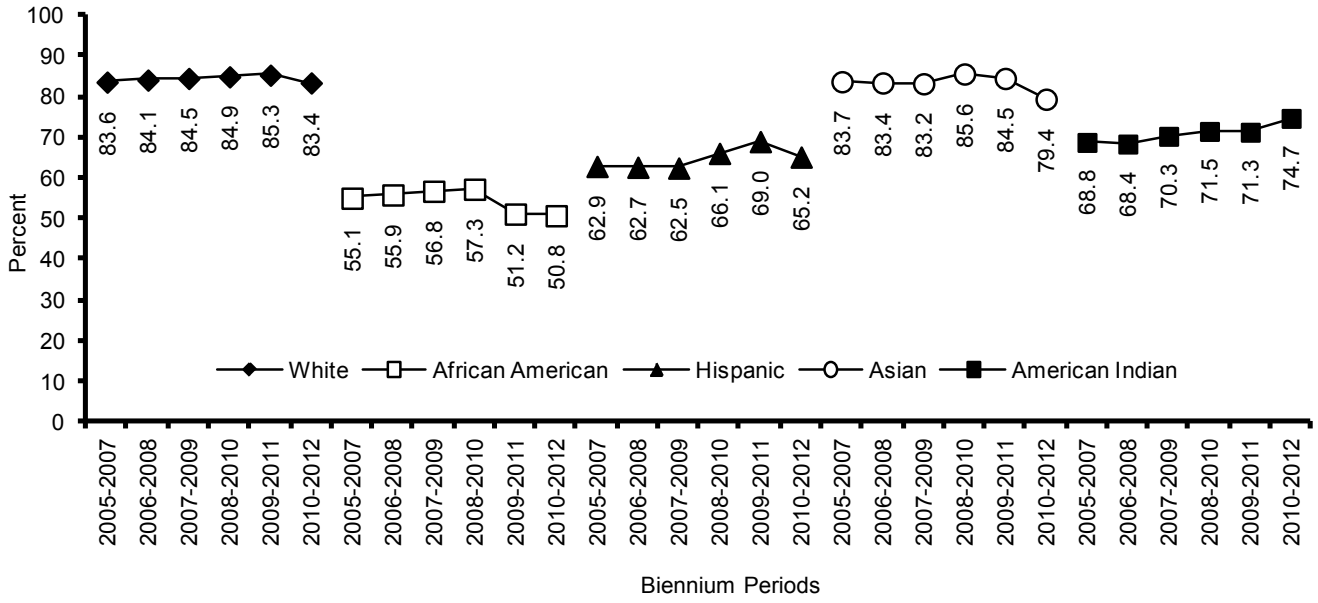


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-44

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Race/Ethnicity
Biennium Periods 2005-2007 to 2010-2012

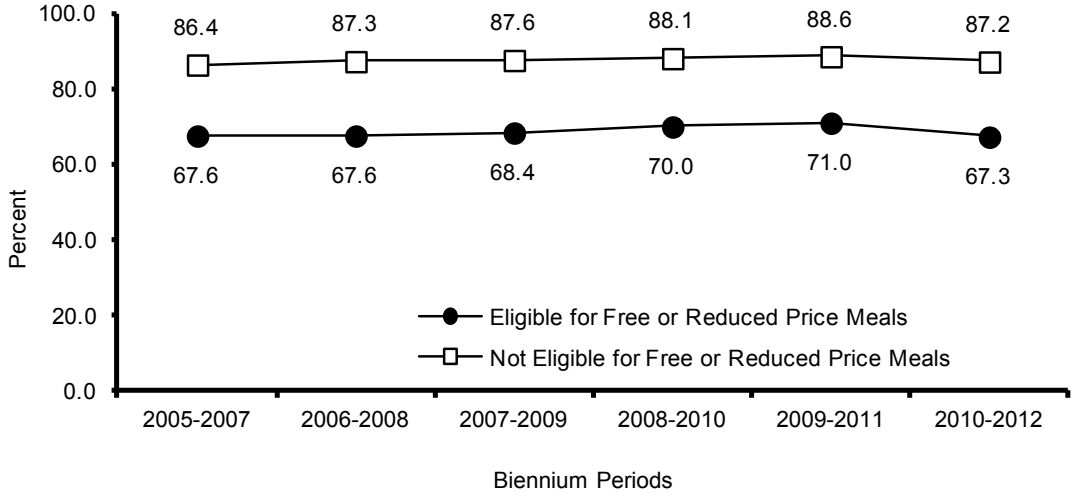


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-45

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

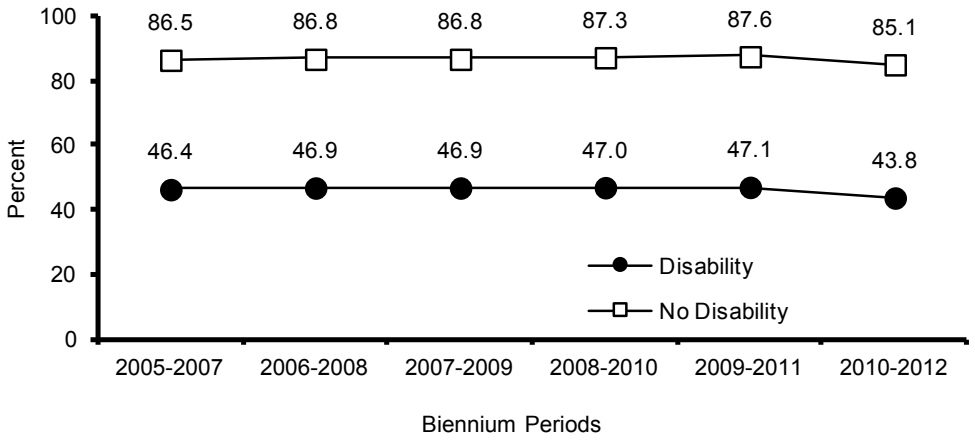


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-46

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Disability Status*
Biennium Periods 2005-2007 to 2010-2012**

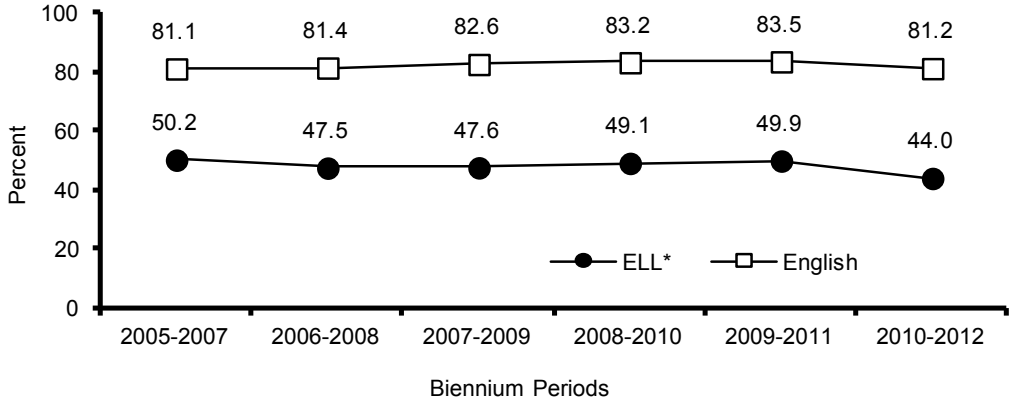


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-47

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessment Science Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

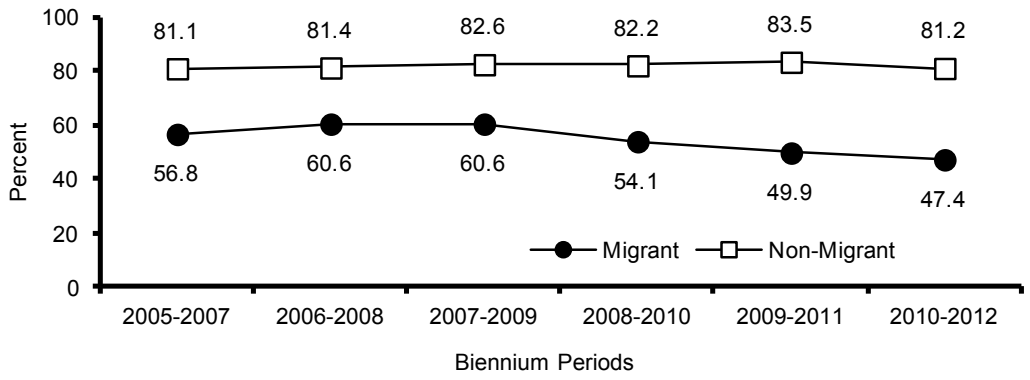


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 5-48

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012

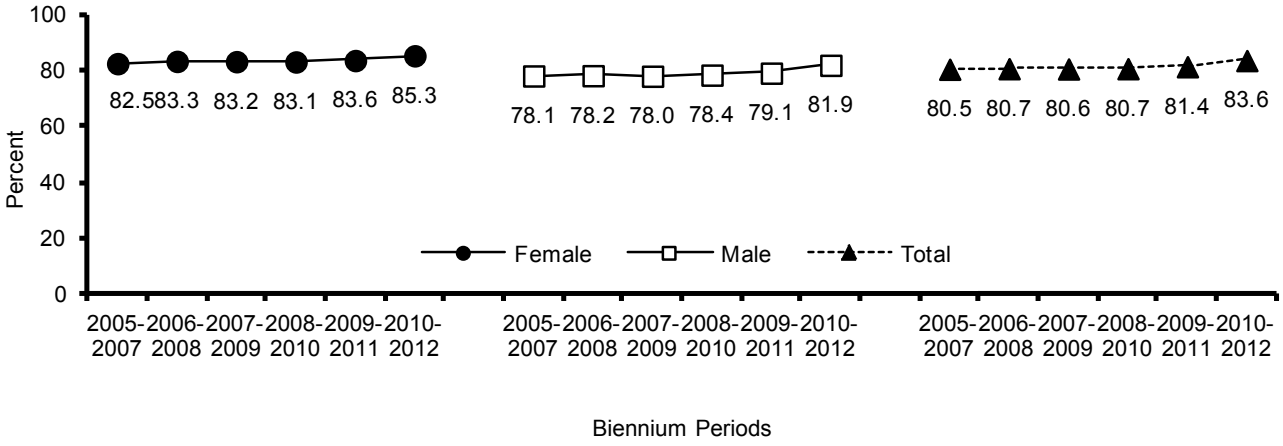


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-49

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Gender
Biennium Periods 2005-2007 to 2010-2012

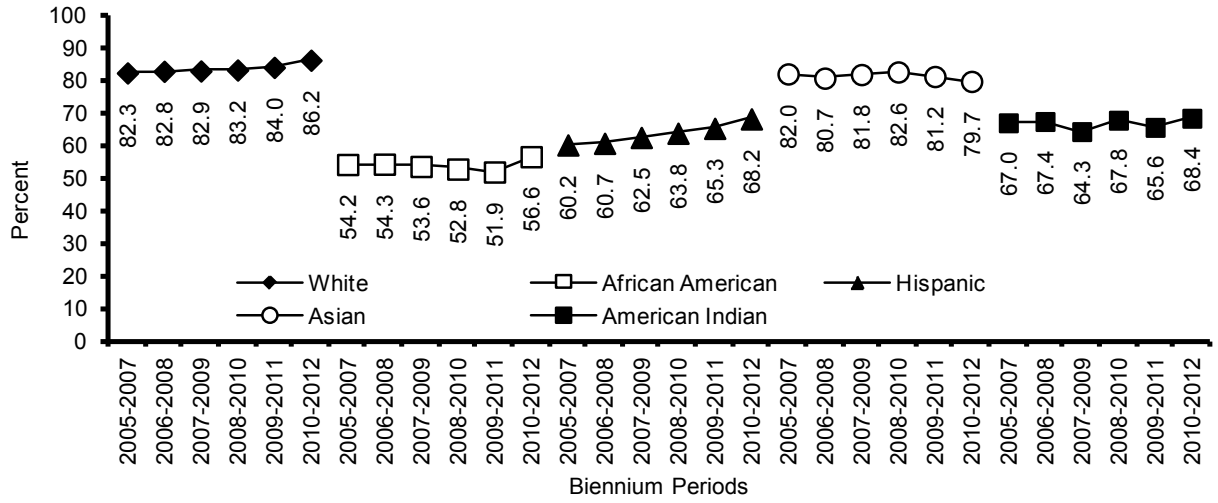


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-50

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012

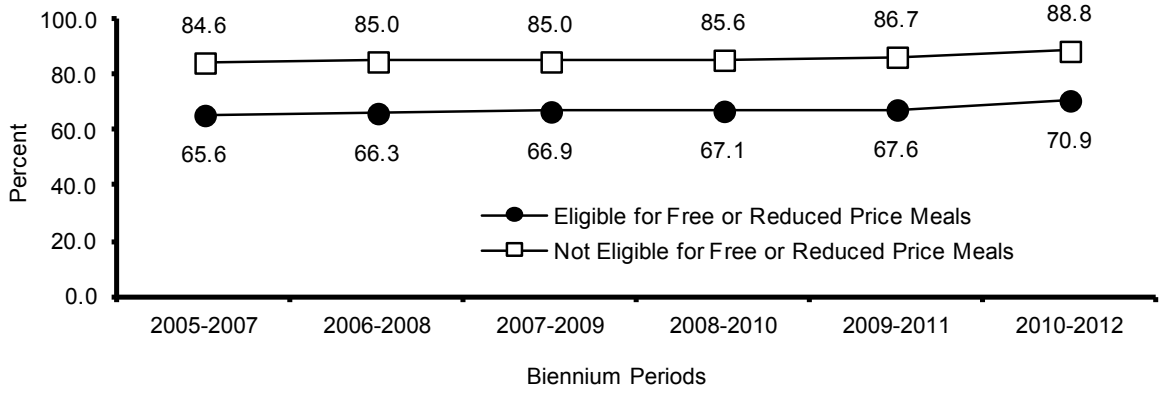


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-51

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012

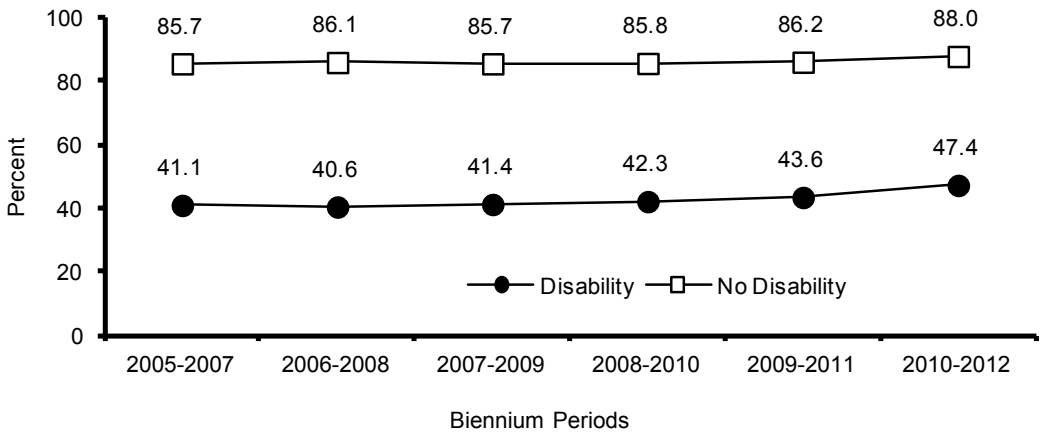


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-52

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012

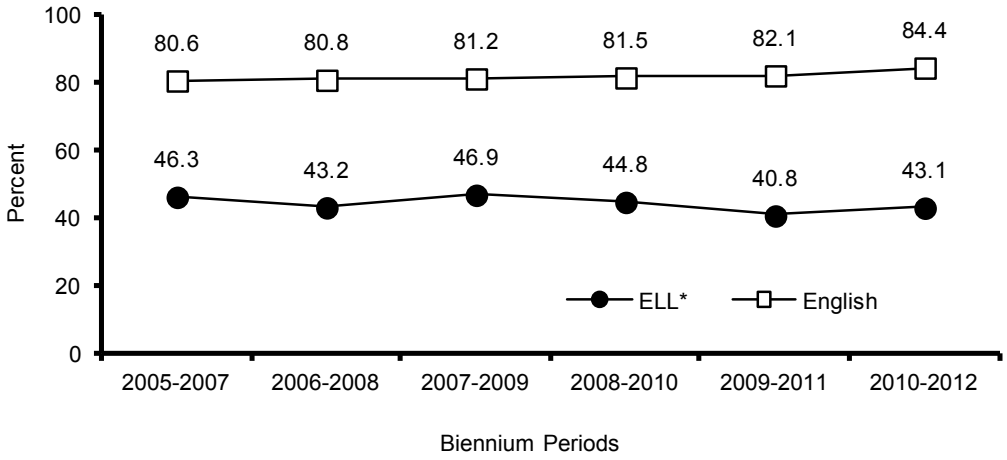


Source: Iowa Testing Programs, The University of Iowa.

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).

Figure 5-53

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012

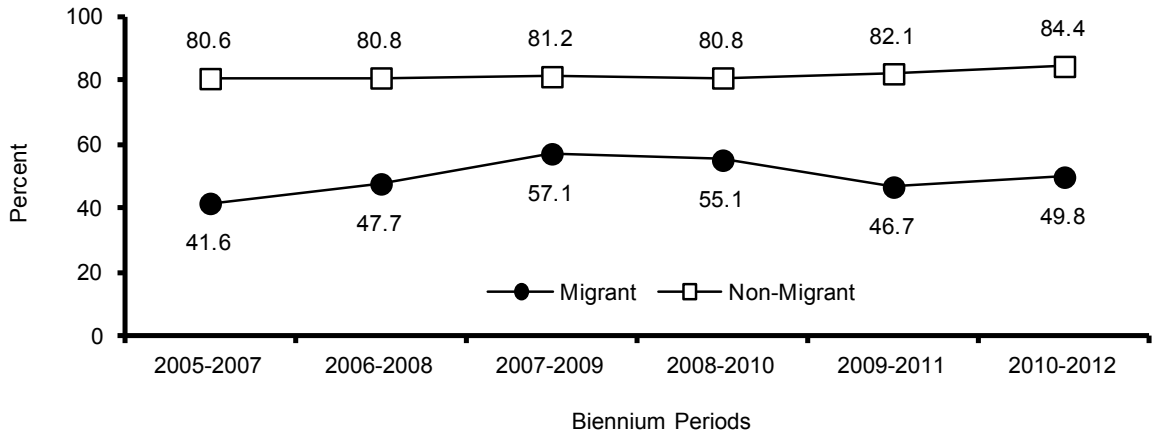


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-54

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012



Source: Iowa Testing Programs, The University of Iowa.

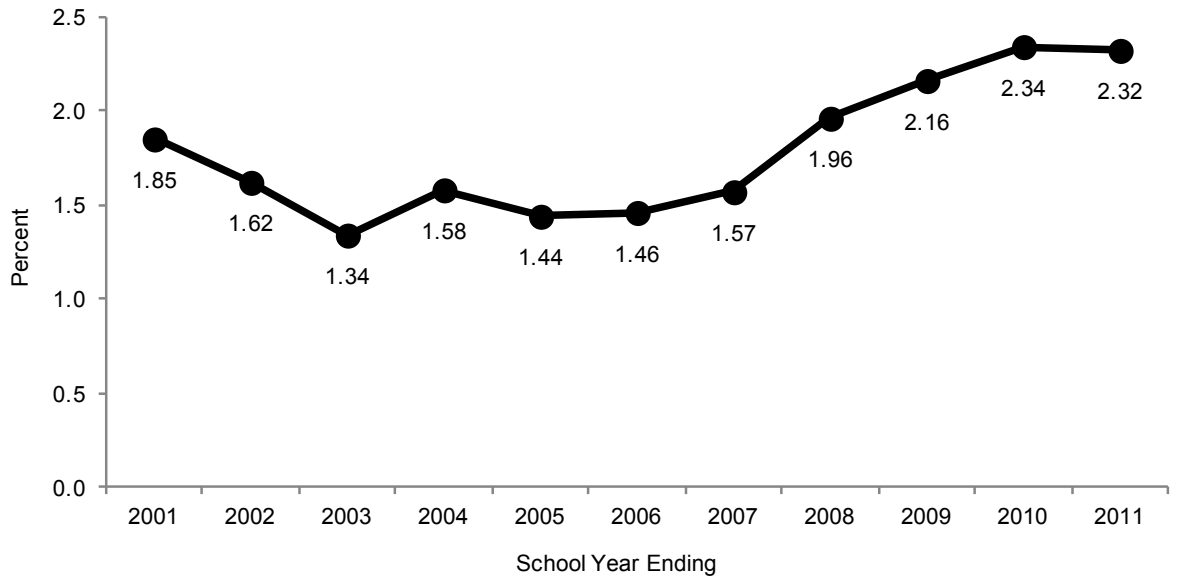
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes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

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

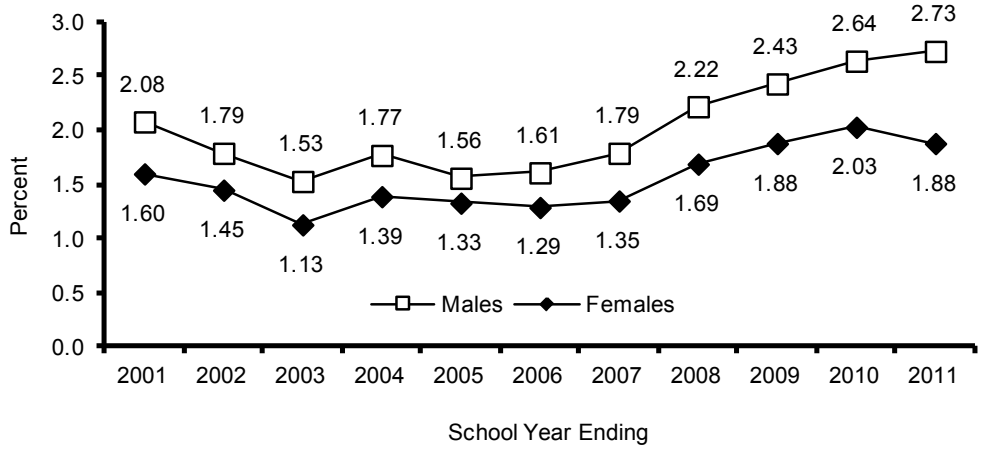
Iowa Grades 7-12 Dropouts as a Perent of Public School Students in Grades 7-12 for 2001 to 2011



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

Figure 5-56

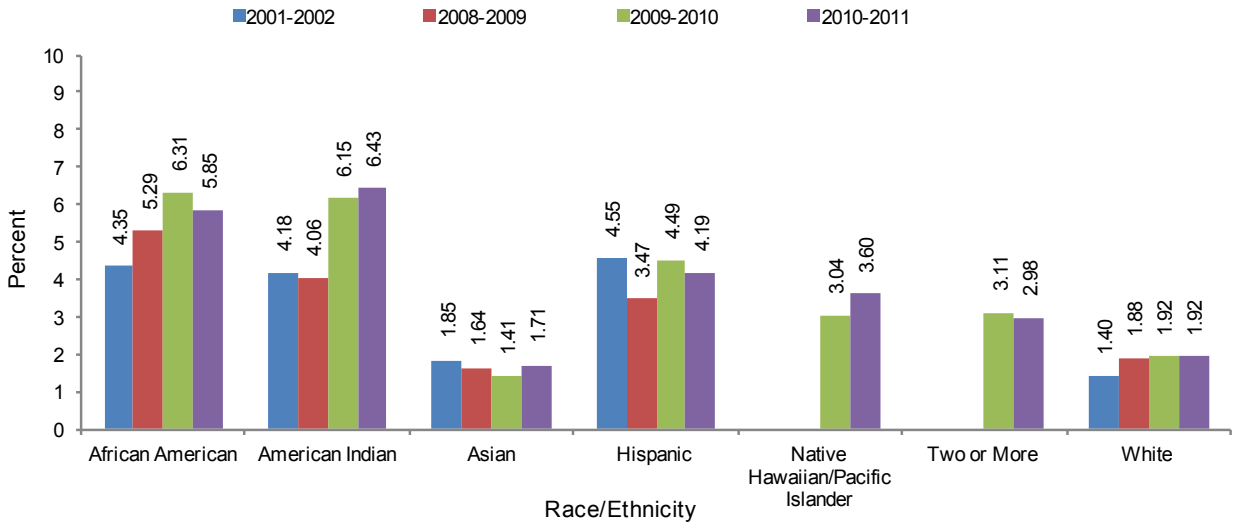
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Gender 2001 to 2011



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

Figure 5-57

Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Race/Ethnicity 2001-2002, 2008-2009 to 2010-2011



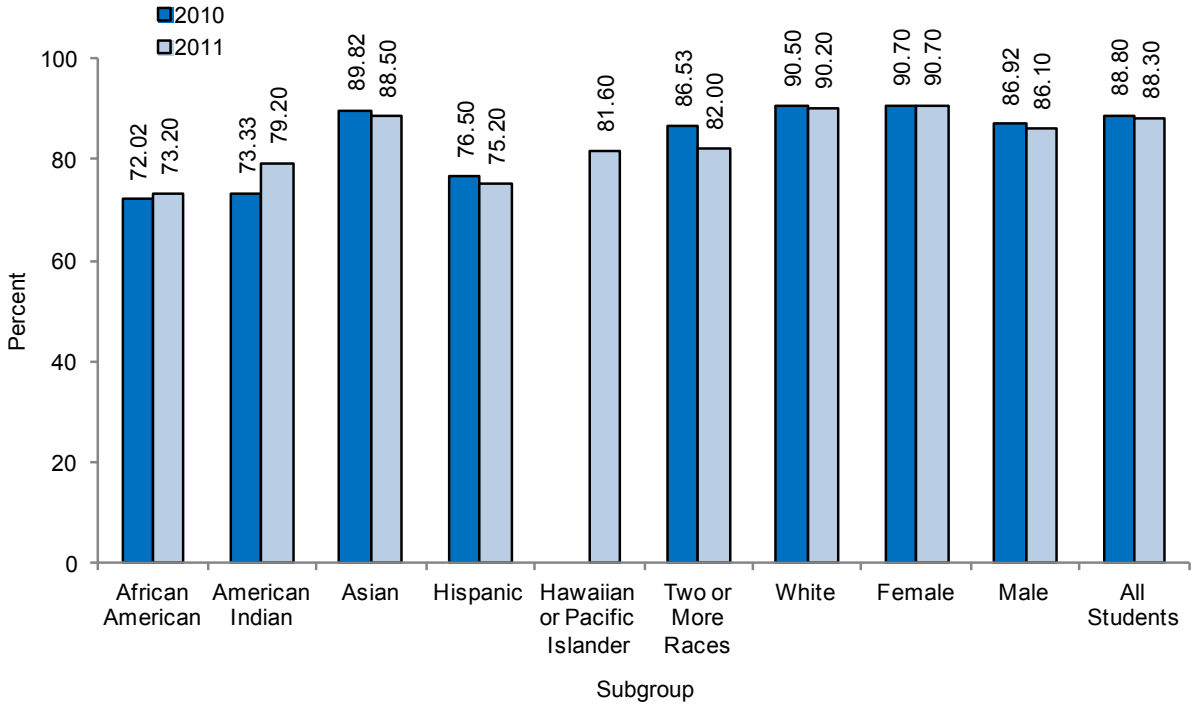
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Dropout files and EASIER files.

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 High School Graduating Class of 2010 and 2011 Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender



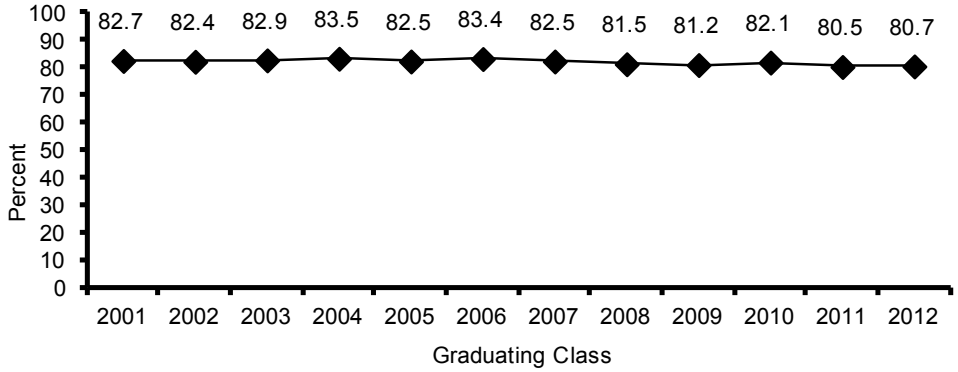
Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

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

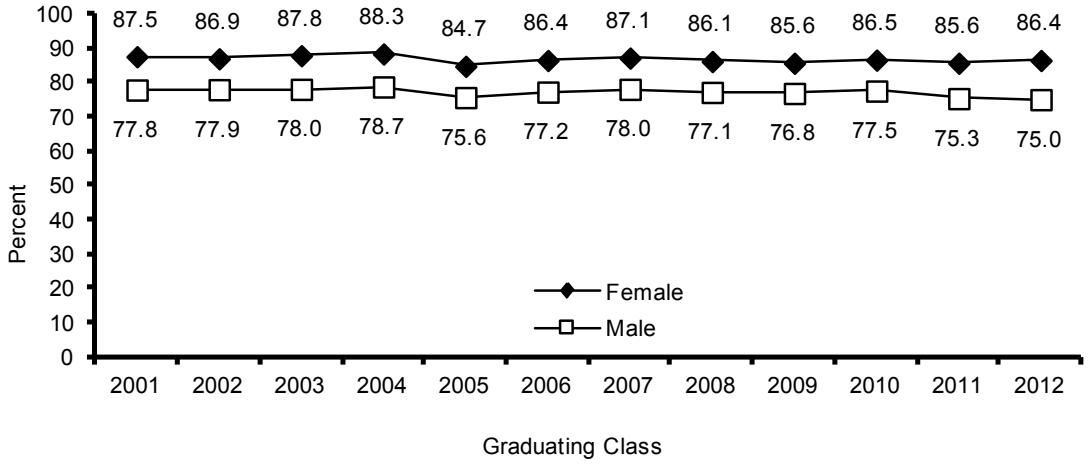
Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training Graduating Classes 2001 to 2012



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

Figure 5-60

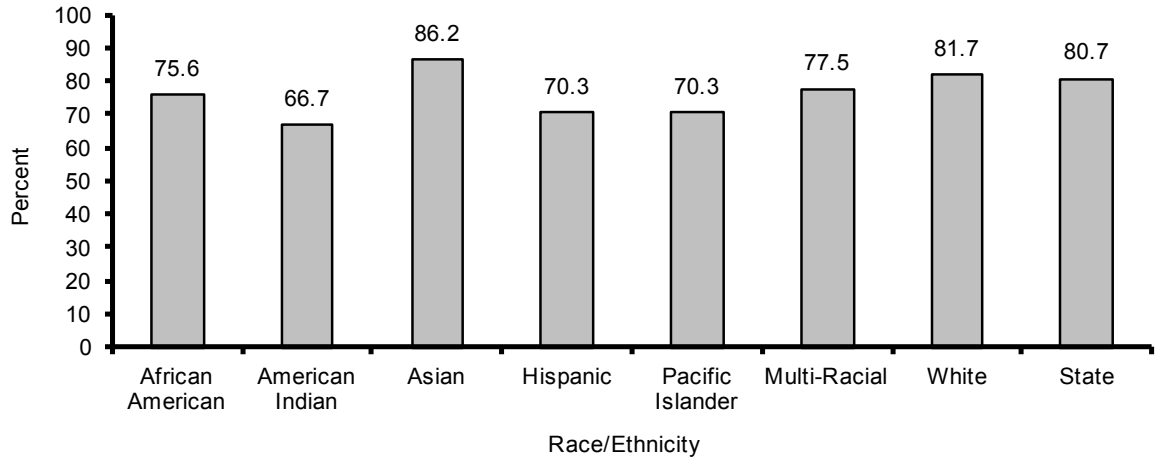
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Gender Graduating Classes 2001 to 2012



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

Figure 5-61

Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Race/Ethnicity Graduating Class of 2012



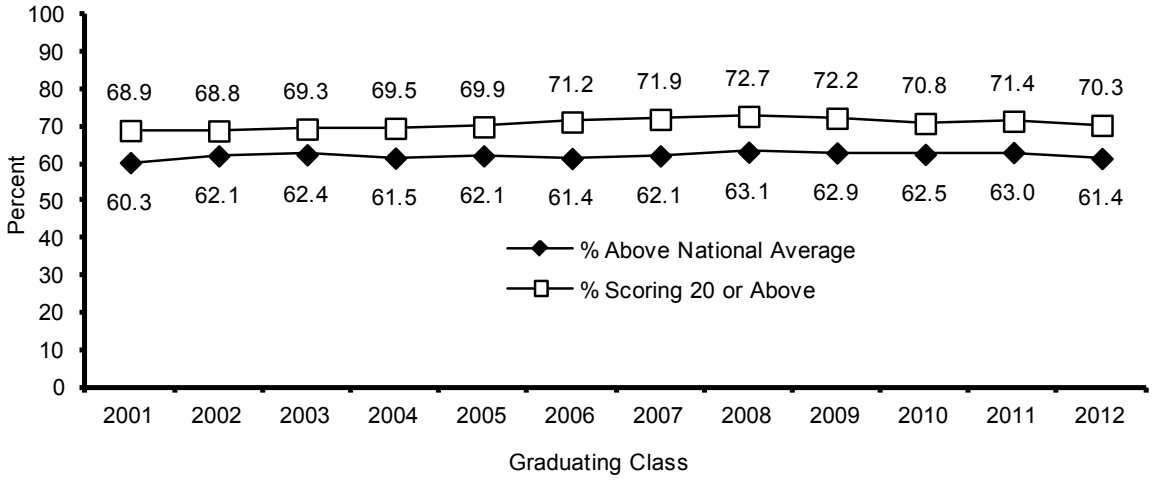
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey files.

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

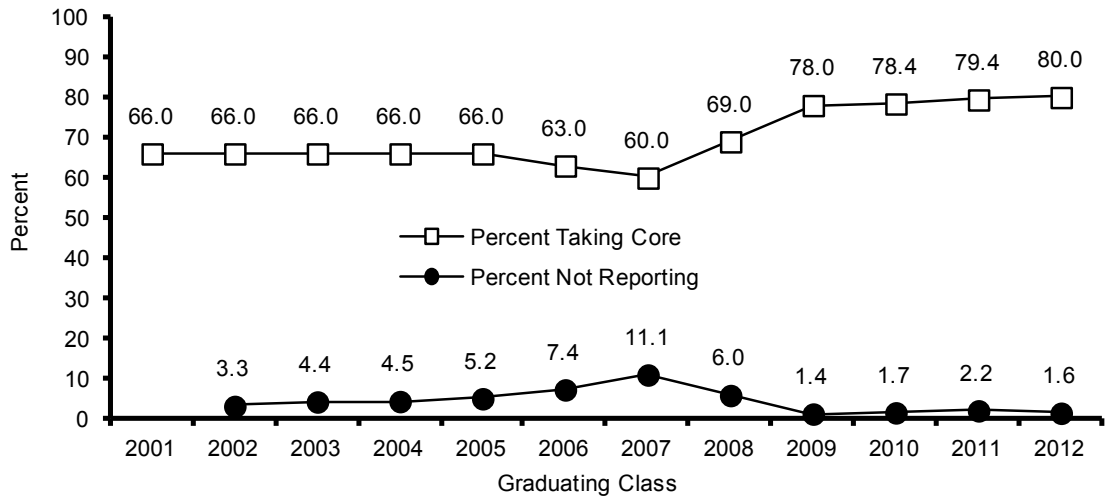
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above 2001 to 2012



Source: ACT, Inc., The High School Profile Report for Iowa.

Figure 5-63

Percent of Iowa ACT Participants Completing Core High School Program 2001 to 2012



Source: ACT, Inc., The High School Profile Report for Iowa.

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 2011-2012 school year, all Iowa public school districts and over 180 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of public and nonpublic school students proficient in grades 4, 8, and 11 in reading and mathematics, and the percent of students in grades 8 and 11 proficient in science are included in the state indicators.

Iowa Assessment Achievement Level Distributions

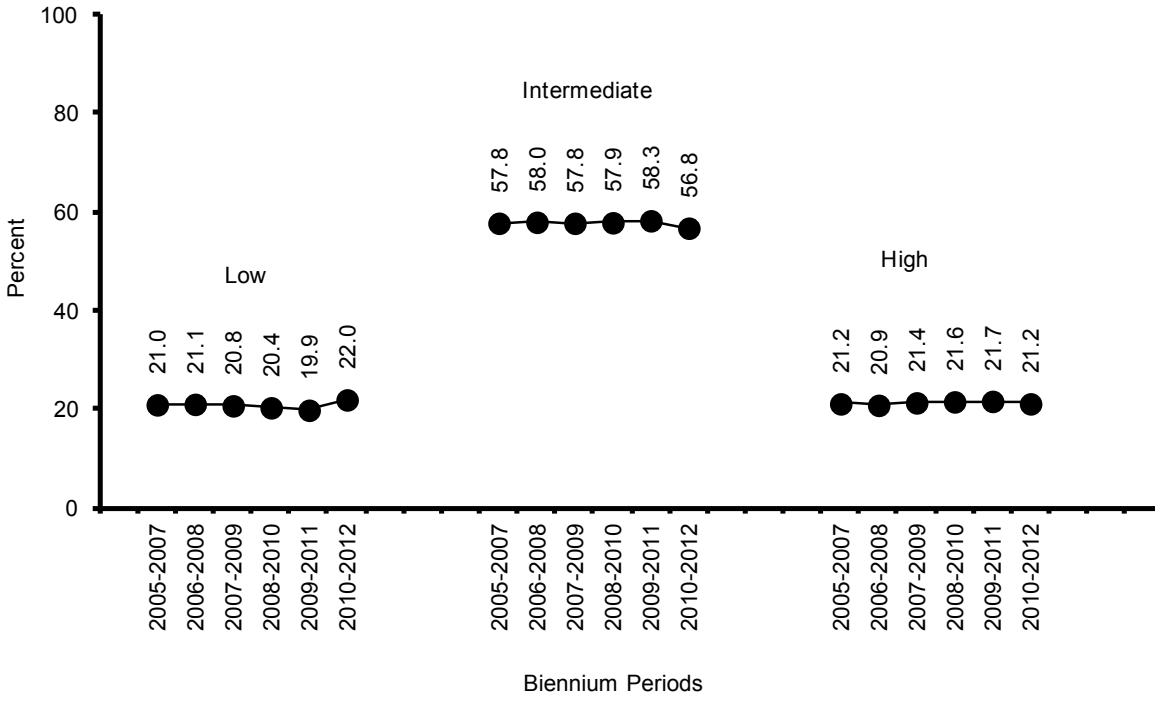
Form E of the Iowa Assessments with 2011 national norms was used for the first time during the 2011-2012 school year. The achievement level data on Iowa Assessments are shown for all students in grades 4, 8, and 11 in reading and mathematics and in grades 8 and 11 in science between 2005-2007 and 2010-2012. Proficiency cut scores for the three achievement levels of the Iowa Assessments are presented in 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 2005-2007 through 2010-2012. More students were categorized in the Low achievement level in reading in grades 4 (Figure 5-64) and grade 8 (Figure 5-65). Less students were categorized in the Low achievement level and more students were categorized in the Intermediate achievement level in grade 11 (Figure 5-66) in 2010-2012.

Figure 5-64

ITBS/Iowa Assessments Reading - Grade 4
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012

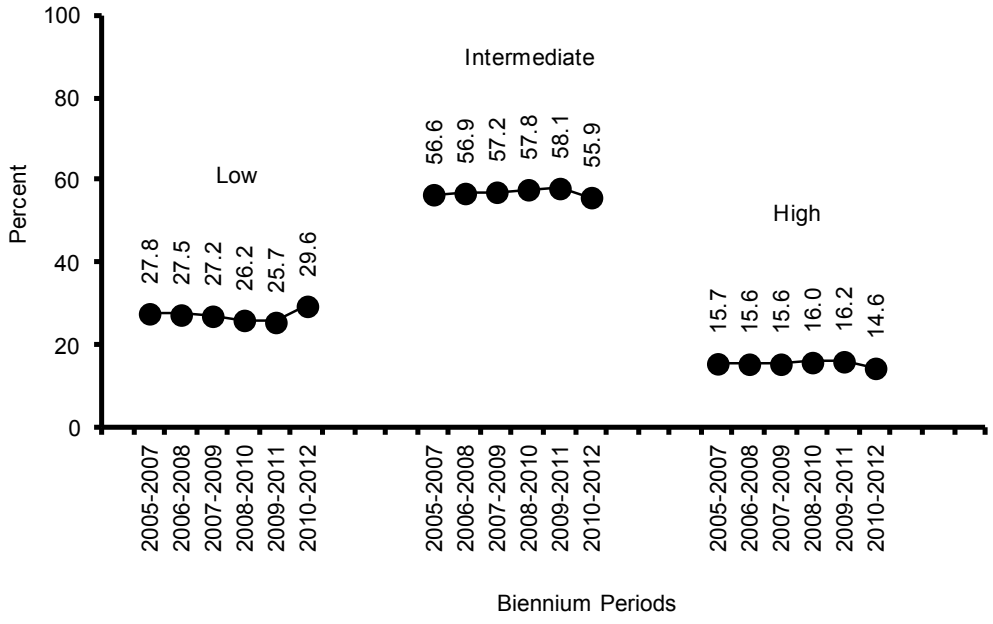


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-65

ITBS/Iowa Assessments Reading - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012

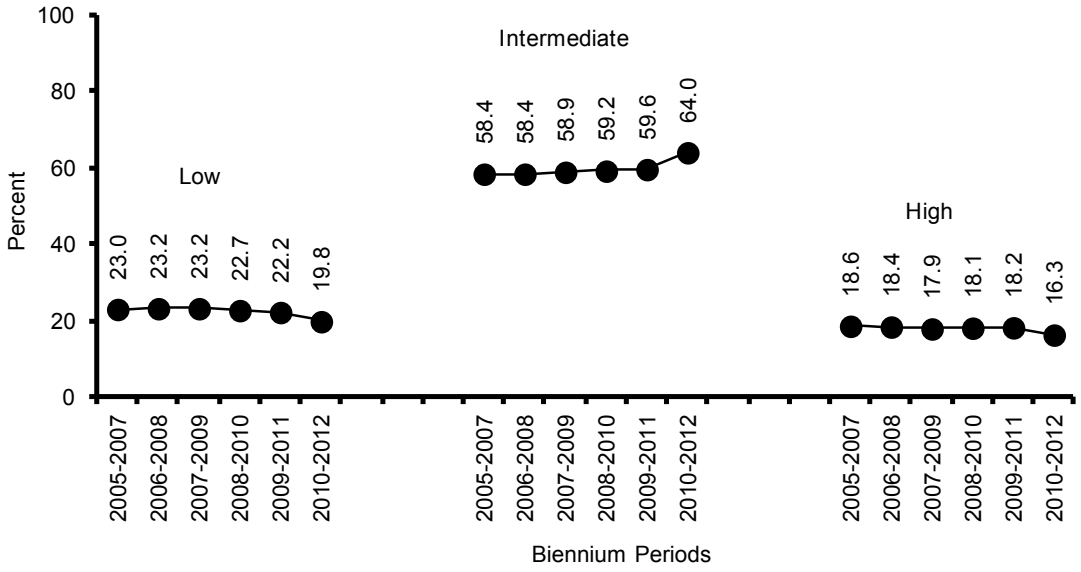


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-66

ITED/Iowa Assessment Reading - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012



Source: Iowa Testing Programs, The University of Iowa.

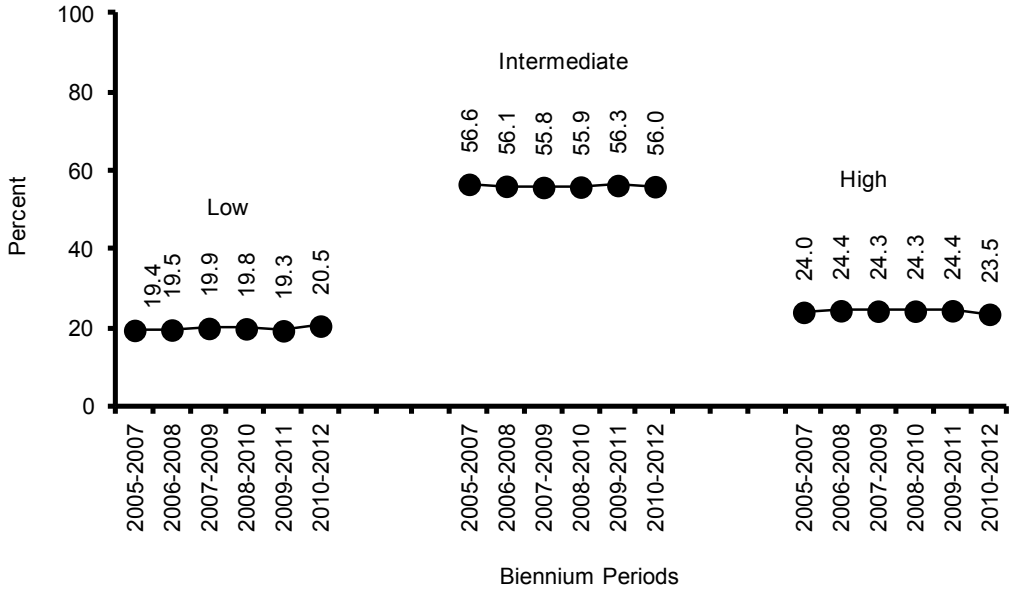
Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the reading comprehension score:
HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters, identifies 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.

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 2005-2007 through 2010-2012. More students performed at the Low achievement level during 2010-2012 in mathematics in grades 4 (Figure 5-67) and 8 (Figure 5-68) Less students performed at the Low achievement level and more students were categorized in the Intermediate achievement level in grade 11 (Figure 5-69) in 2010-2012.

Figure 5-67

ITBS/Iowa Assessments Mathematics - Grade 4
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012

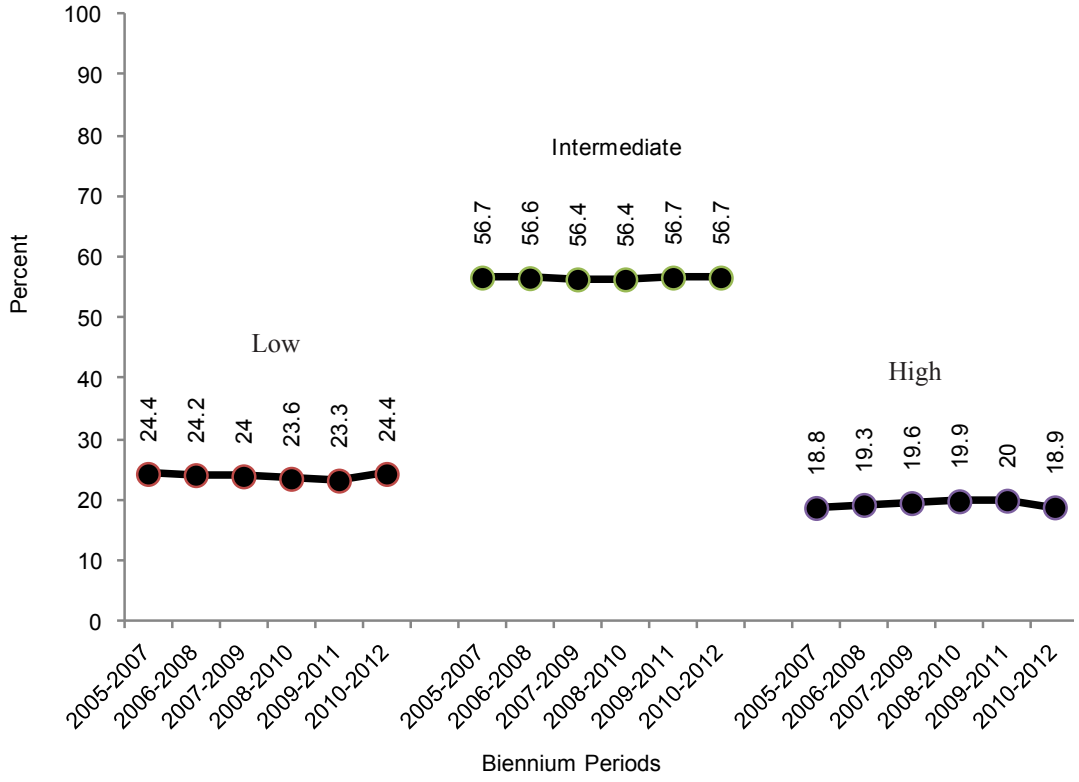


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-68

ITBS/Iowa Assessments Mathematics - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012

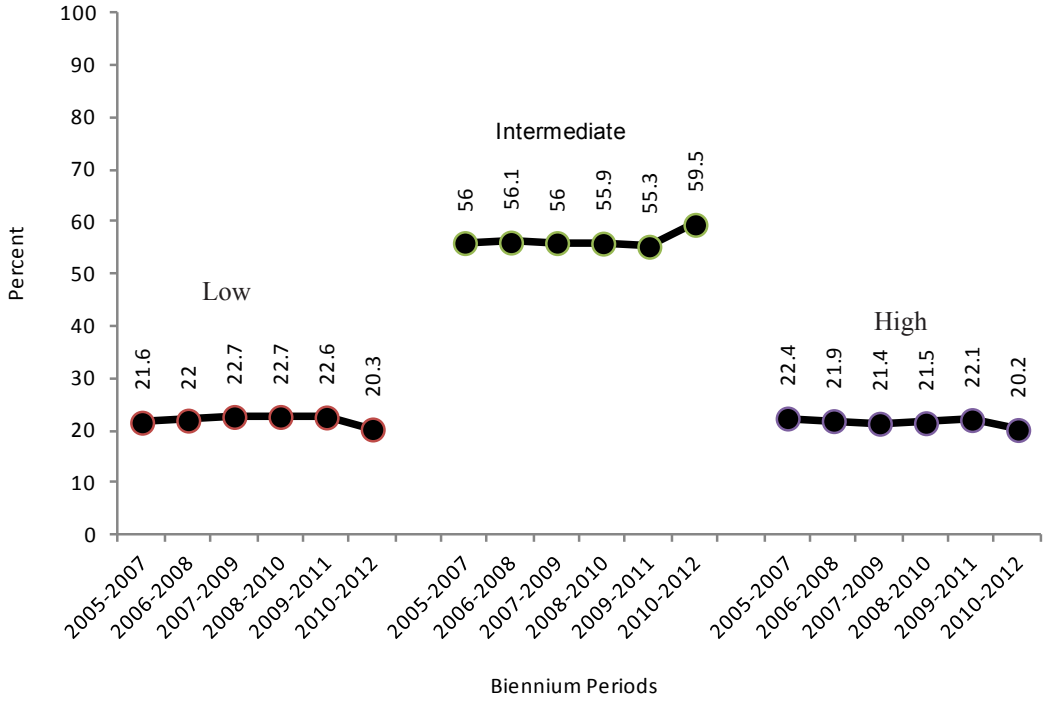


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-69

ITED/Iowa Assessments Mathematics - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012



Source: Iowa Testing Programs, The University of Iowa.

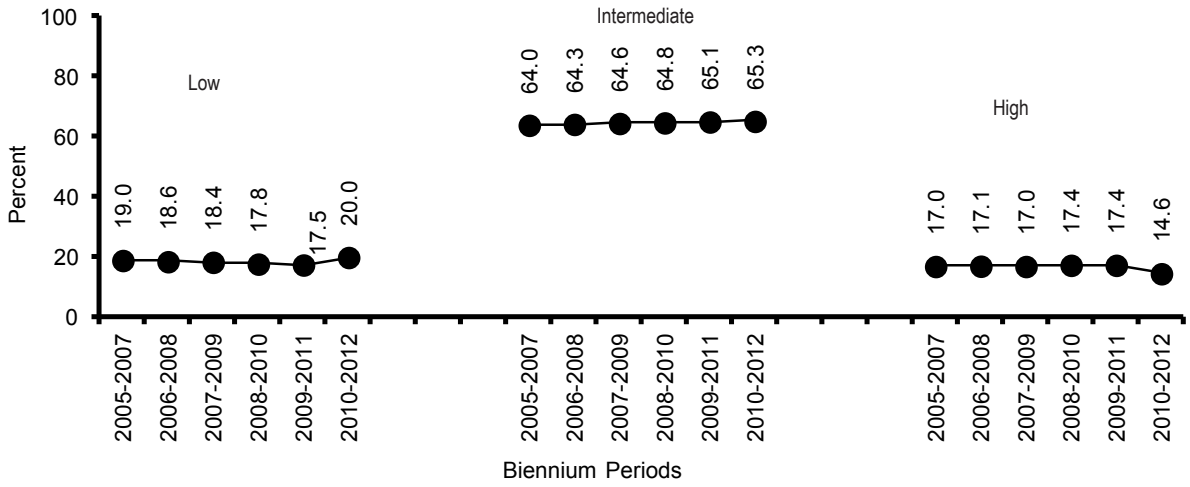
Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:
HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a 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.

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 higher percent of students performing at the Low achievement level and a lower percent of students performing at the High achievement level in 2010-2012. In 2010-2012, less grade 11 students performed in the Low level for science, while the Intermediate achievement level for grade 11 science increased.

Figure 5-70

ITBS/Iowa Assessments Science - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012

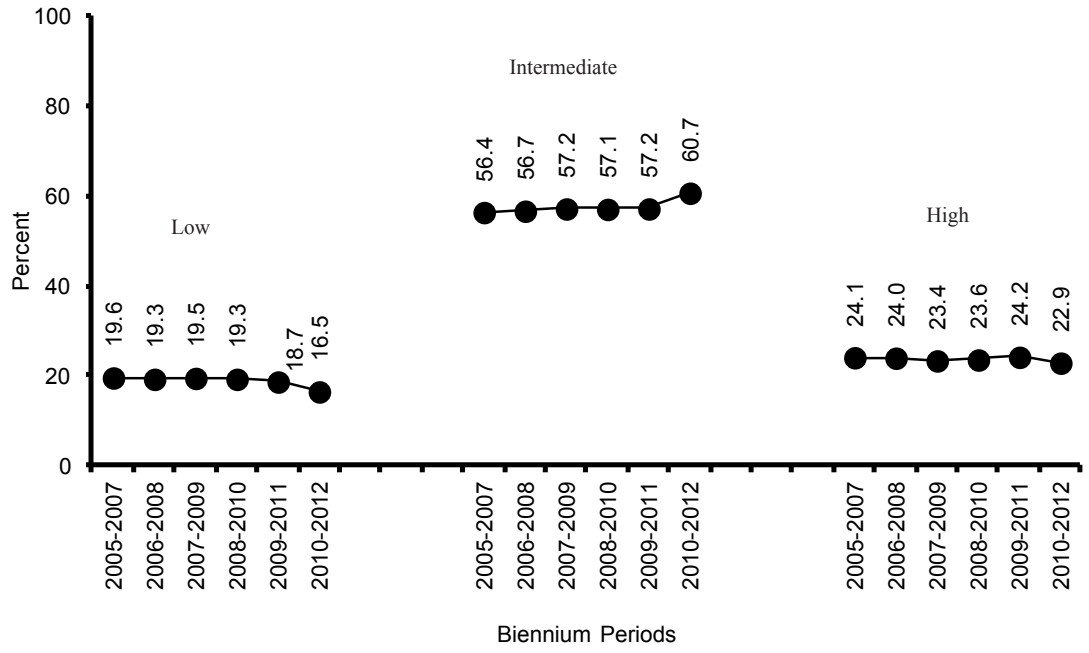


Source: Iowa Testing Programs, The University of Iowa.

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.

Figure 5-71

ITED/Iowa Assessments Science - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012



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 predications 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 predications 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.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science, and writing. In 2009, Iowa participated in the first state NAEP assessment for grade 12 students. Tables and graphics in this section include the results for accommodations not permitted in the earlier years (denoted with an asterisk) and for accommodations permitted in the most recent years.

Average Scale Scores

NAEP assessment scores in reading and mathematics in grades four and eight and reading in grade 12 are reported on a scale range of 0 to 500. Mathematics for grade 12 is reported on a scale range of 0 to 300. Iowa's average NAEP assessment scale scores exceed the national averages in grades 4 and 8 for both mathematics and reading (Table 5-4).

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

Table 5-4

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

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Mathematics	4	2011	243	240	86	43	6
(scale: 0-500)		2009	243	239	87	41	5
		2007	243	239	87	43	5
		2005	240	237	85	37	4
		2003	238	234	83	36	3
		2000	231	224	75	26	2
		2000*	233	226	78	28	2
		1996*	229	222	74	22	1
		1992*	230	219	72	26	2
	8	2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78	31	4
		1992*	283	267	76	31	4
		1990*	278	262	70	25	3
(scale: 0-300)	12	2009	156	152	71	25	1

Table 5-4 (…continued)

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Reading	4	2011	221	220	69	33	6
(scale: 0-500)		2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
	8	2011	265	264	77	33	2
		2009	265	262	77	32	2
		2007	267	261	80	36	2
		2005	267	260	79	34	3
		2003	268	261	79	36	3
	12	2009	291	287	79	39	4
Science	4	2009	157	149	80	41	1
(scale: 0-300)	8	2009	156	149	72	35	1
Writing	4	2002	155	153	89	27	1
(scale: 0-300)	8	2007	155	154	88	32	1

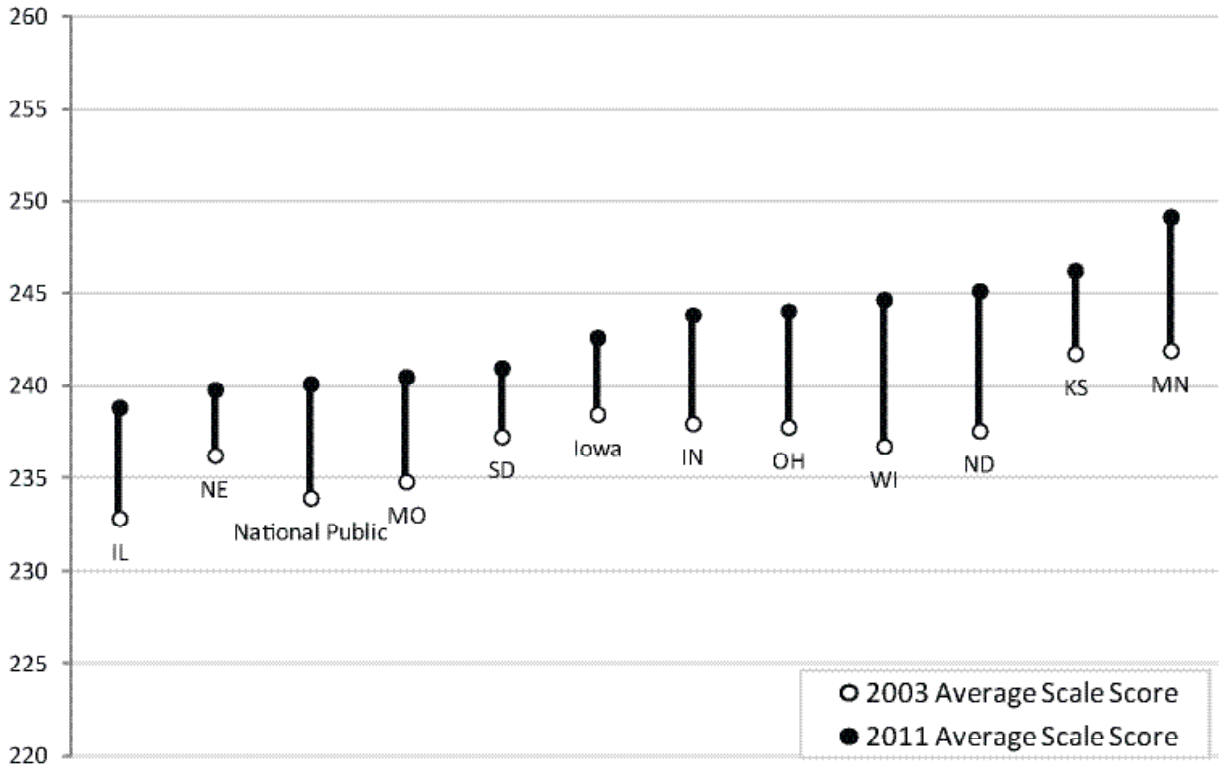
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Notes: *Accommodations not allowed.
Observed differences are not necessarily statistically significant.
Detail may not sum to totals because of rounding.

The following figures (5-72 through 5-75) show the scale score growth of Iowa students on the NAEP during the period from 2003 to 2011. Eleven Midwest states are also shown for comparison. Iowa students have not shown the growth in mathematics that has been found in other states across the nation. In reading, Iowa has decreased the average scale score in grades 4 and 8.

Figure 5-72

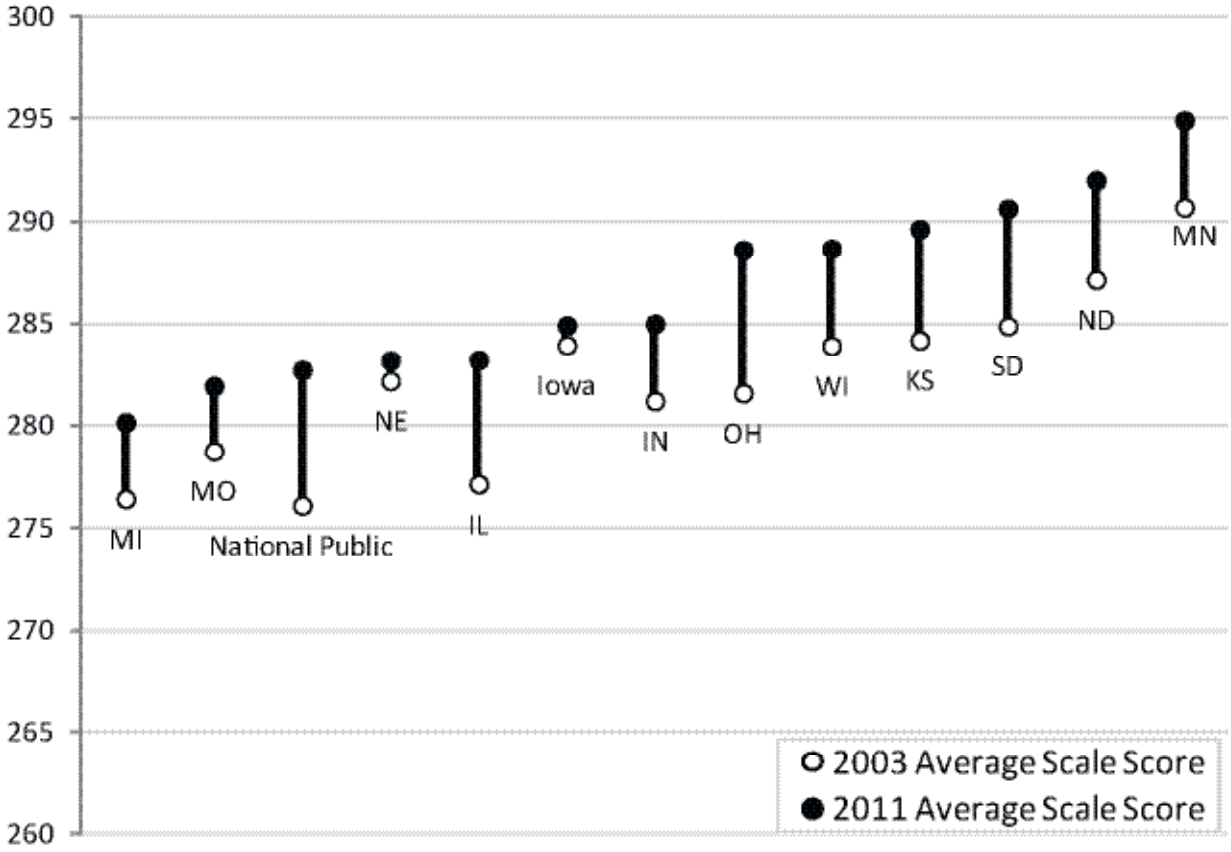
NAEP Mathematics Grade 4 Midwest States
Change in Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Figure 5-73

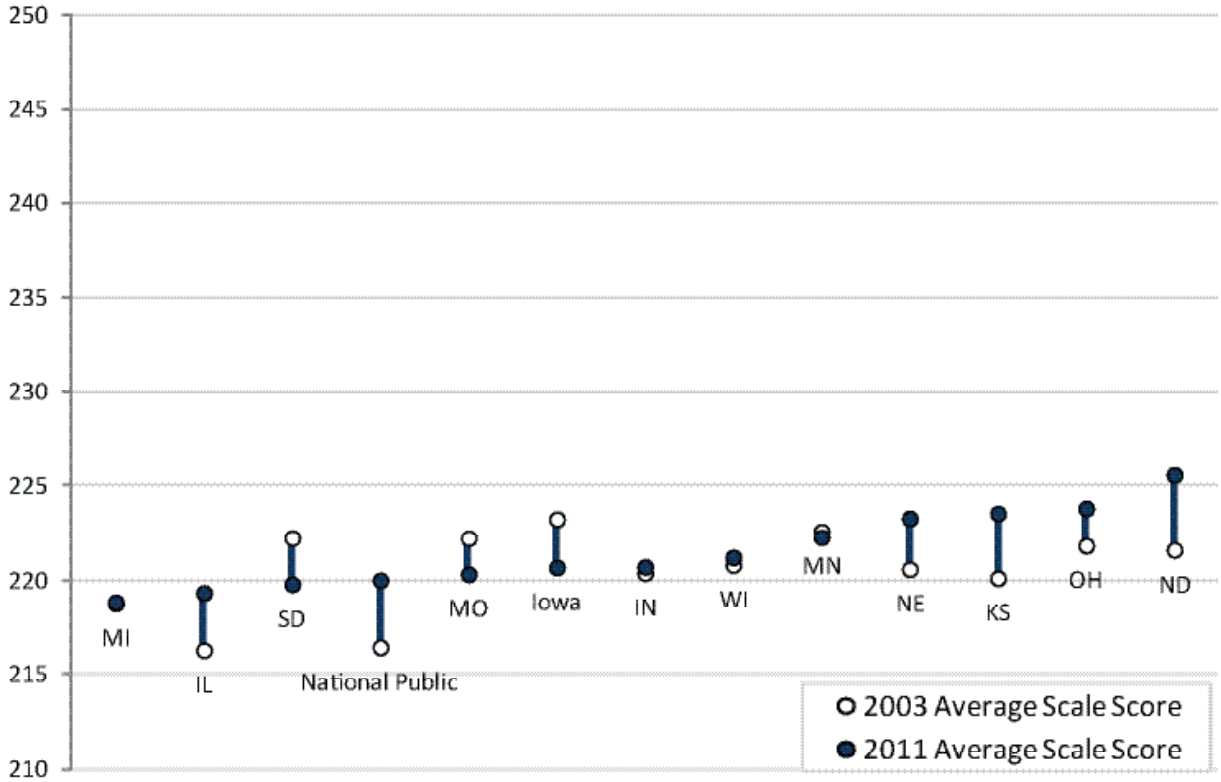
NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Figure 5-74

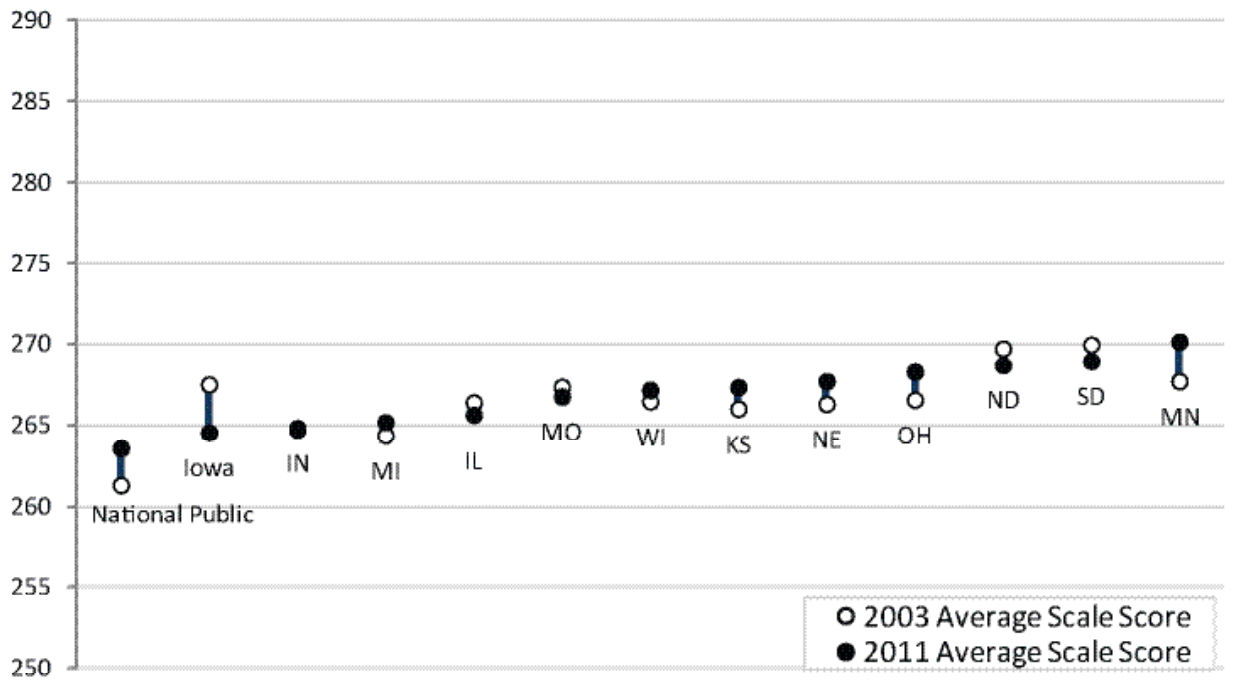
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Figure 5-75

NAEP Reading Grade 8 Midwest States
Change in Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

ACT

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

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

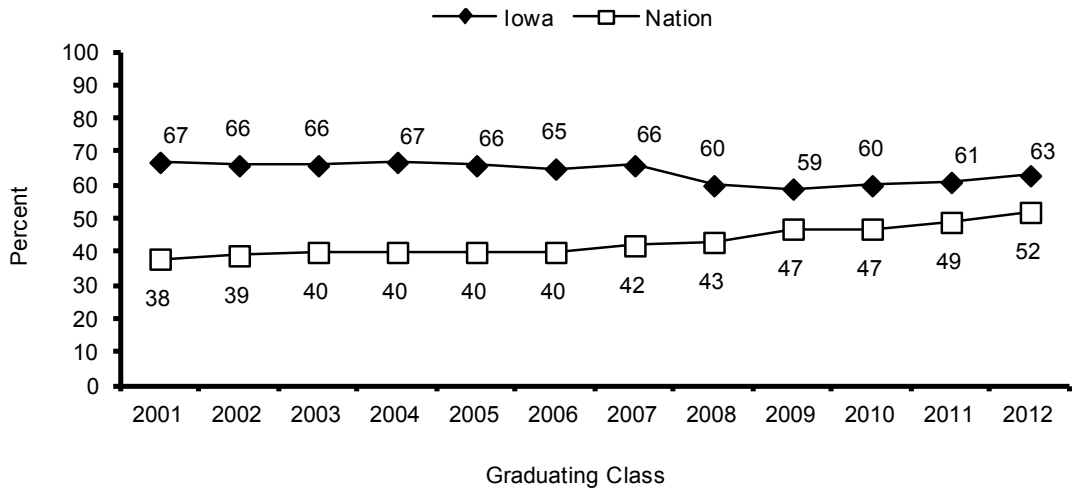
The percentage of Iowa's graduates taking the ACT was relatively steady from 2001 to 2007. Then there was a 6 percent drop in 2008. In 2012, the Iowa participation rate increased to 63 percent. The rate for the nation has been lower than Iowa rates. However, the gap is getting smaller (Figure 5-76).

In Iowa, 100 percent of the Des Moines school district's graduating classes of 2010, 2011, and 2012 are included in the profile. Clinton is the second district in Iowa that had most students in the class of 2012 tested.

Iowa's ACT composite score averages have consistently been one point higher than the national averages (Figure 5-77). Among 27 states for which ACT is the primary college entrance exam (more than 50 percent graduates tested), Iowa's average composite score of 22.1 in 2012 ranked second tied with Wisconsin (Table 5-5).

Figure 5-76

Percent of Iowa Graduates in Iowa and the Nation Taking the ACT Assessment 2001 to 2012



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

Figure 5-77

Average ACT Composite Scores for Iowa and the Nation 2001 to 2012

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 2010 to 2012

Nation and State	Class of 2010 ACT Composite	Class of 2010 Percent Graduates Tested	Class of 2011 ACT Composite	Class of 2011 Percent Graduates Tested	Class of 2012 ACT Composite	Class of 2012 Percent Graduates Tested	2012 National Rank
Nation	**21.0**	**47%**	**21.1**	**49%**	**21.1**	**52%**	**-**
Illinois	20.7	100	20.9	100	20.9	100%	11
Indiana*	22.3	26	22.3	29	22.3	32.0	-
Iowa	**22.2**	**60**	**22.3**	**61**	**22.1**	**63%**	**2**
Kansas	22.0	75	22.0	79	21.9	81%	6
Michigan	19.7	100	20.0	100	20.1	100%	23
Minnesota	22.9	70	22.9	72	22.8	74%	1
Missouri	21.6	69	21.6	71	21.6	75%	9
Nebraska	22.1	73	22.1	76	22.0	78%	4
North Dakota	21.5	81	20.7	98	20.7	100%	12
Ohio	21.8	66	21.8	69	21.8	71%	7
South Dakota	21.8	79	21.8	81	21.8	81%	7
Wisconsin	22.1	69	22.2	71	22.1	71%	2

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

Note: *National rank includes only those states where ACT is the primary college entrance exam.

ACT Score Comparisons for English, Mathematics, Reading, and Science for Iowa and the Nation

Iowa's average ACT scores were higher than the national averages in English, mathematics, reading, and science (Table 5-6).

Table 5-6

Average ACT Scores for Iowa and the Nation
Graduating Classes 2001 to 2012

Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
2001	21.3	20.5	21.6	20.7	22.3	21.3	22.2	21.0
2002	21.2	20.2	21.7	20.6	22.4	21.1	22.1	20.8
2003	21.3	20.3	21.6	20.6	22.4	21.2	22.1	20.8
2004	21.4	20.4	21.8	20.7	22.4	21.3	22.1	20.9
2005	21.5	20.4	21.7	20.7	22.4	21.3	22.1	20.9
2006	21.6	20.6	21.8	20.8	22.5	21.4	22.1	20.9
2007	21.6	20.7	21.9	21.0	22.6	21.5	22.3	21.0
2008	21.9	20.6	22.0	21.0	22.9	21.4	22.3	20.8
2009	21.9	20.6	21.9	21.0	22.9	21.4	22.4	20.9
2010	21.8	20.5	21.8	21.0	22.6	21.3	22.3	20.9
2011	21.7	20.6	21.9	22.1	22.6	21.3	22.4	20.9
2012	21.6	20.5	21.7	21.1	22.5	21.3	22.2	20.9

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

ACT Scores for Core and Less-than-Core Students

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

Eighty percent of Iowa's 2012 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 recent five years.

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

Table 5-7

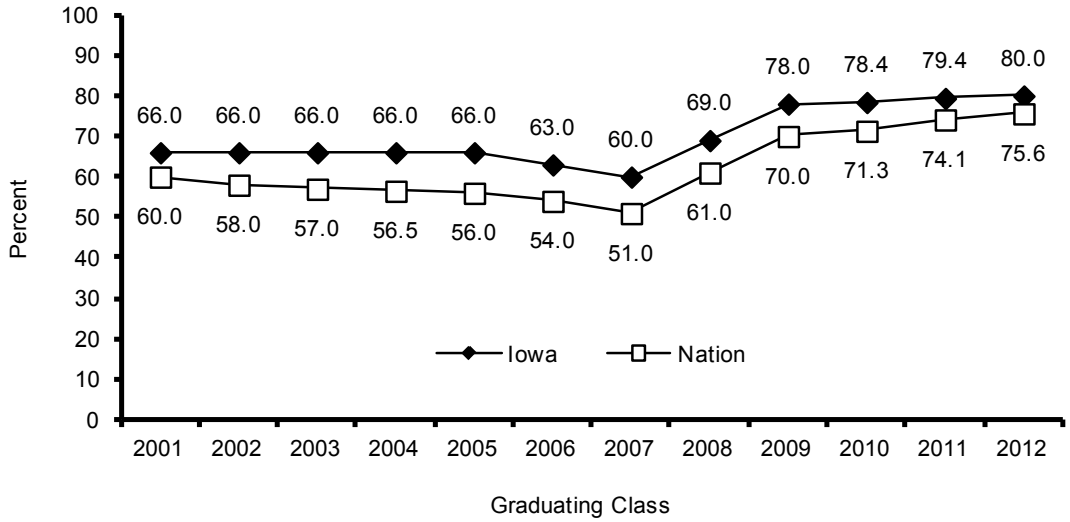
ACT Standards for Core High School Programs

Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earch science, biology, chemistry, physics	1 year each

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

Figure 5-78

Percent of ACT Participants Taking Core High School Program 2001 to 2012



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 2012

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
2001	22.9	20.0	2.9	21.9	19.5	2.4
2002	22.9	19.9	3.0	21.8	19.2	2.6
2003	22.9	20.0	2.9	21.8	19.3	2.5
2004	22.9	20.2	2.7	21.9	19.4	2.5
2005	22.9	20.2	2.7	21.9	19.5	2.4
2006	23.0	20.4	2.6	22.0	19.7	2.3
2007	23.1	20.6	2.5	22.0	19.8	2.2
2008	23.1	20.6	2.5	22.0	19.5	2.5
2009	23.1	20.1	3.0	22.0	19.1	2.9
2010	23.0	19.6	3.4	22.0	18.9	3.1
2011	23.0	19.8	3.2	21.9	19.0	2.9
2012	22.8	19.6	3.2	21.8	19.1	2.7

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

Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as “core” programs.
The figures include all students tested, public as well as nonpublic.

ACT Composite Score Distributions

Table 5-9 provides the Iowa ACT composite score distributions for 2010, 2011, and 2012 (also see Figure 5-79). Over 70 percent of Iowa test takers had a composite score of 20 or greater, with approximately 55 percent scoring 22 or higher in all three years.

Table 5-9

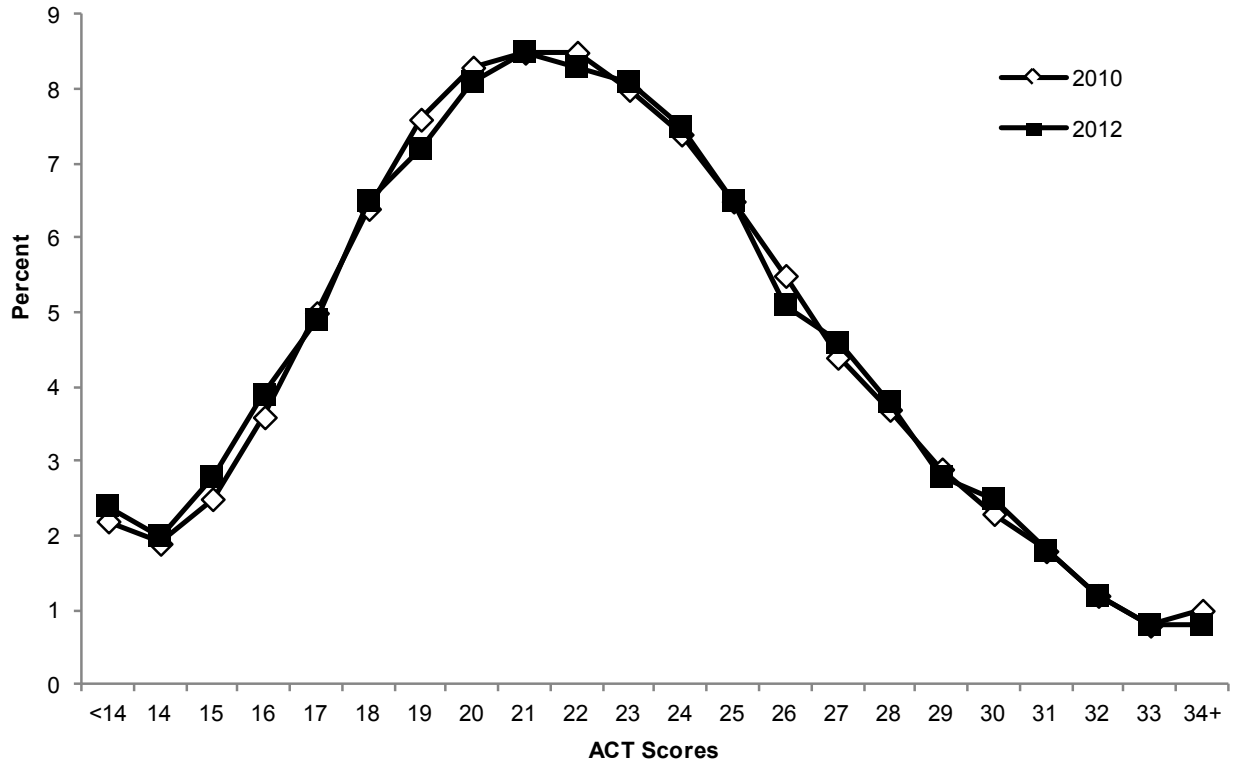
Iowa ACT Composite Score Distributions Classes of 2010 to 2012

	Class of 2010		Class of 2011		Class of 2012	
Score	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	2.2%	2.2%	2.2%	2.2%	2.4%	2.4%
14	1.9	4.1	1.9	4.1	2.0	4.4
15	2.5	6.6	2.7	6.8	2.8	7.2
16	3.6	10.2	3.5	10.4	3.9	11.1
17	5.0	15.2	5.0	15.3	4.9	16.0
18	6.4	21.6	6.1	21.5	6.5	22.5
19	7.6	29.2	7.1	28.5	7.2	29.7
20	8.3	37.5	8.3	36.8	8.1	37.8
21	8.5	46.0	8.5	45.3	8.5	46.3
22	8.5	54.5	8.6	53.9	8.3	54.6
23	8.0	62.5	8.2	62.0	8.1	62.7
24	7.4	69.9	7.0	69.1	7.5	70.2
25	6.5	76.4	6.6	75.7	6.5	76.7
26	5.5	81.9	5.6	81.2	5.1	81.8
27	4.4	86.3	4.6	85.8	4.6	86.4
28	3.7	90.0	4.0	89.8	3.8	90.2
29	2.9	92.9	2.8	92.6	2.8	93.0
30	2.3	95.2	2.6	95.2	2.5	95.5
31	1.8	97.0	1.8	97.0	1.8	97.3
32	1.2	98.2	1.3	98.4	1.2	98.5
33	0.8	99.0	0.8	99.2	0.8	99.2
34+	1.0	100.0	0.8	100.0	0.8	100.0

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

Figure 5-79

Distribution of Iowa ACT Composite Scores Classes of 2010 and 2012



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 2010 to 2012 are provided in Table 5-10, Table 5-11 and Figure 5-80.

Table 5-10

Iowa Public School Average ACT Scores by Enrollment Category Graduating Classes 2010 to 2012

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2010	<300	20.9	20.3	21.4	21.4	21.1
	300-599	20.8	21.0	21.8	21.9	21.5
	600-999	21.2	21.2	22.1	21.9	21.8
	1,000-2,499	22.1	22.1	22.8	22.6	22.5
	2,500-7,499	22.8	22.8	23.6	23.2	23.2
	7,500+	20.9	21.4	22.0	21.7	21.6
	State	21.8	21.8	22.6	22.3	22.2
2011	<300	20.8	20.5	21.5	21.8	21.3
	300-599	21.2	21.4	22.0	22.0	21.8
	600-999	21.2	21.4	22.2	22.2	21.9
	1,000-2,499	21.9	22.1	22.8	22.8	22.5
	2,500-7,499	22.6	22.6	23.4	23.1	23.1
	7,500+	20.8	21.4	22.0	21.8	21.6
	State	21.7	21.9	22.6	22.4	22.3
2012	<300	20.8	20.3	21.8	21.5	21.2
	300-599	20.9	20.9	21.9	21.6	21.4
	600-999	21.1	21.2	22.0	21.9	21.7
	1,000-2,499	21.9	22.0	22.8	22.5	22.4
	2,500-7,499	22.5	22.5	23.4	23.0	23.0
	7,500+	20.7	21.2	21.9	21.7	21.5
	State	21.6	21.7	22.5	22.2	22.1

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

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

Table 5-11

Average ACT Composite Scores for Iowa Public School Graduating Classes 2010 to 2012 by Enrollment Category and Course of Study

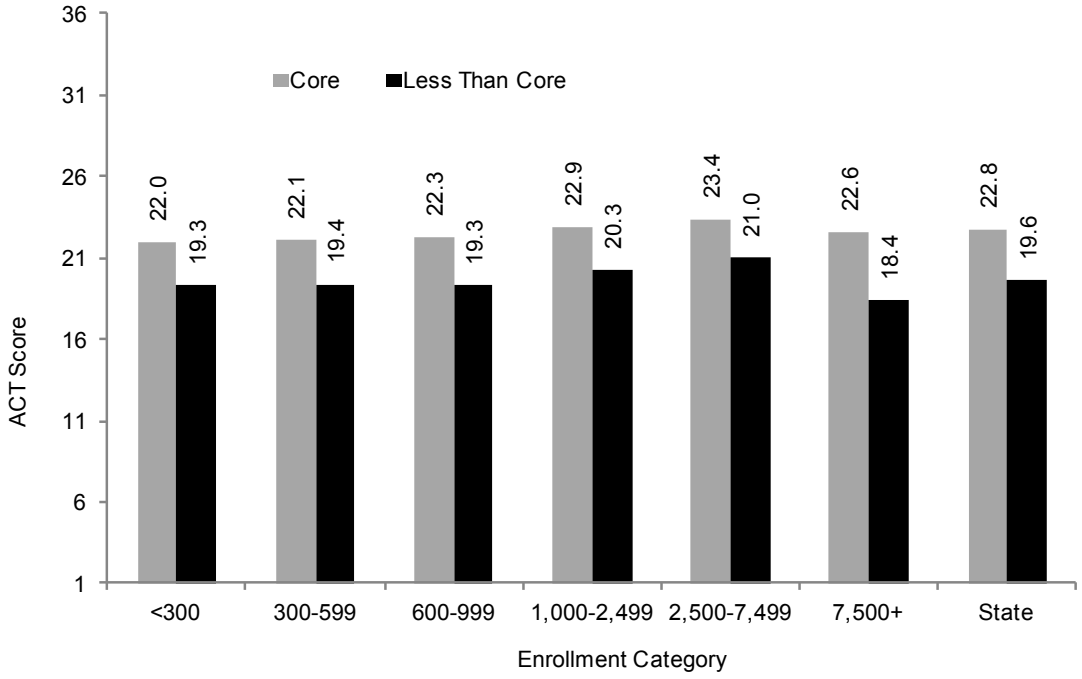
	Course of Study - Core			Course of Study - Less Than Core		
Enrollment Category	2010	2011	2012	2010	2011	2012
<300	21.9	21.9	22.0	19.3	19.8	19.3
300-599	22.2	22.4	22.1	19.4	19.5	19.4
600-999	22.5	22.5	22.3	19.4	19.6	19.3
1,000-2,499	23.0	23.1	22.9	20.4	20.2	20.3
2,500-7,499	23.6	23.5	23.4	21.2	20.9	21.0
7,500+	23.0	22.8	22.6	18.2	18.8	18.4
State	23.0	23.0	22.8	19.6	19.8	19.6

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

Notes: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.
ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core programs.

Figure 5-80

Graduating Class of 2012 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.

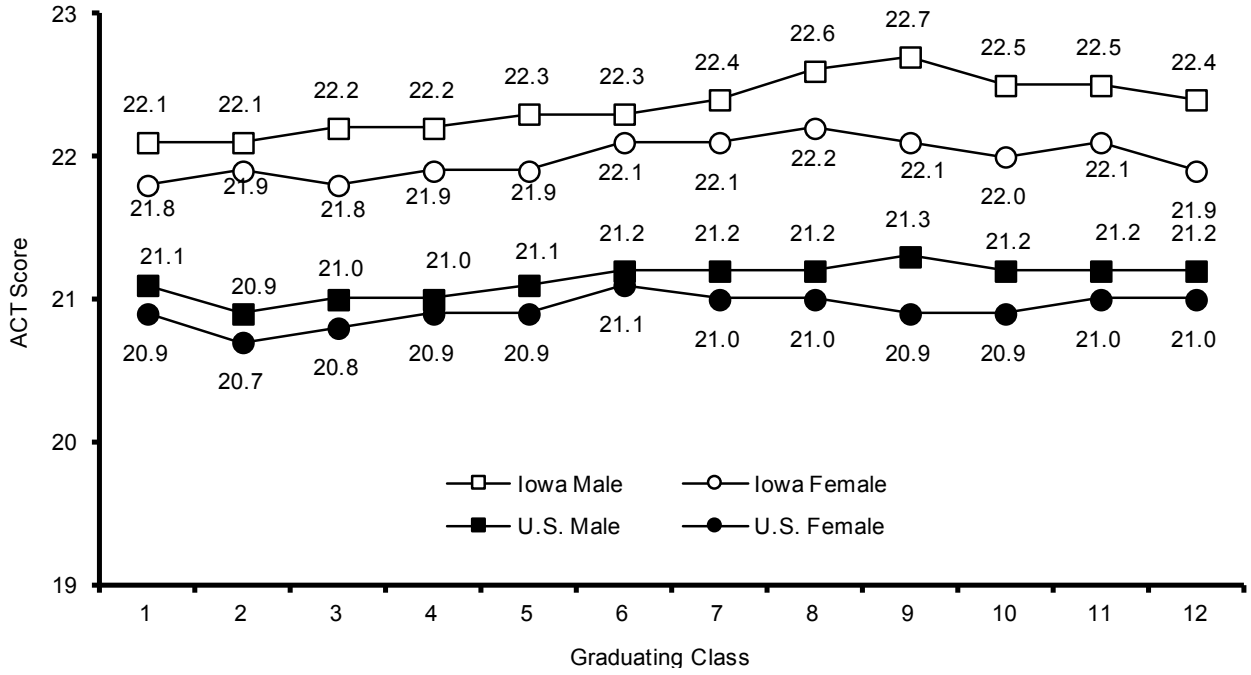
ACT Scores by Gender

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 lower in mathematics, science, and ACT composite.

Figure 5-81

ACT Average Composite Scores by Gender 2001 to 2012



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

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Table 5-12

Iowa Average ACT Scores by Gender 2011 and 2012

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Gender	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Male	10,636	10,684	21.4	21.3	22.6	22.5	22.4	22.5	23.1	22.9	22.5	22.4
Female	12,181	12,380	22.1	22.0	21.2	21.1	22.8	22.5	22.0	21.7	22.1	21.9
Unreported*	151	55										

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 2012 were Health Science/ Allied Health Fields (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in English and Foreign Languages (24.9) and Engineering (24.8). The Iowa ACT test takers that indicated a planned major in education or teacher education had average ACT composite score above 21.

Table 5-13

ACT Average Composite Scores by Student Planned Educational Majors Class of 2012

Planned Major	Nation Avg.	Iowa Avg.	Iowa Percent Planned
Agriculture & Nation Resources Conservation	20.3	21.1	3%
Architecture	21.4	22.7	1
Area, Ethinic, & Multidisciplinary Studies	23.0	23.9	<1
Arts: Visual & Performing	20.9	22.3	6
Business	21.2	21.9	9
Communications	21.7	22.2	2
Community, Family, & Personal Services	18.7	19.8	2
Computer Science & Mathematics	22.8	24.0	2
Education	20.8	21.3	8
Engineering	23.9	24.8	7
Engineering Technology & Drafting	20.8	23.1	1
English & Foreign Language	24.1	24.9	2
Health Administration & Assisting	18.3	19.9	2
Health Sciences & Technologies	21.3	22.3	19
Philosophy, Religion, & Theology	22.1	21.9	1
Repair, Production, & Construction	18.3	19.8	1
Sciences: Biological & Physical	23.8	24.4	6
Social Sciences & Law	21.6	22.3	7
Undecided	22.2	23.0	19
No Response	18.3	19.0	1

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 2012, the number of SAT takers in the Nation was over 1.6 million. In 2012, the number of Iowa SAT I takers was about 1,132 (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).

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

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

Trends of Average SAT Scores for Iowa and the Nation 2001 to 2012

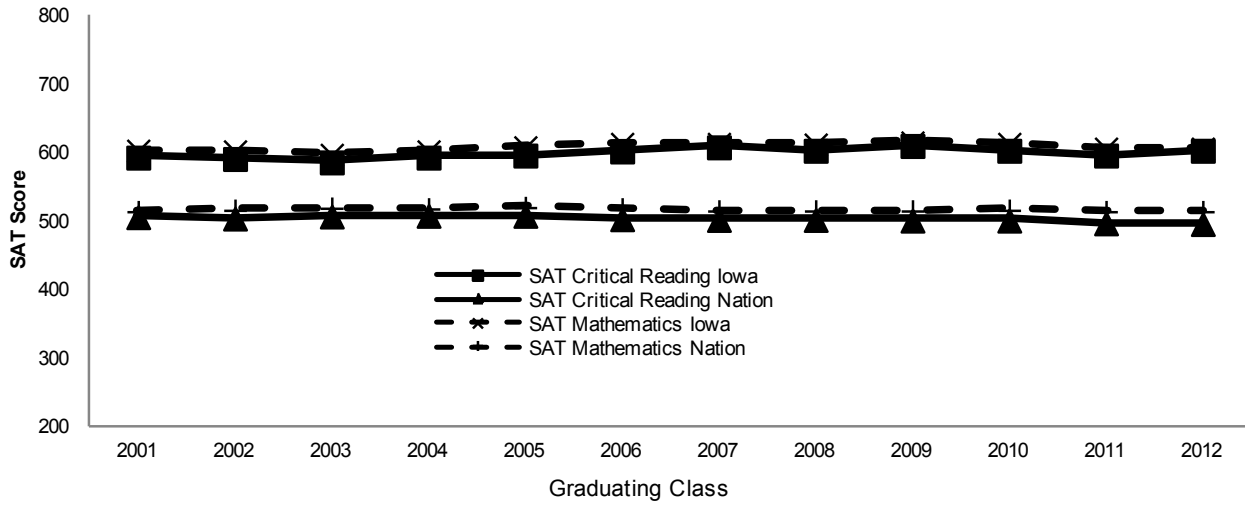
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516
2011	596	497	606	514
2012	603	496	606	514

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

Note: The Iowa participation rate in SAT for the class of 2012 was 3 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 2001 to 2012



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

Note: The Iowa participation rate in SAT for the class of 2012 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 5-15

Average SAT Scores for Iowa, the Nation, and Midwest States 2001, 2011, and 2012

R=Critical Reading M=Math

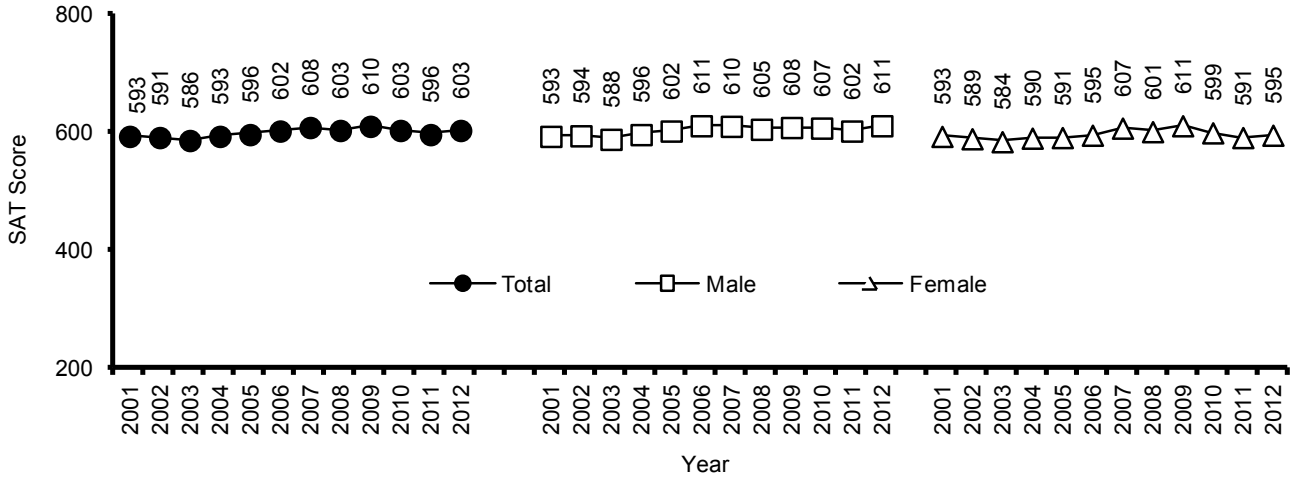
	Graduating Class						
	2001		2011		2012		Percent of Graduating Class of 2012 Taking SAT
	R	M	R	M	R	M	
Nation and State							
Nation	**506**	**514**	**497**	**514**	**496**	**514**	
Illinois	576	589	599	617	596	615	5
Indiana	499	501	493	501	493	501	69
Iowa	**593**	**603**	**596**	**606**	**603**	**606**	**3**
Kansas	577	580	580	591	584	594	6
Michigan	561	572	583	604	586	603	4
Minnesota	580	589	593	608	592	606	7
Missouri	577	577	592	593	589	592	5
Nebraska	562	568	585	591	576	585	5
North Dakota	592	599	586	612	588	610	3
Ohio	534	539	539	545	543	552	19
South Dakota	577	582	584	591	589	610	3
Wisconsin	584	596	590	602	594	605	4
Iowa's Rank in the Nation	1	1	2	4	1	4	

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

Note: The Iowa particiaption rate in SAT for the class of 2012 was 3 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 2001 to 2012

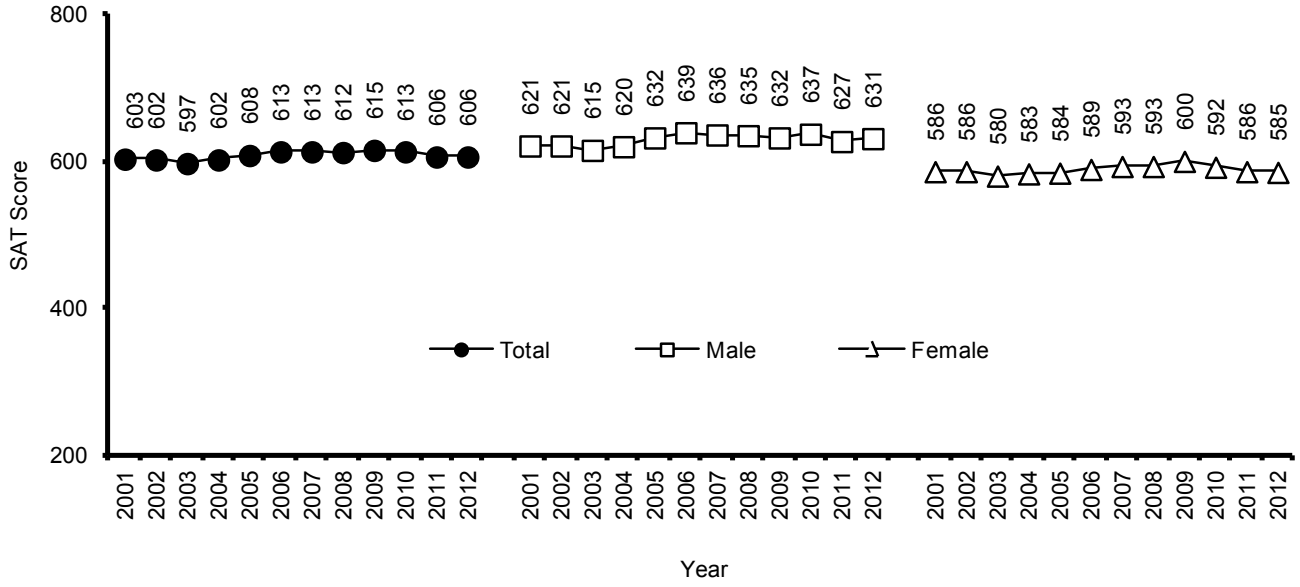


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2012 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

Figure 5-84

Iowa Average SAT Mathematics Scores by Gender 2001 to 2012

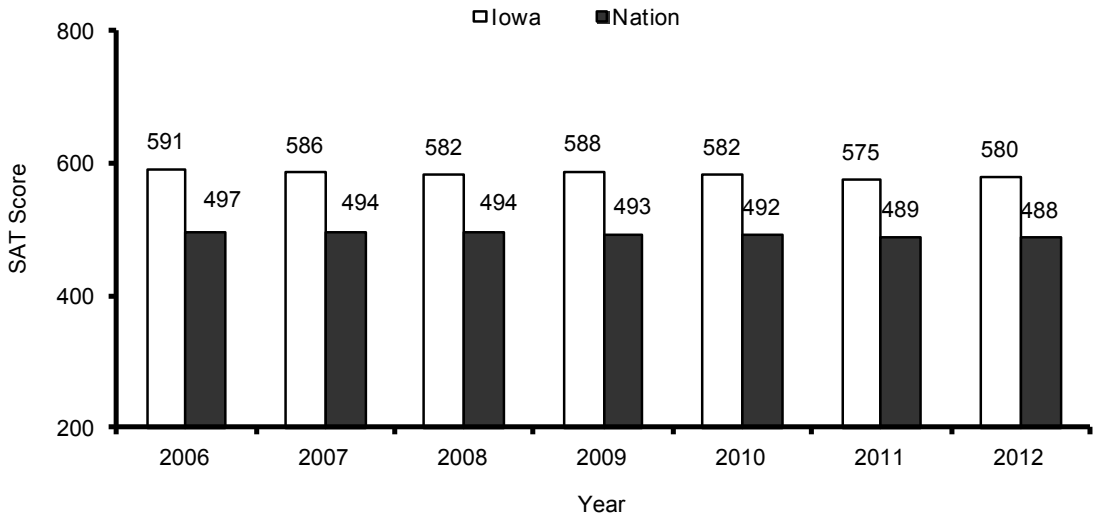


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2012 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

Figure 5-85

Average SAT Writing Scores for Iowa and the Nation 2006 to 2012

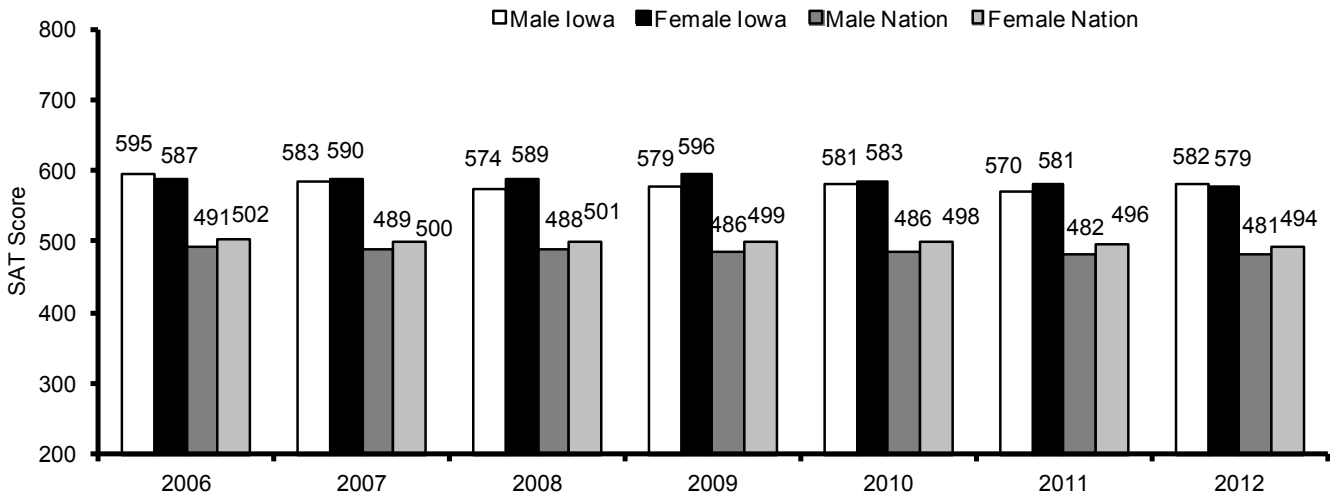


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2012 was 3 percent. Historically, Iowa scores are based on 3-5 percent of the graduating class.

Figure 5-86

Average SAT Writing Scores for Iowa and the Nation by Gender 2006 to 2012



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

Note: The Iowa participation rate in SAT for the class of 2012 was 3 percent. Historically, Iowa scores are based on 3-5 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 2010-2012. 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 16,400 AP exams were taken by 10,443 students in 2012 (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 2012. The number of students/candidates in 2012 was 8.7 percent higher than the number in 2011. The number of exams taken increased 10.2 percent over that one-year period. Both of the enrollment and exams have more than doubled since 2001.

From 2001 to 2012, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 5-88).

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

Table 5-16 shows most recent year nationwide AP test results by state.

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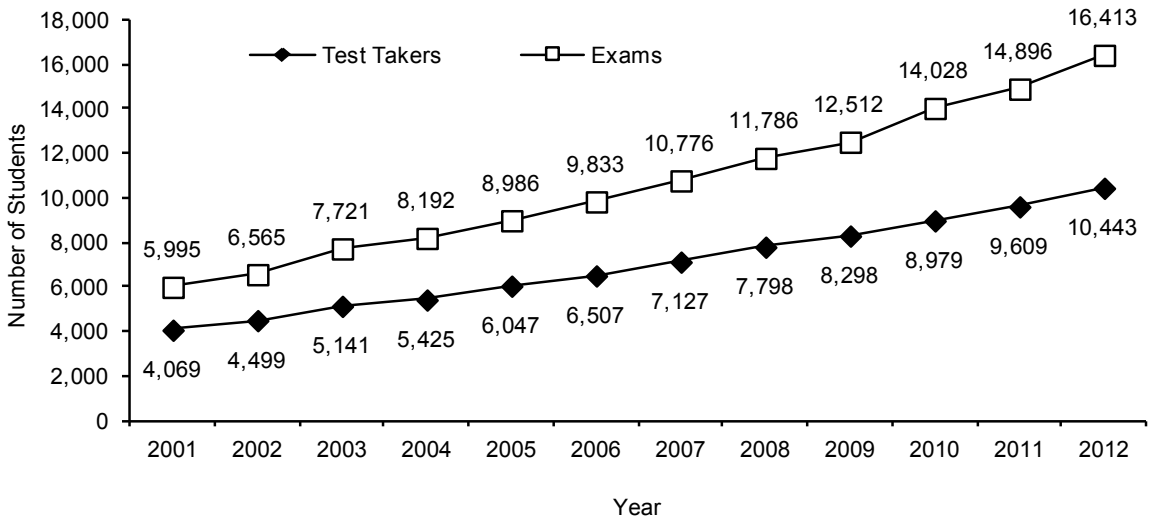
Figure 5-87

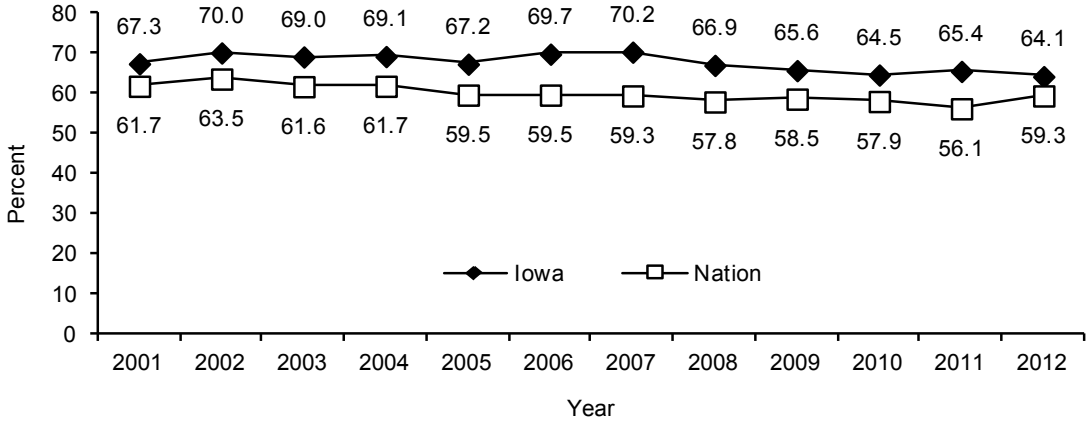
Advanced Placement Participation for Iowa Students 2001 to 2012



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

Figure 5-88

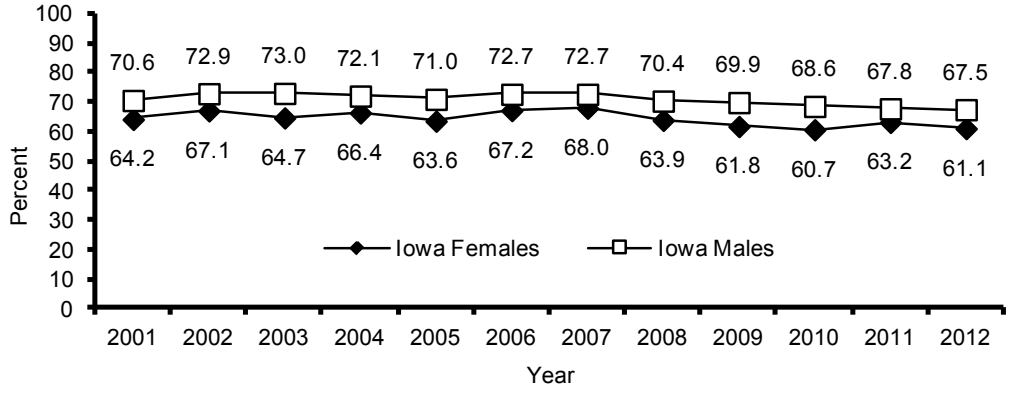
Percent of AP Candidates with AP Scores of 3+, 2001 to 2012



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, 2001-2012



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

Table 5-16

Number of Advanced Placement Exams Taken per Thousand 11th and 12th Graders and Percent of AP Exams with Scores of 3+, 2010 and 2011

State	2010 Exams	2011 Exams	2011 Rank for Number of Exams	Percent of AP Scores 3+ in 2011
Alabama	248	278	33	44.7%
Alaska	208	223	40	64.4
Arizona	229	246	36	56.4
Arkansas	460	524	8	30.8
California	473	485	11	59.8
Colorado	404	418	16	60.1
Connecticut	510	561	5	72.1
Delaware	460	488	10	55.8
District of Columbia	787	1,015	1	54.6
Florida	619	703	3	45.0
Georgia	449	461	12	54.5
Hawaii	368	404	17	56.3
Idaho	186	195	44	68.1
Illinois	359	397	18	65.3
Indiana	320	359	21	44.9
Iowa	**156**	**168**	**47**	**65.4**
Kansas	160	187	45	60.9
Kentucky	332	383	20	48.3
Louisiana	121	142	49	50.3
Maine	410	425	15	59.7
Maryland	713	754	2	60.2
Massachusetts	488	539	6	70.7
Michigan	252	280	31	64.8
Minnesota	305	340	25	65.0
Mississippi	133	138	50	34.8
Missouri	188	196	43	64.8
Montana	196	210	41	64.8
Nebraska	163	178	46	58.0
Nevada	342	349	23	47.8
New Hampshire	283	314	29	73.1
New Jersey	426	453	13	72.7
New Mexico	225	268	34	42.7
New York	507	537	7	64.4

Table 5-16 (…continued)

State	2010 Exams	2011 Exams	2011 Rank for Number of Exams	Percent of AP Scores 3+ in 2011
North Carolina	457	434	14	60.9
North Dakota	104	116	51	66.5
Ohio	255	280	32	65.6
Oklahoma	254	265	35	48.1
Oregon	214	230	39	60.7
Pennsylvania	276	309	30	66.0
Rhode Island	324	354	22	63.6
South Carolina	293	318	28	57.6
South Dakota	194	204	42	68.0
Tennessee	238	246	37	58.6
Texas	449	492	9	45.4
Utah	262	332	27	67.7
Vermont	387	387	19	62.2
Virginia	589	643	4	59.4
Washington	306	347	24	60.3
West Virginia	208	238	38	43.8
Wisconsin	301	333	26	68.1
Wyoming	119	157	48	53.3
United States	**382**	**413**		**57.5**

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

Note: This is the number of exams taken by the current year's 11th and 12th grade AP students (number of exams not shown) divided by the state's "11th and 12th Grade Enrollment" x 1000.

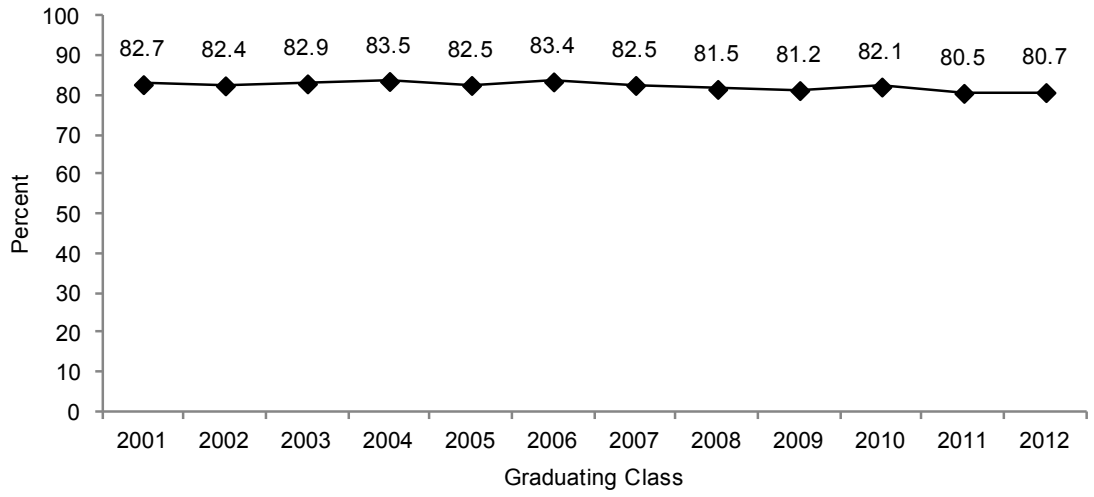
Pursuit of Postsecondary Education/Training

Information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training is presented in this section. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information on postsecondary education/training of high school graduates. Between 1997 and 1999 a combination of follow-up and graduate intentions was collected from districts. The districts who were participating in EASIER reported graduate intentions. Follow-up data were collected from the remaining districts. Graduate intention data have been collected from all districts that operate a high school since 2000.

The percent of graduates intending to pursue postsecondary education or training increased between 2011 and 2012 (Figure 5-90). The smallest enrollment category was the only enrollment category where the percent of graduates intending to pursue postsecondary education/training decreased between 2011 and 2012 (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 two-year college was higher than the percent of graduates intending to pursue postsecondary education at a four-year college in all years except the base year. Figure 5-91 gives details for the graduate intention trends.

Figure 5-90

Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes 2001 to 2012



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2012 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

Table 5-17

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Enrollment Category Graduating Classes of 2001 and 2010 to 2012

	Graduating Class			
Enrollment Category	2001	2010	2011	2012
<300	77.6	86.6	86.0	81.3
300-599	81.2	85.8	84.0	84.0
600-999	82.5	84.1	83.6	83.9
1,000-2,499	83.1	82.7	80.7	81.0
2,500-7,499	81.9	82.1	80.7	80.9
7,500+	84.3	77.8	76.3	77.0
State	82.7	82.1	80.5	80.7

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Data for the 2010 to 2012 graduating classes includes students who received a regular diploma or a modified 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 Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2010 to 2012

	Graduating Class			
Gender	2001	2010	2011	2012
Male	77.8	77.5	75.3	75.0
Female	87.5	86.5	85.6	86.4
Total	82.7	82.1	80.5	80.7

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Data for the 2010 to 2012 graduating classes includes students who received a regular diploma or a modified 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 Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2010 to 2012

	Graduating Class			
Postsecondary Institution	2001	2010	2011	2012
Private 4-Year College	14.9	13.2	13.5	13.3
Public 4-Year College	27.3	24.3	25.0	25.5
Private 2-Year College	5.2	1.1	1.0	0.9
Community College	31.0	40.2	38.3	38.4
Other Training	4.3	3.2	2.6	2.6
Total	82.7	82.1	80.5	80.7

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.

Notes: Data for the 2010 to 2012 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included.
Data may not sum to total due to rounding.

Table 5-20

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2010 to 2012

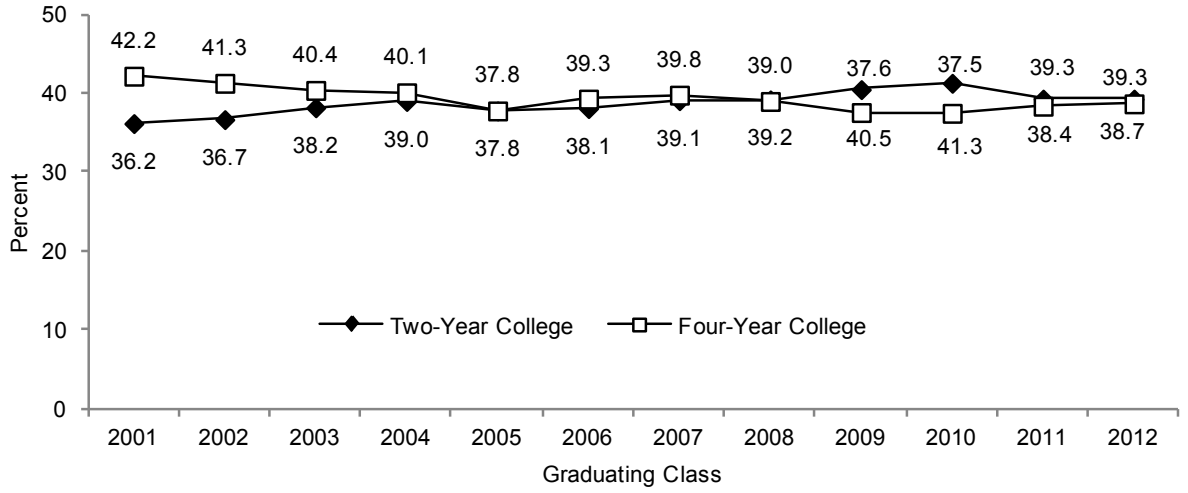
	Graduating Class			
Postsecondary Institution	2001	2010	2011	2012
Four-Year College	42.2	37.5	38.4	38.7
Two-Year College	36.2	41.3	39.3	39.3

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.

Note: Data for the 2010 to 2012 graduating classes includes students who received a regular diploma or a modified 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 Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges 2001 to 2012



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.

Note: Figures for 2006 to 2012 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

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 by October 1 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 pro gram; 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-rec ognized 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 drop-outs 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. They are upward dropout trends for both grades 7-12 and grades 9-12 since 2006-2007. Both rates decreased in 2010-2011 from the previous year.

The public school dropout distributions by grade and enrollment categories for 2010-2011 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 almost 45 percent of the total dropouts while comprised less than 28 percent of the total enrollment in grades 7 to 12.

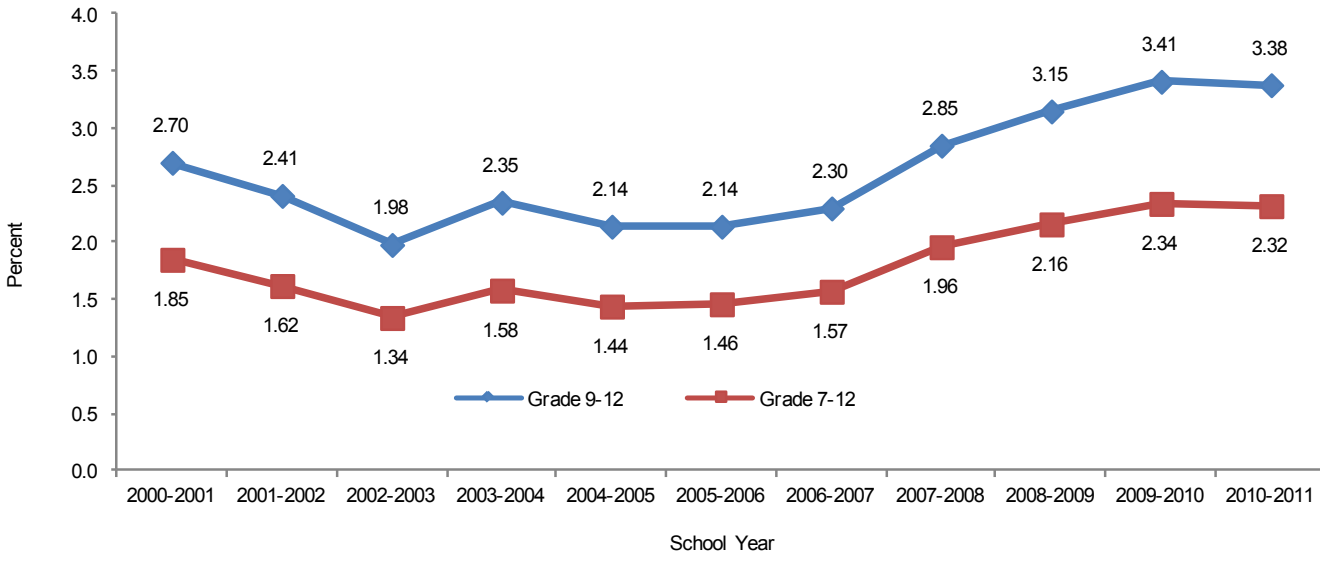
Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

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 2010-2011



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

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2010-2011

	Grade Level										
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	1	3	3	6	10	26	49	0.97%	4,298	1.97%	1.14%
300-599	1	2	23	22	68	155	271	5.35%	25,144	11.52%	1.08%
600-999	3	1	14	33	72	227	350	6.90%	28,290	12.96%	1.24%
1,000-2,499	8	6	24	89	247	550	924	18.22%	56,488	25.87%	1.64%
2,500-7,499	1	2	33	74	209	570	889	17.53%	43,480	19.91%	2.04%
7500+	13	19	189	433	600	1,002	2,256	44.50%	59,651	27.32%	3.78%
Up to state	6	13	26	57	117	112	331	6.53%	998	0.46%	
State	33	46	312	714	1,323	2,642	5,070	100.00%	218,349	100.00%	2.32%

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

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

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2009-2010, and 2010-2011

	2000-2001	2009-2010	2010-2011
Female Dropout Rate	1.60%	2.03%	1.88%
Male Dropout Rate	2.08%	2.64%	2.73%
Female Dropouts as a Percent of Total Dropouts	42.39%	42.17%	39.37%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.62%	48.50%

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

Table 5-23

2010-2011 Iowa Public School Grades 7-12 Dropouts and Enrollment by Race/Ethnicity

Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment
All Minority	4.32%	1,585	31.26%	36,684	16.70%
African American	5.85%	629	12.41%	10,760	4.93%
American Indian	6.43%	73	1.44%	1,135	0.52%
Asian	1.71%	72	1.42%	4,202	1.92%
Hispanic	4.19%	679	13.39%	16,213	7.43%
Native Hawaiian/Pacific Islander	3.60%	9	0.18%	250	0.11%
Two or More	2.98%	123	2.43%	4,124	1.89%
White	1.92%	3,485	68.74%	181,665	83.20%
State	2.32%	5,070	100.00%	218,349	100.00%

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

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

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Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2009-2010, and 2010-2011

	Percent of Dropouts			Percent of Enrollment		
Race/Ethnic Group	2000-2001	2009-2010	2010-2011	2000-2001	2009-2010	2010-2011
African American	7.9%	12.9%	12.4%	3.1%	4.8%	4.9%
American Indian	1.7%	1.5%	1.4%	0.5%	0.6%	0.5%
Asian	1.5%	1.1%	1.4%	1.8%	1.8%	1.9%
Hispanic	8.8%	13.0%	13.4%	2.8%	6.8%	7.4%
Native Hawaiian/Pacific Islander		0.1%	0.2%		0.1%	0.1%
Two or More		2.3%	2.4%		1.7%	1.9%
White	80.1%	69.1%	68.7%	91.8%	84.2%	83.2%

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

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

Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2010-2011

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
NA (No Grades 7-12 Students)	5	1.4%	1.4%
0.00	62	17.3%	18.7%
.01-.50	41	11.4%	30.1%
.51-1.00	83	23.1%	53.2%
1.01-1.50	43	12.0%	65.2%
1.51-2.00	49	13.6%	78.8%
2.01-2.50	21	5.8%	84.7%
2.51-3.00	21	5.8%	90.5%
3.01-3.50	8	2.2%	92.8%
3.51-4.00	12	3.3%	96.1%
>4.00	14	3.9%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER 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 six years of trend data on number of high school graduates and completers in Iowa public schools and displays a four-year fixed cohort graduation rate for graduating classes of 2010 and 2011. In addition, a five-year fixed cohort graduation rate is reported for the graduating class of 2010.

High School Graduates

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

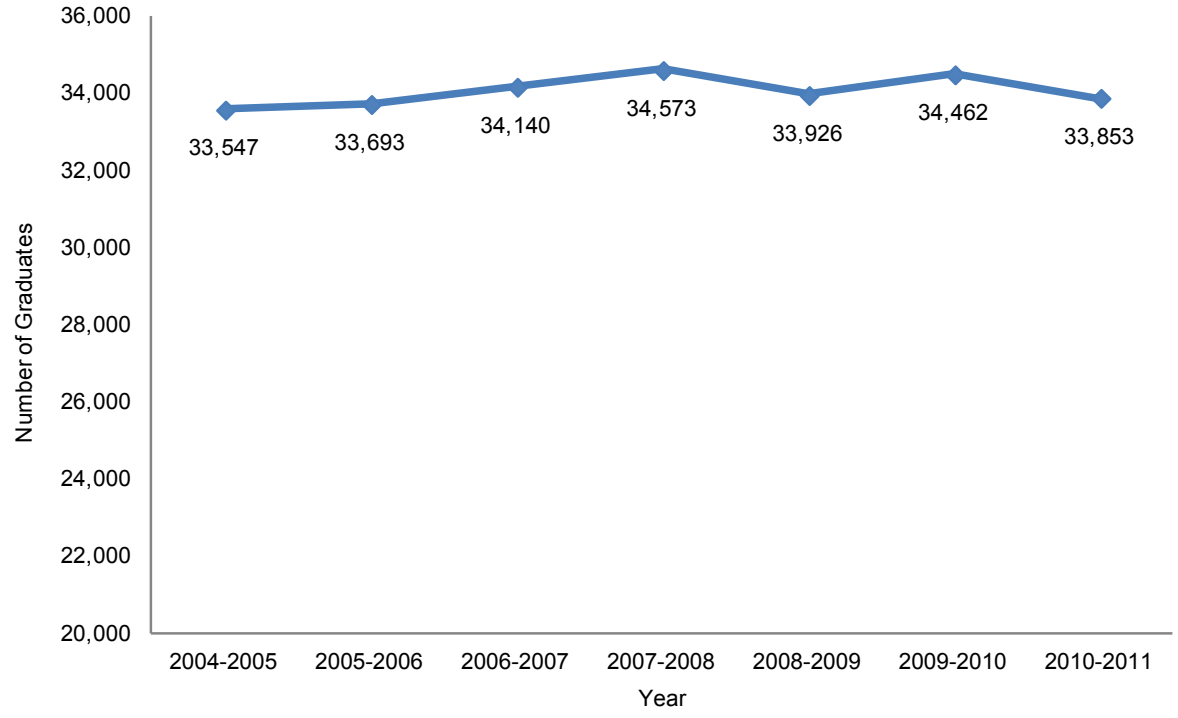
- Students receiving regular diplomas.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

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 2010-2011. 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 2010-2011



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

High School Graduation Rates

Since 2009, Iowa graduating students would have a statewide identification number for five years or longer. With this identification system and 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 freshmen year were not included in this cohort, but in an earlier cohort). The four-year cohort graduation rate is calculated for the class of a given year by dividing the number of students in the cohort 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 four years ago minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four Year Cohort Graduation Rate =

(FG + TIG) / (F + TI - TO)

For the graduating class of 2011

FG = First-time 9th grade students in fall of 2007 and graduated in 2011 or earlier,

TIG = Students who transferred in grades 9 to 12 and graduated in 2011 or sooner,

F = First-time 9th grade student in fall of 2007,

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

TO = Transferred out (including emigrates and deceased),

For the graduating class of 2010

FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier,

TIG = Students who transferred in grades 9 to 12 and graduated in 2010 or sooner,

F = First-time 9th grade student in fall of 2006,

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

TO = Transferred 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 student 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 to the original cohort.

Students with an Individualized Education Program (IEP) who take longer to graduate are included in the denominator not in the nominator for the four year rate.

Although the cohort graduation rates expect students to complete high school in four years, the Iowa Department of Education is reporting extended year graduation rates. This report also includes five year rate for graduating class of 2010.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate 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 2010-2011 school year) by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in. 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 2010 and 2011. The rates listed are for all student group and subgroups. The five year cohort graduation rates for graduating class of 2010 are available in the same table.

Table 5-27 shows the four year graduation rates by enrollment size category.

For the first time, the US Department of Education released four year high school cohort graduation rate, reflect a common method of calculation for all states . The state-by-state 2010-11 data show graduation rates that range from 59 percent in the District of Columbia to 88 percent in Iowa.

Table 5-26

Iowa Public High School Fixed Cohort Graduation Rates by Subgroup - Graduating Class 2010 and 2011

	4 Year Rate for Class of 2011		
Group	**Numerator**	**Denominator**	**Graduation Rate**
All Students	31,510	35,676	88.3%
African American	1,130	1,543	73.2%
American Indian	122	154	79.2%
Asian	555	627	88.5%
Hispanic	1,643	2,186	75.2%
Hawaiian or Pacific Islander	31	38	81.6%
Two or More Races	441	538	82.0%
White	27,588	30,590	90.2%
Disability*	3,701	5,296	69.9%
ELL**	699	999	70.0%
Low SES***	9,882	12,646	78.1%
Migrant	118	166	71.1%
Female	15,795	17,417	90.7%
Male	15,715	18,259	86.1%

Table 5-26 (…continued)

	4 Year Rate for Class of 2010		
Group	**Numerator**	**Denominator**	**Graduation Rate**
All Students	32,104	36,152	88.8%
African American	1,076	1,494	72.0%
American Indian	132	180	73.3%
Asian	600	668	89.8%
Hispanic	15,46	2,021	76.5%
Hawaiian or Pacific Islander	_	_	_
Two or More Races	379	438	86.5%
White	28,371	31,349	90.5%
Disability*	3,709	5,252	70.6%
ELL**	701	962	72.9%
Low SES***	9,768	12,383	78.9%
Migrant	139	221	62.9%
Female	16,325	17,999	90.7%
Male	15,779	18,153	86.9%

	5 Year Rate for Class of 2010		
Group	**Numerator**	**Denominator**	**Graduation Rate**
All Students	33,189	36,152	91.8%
African American	1,181	1,494	79.0%
American Indian	142	185	76.8%
Asian	630	668	94.3%
Hispanic	1,685	2,021	83.4%
White	29,152	31,349	93.0%
Hawaiian or Pacific Islander	_	_	_
Two or More Races	_	_	_
Disability*	4,280	5,252	81.5%
ELL**	789	962	82.0%
Low SES***	10,439	12,383	84.3%
Migrant	167	221	75.6%
Female	16,779	17,999	93.2%
Male	16,410	18,153	90.4%

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

Notes: *Disability Status is determined by the presence of an individualized education plan.
**Ell indicates English Language Learner.
***Low SES is determined by eligibility for free or reduced price meals.
Numbers may be redacted due to small cell size, therefore, the numbers may not sum total.

Table 5-27

Iowa Public High School Fixed Cohort 4 Year Graduation Rates by Enrollment Category
Graduating Class of 2010 and 2011

	Class of 2010			Class of 2011		
Enrollment Category	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
<300	706	752	93.9%	638	683	93.4%
300-599	3,932	4,194	93.8%	4,066	4,363	93.2%
600-999	5,052	5,437	92.9%	4,411	4,763	92.6%
1,000-2,499	8,401	9,301	90.3%	8,440	9,389	89.9%
2,500-7,499	6,250	6,959	89.8%	6,161	6,936	88.8%
7,500+	7,750	9,477	81.8%	7,784	9,510	81.9%
Roll to state	13	32		10	32	
Overall	32,104	36,152	88.8%	31,510	35,676	88.3%

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

Note: Due to some of the graduates and enrollment were counted to state level, numerator and denominator by enrollment category size may not sum to state total.

Table 5-28

Class of 2011 Four Year (Regulatory Adjusted) Cohort Gradution Rates

State	All Students	African American	American Indian	Asian	Hispanic	Hawaiian or Pacific Islander	Two or More	White	Disability	ELL	Low SES
ALABAMA	72%	63%	80%	-	66%	-	-	78%	30%	36%	62%
ALASKA	68%	63%	51%	79%	62%	59%	65%	75%	40%	41%	56%
ARIZONA	78%	74%	62%	-	72%	-	-	85%	67%	25%	73%
ARKANSAS	81%	73%	85%	80%	77%	51%	82%	84%	75%	76%	75%
CALIFORNIA	76%	63%	68%	90%	70%	74%	65%	85%	59%	60%	70%
COLORADO	74%	65%	52%	81%	60%	-	-	81%	53%	53%	62%
CONNECTICUT	83%	71%	72%	-	64%	-	-	89%	61%	59%	62%
DELAWARE	78%	73%	78%	‡	71%	‡	93%	82%	56%	65%	71%
DISTRICT OF COLUMBIA	59%	58%	‡	‡	55%	‡	-	85%	39%	53%	58%
FLORIDA	71%	59%	70%	86%	69%	-	-	76%	44%	53%	60%
GEORGIA	67%	60%	68%	-	58%	-	69%	76%	30%	32%	59%
HAWAII	80%	77%	60%	-	79%	-	-	78%	59%	60%	75%
IDAHO	†	†	†	†	†	†	†	†	†	†	†
ILLINOIS	84%	74%	78%	92%	77%	96%	81%	89%	66%	68%	75%
INDIANA	86%	75%	76%	89%	81%	80%	80%	88%	65%	73%	79%
IOWA	**88%**	**73%**	**79%**	**89%**	**75%**	**82%**	**82%**	**90%**	**70%**	**70%**	**78%**
KANSAS	83%	72%	72%	88%	73%	79%	81%	86%	73%	70%	73%
KENTUCKY	†	†	†	†	†	†	†	†	†	†	†
LOUISIANA	71%	64%	71%	‡	70%	≥80%	80%	77%	29%	43%	64%
MAINE	84%	77%	82%	‡	87%	‡	86%	84%	66%	78%	73%
MARYLAND	83%	76%	74%	93%	72%	88%	91%	89%	57%	54%	74%
MASSACHUSETTS	83%	71%	76%	88%	62%	81%	81%	89%	66%	56%	70%
MICHIGAN	74%	57%	62%	87%	63%	52%	69%	80%	52%	62%	63%
MINNESOTA	77%	49%	42%	-	51%	-	-	84%	56%	52%	58%
MISSISSIPPI	81%	66%	77%	87%	75%	81%	92%	85%	68%	62%	74%
MISSOURI	82%	81%	63%	90%	78%	80%	-	85%	69%	57%	71%
MONTANA	82%	81%	63%	90%	78%	80%	-	85%	69%	57%	71%

Table 5-28 (…continued)

	All Students	African American	American Indian	Asian	Hispanic	Hawaiian or Pacific Islander	Two or More	White	Disability	ELL	Low SES
NEBRASKA	86%	70%	64%	83%	74%	-	-	90%	70%	52%	78%
NEVADA	62%	43%	52%	73%	53%	80%	80%	71%	23%	29%	53%
NEW HAMPSHIRE	86%	73%	78%	‡	73%	‡	86%	87%	69%	73%	72%
NEW JERSEY	83%	69%	87%	93%	73%	88%	84%	90%	73%	68%	71%
NEW MEXICO	63%	60%	56%	-	59%	-	-	73%	47%	56%	56%
NEW YORK	77%	64%	64%	-	63%	-	79%	86%	48%	46%	69%
NORTH CAROLINA	78%	72%	70%	-	69%	-	77%	83%	57%	48%	71%
NORTH DAKOTA	86%	74%	62%	88%	76%	-	-	90%	67%	61%	76%
OHIO	80%	59%	71%	-	66%	-	71%	85%	67%	53%	65%
OKLAHOMA	-	-	-	-	-	-	-	-	-	-	-
OREGON	68%	54%	52%	79%	58%	69%	73%	70%	42%	52%	61%
PENNSYLVANIA	83%	65%	77%	-	65%	-	75%	88%	71%	63%	71%
RHODE ISLAND	77%	67%	66%	75%	67%	76%	77%	82%	58%	68%	66%
SOUTH CAROLINA	74%	70%	67%	-	69%	-	-	77%	39%	62%	67%
SOUTH DAKOTA	83%	73%	49%	84%	73%	63%	87%	88%	84%	82%	86%
TENNESSEE	86%	78%	89%	91%	79%	91%	-	89%	67%	71%	80%
TEXAS	86%	81%	87%	95%	82%	88%	92%	92%	77%	58%	84%
UTAH	76%	61%	57%	72%	57%	69%	-	80%	59%	45%	65%
VERMONT	87%	-	-	-	-	-	-	-	69%	82%	77%
VIRGINIA	82%	73%	-	-	71%	-	-	86%	47%	55%	70%
WASHINGTON	76%	65%	57%	‡	63%	‡	73%	79%	56%	51%	66%
WEST VIRGINIA	76%	72%	‡	-	71%	-	‡	77%	57%	79%	68%
WISCONSIN	87%	64%	75%	-	72%	-	-	91%	67%	66%	74%
WYOMING	80%	58%	51%	91%	74%	73%	77%	82%	57%	62%	66%
Wyoming	76.7	76.1	75.8	76.0						75.2	

Source: U.S. Department of Education, 2012 November.

Note: + Cohort Graduation Rates not available

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 the last three years. In-School Suspensions comprise almost 58 percent of all removals, followed by Out-of-School Suspensions over 40 percent in 2011-2012. When multiple offenses are removed from the counts to reveal the number of unique students involved, just over 10 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, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an in-school suspension.

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, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an out-of-school suspension.

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 2011-2012, 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.

Since 2010-2011, removals to an interim setting had coded "reason" rather than as a "type" (Table 5-33).

Removals to an interim setting initiated by a special education administrative law judge remain very sparse across the state. This type of removal is reserved for special education students and may only be used if there is a threat of injury. Since 2010-2011, removals to an interim setting by a special education administrative law judge were given as a result of attendance policy violations and disruptive behavior (Table 5-34).

Tables 5-35 to 5-37 show removal information by subgroups, grade span, and district enrollment size categories.

Table 5-29

K-12 Removals by Removal Type
2009-2010 to 2011-2012

	Removals			% of Removals 2011-2012	% Change 2009-2010 to 2011-2012	Unique Students 2011-2012	
	2009-2010	2010-2011	2011-2012			Removals	% of K-12 Enrollment
In-School Suspensions	42,186	42,150	39,604	57.7%	-6.1%	25,834	5.5%
Out-of-School Suspensions	27,087	27,940	28,843	42.0%	6.5%	22,306	4.8%
Expulsions	131	200	159	0.2%	21.4%	195	0.0%
Interim Setting by School Personnel*	15	149	59	0.1%	293.3%	55	0.0%
Interim Setting by Admin Law Judge	2	7	1	0.0%	N/A	4	0.0%
Total	69,421	70,446	68,666	100%	-1.1%	48,394	10.3%

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

Note: *The number of "Interim Setting removals by school personnel" for 2010-2011 was not entered by mistake in last year's report.

Table 5-30

K-12 In-School Suspensions by Reason for Removal
2009-2010 to 2011-2012

Reason for Removal	2009-2010 Removals	2009-2010 Distinct Students	2010-2011 Removals	2010-2011 Distinct Students	2011-2012 Removals	2011-2012 Distinct Students	Percent of In-School Suspensions	% Change in In-School Suspensions 2009-2010 to 2011-2012
Alcohol Related	82	77	83	74	62	61	0.2%	-24.4%
Attendance Policy Violation	12,743	6,379	12,502	6,303	9,923	5,278	25.1%	-22.1%
Disruptive Behavior	12,707	7,783	13,876	8,509	12,339	7,769	31.2%	-2.9%
Drug Related	82	81	128	119	122	119	0.3%	48.8%
Physical Fighting w/ Injury	302	293	355	336	373	361	0.9%	23.5%
Physical Fighting w/o Injury	3,017	2,682	3,347	2,955	3,265	2,861	8.2%	8.2%
Property Related	714	672	781	722	763	712	1.9%	6.9%
Serious Bodily Injury	46	45	30	30	18	18	0.0%	N/A
Tobacco Related	375	349	362	336	388	357	1.0%	3.5%
Violent Behavior w/ Injury	153	150	179	175	196	189	0.5%	28.1%
Violent Behavior w/o Injury	1,136	1,009	1,167	1,037	1,288	1,147	3.3%	13.4%
Weapons Related	190	185	226	205	230	226	0.6%	21.1%
Other	10,639	6,956	9,114	6,079	10,637	6,736	26.9%	0.0%
TOTAL	42,186	26,661	42,150	26,880	39,604	25,834	100.0%	-6.1%

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

Table 5-31

K-12 Out-of-School Suspensions by Reason for Removal 2009-2010 to 2011-2012

Reason for Removal	2009-2010 Removals	2009-2010 Distinct Students	2010-2011 Removals	2010-2011 Distinct Students	2011-2012 Removals	2011-2012 Distinct Students	Percent of Out-of-School Suspensions	% Change in Out-of-School Suspensions 2009-2010 to 2011-2012
Alcohol Related	273	269	277	267	314	312	1.1%	15.0%
Attendance Policy Violation	1,229	927	1,154	930	1,715	1,224	5.9%	39.5%
Disruptive Behavior	9,718	6,315	10,595	6,817	10,446	6,673	36.2%	7.5%
Drug Related	926	838	1,100	1,000	1,087	995	3.8%	17.4%
Physical Fighting w/ Injury	871	843	988	920	952	900	3.3%	9.3%
Physical Fighting w/o Injury	5,462	4,777	5,405	4,645	5,264	4,561	18.3%	-3.6%
Property Related	701	663	697	661	731	703	2.5%	4.3%
Serious Bodily Injury	23	23	21	20	29	29	0.1%	
Tobacco Related	632	588	559	505	601	548	2.1%	-4.9%
Violent Behavior w/ Injury	309	297	370	346	394	355	1.4%	27.5%
Violent Behavior w/o Injury	1,801	1,519	1,678	1,424	1,976	1,641	6.9%	9.7%
Weapons Related	562	543	647	613	661	646	2.3%	17.6%
Other	4,580	3,515	4,449	3,457	4,673	3,719	16.2%	2.0%
TOTAL	27,087	21,117	27,940	21,605	28,843	22,306	83.8%	6.5%

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

Table 5-32

K-12 Expulsions by Reason for Removal
2009-2010 to 2011-2012

Reason for Removal	Expulsions 2009-2010	Expulsions 2010-2011	Expulsions 2011-2012	Percent of Expulsions 2011-2012
Alcohol Related	7	5	6	3.8%
Attendance Policy Violation	0	2	0	0.0%
Disruptive Behavior	8	16	8	5.0%
Drug Related	71	98	98	61.6%
Physical Fighting w/ Injury	4	8	3	1.9%
Physical Fighting w/o Injury	6	7	1	0.6%
Property Related	6	3	3	1.9%
Serious Bodily Injury	N/A	1	0	0.0%
Tobacco Related	1	1	1	0.6%
Violent Behavior w/ Injury	1	1	2	1.3%
Violent Behavior w/o Injury	2	10	11	6.9%
Weapons Related	19	22	17	10.7%
Other	6	26	9	5.7%
TOTAL	131	200	159	100.0%

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

Table 5-33

K-12 Removals to an Interim Setting by School Personnel by Reason for Removal 2010-2011 to 2011-2012

Reason for Removal	2010-2011 Removals	2010-2011 % Removals	2010-2011 Distinct Students	2011-2012 Removals	2011-2012 % Removals	2011-2012 Distinct Students
Attendance Policy Violation	18	12.1%	13	7	11.9%	5
Disruptive Behavior	41	27.5%	37	27	45.8%	25
Drug Related	3	2.0%	3	6	10.2%	6
Physical Fighting w/o Injury	7	4.7%	6	11	18.6%	11
Property Related	9	6.0%	9	1	1.7%	1
Serious Bodily Injury	1	0.7%	1	1	1.7%	1
Violent Behavior w/o Injury	4	2.7%	4	1	1.7%	1
Weapons Related	7	4.7%	7	1	1.7%	1
Other	59	39.6%	46	4	6.8%	4
TOTAL	149	100.0%	126	59	100.0%	55

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

Table 5-34

K-12 Removals to an Interim Setting by Educational Administrative Law Judge by Reason for Removal 2010-2011 to 2011-2012

Reason for Removal	2010-2011 Removals	2010-2011 % Removals	2011-2012 Removals	2011-2012 % Removals
Attendance Policy Violation	4	57.1%	0	0.0%
Disruptive Behavior	3	42.9%	1	100.0%
Violent Behavior w/ Injury	0	0.0%	0	0.0%
Weapons Related	0	0.0%	0	0.0%
TOTAL	7	100.0%	1	100.0%

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

Table 5-35

K-12 Removals by Reason Race/Ethnicity for 2009-2010 to 2011-2012

	Removals			% of Removals	% of K-12	% Change in
	2009-2010	2010-2011	2011-2012	2011-2012	Enrollment 2011-2012	Removals 2009-2010 to 2011-2012
African American	12,614	13,403	13,312	19.4%	5.2%	5.5%
American Indian	591	582	599	0.9%	0.5%	1.4%
Asian	567	625	520	0.8%	2.1%	-8.3%
Hispanic	9,229	9,196	8,828	12.9%	8.9%	-4.3%
Native Hawaiian	80	81	134	0.2%	0.2%	65.4%
White	43,597	43,407	42,198	61.5%	80.7%	-3.2%
Multi-Racial	2,743	3,152	3,075	4.5%	2.6%	-2.4%
TOTAL	69,421	70,446	68,666	100.0%	100.0%	-1.1%

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

Table 5-36

K-12 Removals by Grade Span for 2009-2010 to 2011-2012

	Removals			% of Removals	% of K-12	% Change in
Grade Span	2009-2010	2010-2011	2011-2012	2011-2012	Enrollment 2011-2012	Removals 2009-2010 to 2011-2012
K-2	1,867	2,116	2,945	4.3%	23.7%	57.7%
3-5	4,286	5,561	5,734	8.4%	22.5%	33.8%
6-8	25,635	25,099	24,733	36.0%	22.7%	-3.5%
9-12	37,633	37,670	35,254	51.3%	31.1%	-6.3%
Total	69,421	70,446	68,666	100.0%	100.0%	-1.1%

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

Table 5-37

K-12 Removals by District Enrollment Category for 2009-2010 to 2011-2012

Enrollment Category	Removals 2009-2010	Removals 2010-2011	Removals 2011-2012	% of Removals 2011-2012	% of K-12 Enrollment 2011-2012	% Change in Removals 2009-2010 to 2011-2012
< 300	794	684	649	0.9%	2.1%	-18.3%
300 to 599	3,663	3,559	3,344	4.9%	9.1%	-8.7%
600 to 999	5,054	4,415	5,204	7.6%	13.8%	3.0%
1,000 to 2,499	12,665	13,042	12,794	18.6%	25.7%	1.0%
2,500 to 7,499	17,093	17,211	17,928	26.1%	20.6%	4.9%
7,500 +	30,152	31,535	28,747	41.9%	28.7%	-4.7%
Total	69,421	70,446	68,666	100%	100.0%	-1.1%

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

Special Education

Iowa reports annually on the condition 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 on the Department's website in the Special Education section.

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

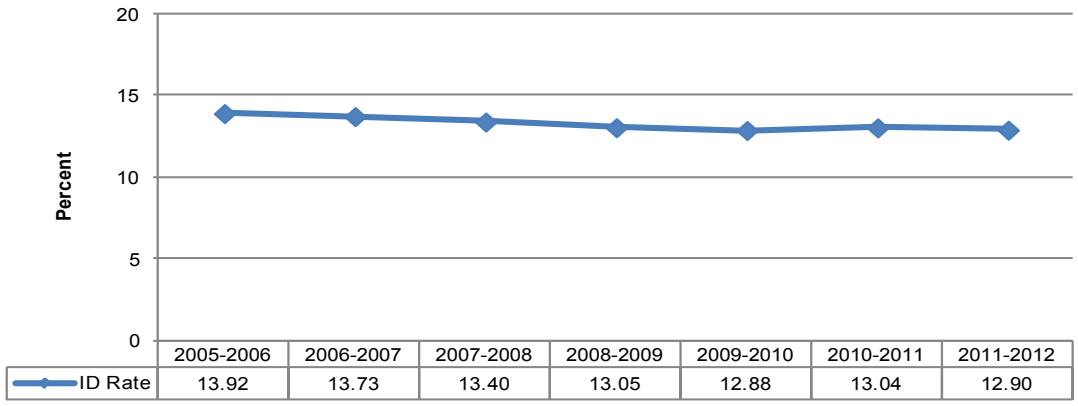
Context of Special Education in Iowa

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 2011-2012. Generally, the rate has decreased slightly over the last five years.

Figure 6-1

Special Education Identification Rate for Students Ages 6-21, 2005-2006 to 2011-2012



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ID Rate	13.92	13.73	13.40	13.05	12.88	13.04	12.90

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

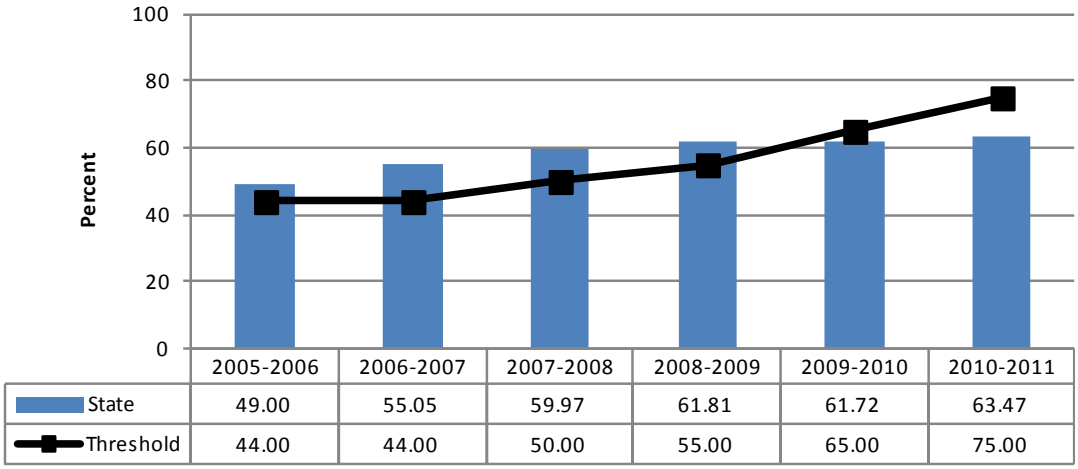
Placement

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

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80% or more) of the school day, (2) in the regular education classroom for less than 40% of the school day, and (3) in private separate schools, residential placements, homebound or hospital placements, 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 2010-2011

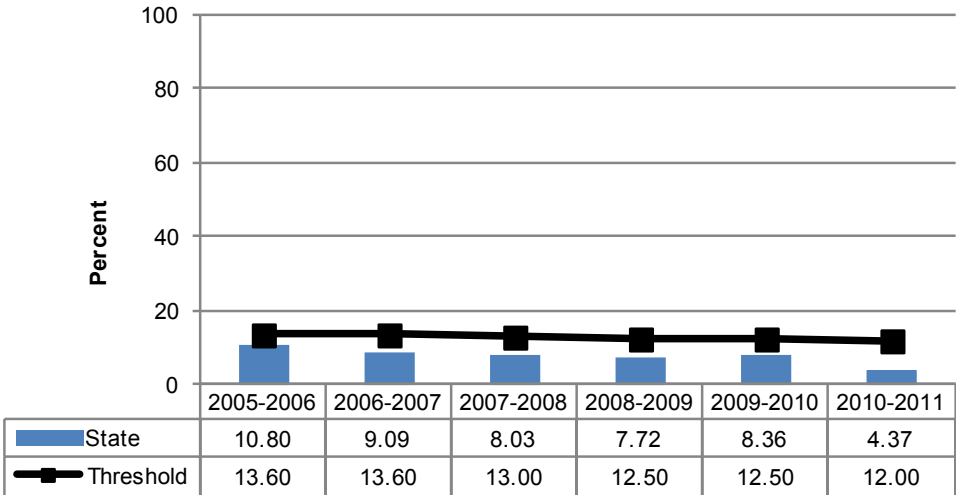


	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State	49.00	55.05	59.97	61.81	61.72	63.47
Threshold	44.00	44.00	50.00	55.00	65.00	75.00

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

Figure 6-3

Percent of Students with Disabilities Ages 6-21 In the Regular Classroom Less than 40 Percent of the Day, 2005-2006 to 2010-2011

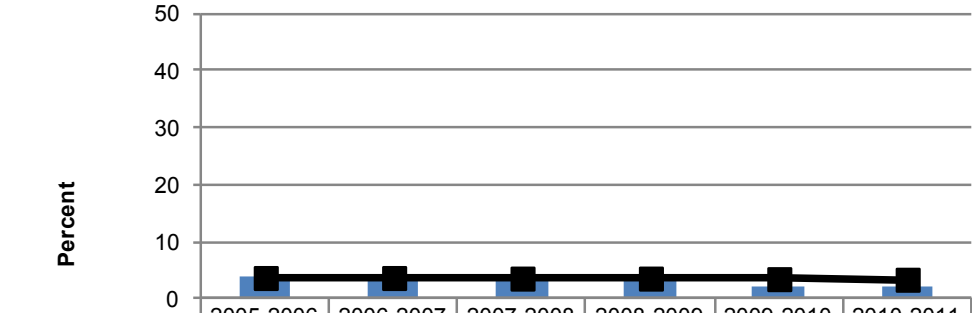


	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State	10.80	9.09	8.03	7.72	8.36	4.37
Threshold	13.60	13.60	13.00	12.50	12.50	12.00

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

Figure 6-4

Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2005-2006 to 2010-2011



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State	4.00	3.90	3.47	3.52	2.33	2.06
Threshold	3.80	3.80	3.70	3.70	3.60	3.50

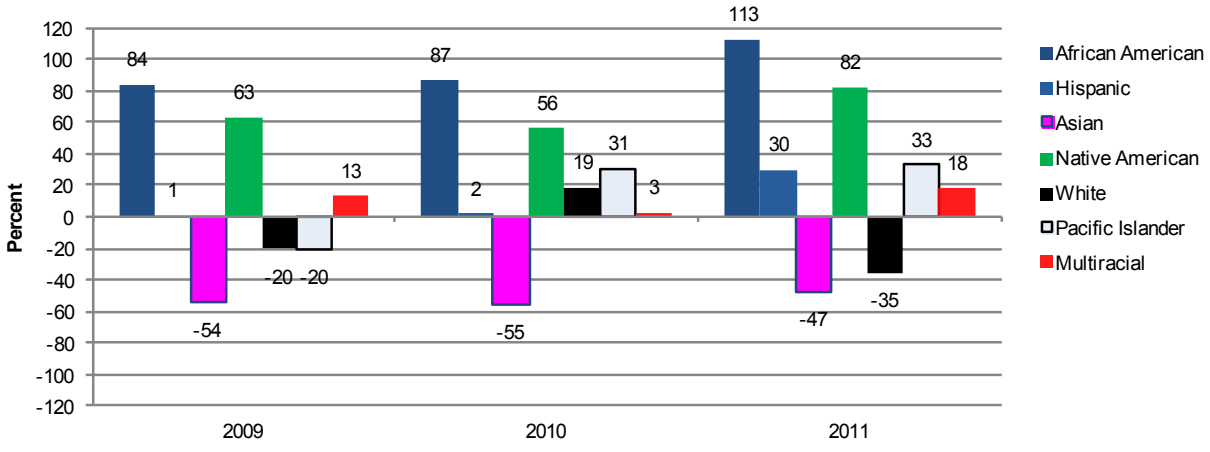
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

Disproportionality

Disproportionality refers to the percent probability, or likelihood, of disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group.

Figure 6-5

Percent Probability of Being Placed in Special Education Compared to All Students 2008-2009 to 2010-2011



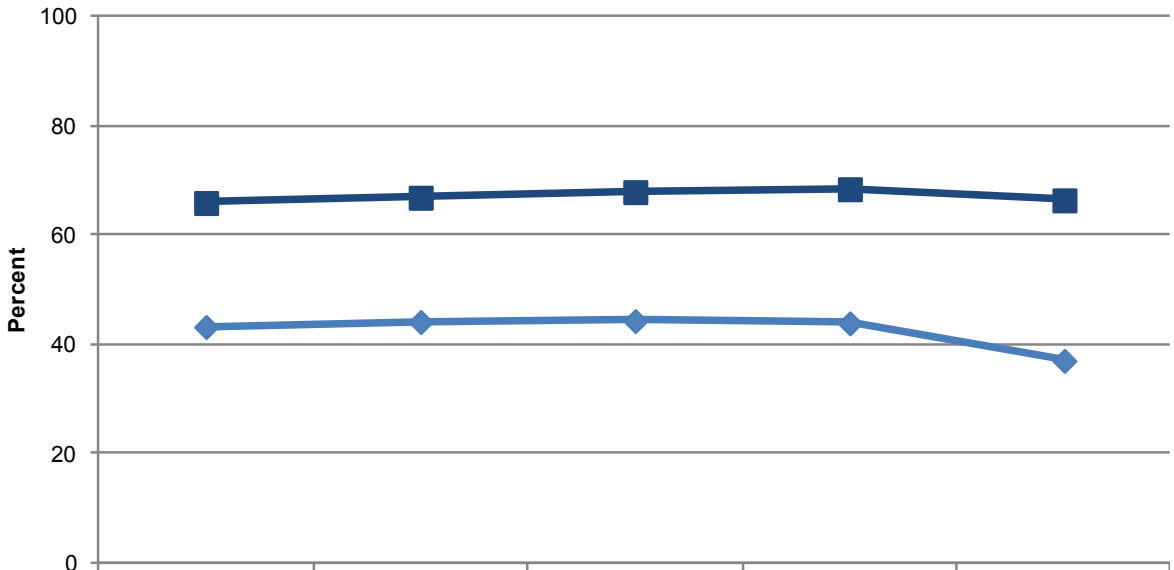
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS/DIBELS Next are assessments used to measure early literacy skills of children from kindergarten through sixth grade. The graph below depicts the percentage of kindergarteners who took either DIBELS assessment and scored at or above benchmark on initial/first sounds fluency. The achievement gap between IEP and No-IEP students constantly exist over the last five years.

Figure 6-6

Percent of Kindergarteners Scoring At or Above Benchmark on DIBELS/DIBELS Next, Intital/First Sounds Fluency, 2007-2008 to 2011-2012



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	43.2	44.2	44.3	43.9	37.1
No IEP	65.9	66.9	67.9	68.5	66.4

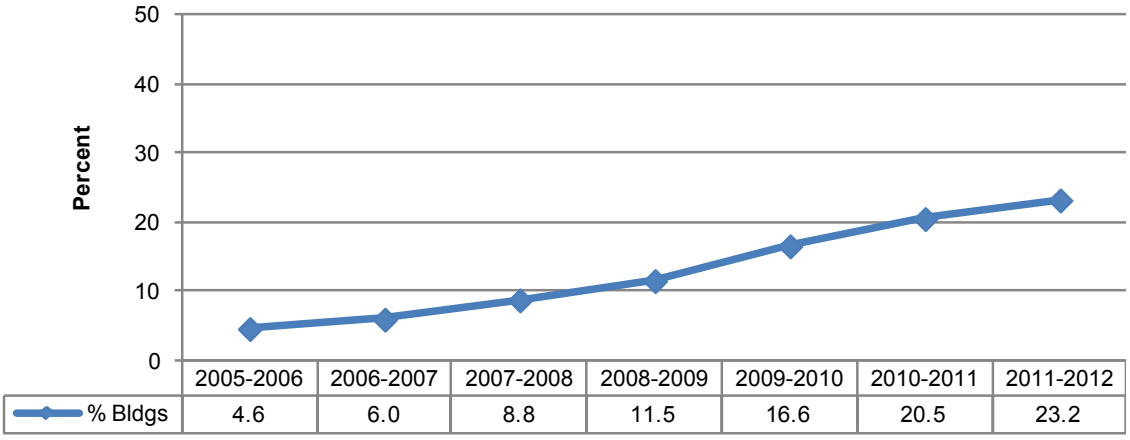
Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Fall Student Files. Corrections were made for 2007-2008 to 2009-2010 numbers because of typing mistakes last year.

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 been constantly increasing.

Figure 6-7

Percent of Public Buildings that Use Positive Behavior Interventions and Supports 2005-2006 to 2011-2012



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Bldgs	4.6	6.0	8.8	11.5	16.6	20.5	23.2

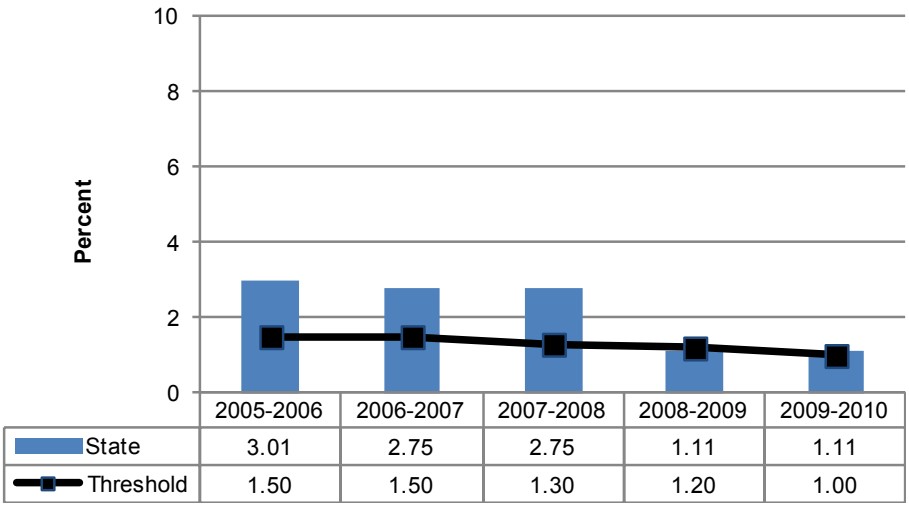
Source: Iowa Department of Education, Bureau of School Improvement, PBIS Files.

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 the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled. The following graph presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from school year 2005-2006 to 2009-2010.

Figure 6-8

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities 2005-2006 to 2009-2010



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State	3.01	2.75	2.75	1.11	1.11
Threshold	1.50	1.50	1.30	1.20	1.00

Sources: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files; Bureau of Information and Analysis, EASIER, Fall Student Files. Corrections were made for 2005-2006 and 2006-2007 state numbers because of typing mistakes last year.

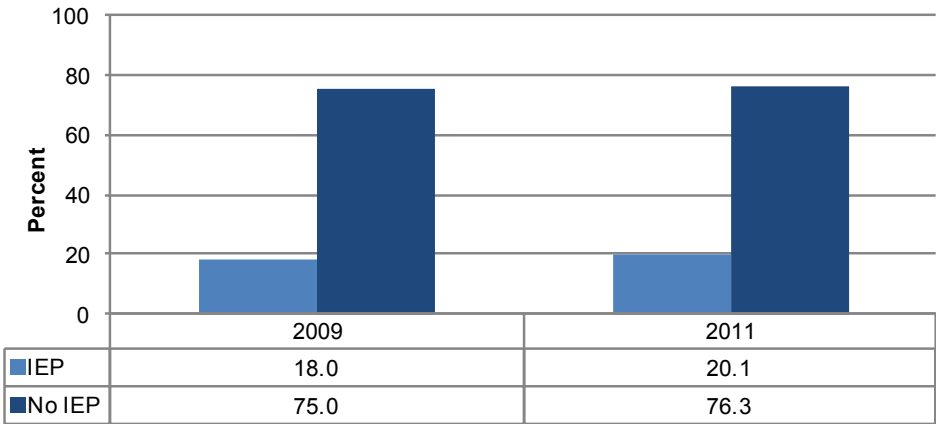
National Assessment of Educational Progress (NAEP)

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.

The following figures illustrated 2008-2009 vs. 2010-2011 outcomes.

Figure 6-9

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading, 2009 vs. 2011

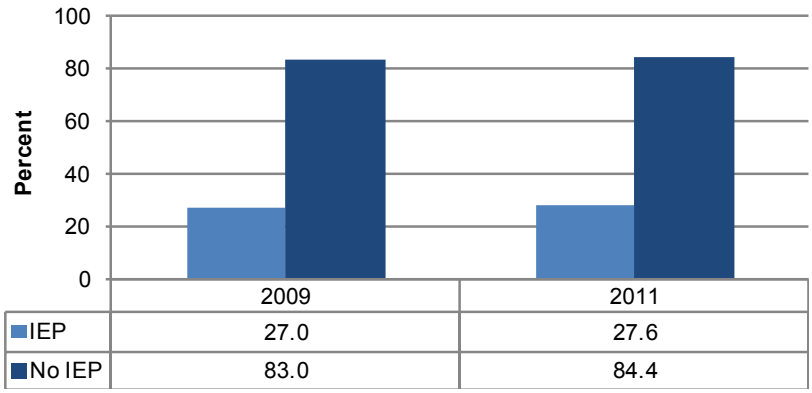


	2009	2011
IEP	18.0	20.1
No IEP	75.0	76.3

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, 2009 vs. 2011

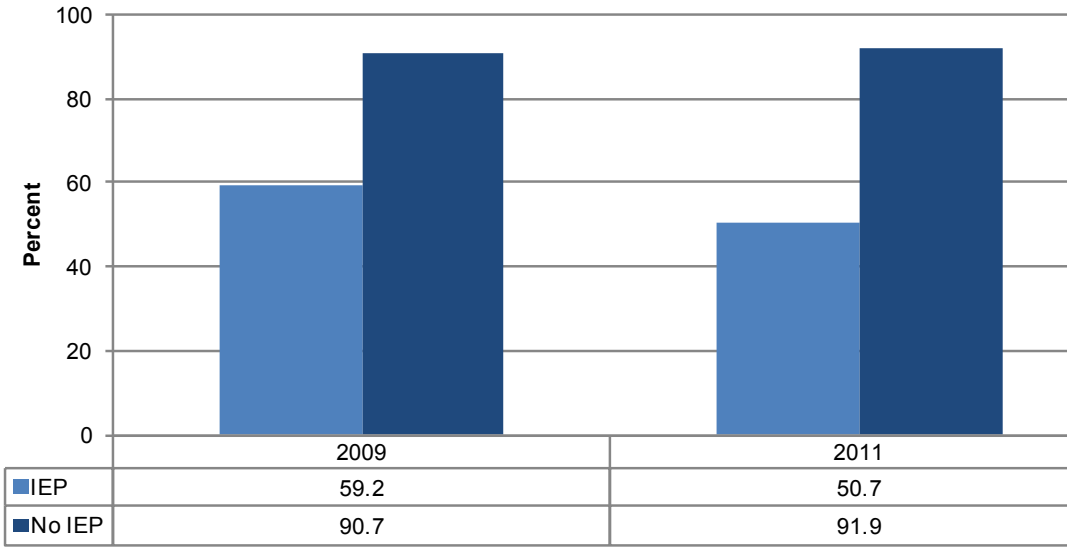


	2009	2011
IEP	27.0	27.6
No IEP	83.0	84.4

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

Figure 6-11

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2009 vs. 2011

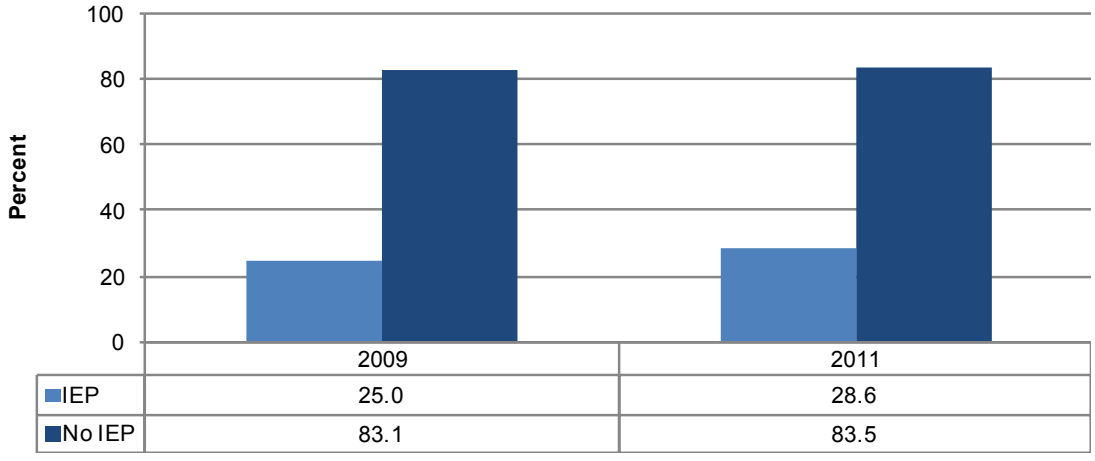


	2009	2011
IEP	59.2	50.7
No IEP	90.7	91.9

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, 2009 vs. 2011



	2009	2011
IEP	25.0	28.6
No IEP	83.1	83.5

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

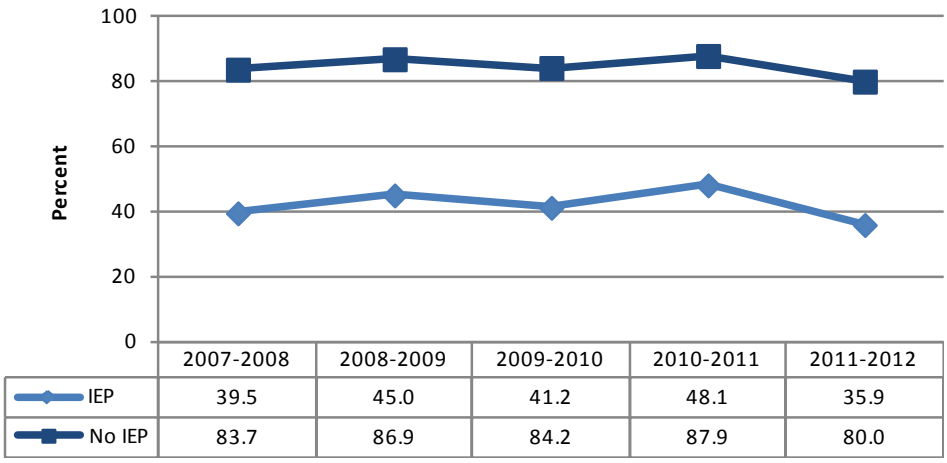
Iowa Tests of Basic Skills/Iowa Tests of Educational Development

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

The gap between students with and without disabilities held fairly constant. Due to implementation of the new Iowa Assessments in 2011-2012, both IEP and No-IEP proficiency rates dropped significantly for 4th and 8th grades, either reading or mathematics. However, the new Iowa Assessments resulted in higher 11th grade reading and mathematics proficiency rates.

Figure 6-13

Percent of 4th Grade Students Proficient in Reading on ITBS/Iowa Assessments, 2007-2008 to 2011-2012

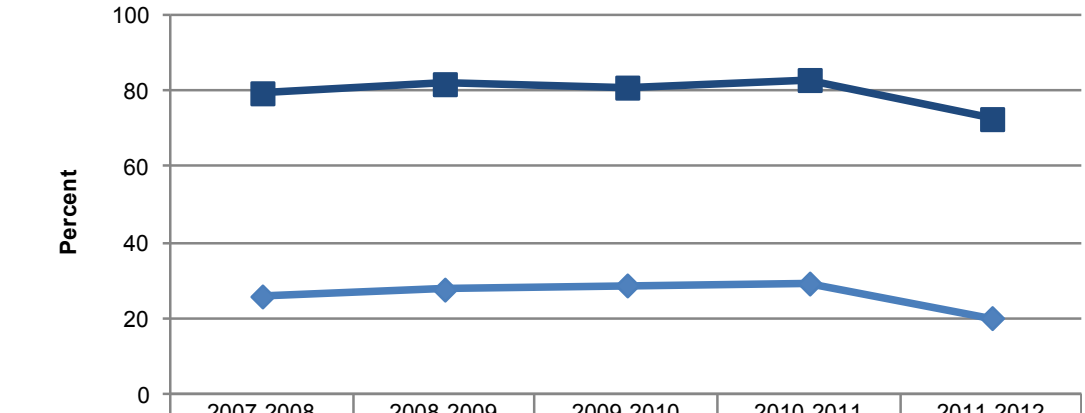


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	39.5	45.0	41.2	48.1	35.9
No IEP	83.7	86.9	84.2	87.9	80.0

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

Figure 6-14

Percent of 8th Grade Students Proficient in Reading on ITBS/Iowa Assessments, 2007-2008 to 2011-2012

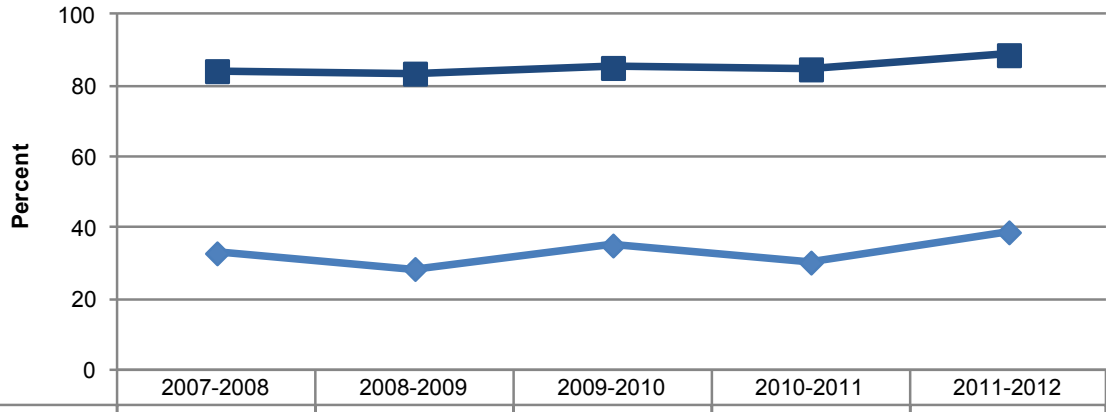


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	25.9	27.7	28.8	29.3	20.2
No IEP	79.4	81.8	80.9	82.9	72.6

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

Figure 6-15

Percent of 11th Grade Students Proficient in Reading on ITED/Iowa Assessments, 2007-2008 to 2011-2012

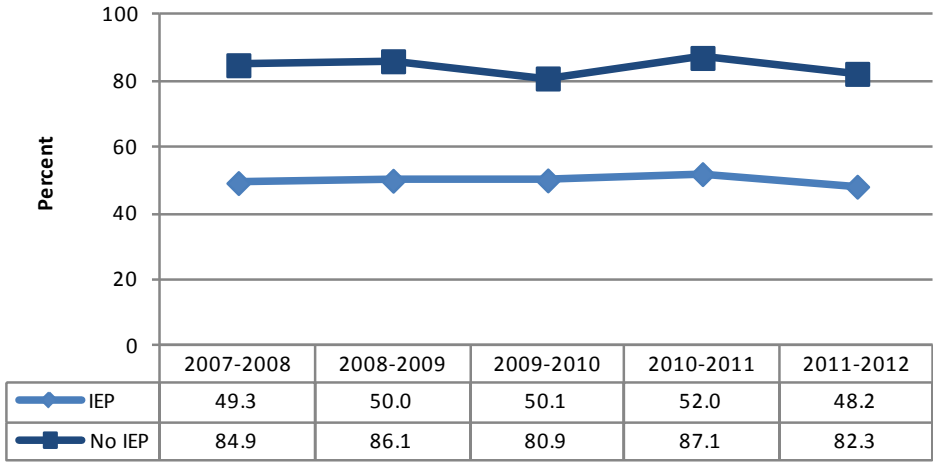


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	33.0	28.6	35.2	30.4	38.9
No IEP	84.2	83.5	85.1	84.7	88.7

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

Figure 6-16

Percent of 4th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments, 2007-2008 to 2011-2012

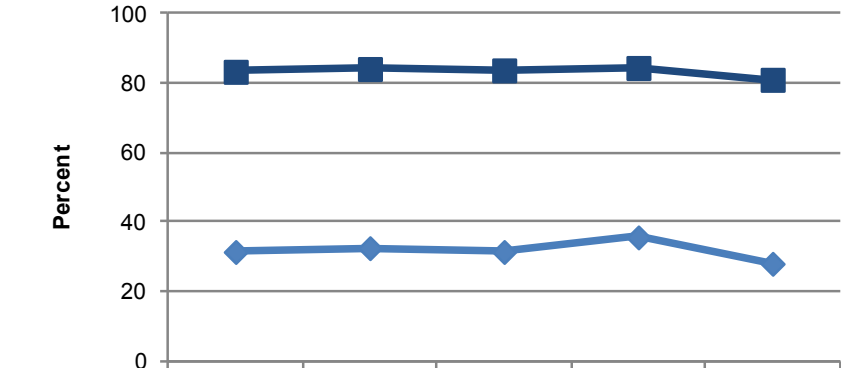


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	49.3	50.0	50.1	52.0	48.2
No IEP	84.9	86.1	80.9	87.1	82.3

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

Figure 6-17

Percent of 8th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments, 2007-2008 to 2011-2012

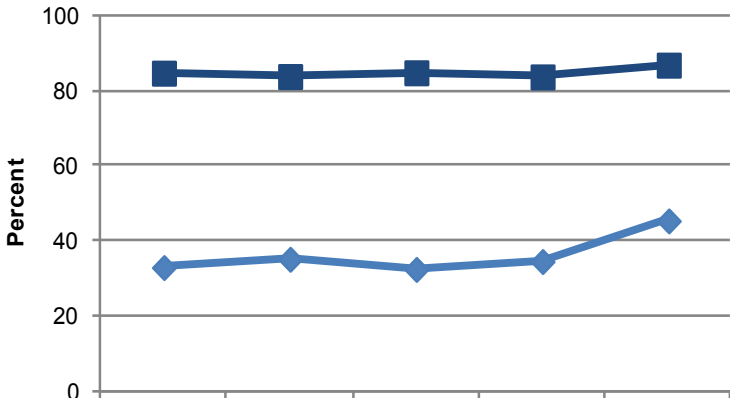


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	31.4	32.5	31.4	35.6	28.0
No IEP	83.3	84.1	83.7	84.4	81.0

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

Figure 6-18

Percent of 11th Grade Students Proficient in Mathematics on ITED/Iowa Assessments, 2007-2008 to 2011-2012



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	33.0	35.2	32.5	34.6	45.4
No IEP	84.7	83.8	84.8	83.7	86.8

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

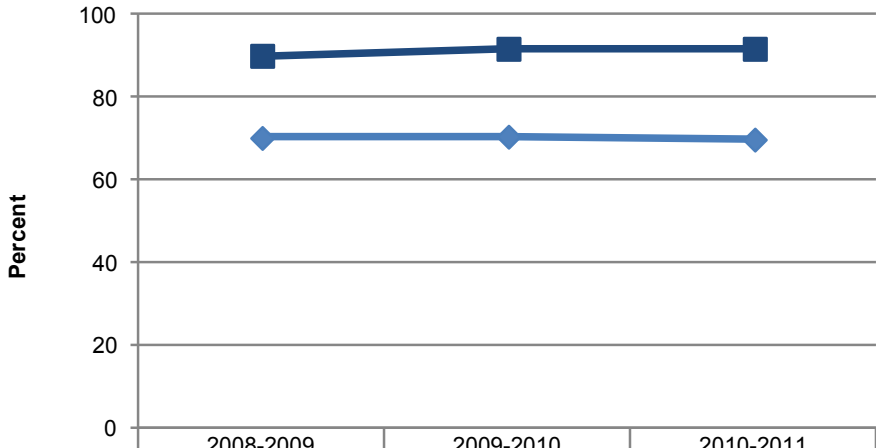
Are students Leaving School Ready for Life?

Graduation Rates

This graph below reports the percentage of high school students with and without IEPs who graduate, based on the four-year cohort rate. The difference of the rates between the two groups is relatively stable.

Figure 6-19

Graduation Rate by Graduation Year, 2009 to 2011



	2008-2009	2009-2010	2010-2011
IEP	70.3	70.6	69.9
No IEP	90.2	91.9	91.9

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Spring Student Files.

Finance

Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2010-2011 Certified Annual Financial Report from the Iowa Department of Education, the 2012-2013 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. The breakdown of function category expenditures as a percent of general fund expenditures remained about the same over the last three years (Table 7-1). The smallest enrollment category had the largest percentage of expenditures on Administration and Central Services when compared to the other enrollment categories (Table 7-2).

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1997-1998, 2008-2009 to 2010-2011

Function Category	Year			
	1997-1998	2008-2009	2009-2010	2010-2011
Instruction	68.6%	70.4%	70.8%	70.8%
Student Support Services	3.8%	3.3%	3.3%	3.2%
Staff Support Services	3.9%	3.3%	3.3%	3.6%
Administration & Central Services	10.5%	10.6%	10.4%	10.2%
Operations and Maintenance	9.1%	8.6%	8.3%	8.2%
Student Transportation	3.8%	3.8%	3.7%	3.9%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	0.1%	0.1%	0.1%

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

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

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2010-2011

Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	70.7%	70.7%	70.9%	70.8%	70.1%	71.4%	70.8%
Student Support Services	1.7%	2.2%	2.5%	3.0%	3.9%	3.7%	3.2%
Staff Support Services	2.5%	3.0%	3.2%	3.7%	3.7%	3.9%	3.6%
Administration & Central Services	12.3%	11.1%	10.4%	10.1%	10.2%	9.8%	10.2%
Operations & Maintenance	7.7%	7.9%	8.1%	8.4%	8.4%	8.2%	8.2%
Student Transportation	5.0%	5.1%	4.8%	4.0%	3.6%	3.0%	3.9%
Community Service	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Other Support Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures was about the same in 2008-2009, 2009-2010 and 2010-2011 (Table 7-3). In 2010-2011, purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased with the exception of the largest category. Salaries as a percentage of general fund expenditures was lowest for the smallest enrollment category (Table 7-4).

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1997-1998, 2008-2009, 2009-2010 and 2010-2011

Object Category	Year			
	1997-1998	2008-2009	2009-2010	2010-2011
Salaries	64.8%	63.2%	63.2%	61.9%
Benefits	15.5%	18.3%	18.6%	18.7%
Purchased Services	9.8%	10.9%	11.0%	11.4%
Supplies	6.5%	6.2%	6.0%	6.3%
Property	3.0%	1.0%	1.0%	1.4%
Other Expenditures	0.4%	0.3%	0.3%	0.2%

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

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture. Figures may not total 100 percent due to rounding.

Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2010-2011

Object Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7.499	7,500+	State Totals
Salaries	52.8%	59.3%	60.7%	63.5%	64.5%	61.4%	61.9%
Benefits	15.0%	16.7%	17.8%	18.3%	18.5%	20.8%	18.7%
Purchased Services	23.6%	14.8%	13.0%	9.9%	9.8%	10.7%	11.4%
Supplies	7.1%	7.4%	6.9%	6.7%	5.9%	5.5%	6.3%
Property	1.1%	1.5%	1.4%	1.4%	1.2%	1.5%	1.4%
Other Objects	0.4%	0.4%	0.3%	0.3%	0.1%	0.1%	0.2%

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

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

Revenues

Iowa public school districts receive general fund revenues from a variety of 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 made up of state programs including educational excellence, school improvement, 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 2010-2011, 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 enrollment category, a higher percentage of revenues were received through total state aid than through local taxes (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1997-1998, 2008-2009, 2009-2010 and 2010-2011

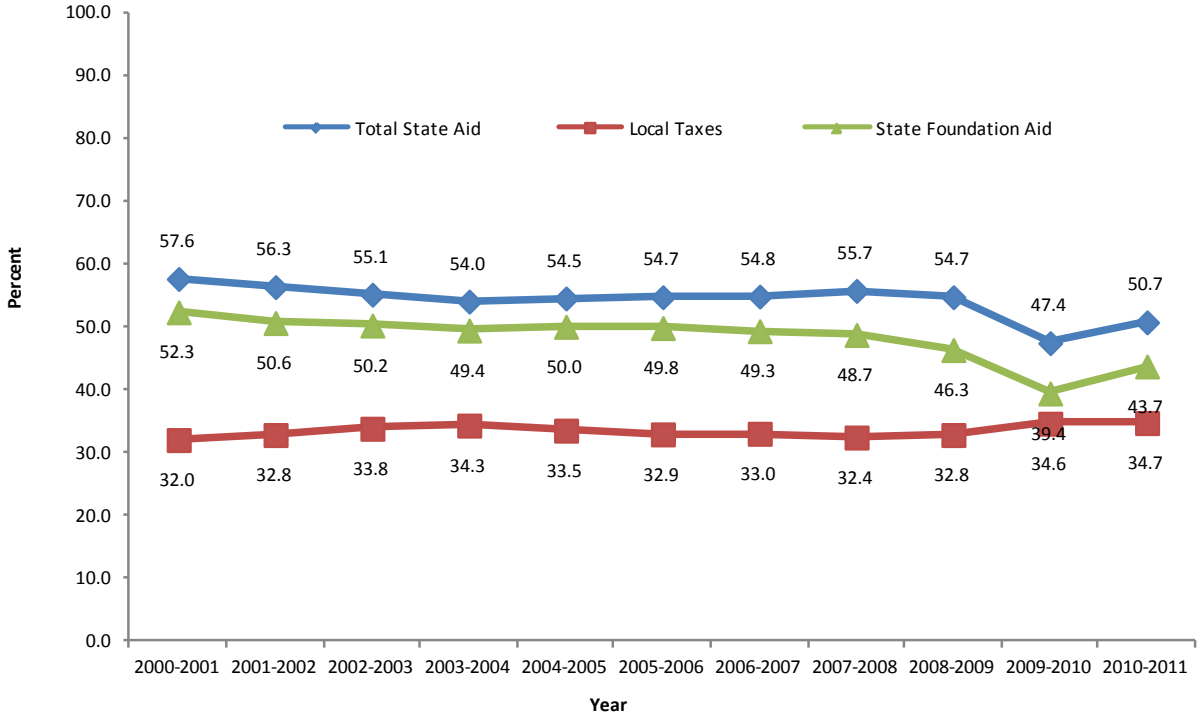
Source of Revenue	Year			
	1997-1998	2008-2009	2009-2010	2010-2011
Local Taxes	32.6%	32.8%	34.6%	34.7%
Interagency	3.6%	5.0%	5.1%	5.0%
Other Local Sources	2.5%	1.9%	1.8%	2.0%
Intermediate Sources	0.2%	0.0%	0.0%	0.0%
State Foundation Aid	53.1%	46.3%	39.4%	43.7%
Other State Sources	5.1%	8.4%	8.0%	6.9%
Federal Sources	2.7%	5.1%	10.8%	7.4%
Other Financing Sources	0.3%	0.3%	0.2%	0.3%

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

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 2000-2001 to 2010-2011



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

Table 7-6

Revenues by Source of Total General Fund Revenues in Iowa Public Schools by Enrollment Category, 2010-2011

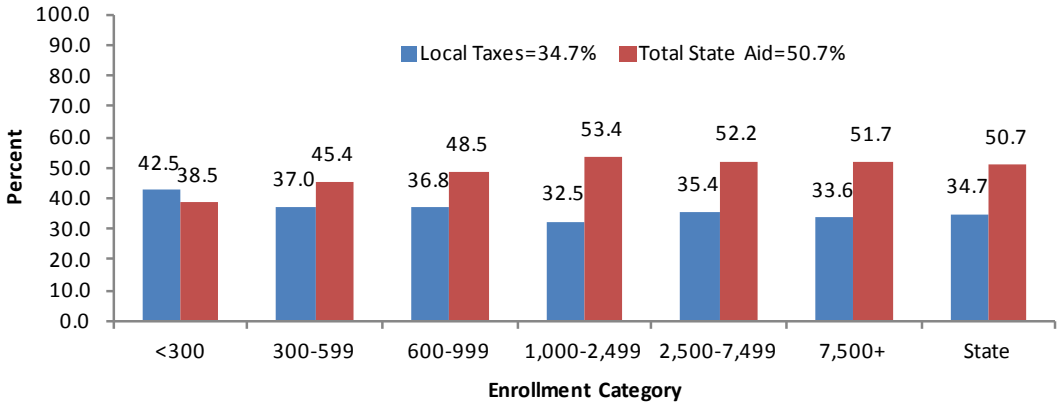
Revenue Service	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State Total
Local Taxes	42.5%	37.0%	36.8%	32.5%	35.4%	33.6%	34.7%
Interagency	10.0%	8.4%	6.7%	5.3%	4.4%	2.5%	5.0%
Other Local Sources	2.1%	2.3%	1.9%	1.9%	1.7%	2.1%	2.0%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
State Foundation Aid	31.6%	38.4%	41.3%	46.3%	45.4%	45.0%	43.7%
Other State Sources	6.9%	7.0%	7.2%	7.1%	6.8%	6.7%	6.9%
Federal Sources	6.7%	6.4%	5.8%	6.7%	6.2%	9.8%	7.4%
Other Financing Sources	0.2%	0.5%	0.3%	0.3%	0.1%	0.4%	0.3%

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

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 7-2

Percent of Revenue from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2010-2011



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

Taxable Valuation

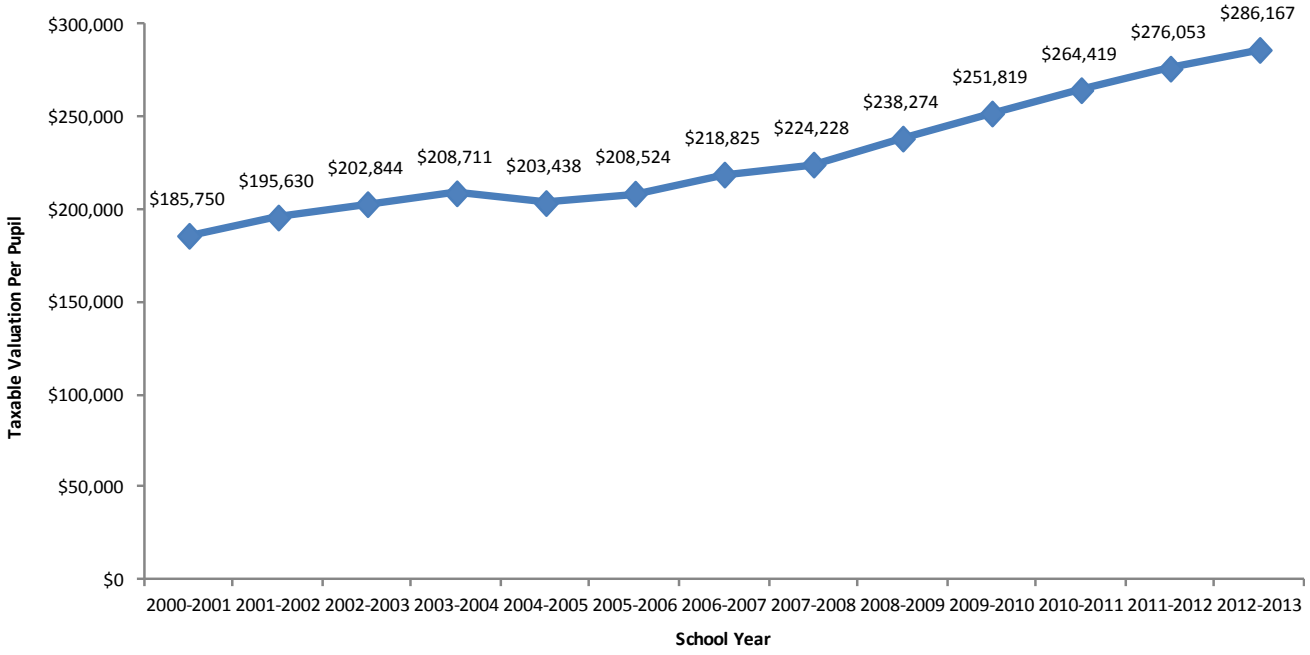
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes 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 the 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 district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

In 2012-2013, 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 biggest range in taxable valuation per pupil in 2012-2013 (Table 7-8). The 1,000-2,499 enrollment category had the lowest taxable valuation per pupil and the 600-999 category had the highest taxable valuation per pupil.

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 to 2012-2013



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 2009-2010 to 2012-2013

Enrollment Category	Year				
	2000-2001	2009-2010	2010-2011	2011-2012	2012-2013
<300	$266,463	$392,295	$424,807	$459,795	$498,065
300-599	$223,708	$298,038	$321,148	$340,835	$355,859
600-999	$201,732	$269,702	$288,596	$307,665	$327,767
1,000-2,499	$175,204	$232,825	$245,771	$257,389	$269,549
2,500-7,499	$175,250	$251,865	$260,523	$269,035	$277,348
7,500+	$174,108	$253,436	$260,698	$268,604	$271,939
State	$185,750	$251,819	$264,419	$276,053	$286,167

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

Note: Per pupil amounts are based on budget enrollments.

Table 7-8

Net Taxable Valuation Per Budget Enrollment 2009-2010 to 2012-2013

Enrollment Category	2009-2010	2010-2011	2011-2012	2012-2013
<300 Min	$196,583	$186,473	$204,326	$209,439
<300 Max	$828,382	$965,524	$1,108,654	$1,125,249
300-599 Min	$151,475	$167,881	$157,120	$192,308
300-599 Max	$553,490	$632,205	$619,483	$694,084
600-999 Min	$146,153	$152,379	$153,782	$158,181
600-999 Max	$1,028,390	$1,025,030	$1,099,599	$1,127,884
1,000-2,499 Min	$132,460	$139,728	$145,572	$152,006
1,000-2,499 Max	$630,292	$692,766	$718,823	$739,468
2,500-7,499 Min	$142,415	$151,955	$164,237	$176,638
2,500-7,499 Max	$446,845	$463,255	$478,826	$498,675
7,500+ Min	$139,952	$143,442	$149,531	$158,144
7,500+ Max	$447,861	$460,184	$460,067	$446,666
State Min	$132,460	$139,728	$145,573	$152,006
State Max	$1,028,390	$1,025,030	$1,108,654	$1,127,884

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

Note: Enrollment categories determined by budget enrollment.

Expenditures Per Pupil

The general fund expenditures per pupil include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures per pupil are calculated by dividing the total general fund expenditures by the certified enrollment. Expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food services programs, area education agency revenues from other school districts and area education agencies for services sold 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 the data. In 2010-2011, Iowa ranked 35th in the Nation in average expenditures per pupil. Missouri, South Dakota and North Dakota ranked lower than Iowa.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 1997-1998, 2008-2009 to 2010-2011

Enrollment Category	Year			
	1997-1998	2008-2009	2009-2010	2010-2011
< 300	$5,605	$9,522	$9,658	$9,874
300-599	$5,106	$8,519	$8,630	$8,854
600-999	$4,988	$8,198	$8,348	$8,504
1,000-2,499	$4,881	$8,115	$8,183	$8,272
2,500-7,499	$5,055	$8,162	$8,326	$8,385
7,500 +	$5,461	$9,058	$9,252	$9,361
State	$5,119	$8,484	$8,603	$8,743

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

Table 7-10

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil 2000-2001, 2009-2010 and 2010-2011

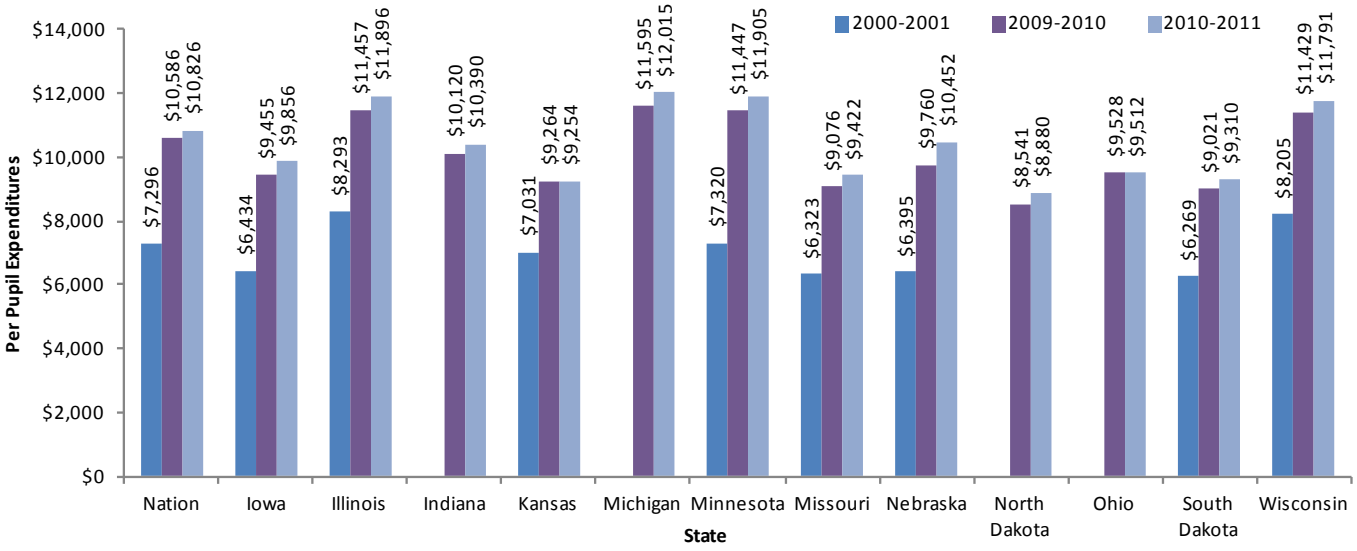
State/Nation	Year					
	2000-2001		2009-2010		2010-2011	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	$7,296		$10,586		$10,770	
Iowa	$6,434	34	$9,455	35	$9,484	35
Illinois	$8,293	11	$11,457	16	$11,946	17
Indiana	$7,567	18	$10,120	27	$10,436	23
Kansas	$7,031	23	$9,264	36	$9,505	34
Michigan	$8,127	13	$11,595	14	$12,015	15
Minnesota	$7,320	21	$11,447	17	$11,905	18
Missouri	$6,323	38	$9,076	38	$9,422	36
Nebraska	$6,395	35	$9,760	29	$10,433	24
North Dakota	$4,607	50	$8,541	43	$8,631	44
Ohio	$6,952	25	$9,528	34	$9,813	30
South Dakota	$6,269	39	$9,021	39	$8,997	39
Wisconsin	$8,205	12	$11,429	18	$11,787	19

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

Note: 2010-2011 are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2009-2010 and 2010-2011



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

State Aid

This section presents data on state aid including School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by the districts through appropriations made from the state's general fund each year. 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. 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.

Table 7-11 shows the General Fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated $6.2 billion and initial state aid to districts was about $2.7 billion or 42.7 percent of the general fund appropriations in the 2012-2013 school year (fiscal year 2013). State aid to districts and total general fund appropriations increased between 2011-2012 and 2012-2013.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2012-2013

Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2012-2013	2,654.0	6,222.6	42.7	Not currently available		
2011-2012	2,629.3	6,010.1	43.7	Not currently available		
2010-2011	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-2010	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-2009	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-2008	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-2007	2,252.8	5,296.5	42.7	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.60	4,464.20	45.4	2,025.70	4,606.20	44.0
2003-2004	1,963.50	4,513.60	43.5	1,919.40	4,500.50	42.6
2002-2003	1,935.70	4,509.90	42.9	1,935.70	4,534.40	42.7
2001-2002	1,978.30	4,873.70	40.6	1,899.10	4,607.10	41.2
2000-2001	1,893.10	4,880.10	38.8	1,897.40	4,886.90	38.8

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

2010-2011 and 2011-2012 numbers are revised.

Property Taxes

The school aid formula for 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, the additional levy, the instructional support levy, and the educational improvement levy are property taxes that are included in the school district's general fund. The management levy, the regular physical plant and equipment levy (PPEL), the voter-approved physical plant and equipment levy (VPPEL), the 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 2012-2013 are found in Table 7-12.

All districts levy the general fund property tax. The two largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate. 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 districts in 2012-2013 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve that is up to $0.33 per $1,000 of taxable valuation. The school board may also request voter approval to increase the levy up to an additional $1.34 per $1,000 taxable valuation. The average levy rate for the regular PPEL was lower than the state average in the largest enrollment category. The two largest districts 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 2012-2013, 4.9 percent of the districts levy for PERL. Usage of the debt service levy is tied to passage of a bond issue, which requires the approval of 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 2012-2013. The smallest enrollment category had the highest average tax per pupil for all taxes listed, except the debt services levy. The 2,500-7,499 enrollment category had the highest average debt services property tax per pupil.

Table 7-12

Property Tax Rates and Number of Districts with Levies by Enrollment Category 2012-2013

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	48	105	87	76	22	10	348
Number of Districts with General Fund Levy	48	105	87	76	22	10	348
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	10.5570	11.0762	11.1149	11.8335	12.4863	13.5175	12.1557
Number of Districts with Management Fund Levy	42	100	87	76	22	10	337
Percent of Districts with Management Fund Levy	87.5%	95.2%	100.0%	100.0%	100.0%	100.0%	96.8%
Average Management Levy Tax Rate	0.9919	1.0122	0.9449	1.0942	0.8758	1.2004	1.0429
Number of Districts with Regular PPEL Levy	42	99	82	74	20	10	327
Percent of Districts with Regular PPEL Levy	87.5%	94.3%	94.3%	97.4%	90.9%	100.0%	94.0%
Average Regular PPEL Tax Rate	0.33	0.33	0.33	0.33	0.33	0.32	0.33
Number of Districts with Voter-Approved PPEL Levy	30	68	55	58	18	9	238
Percent of Districts with Voter-Approved PPEL Levy	62.5%	64.8%	63.2%	76.3%	81.8%	90.0%	68.4%
Average Voter-Approved PPEL Tax Rate	0.6808	0.7825	0.7215	0.7325	1.0653	0.9175	0.8671
Number of Districts with PERL Levy	2	5	5	0	3	2	17
Percent of Districts with PERL Levy	4.2%	4.8%	5.7%	0.0%	13.6%	20.0%	4.9%
Average PERL Tax Rate	0.1350	0.1350	0.1350	-	0.1350	0.1350	0.1350
Number of Districts with Debt Services Levy	13	58	50	47	12	3	183
Percent of Districts with Debt Services Levy	27.1%	55.2%	57.5%	61.8%	54.5%	30.0%	52.6%
Average Debt Services Tax Rate	1.2220	1.8232	1.5893	1.9621	2.3789	1.1887	1.8652

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.

Table 7-13

Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2012-2013

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	48	105	87	76	22	10	348
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
General Fund Property Tax	$51,188,729	$186,761,659	$235,211,551	$357,287,498	$330,863,537	$485,791,434	$1,647,104,408
General Fund Income Surtax	$3,806,105	$13,703,760	$18,001,628	$24,962,948	$8,783,263	$16,602,282	$85,859,986
Total General Fund Tax	$54,994,834	$200,465,419	$253,213,179	$382,250,446	$339,646,800	$502,393,716	$1,732,964,394
Average Total General Fund Tax Per Pupil	$5,402	$4,171	$3,915	$3,337	$3,497	$3,617	$3,660
Percent of Districts with Management Fund Levy	87.5%	95.2%	100.0%	100.0%	100.0%	100.0%	96.8%
Management Fund Property Tax	$4,220,000	$16,319,028	$19,996,631	$33,036,775	$23,206,060	$43,139,850	$139,918,344
Average Management Fund Property Tax Per Pupil	$471	$356	$309	$288	$239	$311	$298
Percent of Districts with Regular PPEL Levy	87.5%	94.3%	94.3%	97.4%	90.9%	100.0%	94.0%
Regular PPEL Property Tax	$1,487,604	$5,459,829	$6,936,757	$10,486,988	$8,889,717	$12,358,053	$45,618,948
Average Regular PPEL Property Tax Per Pupil	$164	$120	$114	$94	$99	$89	$100
Percent of Districts with Voter-Approved PPEL Levy	62.5%	64.8%	63.2%	76.3%	81.8%	90.0%	68.4%
Voter-Approved PPEL Property Tax	$2,257,062	$8,575,706	$9,623,705	$17,785,879	$26,481,932	$33,222,310	$97,946,594

Table 7-13 (…continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Voter-Approved PPEL Income Surtax	$582,743	$1,813,479	$2,449,799	$4,951,233	$0	$0	$9,797,254
Total Voter-Approved PPEL Tax	$2,839,805	$10,389,185	$12,073,504	$22,737,112	$26,481,932	$33,222,310	$107,743,848
Average Total Voter-Approved PPEL Tax Per Pupil	$450	$341	$299	$265	$325	$265	$291
Percent of Districts with PERL Levy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PERL Property Tax	$20,734	$127,355	$148,597	$0	$497,028	$1,410,508	$2,204,222
Average PERL Property Tax Per Pupil	$57	$54	$42	$0	$32	$35	$35
Percent of Districts with Debt Services Levy	27.1%	55.2%	57.5%	61.8%	54.5%	30.0%	52.6%
Debt Services Property Tax	$1,571,288	$17,001,687	$19,074,755	$39,549,134	$41,886,020	$11,374,283	$130,457,167
Average Debt Services Property Tax Per Pupil	$532	$626	$510	$535	$753	$374	$573

Source: Iowa Department of Management, Master Budget files.

Notes: 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 2009-2010 to 2012-2013 are presented in Table 7-14. The average surtax per budget enrollment decreased between 2011-2012 and 2012-2013.

Table 7-14

Number and Percent of Districts with Income Surtaxes, Surtax Per Budget Enrollment, and Average Income Surtax Rates by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2012-2013							
# of Districts with Income Surtaxes	45	89	77	64	9	3	287
% of Districts with Income Surtaxes	93.8%	84.8%	88.5%	84.2%	40.9%	30.0%	82.5%
Surtaxes Per Budget Enrollment	450	377	359	318	266	386	344
Average Income Surtax Rate	9.66	8.25	7.64	6.43	4.79	5.62	6.62
2011-2012							
# of Districts with Income Surtaxes	44	94	75	66	9	3	291
% of Districts with Income Surtaxes	91.7%	86.2%	89.3%	84.6%	40.9%	30.0%	82.9%
Surtaxes Per Budget Enrollment	457	381	365	323	264	344	341
Average Income Surtax Rate	10.56	8.67	8.13	6.75	4.80	5.20	6.80
2010-2011							
# of Districts with Income Surtaxes	46	95	79	62	9	3	294
% of Districts with Income Surtaxes	88.5%	84.8%	90.8%	81.6%	40.9%	30.0%	81.9%
Surtaxes Per Budget Enrollment	470	393	361	328	273	343	346
Average Income Surtax Rate	10.90	9.07	7.85	6.70	4.83	5.21	6.81
2009-2010							
# of Districts with Income Surtaxes	46	93	80	64	9	3	295
% of Districts with Income Surtaxes	86.8%	83.8%	92.0%	82.1%	40.9%	30.0%	81.7%
Surtaxes Per Budget Enrollment	436	370	349	298	265	359	330
Average Income Surtax Rate	10.90	9.17	7.85	6.24	4.70	5.20	6.60
2000-2001							
# of Districts with Income Surtaxes	31	87	73	54	6	3	254
% of Districts with Income Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
Average Income Surtax Rate	12.03	8.29	7.29	5.37	3.66	3.59	5.46

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.
Surtaxes include 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 district. It may be imposed for up to 10 years if it is approved through a referendum and up to five years through board resolution. A school district's budget may be increased by up to 10 percent of the district's regular program cost through the instructional support program. In most years, state aid funds a portion of the program and the remaining portion of the program is funded through a property tax and income surtax, if approved, once the program is enacted. In 2009-2010, The American Recovery and Reinvestment Act (ARRA) Education Fiscal Stabilization fiscal funds were paid in lieu of instructional support state aid. In 2011-2012 and 2012-2013, state aid did not fund instructional support.

The revenue sources and amounts for the instructional support program for 2012-2013 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 up to FY 2009. The percent of the funding for instructional support that came from property taxes continued to increase in 2012-2013 (Table 7-15). The number of districts with an instructional support program by enrollment category in present and previous years is shown in Table 7-16. All of the districts in the smallest and largest enrollment categories had instructional support programs.

Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2009-2010 to 2012-2013

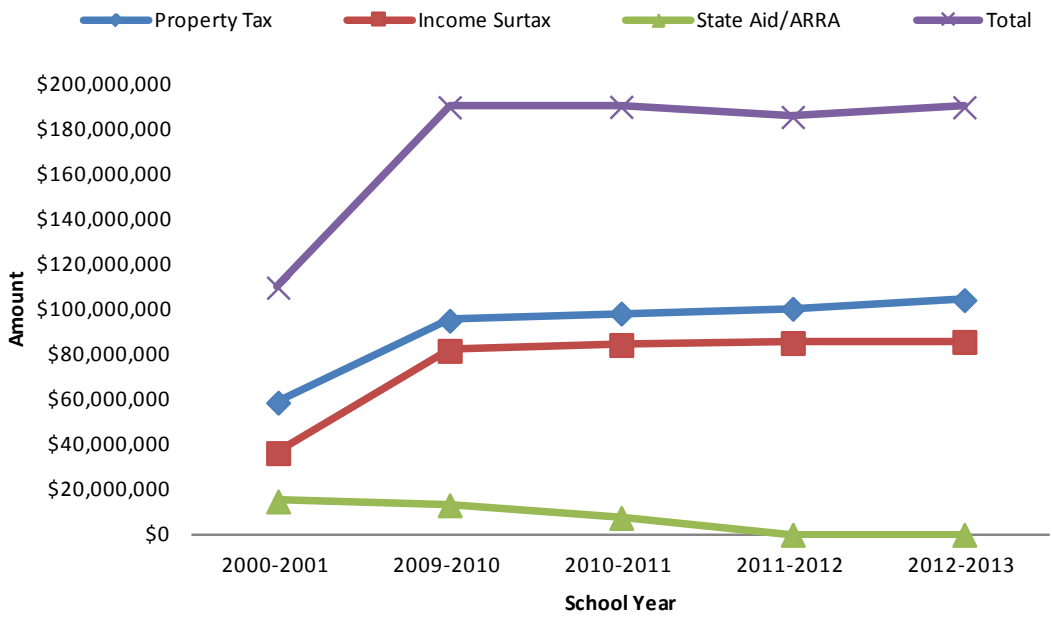
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ ARRA	Total
2012-2013	$104,229,555	54.9%	$85,667,381	45.1%	$0	0.0%	$189,896,936
2011-2012	$100,385,847	54.1%	$85,171,536	45.9%	$0	0.0%	$185,557,383
2010-2011	$98,265,550	51.7%	$84,302,509	44.4%	$7,499,936	3.9%	$190,067,995
2009-2010	$95,061,086	50.1%	$81,708,675	43.0%	$13,103,950	6.9%	$189,873,711
2000-2001	$58,678,106	53.5%	$36,273,229	33.1%	$14,798,227	13.5%	$109,749,562

Source: Iowa Department of Management, Master Budget Files.

Note: In 2009-2010, ARRA Education Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

Figure 7-5

Instructional Support Program Revenues, 2000-2001, and 2009-2010 to 2012-2013



Source: Iowa Department of Management, Master Budget Files.

Note: In 2009-2010, ARRA Education Fiscal Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2012-2013							
Number of Districts	48	105	87	76	22	10	348
Number of Districts with Instructional Support	48	102	85	71	20	10	336
Percent of Districts with Instructional Support	100.0%	97.1%	97.7%	93.4%	90.9%	100.0%	96.6%
2011-2012							
Number of Districts	48	109	84	78	22	10	351
Number of Districts with Instructional Support	48	104	81	71	20	10	334
Percent of Districts with Instructional Support	100.0%	95.4%	96.4%	91.0%	90.9%	100.0%	95.2%
2010-2011							
Number of Districts	52	112	87	76	22	10	359
Number of Districts with Instructional Support	52	108	83	68	20	10	341
Percent of Districts with Instructional Support	100.0%	96.4%	95.4%	89.5%	90.9%	100.0%	95.0%
2009-2010							
Number of Districts	53	111	87	78	22	10	361
Number of Districts with Instructional Support	53	106	84	68	20	10	341
Percent of Districts with Instructional Support	100.0%	95.5%	96.6%	87.2%	90.9%	100.0%	94.5%
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.

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 allowable growth rate set by the General Assembly is used to determine whether or not a school district qualifies to receive the budget adjustment. Districts may 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 district received in FY 2004. The scale-down adjustment will be completely eliminated in FY 2014. The 101 percent budget adjustment guarantees a district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The percent of districts receiving the budget adjustment decreased between 2011-2012 and 2012-2013 (Table 7-17 and Figure 7-6). The largest enrollment category had the lowest percent of districts receiving the budget adjustment 2012-2013. The smallest enrollment category had the highest percent of districts receiving the budget adjustment in 2012-2013.

Table 7-17

Number and Percent of Districts Receiving a Guarantee and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013

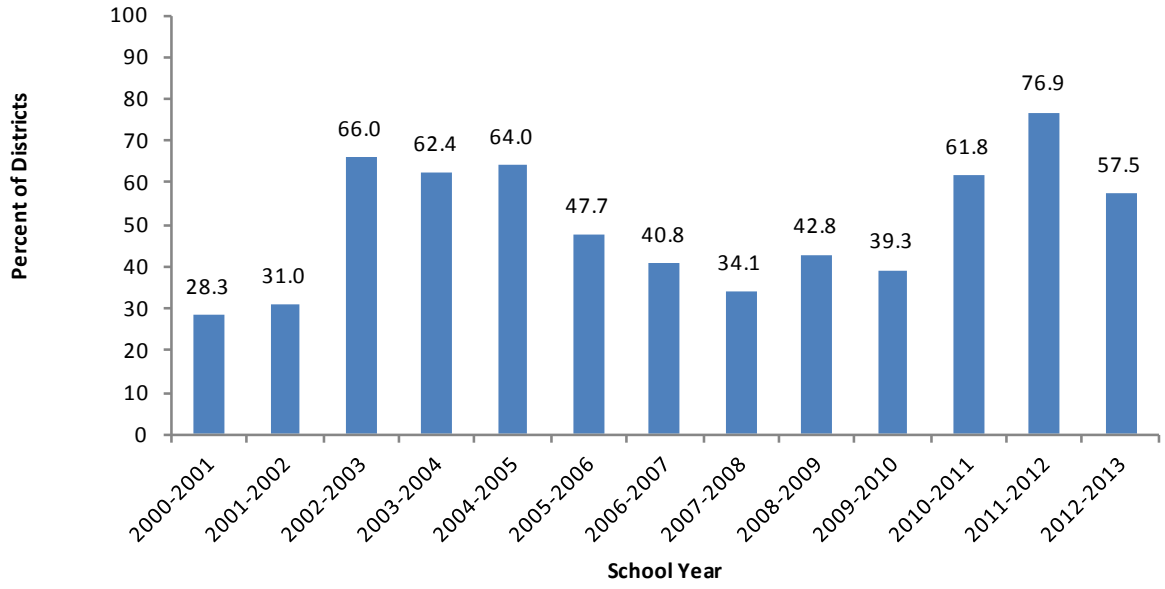
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2012-2013							
Number of Districts	48	105	87	76	22	10	348
Number of Districts w/Guarantee	44	71	46	31	7	1	200
Percent of Districts w/Guarantee	91.7%	67.6%	52.9%	40.8%	31.8%	10.0%	57.5%
Average Per Pupil	215	155	132	87	39	2	106
2011-2012							
Number of Districts	48	109	84	78	22	10	351
Number of Districts w/Guarantee	45	92	62	50	13	8	270
Percent of Districts w/Guarantee	93.8%	84.4%	73.8%	64.1%	59.1%	80.0%	76.9%
Average Per Pupil	325	223	206	129	123	77	137
2010-2011							
Number of Districts	52	112	87	76	22	10	359
Number of Districts w/Guarantee	45	76	58	36	6	1	222
Percent of Districts w/Guarantee	86.5%	67.9%	66.7%	47.4%	27.3%	10.0%	61.8%
Average Per Pupil	316	152	144	126	60	140	138
2009-2010							
Number of Districts	53	111	87	78	22	10	361
Number of Districts w/Guarantee	41	61	24	15	1	0	142
Percent of Districts w/Guarantee	77.4%	55.0%	27.6%	19.2%	4.5%	0.0%	39.3%
Average Per Pupil	355	179	131	68	37	0	149
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	$288	$143	$90	$35	$0	$0	$101

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.

Figure 7-6

Percent of Iowa Public School Districts with Budget Adjustment 2000-2001 to 2012-2013



Source: Iowa Department of Management, Master Budget files.

Bond Elections

The number of 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 2009-2010, 63.6 percent bond referendums passed. Table 7-19 lists the number of districts that attempted voter-approved physical plant and equipment referendums in 2009-2010 and 2010-2011. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2010-2011, 90.9 percent of the voter-approved physical plant and equipment referendums were passed.

Table 7-18

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 1997-1998, 2009-2010 and 2010-2011

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
2010-2011							
Number Attempted	0	1	3	5	0	0	9
<50 Percent	0	0	0	0	0	0	0
50-59.9 Percent	0	1	2	1	0	0	4
60 Percent +	0	0	1	4	0	0	5
2009-2010							
Number Attempted	1	4	1	4	0	1	11
<50 Percent	0	0	0	2	0	1	3
50-59.9 Percent	0	0	0	1	0	0	1
60 Percent +	1	4	1	1	0	0	7
1997-1998							
Number Attempted	3	10	23	16	6	0	58
<50 Percent	0	3	7	6	0	0	16
50-59.9 Percent	1	0	4	4	0	0	9
60 Percent +	2	7	12	6	6	0	33

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

Note: A 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.

Table 7-19

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2009-2010 and 2010-2011

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
2010-2011							
Number Attempted	3	3	5	7	2	2	22
<50 Percent	1	0	0	0	0	1	2
50 Percent +	2	3	5	7	2	1	20
2009-2010							
Number Attempted	10	11	7	8	2	1	39
<50 Percent	0	1	2	1	1	0	5
50 Percent +	10	10	5	7	1	1	34

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

Notes: A district could be included more than once if it had more than one VPPEL issue in a year.
FY 2002 was the first year the information was collected.

Secure an Advanced Vision for Education (SAVE)--Formerly Known as Local Option Sales and Services Tax for School Infrastructure

Local option/statewide sales and services tax 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 and 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 five percent to six 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 the local option/statewide sales and services tax depends whether the school district has a revenue purpose statement (RPS). Current law specifies the usage of sales and services tax revenue as dictated by the RPS. RPS requires voter approval for designating specific use of the sales and services tax. If there is no RPS, then the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 Use of revenues. RPSs in effect prior to July 1, 2008, are to remain in effect until amended or extended for each county. A school board may adopt a resolution for using the sales and services tax revenues solely for property tax relief by reducing indebtedness of the Physical Plant and Equipment Levy (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. Voter approved RPSs after July 1, 1998, are district statements – not county statements. The district approved RPS is effective until amended or repealed on December 31, 2029.

The formula for the distribution of statewide sales and services tax revenue through the Secure an Advanced Vision for Education (SAVE) fund continues to be based upon the amounts that school districts would have received under the former School Infrastructure Local Option Tax (SILO). SAVE was created as a separate and distinct fund in the state treasury under control of the Department of Revenue. Moneys in a fiscal year that are in excess of that needed to provide each school district with its formula amount shall be distributed and credited to the property tax equity and relief fund (PTER) created in section 257.16A. Estimated sales and services tax revenues for 2011-2012 were approximately $356.4 million.

Distribution of SAVE funds to school districts depends when the SILO was approved and also whether the sales tax capacity per student is above or below the guaranteed school infrastructure amount. Guaranteed school infrastructure amount means the statewide sales tax revenues per student, multiplied by the quotient of the tax rate percent imposed in the county, divided by 1 percent and multiplied by the quotient of the number of quarters the tax is imposed during the fiscal year divided by four quarters.

School districts that approved the SILO prior to April 1, 2003, and have a sales tax capacity per student above the guaranteed school infrastructure amount are allowed to keep all funds until the initial 10 years expire, but school districts that are below the guaranteed school infrastructure amount will receive their pro rata share of SILO plus a supplemental school infrastructure amount. School districts that approved the SILO on or after April 1, 2003, or schools that approved the continuation of the SILO, receive an amount equal to its pro rata share of local sales and services tax up to the guaranteed school infrastructure amount, but school districts below the guaranteed school infrastructure amount will receive an additional amount equal to its supplemental school infrastructure amount. School districts that approved SILO after January 1, 2007, and before July 1, 2007, receive all their money for the first five years before going into the SAVE fund. These funds have expired and the SAVE fund is set from 2011-2012 for approximately $23.9 million for 349 districts in all 99 counties.

Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure 1998-1999, 2009-2010 to 2011-2012

	1998-1999	2009-2010	2010-2011	2011-2012
Number of Counties with the Tax	3	99	99	99
Number of Districts Partly or Wholly Located in those Counties	28	361	359	348
Resident Budget Enrollment in those Counties	28,858.0	477,019.0	473,493.4	473,504.2
Estimated Revenues	$9,764,643	$352,351,252	$358,117,410	$356,483,791
Percent of Counties Participating	3.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	100.0%	100.0%	100.0%
Number of Counties Receiving SAVE Funds (Receiving in Next Fiscal Year)	0	51	85	99
Number of Districts Partly or Wholly Located in those Counties	0	247	339	349
Resident Budget Enrollment in those Counties	0.0	127,489.4	432,319.3	470,586.8
Estimated SAVE Revenues	$0	$18,221,352	$27,176,159	$23,909,079

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue records.

Total Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2011-2012 and 2012-2013 is shown in Table 7-21. The estimated state total budget increased by 2.3 percent between 2011-2012 and 2012-2013. State categorical funding includes Educational Excellence, Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement (program discontinued starting in FY 2003), and Student Achievement/Educator Quality. Beginning in 2009-2010, categorical roll-ins for Teacher Salary, Professional Development, Early

Intervention, AEA Teacher Salary and AEA Professional Development were added to the school aid formula. The breakdown of funding by category was about the same in 2011-2012 and 2012-2013.

Table 7-21

Iowa Elementary and Secondary Budget Detail 2000-2001, 2011-2012 and 2012-2013

	2000-2001		2011-2012		2012-2013	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	$2,175,673,579	66.7%	$2,796,608,755	56.1%	$2,852,500,203	55.9%
Guarantee Amount	$6,629,840	0.2%	$47,714,952	1.0%	$16,189,424	0.3%
Supplementary Weights	$21,887,590	0.7%	$71,003,979	1.4%	$65,649,616	1.3%
Special Education	$278,121,047	8.5%	$387,589,949	7.8%	$390,272,417	7.7%
Teacher Salary	-	0.0%	$242,374,238	4.9%	$246,077,000	4.8%
Professional Development	-	0.0%	$27,448,456	0.6%	$27,879,981	0.5%
Early Intervention	-	0.0%	$29,909,791	0.6%	$30,304,167	0.6%
AEA Media	$19,184,863	0.6%	$24,438,688	0.5%	$24,917,664	0.5%
AEA Ed Services	$21,167,941	0.6%	$27,017,032	0.5%	$27,544,860	0.5%
AEA Special Education	$107,245,598	3.3%	$142,077,239	2.9%	$144,512,141	2.8%
AEA Sharing Supplementary Weights	-	0.0%	$-	0.0%	$184,766	0.0%
AEA Teacher Salary	-	0.0%	$1,442,217	0.0%	$13,902,546	0.3%
AEA Professional Development	-	0.0%	$1,687,509	0.0%	$1,625,558	0.0%
AEA Prorated Budget Reduction	-	0.0%	$(27,500,000)	-0.6%	$(27,529,876)	-0.5%
Dropout SBRC	$40,504,621	1.2%	$103,619,970	2.1%	$96,692,370	1.9%
Other SBRC	$664,690	<0.1%	-	0.0%		
SWVPP Preschool	-	0.0%	$58,378,261	1.2%	$60,413,043	1.2%
Instructional Support	$109,749,562	3.4%	$185,557,383	3.7%	$189,896,936	3.7%
Educational Improvement	$317,837	<0.1%	$692,997	0.0%	$747,839	0.0%
Enrollment Audit Adjustment	$(695,392)	-0.0%	$(1,094,831)	-0.0%	($18,230)	0.0%
Property Tax Repayment Adjustment	-	0.0%	$31,790	0.0%	$734,370	0.0%
Management	$47,005,258	1.4%	$113,982,811	2.3%	$139,918,344	2.7%
Physical Plant & Equipment	$80,703,751	2.5%	$134,772,750	2.7%	$153,362,796	3.0%
67.5 Cent Schoolhouse	$668,203	<0.1%	$-	0.0%	-	0.0%
Playground and Library	$1,592,530	<0.1%	$2,216,251	0.0%	$2,228,294	0.0%
Debt Service	$99,375,793	3.0%	$111,597,976	2.2%	$131,645,853	2.6%
Estimated Miscellaneous State Categorical	$147,121,263	4.5%	$4,785,000	0.1%	$4,785,000	0.1%
Estimated Misc. Federal	$104,000,000	3.2%	$95,205,823	9.9%	$503,935,710	9.9%
Total	$3,260,918,574	100.0%	$4,981,558,986	100.0%	$5,098,372,792	100.0%

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.