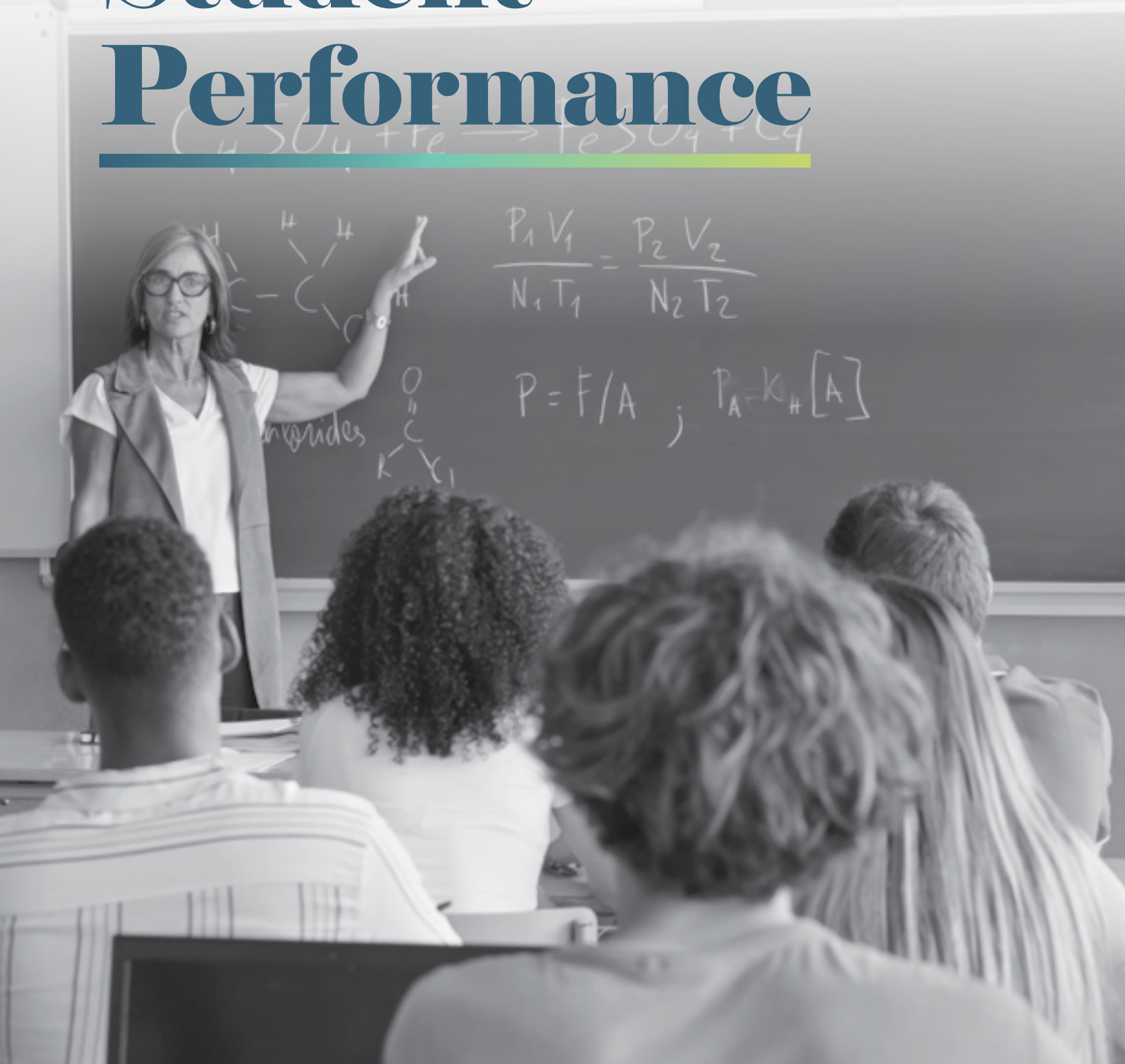


2025 Condition of Education

Student Performance



CONTENTS

| | |
|---|-----------|
| Student Performance | 2 |
| State Indicators of Student Success | 2 |
| Student Performance by Tests and Areas | 35 |
| Dropouts..... | 61 |
| High School Graduates and Graduation Rates..... | 65 |
| Suspensions and Expulsions..... | 74 |
| Seal of Biliteracy..... | 82 |
| High School Graduate Postsecondary Enrollment and Awards | 85 |
| Students with Education Savings Accounts | 88 |

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) data provides 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.

The number of students tested by grade (in grades 3-11) and by student group for ELA for 2024-25 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, 2024-25

| Group | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|---|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| All Students | 35,449 | 35,392 | 35,745 | 35,430 | 35,331 | 35,488 | 37,395 | 37,376 | 36,744 |
| American Indian or Alaska Native | 117 | 98 | 107 | 106 | 122 | 119 | 121 | 107 | 120 |
| Asian | 908 | 937 | 937 | 934 | 970 | 916 | 934 | 859 | 901 |
| Black or African American | 2,738 | 2,544 | 2,597 | 2,445 | 2,476 | 2,563 | 2,720 | 2,618 | 2,459 |
| Hispanic/Latino | 4,988 | 4,836 | 4,698 | 4,675 | 4,623 | 4,753 | 5,017 | 5,120 | 4,833 |
| Native Hawaiian or Other Pacific Islander | 280 | 248 | 258 | 254 | 240 | 255 | 243 | 221 | 166 |
| Two or More Races | 1,949 | 1,892 | 1,921 | 1,912 | 1,839 | 1,663 | 1,820 | 1,702 | 1,587 |
| White | 24,469 | 24,837 | 25,227 | 25,104 | 25,061 | 25,219 | 26,540 | 26,749 | 26,678 |
| EL* | 3,326 | 2,952 | 2,673 | 2,437 | 2,276 | 2,252 | 2,520 | 2,409 | 2,182 |
| FRL** | 16,510 | 16,178 | 16,195 | 15,698 | 15,314 | 15,033 | 15,620 | 15,061 | 13,870 |
| IEP*** | 5,506 | 5,645 | 5,570 | 5,187 | 4,717 | 4,410 | 4,328 | 3,979 | 3,589 |
| Female | 17,312 | 17,143 | 17,403 | 17,347 | 17,269 | 17,240 | 18,172 | 18,084 | 17,838 |
| Male | 18,136 | 18,246 | 18,331 | 18,068 | 18,054 | 18,220 | 19,177 | 19,233 | 18,826 |
| Non-Binary | 1 | 3 | 11 | 15 | 8 | 28 | 46 | 59 | 80 |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

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 nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Table 1-2: Number of Iowa Public School Students Tested on ISASP Mathematics by Student Group, 2024-25

| Group | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|---|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| All Students | 35,468 | 35,404 | 35,761 | 35,451 | 35,357 | 35,541 | 37,454 | 37,452 | 36,815 |
| American Indian or Alaska Native | 117 | 97 | 107 | 106 | 122 | 119 | 121 | 107 | 121 |
| Asian | 908 | 937 | 937 | 937 | 969 | 916 | 935 | 861 | 900 |
| Black or African American | 2,742 | 2,548 | 2,600 | 2,445 | 2,480 | 2,570 | 2,731 | 2,626 | 2,468 |
| Hispanic/Latino | 4,992 | 4,836 | 4,699 | 4,679 | 4,628 | 4,759 | 5,040 | 5,138 | 4,858 |
| Native Hawaiian or Other Pacific Islander | 282 | 248 | 258 | 255 | 240 | 258 | 243 | 223 | 165 |
| Two or More Races | 1,949 | 1,893 | 1,921 | 1,912 | 1,844 | 1,670 | 1,822 | 1,705 | 1,592 |
| White | 24,478 | 24,845 | 25,239 | 25,117 | 25,074 | 25,249 | 26,562 | 26,792 | 26,711 |
| EL* | 3,329 | 2,953 | 2,673 | 2,442 | 2,277 | 2,258 | 2,525 | 2,417 | 2,196 |
| FRL** | 16,521 | 16,184 | 16,206 | 15,711 | 15,335 | 15,079 | 15,669 | 15,113 | 13,918 |
| IEP*** | 5,521 | 5,651 | 5,575 | 5,200 | 4,727 | 4,429 | 4,350 | 3,995 | 3,604 |
| Female | 17,317 | 17,147 | 17,409 | 17,348 | 17,282 | 17,269 | 18,192 | 18,119 | 17,863 |
| Male | 18,150 | 18,254 | 18,341 | 18,088 | 18,067 | 18,244 | 19,216 | 19,275 | 18,872 |
| Non-Binary | 1 | 3 | 11 | 15 | 8 | 28 | 46 | 58 | 80 |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

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 nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Table 1-3: Number of Iowa Public School Students Tested on ISASP Science by Student Group, 2024-25

| Group | Grade 5 | Grade 8 | Grade 10 |
|---|---------|---------|----------|
| All Students | 35,745 | 35,504 | 37,427 |
| American Indian or Alaska Native | 107 | 119 | 108 |
| Asian | 936 | 917 | 859 |
| Black or African American | 2,598 | 2,565 | 2,624 |
| Hispanic/Latino | 4,697 | 4,759 | 5,136 |
| Native Hawaiian or Other Pacific Islander | 258 | 259 | 223 |
| Two or More Races | 1,921 | 1,666 | 1,704 |
| White | 25,228 | 25,219 | 26,773 |
| EL* | 2,671 | 2,258 | 2,423 |
| FRL** | 16,197 | 15,057 | 15,102 |
| IEP*** | 5,568 | 4,418 | 3,982 |
| Female | 17,401 | 17,253 | 18,112 |
| Male | 18,333 | 18,223 | 19,256 |
| Non-Binary | 11 | 28 | 59 |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

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

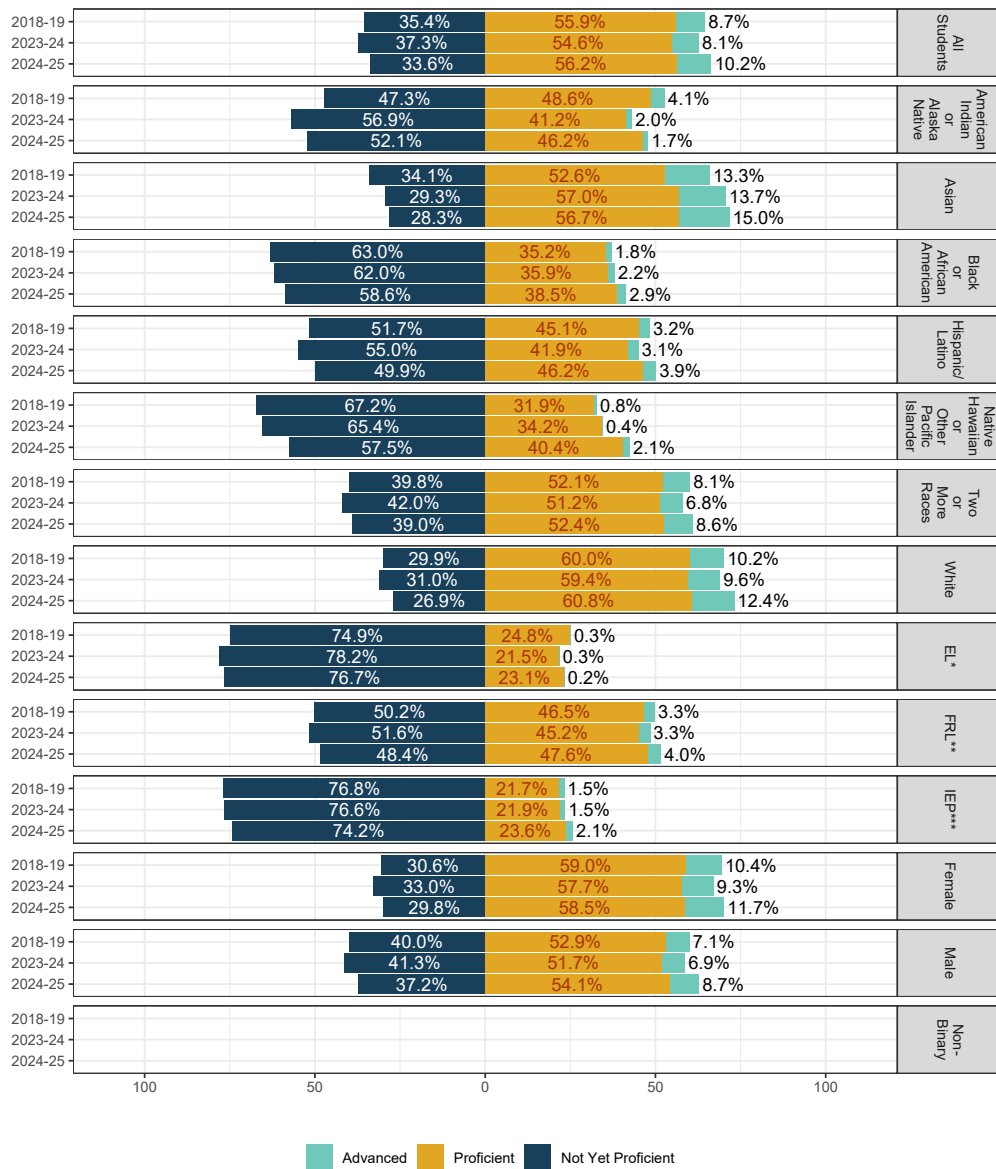
***IEP - Students with an individualized education program

Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

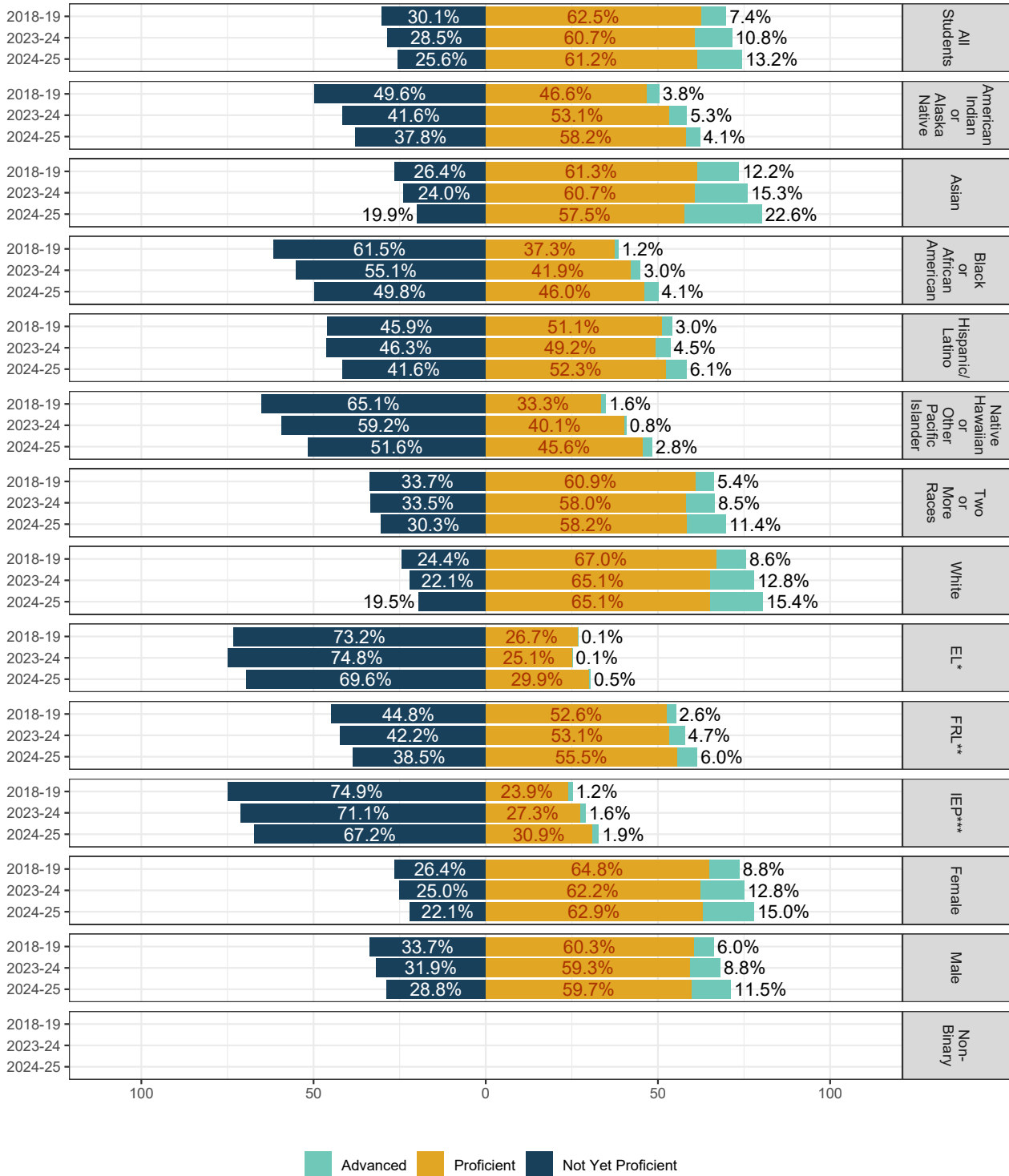
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics. Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

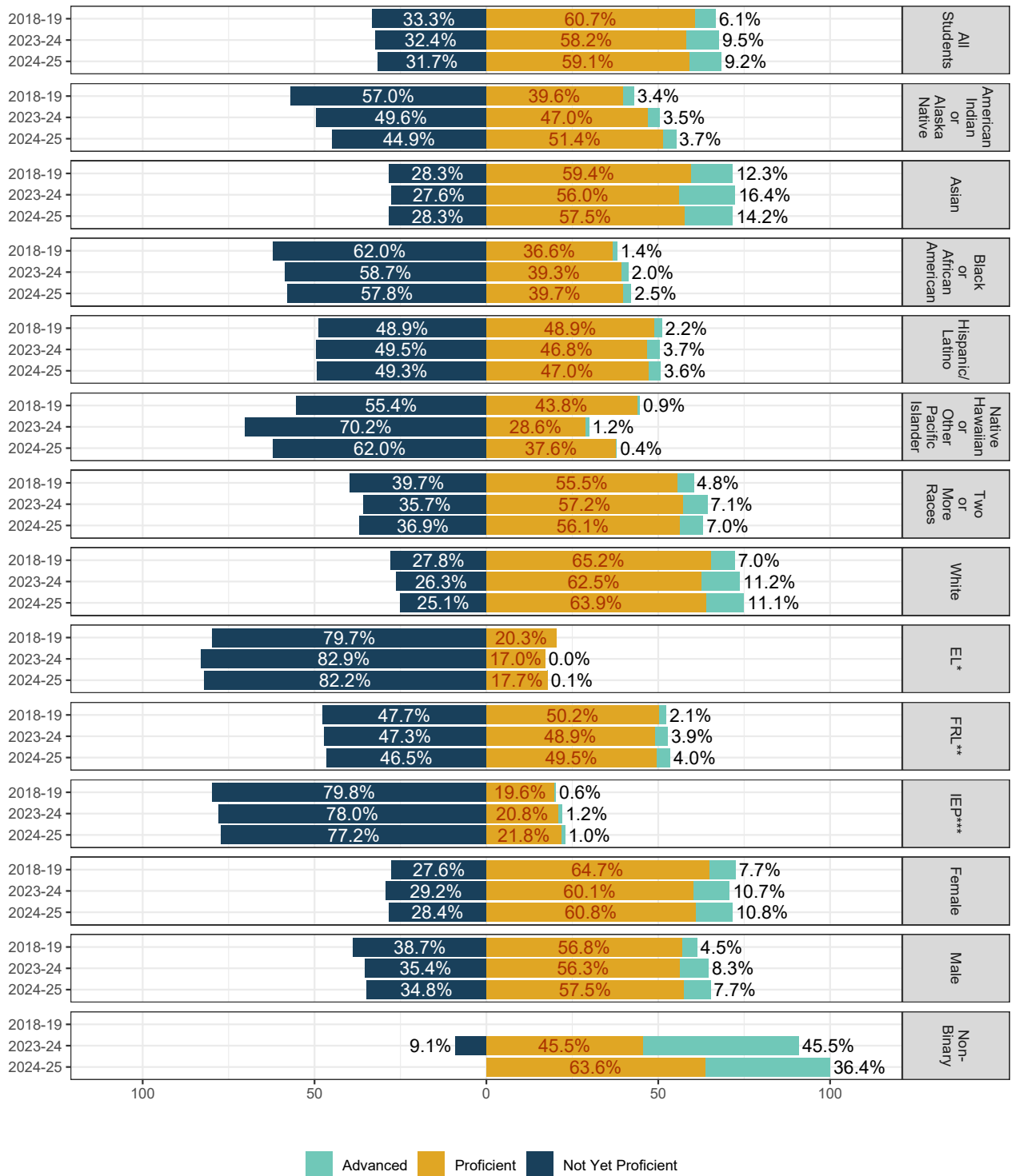
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

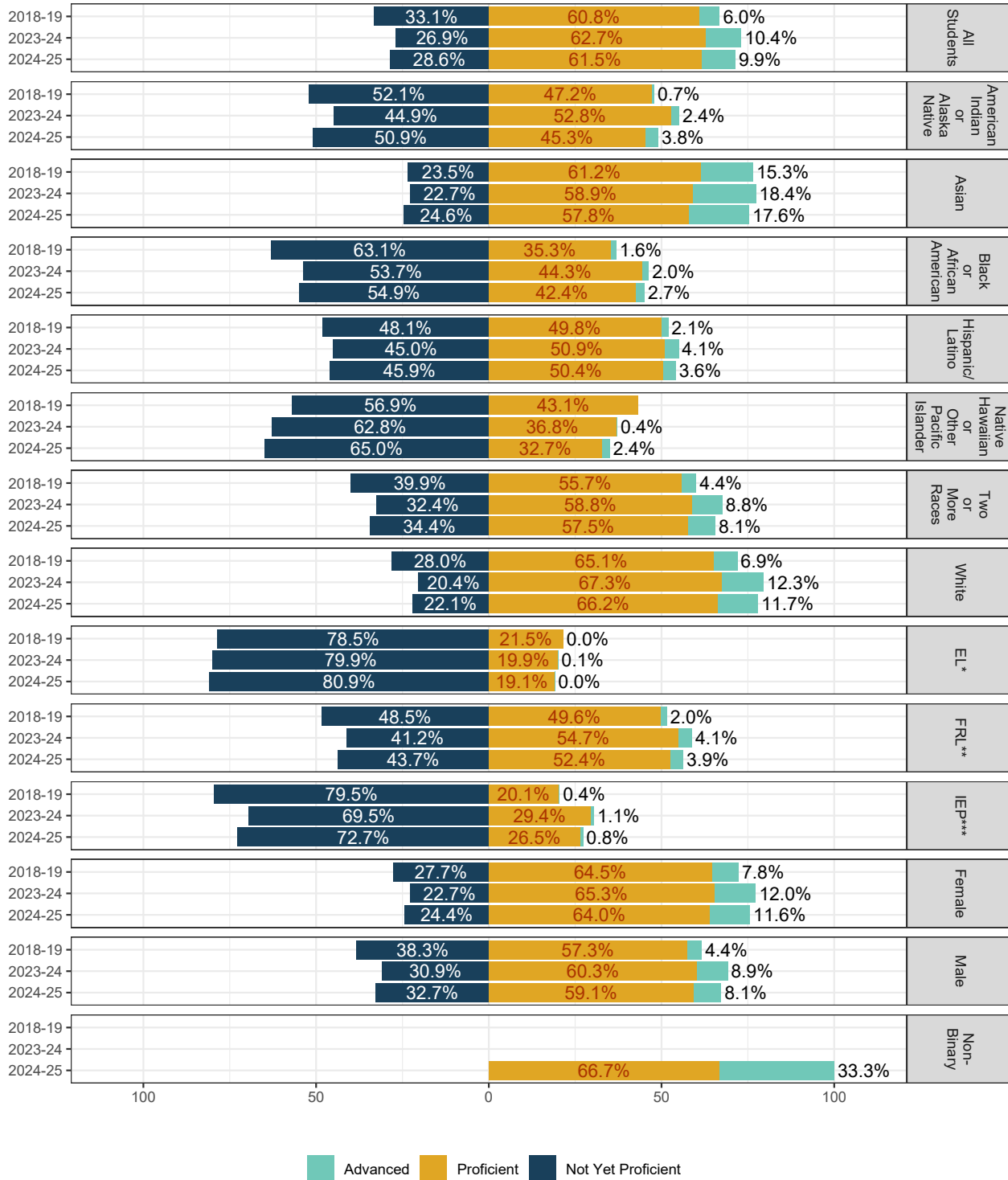
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics. Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

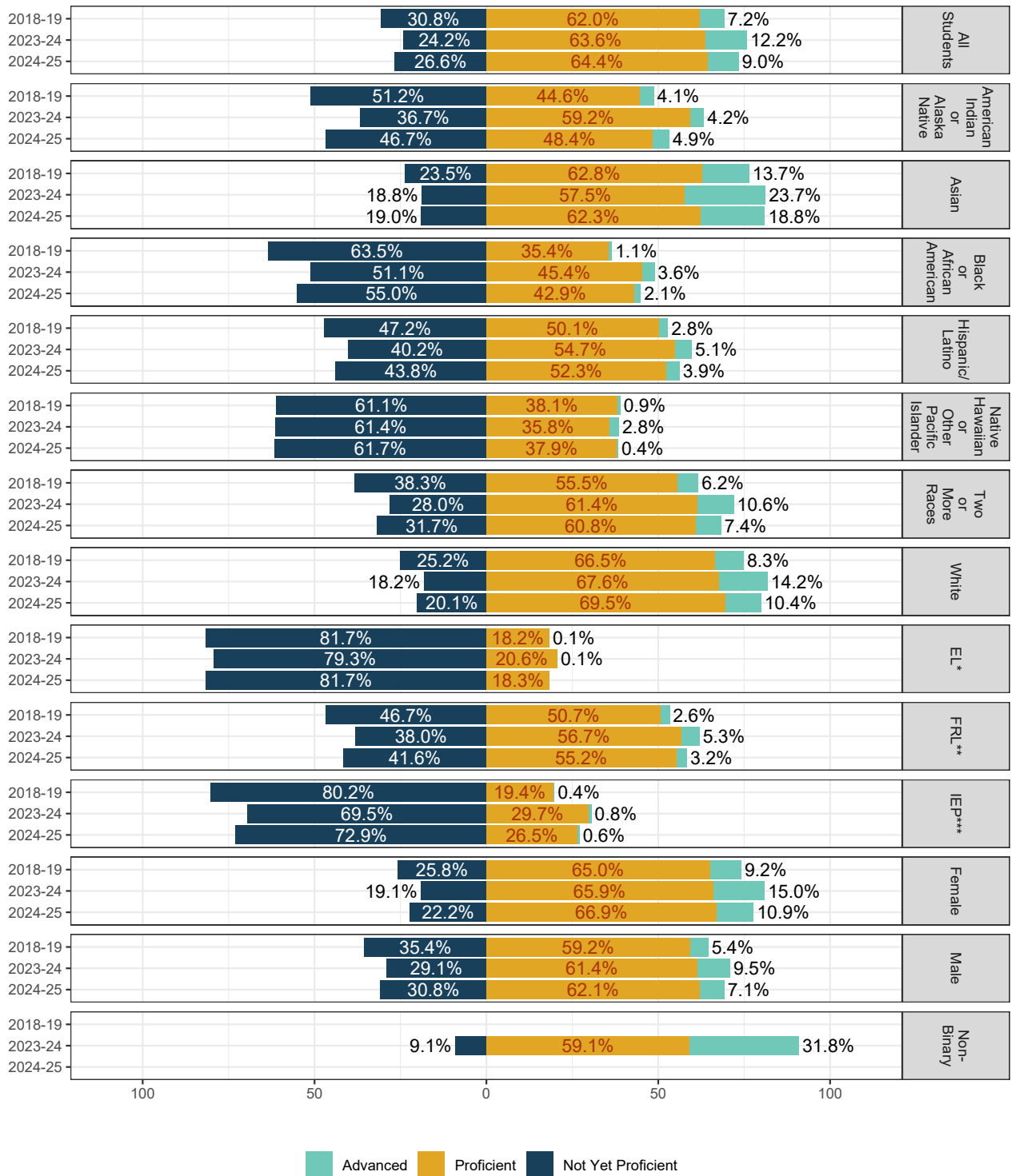
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

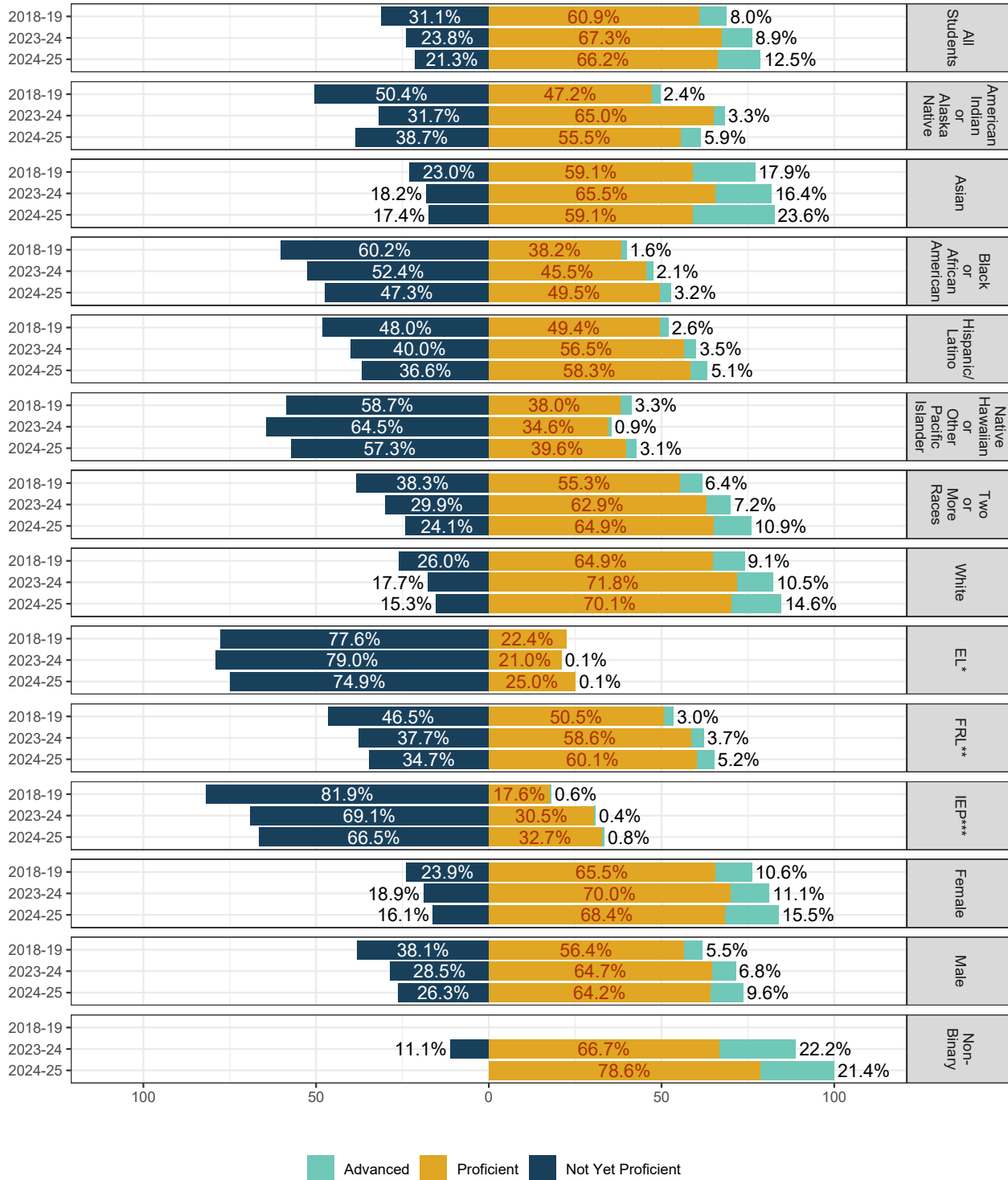
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics. Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

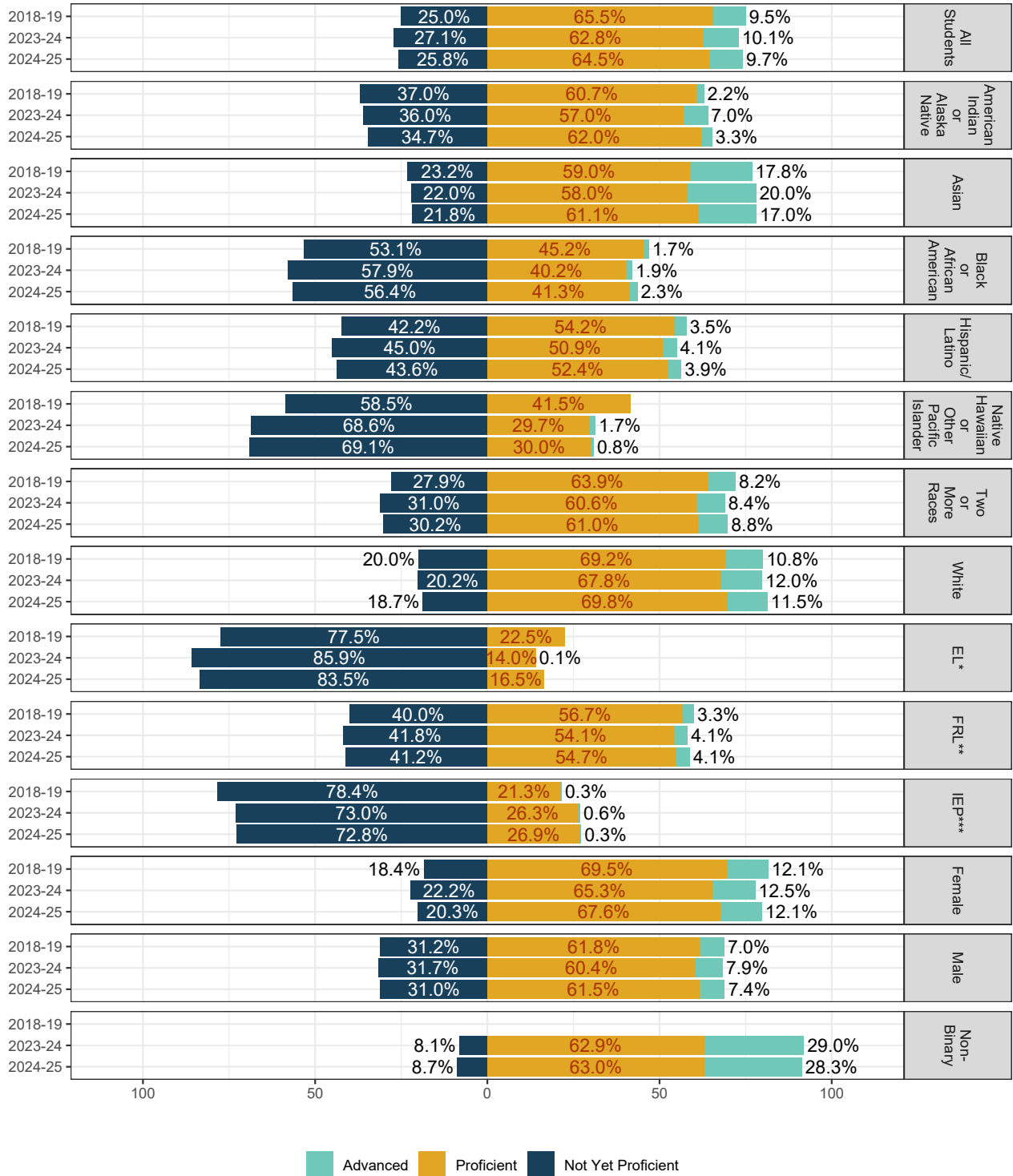
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

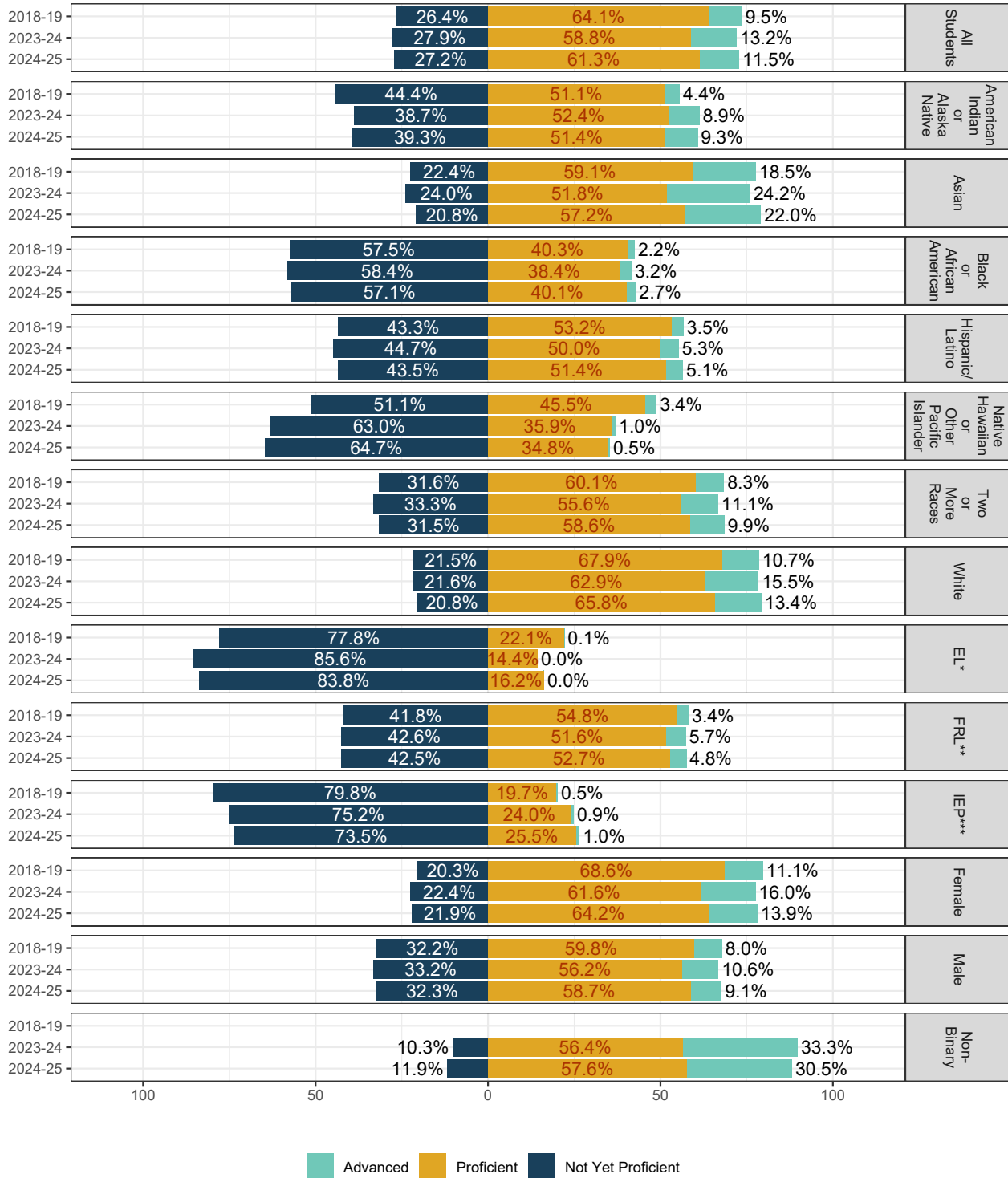
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics. Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

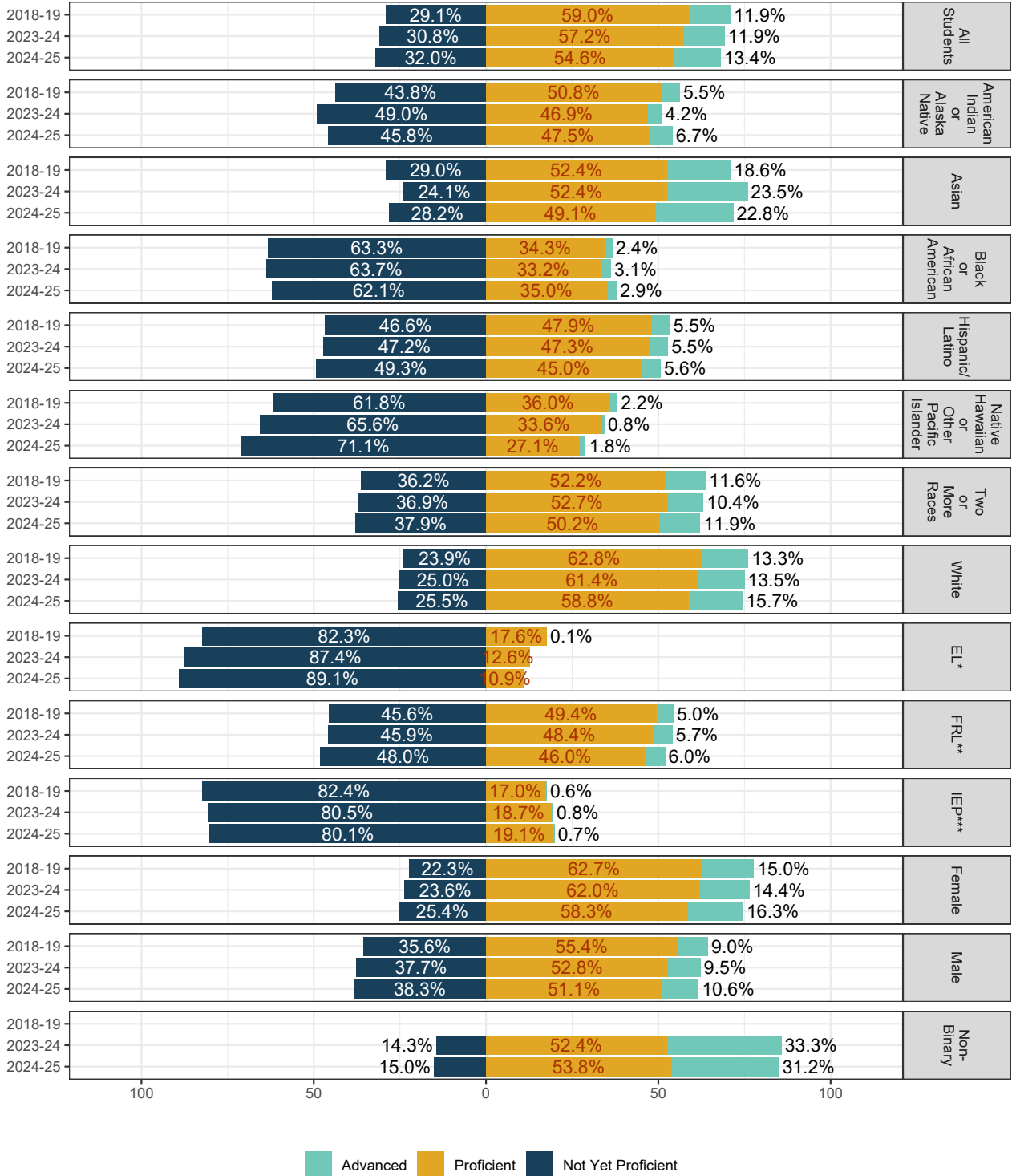
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

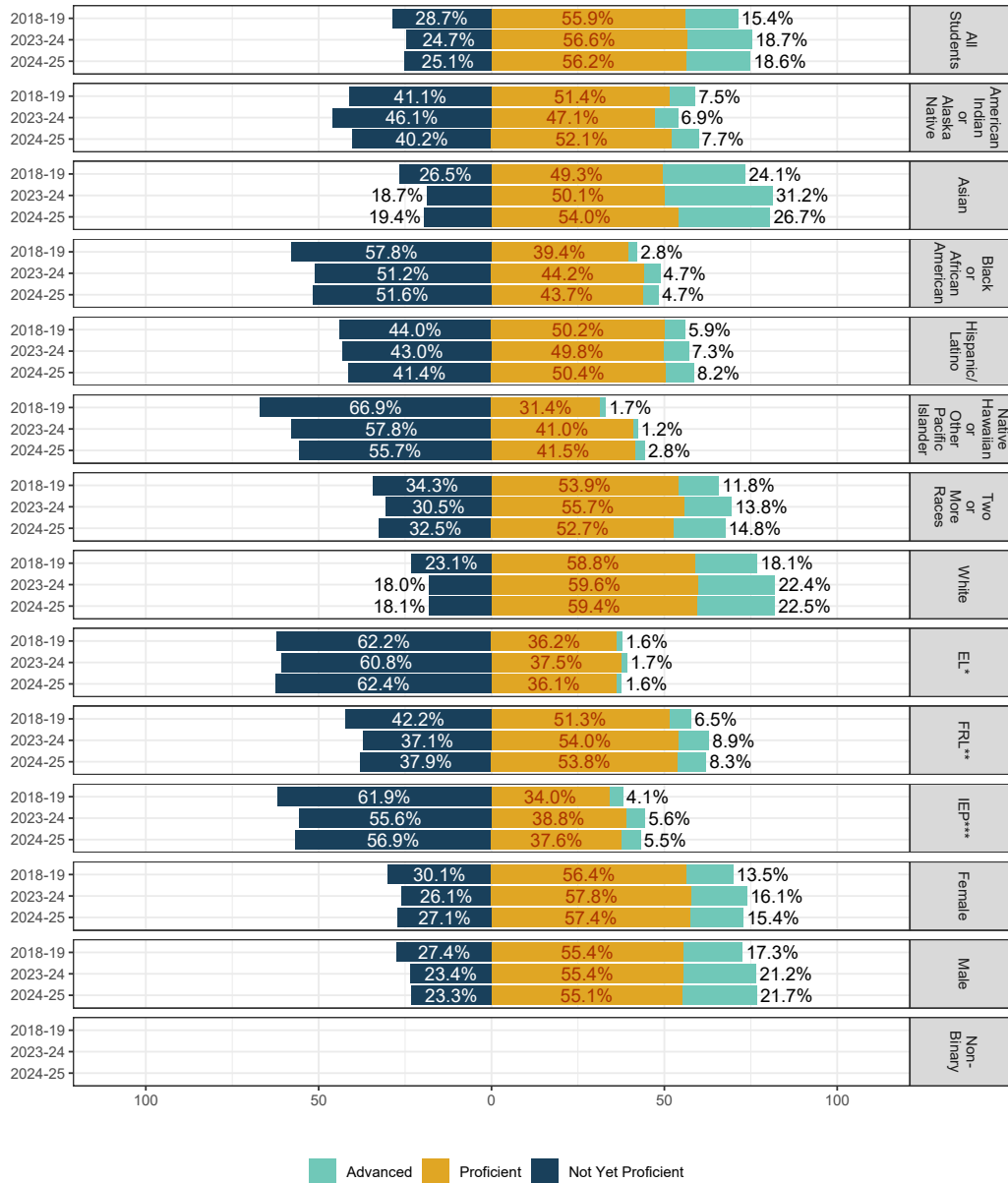
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics. Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

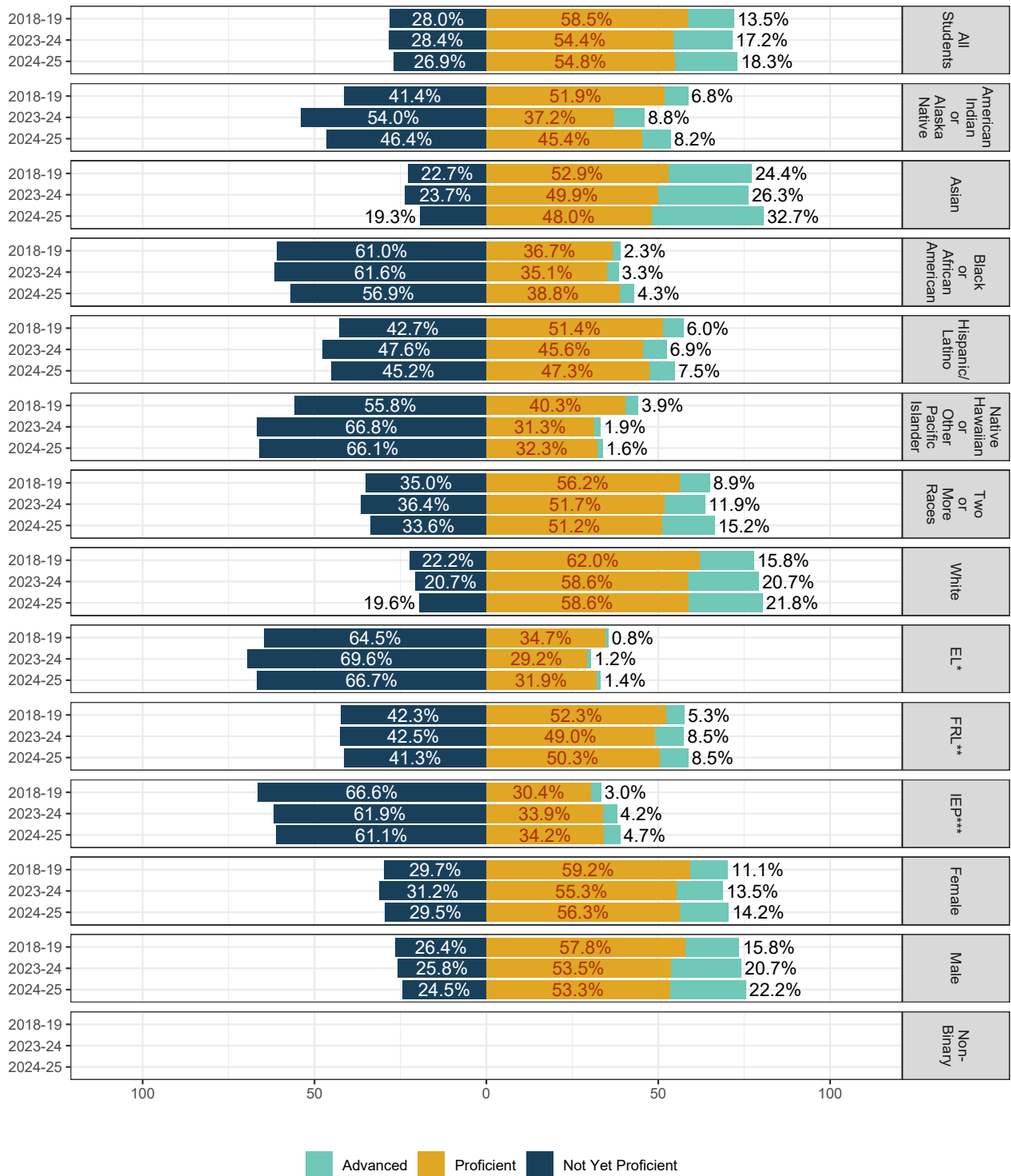
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

Figure 1-11: Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

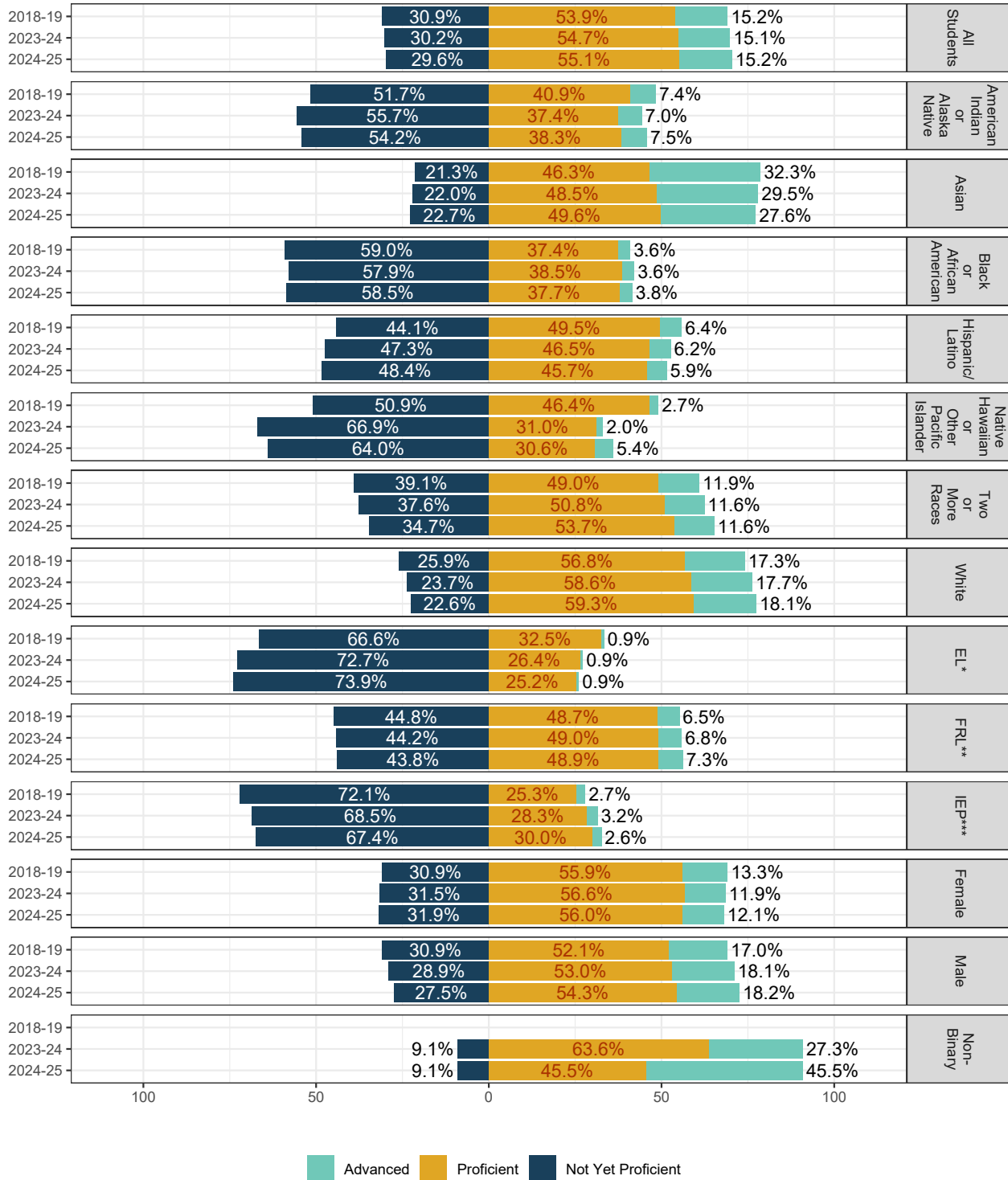
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

Figure 1-12: Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

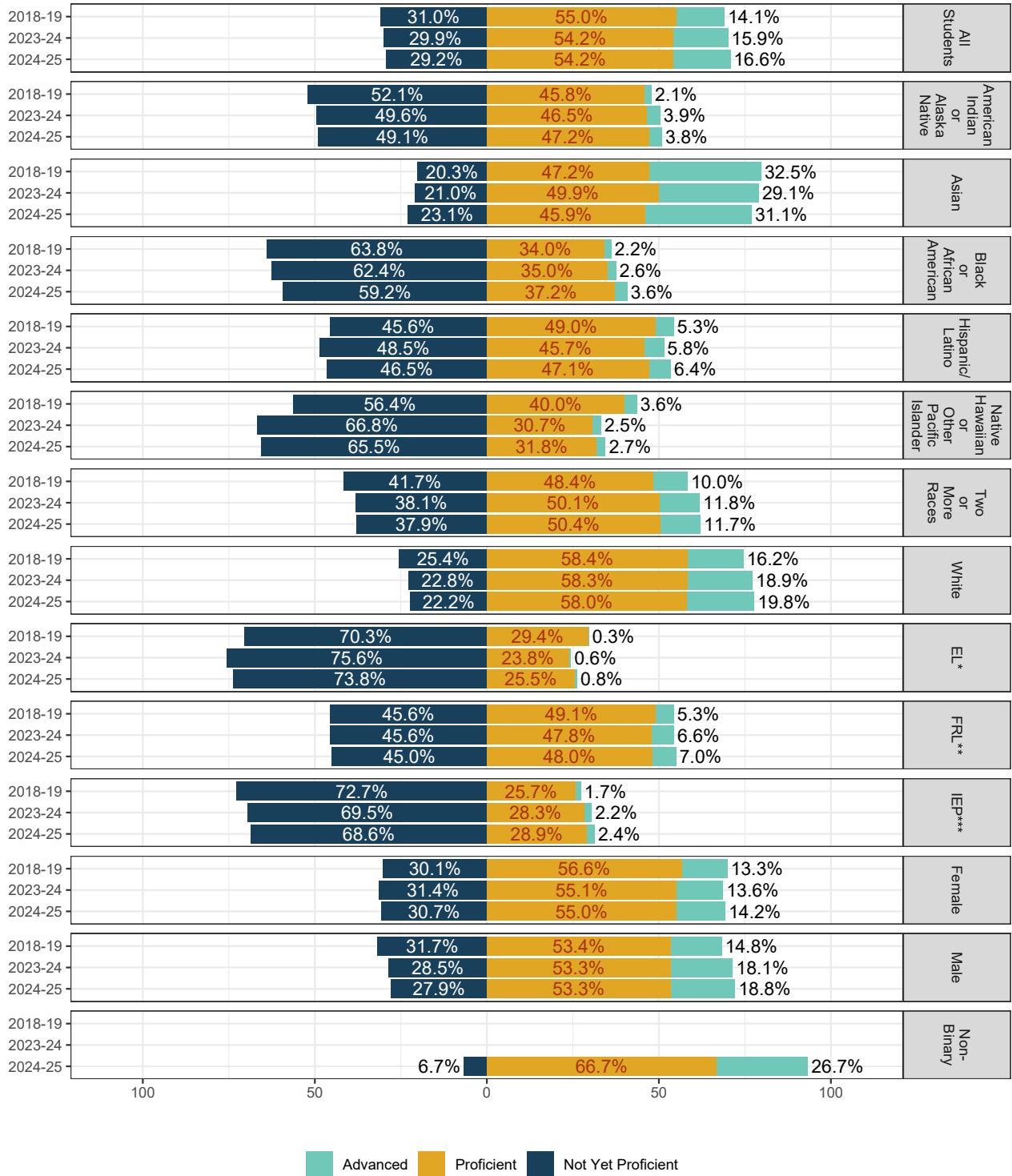
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

Figure 1-13: Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

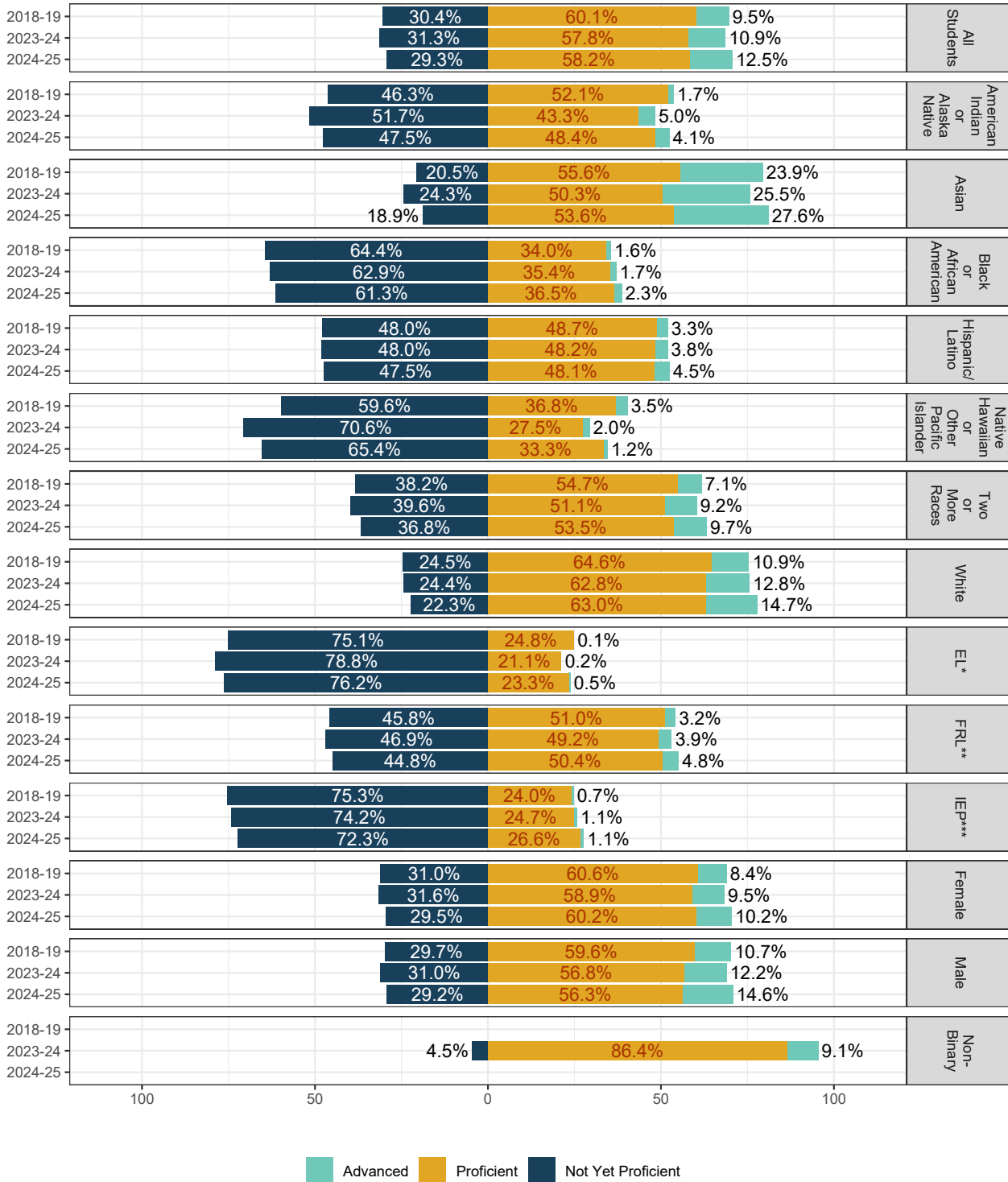
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

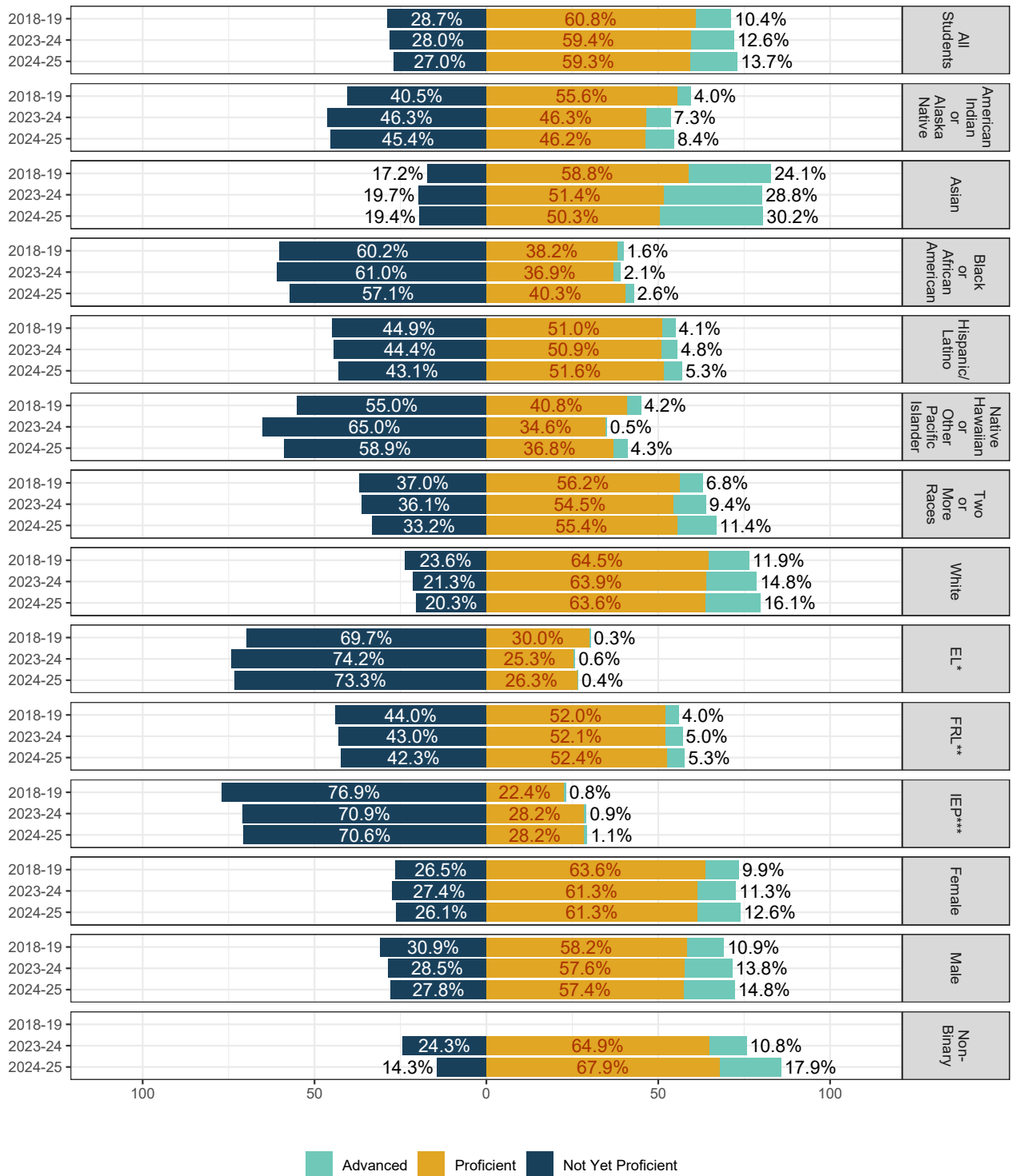
***IEP - Students with an individualized education program

Figure 1-14: Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.
 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

Figure 1-15: Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

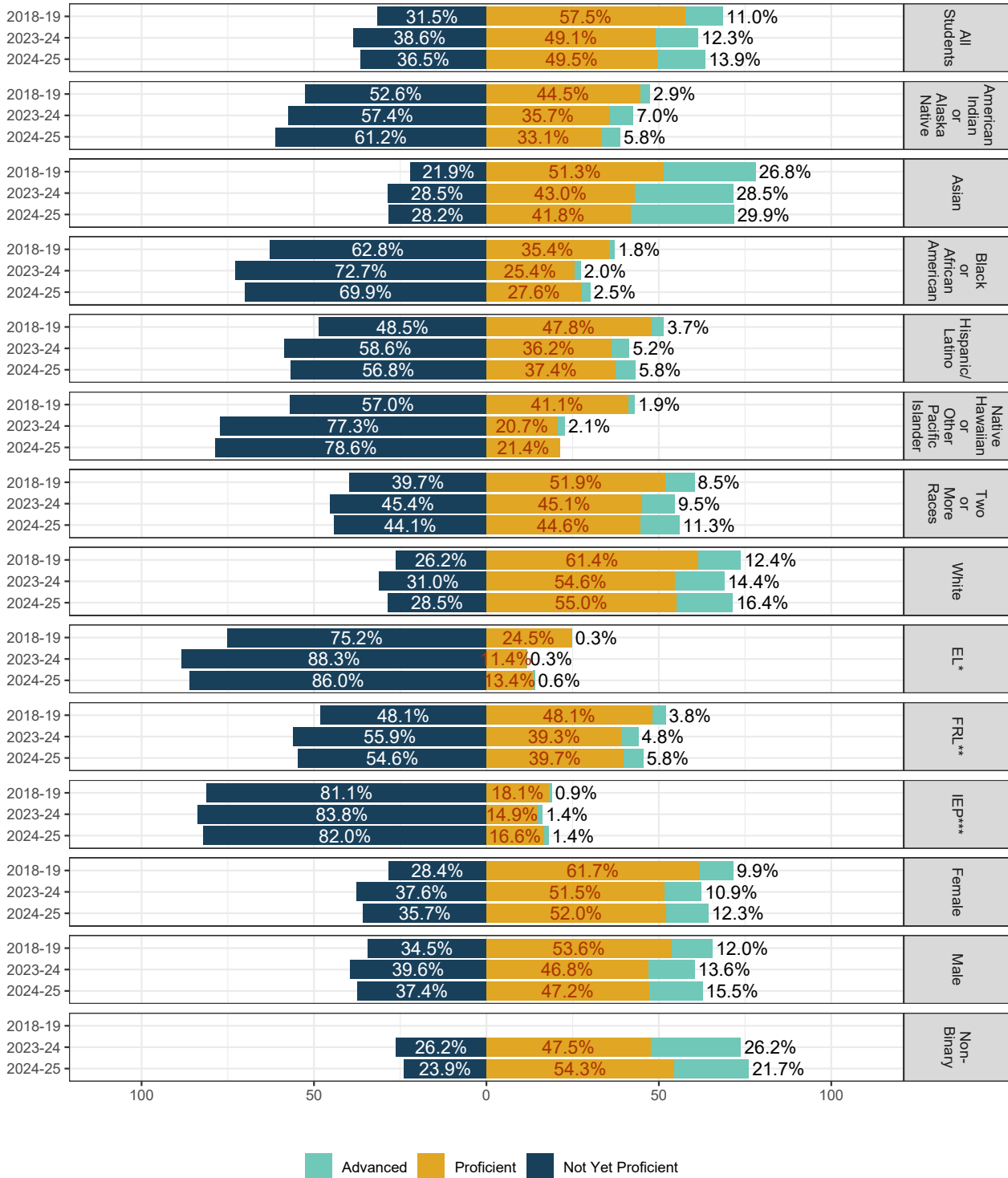
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

Figure 1-16: Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

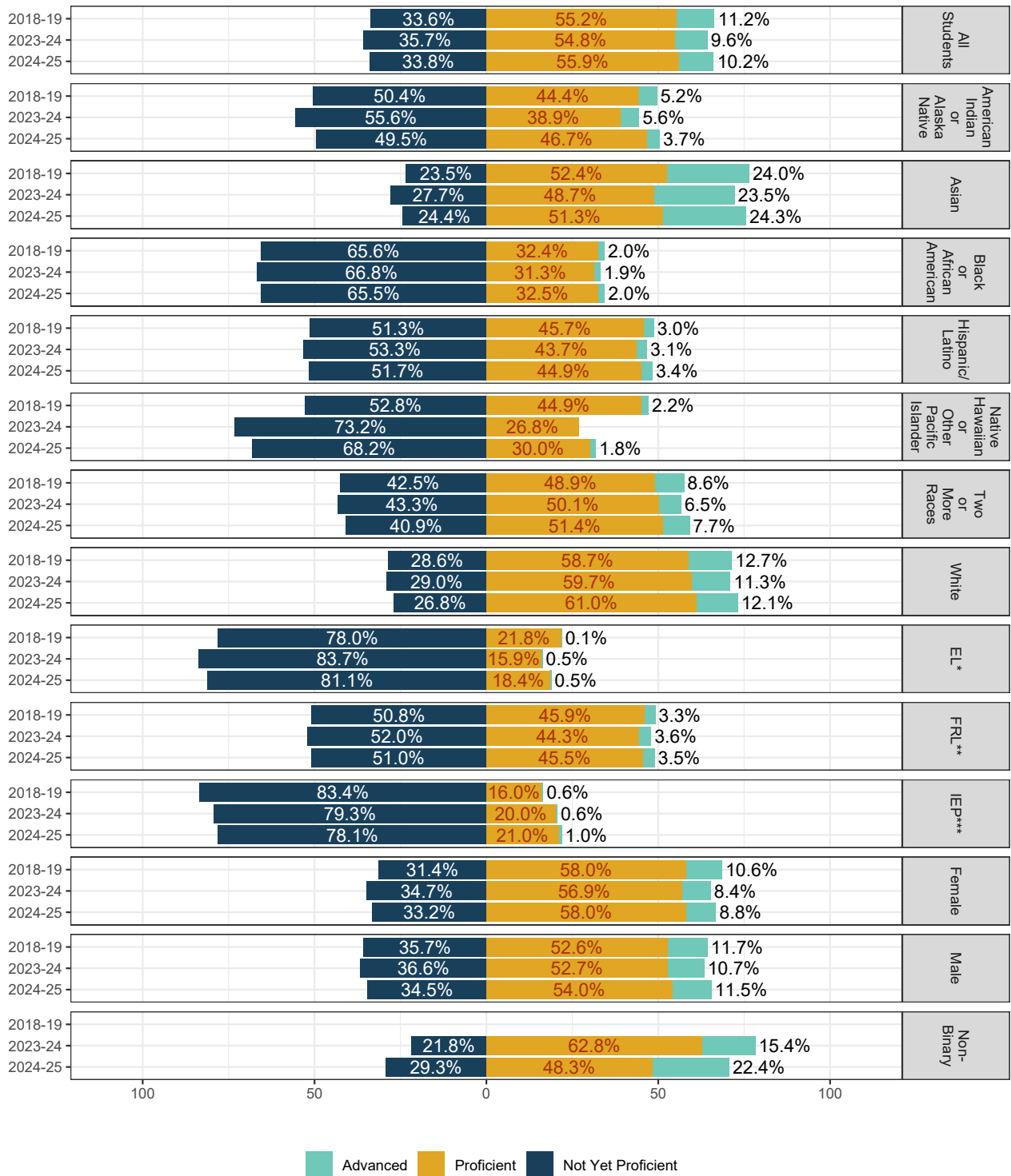
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

Figure 1-17: Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

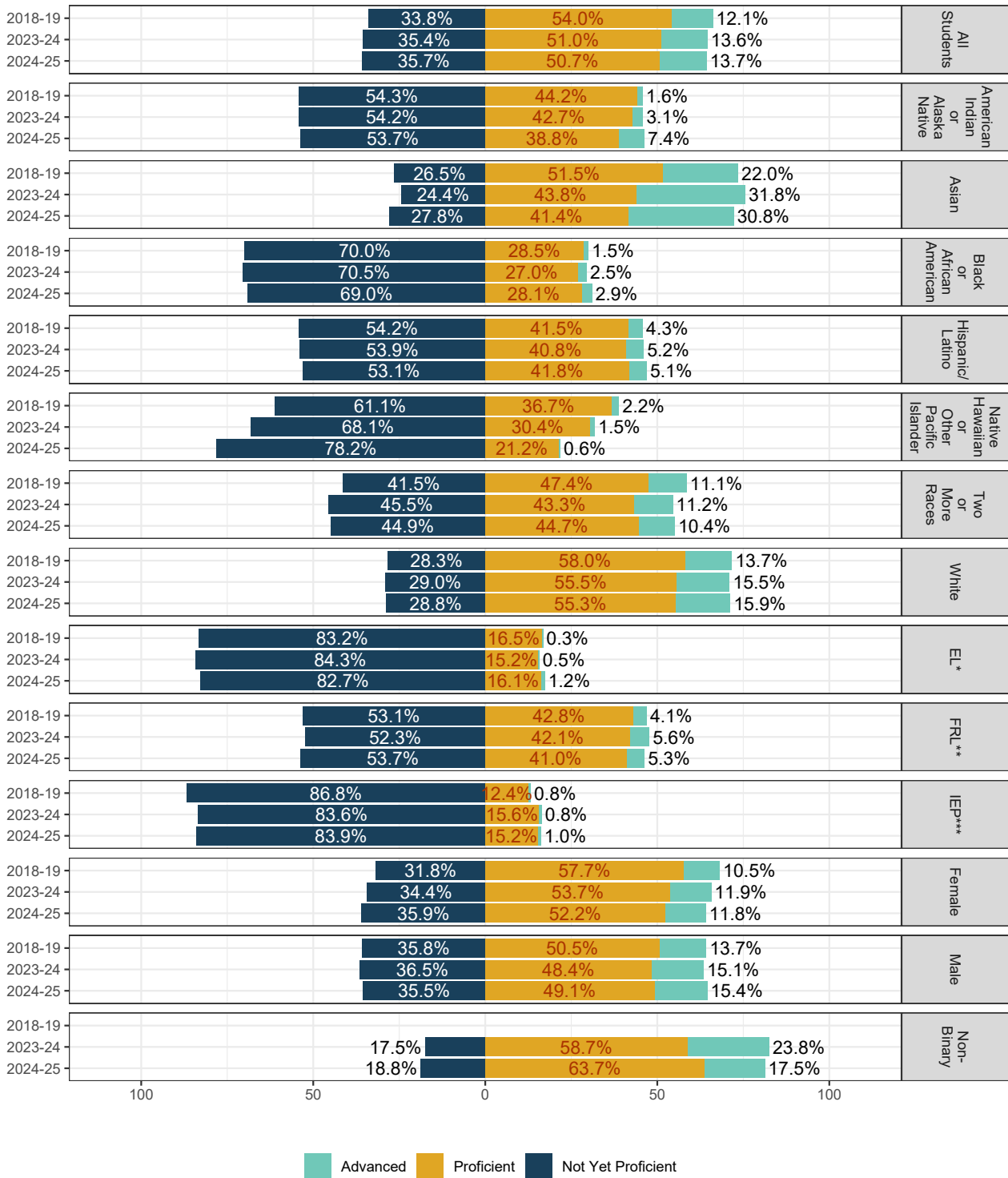
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

Figure 1-18: Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-19, 2023-24 to 2024-25

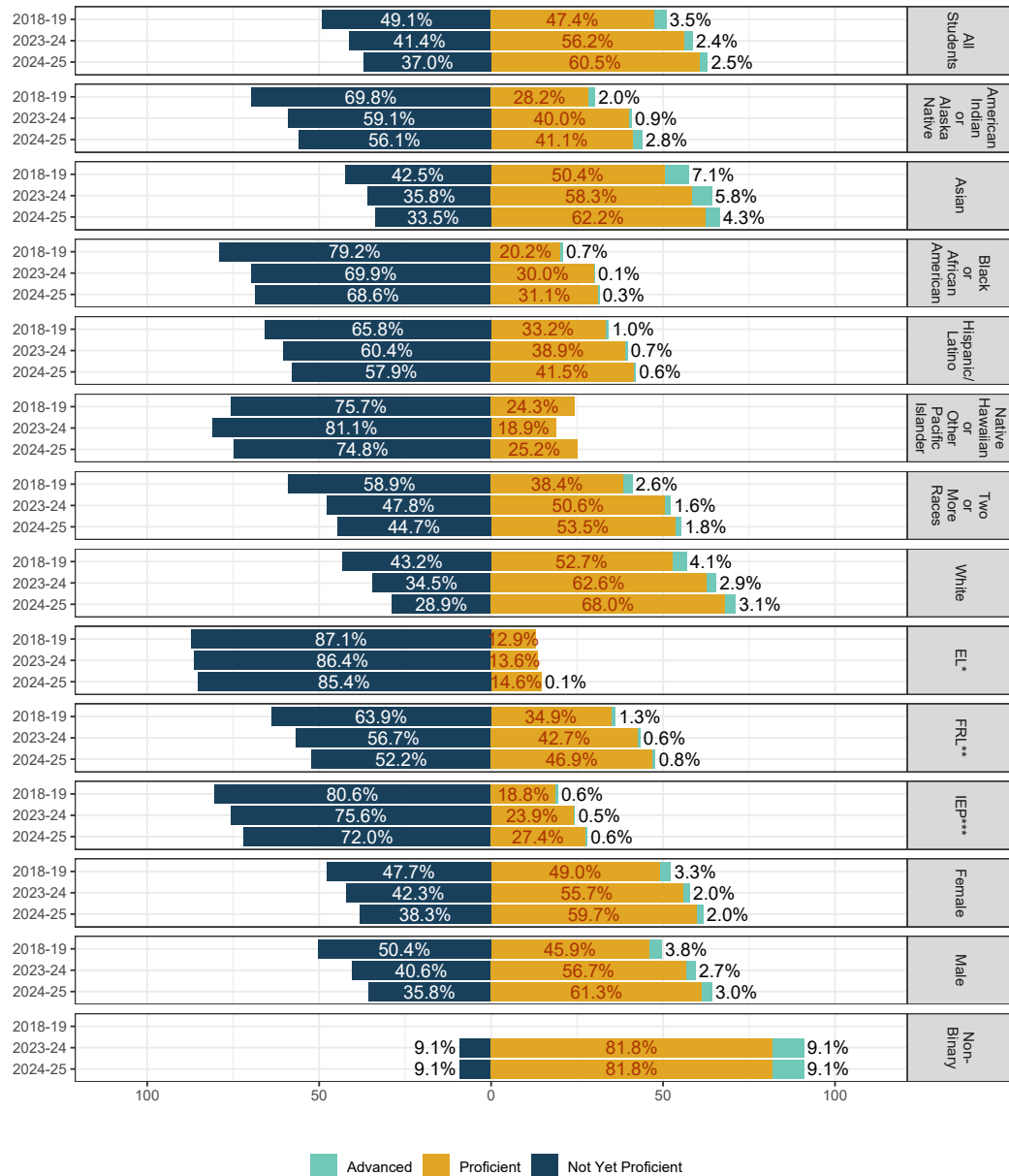


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.
 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

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, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

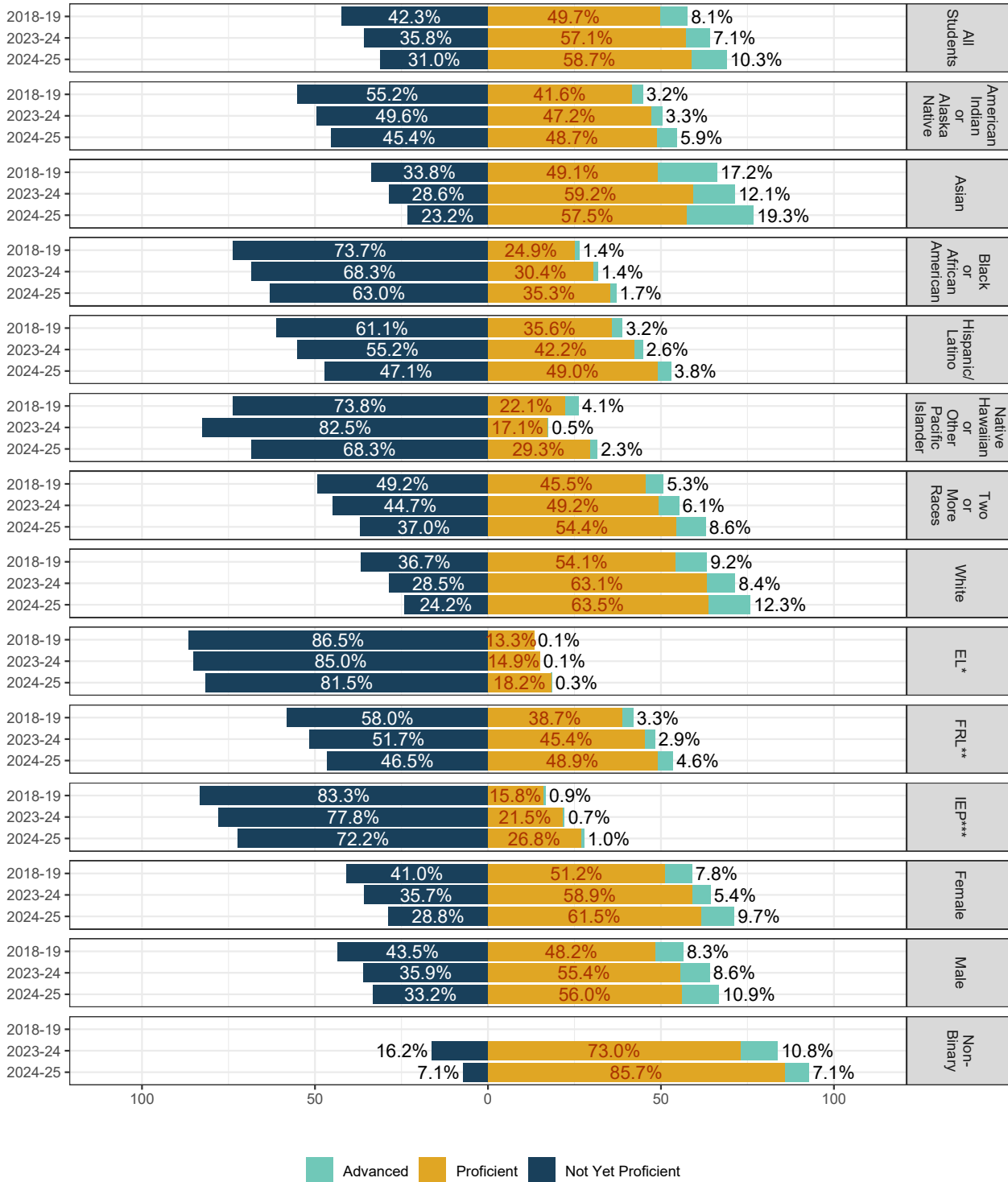
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

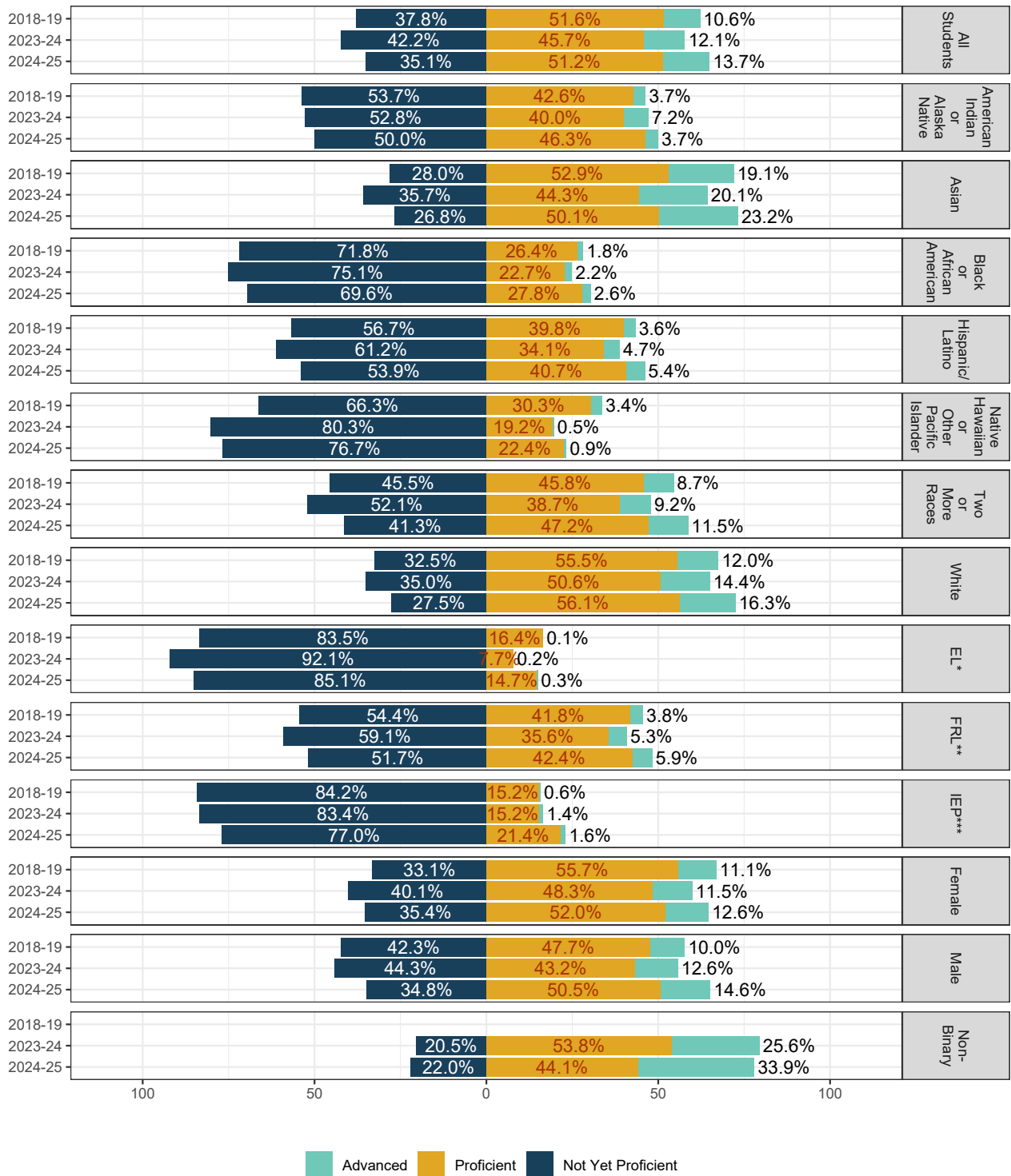
***IEP - Students with an individualized education program

Figure 1-20: Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.
 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

Figure 1-21: Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-19, 2023-24 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

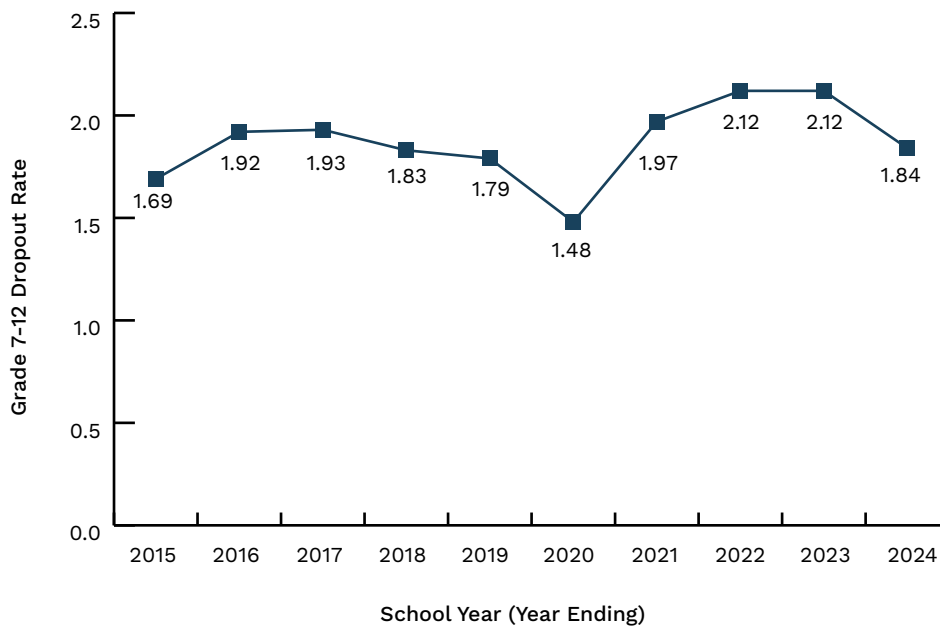
**FRL - Students eligible for free- or reduced-price meals

***IEP - Students with an individualized education program

Dropouts

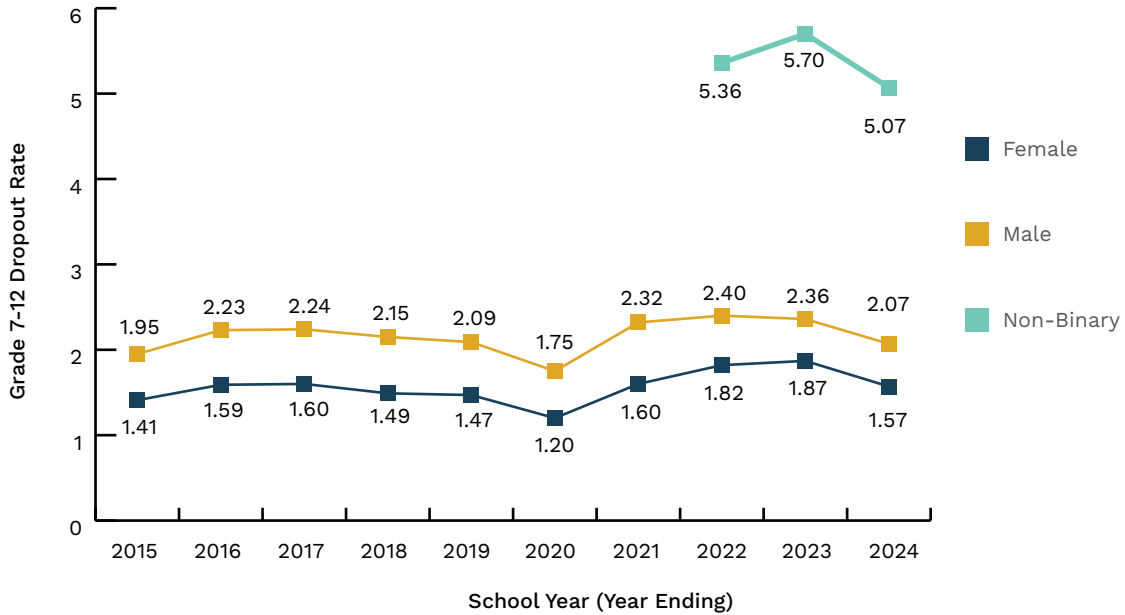
Indicator: Percentage of seventh- through twelfth-grade public school students considered as dropouts, reported for all students, by gender and by race/ethnicity. See the Dropouts section of this chapter for more information about how dropouts are defined.

Figure 1-22: Iowa Public School Grades 7-12 Dropout Rates, 2014-15 to 2023-24



Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

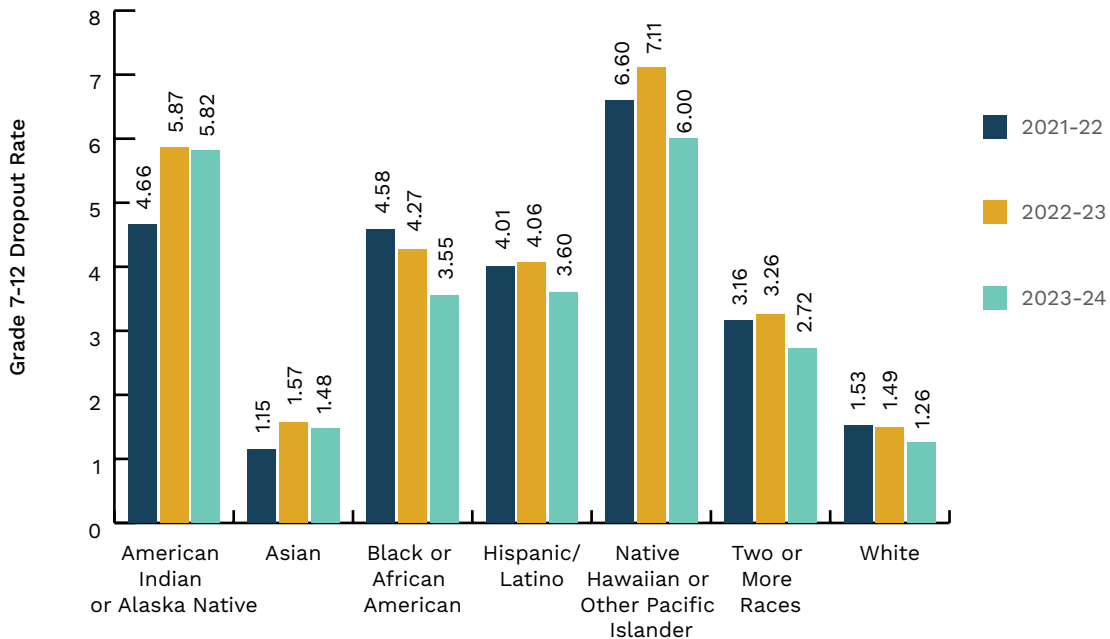
Figure 1-23: Iowa Public School Grades 7-12 Dropout Rates by Gender, 2014-15 to 2023-24



Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

Note: Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Figure 1-24: Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity, 2021-22 to 2023-24

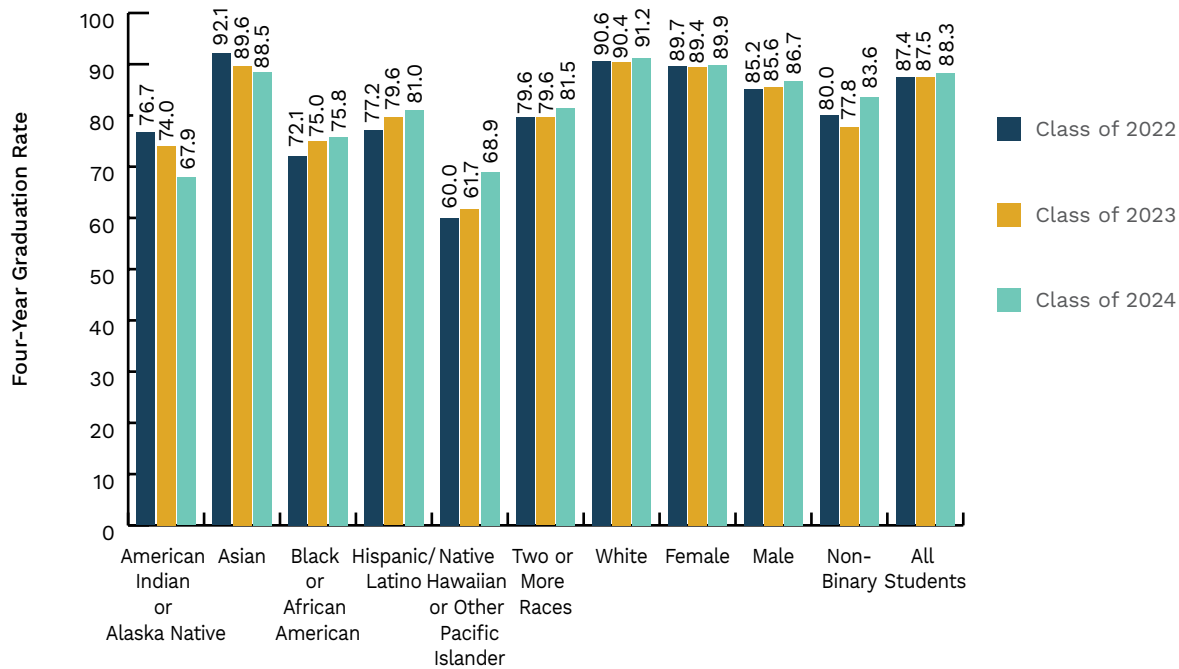


Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

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 2022 to 2024



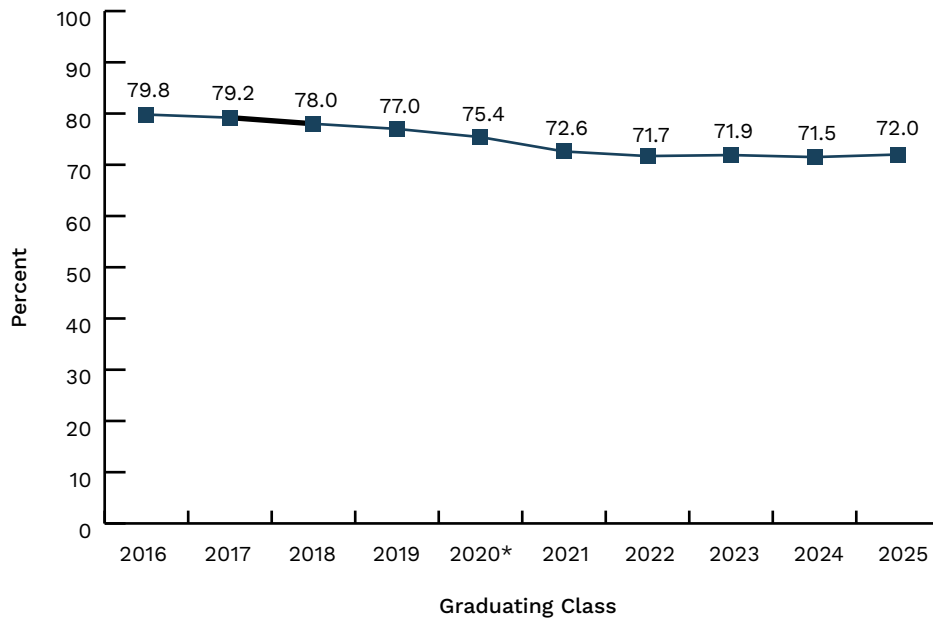
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

Note: Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

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 2016 to 2025



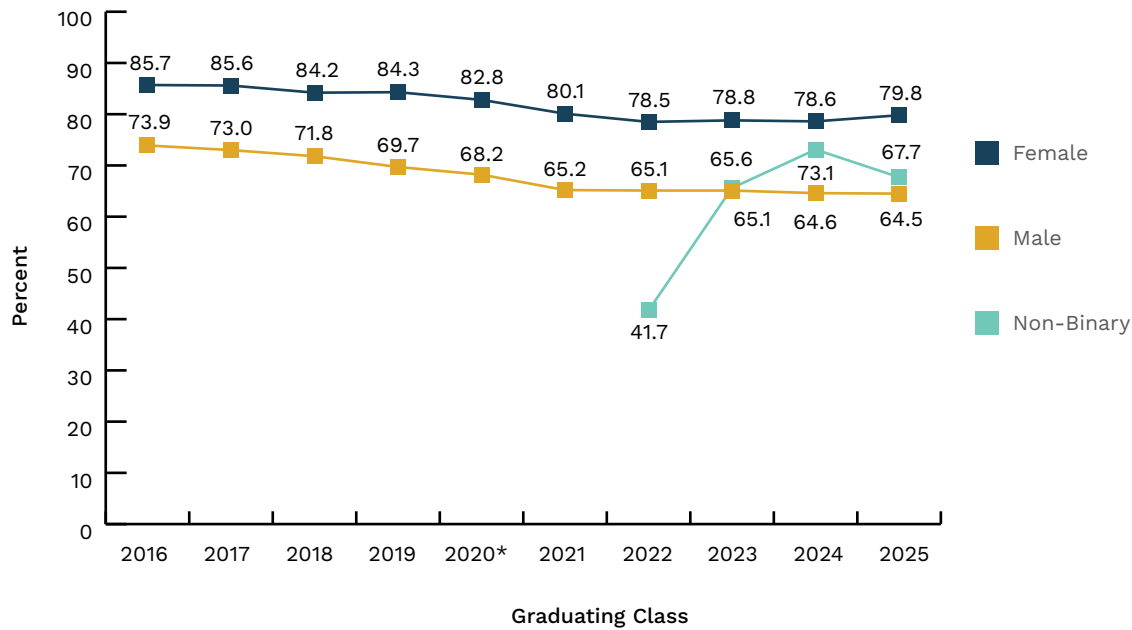
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

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 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, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.

Figure Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender, Graduating Classes 2016 to 2025



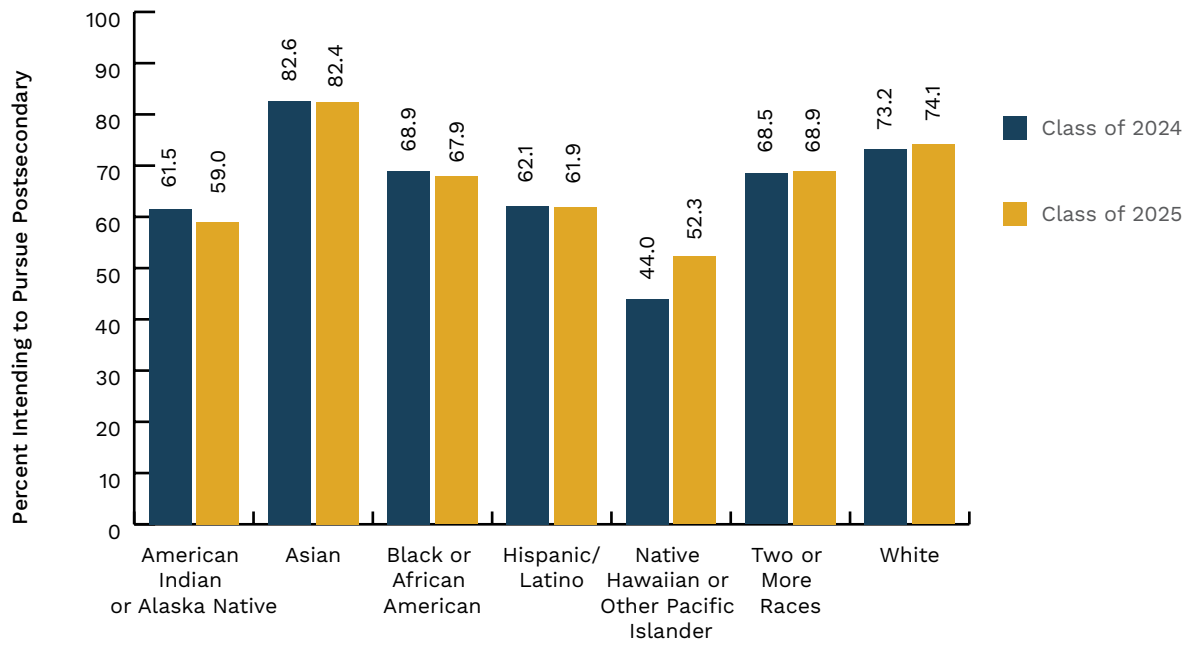
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

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 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.

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Figure 1-28: Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity, Graduating Classes of 2024 and 2025



Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

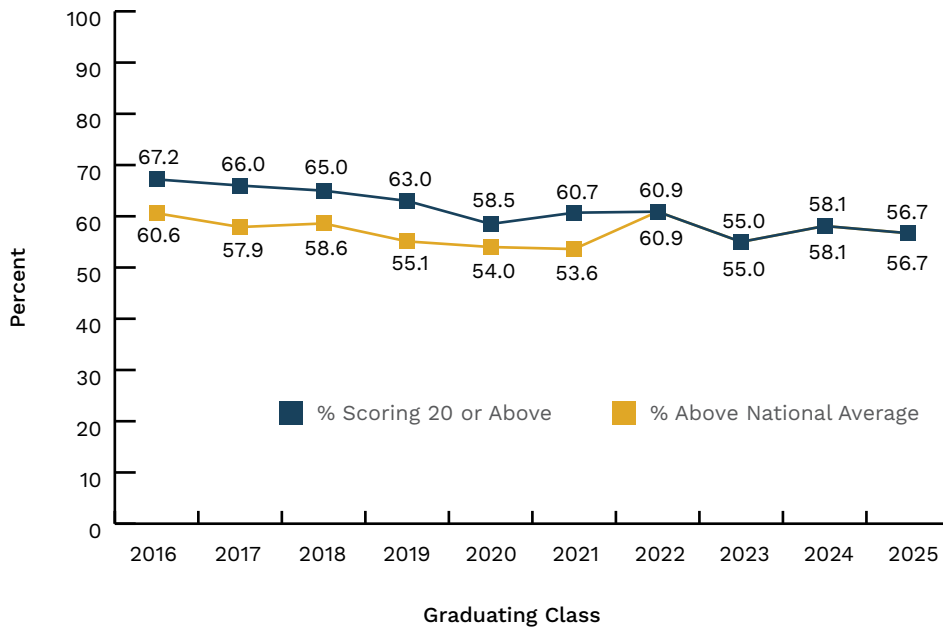
Note: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

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

Probable Postsecondary Success

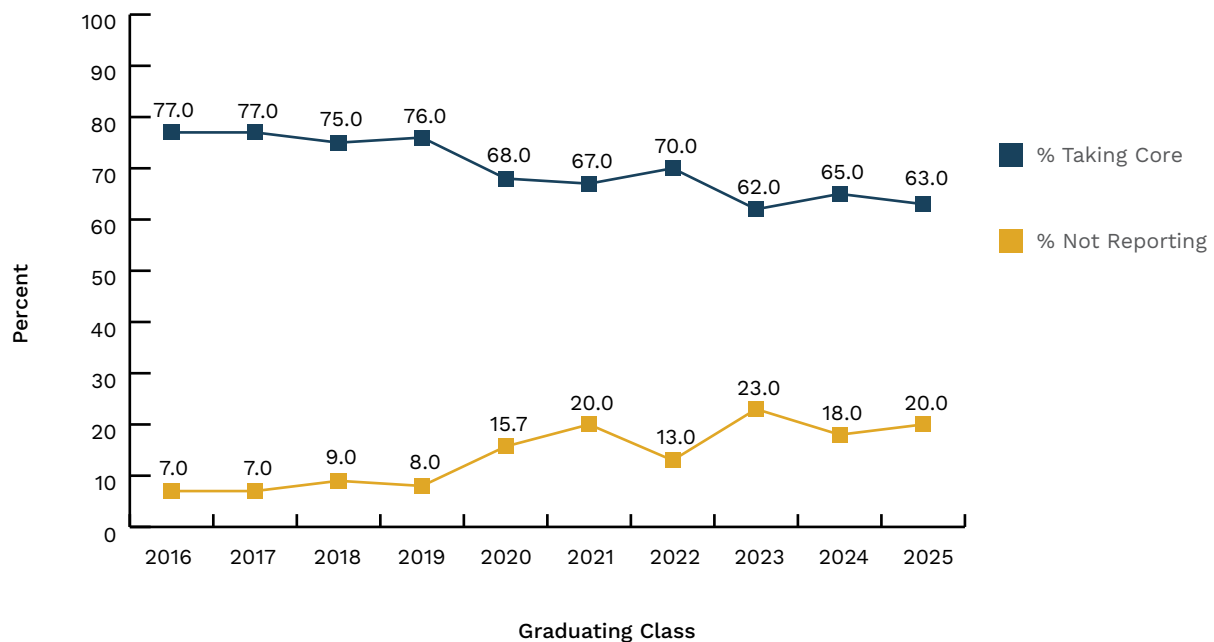
Indicator: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.

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 2016 to 2025



Source: ACT, Inc., U.S. High School Graduating Class Data.

Figure 1-30: Percent of Iowa ACT Participants Completing Core High School Program, Graduating Classes of 2016 to 2025



Source: ACT, Inc., U.S. High School Graduating Class Data.

STUDENT PERFORMANCE BY TESTS AND AREAS

National Assessment of Educational Progress

NAEP is the only continuing, 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 the assessment of all students by providing English learners and students with disabilities 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

| Subject | Grade | Year | Average Scale Score | | Achievement Level Iowa Percent At or Above | | |
|-------------------------------|-------|-------|---------------------|----------|---|------------|----------|
| | | | 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 |

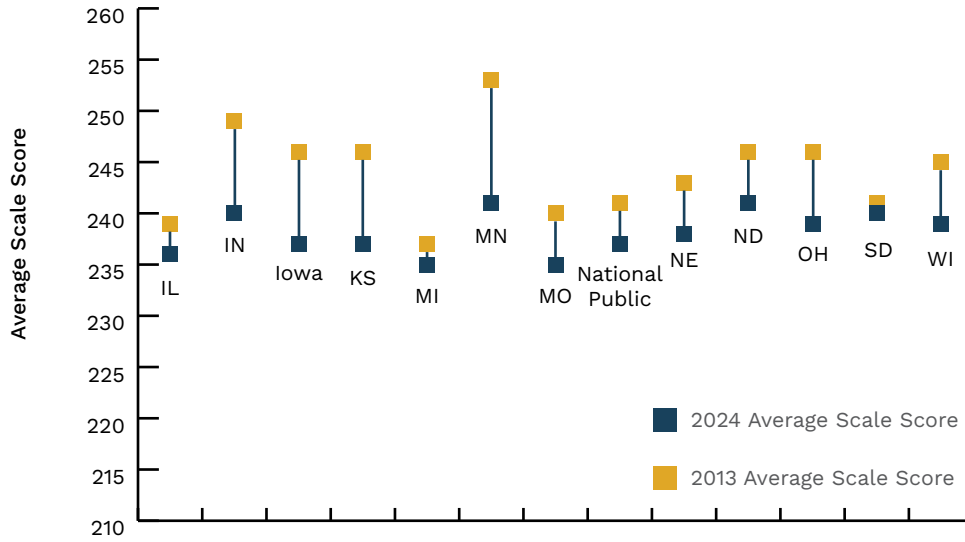
Table 1-4: Average NAEP Scale Scores by Year for Public Schools Grades 4, 8 and 12
Continued

| | | | Average Scale Score | | Achievement Level lowa Percent At or Above | | |
|----------------|-------|-------|---------------------|----------|---|------------|----------|
| Subject | Grade | Year | 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 | 8 | 2024 | 261 | 257 | 72 | 31 | 3 |
| (scale: 0-500) | | 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 | 12 | 2013 | 291 | 287 | 80 | 40 | 4 |
| (scale: 0-500) | | 2009 | 291 | 287 | 79 | 39 | 4 |
| Science | 4 | 2015 | 159 | 153 | 83 | 42 | 1 |
| (scale: 0-300) | | 2009 | 157 | 149 | 80 | 41 | 1 |
| Science | 8 | 2015 | 159 | 153 | 75 | 38 | 1 |
| (scale: 0-300) | | 2011 | 157 | 151 | 73 | 35 | 1 |
| | | 2009 | 156 | 149 | 72 | 35 | 1 |
| Writing | 4 | 2002 | 155 | 153 | 89 | 27 | 1 |
| (scale: 0-300) | 8 | 2007 | 155 | 154 | 88 | 32 | 1 |

Source: 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.

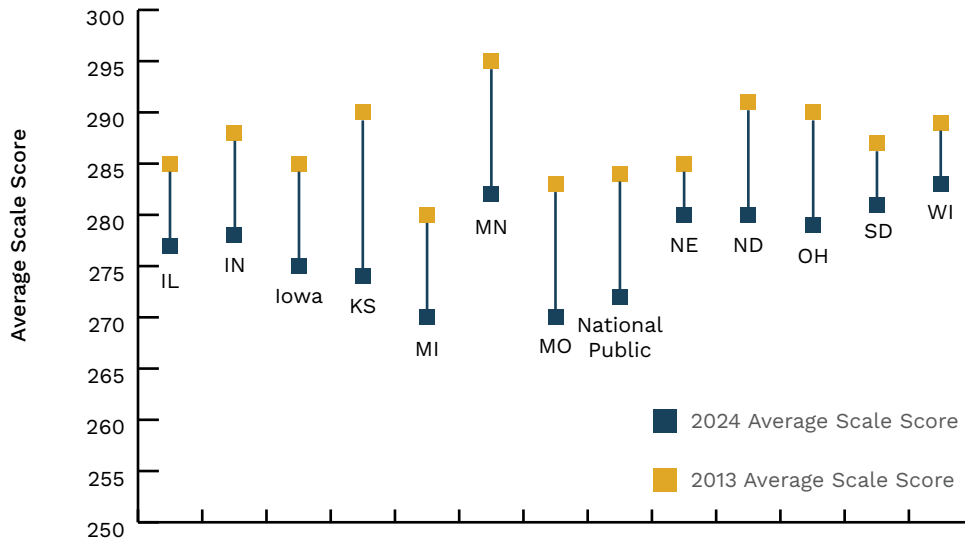
The following figures show the average scale score change on the NAEP among Midwest states between 2013 and 2024. Iowa's average scale scores in 2024 in eighth-grade math and reading were statistically higher than the national averages in public schools, while fourth-grade math and reading were not statistically different than the national averages.

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



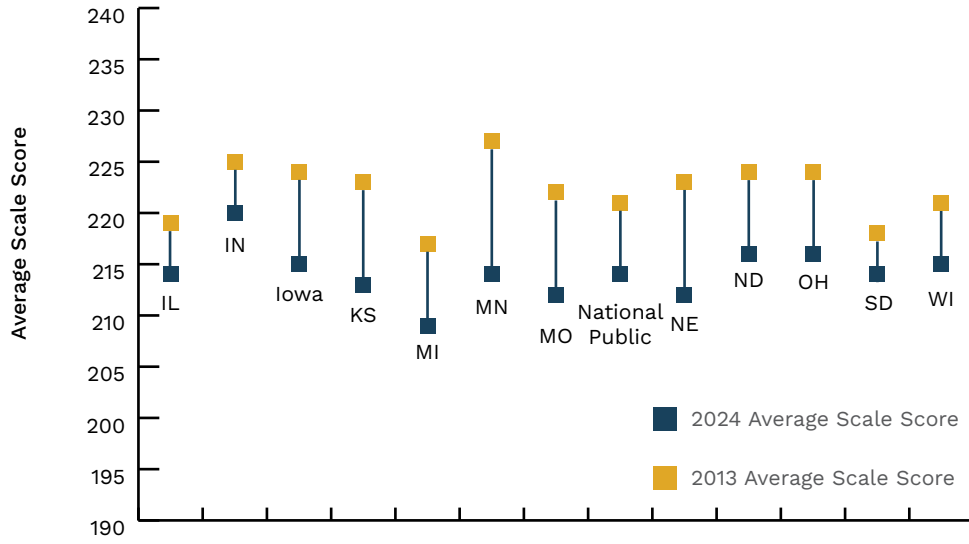
Source: National Center for Education Statistics, NAEP Data Explorer.

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



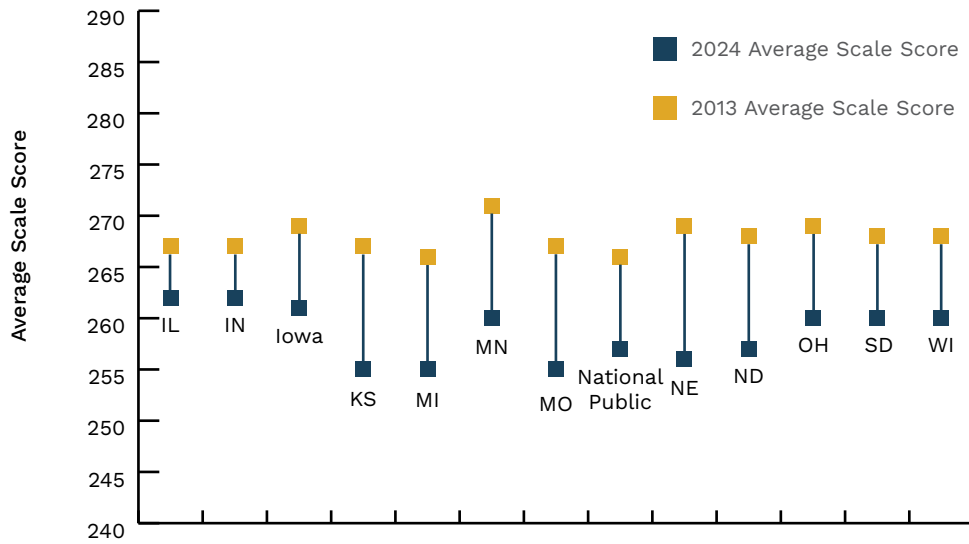
Source: National Center for Education Statistics, NAEP Data Explorer.

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



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

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



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

ACT

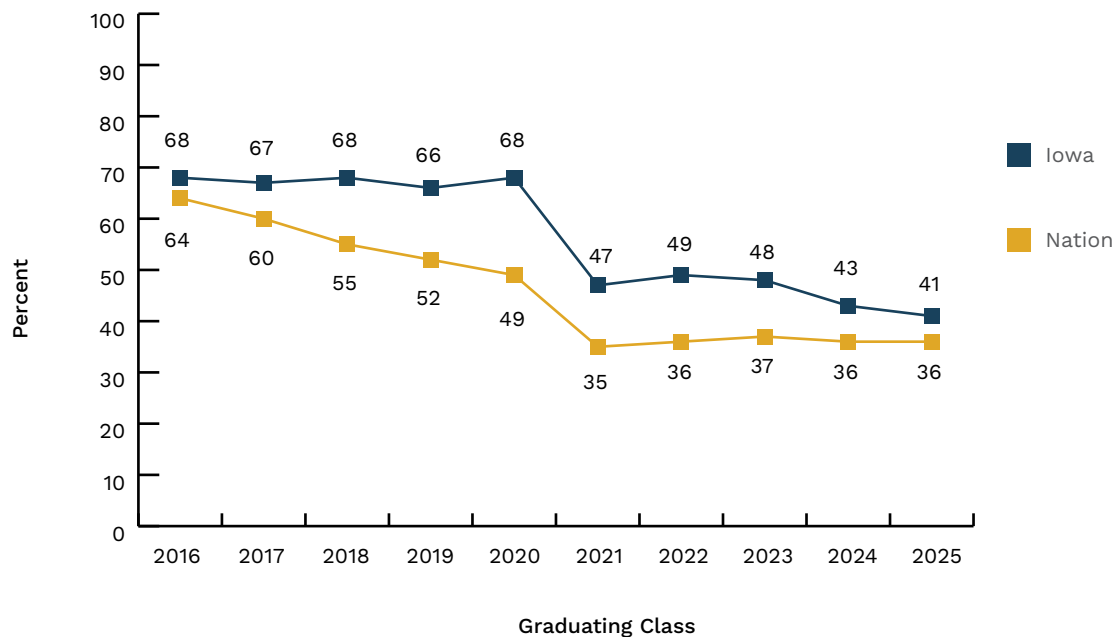
ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading and 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 2025, 41% of Iowa high school graduates participated in the ACT, a decrease from the class of 2024 (43%) 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. The gap between the two has been narrowing since the class of 2022 (Figure 1-35).

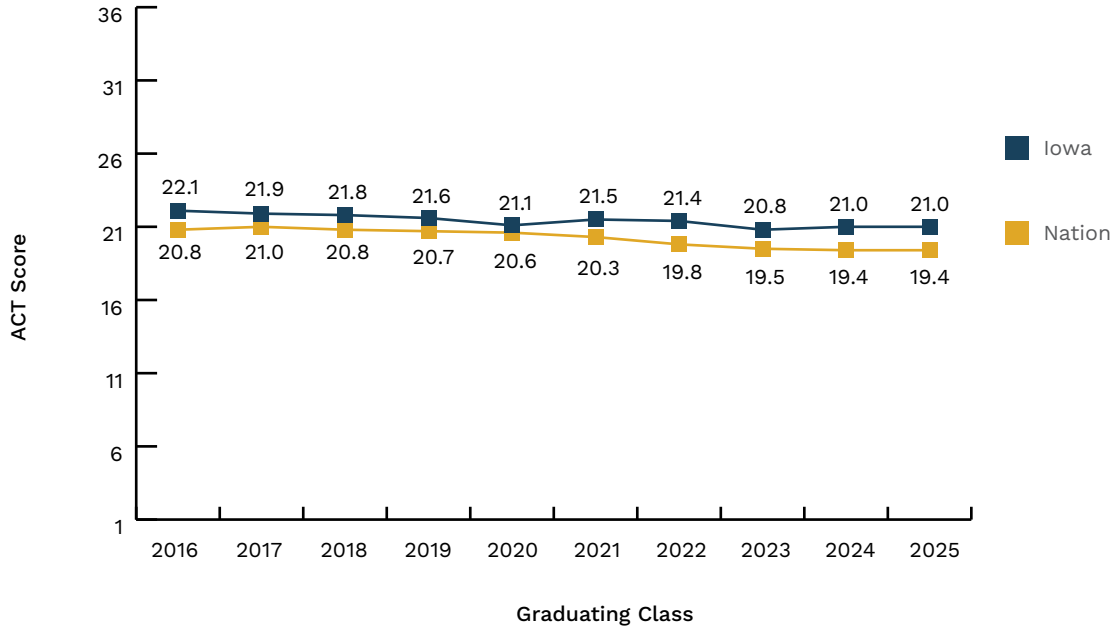
Iowa’s ACT composite score averages have been consistently about one point higher than the national average, although the gap widened slightly after the pandemic because Iowa had a smaller decrease than the national average (Figure 1-36). Table 1-5 shows a comparison of Iowa’s average ACT composite score 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 2016 to 2025 (All Test Takers)



Source: ACT, Inc., U.S. High School Graduating Class Data.

Figure 1-36: Average ACT Composite Scores for Iowa and the Nation, Graduating Classes of 2016 to 2025 (All Test Takers)



Source: ACT, Inc., U.S. High School Graduating Class Data.

Table 1-5: ACT Average Composite Scores for Iowa, the Nation and Midwest States, Graduating Classes of 2023 to 2025 (All Test Takers)

| Nation and State | Class of 2023 | | Class of 2024 | | Class of 2025 | |
|------------------|---------------|--------------------------|---------------|--------------------------|---------------|--------------------------|
| | ACT Composite | Percent Graduates Tested | ACT Composite | Percent Graduates Tested | ACT Composite | Percent Graduates Tested |
| Nation | 19.5 | 37% | 19.4 | 36% | 19.4 | 36% |
| Illinois | 24.5 | 16% | 24.5 | 14% | 23.1 | 16% |
| Indiana | 22.9 | 8% | 23.3 | 7% | 23.5 | 6% |
| Iowa | 20.8 | 48% | 21.0 | 43% | 21.0 | 41% |
| Kansas | 19.4 | 74% | 19.3 | 72% | 19.1 | 73% |
| Michigan | 24.4 | 7% | 24.5 | 6% | 24.6 | 5% |
| Minnesota | 20.8 | 68% | 20.7 | 66% | 20.6 | 68% |
| Missouri | 19.8 | 66% | 19.8 | 65% | 19.8 | 70% |
| Nebraska | 19.2 | 96% | 19.1 | 95% | 19.2 | 100% |
| North Dakota | 19.6 | 89% | 19.6 | 87% | 19.4 | 82% |
| Ohio | 19.2 | 82% | 19.0 | 78% | 18.8 | 72% |
| South Dakota | 21.1 | 59% | 21.1 | 58% | 21.0 | 60% |
| Wisconsin | 19.4 | 95% | 19.4 | 94% | 19.4 | 95% |

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 2016 to 2025 (All Test Takers)

| Graduating Class | English | | Mathematics | | Reading | | Science | |
|------------------|---------|--------|-------------|--------|---------|--------|---------|--------|
| | Iowa | Nation | Iowa | Nation | Iowa | Nation | Iowa | Nation |
| 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 |
| 2025 | 19.9 | 18.4 | 20.3 | 18.9 | 22.1 | 20.0 | 21.3 | 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 63% of Iowa's 2025 high school graduates who took the ACT indicated they participated in the core high school programs, which was 26 percentage points higher than the national average (Figure 1-37).

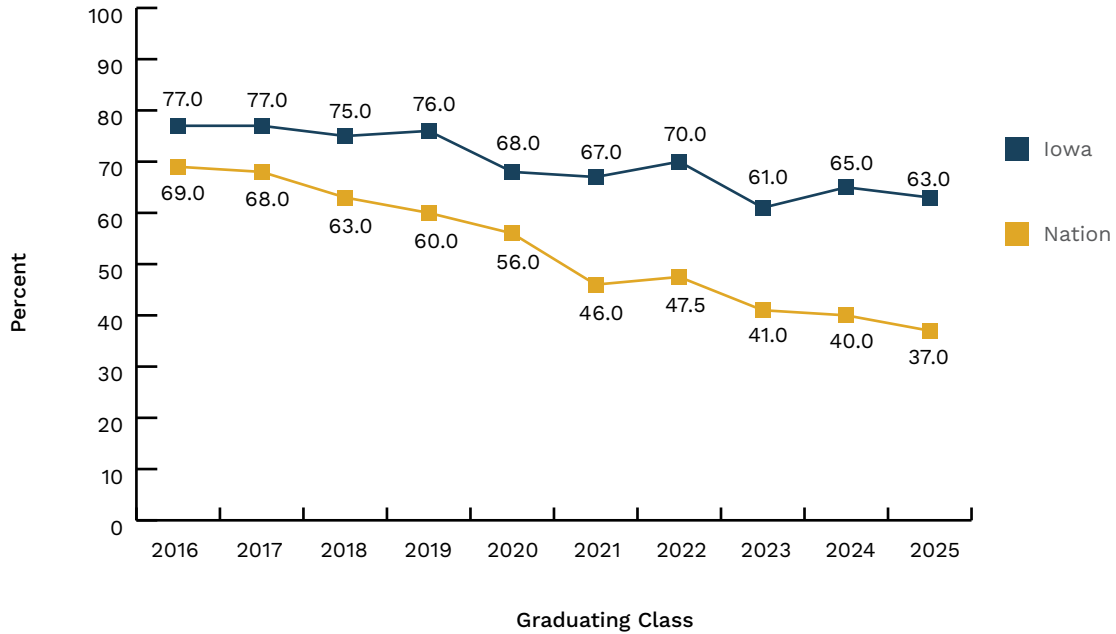
Overall, average ACT composite scores for Iowa students taking core programs have been approximately two to three points higher than those who did not take core programs (Table 1-8). This trend has been consistent over time in Iowa and the nation as a whole.

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 2016 to 2025 (All Test Takers)



Source: ACT, Inc., U.S. High School Graduating Class Data.
 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 2016 to 2025 (All Test Takers)

| Graduating Class | Nation | | | Iowa | | |
|------------------|--------|----------------|------------|------|----------------|------------|
| | Core | Less-than-Core | Difference | Core | Less-than-Core | Difference |
| 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 |
| 2025 | 22.2 | 20.0 | 2.2 | 22.1 | 19.4 | 2.7 |

Source: ACT, Inc., U.S. High School Graduating Class Data.
 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.

ACT Composite Score Distributions

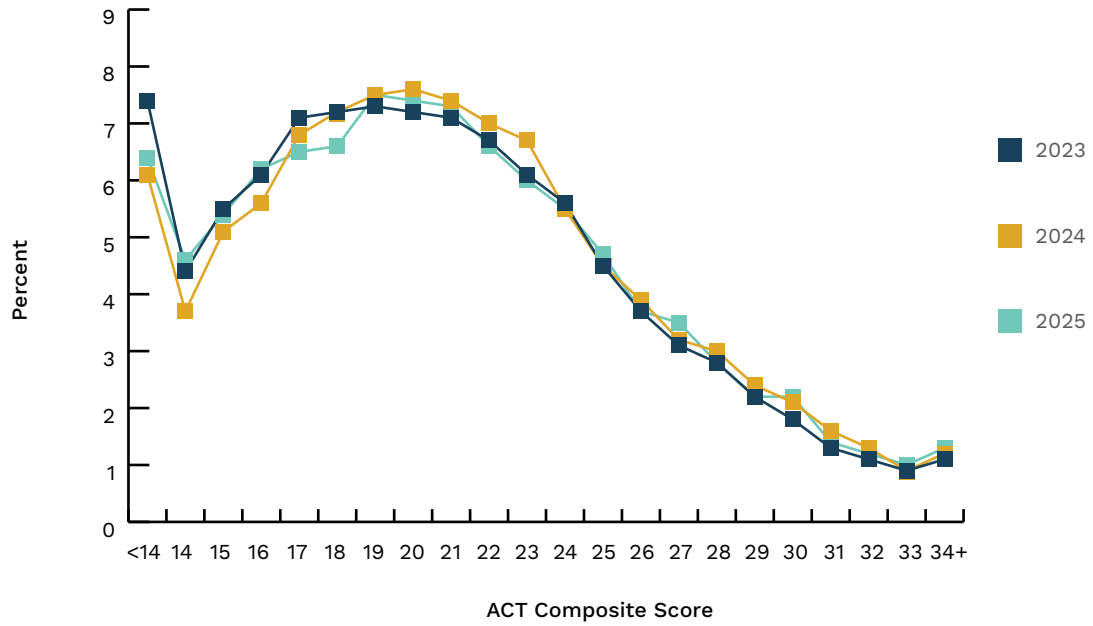
Table 1-9 provides the Iowa ACT composite score distributions for the classes of 2021 to 2025 (also see Figure 1-38). About 56.7% of the class of 2025 Iowa test takers had a composite score of 20 or greater compared to 60.7% in the class of 2021. In the class of 2025, a slightly higher percentage of students scored less than 14 compared to the class of 2024.

Table 1-9: Iowa ACT Composite Score Distributions, Graduating Classes of 2021 to 2025 (Public School Test Takers)

| ACT Score | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----------|------|------|------|------|------|
| <14 | 5.4% | 4.2% | 7.4% | 6.1% | 6.4% |
| 14 | 3.4 | 3.5 | 4.4 | 3.7 | 4.6 |
| 15 | 4.5 | 4.6 | 5.5 | 5.1 | 5.4 |
| 16 | 5.5 | 5.7 | 6.1 | 5.6 | 6.2 |
| 17 | 6.1 | 6.4 | 7.1 | 6.8 | 6.5 |
| 18 | 7.1 | 7.0 | 7.2 | 7.2 | 6.6 |
| 19 | 7.3 | 7.8 | 7.3 | 7.5 | 7.5 |
| 20 | 7.0 | 7.6 | 7.2 | 7.6 | 7.4 |
| 21 | 7.1 | 8.0 | 7.1 | 7.4 | 7.3 |
| 22 | 6.9 | 7.3 | 6.7 | 7.0 | 6.6 |
| 23 | 6.4 | 6.4 | 6.1 | 6.7 | 6.0 |
| 24 | 5.6 | 5.7 | 5.6 | 5.5 | 5.5 |
| 25 | 5.1 | 5.0 | 4.5 | 4.5 | 4.7 |
| 26 | 4.3 | 3.9 | 3.7 | 3.9 | 3.7 |
| 27 | 3.5 | 3.6 | 3.1 | 3.2 | 3.5 |
| 28 | 3.2 | 3.1 | 2.8 | 3.0 | 2.8 |
| 29 | 2.6 | 2.5 | 2.2 | 2.4 | 2.2 |
| 30 | 2.6 | 2.1 | 1.8 | 2.1 | 2.2 |
| 31 | 1.8 | 1.6 | 1.3 | 1.6 | 1.4 |
| 32 | 1.5 | 1.4 | 1.1 | 1.3 | 1.2 |
| 33 | 1.3 | 1.1 | 0.9 | 0.9 | 1.0 |
| 34+ | 1.9 | 1.5 | 1.1 | 1.2 | 1.3 |

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

Figure 1-38: Distribution of Iowa ACT Composite Scores, Graduating Classes of 2023 to 2025 (Public School Test Takers)



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 2023 to 2025 are provided in Table 1-10, Table 1-11 and Figure 1-39.

Table 1-10: Iowa Average ACT Scores by Enrollment Category, Graduating Classes of 2023 to 2025 (Public School Test Takers)

| Graduating Class | Enrollment Category | English | Mathematics | Reading | Science | Composite |
|------------------|-----------------------------|---------|-------------|---------|---------|-----------|
| 2023 | Under 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 |
| | Independent Charter Schools | N/A | N/A | N/A | N/A | N/A |
| | State | 19.6 | 20.1 | 21.8 | 21.3 | 20.8 |
| 2024 | Under 300 | 18.7 | 18.8 | 21.6 | 20.2 | 20.0 |
| | 300-599 | 19.6 | 19.8 | 21.7 | 21.0 | 20.7 |
| | 600-999 | 19.6 | 20.1 | 21.8 | 21.2 | 20.8 |
| | 1,000-2,499 | 19.8 | 20.3 | 22.2 | 21.6 | 21.1 |
| | 2,500-7,499 | 20.7 | 21.1 | 23.1 | 22.4 | 22.0 |
| | 7,500+ | 19.5 | 20.0 | 21.9 | 21.5 | 20.8 |
| | Independent Charter Schools | N/A | N/A | N/A | N/A | N/A |
| | State | 19.8 | 20.3 | 22.2 | 21.5 | 21.1 |
| 2025 | Under 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 |
| | Independent Charter Schools | *** | *** | *** | *** | *** |
| | 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 2019-20 to 2022-23 for the class of 2023, from 2020-21 to 2023-24 for the class of 2024, and from 2021-22 to 2024-25 for the class of 2025.

Class of 2024 data was corrected due to a reporting error in 2024.

*** 2025 data for independent charter schools is redacted due to the small number of students taking the ACT.

**Table 1-11: Iowa Average ACT Scores by Student Group, Graduating Classes of 2023 to 2025
(Public School Test Takers)**

| Group | Class of 2023 | | | | | |
|---|---------------|---------|-------------|---------|---------|-----------|
| | 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 | *** | *** | *** | *** | *** |
| Group | Class of 2024 | | | | | |
| | Number Tested | English | Mathematics | Reading | Science | Composite |
| All Students | 13,690 | 19.8 | 20.3 | 22.2 | 21.5 | 21.1 |
| American Indian or Alaska Native | 22 | 14.0 | 17.0 | 16.56 | 17.0 | 16.2 |
| Asian | 410 | 22.4 | 22.9 | 24.0 | 23.4 | 23.3 |
| Black or African American | 457 | 14.9 | 16.1 | 17.4 | 17.1 | 16.5 |
| Hispanic/Latino | 1,161 | 16.5 | 17.7 | 19.0 | 18.7 | 18.1 |
| Native Hawaiian or Other Pacific Islander | 23 | 14.0 | 17.0 | 16.6 | 17.0 | 16.2 |
| Two or More Races | 476 | 19.6 | 19.6 | 21.8 | 21.0 | 20.6 |
| White | 11,141 | 20.3 | 20.7 | 22.7 | 22.0 | 21.6 |
| Students with Disabilities (IEP)* | 475 | 13.5 | 15.7 | 15.5 | 16.5 | 15.4 |
| English Learner (EL) | 302 | 11.7 | 14.8 | 13.9 | 14.8 | 13.9 |
| Low Socio-Economic Status (FRL)** | 3,752 | 17.3 | 18.0 | 19.7 | 19.2 | 18.7 |
| Female | 7,399 | 20.0 | 19.4 | 22.3 | 21.0 | 20.8 |
| Male | 6,271 | 19.7 | 21.3 | 22.1 | 22.1 | 21.5 |
| Non-Binary | 20 | 24.6 | 21.7 | 27.8 | 25.3 | 25.0 |

**Table 1-11: Iowa Average ACT Scores by Student Group, Graduating Classes of 2023 to 2025
(Public School Test Takers) | *Continued***

| Group | Class of 2024 | | | | | |
|---|---------------|---------|-------------|---------|---------|-----------|
| | Number Tested | English | Mathematics | Reading | Science | Composite |
| All Students | 13,306 | 19.9 | 20.4 | 22.3 | 21.5 | 21.1 |
| American Indian or Alaska Native | 22 | 15.5 | 16.5 | 19.2 | 18.2 | 17.5 |
| Asian | 412 | 23.0 | 23.4 | 24.2 | 23.4 | 23.6 |
| Black or African American | 518 | 15.3 | 16.2 | 17.7 | 17.1 | 16.7 |
| Hispanic/Latino | 1,163 | 16.4 | 17.6 | 19.2 | 18.8 | 18.2 |
| Native Hawaiian or Other Pacific Islander | 20 | 14.0 | 16.4 | 17.0 | 15.9 | 15.9 |
| Two or More Races | 467 | 19.2 | 19.8 | 21.9 | 20.8 | 20.6 |
| White | 10,704 | 20.4 | 20.8 | 22.8 | 21.9 | 21.6 |
| Students with Disabilities (IEP)* | 466 | 13.9 | 15.7 | 16.2 | 16.7 | 15.7 |
| English Learner (EL) | 332 | 12.2 | 14.9 | 14.2 | 15.5 | 14.3 |
| Low Socio-Economic Status (FRL)** | 3,717 | 17.2 | 18.0 | 19.8 | 19.2 | 18.6 |
| Female | 7,269 | 20.0 | 19.5 | 22.3 | 20.9 | 20.8 |
| Male | 6,010 | 19.8 | 21.4 | 22.2 | 22.1 | 21.5 |
| Non-Binary | 27 | 22.3 | 20.0 | 25.9 | 23.6 | 23.1 |

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 2019-20 to 2022-23 for the class of 2023, from 2020-21 to 2023-24 for the class of 2024, and from 2021-22 to 2024-25 for the class of 2025.

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

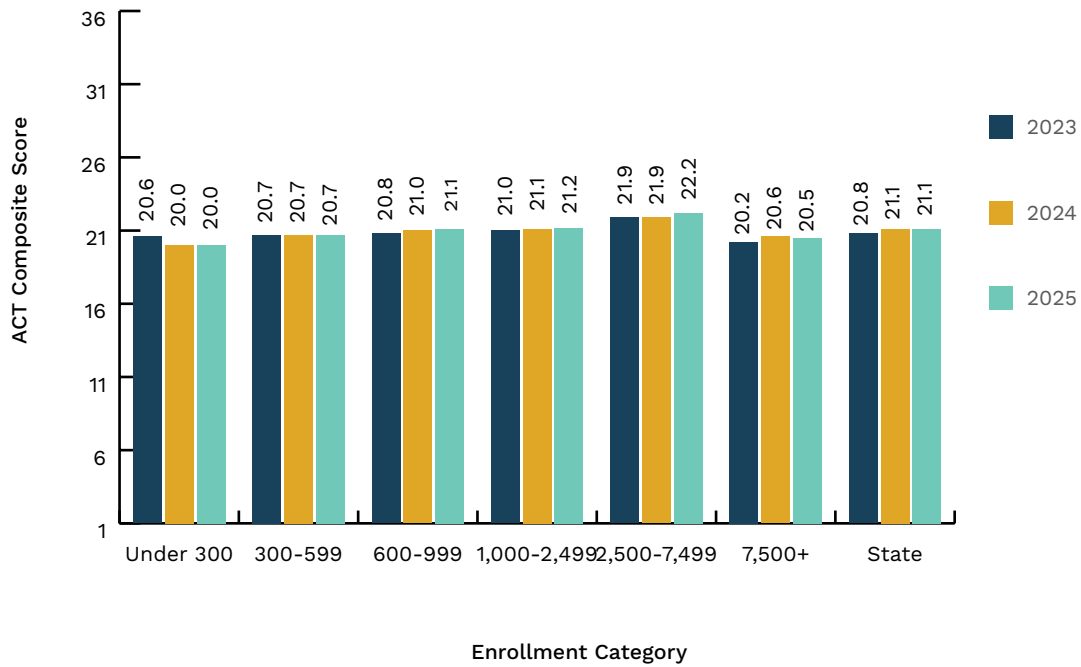
** Low socio-economic status is determined by eligibility for free or reduced-price meals.

*** Class of 2023 data for non-binary students is redacted due to the small number of students taking the ACT.

Class of 2024 data was corrected due to a reporting error in 2024.

Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Figure 1-39: Iowa Average ACT Composite Scores by Enrollment Category, Graduating Classes of 2023 to 2025 (Public School Test Takers)



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 2019-20 to 2022-23 for the class of 2023, from 2020-21 to 2023-24 for the class of 2024, and from 2021-22 to 2024-25 for the class of 2025.

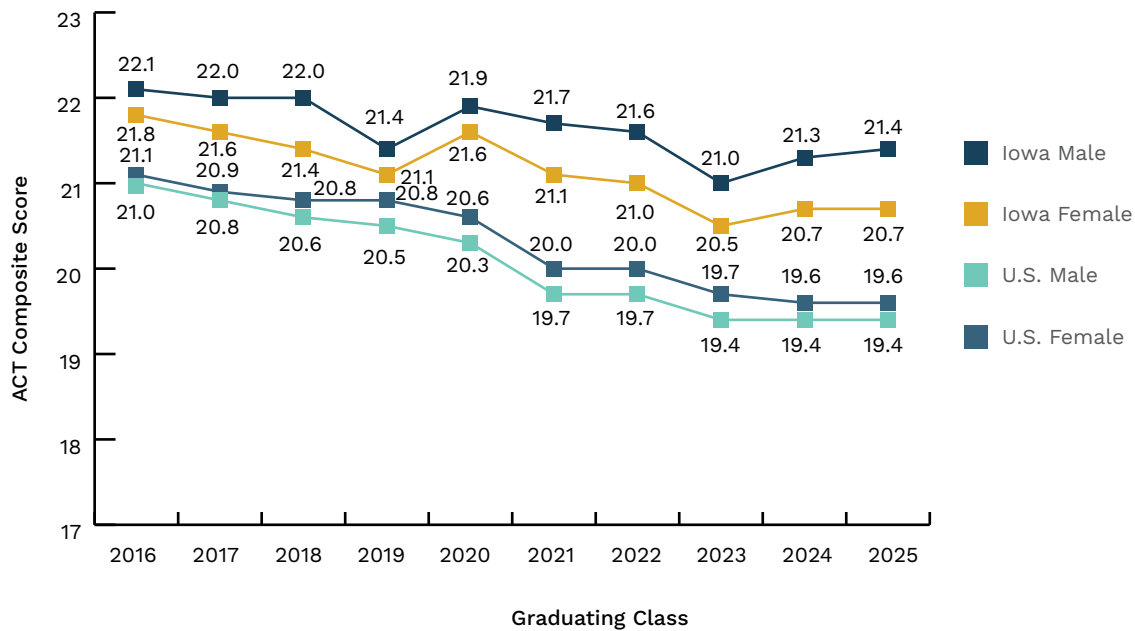
Independent charter school data is not displayed due to the small number of students taking the ACT. Class of 2024 data was corrected due to a reporting error in 2024.

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 the overall ACT composite in 2025.

Figure 1-40: ACT Average Composite Scores by Gender, Graduating Classes of 2016 to 2025 (All Test Takers)



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

Table 1-12: Iowa Average ACT Scores by Gender, Graduating Classes of 2024 and 2025 (All Test Takers)

| | Number of Test-Takers | | Average ACT Scores | | | | | | | | | |
|------------------|-----------------------|-------|--------------------|------|-------------|------|---------|------|---------|------|-----------|------|
| | | | English | | Mathematics | | Reading | | Science | | Composite | |
| Gender | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 |
| Female | 7,718 | 8,679 | 19.8 | 19.9 | 19.3 | 19.4 | 22.0 | 22.1 | 20.7 | 20.8 | 20.6 | 20.7 |
| Male | 6,592 | 7,223 | 19.6 | 19.8 | 21.2 | 21.3 | 21.9 | 22.0 | 21.9 | 22.0 | 21.3 | 21.4 |
| Other Responses* | 428 | 389 | 19.7 | 20.6 | 18.9 | 19.9 | 21.8 | 23.0 | 20.8 | 21.5 | 20.4 | 21.4 |

Source: ACT, Inc., U.S. High School Graduating Class Data.

Note: * '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 2025 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 (25.3); engineering (24.9); and English & foreign languages (24.9). The Iowa ACT test takers who indicated a planned major in education had an average ACT composite score of 21.1 (Table 1-13).

Table 1-13: ACT Average Composite Scores by Student Planned Educational Majors, Graduating Class of 2025 (All Test Takers)

| Planned Major | Average Composite | Percent Planned |
|--|-------------------|-----------------|
| Agriculture & Natural Resources Conservation | 20.8 | 2% |
| Architecture | 22.4 | 1% |
| Area, Ethnic, & Multidisciplinary Studies | 19.8 | 0% |
| Arts: Visual & Performing | 22.6 | 2% |
| Business | 21.4 | 9% |
| Communications | 20.6 | 1% |
| Community, Family, & Personal Services | 19.7 | 1% |
| Computer Science & Mathematics | 25.3 | 2% |
| Education | 21.1 | 3% |
| Engineering | 24.9 | 6% |
| Engineering Technology & Drafting | 22.7 | 1% |
| English & Foreign Languages | 24.9 | 1% |
| Health Administration & Assisting | 18.7 | 1% |
| Health Sciences & Technologies | 21.4 | 12% |
| Philosophy, Religion, & Theology | 21.2 | 0% |
| Repair, Production, & Construction | 19.8 | 0% |
| Sciences: Biological & Physical | 24.3 | 6% |
| Social Sciences & Law | 22.4 | 4% |
| Undecided | 21.6 | 16% |
| No Response | 18.7 | 33% |

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 2025, the number of SAT takers in the nation was slightly more than 2 million and the number of Iowa SAT takers was 972 (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 2025
(All Test Takers)**

| | Number of Students | Average ERW | Average Math |
|--------|--------------------|-------------|--------------|
| Nation | 2,004,965 | 521 | 508 |
| Iowa | 972 | 616 | 595 |

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 2025
(All Test Takers)**

| | Number of Students | Average ERW | Average Math |
|---------------|--------------------|-------------|--------------|
| Nation Female | 1,004,102 | 522 | 500 |
| Nation Male | 990,752 | 520 | 515 |
| Iowa Female | 489 | 609 | 574 |
| Iowa Male | 470 | 621 | 617 |

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

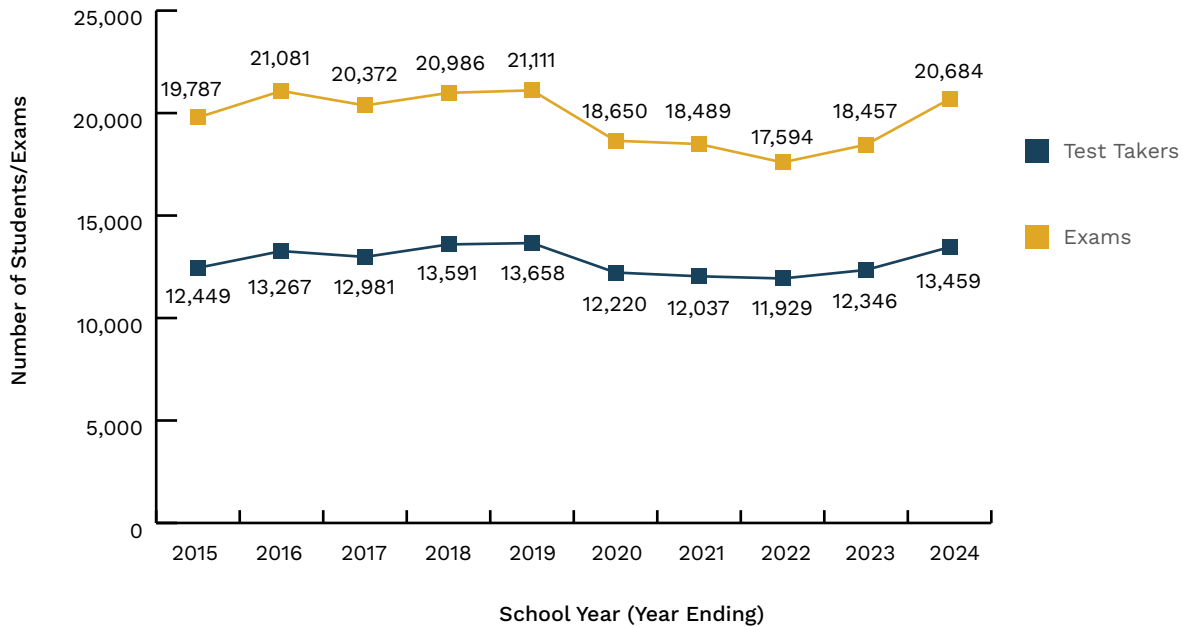
Advanced Placement

The College Board sponsors the Iowa Advanced Placement (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).

AP exams are scored on a scale of one to five. Many U.S. colleges and universities grant credit and/or advanced placement for scores of three and above. 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 2023 and 2024.

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.

Note: Data for the 2024-25 school year was not available at the time of publication.

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 2023 and 2024

| Nation and State | 2023 Percent of Graduates who Took AP Exam | 2023 Percent of Exams Scored 3+ | 2024 Percent of Graduates who Took AP Exam | 2024 Percent of Exams Scored 3+ |
|------------------|--|---------------------------------|--|---------------------------------|
| Nation | 34.7% | 21.7% | 35.7% | 22.6% |
| Illinois | 41.7% | 27.5% | 43.1% | 28.3% |
| Indiana | 34.3% | 19.6% | 34.7% | 20.4% |
| Iowa | 18.1% | 11.4% | 18.3% | 12.0% |
| Kansas | 15.1% | 9.7% | 15.5% | 10.7% |
| Michigan | 29.7% | 19.5% | 31.2% | 20.8% |
| Minnesota | 29.3% | 19.5% | 29.5% | 20.1% |
| Missouri | 20.3% | 12.1% | 20.5% | 12.5% |
| Nebraska | 18.0% | 11.8% | 19.3% | 12.5% |
| North Dakota | 22.7% | 14.3% | 21.8% | 14.0% |
| Ohio | 26.5% | 16.9% | 26.4% | 17.3% |
| South Dakota | 16.3% | 11.4% | 19.4% | 13.9% |
| Wisconsin | 35.8% | 24.2% | 36.8% | 25.2% |

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.

Data for the graduating class of 2025 was not available at the time of publication.

Pursuit of Postsecondary Education/Training

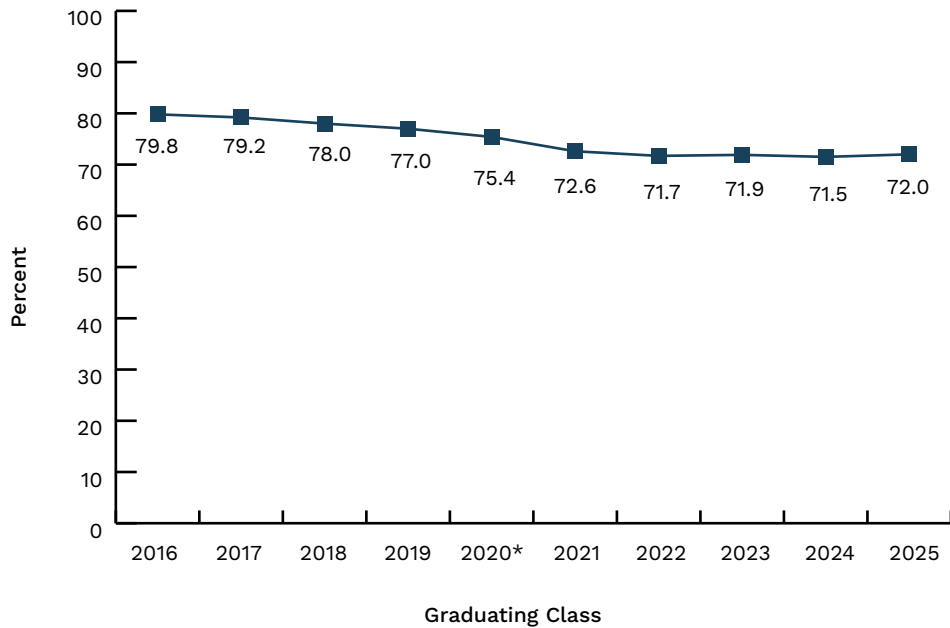
This section presents information on Iowa public high school graduates intending to pursue postsecondary education or training. Graduate intention data are collected through SRI. Note that for the 2020 graduating class, 4,686 (13.8%) of the 34,037 graduates did not report postsecondary intentions data, 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 to survey responses for the first time for the class of 2021.

The percentage of graduates intending to pursue postsecondary education or training in the class of 2025 (72.0%) increased slightly from the previous year (71.5%) (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 has widened and is currently at 15.3 percentage points with the class of 2025.

As in previous years, the largest percentage of graduates intending to pursue postsecondary education planned on attending a community college, although its share has generally been declining since the class of 2020 (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 2016 (with the gap widening considerably).

Figure 1-42: Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training, Graduating Classes of 2016 to 2025



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 2020 to 2025

| Enrollment Category | Graduating Class | | | | | | |
|-----------------------------|------------------|-------|------|------|------|------|------|
| | 2001 | 2020* | 2021 | 2022 | 2023 | 2024 | 2025 |
| <300 | 77.6 | 70.0 | 69.7 | 57.8 | 66.3 | 60.0 | 68.2 |
| 300-599 | 81.2 | 73.2 | 72.7 | 71.2 | 71.7 | 69.9 | 70.4 |
| 600-999 | 82.5 | 77.1 | 74.1 | 71.4 | 72.4 | 71.6 | 71.3 |
| 1,000-2,499 | 83.1 | 73.2 | 72.6 | 71.2 | 71.5 | 70.4 | 71.2 |
| 2,500-7,499 | 81.9 | 77.4 | 75.0 | 74.6 | 75.7 | 74.4 | 75.3 |
| 7,500+ | 84.3 | 76.4 | 70.4 | 71.0 | 69.8 | 71.5 | 72.1 |
| Independent Charter Schools | n/a | n/a | n/a | n/a | 57.1 | 37.8 | 33.9 |
| State | 82.7 | 75.4 | 72.6 | 71.7 | 71.9 | 71.5 | 72.0 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

Note: Data for the 2020 to 2025 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 2020 to 2025

| Gender | Graduating Class | | | | | | |
|--------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2001 | 2020* | 2021 | 2022 | 2023 | 2024 | 2025 |
| Female | 87.5 | 82.8 | 80.1 | 78.5 | 78.8 | 78.6 | 79.8 |
| Male | 77.8 | 68.2 | 65.2 | 65.1 | 65.1 | 64.6 | 64.5 |
| Non-Binary | n/a | n/a | n/a | 41.7 | 65.6 | 73.1 | 67.7 |
| Total | 82.7 | 75.4 | 72.6 | 71.7 | 71.9 | 71.5 | 72.0 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

Note: Data for the 2020 to 2025 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 nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

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 2020 to 2025

| Postsecondary Institution | Graduating Class | | | | | | |
|---------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2001 | 2020* | 2021 | 2022 | 2023 | 2024 | 2025 |
| Private 4-Year College | 14.9 | 10.8 | 11.0 | 10.8 | 10.3 | 10.3 | 10.3 |
| Public 4-Year College | 27.3 | 27.6 | 27.0 | 27.1 | 26.6 | 27.9 | 26.8 |
| Private 2-Year College | 5.2 | 0.5 | 0.7 | 0.6 | 0.5 | 0.9 | 0.7 |
| Community College | 31.0 | 33.4 | 30.6 | 29.1 | 29.8 | 28.0 | 27.9 |
| Apprenticeship | n/a | n/a | 1.0 | 1.3 | 1.6 | 2.2 | 2.8 |
| Internship | n/a | n/a | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 |
| Other Training | 4.3 | 3.1 | 2.3 | 2.6 | 2.9 | 3.2 | 3.3 |
| Total | 82.7 | 75.4 | 72.6 | 71.7 | 71.9 | 71.5 | 72.0 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

Notes: Data for the 2020 to 2025 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.

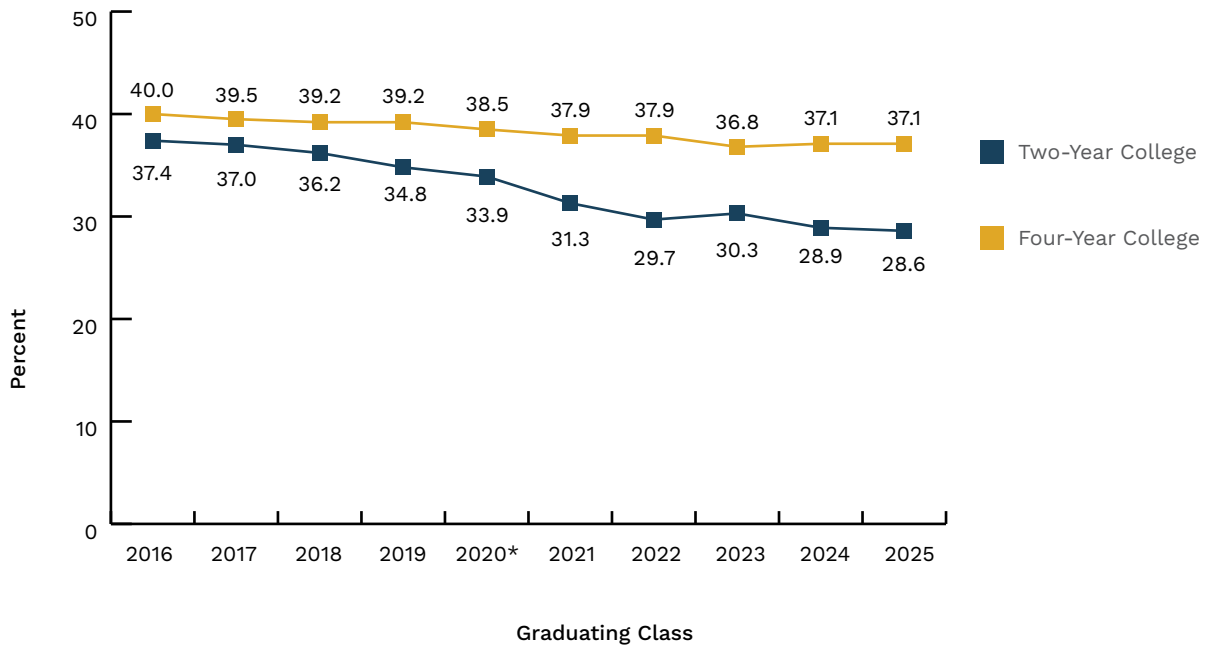
Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey.

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 2020 to 2025

| Postsecondary Institution | Graduating Class | | | | | | |
|---------------------------|------------------|-------|------|------|------|------|------|
| | 2001 | 2020* | 2021 | 2022 | 2023 | 2024 | 2025 |
| Four-Year College | 42.2 | 38.5 | 37.9 | 37.9 | 36.8 | 37.1 | 37.1 |
| Two-Year College | 36.2 | 33.9 | 31.3 | 29.7 | 30.3 | 28.9 | 28.6 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.
 Notes: Data for the 2020 to 2025 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 2016 to 2025



Source: Iowa Department of Education, Bureau of Performance and Analytics, 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 decreased in 2023-24.

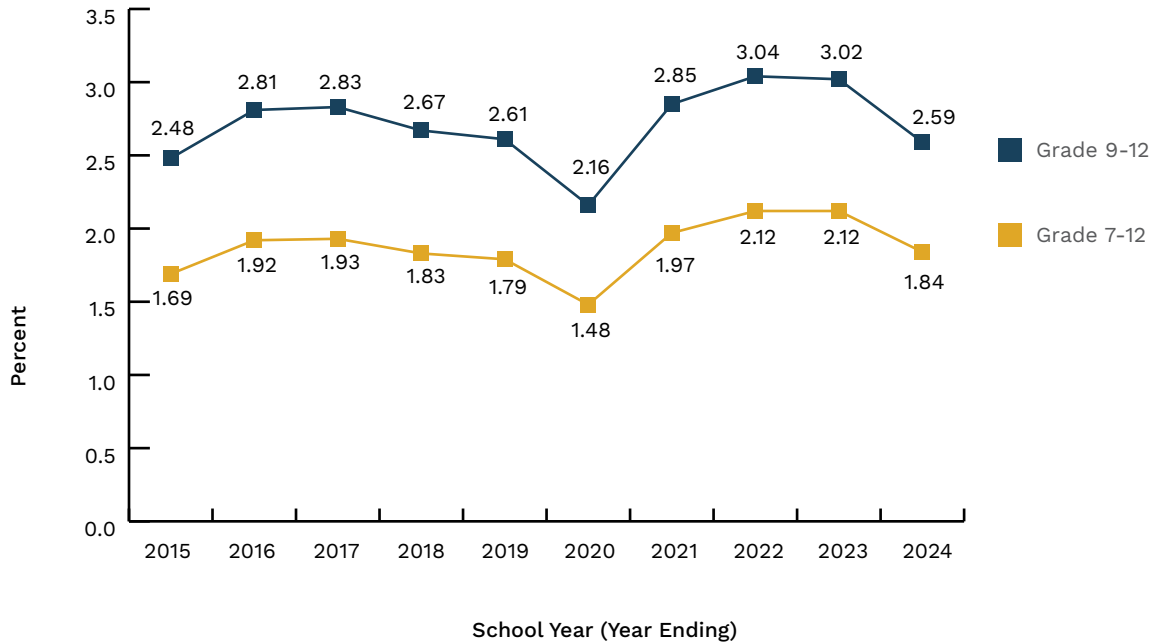
Table 1-21 provides the dropout distributions by grade and enrollment categories for public schools in 2023-24. Grade 12 had the highest number and percentage of dropouts. Districts with enrollment of 7,500 and above accounted for 44.6% of the total dropouts, while they comprised 31.5% of the total enrollment 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, 2014-15 to 2023-24



Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

Table 1-21: Iowa Public School Grades 7-12 Dropouts and Enrollment by Enrollment Category, 2023-24

| Enrollment Category | Grade Level | | | | | | Total Dropouts | % of Total Dropouts | Total Enrollment | % of Total Enrollment |
|-----------------------------|-------------|----|-----|-----|-------|-------|----------------|---------------------|------------------|-----------------------|
| | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| Under 300 | 2 | 1 | 1 | 4 | 12 | 8 | 28 | 0.7% | 2,326 | 1.0% |
| 300-599 | 0 | 5 | 11 | 56 | 98 | 133 | 303 | 7.2% | 24,998 | 10.9% |
| 600-999 | 3 | 6 | 20 | 58 | 106 | 127 | 320 | 7.6% | 27,270 | 11.9% |
| 1,000-2,499 | 12 | 18 | 50 | 111 | 226 | 318 | 735 | 17.5% | 53,216 | 23.2% |
| 2,500-7,499 | 8 | 16 | 31 | 90 | 294 | 379 | 818 | 19.5% | 48,186 | 21.0% |
| 7,500+ | 39 | 34 | 150 | 298 | 581 | 775 | 1,877 | 44.6% | 72,262 | 31.5% |
| Independent Charter Schools | 0 | 1 | 0 | 1 | 4 | 18 | 24 | 0.6% | 169 | 0.1% |
| Up to State | 0 | 7 | 10 | 14 | 38 | 30 | 99 | 2.4% | 665 | 0.3% |
| State | 64 | 88 | 273 | 632 | 1,359 | 1,788 | 4,204 | 100.0% | 229,092 | 100.0% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

Table 1-22: Total Iowa Public School Grades 7-12 Dropouts by Gender, 2021-22 to 2023-24

| | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Female Dropout Rate | 1.82% | 1.87% | 1.57% |
| Male Dropout Rate | 2.40% | 2.36% | 2.07% |
| Non-Binary Dropout Rate | 5.36% | 5.70% | 5.07% |
| Female Dropouts as a Percent of Total Dropouts | 41.7% | 42.6% | 41.5% |
| Female Enrollment as a Percent of Total Enrollment | 48.5% | 48.5% | 48.4% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

Note: Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Table 1-23: Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity, 2021-22 to 2023-24

| Race/Ethnicity | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| American Indian or Alaska Native | 4.66 | 5.87 | 5.82 |
| Asian | 1.15 | 1.57 | 1.48 |
| Black or African American | 4.58 | 4.27 | 3.55 |
| Hispanic/Latino | 4.01 | 4.06 | 3.60 |
| Native Hawaiian or Other Pacific Islander | 6.60 | 7.11 | 6.00 |
| Two or More Races | 3.16 | 3.26 | 2.72 |
| White | 1.53 | 1.49 | 1.26 |
| State Total | 2.12 | 2.12 | 1.84 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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, 2021-22 to 2023-24

| Race/Ethnicity | Percent of Dropouts | | | Percent of Enrollment | | |
|---|---------------------|---------|---------|-----------------------|---------|---------|
| | 2021-22 | 2022-23 | 2023-24 | 2021-22 | 2022-23 | 2023-24 |
| American Indian or Alaska Native | 0.7% | 0.9% | 1.0% | 0.3% | 0.3% | 0.3% |
| Asian | 1.3% | 1.8% | 1.9% | 2.4% | 2.4% | 2.4% |
| Black or African American | 13.8% | 13.0% | 13.0% | 6.4% | 6.5% | 6.7% |
| Hispanic/Latino | 23.1% | 24.3% | 25.6% | 12.2% | 12.7% | 13.0% |
| Native Hawaiian or Other Pacific Islander | 1.3% | 1.7% | 1.9% | 0.4% | 0.5% | 0.6% |
| Two or More Races | 6.4% | 6.8% | 6.8% | 4.3% | 4.4% | 4.6% |
| White | 53.3% | 51.5% | 49.8% | 74.0% | 73.2% | 72.4% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

Table 1-25: Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts, 2023-24

| Dropout Rate | Number of Districts | Percent of Districts | Cumulative Percent |
|--------------|---------------------|----------------------|--------------------|
| 0.00 | 43 | 13.7% | 13.7% |
| 0.01-0.50 | 50 | 16.0% | 29.7% |
| 0.51-1.00 | 71 | 22.7% | 52.4% |
| 1.01-1.50 | 54 | 17.3% | 69.6% |
| 1.51-2.00 | 36 | 11.5% | 81.2% |
| 2.01-2.50 | 20 | 6.4% | 87.5% |
| 2.51-3.00 | 17 | 5.4% | 93.0% |
| 3.01-3.50 | 7 | 2.2% | 95.2% |
| 3.51-4.00 | 1 | 0.3% | 95.5% |
| >4.00 | 14 | 4.5% | 100.0% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

HIGH SCHOOL GRADUATES AND GRADUATION RATES

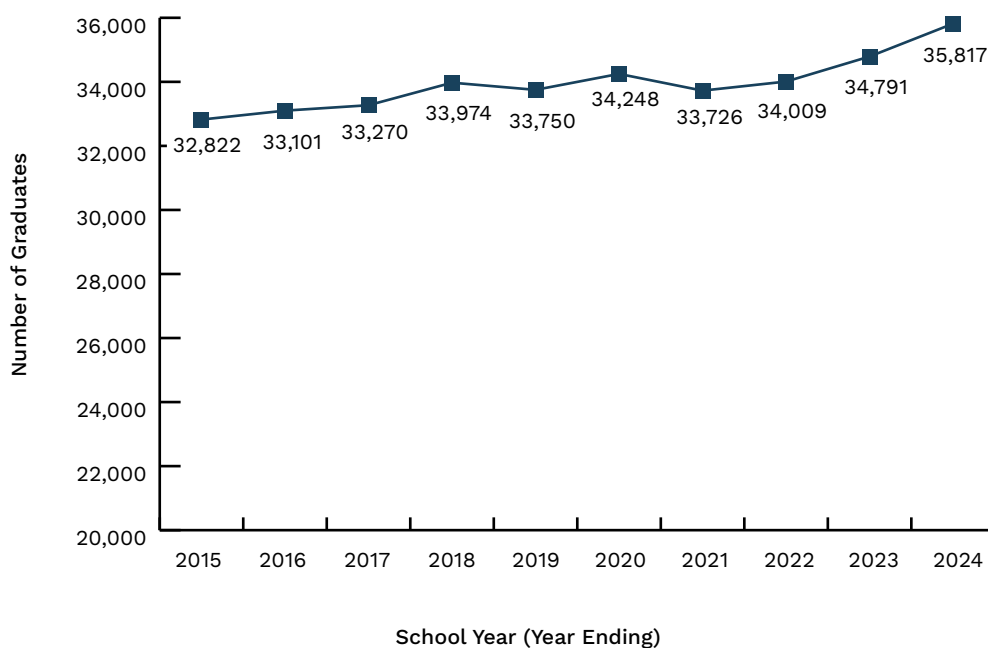
This section reports 10 years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2019 to 2024. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2022 and 2023.

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 2014-15 to 2023-24. 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, 2014-15 to 2023-24



Source: Iowa Department of Education, Bureau of Performance and Analytics, 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 2024 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 2020 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

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

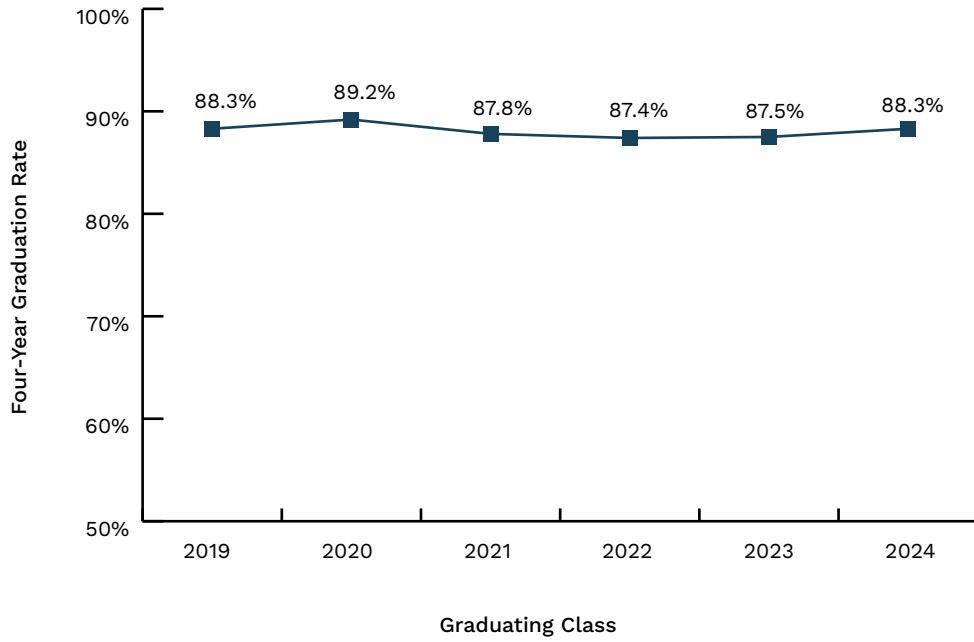
For the graduating class of 2024

- FG – First-time ninth-grade students in the fall of 2020 and graduated in 2024 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2024 or earlier
- F – First-time ninth-grade students in the fall of 2020
- 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 who open enrolled in, whole-grade sharing in or tuitioned in, and foreign students on Visa. Those excluded are students who are homeschooled, students attending a nonpublic school, 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.

Table 1-26 displays the four-year cohort graduation rates for the graduating classes of 2023 and 2024. 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 2024



Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

Table 1-26: Iowa Public High School Four-Year Cohort Graduation Rate by Student Group, Graduating Classes of 2023 and 2024

| Group | Class of 2023 | | | Class of 2024 | | |
|---|---------------|-------------|-----------------|---------------|-------------|-----------------|
| | Numerator | Denominator | Graduation Rate | Numerator | Denominator | Graduation Rate |
| All Students | 33,259 | 38,026 | 87.5% | 34,158 | 38,699 | 88.3% |
| American Indian or Alaska Native | 97 | 131 | 74.0% | 76 | 112 | 67.9% |
| Asian | 837 | 934 | 89.6% | 782 | 884 | 88.5% |
| Black or African American | 1,741 | 2,322 | 75.0% | 1,823 | 2,405 | 75.8% |
| Hispanic/Latino | 3,704 | 4,653 | 79.6% | 3,991 | 4,928 | 81.0% |
| Native Hawaiian or Other Pacific Islander | 100 | 162 | 61.7% | 131 | 190 | 68.9% |
| Two or More Races | 1,238 | 1,555 | 79.6% | 1,363 | 1,673 | 81.5% |
| White | 25,542 | 28,269 | 90.4% | 25,992 | 28,507 | 91.2% |
| Students with Disabilities (IEP)* | 3,432 | 5,057 | 67.9% | 3,711 | 5,279 | 70.3% |
| English Learner (EL) | 1,810 | 2,457 | 73.7% | 1,772 | 2,413 | 73.4% |
| Low Socioeconomic Status (FRL)** | 14,614 | 18,581 | 78.7% | 15,459 | 19,273 | 80.2% |
| Migrant | 144 | 191 | 75.4% | 134 | 200 | 67.0% |
| Female | 16,495 | 18,445 | 89.4% | 16,756 | 18,634 | 89.9% |
| Male | 16,736 | 19,545 | 85.6% | 17,341 | 19,992 | 86.7% |
| Non-Binary | 28 | 36 | 77.8% | 61 | 73 | 83.6% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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 nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

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 2023 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 2023-24 school year) by the number of first-time ninth graders enrolled in the fall of 2019 minus the number of students who transferred out (between 2019 and 2023) plus the total number of students who transferred in (between 2019 and 2023). 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 2022 and 2023. 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 2022 and 2023

| Group | Class of 2022 | | | Class of 2023 | | |
|---|---------------|-------------|-----------------|---------------|-------------|-----------------|
| | Numerator | Denominator | Graduation Rate | Numerator | Denominator | Graduation Rate |
| All Students | 33,385 | 37,238 | 89.7% | 34,176 | 38,026 | 89.9% |
| American Indian or Alaska Native | 104 | 129 | 80.6% | 100 | 131 | 76.3% |
| Asian | 894 | 933 | 95.8% | 871 | 934 | 93.3% |
| Black or African American | 1,784 | 2,309 | 77.3% | 1,858 | 2,322 | 80.0% |
| Hispanic/Latino | 3,471 | 4,252 | 81.6% | 3,895 | 4,653 | 83.7% |
| Native Hawaiian or Other Pacific Islander | 87 | 120 | 72.5% | 111 | 162 | 68.5% |
| Two or More Races | 1,206 | 1,456 | 82.8% | 1,288 | 1,555 | 82.8% |
| White | 25,839 | 28,039 | 92.2% | 26,053 | 28,269 | 92.2% |
| Students with Disabilities (IEP)* | 3,694 | 4,919 | 75.1% | 3,819 | 5,057 | 75.5% |
| English Learner (EL) | 1,728 | 2,252 | 76.7% | 1,956 | 2,457 | 79.6% |
| Low Socioeconomic Status (FRL)** | 14,685 | 17,972 | 81.7% | 15,326 | 18,581 | 82.5% |
| Migrant | 124 | 159 | 78.0% | 157 | 191 | 82.2% |
| Female | 16,579 | 18,070 | 91.7% | 16,888 | 18,445 | 91.6% |
| Male | 16,793 | 19,153 | 87.7% | 17,259 | 19,545 | 88.3% |
| Non-Binary | 13 | 15 | 86.7% | 29 | 36 | 80.6% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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 nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

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.

Data for the graduating class of 2023 was not available at the time of publication.

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.

Data for the graduating class of 2023 was not available at the time of publication.

SUSPENSIONS AND EXPULSIONS

Students can be given in-school suspensions, out-of-school suspensions, expulsions or removals to an interim setting because of incidents that occur on school property. Table 1-29 shows public school removals by type. In 2024-25, out-of-school suspensions comprised 57.6% of all removals, while in-school suspensions accounted for 42.2%. Reported removals decreased by 4.3% since SY 2022-23.

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 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 2024-25, expulsions were most often given as a result of incidents with physical aggression resulting in injury (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, 2022-23 to 2024-25

| | Removals (includes Multiple Offenses) | | | % of Removals | % Change |
|---------------------------|---------------------------------------|---------------|---------------|---------------|--------------------|
| | 2022-23 | 2023-24 | 2024-25 | 2024-25 | 2022-23 to 2024-25 |
| In-School Suspensions | 30,985 | 28,772 | 29,064 | 42.2% | -6.2% |
| Out-of-School Suspensions | 40,779 | 42,026 | 39,655 | 57.6% | -2.8% |
| Expulsions | 116 | 81 | 91 | 0.1% | -21.6% |
| Interim Setting | 6 | 7 | 4 | 0.0% | -33.3% |
| Total | 71,886 | 70,886 | 68,814 | 100.0% | -4.3% |

“Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa unilateral removal and enrollment files.

Table 1-30: Iowa Public School K-12 In-School Suspensions by Problem Behavior, 2024-25

| Problem Behavior | Removals | Distinct Students | In-School Suspensions % Removals |
|---|---------------|-------------------|----------------------------------|
| Abusive/Inappropriate language | 2,767 | 2,350 | 9.5% |
| Alcohol Related | 54 | 54 | 0.2% |
| Arson | 8 | 8 | 0.0% |
| Bomb Threat | 608 | 577 | 2.1% |
| Bullying | 192 | 187 | 0.7% |
| Combustible Related | 32 | 32 | 0.1% |
| Defiance - Noncompliance | 5,214 | 3,065 | 17.9% |
| Disrespect | 1,600 | 1,406 | 5.5% |
| Disruption | 2,764 | 2,083 | 9.5% |
| Dress Code Violation | 10 | 9 | 0.0% |
| Drug Related | 276 | 260 | 0.9% |
| Forgery - Plagiarism | 27 | 27 | 0.1% |
| Gang Affiliation Display | 1 | 1 | 0.0% |
| Harassment | 506 | 479 | 1.7% |
| Inappropriate Display of Affection | 73 | 70 | 0.3% |
| Inappropriate Location | 632 | 477 | 2.2% |
| Lying - Cheating | 79 | 76 | 0.3% |
| Physical Aggression without Injury | 4,456 | 3,756 | 15.3% |
| Physical Aggression/Injury | 667 | 634 | 2.3% |
| Physical Aggression/Serious Injury | 6 | 6 | 0.0% |
| Physical Fighting with Injury | 228 | 221 | 0.8% |
| Physical Fighting without Injury | 1,638 | 1,466 | 5.6% |
| Physical Fighting/Serious Injury | 4 | 4 | 0.0% |
| Property Damage - Vandalism | 366 | 357 | 1.3% |
| Skip Class | 2,222 | 1,384 | 7.6% |
| Special Education Adm. Law Judge Decision | 0 | 0 | 0.0% |
| Tardy | 639 | 362 | 2.2% |
| Technology Violation | 765 | 641 | 2.6% |
| Theft | 415 | 371 | 1.4% |
| Tobacco Related | 1,050 | 964 | 3.6% |
| Truancy | 613 | 476 | 2.1% |
| Weapons Related | 175 | 173 | 0.6% |
| Other | 977 | 861 | 3.4% |
| Total | 29,064 | 22,837 | 100.0% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa unilateral removal and enrollment files.

Table 1-31: Iowa Public School K-12 Out-of-School Suspensions by Problem Behavior, 2024-25

| Problem Behavior | Removals | Distinct Students | Out-of-School Suspensions % Removals |
|---|---------------|-------------------|--------------------------------------|
| Abusive/Inappropriate language | 2,775 | 2,242 | 7.0% |
| Alcohol Related | 244 | 229 | 0.6% |
| Arson | 21 | 21 | 0.1% |
| Communication of a Threat | 1,213 | 1,110 | 3.1% |
| Bullying | 175 | 165 | 0.4% |
| Combustible Related | 133 | 131 | 0.3% |
| Defiance - Noncompliance | 5,055 | 3,489 | 12.7% |
| Disrespect | 1,071 | 950 | 2.7% |
| Disruption | 2,742 | 2,052 | 6.9% |
| Dress Code Violation | 13 | 12 | 0.0% |
| Drug Related | 2,188 | 1,914 | 5.5% |
| Forgery Plagiarism | 0 | 0 | 0.0% |
| Gang Affiliation Display | 3 | 3 | 0.0% |
| Harassment | 534 | 501 | 1.3% |
| Inappropriate Display of Affection | 94 | 85 | 0.2% |
| Inappropriate Location | 619 | 531 | 1.6% |
| Lying - Cheating | 13 | 13 | 0.0% |
| Physical Aggression without Injury | 8,071 | 5,924 | 20.3% |
| Physical Aggression/Injury | 2,909 | 2,347 | 7.3% |
| Physical Aggression/Serious Injury | 64 | 60 | 0.2% |
| Physical Fighting with Injury | 885 | 858 | 2.2% |
| Physical Fighting without Injury | 4,607 | 3,925 | 11.6% |
| Physical Fighting/Serious Injury | 27 | 27 | 0.1% |
| Property Damage - Vandalism | 547 | 478 | 1.4% |
| Skip Class | 438 | 344 | 1.1% |
| Special Education Adm. Law Judge Decision | 0 | 0 | 0.0% |
| Tardy | 82 | 58 | 0.2% |
| Technology Violation | 651 | 576 | 1.6% |
| Theft | 320 | 292 | 0.8% |
| Tobacco Related | 2,145 | 1,832 | 5.4% |
| Truancy | 224 | 199 | 0.6% |
| Weapons Related | 592 | 578 | 1.5% |
| Other | 1,200 | 1,049 | 3.0% |
| Total | 39,655 | 31,995 | 100.0% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa unilateral removal and enrollment files.

Table 1-32: Iowa Public School K-12 Expulsions by Problem Behavior, 2024-25

| Problem Behavior | Removals | Expulsions % Removals |
|---|-----------|-----------------------|
| Abusive/Inappropriate language | 1 | 1.1% |
| Alcohol Related | 0 | 0.0% |
| Arson | 0 | 0.0% |
| Bomb Threat | 12 | 13.2% |
| Bullying | 0 | 0.0% |
| Combustible Related | 0 | 0.0% |
| Defiance - Noncompliance | 2 | 2.2% |
| Disrespect | 0 | 0.0% |
| Disruption | 0 | 0.0% |
| Dress Code Violation | 0 | 0.0% |
| Drug Related | 9 | 9.9% |
| Forgery - Plagiarism | 0 | 0.0% |
| Gang Affiliation Display | 0 | 0.0% |
| Harassment | 3 | 3.3% |
| Inappropriate Display of Affection | 1 | 1.1% |
| Inappropriate Location | 0 | 0.0% |
| Lying - Cheating | 0 | 0.0% |
| Physical Aggression with Injury | 20 | 22.0% |
| Physical Aggression with Serious Injury | 0 | 0.0% |
| Physical Aggression without Injury | 2 | 2.2% |
| Physical Fighting with Injury | 2 | 2.2% |
| Physical Fighting with Serious Injury | 0 | 0.0% |
| Physical Fighting without Injury | 10 | 11.0% |
| Property Damage - Vandalism | 3 | 3.3% |
| Skip Class | 0 | 0.0% |
| Tardy | 0 | 0.0% |
| Technology Violation | 3 | 3.3% |
| Theft | 2 | 2.2% |
| Tobacco Related | 2 | 2.2% |
| Truancy | 0 | 0.0% |
| Weapons Related | 17 | 18.7% |
| Other | 2 | 2.2% |
| Total | 91 | 100.0% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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, 2024-25

| Problem Behavior | Removals | Interim Setting % Removals |
|---|----------|----------------------------|
| Abusive/Inappropriate language | 0 | 0.0% |
| Alcohol Related | 0 | 0.0% |
| Arson | 0 | 0.0% |
| Bomb Threat | 1 | 25.0% |
| Bullying | 0 | 0.0% |
| Combustible Related | 0 | 0.0% |
| Defiance - Noncompliance | 0 | 0.0% |
| Disrespect | 0 | 0.0% |
| Disruption | 0 | 0.0% |
| Dress Code Violation | 0 | 0.0% |
| Drug Related | 0 | 0.0% |
| 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 | 1 | 25.0% |
| 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 | 2 | 50.0% |
| Other | 0 | 0.0% |
| Total | 4 | 100.0% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa unilateral removal and enrollment files.

Table 1-34: Iowa Public School K-12 Removals by Race/Ethnicity, 2022-23 to 2024-25

| Race/Ethnicity | Number of Removals | | | % of Removals | % of K-12 Enrollment | % Change in Removals |
|---|--------------------|---------------|---------------|---------------|----------------------|----------------------|
| | 2022-23 | 2023-24 | 2024-25 | 2024-25 | 2024-25 | 2022-23 to 2024-25 |
| American Indian or Alaska Native | 589 | 537 | 450 | 0.7% | 0.3% | -23.6% |
| Asian | 523 | 621 | 632 | 0.9% | 2.5% | 20.8% |
| Black or African American | 15,911 | 15,564 | 16,067 | 23.3% | 7.3% | 1.0% |
| Hispanic/Latino | 9,648 | 9,363 | 9,325 | 13.6% | 13.6% | -3.3% |
| Native Hawaiian or Other Pacific Islander | 726 | 915 | 765 | 1.1% | 0.7% | 5.4% |
| Two or More Races | 6,640 | 7,011 | 7,168 | 10.4% | 5.2% | 8.0% |
| White | 37,849 | 36,875 | 34,407 | 50.0% | 70.4% | -9.1% |
| Total | 71,886 | 70,886 | 68,814 | 100.0% | 100.0% | -4.3% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa unilateral removal and enrollment files.

Table 1-35: Iowa Public School K-12 Removals by Grade Span, 2022-23 to 2024-25

| Grade Span | Number of Removals | | | % of Removals | % of K-12 Enrollment | % Change in Removals |
|--------------|--------------------|---------------|---------------|---------------|----------------------|----------------------|
| | 2022-23 | 2023-24 | 2024-25 | 2024-25 | 2024-25 | 2022-23 to 2024-25 |
| K-2 | 4,434 | 5,127 | 5,046 | 7.3% | 22.0% | 13.8% |
| 3-5 | 8,307 | 8,910 | 9,225 | 13.4% | 22.7% | 11.1% |
| 6-8 | 33,493 | 31,408 | 30,417 | 44.2% | 22.7% | -9.2% |
| 9-12 | 25,652 | 25,441 | 24,126 | 35.1% | 32.7% | -5.9% |
| Total | 71,886 | 70,886 | 68,814 | 100.0% | 100.0% | -4.3% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa unilateral removal and enrollment files.

Table 1-36: Iowa Public School K-12 Removals by District Size Category, 2022-23 to 2024-25

| District Size Category | Number of Removals | | | % of Removals | % of K-12 Enrollment | % Change in Removals |
|-----------------------------|--------------------|---------------|---------------|---------------|----------------------|----------------------|
| | 2022-23 | 2023-24 | 2024-25 | 2024-25 | 2024-25 | 2022-23 to 2024-25 |
| Under 300 | 564 | 562 | 570 | 0.8% | 1.8% | 1.1% |
| 300 to 599 | 3,978 | 4,021 | 3,614 | 5.3% | 9.8% | -9.2% |
| 600 to 999 | 3,795 | 3,887 | 4,253 | 6.2% | 11.6% | 12.1% |
| 1,000 to 2,499 | 11,781 | 11,895 | 10,761 | 15.6% | 22.1% | -8.7% |
| 2,500 to 7,499 | 18,428 | 19,140 | 17,908 | 26.0% | 22.6% | -2.8% |
| 7,500+ | 33,340 | 31,378 | 31,705 | 46.1% | 32.0% | -4.9% |
| Independent Charter Schools | - | 3 | 3 | 0.0% | 0.1% | |
| Total | 71,886 | 70,886 | 68,814 | 100% | 100.0% | -4.3% |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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 2024-25 school year, 1,788 students earned the seal, a 211% 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, 2023-24 and 2024-25

| Language | 2018-19 | | 2023-24 | | 2024-25 | |
|----------|------------|------------|------------|------------|------------|------------|
| | # of Seals | % of Total | # of Seals | % of Total | # of Seals | % of Total |
| Albanian | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Amharic | 0 | 0.00 | 1 | 0.07 | 1 | 0.06 |
| Arabic | 3 | 0.51 | 11 | 0.73 | 11 | 0.61 |
| Bengali | 0 | 0.00 | 1 | 0.07 | 0 | 0.00 |
| Bosnian | 0 | 0.00 | 3 | 0.20 | 6 | 0.33 |
| Burmese | 4 | 0.69 | 4 | 0.26 | 0 | 0.00 |
| Chinese | 6 | 1.03 | 14 | 0.93 | 12 | 0.66 |
| French | 51 | 8.75 | 93 | 6.15 | 122 | 6.71 |
| German | 6 | 1.03 | 37 | 2.45 | 42 | 2.31 |
| Greek | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Hausa | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Hindi | 0 | 0.00 | 2 | 0.13 | 1 | 0.06 |
| Hmong | 1 | 0.17 | 1 | 0.07 | 0 | 0.00 |
| Italian | 1 | 0.17 | 4 | 0.26 | 9 | 0.50 |

Table 1-37: Iowa Public School Biliteracy Seals Earned by Seniors by Language, 2018-19, 2023-24 and 2024-25 | Continued

| Language | 2018-19 | | 2023-24 | | 2024-25 | |
|-----------------|------------|---------------|--------------|---------------|--------------|---------------|
| | # of Seals | % of Total | # of Seals | % of Total | # of Seals | % of Total |
| Japanese | 2 | 0.34 | 8 | 0.53 | 5 | 0.28 |
| Karen languages | 1 | 0.17 | 0 | 0.00 | 4 | 0.22 |
| Korean | 1 | 0.17 | 1 | 0.07 | 1 | 0.06 |
| Latin | 1 | 0.17 | 4 | 0.26 | 1 | 0.06 |
| Lingala | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Lushai | 0 | 0.00 | 2 | 0.13 | 1 | 0.06 |
| Norwegian | 0 | 0.00 | 0 | 0.00 | 2 | 0.11 |
| Persian | 0 | 0.00 | 0 | 0.00 | 2 | 0.11 |
| Polish | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Portuguese | 0 | 0.00 | 2 | 0.13 | 9 | 0.50 |
| Russian | 2 | 0.34 | 4 | 0.26 | 1 | 0.06 |
| Spanish | 500 | 85.76 | 1,311 | 86.71 | 1,568 | 86.30 |
| Sranan Tongo | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Swahili | 1 | 0.17 | 1 | 0.07 | 1 | 0.06 |
| Tamil | 0 | 0.00 | 2 | 0.13 | 4 | 0.22 |
| Telegu | 0 | 0.00 | 0 | 0.00 | 2 | 0.11 |
| Tigrinya | 0 | 0.00 | 2 | 0.13 | 0 | 0.00 |
| Turkish | 1 | 0.17 | 3 | 0.20 | 2 | 0.11 |
| Ukrainian | 0 | 0.00 | 0 | 0.00 | 2 | 0.11 |
| Urdu | 0 | 0.00 | 0 | 0.00 | 1 | 0.06 |
| Vietnamese | 2 | 0.34 | 1 | 0.07 | 2 | 0.11 |
| Total | 583 | 100.00 | 1,512 | 100.00 | 1,817 | 100.00 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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, 2023-24 and 2024-25

| Group | 2018-19 | | 2023-24 | | 2024-25 | |
|---|------------|---------------|------------|---------------|------------|---------------|
| | # of Seals | # of Students | # of Seals | # of Students | # of Seals | # of Students |
| All Students | 583 | 575 | 1,512 | 1,487 | 1,817 | 1,788 |
| American Indian or Alaska Native | 2 | 1 | - | - | 2 | 2 |
| Asian | 40 | 37 | 65 | 61 | 81 | 77 |
| Black or African American | 6 | 6 | 29 | 28 | 50 | 45 |
| Hispanic/Latino | 192 | 191 | 605 | 598 | 719 | 710 |
| Native Hawaiian or Other Pacific Islander | 1 | 1 | 2 | 2 | 1 | 1 |
| Two or More Races | 15 | 15 | 34 | 33 | 34 | 33 |
| White | 327 | 324 | 779 | 765 | 930 | 920 |
| Students with Disabilities (IEP)* | 1 | 1 | 10 | 10 | 12 | 12 |
| English Learner (EL) | 38 | 37 | 73 | 72 | 87 | 85 |
| Low Socio-Economic Status (FRL)** | 198 | 195 | 524 | 521 | 662 | 651 |
| Female | 381 | 374 | 984 | 964 | 1,201 | 1,180 |
| Male | 202 | 201 | 519 | 512 | 609 | 602 |
| Non-Binary | - | - | 11 | 11 | 7 | 6 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, 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 nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

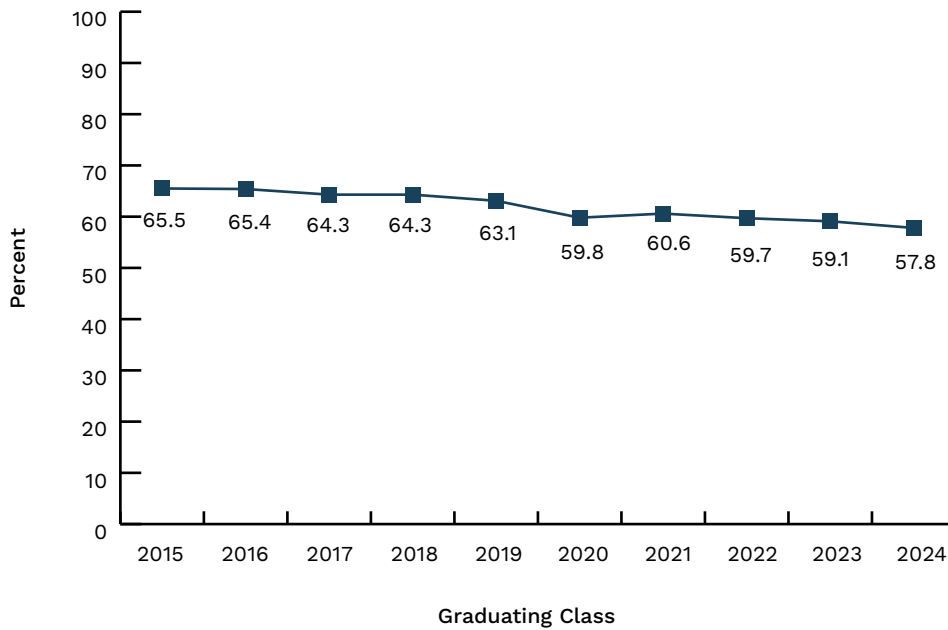
HIGH SCHOOL GRADUATE POSTSECONDARY ENROLLMENT AND AWARDS

The Iowa Postsecondary Readiness Reports (PRR), available at reports.educateiowa.gov/postsecondaryreadiness, provide Iowans with information on high school graduates 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, including registered apprenticeship, 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 2015 (65.5%), with 57.8% of high school graduates in the class of 2024 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 2024. Some sizable gaps in enrollment rates between student groups are present; for example, 73.1% 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 40.4% of FRL-eligible graduates enrolled. Looking at racial/ethnic gaps, 61.4% of white students enrolled in postsecondary in the fall immediately following high school graduation, while 45.6% of Black or African American students and 43.3% of Hispanic/Latino students enrolled.

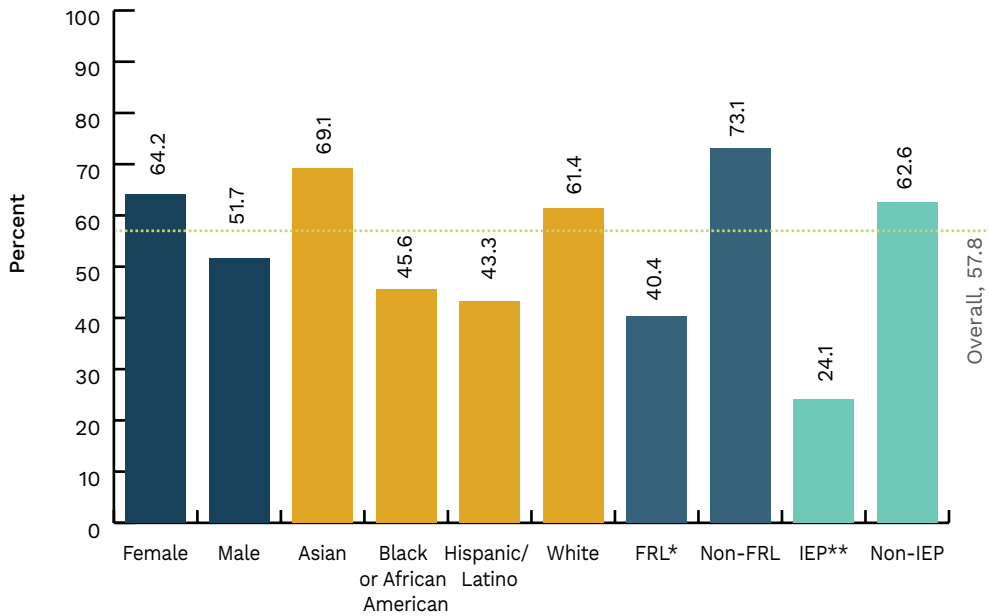
Figure 1-49 shows the status of Iowa public high school graduates for the first six years after high school graduation for the class of 2018. This shows that 47.9% of graduates earned some type of postsecondary degree/award, including completion of a registered apprenticeship, within six years of high school graduation, while 46.5% 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 2015 to 2024



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 2024

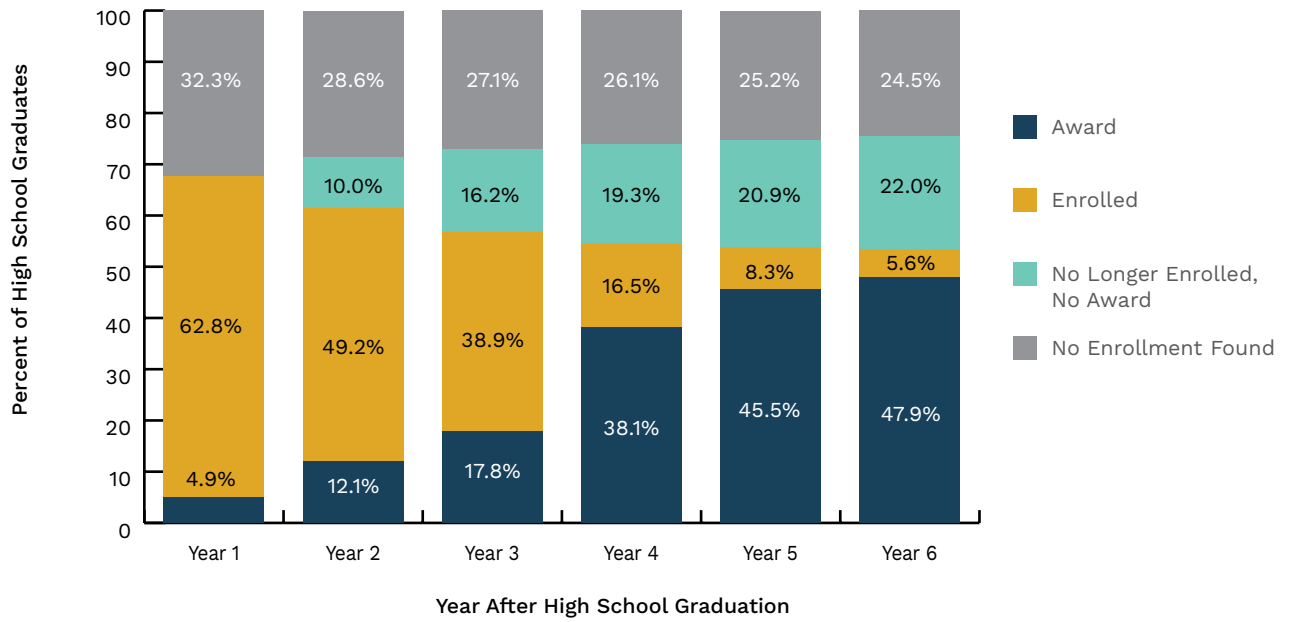


Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

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

** High school graduates who had an individualized education program (IEP) 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 2018



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.) or completed a registered apprenticeship 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 and 2024-25 school years 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 was eligible to enroll in kindergarten.
- A resident pupil who was 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 was requested.
- A resident pupil who was 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 was requested if the pupil's household had an annual income less than or equal to 300% of the most recently revised poverty income guidelines published by the United States department of health and human services.

The following students attending an accredited nonpublic school in Iowa in 2024-25 were eligible for an ESA:

- resident pupil who was eligible to enroll in kindergarten.
- A resident pupil who was 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 was requested.
- A resident pupil who was 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 was requested if the pupil's household had an annual income less than or equal to 400% of the most recently revised poverty income guidelines published by the United States department of health and human services.
- A resident pupil who received an education savings account payment in the immediately preceding school budget year.

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 2024-25 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, 2024-25

| Group | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|---|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| All Students | 2,438 | 2,363 | 2,141 | 2,146 | 1,911 | 1,682 | 1,423 | 1,242 | 1,111 |
| American Indian or Alaska Native | 4 | 7 | 7 | 0 | 4 | 0 | 4 | 1 | 2 |
| Asian | 81 | 75 | 64 | 73 | 72 | 53 | 34 | 36 | 36 |
| Black or African American | 140 | 125 | 136 | 136 | 103 | 99 | 73 | 79 | 60 |
| Hispanic/Latino | 318 | 280 | 274 | 294 | 241 | 211 | 202 | 157 | 144 |
| Native Hawaiian or Other Pacific Islander | 4 | 8 | 5 | 2 | 7 | 9 | 11 | 6 | 3 |
| Two or More Races | 72 | 72 | 61 | 64 | 50 | 61 | 40 | 36 | 34 |
| White | 1,819 | 1,796 | 1,594 | 1,577 | 1,434 | 1,249 | 1,059 | 927 | 832 |
| EL* | 87 | 58 | 62 | 46 | 35 | 36 | 18 | 6 | 9 |
| FRL** | 308 | 261 | 270 | 249 | 222 | 161 | 132 | 113 | 108 |
| IEP*** | 82 | 87 | 79 | 55 | 37 | 24 | 28 | 11 | 16 |
| Female | 1,249 | 1,219 | 1,089 | 1,098 | 1,021 | 846 | 695 | 620 | 559 |
| Male | 1,189 | 1,144 | 1,051 | 1,048 | 890 | 836 | 728 | 622 | 552 |
| Non-Binary | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

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 and 2024-25.

Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Table 1-40: Number of Iowa Students with Education Savings Accounts who Tested on ISASP Mathematics by Student Group, 2024-25

| Group | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|---|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| All Students | 2,438 | 2,367 | 2,141 | 2,144 | 1,909 | 1,682 | 1,422 | 1,242 | 1,111 |
| American Indian or Alaska Native | 4 | 7 | 7 | 0 | 4 | 0 | 4 | 1 | 2 |
| Asian | 81 | 75 | 64 | 72 | 72 | 53 | 34 | 36 | 36 |
| Black or African American | 140 | 125 | 136 | 136 | 102 | 99 | 73 | 79 | 60 |
| Hispanic/Latino | 318 | 282 | 274 | 294 | 241 | 211 | 201 | 157 | 144 |
| Native Hawaiian or Other Pacific Islander | 4 | 8 | 5 | 2 | 7 | 9 | 11 | 6 | 3 |
| Two or More Races | 72 | 72 | 61 | 64 | 50 | 61 | 40 | 36 | 34 |
| White | 1,819 | 1,798 | 1,594 | 1,576 | 1,433 | 1,249 | 1,059 | 927 | 832 |
| EL* | 87 | 59 | 62 | 45 | 35 | 36 | 18 | 6 | 9 |
| FRL** | 308 | 262 | 270 | 249 | 222 | 161 | 132 | 113 | 108 |
| IEP*** | 82 | 88 | 79 | 55 | 37 | 24 | 28 | 11 | 16 |
| Female | 1,249 | 1,220 | 1,089 | 1,097 | 1,020 | 846 | 694 | 620 | 559 |
| Male | 1,189 | 1,147 | 1,051 | 1,047 | 889 | 836 | 728 | 622 | 552 |
| Non-Binary | 0 | 0 | 1 | 0 | 0 | | 0 | 0 | 0 |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

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 and 2024-25.

Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

Table 1-41: Number of Iowa Students with Education Savings Accounts who Tested on ISASP Science by Student Group, 2024-25

| Group | Grade 5 | Grade 8 | Grade 10 |
|---|---------|---------|----------|
| All Students | 2,140 | 1,681 | 1,242 |
| American Indian or Alaska Native | 7 | 0 | 1 |
| Asian | 64 | 53 | 36 |
| Black or African American | 136 | 99 | 79 |
| Hispanic/Latino | 274 | 211 | 157 |
| Native Hawaiian or Other Pacific Islander | 5 | 9 | 6 |
| Two or More Races | 61 | 61 | 36 |
| White | 1593 | 1248 | 927 |
| EL* | 62 | 36 | 6 |
| FRL** | 270 | 161 | 113 |
| IEP*** | 79 | 24 | 11 |
| Female | 1,089 | 846 | 620 |
| Male | 1,050 | 835 | 622 |
| Non-Binary | 1 | 0 | 0 |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

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

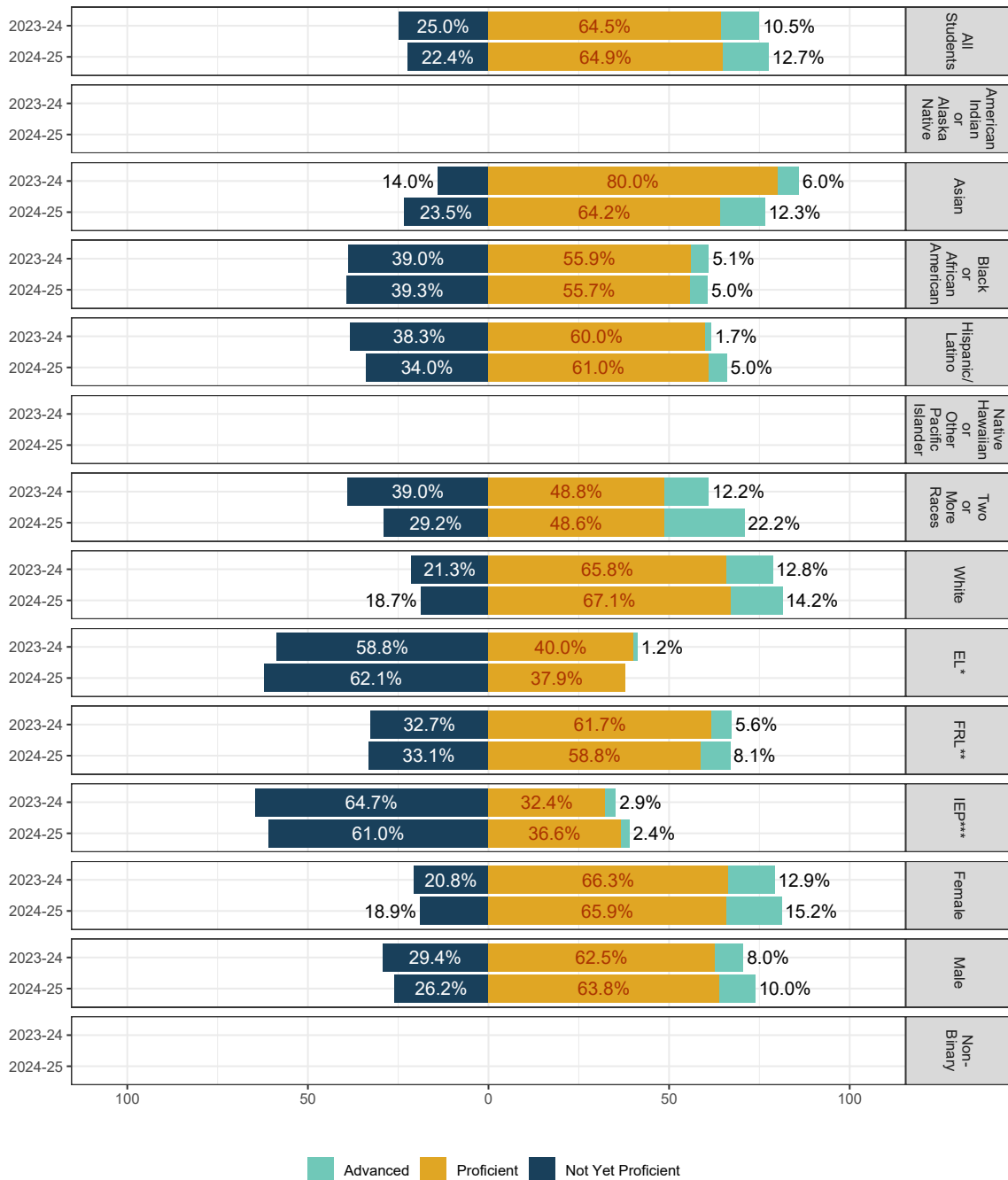
Figures 1-50 to 1-70 show ISASP results for 2023-24 and 2024-25.

Data on nonbinary, which was first available in 2021-22, was voluntarily reported by some districts that decided locally to include a nonbinary category in their school information systems, which was then reported to the Department. Data for 2024-25 is the last year nonbinary data will be reported as effective July 1, 2025, state law requires school districts to report a student's biological sex as either male or female according to statutory definitions in Senate File 418.

English Language Arts

Indicator: Percentage of third through eleventh grade students with ESAs attending an accredited nonpublic school 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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

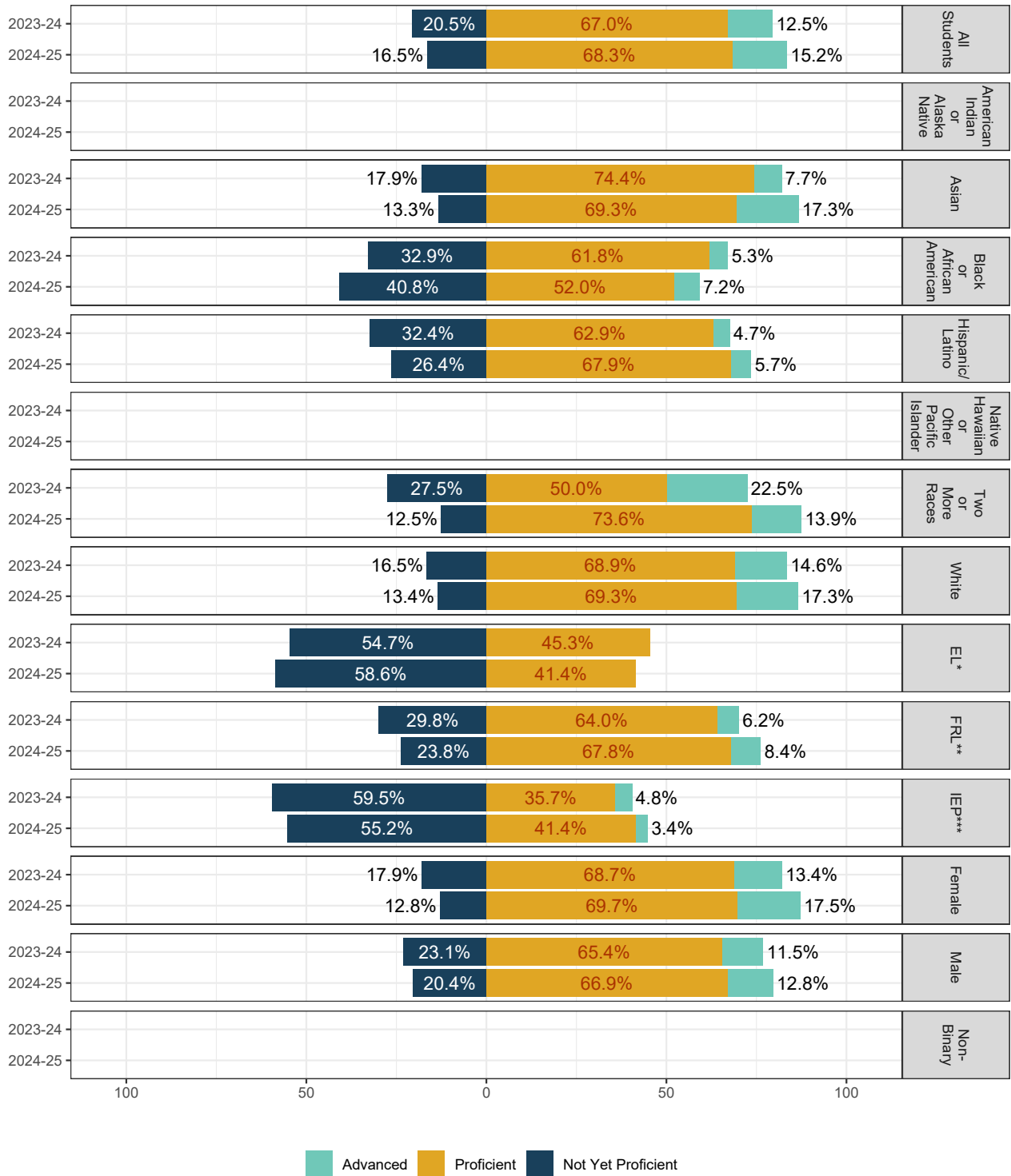
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

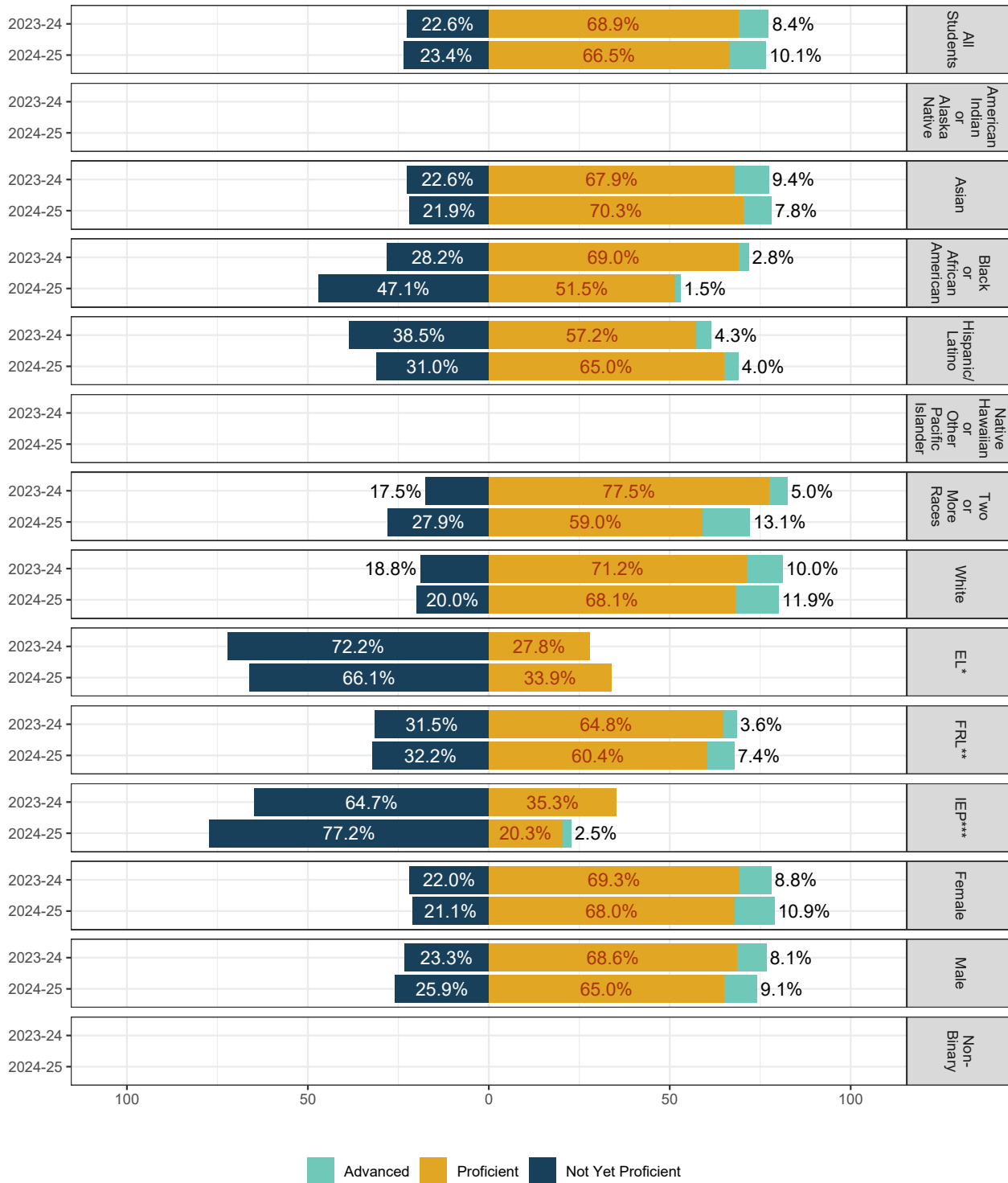
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

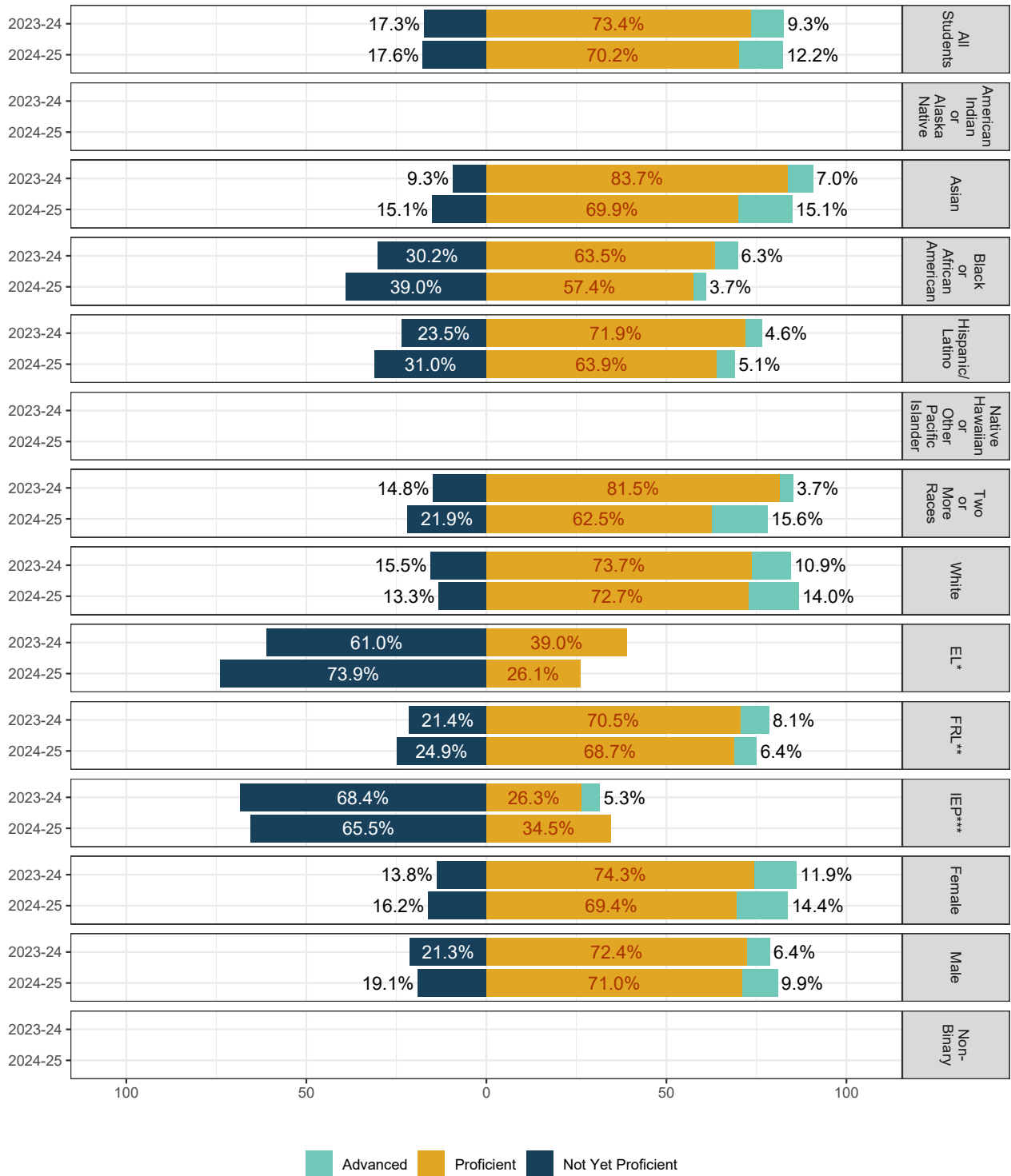
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

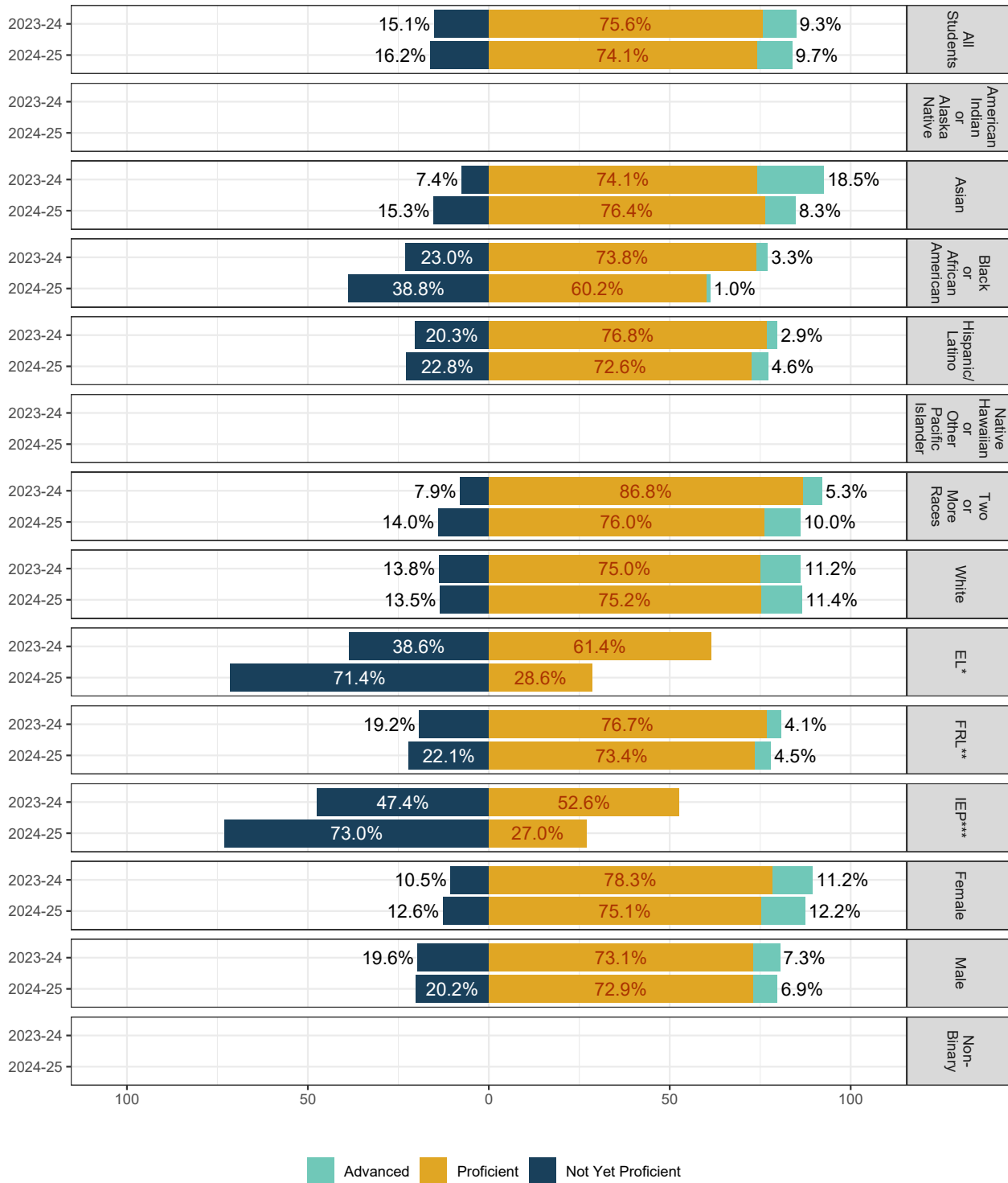
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

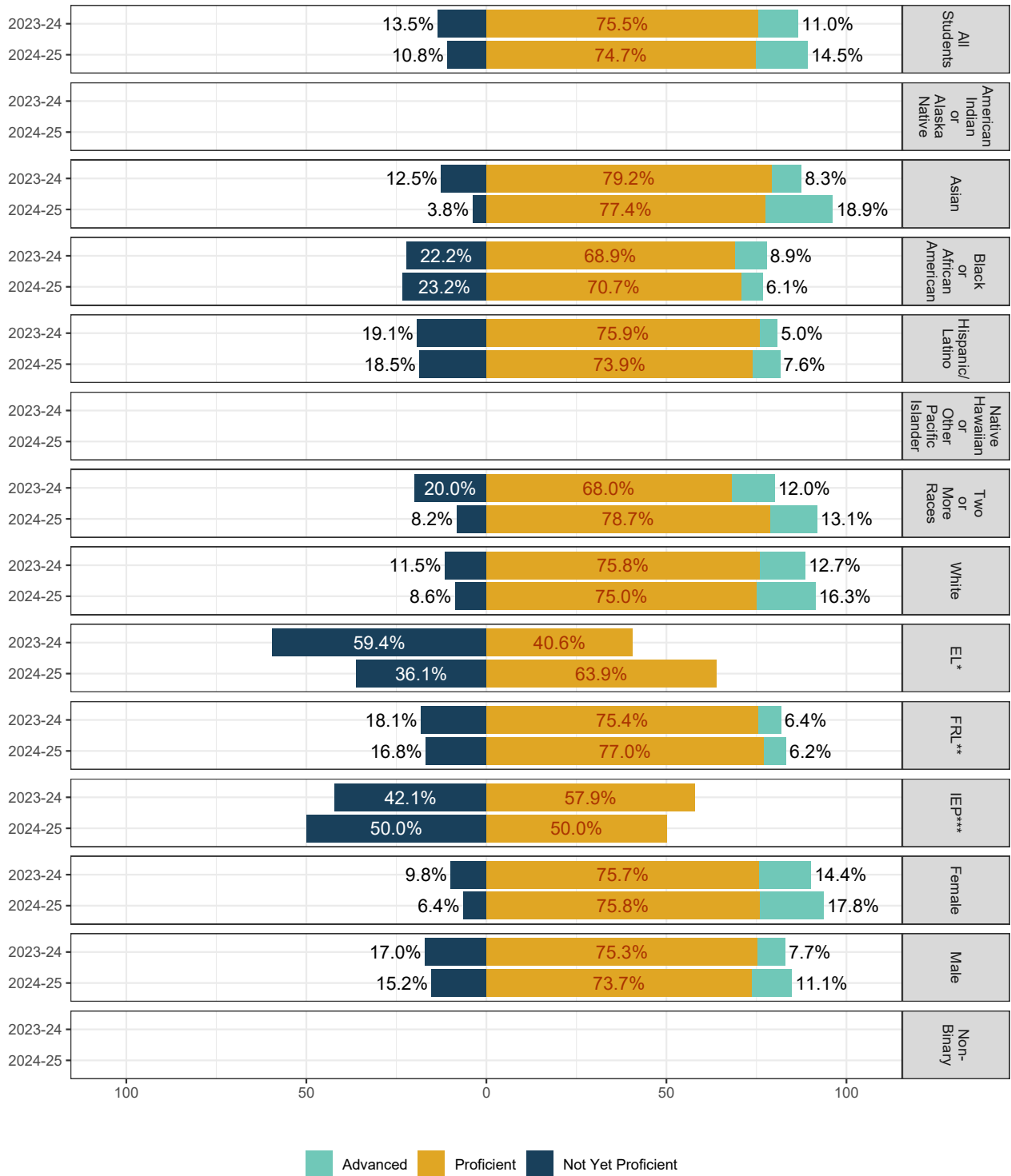
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

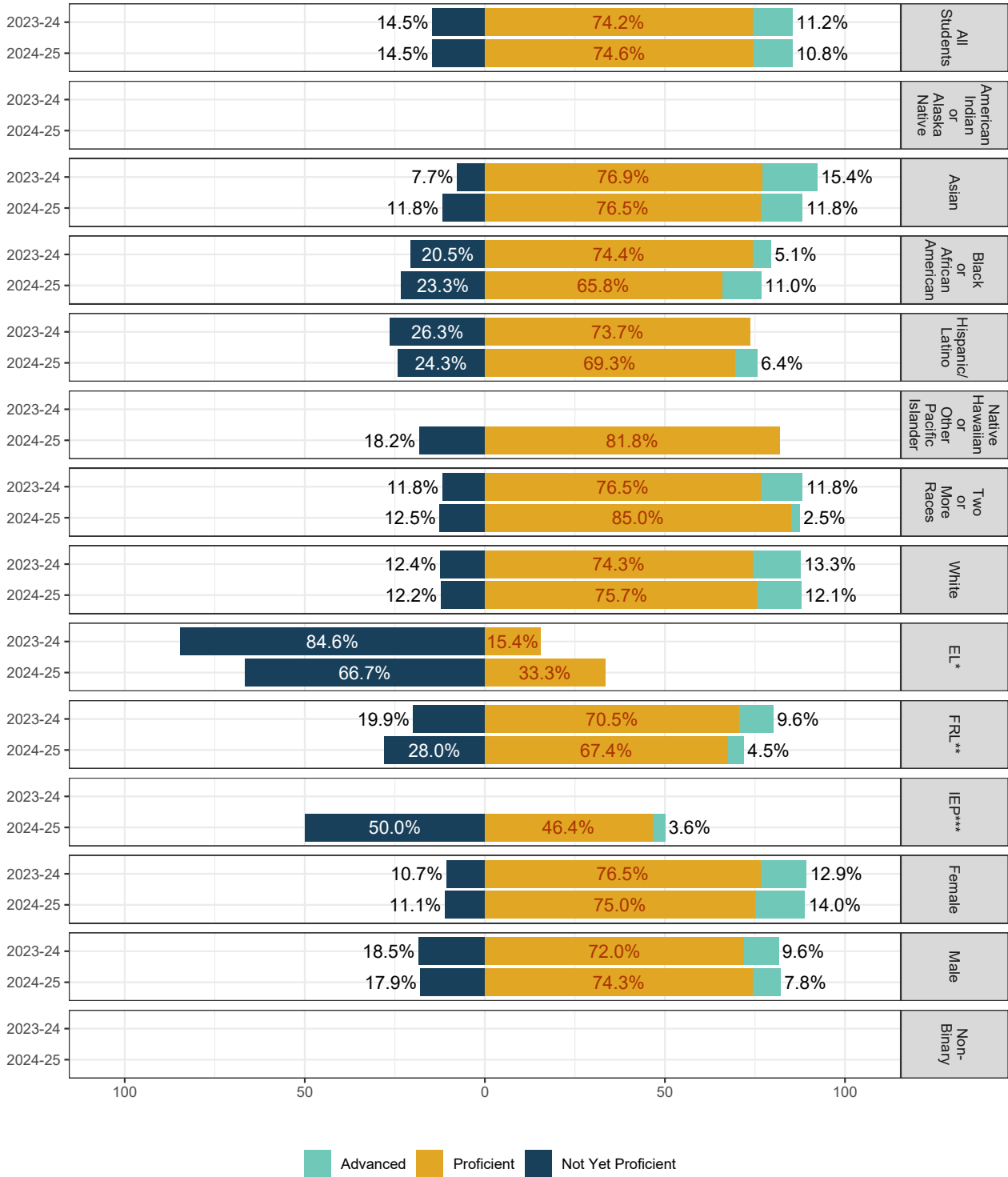
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

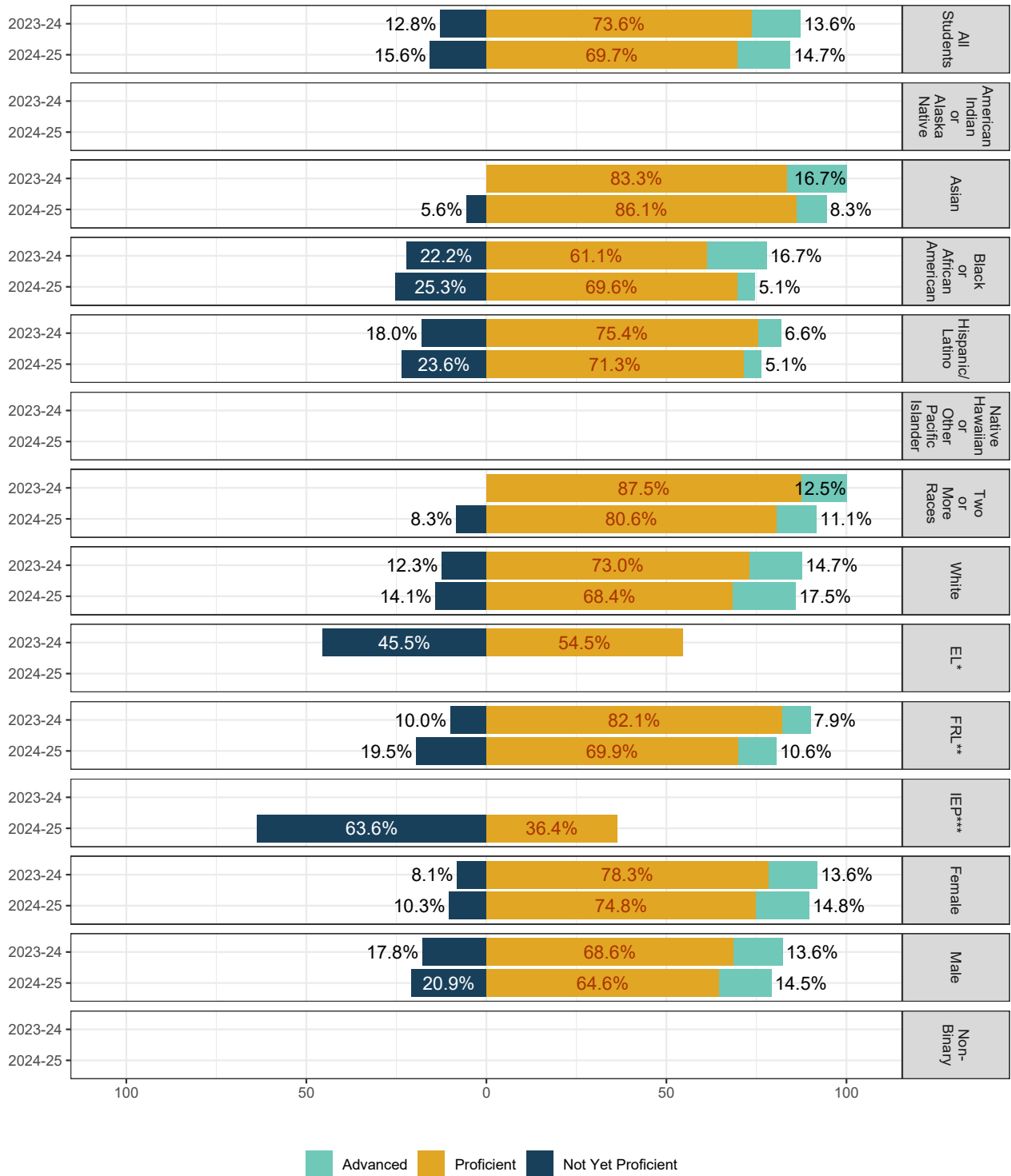
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

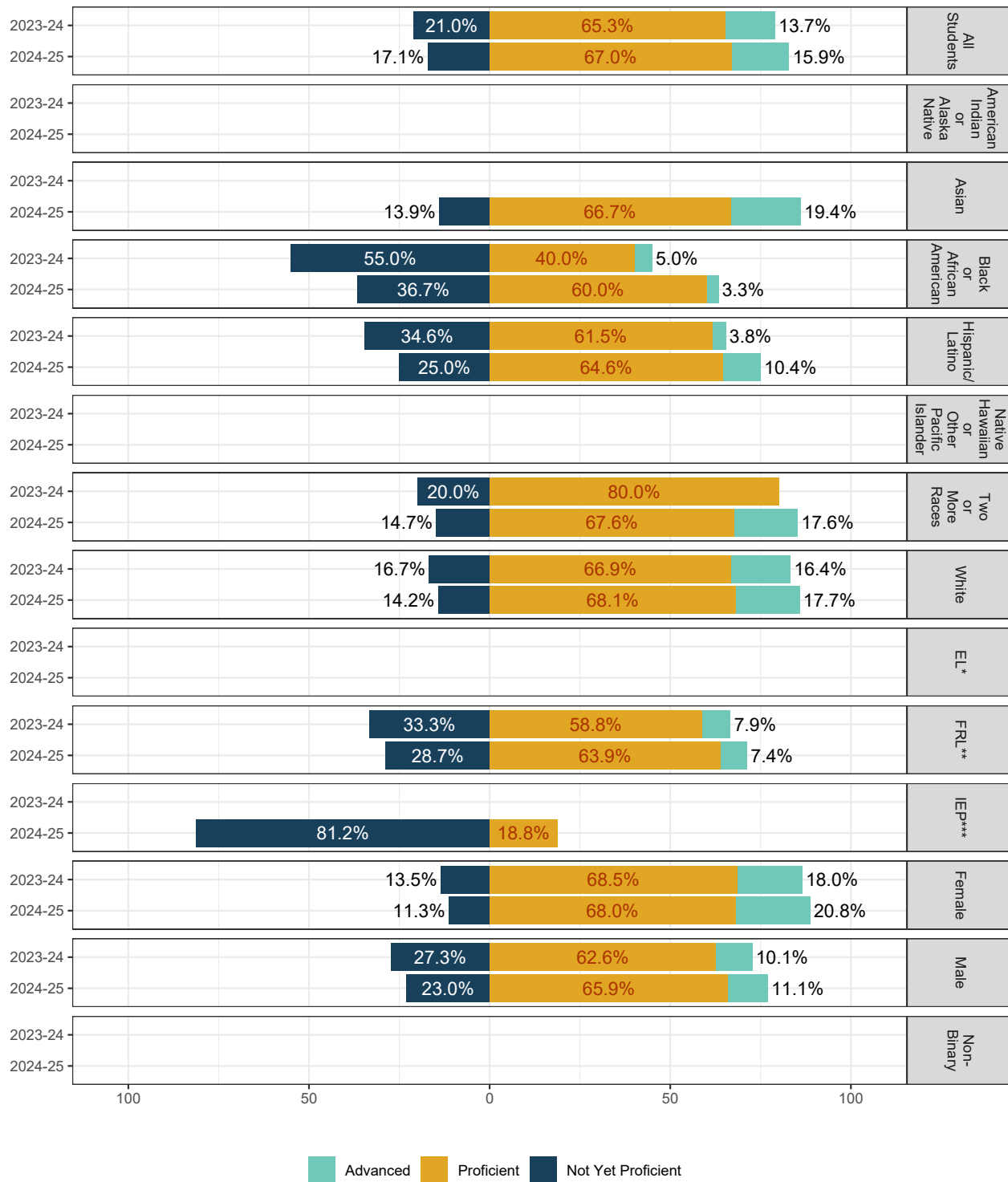
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

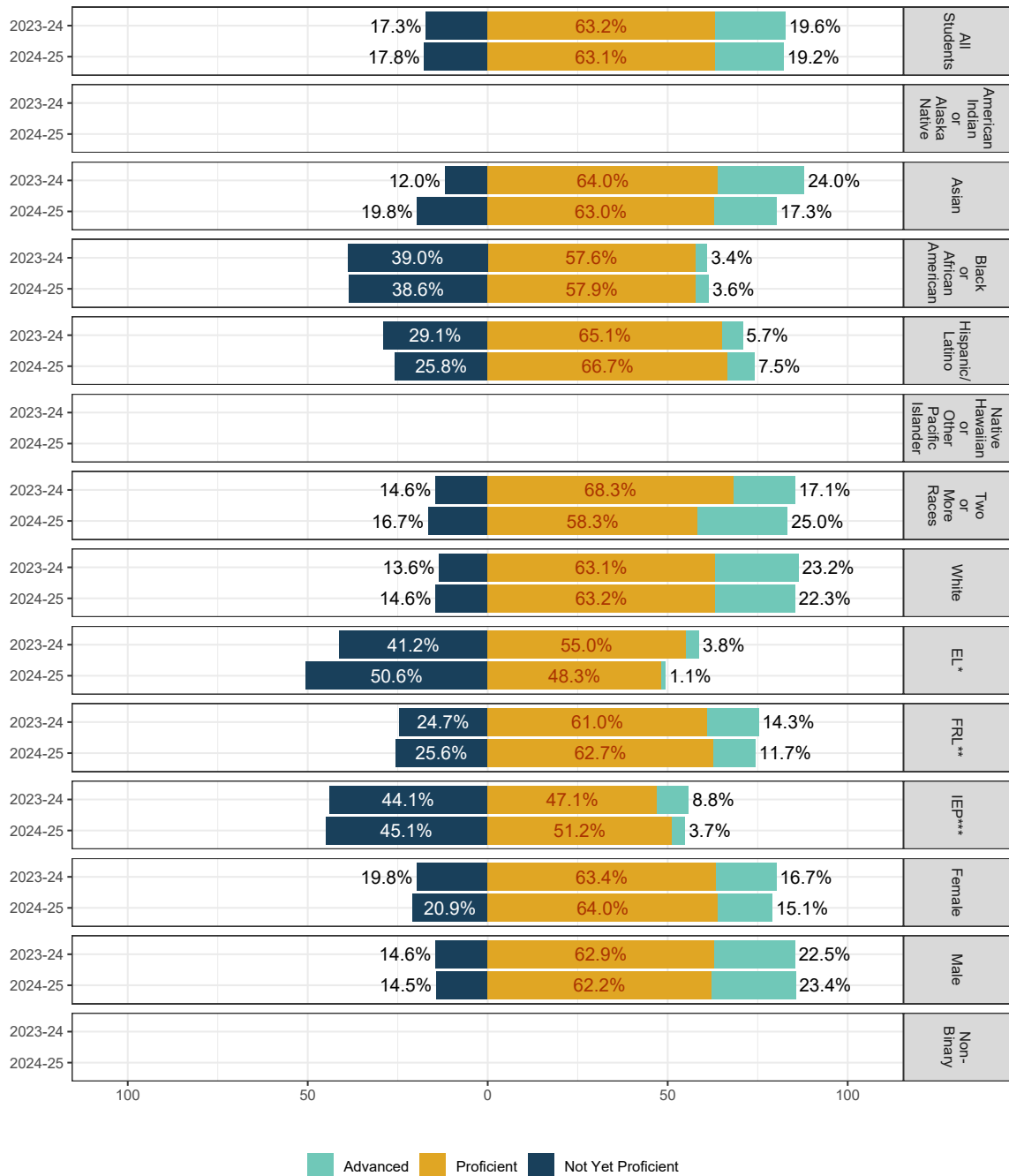
***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

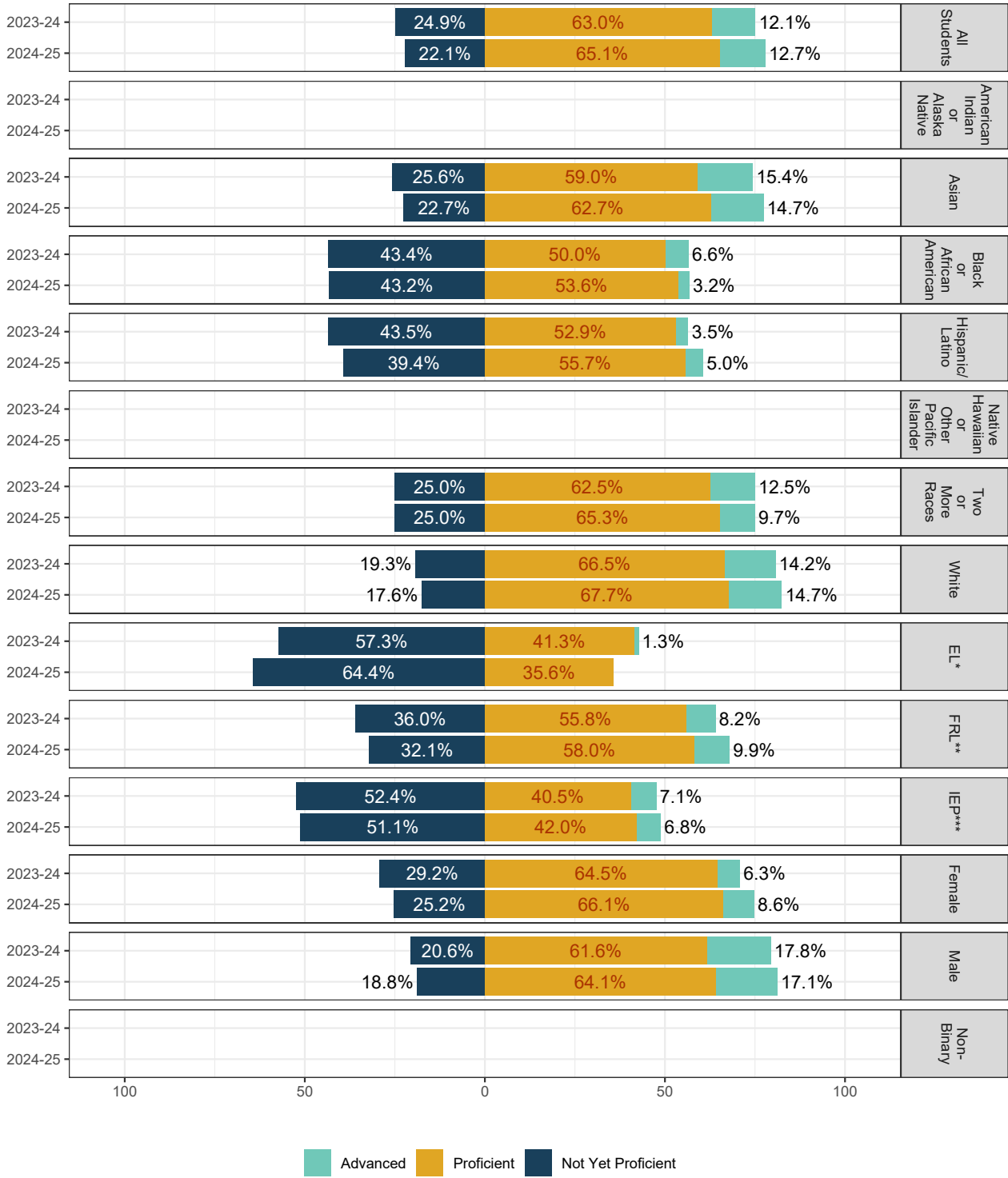
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

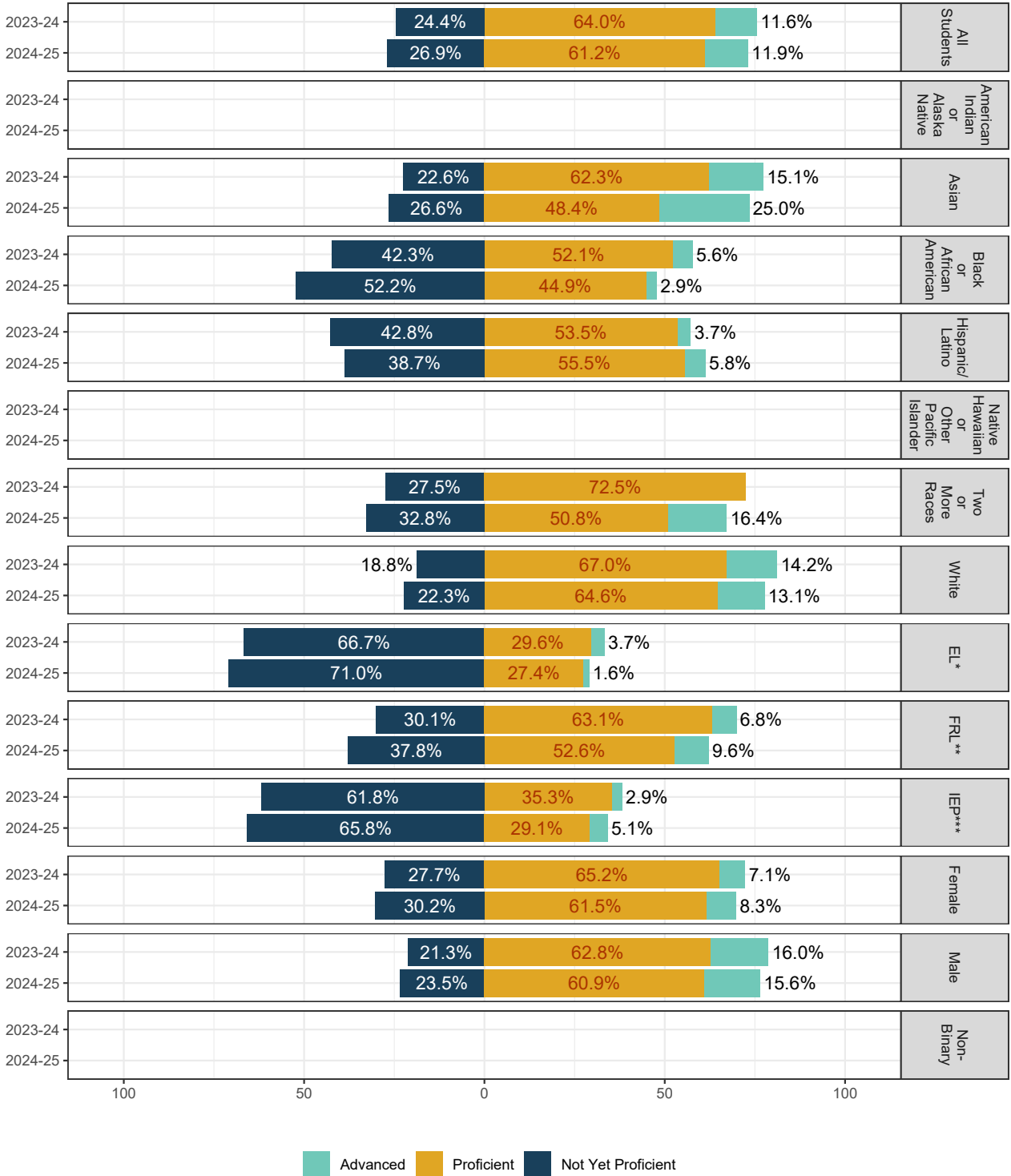
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

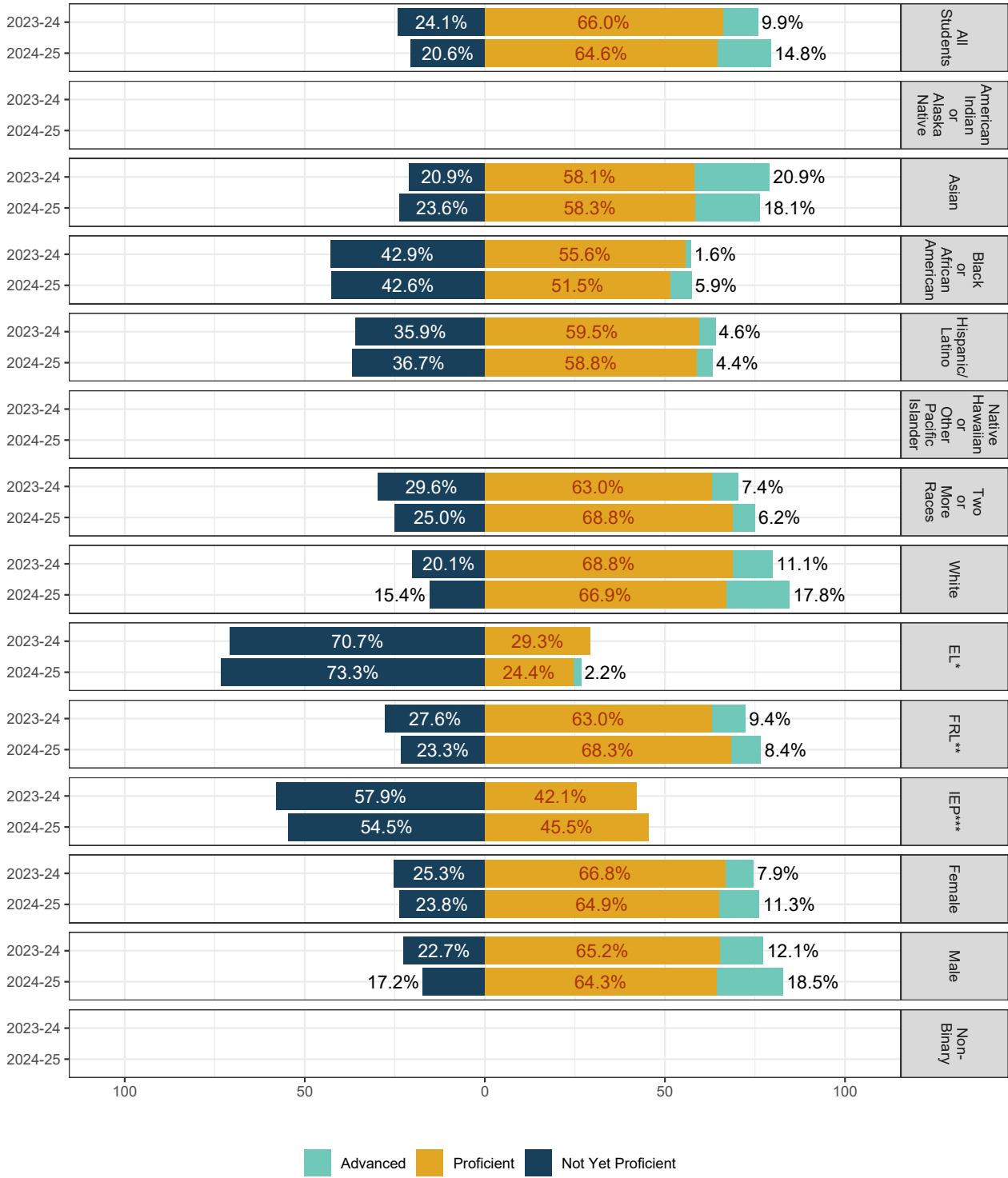
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

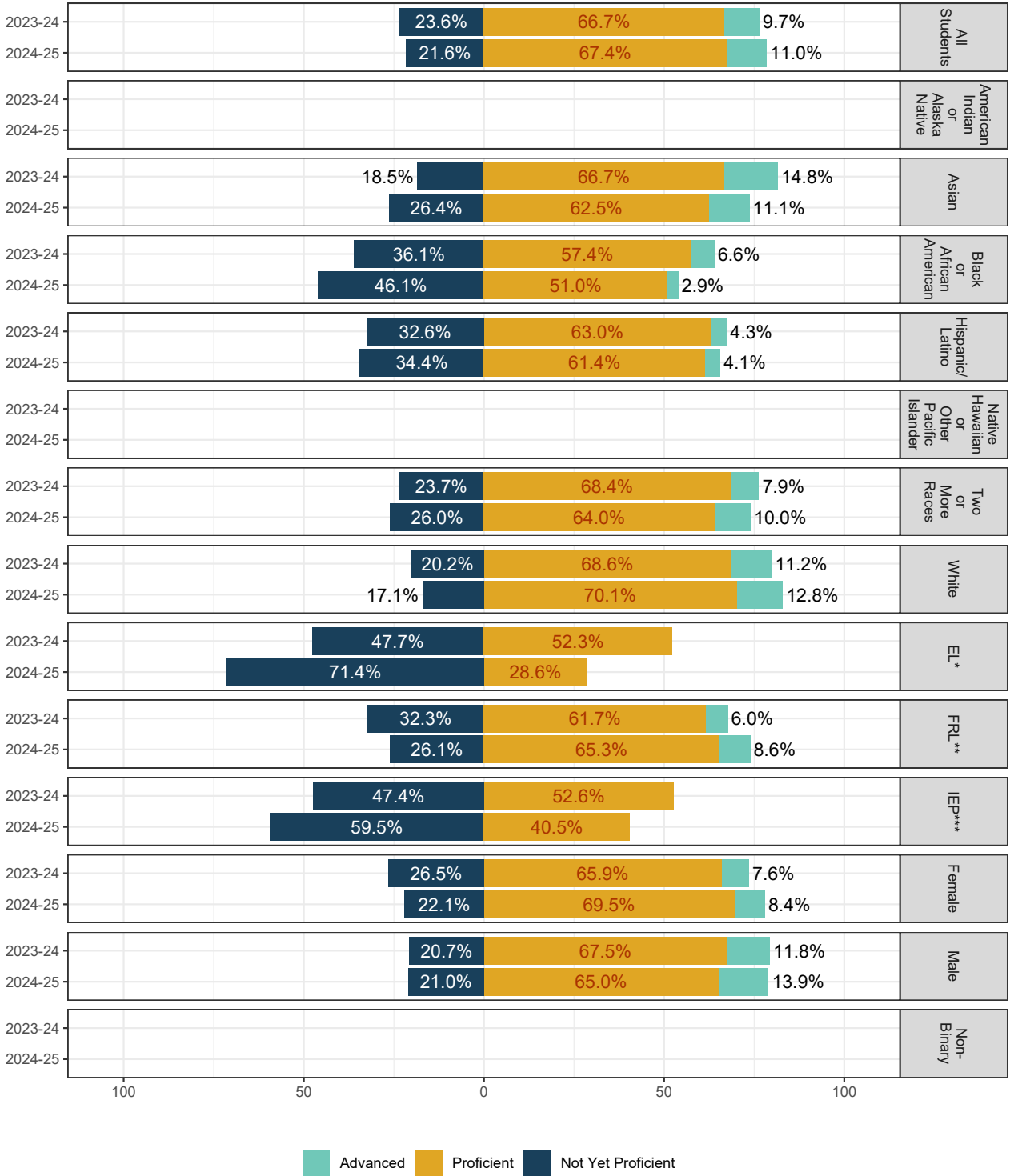
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

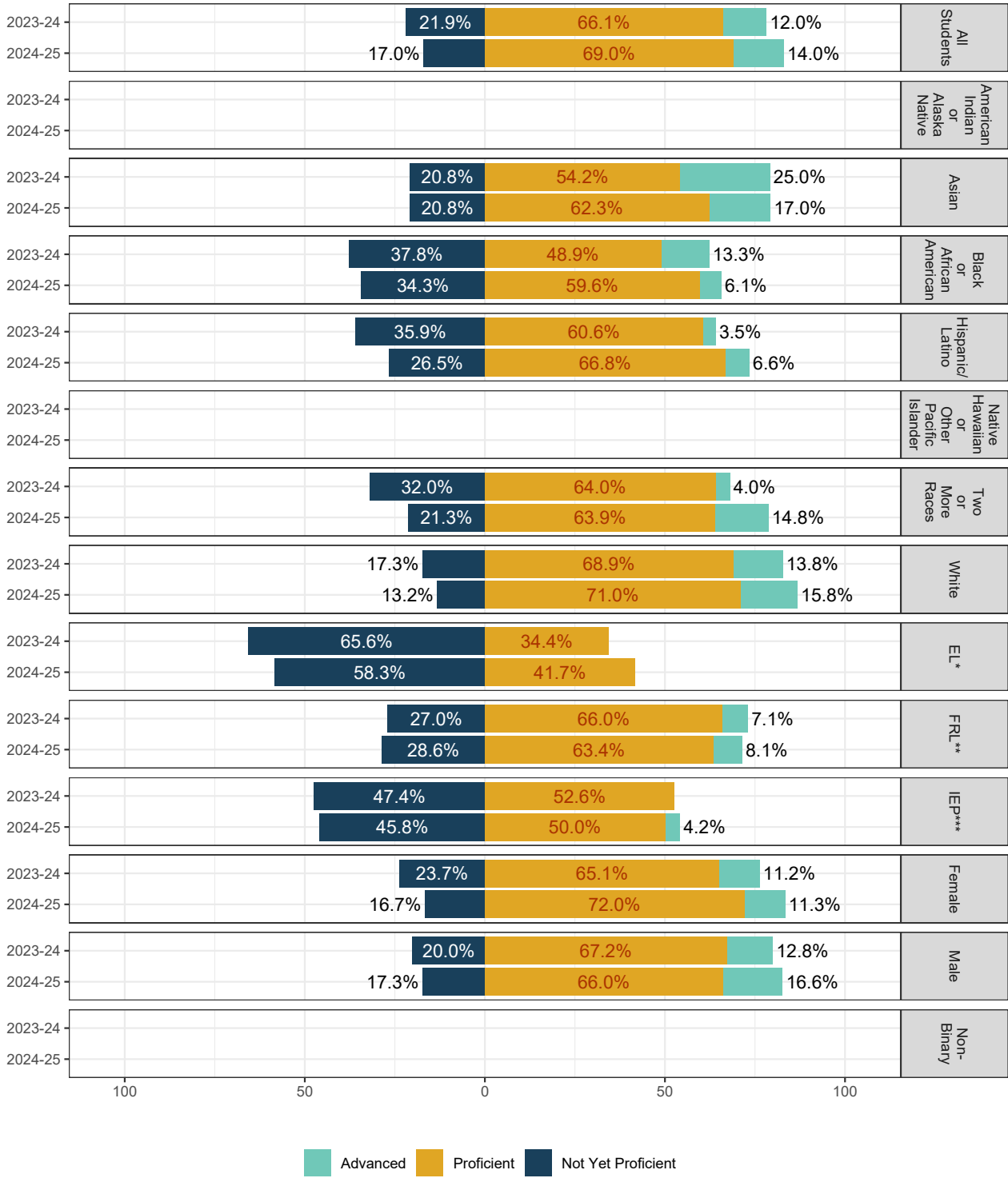
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

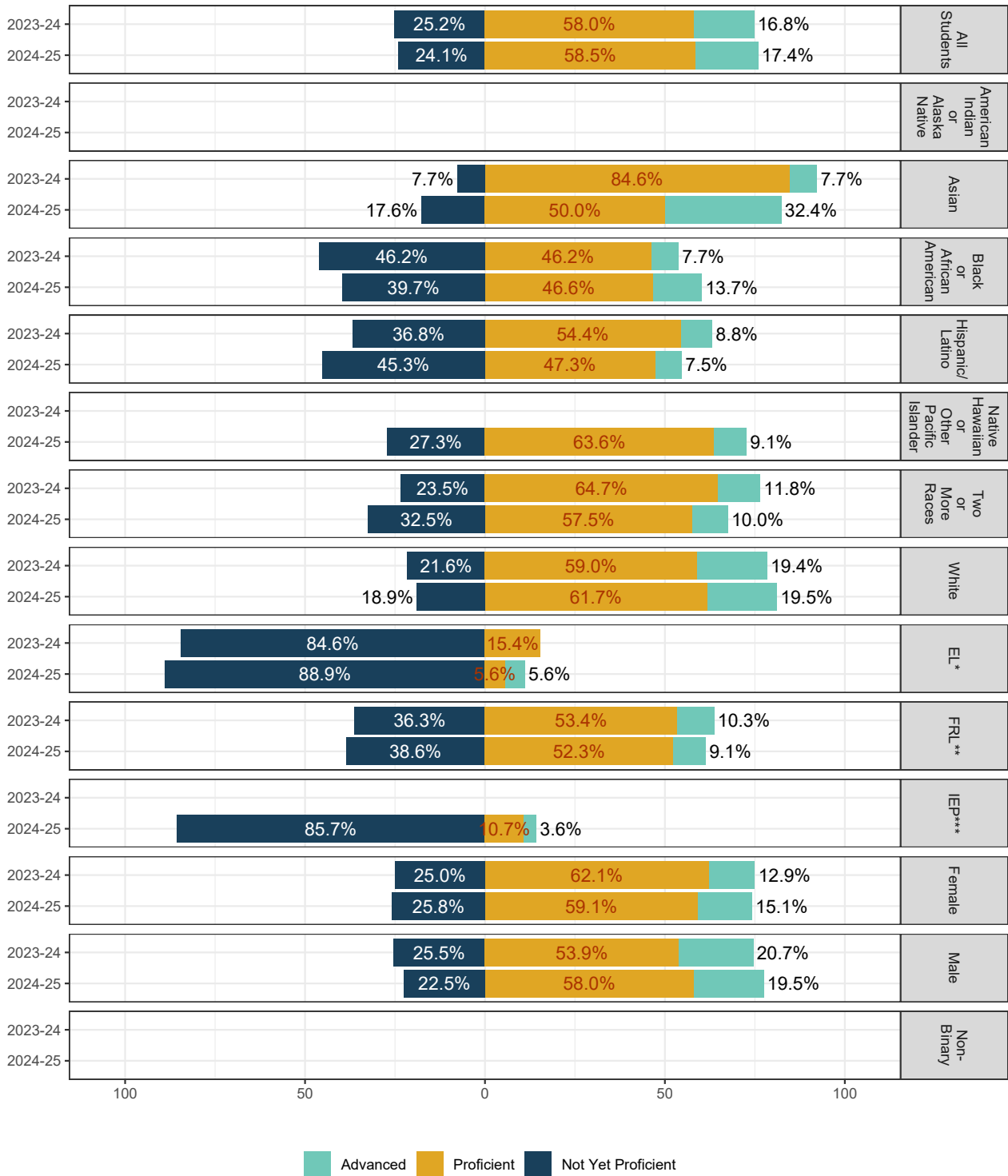
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

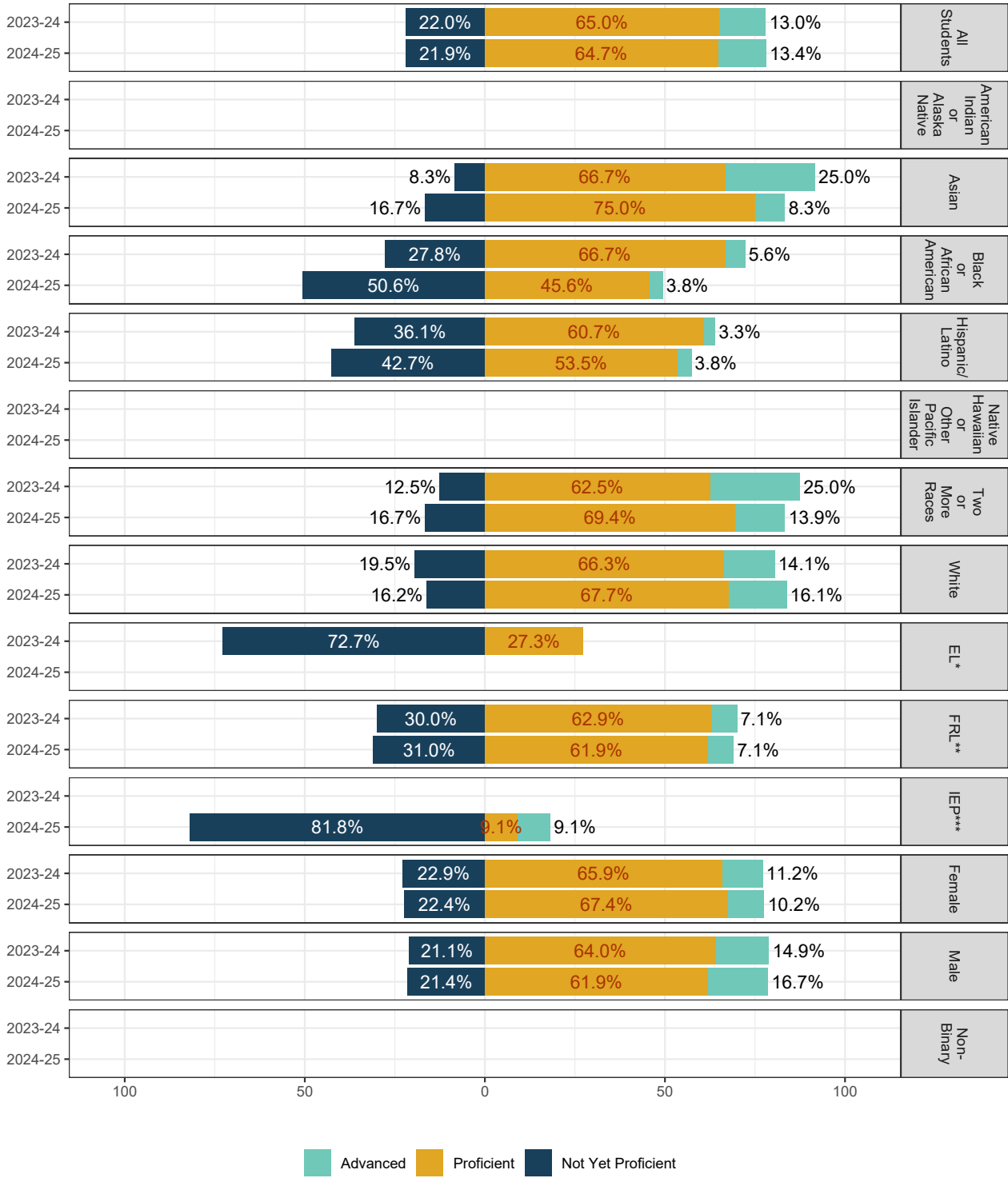
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

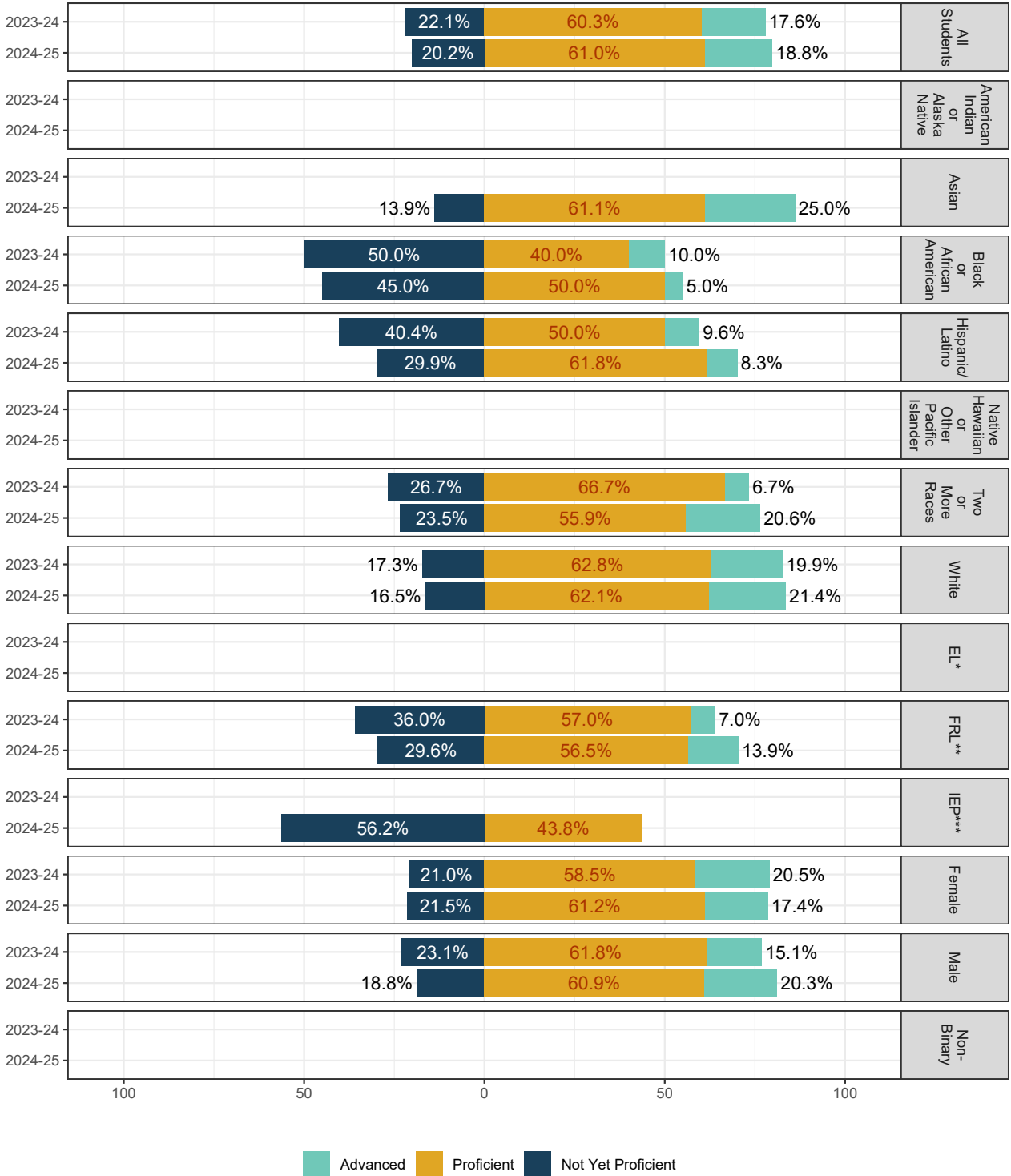
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

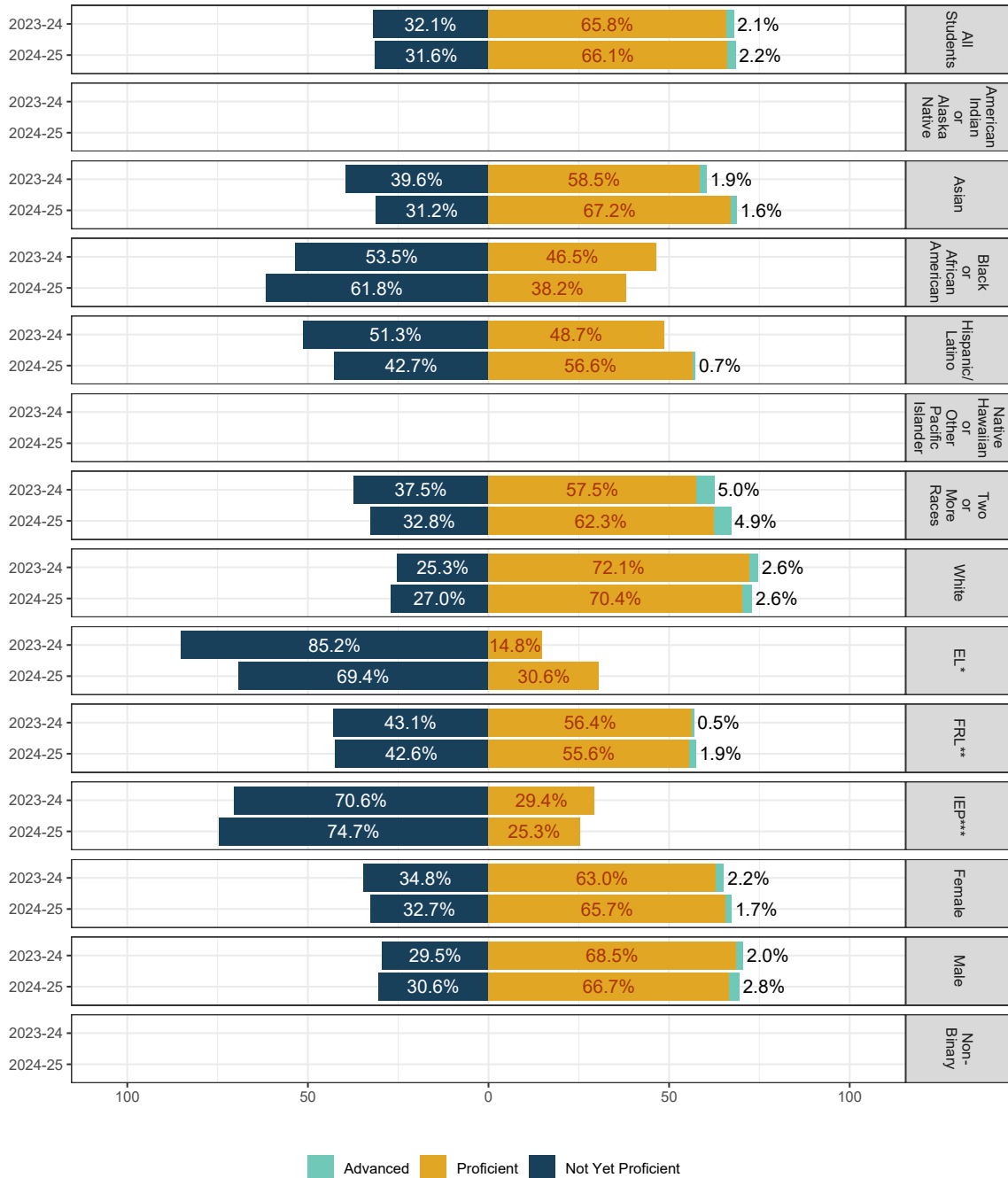
***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

Science

Indicator: Percentage of fifth, eighth and tenth grade students with ESAs attending an accredited nonpublic school 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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

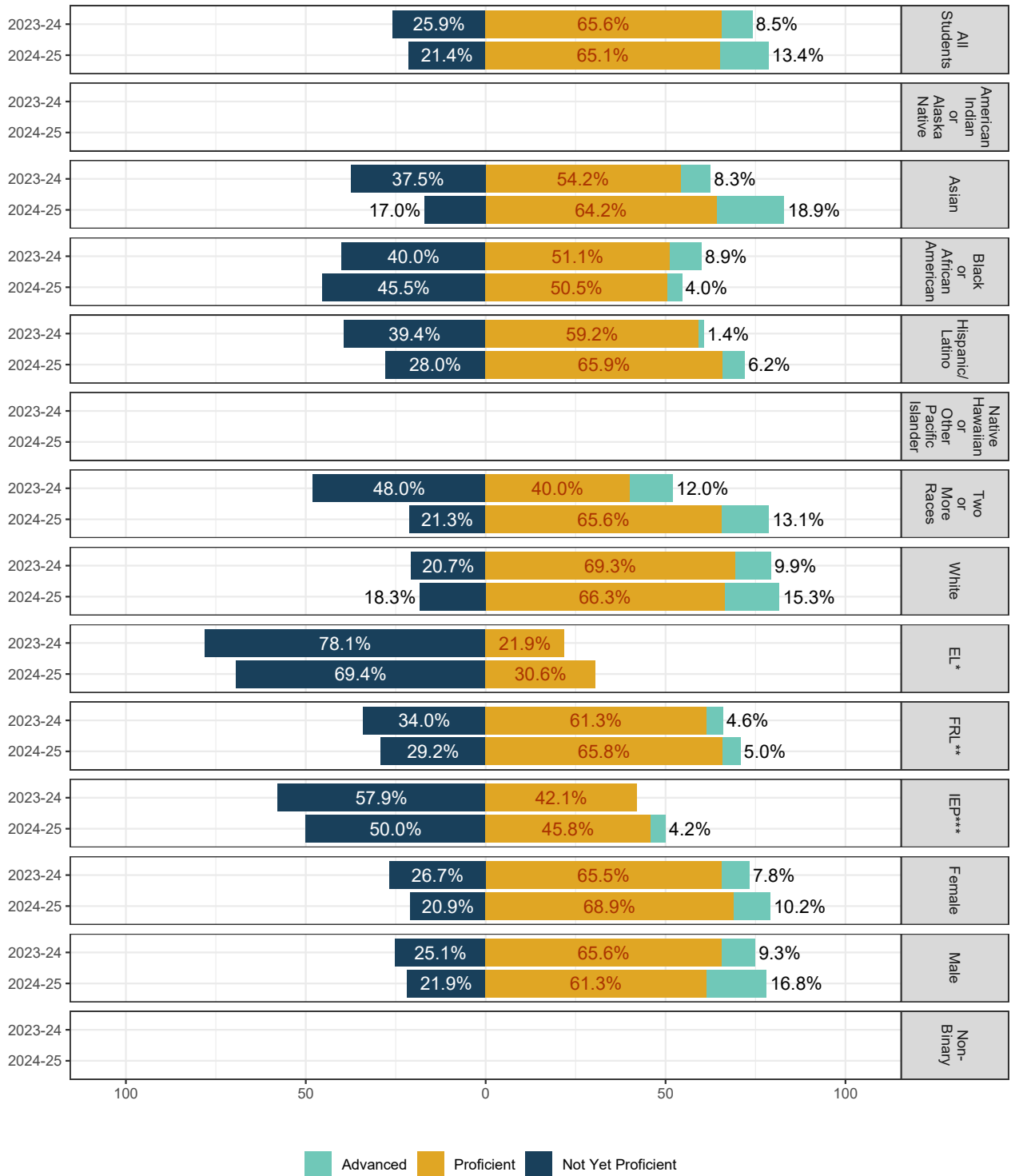
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.

Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

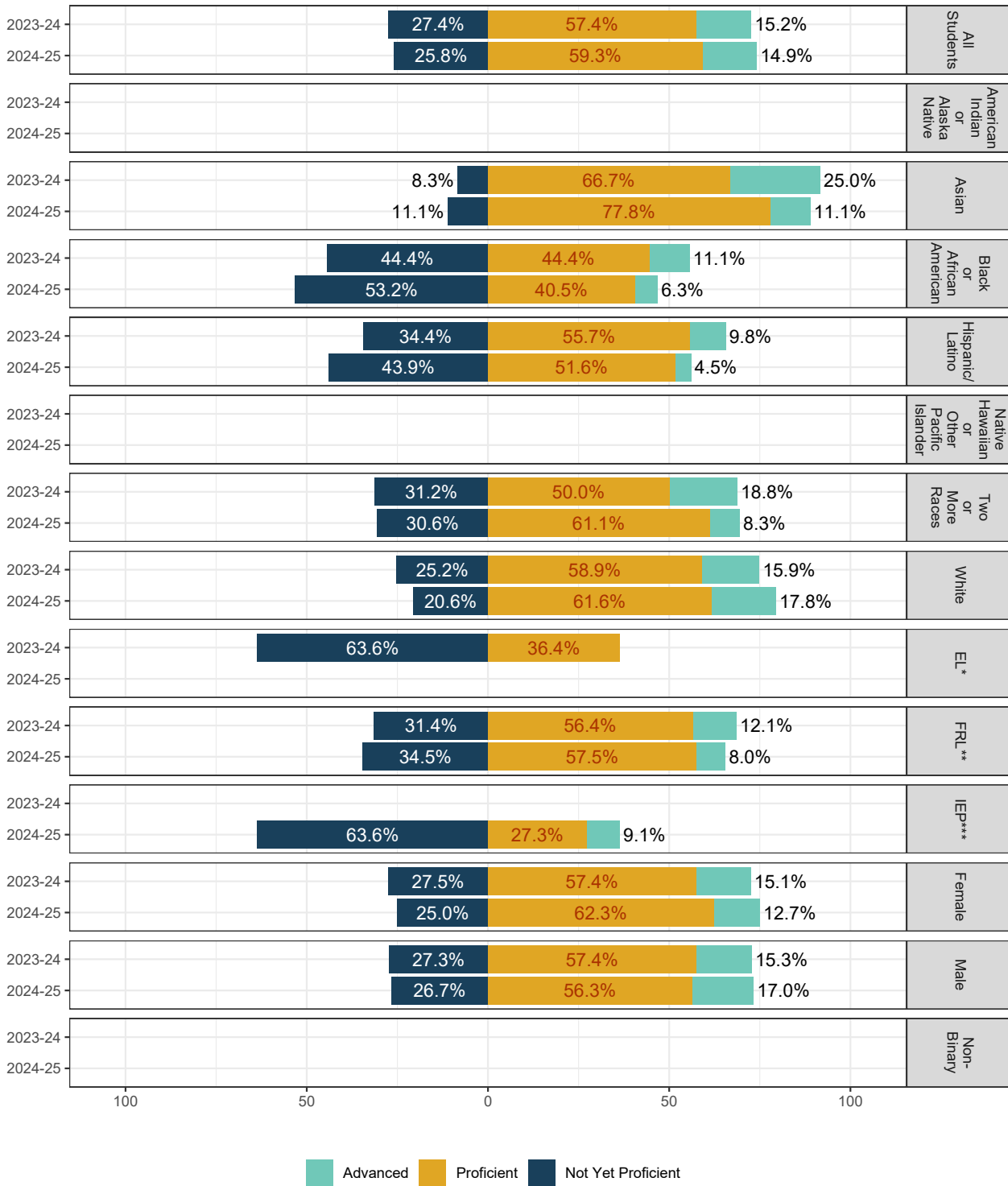
*EL - English learners

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

***IEP - Students with an individualized education program

Nonbinary student group did not have enough students tested to meet reporting criteria.

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 and 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

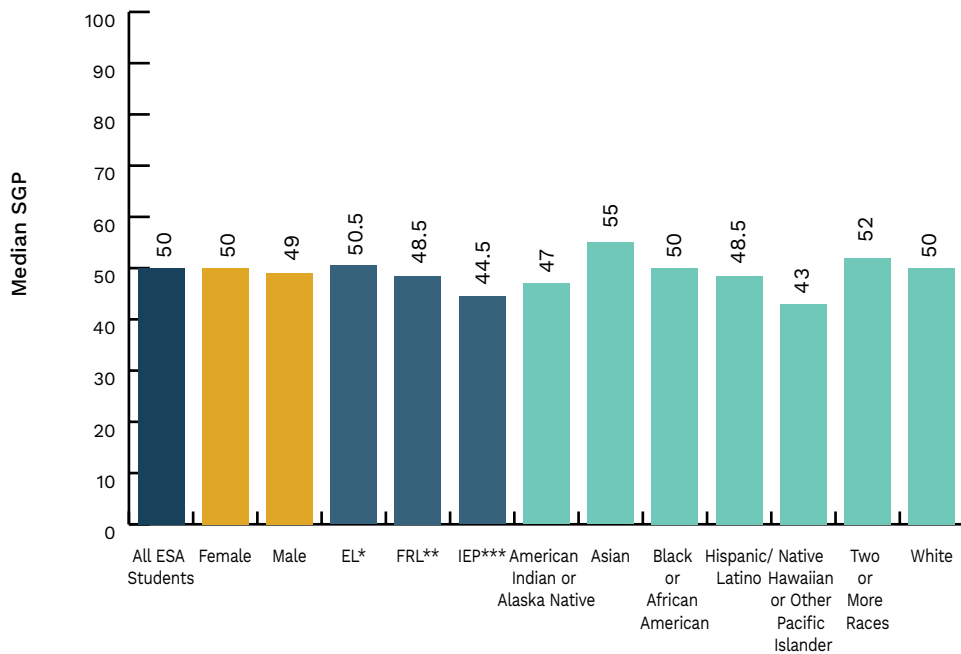
Nonbinary student group did not have enough students tested to meet reporting criteria.

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 2024-25 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, 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics.

Note: ISASP - Iowa Statewide Assessment of Student Progress

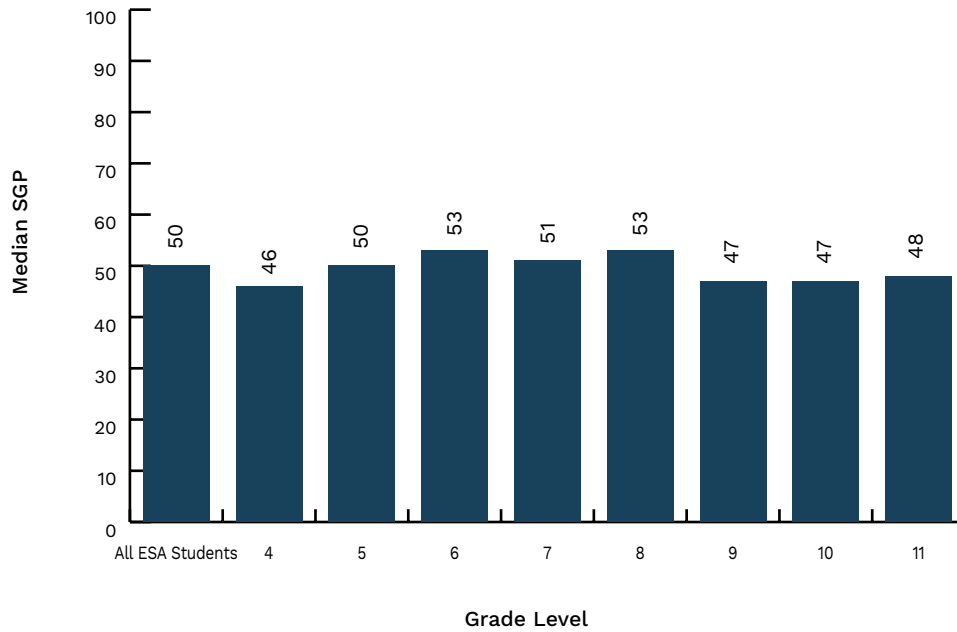
*EL - English learners

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

***IEP - Students with an individualized education program

This data reflects all students who had an Education Savings Account in 2024-25, took the ISASP in 2024-25 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, 2024-25



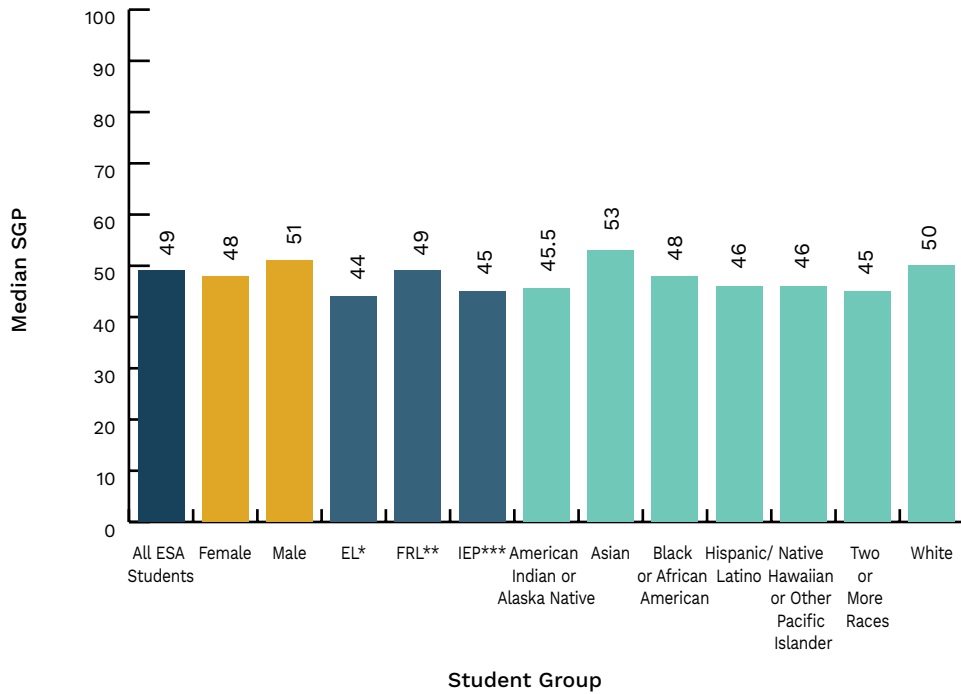
Source: Iowa Department of Education, Bureau of Performance and Analytics.

Note: ISASP - Iowa Statewide Assessment of Student Progress

This data reflects all students who had an Education Savings Account in 2024-25, took the ISASP in 2024-25 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 2024-25 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, 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics.

Note: ISASP - Iowa Statewide Assessment of Student Progress

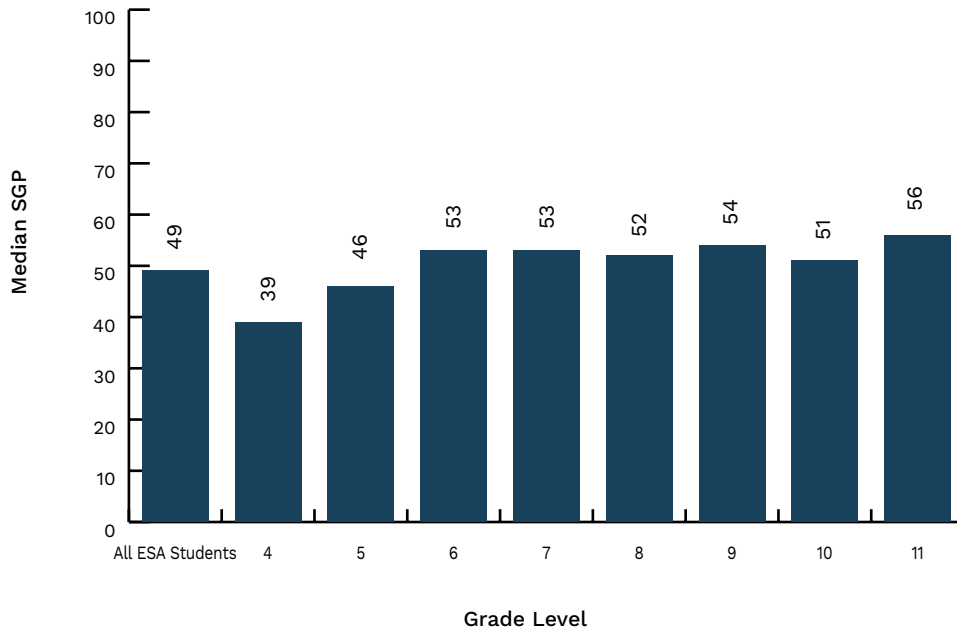
*EL - English learners

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

***IEP - Students with an individualized education program

This data reflects all students who had an Education Savings Account in 2024-25, took the ISASP in 2024-25 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, 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics.

Note: ISASP - Iowa Statewide Assessment of Student Progress

This data reflects all students who had an Education Savings Account in 2024-25, took the ISASP in 2024-25 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.

PUBLIC CHARTER SCHOOLS

A charter school in Iowa is a public school that must operate with a governing board, independently of any school committee, under a five-year charter granted by the Iowa State Board of Education. Iowa charter school laws were established in 2002 under Iowa Code 256F. On July 1, 2021, Iowa Code 256E, as well as House File 813 and 847, and Senate File 2368, were signed into law. Any entity that seeks charter school authorization in the state of Iowa after July 1, 2021, must follow all codes and regulations under Iowa Code 256E.

Table 1-42 shows the number of public charter schools in Iowa as well as the number of students enrolled in those schools for the 2022-23 through 2024-25 school years. Over that period of time, the number of students enrolled in Iowa public charter schools increased from 257 to 804, or 213%.

Table 1-42: Number of Iowa Public Charter Schools and Enrolled Students, 2022-23 to 2024-25

| | 2022-23 | 2023-24 | 2024-25 |
|---|---------|---------|---------|
| Number of Public Charter Schools | 4 | 5 | 7 |
| Number of Students Enrolled in Public Charter Schools | 257 | 433 | 804 |

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

Iowa Student Counts and Performance for ISASP English Language Arts, Mathematics and Science Public Charter School Test Takers

The number of Iowa public charter school students tested by grade (in grades 3-11) for ELA, mathematics and science in 2024-25 is shown in Table 1-43. Figures 1-75 through 1-77 show the percentage of Iowa public charter school students testing within each performance level by grade level for each of those subjects. Since the number of tested students is relatively low for some of the grade levels, this should be taken into consideration when reviewing the data.

Table 1-43: Number of Iowa Public Charter School Students Tested on ISASP by Subject, 2024-25

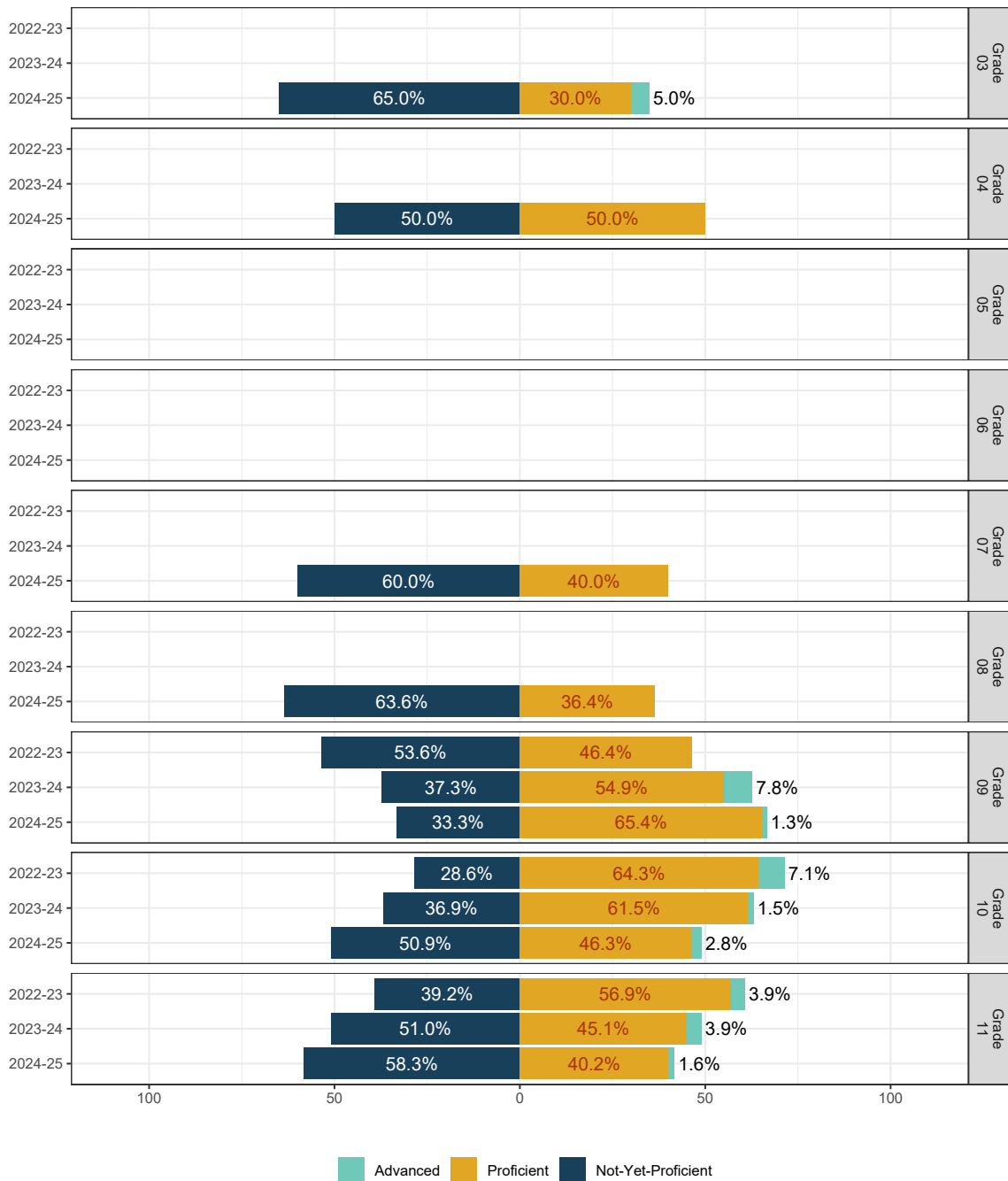
| Group | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| English Language Arts (ELA) | 20 | 12 | 0 | 0 | 10 | 11 | 78 | 108 | 127 |
| Mathematics | 20 | 12 | 0 | 0 | 10 | 11 | 80 | 112 | 132 |
| Science | n/a | n/a | 0 | n/a | n/a | 11 | n/a | 114 | n/a |

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores. ELA and mathematics are tested in grades 3-11 while science is only tested in grades five, eight and ten.
 ISASP - Iowa Statewide Assessment of Student Progress

English Language Arts

Indicator: Percentage of third- through eleventh-grade public charter school students by performance level on the ISASP English language arts test. A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

Figure 1-75: Percentage of Iowa Public Charter School Students by Performance Level on the ISASP English Language Arts Test by Grade Level, 2022-23 to 2024-25

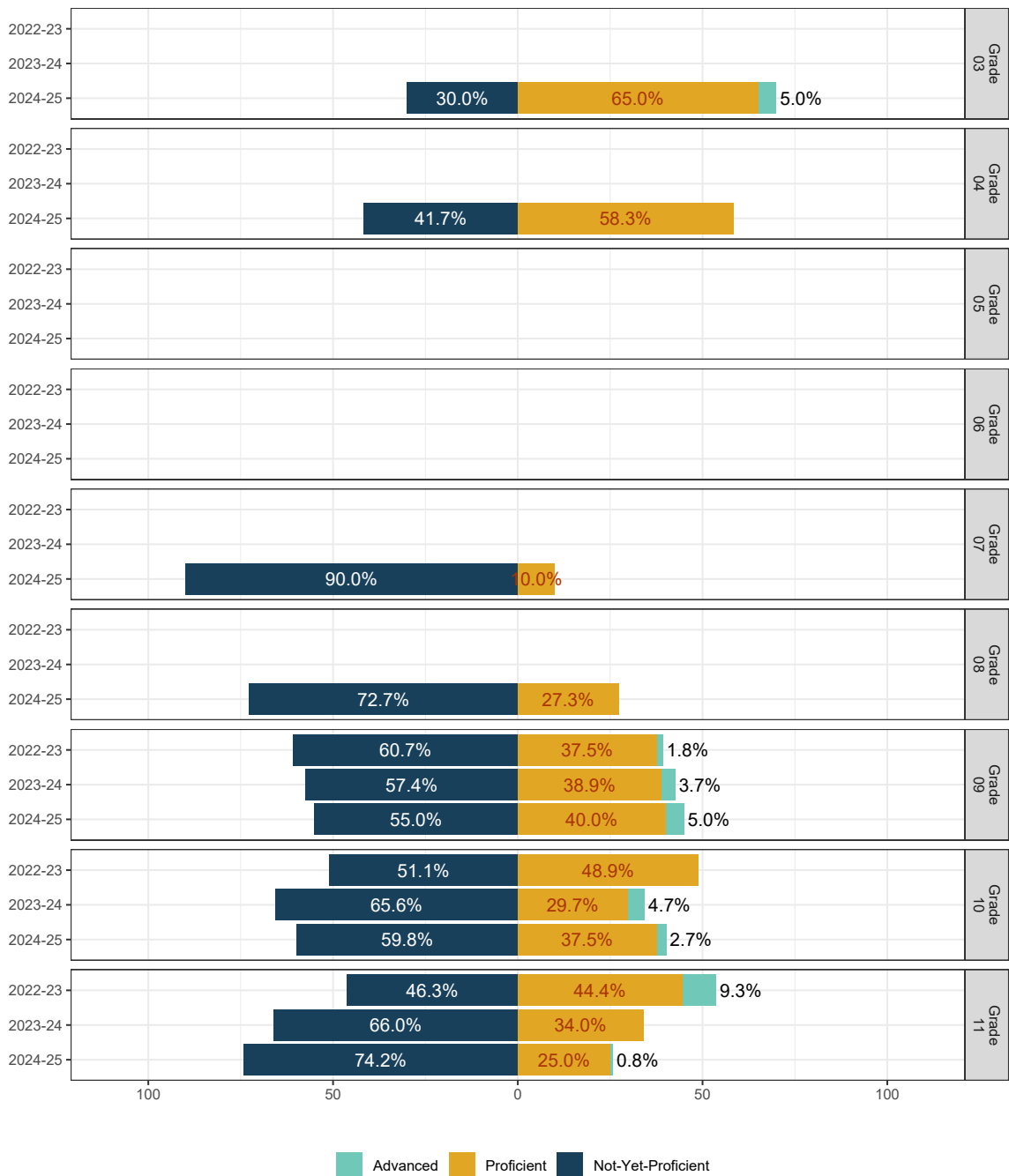


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

Mathematics

Indicator: Percentage of third- through eleventh-grade public charter school students by performance level on the ISASP mathematics test. A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

Figure 1-76: Percentage of Iowa Public Charter School Students by Performance Level on the ISASP Mathematics Test by Grade Level, 2022-23 to 2024-25

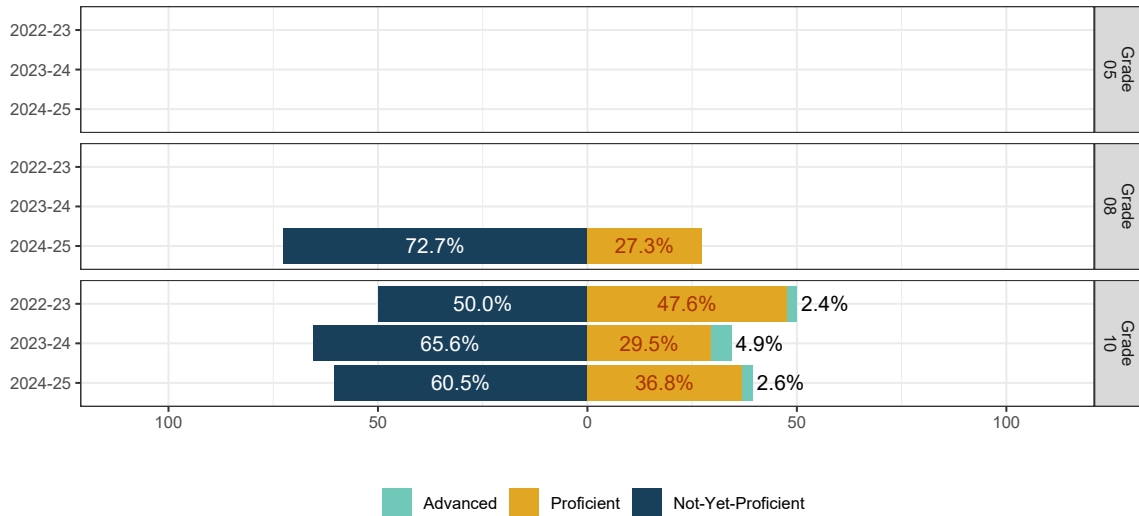


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

Science

Indicator: Percentage of fifth-, eighth- and tenth-grade public charter school students by performance level on the ISASP science test. A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

Figure 1-77: Percentage of Iowa Public Charter School Students by Performance Level on the ISASP Science Test by Grade Level, 2022-23 to 2024-25



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.



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