# Condition of Education 

Report

Iowa Department of Education


2012

# State of Iowa <br> Department of Education <br> Grimes State Office Building 400 E. $14^{\text {th }}$ St. <br> Des Moines, IA 50319-0146 

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## Dear Citizens of Iowa:

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

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

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

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

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

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

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

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

Sincerely,


Jason E. Glass, Director

Iowa Department of Education

## Acknowledgments

The authors of the Annual Condition of Education Report wish to thank the staff of the lowa 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, lowa Testing Programs.

The Annual Condition of Education Report 2012

## Introduction

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

## Enrollment

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


## Iowa Educators

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


## Student Performance

- Large shifts can be found in student performance due to the new set of lowa Assessment forms that were introduced in the 2011-12 school year.
- There was a decrease in fourth grade ITBS results in reading and mathematics proficiency percentages in the 2010-12 biennium.
- Decreases can also be found in eighth grade ITBS proficiency results in both mathematics and reading for the 2010-12 biennium.
- An opposite trend of performance can be found in eleventh grade ITED proficiency percentages in both reading and mathematics for the 2010-12 biennium.
- The National Assessment of Educational Progress (NAEP) results remain unchanged. Iowa fourth and eighth grade NAEP results in mathematics and reading are also similar from the prior years, with no significant gains in either content area or grade level.
- A high-level mathematics course was taken by 39.4 percent of the graduating class of 2012.
- Two-thirds (65.9 percent) of the class of 2012 reported taking chemistry, while 26.9 percent took physics.
- Highlights can be found in several key areas: graduation rate, ACT performance and advanced placement (AP) opportunities.
- Iowa has the highest graduation rate in the nation. The four-year cohort graduation rate for the class of 2011 was 88.3 percent.
- Since 2001, the percentage of lowa students taking the ACT has decreased from 67 percent (2001) to 63 percent (2012). During this same period, the national percentage of students taking the ACT has continued to climb from 38 percent (2001) to 52 percent (2012).
- lowa students continue to score well on the ACT. Among 28 states for which ACT is the primary college entrance exam (greater than 50 percent), lowa's average composite score was ranked second.

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


Jay Pennington, Chief
Bureau of Information and Analysis

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## Enrollment

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

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

Enrollment in 2011-2012 continued to decline for the 14th successive year from 1997-1998. The public school enrollment projection shows an enrollment increase in the next five years, while the nonpublic school enrollment remained the same (Figure 1-1). More than two-thirds of lowa public school districts in 2000-2001 had district enrollments less than 1,000 and these districts served about 28 percent of K-12 students. Over two-thirds of the districts in 2011-2012 had less than 1,000 students and served 26 percent of K-12 public school students (Table 1-3). There are AEAs in lowa that serve students. The largest is Heartland AEA which serves 26.4 percent of lowa students (Table 1-4).

The Open Enrollment Act (Iowa Code 282.18) of 1989-1990 states, "It's the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices...,[To] maximize parental choices and access to educational opportunities that are not available to children because of where they live." The number and percent of students taking advantage of the Open Enrollment Act continues to increase (Table 1-5). The smallest and largest enrollment categories in 2011-2012 had more students open-enrolling out than open-enrolling in. The 1,000-2,499 enrollment category gained the most students from the open enrollment legislation (Table 1-6).

Children from families with incomes at or below 130 percent of the poverty level are eligible for free lunch and children from families with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced lunch, according to the National School Lunch Program. In 2011-2012, the percent of students eligible for free or reduced lunch continued to increase (Figure 1-2). Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced price lunch (Table 1-7).

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

The percent of minority students in public and nonpublic schools continued to increase in 2011-2012 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students while the two smallest enrollment categories had the lowest percent of minority students (Table 1-11). The percent of English Language Learner (ELL) students in public and nonpublic schools increased in 2011-2012 (Figure 1-4). The majority of ELL students spoke Spanish in all three years presented (Table 1-12). An ELL student is eligible for 0.22 weighted funding for four years. Districts with more students had more weighted ELL students in all years presented in Table 1-13.

The U.S. Department of Education defines a "migratory child" as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data collected by the lowa Department of Education includes migrant students in federally funded and non-federally funded programs. The percent of migrant students remained the same in 2011-2012 (Table 1-14).

## Enrollment Trends

Figure 1-1
Iowa's Public and Nonpublic School K-12 Enrollments
1972-1973, 1988-1989, 1993-1994, 1998-1999, 2002-2003 to 2011-2012 and
Projected Enrollments 2012-2013 to 2016-2017


School Year

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

## Projected Enrollment

Table 1-1

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

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

[^0]Table 1-2

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

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

## K-12 Enrollments by District Size Category

Table 1-3

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

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

## Enrollment in Iowa's Area Education Agencies (AEAs)

Table 1-4
Total Iowa Public and Nonpublic K-12 Students by AEA 2011-2012

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

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

## Open Enrollment

Table 1-5
Number and Percent of Public School K-12 Open Enrolled Out Students 1990-1991, 1995-1996, 2000-2001 to 2011-2012

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

[^1]Table 1-6

| Open Enrollment in lowa's Public Schools by Enrollment Size 2000-2001, 2010-2011, and 2011-2012 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Enrollment Category |  |  |  |  |  |  |
|  |  | <300 | $\begin{gathered} 300- \\ 599 \end{gathered}$ | 600-999 | $\begin{gathered} 1,000- \\ 2,499 \end{gathered}$ | $\begin{gathered} 2,500- \\ 7,499 \end{gathered}$ | 7,500+ | State |
| 2000-2001 | Total \# Districts | 38 | 116 | 104 | 83 | 24 | 9 | 374 |
|  | \# Students | 8,176 | 52,162 | 78,916 | 126,118 | 96,410 | 132,509 | 494,291 |
|  | \# Students Open in | 398 | 3,366.6 | 4,177.9 | 5,295.4 | 3,571.6 | 1,625.4 | 18,434.9 |
|  | \# Students Open out | 1,036.2 | 3,499.3 | 3,742.3 | 3,955.6 | 3,141.0 | 3,179.5 | 18,553.9 |
|  | Net Gains/Losses | -638.2 | -132.7 | 435.6 | 1,339.8 | 430.6 | -1,554.1 |  |
|  | \# Districts wt Gains | 6 | 47 | 49 | 53 | 13 | 0 | 168 |
|  | \# Districts wt Losses | 30 | 65 | 54 | 30 | 11 | 9 | 199 |
|  | \# Districts wt no gain/loss | 2 | 4 | 1 | 0 | 0 | 0 | 7 |
| 2010-2011 | Total \# Districts | 53 | 116 | 80 | 78 | 22 | 10 | 359 |
|  | \# Students | 11,201 | 52,491 | 58,826 | 117,044 | 96,220 | 137,712 | 473,493 |
|  | \# Students Open in | 993.2 | 5,097.3 | 4,590.1 | 7,444.5 | 5,149 | 2,211 | 25,485.4 |
|  | \# Students Open out | 1,829.2 | 4,805.7 | 4,030.7 | 5,194.6 | 4,846 | 5,125 | 25,831.4 |
|  | Net Gains/Losses | -836 | 291.6 | 559.4 | 2,249.9 | 303 | -2,914 |  |
|  | \# Districts wt Gains | 12 | 52 | 43 | 46 | 10 | 1 | 164 |
|  | \# Districts wt Losses | 39 | 64 | 37 | 32 | 12 | 9 | 193 |
|  | \# Districts wt no gain/loss | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| 2011-2012 | Total \# Districts | 51 | 107 | 85 | 76 | 22 | 10 | 351 |
|  | \# Students | 10,835 | 49,020 | 63,052 | 114,555 | 97,133 | 138,910 | 473,504 |
|  | \# Students Open in | 1,013 | 5,145.7 | 4,994.7 | 7,742.1 | 5,338.9 | 2,178 | 26,412.4 |
|  | \# Students Open out | 2,010.8 | 4,538 | 4,496.8 | 5,205.6 | 4,992.2 | 5,499.1 | 26,742.5 |
|  | Net Gains/Losses | 29 | 10 | -3 | -14 | 0 | 8 | 30 |
|  | \# Districts wt Gains | 11 | 48 | 44 | 45 | 11 | 1 | 160 |
|  | \# Districts wt Losses | 40 | 58 | 41 | 31 | 11 | 9 | 190 |
|  | \# Districts wt no gain/loss | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

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

## Subgroup Enrollments

## Students Eligible for Free or Reduced Price Lunch

Figure 1-2
Percent of Public School K-12 Students Eligible for Free or Reduced Price Meals 2000-2001 to 2011-2012


2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 2011-2012
School Year

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

Table 1-7

| K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category 2000-2001, 2010-2011, and 2011-2012 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2000-2001 |  |  | 2010-2011 |  |  | 011-2012 |  |
| Enrollment Category | $\mathrm{K}-12$ <br> Enrollment | \# Free/ <br> Reduced Eligible | \% Free/ <br> Reduced Eligible | K-12 <br> Enrollment | \# Free/ <br> Reduced Eligible | \% Free/ <br> Reduced Eligible | K-12 <br> Enrollment | \# Free/ <br> Reduced <br> Eligible | \% Free/ <br> Reduced <br> Eligible |
| <300 | 6,711 | 2,256 | 33.6 | 9,764 | 4,182 | 42.8 | 9,019 | 4,036 | 44.7 |
| 300-599 | 50,933 | 13,511 | 26.5 | 52,193 | 18,275 | 35.0 | 49,230 | 17,560 | 35.7 |
| 600-999 | 77,327 | 17,966 | 23.2 | 59,207 | 20,295 | 34.3 | 63,453 | 22,350 | 35.2 |
| 1,000-2,499 | 122,830 | 29,876 | 24.3 | 118,149 | 42,000 | 35.5 | 116,159 | 42,786 | 36.8 |
| 2,500-7,499 | 93,322 | 21,433 | 23.0 | 95,780 | 31,545 | 32.9 | 96,812 | 32,684 | 33.8 |
| 7,500+ | 125,804 | 43,874 | 34.9 | 133,596 | 65,985 | 49.4 | 134,426 | 68,627 | 51.1 |
| State | 476,927 | 128,916 | 27.0 | 468,689 | 182,282 | 38.9 | 469,099 | 188,043 | 40.1 |

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

## Special Education Enrollment

Table 1-8

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

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

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

## Enrollment by Race and Ethnicity

Table 1-9

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

[^2]Table 1-10

| Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2010-2011, and 2011-2012 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000-2001 |  | 2010-2011 |  | 2011-2012 |  |
| Race/Ethnicity Group | N | \% | N | \% | N | \% |
| All Minority | 1,946 | 4.7 | 3,618 | 10.7 | 3,195 | 11.7 |
| African American | 492 | 1.2 | 595 | 1.8 | 532 | 2.0 |
| American Indian | 70 | 0.2 | 60 | 0.2 | 64 | 0.2 |
| Asian | 563 | 1.4 | 746 | 2.2 | 660 | 2.4 |
| Native Hawaiian/Pacific Islander | - | - | 138 | 0.4 | 74 | 0.3 |
| Two or More Races | - | - | 500 | 1.5 | 438 | 1.6 |
| Hispanic | 821 | 2.0 | 1,579 | 4.7 | 1,427 | 5.2 |
| White | 39,118 | 95.3 | 30,186 | 89.3 | 24,014 | 88.3 |
| Total | 41,064 | 100.0 | 33,804 | 100.0 | 27,209 | 100.0 |

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

Figure 1-3
Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006 to 2011-2012


School Year

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

Table 1-11
Iowa's Public School Percent of K-12 Minority Students by Enrollment Size 2000-2001, 2010-2011, and 2011-2012

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

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

## Enrollment of English Language Learners (ELL)

Figure 1-4


School Year

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

Table 1-12

| Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language2000-2001, 2010-2011, and 2011-2012 |  |  |  |
| :---: | :---: | :---: | :---: |
| Language | 2000-2001 | 2010-2011 | 2011-12 |
| Spanish; Castilian | 7,014 | 15,886 | 16,171 |
| Vietnamese | 766 | 881 | 897 |
| Bosnian | 363 | 810 | 807 |
| Serbian, Srpski | 434 | - | 14 |
| Serbo-Croatian | 556 | - | 0 |
| Tai Dam | 142 | - | 0 |
| Arabic | 81 | 413 | 472 |
| Lao | 409 | 324 | 333 |
| Chinese | 80 | 311 | 301 |
| Karen languages | - | 217 | 428 |
| Russian | 65 | 195 | 211 |
| Somali | - | 159 | 190 |
| Swahili | - | 158 | 202 |
| Rundi | - | 146 | 136 |
| German | 153 | 142 | 146 |
| Marshallese | - | 136 | 149 |
| Korean | 76 | 125 | 114 |
| Nilo-Saharan (Other) | - | 112 | 104 |
| Dinka | - | 97 | 106 |
| Creoles and pidgins, English based (Other) | - | 91 | 109 |
| Cambodian | 101 | - | 0 |
| Nepali | - | 80 | 95 |
| Hmong | - | 78 | 103 |
| Burmese | - | 76 | 85 |
| Tagalog | - | 67 | 67 |
| French | - | 65 | 71 |
| Ukrainian | - | 62 | 57 |
| Urdu | - | 62 | 56 |
| Pohnpeian | - | 59 | 72 |
| Other | 1,024 | 1,352 | 1,554 |
| Total | 11,264 | 22,104 | 23,050 |

Note: Languages with less than 50 students included in Other.
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

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

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

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

## Migrant Student Enrollment

Table 1-14
Percent of Public School K-12 Migrant Enrollment 2004-2005 to 2011-2012

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

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## Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) forms and EASIER student level data collection. This chapter describes preschool and kindergarten programs in 2011-2012 and previous school years.

## Preschool Programs

## Preschool Enrollment

Districts throughout the state offer preschool to three and four-year-old children. Table 2-1 shows the number of districts that offered preschool and Table 2-2 shows the public school preschool enrollment by enrollment category for the past four years. The number of districts offering preschool and preschool enrollment has increased since 2008-2009. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. The breakdown was about the same for both years. Table 2-4 gives a breakdown of preschool students by quality preschool standards and funding source. The majority of preschool students in 2011-2012 were in a program funded through the Statewide Voluntary Preschool Program for Four-Year-Old Children.

Table 2-1
Iowa Public School Districts Offering Preschool by Enrollment Category 2008-2009 to 2011-2012

| Enrollment Category | Total Districts | Districts Offering Preschool | Percent of Districts Offering Preschool |
| ---: | :---: | :---: | :---: |
| 2008-2009 |  |  |  |
| $<300$ | 54 | 38 | 70.4 |
| $300-599$ | 111 | 87 | 78.4 |
| $600-999$ | 87 | 70 | 80.5 |
| $1,000-2,499$ | 78 | 76 | 97.4 |
| $2,500-7,499$ | 22 | 21 | 95.5 |
| $7,500+$ | 10 | 10 | 100.0 |
| State | 362 | 302 | 83.4 |


| $2009-2010$ |  |  |  |
| ---: | :---: | :---: | :---: |
| $\langle 300$ | 111 | 44 | 80.0 |
| $300-599$ | 87 | 99 | 89.2 |
| $600-999$ | 76 | 75 | 87.4 |
| $1,000-2,499$ | 22 | 22 | 98.7 |
| $2,500-7,499$ | 10 | 10 | 100.0 |
| $7,500+$ | 361 |  | 100.0 |
| State |  | 90.3 |  |

2010-2011

| $<300$ | 53 | 48 | 90.6 |
| ---: | :---: | :---: | :---: |
| $300-599$ | 116 | 111 | 95.7 |
| $600-999$ | 80 | 77 | 96.3 |
| $1,000-2,499$ | 78 | 78 | 100.0 |
| $2,500-7,499$ | 22 | 22 | 100.0 |
| $7,500+$ | 10 | 10 | 100.0 |
| State | 359 | 346 | 96.4 |


| $2011-2012$ |  |  |  |
| ---: | :---: | :---: | :---: |
| 31 | 4600 | 101 | 90.2 |
| $300-599$ | 107 | 82 | 96.5 |
| $600-999$ | 85 | 76 | 100.0 |
| $1,000-2,499$ | 76 | 22 | 100.0 |
| $2,500-7,499$ | 22 | 10 | 100.0 |
| $7,500+$ | 10 | 337 | 96.0 |
| State | 351 |  |  |

[^4]Table 2-2

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

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

Table 2-3

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

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

Table 2-4
Iowa Public School Four-Year-Olds Attending Preschool by Funding Source and Program Standards 2011-2012

| Primary Funding Source |  | Preschool Program Standards |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | NAEYC/ <br> Head Start | QPPS | No <br> Standard <br> Reported | Total |
| Statewide Voluntary Preschool Program for Four-Year-Olds |  | 3,193 | 17,087 | 2 | 20,282 |
|  | Head Start | 1,133 | 73 | 19 | 1,225 |
|  | Early Childhood lowa (ECI) | 205 | 309 | 18 | 532 |
|  | Title I | 89 | 41 | 0 | 130 |
|  | Shared Visions Preschool Programs | 612 | 41 | 19 | 672 |
|  | Parent Paid | 313 | 2,397 | 41 | 2,751 |
|  | Other Funding | 2 | 62 | 0 | 64 |
|  | Total | 5,547 | 20,010 | 99 | 25,656 |
| Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Enrollment files. |  |  |  |  |  |
| Notes: PK students can have multiple funding sources; therefore, there may be some duplication in this data. NAEYC=National Association for the Education of Young Children QPPS=Iowa's Quality Preschool Program; a subset of NAEYC/Head Start |  |  |  |  |  |

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

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

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

The number of SWVPP students by age and Individualized Education Plan (IEP) status is shown in Table 2-7. Instructional IEPs and support only IEPs are listed separately since they have different funding sources. The percent of students receiving special education services (IEP) in SWVPP decreased slightly between 20102011 and 2011-2012. The number of children served in the SWVVP by age and by race/ethnicity, gender, and free/reduced meals is shown in Table 2-8. Free/Reduced meals data may be underreported since the SWVPP is only required to meet ten hours per week and preschool students may not receive meals. The number of five-year-old children served in SWVPP decreased between 2010-2011 and 2011-2012.

Table 2-5

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

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

Figure 2-1

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



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

Table 2-6
District Distribution by SWVPP Status and Grades 1 to 6 Percent of Free/Reduced Price Meals 2011-2012

|  | $<10 \%$ | $10 \%-$ | $20 \%-$ | $30 \%-$ | $40 \%-$ | $50 \%-$ | $60 \%-$ | $70 \%+$ | Total |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of | $3 / 317$ | $12 / 317$ | $50 / 317$ | $83 / 317$ | $77 / 317$ | $58 / 317$ | $22 / 317$ | $12 / 317$ | $317 / 317$ |
| SWVPP Districts |  |  |  |  |  |  |  |  |  |
| Percent of | $0.9 \%$ | $3.8 \%$ | $15.8 \%$ | $26.2 \%$ | $24.3 \%$ | $18.3 \%$ | $6.9 \%$ | $3.8 \%$ | $100.0 \%$ |
| SWVPP Districts |  |  |  |  |  |  |  |  |  |
| Number of Districts <br> NOT SWVPP | $1 / 34$ | $3 / 34$ | $9 / 34$ | $9 / 34$ | $7 / 34$ | $3 / 34$ | $1 / 34$ | $1 / 34$ | $34 / 34$ |
| Percent of Districts <br> NOT SWVPP | $2.9 \%$ | $8.8 \%$ | $26.5 \%$ | $26.5 \%$ | $20.6 \%$ | $8.8 \%$ | $2.9 \%$ | $2.9 \%$ | $100.0 \%$ |

Source: Iowa Department of Education, Bureau of Information and Analysis Services, EASIER fall files.
Note: SWVPP=Statewide Voluntary Preschool Program

Figure 2-2
District Distribution by SWVPP Status and Grades 1 to 6 Percent of Students Eligible for Free/Reduced Price Lunch 2011-2012


Source: Iowa Department of Education, Bureau of Information and Analysis Services, EASIER fall files.
Note: $\quad$ SWVPP=Statewide Voluntary Preschool Program

Table 2-7
SWVPP Students Served by Age and IEP Status 2010-2011 and 2011-2012

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

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

Table 2-8

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

Source: Iowa Department of Education, Bureau of Information and Analysis Services, EASIER fall files.
Notes: SWVPP=Statewide Voluntary Preschool Program

## Kindergarten

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

School districts in Iowa are required by House File 761 to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the lowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. Districts are also required to collect and report information on preschool attendance, other demographics of kindergarten students, and assessment results to the DE no later than January 1 of the school year. This information has been collected from school districts at the student level through EASIER since 2006-2007. The DE has a list of approved assessments that can be used to implement the requirements of HF 761; however, a district may administer an assessment that is not on the list as long as it is technically adequate for a kindergarten assessment.

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

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

Table 2-9

Iowa Public School Kindergarten Program Type 2011-2012

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

[^5]Table 2-10
Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered 2009-2010 to 2011-2012

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

[^6]Table 2-11
Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2009-2010 to 2011-2012

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

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

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

Figure 2-3
Number of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken 2009-2010 to 2011-2012


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

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Table 2-12

| Kindergarten Literacy Assessment Number and Percent Proficient, 2009-2010 to 2011-2012 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Assessment | Subtest | Number of Students | Number Proficient | Percent Proficient |
| 2009-2010 |  |  |  |  |
| DIBELS | Initial Sounds Fluency | 18,124 | 11,440 | 63.1\% |
| DIBELS Next | First Sound Fluency |  |  |  |
| BRI | Phoneme Segmentation | 1,274 | 78 | 6.1\% |
| Yopp-Singer | Full Test | 2,211 | 71 | 3.2\% |
| BRI \& Yopp-Singer Combined | Phoneme Segmentation \& Full Test | 3,485 | 149 | 4.3\% |
| BRI \& Yopp-Singer Combined | Students age>=6 | 395 |  |  |
| PAT | Blending | 2,992 | 1,983 | 66.3\% |
| PAT | Deletion | 2,992 | 1,210 | 40.4\% |
| PAT | Rhyming | 2,992 | 2,112 | 70.6\% |
| PAT | Students age>=6 | 604 |  |  |
| 2010-2011 |  |  |  |  |
| DIBELS | Initial Sounds Fluency | 18,923 | 12,225 | 64.6\% |
| DIBELS Next | First Sound Fluency |  |  |  |
| BRI | Phoneme Segmentation | 283 | 24 | 8.5\% |
| Yopp-Singer | Full Test | 1,510 | 54 | 3.6\% |
| BRI \& Yopp-Singer Combined | Phoneme Segmentation \& Full Test | 1,793 | 78 | 4.4\% |
| BRI \& Yopp-Singer Combined | Students age>=6 | 259 |  |  |
| PAT | Blending | 2,675 | 1,763 | 65.9\% |
| PAT | Deletion | 2,675 | 1,099 | 41.1\% |
| PAT | Rhyming | 2,675 | 1,856 | 69.4\% |
| PAT | Students age>=6 | 558 |  | (continued) |

(Table 2-12 cont.)

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

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

## Preschool Attendance (Parent Perception)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through EASIER in the fall. Districts gather information on preschool experience any time 12 months prior to registering for kindergarten through parent report or district records. The term "preschool" has not been specifically defined in legislation and thus could result in different meanings for parents, ranging from a childcare to a private enterprise. Table 2-13 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. The percent of students that attended preschool prior to kindergarten decreased in the past two years.

Table 2-13

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

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

Source: Iowa Department of Education, Bureau of Information and Analysis Services, EASIER fall files.
Note: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Figure 2-4
Iowa Public School Kindergarten Students Preschool Attendance 2008-2009 to 2011-2012


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

## Staff

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

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

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

Full-time teachers in 2010-2011 and 2011-2012 were defined as staff with at least one teaching position code, a full-time equivalency for licensed positions of . 8 or higher, base salary (salary paid for regular position responsibilities, excluding professional development) of at least $\$ 28,000$, and at least 180 contract days. There were 5,046 teachers in 2011-2012 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties. In each section, minority counts include staff with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. Teachers and principals with advanced degrees include staff with a master's, specialist, or doctorate degree.

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

## Teachers

This section includes data on public and nonpublic teachers in lowa. The percent of full-time teachers with advanced degrees in public and nonpublic schools increased between 2010-2011 and 2011-2012 (Table 3-1). In 2011-2012, 3.4 percent of teachers were beginning teachers-teachers in their first year of teaching (Table 3-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger enrollment categories (Table 3-4). Heartland AEA 11 had the largest percent of teachers in the state in 2011-2012, 25.5 percent (Table 3-5). About 75 percent of the full-time teachers in public schools in lowa were female in 2011-2012. The salary for male teachers was 4.7 percent higher than female teachers, while the percent of teachers with advanced degrees was higher for females than males (Table 3-6). The percent of teachers that were minorities in 2011-2012 was 2.2 percent. The average salary of non-minority teachers was 1.1 percent higher than the average salary of minority teachers. The average experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 3-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the lowa Public Employee Retirement System (IPERS) if they are at least 55 years-old and the sum of their age and total IPERS covered employment is equal to or greater than 88. Almost 8 percent of teachers were eligible to retire, according to this rule, in 2011-2012 (Table 3-9). In 2011-2012, the average number of assignments held by grades 9-12 teachers was 2.6. Over half ( 58.0 percent) of grades 9-12 teachers had one or two assignments (Tables 3-16 and 3-17). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to this year, special education teachers and students were excluded. The pupil teacher ratio in 2011-2012 was 14.1. The pupil-teacher ratio by enrollment category ranged from 10.1 in the smallest enrollment category to 14.9 in the 2,500-7,499 enrollment category (Table 3-18). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 3.8 percent between 2010-2011 and 2011-2012.

As in previous years, average total salary for full-time public school teachers was 2.9 percent higher than average regular salary in 2011-2012 (Table 3-10). The average total salary of full-time public school teachers increased by .9 percent between 2010-2011 and 2011-2012. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 3-11). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA 10. The National Education Association reports average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2010-2011, lowa ranked 25th in the nation and 6th among Midwest States for average salary (Table 3-13). When compared with other occupations in lowa, teachers had one of the smallest increases in salary between 2010 and 2011 (Table 3-14).

Table 3-1

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: State total 'Number of Teachers' includes AEA teachers. There were about 5,000 full-time teachers in 2010-2011 and 2011-2012 that reported having administrative or support positions, as well as teaching positions.

Table 3-2
Characteristics of lowa Beginning Full-Time Teachers 2000-2001, 2010-2011, and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files. Note: State total 'Number of Teachers' includes AEA teachers.

Table 3-3
Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers, 2000-2001, 2010-2011, and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: F-T indicates full-time.

Table 3-4
Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2011-2012

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

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

Table 3-5

| Characteristics of lowa Full-Time Public School Teachers by AEA, 2011-2012 |  |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

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

Table 3-6

| Gender Comparison of Iowa Full-Time Public School Teachers, 2011-2012 |  |  |
| :---: | :---: | :---: |
| Characteristics | Female | Male |
| Average Age | 41.9 | 41.3 |
| Percent Minority | 2.0\% | 2.8\% |
| Percent Advanced Degree | 33.3\% | 32.1\% |
| Average Total Experience | 14.4 | 14.6 |
| Average District/AEA Experience | 11.1 | 10.9 |
| Average Total Salary | \$51,098 | \$53,481 |
| Number of Teachers | 25,432 | 8,506 |

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

Table 3-7
Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-Minority Groups, 2011-2012

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

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

Table 3-8

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

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

Figure 3-1
$\qquad$
Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2011-2012


Age

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 lowa Full-Time Public School Teachers, 2000-2001 and 2011-2012

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

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

Figure 3-2
Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2011-2012


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

Table 3-10
Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary, 2000-2001, 2010-2011, and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2010-2011 and 2011-2012 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.

Table 3-11
$\left.\begin{array}{rrrrrr}\text { Average Total Salaries of lowa Full-Time Public School Teachers by Enrollment Category, 2000-2001, 2010-2011, } \\ \text { and 2011-2012 }\end{array}\right]$

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2010-2011 and 2011-2012 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.

Table 3-12
Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Approximately 5,000 full-time public school staff with teaching positions in 2010-2011 and 2011-2012 also reported that they served in the capacity of administrator and/or student support services personnel.
Average salaries for these staff include salaries for these additional responsibilities as well.

Table 3-13
Average Salaries of Public School Teachers for Iowa, Midwest States, and the Nation, 2009-2010 and 2010-2011

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

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

Figure 3-3
Average Salaries of Public School Teachers for lowa and the Nation, 1987-1988, 1992-1993, and 2000-2001 to 2010-2011


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

Table 3-14

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

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2010 and May 2011.
Note: Teacher average salaries are average regular salaries based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Table 3-15
Distribution of Contract Days for Full-Time Public School Teachers, 2000-2001, 2010-2011, and 2011-2012

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

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

Table 3-16
Average Number of Assignments for lowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Only includes grades 9-12 teaching assignments for 2010-2011 and 2011-2012 for a teacher that has at least one 9-12 assignment.

Table 3-17

## Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2011-2012

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

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


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level.
Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.
Figure 3-5
K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2010-2011 and 2011-2012


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

Table 3-18
K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

Table 3-19
Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

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

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

## Principals

Data on full-time public and nonpublic school principals in lowa are shown in this section. The percent of female principals increased in public and nonpublic schools between 2010-2011 and 2011-2012 (Table 3-20). The percent of female public school principals and minority public school principals was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was 2.2 percent higher than female principals. The percent of principals with advanced degrees was higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-22). In 2011-2012, 12.6 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 1.8 percent between 2010-2011 and 2011-2012. The average salary of principals in the largest enrollment category was 28.2 percent higher than the average salary of principals in the smallest enrollment category (Table 3-25).

Table 3-20
Characteristics of lowa Full-Time Principals, 2000-2001, 2010-2011, and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Note: Figures for public school principals include AEA principals.
Table 3-21
Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2011-2012

| Enrollment <br> Category | Number of <br> Full-Time <br> Principals | Average <br> Age | Percent <br> Female | Percent <br> Minority | Percent <br> Advanced <br> Degree | Average <br> Total <br> Experience | Average <br> District/AEA <br> Experience |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 300 | 62 | 49.8 | $35.5 \%$ | $0.0 \%$ | $85.5 \%$ | 22.2 | 9.5 |

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

Table 3-22


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

Table 3-23
Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2011-2012

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

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

Figure 3-6


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

Table 3-24

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

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

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

Figure 3-7
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2011-2012


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

Table 3-25

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

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

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

## Superintendents

The tables in this section present data on full-time superintendents in lowa public schools. The percent of superintendents with Specialist/Doctorate degrees decreased between 2010-2011 and 2011-2012. The percent of female superintendents increased slightly (Table 3-26). The percent of female superintendents was highest in the smallest and largest enrollment categories in 2011-2012. The percent of superintendents with Specialist/Doctorate degrees was highest in the largest enrollment category and lowest in the 300-599 enrollment category (Table 3-27). The average salary of male and female superintendents was about the same. The percent of superintendents with Specialist/Doctorate degrees was higher for females than males (Table 3-28). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2011-2012, was 25.2 percent (Table 3-30). The average salary of superintendents increased by 2.9 percent between 2010-2011 and 2011-2012 (Table 3-31).

Table 3-26

| Characteristics of lowa Full-Time Public School Superintendents, | 2000-2001, | 2010-2011, and 2011-2012 |  |
| ---: | ---: | :---: | :---: |
| Characteristics | $2000-2001$ | $2010-2011$ | 2011-2012 |
| Average Age | 52.1 | 51.1 | 51.0 |
| Percent Female | $5.8 \%$ | $14.0 \%$ | $15.0 \%$ |
| Percent Minority | $0.9 \%$ | $1.0 \%$ | $1.0 \%$ |
| Percent Specialist/Doctorate Degree | $59.2 \%$ | $61.1 \%$ | $58.5 \%$ |
| Average Total Experience | 26.9 | 25.7 | 24.9 |
| Average District Experience | 8.0 | 7.5 | 7.2 |
| Number of Superintendents | 326 | 301 | 301 |

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

Table 3-27
Characteristics of Iowa Full-Time Public School Superintendents by Enrollment Category, 2011-2012

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

[^7]Table 3-28

| Gender Comparison of Iowa Full-Time Public School Superintendents, 2011-2012 |  |  |
| :---: | :---: | :---: |
| Characteristics | Female | Male |
| Average Age | 52.9 | 50.7 |
| Percent Minority | 2.2\% | 0.8\% |
| Percent Specialist/Doctorate Degree | 68.9\% | 56.6\% |
| Average Total Experience | 23.4 | 25.1 |
| Average District Experience | 7.0 | 7.3 |
| Average Total Salary | \$122,090 | \$122,118 |
| Number of Superintendents | 45 | 256 |

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

Table 3-29

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

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


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

Table 3-30
Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-2001 and 2011-2012

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

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

Figure 3-9

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



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

Table 3-31
Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

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

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

## Teacher, Principal, and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006, and in 2009-2010 to 2011-2012. The average salary of teachers had a higher percentage increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009. In 2011-2012, teachers had the lowest percentage increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10
Annual Percentage Increases in Average Salaries for lowa Full-Time Public School Teachers, Principals, and Superintendents 2000-2001 vs. 2001-2002 to 2010-2011 vs. 2011-2012


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

Table 3-32
Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals, and Superintendents by Enrollment Category, 2000-2001, and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: Includes AEA staff.
Teacher figures for 2011-2012 represent average salaries for full-time public school staff with teaching position codes.
There were approximately 5,000 full-time public school staff in 2011-2012 with teaching position codes who also reported that they served in the capacity of administrator and/or student support personnel. Average salaries for these staff include salaries for these additional responsibilities.

## Public School Guidance Counselors

The percent of female guidance counselors, the percent of minority guidance counselors, and the percent of guidance counselors with advanced degrees increased slightly between 2010-2011 and 2011-2012 (Table 3-33). All districts are required by the lowa Code (256.11) to have a guidance counselor who is licensed by the Board of Educational Examiners. Districts are able to share guidance counselors with another district. As seen in Table 3-34, the number of full-time and part-time guidance counselors in the state increased between 2010-2011 and 2011-2012. The percent of guidance counselors eligible to retire with combined age and years experience of 88 or more was 11.6 percent in 2011-2012 (Table 3-36). The average salary of guidance counselors increased by . 5 percent between 2010-2011 and 2011-2012 (Table 3-37).

Table 3-33
Characteristics of Iowa Full-Time Public School Guidance Counselors, 2000-2001, 2010-2011, and 2011-2012

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

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

Table 3-34

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

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

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

Table 3-35

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

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

Figure 3-11
Iowa Full-Time Public School Guidance Counselor Age Distributions, 2000-2001 and 2011-2012


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

Table 3-36

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

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

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

Figure 3-12

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



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

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

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

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

## Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of Teacher librarian/media specialists. Districts are required by lowa Code (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. There was a slight increase in the percent of female library/media specialists, the percent of minority library/media specialists and the percent of library/media specialists with advanced degrees between 2010-2011 and 2011-2012 (Table 3-38). The number of full-time and part-time library/media specialists decreased between 2010-2011 and 2011-2012 (Table 3-39). The average salary of library/media specialists increased by 1 percent between 2010-2011 and 2011-2012 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. Between 2010-2011 and 2011-2012, the number of library/media associates increased by 5.9 percent (Table 3-41).

Table 3-38
Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists, 2000-2001, 2010-2011, and 2011-2012

|  | Characteristics | $2000-2001$ | $2010-2011$ | $2011-2012$ |
| ---: | ---: | :---: | :---: | :---: |
| Average Age | 48.5 | 49.5 | 48.9 |  |
| Percent Female | $90.6 \%$ | $95.1 \%$ | $95.2 \%$ |  |
| Percent Minority | $0.8 \%$ | $0.2 \%$ | $0.4 \%$ |  |
|  | Percent Advanced Degree | $59.6 \%$ | $59.2 \%$ | $59.8 \%$ |
| Average Total Experience | 19.6 | 19.3 | 18.5 |  |
| Average District Experience | 14.3 | 13.5 | 12.7 |  |

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

Table 3-39
Full-Time and Part-Time Iowa Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

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

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

Table 3-40

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

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

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

Table 3-41
Iowa Public School Library/Media Associates by Enrollment Category, 2000-2001, 2010-2011, and 2011-2012

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

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

## Area Education Agency (AEA) Licensed Staff

There were nine area education agencies (AEAs) in lowa in 2011-2012. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff and the percent of AEA staff with advanced degrees has increased and the percent of minority AEA staff has decreased between 2010-2011 and 2011-2012. The average salary of AEA staff has increased by 1.1 percent between 2010-2011 and 2011-2012. Almost half of the AEA staff in 2011-2012 held a Special Ed Support position (Table 3-43).

Table 3-42

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

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

Table 3-43

| Number of Full-Time AEA Licensed Staff by Position, 2011-2012 |  |  |
| :---: | :---: | :---: |
| Position | Number | Percent |
| AEA Chief Administrator | 9 | 0.4\% |
| AEA Zone/Regional Coordinator | 67 | 3.0\% |
| Content/Curriculum Consultant | 203 | 9.1\% |
| Coordinator/Department Head | 28 | 1.3\% |
| Counselor | 3 | 0.1\% |
| Early Childhood Special Education | 73 | 3.3\% |
| Home Intervention Teacher | 47 | 2.1\% |
| Hospital/Homebound Teacher | 1 | 0.0\% |
| Itinerant Teacher | 59 | 2.7\% |
| Nurse (SPR on file with BOEE) | 8 | 0.4\% |
| Other Administrator | 18 | 0.8\% |
| Principal | 5 | 0.2\% |
| Regular Education Teacher | 19 | 0.9\% |
| Social Worker | 92 | 4.1\% |
| Special Ed Support | 1,063 | 47.8\% |
| Special Education Consultant | 267 | 12.0\% |
| Special Education Director | 8 | 0.4\% |
| Special Education Teacher | 220 | 9.9\% |
| Specialist | 19 | 0.9\% |
| Superintendent | 1 | 0.0\% |
| Supervisor | 8 | 0.4\% |
| Teacher Librarian/Media Specialist | 8 | 0.4\% |
| Total | 2,226 | 100.0\% |

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files. Note: Figures may not total 100 percent due to rounding.

## Licensed Staff State Totals

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

Table 3-44
Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEA, 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.
Notes: AEA full-time licensed staff are included.
Figures may not total 100 percent due to rounding.

## Public School Nurses

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

Table 3-45
Iowa Public School Nurse FTE by Enrollment Category, 2010-2011 and 2011-2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff file.
Note: Does not include AEA staff. Every district is required to have a nurse. Some districts may share with another district. Does not include nurses contracted out.

## Education and Experience of Iowa Educators

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

## Background

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

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

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

## Age

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

Table 1

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

[^8]The distribution is becoming more flat with each of the middle seven categories representing 10 to 15 percent of the whole distribution. Examining the distribution graphically, additional trends can be noted (Figure 1). The first trend readily apparent is that the group of teachers who were born in the years 19441951 (41-45 years-old in 1991) had the largest representation in the teachers' workforce for many years. However, this group has left their teaching positions in large numbers during the last ten years. Much of the recent attrition has been due to retirement. The teachers in this age group know something about change. During their life time, they have seen courts order school desegregation (1955), lost a president due to an assassination (1963), and witnessed a walk on the moon (1969). In addition, the group of teachers that followed five years later was also represented in large numbers during their career and is also leaving teaching in substantial numbers.

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

Figure 1
Iowa Full-time Public School Teacher Age Distribution 1991-1992, 1996-1997, 2001-2002, 2006-2007, and 2011-2012


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

The distribution of age combined with experience for lowa's full-time public school teachers shows a similar pattern (Figure 2). Full-time public school teachers are eligible to receive full retirement benefits through the lowa Public Employees Retirement System (IPERS) if they are at least 55-years-old and the sum of their age and total IPERS covered employment is equal to or greater than 88 . The percent of teachers with combined age and experience of 88 years or more increased between 2001-2002 and 2011-2012, but only slightly ( 7.3 percent to 7.9 percent), suggesting that a few more teachers may be delaying retirement than five years ago.

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

Figure 2
Combined Age and Experience of Iowa Full-time Public School Teachers 1991-1992, 1996-1997, 2001-2002, 2006-2007, and 2011-2012


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

## Education

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


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

## Conclusion

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

## References

Armenakis, A. A., \& Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. Journal of Management, 25, 3, 293-315.
Gates, B., Myhrvold, N., \& Rinearson, P. (1996). The Road Ahead. New York: Penguin Books, 316.

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## Feedback for our Most Important Investment - Educators

## Background

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

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

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

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

## What does it mean?

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

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

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

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

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

Table 1
2010-2011 Number and Percent of Iowa Public School Teachers Given Evaluation

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

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey.
Of those teachers who received an evaluation in 2010-11, about 25 percent did not receive a summative rating of their performance. Further, of those who did receive a summative rating approximately 2 percent received an unsatisfactory rating. The 243 ineffective ratings occurred in 99 districts or roughly 28 percent of districts statewide.

Table 2
2010-2011 Number and Percent of Iowa Public School Teachers With Evaluation by Summative Status

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

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey.
Table 3
2010-2011 Number and Percent of lowa Public School Teachers Positive or Negative for the Summative Evaluators

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

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

## What can be done about it?

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

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

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

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

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

The Annual Condition of Education Report 2012

## Program

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

## Districts and Schools

The number of public school districts in lowa has decreased over the last 10 years. The number of districts without a public high school has increased since 2000-2001 (Table 4-1). In 2000-2001, about two-thirds of lowa districts had two or more elementary and middle/junior high schools. In 2010-2011 and 2011-2012, about two-thirds of the school districts had a single elementary, middle, and high school (Table 4-2).

Table 4-1

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

[^9]Table 4-2

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

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

## Carnegie Unit Taught

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

Throughout the school years of 2009-2010 to 2011-2012, the average number of Carnegie units offered and taught was directly correlated with enrollment categories (Table 4-3). With the exception of foreign language for districts with less than 300 students, all district sizes on average met or exceeded state minimum requirements in major curriculum areas. The districts with 7,500 students or more provided greatest average number of units in all subject areas listed.

Table 4-3

## Average Curriculum Units Offered and Taught by Accreditation Area and District Enrollment Category 2009-2010 to 2011-2012

|  | Enrollment Category |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | State Standards | <300 | 300-599 | 600-999 | $\begin{gathered} 1,000- \\ 2,499 \end{gathered}$ | $\begin{aligned} & 2,500- \\ & 7,499 \end{aligned}$ | 7,500+ | State |
|  | Minimum Units |  |  |  |  |  |  |  |
| 2009-2010 |  |  |  |  |  |  |  |  |
| Number of Districts |  | 33 | 102 | 87 | 76 | 22 | 10 | 330 |
| English/Language Arts | 6 | 6.39 | 7.14 | 7.45 | 9.01 | 13.31 | 18.90 | 8.35 |
| Mathematics | 6 | 7.04 | 7.68 | 8.20 | 8.95 | 11.08 | 13.86 | 8.46 |
| Science | 5 | 5.71 | 6.26 | 6.78 | 7.44 | 10.26 | 14.15 | 7.12 |
| Social Studies | 5 | 5.24 | 5.27 | 5.55 | 6.58 | 9.34 | 12.86 | 6.14 |
| Foreign Language | 4 | 3.68 | 4.03 | 4.38 | 5.52 | 10.08 | 15.98 | 5.20 |
| Fine Arts | 3 | 5.31 | 5.76 | 6.58 | 8.06 | 12.86 | 20.12 | 7.37 |


| 2010-2011 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Districts |  | 32 | 106 | 80 | 77 | 22 | 10 | 327 |
| English/Language Arts | 6 | 6.52 | 6.92 | 7.15 | 8.64 | 12.64 | 18.32 | 8.07 |
| Mathematics | 6 | 7.08 | 7.52 | 7.98 | 8.80 | 10.81 | 13.91 | 8.31 |
| Science | 5 | 5.81 | 6.22 | 6.64 | 7.18 | 9.90 | 14.73 | 7.02 |
| Social Studies | 5 | 5.18 | 5.31 | 5.49 | 6.27 | 8.74 | 14.12 | 6.07 |
| Foreign Language | 4 | 3.48 | 4.08 | 4.26 | 5.41 | 10.05 | 15.31 | 5.12 |
| Fine Arts | 3 | 5.12 | 5.72 | 5.57 | 7.52 | 12.64 | 18.79 | 7.16 |
| 2011-2012 |  |  |  |  |  |  |  |  |
| Number of Districts |  | 27 | 100 | 85 | 76 | 22 | 10 | 320 |
| English/Language Arts | 6 | 6.37 | 6.89 | 7.22 | 8.35 | 12.45 | 17.15 | 7.99 |
| Mathematics | 6 | 6.91 | 7.50 | 7.99 | 8.65 | 10.04 | 13.17 | 8.21 |
| Science | 5 | 5.57 | 6.22 | 6.56 | 7.22 | 9.42 | 12.99 | 6.93 |
| Social Studies | 5 | 5.09 | 5.29 | 5.38 | 6.10 | 9.31 | 12.72 | 6.00 |
| Foreign Language | 4 | 3.50 | 4.06 | 4.23 | 5.47 | 10.33 | 15.78 | 5.19 |
| Fine Arts | 3 | 5.18 | 5.64 | 6.53 | 7.56 | 12.27 | 18.23 | 7.14 |

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

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

The lowa Department of Education started to collect course-taken data at the student level through EASIER in 2004-2005. Along with the lowa Student State ID System, EASIER can track a high school student's course-taken from 9th grade to 12th grade. A real four-year course-taken pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-9 describe lowa public high school four-year enrollment in foreign language, Algebra II, higher-level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for the graduating class of 2012. The course enrollments only include the students who enrolled in lowa public high schools in each of the last four years. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Gender comparisons are reported by subject areas.

Table 4-4 examines foreign language course enrollment in lowa public high schools for the 2012 graduating class. Overall, 83 percent or more of the students in the graduating class of 2012 took at least one foreign language course between 2008-2009 and 2011-2012. The female enrollment in foreign languages was higher than male enrollment. The percent of students enrolled in foreign language courses was higher for the districts with enrollment above 1,000 than the districts in the smaller enrollment categories.

About 28,000 of the students in the graduating class of 2012 took at least one foreign language course, almost 24,000 of them took Spanish (Table 4-5). Six other major languages French, German, Japanese, Chinese, Italian, and Russian, along with other foreign languages were taken by 5,600 students in that class. The enrollment in Table 4-5 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her course taken was in one language at different levels.

Table 4-6 shows the Algebra II course taken for the graduating class of 2012 by enrollment category. The total percent of the students who took Algebra II was 58.1. The female enrollment in Algebra II was higher than males. The districts in enrollment categories 300-599 and 600-999 had higher enrollment in Algebra II.

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,181 students ( 39.4 percent) in the 2012 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was about 3.7 percent higher than male enrollment. The percent of students enrolled in higher-level mathematics courses were higher for the districts with enrollment between 1,000 and 7,499 than the districts in other enrollment categories (Table 4-7).

Table 4-8 shows the chemistry course taken data by enrollment category and by gender for the graduating class of 2012. Generally speaking, female students had 10 percent more in chemistry or advanced chemistry enrollment than male students. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2,500-7,499.

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

Table 4-4
Iowa Public High School Graduating Class of 2012 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category

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

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.
Note: The analysis includes the students who were in the lowa public school system from 2008-2009 to 2011-2012.

Table 4-5
Foreign Language Enrollment of lowa Public High School Graduating Class of 2012 by Language

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

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files.
Note: A student will be counted once if he/she enrolled in more than one course for the same language and will be counted more than once if he/she enrolled in courses for different languages in the last four years.

Table 4-6

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

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

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.
Note: The analysis includes the students who were in the lowa public school system from 2008-2009 to 2011-2012.

Table 4-7

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

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

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.
Notes: The analysis includes the students who were in the lowa public school system from 2008-2009 to 2011-2012. Higher-Level mathematics include calculus, statistics, and trigonometry.

Table 4-8

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

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

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

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

Table 4-9
Iowa Public High School Graduating Class of 2012 Non-Duplicate Enrollment in Physics by Enrollment Category

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

Source: Iowa Department of Education, Bureau of Information and Analysis. EASIER, winter files. Enrollment categories are defined by Certified Enrollment.
Note: The analysis includes the students who were in the lowa public school system from 2008-2009 to 2011-2012.

## Senior Year Plus

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

## Advanced Placement (AP) Courses

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

Figure 4-1 shows a six-year trend of AP courses taken by lowa public high school students and AP enrollment from 2006-2007 to 2011-2012. In lowa, more than 11,000 high school students took about 17,000 AP courses each year. AP enrollments and courses taken are higher in 2011-2012 than the figures in earlier years shown.

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

AP enrollments by grade are displayed in Table 4-11. In the last six years, about half of the AP enrollments were 12th graders. However, more students in grades 9 and 10 started to take AP courses in 2011-2012 than the earlier years.

Table 4-12 and Figure 4-2 show the AP courses taken by subject areas. The distributions are similar from 2006-2007 to 2011-2012, the top courses taken were in the social studies area, followed by English and science. Mathematics was the fourth highest course taken.

Figure 4-1
Iowa Advanced Placement (AP) Enrollment and Courses Taken 2006-2007 to 2011-2012


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

Table 4-10

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

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

Table 4-11

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

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

Table 4-12

| Iowa AP Courses Taken by Subject Areas $\mathbf{2 0 0 6 - 2 0 0 7}$ to 2011-2012 |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject Area | $2006-2007$ | $2007-2008$ | $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ |
| English Language Arts | 4,524 | 4,884 | 4,735 | 3,859 | 3,646 | 3,690 |
| Fine \& Performance Arts | 340 | 304 | 343 | 344 | 374 | 335 |
| Foreign Language | 916 | 756 | 818 | 756 | 616 | 578 |
| Mathematics | 1,970 | 2,132 | 2,809 | 2,386 | 2,648 | 2,841 |
| Computer (Other) | 70 | 46 | 41 | 62 | 69 | 59 |
| Science | 2,931 | 2,882 | 3,127 | 2,866 | 2,912 | 3,109 |
| Social Studies | 5,801 | 6,724 | 7,099 | 7,365 | 7,592 | 9,200 |
| Total Courses Taken | 16,552 | 17,728 | 18,972 | 17,638 | 17,857 | 19,812 |

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

Figure 4-2
Iowa AP Courses Taken by Subject Areas 2006-2007 to 2011-2012


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

## Concurrent Enrollment

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

Figure 4-3 shows six-year trends of concurrent enrollment courses taken by lowa public high school students and concurrent enrollment from 2006-2007 to 2011-2012. Concurrent enrollment and courses taken are much higher in 2011-2012 than the figures in 2006-2007.

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

Concurrent enrollments by grade are displayed in Table 4-14. In the last six years, nearly half of the concurrent enrollments were high school seniors. However, more students in lower grades started to take concurrent enrollment courses in 2009-2010 to 2011-2012 than the earlier years.

Table 4-15 and Figure 4-4 show the concurrent enrollment courses taken by subject areas. The distributions are similar from 2006-2007 to 2011-2012, the highest percentages of courses taken were in career technical/vocational education, followed by English language arts. Social studies and mathematics were the third and fourth highest courses taken respectively.

Figure 4-3
Iowa Concurrent Enrollment and Courses Taken 2006-2007 to 2011-2012


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

Table 4-13

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

| Year | Total \# of <br> Districts | Districts with <br> High Schools | Districts with <br> AP Enrollment | Percent of Districts w/High <br> Schools that had AP Enrollment |
| :---: | :---: | :---: | :---: | :---: |
| $2006-2007$ | 365 | 340 | 271 | $79.7 \%$ |
| $2007-2008$ | 364 | 337 | 298 | $88.4 \%$ |
| $2008-2009$ | 362 | 330 | 304 | $91.6 \%$ |
| $2009-2010$ | 361 | 328 | 313 | $94.8 \%$ |
| $2010-2011$ | 359 | 320 | 311 | $94.8 \%$ |
| $2011-2012$ | 351 |  |  | 971 |

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

Table 4-14
Number of lowa School Students Taking Concurrent Enrollment Courses 2006-2007 to 2011-2012

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

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

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

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

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

Figure 4-4
Iowa Concurrent Enrollment Courses Taken by Subject Areas 2006-2007 to 2011-2012


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

## Postsecondary Enrollment Options (PSEO) Act

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

Figure 4-5 shows six-year trends of PSEO courses taken by lowa public high school students and PSEO enrollments from 2006-2007 to 2011-2012. In 2011-2012, the PSEO courses taken and enrollment decreased more, while the concurrent enrollment and courses taken are much higher in 2011-2012 than the early years (see Figure 4-3) in contract. The trend switches between PSEO and concurrent enrollment due to recent year's better data reporting from lowa school districts.

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

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

Table 4-18 and Figure 4-6 show the PSEO courses taken by subject areas. The distributions are similar from 2009-2010 to 2011-2012, the number one courses taken were in social studies area, followed by career technical and vocational education, English, science, and mathematics.

Figure 4-5
Iowa PSEO Enrollments and Courses Taken 2006-2007 to 2011-2012


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

Table 4-16

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

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

Table 4-17

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

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

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

Table 4-18

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

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

Figure 4-6
Iowa PSEO Courses Taken by Subject Areas, 2009-2010 to 2011-2012


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

## Class Size

## Overview

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

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

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

## Average Class Size $=$ Number of Students $/$ Number of Classrooms

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

## Trends

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

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

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

Summary statistics are presented in table 4-21.

Figure 4-7


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.
Figure 4-8


[^10]Figure 4-9
Iowa Public School District Average Class Size For Second Grade 2000-2001 to 2011-2012


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.
Figure 4-10
Iowa Public School District Average Class Size For Third Grade 2000-2001 to 2011-2012


School Year

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

Table 4-19
Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade 1998-1999 and 2011-2012

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

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

Table 4-20
Iowa Public School Students, Teachers, and Average Class Size 1998-1999 and 2011-2012

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

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

Table 4-21
Class Size Summary Statistics for Kindergarten through Grade 3 in lowa Public Schools, 2000-2001, 2010-2011 and 2011-2012

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

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

## Class Size vs. District Size

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

Table 4-22
Average Class Size Comparison for lowa Public Schools by Enrollment Category, Kindergarten to Third Grade
1998-1999 and 2011-2012

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

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

## Class Size Funding and Expenditures

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

Table 4-23
State Class Size Reduction Allocation for lowa Public Schools FY 2000 to FY 2012

|  | Fiscal Year | State Allocation |
| :--- | :---: | :--- |
|  |  |  |
|  | 2000 | $\$ 10.0$ Million |
| 2001 | $\$ 20.0$ Million |  |
| 2002 | $\$ 30.0$ Million |  |
| 2003 | $\$ 30.0$ Million |  |
| 2004 | $\$ 29.3$ Million |  |
| 2005 | $\$ 29.3$ Million |  |
| 2006 | $\$ 29.3$ Million |  |
| 2007 | $\$ 29.3$ Million |  |
| 2008 | $\$ 29.3$ Million |  |
| 2009 | $\$ 29.3$ Million |  |
| 2010 | $\$ 29.3$ Million |  |
| 2011 | $\$ 29.8$ Million |  |

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

Table 4-24

| FY 2011 Iowa Early Intervention Block Grant Program Expenditures by Object |  |  |
| :---: | :---: | :---: |
| Object Category | Expenditures | Percent |
| Salaries | \$23,267,943 | 77.3\% |
| Benefits | \$6,717,081 | 22.3\% |
| Purchased Services | \$35,772 | 0.1\% |
| Supplies | \$74,017 | 0.2\% |
| Other | \$255 | <0.1\% |
| Total | \$30,095,068 | 100.0\% |

Source: Iowa Department of Education, Certified Annual Report.
Note: Total expenditures reported exceeded the amount of revenues. The differences is dollars spent from the General Fund.

## Technology

## Expenditures for Computer Hardware and Software

Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report. Table 4-25 provides the number of districts, software and hardware expenditures, district enrollment and per pupil expenditures for 2000-2001 and the last two years. Figure 4-11 provides computer hardware and software per pupil expenditures from 2000-2001 to 2010-2011.

Table 4-26 shows computer hardware and software expenditures data by enrollment category for 20002001 and the last two years. The largest per pupil expenditure increase was in the 300-599 enrollment category.

Table 4-25

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

Source: Iowa Department of Education, Certified Annual Financial Reports.
Note: Per pupil expenditures based on Certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Figure 4-11

## Computer Software and Hardware Per Pupil Expenditures in Iowa

 Public Schools 2000-2001 to 2010-2011

Source: Iowa Department of Education, Certified Annual Financial Reports.
Note: Per pupil expenditures based on certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Table 4-26

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

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

Source: Iowa Department of Education, Certified Annual Financial Reports.
Note: Per pupil expenditures based on Certified enrollment. Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.
*Figures may not total due to rounding.

## Availability of Computers

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

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

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

Figure 4-12

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



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

Figure 4-13
Pupils Per Computer in Iowa Public Schools by Enrollment Category
2000-2001, 2010-2011, and 2011-2012


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

Table 4-27

| Number of Computers in Iowa Public Schools by Enrollment Category2000-2001, 2010-2011, 2011-2012 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Enrollment Category |  |  |  |  |  |  |
| 2000-2001 | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State* |
| Total Number of Districts | 38 | 116 | 104 | 83 | 24 | 9 | 374 |
| Number of Computers | 2,386 | 15,728 | 21,044 | 30,944 | 22,274 | 28,292 | 120,668 |
| Certified Enrollment | 8,176 | 52,162 | 78,916 | 126,118 | 96,410 | 132,509 | 494,291 |
| Pupils Per Computer | 3.4 | 3.3 | 3.8 | 4.1 | 4.3 | 4.7 | 4.1 |
| 2010-2011 |  |  |  |  |  |  |  |
| Total Number of Districts | 53 | 116 | 80 | 78 | 22 | 10 | 359 |
| Number of Computers | 6,289 | 27,971 | 28,201 | 46,538 | 32,184 | 38,855 | 180,038 |
| Certified Enrollment | 11,201 | 52,491 | 58,826 | 117,044 | 96,220 | 137,712 | 473,493 |
| Pupils Per Computer | 1.8 | 1.9 | 2.1 | 2.5 | 3.0 | 3.5 | 2.6 |
| 2011-2012 |  |  |  |  |  |  |  |
| Total Number of Districts | 51 | 107 | 85 | 76 | 22 | 10 | 351 |
| Number of Computers | 6,883 | 29,959 | 35,865 | 52,223 | 36,580 | 47,113 | 208,627 |
| Certified Enrollment | 10,830 | 48,961 | 62,953 | 114,477 | 97,085 | 138,908 | 473,213 |
| Pupils Per Computer | 1.6 | 1.6 | 1.8 | 2.2 | 2.7 | 3.0 | 2.3 |

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.
Notes: Enrollment categories and pupils per computer based on Certified Enrollment.
*Figures may not total due to rounding.
——

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

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey.
Notes: Enrollment categories are based on Certified enrollment, while pupils per computer are based on BEDS enrollment. Other schools include alternative and special schools. For 2010-2011 other schools, some districts reported computers in other schools, but reported students in their "home school."
HS - High school
EL - Elementary

## Wireless Network Availability

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

Table 4-29

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

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

| Wireless Network Availability for Public Schools by School Level Within Enrollment Category 2011-2012 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Enrollment Category |  |  |  |  |  |  |
| High Schools | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Number of High Schools with Wireless Network | 27 | 97 | 80 | 74 | 21 | 23 | 322 |
| Total Number of High Schools | 27 | 99 | 85 | 76 | 23 | 26 | 336 |
| Percent of High Schools with Wireless Network | 100.0\% | 98.0\% | 94.1\% | 97.4\% | 91.3\% | 88.5\% | 95.8\% |
| Middle/Jr High Schools |  |  |  |  |  |  |  |
| Number of Middle/ Jr High Schools with Wireless Network | 14 | 33 | 64 | 71 | 26 | 39 | 247 |
| Total Number of Middle/ Jr High Schools | 14 | 34 | 67 | 75 | 30 | 43 | 263 |
| Percent of Middle/ Jr High Schools with Wireless Network | 100.0\% | 97.1\% | 95.5\% | 94.7\% | 86.7\% | 90.7\% | 93.9\% |
| Elementary Schools |  |  |  |  |  |  |  |
| Number of Elementary Schools with Wireless Network | 48 | 119 | 102 | 149 | 104 | 151 | 673 |
| Total Number of Elementary Schools | 50 | 122 | 115 | 160 | 124 | 171 | 742 |
| Percent of Elementary Schools with Wireless Network | 96.0\% | 97.5\% | 88.7\% | 93.1\% | 83.9\% | 88.3\% | 90.7\% |
|  | 1 | 7 | 10 | 27 | 8 | 17 | 70 |
| Other Schools |  |  |  |  |  |  |  |
| Number of Other Schools with Wireless Network | 1 | 6 | 8 | 23 | 8 | 13 | 59 |
| Total Number of Other Schools | 1 | 7 | 10 | 27 | 8 | 17 | 70 |
| Percent of Other Schools with Wireless Network | 100.0\% | 85.7\% | 80.0\% | 85.2\% | 100.0\% | 76.5\% | 84.3\% |

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

## Student Performance

The student performance chapter contains two major sections. The first section reports the State Indicators of Student Success data required by lowa Administrative Code. Data from the lowa 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 lowa Assessment results, results from the National Assessment of Educational Progress (NAEP), ACT, SAT, and Advanced Placement Assessments are incorporated. In addition, Basic Educational Data Survey (BEDS) and the Student Reporting in lowa 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.
lowa Testing Programs introduced new assessments for lowa in the fall of 2011. Previously, lowa Test Forms A and B had been used since the 2001-2002 school year. The new lowa Assessments were linked to the lowa Tests of Basic Skills (ITBS) and lowa Tests of Educational Development (ITED), Forms A and B, through a national study. Proficiency cut scores for the lowa 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 lowa Assessment;
2. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the Iowa Assessment;
3. The percentage of all eighth and eleventh grade students achieving a proficient or higher science status on the lowa Assessment;
4. The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate;
5. The percentage of high school seniors who intend to pursue postsecondary education/training;
6. The percentage of high school students achieving at the ACT national average score or above, and the percentage of students achieving an ACT score of 20 or above; and
7. The percentage of high school graduates who complete a "core" high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (lowa Administrative Code - 12.8(3)).

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

## Iowa Student Counts for lowa Assessment Reading, Mathematics, and Science Test-Takers including Subgroups

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

Since group size varies from one subgroup to another, it is important to consider the students tested by subgroup. The approximate average number tested by grade (in grades 4,8 , and 11) and by subgroup for reading and mathematics for the biennium periods 2005-2007 through 2010-2012 are shown in Tables 5-1 and $5-2$. Table $5-3$ shows the approximate average number of grade 8 and 11 students tested by subgroup in science for the same six biennium periods. The number of students tested shown in Tables 5-1 to 5-3 include both public and nonpublic school participants. The students in the biennium analysis are those who enrolled for a full academic year (FAY), as well as those who were enrolled only part of the academic year in lowa schools, plus some home schooled students who took the lowa Assessments in reading, mathematics, or science.

Table 5-1

| Approximate Average Number of lowa Students Tested on ITBS and ITED (Iowa Assessments) Reading Tests by Subgroup Biennium Periods 2005-2007 to 2010-2012 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 | 2005-2007 | 2006-2008 | 2007-2009 | 2008-2010 | 2009-2011 | 2010-2012 |
| Male | 18,970 | 19,220 | 19,320 | 19,400 | 19,400 | 193,000 |
| Female | 18,060 | 18,420 | 18,580 | 18,570 | 18,650 | 18,530 |
| African American | 1,960 | 2,160 | 2,240 | 2,100 | 1,920 | 1,870 |
| American Indian | 230 | 220 | 220 | 210 | 190 | 190 |
| Asian | 770 | 810 | 830 | 840 | 800 | 800 |
| Hispanic | 2,340 | 2,500 | 2,620 | 2,950 | 3,230 | 3,360 |
| White | 31,580 | 31,800 | 31,910 | 31,440 | 31,020 | 30,570 |
| ELL ${ }^{1}$ | 1,590 | 1,700 | 1,790 | 1,940 | 2,010 | 2,100 |
| Migrant ${ }^{2}$ | 250 | 210 | 160 | 130 | 120 | 120 |
| SES Eligible ${ }^{3}$ | 11,950 | 12,800 | 13,400 | 14,200 | 14,940 | 15,140 |
| IEP ${ }^{4}$ | 4,480 | 4,660 | 4,630 | 4,510 | 4,550 | 4,620 |

Table 5-1 (...continued)

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


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

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

Table 5-2


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

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

Table 5-3

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



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

## Reading

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

Figure 5-1

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



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

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


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


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

Figure 5-4
Percent of lowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioenomic Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-5
Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-6
Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Primary Language Status Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-7
Percent of lowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-8
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test Biennium Periods 2005-2007 to 2010-2012


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

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


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

Figure 5-10
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-11
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012


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


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


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

Figure 5-14
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Reading Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012

| 100 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{ll} \stackrel{\rightharpoonup}{\bar{D}} & 60 \\ \stackrel{U}{\mathrm{D}} & \\ \stackrel{0}{\mathrm{Q}} & 40 \\ & 20 \\ & 0 \end{array}$ | 72.4 | 72.6 | 74.0 | 73.9 | 75.6 | 71.8 |
|  | 34.8 | 35.8 | 41.3 | 38.1 | 38.3 | 37.1 |
|  |  |  |  | --M | nt - - N | -Migrant |
|  | 005-2007 | 2006-2008 | 2007-2009 | 2008-2010 | 2009-2011 | 2010-2012 |

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

Figure 5-15
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test Biennium Periods 2005-2007 to 2010-2012

| 100 | 77.0 | 76.8 | 76.8 | 77.3 | 77.8 | 80.3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 80 | - | - | - | - | - | - |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | 2005-2007 | 2006-2008 | 2007-2009 | 2008-2010 | 2009-2011 | 2010-2012 |
|  | Biennium Periods |  |  |  |  |  |

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

Figure 5-16
Percent of lowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Gender Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-17
Percent of lowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012


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

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


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

Figure 5-19
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Reading Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012


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

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


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

Figure 5-21
Percent of Iowa Eleventh Grade Students Proficient on ITED/lowa Assessments Reading Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012


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

## Mathematics

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

Figure 5-22
Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test Biennium Periods 2005-2007 to 2010-2012


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

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


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

Figure 5-24
Percent of Iowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-25
Percent of lowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-26
Percent of lowa Fourth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-27

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



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

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



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

Figure 5-29
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-30
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Gender Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-31
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-32
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012


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


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

Figure 5-34

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



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

Figure 5-35
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Mathematics Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-36
Percent of lowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-37
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Gender Biennium Periods 2005-2007 to 2010-2012


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

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


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

Figure 5-39
Percent of Iowa Eleventh Grade Students Proficient on ITED/lowa Assessments Mathematics Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-40
Percent of lowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Mathematics Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012


[^11]Figure 5-41
Percent of Iowa Eleventh Grade Students Proficient on ITED/lowa Assessments Mathematics Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012


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

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


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

## Science

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

Figure 5-43
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Sciences Test by Gender Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-44
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-45
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessments Science Test by Socioeconomic Status* Biennium Periods 2005-2007 to 2010-2012


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


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

Figure 5-47
Percent of Iowa Eighth Grade Students Proficient on ITBS/Iowa Assessment Science Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012


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

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


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


## Biennium Periods

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

Figure 5-50
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Race/Ethnicity Biennium Periods 2005-2007 to 2010-2012


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


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

Figure 5-52
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Disability Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-53
Percent of lowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Primary Language Status* Biennium Periods 2005-2007 to 2010-2012


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

Figure 5-54
Percent of Iowa Eleventh Grade Students Proficient on ITED/Iowa Assessments Science Test by Migrant Status* Biennium Periods 2005-2007 to 2010-2012


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

## Dropouts

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

Figure 5-55

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


[^12]Figure 5-56
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Gender 2001 to 2011


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

Figure 5-57
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Race/Ethnicity 2001-2002, 2008-2009 to 2010-2011


[^13]High School Graduation Rates
Indicator: Percent of high school students who graduate, reported for all students by gender and by race/ethnicity.

Figure 5-58

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


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

## Postsecondary Education/Training Intentions

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

Figure 5-59

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


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

Figure 5-60
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Gender Graduating Classes 2001 to 2012


[^14]Figure 5-61
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/ Training by Race/Ethnicity Graduating Class of 2012


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

## Probable Postsecondary Success

## Indicator: Percentage of students achieving an ACT score above the national average and the percent- <br> age of students achieving an ACT score of 20 or above.

Figure 5-62
Percent of lowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of $\mathbf{2 0}$ or Above 2001 to 2012


[^15]

[^16]
## Student Performance by Tests and Areas

## Iowa Assessments

The standardized achievement tests, lowa Assessments, are developed by lowa Testing Programs (ITP) at The University of lowa for use nationally in grades K-12. During the 2011-2012 school year, all lowa public school districts and over 180 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of public and nonpublic school students proficient in grades 4, 8, and 11 in reading and mathematics, and the percent of students in grades 8 and 11 proficient in science are included in the state indicators.

## Iowa Assessment Achievement Level Distributions

Form E of the lowa Assessments with 2011 national norms was used for the first time during the 2011-2012 school year. The achievement level data on lowa Assessments are shown for all students in grades 4, 8, and 11 in reading and mathematics and in grades 8 and 11 in science between 2005-2007 and 2010-2012. Proficiency cut scores for the three achievement levels of the lowa Assessments are presented in Standard Score metric and are specific to grade, content, and time of year. The Standard Score metric allows teachers and parents to monitor growth across years and make connections between growth and proficiency.

## Achievement Levels for Reading

Figures 5-64 through 5-66 show the achievement level trends for reading for all students in grades 4, 8, and 11 for the biennium periods 2005-2007 through 2010-2012. More students were categorized in the Low achievement level in reading in grades 4 (Figure 5-64) and grade 8 (Figure 5-65). Less students were categorized in the Low achievement level and more students were categorized in the Intermediate achievement level in grade 11 (Figure 5-66) in 2010-2012.

Figure 5-64

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


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

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


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


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

## Achievement Levels for Mathematics

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

Figure 5-67

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


[^17]Figure 5-68

| ITBS/Iowa Assessments Mathematics - Grade 8 |
| :--- |

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


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

## Achievement Levels for Science

Figure 5-70 shows the lowa Assessment science achievement level distributions for students in grade 8 and Figure 5-71 shows the science achievement level distributions for students in grade 11. Grade 8 students had a higher percent of students performing at the Low achievement level and a lower percent of students performing at the High achievement level in 2010-2012. In 2010-2012, less grade 11 students performed in the Low level for science, while the Intermediate achievement level for grade 11 science increased.

Figure 5-70
ITBS/Iowa Assessments Science - Grade 8
Percentages for lowa Achievement Levels Biennium Periods 2005-2007 to 2010-2012


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

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


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

## National Assessment of Educational Progress (NAEP)

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

## Average Scale Scores

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

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

Table 5-4

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

Table 5-4 (...continued)

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

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

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

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

Figure 5-72


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

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


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

Figure 5-74


Figure 5-75


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

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

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

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

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

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

Figure 5-76
Percent of lowa Graduates in lowa and the Nation Taking the ACT Assessment 2001 to 2012


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


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

Table 5-5

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

Source: ACT, Inc., The Condition of College and Career Readiness.
Note: *National rank includes only those states where ACT is the primary college entrance exam.

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

lowa'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 lowa and the Nation Graduating Classes 2001 to 2012

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

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

## ACT Scores for Core and Less-than-Core Students

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

Eighty percent of lowa's 2012 graduates taking the ACT indicated that they participated in the core high school program (Figure 5-78). The enforcement from 2008, for reporting seniors taking core high school program, shows higher lowa and national percentages in recent five years.

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

Table 5-7

|  |  | ACT Standards for Core High School Programs |  |
| ---: | :---: | :---: | :---: |
| Core Area | Years | Course | Credit |
| English | 4 or more | English 9, 10, 11, 12 | 1 year each |
| Mathematics | 3 or more |  | Algebra I \& II, Geometry |
|  |  | Trigonometry \& calculus (not precalculus), other math courses | $1 / 2$ year each |
| beyond Algebra II, computer math/computer |  |  |  |

[^18]Percent of ACT Participants Taking Core High School Program 2001 to 2012


[^19]Table 5-8
Average ACT Composite Scores for Core and Less-Than-Core Test Takers 2001 to 2012

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

Source: ACT, Inc., The Condition of College and Career Readiness.
Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.
The figures include all students tested, public as well as nonpublic.

## ACT Composite Score Distributions

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

Table 5-9

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

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


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

## ACT Scores by Enrollment Category

Average ACT scores by enrollment category for the graduating classes of 2010 to 2012 are provided in Table 5-10, Table 5-11 and Figure 5-80.

Table 5-10

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

Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.
Note: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.

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

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

Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.
Notes: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.
ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core programs.

Figure 5-80


Source: ACT, Inc., The Condition of College and Career Readiness; Iowa Department of Education, Certified Enrollment files.
Notes: State figures include all students tested, public as well as nonpublic, while figures in each enrollment category only include public school students tested.
ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core programs.

## ACT Scores by Gender

Figure 5-81 shows the average composite scores by gender for lowa and the Nation students.
Table 5-12 shows the average scores by subject as well as gender for lowa students. Females reported higher average scores in English and lower in mathematics, science, and ACT composite.

Figure 5-81


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

Table 5-12

Iowa Average ACT Scores by Gender 2011 and 2012


Source: ACT, Inc., The Condition of College and Career Readiness.
Note: *ACT test-takers not reporting gender.

## ACT Composite Scores by Student Planned Educational Majors

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

Table 5-13

| ACT Average Composite Scores by Student Planned Educational Majors Class of 2012 |  |  |  |
| :---: | :---: | :---: | :---: |
| Planned Major | Nation Avg. | Iowa Avg. | Iowa Percent Planned |
| Agriculture \& Nation Resources Conservation | 20.3 | 21.1 | 3\% |
| Architecture | 21.4 | 22.7 | 1 |
| Area, Ethinic, \& Multidisciplinary Studies | 23.0 | 23.9 | <1 |
| Arts: Visual \& Performing | 20.9 | 22.3 | 6 |
| Business | 21.2 | 21.9 | 9 |
| Communications | 21.7 | 22.2 | 2 |
| Community, Family, \& Personal Services | 18.7 | 19.8 | 2 |
| Computer Science \& Mathematics | 22.8 | 24.0 | 2 |
| Education | 20.8 | 21.3 | 8 |
| Engineering | 23.9 | 24.8 | 7 |
| Engineering Technology \& Drafting | 20.8 | 23.1 | 1 |
| English \& Foreign Language | 24.1 | 24.9 | 2 |
| Health Administration \& Assisting | 18.3 | 19.9 | 2 |
| Health Sciences \& Technologies | 21.3 | 22.3 | 19 |
| Philosophy, Religion, \& Theology | 22.1 | 21.9 | 1 |
| Repair, Production, \& Construction | 18.3 | 19.8 | 1 |
| Sciences: Biological \& Physical | 23.8 | 24.4 | 6 |
| Social Sciences \& Law | 21.6 | 22.3 | 7 |
| Undecided | 22.2 | 23.0 | 19 |
| No Response | 18.3 | 19.0 | 1 |

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

## SAT

The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics, critical reading, and writing test range from 200 to 800 . The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2012, the number of SAT takers in the Nation was over 1.6 million. In 2012, the number of Iowa SAT I takers was about 1,132 (approximately 3 percent) of the high school graduates. Iowa's averages continue to be around 100 standard score points higher than the Nation's in both Critical Reading and Mathematics (Table 5-14).

Table 5-15 shows a comparison between lowa and other Midwest states on the average SAT scores.
Figures 5-83 and 5-84 show the trends for lowa SAT takers by gender. Iowa's males out-scored females all years shown in mathematics.

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

Table 5-14

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

[^20]Note: The lowa participation rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on 3 to 5 percent of the graduating class.


Source: The College Board, Profile of SAT Program Test Takers.
Note: The lowa participation rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on 3 to 5 percent of the graduating class.

Table 5-15
Average SAT Scores for Iowa, the Nation, and Midwest States 2001, 2011, and 2012

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

Source: The College Board, Profile of SAT Program Test Takers.
Note: The lowa particiaption rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on a sample of 3 to 5 percent of the graduating class.


Source: The College Board, Profile of SAT Program Test Takers.
Note: The lowa participation rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on 3-5 percent of the graduating class.


Source: The College Board, Profile of SAT Program Test Takers.
Note: The lowa participation rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on 3-5 percent of the graduating class.

Figure 5-85
Average SAT Writing Scores for lowa and the Nation 2006 to 2012


Source: The College Board, Profile of SAT Program Test Takers.
Note: The lowa participation rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on 3-5 percent of the graduating class.

Figure 5-86


Source: The College Board, Profile of SAT Program Test Takers.
Note: The lowa participation rate in SAT for the class of 2012 was 3 percent. Historically, lowa scores are based on 3-5 percent of the graduating class.

## Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in lowa, which offered more than 35 courses in over 30 subject areas in 2010-2012. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

In lowa, over 16,400 AP exams were taken by 10,443 students in 2012 (Figure 5-87). English Language and Composition, English Literature and Comprehension, U.S. History and Government, Biology and Chemistry, Calculus, and Psychology in aggregate, accounted for more than 70 percent of the exams taken in 2012. The number of students/candidates in 2012 was 8.7 percent higher than the number in 2011 . The number of exams taken increased 10.2 percent over that one-year period. Both of the enrollment and exams have more than doubled since 2001.

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

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

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

Figure 5-87
Advanced Placement Participation for lowa Students 2001 to 2012


[^21]

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

Figure 5-89
Percent of Iowa AP Exams with Scores of 3+ by Gender, 2001-2012


[^22]Table 5-16
Number of Advanced Placement Exams Taken per Thousand 11th and 12th Graders and Percent of AP Exams with Scores of 3+, 2010 and 2011

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

Table 5-16 (...continued)

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

Source: The College Board, Applied Educational Research Inc. of Princeton, NJ.
Note: This is the number of exams taken by the current year's 11th and 12th grade AP students (number of exams not shown) divided by the state's "11th and 12th Grade Enrollment" x 1000.

## Pursuit of Postsecondary Education/Training

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

The percent of graduates intending to pursue postsecondary education or training increased between 2011 and 2012 (Figure 5-90). The smallest enrollment category was the only enrollment category where the percent of graduates intending to pursue postsecondary education/training decreased between 2011 and 2012 (Table 5-17). As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. In all years presented, the largest percent of graduates intended to pursue postsecondary education at a community college (Table 5-19). Table 5-20 shows that the percent of graduates intending to pursue postsecondary education at a two-year college was higher than the percent of graduates intending to pursue postsecondary education at a four-year college in all years except the base year. Figure 5-91 gives details for the graduate intention trends.

Figure 5-90

## Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue

 Postsecondary Education/Training Graduating Classes 2001 to 2012

[^23]Table 5-17

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

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

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

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

Table 5-18
Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2010 to 2012

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

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

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

Table 5-19
Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2010 to 2012

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.
Notes: Data for the 2010 to 2012 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included. Data may not sum to total due to rounding.

Table 5-20

| Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2010 to 2012 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Graduating Class |  |  |  |  |
| Postsecondary Institution | 2001 | 2010 | 2011 | 2012 |
| Four-Year College | 42.2 | 37.5 | 38.4 | 38.7 |
| Two-Year College | 36.2 | 41.3 | 39.3 | 39.3 |

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.
Note: Data for the 2010 to 2012 graduating classes includes students who received a regular diploma or a modified diploma. Other completers, such as students who received a certified attendance, are not included.

Figure 5-91


[^24]
## Dropouts

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

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was enrolled in school at some time during the previous school year and left the school before the previous summer and
- Has not graduated from high school or completed a state or district-approved educational pro gram; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b) temporary school-rec ognized absence for suspension or illness, c) death, or d) move out of the state or leave the country.

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

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

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

The public school dropout distributions by grade and enrollment categories for 2010-2011 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for almost 45 percent of the total dropouts while comprised less than 28 percent of the total enrollment in grades 7 to 12 .

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

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

Table 5-25 shows the distribution of the dropout rate by lowa public school districts.

Figure 5-92
Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 2000-2001 to 2010-2011


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

Table 5-21
Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2010-2011

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

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER Dropout files.
Note: $\quad$ *Figures may not total 100 percent due to rounding.

Table 5-22
Total lowa Public School Grades 7-12 Dropouts by Gender 2000-2001, 2009-2010, and 2010-2011

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

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

Table 5-23

| 2010-2011 lowa Public School Grades 7-12 Dropouts and Enrollment by Race/Ethnicity |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Race/Ethnic Group | Dropout Rate | Total Dropouts | \% of Total Dropouts | Total Enrollment | \% of Total Enrollment |
| All Minority | 4.32\% | 1,585 | 31.26\% | 36,684 | 16.70\% |
| African American | 5.85\% | 629 | 12.41\% | 10,760 | 4.93\% |
| American Indian | 6.43\% | 73 | 1.44\% | 1,135 | 0.52\% |
| Asian | 1.71\% | 72 | 1.42\% | 4,202 | 1.92\% |
| Hispanic | 4.19\% | 679 | 13.39\% | 16,213 | 7.43\% |
| Native Hawaiian/Pacific Islander | 3.60\% | 9 | 0.18\% | 250 | 0.11\% |
| Two or More | 2.98\% | 123 | 2.43\% | 4,124 | 1.89\% |
| White | 1.92\% | 3,485 | 68.74\% | 181,665 | 83.20\% |
| State | 2.32\% | 5,070 | 100.00\% | 218,349 | 100.00\% |

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER Enrollment and Dropout files. Note: Figures may not total 100 percent due to rounding.

Table 5-24
Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2000-2001, 2009-2010, and 2010-2011

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Enrollment and Dropout files.
Note: Figures may not total 100 percent due to rounding.

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

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

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER Dropout files.
Note: Dropout rates are combined grades 7-12 dropouts divided by combined grades 7-12 enrollment and expressed as a percent.

## High School Graduates and Graduation Rates

This section reports six years of trend data on number of high school graduates and completers in lowa public schools and displays a four-year fixed cohort graduation rate for graduating classes of 2010 and 2011. In addition, a five-year fixed cohort graduation rate is reported for the graduating class of 2010.

## High School Graduates

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

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

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

Figure 5-93 shows the number of regular diploma recipients by school year from 2004-2005 to 2010-2011. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-93
Number of lowa Public School Graduates 2004-2005 to 2010-2011


[^25]
## High School Graduation Rates

Since 2009, lowa graduating students would have a statewide identification number for five years or longer. With this identification system and EASIER data, lowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their freshmen year were not included in this cohort, but in an earlier cohort). The four-year cohort graduation rate is calculated for the class of a given year by dividing the number of students in the cohort who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of four years ago minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four Year Cohort Graduation Rate $=$
(FG + TIG) / (F + TI - TO)
For the graduating class of 2011
FG = First-time 9th grade students in fall of 2007 and graduated in 2011 or earlier,
TIG = Students who transferred in grades 9 to 12 and graduated in 2011 or sooner,
F = First-time 9th grade student in fall of 2007,
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,
TO = Transferred out (including emigrates and deceased),
For the graduating class of 2010
FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier,
TIG $=$ Students who transferred in grades 9 to 12 and graduated in 2010 or sooner,
F = First-time 9th grade student in fall of 2006,
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,
TO = Transferred out (including emigrates and deceased),
First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school student enrolled in another district but taking courses on a part time basis; and foreign exchange students.

Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included to the original cohort.

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

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

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2010-2011 school year) by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 5-26 displays the four year cohort graduation rates for the graduating classes of 2010 and 2011. The rates listed are for all student group and subgroups. The five year cohort graduation rates for graduating class of 2010 are available in the same table.

Table 5-27 shows the four year graduation rates by enrollment size category.
For the first time, the US Department of Education released four year high school cohort graduation rate, reflect a common method of calculation for all states. The state-by-state 2010-11 data show graduation rates that range from 59 percent in the District of Columbia to 88 percent in lowa.

Table 5-26
Iowa Public High School Fixed Cohort Graduation Rates by Subgroup - Graduating Class 2010 and 2011

4 Year Rate for Class of 2011

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

4 Year Rate for Class of 2010

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

5 Year Rate for Class of 2010

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

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

Table 5-27

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

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

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

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

Table 5-28

| Class of 2011 Four Year (Regulatory Adjusted) Cohort Gradution Rates |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | All Students | African American | American Indian | Asian | Hispanic | Hawaiian or Pacific Islander | Two or More | White | Disability | ELL | $\begin{aligned} & \text { Low } \\ & \text { SES } \end{aligned}$ |


| ALABAMA | 72\% | 63\% | 80\% | - | 66\% | - | - | 78\% | 30\% | 36\% | 62\% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ALASKA | 68\% | 63\% | 51\% | 79\% | 62\% | 59\% | 65\% | 75\% | 40\% | 41\% | 56\% |
| ARIZONA | 78\% | 74\% | 62\% | - | 72\% | - | - | 85\% | 67\% | 25\% | 73\% |
| ARKANSAS | 81\% | 73\% | 85\% | 80\% | 77\% | 51\% | 82\% | 84\% | 75\% | 76\% | 75\% |
| CALIFORNIA | 76\% | 63\% | 68\% | 90\% | 70\% | 74\% | 65\% | 85\% | 59\% | 60\% | 70\% |
| COLORADO | 74\% | 65\% | 52\% | 81\% | 60\% | - | - | 81\% | 53\% | 53\% | 62\% |
| CONNECTICUT | 83\% | 71\% | 72\% | - | 64\% | - | - | 89\% | 61\% | 59\% | 62\% |
| DELAWARE | 78\% | 73\% | 78\% | $\ddagger$ | 71\% | $\ddagger$ | 93\% | 82\% | 56\% | 65\% | 71\% |
| DISTRICT OF COLUMBIA | 59\% | 58\% | $\ddagger$ | $\ddagger$ | 55\% | $\ddagger$ | - | 85\% | 39\% | 53\% | 58\% |
| FLORIDA | 71\% | 59\% | 70\% | 86\% | 69\% | - | - | 76\% | 44\% | 53\% | 60\% |
| GEORGIA | 67\% | 60\% | 68\% | - | 58\% | - | 69\% | 76\% | 30\% | 32\% | 59\% |
| HAWAII | 80\% | 77\% | 60\% | - | 79\% | - | - | 78\% | 59\% | 60\% | 75\% |
| IDAHO | + | + | + | + | + | + | + | + | + | + | $\dagger$ |
| ILLINOIS | 84\% | 74\% | 78\% | 92\% | 77\% | 96\% | 81\% | 89\% | 66\% | 68\% | 75\% |
| INDIANA | 86\% | 75\% | 76\% | 89\% | 81\% | 80\% | 80\% | 88\% | 65\% | 73\% | 79\% |
| IOWA | 88\% | 73\% | 79\% | 89\% | 75\% | 82\% | 82\% | 90\% | 70\% | 70\% | 78\% |
| KANSAS | 83\% | 72\% | 72\% | 88\% | 73\% | 79\% | 81\% | 86\% | 73\% | 70\% | 73\% |
| KENTUCKY | + | + | + | + | + | + | + | + | + | + | $\dagger$ |
| LOUISIANA | 71\% | 64\% | 71\% | $\ddagger$ | 70\% | $\geq 80 \%$ | 80\% | 77\% | 29\% | 43\% | 64\% |
| MAINE | 84\% | 77\% | 82\% | $\ddagger$ | 87\% | $\ddagger$ | 86\% | 84\% | 66\% | 78\% | 73\% |
| MARYLAND | 83\% | 76\% | 74\% | 93\% | 72\% | 88\% | 91\% | 89\% | 57\% | 54\% | 74\% |
| MASSACHUSETTS | 83\% | 71\% | 76\% | 88\% | 62\% | 81\% | 81\% | 89\% | 66\% | 56\% | 70\% |
| MICHIGAN | 74\% | 57\% | 62\% | 87\% | 63\% | 52\% | 69\% | 80\% | 52\% | 62\% | 63\% |
| MINNESOTA | 77\% | 49\% | 42\% | - | 51\% | - | - | 84\% | 56\% | 52\% | 58\% |
| MISSISSIPPI | 81\% | 66\% | 77\% | 87\% | 75\% | 81\% | 92\% | 85\% | 68\% | 62\% | 74\% |
| MISSOURI | 82\% | 81\% | 63\% | 90\% | 78\% | 80\% | - | 85\% | 69\% | 57\% | 71\% |
| MONTANA | 82\% | 81\% | 63\% | 90\% | 78\% | 80\% | - | 85\% | 69\% | 57\% | 71\% |

Table 5-28 (...continued)

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

Source: U.S. Department of Education, 2012 November.
Note: + Cohort Graduation Rates not available

## Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, expulsions, and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type in the last three years. In-School Suspensions comprise almost 58 percent of all removals, followed by Out-of-School Suspensions over 40 percent in 2011-2012. When multiple offenses are removed from the counts to reveal the number of unique students involved, just over 10 percent of enrolled students statewide are affected.

An in-school suspension is defined as an:
Administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an in-school suspension.

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

An out-of-school suspension is defined as an:
Administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an out-of-school suspension.

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

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

If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In 2011-2012, expulsions were most often given as a result of drug related incidents (Table 5-32).

For removals to an interim setting initiated by school personnel given to special education students, the reason for removal must be drug related, weapons related, or due to serious bodily injury with a maximum length of 45 days. There are no similar restrictions for placement of regular education students.

Since 2010-2011, removals to an interim setting had coded "reason" rather than as a "type" (Table 5-33).
Removals to an interim setting initiated by a special education administrative law judge remain very sparse across the state. This type of removal is reserved for special education students and may only be used if there is a threat of injury. Since 2010-2011, removals to an interim setting by a special education administrative law judge were given as a result of attendance policy violations and disruptive behavior (Table 5-34).

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

Table 5-29

| K-12 Removals by Removal Type 2009-2010 to 2011-2012 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009-2010 | Removals2010-2011 | 2011-2012 | \% of Removals 2011-2012 | \% Change 2009-2010 to 2011-2012 | Unique Students 2011-2012 |  |
|  |  |  |  |  |  | Removals | \% of K-12 <br> Enrollment |
| In-School Suspensions | 42,186 | 42,150 | 39,604 | 57.7\% | -6.1\% | 25,834 | 5.5\% |
| Out-of-School Suspensions | 27,087 | 27,940 | 28,843 | 42.0\% | 6.5\% | 22,306 | 4.8\% |
| Expulsions | 131 | 200 | 159 | 0.2\% | 21.4\% | 195 | 0.0\% |
| Interim Setting by School Personnel* | 15 | 149 | 59 | 0.1\% | 293.3\% | 55 | 0.0\% |
| Interim Setting by Admin Law Judge | 2 | 7 | 1 | 0.0\% | N/A | 4 | 0.0\% |
| Total | 69,421 | 70,446 | 68,666 | 100\% | -1.1\% | 48,394 | 10.3\% |

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.
Note: *The number of "Interim Setting removals by school personnel" for 2010-2011 was not entered by mistake in last year's report.

Table 5-30

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

[^26]Table 5-31

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

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

Table 5-32

## K-12 Expulsions by Reason for Removal

 2009-2010 to 2011-2012|  |  | Expulsions |  |  |
| ---: | :---: | :---: | :---: | :---: |
| Reason for Removal | $2009-2010$ | $2010-2011$ | $2011-2012$ | Percent of Expulsions |
| Alcohol Related | 7 | 5 | 6 | $2011-2012$ |

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

Table 5-33

| K-12 Removals to an Interim Setting by School Personnel by Reason for Removal 2010-2011 to 2011-2012 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2010-2011 |  |  | 2011-2012 |  |
| Reason for Removal | Removals | \% Removals | Distinct Students | Removals | \% Removals | Distinct Students |
| Attendance Policy Violation | 18 | 12.1\% | 13 | 7 | 11.9\% | 5 |
| Disruptive Behavior | 41 | 27.5\% | 37 | 27 | 45.8\% | 25 |
| Drug Related | 3 | 2.0\% | 3 | 6 | 10.2\% | 6 |
| Physical Fighting w/o Injury | 7 | 4.7\% | 6 | 11 | 18.6\% | 11 |
| Property Related | 9 | 6.0\% | 9 | 1 | 1.7\% | 1 |
| Serious Bodily Injury | 1 | 0.7\% | 1 | 1 | 1.7\% | 1 |
| Violent Behavior w/o Injury | 4 | 2.7\% | 4 | 1 | 1.7\% | 1 |
| Weapons Related | 7 | 4.7\% | 7 | 1 | 1.7\% | 1 |
| Other | 59 | 39.6\% | 46 | 4 | 6.8\% | 4 |
| TOTAL | 149 | 100.0\% | 126 | 59 | 100.0\% | 55 |

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

Table 5-34

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

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

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

Table 5-35
$\left.\begin{array}{rcccccc}\hline & \text { K-12 Removals by Reason Race/Ethnicity for 2009-2010 to 2011-2012 }\end{array}\right]$

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

Table 5-36

| K-12 Removals by Grade Span for 2009-2010 to 2011-2012 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Span | 2009-2010 | Removals 2010-2011 | 2011-2012 | $\begin{gathered} \text { \% of Removals } \\ \text { 2011-2012 } \end{gathered}$ | \% of K-12 <br> Enrollment <br> 2011-2012 | $\begin{aligned} & \text { \% Change in } \\ & \text { Removals } \\ & \text { 2009-2010 to } \\ & \text { 2011-2012 } \end{aligned}$ |
| K-2 | 1,867 | 2,116 | 2,945 | 4.3\% | 23.7\% | 57.7\% |
| 3-5 | 4,286 | 5,561 | 5,734 | 8.4\% | 22.5\% | 33.8\% |
| 6-8 | 25,635 | 25,099 | 24,733 | 36.0\% | 22.7\% | -3.5\% |
| 9-12 | 37,633 | 37,670 | 35,254 | 51.3\% | 31.1\% | -6.3\% |
| Total | 69,421 | 70,446 | 68,666 | 100.0\% | 100.0\% | -1.1\% |

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

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

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

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

## Special Education

Iowa reports annually on the condition and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. Some of the measures of performance presented in this section are modified from lowa's Part B APR, which is accessible in its entirety on the Department's website in the Special Education section.

Other measures in this section are included to address the four areas that special education stakeholders in the state have agreed are important to monitor and with which to compare students with and without disabilities.

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


## Context of Special Education in Iowa

## Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2005-2006 to 2011-2012. Generally, the rate has decreased slightly over the last five years.

Figure 6-1
Special Education Identification Rate for Students Ages 6-21, 2005-2006 to 2011-2012


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

## Placement

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

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

Figure 6-2
Percent of Students with Disabilities Ages 6-21 In the Regular Classroom 80 Percent or More of the Day, 2005-2006 to 2010-2011


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

Figure 6-3
Percent of Students with Disabilities Ages 6-21 In the Regular Classroom Less than 40 Percent of the Day, 2005-2006 to 2010-2011


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

Figure 6-4
Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2005-2006 to 2010-2011


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

## Disproportionality

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

Figure 6-5

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


[^27]
## Are Students Coming to School Ready to Learn?

## Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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

Figure 6-6
Percent of Kindergarteners Scoring At or Above Benchmark on DIBELS/DIBELS Next, Intital/First Sounds Fluency, 2007-2008 to 2011-2012


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

## Are Students Going to School in Safe and Caring Environments?

## Positive Behavioral Interventions and Supports (PBIS)

PBIS are evidence-based interventions that are integrated into the classroom activities and environment to encourage positive behavioral and academic outcomes for all children. The following graph depicts the percentage of public school buildings using PBIS, which has been constantly increasing.

Figure 6-7
Percent of Public Buildings that Use Positive Behavior Interventions and Supports 2005-2006 to 2011-2012


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

## Discipline

Data on disciplinary actions taken against students with IEPs are collected and reported for students ages $6-21$ who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled. The following graph presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from school year 2005-2006 to 2009-2010.

Figure 6-8
Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities 2005-2006 to 2009-2010


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

## Are Students Achieving at High Levels?

## National Assessment of Educational Progress (NAEP)

NAEP, conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science, and writing.

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

Figure 6-9
Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading, 2009 vs. 2011


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

Figure 6-10
Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading, 2009 vs. 2011


[^28]Figure 6-11
Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2009 vs. 2011


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

Figure 6-12
Percent of 8th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2009 vs. 2011


[^29]
## Iowa Tests of Basic Skills/Iowa Tests of Educational Development

The standardized achievement tests, lowa Assessments, are developed by lowa Testing Programs (ITP) at The University of lowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2007-2008 to 2011-2012. Distinctions are made between students with and without IEPs.

The gap between students with and without disabilities held fairly constant. Due to implementation of the new lowa Assessments in 2011-2012, both IEP and No-IEP proficiency rates dropped significantly for 4th and 8th grades, either reading or mathematics. However, the new lowa Assessments resulted in higher 11th grade reading and mathematics proficiency rates.

Figure 6-13
Percent of 4th Grade Students Proficient in Reading on ITBS/Iowa Assessments, 2007-2008 to 2011-2012


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

Figure 6-14
Percent of 8th Grade Students Proficient in Reading on ITBS/Iowa Assessments, 2007-2008 to 2011-2012


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

Figure 6-15
Percent of 11th Grade Students Proficient in Reading on ITED/Iowa Assessments, 2007-2008 to 2011-2012


[^30]Figure 6-16


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

Figure 6-17
Percent of 8th Grade Students Proficient in Mathematics on ITBS/Iowa Assessments, 2007-2008 to 2011-2012


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

Figure 6-18
Percent of 11th Grade Students Proficient in Mathematics on ITED/Iowa Assessments, 2007-2008 to 2011-2012


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

## Are students Leaving School Ready for Life?

## Graduation Rates

This graph below reports the percentage of high school students with and without IEPs who graduate, based on the four-year cohort rate. The difference of the rates between the two groups is relatively stable.

Figure 6-19

| Graduation Rate by Graduation Year, 2009 to 2011 |  |  |  |
| :---: | :---: | :---: | :---: |
| 100 |  |  |  |
|  |  |  |  |
|  | $\longrightarrow$ |  |  |
|  |  |  |  |
|  |  |  |  |
| 20 |  |  |  |
| 0 | 2008-2009 | 2009-2010 | 2010-2011 |
| $\longrightarrow$ IEP | 70.3 | 70.6 | 69.9 |
| $\square$ No IEP | 90.2 | 91.9 | 91.9 |

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER, Spring Student Files.

## Finance

Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2010-2011 Certified Annual Financial Report from the Iowa Department of Education, the 2012-2013 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-2001 school year is used as the base year for comparison in most tables and figures.

## Function Category Expenditures

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, other support services, and community services. The breakdown of function category expenditures as a percent of general fund expenditures remained about the same over the last three years (Table $7-1)$. The smallest enrollment category had the largest percentage of expenditures on Administration and Central Services when compared to the other enrollment categories (Table 7-2).

Table 7-1
Function Category Expenditures as a Percent of Total General Fund Expenditures in lowa Public Schools 1997-1998, 2008-2009 to 2010-2011

| Function Category | Year |  |  |  |
| ---: | :---: | :---: | :---: | :---: |
|  | $1997-1998$ | $2008-2009$ | $2009-2010$ | $2010-2011$ |
| Instruction | $68.6 \%$ | $70.4 \%$ | $70.8 \%$ | $70.8 \%$ |
| Student Support Services | $3.8 \%$ | $3.3 \%$ | $3.3 \%$ | $3.2 \%$ |
| Staff Support Services | $3.9 \%$ | $3.3 \%$ | $3.3 \%$ | $3.6 \%$ |
| Administration \& Central Services | $10.5 \%$ | $10.6 \%$ | $10.4 \%$ | $10.2 \%$ |
| Operations and Maintenance | $9.1 \%$ | $8.6 \%$ | $8.3 \%$ | $8.2 \%$ |
| Student Transportation | $3.8 \%$ | $3.8 \%$ | $3.7 \%$ | $3.9 \%$ |
| Other Support Services | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Community Services | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |

[^31]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 lowa Public Schools by Enrollment Category, 2010-2011

| Function Category | Enrollment Category |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $<300$ | $300-599$ | $600-999$ | $1,000-$ | $2,500-$ | $7,500+$ | State |
|  |  |  |  | 2,499 | 7,499 |  | Total |
| Instruction | $70.7 \%$ | $70.7 \%$ | $70.9 \%$ | $70.8 \%$ | $70.1 \%$ | $71.4 \%$ | $70.8 \%$ |
| Student Support Services | $1.7 \%$ | $2.2 \%$ | $2.5 \%$ | $3.0 \%$ | $3.9 \%$ | $3.7 \%$ | $3.2 \%$ |
| Staff Support Services | $2.5 \%$ | $3.0 \%$ | $3.2 \%$ | $3.7 \%$ | $3.7 \%$ | $3.9 \%$ | $3.6 \%$ |
| Administration \& Central Services | $12.3 \%$ | $11.1 \%$ | $10.4 \%$ | $10.1 \%$ | $10.2 \%$ | $9.8 \%$ | $10.2 \%$ |
| Operations \& Maintenance | $7.7 \%$ | $7.9 \%$ | $8.1 \%$ | $8.4 \%$ | $8.4 \%$ | $8.2 \%$ | $8.2 \%$ |
| Student Transportation | $5.0 \%$ | $5.1 \%$ | $4.8 \%$ | $4.0 \%$ | $3.6 \%$ | $3.0 \%$ | $3.9 \%$ |
| Community Service | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ |
| Other Support Services | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

## Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The breakdown of object category expenditures was about the same in 2008-2009, 2009-2010 and 2010-2011 (Table 7-3). In 2010-2011, purchased services as a percentage of general fund expenditures decreased as the enrollment size category increased with the exception of the largest category. Salaries as a percentage of general fund expenditures was lowest for the smallest enrollment category (Table 7-4).

Table 7-3
Object Category Expenditures as a Percent of Total General Fund Expenditures in lowa Public Schools 1997-1998, 2008-2009, 2009-2010 and 2010-2011

| Object Category | Year |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $1997-1998$ | $2008-2009$ | $2009-2010$ | $2010-2011$ |
|  | Salaries | $64.8 \%$ | $63.2 \%$ | $63.2 \%$ | $61.9 \%$ |
| Benefits | $15.5 \%$ | $18.3 \%$ | $18.6 \%$ | $18.7 \%$ |  |
|  | Purchased Services | $9.8 \%$ | $10.9 \%$ | $11.0 \%$ | $11.4 \%$ |
| Supplies | $6.5 \%$ | $6.2 \%$ | $6.0 \%$ | $6.3 \%$ |  |
|  | Property | $3.0 \%$ | $1.0 \%$ | $1.0 \%$ | $1.4 \%$ |

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 lowa Public Schools by Enrollment Category, 2010-2011

| Object Category | Enrollment Category |  |  |  |  |  |  |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | $<300$ | $300-599$ | $600-999$ | $1,000-$ | $2,500-$ | $7,500+$ | State |
|  |  |  |  | 2,499 | 7.499 |  | Totals |
| Salaries | $52.8 \%$ | $59.3 \%$ | $60.7 \%$ | $63.5 \%$ | $64.5 \%$ | $61.4 \%$ | $61.9 \%$ |
| Benefits | $15.0 \%$ | $16.7 \%$ | $17.8 \%$ | $18.3 \%$ | $18.5 \%$ | $20.8 \%$ | $18.7 \%$ |
| Surchased Services | $23.6 \%$ | $14.8 \%$ | $13.0 \%$ | $9.9 \%$ | $9.8 \%$ | $10.7 \%$ | $11.4 \%$ |
| Supplies | $7.1 \%$ | $7.4 \%$ | $6.9 \%$ | $6.7 \%$ | $5.9 \%$ | $5.5 \%$ | $6.3 \%$ |
| Property | $1.1 \%$ | $1.5 \%$ | $1.4 \%$ | $1.4 \%$ | $1.2 \%$ | $1.5 \%$ | $1.4 \%$ |
| Other Objects | $0.4 \%$ | $0.4 \%$ | $0.3 \%$ | $0.3 \%$ | $0.1 \%$ | $0.1 \%$ | $0.2 \%$ |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports. Note: Figures may not total 100 percent due to rounding.

## Revenues

Iowa public school districts receive general fund revenues from a variety of different sources, including, local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. The other state aid is made up of state programs including educational excellence, school improvement, class size reduction, and the student achievement/educator quality program. Total local taxes include property tax and local income surtax.

The percent of revenue from state foundation aid increased in 2010-2011, while the percent of revenue from federal sources decreased (Table 7-5, Figure 7-1). The 1,000-2,499 enrollment category had the highest percent of revenue from state aid and the lowest percent of revenue from local taxes. The largest enrollment category had the highest percent of revenue from federal sources (Table 7-6). In every enrollment category, except the smallest enrollment category, a higher percentage of revenues were received through total state aid than through local taxes (Figure 7-2).

Table 7-5

## Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1997-1998, 2008-2009, 2009-2010 and 2010-2011

| Source of Revenue | Year |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: |
|  | Local Taxes | $3997-1998$ | $2008-2009$ | $2009-2010$ | $2010-2011$ |
| Interagency | $3.6 \%$ | $32.8 \%$ | $34.6 \%$ | $34.7 \%$ |  |
| Other Local Sources | $2.5 \%$ | $1.9 \%$ | $5.1 \%$ | $5.0 \%$ |  |
|  | Intermediate Sources | $0.2 \%$ | $0.0 \%$ | $1.8 \%$ | $2.0 \%$ |
| State Foundation Aid | $53.1 \%$ | $46.3 \%$ | $39.4 \%$ | $43.7 \%$ |  |
| Other State Sources | $5.1 \%$ | $8.4 \%$ | $8.0 \%$ | $6.9 \%$ |  |
| Federal Sources | $2.7 \%$ | $5.1 \%$ | $10.8 \%$ | $7.4 \%$ |  |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 7-1
Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid and Total State Aid in lowa Public Schools 2000-2001 to 2010-2011


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

Table 7-6

Revenues by Source of Total General Fund Revenues in Iowa Public Schools by Enrollment Category, 2010-2011

| Revenue Service | Enrollment Category |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $<300$ | $300-599$ | $600-999$ | $1,000-$ | $2,500-$ | $7,500+$ | State Total |
|  |  |  |  | 2,499 | 7,499 |  |  |
| Local Taxes | $42.5 \%$ | $37.0 \%$ | $36.8 \%$ | $32.5 \%$ | $35.4 \%$ | $33.6 \%$ | $34.7 \%$ |
| Interagency | $10.0 \%$ | $8.4 \%$ | $6.7 \%$ | $5.3 \%$ | $4.4 \%$ | $2.5 \%$ | $5.0 \%$ |
| Other Local Sources | $2.1 \%$ | $2.3 \%$ | $1.9 \%$ | $1.9 \%$ | $1.7 \%$ | $2.1 \%$ | $2.0 \%$ |
| Intermediate Sources | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ |
| State Foundation Aid | $31.6 \%$ | $38.4 \%$ | $41.3 \%$ | $46.3 \%$ | $45.4 \%$ | $45.0 \%$ | $43.7 \%$ |
| Other State Sources | $6.9 \%$ | $7.0 \%$ | $7.2 \%$ | $7.1 \%$ | $6.8 \%$ | $6.7 \%$ | $6.9 \%$ |
| Federal Sources | $6.7 \%$ | $6.4 \%$ | $5.8 \%$ | $6.7 \%$ | $6.2 \%$ | $9.8 \%$ | $7.4 \%$ |
| Other Financing Sources | $0.2 \%$ | $0.5 \%$ | $0.3 \%$ | $0.3 \%$ | $0.1 \%$ | $0.4 \%$ | $0.3 \%$ |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.


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 lowa. The property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per $\$ 1,000$ of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The lowa school foundation formula requires all school districts to levy a uniform rate of $\$ 5.40$ per $\$ 1,000$ taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

In 2012-2013, the three largest enrollment categories had an average per pupil valuation below the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation as well as decreases in enrollment. The 600-999 enrollment category had the biggest range in taxable valuation per pupil in 2012-2013 (Table 7-8). The 1,000-2,499 enrollment category had the lowest taxable valuation per pupil and the 600-999 category had the highest taxable valuation per pupil.

Figure 7-3


Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Table 7-7

| lowa Average Taxable Valuation Per Pupil by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013 |  |  |  |  |  |  |
| ---: | ---: | ---: | ---: | ---: | ---: | :---: |
| Enrollment Category |  | Year |  |  |  |  |
|  | $2000-2001$ | $2009-2010$ | $2010-2011$ | $2011-2012$ | $2012-2013$ |  |
| 300 | $\$ 266,463$ | $\$ 392,295$ | $\$ 424,807$ | $\$ 459,795$ | $\$ 498,065$ |  |
| $300-599$ | $\$ 223,708$ | $\$ 298,038$ | $\$ 321,148$ | $\$ 340,835$ | $\$ 355,859$ |  |
| $600-999$ | $\$ 201,732$ | $\$ 269,702$ | $\$ 288,596$ | $\$ 307,665$ | $\$ 327,767$ |  |
| $1,000-2,499$ | $\$ 175,204$ | $\$ 232,825$ | $\$ 245,771$ | $\$ 257,389$ | $\$ 269,549$ |  |
| $2,500-7,499$ | $\$ 175,250$ | $\$ 251,865$ | $\$ 260,523$ | $\$ 269,035$ | $\$ 277,348$ |  |
| $7,500+$ | $\$ 174,108$ | $\$ 253,436$ | $\$ 260,698$ | $\$ 268,604$ | $\$ 271,939$ |  |
| State | $\$ 185,750$ | $\$ 251,819$ | $\$ 264,419$ | $\$ 276,053$ | $\$ 286,167$ |  |

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Table 7-8
Net Taxable Valuation Per Budget Enrollment 2009-2010 to 2012-2013

| Enrollment Category |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: |
|  | $2009-2010$ | $2010-2011$ | $2011-2012$ | $2012-2013$ |
| $<300$ Min | $\$ 196,583$ | $\$ 186,473$ | $\$ 204,326$ | $\$ 209,439$ |
| $300-599$ Min | $\$ 151,475$ | $\$ 965,524$ | $\$ 1,108,654$ | $\$ 1,125,249$ |
| $300-599$ Max | $\$ 553,490$ | $\$ 167,881$ | $\$ 157,120$ | $\$ 192,308$ |
| $600-999$ Min | $\$ 146,153$ | $\$ 632,205$ | $\$ 619,483$ | $\$ 694,084$ |
| $600-999$ Max | $\$ 1,028,390$ | $\$ 152,379$ | $\$ 153,782$ | $\$ 158,181$ |
| $1,000-2,499$ Min | $\$ 132,460$ | $\$ 139,728$ | $\$ 1,099,599$ | $\$ 1,127,884$ |
| $1,000-2,499$ Max | $\$ 630,292$ | $\$ 692,766$ | $\$ 145,572$ | $\$ 152,006$ |
| $2,500-7,499$ Min | $\$ 142,415$ | $\$ 151,955$ | $\$ 718,823$ | $\$ 739,468$ |
| $2,500-7,499$ Max | $\$ 446,845$ | $\$ 463,255$ | $\$ 164,237$ | $\$ 176,638$ |
| $7,500+$ Min | $\$ 139,952$ | $\$ 143,442$ | $\$ 478,826$ | $\$ 498,675$ |
| $7,500+$ Max | $\$ 447,861$ | $\$ 460,184$ | $\$ 149,531$ | $\$ 158,144$ |
| State Min | $\$ 132,460$ | $\$ 139,728$ | $\$ 145,573$ | $\$ 446,666$ |
| State Max | $\$ 1,028,390$ | $\$ 1,025,030$ | $\$ 1,108,654$ | $\$ 152,006$ |

Source: Iowa Department of Management, School Budget Master files.
Note: Enrollment categories determined by budget enrollment.

## Expenditures Per Pupil

The general fund expenditures per pupil include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures per pupil are calculated by dividing the total general fund expenditures by the certified enrollment. Expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food services programs, area education agency revenues from other school districts and area education agencies for services sold are not included in the per pupil calculation.

The smallest enrollment category had the highest average general fund per pupil expenditures in all years presented in Table 7-9. The 1,000-2,499 enrollment category had the lowest average general fund per pupil expenditures in all years presented. Table 7-10 and Figure 7-4 display the average per pupil expenditures for lowa, the Midwest states and the nation. The National Education Association (NEA) collected and estimated the data. In 2010-2011, lowa ranked 35th in the Nation in average expenditures per pupil. Missouri, South Dakota and North Dakota ranked lower than Iowa.

Table 7-9
Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 1997-1998, 2008-2009 to 2010-2011

| Enrollment Category | Year |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 1997-1998 | 2008-2009 | 2009-2010 | 2010-2011 |
| < 300 | \$5,605 | \$9,522 | \$9,658 | \$9,874 |
| 300-599 | \$5,106 | \$8,519 | \$8,630 | \$8,854 |
| 600-999 | \$4,988 | \$8,198 | \$8,348 | \$8,504 |
| 1,000-2,499 | \$4,881 | \$8,115 | \$8,183 | \$8,272 |
| 2,500-7,499 | \$5,055 | \$8,162 | \$8,326 | \$8,385 |
| 7,500 + | \$5,461 | \$9,058 | \$9,252 | \$9,361 |
| State | \$5,119 | \$8,484 | \$8,603 | \$8,743 |

[^32]Table 7-10

| Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil 2000-2001, 2009-2010 and 2010-2011 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State/Nation | Year |  |  |  |  |  |
|  | 2000-2001 |  | 2009-2010 |  | 2010-2011 |  |
|  | Per Pupil Expenditures | National Rank | Per Pupil Expenditures | National Rank | Per Pupil Expenditures | National Rank |
| Nation | \$7,296 |  | \$10,586 |  | \$10,770 |  |
| Iowa | \$6,434 | 34 | \$9,455 | 35 | \$9,484 | 35 |
| Illinois | \$8,293 | 11 | \$11,457 | 16 | \$11,946 | 17 |
| Indiana | \$7,567 | 18 | \$10,120 | 27 | \$10,436 | 23 |
| Kansas | \$7,031 | 23 | \$9,264 | 36 | \$9,505 | 34 |
| Michigan | \$8,127 | 13 | \$11,595 | 14 | \$12,015 | 15 |
| Minnesota | \$7,320 | 21 | \$11,447 | 17 | \$11,905 | 18 |
| Missouri | \$6,323 | 38 | \$9,076 | 38 | \$9,422 | 36 |
| Nebraska | \$6,395 | 35 | \$9,760 | 29 | \$10,433 | 24 |
| North Dakota | \$4,607 | 50 | \$8,541 | 43 | \$8,631 | 44 |
| Ohio | \$6,952 | 25 | \$9,528 | 34 | \$9,813 | 30 |
| South Dakota | \$6,269 | 39 | \$9,021 | 39 | \$8,997 | 39 |
| Wisconsin | \$8,205 | 12 | \$11,429 | 18 | \$11,787 | 19 |

Source: National Education Association (NEA), Rankings and Estimates of School Statistics.
Note: 2010-2011 are estimated by NEA.

Figure 7-4
Iowa and Midwest States Public School Average Per Pupil Expenditures 2000-2001, 2009-2010 and 2010-2011


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

## State Aid

This section presents data on state aid including School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. State aid is received by the districts through appropriations made from the state's general fund each year. There are certain programs that have been added or removed in recent years. Funding for the Student Achievement/Educator Quality program was initiated in 2001-2002. Funding for the Technology/School Improvement program ended in 2002-2003. Funding for Phase III of Educational Excellence was discontinued in 2003-2004. In 1996-1997 and 1999-2000, changes were made to school foundation aid laws that impacted state aid amounts. The state foundation level was increased from 83.0 percent to 87.5 percent in 1996-1997. In 1999-2000, the special education foundation level increased from 79.0 percent to 87.5 percent. The changes to the foundation level did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax.

Table 7-11 shows the General Fund appropriations and initial state aid to school districts for multiple years. The General Assembly initially appropriated $\$ 6.2$ billion and initial state aid to districts was about $\$ 2.7$ billion or 42.7 percent of the general fund appropriations in the 2012-2013 school year (fiscal year 2013). State aid to districts and total general fund appropriations increased between 2011-2012 and 2012-2013.

Table 7-11

\left.|  | Total lowa Government Appropriations (In Millions) 2000-2001 to 2012-2013 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |$\right]$

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.
Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.
2010-2011 and 2011-2012 numbers are revised.

## Property Taxes

The school aid formula for districts is funded by a combination of state foundation aid and the uniform ( $\$ 5.40 / \$ 1,000$ of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, the additional levy, the instructional support levy, and the educational improvement levy are property taxes that are included in the school district's general fund. The management levy, the regular physical plant and equipment levy (PPEL), the voterapproved physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL) and debt services levy are other school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates in 2012-2013 are found in Table 7-12.

All districts levy the general fund property tax. The two largest enrollment categories had an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate. The purpose for which the proceeds may be used, however, is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. The majority of the districts in 2012-2013 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve that is up to $\$ 0.33$ per $\$ 1,000$ of taxable valuation. The school board may also request voter approval to increase the levy up to an additional $\$ 1.34$ per $\$ 1,000$ taxable valuation. The average levy rate for the regular PPEL was lower than the state average in the largest enrollment category. The two largest districts have average voter-approved PPEL rates higher than the state average.

The Public Education and Recreation Levy (PERL) or playground levy must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is $\$ 0.135$ per $\$ 1,000$ of taxable valuation. In 2012-2013, 4.9 percent of the districts levy for PERL. Usage of the debt service levy is tied to passage of a bond issue, which requires the approval of 60 percent of the electorate within the school district. A little over half of the school districts use the debt services levy.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL and debt services levies for 2012-2013. The smallest enrollment category had the highest average tax per pupil for all taxes listed, except the debt services levy. The 2,500-7,499 enrollment category had the highest average debt services property tax per pupil.

Table 7-12
Property Tax Rates and Number of Districts with Levies by Enrollment Category 2012-2013

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | $\begin{gathered} 1,000- \\ 2,499 \end{gathered}$ | $\begin{gathered} 2,500- \\ 7,499 \end{gathered}$ | 7,500+ | State |
| Number of Districts | 48 | 105 | 87 | 76 | 22 | 10 | 348 |
| Number of Districts with General Fund Levy | 48 | 105 | 87 | 76 | 22 | 10 | 348 |
| Percent of Districts with General Fund Levy | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |
| Average Tax Rate with General Fund Levy | 10.5570 | 11.0762 | 11.1149 | 11.8335 | 12.4863 | 13.5175 | 12.1557 |
| Number of Districts with Management Fund Levy | 42 | 100 | 87 | 76 | 22 | 10 | 337 |
| Percent of Districts with Management Fund Levy | 87.5\% | 95.2\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 96.8\% |
| Average Management Levy Tax Rate | 0.9919 | 1.0122 | 0.9449 | 1.0942 | 0.8758 | 1.2004 | 1.0429 |
| Number of Districts with Regular PPEL Levy | 42 | 99 | 82 | 74 | 20 | 10 | 327 |
| Percent of Districts with Regular PPEL Levy | 87.5\% | 94.3\% | 94.3\% | 97.4\% | 90.9\% | 100.0\% | 94.0\% |
| Average Regular PPEL Tax Rate | 0.33 | 0.33 | 0.33 | 0.33 | 0.33 | 0.32 | 0.33 |
| Number of Districts with Voter-Approved PPEL Levy | 30 | 68 | 55 | 58 | 18 | 9 | 238 |
| Percent of Districts with Voter-Approved PPEL Levy | 62.5\% | 64.8\% | 63.2\% | 76.3\% | 81.8\% | 90.0\% | 68.4\% |
| Average Voter-Approved PPEL Tax Rate | 0.6808 | 0.7825 | 0.7215 | 0.7325 | 1.0653 | 0.9175 | 0.8671 |
| Number of Districts with PERL Levy | 2 | 5 | 5 | 0 | 3 | 2 | 17 |
| Percent of Districts with PERL Levy | 4.2\% | 4.8\% | 5.7\% | 0.0\% | 13.6\% | 20.0\% | 4.9\% |
| Average PERL Tax Rate | 0.1350 | 0.1350 | 0.1350 | - | 0.1350 | 0.1350 | 0.1350 |
| Number of Districts with Debt Services Levy | 13 | 58 | 50 | 47 | 12 | 3 | 183 |
| Percent of Districts with Debt Services Levy | 27.1\% | 55.2\% | 57.5\% | 61.8\% | 54.5\% | 30.0\% | 52.6\% |
| Average Debt Services Tax Rate | 1.2220 | 1.8232 | 1.5893 | 1.9621 | 2.3789 | 1.1887 | 1.8652 |

Source: Iowa Department of Management, Master Budget files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per \$1,000 Valuation.

Table 7-13
Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2012-2013

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Number of Districts | 48 | 105 | 87 | 76 | 22 | 10 | 348 |
| Percent of Districts with General Fund Levy | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |
| General Fund Property Tax | \$51,188,729 | \$186,761,659 | \$235,211,551 | \$357,287,498 | \$330,863,537 | \$485,791,434 | \$1,647,104,408 |
| General Fund Income Surtax | \$3,806,105 | \$13,703,760 | \$18,001,628 | \$24,962,948 | \$8,783,263 | \$16,602,282 | \$85,859,986 |
| Total General Fund Tax | \$54,994,834 | \$200,465,419 | \$253,213,179 | \$382,250,446 | \$339,646,800 | \$502,393,716 | \$1,732,964,394 |
| Average Total General Fund Tax Per Pupil | \$5,402 | \$4,171 | \$3,915 | \$3,337 | \$3,497 | \$3,617 | \$3,660 |
| Percent of Districts with Management Fund Levy | 87.5\% | 95.2\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 96.8\% |
| Management Fund Property Tax | \$4,220,000 | \$16,319,028 | \$19,996,631 | \$33,036,775 | \$23,206,060 | \$43,139,850 | \$139,918,344 |
| Average <br> Management Fund Property Tax Per Pupil | \$471 | \$356 | \$309 | \$288 | \$239 | \$311 | \$298 |
| Percent of Districts with Regular PPEL Levy | 87.5\% | 94.3\% | 94.3\% | 97.4\% | 90.9\% | 100.0\% | 94.0\% |
| Regular PPEL <br> Property Tax | \$1,487,604 | \$5,459,829 | \$6,936,757 | \$10,486,988 | \$8,889,717 | \$12,358,053 | \$45,618,948 |
| Average Regular PPEL Property Tax Per Pupil | \$164 | \$120 | \$114 | \$94 | \$99 | \$89 | \$100 |
| Percent of Districts with VoterApproved PPEL Levy | 62.5\% | 64.8\% | 63.2\% | 76.3\% | 81.8\% | 90.0\% | 68.4\% |
| Voter- <br> Approved PPEL Property Tax | \$2,257,062 | \$8,575,706 | \$9,623,705 | \$17,785,879 | \$26,481,932 | \$33,222,310 | \$97,946,594 |

Table 7-13 (...continued)

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State |
| Voter- <br> Approved PPEL Income Surtax | \$582,743 | \$1,813,479 | \$2,449,799 | \$4,951,233 | \$0 | \$0 | \$9,797,254 |
| Total VoterApproved PPEL Tax | \$2,839,805 | \$10,389,185 | \$12,073,504 | \$22,737,112 | \$26,481,932 | \$33,222,310 | \$107,743,848 |
| Average Total VoterApproved PPEL Tax Per Pupil | \$450 | \$341 | \$299 | \$265 | \$325 | \$265 | \$291 |
| Percent of Districts with PERL Levy | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% |
| PERL Property Tax | \$20,734 | \$127,355 | \$148,597 | \$0 | \$497,028 | \$1,410,508 | \$2,204,222 |
| Average PERL Property Tax Per Pupil | \$57 | \$54 | \$42 | \$0 | \$32 | \$35 | \$35 |
| Percent of Districts with Debt Services Levy | 27.1\% | 55.2\% | 57.5\% | 61.8\% | 54.5\% | 30.0\% | 52.6\% |
| Debt Services Property Tax | \$1,571,288 | \$17,001,687 | \$19,074,755 | \$39,549,134 | \$41,886,020 | \$11,374,283 | \$130,457,167 |
| Average Debt Services Property Tax Per Pupil | \$532 | \$626 | \$510 | \$535 | \$753 | \$374 | \$573 |

Source: Iowa Department of Management, Master Budget files.
Notes: PPEL means Physical Plant and Equipment Levy. Average Tax Rate per \$1,000 Valuation.

## Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2009-2010 to 2012-2013 are presented in Table 7-14. The average surtax per budget enrollment decreased between 2011-2012 and 2012-2013.

Table 7-14

## Number and Percent of Districts with Income Surtaxes, Surtax Per Budget Enrollment, and Average Income Surtax Rates by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | $\begin{gathered} 1,000- \\ 2,499 \end{gathered}$ | $\begin{gathered} 2,500- \\ 7,499 \end{gathered}$ | 7,500+ | State |
| 2012-2013 |  |  |  |  |  |  |  |
| \# of Districts with Income Surtaxes | 45 | 89 | 77 | 64 | 9 | 3 | 287 |
| \% of Districts with Income Surtaxes | 93.8\% | 84.8\% | 88.5\% | 84.2\% | 40.9\% | 30.0\% | 82.5\% |
| Surtaxes Per Budget Enrollment | 450 | 377 | 359 | 318 | 266 | 386 | 344 |
| Average Income Surtax Rate | 9.66 | 8.25 | 7.64 | 6.43 | 4.79 | 5.62 | 6.62 |


| 2011-2012 |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# of Districts with Income Surtaxes | 44 | 94 | 75 | 66 | 9 | 3 | 291 |
| \% of Districts with Income Surtaxes | $91.7 \%$ | $86.2 \%$ | $89.3 \%$ | $84.6 \%$ | $40.9 \%$ | $30.0 \%$ | $82.9 \%$ |
| Surtaxes Per Budget Enrollment | 457 | 381 | 365 | 323 | 264 | 344 | 341 |
| Average Income Surtax Rate | 10.56 | 8.67 | 8.13 | 6.75 | 4.80 | 5.20 | 6.80 |


| 2010-2011 |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# of Districts with Income Surtaxes | 46 | 95 | 79 | 62 | 9 | 3 | 294 |
| \% of Districts with Income Surtaxes | $88.5 \%$ | $84.8 \%$ | $90.8 \%$ | $81.6 \%$ | $40.9 \%$ | $30.0 \%$ | $81.9 \%$ |
| Surtaxes Per Budget Enrollment | 470 | 393 | 361 | 328 | 273 | 343 | 346 |
| Average Income Surtax Rate | 10.90 | 9.07 | 7.85 | 6.70 | 4.83 | 5.21 | 6.81 |


| $2009-2010$ |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# of Districts with Income Surtaxes | 46 | 93 | 80 | 64 | 9 | 3 | 295 |
| \% of Districts with Income Surtaxes | $86.8 \%$ | $83.8 \%$ | $92.0 \%$ | $82.1 \%$ | $40.9 \%$ | $30.0 \%$ | $81.7 \%$ |
| Surtaxes Per Budget Enrollment | 436 | 370 | 349 | 298 | 265 | 359 | 330 |
| Average Income Surtax Rate | 10.90 | 9.17 | 7.85 | 6.24 | 4.70 | 5.20 | 6.60 |


| 2000-2001 |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# of Districts with Income Surtaxes | 31 | 87 | 73 | 54 | 6 | 3 | 254 |
| \% of Districts with Income Surtaxes | $86.1 \%$ | $77.0 \%$ | $67.0 \%$ | $65.1 \%$ | $25.0 \%$ | $33.3 \%$ | $67.9 \%$ |
| Surtaxes Per Budget Enrollment | 225 | 180 | 175 | 160 | 136 | 173 | 168 |
| Average Income Surtax Rate | 12.03 | 8.29 | 7.29 | 5.37 | 3.66 | 3.59 | 5.46 |

Source: Iowa Department of Management, Master Budget files.
Notes: Enrollment categories determined by budget enrollments.
Surtaxes include Educational Improvement, Instructional Support, Voter-Approved Physical Plant and Equipment Levy.

## Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a district. It may be imposed for up to 10 years if it is approved through a referendum and up to five years through board resolution. A school district's budget may be increased by up to 10 percent of the district's regular program cost through the instructional support program. In most years, state aid funds a portion of the program and the remaining portion of the program is funded through a property tax and income surtax, if approved, once the program is enacted. In 2009-2010, The American Recovery and Reinvestment Act (ARRA) Education Fiscal Stabilization fiscal funds were paid in lieu of instructional support state aid. In 2011-2012 and 2012-2013, state aid did not fund instructional support.

The revenue sources and amounts for the instructional support program for 2012-2013 and previous years are shown in Table 7-15 and Figure 7-5. In 1992-1993 through 2003-2004, the state aid for instructional support was frozen at $\$ 14.8$ million. In 2003-2004, the state aid amount was reduced to $\$ 14.5$ million due to a 2.25 percent across-the-board reduction in fiscal year (FY) 2004. In FY 2005, the state aid amount was set at $\$ 14.4$ million and remained unchanged up to FY 2009. The percent of the funding for instructional support that came from property taxes continued to increase in 2012-2013 (Table 7-15). The number of districts with an instructional support program by enrollment category in present and previous years is shown in Table 7-16. All of the districts in the smallest and largest enrollment categories had instructional support programs.

Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax, and State Aid/ARRA 2000-2001 and 2009-2010 to 2012-2013

| School Year | Property Tax | Percent <br> Property <br> Tax | Income Surtax | Percent <br> Income | State <br> Aid/ARRA | Percent <br> State Aid/ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Surtax |  | ARRA |  |  |  |  |  |

Source: Iowa Department of Management, Master Budget Files.
Note: In 2009-2010, ARRA Education Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.


Source: Iowa Department of Management, Master Budget Files.
Note: In 2009-2010, ARRA Education Fiscal Stabilization fiscal funds were paid in lieu of Instructional Support State Aid.

Table 7-16
Instructional Support Program by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | $\begin{aligned} & 1,000- \\ & 2,499 \end{aligned}$ | $\begin{aligned} & 2,500- \\ & 7,499 \end{aligned}$ | 7,500+ | State |
| 2012-2013 |  |  |  |  |  |  |  |
| Number of Districts | 48 | 105 | 87 | 76 | 22 | 10 | 348 |
| Number of Districts with Instructional Support | 48 | 102 | 85 | 71 | 20 | 10 | 336 |
| Percent of Districts with Instructional Support | 100.0\% | 97.1\% | 97.7\% | 93.4\% | 90.9\% | 100.0\% | 96.6\% |


| 2011-2012 |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Districts | 48 | 109 | 84 | 78 | 22 | 10 | 351 |
| Number of Districts with <br> Instructional Support | 48 | 104 | 81 | 71 | 20 | 10 | 334 |
| Percent of Districts with <br> Instructional Support | $100.0 \%$ | $95.4 \%$ | $96.4 \%$ | $91.0 \%$ | $90.9 \%$ | $100.0 \%$ | $95.2 \%$ |


| 2010-2011 |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Districts | 52 | 112 | 87 | 76 | 22 | 10 | 359 |
| Number of Districts with <br> Instructional Support | 52 | 108 | 83 | 68 | 20 | 10 | 341 |
| Percent of Districts with <br> Instructional Support | $100.0 \%$ | $96.4 \%$ | $95.4 \%$ | $89.5 \%$ | $90.9 \%$ | $100.0 \%$ | $95.0 \%$ |


| 2009-2010 |  |  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Districts | 53 | 111 | 87 | 78 | 22 | 10 | 361 |
| Number of Districts with <br> Instructional Support | 53 | 106 | 84 | 68 | 20 | 10 | 341 |
| Percent of Districts with <br> Instructional Support | $100.0 \%$ | $95.5 \%$ | $96.6 \%$ | $87.2 \%$ | $90.9 \%$ | $100.0 \%$ | $94.5 \%$ |


| 2000-2001 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Districts | 36 | 113 | 109 | 83 | 24 | 9 | 374 |
| Number of Districts with Instructional Support | 33 | 95 | 79 | 54 | 16 | 8 | 285 |
| Percent of Districts with Instructional Support | 91.7\% | 84.1\% | 72.5\% | 65.1\% | 66.7\% | 88.9\% | 76.2\% |

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollment.

## Budget Adjustment

The budget adjustment (formerly known as the budget guarantee) is part of the lowa school aid formula. Each year, enrollment changes from the previous year and the allowable growth rate set by the General Assembly is used to determine whether or not a school district qualifies to receive the budget adjustment. Districts may receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment compares regular program funding for the current year to the level of funding a district received in FY 2004. The scale-down adjustment will be completely eliminated in FY 2014. The 101 percent budget adjustment guarantees a district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The percent of districts receiving the budget adjustment decreased between 2011-2012 and 2012-2013 (Table 7-17 and Figure 7-6). The largest enrollment category had the lowest percent of districts receiving the budget adjustment 2012-2013. The smallest enrollment category had the highest percent of districts receiving the budget adjustment in 2012-2013.
Table 7-17
Number and Percent of Districts Receiving a Guarantee and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2009-2010 to 2012-2013

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | $\begin{aligned} & 1,000- \\ & 2,499 \end{aligned}$ | $\begin{aligned} & 2,500- \\ & 7,499 \end{aligned}$ | 7,500+ | State |
| 2012-2013 |  |  |  |  |  |  |  |
| Number of Districts | 48 | 105 | 87 | 76 | 22 | 10 | 348 |
| Number of Districts w/Guarantee | 44 | 71 | 46 | 31 | 7 | 1 | 200 |
| Percent of Districts w/Guarantee | 91.7\% | 67.6\% | 52.9\% | 40.8\% | 31.8\% | 10.0\% | 57.5\% |
| Average Per Pupil | 215 | 155 | 132 | 87 | 39 | 2 | 106 |
| 2011-2012 |  |  |  |  |  |  |  |
| Number of Districts | 48 | 109 | 84 | 78 | 22 | 10 | 351 |
| Number of Districts w/Guarantee | 45 | 92 | 62 | 50 | 13 | 8 | 270 |
| Percent of Districts w/Guarantee | 93.8\% | 84.4\% | 73.8\% | 64.1\% | 59.1\% | 80.0\% | 76.9\% |
| Average Per Pupil | 325 | 223 | 206 | 129 | 123 | 77 | 137 |
| 2010-2011 |  |  |  |  |  |  |  |
| Number of Districts | 52 | 112 | 87 | 76 | 22 | 10 | 359 |
| Number of Districts w/Guarantee | 45 | 76 | 58 | 36 | 6 | 1 | 222 |
| Percent of Districts w/Guarantee | 86.5\% | 67.9\% | 66.7\% | 47.4\% | 27.3\% | 10.0\% | 61.8\% |
| Average Per Pupil | 316 | 152 | 144 | 126 | 60 | 140 | 138 |
| 2009-2010 |  |  |  |  |  |  |  |
| Number of Districts | 53 | 111 | 87 | 78 | 22 | 10 | 361 |
| Number of Districts w/Guarantee | 41 | 61 | 24 | 15 | 1 | 0 | 142 |
| Percent of Districts w/Guarantee | 77.4\% | 55.0\% | 27.6\% | 19.2\% | 4.5\% | 0.0\% | 39.3\% |
| Average Per Pupil | 355 | 179 | 131 | 68 | 37 | 0 | 149 |
| 2000-2001 |  |  |  |  |  |  |  |
| Number of Districts | 36 | 113 | 109 | 83 | 24 | 9 | 374 |
| Number of Districts w/Guarantee | 21 | 44 | 25 | 16 | 0 | 0 | 106 |
| Percent of Districts w/Guarantee | 58.3\% | 38.9\% | 22.9\% | 19.3\% | 0.0\% | 0.0\% | 28.3\% |
| Average Per Pupil | \$288 | \$143 | \$90 | \$35 | \$0 | \$0 | \$101 |

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollment.

Figure 7-6
Percent of Iowa Public School Districts with Budget Adjustment 2000-2001 to 2012-2013


Source: Iowa Department of Management, Master Budget files.

## Bond Elections

The number of districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 20092010, 63.6 percent bond referendums passed. Table $7-19$ lists the number of districts that attempted voter-approved physical plant and equipment referendums in 2009-2010 and 2010-2011. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2010-2011, 90.9 percent of the voter-approved physical plant and equipment referendums were passed.

Table 7-18
Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 1997-1998, 2009-2010 and 2010-2011

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | $\begin{gathered} 1,000- \\ 2,499 \end{gathered}$ | $\begin{aligned} & 2,500- \\ & 7,499 \end{aligned}$ | 7,500 + | State |
| 2010-2011 |  |  |  |  |  |  |  |
| Number Attempted | 0 | 1 | 3 | 5 | 0 | 0 | 9 |
| <50 Percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 50-59.9 Percent | 0 | 1 | 2 | 1 | 0 | 0 | 4 |
| 60 Percent + | 0 | 0 | 1 | 4 | 0 | 0 | 5 |
| 2009-2010 |  |  |  |  |  |  |  |
| Number Attempted | 1 | 4 | 1 | 4 | 0 | 1 | 11 |
| <50 Percent | 0 | 0 | 0 | 2 | 0 | 1 | 3 |
| 50-59.9 Percent | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 60 Percent + | 1 | 4 | 1 | 1 | 0 | 0 | 7 |
| 1997-1998 |  |  |  |  |  |  |  |
| Number Attempted | 3 | 10 | 23 | 16 | 6 | 0 | 58 |
| <50 Percent | 0 | 3 | 7 | 6 | 0 | 0 | 16 |
| 50-59.9 Percent | 1 | 0 | 4 | 4 | 0 | 0 | 9 |
| 60 Percent + | 2 | 7 | 12 | 6 | 6 | 0 | 33 |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

Table 7-19

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2009-2010 and 2010-2011

|  | Enrollment Category |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | <300 | 300-599 | 600-999 | $\begin{aligned} & \text { 1,000-4, } \end{aligned}$ | $\begin{aligned} & 2,500- \\ & 7,499 \end{aligned}$ | 7,500 + | State |
| 2010-2011 |  |  |  |  |  |  |  |
| Number Attempted | 3 | 3 | 5 | 7 | 2 | 2 | 22 |
| <50 Percent | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| 50 Percent + | 2 | 3 | 5 | 7 | 2 | 1 | 20 |
| 2009-2010 |  |  |  |  |  |  |  |
| Number Attempted | 10 | 11 | 7 | 8 | 2 | 1 | 39 |
| <50 Percent | 0 | 1 | 2 | 1 | 1 | 0 | 5 |
| 50 Percent + | 10 | 10 | 5 | 7 | 1 | 1 | 34 |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.
Notes: A district could be included more than once if it had more than one VPPEL issue in a year. FY 2002 was the first year the information was collected.

## Secure an Advanced Vision for Education (SAVE)--Formerly Known as Local Option Sales and Services Tax for School Infrastructure

Local option/statewide sales and services tax is used by school districts for school infrastructure needs and property tax relief. Prior to July 1, 2008, all 99 counties had passed the local option tax and effective July 1, 2008, legislation changed the local option sales and services tax to a statewide sales and services tax. This legislation (lowa Code 423F.1) increased the state sales, services, and use tax from five percent to six percent to continue providing revenues to local school districts solely for school infrastructure purposes or school district property tax relief. The statewide sales and services tax sunsets on December 31, 2029.

Use of revenues from the local option/statewide sales and services tax depends whether the school district has a revenue purpose statement (RPS). Current law specifies the usage of sales and services tax revenue as dictated by the RPS. RPS requires voter approval for designating specific use of the sales and services tax. If there is no RPS, then the revenue is to be used for reducing specified levies described in lowa Code 423F. 3 Use of revenues. RPSs in effect prior to July 1, 2008, are to remain in effect until amended or extended for each county. A school board may adopt a resolution for using the sales and services tax revenues solely for property tax relief by reducing indebtedness of the Physical Plant and Equipment Levy (PPEL) and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required. Voter approved RPSs after July 1, 1998, are district statements - not county statements. The district approved RPS is effective until amended or repealed on December 31, 2029.

The formula for the distribution of statewide sales and services tax revenue through the Secure an Advanced Vision for Education (SAVE) fund continues to be based upon the amounts that school districts would have received under the former School Infrastructure Local Option Tax (SILO). SAVE was created as a separate and distinct fund in the state treasury under control of the Department of Revenue. Moneys in a fiscal year that are in excess of that needed to provide each school district with its formula amount shall be distributed and credited to the property tax equity and relief fund (PTER) created in section 257.16A. Estimated sales and services tax revenues for 2011-2012 were approximately $\$ 356.4$ million.

Distribution of SAVE funds to school districts depends when the SILO was approved and also whether the sales tax capacity per student is above or below the guaranteed school infrastructure amount. Guaranteed school infrastructure amount means the statewide sales tax revenues per student, multiplied by the quotient of the tax rate percent imposed in the county, divided by 1 percent and multiplied by the quotient of the number of quarters the tax is imposed during the fiscal year divided by four quarters.

School districts that approved the SILO prior to April 1, 2003, and have a sales tax capacity per student above the guaranteed school infrastructure amount are allowed to keep all funds until the initial 10 years expire, but school districts that are below the guaranteed school infrastructure amount will receive their pro rata share of SILO plus a supplemental school infrastructure amount. School districts that approved the SILO on or after April 1, 2003, or schools that approved the continuation of the SILO, receive an amount equal to its pro rata share of local sales and services tax up to the guaranteed school infrastructure amount, but school districts below the guaranteed school infrastructure amount will receive an additional amount equal to its supplemental school infrastructure amount. School districts that approved SILO after January 1, 2007, and before July 1, 2007, receive all their money for the first five years before going into the SAVE fund. These funds have expired and the SAVE fund is set from 2011-2012 for approximately $\$ 23.9$ million for 349 districts in all 99 counties.

Table 7-20
Local Option/Statewide Sales and Services Tax for School Infrastructure 1998-1999, 2009-2010 to 2011-2012

|  | 1998-1999 | 2009-2010 | 2010-2011 | 2011-2012 |
| :---: | :---: | :---: | :---: | :---: |
| Number of Counties with the Tax | 3 | 99 | 99 | 99 |
| Number of Districts Partly or Wholly Located in those Counties | 28 | 361 | 359 | 348 |
| Resident Budget Enrollment in those Counties | 28,858.0 | 477,019.0 | 473,493.4 | 473,504.2 |
| Estimated Revenues | \$9,764,643 | \$352,351,252 | \$358,117,410 | \$356,483,791 |
| Percent of Counties Participating | 3.0\% | 100.0\% | 100.0\% | 100.0\% |
| Percent of Districts Located Partly or Wholly in Participating Counties | 7.5\% | 100.0\% | 100.0\% | 100.0\% |
| Percent of Budget Enrollment Residing in Participating Counties | 5.7\% | 100.0\% | 100.0\% | 100.0\% |
| Number of Counties Receiving SAVE Funds (Receiving in Next Fiscal Year) | 0 | 51 | 85 | 99 |
| Number of Districts Partly or Wholly Located in those Counties | 0 | 247 | 339 | 349 |
| Resident Budget Enrollment in those Counties | 0.0 | 127,489.4 | 432,319.3 | 470,586.8 |
| Estimated SAVE Revenues | \$0 | \$18,221,352 | \$27,176,159 | \$23,909,079 |

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue records.

## Total Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2011-2012 and 2012-2013 is shown in Table 7-21. The estimated state total budget increased by 2.3 percent between 2011-2012 and 2012-2013. State categorical funding includes Educational Excellence, Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement (program discontinued starting in FY 2003), and Student Achievement/Educator Quality. Beginning in 2009-2010, categorical roll-ins for Teacher Salary, Professional Development, Early

Intervention, AEA Teacher Salary and AEA Professional Development were added to the school aid formula. The breakdown of funding by category was about the same in 2011-2012 and 2012-2013.

Table 7-21

Iowa Elementary and Secondary Budget Detail 2000-2001, 2011-2012 and 2012-2013

| Source of Funds | 2000-2001 |  | 2011-2012 |  | 2012-2013 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Amount | Percent | Amount | Percent | Amount | Percent |
| Regular Program | \$2,175,673,579 | 66.7\% | \$2,796,608,755 | 56.1\% | \$2,852,500,203 | 55.9\% |
| Guarantee Amount | \$6,629,840 | 0.2\% | \$47,714,952 | 1.0\% | \$16,189,424 | 0.3\% |
| Supplementary Weights | \$21,887,590 | 0.7\% | \$71,003,979 | 1.4\% | \$65,649,616 | 1.3\% |
| Special Education | \$278,121,047 | 8.5\% | \$387,589,949 | 7.8\% | \$390,272,417 | 7.7\% |
| Teacher Salary | - | 0.0\% | \$242,374,238 | 4.9\% | \$246,077,000 | 4.8\% |
| Professional Development | - | 0.0\% | \$27,448,456 | 0.6\% | \$27,879,981 | 0.5\% |
| Early Intervention | - | 0.0\% | \$29,909,791 | 0.6\% | \$30,304,167 | 0.6\% |
| AEA Media | \$19,184,863 | 0.6\% | \$24,438,688 | 0.5\% | \$24,917,664 | 0.5\% |
| AEA Ed Services | \$21,167,941 | 0.6\% | \$27,017,032 | 0.5\% | \$27,544,860 | 0.5\% |
| AEA Special Education | \$107,245,598 | 3.3\% | \$142,077,239 | 2.9\% | \$144,512,141 | 2.8\% |
| AEA Sharing Supplementary Weights | - | 0.0\% | \$- | 0.0\% | \$184,766 | 0.0\% |
| AEA Teacher Salary | - | 0.0\% | \$1,442,217 | 0.0\% | \$13,902,546 | 0.3\% |
| AEA Professional Development | - | 0.0\% | \$1,687,509 | 0.0\% | \$1,625,558 | 0.0\% |
| AEA Prorated Budget Reduction | - | 0.0\% | \$(27,500,000) | -0.6\% | \$(27,529,876) | -0.5\% |
| Dropout SBRC | \$40,504,621 | 1.2\% | \$103,619,970 | 2.1\% | \$96,692,370 | 1.9\% |
| Other SBRC | \$664,690 | <0.1\% | - | 0.0\% |  |  |
| SWVPP Preschool | - | 0.0\% | \$58,378,261 | 1.2\% | \$60,413,043 | 1.2\% |
| Instructional Support | \$109,749,562 | 3.4\% | \$185,557,383 | 3.7\% | \$189,896,936 | 3.7\% |
| Educational Improvement | \$317,837 | <0.1\% | \$692,997 | 0.0\% | \$747,839 | 0.0\% |
| Enrollment Audit Adjustment | \$(695,392) | -0.0\% | \$(1,094,831) | -0.0\% | $(\$ 18,230)$ | 0.0\% |
| Property Tax Repayment Adjustment | - | 0.0\% | \$31,790 | 0.0\% | \$734,370 | 0.0\% |
| Management | \$47,005,258 | 1.4\% | \$113,982,811 | 2.3\% | \$139,918,344 | 2.7\% |
| Physical Plant \& Equipment | \$80,703,751 | 2.5\% | \$134,772,750 | 2.7\% | \$153,362,796 | 3.0\% |
| 67.5 Cent Schoolhouse | \$668,203 | <0.1\% | \$- | 0.0\% | - | 0.0\% |
| Playground and Library | \$1,592,530 | <0.1\% | \$2,216,251 | 0.0\% | \$2,228,294 | 0.0\% |
| Debt Service | \$99,375,793 | 3.0\% | \$111,597,976 | 2.2\% | \$131,645,853 | 2.6\% |
| Estimated Miscellaneous State Categorical | \$147,121,263 | 4.5\% | \$4,785,000 | 0.1\% | \$4,785,000 | 0.1\% |
| Estimated Misc. Federal | \$104,000,000 | 3.2\% | \$95,205,823 | 9.9\% | \$503,935,710 | 9.9\% |

Total $\$ 3,260,918,574 \quad 100.0 \% \quad \$ 4,981,558,986 \quad 100.0 \% \quad \$ 5,098,372,792 \quad 100.0 \%$
Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.


[^0]:    Sources: Iowa Department of Education, Bureau of Information and Analysis, EASIER. The University of Iowa, Department of Geography.

[^1]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Certified Enrollment and EASIER.

[^2]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER.

[^3]:    Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and EASIER.

[^4]:    Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Enrollment files.

[^5]:    Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Early Childhood File.

[^6]:    Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey Address and Enrollment files.

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

[^7]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

[^8]:    Source: The Annual Condition of Education Report 1992, 1997, 2002, 2007, 2012

[^9]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, address files.

[^10]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Class Size files.

[^11]:    Source: Iowa Testing Programs, The University of lowa.
    Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
    A student designated as proficient can, at a minimum, do the following:
    Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves variety of quantitative reasoning problems.
    *Disability Status is determined by the presence of an individualized education plan (IEP).

[^12]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Dropout files.

[^13]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Dropout files and EASIER files.

[^14]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey files and EASIER files.

[^15]:    Source: ACT, Inc., The High School Profile Report for Iowa.

[^16]:    Source: ACT, Inc., The High School Profile Report for lowa.
    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.

[^17]:    Source: Iowa Testing Programs, The University of lowa.
    Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:
    HIGH PERFORMANCE LEVEL
    Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.
    INTERMEDIATE PERFORMANCE LEVEL
    Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.
    LOW PERFORMANCE LEVEL
    Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems. Is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.
    Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2009-2011 represents the average for the 2009-2010 and the 2010-2011 school years.
    Figures may not total 100 percent due to rounding.

[^18]:    Source: ACT, Inc., The Condition of College and Career Readiness.

[^19]:    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.

[^20]:    Source: The College Board, Profile of SAT Program Test Takers.

[^21]:    Source: The College Board, Advanced Placement Program, Iowa National Summary Reports.

[^22]:    Source: The College Board, Advanced Placement Program, Iowa National Summary Reports.

[^23]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.
    Note: Figures for 2006 to 2012 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

[^24]:    Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Graduate Follow-up/ Intentions files.
    Note: Figures for 2006 to 2012 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

[^25]:    Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

[^26]:    Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER unilateral removal and student archive files.

[^27]:    Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

[^28]:    Source: National Center for Education Statistics, NAEP Data Explorer.

[^29]:    Source: National Center for Education Statistics, NAEP Data Explorer.

[^30]:    Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

[^31]:    Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

[^32]:    Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Enrollment and Certified Annual Financial Reports.

