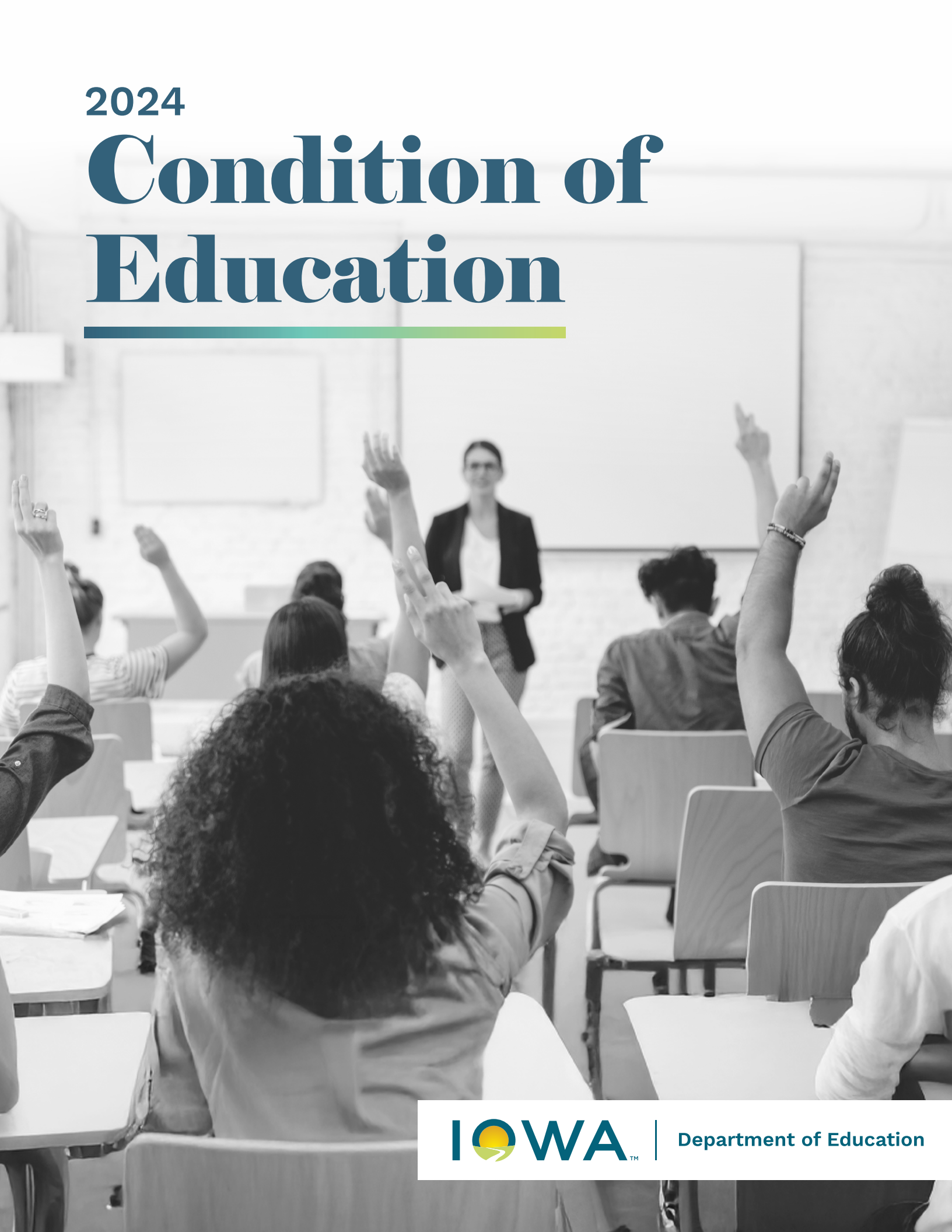


2024

Condition of Education



Department of Education

CONTENTS

Introduction	3
Student Performance	5
State Indicators of Student Success.....	5
Student Performance by Tests and Areas.....	38
Dropouts.....	64
High School Graduates and Graduation Rates.....	68
Suspensions and Expulsions.....	77
Seal of Biliteracy.....	85
High School Graduate Postsecondary Enrollment and Awards.....	88
Students with Education Savings Accounts.....	91
Special Education	120
Context of Special Education in Iowa.....	121
Placement.....	122
Disproportionality.....	124
Discipline.....	125
Are Students Achieving at High Levels?.....	126
Proficiency on State Assessments.....	129
Are students leaving school ready for life?.....	133
Early Childhood Education	134
Preschool Participation (Parent Perception).....	135
Preschool Programs.....	136
Statewide Voluntary Preschool Program for 4-Year-Old Children.....	138
Kindergarten.....	142
Enrollment	144
Enrollment Trends and Projections.....	144
K-12 Enrollment by District Size Category.....	147
Open Enrollment.....	148
Enrollment by Race and Ethnicity.....	150
Students Eligible for Free- or Reduced-Price Lunch.....	153
Special Education Enrollment.....	155
Enrollment of English Learners.....	156
Migrant Student Enrollment.....	160
Staff	161
Teachers.....	162
Principals.....	184
Superintendents.....	189
Teacher, Principal and Superintendent Salary Comparison.....	194
Public School Professional School Counselors.....	196
Public School Library/Media Staff.....	200
Area Education Agency (AEA) Licensed Staff.....	202
Licensed Staff State Totals.....	204
Public School Nurses.....	205
Non-Licensed Staff.....	206
Program	209
Districts and Schools.....	210
Carnegie Units Taught.....	211
Enrollments with World Language, Algebra II, Higher-Level Mathematics, Higher-Level Science and High-Quality Computer Science Courses.....	213
Senior Year Plus.....	226

Finance	235
Function Category Expenditures.....	235
Object Category Expenditures.....	237
Revenues.....	238
Taxable Valuation.....	241
Expenditures Per Pupil.....	243
State Aid.....	245
Property Taxes.....	247
Income Surtaxes.....	250
Instructional Support.....	252
Budget Adjustment.....	255
Bond Elections.....	257
Physical Plant and Equipment Elections.....	258
Secure an Advanced Vision for Education.....	259
Total Preschool, Elementary and Secondary Education Budgets.....	261

INTRODUCTION

The 2024 edition of the Annual Condition of Education Report (COE) marks the 35th edition of the report. For over 30 years, the Department has published the COE in order to provide education stakeholders critical data about the status of Iowa’s education system. The 2024 COE includes a wide variety of content including information about Iowa’s students, schools, educators, administrators, performance and school finance. A companion online version of the COE is also available at reports.educateiowa.gov/COE/ which allows users to explore state trends and localize information for specific districts and communities. Below are highlights from the 35th edition of the report.

Student Performance

- Overall, state-level results from the spring 2024 Iowa Statewide Assessment of Student Progress (ISASP) show student achievement reaching or exceeding pre-pandemic levels across most grade levels in both English language arts and mathematics. However, significant proficiency gaps remain among students with disabilities and English learners in both English language arts and mathematics.
- The percent of students taking key courses generally decreased for the class of 2024 when compared to the class of 2023. The percent of students taking physics (32.7%) and a high-quality computer science (13.6%) course increased for the class of 2024. However, the percent of students taking chemistry (70.1%), higher-level mathematics courses (42.9%), Algebra II (81.7%) and world languages (83.2%) were down for the class of 2024.
- The four-year cohort graduation rate for the class of 2023 increased slightly to 87.5% from 87.4% for the class of 2022.
- Statewide concurrent enrollment continues to increase and reached an all-time high. In the 2023-24 school year, 50,597 students took 125,245 concurrent enrollment courses compared to 48,774 students taking 117,220 courses in the prior school year.

- The number of students taking Advanced Placement (AP) courses and total AP enrollment increased from the prior year. In the 2023-24 school year, 17,462 students took 24,939 AP courses. The percent of school districts with students taking AP courses increased slightly to 46.5%.
- The percent of students taking the ACT continued to decline in Iowa due to many institutions of higher education making college entrance exams optional for admission. Forty three percent of the class of 2024 took the ACT compared to 48% of the class of 2023. Nationally, 36% of the class of 2024 participated in the ACT assessment.

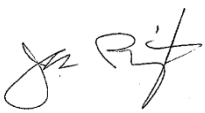
Enrollment

- Combined public and nonpublic enrollment in 2023-24 increased slightly from the previous year. Examining long-term enrollment trends shows a long-term decline between 1997-98 and 2011-12 followed by a steady enrollment increase between 2011-12 and 2019-20 with a decline in enrollment in the 2020-21 school year due to the COVID-19 pandemic.
- The enrollment of students of color increased and now makes up 28.5 percent of public-school K-12 enrollment.
- The percent of students eligible for free or reduced-priced lunch decreased slightly from the prior year. 41.8% of students were eligible for free or reduced-price lunch in 2023-24 while 42.3% were eligible in the 2022-23 school year.
- The percent of students who are English learners (EL) increased from the prior school year. In 2023-24, 7.4% of K-12 public-school students were ELs compared to 6.9% in 2022-23.

Iowa Educators

- The number of full-time public-school teachers decreased slightly to 37,982 from the highest number of teachers ever reported since the publication of this report in 2022-23 (38,092). There was a 13.0 percent increase in the number of full-time public-school teachers between 2000-01 (33,610) and 2023-24 (37,982).
- 91.2% of Iowa full-time public-school teachers were retained in Iowa as full-time teachers between the 2022-23 and 2023-24 school years, a slight increase from 90.9% between 2021-22 and 2022-23.
- Iowa's average regular teacher salary increased slightly to \$62,360 in 2023-24 compared to \$61,162 in 2022-23.
- Iowa's average public-school teacher salary remained steady in national rankings at 28th in the 2022-23 school year and 27th in the 2021-22 school year. Iowa's ranking maintained its place at 6th in the 2022-23 school year compared to other Midwest states as Iowa was also ranked 6th in the 2021-22 school year.

Sincerely,



Jay Pennington, Chief
Bureau of Information and Analysis Services

STUDENT PERFORMANCE

The Student Performance chapter contains two major sections. The first section reports the State Indicators of Student Success data required by Iowa Administrative Code. Data from the Iowa Statewide Assessment of Student Progress (ISASP) and data related to dropouts, postsecondary intentions, ACT performance and core high school program completion are included. The second section provides achievement trends and student performance for all students by enrollment category, gender, race/ethnicity and other student groups. In addition to the ISASP data, results from the National Assessment of Educational Progress (NAEP), ACT, SAT and Advanced Placement (AP) assessments are included. Next, high school graduate postsecondary intentions data are displayed. In addition, Student Reporting in Iowa (SRI) and Basic Educational Data Survey (BEDS) data provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, suspensions and expulsions, the Seal of Biliteracy and postsecondary enrollment rates for public school students. Proficiency and growth data on the ISASP are also reported for students with Education Savings Accounts (ESAs).

STATE INDICATORS OF STUDENT SUCCESS

The State requires schools to report on the following seven indicators for student success:

1. The percentage of all students in fourth, eighth and eleventh grades achieving a proficient or higher reading status on the ISASP.
2. The percentage of all students in fourth, eighth and eleventh grades achieving a proficient or higher mathematics status on the ISASP.
3. The percentage of all students in eighth and tenth grades achieving a proficient or higher science status on the ISASP.
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.
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.

Student group data are shown for gender, race/ethnicity, socioeconomic status (determined by eligibility for free and reduced-price lunch), disability status (determined by the presence of an Individualized Education Program–IEP), English learner status, and migrant status (defined by Title I requirements). Separate tables show achievement-level performance for students by gender, race/ethnicity, students with disabilities, socioeconomic status and English learner student groups. These student groups vary in size from year to year. The student group data should not be averaged to obtain an overall value and will not match the data for the “All Students” group.

Iowa Student Counts and Performance on ISASP English Language Arts, Mathematics and Science Tests

Three of the seven indicators requested by the State Board of Education are percentages of proficient Iowa students in the selected grades in each student group on the ISASP in English language arts (ELA), mathematics and science.

In 2018-19, Iowa Testing Programs introduced the ISASP, which replaced the Iowa Assessments as the general accountability test for Iowa students. The ISASP proficiency cut scores are presented in a scale score metric specific to grade and content area. These cut scores categorize student performance into one of three levels: Advanced, Proficient or Not Yet Proficient. The scale score metric allows teachers and parents to monitor growth across years and make connections between growth and proficiency.

In the spring of 2020, the Iowa Department of Education requested and subsequently received approval from the U.S. Department of Education to waive the requirements to administer all federally required assessments in the 2019-20 school year due to the COVID-19 pandemic. As such, the ISASP was not administered in 2019-20, and there is no data to report from that year.

In 2020-21, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects), and it was the only year a remote option was provided for the ISASP. Results for students who tested remotely are not included in the data provided in this chapter.

The number of students tested by grade (in grades 3-11) and by student group for ELA for 2023-24 are shown in Table 1-1. Figures 1-1 through 1-9 show the percentage of students testing within each performance level on the ELA content area. Similarly, Table 1-2 and Figures 1-10 through 1-18 and Table 1-3 and Figures 1-19 through 1-21 reflect the same disaggregation of data for the mathematics and science content areas, respectively.

Since group size varies from one student group to another, it is important to consider the number of students tested by each group. The following analysis includes Iowa public school students who took the ISASP in ELA, mathematics or science.

Table 1-1: Number of Iowa Public School Students Tested on ISASP English Language Arts by Student Group, 2023-24

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	35,184	35,617	35,298	34,951	35,224	36,105	37,827	37,951	36,136
American Indian or Alaska Native	102	113	115	127	120	123	114	124	96
Asian	941	934	941	983	911	898	870	917	880
Black or African American	2,523	2,548	2,406	2,416	2,478	2,450	2,626	2,494	2,185
Hispanic/Latino	4,668	4,503	4,511	4,396	4,563	4,595	5,113	5,077	4,565
Native Hawaiian or Other Pacific Islander	243	262	248	242	254	214	239	192	128
Two or More Races	1,847	1,908	1,882	1,833	1,619	1,740	1,728	1,690	1,466
White	24,860	25,349	25,195	24,954	25,279	26,085	27,137	27,457	26,816
EL*	3,123	2,815	2,495	2,243	2,083	1,982	2,321	2,340	1,928
FRL**	16,578	16,616	16,224	15,671	15,510	15,577	16,258	15,601	13,789
IEP***	5,513	5,688	5,434	4,950	4,708	4,578	4,396	4,208	3,437
Female	17,050	17,350	17,274	17,109	17,146	17,563	18,247	18,414	17,559
Male	18,130	18,262	18,013	17,836	18,056	18,506	19,518	19,459	18,514
Non-Binary	4	5	11	6	22	36	62	78	63

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note:

The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Table 1-2: Number of Iowa Public School Students Tested on ISASP Mathematics by Student Group, 2023-24

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	35,209	35,639	35,322	34,978	35,277	36,155	37,904	38,048	36,249
American Indian or Alaska Native	102	113	115	129	120	123	115	126	96
Asian	941	935	941	983	911	898	874	919	880
Black or African American	2,527	2,555	2,412	2,424	2,494	2,464	2,637	2,506	2,202
Hispanic/Latino	4,674	4,509	4,515	4,398	4,569	4,606	5,121	5,096	4,590
Native Hawaiian or Other Pacific Islander	244	262	248	241	255	217	242	198	135
Two or More Races	1,847	1,908	1,882	1,838	1,627	1,741	1,739	1,697	1,474
White	24,874	25,357	25,209	24,965	25,301	26,106	27,176	27,506	26,872
EL*	3,132	2,823	2,500	2,244	2,090	1,985	2,332	2,357	1,946
FRL**	16,595	16,633	16,240	15,696	15,548	15,613	16,308	15,668	13,862
IEP***	5,522	5,701	5,445	4,966	4,721	4,599	4,422	4,220	3,442
Female	17,065	17,356	17,284	17,115	17,170	17,586	18,282	18,455	17,627
Male	18,140	18,278	18,027	17,857	18,085	18,532	19,561	19,515	18,559
Non-Binary	4	5	11	6	22	37	61	78	63

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note:

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Table 1-3: Number of Iowa Public School Students Tested on ISASP Science by Student Group, 2023-24

Group	Grade 5	Grade 8	Grade 10
All Students	35,310	36,111	37,944
American Indian or Alaska Native	115	123	125
Asian	941	898	917
Black or African American	2,408	2,451	2,491
Hispanic/Latino	4,514	4,603	5,078
Native Hawaiian or Other Pacific Islander	249	217	193
Two or More Races	1,879	1,741	1,692
White	25,204	26,078	27,448
EL*	2,496	1,985	2,336
FRL**	16,231	15,587	15,599
IEP***	5,440	4,582	4,193
Female	17,273	17,564	18,410
Male	18,026	18,510	19,456
Non-Binary	11	37	78

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

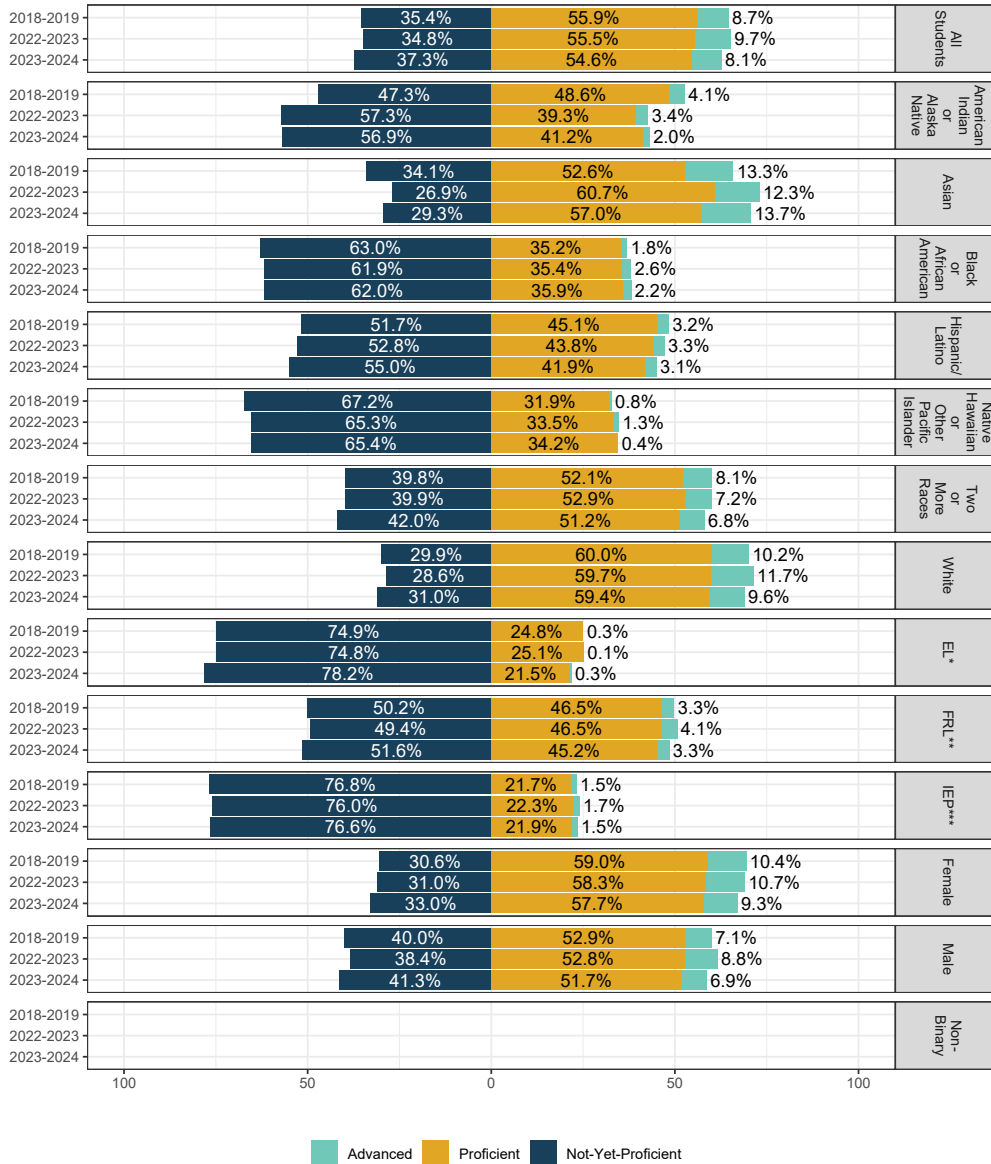
Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

English Language Arts

Indicator: Percentage of third- through eleventh-grade public school students by performance level on the ISASP English language arts test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 1-1: Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

*EL - English learners

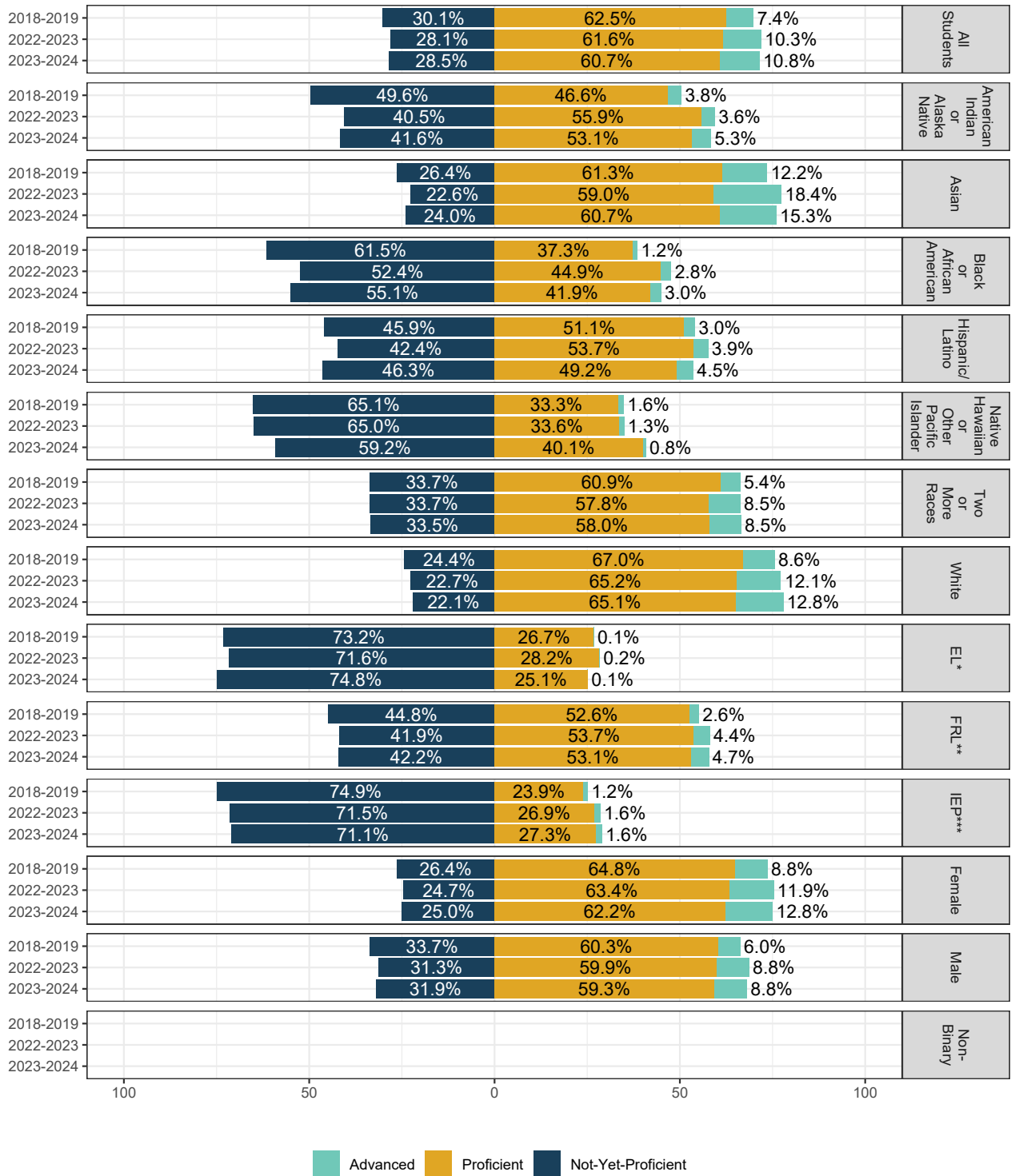
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-2: Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

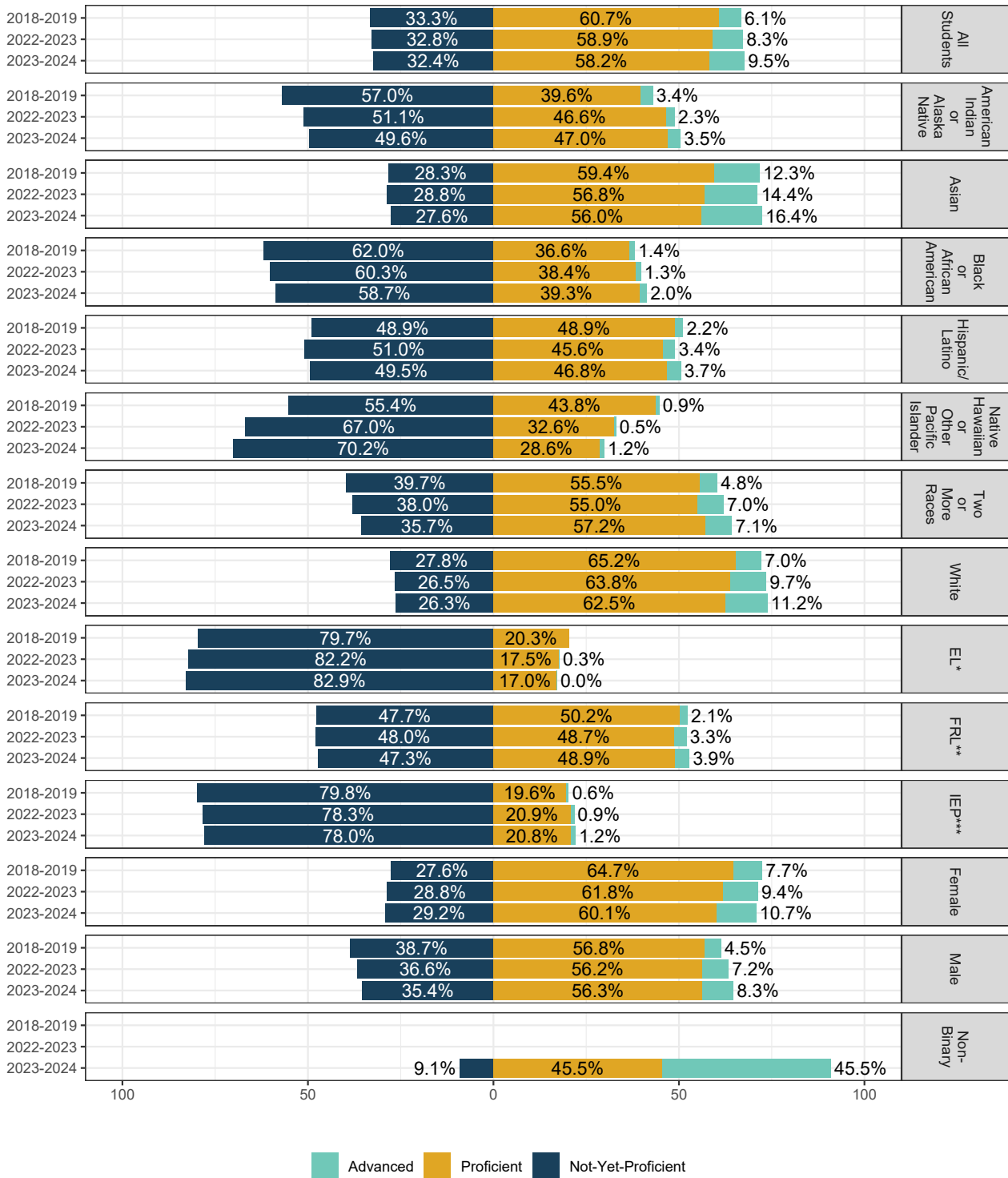
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-3: Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

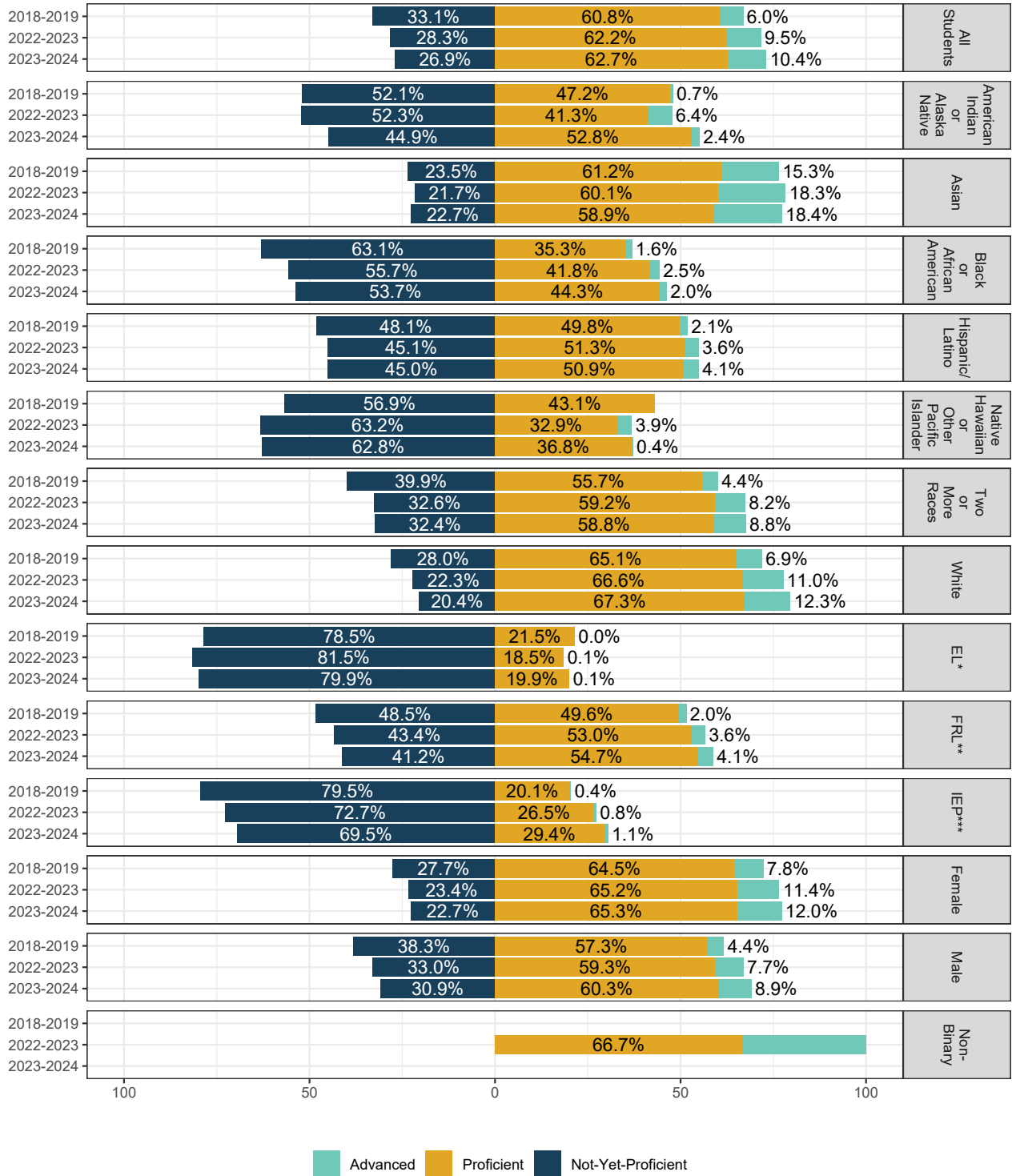
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-4: Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

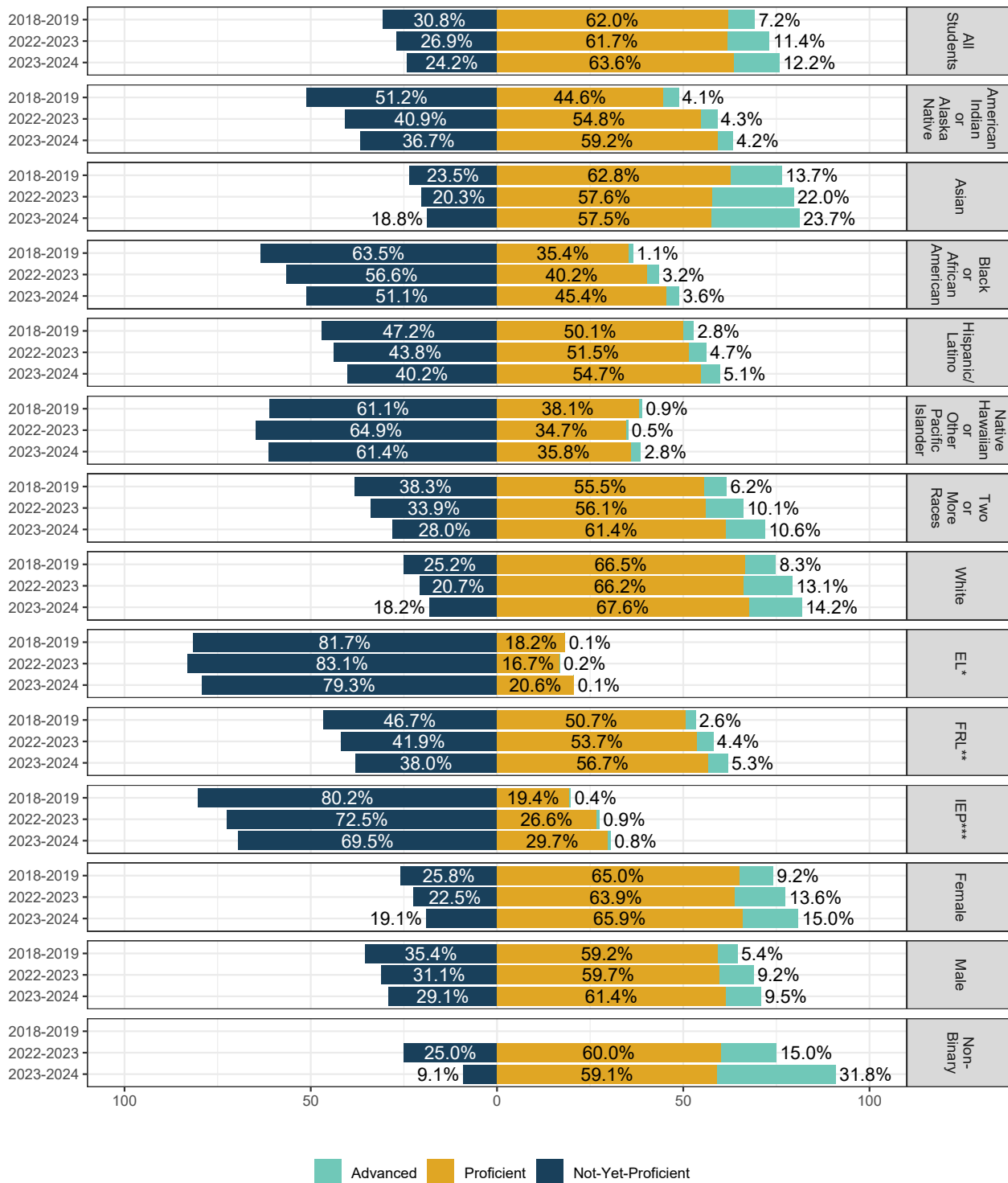
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-5: Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

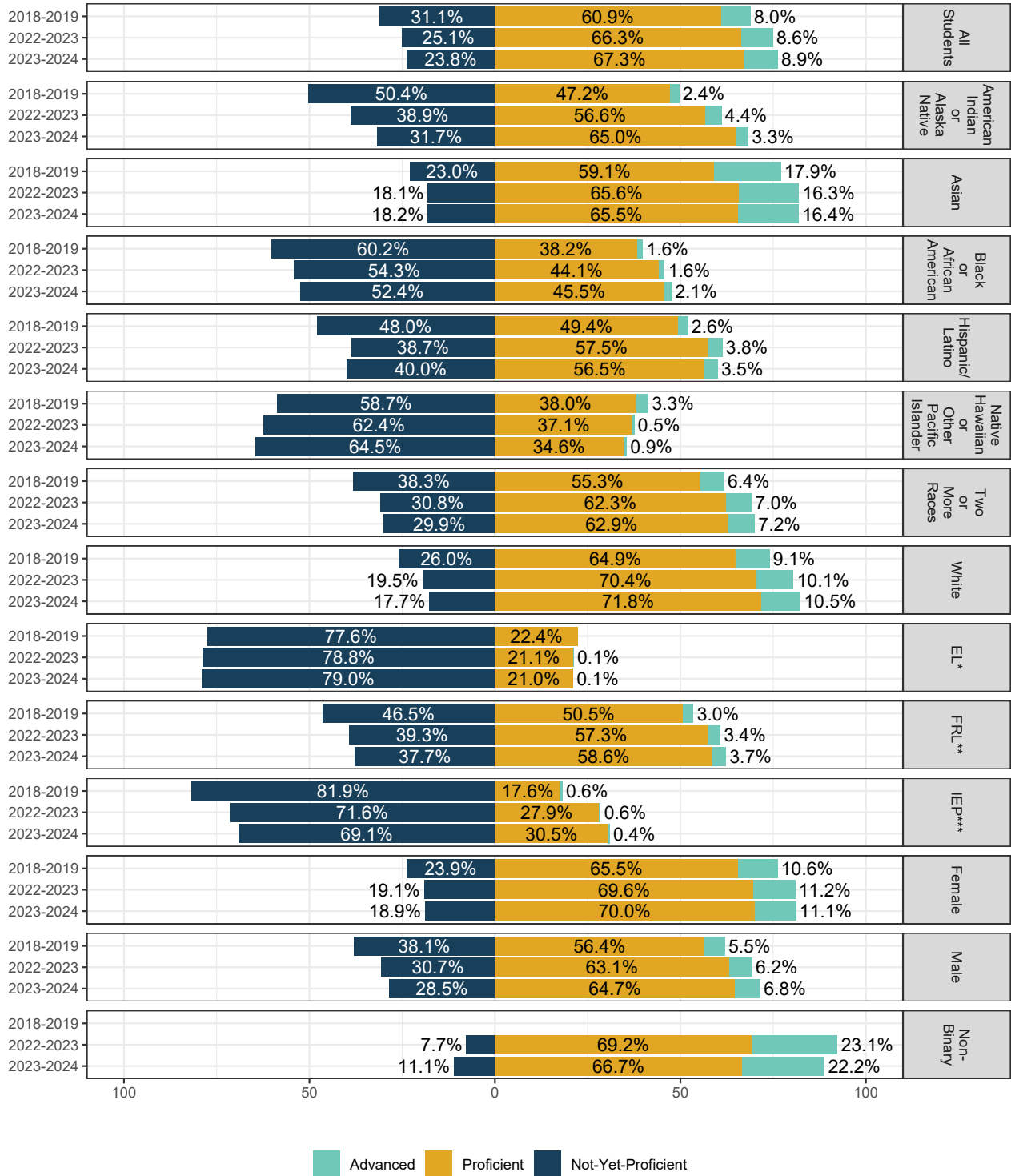
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-6: Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

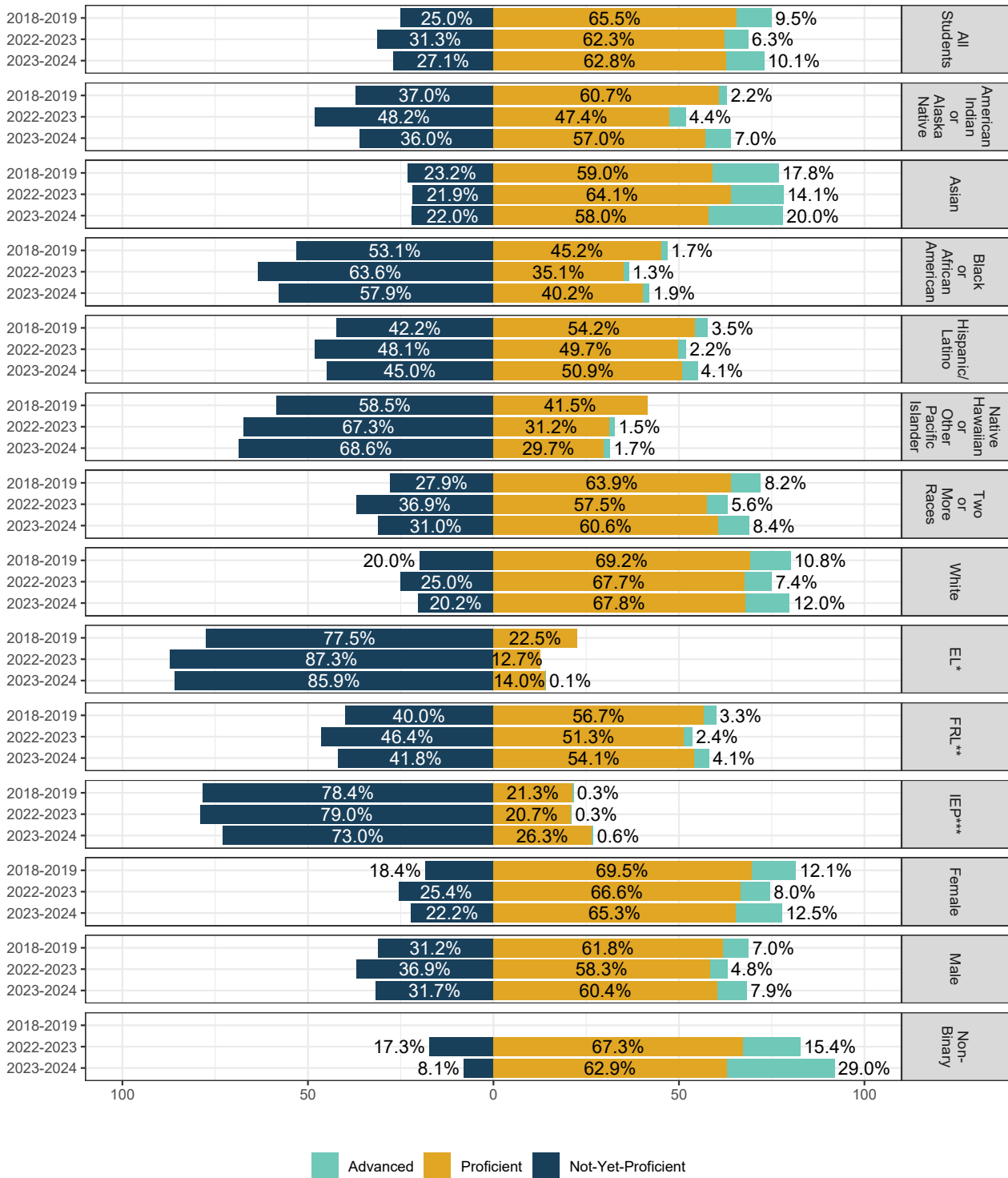
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-7: Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

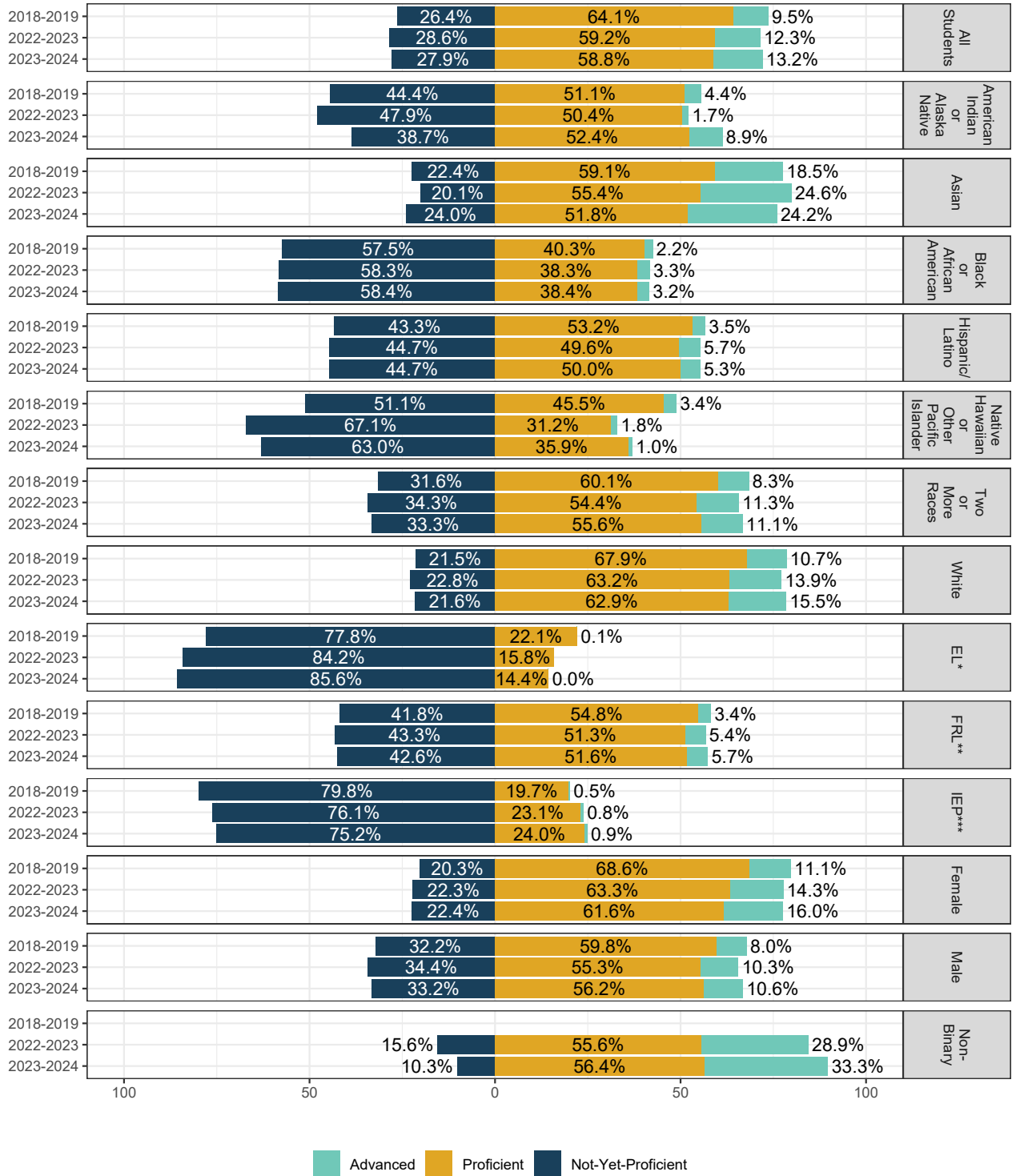
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-8: Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

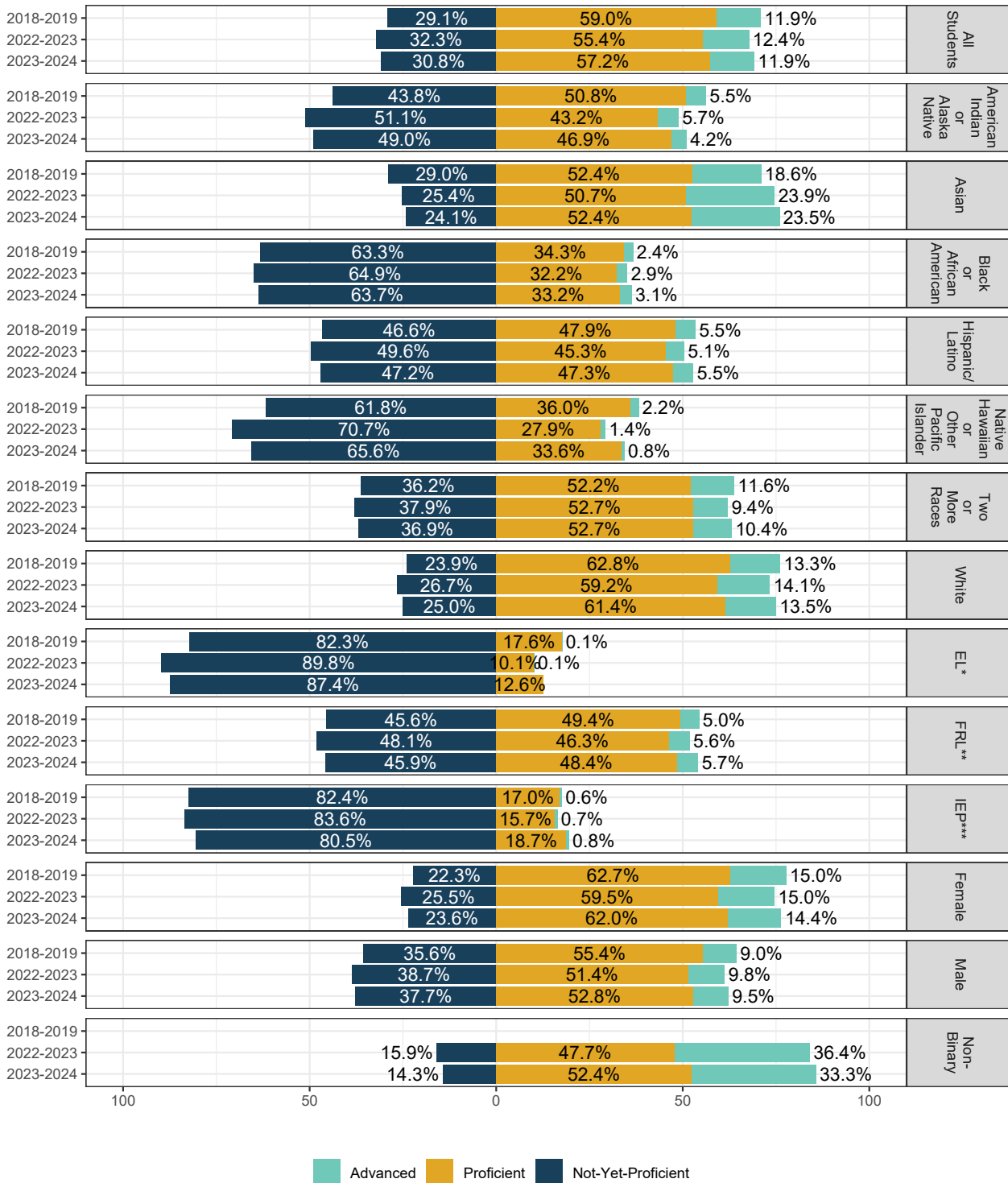
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-9: Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

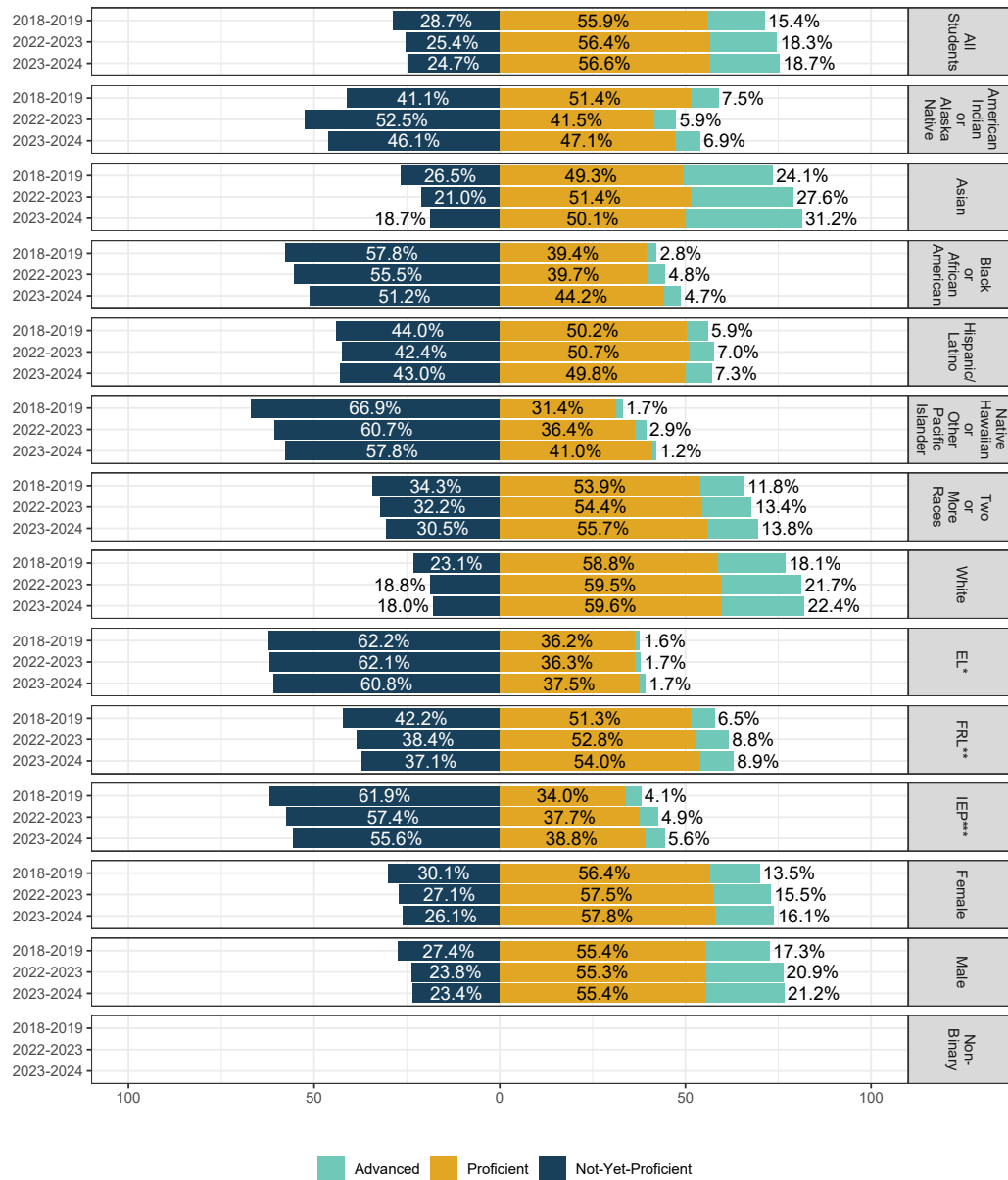
Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Mathematics

Indicator: Percentage of third- through eleventh-grade public school students by performance level on the ISASP mathematics test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 1-10: Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

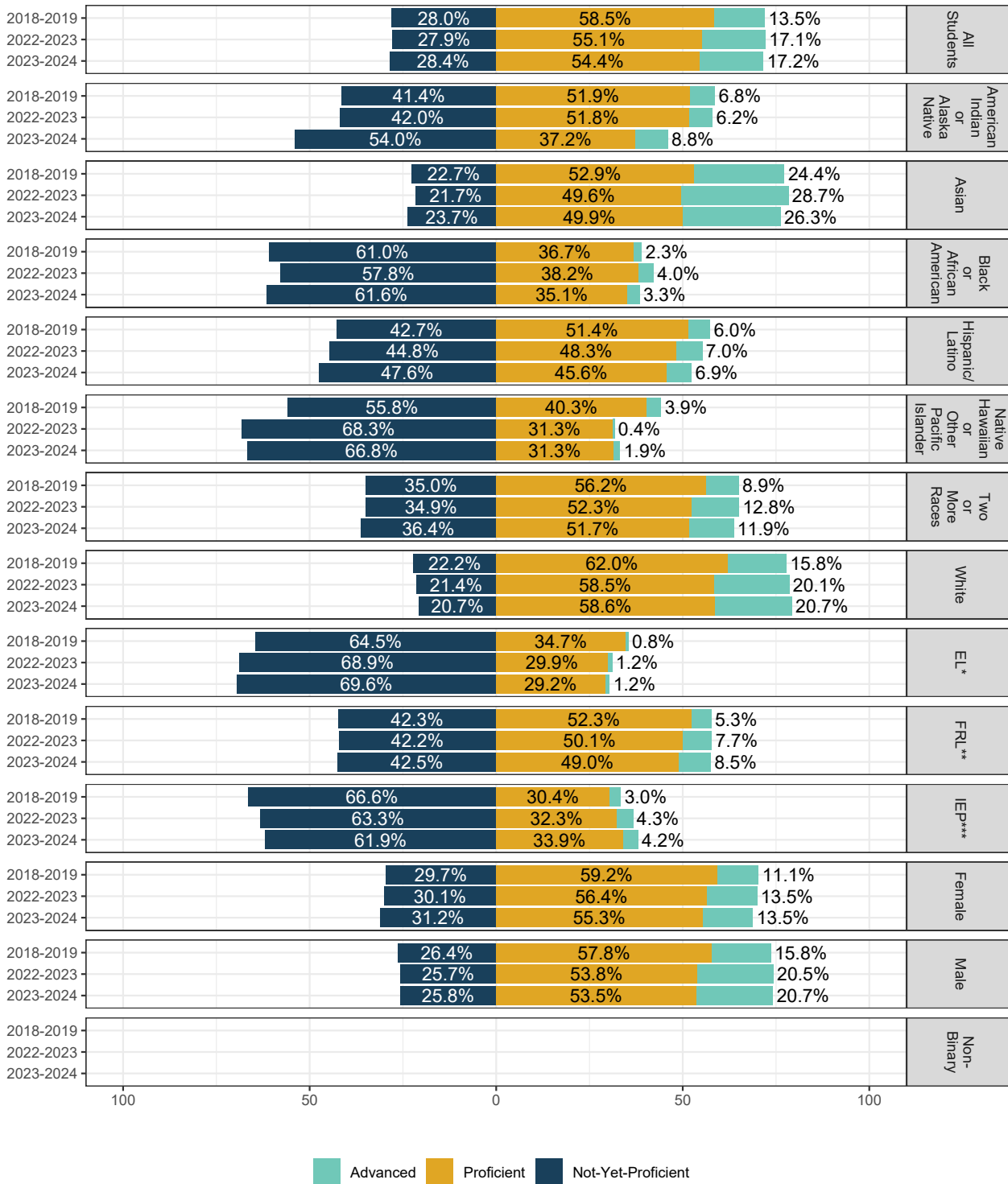
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-11: Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

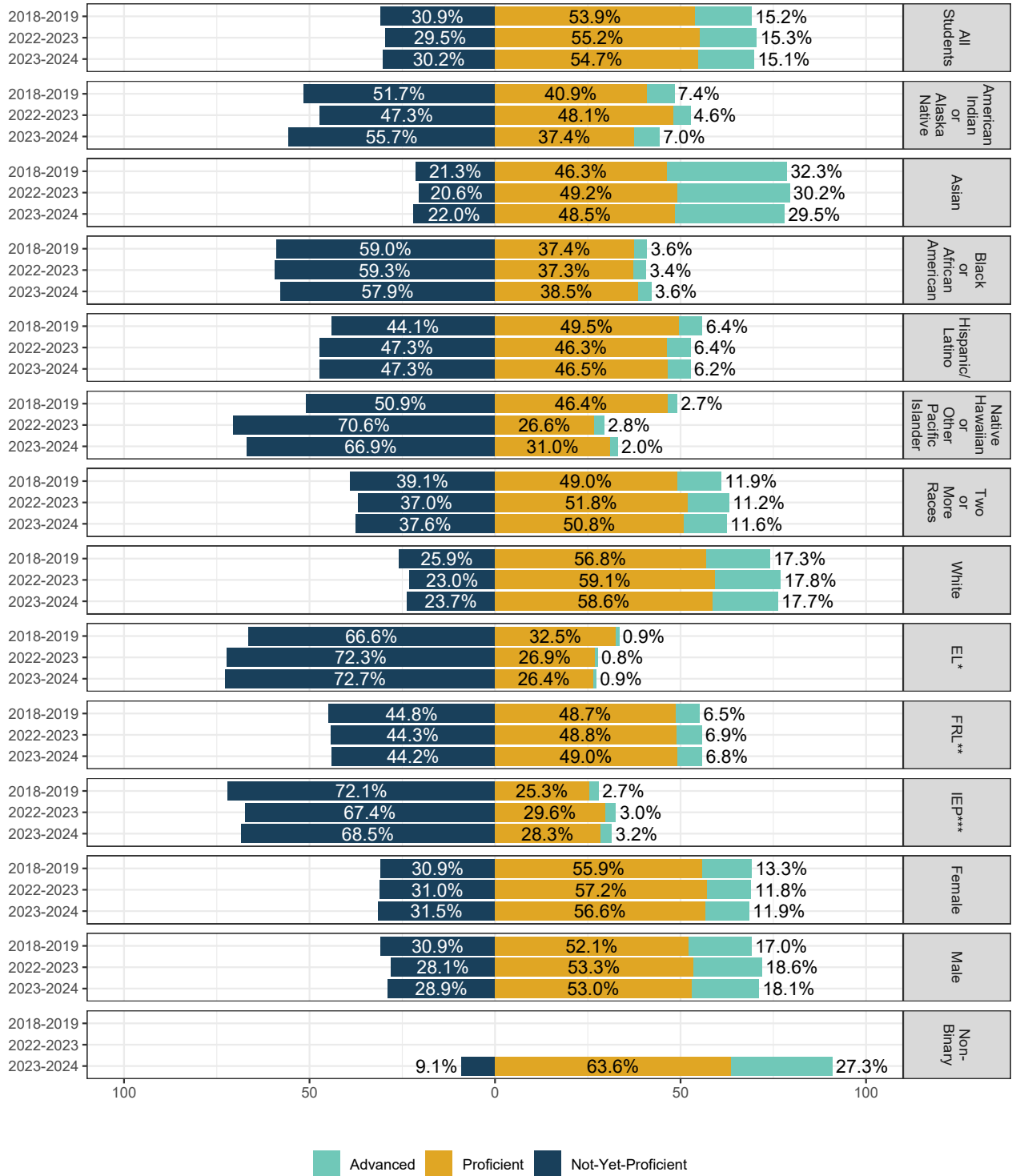
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-12: Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

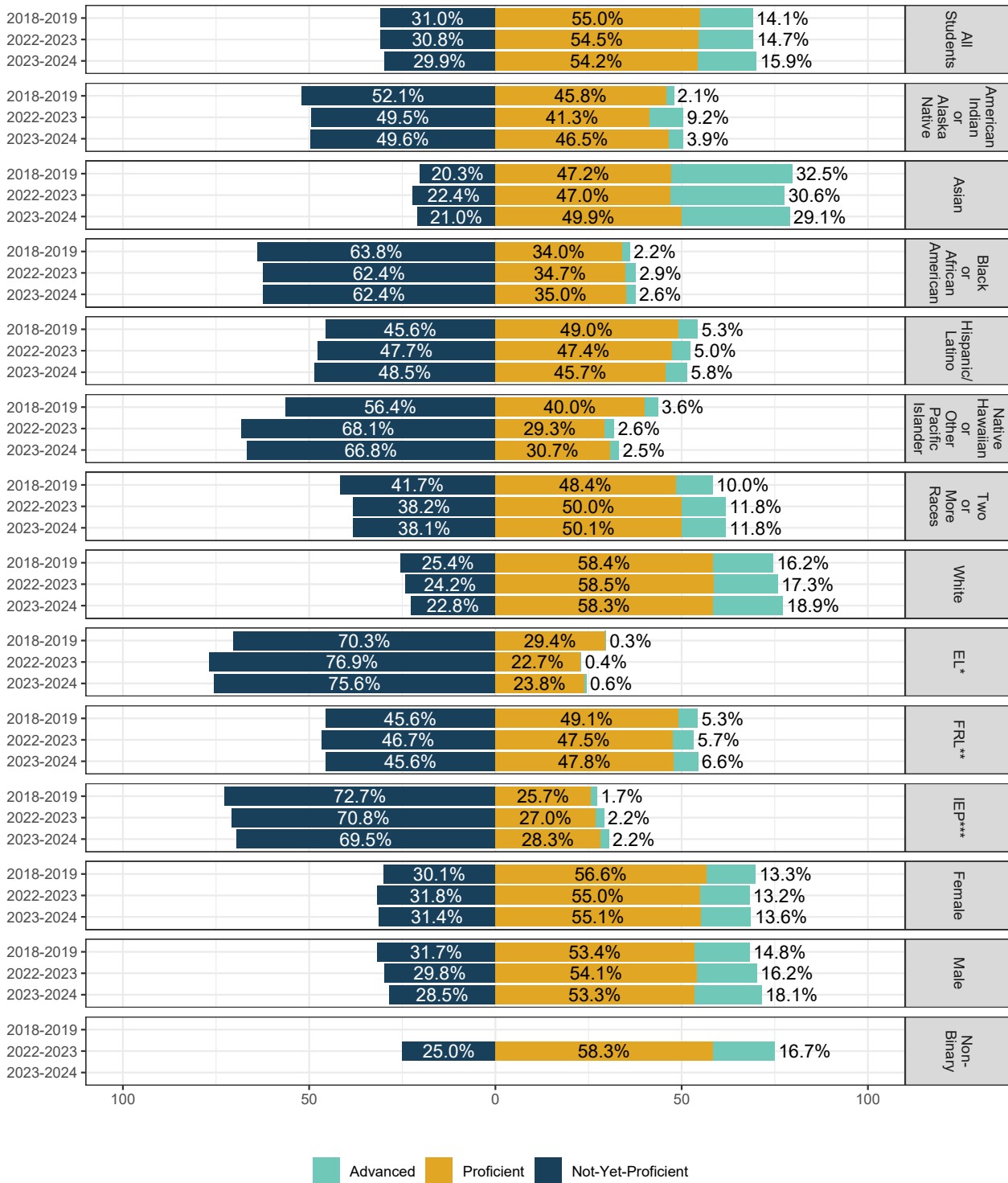
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-13: Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

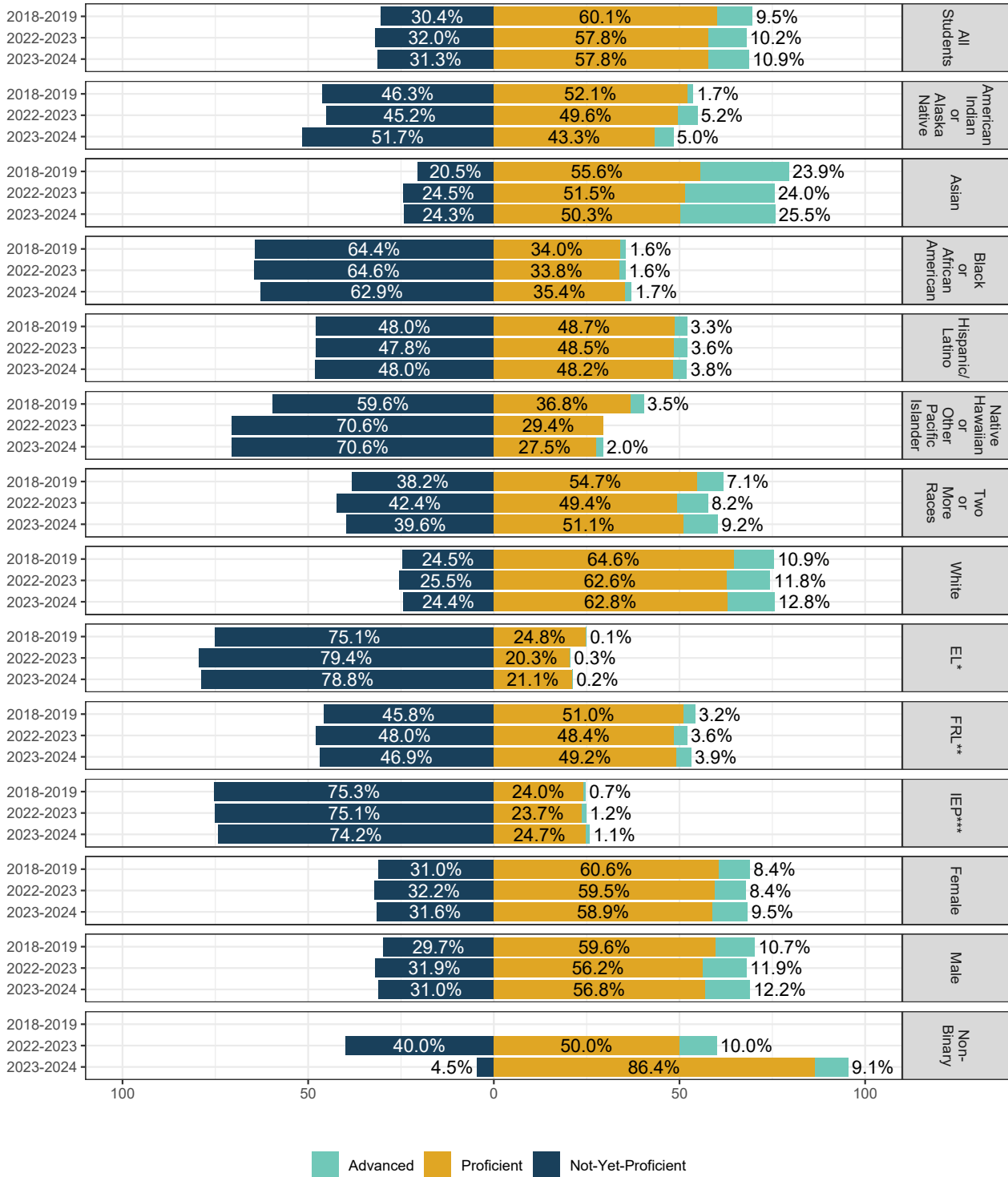
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-14: Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

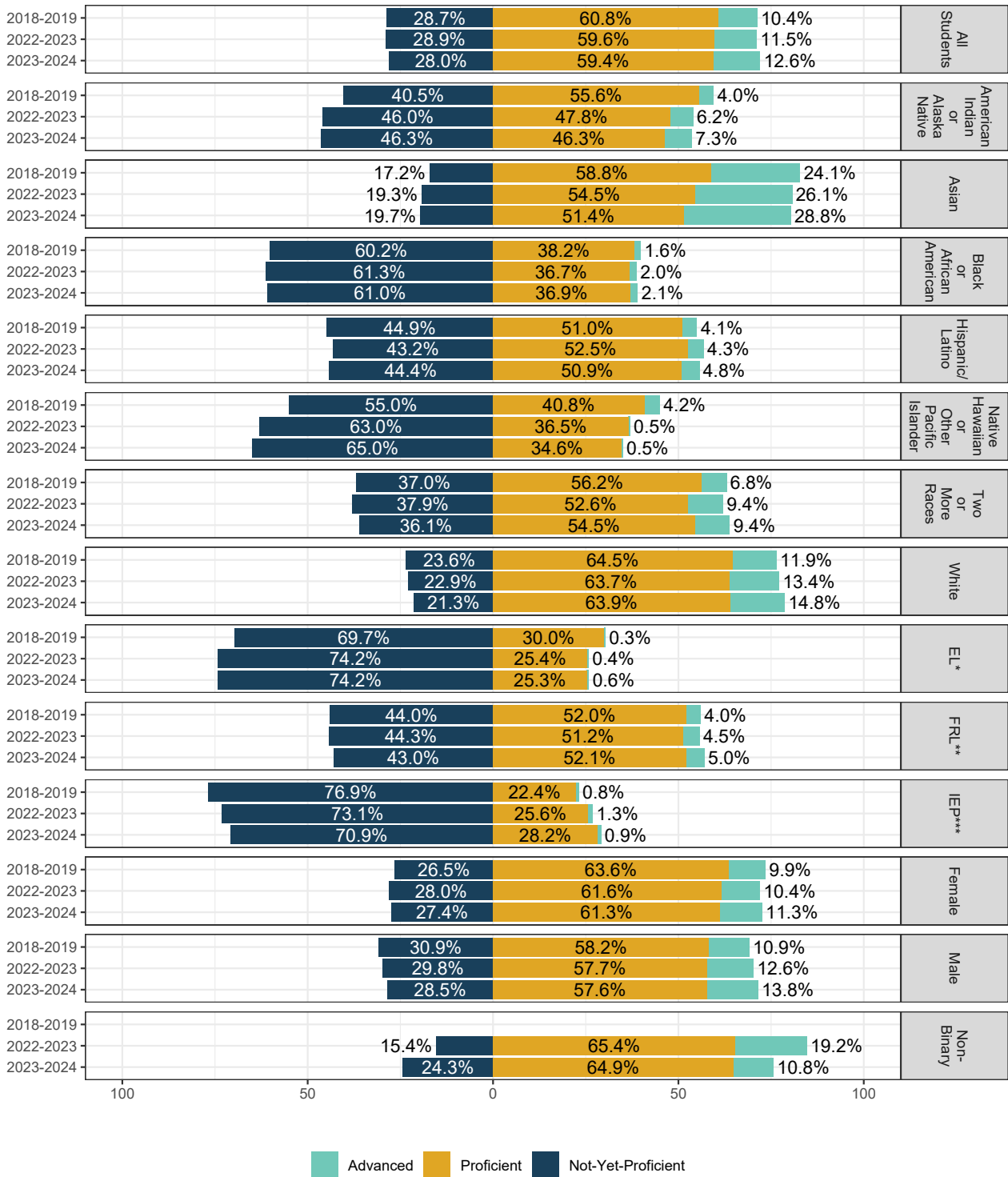
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-15: Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

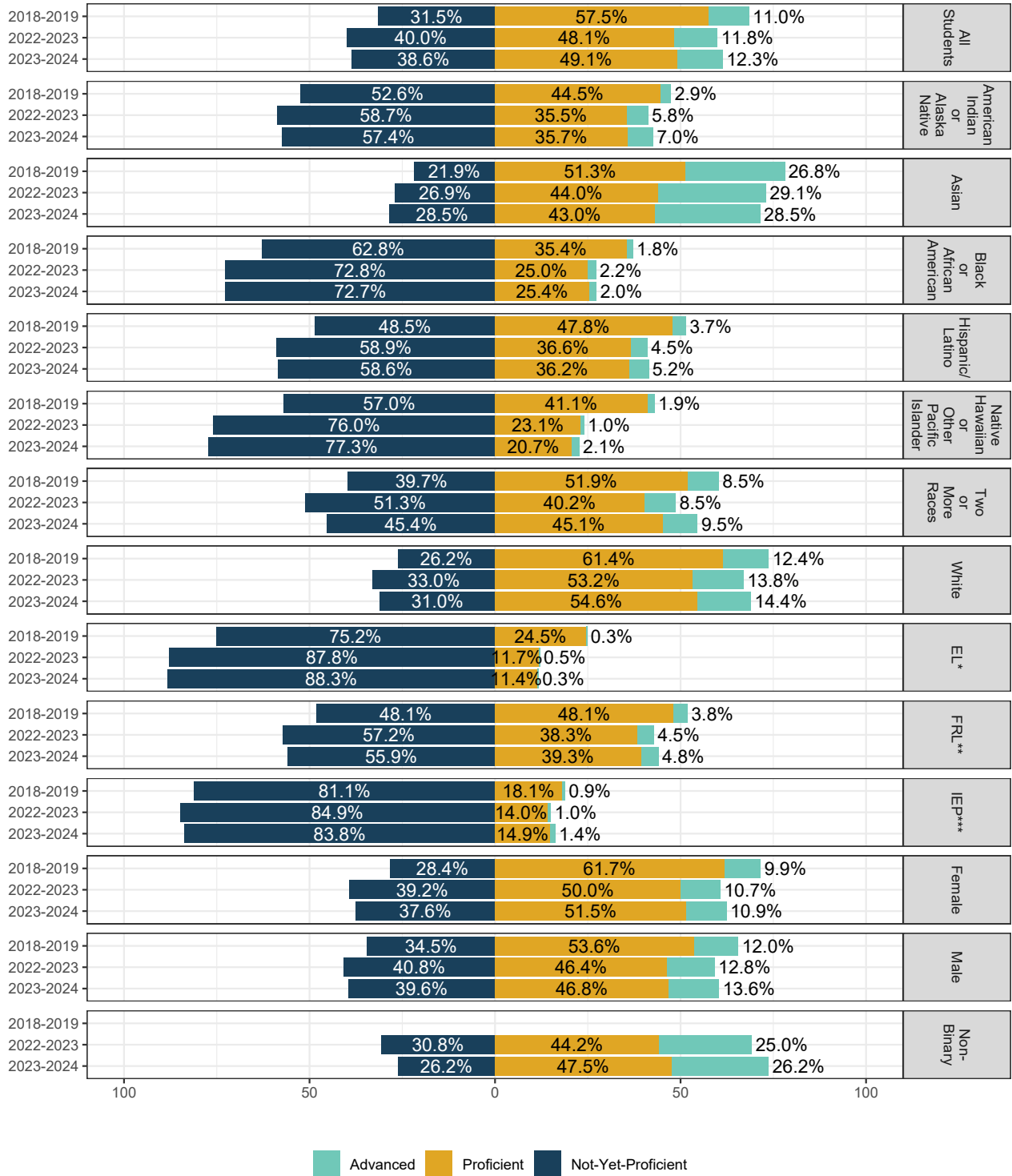
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-16: Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

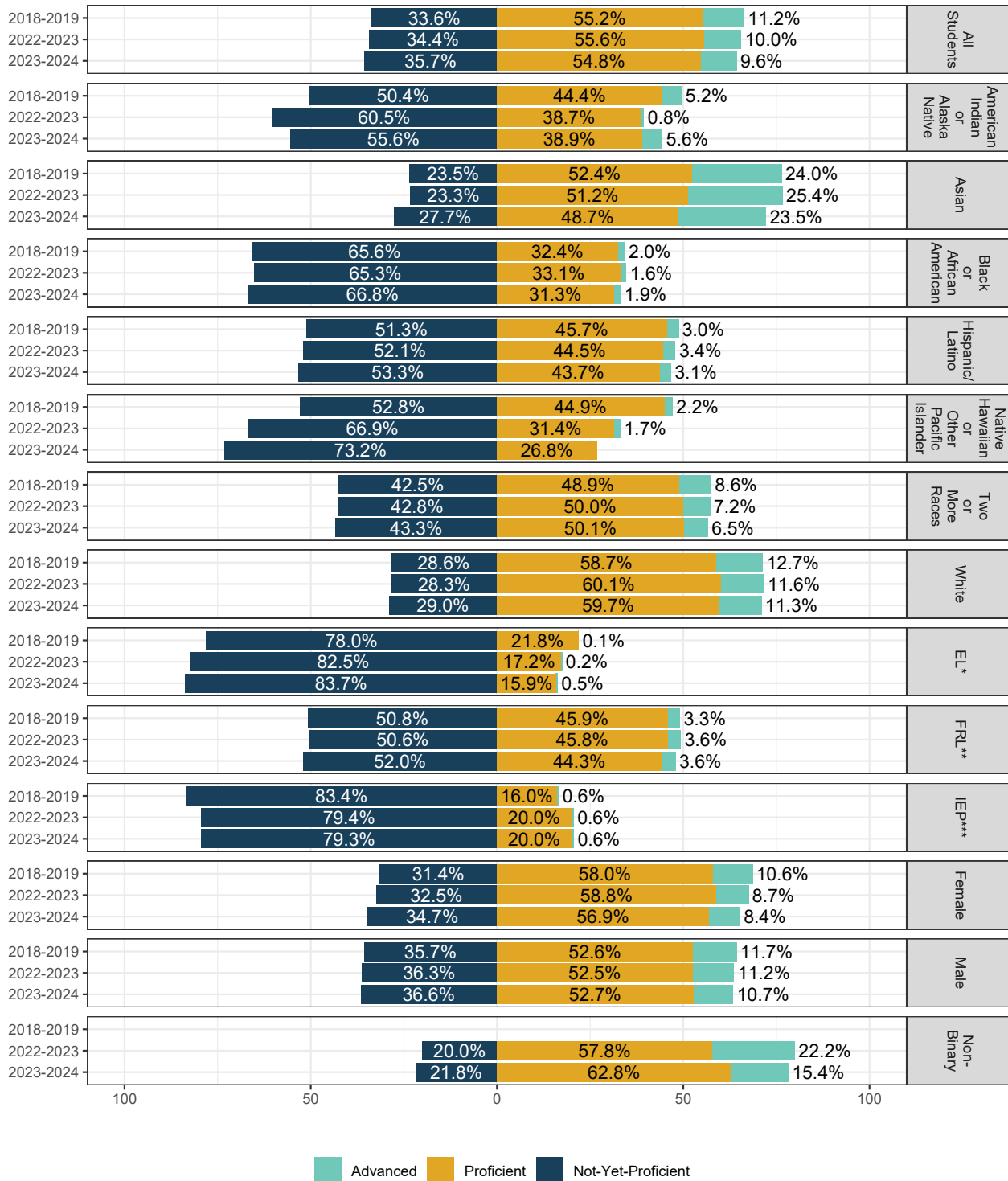
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-17: Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

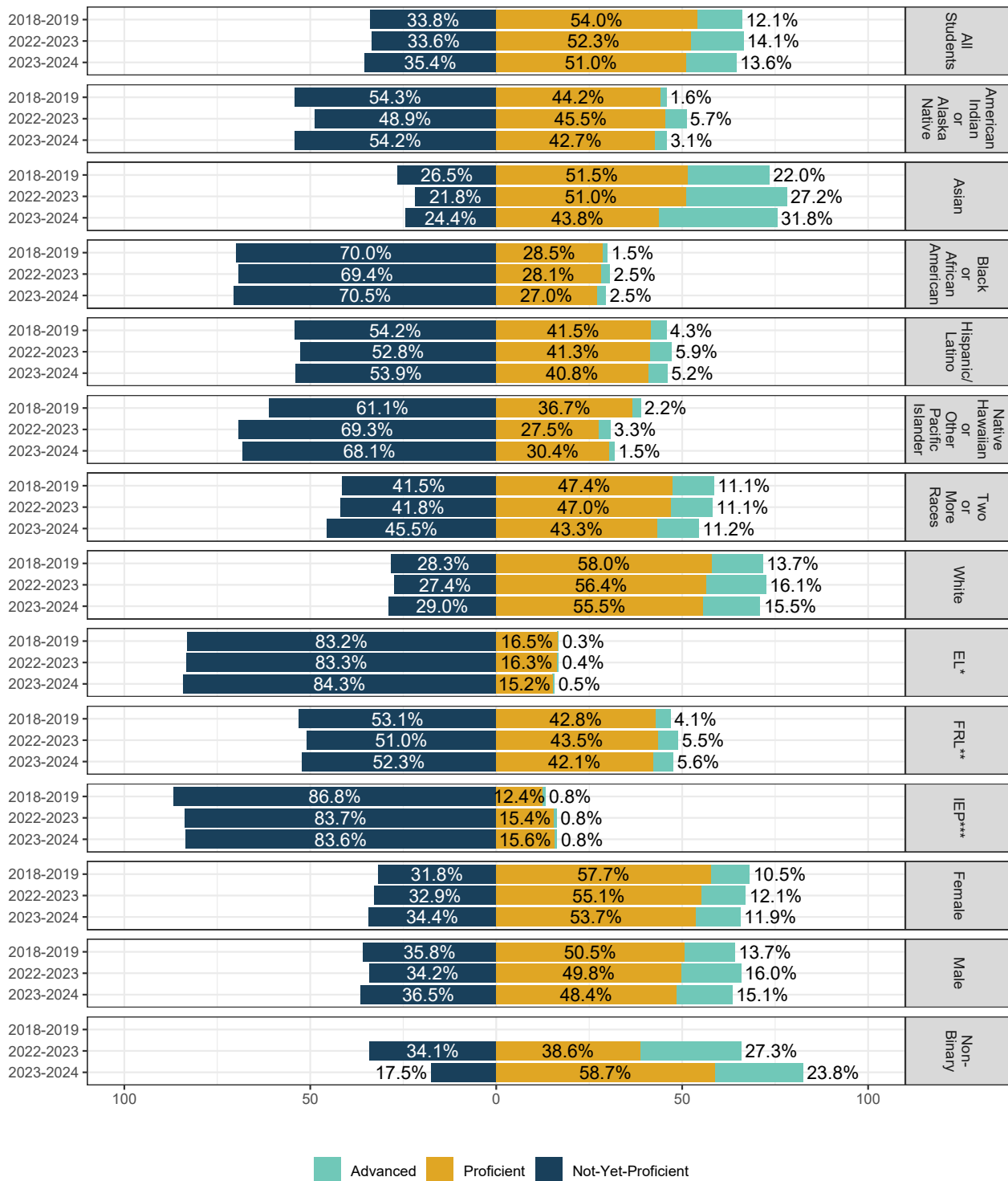
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-18: Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

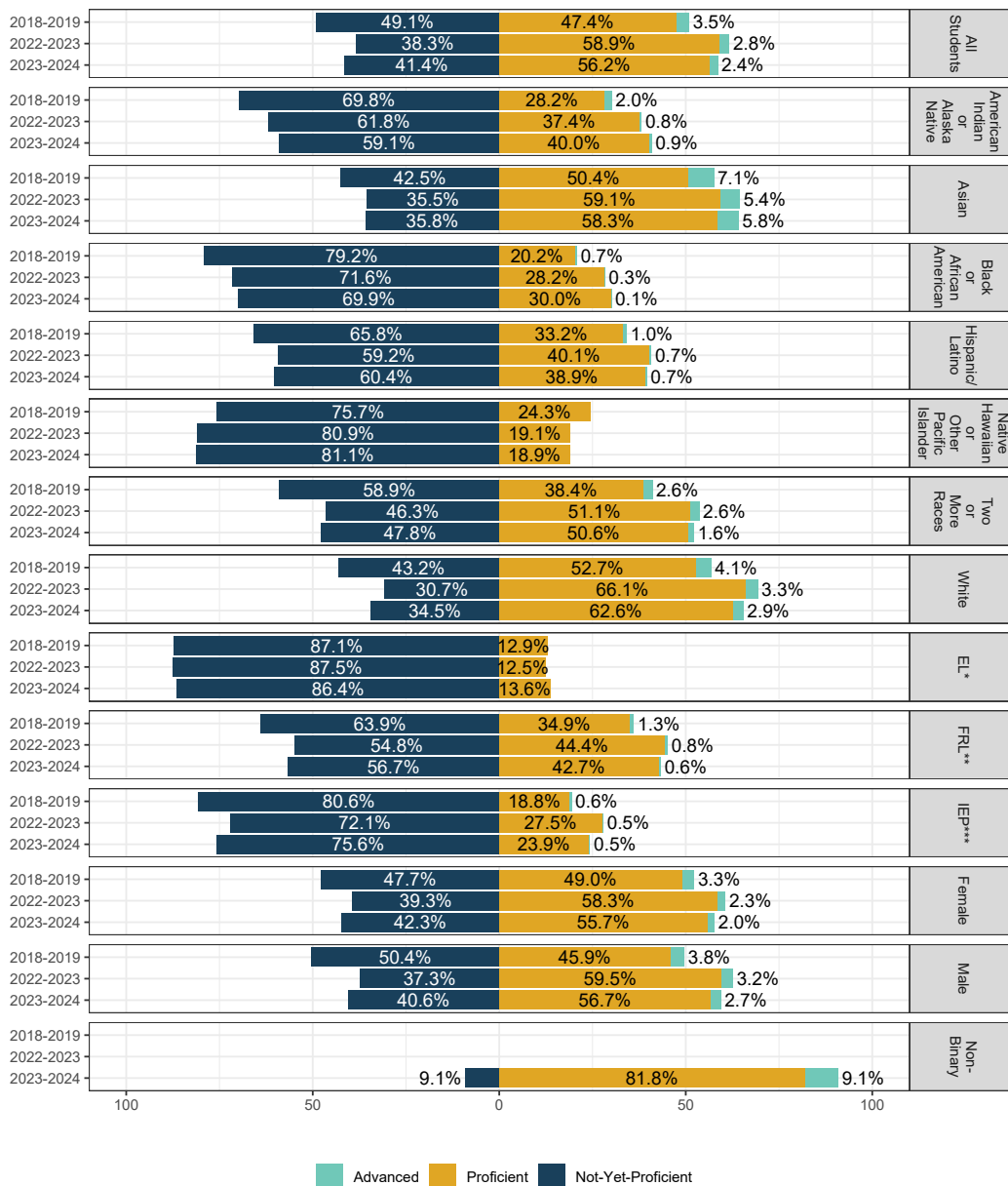
Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Science

Indicator: Percentage of fifth-, eighth- and tenth-grade public school students by performance level on the ISASP science test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 1-19: Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

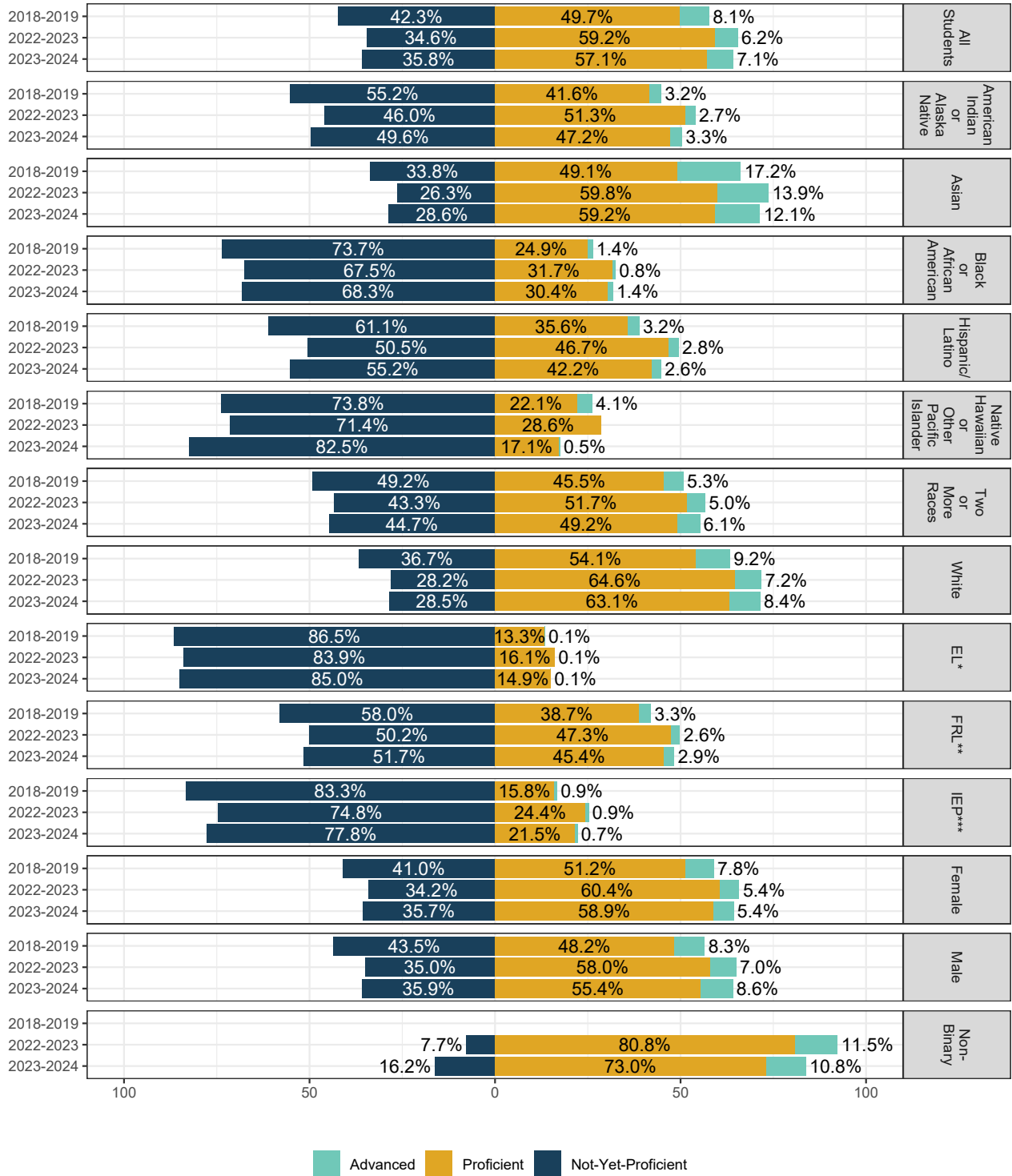
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-20: Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

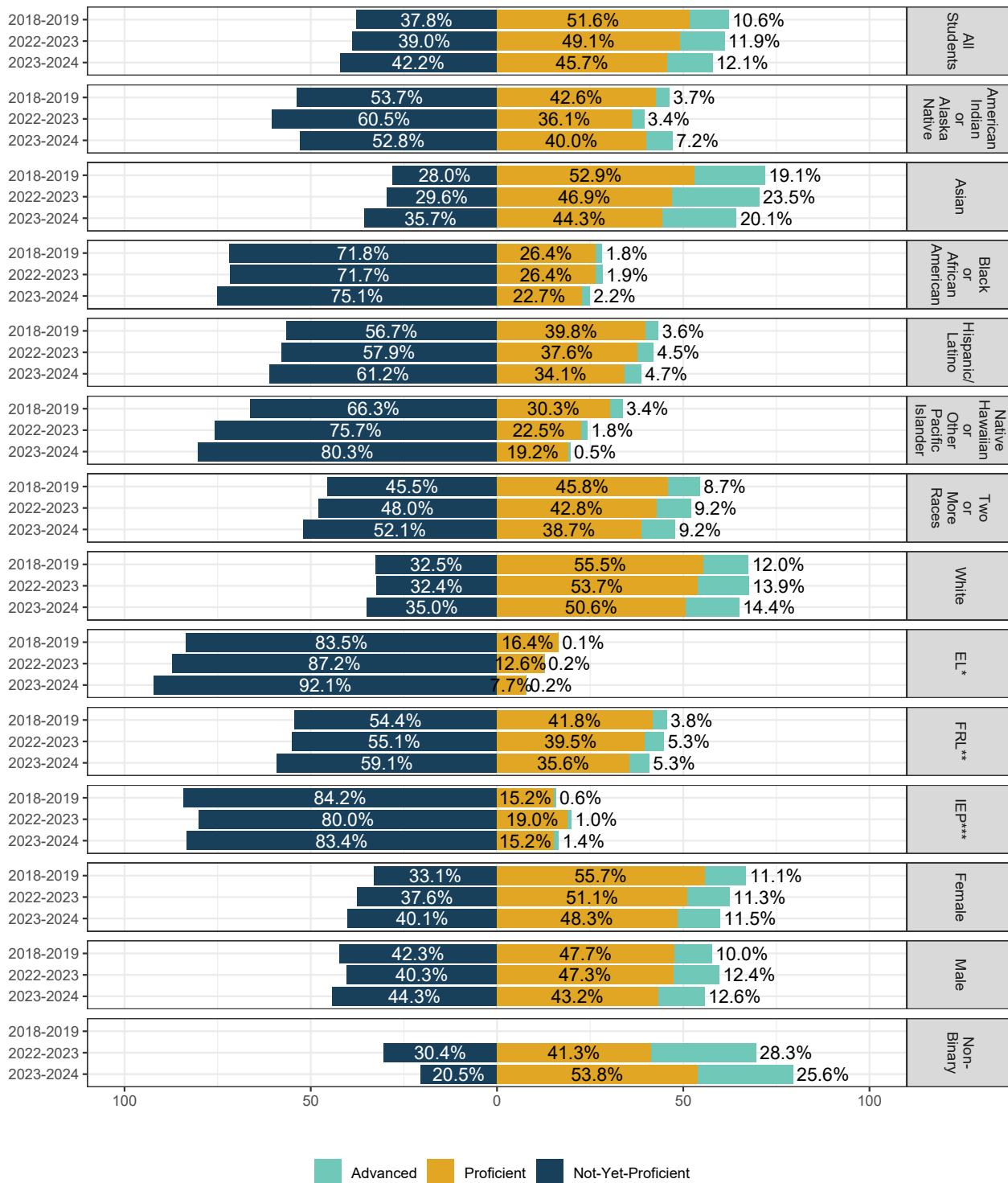
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Figure 1-21: Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-19, 2022-23 to 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

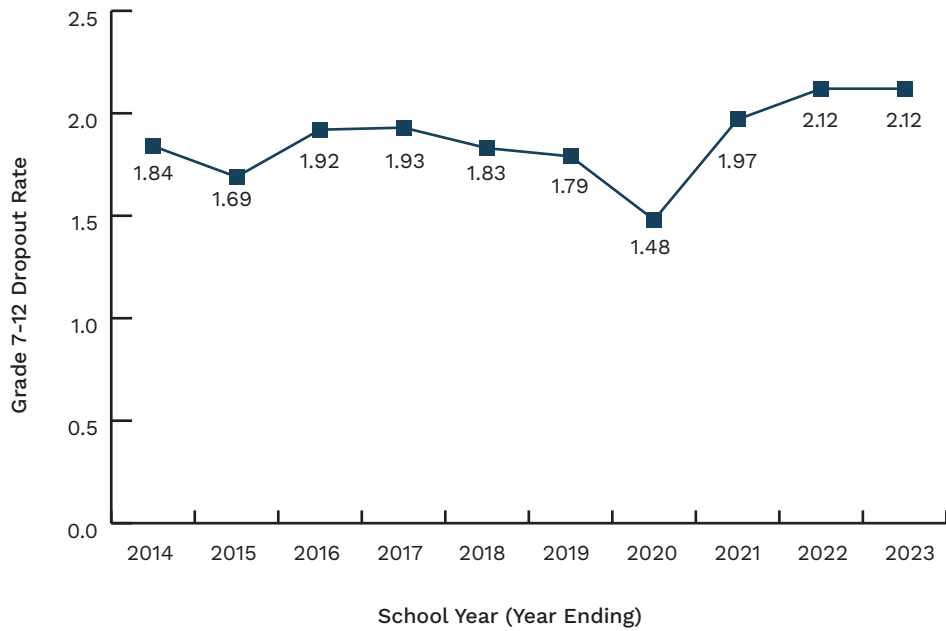
Data on non-binary students was first available in 2021-22.

Figures 1-1 to 1-21 show ISASP results for 2018-19 (the year before the COVID-19 pandemic), 2022-23 and 2023-24 (the most recent two years).

Dropouts

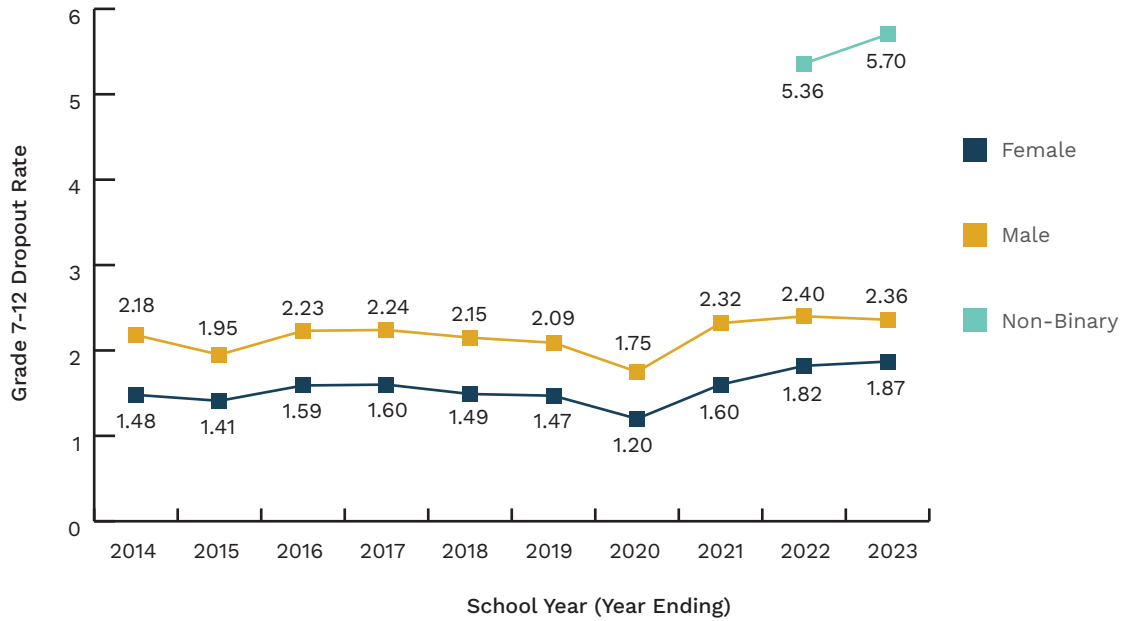
Indicator: Percentage of seventh- through twelfth-grade public school students considered as dropouts, reported for all students, by gender and by race/ethnicity. See the [Dropouts section](#) of this chapter for more information about how dropouts are defined.

Figure 1-22: Iowa Public School Grades 7-12 Dropout Rates, 2013-14 to 2022-23



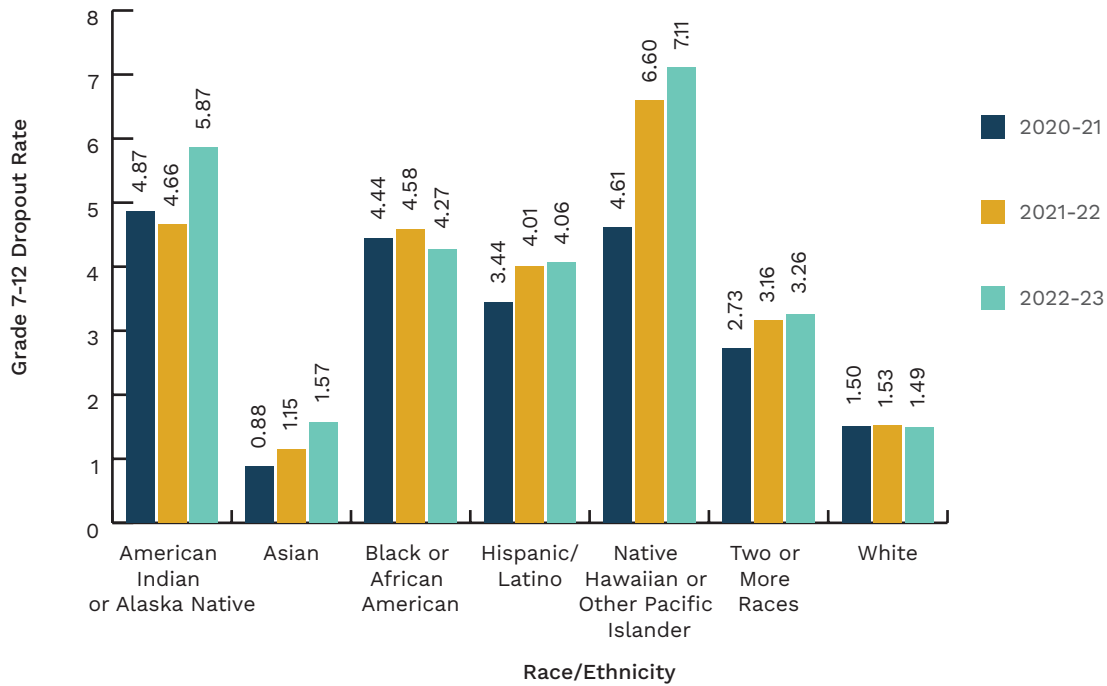
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.

Figure 1-23: Iowa Public School Grades 7-12 Dropout Rates by Gender, 2013-14 to 2022-23



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.
 Note: Data on non-binary students was first available in 2021-22.

Figure 1-24: Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity, 2020-21 to 2022-23

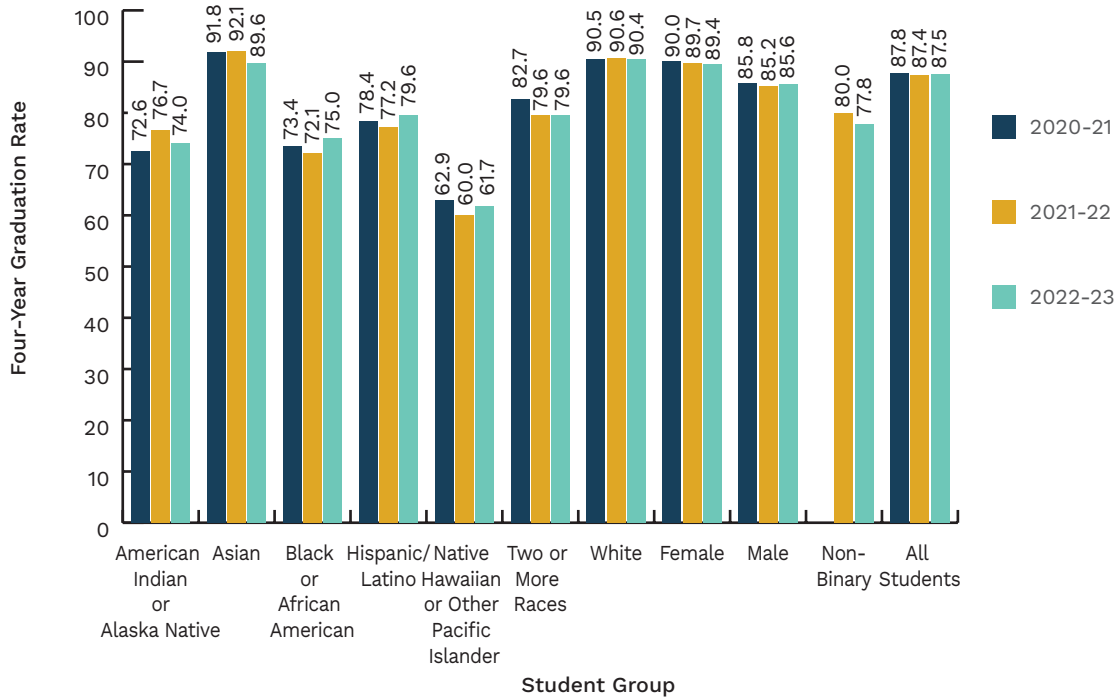


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.

High School Graduation Rates

Indicator: Percentage of high school students who graduate within four years, reported for all students, by gender and by race/ethnicity.

Figure 1-25: Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender, Graduating Classes of 2021 to 2023



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

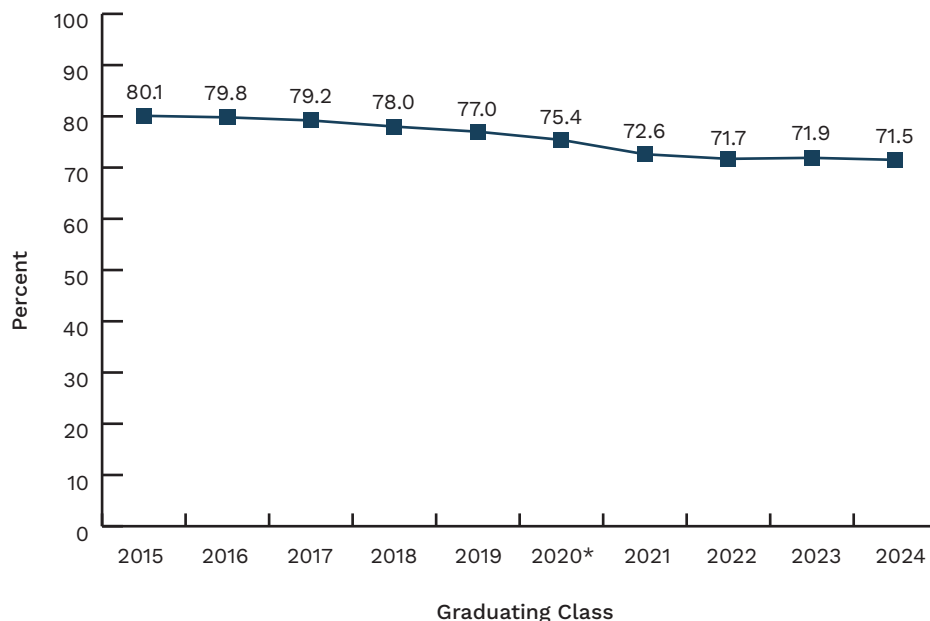
Note: Data on non-binary students was first available for the graduating class of 2022.

An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in 2024 for the graduating classes of 2019 and going forward. Data for those graduating classes have been corrected in this report and differ from previously published graduation rate data.

Postsecondary Education/Training Intentions

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

Figure 1-26: Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training, Graduating Classes 2015 to 2024

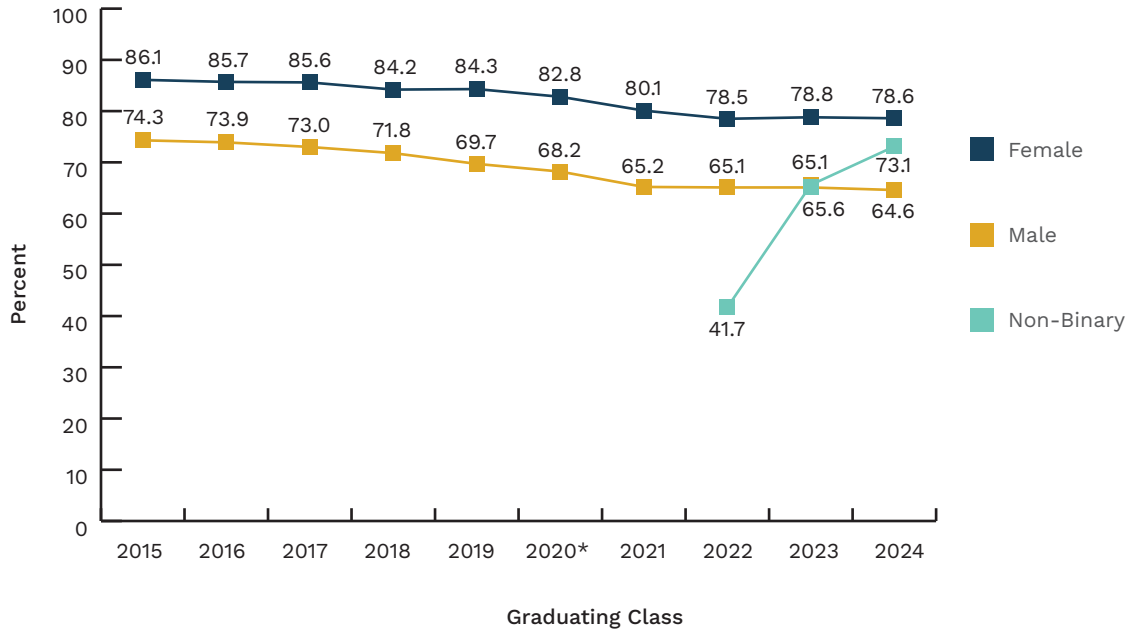


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.

Note: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not report postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates. Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.

Figure 1-27: Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender, Graduating Classes 2015 to 2024



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

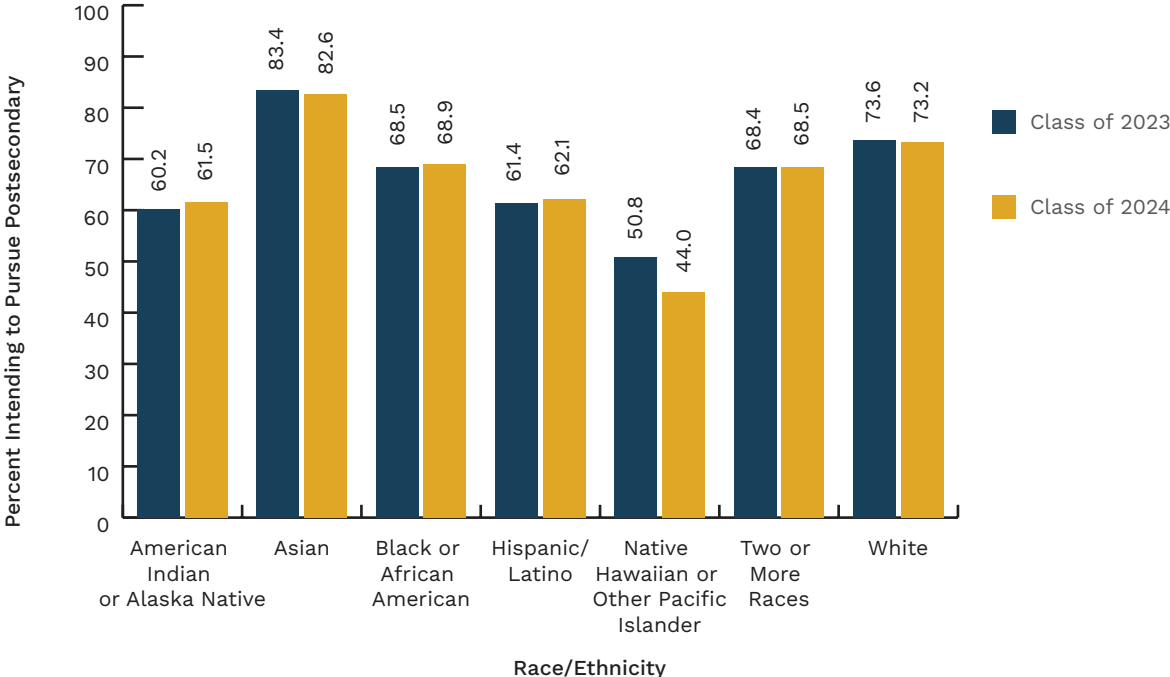
Note: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not report postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.

Data on non-binary students was first available for the graduating class of 2022.

Figure 1-28: Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity, Graduating Classes of 2023 and 2024

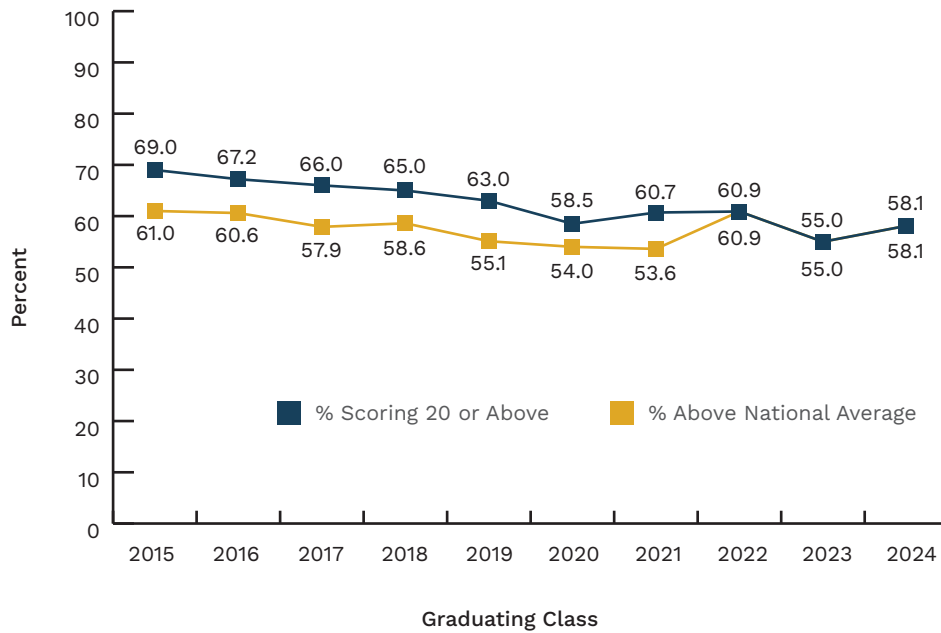


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.
 Note: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.
 Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.

Probable Postsecondary Success

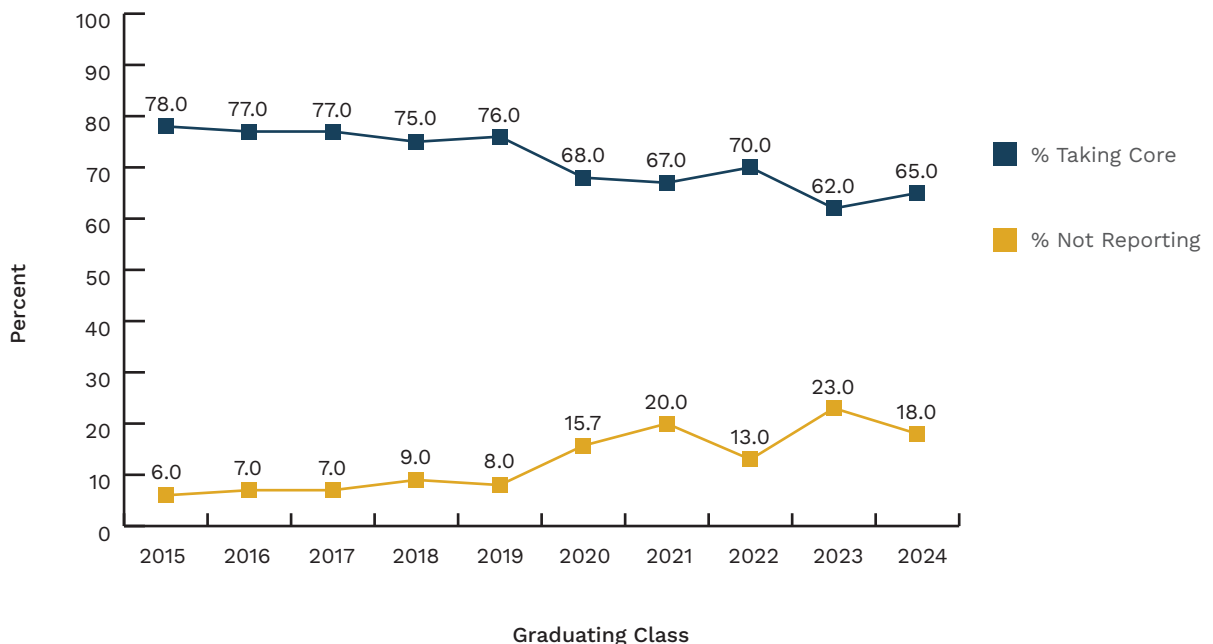
Indicator: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.

Figure 1-29: Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above, Graduating Classes of 2015 to 2024



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

Figure 1-30: Percent of Iowa ACT Participants Completing Core High School Program, Graduating Classes of 2015 to 2024



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

STUDENT PERFORMANCE BY TESTS AND AREAS

National Assessment of Educational Progress

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

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

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

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

Table 1-4: Average NAEP Scale Scores by Year for Public Schools Grades 4, 8 and 12

			Average Scale Score		Achievement Level Iowa Percent At or Above		
Subject	Grade	Year	State	National	Basic	Proficient	Advanced
Mathematics (scale: 0-500)	4	2024	237	237	77	39	7
		2022	240	235	80	40	8
		2019	241	240	81	42	8
		2017	243	239	83	46	9
		2015	243	240	84	44	9
		2013	246	241	87	48	9
		2011	243	240	86	43	6
		2009	243	239	87	41	5
		2007	243	239	87	43	5
		2005	240	237	85	37	4
		2003	238	234	83	36	3
		2000	231	224	75	26	2
		2000*	233	226	78	28	2
		1996*	229	222	74	22	1
1992*	230	219	72	26	2		
Mathematics (scale: 0-500)	8	2024	275	272	65	27	5
		2022	277	273	67	28	6
		2019	282	281	72	33	7
		2017	286	282	76	37	10
		2015	286	281	76	37	9
		2013	285	284	76	36	7
		2011	285	283	77	34	8
		2009	284	282	76	34	7
		2007	285	280	77	35	7
		2005	284	278	75	34	6
		2003	284	276	76	33	5
		1996*	284	271	78	31	4
		1992*	283	267	76	31	4
		1990*	278	262	70	25	3
Mathematics (scale: 0-300)	12	2013	156	152	71	26	1
		2009	156	152	71	25	1
Reading (scale: 0-500)	4	2024	215	214	61	29	7
		2022	218	216	64	33	7
		2019	221	219	68	35	8

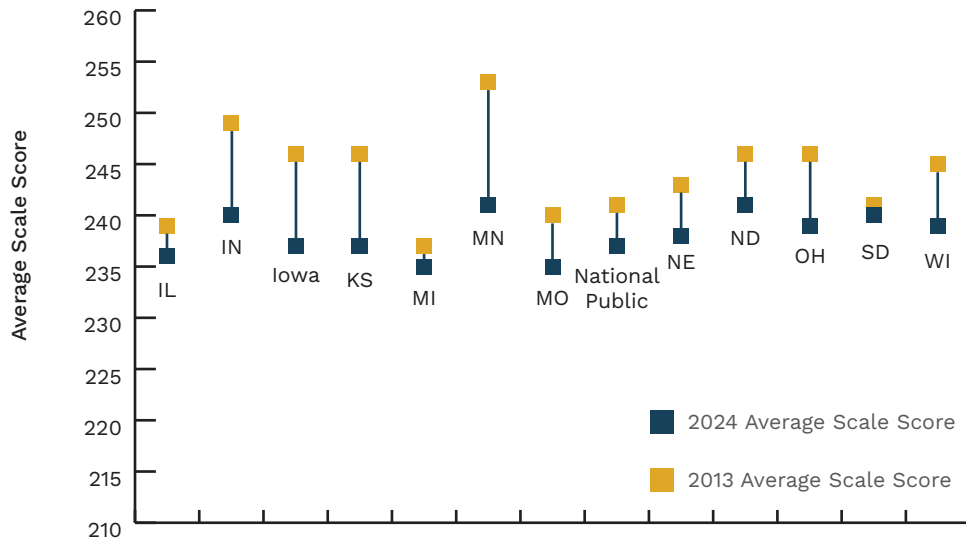
**Table 1-4: Average NAEP Scale Scores by Year for Public Schools Grades 4, 8 and 12
Continued**

Subject	Grade	Year	Average Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
		2017	222	221	69	36	8
		2015	224	221	71	38	9
		2013	224	221	72	38	9
		2011	221	220	69	33	6
		2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
Reading (scale: 0-500)	8	2024	261	257	72	31	3
		2022	260	259	71	29	2
		2019	262	262	73	33	3
		2017	268	265	80	37	3
		2015	268	264	81	36	3
		2013	269	266	81	37	3
		2011	265	264	77	33	2
		2009	265	262	77	32	2
		2007	267	261	80	36	2
		2005	267	260	79	34	3
		2003	268	261	79	36	3
Reading (scale: 0-500)	12	2013	291	287	80	40	4
		2009	291	287	79	39	4
Science (scale: 0-300)	4	2015	159	153	83	42	1
		2009	157	149	80	41	1
Science (scale: 0-300)	8	2015	159	153	75	38	1
		2011	157	151	73	35	1
		2009	156	149	72	35	1
Writing (scale: 0-300)	4	2002	155	153	89	27	1
	8	2007	155	154	88	32	1

Source: National Center for Education Statistics, NAEP Data Explorer.
 Note: *Accommodations not allowed.
 Observed differences are not necessarily statistically significant.
 Detail may not sum to totals because of rounding.

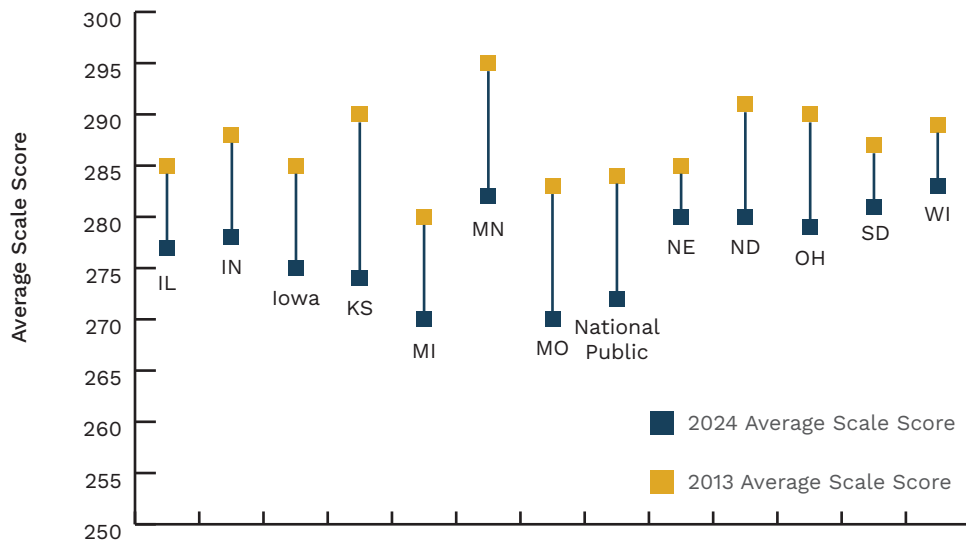
The following figures show Iowa students' average scale score change on the NAEP between 2013 and 2024. The 11 other states classified as Midwestern states are also included for comparison. Iowa's average scale scores in 2024 in eighth-grade math and reading were statistically higher than the national averages in public schools, while fourth-grade math and reading were not statistically different than the national averages.

Figure 1-31: NAEP Mathematics Grade 4 Midwest States Change in Average Scale Scores, 2024 vs. 2013



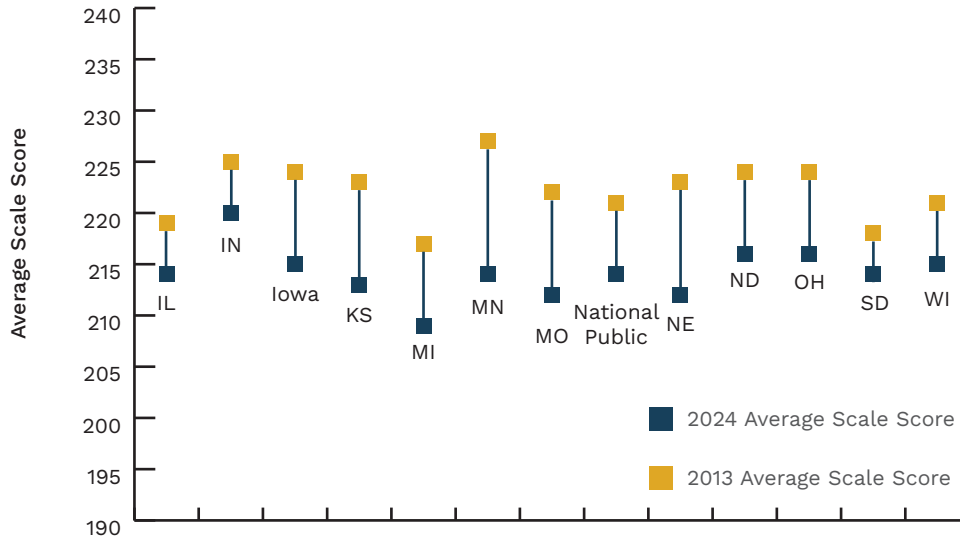
Source: National Center for Education Statistics, NAEP Data Explorer.

Figure 1-32: NAEP Mathematics Grade 8 Midwest States Change in Average Scale Scores, 2024 vs. 2013



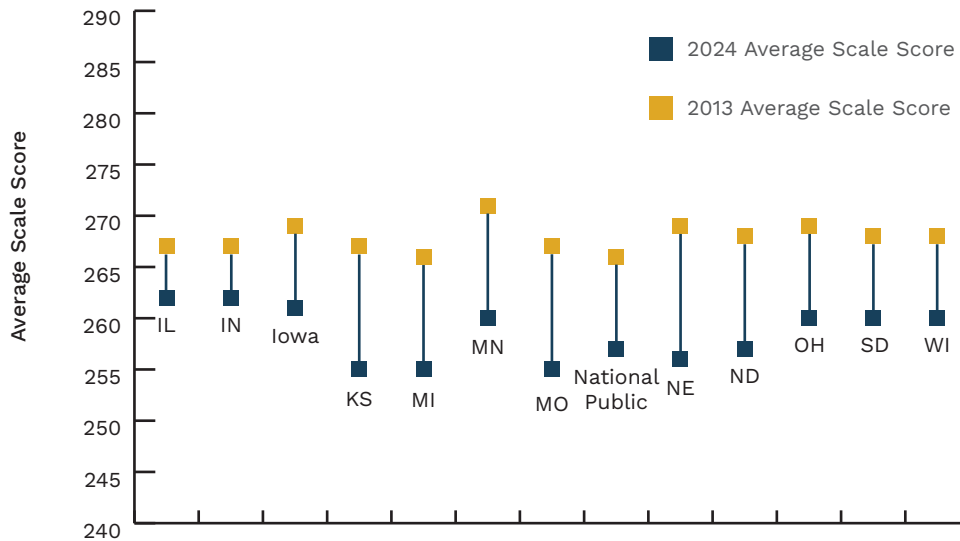
Source: National Center for Education Statistics, NAEP Data Explorer.

Figure 1-33: NAEP Reading Grade 4 Midwest States Change in Average Scale Scores, 2024 vs. 2013



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

Figure 1-34: NAEP Reading Grade 8 Midwest States Change in Average Scale Scores, 2024 vs. 2013



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

ACT

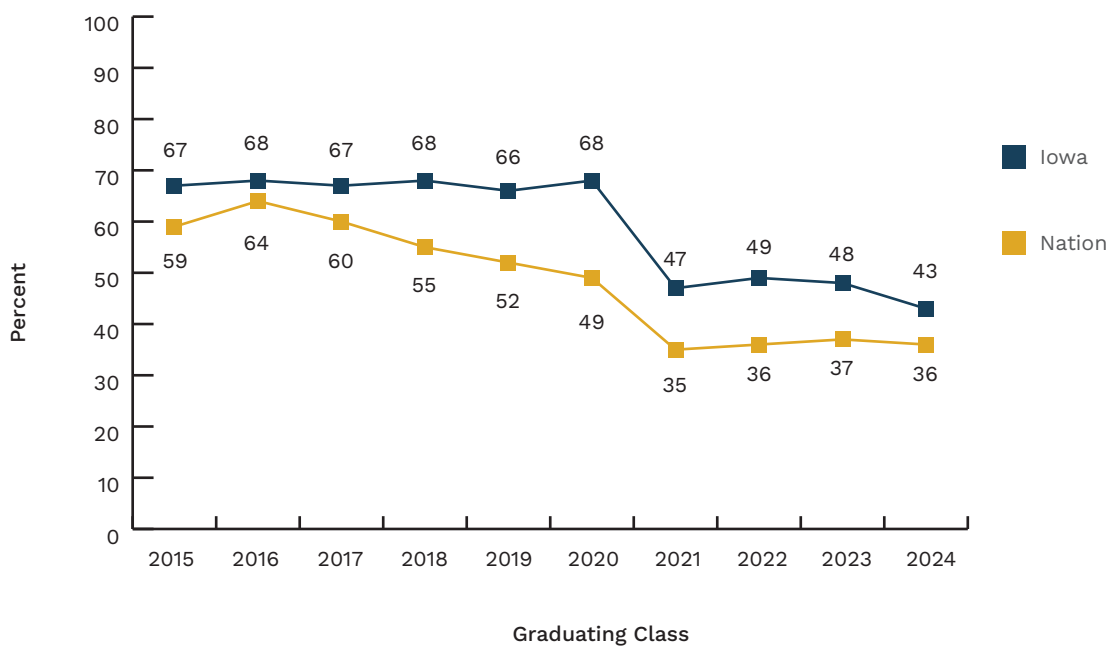
ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading and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

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

In the class of 2024, 43% of Iowa high school graduates participated in the ACT, a decrease from the class of 2023 (48%) and substantially lower than the class of 2020 (68%) and before. This downturn is likely related to the COVID-19 pandemic and some postsecondary institutions’ removal of ACT/SAT exam requirements for admission. The national participation rate has been lower than Iowa’s rates for all years displayed. While the gap had increased between the graduating classes of 2016 and 2020, it narrowed further with the class of 2024 (Figure 1-35).

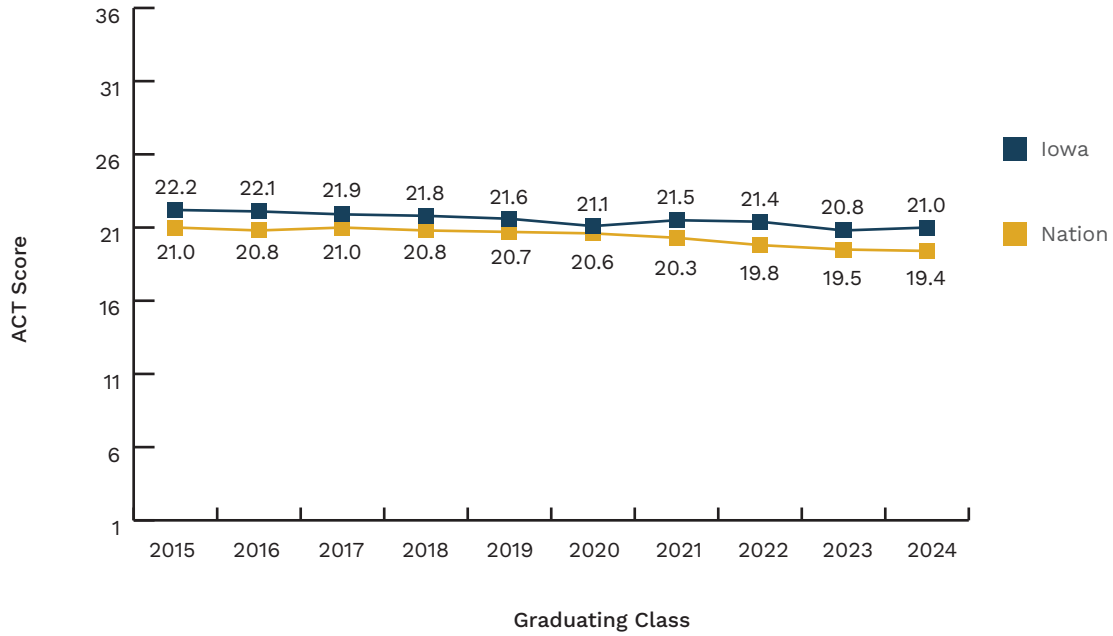
Iowa’s ACT composite score averages have been consistently about one point higher than the national average, although the gap widened slightly after the pandemic because Iowa had a smaller decrease than the national average (Figure 1-36). Table 1-5 shows a comparison of Iowa’s average ACT composite score with other states in the Midwest for the most recent three graduating classes.

Figure 1-35: Percent of the Graduates in Iowa and the Nation Taking the ACT Assessment, Graduating Classes of 2015 to 2024



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

Figure 1-36: Average ACT Composite Scores for Iowa and the Nation, Graduating Classes of 2015 to 2024



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

Table 1-5: ACT Average Composite Scores for Iowa, the Nation and Midwest States, Graduating Classes of 2022 to 2024

Nation and State	Class of 2022		Class of 2023		Class of 2024	
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested
Nation	19.8	36%	19.5	37%	19.4	36%
Illinois	24.5	18%	24.5	16%	24.5	14%
Indiana	22.8	13%	22.9	8%	23.3	7%
Iowa	21.4	49%	20.8	48%	21.0	43%
Kansas	19.9	73%	19.4	74%	19.3	72%
Michigan	24.6	8%	24.4	7%	24.5	6%
Minnesota	21.0	69%	20.8	68%	20.7	66%
Missouri	20.2	66%	19.8	66%	19.8	65%
Nebraska	19.4	94%	19.2	96%	19.1	95%
North Dakota	19.2	96%	19.6	89%	19.6	87%
Ohio	19.4	82%	19.2	82%	19.0	78%
South Dakota	21.5	58%	21.1	59%	21.1	58%
Wisconsin	19.4	93%	19.4	95%	19.4	94%

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

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

Iowa's average ACT scores in English, mathematics, reading and science were higher than the national averages (Table 1-6).

Table 1-6: Average ACT Scores for Iowa and the Nation, Graduating Classes of 2015 to 2024

Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
2015	21.6	20.4	21.5	20.8	22.7	21.4	22.3	20.9
2016	21.4	20.1	21.4	20.6	22.7	21.3	22.3	20.8
2017	21.2	20.3	21.3	20.7	22.6	21.4	22.1	21.0
2018	21.0	20.2	21.2	20.5	22.5	21.3	22.0	20.7
2019	20.8	20.1	21.0	20.4	22.3	21.2	21.8	20.6
2020	20.1	19.9	20.5	20.2	22.0	21.2	21.3	20.6
2021	20.4	19.6	20.8	19.9	22.4	20.9	21.8	20.4
2022	20.4	19.0	20.6	19.3	22.3	20.4	21.6	19.9
2023	19.7	18.6	20.1	19.0	21.8	20.1	21.2	19.6
2024	19.9	18.6	20.2	19.0	22.1	20.1	21.4	19.6

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 1-7). Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course load might include one year each of Algebra I, Algebra II and geometry. A typical minimal core natural science course load might include one year each of general science, biology, and chemistry or physics.

Approximately 65% of Iowa’s 2024 high school graduates who took the ACT indicated they participated in the core high school programs, which was 25 percentage points higher than the national average (Figure 1-37).

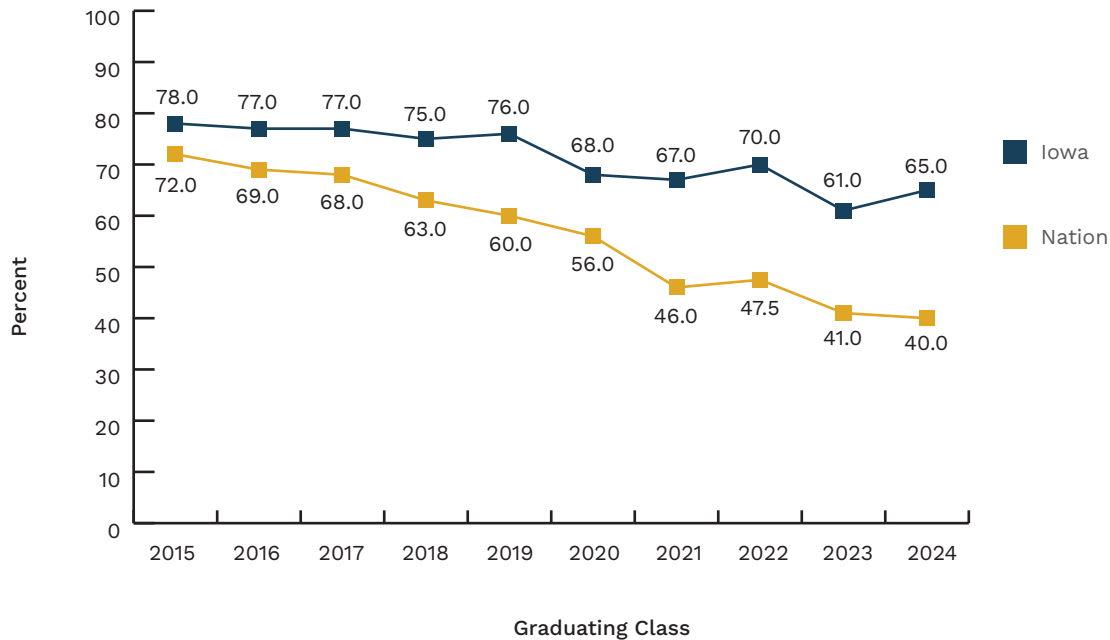
Overall, average ACT composite scores for Iowa students taking core programs have been approximately two to three points higher than those who did not take core programs (Table 1-8). This trend has been consistent over time in Iowa and the nation as a whole.

Table 1-7: ACT Standards for Core High School Programs

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

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

Figure 1-37: Percent of ACT Participants Taking Core High School Program, Graduating Classes of 2015 to 2024



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

Note: ACT classifies a “core” high school program as consisting of four years of English and three or more years of each of mathematics, natural science and social studies.

Table 1-8: Average ACT Composite Scores for Core and Less-Than-Core Test Takers, Graduating Classes of 2015 to 2024

Graduating Class	Nation			Iowa		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
2015	23.0	20.1	2.9	21.9	18.9	3.0
2016	22.9	20.0	2.9	21.9	18.7	3.2
2017	22.8	19.9	2.9	22.1	18.9	3.2
2018	22.7	20.0	2.7	22.2	19.0	3.2
2019	22.5	19.6	2.9	22.2	18.9	3.3
2020	22.5	19.4	3.1	22.3	19.2	3.1
2021	22.7	20.4	2.3	22.5	19.2	3.3
2022	22.3	19.9	2.4	22.0	19.4	2.6
2023	22.1	19.9	2.2	21.9	19.3	2.6
2024	22.1	19.9	2.2	21.9	19.3	2.6

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

Note: ACT classifies a “core” high school program as consisting of four years of English and three or more years of each of mathematics, natural science and social studies.

The figures include all students tested, public as well as nonpublic.

ACT Composite Score Distributions

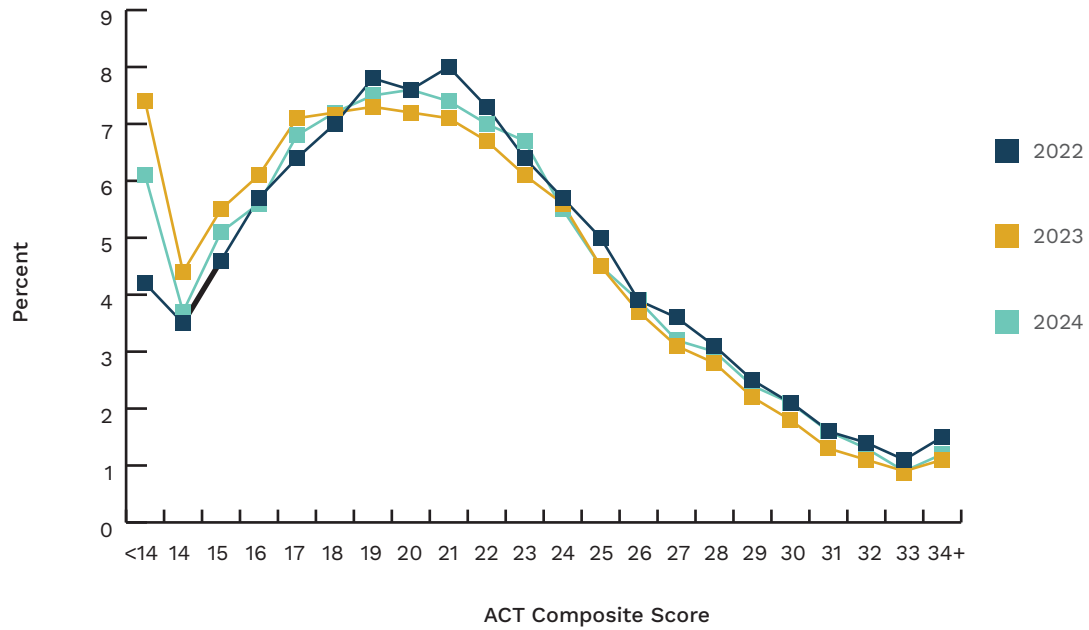
Table 1-9 provides the Iowa ACT composite score distributions for the classes of 2020 to 2024 (also see Figure 1-38). About 58.1% of the class of 2024 Iowa test takers had a composite score of 20 or greater compared to 58.5% in the class of 2020. In the class of 2024, a lower percentage of students scored less than 14 than in the class of 2023.

Table 1-9: Iowa ACT Composite Score Distributions, Graduating Classes of 2020 to 2024

ACT Score	2020	2021	2022	2023	2024
<14	6.5%	5.4%	4.2%	7.4%	6.1%
14	4.1	3.4	3.5	4.4	3.7
15	4.9	4.5	4.6	5.5	5.1
16	5.6	5.5	5.7	6.1	5.6
17	6.2	6.1	6.4	7.1	6.8
18	7.0	7.1	7.0	7.2	7.2
19	7.2	7.3	7.8	7.3	7.5
20	7.5	7.0	7.6	7.2	7.6
21	7.2	7.1	8.0	7.1	7.4
22	6.8	6.9	7.3	6.7	7.0
23	6.2	6.4	6.4	6.1	6.7
24	5.2	5.6	5.7	5.6	5.5
25	5.0	5.1	5.0	4.5	4.5
26	4.1	4.3	3.9	3.7	3.9
27	3.2	3.5	3.6	3.1	3.2
28	3.1	3.2	3.1	2.8	3.0
29	2.1	2.6	2.5	2.2	2.4
30	2.2	2.6	2.1	1.8	2.1
31	1.9	1.8	1.6	1.3	1.6
32	1.3	1.5	1.4	1.1	1.3
33	1.3	1.3	1.1	0.9	0.9
34+	1.5	1.9	1.5	1.1	1.2

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

Figure 1-38: Distribution of Iowa ACT Composite Scores, Graduating Classes of 2022, 2023 and 2024



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

ACT Scores by Enrollment Category

Average ACT scores by enrollment category and student group for the graduating classes of 2022 to 2024 are provided in Table 1-10, Table 1-11 and Figure 1-39.

Table 1-10: Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes of 2022 to 2024

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2022	<300	19.0	19.3	21.3	20.7	20.2
	300-599	19.6	19.9	21.7	21.0	20.7
	600-999	20.0	20.3	22.0	21.5	21.1
	1,000-2,499	20.2	20.6	22.3	21.7	21.3
	2,500-7,499	21.3	21.6	23.4	22.7	22.4
	7,500+	20.3	20.5	22.4	21.7	21.4
	State	20.4	20.7	22.4	21.8	21.5
2023	<300	19.7	19.3	22.0	21.1	20.7
	300-599	19.6	19.7	21.9	21.2	20.7
	600-999	19.7	20.1	21.7	21.3	20.8
	1,000-2,499	19.8	20.4	22.0	21.5	21.0
	2,500-7,499	20.6	21.1	23.0	22.2	21.8
	7,500+	18.9	19.5	21.2	20.7	20.2
	State	19.6	20.1	21.8	21.3	20.8
2024	<300	18.3	18.9	21.5	20.4	19.9
	300-599	19.5	19.9	21.6	21.0	20.7
	600-999	19.7	20.5	21.9	21.4	21.0
	1,000-2,499	19.8	20.5	22.1	21.7	21.1
	2,500-7,499	20.6	21.2	22.9	22.2	21.9
	7,500+	19.3	19.9	21.6	20.9	20.6
	State	19.7	20.4	22.0	21.4	21.0

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

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2018-19 to 2021-22 for the class of 2022, from 2019-20 to 2022-23 for the class of 2023 and from 2020-21 to 2023-24 for the class of 2024.

Table 1-11: Iowa Public School Average ACT Scores by Student Group, Graduating Classes of 2022 to 2024

	Class of 2022					
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	15,111	20.4	20.7	22.4	21.8	21.5
American Indian or Alaska Native	30	15.8	16.9	17.7	18.1	17.3
Asian	527	22.7	23.1	24.1	23.6	23.6
Black or African American	493	15.4	16.4	17.8	17.5	16.9
Hispanic/Latino	1,090	17.2	18.1	19.7	19.2	18.7
Native Hawaiian or Other Pacific Islander	11	18.8	19.7	21.0	19.9	19.9
Two or More Races	472	19.5	19.7	21.7	20.8	20.6
White	12,488	20.8	21.0	22.8	22.1	21.8
Students with Disabilities (IEP)*	499	13.9	15.7	16.0	16.5	15.6
English Learner (EL)	383	12.0	14.8	14.0	15.2	14.1
Low Socio-Economic Status (FRL)**	3,928	17.5	18.2	19.9	19.4	18.9
Female	8,345	20.5	19.9	22.5	21.3	21.2
Male	6,763	20.1	21.6	22.4	22.4	21.8
Non-Binary	3					
	Class of 2023					
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	14,970	19.6	20.1	21.8	21.3	20.8
American Indian or Alaska Native	37	18.2	18.1	18.4	18.7	18.0
Asian	516	21.4	21.9	23.1	22.5	22.4
Black or African American	623	14.4	15.9	16.7	16.9	16.1
Hispanic/Latino	1,398	15.5	17.0	18.0	18.0	17.2
Native Hawaiian or Other Pacific Islander	30	14.1	15.9	17.4	17.3	16.4
Two or More Races	505	19.0	19.1	21.4	20.7	20.1
White	11,861	20.3	20.7	22.5	21.9	21.5
Students with Disabilities (IEP)*	614	12.9	15.0	14.9	15.7	14.7
English Learner (EL)	563	11.4	14.4	13.5	14.9	13.7
Low Socio-Economic Status (FRL)**	4,496	16.5	17.5	18.9	18.7	18.0
Female	8,239	19.8	19.5	21.9	20.8	20.6
Male	6,723	19.4	20.9	21.7	21.8	21.1
Non-Binary	8					

Table 1-11: Iowa Public School Average ACT Scores by Student Group, Graduating Classes of 2022 to 2024 | Continued

Group	Class of 2024					
	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	11,540	19.7	20.4	22.0	21.4	21.0
American Indian or Alaska Native	21	16.4	17.4	17.8	17.3	17.4
Asian	349	22.5	23.2	23.9	23.5	23.4
Black or African American	390	14.7	16.0	16.9	16.7	16.2
Hispanic/Latino	983	16.2	17.6	18.7	18.5	17.9
Native Hawaiian or Other Pacific Islander	20	13.5	16.2	15.5	16.6	15.5
Two or More Races	401	19.5	19.6	21.6	20.8	20.5
White	9,376	20.2	20.8	22.5	21.9	21.5
Students with Disabilities (IEP)*	417	13.2	15.6	15.1	16.1	15.1
English Learner (EL)	267	11.6	14.7	13.7	14.6	13.8
Low Socio-Economic Status (FRL)**	3,126	17.0	17.9	19.2	19.0	18.4
Female	6,319	19.9	19.5	22.1	20.9	20.7
Male	5,202	19.5	21.3	21.8	22.0	21.3
Non-Binary	19	24.3	21.4	27.3	24.9	24.7

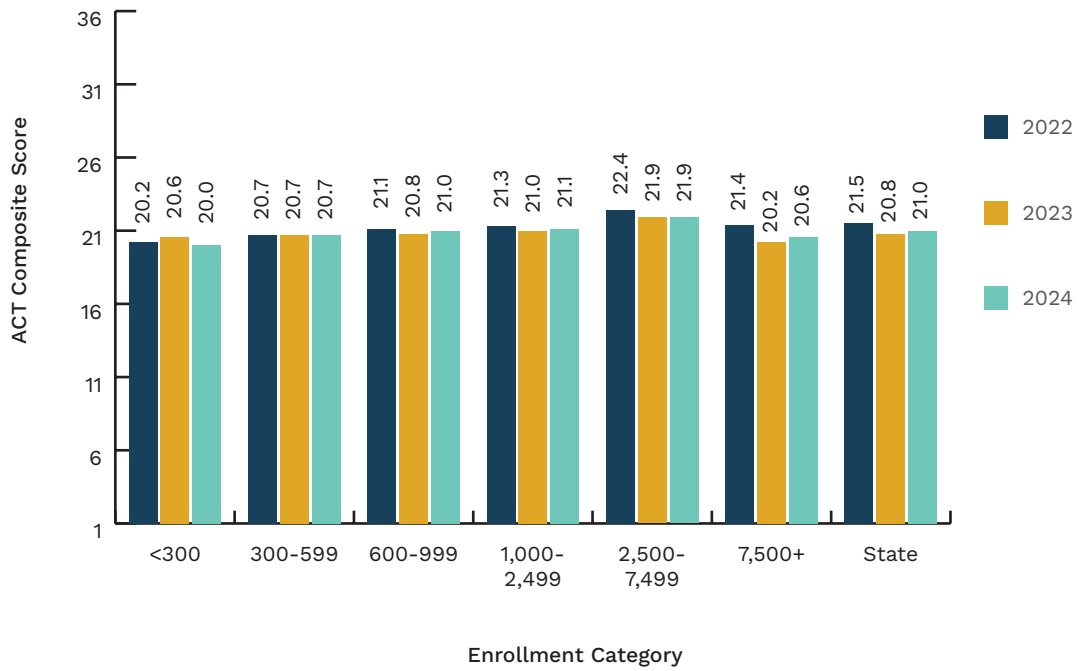
Source: ACT, Inc., Annual Testing files; Iowa Department of Education, Student Reporting in Iowa.

Note: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2018-19 to 2021-22 for the class of 2022, from 2019-20 to 2022-23 for the class of 2023 and from 2020-21 to 2023-24 for the class of 2024.

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

** Low socio-economic status is determined by eligibility for free or reduced-price meals.

Figure 1-39: Average ACT Composite Scores for Iowa Public School Students by Enrollment Category, Graduating Classes of 2022 to 2024



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

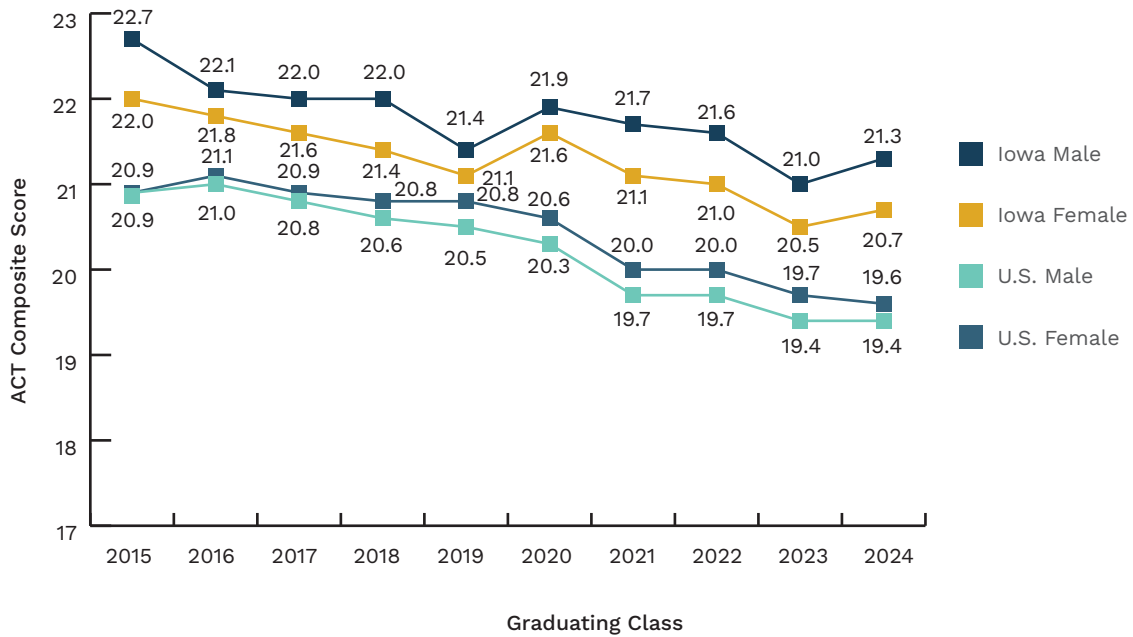
Note: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2018-19 to 2021-22 for the class of 2022, from 2019-20 to 2022-23 for the class of 2023 and from 2020-21 to 2023-24 for the class of 2024.

ACT Scores by Gender

Figure 1-40 shows the average composite scores by gender for Iowa and the nation.

Table 1-12 shows the average scores by subject and by gender for Iowa students. Females had higher average scores than males in English and reading. Males had higher average scores than females in mathematics, science and ACT composite in 2024.

Figure 1-40: ACT Average Composite Scores by Gender, Graduating Classes of 2015 to 2024



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

Table 1-12: Iowa Average ACT Scores by Gender, Graduating Classes of 2023 and 2024

Gender	Number of Test-Takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Female	8,449	7,718	19.7	19.8	19.3	19.3	21.7	22.0	20.7	20.7	20.5	20.6
Male	7,008	6,592	19.3	19.6	20.8	21.2	21.6	21.9	21.7	21.9	21.0	21.3
Other Responses*	574	428	17.8	19.7	18.0	18.9	20.4	21.8	19.5	20.8	19.0	20.4

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

Notes: 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

ACT Composite Scores by Student Planned Educational Majors

The most popular planned educational majors for students taking the ACT in the class of 2024 were Health Sciences and Technologies and Business. The highest average composite ACT scores in Iowa were earned by students who plan to major in computer science and mathematics (24.7); engineering (24.4); and area, ethnic, and multidisciplinary studies (24.3). The Iowa ACT test takers who indicated a planned major in education had an average ACT composite score of 20.4 (Table 1-13).

Table 1-13: ACT Average Composite Scores by Student Planned Educational Majors, Graduating Class of 2024

Planned Major	Average Composite	Percent Planned
Agriculture & Natural Resources Conservation	20.8	3%
Architecture	21.3	1
Area, Ethnic, & Multidisciplinary Studies	24.3	0
Arts: Visual & Performing	21.7	3
Business	20.6	10
Communications	21.3	1
Community, Family, & Personal Services	19.5	1
Computer Science & Mathematics	24.7	3
Education	20.4	4
Engineering	24.4	6
Engineering Technology & Drafting	21.6	1
English & Foreign Languages	23.9	1
Health Administration & Assisting	18.2	2
Health Sciences & Technologies	21.0	12
Philosophy, Religion, & Theology	20.4	0
Repair, Production, & Construction	17.9	1
Sciences: Biological & Physical	23.6	6
Social Sciences & Law	22.3	5
Undecided	21.1	18
No Response	18.3	21

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

SAT

The SAT is a national college entrance examination developed by the College Board. The SAT scale scores are in the range of 200 to 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In the class of 2024, the number of SAT takers in the nation was slightly more than 1.9 million and the number of Iowa SAT takers was 916 (Table 1-14).

In 2016-17, the College Board first reported the Evidence-Based Reading and Writing (ERW) scores. Iowa's ERW and math average scores are both higher than the national average (Tables 1-14 and 1-15).

Table 1-14: SAT Scores for Iowa and the Nation, Graduating Class of 2024 (All Test Takers)

	Number of Students	Average ERW	Average Math
Nation	1,973,891	519	505
Iowa	916	606	598

Source: College Board, SAT Suite of Assessments Annual Report.
Note: ERW indicates Evidence-Based Reading and Writing.

Table 1-15: SAT Scores by Gender for Iowa and the Nation, Graduating Class of 2024 (All Test Takers)

	Number of Students	Average ERW	Average Math
Nation Female	990,760	522	496
Nation Male	971,405	516	514
Iowa Female	462	604	572
Iowa Male	432	606	608

Source: College Board, SAT Suite of Assessments Annual Report.
Note: ERW indicates Evidence-Based Reading and Writing.

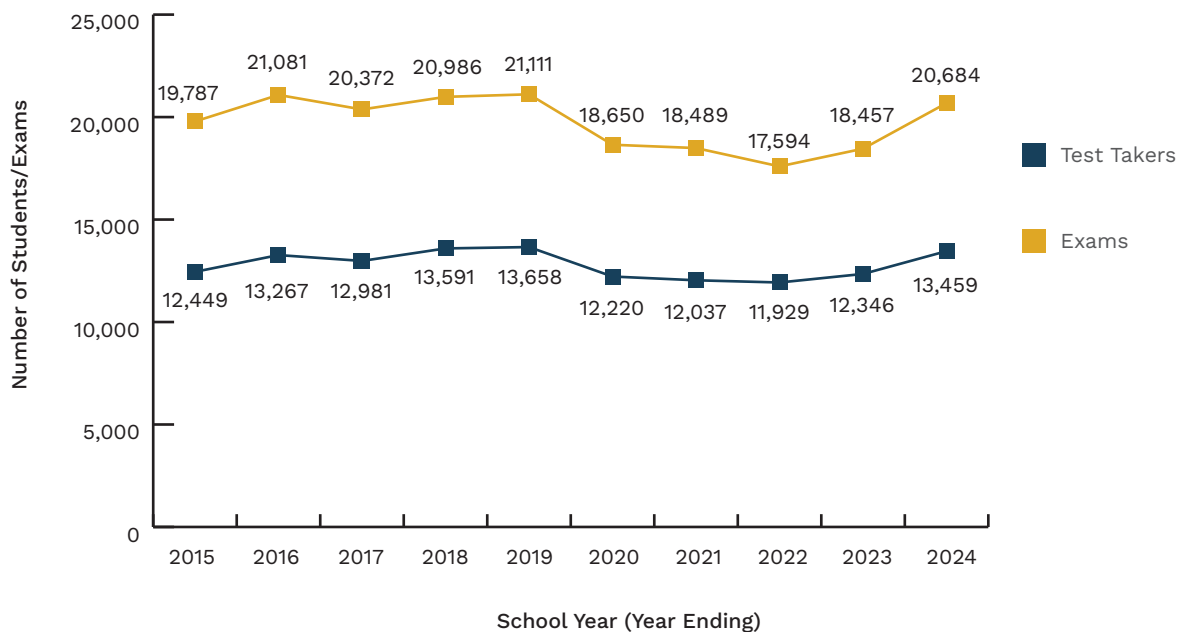
Advanced Placement

The College Board sponsors the Iowa AP program, which currently offers approximately 40 courses in over 30 subject areas, and provides high school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

In Iowa, 13,459 students took 20,684 AP exams in 2023-24 (Figure 1-41). The number of students/candidates in 2023-24 increased from the previous year, but the number of exams taken in 2023-24 was 2% lower than the peak in 2018-19 (21,111).

Table 1-16 shows the AP test results, including the percentage of test takers scoring a three or better, by Midwest state for the high school graduating classes of 2022 and 2023.

Figure 1-41: Advanced Placement Participation for Iowa Students (All Test Takers), 2014-15 to 2023-24



Source: The College Board, AP Program Participation and Performance Data, School Report of AP Exams: Grades 11 and 12

Table 1-16: Number and Percent of Graduates who Took Advanced Placement Exams and Percent of the AP Exams Scored 3+ during High School by State (All Test Takers, Midwest States only), Graduating Classes of 2022 and 2023

Nation and State	2022 Percent of Graduates who Took AP Exam	2022 Percent of Exams Scored 3+	2023 Percent of Graduates who Took AP Exam	2023 Percent of Exams Scored 3+
Nation	34.6%	21.6%	34.7%	21.7%
Illinois	41.0%	27.0%	41.7%	27.5%
Indiana	34.4%	18.9%	34.3%	19.6%
Iowa	19.1%	12.0%	18.1%	11.4%
Kansas	15.1%	9.7%	15.1%	9.7%
Michigan	29.5%	19.5%	29.7%	19.5%
Minnesota	30.4%	19.8%	29.3%	19.5%
Missouri	20.6%	12.1%	20.3%	12.1%
Nebraska	18.1%	11.8%	18.0%	11.8%
North Dakota	22.5%	13.5%	22.7%	14.3%
Ohio	26.4%	17.1%	26.5%	16.9%
South Dakota	17.3%	12.4%	16.3%	11.4%
Wisconsin	35.8%	24.6%	35.8%	24.2%

Source: The College Board, AP Program Results Reports.

Note: Graduating class scoring a 3 or higher on an AP Exam is based on all graduates.

Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates intending to pursue postsecondary education or training. Graduate intention data are collected through SRI. Note that for the 2020 graduating class, 4,686 (13.8%) of the 34,037 graduates did not report postsecondary intentions data, as this data element was not required during pandemic-related school closures in spring 2020.

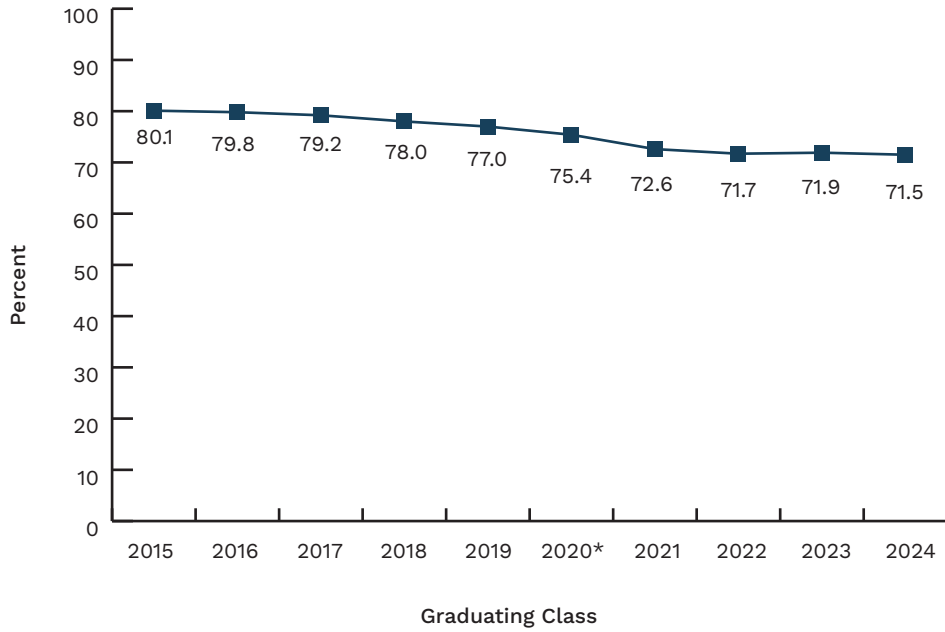
These students were removed from the denominator of the calculations shown in this section, and therefore, the class of 2020 data does not represent all graduates.

Throughout this section, figures and tables report the percentage of Iowa public high school graduates intending to pursue postsecondary education or training. Graduates with the following responses are counted as intending to pursue postsecondary education or training: four-year private college, four-year public college, community college, two-year private college, other postsecondary, apprenticeship and internship. Apprenticeship and internship were added as responses to the survey for the first time starting with the class of 2021.

The percentage of graduates intending to pursue postsecondary education or training in the class of 2024 (71.5%) decreased slightly from the previous year (71.9%) (Figure 1-42). Table 1-17 lists the percentage of graduates intending to pursue postsecondary education/training by school district size. As seen in Table 1-18, the percentage of female graduates intending to pursue postsecondary education/training was higher than the percentage of male graduates intending to pursue postsecondary education/training in all years presented. The gap between females and males had been widening through the class of 2021 (14.9 percentage points), although it shrank with the class of 2022 (13.4 percentage points), and is currently at 14.0 percentage points with the class of 2024.

As in previous years, the largest percentage of graduates intending to pursue postsecondary education planned on attending a community college, although its share has been declining since the class of 2019 (Table 1-19). Table 1-20 and Figure 1-43 show that the percentage of graduates intending to pursue postsecondary education at a four-year college (public and private combined) was higher than the percentage of graduates intending to pursue postsecondary education at a two-year college in all years since the class of 2014 (with the gap widening considerably).

Figure 1-42: Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training, Graduating Classes of 2015 to 2024



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.
 Notes: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.
 * For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.
 Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey and included in the numerator.

Table 1-17: Percent of Iowa Public High School Graduates Intending to Pursue Postsecondary Education/Training by Enrollment Category, Graduating Classes of 2001 and 2019 to 2024

Enrollment Category	Graduating Class						
	2001	2019	2020*	2021	2022	2023	2024
<300	77.6	75.5	70.0	69.7	57.8	66.3	60.0
300-599	81.2	75.6	73.2	72.7	71.2	71.7	69.9
600-999	82.5	79.4	77.1	74.1	71.4	72.4	71.6
1,000-2,499	83.1	74.4	73.2	72.6	71.2	71.5	70.4
2,500-7,499	81.9	77.4	77.4	75.0	74.6	75.7	74.4
7,500+	84.3	78.4	76.4	70.4	71.0	69.8	71.5
Independent Charter Schools	n/a	n/a	n/a	n/a	n/a	57.1	37.8
State	82.7	77.0	75.4	72.6	71.7	71.9	71.5

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.
 Notes: Data for the 2019 to 2024 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.
 * For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.
 Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey and included in the numerator.

Table 1-18: Percent of Iowa Public High School Graduates Intending to Pursue Postsecondary Education/Training by Gender, Graduating Classes of 2001 and 2019 to 2024

Gender	Graduating Class						
	2001	2019	2020*	2021	2022	2023	2024
Female	87.5	84.3	82.8	80.1	78.5	78.8	78.6
Male	77.8	69.7	68.2	65.2	65.1	65.1	64.6
Non-Binary	n/a	n/a	n/a	n/a	41.7	65.6	73.1
Total	82.7	77.0	75.4	72.6	71.7	71.9	71.5

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

Notes: Data for the 2019 to 2024 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey and included in the numerator.

Data on non-binary students was first available for the graduating class of 2022.

Table 1-19: Percent of Iowa Public High School Graduates Intending to Pursue Postsecondary Education/Training by Postsecondary Institution Type, Graduating Classes of 2001 and 2019 to 2024

Postsecondary Institution	Graduating Class						
	2001	2019	2020*	2021	2022	2023	2024
Private 4-Year College	14.9	11.7	10.8	11.0	10.8	10.3	10.3
Public 4-Year College	27.3	27.5	27.6	27.0	27.1	26.6	27.9
Private 2-Year College	5.2	0.6	0.5	0.7	0.6	0.5	0.9
Community College	31.0	34.2	33.4	30.6	29.1	29.8	28.0
Apprenticeship	n/a	n/a	n/a	1.0	1.3	1.6	2.2
Internship	n/a	n/a	n/a	0.1	0.1	0.1	0.1
Other Training	4.3	3.0	3.1	2.3	2.6	2.9	3.2
Total	82.7	77.0	75.4	72.6	71.7	71.9	71.5

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

Notes: Data for the 2019 to 2024 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included. Data may not sum to total due to rounding.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

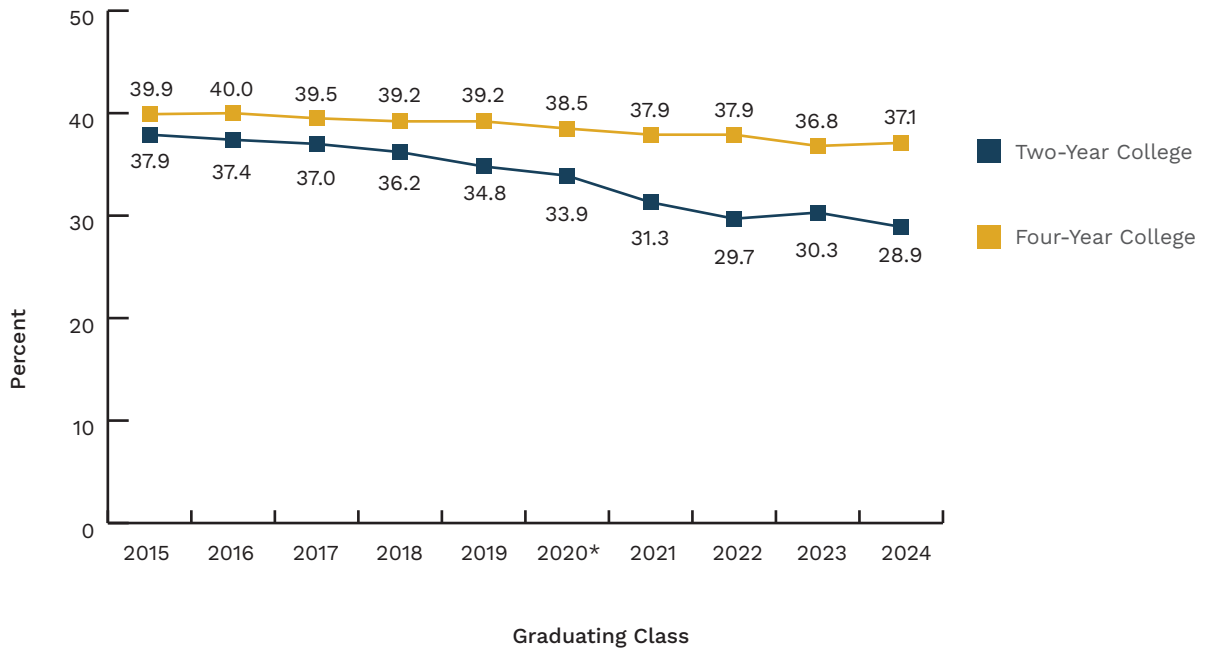
Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey.

Table 1-20: Percent of Iowa Public High School Graduates Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, Graduating Classes of 2001 and 2019 to 2024

Postsecondary Institution	Graduating Class						
	2001	2019	2020*	2021	2022	2023	2024
Four-Year College	42.2	39.2	38.5	37.9	37.9	36.8	37.1
Two-Year College	36.2	34.8	33.9	31.3	29.7	30.3	28.9

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.
 Notes: Data for the 2019 to 2024 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.
 * For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

Figure 1-43: Percent of Iowa Public High School Graduates Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, Graduating Classes of 2015 to 2024



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.
 Notes: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.
 * For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

DROPOUTS

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

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

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

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

Figure 1-44 shows the two statewide trends in public school: the lower line shows the dropout rate for grades 7-12, and the upper line shows the dropout rate for grades 9-12. Both rates remained relatively unchanged in 2022-23.

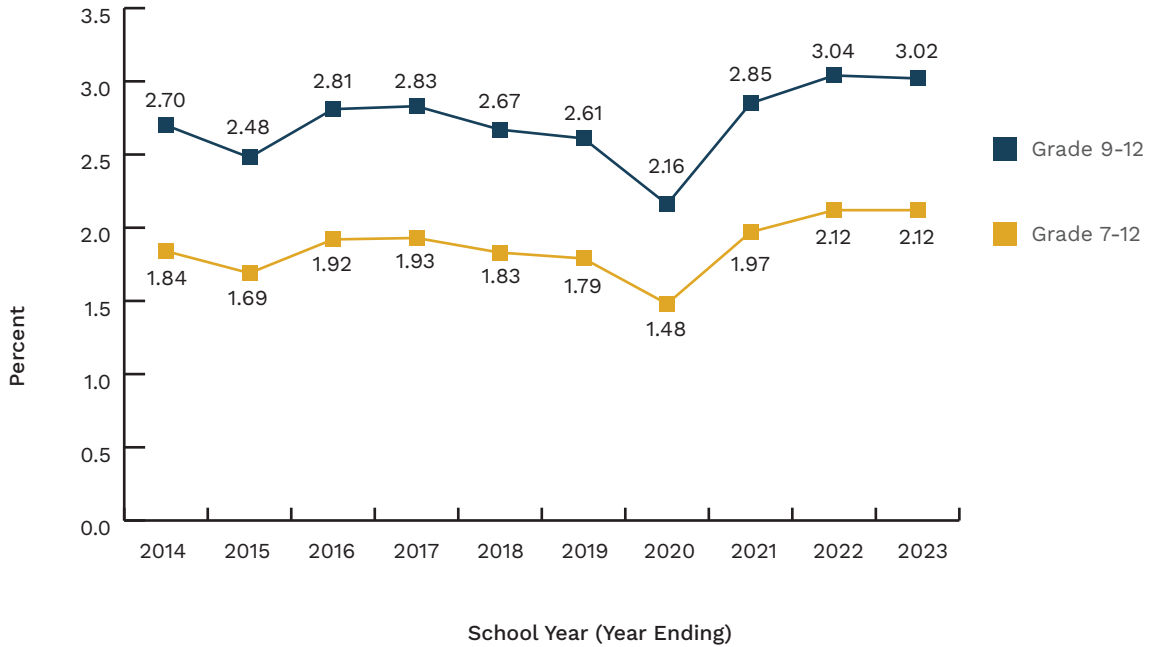
Table 1-21 provides the dropout distributions by grade and enrollment categories for public schools in 2022-23. Grade 12 had the highest number and percentage of dropouts. Districts with enrollment of 7,500 and above accounted for 43.2% of the total dropouts, while they comprised 31.6% of the total enrollment in grades seven to 12.

Table 1-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

Table 1-23 and Table 1-24 present the dropout rate and enrollment data in public schools, grades 7-12 by race/ethnicity.

Table 1-25 shows the distribution of the dropout rate by Iowa public school districts.

Figure 1-44: Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates, 2013-14 to 2022-23



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

Table 1-21: Iowa Public School Grades 7-12 Dropouts and Enrollment by Enrollment Category, 2022-23

Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment
	7	8	9	10	11	12				
<300	0	0	2	4	6	9	21	0.4%	2,216	1.0%
300-599	5	6	16	53	107	138	325	6.6%	25,202	10.9%
600-999	6	9	27	61	109	179	391	8.0%	26,484	11.5%
1,000-2,499	14	19	71	146	257	404	911	18.6%	54,950	23.8%
2,500-7,499	21	21	50	145	287	481	1,005	20.5%	48,305	20.9%
7,500+	31	40	220	365	609	852	2,117	43.2%	72,804	31.6%
Independent Charter Schools	0	0	1	0	3	10	14	0.3%	84	0.0%
Up to State	2	5	17	14	36	39	113	2.3%	652	0.3%
State	79	100	404	788	1,414	2,112	4,897	100.0%	230,697	100.0%

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

Table 1-22: Total Iowa Public School Grades 7-12 Dropouts by Gender, 2020-21 to 2022-23

	2020-21	2021-22	2022-23
Female Dropout Rate	1.60%	1.82%	1.87%
Male Dropout Rate	2.32%	2.40%	2.36%
Non-Binary Dropout Rate	n/a	5.36%	5.70%
Female Dropouts as a Percent of Total Dropouts	39.4%	41.7%	42.6%
Female Enrollment as a Percent of Total Enrollment	48.5%	48.5%	48.5%

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

Note: Data on non-binary students was first available in 2021-22.

Table 1-23: Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity, 2020-21 to 2022-23

Race/Ethnicity	2020-21	2021-22	2022-23
American Indian or Alaska Native	4.87	4.66	5.87
Asian	0.88	1.15	1.57
Black or African American	4.44	4.58	4.27
Hispanic/Latino	3.44	4.01	4.06
Native Hawaiian or Other Pacific Islander	4.61	6.60	7.11
Two or More Races	2.73	3.16	3.26
White	1.50	1.53	1.49
State Total	1.97	2.12	2.12

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

Table 1-24: Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity, 2020-21 to 2022-23

Race/Ethnicity	Percent of Dropouts			Percent of Enrollment		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
American Indian or Alaska Native	0.8%	0.7%	0.9%	0.3%	0.3%	0.3%
Asian	1.1%	1.3%	1.8%	2.4%	2.4%	2.4%
Black or African American	14.2%	13.8%	13.0%	6.3%	6.4%	6.5%
Hispanic/Latino	20.5%	23.1%	24.3%	11.7%	12.2%	12.7%
Native Hawaiian or Other Pacific Islander	0.8%	1.3%	1.7%	0.4%	0.4%	0.5%
Two or More Races	5.6%	6.4%	6.8%	4.0%	4.3%	4.4%
White	56.9%	53.3%	51.5%	74.8%	74.0%	73.2%

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

Table 1-25: Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts, 2022-23

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	35	11.15%	11.15%
0.01-0.50	34	10.83%	21.97%
0.51-1.00	85	27.07%	49.04%
1.01-1.50	55	17.52%	66.56%
1.51-2.00	27	8.60%	75.16%
2.01-2.50	25	7.96%	83.12%
2.51-3.00	16	5.10%	88.22%
3.01-3.50	9	2.87%	91.08%
3.51-4.00	7	2.23%	93.31%
>4.00	21	6.69%	100.00%

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

HIGH SCHOOL GRADUATES AND GRADUATION RATES

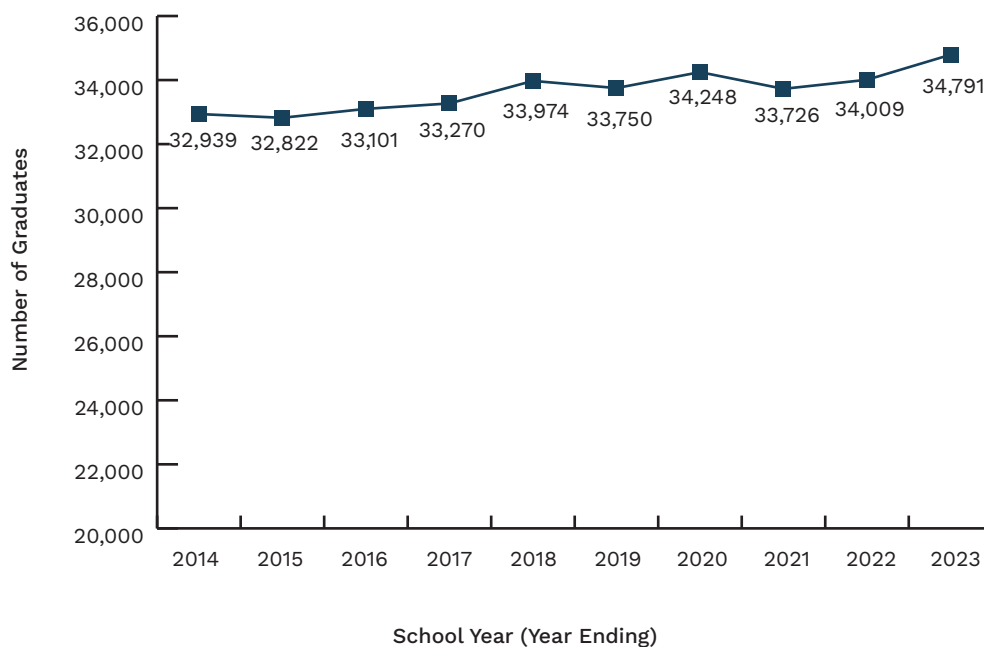
This section reports 10 years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2019 to 2023. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2021 and 2022.

High School Graduates

A public high school completer can receive a high school diploma or a certificate. The No Child Left Behind (NCLB) Act, which was in effect from 2002 to 2015, and the Every Student Succeeds Act (ESSA), which replaced NCLB in 2015, define the regular diploma recipients as high school graduates. Students who have finished the high school program but did not earn a diploma are not high school graduates.

Figure 1-45 shows the number of regular diploma recipients by school year from 2013-14 to 2022-23. The counts in this figure include all students who earned a regular diploma within the given year.

Figure 1-45: Number of Iowa Public School Graduates, 2013-14 to 2022-23



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

High School Graduation Rates

With the statewide identification system and SRI data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort graduation rates (students who repeated their ninth-grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2023 by dividing the number of students in the cohort who graduated with a regular high school diploma in four years or less (numerator) by the number of first-time ninth graders enrolled in the fall of 2019 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

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

For the graduating class of 2023

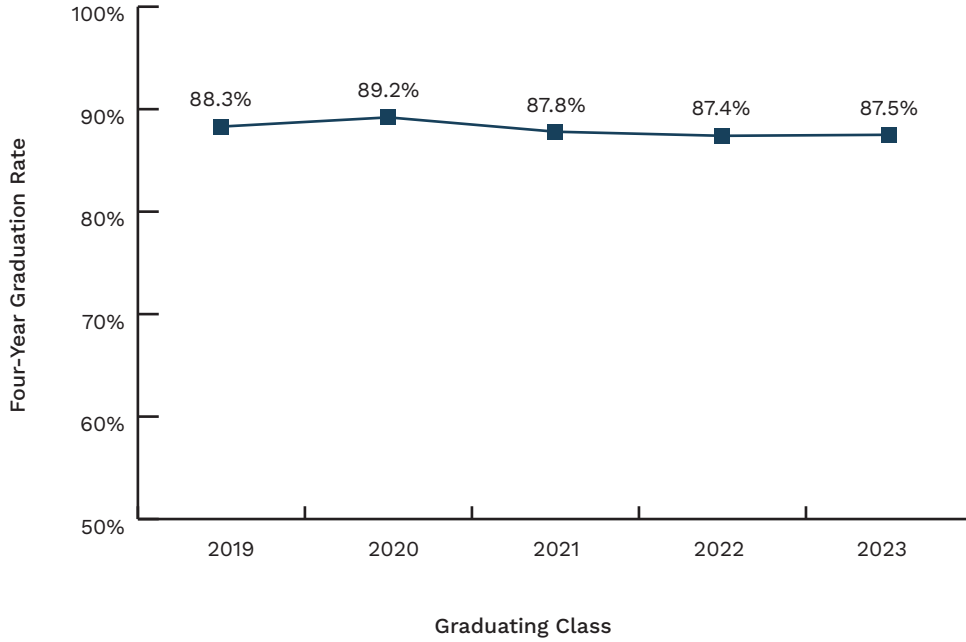
- FG – First-time ninth-grade students in the fall of 2019 and graduated in 2023 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2023 or earlier
- F – First-time ninth-grade students in the fall of 2019
- TI – Transferred in the first-time ninth-graders' cohort in grades 9 to 12
- TO – Transfer out (including emigrates and deceased)

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

In 2024, the Department identified a sequencing error in the business logic for calculating adjusted cohort graduation rates that had excluded students who transferred between schools and later dropped out when they should have been included and counted as non-graduates. Four-year and five-year cohort graduation rates in this report have been corrected for the 2019 and subsequent graduating classes and may differ from previously published graduation rate data.

Table 1-26 displays the four-year cohort graduation rates for the graduating classes of 2022 and 2023. The rates listed are for all students and selected student groups. Females had higher graduation rates than males. White and Asian students had higher graduation rates than students in other racial/ethnic categories. Students eligible for free or reduced-price lunch (low socioeconomic status), students with disabilities, English learners (EL), migrant and male students had graduation rates lower than all students combined.

Figure 1-46: Iowa Public School Four-Year Cohort Graduation Rates, Graduating Classes of 2019 to 2023



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

Note: An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in 2024 for the graduating classes of 2019 and going forward. Data for those graduating classes have been corrected in this report and differ from previously published graduation rate data.

Table 1-26: Iowa Public High School Four-Year Cohort Graduation Rate by Student Group, Graduating Classes of 2022 and 2023

Group	Class of 2022			Class of 2023		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,531	37,238	87.4%	33,259	38,026	87.5%
American Indian or Alaska Native	99	129	76.7%	97	131	74.0%
Asian	859	933	92.1%	837	934	89.6%
Black or African American	1,664	2,309	72.1%	1,741	2,322	75.0%
Hispanic/Latino	3,282	4,252	77.2%	3,704	4,653	79.6%
Native Hawaiian or Other Pacific Islander	72	120	60.0%	100	162	61.7%
Two or More Races	1,159	1,456	79.6%	1,238	1,555	79.6%
White	25,396	28,039	90.6%	25,542	28,269	90.4%
Students with Disabilities (IEP)*	3,347	4,919	68.0%	3,432	5,057	67.9%
English Learner (EL)	1,586	2,252	70.4%	1,810	2,457	73.7%
Low Socioeconomic Status (FRL)**	14,022	17,972	78.0%	14,614	18,581	78.7%
Migrant	111	159	69.8%	144	191	75.4%
Female	16,203	18,070	89.7%	16,495	18,445	89.4%
Male	16,316	19,153	85.2%	16,736	19,545	85.6%
Non-Binary	12	15	80.0%	28	36	77.8%

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

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

** Low socioeconomic status is determined by eligibility for free or reduced price meals.

Data on non-binary students was first available for the graduating class of 2022.

An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in 2024 for the graduating classes of 2019 and going forward. Data for those graduating classes have been corrected in this report and differ from previously published graduation rate data.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The five-year cohort graduation rate for the class of 2022 is calculated by dividing the number of students in the cohort who graduated with a regular high school diploma in five years or less (by the 2022-23 school year) by the number of first-time ninth graders enrolled in the fall of 2018 minus the number of students who transferred out (between 2018 and 2022) plus the total number of students who transferred in (between 2018 and 2022). 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 1-27 displays the five-year cohort graduation rates for the graduating classes of 2021 and 2022. The rates listed are for all students and selected student groups. Similar to the four-year cohort graduation rates in Table 1-26, females had higher graduation rates than males. White and Asian students had higher graduation rates than students in other racial/ethnic categories. Students eligible for free or reduced-price lunch (low socioeconomic status), students with disabilities, English learners, migrant and male students had graduation rates lower than all students combined.

Table 1-27: Iowa Public High School Five-Year Cohort Graduation Rate by Student Group, Graduating Classes of 2021 and 2022

Group	Class of 2021			Class of 2022		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	33,515	37,184	90.1%	33,385	37,238	89.7%
American Indian or Alaska Native	95	124	76.6%	104	129	80.6%
Asian	914	967	94.5%	894	933	95.8%
Black or African American	1,741	2,221	78.4%	1,784	2,309	77.3%
Hispanic/Latino	3,352	4,032	83.1%	3,471	4,252	81.6%
Native Hawaiian or Other Pacific Islander	70	97	72.2%	87	120	72.5%
Two or More Races	1,069	1,242	86.1%	1,206	1,456	82.8%
White	26,274	28,501	92.2%	25,839	28,039	92.2%
Students with Disabilities (IEP)*	3,711	4,843	76.6%	3,694	4,919	75.1%
English Learner (EL)	1,627	2,048	79.4%	1,728	2,252	76.7%
Low Socioeconomic Status (FRL)**	14,610	17,760	82.3%	14,685	17,972	81.7%
Migrant	129	162	79.6%	124	159	78.0%
Female	16,605	18,071	91.9%	16,579	18,070	91.7%
Male	16,910	19,113	88.5%	16,793	19,153	87.7%
Non-Binary	n/a	n/a	n/a	13	15	86.7%

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

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

** Low socioeconomic status is determined by eligibility for free or reduced price meals.

Data on non-binary students was first available for the graduating class of 2022.

An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in 2024 for the graduating classes of 2019 and going forward. Data for those graduating classes have been corrected in this report and differ from previously published graduation rate data.

Tables 1-28A and 1-28B report class of 2022 public high school four-year graduation rates by state. These rates are reported overall and by selected student groups.

Table 1-28A: Class of 2022 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR) by State and Race/Ethnicity

State	All Students	American Indian/ Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
United States	86.6%	73.9%	N/A	81.0%	82.8%	N/A	N/A	89.8%
Alabama	88.2%	88%	95%	85.2%	83.8%	87%	90%	90.4%
Alaska	77.8%	64%	87%	74%	77%	78%	75%	83.6%
Arizona	77.3%	64.9%	91%	71.9%	73.4%	77%	78%	83.3%
Arkansas	88.2%	84%	95%	84.7%	86.7%	74%	86%	89.8%
Bureau Of Indian Education	75%	75%						
California	87.0%	79%	95.2%	78.6%	84.7%	85%	86.8%	90.6%
Colorado	82.3%	65%	93%	77%	75.1%	61%	81%	87.3%
Connecticut	88.9%	84%	95%	82.0%	81.3%	87%	89%	93.6%
Delaware	87.8%	84%	95%	85.2%	82%	>=80%	88%	91.5%
District Of Columbia	76.4%	S	S	75.6%	69%	S	89%	96%
Florida	87.3%	86%	96.3%	82.1%	85.9%	87%	88.5%	90.6%
Georgia	84.1%	77%		82.2%	77.8%		83.4%	87.4%
Hawaii	86.0%		94%	85%	83%	78.4%		87%
Idaho	79.9%	74%	85%	69%	73.1%	72%	77%	81.9%
Illinois	87.3%	80%	95.7%	79.5%	85.1%	86%	84.6%	90.5%
Indiana	87.7%	87%	95%	80.1%	84.7%	89%	84.9%	89.4%
Iowa	87.4%	77%	92%	72%	77.2%	60%	80%	90.6%
Kansas	89.1%	88%	95%	82%	85.2%	78%	87%	91.0%
Kentucky	90.1%	89%	94%	84.9%	83.3%	94%	89%	91.4%
Louisiana	83.1%	83%	92%	80.3%	69.2%	73%	82%	88.0%
Maine	86.1%	71%	91%	76%	77%	71%	82%	86.9%
Maryland	86.3%	79%	96.5%	84.0%	72.3%	88%	90%	93.5%
Massachusetts	90.1%	82%	96.2%	86.2%	81.2%	81%	89%	93.2%
Michigan	81.0%	71%	92.3%	70.1%	74.3%	76%	74.6%	84.4%
Minnesota	83.6%	55%	87.3%	73.5%	69.0%	60%	77.5%	88.5%
Mississippi	88.9%	91%	94%	87.9%	85%	78%	87%	90.3%
Missouri	89.8%	85%		80.1%	85.5%		88%	92.2%
Montana	85.8%	69%	93%	84%	80%	75%	82%	88.8%
Nebraska	87.1%	70%	90%	74%	77.0%	>=90%	82%	92.0%

Table 1-28A: Class of 2022 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR) by State and Race/Ethnicity | Continued

State	All Students	American Indian/ Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Nevada	81.7%	69%	93%	68.4%	80.7%	84%	82%	86.1%
New Hampshire	87.7%	72%	95%	79%	76%	>=50%	85%	88.6%
New Jersey	85.2%	85%	96.0%	77.8%	79.3%	90%	84%	89.1%
New Mexico								
New York	86.7%	82%	92.5%	80.5%	80.4%	85%	86.7%	91.5%
North Carolina	86.4%	85%		83.4%	80.2%		83.5%	89.9%
North Dakota	85.1%	65%	88%	72%	74%	73%		89.7%
Ohio	86.2%	76%		75.4%	76.3%		82.2%	89.5%
Oklahoma								
Oregon	81.3%	69%	92%	74%	78.7%	75%	79.7%	82.5%
Pennsylvania	87.0%	78%	94.4%	77.0%	76.0%	85%	81.1%	91.1%
Puerto Rico	73.8%				73.8%		57%	63%
Rhode Island	83.3%	69%	93%	80%	76.9%	>=80%	78%	87.2%
South Carolina	83.8%	77%		79.8%	80.1%			86.9%
South Dakota	82.1%	46%	89%	76%	69%	>=50%	73%	89.5%
Tennessee	90.4%	89%	97%	85.7%	82.1%	92%		93.5%
Texas	89.7%	88%	96.8%	85.6%	88.0%	89%	90.6%	93.8%
Utah	88.2%	78%	91%	79%	81.0%	80%	87%	90.6%
Vermont	82.8%	74%	S	73%	83%	S	80%	83.4%
Virginia	89.1%	86%	96.5%	86.1%	77.9%	91%	91.0%	92.8%
Washington	83.6%	68%	92.5%	82.1%	79.0%	79%	84.7%	84.7%
West Virginia	91.2%	>=80%	>=95%	87%	86%	>=50%	89%	91.5%
Wisconsin	90.3%	80%	92%	70.9%	82.4%	88%	87%	94.2%
Wyoming	81.8%	49%	S	80%	76%	S	78%	84.1%

Source: ED Data Express, File Spec 150, School Year 2021-2022.

Note: S Data were suppressed to protect the confidentiality of individual student data or USED identified a data quality issue with the data.

>= Greater than or equal to. The estimate has been top coded to protect the confidentiality of individual student data. Rates reported as whole numbers are rounded to protect the confidentiality of individual students.

< Less than. The estimate has been bottom coded to protect the confidentiality of individual student data. Rates reported as whole numbers are rounded to protect the confidentiality of individual students.

Iowa data reflects class of 2022 graduation rates corrected in 2024.

Table 1-28B: Class of 2022 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR) by State and Selected Characteristics

State	All Students	Economically Disadvantaged	English Learners	Students with Disabilities	Homeless	Foster Care
United States	86.6%	81.3%	72.1%	71.4%	68.2%	N/A
Alabama	88.2%	82.6%	68%	73.5%	76%	64%
Alaska	77.8%	70.2%	65%	61%	59%	53%
Arizona	77.3%	73.3%	60.4%	67.3%	48%	39%
Arkansas	88.2%	85.4%	82.0%	82.9%	78%	64%
Bureau Of Indian Education	75%	75%	79%	72%	72%	
California	87.0%	84.6%	71.8%	73.8%	72.9%	61.4%
Colorado	82.3%	71.9%	69.4%	67.9%	55%	30%
Connecticut	88.9%	82.1%	70%	69.9%	67%	57%
Delaware	87.8%	81%	69%	72%	70%	55%
District Of Columbia	76.4%	65%	55%	63%	55%	43%
Florida	87.3%	83.2%	73.1%	83.6%	74.0%	59%
Georgia	84.1%	78.6%	66.2%	72.5%	62.7%	48%
Hawaii	86.0%	81.1%	69%	66%	69%	67%
Idaho	79.9%	69.6%	65%	57%	52%	41%
Illinois	87.3%	80.0%	76.8%	71.9%	67.2%	51%
Indiana	87.7%	85.2%	88%	77.2%	79%	59%
Iowa	87.4%	78.0%	70%	68.0%	63%	47%
Kansas	89.1%	82.2%	84.4%	83.2%	72%	60%
Kentucky	90.1%	88.4%	77%	79.7%	86%	70%
Louisiana	83.1%	77.5%	46%	57%	70%	63%
Maine	86.1%	76.6%	76%	73%	56%	59%
Maryland	86.3%	77.9%	56.6%	69.3%	62%	42%
Massachusetts	90.1%	83.2%	73.1%	78.0%	68%	62%
Michigan	81.0%	69.6%	72.5%	58.1%	56%	41%
Minnesota	83.6%	71.1%	65.0%	65.6%	49%	42%
Mississippi	88.9%	90.3%	67%	67.1%	71%	64%
Missouri	89.8%	81.7%	73%	78.1%	76%	69%
Montana	85.8%	76.4%	67%	76%	64%	68%
Nebraska	87.1%	79.0%	53%	65.8%	61%	54%

Table 1-28B: Class of 2022 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR) by State and Selected Characteristics | Continued

State	All Students	Economically Disadvantaged	English Learners	Students with Disabilities	Homeless	Foster Care
Nevada	81.7%	81.5%	72.6%	65.9%	67%	47%
New Hampshire	87.7%	73.3%	68%	73%	59%	46%
New Jersey	85.2%	78.7%	70.3%	48.5%	60%	44%
New Mexico						
New York	86.7%	81.6%	60.7%	66.2%	69.4%	49%
North Carolina	86.4%	79.5%	66.9%	71.0%	67.8%	53%
North Dakota	85.1%	69%	73%	66%	54%	55%
Ohio	86.2%	76.8%	71.0%	68.2%	58.9%	61%
Oklahoma						
Oregon	81.3%	80.7%	65%	67.5%	58.6%	48%
Pennsylvania	87.0%	80.1%	67.5%	73.6%	69%	49%
Puerto Rico	73.8%	73.0%	75%	68.3%	55%	S
Rhode Island	83.3%	75.7%	67%	66%	64%	52%
South Carolina	83.8%	76.4%	78.0%	57.9%	63%	42%
South Dakota	82.1%	60%	75%	63%	45%	41%
Tennessee	90.4%	83.6%	68.0%	79.0%	74%	60%
Texas	89.7%	86.4%	80.1%	79.1%	74.8%	62%
Utah	88.2%	77.5%	76.3%	73.5%	69%	
Vermont	82.8%	75%	63%	70%	58%	50%
Virginia	89.1%	82.4%	69.2%	70.2%	67%	60%
Washington	83.6%	76.5%	70.5%	66.4%	61.8%	54%
West Virginia	91.2%	85.3%	81%	83%	79%	65%
Wisconsin	90.3%	81.4%	76%	72.8%	68%	59%
Wyoming	81.8%	68%	63%	63%	57%	51%

Source: ED Data Express, File Spec 150, School Year 2021-2022.

Note: S Data were suppressed to protect the confidentiality of individual student data or USED identified a data quality issue with the data.

>= Greater than or equal to. The estimate has been top coded to protect the confidentiality of individual student data. Rates reported as whole numbers are rounded to protect the confidentiality of individual students.

< Less than. The estimate has been bottom coded to protect the confidentiality of individual student data. Rates reported as whole numbers are rounded to protect the confidentiality of individual students.

Iowa data reflects class of 2022 graduation rates corrected in 2024.

SUSPENSIONS AND EXPULSIONS

Students can be given in-school suspensions, out-of-school suspensions, expulsions and removals to an interim setting because of incidents that occur on school property. Table 1-29 shows public school removals by type. In 2023-24, out-of-school suspensions comprised 59.3% of all removals, while in-school suspensions accounted for 40.6%. Reported removals increased by 11.3% since SY 2021-22.

An in-school suspension is defined as an:

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

School district personnel were instructed to report all in-school suspensions regardless of 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. Detailed distribution of reasons for in-school suspensions is displayed in Table 1-30.

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

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

Again, school district personnel were instructed to report all out-of-school suspensions regardless of length. Table 1-31 displays a detailed distribution of reasons for out-of-school suspensions.

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 a student’s expulsion lasts longer than the remaining 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 2023-24, expulsions were most often given as a result of weapons-related or drug-related incidents (Table 1-32).

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 the placement of general education students.

Tables 1-34 to 1-36 show removal information by student groups, grade span and district enrollment size categories.

Table 1-29: Iowa Public School K-12 Removals by Type, 2021-22 to 2023-24

	Removals (includes Multiple Offenses)			% of Removals	% Change
	2021-22	2022-23	2023-24	2023-24	2021-22 to 2023-24
In-School Suspensions	27,377	30,985	28,772	40.6%	5.1%
Out-of-School Suspensions	36,206	40,779	42,026	59.3%	16.1%
Expulsions	80	116	81	0.1%	1.3%
Interim Setting	4	6	7	0.0%	75.0%
Total	63,667	71,886	70,886	100.0%	11.3%

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

Table 1-30: Iowa Public School K-12 In-School Suspensions by Problem Behavior, 2023-24

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	2,728	2,333	9.5%
Alcohol Related	50	50	0.2%
Arson	1	1	0.0%
Bomb Threat	545	512	1.9%
Bullying	250	237	0.9%
Combustible Related	29	29	0.1%
Defiance - Noncompliance	4,072	2,927	14.2%
Disrespect	1,694	1,447	5.9%
Disruption	2,319	1,861	8.1%
Dress Code Violation	22	21	0.1%
Drug Related	324	310	1.1%
Forgery - Plagiarism	24	24	0.1%
Gang Affiliation Display	3	3	0.0%
Harassment	557	524	1.9%
Inappropriate Display of Affection	85	76	0.3%
Inappropriate Location	761	568	2.6%
Lying - Cheating	71	70	0.2%
Physical Aggression without Injury	4,275	3,640	14.9%
Physical Aggression/Injury	672	637	2.3%
Physical Aggression/Serious Injury	6	6	0.0%
Physical Fighting with Injury	260	248	0.9%
Physical Fighting without Injury	1,816	1,646	6.3%
Physical Fighting/Serious Injury	4	4	0.0%
Property Damage - Vandalism	332	320	1.2%
Skip Class	2,188	1,411	7.6%
Special Education Adm. Law Judge Decision	0	0	0.0%
Tardy	675	380	2.3%
Technology Violation	894	728	3.1%
Theft	360	328	1.3%
Tobacco Related	1,178	1,079	4.1%
Truancy	1,298	956	4.5%
Weapons Related	191	189	0.7%
Other	1,088	957	3.8%
Total	28,772	23,522	100.0%

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

Table 1-31: Iowa Public School K-12 Out-of-School Suspensions by Problem Behavior, 2023-24

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Abusive/Inappropriate language	2,991	2,407	7.1%
Alcohol Related	296	289	0.7%
Arson	25	25	0.1%
Bomb Threat	1,150	1,043	2.7%
Bullying	235	228	0.6%
Combustible Related	181	176	0.4%
Defiance - Noncompliance	5,285	3,809	12.6%
Disrespect	1,122	1,000	2.7%
Disruption	2,355	1,877	5.6%
Dress Code Violation	21	20	0.1%
Drug Related	2,456	2,178	5.8%
Forgery Plagiarism	3	3	0.0%
Gang Affiliation Display	16	16	0.0%
Harassment	696	661	1.7%
Inappropriate Display of Affection	92	87	0.2%
Inappropriate Location	662	552	1.6%
Lying - Cheating	28	28	0.1%
Physical Aggression without Injury	8,206	6,130	19.5%
Physical Aggression/Injury	3,043	2,466	7.2%
Physical Aggression/Serious Injury	84	80	0.2%
Physical Fighting with Injury	959	916	2.3%
Physical Fighting without Injury	5,286	4,493	12.6%
Physical Fighting/Serious Injury	58	58	0.1%
Property Damage - Vandalism	493	457	1.2%
Skip Class	445	354	1.1%
Special Education Adm. Law Judge Decision	1	1	0.0%
Tardy	45	36	0.1%
Technology Violation	810	682	1.9%
Theft	393	365	0.9%
Tobacco Related	2,380	2,076	5.7%
Truancy	297	253	0.7%
Weapons Related	666	651	1.6%
Other	1,246	1,115	3.0%
Total	42,026	34,532	100.0%

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

Table 1-32: Iowa Public School K-12 Expulsions by Problem Behavior, 2023-24

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	1	1.2%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	12	14.8%
Bullying	1	1.2%
Combustible Related	0	0.0%
Defiance - Noncompliance	1	1.2%
Disrespect	2	2.5%
Disruption	1	1.2%
Dress Code Violation	0	0.0%
Drug Related	18	22.2%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	2	2.5%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	2	2.5%
Physical Aggression with Serious Injury	6	7.4%
Physical Aggression without Injury	2	2.5%
Physical Fighting with Injury	5	6.2%
Physical Fighting with Serious Injury	3	3.7%
Physical Fighting without Injury	1	1.2%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	2	2.5%
Tobacco Related	2	2.5%
Truancy	0	0.0%
Weapons Related	15	18.5%
Other	5	6.2%
Total	81	100.0%

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

Table 1-33: Iowa Public School K-12 Removals to an Interim Setting by School Personnel by Problem Behavior, 2023-24

Problem Behavior	Removals	Interim Setting % Removals
Abusive/Inappropriate language	1	14.3%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	0	0.0%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	1	14.3%
Disrespect	0	0.0%
Disruption	0	0.0%
Dress Code Violation	0	0.0%
Drug Related	2	28.6%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	0	0.0%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	0	0.0%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	0	0.0%
Physical Fighting with Injury	0	0.0%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	0	0.0%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	0	0.0%
Tobacco Related	0	0.0%
Truancy	0	0.0%
Weapons Related	3	42.9%
Other	0	0.0%
Total	7	100.0%

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

Table 1-34: Iowa Public School K-12 Removals by Race/Ethnicity, 2021-22 to 2023-24

Race/Ethnicity	Number of Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2021-22	2022-23	2023-24	2023-24	2023-24	2021-22 to 2023-24
American Indian or Alaska Native	398	589	537	0.8%	0.3%	34.9%
Asian	521	523	621	0.9%	2.5%	19.2%
Black or African American	14,703	15,911	15,564	22.0%	7.0%	5.9%
Hispanic/Latino	7,696	9,648	9,363	13.2%	13.0%	21.7%
Native Hawaiian or Other Pacific Islander	467	726	915	1.3%	0.7%	95.9%
Two or More Races	6,070	6,640	7,011	9.9%	5.0%	15.5%
White	33,812	37,849	36,875	52.0%	71.5%	9.1%
Total	63,667	71,886	70,886	100.0%	100.0%	11.3%

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

Table 1-35: Iowa Public School K-12 Removals by Grade Span, 2021-22 to 2023-24

Grade Span	Number of Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2021-22	2022-23	2023-24	2023-24	2023-24	2021-22 to 2023-24
K-2	4,001	4,434	5,127	7.2%	22.3%	28.1%
3-5	6,674	8,307	8,910	12.6%	22.4%	33.5%
6-8	30,466	33,493	31,408	44.3%	22.6%	3.1%
9-12	22,526	25,652	25,441	35.9%	32.7%	12.9%
Total	63,667	71,886	70,886	100.0%	100.0%	11.3%

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

Table 1-36: Iowa Public School K-12 Removals by District Size Category, 2021-22 to 2023-24

District Size Category	Number of Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2021-22	2022-23	2023-24	2023-24	2023-24	2021-22 to 2023-24
< 300	767	564	565	0.8%	1.8%	-26.3%
300 to 599	3,056	3,978	4,021	5.7%	7.9%	31.6%
600 to 999	3,678	3,795	3,887	5.5%	13.3%	5.7%
1,000 to 2,499	10,751	11,781	11,895	16.8%	23.7%	10.6%
2,500 to 7,499	16,452	18,428	19,140	27.0%	22.7%	16.3%
7,500+	28,963	33,340	31,378	44.3%	30.5%	8.3%
Total	63,667	71,886	70,886	100%	100.0%	11.3%

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

SEAL OF BILITERACY

The Seal of Biliteracy was established when Governor Reynolds signed SF475 into law during the 2018 legislative session. The seal is an award given by a district upon graduation to recognize students who have attained proficiency in two or more languages, one of which is English. To be awarded the seal, students must meet minimum requirements on a language assessment in the four domains of language—reading, writing, speaking and listening—or submit a portfolio showing evidence of proficiency in these four domains.

The Seal of Biliteracy is important because it:

- Values language as an asset.
- Recognizes the value of language diversity and cultural identity.
- Prepares students with 21st-century skills that will benefit them in the labor market and the global society.
- Provides employers, universities and grant/scholarship providers with a method to recognize applicants for their dedication to the attainment of biliteracy.

During the 2018-19 school year, the first year of the Seal of Biliteracy program implementation, 575 students earned the seal. During the 2023-24 school year, 1,487 students earned the seal, a 158.6% increase over the inaugural year (Table 1-38). In all three reported years, the vast majority (between 85% and 87%) of seals were earned in Spanish (Table 1-37).

Table 1-37: Iowa Public School Biliteracy Seals Earned by Seniors by Language, 2018-19, 2022-23 and 2023-24

Language	2018-19		2022-23		2023-24	
	# of Seals	% of Total	# of Seals	% of Total	# of Seals	% of Total
Amharic	0	0.00	2	0.16	1	0.07
Arabic	3	0.51	6	0.48	11	0.73
Bengali	0	0.00	0	0.00	1	0.07
Bosnian	0	0.00	7	0.56	3	0.20
Burmese	4	0.69	2	0.16	4	0.26
Chinese	6	1.03	13	1.05	14	0.93
Danish	0	0.00	1	0.08	0	0.00
French	51	8.75	84	6.76	93	6.15
German	6	1.03	30	2.42	37	2.45
Hebrew	0	0.00	1	0.08	0	0.00
Hindi	0	0.00	1	0.08	2	0.13
Hmong	1	0.17	0	0.00	1	0.07
Italian	1	0.17	2	0.16	4	0.26
Japanese	2	0.34	5	0.40	8	0.53
Karen languages	1	0.17	0	0.00	0	0.00
Korean	1	0.17	3	0.24	1	0.07
Latin	1	0.17	6	0.48	4	0.26
Lushai	0	0.00	0	0.00	2	0.13
Portuguese	0	0.00	0	0.00	2	0.13
Romanian	0	0.00	1	0.08	0	0.00
Russian	2	0.34	3	0.24	4	0.26
Serbian	0	0.00	1	0.08	0	0.00
Sign Language	0	0.00	2	0.16	0	0.00
Spanish	500	85.76	1,060	85.35	1,311	86.71
Swahili	1	0.17	2	0.16	1	0.07
Swedish	0	0.00	1	0.08	0	0.00
Tamil	0	0.00	1	0.08	2	0.13
Telegu	0	0.00	2	0.16	0	0.00
Tigrinya	0	0.00	0	0.00	2	0.13
Turkish	1	0.17	1	0.08	3	0.20
Ukrainian	0	0.00	2	0.16	0	0.00
Vietnamese	2	0.34	3	0.24	1	0.07
Total	583	100.00	1,242	100.00	1,512	100.00

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

Note: This table contains duplication as some students earned seals in more than one language.

Table 1-38: Iowa Public School Biliteracy Seals Earned by Seniors by Student Group, 2018-19, 2022-23 and 2023-24

Group	2018-19		2022-23		2023-24	
	# of Seals	# of Students	# of Seals	# of Students	# of Seals	# of Students
All Students	583	575	1,242	1,223	1,512	1,487
American Indian or Alaska Native	2	1	-	-	-	-
Asian	40	37	67	65	65	61
Black or African American	6	6	19	19	29	28
Hispanic/Latino	192	191	466	460	605	598
Native Hawaiian or Other Pacific Islander	1	1	2	2	2	2
Two or More Races	15	15	21	21	34	33
White	327	324	667	656	779	765
Students with Disabilities (IEP)*	1	1	11	11	10	10
English Learner (EL)	38	37	52	42	73	72
Low Socio-Economic Status (FRL)**	198	195	398	396	524	521
Female	381	374	852	840	984	964
Male	202	201	389	382	519	512
Non-Binary	-	-	1	1	11	11

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

Note: The '# of Students' column represents the number of unique students who received a Seal of Biliteracy. Students are counted more than once in the '# of Seals' column if they received a Seal of Biliteracy with more than one non-English language.

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

** Low socio-economic status is determined by eligibility for free or reduced price meals.

Data on non-binary students was first available in 2021-22.

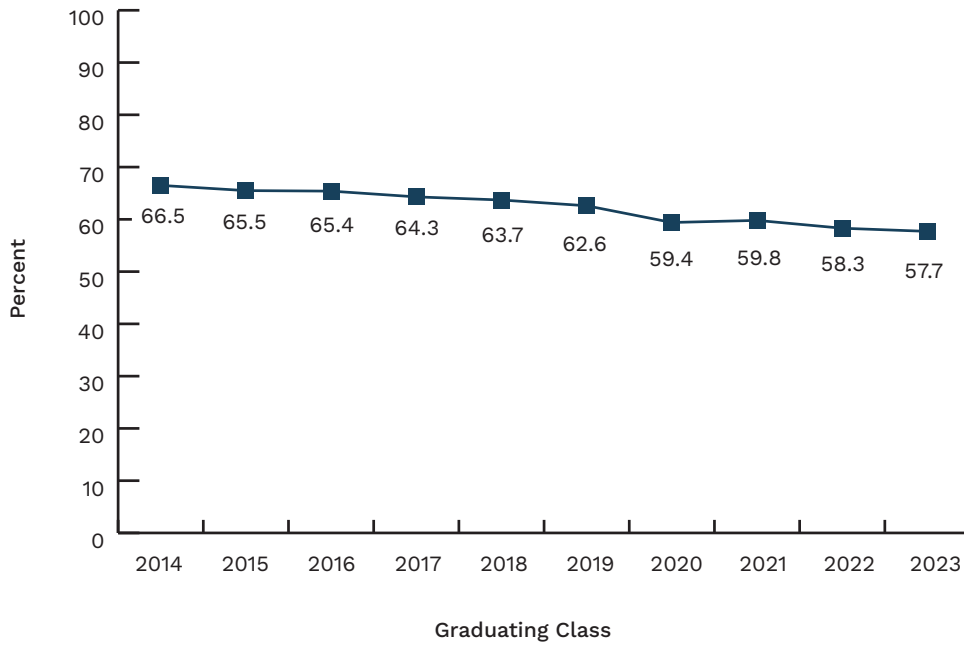
HIGH SCHOOL GRADUATE POSTSECONDARY ENROLLMENT AND AWARDS

The Iowa Postsecondary Readiness Reports (PRR), available at reports.educateiowa.gov/postsecondaryreadiness, provide Iowans with information on high school graduate postsecondary enrollment patterns, retention and award rates that can be connected to every public high school in Iowa. The PRR connects data from the Iowa Department of Education, the Iowa Board of Regents, Iowa Workforce Development and the National Student Clearinghouse. The data in this section analyzes some key statewide trends from those reports.

Figure 1-47 shows the percentage of Iowa public high school graduates enrolled in postsecondary education or training in the fall immediately following high school graduation by graduating class. The percentage of graduates enrolling has been on a general decline since the class of 2014 (66.5%), with 57.7% of high school graduates in the class of 2023 enrolling in postsecondary in the fall immediately following high school graduation. Figure 1-48 breaks down the same measure for selected student groups, displaying postsecondary enrollment rates in the fall immediately following high school graduation for the class of 2023. Some sizable gaps in enrollment rates between student groups are present; for example, 71.7% of graduates who are not eligible for free or reduced-price lunch (FRL) enrolled in postsecondary in the fall immediately following high school graduation while only 40.7% of FRL-eligible graduates enrolled. Looking at racial/ethnic gaps, 60.7% of white students enrolled in postsecondary in the fall immediately following high school graduation. Meanwhile, only 48.2% of Black or African American students and 43.3% of Hispanic/Latino students enrolled.

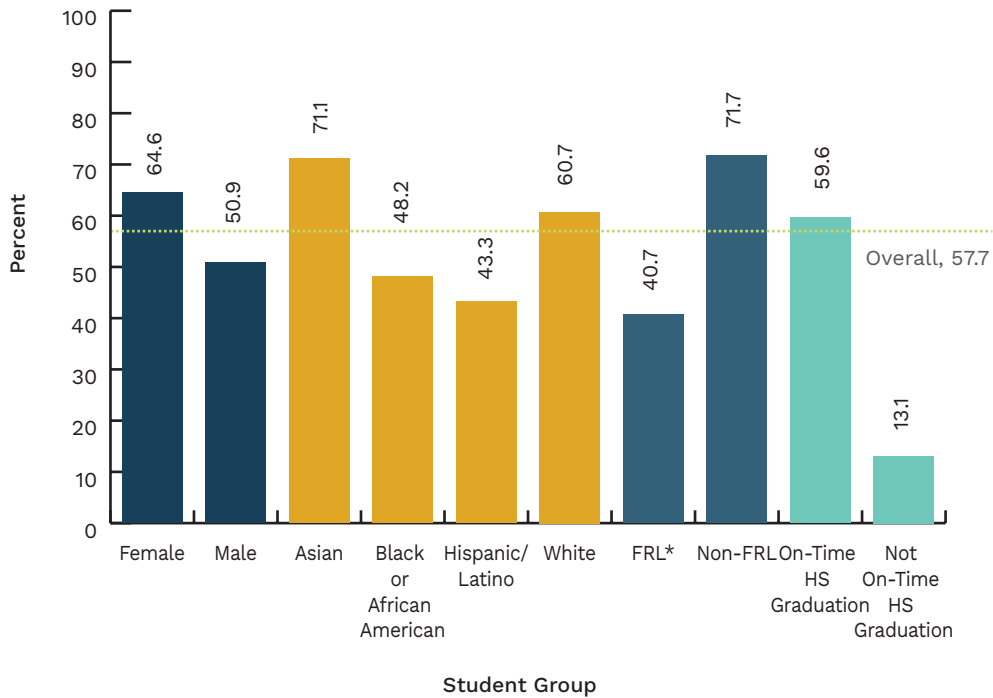
Figure 1-49 shows the status of Iowa public high school graduates for the first six years after high school graduation for the class of 2017. This shows that 47.1% of graduates earned some type of postsecondary degree/award within six years of high school graduation, while 48.3% either never enrolled or are no longer enrolled and have not received a postsecondary degree/award.

Figure 1-47: Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training in Fall Immediately Following High School Graduation, Graduating Classes of 2014 to 2023



Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

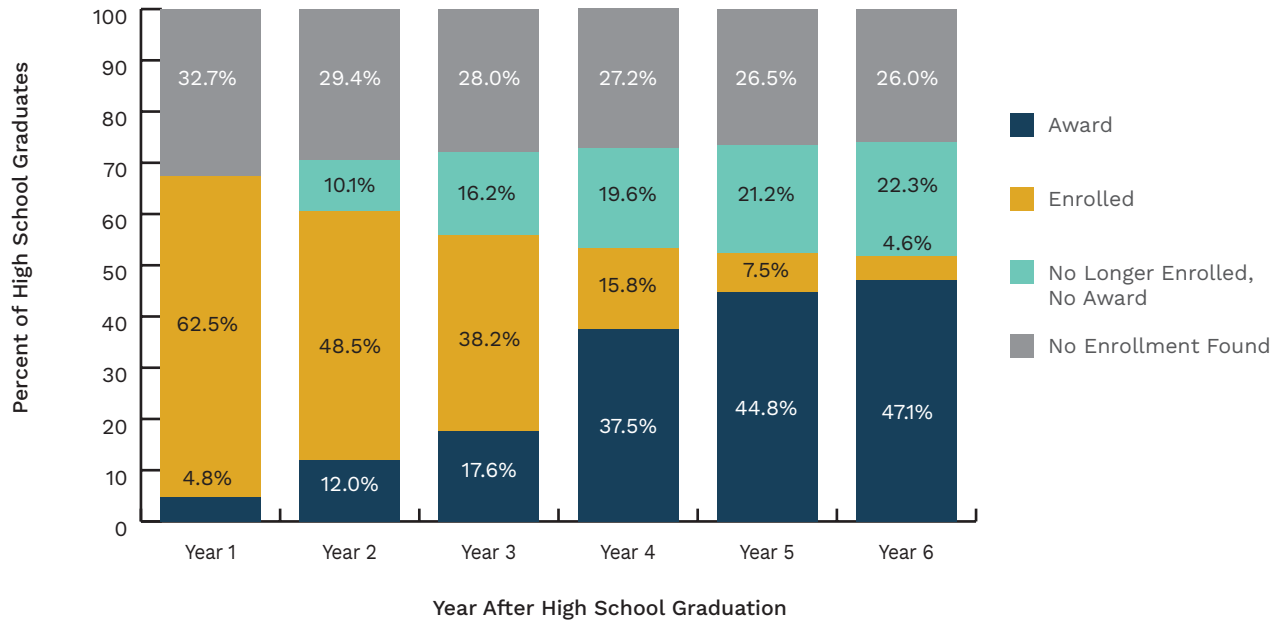
Figure 1-48: Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training in Fall Immediately Following High School Graduation by Student Group, Graduating Class of 2023



Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

Note: * High school graduates who were eligible for free or reduced-price lunch at any point in high school

Figure 1-49: Status of Iowa Public High School Graduates by Year After High School Graduation, Graduating Class of 2017



Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.
 Note: Students are counted in the Award category if they received any credit postsecondary award (i.e. degree, certificate, diploma, etc.) in the given year or a previous year.

STUDENTS WITH EDUCATION SAVINGS ACCOUNTS

ESAs, which eligible families may use to cover tuition, fees, and other qualified education expenses at accredited nonpublic schools in Iowa, were made available for the first time in Iowa in the 2023-24 school year following Governor Reynolds signing the Students First Act into law in January 2023. This section reports on the performance levels and growth of students with ESAs in the 2023-24 school year who took the ISASP. The following students attending an accredited nonpublic school in Iowa in 2023-24 were eligible for an ESA:

- A resident pupil who is eligible to enroll in kindergarten.
- A resident pupil who is eligible to enroll in grades one through twelve and was not enrolled in a nonpublic school for the school year immediately preceding the school year for which the education savings account payment is requested.
- A resident pupil who is eligible to enroll in grades one through twelve and was enrolled in a nonpublic school year immediately preceding the school year for which the education savings account payment is requested if the pupil's household has an annual income less than or equal to three hundred percent of the most recently revised poverty income guidelines published by the United States department of health and human services.

Iowa Student Counts and Performance for ISASP English Language Arts, Mathematics and Science Education Savings Account Test Takers

The number of students with ESAs tested by grade (in grades 3-11) and by student group for ELA in 2023-24 is shown in Table 1-39. Figures 1-50 through 1-58 show the percentage of students with ESAs testing within each performance level on the ELA content area. Similarly, Table 1-40 and Figures 1-59 through 1-67 and Table 1-41 and Figures 1-68 through 1-70 reflect the same disaggregation of data for the mathematics and science content areas.

Since group size varies from one student group to another, it is important to consider the number of students tested by student group. The following analysis includes students with an ESA at an Iowa accredited nonpublic school who took the ISASP in ELA, mathematics or science.

Table 1-39: Number of Iowa Students with Education Savings Accounts who Tested on ISASP English Language Arts by Student Group, 2023-24

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	1,272	1,205	1,197	1,075	895	890	543	500	438
American Indian or Alaska Native	2	4	0	1	1	1	0	1	0
Asian	50	39	53	43	27	24	13	12	6
Black or African American	59	76	71	63	61	45	39	18	20
Hispanic/Latino	175	170	187	153	138	141	57	61	52
Native Hawaiian or Other Pacific Islander	8	5	2	6	6	9	5	3	4
Two or More Races	41	40	40	27	38	25	17	16	15
White	937	871	844	782	624	645	412	389	341
EL*	80	75	54	41	44	32	13	11	6
FRL**	392	389	384	308	266	281	146	140	114
IEP***	34	42	34	19	19	19	5	8	6
Female	650	603	592	572	446	437	272	258	200
Male	622	601	605	503	449	453	271	242	238
Non-Binary	0	1	0	0	0	0	0	0	0

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.
 ISASP - Iowa Statewide Assessment of Student Progress
 *EL - English learners
 **FRL - Students eligible for free- or reduced-price meals
 ***IEP - Students with an individualized education program
 Figures 1-50 to 1-70 show ISASP results for 2023-24.

Table 1-40: Number of Iowa Students with Education Savings Accounts who Tested on ISASP Mathematics by Student Group, 2023-24

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	1,273	1,205	1,199	1,075	895	892	543	500	438
American Indian or Alaska Native	2	4	0	1	1	1	0	1	0
Asian	50	39	53	43	27	24	13	12	6
Black or African American	59	76	71	63	61	45	39	18	20
Hispanic/Latino	175	170	187	153	138	142	57	61	52
Native Hawaiian or Other Pacific Islander	8	5	2	6	6	9	5	3	4
Two or More Races	41	40	40	27	38	25	17	16	15
White	938	871	846	782	624	646	412	389	341
EL*	80	75	54	41	44	32	13	11	6
FRL**	392	389	385	308	266	282	146	140	114
IEP***	34	42	34	19	19	19	5	8	6
Female	651	603	592	572	446	438	272	258	200
Male	622	601	607	503	449	454	271	242	238
Non-Binary	0	1	0	0	0	0	0	0	0

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Figures 1-50 to 1-70 show ISASP results for 2023-24.

Table 1-41: Number of Iowa Students with Education Savings Accounts who Tested on ISASP Science by Student Group, 2023-24

Group	Grade 5	Grade 8	Grade 10
All Students	1,199	892	500
American Indian or Alaska Native	0	1	1
Asian	53	24	12
Black or African American	71	45	18
Hispanic/Latino	187	142	61
Native Hawaiian or Other Pacific Islander	2	9	3
Two or More Races	40	25	16
White	846	646	389
EL*	54	32	11
FRL**	385	282	140
IEP***	34	19	8
Female	592	438	258
Male	607	454	242
Non-Binary	0	0	0

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

**FRL - Students eligible for free- or reduced-price meals

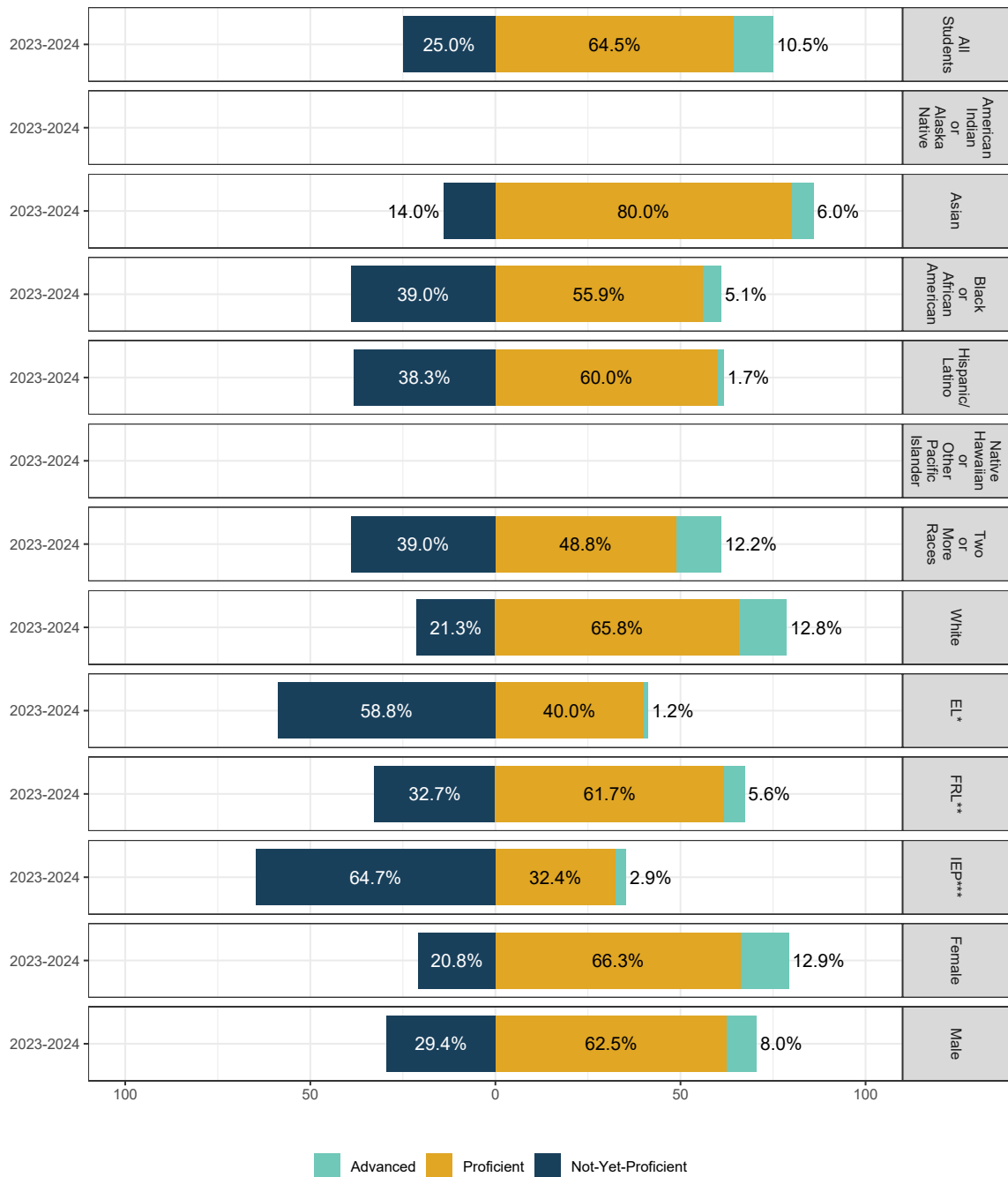
***IEP - Students with an individualized education program

Figures 1-50 to 1-70 show ISASP results for 2023-24.

English Language Arts

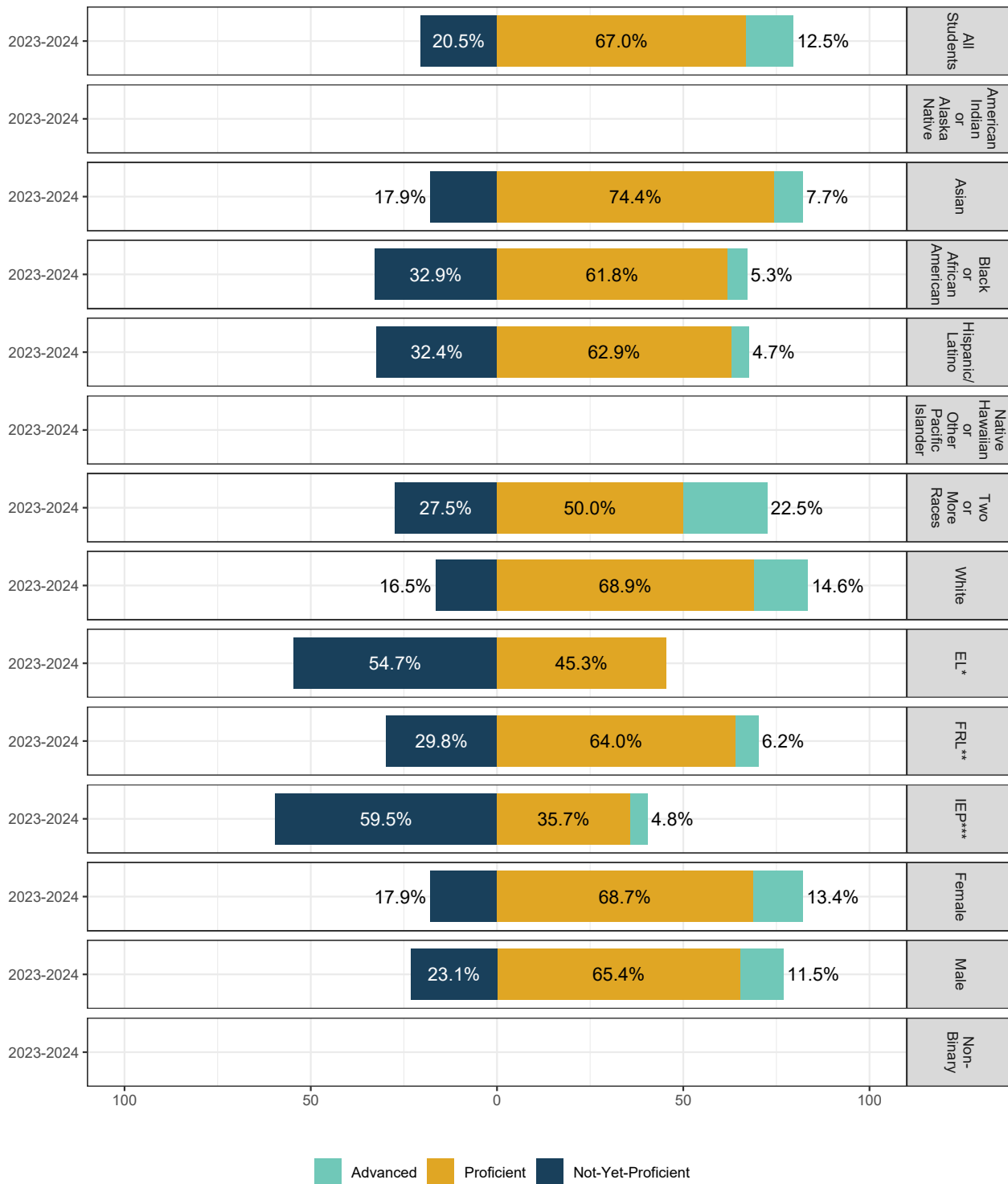
Indicator: Percentage of third- through eleventh-grade accredited nonpublic students with ESAs by performance level on the ISASP English language arts test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 1-50: Percent of Iowa Third Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



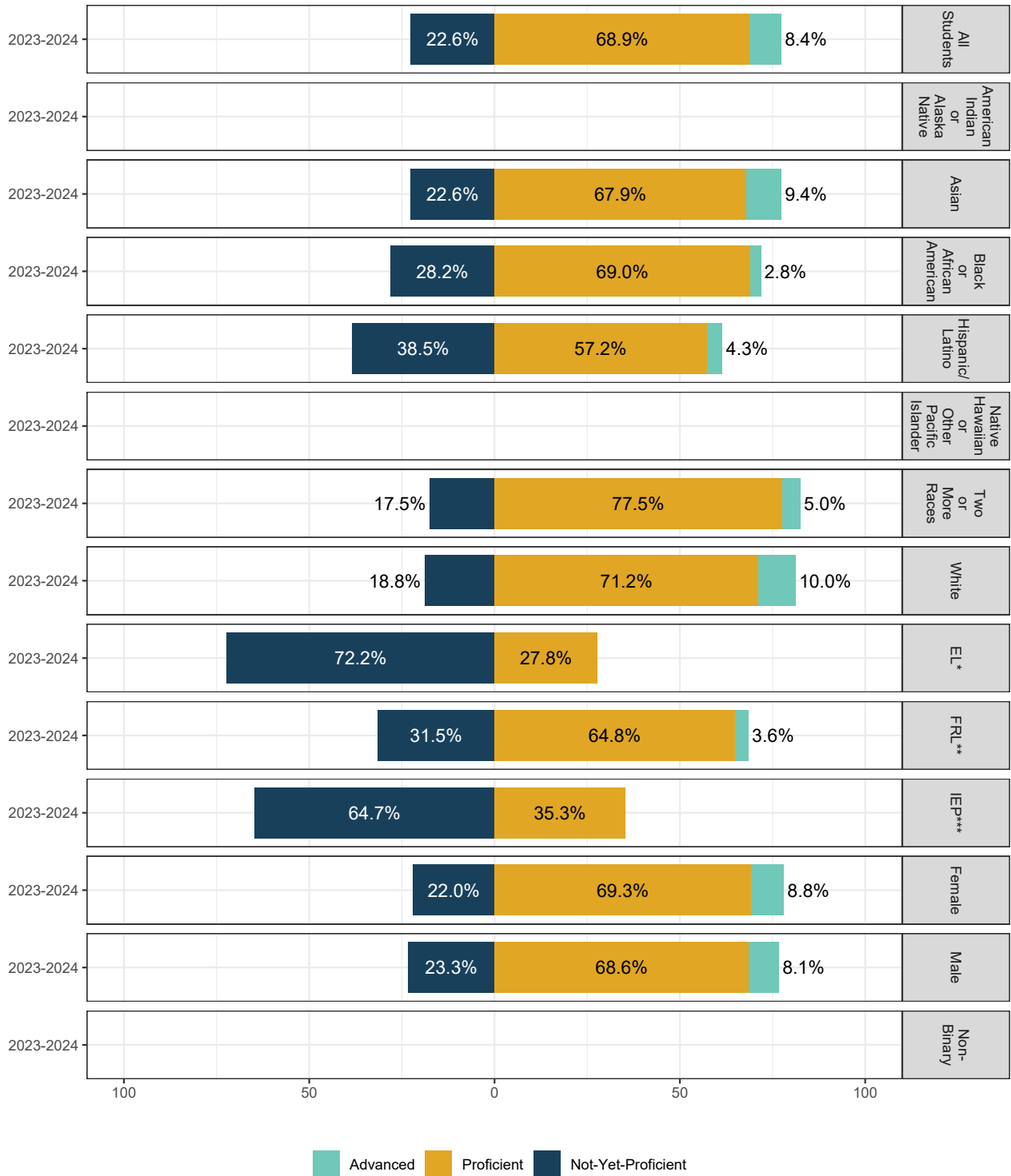
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-51: Percent of Iowa Fourth Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



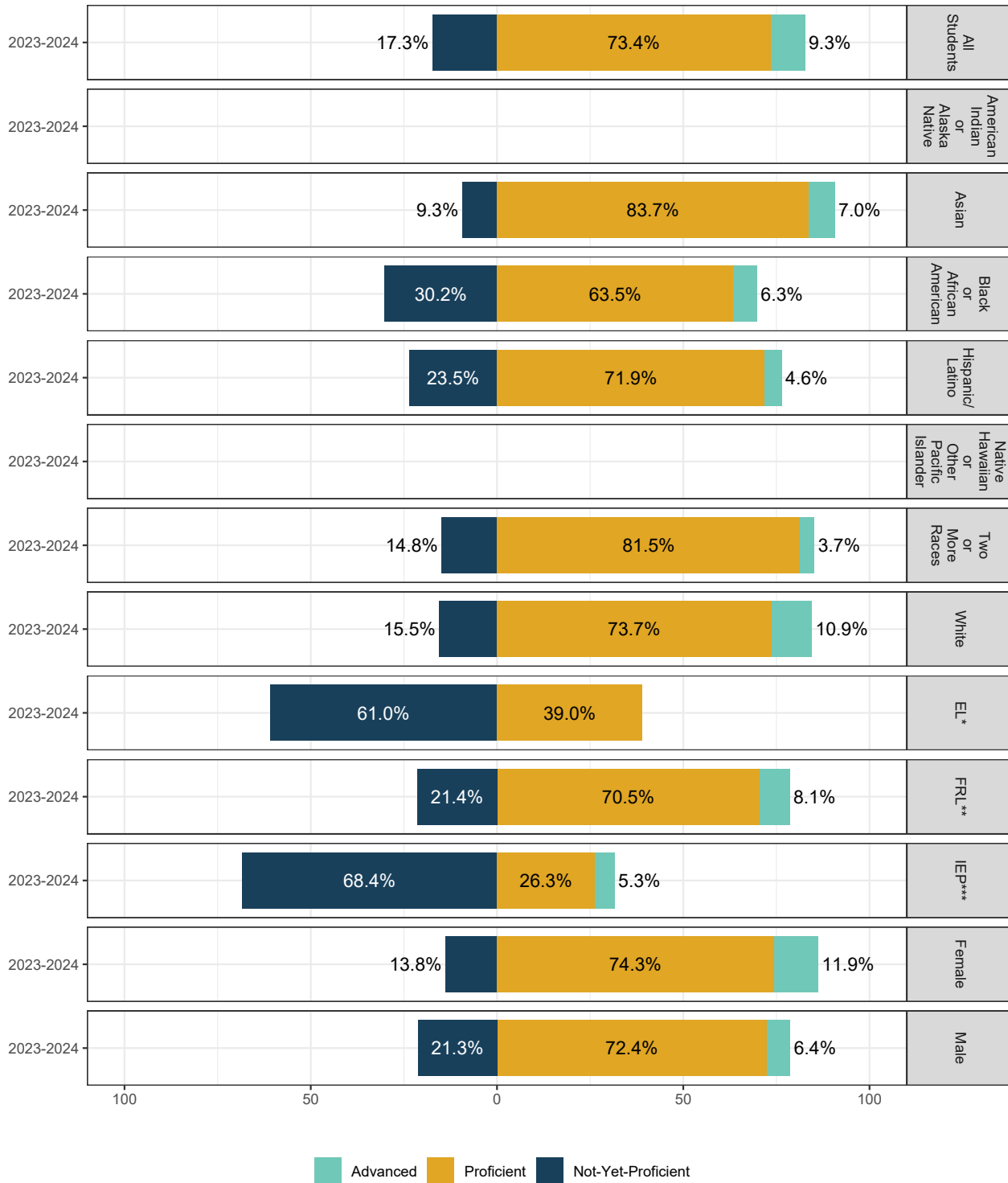
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-52: Percent of Iowa Fifth Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



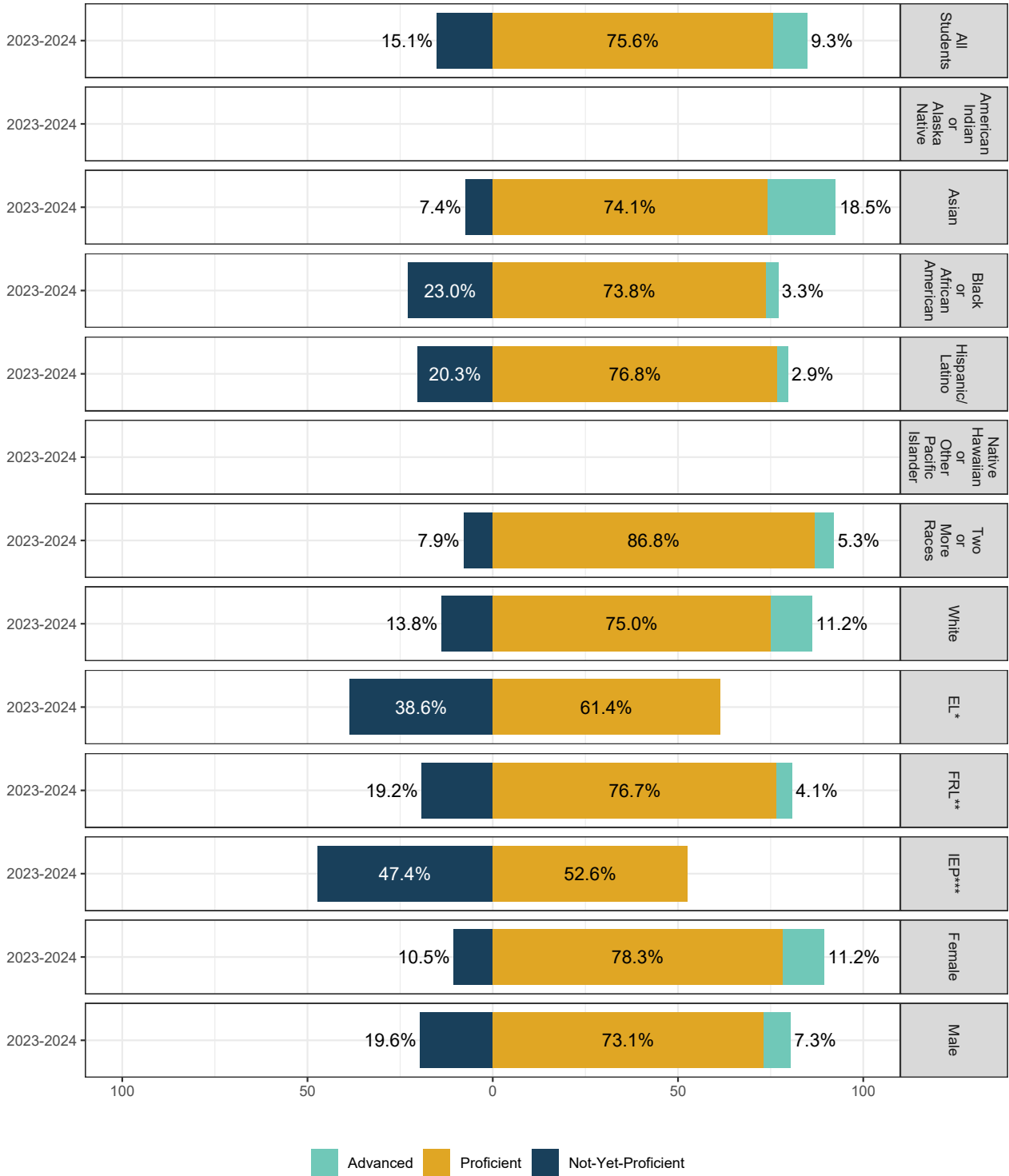
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-53: Percent of Iowa Sixth Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



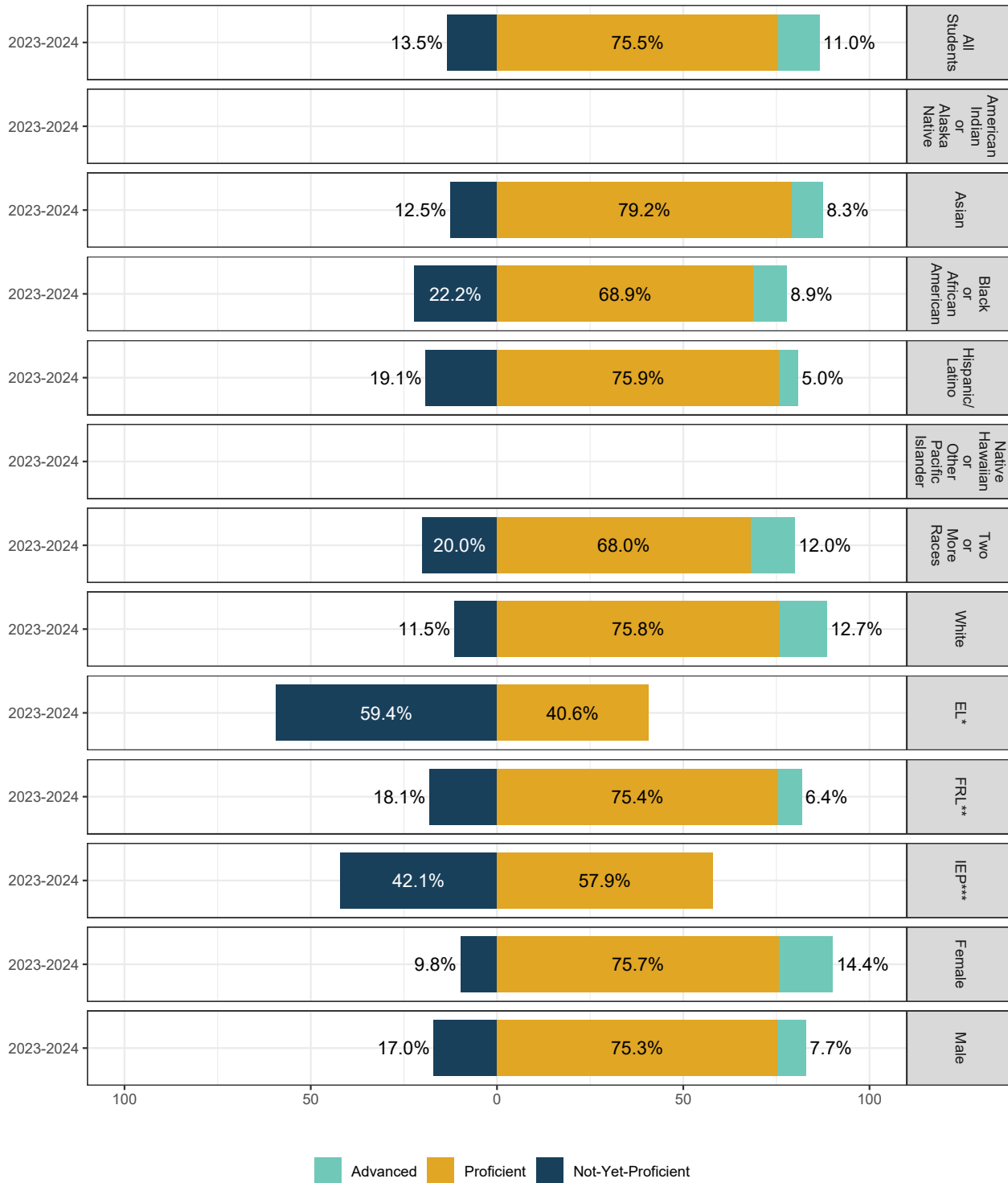
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-54: Percent of Iowa Seventh Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



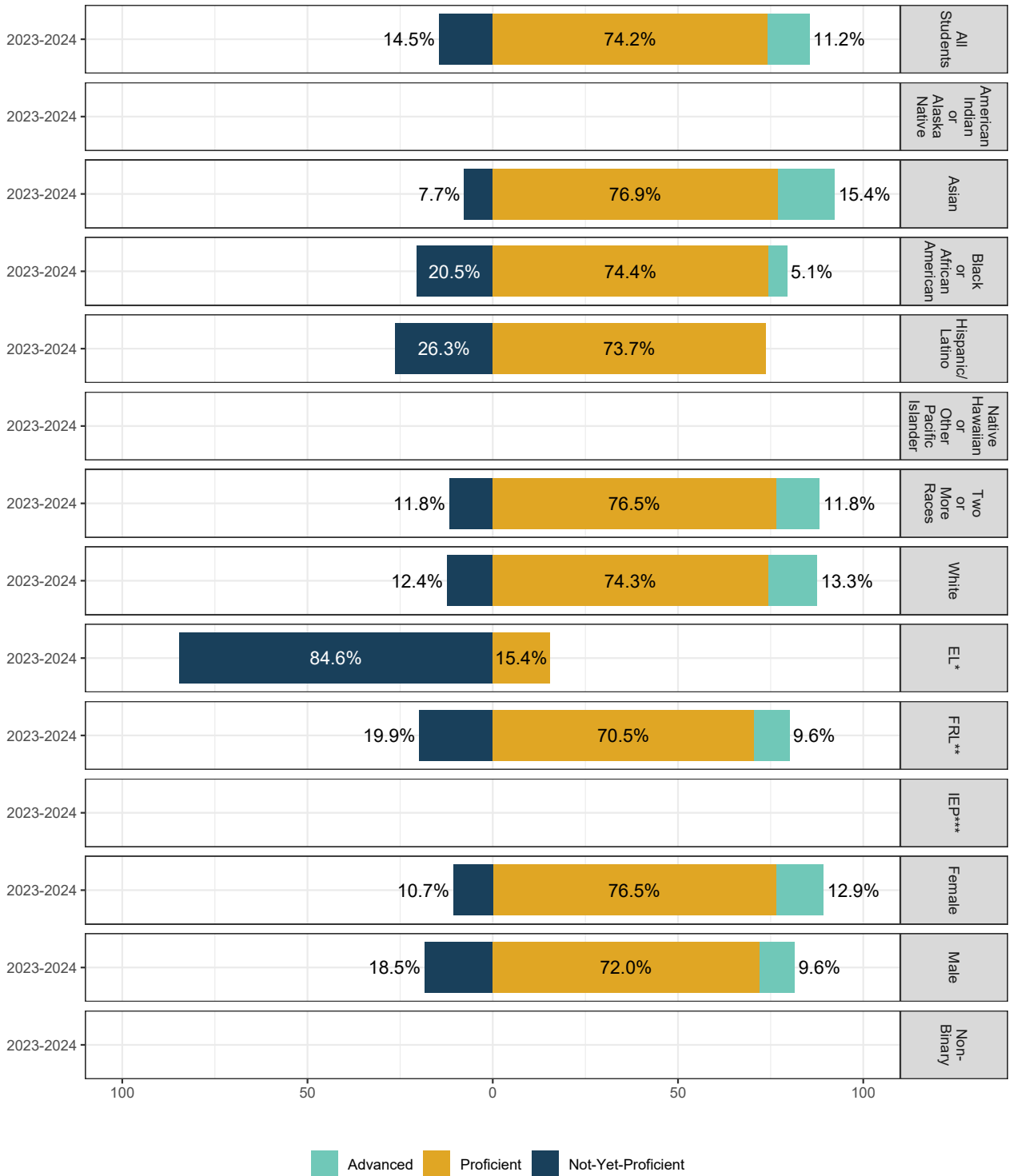
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-55: Percent of Iowa Eighth Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



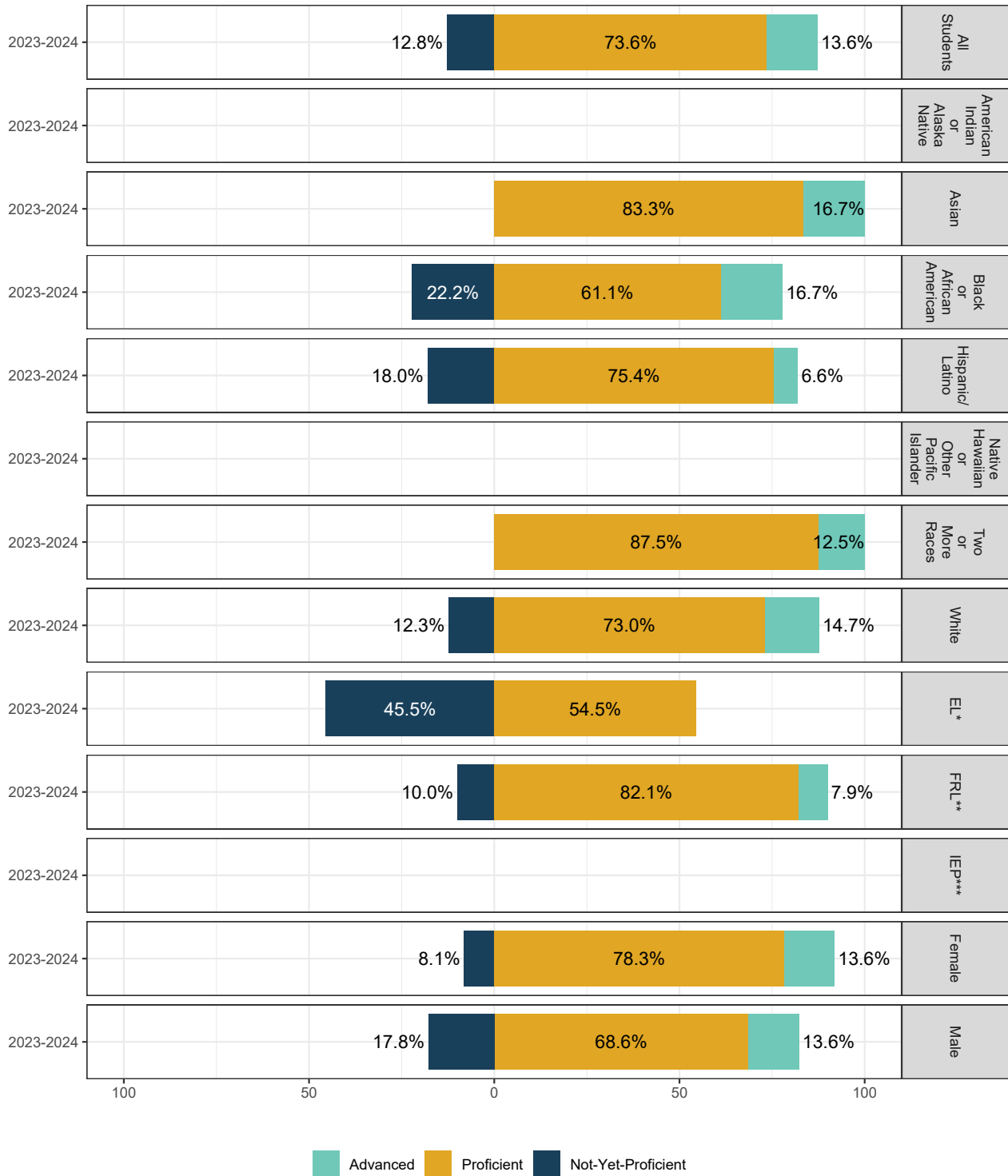
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-56: Percent of Iowa Ninth Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



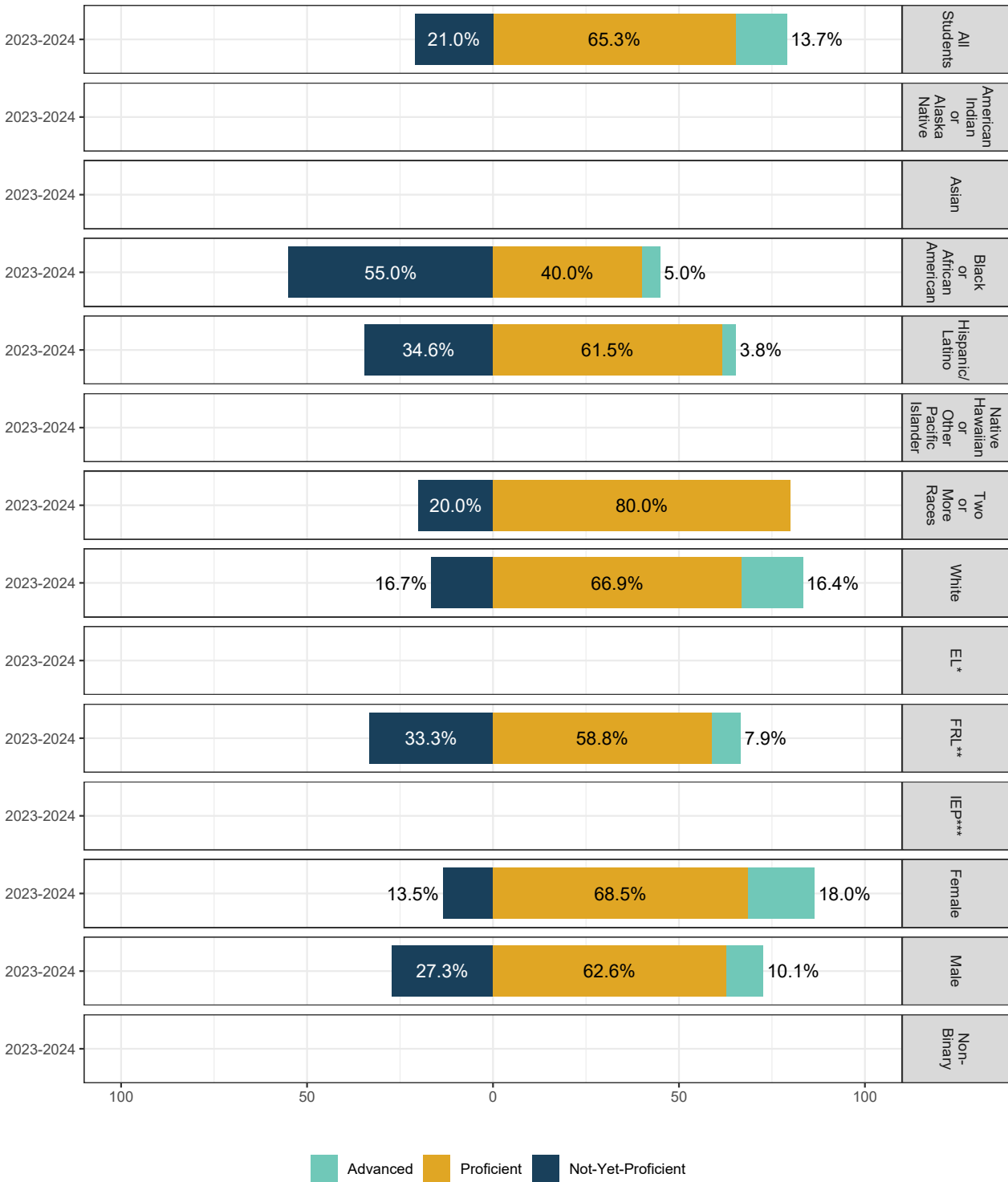
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-57: Percent of Iowa Tenth Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Figure 1-58: Percent of Iowa Eleventh Grade Students with Education Savings Accounts by Performance Level on the ISASP English Language Arts Test by Student Group 2023-24

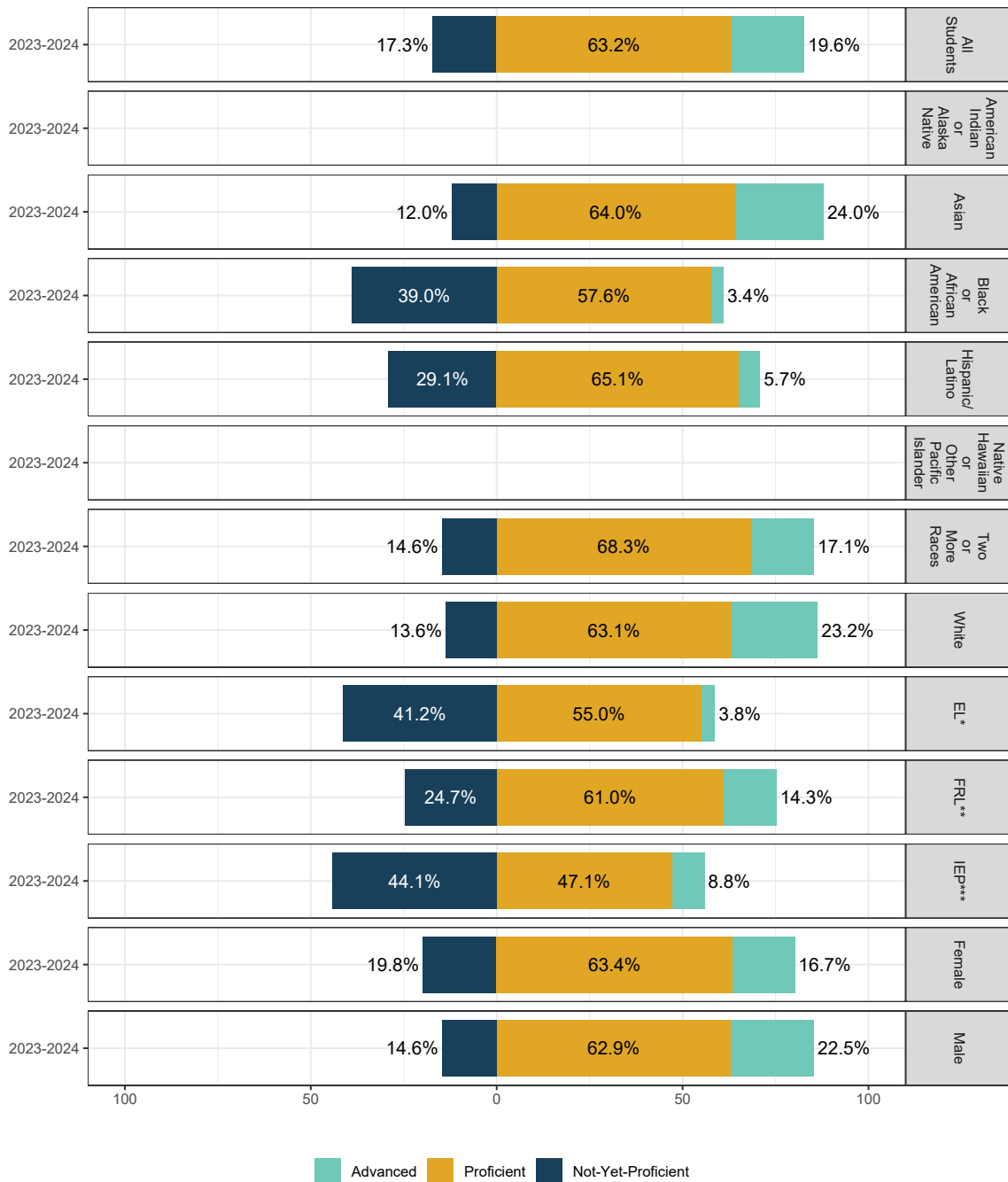


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-39 for additional notes/context about this figure.

Mathematics

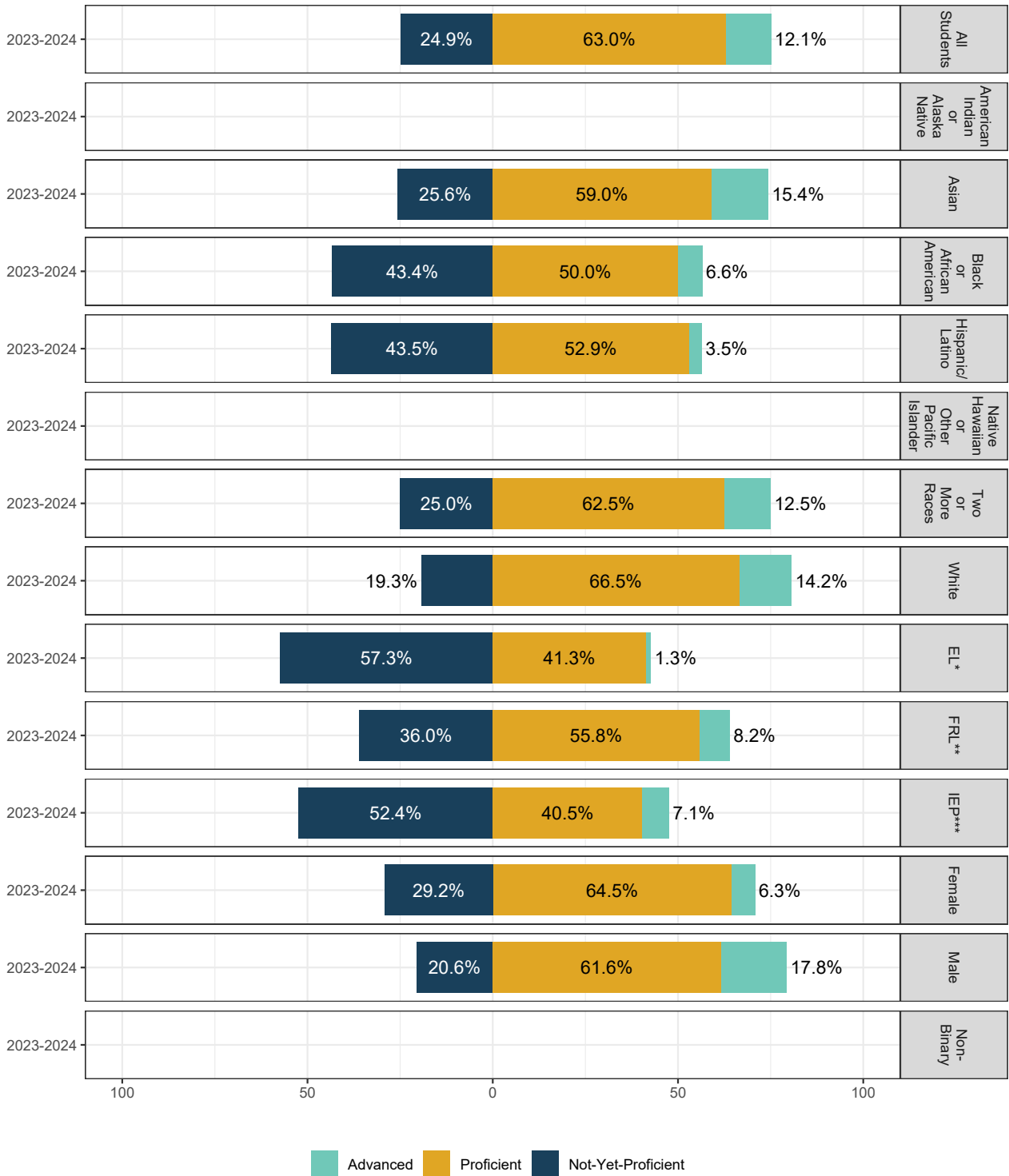
Indicator: Percentage of third- through eleventh-grade accredited nonpublic students with ESAs by performance level on the ISASP mathematics test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 1-59: Percent of Iowa Third Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



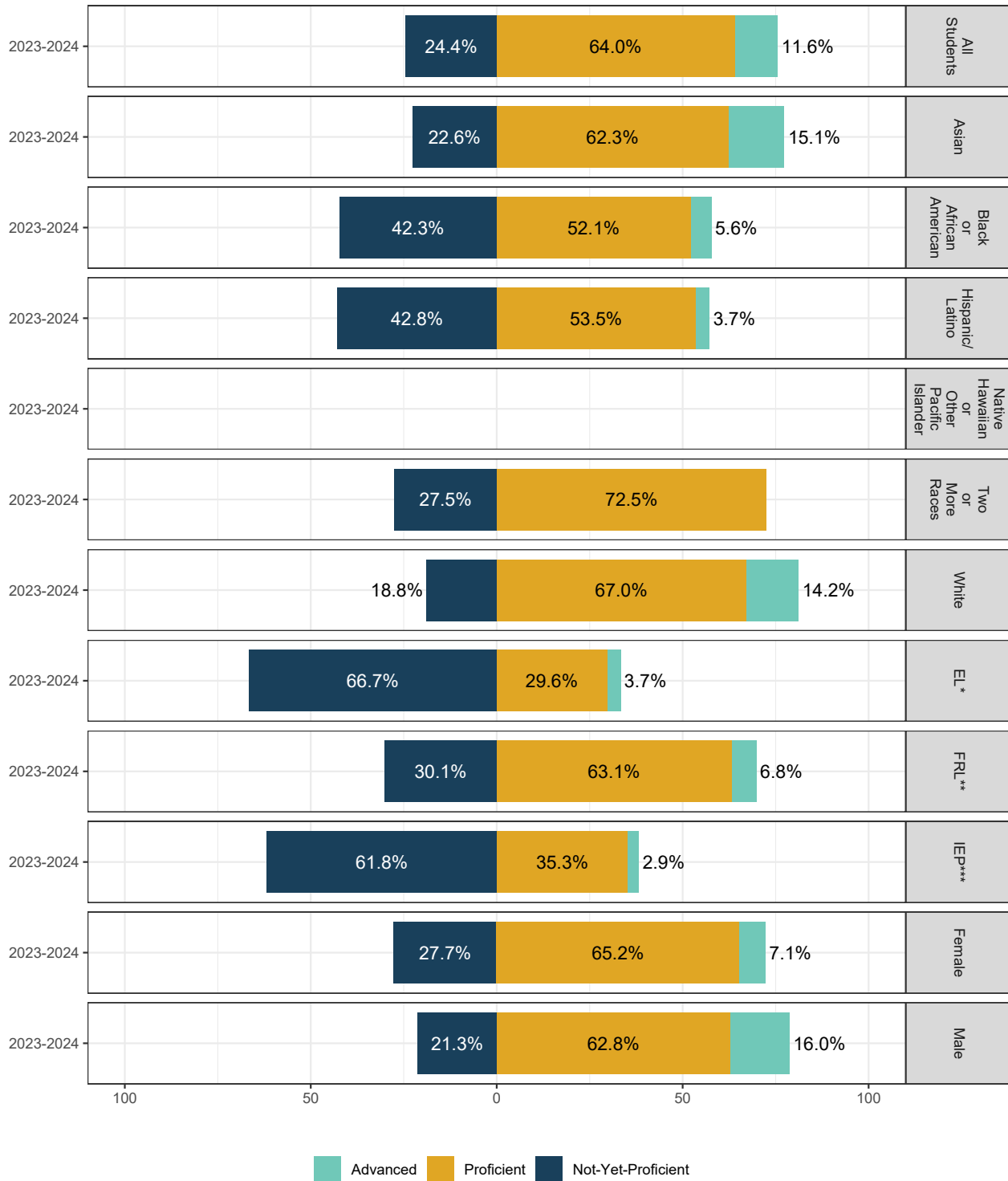
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-60: Percent of Iowa Fourth Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



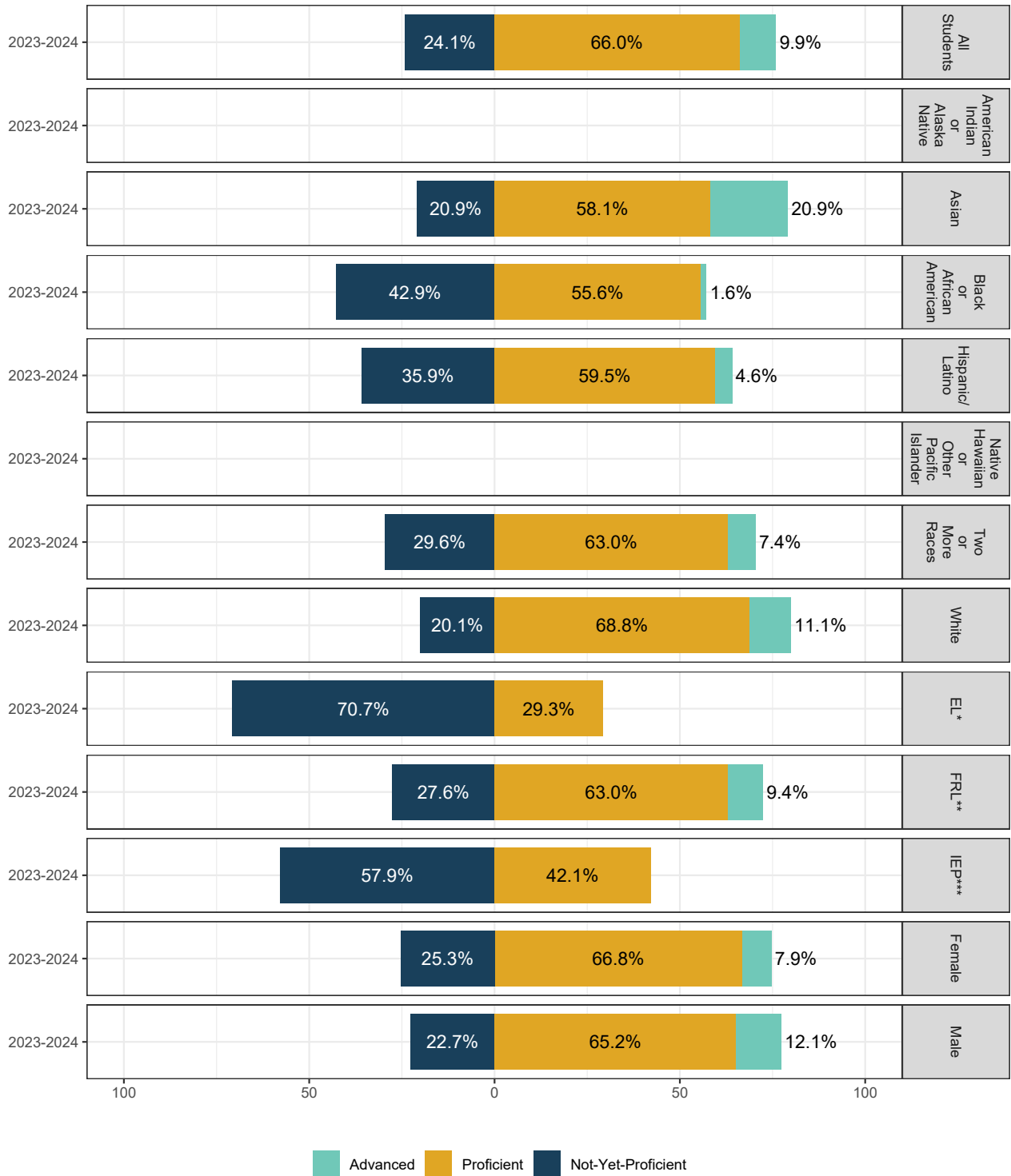
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-61: Percent of Iowa Fifth Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



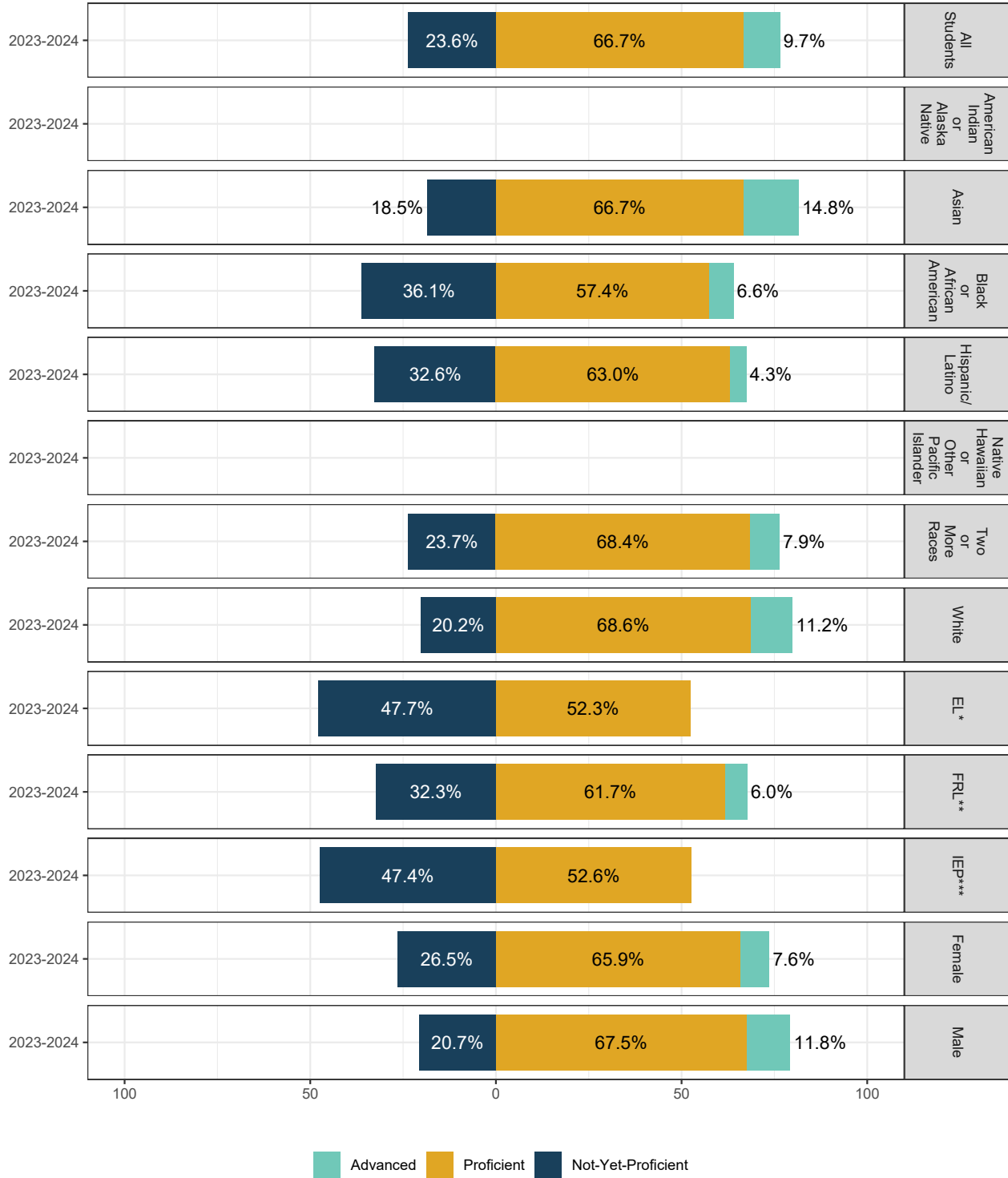
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-62: Percent of Iowa Sixth Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



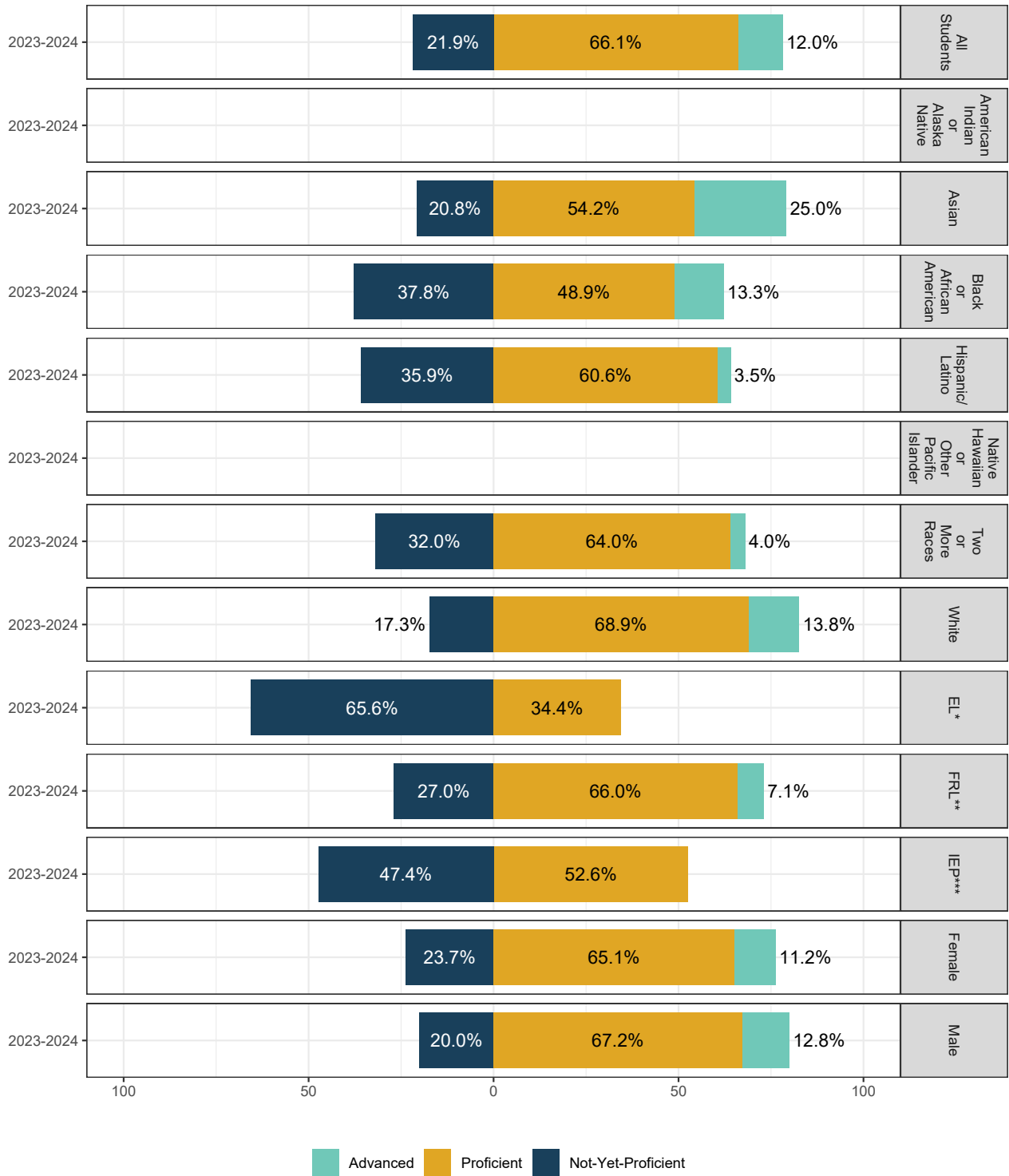
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-63: Percent of Iowa Seventh Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



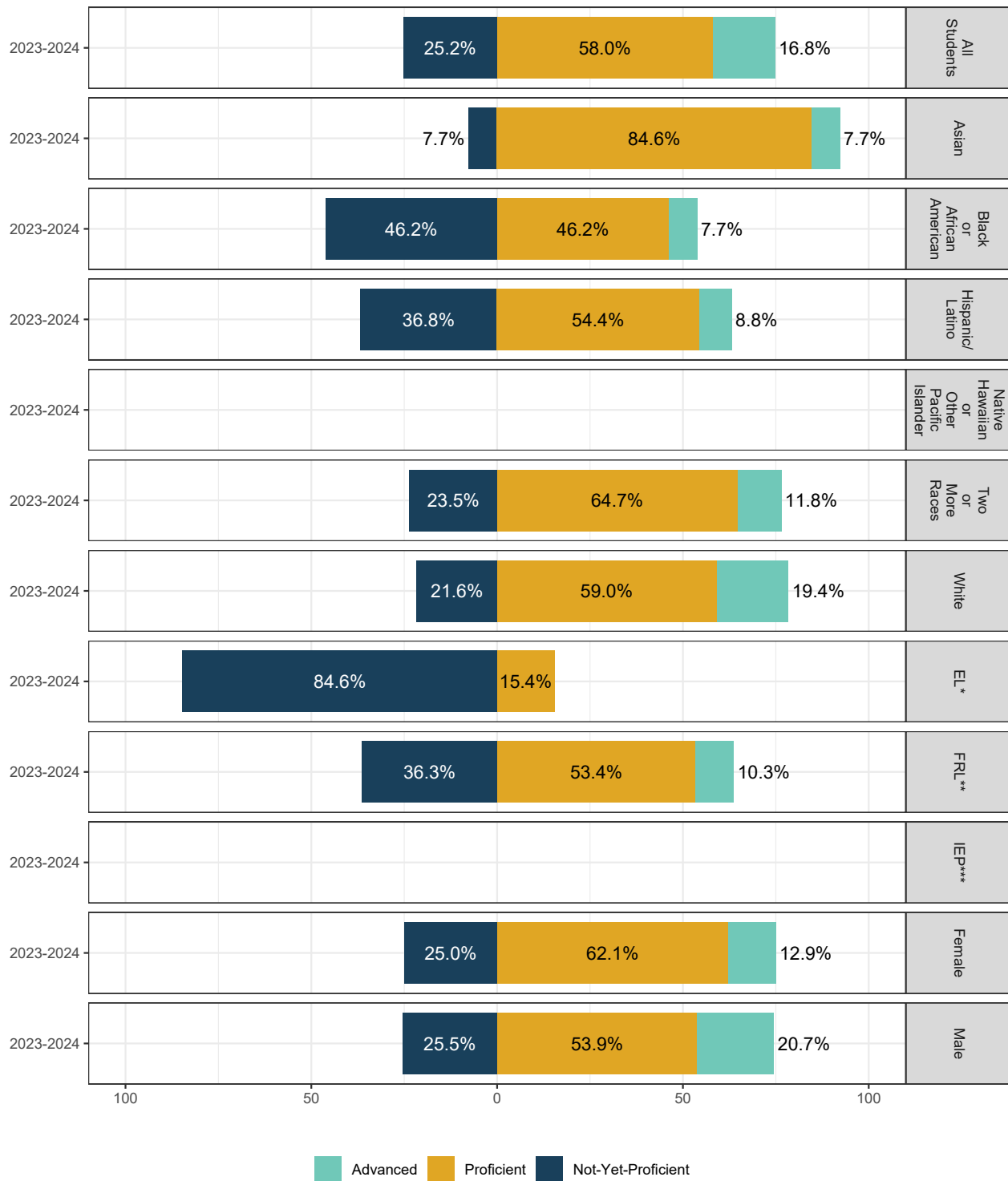
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-64: Percent of Iowa Eighth Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



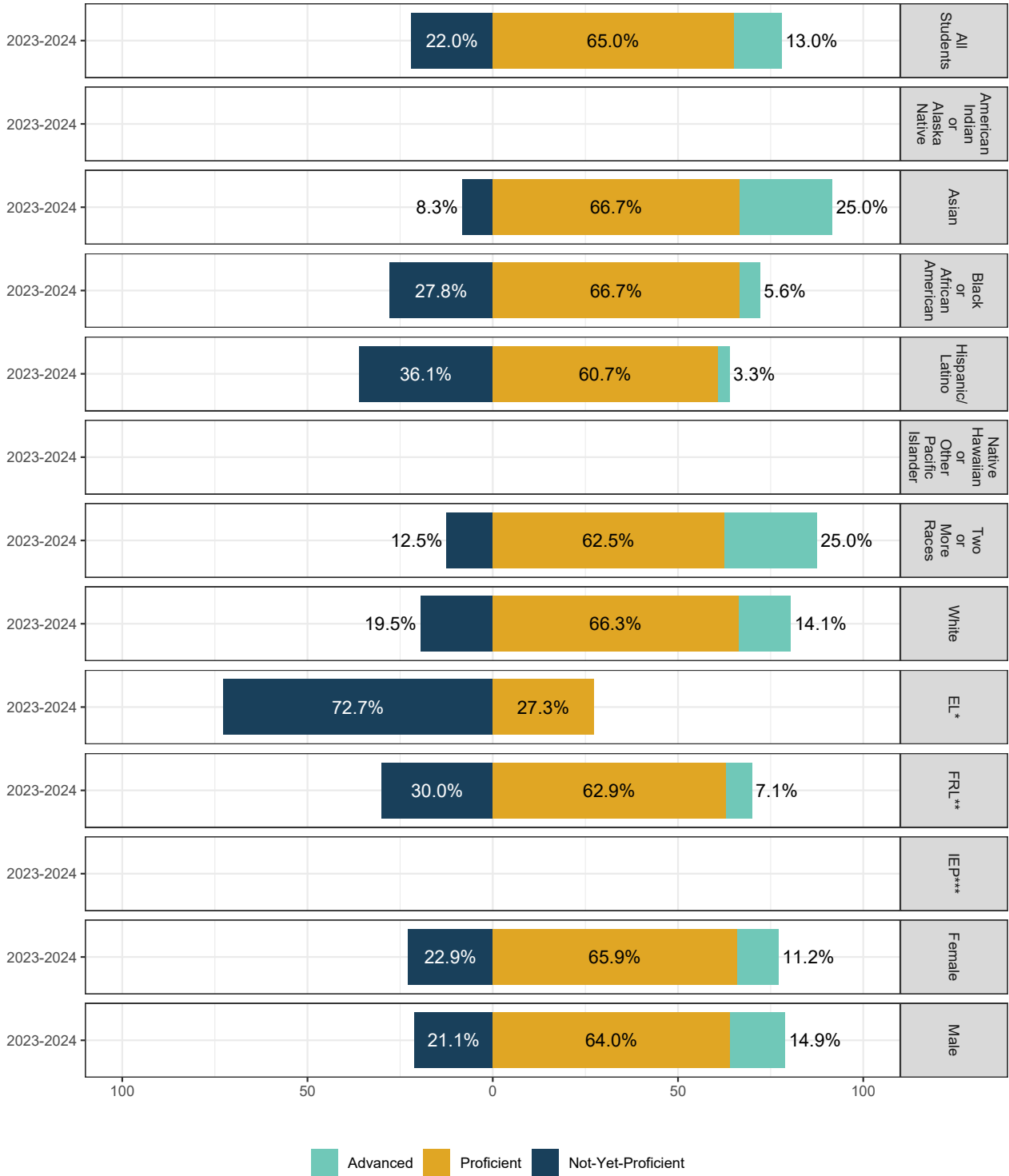
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-65: Percent of Iowa Ninth Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



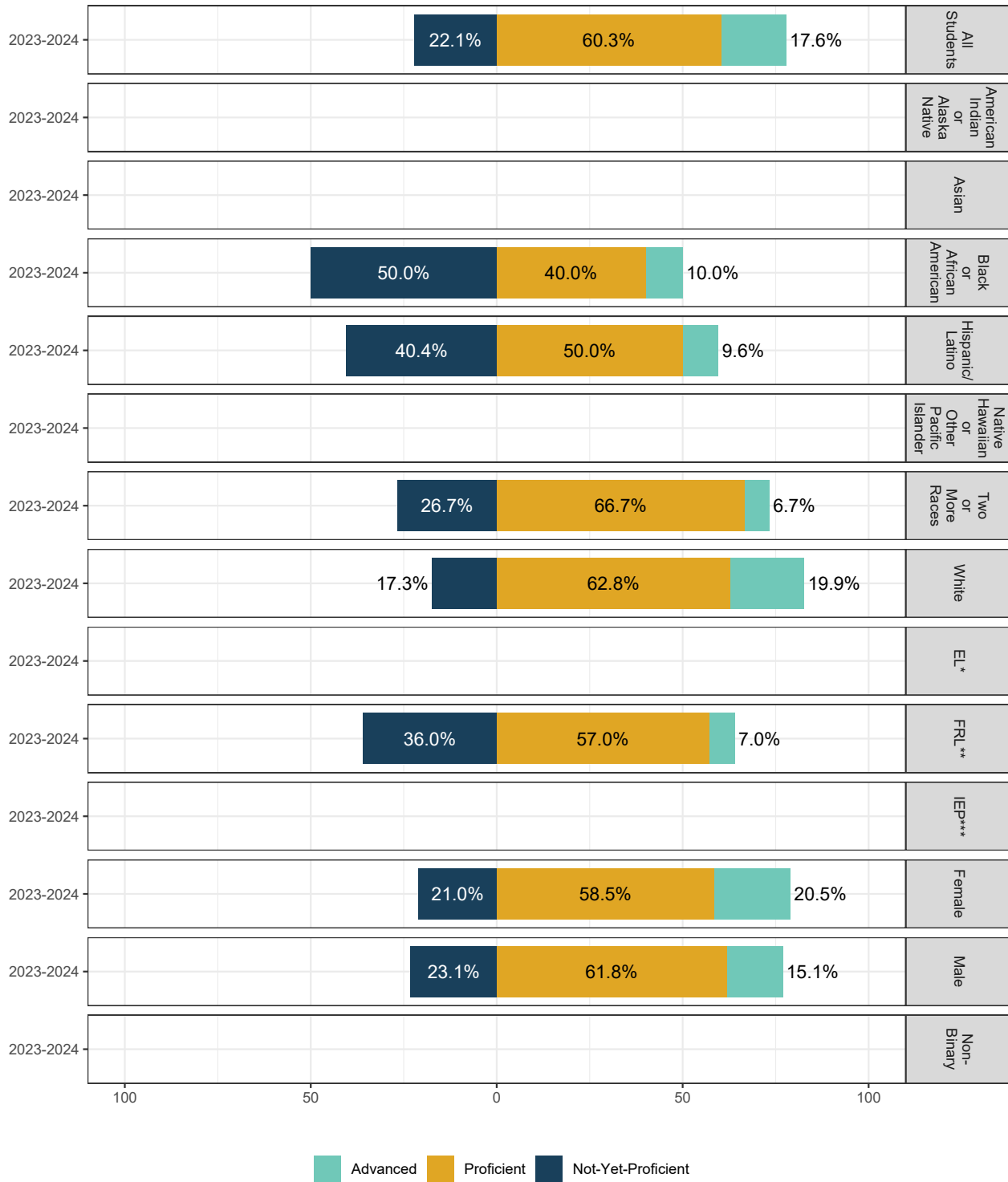
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-66: Percent of Iowa Tenth Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Figure 1-67: Percent of Iowa Eleventh Grade Students with Education Savings Accounts by Performance Level on the ISASP Mathematics Test by Student Group 2023-24

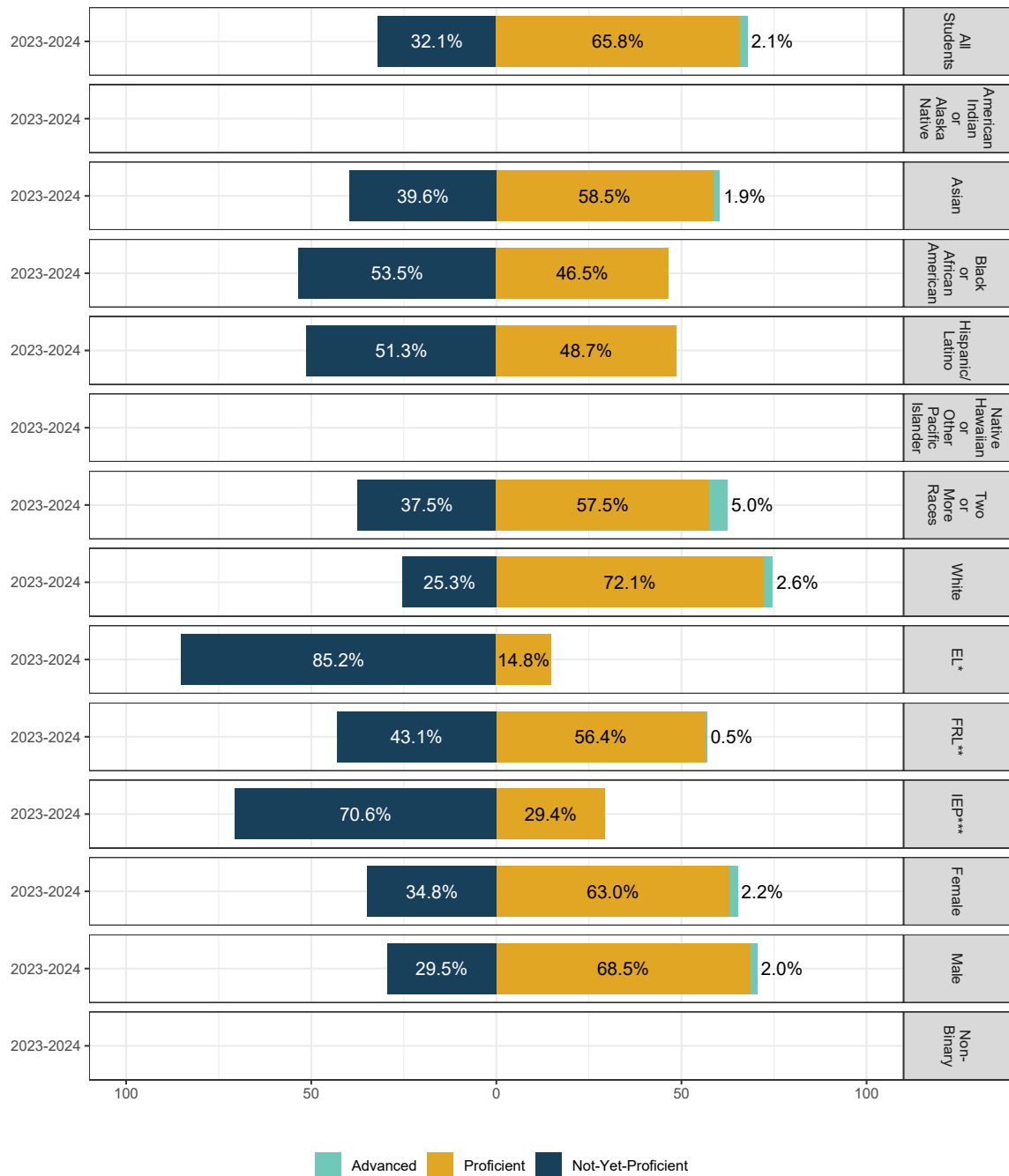


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-40 for additional notes/context about this figure.

Science

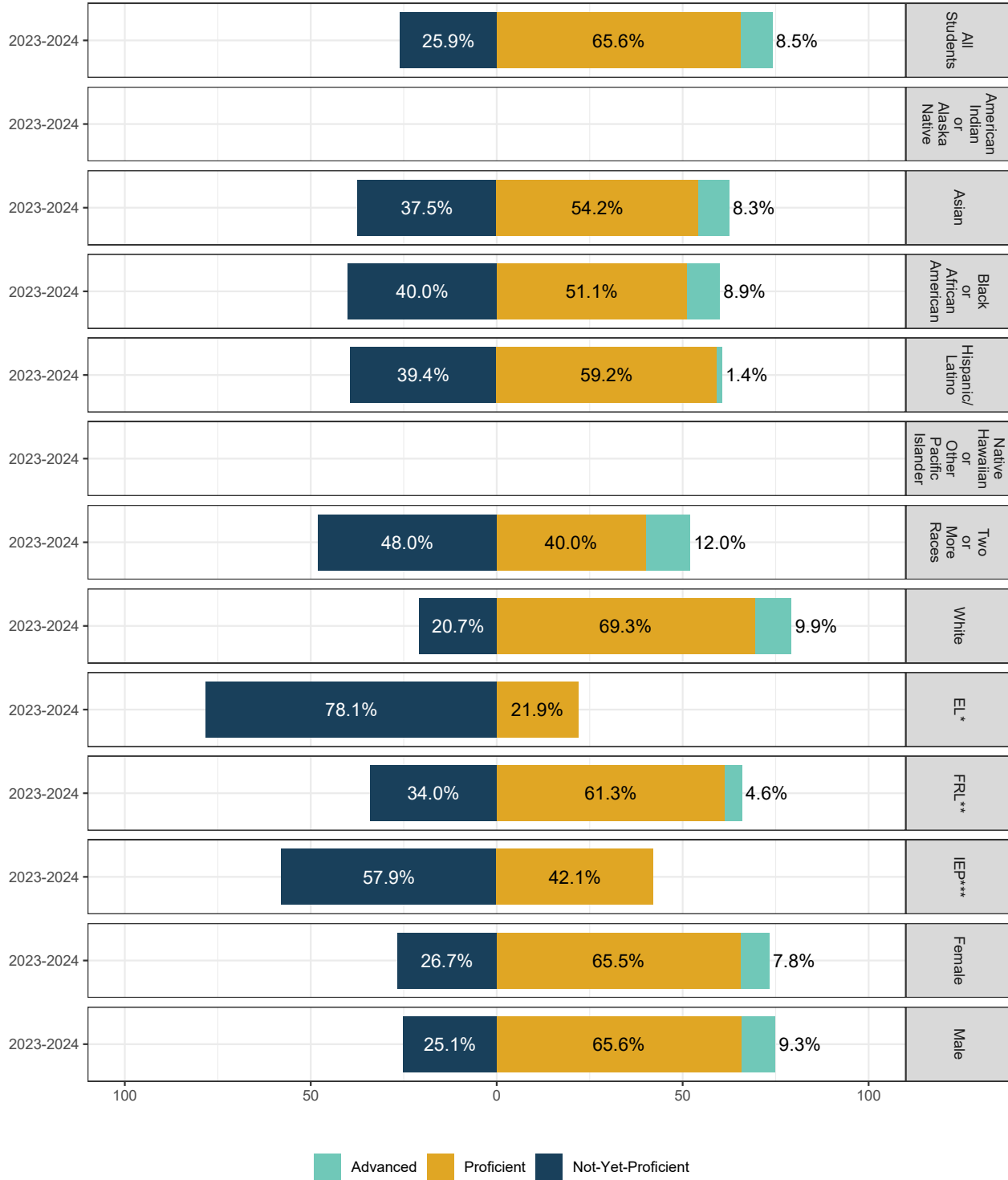
Indicator: Percentage of fifth-, eighth- and tenth-grade accredited nonpublic students with ESAs by performance level on the ISASP science test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 1-68: Percent of Iowa Fifth Grade Students with Education Savings Accounts by Performance Level on the ISASP Science Test by Student Group 2023-24



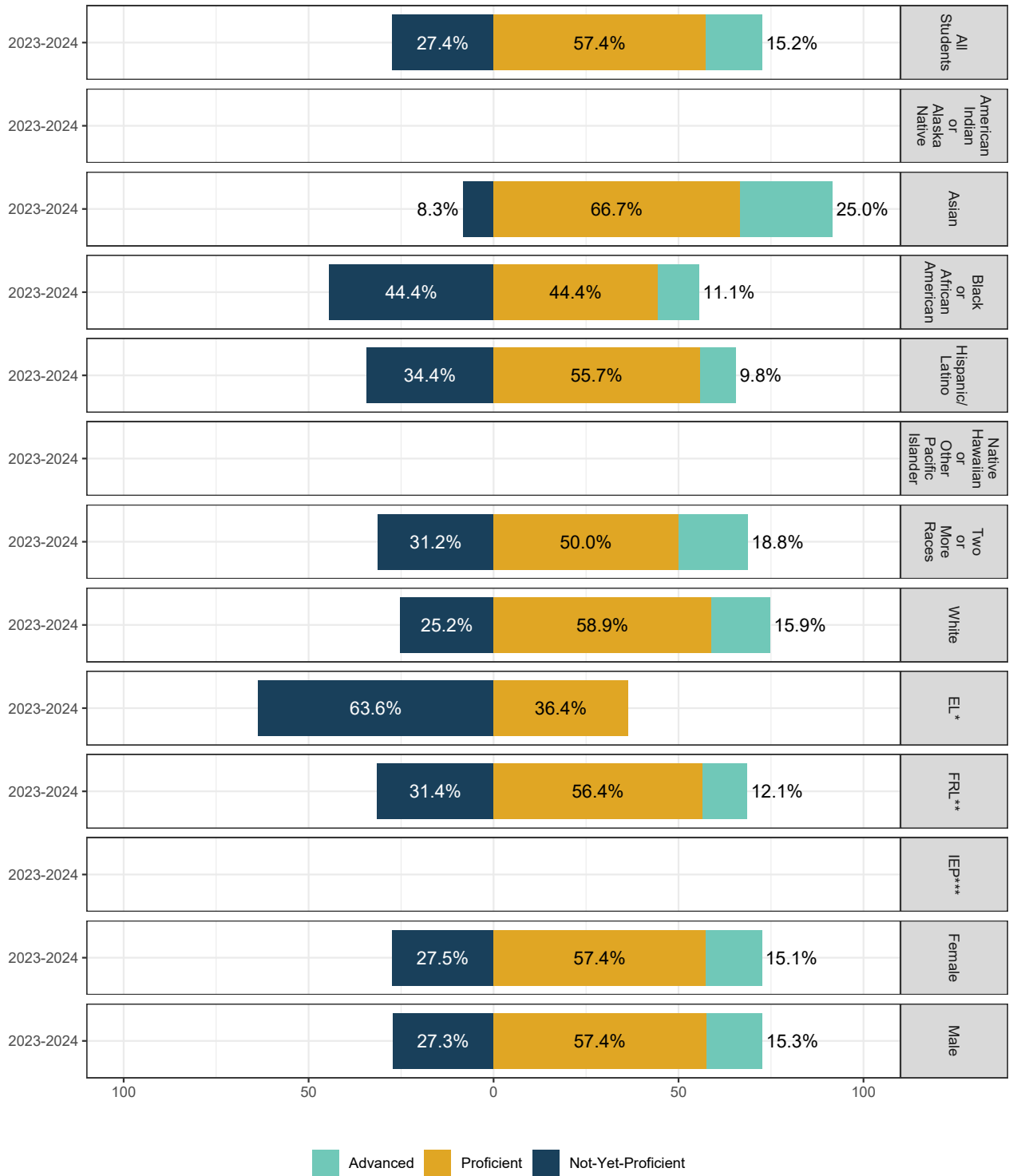
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-41 for additional notes/context about this figure.

Figure 1-69: Percent of Iowa Eighth Grade Students with Education Savings Accounts by Performance Level on the ISASP Science Test by Student Group 2023-24



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-41 for additional notes/context about this figure.

Figure 1-70: Percent of Iowa Tenth Grade Students with Education Savings Accounts by Performance Level on the ISASP Science Test by Student Group 2023-24



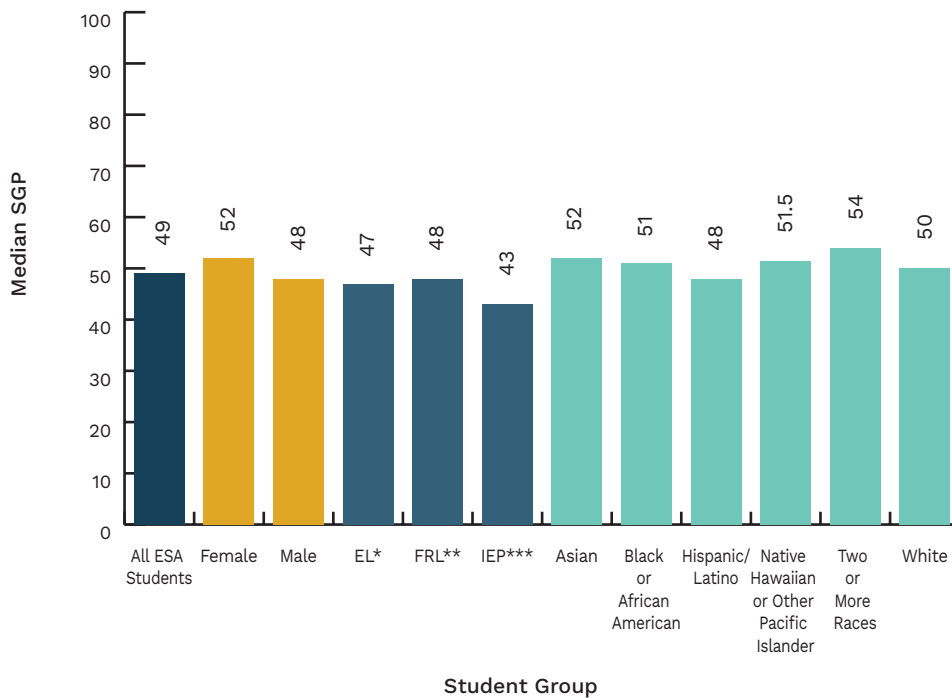
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.
 Note: See the Note for Table 1-41 for additional notes/context about this figure.

Growth on Iowa Statewide Assessment of Student Progress

Student Growth Percentiles (SGP) are the growth measure for state assessments used in Iowa’s Every Student Succeeds Act (ESSA) school accountability system reported on the Iowa School Performance Profiles website. An SGP is a number between 1 and 99 and describes a student’s growth compared to other students with similar prior test scores (their academic peers). If a student has an SGP of 85, they demonstrated equal to or more growth than 85% of their academic peers. A student with a low score on a state assessment can show high growth, and a student with a high score can demonstrate low growth. Similarly, two students with very different scale scores can have the same SGP.

Figure 1-71 shows the median SGP in English language arts (ELA) for students with ESAs who took the ISASP in 2023-24 and took the ISASP in at least one of the two previous years. This data is reported overall and for selected student groups. As a comparison, the overall statewide median SGP for all students taking the ISASP, including public school students, in any given year, grade and content area is 50. Figure 1-72 shows the same data broken out by grade level.

Figure 1-71: Median Student Growth Percentile (SGP) in English Language Arts on ISASP of Students with Education Savings Accounts by Student Characteristics, 2023-24



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

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

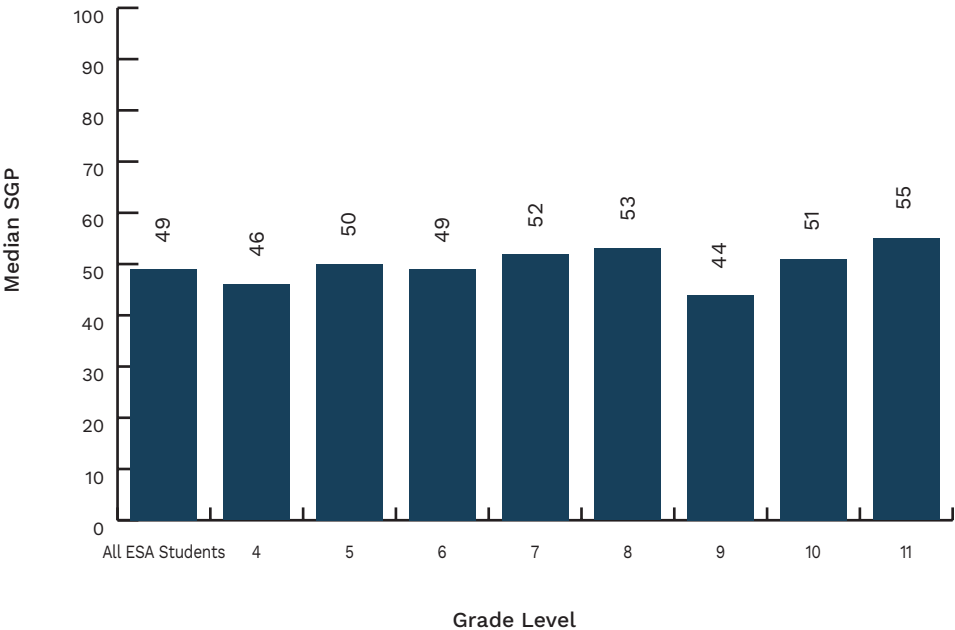
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

The non-binary (gender) and American Indian or Alaska Native student groups did not have enough students tested to meet reporting criteria.

This data reflects all students who had an Education Savings Account in 2023-24, took the ISASP in 2023-24 and took the ISASP in at least one of the two previous years in order to have the needed data for the SGP growth calculation.

Figure 1-72: Median Student Growth Percentile (SGP) in English Language Arts on ISASP of Students with Education Savings Accounts by Grade Level, 2023-24



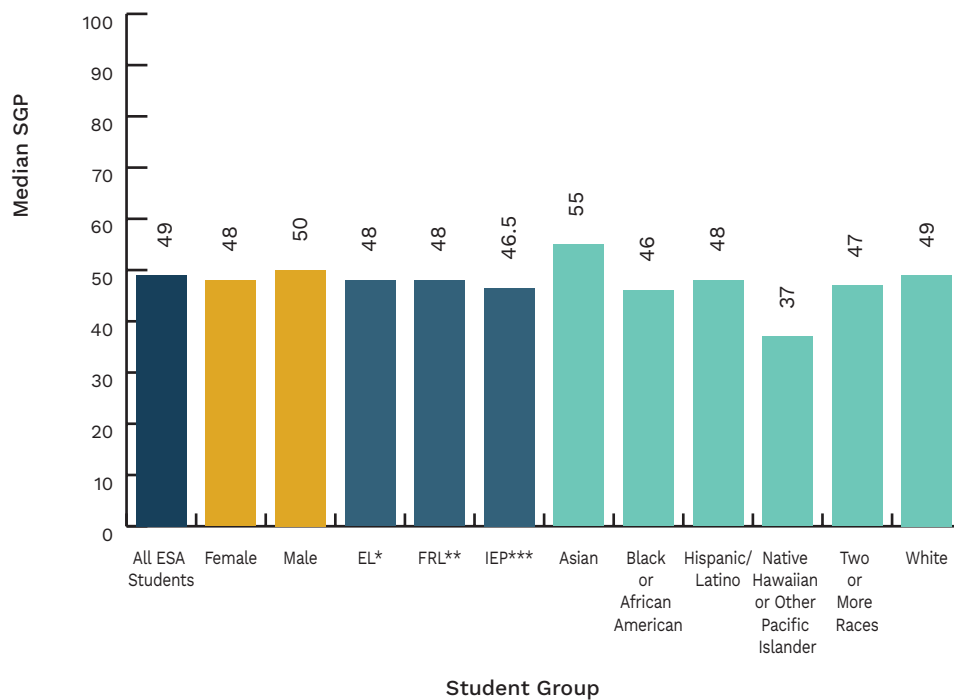
Source: Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress

This data reflects all students who had an Education Savings Account in 2023-24, took the ISASP in 2023-24 and took the ISASP in at least one of the two previous years in order to have the needed data for the SGP growth calculation.

Figure 1-73 shows the median SGP in mathematics for students with ESAs who took the ISASP in 2023-24 and took the ISASP in at least one of the two previous years. This data is reported overall and for selected student groups. As a comparison, the overall statewide median SGP for all students taking the ISASP, including public school students, in any given year, grade and content area is 50. Figure 1-74 shows the same data broken out by grade level.

Figure 1-73: Median Student Growth Percentile (SGP) in Mathematics on ISASP of Students with Education Savings Accounts by Student Characteristics, 2023-24



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

Note: ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

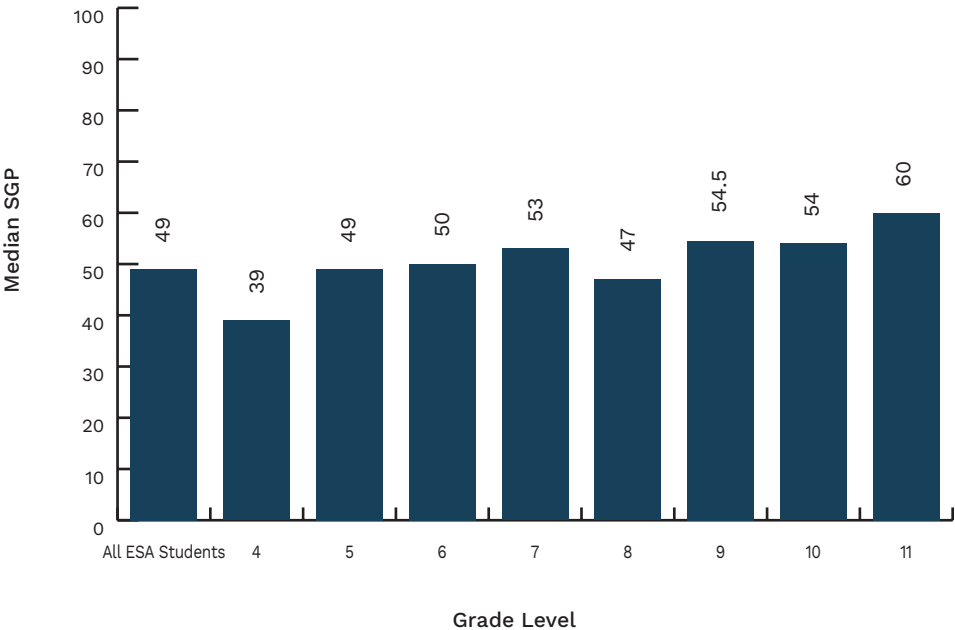
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

The non-binary (gender) and American Indian or Alaska Native student groups did not have enough students tested to meet reporting criteria.

This data reflects all students who had an Education Savings Account in 2023-24, took the ISASP in 2023-24 and took the ISASP in at least one of the two previous years in order to have the needed data for the SGP growth calculation.

Figure 1-74: Median Student Growth Percentile (SGP) in Mathematics on ISASP of Students with Education Savings Accounts by Grade Level, 2023-24



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

Note: ISASP - Iowa Statewide Assessment of Student Progress

This data reflects all students who had an Education Savings Account in 2023-24, took the ISASP in 2023-24 and took the ISASP in at least one of the two previous years in order to have the needed data for the SGP growth calculation.

SPECIAL EDUCATION

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 each year. The most recent data is from the 2023-24 school year (or 2022-23, where reporting lags a year), and will be reported in the Federal Fiscal Year 2023 APR, due in February 2025.

Performance is measured every six years using baseline data and input from various stakeholders against state target that are set in the State Performance Plan (SPP). Measures of compliance with IDEA are also reported in the SPP and APR. Some of the measures of performance presented in this section are modified from Iowa's Part B APR, which is accessible in its entirety on the Special Education Public Reporting page of the Department's website at: <https://educate.iowa.gov/pk-12/special-education/public-reporting#state-performance-plan-and-annual-performance-report>.

Other measures in this section are included to address three areas identified by special education stakeholders in the state to monitor and to use to compare the performance and outcomes of students with and without disabilities.

- Students come to school ready to learn.
- Students achieve at high levels.
- Students leave school ready for life.

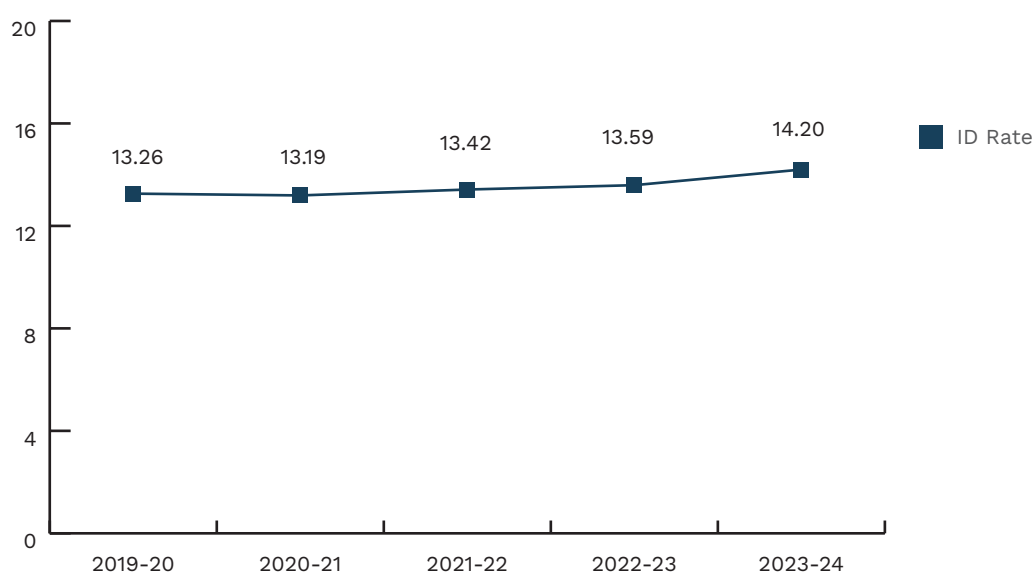


CONTEXT OF SPECIAL EDUCATION IN IOWA

Identification Rates

The identification rate refers to the percentage of students identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2019-20 to 2022-23. The 2023-24 data represents students age 5 years and in Kindergarten to 21. Over the five-year period from the 2019-20 school year to the 2023-24 school year, the rate of identification has increased by 0.94 percentage points.

Figure 2-1: Special Education Identification Rate for Students Ages 5 and in Kindergarten to 21, 2019-20 to 2023-24



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

Note: 2023-24 includes ages five and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

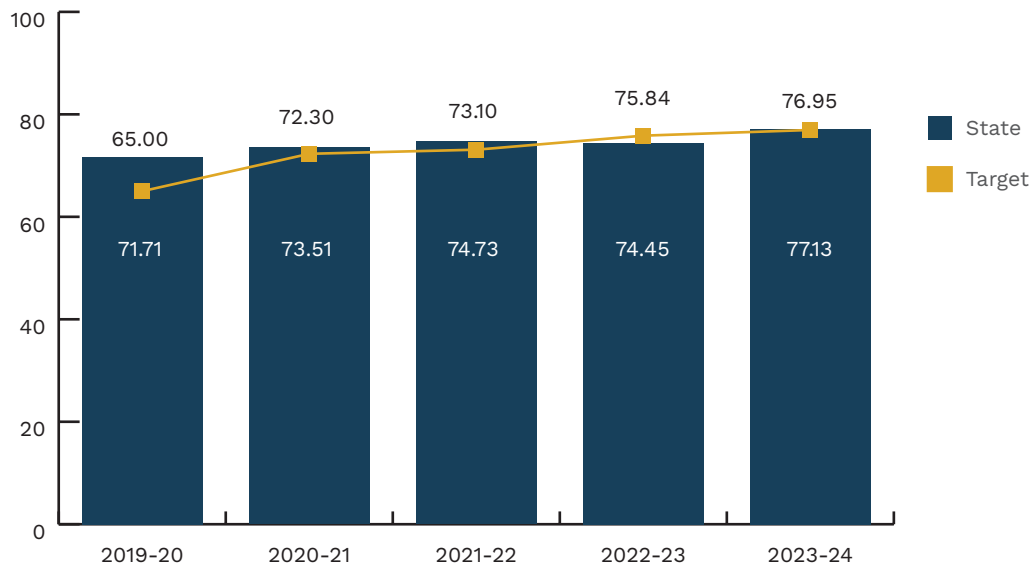
PLACEMENT

Children and students receiving special education services may be served in a variety of educational settings. Data are collected on educational settings based on the amount of time children and students spend with their peers in a regular education classroom setting and the percentage of children and students served in private separate schools, residential placements, homebound or hospital placements. Over time, the percentage of children/ students served in a regular classroom setting has increased significantly in Iowa to where it is today.

The following graphs show the percentage of students with disabilities ages 6-21 (2019-20 through 2022-23) and ages five and in kindergarten to 21 (2023-24) served (1) in the regular education classroom for 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.

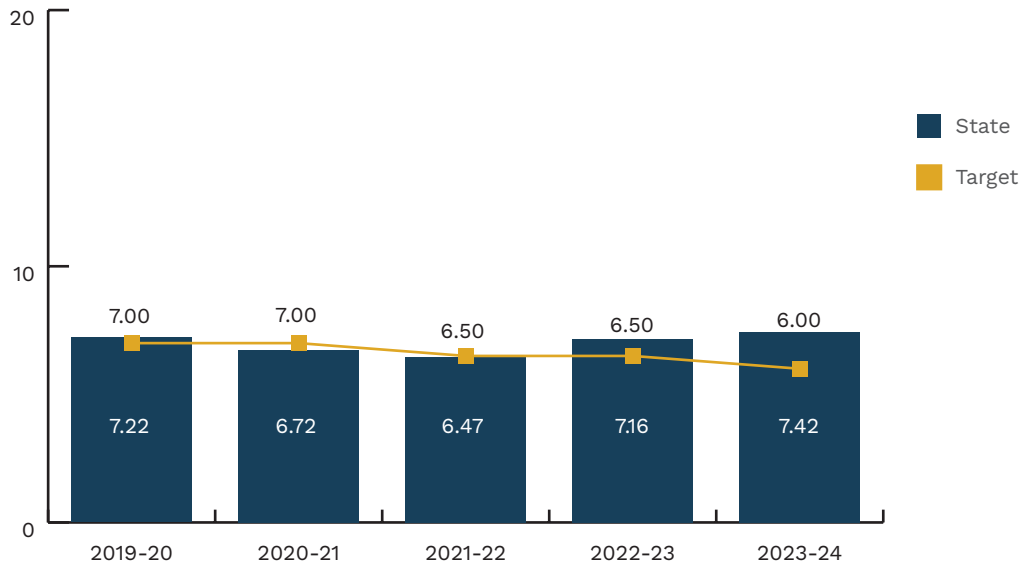
The percentage of students in the regular education classroom setting increased from 2019-20 to 2021-22, each year being above the state target. In 2022-23, the percentage of students in the regular education classroom for 80% or more of the school day was 74.45, 1.39 percentage points below the 75.84% state target for 2022-23. However, in 2023-24, the state average increased and is above the target of 76.95% again. The percentage of students served in the regular education classroom for less than 40% of the school day was 7.42 in 2023-24, an increase of 0.26 percentage points from the previous year. The percentage of students served in other placements was 2.09, an increase of 1.24 percentage points from the previous year and does not meet the state goal of being less than 1.40%.

Figure 2-2: Percentage of Students with Disabilities, Ages 5 and in Kindergarten to 21, Served in a Regular Education Classroom Setting 80% or More of the School Day, 2019-20 to 2023-24



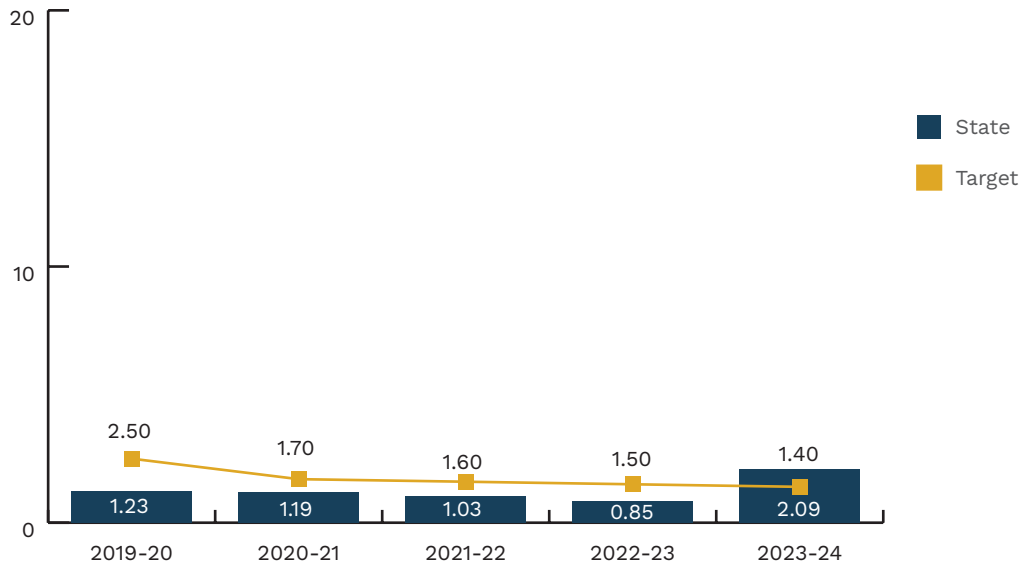
Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.
 Note: 2023-24 includes ages five and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

Figure 2-3: Percentage of Students with Disabilities, Ages 5 and in Kindergarten to 21, Served in a Regular Education Classroom Setting Less than 40% of the School Day, 2019-20 to 2023-24



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.
 Note: 2023-24 includes ages 5 and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

Figure 2-4: Percentage of Students with Disabilities, Ages 5 and in Kindergarten to 21, Served in Private Separate Schools, Residential Placements, Homebound or Hospital Placements, 2019-20 to 2023-24



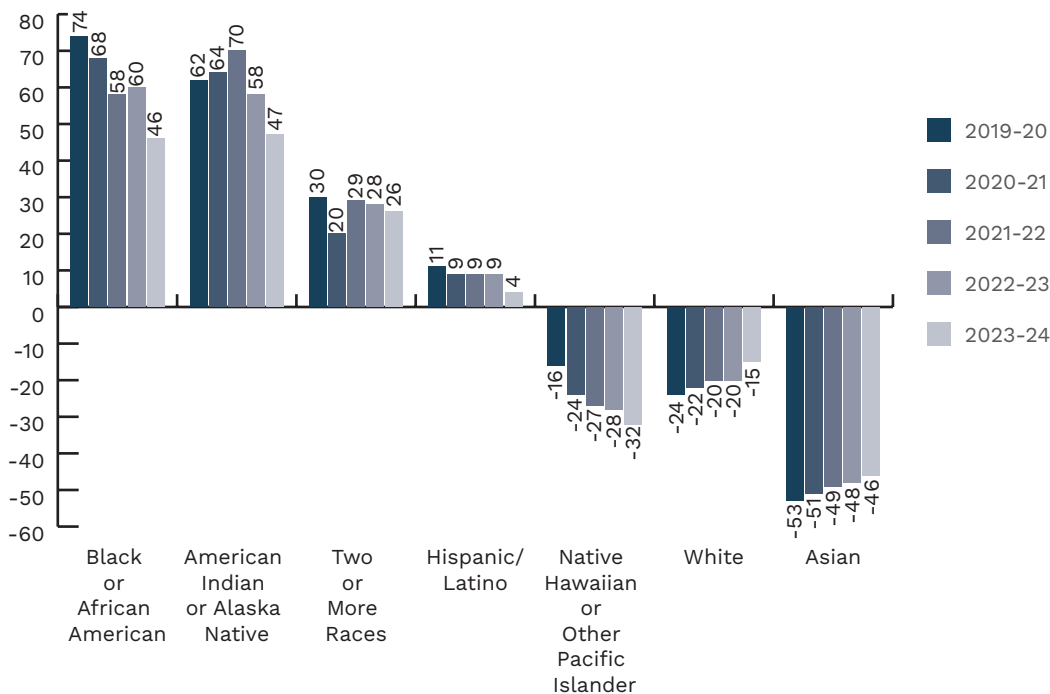
Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.
 Note: 2023-24 includes ages 5 and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

DISPROPORTIONALITY

Disproportionality — percent probability, or likelihood of overrepresentation of racial and/or ethnic groups in special education and related services — is a result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group, as compared to all students.

In 2023-24, Black or African American and American Indian or Alaska Native students had the greatest disproportionality rates of overrepresentation at 46% and 47%, respectively. Asian and Native Hawaiian or Other Pacific Islander students had the greatest disproportionality rates of underrepresentation at -46% and -32%, respectively. The overidentification of Black or African American students in special education has steadily decreased over the last five years, dropping 28 percentage points from 2019-20 to the 2023-24 school year. Additionally, during the same five-year time frame, the overidentification of American Indian or Alaska Native students is down 23 percentage points from the peak of 70% in 2021-22.

Figure 2-5: Percentage Probability of Being Placed in Special Education Compared to All Students, 2019-20 to 2023-24



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.

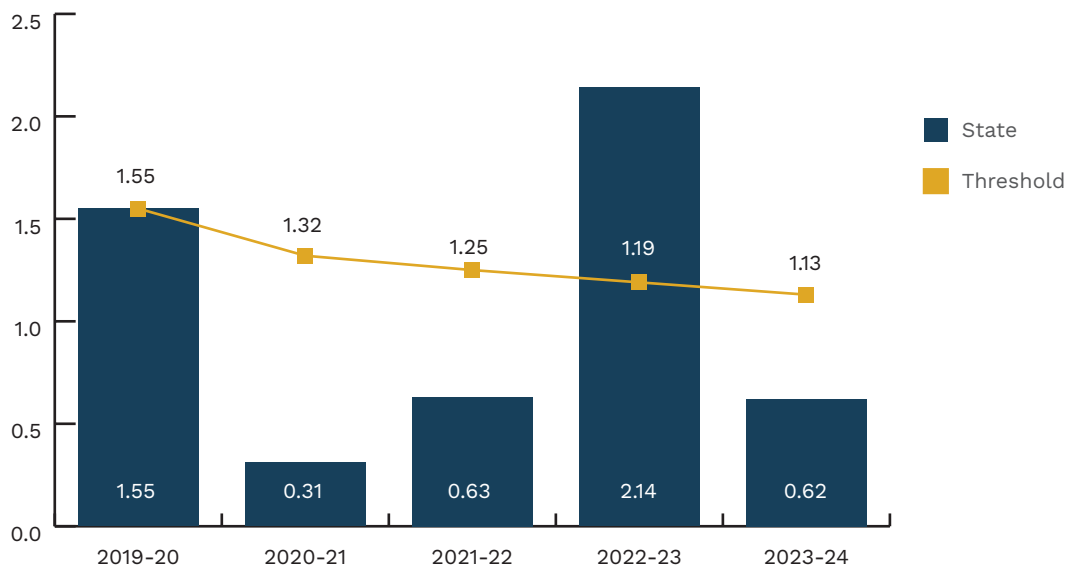
DISCIPLINE

Data on disciplinary actions taken against students with disabilities is collected and reported for students ages 3-21 who are suspended out of school and/or expelled for a total of more than 10 days in a school year. A district is considered to be significantly discrepant if either of the following occurred:

- The rate ratio for all students in the district with disabilities who receive out-of-school suspension or who are expelled for greater than 10 days in the school year is equal to or greater than 3.50 (percentage of students with disabilities suspended or expelled greater than 10 days in the district divided by the percentage of students with disabilities suspended or expelled greater than 10 days in the state); or
- The rate ratio for all students in the district from any specific racial or ethnic background with disabilities who receive out-of-school suspension or who are expelled for greater than 10 days in the school year is equal to or greater than 3.50 (percentage of students with disabilities from that racial/ethnic background suspended or expelled greater than 10 days in the district divided by the percentage of students with disabilities from that racial/ethnic background suspended or expelled greater than 10 days in the state).

Figure 2-6 below shows the percentage of districts considered significantly discrepant based on the percentage of all students with disabilities who received out-of-school suspension or who were expelled for greater than 10 days during school years 2019-20 to 2023-24. For the 2023-24 school year, 0.62% of all school districts had a rate ratio greater than 3.50, which was a decrease from 2.14% in 2022-23 and returns closer to the previous year (2021-22), which was 0.63%.

Figure 2-6: Percentage of Districts Significantly Discrepant in Out-of-School Suspensions/Expulsions of Students with Disabilities Greater Than 10 Days, 2019-20 to 2023-24



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files; Bureau of Information and Analysis Services, Student Reporting in Iowa, spring student files.

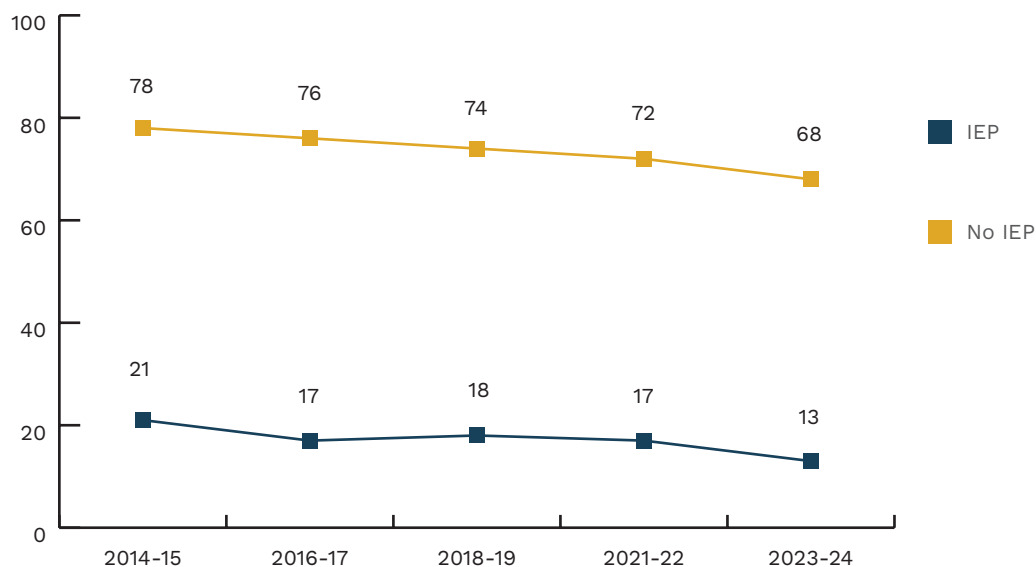
ARE STUDENTS ACHIEVING AT HIGH LEVELS?

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), administered by the National Center for Education Statistics, within the U.S. Department of Education, is the only national assessment of student achievement. Since 1990, NAEP state assessments have been administered periodically in grades four and eight in the areas of reading, mathematics, science and writing. Historically, the NAEP has been conducted on a two-year cycle, although the 2020-21 administration was postponed due to the pandemic. The most recent data available is from 2023-24.

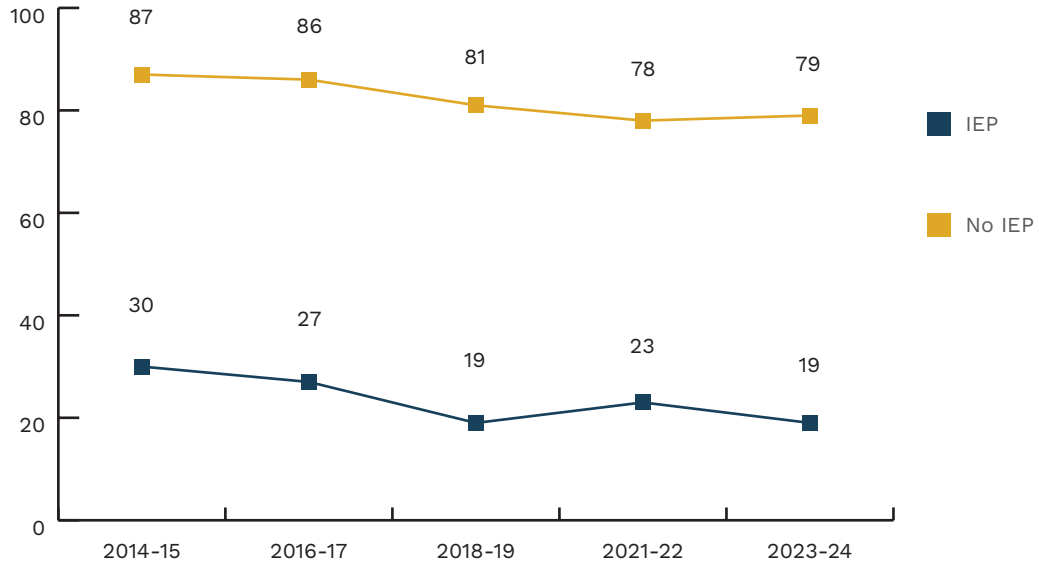
In the following figures, students with disabilities are indicated as having an Individualized Education Program (IEP). In 2023-24, 13% of fourth-grade students with IEPs and 68% without IEPs scored at basic or above on NAEP in reading. During the same year, 19% of eighth-grade students with IEPs and 79% without IEPs scored at basic or above. The gap in reading proficiency between students with and without IEPs stayed the same for fourth-grade students and decreased by 5% points for eighth-grade students when compared to the previous year of results from 2021-22.

Figure 2-7: Percentage of Fourth-Grade Students Scoring at Basic or Above on NAEP Reading, 2014-15, 2016-17, 2018-19, 2021-22 and 2023-24



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

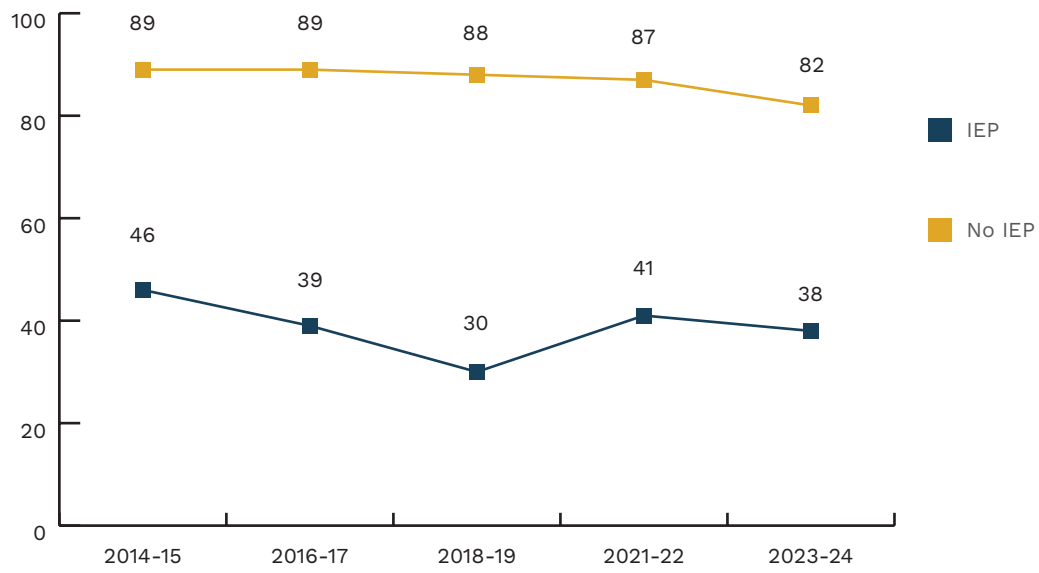
Figure 2-8: Percentage of Eighth-Grade Students Scoring at Basic or Above on NAEP Reading, 2014-15, 2016-17, 2018-19, 2021-22 and 2023-24



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

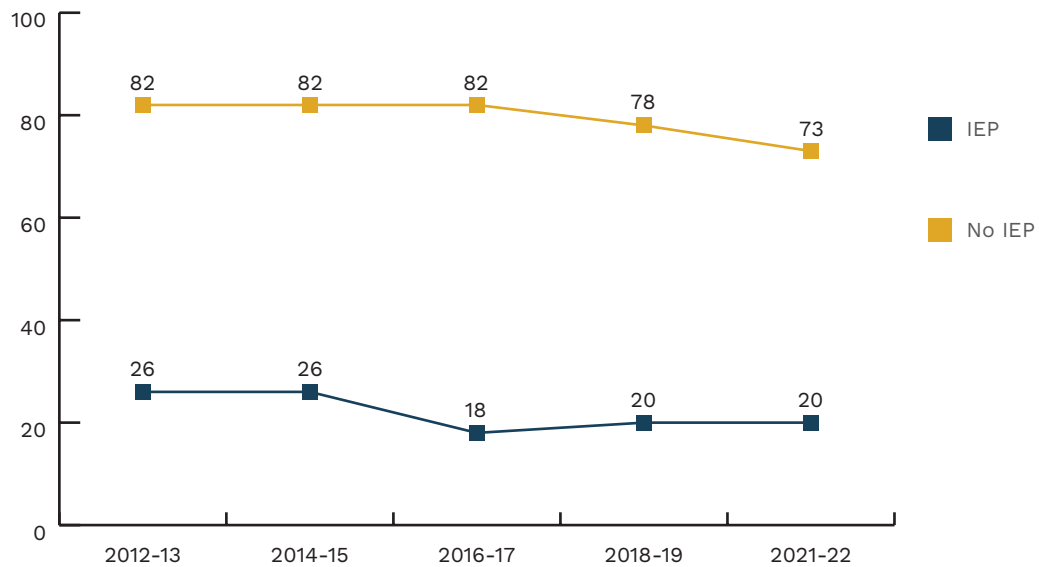
In 2023-24, 38% of fourth-grade students with IEPs and 82% without IEPs scored at basic or above on NAEP in mathematics. During the same year, 16% of eighth-grade students with IEPs and 72% of without IEPs scored at basic or above. The gap in mathematics proficiency between students with and without IEPs decreased by two percentage points for fourth-grade students and increased by three percentage points for eighth-grade students when compared to the previous year of results from 2021-22.

Figure 2-9: Percentage of Fourth-Grade Students Scoring at Basic or Above on NAEP Mathematics, 2014-15, 2016-17, 2018-19, 2021-22 and 2023-24



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

Figure 2-10: Percentage of Eighth-Grade Students Scoring at Basic or Above on NAEP Mathematics, 2014-15, 2016-17, 2018-19, 2021-22 and 2023-24



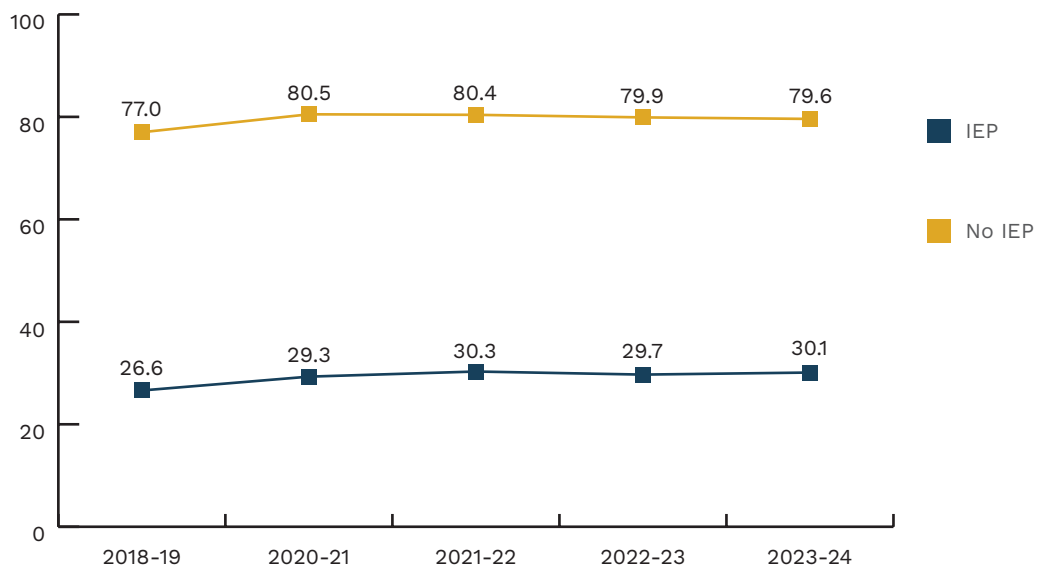
Source: National Center for Education Statistics, NAEP Data Explorer.

PROFICIENCY ON STATE ASSESSMENTS

The Iowa Statewide Assessment of Student Progress (ISASP) is Iowa’s one standardized state assessment that all school districts and state-accredited nonpublic schools administer each spring to students in grades 3-11. Developed by Iowa Testing Programs at the University of Iowa, the ISASP replaced the Iowa Assessments as the state accountability test for Iowa students beginning in 2018-19. Because the ISASP is a new and different assessment, results should not be compared to years prior to 2018-19. Students with significant cognitive disabilities may take the Dynamic Learning Maps (DLM) alternate assessment in lieu of the ISASP assessment.

Figures 2-11 to 2-16 show the percentage of fourth-, eighth- and 11th-grade students proficient in English language arts (ELA) and mathematics from 2018-19 to 2023-24. In the figures, students with disabilities, including those taking the alternate assessment, are indicated as having an IEP.

Figure 2-11: Percentage of Fourth-Grade Students Proficient in English Language Arts on State Assessments, 2018-19 to 2023-24

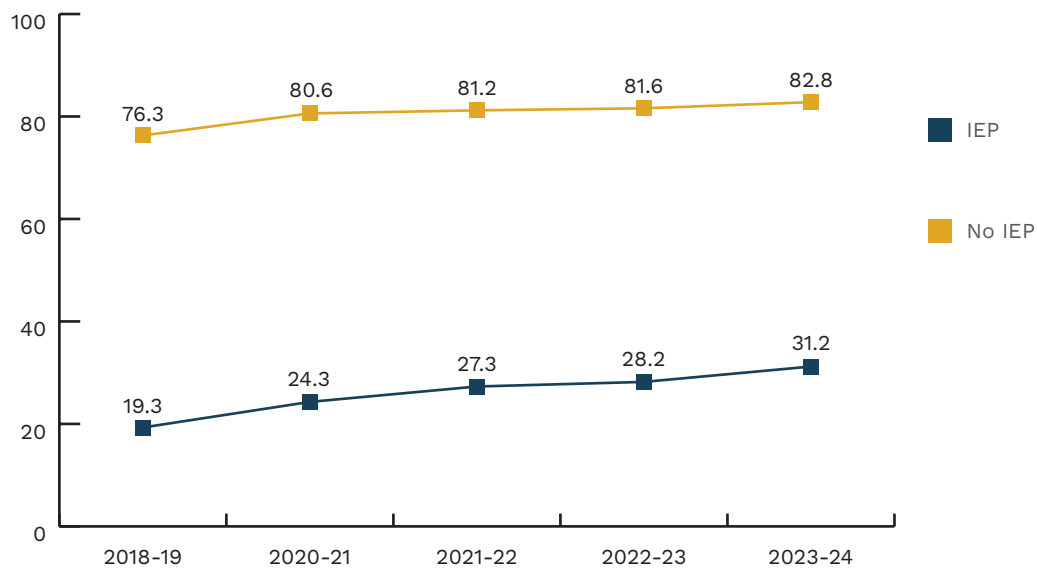


Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.

Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

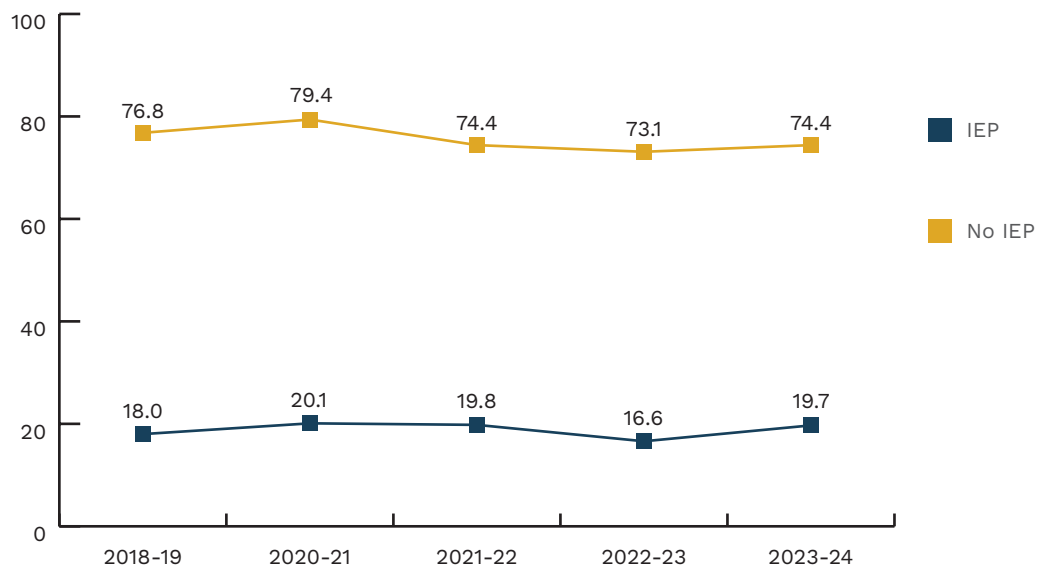
The 2019-20 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled is the American variant due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-12: Percentage of 8th-Grade Students Proficient in English Language Arts on State Assessments, 2018-19 to 2023-24



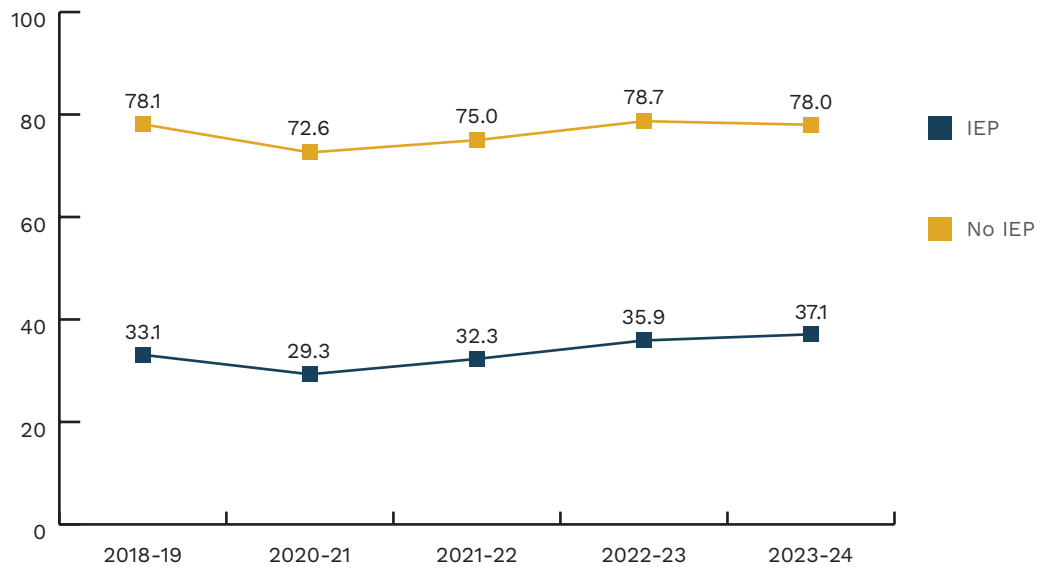
Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.
 The 2019-20 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-13: Percentage of 11th-Grade Students Proficient in English Language Arts on State Assessments, 2018-19 to 2023-24



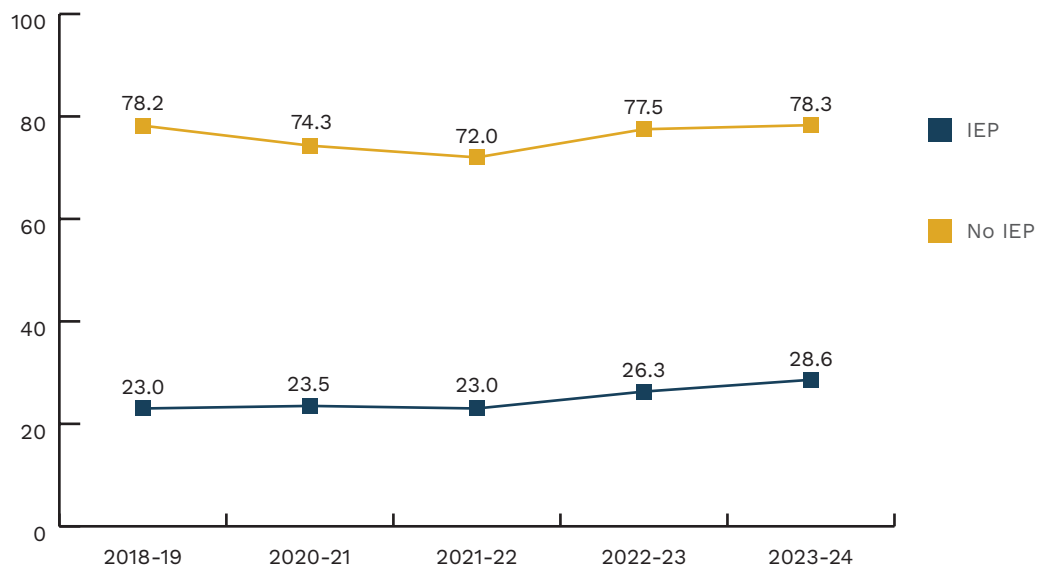
Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.
 The 2019-20 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-14: Percentage of Fourth-Grade Students Proficient in Mathematics on State Assessments, 2018-19 to 2023-24



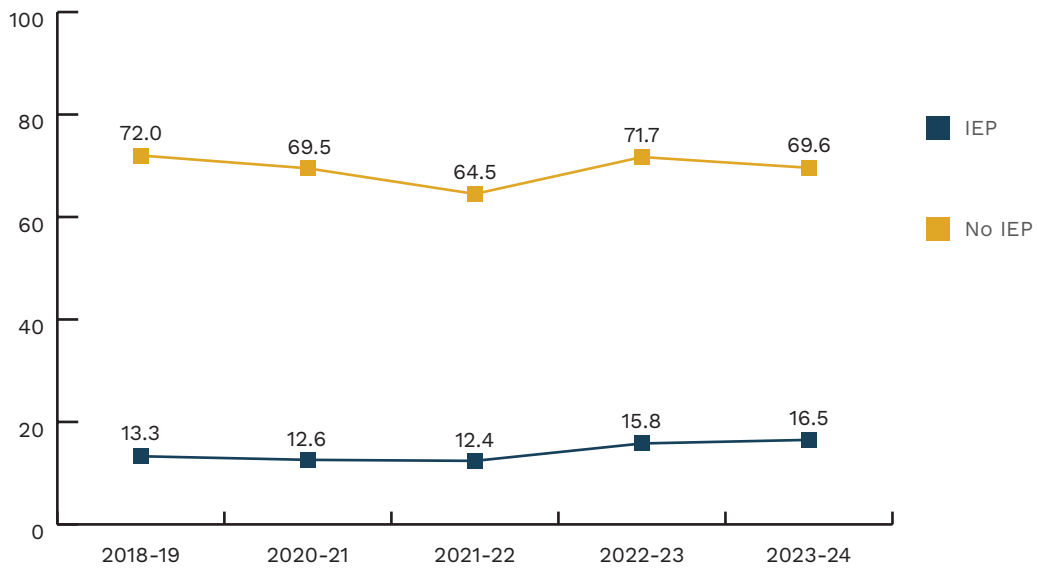
Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.
 The 2019-20 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-15: Percentage of 8th-Grade Students Proficient in Mathematics on State Assessments, 2018-19 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.
 The 2019-20 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-16: Percentage of 11th Grade Students Proficient in Mathematics on State Assessments, 2018-19 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.
Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.
The 2019-20 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

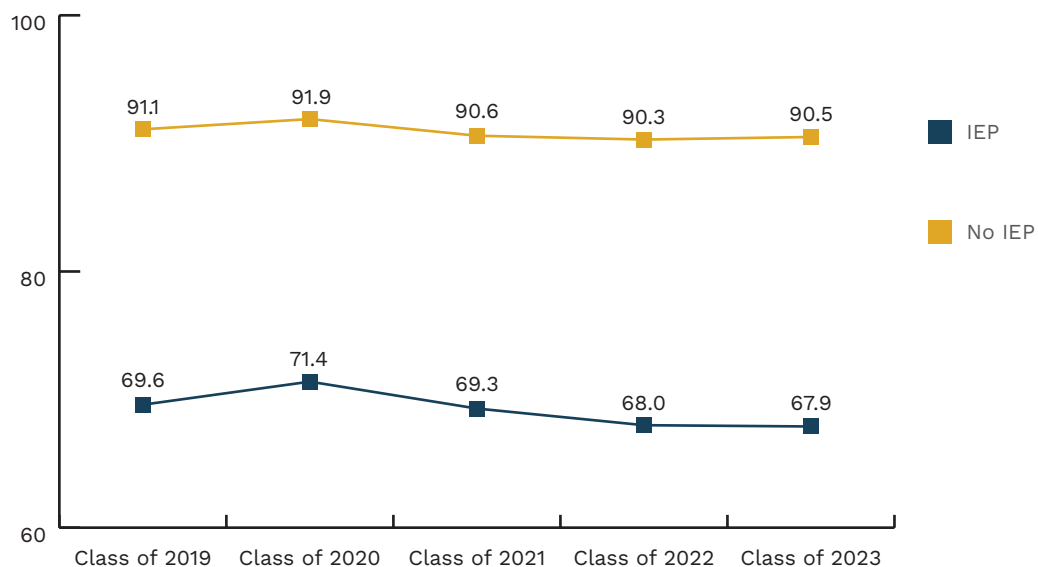
ARE STUDENTS LEAVING SCHOOL READY FOR LIFE?

Graduation Rates

This section reports the Iowa public school four-year and five-year cohort graduation rates for high school students with disabilities (as indicated by having an IEP) and without disabilities.

The four-year graduation rate for the class of 2023 was 67.9% for students with disabilities, which is 22.6 percentage points below the rate for students without disabilities (90.5%). The five-year graduation rate for the class of 2022, the most recent data available, was 75.1% for students with disabilities, 16.8 percentage points below the rate for students without disabilities (91.9%).

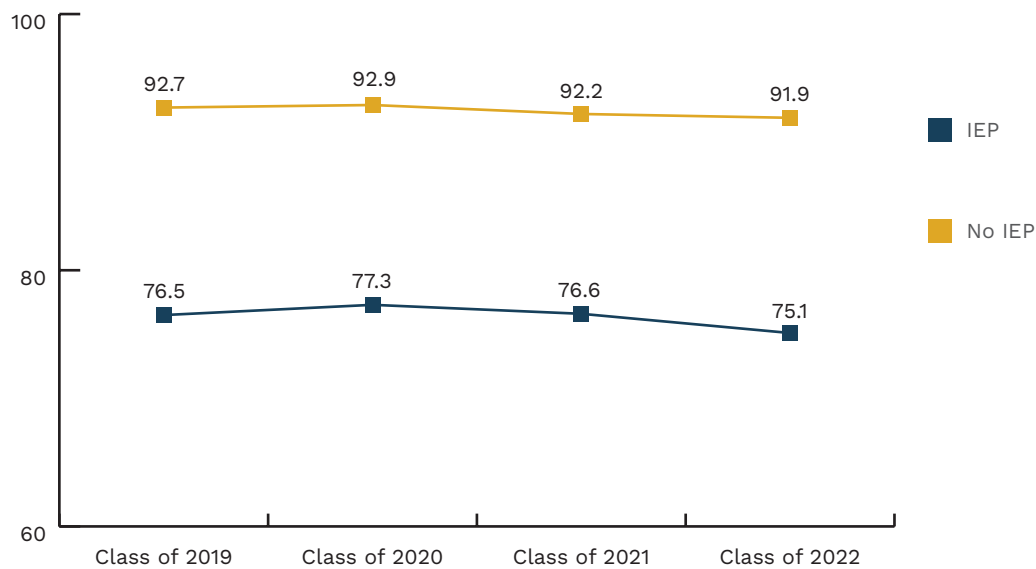
Figure 2-17: Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2019 to 2023



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

Note: An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in spring 2024. Data for these reported graduating classes have been corrected in this report and differ from previously published graduation rate data.

Figure 2-18: Iowa Public School Five-Year Cohort Graduation Rates for the Graduating Classes of 2019 to 2022



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

Note: An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in spring 2024. Data for these reported graduating classes have been corrected in this report and differ from previously published graduation rate data.

EARLY CHILDHOOD EDUCATION

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program-level data collection forms and the Student Reporting in Iowa (SRI) student-level data collection. This chapter describes preschool and kindergarten programs in 2022-23 and 2023-24.

PRESCHOOL PARTICIPATION (PARENT PERCEPTION)

Districts report information on kindergarten students who participated in preschool prior to kindergarten annually through the SRI fall data collection. This information includes data from district records as well as information parents self-reported to districts. The term “preschool” is not specifically defined in legislation, which could result in different interpretations of what data to report for this indicator. Some districts report based on the number of kindergarten students who participated in the Statewide Voluntary Preschool Program (SWVPP) and have a state identification number prior to kindergarten entry. Others may include child care or a private enterprise in their reporting.

Table 3-1 shows the number and percentage of kindergarten students reported as having had a preschool experience prior to kindergarten. For each year, the data represents the numbers and percentages of children who entered kindergarten for the first time and participated in preschool or not during the previous year.

Table 3-1: Iowa Public School Kindergarten Students Preschool Attendance (Parent Perception), 2022-23 and 2023-24

	2022-23		2023-24	
	Number of Students	Percent	Number of Students	Percent
First-Time Kindergarten Students Who Attended Preschool	27,154	79.3%	26,761	80.3%
First-Time Kindergarten Students Who Did Not Attend Preschool	7,104	20.7%	6,552	19.7%
First-Time Kindergarten Students with Information for Preschool Attendance	34,258	100.0%	33,313	100.0%
First-Time Kindergarten Students with Missing Information for Preschool Attendance	14	-	16	-
Total First-Time Kindergarten Students	34,272	-	33,329	-
Total Kindergarten Students	37,706	-	36,605	-

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

PRESCHOOL PROGRAMS

Preschool Enrollment

Districts throughout the state offer preschool to children ages 3 to 5. Table 3-2 shows the number of districts that offered preschool, and Table 3-3 shows the preschool enrollment by district size category for the 2022-23 and 2023-24 school years. The number of districts offering preschool has remained steady. About 99% of school districts offered preschool during the 2022-23 and 2023-24 school years. Table 3-4 shows the breakdown of preschool enrollment by student group for the two school years. There was an increase in the participation of students in district-sponsored preschool programs in 2023-24 compared to 2022-23.

Table 3-2: Iowa Public School Districts Offering Preschool by District Size Category, 2022-23 and 2023-24

District Size Category	2022-23			2023-24		
	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
Under 300	37	37	100.0	37	37	100.0
300-599	107	105	98.1	106	105	99.1
600-999	70	69	98.6	71	70	98.6
1,000-2,499	76	76	100.0	74	74	100.0
2,500-7,499	25	25	100.0	25	25	100.0
7,500+	12	12	100.0	12	12	100.0
Independent Charter Schools	1	0	0.0	2	0	0.0
State	328	324	98.8	327	323	98.8

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

Table 3-3: Iowa Public School Preschool Enrollment by District Size Category, 2022-23 and 2023-24

	2022-23		2023-24	
	Number of Students	Percent	Number of Students	Percent
Under 300	742	2.5%	752	2.6%
300-599	3,902	13.2%	3,855	13.1%
600-999	3,724	12.6%	3,821	13.0%
1,000-2,499	7,256	24.5%	7,110	24.2%
2,500-7,499	5,946	20.1%	5,898	20.1%
7,500+	8,044	27.2%	7,979	27.1%
Independent Charter Schools	0	0.0%	0	0.0%
State	29,614	100.0%	29,415	100.0%

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

Table 3-4: Iowa Public School Preschool Students by Student Group, 2022-23 and 2023-24

Student Group	2022-23		2023-24	
	Number of Students	Percent	Number of Students	Percent
All Students of Color	7,693	26.0%	7,837	26.6%
American Indian or Alaska Native	75	0.3%	106	0.4%
Asian	739	2.5%	684	2.3%
Black or African American	1,954	6.6%	1,951	6.6%
Hispanic/Latino	3,405	11.5%	3,511	11.9%
Native Hawaiian or Other Pacific Islander	129	0.4%	155	0.5%
Two or More Races	1,391	4.7%	1,430	4.9%
White	21,921	74.0%	21,578	73.4%
Potential English Learner	467	1.6%	579	2.0%
Low Socioeconomic Status (FRL)*	7,442	25.1%	7,919	26.9%
Female	14,195	47.9%	14,294	48.6%
Male	15,418	52.1%	15,118	51.4%
Non-Binary	1	0.0%	3	0.0%
Total	29,614	100.0%	29,415	100.0%

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

Note: * Low socioeconomic status is determined by eligibility for free or reduced-price meals.

STATEWIDE VOLUNTARY PRESCHOOL PROGRAM FOR 4-YEAR-OLD CHILDREN

The SWVPP for 4-year-old children was established on May 10, 2007, with the signing of House File 877. The SWVPP legislation provides an opportunity for all 4-year-old children in Iowa to enter school ready to learn by expanding access to research-based preschool curricula. The allocation of funds for the SWVPP is to improve access to and increase participation in high-quality preschool instruction through predictable, equitable and sustainable funding.

Table 3-5 shows the number of districts that provided the SWVPP, number of students funded and the total number of students who participated in the program. Amended code language for the SWVPP for the 2017-18 school year increased flexibility in the use of SWVPP funds to include paying the cost of attendance for students younger or older than age 4 by September 15, based on local school board decisions. The number of students funded in Table 3-5 includes students younger and older than age 4 for whom attendance was supported by existing local SWVPP funds based on a local school board decision. Districts continue to operate the SWVPP through ongoing state funding generated by the 4-year-old student count. Additional students are served in SWVPP classrooms using other funding sources. The number of students who were served in SWVPP classrooms is included in the last row of Table 3-5.

Table 3-5: Statewide Voluntary Preschool Program, 2022-23 and 2023-24

District Information	Academic Year	
	2022-23	2023-24
Number of Districts that Participated	324	323
Number of Students Funded	24,497	24,311
Number of Students Served	27,088	27,067

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

Table 3-6A represents the number of students funded by age based on the funding flexibility previously described. Students with an Individualized Education Program (IEP) are reported separately based on their level of special education services, identified as either special education supplemental weighted (IEP Instruction) or non-weighted (IEP Support Services) factors. Districts generate revenue based on a different funding formula using through the weighting plan established in Iowa Code chapter 256B for students who receive special education instructional services. Of the students funded by the SWVPP in the 2023-24 school year, 23,390 4-year-olds (students in general education plus students with support-only IEPs) generated SWVPP funds for local school districts.

Table 3-6B shows the number of SWVPP students by age and IEP status. The number of students enrolled in SWVPP who were eligible for special education increased overall between 2022-23 and 2023-24. Overall, the number of 3-, 4- and 5-year-old children served in SWVPP decreased slightly between 2022-23 and 2023-24.

Tables 3-7A and 3-7B indicate the number of 3-, 4- and 5-year-old children funded and served, respectively, in the SWVPP by race/ethnicity, Potential English Learners (PEL), socioeconomic status and gender. Low socioeconomic status (based on free or reduced-price lunch eligibility) data may be underreported given the SWVPP is required to meet 10 hours per week, which may not include providing meals to preschool classrooms. The percentage of students served in district-sponsored preschool programs who were identified as potentially having English language learning needs in 2023-24 increased slightly to 2.1%.

Table 3-6A: SWVPP Students Funded by Age and IEP Status, 2022-23 and 2023-24

	2022-23				2023-24			
	<= Age 3	Age 4	Age 5	All Ages	<= Age 3	Age 4	Age 5	All Ages
IEP Instruction	139	370	6	515	171	407	5	583
IEP Support Services	15	296	5	316	4	320	5	329
General Education	157	23,351	158	23,666	199	23,070	130	23,399
Total Funded	311	24,017	169	24,497	374	23,797	140	24,311

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

Table 3-6B: SWVPP Students Served by Age and IEP Status, 2022-23 and 2023-24

	2022-23				2023-24			
	<= Age 3	Age 4	Age 5	All Ages	<= Age 3	Age 4	Age 5	All Ages
IEP Instruction	860	1,292	38	2,190	862	1,428	35	2,325
IEP Support Services	27	313	9	349	17	329	12	358
General Education	773	23,513	263	24,549	878	23,280	226	24,384
Total Served	1,660	25,118	310	27,088	1,757	25,037	273	27,067

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

Table 3-7A: SWVPP Students Funded by Student Group, 2022-23 and 2023-24

	2022-23							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	311		24,017		169		24,497	
All Students of Color	68	21.9%	6,142	25.6%	20	11.8%	6,230	25.4%
American Indian or Alaska Native	0	0.0%	58	0.2%	1	0.6%	59	0.2%
Asian	7	2.3%	603	2.5%	3	1.8%	613	2.5%
Black or African American	14	4.5%	1,554	6.5%	1	0.6%	1,569	6.4%
Hispanic/Latino	32	10.3%	2,748	11.4%	9	5.3%	2,789	11.4%
Native Hawaiian or Other Pacific Islander	2	0.6%	104	0.4%	2	1.2%	108	0.4%
Two or More Races	13	4.2%	1,075	4.5%	4	2.4%	1,092	4.5%
White	243	78.1%	17,875	74.4%	149	88.2%	18,267	74.6%
Potential English Learner	1	0.3%	383	1.6%	2	1.2%	386	1.6%
Low Socioeconomic Status (FRL)*	97	31.2%	5,560	23.2%	43	25.4%	5,700	23.3%
Female	104	33.4%	11,982	49.9%	52	30.8%	12,138	49.5%
Male	207	66.6%	12,034	50.1%	117	69.2%	12,358	50.4%
Non-Binary	0	0.0%	1	0.0%	0	0.0%	1	0.0%
	2023-24							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	374		23,797		140		24,311	
All Students of Color	89	23.8%	6,191	26.0%	18	12.9%	6,298	25.9%
American Indian or Alaska Native	1	0.3%	87	0.4%	0	0.0%	88	0.4%
Asian	7	1.9%	559	2.3%	0	0.0%	566	2.3%
Black or African American	21	5.6%	1,502	6.3%	2	1.4%	1,525	6.3%
Hispanic/Latino	35	9.4%	2,813	11.8%	8	5.7%	2,856	11.7%
Native Hawaiian or Other Pacific Islander	3	0.8%	113	0.5%	2	1.4%	118	0.5%
Two or More Races	22	5.9%	1,117	4.7%	6	4.3%	1,145	4.7%
White	285	76.2%	17,606	74.0%	122	87.1%	18,013	74.1%
Potential English Learner	1	0.3%	474	2.0%	0	0.0%	475	2.0%
Low Socioeconomic Status (FRL)*	121	32.4%	5,865	24.6%	34	24.3%	6,020	24.8%
Female	152	40.6%	11,976	50.3%	48	34.3%	12,176	50.1%
Male	222	59.4%	11,818	49.7%	92	65.7%	12,132	49.9%
Non-Binary	0	0.0%	3	0.0%	0	0.0%	3	0.0%

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

Note: * Low socioeconomic status is determined by eligibility for free or reduced-price meals.

Table 3-7B: SWVPP Students Served by Student Group, 2022-23 and 2023-24

	2022-23							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	1,660		25,118		310		27,088	
All Students of Color	518	31.2%	6,537	26.0%	31	10.0%	7,086	26.2%
American Indian or Alaska Native	3	0.2%	61	0.2%	1	0.3%	65	0.2%
Asian	35	2.1%	625	2.5%	4	1.3%	664	2.5%
Black or African American	158	9.5%	1,657	6.6%	2	0.6%	1,817	6.7%
Hispanic/Latino	197	11.9%	2,925	11.6%	15	4.8%	3,137	11.6%
Native Hawaiian or Other Pacific Islander	8	0.5%	109	0.4%	2	0.6%	119	0.4%
Two or More Races	117	7.0%	1,160	4.6%	7	2.3%	1,284	4.7%
White	1,142	68.8%	18,581	74.0%	279	90.0%	20,002	73.8%
Potential English Learner	22	1.3%	435	1.7%	3	1.0%	460	1.7%
Low Socioeconomic Status (FRL)*	505	30.4%	6,100	24.3%	62	20.0%	6,667	24.6%
Female	633	38.1%	12,279	48.9%	95	30.6%	13,007	48.0%
Male	1,027	61.9%	12,838	51.1%	215	69.4%	14,080	52.0%
Non-Binary	0	0.0%	1	0.0%	0	0.0%	1	0.0%
	2023-24							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	1,757		25,037		273		27,067	
All Students of Color	546	31.1%	6,684	26.7%	40	14.7%	7,270	26.9%
American Indian or Alaska Native	5	0.3%	95	0.4%	0	0.0%	100	0.4%
Asian	34	1.9%	600	2.4%	2	0.7%	636	2.3%
Black or African American	164	9.3%	1,646	6.6%	9	3.3%	1,819	6.7%
Hispanic/Latino	219	12.5%	3,013	12.0%	15	5.5%	3,247	12.0%
Native Hawaiian or Other Pacific Islander	11	0.6%	124	0.5%	3	1.1%	138	0.5%
Two or More Races	113	6.4%	1,206	4.8%	11	4.0%	1,330	4.9%
White	1,211	68.9%	18,353	73.3%	233	85.3%	19,797	73.1%
Potential English Learner	33	1.9%	536	2.1%	0	0.0%	569	2.1%
Low Socioeconomic Status (FRL)*	541	30.8%	6,496	25.9%	61	22.3%	7,098	26.2%
Female	721	41.0%	12,392	49.5%	95	34.8%	13,208	48.8%
Male	1,036	59.0%	12,642	50.5%	178	65.2%	13,856	51.2%
Non-Binary	0	0.0%	3	0.0%	0	0.0%	3	0.0%

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

Note: * Low socioeconomic status is determined by eligibility for free or reduced-price meals.

KINDERGARTEN

School districts report information on kindergarten programming offered in their school district annually through the BEDS fall data collection. Table 3-8 shows that most districts offered all-day, everyday kindergarten programs in 2023-24.

Iowa Code section 279.60 requires school districts in Iowa to administer a valid and reliable universal screening instrument to every kindergarten student enrolled in the district no later than October 1. The Department integrated this legislative change with Iowa Code section 279.68, pertaining to early literacy universal screening and progress monitoring. The Department provides a list of approved assessments for implementing the requirements of Iowa Code section 279.68. However, a district may also administer an assessment that is not on the approved list as long as it meets data quality requirements set by the Department.

In fall of 2023, as shown in Table 3-9, most buildings used the FAST earlyReading Kindergarten Composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Kindergarten Composite provides an estimate of overall early literacy skills during the fall screening window, typically within the first six weeks of school. The FAST earlyReading Kindergarten Composite includes four subtests in the fall: Concepts of Print (requires the student to distinguish among familiar literacy cues related to print, such as directionality and letter or word order), Letter Names (requires the student to identify upper and lowercase letters), Onset Sounds (requires the student to identify initial word sounds), and Letter Sounds (requires the student to provide the common sounds for upper and lowercase letters). Forty buildings used alternate approved measures for kindergarten literacy assessment.

Table 3-10 lists the number and percentage of public school kindergarten students identified as at or above benchmark on all kindergarten literacy assessments during the fall 2023 screening window. The percentage of students at or above benchmark during the subsequent screening windows is likely to vary somewhat, given the increase in complexity of screening items as assessment content becomes more difficult over time.

Table 3-8: Iowa Public School Kindergarten Program Type, 2023-24

District Size Category	Number of Districts	Number of Districts Reported Kindergarten Program Type	Number of Districts Offering All-Day Everyday Kindergarten	Percent of Districts Offering All-Day Everyday Kindergarten
Under 300	37	37	36	97.3%
300-599	106	106	105	99.1%
600-999	71	71	70	98.6%
1,000-2,499	74	74	74	100.0%
2,500-7,499	25	25	25	100.0%
7,500+	12	12	12	100.0%
Independent Charter Schools	2	0	0	-
State	327	325	322	99.1%

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

Table 3-9: Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered, Fall 2023-24

Assessment	Number of Buildings	Percent of Total Buildings
FAST Kindergarten Composite	576	93.5%
i-Ready Diagnostics	25	4.1%
NWEA MAP Growth	5	0.8%
STAR Early Literacy	10	1.6%
Total Buildings with Default Assessment Data	616	100.0%

Source: Iowa Department of Education, Bureau of School Improvement, 2023-24 Default Assessment Survey.
Note: Data are based on the school-reported default assessment.

Table 3-10: Number and Percent of Iowa Public School Kindergarten Students at or Above Benchmark on Kindergarten Literacy Assessment, Fall 2023-24

Assessment	Number of Students Assessed	Number of Students At or Above Benchmark	Percent of Students At or Above Benchmark
Students screened with an early literacy screener as described in Table 3-9	36,132	24,490	67.8%

Source: Iowa Department of Education, Bureau of School Improvement, Panorama Student Success Data System.
Note: Data are based on all school-selected default assessments that were administered.

ENROLLMENT

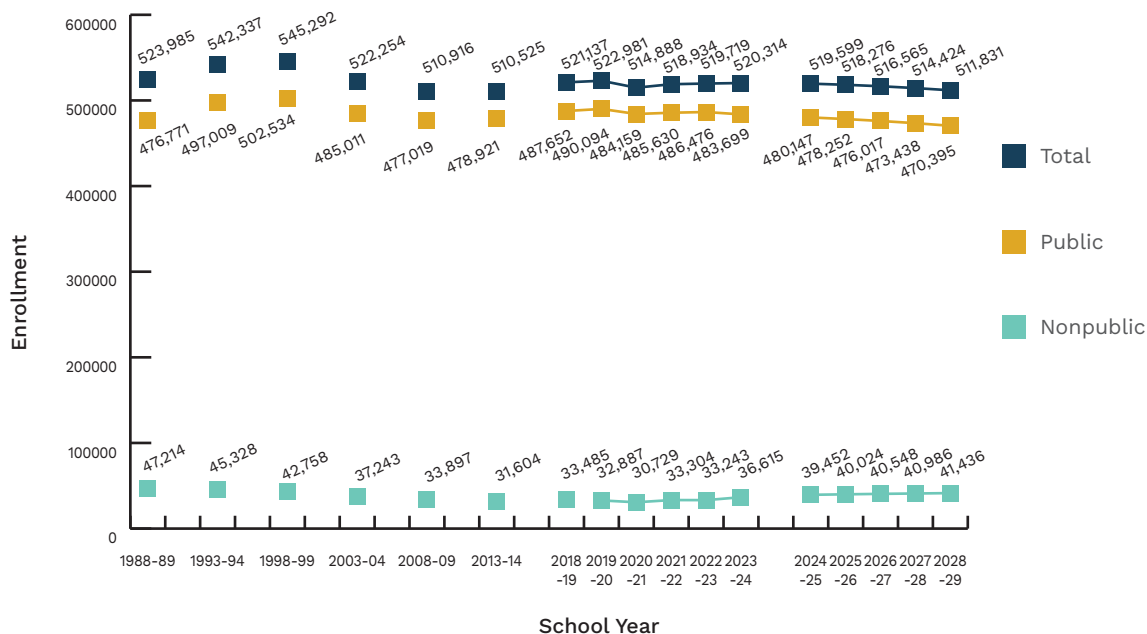
This chapter presents public and nonpublic enrollment trends in Iowa, by school district size and area education agency (AEA). This includes data on student characteristics, such as race/ethnicity, English learners (EL), percent of students eligible for free or reduced-price lunch, special education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

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

ENROLLMENT TRENDS AND PROJECTIONS

Combined public and nonpublic enrollment in 2023-24 increased for the third consecutive year, but has not recovered to its peak level from 2019-20. The steady enrollment increase between 2011-12 and 2019-20 followed a long-term decline between 1997-98 and 2011-12. Combined enrollment at public and nonpublic schools is projected to gradually decrease through 2028-29 (Figure 4-1) based on grade-level enrollment and retention patterns and Iowa's birth rate trends.

Figure 4-1: Iowa Public and Nonpublic School K-12 Enrollment 1988-89, 1993-94, 1998-99, 2003-04, 2008-09, 2013-14, 2018-19 to 2023-24, Projected Enrollment 2024-25 to 2028-29



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

Table 4-1: Iowa Public School K-12 Certified Enrollment 2022-23 to 2023-24 and Projected Certified Enrollment 2024-25 to 2028-29 by Grade

Grade	Enrollment		Projected Enrollment				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	37,847	36,764	36,466	35,613	35,586	35,513	35,479
1	35,814	34,826	33,830	33,809	33,018	32,911	32,762
2	35,641	35,801	34,813	34,175	34,154	33,272	33,081
3	36,101	35,681	35,840	35,211	34,565	34,458	33,484
4	35,767	36,150	35,730	36,224	35,587	34,848	34,653
5	35,438	35,954	36,339	36,180	36,680	35,946	35,111
6	35,625	35,683	36,202	36,841	36,680	37,094	36,262
7	36,979	36,075	36,133	36,840	37,490	37,233	37,560
8	37,777	37,099	36,191	36,478	37,191	37,753	37,401
9	40,459	39,293	38,529	37,775	38,074	38,722	39,209
10	40,050	40,013	39,020	38,453	37,700	37,904	38,452
11	38,392	39,001	39,195	38,413	37,855	37,022	37,129
12	37,955	38,637	39,311	39,705	38,912	38,251	37,316
PKIEP	2,632	2,723	2,547	2,537	2,525	2,512	2,496
State	486,476	483,699	480,147	478,252	476,017	473,438	470,395

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

Note:

PKIEP: Prekindergarten individualized education programs.

Figures may not total due to rounding.

Table 4-2: Iowa Nonpublic School K-12 Enrollment 2022-23 to 2023-24 and Projected Enrollment 2024-25 to 2028-29 by Grade

Grade	Enrollment		Projected Enrollment				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	3,251	3,843	3,812	3,704	3,701	3,703	3,709
1	3,102	3,290	3,889	3,650	3,547	3,544	3,546
2	3,074	3,366	3,570	3,859	3,622	3,519	3,517
3	2,962	3,350	3,668	3,628	3,922	3,681	3,577
4	2,965	3,216	3,637	3,672	3,633	3,927	3,685
5	2,976	3,160	3,428	3,630	3,665	3,625	3,919
6	2,704	3,092	3,283	3,317	3,513	3,547	3,508
7	2,458	2,675	3,059	2,993	3,024	3,203	3,234
8	2,414	2,657	2,892	3,105	3,039	3,070	3,251
9	1,840	2,101	2,085	2,269	2,437	2,385	2,409
10	1,973	2,014	2,098	2,082	2,265	2,433	2,381
11	1,765	2,034	2,031	2,115	2,099	2,285	2,453
12	1,759	1,817	2,001	1,998	2,081	2,065	2,248
Total	33,243	36,615	39,452	40,024	40,548	40,986	41,436

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

K-12 ENROLLMENT BY DISTRICT SIZE CATEGORY

More than two-thirds (69.0%) of Iowa public school districts in 2000-01 had fewer than 1,000 students enrolled and these districts served 28.2% of K-12 students. Just under two-thirds (65.4%) of the districts in 2023-24 had fewer than 1,000 students and served 23.2% of K-12 public school students (Table 4-3).

Table 4-3: Iowa Public School Districts and K-12 Students by Enrollment Size 2000-01, 2022-23 and 2023-24

Enrollment Category	2000-01				2022-23				2023-24			
	Districts		Students		Districts		Students		Districts		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Under 300	38	10.2	8,176	1.7	37	11.3	8,172	1.7	37	11.3	8,120	1.7
300-599	116	31.0	52,162	10.6	107	32.6	49,544	10.2	106	32.4	48,798	10.1
600-999	104	27.8	78,916	16.0	70	21.3	53,996	11.1	71	21.7	55,360	11.4
1,000-2,499	83	22.2	126,118	25.5	76	23.2	110,946	22.8	74	22.6	108,317	22.4
2,500-7,499	24	6.4	96,410	19.5	25	7.6	102,008	21.0	25	7.6	101,558	21.0
7,500+	9	2.4	132,509	26.8	12	3.7	161,811	33.3	12	3.7	161,547	33.4
Independent Charter Schools	0	0.0	0	0.0	1	0.3	0	0.0	2	0.6	0	0.0
State	374	100.0	494,291	100.0	328	100.0	486,476	100.0	327	100.0	483,699	100.0

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

OPEN ENROLLMENT

The Open Enrollment Act (Iowa Code §282.18) of 1989-90 states, “It is 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 choice and access to educational opportunities which are not available to children because of where they live.” The percentage of students taking advantage of the Open Enrollment Act in 2023-24 increased from the previous year, with 8.6% of students open enrolling (Table 4-4). The smallest (<300) and largest (7,500+) enrollment categories in 2022-23 and 2023-24 had more students open enrolling out than open enrolling in. In 2023-24, the 300-599 enrollment category net gained the most students from the open enrollment legislation (Table 4-5).

Table 4-4: Number and Percent of Iowa Public School K-12 Open Enrolled Out Students 1990-91, 1995-96, 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2023-24

School Year	Certified Enrollment	# Open Enrolled Out	% Open Enrolled Out
1990-91	483,399	2,757	0.6
1995-96	504,505	12,502	2.5
2000-01	494,291	18,554	3.8
2005-06	483,105	23,155	4.8
2010-11	473,493	25,831	5.5
2015-16	483,451	30,463	6.3
2020-21	484,159	35,227	7.3
2021-22	485,630	36,412	7.5
2022-23	486,476	38,965	8.0
2023-24	483,699	41,501	8.6

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

Table 4-5: Open Enrollment in Iowa Public Schools by Enrollment Size, 2000-01, 2022-23 and 2023-24

		Enrollment Category							
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	Independent Charter Schools	State
2000-01	Total Number of Districts	38	116	104	83	24	9	0	374
	Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	0	494,291
	Number of Students Open in	398.0	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	0.0	18,434.9
	Number of Students Open Out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	0.0	18,553.9
	Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	0.0	
	Number of Districts with Gains	6	47	49	53	13	0	0	168
	Number of Districts with Losses	30	65	54	30	11	9	0	199
	Number of Districts with No Gain/Loss	2	4	1	0	0	0	0	7
2022-23	Total Number of Districts	37	107	70	76	25	12	1	328
	Number of Students	8,172.2	49,543.5	53,995.9	110,945.8	102,007.6	161,810.5	0.0	486,475.5
	Number of Students Open in	1,367.2	9,334.8	6,774.5	10,104.0	7,315.4	3,983.2	86.0	38,965.1
	Number of Students Open Out	2,195.2	6,882.7	5,303.5	8,184.7	6,909.4	9,489.6	0.0	38,965.1
	Net Gains/Losses	-828.0	2,452.1	1,471.0	1,919.3	406.0	-5,506.4	86.0	0.0
	Number of Districts with Gains	9	46	40	41	15	1	1	153
	Number of Districts with Losses	28	61	30	35	10	11	0	175
	Number of Districts with No Gain/Loss	0	0	0	0	0	0	0	0
2023-24	Total Number of Districts	37	106	71	74	25	12	2	327
	Number of Students	8,119.5	48,797.8	55,359.8	108,316.9	101,558.0	161,546.7	0.0	483,698.7
	Number of Students Open in	1,407.1	10,036.8	7,479.9	10,271.4	7,912.7	4,147.2	246.0	41,501.1
	Number of Students Open Out	2,207.4	6,956.9	5,701.6	8,557.4	7,326.8	10,751.0	0.0	41,501.1
	Net Gains/Losses	-800.3	3,079.9	1,778.3	1,714.0	585.9	-6,603.8	246.0	0.0
	Number of Districts with Gains	8	48	41	40	15	2	2	156
	Number of Districts with Losses	29	57	30	34	10	10	0	170
	Number of Districts with No Gain/Loss	0	1	0	0	0	0	0	1

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

ENROLLMENT BY RACE AND ETHNICITY

Students of color, including students with a reported ethnicity of Hispanic/Latino and/or reported race of American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races, represent 28.5% of K-12 students in public schools and 18.8% in nonpublic schools in 2023-24 (Table 4-6, Table 4-7 and Figure 4-2). The largest enrollment category (7,500+) had the highest percentage of students of color, at 46.2%, while the two smallest enrollment categories (<300 and 300-599) had the lowest percentages, each slightly over 10% (Table 4-8).

Table 4-6: Iowa Public School K-12 Enrollment by Race/Ethnicity 2000-01, 2022-23 and 2023-24

Race/Ethnicity	2000-01		2022-23		2023-24	
	Number	Percent	Number	Percent	Number	Percent
All Students of Color	46,250	9.7	132,967	27.6	136,584	28.5
American Indian or Alaska Native	2,447	0.5	1,569	0.3	1,512	0.3
Asian	8,274	1.7	12,004	2.5	11,921	2.5
Black or African American	18,510	3.9	32,578	6.8	33,501	7.0
Hispanic/Latino	17,019	3.6	60,548	12.6	62,415	13.0
Native Hawaiian or Other Pacific Islander	-	-	2,789	0.6	3,232	0.7
Two or More Races	-	-	23,479	4.9	24,003	5.0
White	430,677	90.3	348,746	72.4	342,108	71.5
Total	476,927	100.0	481,713	100.0	478,692	100.0

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

Note: Student Reporting in Iowa added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' to the system beginning in 2009-10.

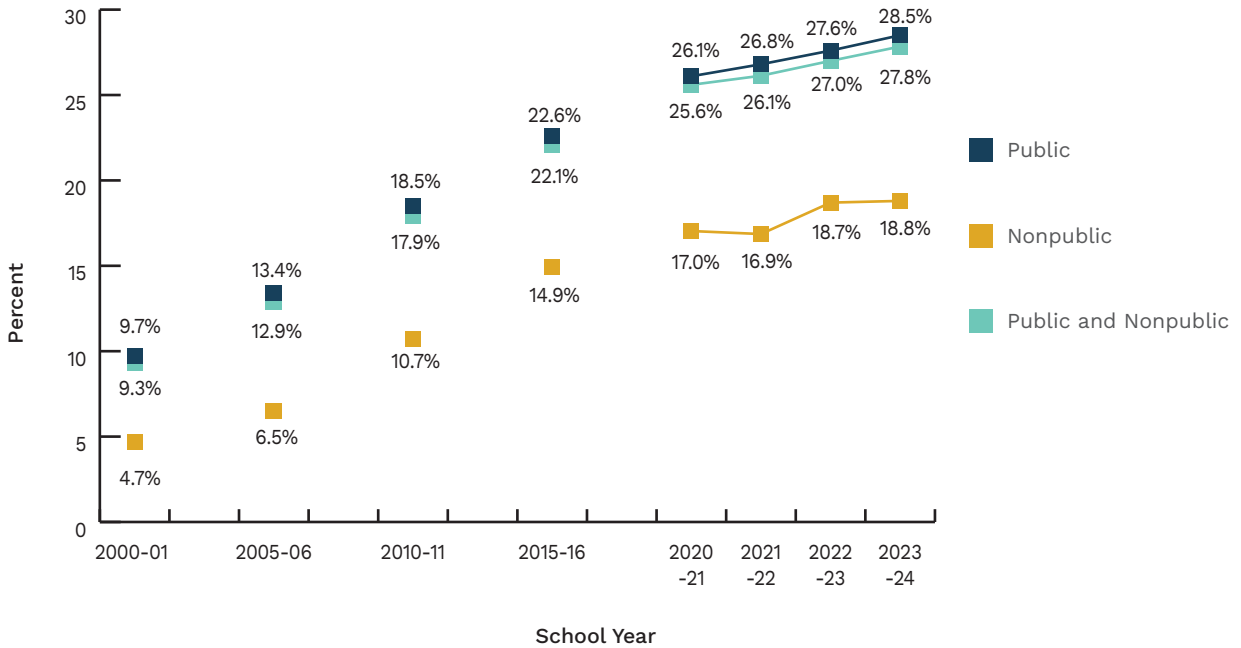
Table 4-7: Iowa’s Nonpublic K-12 Enrollment by Race/Ethnicity 2000-01, 2022-23 and 2023-24

Race/Ethnicity	2000-01		2022-23		2023-24	
	Number	Percent	Number	Percent	Number	Percent
All Students of Color	1,946	4.7	6,213	18.7	6,871	18.8
American Indian or Alaska Native	70	0.2	81	0.2	72	0.2
Asian	563	1.4	911	2.7	971	2.7
Black or African American	492	1.2	1,108	3.3	1,299	3.5
Hispanic/Latino	821	2.0	2,852	8.6	3,169	8.7
Native Hawaiian or Other Pacific Islander	-	-	95	0.3	106	0.3
Two or More Races	-	-	1,166	3.5	1,254	3.4
White	39,118	95.3	27,030	81.3	29,744	81.2
Total	41,064	100	33,243	100	36,615	100

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

Note: Student Reporting in Iowa added ‘Native Hawaiian or Other Pacific Islander’ and ‘Two or More Races’ to the system beginning in 2009-10.

Figure 4-2: Iowa Public and Nonpublic School Students of Color Enrollment as a Percentage of Total K-12 Enrollment 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2023-24



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

**Table 4-8: Iowa Public School Students of Color Percent Enrollment by Enrollment Category
2000-01, 2022-23 and 2023-24**

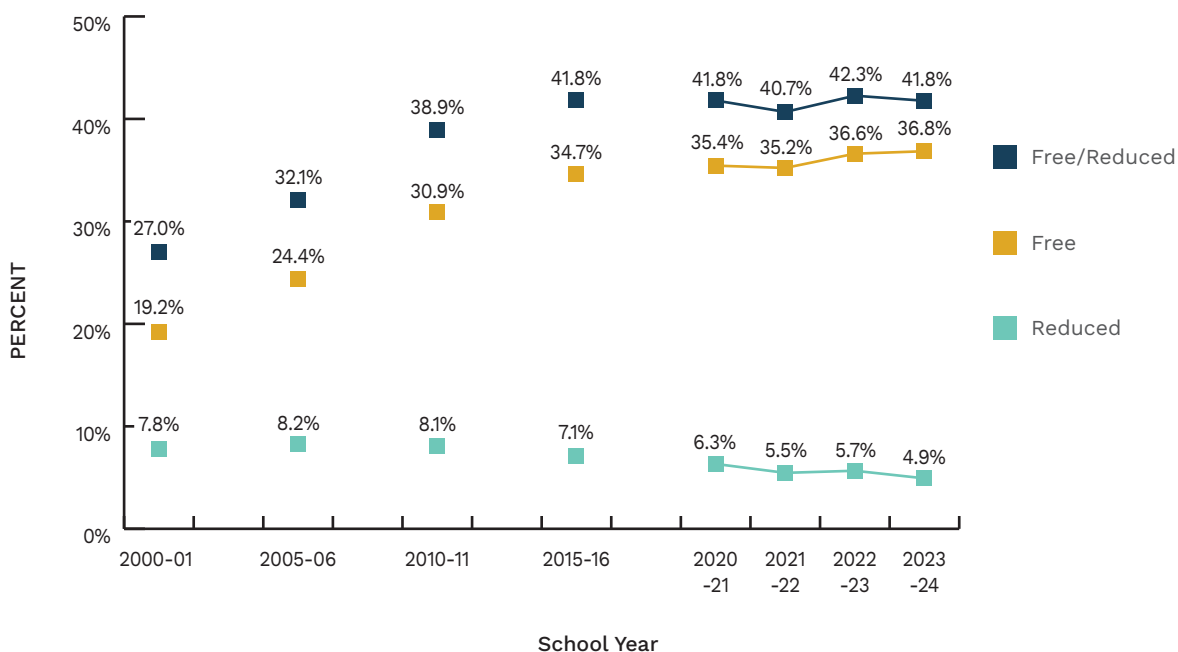
Enrollment Category	2000-01	2022-23	2023-24
Under 300	1.5	9.9	10.3
300-599	2.4	9.6	10.2
600-999	2.6	12.4	13.5
1,000-2,499	5.9	18.2	18.8
2,500-7,499	9.0	29.9	31.1
7,500+	21.7	45.0	46.2
Independent Charter Schools	-	23.3	35.8
State	9.7	27.6	28.5

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

STUDENTS ELIGIBLE FOR FREE- OR REDUCED-PRICE LUNCH

According to the National School Lunch Program, children from families with incomes at or below 130% of the federal poverty level (FPL) are eligible for free lunch and children from families with incomes between 130% and 185% of the FPL are eligible for reduced-price lunch. In 2023-24, the percent of students eligible for free or reduced-price lunch decreased slightly from the prior year's 42.3% to 41.8% (Figure 4-3). Districts in the largest (7,500+) and smallest (<300) enrollment categories had the highest percentage of students eligible for free or reduced-price lunch (Table 4-9). Among race/ethnicity groups, Native Hawaiian or Other Pacific Islander and Black or African American students had the highest free or reduced-price lunch eligibility percentages, at 79.7% and 79.1%, respectively (Table 4-10).

Figure 4-3: Percent of Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2023-24



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

Note: The Community Eligibility Provision (CEP) started in 2015-16.

Table 4-9: Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by Enrollment Category 2000-01, 2022-23 and 2023-24

Enrollment Category	2000-01			2022-23			2023-24		
	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
Under 300	6,711	2,256	33.6	6,184	2,931	47.4	6,321	3,131	49.5
300-599	50,933	13,511	26.5	51,942	19,611	37.8	51,704	19,924	38.5
600-999	77,327	17,966	23.2	55,117	19,998	36.3	56,794	20,328	35.8
1,000-2,499	122,830	29,876	24.3	111,811	43,204	38.6	108,840	42,381	38.9
2,500-7,499	93,322	21,433	23.0	101,677	38,391	37.8	101,362	39,068	38.5
7,500+	125,804	43,874	34.9	154,896	79,472	51.3	153,425	75,073	48.9
Independent Charter Schools	-	-	-	86	-	0.0	246	49	19.9
State	476,927	128,916	27.0	481,713	203,607	42.3	478,692	199,954	41.8

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

Table 4-10: Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by Race/ Ethnicity 2010-11, 2022-23 and 2023-24

Race/ Ethnicity	2010-11			2022-23			2023-24		
	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
American Indian or Alaska Native	2,279	1,402	61.5	1,569	1,122	71.5	1,512	1,076	71.2
Asian	9,486	3,543	37.3	12,004	5,604	46.7	11,921	5,187	43.5
Black or African American	24,066	19,247	80.0	32,578	26,312	80.8	33,501	26,500	79.1
Hispanic/ Latino	39,678	30,311	76.4	60,548	42,638	70.4	62,415	42,736	68.5
Native Hawaiian or Other Pacific Islander	660	431	65.3	2,789	2,160	77.4	3,232	2,576	79.7
Two or More Races	10,343	6,174	59.7	23,479	13,614	58.0	24,003	13,566	56.5
White	382,177	121,174	31.7	348,746	112,157	32.2	342,108	108,313	31.7
Total	468,689	182,282	38.9	481,713	203,607	42.3	478,692	199,954	41.8

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

SPECIAL EDUCATION ENROLLMENT

Children requiring special education are “Persons under twenty-one 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 §256B.2). The special education students in Iowa public schools accounted for 13.0% of the total certified enrollment in 2023-24. This continues an upward trend since 2015-16 when the percentage was 11.6 (Table 4-11).

Table 4-11: Iowa Public School Special Education Weighted Enrollment 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2023-24

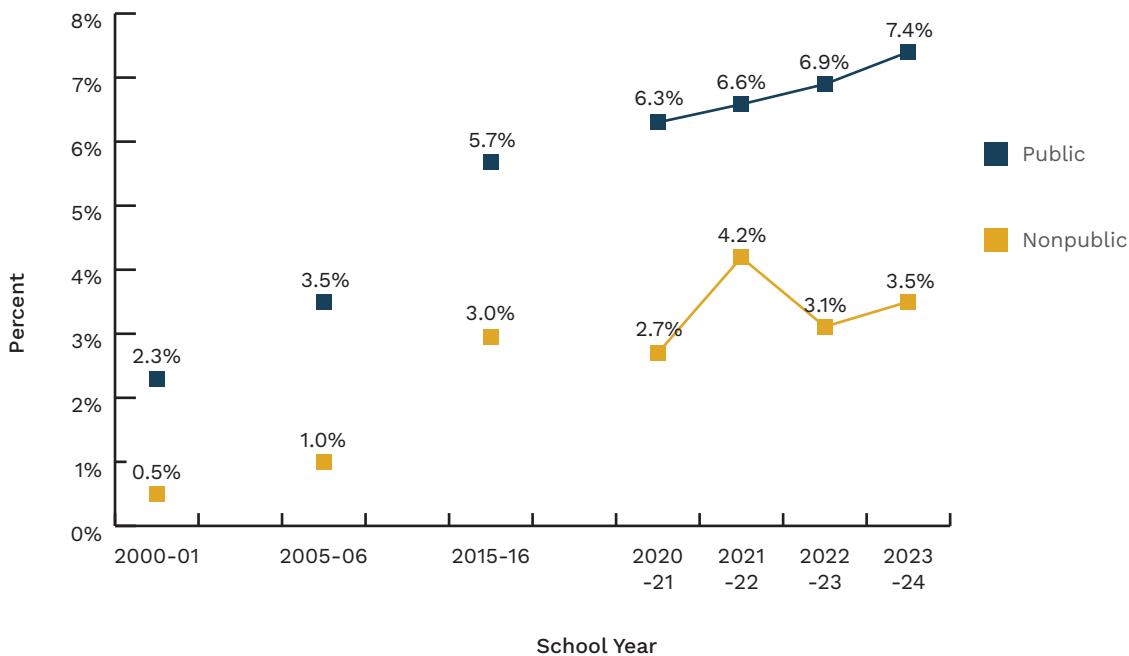
School Year	Number Special Education Students	Certified Enrollment	Percent Special Education Students
2000-01	63,392	494,291	12.8
2005-06	64,350	483,105	13.3
2010-11	60,223	473,493	12.7
2015-16	56,039	483,451	11.6
2020-21	60,342	484,159	12.5
2021-22	61,193	485,630	12.6
2022-23	62,228	486,476	12.8
2023-24	62,709	483,699	13.0

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment; Bureau of Student and Family Special Education Services, Last Friday of October Special Education Weighted Enrollment Files.

ENROLLMENT OF ENGLISH LEARNERS

K-12 (EL) students accounted for 7.4% of public school and 3.5% of nonpublic school enrollment in 2023-24 (Figure 4-4). The majority of EL students spoke Spanish as their primary language (62.2% in 2023-24), although a wide variety of languages are represented (Table 4-12). Larger school districts had more weighted EL students than smaller districts in all years presented in Table 4-13 (2000-01, 2022-23 and 2023-24). Through the 2020-21 school year, an EL student was eligible for a 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4). With the passage of HF605 in the 2021 legislative session, starting with the 2021-22 school year, EL weighted funding differs based upon the student’s level of English language proficiency. “Intensive” students (those who score a level 1 or “emerging” on the ELPA21) are eligible for a 0.26 weighted funding while “intermediate” students (those who score a level 2 or “progressing” on the ELPA21) are eligible for a 0.21 weighted funding.

Figure 4-4: Percent of Iowa Public and Nonpublic School K-12 Students who are English Learners 2000-01, 2005-06, 2015-16, 2020-21 to 2023-24



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

Table 4-12: Iowa’s Public and Nonpublic K-12 English Learners’ Primary Language 2000-01, 2022-23 and 2023-24

Language	2000-01	2022-23	2023-24
Spanish; Castilian	7,014	21,500	22,685
Swahili		1,297	1,528
Arabic	81	1,131	1,167
French		945	1,066
Karen languages		855	828
Marshallese		736	763
Pohnpeian		552	692
Chuukese		481	628
Burmese		554	544
Vietnamese	766	472	480
Bosnian	363	405	382
Nilo-Saharan languages		378	369
Tigrinya		332	344
Creoles and pidgins, English based		265	284
Nepali		300	272
Somali		319	247
Kinyarwanda		181	234
Chinese	80	207	223
Dinka		175	175
Lao	409	192	173
Pushto; Pashto		133	158
Portuguese		85	157
Telugu		89	136
Haitian; Haitian Creole		88	135
Rundi		149	133
Persian		105	128
Russian	65	102	127
Indo-European languages		93	120
Ukrainian		69	114
Hindi		80	106
German	153	102	103

Table 4-12: Iowa’s Public and Nonpublic K-12 English Learners’ Primary Language 2000-01, 2022-23 and 2023-24 | Continued

Language	2000-01	2022-23	2023-24
Oromo		95	95
Amharic		104	93
Tamil		74	82
Lingala		64	79
Mayan languages		76	79
Ewe		74	76
Hmong; Mong		68	68
Gujarati			62
Urdu		70	61
Sino-Tibetan languages		69	60
Kru languages		67	56
Korean	76		
Tagalog		56	
Other	2,257	1,069	1,142
Total	11,264	34,258	36,454

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

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

Table 4-13: Iowa Public School K-12 Weighted English Learners by Enrollment Size 2000-01, 2022-23 and 2023-24

Enrollment Category	2000-01		2022-23		2023-24	
	K-12 Enrollment	# Weighted EL	K-12 Enrollment	# Weighted EL	K-12 Enrollment	# Weighted EL
Under 300	8,176	23	8,172	103	8,120	101
300-599	52,162	237	49,544	449	48,798	544
600-999	78,916	530	53,996	1,289	55,360	1,664
1,000-2,499	126,118	1,848	110,946	3,729	108,317	4,091
2,500-7,499	96,410	1,348	102,008	5,263	101,558	5,682
7,500+	132,509	4,165	161,811	13,894	161,547	14,793
Independent Charter Schools	-	-	0	0	0	0
State	494,291	8,151	486,476	24,727	483,699	26,875

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

Note: Figures may not total due to rounding.

MIGRANT STUDENT ENROLLMENT

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 to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data are collected by the Iowa Department of Education through a direct certification system. The number and percent of migrant students from the 2015-16 to 2023-24 school years are displayed in Table 4-14.

Table 4-14: Iowa Public School K-12 Migrant Enrollment, 2015-16 to 2023-24

School Year	Number of Migrant Students	K-12 Enrollment	Percent of Migrant Students
2015-16	1,153	488,818	0.24
2016-17	1,423	489,940	0.29
2017-18	1,719	490,669	0.35
2018-19	1,791	492,010	0.36
2019-20	1,886	492,518	0.38
2020-21	1,927	487,185	0.40
2021-22	2,284	489,939	0.47
2022-23	2,508	490,205	0.51
2023-24	2,761	488,321	0.57

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa and Direct Certification.

Note: K-12 migrant counts are from migrant direct certification data from October 1 to September 30 of the following year. K-12 enrollment are the unduplicated counts from Student Reporting In Iowa during the fall, winter and spring collections.

STAFF

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

An unlimited number of positions/assignments can be reported for each staff member. Some staff members are reported as serving in multiple positions. For example, a professional school counselor may also be a principal or a teacher. Salary is not reported separately for each position/assignment combination. Therefore, salaries or the salary reported for staff may be impacted by additional duties. In 2008-09, data on shared staff were collected on the Fall Basic Educational Data Survey (BEDS). In 2008-09, reporting shared staff members in each district they served began. However, the district that held the contract was the only district that reported salaries of the staff. The district that did not hold the contract for shared staff did not report any salary. In 2008-09 and 2009-10, 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 2008-09 and 2009-10. In 2010-11, full-time equivalencies (FTE) collection began for each position. The district that held the contract reported the entire FTE for shared staff. The district that was purchasing services only reported FTE for their district. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

In previous years, information on licensed staff in Iowa was collected from schools through the Licensed Staff Detail Report on BEDS. The collected data included age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions and the assignments that go along with each position. In 2010-11, a new web application began to collect the same data on licensed and non-licensed staff in Iowa.

Full-time teachers from 2010-11 to 2023-24 were defined as staff with at least one teaching position code (including Teacher Leaders), a full-time equivalency for licensed positions of 0.8 or higher, and at least 180 contract days. Full-time teachers in 2023-24 had a base salary (salary paid for regular position responsibilities, including salary paid from teacher leadership grant funds and excluding professional development) of at least \$33,500. About 5,500 teachers in 2023-24 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, salaries or the salary reported for these teachers may be impacted by the additional duties. In each section, staff of color counts include staff with a reported ethnicity of Hispanic/Latino and/or reported race of American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Teachers and principals with advanced degrees include staff with a master's, specialist or doctorate degree.

Salary information collected through Fall BEDS includes base salary, salary paid from teacher leadership grant funds, salary paid for professional development and extra duty pay. The portion of salary paid for regular position responsibilities is called regular salary. Extra duty

salary includes salary paid for extra duties such as yearbook sponsorship and coaching. Total salary is the sum of the regular salary and extra duty pay.

TEACHERS

This section includes data on public and nonpublic teachers and Teacher Leaders in Iowa. In 2023-24, 4.2% of teachers were beginning teachers in their first year of teaching (Table 5-3). The percentages of teachers with advanced degrees and teachers of color were highest in the larger district size categories (Table 5-4). Heartland AEA had the largest percentage of teachers in the state in 2023-24 at 28.3%. A little over 76% of the full-time teachers in public schools in Iowa were female in 2023-24 (Table 5-5). The average salary for male teachers was 4.8% higher than for female teachers, while the percentage of teachers with advanced degrees was slightly higher for females than males (Table 5-6). The percentage of teachers of color in 2023-24 was 3.3%. The average salary of white teachers was 4.9% higher than the average salary of teachers of color. The average age, experience and percentage of female teachers was also higher for white teachers than for teachers of color (Table 5-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88 (rule of 88). According to this rule, 4.6% of teachers were eligible to retire in 2023-24 (Table 5-9, Figure 5-2). Staff are also eligible to receive full retirement benefits through IPERS when they reach the age of 65 and are vested or when they reach the age of 62 and their total IPERS-covered employment is equal to or greater than 20 years (rule of 62/20). In 2023-24, 0.5% of teachers were over the age of 65 (Table 5-8).

Information on the number and percentage of full-time public school and AEA teachers retained from year to year as a teacher or in any licensed staff position (including teacher) is presented in Tables 5-10 through 5-13 and Figures 5-3 through 5-9. Among all the years presented, the percentage of teachers retained from the previous year was lowest in 2022-23 (Table 5-10, Figure 5-3). The largest percentage of teachers retained between 2022-23 and 2023-24 was in the 2,500-7,499 enrollment category, with 92.6% of teachers retained as teachers and 93.9% retained as licensed staff (Table 5-11, Figure 5-4, Figure 5-5). The lowest percentage of teachers retained from 2022-23 to 2023-24 was in the teachers over age 65 (Table 5-12, Figure 5-6, Figure 5-7). The percentage of both teachers of color and white teachers retained increased slightly between 2022-23 and 2023-24 (Table 5-13, Figure 5-8, Figure 5-9).

In 2023-24, the average total salary for full-time public school teachers was 3.2% higher than the average regular salary (Table 5-14). The average total salary of full-time public school teachers increased by 2.0% between 2022-23 and 2023-24. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 5-15). When averaged by AEA service area, the average total salary was highest for teachers in Grant Wood AEA and lowest in Prairie Lakes AEA. The National Education Association reports the average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2022-23, Iowa's rank in the nation for average salary moved from 27th to 28th. Iowa ranked 6th among 12 Midwest states for average salary in 2021-22 and 2022-23 (Table 5-17).

In 2023-24, the average number of assignments held by grades 9-12 teachers was 2.7. About 57% of grades 9-12 teachers had one or two assignments (Tables 5-20 and 5-21). Pupil-teacher ratios from 2004-05 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 2023-24 was 13.1. The pupil-teacher ratio by enrollment category ranged from 9.5 in the smallest enrollment category to 13.8 in the 2,500-7,499 enrollment category (Table 5-22). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 2.1% between 2022-23 and 2023-24 (Table 5-23).

Table 5-1: Characteristics of Iowa Full-Time Teachers 2000-01, 2022-23 and 2023-24

Characteristics	Public			Nonpublic		
	2000-01	2022-23	2023-24	2000-01	2022-23	2023-24
Average Age	42.2	40.8	40.8	40.3	43.7	43.8
Percent Female	70.5%	76.3%	76.5%	80.3%	80.3%	80.0%
Percent Staff of Color	1.8%	3.1%	3.3%	0.9%	3.3%	3.8%
Percent Advanced Degree	27.0%	37.4%	37.7%	13.1%	19.6%	20.0%
Average Total Experience (Years)	15.1	13.5	13.5	12.3	15.3	15.4
Average District/AEA Experience (Years)	11.9	10.1	10.0	8.8	10.4	10.3
Number of Teachers	33,610	38,092	37,982	2,437	1,530	1,473

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

Table 5-2: Characteristics of Iowa Beginning Full-Time Teachers 2000-01, 2022-23 and 2023-24

Characteristics	Public			Nonpublic		
	2000-01	2022-23	2023-24	2000-01	2022-23	2023-24
Average Age	28.5	29.0	28.3	28.5	29.1	28.6
Percent Female	71.6%	75.0%	78.3%	83.5%	79.7%	79.3%
Percent Staff of Color	2.8%	5.7%	6.8%	1.5%	14.1%	10.3%
Percent Advanced Degree	5.9%	13.9%	12.8%	2.9%	9.4%	6.9%
Number of Teachers	1,660	1,619	1,582	206	64	58

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

Table 5-3: Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Number of Beginning Full-Time Teachers			Number of Full-Time Teachers			Beginning Full-Time Teachers as % of Total Full-Time Teachers		
	2000-01	2022-23	2023-24	2000-01	2022-23	2023-24	2000-01	2022-23	2023-24
<300	42	33	35	642	652	678	6.5%	5.1%	5.2%
300-599	281	216	184	3,970	4,514	4,490	7.1%	4.8%	4.1%
600-999	270	200	169	5,553	4,493	4,605	4.9%	4.5%	3.7%
1,000-2,499	358	313	304	8,532	8,756	8,555	4.2%	3.6%	3.6%
2,500-7,499	306	387	316	6,096	7,518	7,568	5.0%	5.1%	4.2%
7,500+	382	468	568	8,393	11,882	11,798	4.6%	3.9%	4.8%
Independent Charter Schools	-	0	4	-	6	16	-	-	25.0%
AEA	21	2	2	424	271	272	5.0%	0.7%	0.7%
State	1,660	1,619	1,582	33,610	38,092	37,982	4.9%	4.3%	4.2%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
Note: FT indicates full-time.

Table 5-4: Characteristics of Iowa Full-Time Public School Teachers by District Size Category, 2023-24

District Size Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Staff of Color	Percent Advanced Degree	Average Total Experience (Years)	Average District/AEA Experience (Years)
<300	678	42.6	82.2%	1.5%	15.5%	13.8	9.0
300-599	4,490	40.6	75.4%	1.8%	21.2%	13.5	9.8
600-999	4,605	40.7	75.1%	1.7%	22.7%	13.8	9.8
1,000-2,499	8,555	40.8	75.6%	2.2%	32.0%	14.0	10.2
2,500-7,499	7,568	40.5	76.6%	3.3%	43.2%	13.1	9.9
7,500+	11,798	40.9	77.2%	5.4%	51.1%	13.2	10.3
Independent Charter Schools	16	43.4	87.5%	18.8%	37.5%	11.8	0.8
AEA	272	45.4	92.3%	1.8%	58.1%	17.6	8.7
State	37,982	40.8	76.5%	3.3%	37.7%	13.5	10.0

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

Table 5-5: Characteristics of Iowa Full-Time Public School Teachers by AEA, 2023-24

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Staff of Color	Percent Advanced Degree	Average Total Experience (Years)	Average District/ AEA Experience (Years)
Keystone	2,403	6.3%	41.1	76.7%	1.7%	46.2%	14.6	11.8
Central Rivers	4,945	13.0%	40.7	75.8%	3.4%	32.0%	13.3	10.1
Prairie Lakes	2,391	6.3%	41.5	77.5%	2.7%	21.9%	14.3	9.9
Mississippi Bend	3,473	9.1%	41.7	76.7%	4.3%	45.1%	13.9	10.9
Grant Wood	5,370	14.1%	40.6	74.5%	3.5%	43.5%	13.8	10.0
Heartland	10,737	28.3%	39.8	76.7%	3.8%	39.2%	12.9	9.1
Northwest	3,040	8.0%	41.1	76.4%	3.7%	37.1%	13.8	10.9
Green Hills	2,924	7.7%	41.5	77.3%	2.3%	37.6%	13.5	9.8
Great Prairie	2,699	7.1%	42.5	78.5%	2.0%	27.9%	13.5	10.3
State	37,982	100.0%	40.8	76.5%	3.3%	37.7%	13.5	10.0

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools and AEA teachers.

Table 5-6: Gender Comparison of Iowa Full-Time Public School Teachers, 2023-24

Characteristics	Female	Male
Average Age	40.7	41.2
Percent Staff of Color	3.1%	3.7%
Percent Advanced Degree	38.0%	36.4%
Average Total Experience (Years)	13.4	13.9
Average District/AEA Experience (Years)	10.0	10.1
Average Total Salary	\$63,622	\$66,681
Number of Teachers	29,043	8,939

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools and AEA teachers.

Table 5-7: Characteristics of Iowa Full-Time Public School Teachers by Race/Ethnicity, 2023-24

Characteristics	Staff of Color	White Staff
Average Age	38.6	40.9
Percent Female	73.1%	76.6%
Percent Advanced Degree	34.1%	37.8%
Average Total Experience (Years)	9.9	13.6
Average District/AEA Experience (Years)	7.3	10.1
Average Total Salary	\$61,421	\$64,441
Number of Teachers	1,246	36,736

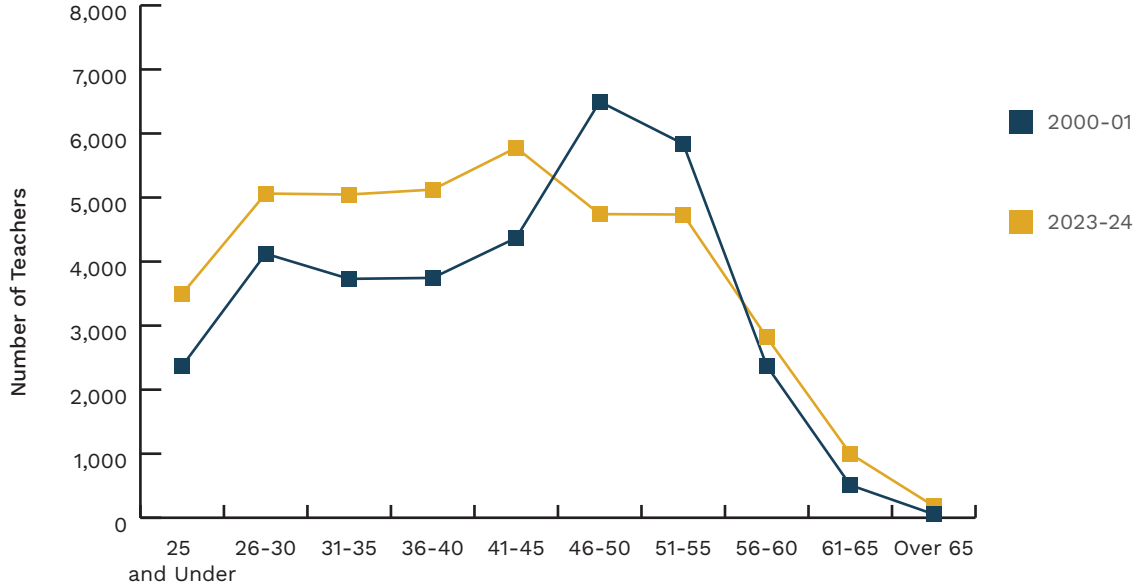
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes Independent charter schools and AEA teachers.

Table 5-8: Iowa Full-Time Public School Teacher Age Distributions, 2000-01 and 2023-24

Age Interval	2000-01				2023-24			
	Number of Teachers	Cumulative Total	Percent	Cumulative Percent	Number of Teachers	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,495	3,495	9.2%	9.2%
26-30	4,123	6,492	12.3%	19.3%	5,062	8,557	13.3%	22.5%
31-35	3,730	10,222	11.1%	30.4%	5,047	13,604	13.3%	35.8%
36-40	3,745	13,967	11.1%	41.6%	5,124	18,728	13.5%	49.3%
41-45	4,370	18,337	13.0%	54.6%	5,777	24,505	15.2%	64.5%
46-50	6,497	24,834	19.3%	73.9%	4,741	29,246	12.5%	77.0%
51-55	5,838	30,672	17.4%	91.3%	4,735	33,981	12.5%	89.5%
56-60	2,373	33,045	7.1%	98.3%	2,818	36,799	7.4%	96.9%
61-65	510	33,555	1.5%	99.8%	1,000	37,799	2.6%	99.5%
Over 65	55	33,610	0.2%	100.0%	183	37,982	0.5%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes Independent charter schools and AEA teachers.

Figure 5-1: Iowa Full-Time Public School Teacher Age Distributions, 2000-01 and 2023-24



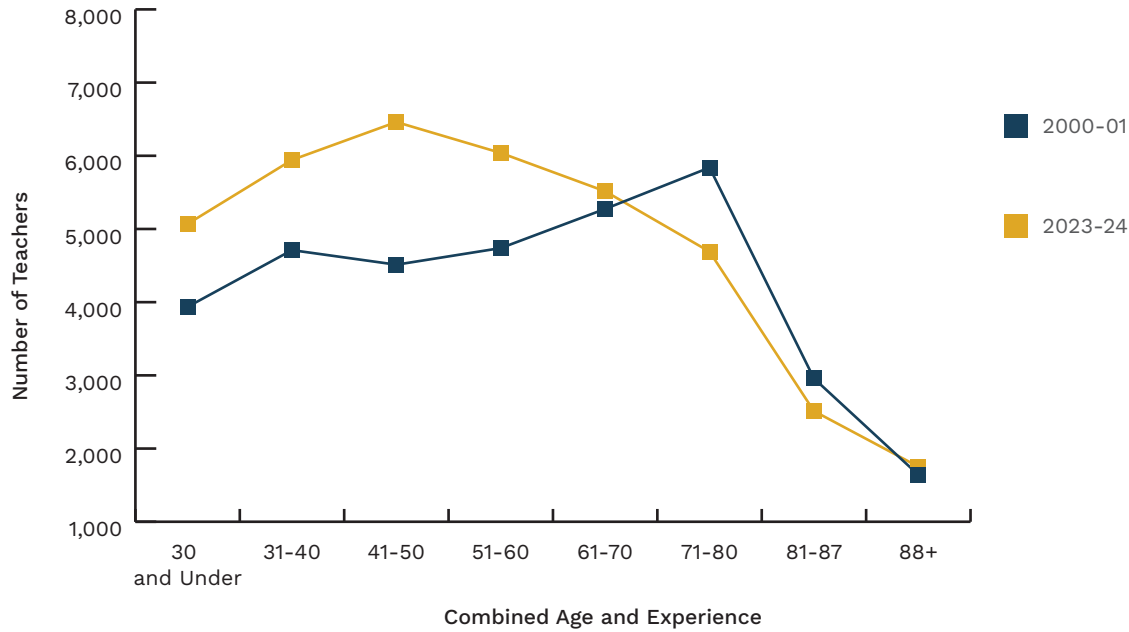
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes Independent charter schools and AEA teachers.

Table 5-9: Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-01 and 2023-24

Combined Age and Experience Interval	2000-01				2023-24			
	Number of Teachers	Cumulative Total	Percent	Cumulative Percent	Number of Teachers	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	5,069	5,069	13.3%	13.3%
31-40	4,711	8,647	14.0%	25.7%	5,943	11,012	15.6%	29.0%
41-50	4,512	13,159	13.4%	39.2%	6,461	17,473	17.0%	46.0%
51-60	4,739	17,898	14.1%	53.3%	6,039	23,512	15.9%	61.9%
61-70	5,274	23,172	15.7%	68.9%	5,515	29,027	14.5%	76.4%
71-80	5,839	29,011	17.4%	86.3%	4,690	33,717	12.3%	88.8%
81-87	2,958	31,969	8.8%	95.1%	2,512	36,229	6.6%	95.4%
88+	1,641	33,610	4.9%	100.0%	1,753	37,982	4.6%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes Independent charter schools and AEA teachers.

Figure 5-2: Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-01 and 2023-24



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

Note: Includes independent charter schools and AEA teachers.

Table 5-10: Iowa Full-Time Public School Teachers Year-to-Year Retention, 2014-2015 to 2023-2024

Years	Base Year Number of Full-Time Teachers	Retained as Full-Time Teacher		Retained as Licensed Staff (Full-Time or Part-Time)		Difference
		Number of Teachers Retained	Percent Retained as Full-Time Teacher	Number of Teachers Retained	Percent Retained as Licensed Staff	
13-14 to 14-15	34,509	31,518	91.3%	32,500	94.2%	2.8%
14-15 to 15-16	34,725	31,877	91.8%	32,796	94.4%	2.6%
15-16 to 16-17	34,805	32,329	92.9%	32,870	94.4%	1.6%
16-17 to 17-18	36,279	33,737	93.0%	34,289	94.5%	1.5%
17-18 to 18-19	37,035	34,466	93.1%	35,028	94.6%	1.5%
18-19 to 19-20	37,386	34,662	92.7%	35,211	94.2%	1.5%
19-20 to 20-21	37,567	35,169	93.6%	35,676	95.0%	1.3%
20-21 to 21-22	38,022	34,895	91.8%	35,589	93.6%	1.8%
21-22 to 22-23	38,020	34,571	90.9%	35,291	92.8%	1.9%
22-23 to 23-24	38,092	34,757	91.2%	35,412	93.0%	1.7%

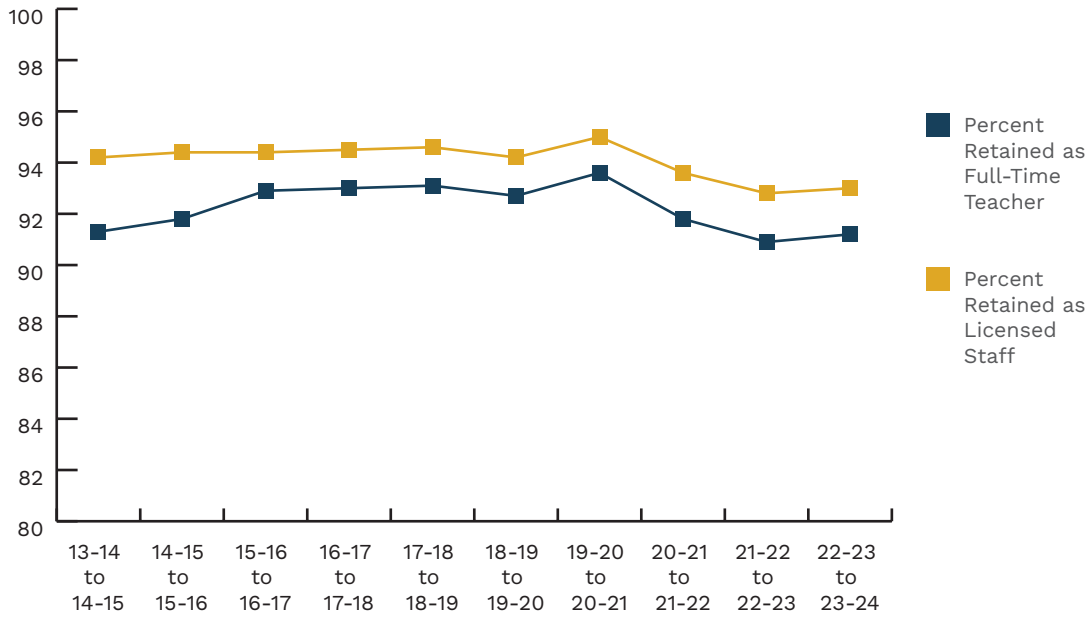
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.

Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Figure 5-3: Iowa Full-Time Public School Teachers Year-to-Year Retention, 2014-15 to 2023-24



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

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.

Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools or AEAs who were teaching full-time in public schools or AEAs in the following year.

Retained as Licensed Staff: Retained teachers are full-time teachers in public schools or AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Table 5-11: Iowa Full-Time Public School Teachers Year-to-Year Retention by District Size Category, 2021-22 to 2023-24

District Size Category	2020-21 to 2021-22			2021-22 to 2022-23			2022-23 to 2023-24		
	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
<300	715	89.2%	93.0%	678	90.3%	93.5%	652	89.0%	92.0%
300-599	4,510	91.6%	93.6%	4,384	90.1%	91.8%	4,514	91.8%	93.7%
600-999	4,544	92.3%	93.6%	4,735	91.8%	93.5%	4,493	91.9%	93.0%
1,000-2,499	8,685	92.6%	93.8%	8,756	91.5%	93.1%	8,756	91.1%	93.0%
2,500-7,499	7,262	92.2%	94.1%	7,295	90.7%	92.6%	7,518	92.6%	93.9%
7,500+	12,058	91.0%	93.2%	11,927	90.5%	92.7%	11,882	90.2%	92.0%
Independent Charter Schools	-	-	-	-	-	-	6	50.0%	66.7%
AEA	248	90.3%	91.1%	245	93.5%	95.5%	271	90.4%	94.1%
State	38,022	91.8%	93.6%	38,020	90.9%	92.8%	38,092	91.2%	93.0%

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

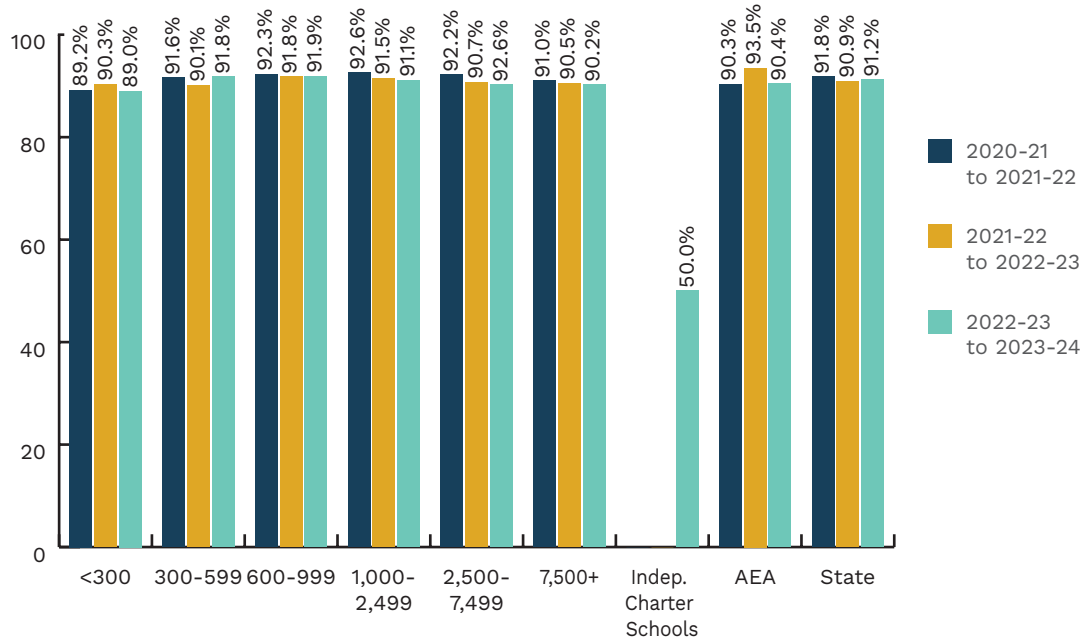
Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.

District size category is determined by district enrollment size in the base year.

Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

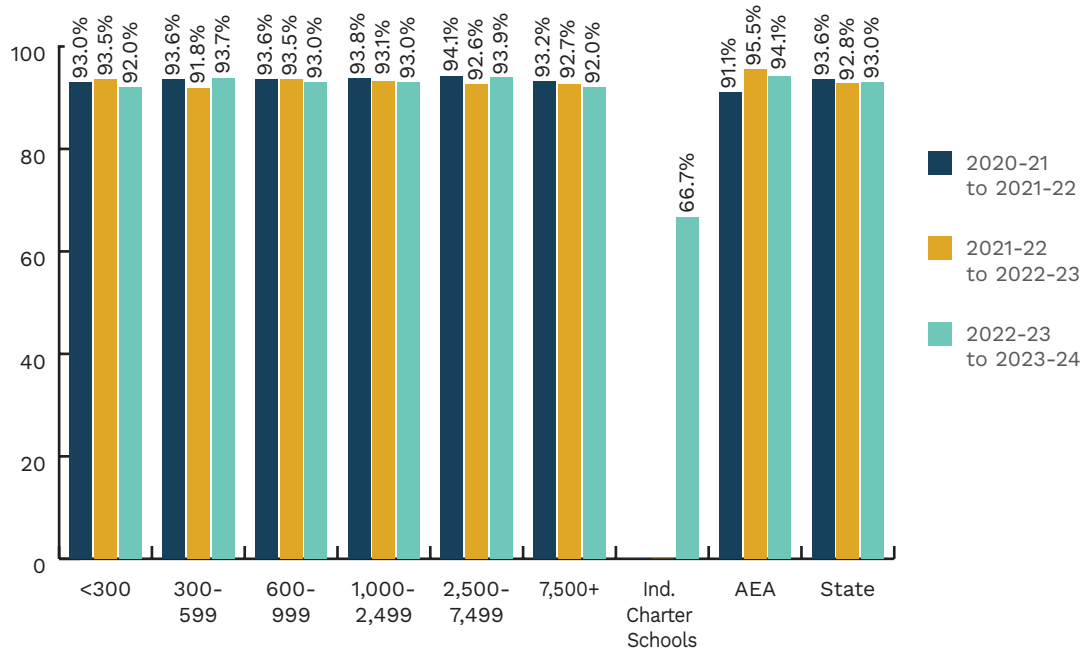
Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Figure 5-4: Iowa Full-Time Public School Teachers Year-to-Year Retention as Full-Time Teacher by District Size Category, 2021-22 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.
 District size category is determined by district enrollment size in the base year.

Figure 5-5: Iowa Full-Time Public School Teachers Year-to-Year Retention as Licensed Staff by District Size Category, 2021-22 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 District size category is determined by district enrollment size in the base year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Table 5-12: Iowa Full-Time Public School Teachers Year-to-Year Retention by Age Category, 2021-22 to 2023-24

Age Category	2020-21 to 2021-22			2021-22 to 2022-23			2022-23 to 2023-24		
	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
25 and under	3,221	91.5%	92.4%	3,257	90.1%	91.1%	3,443	90.3%	90.9%
26-35	10,538	92.6%	94.5%	10,493	90.7%	92.7%	10,211	91.6%	93.5%
36-45	10,811	94.8%	97.0%	10,854	93.8%	96.1%	11,037	94.1%	96.3%
46-55	9,311	94.5%	96.1%	9,389	93.6%	95.3%	9,358	94.1%	95.5%
56-65	3,968	76.4%	78.3%	3,852	79.2%	80.9%	3,873	77.3%	78.9%
Over 65	173	62.4%	64.2%	175	56.6%	59.4%	170	62.4%	64.7%
State	38,022	91.8%	93.6%	38,020	90.9%	92.8%	38,092	91.2%	93.0%

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

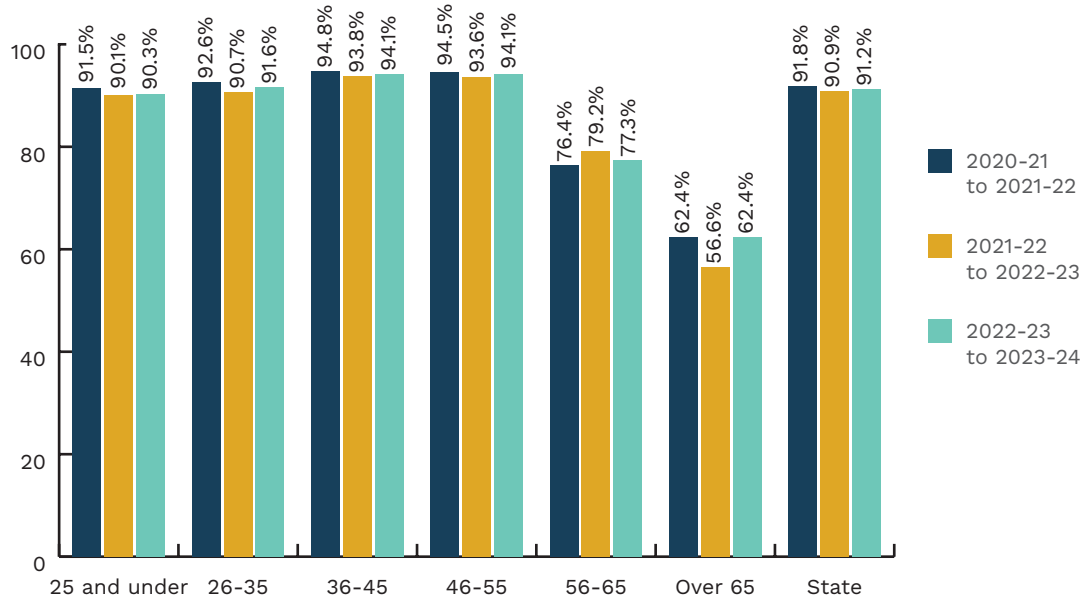
Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.

Age category determined by age in base year.

Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

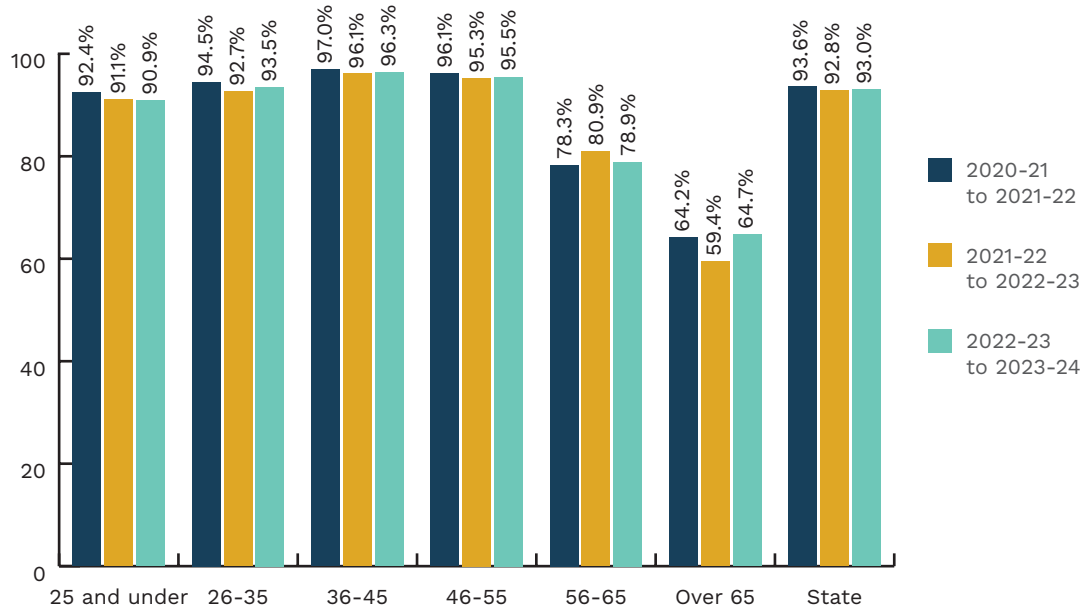
Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Figure 5-6: Iowa Full-Time Public School Teachers Year-to-Year Retention as Full-Time Teacher by Age Category, 2021-22 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.
 Age category determined by age in base year.

Figure 5-7: Iowa Full-Time Public School Teachers Year-to-Year Retention as Licensed Staff by Age Category, 2021-22 to 2023-24



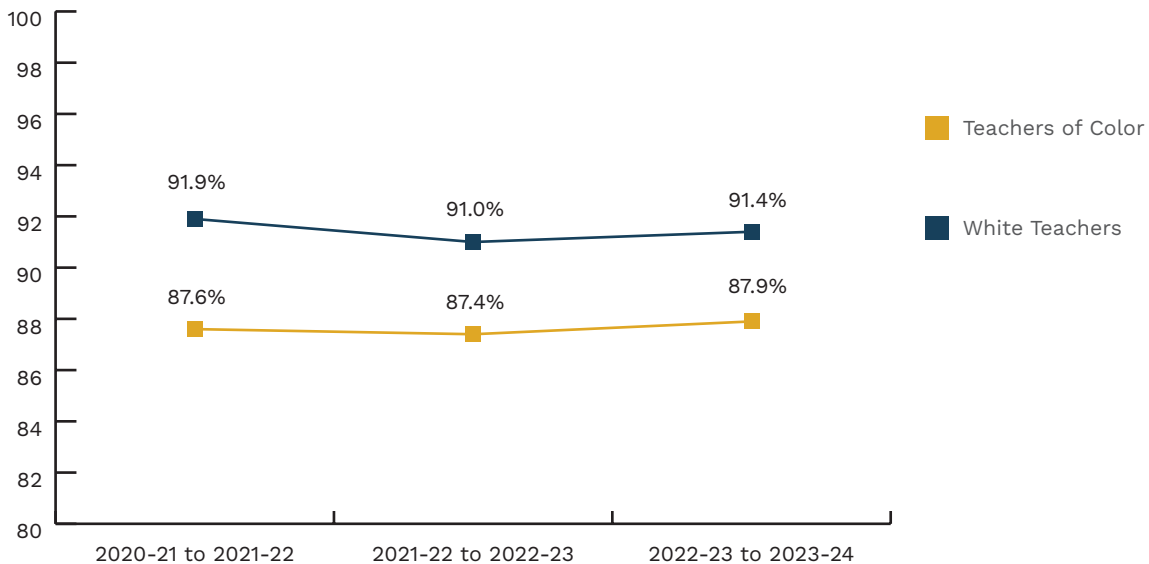
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 Age category determined by age in base year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Table 5-13: Iowa Full-Time Public School Teachers Year-to-Year Retention by Race/Ethnicity, 2021-22 to 2023-24

Race/ Ethnicity	2020-21 to 2021-22			2021-22 to 2022-23			2022-23 to 2023-24		
	Base Year Number of Full- Time Teachers	Percent Retained as Full- Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full- Time Teachers	Percent Retained as Full- Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full- Time Teachers	Percent Retained as Full- Time Teacher	Percent Retained as Licensed Staff
Teachers of Color	1,078	87.6%	89.8%	1,126	87.4%	90.1%	1,184	87.9%	90.5%
White Teachers	36,944	91.9%	93.7%	36,894	91.0%	92.9%	36,908	91.4%	93.0%
State	38,022	91.8%	93.6%	38,020	90.9%	92.8%	38,092	91.2%	93.0%

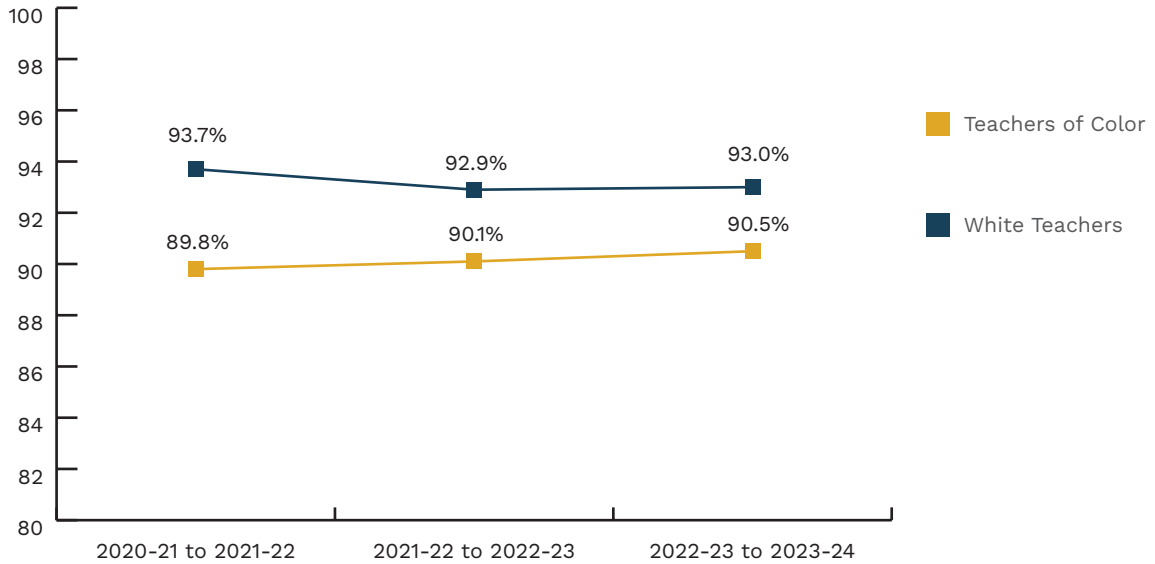
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 Race/ethnicity determined in base year.
 Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Figure 5-8: Iowa Full-Time Public School Teachers Year-to-Year Retention as Full-Time Teacher by Race/Ethnicity, 2021-22 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 Race/ethnicity determined in base year.
 Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

Figure 5-9: Iowa Full-Time Public School Teachers Year-to-Year Retention as Licensed Staff by Race/Ethnicity, 2021-22 to 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes independent charter schools and AEA teachers.
 Race/ethnicity determined in base year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Table 5-14: Iowa Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary, 2000-01, 2022-23 and 2023-24

Measure	2000-01	2022-23	2023-24
Average Regular Salary	N/A	\$61,162	\$62,360
Average Total Salary	\$36,479	\$63,083	\$64,339
Difference	N/A	\$1,921	\$1,979
Percent Total Salary Greater Than Regular Salary	N/A	3.1%	3.2%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools and AEA teachers.
 Teacher figures for 2022-23 and 2023-24 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2022-23 and 2023-24 with teaching position codes who also reported that they served in the capacity of administrator (Superintendent, Principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).
 Average salaries for these staff include salaries for these additional responsibilities.

Table 5-15: Average Total Salaries of Iowa Full-Time Public School Teachers by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Average Total Salary			Percent Salary Change	
	2000-01	2022-23	2023-24	2000-01 to 2023-24	2022-23 to 2023-24
<300	\$28,811	\$51,703	\$53,281	84.9%	3.1%
300-599	\$31,557	\$55,304	\$56,682	79.6%	2.5%
600-999	\$33,809	\$57,610	\$59,579	76.2%	3.4%
1,000-2,499	\$35,912	\$61,569	\$63,022	75.5%	2.4%
2,500-7,499	\$38,266	\$64,946	\$66,336	73.4%	2.1%
7,500+	\$40,452	\$68,470	\$69,240	71.2%	1.1%
Independent Charter Schools	-	-	\$57,123	-	-
AEA	\$36,196	\$71,768	\$72,536	100.4%	1.1%
State	\$36,479	\$63,083	\$64,339	76.4%	2.0%

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

Note: Includes independent charter schools and AEA teachers.

Teacher figures for 2022-23 and 2023-24 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2022-23 and 2023-24 with teaching position codes who also reported that they served in the capacity of administrator (Superintendent, Principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).

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

Table 5-16: Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2023-24

AEA	Regular Salary	Total Salary
Keystone	\$59,635	\$61,208
Central Rivers	\$61,469	\$63,050
Prairie Lakes	\$58,787	\$60,625
Mississippi Bend	\$61,750	\$63,502
Grant Wood	\$64,623	\$67,271
Heartland	\$64,608	\$66,458
Northwest	\$62,957	\$65,357
Green Hills	\$59,778	\$61,860
Great Prairie	\$59,046	\$61,124
State	\$62,360	\$64,339

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

Note: Includes independent charter schools and AEA teachers.

Teacher figures for 2022-23 and 2023-24 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2022-23 and 2023-24 with teaching position codes who also reported that they served in the capacity of administrator (Superintendent, Principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).

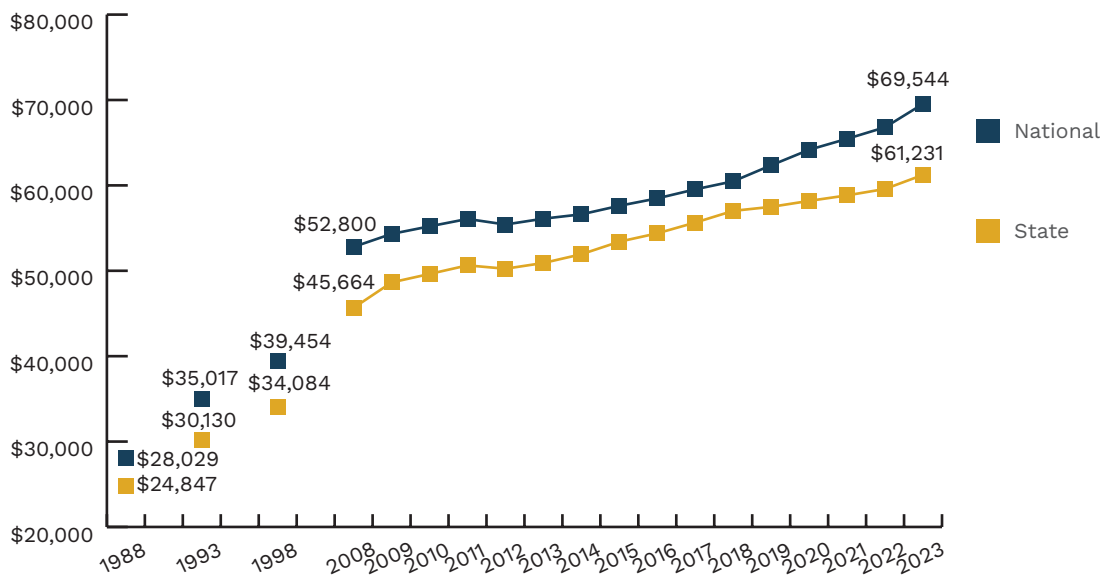
Average salaries for these staff include salaries for these additional responsibilities.

Table 5-17: Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2021-22 and 2022-23

Nation and State	2021-22			2022-23		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$66,805			\$69,544		
Illinois	\$72,315	12	1	\$73,916	12	1
Indiana	\$54,625	39	10	\$57,015	36	8
Iowa	\$59,581	27	6	\$61,231	28	6
Kansas	\$55,250	35	9	\$56,481	39	10
Michigan	\$64,884	17	3	\$67,011	17	3
Minnesota	\$67,600	14	2	\$70,005	15	2
Missouri	\$52,481	47	11	\$53,999	47	11
Nebraska	\$57,420	31	7	\$58,763	34	7
North Dakota	\$54,364	33	8	\$56,792	37	9
Ohio	\$64,353	18	4	\$66,390	19	4
South Dakota	\$50,592	49	12	\$53,153	49	12
Wisconsin	\$60,724	24	5	\$62,524	25	5

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

Figure 5-10: Average Salaries of Public School Teachers for Iowa and the Nation, 1987-88, 1992-93, 1997-98 and 2007-08 to 2022-23



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

Table 5-18: Iowa Salary Comparisons by Occupation, 2021-22 and 2022-23

Occupation	Average Salary		Percent Change 2021-22 to 2022-23
	2021-22	2022-23	
Accountants and Auditors	\$72,130	\$77,280	7.1%
Child, Family, and School Social Workers	\$51,460	\$52,540	2.1%
Civil Engineers	\$90,290	\$94,270	4.4%
Computer Programmers	\$87,770	\$83,520	-4.8%
Dental Hygienists	\$77,990	\$83,220	6.7%
Electrical Engineers	\$99,120	\$117,640	18.7%
Heavy and Tractor-Trailer Truck Drivers	\$52,010	\$53,470	2.8%
Interior Designers	\$50,960	\$56,820	11.5%
Machinists	\$48,940	\$53,170	8.6%
Paralegals and Legal Assistants	\$58,310	\$59,610	2.2%
Registered Nurse	\$69,370	\$74,610	7.6%
Software Developers	\$103,140	\$110,280	6.9%
Speech-Language Pathologists	\$77,390	\$82,210	6.2%
Teachers	\$61,371	\$63,083	2.8%
Welders, Cutters, Solderers, and Brazers	\$46,680	\$50,100	7.3%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2022 and May 2023.

Note: Teacher average salaries are average regular salaries based on Iowa Department of Education Basic Educational Data Survey staff data.

**Table 5-19: Distribution of Contract Days for Iowa Full-Time Public School Teachers
2000-01, 2022-23 and 2023-24**

Number of Contract Days	Number of Teachers			Percent			Cumulative Percent		
	2000-01	2022-23	2023-24	2000-01	2022-23	2023-24	2000-01	2022-23	2023-24
<=185	2,089	3,606	3,386	6.2%	9.5%	8.9%	6.2%	9.5%	8.9%
186-190	16,449	16,586	16,806	49.0%	43.5%	44.2%	55.2%	53.0%	53.2%
191-195	13,136	15,303	14,941	39.1%	40.2%	39.3%	94.3%	93.2%	92.5%
>=196	1,932	2,597	2,849	5.8%	6.8%	7.5%	100.0%	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
Notes: Includes independent charter schools and AEA teachers.

Table 5-20: Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers for Grades 9-12 by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	2000-01			2022-23			2023-24		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	37	262	3.1	37	257	3.3
300-599	116	2,084	3.4	107	2,108	3.2	106	2,139	3.2
600-999	104	2,587	3.1	70	1,866	3.0	71	1,873	3.0
1,000-2,499	83	3,335	2.7	76	2,978	2.7	74	2,890	2.7
2,500-7,499	24	2,052	2.2	25	2,290	2.4	25	2,282	2.4
7,500+	9	2,480	2.1	12	3,511	2.3	12	3,495	2.3
Independent Charter Schools				1	6	4.3	2	7	4.3
State	374	12,817	2.7	328	13,021	2.7	327	12,943	2.7

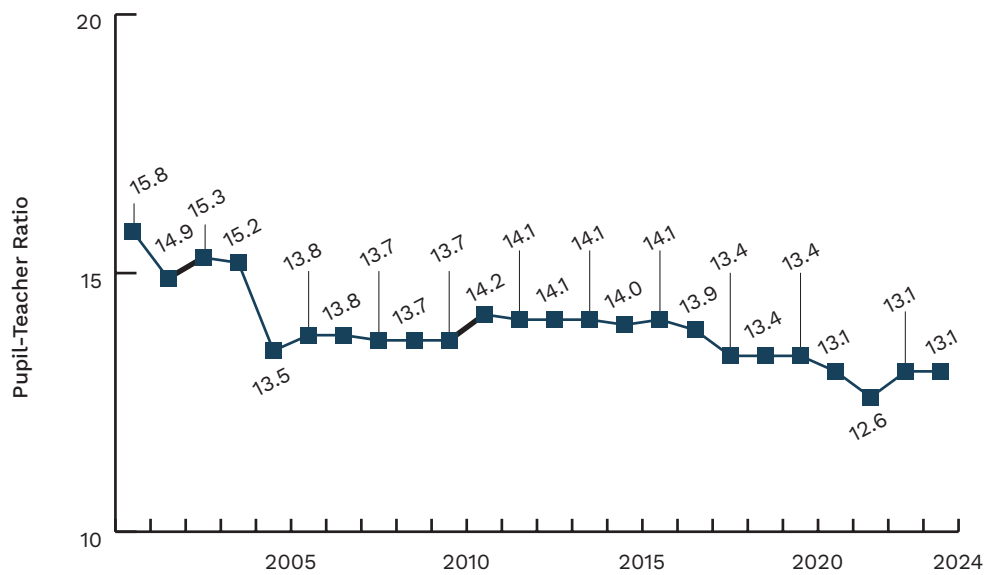
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
Notes: Only includes grade 9-12 teaching assignments for 2022-23 and 2023-24 for a teacher who has at least one grade 9-12 assignment. Includes independent charter schools and AEA teachers.

Table 5-21: Distribution of Assignments for Iowa Full-Time Public School Teachers for Grades 9-12, 2023-24

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,717	36.4%	36.4%
2	2,640	20.4%	56.8%
3	1,977	15.3%	72.1%
4	1,526	11.8%	83.9%
5	933	7.2%	91.1%
6	579	4.5%	95.6%
7	286	2.2%	97.8%
8	164	1.3%	99.1%
9	72	0.6%	99.6%
10	31	0.2%	99.9%
11	12	0.1%	100.0%
12	1	0.0%	100.0%
13	1	0.0%	100.0%
14	2	0.0%	100.0%
15	2	0.0%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Only includes grade 9-12 teaching assignments for a teacher who has at least one grade 9-12 assignment.
 Includes independent charter schools and AEA teachers.

Figure 5-11: Iowa Public School K-12 Pupil-Teacher Ratios, 2000-01 to 2023-24



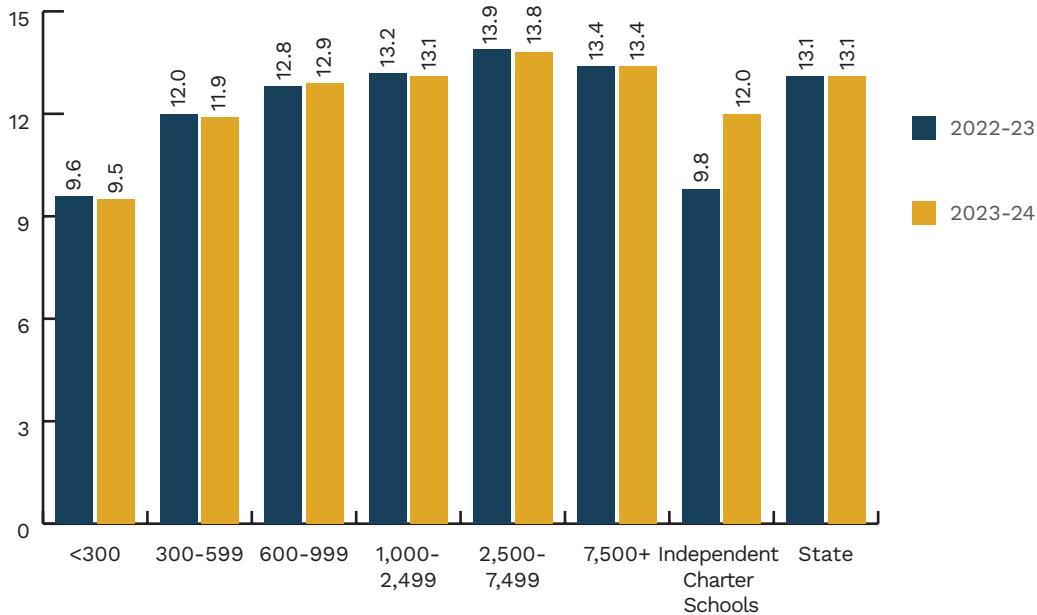
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: All students were reported at a grade level beginning in 2004-05. Students who may have been listed as ungraded in the past are now included in a grade level.
 Pupil-teacher ratios include special education students and teachers from 2004-05 forward.

Table 5-22: Iowa Public School K-12 Pupil-Teacher Ratios by District Size Category, 2023-24

District Size Category	Number of Students	Number of FTE Teachers	Ratio
<300	6,321	665.2	9.5
300-599	51,704	4,336.1	11.9
600-999	56,794	4,417.0	12.9
1,000-2,499	108,840	8,291.6	13.1
2,500-7,499	101,362	7,362.1	13.8
7,500+	153,425	11,455.5	13.4
Independent Charter Schools	246	20.5	12.0
State	478,692	36,547.9	13.1

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Note: All students were reported at a grade level beginning in 2004-05. Students who 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 2004-05 forward.

Figure 5-12: Iowa Public School K-12 Pupil-Teacher Ratios by District Size Category, 2022-23 and 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Note: All students were reported at a grade level beginning in 2004-05. Students who 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 2004-05 forward.

Table 5-23: Instructional Aides in Iowa Public Schools by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 2000-01 to 2023-24	% Change in FTE Aides 2022-23 to 2023-24
	2000-01	2022-23	2023-24		
<300	113.4	315.7	339.3	199.2%	7.5%
300-599	685.9	1,767.5	1,813.6	164.4%	2.6%
600-999	1,054.0	1,830.1	1,868.8	77.3%	2.1%
1,000-2,499	2,023.3	3,537.3	3,559.5	75.9%	0.6%
2,500-7,499	1,681.6	2,853.2	2,899.9	72.4%	1.6%
7,500+	2,204.5	3,531.1	3,635.6	64.9%	3.0%
Independent Charter Schools	-	0.5	4.5	-	800.0%
State	7,762.7	13,835.4	14,121.1	81.9%	2.1%

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

PRINCIPALS

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percentage of female principals and principals of color in public schools was highest in the largest enrollment category. The percentage of principals with advanced degrees was highest in the 2,500–7,499 enrollment category (Table 5-25). The average salary of male principals was 4.7% higher than female principals. The percentage of principals with advanced degrees was higher for females than males, and the average years of district experience was higher for female principals than male principals. The average years of total experience was slightly higher for male than female principals (Table 5-26). In 2023–24, 8.2% of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 5-28). The average salary of full-time public school principals increased by 2.9% between 2022–23 and 2023–24. The average salary of principals in the largest enrollment category was 41.8% higher than that of principals in the smallest enrollment category (Table 5-29).

Table 5-24: Characteristics of Iowa Full-Time Principals, 2000–01, 2022–23 and 2023–24

Characteristics	Public			Non-Public		
	2000–01	2022–23	2023–24	2000–01	2022–23	2023–24
Average Age	47.8	46.0	46.0	49.0	48.8	47.6
Percent Female	30.6%	45.0%	46.6%	50.5%	54.4%	62.2%
Percent Staff of Color	3.5%	4.3%	4.6%	1.0%	1.1%	1.2%
Percent Advanced Degree	96.0%	76.9%	77.1%	90.5%	87.8%	91.5%
Average Total Experience (Years)	22.4	19.0	19.0	23.3	22.3	22.2
Average District/AEA Experience (Years)	11.8	10.7	10.7	8.7	10.3	11.0
Number of Principals	1,124	1,167	1,168	105	90	82

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
Notes: Includes independent charter schools.

Table 5-25: Characteristics of Iowa Full-Time Public School Principals by District Size Category, 2023-24

District Size Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Staff of Color	Percent Advanced Degree	Average Total Experience (Years)	Average District/ AEA Experience (Years)
<300	42	45.0	52.4%	4.8%	78.6%	18.4	8.3
300-599	206	46.0	48.1%	0.5%	74.3%	20.3	9.9
600-999	182	45.5	37.4%	0.5%	72.5%	19.7	8.9
1,000-2,499	274	45.9	38.7%	2.2%	75.9%	18.9	9.7
2,500-7,499	190	46.3	49.5%	7.4%	81.1%	18.8	10.8
7,500+	271	46.4	56.5%	11.1%	80.1%	17.7	13.9
Independent Charter Schools	2	41.5	50.0%	0.0%	100.0%	14.5	1.0
AEA	1	40.0	100.0%	0.0%	100.0%	17.0	15.0
State	1,168	46.0	46.6%	4.6%	77.1%	19.0	10.7

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

Table 5-26: Gender Comparison of Iowa Full-Time Public School Principals, 2023-24

Characteristics	Female	Male
Average Age	46.2	45.8
Percent Staff of Color	4.8%	4.5%
Percent Advanced Degree	81.3%	73.4%
Average Total Experience (Years)	18.8	19.1
Average District/AEA Experience (Years)	11.0	10.4
Average Total Salary	\$113,942	\$119,266
Number of Principals	544	624

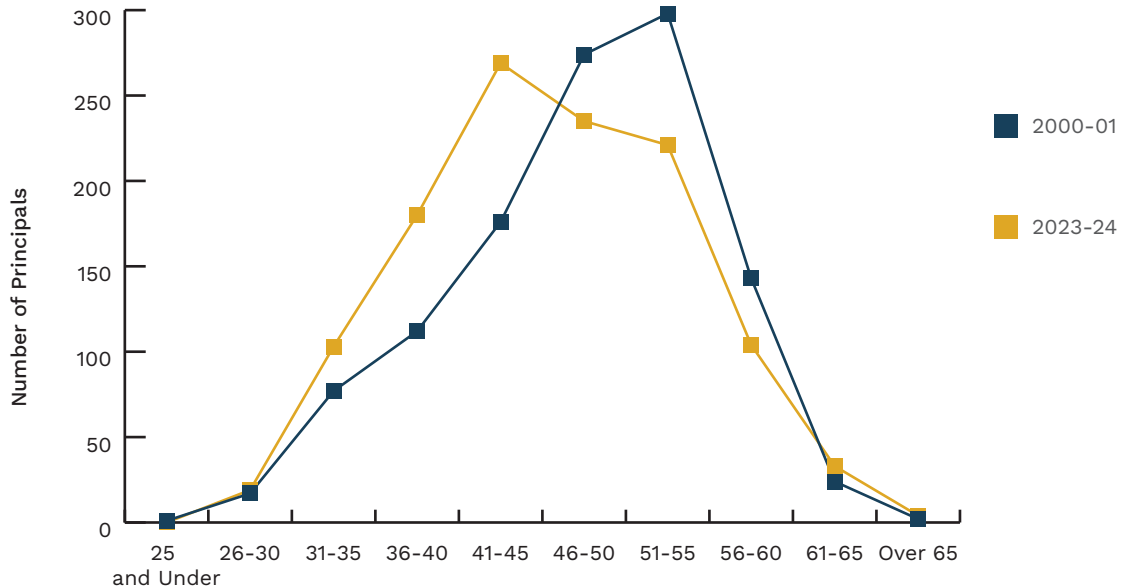
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
Note: Includes independent charter schools.

Table 5-27: Iowa Full-Time Public School Principal Age Distributions, 2000-01 and 2023-24

Age Interval	2000-01				2023-24			
	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%	19	19	1.6%	1.6%
31-35	77	95	6.9%	8.5%	103	122	8.8%	10.4%
36-40	112	207	10.0%	18.4%	180	302	15.4%	25.9%
41-45	176	383	15.7%	34.1%	269	571	23.0%	48.9%
46-50	274	657	24.4%	58.5%	235	806	20.1%	69.0%
51-55	298	955	26.5%	85.0%	221	1,027	18.9%	87.9%
56-60	143	1,098	12.7%	97.7%	104	1,131	8.9%	96.8%
61-65	24	1,122	2.1%	99.8%	33	1,164	2.8%	99.7%
Over 65	2	1,124	0.2%	100.0%	4	1,168	0.3%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools.

Figure 5-13: Iowa Full-Time Public School Principal Age Distributions, 2000-01 and 2023-24



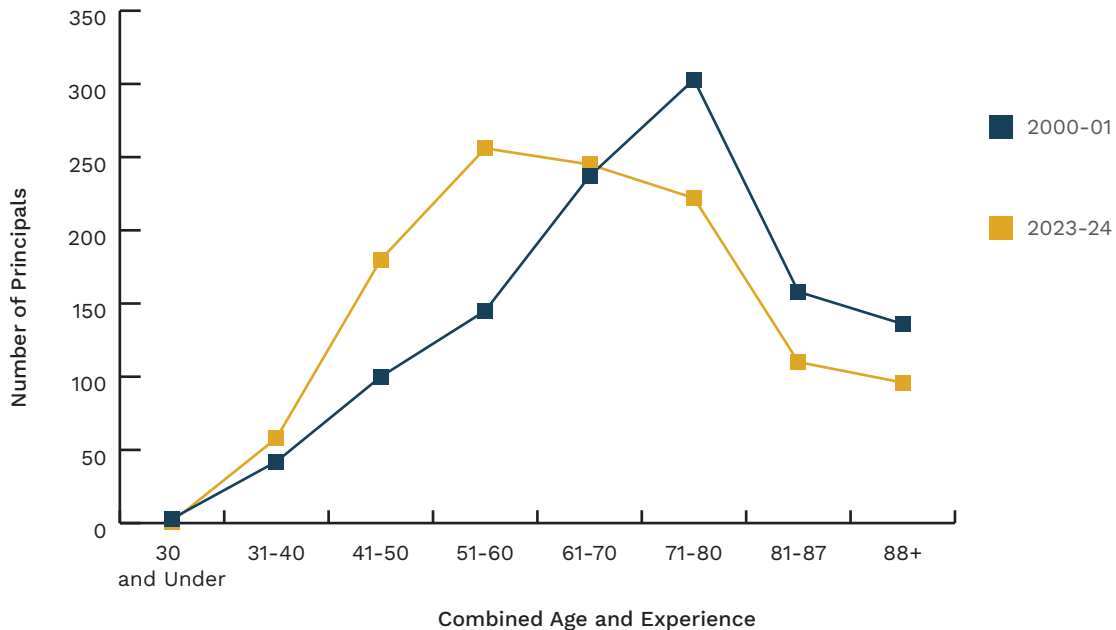
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools.

Table 5-28: Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-01 and 2023-24

Combined Age and Experience Interval	2000-01				2023-24			
	Number of Principals	Cumulative Total	Percent	Cumulative Percent	Number of Principals	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	1	1	0.1%	0.1%
31-40	42	45	3.7%	4.0%	58	59	5.0%	5.1%
41-50	100	145	8.9%	12.9%	180	239	15.4%	20.5%
51-60	145	290	12.9%	25.8%	256	495	21.9%	42.4%
61-70	237	527	21.1%	46.9%	245	740	21.0%	63.4%
71-80	303	830	27.0%	73.8%	222	962	19.0%	82.4%
81-87	158	988	14.1%	87.9%	110	1,072	9.4%	91.8%
88+	136	1,124	12.1%	100.0%	96	1,168	8.2%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools.

Figure 5-14: Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-01 and 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes independent charter schools.

Table 5-29: Average Total Salary of Iowa Full-Time Public School Principals by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Average Total Salary			Number of Principals 2023-24	Percent Salary Change	
	2000-01	2022-23	2023-24		2000-01 to 2023-24	2022-23 to 2023-24
<300	\$51,775	\$92,750	\$93,313	42	80.2%	0.6%
300-599	\$54,331	\$99,929	\$103,483	206	90.5%	3.6%
600-999	\$58,539	\$103,603	\$107,270	182	83.2%	3.5%
1,000-2,499	\$64,381	\$113,496	\$116,148	274	80.4%	2.3%
2,500-7,499	\$69,145	\$120,137	\$124,338	190	79.8%	3.5%
7,500+	\$71,935	\$127,919	\$132,338	271	84.0%	3.5%
Independent Charter Schools	-	-	\$85,950	2	-	-
AEA	\$69,796	\$157,952	\$162,114	1	132.3%	2.6%
State	\$63,409	\$113,508	\$116,786	1,168	84.2%	2.9%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Notes: Includes independent charter schools and AEA principals.

SUPERINTENDENTS

The tables in this section present data on full-time superintendents in Iowa public schools. The percentage of superintendents with specialist/doctorate degrees and the percentage of superintendents of color increased slightly between 2022-23 and 2023-24 (Table 5-30). The percentage of female superintendents was highest in the largest enrollment category in 2023-24. The percentage of superintendents with specialist/doctorate degrees was highest in the 2,500-7,499 enrollment category (Table 5-31). The average salary of female superintendents was 4.9% higher than male superintendents. The percentage of superintendents with specialist/doctorate degrees was higher for females than males (Table 5-32). The percentage of superintendents with a combined age and experience of 88 years or more, and therefore eligible to retire, in 2023-24 was 14.1% (Table 5-34). The average salary of superintendents increased by 2.8% between 2022-23 and 2023-24 (Table 5-35).

Table 5-30: Characteristics of Iowa Full-Time Public School Superintendents, 2000-01, 2022-23 and 2023-24

Characteristics	Public		
	2000-01	2022-23	2023-24
Average Age	52.1	51.3	51.0
Percent Female	5.8%	14.6%	14.9%
Percent Staff of Color	0.9%	1.9%	2.7%
Percent Specialist/Doctorate Degree	59.2%	42.7%	42.9%
Average Total Experience (Years)	26.9	22.7	22.3
Average District Experience (Years)	8.0	7.0	6.9
Number of Superintendents	326	260	262

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 5-31: Characteristics of Iowa Full-Time Public School Superintendents by District Size Category, 2023-24

District Size Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Staff of Color	Percent Specialist/Doctorate Degree	Average Total Experience (Years)	Average District Experience (Years)
<300	10	50.2	0.0%	0.0%	40.0%	24.9	7.1
300-599	71	51.3	8.5%	0.0%	45.1%	24.1	7.4
600-999	69	50.3	13.0%	0.0%	36.2%	23.4	6.8
1,000-2,499	74	51.5	21.6%	2.7%	47.3%	22.4	6.5
2,500-7,499	25	51.5	16.0%	8.0%	56.0%	18.4	6.9
7,500+	12	50.9	33.3%	25.0%	16.7%	11.6	7.3
AEA	1	42.0	0.0%	0.0%	0.0%	17.0	2.0
State	262	51.0	14.9%	2.7%	42.9%	22.3	6.9

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: The superintendent at the AEA is AEA staff who is also serving as a superintendent in a public district.

Table 5-32: Gender Comparison of Iowa Full-Time Public School Superintendents, 2023-24

Characteristics	Female	Male
Average Age	52.1	50.8
Percent Staff of Color	2.6%	2.7%
Percent Specialist/Doctorate Degree	59.0%	39.9%
Average Total Experience (Years)	18.1	23.1
Average District Experience (Years)	5.0	7.2
Average Total Salary	\$183,150	\$174,544
Number of Superintendents	39	223

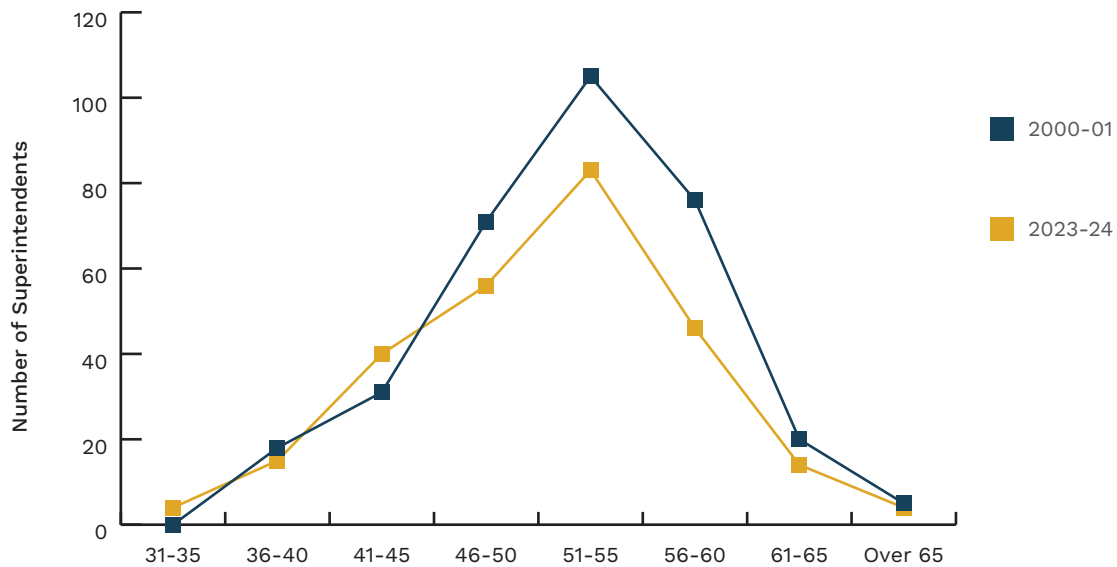
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Includes AEA staff that also serve as superintendents in public districts.

Table 5-33: Age Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2023-24

Age Interval	2000-01				2023-24			
	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent
<35	0	0	0.0%	0.0%	4	4	1.5%	1.5%
36-40	18	18	5.5%	5.5%	15	19	5.7%	7.3%
41-45	31	49	9.5%	15.0%	40	59	15.3%	22.5%
46-50	71	120	21.8%	36.8%	56	115	21.4%	43.9%
51-55	105	225	32.2%	69.0%	83	198	31.7%	75.6%
56-60	76	301	23.3%	92.3%	46	244	17.6%	93.1%
61-65	20	321	6.1%	98.5%	14	258	5.3%	98.5%
Over 65	5	326	1.5%	100.0%	4	262	1.5%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 5-15: Age Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2023-24



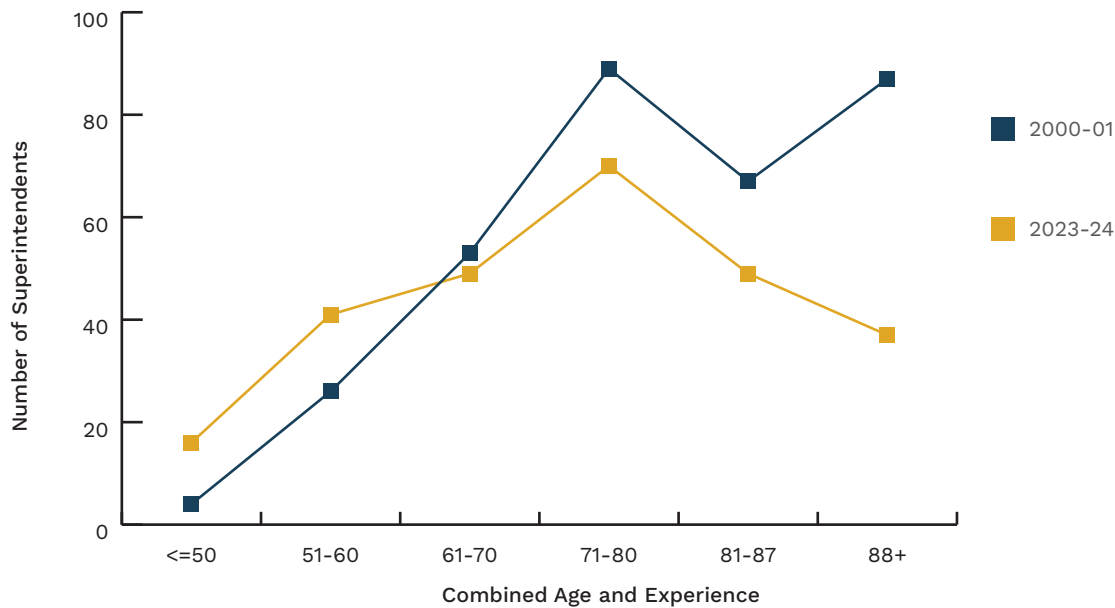
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 5-34: Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2023-24

Combined Age and Experience Interval	2000-01				2023-24			
	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	16	16	6.1%	6.1%
51-60	26	30	8.0%	9.2%	41	57	15.6%	21.8%
61-70	53	83	16.3%	25.5%	49	106	18.7%	40.5%
71-80	89	172	27.3%	52.8%	70	176	26.7%	67.2%
81-87	67	239	20.6%	73.3%	49	225	18.7%	85.9%
88+	87	326	26.7%	100.0%	37	262	14.1%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 5-16: Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 5-35: Average Total Salary of Iowa Full-Time Public School Superintendents by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Average Total Salary			Number of Superintendents 2023-24	Percent Salary Change	
	2000-01	2022-23	2023-24		2000-01 to 2023-24	2022-23 to 2023-24
<300	\$63,569	\$139,439	\$145,356	10	128.7%	4.2%
300-599	\$71,049	\$149,803	\$155,088	71	118.3%	3.5%
600-999	\$76,935	\$158,288	\$163,448	69	112.5%	3.3%
1,000-2,499	\$85,772	\$181,284	\$185,049	74	115.7%	2.1%
2,500-7,499	\$104,464	\$209,677	\$218,566	25	109.2%	4.2%
7,500+	\$125,036	\$246,229	\$254,078	12	103.2%	3.2%
AEA	-	-	\$116,880	1	-	-
State	\$79,836	\$170,968	\$175,825	262	120.2%	2.8%

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

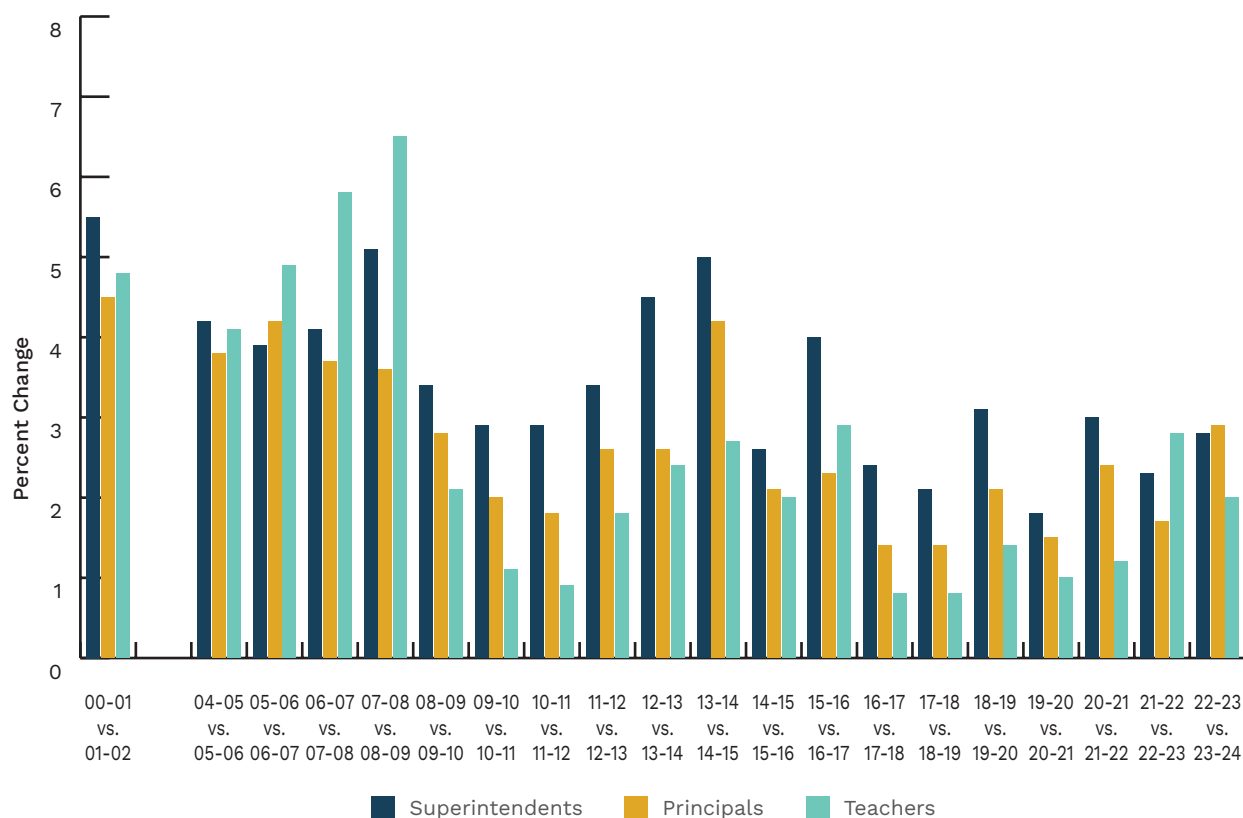
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

In 2023-24, The superintendent at the AEA also served as a superintendent in a public district (there was no case of this in either 2000-01 or 2022-23).

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 2001-02 to 2005-06 and 2009-10 to 2021-22. For the first time since 2008-09, the average salary of teachers in 2022-23 had a higher percentage increase than the average salary of principals and superintendents. In 2023-24, principals had the largest percentage increase in average salary (Figure 5-17 and Table 5-36).

Figure 5-17: Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents 2000-01 vs. 2001-02 and 2004-05 vs. 2005-06 to 2022-23 vs. 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-36: Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by District Size Category, 2000-01 and 2023-24

District Size Category	2000-01			2023-24		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$53,281	\$93,313	\$145,356
300-599	\$31,557	\$54,331	\$71,049	\$56,682	\$103,483	\$155,088
600-999	\$33,809	\$58,539	\$76,935	\$59,579	\$107,270	\$163,448
1,000-2,499	\$35,912	\$64,381	\$85,772	\$63,022	\$116,148	\$185,049
2,500-7,499	\$38,266	\$69,145	\$104,464	\$66,336	\$124,338	\$218,566
7,500+	\$40,452	\$71,935	\$125,036	\$69,240	\$132,338	\$254,078
Independent Charter Schools	-	-	-	\$57,123	\$116,786	-
AEA	\$36,196	\$69,796	-	\$72,536	\$162,114	\$116,880
State	\$36,479	\$63,409	\$79,836	\$64,339	\$116,839	\$175,825

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

Note: Includes independent charter schools and AEA staff.

Teacher figures for 2023-24 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2023-24 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).

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

PUBLIC SCHOOL PROFESSIONAL SCHOOL COUNSELORS

The characteristics of professional school counselors remained about the same between 2022-23 to 2023-24 (Table 5-37). All districts are required by Iowa Code (256.11) to have a professional school counselor licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district; there were 36 shared between more than one district in 2023-24. The percentage of professional school counselors eligible to retire with a combined age and years of experience of 88 or more was 5.1% in 2023-24 (Table 5-39). The average salary of professional school counselors increased by 1.6% between 2022-23 and 2023-24 (Table 5-40).

Table 5-37: Characteristics of Iowa Full-Time Public School Professional School Counselors 2000-01, 2022-23 and 2023-24

Characteristics	2000-01	2022-23	2023-24
Average Age	46.4	41.5	41.4
Percent Female	64.2%	83.4%	85.0%
Percent Staff of Color	1.6%	4.2%	4.1%
Percent Advanced Degree	86.9%	79.7%	80.1%
Average Total Experience (Years)	18.8	13.3	13.2
Average District Experience (Years)	12.1	9.1	9.1
Number of Professional School Counselors	1,194	1,459	1,480

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Does not include AEA staff.
 'Guidance Counselor' was updated to 'Professional School Counselor' from 2014-15 and on.

Table 5-38: Age Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-01 and 2023-24

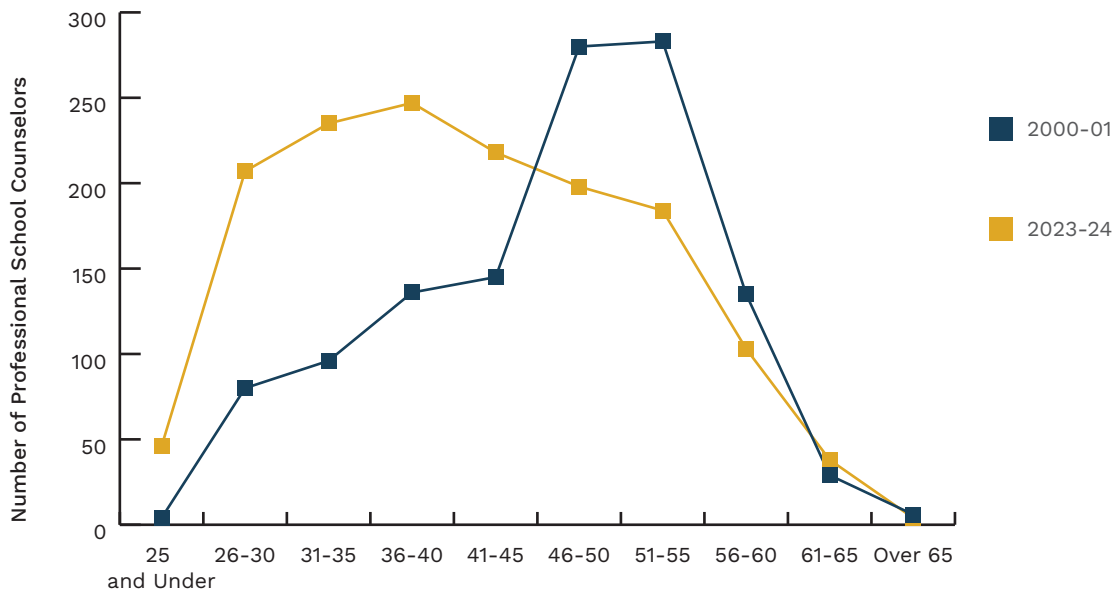
Age Interval	2000-01				2023-24			
	Number of Counselors	Cumulative Total	Percent	Cumulative Percent	Number of Counselors	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	46	46	3.1%	3.1%
26-30	80	84	6.7%	7.0%	207	253	14.0%	17.1%
31-35	96	180	8.0%	15.1%	235	488	15.9%	33.0%
36-40	136	316	11.4%	26.5%	247	735	16.7%	49.7%
41-45	145	461	12.1%	38.6%	218	953	14.7%	64.4%
46-50	280	741	23.5%	62.1%	198	1,151	13.4%	77.8%
51-55	283	1,024	23.7%	85.8%	184	1,335	12.4%	90.2%
56-60	135	1,159	11.3%	97.1%	103	1,438	7.0%	97.2%
61-65	29	1,188	2.4%	99.5%	38	1,476	2.6%	99.7%
Over 65	6	1,194	0.5%	100.0%	4	1,480	0.3%	100.0%

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

Note: Does not include AEA staff.

'Guidance Counselor' was updated to 'Professional School Counselor' from 2014-15 and on.

Figure 5-18: Age Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-01 and 2023-24



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

Note: Does not include AEA staff.

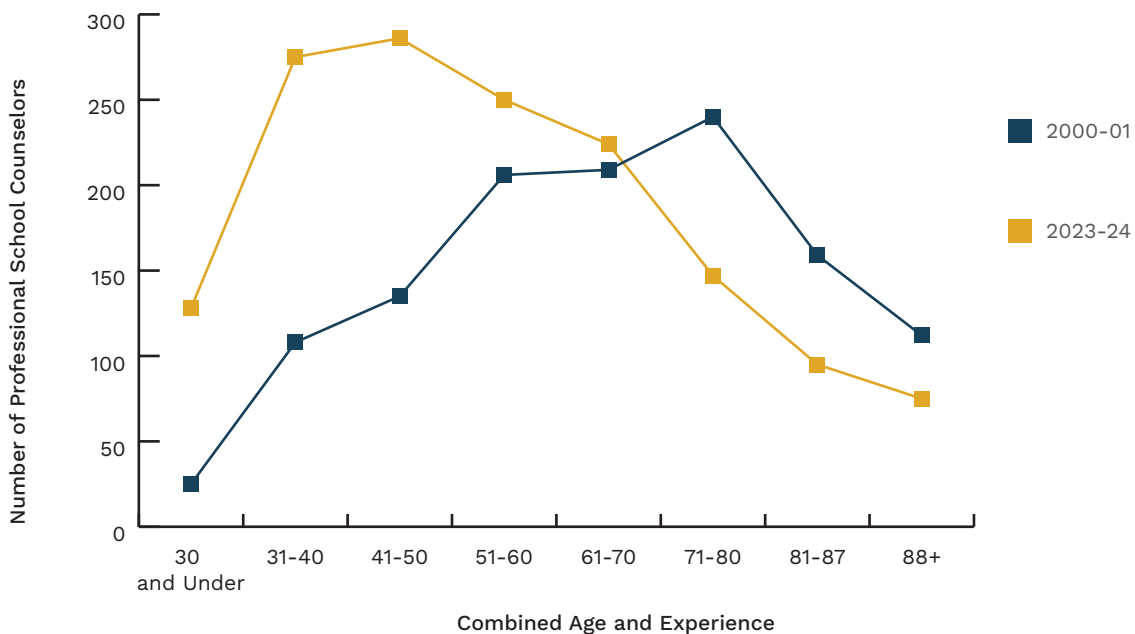
'Guidance Counselor' was updated to 'Professional School Counselor' from 2014-15 and on.

Table 5-39: Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-01 and 2023-24

Combined Age and Experience Interval	2000-01				2023-24			
	Number of Counselors	Cumulative Total	Percent	Cumulative Percent	Number of Counselors	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	128	128	8.6%	8.6%
31-40	108	133	9.0%	11.1%	275	403	18.6%	27.2%
41-50	135	268	11.3%	22.4%	286	689	19.3%	46.6%
51-60	206	474	17.3%	39.7%	250	939	16.9%	63.4%
61-70	209	683	17.5%	57.2%	224	1,163	15.1%	78.6%
71-80	240	923	20.1%	77.3%	147	1,310	9.9%	88.5%
81-87	159	1,082	13.3%	90.6%	95	1,405	6.4%	94.9%
88+	112	1,194	9.4%	100.0%	75	1,480	5.1%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Does not include AEA staff.
 'Guidance Counselor' was updated to 'Professional School Counselor' from 2014-15 and on.

Figure 5-19: Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-01 and 2023-24



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Does not include AEA staff.
 'Guidance Counselor' was updated to 'Professional School Counselor' from 2014-15 and on.

Table 5-40: Average Total Salary of Iowa Full-Time Public School Professional School Counselors by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Average Total Salary			Number of Full-Time Professional School Counselors 2023-24	Percent Salary Change	
	2000-01	2022-23	2023-24		2000-01 to 2023-24	2022-23 to 2023-24
<300	\$33,912	\$47,914	\$51,066	25	50.6%	6.6%
300-599	\$35,907	\$57,317	\$59,495	171	65.7%	3.8%
600-999	\$37,702	\$59,661	\$60,609	182	60.8%	1.6%
1,000-2,499	\$41,062	\$65,101	\$66,270	335	61.4%	1.8%
2,500-7,499	\$44,628	\$69,143	\$70,364	300	57.7%	1.8%
7,500+	\$46,886	\$72,396	\$72,860	467	55.4%	0.6%
State	\$42,126	\$66,384	\$67,444	1,480	60.1%	1.6%

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

Note: Does not include AEA staff.

'Guidance Counselor' was updated to 'Professional School Counselor' from 2014-15 and on.

PUBLIC SCHOOL LIBRARY/MEDIA STAFF

Library/media staff members licensed through the Board of Educational Examiners have the position title of Teacher Librarian/Media Specialist. Prior to the 2023-24 school year, districts were required by Iowa Code (256.11) to have a licensed library/media specialist. The signing of SF 391 in the 2023 legislative session changed this requirement to that each school district shall employ either a licensed teacher librarian or a person previously employed as a librarian by a public library. SF 391 also states the Board of Educational Examiners “shall not require an applicant for a teacher librarian license to have a master’s degree.”

Districts are able to share library/media specialists with another district; there were 24 shared between more than one district in 2023-24. The percentage of library/media specialists with advanced degrees decreased slightly between 2022-23 and 2023-24 (Table 5-41). The number of full-time licensed library/media specialists remained the same in 2022-23 and 2023-24 (Table 5-41). The average salary of library/media specialists increased by 1.8% between 2022-23 and 2023-24 (Table 5-42). Library/media associates are staff members who support the library/media specialists in the library/media center. The number of library/media associates decreased by 17.8% between 2022-23 and 2023-24.

Table 5-41: Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-01, 2022-23 and 2023-24

Characteristics	2000-01	2022-23	2023-24
Average Age	48.5	45.8	46.1
Percent Female	90.6%	94.9%	94.4%
Percent Staff of Color	0.8%	1.3%	1.1%
Percent Advanced Degree	59.6%	69.7%	68.9%
Average Total Experience	19.6	17.2	17.6
Average District Experience	14.3	11.9	12.2
Number of Library/Media Specialists	636	373	373

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

Table 5-42: Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Average Total Salary			Number of Full-Time Licensed Library/Media Specialists 2023-24	Percent Salary Change	
	2000-01	2022-23	2023-24		2000-01 to 2023-24	2022-23 to 2023-24
<300	\$28,997	\$54,932	\$57,729	6	99.1%	5.1%
300-599	\$33,415	\$61,454	\$62,228	36	86.2%	1.3%
600-999	\$35,926	\$64,665	\$66,127	43	84.1%	2.3%
1,000-2,499	\$39,377	\$65,827	\$67,610	76	71.7%	2.7%
2,500-7,499	\$42,276	\$72,108	\$73,217	95	73.2%	1.5%
7,500+	\$45,636	\$76,999	\$78,339	117	71.7%	1.7%
State	\$39,797	\$70,288	\$71,554	373	79.8%	1.8%

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

Table 5-43: Iowa Public School Non-Licensed Library/Media Associates by District Size Category, 2000-01, 2022-23 and 2023-24

District Size Category	Number of Full-Time Equivalent (FTE) Associates			% Change in FTE Aides 2000-01 to 2023-24	% Change in FTE Aides 2022-23 to 2023-24
	2000-01	2022-23	2023-24		
<300	26.3	7.0	0.5	-98.1%	-92.8%
300-599	143.9	61.2	9.0	-93.7%	-85.3%
600-999	204.2	57.9	61.5	-69.9%	6.2%
1,000-2,499	284.1	143.4	58.8	-79.3%	-59.0%
2,500-7,499	246.8	51.9	138.8	-43.8%	167.3%
7,500+	180.1	69.7	53.0	-70.6%	-24.0%
State	1,085.4	391.1	321.6	-70.4%	-17.8%

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

AREA EDUCATION AGENCY (AEA) LICENSED STAFF

Staff at Iowa’s nine area education agencies (AEAs) developed and provided programs, services, school improvement support, professional development, school-community planning, special education services, school technology and media services to Iowa school districts in 2023-24. As seen in Table 5-44, the percentages of AEA staff of color and female AEA staff increased slightly, and the percentage of AEA staff with advanced degrees remained about the same between 2022-23 and 2023-24. The average salary of AEA staff increased by 6.3% between 2022-23 and 2023-24. Almost half of the AEA staff (44.7%) in 2023-24 held a Special Education Support position (Table 5-45).

**Table 5-44: Characteristics of Iowa Full-Time Licensed AEA Staff
2000-01, 2022-23 and 2023-24**

Characteristics	2000-01	2022-23	2023-24
Average Age	44.8	43.8	43.7
Percent Female	77.3%	92.7%	93.1%
Percent Staff of Color	1.0%	1.8%	2.1%
Percent Advanced Degree	79.4%	88.8%	88.9%
Average Total Experience	17.2	17.0	16.8
Average Number of Contract Days	197.3	194.6	194.9
Average Total Salary	\$44,351	\$79,401	\$84,407
Number of AEA Staff	2,225	2,485	2,538

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

Table 5-45: Number of Full-Time AEA Licensed Staff by Position, 2023-24

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	86	3.4%
Assistant Principal	-	0.0%
Behavior Analyst	2	0.1%
Content/Curriculum Consultant	272	10.6%
Director/Coordinator/Department Head	26	1.0%
Counselor	3	0.1%
Early Childhood Reg Ed Teacher	3	0.1%
Early Childhood Special Ed Teacher	73	2.8%
Home Intervention Teacher	11	0.4%
Itinerant Teacher	87	3.4%
Juvenile Home Teacher	30	1.2%
Mental Health Professional	1	0.0%
Nurse	4	0.2%
Other Administrator	16	0.6%
Principal	1	0.0%
Regular Education Teacher	4	0.2%
School Business Official	10	0.4%
Social Worker	219	8.5%
Special Ed Support	1,146	44.7%
Special Education Consultant	443	17.3%
Special Education Director	17	0.7%
Special Education Teacher	60	2.3%
Specialist	23	0.9%
Superintendent	1	0.0%
Supervisor-Licensed	1	0.0%
Teacher Leader	5	0.2%
Teacher Librarian/Media Specialist	9	0.4%
Total	2,562	100.0%

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

Note: This total may not match the total in Table 5-44 because one person could have more than one position.

LICENSED STAFF STATE TOTALS

Table 5-46 shows the distribution of public and nonpublic school licensed staff by AEA service area in 2023-24. Central Rivers AEA and Heartland AEA each served 54 school districts – the most of any of the nine AEAs. Keystone and Mississippi Bend AEAs served the fewest, at 21 districts each. Districts in the Heartland AEA service area had the highest percentage of public school licensed staff at 28.5%, while districts in the Keystone AEA service area had the highest percentage of nonpublic school licensed staff at 19.0%.

Table 5-46: Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2023-24

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number of Districts	Percent	Number of Staff	Percent	Number of Staff	Percent
Keystone	21	6.4%	2,828	6.3%	310	19.0%
Central Rivers	54	16.5%	5,874	13.0%	219	13.4%
Prairie Lakes	36	11.0%	2,808	6.2%	138	8.5%
Mississippi Bend	21	6.4%	4,161	9.2%	111	6.8%
Grant Wood	32	9.8%	6,384	14.1%	263	16.1%
Heartland	54	16.5%	12,860	28.5%	284	17.4%
Northwest	34	10.4%	3,559	7.9%	220	13.5%
Green Hills	43	13.1%	3,462	7.7%	70	4.3%
Great Prairie	32	9.8%	3,207	7.1%	16	1.0%
State	327	100.0%	45,143	100.0%	1,631	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
 Note: Independent charter schools and AEA full-time licensed staff are included.

PUBLIC SCHOOL NURSES

Iowa Code (256.11) requires each school district to have a nurse who is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. There were nine nurses shared between districts in 2023-24. Registered Nurses 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 who are licensed by the Board of Nursing and 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 5-47 include nurses with a SPR and without a SPR. The FTE count of nurses remained about the same between 2022-23 and 2023-24.

Table 5-47: Iowa Public School Nurse FTE by District Size Category, 2022-23 and 2023-24

District Size Category	2022-23	2023-24	% Change in FTE Nurses 2022-23 to 2023-24
<300	17.2	18.7	8.3%
300-599	95.9	93.7	-2.2%
600-999	87.6	91.6	4.6%
1,000-2,499	165.6	161.2	-2.6%
2,500-7,499	146.8	146.6	-0.1%
7,500+	197.4	201.7	2.2%
State	710.4	713.5	0.4%

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

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 with an outside agency such as a hospital, clinic or county health department.

NON-LICENSED STAFF

Table 5-48 presents the characteristics of full-time, non-licensed staff in Iowa public schools and AEAs in 2010-11, 2022-23 and 2023-24. Non-licensed staff are staff with positions that do not require a license from the Iowa Board of Educational Examiners. The average salary of full-time, non-licensed staff increased by 4.8% between 2022-23 and 2023-24, while the other characteristics remained about the same. The number and average salary of non-licensed staff by position are listed in Table 5-49. The greatest percentage of non-licensed staff based on full-time equivalency (FTE) were paraprofessionals/aides (44.9%).

**Table 5-48: Characteristics of Iowa Full-Time Non-Licensed Staff
2010-11, 2022-23 and 2023-24**

Characteristics	2010-11	2022-23	2023-24
Average Age	47.8	45.6	45.3
Percent Female	77.6%	77.8%	77.7%
Percent Staff of Color	5.0%	8.1%	8.7%
Average Total Experience (Years)	4.9	7.9	7.8
Average Number of Contract Days	209.5	202.7	201.8
Average Total Salary	\$23,753	\$32,265	\$33,825
Number of Non-Licensed Staff	24,154	28,767	29,470

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.
Note: Includes independent charter school and AEA non-licensed staff.

Table 5-49: Number and Average Salary of Non-Licensed Staff by Position, 2023-24

Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number of FTEs	Percent	Number of Staff	Percent	Average Total Salary	Number of Staff	Percent	Average Total Salary
Paraprofessionals/Aides	14,282.2	44.9%	13,921	45.1%	\$21,764	2,740	29.0%	\$17,268
Operations and Maintenance	3,798.1	11.9%	3,714	12.0%	\$42,880	334	3.5%	\$20,315
Food Service	2,987.4	9.4%	1,872	6.1%	\$22,841	2,368	25.1%	\$13,907
School Administrative Support	2,036.6	6.4%	2,036	6.6%	\$34,246	107	1.1%	\$18,937
Pupil Transportation	1,794.4	5.6%	997	3.2%	\$32,524	2,329	24.7%	\$17,917
Student Support	1,260.1	4.0%	2,355	7.6%	\$55,777	478	5.1%	\$7,542
District Wide Administrative Support	957.9	3.0%	964	3.1%	\$50,759	43	0.5%	\$22,924
Other Support	773.2	2.4%	852	2.8%	\$39,392	374	4.0%	\$8,609
Library Media Associate	412.7	1.3%	400	1.3%	\$23,810	87	0.9%	\$17,242
Day Care Worker	408.6	1.3%	385	1.2%	\$29,464	200	2.1%	\$13,237
Other Professional	375.0	1.2%	406	1.3%	\$59,237	30	0.3%	\$8,399
Technology Support	353.3	1.1%	362	1.2%	\$57,198	12	0.1%	\$22,802
Nurse (No BOEE Folder)	349.8	1.1%	345	1.1%	\$48,496	53	0.6%	\$23,801
Technology	327.6	1.0%	336	1.1%	\$77,373	9	0.1%	\$43,746
Supervisor - Non-Licensed	236.3	0.7%	254	0.8%	\$66,565	19	0.2%	\$6,983
Food Service Director	210.9	0.7%	221	0.7%	\$49,932	6	0.1%	\$20,904
Operations Director	190.1	0.6%	195	0.6%	\$76,054	7	0.1%	\$25,479
Transportation Director	179.9	0.6%	200	0.6%	\$69,706	12	0.1%	\$30,673
Transportation - Other than pupil transportation	163.6	0.5%	137	0.4%	\$45,161	102	1.1%	\$16,359
Health Assistant	146.8	0.5%	165	0.5%	\$25,026	24	0.3%	\$18,559
HR/Personnel Manager	127.9	0.4%	144	0.5%	\$77,926	5	0.1%	\$20,976
Security	95.5	0.3%	95	0.3%	\$35,276	50	0.5%	\$6,976
Sign Language Interpreters	82.4	0.3%	85	0.3%	\$44,018	2	0.0%	\$49,612
Board Secretary	71.7	0.2%	203	0.7%	\$77,742	6	0.1%	\$27,421
Mental Health Counselors	45.5	0.1%	46	0.1%	\$54,024	1	0.0%	\$32,828
Other Technical	43.0	0.1%	40	0.1%	\$50,755	20	0.2%	\$9,793

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

Note: The total is not an unduplicated count. One person could have more than one position.

Includes independent charter school and AEA non-licensed staff.

Contract type (full-time or part-time) is determined by FTE for all positions. Full-time staff are staff with FTE >=0.8 over all positions.

This may cause FTE counts to be lower than full-time counts.

**Table 5-49: Number and Average Salary of Non-Licensed Staff by Position, 2023-24
Continued**

Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number of FTEs	Percent	Number of Staff	Percent	Average Total Salary	Number of Staff	Percent	Average Total Salary
School Business Officials - Other	35.3	0.1%	45	0.1%	\$74,661	1	0.0%	\$23,301
School Resource Officer	24.0	0.1%	17	0.1%	\$52,408	14	0.1%	\$28,222
Social Worker (no BOEE folder)	23.5	0.1%	24	0.1%	\$53,079	1	0.0%	\$8,640
AEA Supervisors/Managers	16.2	0.1%	18	0.1%	\$110,088	0	0.0%	-
Records Transfer Staff	14.0	0.0%	17	0.1%	\$41,818	0	0.0%	-
College and Career Transition Coordinator	6.6	0.0%	5	0.0%	\$54,952	9	0.1%	\$22,454
Dietitian	6.0	0.0%	6	0.0%	\$63,706	0	0.0%	-
Recreation and Therapeutic Recreation Specialists	3.0	0.0%	3	0.0%	\$44,668	0	0.0%	-
Total	31,839.0	100.0%	30,865	100.0%	\$33,825	9,443	100.0%	\$15,823

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

Note: The total is not an unduplicated count. One person could have more than one position.

Includes independent charter school and AEA non-licensed staff.

Contract type (full-time or part-time) is determined by FTE for all positions. Full-time staff are staff with FTE >=0.8 over all positions.

This may cause FTE counts to be lower than full-time counts.

PROGRAM

The program chapter provides information regarding the school district organization structure and curriculum data on courses taught and taken. The section also reports Senior Year Plus enrollment trends.



DISTRICTS AND SCHOOLS

The number of public school districts in Iowa has declined from 367 in 2004-05 to 325 in 2023-24 (Table 6-1). The number of accredited nonpublic schools in Iowa increased from 184 in 2022-23 to 192 in 2023-24 (Table 6-2).

Table 6-1: Number of Iowa Public School Districts and Number of Districts without a Public High School, 2004-05 to 2023-24

Year	Number of Public School Districts	Number of Districts without a Public High School	Percent of Districts without a Public High School
2004-05	367	26	7.1%
2005-06	365	25	6.8%
2006-07	365	25	6.8%
2007-08	364	29	8.0%
2008-09	362	30	8.3%
2009-10	361	31	8.6%
2010-11	359	31	8.6%
2011-12	351	31	8.8%
2012-13	348	32	9.2%
2013-14	346	32	9.2%
2014-15	338	26	7.7%
2015-16	336	26	7.7%
2016-17	333	27	8.1%
2017-18	333	29	8.7%
2018-19	330	27	8.2%
2019-20	327	25	7.6%
2020-21	327	25	7.6%
2021-22	327	25	7.6%
2022-23	327	24	7.3%
2023-24	325	22	6.8%

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

Note: Independent charter schools/organizations are not included in this data.

When looking at data from 2014-15, 2022-23 and 2023-24, slightly less than two-thirds of districts had no more than a single elementary school, middle school or junior high, and high school (Table 6-2).

Table 6-2: Iowa Public School District, Public School Building, and Nonpublic School Information 2014-15, 2022-23 and 2023-24

Category	2014-15	2022-23	2023-24
Public School Districts	338	327	325
Total Number of Public School Buildings	1,364	1,326	1,316
Number of Districts with 1 to 3 Public School Buildings	214	210	209
Percent of Districts with 1 to 3 Public School Buildings	63.3%	64.2%	64.3%
Number of Districts with 4 to 6 Public School Buildings	90	82	84
Percent of Districts with 4 to 6 Public School Buildings	26.6%	25.1%	25.8%
Number of Districts with 7 to 9 Public School Buildings	20	18	15
Percent of Districts with 7 to 9 Public School Buildings	5.9%	5.5%	4.6%
Number of Districts with 10 or more Public School Buildings	14	17	17
Percent of Districts with 10 or more Public School Buildings	4.1%	5.2%	5.2%
Total Number of Independent Charter Schools	0	1	2
Total Number of Accredited Nonpublic Schools	176	184	192

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

CARNEGIE UNITS TAUGHT

Iowa Administrative Code rule 281-12.5(13) defines a unit as “a course that meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; it requires the demonstration of proficiency of formal competencies associated with the course according to the State Guidelines for Competency-Based Education or its successor organization; or it is an equated requirement as a part of a flexible student and school support program filed as prescribed in rule 281—12.9(256).”

The average number of Carnegie units taught and taken was directly correlated with enrollment categories in all years listed (Table 6-3). The districts with 2,500 students or more provided the greatest average number of units in all subject areas listed. SF 391, passed during the 2023 legislative session, reduced the number of units school districts are required to offer and teach in the world languages and fine arts subject areas to two each from four and three, respectively.

Table 6-3: Average Curriculum Units Offered and Taught by Accreditation Area and District Size Category 2014-15, 2022-23 and 2023-24

	State Standards Minimum Units	District Size Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2014-15								
Number of Districts		24	95	87	75	22	11	314
English/Language Arts	6	6.23	7.08	6.98	7.78	10.99	15.96	7.75
Mathematics	6	6.21	7.46	7.76	8.39	9.07	12.79	7.97
Science	5	5.18	6.46	6.71	7.05	9.81	12.83	7.04
Social Studies	5	5.31	5.51	5.40	5.88	8.95	11.86	6.02
World Language	4	3.55	4.17	4.05	5.22	9.57	15.65	5.13
Fine Arts	3	5.42	5.83	6.45	7.85	12.56	17.37	7.34
2022-23								
Number of Districts		20	100	70	76	25	12	303
English/Language Arts	6	6.27	6.54	6.60	7.26	8.85	11.93	7.12
Mathematics	6	6.46	7.01	7.56	7.31	7.83	10.02	7.35
Science	5	5.22	6.15	6.83	6.81	8.59	11.53	6.82
Social Studies	5	5.34	5.41	5.46	5.82	7.44	11.12	5.90
World Language	4	3.38	3.96	4.13	4.73	8.55	13.45	4.91
Fine Arts	3	4.69	5.24	6.23	7.14	10.82	18.56	6.88
2023-24								
Number of Districts		20	101	71	74	25	12	303
English/Language Arts	6	6.28	6.55	6.60	7.21	9.00	12.22	7.13
Mathematics	6	6.20	6.86	7.54	7.17	7.94	10.32	7.28
Science	5	5.28	6.13	6.60	6.95	8.83	11.16	6.81
Social Studies	5	5.84	5.48	5.41	6.03	7.54	11.09	6.01
World Language	2	3.03	3.95	4.08	4.52	8.44	13.45	4.80
Fine Arts	2	4.62	5.27	6.28	7.23	10.84	19.88	6.97

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files.
 Note: District size categories are defined by certified enrollment. Offer-and-teach requirements apply to grades 9-12, so only districts with a public high school are represented in this data.

ENROLLMENTS WITH WORLD LANGUAGE, ALGEBRA II, HIGHER-LEVEL MATHEMATICS, HIGHER-LEVEL SCIENCE AND HIGH-QUALITY COMPUTER SCIENCE COURSES

The Iowa Department of Education started to collect course-taking data at the student level in 2004-05. A real four-year course-taking pattern has been available for the Annual Condition of Education Report since 2008. Tables 6-4 to 6-16 show Iowa public high school student enrollment in world languages, Algebra II, higher-level mathematics, higher-level science and high-quality computer science courses. The course enrollment data only includes the students who were enrolled in Iowa public high schools in each of the four years from grade nine to grade 12. Each table shows non-duplicate enrollment at the state level and by district size category. Student group comparisons are reported by subject areas.

Table 6-4 examines world languages course enrollment in Iowa public high schools for the 2023 and 2024 graduating classes by student group. The percentage of students enrolled in world languages courses by district size category are displayed in Table 6-5 for the same two graduating classes. Over 27,000 students in each of the graduating classes of 2023 and 2024 took at least one world language course, over 24,000 of whom took Spanish (Table 6-6). Following Spanish, the next two most frequently taken languages were French and German. The enrollment counts may include duplicates if a student took courses in more than one language. However, students are only counted once if the courses they took were different levels of the same language.

Tables 6-7 and 6-8 show the Algebra II courses taken for the 2023 and 2024 graduating classes by student group and district size category.

The courses in higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics. Tables 6-9 and 6-10 show the higher-level mathematics enrollment by student group and district size category for the two most recent graduating classes.

The course enrollment data for higher-level science (chemistry and physics) are displayed in Tables 6-11 and 6-13. Tables 6-12 and 6-14 show the higher-level science enrollment district size category for the classes of 2023 and 2024.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science. The basic introductory-level computer courses and computer applications are not counted as high-quality courses for the purposes of this reporting. The State's total enrollment counts for high-quality computer science courses taken are displayed in Tables 6-15 and 6-16 for the 2023 and 2024 graduating classes by student group and district size category.

Table 6-4: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in World Language Courses by Student Group

Group	Class of 2023			Class of 2024		
	Number Enrolled in World Language	Total Enrollment	Percent Enrolled in World Language	Number Enrolled in World Language	Total Enrollment	Percent Enrolled in World Language
All Students	27,459	32,805	83.7%	27,660	33,232	83.2%
American Indian or Alaska Native	65	91	71.4%	52	77	67.5%
Asian	737	821	89.8%	670	745	89.9%
Black or African American	1,256	1,692	74.2%	1,267	1,716	73.8%
Hispanic/Latino	3,057	3,668	83.3%	3,206	3,823	83.9%
Native Hawaiian or Other Pacific Islander	63	96	65.6%	60	99	60.6%
Two or More Races	1,045	1,261	82.9%	1,079	1,326	81.4%
White	21,236	25,176	84.4%	21,326	25,446	83.8%
Students with Disabilities (IEP)*	1,441	3,931	36.7%	1,542	4,077	37.8%
English Learner (EL)	1,225	1,759	69.6%	1,083	1,546	70.1%
Low Socioeconomic Status (FRL)**	10,821	14,417	75.1%	10,991	14,765	74.4%
Female	14,312	16,023	89.3%	14,193	16,035	88.5%
Male	13,127	16,760	78.3%	13,416	17,141	78.3%
Non-Binary	20	22	90.9%	51	56	91.1%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

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

** Low socioeconomic status is determined by the eligibility for free or reduced-price meals.

Table 6-5: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in World Language Courses by District Size Category

	District Size Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2023							
Enrollment in World Language Courses	229	3,016	3,107	6,727	5,863	8,506	27,459
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in World Language Courses	79.0%	80.1%	81.4%	82.8%	86.9%	84.7%	83.7%
Class of 2024							
Enrollment in World Language Courses	225	3,019	3,408	6,532	5,887	8,573	27,660
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in World Language Courses	74.8%	79.1%	82.2%	80.9%	85.5%	85.9%	83.2%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

Table 6-6: World Language Enrollment of Iowa Public High School Graduating Classes of 2023 and 2024 by Language

Language	Class of 2023		Class of 2024	
	Enrollment	Percent of Graduating Class Enrolled	Enrollment	Percent of Graduating Class Enrolled
Spanish	24,214	73.8%	24,665	74.2%
French	2,158	6.6%	2,055	6.2%
German	1,162	3.5%	1,033	3.1%
Japanese	229	0.7%	230	0.7%
Chinese	227	0.7%	205	0.6%
Italian	71	0.2%	65	0.2%
Russian	9	0.0%	16	0.0%
Other World Language	264	0.8%	267	0.8%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

Table 6-7: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Algebra II by Student Group

Group	Class of 2023			Class of 2024		
	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II
All Students	26,906	32,805	82.0%	27,160	33,232	81.7%
American Indian or Alaska Native	59	91	64.8%	49	77	63.6%
Asian	758	821	92.3%	684	745	91.8%
Black or African American	1,195	1,692	70.6%	1,173	1,716	68.4%
Hispanic/Latino	2,675	3,668	72.9%	2,775	3,823	72.6%
Native Hawaiian or Other Pacific Islander	48	96	50.0%	52	99	52.5%
Two or More Races	1,007	1,261	79.9%	1,045	1,326	78.8%
White	21,164	25,176	84.1%	21,382	25,446	84.0%
Students with Disabilities (IEP)*	1,605	3,931	40.8%	1,716	4,077	42.1%
English Learner (EL)	997	1,759	56.7%	841	1,546	54.4%
Low Socioeconomic Status (FRL)**	10,317	14,417	71.6%	10,500	14,765	71.1%
Female	13,639	16,023	85.1%	13,576	16,035	84.7%
Male	13,246	16,760	79.0%	13,541	17,141	79.0%
Non-Binary	21	22	95.5%	43	56	76.8%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

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

** Low socioeconomic status is determined by eligibility for free or reduced-price meals.

Table 6-8: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Algebra II by District Size Category

	District Size Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2023							
Enrollment in Algebra II	212	2,809	2,989	6,649	5,734	8,505	26,906
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Algebra II	73.1%	74.6%	78.3%	81.9%	85.0%	84.7%	82.0%
Class of 2024							
Enrollment in Algebra II	211	2,854	3,215	6,757	5,769	8,348	27,160
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Algebra II	70.1%	74.7%	77.6%	83.6%	83.8%	83.6%	81.7%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

Table 6-9: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Student Group

Group	Class of 2023			Class of 2024		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	14,404	32,805	43.9%	14,246	33,232	42.9%
American Indian or Alaska Native	29	91	31.9%	16	77	20.8%
Asian	547	821	66.6%	503	745	67.5%
Black or African American	534	1,692	31.6%	452	1,716	26.3%
Hispanic/Latino	1,146	3,668	31.2%	1,096	3,823	28.7%
Native Hawaiian or Other Pacific Islander	17	96	17.7%	22	99	22.2%
Two or More Races	505	1,261	40.0%	522	1,326	39.4%
White	11,626	25,176	46.2%	11,635	25,446	45.7%
Students with Disabilities (IEP)*	455	3,931	11.6%	438	4,077	10.7%
English Learner (EL)	338	1,759	19.2%	224	1,546	14.5%
Low Socioeconomic Status (FRL)**	4,046	14,417	28.1%	3,964	14,765	26.8%
Female	7,533	16,023	47.0%	7,284	16,035	45.4%
Male	6,866	16,760	41.0%	6,941	17,141	40.5%
Non-Binary	5	22	22.7%	21	56	37.5%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

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

** Low socioeconomic status is determined by eligibility for free or reduced-price meals.

Table 6-10: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Higher-Level Mathematics by District Size Category

	District Size Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2023							
Enrollment in Higher-Level Mathematics	110	1,221	1,541	3,362	3,225	4,942	14,404
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Higher-Level Mathematics	37.9%	32.4%	40.4%	41.4%	47.8%	49.2%	43.9%
Class of 2024							
Enrollment in Higher-Level Mathematics	98	1,243	1,652	3,338	3,157	4,756	14,246
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Higher-Level Mathematics	32.6%	32.5%	39.9%	41.3%	45.9%	47.7%	42.9%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

Higher-level mathematics includes pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.

Table 6-11: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Chemistry by Student Group

Group	Class of 2023			Class of 2024		
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
All Students	23,242	32,805	70.8%	23,292	33,232	70.1%
American Indian or Alaska Native	49	91	53.8%	40	77	51.9%
Asian	695	821	84.7%	630	745	84.6%
Black or African American	1,000	1,692	59.1%	994	1,716	57.9%
Hispanic/Latino	2,394	3,668	65.3%	2,525	3,823	66.0%
Native Hawaiian or Other Pacific Islander	36	96	37.5%	39	99	39.4%
Two or More Races	844	1,261	66.9%	900	1,326	67.9%
White	18,224	25,176	72.4%	18,164	25,446	71.4%
Students with Disabilities (IEP)*	1,475	3,931	37.5%	1,539	4,077	37.7%
English Learner (EL)	905	1,759	51.4%	778	1,546	50.3%
Low Socioeconomic Status (FRL)**	8,647	14,417	60.0%	8,770	14,765	59.4%
Female	12,048	16,023	75.2%	11,798	16,035	73.6%
Male	11,180	16,760	66.7%	11,455	17,141	66.8%
Non-Binary	14	22	63.6%	39	56	69.6%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

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

** Low socioeconomic status is determined by eligibility for free or reduced-price meals.

Table 6-12: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Chemistry by District Size Category

	District Size Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2023							
Enrollment in Chemistry	179	2,175	2,627	5,854	5,680	6,720	23,242
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Chemistry	61.7%	57.8%	68.8%	72.1%	84.2%	66.9%	70.8%
Class of 2024							
Enrollment in Chemistry	169	2,148	2,792	5,855	5,614	6,699	23,292
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Chemistry	56.1%	56.2%	67.4%	72.5%	81.5%	67.1%	70.1%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

Table 6-13: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Physics by Student Group

Group	Class of 2023			Class of 2024		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,342	32,805	31.5%	10,864	33,232	32.7%
American Indian or Alaska Native	24	91	26.4%	22	77	28.6%
Asian	420	821	51.2%	412	745	55.3%
Black or African American	528	1,692	31.2%	559	1,716	32.6%
Hispanic/Latino	1,007	3,668	27.5%	1,126	3,823	29.5%
Native Hawaiian or Other Pacific Islander	29	96	30.2%	20	99	20.2%
Two or More Races	421	1,261	33.4%	497	1,326	37.5%
White	7,913	25,176	31.4%	8,228	25,446	32.3%
Students with Disabilities (IEP)*	615	3,931	15.6%	703	4,077	17.2%
English Learner (EL)	377	1,759	21.4%	348	1,546	22.5%
Low Socioeconomic Status (FRL)**	3,590	14,417	24.9%	3,856	14,765	26.1%
Female	4,824	16,023	30.1%	4,964	16,035	31.0%
Male	5,510	16,760	32.9%	5,874	17,141	34.3%
Non-Binary	8	22	36.4%	26	56	46.4%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

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

** Low socioeconomic status is determined by eligibility for free or reduced-price meals.

Table 6-14: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in Physics by District Size Category

District Size Category							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2023							
Enrollment in Physics	51	643	728	1,989	2,893	4,034	10,342
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Physics	17.6%	17.1%	19.1%	24.5%	42.9%	40.2%	31.5%
Class of 2024							
Enrollment in Physics	44	605	835	2,052	3,201	4,120	10,864
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Physics	14.6%	15.8%	20.1%	25.4%	46.5%	41.3%	32.7%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

Table 6-15: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in High-Quality Computer Science by Student Group

Group	Class of 2023			Class of 2024		
	Number Enrolled in High-Quality Computer Science	Total Enrollment	Percent Enrolled in High-Quality Computer Science	Number Enrolled in High-Quality Computer Science	Total Enrollment	Percent Enrolled in High-Quality Computer Science
All Students	4,170	32,805	12.7%	4,511	33,232	13.6%
American Indian or Alaska Native	8	91	8.8%	13	77	16.9%
Asian	204	821	24.8%	189	745	25.4%
Black or African American	142	1,692	8.4%	152	1,716	8.9%
Hispanic/Latino	373	3,668	10.2%	382	3,823	10.0%
Native Hawaiian or Other Pacific Islander	10	96	10.4%	7	99	7.1%
Two or More Races	162	1,261	12.8%	188	1,326	14.2%
White	3,271	25,176	13.0%	3,580	25,446	14.1%
Students with Disabilities (IEP)*	383	3,931	9.7%	420	4,077	10.3%
English Learner (EL)	154	1,759	8.8%	103	1,546	6.7%
Low Socioeconomic Status (FRL)**	1,628	14,417	11.3%	1,870	14,765	12.7%
Female	880	16,023	5.5%	961	16,035	6.0%
Male	3,286	16,760	19.6%	3,543	17,141	20.7%
Non-Binary	4	22	18.2%	7	56	12.5%

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

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes), and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science.

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

** Low socioeconomic status is determined by eligibility for free or reduced-price meals.

Table 6-16: Iowa Public High School Graduating Classes of 2023 and 2024 Non-Duplicate Enrollment in High-Quality Computer Science by District Size Category

District Size Category							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2023							
Enrollment in High-Quality Computer Science	46	491	520	883	824	1,404	4,170
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in High-Quality Computer Science	15.9%	13.0%	13.6%	10.9%	12.2%	14.0%	12.7%
Class of 2024							
Enrollment in High-Quality Computer Science	53	574	665	1,075	867	1,275	4,511
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in High-Quality Computer Science	17.6%	15.0%	16.0%	13.3%	12.6%	12.8%	13.6%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2023 includes the students who were in the Iowa public school system from 2019-20 to 2022-23 (including the students with BEDS entry codes) and the Class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 (including the students with BEDS entry codes).

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science.

SENIOR YEAR PLUS

Based on Iowa Code chapter 261E, several 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 the 28E agreement for concurrent credit offered by community colleges) and postsecondary enrollment option (PSEO). This section of the report presents the high school enrollment data in each program.

Advanced Placement Courses

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

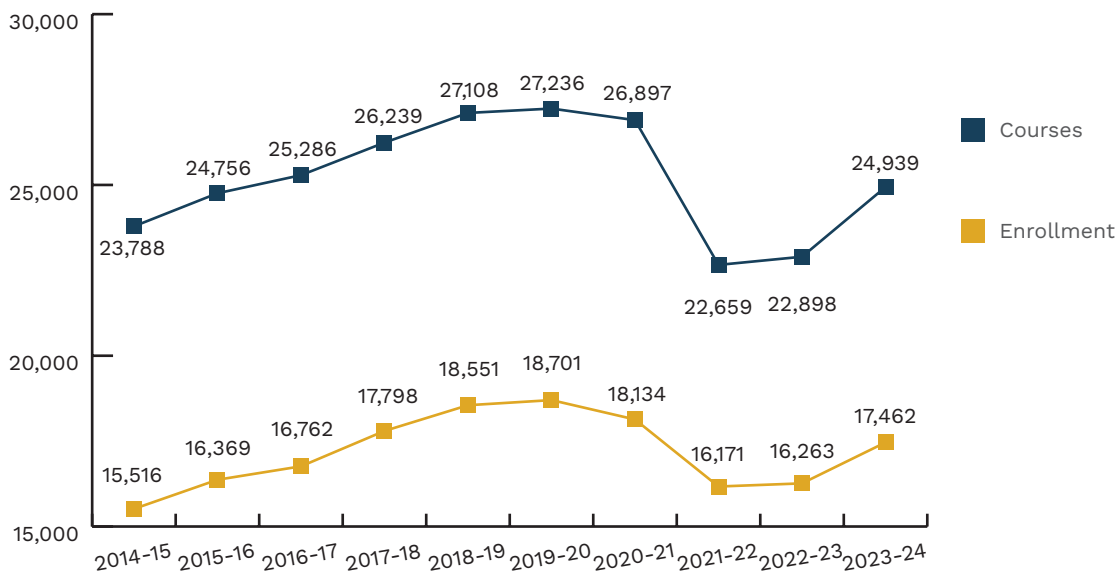
Figure 6-1 shows an increase in the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken in 2023-24 compared to 2022-23. This comes after a relatively large decrease in both between 2020-21 and 2021-22.

In 2023-24, the percentage of Iowa districts with a public high school that had students enrolled in AP courses increased slightly to 46.5% (Table 6-17).

AP course enrollment by grade is displayed in Table 6-18.

Table 6-19 and Figure 6-2 show the number of AP courses taken by subject area.

Figure 6-1: Iowa Advanced Placement (AP) Enrollment and Courses Taken, 2014-15 to 2023-24



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

Table 6-17: Iowa Districts with AP Enrollment, 2014-15 to 2023-24

Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/ High Schools that had AP Enrollment
2014-15	338	312	162	51.9%
2015-16	336	310	159	51.3%
2016-17	333	306	163	53.3%
2017-18	333	304	157	51.6%
2018-19	330	303	160	52.8%
2019-20	327	302	164	54.3%
2020-21	327	302	156	51.7%
2021-22	327	302	155	51.3%
2022-23	327	303	138	45.5%
2023-24	325	303	141	46.5%

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

Table 6-18: Number of Iowa High School Students Taking AP Courses, 2014-15 to 2023-24

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2014-2015	777	3,258	5,299	6,182	15,516
2015-2016	771	3,432	5,550	6,616	16,369
2016-2017	856	3,566	5,776	6,564	16,762
2017-2018	1,029	3,614	5,963	7,192	17,798
2018-2019	1,265	3,969	6,036	7,281	18,551
2019-2020	1,279	3,986	6,227	7,209	18,701
2020-2021	1,249	3,852	6,043	6,990	18,134
2021-2022	1,249	3,531	5,205	6,186	16,171
2022-2023	1,322	3,859	5,100	5,982	16,263
2023-2024	1,640	3,936	5,712	6,174	17,462

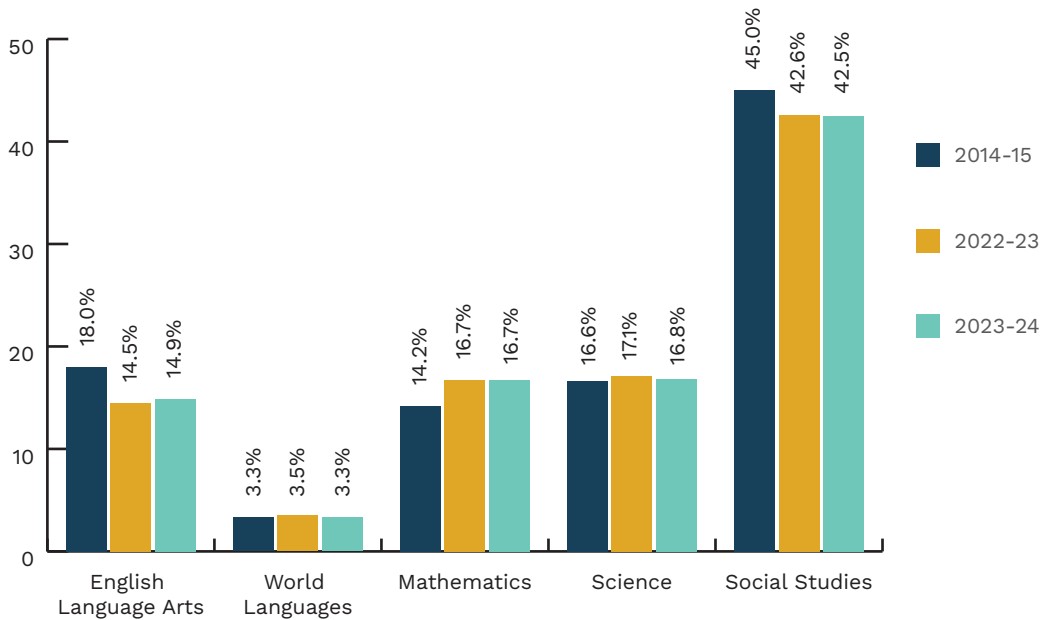
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files.

Table 6-19: Iowa AP Courses Taken by Subject Area, 2014-15 to 2023-24

Subject Area	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Arts	4,271	4,321	4,103	4,303	4,209	4,229	4,336	3,165	3,310	3,708
Fine & Performance Arts	485	508	570	623	599	787	615	486	616	651
World Languages	791	815	824	1,000	1,410	1,042	906	786	802	835
Mathematics	3,367	3,647	3,598	3,708	4,232	4,403	4,356	3,779	3,829	4,164
Computer & Information Sciences	222	266	342	362	508	726	585	607	686	799
Science	3,951	4,078	4,151	4,087	4,079	4,141	4,705	3,655	3,908	4,181
Social Studies	10,701	11,121	11,698	12,156	12,071	11,908	11,394	10,181	9,747	10,601
Total Courses Taken	23,788	24,756	25,286	26,239	27,108	27,236	26,897	22,659	22,898	24,939

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

Figure 6-2: Percentage of Iowa AP Courses Taken by Subject Area 2014-15, 2022-23 and 2023-24



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

Note: The percentage of AP courses taken in other subject areas is not displayed.

Concurrent Enrollment

Concurrent enrollment courses are community college credit courses offered through written agreements between school districts and community colleges.

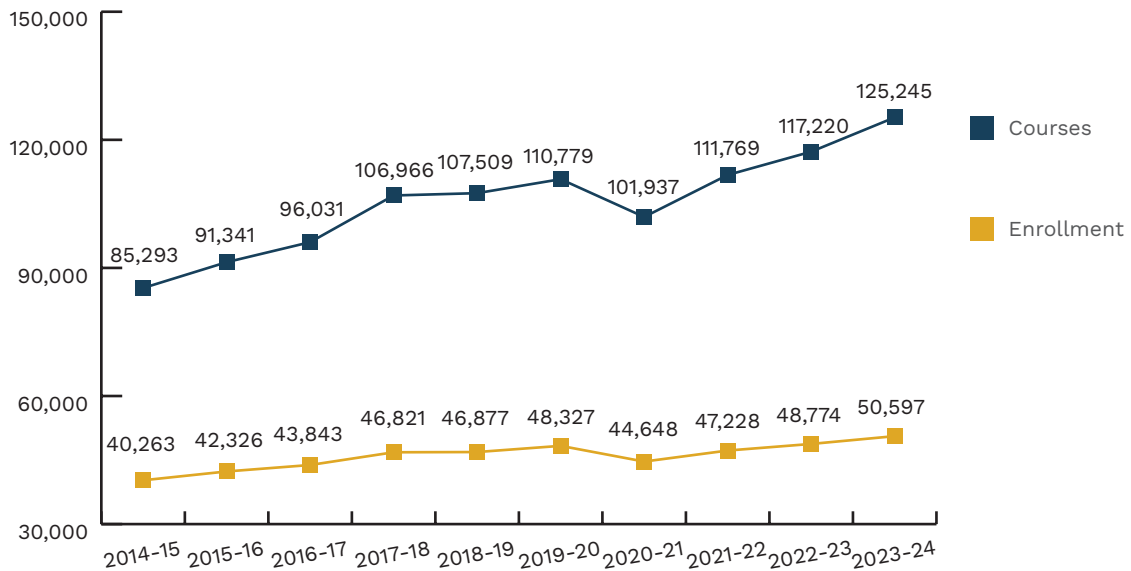
Figure 6-3 shows the number of Iowa public school students enrolled in concurrent enrollment courses as well as the total number of concurrent enrollment courses taken from 2014-15 to 2023-24. Statewide concurrent enrollment increased to an all-time high of 125,245 courses taken by 50,597 students in 2023-24.

Each year from 2014-15 to 2023-24, between 96.8 to 100 percent of Iowa school districts with a public high school had students enrolled in concurrent enrollment courses (Table 6-20).

Concurrent enrollment by grade is displayed in Table 6-21.

Table 6-22 and Figure 6-4 show the number of concurrent courses taken by subject area.

Figure 6-3: Iowa Concurrent Enrollment and Courses Taken, 2014-15 to 2023-24



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

Table 6-20: Iowa Districts with Concurrent Enrollment, 2014-15 to 2023-24

Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts w/ High Schools that had Concurrent Enrollment
2014-15	338	312	302	96.8%
2015-16	336	310	304	98.1%
2016-17	333	306	302	98.7%
2017-18	333	304	302	99.3%
2018-19	330	303	301	99.3%
2019-20	327	302	302	100.0%
2020-21	327	302	301	99.7%
2021-22	327	302	301	99.7%
2022-23	327	303	301	99.3%
2023-24	325	303	301	99.3%

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

Table 6-21: Number of Iowa High School Students Taking Concurrent Enrollment Courses, 2014-15 to 2023-24

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
2014-15	3,013	5,421	13,204	18,625	40,263
2015-16	3,414	6,039	13,668	19,205	42,326
2016-17	3,279	6,017	14,871	19,676	43,843
2017-18	3,512	6,691	15,555	21,063	46,821
2018-19	3,088	6,891	15,737	21,161	46,877
2019-20	3,155	7,029	16,543	21,600	48,327
2020-21	2,542	6,349	15,289	20,468	44,648
2021-22	3,076	6,855	16,395	20,902	47,228
2022-23	2,870	7,407	17,115	21,382	48,774
2023-24	2,697	7,966	17,971	21,963	50,597

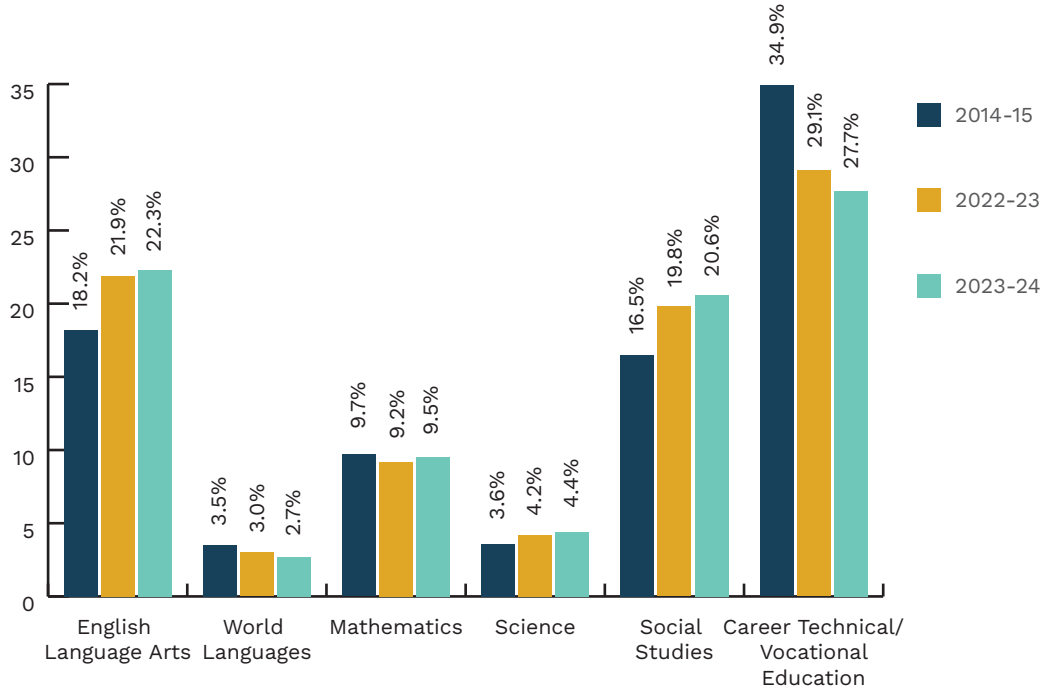
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files.

Table 6-22: Iowa Concurrent Enrollment Courses Taken by Subject Area, 2014-15 to 2023-24

Subject Area	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Arts	15,533	16,674	17,793	20,305	21,287	22,486	22,205	23,781	25,722	27,923
Fine & Performance Arts	2,609	2,743	2,912	3,122	3,401	3,347	2,771	3,288	3,617	3,851
World Languages	3,011	3,139	3,328	3,190	3,087	3,121	2,877	3,483	3,511	3,437
Mathematics	8,311	8,570	8,909	9,678	9,745	10,075	9,678	10,657	10,748	11,838
Other	8,936	9,637	6,634	11,381	11,277	12,059	10,231	10,752	11,402	12,161
Science	3,031	3,624	3,829	4,483	4,758	4,658	4,105	4,487	4,928	5,538
Social Studies	14,061	15,401	16,009	19,638	21,118	20,776	20,414	21,714	23,205	25,798
Career Technical/Vocational Education	29,801	31,553	36,617	35,169	32,836	34,257	29,656	33,607	34,087	34,699
Total Courses Taken	85,293	91,341	96,031	106,966	107,509	110,779	101,937	111,769	117,220	125,245

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

Figure 6-4: Percentage of Iowa Concurrent Enrollment Courses Taken by Subject Area 2014-15, 2022-23 and 2023-24



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

Note: The percentage of concurrent enrollment courses taken in other subject areas is not displayed.

Postsecondary Enrollment Options Act

The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987 to promote rigorous academic or career and technical pursuits and to provide a wider variety of options to high school students. The act enables ninth- and 10th-grade students who have been identified by the school district as talented and gifted, along with 11th- and 12th-grade students, to enroll in eligible courses at eligible postsecondary institutions of higher learning as part-time students (see Iowa Code §261C.2). The Iowa Department of Education began collecting data on PSEO in 1993.

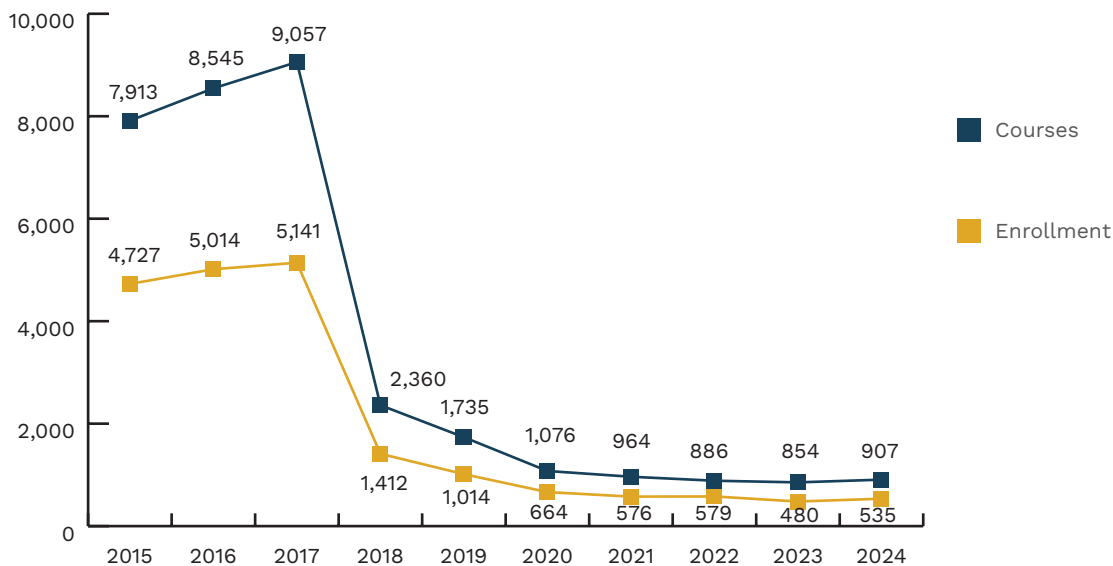
The large decrease in PSEO enrollment from 2017-18 to 2023-24 is due to an update made to Iowa Code §261E.6(3) regarding authorization. With this change, individual students may enroll in an eligible postsecondary course through PSEO if a comparable course (offered by the district or contracted with a community college) is not offered by their school. Since the majority of school districts in the state contract with their local community college to provide concurrent enrollment opportunities for their students, PSEO enrollment decreased.

Before 2017-18, 66 to 80 percent of Iowa districts with a public high school had PSEO enrollment each year. However, a downward trend of PSEO enrollments by district is reported in Table 6-23. The percentage of districts with PSEO enrollment was 14.9 in 2022-23 and 13.2 in 2023-24.

PSEO enrollment by grade is displayed in Table 6-24.

Table 6-25 and Figure 6-6 show the number of PSEO courses taken by subject area.

Figure 6-5: Percentage of Iowa PSEO Enrollment and Courses Taken 2014-15 to 2023-24



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

Table 6-23: Iowa Districts with PSEO Enrollment, 2014-15 to 2023-24

Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/ High Schools that had PSEO Enrollment
2014-15	338	312	212	67.9%
2015-16	336	310	215	69.4%
2016-17	333	306	202	66.0%
2017-18	333	304	114	37.5%
2018-19	330	303	89	29.4%
2019-20	327	302	61	20.2%
2020-21	327	302	54	17.9%
2021-22	327	302	58	19.2%
2022-23	327	303	45	14.9%
2023-24	325	303	40	13.2%

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

Table 6-24: Number of Iowa High School Students Taking PSEO Courses, 2014-15 to 2023-24

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2014-15	365	1,328	3,034	4,727
2015-16	412	1,432	3,170	5,014
2016-17	450	1,482	3,209	5,141
2017-18	115	444	853	1,412
2018-19	66	270	678	1,014
2019-20	43	145	476	664
2020-21	42	96	438	576
2021-22	36	117	426	579
2022-23	31	101	348	480
2023-24	22	100	413	535

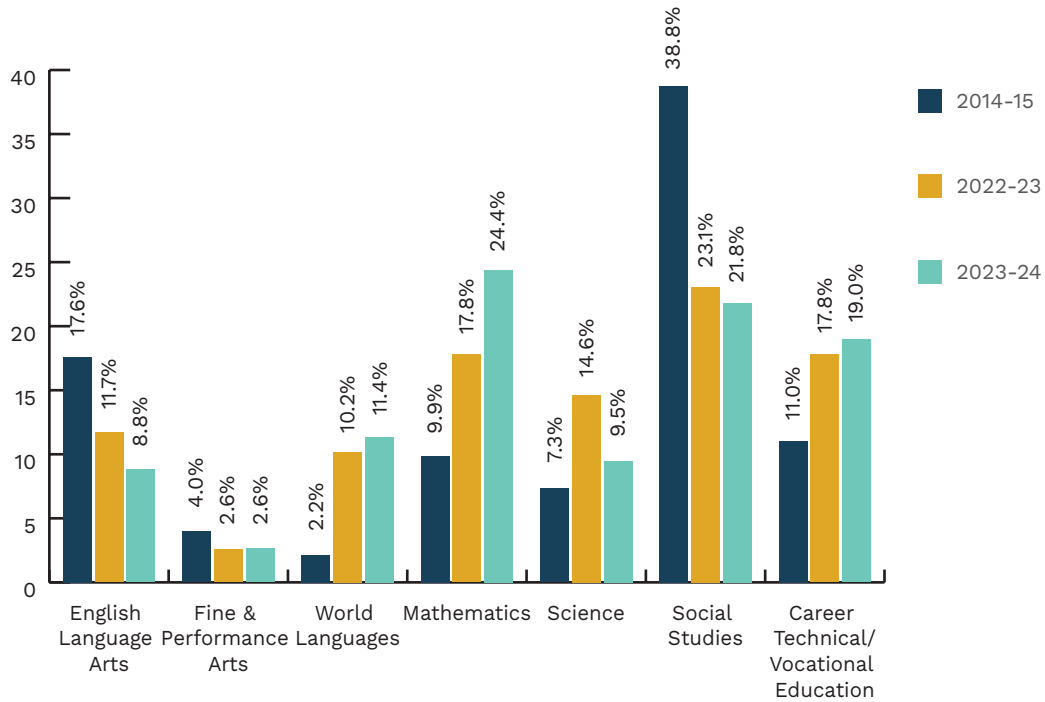
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, spring files.

Table 6-25: Iowa PSEO Courses Taken by Subject Area, 2014-15 to 2023-24

Subject Area	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Arts	1,394	1,735	1,922	342	265	95	105	80	100	80
Fine & Performance Arts	315	307	415	107	82	28	28	30	22	24
World Languages	171	155	225	126	106	93	95	83	87	103
Mathematics	781	709	837	417	376	296	215	167	152	221
Other	731	748	428	178	62	29	28	12	19	23
Science	580	752	735	191	150	143	97	122	125	86
Social Studies	3,067	3,218	3,415	733	482	277	268	208	197	198
Career Technical/Vocational Education	874	921	1,080	266	212	115	128	184	152	172
Total Courses Taken	7,913	8,545	9,057	2,360	1,735	1,076	964	886	854	907

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

Figure 6-6: Iowa PSEO Courses Taken by Subject Area 2014-15, 2022-23 and 2023-24



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

Note: The percentage of PSEO enrollment courses taken in other subject areas is not displayed.

FINANCE

Information in this chapter pertains to revenues, property taxes, state aid and income surtax at the state level and, in some cases, by enrollment category. This chapter contains the most current data available at the time of preparation. The data sources for this chapter include the 2022-23 Certified Annual Financial Report from the Iowa Department of Education, the 2024-25 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 2000-01 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, community services and other support services. Function category expenditures as a percentage of general fund expenditures have remained relatively consistent over the last three years, with the most significant changes being a decrease in the percentage used for instruction and a small increase in administration and central services as well as student transportation (Table 7-1). The smallest enrollment category (<300) has continued to show the largest percentage of expenditures in the function of instruction when compared to the other enrollment categories. The two largest enrollment categories had the highest percentage of expenditures for the function of student support services (Table 7-2).

Table 7-1: Function Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools, 2000-01 and 2020-21 to 2022-23

Function Category	2000-01	2020-21	2021-22	2022-23
Instruction	69.0%	68.4%	67.7%	67.4%
Student Support Services	3.8%	4.1%	4.1%	4.2%
Staff Support Services	4.0%	5.2%	5.3%	5.3%
Administration and Central Services	9.9%	10.6%	10.5%	10.7%
Operations and Maintenance	9.2%	8.3%	8.5%	8.6%
Student Transportation	3.8%	3.3%	3.7%	3.9%
Community Services	0.2%	0.1%	0.1%	0.1%
Other Support Services	0.1%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Note: Figures may not total 100% due to rounding.

Table 7-2: Function Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2022-23

Function Category	Enrollment						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	73.0%	70.0%	69.8%	67.7%	67.5%	65.1%	67.4%
Student Support Services	1.9%	2.6%	3.1%	3.5%	4.2%	5.6%	4.2%
Staff Support Services	2.4%	3.6%	3.9%	5.3%	5.3%	6.5%	5.3%
Administration and Central Services	10.9%	10.9%	10.4%	10.5%	10.4%	10.9%	10.7%
Operations and Maintenance	7.4%	8.2%	8.4%	9.1%	8.8%	8.3%	8.6%
Student Transportation	4.3%	4.7%	4.5%	3.9%	3.8%	3.4%	3.9%
Community Service	0.0%	0.1%	0.0%	0.1%	0.0%	0.3%	0.1%
Other Support Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Note: Figures may not total 100% due to rounding.

OBJECT CATEGORY EXPENDITURES

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property and other expenditures. The breakdown of object category expenditures as a percentage of total general fund expenditures has shown slight changes over the last three years (Table 7-3). As was the case in the prior year, benefits as a percentage of general fund expenditures were highest for the largest enrollment category. Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (Table 7-4).

Table 7-3: Object Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools, 2000-01 and 2020-21 to 2022-23

Object Category	Year			
	2000-01	2020-21	2021-22	2022-23
Salaries	64.0%	61.1%	60.8%	60.2%
Benefits	16.1%	20.0%	19.5%	19.5%
Purchased Services	10.3%	11.8%	12.2%	13.1%
Supplies	6.8%	5.6%	5.9%	6.1%
Property	2.5%	1.4%	1.4%	1.0%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

Source: Iowa Department of Education, Office of the Chief Financial Officer, 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% due to rounding.

Table 7-4: Object Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2022-23

Object Category	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	47.1%	56.8%	59.1%	61.1%	61.8%	60.9%	60.2%
Benefits	13.9%	17.4%	19.0%	19.3%	19.7%	20.6%	19.5%
Purchased Services	31.1%	17.5%	13.8%	12.0%	11.8%	11.9%	13.1%
Supplies	6.6%	6.9%	6.8%	6.6%	5.8%	5.4%	6.1%
Property	1.0%	1.1%	0.9%	0.9%	0.8%	1.0%	1.0%
Other Expenditures	0.3%	0.3%	0.3%	0.2%	0.1%	0.2%	0.2%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Note: Figures may not total 100% due to rounding.

REVENUES

Iowa public school districts receive general fund revenues from a variety of sources, including 1) local property taxes and income surtaxes, 2) interagency, 3) other local sources, 4) intermediate sources, 5) state foundation aid, 6) other state sources, 7) federal sources and 8) other financing sources. The other state sources include state categorical supplements such as the teacher salary supplement (TSS), teacher leadership and compensation (TLC) and professional development supplement (PD), as well as funding for the statewide voluntary preschool program (SWVPP).

The percentages of revenue by source have remained relatively consistent over the last three years. Revenues from federal sources as a percentage of total general fund revenues have decreased slightly in 2022-23 (Table 7-5). The largest enrollment category received the highest percentage of revenue from federal sources. The three lowest enrollment categories received the highest percentage of revenue from local taxes and interagency sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the <300 enrollment category (Figure 7-2).

Table 7-5: Revenues by Source as a Percentage of Total General Fund Revenues in Iowa Public Schools, 2000-01 and 2020-21 to 2022-23

Source of Revenue	Year			
	2000-01	2020-21	2021-22	2022-23
1) Local taxes	32.0%	32.0%	31.2%	30.5%
2) Interagency	3.9%	5.5%	5.8%	6.1%
3) Other Local Sources	2.6%	1.3%	1.3%	2.2%
4) Intermediate Sources	0.3%	0.0%	0.0%	0.0%
5) State Foundation Aid	52.3%	46.3%	45.3%	46.2%
6) Other State Sources	5.3%	6.7%	6.6%	6.0%
7) Federal Sources	3.4%	7.8%	9.4%	8.5%
8) Other Financing Sources	0.1%	0.3%	0.4%	0.5%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

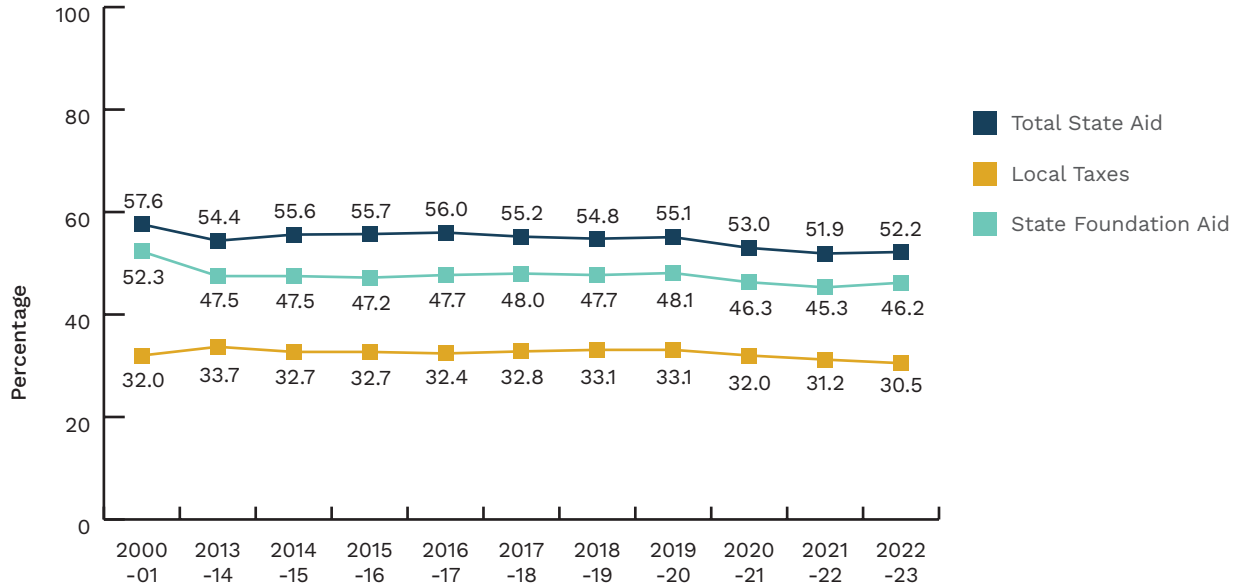
Notes: Interagency includes revenues from services provided to other local education agencies (LEAs), such as tuition, transportation services, and other purchased services.

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.

Other financing sources include insurance settlements for loss of fixed assets and interfund transfers.

Figures may not total 100% due to rounding.

Figure 7-1: Percentage of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools, 2000-01 and 2013-14 to 2022-23



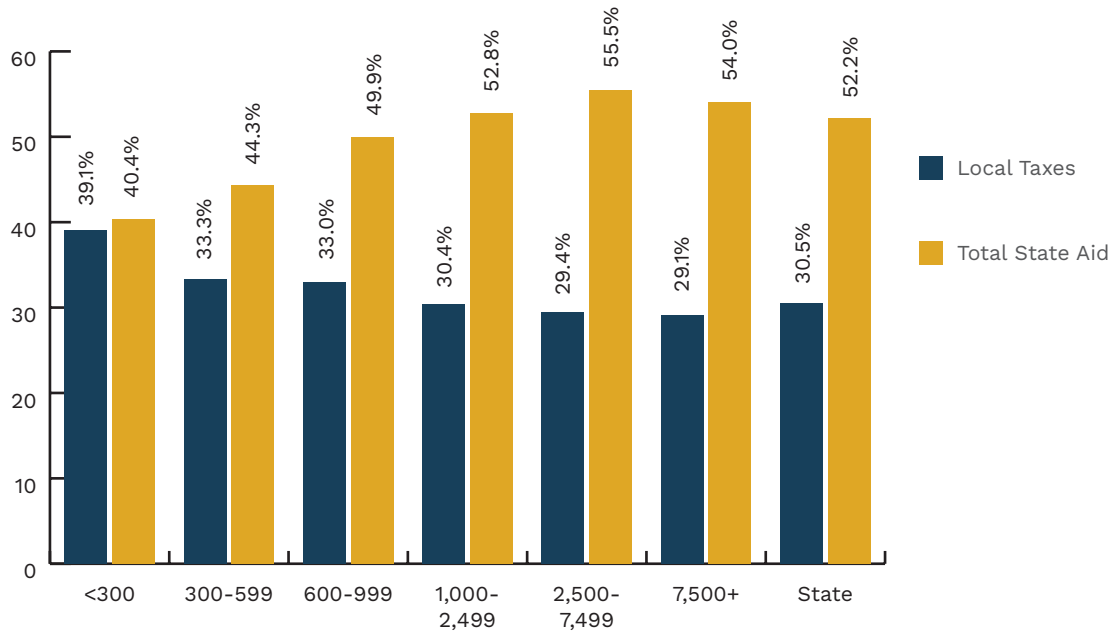
Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Table 7-6: Revenues by Source as a Percentage of Total General Fund Revenues in Iowa Public Schools by Enrollment Category, 2022-23

Source of Revenue	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
1) Local taxes	39.1%	33.3%	33.0%	30.4%	29.4%	29.1%	30.5%
2) Interagency	10.3%	13.6%	8.4%	6.8%	5.3%	2.7%	6.1%
3) Other Local Sources	2.0%	2.2%	2.1%	1.9%	1.9%	2.5%	2.2%
4) Intermediate Sources	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5) State Foundation Aid	34.3%	38.4%	43.7%	46.7%	49.5%	48.4%	46.2%
6) Other State Sources	6.1%	5.9%	6.1%	6.1%	6.0%	5.9%	6.0%
7) Federal Sources	7.9%	6.1%	6.3%	7.4%	7.6%	11.1%	8.5%
8) Other Financing Sources	0.3%	0.4%	0.3%	0.6%	0.2%	0.6%	0.5%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Notes: Interagency includes revenues from services provided to other local education agencies (LEAs), such as tuition and 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.
 Other financing sources include insurance settlements for loss of fixed assets and interfund transfers.
 Figures may not total 100% due to rounding.

Figure 7-2: Percentage of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category, 2022-23



Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

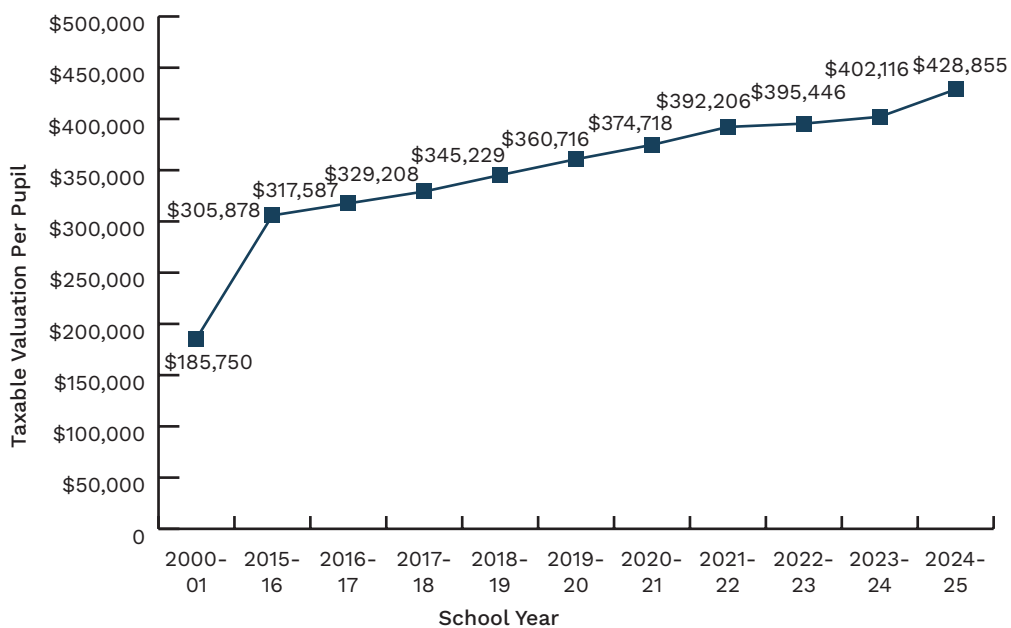
TAXABLE VALUATION

The adjusted-equalized value of real property is represented by taxable valuation. There are 107 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for property classes to actual values, except for agriculture land values based on productivity. Adjustments are based on the state’s investigations and appraisals and assessments/sales ratio studies. The agriculture lands’ use productivity formula is based on agriculture prices and expenses. The State orders an adjustment if the reported valuation is more than 5% above or below those determined by the state. Taxes are assessed against equalized property values, and rates are expressed per \$1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa School Foundation Formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa’s average taxable valuation per pupil has increased each year since 2015-16 (Figure 7-3). The three smallest enrollment categories have consistently had an average per-pupil valuation above the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, and decreases in enrollment. The greatest range in taxable valuation per pupil occurred within the 1,000-2,499 enrollment category (Table 7-8). Consistent with prior years, the second-largest enrollment category (2,500-7,499) included the lowest taxable valuation per pupil (\$181,427). The 1,000-2,499 enrollment category included the highest taxable valuation per pupil (\$1,901,572).

Figure 7-3: Iowa Average Taxable Valuation Per Pupil, 2000-01 and 2015-16 to 2024-25



Source: Iowa Department of Management, School Budget Master Files.
 Note: Per pupil amounts are based on budget enrollments.

Table 7-7: Iowa Average Taxable Valuation Per Pupil by Enrollment Category, 2000-01 and 2020-21 to 2024-25

Enrollment Category	2000-01	2020-21	2021-22	2022-23	2023-24	2024-25
<300	266,463	649,925	657,020	678,481	680,537	714,982
300-599	223,708	508,898	540,793	536,425	558,177	590,506
600-999	201,732	452,480	463,259	469,327	478,281	502,119
1,000-2,499	175,204	386,342	400,901	389,074	412,521	431,628
2,500-7,499	175,250	334,785	354,779	348,498	356,085	380,241
7,500+	174,108	336,291	352,212	345,661	362,604	369,239
State	185,750	374,718	392,206	395,446	402,116	428,855

Source: Iowa Department of Management, School Budget Master Files.
 Note: Per pupil amounts are based on budget enrollments.

Table 7-8: Net Taxable Valuations Per Budget Enrollment, 2011-12 and 2020-21 to 2024-25

Enrollment Category		2011-12	2020-21	2021-22	2022-23	2023-24	2024-25
<300	Min	204,326	352,342	365,655	372,835	384,759	322,127
	Max	1,108,654	1,445,903	1,403,086	1,464,835	1,235,228	1,242,569
300-599	Min	157,120	260,718	270,247	262,354	258,987	266,315
	Max	619,483	920,380	1,022,795	1,166,143	1,209,796	1,269,633
600-999	Min	153,782	227,331	235,462	251,231	251,932	272,779
	Max	1,099,599	944,965	974,937	1,000,813	1,010,322	1,084,821
1,000-2,499	Min	145,572	202,153	210,477	192,111	188,245	195,545
	Max	718,823	1,420,881	1,476,554	1,521,168	1,502,757	1,901,572
2,500-7,499	Min	164,237	173,263	177,990	178,940	168,818	181,427
	Max	478,826	635,888	683,424	689,975	695,376	710,613
7,500+	Min	149,531	193,663	199,972	203,570	207,619	219,897
	Max	460,067	564,818	582,143	598,507	602,826	651,794
State	Min	145,573	173,263	177,990	178,940	168,818	181,427
	Max	1,108,654	1,445,903	1,476,554	1,521,168	1,502,757	1,901,572

Source: Iowa Department of Management, School Budget Master Files.
 Note: Enrollment categories are determined by budget enrollment.

EXPENDITURES PER PUPIL

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation and other support services. For the purposes of this report, expenditures per pupil are calculated by dividing total general fund expenditures by the certified enrollment. Expenditures related to community services, adult education, nonpublic education and area education agency (AEA) revenues for services sold to other school districts and AEAs are not included in the per-pupil calculation. The smallest and largest enrollment categories had the highest average general fund per-pupil expenditures in all years presented in Table 7-9.

Based on fall enrollment, the average per-pupil expenditures for Iowa, the Midwest states and the nation are displayed in Table 7-10 and Figure 7-4. The National Education Association (NEA) collected and estimated these data. In the most recent year of available data (2022-23), Iowa ranked 37th in the nation in average expenditures per-pupil. Indiana and South Dakota ranked lower than Iowa among Midwest states.

Table 7-9: Average General Fund Per-Pupil Expenditures for Iowa Public Schools by Enrollment Category, 2000-01 and 2020-21 to 2022-23

Enrollment Category	2000-01	2020-21	2021-22	2022-23
< 300	\$5,605	\$12,592	\$13,440	\$13,994
300-599	\$5,106	\$11,456	\$12,138	\$12,422
600-999	\$4,988	\$11,057	\$11,612	\$11,847
1,000-2,499	\$4,881	\$11,033	\$11,685	\$12,005
2,500-7,499	\$5,055	\$11,054	\$11,529	\$11,822
7,500 +	\$5,461	\$11,989	\$12,527	\$12,987
State	\$5,119	\$11,431	\$12,001	\$12,352

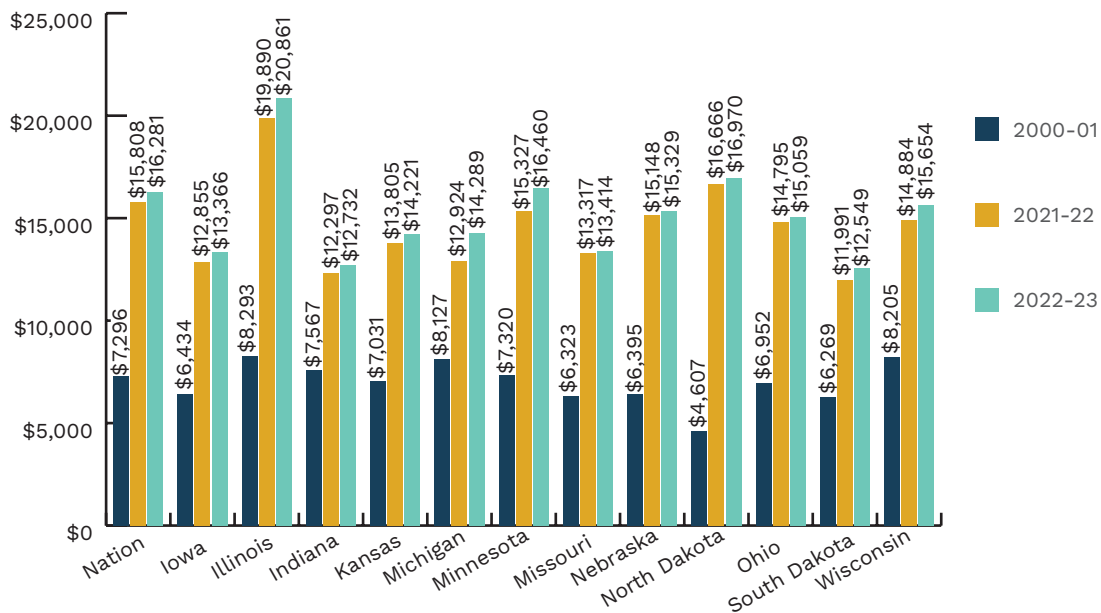
Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Table 7-10: Public School Average Total Current Per-Pupil Expenditures, Iowa and Midwest States, 2000-01, 2021-22 and 2022-23

State/Nation	2000-01		2021-22		2022-23	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	\$7,296		\$15,808		\$16,281	
Iowa	\$6,434	34	\$12,855	37	\$13,366	37
Illinois	\$8,293	11	\$19,890	10	\$20,861	8
Indiana	\$7,567	18	\$12,297	40	\$12,732	39
Kansas	\$7,031	23	\$13,805	32	\$14,221	30
Michigan	\$8,127	13	\$12,924	36	\$14,289	29
Minnesota	\$7,320	21	\$15,327	22	\$16,460	20
Missouri	\$6,323	38	\$13,317	34	\$13,414	36
Nebraska	\$6,395	35	\$15,148	23	\$15,329	27
North Dakota	\$4,607	50	\$16,666	19	\$16,970	19
Ohio	\$6,952	25	\$14,795	27	\$15,059	28
South Dakota	\$6,269	39	\$11,991	42	\$12,549	40
Wisconsin	\$8,205	12	\$14,884	25	\$15,654	25

Source: National Education Association, Rankings and Estimates of School Statistics.
 Note: SY 2021-22 reflects revised numbers. SY 2022-23 are estimated by NEA.

Figure 7-4: Public School Average Total Current Per-Pupil Expenditures, Iowa and Midwest States, 2000-01, 2021-22 and 2022-23



Source: National Education Association, Rankings and Estimates of School Statistics.
 Note: SY 2021-22 reflects revised numbers. SY 2022-23 are estimated by NEA.

STATE AID

This section presents data on state aid, including School Foundation Aid, Preschool Foundation Aid and State Categorical Supplements. School districts receive state aid through annual appropriations made from the state's general fund. Effective with the July 1, 2022, budget year, the state foundation level is currently 88.4%. Prior to 2022, it was 87.5% and last changed in 1996-97. The special education foundation level was increased to its current level, 88.4%, in 1999-00. The foundation level changes increase the amount of state aid and lower the amount of property tax. Several programs have been added or removed since these changes were made, such as the addition of the TSS and PD (2009-10) and TLC Program (2015-16).

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The legislature initially appropriated \$8.55 billion, and initial state aid to school districts was about \$3.67 billion, or approximately 42.9% of the general fund appropriations, for the 2023-24 school year (fiscal year 2024).

Table 7-11: Total Iowa Government Appropriations (In Millions), 2000-01 to 2024-25

Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2024-25	3,732.7	8,915.2	41.9	Not currently available	Not currently available	Not currently available
2023-24	3,667.4	8,552.0	42.9	Not currently available	Not currently available	Not currently available
2022-23	3,568.6	8,214.8	43.4	3,568.0	8,221.4	43.4
2021-22	3,408.6	8,118.5	42.0	3,407.9	8,136.6	41.9
2020-21	3,370.9	7,778.5	43.3	3,380.3	7,826.8	43.2
2019-20	3,286.1	7,643.7	43.0	3,285.7	7,832.9	41.9
2018-19	3,211.6	7,480.2	42.9	3,207.0	7,646.0	41.9
2017-18	3,183.7	7,268.6	43.8	3,179.6	7,261.1	43.8
2016-17	3,087.9	7,350.6	42.0	3,097.8	7,263.5	42.6
2015-16	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
2014-15	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-14	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-13	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
2011-12	2,629.3	6,010.1	43.7	2,623.8	6,012.5	43.6
2010-11	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-10	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-09	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-08	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-07	2,252.8	5,296.5	42.5	2,251.5	5,392.9	41.7
2005-06	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-05	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-04	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-03	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-02	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-01	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8

Source: Legislative Services Agency (LSA), Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations. Data for previous years may include LSA summary revisions.

PROPERTY TAXES

The school aid formula for school districts is funded by a combination of state foundation aid, the uniform levy (\$5.40 per \$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL) and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property, management fund property, PPEL and VPPEL, PERL and debt service levy tax rates for 2024-25 are found in Table 7-12.

All school districts levy the general fund property tax. The three largest enrollment categories (1,000-2,499, 2,500-7,499 and 7,500+) have an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment and retirement benefits, and mediation and arbitration costs. The majority (94.5%) of the school districts in 2024-25 levy for the management fund. The PPEL is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation and all but one district implemented this option. A school board may also request voter approval to increase this levy up to an additional \$1.34 per \$1,000 taxable valuation; 278 districts (85.5%) have a VPPEL in place. The two largest school district enrollment categories, 2,500-7,499 and 7,500+, have the highest average of VPPEL rates.

Voters within the school districts must approve the implementation of the public education and recreation levy (PERL). Once voted, PERL continues to be authorized until voters rescind. Funds from PERL must be used to purchase playgrounds and recreational facilities and cover the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. For 2024-25, 30 districts are implementing this levy.

Usage of the debt service levy is tied to the passage of a bond issue, which requires the approval of at least 60% of the electorate within the school district. For 2024-25, 176 of Iowa's 325 districts use this levy.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, PPEL, VPPEL, PERL and debt services levies for 2024-25. The smallest enrollment category continues to have the highest average tax per pupil for all taxes listed.

Table 7-12: Property Tax Rates and Number of Districts with Levies by Enrollment Category, 2024-25

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	37	106	71	74	25	12	325
Number of Districts with General Fund Levy	37	106	71	74	25	12	325
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	9.12168	8.85533	9.22834	9.85574	10.15357	11.09440	9.365239
Number of Districts with Management Fund Levy	31	102	70	68	24	12	307
Percent of Districts with Management Fund Levy	83.8%	96.2%	98.6%	91.9%	96.0%	100.0%	94.5%
Average Management Levy Tax Rate	1.30226	1.358900	1.295050	1.333260	1.370240	1.403670	1.335580
Number of Districts with PPEL Levy	37	106	70	74	25	12	324
Percent of Districts with PPEL Levy	100.0%	100.0%	98.6%	100.0%	100.0%	100.0%	99.7%
Average PPEL Tax Rate	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000
Number of Districts with VPPEL Levy	28	91	60	63	25	11	278
Percent of Districts with VPPEL Levy	75.7%	85.8%	84.5%	85.1%	100.0%	91.7%	85.5%
Average VPPEL Tax Rate	0.96568	0.99413	0.90315	0.94004	1.09315	1.21818	0.97714
Number of Districts with PERL Levy	4	11	4	3	5	3	30
Percent of Districts with PERL Levy	10.8%	10.4%	5.6%	4.1%	20.0%	25.0%	9.2%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500
Number of Districts with Debt Services Levy	10	62	38	45	16	5	176
Percent of Districts with Debt Services Levy	27.0%	58.5%	53.5%	60.8%	64.0%	41.7%	54.2%
Average Debt Services Tax Rate	2.36444	2.39471	2.33243	2.63401	3.07060	2.14729	2.495142

Source: Iowa Department of Management, Master Budget Files.

Note: PERL means Public Education and Recreation Levy.

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, 2024-25

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	37	106	71	74	25	12	325
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	52,622,508	254,232,901	259,257,416	467,658,442	403,714,725	671,050,658	2,108,536,650
General Fund Income Surtax	2,493,997	14,599,972	16,932,891	30,444,802	15,494,937	17,995,799	97,962,398
Total General Fund Tax	55,116,505	268,832,873	276,190,307	498,103,244	419,209,662	689,046,457	2,206,499,048
Average Total General Fund Tax Per Pupil	6,788	5,509	4,989	4,599	4,128	4,265	4,562
Percent of Districts with Management Fund Levy	83.8%	96.2%	98.6%	91.9%	96.0%	100.0%	94.5%
Management Fund Property Tax	6,071,000	36,563,868	34,763,008	54,955,419	50,403,612	89,978,759	272,735,666
Average Management Fund Property Tax Per Pupil	859	775	636	554	512	557	582
Percent of Districts with PPEL Levy	100.0%	100.0%	98.6%	100.0%	100.0%	100.0%	99.7%
PPEL Property Tax	2,107,174	10,171,948	9,842,009	17,300,108	14,701,867	22,275,351	76,398,457
Average PPEL Property Tax Per Pupil	260	208	180	160	145	138	158
Percent of Districts with VPPEL Levy	75.7%	85.8%	84.5%	85.1%	100.0%	91.7%	85.5%
VPPEL Property Tax	4,525,795	26,574,759	23,049,963	39,556,962	49,807,376	79,933,654	223,448,509
VPPEL Income Surtax	383,988	3,926,623	3,577,168	5,898,689	799,372	-	14,585,840
Total VPPEL Tax	4,909,783	30,501,382	26,627,131	45,455,651	50,606,748	79,933,654	238,034,349
Average Total VPPEL Tax Per Pupil	815	723	573	498	498	544	548
Percent of Districts with PERL Levy	10.8%	10.4%	5.6%	4.1%	20.0%	25.0%	9.2%
PERL Property Tax	107,990	422,028	209,674	347,998	865,226	2,347,084	4,300,000
Average PERL Property Tax Per Pupil	126	83	68	85	43	50	53
Percent of Districts with Debt Services Levy	27.0%	58.5%	53.5%	60.8%	64.0%	41.7%	54.2%
Debt Services Property Tax	4,173,813	42,556,277	35,228,775	80,256,304	87,885,634	65,296,972	315,397,775
Average Debt Services Property Tax Per Pupil	1,680	1,456	1,181	1,178	1,452	1,109	1,277

Source: Iowa Department of Management, Master Budget Files.

Note: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

INCOME SURTAXES

Data on income surtax usage by enrollment category for 2000-01 and 2020-21 to 2024-25 are presented in Table 7-14. As in past years, the two highest enrollment categories (2,500-7,499 and 7,500+) have a significantly lower percentage of districts implementing an income surtax than the four lower enrollment categories and have average surtax rates below the statewide average. The total number of districts implementing an income surtax (284) remained the same as the previous year.

Table 7-14: Number and Percentage of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category, 2000-01 and 2020-21 to 2024-25

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2024-25								
	Number of Districts with Surtaxes	35	99	64	67	16	3	284
	Percent of Districts with Surtaxes	94.6%	93.4%	90.1%	90.5%	64.0%	25.0%	87.4%
	Surtaxes Per Budget Enrollment	378	404	410	371	257	399	365
	Average Income Surtax Rate	5.54%	5.56%	5.59%	5.15%	3.31%	4.00%	5.32%
2023-24								
	Number of Districts with Surtaxes	34	98	63	70	16	3	284
	Percent of Districts with Surtaxes	94.4%	93.3%	90.0%	90.9%	64.0%	25.0%	87.4%
	Surtaxes Per Budget Enrollment	341	379	364	375	263	395	353
	Average Income Surtax Rate	5.62%	5.66%	5.35%	5.31%	3.50%	4.00%	5.36%
2022-23								
	Number of Districts with Surtaxes	36	97	67	68	16	3	287
	Percent of Districts with Surtaxes	94.7%	93.3%	90.5%	90.7%	66.7%	25.0%	87.8%
	Surtaxes Per Budget Enrollment	375	357	328	346	274	401	339
	Average Income Surtax Rate	6.53%	5.77%	5.10%	5.06%	3.88%	4.33%	5.42%
2021-22								
	Number of Districts with Surtaxes	36	98	65	68	15	3	285
	Percent of Districts with Surtaxes	94.7%	91.6%	91.5%	90.7%	62.5%	25.0%	87.2%
	Surtaxes Per Budget Enrollment	387	350	354	328	281	388	337
	Average Income Surtax Rate	6.84%	5.73%	5.72%	4.99%	4.14%	4.65%	5.02%

Table 7-14: Number and Percentage of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category, 2000-01 and 2020-21 to 2024-25 | Continued

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2020-21								
	Number of Districts with Surtaxes	37	87	74	70	12	3	283
	Percent of Districts with Surtaxes	92.5%	91.6%	92.5%	90.9%	52.2%	25.0%	86.5%
	Surtaxes Per Budget Enrollment	369	392	355	349	313	326	348
	Average Income Surtax Rate	6.20%	6.14%	5.56%	5.03%	4.14%	3.64%	4.87%
2000-01								
	Number of Districts with Surtaxes	31	87	73	54	6	3	254
	Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
	Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
	Average Income Surtax Rate	12.03%	8.29%	7.29%	5.37%	3.66%	3.59%	5.46%

Source: Iowa Department of Management, Master Budget Files.

Note: Enrollment categories are determined by budget enrollments.

Surtaxes include Educational Improvement, Instructional Support, and Voter-Approved Physical Plant.

INSTRUCTIONAL SUPPORT

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district and may be imposed for a period of up to 10 years if approved through a referendum or up to five years through board resolution. A school district’s budget may be increased by up to 10% of the school district’s regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program, and the remaining portion was funded through a property tax and income surtaxes, if approved, once the program was enacted.

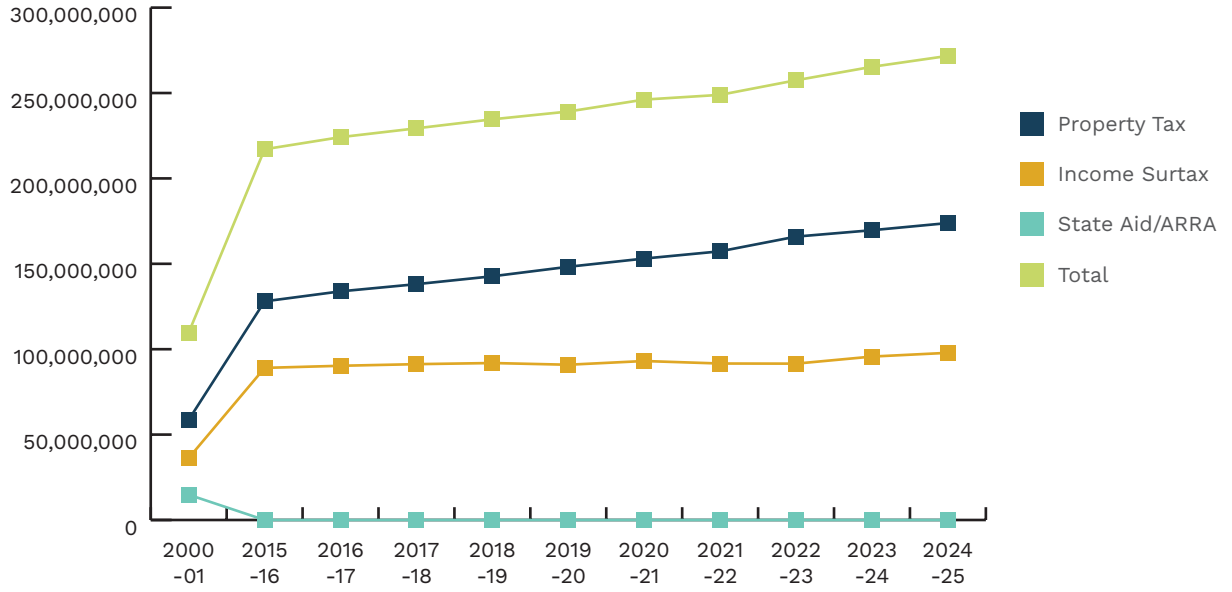
The revenue sources and amounts for the instructional support program for 2000-01 and 2015-16 through 2024-25 are shown in Table 7-15 and Figure 7-5. Current funding for the instructional support levy comes from a combination of property taxes and income surtax. The number of school districts with an instructional support program in the years 2000-01 and 2020-21 through 2024-25 by enrollment category is shown in Table 7-16. A total of 324 of the state’s 325 districts (99.7%) are participating in 2024-25. The one district not participating falls within the 1,000-2,499 enrollment category.

Table 7-15: Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid, 2000-01 and 2015-16 to 2024-25

School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2024-25	173,860,312	64.0%	97,879,349	36.0%	0	0.0%	271,739,661
2023-24	169,667,198	63.9%	95,682,684	36.1%	0	0.0%	265,349,882
2022-23	165,926,125	64.4%	91,544,171	35.6%	0	0.0%	257,470,296
2021-22	157,311,909	63.2%	91,616,031	36.8%	0	0.0%	248,927,940
2020-21	153,068,396	62.2%	93,082,602	37.8%	0	0.0%	246,150,998
2019-20	148,260,303	62.0%	90,900,495	38.0%	0	0.0%	239,160,798
2018-19	142,696,592	60.8%	91,908,949	39.2%	0	0.0%	234,605,541
2017-18	138,084,562	60.2%	91,245,322	39.8%	0	0.0%	229,329,884
2016-17	133,869,972	59.7%	90,292,079	40.3%	0	0.0%	224,162,051
2015-16	128,016,622	59.0%	89,054,210	41.0%	0	0.0%	217,070,832
2000-01	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget Files.
 Note: ARRA means American Recovery and Reinvestment Act of 2009.

Figure 7-5: Instructional Support Program Revenues, 2000-01 and 2015-16 to 2024-25



Source: Iowa Department of Management, Master Budget Files.

Table 7-16: Instructional Support Program by Enrollment Category, 2000-01 and 2020-21 to 2024-25

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2024-25								
	Number of Districts	37	106	71	74	25	12	325
	Number of Districts with Instructional Support	37	106	71	73	25	12	324
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.6%	100.0%	100.0%	99.7%
2023-24								
	Number of Districts	36	105	70	77	25	12	325
	Number of Districts with Instructional Support	36	105	70	76	25	12	324
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2022-23								
	Number of Districts	38	104	74	75	24	12	327
	Number of Districts with Instructional Support	38	104	74	74	24	12	326
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2021-22								
	Number of Districts	38	107	71	75	24	12	327
	Number of Districts with Instructional Support	38	107	71	73	24	12	325
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.3%	100.0%	100.0%	99.4%
2020-21								
	Number of Districts	40	95	80	77	23	12	327
	Number of Districts with Instructional Support	40	95	80	75	23	12	325
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.4%	100.0%	100.0%	99.4%
2000-01								
	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 provision is part of the Iowa school aid formula. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101% adjustment. The scale-down adjustment was eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the legislature determines whether or not a school district qualifies to receive the budget adjustment. The 101% budget adjustment guarantees a school district’s regular program cost will equal at least 101% of the previous year’s regular program cost. One hundred forty districts received the budget adjustment for 2024-25, which was an increase from the previous year (Table 7-17 and Figure 7-6).

Table 7-17: Number and Percentage of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category, 2000-01 and 2020-21 to 2024-25

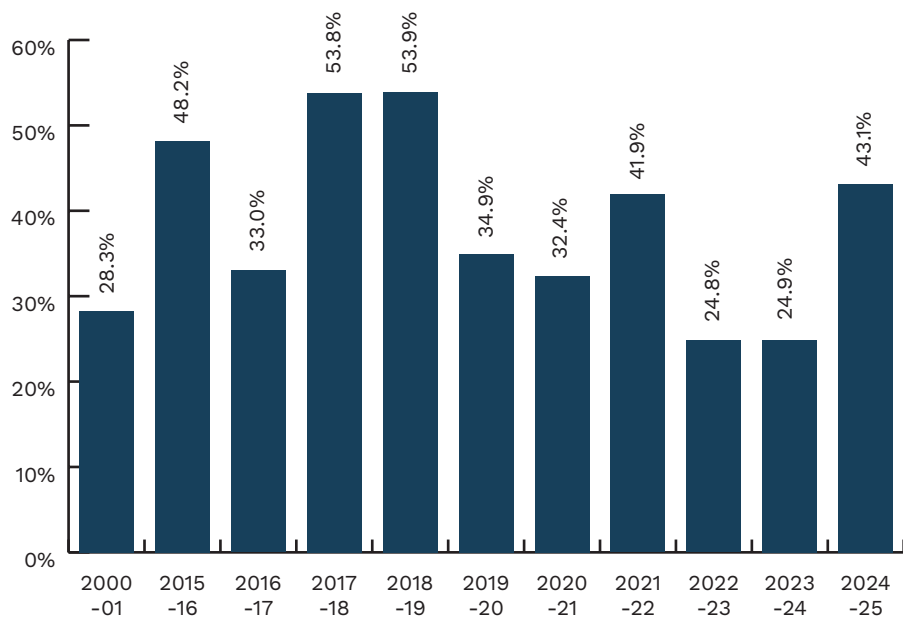
		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2024-25								
	Number of Districts	37	106	71	74	25	12	325
	Number of Districts w/Adjustment	24	46	33	27	7	3	140
	Percent of Districts w/Adjustment	64.9%	43.4%	46.5%	36.5%	28.0%	25.0%	43.1%
	Average Per Pupil	402	189	124	83	51	46	100
2023-24								
	Number of Districts	36	105	70	77	25	12	325
	Number of Districts w/Adjustment	19	33	11	13	2	3	81
	Percent of Districts w/Adjustment	52.8%	31.4%	15.7%	16.9%	8.0%	25.0%	24.9%
	Average Per Pupil	362	172	128	80	49	35	85
2022-23								
	Number of Districts	38	104	74	75	24	12	327
	Number of Districts w/Adjustment	19	33	11	13	2	3	81
	Percent of Districts w/Adjustment	50.0%	31.7%	14.9%	17.3%	8.3%	25.0%	24.8%
	Average Per Pupil	362	172	128	80	49	35	85
2021-22								
	Number of Districts	38	107	71	75	24	12	327
	Number of Districts w/Adjustment	14	53	27	26	9	8	137
	Percent of Districts w/Adjustment	36.8%	49.5%	38.0%	34.7%	37.5%	66.7%	41.9%
	Average Per Pupil	210	167	133	129	81	92	109

Table 7-17: Number and Percentage of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category, 2000-01 and 2020-21 to 2024-25 | Continued

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2020-21								
	Number of Districts	40	95	80	77	23	12	327
	Number of Districts w/Adjustment	24	38	25	16	3	0	106
	Percent of Districts w/Adjustment	60.0%	40.0%	31.3%	20.8%	13.0%	0.0%	32.4%
	Average Per Pupil	268	134	120	73	49	0	109
2000-01								
	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 are determined by budget enrollment.

Figure 7-6: Percentage of Iowa Public School Districts with Budget Adjustment, 2000-01 and 2015-16 to 2024-25



Source: Iowa Department of Management, Master Budget Files.

BOND ELECTIONS

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with the approval of at least 60% of the total votes cast. In 2022-23, 71.4% of bond referendums were passed.

Table 7-18: Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category, 2000-01, 2021-22 and 2022-23

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2022-23								
	Number Attempted	1	9	4	4	3	0	21
	<50 Percent	0	2	0	1	0	0	3
	50.1-59.9 Percent	0	1	2	0	0	0	3
	60 Percent +	1	6	2	3	3	0	15
2021-22								
	Number Attempted	0	10	8	5	1	0	24
	<50 Percent	0	1	1	2	0	0	4
	50-59.9 Percent	0	1	3	1	0	0	5
	60 Percent +	0	8	4	2	1	0	15
2000-01								
	Number Attempted	0	11	6	6	4	1	28
	<50 Percent	0	3	2	3	0	0	8
	50-59.9 Percent	0	4	1	2	1	0	8
	60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

PHYSICAL PLANT AND EQUIPMENT ELECTIONS

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-02, 2021-22 and 2022-23. Voter-approved physical plant and equipment referendums require 50% approval for passage. In 2022-23, 90.9% of the 22 voter-approved physical plant and equipment referendums were passed (Table 7-19).

Table 7-19: Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percentage of Yes Votes by Enrollment Category, 2001-02, 2021-22 and 2022-23

		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
2022-23								
	Number Attempted	3	8	4	5	2	0	22
	<50 Percent	0	0	0	2	0	0	2
	50.1 Percent +	3	8	4	3	2	0	20
2021-22								
	Number Attempted	3	10	6	6	0	1	26
	<50 Percent	0	1	0	1	0	0	2
	50.1 Percent +	3	9	6	5	0	1	24
2001-02								
	Number Attempted	2	14	10	9	2	0	37
	<50 Percent	0	3	2	2	1	0	8
	50.1 Percent +	2	11	8	7	1	0	29

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one Voter-Approved Physical Plant and Equipment Levy referendum in a year.

FY 2002 was the first year the information was collected.

SECURE AN ADVANCED VISION FOR EDUCATION

Secure an Advanced Vision for Education (SAVE), which became effective July 1, 2008, is used by school districts for school infrastructure needs and property tax relief. This legislation (Iowa Code Chapter 423F.1) increased the state sales, services and use tax from 5% to 6% to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. Legislation passed during the 2019 legislative session extended the sunset date from December 31, 2029, to January 1, 2051.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as defined in statute or approved within an RPS. An RPS requires voter approval to designate the specific use of SAVE. If there is no RPS, Iowa Code Chapter 423F.3 use of revenues defines allowable uses as reducing specified levies described in sub-section one or school infrastructure described in sub-section six. A school board may adopt a resolution to use SAVE revenues solely for property tax relief without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief or school infrastructure purposes, voter approval is required.

The estimated sales and services tax revenues for 2024-25 are \$661 million for 325 school districts in all 99 counties (Table 7-20), an increase of approximately 10% over the prior year.

Table 7-20: Local Option/Statewide Sales and Services Tax for School Infrastructure, 2000-01, 2020-21 to 2024-25

	2000-01	2020-21	2021-22	2022-23	2023-24	2024-25
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	327	327	327	325	325
Resident Budget Enrollment in those Counties	171,150.6	484,185.5	485,630.4	486,475.5	483,698.7	480,665.4
Estimated Revenues	\$122,683,313	\$474,389,021	\$513,457,576	\$568,298,305	\$600,005,449	\$661,436,255
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Department of Revenue, Local Option Tax Information for Local Government.

Note: The 2024-25 'Resident Budget Enrollment in those Counties' figure is preliminary and subject to change.

TOTAL PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION BUDGETS

The budget details for 2000-01, 2023-24 and 2024-25 are shown in Table 7-21. Categorically funded amounts for Teacher Salary, Professional Development, Early Intervention, AEA Teacher Salary and AEA Professional Development were added to the school aid formula beginning in 2009-10. Teacher Leadership was fully added to the school aid formula beginning in 2018-19.

**Table 7-21: Iowa Elementary and Secondary Budget Detail
2000-01, 2023-24 and 2024-25**

Source of Funds	2000-01		2023-24		2024-25	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,719,345,648	51.4	3,790,495,946	51.0
Guarantee Amount	6,629,840	0.2	5,446,091	0.1	15,486,981	0.2
Supplementary Weights	21,887,590	0.7	120,736,981	1.7	129,676,492	1.7
Special Education	278,121,047	8.5	524,919,371	7.3	536,713,923	7.2
Teacher Salary	-	0.0	317,930,217	4.4	401,143,347	5.4
Professional Development	-	0.0	35,987,009	0.5	37,967,116	0.5
Early Intervention	-	0.0	39,115,945	0.5	41,289,183	0.6
Teacher Leadership	-	0.0	179,415,199	2.5	189,229,348	2.5
AEA Special Education Support and Adj	107,245,598	3.3	156,306,835	2.2	157,230,413	2.1
AEA Media	19,184,863	0.6	32,345,038	0.4	33,132,147	0.4
AEA Ed Services	21,167,941	0.6	35,735,170	0.5	36,608,224	0.5
AEA Sharing	-	0.0	180,006	<0.1	210,004	<0.1
AEA Teacher Salary	-	0.0	18,160,700	0.3	18,564,478	0.2
AEA Professional Development	-	0.0	2,129,265	<0.1	-	0.0
Dropout SBRC	40,504,621	1.2	144,189,820	2.0	149,546,473	2.0
Other SBRC	664,690	<0.1	-	0.0	-	0.0
Enrollment Audit Adjustment	(695,392)	0.0	(443,534)	0.0	(974,603)	0.0
AEA Prorated Budget Reduction	-	0.0	(29,557,131)	0.0	(32,500,000)	0.0
Preschool	-	0.0	90,215,018	1.2	91,421,500	1.2

**Table 7-21: Iowa Elementary and Secondary Budget Detail
2000-01, 2023-24 and 2024-25 | Continued**

Source of Funds	2000-01		2023-24		2024-25	
	Amount	Percent	Amount	Percent	Amount	Percent
Instructional Support	109,749,562	3.4	265,349,882	3.7	271,739,661	3.7
Educational Improvement	317,837	<0.1	699,750	<0.1	706,748	<0.1
Management	47,005,258	1.4	258,842,049	3.6	272,735,666	3.7
Physical Plant & Equipment	80,703,751	2.5	291,537,007	4.0	238,034,349	3.2
Regular PPEL	668,203	<0.1	-	0.0	76,398,457	1.0
Playground and Amana Library	1,592,530	<0.1	4,063,251	0.1	4,329,602	0.1
Debt Service	99,375,793	3.0	294,327,485	4.1	315,397,775	4.2
Estimated Miscellaneous State Categorical	147,121,263	4.5	64,941,988	0.9	31,098,570	0.4
Estimated Misc. Federal	104,000,000	3.2	634,626,926	8.8	591,411,689	8.0
Total	3,260,918,574		7,236,103,117		7,429,593,489	

Source: Iowa Department of Management, Master Budget Files.



400 E. 14th Street
Des Moines, IA 50319-0146
Phone: 515-281-8260
www.educate.iowa.gov