The Annual

Condition of Education

Report

Iowa Department of Education

2013

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

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Dear Citizens of Iowa:

Our focus as an education system has been to pave the best path forward for Iowa's schools and students.

We know we must look beyond making sure all students get a high school diploma and ensure they are prepared with the knowledge and skills they need to succeed in postsecondary education and training.

Today's students must be ready to meet the demands of a competitive global marketplace, which emphasizes innovation, problem-solving and practical application of knowledge. This reality has been at the heart of recent efforts to significantly improve our school system in Iowa.

While we work to prepare our students and our state for the future, we also must take a look back to understand where we are and where we want to go – to find out what works and where improvements are needed.

The Annual Condition of Education report helps us do just that, with valuable information on student populations and demographics, teacher salaries and characteristics, student achievement results, and school financial data.

In addition to the typical information provided each year, this year's report highlights achievement data for 4-year-old children in the Statewide Voluntary Preschool Program (page 27), as well as teacher retention patterns (page 71).

We strive to provide the most useful data each year and will continue to do so in the years ahead. The Annual Condition of Education report is one resource that will help us work together to provide all students the best education possible.

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

Sincerely,

Brad A. Buck, Director

Iowa Department of Education

Acknowledgments

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

Introduction

The 2013 edition of *The Annual Condition of Education Report* provides a rich tapestry of information about Iowa's education system. The data presented in the report examines longitudinal trends about our students, our teachers, and our schools from many perspectives. Information such as demographic characteristics, assessment results, college readiness measures, courses taken, and financial health are just a few examples. Below are highlights from the 24th edition of the report. Please take the time to explore the expansive information in this report.

Enrollment

- Iowa continues to change and become more diverse.
- The number of minority students in public schools has doubled since 2000 and now is at an all-time high (95,673). Minority students are 20.2 percent of the student body.
- The percentage of students living in poverty continues to grow and now covers over 41 percent of the student body. In the 2012-2013 school year, 41 percent of students were eligible for free or reduced priced lunch.
- The number of students who are English language learners (ELL) has also doubled since 2000. In the 2012-2013 school year, 5 percent of students were reported as ELL.

Iowa Educators

- Iowa's average teacher salary of $50,240 ranks just under the midpoint compared with other states. Iowa's average teacher salary is 26th in national rankings and 7th compared to Midwest states.
- There is a clear association between teacher mobility and student achievement. Over a five-year period, schools with higher achievement were able to retain a larger percentage of their teaching workforce than schools with below average performance.
- There were 34,226 teachers in the state in 2011-2012, which is up slightly from 2000-2001 (33,610).

Student Performance

- For the 2011-13 biennium, there were notable differences in student performance for both reading and mathematics across grades 4, 8 and 11 from the prior year. The differences are due to the introduction of new Iowa Assessment forms.
- A decrease can be found in fourth grade Iowa Assessment results in reading and mathematics proficiency percentages in the 2011-2013 biennium.
- Decreases in student performance are seen in eighth grade Iowa Assessment proficiency results in both mathematics and reading for the 2011-2013 biennium.
- Increases in student performance can be found in 11th grade Iowa Assessment proficiency for both reading and mathematics during the 2011-2013 biennium.
- 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.
- 40.2 percent of the graduating class of 2013 reported taking a high-level mathematics course.

- Two-thirds (66.4 percent) of the class of 2013 reported taking chemistry, while 26.6 percent took physics.

Highlights can be found in several key areas: graduation rate, ACT performance, and Advanced Placement (AP) opportunities.

- The four-year cohort graduation rate for the class of 2012 was 89.3 percent. Iowa continues to have one of the highest graduation rates in the nation.
- The percentage of Iowa students taking the ACT was 66 percent for the class of 2013. The national percentage of students taking the ACT continues to increase and was 54 percent in 2013.
- 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 (22.1) continues to rank second. The average composite score remains unchanged from 2012.
- The number of Iowa students taking AP courses continues to climb in 2013 (17,628). There were also 11,084 AP exams taken in 2013 which increased by over 1,200 from 2012.

Technology Readiness

- Iowa districts spent $174.40 per student for hardware and software during the 2011-2012 school year. Up from $86.20 per student in 2000-2001.
- The number of computers available to Iowa students continues to increase. In 2012-2013, there were approximately 1.7 students per computer.
- Iowa schools have a need for high-speed bandwidth for digital learning.
- Statewide, most high schools are equipped with 50 MB or less of bandwidth (67.3 percent). This compares to 54.7 percent of middle schools and 51.5 percent of elementary schools.

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, Student Reporting in Iowa (SRI, formerly known as EASIER), and Iowa special education records.

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

Enrollment in 2012-2013 increased after a 14-year decline since 1997-1998. The public school enrollment projection shows an enrollment increase in the next five years, while the nonpublic school enrollment trend remained the same (Figure 1-1). More than two-thirds of Iowa public school districts in 2000-2001 had district enrollments less than 1,000 and these districts served about 28 percent of K-12 students. Over two-thirds of the districts in 2012-2013 had less than 1,000 students and served 26 percent of K-12 public school students (Table 1-3). There are nine AEAs in Iowa that serve students. The largest is Heartland AEA which serves 26.8 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 2012-2013 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 2012-2013, 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 before and the percent reduced to 12.1 in 2012-2013 (Table 1-8).

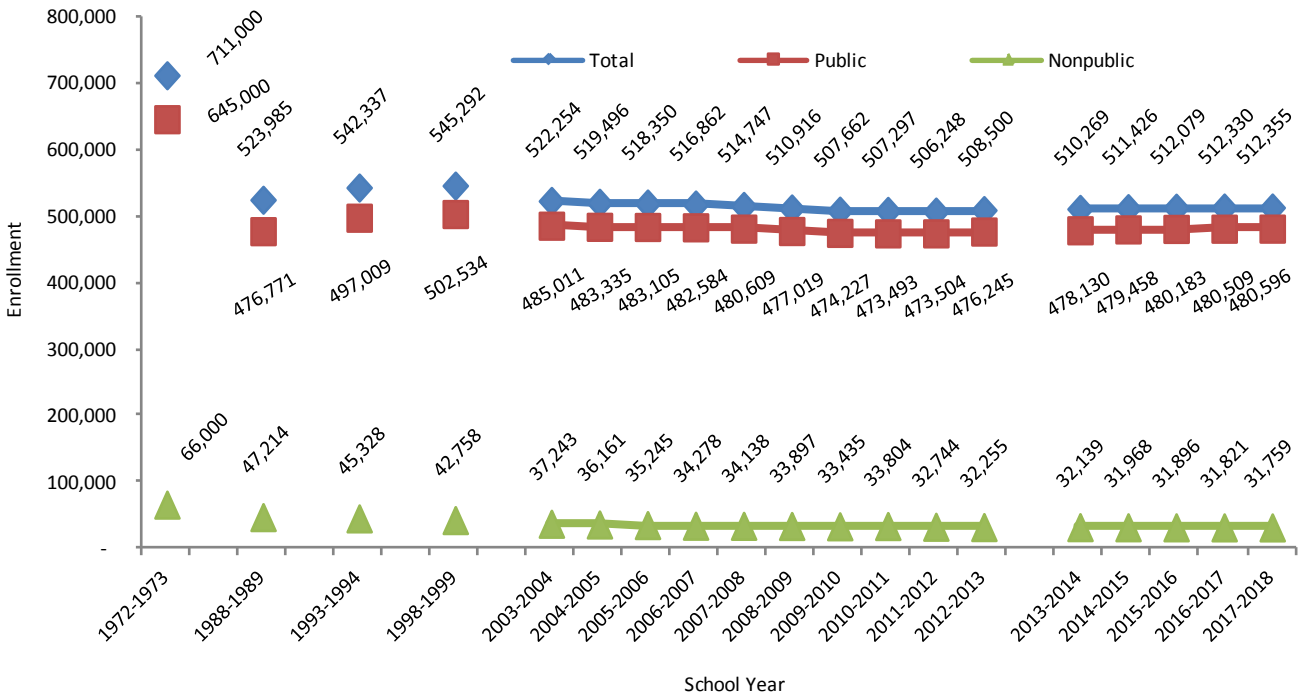
The percent of minority students in public and nonpublic schools continued to increase in 2012-2013 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11). The percent of English Language Learner (ELL) students in public and nonpublic schools increased in 2012-2013 (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student is eligible for 0.22 weighted funding for four years. Districts with more students had more weighted ELL students in all years presented in Table 1-13.

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

Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments
1972-1973, 1988-1989, 1993-1994, 1998-1999, 2003-2004 to 2012-2013 and
Projected Enrollments 2013-2014 to 2017-2018



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2011-2012 to 2012-2013 and Projected Enrollments 2013-2014 to 2017-2018 by Grade

	Enrollment		Projected Enrollment				
Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	39,877	40,908	40,302	39,717	38,773	38,190	38,087
1	35,960	36,878	37,301	36,748	36,214	35,353	34,822
2	35,541	36,035	36,889	37,311	36,758	36,224	35,363
3	35,508	35,609	36,178	37,035	37,459	36,904	36,368
4	35,127	35,644	35,696	36,266	37,125	37,550	36,994
5	35,302	35,296	35,772	35,824	36,397	37,259	37,686
6	35,705	35,637	35,499	35,978	36,031	36,606	37,474
7	35,670	36,213	36,126	35,986	36,472	36,525	37,109
8	35,730	35,859	36,367	36,279	36,138	36,626	36,680
9	36,929	36,946	37,183	37,711	37,619	37,473	37,979
10	36,518	36,417	36,306	36,540	37,058	36,968	36,825
11	35,637	35,722	35,431	35,323	35,550	36,054	35,967
12	37,076	36,451	36,466	36,168	36,058	36,290	36,804
PKIEP	2,923	2,631	2,617	2,573	2,532	2,485	2,439
State	473,504	476,245	478,130	479,458	480,183	480,509	480,596

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

Notes: PKIEP: prekindergarten individualized education programs.
Figures may not total due to rounding.

Table 1-2

Iowa's Nonpublic School K-12 Enrollments 2011-2012 to 2012-2013 and Projected Enrollments 2013-2014 to 2017-2018 by Grade

	Enrollment		Projected Enrollment				
Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	3,251	3,360	3,233	3,157	3,126	3,109	3,151
1	3,045	3,070	3,237	3,115	3,041	3,012	2,996
2	2,973	2,972	3,013	3,177	3,058	2,985	2,956
3	2,884	2,935	2,916	2,957	3,118	3,001	2,929
4	2,898	2,818	2,894	2,876	2,916	3,075	2,959
5	2,889	2,806	2,757	2,832	2,814	2,853	3,008
6	2,822	2,689	2,661	2,615	2,686	2,669	2,706
7	2,375	2,428	2,285	2,261	2,222	2,282	2,267
8	2,360	2,322	2,380	2,239	2,216	2,178	2,236
9	1,827	1,747	1,791	1,835	1,727	1,709	1,679
10	1,863	1,688	1,674	1,716	1,758	1,654	1,637
11	1,818	1,744	1,644	1,630	1,671	1,712	1,611
12	1,739	1,676	1,653	1,558	1,545	1,584	1,623
State	32,744	32,255	32,139	31,968	31,896	31,821	31,759

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

K-12 Enrollments by District Size Category

Table 1-3

Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2011-2012, and 2012-2013

	2000-2001				2011-2012				2012-2013			
Enrollment Category	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	51	14.5	10,835	2.3	46	13.2	9,576	2.0
300-599	116	31.0	52,162	10.6	107	30.5	49,020	10.4	108	31.0	48,758	10.2
600-999	104	27.8	78,916	16.0	85	24.2	63,052	13.3	87	25.0	65,051	13.7
1,000-2,499	83	22.2	126,118	25.5	76	21.7	114,555	24.2	75	21.6	113,970	23.9
2,500-7,499	24	6.4	96,410	19.5	22	6.3	97,133	20.5	21	6.0	91,060	19.1
7,500+	9	2.4	132,509	26.8	10	2.8	138,910	29.3	11	3.2	147,830	31.0
State	374	100.0	494,291	100.0	351	100.0	473,504	100.0	348	100.0	476,245	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 2012-2013

	Public Schools		Nonpublic Schools		Total	
AEA	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone 1	29,300	6.2	4,485	13.9	33,785	6.6
AEA 267	62,643	13.2	3,104	9.6	65,747	12.9
Prairie Lakes 8	29,923	6.3	2,226	6.9	32,149	6.3
Mississippi Bend 9	47,272	9.9	3,001	9.3	50,273	9.9
Grant Wood 10	66,663	14.0	4,432	13.7	71,095	14.0
Heartland 11	128,033	26.9	8,007	24.8	136,040	26.8
Northwest 12	38,261	8.0	4,881	15.1	43,142	8.5
Green Hills 13	38,435	8.1	1,079	3.3	39,514	7.8
Great Prairie 15	35,716	7.5	1,040	3.2	36,756	7.2
State	476,245	100.0	32,255	100.0	508,500	100.0

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

Note: Figures may not total due to rounding.

Open Enrollment

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students
1990-1991, 1995-1996, 2000-2001, 2003-2004 to 2012-2013

	% Open Enrolled Out	# Open Enrolled Out	Certified Enrollment
1990-1991	0.6	2,757	483,399
1995-1996	2.5	12,502	504,505
2000-2001	3.8	18,554	494,291
2003-2004	4.5	21,605	485,011
2004-2005	4.6	22,085	483,335
2005-2006	4.8	23,155	483,105
2006-2007	5.0	24,251	482,584
2007-2008	5.2	24,882	480,609
2008-2009	5.1	24,411	477,019
2009-2010	5.2	24,884	474,227
2010-2011	5.5	25,831	473,493
2011-2012	5.6	26,743	473,504
2012-2013	5.8	27,651	476,245

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

Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Size 2000-2001, 2011-2012, and 2012-2013

		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
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	-3,321.1	
	# 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
2012-2013	Total # Districts	46	108	87	75	21	11	348
	# Students	9,575.7	48,757.9	65,051.0	113,970.5	91,060.1	147,829.8	476,245.0
	# Students Open in	876.5	5,828.3	5,348.6	7,821.1	5,344.9	2,431.9	27,651.3
	# Students Open out	1,936.9	4,923.4	4,550.9	5,377.4	4,712.4	6,150.3	27,651.3
	Net Gains/Losses	-1,060.4	904.9	797.7	2,443.7	632.5	-3,718.4	0.0
	# Districts wt Gains	7	50	45	45	12	0	159
	# Districts wt Losses	37	58	41	30	9	11	186
	# Districts wt no gain/loss	2	0	1	0	0	0	3

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

Notes: wt indicates with.

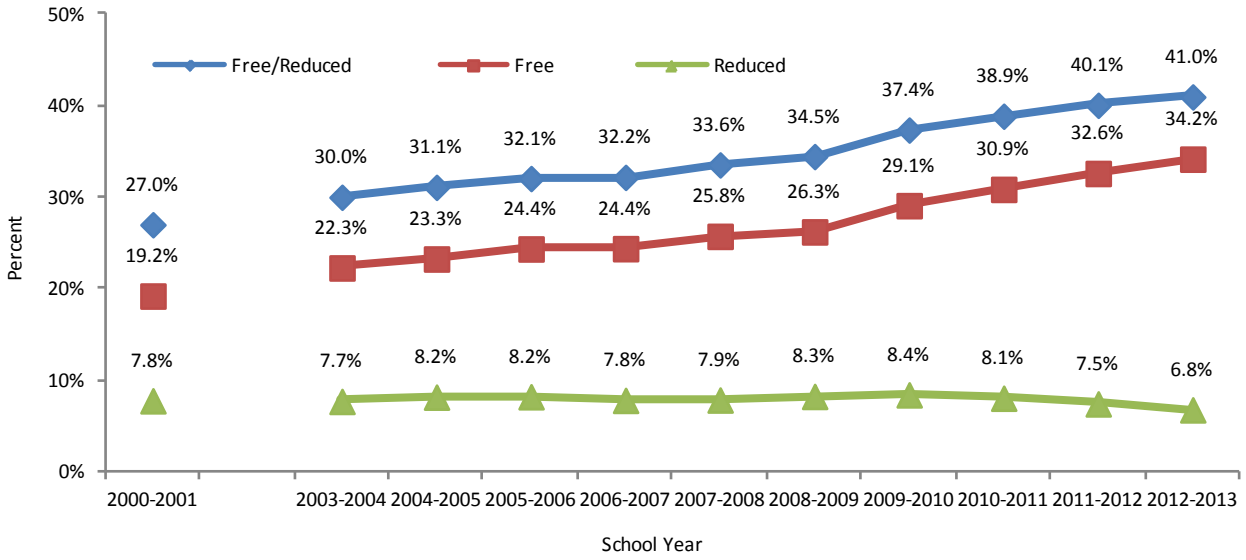
Figures may not total due to rounding.

Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2

Percent of Public School K-12 Students Eligible for Free or Reduced Price Meals
2000-2001, 2003-2004 to 2012-2013



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

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category
2000-2001, 2011-2012, and 2012-2013

	2000-2001			2011-2012			2012-2013		
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	9,019	4,036	44.7	7,747	3,438	44.4
300-599	50,933	13,511	26.5	49,230	17,560	35.7	49,449	17,742	35.9
600-999	77,327	17,966	23.2	63,453	22,350	35.2	65,730	24,025	36.6
1,000-2,499	122,830	29,876	24.3	116,159	42,786	36.8	115,555	43,303	37.5
2,500-7,499	93,322	21,433	23.0	96,812	32,684	33.8	91,180	33,435	36.7
7,500+	125,804	43,874	34.9	134,426	68,627	51.1	142,947	71,917	50.3
State	476,927	128,916	27.0	469,099	188,043	40.1	472,608	193,860	41.0

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

Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Enrollment 2000-2001, 2003-2004 to 2012-2013

School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2003-2004	13.4	65,027	485,011
2004-2005	13.5	65,065	483,335
2005-2006	13.3	64,350	483,105
2006-2007	13.1	63,411	482,584
2007-2008	12.9	61,859	480,609
2008-2009	12.7	60,581	477,019
2009-2010	12.6	59,967	474,227
2010-2011	12.7	60,223	473,493
2011-2012	12.5	59,104	473,504
2012-2013	12.1	57,494	476,245

Sources: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment files and Division of Learning and Results, Bureau of Learner Strategies and Supports, December 1 Special Education files.

Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2011-2012, and 2012-2013

	2000-2001		2011-2012		2012-2013	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	46,250	9.7	90,673	19.3	95,370	20.2
African American	18,510	3.9	24,189	5.2	24,621	5.2
American Indian	2,447	0.5	2,155	.5	2,034	0.4
Asian	8,274	1.7	9,817	2.1	10,229	2.2
Native Hawaiian/Pacific Islander	-	-	725	.2	806	0.2
Two or More Races	-	-	12,206	2.6	13,701	2.9
Hispanic	17,019	3.6	41,581	8.9	43,979	9.3
White	430,677	90.3	378,426	80.7	377,238	79.8
Total	476,927	100.0	469,099	100.0	472,608	100.0

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

Table 1-10

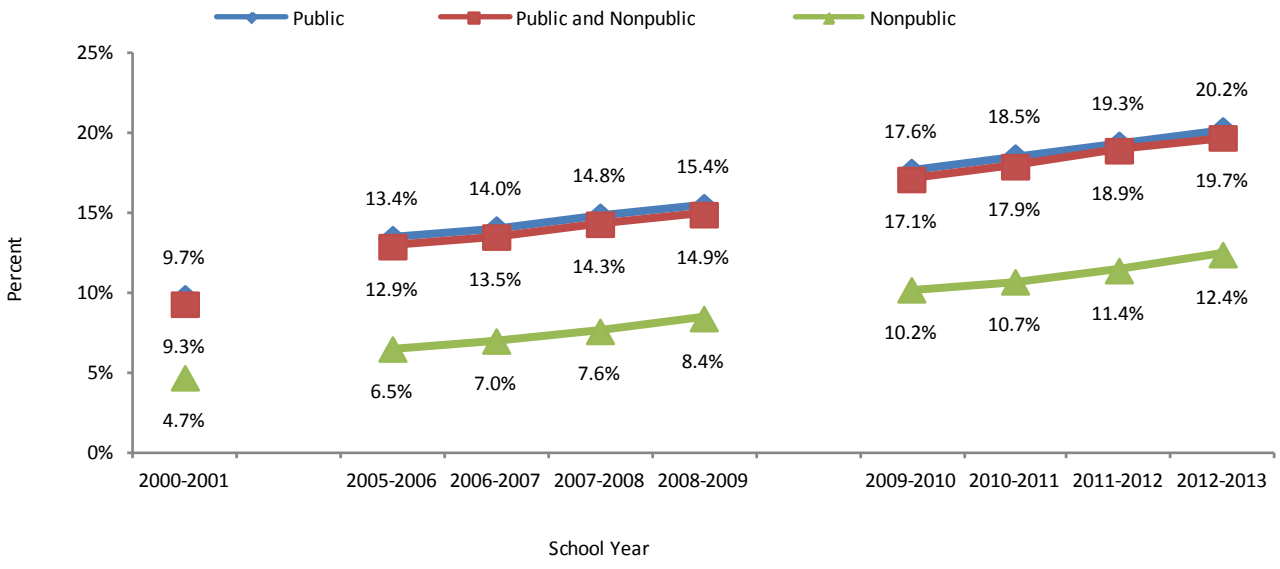
Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2011-2012, and 2012-2013

	2000-2001		2011-2012		2012-2013	
Race/Ethnicity Group	N	%	N	%	N	%
All Minority	1,946	4.7	3,729	11.4	3,989	12.4
African American	492	1.2	588	1.8	574	1.8
American Indian	70	0.2	61	0.2	53	0.2
Asian	563	1.4	760	2.3	824	2.6
Native Hawaiian/Pacific Islander	-	-	80	0.2	87	0.3
Two or More Races	-	-	548	1.7	466	1.5
Hispanic	821	2.0	1,692	5.2	1,985	6.2
White	39,118	95.3	29,015	88.6	28,266	87.6
Total	41,064	100.0	32,744	100.0	32,255	100.0

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

Figure 1-3

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006 to 2012-2013



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

Table 1-11

Iowa's Public School Percent of K-12 Minority Students by Enrollment Size 2000-2001, 2011-2012, and 2012-2013

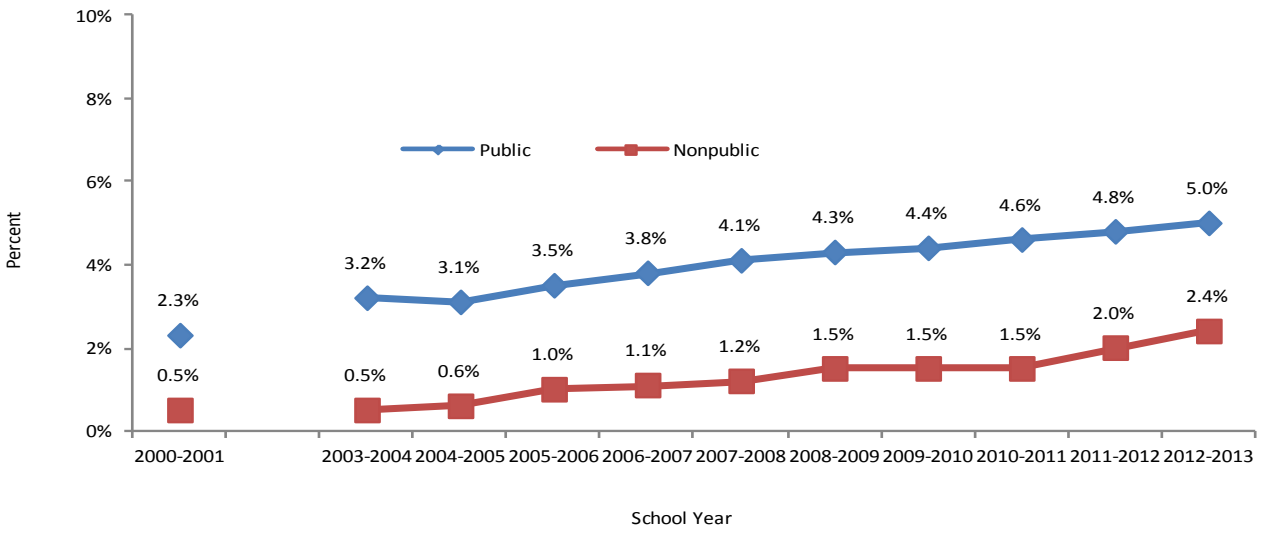
Enrollment Category	2000-2001	2011-2012	2012-2013
<300	1.5	6.9	6.7
300-599	2.4	6.9	6.6
600-999	2.6	8.4	9.3
1,000-2,499	5.9	13.2	14.0
2,500-7,499	9.0	19.0	20.4
7,500+	21.7	35.3	35.5
State	9.7	19.3	20.2

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

Enrollment of English Language Learners (ELL)

Figure 1-4

Percent of Public School and Nonpublic School K-12 Students that are English Language Learners 2000-2001, 2003-2004 to 2012-2013



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

Table 1-12

Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language 2000-2001, 2011-2012, and 2012-2013

Language	2000-2001	2011-2012	2012-2013
Spanish; Castilian	7,014	16,171	16,968
Vietnamese	766	897	921
Bosnian	363	807	748
Karen languages		428	577
Arabic	81	472	534
Chinese	80	301	348
Lao	409	333	312
Swahili		202	234
Somali		190	230
Russian	65	211	197
Marshallese		149	166
German	153	146	148
Hmong		103	138
Rundi		136	133
Burmese		85	130
Korean	76	114	128
Nepali		95	122
Dinka		106	120
Creole/Pidgins, English based		109	120
Germanic (Other)			113
Nilo Sahara		104	86
French		71	84
Tagalog		67	76
Pohnpeian		72	63
Telugu			62
Ukranian		57	59
Hindi			57
Chuukese			51
Urdu		56	50
Serbian;Srpski	434		
Serbo-Croation	556		
Thai Dam	142		
Cambodian	101		
Other	1,024	1,568	1,581
Total	11,264	23,050	24,556

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

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

Table 1-13

Iowa's Public School K-12 Weighted English Language Learners by Enrollment Size
2000-2001, 2011-2012, and 2012-2013

	2000-2001		2011-2012		2012-2013	
Enrollment Category	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL	K-12 Enrollment	# Weighted ELL
<300	8,176	23	10,835	48	9,576	59
300-599	52,162	237	49,020	371	48,758	254
600-999	78,916	530	63,052	871	65,051	1,196
1,000-2,499	126,118	1,848	114,555	3,154	113,971	3,366
2,500-7,499	96,410	1,348	97,133	2,740	91,060	2,568
7,500+	132,509	4,165	138,910	7,348	147,830	7,975
State	494,291	8,151	473,504	14,532	476,245	15,418

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

Migrant Student Enrollment

Table 1-14

Percent of Public School K-12 Migrant Enrollment 2004-2005 to 2012-2013

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

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

Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) forms and the Student Reporting in Iowa (SRI, formerly EASIER) student level data collection. This chapter describes preschool and kindergarten programs in 2012-2013 and previous school years.

Preschool Programs

Preschool Enrollment

Districts throughout the state offer preschool to three- and four-year-old children. Table 2-1 shows the number of districts that offered preschool the past five years and Table 2-2 shows the public school preschool enrollment by enrollment category for the past two years. The number of districts offering preschool has increased since 2008-2009. Table 2-3 shows the breakdown of preschool students by subgroup for the past two years. The breakdown was about the same for both years.

Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2008-2009 to 2012-2013

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
2012-2013			
<300	46	38	82.6
300-599	108	101	93.5
600-999	87	85	97.7
1,000-2,499	75	75	100.0
2,500-7,499	21	21	100.0
7,500+	11	11	100.0
State	348	331	95.1

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

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category 2011-2012 and 2012-2013

Enrollment Category	N	%	N	%
	2011-2012		2012-2013	
<300	934	3.4	668	3.4
300-599	3,688	13.2	3,527	13.2
600-999	3,917	14.0	3,949	14.0
1,000-2,499	7,096	25.5	6,933	25.5
2,500-7,499	4,887	17.5	4,847	17.5
7,500+	7,358	26.4	7,810	26.4
State	27,880	100.0	27,734	100.0

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

Table 2-3

Iowa Public School Preschool Students by Subgroup 2011-2012 and 2012-2013

	2011-2012		2012-2013	
Subgroup	N	%	N	%
All Minority	5,385	19.3	5,701	20.6
African American	1,255	4.5	1,275	4.6
American Indian	93	0.3	94	0.3
Asian	442	1.6	536	1.9
Native Hawaiian/Pacific Islander	34	0.1	42	0.2
Two or More Races	841	3.0	949	3.4
Hispanic	2,720	9.8	2,805	10.1
White	22,495	80.7	22,033	79.4
ELL	152	0.5	35	0.1
Eligible for Free/Reduced Price Lunch	7,647	27.4	7,687	27.7
Male	14,794	53.1	14,498	52.3
Female	13,086	46.9	13,236	47.7
Total	27,880	100.0	27,734	100.0

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

Statewide Voluntary Preschool Program for Four-Year-Old Children

The Statewide Voluntary Preschool Program (SWVPP) for Four-Year-Old Children was established May 10, 2007, with signing of House File (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 early childhood licensed teaching staff. The allocation of funds for the SWVPP is to improve access to high quality early childhood education through predictable, equitable and sustainable funding to increase the number of children participating in quality programs.

Table 2-4 shows the number of districts that have participated in the SWVPP since 2007-2008. The same table and Figure 2-1 represents the number of four-year-old children funded from 2007-2008 to 2012-2013. Numbers of students served in Table 2-4 include the children who are younger or older (ages 3 and 5) who participate in the quality preschool program (see the last row in Table 2-4).

Table 2-4

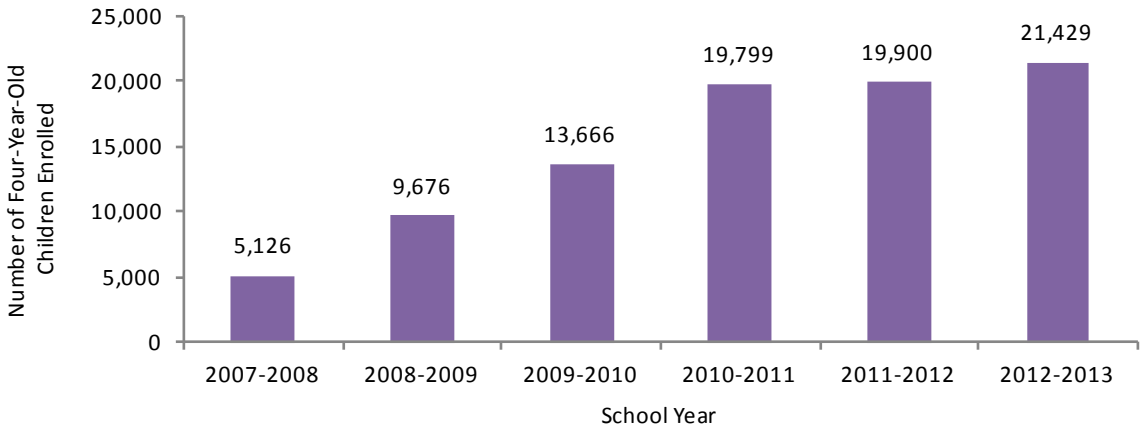
Statewide Voluntary Preschool Program Data, 2007-2008 to 2012-2013

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number Districts Participated	67	119	175	325	317	314
Number of Students Funded	5,126	9,676	13,666	19,799	19,900	21,429
Number of Students Served	5,126	9,769	14,386	24,166	23,163	23,617

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

Figure 2-1

Statewide Voluntary Preschool Program Funded Enrollment Count 2007-2008 to 2012-2013



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

The number of SWVPP students by age and Individualized Education Plan (IEP) status is shown in Table 2-5. Instructional IEPs and support-only IEPs are listed separately since they have different funding sources. The number of students receiving special education services (IEP) in SWVPP decreased between 2011-2012 and 2012-2013. Each year of data provided in Tables 2-5 and 2-6 represents an independent cohort of students; however, some children may have participated in the SWVPP both years based on a child's IEP. Table 2-6 indicates the number of four-year-old children served in the SWVPP by race/ethnicity, gender, and free/reduced price meals. 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 numbers of three-year-old children and five-year-old children served in SWVPP decreased between 2011-2012 and 2012-2013 while the number of four-year-old children served in SWVPP increased between the two years. Overall, the numbers of students funded and served in SWVPP increased in 2012-2013.

Table 2-5

SWVPP Students Served by Age and IEP Status 2011-2012 and 2012-2013

	2011-2012				2012-2013			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	481	778	160	1,419	311	653	104	1,068
IEP Support Services	30	241	8	279	27	351	15	393
Regular Education	1018	20,041	406	21,465	570	21,251	335	22,156
Total Served	1,529	21,060	574	23,163	908	22,255	454	23,617

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

Table 2-6

SWVPP Students Served by Subgroup 2011-2012 and 2012-2013

	2011-2012									
	IEP Instruction	%	Age 3	%	Age 4	%	Age 5	%	All	%
All Students Served	1,419		1,048		20,282		414		23,163	
All Minority	263	18.5%	144	13.7%	3,547	17.5%	24	5.8%	3,978	17.2%
African American	54	3.8%	29	2.8%	699	3.4%	2	0.5%	784	3.4%
American Indian	9	0.6%	3	0.3%	70	0.3%	0	0.0%	82	0.4%
Asian	25	1.8%	11	1.0%	339	1.7%	3	0.7%	378	1.6%
Native Hawaiian/ Pacific Islander	2	0.1%	4	0.4%	22	0.1%	0	0.0%	28	0.1%
Two or More Races	53	3.7%	25	2.4%	569	2.8%	4	1.0%	651	2.8%
Hispanic	120	8.5%	72	6.9%	1,848	9.1%	15	3.6%	2,055	8.9%
White	1,156	81.5%	904	86.3%	16,735	82.5%	390	94.2%	19,185	82.8%
ELL	3	0.2%	0	0.0%	107	0.5%	1	0.2%	111	0.5%
Free/Reduced Meal	647	45.6%	310	29.6%	4,308	21.2%	79	19.1%	5,345	23.1%
Female	441	31.1%	518	49.4%	10,040	49.5%	142	34.3%	11,141	48.1%
Male	978	68.9%	530	50.6%	10,242	50.5%	272	65.7%	12,022	51.9%
	2012-2013									
All Students Served	1,068		597		21,602		350		23,617	
All Minority	246	23.0%	57	9.5%	4,156	19.2%	30	8.6%	4,490	19.0%
African American	65	6.1%	15	2.5%	834	3.9%	5	1.4%	919	3.9%
American Indian	10	0.9%	1	0.2%	75	0.3%	2	0.6%	88	0.4%
Asian	14	1.3%	8	1.3%	416	1.9%	3	0.9%	441	1.9%
Native Hawaiian/ Pacific Islander	2	0.2%	0	0.0%	33	0.2%	0	0.0%	35	0.1%
Two or More Races	44	4.1%	7	1.2%	699	3.2%	8	2.3%	758	3.2%
Hispanic	111	10.4%	26	4.4%	2,099	9.7%	12	3.4%	2,248	9.5%
White	822	77.0%	540	90.5%	17,446	80.8%	320	91.4%	19,128	81.0%
ELL	1	0.1%	0	0.0%	23	0.1%	0	0.0%	24	0.1%
Free/Reduced Meal	520	48.7%	113	18.9%	4,913	22.7%	59	16.9%	5,605	23.7%
Female	328	30.7%	290	48.6%	10,709	49.6%	133	38.0%	11,460	48.5%
Male	740	69.3%	307	51.4%	10,893	50.4%	217	62.0%	12,157	51.5%

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

Note: SWVPP: Statewide Voluntary Preschool Program

Kindergarten

School districts report the type of Kindergarten Program offered in their districts on the Spring Basic Educational Data Survey (BEDS). The types of kindergarten program reported include all day every day, half day every day, alternate day, three days a week and other combinations. As shown in Table 2-7, the majority of districts in 2012-2013 offered all day, every day kindergarten.

School districts in Iowa have been required by Iowa Administrative Code 279.60 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/ Student Reporting in Iowa since 2006-2007. The DE has a list of approved assessments that can be used to implement the requirements of IAC 279.60; however, a district may administer an assessment that is not on the list as long as it addresses technical adequacy.

In both years shown in Table 2-8, more than half of all of the buildings in 2011-2012 and 2012-2013 used the DIBELS or DIBELS Next assessment. Table 2-9 and Figure 2-2 display the number and percent of public school kindergarten students by the type of kindergarten literacy assessment taken in the last three years.

Phonemic awareness is measured differently by each kindergarten literacy assessment. The DIBELS Next, First Sound Fluency (FSF) subtest measures if children recognize beginning sounds of words by pointing to the picture matching that sound. The Yopp-Singer full test and the Basic Reading Inventory (BRI) phoneme segmentation subtest measure whether or not a child can break words into sounds. The subtests of the Phonological Awareness Test (PAT) measure whether students can blend sounds, rhyme, or delete sounds from words.

Table 2-10 lists the number of students assessed and the number proficient by assessment. The percent of proficient students increased over the past two years as measured by Yopp-Singer, and PAT Blending and Deletion subtests. The percent of children proficient based on DIBELS decreased. Performance varied for children from year to year based on BRI, BRI & Yopp-Singer combined, and the PAT Rhyming subtest.

Table 2-7

Iowa Public School Kindergarten Program Type 2012-2013

Enrollment Category	Number of Districts	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	46	44	95.7%
300-599	108	105	97.2%
600-999	87	86	98.9%
1,000-2,499	75	73	97.3%
2,500-7,499	21	19	90.5%
7,500+	11	10	90.9%
State	348	337	96.8%

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

Table 2-8

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered 2011-2012 to 2012-2013

	2011-2012		2012-2013	
Assessment	Number	Percent	Number	Percent
DIBELS	222	33.4%	146	22.1%
DIBELS Next	192	28.9%	246	37.2%
DRA	14	2.1%	14	2.1%
Yopp-Singer + BRI	48	7.2%	45	6.8%
PAT	58	8.7%	54	8.2%
PAP	69	10.4%	70	10.6%
Other	138	20.8%	80	12.1%
Observation Study	18	2.7%	19	2.9%
Total KG buildings	665		662	

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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include district offices that may have reported Kindergarten Literacy Assessment (KLA) data.
The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Districts may offer more than one kind of assessment tool, so percentages don't add up as 100%.

Table 2-9

Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2010-2011 to 2012-2013

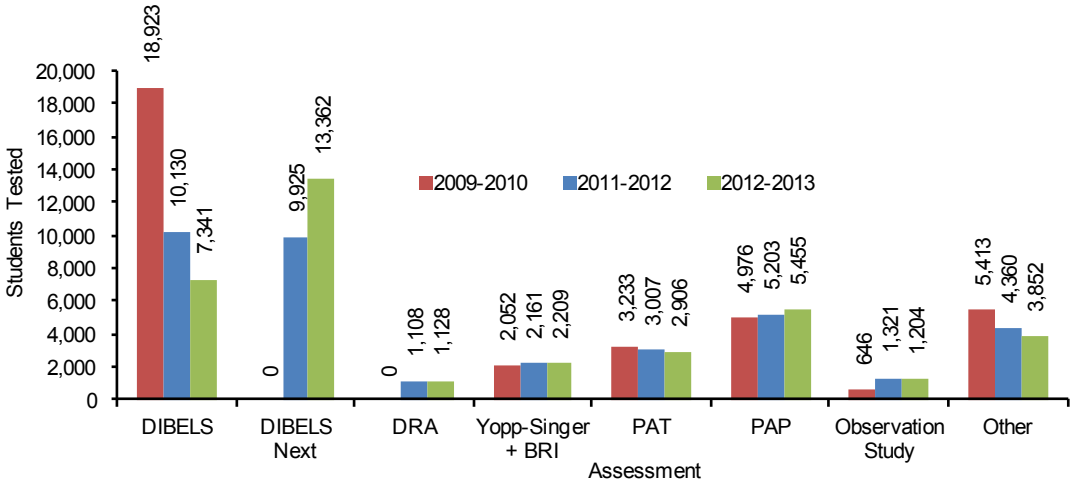
	2010-2011		2011-2012		2012-2013	
Assessment	Number	Percent	Number	Percent	Number	Percent
DIBELS	18,923	53.7%	10,130	27.2%	7,341	19.2%
DIBELS Next	0	0.0%	9,925	26.7%	13,362	35.0%
DRA	0	0.0%	1,108	3.0%	1,128	3.0%
Yopp-Singer + BRI	2,052	5.8%	2,161	5.8%	2,209	5.8%
PAT	3,233	9.2%	3,007	8.1%	2,906	7.6%
PAP	4,976	14.1%	5,203	14.0%	5,455	14.3%
Observation Study	646	1.8%	1,321	3.5%	1,204	3.2%
Other	5,413	15.4%	4,360	11.7%	3,852	10.1%
Total Tested	35,243	100.0%	37,215	100.0%	37,457	98.2%
Total Students Tested	35,243	97.0%	37,215	99.97%	37,457	98.2%
Total Not Tested	1,086	3.0%	10	0.03%	686	1.8%
Total Kindergarten Students	36,329	100.0%	37,225	100.0%	38,143	100.0%

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

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

Figure 2-2

Number of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2009-2010 and 2011-2012 to 2012-2013



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

Notes: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Table 2-10

Kindergarten Literacy Assessment Number and Percent Proficient, 2010-2011 to 2012-2013

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
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%
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	Student age >=6	558		
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%
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	Student age >=6	465		

Table 2-10 (...continued)

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
2012-2013				
DIBELS	Initial Sounds Fluency	7,341	4,342	59.1%
DIBELS Next	First Sound Fluency	13,362	8,585	64.2%
BRI	Phoneme Segmentation	301	24	8.0%
Yopp-Singer	Full Test	1,908	79	4.1%
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	2,209	103	4.7%
PAT	Blending	2,906	2,041	70.2%
PAT	Deletion	2,906	1,391	47.9%
PAT	Rhyming	2,906	1,886	64.9%
PAT	Student age >=6			

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

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

Preschool Attendance (Parent Perception)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through EASIER/Student Reporting in Iowa in the fall. Districts gather information on preschool experience through parent report or district records. The term “preschool” has not been specifically defined in legislation and thus could result in different meanings ranging from a childcare to a private enterprise. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. Since 2010-2011, the percent of students attending preschool prior to kindergarten has decreased and slightly increased again. This variability may be due to improved reliability of the data collection as districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification prior to kindergarten entry.

Table 2-11

Iowa Public School Kindergarten Students Preschool Attendance, 2010-2011 to 2012-2013

	2010-2011		2011-2012		2012-2013	
	Number	Percent	Number	Percent	Number	Percent
K Students who attended Preschool	24,197	66.6%	23,940	62.5%	25,624	64.5%
K Students who did not attend Preschool	12,132	33.4%	14,368	37.5%	14,106	35.5%
Total K Students	36,329	100.0%	38,308	100.0%	39,730	100.0%

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

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.
The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Evaluation of the Effectiveness of the Statewide Voluntary Preschool Program (SWVPP) Second Cohort (2008-2009)

Background

Over the years, Iowa's school districts have gone from offering no preschool programs to currently offering a variety of preschool instructional programs. Some preschools have been supported by local or private funds while others have been supported by state and federal funds. Funding has typically driven the type of program standards implemented. The programs offered have ranged in comprehensive services as well as length and frequency of sessions provided.

In 2007, the Statewide Voluntary Preschool Program for Four-Year-Old Children (SWVPP) was adopted by state legislators (IAC 256C) for implementation during the 2007-2008 school year. The SWVPP established a common foundation regarding program standards and personnel requirements. These included an emphasis on meeting quality program standards, employing licensed teachers, and providing a minimum of 10 hours of instruction using research-based curriculum with ongoing assessment to meet children's learning needs. Districts applied for first year start-up grant funds on a competitive basis each of the first three years of the four-year grant phases of the SWVPP. During the first two years, the applications were rated based on priorities and considerations indicated in the law [IAC 281—16.9 (256C.279)]. Two priorities included consideration of districts that did not have an existing preschool as well as districts that had a high percentage of students on free or reduced lunch status. In the first year, 66 of the 364 school districts were awarded grant funds (5,126 children). In the second year (2008-2009), 49 more school districts were awarded grant funds (9,676 children).

The purpose of this study is to examine the second cohort of the SWVPP and the impact for those preschoolers' later academic success. Data analysis was completed by statisticians with review of the program implications provided by early childhood consultants at the Iowa Department of Education. This study examines academic outcomes for the participants of the SWVPP. Specifically, kindergarten literacy and third-grade literacy and math results were examined for the second cohort of preschoolers who participated in the program during the 2008-2009 school year.

Kindergarten Literacy Assessment Results

The first data analysis was completed using the Kindergarten Literacy Assessment (KLA) data for children who participated in the SWVPP in 2008-2009. In 2005, the General Assembly passed legislation requiring local school districts to administer Dynamic Indicators of Basic Early Literacy Skills-6th Edition (DIBELS) or a kindergarten benchmark assessment approved by the Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. This legislation also required school districts to collect, from each parent or guardian of a kindergarten student enrolled in the district, information including but not limited to preschool attendance and demographic factors. School districts report their kindergarten literacy assessment and preschool attendance information to the DE on an annual basis.

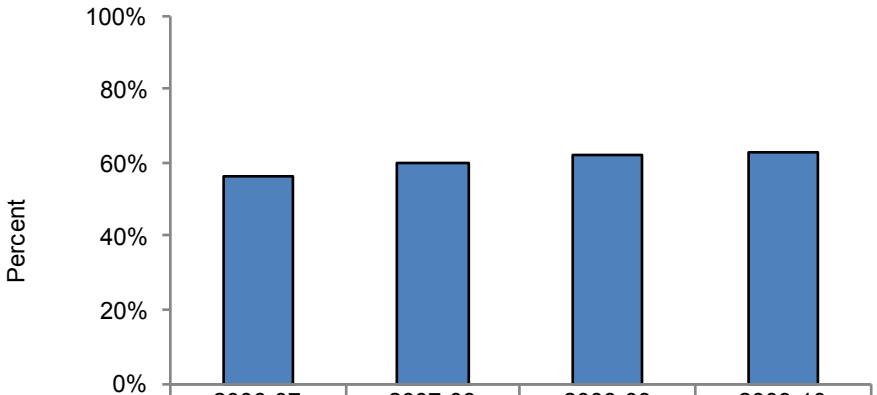
Districts submitted data to the DE based on their preschool records or parent report including the number of children who had attended preschool at any time 12 months prior to registering for kindergarten. It should be noted, the term "preschool" was not specifically defined in legislation and thus could have resulted in different meanings for parents ranging from a childcare setting in a home to a public or private enterprise. In addition, the amount of time devoted to instruction may have been interpreted differently by parents. Therefore, the data collected and analyzed should be interpreted with caution. In 2009, 35,960 children entered kindergarten. Districts indicated that based on district records and parent report, 26,673 children attended preschool. This data provides a broad interpretation of "attended preschool."

During the 2009-2010 school year, a total of 35,960 children were enrolled in kindergarten. Kindergarten literacy assessments administered varied between schools and did not include developmental or transitional kindergarten. Approximately 50 percent of the school buildings reported using the DIBELS measure. Thus, DIBELS data were used to examine kindergarten literacy skills of children who participated in preschool in the 2008-2009 school year.

The DIBELS assessment measures a variety of children's literacy skills. The DE has historically used the subtest, Initial Sound Fluency, as a primary measure of literacy skills for children at the beginning of kindergarten. For the Initial Sound Fluency task, children identified beginning sounds of words by pointing to the picture matching the sound. Districts submitted data to the DE using EASIER (now named Student Reporting in Iowa or SRI). Figure 1 represents DIBELS data for a four-year trend, from 2006-2007 to 2009-2010. As indicated in Figure 1, the percent of children proficient in beginning sounds as measured by DIBELS increased each year from 2006-2007 to 2009-2010. Kindergarten assessment results supported statewide preschool program efforts to increase literacy proficiency.

Figure 1

Percent of Children Entering Kindergarten Proficient in Initial Sound Fluency Using the DIBELS Assessment 2006-2007 to 2009-2010



	2006-07	2007-08	2008-09	2009-10
Percent Proficient	56.5%	59.7%	61.8%	63.1%
Number Assessed	22,185	20,868	19,510	18,124

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

The results of the other kindergarten literacy assessments administered across school buildings in the state also indicated positive trends in proficiency. Between 2007-2008 and 2009-2010, the percentage of children considered proficient on the Rhyming subtests of the Phonological Awareness Test (PAT) increased from 57 percent to 70 percent proficient (Table 2-10). In addition, the percentage of children proficient in blending sounds increased by 6 percent during the same time period.

Third Grade Math and Reading Assessment Results

The data used to examine the second cohort of preschoolers for 3rd grade outcomes in 2012-2013 included:

a. a file of districts that were awarded Statewide Voluntary Preschool Program (SWVPP) grants for 2008-2009;
b. a file from the state student reporting system for children enrolled in preschool programs statewide in 2008-2009;
c. a file for all students enrolled in 3rd grade in 2012-2013; and
d. a file of Iowa Assessments results for all 3rd grade students in 2012-2013.

Using these files, all students in grade 3 actively enrolled in a school district in Iowa in 2012-2013 were divided into four groups:

a. Control group: Children who did not participate in the SWVPP or any other preschool education program;
b. Parent-indicated preschool: Children who participated in some kind of preschool program, but were not included in a school district sponsored preschool program or SWVPP;
c. Non-SWVPP preschool: Children who participated in a school district sponsored preschool program but not SWVPP; and
d. SWVPP: Children who participated in the SWVPP.

Since family income is known to relate to student performance, proficiency information was also disaggregated by group based on free and reduced lunch status in 3rd grade.

The state's annual academic and accountability test is the Iowa Assessments Reading and Mathematics subtests. In grade 3, the Reading subtest includes literary and informational passages, with items focusing on identifying, interpreting, analyzing, and extending information in passages. The grade 3 mathematics subtest items are drawn from the areas of number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.

Districts are allowed to administer the Iowa Assessments at the time of their preference. Scores are sorted into three periods (fall, midyear, and spring). Statistical adjustments can be made to produce comparable standard scores and proficiency ratings. For the purpose of this report, all grade 3 Iowa Assessments Reading and Mathematics standard scores for the 2012-2013 school year were adjusted so they would be comparable for the spring period. Mean standard scores, standard deviations (SD) and effect sizes (ES) for reading and mathematics are listed in Tables 1 through Table 4.

Based on a non-paired t-test, children in any group with preschool experience had significantly higher mean scores in reading and mathematics compared to the control group, $p < 0.01$. As indicated in Tables 1 and 2 and Figures 2 and 3, children who participated in the SWVPP had higher mean mathematics and reading scores than children in the control group and those who participated in a non-SWVPP preschool. However, children who participated in the SWVPP had lower mean scores than children in the parent-indicated preschool group.

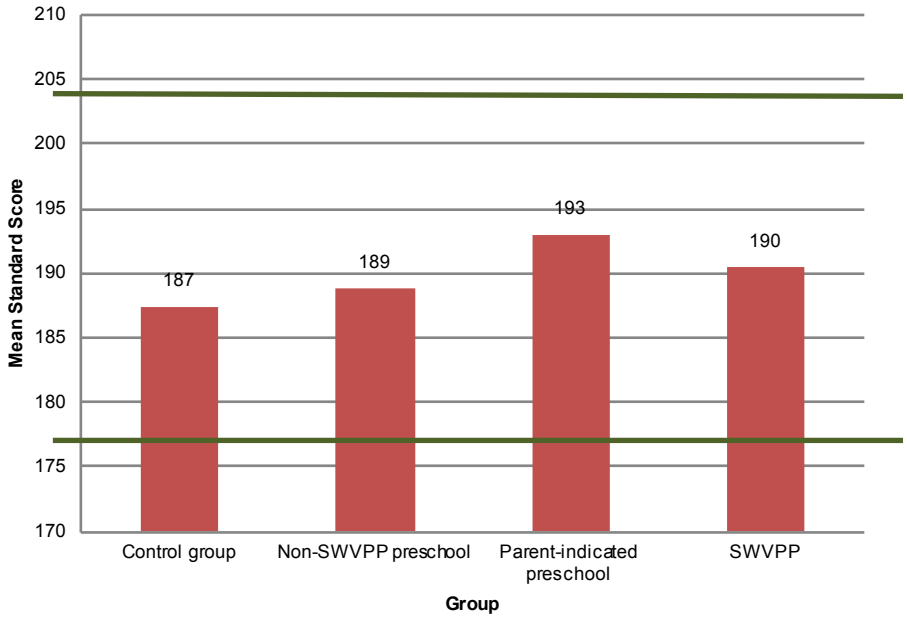
The bold, horizontal lines shown on Figures 2 through 5 represent the proficient score range on the Iowa Assessments Reading and Mathematics subtests for the grade 3 spring period. Although results indicate that children who participate in SWVPP achieve a mean score within the proficient range on the Iowa Assessments Reading and Mathematics subtests in 3rd grade, as shown in the figures, other groups also scored within the proficient range in grade 3.

To further examine the effectiveness of the SWVPP, effect size was introduced. Effect size is determined by dividing the difference between the mean of the target group and the mean of the control group by the standard deviation of the control group. Under most circumstances, an effect size of .30 is considered small, .50 is considered moderate, and .79 is considered large. All effect sizes shown in the tables are less than .30 (range -.04 to .29), with the SWVPP effect sizes ranging in value from .01 to .21.

As shown in Tables 3 and 4 and Figures 4 and 5, children with free and reduced lunch status (FRL) who participated in the SWVPP had higher average mathematics and reading scores in grade 3 and a higher effect size than other groups.

Figure 2

Grade 3 Iowa Assessments Mathematics Results Compared for Students Enrolled in SWVPP and Other Preschool Programs 2012-2013



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

Table 1

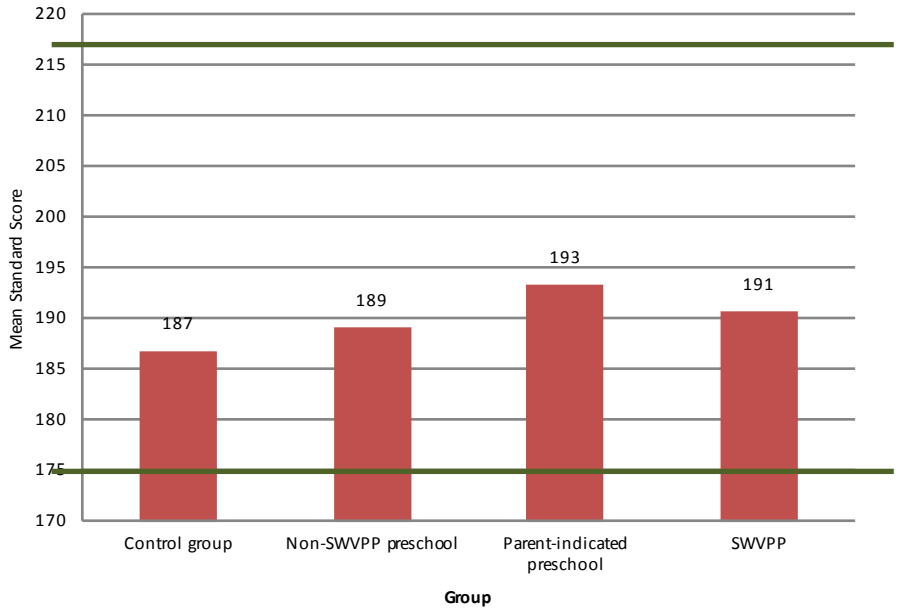
Mathematics Performance in Grade 3 by Group 2012-2013

Group	N	Mean	SD	ES
Control Group	10,373	187.4	19.4	
Non-SWVPP Preschool	2,430	188.8	18.0	0.07
Parent Indicated Preschool	16,165	193.0	19.0	0.29
SWVPP	6,246	190.4	18.0	0.16

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

Figure 3

Grade 3 Iowa Assessments Reading Results Compared for Students Enrolled in SWVPP and Other Preschool Programs 2012-2013



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

Table 2

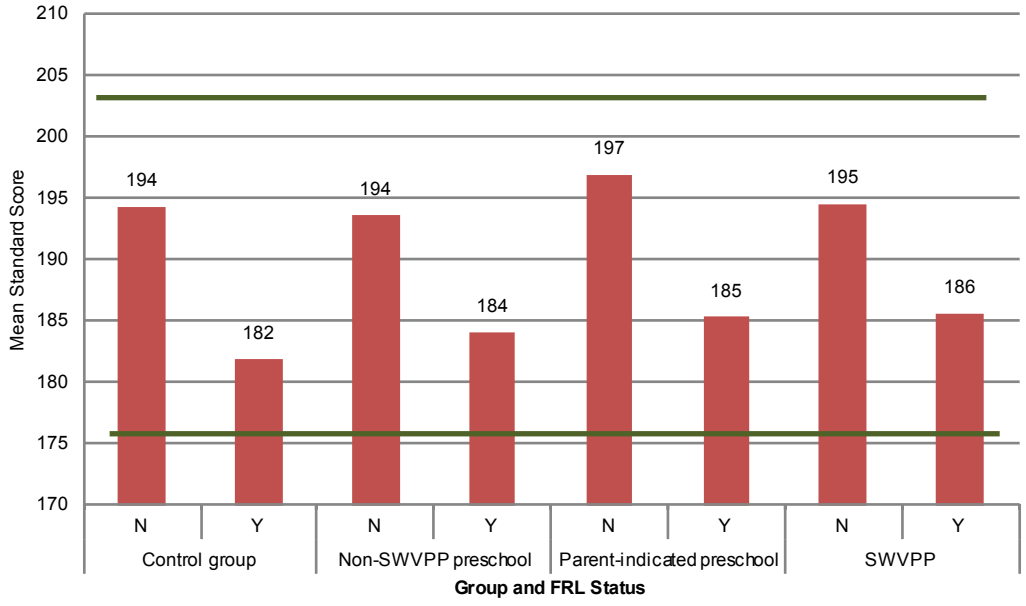
Reading Performance in Grade 3 by Group 2012-2013

Group	N	Mean	SD	ES
Control Group	10,336	186.9	25.4	
Non-SWVPP Preschool	2,428	189.1	23.3	0.09
Parent indicated Preschool	16,165	193.4	25.4	0.26
SWVPP	6,245	190.7	24.0	0.15

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

Figure 4

Grade 3 Iowa Assessments Mathematics Results by Free and Reduced Lunch Status and Preschool Participation 2012-2013



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

Table 3

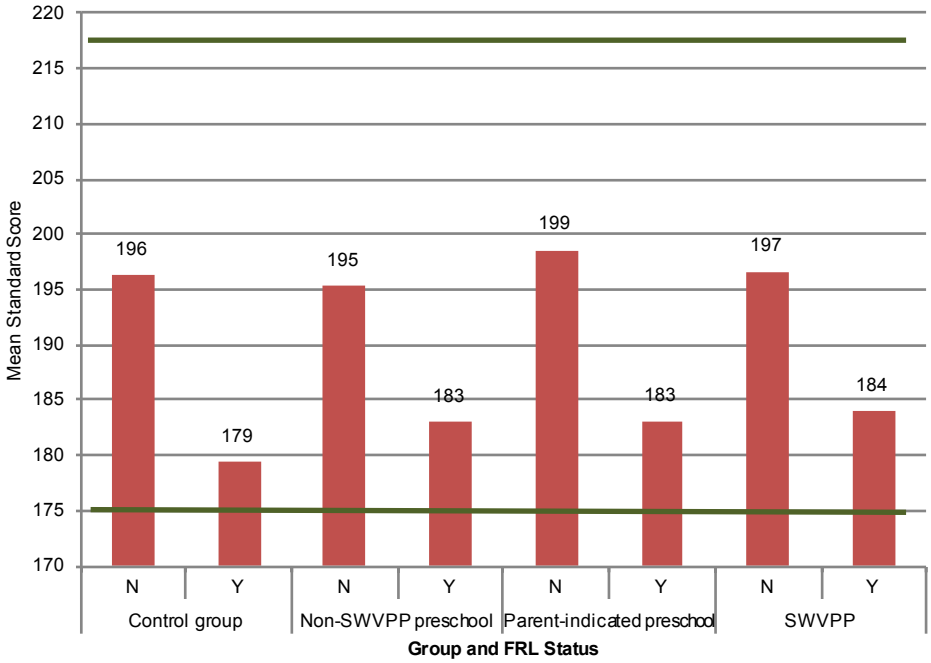
Mathematics Performance in Grade 3 by Group Based on FRL Status 2012-2013

Group	N	Percentage of All Children	Mean	SD	ES
Control Group: Non-FRL	4,583	44.2%	194.3	19.1	
Control Group: FRL	5,790	55.8%	181.9	17.9	
Non-SWVPP Pre-school: Non-FRL	1,211	49.8%	193.6	17.5	-0.04
Non-SWVPP Pre-school: FRL	1,219	50.2%	184.1	17.2	0.12
Parent-indicated Preschool: Non-FRL	10,748	66.5%	196.9	18.3	0.13
Parent-indicated Preschool: Non-FRL	5,417	33.5%	185.3	17.9	0.19
SWVPP: Non-FRL	3,341	53.5%	194.6	17.3	0.02
SWVPP: FRL	2,905	46.5%	185.6	17.5	0.21

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

Figure 5

Grade 3 Iowa Assessments Reading Results by Free and Reduced Lunch Status and Preschool Participation 2012-2013



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

Table 4

Reading Performance in Grade 3 by Group Based on FRL Status 2012-2013

Group	N	Percentage of All Children	Mean	SD	ES
Control Group: Non-FRL	4,575	44.3%	196.3	26.2	
Control Group: FRL	5,761	55.7%	179.4	22.1	
Non-SWVPP Pre-school: Non-FRL	1,210	49.8%	195.3	23.6	-0.04
Non-SWVPP Pre-school: FRL	1,218	50.2%	183.0	21.1	0.16
Parent-indicated Preschool: Non-FRL	10,751	66.5%	198.6	24.8	0.09
Parent-indicated Preschool: Non-FRL	5,415	33.5%	183.1	23.3	0.17
SWVPP: Non-FRL	3,341	53.5%	196.6	24.0	0.01
SWVPP: FRL	29,04	46.5%	184.0	22.1	0.21

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

Discussion

The SWVPP program is in its sixth year of implementation as of 2013-2014; each year, additional districts have applied for access to certified enrollment funding creating a continuous cycle of initial implementation. Data available to evaluate the effectiveness of the SWVPP is limited, as this is only the second cohort of children who are old enough to be assessed in grade 3, specifically, those preschoolers who attended in the 2008-2009 school year. In implementing a program of this magnitude, several components are important to building and reaching desired quality. Considerations for this second cohort of the SWVPP may include the following:

Resources for technical assistance remained constant, while the number of new districts applying and receiving funding increased annually. Regional and state staff resources were focused on developing grant applications, assisting districts in applying for competitive funding, awarding grant contracts, developing and implementing monitoring processes, revising and monitoring data systems, providing technical assistance related to program standards and monitoring visits, as well as providing professional development for implementing research-based curriculum and assessment.

The demands placed upon licensed preschool teachers in the preschool programs increased steeply. Teachers were responsible for meeting the requirements of one of the state-approved program standards (National Association for the Education of Young Children [NAEYC] Program Standards and Accreditation Criteria; Head Start Program Performance Standards [HSPPS], or Iowa Quality Preschool Program Standards [IQPPS]) and criteria while implementing research-based curriculum and providing ongoing assessment aligned to the Iowa Early Learning Standards. Many preschool teachers had more than one session in which to implement these requirements, increasing the instructional demand to 40 children. The number of available, experienced preschool teachers was limited as the program expanded annually.

Research indicates a predictable sequence of steps in order to implement programs with fidelity and increasing quality. It is important to establish the critical inputs prior to measuring the outputs of a program. For example, establishing inputs such as a common foundation of program standards and personnel requirements must occur prior to measuring the outputs or outcomes for the participants. With the initial SWVPP cohorts, districts focused on establishing and implementing the inputs necessary to the program. Once these were established, districts were monitored to ensure fidelity of implementation. This study reflects an early attempt to measure the outputs or outcomes for children during the time when the system was focused on establishing the inputs.

IQPPS monitoring data during the 2009-2010 year identified the standard "Curriculum" as an area of need. Subsequently, districts began developing and implementing their corrective actions to address curriculum, specifically in the area of literacy. As teachers gain knowledge and experience implementing the curriculum, future studies could demonstrate increased Kindergarten Literacy Assessment scores and improved grade 3 achievement for each cohort of children who participate in the SWVPP.

Continued data collection and analyses are needed to evaluate the influence of the SWVPP on children's later academic achievement. Interpretation at this level of analysis is limited and results should be interpreted with caution. The impact of this program will be realized with each consecutive year of implementation. It is imperative to engage in continuous improvement for the SWVPP. Additionally, the system must work to ensure vertical alignment of student standards for children preschool through grade 12 as each year is critical in a child's learning and academic success.

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Staff

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

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

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

Full-time teachers in 2010-2011 to 2012-2013 were defined as staff with at least one teaching position code, a full-time equivalency for licensed positions of 0.8 or higher, base salary (salary paid for regular position responsibilities, excluding professional development) of at least $28,000, and at least 180 contract days. There were 5,191 teachers in 2012-2013 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 female teachers in public and nonpublic schools increased slightly between 2011-2012 and 2012-2013 (Table 3-1). In 2012-2013, 4.6 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 2012-2013, 25.8 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in Iowa were female in 2012-2013. The salary for male teachers was 4.8 percent higher than female teachers, while the percent of teachers with advanced degrees was higher for females than males (Table 3-6). The percent of teachers that were minorities in 2012-2013 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. According to this rule, 7.4 percent of teachers were eligible to retire in 2012-2013 (Table 3-9). In 2012-2013, the average number of assignments held by grades 9-12 teachers was 2.5. Over half (58.3 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 2012-2013 was 14.1. The pupil-teacher ratio by enrollment category ranged from 10.3 in the smallest enrollment category to 15.0 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 6.1 percent between 2011-2012 and 2012-2013.

In 2012-2013, average total salary for full-time public school teachers was 3.4 percent higher than average regular salary in 2011-2012 (Table 3-10). The average total salary of full-time public school teachers increased by 1.8 percent between 2011-2012 and 2012-2013. 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 2011-2012, Iowa ranked 26th in the nation and 7th 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 2011 and 2012 (Table 3-14). Speech-language pathologists had the largest increase in average salary between 2011 and 2012 (Table 3-14).

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2011-2012 and 2012-2013

	Public			Nonpublic		
Characteristics	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
Average Age	42.2	41.8	41.5	40.3	43.0	42.6
Percent Female	70.5%	74.9%	75.1%	80.3%	82.0%	82.2%
Percent Minority	1.8%	2.2%	2.2%	0.9%	1.4%	1.7%
Percent Advanced Degree	27.0%	33.0%	32.9%	13.1%	15.0%	15.4%
Average Total Experience	15.1	14.4	14.1	12.3	15.6	15.3
Average District/AEA Experience	11.9	11.0	10.8	8.8	11.4	11.4
Number of Teachers	33,610	33,938	34,226	2,437	2,356	2,314

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 2011-2012 and 2012-2013 that reported having administrative or support positions, as well as teaching positions.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2011-2012 and 2012-2013

	Public			Nonpublic		
Characteristics	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
Average Age	28.5	26.9	27.3	28.5	25.4	26.4
Percent Female	71.6%	74.8%	75.4%	83.5%	74.5%	79.5%
Percent Minority	2.8%	2.8%	2.5%	1.5%	2.0%	7.4%
Percent Advanced Degree	5.9%	11.5%	9.3%	2.9%	4.9%	4.9%
Number of Teachers	1,660	1,161	1,559	206	102	122

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

Note: State total 'Number of Teachers' includes AEA teachers.

Table 3-3

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers 2000-2001, 2011-2012 and 2012-2013

	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	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
<300	42	36	37	642	892	748	6.5%	4.0%	4.9%
300-599	281	146	199	3,970	3,985	4,015	7.1%	3.7%	5.0%
600-999	270	175	208	5,553	4,748	5,006	4.9%	3.7%	4.2%
1,000-2,499	358	247	275	8,532	8,200	8,182	4.2%	3.0%	3.4%
2,500-7,499	306	227	268	6,096	6,517	6,136	5.0%	3.5%	4.4%
7,500+	382	322	566	8,393	9,187	9,837	4.6%	3.5%	5.8%
AEA	21	8	6	424	409	302	5.0%	2.0%	2.0%
State	1,660	1,161	1,559	33,610	33,938	34,226	4.9%	3.4%	4.6%

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, 2012-2013

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	748	42.4	78.1%	1.2%	13.9%	14.5	11.1
300-599	4,015	41.7	72.8%	0.9%	16.9%	14.4	11.3
600-999	5,006	41.9	73.1%	0.9%	19.9%	14.9	11.5
1,000-2,499	8,182	41.8	74.6%	1.3%	30.8%	14.9	11.2
2,500-7,499	6,136	40.8	76.3%	1.8%	40.5%	13.5	10.3
7,500+	9,837	41.0	76.1%	4.5%	44.0%	13.2	10.1
AEA	302	47.4	88.1%	1.0%	52.6%	18.5	12.7
State	34,226	41.5	75.1%	2.2%	32.9%	14.1	10.8

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, 2012-2013

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	2,161	6.3%	41.6	74.9%	1.1%	35.2%	14.7	11.4
AEA 267	4,719	13.8%	41.4	74.1%	2.3%	25.2%	14.0	10.7
Prairie Lakes 8	2,288	6.7%	42.7	74.6%	1.3%	23.8%	15.5	11.7
Mississippi Bend 9	3,320	9.7%	41.6	75.5%	3.9%	33.4%	14.0	11.3
Grant Wood 10	4,619	13.5%	40.7	74.3%	2.0%	38.6%	13.6	10.2
Heartland 11	8,816	25.8%	40.5	75.7%	2.6%	37.9%	13.4	9.9
Northwest 12	2,742	8.0%	42.4	73.9%	2.2%	36.0%	15.4	11.9
Green Hills 13	2,949	8.6%	42.2	75.8%	1.5%	27.7%	14.6	11.0
Great Prairie 15	2,612	7.6%	42.7	76.8%	1.3%	28.8%	14.3	11.7
State	34,226	100.0%	41.5	71.5%	2.2%	32.9%	14.1	10.8

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, 2012-2013

Characteristics	Female	Male
Average Age	41.6	41.1
Percent Minority	2.0%	2.7%
Percent Advanced Degree	33.2%	32.1%
Average Total Experience	14.1	14.3
Average District/AEA Experience	10.8	10.6
Average Total Salary	$52,009	$54,524
Number of Teachers	25,706	8,520

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, 2012-2013

Characteristics	Non-Minority	Minority
Average Age	41.5	41.1
Percent Female	75.2%	69.1%
Percent Advanced Degree	32.9%	34.8%
Average Total Experience	14.2	11.6
Average District/AEA Experience	10.8	9.0
Average Total Salary	$52,647	$52,092
Number of Teachers	33,476	750

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 2012-2013

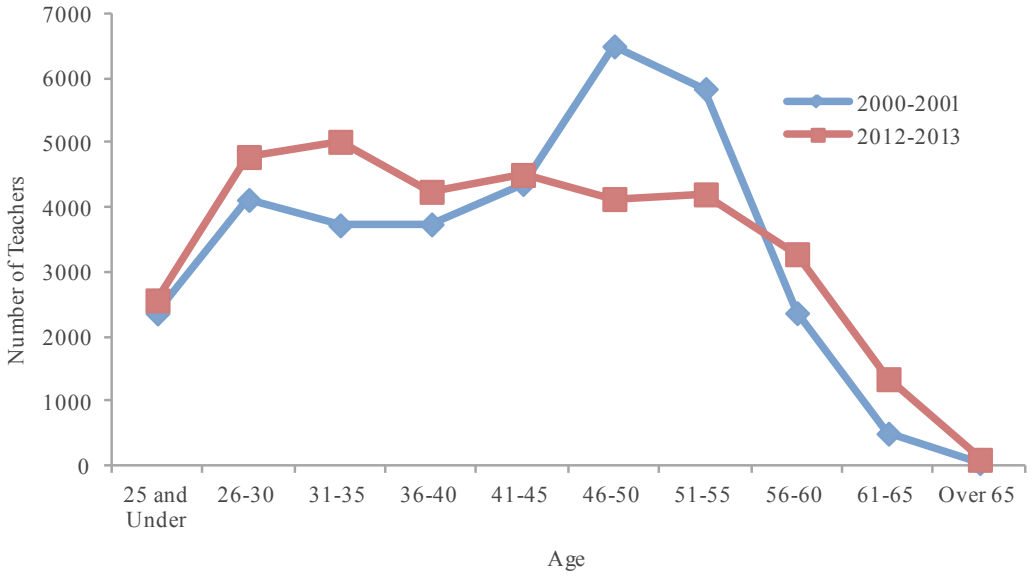
	2000-2001				2012-2013			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	2,570	2,570	7.5%	7.5%
26-30	4,123	6,492	12.3%	19.3%	4,787	7,357	14.0%	21.5%
31-35	3,730	10,222	11.1%	30.4%	5,022	12,379	14.7%	36.2%
36-40	3,745	13,967	11.1%	41.6%	4,249	16,628	12.4%	48.6%
41-45	4,370	18,337	13.0%	54.6%	4,510	21,138	13.2%	61.8%
46-50	6,497	24,834	19.3%	73.9%	4,137	25,275	12.1%	73.8%
51-55	5,838	30,672	17.4%	91.3%	4,209	29,484	12.3%	86.1%
56-60	2,373	33,045	7.1%	98.3%	3,284	32,768	9.6%	95.7%
61-65	510	33,555	1.5%	99.8%	1,352	34,120	4.0%	99.7%
Over 65	55	33,610	0.2%	100.0%	106	34,226	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 2012-2013



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

Table 3-9

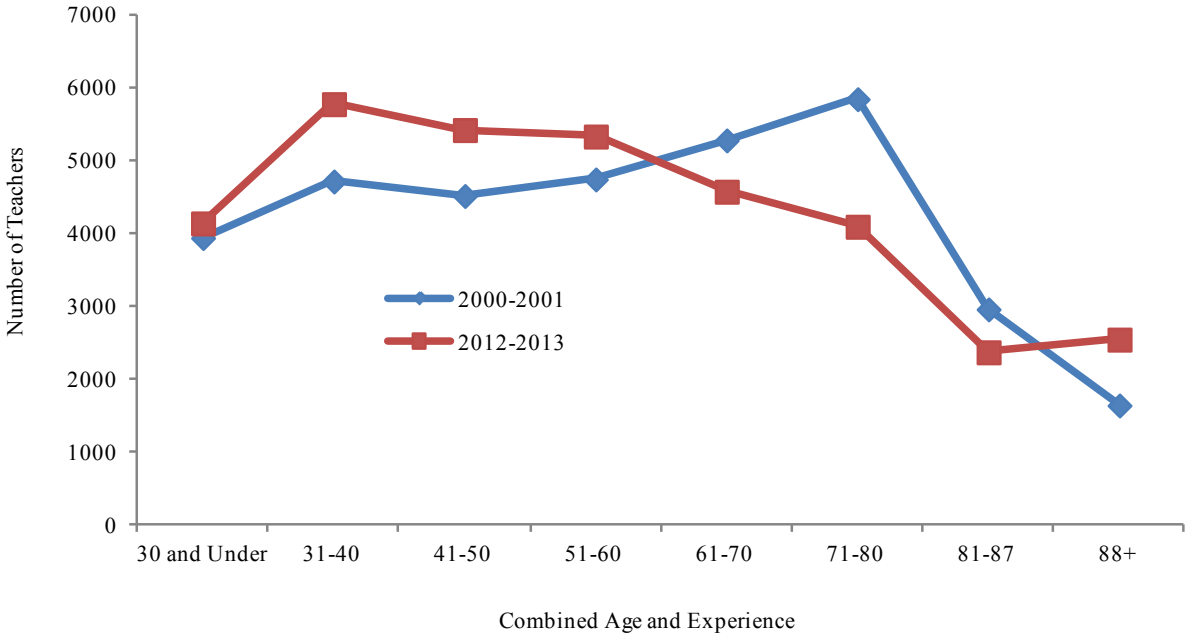
Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2012-2013

	2000-2001				2012-2013			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,136	4,136	12.1%	12.1%
31-40	4,711	8,647	14.0%	25.7%	5,771	9,907	16.9%	28.9%
41-50	4,512	13,159	13.4%	39.2%	5,416	15,323	15.8%	44.8%
51-60	4,739	17,898	14.1%	53.3%	5,327	20,650	15.6%	60.3%
61-70	5,274	23,172	15.7%	68.9%	4,571	25,221	13.4%	73.7%
71-80	5,839	29,011	17.4%	86.3%	4,091	29,312	12.0%	85.6%
81-87	2,958	31,969	8.8%	95.1%	2,370	31,682	6.9%	92.6%
88+	1,641	33,610	4.9%	100.0%	2,544	34,226	7.4%	100.0%

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

Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2012-2013



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, 2011-2012 and 2012-2013

	2000-2001	2011-2012	2012-2013
Average Regular Salary	N/A	$50,218	$50,914
Average Total Salary	$36,479	$51,695	$52,635
Difference	N/A	$1,477	$1,721
Percent Total Salary Greater Than Regular Salary	N/A	2.9%	3.4%

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 2011-2012 and 2012-2013 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, 2011-2012 and 2012-2013

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2011-2012	2012-2013	2000-2001 to 2012-2013	2011-2012 to 2012-2013
<300	$28,811	$42,843	$43,305	50.3%	1.1%
300-599	$31,557	$45,953	$46,536	47.5%	1.3%
600-999	$33,809	$48,748	$49,320	45.9%	1.2%
1,000-2,499	$35,912	$51,281	$52,146	45.2%	1.7%
2,500-7,499	$38,266	$54,149	$55,738	45.7%	2.9%
7,500+	$40,452	$55,060	$55,804	37.9%	1.4%
AEA	$36,196	$54,814	$58,766	62.4%	7.2%
State	$36,479	$51,695	$52,635	44.3%	1.8%

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 2011-2012 and 2012-2013 also reported that they served in the capacity of administrator and/or student support services personnel.
Average total salaries for these staff include salaries for these additional responsibilities as well.

Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2012-2013

AEA	Regular Salary	Total Salary
Keystone 1	$49,235	$50,714
AEA 267	$49,603	$51,266
Prairie Lakes 8	$48,674	$50,381
Mississippi Bend 9	$50,869	$52,955
Grant Wood 10	$53,849	$55,433
Heartland 11	$51,977	$53,757
Northwest 12	$52,097	$53,819
Green Hills 13	$48,535	$50,387
Great Prairie 15	$49,361	$50,824
State	$50,914	$52,635

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 2011-2012 and 2012-2013 also reported that they served in the capacity of administrator and/or student support services personnel.
Average total salaries for these staff include salaries for these additional responsibilities as well.

Table 3-13

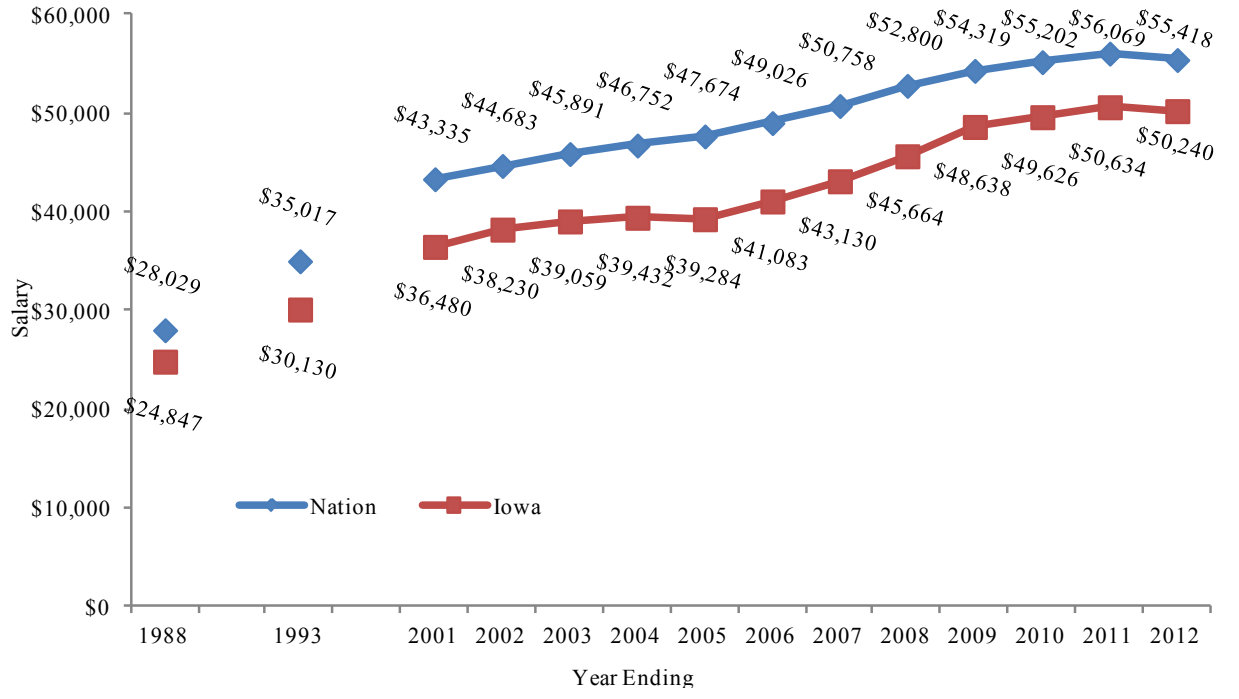
Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2010-2011 and 2011-2012

	2010-2011			2011-2012		
Nation and State	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	**$56,069**			**$55,418**		
Illinois	$63,005	8	1	$57,636	13	2
Indiana	$50,407	26	7	$50,516	25	6
Iowa	**$50,634**	**25**	**6**	**$50,240**	**26**	**7**
Kansas	$47,080	42	9	$46,718	41	9
Michigan	$58,595	12	2	$61,560	11	1
Minnesota	$53,215	20	4	$54,959	17	4
Missouri	$46,411	49	10	$46,406	43	10
Nebraska	$47,521	37	8	$48,154	36	8
North Dakota	$44,266	50	11	$46,058	45	11
Ohio	$57,291	14	3	$56,715	16	3
South Dakota	$35,201	51	12	$38,804	51	12
Wisconsin	$52,031	23	5	$53,792	21	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 2011-2012



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2011 and 2012

Occupation	2011	2012	Percent Change 2011 to 2012
Electrical Engineer	$77,660	$77,310	-0.5%
Civil Engineer	$75,020	$77,220	2.9%
Software Developer, Applications	$74,730	$74,400	-0.4%
Computer Programmer	$64,820	$63,720	-1.7%
Accountant & Auditor	$61,550	$62,390	1.4%
Speech-Language Pathologist	$63,610	$66,200	4.1%
Registered Nurse	$53,300	$52,540	-1.4%
Teacher	$49,794	$50,218	0.9%
Child, Family and School Social Worker	$37,790	$37,690	-0.3%
Interior Designer	$44,900	$44,910	0.0%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2011 and May 2012.

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, 2011-2012 and 2012-2013

	Number			Percent			Cumulative Percent		
Number of Contract Days	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
180-185	2,089	1,528	1,557	6.2%	4.5%	4.6%	6.2%	4.5%	4.6%
186-190	16,449	13,595	14,054	49.0%	40.1%	41.1%	55.2%	44.6%	45.6%
191-195	13,136	15,372	15,193	39.1%	45.3%	44.4%	94.3%	89.9%	90.0%
196+	1,932	3,443	3,422	5.8%	10.1%	10.0%	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, 2011-2012 and 2012-2013

	2000-2001			2011-2012			2012-2013		
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	51	346	3.5	46	286	3.4
300-599	116	2,084	3.4	107	1,763	3.1	108	1,777	3.1
600-999	104	2,587	3.1	85	1,866	2.9	87	1,972	2.8
1,000-2,499	83	3,335	2.7	76	2,739	2.5	75	2,717	2.5
2,500-7,499	24	2,052	2.2	22	1,916	2.1	21	1,814	2.1
7,500+	9	2,480	2.1	10	2,581	2.2	11	2,739	2.2
State	374	12,817	2.7	351	11,211	2.6	348	11,305	2.5

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

Note: Only includes grades 9-12 teaching assignments for 2011-2012 and 2012-2013 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, 2012-2013

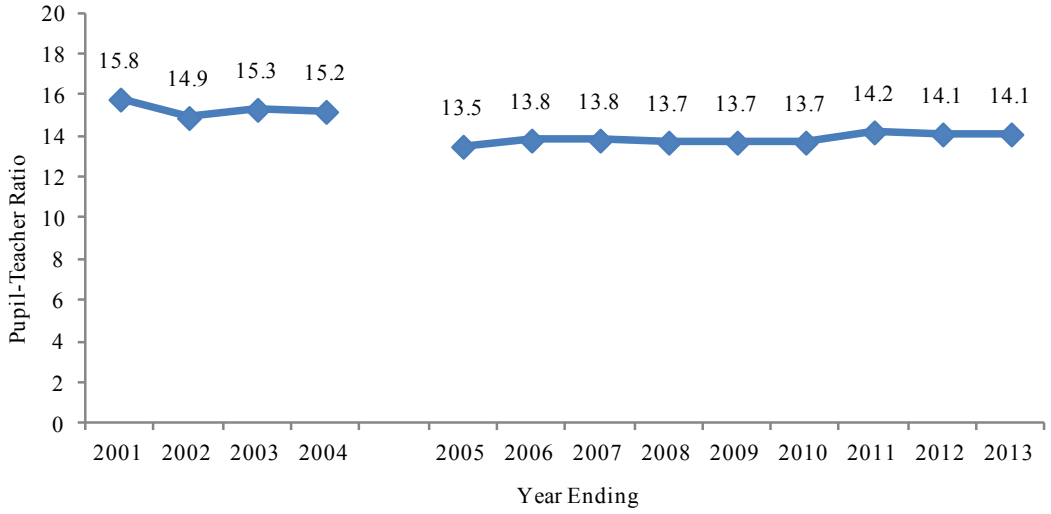
Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,350	38.48%	38.48%
2	2,240	19.81%	58.29%
3	1,919	16.97%	75.27%
4	1,267	11.21%	86.48%
5	744	6.58%	93.06%
6	431	3.81%	96.87%
7	205	1.81%	98.68%
8	86	0.76%	99.44%
9	38	0.34%	99.78%
10	14	0.12%	99.90%
11	3	0.03%	99.93%
12	5	0.04%	99.97%
13	2	0.02%	99.99%
14	0	0.00%	99.99%
15	0	0.00%	99.99%
16	1	0.01%	100.00%

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

Note: Only includes grades 9-12 teaching assignments for a teacher that has at least one 9-12 assignment.

Figure 3-4

Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2012-2013

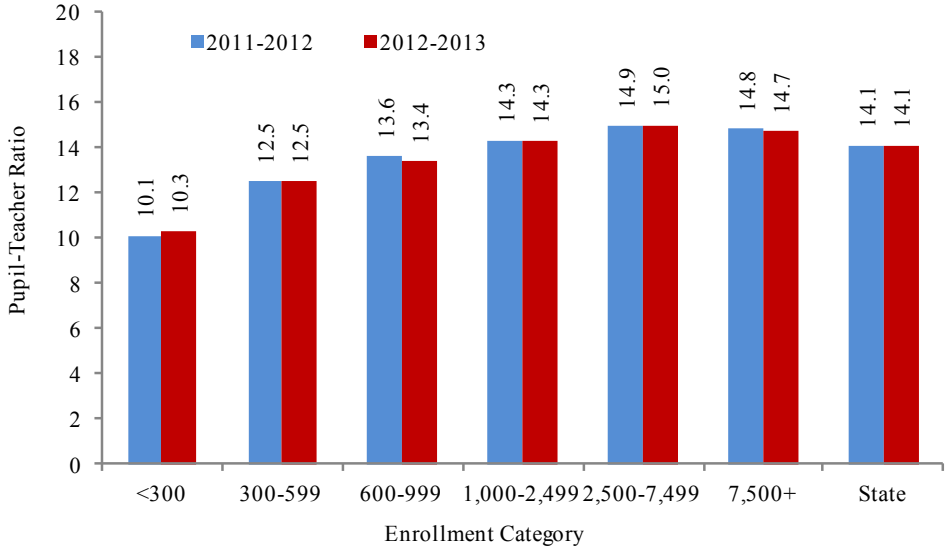


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2011-2012 and 2012-2013



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, 2012-2013

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	7,752	755.5	10.3
300-599	49,477	3,956.7	12.5
600-999	65,769	4,914.6	13.4
1,000-2,499	115,622	8,106.2	14.3
2,500-7,499	91,226	6,090.1	15.0
7,500+	143,019	9,732.5	14.7
State	472,865	33,555.5	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, 2011-2012 and 2012-2013

	Number of Full-Time Equivalent (FTE) Aides				
Enrollment Category	2000-2001	2011-2012	2012-2013	% Change in FTE Aides 2000-2001 to 2012-2013	% Change in FTE Aides 2011-2012 to 2012-2013
<300	113.4	266.0	219.2	93.3%	-17.6%
300-599	685.9	1,225.3	1,334.4	94.6%	8.9%
600-999	1,054.0	1,529.5	1,689.9	60.3%	10.5%
1,000-2,499	2,023.3	2,660.6	2,865.3	41.6%	7.7%
2,500-7,499	1,681.6	1,941.6	1,887.1	12.2%	-2.8%
7,500+	2,204.5	2,833.1	3,098.0	40.5%	9.4%
State	7,762.7	10,456.2	11,093.9	42.9%	6.1%

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

Note: Figures may not total due to rounding.

Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female principals increased in public schools between 2011-2012 and 2012-2013 (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 2.4 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 2012-2013, 11.6 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 2.6 percent between 2011-2012 and 2012-2013. The average salary of principals in the largest enrollment category was 29.1 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, 2011-2012 and 2012-2013

	Public			Nonpublic		
Characteristics	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
Average Age	47.8	46.4	46.0	49.0	50.0	49.7
Percent Female	30.6%	40.7%	41.1%	50.5%	47.8%	45.5%
Percent Minority	3.5%	2.3%	2.4%	1.0%	1.5%	1.5%
Percent Advanced Degree	96.0%	86.2%	84.1%	90.5%	91.8%	93.2%
Average Total Experience	22.4	20.6	19.8	23.3	24.5	24.7
Average District/AEA Experience	11.8	9.6	9.4	8.7	10.1	11.1
Number of Principals	1,124	1,163	1,156	105	134	132

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, 2012-2013

Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	54	49.9	40.7%	0.0%	88.9%	22.2	9.9
300-599	194	44.2	33.5%	0.0%	77.3%	18.9	8.9
600-999	214	45.4	31.3%	0.9%	79.0%	20.4	8.5
1,000-2,499	278	46.4	37.4%	0.7%	85.3%	21.0	9.5
2,500-7,499	169	46.2	40.2%	3.0%	91.1%	20.0	10.0
7,500+	246	46.5	60.2%	7.7%	87.0%	18.2	10.0
AEA	1	38.0	100.0%	0.0%	0.0%	14.0	8.0
State	1,156	46.0	41.1%	2.4%	84.1%	19.8	9.4

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, 2012-2013

Characteristics	Female	Male
Average Age	47.2	45.1
Percent Minority	2.3%	2.5%
Percent Advanced Degree	85.3%	83.3%
Average Total Experience	20.5	19.3
Average District/AEA Experience	10.7	8.5
Average Total Salary	$90,311	$92,468
Number of Principals	475	682

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 2012-2013

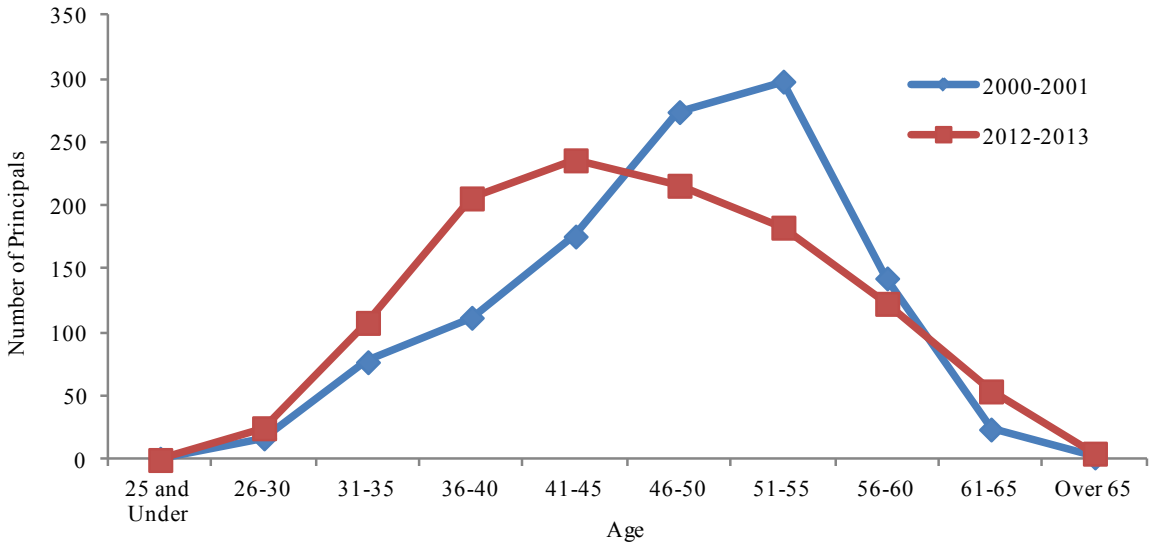
	2000-2001				2012-2013			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	25	25	2.2%	2.2%
31-35	77	95	6.9%	8.5%	108	133	9.3%	11.5%
36-40	112	207	10.0%	18.4%	206	339	17.8%	29.3%
41-45	176	383	15.7%	34.1%	236	575	20.4%	49.7%
46-50	274	657	24.4%	58.5%	216	791	18.7%	68.4%
51-55	298	955	26.5%	85.0%	183	974	15.8%	84.3%
56-60	143	1,098	12.7%	97.7%	123	1,097	10.6%	94.9%
61-65	24	1,122	2.1%	99.8%	54	1,151	4.7%	99.6%
Over 65	2	1,124	0.2%	100.0%	5	1,156	0.4%	100.0%

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

Note: Includes AEA principals.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2012-2013



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 2012-2013

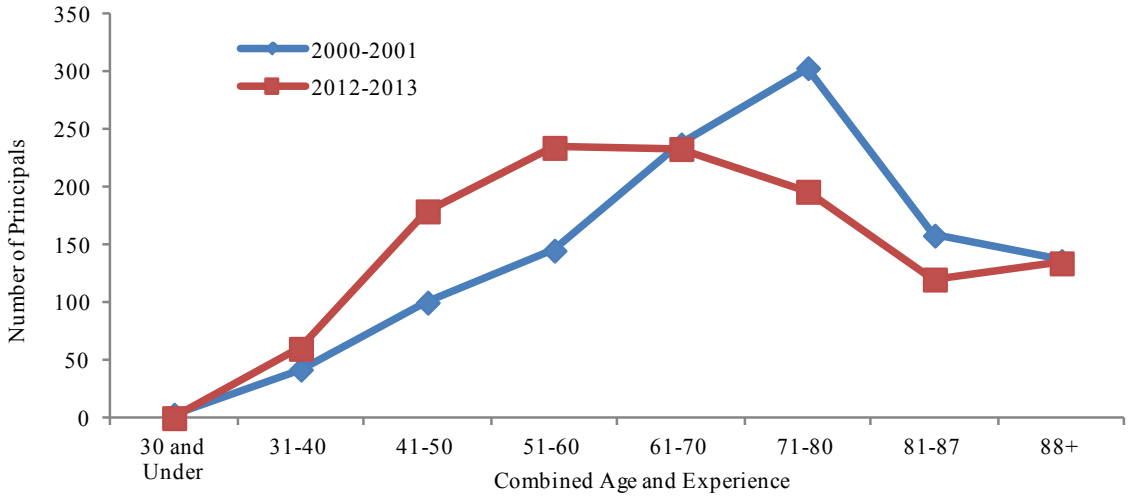
	2000-2001				2012-2013			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	0	0	0.0%	0.0%
31-40	42	45	3.7%	4.0%	60	60	5.2%	5.2%
41-50	100	145	8.9%	12.8%	179	239	15.5%	20.7%
51-60	145	290	12.9%	25.6%	234	473	20.2%	40.9%
61-70	237	527	21.1%	46.5%	233	706	20.2%	61.1%
71-80	303	830	27.0%	73.2%	196	902	17.0%	78.0%
81-87	158	988	14.1%	87.1%	120	1,022	10.4%	88.4%
88+	136	1,124	12.1%	99.1%	134	1,156	11.6%	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 2012-2013



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, 2011-2012 and 2012-2013

	Average Total Salary				Percent Salary Change	
Enrollment Category	2000-2001	2011-2012	2012-2013	Number of Principals 2012-2013	2000-2001 to 2012-2013	2011-2012 to 2012-2013
<300	$51,775	$77,462	$79,434	54	53.4%	2.5%
300-599	$54,331	$80,856	$82,615	194	52.1%	2.2%
600-999	$58,539	$83,148	$84,438	214	44.2%	1.6%
1,000-2,499	$64,381	$88,469	$91,190	278	41.6%	3.1%
2,500-7,499	$69,145	$96,844	$99,631	169	44.1%	2.9%
7,500+	$71,935	$99,286	$102,557	246	42.6%	3.3%
AEA	$69,796	$102,763	$64,677	1	-	-
State	$63,409	$89,227	$91,509	1,156	44.3%	2.6%

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 2011-2012 and 2012-2013. The percent of female superintendents decreased (Table 3-26). The percent of female superintendents was highest in the smallest enrollment category in 2012-2013. 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 superintendents was 2.5 percent higher than female superintendents. The percent of superintendents with Specialist/Doctorate degrees was higher for females than males (Table 3-28). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2012-2013 was 26.7 percent (Table 3-30). The average salary of superintendents increased by 3.4 percent between 2011-2012 and 2012-2013 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2011-2012 and 2012-2013

Characteristics	2000-2001	2011-2012	2012-2013
Average Age	52.1	51.0	51.0
Percent Female	5.8%	15.0%	13.3%
Percent Minority	0.9%	1.0%	1.0%
Percent Specialist/Doctorate Degree	59.2%	58.5%	59.0%
Average Total Experience	26.9	24.9	24.7
Average District Experience	8.0	7.2	7.5
Number of Superintendents	326	301	300

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, 2012-2013

Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	25	51.9	24.0%	0.0%	68.0%	27.2	10.1
300-599	87	50.0	9.2%	1.1%	52.9%	24.8	8.3
600-999	82	50.4	8.5%	0.0%	58.5%	24.3	6.7
1,000-2,499	74	51.2	18.9%	2.7%	60.8%	25.5	7.0
2,500-7,499	21	54.1	19.0%	0.0%	61.9%	24.8	7.9
7,500+	11	54.5	9.1%	0.0%	72.7%	15.5	4.3
State	300	51.0	13.3%	1.0%	59.0%	24.7	7.5

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

Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2012-2013

Characteristics	Female	Male
Average Age	53.1	50.7
Percent Minority	2.5%	0.8%
Percent Specialist/Doctorate Degree	75.0%	56.5%
Average Total Experience	25.4	24.6
Average District Experience	7.1	7.6
Average Total Salary	$123,578	$126,622
Number of Superintendents	40	260

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 2012-2013

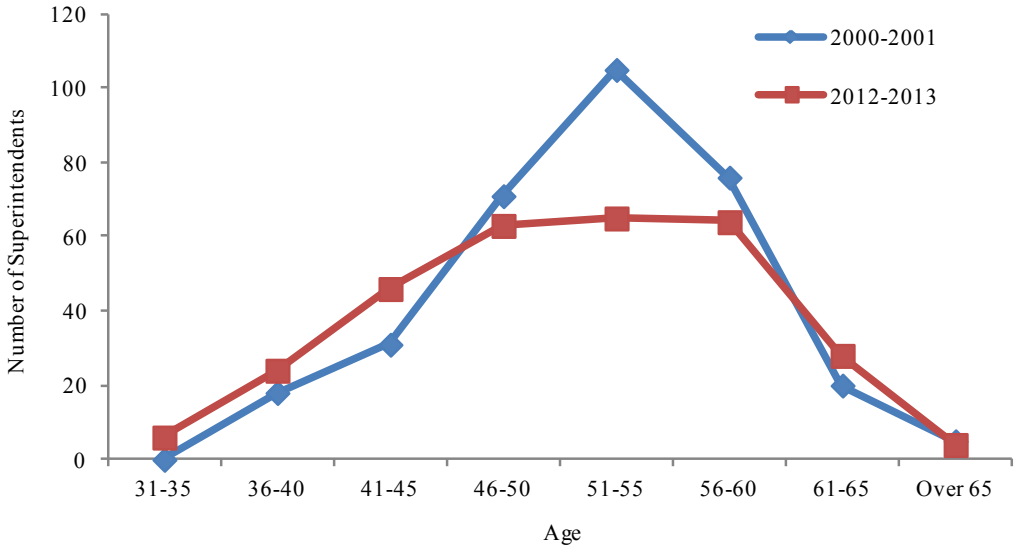
	2000-2001				2012-2013			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
31-35	0	0	0.0%	0.0%	6	6	2.0%	2.0%
36-40	18	18	5.5%	5.5%	24	30	8.0%	10.0%
41-45	31	49	9.5%	15.0%	46	76	15.3%	25.3%
46-50	71	120	21.8%	36.8%	63	139	21.0%	46.3%
51-55	105	225	32.2%	69.0%	65	204	21.7%	68.0%
56-60	76	301	23.3%	92.3%	64	268	21.3%	89.3%
61-65	20	321	6.1%	98.5%	28	296	9.3%	98.7%
Over 65	5	326	1.5%	100.0%	4	300	1.3%	100.0%

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

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

Figure 3-8

Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2012-2013



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 2012-2013

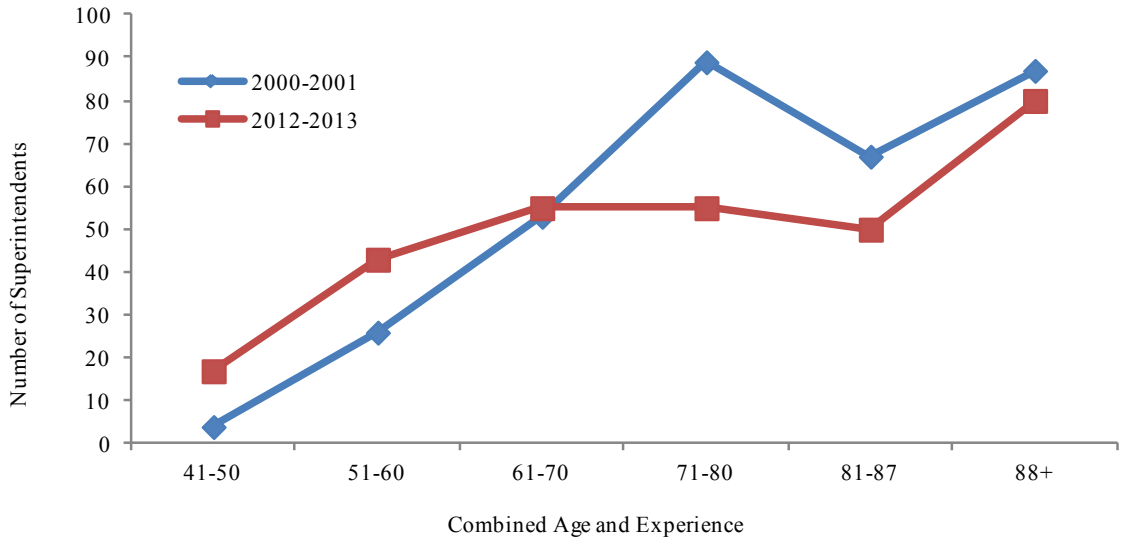
	2000-2001				2012-2013			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
41-50	4	4	1.2%	1.2%	17	17	5.7%	5.7%
51-60	26	30	8.0%	9.2%	43	60	14.3%	20.0%
61-70	53	83	16.3%	25.5%	55	115	18.3%	38.3%
71-80	89	172	27.3%	52.8%	55	170	18.3%	56.7%
81-87	67	239	20.6%	73.3%	50	220	16.7%	73.3%
88+	87	326	26.7%	100.0%	80	300	26.7%	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 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents 2000-2001 and 2012-2013



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, 2011-2012 and 2012-2013

Enrollment Category	Average Total Salary 2000-2001	Average Total Salary 2011-2012	Average Total Salary 2012-2013	Number of Superintendents 2012-2013	Percent Salary Change 2000-2001 to 2012-2013	Percent Salary Change 2011-2012 to 2012-2013
<300	$63,569	$93,846	$95,051	25	49.5%	1.3%
300-599	$71,049	$111,649	$115,020	87	61.9%	3.0%
600-999	$76,935	$114,369	$118,010	82	53.4%	3.2%
1,000-2,499	$85,772	$130,915	$136,164	74	58.8%	4.0%
2,500-7,499	$104,464	$162,273	$169,237	21	62.0%	4.3%
7,500+	$125,036	$197,629	$197,712	11	58.1%	0.0%
State	$79,836	$122,114	$126,216	300	58.1%	3.4%

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

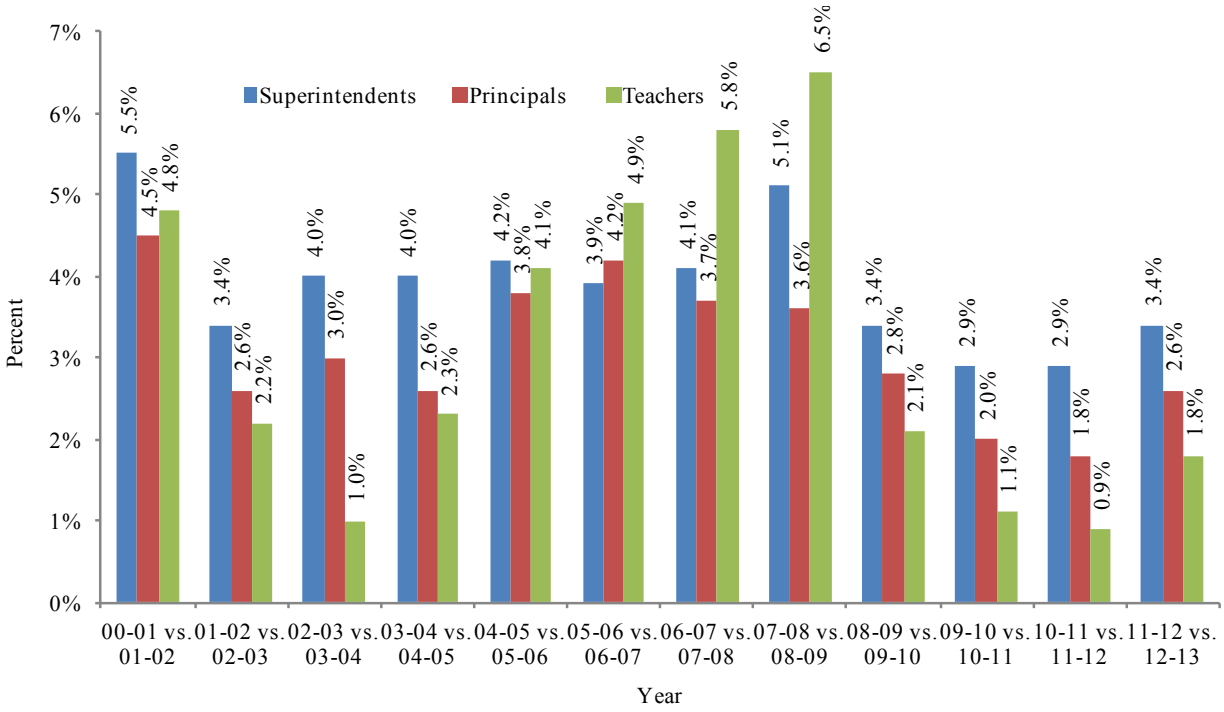
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

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

Figure 3-10

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents 2000-2001 vs. 2001-2002 to 2011-2012 vs. 2012-2013



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 2012-2013

	2000-2001			2012-2013		
Enrollment Category	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	$28,811	$51,775	$63,569	$43,305	$79,434	$95,051
300-599	$31,557	$54,331	$71,049	$46,536	$82,615	$115,020
600-999	$33,809	$58,539	$76,935	$49,320	$84,438	$118,010
1,000-2,499	$35,912	$64,381	$85,772	$52,146	$91,190	$136,164
2,500-7,499	$38,266	$69,145	$104,464	$55,738	$99,631	$169,237
7,500+	$40,452	$71,935	$125,036	$55,804	$102,557	$197,712
AEA	$36,196	$69,796	-	$58,766	$64,677	-
State	$36,479	$63,409	$79,836	$52,635	$91,509	$126,216

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

Notes: Includes AEA staff.
Teacher figures for 2012-2013 represent average salaries for full-time public school staff with teaching position codes. There were approximately 5,000 full-time public school staff in 2012-2013 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 2011-2012 and 2012-2013 (Table 3-33). All districts are required by Iowa Code (256.11) to have a guidance counselor who is licensed by the Board of Educational Examiners. Districts are able to share guidance counselors with another district. The percent of guidance counselors eligible to retire with combined age and years experience of 88 or more was 10.8 percent in 2012-2013 (Table 3-36). The average salary of guidance counselors increased by 1.4 percent between 2011-2012 and 2012-2013 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Guidance Counselors, 2000-2001, 2011-2012 and 2012-2013

Characteristics	2000-2001	2011-2012	2012-2013
Average Age	46.4	44.5	44.1
Percent Female	64.2%	76.1%	77.4%
Percent Minority	1.6%	2.5%	2.7%
Percent Advanced Degree	86.9%	85.7%	85.8%
Average Total Experience	18.8	16.5	16.2
Average District Experience	12.1	10.4	10.3
Number of Guidance Counselors	1,194	1,173	1,171

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, 2011-2012 and 2012-2013

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
<300	38	51	46	13	22	17	5	13	16
300-599	116	107	108	129	132	135	15	10	10
600-999	104	85	87	189	170	170	14	7	10
1,000-2,499	83	76	75	310	291	288	8	8	6
2,500-7,499	24	22	21	247	251	232	8	8	8
7,500+	9	10	11	306	307	329	15	13	15
State	374	351	348	1,194	1,173	1,171	65	59	65

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

Note: Does not include AEA staff.

Table 3-35

Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2012-2013

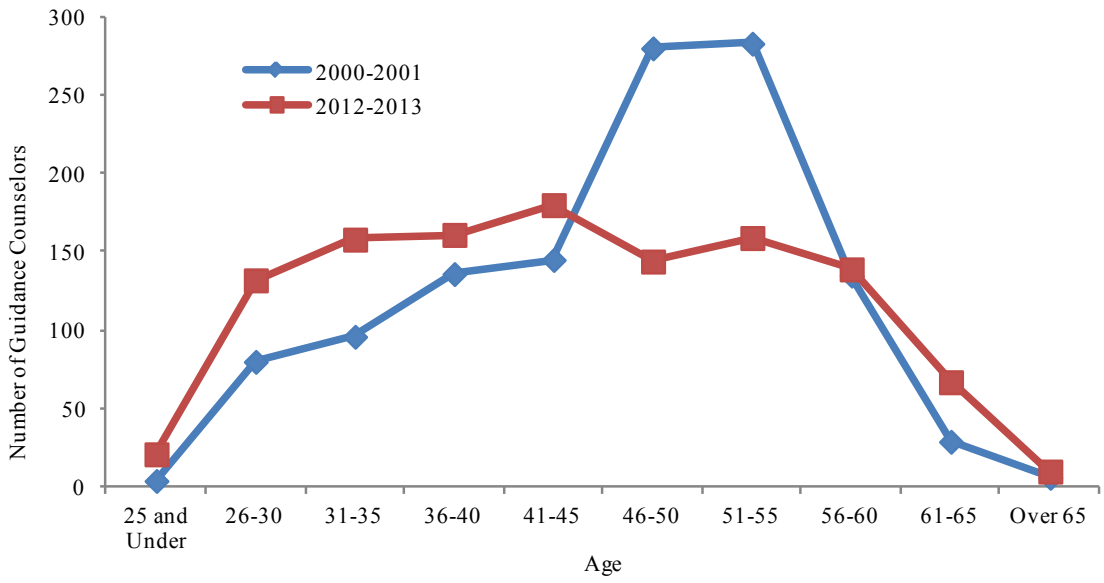
	2000-2001				2012-2013			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	21	21	1.8%	1.8%
26-30	80	84	6.7%	7.0%	132	153	11.3%	13.1%
31-35	96	180	8.0%	15.1%	158	311	13.5%	26.6%
36-40	136	316	11.4%	26.5%	161	472	13.7%	40.3%
41-45	145	461	12.1%	38.6%	180	652	15.4%	55.7%
46-50	280	741	23.5%	62.1%	144	796	12.3%	68.0%
51-55	283	1,024	23.7%	85.8%	159	955	13.6%	81.6%
56-60	135	1,159	11.3%	97.1%	139	1,094	11.9%	93.4%
61-65	29	1,188	2.4%	99.5%	67	1,161	5.7%	99.1%
Over 65	6	1,194	0.5%	100.0%	10	1,171	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 2012-2013



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 2012-2013

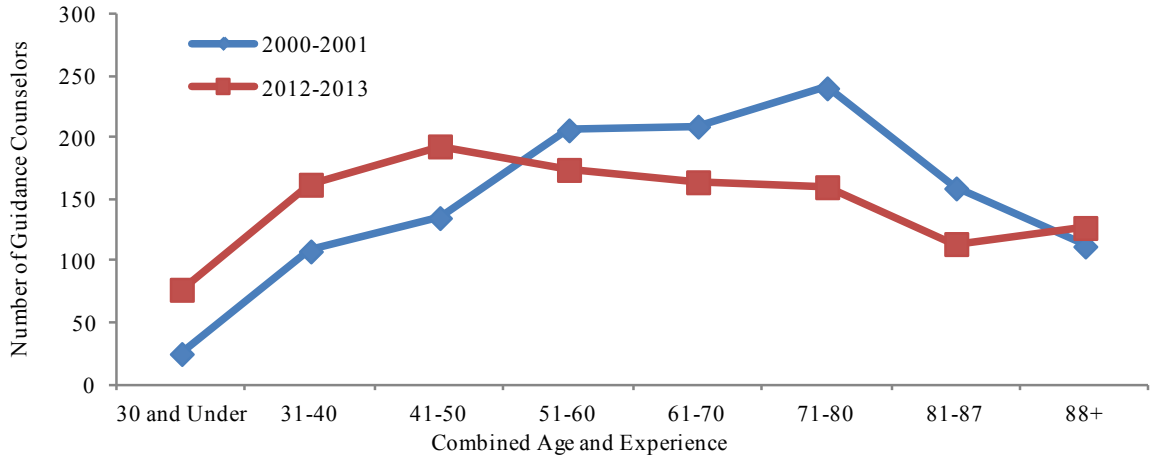
	2000-2001				2012-2013			
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	77	77	6.6%	6.6%
31-40	108	133	9.0%	11.1%	162	239	13.8%	20.4%
41-50	135	268	11.3%	22.4%	193	432	16.5%	36.9%
51-60	206	474	17.3%	39.7%	174	606	14.9%	51.8%
61-70	209	683	17.5%	57.2%	164	770	14.0%	65.8%
71-80	240	923	20.1%	77.3%	160	930	13.7%	79.4%
81-87	159	1,082	13.3%	90.6%	114	1,044	9.7%	89.2%
88+	112	1,194	9.4%	100.0%	127	1,171	10.8%	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 2012-2013



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, 2011-2012 and 2012-2013

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2011-2012	2012-2013	2000-2001 to 2012-2013	2011-2012 to 2012-2013
<300	$33,912	$47,814	$47,226	39.3%	-1.2%
300-599	$35,907	$50,454	$50,715	41.2%	0.5%
600-999	$37,702	$52,614	$53,771	42.6%	2.2%
1,000-2,499	$41,062	$57,128	$57,817	40.8%	1.2%
2,500-7,499	$44,628	$60,559	$62,096	39.1%	2.5%
7,500+	$46,886	$61,749	$62,038	32.3%	0.5%
State	$42,126	$57,492	$58,291	38.4%	1.4%

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 minority library/media specialists, the percent of minority library/media specialists and the percent of library/media specialists with advanced degrees between 2011-2012 and 2012-2013 (Table 3-38). The number of full-time and part-time library/media specialists decreased while the number of part-time library/media specialists increased between 2011-2012 and 2012-2013 (Table 3-39). The average salary of library/media specialists increased by 1.8 percent between 2011-2012 and 2012-2013 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. Between 2011-2012 and 2012-2013, the number of library/media associates increased by 14.9 percent (Table 3-41).

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2011-2012 and 2012-2013

Characteristics	2000-2001	2011-2012	2012-2013
Average Age	48.5	48.9	48.1
Percent Female	90.6%	95.2%	94.8%
Percent Minority	0.8%	0.4%	0.6%
Percent Advanced Degree	59.6%	59.8%	61.6%
Average Total Experience	19.6	18.5	18.0
Average District Experience	14.3	12.7	12.5
Number of Library/Media Specialists	636	503	485

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, 2011-2012 and 2012-2013

	Number of Districts			Full-Time			Part-Time		
Enrollment Category	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
<300	38	51	46	8	17	12	11	12	12
300-599	116	107	108	82	68	63	20	26	28
600-999	104	85	87	107	64	68	8	9	9
1,000-2,499	83	76	75	174	112	106	9	6	7
2,500-7,499	24	22	21	134	118	105	3	2	3
7,500+	9	10	11	131	124	131	7	5	9
State	374	351	348	636	503	485	58	60	68

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, 2011-2012 and 2012-2013

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2011-2012	2012-2013	2000-2001 to 2012-2013	2011-2012 and 2012-2013
<300	$28,997	$45,959	$40,143	38.4%	-12.7%
300-599	$33,415	$50,387	$50,822	52.1%	0.9%
600-999	$35,926	$50,183	$51,883	44.4%	3.4%
1,000-2,499	$39,377	$55,362	$56,011	42.2%	1.2%
2,500-7,499	$42,276	$59,786	$61,829	46.3%	3.4%
7,500+	$45,636	$62,977	$63,485	39.1%	0.8%
State	$39,797	$56,628	$57,644	44.8%	1.8%

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, 2011-2012 and 2012-2013

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			% Change in 2000-2001 to 2012-2013	% Change in 2011-2012 to 2012-2013
	2000-2001	2011-2012	2012-2013		
<300	26.3	12.8	9.6	-63.6%	-25.3%
300-599	143.9	66.3	63.3	-56.0%	-4.4%
600-999	204.2	90.7	98.3	-51.8%	8.5%
1,000-2,499	284.1	125.2	127.6	-55.1%	1.9%
2,500-7,499	246.8	35.0	29.9	-87.9%	-14.5%
7,500+	180.1	54.7	113.1	-37.2%	106.8%
State	1,085.4	384.7	441.8	-59.3%	14.9%

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 2012-2013. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff and the percent of AEA staff with advanced degrees has increased and the percent of minority AEA staff has increased between 2011-2012 and 2012-2013. The average salary of AEA staff has increased by 3.8 percent between 2011-2012 and 2012-2013. Almost half of the AEA staff in 2012-2013 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2011-2012 and 2012-2013

Characteristics	2000-2001	2011-2012	2012-2013
Average Age	44.8	46.4	46.2
Percent Female	77.3%	88.0%	88.9%
Percent Minority	1.0%	0.0%	1.9%
Percent Advanced Degree	79.4%	85.1%	87.2%
Average Total Experience	17.2	18.9	18.7
Average Number of Contract Days	197.3	196.6	197.2
Average Total Salary	$44,351	$63,720	$66,173
Number of AEA Staff	2,225	2,226	2,164

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, 2012-2013

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	65	3.0%
Content/Curriculum Consultant	194	9.0%
Coordinator/Department Head	30	1.4%
Counselor	3	0.1%
Early Childhood Special Education	72	3.3%
Home Intervention Teacher	46	2.1%
Hospital/Homebound Teacher	1	0.0%
Itinerant Teacher	59	2.7%
Nurse (SPR on file with BOEE)	9	0.4%
Other Administrator	22	1.0%
Principal	1	0.0%
Regular Education Teacher	17	0.8%
School Business Official	5	0.2%
Social Worker	108	5.0%
Special Education Support	1,075	49.7%
Special Education Consultant	285	13.2%
Special Education Director	7	0.3%
Special Education Teacher	123	5.7%
Specialist	16	0.7%
Superintendent	1	0.0%
Supervisor	9	0.4%
Teacher Librarian/Media Specialist	7	0.3%
Total	2,164	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 2012-2013. 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, 2012-2013

	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
AEA	Number	Percent	Number	Percent	Number	Percent
Keystone 1	24	6.9%	2,584	6.3%	372	14.7%
AEA 267	57	16.4%	5,600	13.7%	266	10.5%
Prairie Lakes 8	44	12.6%	2,681	6.6%	194	7.6%
Mississippi Bend 9	22	6.3%	3,981	9.8%	226	8.9%
Grant Wood 10	32	9.2%	5,525	13.6%	337	13.3%
Heartland 11	53	15.2%	10,603	26.0%	558	22.0%
Northwest 12	35	10.1%	3,228	7.9%	402	15.8%
Green Hills 13	48	13.8%	3,475	8.5%	87	3.4%
Great Prairie 15	33	9.5%	3,069	7.5%	95	3.7%
State	348	100.0%	40,746	100.0%	2,537	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 smallest and the 2,500-7,499 enrollment categories decreased while the number of FTE nurses in the state increased slightly between 2011-2012 and 2012-2013.

Table 3-45

Iowa Public School Nurse FTE by Enrollment Category, 2011-2012 and 2012-2013

Enrollment Category	2011-2012	2012-2013	% Change in FTE Nurses 2011-2012 to 2012-2013
<300	18.3	14.2	-22.1%
300-599	76.3	80.5	5.6%
600-999	82.3	86.9	5.6%
1,000-2,499	134.6	140.1	4.0%
2,500-7,499	112.9	101.5	-10.1%
7,500+	145.7	154.6	6.1%
State	570.1	577.8	1.4%

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.

The Relationship Between Student Achievement and Teacher Retention in Iowa Schools

Abstract – The rewards and challenges that impact teacher choices to stay or leave are filled with confounding variables. This post-hoc study was implemented to more fully understand the dynamics surrounding teacher retention in Iowa schools. The findings promote the need for school improvement efforts to support teachers in improving student achievement.

Background – Educational research about teacher retention is often general rather than focused, as individuals pursue an assortment of questions and hypotheses, using both qualitative and quantitative methods and a variety of concepts and measures. Little empirical evidence for a direct effect of teacher turnover on student achievement is found in the literature. Most existing research on the relationship between teacher turnover and student achievement suggests negative correlations. Such evidence, though, is not necessarily causal, as a third factor (e.g., poverty, working conditions, or poor school leadership) may simultaneously cause both low achievement and higher turnover. Poor district support, unsupportive building leadership, too little time for planning and collaboration, accountability pressures and lack of parent involvement were listed among the top reasons teachers gave for leaving (Futernick, 2007). Even if we assume the relationship is a causal one, its direction is unclear as teachers leaving may cause low achievement, but low achievement may also cause teachers to leave.

Johnson, Berg, and Donaldson (2005) completed a literature review focusing on the issue of teacher retention in U.S. public schools. Their research suggests that teacher decisions to remain in a school and in teaching are influenced by a combination of the intrinsic and extrinsic rewards that they receive in their work. They found that teacher preparation programs, hiring practices, compensation, working conditions (facilities, equipment, and supplies, teaching assignments, and curriculum, standards, and accountability), and school community (colleagues, school leaders, parents and students) are all potential factors in the decision to stay or to leave a particular school or the profession as a whole.

In their study of New York City 4th and 5th grade students over 10 years, Ronfeldt, Loeb, and Wyckoff (2012) found evidence of a direct effect of teacher turnover on student achievement. Results demonstrate that teacher turnover has a significant and negative effect on student achievement in both mathematics and English language arts (ELA). They also found that teacher turnover is particularly harmful to the achievement of students in schools with large populations of low-performing and black students. Contrast this with Hanushek and Rivkin's (2010) study in Texas. They found that schools with high concentrations of low income, low achieving, and heavily minority populations often experience a great deal of teacher turnover, but the evidence does not support the view that teacher exits adversely affect the quality of education in such schools.

Method – This study explores school level teacher retention in Iowa related to school performance on the Iowa Assessments during the five-year period from the 2008-2009 school year through the 2012-2013 school year. While percent at or above proficient is measuring performance only at one cut point on the scale, it was chosen because of its wide use in school improvement efforts across the state. Teacher information was obtained from the Iowa Basic Educational Data Survey (BEDS) from 2008-2009 through 2012-2013. The study only included staff classified as "teachers" for at least part of their annual assignment. Administrators and other staff members were not included. Student performance data were obtained from the Annual Yearly Progress files for 2009 and 2013. Schools were included who assessed more than 10 students with the Iowa Assessments during 2009 and 2013. Twelve hundred Iowa schools met this requirement and were included. Note that the form of the Iowa Assessment administered to students in Iowa changed from 2009 to 2013. The assessment administered in 2009 was Form B and in

2013 Form E was given.

Results – Percent of students proficient in reading and mathematics during the school year 2008-2009 and 2012-13 were calculated for each school (Table 1.) The school means did not change a great deal during the period, about -1.4% in reading and +0.1% in mathematics.

Table 1

Number of Improving Schools in Reading and Mathematics 2009 to 2013

	Reading		Mathematics	
	2008-2009	2012-2013	2008-2009	2012-2013
Mean Percent Proficient	75.3%	73.9%	77.5%	77.6%
Std. Deviation	0.107	0.113	0.104	0.105
Number of Improved Schools		487		619

Source: Iowa Testing Programs, The University of Iowa

Schools were coded by whether or not their students performed above the mean percent proficient for the state or below in reading and mathematics (Table 2). All schools were considered no matter what grade configuration they encompass.

Table 2

Number of Schools by Reading Performance Category

	Read Below Mean in 2009		Read Above Mean in 2009	
	2008-2009	2012-2013	2008-2009	2012-2013
Mean Retention 2009 to 2010	Read Below Mean in 2013	Read Above Mean in 2013	Read Below Mean in 2013	Read Above Mean in 2013
Reading Did Not Improve 2009 to 2013	224	1	186	302
Reading Improved 2009 to 2013	121	158	0	208

Source: Iowa Testing Programs, The University of Iowa

A matrix of teacher retention was then completed using performance as the columns and improvement (or not) as the rows (Table 3). Teacher retention was measured against the base year 2009 so only teachers employed in a school in 2009 were included. For example, if a building had 20 teachers in 2009 and 15 of those teachers returned in 2010 the retention rate would be 15/20 or 75 percent for 2010.

Table 3

Mean Teacher Retention by Reading Performance Category, 2009-2013

	Read Below Mean in 2009		Read Above Mean in 2009	
Retention 2009 to 2010	Read Below Mean in 2013	Read Above Mean in 2013	Read Below Mean in 2013	Read Above Mean in 2013
Reading Did Not Improve 2009 to 2013	0.87	NA	0.90	0.90
Reading Improved 2009 to 2013	0.88	0.89	NA	0.90
Retention 2009 to 2011				
Reading Did Not Improve 2009 to 2013	0.73	NA	0.79	0.80
Reading Improved 2009 to 2013	0.76	0.77	NA	0.81
Retention 2009 to 2012				
Reading Did Not Improve 2009 to 2013	0.65	NA	0.71	0.73
Reading Improved 2009 to 2013	0.66	0.70	NA	0.74
Retention 2009 to 2013				
Reading Did Not Improve 2009 to 2013	0.57	NA	0.64	0.66
Reading Improved 2009 to 2013	0.58	0.63	NA	0.68

Source: Iowa Testing Programs, The University of Iowa and Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files

Schools that scored above the mean in 2009 and again in 2013 and also improved their percent proficient from 2009 to 2013 had the highest teacher retention rate each year (68% over the five-year period). Conversely, schools that scored below the mean in 2009 and again in 2013 and did not improve their percent proficient from 2009 to 2013 recorded the lowest teacher retention rate (57% over the five years). Schools that improved their mean reading score from 2009 to 2013 had fewer turnovers each year regardless of what the student mean score was in 2009.

Discussion – The data indicate that schools that are improving, especially those that improve or stay above the state average, have less teacher turnover than other schools. This trend persists when high poverty schools with greater than 40 percent of their students eligible for free or reduced price lunch are compared with their more affluent counterparts. The trend also persists at all grade levels: elementary, middle, and high schools all revealed similar results.

The data suggest that school improvement efforts toward student achievement may also improve teacher retention. While more study is needed, it appears that teacher turnover in Iowa is driven to an extent by student performance, but confounding factors also play a role including poverty level within a school. Additional study is needed including consideration of leadership, professional development, location, and experience levels of teachers.

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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 2011-2012 and 2012-2013, 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 2012-2013

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

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, 2011-2012, and 2012-2013

	2000-2001	2011-2012	2012-2013
Total Number of Public School Districts	374	351	348
Total Number of Public School Buildings	1,531	1,409	1,390
Number of Districts with 1 to 3 Public School Buildings	137	224	221
Percent of Districts with 1 to 3 Public School Buildings	36.6%	63.8%	63.5%
Number of Districts with 4 to 6 Public School Buildings	183	93	92
Percent of Districts with 4 to 6 Public School Buildings	48.9%	26.5%	26.4%
Number of Districts with 7 to 9 Public School Buildings	32	17	19
Percent of Districts with 7 to 9 Public School Buildings	8.6%	4.8%	5.5%
Number of Districts with 10 or more Public School Buildings	22	17	16
Percent of Districts with 10 or more Public School Buildings	5.9%	4.8%	4.6%
Total Number of Nonpublic Schools	211	179	174

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

Carnegie Unit Taught

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

Throughout the school years of 2010-2011 to 2012-2013, the average number of Carnegie units offered and taught was directly correlated with enrollment categories (Table 4-3). With the exception of foreign language for districts with less than 300 students, all district sizes on average met or exceeded state minimum requirements in major curriculum areas. The districts with 7,500 students or more provided greatest average number of units in all subject areas listed.

Table 4-3

Average Curriculum Units Offered and Taught by Accreditation Area and District Enrollment Category 2010-2011 to 2012-2013

		Enrollment Category						
	State Standards	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
	Minimum Units							
2010-2011								
Number of Districts		32	106	80	77	22	10	327
English/Language Arts	6	6.52	6.92	7.15	8.64	12.64	18.32	8.07
Mathematics	6	7.08	7.52	7.98	8.80	10.81	13.91	8.31
Science	5	5.81	6.22	6.64	7.18	9.90	14.73	7.02
Social Studies	5	5.18	5.31	5.49	6.27	8.74	14.12	6.07
Foreign Language	4	3.48	4.08	4.26	5.41	10.05	15.31	5.12
Fine Arts	3	5.12	5.72	5.57	7.52	12.64	18.79	7.16
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
2012-2013								
Number of Districts		23	99	87	75	21	11	316
English/Language Arts	6	6.35	6.96	7.16	8.39	12.19	15.66	7.96
Mathematics	6	6.83	7.39	8.01	8.55	9.73	12.66	8.14
Science	5	5.59	6.31	6.62	7.24	9.63	11.87	6.98
Social Studies	5	4.93	5.50	5.40	6.06	9.30	11.99	6.04
Foreign Language	4	3.59	4.07	4.16	5.36	9.98	15.74	5.16
Fine Arts	3	4.98	5.79	6.43	7.70	11.97	16.80	7.15

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

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

The Iowa Department of Education started to collect course-taken data at the student level through SRI (EASIER) in 2004-2005. Along with the Iowa Student State ID System, SRI can track a high school student's course-taken from 9th grade to 12th grade. A real four-year course-taken pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-9 describe Iowa public high school four-year enrollment in foreign language, Algebra II, higher-level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for the graduating class of 2013. 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 2013 graduating class. Overall, 83 percent or more of the students in the graduating class of 2013 took at least one foreign language course between 2009-2010 and 2012-2013. The female enrollment in foreign languages was higher than male enrollment. The percent of students enrolled in foreign language courses was higher for the districts with enrollment above 1,000 than the districts in the smaller enrollment categories.

Over 27,000 of the students in the graduating class of 2013 took at least one foreign language course, more than 23,500 of them took Spanish (Table 4-5). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by 5,352 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 2013 by enrollment category. The total percent of the students who took Algebra II was 60.0. The female enrollment in Algebra II was higher than males. The districts with enrollments less than 1,000 had higher enrollment in Algebra II.

Higher–level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,247 students (40.2 percent) in the 2013 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 3.5 percent higher than male enrollment. The percent of students enrolled in higher-level mathematics courses were higher for the districts with enrollment between 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 2013. 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 2013 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 7.1 percent less than the male enrollment for this class.

Table 4-4

Iowa Public High School Graduating Class of 2013 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	377	3,146	4,064	7,200	5,305	7,217	27,309
Enrollment in Iowa Public High Schools in Each of the Last Four Years	461	3,882	4,962	8,674	6,206	8,756	32,941
% of Students Who Enrolled in Foreign Language Courses	81.8%	81.0%	81.9%	83.0%	85.5%	82.4%	82.9%
Female Enrollment in Foreign Language Courses	222	1,686	2,099	3,792	2,699	3,783	14,281
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,887	2,356	4,270	3,011	4,305	16,074
% of Female Students Who Enrolled in Foreign Language Courses	90.6%	89.3%	89.1%	88.8%	89.6%	87.9%	88.8%
Male Enrollment in Foreign Language Courses	155	1,460	1,965	3,408	2,606	3,434	13,028
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	216	1,995	2,606	4,404	3,195	4,451	16,867
% of Male Students Who Enrolled in Foreign Language Courses	71.8%	73.2%	75.4%	77.4%	81.6%	77.2%	77.2%

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

Note: The analysis includes the students who were in the Iowa public school system from 2009-2010 to 2012-2013.

Table 4-5

Foreign Language Enrollment of Iowa Public High School Graduating Class of 2013 by Language

Language	Enrollment	Percent
Spanish	23,534	81.5%
French	2,749	9.5%
German	1,418	4.9%
Japanese	202	0.7%
Chinese	153	0.5%
Italian	74	0.3%
Russian	11	0.0%
Other Foreign Language	745	2.6%

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

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

Table 4-6

Iowa Public High School Graduating Class of 2013 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	312	2,537	3,178	5,363	3,844	4,535	19,769
Enrollment in Iowa Public High Schools in Each of the Last Four Years	461	3,882	4,962	8,674	6,206	8,756	32,941
% of Students Who Enrolled in Algebra II	67.7%	65.4%	64.0%	61.8%	61.9%	51.8%	60.0%
Female Enrollment in Algebra II	184	1,349	1,640	2,798	1,948	2,337	10,256
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,887	2,356	4,270	3,011	4,305	16,074
% of Female Students Who Enrolled in Algebra II	75.1%	71.5%	69.6%	65.5%	64.7%	54.3%	63.8%
Male Enrollment in Algebra II	128	1,188	1,538	2,565	1,896	2,198	9,513
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	216	1,995	2,606	4,404	3,195	4,451	16,867
% of Male Students Who Enrolled in Algebra II	59.3%	59.5%	59.0%	58.2%	59.3%	49.4%	56.4%

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

Note: The analysis includes the students who were in the Iowa public school system from 2009-2010 to 2012-2013.

Table 4-7

Iowa Public High School Graduating Class of 2013 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	151	1,426	1,751	3,541	2,898	3,480	13,247
Enrollment in Iowa Public High Schools in Each of the Last Four Years	461	3,882	4,962	8,674	6,206	8,756	32,941
% of Students Who Enrolled in Higher-Level Mathematics	32.8%	36.7%	35.3%	40.8%	46.7%	39.7%	40.2%
Female Enrollment in Higher-Level Mathematics	88	731	922	1,808	1,432	1,764	6,745
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,887	2,356	4,270	3,011	4,305	16,074
% of Female Students Who Enrolled in Higher-Level Mathematics	35.9%	38.7%	39.1%	42.3%	47.6%	41.0%	42.0%
Male Enrollment in Higher-Level Mathematics	63	695	829	1,733	1,466	1,716	6,502
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	216	1,995	2,606	4,404	3,195	4,451	16,867
% of Male Students Who Enrolled in Higher-Level Mathematics	29.2%	34.8%	31.8%	39.4%	45.9%	38.6%	38.5%

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

Notes: The analysis includes the students who were in the Iowa public school system from 2009-2010 to 2012-2013. Higher-level mathematics include calculus, statistics, and trigonometry.

Table 4-8

Iowa Public High School Graduating Class of 2013 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	274	2,497	3,154	5,953	4,624	5,364	21,866
Enrollment in Iowa Public High Schools in Each of the Last Four Years	461	3,882	4,962	8,674	6,206	8,756	32,941
% of Students Who Enrolled in Chemistry	59.4%	64.3%	63.6%	68.6%	74.5%	61.3%	66.4%
Female Enrollment in Chemistry	170	1,344	1,655	3,152	2,358	2,833	11,512
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,887	2,356	4,270	3,011	4,305	16,074
% of Female Students Who Enrolled in Chemistry	69.4%	71.2%	70.2%	73.8%	78.3%	65.8%	71.6%
Male Enrollment in Chemistry	104	1,153	1,499	2,801	2,266	2,531	10,354
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	216	1,995	2,606	4,404	3,195	4,451	16,867
% of Male Students Who Enrolled in Chemistry	48.1%	57.8%	57.5%	63.6%	70.9%	56.9%	61.4%

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

Note: The analysis includes the students who were in the Iowa public school system from 2009-2010 to 2012-2013.

Table 4-9

Iowa Public High School Graduating Class of 2013 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	98	919	1,137	2,138	1,742	2,714	8,748
Enrollment in Iowa Public High Schools in Each of the Last Four Years	461	3,882	4,962	8,674	6,206	8,756	32,941
% of Students Who Enrolled in Physics	21.3%	23.7%	22.9%	24.6%	28.1%	31.0%	26.6%
Female Enrollment in Physics	44	409	492	858	672	1,213	3,688
# of Female Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	245	1,887	2,356	4,270	3,011	4,305	16,074
% of Female Students Who Enrolled in Physics	18.0%	21.7%	20.9%	20.1%	22.3%	28.2%	22.9%
Male Enrollment in Physics	54	510	645	1,280	1,070	1,501	5,060
# of Male Students Enrolled in Iowa Public High Schools in Each of the Last Four Years	216	1,995	2,606	4,404	3,195	4,451	16,867
% of Male Students Who Enrolled in Physics	25.0%	25.6%	24.8%	29.1%	33.5%	33.7%	30.0%

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

Note: The analysis includes the students who were in the Iowa public school system from 2009-2010 to 2012-2013.

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 seven-year trend of AP courses taken by Iowa public high school students and AP enrollment from 2006-2007 to 2012-2013. 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 2012-2013 than the figures in earlier years shown.

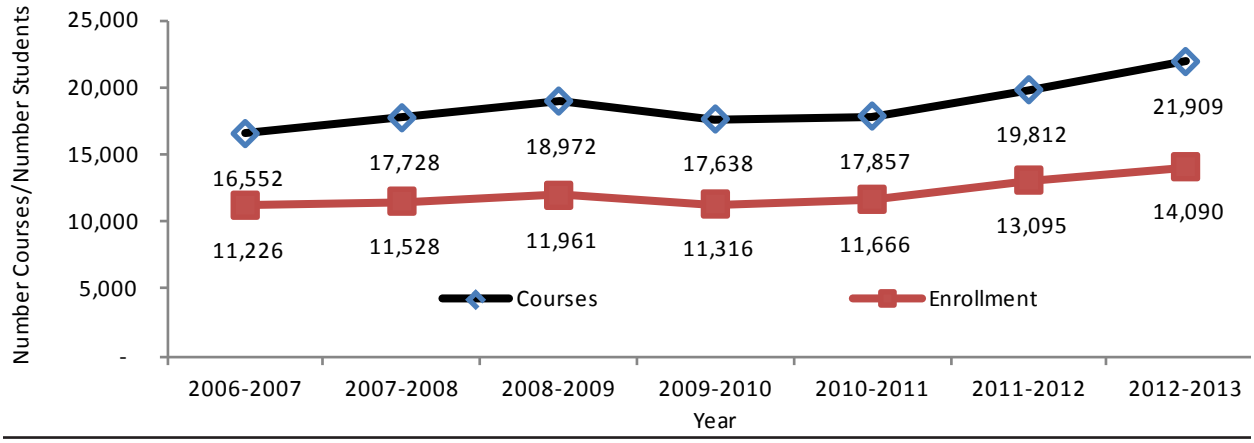
Each year, more than 50 percent of Iowa districts (only those districts that had a public high school) had AP enrollments. (Table 4-10).

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



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

Table 4-10

Iowa Districts with AP Enrollment 2006-2007 to 2012-2013

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

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

Table 4-11

Number of Iowa School Students Taking AP Courses 2006-2007 to 2012-2013

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

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

Table 4-12

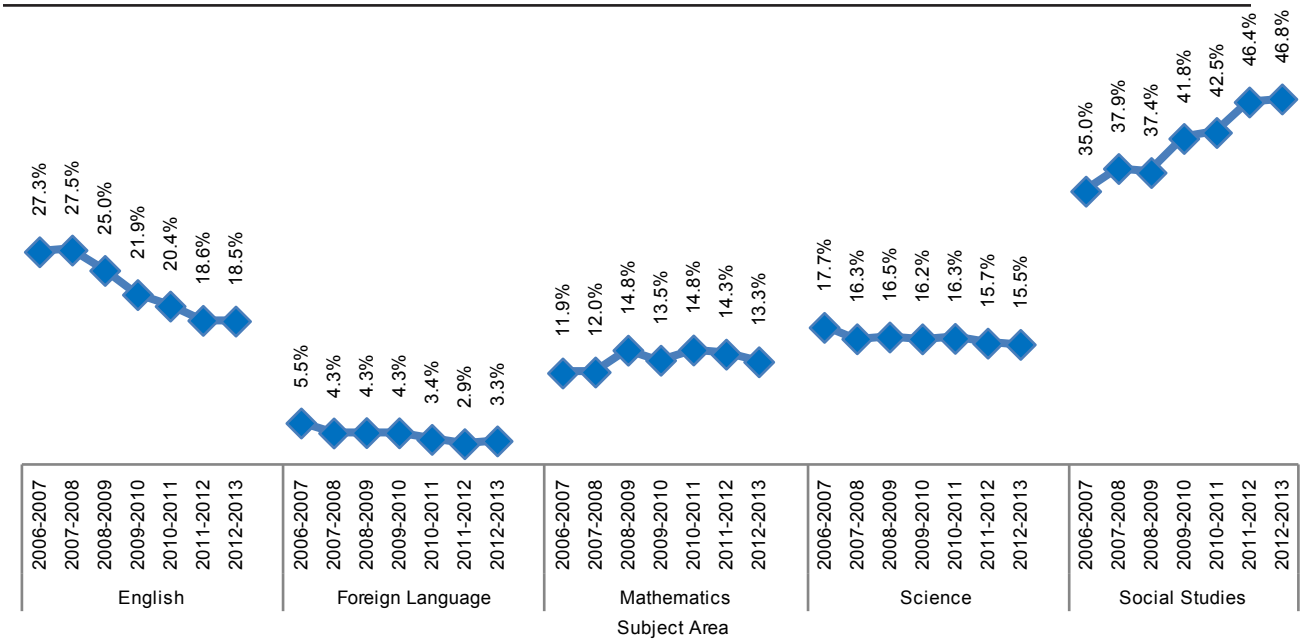
Iowa AP Courses Taken by Subject Areas 2006-2007 to 2012-2013

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

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

Figure 4-2

Percent of the Iowa AP Courses Taken by Subject Areas 2006-2007 to 2012-2013



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

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

Concurrent Enrollment

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

Figure 4-3 shows seven-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2006-2007 to 2012-2013. Concurrent enrollment and courses taken are much higher in 2012-2013 than the figures in 2006-2007.

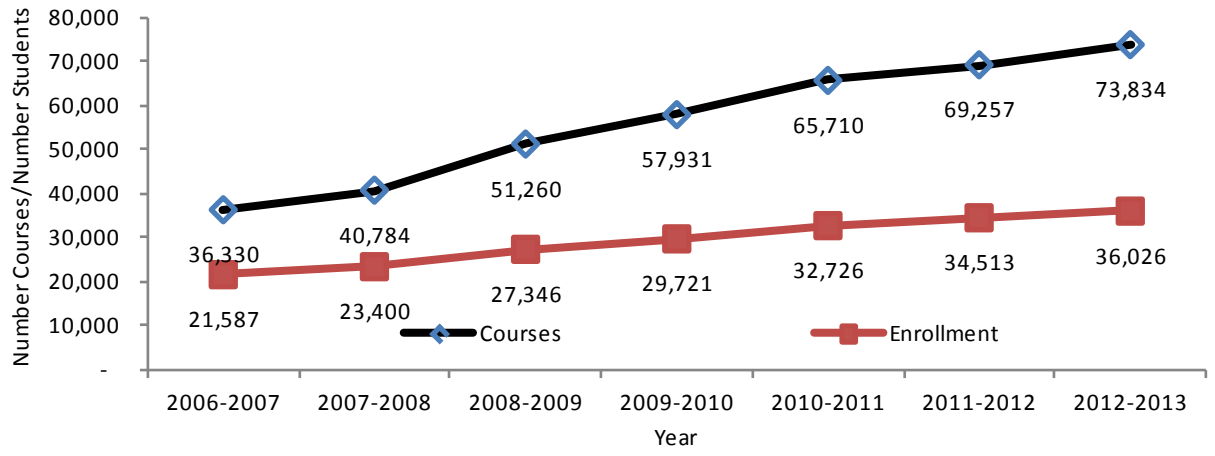
Each year, 80 to 98 percent of Iowa districts (only those districts that had a public high school) had concurrent enrollments. An upward trend of districts with concurrent enrollment is reported in Table 4-13.

Concurrent enrollments by grade are displayed in Table 4-14. In the last seven years, 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 2012-2013 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 2012-2013, 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 2012-2013



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

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Table 4-13

Iowa Districts with Concurrent Enrollment 2006-2007 to 2012-2013

Year	Total # of Districts	Districts with High Schools	Districts with Enrollment	Percent of Districts w/High Schools that had Enrollment
2006-2007	365	340	271	79.7%
2007-2008	364	337	298	88.4%
2008-2009	362	332	304	91.6%
2009-2010	361	330	313	94.8%
2010-2011	359	328	311	94.8%
2011-2012	351	320	311	97.2%
2012-2013	348	316	309	97.8%

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

Table 4-14

Number of Iowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2012-2013

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Enrollment
2006-2007	707	1,718	7,478	11,684	21,587
2007-2008	490	1,767	8,218	12,925	23,400
2008-2009	636	2,374	9,830	14,506	27,346
2009-2010	1,010	2,701	10,494	15,516	29,721
2010-2011	1,537	3,553	11,329	16,307	32,726
2011-2012	2,199	3,941	11,596	16,777	34,513
2012-2013	2,403	4,365	11,962	17,296	36,026

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

Table 4-15

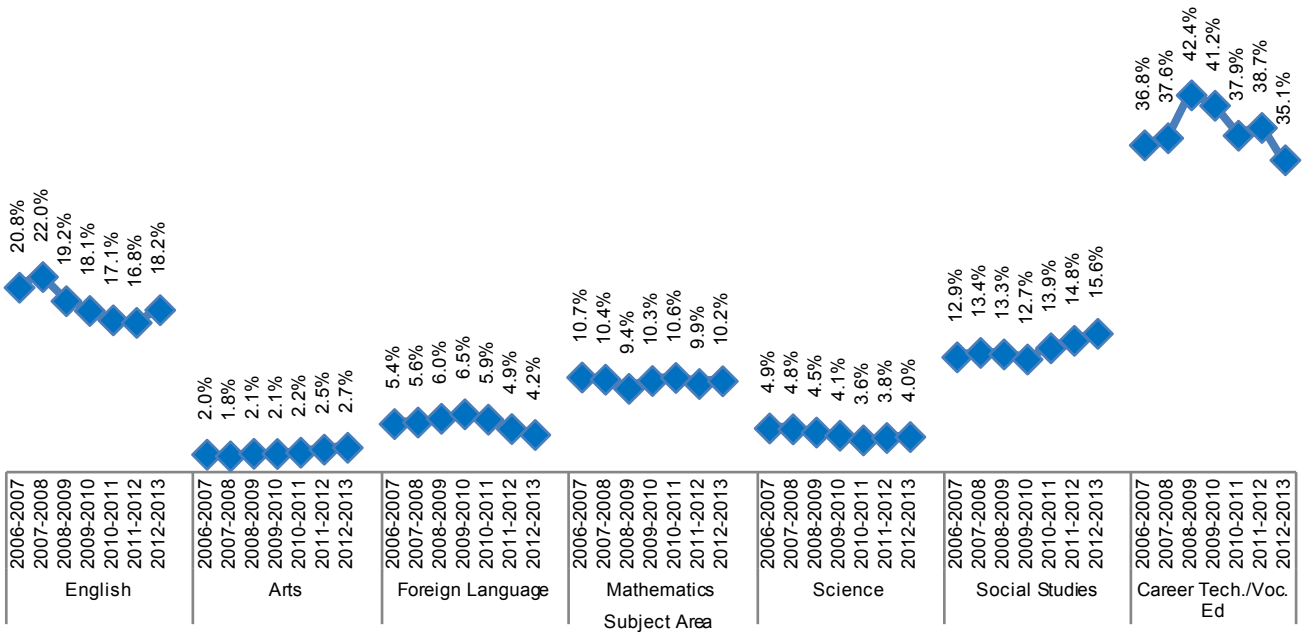
Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2012-2013

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

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

Figure 4-4

Percent of the Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2012-2013



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

Note: About 10 percent of the concurrent courses taken were in "other" subject areas. For details, see Table 4-15.

Postsecondary Enrollment Options (PSEO) Act

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

Figure 4-5 shows seven-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2006-2007 to 2012-2013. In 2012-2013, the PSEO courses taken and enrollment decreased more, while the concurrent enrollment and courses taken are much higher in 2012-2013 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.

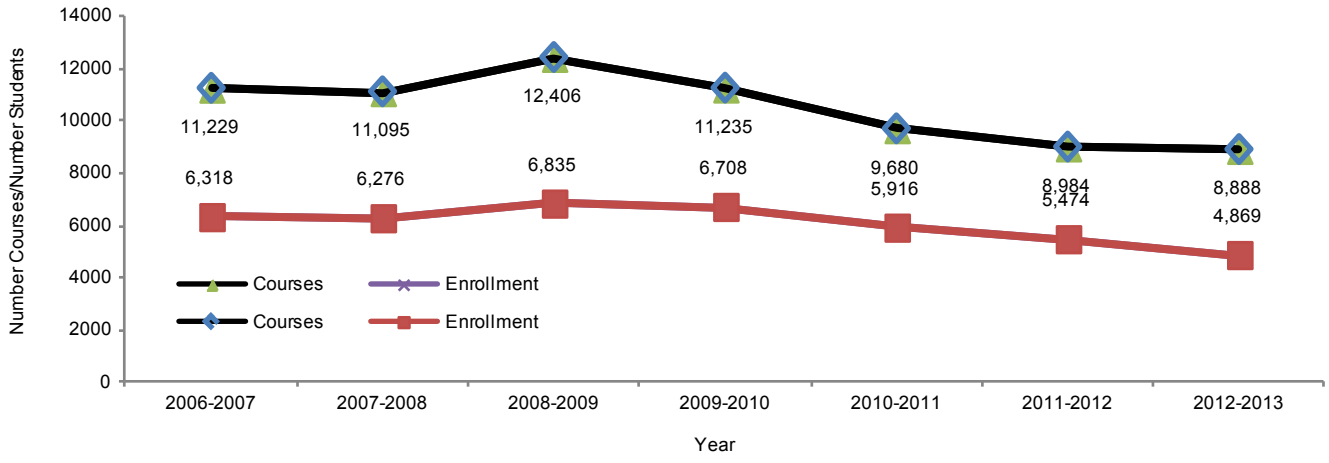
Each year, 88 to 74 percent of Iowa districts (only those districts had a public high school) had PSEO enrollments. However, a downward trend of AP enrollment districts is reported in Table 4-16.

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 2012-2013, the number one courses taken were in social studies area.

Figure 4-5

Iowa PSEO Enrollments and Courses Taken 2006-2007 to 2012-2013



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

Table 4-16

Iowa Districts with PSEO Enrollments 2009-2010 to 2012-2013

Year	Total # of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/High Schools that had PSEO Enrollment
2009-2010	361	330	290	87.9%
2010-2011	359	328	262	79.9%
2011-2012	351	311	243	78.1%
2012-2013	348	316	235	74.4%

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

Table 4-17

Number of Iowa School Students Taking PSEO Courses 2009-2010 to 2012-2013

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2009-2010	295	1,886	4,526	6,707
2010-2011	295	1,624	3,997	5,916
2011-2012	303	1,510	3,661	5,474
2012-2013	330	1,343	3,196	4,869

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

Table 4-18

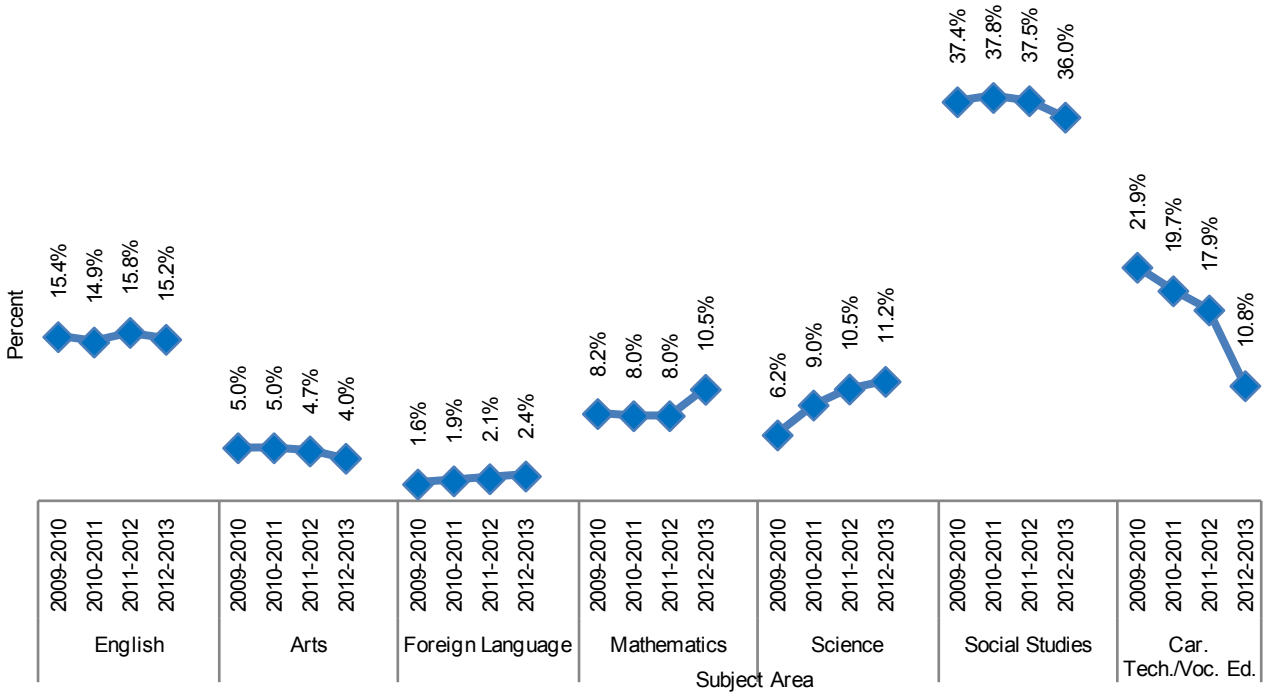
Iowa PSEO Courses Taken by Subject Areas 2009-2010 to 2012-2013

Subject Area	2009-2010	2010-2011	2011-2012	2012-2013
English Language Arts	1,731	1,441	1,417	1,347
Fine & Performance Arts	556	482	419	357
Foreign Language	184	188	186	209
Mathematics	926	770	719	931
Other	486	356	318	890
Science	692	870	946	997
Social Studies	4,202	3,663	3,374	3,196
Career Technical/Vocational Education	2,458	1,910	1,605	961
Total Courses Taken	11,235	9,680	8,984	8,888

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

Figure 4-6

Iowa PSEO Courses Taken by Subject Areas, 2009-2010 to 2012-2013



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

Class Size

Overview

The results of 13 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 thirteen years. None of the grades reached the state goal of 17 students per classroom during all years reported.

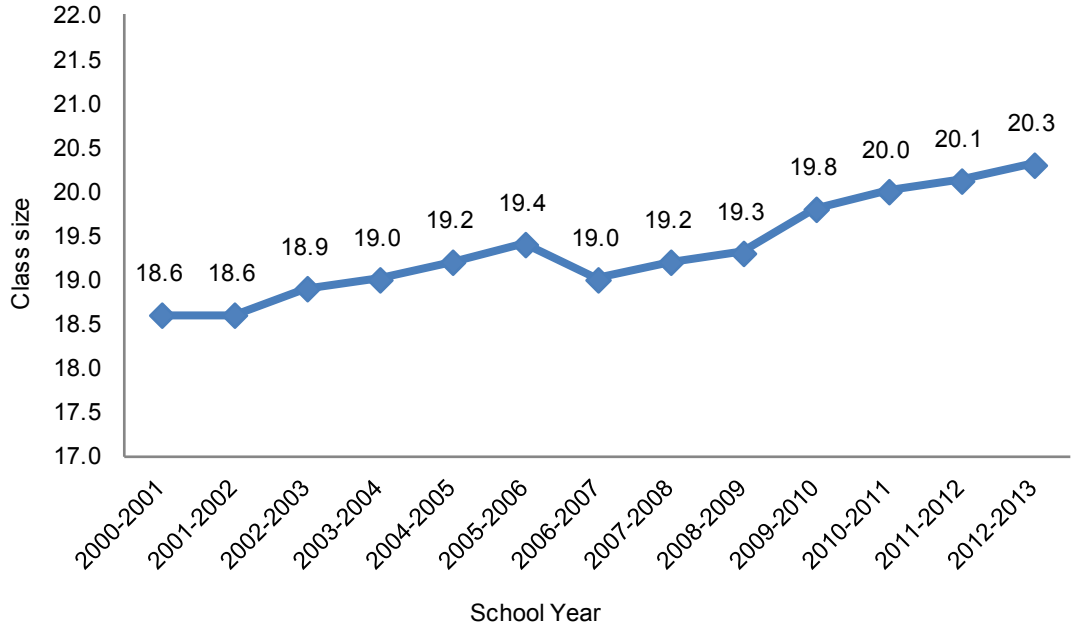
Table 4-19 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size in kindergarten and first grade. Class size increased slightly more than second grade enrollment and third grade enrollment decreased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

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

Summary statistics are presented in table 4-21.

Figure 4-7

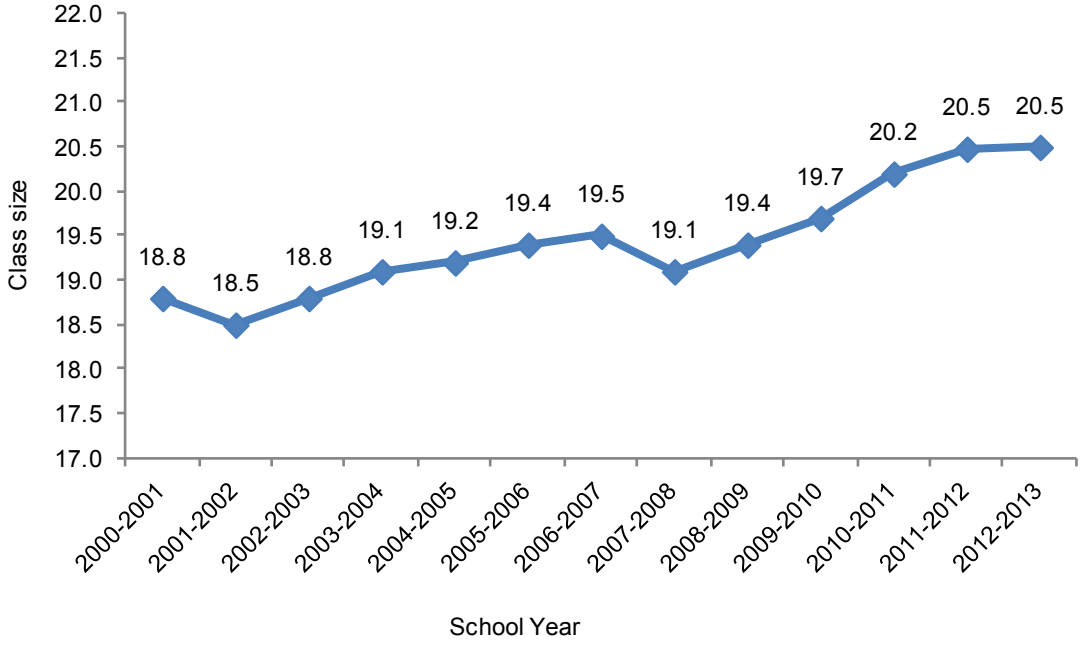
Iowa Public School District Average Class Size For Kindergarten 2000-2001 to 2012-2013



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

Figure 4-8

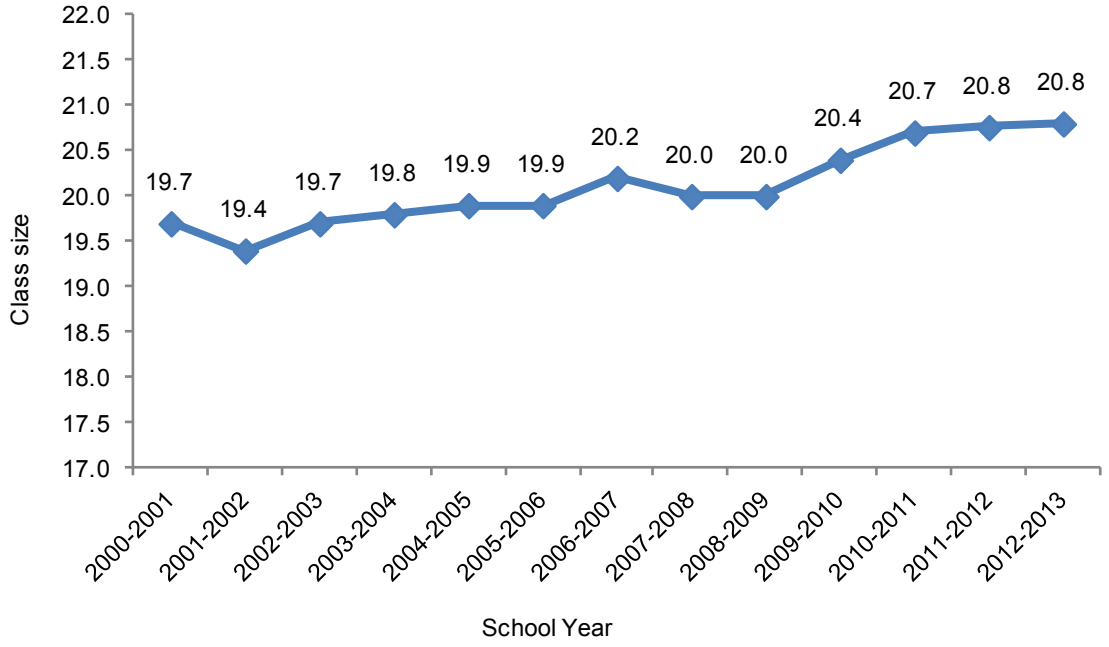
Iowa Public School District Average Class Size For First Grade 2000-2001 to 2012-2013



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

Figure 4-9

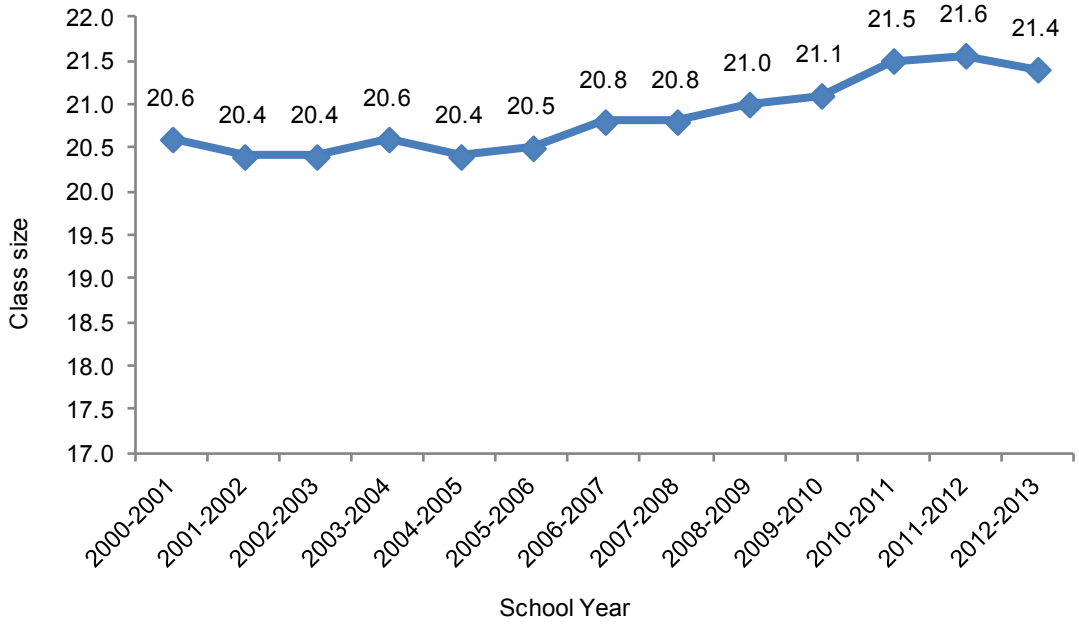
Iowa Public School District Average Class Size For Second Grade 2000-2001 to 2012-2013



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 2012-2013



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 2012-2013

Grade	1998-1999 Enrollment	2012-2013 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	41,400	5,628	15.7%	3.0%
1	35,699	36,742	1,043	2.9%	2.0%
2	35,866	35,902	36	0.1%	0.5%
3	36,500	35,467	-1,033	-2.8%	-1.4%

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

Table 4-20

Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2012-2013

Grade	Students		Teachers		Average Class Size	
	1998-1999	2012-2013	1998-1999	2012-2013	1998-1999	2012-2013
Kindergarten	33,618	38,967	1,613.7	1,913.9	19.7	20.3
1	33,053	35,949	1,644.6	1,754.0	20.1	20.5
2	33,151	34,960	1,592.1	1,682.0	20.7	20.8
3	34,153	34,132	1,578.3	1,594.5	21.7	21.4

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

Table 4-21

Class Size Summary Statistics for Kindergarten Through Grade 3 in Iowa Public Schools 2000-2001, 2011-2012 and 2012-2013

	School Year	Students	Classrooms	Teacher FTEs	Mean	Min	Max
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2011-2012	36,723	1,825	1,825.0	20.1	4	37
	2012-2013	38,967	1,919	1,913.9	20.3	2	28
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2011-2012	34,155	1,668	1,669.4	20.5	6	29
	2012-2013	35,949	1,754	1,754.0	20.5	5	28
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2011-2012	33,762	1,626	1,627.0	20.8	5	30
	2012-2013	34,960	1,679	1,682.0	20.8	7	34
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2011-2012	33,526	1,555	1,555.0	21.6	6	31
	2012-2013	34,132	1,595	1,594.5	21.4	4	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 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2012-2013. In general, average class size tended to increase as enrollment increased. The less than 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases, for kindergarten through grade three, the average class size in enrollment categories greater than 300 exceeded the goal of 17 students per classroom.

Table 4-22

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2012-2013

Enrollment	K		1st		2nd		3rd	
Category	1998-1999	2012-2013	1998-1999	2012-2013	1998-1999	2012-2013	1998-1999	2012-2013
<300	13.9	15.5	14.3	15.6	15.0	15.6	16.9	15.3
300-599	17.6	17.7	17.4	17.9	17.9	18.1	19.3	18.4
600-999	18.2	18.3	19.0	18.8	19.6	19.7	20.3	20.1
1000-2499	19.8	19.7	20.3	20.2	21.3	21.0	21.9	21.6
2500-7499	21.5	21.8	21.6	22.2	22.0	22.2	23.0	22.5
7500+	20.7	22.4	21.1	21.8	21.7	21.8	23.0	23.0
State	19.7	20.3	20.1	20.5	20.7	20.8	21.7	21.4

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

Class Size Funding and Expenditures

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

Table 4-24 shows the fiscal year 2012 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2012 at 75.4 percent.

Table 4-23

State Class Size Reduction Allocation for Iowa Public Schools
FY 2000 to FY 2013

Fiscal Year	State Allocation
2000	$10.0 Million
2001	$20.0 Million
2002	$30.0 Million
2003	$30.0 Million
2004	$29.3 Million
2005	$29.3 Million
2006	$29.3 Million
2007	$29.3 Million
2008	$29.3 Million
2009	$29.3 Million
2010	$29.3 Million
2011	$29.8 Million
2012	$29.9 Million
2013	$30.3 Million

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

Table 4-24

FY 2012 Iowa Early Intervention Block Grant Program
Expenditures by Object

Object Category	Expenditures	Percent
Salaries	$23,048,791	75.4
Benefits	$7,427,831	24.3
Purchased Services	$43,125	0.1
Supplies	$33,424	0.1
Other	$3,436	<0.1
Total	$30,556,608	100.0

Source: Iowa Department of Education, Certified Annual Report.

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

Expenditures for Computer Hardware and Software

Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report. Table 4-25 provides the number of districts, software and hardware expenditures, district enrollment and per pupil expenditures for 2000-2001 and the two most recent years for which expenditures were available. Figure 4-11 provides computer hardware and software per pupil expenditures from 2000-2001 to 2011-2012.

Table 4-26 shows computer hardware and software expenditures data by enrollment category for 2000-2001 and the two most recent years for which expenditures were available. There was a decrease from the prior year in total per pupil expenditures for the 7,500+ enrollment category of $49.19.

Table 4-25

Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 2000-2001, 2010-2011, and 2011-2012

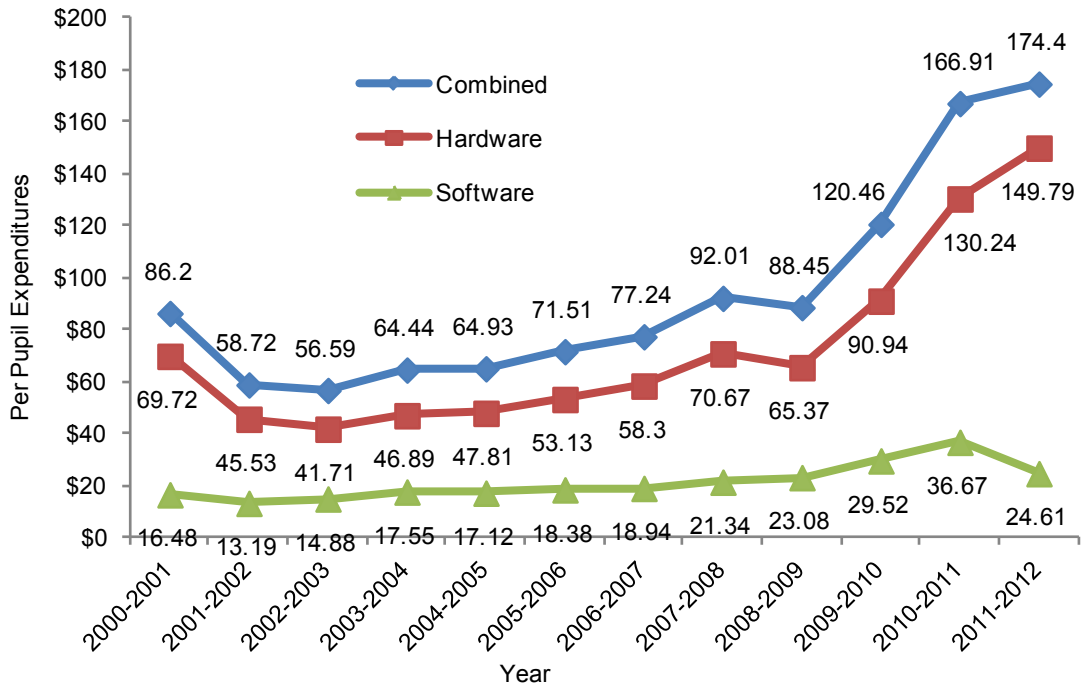
			Software		Hardware		Combined	
Year	No. of Districts	Total Enrollment	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2010-2011	359	473,493	17,365,237	36.67	61,666,581	130.24	79,031,818	166.91
2011-2012	351	473,504	11,651,689	24.61	70,925,816	149.79	82,577,504.7	174.40

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 2011-2012



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, 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							
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
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
2011-2012							
Enrollment	10,834	49,020	63,052	114,555	97,133	138,910	473,504
Software	248,358	1,086,850	1,413,780	3,201,406	2,828,451	2,872,843	11,651,689
Per Pupil	22.92	22.17	22.42	27.95	29.12	20.68	24.61
Hardware	1,749,742	10,606,714	10,544,482	19,938,586	12,498,280	15,588,012	70,925,816
Per Pupil	161.50	216.38	167.23	174.05	128.67	112.22	149.79
Total Software & Hardware	1,998,100	11,693,564	11,958,262	23,139,992	15,326,731	18,460,855	82,577,505
Per Pupil	184.43	238.55	189.66	202.00	157.79	132.90	174.40

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

Note: Per pupil expenditures based on Certified Enrollment. Expenditures include administrative, instructional, and all other software and hardware purchased.

*Figures may not total due to rounding.

Availability of Computers

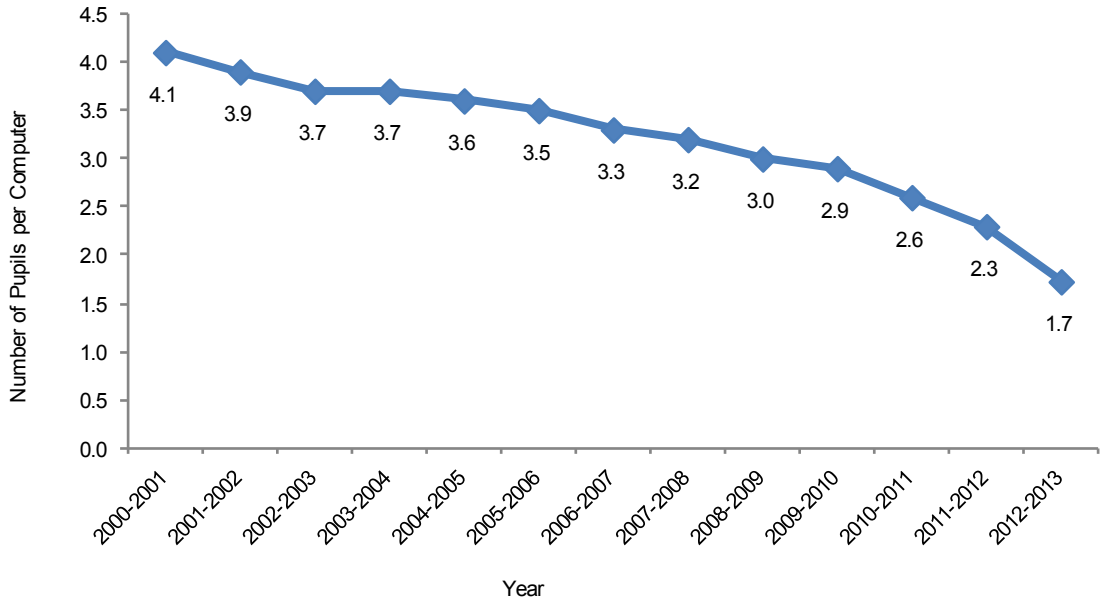
As a part of the Basic Educational Data Survey (BEDS), Iowa public school districts report on the number of computers made available for student use. The Department of Education has collected this information since 1995-1996. However, in 2012-2013 the definition of student accessible computer was revised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

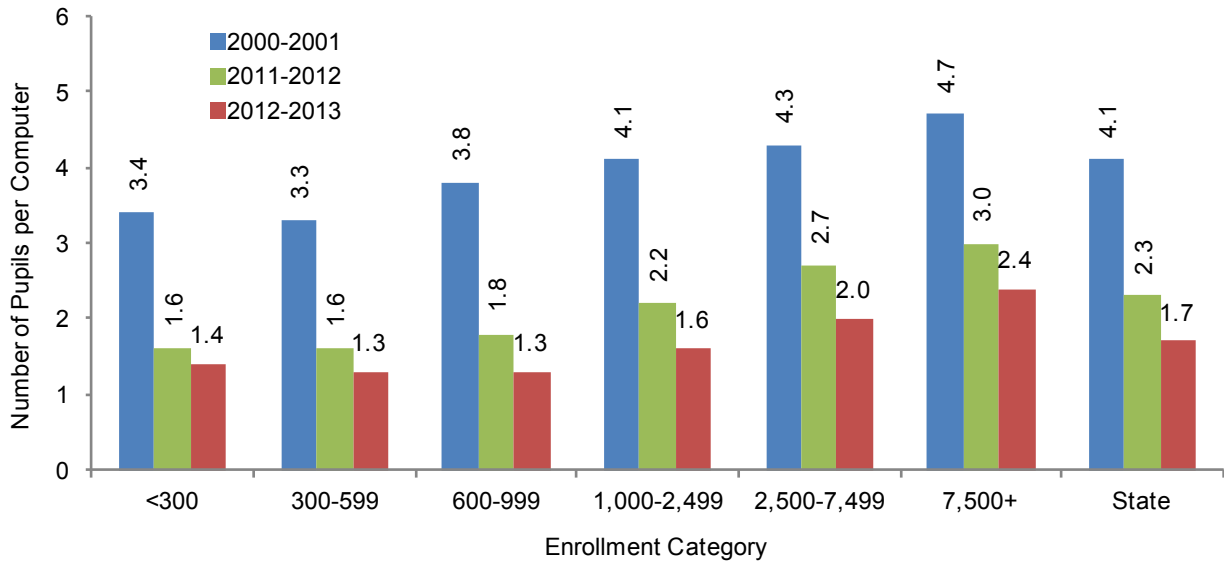


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Note: Pupils per computer based on Certified Enrollment.

Figure 4-13

Pupils Per Computer in Iowa Public Schools
by Enrollment Category
2000-2001, 2011-2012, and 2012-2013



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, 2011-2012, 2012-2013

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

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, 2011-2012 and 2012-2013

	Enrollment Category						
2011-2012	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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
2012-2013							
Number of Computers in HS	2,651	19,864	21,784	28,900	17,027	20,845	111,071
Pupils per Computer in HS	0.9	1.1	1.0	1.3	1.5	1.8	1.3
Number of Computers in Middle School/Jr High School	936	4,675	10,670	20,389	10,781	14,541	61,992
Pupils per Computer in Middle School/Jr High School	1.1	1.1	1.3	1.4	1.8	2.1	1.6
Number of Computers in EL School	3,251	13,980	16,088	22,366	18,464	23,516	97,665
Pupils per Computer in EL School	1.5	1.9	2.0	2.4	2.6	3.2	2.4
Number of Computers in Other School	0	206	189	770	360	1,611	3,136
Pupils Per Computer in Other School	0.0	1.3	3.6	1.3	2.0	2.1	1.9

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

Notes: Enrollment categories are based on Certified Enrollment, while pupils per computer are based on BEDS enrollment. Other schools include alternative and special schools.

HS - High school
EL - Elementary

Bandwidth

Table 4-29 shows bandwidth for public schools in Iowa by enrollment category. Table 4-30 provides the number of schools and bandwidth by school type within enrollment category. In general, bandwidth of 11 to 50 megabits seems to be the most prevalent.

Table 4-29

Bandwidth by Public School
by District Enrollment Category
2012-2013

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	77	262	285	327	175	264	1,390
Internet not Available	0	0	7	0	0	0	7
Bandwidth below 1.5 Megabits	0	2	0	1	0	0	3
Bandwidth 1.5 to 3 Megabits	3	10	11	0	0	3	27
Bandwidth 4 to 10 Megabits	21	39	27	11	15	0	113
Bandwidth 11 to 50 Megabits	45	179	209	153	27	10	623
Bandwidth 51 to 100 Megabits	4	22	30	124	29	34	243
Bandwidth Greater than 100 Megabits	4	10	1	38	104	217	374

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

Note: Enrollment categories are based on Certified Enrollment.

Table 4-30

Bandwidth for Public Schools
by School Level Within Enrollment Category 2012-2013

	Enrollment Category						
High Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	23	99	87	75	22	27	333
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	1	2	2	0	0	0	5
Bandwidth 4 to 10 Megabits	4	14	5	0	0	0	23
Bandwidth 11 to 50 Megabits	15	74	70	33	3	1	196
Bandwidth 51 to 100 Megabits	2	6	10	31	4	3	56
Bandwidth Greater than 100 Megabits	1	3	0	11	15	23	53
Middle/Jr High Schools							
Total Number of Schools	11	39	68	75	28	46	267
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 1.5 Megabits	0	0	0	0	0	0	0
Bandwidth 1.5 to 3 Megabits	0	2	2	0	0	0	4
Bandwidth 4 to 10 Megabits	3	4	6	0	0	0	13
Bandwidth 11 to 50 Megabits	8	26	52	33	7	3	129
Bandwidth 51 to 100 Megabits	0	5	8	32	5	6	56
Bandwidth Greater than 100 Megabits	0	2	0	10	16	37	65

Table 4-30 (...continued)

	Enrollment Category						
Elementary Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Total Number of Schools	42	122	120	153	117	174	728
Internet not Available	0	0	7	0	0	0	7
Bandwidth below 1.5 Megabits	0	2	0	0	0	0	2
Bandwidth 1.5 to 3 Megabits	2	6	7	0	0	3	18
Bandwidth 4 to 10 Megabits	13	21	11	10	15	0	70
Bandwidth 11 to 50 Megabits	22	78	82	75	15	6	278
Bandwidth 51 to 100 Megabits	2	10	12	52	20	21	117
Bandwidth Greater than 100 Megabits	3	5	1	16	67	144	236
Other Schools							
Total Number of Schools	1	2	10	24	8	17	62
Internet not Available	0	0	0	0	0	0	0
Bandwidth below 1.5 Megabits	0	0	0	1	0	0	1
Bandwidth 1.5 to 3 Megabits	0	0	0	0	0	0	0
Bandwidth 4 to 10 Megabits	1	0	5	1	0	0	7
Bandwidth 11 to 50 Megabits	0	1	5	12	2	0	20
Bandwidth 51 to 100 Megabits	0	1	0	9	0	4	14
Bandwidth Greater than 100 Megabits	0	0	0	1	6	13	20

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 2009-2011 and 2011-2013 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 2009-2011 and 2011-2013

Grade 4	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	18,970	19,220	19,320	19,400	19,400	19,400
Female	18,060	18,420	18,580	18,570	18,650	18,620
African American	1,960	2,160	2,240	2,100	1,920	1,910
American Indian	230	220	220	210	190	170
Asian	770	810	830	840	800	880
Hispanic	2,340	2,500	2,620	2,950	3,230	3,500
White	31,580	31,800	31,910	31,440	31,020	30,430
ELL [1]	1,590	1,700	1,790	1,940	2,010	2,270
Migrant [2]	250	210	160	130	120	100
SES Eligible [3]	11,950	12,800	13,400	14,200	14,940	15,320
IEP [4]	4,480	4,660	4,630	4,510	4,550	4,590

Table 5-1 (…continued)

Grade 8	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	20,250	20,110	19,600	19,280	19,280	19,370
Female	19,430	18,990	18,640	18,340	18,240	18,470
African American	1,920	1,960	1,990	1,850	1,770	1,850
American Indian	220	220	220	220	210	180
Asian	725	740	760	750	750	760
Hispanic	1,980	2,130	2,260	2,500	2,780	3,050
White	34,690	33,930	33,920	31,910	31,250	31,010
ELL [1]	940	950	1,080	1,110	1,140	1,150
Migrant [2]	200	160	140	110	90	80
SES Eligible [3]	11,550	11,720	11,790	12,290	13,040	13,880
IEP [4]	5,460	5,320	4,990	4,790	4,770	4,560

Grade 11	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	**19,580**	19,550	19,240	19,090	18,830	18,380
Female	18,810	18,920	18,870	18,540	18,100	17,620
African American	1,370	1,460	1,590	1,590	1,510	1,500
American Indian	200	190	200	210	170	170
Asian	660	670	730	720	670	790
Hispanic	1,410	1,600	1,760	1,970	2,150	2,540
White	34,550	34,440	33,760	32,860	31,820	30,230
ELL [1]	660	650	710	720	690	830
Migrant [2]	150	140	120	90	70	70
SES Eligible [3]	8,430	8,890	9,310	9,890	10,390	10,960
IEP [4]	4,590	4,620	4,490	4,390	4,240	3,770

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.

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

Table 5-2

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Mathematics Tests by Subgroup Biennium Periods 2005-2007 to 2009-2011 and 2011-2013

Grade 4	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	18,970	19,200	19,330	19,410	19,390	19,410
Female	18,050	18,390	18,570	18,570	18,640	18,630
African American	1,940	2,150	2,230	2,090	1,910	1,910
American Indian	220	220	220	210	190	170
Asian	770	820	830	850	800	890
Hispanic	2,350	2,510	2,630	2,960	3,230	3,510
White	31,560	31,740	31,880	31,440	31,000	30,440
ELL [1]	1,610	1,720	1,810	1,950	2,030	2,280
Migrant [2]	250	210	160	130	120	100
SES Eligible [3]	11,930	12,770	13,390	14,210	14,940	15,340
IEP [4]	4,880	4,650	4,630	4,510	4,550	4,600

Grade 8	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	**20,210**	20,070	19,560	19,250	19,240	19,380
Female	19,430	18,990	18,610	18,320	18,220	18,480
African American	1,910	1,950	1,980	1,840	1,770	1,850
American Indian	220	220	220	220	210	180
Asian	730	740	760	750	750	770
Hispanic	1,990	2,130	2,270	2,500	2,790	3,060
White	34,620	33,870	33,870	31,870	31,180	31,020
ELL [1]	950	960	1,090	1,120	1,150	1,180
Migrant [2]	210	170	150	110	100	80
SES Eligible [3]	11,520	11,680	11,750	12,260	13,010	13,910
IEP [4]	5,430	5,290	4,960	4,770	4,740	4,570

Table 5-2 (…continued)

Grade 11	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	19,570	19,550	19,250	19,100	18,820	18,380
Female	18,810	18,910	18,860	18,540	18,100	17,620
African American	1,370	1,450	1,590	1,590	1,510	1,500
American Indian	200	190	200	210	170	170
Asian	660	680	730	720	680	790
Hispanic	1,400	1,600	1,760	1,970	2,150	2,540
White	34,540	34,430	33,750	32,850	31,810	30,230
ELL [1]	670	660	720	730	700	850
Migrant [2]	150	150	120	90	70	70
SES Eligible [3]	8,420	8,890	9,310	9,890	10,380	10,950
IEP [4]	4,580	4,620	4,490	4,400	4,240	3,770

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.

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

Table 5-3

Approximate Average Number of Iowa Students Tested on ITBS and ITED (Iowa Assessments) Science Tests by Subgroup Biennium Periods 2005-2007 to 2009-2011 and 2011-2013

Grade 8	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	20,150	20,010	19,500	19,190	19,180	19,290
Female	19,330	18,880	18,540	18,260	18,170	18,400
African American	1,900	1,950	1,980	1,840	1,770	1,850
American Indian	220	220	220	220	210	180
Asian	720	740	760	750	750	770
Hispanic	1,980	2,120	2,260	2,500	2,790	3,060
White	34,520	33,760	32,750	31,750	31,090	30,850
ELL [1]	942	950	1,080	1,110	1,140	1,180
Migrant [2]	200	160	140	110	90	80
SES Eligible [3]	11,520	11,680	11,760	12,270	13,020	13,890
IEP [4]	5,420	5,300	4,980	4,780	4,760	4,560

Grade 11	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2011-2013
Male	19,410	19,420	19,140	19,000	18,730	18,350
Female	18,330	18,800	18,770	18,470	18,030	17,600
African American	1,330	1,420	1,570	1,580	1,490	1,490
American Indian	200	190	200	200	170	170
Asian	650	670	720	720	670	790
Hispanic	1,370	1,570	1,750	1,950	2,130	2,540
White	34,330	34,250	33,600	32,730	31,710	30,200
ELL [1]	650	640	700	720	690	840
Migrant [2]	150	140	120	90	70	70
SES Eligible [3]	8,300	8,870	9,230	9,810	10,300	10,930
IEP [4]	4,510	4,550	4,450	4,360	4,200	3,760

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.

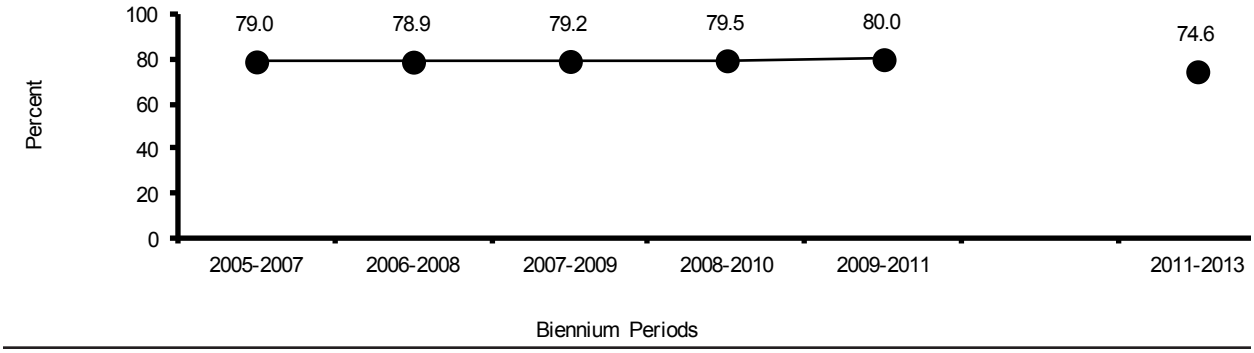
The 2011-2013 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Reading

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

Figure 5-1

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



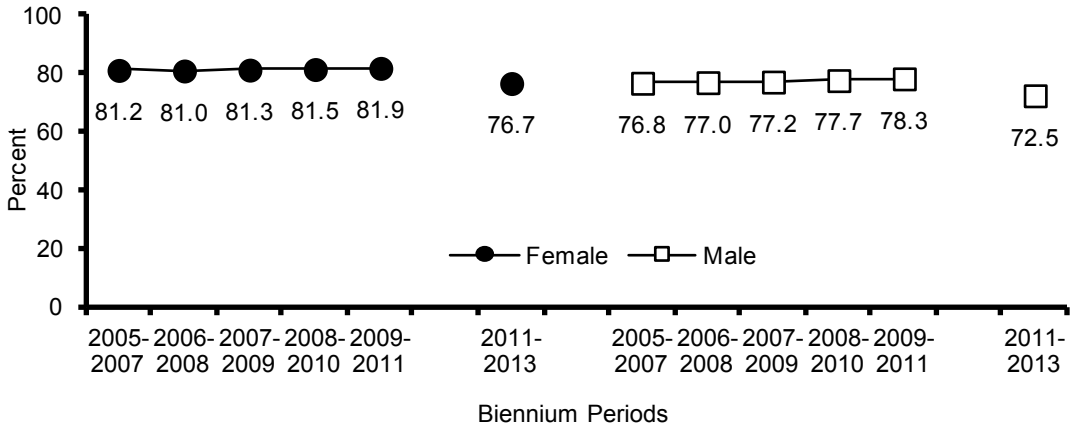
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-2

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



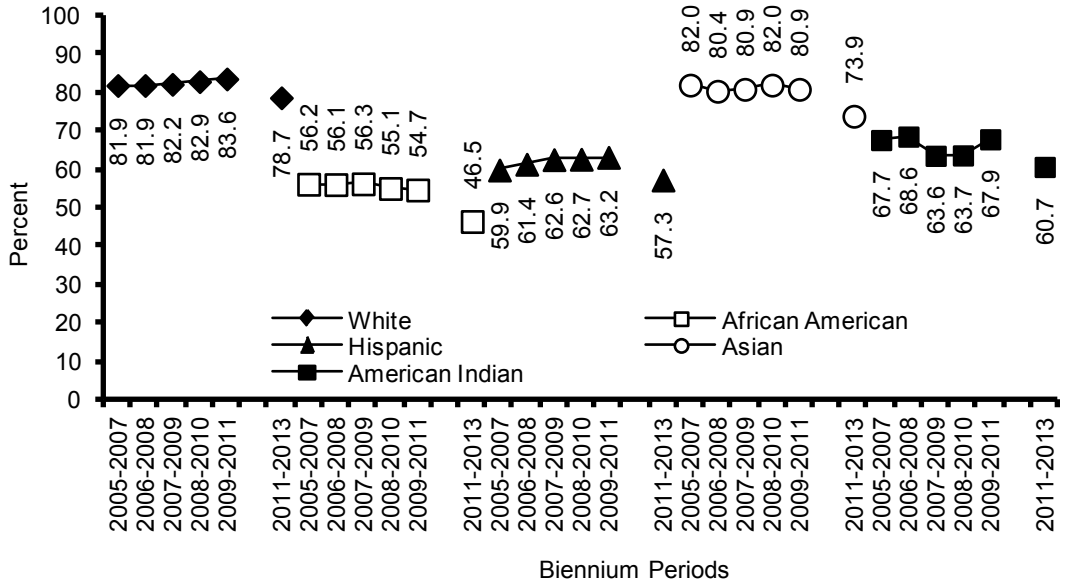
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-3

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



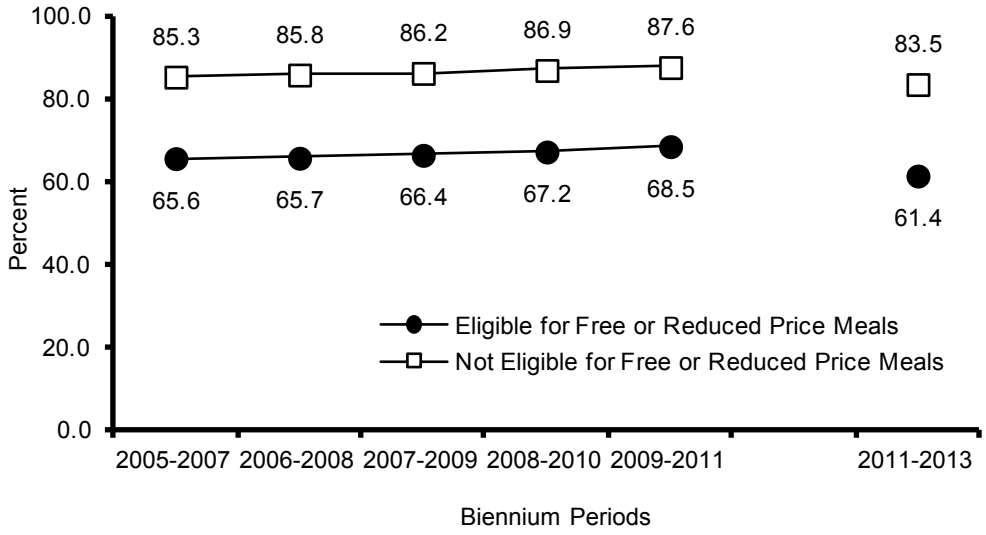
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-4

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



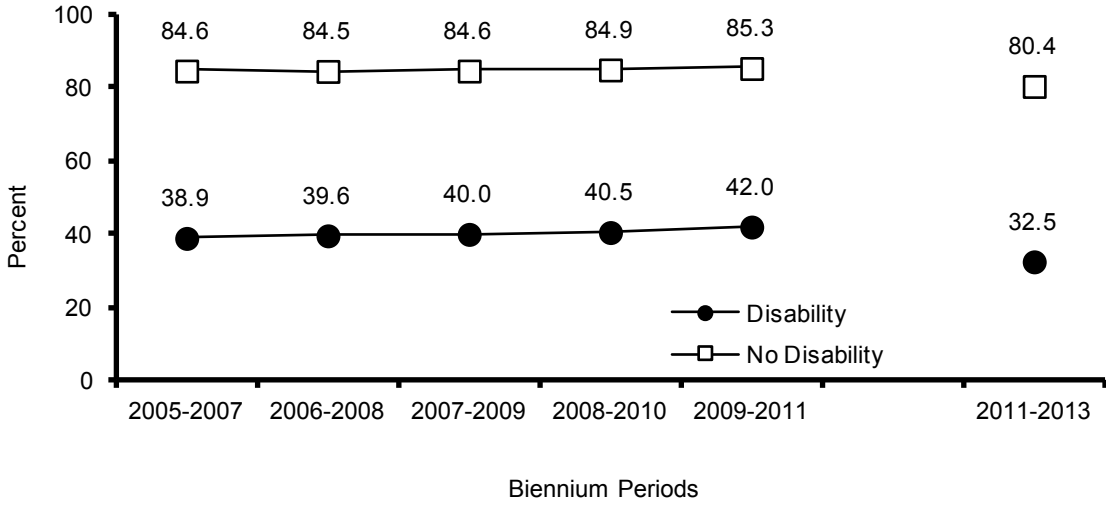
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-5

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



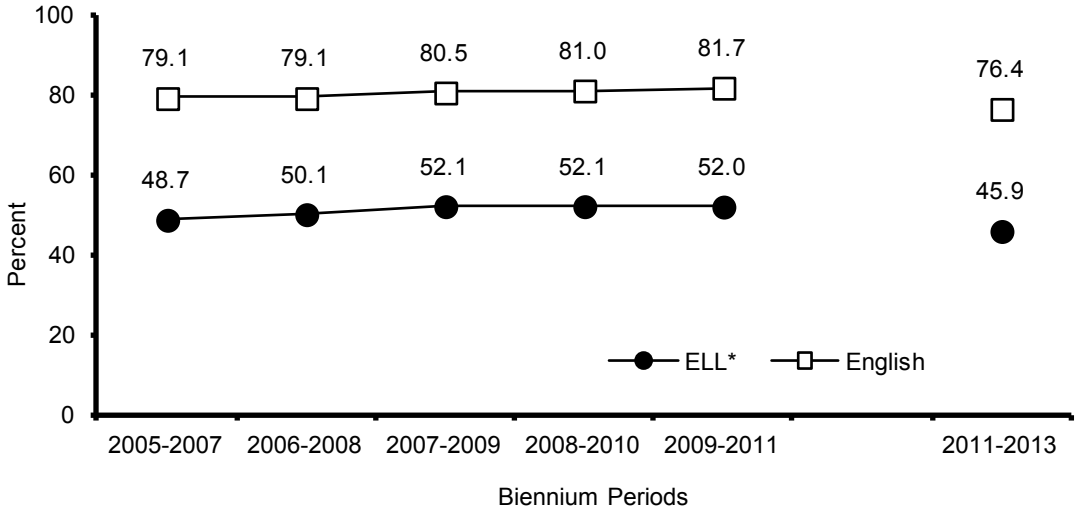
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-6

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



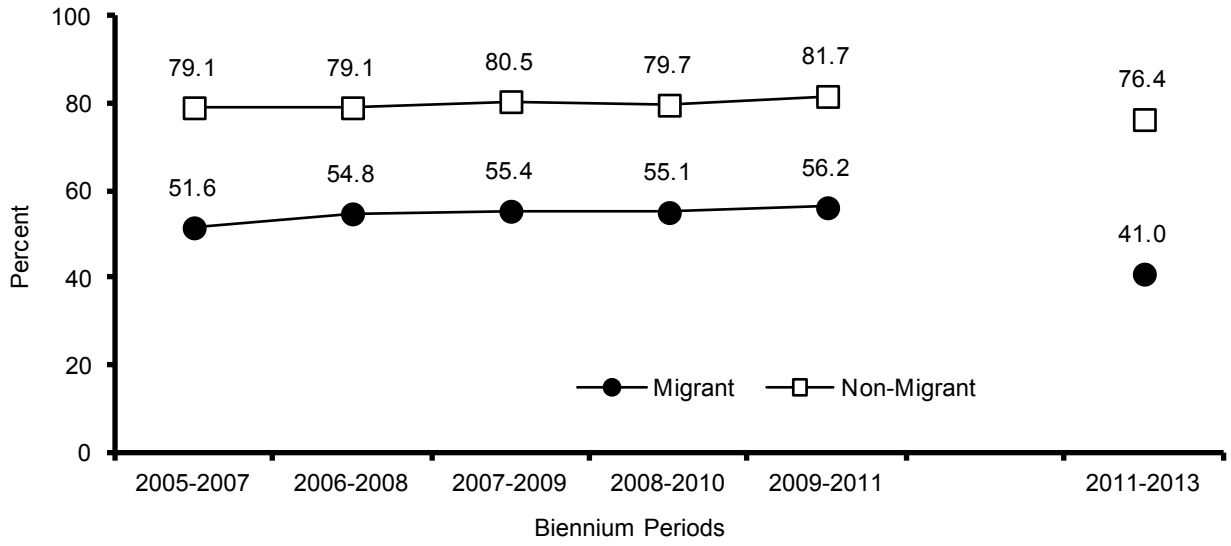
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-7

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



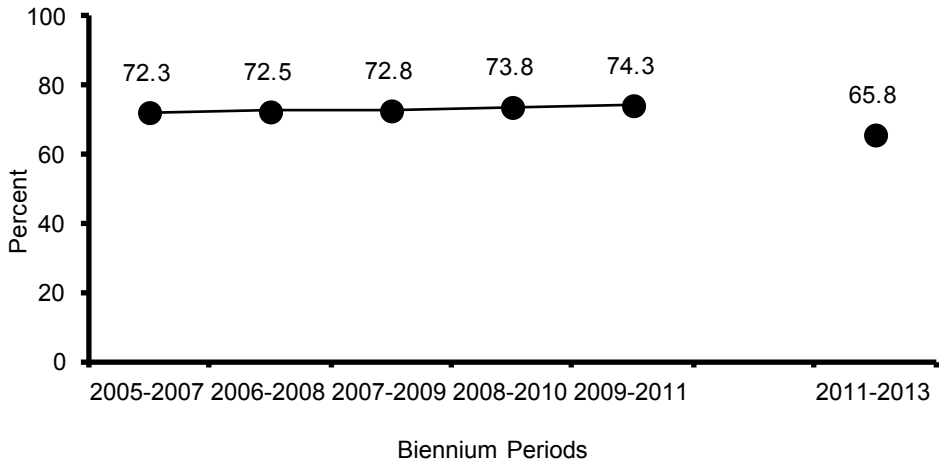
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-8

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



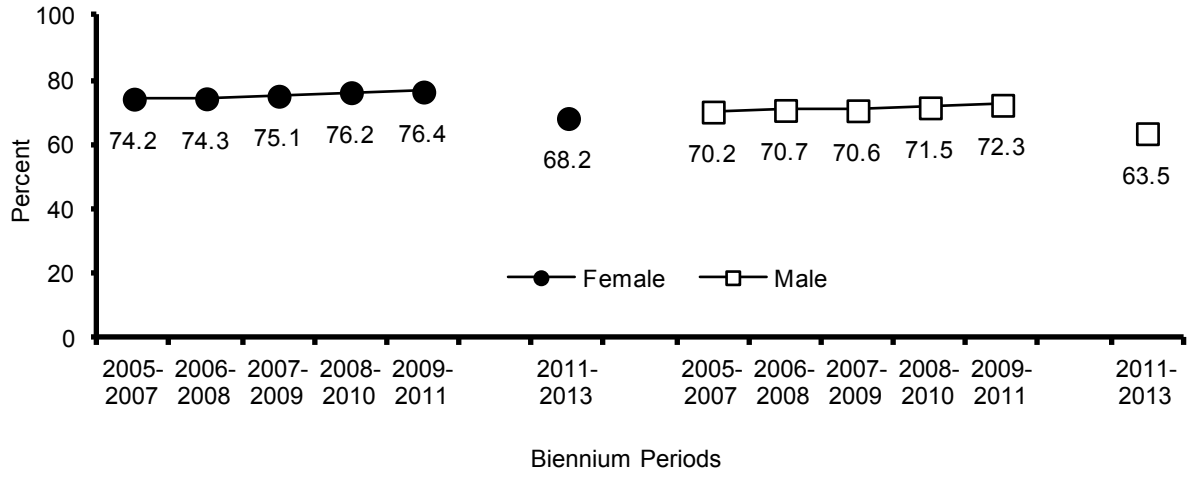
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-9

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Gender
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



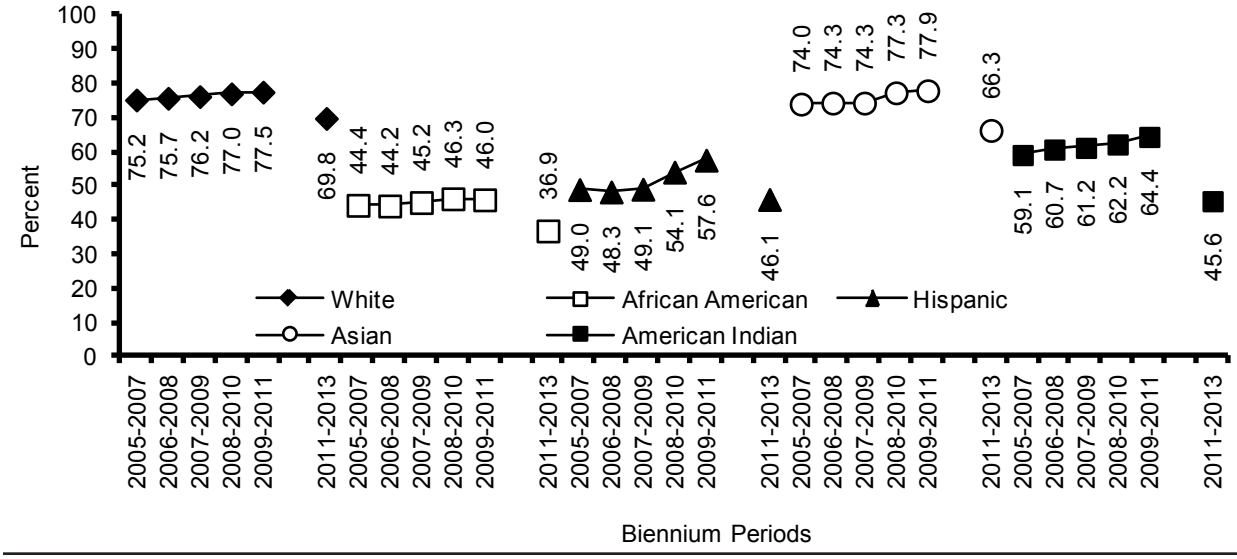
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-10

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



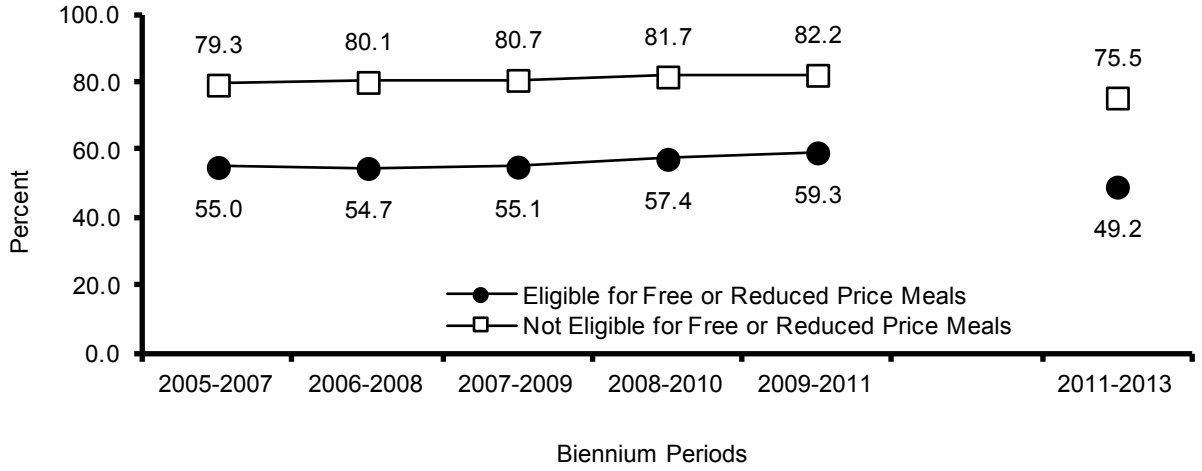
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-11

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



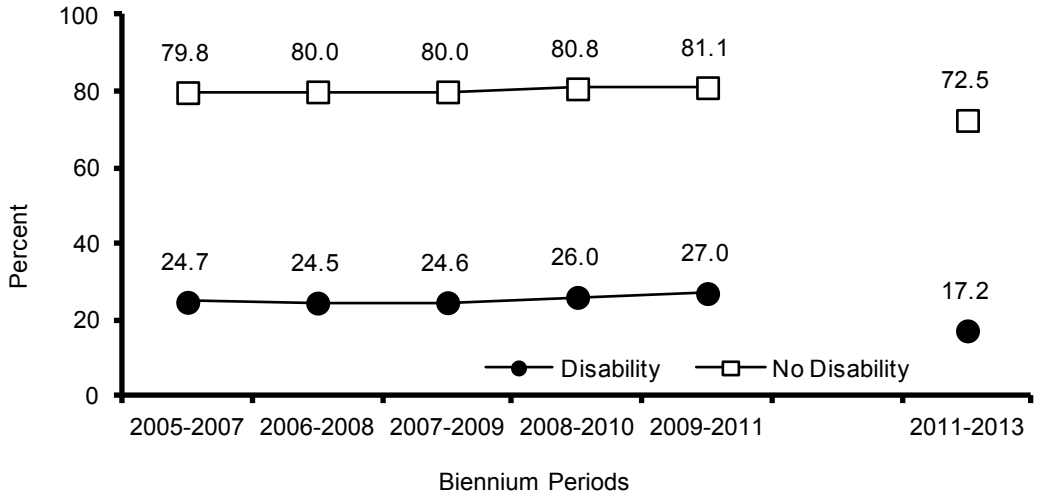
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-12

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Disability Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



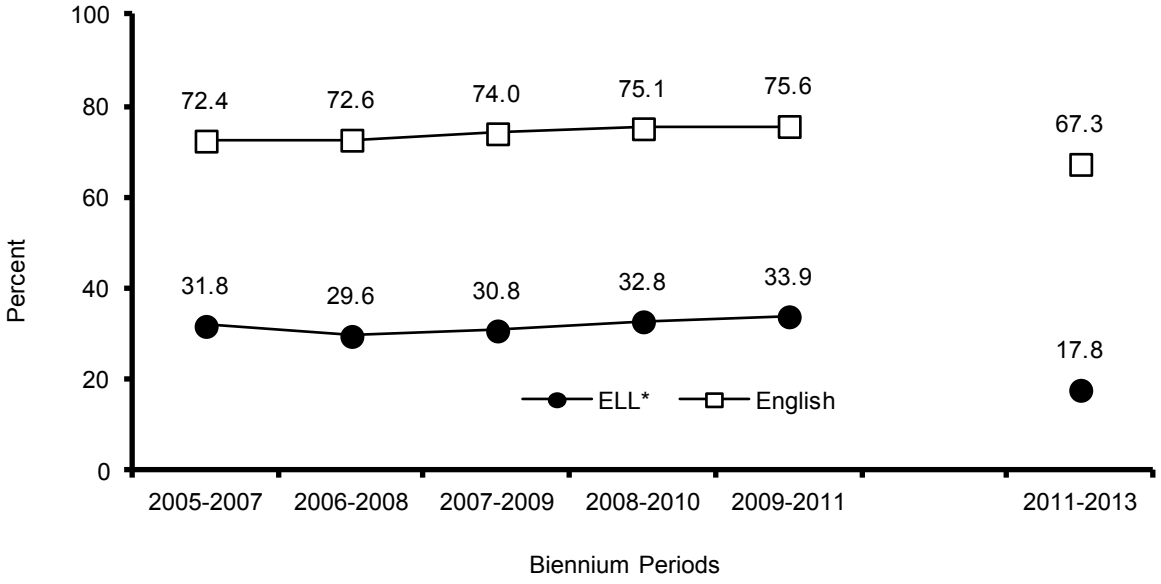
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-13

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



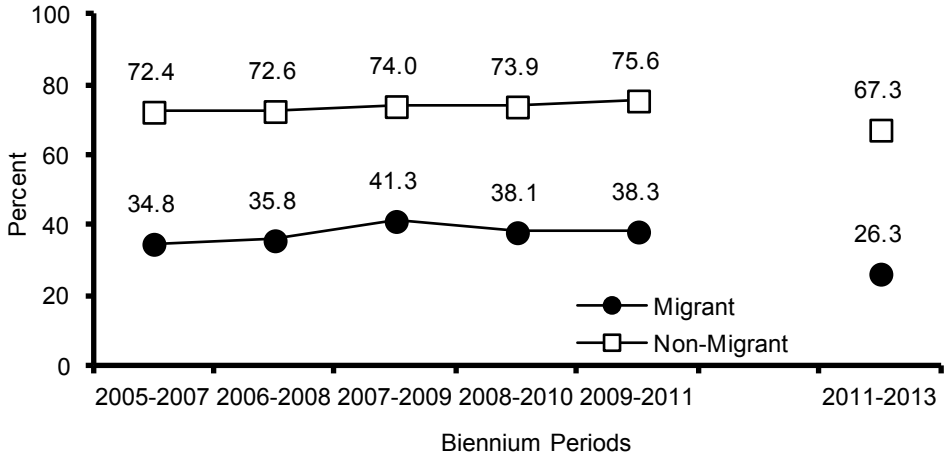
Source: Iowa Testing Programs, The University of Iowa.

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.

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

Figure 5-14

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



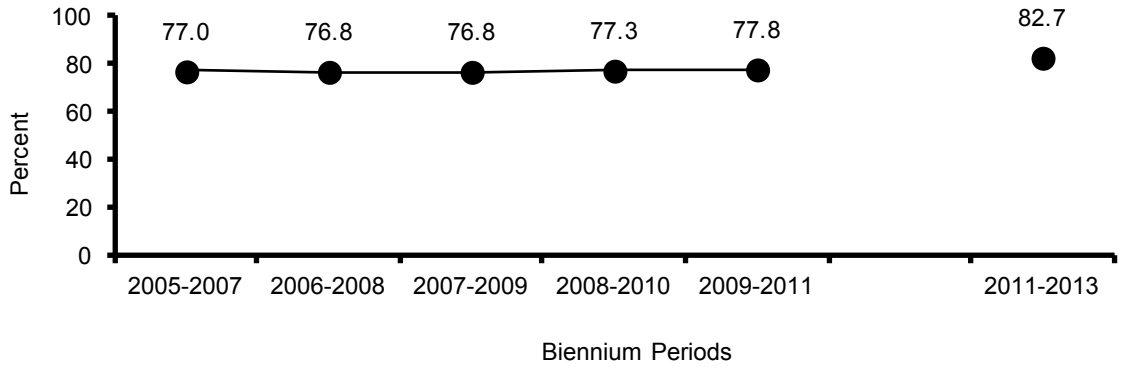
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-15

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



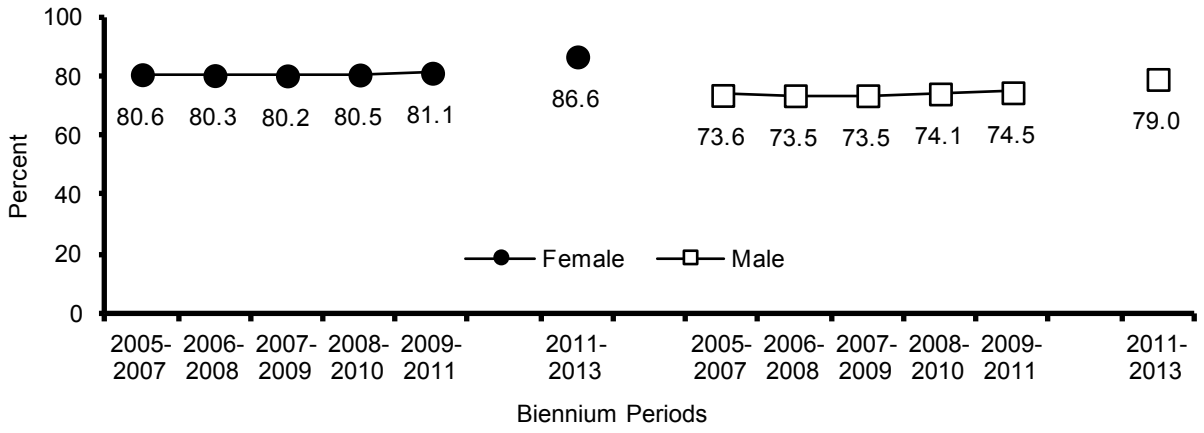
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Gender
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



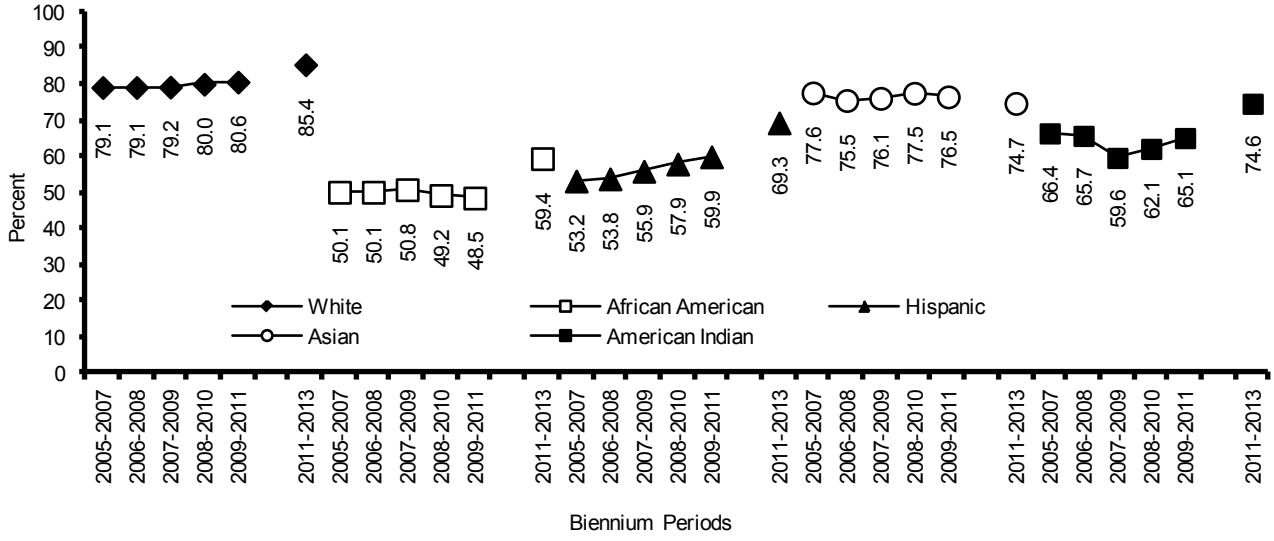
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Race/Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



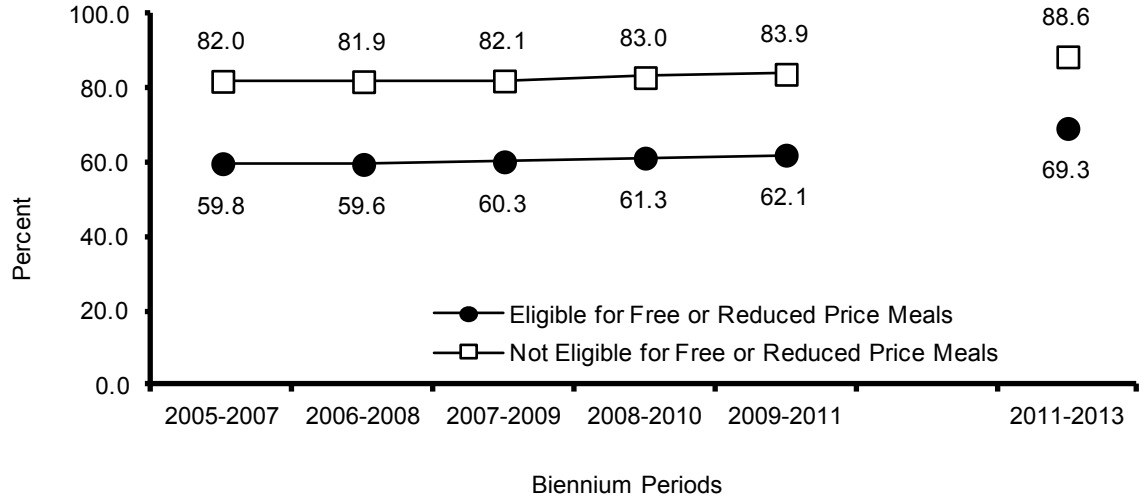
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-18

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



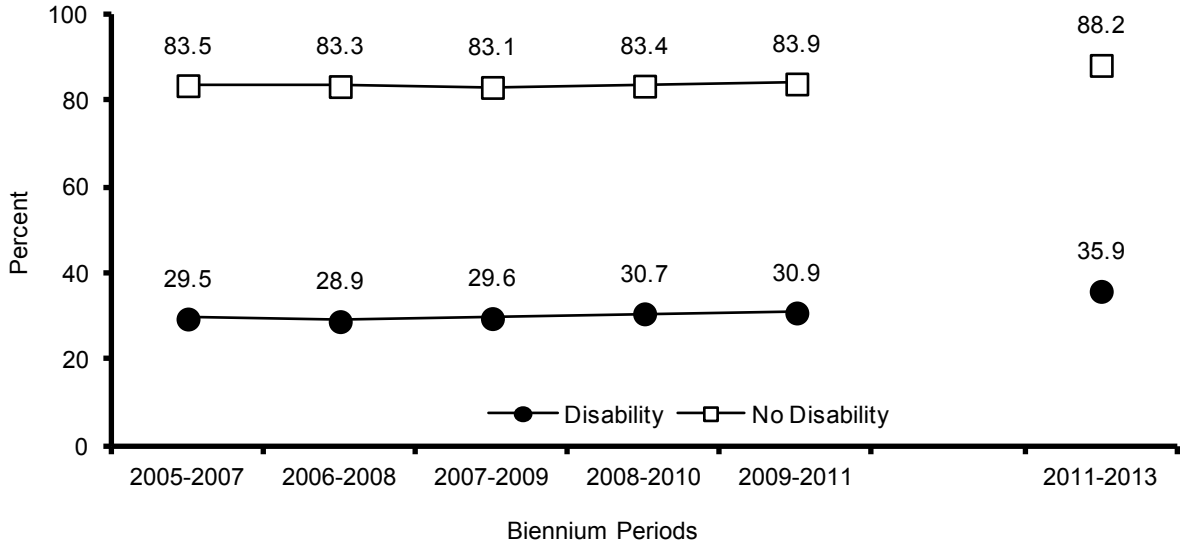
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-19

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Disability Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



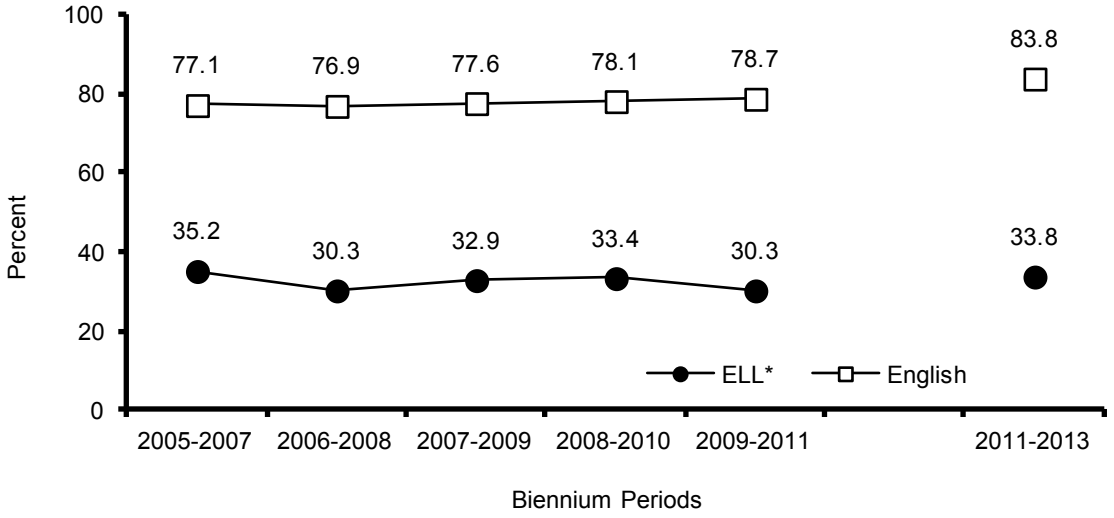
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-20

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



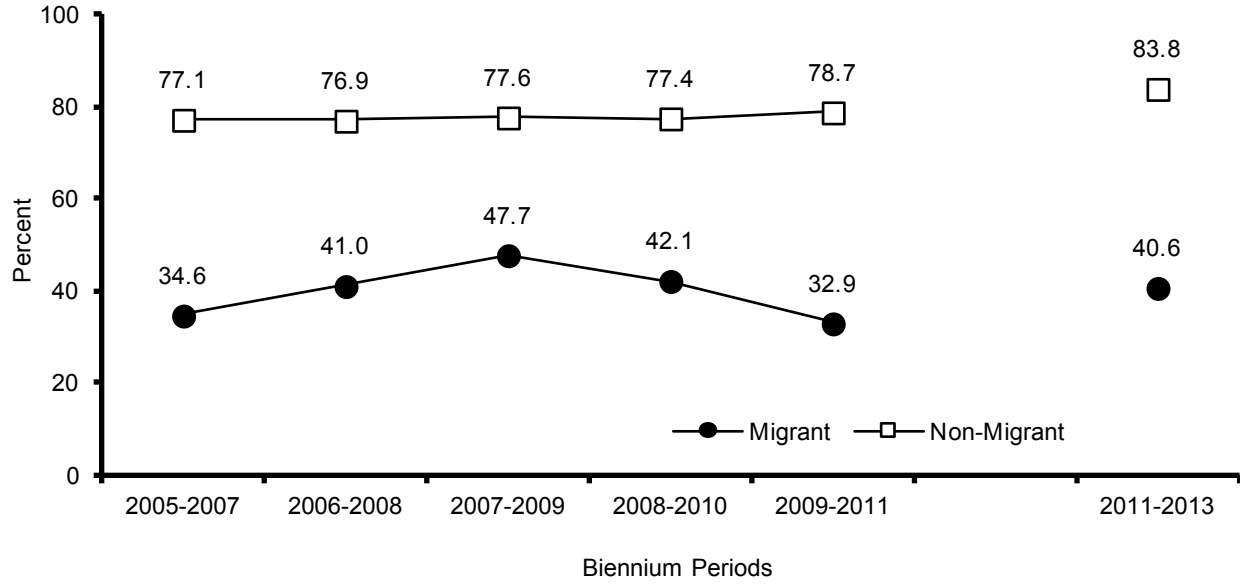
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language.

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

Figure 5-21

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Migrant Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

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

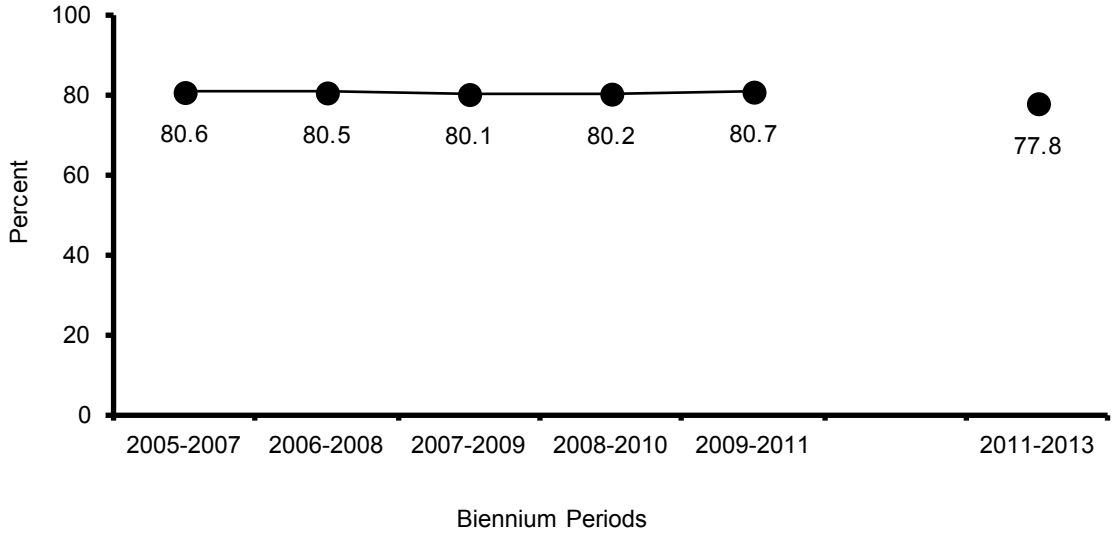
The 2011-2013 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Mathematics

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

Figure 5-22

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



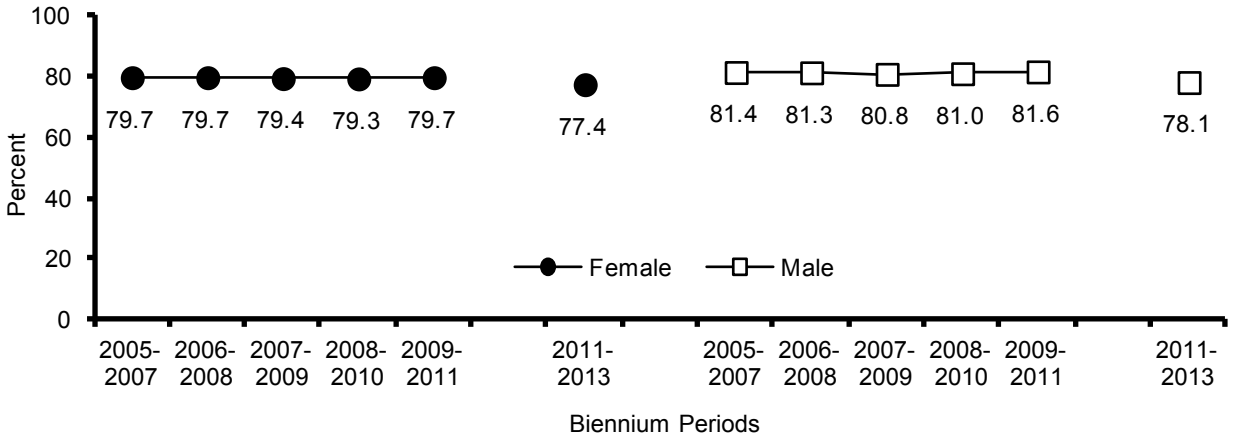
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-23

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



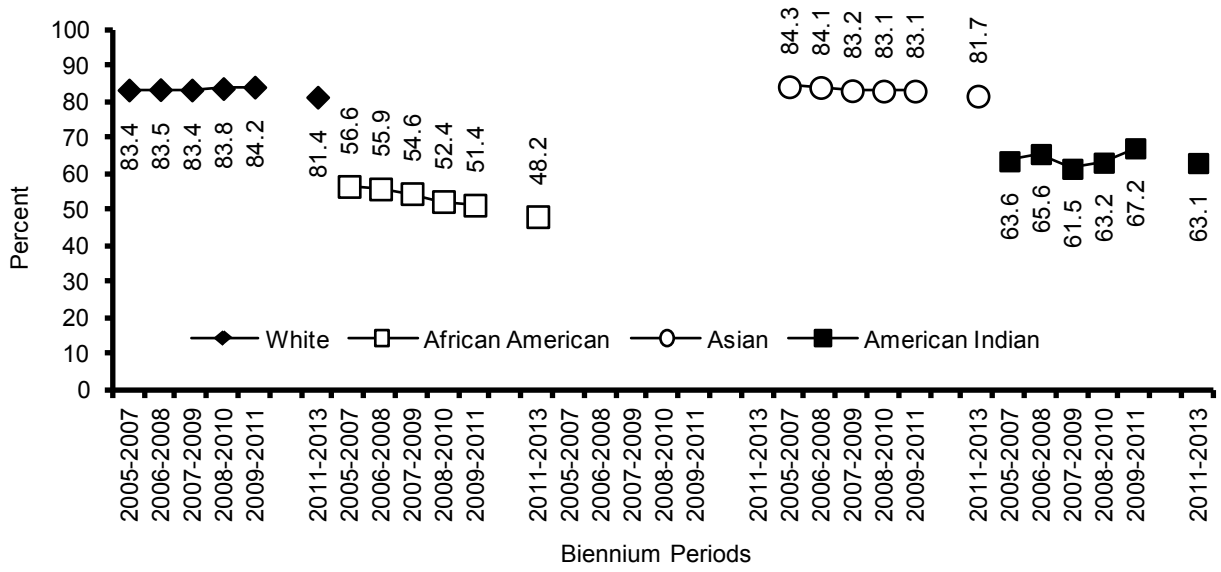
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-24

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



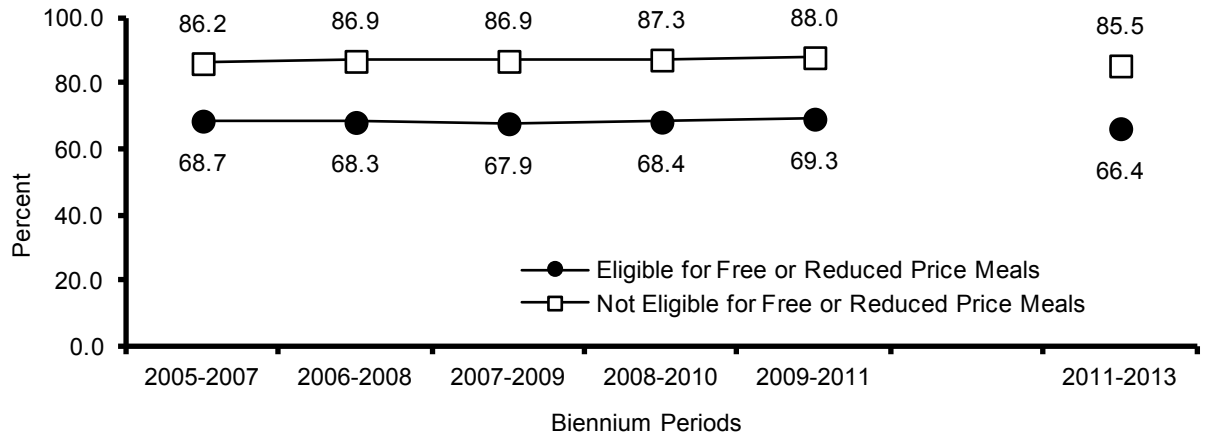
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-25

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



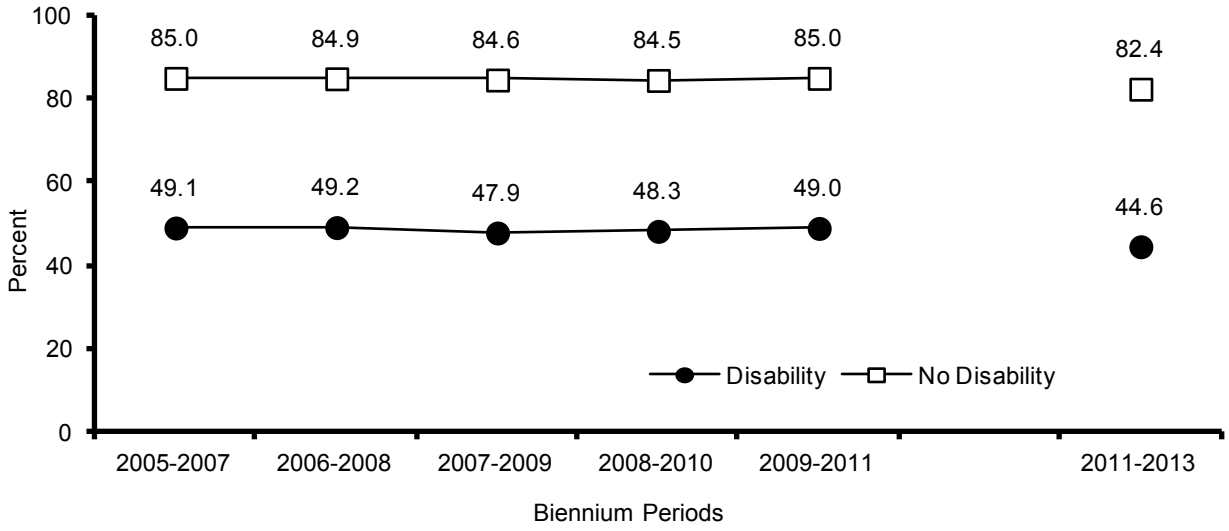
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-26

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



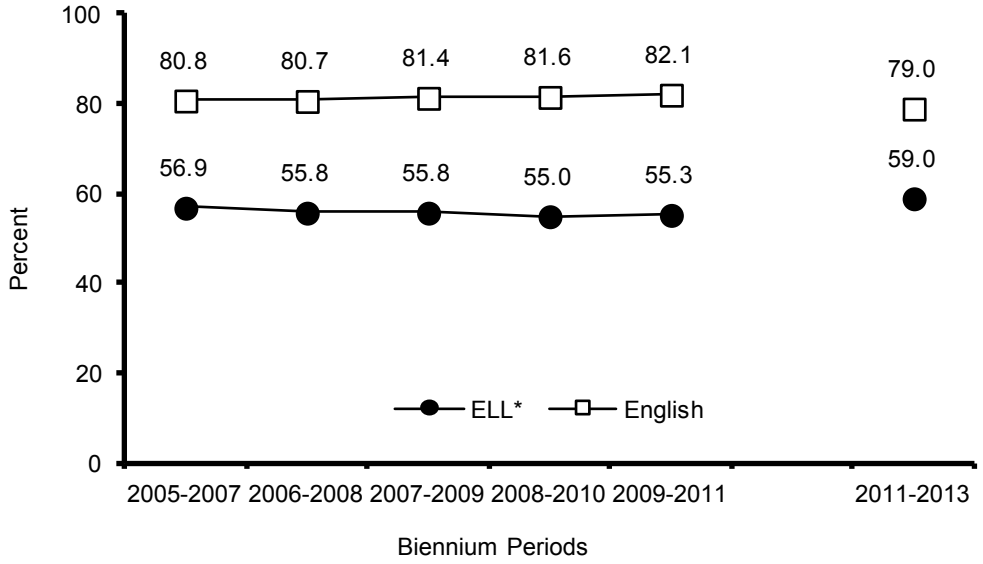
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-27

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



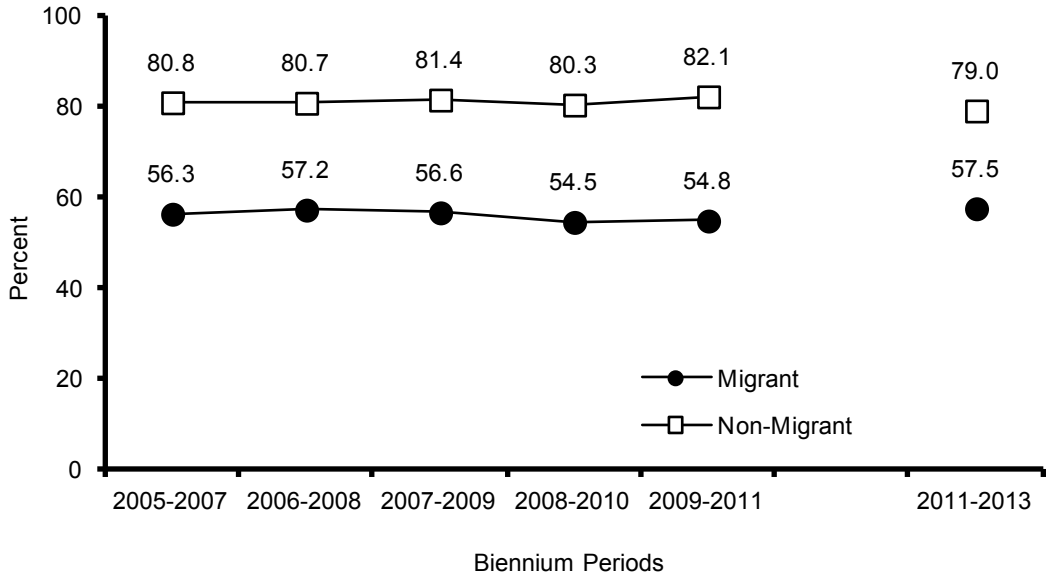
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

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

Figure 5-28

Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



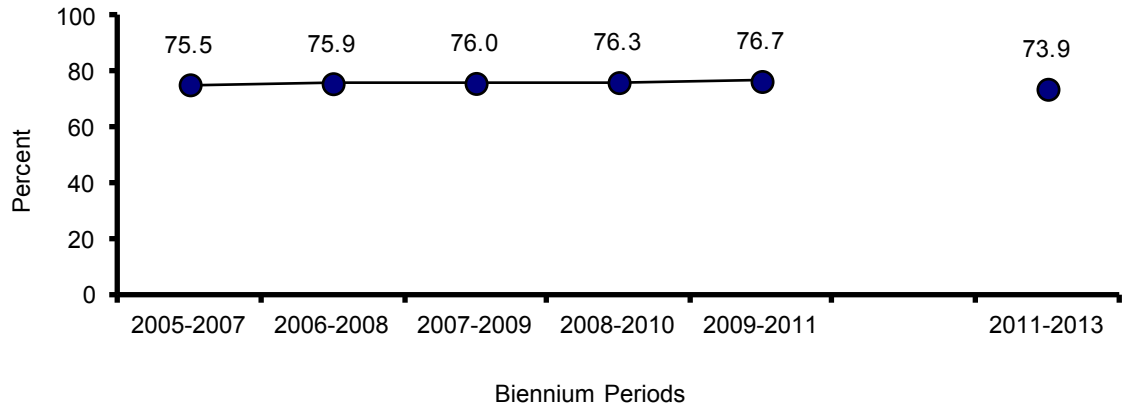
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-29

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



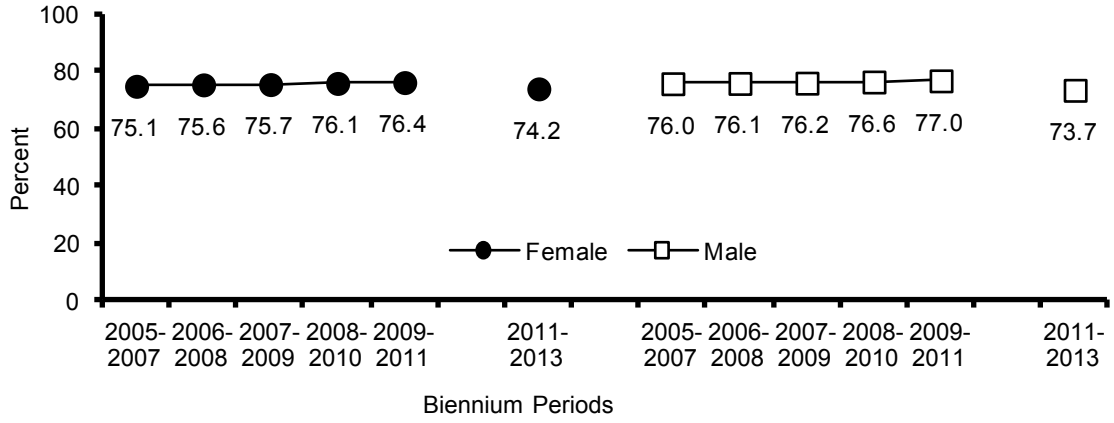
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-30

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



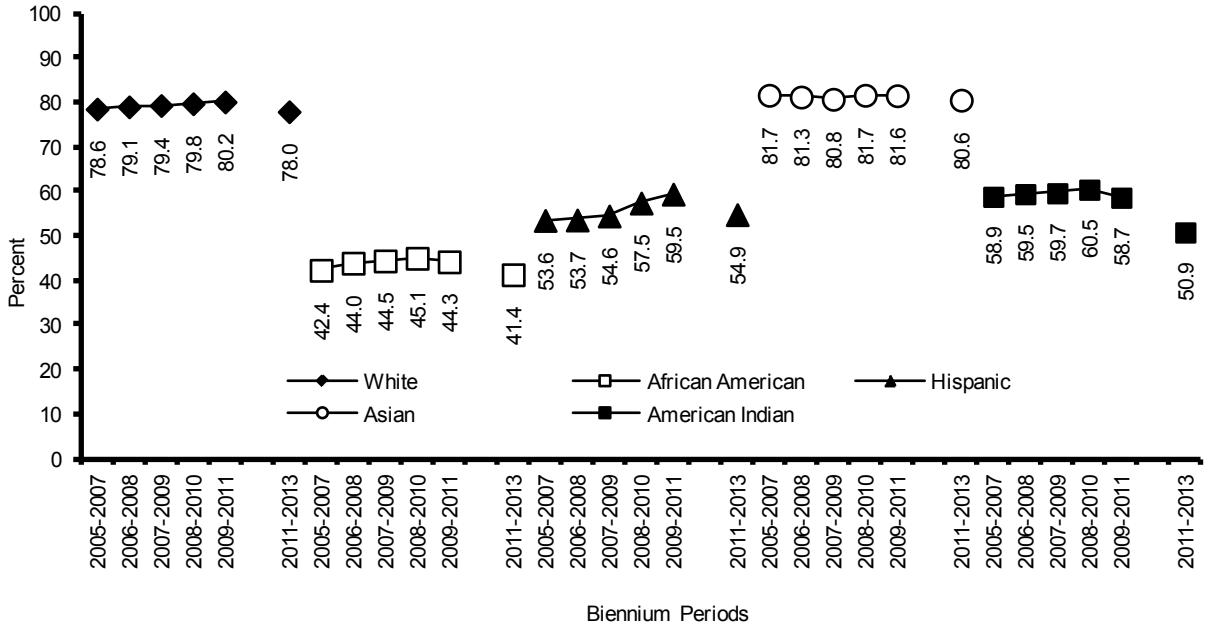
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-31

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



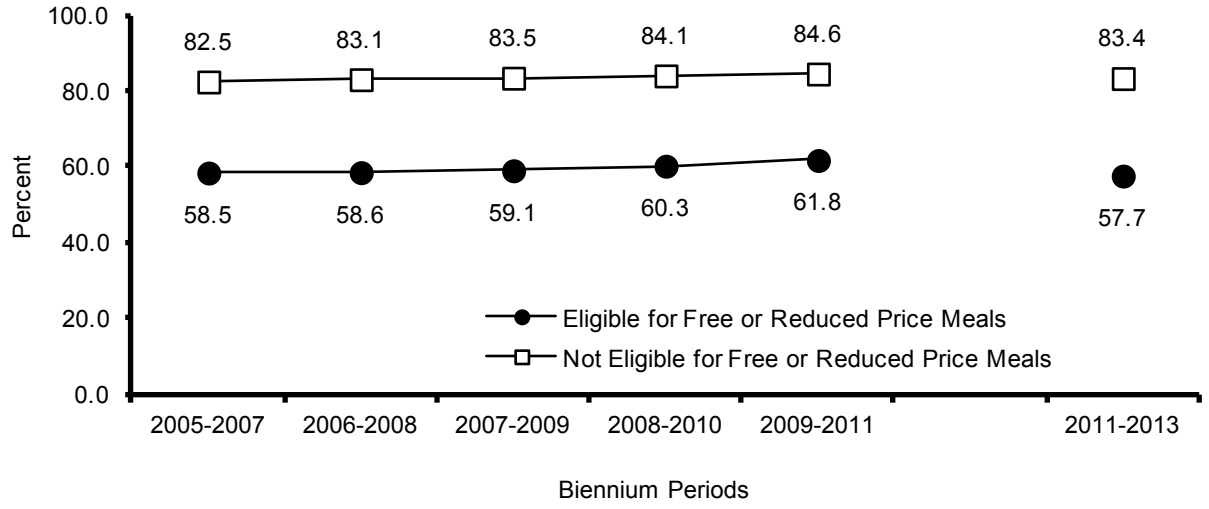
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-32

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



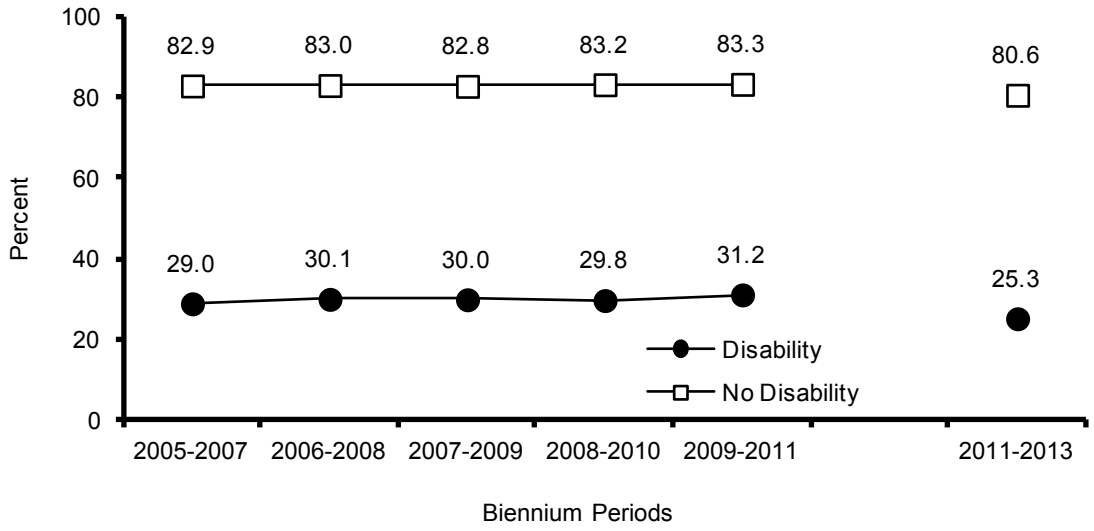
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-33

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



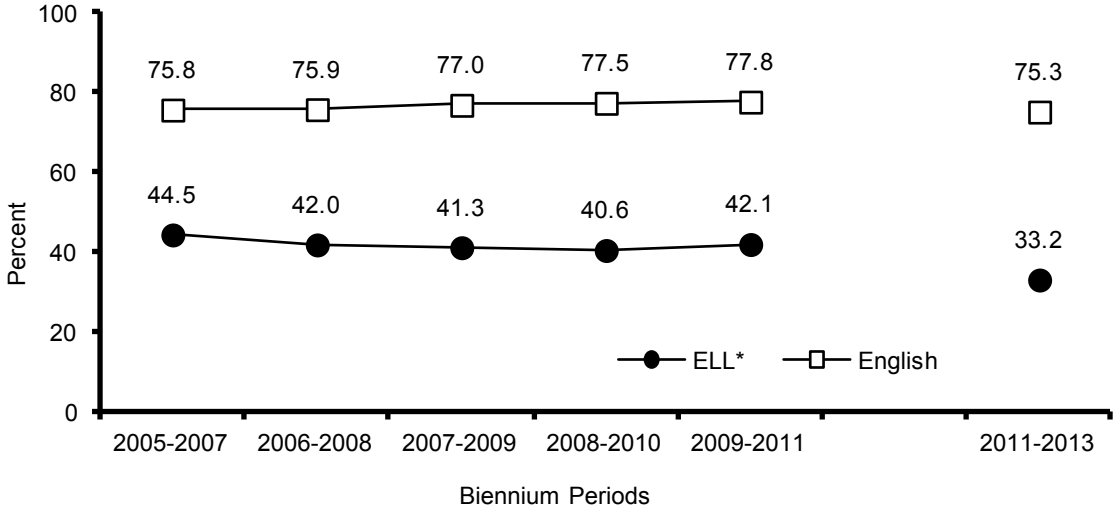
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-34

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



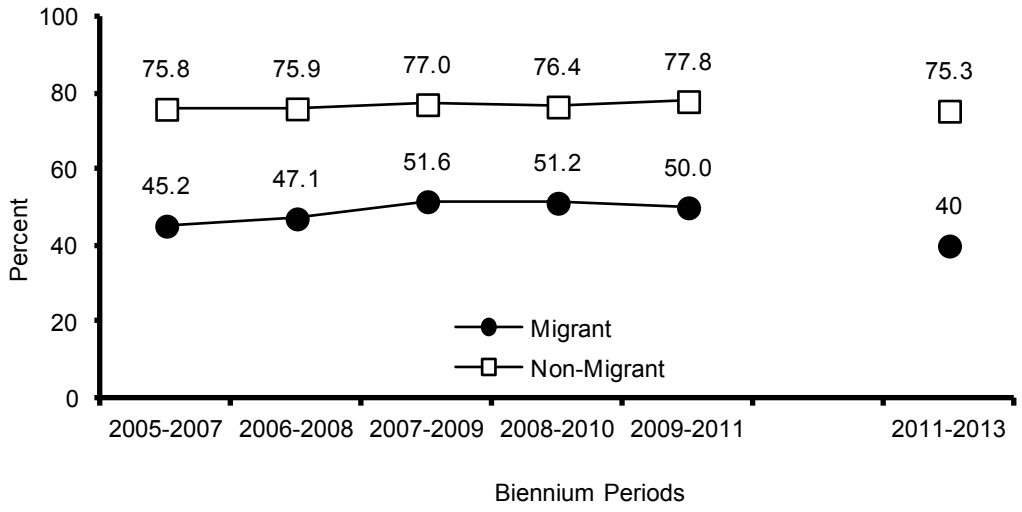
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

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

Figure 5-35

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



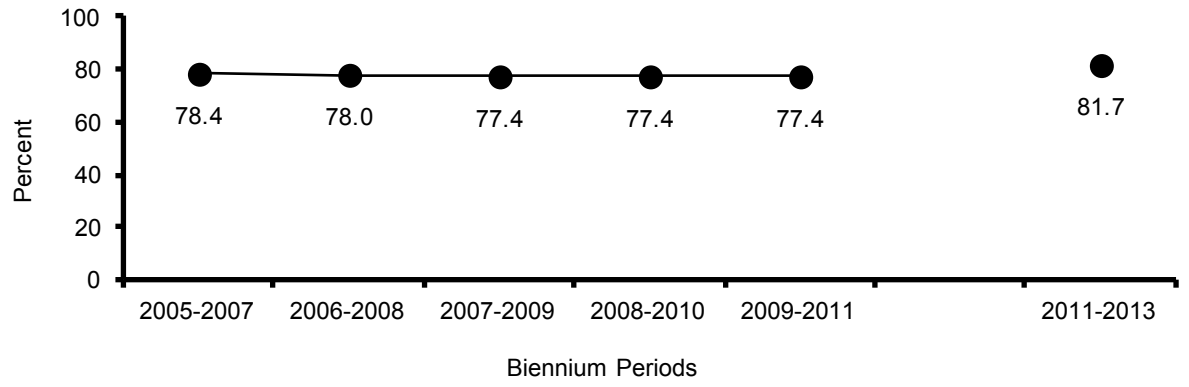
Source: Iowa Testing Programs, The University of Iowa.

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.

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

Figure 5-36

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



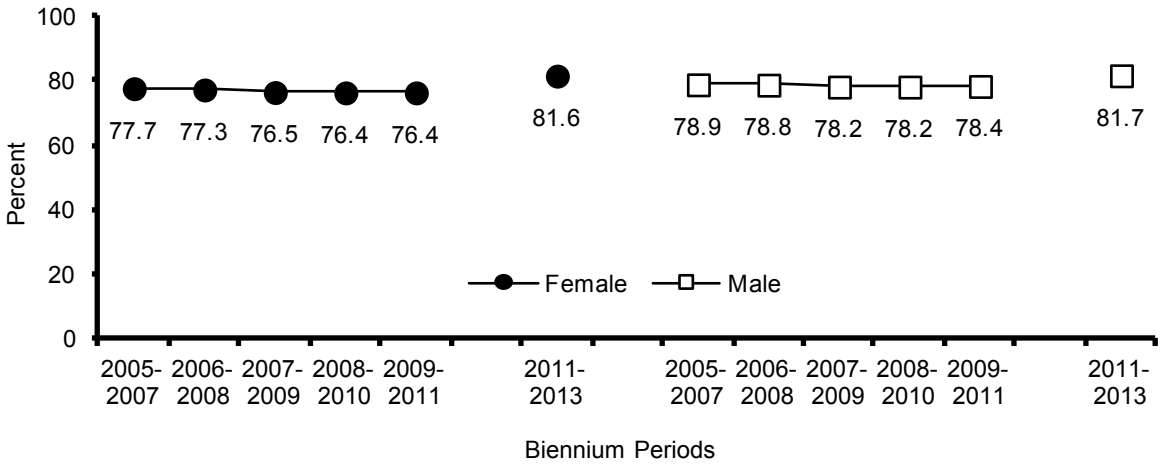
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-37

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Gender
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



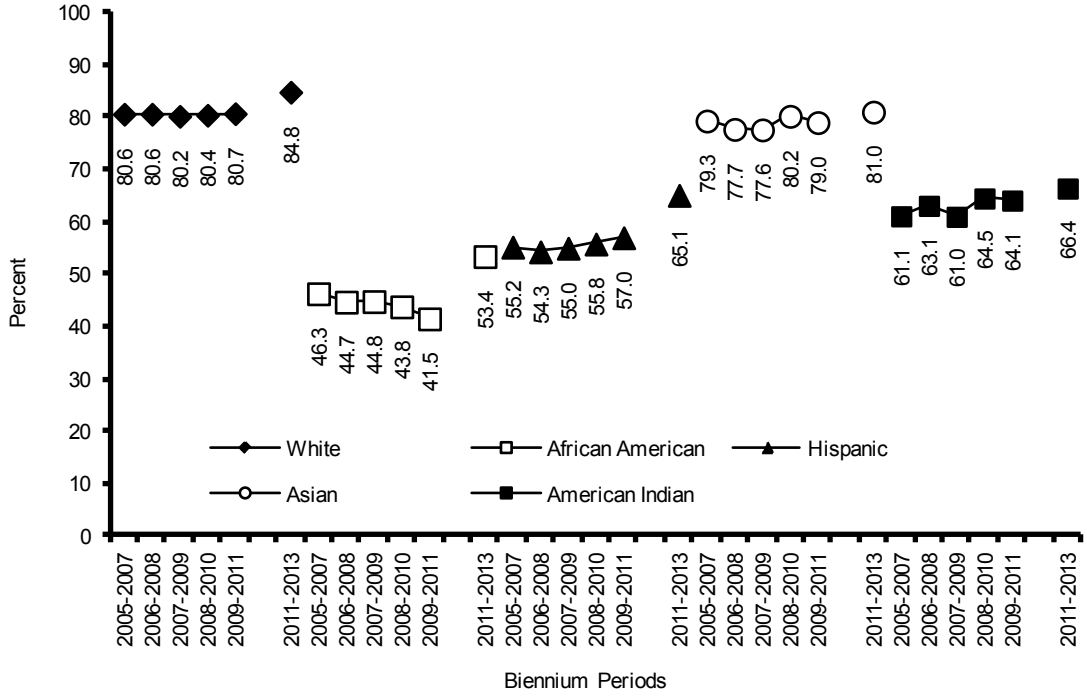
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-38

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Race/ Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



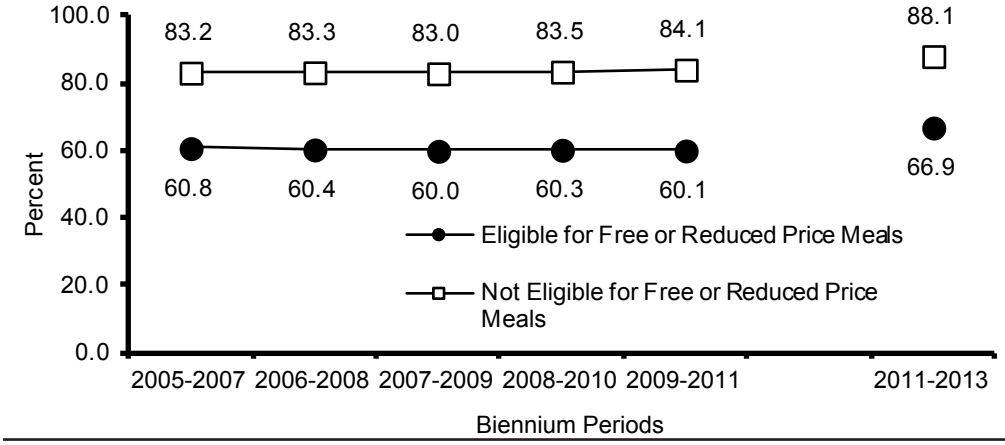
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-39

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



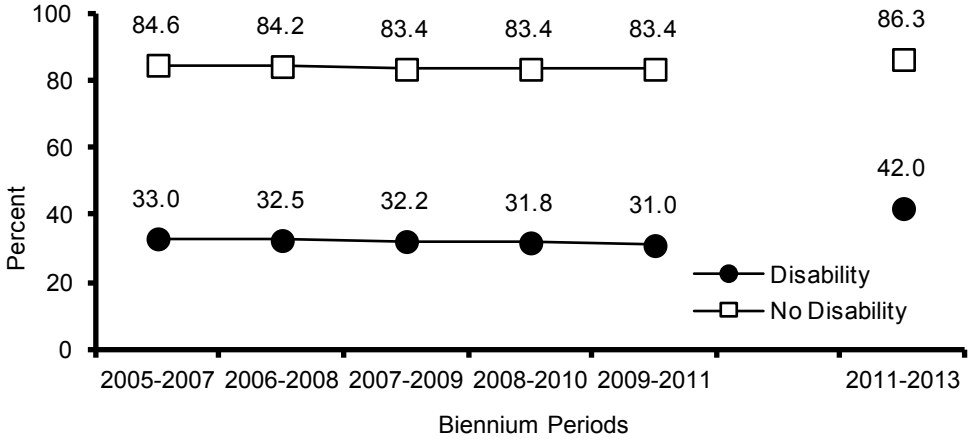
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-40

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

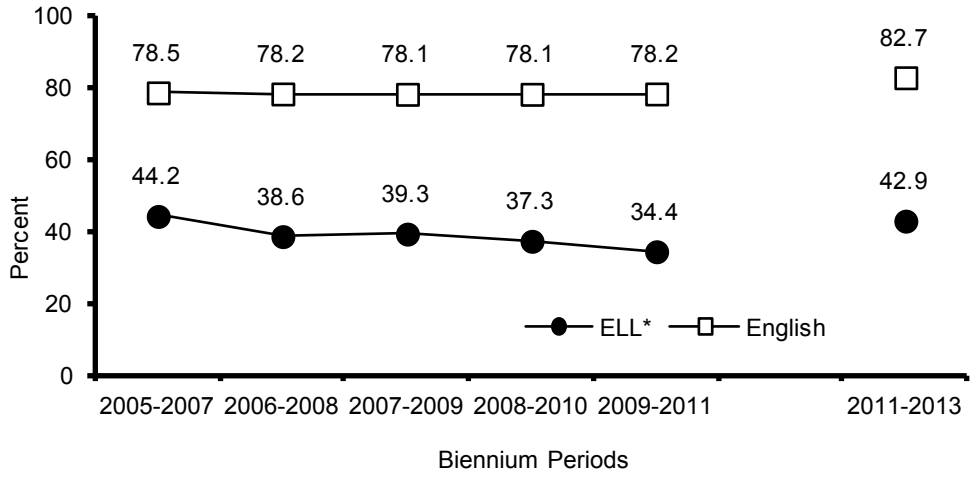
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes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

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

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

Figure 5-41

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



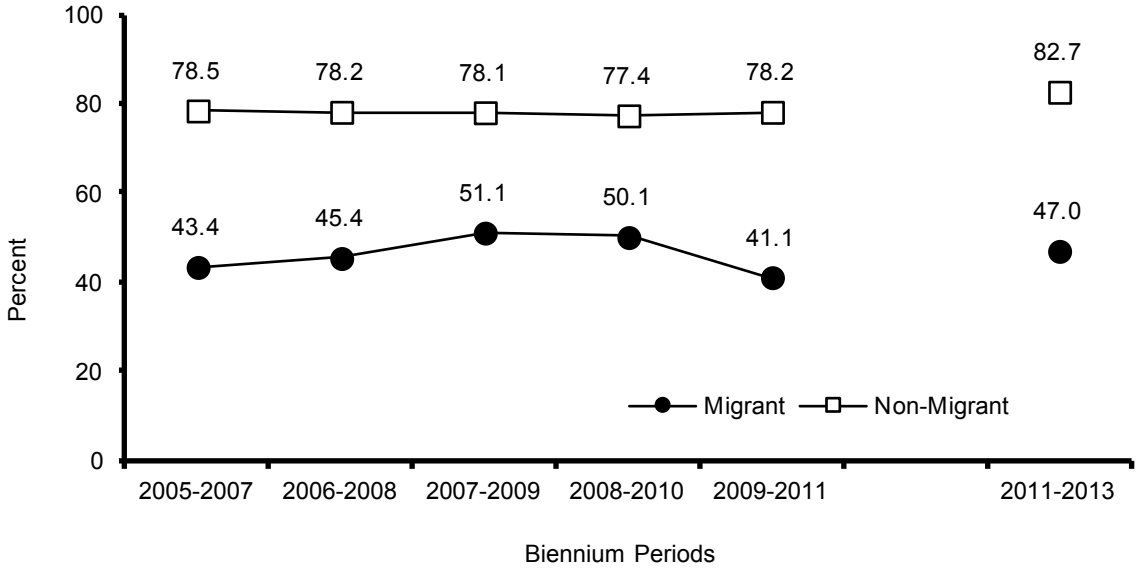
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

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

Figure 5-42

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

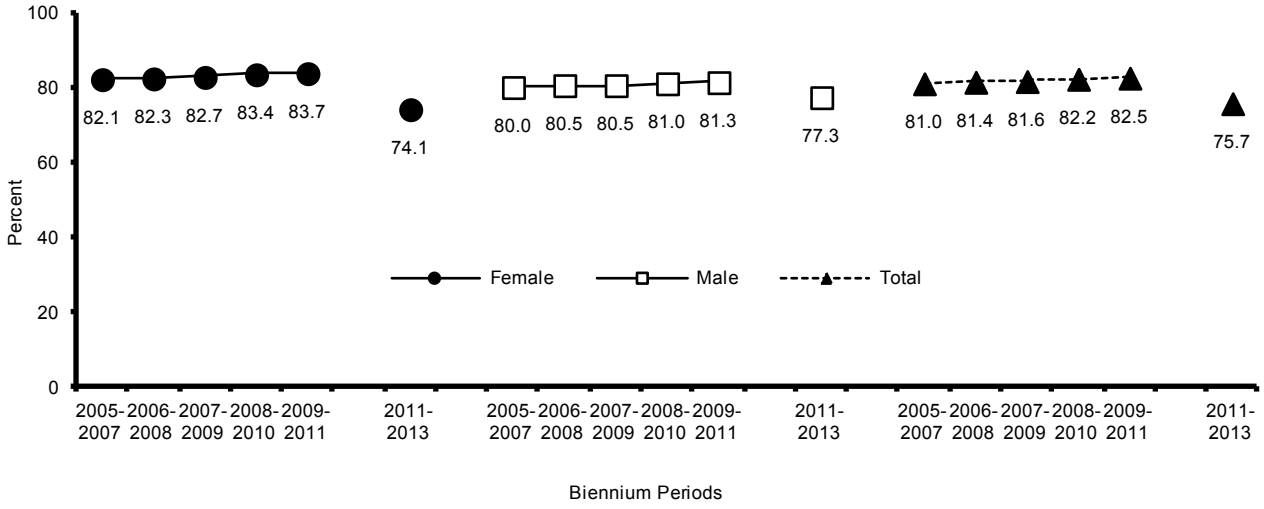
The 2011-2013 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Science

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

Figure 5-43

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Gender Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



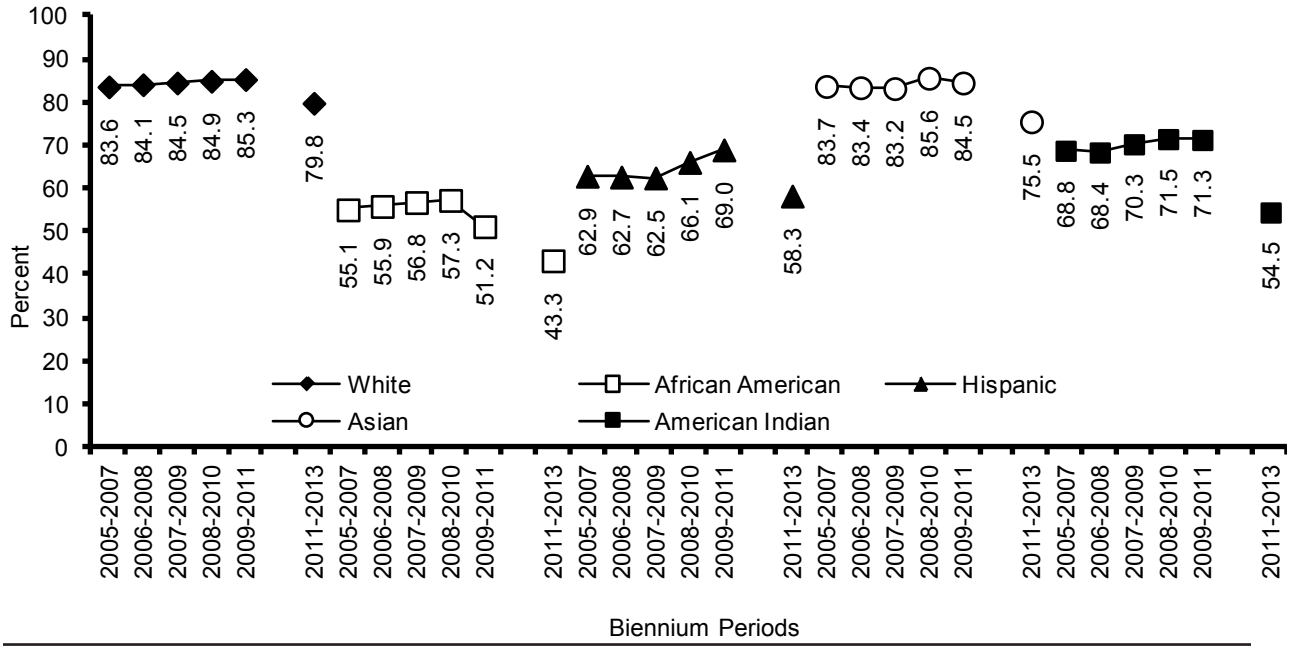
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-44

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Race/Ethnicity
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



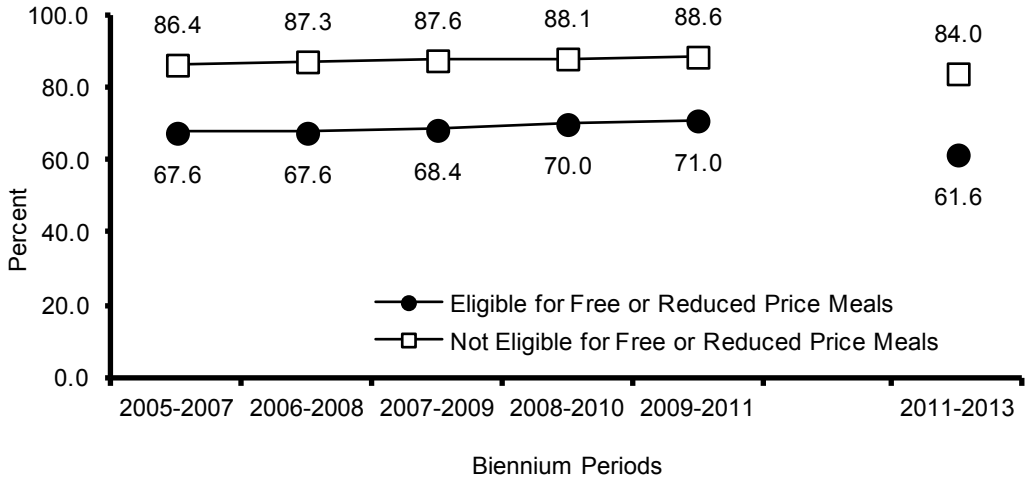
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-45

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



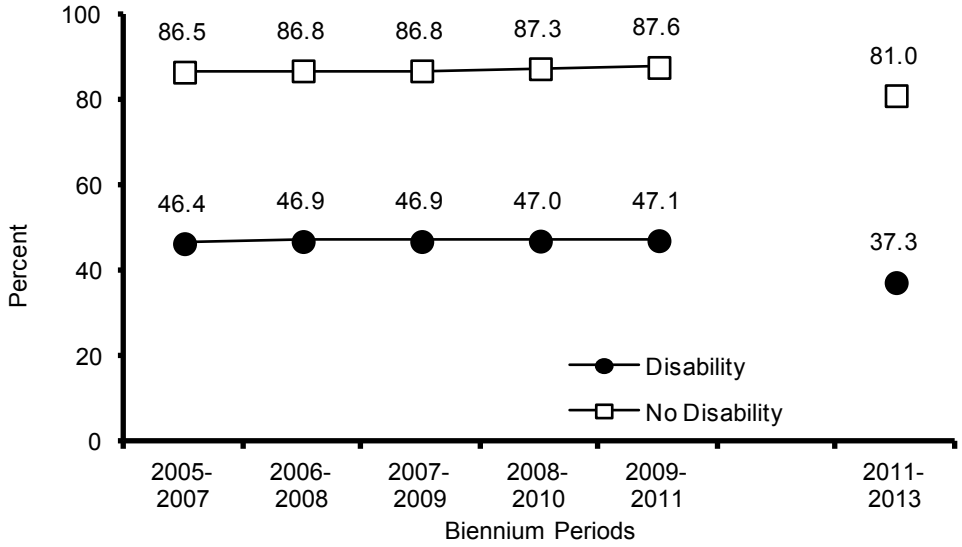
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-46

**Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Disability Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013**



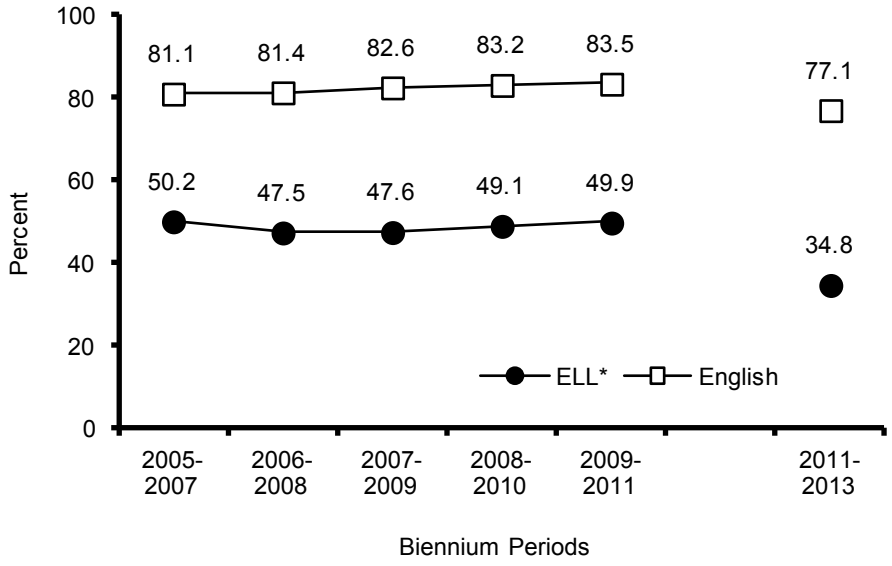
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Disability Status is determined by the presence of an individualized education plan (IEP).

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

Figure 5-47

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessment Science Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



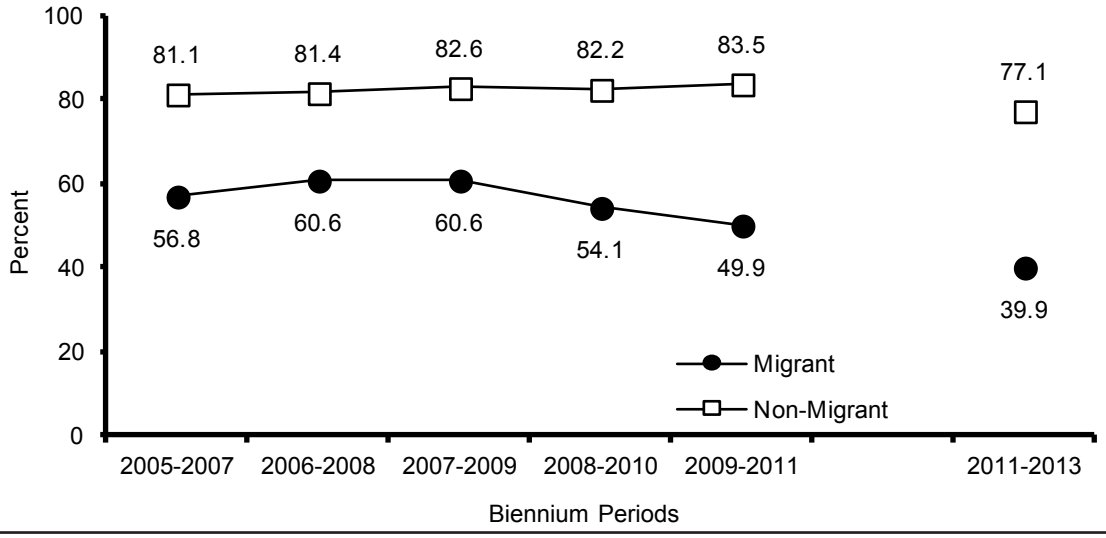
Source: Iowa Testing Programs, The University of Iowa.

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.

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

Figure 5-48

Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Migrant Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



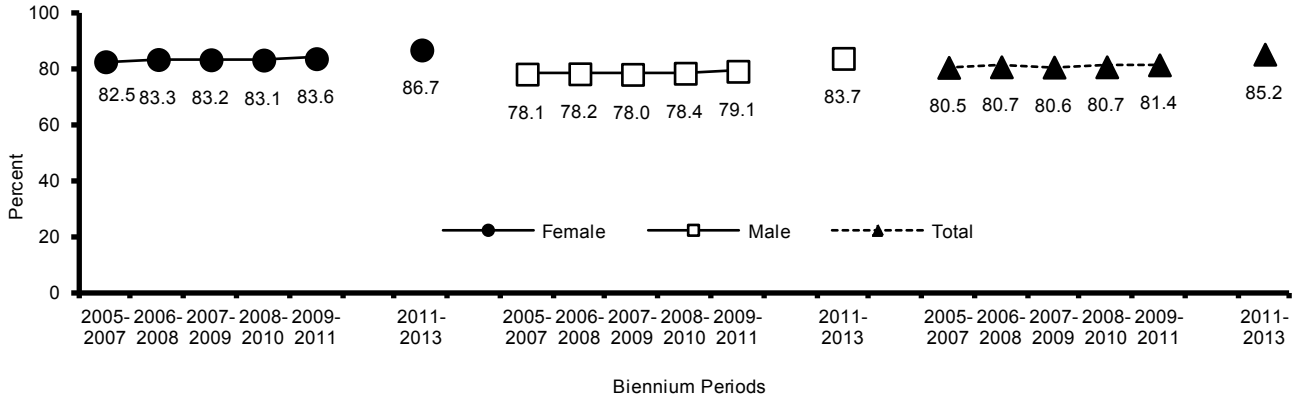
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-49

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Gender
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



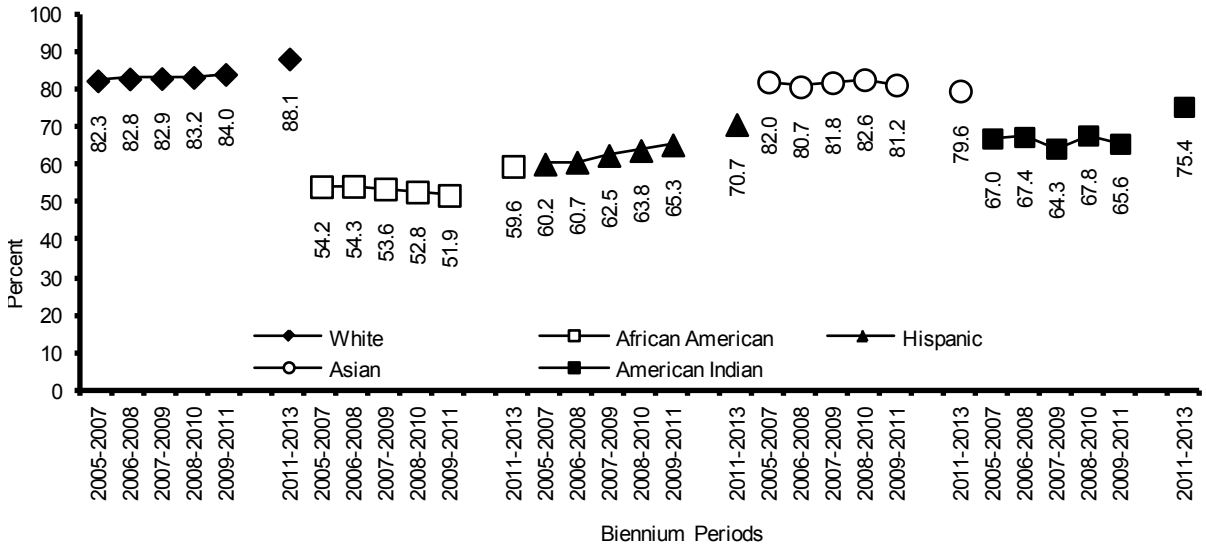
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-50

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Race/Ethnicity Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



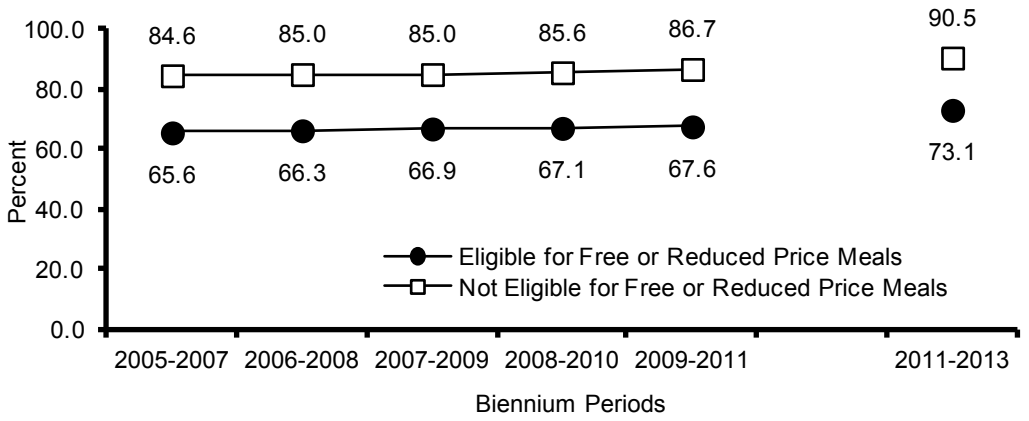
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-51

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



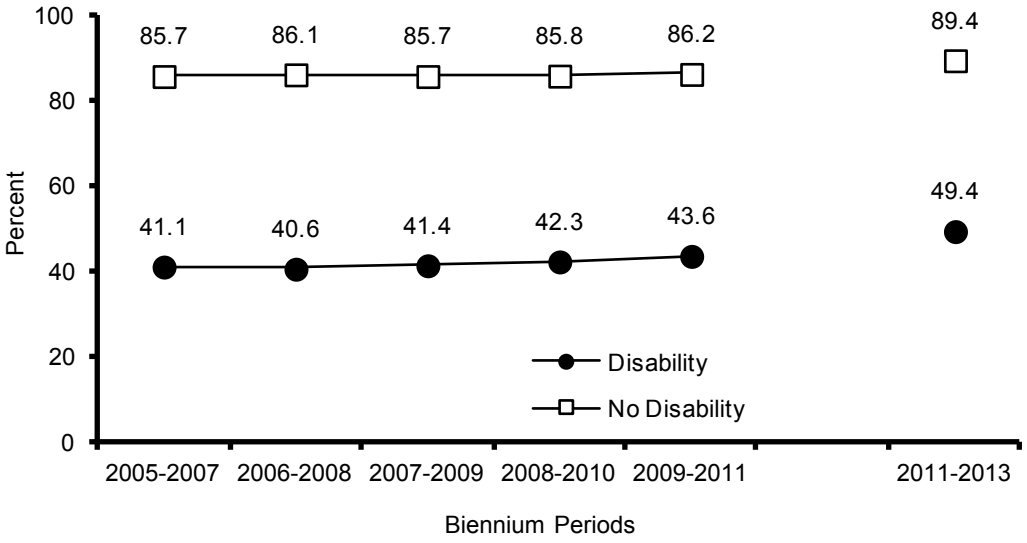
Source: Iowa Testing Programs, The University of Iowa.

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

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

Figure 5-52

**Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Disability Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013**



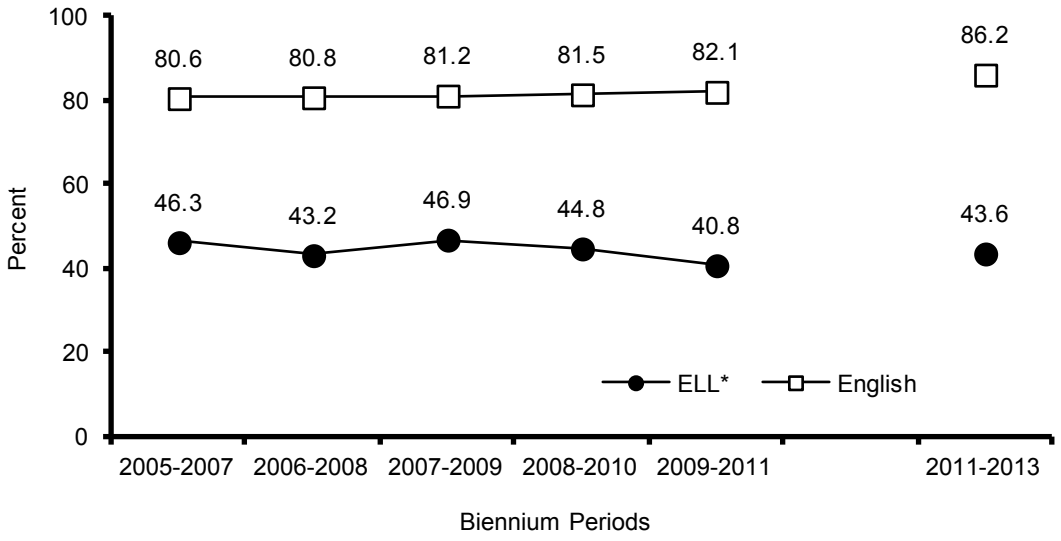
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Disability Status is determined by the presence of an individualized education plan (IEP).

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

Figure 5-53

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Primary Language Status* Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



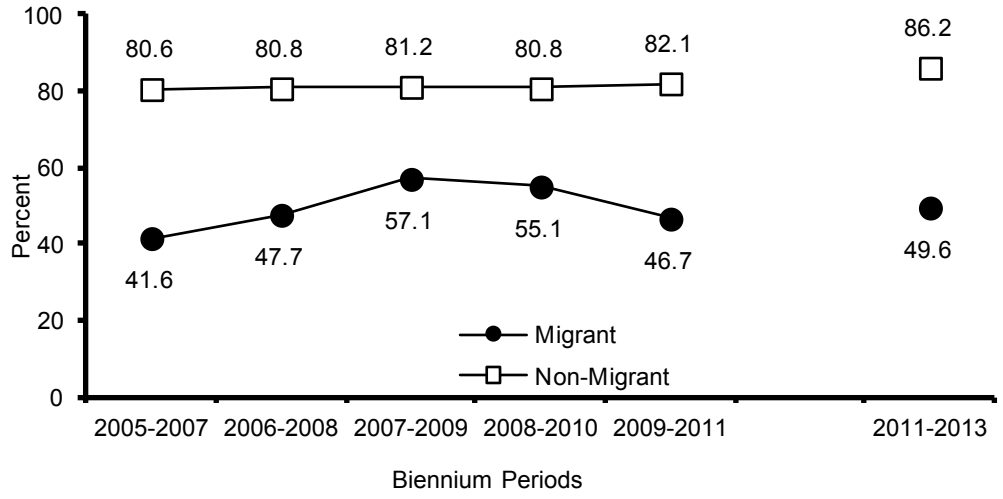
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

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

Figure 5-54

Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Migrant Status*
Biennium Periods 2005-2007 to 2009-2011 and 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

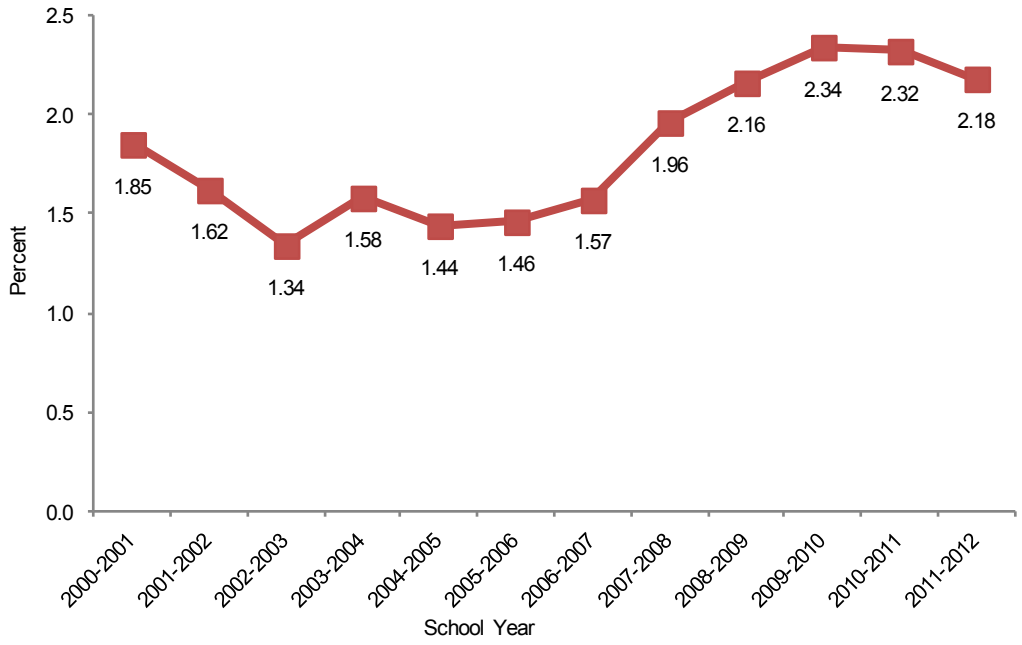
The 2011-2013 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B forms and 2000 national norms.

Dropouts

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

Figure 5-55

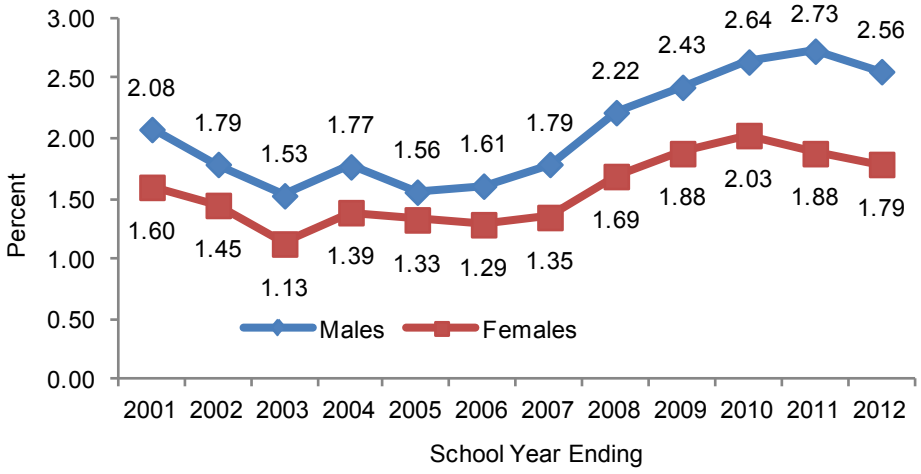
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 for 2001 to 2012



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

Figure 5-56

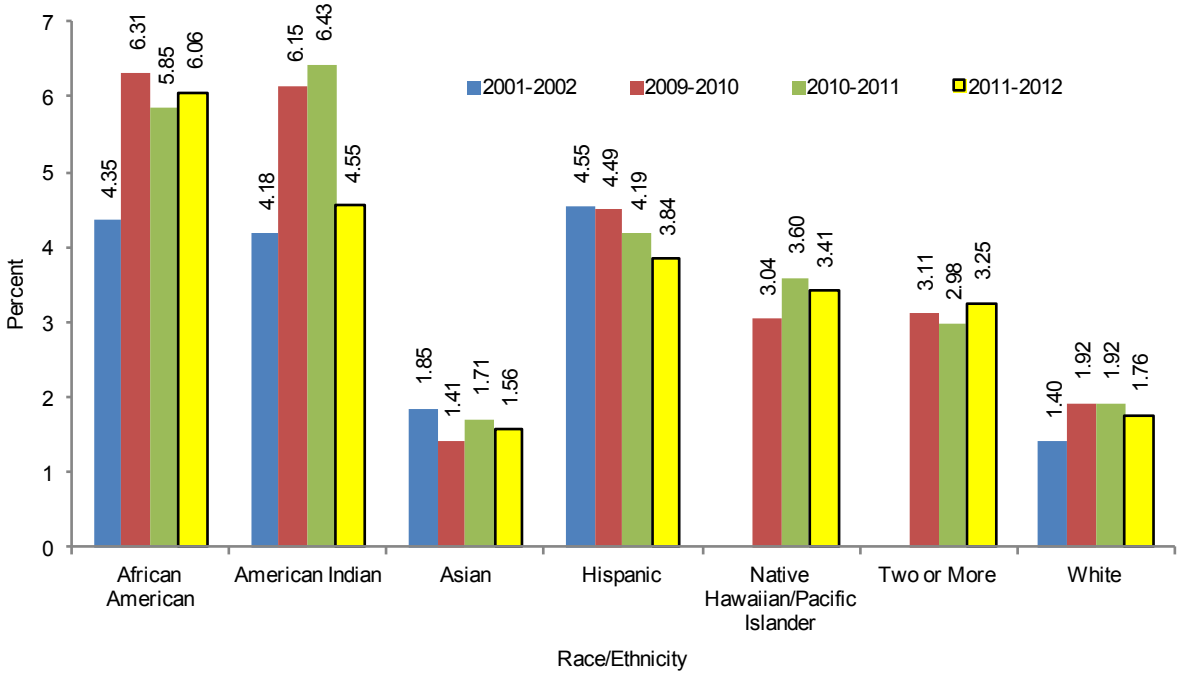
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Gender 2001 to 2012



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Dropout files and SRI 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, 2009-2010 to 2011-2012



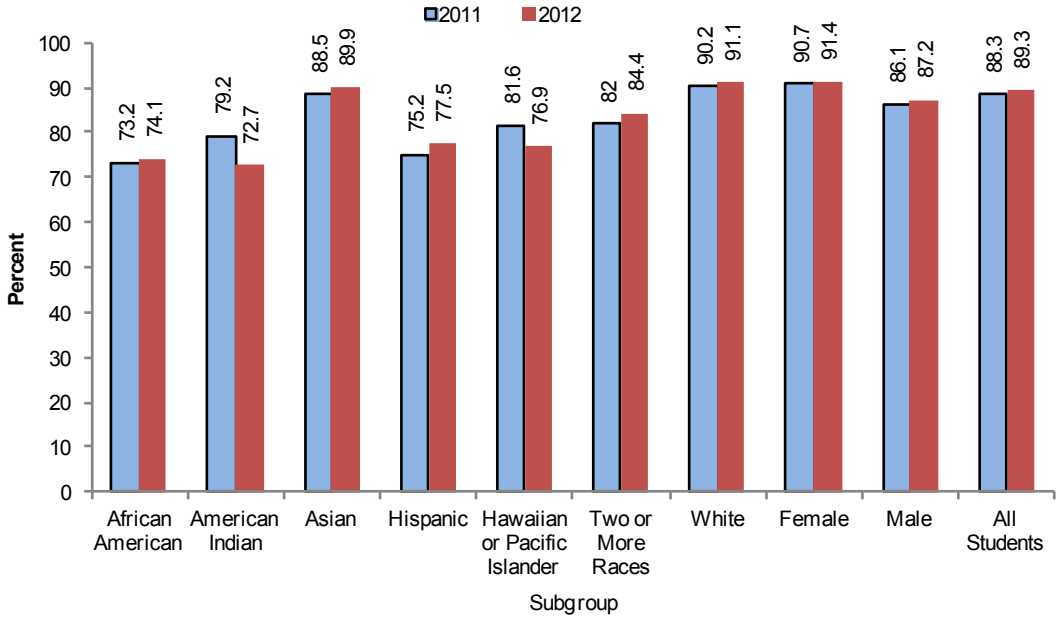
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Dropout files and SRI files.

High School Graduation Rates

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

Figure 5-58

Iowa High School Graduating Class of 2011 and 2012 Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender



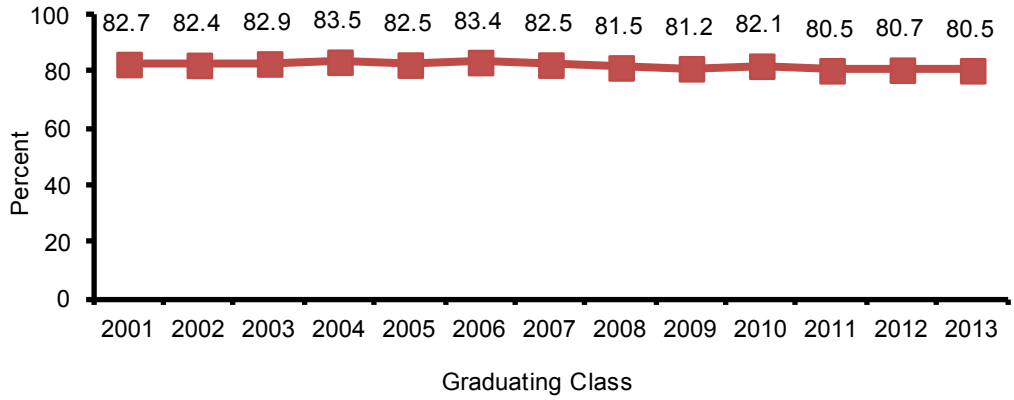
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

Postsecondary Education/Training Intentions

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

Figure 5-59

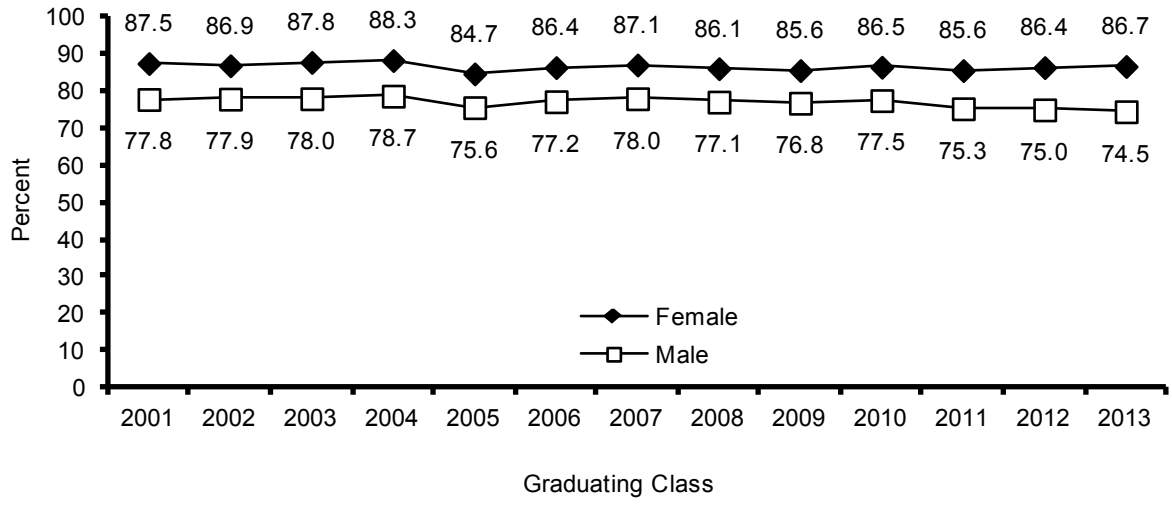
Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training Graduating Classes 2001 to 2013



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

Figure 5-60

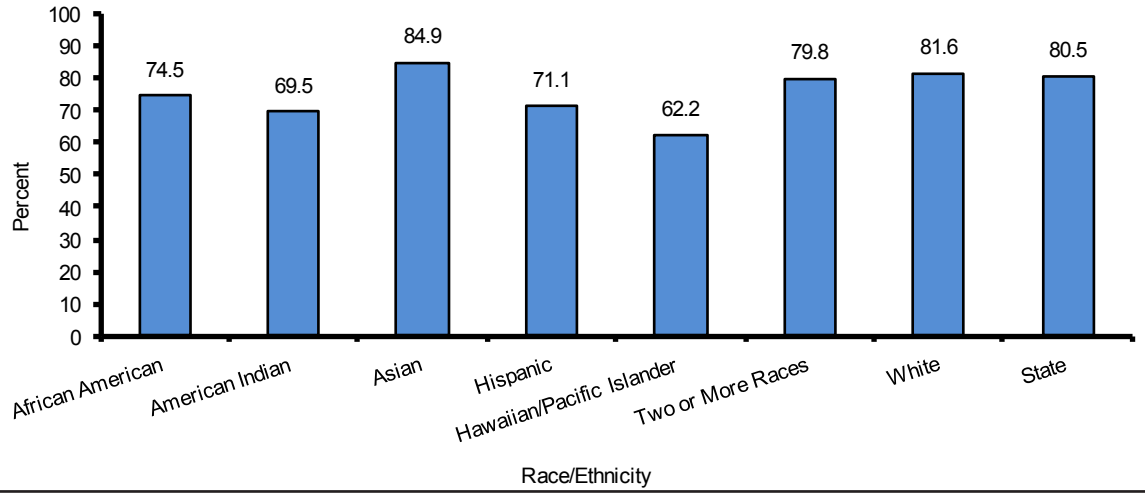
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Gender Graduating Classes 2001 to 2013



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey files and SRI 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 2013



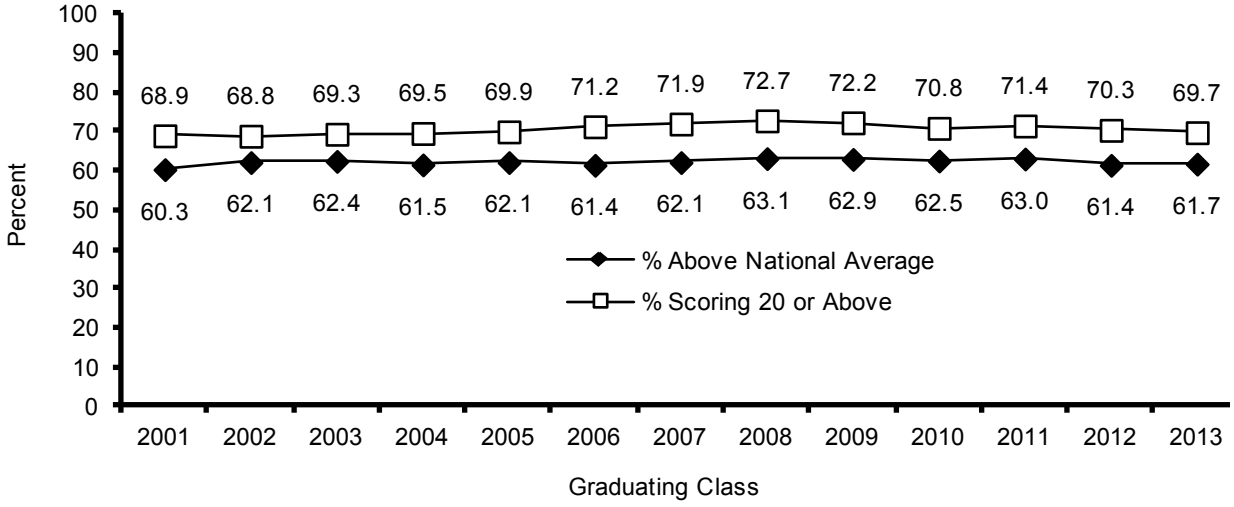
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey files.

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

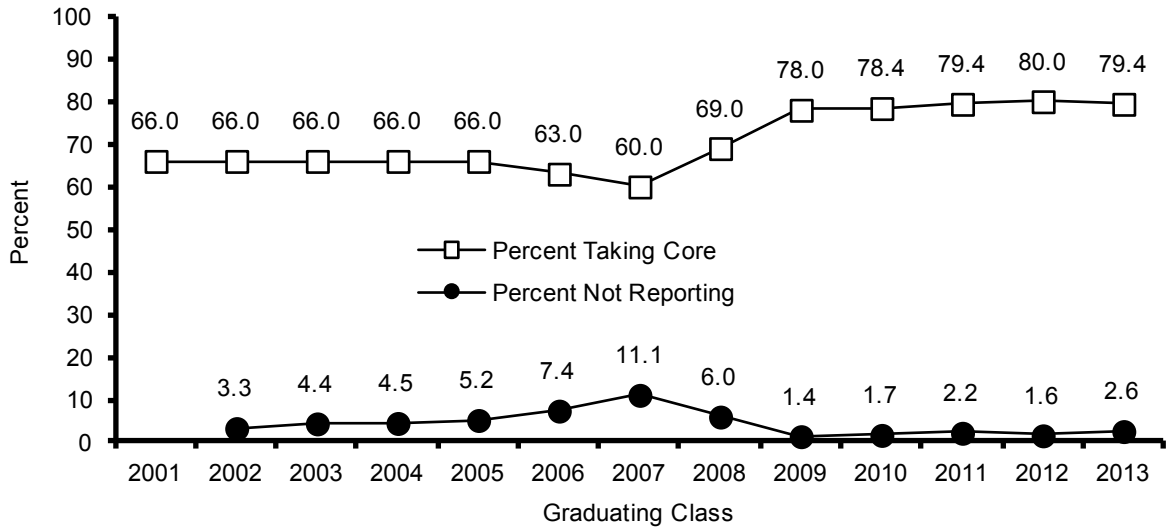
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above 2001 to 2013



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 2013



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 2012-2013 school year, all Iowa public school districts and over 170 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of public and nonpublic school students proficient in grades 4, 8, and 11 in reading and mathematics, and the percent of students in grades 8 and 11 proficient in science are included in the state indicators.

Iowa Assessment Achievement Level Distributions

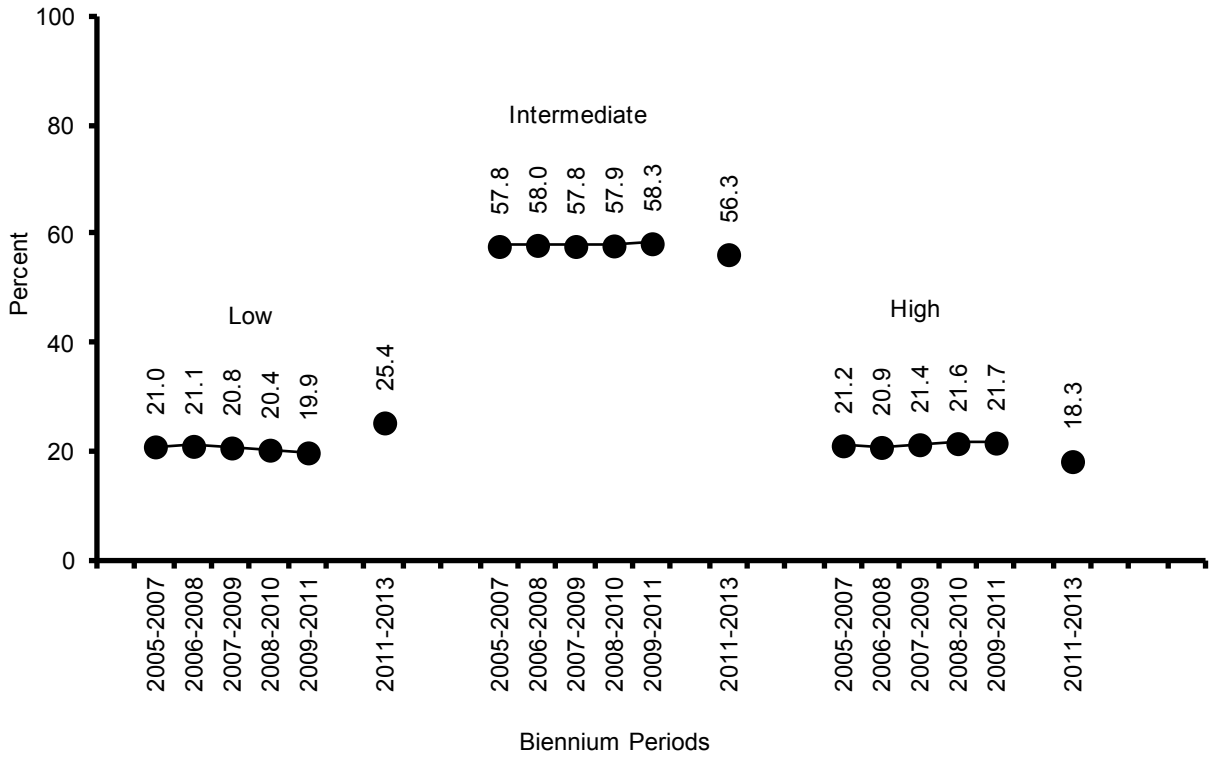
Form E of the Iowa Assessments with 2011 national norms was used for the first time during the 2011-2012 school year. The achievement level data on Iowa Assessments are shown for all students in grades 4, 8, and 11 in reading and mathematics and in grades 8 and 11 in science between 2005-2007 and 2011-2013. 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 2011-2013. 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 2011-2013.

Figure 5-64

ITBS/Iowa Assessments Reading - Grade 4
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



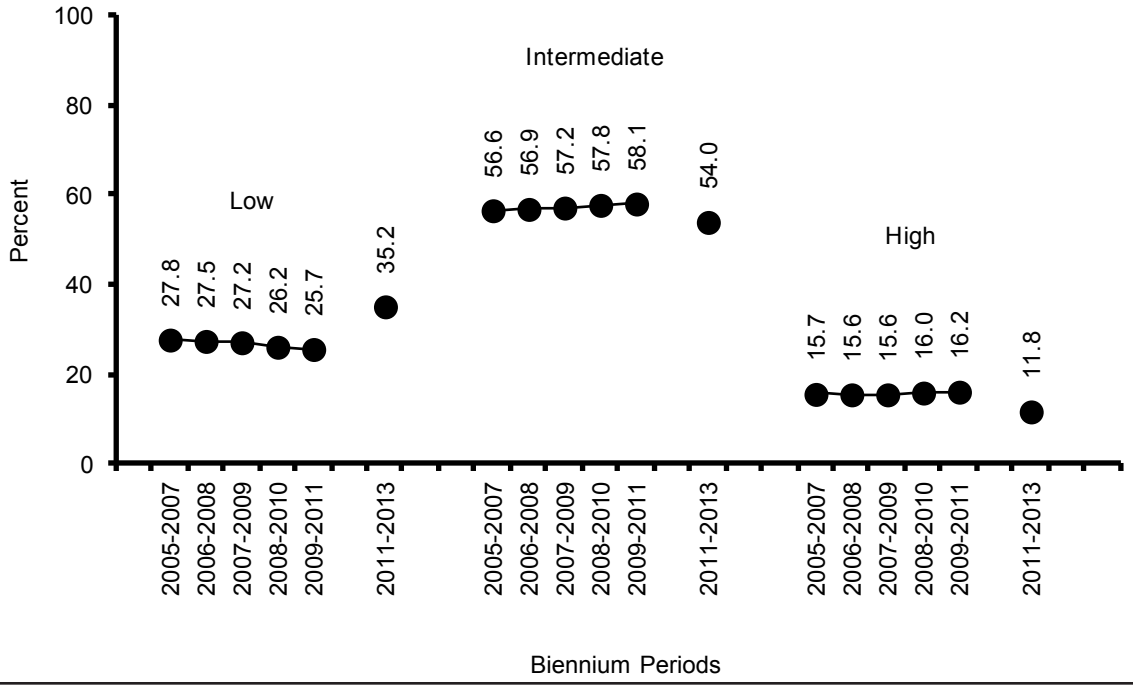
Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:
HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.
INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluates the style and structure of the text, and interpret nonliteral language.
LOW PERFORMANCE LEVEL
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

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

Figure 5-65

ITBS/Iowa Assessments Reading - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



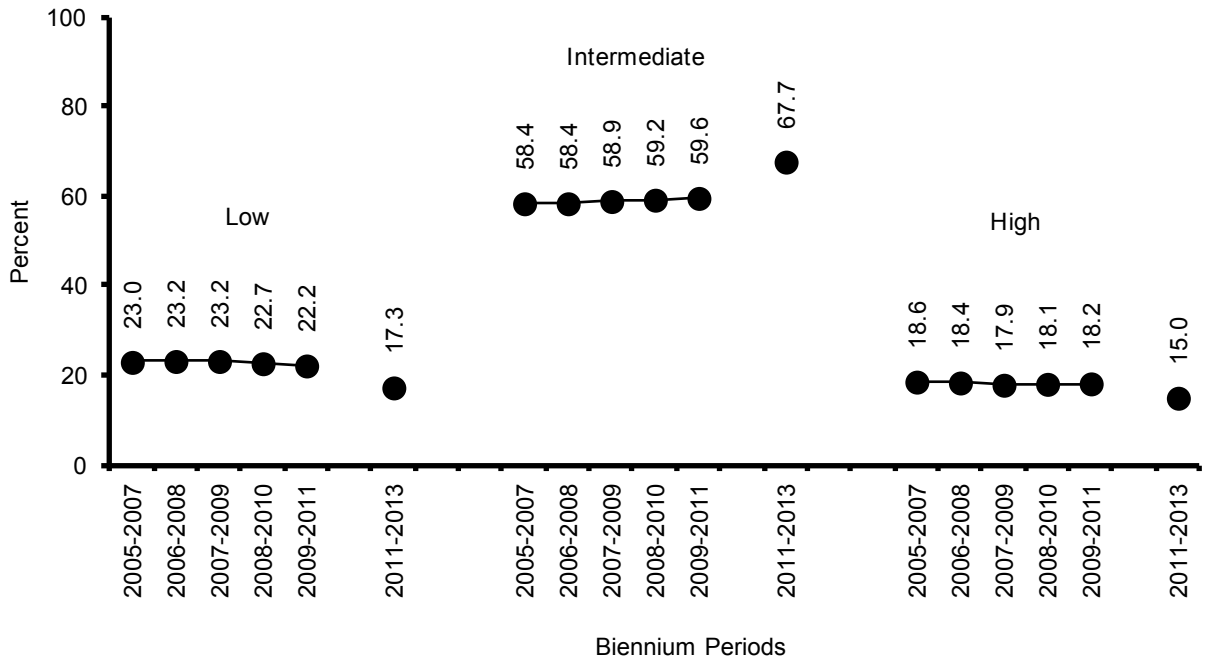
Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Reading Comprehension test:
HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; makes applications to new situations, identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language
INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and apply what has been read to new situations, and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.
LOW PERFORMANCE LEVEL
Understands little factual information; can seldom draw conclusions or makes simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluates the style and structure of the text, and interprets nonliteral language.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

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

Figure 5-66

ITED/Iowa Assessment Reading - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the reading comprehension score:
HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters, identifies the main idea; identifies author viewpoint and style, interprets nonliteral language; and judges the validity of conclusions.
INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can make inferences about characters; identifies the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.
LOW PERFORMANCE LEVEL
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

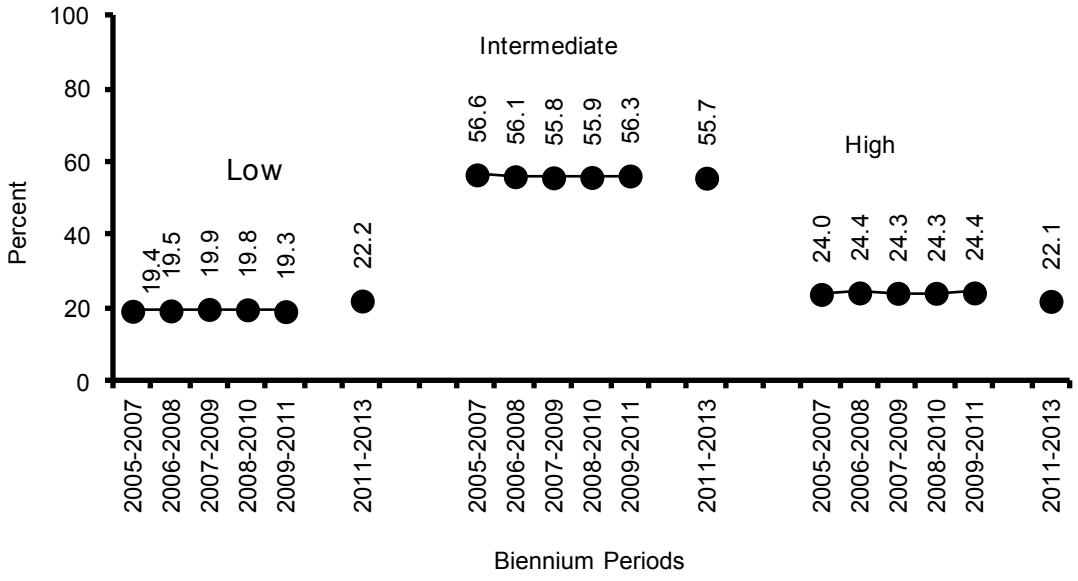
The 2011-2013 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Achievement Levels for Mathematics

Figures 5-67 through 5-69 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 2005-2007 through 2011-2013. More students performed at the Low achievement level during 2011-2013 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 2011-2013.

Figure 5-67

ITBS/Iowa Assessments Mathematics - Grade 4
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



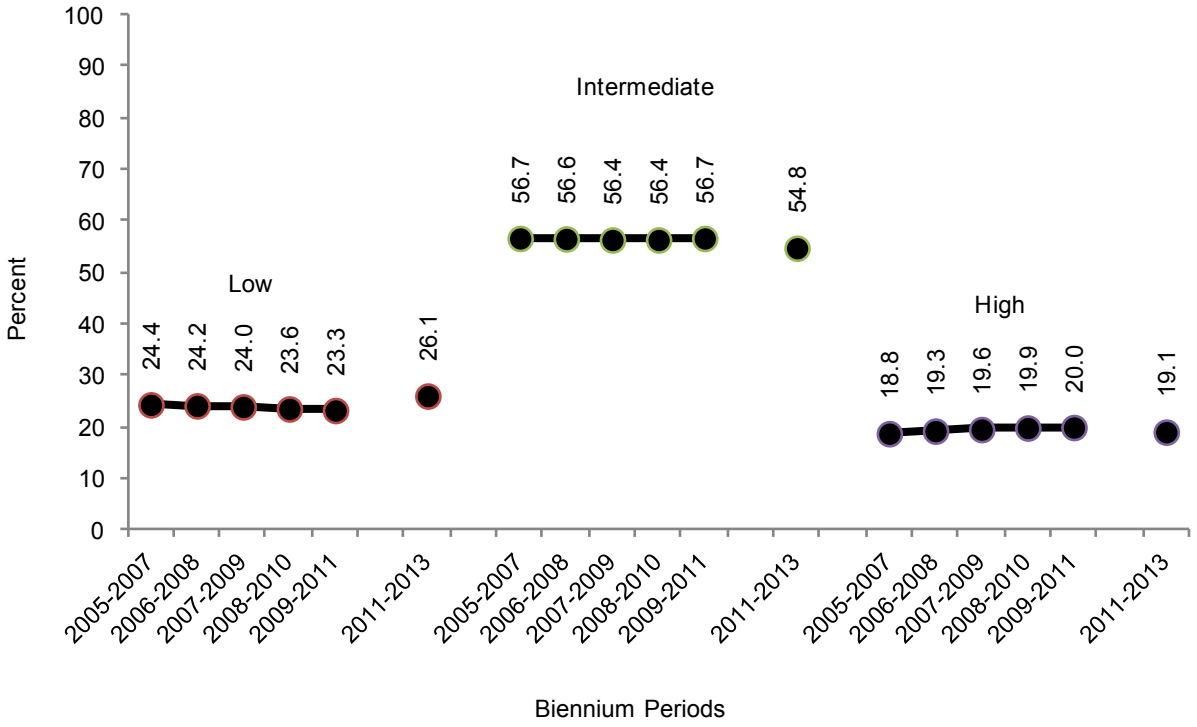
Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:
HIGH PERFORMANCE LEVEL
Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.
INTERMEDIATE PERFORMANCE LEVEL
Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.
LOW PERFORMANCE LEVEL
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems. Is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

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

Figure 5-68

ITBS/Iowa Assessments Mathematics - Grade 8
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



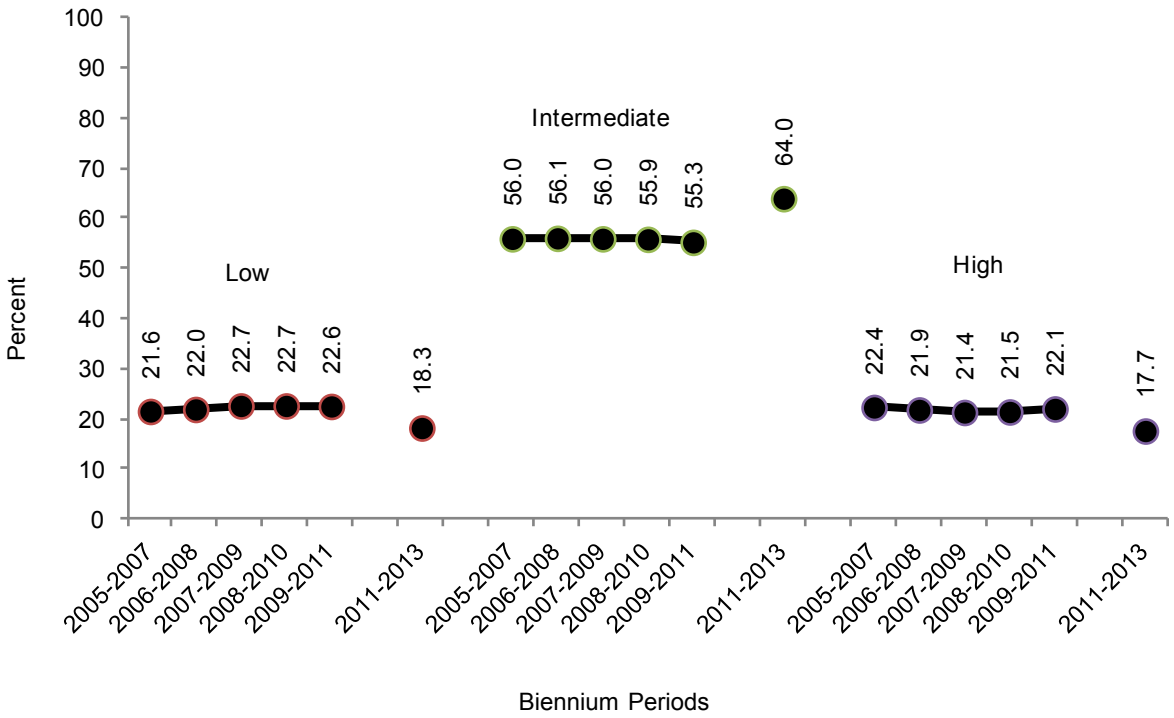
Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:
HIGH PERFORMANCE LEVEL
Understands math concepts and is developing the ability to solve complex word problems, uses a variety of estimation methods and interpret data from graphs and tables.
INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

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

Figure 5-69

ITED/Iowa Assessments Mathematics - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:
HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.
INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, makes inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.
LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

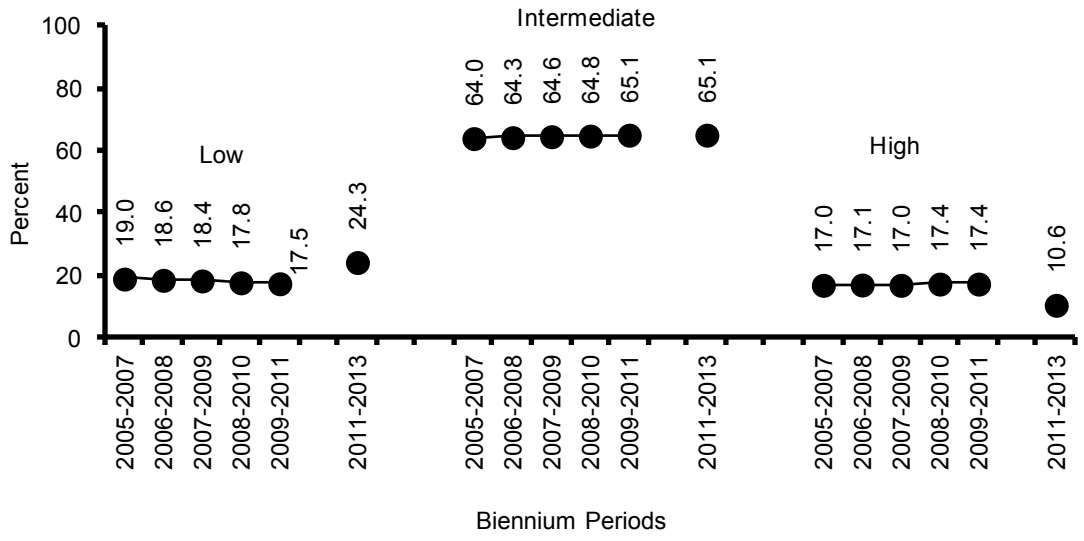
The 2011-2013 biennium data were based on the new Iowa Assessments and 2010 national norms while the other biennium periods data were based on the ITBS/ITED A/B Forms and 2000 national norms.

Achievement Levels for Science

Figure 5-70 shows the Iowa Assessment science achievement level distributions for students in grade 8 and Figure 5-71 shows the science achievement level distributions for students in grade 11. Grade 8 students had a higher percent of students performing at the Low achievement level and a lower percent of students performing at the High achievement level in 2011-2013. In 2011-2013, 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 2011-2013



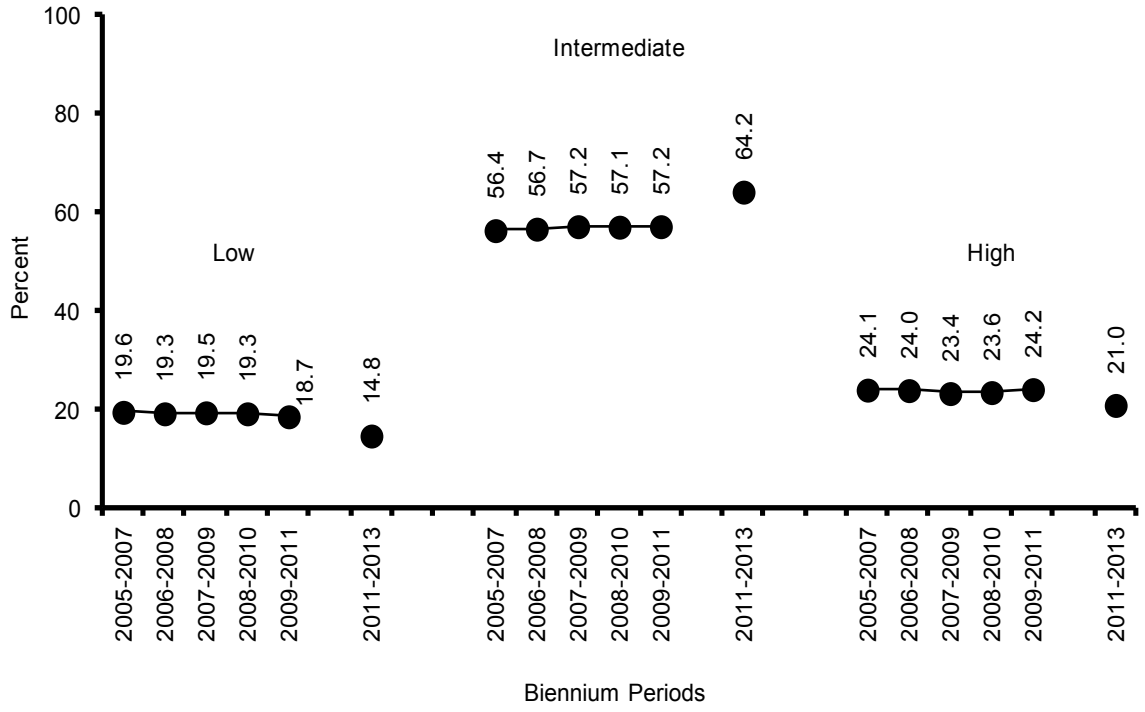
Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Science test:
HIGH PERFORMANCE LEVEL
Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.
INTERMEDIATE PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.
LOW PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.

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

Figure 5-71

ITED/Iowa Assessments Science - Grade 11
Percentages for Iowa Achievement Levels Biennium Periods 2005-2007 to 2011-2013



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED Science test:
HIGH PERFORMANCE LEVEL
Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.
INTERMEDIATE PERFORMANCE LEVEL
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
LOW PERFORMANCE LEVEL
Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
Figures may not total 100 percent due to rounding.

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

National Assessment of Educational Progress (NAEP)

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

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

Average Scale Scores

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

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

Table 5-4

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

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Mathematics	4	2013	246	241	87	48	9
(scale: 0-500)		2011	243	240	86	43	6
		2009	243	239	87	41	5
		2007	243	239	87	43	5
		2005	240	237	85	37	4
		2003	238	234	83	36	3
		2000	231	224	75	26	2
		2000*	233	226	78	28	2
		1996*	229	222	74	22	1
		1992*	230	219	72	26	2
	8	2013	285	284	76	36	7
		2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5

Table 5-4 (…continued)

			Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
		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
Reading	4	2013	224	221	72	38	9
(scale: 0-500)		2011	221	220	69	33	6
		2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
	8	2013	269	266	81	37	3
		2011	265	264	77	33	2
		2009	265	262	77	32	2
		2007	267	261	80	36	2
		2005	267	260	79	34	3
		2003	268	261	79	36	3
	12	2009	291	287	79	39	4
Science	4	2009	157	149	80	41	1
(scale: 0-300)	8	2009	156	149	72	35	1
Writing	4	2002	155	153	89	27	1
(scale: 0-300)	8	2007	155	154	88	32	1

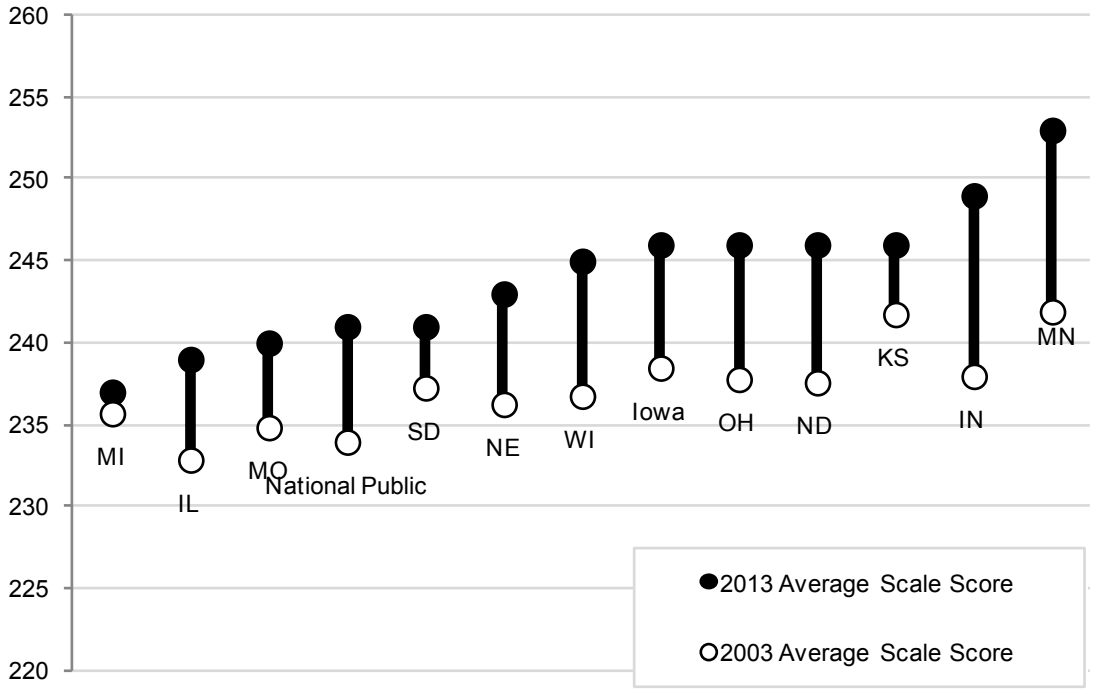
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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

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

Figure 5-72

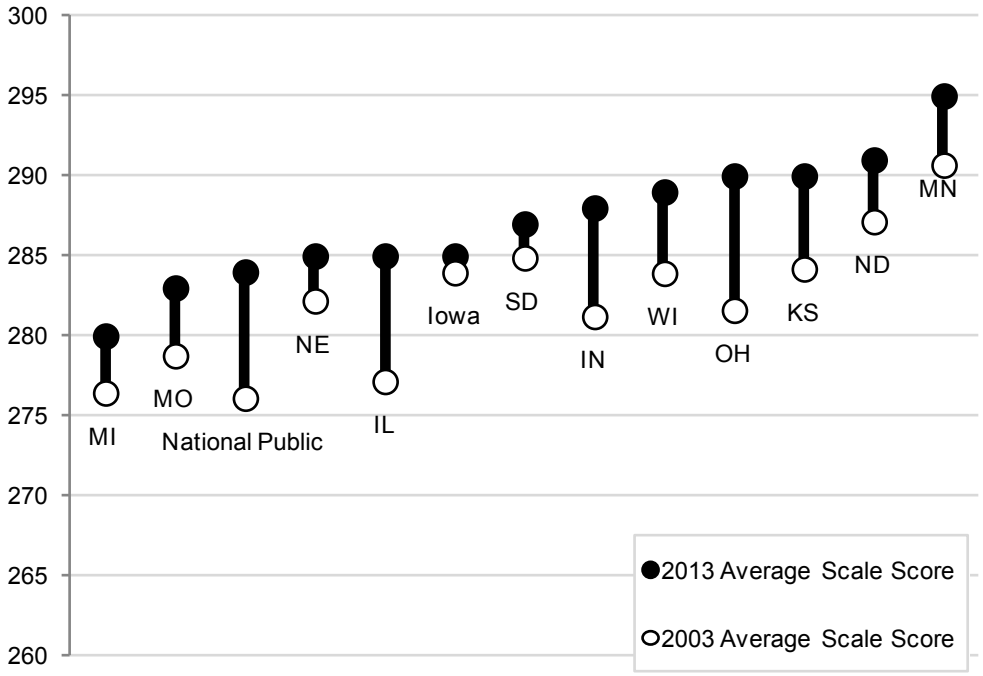
NAEP Mathematics Grade 4 Midwest States
Change in Average Scale Score 2003-2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Figure 5-73

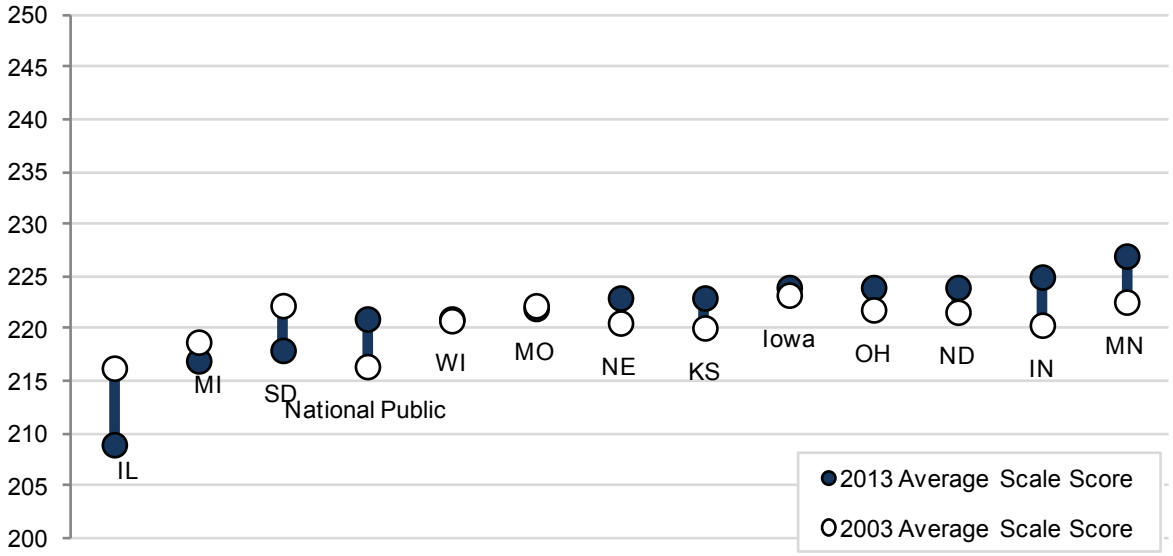
NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores 2003-2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Figure 5-74

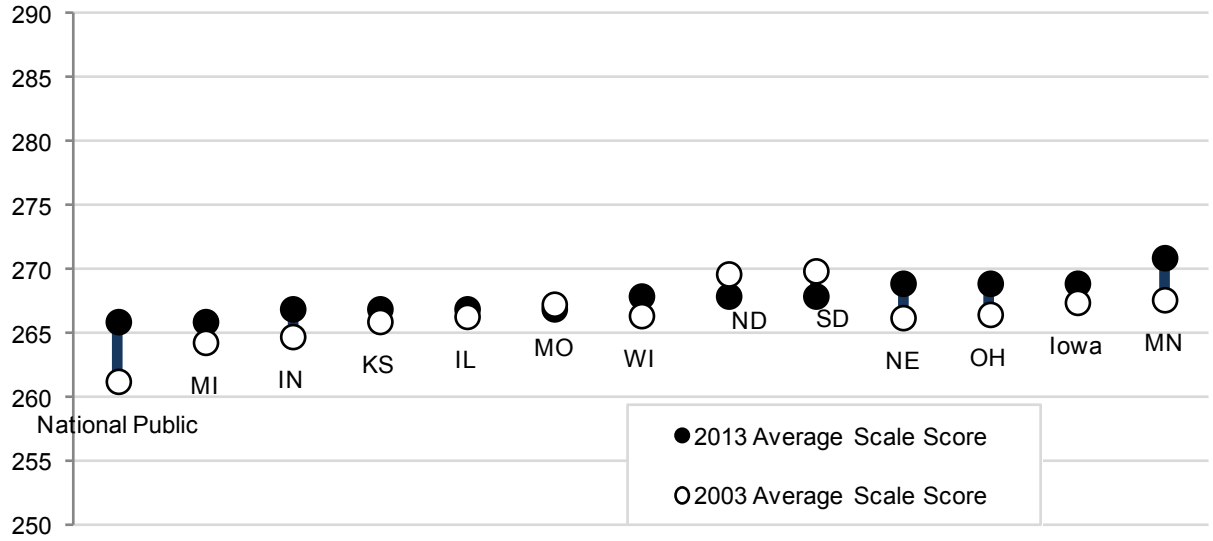
NAEP Reading Grade 4 Midwest States
Change in Average Scale Score 2003-2013



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Figure 5-75

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



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 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.

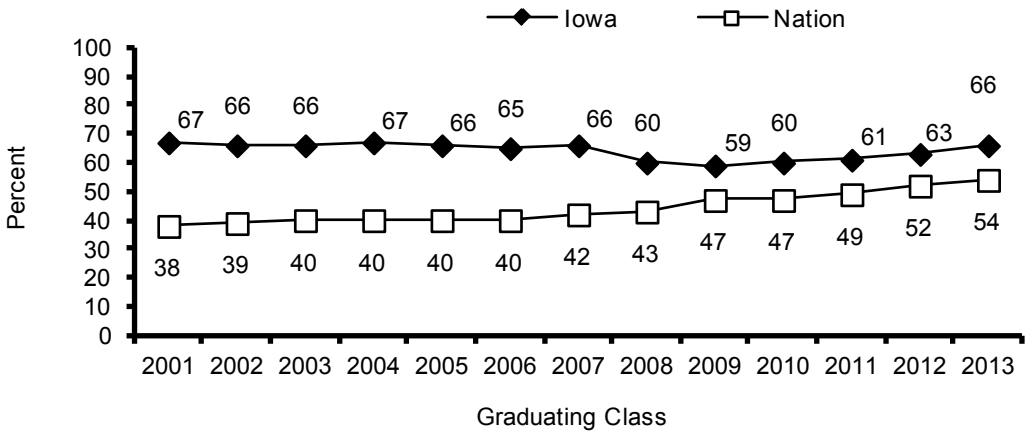
The percentage of Iowa's graduates taking the ACT was relatively steady from 2001 to 2007. Then there was a 6 percent drop in 2008. In 2013, the Iowa participation rate increased to 66 percent. The rate for the nation has been lower than Iowa rates. However, the gap is getting smaller in the last few years (Figure 5-76).

In Iowa, 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 the 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 29 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 2013 ranked second tied with Wisconsin (Table 5-5).

Figure 5-76

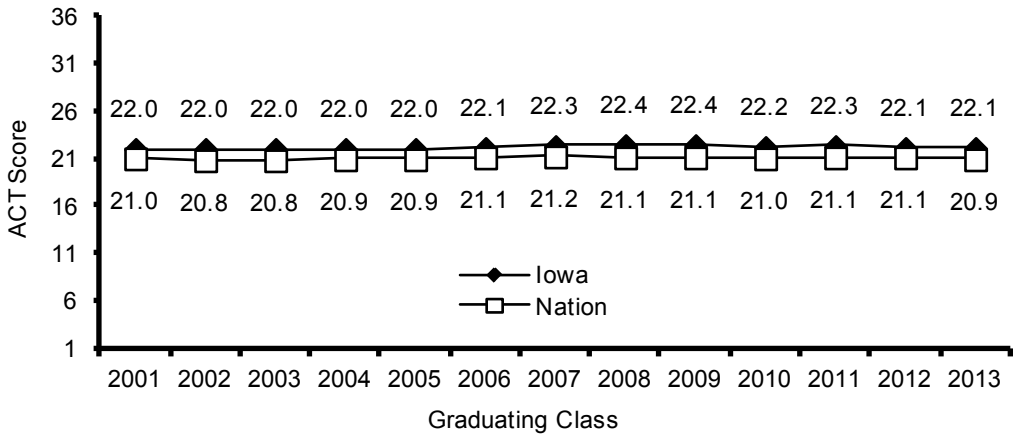
Percent of Iowa Graduates in Iowa and the Nation Taking the ACT Assessment 2001 to 2013



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

Figure 5-77

Average ACT Composite Scores for Iowa and the Nation 2001 to 2013



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 2011 to 2013

Nation and State	Class of 2011 ACT Composite	Class of 2011 Percent Graduates Tested	Class of 2012 ACT Composite	Class of 2012 Percent Graduates Tested	Class of 2013 ACT Composite	Class of 2013 Percent Graduates Tested	2013 National Rank
Nation	**21.1**	**49%**	**21.1**	**52%**	**20.9**	**54%**	**-**
Illinois	20.9	100	20.9	100%	20.6	100%	13
Indiana	22.3	29	22.3	32.00%	21.7	38%	-
Iowa	**22.3**	**61**	**22.1**	**63%**	**22.1**	**66%**	**2**
Kansas	22.0	79	21.9	81%	21.8	75%	5
Michigan	20.0	100	20.1	100%	19.9	100%	20
Minnesota	22.9	72	22.8	74%	23.0	74%	1
Missouri	21.6	71	21.6	75%	21.6	74%	7
Nebraska	22.1	76	22.0	78%	21.5	84%	8
North Dakota	20.7	98	20.7	100%	20.5	98%	15
Ohio	21.8	69	21.8	71%	21.8	72%	5
South Dakota	21.8	81	21.8	81%	21.9	78%	4
Wisconsin	22.2	71	22.1	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 2013

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	21.1	22.6	21.3	22.4	20.9
2012	21.6	20.5	21.7	21.1	22.5	21.3	22.2	20.9
2013	21.5	20.2	21.6	20.9	22.5	21.1	22.2	20.7

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

ACT Scores for Core and Less-than-Core Students

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

Almost 80 percent of Iowa's 2013 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

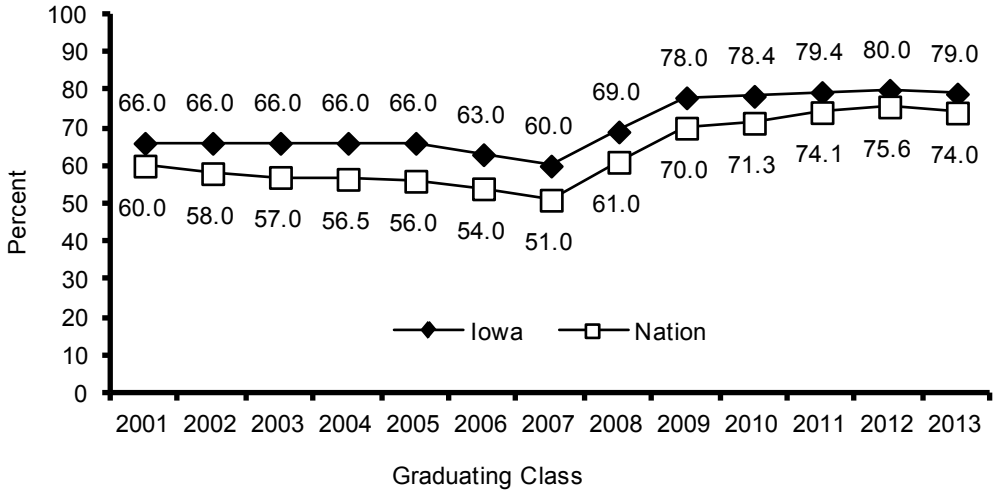
ACT Standards for Core High School Programs

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 2013



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 2013

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
2013	22.9	19.6	3.3	21.7	18.7	3.0

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

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

ACT Composite Score Distributions

Table 5-9 provides the Iowa ACT composite score distributions for 2010, 2012, and 2013 (also see Figure 5-79). About 70 percent of Iowa test takers had a composite score of 20 or greater, with approximately 54 percent scoring 22 or higher in all three years.

Table 5-9

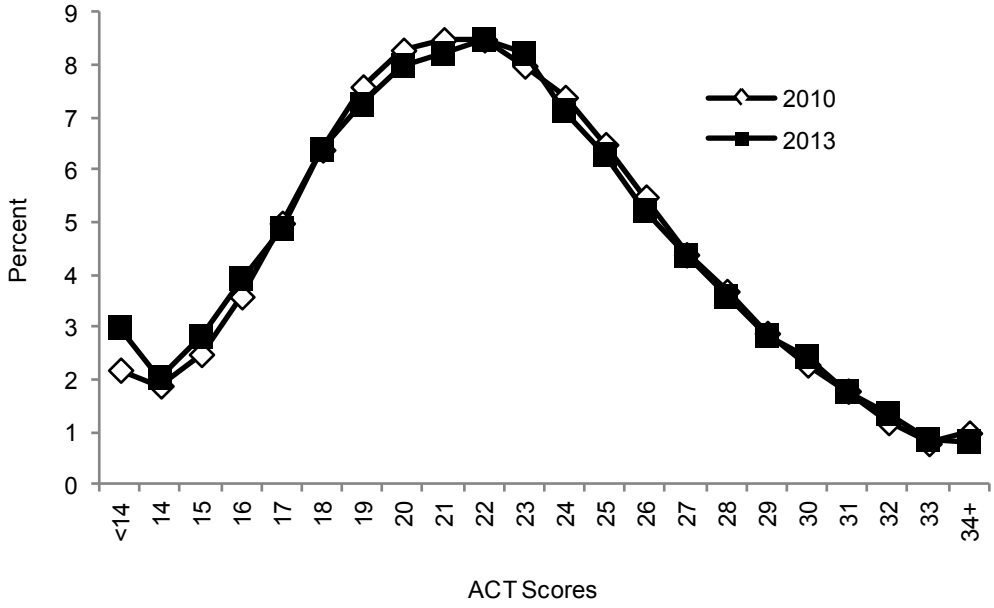
Iowa ACT Composite Score Distributions
Classes of 2011 to 2013

	Class of 2011		Class of 2012		Class of 2013	
Score	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<14	2.2%	2.2%	2.4%	2.4%	3.0%	3.0%
14	1.9	4.1	2.0	4.4	2.0	5.0
15	2.7	6.8	2.8	7.2	2.8	7.8
16	3.5	10.4	3.9	11.1	3.9	11.8
17	5.0	15.3	4.9	16.0	4.9	16.7
18	6.1	21.5	6.5	22.5	6.4	23.1
19	7.1	28.5	7.2	29.7	7.3	30.3
20	8.3	36.8	8.1	37.8	8.0	38.3
21	8.5	45.3	8.5	46.3	8.2	46.6
22	8.6	53.9	8.3	54.6	8.5	55.1
23	8.2	62.0	8.1	62.7	8.2	63.3
24	7.0	69.1	7.5	70.2	7.1	70.4
25	6.6	75.7	6.5	76.7	6.3	76.7
26	5.6	81.2	5.1	81.8	5.2	82.0
27	4.6	85.8	4.6	86.4	4.4	86.3
28	4.0	89.8	3.8	90.2	3.6	89.9
29	2.8	92.6	2.8	93.0	2.8	92.8
30	2.6	95.2	2.5	95.5	2.4	95.2
31	1.8	97.0	1.8	97.3	1.8	97.0
32	1.3	98.4	1.2	98.5	1.3	98.3
33	0.8	99.2	0.8	99.2	0.9	99.2
34+	0.8	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 2013



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 2011 to 2013 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 2011 to 2013

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
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
2013	<300	20.6	20.4	22.0	21.4	21.2
	300-599	21.1	20.9	22.1	21.8	21.6
	600-999	20.9	20.8	21.9	21.7	21.5
	1,000-2,499	22.0	21.9	22.8	22.5	22.4
	2,500-7,499	22.2	22.5	23.1	23.0	22.8
	7,500+	20.5	21.2	21.8	21.5	21.4
	State	21.5	21.6	22.5	22.2	22.1

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 2011 to 2013 by Enrollment Category and Course of Study

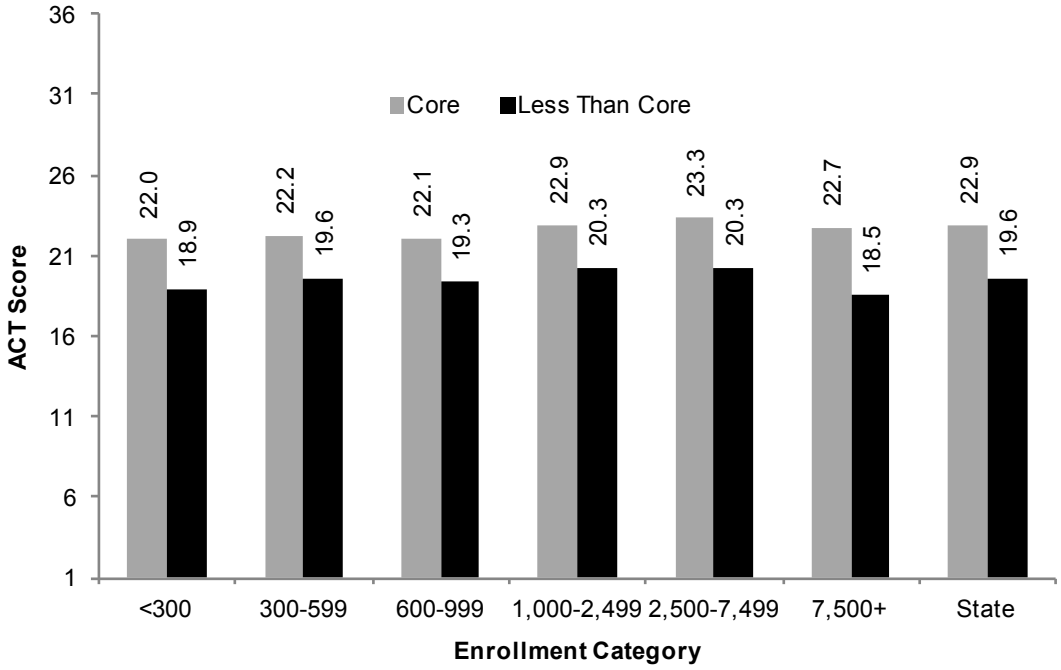
	Course of Study - Core			Course of Study - Less Than Core		
Enrollment Category	2011	2012	2013	2011	2012	2013
<300	21.9	22.0	22.0	19.8	19.3	18.9
300-599	22.4	22.1	22.2	19.5	19.4	19.6
600-999	22.5	22.3	22.1	19.6	19.3	19.3
1,000-2,499	23.1	22.9	22.9	20.2	20.3	20.3
2,500-7,499	23.5	23.4	23.3	20.9	21.0	20.3
7,500+	22.8	22.6	22.7	18.8	18.4	18.5
State	23.0	22.8	22.9	19.8	19.6	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 2013 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category and Course of Study



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

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

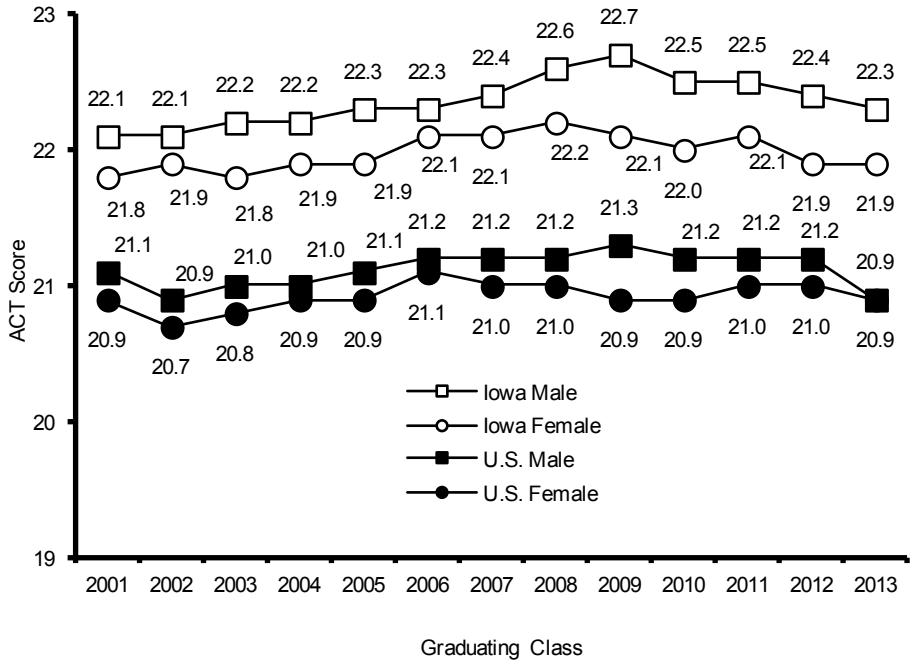
ACT Scores by Gender

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

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

Figure 5-81

ACT Average Composite Scores by Gender 2001 to 2013



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

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Table 5-12

Iowa Average ACT Scores by Gender 2012 and 2013

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Gender	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Male	10,684	10,406	21.3	21.1	22.5	22.3	22.5	22.4	22.9	22.8	22.4	22.3
Female	12,380	12,091	22.0	21.9	21.1	21.0	22.5	22.7	21.7	21.7	21.9	21.9
Unreported*	55	29										

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 2013 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 (24.7) 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 2013

Planned Major	Nation Avg.	Iowa Avg.	Iowa Percent Planned
Agriculture & Nation Resources Conservation	19.6	20.6	4%
Architecture	20.8	22.2	1
Area, Ethinic, & Multidisciplinary Studies	21.8	21.7	0
Arts: Visual & Performing	20.1	22.0	5
Business	20.9	21.6	9
Communications	21.4	22.2	2
Community, Family, & Personal Services	17.8	19.5	2
Computer Science & Mathematics	22.6	23.6	2
Education/Teacher Education	20.4	21.3	8
Engineering	23.5	24.8	7
Engineering Technology & Drafting	19.4	21.2	1
English & Foreign Language	23.8	24.7	1
Health Administration & Assisting	17.9	19.7	2
Health Sciences & Technologies/Allied Health Fields	20.9	22.3	18
Philosophy, Religion, & Theology	21.6	22.5	0
Repair, Production, & Construction	17.1	18.7	1
Sciences: Biological & Physical	23.7	24.2	6
Social Sciences & Law	21.3	22.6	7
Undecided	21.6	22.6	19
No Response	17.0	15.8	3

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 2013, 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 2013

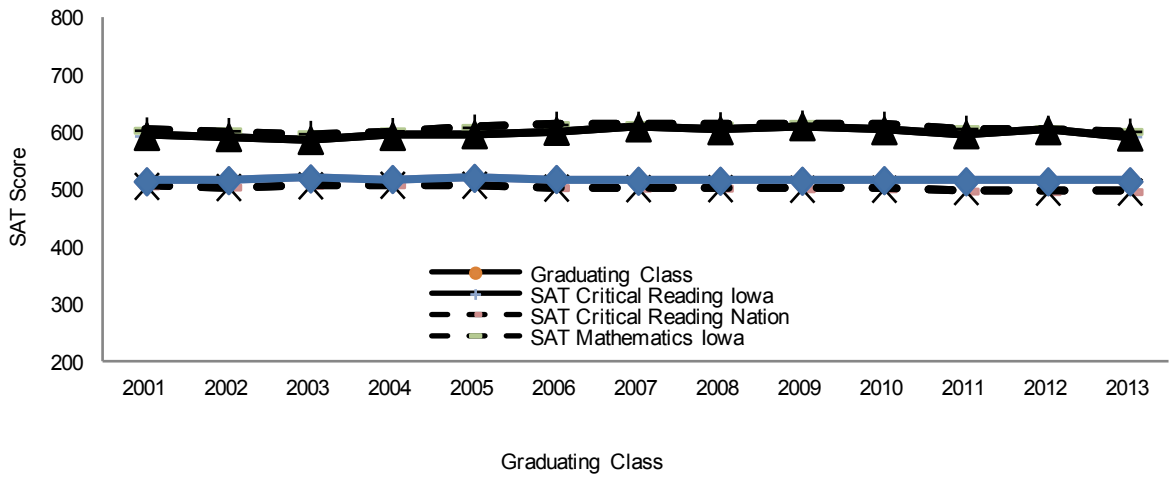
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515
2009	610	501	615	515
2010	603	501	613	516
2011	596	497	606	514
2012	603	496	606	514
2013	592	496	601	514

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

Note: The Iowa participation rate in SAT for the class of 2013 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 2013



Source: The College Board, 2013 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2013 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, 2012, and 2013

R=Critical Reading M=Math

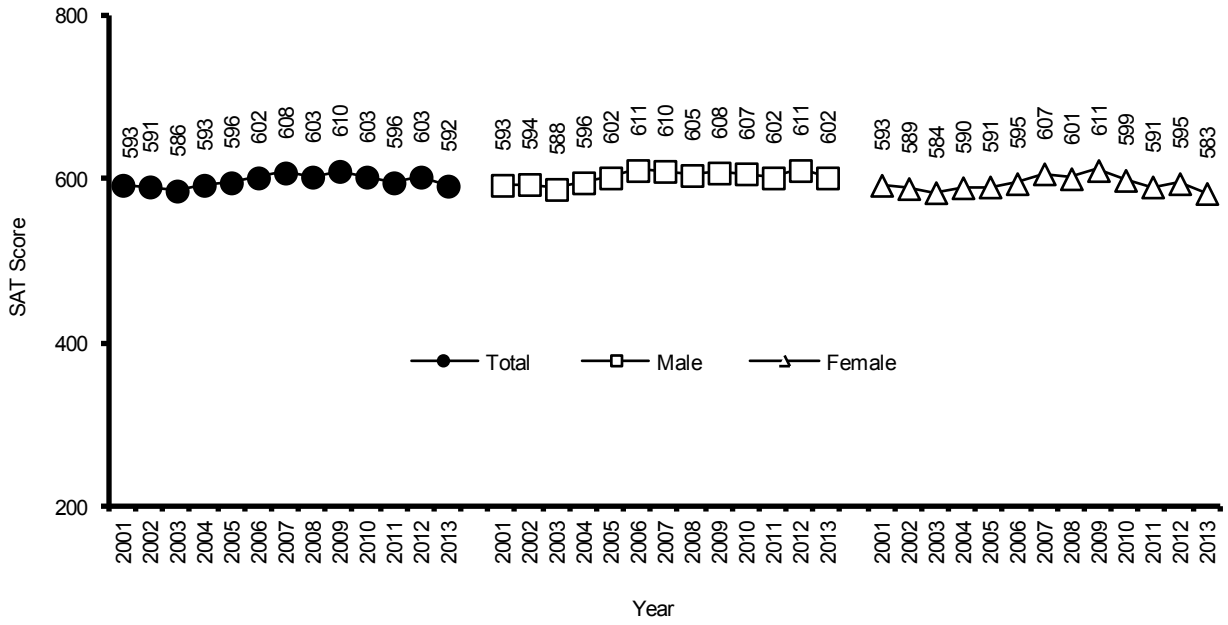
Nation and State	Graduating Class 2001 R	2001 M	2012 R	2012 M	2013 R	2013 M	Percent of Graduating Class of 2013 Taking SAT
Nation	**506**	**514**	**496**	**514**	**496**	**514**	
Illinois	576	589	596	615	600	617	5
Indiana	499	501	493	501	493	500	70
Iowa	**593**	**603**	**603**	**606**	**592**	**601**	**3**
Kansas	577	580	584	594	589	595	6
Michigan	561	572	586	603	590	610	4
Minnesota	580	589	592	606	595	608	6
Missouri	577	577	589	592	596	595	4
Nebraska	562	568	576	585	584	583	4
North Dakota	592	599	588	610	609	609	2
Ohio	534	539	543	552	548	556	17
South Dakota	577	582	589	610	592	601	3
Wisconsin	584	596	594	605	591	604	4

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

Note: The Iowa participation rate in SAT for the class of 2013 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 2013

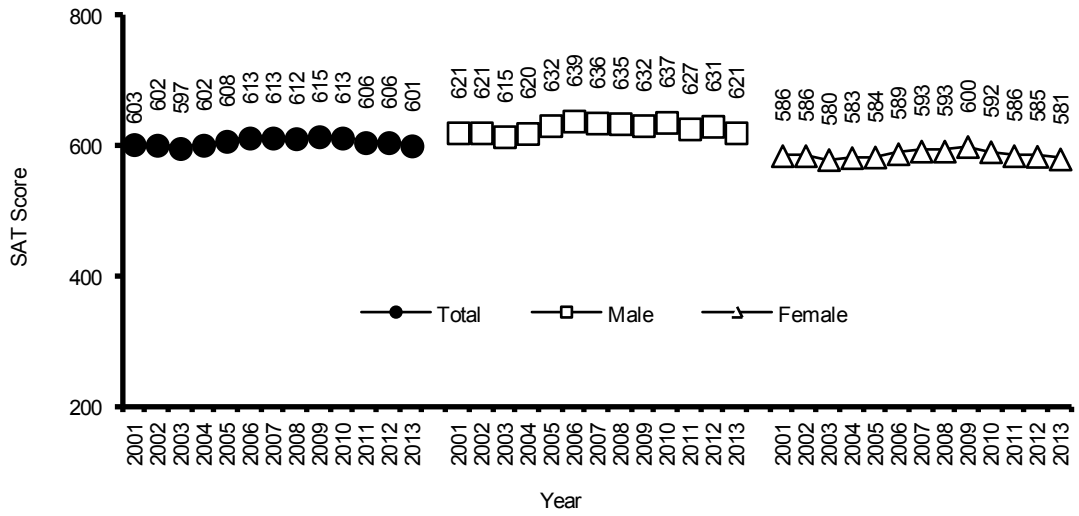


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2013 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-84

Iowa Average SAT Mathematics Scores by Gender 2001 to 2013

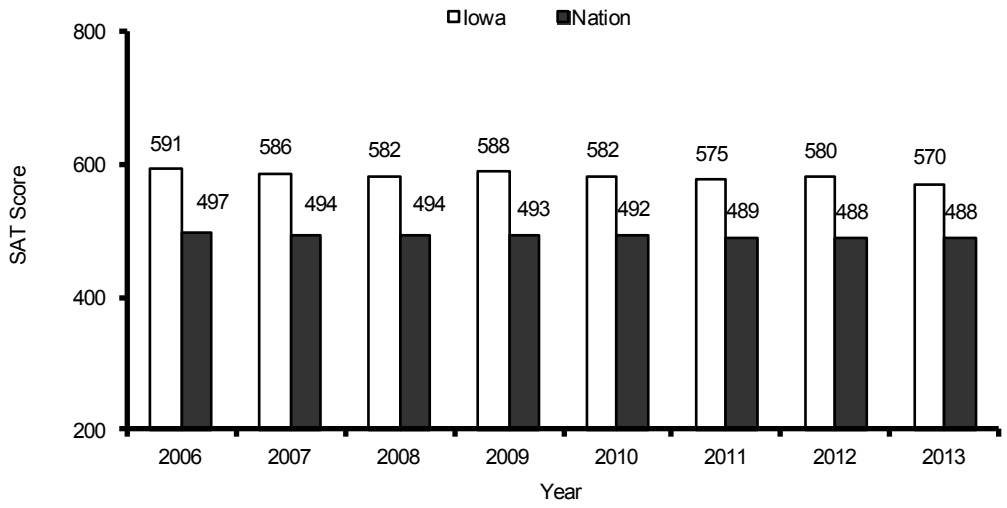


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2013 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-85

Average SAT Writing Scores for Iowa and the Nation 2006 to 2013

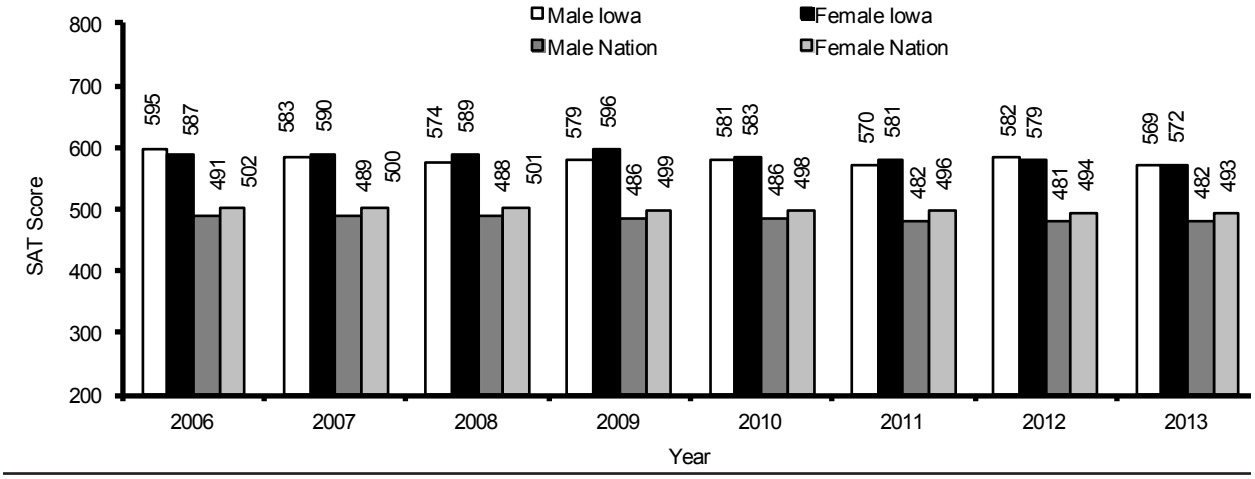


Source: The College Board, Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2013 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 5-86

Average SAT Writing Scores for Iowa and the Nation by Gender 2006 to 2013



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

Note: The Iowa participation rate in SAT for the class of 2013 was 3 percent. Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 30 subject areas in 2012-2013. 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 17,600 AP exams were taken by more than 11,000 students in 2013 (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 2013. The number of students/candidates in 2013 was 6.1 percent higher than the number in 2012. The number of exams taken increased 7.4 percent over that one-year period. Both of the enrollment and exams have almost tripled since 2001.

From 2001 to 2013, 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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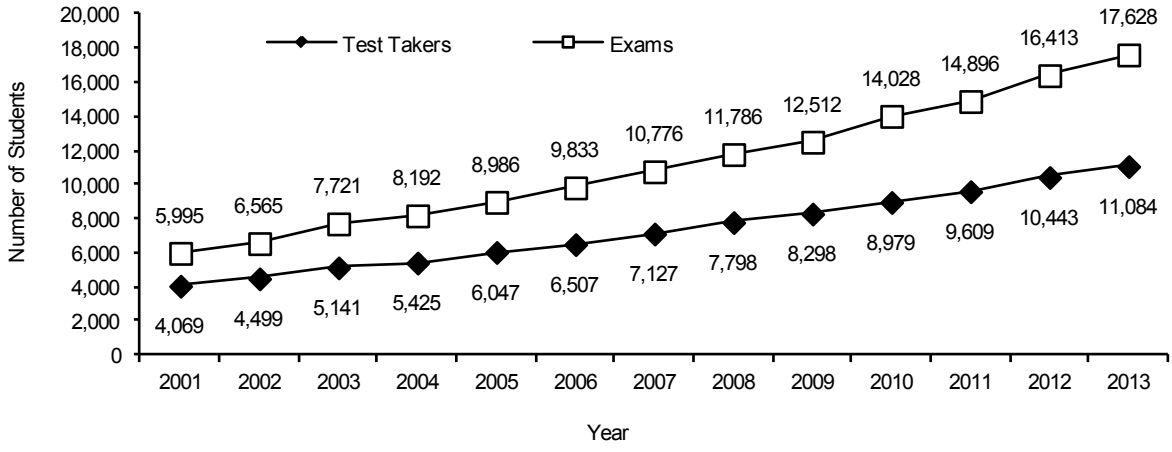
Figure 5-87

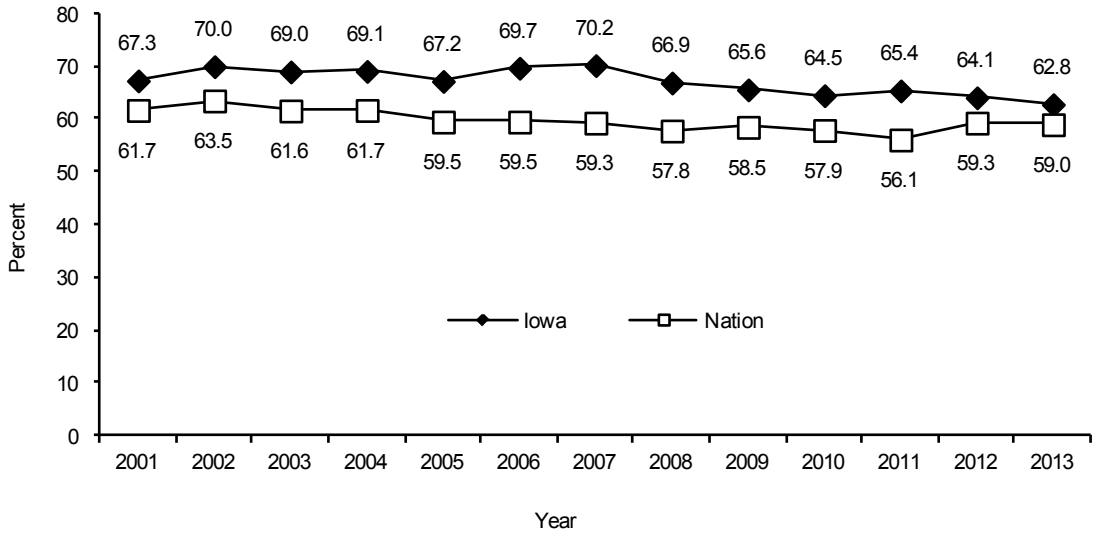
Advanced Placement Participation for Iowa Students 2001 to 2013



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

Figure 5-88

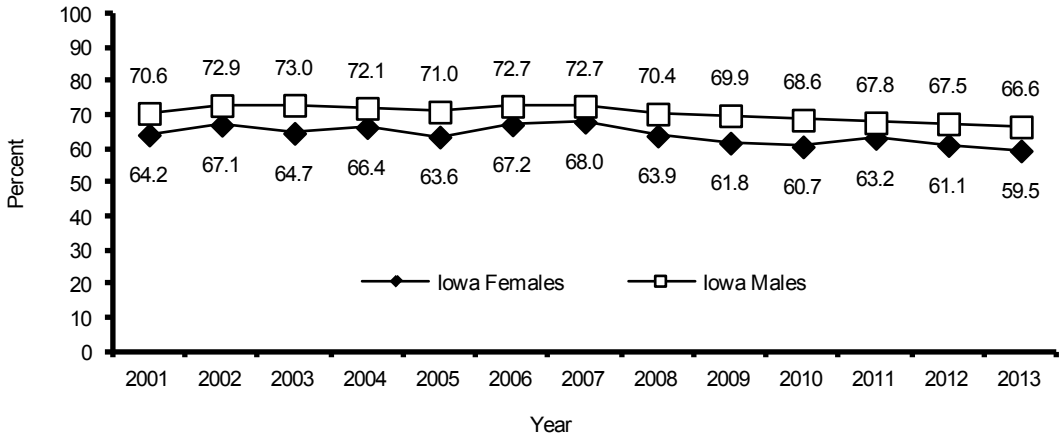
Percent of AP Candidates with AP Scores of 3+, 2001 to 2013



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, 2001-2013



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

Table 5-16

Number of Graduates Who Took Advanced Placement Exams and Percent of Them Scored 3+ on an AP Exam During High School by State, Graduating Class 2011 and 2012

State	2011 Number of Students Taken	2011 Percent Scored 3+	2012 Number of Students Taken	2012 Percent Scored 3+
Alabama	8,584	45.1%	9,852	43.2%
Alaska	1,599	62.9%	1,621	65.5%
Arizona	13,297	57.7%	14,407	57.7%
Arkansas	11,326	33.8%	12,175	34.7%
California	136,787	66.1%	144,801	66.1%
Colorado	17,303	61.8%	18,358	62.3%
Connecticut	12,906	71.8%	13,332	72.6%
Delaware	2,191	53.5%	2,417	52.0%
District of Columbia	1,471	22.0%	1,512	25.7%
Florida	72,767	50.4%	76,128	51.6%
Georgia	31,764	51.9%	33,647	52.8%
Hawaii	2,338	45.3%	2,905	41.3%
Idaho	3,016	68.9%	3,150	67.1%
Illinois	37,723	64.8%	40,653	65.1%
Indiana	20,047	43.8%	21,260	45.3%
Iowa	**5,345**	**63.5%**	**5,542**	**62.8%**
Kansas	4,853	60.6%	5,167	60.3%
Kentucky	10,872	49.6%	12,218	49.7%
Louisiana	3,528	41.8%	3,931	38.9%
Maine	4,400	62.6%	4,576	64.1%
Maryland	25,934	60.1%	26,640	61.3%
Massachusetts	21,605	70.0%	22,808	71.3%
Michigan	25,709	64.7%	26,822	64.4%
Minnesota	16,181	64.8%	16,780	66.0%
Mississippi	3,605	31.4%	3,615	31.7%
Missouri	8,560	57.9%	9,235	60.1%
Montana	1,823	65.6%	1,913	63.0%
Nebraska	2,665	60.2%	2,886	59.7%
Nevada	6,217	55.5%	6,890	52.4%
New Hampshire	3,206	76.5%	3,238	75.0%
New Jersey	26,546	73.4%	27,433	73.9%
New Mexico	4,274	45.7%	4,815	43.8%
New York	63,032	65.7%	64,946	65.6%

Table 5-16 (…continued)

State	2011 Number of Students Taken	2011 Percent Scored 3+	2012 Number of Students Taken	2012 Percent Scored 3+
North Carolina	25,709	60.5%	26,633	62.2%
North Dakota	888	62.5%	882	62.7%
Ohio	24,585	62.9%	25,170	64.4%
Oklahoma	7,806	49.9%	8,140	49.4%
Oregon	7,706	61.2%	8,059	62.4%
Pennsylvania	27,357	64.4%	28,750	64.9%
Rhode Island	1,907	61.2%	2,176	59.8%
South Carolina	10,149	57.7%	10,564	59.0%
South Dakota	1,509	64.5%	1,545	65.0%
Tennessee	10,067	52.4%	10,743	53.9%
Texas	90,673	50.8%	96,166	51.0%
Utah	9,761	70.2%	10,439	69.9%
Vermont	2,061	66.0%	2,151	66.2%
Virginia	32,212	63.8%	33,626	64.0%
Washington	19,305	61.5%	20,581	60.9%
West Virginia	3,453	42.9%	3,722	43.8%
Wisconsin	17,280	69.8%	18,076	69.7%
Wyoming	892	56.2%	974	53.7%
United States	**904,794**	**59.8%**	**954,070**	**60.1%**

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.

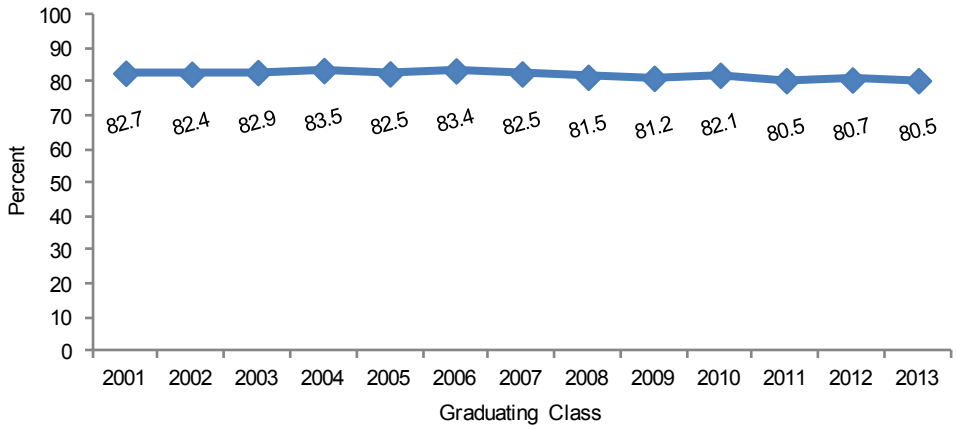
Pursuit of Postsecondary Education/Training

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

The percent of graduates intending to pursue postsecondary education or training decreased in the last three years (Figure 5-90). The 2,500-7,499 and 7,500+ enrollment categories were the only enrollment categories where the percent of graduates intending to pursue postsecondary education/training increased between 2012 and 2013 (Table 5-17). As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college (Table 5-19). Table 5-20 shows that the percent of graduates intending to pursue postsecondary education at a four-year college was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in 2013. Figure 5-91 gives details for the graduate intention trends.

Figure 5-90

Percent of All Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2001 to 2013



Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, Graduate 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 Intending to Pursue Postsecondary Education/Training by Enrollment Category Graduating Classes of 2001 and 2010 to 2013

	Graduating Class				
Enrollment Category	2001	2010	2011	2012	2013
<300	77.6	86.6	86.0	81.3	79.6
300-599	81.2	85.8	84.0	84.0	83.0
600-999	82.5	84.1	83.6	83.9	82.9
1,000-2,499	83.1	82.7	80.7	81.0	80.3
2,500-7,499	81.9	82.1	80.7	80.9	81.7
7,500+	84.3	77.8	76.3	77.0	77.7
State	82.7	82.1	80.5	80.7	80.5

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

Note: Data for the 2010 to 2013 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 Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2010 to 2013

	Graduating Class				
Gender	2001	2010	2011	2012	2013
Male	77.8	77.5	75.3	75.0	74.5
Female	87.5	86.5	85.6	86.4	86.7
Total	82.7	82.1	80.5	80.7	80.5

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

Note: Data for the 2010 to 2013 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 Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2010 to 2013

	Graduating Class				
Postsecondary Institution	2001	2010	2011	2012	2013
Private 4-Year College	14.9	13.2	13.5	13.3	12.9
Public 4-Year College	27.3	24.3	25.0	25.5	26.7
Private 2-Year College	5.2	1.1	1.0	0.9	0.9
Community College	31.0	40.2	38.3	38.4	37.7
Other Training	4.3	3.2	2.6	2.6	2.4
Total	82.7	82.1	80.5	80.7	80.5

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

Notes: Data for the 2010 to 2013 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 Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2010 to 2013

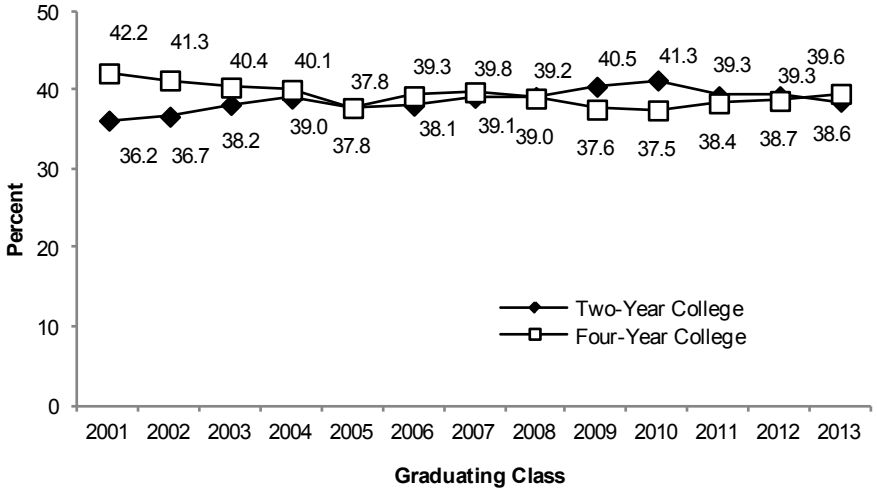
	Graduating Class				
Postsecondary Institution	2001	2010	2011	2012	2013
Four-Year College	42.2	37.5	38.4	38.7	39.6
Two-Year College	36.2	41.3	39.3	39.3	38.6

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

Note: Data for the 2010 to 2013 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 Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges 2001 to 2013



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

Note: Data for the 2010 to 2013 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.

Dropouts

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

- Was enrolled in school at some time during the previous school year and was not enrolled as of Count Day of the current year or
- Was enrolled in school at some time during the previous school year and left the school before the previous summer and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions:

  a) transfer to another public school district, private school, or state or district-approved educational program,
  b) temporary school-recognized absence for suspension or illness,
  c) death, or
  d) move out of the state or leave the country.

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

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

Figure 5-92 shows the two statewide public school trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates. There are upward dropout trends for both grades 7-12 and grades 9-12 since 2006-2007. Both rates decreased in 2010-2011 and 2011-2012 from the previous year.

The public school dropout distributions by grade and enrollment categories for 2011-2012 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for more than 45 percent of the total dropouts while comprised less than 28 percent of the total enrollment in grades 7 to 12.

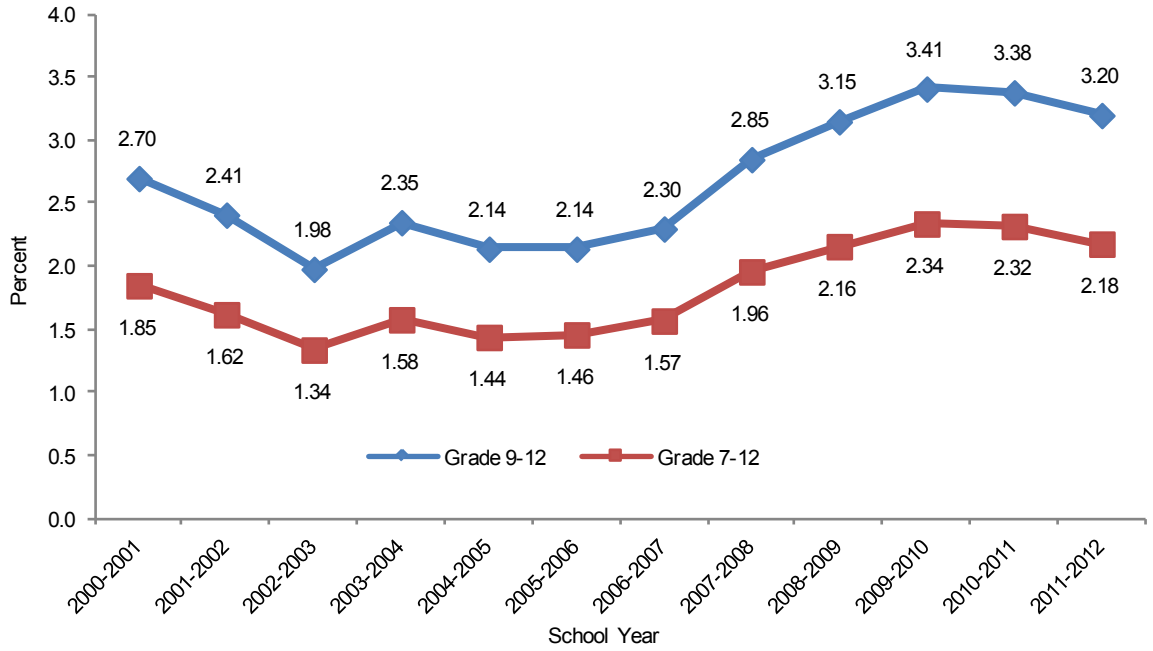
Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

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 2011-2012



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

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2011-2012

	Grade Level										
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	1	2	2	6	14	25	50	1.06%	3,912	1.80%	1.28%
300-599	2	1	11	33	79	142	268	5.66%	23,398	10.79%	1.15%
600-999	3	2	17	32	88	203	345	7.29%	29,702	13.70%	1.16%
1,000-2,499	2	3	17	67	234	501	824	17.41%	55,149	25.44%	1.49%
2,500-7,499	4	5	25	58	225	496	813	17.18%	43,707	20.16%	1.86%
7500+	22	11	178	344	539	1,059	2,153	45.49%	59,569	27.48%	3.61%
Up to state	6	5	23	58	77	111	280	5.92%	1,322	0.61%	
State	40	29	273	598	1,256	2,537	4,733	100.00%	216,759	100.00%	2.18%

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

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

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

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2010-2011 and 2011-2012

	2000-2001	2010-2011	2011-2012
Female Dropout Rate	1.60%	1.88%	1.79%
Male Dropout Rate	2.08%	2.73%	2.56%
Female Dropouts as a Percent of Total Dropouts	42.39%	39.37%	39.72%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.50%	48.55%

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

Table 5-23

2011-2012 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	4.15%	1,583	33.45%	38,110	17.58%
African American	6.06%	654	13.82%	10,792	4.98%
American Indian	4.55%	48	1.01%	1,056	0.49%
Asian	1.56%	68	1.44%	4,348	2.01%
Hispanic	3.84%	651	13.75%	16,946	7.82%
Native Hawaiian/Pacific Islander	3.41%	10	0.21%	293	0.14%
Two or More	3.25%	152	3.21%	4,675	2.16%
White	1.76%	3,150	66.55%	178,649	82.42%
State	2.18%	4,733	100.00%	216,759	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI 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, 2010-2011 and 2011-2012

	Percent of Dropouts			Percent of Enrollment		
Race/Ethnic Group	2000-2001	2010-2011	2011-2012	2000-2001	2010-2011	2011-2012
African American	7.9%	12.41%	13.82%	3.1%	4.93%	4.98%
American Indian	1.7%	1.44%	1.01%	0.5%	0.52%	0.49%
Asian	1.5%	1.42%	1.44%	1.8%	1.92%	2.01%
Hispanic	8.8%	13.39%	13.75%	2.8%	7.43%	7.82%
Native Hawaiian/Pacific Islander		0.18%	0.21%		0.11%	0.14%
Two or More		2.43%	3.21%		1.89%	2.16%
White	80.1%	68.74%	66.55%	91.8%	83.20%	82.42%

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

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

Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2011-2012

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	54	15.38%	15.38%
.01-.50	43	12.25%	27.64%
.51-1.00	70	19.94%	47.58%
1.01-1.50	46	13.11%	60.68%
1.51-2.00	56	15.95%	76.64%
2.01-2.50	24	6.84%	83.48%
2.51-3.00	30	8.55%	92.02%
3.01-3.50	10	2.85%	94.87%
3.51-4.00	3	0.85%	95.73%
>4.00	15	4.27%	100.00%

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

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

High School Graduates and Graduation Rates

This section reports eight years of trend data on the number of high school graduates in Iowa public schools and displays four-year cohort graduation rates for graduating classes of 2011 and 2012. In addition, five-year cohort graduation rates are reported for the graduating classes of 2010 and 2011.

High School Graduates

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

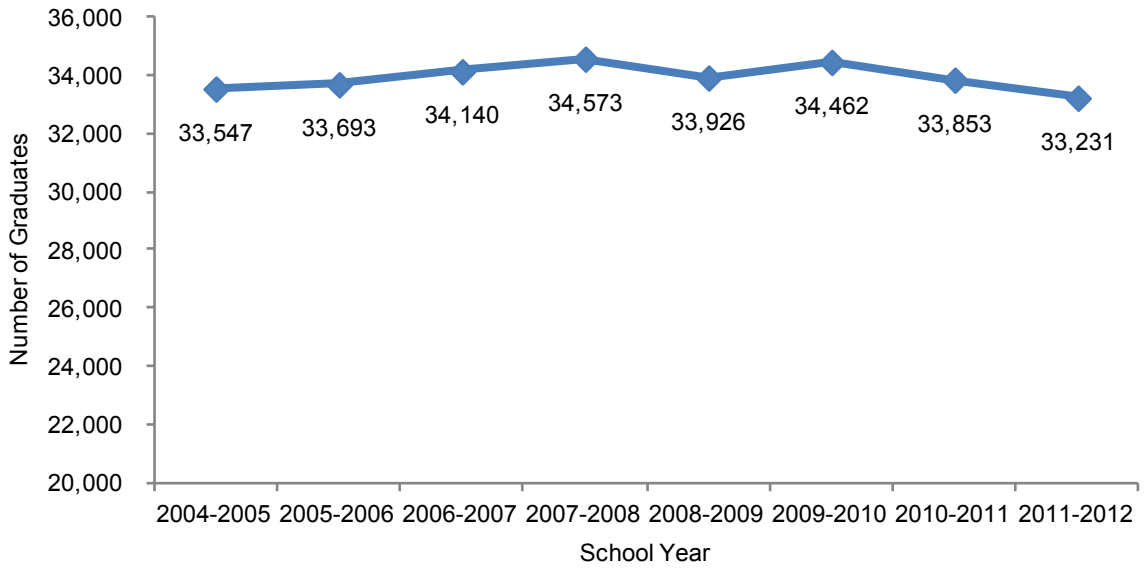
- Students receiving regular diplomas.

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

Figure 5-93 shows the number of regular diploma recipients by school year from 2004-2005 to 2011-2012. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in more or less than four years.

Figure 5-93

Number of Iowa Public School Graduates 2004-2005 to 2011-2012



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

High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI, EASIER) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were included in one of the earlier cohorts). The four-year cohort graduation rate is calculated for the class of 2012 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2008 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 2012

FG = First-time 9th grade students in fall of 2008 and graduated in 2012 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2012 or sooner

F = First-time 9th grade students in fall of 2008

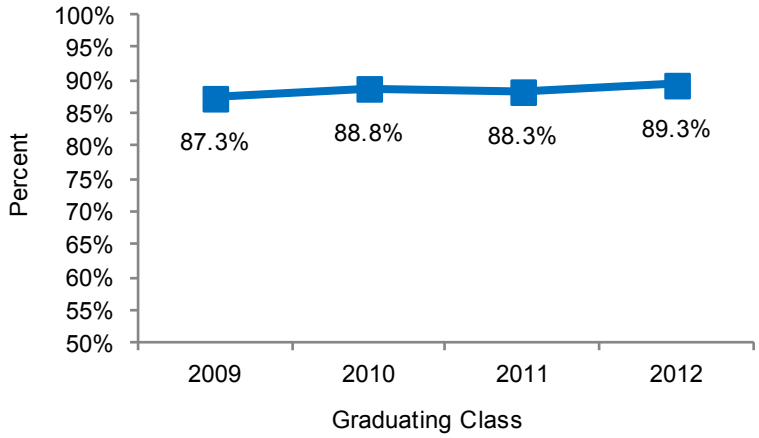
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12

TO = Transfer out (including emigrates and deceased)

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator, but not in the numerator for the four-year rate. Figure 5-94 shows a four-year graduation rate trend for the classes 2009 to 2012.

Figure 5-94

Iowa Public High School Four-Year Cohort Graduation Rate for the Graduating Classes of 2009 to 2012



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

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The five-year cohort graduation rate for the class of 2011 is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2011-2012 school year) by the number of first-time 9th graders enrolled in the fall of 2007 minus the number of students who transferred out (between 2007 and 2011) plus the total number of students who transferred in (between 2007 and 2011). 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 graduating classes of 2011 and 2012. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other race groups; the students who were eligible for free reduced price lunch and IEP, English Language Learners (ELL), and migrant students had graduation rates lower than the "all students" group on average.

Table 5-26

Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2011 and 2012

	Class of 2011			Class of 2012		
Group	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,510	35,676	88.3% #	30,367	34,019	89.3% #
African American	1,130	1,543	73.2%	1,042	1,406	74.1%
American Indian	122	154	79.2%	104	143	72.7%
Asian	555	627	88.5% #	533	593	89.9% #
Hispanic	1,643	2,186	75.2%	1,720	2,220	77.5%
Hawaiian or Pacific Islander	31	38	81.6%	30	39	76.9%
Two or More Races	441	538	82.0%	519	615	84.4%
White	27,588	30,590	90.2% #	26,419	29,003	91.1% #
Disability*	3,701	5,296	69.9%	3,387	4,659	72.7%
ELL**	699	999	70.0%	765	1,035	73.9%
Low SES***	9,882	12,646	78.1%	9,801	12,293	79.7%
Migrant+	118	166	71.1%	38	56	67.9%
Female+	15,795	17,417	90.7% #	15,335	16,773	91.4% #
Male+	15,715	18,259	86.1% #	15,032	17,246	87.2% #

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

Notes: * Disability status is determined by the presence of an individualized education program (IEP).
** ELL indicates English Language Learner.
*** Low SES is determined by the eligibility for free or reduced price meals.
+ Not required for Adequate Yearly Progress (AYP) report.
# Indicates that the group met the annual target.
Numbers may be redacted due to small cell size, therefore, the numbers may not sum total.

Table 5-27

Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2010 and 2011

Enrollment Category	Class of 2010 Numerator	Class of 2010 Denominator	Class of 2010 Graduation Rate	Class of 2011 Numerator	Class of 2011 Denominator	Class of 2011 Graduation Rate
All Students	33,189	36,152	91.8% #	32,624	35,676	91.4% #
African American	1,181	1,494	79.0%	1,223	1,543	79.3%
American Indian	142	185	76.8%	127	154	82.5%
Asian	630	668	94.3% #	577	627	92.0% #
Hispanic	1,685	2,021	83.4%	1,800	2,186	82.3%
Hawaiian or Pacific Islander	-	-	-	33	38	86.8%
Two or More Races	-	-	-	463	538	86.1%
White	29,152	31,349	93.0% #	28,401	30,590	92.8% #
Disability*	4,280	5,252	81.5%	4,273	5,296	80.7%
ELL**	789	962	82.0%	800	999	80.1%
Low SES***	10,439	12,383	84.3%	10,575	12,646	83.6%
Migrant+	167	221	75.6%	133	166	80.1%
Female+	16,779	17,999	93.2% #	16,203	17,417	93.0% #
Male+	16,410	18,153	90.4% #	16,421	18,259	89.9% #

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

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

** ELL indicates English Language Learner.

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

\+ Not required for Adequate Yearly Progress (AYP) report.

– Data are not available.

\# Indicates that the group met the annual target.

Table 5-28

Class of 2011 Four Year (Regulatory Adjusted) Cohort Graduation 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%

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-School Suspensions comprise 57 percent of all removals, followed by Out-of-School Suspensions over 40 percent in 2012-2013. When multiple offenses are removed from the counts to reveal the number of unique students involved, just less than 9 percent of enrolled students statewide are affected.

An in-school suspension is defined as an:

> Administrative removal of a student from regular classes or activities for disciplinary reasons, but the student continues to be under the supervision of the school district.

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

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

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

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

An expulsion is defined as:

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

If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In 2012-2013, 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.

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 5-33).

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 and 2011-2012 to 2012-2013

	Removals			% of Removals 2012-2013	% Change 2009-2010 to 2012-2013
	2009-2010	2011-2012	2012-2013		
In-School Suspensions	42,186	39,604	33,447	57.0%	-20.7%
Out-of-School Suspensions	27,087	28,843	25,033	42.7%	-7.6%
Expulsions	131	159	151	0.3%	15.3%
Interim Setting by School Personnel	15	59	63	0.1%	320.0%
Total	69,419	68,666	58,694	100%	-15.4%

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

Note: Figures may not total due to rounding.

Table 5-30

K-12 In-School Suspensions by Reason for Removal
2009-2010 and 2011-2012 to 2012-2013

Reason for Removal	2009-2010 Removals	2009-2010 Distinct Students	2011-2012 Removals	2011-2012 Distinct Students	2012-2013 Removals	2012-2013 Distinct Students	Percent of In-School Suspensions 2012-2013	% Change in In-School Suspensions 2009-2010 to 2012-2013
Alcohol Related	82	77	62	61	54	52	0.2%	-34.1%
Attendance Policy Violation	12,743	6,379	9,923	5,278	8,686	4,426	26.0%	-31.8%
Disruptive Behavior	12,707	7,783	12,339	7,769	8,863	6,055	26.5%	-30.3%
Drug Related	82	81	122	119	94	90	0.3%	14.6%
Physical Fighting w/ Injury	302	293	373	361	304	294	0.9%	0.7%
Physical Fighting w/o Injury	3,017	2,682	3,265	2,861	3,066	2,764	9.2%	1.6%
Property Related	714	672	763	712	654	619	2.0%	-8.4%
Serious Bodily Injury	46	45	18	18	19	19	0.1%	-58.7%
Tobacco Related	375	349	388	357	291	274	0.9%	-22.4%
Violent Behavior w/ Injury	153	150	196	189	194	185	0.6%	26.8%
Violent Behavior w/o Injury	1,136	1,009	1,288	1,147	1,092	966	3.3%	-3.9%
Weapons Related	190	185	230	226	234	226	0.7%	23.2%
Threat of Destruction or Harm					524	476	1.6%	
Other	10,639	6,956	10,637	6,736	9,372	5,723	28.0%	-11.9%
Total	42,186	26,661	39,604	25,834	33,447	22,169	100%	-20.7%

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

Table 5-31

K-12 Out-of-School Suspensions by Reason for Removal 2009-2010 and 2011-2012 to 2012-2013

Reason for Removal	2009-2010 Removals	2009-2010 Distinct Students	2011-2012 Removals	2011-2012 Distinct Students	2012-2013 Removals	2012-2013 Distinct Students	Percent of Out-of-School Suspensions 2012-2013	% Change in Out-of-School Suspensions 2009-2010 to 2012-2013
Alcohol Related	273	269	314	312	283	275	1.1%	3.7%
Attendance Policy Violation	1,229	927	1,715	1,224	1,751	1,103	7.0%	42.5%
Disruptive Behavior	9,718	6,315	10,446	6,673	7,928	5,324	31.7%	-18.4%
Drug Related	926	838	1,087	995	948	893	3.8%	2.4%
Physical Fighting w/ Injury	871	843	952	900	874	830	3.5%	0.3%
Physical Fighting w/o Injury	5,462	4,777	5,264	4,561	4,363	3,856	17.4%	-20.1%
Property Related	701	663	731	703	649	609	2.6%	-7.4%
Serious Bodily Injury	23	23	29	29	17	16	0.1%	-26.1%
Tobacco Related	632	588	601	548	487	455	1.9%	-22.9%
Violent Behavior w/ Injury	309	297	394	355	368	326	1.5%	19.1%
Violent Behavior w/o Injury	1,801	1,519	1,976	1,641	1,694	1,373	6.8%	-5.9%
Weapons Related	562	543	661	646	634	618	2.5%	12.8%
Threat of Destruction or Harm					915	787	3.7%	
Other	4,580	3,515	4,673	3,719	4,122	3,190	16.5%	-10.0%
Total	27,087	21,117	28,843	22,306	25,033	19,655	100.0%	-7.6%

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

Table 5-32

K-12 Expulsions by Reason for Removal
2009-2010 and 2011-2012 to 2012-2013

Reason for Removal	Expulsions 2009-2010	Expulsions 2011-2012	Expulsions 2012-2013	Percent of Expulsions 2012-2013
Alcohol Related	7	6	4	2.6%
Attendance Policy Violation	0	0	0	0.0%
Disruptive Behavior	8	8	12	7.9%
Drug Related	71	98	64	42.4%
Physical Fighting w/ Injury	4	3	6	4.0%
Physical Fighting w/o Injury	6	1	3	2.0%
Property Related	6	3	3	2.0%
Serious Bodily Injury	0	0	0	0.0%
Tobacco Related	1	1	0	0.0%
Violent Behavior w/ Injury	1	2	0	0.0%
Violent Behavior w/o Injury	2	11	4	2.6%
Weapons Related	19	17	29	19.2%
Threat of Destruction or Harm	0	0	20	13.2%
Other	6	9	6	4.0%
Total	131	159	151	100.0%

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

Table 5-33

K-12 Removals to an Interim Setting by School Personnel by Reason for Removal 2011-2012 to 2012-2013

	2011-2012		2012-2013	
Reason for Removal	Removals	% Removals	Removals	% Removals
Alcohol Related				
Attendance Policy Violation	7	11.7%	7	11.1%
Disruptive Behavior	28	46.7%	23	36.5%
Drug Related	6	10.0%	9	14.3%
Physical Fighting w/ Injury				
Physical Fighting w/o Injury	11	18.3%	2	3.2%
Property Related	1	1.7%	0	0.0%
Serious Bodily Injury	1	1.7%	0	0.0%
Tobacco Related				
Violent Behavior w/ Injury				
Violent Behavior w/o Injury	1	1.7%	3	4.8%
Weapons Related	1	1.7%	4	6.3%
Threat of Destruction or Harm			5	7.9%
Other	4	6.7%	10	15.9%
Total	60	100.0%	63	100.0%

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

Table 5-34

K-12 Removals by Race/Ethnicity for 2009-2010 and 2011-2012 to 2012-2013

	Removals			% of Removals	% of K-12	% Change in
	2009-2010	2011-2012	2012-2013	2012-2013	Enrollment 2012-2013	Removals 2009-2010 to 2012-2013
African American	12,614	13,312	11,001	18.7%	5.2%	-12.8%
American Indian	591	599	417	0.7%	0.4%	-29.4%
Asian	567	520	428	0.7%	2.2%	-24.5%
Hispanic	9,229	8,828	7,921	13.5%	9.3%	-14.2%
Native Hawaiian	80	134	129	0.2%	0.2%	61.3%
White	43,597	42,198	35,789	61.0%	79.8%	-17.9%
Multi-Racial	2,743	3,075	3,009	5.1%	2.9%	9.7%
Total	69,421	68,666	58,694	100.0%	100.0%	-15.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.
Note: Figures may not total due to rounding.

Table 5-35

K-12 Removals by Grade Span for 2009-2010 and 2011-2012 to 2012-2013

	Removals			% of Removals	% of K-12	% Change in
Grade Span	2009-2010	2011-2012	2012-2013	2012-2013	Enrollment 2012-2013	Removals 2009-2010 to 2012-2013
K-2	1,867	2,945	3,220	5.5%	24.1%	72.5%
3-5	4,286	5,734	5,636	9.6%	22.4%	31.5%
6-8	25,635	24,733	19,695	33.6%	22.7%	-23.2%
9-12	37,633	35,254	30,143	51.4%	30.8%	-19.9%
Total	69,421	68,666	58,694	100.0%	100.0%	-15.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.
Note: Figures may not total due to rounding.

Table 5-36

K-12 Removals by District Enrollment Category for 2009-2010 and 2011-2012 to 2012-2013

Enrollment Category	Removals 2009-2010	Removals 2011-2012	Removals 2012-2013	% of Removals 2012-2013	% of K-12 Enrollment 2012-2013	% Change in Removals 2009-2010 to 2012-2013
< 300	794	649	522	0.9%	2.0%	-34.3%
300 to 599	3,663	3,344	3,388	5.8%	10.2%	-7.5%
600 to 999	5,054	5,204	4,997	8.5%	13.7%	-1.1%
1,000 to 2,499	12,665	12,794	10,930	18.6%	23.9%	-13.7%
2,500 to 7,499	17,093	17,928	15,245	26.0%	19.1%	-10.8%
7,500 +	30,152	28,747	23,612	40.2%	31.0%	-21.7%
Total	69,421	68,666	58,694	100%	100.0%	-15.5%

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

Evaluating School Performance in the Context of Academic Challenge

Background

The mission of an educational institution ought to include something about "a quality educational experience," serving "a diverse community of students," and having "high expectations for all students." Many school districts have statements that mention something about preparing students for success in life after school. Indeed, readiness for college and careers is becoming popular and has become part of federal education policy. Some institutions profess to do "whatever it takes" to enable students to succeed.

There once was a time where students who didn't meet the academic standards were left to figure out something else to do, or counseled to enter a trade school or the military. We are at a time in our history when we now believe that we have no expendable children. We value the worth and promise of every child that walks through the doors of our schools. But is this sentiment reflected by our actions?

While we maintain that we have the same high expectations of our students that our predecessors had of their students, there are students who struggle to achieve the academic excellence that we pride ourselves in being able to deliver. The academic challenges that face our students today have existed in the past. Such challenges have been based on a child's wealth, a child's physical or cognitive disability, a child's ability to engage the language of the academic content, or a child's race. Though educational institutions say they are doing what they can to address the needs of these students, large proportions of these students fail to reach the established student learning goals.

For now, we will call these students the "historically disenfranchised." These students have been marginalized by our educational system. And while much rhetoric has given lip service to issues like "opportunity to learn" and "diversity," people's behavior, regardless of intention, and sometimes in spite of what some say, further alienates and "disenfranchises" students who are different from the dominant culture.

If we believe that education is for all students, then it is our responsibility to know about the experiences of these historically disenfranchised students, and to figure out ways to address their needs. This will enable them a true opportunity to learn through access to quality instructional practices.

Many studies have been done to identify and quantify an "achievement gap" that exists between students who are poor compared to students who are not poor; students with disabilities compared to their non-disabled peers; students who speak a language other than English, and comparing students of different races. Indeed, the No Child Left Behind Act was designed to require public schools and districts to change what they do to address these gaps.

> This emphasis on subgroup accountability is one of the major changes that Congress made to the Elementary and Secondary Education Act (ESEA) accountability provisions when it enacted No Child Left Behind (NCLB). In fact, as stated in section 1001(3) of the ESEA, one of the primary purposes of NCLB is to close the achievement gap between high- and low-performing students, especially the achievement gaps between minority and non-minority students and between disadvantaged children and their more advantaged peers. This purpose could not be accomplished without subgroup accountability. (United States Department of Education, 2008).

Implicit in this statement is that white, non-poor, non-disabled, English speaking students are the standard against which the gap is measured. For this paper, we refer to a "NONCAT" group, short for "non-categorized," a group of students who do not possess any of the characteristic classifications related to disenfranchisement. These students are white, not poor, not disabled, and are native English speakers.

Thus, we have identified four demographic characteristics that can be used to classify a student as historically disenfranchised, the group of marginalized children. These are children who are non-white, or poor, or disabled, or non-native English speakers. We use the term "academic challenge" to refer to students who fit into one, or any combination, of these groups.

We, as a community of professionals, need to come together and engage in conversations about how to ameliorate these historical barriers to learning. Not that students in these identified groups are not able to achieve success, but as large groups of students with similar characteristics, they struggle. Until we are able to get past our own pride in our abilities to teach, we will not be able to teach all children to a level that they deserve.

> We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far. – Ron Edmonds, 1979

This study is an attempt to understand the effects of poverty, disability, race, and language as they relate to student achievement and performance.

Some may think that a student with a disability, given more of the same type of instruction will improve their achievement. This assumption is far from reality. Fuchs and Fuchs (2001) found through a meta analysis that 72 percent of low-achieving students perform better in reading than the average of learning disabled students. This highlights the issue that students with disabilities have different needs than other low-performing subgroups. Although that is beyond the scope of the current study, it does emphasize the need to explicitly identify needs of certain groups of students.

Evolution of the Process

During the fall of 2008, we started having conversations about the achievement of certain subgroups of students. Initially, much of the achievement gap work was focused on students in poverty, because every district serves such students. Then the conversations included students with disabilities, because every district serves these students as well. We began building an indicator system based on rankings of districts based on the percent of students in each category who scored proficient on the state assessment. This became more problematic when we added two more subgroups to the analysis: English language learners, and minority students. While many districts have students who are members of a non-white race/ethnic group, some do not. Also, around 240 of the current 348 districts have English language learners. Because of group non-membership, when an index was calculated, only the available data were used in the calculations, resulting in many districts moving down a rank-ordered final list. To improve the system, our conversations moved from ranking schools and districts to identifying a weighting for each student, and aggregating those weightings at the school or district level.

We modified the indexing system to consider the context of academic challenges that students bring with them to the educational setting. Challenges that the educational and political communities have come to believe about students, and have found their way into the No Child Left Behind Act of 2001, include the following generalizations:

- Poor students don't do as well as non-poor students
- Disabled students don't do as well as non-disabled students
- English language learners don't do as well as native English speakers
- Children of color don't do as well as their white classmates.

These were the student subgroups specified in the NCLB Act, and for which states would be held accountable, and in turn hold districts and schools accountable. This is where we began, to define the context of academic challenge, the extent of the academic challenges that students bring with them to the schoolhouse door. The extent of these educational challenges require schools and districts to respond to student needs differently, in order to support students in their quest for success, and ameliorate the disenfranchisement related to their academic challenges.

We built an index, for now, we can call it a School Performance Index (SPI). The index is intended to reflect how well a district or school is supporting the academic needs of its historically disenfranchised students, as evidenced by students achieving at the proficient level or above on the state's NCLB accountability assessment. For comparison purposes, the interpretations answer the question, "How well does one district address the academic needs of its children, compared to how well another district addresses the academic needs of its children?"

Instances where the SPI might not be too useful are when academic performance is very high or academic challenge is very low. Regardless of these outliers, if we believe that we have no expendable children, even one child not succeeding is not good enough, and we need to have conversations about how we can do better.

Current Methodology

The student data files for 2009-2010, 2010-2011, 2011-2012, and 2012-2013 adequate yearly progres (AYP) decisions, grades 3-8 and 11, were used. Students with disabilities were coded as having an IEP, being eligible for free or reduced meals (FRL), being a non-native English speaker (ELL), or being a member of one or more race groups (Asian, Black, Hispanic, Native American, Pacific Islander, two or more races, and White). Weightings for students who were members of any combinations of these groups were determined by dividing the percent of proficient students in a given subgroup (or combination) into the percent of proficient students in the White NONCAT group. With the weighting for the White NONCAT group set at 1.00, the weighting for a historically disenfranchised subgroup would be greater than 1.00. The weight, then, reflects how much less likely a student in a given subgroup will be proficient when compared to a White NONCAT student. By assigning each proficient student a corresponding weight, and summing the weights for each school/district, we were able to determine the extent to which the SPI reflected school performance within the context of a more level playing field.

In the Weightings Tables, if we subtract 1 from the number in a specific cell, and interpret as in the following example: for reading, Asian students with disabilities (1-IEP, 1.82), are 82 percent less likely than the White NONCAT group to be proficient on the Iowa Assessments. If the numbers in the cells are greater than 1, students in those subgroups are 2 or 3, or 4 times less likely to be proficient than the White NONCAT group. And although our data show that more than half of the groups are improving their proficiency status, we have some distance to go before all achievement gaps are sufficiently closed. Note that the cells in which there were fewer than 10 students have been suppressed, and their student records have been set to a weighting of 1.00.

Table 1

Reading Weightings by Subgroup and Race 2013

	1-IEP	2-ELL	3-FRL	4-IEP/ ELL	5-IEP/ FRL	6-ELL/FRL	7-IEP/ FRL/ELL	8-Noncat
Asian	1.82*	1.45	1.06*	2.50*	2.94	2.62	4.32*	0.95
Black	3.34	1.88	1.63*		5.06*	2.67*	5.90*	1.17
Hispanic	2.80*	1.87*	1.25*	4.63*	2.00*	2.02*	6.48*	1.06*
Native American	3.50		3.34		3.14*			1.13
Two or more races	2.24*		1.23*		3.25*	1.36		1.02*
Pacific Islander			1.39			3.24	5.83*	1.08*
White	2.24	1.55*	1.18*	4.23	2.88*	1.89*	6.04*	1.00

Source: Iowa Department of Education, Bureau of Information and Analysis, 2013 Adequate Yearly Progress (AYP) Data Set.

*GAP is less than 2012.

Table 2

Mathematics Weightings by Subgroup and Race 2013

	1-IEP	2-ELL	3-FRL	4-IEP/ ELL	5-IEP/ FRL	6-ELL/FRL	7-IEP/ FRL/ELL	8-Noncat
Asian	1.37*	1.14	1.05	1.64*	2.39	1.68	2.86	0.96
Black	3.03	2.24	1.65*		4.34	2.41*	6.98	1.21
Hispanic	2.45	1.49*	1.23*	3.23*	2.85*	1.58*	3.92	1.07*
Native American	1.89		1.39		2.92*			1.12
Two or more races	2.06		1.27*		2.89	1.01		1.05*
Pacific Islander			1.24*			2.15*		1.07*
White	1.81	1.31*	1.16*	3.28	2.33*	1.51*	3.27*	1.00

Source: Iowa Department of Education, Bureau of Information and Analysis, 2013 Adequate Yearly Progress (AYP) Data Set.

*GAP is less than 2012.

If we look at the change in the subgroup weightings over time, it is possible to determine if the achievement gaps are changing. So, we first placed students from each of seven race groups into one of eight academically challenged subgroups, all combinations of IEP, ELL, and FRL status. Note that we did not count the Asian NONCAT group, because their achievement was greater than the White NONCAT group. If we use the White, NONCAT group (non-ELL, non-FRL, and on-IEP) as an anchor point, and we divide the percent of student achieving proficiency in that group by the percent of students achieving proficiency in any of the other subgroups, we find a measure of the achievement gap between a given subgroup and the white NONCAT group.

If we compare the results of 2013 with the results of 2012, for reading, of 42 valid subgroups (greater than 10 students), 28, or 66.7 percent of subgroup gaps grew closer to the White NONCAT group. For math, of 41 valid subgroups, 21, or 51.2 percent of subgroup gaps grew closer to the White NONCAT group.

How the Weighting is Applied

When a student in any academically challenged subgroup achieved proficiency, their school and district is awarded the number of points (the weighting) for their subgroup. This is done for all students, and aggregated at the subgroup level within buildings, and subgroup level within districts.

Weightings for all proficient students were summed to yield a total number of points. This total was divided by the maximum number of possible points, given that all students achieved proficiency and all of their weightings contributed to the total. This yielded a weighted proficiency result, reflecting the proportion of points gained by a district compared to the total number of possible points. This was done for both math and reading individually. The proportion of non-categorized students was determined by dividing the number of non-categorized students by the total number of FAY students tested. The proportion of disenfranchised students was determined by dividing the number of disenfranchised students by the total number of FAY tested. A variable called “challenge density” was determined by taking the total points possible for math and reading, and dividing by the number of students tested. The index for the content area was found by multiplying the weighted proficiency for the content area by the challenge density for the content area.

For each content area (reading and mathematics), the following calculations are used to contribute to the overall district results.

1. The number of FAY (full academic year) students tested. This is the number of students that were enrolled for a full academic year, took the test, and received a score.
2. The Total number of points earned. Calculated for the 56 groups (race x group category), it is the sum of the number of proficient students in a group multiplied by the weighting of that group.
3. The Maximum number of points possible. Calculated for the 56 groups (race x group category), it is the sum of the weightings for all groups given that every student in every group achieved proficiency.
4. The Challenge Density is the maximum number of points possible divided by the number or FAY students tested. The greater the number of academic challenges that students bring with them to school, the greater the challenge density will be. If there are no students coded as FRL, IEP, ELL, or in a race group other than white, the challenge density will be 1.0. So a district with a challenge density close to 1 means that the district has relatively few students with academic challenges. A district with a challenge density that approaches 2.0 means that there are enough academic challenges that with the weightings, amounts to twice the number of students.

5. The Weighted Proficiency is the total number of points earned divided by the maximum number of points possible.
6. The School Performance Index (SPI) is the Weighted Proficiency multiplied by the Challenge Density.

Results - What Have We Found Thus Far?

The following table shows the number of districts falling into each index range, based on an N size of 30 or more students for each subgroup. Five districts had fewer than 30 and are not included in Table 3.

Table 3

Number of Districts in Each Index Range

Index Range	Reading	Mathematics
100 or greater	1	21
90 to <100	84	172
80 to <90	240	121
70 to <80	17	28

Source: Iowa Department of Education, Bureau of Information and Analysis, 2013 Adequate Yearly Progress (AYP) Data Set.

The data in Table 3 shows a more symmetrical distribution of indices of mathematics than in reading. While we can always improve in all content areas, these data shows that there is more work that needs to be done relative to student achievement in literacy.

Comments

Historically, NCLB has only looked at proficiency of students of all subgroups without consideration of the academic challenges some students bring with them to the schoolhouse door. This index attempts to acknowledge the efforts that districts are making on behalf of historically disenfranchised students and the challenges they bring with them to school each day.

Certainly, more examination of what these districts are doing to support the education of their historically disenfranchised students is warranted. This includes a) how districts are identifying the instructional needs of their students b) how districts are addressing those instructional needs, and c) how students are responding to district practices.

This ongoing study is an effort to identify successes that districts are realizing, especially within the context of academic challenges that many of their students bring with them to the instructional setting. Over time, this process will evolve, and the information gained from these analyses can be used to identify where good things are happening for students, document those things that districts are doing for their students, and scale up this information so that districts who are struggling to support their students can use this information to improve their practices.

Individual district ratings for 2013 can be received by contacting tom.deeter@iowa.gov.

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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

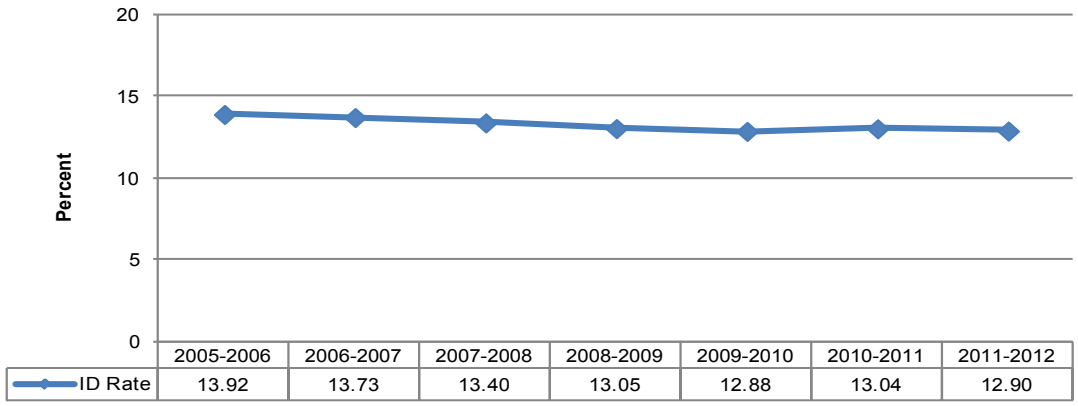
Context of Special Education in Iowa

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 six 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, SRI, Fall Student Files.

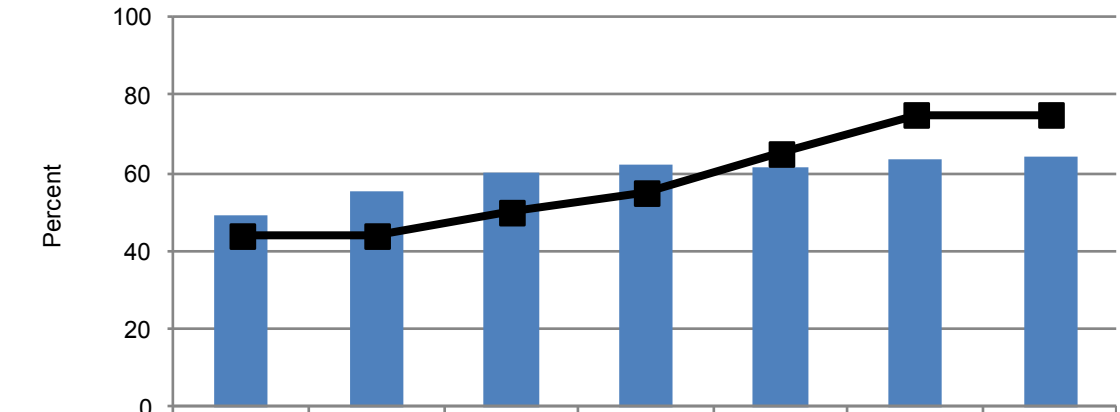
Placement

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

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80% 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 2011-2012

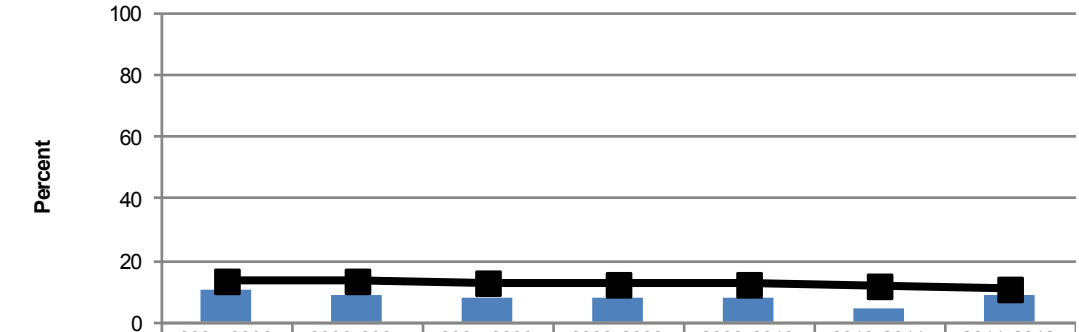


	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
State	49.00	55.05	59.97	61.81	61.72	63.47	64.18
Target	44.00	44.00	50.00	55.00	65.00	75.00	75.00

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 2011-2012

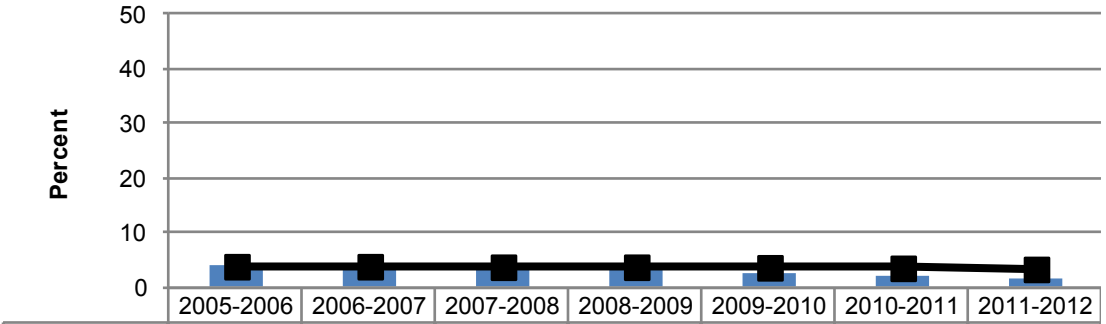


	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
State	10.80	9.09	8.03	7.72	8.36	4.37	8.76
Target	13.60	13.60	13.00	12.50	12.50	12.00	11.00

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 2011-2012



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
State	4.00	3.90	3.47	3.52	2.33	2.06	1.60
Target	3.80	3.80	3.70	3.70	3.60	3.50	3.30

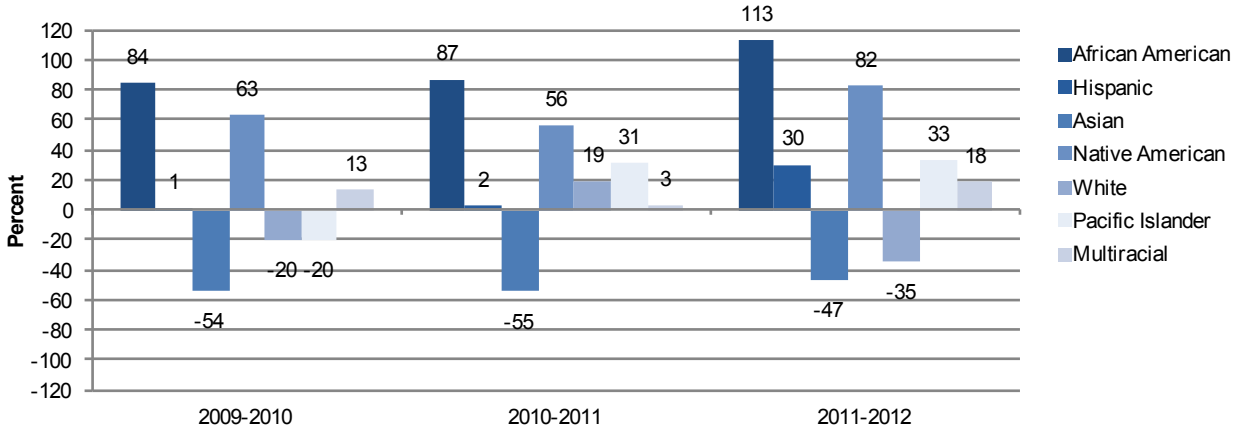
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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 2009-2010 to 2011-2012



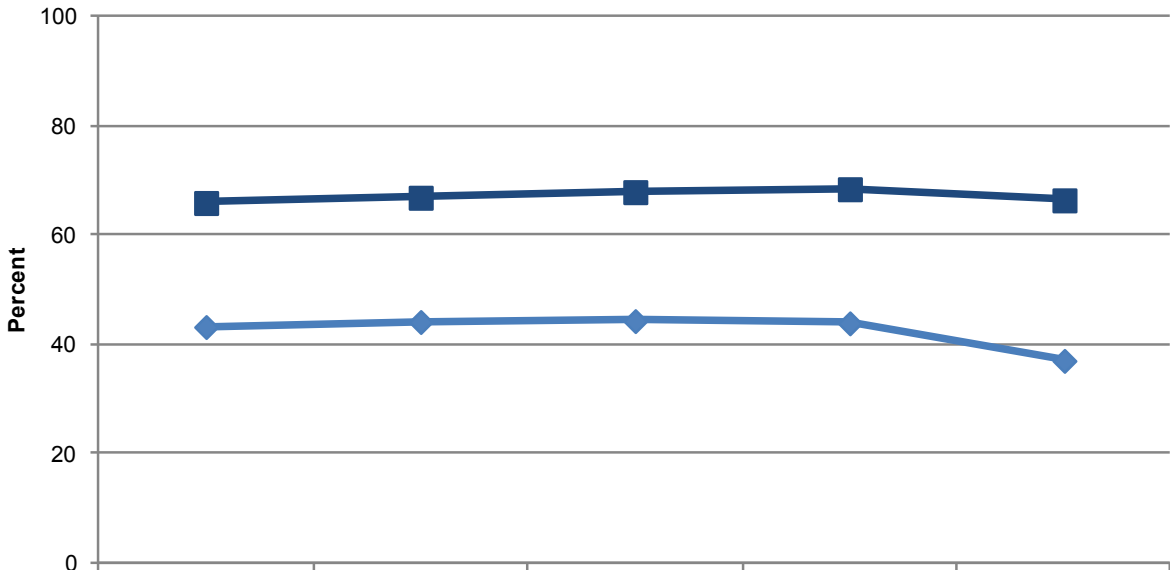
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

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, Initial/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

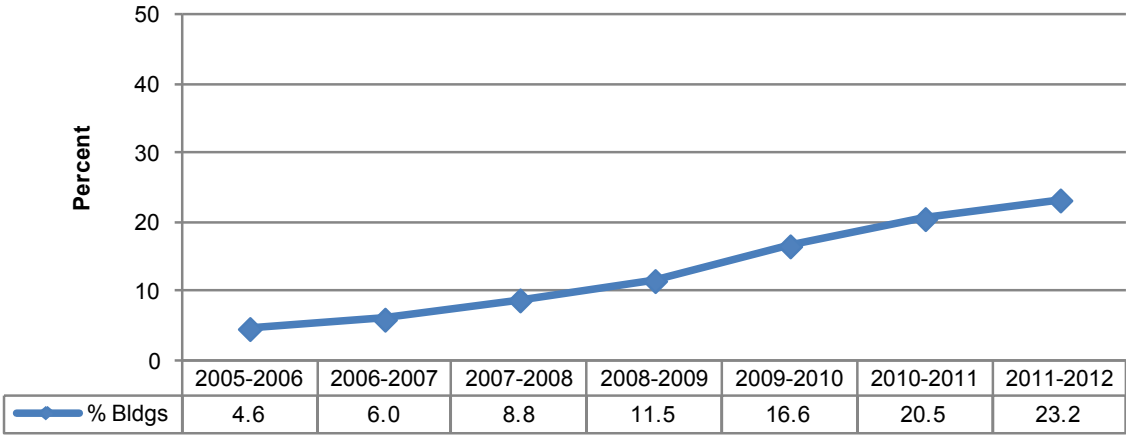
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI, Fall Student Files.

Positive Behavioral Interventions and Supports (PBIS)

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

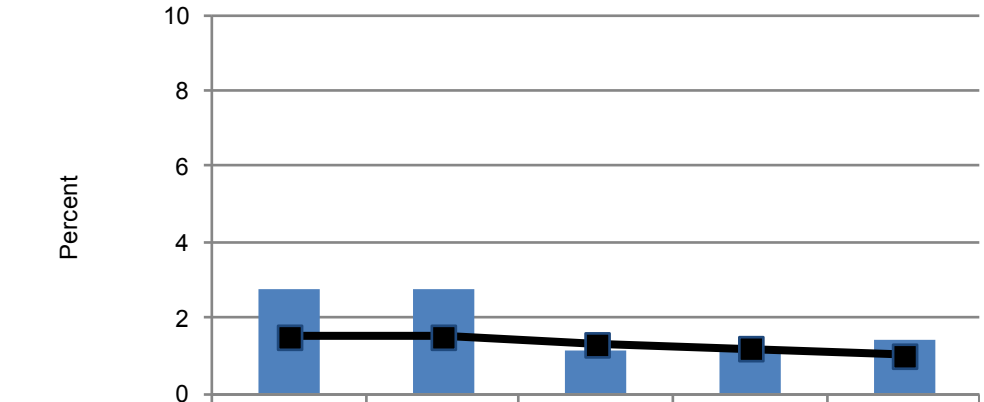
Source: Iowa Department of Education, Bureau of School Improvement, PBIS Files.

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 2007-2008 to 2011-2012.

Figure 6-8

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2007-2008 to 2011-2012



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
State	2.75	2.75	1.11	1.11	1.39
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, SRI, Fall Student Files.

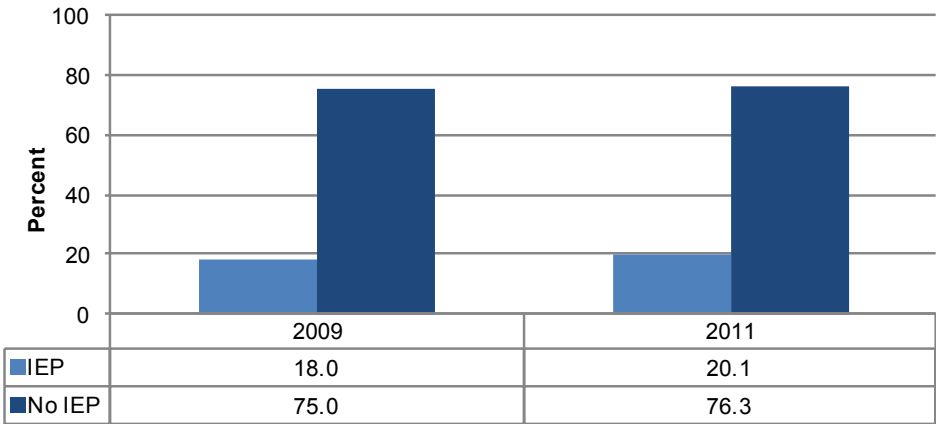
National Assessment of Educational Progress (NAEP)

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 illustrates 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

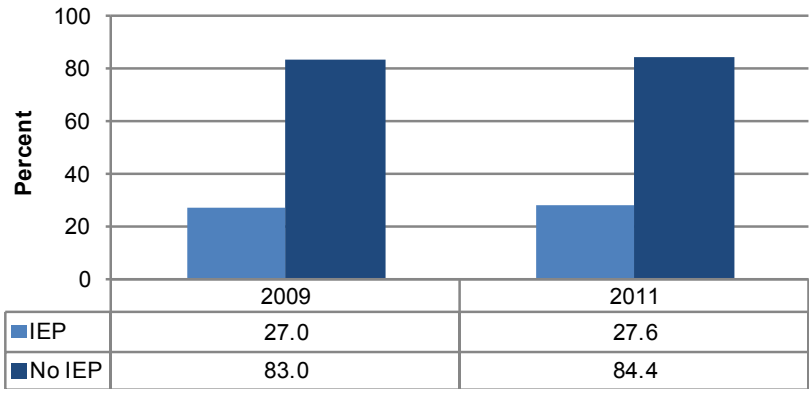


	2009	2011
IEP	18.0	20.1
No IEP	75.0	76.3

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

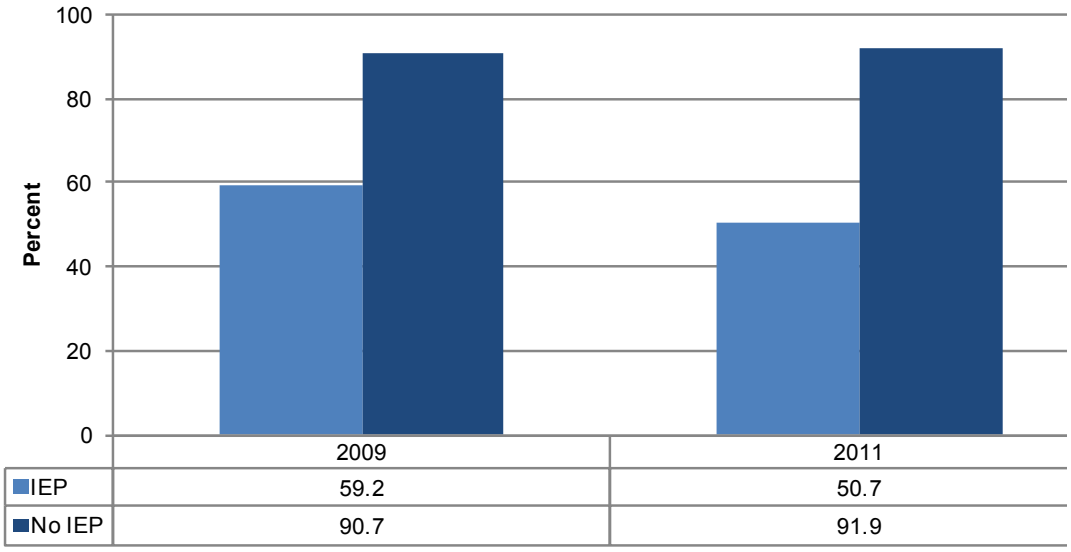


	2009	2011
IEP	27.0	27.6
No IEP	83.0	84.4

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

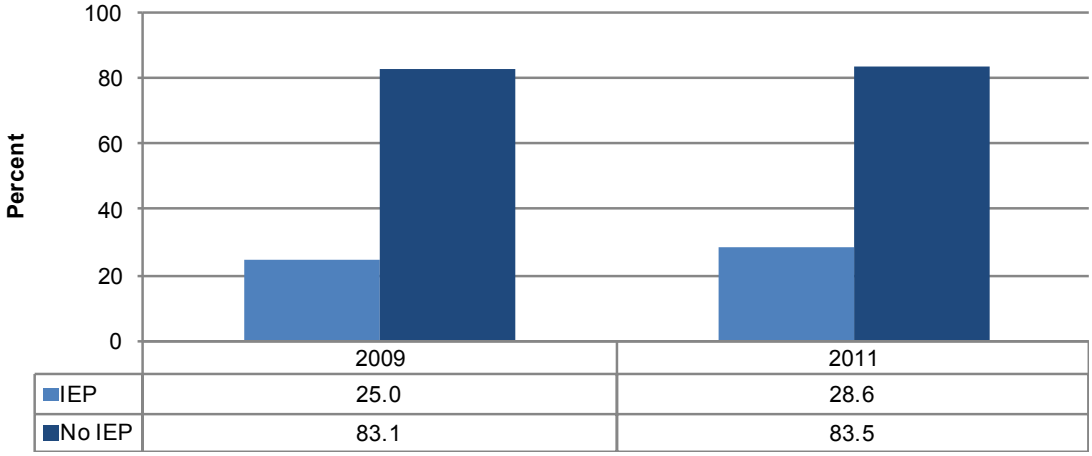


	2009	2011
IEP	59.2	50.7
No IEP	90.7	91.9

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.

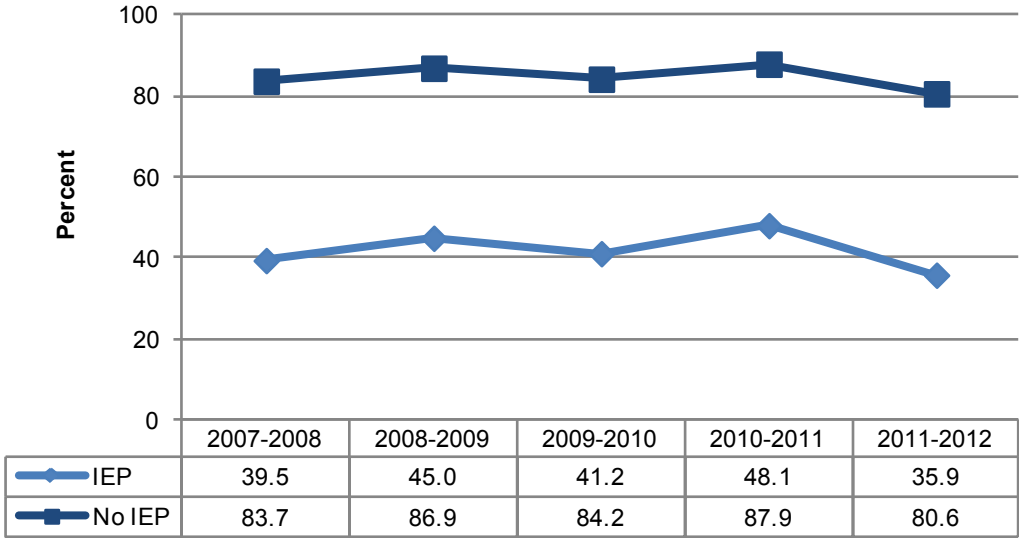
Iowa Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2007-2008 to 2011-2012. Less than 1 percent of Iowa students took the Iowa Alternative Assessment (IAA). Figures 6-13 to 6-18 show the Iowa public school student results on the Iowa Assessments and IAA. 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, in both reading and 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 Iowa Testing Programs/Iowa Assessments and IAA 2007-2008 to 2011-2012

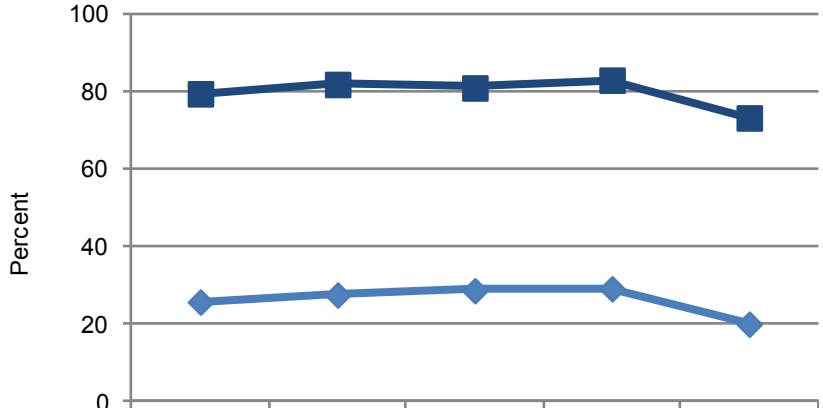


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	39.5	45.0	41.2	48.1	35.9
No IEP	83.7	86.9	84.2	87.9	80.6

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

Figure 6-14

Percent of 8th Grade Students Proficient in Reading on Iowa Testing Programs/Iowa Assessments and IAA 2007-2008 to 2011-2012

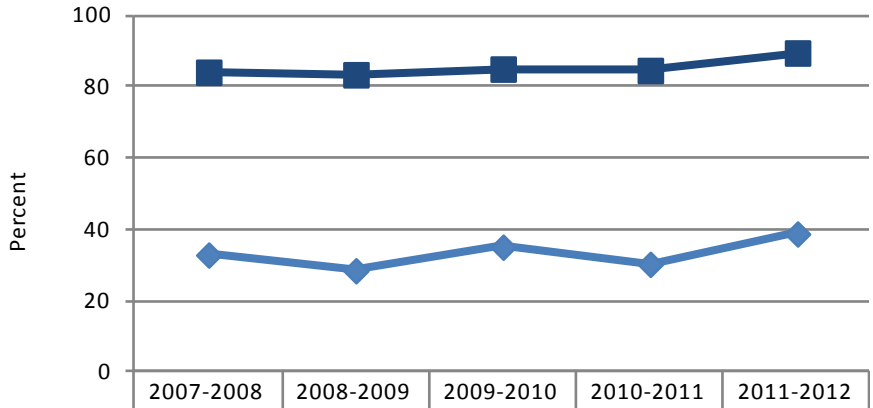


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	25.9	27.7	28.8	29.3	20.2
No IEP	79.4	81.8	80.9	82.9	73.2

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

Figure 6-15

Percent of 11th Grade Students Proficient in Reading on Iowa Testing Programs/Iowa Assessments and IAA 2007-2008 to 2011-2012

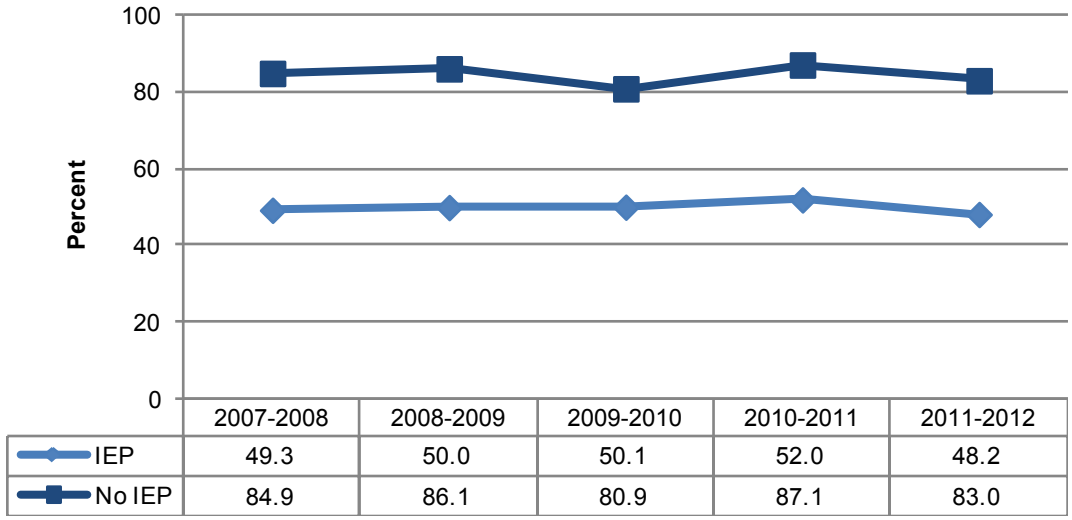


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	33.0	28.6	35.2	30.4	38.9
No IEP	84.2	83.5	85.1	84.7	89.6

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

Figure 6-16

Percent of 4th Grade Students Proficient in Mathematics on Iowa Testing Programs/Iowa Assessments and IAA 2007-2008 to 2011-2012

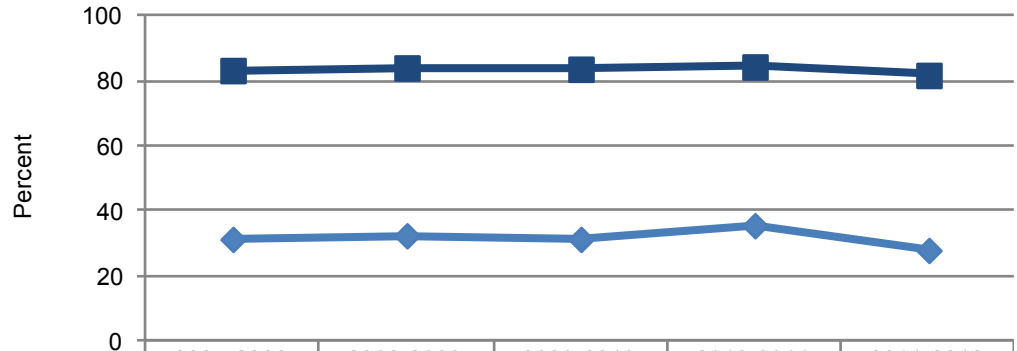


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	49.3	50.0	50.1	52.0	48.2
No IEP	84.9	86.1	80.9	87.1	83.0

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

Figure 6-17

Percent of 8th Grade Students Proficient in Mathematics on Iowa Testing Programs/Iowa Assessments and IAA 2007-2008 to 2011-2012

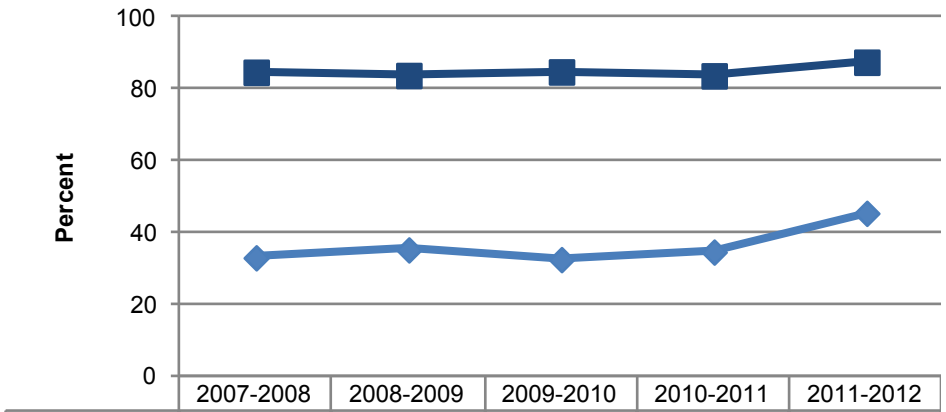


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
IEP	31.4	32.5	31.4	35.6	28.0
No IEP	83.3	84.1	83.7	84.4	81.8

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

Figure 6-18

Percent of 11th Grade Students Proficient in Mathematics on Iowa Testing Programs/Iowa Assessments and IAA 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	87.5

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

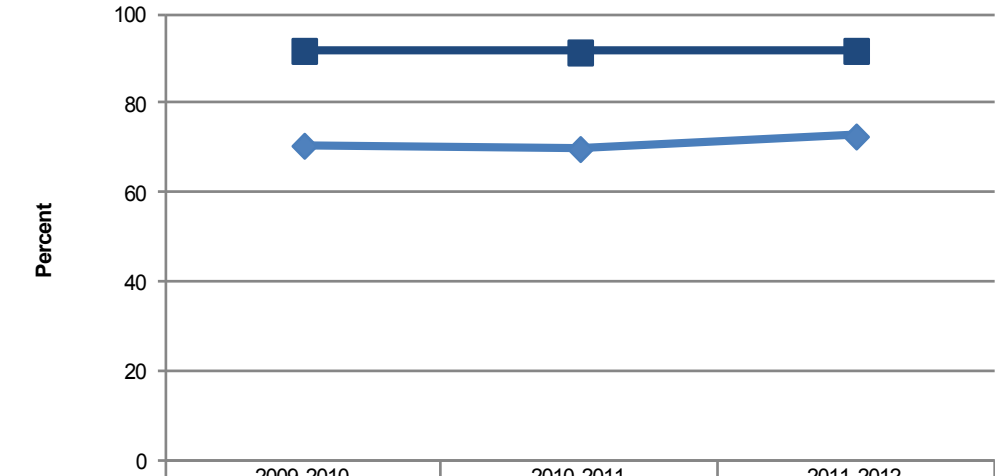
Are Students Leaving School Ready for Life?

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, 2010 to 2012



	2009-2010	2010-2011	2011-2012
IEP	70.6	69.9	72.7
No IEP	91.9	91.5	91.9

Source: Iowa Department of Education, Bureau of Information and Analysis, 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 2011-2012 Certified Annual Financial Report from the Iowa Department of Education, the 2013-2014 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. All three years are higher than the base year in the areas of administration and instruction, and lower in maintenance, and support services (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 2000-2001, 2009-2010 to 2011-2012

Function Category	Year			
	2000-2001	2009-2010	2010-2011	2011-2012
Instruction	69.0%	70.8%	70.8%	70.8%
Student Support Services	3.8%	3.3%	3.2%	3.2%
Staff Support Services	4.0%	3.3%	3.6%	3.6%
Administration & Central Services	9.9%	10.4%	10.2%	10.2%
Operations and Maintenance	9.2%	8.3%	8.2%	8.2%
Student Transportation	3.8%	3.7%	3.9%	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, 2011-2012

Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	71.3%	70.6%	70.9%	70.8%	70.1%	71.3%	70.8%
Student Support Services	1.7%	2.2%	2.5%	3.0%	3.9%	3.7%	3.2%
Staff Support Services	2.3%	3.0%	3.2%	3.7%	3.7%	3.9%	3.6%
Administration & Central Services	12.1%	11.2%	10.4%	10.1%	10.2%	9.8%	10.2%
Operations & Maintenance	7.5%	8.0%	8.1%	8.4%	8.4%	8.2%	8.2%
Student Transportation	5.0%	5.0%	4.8%	3.9%	3.6%	3.0%	3.9%
Community Service	0.0%	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 2009-2010, 2010-2011 and 2011-2012 (Table 7-3). Employee benefits have increased and salaries decreased in each of 2009-2010, 2010-2011, and 2011-2012 compared to the base year; and purchased services have increased while supplies and property (equipment) have decreased. In 2011-2012, purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased for the first four size categories and then increased in the next two size categories. 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 2000-2001, 2009-2010, 2010-2011 and 2011-2012

Object Category	Year			
	2000-2001	2009-2010	2010-2011	2011-2012
Salaries	64.0%	63.2%	61.9%	61.4%
Benefits	16.1%	18.6%	18.7%	19.4%
Purchased Services	10.3%	11.0%	11.4%	11.6%
Supplies	6.8%	6.0%	6.3%	6.2%
Property	2.5%	1.0%	1.4%	1.3%
Other Expenditures	0.3%	0.3%	0.2%	0.2%

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

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture. Figures may not total 100 percent due to rounding.

Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2011-2012

Object Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7.499	7,500+	State Totals
Salaries	50.7%	59.2%	60.5%	62.9%	64.0%	60.6%	61.4%
Benefits	14.9%	17.5%	18.4%	19.0%	18.9%	21.4%	19.4%
Purchased Services	26.6%	14.8%	12.9%	9.9%	10.0%	10.8%	11.6%
Supplies	6.6%	7.1%	6.7%	6.6%	5.7%	5.6%	6.2%
Property	0.8%	1.1%	1.2%	1.3%	1.3%	1.4%	1.3%
Other Objects	0.4%	0.4%	0.3%	0.3%	0.1%	0.2%	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 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 2011-2012, 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 was received through total state aid than through local taxes (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2000-2001, 2009-2010, 2010-2011 and 2011-2012

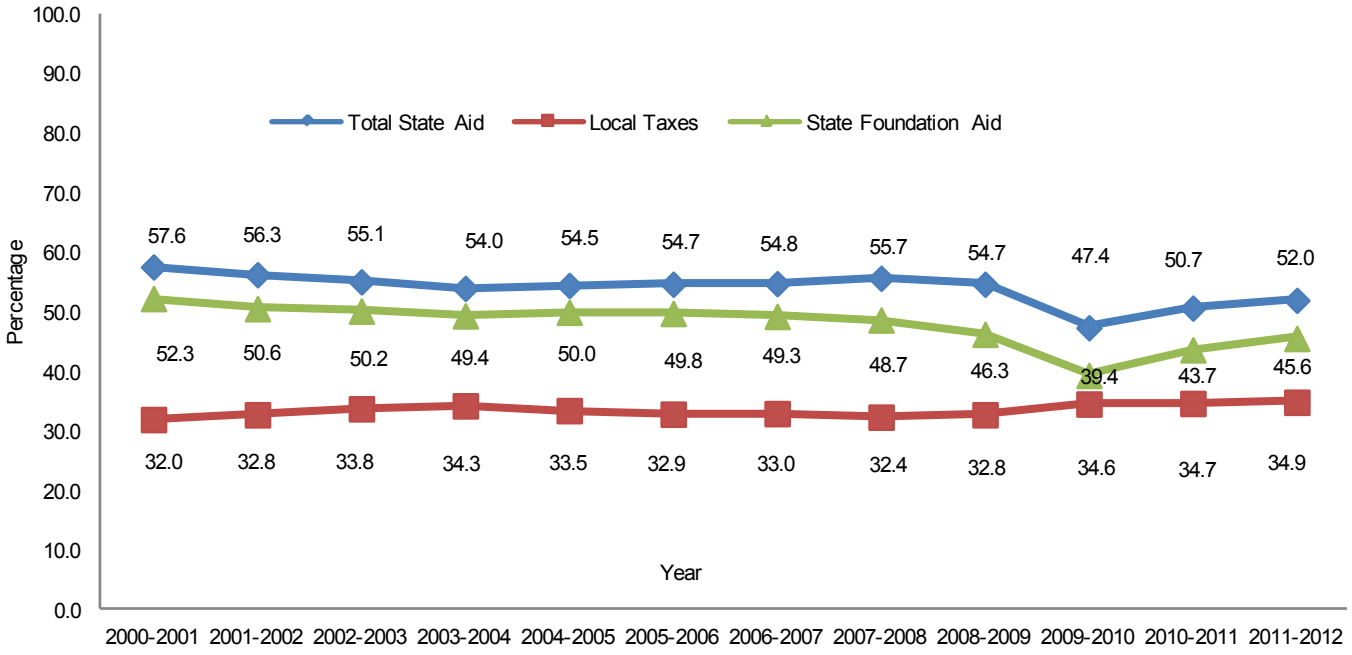
Source of Revenue	Year			
	2000-2001	2009-2010	2010-2011	2011-2012
Local Taxes	32.0%	34.6%	34.7%	34.9%
Interagency	3.9%	5.1%	5.0%	5.1%
Other Local Sources	2.6%	1.8%	2.0%	1.9%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	39.4%	43.7%	45.6%
Other State Sources	5.3%	8.0%	6.9%	6.5%
Federal Sources	3.4%	10.8%	7.4%	5.7%
Other Financing Sources	0.1%	0.2%	0.3%	0.5%

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 2011-2012



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

Table 7-6

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools by Enrollment Category 2011-2012

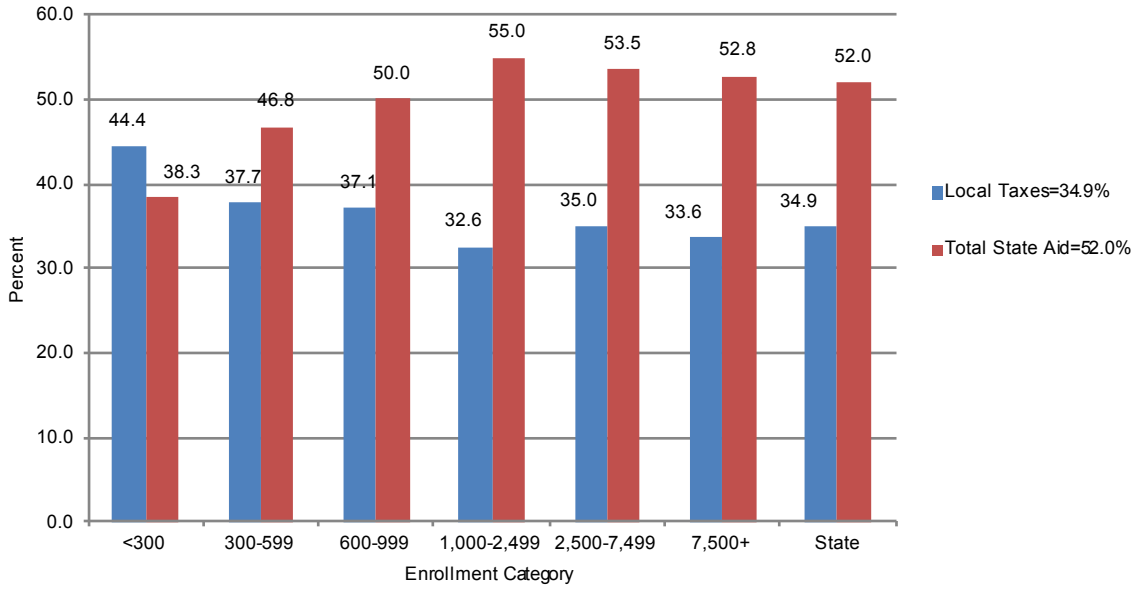
Revenue Service	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State Total
Local Taxes	44.4%	37.7%	37.1%	32.6%	35.0%	33.6%	34.9%
Interagency	10.8%	8.9%	6.7%	5.7%	4.4%	2.4%	5.1%
Other Local Sources	1.8%	2.0%	1.7%	1.7%	1.8%	2.1%	1.9%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	32.3%	40.4%	43.5%	48.5%	47.1%	46.4%	45.6%
Other State Sources	6.0%	6.4%	6.5%	6.6%	6.4%	6.4%	6.5%
Federal Sources	4.1%	4.3%	4.1%	4.7%	5.1%	8.2%	5.7%
Other Financing Sources	0.5%	0.3%	0.4%	0.3%	0.1%	0.9%	0.5%

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

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 7-2

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2011-2012



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

Taxable Valuation

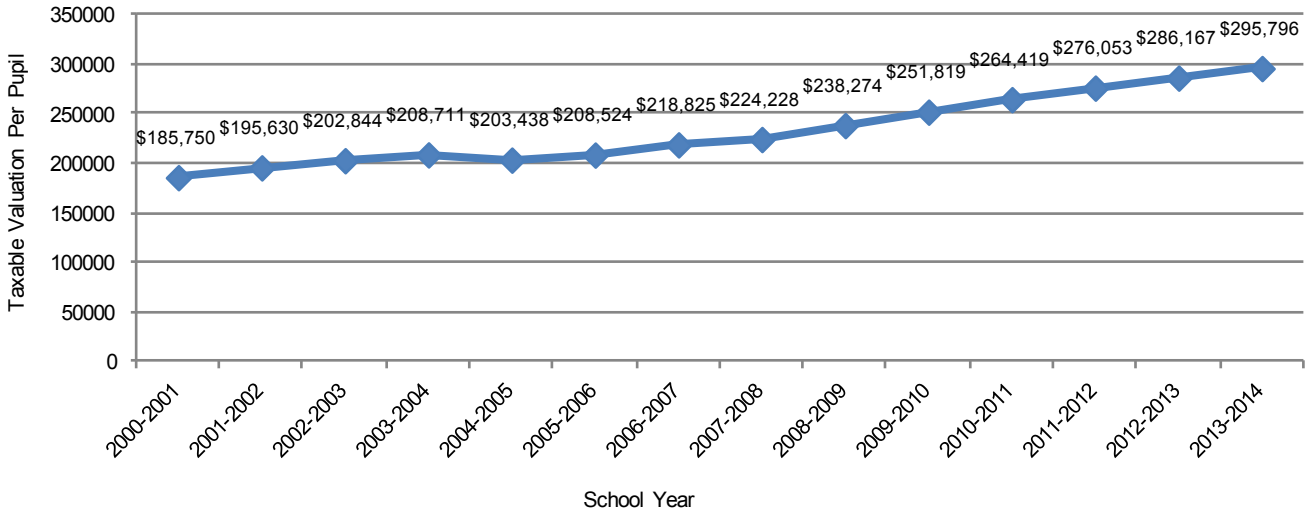
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes 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 2013-2014, 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 2013-2014 (Table 7-8). The highest enrollment category had the lowest taxable valuation per pupil and the lowest enrollment category had the highest taxable valuation per pupil.

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 to 2013-2014



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 2010-2011 to 2013-2014

Enrollment Category	Year				
	2000-2001	2010-2011	2011-2012	2012-2013	2013-2014
<300	266,463	424,807	459,795	498,065	499,721
300-599	223,708	321,148	340,835	355,859	372,560
600-999	201,732	288,596	307,665	327,767	341,183
1,000-2,499	175,204	245,771	257,389	269,549	274,499
2,500-7,499	175,250	260,523	269,035	277,348	277,003
7,500+	174,108	260,698	268,604	271,939	266,057
State	185,750	264,419	276,053	286,167	295,796

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

Note: Per pupil amounts are based on budget enrollments.

Table 7-8

Net Taxable Valuations Per Budget Enrollment 2000-2001, 2011-2012 to 2013-2014

Enrollment Category	2000-2001	2011-2012	2012-2013	2013-2014
<300 Min	152,131	204,326	209,439	214,107
<300 Max	549,020	1,108,654	1,125,249	1,119,423
300-599 Min	92,573	157,120	192,308	196,744
300-599 Max	451,583	619,483	694,084	691,226
600-999 Min	111,465	153,782	158,181	166,972
600-999 Max	409,970	1,099,599	1,127,884	1,119,481
1,000-2,499 Min	93,339	145,572	152,006	163,142
1,000-2,499 Max	370,462	718,823	739,468	784,478
2,500-7,499 Min	104,148	164,237	176,638	178,661
2,500-7,499 Max	313,393	478,826	498,675	515,925
7,500+ Min	114,143	149,531	158,144	160,944
7,500+ Max	327,747	460,067	446,666	451,945
State Min	92,573	145,573	152,006	160,944
State Max	549,020	1,108,654	1,127,884	1,119,481

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, 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 2011-2012, Iowa ranked 35th in the Nation in average expenditures per pupil. Nebraska, 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 2000-2001, 2009-2010 to 2011-2012

Enrollment Category	Year			
	2000-2001	2009-2010	2010-2011	2011-2012
< 300	$5,605	$9,658	$9,874	$10,094
300-599	$5,106	$8,630	$8,854	$9,021
600-999	$4,988	$8,348	$8,504	$8,766
1,000-2,499	$4,881	$8,183	$8,272	$8,502
2,500-7,499	$5,055	$8,326	$8,385	$8,605
7,500 +	$5,461	$9,252	$9,361	$9,524
State	$5,119	$8,603	$8,743	$8,948

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, 2010-2011 and 2011-2012

State/Nation	Year					
	2000-2001		2010-2011*		2011-2012**	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		10,669		10,834	
Iowa	6,434	34	9,425	35	9,435	35
Illinois	8,293	11	11,055	20	12,455	15
Indiana	7,567	18	10,468	21	10,820	22
Kansas	7,031	23	9,505	34	9,518	33
Michigan	8,127	13	12,799	14	13,313	14
Minnesota	7,320	21	11,150	18	11,398	19
Missouri	6,323	38	9,422	36	9,760	31
Nebraska	6,395	35	8,912	40	9,402	36
North Dakota	4,607	50	11,081	19	8,757	41
Ohio	6,952	25	9,770	30	9,842	30
South Dakota	6,269	39	9,112	38	9,218	37
Wisconsin	8,205	12	11,838	15	12,172	16

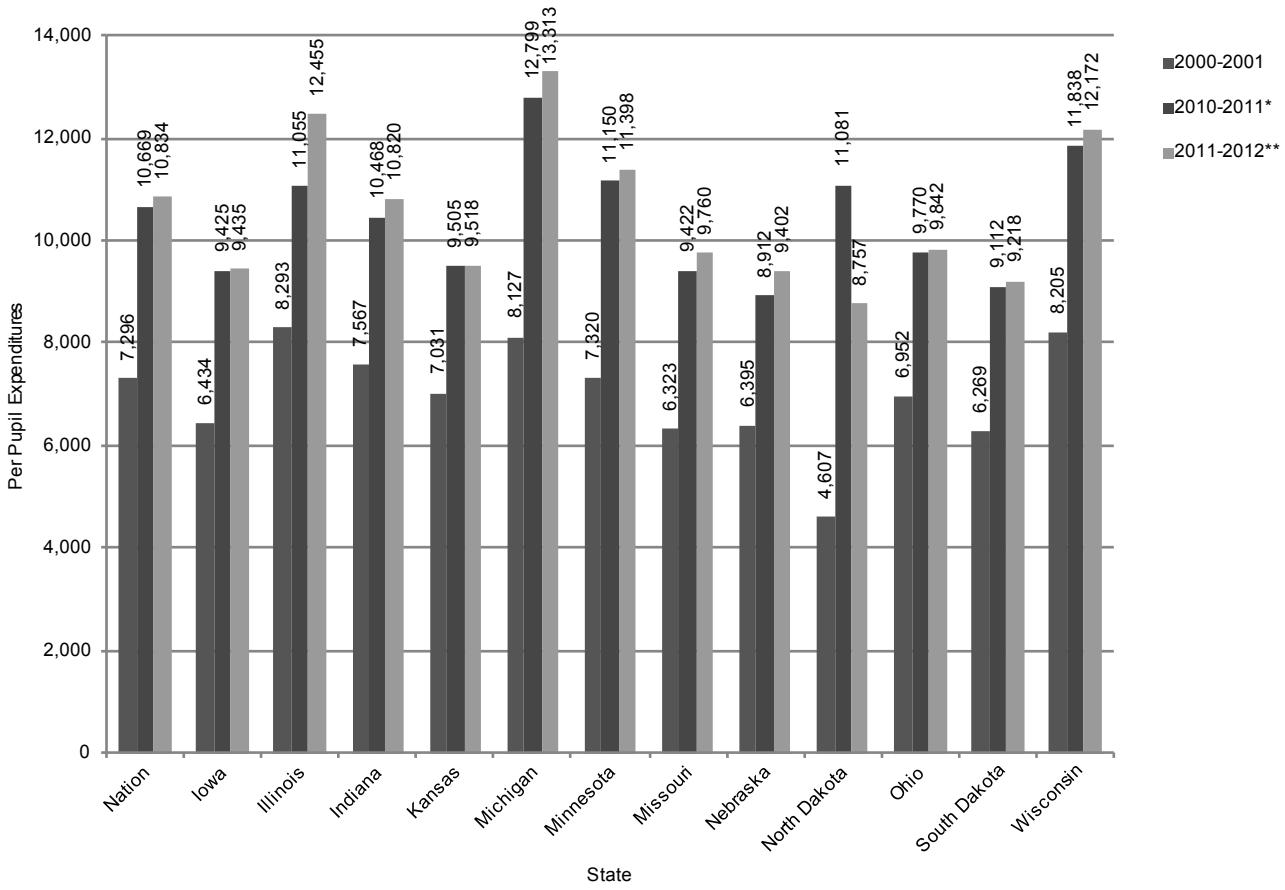
Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Note: *2010-2011 figures have been adjusted.

**2011-2012 are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2010-2011 and 2011-2012



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

Note: *2010-2011 figures have been adjusted.

**2011-2012 are estimated by NEA.

State Aid

This section presents data on state aid including School Foundation Aid, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by 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 and Phase I was discontinued and Phase II was rolled into the school finance formula in 2009-2010. 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 $6.5 billion and initial state aid to districts was about $2.7 billion or 41.8 percent of the general fund appropriations in the 2013-2014 school year (fiscal year 2014). State aid to districts and total general fund appropriations increased between 2012-2013 and 2013-2014.

Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2013-2014

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
2013-2014	2,714.8	6,490.1	41.8%	Not currently available		
2012-2013	2,653.7	6,222.6	42.6%	2,652.6	6,580.4	40.3%
2011-2012	2,629.3	6,010.1	43.7%	2,623.8	6,008.0	43.7%
2010-2011	2,668.5	5,279.2	50.5%	2,451.0	5,351.9	45.8%
2009-2010	2,595.1	5,768.3	45.0%	2,150.8	5,303.3	40.6%
2008-2009	2,584.0	6,133.1	42.1%	2,499.7	5,959.0	41.9%
2007-2008	2,417.2	5,856.3	41.3%	2,415.1	5,898.4	40.9%
2006-2007	2,252.8	5,296.5	42.5%	2,251.5	5,392.9	41.7%
2005-2006	2,131.5	4,938.6	43.2%	2,131.9	5,031.7	42.4%
2004-2005	2,025.6	4,464.2	45.4%	2,025.7	4,606.2	44.0%
2003-2004	1,963.5	4,513.6	43.5%	1,919.4	4,500.5	42.6%
2002-2003	1,935.7	4,509.9	42.9%	1,935.7	4,534.4	42.7%
2001-2002	1,978.3	4,873.7	40.6%	1,899.1	4,607.1	41.2%
2000-2001	1,893.1	4,880.1	38.8%	1,897.4	4,886.9	38.8%

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

2011-2012 and 2012-2013 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 2013-2014 are found in Table 7-12.

All districts levy the general fund property tax. The three largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate. The purpose for which the proceeds may be used, however, is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. The majority of the districts in 2013-2014 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 three 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 2013-2014, 5.2 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 2013-2014. The smallest enrollment category had the highest average tax per pupil for all taxes listed.

Table 7-12

Property Tax Rates and Number of Districts with Levies by Enrollment Category 2013-2014

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	45	106	87	76	21	11	346
Number of Districts with General Fund Levy	45	106	87	76	21	11	346
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	10.2784	10.5029	10.8481	11.3368	12.2633	13.1386	10.9336
Number of Districts with Management Fund Levy	43	100	87	76	21	11	338
Percent of Districts with Management Fund Levy	95.6%	94.3%	100.0%	100.0%	100.0%	100.0%	97.7%
Average Management Levy Tax Rate	1.1309	1.1377	1.0450	1.1032	0.8870	1.1629	1.0905
Number of Districts with Regular PPEL Levy	43	102	84	75	20	11	335
Percent of Districts with Regular PPEL Levy	95.6%	96.2%	96.6%	98.7%	95.2%	100.0%	96.8%
Average Regular PPEL Tax Rate	0.31	0.31	0.32	0.32	0.33	0.32	0.32
Number of Districts with Voter-Approved PPEL Levy	31	70	58	57	17	10	243
Percent of Districts with Voter-Approved PPEL Levy	68.9%	66.0%	66.7%	75.0%	81.0%	90.9%	70.2%
Average Voter-Approved PPEL Tax Rate	0.5094	0.5019	0.5148	0.5645	0.7768	0.8774	0.5490
Number of Districts with PERL Levy	3	5	5	0	3	2	18
Percent of Districts with PERL Levy	6.7%	4.7%	5.7%	0.0%	14.3%	18.2%	5.2%
Average PERL Tax Rate	0.0090	0.0063	0.0072	0	0.0193	0.0246	0.0068
Number of Districts with Debt Services Levy	13	59	47	46	11	4	180
Percent of Districts with Debt Services Levy	28.9%	55.7%	54.0%	60.5%	52.4%	36.4%	52.0%
Average Debt Services Tax Rate	0.5331	1.1074	0.9157	1.3654	1.1391	0.7025	1.0312

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 2013-2014

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	45	106	87	76	21	11	346
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	45,739,511	183,453,567	233,497,504	355,964,295	305,906,983	518,342,634	1,642,904,494
General Fund Income Surtax	3,729,984	13,872,667	17,819,887	25,328,369	9,418,217	15,568,599	85,737,723
Total General Fund Tax	49,469,495	197,326,234	251,317,391	381,292,664	315,325,200	533,911,233	1,728,642,217
Average Total General Fund Tax Per Pupil	5,397	4,119	3,717	3,337	3,484	3,658	3,964
Percent of Districts with Management Fund Levy	95.6%	94.3%	100.0%	100.0%	100.0%	100.0%	97.7%
Management Fund Property Tax	4,993,394	19,516,948	21,787,821	33,878,841	21,441,773	49,110,648	150,729,425
Average Management Fund Property Tax Per Pupil	544	388	327	291	245	338	361
Percent of Districts with Regular PPEL Levy	95.6%	96.2%	96.6%	98.7%	95.2%	100.0%	96.8%
Regular PPEL Property Tax	1,539,995	5,856,493	7,394,189	11,160,297	8,534,795	13,681,904	48,167,673
Average Regular PPEL Property Tax Per Pupil	169	123	108	97	94	98	117
Percent of Districts with Voter-Approved PPEL Levy	68.9%	66.0%	66.7%	75.0%	81.0%	90.9%	70.2%
Voter-Approved PPEL Property Tax	2,712,542	9,038,483	11,362,668	18,799,350	23,743,509	38,025,457	103,682,009

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	612,750	2,240,342	2,449,198	4,659,428	0	0	9,961,718
Total Voter-Approved PPEL Tax	3,325,292	11,278,825	13,811,866	23,458,778	23,743,509	38,025,457	113,643,727
Average Total Voter-Approved PPEL Tax Per Pupil	334	243	211	205	254	294	241
Percent of Districts with PERL Levy	6.7%	4.7%	5.7%	0.0%	14.3%	18.2%	5.2%
PERL Property Tax	38,160	131,866	153,795	0	515,488	1,440,667	2,279,976
Average PERL Property Tax Per Pupil	69	59	46	-	34	44	51
Percent of Districts with Debt Services Levy	28.9%	55.7%	54.0%	60.5%	52.4%	36.4%	52.0%
Debt Services Property Tax	2,732,054	19,637,092	20,446,634	46,751,345	35,738,638	22,849,689	148,155,452
Average Debt Services Property Tax Per Pupil	888	706	566	590	746	698	654

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 2010-2011 to 2013-2014 are presented in Table 7-14.

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 2010-2011 to 2013-2014

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2013-2014							
Number of Districts with Surtaxes	45	103	85	71	20	11	335
Percent of Districts with Surtaxes	100.0%	97.2%	97.7%	93.4%	95.2%	100.0%	96.8%
Surtaxes Per Budget Enrollment	509	377	364	328	246	359	377
Average Income Surtax Rate	10.24	8.02	7.56	6.42	4.40	5.33	7.71
2012-2013							
Number of Districts with Surtaxes	45	89	77	64	9	3	287
Percent of Districts with Surtaxes	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							
Number of Districts with Surtaxes	44	94	75	66	9	3	291
Percent of Districts with Surtaxes	91.7%	86.2%	89.3%	84.6%	40.9%	30.0%	82.9%
Surtaxes Per Budget Enrollment	457	381	365	323	264	344	341
Average Income Surtax Rate	10.56	8.67	8.13	6.75	4.80	5.20	6.80
2010-2011							
Number of Districts with Surtaxes	46	95	79	62	9	3	294
Percent of Districts with 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
2000-2001							
Number of Districts with Surtaxes	31	87	73	54	6	3	254
Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
Average Income Surtax Rate	12.03	8.29	7.29	5.37	3.66	3.59	5.46

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.
Surtaxes include 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.

The revenue sources and amounts for the instructional support program for 2013-2014 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. 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 through 2013-2014, state aid did not fund instructional support. As a result, the percent of the funding for instructional support that came from property taxes has increased each year (Table 7-15). The number of districts with an instructional support program by enrollment category in current and previous years is shown in Table 7-16. All of the districts in the smallest and largest enrollment categories had instructional support programs in the current and previous three years.

Table 7-15

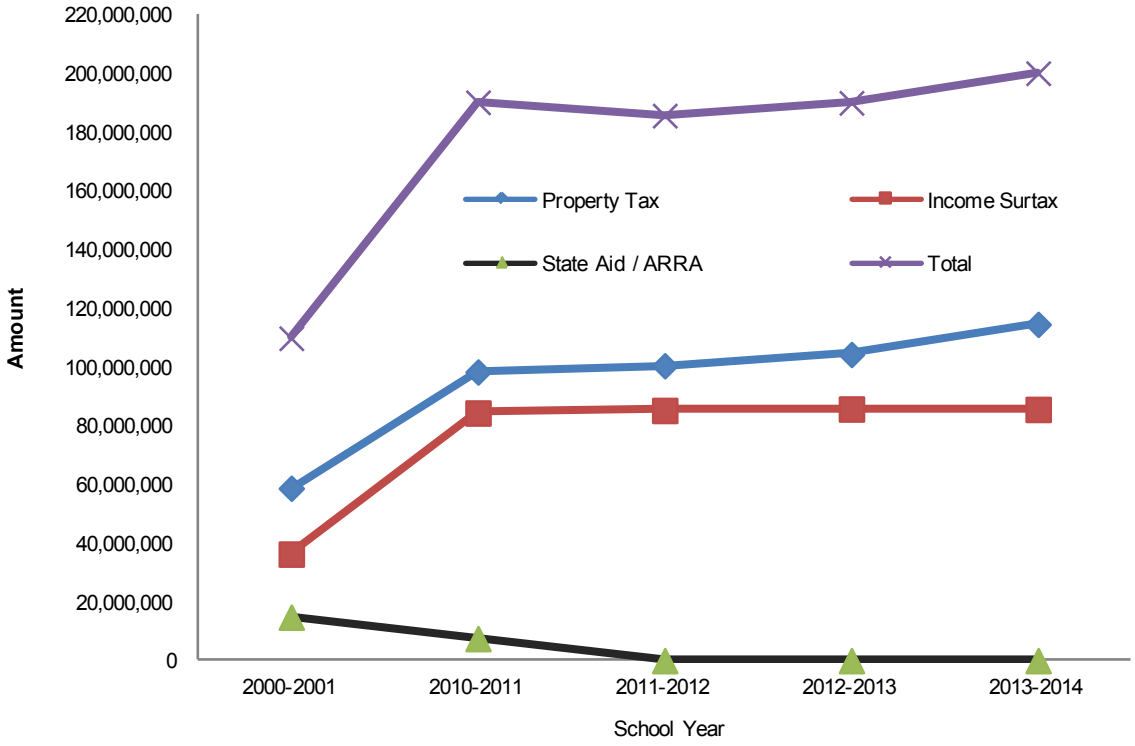
Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2010-2011 to 2013-2014

School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ ARRA	Total
2013-2014	114,476,664	57.2%	85,521,643	42.8%	0	0.0%	199,998,307
2012-2013	104,229,555	54.9%	85,667,381	45.1%	0	0.0%	189,896,936
2011-2012	100,385,847	54.1%	85,171,536	45.9%	0	0.0%	185,557,383
2010-2011	98,265,550	51.7%	84,302,509	44.4%	7,499,936	3.9%	190,067,995
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget Files.

Figure 7-5

Instructional Support Program Revenues, 2000-2001, and 2010-2011 to 2013-2014



Source: Iowa Department of Management, Master Budget Files.

Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2010-2011 to 2013-2014

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2013-2014							
Number of Districts	45	106	87	76	21	11	346
Number of Districts with Instructional Support	45	103	85	71	20	11	335
Percent of Districts with Instructional Support	100.0%	97.2%	97.7%	93.4%	95.2%	100.0%	96.8%
2012-2013							
Number of Districts	48	105	87	76	22	10	348
Number of Districts with Instructional Support	48	102	85	71	20	10	336
Percent of Districts with Instructional Support	100.0%	97.1%	97.7%	93.4%	90.9%	100.0%	96.6%
2011-2012							
Number of Districts	48	109	84	78	22	10	351
Number of Districts with Instructional Support	48	104	81	71	20	10	334
Percent of Districts with Instructional Support	100.0%	95.4%	96.4%	91.0%	90.9%	100.0%	95.2%
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%
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. Through FY 2013, districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment compares regular program funding for the current year to the level of funding a 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 statewide receiving the budget adjustment decreased each year between 2011-2012 and 2013-2014 (Table 7-17 and Figure 7-6). The largest enrollment category had the lowest percent of districts receiving the budget adjustment 2013-2014.

Table 7-17

Number and Percent of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2010-2011 to 2013-2014

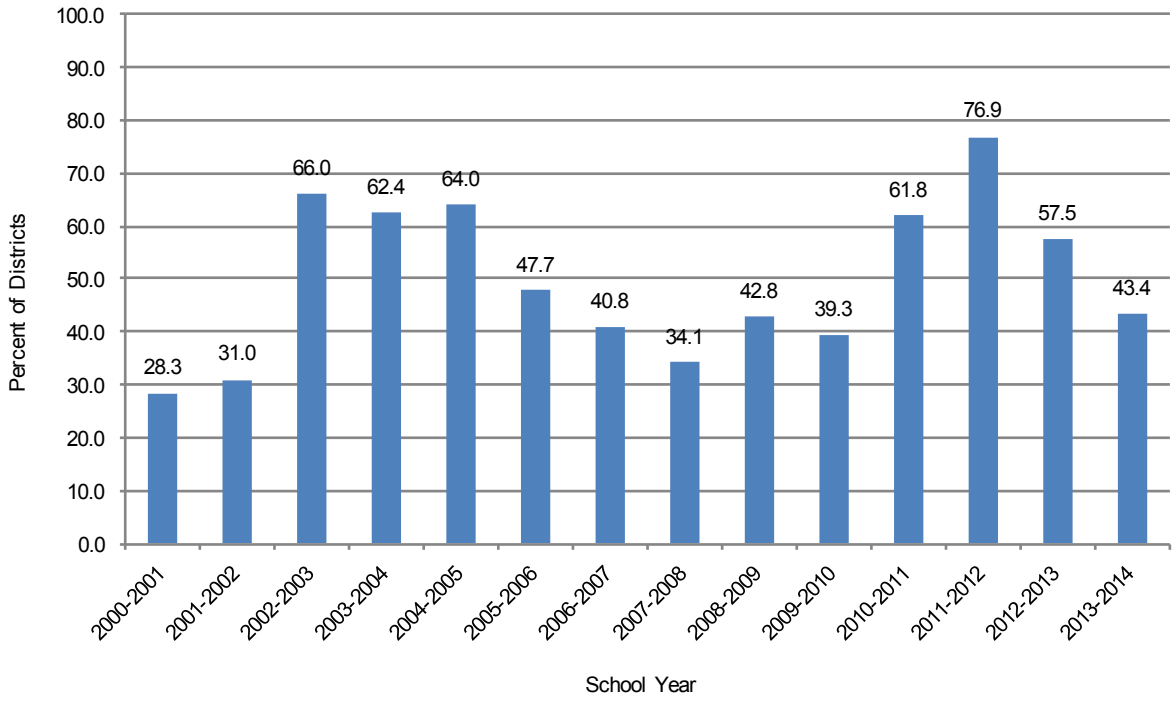
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2013-2014							
Number of Adjustment	45	106	87	76	21	11	346
Number of Dists w/Adjustment	19	55	33	21	20	2	150
Percent of Districts w/Adjustment	42.2%	51.9%	37.9%	27.6%	95.2%	18.2%	43.4%
Average Per Pupil	238	190	132	82	65	7	159
2012-2013							
Number of Districts	48	105	87	76	22	10	348
Number of Districts w/ Adjustment	44	71	46	31	7	1	200
Percent of Dists w/Adjustment	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/ Adjustment	45	92	62	50	13	8	270
Percent of Dists w/Adjustment	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 Dists w/Adjustment	45	76	58	36	6	1	222
Percent of Districts w/Adjustment	86.5%	67.9%	66.7%	47.4%	27.3%	10.0%	61.8%
Average Per Pupil	316	152	144	126	60	140	138
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/ Adjustment	21	44	25	16	0	0	106
Percent of Districts w/Adjustment	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 2013-2014



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 2011-2012, 75.0 percent bond referendums passed compared to 42.0% in 2000-2001.

Table 7-18

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 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
2011-2012							
Number Attempted	0	4	2	3	3	0	12
<50 Percent	0	1	0	0	0	0	1
50-59.9 Percent	0	1	1	0	0	0	2
60 Percent +	0	2	1	3	3	0	9
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
2000-2001							
Number Attempted	0	11	6	6	4	1	28
<50 Percent	0	3	2	3	0	0	8
50-59.9 Percent	0	4	1	2	1	0	8
60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Division of School Finance and Support Services, 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.

Physical Plant and Equipment Elections

Table 7-19 lists the number of districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2010-2011 and 2011-2012. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2011-2012, 96.9 percent of the voter-approved physical plant and equipment referendums were passed, (Table 7-19) compared to 78.4% in 2001-2002.

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Table 7-19

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2001-2002, 2010-2011 and 2011-2012

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
2011-2012							
Number Attempted	2	11	10	7	2	0	32
<50 Percent	0	0	0	1	0	0	1
50 Percent +	2	11	10	6	2	0	31
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
2001-2002							
Number Attempted	2	14	10	9	2	0	37
<50 Percent	0	3	2	2	1	0	8
50 Percent +	2	11	8	7	1	0	29

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

Notes: A district could be included more than once if it had more than one Voter-Approved Physical Plant and Equipment Levy referendum in a year.
FY 2002 was the first year the information was collected.

Secure an Advanced Vision for Education (SAVE)--Formerly Known as Local Option Sales and Services Tax for School Infrastructure

SAVE is used by school districts for school infrastructure needs and property tax relief. Prior to July 1, 2008, all 99 counties had passed the local option tax 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 5 percent to 6 percent to continue providing revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax sunsets on December 31, 2029.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. RPS requires voter approval for designating specific use of SAVE. If there is no RPS, 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 SAVE 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 2012-2013 were approximately $409 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 had a sales tax capacity per student above the guaranteed school infrastructure amount were allowed to keep all funds until the initial 10 years expired, but school districts that are below the guaranteed school infrastructure amount would receive their pro rata share of SILO plus a supplemental school infrastructure amount. The initial 10 years has expired. 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 2012-2013 for approximately $38.9 million for 348 districts in all 99 counties.

Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure 2000-2001, 2010-2011 to 2012-2013

	2000-2001	2010-2011	2011-2012	2012-2013
Number of Counties with the Tax	15	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	359	348	348
Resident Budget Enrollment in those Counties	171,150.6	474,227.3	473,493.4	473,504.2
Estimated Revenues	$122,683,313	$358,117,410	$356,483,791	$408,955,193
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%
Number of Counties Receiving SAVE Funds (Receiving in Next Fiscal Year)	0	85	99	99
Number of Districts Partly or Wholly Located in those Counties	0	339	349	348
Resident Budget Enrollment in those Counties	0.0	432,319.3	470,586.8	473,504.2
Estimated SAVE Revenues	$0	$27,176,159	$23,909,079	$38,850,743

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, 2012-2013 and 2013-2014 is shown in Table 7-21. State categorical funding includes Educational Excellence (program discontinued starting in FY 2010), Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement and Student Achievement/Educator Quality. Beginning in 2009-2010, categorical roll-ins for Teacher Salary, Professional Development, Early Intervention, 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 2012-2013 and 2013-2014.

Table 7-21

Iowa Elementary and Secondary Budget Detail 2000-2001, 2012-2013 and 2013-2014

	2000-2001		2012-2013		2013-2014	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	$2,175,673,579	66.7%	$2,852,500,203	55.9%	$2,926,121,952	55.9%
Guarantee Amount	$6,629,840	0.2%	$16,189,424	0.3%	$11,174,352	0.3%
Supplementary Weights	$21,887,590	0.7%	$65,649,616	1.3%	$66,833,692	1.3%
Special Education	$278,121,047	8.5%	$390,272,417	7.7%	$389,338,826	7.7%
Teacher Salary	-	0.0%	$246,077,000	4.8%	$252,061,525	4.8%
Professional Development	-	0.0%	$27,879,981	0.5%	$28,560,983	0.5%
Early Intervention	-	0.0%	$30,304,167	0.6%	$31,058,141	0.6%
AEA Media	$19,184,863	0.6%	$24,917,664	0.5%	$25,547,751	0.5%
AEA Ed Services	$21,167,941	0.6%	$27,544,860	0.5%	$28,238,954	0.5%
AEA Special Education	$107,245,598	3.3%	$144,512,141	2.8%	$145,271,982	2.8%
AEA Sharing Supp. Weights	-	0.0%	$184,766	0.0%	$150,658	0.0%
AEA Teacher Salary	-	0.0%	$13,902,546	0.3%	$14,197,911	0.3%
AEA Prof. Dev.	-	0.0%	$1,625,558	0.0%	$1,659,349	0.0%
AEA Prorated Budget Reduct	-	0.0%	$(27,529,876)	-0.5%	$(22,500,000)	-0.5%
Dropout SBRC	$40,504,621	1.2%	$96,692,370	1.9%	$97,212,971	1.9%
Other SBRC	$664,690	<0.1%	-	0.0%	-	0.0%
SWVPP Preschool	-	0.0%	$60,413,043	1.2%	$66,099,739	1.2%
Instructional Support	$109,749,562	3.4%	$189,896,936	3.7%	$199,998,422	3.7%
Educational Improvement	$317,837	<0.1%	$747,839	0.0%	$692,740	0.0%
Enroll. Audit Adjustment	$(695,392)	-0.0%	$(18,230)	0.0%	$92,350	0.0%
Prop. Tax Repayment Adjust	-	0.0%	$734,370	0.0%	$8,256,992	0.0%
Management	$47,005,258	1.4%	$139,918,344	2.7%	$150,729,425	2.7%
Physical Plant & Equipment	$80,703,751	2.5%	$153,362,796	3.0%	$151,849,682	3.0%
67.5 Cent Schoolhouse	$668,203	<0.1%	-	0.0%	-	0.0%
Playground and Library	$1,592,530	<0.1%	$2,228,294	0.0%	$2,279,976	0.0%
Debt Service	$99,375,793	3.0%	$131,645,853	2.6%	$148,155,452	2.6%
Estimated Miscellaneous State Categorical	$147,121,263	4.5%	$4,785,000	0.1%	$6,307,351	0.1%
Estimated Misc. Federal	$104,000,000	3.2%	$503,935,710	9.9%	$289,701,905	9.9%
Total	$3,260,918,574	100.0%	$5,098,372,792	100.0%	$5,019,093,081	100.0%

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.