

# 2018 Annual Report



## Condition of Education



Iowa Department of Education

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

## State Board of Education

Brooke Axiotis, President, Des Moines  
Michael Bearden, Vice President, Gladbrook  
Bettie Bolar, Marshalltown  
Joshua Byrnes, Osage  
Angela English, Dyersville  
Michael L. Knedler, Council Bluffs  
Mike May, Spirit Lake  
Mary Ellen Miller, Wayne County  
Kimberly Wayne, Des Moines  
Fez Zafar, Student Member, Clive

### **Administration**

Ryan M. Wise, Director and Executive Officer  
of the State Board of Education

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov.

# *Iowa Department of Education*

## **Division of Learning and Results**

David Tilly, Deputy Director

### **Bureau of Information and Analysis Services**

Jay Pennington, Chief  
Dianne Chadwick, Administrative Consultant  
Xiaoping Wang, Administrative Consultant  
Tom Deeter, Lead Consultant  
Xia Chen, Consultant  
Betsy Lundy, Consultant  
Jeff Weiss, Consultant  
Kim Wilson, Secretary

### **Bureau of Leading, Teaching, Learning Services**

Kimberly Villotti, Administrative Consultant

### **Bureau of Learner Strategies and Supports**

Greg Feldmann, Consultant

### **Bureau of School Improvement**

Janell Brandhorst, Administrative Consultant  
Jennifer Adkins, Consultant  
Meredith MacQuigg, Consultant

## **Division of School Finance and Support Services**

Marcia Krieger, Executive Officer

### **Bureau of Finance, Facilities, Operation and Transportation Services**

Tom Cooley, Chief  
Janice Evans, Consultant  
Denise Ragias, Consultant  
Carla Schimelfenig, Consultant

*Dear Iowans,*

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

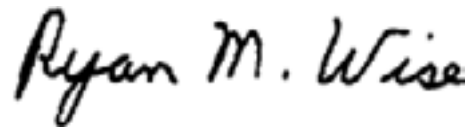
The annual Condition of Education report provides valuable data about our students, educators and school districts across a number of statewide measures. They include shifts in student populations and demographics, teacher and administrator salaries and characteristics, student achievement results, and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

In addition, the Condition of Education data can be used to help schools and communities move closer to the Future Ready Iowa goal: By 2025, 70 percent of Iowans in the workforce will complete post-secondary education or training.

The Department also has an online companion to the print version of the Condition of Education report. The online features allow education stakeholders to dive deeper into enrollment and staffing data at the state and district level.

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

Sincerely,

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

Ryan M. Wise, Director

Iowa Department of Education



## *Acknowledgments*

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

# Introduction

The first edition of the Annual Condition of Education (COE) report was released in 1990. Over the past 29 years, the importance of data and information in our daily lives has changed significantly. The first edition of the report included five chapters covering 64 pages. The 2018 COE has expanded to seven chapters and 248 pages including hundreds of charts and figures. There is also an online version of the 2018 COE.

Over approximately three decades, the COE has expanded to provide more information to education stakeholders about the success and challenges of Iowa's education system. The COE includes a robust set of information about Iowa's students, such as demographic characteristics, assessment results, college readiness and courses taken. Below are highlights from the 29th edition of the report.

## *Enrollment*

- The number of students in Iowa's public school districts continues to climb. After a 14-year decline, there has been seven years of enrollment gains statewide.
- Minority students make up 24.3 percent of the student population. The number of minority students in Iowa's public schools continues to increase and is at an all-time high (117,032).
- The percentage of students eligible for free-or-reduced price lunch declined for the second consecutive year in the 2017-2018 school year to 40.5 percent.
- The percent of students who are English learners (EL) increased from 5.9 to 6.1 percent in 2017-2018. This is up from 2.3 percent of EL students in 2000-2001.

## *Iowa Educators*

- Iowa's average regular teacher salary increased 2.4 percent to \$57,045 in the 2017-2018 school year.
- Iowa's average teacher salary is 22nd in national rankings and 5th when compared to other Midwest states which remained the same from the prior year.
- The number of full-time teachers in public schools increased to 37,035 in 2017-2018 from 36,279 in 2016-2017. There is a 10.2 percent increase in the number of full-time public teachers between 2000-2001 (33,610) and 2017-2018 (37,035).

## *Student Performance*

- In 2011-2012, Iowa Testing Programs introduced Forms E and F. The 2012-2014 biennium included an addition of a new form (F) of the Iowa Assessments which was introduced during the 2013-2014 school year.
- Across all grades (4th, 8th and 11th) in both reading and mathematics, proficiency rates are slightly down from the prior biennium period.
- The percent of students in all curriculum areas increased for the class of 2018 including: Algebra II (74.1), higher-level mathematics (47.7%), world languages (85.2%), chemistry (73.4) and physics (32.8).
- Iowa continues to have one of the top graduation rates nationally. The four-year cohort graduation rate for the class of 2017 was 91.0 percent which is a decrease from 91.3 percent for the class of 2016.
- The percent of students in the class of 2018 who took the ACT increased to 68 which is the second highest Iowa has seen since the all-time high of 69 percent for the class of 2000.

- There was a decrease in the composite ACT score for the class of 2018 (21.8) compared to the class of 2017 (21.9).
- Among states for which ACT is the primary college-entrance exam (greater than 50 percent), Iowa's average composite (21.8) score ranks second nationally.
- The number of students taking advanced placement (AP) courses and total AP enrollment continues an upward trend. In the 2017-2018 school year, 17,798 students took 26,239 AP courses. The percent of school districts with students taking AP courses decreased to 51.6 from 53.3 in the prior year.
- Statewide concurrent enrollment continues to increase hitting an all-time high in enrollment and participation. In grades 9-12, 46,821 students took 106,966 courses in 2017-2018.
- The number of Iowa AP test takers and exams saw an increase in 2017-2018. 20,986 AP exams were taken by 13,591 students compared to 19,840 exams taken by 12,119 students in 2016-2017. Over the past decade, the long-term trends show significant increases in the total number of students taking AP exams.

### *Technology Readiness*

- There was an increase in the overall expenditures in technology in the 2016-2017 (87.3 million) school year in Iowa districts compared to the 2010-2011 school year (79.0 million).
- The percent of Iowa schools equipped with 100 MB or more of bandwidth continues to grow. In 2017-2018, 89.4 percent of schools reported having 100 MB or more of bandwidth compared to just 76.2 in 2015-2016.

Sincerely,



Jay Pennington, Chief  
Bureau of Information and Analysis

# Contents

- Enrollment** ..... 1
  - Enrollment Trends** ..... 3
  - Projected Enrollment** ..... 4
  - K-12 Enrollments by District Size Category** ..... 5
  - Enrollment in Iowa’s Area Education Agencies** ..... 6
  - Open Enrollment** ..... 6
  - Subgroup Enrollments** ..... 8
    - Students Eligible for Free or Reduced Price Lunch* ..... 8
    - Special Education Enrollment* ..... 9
    - Enrollment by Race and Ethnicity* ..... 9
    - Enrollment of English Learners* ..... 11
    - Migrant Student Enrollment* ..... 13
  
- Early Childhood Education** ..... 15
  - Preschool Programs** ..... 15
    - Preschool Enrollment* ..... 15
  - Statewide Voluntary Preschool Program for Four-Year-Old Children** ..... 18
  - Kindergarten** ..... 23
  - Preschool Attendance (Parent Report)** ..... 25
  
- Staff** ..... 27
  - Teachers** ..... 28
  - Principals** ..... 41
  - Superintendents** ..... 45
  - Teacher, Principal, and Superintendent Salary Comparison** .... 49
  - Public School Professional School Counselors** ..... 51
  - Public School Library/Media Staff** ..... 55
  - Area Education Agency Licensed Staff** ..... 57
  - Licensed Staff State Totals** ..... 59
  - Public School Nurses** ..... 60



<b>Program</b> .....	<b>61</b>
<b>Districts and Schools</b> .....	<b>61</b>
<b>Carnegie Unit Taught</b> .....	<b>62</b>
<b>Enrollments in World Language, Algebra II, Higher-Level Mathematics, and Higher-Level Science Courses</b> .....	<b>64</b>
<b>Senior Year Plus</b> .....	<b>74</b>
<i>Advanced Placement Courses</i> .....	74
<i>Concurrent Enrollment</i> .....	77
<i>Postsecondary Enrollment Options Act</i> .....	80
<b>Class Size</b> .....	<b>83</b>
<i>Overview</i> .....	83
<i>Trends</i> .....	83
<i>Class Size vs. District Size</i> .....	88
<i>Class Size Funding and Expenditures</i> .....	89
<b>Technology</b> .....	<b>90</b>
<i>Expenditures for Device Hardware and Software</i> .....	90
<i>Availability of Devices</i> .....	93
<i>Bandwidth</i> .....	97

<b>Student Performance</b> .....	<b>99</b>
<b>State Indicators of Student Success</b> .....	<b>99</b>
<i>Iowa Student Counts for Iowa Assessments Reading, Mathematics, and Science Test-Takers Including Subgroups</i> .....	100
<i>Reading</i> .....	105
<i>Mathematics</i> .....	122
<i>Science</i> .....	137
<i>Dropouts</i> .....	147
<i>High School Graduation Rates</i> .....	149
<i>Postsecondary Education/Training Intentions</i> .....	150
<i>Probable Postsecondary Success</i> .....	151
<b>Student Performance by Tests and Areas</b> .....	<b>153</b>
<b>Iowa Assessments</b> .....	<b>153</b>
<i>Iowa Assessments Achievement Level Distributions</i> .....	153
<i>Achievement Levels for Reading</i> .....	154
<i>Achievement Levels for Mathematics</i> .....	157
<i>Achievement Levels for Science</i> .....	160
<b>National Assessment of Educational Progress</b> .....	<b>162</b>

<b>ACT</b> .....	<b>168</b>
<i>ACT Score Comparisons for English, Mathematics, Reading, and Science for Iowa and the Nation</i> .....	170
<i>ACT Scores for Core and Less-than-Core Students</i> .....	171
<i>ACT Composite Score Distributions</i> .....	174
<i>ACT Scores by Enrollment Category</i> .....	176
<i>ACT Scores by Gender</i> .....	179
<i>ACT Composite Scores by Student Planned Educational Majors</i> .....	180
<b>SAT</b> .....	<b>181</b>
<b>Advanced Placement</b> .....	<b>182</b>
<b>Pursuit of Postsecondary Education/Training</b> .....	<b>185</b>
<b>Dropouts</b> .....	<b>189</b>
<b>High School Graduates and Graduation Rates</b> .....	<b>194</b>
<i>High School Graduates</i> .....	194
<i>High School Graduation Rates</i> .....	195
<b>Suspensions and Expulsions</b> .....	<b>200</b>

## Special Education .....

209

<b>Context of Special Education in Iowa</b> .....	<b>209</b>
<i>Identification Rates</i> .....	209
<i>Placement</i> .....	210
<i>Disproportionality</i> .....	212
<b>Are Students Going to School in Safe and Caring Environments?</b> .....	<b>213</b>
<i>Positive Behavioral Interventions and Supports</i> .....	213
<i>Discipline</i> .....	213
<b>Are Students Achieving at High Levels?</b> .....	<b>215</b>
<i>National Assessment of Educational Progress</i> .....	215
<i>Iowa Assessments</i> .....	217
<b>Are Students Leaving School Ready for Life?</b> .....	<b>220</b>
<i>Graduation Rates</i> .....	220

## Finance .....

221

<b>Function Category Expenditures</b> .....	<b>221</b>
<b>Object Category Expenditures</b> .....	<b>222</b>
<b>Revenues</b> .....	<b>224</b>
<b>Taxable Valuation</b> .....	<b>227</b>
<b>Expenditures Per Pupil</b> .....	<b>230</b>
<b>State Aid</b> .....	<b>233</b>

<i>Property Taxes</i> .....	<b>234</b>
<i>Income Surtaxes</i> .....	<b>238</b>
<i>Instructional Support</i> .....	<b>239</b>
<i>Budget Adjustment</i> .....	<b>242</b>
<i>Bond Elections</i> .....	<b>244</b>
<i>Physical Plant and Equipment Elections</i> .....	<b>244</b>
<i>Secure an Advanced Vision for Education</i> .....	<b>245</b>
<i>Total Elementary and Secondary Education Budgets</i> .....	<b>247</b>

# Enrollment

The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter, including data on student characteristics such as race/ethnicity, English learners (EL), percent of students eligible for free or reduced price lunch, special education enrollment, and migrant enrollment. These data come from the Basic Educational Data Survey (BEDS), certified enrollment, Student Reporting in Iowa (SRI), and Iowa special education records.

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

Enrollment in 2017-2018 continues to increase after a 14-year decline between 1997-1998 and 2011-2012. The public school enrollment projection shows an enrollment increase in the next five years, while the nonpublic school enrollment trend remains 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 2016-2017 and 2017-2018 had less than 1,000 students and served 24 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 28.1 percent of Iowa students in 2017-2018 (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 2016-2017 and 2017-2018 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 and 185 percent of the poverty level are eligible for reduced-price lunch, according to the National School Lunch Program. In 2017-2018, the percent of students eligible for free or reduced-price lunch decreased slightly (Figure 1-2). Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced price lunch (Table 1-7).

Children requiring special education are “Persons under 21 years of age, including children under five years of age, who have a disability because of a head injury, autism, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education” (Iowa Code 256.2). The special education students in Iowa public schools accounted for 11.9 percent of the total certified enrollment in 2017-2018. For the last five years, the percentage has been below 12.0 (Table 1-8).

The percent of minority students in public and nonpublic schools continued to increase in 2017-2018 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students above 41 percent, while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11).

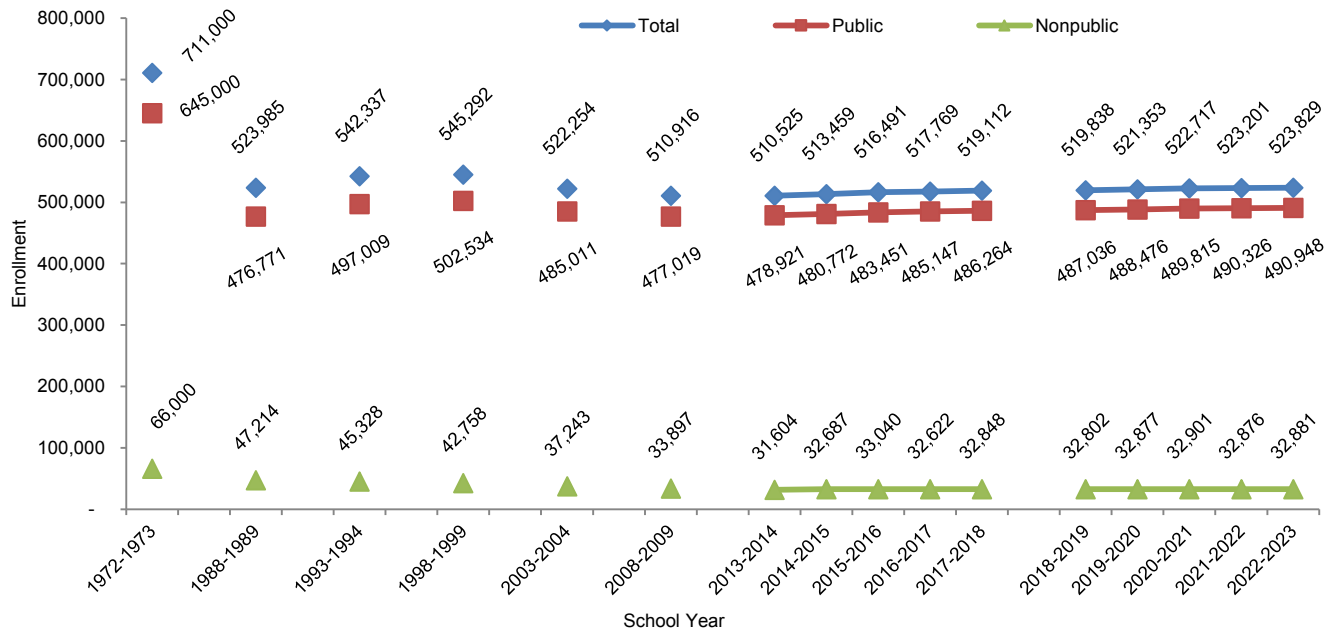
The percent of English learner (EL) students in public schools increased slightly in 2016-2017 and 2017-2018 while the percent of EL students decreased in nonpublic schools (Figure 1-4). The majority of EL students spoke Spanish in all three years presented (Table 1-12). An EL student is eligible for 0.22 weighted funding for four years. Districts with more students had more weighted EL students in all years presented in Table 1-13.

The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data are collected by the Iowa Department of Education through a direct certified system. The number and percent of migrant students in the 2015-2016 to 2017-2018 school year are displayed in Table 1-14.

# Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments 1972-1973, 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009 and 2013-2014 to 2017-2018 and Projected Enrollments 2018-2019 to 2022-2023



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

## Projected Enrollment

Table 1-1

Iowa's Public School K-12 Enrollments 2016-2017 to 2017-2018 and Projected Certified Enrollments 2018-2019 to 2022-2023 by Grade

Grade	Certified Enrollment		Projected Certified Enrollment				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	38,327	38,435	39,052	39,612	39,629	39,310	39,364
1	36,155	35,094	35,191	35,756	36,268	36,284	35,992
2	36,747	36,222	35,203	35,300	35,867	36,381	36,397
3	38,028	36,860	36,368	35,345	35,443	36,012	36,528
4	37,995	38,152	37,045	36,551	35,522	35,620	36,193
5	37,474	38,264	38,387	37,273	36,776	35,741	35,840
6	36,905	37,808	38,583	38,707	37,584	37,083	36,040
7	36,521	37,311	38,250	39,034	39,160	38,023	37,516
8	36,717	36,688	37,524	38,469	39,257	39,384	38,241
9	37,328	37,922	37,735	38,517	39,447	40,215	40,304
10	37,130	37,312	37,758	37,572	38,351	39,276	40,042
11	36,750	36,468	36,710	37,150	36,966	37,733	38,643
12	36,833	37,329	37,095	37,341	37,788	37,601	38,381
PKIEP	2,237	2,399	2,134	1,849	1,757	1,661	1,468
State	485,147	486,264	487,036	488,476	489,815	490,326	490,948

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 2016-2017 to 2017-2018 and Projected Enrollments 2018-2019 to 2022-2023 by Grade							
Grade	Enrollment			Projected Enrollment			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	3,187	3,297	3,248	3,295	3,296	3,270	3,274
1	3,090	2,881	3,082	3,037	3,080	3,082	3,057
2	3,035	2,988	2,853	3,052	3,007	3,050	3,051
3	3,037	2,966	2,975	2,840	3,038	2,993	3,036
4	3,054	2,954	2,929	2,938	2,805	3,001	2,956
5	3,011	2,950	2,904	2,880	2,889	2,758	2,950
6	2,706	2,712	2,786	2,743	2,720	2,728	2,604
7	2,420	2,359	2,344	2,408	2,370	2,350	2,357
8	2,244	2,378	2,328	2,313	2,376	2,340	2,320
9	1,696	1,824	1,812	1,774	1,763	1,811	1,783
10	1,672	1,837	1,847	1,835	1,796	1,784	1,833
11	1,765	1,810	1,869	1,879	1,866	1,827	1,815
12	1,705	1,892	1,825	1,885	1,894	1,882	1,843
State	32,622	32,848	32,802	32,877	32,901	32,876	32,881

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

Note: Figures may not total due to rounding.

## K-12 Enrollments by District Size Category

Table 1-3

Enrollment Category	2000-2001				2016-2017				2017-2018			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	38	11.4	8,663	1.8	39	11.4	8,865.9	1.8
300-599	116	31.0	52,162	10.6	103	30.9	47,325	9.8	104	30.9	47,861.9	9.8
600-999	104	27.8	78,916	16.0	82	24.6	61,470	12.7	81	24.6	61,029.5	12.6
1,000-2,499	83	22.2	126,118	25.5	77	23.1	116,271	24.0	76	23.1	115,701.2	23.8
2,500-7,499	24	6.4	96,410	19.5	22	6.6	96,535	19.9	22	6.6	97,088.3	20.0
7,500+	9	2.4	132,509	26.8	11	3.3	154,884	31.9	11	3.3	155,717.5	32.0
State	374	100.0	494,291	100.0	333	100	485,147	100	333	100	486,264.3	100

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

Note: Figures may not total due to rounding.



## Enrollment in Iowa's Area Education Agencies

Table 1-4

Total Iowa Public and Nonpublic K-12 Students by AEA 2017-2018							
AEA	Public Schools		Nonpublic Schools		Total		
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
Keystone	28,251.4	5.8	4,262	13.0	32,513	6.3	
Central Rivers	62,255.9	12.8	3,230	9.8	65,486	12.6	
Prairie Lakes	29,962.5	6.2	2,118	6.4	32,081	6.2	
Mississippi Bend	46,644.4	9.6	3,383	10.3	50,027	9.6	
Grant Wood	70,025.1	14.4	4,401	13.4	74,426	14.3	
Heartland	137,826.4	28.3	7,905	24.1	145,731	28.1	
Northwest	39,324.4	8.1	5,324	16.2	44,648	8.6	
Green Hills	37,460.5	7.7	1,066	3.2	38,527	7.4	
Great Prairie	34,513.7	7.1	1,159	3.5	35,673	6.9	
State	486,264.3	100	32,848	100.0	519,112	100.0	

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

Note: Figures may not total due to rounding.

## Open Enrollment

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students 2000-2001, 2005-2006, 2010-2011, 2015-2016 to 2017-2018			
	Percent Open Enrolled Out	Number Open Enrolled Out	Certified Enrollment
2000-2001	3.8	18,554	494,291
2005-2006	4.8	23,155	483,105
2010-2011	5.5	25,831	473,493
2015-2016	6.3	30,463	483,451
2016-2017	6.5	31,369	485,147
2017-2018	6.7	32,501	486,264

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

Table 1-6

## Open Enrollment in Iowa's Public Schools by Enrollment Category 2000-2001, 2016-2017 and 2017-2018

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2000-2001</b>							
Total Number of Districts	38	116	104	83	24	9	374
Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Number of Students Open In	398	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
Number of 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	
Number of Districts with Gains	6	47	49	53	13	0	168
Number of Districts with Losses	30	65	54	30	11	9	199
Number of Districts with No Gain/Loss	2	4	1	0	0	0	7
<b>2016-2017</b>							
Total Number of Districts	38	103	82	77	22	11	333
Number of Students	8,662.6	47,325.3	61,469.5	116,270.8	96,535.4	154,883.7	485,147.3
Number of Students Open In	1,242.4	7,363.6	5,464.8	8,970.3	5,797.5	2,530.8	31,369.4
Number of Students Open Out	1,840.9	5,432.2	5,059.3	6,433.0	5,626.8	6,977.2	31,369.4
Net Gains/Losses	-598.5	1,931.4	405.5	2,537.3	170.7	-4,446.4	
Number of Districts with Gains	13	52	40	44	11	0	160
Number of Districts with Losses	25	50	42	33	11	11	172
Number of Districts with No Gain/Loss	0	1	0	0	0	0	1
<b>2017-2018</b>							
Total Number of Districts	39	104	81	76	22	11	333
Number of Students	8,865.9	47,861.9	61,029.5	115,701.2	97,088.3	155,717.5	486,264.3
Number of Students Open In	1,273.0	7,458.6	5,899.9	9,134.9	5,949.4	2,784.8	32,500.6
Number of Students Open Out	2,092.5	5,548.6	5,239.8	6,835.5	5,822.7	6,961.5	32,500.6
Net Gains/Losses	-819.5	1910.0	660.1	2299.4	126.7	-4176.7	
Number of Districts with Gains	12	49	40	40	13	1	155
Number of Districts with Losses	27	54	40	36	9	10	176
Number of Districts with No Gain/Loss	0	1	1	0	0	0	2

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

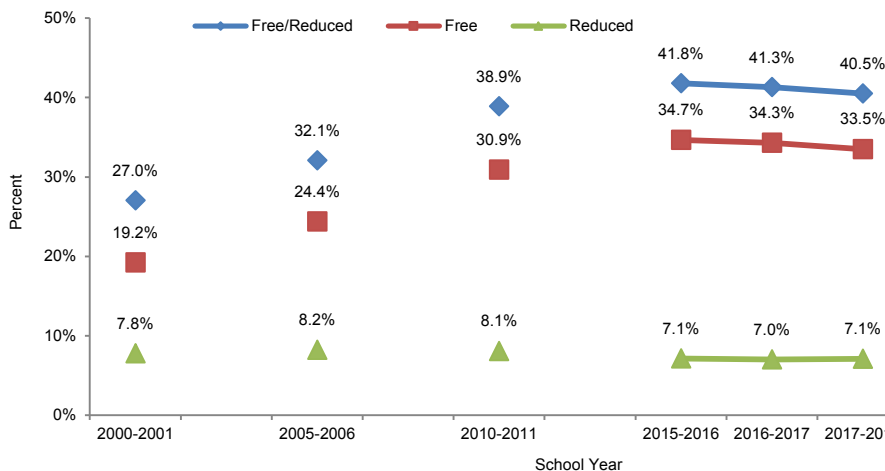
Notes: Figures may not total due to rounding.

## 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, 2005-2006, 2010-2011, 2015-2016 to 2017-2018



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

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category  
2000-2001, 2016-2017 and 2017-2018

Enrollment Category	2000-2001			2016-2017			2017-2018		
	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible
<300	6,711	2,256	33.6	7,208	3,529	49.0	7,146	3,323	46.5
300-599	50,933	13,511	26.5	49,071	17,141	34.9	49,563	17,407	35.1
600-999	77,327	17,966	23.2	61,911	21,960	35.5	61,767	21,113	34.2
1,000-2,499	122,830	29,876	24.3	117,916	44,852	38.0	116,950	44,333	37.9
2,500-7,499	93,322	21,433	23.0	96,145	32,786	34.1	96,719	33,304	34.4
7,500+	125,804	43,874	34.9	149,337	78,617	52.6	150,346	76,052	50.6
State	476,927	128,916	27.0	481,588	198,885	41.3	482,491	195,532	40.5

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

## Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Weighted Enrollment 2000-2001, 2003-2004 to 2017-2018			
School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2003-2004	13.4	65,027	485,011
2004-2005	13.5	65,065	483,335
2005-2006	13.3	64,350	483,105
2006-2007	13.1	63,411	482,584
2007-2008	12.9	61,859	480,609
2008-2009	12.7	60,581	477,019
2009-2010	12.6	59,967	474,227
2010-2011	12.7	60,223	473,493
2011-2012	12.5	59,104	473,504
2012-2013	12.1	57,494	476,245
2013-2014	11.8	56,550	478,921
2014-2015	11.6	55,923	480,772
2015-2016	11.6	56,039	483,451
2016-2017	11.7	56,813	485,147
2017-2018	11.9	57,637	486,264

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

## Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2016-2017 and 2017-2018							
Race/Ethnicity Group	2000-2001		2016-2017		2017-2018		
	Number	Percent	Number	Percent	Number	Percent	
All Minority	46,250	9.7	113,076	23.5	117,032	24.3	
African American	18,510	3.9	28,812	6.0	29,902	6.2	
American Indian	2,447	0.5	1,810	0.4	1,776	0.4	
Asian	8,274	1.7	11,866	2.5	12,168	2.5	
Native Hawaiian/Pacific Islander	-	-	1,175	0.2	1,314	0.3	
Two or More Races	-	-	18,033	3.7	19,227	4.0	
Hispanic	17,019	3.6	51,380	10.7	52,645	10.9	
White	430,677	90.3	368,512	76.5	365,459	75.7	
Total	476,927	100.0	481,588	100.0	482,491	100.0	

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

**Table 1-10**

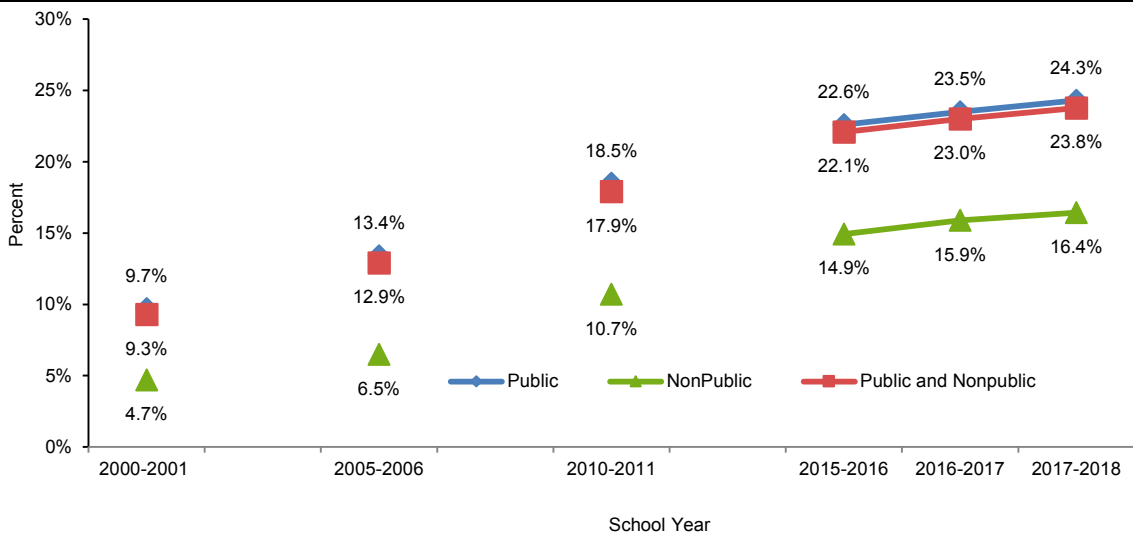
**Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2016-2017 and 2017-2018**

Race/Ethnicity Group	2000-2001		2016-2017		2017-2018	
	Number	Percent	Number	Percent	Number	Percent
All Minority	1,946	4.7	5,186	15.9	5,396	16.4
African American	492	1.2	740	2.3	775	2.4
American Indian	70	0.2	67	0.2	59	0.2
Asian	563	1.4	896	2.7	985	3.0
Native Hawaiian/Pacific Islander	-	-	61	0.2	281	0.9
Two or More Races	-	-	720	2.2	709	2.2
Hispanic	821	2.0	2,702	8.3	2,587	7.9
White	39,118	95.3	27,436	84.1	27,452	83.6
Total	41,064	100.0	32,622	100.0	32,848	100.0

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

**Figure 1-3**

**Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006, 2010-2011, 2015-2016 to 2017-2018**



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

**Table 1-11**

**Iowa's Public School Percent of K-12 Minority Students by Enrollment Category  
2000-2001, 2016-2017 and 2017-2018**

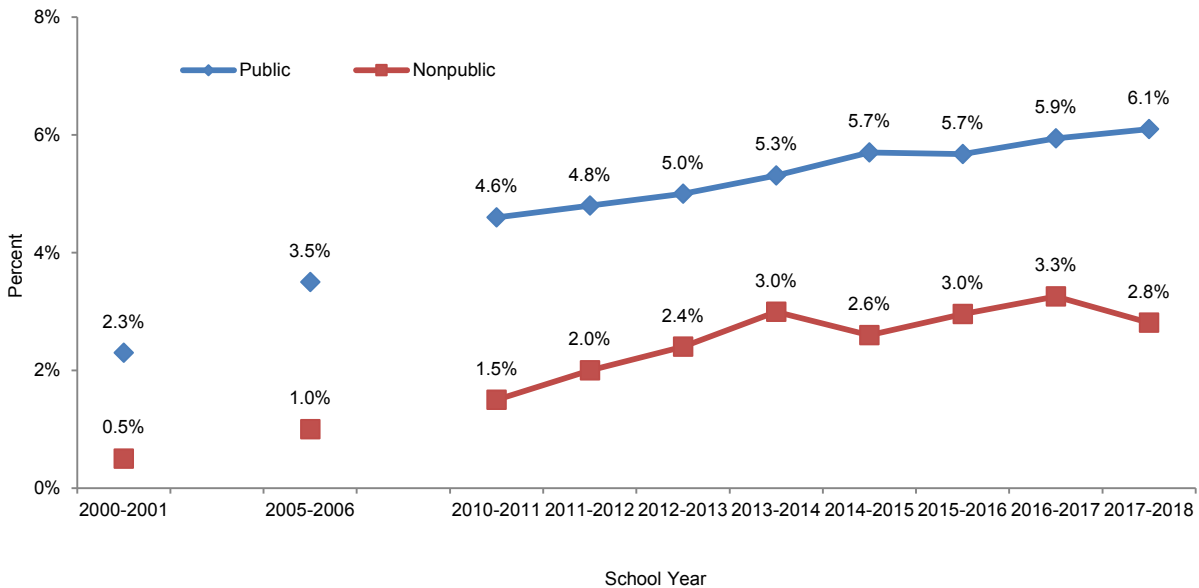
Enrollment Category	2000-2001	2016-2017	2017-2018
<300	1.5	9.5	9.9
300-599	2.4	8.0	8.7
600-999	2.6	10.8	10.8
1,000-2,499	5.9	16.4	16.9
2,500-7,499	9.0	23.5	24.4
7,500+	21.7	40.0	41.2
State	9.7	23.5	24.3

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

## Enrollment of English Learners

**Figure 1-4**

**Percent of Public School and Nonpublic School K-12 English Learner Students  
2000-2001, 2005-2006, 2010-2011 to 2017-2018**



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

**Table 1-12**

**Iowa's Public and Nonpublic K-12 English Learners' Primary Language  
2000-2001, 2016-2017 and 2017-2018**

Language	2000-2001	2016-2017	2017-2018
Spanish; Castilian	7,014	19,290	19,667
Arabic	81	934	1,066
Karen languages		877	922
Swahili		608	843
Vietnamese	766	665	646
Burmese		616	644
Bosnian	363	577	562
French		360	491
Somali		449	470
Marshallese		360	391
Nepali		345	388
Nilo-Saharan (Other)		333	373
Chinese	80	311	322
Lao	409	271	268
Creoles and pidgins, English based (Other)		153	197
Pohnpeian		145	185
Rundi		120	151
Tigrinya		110	143
German	153	163	136
Dinka		119	131
Kru languages		97	117
Russian	65	116	115
Hmong		123	103
Oromo		70	96
Telugu		66	87
Tagalog		72	85
Kinyarwanda		76	81
Urdu		65	76
Amharic			61
Hindi		58	61
Chuukese		52	59
Ukrainian		54	59
Lingala			53
Albanian		56	52
Korean	76		51
Portuguese			51
Germanic (Other)		72	
Other	2,257	1,882	1,154
Total	11,264	29,665	30,357

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

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

**Table 1-13**

<b>Iowa's Public School K-12 Weighted English Learners by Enrollment Category 2000-2001, 2016-2017 and 2017-2018</b>						
Enrollment Category	2000-2001		2016-2017		2017-2018	
	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL
<300	8,176	23	7,208	102	8,866	97
300-599	52,162	237	49,071	325	47,862	379
600-999	78,916	530	61,911	1,406	61,030	1,260
1,000-2,499	126,118	1,848	117,916	4,136	115,701	3,915
2,500-7,499	96,410	1,348	96,145	3,289	97,088	3,402
7,500+	132,509	4,165	149,337	11,199	155,718	11,463
State	494,291	8,151	481,588	20,457	486,264	20,516

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

Note: Figures may not total due to rounding.

## Migrant Student Enrollment

**Table 1-14**

<b>Percent of Public School K-12 Migrant Enrollment 2015-2016 to 2017-2018</b>			
School Year	Percent Migrant Students	Number Migrant Students	K-12 Enrollment
2015-2016	0.24	1,153	488,818
2016-2017	0.29	1,423	489,940
2017-2018	0.35	1,719	490,669

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

Note: K-12 migrant students and enrollments are the unduplicated counts between October 1, 2015, and September 30, 2016, for school year 2015-2016 and the unduplicated counts between October 1, 2016, and September 30, 2017, for school year 2016-2017 and the unduplicated counts between October 1, 2017, and September 30, 2018, for school year 2017-2018.





# Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program level data collection forms and the Student Reporting in Iowa student level data collection. This chapter describes preschool and kindergarten programs in 2016-2017 and 2017-2018.

## *Preschool Programs*

### **Preschool Enrollment**

Districts throughout the state offer preschool to three- and four-year-old children. Table 2-1 shows the number of districts that offered preschool during the past two school years and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. About 99.1 percent of school districts offered preschool during the 2017-2018 school year. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. More students participated in a district-sponsored preschool program than in 2016-2017.

**Table 2-1****Iowa Public School Districts Offering Preschool by Enrollment Category 2016-2017 to 2017-2018**

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
<b>2016-2017</b>			
<300	38	38	100.0
300-599	103	100	97.1
600-999	82	80	97.6
1,000-2,499	77	77	100.0
2,500-7,499	22	22	100.0
7,500+	11	11	100.0
State	333	328	98.5
<b>2017-2018</b>			
<300	39	39	100.0
300-599	104	103	99.0
600-999	81	79	97.5
1,000-2,499	76	76	100.0
2,500-7,499	22	22	100.0
7,500+	11	11	100.0
State	333	330	99.1

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

**Table 2-2**

<b>Iowa Public School Preschool Enrollment by Enrollment Category 2016-2017 to 2017-2018</b>				
Enrollment Category	2016-2017		2017-2018	
	Number	Percent	Number	Percent
<300	736	2.5%	697	2.3%
300-599	3,636	12.4%	4,060	13.3%
600-999	4,043	13.8%	4,332	14.2%
1,000-2,499	7,392	25.2%	7,568	24.8%
2,500-7,499	5,477	18.7%	5,553	18.2%
7,500+	8,060	27.5%	8,270	27.1%
State	29,344	100.0%	30,480	100.0%

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

**Table 2-3**

<b>Iowa Public School Preschool Students by Subgroup 2016-2017 to 2017-2018</b>				
Subgroup	2016-2017		2017-2018	
	Number	Percent	Number	Percent
All Minority	6,407	21.8	6,667	21.9
African American	1,486	5.1	1,558	5.1
American Indian	95	0.3	98	0.3
Asian	821	2.8	857	2.8
Native Hawaiian/Pacific Islander	62	0.2	64	0.2
Two or More Races	1,153	3.9	1,186	3.9
Hispanic	2,790	9.5	2,904	9.5
White	22,937	78.2	23,813	78.1
PELL	513	1.7	574	1.9
Free/Reduced Meal	7,019	23.9	7,624	25.0
Male	15,263	52.0	15,921	52.2
Female	14,081	48.0	14,559	47.8
Total	29,344	100.0	30,480	100.0

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

Note: PELL - Potential English Language Learner.

## Statewide Voluntary Preschool Program for Four-Year-Old Children

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

Table 2-4 shows the number of districts that provided the SWVPP, number of students funded, and the total number of students who participated in the program. Amended code language for the SWVPP for the 2017-2018 school year increased flexibility in the use of SWVPP funds, inclusive of paying the cost of attendance of children older or younger than age 4 based on local school board decision. The number of students funded in Table 2-4 is inclusive of children ages 3 through 5 for whom attendance in a local SWVPP program was paid for by local SWVPP funds based on a local school board decision. Districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the 4-year-old student count. Additional children are served in SWVPP classrooms using other funding sources. The numbers of students who participated in SWVPP classrooms are included in the last row of Table 2-4. The number of students funded and served by the SWVPP continues to increase.

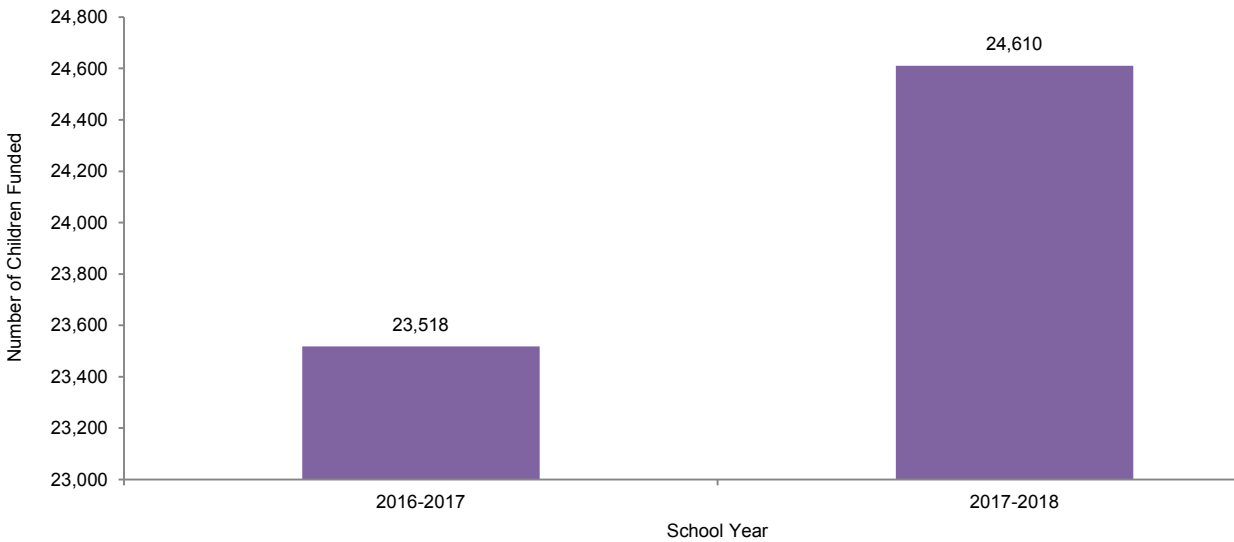
**Table 2-4**

Statewide Voluntary Preschool Program, 2016-2017 to 2017-2018		
	2016-2017	2017-2018
Number of Districts Participated	322	326
Number of Students Funded	23,518	24,610
Number of Students Served	24,961	26,120

Source: Iowa Department of Education, Statewide Voluntary Preschool Data, Student Reporting in Iowa files.

**Figure 2-1**

**Number of Children Funded to Participate in the Statewide Voluntary Preschool Program  
2016-2017 and 2017-2018**



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

The number of SWVPP students by age and Individualized Education Program (IEP) status is shown in Table 2-5A. 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 increased overall between 2016-2017 and 2017-2018. The overall numbers of three-, four-, and five-year-olds served in SWVPP also continues to increase. Table 2-5B represents the number of children funded by age for the 2017-2018 school year based on the flexibility described on the previous page. Of the children funded by the SWVPP in the 2017-2018 school year, 24,425 four-year-olds generated funds for local school districts. Tables 2-6A and 2-6B indicate the number of 3-, 4-, and 5-year-old children served and funded, respectively, in the SWVPP by race/ethnicity, free/reduced price meals, and gender. Free/Reduced meals data may be underreported since the SWVPP is only required to meet ten hours per week, which may not include providing meals to preschool classrooms. Information on Potential English Language Learners (PELL) was collected for the first time during 2014-2015. The percentage of children participating in district-sponsored preschool programs who were identified to have potential English language learning needs during 2017-2018 continues to maintain at about 2.0 percent.

**Table 2-5A**

**SWVPP Students Served by Age and IEP Status  
2016-2017 to 2017-2018**

	2016-2017				2017-2018			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	299	592	71	962	323	660	67	1,050
IEP Support Services	8	270	2	280	9	325	5	339
Regular Education	322	23,248	149	23,719	377	24,182	172	24,731
Total Served	629	24,110	222	24,961	709	25,167	244	26,120

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

Notes: IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

**Table 2-5B**

**SWVPP Students Funded  
2017-2018**

	Age 3	Age 4	Age 5	All Ages
IEP Support Services	4	321	1	326
Regular Education	87	24,104	93	24,284
Total Funded	91	24,425	94	24,610

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

Notes: IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-6A

SWVPP Students Served by Subgroup 2016-2017 and 2017-2018								
2016-2017								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	629		24,110		222		24,961	
All Minority	109	17.3%	5,305	22.0%	26	11.7%	5,440	21.8%
African American	21	3.3%	1,182	4.9%	7	3.2%	1,210	4.8%
American Indian	2	0.3%	82	0.3%	0	0.0%	84	0.3%
Asian	13	2.1%	685	2.8%	0	0.0%	698	2.8%
Native Hawaiian/ Pacific Islander	0	0.0%	54	0.2%	1	0.5%	55	0.2%
Two or More Races	19	3.0%	960	4.0%	7	3.2%	986	4.0%
Hispanic	54	8.6%	2,342	9.7%	11	5.0%	2,407	9.6%
White	520	82.7%	18,805	78.0%	196	88.3%	19,521	78.2%
PELL	5	0.8%	482	2.0%	2	0.9%	489	2.0%
Free/Reduced Meal	164	26.1%	5,277	21.9%	49	22.1%	5,490	22.0%
Female	257	40.9%	11,896	49.3%	64	28.8%	12,217	48.9%
Male	372	59.1%	12,214	50.7%	158	71.2%	12,744	51.1%
2017-2018								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	709		25,167		244		26,120	
All Minority	152	21.4%	5,483	21.8%	43	17.6%	5,678	21.7%
African American	30	4.2%	1,247	5.0%	6	2.5%	1,283	4.9%
American Indian	3	0.4%	80	0.3%	0	0.0%	83	0.3%
Asian	14	2.0%	728	2.9%	3	1.2%	745	2.9%
Native Hawaiian/ Pacific Islander	0	0.0%	55	0.2%	1	0.4%	56	0.2%
Two or More Races	39	5.5%	951	3.8%	8	3.3%	998	3.8%
Hispanic	66	9.3%	2,422	9.6%	25	10.2%	2,513	9.6%
White	557	78.6%	19,684	78.2%	201	82.4%	20,442	78.3%
PELL	10	1.4%	518	2.1%	5	2.0%	533	2.0%
Free/Reduced Meal	162	22.8%	5,714	22.7%	55	22.5%	5,931	22.7%
Female	313	44.1%	12,310	48.9%	76	31.1%	12,699	48.6%
Male	396	55.9%	12,857	51.1%	168	68.9%	13,421	51.4%

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

Notes: SWVPP - Statewide Voluntary Preschool Program.

PELL - Potential English Language Learner.



**Table 2-6B**

**SWVPP Students Funded by Subgroup 2017-2018**

	Age 3		Age 4		Age 5		All
All Students Funded	91		24,425		94		24,610
All Minority	20	22.0%	5,268	21.6%	12	12.8%	5,300
African American	9	9.9%	1,193	4.9%	2	2.1%	1,204
American Indian	0	0.0%	73	0.3%	0	0.0%	73
Asian	1	1.1%	705	2.9%	0	0.0%	706
Native Hawaiian/ Pacific Islander	0	0.0%	53	0.2%	0	0.0%	53
Two or More Races	3	3.3%	914	3.7%	2	2.1%	919
Hispanic	7	7.7%	2,330	9.5%	8	8.5%	2,345
White	71	78.0%	19,157	78.4%	82	87.2%	19,310
PELL	0	0.0%	501	2.1%	0	0.0%	501
Free/Reduced Meal	29	31.9%	5,354	21.9%	16	17.0%	5,399
Female	44	48.4%	12,094	49.5%	34	36.2%	12,172
Male	47	51.6%	12,331	50.5%	60	63.8%	12,438

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa fall files.  
 Notes: SWVPP - Statewide Voluntary Preschool Program.  
 PELL - Potential English Language Learner.

## Kindergarten

School districts report the type of kindergarten program offered in their district on the spring Basic Educational Data Survey (BEDS). The types of kindergarten programs reported include all day every day, half day every day, alternate day, three days a week, and other combinations. As shown in Table 2-7, the majority of districts in 2017-2018 offered all day, every day kindergarten programs.

School districts in Iowa are required by Iowa Administrative Code (IAC) 279.60 to administer a valid and reliable universal screening instrument, as prescribed by the Iowa Department of Education (Department) to every kindergarten student enrolled in the district no later than October 1. The Department integrated this legislative change with IAC 279.68 pertaining to early literacy universal screening and progress monitoring. The Department provides a list of approved assessments that can be used to implement the requirements of IAC 279.68; however, a district may also administer an assessment that is not on the approved list as long as it addresses technical adequacy. In the fall of 2017, as shown in Table 2-8, the majority of buildings used the FAST earlyReading Composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Composite provides an estimate of broad early literacy skills during the fall screening window, typically within the first six weeks of school. The FAST earlyReading Composite in the fall of the kindergarten year includes four subtests: Concepts of Print (requires the student to distinguish among familiar literacy cues related to print such as directionality and letter or word order), Letter Names (requires the student to expressively identify upper and lower case letters), Onset Sounds (requires the student to identify initial word sounds), and Letter Sounds (requires the student to provide the common sounds for upper and lowercase letters).

Table 2-9 displays the number and percent of public school kindergarten students screened by the two kindergarten measures available within the FAST assessment suite during the fall of 2017.

Table 2-10 lists the number and percent of public school kindergarten students identified as at or above benchmark on the two kindergarten measures available during the fall 2017 screening window. Note the percent of students at or above benchmark is likely to be somewhat different during the subsequent winter and spring screening windows as the screening demands change during the year and students' skills increase.

**Table 2-7**

Iowa Public School Kindergarten Program Type 2017-2018			
Enrollment Category	Number of Districts	Number of Districts Offering All Day Every Day Kindergarten	Percent of Districts Offering All Day Every Day Kindergarten
<300	38	38	100.0%
300-599	103	101	98.1%
600-999	82	79	96.3%
1,000-2,499	77	73	94.8%
2,500-7,499	22	21	95.5%
7,500+	11	11	100.0%
State	333	323	97.0%

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

**Table 2-8**


---

**Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered  
Fall 2017-2018**

---

Assessment	Number	Percent
AIMS Web Plus	4	0.81%
FAST aReading	10	2.03%
FAST earlyReading Composite	472	95.74%
STAR Early Literacy	7	1.42%
Total Buildings with Default Assessment Data	493	100.00%

---

Source: Iowa Department of Education, Bureau of School Improvement, 2017-2018 Default Assessment Survey

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

---

**Table 2-9**


---

**Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken  
Fall 2017-2018**

---

Assessment	Number of Students Assessed	Percent of Total Students Assessed
FAST aReading	304	0.82%
FAST earlyReading Composite	36,959	99.18%
Total Students Assessed	37,263	100.00%

---

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

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

---

**Table 2-10**


---

**Number and Percent of Public School Kindergarten Students Proficient by FAST  
Kindergarten Literacy Assessment Taken, Fall 2017-2018**

---

Assessment	Number of Students Assessed	Number of Students at or Above Benchmark	Percent of Students Proficient at or Above Benchmark
FAST aReading	304	193	63.49%
FAST earlyReading Composite	36,959	25,150	68.05%
Total Students	37,263	25,343	68.01%

---

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

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

---

## Preschool Attendance (Parent Report)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Student Reporting in Iowa in the fall. Districts gather information on preschool experience through parent report and/or district records. Some districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification number prior to kindergarten entry. The term “preschool” has not been specifically defined in legislation and thus could result in different interpretations ranging from SWVPP, childcare, or a private enterprise. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. The percentage of children reported to participate in preschool prior to kindergarten increased from 2016-2017 to 2017-2018.

**Table 2-11**

<b>Iowa Public School Kindergarten Students Preschool Attendance (Parent Report)</b>				
<b>2016-2017 to 2017-2018</b>				
	2016-2017		2017-2018	
	Number	Percent	Number	Percent
Kindergarten Students Who Attended Preschool	30,659	80.3%	31,600	82.5%
Kindergarten Students Who did not Attend Preschool	7,537	19.7%	6,711	17.5%
Total Kindergarten Students	38,196	100.0%	38,311	100.0%

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



# Staff

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

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

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

Full-time teachers in 2010-2011 to 2017-2018 were defined as staff with at least one teaching position code (including Teacher Leaders), a full-time equivalency for licensed positions of 0.8 or higher, and at least 180 contract days. Full-time teachers in 2017-2018 had base salary (salary paid for regular position responsibilities, including salary paid from teacher leadership grant funds and excluding professional development) of at least \$33,500. There were about 6,000 teachers in 2017-2018 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor, Teacher Leader). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties. In each section, minority counts include staff with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. Teachers and principals with advanced degrees include staff with a master's, specialist, or doctorate degree.

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

## Teachers

This section includes data on public and nonpublic teachers and Teacher Leaders in Iowa. In 2017-2018, 4.2 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 had the largest percent of teachers in the state in 2017-2018, 27.1 percent (Table 3-5). A little over 75 percent of the full-time teachers in public schools in Iowa were female in 2017-2018. The salary for male teachers was 4.2 percent higher than female teachers, while the percent of teachers with advanced degrees was slightly higher for females than males (Table 3-6). The percent of teachers that were minorities in 2017-2018 was 2.5 percent. The average salary of non-minority teachers was about 3 percent higher than the average salary of minority teachers. The average experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 3-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. According to this rule, 5.6 percent of teachers were eligible to retire in 2017-2018 (Table 3-9).

In 2017-2018, average total salary for full-time public school teachers was 3.0 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 0.8 percent between 2016-2017 and 2017-2018. 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. 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 2016-2017, Iowa ranked 22nd in the nation and 5th among Midwest States for average salary (Table 3-13).

In 2017-2018, the average number of assignments held by grades 9-12 teachers was 2.5. Over half (60.44 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 2017-2018 was 13.4. The pupil-teacher ratio by enrollment category ranged from 10.2 in the smallest enrollment category to 14.2 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 2.9 percent between 2016-2017 and 2017-2018 (Table 3-19).

**Table 3-1**

<b>Characteristics of Iowa Full-Time Teachers 2000-2001, 2016-2017 and 2017-2018</b>							
Characteristics	Public			Nonpublic			
	2000-2001	2016-2017	2017-2018	2000-2001	2016-2017	2017-2018	
Average Age	42.2	40.9	40.8	40.3	42.3	42.7	
Percent Female	70.5%	75.4%	75.7%	80.3%	82.2%	81.5%	
Percent Minority	1.8%	2.4%	2.5%	0.9%	2.5%	2.5%	
Percent Advanced Degree	27.0%	35.0%	34.8%	13.1%	16.4%	16.3%	
Average Total Experience	15.1	13.6	13.5	12.3	14.7	14.9	
Average District/AEA Experience	11.9	10.4	10.3	8.8	10.9	10.8	
Total Number of Teachers	33,610	36,279	37,035	2,437	1,938	1,809	

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

Note: Total number of teachers includes AEA teachers.

**Table 3-2**

<b>Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2016-2017 and 2017-2018</b>							
Characteristics	Public			Nonpublic			
	2000-2001	2016-2017	2017-2018	2000-2001	2016-2017	2017-2018	
Average Age	28.5	28.1	27.7	28.5	27.4	28.4	
Percent Female	71.6%	75.8%	77.5%	83.5%	82.8%	79.7%	
Percent Minority	2.8%	3.2%	3.7%	1.5%	6.1%	5.1%	
Percent Advanced Degree	5.9%	11.4%	11.9%	2.9%	7.1%	3.8%	
Total Number of Teachers	1,660	1,419	1,549	206	99	79	

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

Note: Total number of teachers includes AEA teachers.



**Table 3-3**

<b>Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers 2000-2001, 2016-2017 and 2017-2018</b>									
Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
	2000- 2001	2016- 2017	2017- 2018	2000- 2001	2016- 2017	2017- 2018	2000- 2001	2016- 2017	2017- 2018
<300	42	30	35	642	682	697	6.5%	4.4%	5.0%
300-599	281	184	176	3,970	3,978	4,142	7.1%	4.6%	4.2%
600-999	270	189	200	5,553	4,808	4,955	4.9%	3.9%	4.0%
1,000-2,499	358	343	323	8,532	8,776	8,784	4.2%	3.9%	3.7%
2,500-7,499	306	259	276	6,096	6,861	6,955	5.0%	3.8%	4.0%
7,500+	382	412	538	8,393	10,915	11,253	4.6%	3.8%	4.8%
AEA	21	2	1	424	259	249	5.0%	0.8%	0.4%
State	1,660	1,419	1,549	33,610	36,279	37,035	4.9%	3.9%	4.2%

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**

<b>Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2017-2018</b>							
Enrollment Category	Number of Full- Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	697	41.0	79.9%	1.0%	12.2%	12.8	9.7
300-599	4,142	41.2	73.0%	1.4%	18.5%	13.9	10.7
600-999	4,955	40.8	74.3%	1.5%	20.7%	13.8	10.4
1,000-2,499	8,784	41.0	74.9%	1.7%	32.6%	14.2	10.6
2,500-7,499	6,955	40.5	76.6%	2.2%	42.0%	13.2	10.0
7,500+	11,253	40.5	76.7%	4.1%	45.3%	12.7	10.1
AEA	249	46.3	90.8%	3.6%	53.8%	18.0	11.6
State	37,035	40.8	75.7%	2.5%	34.8%	13.5	10.3

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

**Table 3-5**

<b>Characteristics of Iowa Full-Time Public School Teachers by AEA, 2017-2018</b>									
AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience	
Keystone	2,300	6.2%	40.8	75.5%	1.2%	41.8%	13.8	11.7	
Central Rivers	4,963	13.4%	40.6	75.3%	2.7%	26.5%	13.1	10.2	
Prairie Lakes	2,389	6.5%	41.8	75.4%	1.5%	23.2%	14.5	10.6	
Mississippi Bend	3,716	10.0%	40.8	76.0%	3.8%	31.1%	13.2	10.3	
Grant Wood	5,090	13.7%	40.3	74.7%	2.6%	42.3%	13.2	10.0	
Heartland	10,038	27.1%	40.0	76.0%	2.6%	40.2%	13.1	9.6	
Northwest	2,916	7.9%	41.6	75.3%	2.7%	36.0%	14.4	11.5	
Green Hills	2,991	8.1%	41.5	75.3%	1.7%	29.0%	13.7	10.2	
Great Prairie	2,632	7.1%	42.5	77.8%	1.7%	30.2%	14.1	11.4	
State	37,035	100.0%	40.8	75.7%	2.5%	33.0%	13.5	10.3	

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

Note: Includes AEA teachers.

**Table 3-6**

<b>Gender Comparison of Iowa Full-Time Public School Teachers, 2017-2018</b>			
Characteristics	Female	Male	
Average Age	40.7	41.0	
Percent Minority	2.3%	2.8%	
Percent Advanced Degree	35.2%	33.7%	
Average Total Experience	13.3	13.9	
Average District/AEA Experience	10.3	10.4	
Average Total Salary	\$58,170	\$60,614	
Number of Teachers	28,026	9,009	

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

Note: Includes AEA teachers.

**Table 3-7**

<b>Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-Minority Groups, 2017-2018</b>			
Characteristics	Non-Minority	Minority	
Average Age	40.8	40.2	
Percent Female	75.8%	72.0%	
Percent Advanced Degree	34.8%	33.0%	
Average Total Experience	13.5	10.9	
Average District/AEA Experience	10.3	8.3	
Average Total Salary	\$58,810	\$56,975	
Number of Teachers	36,122	913	

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

Note: Includes AEA teachers.

**Table 3-8**

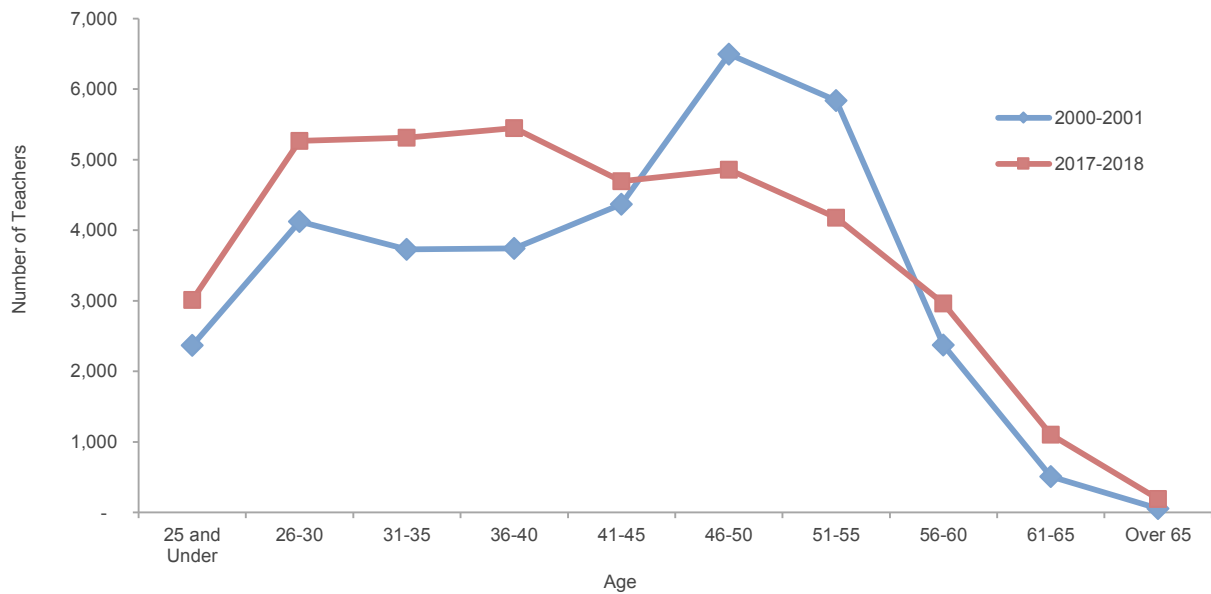
<b>Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2017-2018</b>									
Age Interval	2000-2001				2017-2018				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
25 and Under	2,369	2,369	7.0%	7.0%	3,015	3,015	8.1%	8.1%	
26-30	4,123	6,492	12.3%	19.3%	5,269	8,284	14.2%	22.4%	
31-35	3,730	10,222	11.1%	30.4%	5,311	13,595	14.3%	36.7%	
36-40	3,745	13,967	11.1%	41.6%	5,451	19,046	14.7%	51.4%	
41-45	4,370	18,337	13.0%	54.6%	4,695	23,741	12.7%	64.1%	
46-50	6,497	24,834	19.3%	73.9%	4,857	28,598	13.1%	77.2%	
51-55	5,838	30,672	17.4%	91.3%	4,180	32,778	11.3%	88.5%	
56-60	2,373	33,045	7.1%	98.3%	2,964	35,742	8.0%	96.5%	
61-65	510	33,555	1.5%	99.8%	1,102	36,844	3.0%	99.5%	
Over 65	55	33,610	0.2%	100.0%	191	37,035	0.5%	100.0%	

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

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2017-2018



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 2017-2018

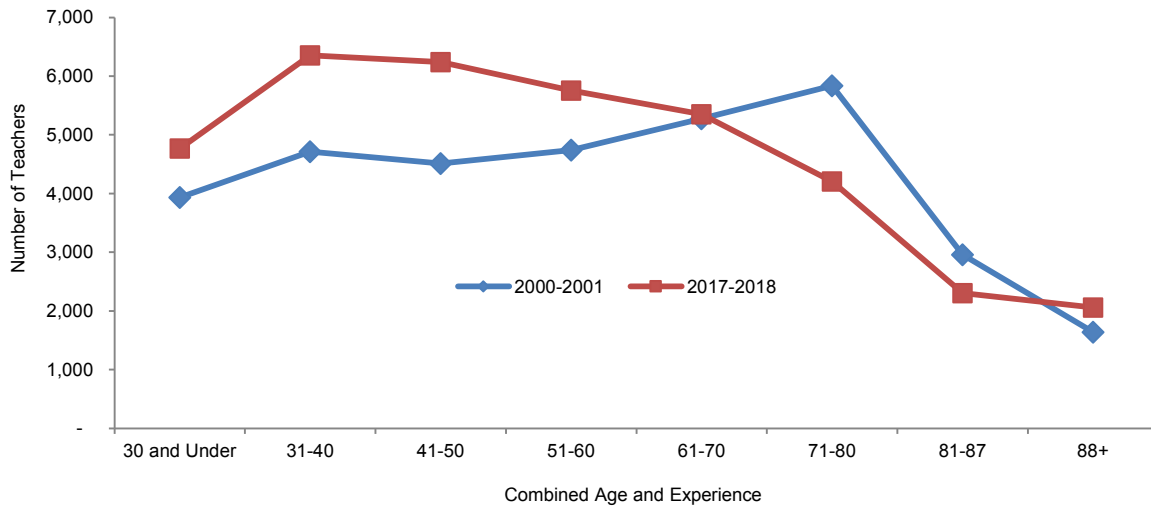
Combined Age and Experience Interval	2000-2001				2017-2018			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,769	4,769	12.9%	12.9%
31-40	4,711	8,647	14.0%	25.7%	6,352	11,121	17.2%	30.0%
41-50	4,512	13,159	13.4%	39.2%	6,238	17,359	16.8%	46.9%
51-60	4,739	17,898	14.1%	53.3%	5,756	23,115	15.5%	62.4%
61-70	5,274	23,172	15.7%	68.9%	5,351	28,466	14.4%	76.9%
71-80	5,839	29,011	17.4%	86.3%	4,209	32,675	11.4%	88.2%
81-87	2,958	31,969	8.8%	95.1%	2,302	34,977	6.2%	94.4%
88+	1,641	33,610	4.9%	100.0%	2,058	37,035	5.6%	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 2017-2018**



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, 2016-2017 and 2017-2018**

	2000-2001	2016-2017	2017-2018
Average Regular Salary	N/A	\$55,703	\$57,045
Average Total Salary	\$36,479	\$58,287	\$58,765
Difference	N/A	\$2,584	\$1,720
Percent Total Salary Greater Than Regular Salary	N/A	4.6%	3.0%

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

Notes: Includes AEA teachers.

Teacher figures for 2016-2017 and 2017-2018 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in both 2016-2017 and 2017-2018 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

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

Table 3-11

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category 2000-2001, 2016-2017 and 2017-2018						
Enrollment Category	Average Total Salary			Percent Salary Change		
	2000-2001	2016-2017	2017-2018	2000-2001 to 2017-2018	2016-2017 to 2017-2018	
<300	\$28,811	\$47,313	\$47,356	64.4%	0.1%	
300-599	\$31,557	\$51,272	\$51,648	63.7%	0.7%	
600-999	\$33,809	\$53,953	\$53,997	59.7%	0.1%	
1,000-2,499	\$35,912	\$57,624	\$58,110	61.8%	0.8%	
2,500-7,499	\$38,266	\$60,629	\$61,381	60.4%	1.2%	
7,500+	\$40,452	\$62,314	\$62,883	55.4%	0.9%	
AEA	\$36,196	\$66,128	\$67,893	87.6%	2.7%	
State	\$36,479	\$58,287	\$58,765	61.1%	0.8%	

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

Notes: Includes AEA teachers.

Teacher figures for 2016-2017 and 2017-2018 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in both 2016-2017 and 2017-2018 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

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

Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2017-2018			
AEA	Regular Salary	Total Salary	
Keystone	\$54,401	\$55,776	
Central Rivers	\$55,124	\$56,575	
Prairie Lakes	\$54,160	\$55,756	
Mississippi Bend	\$55,787	\$57,966	
Grant Wood	\$60,582	\$63,369	
Heartland	\$58,953	\$60,224	
Northwest	\$58,524	\$60,429	
Green Hills	\$54,132	\$55,805	
Great Prairie	\$54,934	\$56,421	
State	\$57,045	\$58,765	

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

Notes: Includes AEA teachers.

Teacher figures for 2017-2018 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public school staff in 2017-2018 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

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

**Table 3-13**

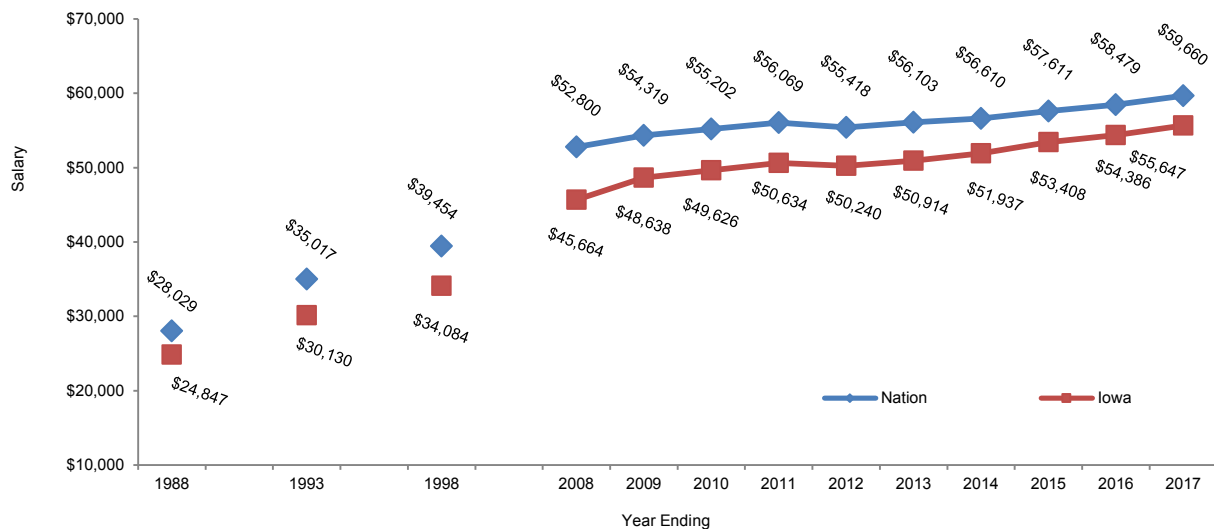
**Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2015-2016 and 2016-2017**

Nation and State	2015-2016			2016-2017		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
<b>Nation</b>	<b>\$58,479</b>			<b>\$59,660</b>		
Illinois	\$63,475	11	1	\$64,933	11	1
Indiana	\$53,645	26	7	\$54,308	26	7
<b>Iowa</b>	<b>\$54,386</b>	<b>22</b>	<b>5</b>	<b>\$55,647</b>	<b>22</b>	<b>5</b>
Kansas	\$47,755	42	11	\$49,422	40	10
Michigan	\$61,875	12	2	\$62,287	12	2
Minnesota	\$56,913	17	3	\$57,346	20	4
Missouri	\$47,959	40	10	\$48,618	41	11
Nebraska	\$51,386	29	8	\$52,338	30	9
North Dakota	\$51,223	31	9	\$52,968	27	8
Ohio	\$56,441	19	4	\$58,202	15	3
South Dakota	\$42,025	51	12	\$46,979	48	12
Wisconsin	\$54,115	24	6	\$54,998	24	6

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

**Figure 3-3**

**Average Salaries of Public School Teachers for Iowa and the Nation  
1987-1988, 1992-1993, 1997-1998, and 2007-2008 to 2016-2017**



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

**Table 3-14**

<b>Iowa Salary Comparisons by Occupation, 2016 and 2017</b>			
Occupation	Average Salary		Percent Change 2016 to 2017
	2016	2017	
Electrical Engineer	\$87,620	\$87,740	0.1%
Civil Engineer	\$79,370	\$81,890	3.2%
Software Developer, Applications	\$85,950	\$86,070	0.1%
Computer Programmer	\$69,670	\$75,060	7.7%
Accountant & Auditor	\$65,470	\$66,500	1.6%
Speech-Language Pathologist	\$72,170	\$72,690	0.7%
Registered Nurse	\$56,290	\$57,930	2.9%
Teacher	\$54,386	\$55,647	2.3%
Child, Family and School Social Worker	\$41,980	\$43,060	2.6%
Interior Designer	\$40,280	\$40,090	-0.5%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2016 and May 2017.

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

**Table 3-15**

<b>Distribution of Contract Days for Full-Time Public School Teachers, 2000-2001, 2016-2017 and 2017-2018</b>									
Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2016-2017	2017-2018	2000-2001	2016-2017	2017-2018	2000-2001	2016-2017	2017-2018
<=185	2,089	2,301	3,182	6.2%	6.3%	8.6%	6.2%	6.3%	8.6%
186-190	16,449	11,655	14,731	49.0%	32.1%	39.8%	55.2%	38.5%	48.4%
191-195	13,136	14,973	17,656	39.1%	41.3%	47.7%	94.3%	79.7%	96.0%
>=196	1,932	7,350	1,466	5.8%	20.3%	4.0%	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**

<b>Average Number of Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category, 2000-2001, 2016-2017 and 2017-2018</b>									
Enrollment Category	2000-2001			2016-2017			2017-2018		
	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	38	260	3.4	39	255	3.3
300-599	116	2,084	3.4	103	1,819	3.1	104	1,989	3.1
600-999	104	2,587	3.1	82	1,956	2.9	81	2,069	2.8
1,000-2,499	83	3,335	2.7	77	2,940	2.7	76	2,993	2.6
2,500-7,499	24	2,052	2.2	22	2,001	2.3	22	2,127	2.3
7,500+	9	2,480	2.1	11	3,614	2.2	11	3,890	2.1
State	374	12,817	2.7	333	12,590	2.6	333	13,323	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 2016-2017 and 2017-2018 for a teacher that has at least one 9-12 assignment.

**Table 3-17**

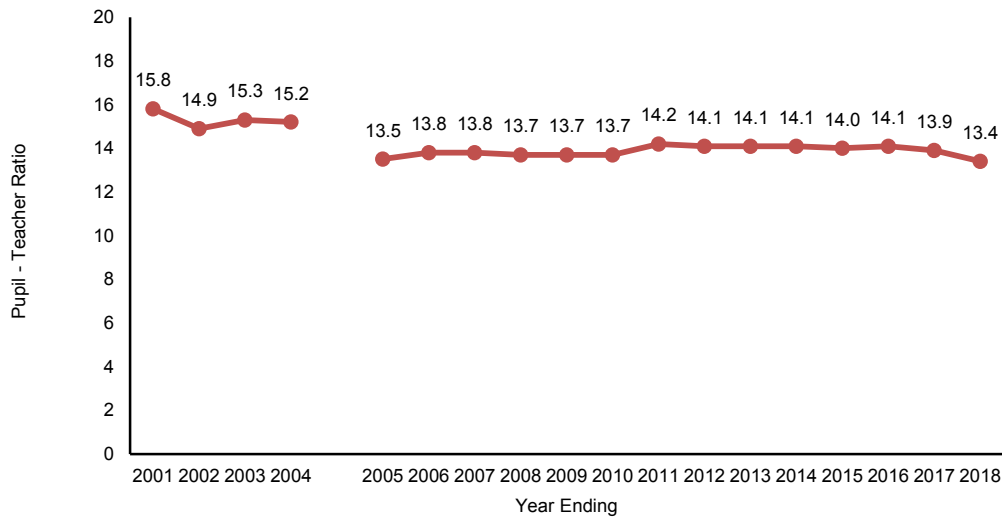
<b>Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2017-2018</b>				
	Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1		5,336	40.05%	40.05%
2		2,716	20.39%	60.44%
3		1,949	14.63%	75.07%
4		1,411	10.59%	85.66%
5		889	6.67%	92.33%
6		506	3.80%	96.13%
7		287	2.15%	98.28%
8		132	0.99%	99.27%
9		68	0.51%	99.78%
10		20	0.15%	99.93%
11		3	0.02%	99.95%
12		2	0.02%	99.97%
13		2	0.02%	99.98%
14		2	0.02%	100.00%

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

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

Figure 3-4

Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2017-2018



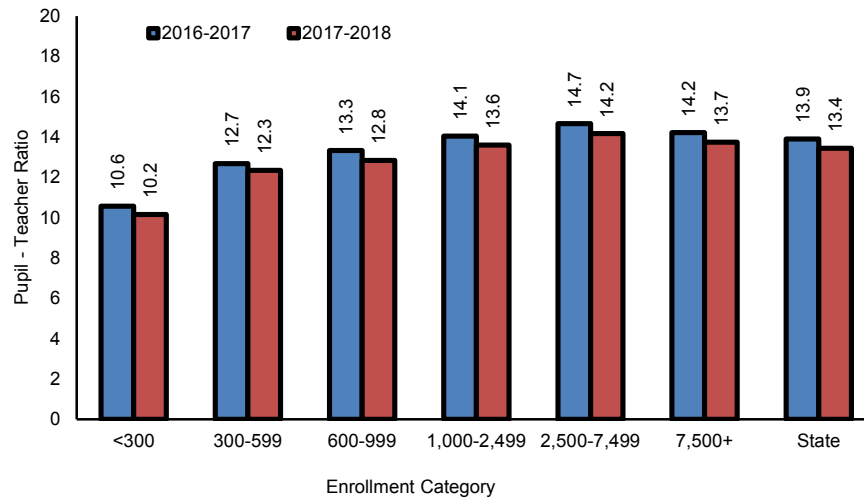
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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, 2016-2017 and 2017-2018



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

**Table 3-18**

<b>K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2017-2018</b>			
Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	7,146	703.2	10.2
300-599	49,563	4,016.7	12.3
600-999	61,767	4,811.7	12.8
1,000-2,499	116,950	8,601.3	13.6
2,500-7,499	96,719	6,826.8	14.2
7,500+	150,346	10,938.9	13.7
State	482,491	35,898.6	13.4

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**

Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 2000-2001 to 2017-2018	% Change in FTE Aides 2016-2017 to 2017-2018
	2000-2001	2016-2017	2017-2018		
<300	113.4	275.3	297.0	161.9%	7.9%
300-599	685.9	1,434.7	1,501.1	118.9%	4.6%
600-999	1,054.0	1,784.0	1,826.3	73.3%	2.4%
1,000-2,499	2,023.3	3,277.9	3,280.7	62.1%	0.1%
2,500-7,499	1,681.6	2,230.7	2,344.8	39.4%	5.1%
7,500+	2,204.5	3,283.6	3,397.8	54.1%	3.5%
State	7,762.7	12,286.2	12,647.8	62.9%	2.9%

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

Note: Figures may not total due to rounding.

## Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female public school principals and minority public school principals was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was 3.7 percent higher than female principals. The percent of principals with advanced degrees was slightly higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-22). In 2017-2018, 10.2 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 1.4 percent between 2016-2017 and 2017-2018. The average salary of principals in the largest enrollment category was 36.8 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, 2016-2017 and 2017-2018							
Characteristics	2000-2001	Public			Nonpublic		
		2016-2017	2017-2018	2000-2001	2016-2017	2017-2018	
Average Age	47.8	46.1	46.2	49.0	50.6	50.0	
Percent Female	30.6%	40.1%	39.4%	50.5%	52.3%	53.1%	
Percent Minority	3.5%	3.1%	3.5%	1.0%	0.9%	2.0%	
Percent Advanced Degree	96.0%	84.1%	83.8%	90.5%	88.8%	89.8%	
Average Total Experience	22.4	19.4	19.5	23.3	24.5	23.7	
Average District/AEA Experience	11.8	10.2	10.4	8.7	9.9	9.8	
Number of Principals	1,124	1,140	1,133	105	107	98	

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

**Table 3-21**

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2017-2018							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	38	46.9	42.1%	0.0%	84.2%	20.9	9.2
300-599	187	46.7	32.6%	0.5%	78.6%	20.5	9.9
600-999	197	46.1	31.0%	3.0%	82.2%	20.4	8.9
1,000-2,499	281	45.7	34.5%	1.1%	86.1%	19.4	9.5
2,500-7,499	176	45.9	42.0%	3.4%	88.6%	18.9	9.7
7,500+	253	46.6	54.2%	9.5%	83.0%	18.3	13.4
AEA	1	54.0	0.0%	0.0%	100.0%	29.0	28.0
State	1,133	46.2	39.4%	3.5%	83.8%	19.5	10.4

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

**Table 3-22****Gender Comparison of Iowa Full-Time Public School Principals, 2017-2018**

Characteristics	Female	Male
Average Age	47.4	45.4
Percent Minority	4.9%	1.2%
Percent Advanced Degree	85.0%	83.1%
Average Total Experience	20.2	19.0
Average District/AEA Experience	12.0	9.3
Average Total Salary	\$101,399	\$105,142
Number of Principals	446	687

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

**Table 3-23****Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2017-2018**

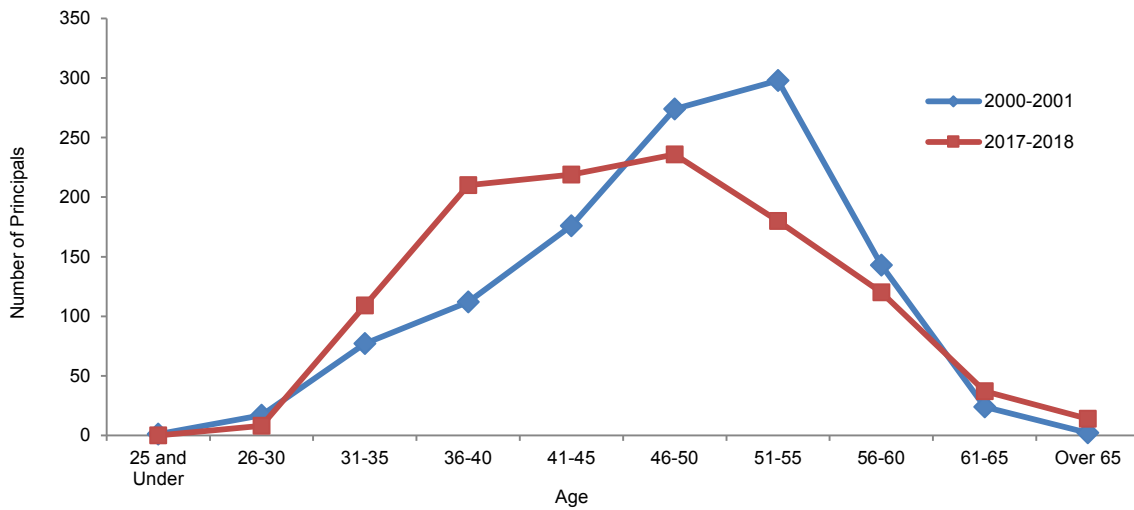
Age Interval	2000-2001				2017-2018			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	8	8	0.7%	0.7%
31-35	77	95	6.9%	8.5%	109	117	9.6%	10.3%
36-40	112	207	10.0%	18.4%	210	327	18.5%	28.9%
41-45	176	383	15.7%	34.1%	219	546	19.3%	48.2%
46-50	274	657	24.4%	58.5%	236	782	20.8%	69.0%
51-55	298	955	26.5%	85.0%	180	962	15.9%	84.9%
56-60	143	1,098	12.7%	97.7%	120	1,082	10.6%	95.5%
61-65	24	1,122	2.1%	99.8%	37	1,119	3.3%	98.8%
Over 65	2	1,124	0.2%	100.0%	14	1,133	1.2%	100.0%

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

Note: Includes principals employed by the AEA.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2017-2018



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

Table 3-24

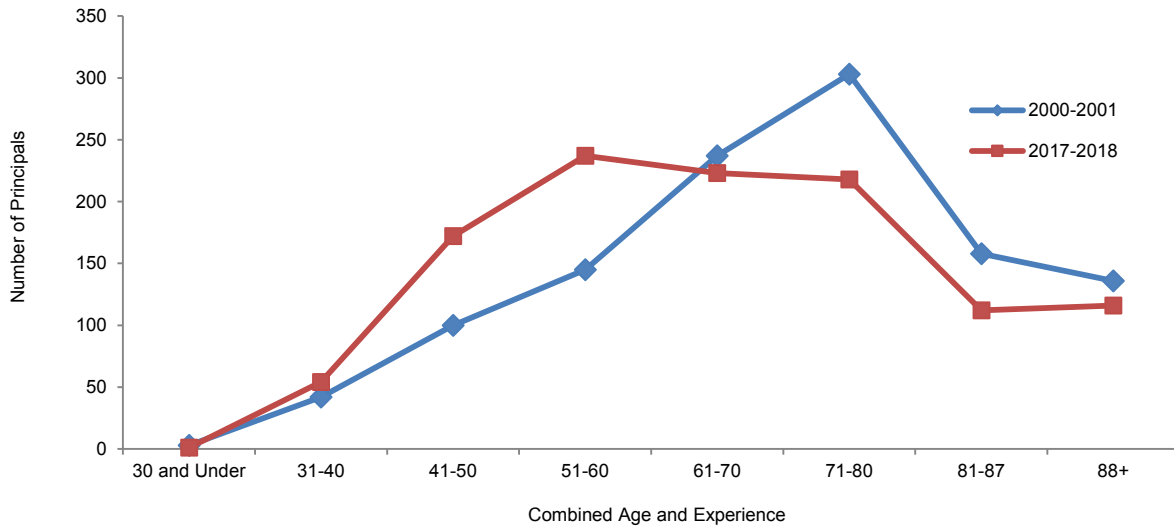
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2017-2018

Combined Age and Experience Interval	2000-2001				2017-2018			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	1	1	0.1%	0.1%
31-40	42	45	3.7%	4.0%	54	55	4.8%	4.9%
41-50	100	145	8.9%	12.8%	172	227	15.2%	20.0%
51-60	145	290	12.9%	25.6%	237	464	20.9%	41.0%
61-70	237	527	21.1%	46.5%	223	687	19.7%	60.6%
71-80	303	830	27.0%	73.2%	218	905	19.2%	79.9%
81-87	158	988	14.1%	87.1%	112	1,017	9.9%	89.8%
88+	136	1,124	12.1%	99.1%	116	1,133	10.2%	100.0%

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

**Figure 3-7**

**Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2017-2018**



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, 2016-2017 and 2017-2018**

Enrollment Category	Average Total Salary			Number of Principals 2017-2018	Percent Salary Change	
	2000-2001	2016-2017	2017-2018		2000-2001 to 2017-2018	2016-2017 to 2017-2018
<300	\$51,775	\$86,007	\$85,556	38	65.2%	-0.5%
300-599	\$54,331	\$91,979	\$94,403	187	73.8%	2.6%
600-999	\$58,539	\$95,470	\$95,720	197	63.5%	0.3%
1,000-2,499	\$64,381	\$100,729	\$102,618	281	59.4%	1.9%
2,500-7,499	\$69,145	\$108,309	\$108,620	176	57.1%	0.3%
7,500+	\$71,935	\$115,420	\$117,016	253	62.7%	1.4%
AEA	\$69,796	\$127,916	\$136,933	1	96.2%	7.0%
State	\$63,409	\$102,259	\$103,668	1,133	63.5%	1.4%

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 remained about the same in 2017-2018. The percent of female superintendents decreased slightly (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2017-2018. The percent of superintendents with specialist/doctorate degrees was highest in the smallest enrollment category (Table 3-27). The average salary of female superintendents was 1.7 percent higher than male superintendents. The percent of superintendents with specialist/doctorate degrees was higher for females than males (Table 3-28). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2017-2018 was 22.2 percent (Table 3-30). The average salary of superintendents increased by 2.4 percent between 2016-2017 and 2017-2018 (Table 3-31).

**Table 3-26**

<b>Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2016-2017 and 2017-2018</b>				
Characteristics	2000-2001	2016-2017	2017-2018	
Average Age	52.1	51.0	51.4	
Percent Female	5.8%	12.1%	11.9%	
Percent Minority	0.9%	1.1%	0.7%	
Percent Specialist/Doctorate Degree	59.2%	56.0%	56.3%	
Average Total Experience	26.9	23.7	23.5	
Average District Experience	8.0	7.6	7.8	
Number of Superintendents	326	273	270	

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**

<b>Characteristics of Iowa Full-Time Public School Superintendents by Enrollment Category, 2017-2018</b>							
Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/Doctorate Degree	Average Total Experience	Average District Experience
<300	13	49.8	15.4%	0.0%	76.9%	23.9	11.1
300-599	78	50.6	6.4%	0.0%	53.8%	24.5	7.4
600-999	68	50.8	10.3%	1.5%	52.9%	24.8	8.0
1,000-2,499	76	52.2	17.1%	1.3%	57.9%	22.6	7.6
2,500-7,499	22	51.9	4.5%	0.0%	50.0%	21.0	6.5
7,500+	11	53.9	36.4%	0.0%	63.6%	17.5	8.0
AEA	2	58.5	0.0%	0.0%	100.0%	36.0	15.0
State	270	51.3	11.9%	0.7%	56.3%	23.5	7.8

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

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



**Table 3-28**

<b>Gender Comparison of Iowa Full-Time Public School Superintendents, 2017-2018</b>			
Characteristics	Female	Male	
Average Age	51.9	51.3	
Percent Minority	0.0%	0.8%	
Percent Specialist/ Doctorate Degree	71.9%	53.8%	
Average Total Experience	23.6	23.5	
Average District Experience	7.5	7.8	
Average Total Salary	\$153,627	\$151,018	
Number of Superintendents	32	238	

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

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

**Table 3-29**

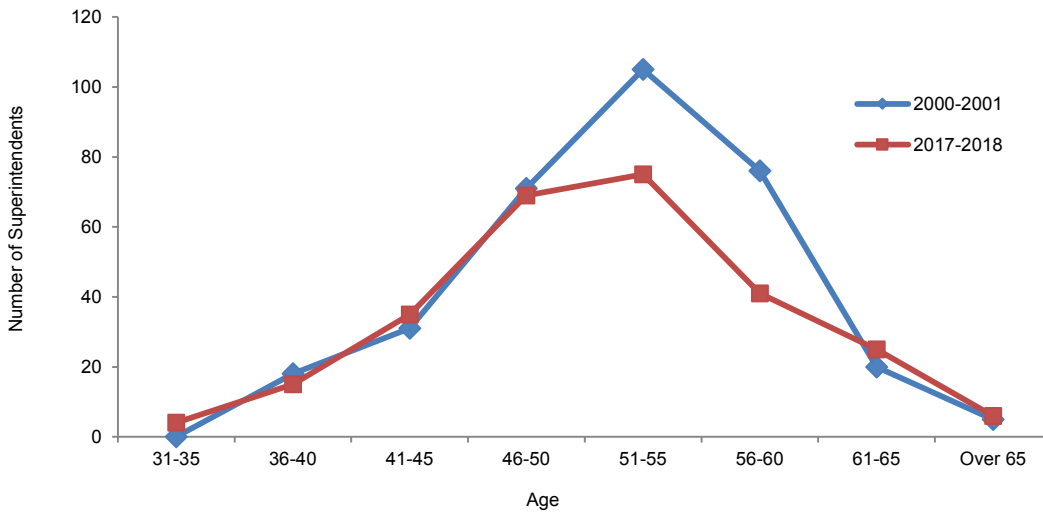
<b>Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2017-2018</b>									
Age Interval	2000-2001				2017-2018				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
31-35	0	0	0.0%	0.0%	4	4	1.5%	1.5%	
36-40	18	18	5.5%	5.5%	15	19	5.6%	7.0%	
41-45	31	49	9.5%	15.0%	35	54	13.0%	20.0%	
46-50	71	120	21.8%	36.8%	69	123	25.6%	45.6%	
51-55	105	225	32.2%	69.0%	75	198	27.8%	73.3%	
56-60	76	301	23.3%	92.3%	41	239	15.2%	88.5%	
61-65	20	321	6.1%	98.5%	25	264	9.3%	97.8%	
Over 65	5	326	1.5%	100.0%	6	270	2.2%	100.0%	

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

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

**Figure 3-8**

**Iowa Full-Time Public School Superintendents Age Distribution, 2000-2001 and 2017-2018**



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 2017-2018**

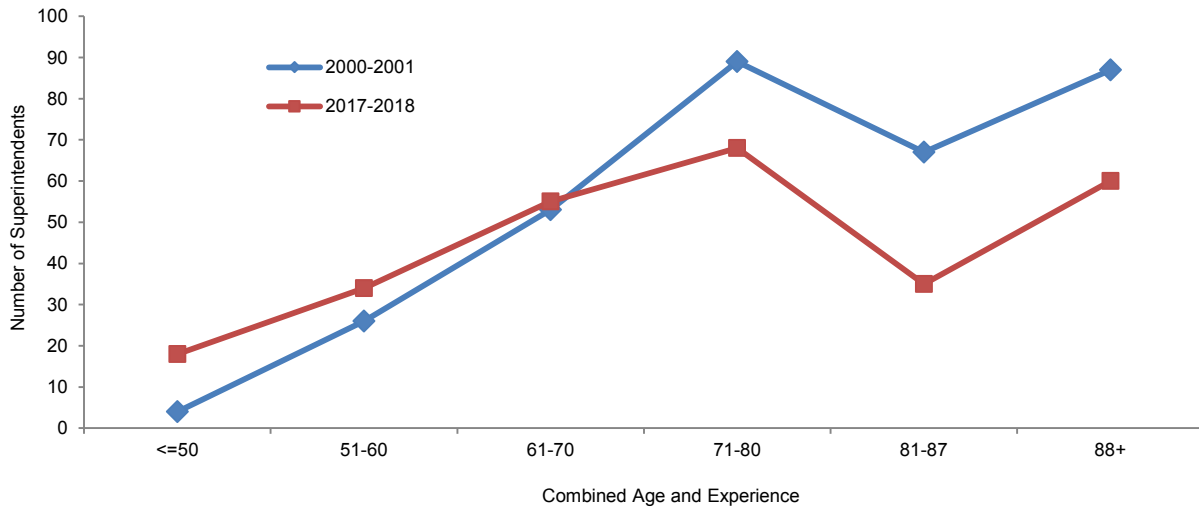
Combined Age and Experience Interval	2000-2001				2017-2018			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	18	18	6.7%	6.7%
51-60	26	30	8.0%	9.2%	34	52	12.6%	19.3%
61-70	53	83	16.3%	25.5%	55	107	20.4%	39.6%
71-80	89	172	27.3%	52.8%	68	175	25.2%	64.8%
81-87	67	239	20.6%	73.3%	35	210	13.0%	77.8%
88+	87	326	26.7%	100.0%	60	270	22.2%	100.0%

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

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

Figure 3-9

**Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents  
2000-2001 and 2017-2018**



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, 2016-2017 and 2017-2018**

Enrollment Category	Average Total Salary			Number of Superintendents 2017-2018	Percent Salary Change	
	2000-2001	2016-2017	2017-2018		2000-2001 to 2017-2018	2016-2017 to 2017-2018
<300	\$63,569	\$116,721	\$122,330	13	92.4%	4.8%
300-599	\$71,049	\$129,142	\$133,632	78	88.1%	3.5%
600-999	\$76,935	\$138,247	\$139,276	68	73.7%	-3.3%
1,000-2,499	\$85,772	\$158,859	\$161,747	76	88.6%	1.8%
2,500-7,499	\$104,464	\$187,738	\$192,696	22	84.5%	2.6%
7,500+	\$125,036	\$216,176	\$226,403	11	81.1%	4.7%
AEA		\$222,377	\$175,767	2		-21.0%
State	\$79,836	\$147,825	\$151,327	270	89.5%	2.4%

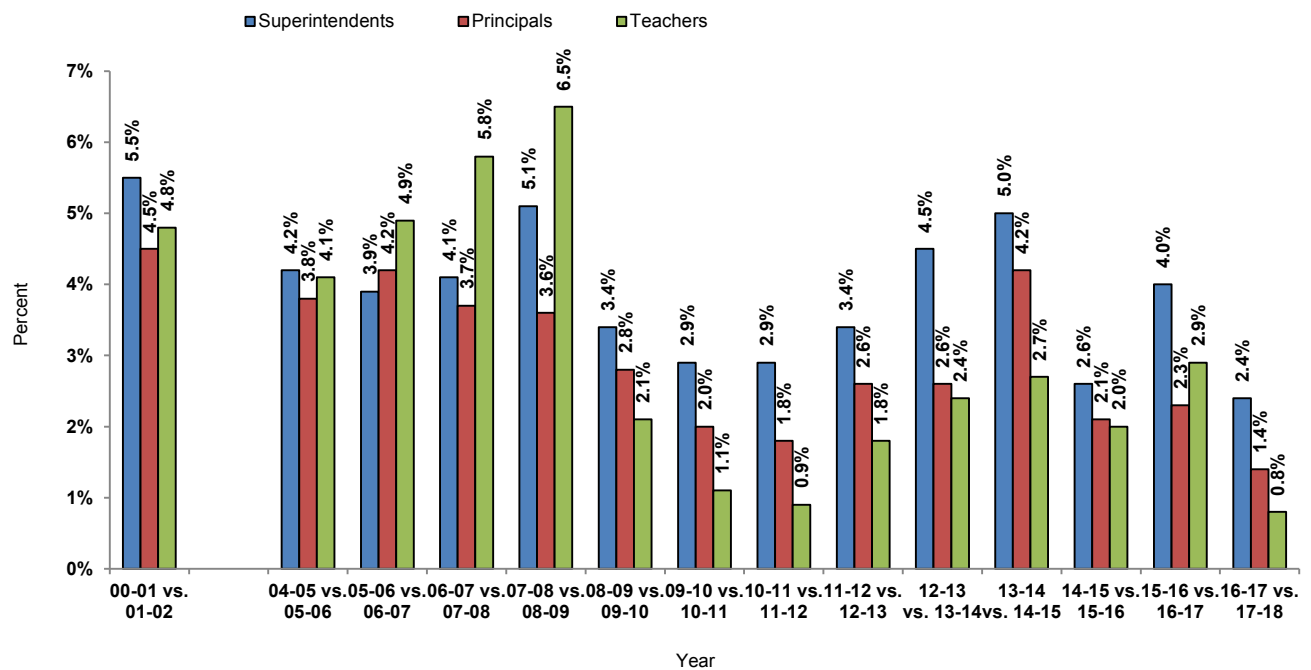
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.  
 Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The one superintendent at the AEA is AEA staff that is also serving as a superintendent in a public district.

## Teacher, Principal, and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006 and in 2009-2010 to 2017-2018. 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 2017-2018, teachers had the lowest percentage increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents 2000-2001 vs. 2001-2002 and 2004-2005 vs. 2005-2006 to 2016-2017 vs. 2017-2018



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 2017-2018**

Enrollment Category	2000-2001			2017-2018		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$47,356	\$85,556	\$122,330
300-599	\$31,557	\$54,331	\$71,049	\$51,648	\$94,403	\$133,632
600-999	\$33,809	\$58,539	\$76,935	\$53,997	\$95,720	\$139,276
1,000-2,499	\$35,912	\$64,381	\$85,772	\$58,110	\$102,618	\$161,747
2,500-7,499	\$38,266	\$69,145	\$104,464	\$61,381	\$108,620	\$192,696
7,500+	\$40,452	\$71,935	\$125,036	\$62,883	\$117,016	\$226,403
AEA	\$36,196	\$69,796	-	\$67,893	\$136,933	\$175,767
State	\$36,479	\$63,409	\$79,836	\$58,765	\$103,668	\$151,327

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

Notes: Includes AEA staff.

Teacher figures for 2017-2018 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2017-2018 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (curriculum consultant, teacher leader, etc.).

Average salaries for these staff include salaries for these additional responsibilities.

## Public School Professional School Counselors

The percent of female professional school counselors and the percent of minority professional school counselors increased slightly between 2016-2017 and 2017-2018. The percent of professional school counselors with advanced degrees decreased by one percentage point between 2016-2017 and 2017-2018 (Table 3-33). All districts are required by Iowa Code (256.11) to have a professional school counselor who is licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district. The percent of professional school counselors eligible to retire with combined age and years experience of 88 or more was 8.1 percent in 2017-2018 (Table 3-36). The average salary of professional school counselors increased by 0.3 percent between 2016-2017 and 2017-2018 (Table 3-37).

**Table 3-33**

<b>Characteristics of Iowa Full-Time Public School Professional School Counselors 2000-2001, 2016-2017 and 2017-2018</b>				
Characteristics	2000-2001	2016-2017	2017-2018	
Average Age	46.4	42.8	42.5	
Percent Female	64.2%	79.4%	80.5%	
Percent Minority	1.6%	3.6%	3.7%	
Percent Advanced Degree	86.9%	84.3%	83.3%	
Average Total Experience	18.8	14.8	14.4	
Average District Experience	12.1	10.0	9.9	
Number of Professional School Counselors	1,194	1,240	1,285	

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

Notes: Does not include AEA staff.

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

**Table 3-34**

<b>Full-Time and Part-Time Iowa Public School Professional School Counselors by Enrollment Category 2000-2001, 2016-2017 and 2017-2018</b>									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000- 2001	2016- 2017	2017- 2018	2000- 2001	2016- 2017	2017- 2018	2000- 2001	2016- 2017	2017- 2018
<300	38	38	39	13	16	17	5	14	17
300-599	116	103	104	129	144	146	15	11	17
600-999	104	82	81	189	164	169	14	7	10
1,000-2,499	83	77	76	310	292	298	8	9	7
2,500-7,499	24	22	22	247	245	255	8	7	8
7,500+	9	11	11	306	379	400	15	8	7
State	374	333	333	1,194	1,240	1,285	65	56	66

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

Notes: Does not include AEA staff.

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

**Table 3-35**

<b>Iowa Full-Time Public School Professional School Counselor Age Distributions, 2000-2001 and 2017-2018</b>									
Age Interval	2000-2001				2017-2018				
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
25 and Under	4	4	0.3%	0.3%	27	27	2.1%	2.1%	
26-30	80	84	6.7%	7.0%	164	191	12.8%	14.9%	
31-35	96	180	8.0%	15.1%	211	402	16.4%	31.3%	
36-40	136	316	11.4%	26.5%	190	592	14.8%	46.1%	
41-45	145	461	12.1%	38.6%	179	771	13.9%	60.0%	
46-50	280	741	23.5%	62.1%	189	960	14.7%	74.7%	
51-55	283	1,024	23.7%	85.8%	151	1,111	11.8%	86.5%	
56-60	135	1,159	11.3%	97.1%	116	1,227	9.0%	95.5%	
61-65	29	1,188	2.4%	99.5%	48	1,275	3.7%	99.2%	
Over 65	6	1,194	0.5%	100.0%	10	1,285	0.8%	100.0%	

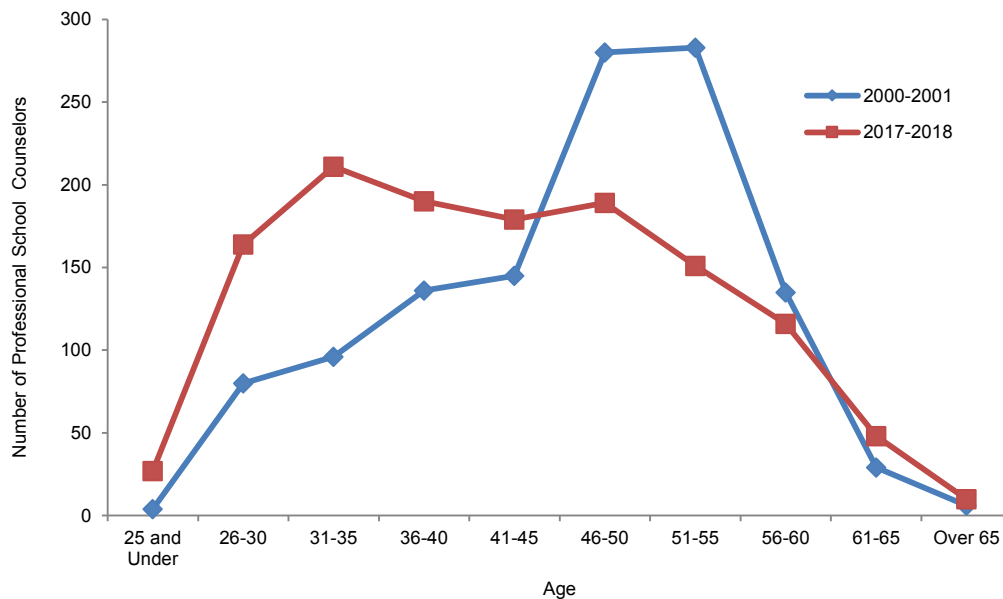
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

**Figure 3-11**

**Iowa Full-Time Public School Professional School Counselor Age Distributions, 2000-2001 and 2017-2018**



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

Notes: Does not include AEA staff.

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

**Table 3-36**

**Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors  
2000-2001 and 2017-2018**

Combined Age and Experience Interval	2000-2001				2017-2018			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	97	97	7.5%	7.5%
31-40	108	133	9.0%	11.1%	218	315	17.0%	24.5%
41-50	135	268	11.3%	22.4%	233	548	18.1%	42.6%
51-60	206	474	17.3%	39.7%	216	764	16.8%	59.5%
61-70	209	683	17.5%	57.2%	174	938	13.5%	73.0%
71-80	240	923	20.1%	77.3%	147	1,085	11.4%	84.4%
81-87	159	1,082	13.3%	90.6%	97	1,182	7.5%	92.0%
88+	112	1,194	9.4%	100.0%	103	1,285	8.0%	100.0%

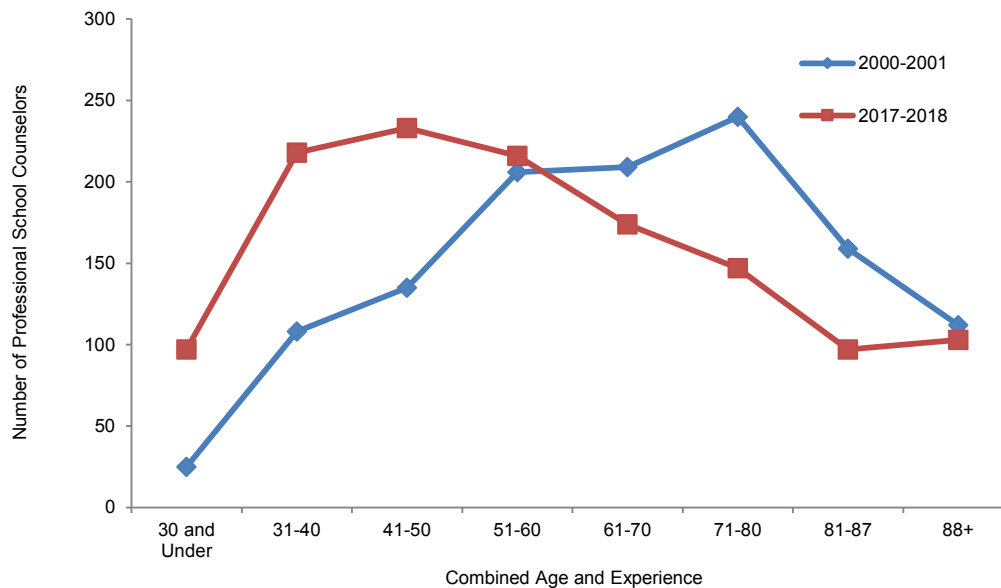
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

**Figure 3-12**

**Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors  
2000-2001 and 2017-2018**



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

Note: Does not include AEA staff.

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



**Table 3-37**

**Average Total Salary of Iowa Full-Time Public School Professional School Counselors by Enrollment Category  
2000-2001, 2016-2017 and 2017-2018**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2016-2017	2017-2018	2000-2001 to 2017-2018	2016-2017 to 2017-2018
<300	\$33,912	\$50,020	\$48,054	41.7%	-3.9%
300-599	\$35,907	\$53,809	\$55,107	53.5%	2.4%
600-999	\$37,702	\$57,616	\$57,135	51.5%	-0.8%
1,000-2,499	\$41,062	\$62,939	\$62,962	53.3%	0.0%
2,500-7,499	\$44,628	\$65,386	\$65,488	46.7%	0.2%
7,500+	\$46,886	\$66,649	\$66,758	42.4%	0.2%
State	\$42,126	\$62,625	\$62,789	49.1%	0.3%

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

Notes: Does not include AEA staff.

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

## Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Districts are required by Iowa Code (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. There was a decrease in the percent of library/media specialists with advanced degrees between 2016-2017 and 2017-2018 (Table 3-38). The number of full-time library/media specialists decreased slightly in 2017-2018 (Table 3-39). The average salary of library/media specialists increased by 0.6 percent between 2016-2017 and 2017-2018 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. The number of library/media associates decreased by 4.1 percent between 2016-2017 and 2017-2018.

**Table 3-38**

<b>Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2016-2017 and 2017-2018</b>				
Characteristics	2000-2001	2016-2017	2017-2018	
Average Age	48.5	46.9	46.3	
Percent Female	90.6%	95.3%	94.8%	
Percent Minority	0.8%	1.0%	1.5%	
Percent Advanced Degree	59.6%	67.5%	66.6%	
Average Total Experience	19.6	17.5	17.4	
Average District Experience	14.3	12.4	12.0	
Number of Library/Media Specialists	636	406	401	

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**

<b>Full-Time and Part-Time Iowa Public School Licensed Library/Media Specialists by Enrollment Category 2000-2001, 2016-2017 and 2017-2018</b>									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2016-2017	2017-2018	2000-2001	2016-2017	2017-2018	2000-2001	2016-2017	2017-2018
<300	38	38	39	8	10	8	11	14	17
300-599	116	103	104	82	45	41	20	35	48
600-999	104	82	81	107	50	51	8	21	25
1,000-2,499	83	77	76	174	95	94	9	12	8
2,500-7,499	24	22	22	134	96	102	3	1	1
7,500+	9	11	11	131	110	105	7	9	6
State	374	333	333	636	406	401	58	92	105

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, 2016-2017 and 2017-2018**

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2016-2017	2017-2018	2000-2001 to 2017-2018	2016-2017 to 2017-2018
<300	\$28,997	\$50,436	\$51,488	77.6%	2.1%
300-599	\$33,415	\$54,596	\$55,826	67.1%	2.3%
600-999	\$35,926	\$57,008	\$58,453	62.7%	2.5%
1,000-2,499	\$39,377	\$63,160	\$62,831	59.6%	-0.5%
2,500-7,499	\$42,276	\$67,747	\$67,002	58.5%	-1.1%
7,500+	\$45,636	\$72,249	\$73,129	60.2%	1.2%
State	\$39,797	\$64,687	\$65,089	63.6%	0.6%

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

Note: Does not include AEA staff.

**Table 3-41****Iowa Public School Library/Media Associates by Enrollment Category, 2000-2001, 2016-2017 and 2017-2018**

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			Percent Change in FTE Associates 2000-2001 to 2017-2018	Percent Change in FTE Associates 2016-2017 to 2017-2018
	2000-2001	2016-2017	2017-2018		
<300	26.3	6.8	7.7	-70.9%	12.5%
300-599	143.9	55.5	54.4	-62.2%	-1.8%
600-999	204.2	86.5	74.8	-63.4%	-13.5%
1,000-2,499	284.1	134.9	133.6	-53.0%	-1.0%
2,500-7,499	246.8	47.4	49.3	-80.0%	3.9%
7,500+	180.1	98.1	91.7	-49.1%	-6.5%
State	1,085.4	429.2	411.5	-62.1%	-4.1%

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

Notes: Does not include AEA staff.

Figures may not total due to rounding.

## Area Education Agency Licensed Staff

There were nine area education agencies (AEAs) in Iowa in 2017-2018. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff has increased slightly and the percent of minority AEA staff increased slightly between 2016-2017 and 2017-2018. The average salary of AEA staff increased by 1.4 percent between 2016-2017 and 2017-2018. Almost half of the AEA staff in 2017-2018 held a Special Education Support position (Table 3-43).

**Table 3-42**

<b>Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2016-2017 and 2017-2018</b>			
Characteristics	2000-2001	2016-2017	2017-2018
Average Age	44.8	44.8	44.3
Percent Female	77.3%	90.8%	91.0%
Percent Minority	1.0%	2.6%	2.7%
Percent Advanced Degree	79.4%	88.8%	87.6%
Average Total Experience	17.2	17.8	17.3
Average Number of Contract Days	197.3	195.7	195.3
Average Total Salary	\$44,351	\$73,860	\$74,895
Number of AEA Staff	2,225	2,185	2,219

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, 2017-2018**


---

Position	Number	Percent
AEA Chief Administrator	10	0.4%
AEA Zone/Regional Coordinator	76	3.4%
Content/Curriculum Consultant	238	10.7%
Director/Coordinator/Department Head	30	1.3%
Counselor	3	0.1%
Early Childhood Special Education Teacher	81	3.6%
Early Childhood Regular Education Teacher	1	0.0%
Home Intervention Teacher	22	1.0%
Itinerant Teacher	57	2.6%
Juvenile Home Teacher	26	1.2%
Nurse	6	0.3%
Other Administrator	10	0.4%
Principal	1	0.0%
Regular Education Teacher	9	0.4%
School Business Official	7	0.3%
Social Worker	146	6.6%
Special Education Support	1,090	49.0%
Special Education Consultant	303	13.6%
Special Education Director	6	0.3%
Special Education Teacher	54	2.4%
Specialist	32	1.4%
Superintendent	2	0.1%
Supervisor-Licensed	9	0.4%
Teacher Librarian/Media Specialist	4	0.2%
<b>Total</b>	<b>2,223</b>	<b>100.0%</b>

---

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

Notes: This total may not match the total staff in Table 3-42 because that one person could have more than one position. The superintendent at the AEA is AEA staff that is also serving as superintendent in a public district.

---

## Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2017-2018. Central Rivers AEA and Heartland AEA had the highest percent of districts. Heartland AEA had the highest percent of public school and nonpublic school licensed staff. Mississippi Bend AEA had the lowest percent of districts. Keystone AEA had the lowest percent of public school licensed staff and Green Hills AEA had the lowest percent of nonpublic school licensed staff.

**Table 3-44**

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEA, 2017-2018							
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff		
	Number	Percent	Number	Percent	Number	Percent	
Keystone	23	6.9%	2,692	6.2%	361	18.0%	
Central Rivers	53	15.9%	5,783	13.3%	227	11.3%	
Prairie Lakes	40	12.0%	2,766	6.4%	161	8.0%	
Mississippi Bend	21	6.3%	4,357	10.0%	183	9.1%	
Grant Wood	32	9.6%	6,055	13.9%	269	13.4%	
Heartland	53	15.9%	11,826	27.2%	433	21.6%	
Northwest	35	10.5%	3,361	7.7%	228	11.4%	
Green Hills	43	12.9%	3,481	8.0%	66	3.3%	
Great Prairie	33	9.9%	3,092	7.1%	80	4.0%	
State	333	100.0%	43,413	100.0%	2,008	100.0%	

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

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

## Public School Nurses

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

**Table 3-45**

Iowa Public School Nurse Full-Time Equivalent by Enrollment Category, 2016-2017 and 2017-2018			
Enrollment Category	2016-2017	2017-2018	% Change in FTE Nurses 2016-2017 to 2017-2018
<300	12.8	13.7	7.3%
300-599	74.9	77.9	4.0%
600-999	84.4	87.9	4.1%
1,000-2,499	147.0	150.9	2.7%
2,500-7,499	126.4	127.6	0.9%
7,500+	158.0	165.7	4.9%
State	603.4	623.6	3.3%

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

Notes: Does not include AEA staff. Every district is required to have a nurse. Some districts may share with another district. Does not include nurses contracted with an outside agency such as a hospital, clinic or county health department. Figures may not total due to rounding.

# Program

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

## *Districts and Schools*

The number of public school districts in Iowa has declined over time. In 2000-2001, about two-thirds of Iowa districts had two or more elementary and middle/junior high schools. In 2016-2017 and 2017-2018, about two-thirds of the school districts had a single elementary, middle, and high school (Table 4-2).

**Table 4-1**

<b>Number of Iowa Public School Districts and Number of Districts Without a Public High School 2000-2001 to 2017-2018</b>			
Year	Number of Public School Districts	Number of Districts Without a Public High School	Percent of Districts Without a Public High School
2000-2001	374	23	6.1%
2001-2002	371	21	5.7%
2002-2003	371	24	6.5%
2003-2004	370	24	6.5%
2004-2005	367	26	7.1%
2005-2006	365	25	6.8%
2006-2007	365	25	6.8%
2007-2008	364	29	8.0%
2008-2009	362	30	8.3%
2009-2010	361	31	8.6%
2010-2011	359	31	8.6%
2011-2012	351	31	8.8%
2012-2013	348	32	9.2%
2013-2014	346	32	9.2%
2014-2015	338	26	7.7%
2015-2016	336	26	7.7%
2016-2017	333	27	8.1%
2017-2018	333	29	8.7%

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



Table 4-2

Iowa Public School Districts, Public School Buildings, and Nonpublic School Information 2000-2001, 2016-2017 and 2017-2018			
	2000-2001	2016-2017	2017-2018
Total Number of Public School Districts	374	333	333
Total Number of Public School Buildings	1,531	1,329	1,322
Number of Districts with 1 to 3 Public School Buildings	137	217	220
Percent of Districts with 1 to 3 Public School Buildings	36.6%	65.2%	66.1%
Number of Districts with 4 to 6 Public School Buildings	183	82	79
Percent of Districts with 4 to 6 Public School Buildings	48.9%	24.6%	23.7%
Number of Districts with 7 to 9 Public School Buildings	32	20	20
Percent of Districts with 7 to 9 Public School Buildings	8.6%	6.0%	6.0%
Number of Districts with 10 or more Public School Buildings	22	14	14
Percent of Districts with 10 or more Public School Buildings	5.9%	4.2%	4.2%
Total Number of Nonpublic Schools	211	180	182

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

### *Carnegie Unit Taught*

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

The average number of Carnegie units offered and taught was directly correlated with enrollment categories in all years listed (Table 4-3). With the exception of world 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, 2016-2017 to 2017-2018								
	State Standards Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	
<b>2010-2011</b>								
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
World 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
<b>2016-2017</b>								
Number of Districts		20	94	82	77	22	11	306
English/Language Arts	6	6.68	6.86	7.00	7.80	9.41	14.76	7.59
Mathematics	6	6.27	7.39	7.93	8.10	8.54	12.52	7.90
Science	5	5.60	6.31	6.62	7.02	9.70	12.96	7.01
Social Studies	5	5.31	5.38	5.43	5.78	8.52	11.57	5.94
World Language	4	3.58	3.98	4.15	4.87	9.59	15.67	5.05
Fine Arts	3	5.21	5.84	6.69	8.01	12.05	20.09	7.53
<b>2017-2018</b>								
Number of Districts		19	95	81	76	22	11	304
English/Language Arts	6	6.29	6.85	6.82	7.66	9.77	13.24	7.45
Mathematics	6	6.15	7.29	7.96	7.84	9.23	11.78	7.83
Science	5	5.45	6.31	6.62	6.98	9.77	12.26	6.97
Social Studies	5	5.11	5.55	5.40	5.71	8.55	11.75	5.96
World Language	4	3.66	4.05	4.12	4.88	9.13	15.70	5.05
Fine Arts	3	5.03	5.51	6.43	7.73	11.68	20.31	7.26

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

## *Enrollments in World Language, Algebra II, Higher-Level Mathematics, and Higher-Level Science Courses*

The Iowa Department of Education started to collect course-taken data at the student level through SRI (EASIER) in 2004-2005. Along with the Iowa Student State ID System, SRI can track a high school student's course taken from 9th grade to 12th grade. A real four-year course-taken pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-14 describe Iowa public high school four-year enrollment in world language, Algebra II, higher-level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for the graduating classes of 2017 and 2018. 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 world language course enrollment in Iowa public high schools for the 2017 and 2018 graduating classes. Overall, 85.2 percent of the students in these two graduating classes took at least one world language course between 2013-2014 and 2016-2017 and between 2014-2015 and 2017-2018. The female enrollment in world languages was higher than male enrollment. The percent of students enrolled in world language courses was higher for the districts with enrollment between 2,500 and 7,499.

More than 27,000 of the students in the graduating classes of 2017 and 2018 took at least one world language course, about 24,000 of them took Spanish in each class (Table 4-6). Six other major languages French, German, Chinese, Japanese, Italian, and Russian, along with other world languages were taken by about 5,000 students in these classes. The enrollment in Table 4-5 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her course taken was in one language at different levels.

Table 4-8 shows the Algebra II courses taken for the graduating classes of 2017 and 2018 by enrollment category. The total percent of the students who took Algebra II was 72.7 percent in the class of 2017 and 74.1 percent in the class of 2018. The female enrollment in Algebra II was higher than males (Table 4-7).

A total of 14,926 students (46.2 percent) in the 2017 class took one or more higher-level mathematics courses. The number and percent of enrollment was slightly higher in the class of 2018. The female enrollment in higher-level mathematics was higher than male enrollment. The percent of students enrolled in higher-level mathematics courses was higher for the districts with enrollment between 2,500 and 7,499 than the districts in other enrollment categories in both classes shown (Table 4-10).

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

Table 4-12 shows the chemistry courses taken by enrollment category for the graduating classes of 2017 and 2018. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments between 2,500-7,499.

About 31 percent of the students took physics and advanced physics for the class of 2017 and close to 33 percent for the class of 2018 (Table 4-13). The highest percentages of physics enrollment were in the districts with enrollment more than 2,500 students. Female physics enrollment was 5.6 percent less than the male enrollment for the class of 2018.

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

**Table 4-4**

Iowa Public High School Graduating Classes of 2017 and 2018 Non-Duplicate Enrollment in World Language Courses by Subgroup							
Group	Class of 2017			Class of 2018			
	Number Enrolled in World Lang	Total Enrollment	Percent Enrolled in World Lang	Number Enrolled in World Lang	Total Enrollment	Percent Enrolled in World Lang	
All Students	27,544	32,315	85.2%	27,656	32,307	85.6%	
African American	1,103	1,450	76.1%	1,104	1,460	75.6%	
American Indian	79	109	72.5%	73	97	75.3%	
Asian	587	682	86.1%	695	813	85.5%	
Hispanic	2,254	2,633	85.6%	2,533	2,948	85.9%	
Native Hawaiian/Pacific Islander	37	48	77.1%	44	58	75.9%	
Two or More Races	762	899	84.8%	792	944	83.9%	
White	22,722	26,494	85.8%	22,415	25,987	86.3%	
Disability*	1,461	4,021	36.3%	1,605	4,054	39.6%	
English Learner	718	1,001	71.7%	880	1,232	71.4%	
Low SES**	10,229	13,344	76.7%	10,321	13,416	76.9%	
Female	14,225	15,746	90.3%	14,137	15,677	90.2%	
Male	13,319	16,569	80.4%	13,519	16,630	81.3%	

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

Notes: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

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

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

**Table 4-5**

Iowa Public High School Graduating Classes of 2017 and 2018 Non-Duplicate Enrollment in World Language Courses by Enrollment Category							
	Class of 2017						
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Foreign Language Courses	315	2,949	3,671	6,992	5,560	8,057	27,544
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in World Language Courses	82.0%	82.2%	84.7%	83.2%	88.1%	86.7%	85.2%
Class of 2018							
Enrollment in World Language Courses	233	2,996	3,736	7,038	5,690	7,963	27,656
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in World Language Courses	78.7%	83.0%	84.9%	84.8%	88.1%	86.1%	85.6%

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

Note: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-6

World Language Enrollment of Iowa Public High School Graduating Classes of 2017 and 2018 by Language				
Language	Class of 2017		Class of 2018	
	Enrollment	Percent Enrolled	Enrollment	Percent Enrolled
Spanish	23,848	83.2%	24,142	83.3%
French	2,647	9.2%	2,638	9.1%
German	1,446	5.0%	1,407	4.9%
Chinese	228	0.8%	234	0.8%
Japanese	192	0.7%	208	0.7%
Italian	76	0.3%	57	0.2%
Russian	12	0.0%	15	0.1%
Other World Languages	230	0.8%	298	1.0%

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

Note: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-7

Iowa Public High School Graduating Classes of 2017 and 2018 Non-Duplicate Enrollment in Algebra II by Subgroup							
Group	Class of 2017			Class of 2018			
	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	
All Students	23,477	32,315	72.7%	23,942	32,307	74.1%	
African American	785	1,450	54.1%	814	1,460	55.8%	
American Indian	59	109	54.1%	61	97	62.9%	
Asian	517	682	75.8%	606	813	74.5%	
Hispanic	1,707	2,633	64.8%	1,927	2,948	65.4%	
Native Hawaiian/Pacific Islander	31	48	64.6%	30	58	51.7%	
Two or More Races	594	899	66.1%	669	944	70.9%	
White	19,784	26,494	74.7%	19,835	25,987	76.3%	
Disability*	979	4,021	24.3%	1,062	4,054	26.2%	
English Learner	530	1,001	52.9%	619	1,232	50.2%	
Low SES**	8,179	13,344	61.3%	8,378	13,416	62.4%	
Female	12,086	15,746	76.8%	12,165	15,677	77.6%	
Male	11,391	16,569	68.7%	11,777	16,630	70.8%	

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

Notes: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

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

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

**Table 4-8**

**Iowa Public High School Graduating Classes of 2017 and 2018 Non-Duplicate Enrollment in Algebra II by Enrollment Category**

	Class of 2017						
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	286	2,607	3,131	6,179	4,623	6,651	23,477
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Algebra II	74.5%	72.7%	72.3%	73.6%	73.2%	71.5%	72.7%
	Class of 2018						
Enrollment in Algebra II	233	2,681	3,260	6,238	4,814	6,716	23,942
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Algebra II	78.7%	74.3%	74.1%	75.2%	74.5%	72.6%	74.1%

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

Note: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Table 4-9

**Iowa Public High School Graduating Classes of 2017 and 2018  
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Subgroup**

Group	Class of 2017			Class of 2018		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	14,926	32,315	46.2%	15,396	32,307	47.7%
African American	347	1,450	23.9%	376	1,460	25.8%
American Indian	38	109	34.9%	31	97	32.0%
Asian	446	682	65.4%	560	813	68.9%
Hispanic	862	2,633	32.7%	1,031	2,948	35.0%
Native Hawaiian/Pacific Islander	12	48	25.0%	11	58	19.0%
Two or More Races	333	899	37.0%	370	944	39.2%
White	12,888	26,494	48.6%	13,017	25,987	50.1%
Disability*	291	4,021	7.2%	353	4,054	8.7%
English Learner	197	1,001	19.7%	262	1,232	21.3%
Low SES**	3,721	13,344	27.9%	4,034	13,416	30.1%
Female	7,833	15,746	49.7%	7,884	15,677	50.3%
Male	7,093	16,569	42.8%	7,512	16,630	45.2%

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

Notes: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

Higher-level mathematics include calculus, statistics and trigonometry.

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

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

**Table 4-10**

**Iowa Public High School Graduating Classes of 2017 and 2018  
Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category**

	Class of 2017						
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	126	1,343	1,876	3,839	3,401	4,341	14,926
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Higher-Level Mathematics	32.8%	37.4%	43.3%	45.7%	53.9%	46.7%	46.2%
	Class of 2018						
Enrollment in Higher-Level Mathematics	115	1,360	1,938	3,921	3,582	4,480	15,396
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Higher-Level Mathematics	38.9%	37.7%	44.0%	47.3%	55.5%	48.5%	47.7%

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

Notes: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017). Higher-level mathematics include calculus, statistics and trigonometry.



**Table 4-11**

Iowa Public High School Graduating Classes of 2017 and 2018 Non-Duplicate Enrollment in Chemistry by Subgroup							
Group	Class of 2017			Class of 2018			
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	
All Students	23,234	32,315	71.9%	23,716	32,307	73.4%	
African American	808	1,450	55.7%	837	1,460	57.3%	
American Indian	57	109	52.3%	61	97	62.9%	
Asian	567	682	83.1%	684	813	84.1%	
Hispanic	1,712	2,633	65.0%	1,952	2,948	66.2%	
Native Hawaiian/Pacific Islander	25	48	52.1%	22	58	37.9%	
Two or More Races	609	899	67.7%	665	944	70.4%	
White	19,456	26,494	73.4%	19,495	25,987	75.0%	
Disability*	1,054	4,021	26.2%	1,128	4,054	27.8%	
English Learner	519	1,001	51.8%	625	1,232	50.7%	
Low SES***	7,678	13,344	57.5%	7,991	13,416	59.6%	
Female	12,113	15,746	76.9%	12,146	15,677	77.5%	
Male	11,121	16,569	67.1%	11,570	16,630	69.6%	

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

Notes: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

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

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

**Table 4-12**

**Iowa Public High School Graduating Classes of 2017 and 2018  
Non-Duplicate Enrollment in Chemistry by Enrollment Category**

Class of 2017							
Enrollment Category							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	231	2,305	2,979	6,036	5,023	6,660	23,234
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Chemistry	60.2%	64.3%	68.8%	71.9%	79.6%	71.6%	71.9%
Class of 2018							
Enrollment in Chemistry	176	2,336	3,153	6,113	5,261	6,677	23,716
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Chemistry	59.5%	64.7%	71.6%	73.7%	81.5%	72.2%	73.4%

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

Note: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

**Table 4-13**

**Iowa Public High School Graduating Classes of 2017 and 2018  
Non-Duplicate Enrollment in Physics by Subgroup**

Group	Class of 2017			Class of 2018		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	9,863	32,315	30.5%	10,586	32,307	32.8%
African American	475	1,450	32.8%	525	1,460	36.0%
American Indian	30	109	27.5%	27	97	27.8%
Asian	351	682	51.5%	445	813	54.7%
Hispanic	715	2,633	27.2%	988	2,948	33.5%
Native Hawaiian/Pacific Islander	10	48	20.8%	9	58	15.5%
Two or More Races	300	899	33.4%	366	944	38.8%
White	7,982	26,494	30.1%	8,226	25,987	31.7%
Disability*	344	4,021	8.6%	530	4,054	13.1%
English Learner	213	1,001	21.3%	314	1,232	25.5%
Low SES**	3,031	13,344	22.7%	3,592	13,416	26.8%
Female	4,460	15,746	28.3%	4,690	15,677	29.9%
Male	5,403	16,569	32.6%	5,896	16,630	35.5%

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

Notes: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

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

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

Table 4-14

Iowa Public High School Graduating Classes of 2017 and 2018 Non-Duplicate Enrollment in Physics by Enrollment Category							
	Class of 2017						
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	75	754	1,103	1,970	2,116	3,845	9,863
Enrollment in Iowa Public High Schools in Each of the Last Four Years	384	3,587	4,333	8,400	6,314	9,297	32,315
Percent of Students Who Enrolled in Physics	19.5%	21.0%	25.5%	23.5%	33.5%	41.4%	30.5%
Class of 2018							
Enrollment in Physics	43	799	1,149	1,930	2,458	4,207	10,586
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Physics	14.5%	22.1%	26.1%	23.3%	38.1%	45.5%	32.8%

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

Note: The analysis for the class of 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class of 2017 includes the students who were in the Iowa public school system from 2013-2014 to 2016-2017 (including the students with BEDS entry codes in 2016-2017).

## Senior Year Plus

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

### Advanced Placement Courses

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

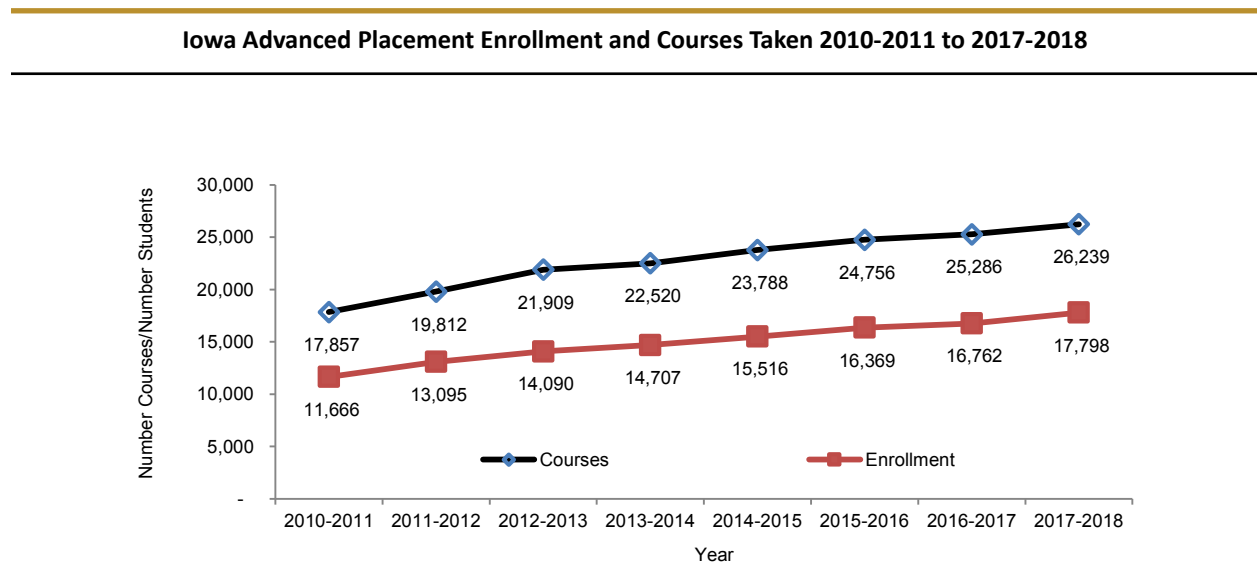
Figure 4-1 shows an eight-year trend of AP courses taken by Iowa public high school students and AP enrollments from 2010-2011 to 2017-2018. In Iowa, AP enrollments and courses taken are higher in 2017-2018 than the figures in earlier years shown.

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

AP enrollments by grade are displayed in Table 4-16.

Table 4-17 and Figure 4-2 show the AP courses taken by subject areas. The distributions are similar from 2016-2017 and 2017-2018, the top courses taken were in the social studies area, followed by English language arts and science. Mathematics was the fourth highest course taken.

Figure 4-1



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

**Table 4-15**

<b>Iowa Districts with AP Enrollment 2010-2011 to 2017-2018</b>				
Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
2010-2011	359	328	179	54.6%
2011-2012	351	320	171	53.4%
2012-2013	348	316	176	55.7%
2013-2014	346	314	175	55.7%
2014-2015	338	312	162	51.9%
2015-2016	336	310	159	51.3%
2016-2017	333	306	163	53.3%
2017-2018	333	304	157	51.6%

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

**Table 4-16**

<b>Number of Iowa School Students Taking AP Courses 2010-2011 to 2017-2018</b>					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2010-2011	390	1,719	3,857	5,700	11,666
2011-2012	290	2,699	4,202	5,904	13,095
2012-2013	442	2,794	4,889	5,965	14,090
2013-2014	582	3,027	4,971	6,127	14,707
2014-2015	777	3,258	5,299	6,182	15,516
2015-2016	771	3,432	5,550	6,616	16,369
2016-2017	856	3,566	5,776	6,564	16,762
2017-2018	1,029	3,614	5,963	7,192	17,798

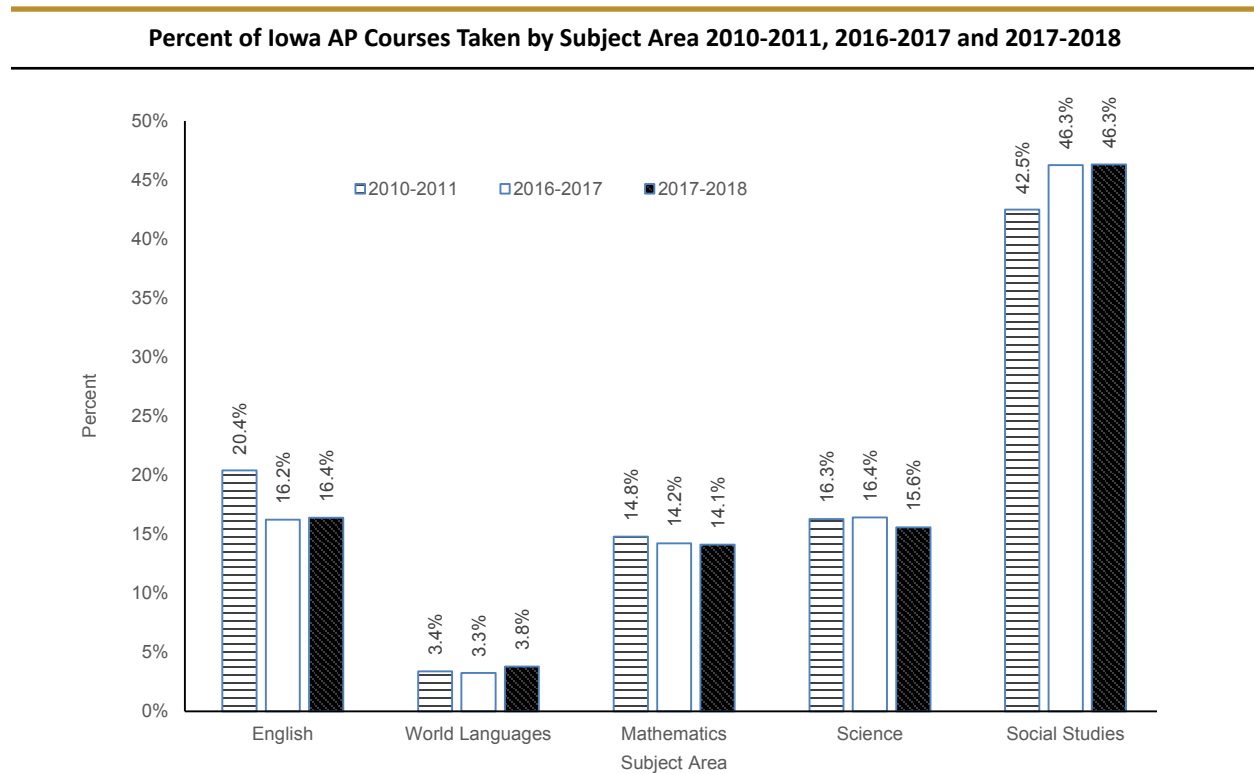
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

**Table 4-17**

<b>AP Courses Taken by Subject Area 2010-2011 to 2017-2018</b>									
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
English Language Arts	3,646	3,690	4,055	4,116	4,271	4,321	4,103	4,303	
Fine and Performance Arts	374	335	414	362	485	508	570	623	
World Languages	616	578	713	613	791	815	824	1,000	
Mathematics	2,648	2,841	2,920	3,363	3,367	3,647	3,598	3,708	
Other	69	59	151	138	222	266	342	362	
Science	2,912	3,109	3,405	3,443	3,951	4,078	4,151	4,087	
Social Studies	7,592	9,200	10,251	10,485	10,701	11,121	11,698	12,156	
<b>Total Courses Taken</b>	<b>17,857</b>	<b>19,812</b>	<b>21,909</b>	<b>22,520</b>	<b>23,788</b>	<b>24,756</b>	<b>25,286</b>	<b>26,239</b>	

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

**Figure 4-2**



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

Note: Each year, about 1 percent of the AP courses taken were in “other” subject areas. For details, see Table 4-17.

## Concurrent Enrollment

Concurrent enrollment courses are offered by community colleges through 28E agreements between school districts and community colleges. The two slightly different designed courses are: 1) the courses are designed for both college and high school students for concurrent credit offered by community colleges and 2), the courses are designed for high school students offered by community colleges to bridge high school students to community college programs and typically provide coursework in science, technology, engineering, and mathematics (STEM) or other highly technical areas. The second kind of courses through 28E agreements between high school and community colleges are designed for career academy concurrent credit.

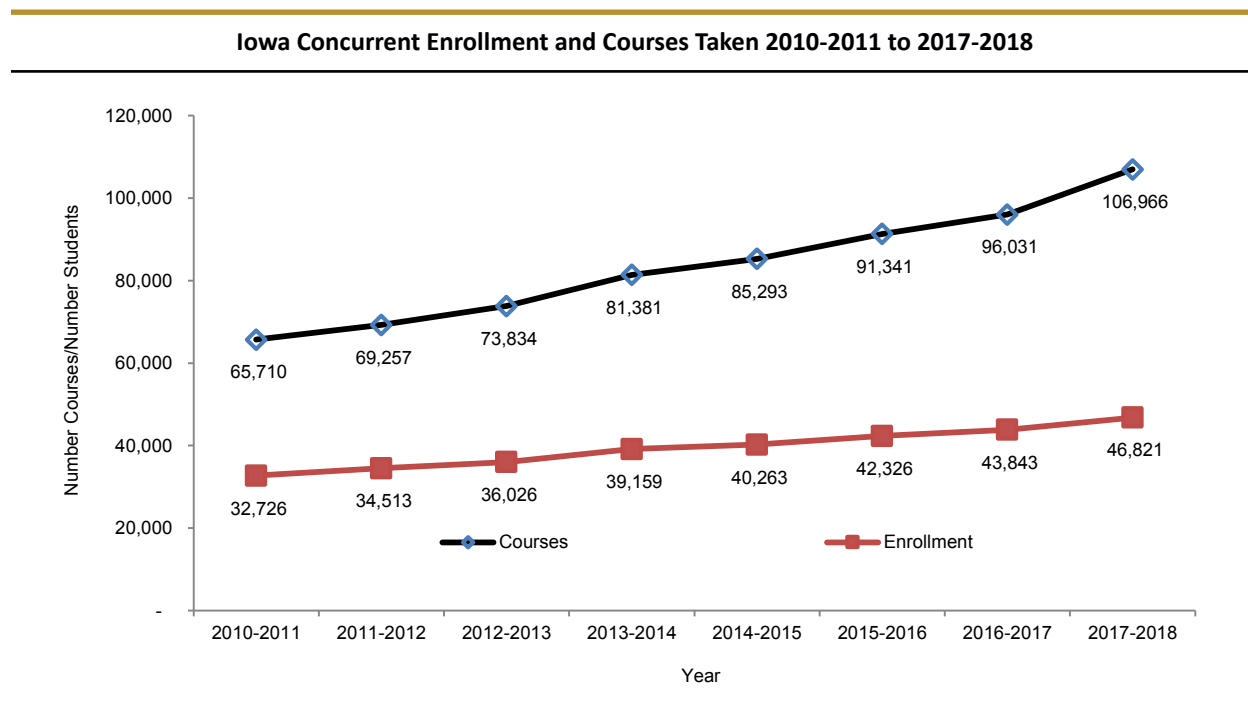
Figure 4-3 shows eight-year trends of concurrent enrollment courses taken by Iowa public high school students and concurrent enrollment from 2010-2011 to 2017-2018. Concurrent enrollment and courses taken are much higher in 2017-2018 than the figures in 2010-2011.

Each year, 95 to 99 percent of Iowa districts (only those districts that had a public high school) had concurrent enrollments. In general, an upward trend of districts with concurrent enrollment is reported in Table 4-18.

Concurrent enrollments by grade are displayed in Table 4-19. In the last eight years, close to half of the concurrent enrollments were high school seniors.

Table 4-20 and Figure 4-4 show the concurrent enrollment courses taken by subject area. The distributions are similar from 2010-2011 to 2017-2018, the highest percentages of courses taken were in career technical/vocational education, followed by English language arts. Social studies and mathematics were the third and fourth highest courses taken respectively.

**Figure 4-3**



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



**Table 4-18**

<b>Iowa Districts with Concurrent Enrollment 2010-2011 to 2017-2018</b>				
Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts With High Schools That had Concurrent Enrollment
2010-2011	359	328	311	94.8%
2011-2012	351	320	311	97.2%
2012-2013	348	316	309	97.8%
2013-2014	346	314	310	98.7%
2014-2015	338	312	302	96.8%
2015-2016	336	310	304	98.1%
2016-2017	333	306	302	98.7%
2017-2018	333	304	302	99.3%

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

**Table 4-19**

<b>Number of Iowa School Students Taking Concurrent Enrollment Courses 2010-2011 to 2017-2018</b>					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Enrollment
2010-2011	1,537	3,553	11,329	16,307	32,726
2011-2012	2,199	3,941	11,596	16,777	34,513
2012-2013	2,403	4,365	11,962	17,296	36,026
2013-2014	2,748	5,056	12,858	18,497	39,159
2014-2015	3,013	5,421	13,204	18,625	40,263
2015-2016	3,414	6,039	13,668	19,205	42,326
2016-2017	3,279	6,017	14,871	19,676	43,843
2017-2018	3,512	6,691	15,555	21,063	46,821

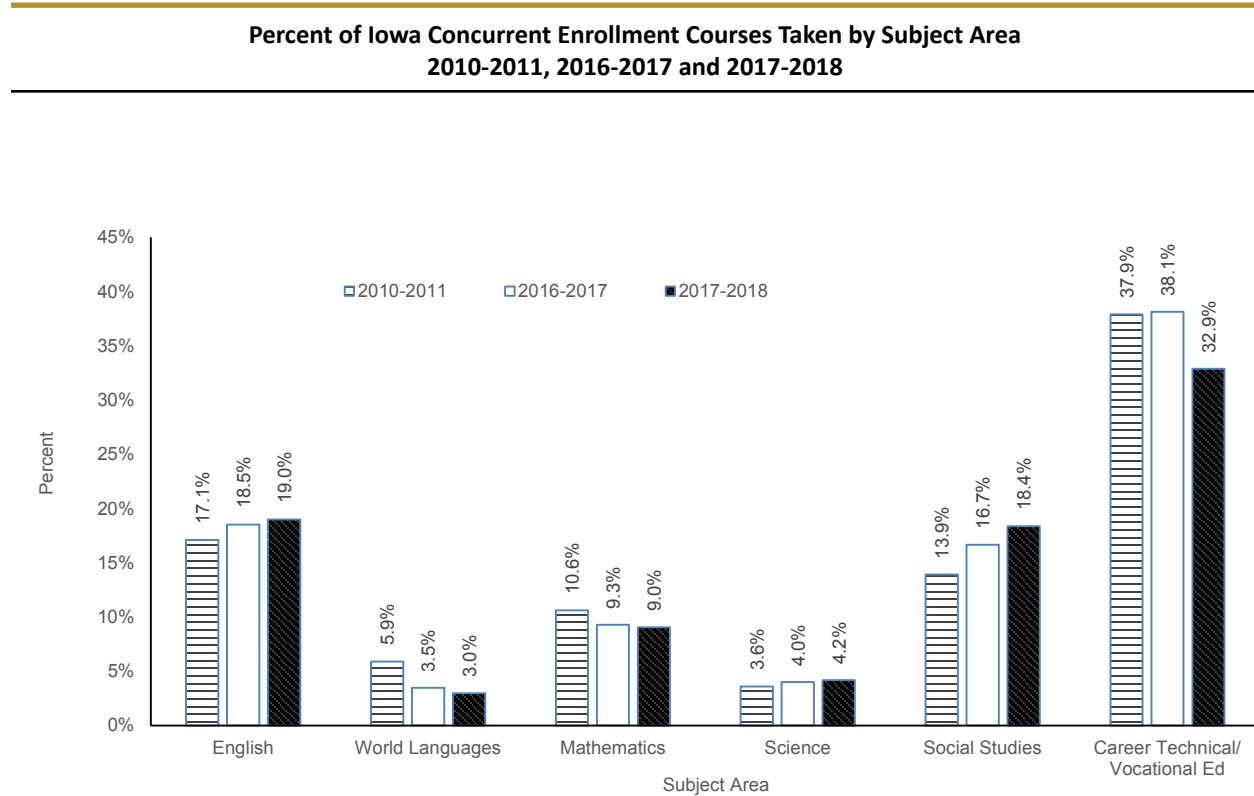
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

**Table 4-20**

Iowa Concurrent Enrollment Courses Taken by Subject Area 2010-2011 to 2017-2018								
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English Language Arts	11,226	11,636	13,459	13,732	15,533	16,674	17,793	20,305
Fine and Performance Arts	1,447	1,761	2,029	2,397	2,609	2,743	2,912	3,122
World Languages	3,887	3,364	3,093	3,262	3,011	3,139	3,328	3,190
Mathematics	6,969	6,872	7,555	8,200	8,311	8,570	8,909	9,678
Other	5,791	5,901	7,372	8,926	8,936	9,637	6,634	11,381
Science	2,352	2,665	2,921	3,163	3,031	3,624	3,829	4,483
Social Studies	9,164	10,238	11,495	12,797	14,061	15,401	16,009	19,638
Career Technical/ Vocational Education	24,874	26,820	25,910	28,904	29,801	31,553	36,617	35,169
<b>Total Courses Taken</b>	<b>65,710</b>	<b>69,257</b>	<b>73,834</b>	<b>81,381</b>	<b>85,293</b>	<b>91,341</b>	<b>96,031</b>	<b>106,966</b>

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

**Figure 4-4**



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

Note: About 5 to 11 percent of the concurrent courses taken were in “other” subject areas. For details, see Table 4-20.

## Postsecondary Enrollment Options 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.

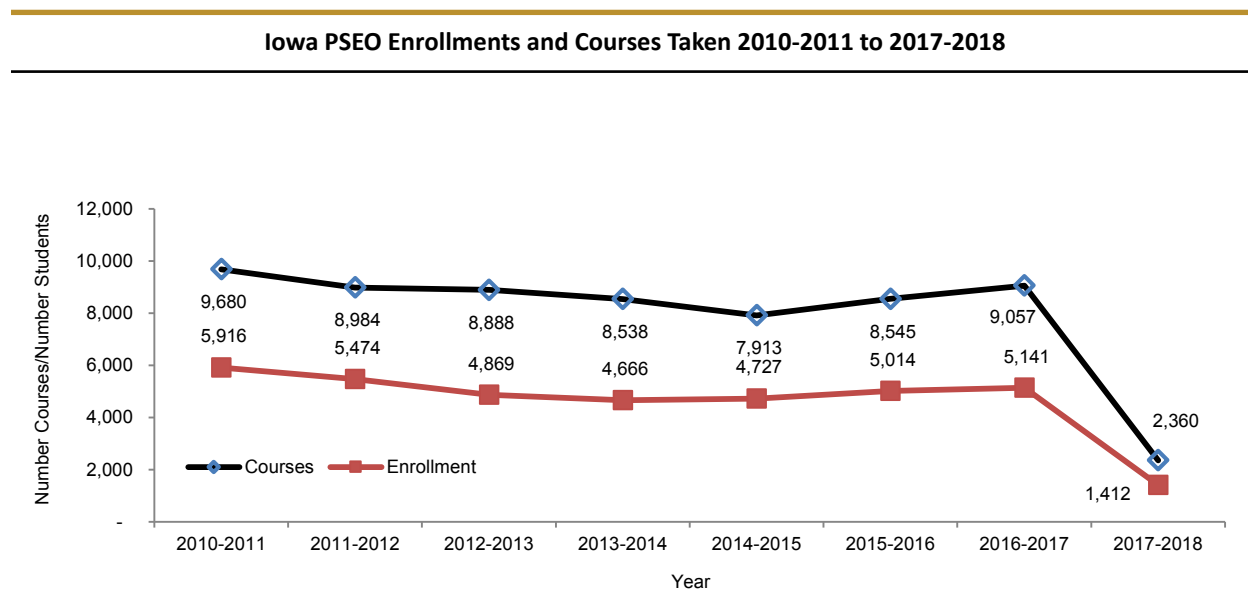
Due to an Iowa Code (IAC 261E.6(3)) update, it shows a large decrease of PSEO enrollments in 2017-2018. Figure 4-5 shows eight-year trends of PSEO courses taken by Iowa public high school students and PSEO enrollments from 2010-2011 to 2017-2018. While the concurrent courses taken are much higher the last few years than the early years (see Figure 4-3) in contrast, the trend switches between PSEO and concurrent enrollment due to recent year's better data reporting from Iowa school districts and the newly updated Iowa Code last year.

Before 2017-2018 each year, 66 to 80 percent of Iowa districts (only those districts that had a public high school) had PSEO enrollments. However, a downward trend of PSEO enrollment is reported in Table 4-21.

PSEO enrollments by grade are displayed in Table 4-22. In each year shown, more than 60 percent of PSEO enrollments were 12th graders.

Table 4-23 and Figure 4-6 show the PSEO courses taken by subject areas.

**Figure 4-5**



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

**Table 4-21**

<b>Iowa Districts with PSEO Enrollments 2010-2011 to 2017-2018</b>				
Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/High Schools that had PSEO Enrollment
2010-2011	359	328	262	79.9%
2011-2012	351	311	243	78.1%
2012-2013	348	316	235	74.4%
2013-2014	346	314	231	73.6%
2014-2015	338	312	212	67.9%
2015-2016	336	310	215	69.4%
2016-2017	333	306	202	66.0%
2017-2018	333	304	114	37.5%

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

**Table 4-22**

<b>Number of Iowa Students Taking PSEO Courses 2010-2011 to 2017-2018</b>				
Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2010-2011	295	1,624	3,997	5,916
2011-2012	303	1,510	3,661	5,474
2012-2013	330	1,343	3,196	4,869
2013-2014	335	1,232	3,099	4,666
2014-2015	365	1,328	3,034	4,727
2015-2016	412	1,432	3,170	5,014
2016-2017	450	1,482	3,209	5,141
2017-2018	115	444	853	1,412

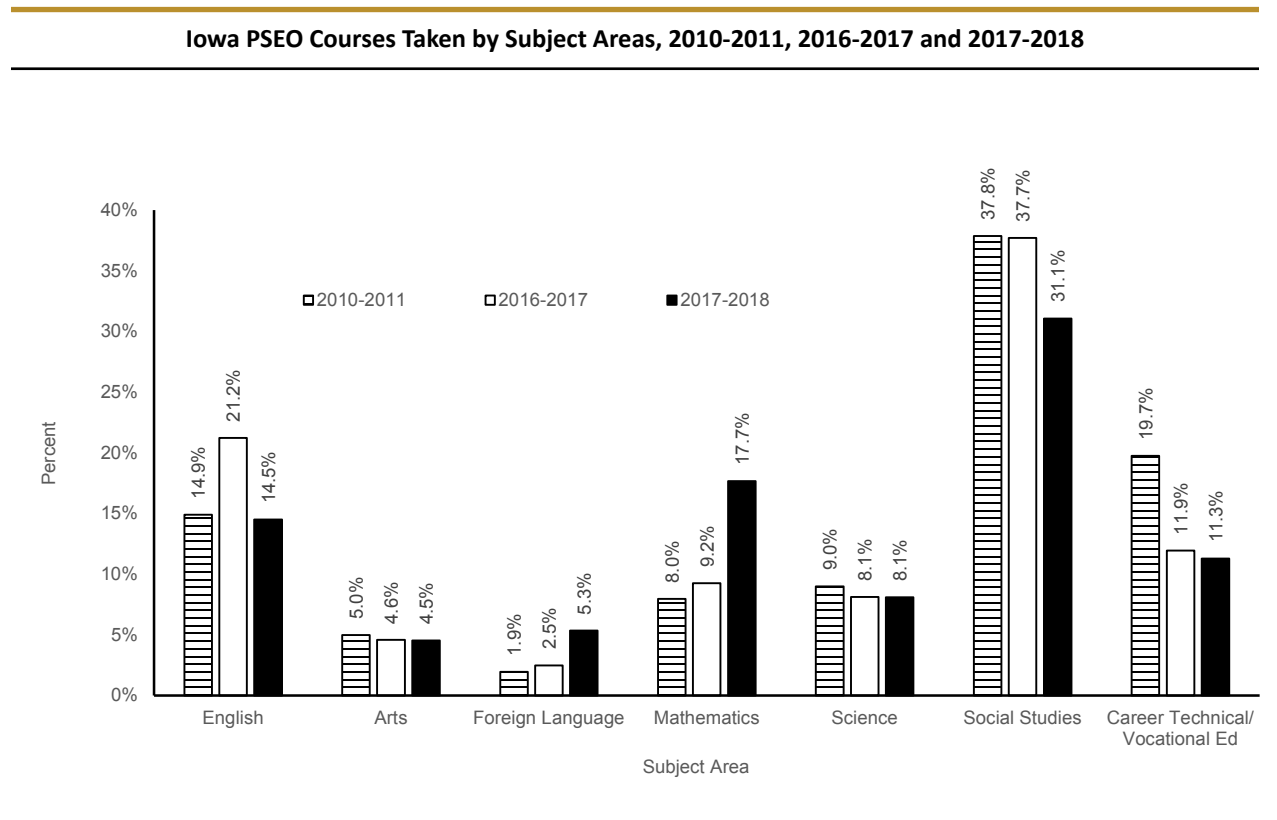
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

**Table 4-23**

Iowa PSEO Courses Taken by Subject Areas 2010-2011 to 2017-2018								
Subject Areas	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English Language Arts	1,441	1,417	1,347	1,486	1,394	1,735	1,922	342
Fine & Performance Arts	482	419	357	287	315	307	415	107
World Languages	188	186	209	234	171	155	225	126
Mathematics	770	719	931	905	781	709	837	417
Other	356	318	890	708	731	748	428	178
Science	870	946	997	767	580	752	735	191
Social Studies	3,663	3,374	3,196	3,205	3,067	3,218	3,415	733
Career Technical/ Vocational Education	1,910	1,605	961	946	874	921	1,080	266
Total Courses Taken	9,680	8,984	8,888	8,538	7,913	8,545	9,057	2,360

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

**Figure 4-6**



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

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

## Class Size

### Overview

The results of 9 years of class size reduction efforts, initiated by the Iowa Early Intervention Block Grant Program, are provided in this section. The Iowa Early Intervention Block Grant Program focused attention on class size reduction in kindergarten through third grade and established the goal of reaching an average class size of 17 students or less.

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

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

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

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

### Trends

Figures 4-7 to 4-10 provide a summary of average class size in grades kindergarten through third in Iowa public schools for the past 18 years. None of the grades reached the state goal of 17 students per classroom during the years reported.

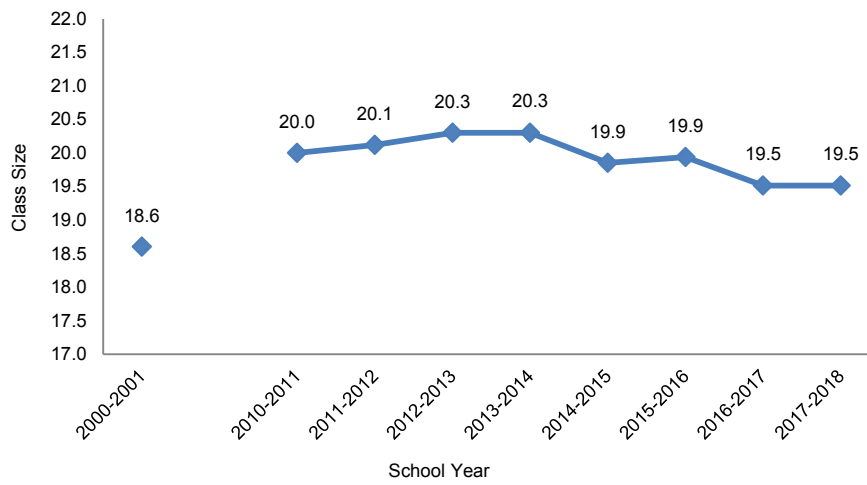
Table 4-24 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size for all grades, with kindergarten experiencing an overall decrease in class size.

Table 4-25 shows the comparison between teachers, students and class size. The number of students used in this table was reported by districts for the purpose of calculating average class size.

Summary statistics are presented in Table 4-26.

Figure 4-7

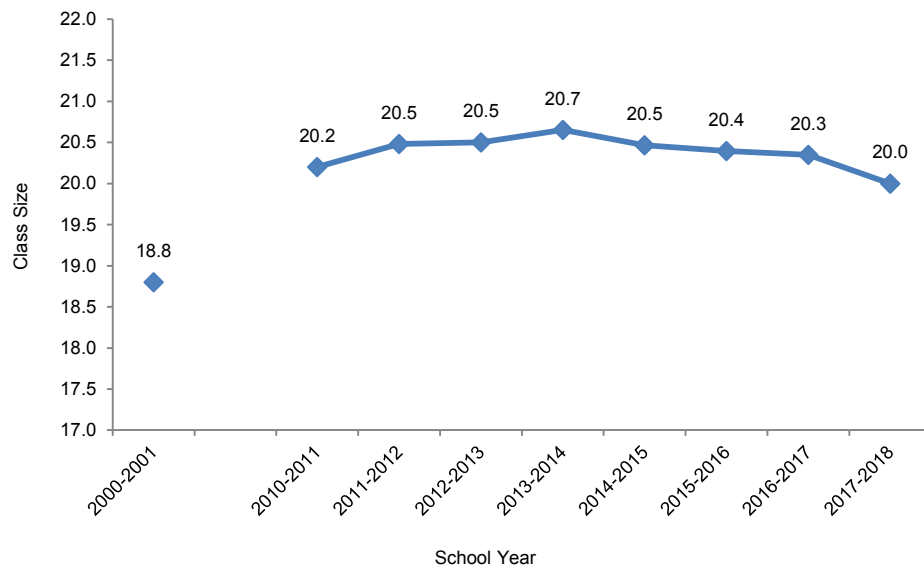
Iowa Public School District Average Class Size for Kindergarten 2000-2001, 2010-2011 to 2017-2018



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

Figure 4-8

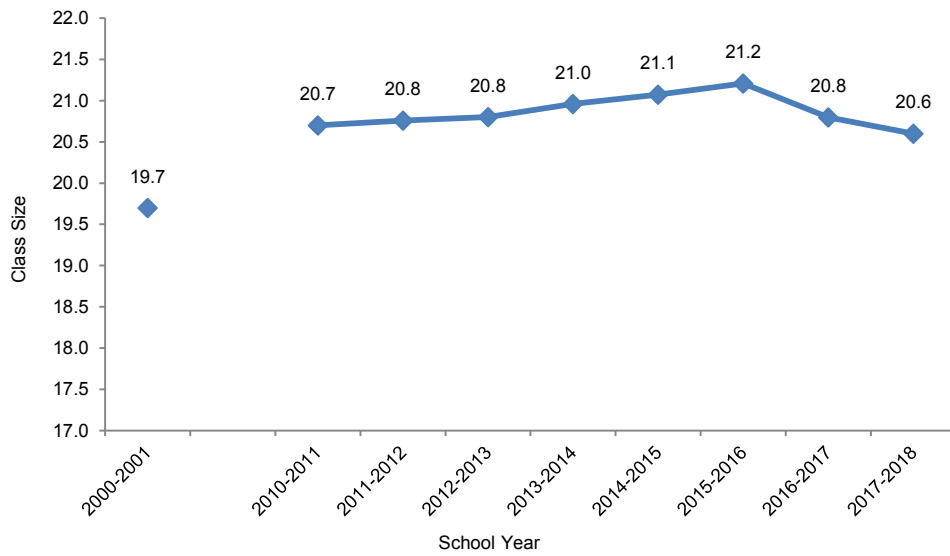
Iowa Public School District Average Class Size for First Grade 2000-2001, 2010-2011 to 2017-2018



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

Figure 4-9

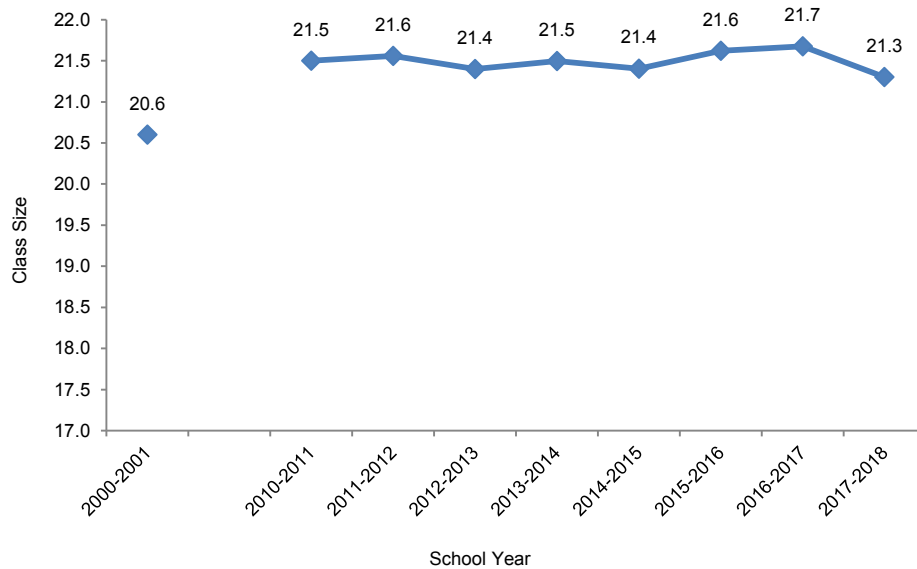
Iowa Public School District Average Class Size for Second Grade 2000-2001, 2010-2011 to 2017-2018



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, 2010-2011 to 2017-2018



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



**Table 4-24**

---

**Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade 1998-1999 and 2017-2018**

---

Grade	1998-1999 Enrollment	2017-2018 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	38,311	2,539	7.1%	-1.0%
1	35,699	34,953	-746	-2.1%	-0.6%
2	35,866	36,075	209	0.6%	-0.3%
3	36,500	36,075	-425	-1.2%	0.0%

---

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

---

**Table 4-25**

<b>Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2017-2018</b>						
Grade	Students		Teachers		Average Class Size	
	1998-1999	2017-2018	1998-1999	2017-2018	1998-1999	2017-2018
Kindergarten	33,618	36,712	1,613.7	1,876.6	19.7	19.5
1	33,053	34,545	1,644.6	1,777.3	20.1	20.0
2	33,151	35,565	1,592.1	1,725.8	20.7	20.6
3	34,153	36,299	1,578.3	1,702.3	21.7	21.3

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

**Table 4-26**

<b>Class Size Summary Statistics for Kindergarten Through Grade 3 in Iowa Public Schools 2000-2001, 2016-2017 and 2017-2018</b>							
	School Year	Students	Classrooms	Teacher FTEs	Mean	Min	Max
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2016-2017	36,236	1,857	1,854.0	19.5	2	40
	2017-2018	36,712	1,883	1,876.6	19.5	4	33
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2016-2017	35,508	1,745	1,749.1	20.3	1	28
	2017-2018	34,545	1,729	1,777.3	20.0	4	28
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2016-2017	36,041	1,733	1,733.8	20.8	2	31
	2017-2018	35,565	1,724	1,725.8	20.6	1	30
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2016-2017	37,259	1,719	1,720.9	21.7	1	34
	2017-2018	36,299	1,701	1,702.3	21.3	6	31

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

## Class Size vs. District Size

Table 4-27 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2017-2018. In general, average class size tended to increase as enrollment category increased. The less than 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 300 exceeded the goal of 17 students per classroom.

**Table 4-27**

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2017-2018								
Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2017-2018	1998-1999	2017-2018	1998-1999	2017-2018	1998-1999	2017-2018
<300	13.9	14.9	14.3	15.1	15.0	15.4	16.9	15.5
300-599	17.6	17.1	17.4	17.7	17.9	18.2	19.3	18.5
600-999	18.2	18.0	19.0	18.8	19.6	19.1	20.3	20.0
1,000-2,499	19.8	19.1	20.3	19.8	21.3	20.6	21.9	21.5
2,500-7,499	21.5	20.5	21.6	20.8	22.0	22.1	23.0	22.3
7,500+	20.7	21.1	21.1	21.3	21.7	21.8	23.0	22.6
State	19.7	19.5	20.1	20.0	20.7	20.6	21.7	21.3

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

## Class Size Funding and Expenditures

Table 4-28 shows the Iowa class size reduction allocations since 2010. In 1999, the Iowa General Assembly enacted, and 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 4-29 shows the fiscal year 2017 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2017 at 75.76 percent.

**Table 4-28**

State Class Size Reduction Allocation for Iowa Public Schools FY 2010 to FY 2018	
Fiscal Year	State Allocation
2010	\$29.3 million
2011	\$29.8 million
2012	\$29.9 million
2013	\$30.3 million
2014	\$31.1 million
2015	\$32.4 million
2016	\$33.0 million
2017	\$33.9 million
2018	\$34.5 million

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

**Table 4-29**

FY 2017 Iowa Early Intervention Block Grant Program Expenditures by Object		
Object Category	Expenditures	Percent
Salaries	\$25,527,125	75.76%
Benefits	\$8,110,591	24.07%
Purchased Services	\$2,387	0.01%
Supplies	\$54,527	0.16%
Other	\$1,870	0.01%
Total	\$33,696,499	100.00%

Source: Iowa Department of Education, Certified Annual Report.

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

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

## Technology

### Expenditures for Devices Hardware and Software

Expenditures for device hardware and software are collected from school districts as a part of the Certified Annual Financial Report. Table 4-30 provides the number of districts, software and hardware expenditures, district enrollment and per pupil expenditures for 2010-2011 and the two most recent years for which expenditures were available. Figure 4-11 provides device hardware and software per pupil expenditures back to 2010-2011.

Table 4-31 shows device hardware and software expenditures data by enrollment category for 2010-2011 and the two most recent years for which expenditures were available. Total expenditures increased significantly in each size category except the <300 and the 1,000-2,499 sized districts. The state's second largest category (enrollment between 2,500 and 7,499) spent almost 57 percent on technology in 2016-2017 despite a meager 1 percent increase in enrollment.

**Table 4-30**

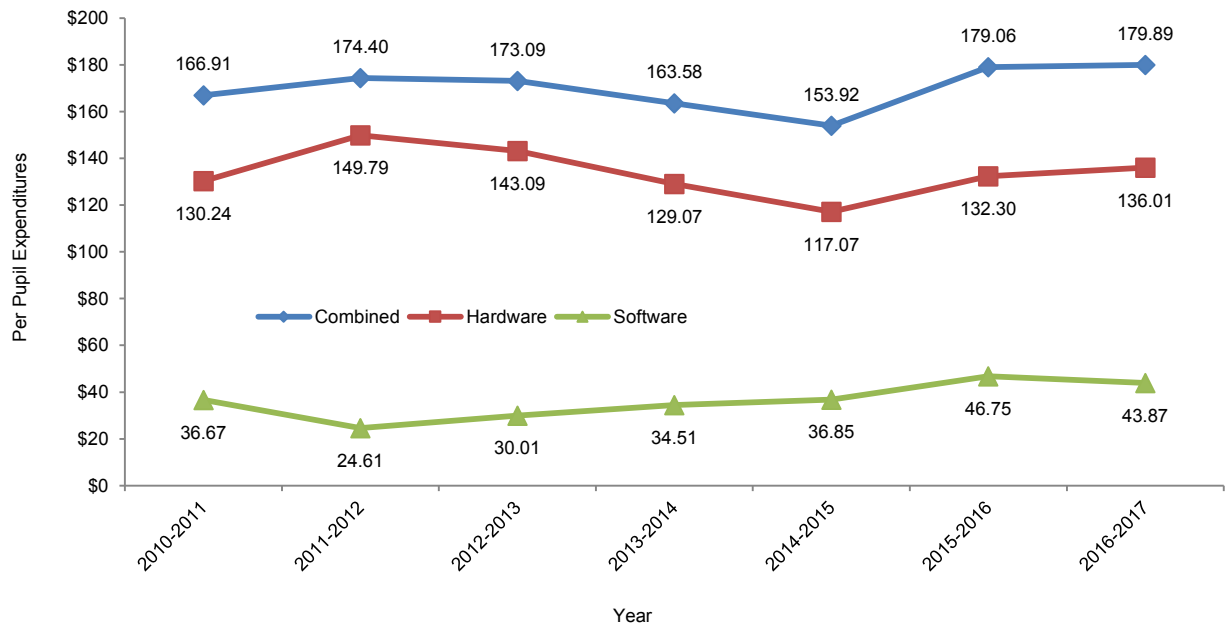
<b>Total Expenditures and Average Per Pupil Expenditures for Device Software and Hardware in Iowa Public Schools 2010-2011, 2015-2016 and 2016-2017</b>								
Year	No. of Districts	Total Enrollment	Software		Hardware		Combined	
			Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures	Total Expenditures	Per Pupil Expenditures
2010-2011	359	473,493	17,365,237	36.67	61,666,581	130.24	79,031,818	166.91
2015-2016	336	483,451	22,602,299	46.75	63,962,675	132.30	86,564,974	179.06
2016-2017	333	485,147	21,285,084	43.87	65,987,308	136.01	87,272,392	179.89

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

Device Software and Hardware Per Pupil Expenditures in Iowa  
Public Schools 2010-2011 to 2016-2017



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

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

**Table 4-31**

<b>Iowa Public School Total Per Pupil Expenditures by Enrollment for Device Software and Hardware 2010-2011, 2015-2016, and 2016-2017</b>							
Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State*
<b>2010-2011</b>							
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
<b>2015-2016</b>							
Enrollment	8,873	46,037	63,362	116,020	95,647	153,512	483,451
Software	333,929	1,633,809	1,921,121	4,356,819	3,659,472	10,697,149	22,602,299
Per Pupil	37.63	35.49	30.32	37.55	38.26	69.68	46.75
Hardware	948,183	8,305,238	10,815,268	17,066,368	10,393,087	16,434,531	63,962,675
Per Pupil	106.86	180.40	170.69	147.10	108.66	107.06	132.30
Total Software & Hardware	1,282,112	9,939,047	12,736,390	21,423,187	14,052,558	27,131,680	86,564,974
Per Pupil	144.49	215.89	201.01	184.65	146.92	176.74	179.06
<b>2016-2017</b>							
Enrollment	8,663	47,325	61,470	116,271	96,535	154,884	485,147
Software	334,669	1,885,042	2,502,267	5,260,929	5,479,274	5,822,902	21,285,084
Per Pupil	38.63	39.83	40.71	45.25	56.76	37.60	43.87
Hardware	899,621	7,643,603	8,492,697	18,107,281	14,057,264	16,786,842	65,987,308
Per Pupil	103.85	161.51	138.16	155.73	145.62	108.38	136.01
Total Software & Hardware	1,234,290	9,528,645	10,994,964	23,368,210	19,536,538	22,609,744	87,272,392
Per Pupil	142.48	201.34	178.87	200.98	202.38	145.98	179.89

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.

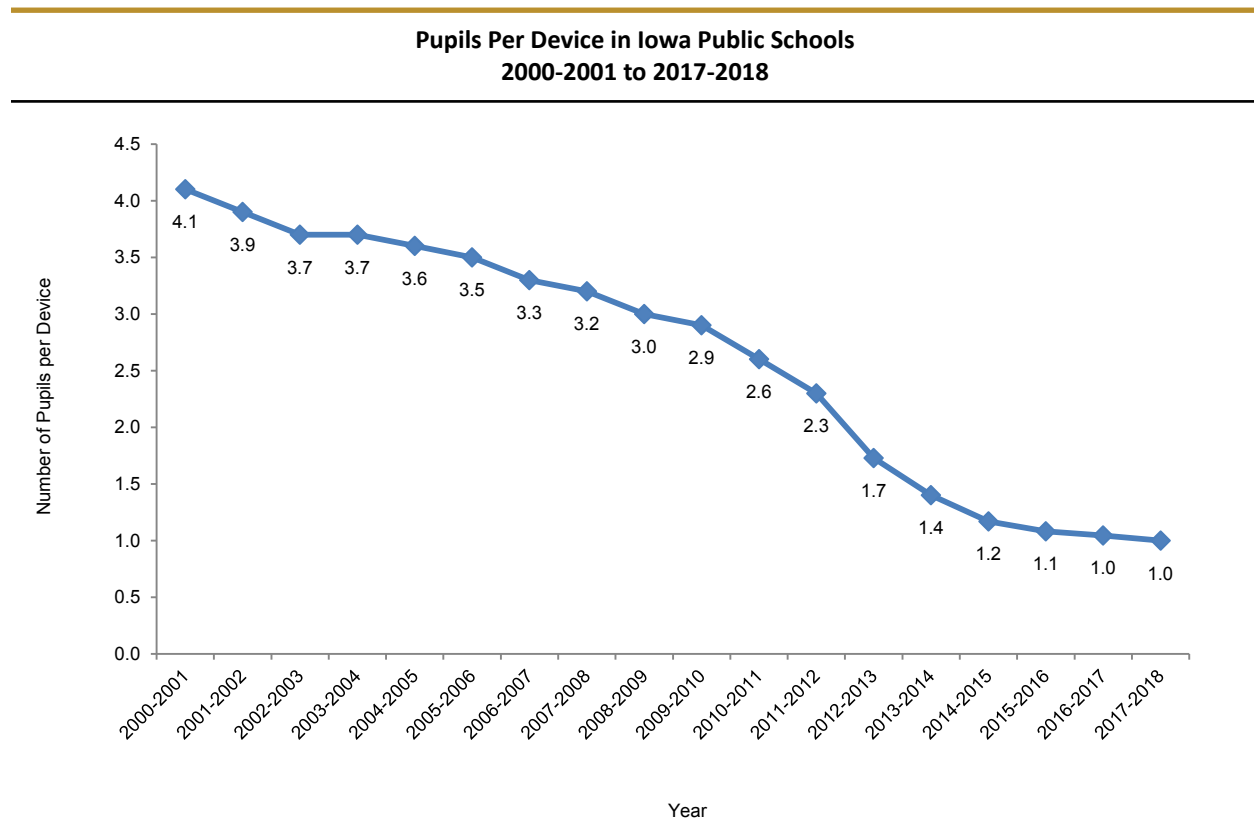
## Availability of Devices

As a part of the Basic Educational Data Survey (BEDS), Iowa public school districts report on the number of devices made available for student use. The Department of Education has collected computer accessibility since 1995-1996. In the most recent years, the Department collected computers, laptops and tablets. The ratio of students per device is calculated by dividing the number of students reported on the Certified Enrollment by the number of devices available for student use.

Figures 4-12 and 4-13, and Table 4-32 provide the pupil to device ratios. As of 2016-2017 and 2017-2018, the statewide pupils per device has reached 1.0.

Table 4-33 provides the number of devices per pupil by school type within enrollment category. In general, students in higher grades have more access to a device than students in lower grades. Statewide high schools and middle school/junior high school remained at one pupil or less per device.

**Figure 4-12**



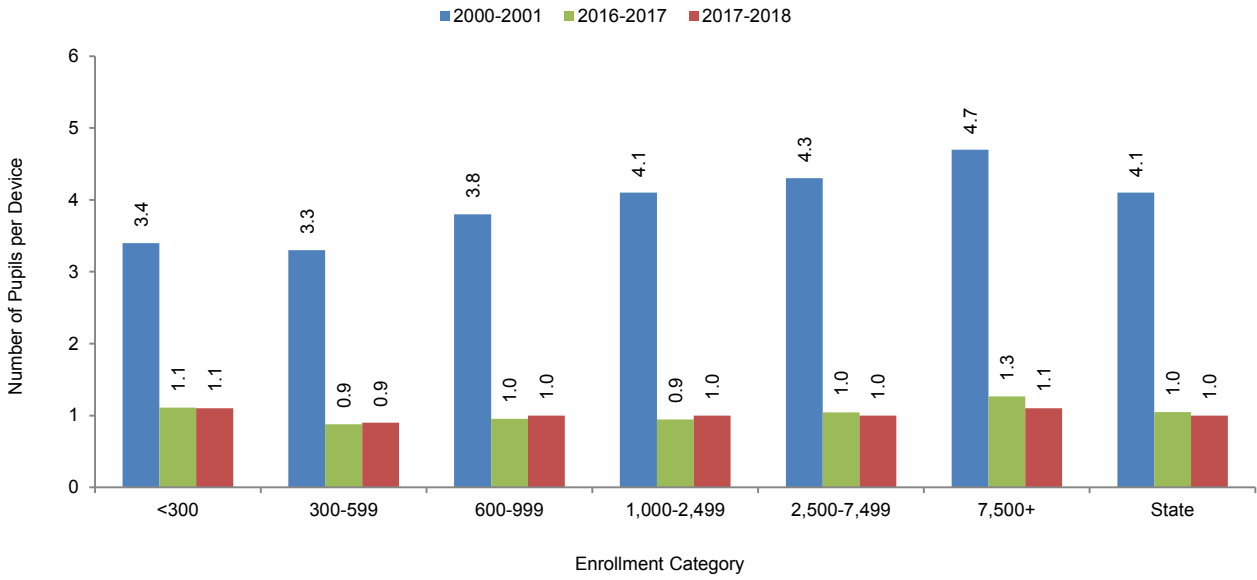
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.

Note: Pupils per device based on Certified Enrollment.



Figure 4-13

**Pupils Per Device in Iowa Public Schools  
by Enrollment Category  
2000-2001, 2016-2017 and 2017-2018**



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

Note: Pupils per device based on Certified Enrollment.

Table 4-32

Number of Devices in Iowa Public Schools by Enrollment Category 2000-2001, 2016-2017, 2017-2018							
2000-2001	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Districts	38	116	104	83	24	9	374
Number of Devices	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 Device	3.4	3.3	3.8	4.1	4.3	4.7	4.1
<b>2016-2017</b>							
Total Number of Districts	38	103	80	77	22	11	331
Number of Devices	7,818	53,815	62,618	122,976	92,551	122,519	462,297
Certified Enrollment	8,663	47,325	59,628	116,271	96,535	154,884	483,306
Pupils Per Device	1.1	0.9	1.0	0.9	1.0	1.3	1.0
<b>2017-2018</b>							
Total Number of Districts	39	104	81	76	22	11	333
Number of Devices	7,923	53,801	64,215	121,689	96,705	145,265	489,598
Certified Enrollment	8,866	47,862	61,030	115,701	97,088	155,717	486,264
Pupils Per Device	1.1	0.9	1.0	1.0	1.0	1.1	1.0

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

Notes: Enrollment categories and pupils per device based on Certified Enrollment.  
Figures may not total due to rounding.

Table 4-33

**Number of Devices and Pupils-to-Device Ratios in Iowa Public  
Schools by School Type Within District Enrollment Category, 2016-2017 and 2017-2018**

	Enrollment Category							State
	2016-2017	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Devices in High School	2,456	24,492	25,178	43,129	27,108	33,104	155,467	
Pupils Per Device in High School	0.9	0.8	0.8	0.9	1.0	1.2	1.0	
Number of Devices in Middle School/ Jr High School	906	6,447	12,226	34,032	23,263	30,864	107,738	
Pupils Per Device in Middle School/ Jr High School	0.8	0.9	0.9	0.9	0.9	1.1	0.9	
Number of Devices in Elementary School	4,346	22,492	24,912	45,483	41,753	56,113	195,099	
Pupils Per Device in Elementary School	1.0	1.0	1.1	1.1	1.1	1.3	1.1	
Number of Devices in Other Schools	110	384	302	332	427	2,438	3,993	
Pupils Per Device in Other Schools	0.7	1.5	2.1	1.0	0.6	1.0	1.1	
<b>2017-2018</b>								
Number of Devices in High School	1,836	22,814	24,312	41,603	28,547	42,368	161,480	
Pupils Per Device in High School	1.0	0.9	0.9	0.9	1.0	1.0	0.9	
Number of Devices in Middle School/ Jr High School	1,145	6,218	12,642	33,101	22,244	33,256	108,606	
Pupils Per Device in Middle School/ Jr High School	0.8	0.8	0.9	0.9	0.9	0.9	0.9	
Number of Devices in Elementary School	4,592	23,111	26,696	46,985	41,575	66,766	209,725	
Pupils Per Device in Elementary School	0.9	1.0	1.0	1.1	1.1	1.1	1.1	
Number of Devices in Other Schools	350	1,658	565		4,339	2,875	9,787	
Pupils Per Device in Other Schools	1.2	0.9	1.2		0.9	1.1	1.0	

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

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

## Bandwidth

Table 4-34 shows bandwidth for public schools in Iowa by enrollment category. These ranges have changed from prior years, and now reach into the gigabit (1,000 megabits) realm. All but one of the largest districts have bandwidths greater than 100 megabits and 67 percent of the largest districts are in the gigabit range in 2017-2018. Table 4-35 provides the number of buildings and bandwidth by school type within enrollment category. In contrast to device accessibility, the percentage of schools with gigabit-level bandwidth decreases as the grade levels increase. About 34 percent of elementary schools reported bandwidth of gigabit or more while only 24 percent of high schools and 30 percent of middle schools/junior high schools have such access.

**Table 4-34**

<b>Bandwidth by Public School by District Enrollment Category 2017-2018</b>							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Schools	68	246	256	305	173	255	1,303
Internet not Available	4	7	8	7	1	1	28
Bandwidth below 100 Megabits	25	45	28	15	7	0	120
Bandwidth 100 to 200 Megabits	22	77	56	34	16	57	262
Bandwidth 200 to 1,000 Megabits	16	79	134	185	57	27	498
Bandwidth 1,000 to 10,000 Megabits	0	38	30	59	92	98	317
Bandwidth >10,000 Megabits	1	0	0	5	0	72	78

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

Note: Enrollment categories are based on Certified Enrollment.

Table 4-35

**Bandwidth for Public Schools  
by School Level Within Enrollment Category 2017-2018**

	Enrollment Category							State
	High Schools	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>Total Number of Schools</b>	17	93	84	84	26	35	339	
Internet not Available	1	1	1	1	0	1	5	
Bandwidth below 100 Megabits	6	16	6	1	1	0	30	
Bandwidth 100 to 200 Megabits	7	27	17	10	1	7	69	
Bandwidth 200 to 1,000 Megabits	3	34	50	54	10	4	155	
Bandwidth 1,000 to 10,000 Megabits	0	15	10	17	14	12	68	
Bandwidth >10,000 Megabits	0	0	0	1	0	11	12	
<b>Middle/Jr High Schools</b>								
<b>Total Number of Schools</b>	10	35	58	73	27	42	245	
Internet not Available	1	1	3	1	0	0	6	
Bandwidth below 100 Megabits	1	5	4	3	0	0	13	
Bandwidth 100 to 200 Megabits	3	10	13	7	0	10	43	
Bandwidth 200 to 1,000 Megabits	5	12	31	46	11	5	110	
Bandwidth 1,000 to 10,000 Megabits	0	7	7	15	16	16	61	
Bandwidth >10,000 Megabits	0	0	0	1	0	11	12	
<b>Elementary Schools</b>								
<b>Total Number of Schools</b>	38	112	111	148	115	173	697	
Internet not Available	1	5	4	5	1	0	16	
Bandwidth below 100 Megabits	17	23	17	11	6	0	74	
Bandwidth 100 to 200 Megabits	11	35	26	17	15	39	143	
Bandwidth 200 to 1,000 Megabits	8	33	52	85	34	18	230	
Bandwidth 1,000 to 10,000 Megabits	0	16	12	27	59	68	182	
Bandwidth >10,000 Megabits	1	0	0	3	0	48	52	
<b>Other Schools</b>								
<b>Total Number of Schools</b>	3	6	3	0	5	5	22	
Internet not Available	1	0	0	0	0	0	1	
Bandwidth below 100 Megabits	1	1	1	0	0	0	3	
Bandwidth 100 to 200 Megabits	1	5	0	0	0	1	7	
Bandwidth 200 to 1,000 Megabits	0	0	1	0	2	0	3	
Bandwidth 1,000 to 10,000 Megabits	0	0	1	0	3	2	6	
Bandwidth >10,000 Megabits	0	0	0	0	0	2	2	

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

Note: Enrollment categories are based on Certified Enrollment. Other schools include alternative and special schools.

# Student Performance

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

Since 2011-2012, Iowa Testing Programs introduced Forms E and F of the Iowa Assessments for Iowa schools. The Iowa Assessments were linked to the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), Forms A and B, through a national study. Proficiency cut scores for the Iowa Assessments are presented in Standard Score metric and are specific to grade, content, and time of year.

## *State Indicators of Student Success*

The seven required state indicators for student success include:

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

Subgroup data are shown for gender, race/ethnicity, socioeconomic status (determined by eligibility for free or reduced price lunch), disability status (determined by the presence of an individualized education program – IEP), primary language status (determined by English learner status), and migrant/non-migrant status (defined by Title I requirements). Separate tables show achievement level performance for students by gender, race/ethnicity, disability, socioeconomic, and primary language subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group. Due to the data source change, the migrant student data are not available in the 2016 through 2018 annual reports.

## Iowa Student Counts for Iowa Assessments Reading, Mathematics, and Science Test-Takers Including Subgroups

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

Since group size varies from one subgroup to another, it is important to consider the students tested by subgroup. The approximate number of students tested by grade (in grades 4, 8, and 11) and by subgroup for reading and mathematics for the biennium periods 2012-2014 through 2016-2018 are shown in Tables 5-1 and 5-2. Table 5-3 shows the approximate average number of grade 8 and 11 students tested by subgroup in science for the same three biennium periods. The number of students tested shown in Tables 5-1 to 5-3 include both public and nonpublic school participants. The students in the biennium analysis are those who enrolled for a full academic year (FAY), as well as those who were enrolled only part of the academic year in Iowa schools, plus some home-schooled students who took the Iowa Assessments in reading, mathematics, or science.

**Table 5-1**

<b>Approximate Number of Iowa Students Tested on the Iowa Assessments Reading Tests by Subgroup</b>						
<b>Biennium Periods 2012-2014 to 2016-2018</b>						
<b>Grade 4</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>	
Male	19,550	19,760	20,160	20,650	20,890	
Female	18,790	18,940	19,310	19,710	19,920	
African American	2,000	2,030	2,120	2,250	2,420	
American Indian	170	170	150	150	160	
Asian	900	900	900	910	950	
Hispanic	3,640	3,880	4,150	4,380	4,520	
White	30,330	30,220	30,540	30,920	30,890	
EL <sup>1</sup>	2,440	2,600	2,750	2,640	2,490	
SES Eligible <sup>2</sup>	15,550	15,980	16,630	17,050	16,940	
IEP <sup>3</sup>	4,580	4,570	4,660	4,870	5,090	

**Table 5-1 (...continued)**

<b>Grade 8</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	19,580	19,530	19,460	19,620	19,730
Female	18,600	18,720	18,640	18,770	18,890
African American	1,910	1,920	1,950	2,030	2,130
American Indian	170	160	170	160	150
Asian	820	860	870	950	960
Hispanic	3,270	3,430	3,540	3,750	3,910
White	30,910	30,700	30,300	30,190	30,060
EL <sup>1</sup>	1,280	1,380	1,410	1,540	1,700
SES Eligible <sup>2</sup>	14,220	14,320	14,360	14,530	14,420
IEP <sup>3</sup>	4,530	4,460	4,340	4,350	4,380

<b>Grade 11</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	18,490	18,400	18,470	18,630	18,510
Female	17,570	17,610	17,760	17,830	17,810
African American	1,600	1,660	1,720	1,780	1,820
American Indian	160	160	150	130	130
Asian	850	890	880	940	980
Hispanic	2,690	2,840	2,990	3,220	3,390
White	29,910	29,580	29,520	29,320	28,880
EL <sup>1</sup>	860	850	890	1,060	1,230
SES Eligible <sup>2</sup>	11,270	11,350	11,580	11,840	11,740
IEP <sup>3</sup>	3,730	3,640	3,540	3,470	3,390

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

<sup>1</sup>English learner (EL) 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.

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

<sup>3</sup>IEP indicates special education status, students with IEPs are classified as special education students.



Table 5-2

**Approximate Number of Iowa Students Tested on the  
Iowa Assessments Mathematics Tests by Subgroup  
Biennium Periods 2012-2014 to 2016-2018**

<b>Grade 4</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	19,570	19,790	20,190	20,690	20,930
Female	18,800	18,960	19,330	19,740	19,950
African American	2,000	2,040	2,130	2,280	2,440
American Indian	170	170	150	150	160
Asian	910	900	910	930	960
Hispanic	3,660	3,900	4,170	4,410	4,540
White	30,340	30,220	30,540	30,920	30,890
EL <sup>1</sup>	2,470	2,650	2,800	2,710	2,560
SES Eligible <sup>2</sup>	15,580	16,020	16,670	17,110	17,000
IEP <sup>3</sup>	4,590	4,580	4,660	4,870	5,100
<b>Grade 8</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	19,590	19,540	19,470	19,620	19,730
Female	18,610	19,720	18,650	18,770	18,890
African American	1,910	1,920	1,960	2,040	2,130
American Indian	170	160	170	160	150
Asian	830	870	880	950	970
Hispanic	3,290	3,450	3,560	3,750	3,920
White	30,910	30,690	30,300	30,180	30,040
EL <sup>1</sup>	1,300	1,410	1,440	1,570	1,740
SES Eligible <sup>2</sup>	14,230	14,340	14,390	14,540	14,420
IEP <sup>3</sup>	4,520	4,460	4,340	4,350	4,370

**Table 5-2 (...continued)**

---

<b>Grade 11</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	18,490	18,350	18,420	18,640	18,520
Female	17,560	17,530	17,690	17,830	17,810
African American	1,590	1,660	1,720	1,790	1,820
American Indian	160	160	150	130	130
Asian	860	890	890	950	980
Hispanic	2,700	2,840	3,000	3,220	3,400
White	29,900	29,450	29,400	29,310	28,880
EL <sup>1</sup>	870	870	910	1,080	1,250
SES Eligible <sup>2</sup>	11,270	11,300	11,540	11,850	11,750
IEP <sup>3</sup>	3,730	3,620	3,510	3,460	3,380

---

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

<sup>1</sup>English learner (EL) 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.

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

<sup>3</sup>IEP indicates special education status, students with IEPs are classified as special education students.

---

Table 5-3

**Approximate Number of Iowa Students Tested on the Iowa Assessments Science Tests by Subgroup  
Biennium Periods 2012-2014 to 2016-2018**

<b>Grade 8</b>	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	19,480	19,430	19,390	19,550	19,660
Female	18,500	18,620	18,570	18,690	18,800
African American	1,910	1,920	1,960	2,040	2,130
American Indian	170	160	170	160	150
Asian	830	870	880	960	970
Hispanic	3,280	3,450	3,560	3,770	3,930
White	30,710	30,470	30,120	30,010	29,870
EL <sup>1</sup>	1,300	1,410	1,440	1,580	1,750
SES Eligible <sup>2</sup>	14,230	14,330	14,390	14,570	14,450
IEP <sup>3</sup>	4,530	4,460	4,350	4,360	4,380
<b>Grade 11</b>					
	<b>2012-2014</b>	<b>2013-2015</b>	<b>2014-2016</b>	<b>2015-2017</b>	<b>2016-2018</b>
Male	18,470	18,400	18,470	18,630	18,510
Female	17,550	17,590	17,740	17,810	17,810
African American	1,590	1,660	1,720	1,790	1,820
American Indian	160	160	150	130	130
Asian	860	890	890	950	980
Hispanic	2,700	2,840	3,000	3,220	3,400
White	29,880	29,560	29,490	29,290	28,860
EL <sup>1</sup>	870	860	910	1,080	1,260
SES Eligible <sup>2</sup>	11,250	11,340	11,570	11,830	11,740
IEP <sup>3</sup>	3,730	3,640	3,520	3,460	3,380

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

<sup>1</sup>English learner (EL) 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.

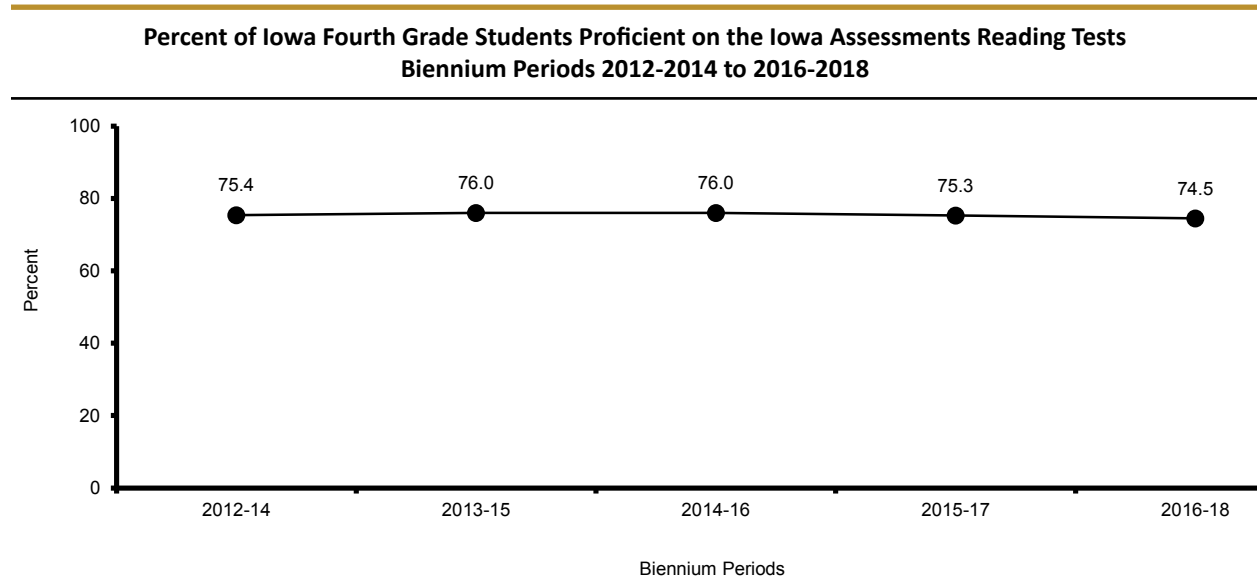
<sup>2</sup>SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

<sup>3</sup>IEP indicates special education status, students with IEPs are classified as special education students.

## Reading

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

**Figure 5-1**

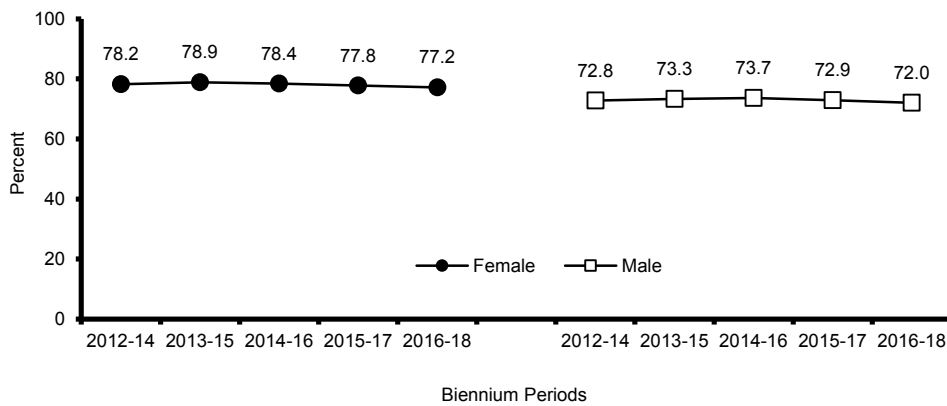


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands factual information and new words in context.  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often can determine a selection's main idea and analyze its style and structure.

Figure 5-2

**Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests  
by Gender Biennium Periods 2012-2014 to 2016-2018**

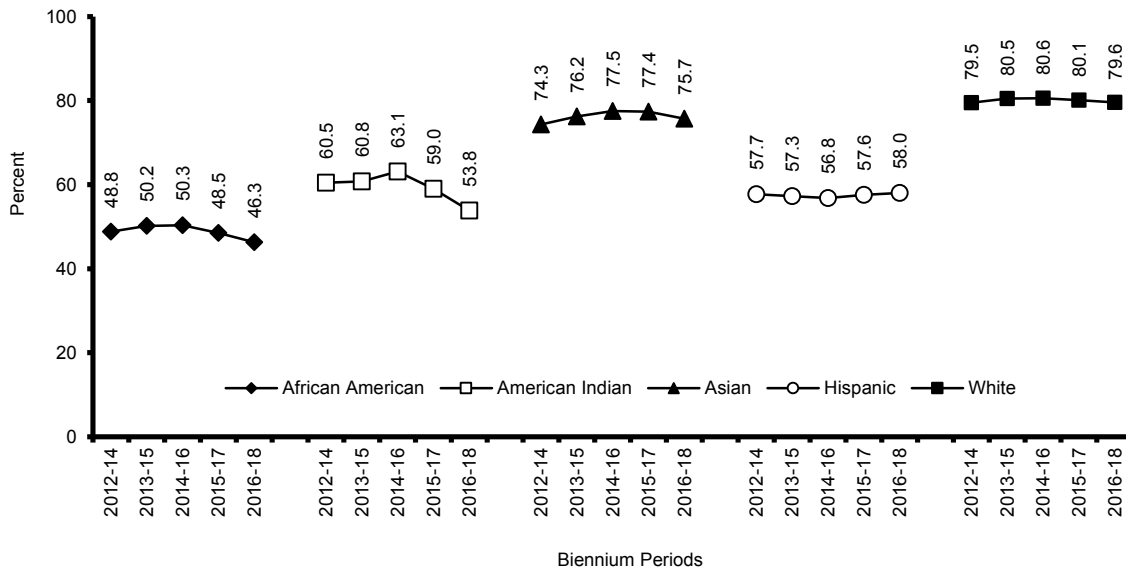


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands factual information and new words in context.  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often can determine a selection's main idea and analyze its style and structure.

Figure 5-3

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018

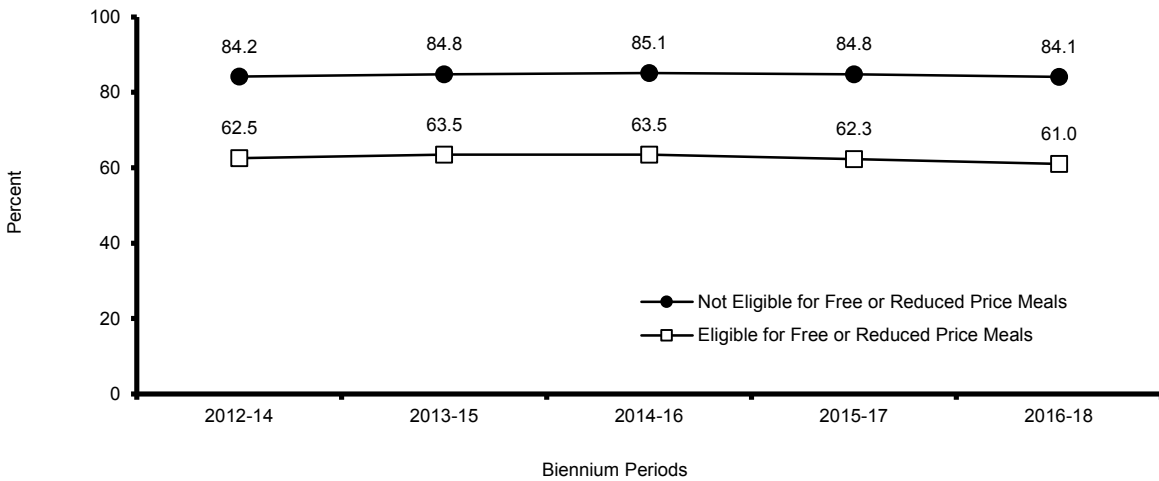


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
 Usually understands factual information and new words in context.  
 Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
 Often can determine a selection's main idea and analyze its style and structure.

Figure 5-4

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually understands factual information and new words in context.

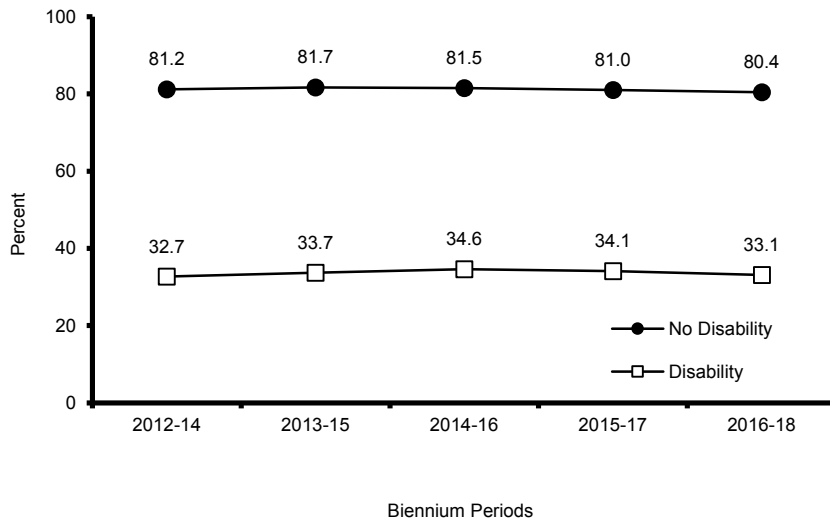
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

\*Socioeconomic status is determined by eligibility for free or reduced price meals

Figure 5-5

**Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status\*  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually understands factual information and new words in context.

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

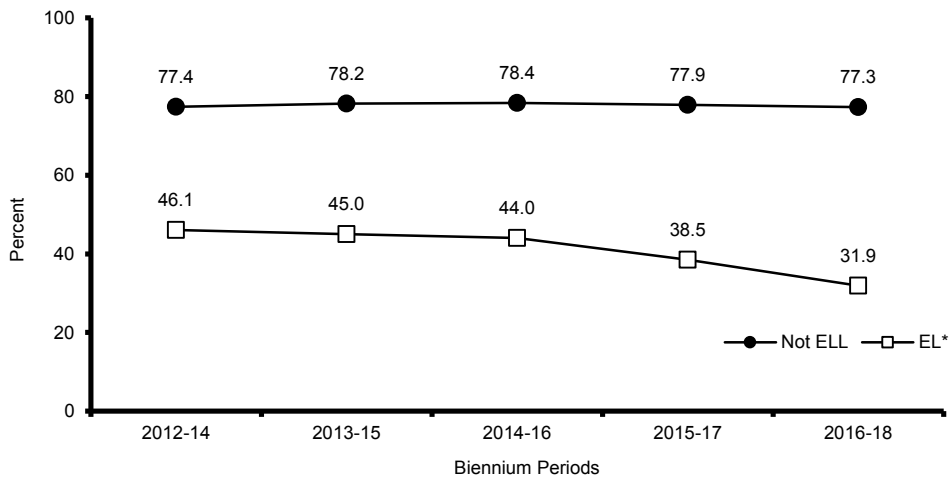
Often can determine a selection's main idea and analyze its style and structure.

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



Figure 5-6

**Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually understands factual information and new words in context.

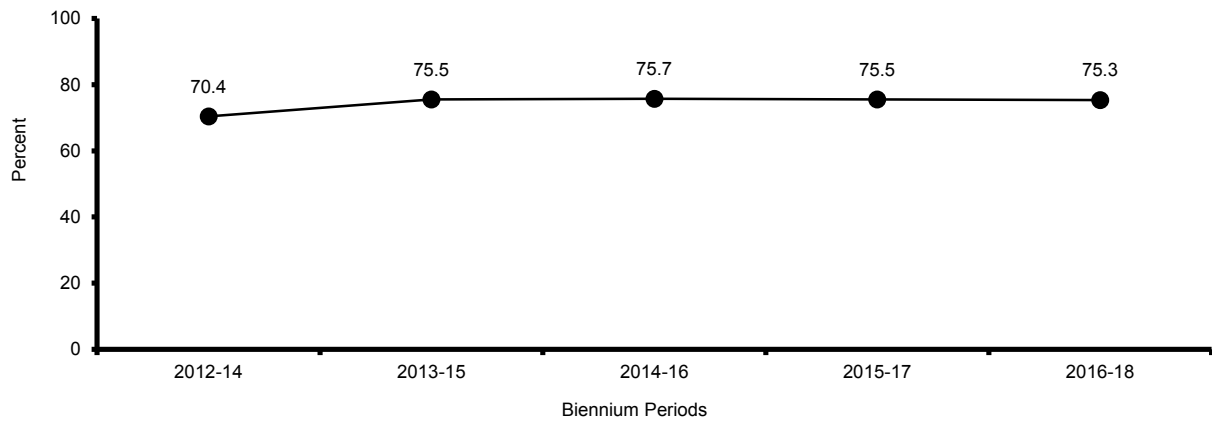
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 5-7

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

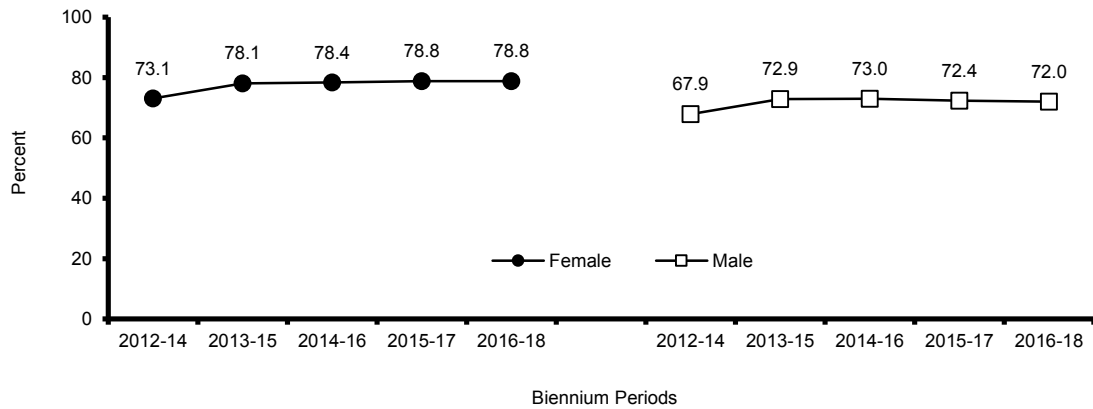
A student designated as proficient can, at a minimum, do the following:

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

Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 5-8

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Gender  
Biennium Periods 2012-2014 to 2016-2018**

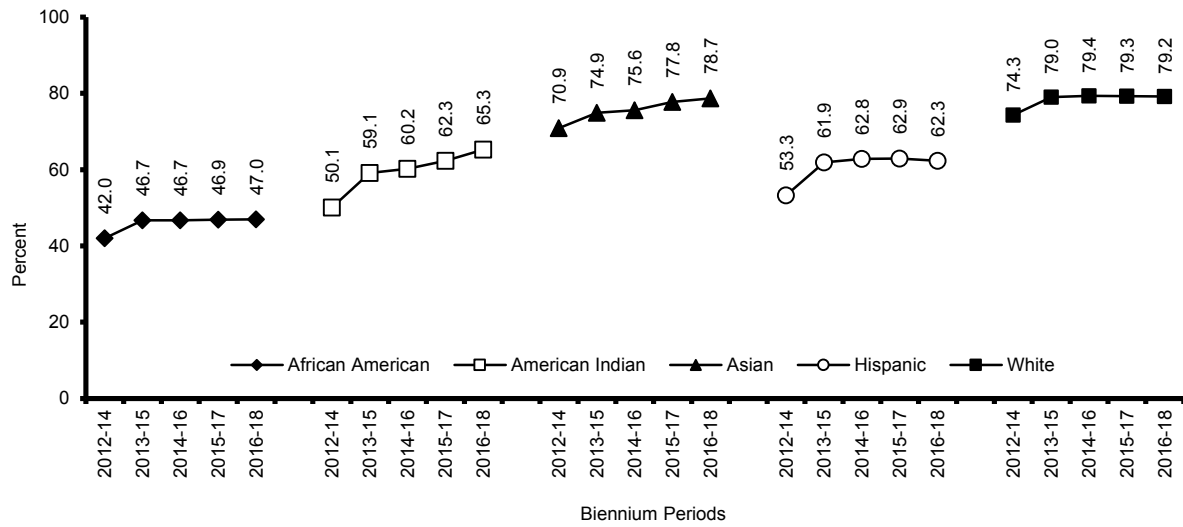


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
A student designated as proficient can, at a minimum, do the following:  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 5-9

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018**

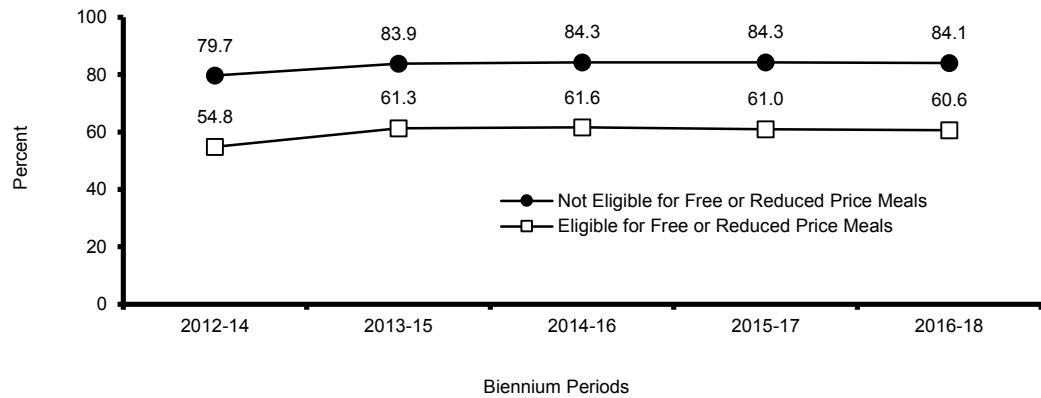


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
A student designated as proficient can, at a minimum, do the following:  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 5-10

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status\* Biennium Periods 2012-2014 to 2016-2018

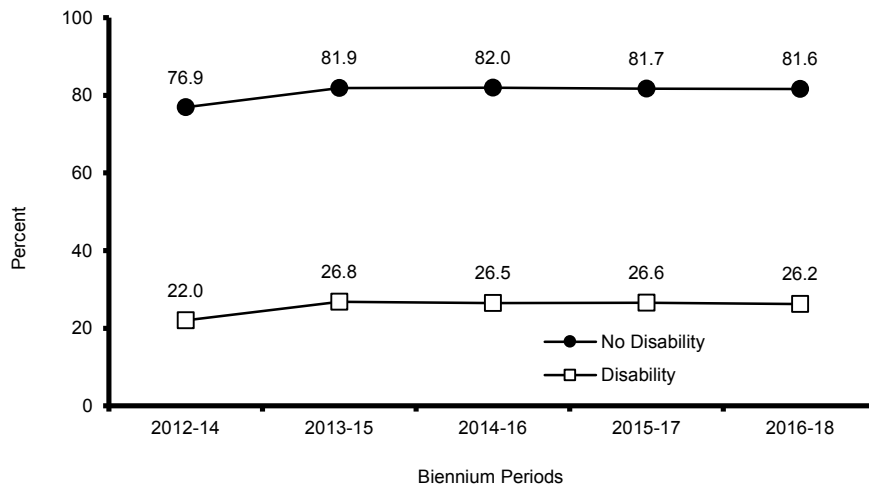


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
A student designated as proficient can, at a minimum, do the following:  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.  
\*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-11

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status\*  
Biennium Periods 2012-2014 to 2016-2018**

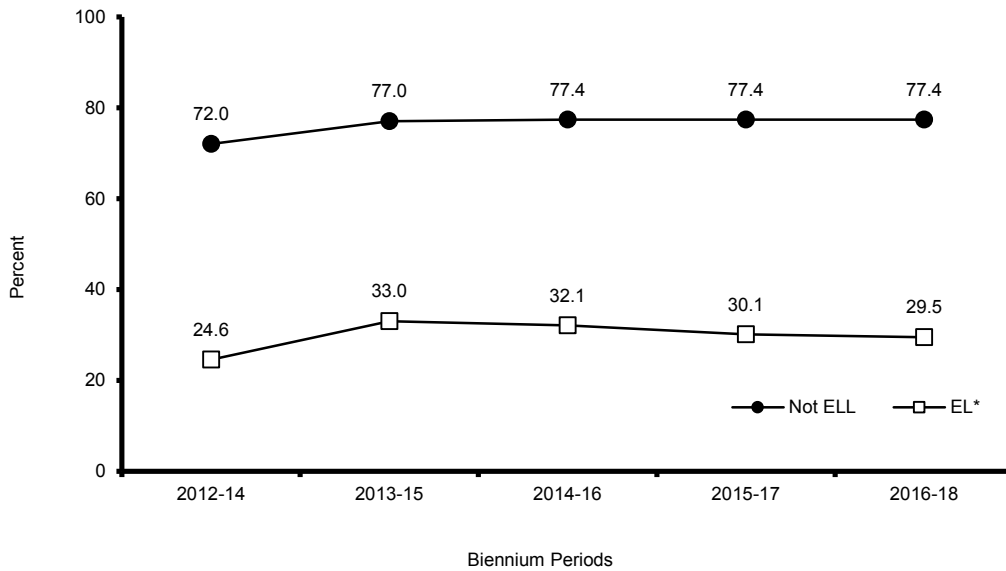


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
A student designated as proficient can, at a minimum, do the following:  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.  
\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 5-12

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

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

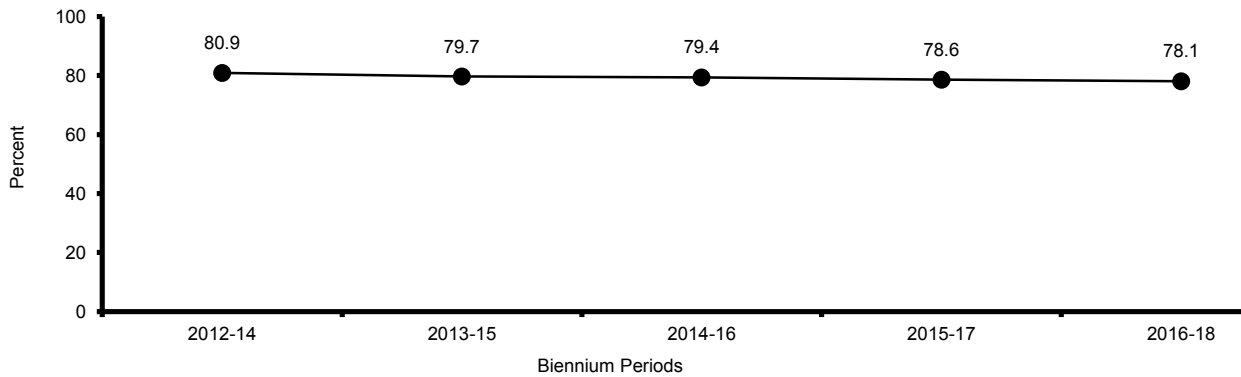
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

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

Figure 5-13

**Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests  
Biennium Periods 2012-2014 to 2016-2018**

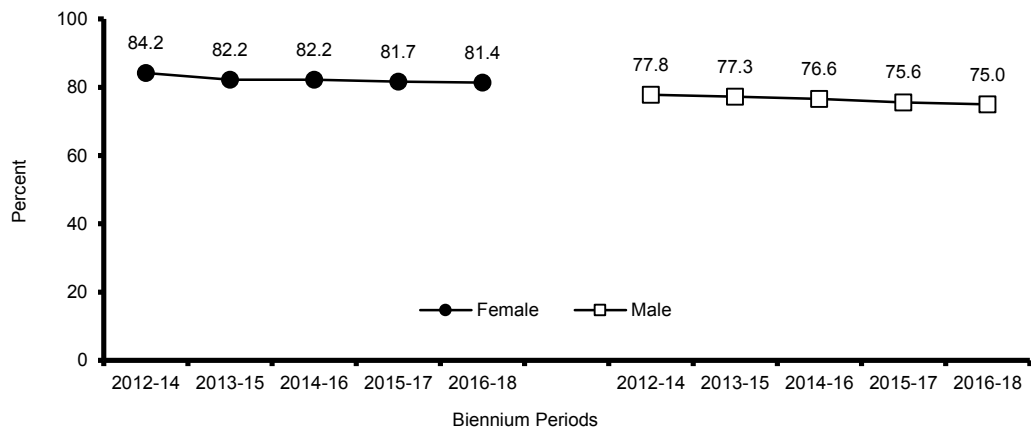


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5-14

**Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Reading Tests by Gender  
Biennium Periods 2012-2014 to 2016-2018**



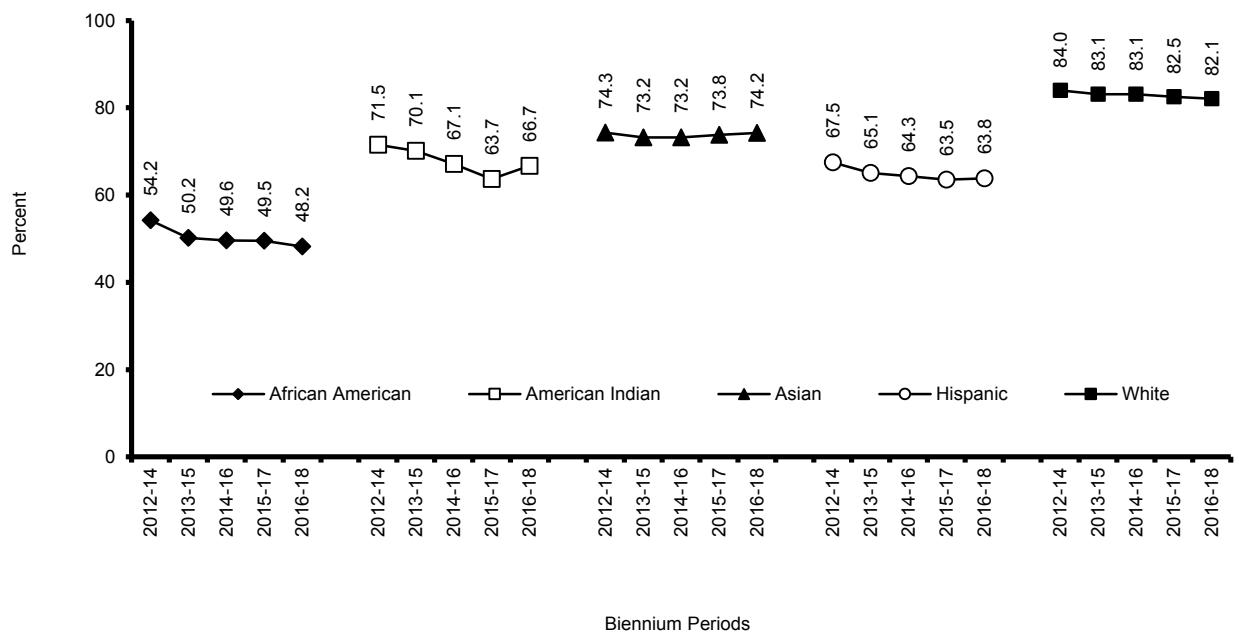
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its authors purpose or viewpoint, and evaluate aspects of its style or structure.



Figure 5-15

**Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

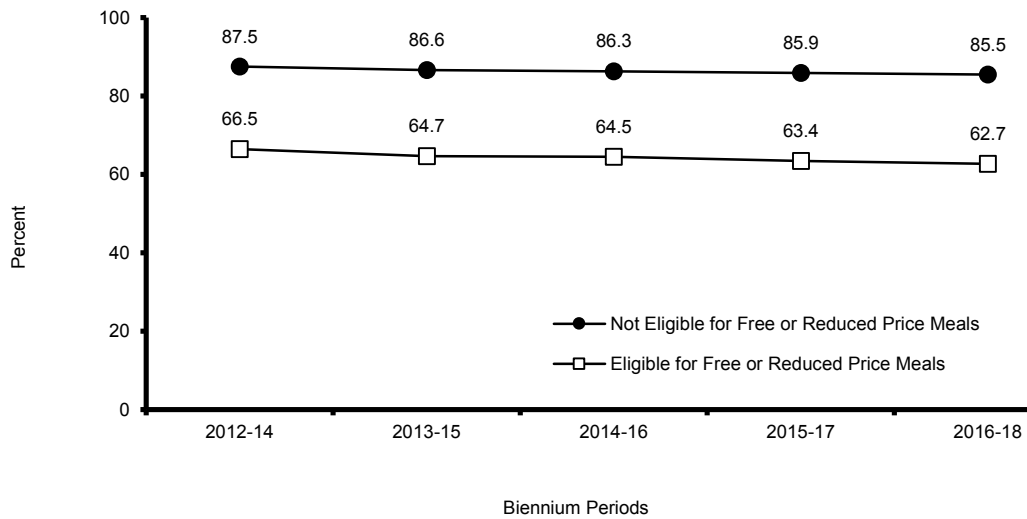
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-16

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Socioeconomic Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

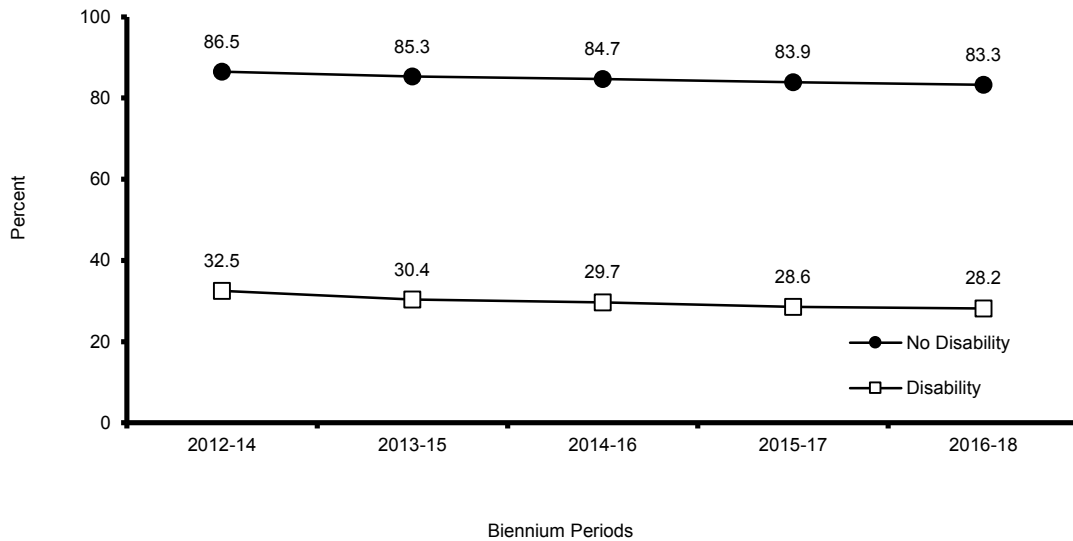
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 5-17

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Disability Status\*  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

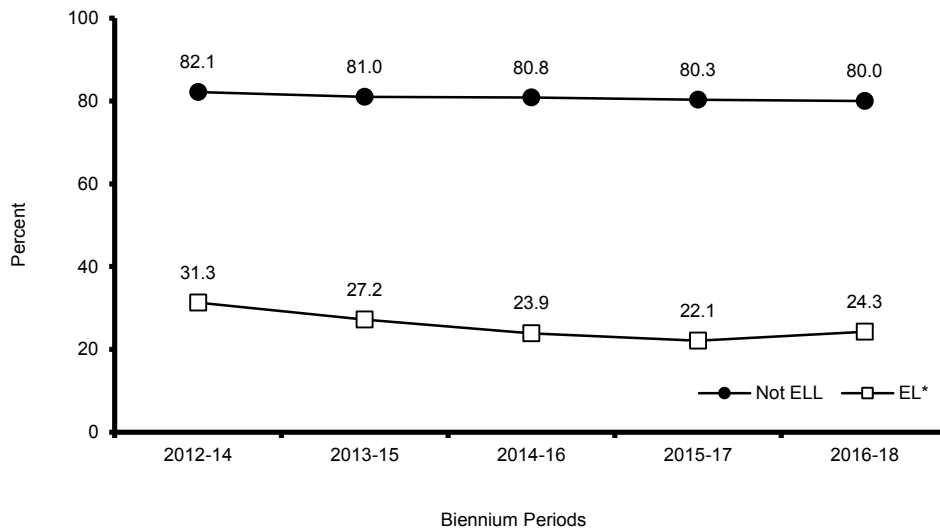
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 5-18

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Reading Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

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

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

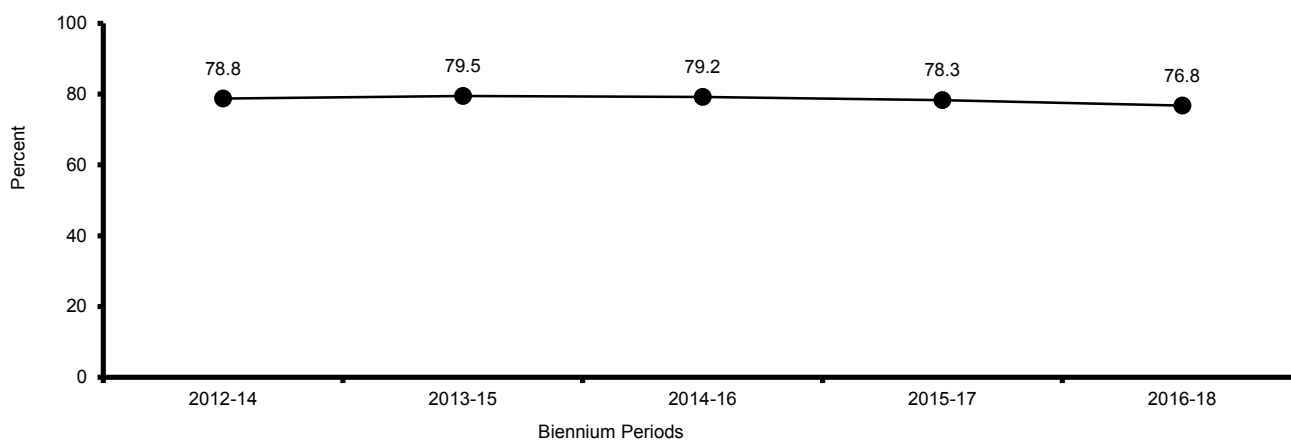
\*Primary language status is classified by English and English learner and determined according to the following definition: English learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only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

## Mathematics

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

Figure 5-19

### Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

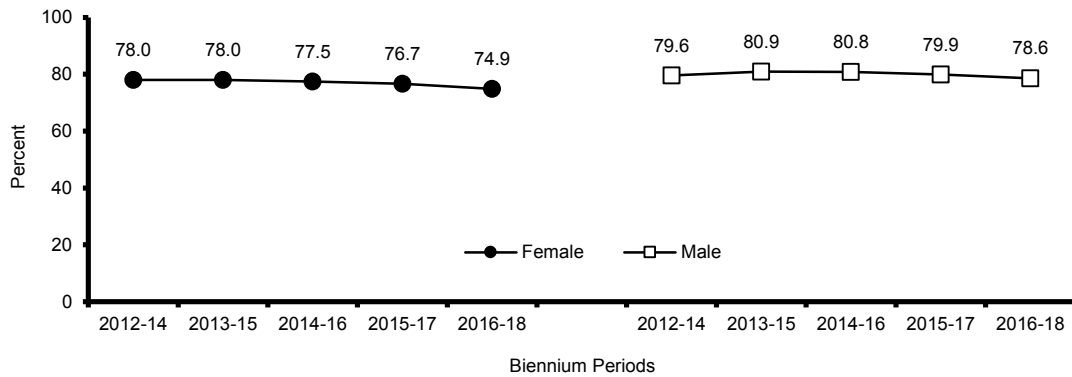
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-20

**Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

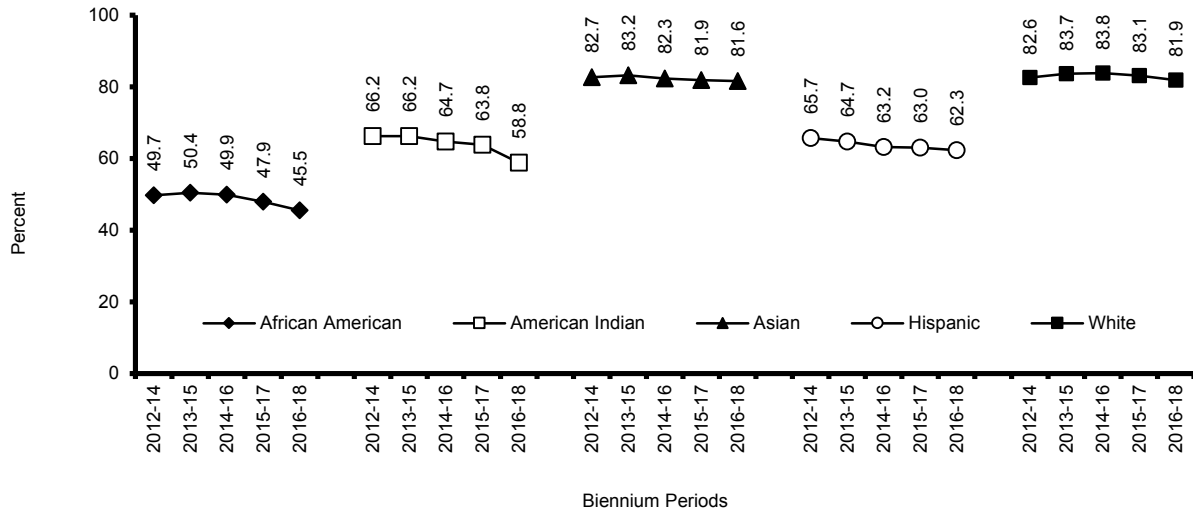
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-21

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

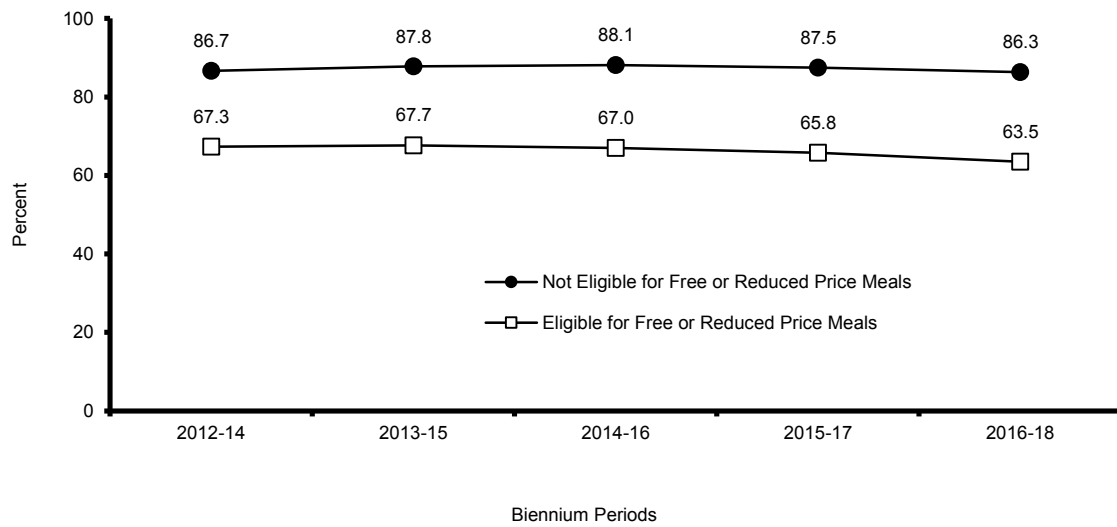
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-22

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status\* Biennium Periods 2012-2014 to 2016-2018



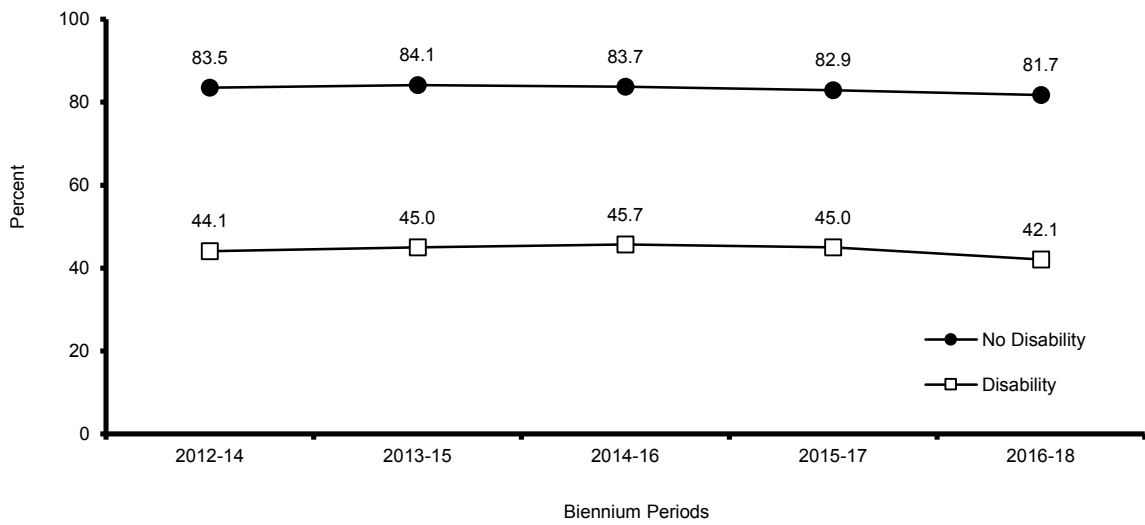
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.  
\*Socioeconomic status is determined by eligibility for free or reduced price meals.



Figure 5-23

Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

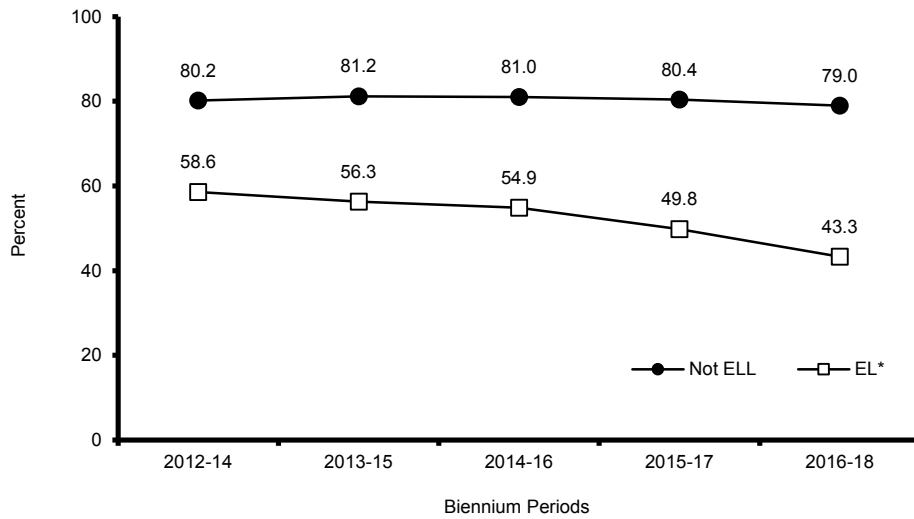
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 5-24

**Percent of Iowa Fourth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

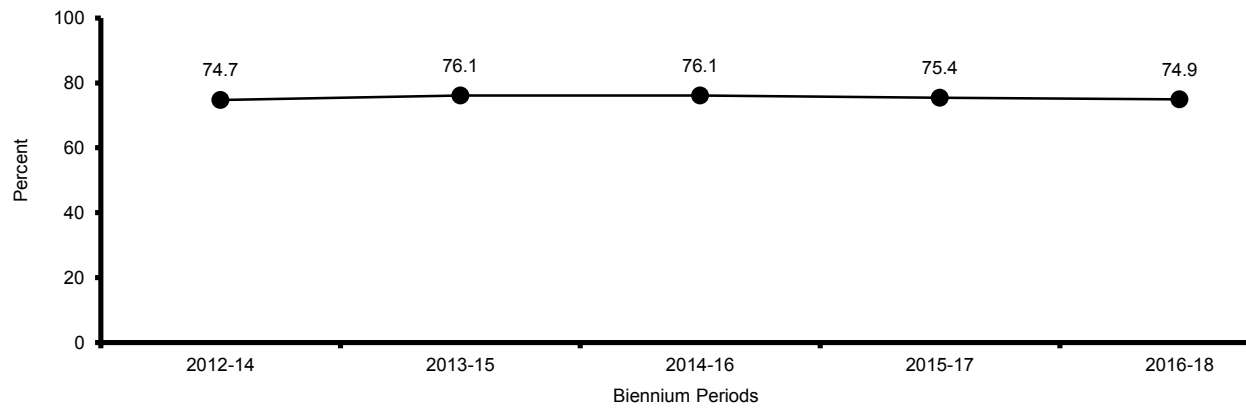
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 5-25

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

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

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 5-26

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Gender  
Biennium Periods 2012-2014 and 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

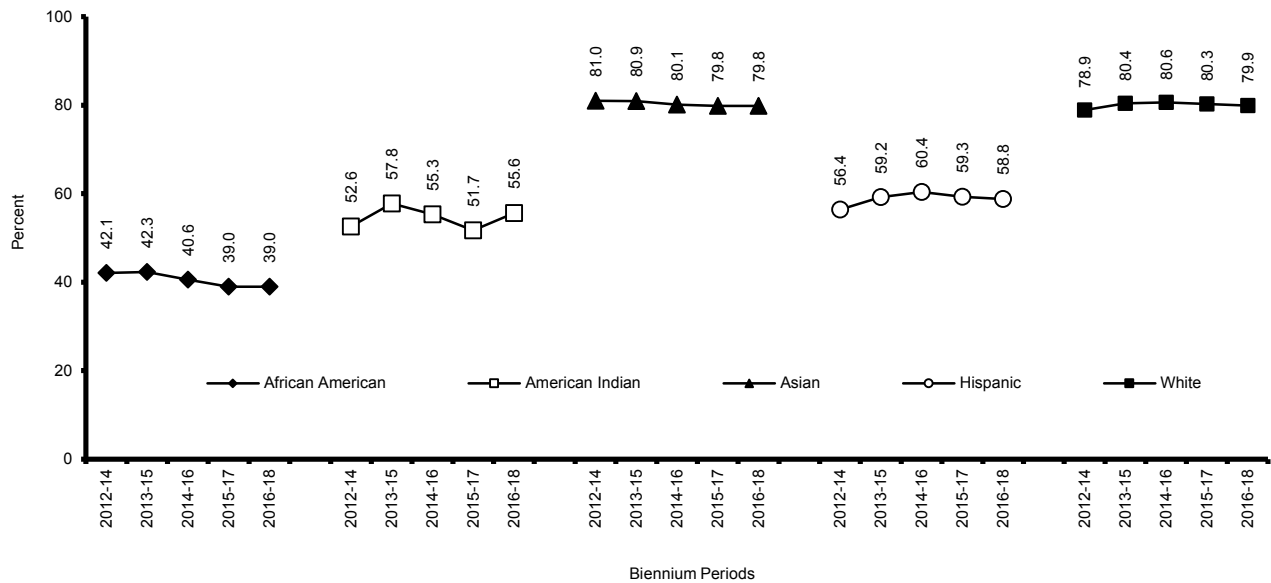
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 5-27

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

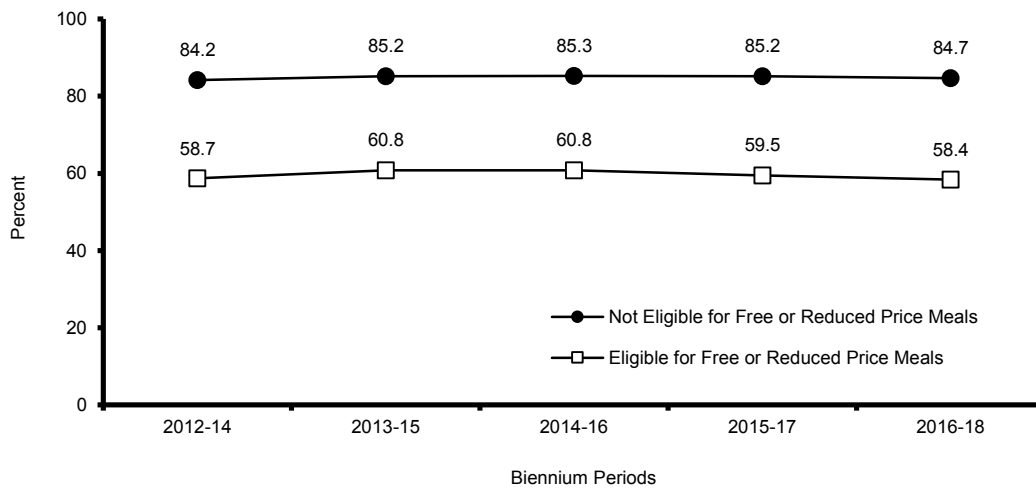
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 5-28

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Socioeconomic Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

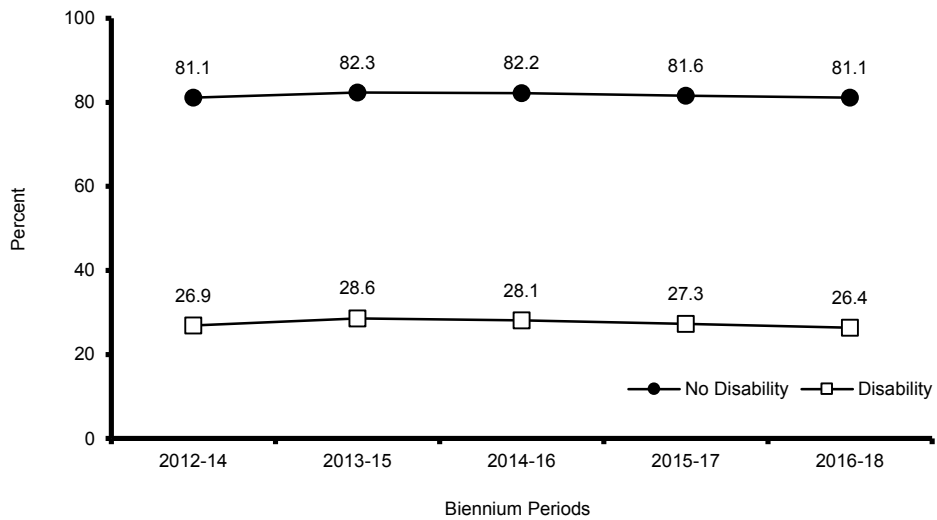
A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

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

Figure 5-29

Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Disability Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

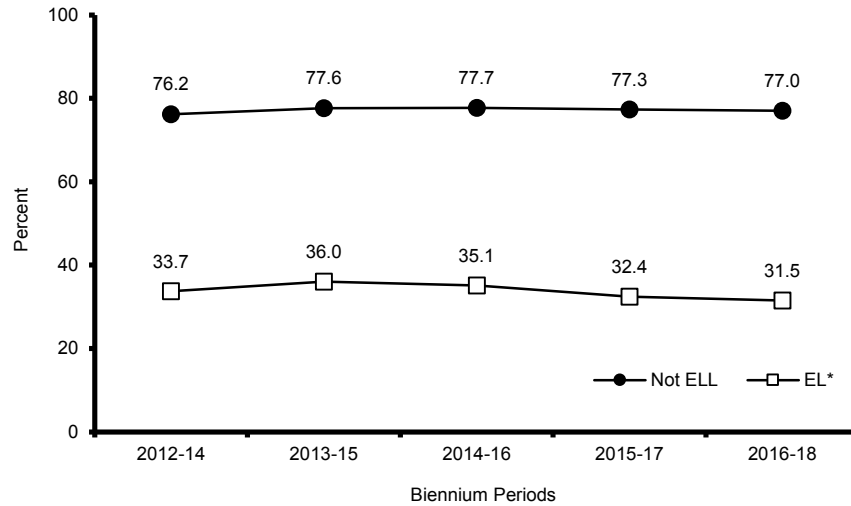
A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

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

Figure 5-30

**Percent of Iowa Eighth Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

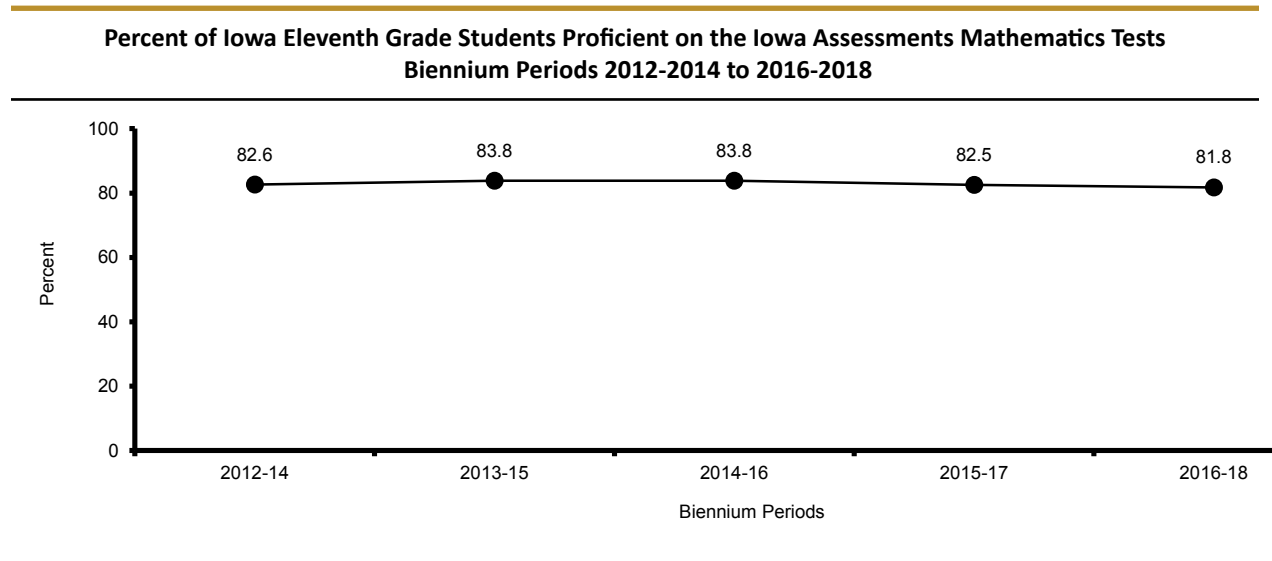
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

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

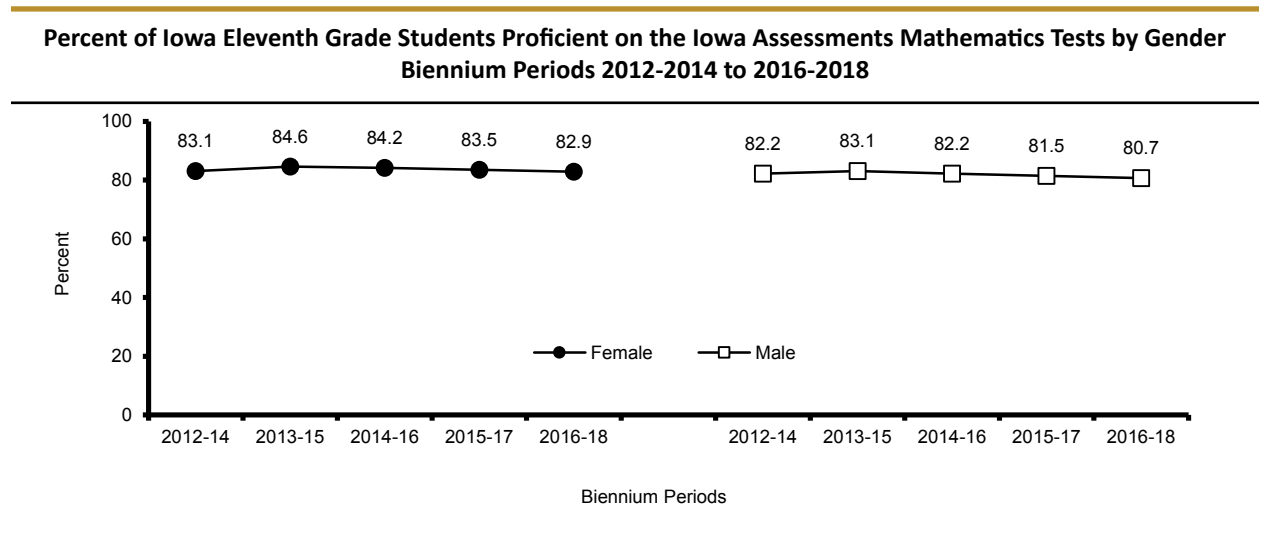
Figure 5-31



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 5-32



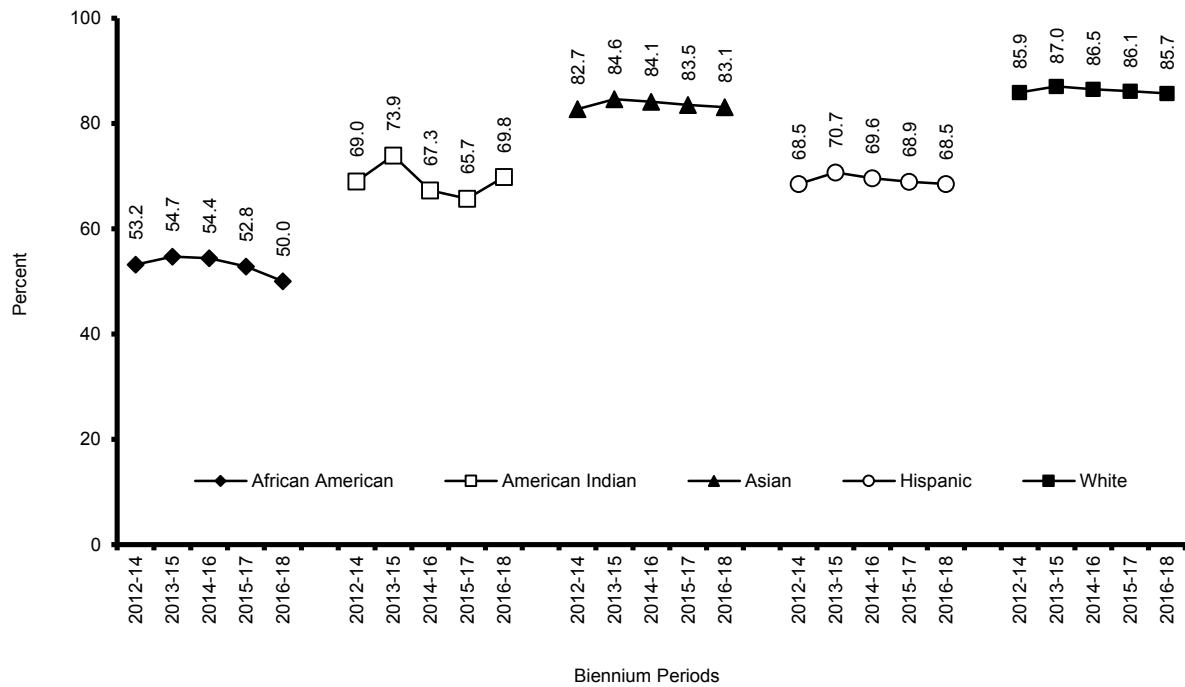
Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. A student designated as proficient can, at a minimum, do the following:  
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.



Figure 5-33

Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Race/Ethnicity Biennium Periods 2012-2014 to 2016-2018



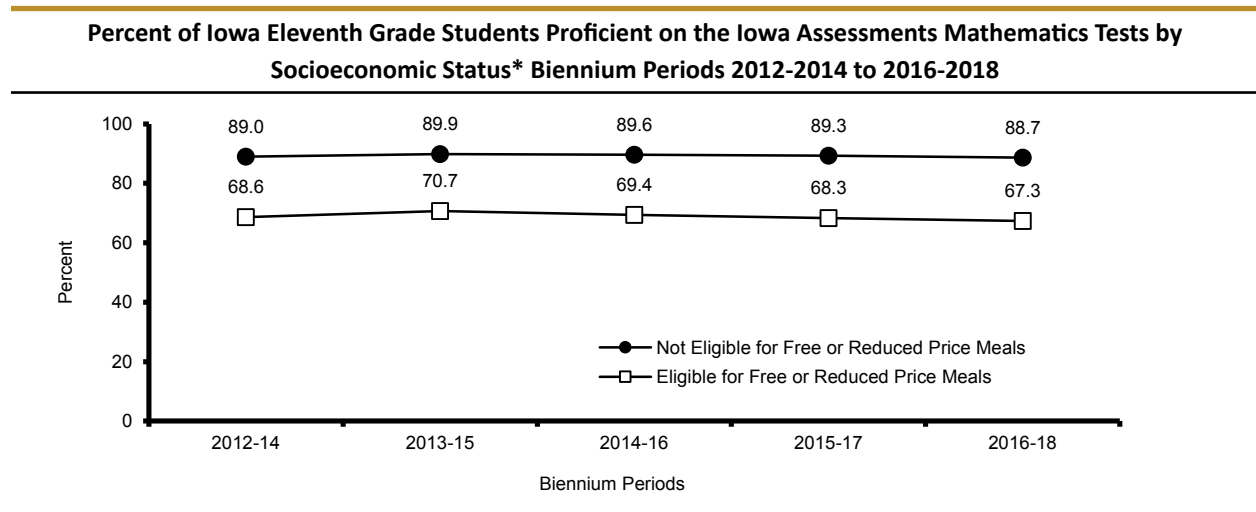
Source: Iowa Testing Programs, The University of Iowa.

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

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

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

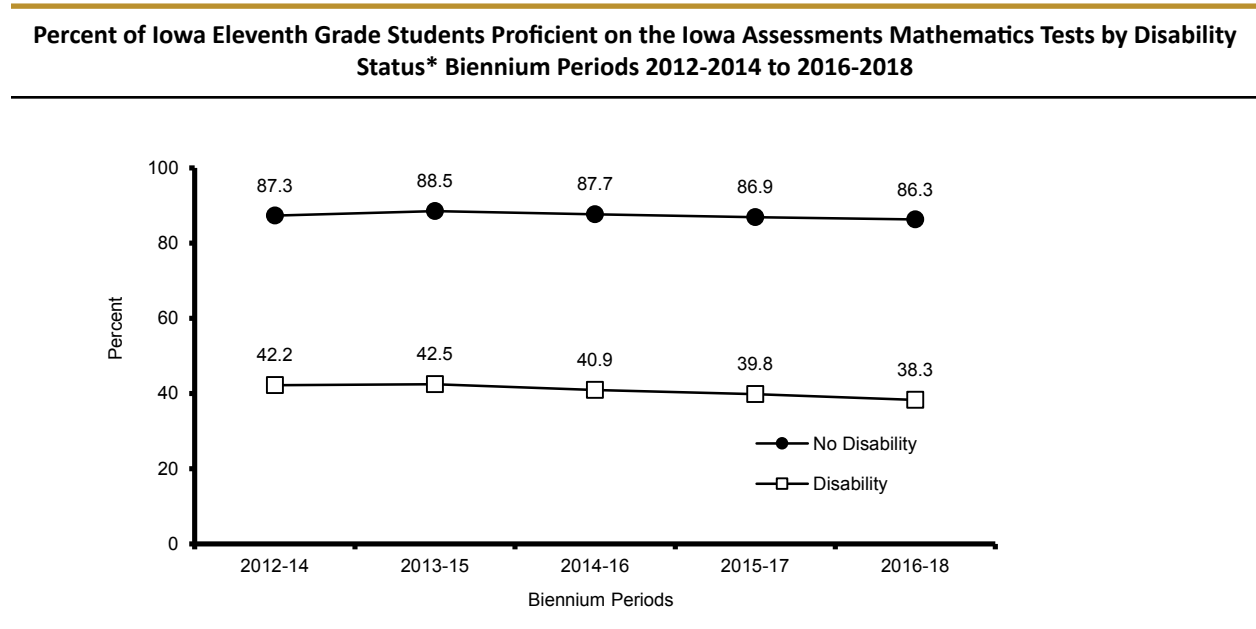
Figure 5-34



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
 A student designated as proficient can, at a minimum, do the following:  
 Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.  
 \*Socioeconomic status is determined by eligibility for free or reduced price meals.

Figure 5-35

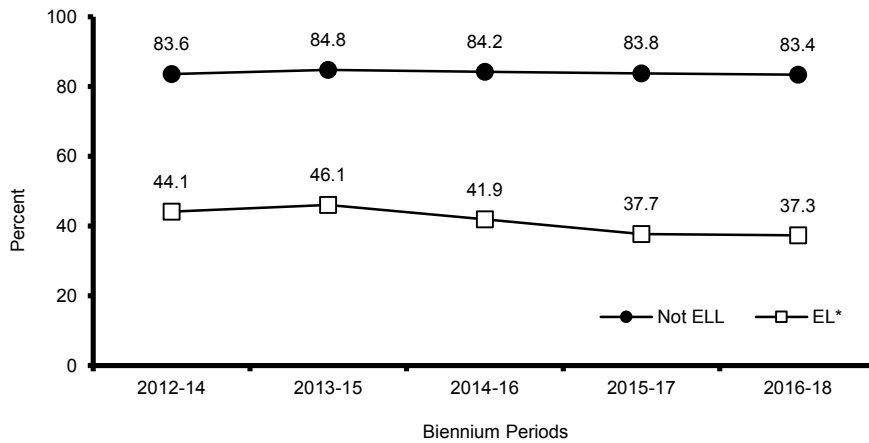


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
 A student designated as proficient can, at a minimum, do the following:  
 Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.  
 \*Disability status is determined by the presence of an individualized education program (IEP).

Figure 5-36

**Percent of Iowa Eleventh Grade Students Proficient on the Iowa Assessments Mathematics Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

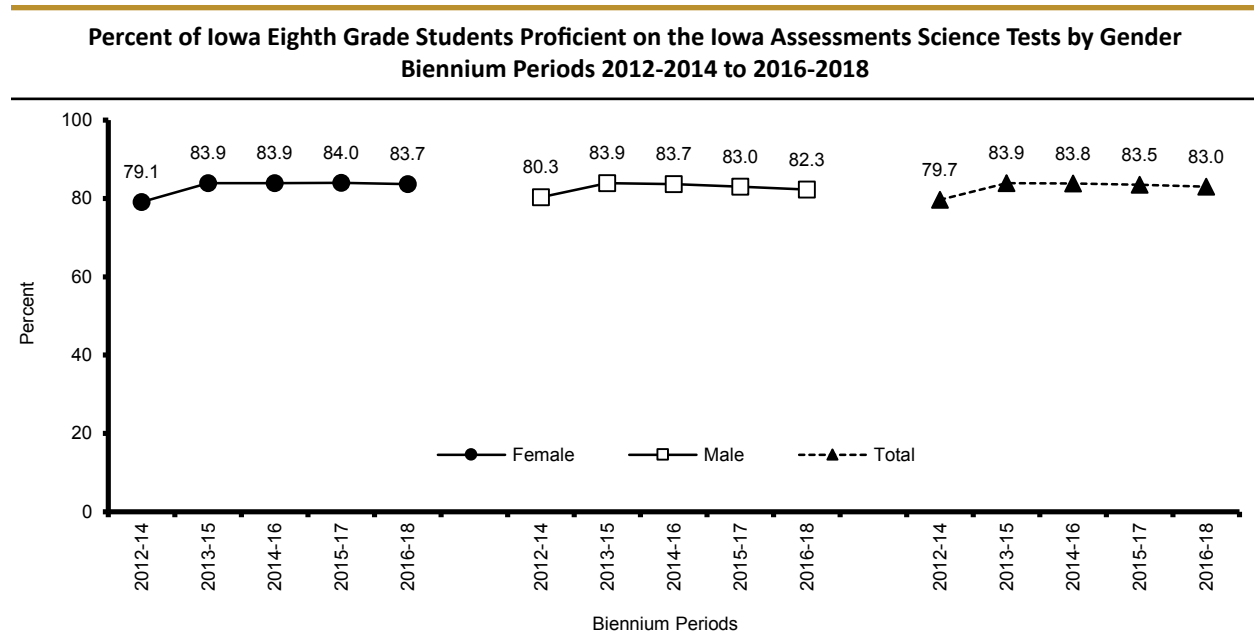
A student designated as proficient can, at a minimum, do the following:  
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

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

## Science

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

**Figure 5-37**

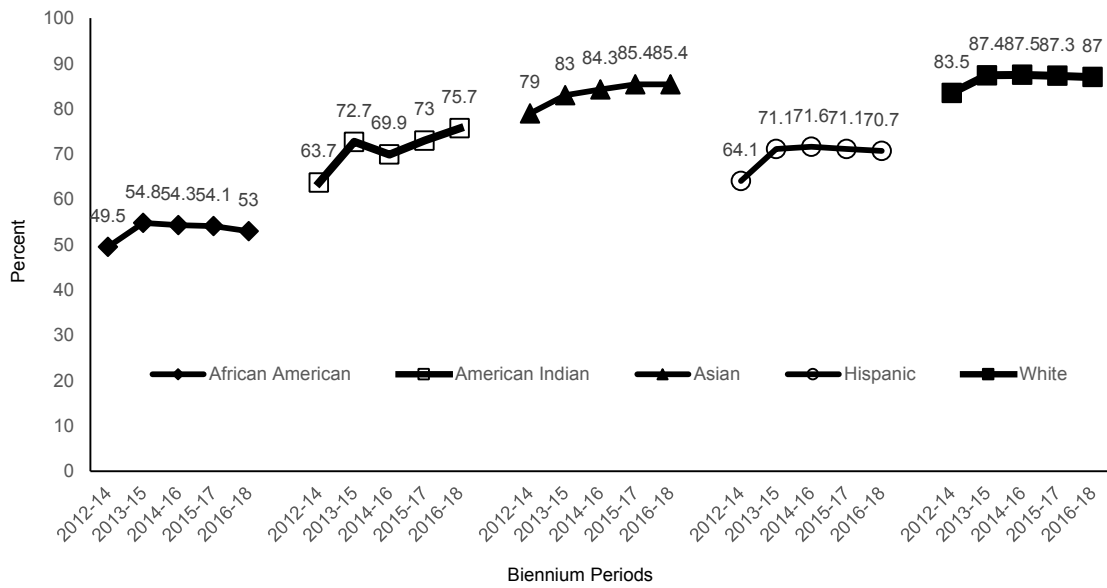


Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.  
A student designated as proficient can, at a minimum, do the following:  
Sometimes understands ideas related to Earth, the universe, and the life science.  
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 5-38

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

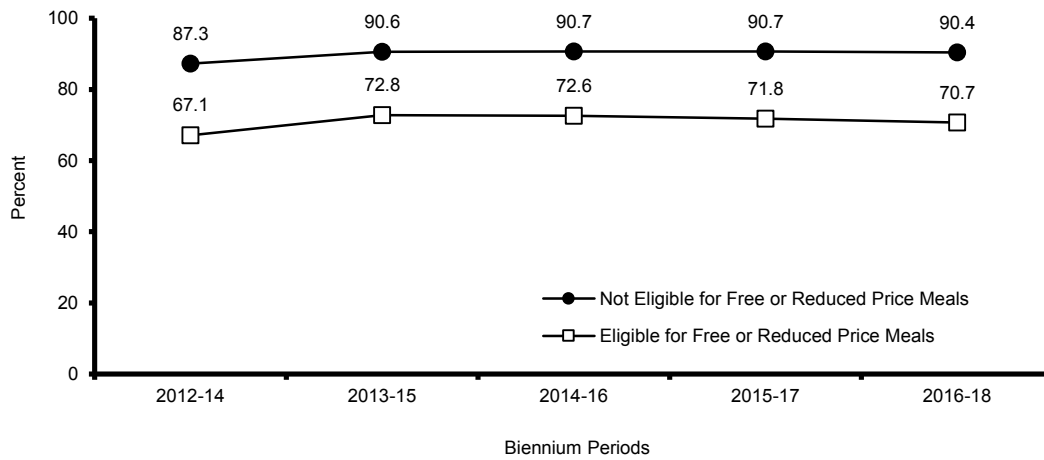
A student designated as proficient can, at a minimum, do the following:

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

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 5-39

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Socioeconomic Status\*  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

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

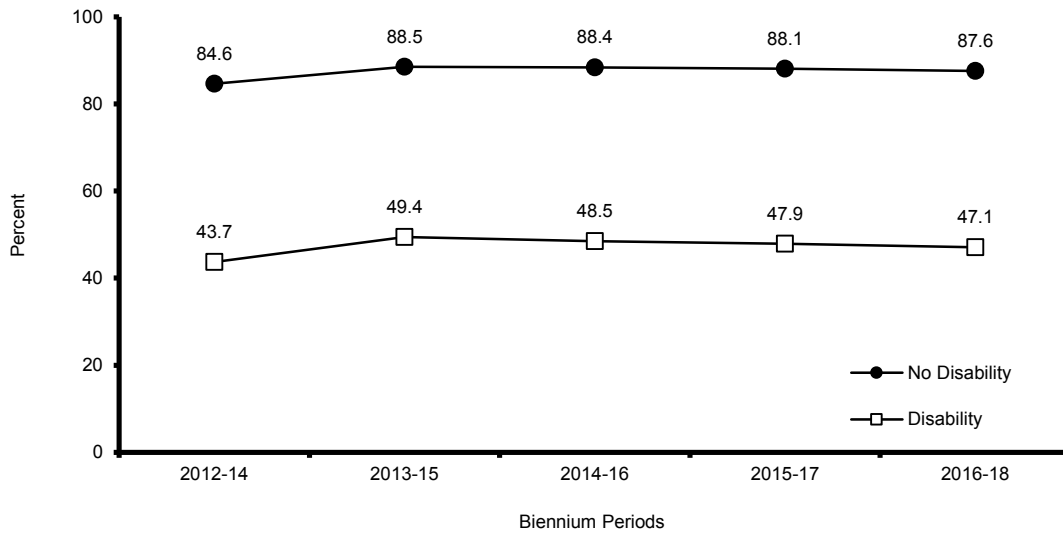
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

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

Figure 5-40

**Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Disability Status\*  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

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

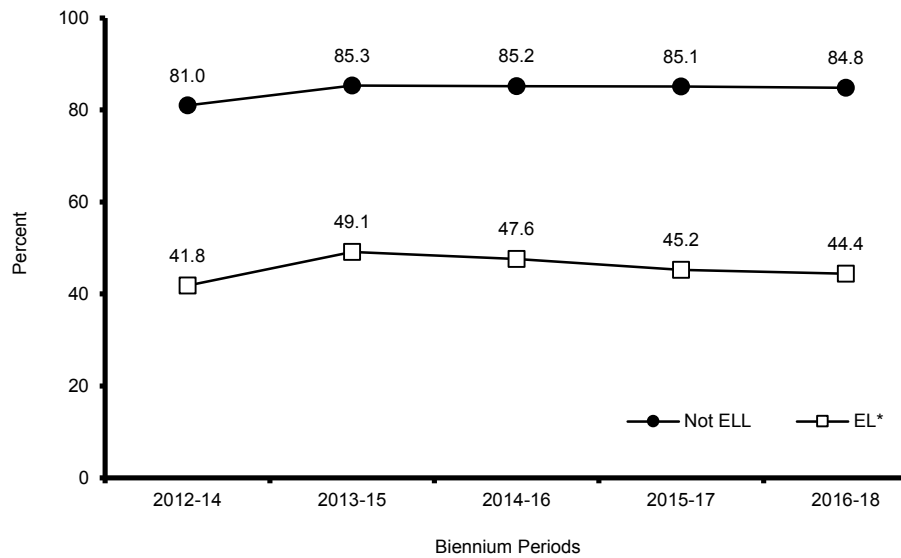
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

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

Figure 5-41

Percent of Iowa Eighth Grade Students Proficient on Iowa Assessments Science Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

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

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

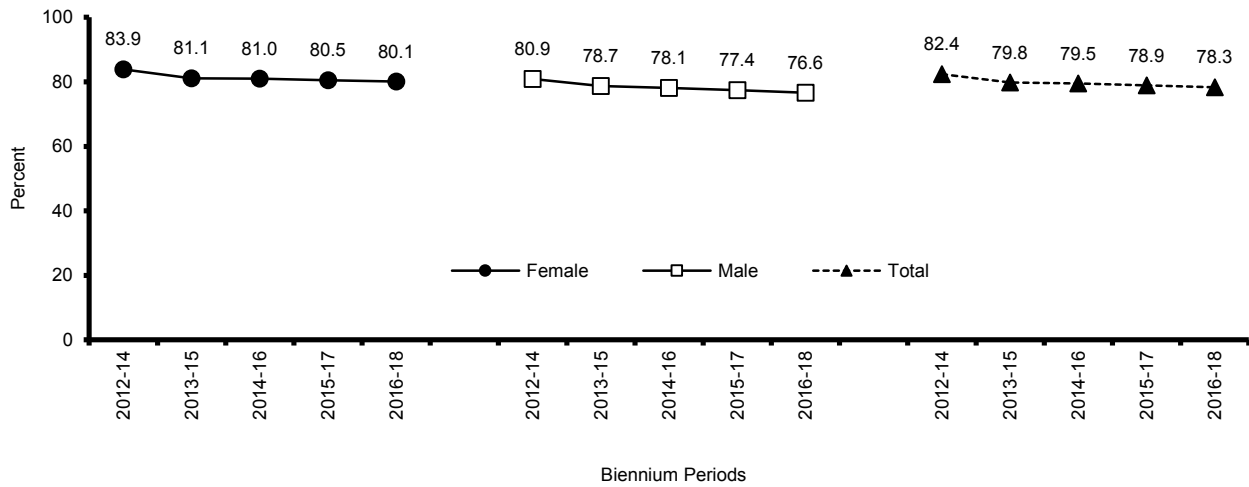
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

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



Figure 5-42

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Gender  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

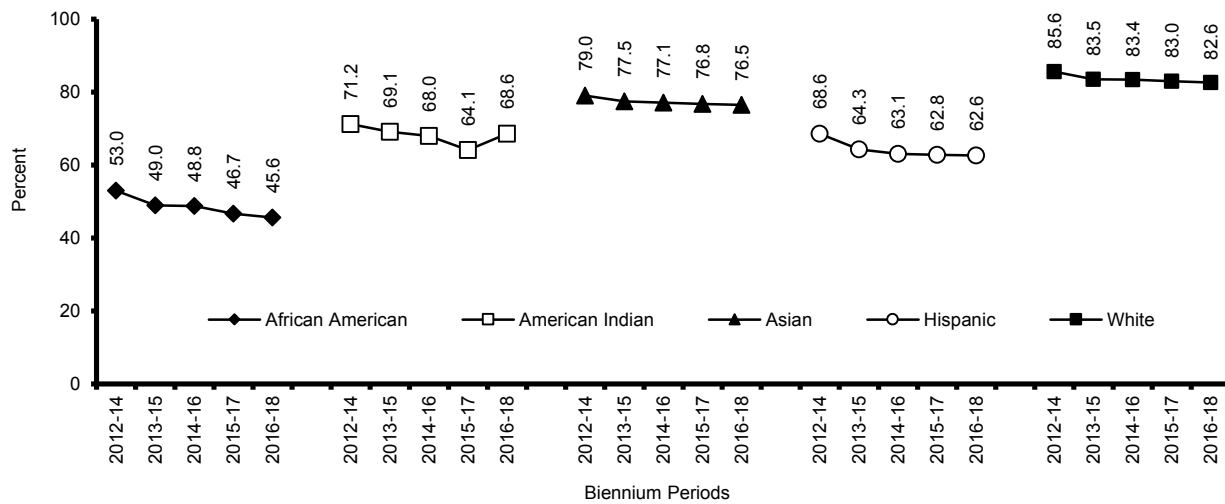
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-43

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Race/Ethnicity  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

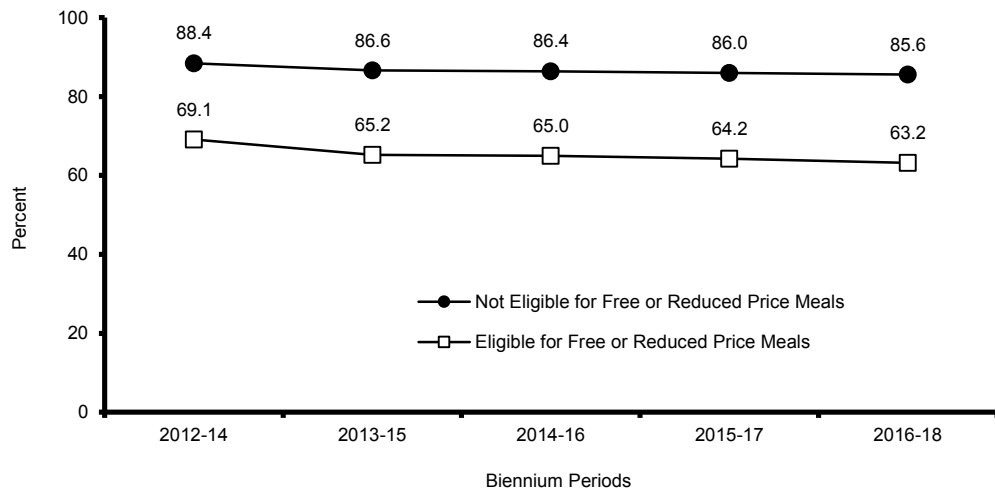
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

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

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

Figure 5-44

Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Socioeconomic Status\* Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

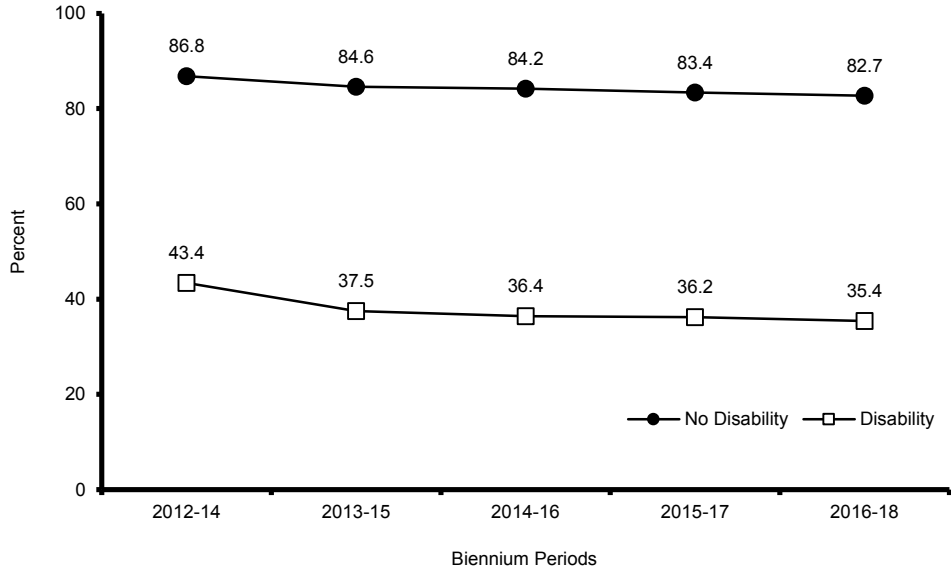
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 5-45

**Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Disability Status\*  
Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

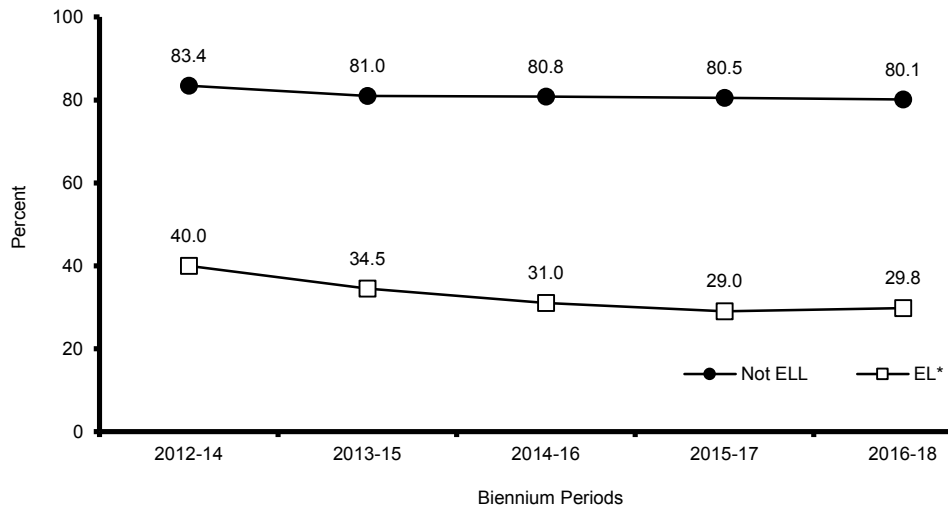
A student designated as proficient can, at a minimum, do the following:

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

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

Figure 5-46

**Percent of Iowa Eleventh Grade Students Proficient on Iowa Assessments Science Tests by Primary Language Status\* Biennium Periods 2012-2014 to 2016-2018**



Source: Iowa Testing Programs, The University of Iowa.

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

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

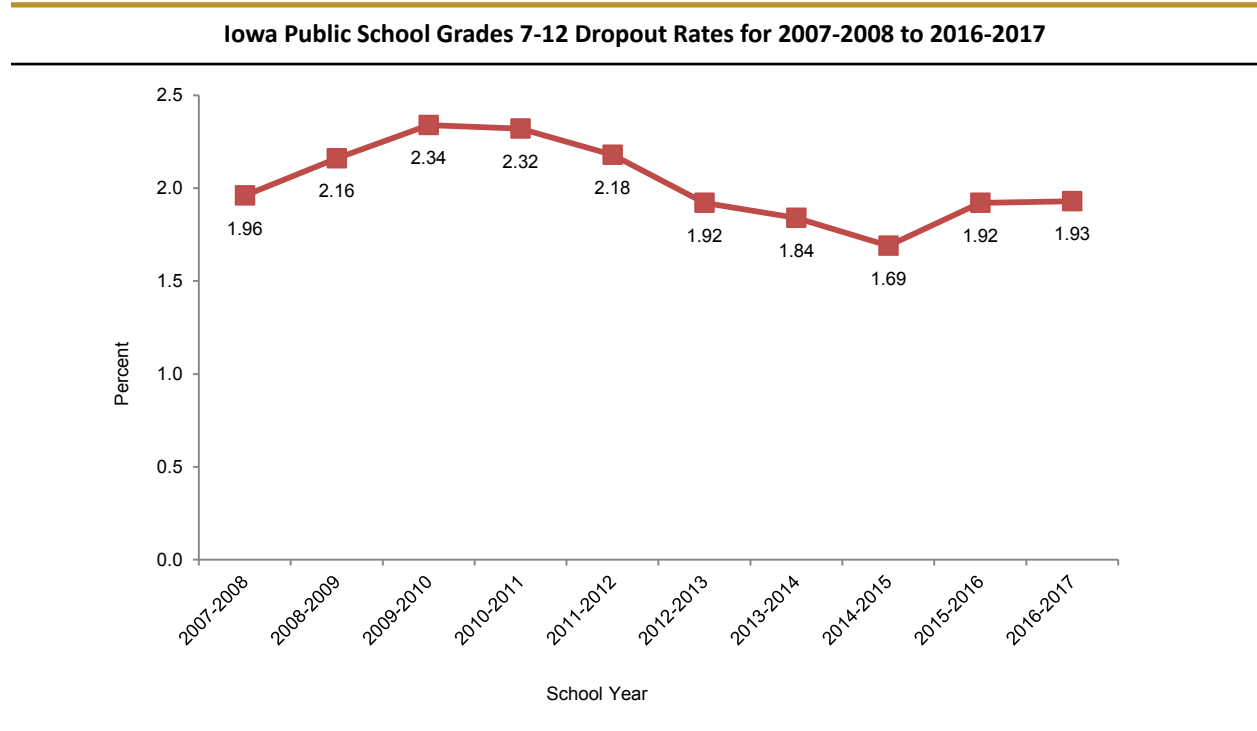
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

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

## Dropouts

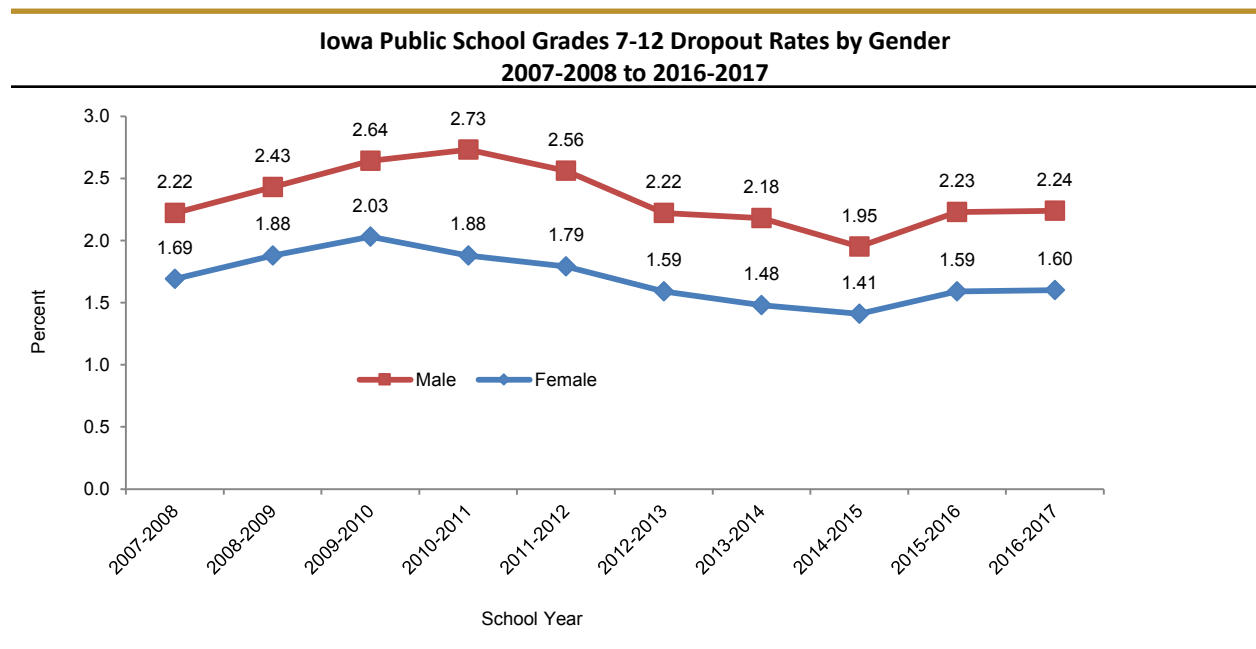
*Indicator:* Percentage of students considered as dropouts for grades 7-12, reported for all students by gender and by race/ethnicity.

Figure 5-47



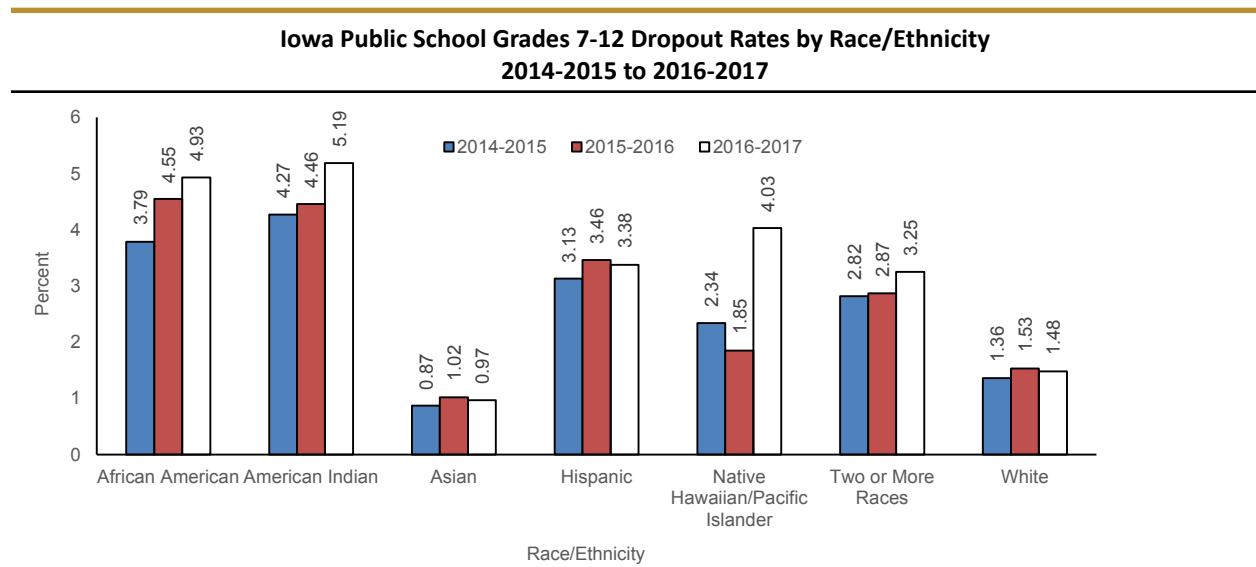
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa and Dropout files.

Figure 5-48



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

Figure 5-49



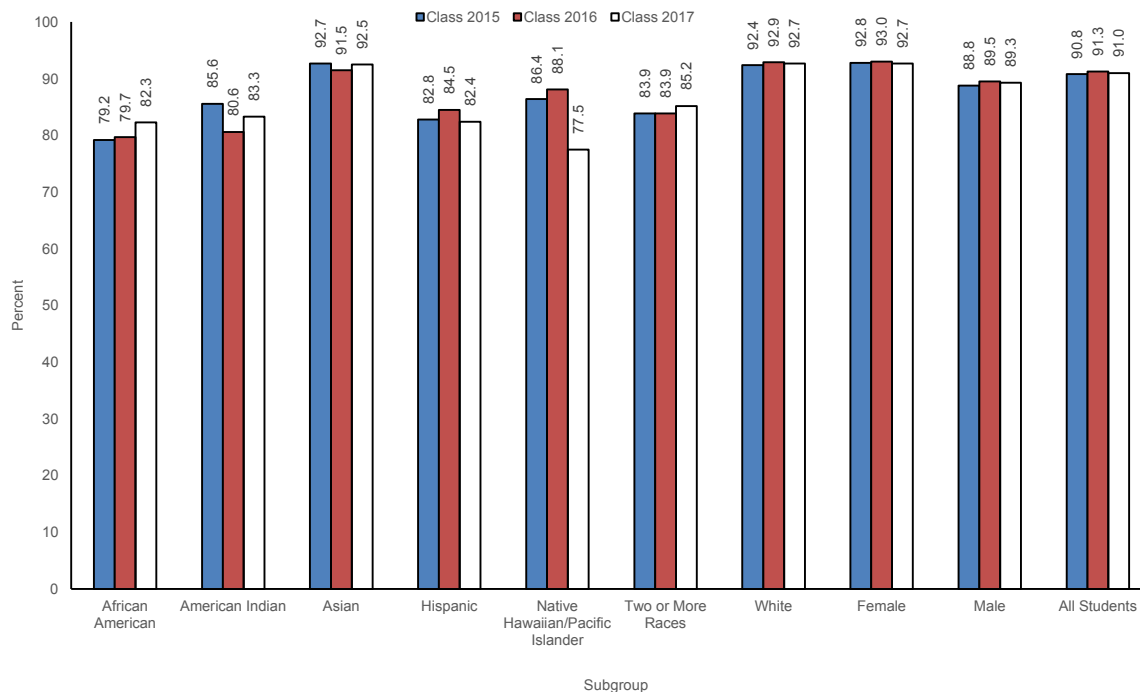
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

## High School Graduation Rates

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

**Figure 5-50**

**Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender Graduating Classes of 2015 to 2017**



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

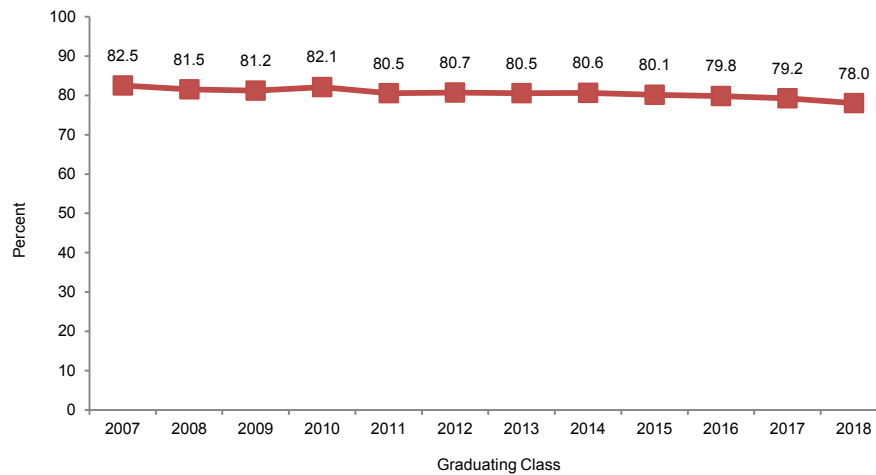


## Postsecondary Education/Training Intentions

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

Figure 5-51

### Percent of All Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training Graduating Classes 2007 to 2018

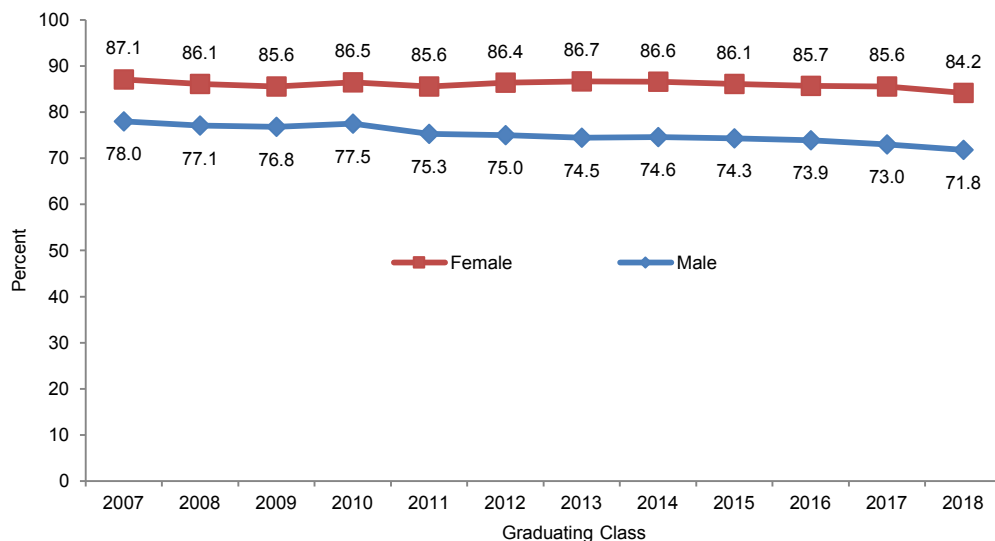


Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2010 to 2018 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Figure 5-52

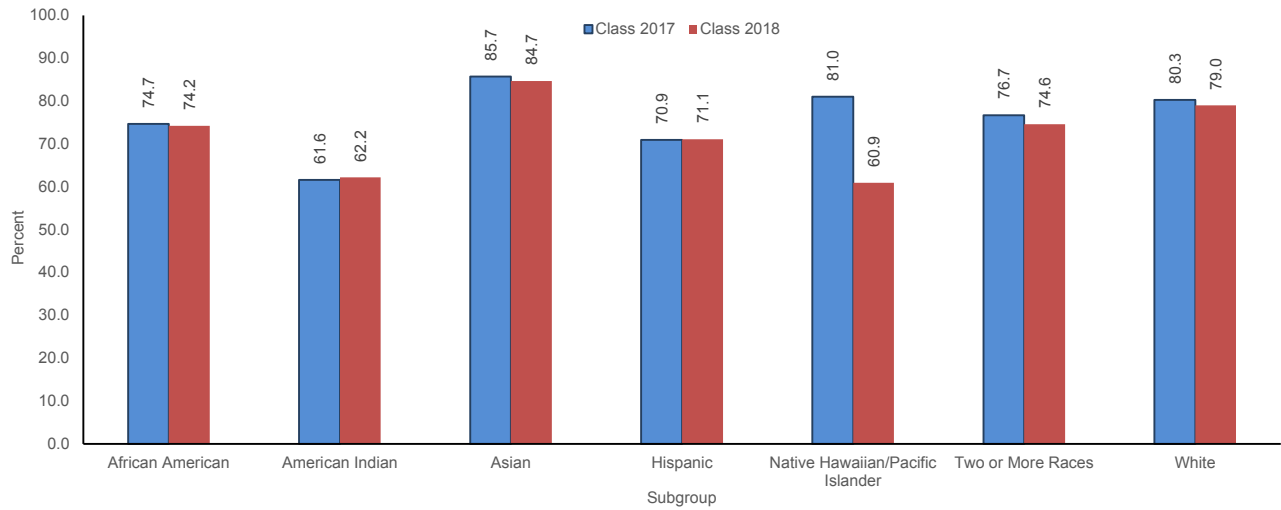
### Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2007 to 2018



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

Figure 5-53

**Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity Graduating Classes of 2017 and 2018**



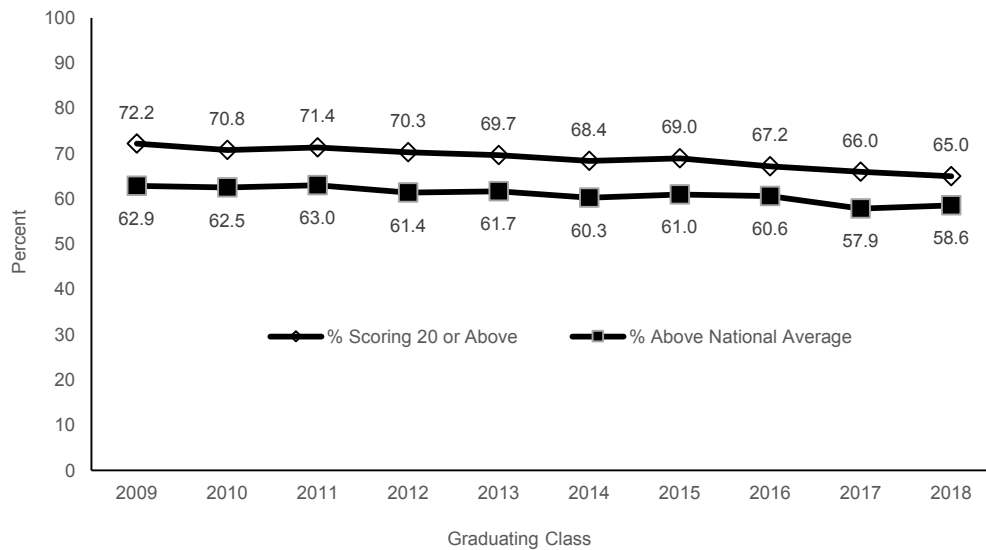
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

**Probable Postsecondary Success**

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

Figure 5-54

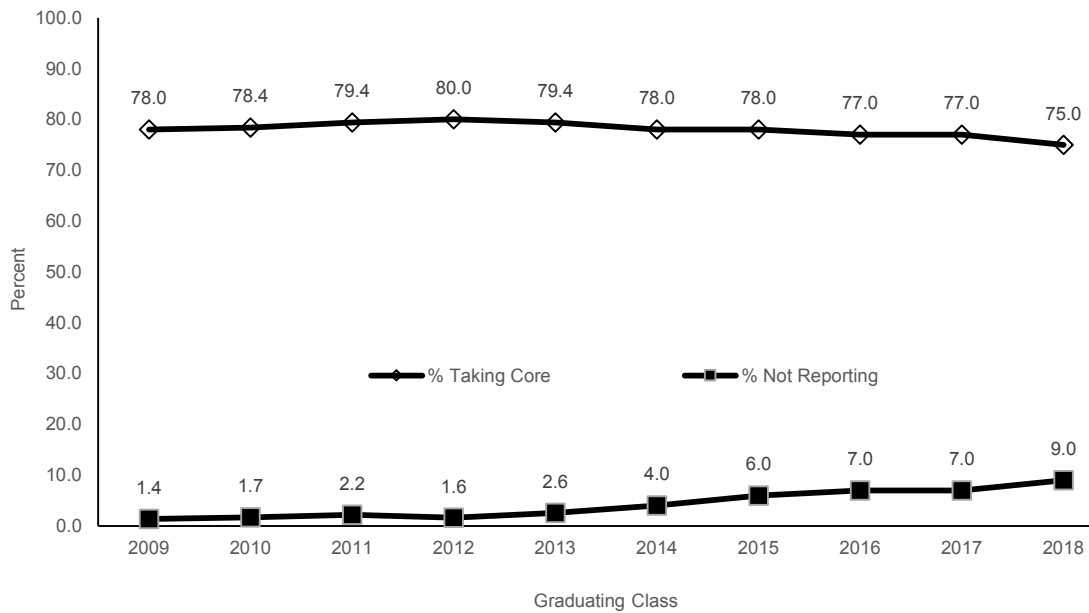
**Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2009 to 2018**



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

Figure 5-55

Percent of Iowa ACT Participants Completing Core High School Program Graduating Classes of 2009 to 2018



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

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

## *Student Performance by Tests and Areas*

### *Iowa Assessments*

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. During the 2017-2018 school year, all Iowa public school districts and over 180 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of public and nonpublic school students proficient in grades 4, 8, and 11 in reading and mathematics, and the percent of students in grades 8 and 11 proficient in science are included in the state indicators.

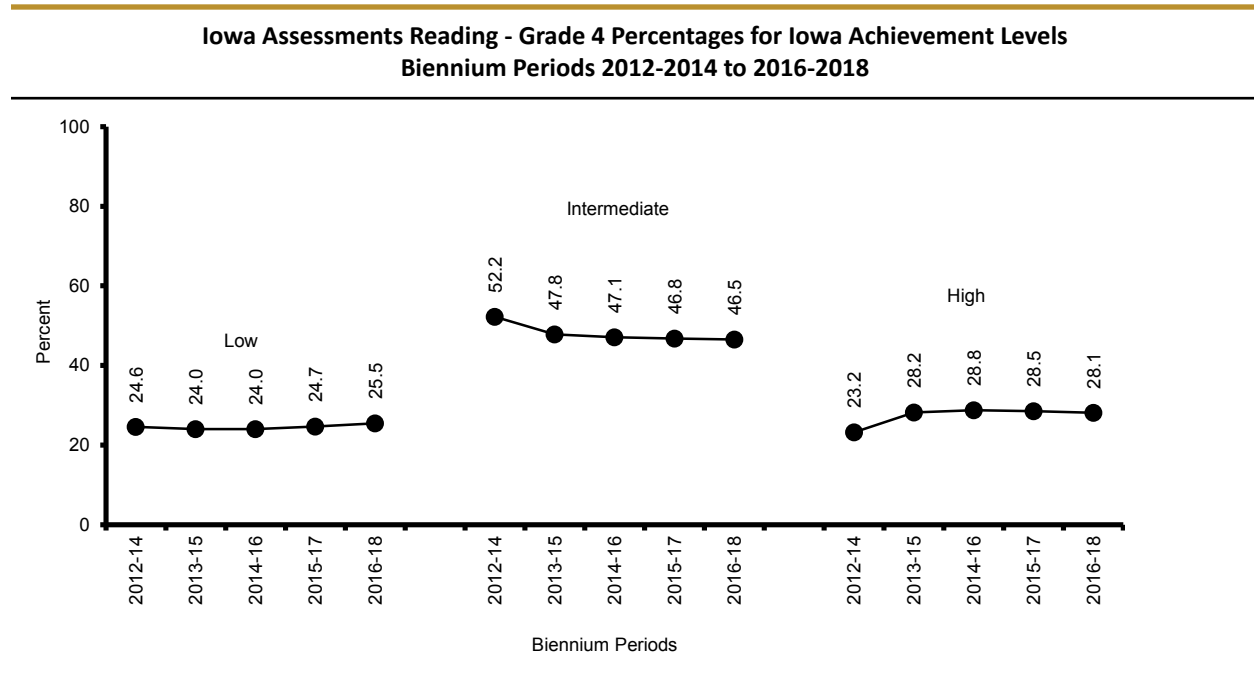
### **Iowa Assessments Achievement Level Distributions**

Form E of the Iowa Assessments with 2011 national norms was used for the first time during the 2011-2012 and 2012-2013 school years. For the 2013-2014 to 2017-2018 school years an equated form, Form F, was administered. The achievement level data on Iowa Assessments are shown for all students in grades 4, 8, and 11 in reading and mathematics and in grades 8 and 11 in science between 2012-2014 and 2016-2018. Proficiency cut scores for the three achievement levels of the Iowa Assessments are calculated using a Standard Score metric and are specific to grade, content, and time of year. The Standard Score metric allows teachers and parents to monitor growth across years and make connections between growth and proficiency.

## Achievement Levels for Reading

Figures 5-56 through 5-61 show the achievement level trends for reading for all students in grades 4, 8, and 11 for the biennium periods 2012-2014 through 2016-2018. More students were categorized in the Low achievement level during 2014-2016 to 2016-2018 in reading in grade 4 (Figure 5-56), grade 8 (Figure 5-57) and grade 11 (Figure 5-58).

Figure 5-56



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

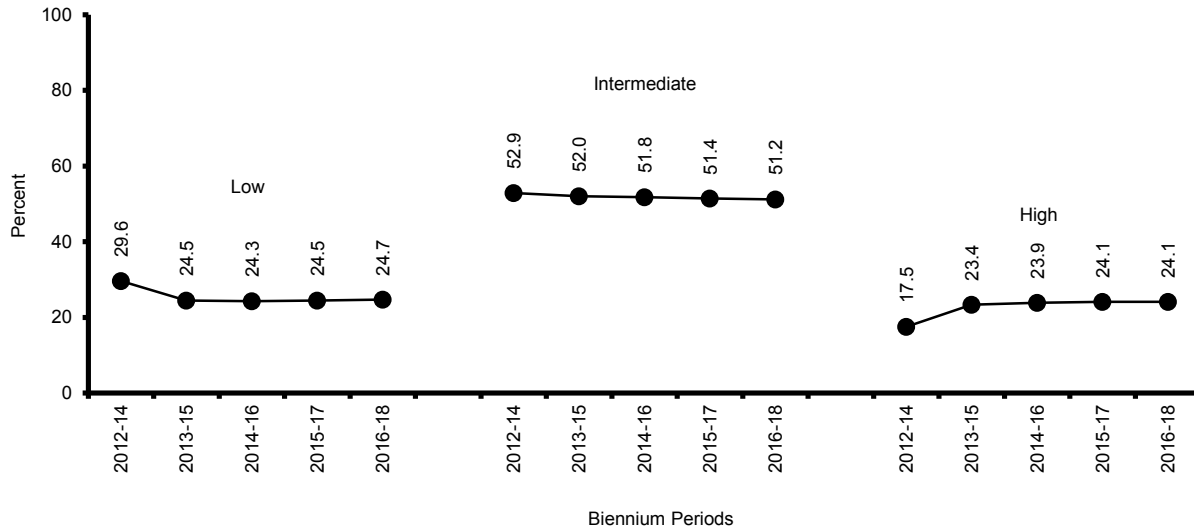
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

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

Figures may not total 100 percent due to rounding.

Figure 5-57

Iowa Assessments Reading - Grade 8 Percentages for Iowa Achievement Levels  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

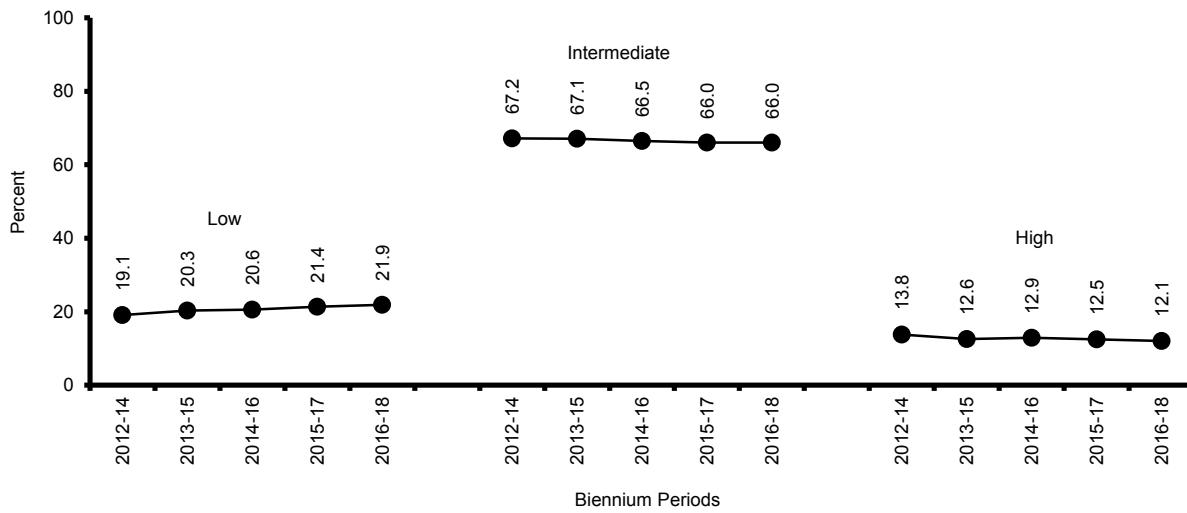
Understands little factual information; can seldom draw conclusions or makes simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluates the style and structure of the text, and interprets nonliteral language.

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

Figures may not total 100 percent due to rounding.

Figure 5-58

Iowa Assessments Reading - Grade 11 Percentages for Iowa Achievement Levels  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the Iowa Assessments Reading Tests:

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

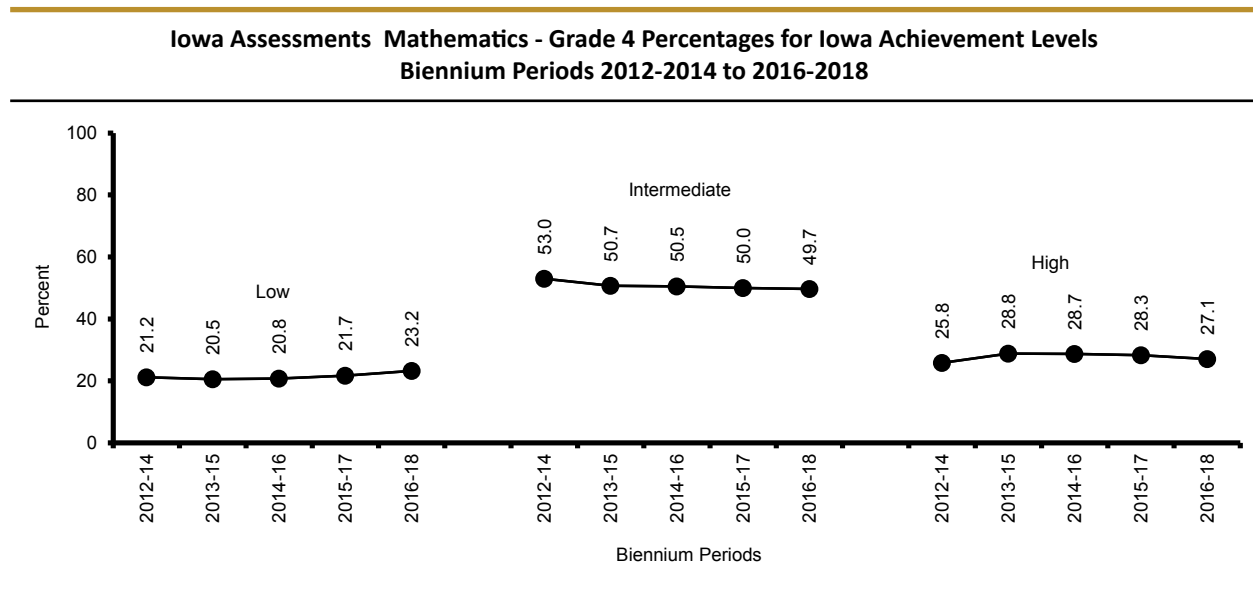
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years. Figures may not total 100 percent due to rounding.

## Achievement Levels for Mathematics

Figures 5-59 through 5-61 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 2012-2014 through 2016-2018. More students performed at the Low achievement level from 2014-2016 to 2016-2018 in mathematics in grades 4 (Figure 5-59), 8 (Figure 5-60), and 11 (Figure 5-61).

Figure 5-59



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

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

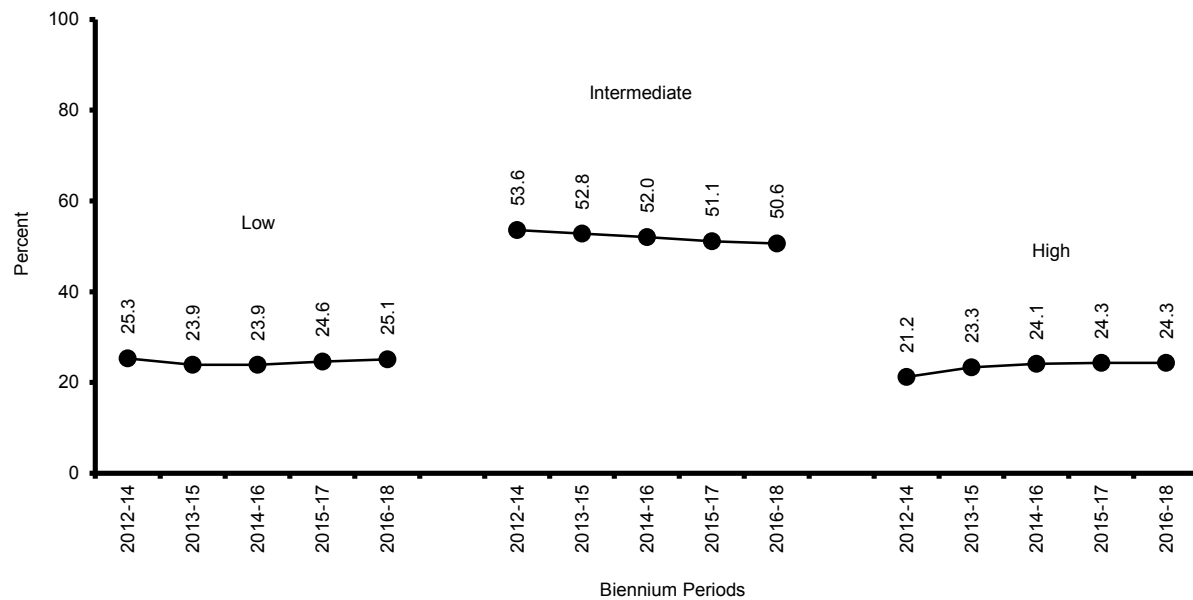
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

Figures may not total 100 percent due to rounding.



Figure 5-60

Iowa Assessments Mathematics - Grade 8 Percentages for Iowa Achievement Levels  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

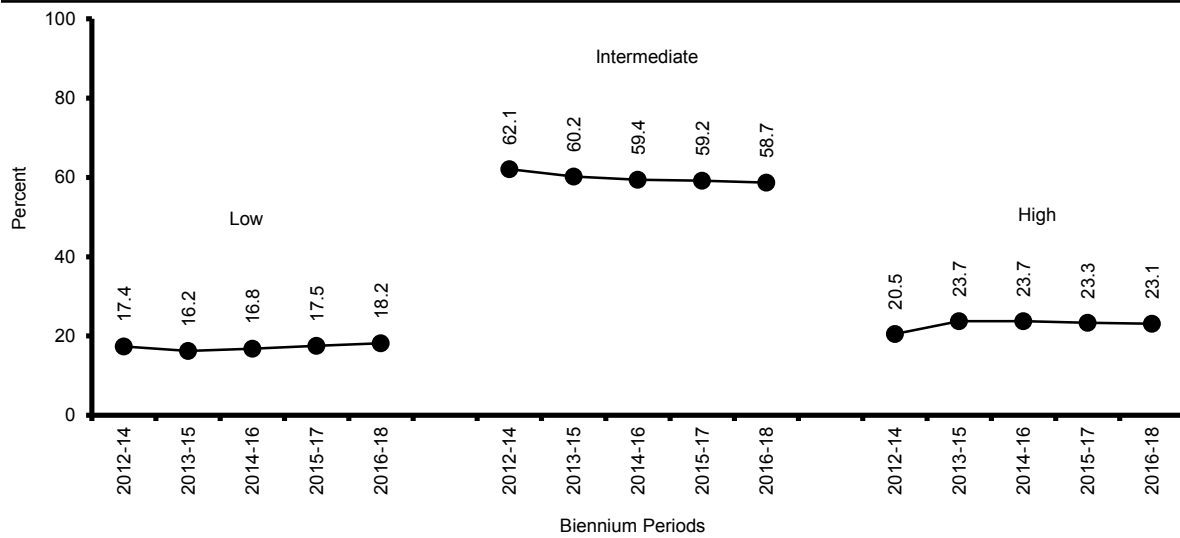
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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

Figures may not total 100 percent due to rounding.

Figure 5-61

Iowa Assessments Mathematics - Grade 11 Percentages for Iowa Achievement Levels  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

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

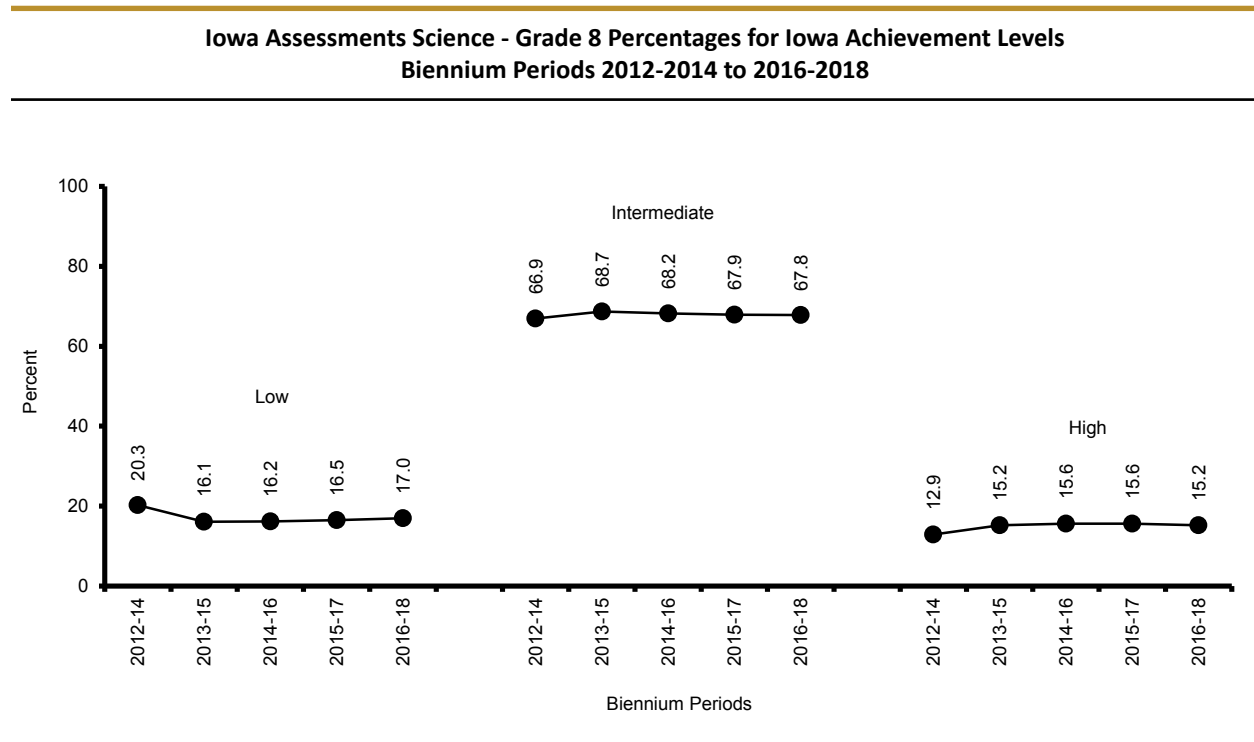
Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2013-2015 represents the average for the 2013-2014 and the 2014-2015 school years.

Figures may not total 100 percent due to rounding.

## Achievement Levels for Science

Figure 5-62 shows the Iowa Assessments science achievement level distributions for students in grade 8 and Figure 5-63 shows the science achievement level distributions for students in grade 11. Grade 8 students had an increase in the percent of students performing at the Low achievement level and a decrease in the percent of students performing at the High achievement level from 2015-2017 to 2016-2018. From 2015-2017 to 2016-2018, more grade 11 students performed in the Low level for science, while the percent of students at the Intermediate achievement level for grade 11 science decreased.

Figure 5-62



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

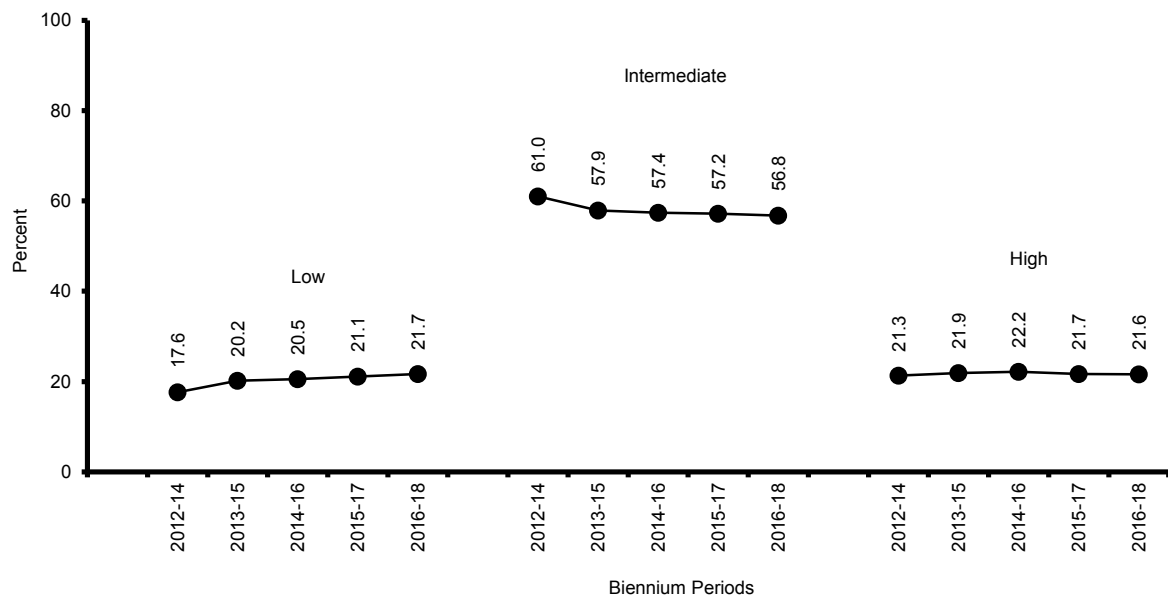
Sometimes understands ideas related to Earth and the universe, but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

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

Figures may not total 100 percent due to rounding.

Figure 5-63

Iowa Assessments Science - Grade 11 Percentages for Iowa Achievement Levels  
Biennium Periods 2012-2014 to 2016-2018



Source: Iowa Testing Programs, The University of Iowa.

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

**HIGH PERFORMANCE LEVEL**

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

**INTERMEDIATE PERFORMANCE LEVEL**

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

**LOW PERFORMANCE LEVEL**

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

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

Figures may not total 100 percent due to rounding.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can accomplish in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: Nation's Report Card.

NAEP began testing with the use of accommodations in reading in 1998 and mathematics in 2000. The use of accommodations allows for the assessment of special needs students (e.g., students with disabilities, English learner students) with the accommodations they need according to their Individualized Education Program (IEP).

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at or above the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

**Table 5-4**

Average NAEP Scale Scores for Public Schools Grades 4, 8, and 12								
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above			
			State	National	Basic	Proficient	Advanced	
Mathematics (scale: 0-500)	4	2017	243	239	83	46	9	
		2015	243	240	84	44	9	
		2013	246	241	87	48	9	
		2011	243	240	86	43	6	
		2009	243	239	87	41	5	
		2007	243	239	87	43	5	
		2005	240	237	85	37	4	
		2003	238	234	83	36	3	
		2000	231	224	75	26	2	
		2000*	233	226	78	28	2	
1996*	229	222	74	22	1			
1992*	230	219	72	26	2			

**Table 5-4 (...continued)**

Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
	8	2017	286	282	76	37	10
		2015	286	281	76	37	9
		2013	285	284	76	36	7
		2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78	31	4
		1992*	283	267	76	31	4
		1990*	278	262	70	25	3
(scale: 0-300)	12	2013	156	152	71	26	1
		2009	156	152	71	25	1
Reading	4	2017	222	221	69	36	8
(scale: 0-500)		2015	224	221	71	38	9
		2013	224	221	72	38	9
		2011	221	220	69	33	6
		2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
	8	2017	268	265	80	37	3
		2015	268	264	81	36	3
		2013	269	266	81	37	3
		2011	265	264	77	33	2
		2009	265	262	77	32	2
		2007	267	261	80	36	2
		2005	267	260	79	34	3
		2003	268	261	79	36	3

**Table 5-4 (...continued)**

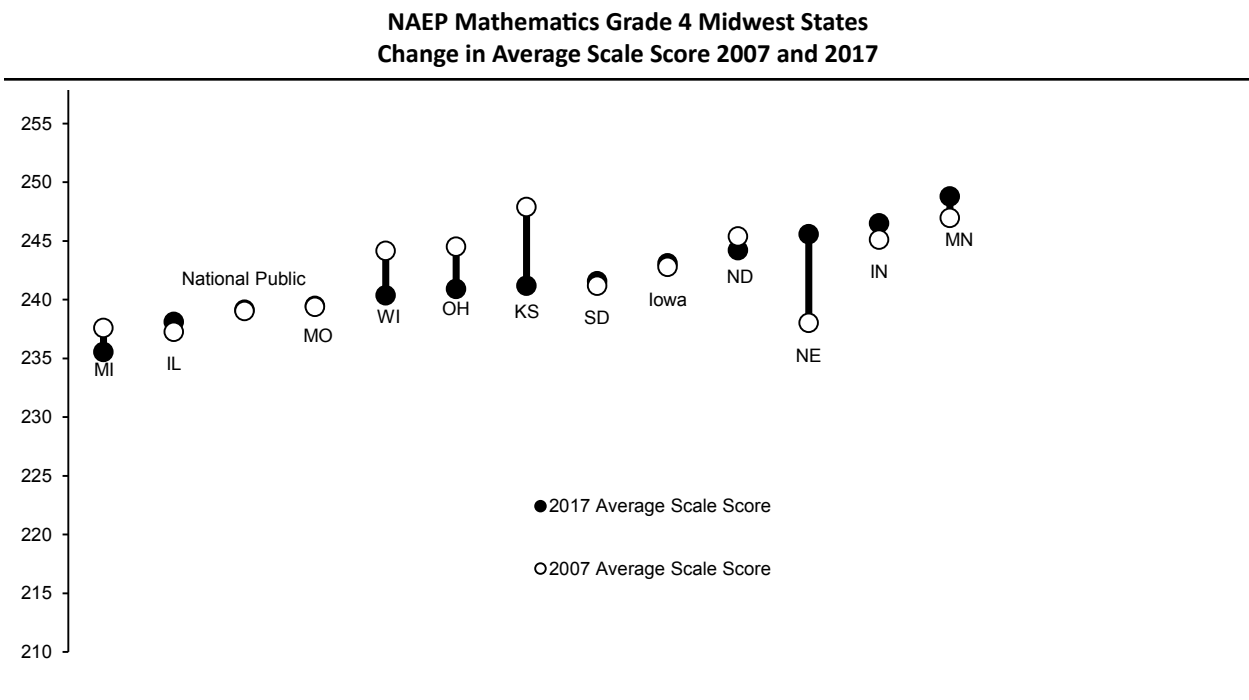
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
	12	2013	291	287	80	40	4
		2009	291	287	79	39	4
Science	4	2015	159	153	83	42	1
(scale: 0-300)		2009	157	149	80	41	1
	8	2015	159	153	75	38	1
		2011	157	151	73	35	1
		2009	156	149	72	35	1
Writing	4	2002	155	153	89	27	1
(scale: 0-300)	8	2007	155	154	88	32	1

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

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

The following figures show the scale score growth of Iowa students on the NAEP for 2007 and 2017. The eleven other states classified as Midwestern states are also included for comparison. Iowa has not shown the growth in grade 4 reading or in grade 8 mathematics found in other states across the Midwest or across the nation.

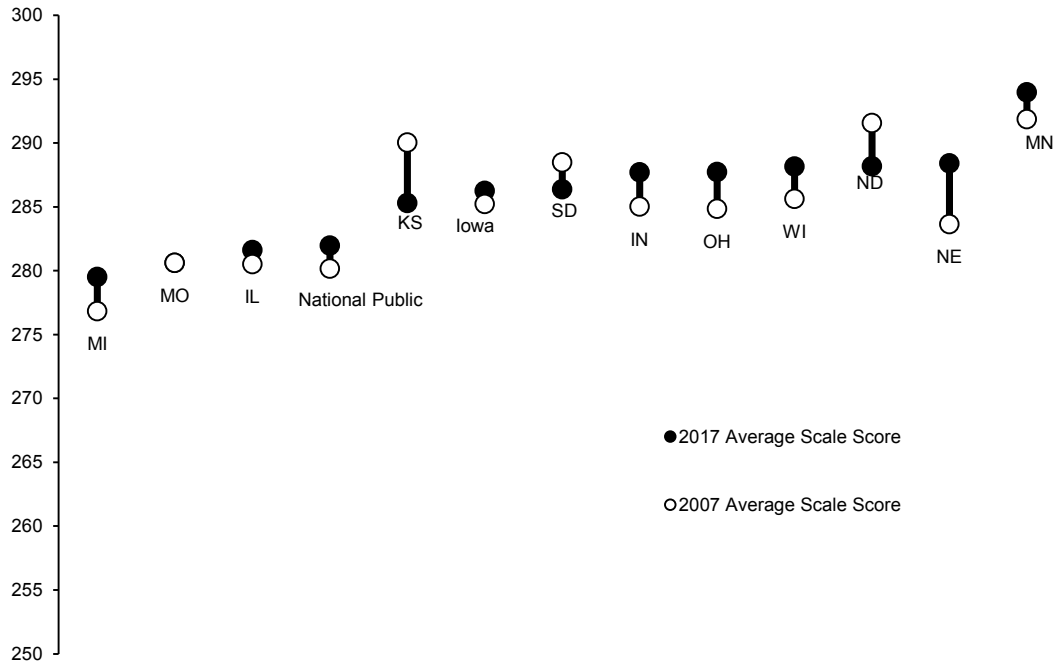
**Figure 5-64**



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Figure 5-65

**NAEP Mathematics Grade 8 Midwest States  
Change in Average Scale Scores 2007 and 2017**

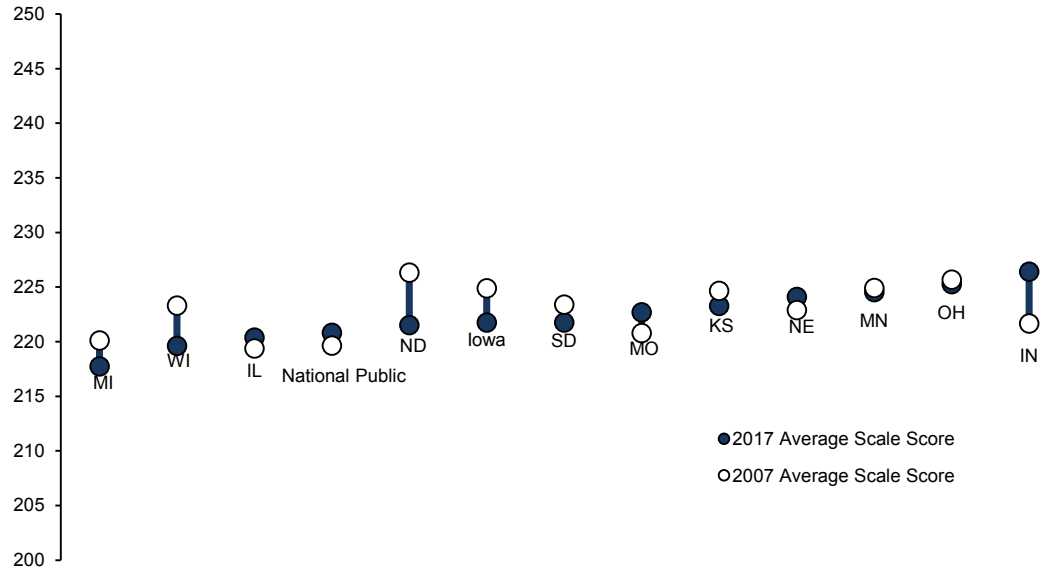


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.



Figure 5-66

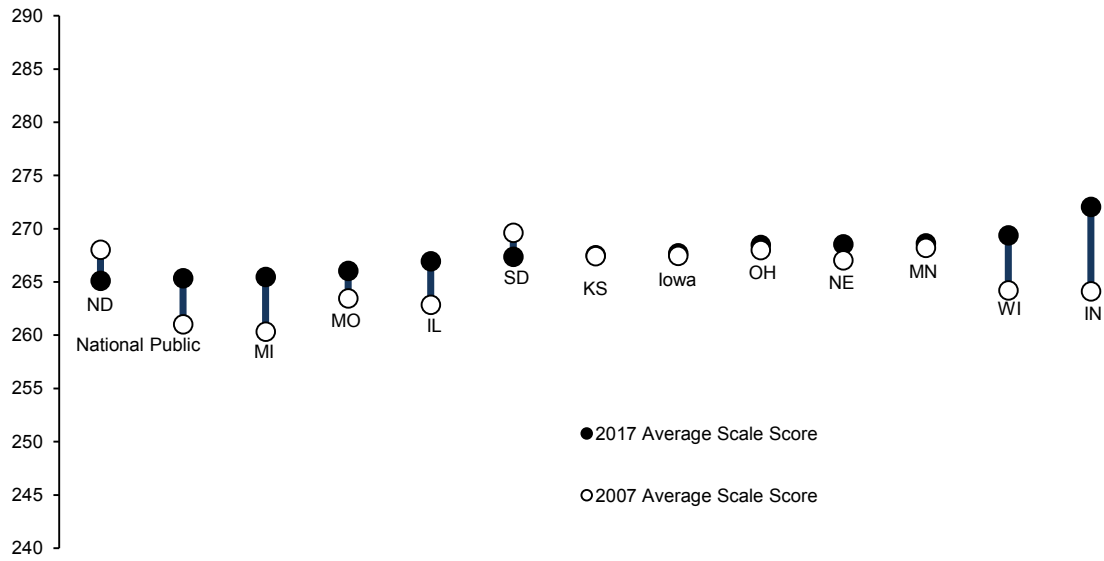
NAEP Reading Grade 4 Midwest States  
Change in Average Scale Score 2007 and 2017



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

Figure 5-67

NAEP Reading Grade 8 Midwest States  
Change in Average Scale Score 2007 and 2017



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

## ACT

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

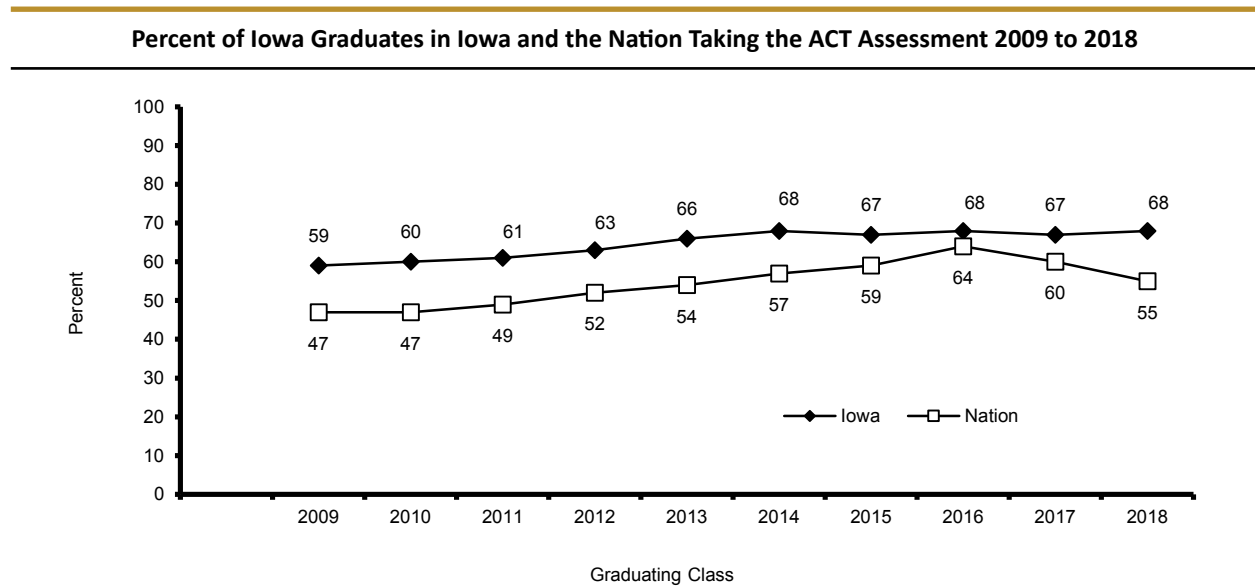
High school program types are classified as “core” and “less than core.” ACT defines “core” as high school programs consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the “core” program standard are considered as “less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

In 2018, the Iowa participation rate was 68 percent. The rate for the nation has been lower than Iowa rates for all years displayed. The gap is getting larger in the last two years (Figure 5-68).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2018 are included in the profile.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages (Figure 5-69). Among 28 states for which ACT is the primary college-entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 21.8 in 2018 ranked second among the 28 states in the nation and in the Midwest states (Table 5-5).

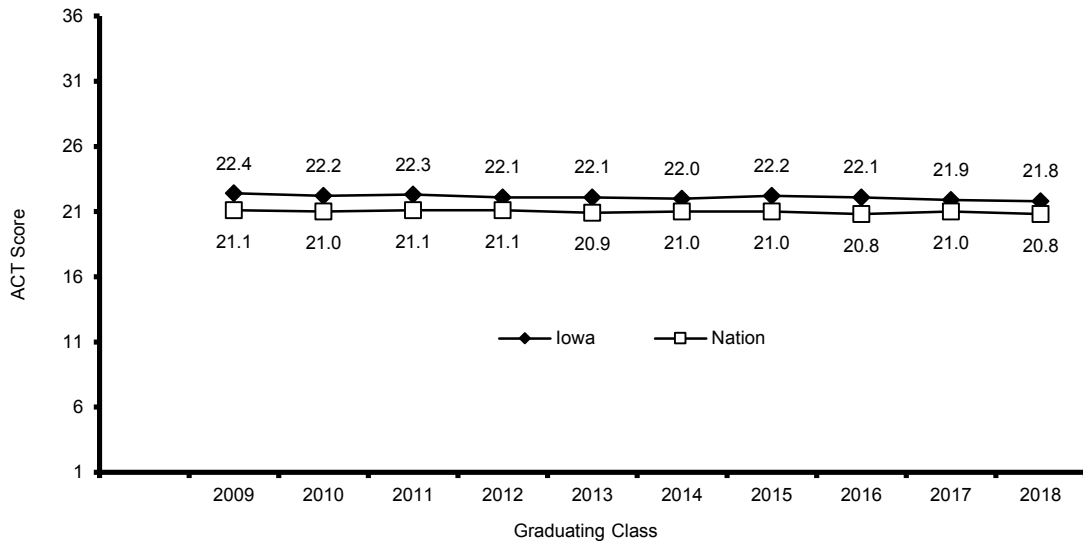
**Figure 5-68**



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

Figure 5-69

Average ACT Composite Scores for Iowa and the Nation 2009 to 2018



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 2016 to 2018							
Nation and State	Class of 2016		Class of 2017		Class of 2018		2018 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
<b>Nation</b>	<b>20.8</b>	<b>64%</b>	<b>21.0</b>	<b>60%</b>	<b>20.8</b>	<b>55%</b>	-
Illinois	20.8	100%	21.4	93%	23.9	43%	-
Indiana	22.3	41%	22.6	35%	22.5	32%	-
<b>Iowa</b>	<b>22.1</b>	<b>68%</b>	<b>21.9</b>	<b>67%</b>	<b>21.8</b>	<b>68%</b>	<b>2</b>
Kansas	21.9	74%	21.7	73%	21.6	71%	3
Michigan	20.3	100%	24.1	29%	24.4	22%	-
Minnesota	20.3	100%	21.5	100%	21.3	99%	5
Missouri	20.2	100%	20.4	100%	20.0	100%	13
Nebraska	21.4	88%	21.4	84%	20.1	100%	12
North Dakota	20.3	100%	20.3	98%	20.3	98%	8
Ohio	22.0	73%	22.0	75%	20.3	100%	8
South Dakota	21.9	76%	21.8	80%	21.9	77%	1
Wisconsin	20.5	100%	20.5	100%	20.5	100%	6

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 2009 to 2018								
Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
2009	21.9	20.6	21.9	21.0	22.9	21.4	22.4	20.9
2010	21.8	20.5	21.8	21.0	22.6	21.3	22.3	20.9
2011	21.7	20.6	21.9	21.1	22.6	21.3	22.4	20.9
2012	21.6	20.5	21.7	21.1	22.5	21.3	22.2	20.9
2013	21.5	20.2	21.6	20.9	22.5	21.1	22.2	20.7
2014	21.5	20.3	21.4	20.9	22.5	21.3	22.2	20.8
2015	21.6	20.4	21.5	20.8	22.7	21.4	22.3	20.9
2016	21.4	20.1	21.4	20.6	22.7	21.3	22.3	20.8
2017	21.2	20.3	21.3	20.7	22.6	21.4	22.1	21.0
2018	21.0	20.2	21.2	20.5	22.5	21.3	22.0	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.

About 75 percent of Iowa's 2018 graduates taking the ACT indicated that they participated in the core high school programs (Figure 5-70). For reporting seniors taking core high school programs, Iowa had a higher percentage than the nation.

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

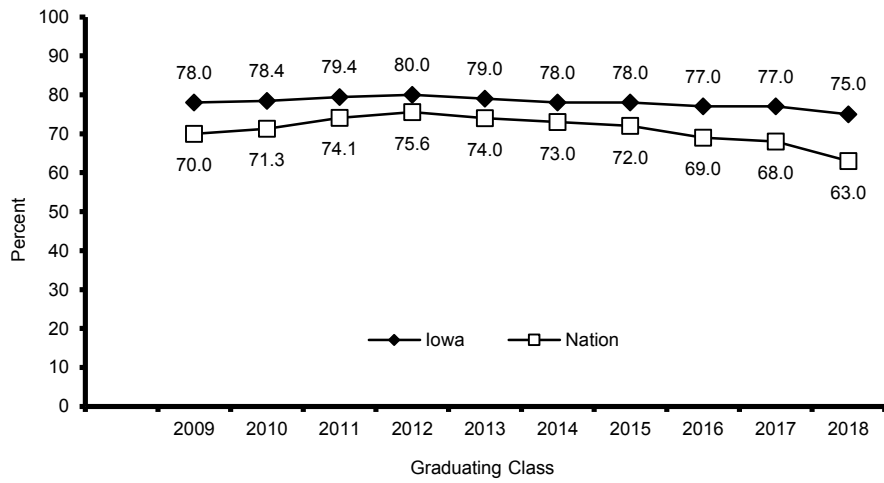
Table 5-7

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

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

Figure 5-70

Percent of ACT Participants Taking Core High School Programs 2009 to 2018



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 2009 to 2018

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
2009	23.1	20.1	3.0	22.0	19.1	2.9
2010	23.0	19.6	3.4	22.0	18.9	3.1
2011	23.0	19.8	3.2	21.9	19.0	2.9
2012	22.8	19.6	3.2	21.8	19.1	2.7
2013	22.9	19.6	3.3	21.7	18.7	3.0
2014	22.9	19.6	3.3	21.8	18.9	2.9
2015	23.0	20.1	2.9	21.9	18.9	3.0
2016	22.9	20.0	2.9	21.9	18.7	3.2
2017	22.8	19.9	2.9	22.1	18.9	3.2
2018	22.7	20.0	2.7	22.2	19.0	3.2

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

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



## ACT Composite Score Distributions

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

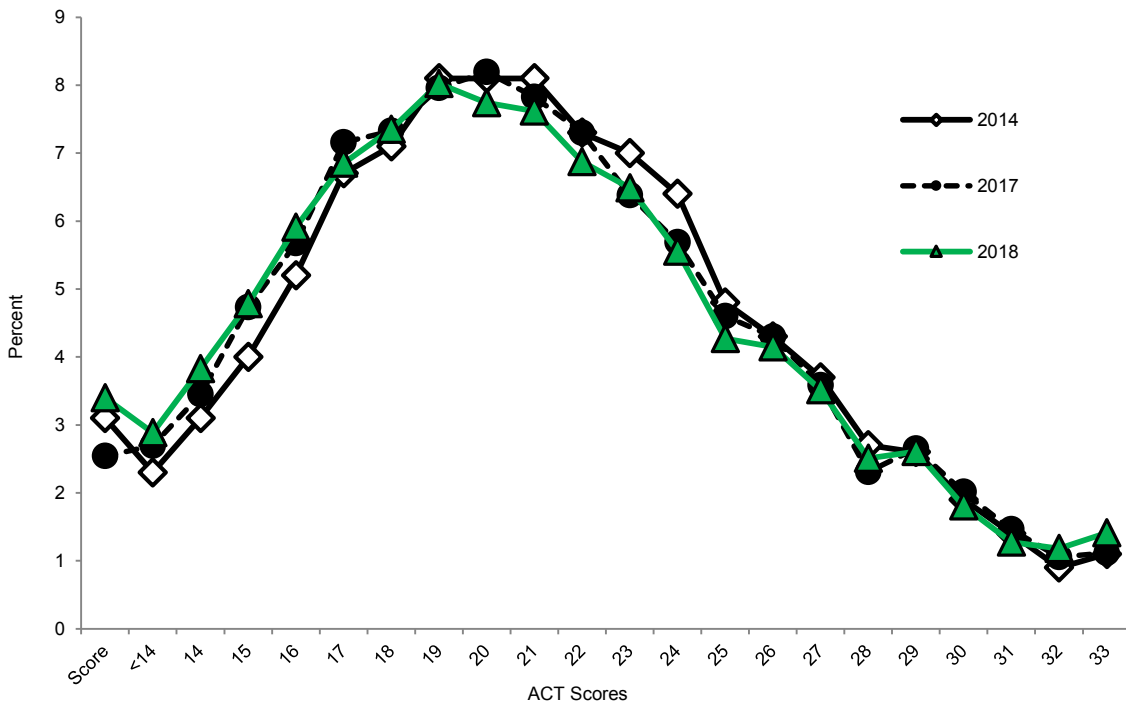
**Table 5-9**

Iowa ACT Composite Score Distributions					
Classes of 2014 to 2018					
ACT Score	2014	2015	2016	2017	2018
<14	3.1%	2.6%	2.6%	2.5%	3.4%
14	2.3	2.3	2.3	2.7	2.9
15	3.1	2.9	2.9	3.4	3.8
16	4.0	4.1	4.1	4.7	4.8
17	5.2	5.2	5.2	5.7	5.9
18	6.7	6.7	6.7	7.2	6.9
19	7.1	7.2	7.2	7.3	7.4
20	8.1	8.1	8.1	8.0	8.0
21	8.1	8.2	8.2	8.2	7.7
22	8.1	7.8	7.8	7.8	7.6
23	7.3	7.6	7.6	7.3	6.9
24	7.0	6.6	6.6	6.4	6.5
25	6.4	6.4	6.4	5.7	5.6
26	4.8	5.2	5.2	4.6	4.3
27	4.3	4.5	4.5	4.3	4.1
28	3.7	3.8	3.8	3.6	3.5
29	2.7	2.9	2.9	2.3	2.5
30	2.6	2.6	2.6	2.7	2.6
31	1.9	1.9	1.9	2.0	1.8
32	1.4	1.5	1.5	1.5	1.3
33	0.9	0.9	0.9	1.1	1.2
34+	1.1	1.0	1.0	1.1	1.4

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

Figure 5-71

Distribution of Iowa ACT Composite Scores  
Classes of 2014, 2017 and 2018



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 2016 to 2018 are provided in Table 5-10, Table 5-11 and Figure 5-72.

**Table 5-10**

Iowa Public School Average ACT Scores by Enrollment Category for the Graduating Classes of 2016 to 2018						
Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2016	<300	20.2	20.4	21.8	21.7	21.2
	300-599	21.1	20.7	22.4	21.9	21.7
	600-999	21.1	21.1	22.5	22.2	21.9
	1,000-2,499	21.8	21.8	23.2	22.8	22.5
	2,500-7,499	22.4	22.4	23.9	23.4	23.2
	7,500+	21.0	21.4	22.8	22.4	22.0
	State	21.5	21.6	23.0	22.6	22.3
2017	<300	20.8	20.2	22.7	22.1	21.6
	300-599	20.6	20.5	21.9	21.6	21.3
	600-999	20.9	21.0	22.4	22.1	21.7
	1,000-2,499	21.2	21.2	22.7	22.3	22.0
	2,500-7,499	22.2	22.5	23.8	23.4	23.1
	7,500+	20.9	21.2	22.6	22.2	21.9
	State	21.2	21.4	22.8	22.4	22.1
2018	<300	20.3	19.8	21.9	21.4	21.0
	300-599	20.3	20.5	21.9	21.5	21.2
	600-999	20.7	20.9	22.4	22.1	21.7
	1,000-2,499	21.1	21.3	22.9	22.3	22.1
	2,500-7,499	22.0	22.3	23.6	23.2	22.9
	7,500+	20.6	21.0	22.4	21.8	21.6
	State	21.0	21.2	22.7	22.2	21.9

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

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2012-2013 to 2015-2016 for the class of 2016, from 2013-2014 to 2016-2017 for the class of 2017, and from 2014-2015 to 2017-2018 for the class of 2018.

Table 5-11

Iowa Public School Average ACT Scores by Subgroup, Graduating Classes 2016 to 2018						
Group	Number Tested	Class of 2016				
		English	Mathematics	Reading	Science	Composite
All Students	18,985	21.5	21.6	23.0	22.6	22.3
African American	626	16.4	17.7	18.6	18.6	17.9
American Indian	41	20.5	20.3	21.6	21.4	21.1
Asian	535	22.0	23.0	23.3	23.1	23.0
Hispanic	1,170	17.9	18.7	20.0	19.9	19.3
Hawaiian or Pacific Islander	12	17.7	18.5	20.3	19.8	19.3
Two or More Races	451	20.4	20.7	22.7	22.0	21.6
White	16,143	22.0	21.9	23.4	23.0	22.7
Disability*	622	14.8	16.6	17.0	17.5	16.6
EL**	363	13.6	16.4	15.9	16.9	15.8
Low SES***	5,120	18.7	19.3	20.6	20.5	19.9
Female	10,211	21.7	20.9	23.1	22.1	22.1
Male	8,774	21.3	22.4	23.0	23.2	22.6
Class of 2017						
All Students	18,250	21.2	21.4	22.8	22.4	22.1
African American	636	16.4	17.4	18.5	18.3	17.8
American Indian	40	17.8	18.3	19.6	19.6	19.0
Asian	527	21.8	22.9	22.7	23.5	22.9
Hispanic	1,191	17.8	18.6	19.8	19.7	19.1
Hawaiian or Pacific Islander	16	18.6	20.1	20.7	19.3	19.8
Two or More Races	449	20.9	20.7	22.7	21.9	21.7
White	15,391	21.7	21.7	23.2	22.8	22.5
Disability*	539	14.7	16.6	16.7	17.3	16.5
EL**	370	14.1	16.3	15.8	17.0	15.9
Low SES***	4,978	18.4	18.9	20.4	20.2	19.6
Female	9,898	21.5	20.8	22.8	22.0	21.9
Male	8,352	20.8	22.1	22.7	22.9	22.3

**Table 5-11 (....continued)**

Group	Number Tested	Class of 2018					Composite
		English	Mathematics	Reading	Science		
All Students	20,301	21.0	21.2	22.7	22.2	21.9	
African American	723	16.0	17.1	18.0	17.8	17.4	
American Indian	48	18.1	19.3	20.2	20.4	19.7	
Asian	658	21.9	22.8	23.0	22.8	22.8	
Hispanic	1,536	17.2	18.3	19.5	19.2	18.7	
Hawaiian or Pacific Islander	18	19.5	20.0	22.2	21.5	20.9	
Two or More Races	552	20.3	20.2	22.2	21.4	21.2	
White	16,766	21.6	21.7	23.2	22.7	22.4	
Disability*	798	13.9	16.3	16.2	16.5	15.9	
EL**	549	13.0	15.9	15.1	15.8	15.1	
Low SES***	5,877	18.0	18.8	20.2	19.8	19.4	
Female	10,846	21.3	20.6	22.9	21.8	21.8	
Male	9,455	20.6	22.0	22.6	22.7	22.1	

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

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2012-2013 to 2015-2016 for the class of 2016, from 2013-2014 to 2016-2017 for the class of 2017, and from 2014-2015 to 2017-2018 for the class of 2018.

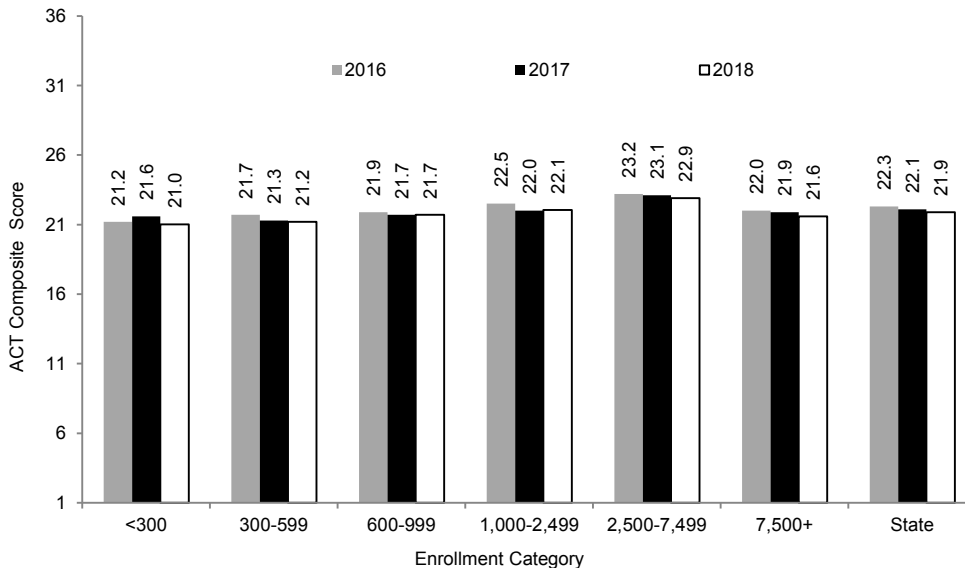
\*Disability status is determined by the presence of an individualized education program (IEP).

\*\*EL indicates English learner.

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

**Figure 5-72**

**Graduating Class of 2016 to 2018 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category**



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

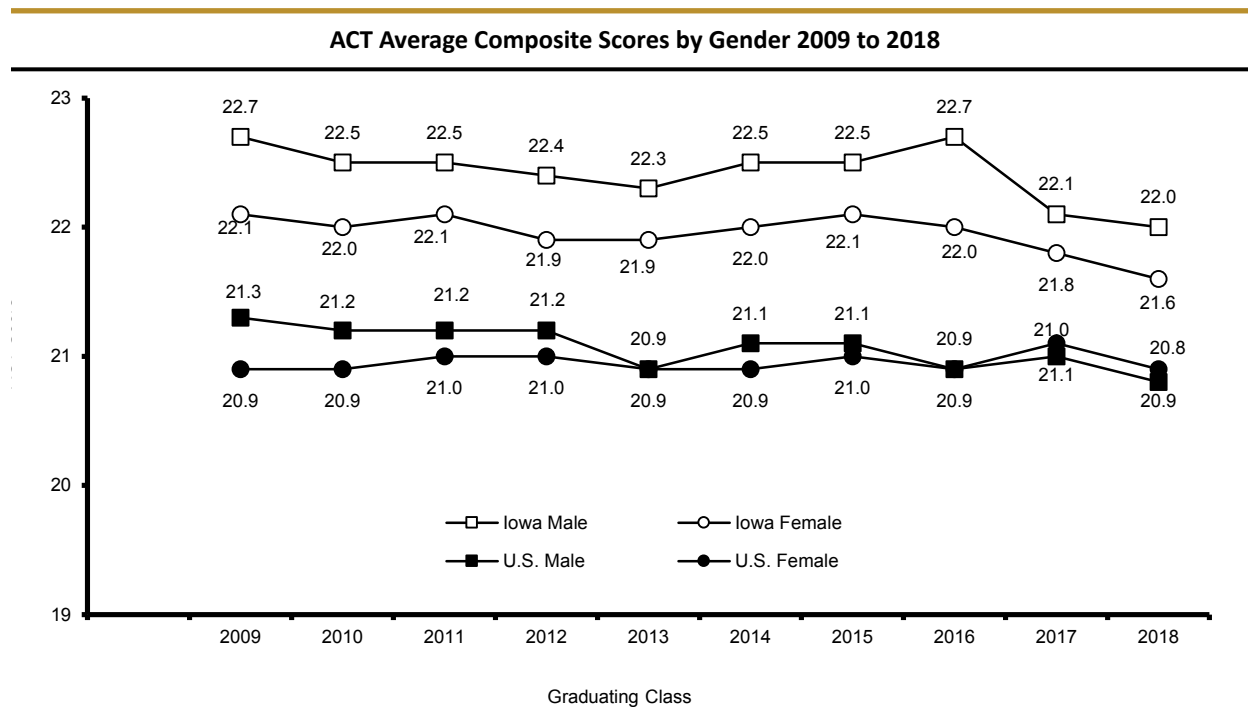
Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2012-2013 to 2015-2016 for the class of 2016, from 2013-2014 to 2016-2017 for the class of 2017, and from 2014-2015 to 2017-2018 for the class of 2018.

## ACT Scores by Gender

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

Table 5-12 shows the average scores by subject as well as gender for Iowa students. Females reported higher average scores in English and reading and lower in mathematics, science, and ACT composite in 2016 and 2017.

Figure 5-73



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

Table 5-12

**Iowa Average ACT Scores by Gender 2017 and 2018**

Gender	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	10,649	11,145	20.9	20.7	22	21.9	22.5	22.4	22.7	22.5	22.1	22.0
Female	12,552	12,815	21.6	21.4	20.7	20.5	22.7	22.6	21.7	21.6	21.8	21.6
Unreported*	105	68										

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 2018 were Health Sciences/ Allied Health Fields (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in engineering (24.9), English and foreign language (24.5); computer science and mathematics (24.3). The Iowa ACT test takers that indicated a planned major in education had an average ACT composite score above 21.

**Table 5-13**

ACT Average Composite Scores by Student Planned Educational Major Class of 2018			
Planned Educational Major	Nation Average	Iowa Average	Iowa Percent Planned
Agriculture & Natural Resources Conservation	19.7	20.5	4%
Architecture	20.9	22.0	1
Area, Ethnic, & Multidisciplinary Studies	21.3	21.3	<1
Arts: Visual & Performing	20.4	21.9	4
Business	21.4	21.7	9
Communications	21.7	21.8	1
Community, Family, & Personal Services	17.7	19.9	2
Computer Science & Mathematics	23.9	24.3	3
Education	20.3	21	7
Engineering	23.8	24.9	7
Engineering Technology & Drafting	19.7	21.8	1
English & Foreign Language	23.8	24.5	1
Health Administration & Assisting	18.2	19.5	2
Health Sciences & Technologies	21.2	22	17
Philosophy, Religion, & Theology	21.5	22.1	0
Repair, Production, & Construction	16.8	19.1	1
Sciences: Biological & Physical	24.1	24.1	6
Social Sciences & Law	21.9	22.3	6
Undecided	21.9	22.4	19
No Response	17.7	17.4	9

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

## SAT

The SAT is one of the national college entrance examinations developed by the College Board. The SAT scale scores are in the range of 200 and 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2018, the number of SAT takers in the Nation was more than 2.1 million and the number of Iowa SAT takers was about 1,000 (approximately 3 percent) of the high school graduates (Table 5-14).

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

**Table 5-14**

<b>SAT Scores for Iowa and the Nation Graduating Class of 2018</b>				
		Number of Students	Average ERW	Average Math
	Nation	2,136,539	536	531
	Iowa	994	634	631

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

Note: ERW indicates Evidence-Based Reading and Writing.

**Table 5-15**

<b>SAT Scores by Gender for Iowa and the Nation Graduating Class of 2018</b>				
		Number of Students	Average ERW	Average Math
	Nation Female	1,117,329	539	522
	Nation Male	1,018,459	534	542
	Iowa Female	523	629	613
	Iowa Male	471	639	650

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

Note: ERW indicates Evidence-Based Reading and Writing.



## Advanced Placement

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 30 subject areas currently. 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.

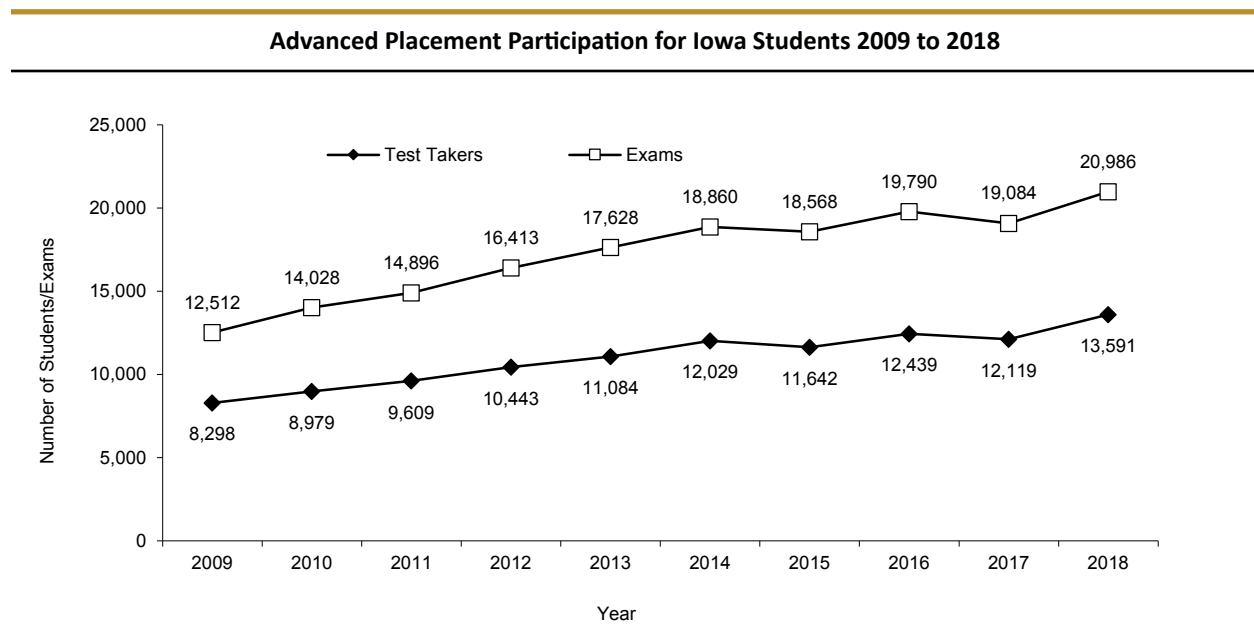
In Iowa, almost 21,000 AP exams were taken by more than 13,000 students in 2018 (Figure 5-74). English language and composition, English literature and composition, U.S. history and government, biology and chemistry, calculus, and psychology in aggregate, accounted for more than 65 percent of the exams taken in 2018. The number of students/candidates in 2018 increased. The number of exams taken increased 12.1 percent over that one-year period.

From 2009 to 2018, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 5-75).

Nationally, and in Iowa, greater percentages of males are reported as receiving a score of three or higher than females. The achievement gap between Iowa males and females is displayed in Figure 5-76.

Table 5-16 shows the AP test results by Midwest states for the high school graduating classes of 2016 and 2017.

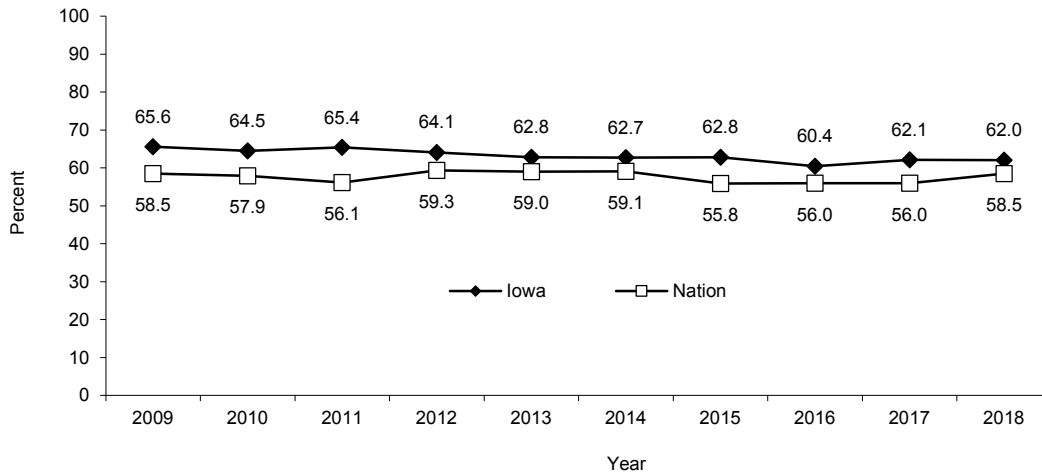
**Figure 5-74**



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

Figure 5-75

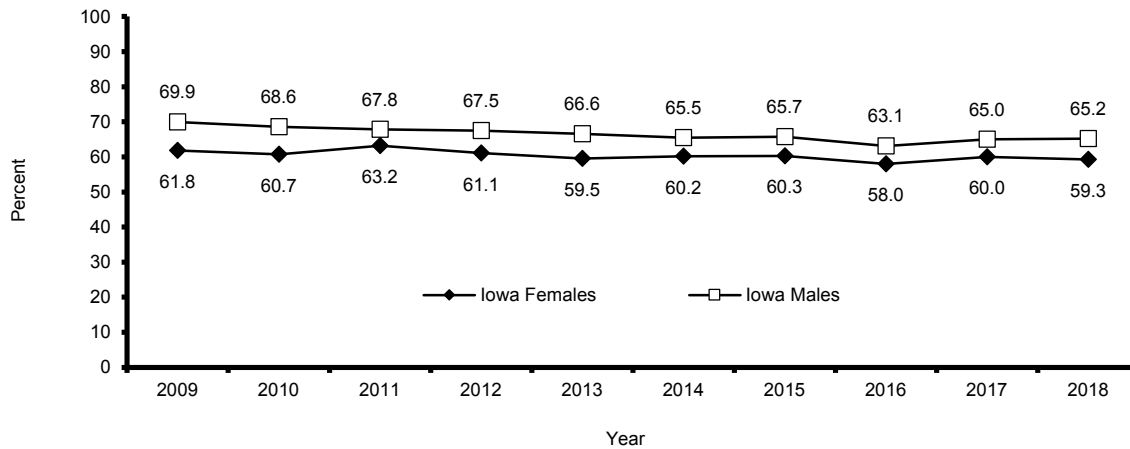
Percent of AP Candidates with AP Scores of 3+, 2009 to 2018



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

Figure 5-76

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2009 to 2018



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

**Table 5-16**

<b>Number and Percent of Graduates Who Took Advanced Placement Exams and Percent of AP Exam Scored 3+ During High School by Midwest States, Graduating Classes of 2016 and 2017</b>						
Nation and State	2016 Number of Graduates took AP	2016 Percent of Graduates took AP	2016 Percent Score 3+	2017 Number of Graduates took AP	2017 Percent of Graduates took AP	2017 Percent Score 3+
Nation	1,136,792	36.2%	60.6%	1,174,554	37.7%	60.6%
Illinois	49,963	37.5%	66.9%	51,653	38.9%	67.7%
Indiana	24,140	36.8%	49.3%	24,671	37.6%	50.9%
Iowa	6,680	20.6%	62.9%	6,837	21.1%	62.5%
Kansas	5,659	17.6%	60.6%	5,492	17.3%	60.2%
Michigan	30,428	30.6%	65.0%	31,252	32.2%	64.2%
Minnesota	19,096	33.9%	65.6%	19,104	33.6%	66.3%
Missouri	11,704	19.2%	59.3%	11,979	20.2%	60.2%
Nebraska	3,559	17.5%	60.9%	3,803	18.8%	62.1%
North Dakota	1,094	15.4%	62.2%	1,232	17.3%	61.0%
Ohio	31,066	27.0%	62.5%	31,465	27.9%	62.4%
South Dakota	1,473	19.1%	67.7%	1,419	18.2%	67.9%
Wisconsin	21,270	35.4%	70.0%	21,910	36.4%	69.9%

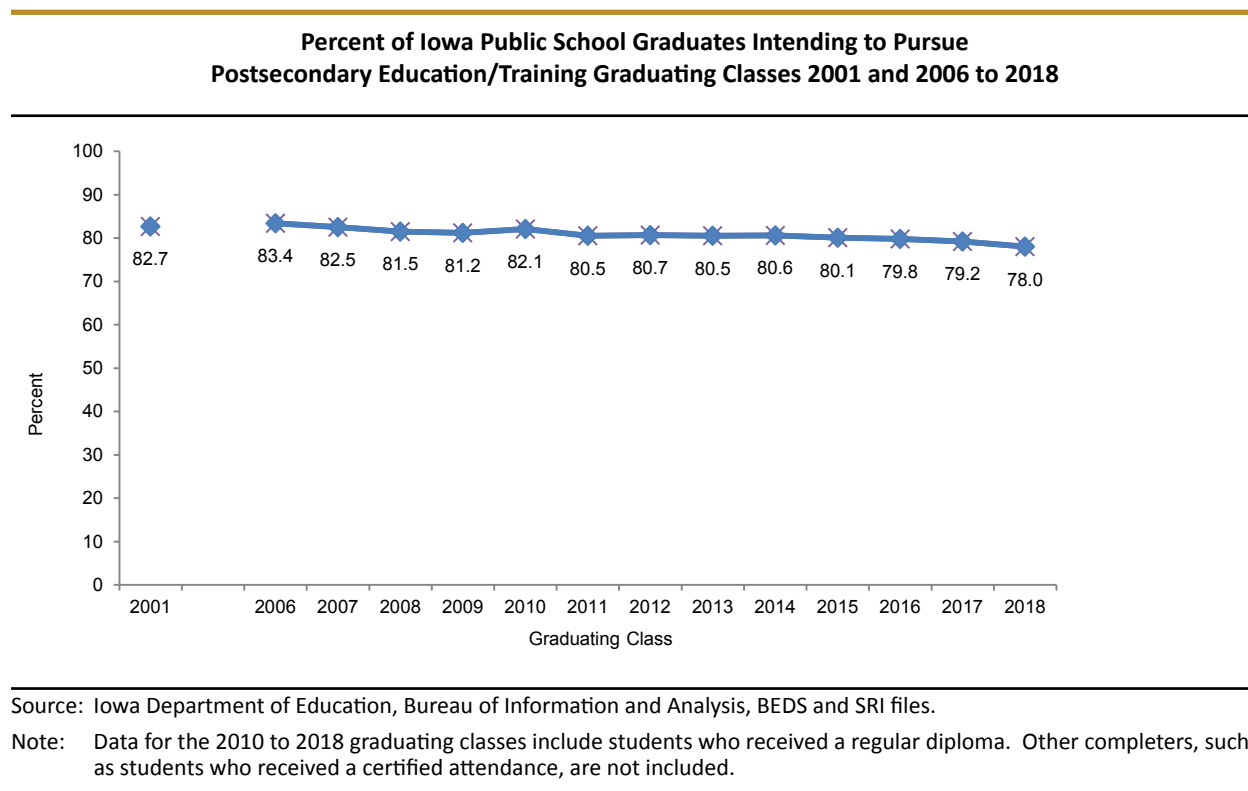
Source: The College Board, AP Cohort Data Reports.

## Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. Graduate intention data have been collected through Student Reporting in Iowa (SRI, formerly EASIER).

The percent of graduates intending to pursue postsecondary education or training decreased between 2017 and 2018 (Figure 5-77). Table 5-17 lists the percent of graduates intending to pursue postsecondary education/training. As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. As in previous years, the largest percent of graduates intending to pursue postsecondary education at a community college in 2018 (Table 5-19). Table 5-20 and Figure 5-78 show 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 all years shown.

Figure 5-77



**Table 5-17**

**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue  
Postsecondary Education/Training by Enrollment Category Graduating Classes of 2001 and 2013 to 2018**

Enrollment Category	Graduating Class						
	2001	2013	2014	2015	2016	2017	2018
<300	77.6	79.6	86.5	80.4	79.9	80.2	76.5
300-599	81.2	83.0	82.3	82.6	81.8	80.0	77.9
600-999	82.5	82.9	81.0	81.2	81.9	80.9	79.7
1,000-2,499	83.1	80.3	80.0	79.4	80.3	77.9	77.5
2,500-7,499	81.9	81.7	81.3	82.3	82.1	81.6	80.0
7,500+	84.3	77.7	79.3	77.8	75.8	77.7	76.2
State	82.7	80.5	80.6	80.1	79.8	79.2	78.0

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

Note: Data for the 2013 to 2018 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

**Table 5-18**

**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue  
Postsecondary Education/Training by Gender, 2001 and 2013 to 2018**

Gender	Graduating Class						
	2001	2013	2014	2015	2016	2017	2018
Male	77.8	74.5	74.6	74.3	73.9	73.0	71.8
Female	87.5	86.7	86.6	86.1	85.7	85.6	84.2
Total	82.7	80.5	80.6	80.1	79.8	79.2	78.0

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

Note: Data for the 2013 to 2018 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

**Table 5-19**

<b>Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2013 to 2018</b>							
Postsecondary Institution	2001	2013	Graduating Class				
			2014	2015	2016	2017	2018
Private 4-Year College	14.9	12.9	12.7	12.4	11.1	11.5	11.6
Public 4-Year College	27.3	26.7	26.9	27.5	28.9	28.1	27.7
Private 2-Year College	5.2	0.9	0.8	0.6	0.5	0.6	0.5
Community College	31.0	37.7	37.8	37.3	36.8	36.4	35.7
Other Training	4.3	2.4	2.4	2.3	2.4	2.7	2.5
Total	82.7	80.5	80.6	80.1	79.8	79.2	78.0

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

Notes: Data for the 2013 to 2018 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

**Table 5-20**

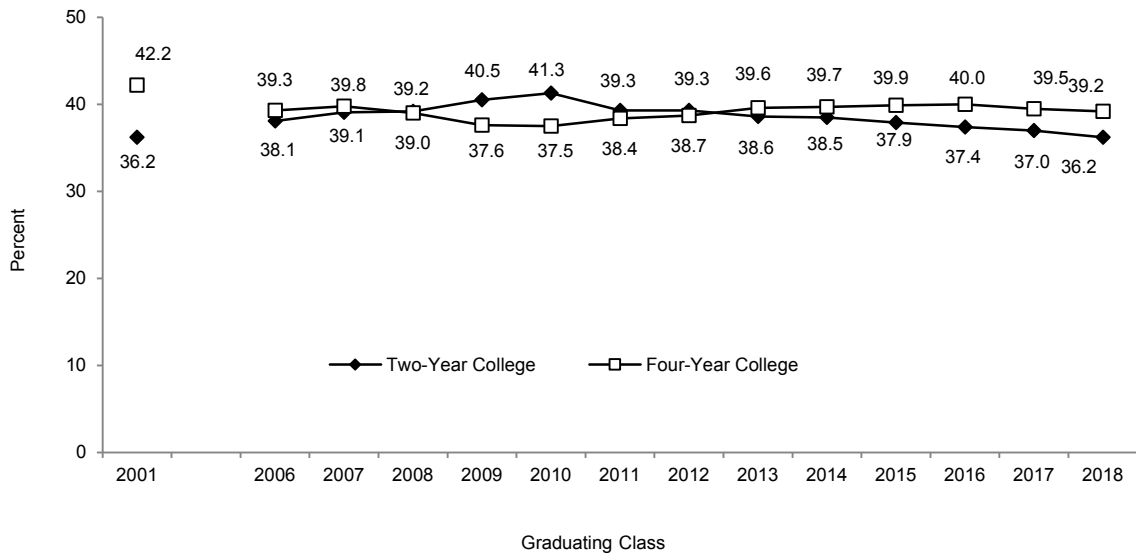
<b>Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2013 to 2018</b>							
Postsecondary Institution	2001	2013	Graduating Class				
			2014	2015	2016	2017	2018
Four-Year College	42.2	39.6	39.7	39.9	40.0	39.5	39.2
Two-Year College	36.2	38.6	38.5	37.9	37.4	37.0	36.2

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

Note: Data for the 2013 to 2018 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Figure 5-78

**Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges 2001 and 2006 to 2018**



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

Note: Data for the 2010 to 2018 graduating classes include students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

## Dropouts

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

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

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

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

Figure 5-79 shows the two statewide public school trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates. Both rates increased slightly in 2016-2017.

The public school dropout distributions by grade and enrollment categories for 2016-2017 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 30 percent of the total enrollment in grades 7 to 12.

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

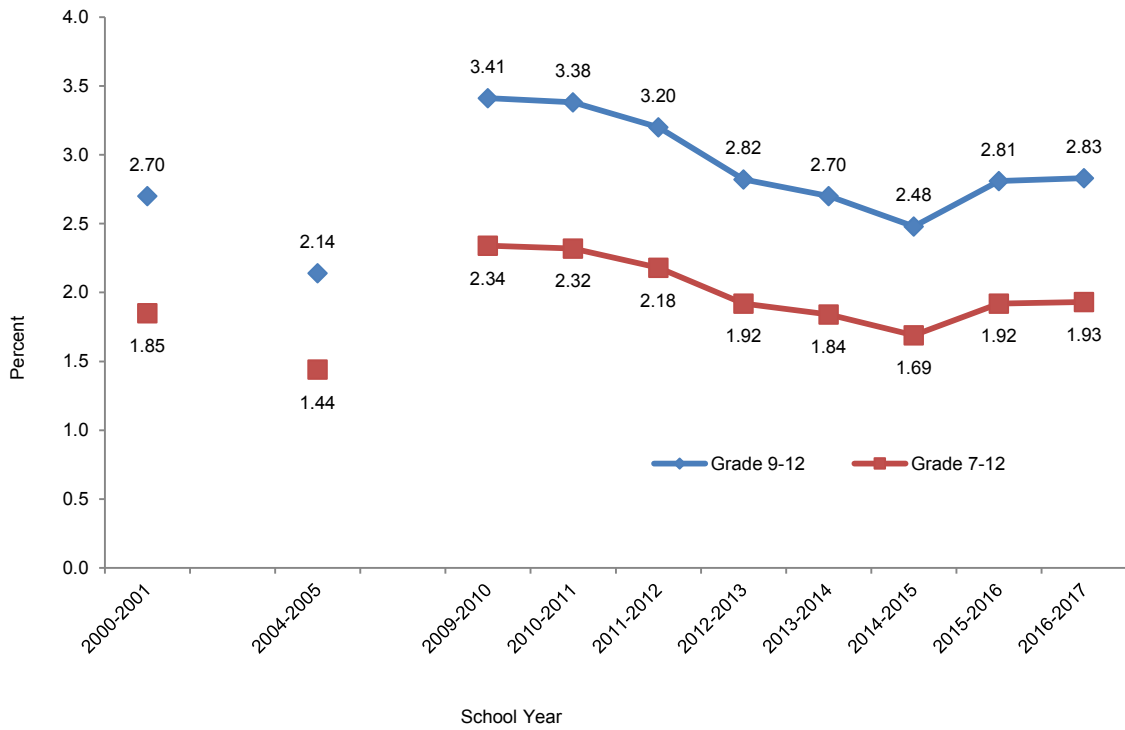
The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

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



Figure 5-79

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates  
2000-2001, and 2004-2005 and 2009-2010 to 2016-2017



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

**Table 5-21**

<b>Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2016-2017</b>											
Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	0	2	2	4	5	16	29	0.68%	2,735	1.24%	1.06%
300-599	3	2	8	47	84	172	316	7.41%	23,039	10.43%	1.37%
600-999	4	5	19	36	95	174	333	7.81%	28,387	12.85%	1.17%
1,000-2,499	6	7	25	82	202	390	712	16.70%	55,474	25.11%	1.28%
2,500-7,499	4	7	26	65	209	424	735	17.24%	43,834	19.84%	1.68%
7500+	13	17	114	248	462	1,071	1,925	45.15%	66,356	30.03%	2.90%
Up to State	2	9	14	31	63	95	214		1,130		
State	32	49	208	513	1,120	2,342	4,264	94.98%	220,955	99.49%	1.93%

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

<b>Total Iowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2015-2016 and 2016-2017</b>			
	2000-2001	2015-2016	2016-2017
Female Dropout Rate	1.60%	1.59%	1.60%
Male Dropout Rate	2.08%	2.23%	2.24%
Female Dropouts as a Percent of Total Dropouts	42.39%	40.28%	40.29%
Female Enrollment as a Percent of Total Enrollment	48.91%	48.56%	48.56%

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

**Table 5-23**

<b>Iowa Public School Grades 7-12 Dropout Rates (Percent) by Race/Ethnicity 2014-2015 to 2016-2017</b>			
	2014-2015	2015-2016	2016-2017
Race/Ethnic Group			
African American	3.79	4.55	4.93
American Indian	4.27	4.46	5.19
Asian	0.87	1.02	0.97
Hispanic	3.13	3.46	3.38
Native Hawaiian/Pacific Islander	2.34	1.85	4.03
Two or More Races	2.82	2.87	3.25
White	1.36	1.53	1.48
State Total	1.69	1.92	1.93

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

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

**Table 5-24**

<b>Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2015-2016 and 2016-2017</b>						
Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2000-2001	2015-2016	2016-2017	2000-2001	2015-2016	2016-2017
African American	7.9%	13.11%	14.68%	3.1%	5.53%	5.75%
American Indian	1.7%	0.95%	1.03%	0.5%	0.41%	0.38%
Asian	1.5%	1.28%	1.24%	1.8%	2.40%	2.48%
Hispanic	8.8%	17.11%	17.52%	2.8%	9.50%	10.01%
Native Hawaiian/Pacific Islander		0.19%	0.47%		0.20%	0.22%
Two or More Races		4.40%	5.32%		2.95%	3.16%
White	80.1%	62.96%	59.73%	91.8%	79.01%	77.99%

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

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

Table 5-25

---

**Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2016-2017**


---

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	55	16.52%	16.52%
.01-.50	40	12.01%	28.53%
.51-1.00	68	20.42%	48.95%
1.01-1.50	69	20.72%	69.67%
1.51-2.00	34	10.21%	79.88%
2.01-2.50	25	7.51%	87.39%
2.51-3.00	17	5.11%	92.49%
3.01-3.50	8	2.40%	94.89%
3.51-4.00	5	1.50%	96.40%
>4.00	12	3.60%	100.00%

---

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

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

---

## High School Graduates and Graduation Rates

This section reports nine years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2009 to 2017. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2015 and 2016.

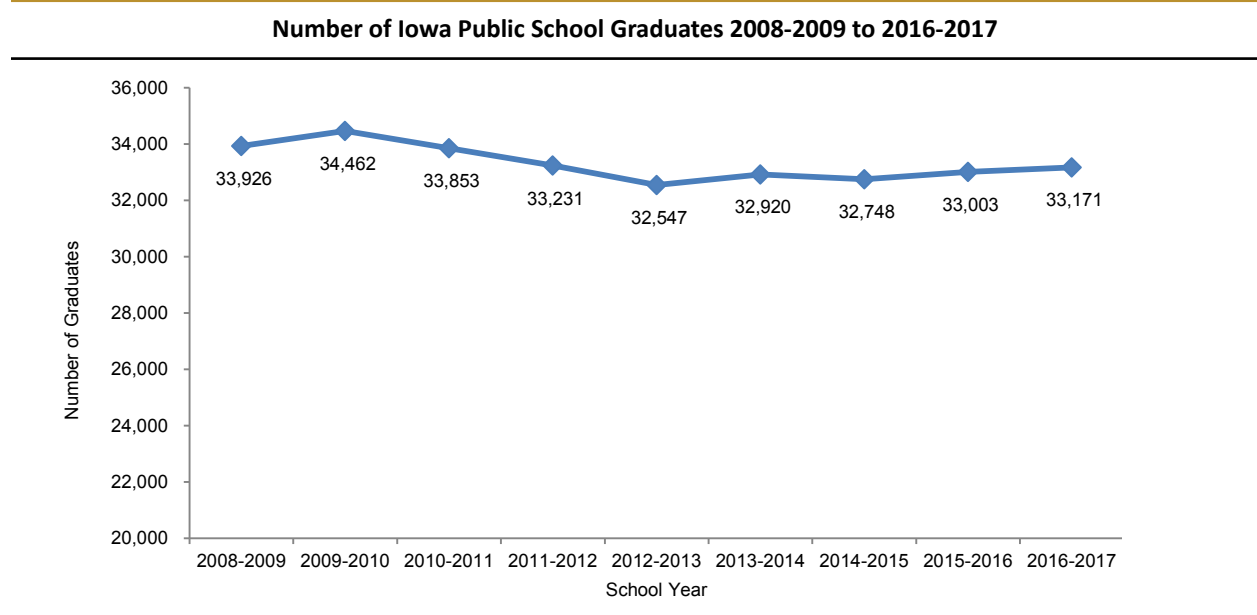
### High School Graduates

A public high school completer can receive a high school diploma or a certificate. The No Child Left Behind (NCLB) Act and the Every Student Succeeds Act (ESSA) define the regular diploma recipients as high school graduates.

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

Figure 5-80 shows the number of regular diploma recipients by school year from 2008-2009 to 2016-2017. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

**Figure 5-80**



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

## High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2017 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 2013 minus the number of students who transferred out plus the total number of students who transferred in.

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

For the graduating class of 2017

FG -- First-time 9th grade students in fall of 2013 and graduated in 2017 or earlier

TIG-- Students who transferred in grades 9 to 12 and graduated in 2017 or sooner

F -- First-time 9th grade students in fall of 2013

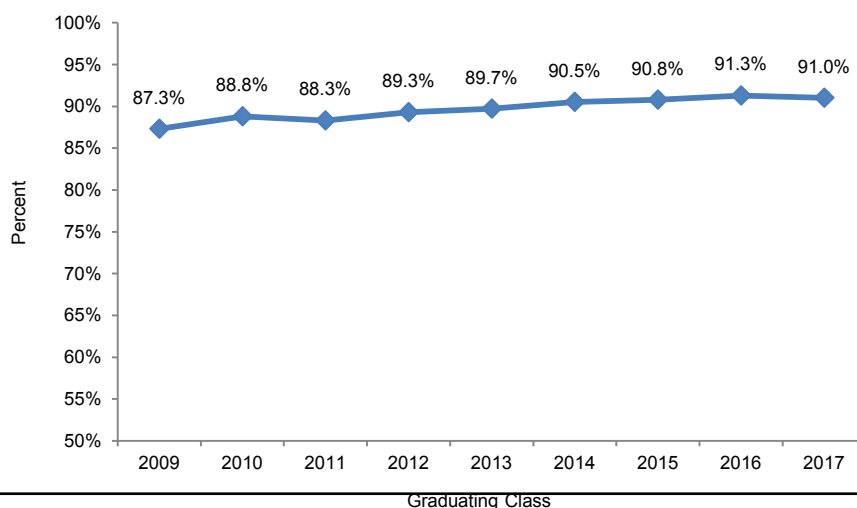
TI -- Transferred in the first-time 9th graders' cohort in grades 9 to 12

TO -- Transfer out (including emigrates and deceased)

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

Figure 5-81

Iowa Public High School Four-Year Cohort Graduation Rate for the Graduating Classes of 2009 to 2017



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

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 2016 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 2016-2017 school year) by the number of first-time 9th graders enrolled in the fall of 2012 minus the number of students who transferred out (between 2012 and 2016) plus the total number of students who transferred in (between 2012 and 2016). The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 5-26 displays the four-year cohort graduation rates for the graduating classes of 2016 and 2017. 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 (low SES) and IEP, English learners (EL), migrant, and male students had graduation rates lower than all student groups on average.

**Table 5-26**

<b>Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2016 and 2017</b>							
Group	Class of 2016			Class of 2017			
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate	
All Students	31,511	34,528	91.3%	31,720	34,864	91.0%	
African American	1,343	1,685	79.7%	1,475	1,793	82.3%	
American Indian	108	134	80.6%	100	120	83.3%	
Asian	745	814	91.5%	742	802	92.5%	
Hawaiian or Pacific Islander	37	42	88.1%	55	71	77.5%	
Hispanic	2,421	2,864	84.5%	2,540	3,082	82.4%	
Two or More Races	755	900	83.9%	829	973	85.2%	
White	26,102	28,089	92.9%	25,979	28,023	92.7%	
Disability*	2,072	2,981	69.5%	3,264	4,396	74.2%	
EL**	1,001	1,239	80.8%	1,089	1,356	80.3%	
Low SES***	11,860	14,141	83.9%	12,094	14,448	83.7%	
Migrant	59	76	77.6%	71	95	74.7%	
Female	15,741	16,917	93.0%	15,790	17,026	92.7%	
Male	15,770	17,611	89.5%	15,930	17,838	89.3%	

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

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

\*\* EL indicates English learner.

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

Numbers may be redacted due to small cell size; therefore, the numbers may not sum total.

The five-year cohort graduation rates for the graduating classes of 2015 and 2016 are displayed in 5-27.

**Table 5-27**

<b>Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2015 and 2016</b>						
Enrollment Category	Class of 2015			Class of 2016		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,657	33,932	93.3%	32,263	34,528	93.4%
African American	1,342	1,579	85.0%	1,427	1,685	84.7%
American Indian	138	153	90.2%	114	134	85.1%
Asian	758	784	96.7%	773	814	95.0%
Hawaiian or Pacific Islander	41	44	93.2%	38	42	90.5%
Hispanic	2,386	2,719	87.8%	2,542	2,864	88.8%
Two or More Races	697	796	87.6%	787	900	87.4%
White	26,295	27,857	94.4%	26,582	28,089	94.6%
Disability*	3,709	4,384	84.6%	2,388	2,981	80.1%
EL**	1,027	1,159	88.6%	1,075	1,239	86.8%
Low SES***	11,582	13,084	88.5%	12,389	14,141	87.6%
Migrant	82	95	86.3%	65	76	85.5%
Female	15,726	16,596	94.8%	16,038	16,917	94.8%
Male	15,931	17,336	91.9%	16,225	17,611	92.1%

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

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

\*\* EL indicates English learner.

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

Based on the U.S. Department of Education data (Table 5-28), Iowa had the highest four-year cohort graduation rate for the class of 2016 in the nation.



Table 5-28

## Class of 2016 Public High School Four Year Adjusted Cohort Graduation Rates (ACGR) [in %]

State	Race/Ethnicity										
	All Students	American Indian/ Alaska Native	Asian	Pacific Islander	Hispanic	African American	White	Two or More	Economically Disadvantaged	EL	Students with Disability
United States	84	72	---	---	79	76	88	---	78	67	66
Alabama	87	90	---	---	87	85	89	89	81	64	54
Alaska	76	64	---	---	76	74	81	75	68	55	54
Arizona	80	68	---	---	76	76	84	---	77	32	69
Arkansas	87	87	91	75	86	82	89	87	84	86	84
California	83	74	93	92	80	73	88	82	79	72	66
Colorado	79	62	86	74	70	72	84	79	68	61	57
Connecticut	87	89	95	84	76	79	93	88	77	67	65
Delaware	86	>=90	91	>=50	81	82	88	84	76	73	67
District of Columbia	69	‡	‡	‡	69	68	91	>=90	69	64	50
Florida	81	77	92	85	80	72	85	83	74	62	62
Georgia	79	69	---	---	73	76	83	81	75	57	57
Hawaii	83	72	---	---	75	78	82	---	78	69	59
Idaho	80	58	83	70	74	78	81	77	72	73	60
Illinois	86	79	94	85	81	75	90	85	77	72	71
Indiana	87	83	89	81	83	74	90	85	85	71	72
<b>Iowa</b>	<b>91</b>	<b>81</b>	<b>92</b>	<b>88</b>	<b>85</b>	<b>80</b>	<b>93</b>	<b>84</b>	<b>84</b>	<b>81</b>	<b>70</b>
Kansas	86	73	93	83	79	77	88	82	78	77	78
Kentucky	89	83	93	>=90	82	81	90	87	86	68	72
Louisiana	79	83	89	72	73	73	83	85	73	43	47
Maine	87	85	95	>=80	85	77	88	80	78	78	72
Maryland	88	82	95	89	77	84	92	91	79	48	67
Massachusetts	88	85	93	89	73	79	92	84	78	64	72
Michigan	80	67	90	78	73	67	83	74	67	72	55
Minnesota	82	53	---	---	65	65	87	---	68	63	61
Mississippi	82	88	93	>=50	82	79	86	78	79	65	35
Missouri	89	86	---	---	83	79	92	89	82	68	78
Montana	86	66	94	89	80	81	89	---	76	59	78

**Table 5-28 (...continued)**

State	All Students	American Indian/Alaska Native	Asian	Pacific Islander	Hispanic	African American	White	Two or More	Economically Disadvantaged	EL	Students with Disability
Nebraska	89	74	81	77	82	79	93	84	82	55	70
Nevada	74	65	88	76	70	57	80	77	67	43	29
New Hampshire	88	74	92	>=50	76	78	89	81	76	72	73
New Jersey	90	83	97	94	83	82	94	92	83	75	79
New Mexico	71	63	---	---	71	61	76	---	67	67	62
New York	80	68	---	---	68	69	89	82	73	38	53
North Carolina	86	82	---	---	80	83	89	83	81	57	69
North Dakota	88	66	88	---	77	77	91	---	71	69	68
Ohio	84	70	---	---	73	67	88	77	72	50	70
Oklahoma	82	81	86	86	78	77	83	82	76	58	74
Oregon	75	56	88	70	69	66	77	74	68	53	56
Pennsylvania	86	77	91	90	73	73	91	80	78	63	74
Rhode Island	83	78	92	75	79	81	88	35	75	74	59
South Carolina	83	74	---	---	80	80	84	---	88	76	52
South Dakota	84	51	82	<50	73	77	89	78	67	57	60
Tennessee	89	86	93	91	84	82	91	---	86	76	72
Texas	89	87	96	88	87	85	93	91	86	74	78
Utah	85	71	90	85	75	74	88	81	76	66	70
Vermont	88	‡	‡	‡	89	71	88	78	80	68	72
Virginia	87	---	93	---	75	81	91	---	78	45	54
Washington	80	63	89	68	73	71	82	78	70	58	59
West Virginia	90	‡	‡	‡	89	88	90	84	86	93	77
Wisconsin	88	78	89	80	80	64	93	85	77	66	69
Wyoming	80	53	85	>=50	74	81	82	74	69	70	65

Source: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010-11 through 2015-16. (This table was prepared December 2017.)

Notes: --- Not Available. ‡Reporting standards not met (too few cases).

The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. To protect the confidentiality of individual student data, ACGRs are shown at varying levels of precision depending on the size of the cohort population for each category cell. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities. Black includes African American, Asian; Hispanic includes Latino; Pacific Islander includes Native Hawaiian or Other Pacific Islander; and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

## *Suspensions and Expulsions*

In-school suspensions, out-of-school suspensions, expulsions, and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type. In-School Suspensions comprise 46.5 percent of all removals, Out-of-School Suspensions at 52.6 percent. Removals increased 9.0 percent since 2015-2016.

An in-school suspension is defined as an:

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

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

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

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

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

An expulsion is defined as:

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

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

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

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

Table 5-29

**K-12 Removals by Removal Type  
2015-2016 to 2017-2018**

	Removals (includes multiple offenses)			% of Removals 2017-2018	% Change 2015-2016 to 2017-2018
	2015-2016	2016-2017	2017-2018		
In-School Suspensions	25,268	24,453	24,598	46.5%	-2.7%
Out-of-School Suspensions	22,700	25,074	27,831	52.6%	22.6%
Expulsions	122	120	128	0.2%	4.9%
Interim Setting by School Personnel	446*	190	351	0.7%	-21.3%
<b>Total</b>	<b>48,536</b>	<b>49,837</b>	<b>52,908</b>	<b>100%</b>	<b>9.0%</b>

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

Note: Figures may not total due to rounding.

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

Table 5-30

**K-12 In-School Suspensions by Problem Behavior  
2017-2018**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	2,026	1,786	8.2%
Alcohol Related	85	85	0.3%
Arson	6	6	0.0%
Bomb Threat	8	8	0.0%
Bullying	315	301	1.3%
Combustible Related	33	33	0.1%
Defiance - Noncompliance	4,158	3,078	16.9%
Disrespect	1,458	1,237	5.9%
Disruption	1,849	1,536	7.5%
Dress Code Violation	36	36	0.1%
Drug Related	228	221	0.9%
Forgery - Plagiarism	20	18	0.1%
Gang Affiliation Display	3	2	0.0%
Harassment	548	519	2.2%
Inappropriate Display of Affection	57	53	0.2%
Inappropriate Location	254	218	1.0%
Lying - Cheating	64	64	0.3%
Other	1,545	1,236	6.3%
Physical Aggression with Injury	877	814	3.6%
Physical Aggression with Serious Injury	12	12	0.0%
Physical Aggression without Injury	3,716	3,232	15.1%
Physical Fighting with Injury	324	307	1.3%
Physical Fighting with Serious Injury	5	5	0.0%
Physical Fighting without Injury	1,839	1,667	7.5%
Property Damage - Vandalism	251	243	1.0%
Skip Class	909	744	3.7%
Special Ed ALJ Decision			0.0%
Tardy	535	397	2.2%
Technology Violation	332	321	1.3%
Theft	505	470	2.1%
Tobacco Related	531	504	2.2%
Truancy	1,850	1,251	7.5%
Weapons Related	219	218	0.9%
<b>Totals</b>	<b>24,598</b>	<b>20,622</b>	<b>100%</b>

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

Table 5-31

**K-12 Out-of-School Suspensions by Problem Behavior  
2017-2018**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	1,935	1,585	7.0%
Alcohol Related	322	317	1.2%
Arson	29	29	0.1%
Bomb Threat	28	28	0.1%
Bullying	307	291	1.1%
Combustible Related	140	140	0.5%
Defiance - Noncompliance	4,615	3,262	16.6%
Disrespect	739	631	2.7%
Disruption	1,431	1,214	5.1%
Dress Code Violation	15	14	0.1%
Drug Related	1,427	1,311	5.1%
Forgery - Plagiarism	1	1	0.0%
Gang Affiliation Display	25	22	0.1%
Harassment	512	485	1.8%
Inappropriate Display of Affection	61	59	0.2%
Inappropriate Location	220	190	0.8%
Lying - Cheating	10	10	0.0%
Other	1,430	1,212	5.1%
Physical Aggression with Injury	2,133	1,773	7.7%
Physical Aggression with Serious Injury	43	42	0.2%
Physical Aggression without Injury	5,183	3,890	18.6%
Physical Fighting with Injury	804	759	2.9%
Physical Fighting with Serious Injury	21	21	0.1%
Physical Fighting without Injury	3,275	2,831	11.8%
Property Damage - Vandalism	348	327	1.3%
Skip Class	183	149	0.7%
Special Ed ALJ Decision			0.0%
Tardy	22	18	0.1%
Technology Violation	245	237	0.9%
Theft	366	349	1.3%
Tobacco Related	1,006	915	3.6%
Truancy	372	289	1.3%
Weapons Related	583	572	2.1%
<b>Totals</b>	<b>27,831</b>	<b>22,973</b>	<b>100%</b>

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

Table 5-32

K-12 Expulsions by Problem Behavior 2017-2018		
Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	4	3.1%
Alcohol Related	1	0.8%
Arson	1	0.8%
Bomb Threat	4	3.1%
Bullying	3	2.3%
Combustible Related	0	0.0%
Defiance - Noncompliance	7	5.5%
Disrespect	0	0.0%
Disruption	2	1.6%
Dress Code Violation	0	0.0%
Drug Related	44	34.4%
Forgery - Plagiarism	1	0.8%
Gang Affiliation Display	0	0.0%
Harassment	6	4.7%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Other	14	10.9%
Physical Aggression with Injury	8	6.3%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	10	7.8%
Physical Fighting with Injury	6	4.7%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	8	6.3%
Property Damage - Vandalism	1	0.8%
Skip Class	0	0.0%
Special Ed ALJ Decision	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	0	0.0%
Tobacco Related	1	0.8%
Truancy	1	0.8%
Weapons Related	6	4.7%
Totals	128	100%

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

Table 5-33

**K-12 Removals to an Interim Setting - School Personnel by Problem Behavior  
2017-2018**

Problem Behavior	Removals	Interim Settings % Removals
Abusive/Inappropriate language	38	12.7%
Alcohol Related	1	0.3%
Arson	0	0.0%
Bomb Threat	0	0.0%
Bullying	3	1.0%
Combustible Related	1	0.3%
Defiance - Noncompliance	63	21.1%
Disrespect	30	10.0%
Disruption	36	12.0%
Dress Code Violation	0	0.0%
Drug Related	9	3.0%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	5	1.7%
Inappropriate Display of Affection	1	0.3%
Inappropriate Location	2	0.7%
Lying - Cheating	0	0.0%
Other	19	6.4%
Physical Aggression with Injury	4	1.3%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	15	5.0%
Physical Fighting with Injury	0	0.0%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	16	5.4%
Property Damage - Vandalism	4	1.3%
Skip Class	14	4.7%
Special Ed ALJ Decision	0	0.0%
Tardy	0	0.0%
Technology Violation	7	2.3%
Theft	4	1.3%
Tobacco Related	4	1.3%
Truancy	18	6.0%
Weapons Related	5	1.7%
<b>Totals</b>	<b>299</b>	<b>100%</b>

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 2015-2016 to 2017-2018						
	2015-2016	Removals 2016-2017	2017-2018	% of Removals 2017-2018	% of K-12 Enrollment 2017-2018	% Change in Removals 2015-2016 to 2017-2018
African American	10,162	10,621	11,433	21.6%	6.2%	12.5%
American Indian	271	337	355	0.7%	0.4%	31.0%
Asian	297	320	339	0.6%	2.5%	14.1%
Hispanic	5,802	5,711	6,191	11.7%	10.9%	6.7%
Hawaiian or Pacific Islander	125	127	187	0.4%	0.3%	49.6%
White	28,828	29,314	30,486	57.6%	75.7%	5.8%
Multi-Racial	3,051	3,407	3,917	7.4%	4.0%	28.4%
Total	48,536	49,837	52,908	100.0%	100.0%	9.0%

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 2015-2016 to 2017-2018						
Grade Span	2015-2016	Removals 2016-2017	2017-2018	% of Removals 2017-2018	% of K-12 Enrollment 2017-2018	% Change in Removals 2015-2016 to 2017-2018
K-2	3,150	3,842	3,480	6.6%	22.7%	10.5%
3-5	5,777	7,070	7,070	13.4%	23.4%	22.4%
6-8	16,998	18,755	21,848	41.3%	23.1%	28.5%
9-12	22,611	20,170	20,510	38.8%	30.9%	-9.3%
Total	48,536	49,837	52,908	100.0%	100.0%	9.0%

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 2015-2016 to 2017-2018

Enrollment Category	Removals		2017-2018	% of Removals 2017-2018	% of K-12 Enrollment 2017-2018	% Change in Removals 2015-2016 to 2017-2018
	2015-2016	2016-2017				
< 300	350	374	455	0.9%	1.8%	30.0%
300 to 599	2,339	2,478	2,685	5.1%	9.8%	14.8%
600 to 999	3,161	3,381	3,464	6.5%	12.6%	9.6%
1,000 to 2,499	8,754	10,245	10,296	19.5%	23.8%	17.6%
2,500 to 7,499	13,853	12,148	12,777	24.1%	20.0%	-7.8%
7,500 +	20,079	21,211	23,231	43.9%	32.0%	15.7%
Total	48,536	49,837	52,908	100%	100.0%	9.0%

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



# Special Education

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. Some of the measures of performance presented in this section are modified from Iowa's Part B APR, which is accessible in its entirety at: <https://www.educateiowa.gov/annual-progress-report-part-b>.

Other measures in this section are included to address the four areas that special education stakeholders in the state have agreed are important to monitor and with which to compare students with and without disabilities.

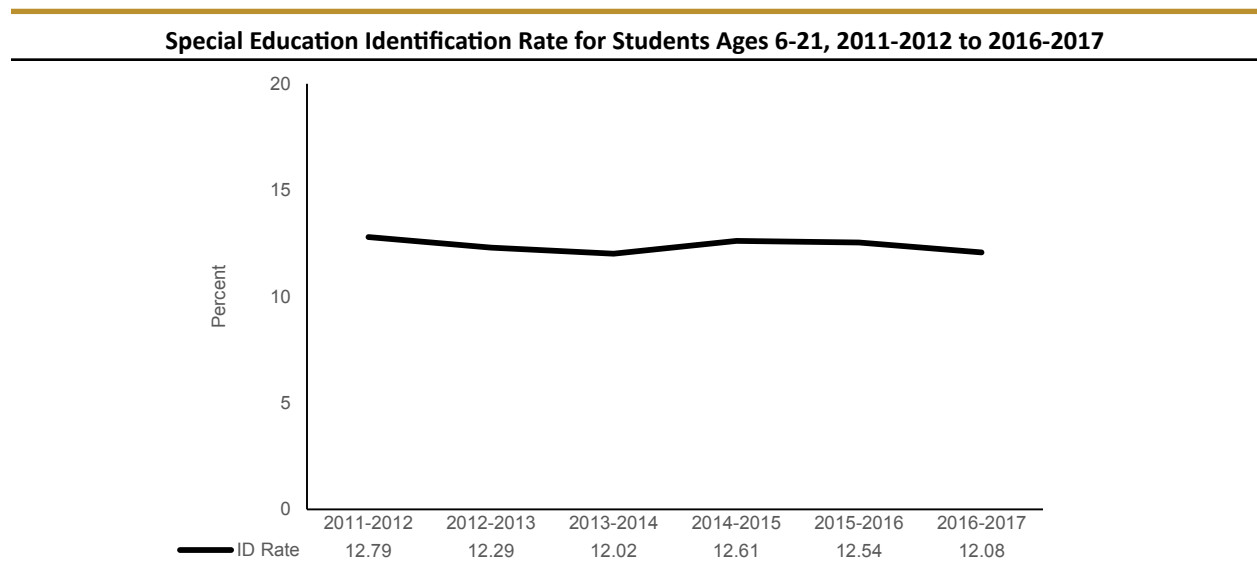
- Students come to school ready to learn
- Students attend school in safe and caring environments
- Students achieve at high levels
- Students leave school ready for life

## *Context of Special Education in Iowa*

### Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2011-2012 to 2016-2017. From the 2011-2012 school year to the 2016-2017 school year, the rate has decreased by 0.71 percent.

Figure 6-1



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

## Placement

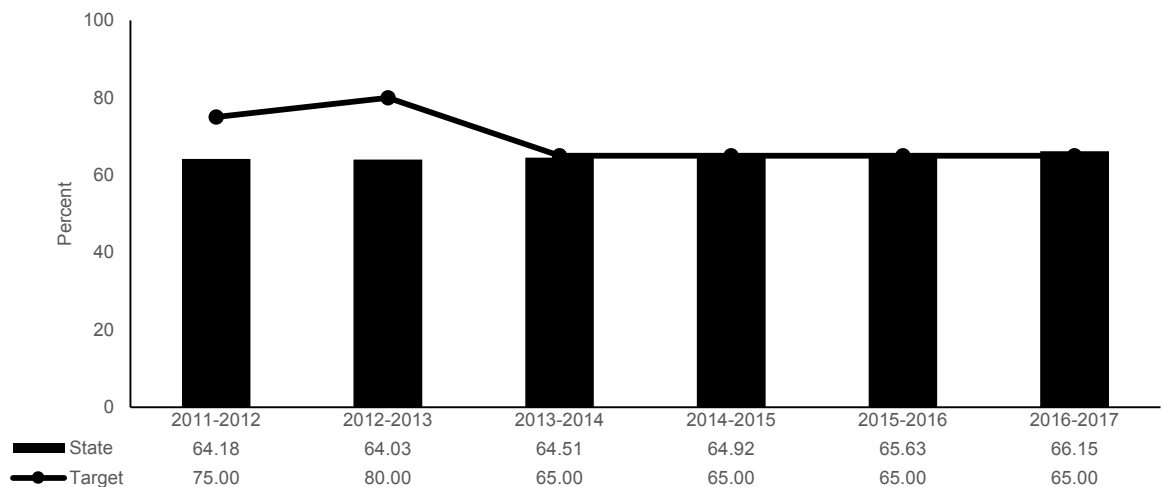
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with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

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80 percent or more) of the school day, (2) in the regular education classroom for less than 40 percent of the school day, and (3) in private separate schools, residential placements, homebound or hospital placements. New targets were set for 2013-2018. In some cases, targets for the prior six-year reporting period were deemed to be overly ambitious and were adjusted accordingly. This explains why some targets seem to be moving in the wrong direction between 2012 and 2013.

In 2016-2017, the percentage of students in the regular education classroom for 80 percent or more of the school day was 66.15, just over the state target of 65.00 percent. The percentage of students served in the regular education classroom for less than 40 percent of the school day was 8.45. This percentage was over the threshold, which was set at 8.00. The percentage of students served in other placements was below the state threshold of 2.7 percent.

Figure 6-2

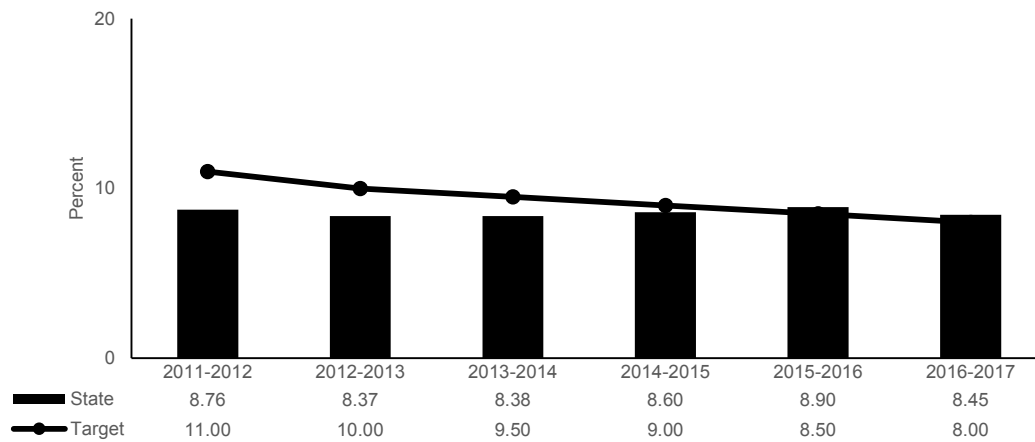
**Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day  
2011-2012 to 2016-2017**



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

Figure 6-3

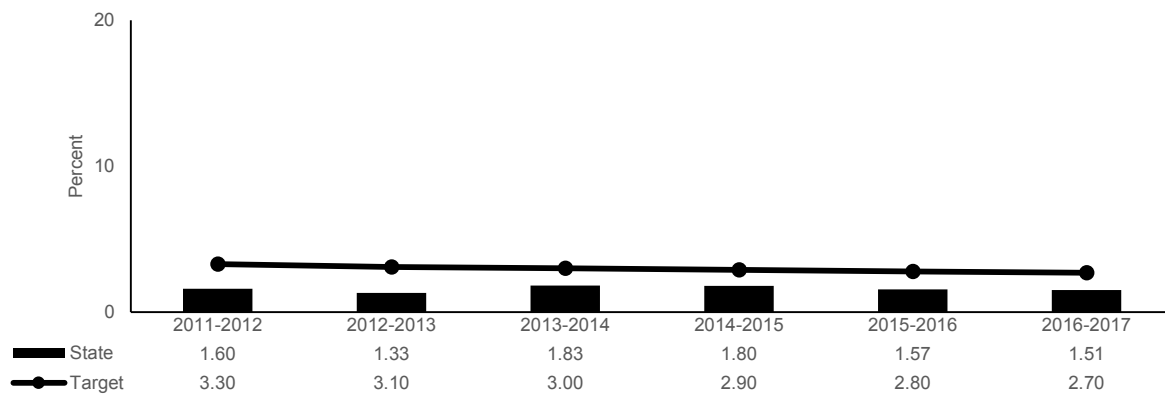
**Percent of Students with Disabilities Ages 6-21 In the Regular Classroom Less Than 40 Percent of the Day  
2011-2012 to 2016-2017**



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

Figure 6-4

**Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or  
Homebound or Hospital Placements, 2011-2012 to 2016-2017**

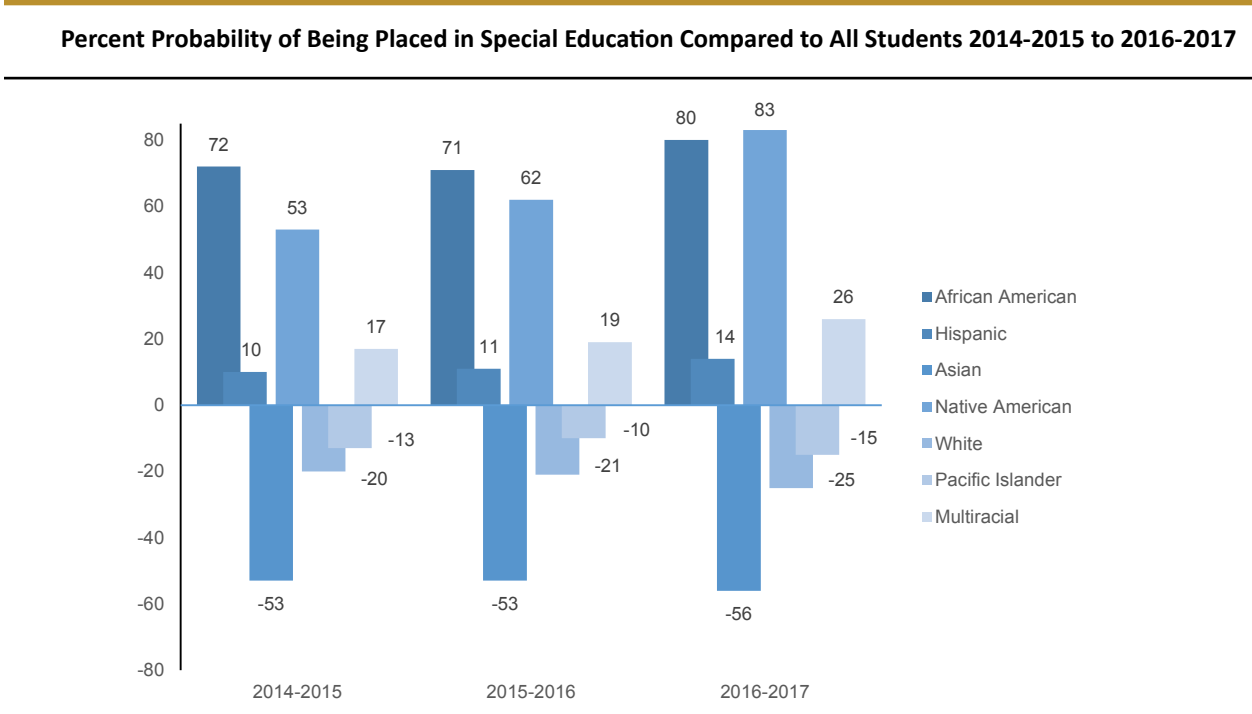


Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

## Disproportionality

Disproportionality refers to the percent probability, or likelihood, of disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group. In 2016-2017, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 80 percent and 83 percent respectively. Asian students had the greatest disproportionality rate of underrepresentation at -56 percent.

Figure 6-5



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

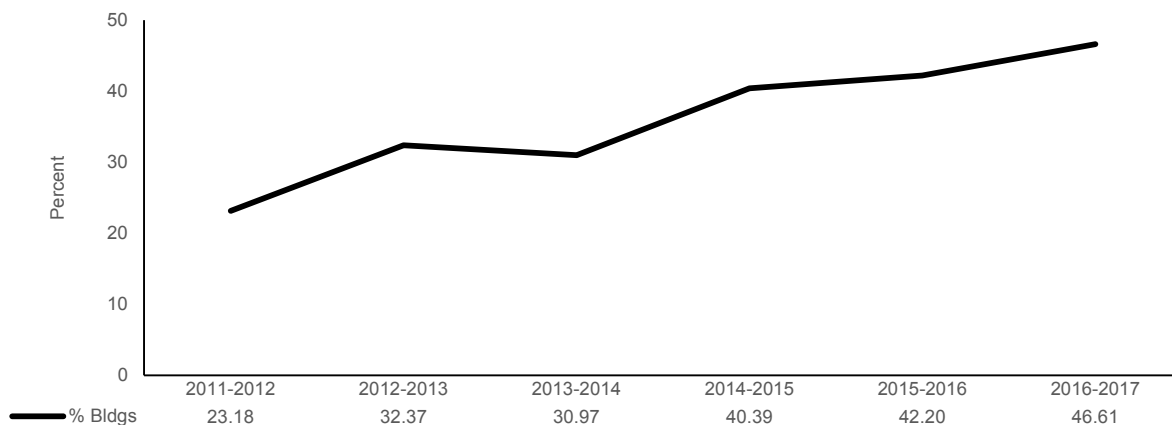
## Are Students Going to School in Safe and Caring Environments?

### Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) are evidence-based interventions that are integrated into the classroom activities and environment to encourage positive behavioral and academic outcomes for all children. The following graph depicts the percentage of public school buildings using PBIS, which has increased by 23.43 percent since 2011.

Figure 6-6

Percent of Public School Buildings That Use Positive Behavioral Interventions and Supports  
2011-2012 to 2016-2017



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

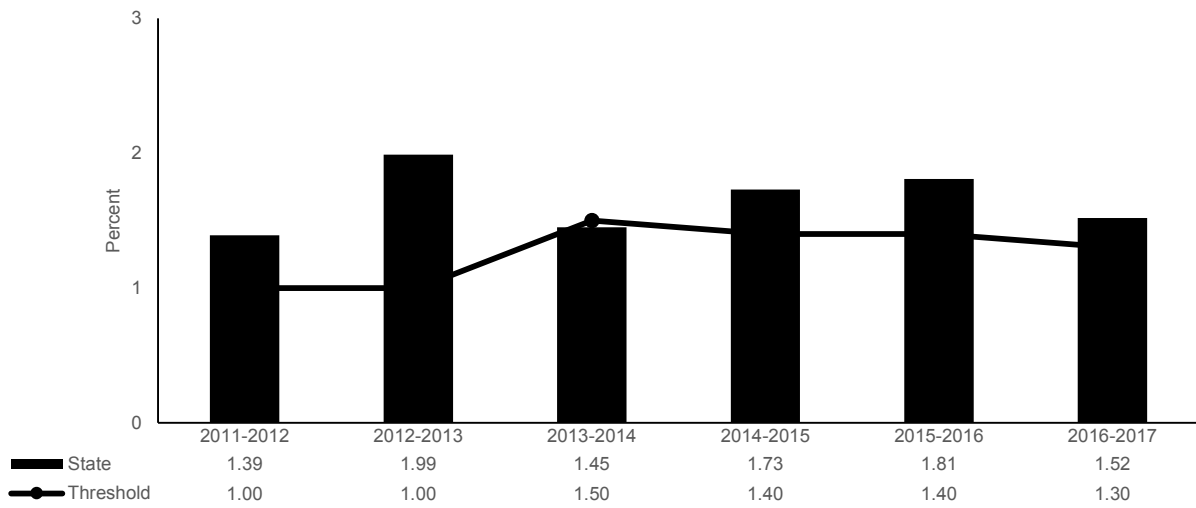
### Discipline

Data on disciplinary actions taken against students with IEPs are collected and reported for students ages 3-21 who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for more than ten days in the school year for the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled for greater than ten days. The graph below presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from school year 2011-2012 to 2016-2017. Currently, 1.52 percent of districts have a significant discrepancy, which exceeds the state threshold of 1.30 percent. New targets were set for 2013-2018. In some cases, targets for the prior six-year reporting period were deemed to be overly ambitious and were adjusted accordingly. This explains why some targets seem to be moving in the wrong direction between 2012 and 2013. Please note that per federal requirements, discipline data lag one year, which means that data reported for 2016-2017 were collected during the 2015-2016 school year.



Figure 6-7

**Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2011-2012 to 2016-2017**



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

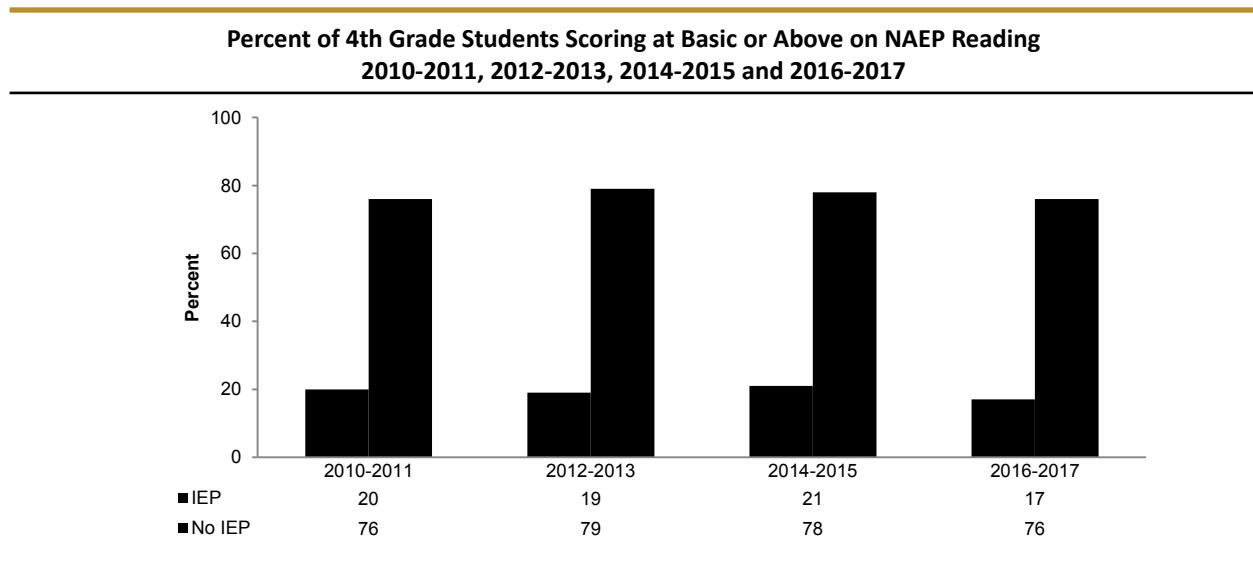
## Are Students Achieving at High Levels?

### National Assessment of Educational Progress

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

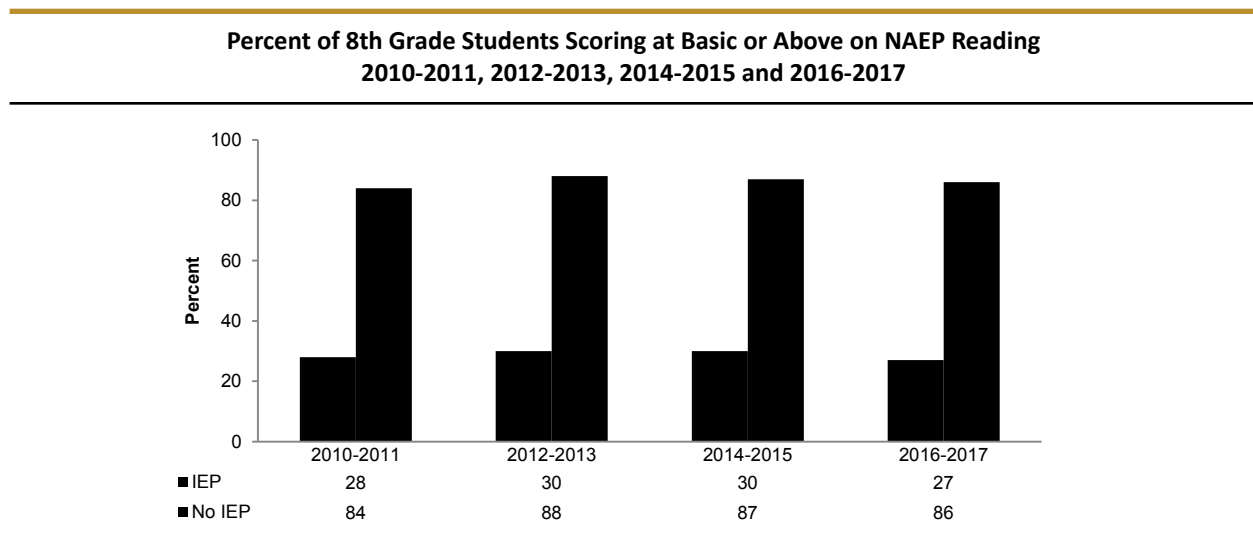
In 2016-2017 in reading, 17 percent of 4th grade students with IEPs and 76 percent of 4th grade students without IEPs scored at basic or above on NAEP. During the same year, 27 percent of 8th graders with IEPs and 86 percent of 8th graders without IEPs scored at basic or above. The gap between students with and without disabilities was 56 percent for 4th graders and 59 percent for 8th graders in 2010-2011 and 59 percent for 4th graders and 59 percent for 8th graders in 2016-2017.

Figure 6-8



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

Figure 6-9

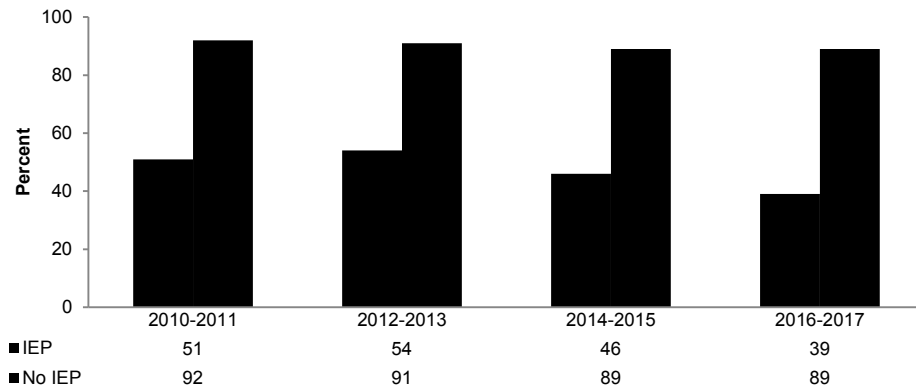


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2016-2017 in math, 39 percent of 4th grade students with IEPs and 89 percent of 4th grade students without IEPs scored at basic or above on NAEP. During the same year, 19 percent of 8th graders with IEPs and 83 percent of 8th graders without IEPs scored at basic or above. The gap between students with and without disabilities was 41 percent for 4th graders and 55 percent for 8th graders in 2010-2011 and 50 percent for 4th graders and 64 percent for 8th graders in 2016-2017.

**Figure 6-10**

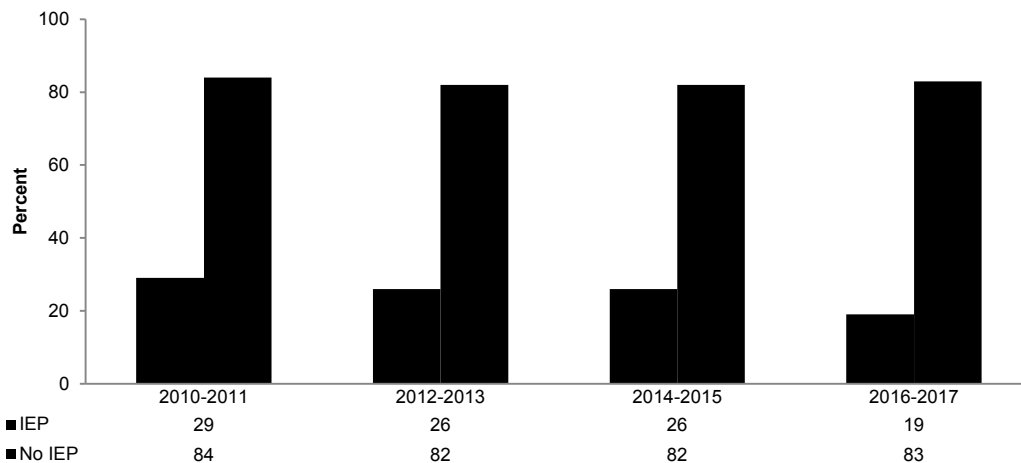
**Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics  
2010-2011, 2012-2013, 2014-2015 and 2016-2017**



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

**Figure 6-11**

**Percent of 8th Grade Students Scoring at Basic or Above on NAEP Mathematics  
2010-2011, 2012-2013, 2014-2015 and 2016-2017**



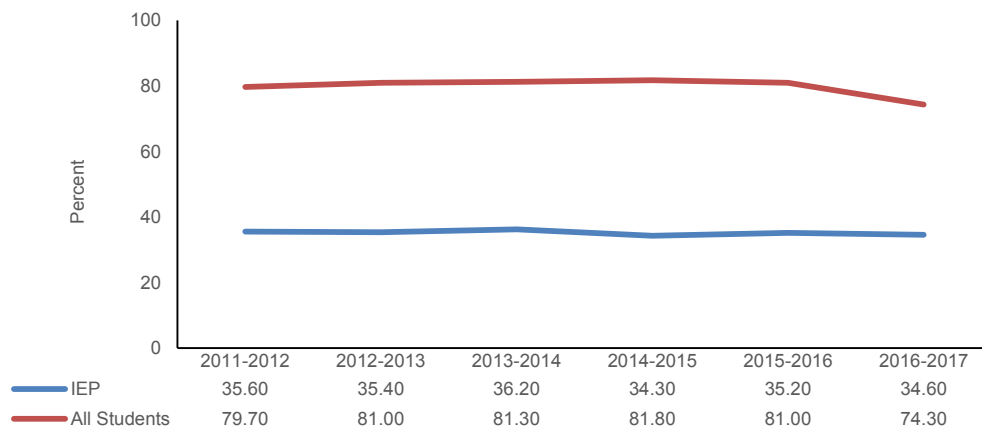
Source: National Center for Education Statistics, NAEP Data Explorer.

## Iowa Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2011-2012 to 2016-2017. Distinctions are made between students with and without IEPs.

Figure 6-12

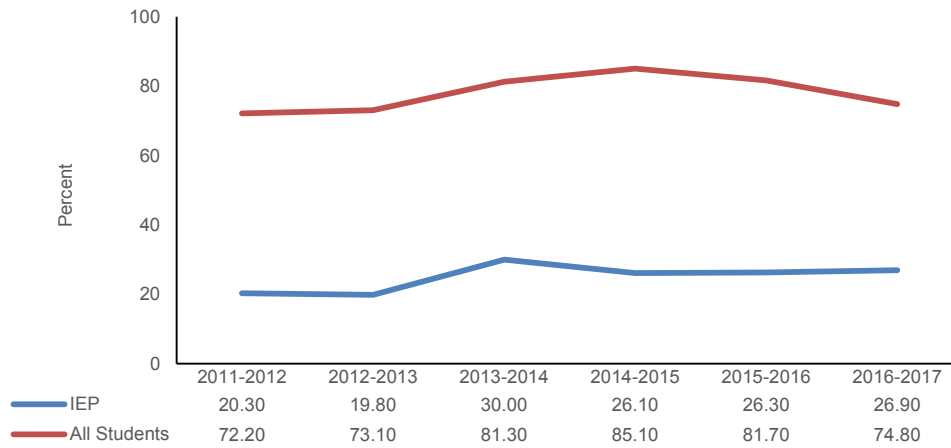
**Percent of 4th Grade Students Proficient in Reading on Iowa Assessments  
2011-2012 to 2016-2017**



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

Figure 6-13

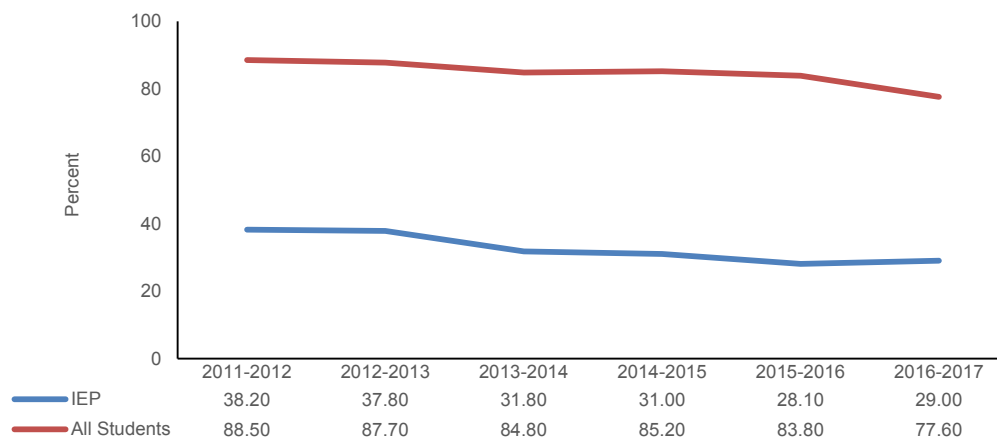
**Percent of 8th Grade Students Proficient in Reading on Iowa Assessments  
2011-2012 to 2016-2017**



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

Figure 6-14

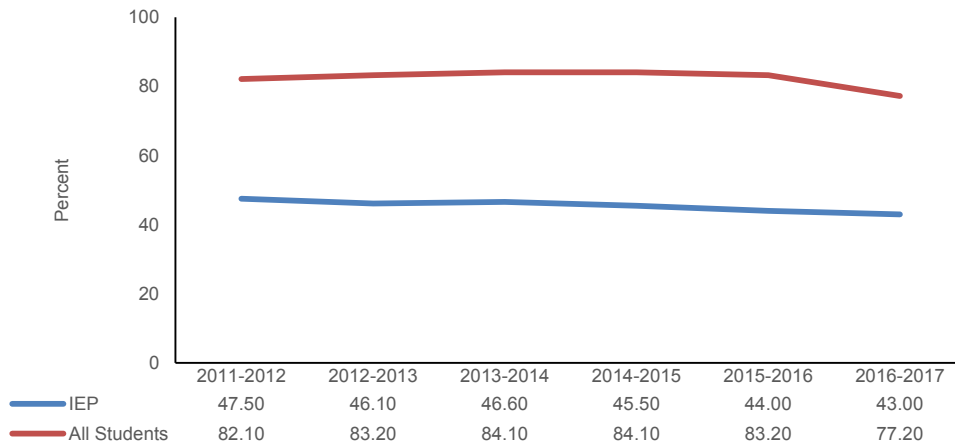
**Percent of 11th Grade Students Proficient in Reading on Iowa Assessments  
2011-2012 to 2016-2017**



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

Figure 6-15

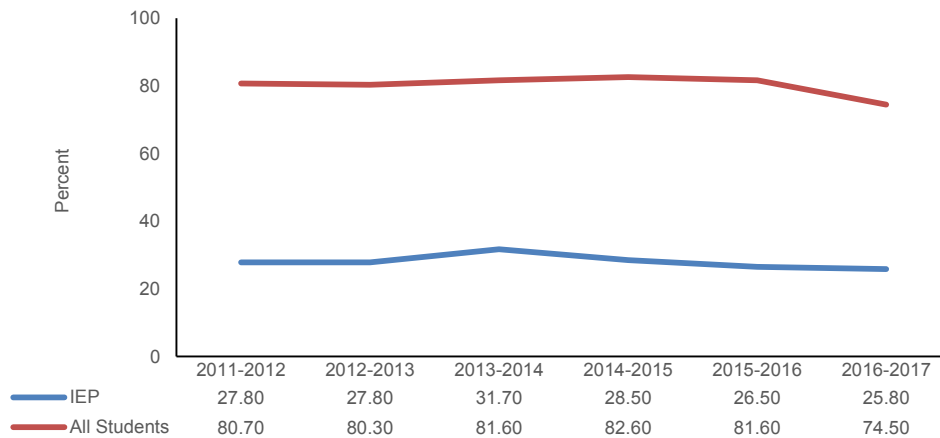
**Percent of 4th Grade Students Proficient in Mathematics on Iowa Assessments  
2011-2012 to 2016-2017**



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

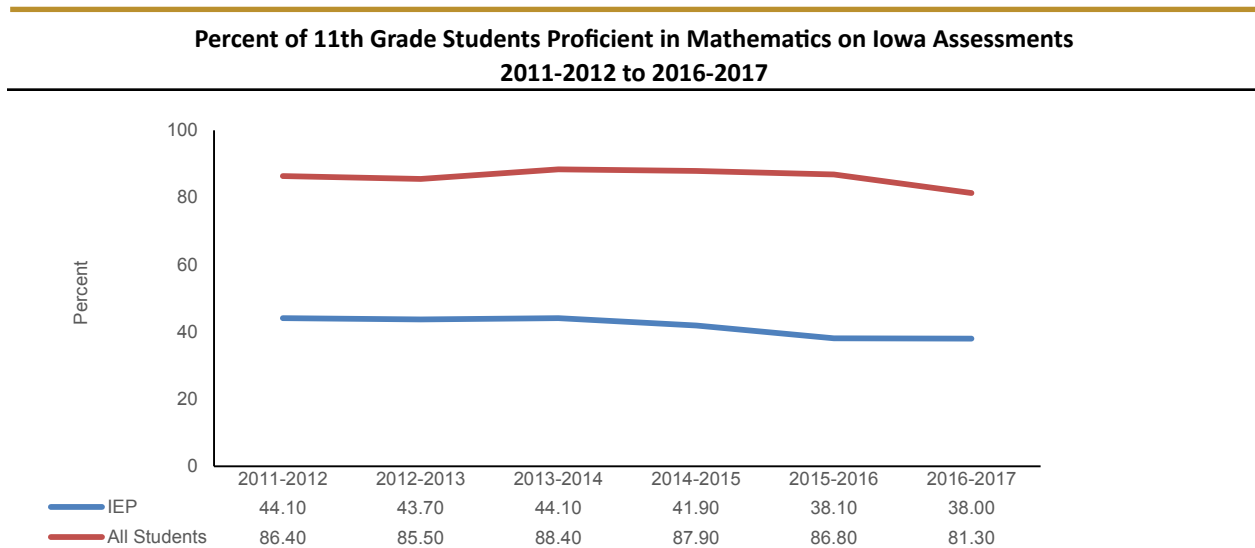
Figure 6-16

**Percent of 8th Grade Students Proficient in Mathematics on Iowa Assessments  
2011-2012 to 2016-2017**



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

Figure 6-17



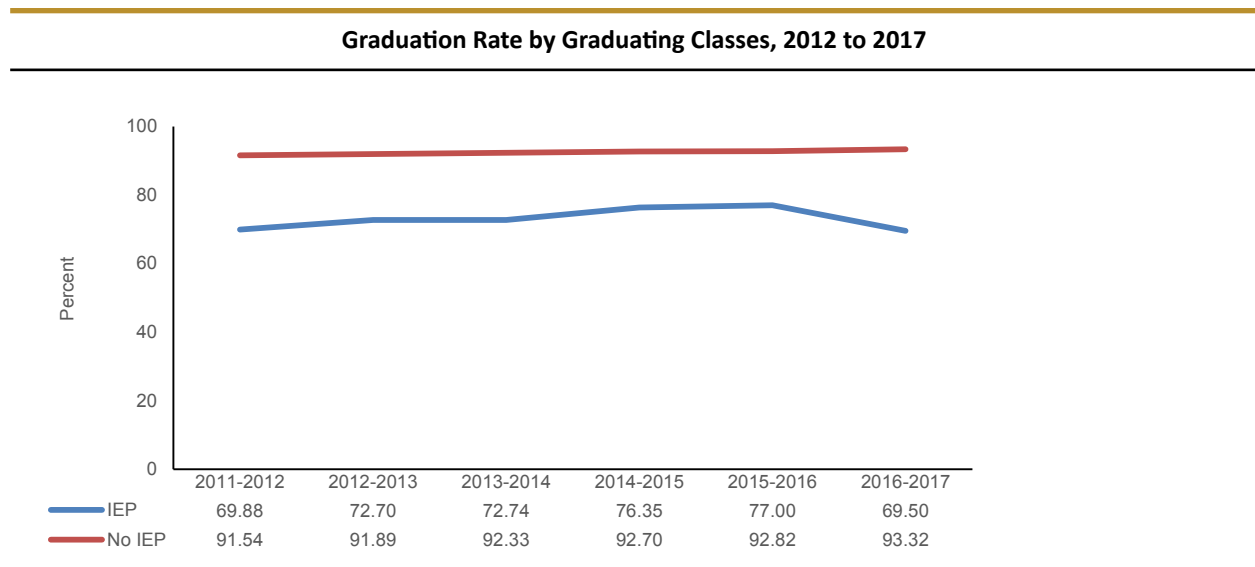
Source: Iowa Department of Education, Bureau of Information and Analysis, AYP Assessment Files.

## Are Students Leaving School Ready for Life?

### Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. In reporting year 2016-2017, the graduation rate for students with an IEP was 69.50 percent which is 23.82 percent below the graduation rate for students without IEPs at 93.32 percent. Between the 2011-2012 and 2016-2017 reporting years, the graduation rate decreased by 0.38 percent for students with IEPs. Please note that per federal requirements, graduation data lag one year, which means that data reported for 2016-2017 were collected during the 2015-2016 school year.

Figure 6-18



Source: Iowa Department of Education, Bureau of Information and Analysis, SRI 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 2016-2017 Certified Annual Financial Report from the Iowa Department of Education, the 2018-2019 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-2001 school year is used as the base year for comparison in most tables and figures.

## Function Category Expenditures

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, other support services, and community services. Function category expenditures as a percent of general fund expenditures have continued to shift over the last three years. Notably, there have been decreases in the percentages used for instruction, operations and maintenance, and student transportation, while an increase has occurred for staff support services (Table 7-1). The smallest enrollment category has continued to show the largest percentage of expenditures in the functions of instruction and administration and central services when compared to the other enrollment categories, while the two largest enrollment categories had the highest percentage of expenditures for the function of student support services (Table 7-2).

**Table 7-1**

<b>Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2014-2015 to 2016-2017</b>				
	2000-2001	2014-2015	2015-2016	2016-2017
Instruction	69.0%	70.0%	69.8%	69.4%
Student Support Services	3.8%	3.4%	3.6%	3.6%
Staff Support Services	4.0%	4.0%	4.5%	5.1%
Administration & Central Services	9.9%	10.5%	10.5%	10.4%
Operations and Maintenance	9.2%	8.2%	7.9%	7.8%
Student Transportation	3.8%	3.8%	3.7%	3.6%
Other Support Services	0.1%	0.0%	0.0%	0.0%
Community Services	0.2%	0.0%	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 2016-2017							
Function Category	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	72.7%	71.3%	71.0%	69.7%	69.3%	67.9%	69.4%
Student Support Services	2.0%	2.4%	2.6%	3.0%	4.0%	4.7%	3.6%
Staff Support Services	2.6%	3.6%	3.8%	5.1%	5.1%	6.1%	5.1%
Administration & Central Services	11.6%	10.8%	10.7%	10.3%	10.3%	10.3%	10.4%
Operations & Maintenance	6.4%	7.4%	7.6%	8.1%	7.8%	7.8%	7.8%
Student Transportation	4.6%	4.5%	4.4%	3.7%	3.4%	3.1%	3.6%
Community Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Support Services	0.1%	0.0%	0.0%	0.1%	0.0%	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.

## Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other objects. The breakdown of object category expenditures as a percentage of total general fund expenditures has remained relatively unchanged over the last three years (Table 7-3). The percentage for supplies has continued to decrease. In the most recent year, salaries as a percentage of general fund expenditures increase as the enrollment size category increases, except for the largest size category. Benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.3 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (28.1 percent) (Table 7-4). Both observations are consistent with the previous year.

Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2014-2015 to 2016-2017				
Object Category	Year			
	2000-2001	2014-2015	2015-2016	2016-2017
Salaries	64.0%	62.2%	62.6%	62.6%
Benefits	16.1%	19.7%	19.7%	19.8%
Purchased Services	10.3%	11.4%	11.5%	11.5%
Supplies	6.8%	5.8%	5.4%	5.3%
Property	2.5%	0.7%	0.6%	0.6%
Other Objects	0.3%	0.2%	0.2%	0.2%

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

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture. Figures may not total 100 percent due to rounding.

**Table 7-4**

**Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2016-2017**

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	50.8%	58.9%	61.2%	63.8%	64.6%	63.0%	62.6%
Benefits	14.8%	17.7%	19.3%	19.4%	19.5%	21.3%	19.8%
Purchased Services	28.1%	16.7%	12.7%	10.0%	10.1%	10.2%	11.5%
Supplies	5.6%	5.9%	5.8%	5.9%	4.9%	4.8%	5.3%
Property	0.3%	0.6%	0.6%	0.7%	0.6%	0.6%	0.6%
Other Objects	0.4%	0.3%	0.3%	0.2%	0.1%	0.1%	0.2%

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

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

## Revenues

Iowa public school districts receive general fund revenues from a variety of sources, including local property taxes, local income surtaxes, other local sources, interagency, intermediate, state foundation aid (school aid), other state sources, federal aid, and other financing sources. The other state aid is comprised of state programs including class size reduction and the student achievement/educator quality program. Total local taxes include property tax and local income surtax.

The percent of revenue from state foundation aid increased slightly in the past year, while the percent of revenue from local taxes and federal sources have decreased (Table 7-5, Figure 7-1). The largest enrollment category continued to have the highest percent of revenue from federal sources. The three lowest enrollment categories had the highest percent of revenue from local taxes, interagency, and other state sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the <300 enrollment category (Figure 7-2).

**Table 7-5**

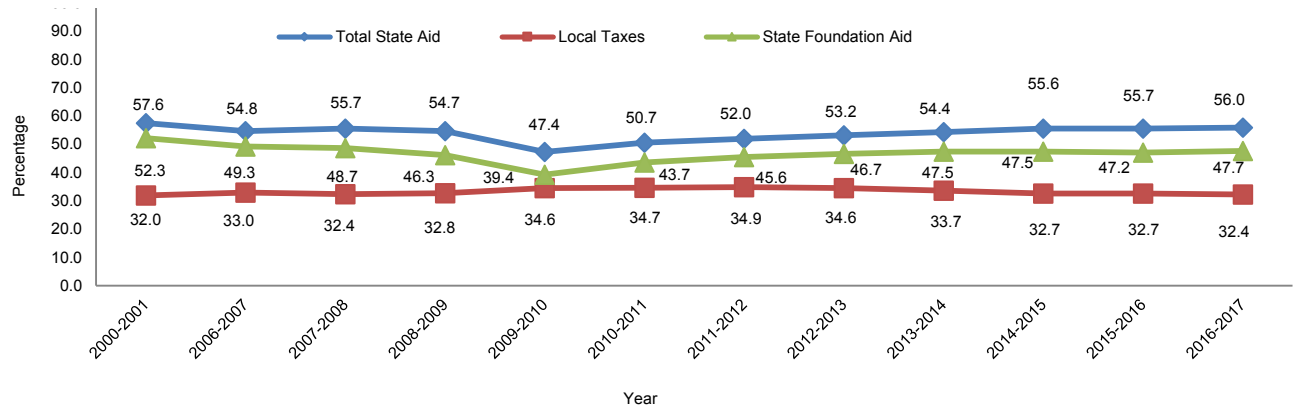
Source of Revenue	Year			
	2000-2001	2014-2015	2015-2016	2016-2017
Local Taxes	32.0%	32.7%	32.7%	32.4%
Interagency	3.9%	5.4%	5.5%	5.6%
Other Local Sources	2.6%	1.8%	1.7%	1.7%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	47.5%	47.2%	47.7%
Other State Sources	5.3%	8.1%	8.4%	8.3%
Federal Sources	3.4%	4.3%	4.2%	4.1%
Other Financing Sources	0.1%	0.2%	0.2%	0.3%

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

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.  
 Intermediate sources include grants-in-aid revenues in lieu of taxes received from area education agencies (AEAs), cities, and counties.  
 Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.  
 Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.  
 Totals may not equal 100 percent due to rounding.

Figure 7-1

**Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in Iowa Public Schools 2000-2001, 2006-2007 to 2016-2017**



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 2016-2017**

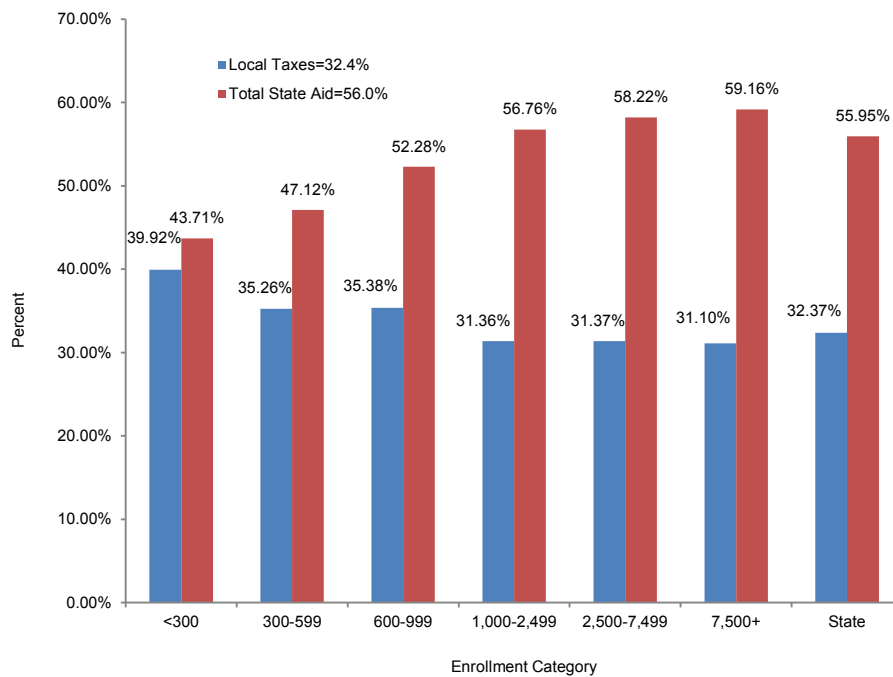
Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500 +	
Local Taxes	39.9%	35.3%	35.4%	31.4%	31.4%	31.1%	32.4%
Interagency	10.7%	12.4%	7.3%	6.4%	4.9%	2.1%	5.6%
Other Local Sources	1.5%	1.8%	1.7%	1.6%	1.5%	1.8%	1.7%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	35.1%	38.3%	43.1%	48.3%	50.4%	51.3%	47.7%
Other State Sources	8.6%	8.8%	9.2%	8.5%	7.8%	7.8%	8.3%
Federal Sources	3.8%	3.2%	3.2%	3.7%	3.8%	5.4%	4.1%
Other Financing Sources	0.3%	0.3%	0.2%	0.2%	0.1%	0.4%	0.3%

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

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.  
 Intermediate sources include grants-in-aid revenues in lieu of taxes received from area education agencies (AEAs), cities, and counties.  
 Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.  
 Other financing sources include the proceeds from long-term debt such as loans, capital leases, and insurance settlements for loss of fixed assets.  
 Totals may not equal 100 percent due to rounding.

Figure 7-2

**Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2016-2017**



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

### Taxable Valuation

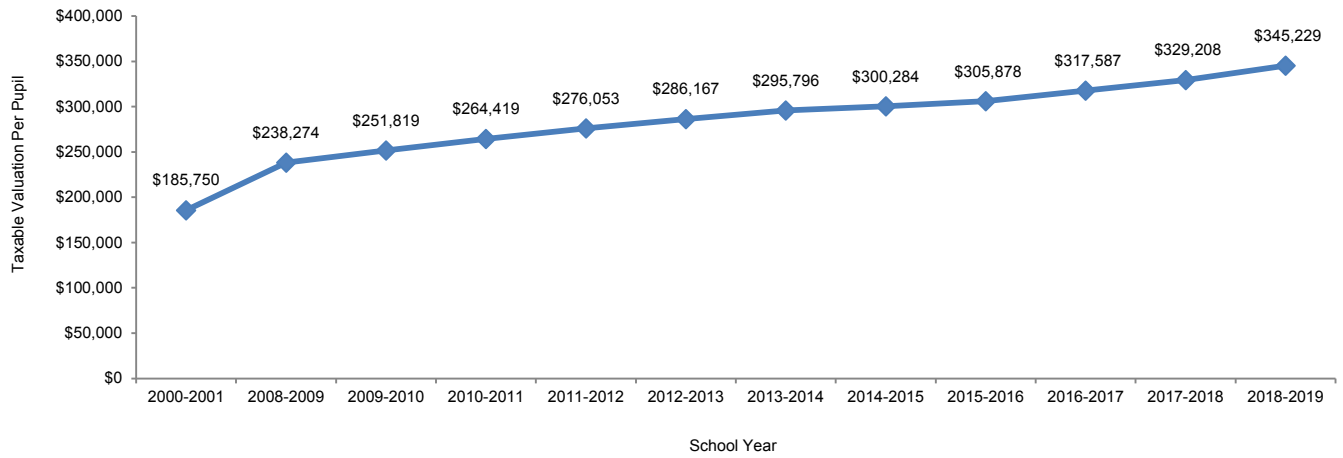
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and rates are expressed per \$1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa school foundation formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa's average taxable valuation per pupil has increased each year since 2005-2006 (Figure 7-3). The three smallest enrollment categories have consistently had an average per pupil valuation above the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, as well as decreases in enrollment. The <300 and 600-999 enrollment categories have had the greatest range in taxable valuation per pupil in each of the last five years (Table 7-8). Unlike the four previous years, the second largest enrollment category (2,500-7,499) continues to have the lowest taxable valuation per pupil (\$173,544) and the 600-999 enrollment category had the highest taxable valuation per pupil (\$1,385,187).

**Figure 7-3**

**Iowa Average Taxable Valuation Per Pupil 2000-2001, and 2008-2009 to 2018-2019**



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 2014-2015 to 2018-2019**

	2000-2001	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<300	266,463	521,348	534,536	535,326	564,717	590,301
300-599	223,708	395,454	414,524	433,515	451,648	471,248
600-999	201,732	352,214	368,506	385,822	401,567	416,492
1,000-2,499	175,204	283,005	295,199	310,600	325,831	341,958
2,500-7,499	175,250	274,268	284,813	292,891	294,847	310,048
7,500+	174,108	264,585	280,377	290,455	298,990	315,401
State	185,750	300,284	305,878	317,587	329,208	345,229

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

Note: Per pupil amounts are based on budget enrollments.

**Table 7-8**

<b>Net Taxable Valuations Per Budget Enrollment 2000-2001, 2014-2015 to 2018-2019</b>						
Enrollment Category	Year					
	2000-2001	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<300 Min	152,131	215,683	233,340	242,623	246,919	293,247
<300 Max	549,020	1,189,526	1,097,341	1,108,726	1,292,072	1,196,960
300-599 Min	92,573	195,930	198,342	202,478	205,942	226,516
300-599 Max	451,583	698,665	744,154	769,455	819,846	847,594
600-999 Min	111,465	175,948	175,380	170,848	188,468	203,869
600-999 Max	409,970	1,183,748	1,227,824	1,260,406	1,300,025	1,385,187
1,000-2,499 Min	93,339	161,716	162,579	165,865	172,503	178,498
1,000-2,499 Max	370,462	805,816	804,376	880,628	915,594	971,232
2,500-7,499 Min	104,148	169,182	169,756	176,101	182,584	173,544
2,500-7,499 Max	313,393	518,582	543,500	576,105	595,820	623,226
7,500+ Min	114,143	156,490	156,727	162,804	168,466	178,928
7,500+ Max	327,747	455,230	446,277	476,882	492,143	527,371
State Min	92,573	156,490	156,727	162,804	168,466	173,544
State Max	549,020	1,189,526	1,227,824	1,260,406	1,300,025	1,385,187

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

Note: Enrollment categories determined by budget enrollment.



## Expenditures Per Pupil

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

The smallest and largest enrollment categories had the highest average general fund per pupil expenditures in all years presented in Table 7-9, with both exceeding the state averages. Table 7-10 and Figure 7-4 display the average per pupil expenditures, based on fall enrollment, for Iowa, the Midwest states, and the nation. The National Education Association (NEA) collected and estimated these data. In the most recent year, Iowa ranked 26th in the nation in average expenditures per pupil. Indiana, Kansas, North Dakota, Michigan, Ohio, and South Dakota ranked lower than Iowa.

**Table 7-9**

<b>Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 2000-2001, 2014-2015 to 2016-2017</b>				
Enrollment Category	Year			
	2000-2001	2014-2015	2015-2016	2016-2017
< 300	\$5,605	\$10,745	\$10,454	\$11,017
300-599	\$5,106	\$9,651	\$9,727	\$10,136
600-999	\$4,988	\$9,348	\$9,463	\$9,943
1,000-2,499	\$4,881	\$9,382	\$9,571	\$9,957
2,500-7,499	\$5,055	\$9,351	\$9,633	\$9,927
7,500 +	\$5,461	\$10,142	\$10,355	\$10,638
State	\$5,119	\$9,662	\$9,849	\$10,203

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, 2015-2016 and 2016-2017						
State/Nation	Year					
	2000-2001		2015-2016		2016-2017	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		11,433		11,642	
Iowa	6,434	34	10,731	28	11,017	26
Illinois	8,293	11	13,456	15	13,875	15
Indiana	7,567	18	7,538	49	7,267	49
Kansas	7,031	23	10,053	33	10,277	32
Michigan	8,127	13	10,423	30	9,968	34
Minnesota	7,320	21	12,591	16	12,417	16
Missouri	6,323	38	10,784	27	10,826	28
Nebraska	6,395	35	11,291	21	11,716	19
North Dakota	4,607	50	8,114	46	8,176	46
Ohio	6,952	25	10,345	32	10,669	29
South Dakota	6,269	39	9,571	36	9,000	42
Wisconsin	8,205	12	11,364	19	11,533	22

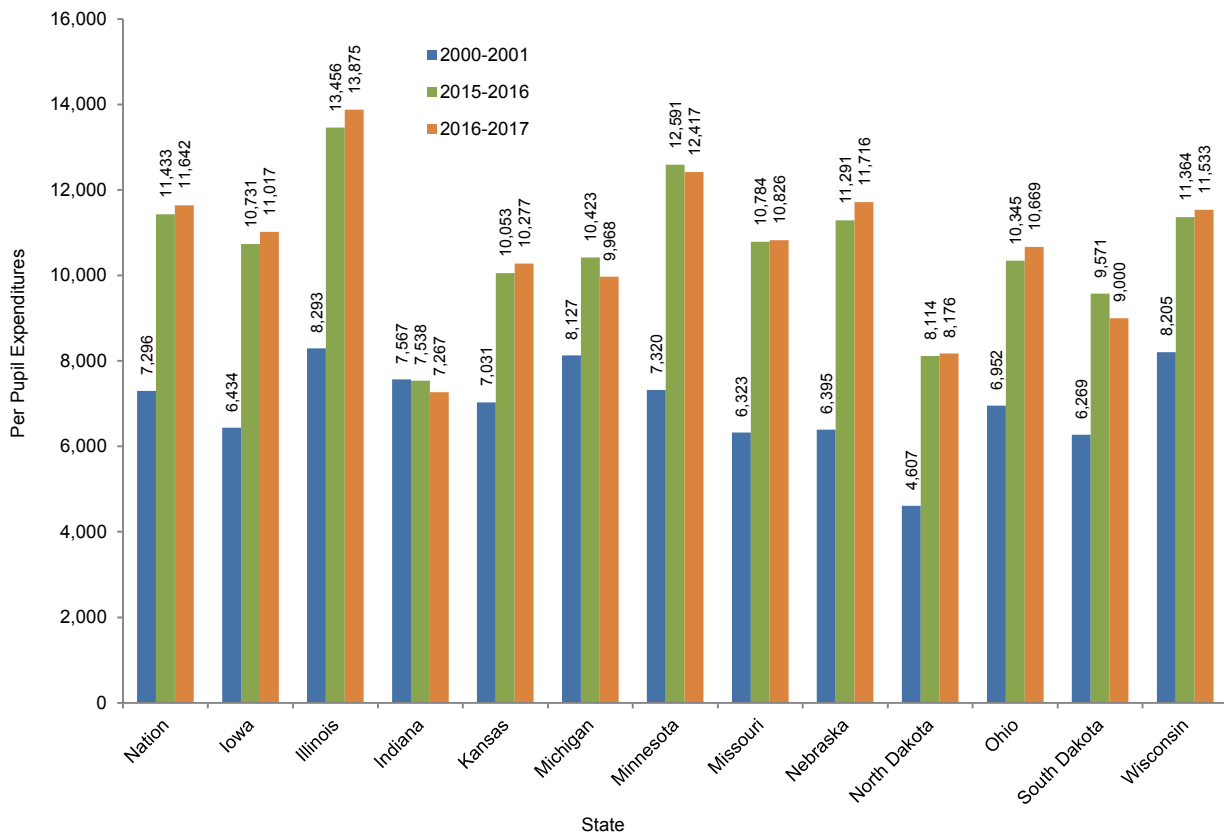
Source: National Education Association (NEA), Rankings and Estimates of School Statistics.

Notes: 2015-2016 reflect adjusted numbers.

2016-2017 numbers are estimated by NEA.

Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2015-2016 and 2016-2017



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

Notes: 2015-2016 numbers have been adjusted.

2016-2017 numbers are estimated by NEA.

## State Aid

This section presents data on state aid, including School Foundation Aid, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by school districts through appropriations made from the state's general fund each year. The state foundation level, currently at 87.5 percent, was last changed in 1996-1997. The special education foundation level was increased to its current level, also 87.5 percent, in 1999-2000. The foundation level changes increased the amount of state aid and lowered the amount of property tax. Several programs have been added or removed since these changes were made. For example, in 2009-2010, the Teacher Salary Supplement and Professional Development Supplement were added. 2015-2016 was the first year in which a portion of districts participating in the Teacher Leadership and Compensation (TLC) Program were funded through the school finance formula. All districts now participate in the TLC Program and are funded through the formula.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.48 billion and initial state aid to school districts was about \$3.21 billion or approximately 42.9 percent of the general fund appropriations for the 2018-2019 school year (fiscal year 2019). This was a year-over-year decrease in the initial percent spent on education, reversing two years of year-over-year increases. Initial state aid to school districts has, however, steadily increased since 2012-2013.

**Table 7-11**

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2018-2019						
Year	Initial State Aid to Districts	Initial General Fund Appropriation	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2018-2019	3,211.6	7,480.2	42.9			
2017-2018	3,183.7	7,268.6	43.8	Not currently available		
2016-2017	3,087.9	7,350.6	42.0	3,097.8	7,263.5	42.6
2015-2016	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
2014-2015	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-2014	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-2013	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
2011-2012	2,629.3	6,010.1	43.7	2,623.8	6,012.5	43.6
2010-2011	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-2010	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-2009	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-2008	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-2007	2,252.8	5,296.5	42.5	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

## Property Taxes

The school aid formula for school districts is funded by a combination of state foundation aid and the uniform levy (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL), and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates for 2018-2019 are found in Table 7-12.

All school districts levy the general fund property tax. The two largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. Beginning with FY16, allowable uses expanded to include the cost of mediation and arbitration. The majority of the school districts in 2018-2019 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation. The school board may also request voter approval to increase the levy an additional \$1.34 per \$1,000 taxable valuation. The two largest school district enrollment categories, 2,500-7,499 and 7,500+ have the highest average voter-approved PPEL rates.

The public education and recreation levy (PERL), or playground levy, must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. In 2018-2019, 7.6 percent of the school districts levy for PERL, this was an increase of three districts over the previous year, and the third consecutive year of growth in use of this levy.

Usage of the debt service levy is tied to passage of a bond issue, which requires approval of at least 60 percent of the electorate within the school district. About half of the school districts use the debt services levy. The highest percentage of districts using this levy fall within the 1,000-2,499 and 2,500-7,499 enrollment categories. Use by the smallest (<300, 300-599) and 7,500+ enrollment categories falls below the state average.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL, and debt services levies for 2018-2019. The smallest enrollment category continues to have the highest average tax per pupil for all taxes listed.

**Table 7-12**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	38	101	81	77	22	11	330
Number of Districts with General Fund Levy	38	101	81	77	22	11	330
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	9.1862628	9.7261959	10.0072172	10.9217054	11.9935672	12.7354137	11.2699
Number of Districts with Management Fund Levy	34	96	79	74	22	11	316
Percent of Districts with Management Fund Levy	89.5%	95.0%	97.5%	96.1%	100.0%	100.0%	95.8%
Average Management Levy Tax Rate	0.959058	0.971509	0.7966225	0.8890841	0.7651091	1.0627461	0.9139
Number of Districts with Regular PPEL	38	101	80	77	20	11	327
Percent of Districts with Regular PPEL	100.0%	100.0%	98.8%	100.0%	90.9%	100.0%	99.1%
Average Regular PPEL Tax Rate	0.32727	0.32906	0.32999	0.33000	0.32995	0.32976	0.32972
Number of Districts with Voter-Approved PPEL	28	79	63	64	21	10	265
Percent of Districts with Voter-Approved PPEL	73.7%	78.2%	77.8%	83.1%	95.5%	90.9%	80.3%
Average Voter-Approved PPEL Tax Rate	0.84884	0.91371	0.88065	0.81902	1.10351	1.08328	0.97840
Number of Districts with PERL	5	7	4	4	3	2	25
Percent of Districts with PERL	13.2%	6.9%	4.9%	5.2%	13.6%	18.2%	7.6%
Average PERL Tax Rate	0.13500	0.13130	0.13500	0.09215	0.13500	0.13500	0.12965
Number of Districts with Debt Services Levy	8	51	43	47	14	4	167
Percent of Districts with Debt Services Levy	21.1%	50.5%	53.1%	61.0%	63.6%	36.4%	50.6%
Average Debt Services Tax Rate	1.91268	1.83902	1.77335	2.37192	2.63864	2.16493	2.22769

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.  
 PPEL means Physical Plant and Equipment Levy.  
 Average Tax Rate per \$1,000 Valuation.

**Table 7-13**

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	38	101	81	77	22	11	330
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	46,229,382	211,108,718	256,240,873	426,505,024	358,271,512	593,547,148	1,891,902,657
General Fund Income Surtax	2,806,971	13,746,329	16,948,866	30,230,616	11,988,527	16,294,394	92,015,703
Total General Fund Tax	49,036,353	224,855,047	273,189,739	456,735,640	370,260,039	609,841,542	1,983,918,360
Average Total General Fund Tax Per Pupil	5,681	4,823	4,452	3,909	3,814	3,916	4,080
Percent of Districts with Management Fund Levy	89.5%	95.0%	97.5%	96.1%	100.0%	100.0%	95.8%
Management Fund Property Tax	4,297,003	20,175,702	20,037,773	33,696,849	22,855,318	49,530,382	150,593,027
Average Management Fund Property Tax Per Pupil	553	451	334	298	235	318	315
Percent of Districts with Regular PPEL	100.0%	100.0%	98.8%	100.0%	90.9%	100.0%	99.1%
Regular PPEL Property Tax	1,669,600	7,500,997	8,757,784	13,768,734	9,848,881	16,719,296	58,265,292
Average Regular PPEL Property Tax Per Pupil	193	161	144	118	108	107	122
Percent of Districts with Voter-Approved PPEL	73.7%	78.2%	77.8%	83.1%	95.5%	90.9%	80.3%

**Table 7-13 (...continued)**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Voter-Approved PPEL Property Tax	3,158,853	16,595,041	17,312,962	27,548,067	34,579,944	51,849,267	151,044,134
Voter-Approved PPEL Income Surtax	431,544	2,316,044	2,246,059	5,385,571	232,970	-	10,612,188
Total Voter-Approved PPEL Tax	3,590,397	18,911,085	19,559,021	32,933,638	34,812,914	51,849,267	161,656,322
Average Total Voter-Approved PPEL Tax Per Pupil	570	511	414	343	376	367	385
Percent of Districts with PERL	13.2%	6.9%	4.9%	5.2%	13.6%	18.2%	7.6%
PERL Property Tax	104,120	217,487	141,525	221,438	591,613	1,635,288	2,911,471
Average PERL Property Tax Per Pupil	88	65	50	52	36	39	42
Percent of Districts with Debt Services Levy	21.1%	50.5%	53.1%	61.0%	63.6%	36.4%	50.6%
Debt Services Property Tax	2,271,702	20,147,018	25,943,573	56,787,631	58,583,928	44,769,968	208,503,820
Average Debt Services Property Tax Per Pupil	1,078	831	796	785	917	837	839

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.  
PPEL means Physical Plant and Equipment Levy.  
Average Tax Rate per \$1,000 Valuation.



## Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2014-2015 to 2018-2019 are presented in Table 7-14. The two highest enrollment categories have the lowest percentage of districts implementing an income surtax and also have the lowest average surtax rate.

**Table 7-14**

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
<b>2018-2019</b>							
Number of Districts with Surtaxes	34	89	73	70	10	3	279
Percent of Districts with Surtaxes	89.5%	88.1%	90.1%	90.9%	45.5%	27.3%	84.5%
Surtaxes Per Budget Enrollment	423	390	351	339	307	355	349
Average Income Surtax Rate	8.12%	6.88%	6.14%	5.53%	4.43%	4.65%	5.53%
<b>2017-2018</b>							
Number of Districts with Surtaxes	35	91	73	70	10	3	282
Percent of Districts with Surtaxes	92.1%	88.3%	89.0%	90.9%	45.5%	27.3%	84.7%
Surtaxes Per Budget Enrollment	429	366	347	342	300	356	345
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%
<b>2016-2017</b>							
Number of Districts with Surtaxes	36	92	75	68	11	3	285
Percent of Districts with Surtaxes	97.3%	91.1%	88.2%	88.3%	50.0%	27.3%	85.6%
Surtaxes Per Budget Enrollment	442	373	361	338	278	347	343
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%
<b>2015-2016</b>							
Number of Districts with Surtaxes	26	93	75	66	11	3	274
Percent of Districts with Surtaxes	68.4%	90.3%	86.2%	88.0%	50.0%	27.3%	81.5%
Surtaxes Per Budget Enrollment	456	381	371	335	270	339	343
Average Income Surtax Rate	8.63%	6.91%	6.76%	5.84%	4.39%	4.63%	5.77%
<b>2014-2015</b>							
Number of Districts with Surtaxes	37	91	75	64	11	3	281
Percent of Districts with Surtaxes	92.5%	88.3%	86.2%	85.3%	50.0%	27.3%	83.1%
Surtaxes Per Budget Enrollment	451	365	324	280	126	115	215
Average Income Surtax Rate	8.95	7.29	6.77	5.94	4.45	5.33	6.93
<b>2000-2001</b>							
Number of Districts with Surtaxes	31	87	73	54	6	3	254
Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
Average Income Surtax Rate	12.03	8.29	7.29	5.37	3.66	3.59	5.46

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments. Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant and Equipment Levy.

## Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district and may be imposed for up to 10 years if approved through a referendum, or up to five years through board resolution. A school district's budget may be increased up to 10 percent of the school district's regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program and the remaining portion was funded through a property tax and income surtax, if approved, once the program was enacted.

The revenue sources and amounts for the instructional support program for 2018-2019 and previous years are shown in Table 7-15 and Figure 7-5. Since 2011-2012, instructional support funding has come from a combination of property taxes and income surtax. The percent of the funding for instructional support generated from property taxes has increased each year since 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. The percentage of districts utilizing the instructional support program has gradually increased each year since 2013-2014. 329 of the state's 330 districts (99.7 percent) are participating in 2018-2019. The one district not participating falls within the 1,000-2,499 enrollment category.

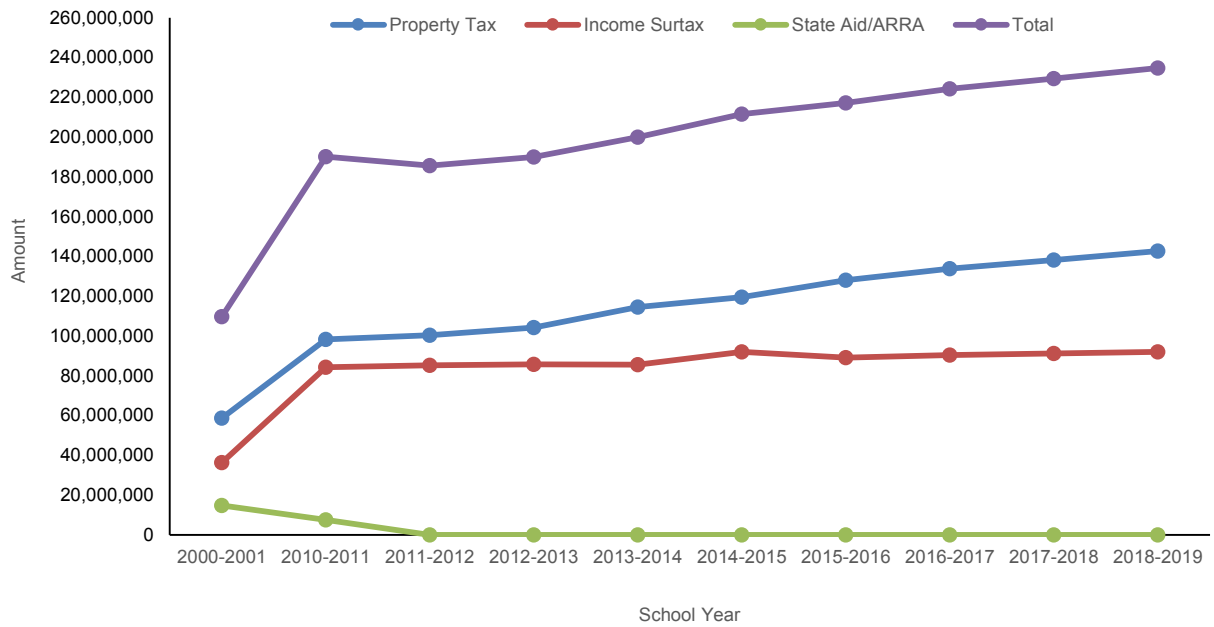
**Table 7-15**

<b>Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2010-2011 to 2018-2019</b>							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2018-2019	142,696,592	60.8%	91,908,949	39.2%	0	0.0%	234,605,541
2017-2018	138,084,562	60.2%	91,245,322	39.8%	0	0.0%	229,329,884
2016-2017	133,869,972	59.7%	90,292,079	40.3%	0	0.0%	224,162,051
2015-2016	128,016,622	59.0%	89,054,210	41.0%	0	0.0%	217,070,832
2014-2015	119,468,024	56.5%	91,988,125	43.5%	0	0.0%	211,456,149
2013-2014	114,476,664	57.2%	85,521,643	42.8%	0	0.0%	199,998,307
2012-2013	104,229,555	54.9%	85,667,381	45.1%	0	0.0%	189,896,936
2011-2012	100,385,847	54.1%	85,171,536	45.9%	0	0.0%	185,557,383
2010-2011	98,265,550	51.7%	84,302,509	44.4%	7,499,936	3.9%	190,067,995
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget Files.

Figure 7-5

Instructional Support Program Revenues, 2000-2001, and 2010-2011 to 2018-2019



Source: Iowa Department of Management, Master Budget Files.

Table 7-16

## Instructional Support Program by Enrollment Category 2000-2001 and 2014-2015 to 2018-2019

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2018-2019</b>							
Number of Districts	38	101	81	77	22	11	330
Number of Districts with Instructional Support	38	101	81	76	22	11	329
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
<b>2017-2018</b>							
Number of Districts	38	103	82	77	22	11	333
Number of Districts with Instructional Support	38	102	81	76	22	11	330
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	98.7%	100.0%	100.0%	99.1%
<b>2016-2017</b>							
Number of Districts	37	101	85	77	22	11	333
Number of Districts with Instructional Support	37	100	84	73	22	11	327
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	94.8%	100.0%	100.0%	98.2%
<b>2015-2016</b>							
Number of Districts	38	103	87	75	22	11	336
Number of Districts with Instructional Support	37	102	86	71	22	11	329
Percent of Districts with Instructional Support	97.4%	99.0%	98.9%	94.7%	100.0%	100.0%	97.9%
<b>2014-2015</b>							
Number of Districts	40	103	87	75	22	11	338
Number of Districts with Instructional Support	39	101	85	70	22	11	328
Percent of Districts with Instructional Support	97.5%	98.1%	97.7%	93.3%	100.0%	100.0%	97.0%
<b>2000-2001</b>							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollments.

## Budget Adjustment

The budget adjustment, previously known as the budget guarantee, is part of the Iowa school aid formula. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the Legislature is used to determine whether or not a school district qualifies to receive the budget adjustment. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment compares regular program funding for the current year to the level of funding a school district received in FY04. The scale-down adjustment was completely eliminated in FY14. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The overall percent of districts receiving the budget adjustment for 2018-2019 was relatively unchanged from the previous year (Table 7-17 and Figure 7-6). However, three enrollment categories experienced a decrease in the percentage of districts receiving the budget adjustment: 600-999, 1,000-2,499, and 7,500+.

**Table 7-17**

### Number and Percent of School Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2014-2015 to 2018-2019

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2018-2019</b>							
Number of Districts	38	101	81	77	22	11	330
Number of Districts w/Adjustment	25	58	45	36	10	4	178
Percent of Districts w/Adjustment	65.8%	57.4%	55.6%	46.8%	45.5%	36.4%	53.9%
Average Per Pupil	299	206	146	115	106	72	127
<b>2017-2018</b>							
Number of Districts	38	103	82	77	22	11	333
Number of Districts w/Adjustment	21	58	46	42	7	5	179
Percent of Districts w/Adjustment	55.3%	56.3%	56.1%	54.5%	31.8%	45.5%	53.8%
Average Per Pupil	296	206	134	110	69	59	110
<b>2016-2017</b>							
Number of Districts	37	101	85	77	22	11	333
Number of Districts w/Adjustment	18	43	27	18	2	2	110
Percent of Districts w/Adjustment	48.6%	42.6%	31.8%	23.4%	9.1%	18.2%	33.0%
Average Per Pupil	203	139	130	90	119	28	102
<b>2015-2016</b>							
Number of Districts	38	103	87	75	22	11	336
Number of Districts w/Adjustment	22	65	37	30	7	1	162
Percent of Districts w/Adjustment	57.9%	63.1%	42.5%	40.0%	31.8%	9.1%	48.2%
Average Per Pupil	278	167	142	94	44	48	109
<b>2014-2015</b>							
Number of Districts	40	103	87	75	22	11	338
Number of Districts w/Adjustment	22	23	15	5	0	0	65
Percent of Districts w/Adjustment	55.0%	22.3%	17.2%	6.7%	0.0%	0.0%	19.2%
Average Per Pupil	264	117	66	31	0	0	148
<b>2000-2001</b>							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	288	143	90	35	0	0	101

Source: Iowa Department of Management, Master Budget files.

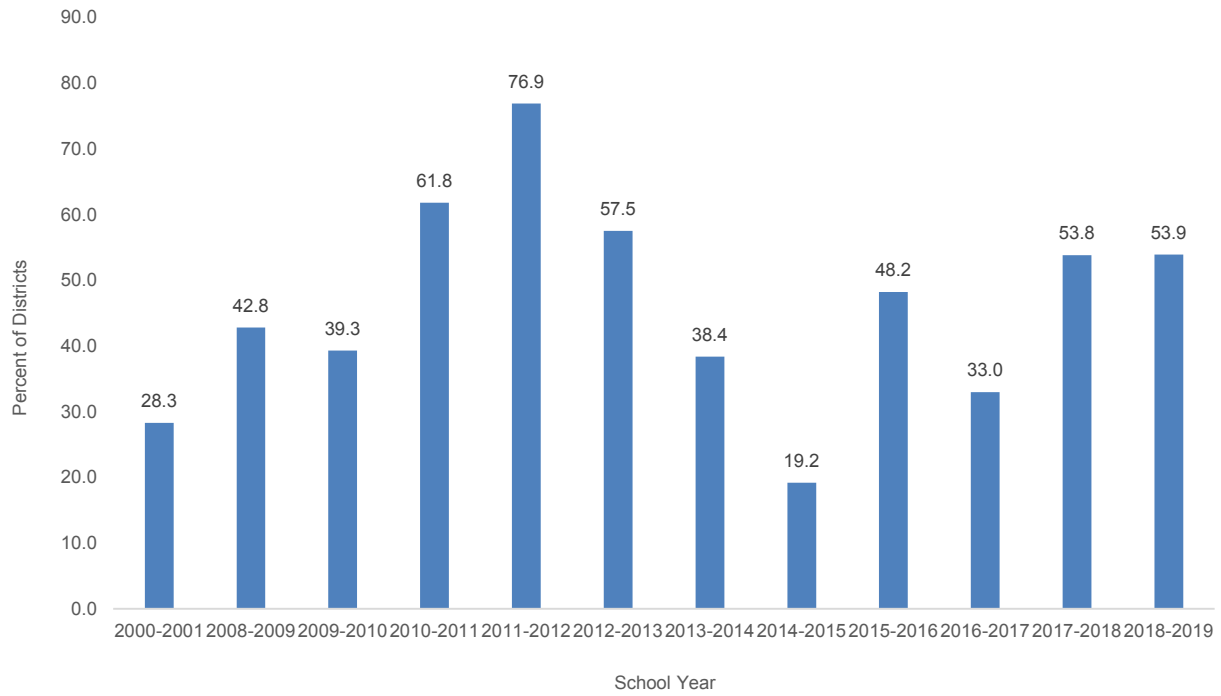
Note: Enrollment categories determined by budget enrollment.

**Figure 7-6**

---

**Percent of Iowa Public School Districts with Budget Adjustment 2000-2001, 2008-2009 to 2018-2019**

---



---

Source: Iowa Department of Management, Master Budget files.

---

## Bond Elections

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2016-2017, 54.5 percent passed, which was a slight increase over 2015-2016. This marked two consecutive years where the passage rate exceeded 50 percent.

**Table 7-18**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
<b>2016-2017</b>							
Number Attempted	2	8	13	8	2	0	33
<50 Percent	1	1	1	2	0	0	5
50-59.9 Percent	0	3	5	2	0	0	10
60 Percent +	1	4	7	4	2	0	18
<b>2015-2016</b>							
Number Attempted	0	4	5	9	4	1	23
<50 Percent	0	0	2	5	0	1	8
50-59.9 Percent	0	1	0	2	0	0	3
60 Percent +	0	3	3	2	4	0	12
<b>2000-2001</b>							
Number Attempted	0	11	6	6	4	1	28
<50 Percent	0	3	2	3	0	0	8
50-59.9 Percent	0	4	1	2	1	0	8
60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Division of School Finance and Support Services, Facilities, Elections, Sales Tax.

Note: A school district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

## Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2015-2016 to 2016-2017. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2016-2017, 100 percent of the 23 voter-approved physical plant and equipment referendums were passed, as compared to 2015-2016 where 96.7 percent were approved (Table 7-19).

Table 7-19

**Number of School Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2001-2002, 2015-2016 and 2016-2017**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
<b>2016-2017</b>							
Number Attempted	0	7	3	9	2	2	23
<50 Percent	0	0	0	0	0	0	0
50 Percent +	0	7	3	9	2	2	23
<b>2015-2016</b>							
Number Attempted	2	9	6	12	0	1	30
<50 Percent	0	0	1	0	0	0	1
50 Percent +	2	9	5	12	0	1	29
<b>2001-2002</b>							
Number Attempted	2	14	10	9	2	0	37
<50 Percent	0	3	2	2	1	0	8
50 Percent +	2	11	8	7	1	0	29

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

Notes: A school district could be included more than once if it had more than one Voter-Approved Physical Plant and Equipment Levy referendum in a year.  
FY 2002 was the first year the information was collected.

### *Secure an Advanced Vision for Education*

Secure an Advanced Vision for Education (SAVE), which became effective July 1, 2008, is used by school districts for school infrastructure needs and property tax relief. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax is set to sunset on December 31, 2029.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. A RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 "Use of revenues." A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required. The school district-approved RPS is effective until amended or repealed on December 31, 2029.

The estimated sales and services tax revenues for 2018-2019 are \$469.4 million for 330 school districts in all 99 counties (Table 7-20).



**Table 7-20**

<b>Local Option/Statewide Sales and Services Tax for School Infrastructure 2000-2001, 2014-2015 to 2018-2019</b>						
	2000-2001	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	338	336	333	333	330
Resident Budget Enrollment in those Counties	171,150.6	480,771.9	483,450.9	485,147.3	486,264.3	487,651.5
Estimated Revenues	\$122,683,313	\$418,228,165	\$435,270,155	\$444,681,000	\$442,172,297	\$469,405,863
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Department of Revenue, Local Option Tax Information for Local Government.

## Total Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2017-2018, and 2018-2019 is shown in Table 7-21. State categorical funding includes Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement, and Student Achievement/Educator Quality. Categorical roll-ins for Teacher Salary, Professional Development, Early Intervention, Area Education Agency (AEA) Teacher Salary, and AEA Professional Development were added to the school aid formula beginning in 2009-2010. Teacher Leadership was added beginning 2015-2016, as part of a three-year phase in.

**Table 7-21**

Iowa Elementary and Secondary Budget Detail 2000-2001, 2017-2018 and 2018-2019							
Source of Funds	2000-2001		2017-2018		2018-2019		
	Amount	Percent	Amount	Percent	Amount	Percent	
Regular Program	2,175,673,579	66.7	3,244,086,915	55.6	3,285,481,467	54.4	
Guarantee Amount	6,629,840	0.2	23,643,888	0.4	25,520,687	0.4	
Supplementary Weights	21,887,590	0.7	93,301,222	1.6	98,719,962	1.6	
Special Education	278,121,047	8.5	430,281,590	7.4	440,874,542	7.3	
Teacher Salary	-	0.0	279,393,152	4.8	282,938,336	4.7	
Professional Development	-	0.0	31,662,400	0.5	32,059,802	0.5	
Early Intervention	-	0.0	34,465,342	0.6	34,895,866	0.6	
Teacher Leadership	-	0.0	157,409,825	2.7	159,466,485	2.6	
AEA Special Education Support & Adj	107,245,598	3.3	162,470,503	2.8	164,889,350	2.7	
AEA Media	19,184,863	0.6	28,330,605	0.5	28,687,769	0.5	
AEA Ed Services	21,167,941	0.6	31,307,398	0.5	31,697,300	0.5	
AEA Sharing	-	0.0	30,001	0.0	30,000	0.0	
AEA Teacher Salary	-	0.0	15,749,280	0.3	15,973,843	0.3	
AEA Professional Development	-	0.0	1,845,691	0.0	1,874,985	0.0	
Dropout SBRC	40,504,621	1.2	120,075,686	2.1	124,294,926	2.1	
Other SBRC	664,690	<0.1	0	0.0	0	0.0	
Enrollment Audit Adjustment	(695,392)	0.0	-633,432	0.0	-582,315	0.0	
AEA Prorated Budget Reduction	-	0.0	-22,500,000	-0.4	22,500,000	0.4	
Preschool	-	0.0	78,150,966	1.3	82,236,672	1.4	
Instructional Support	109,749,562	3.4	229,329,884	3.9	234,605,541	3.9	
Educational Improvement	317,837	<0.1	881,331	0.0	905,951	0.0	
Property Tax Replacement Payment	-	0.0	46,764,210	0.8	52,081,306	0.9	
Management	47,005,258	1.4	137,039,178	2.3	150,593,027	2.5	
Physical Plant & Equipment	80,703,751	2.5	205,375,364	3.5	219,921,614	3.6	
67.5 Cent Schoolhouse	668,203	<0.1	0	0.0	0	0.0	
Playground and Library	1,592,530	<0.1	2,721,774	0.0	2,911,471		
Debt Service	99,375,793	3.0	180,138,379	3.1	208,503,820	0.0	
Est. Miscellaneous State Categorical	147,121,263	4.5	94,117,254	1.6	98,045,100	1.6	
Estimated Misc. Federal	104,000,000	3.2	231,753,625	4.0	238,118,895	3.9	
<b>Total</b>	<b>3,260,918,574</b>	<b>100.0</b>	<b>5,837,192,031</b>	<b>100.0</b>	<b>6,037,246,402</b>	<b>100.0</b>	

Source: Iowa Department of Education Budget files.

