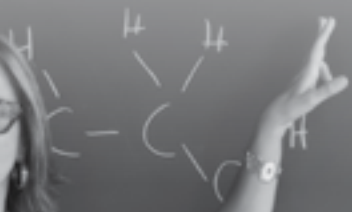


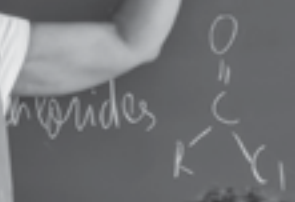
2025

Condition of Education



$$\frac{P_1 V_1}{N_1 T_1} = \frac{P_2 V_2}{N_2 T_2}$$

$$P = F/A ; P_A = K_H [A]$$



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INTRODUCTION

The 2025 edition of the Annual Condition of Education Report (COE) marks the 36th edition of the report. For over 30 years, the Department has published the COE in order to provide education stakeholders critical data about the status of Iowa’s education system. The 2025 COE includes a wide variety of content including information about Iowa’s students, schools, educators, administrators, performance and school finance. A companion online version of the COE is also available at reports.educateiowa.gov/COE/ which allows users to explore state trends and localize information for specific districts and communities. Below are highlights from the 36th edition of the report.

Student Performance

- Overall, state-level results from the spring 2025 Iowa Statewide Assessment of Student Progress (ISASP) show encouraging improvements in student achievement across most grade levels in English language arts and science, while high school math proficiency rates continue to lag behind those of earlier grade levels.
- The percent of students taking key courses were generally stable between the class of 2025 when compared to the class of 2024. The percent of students taking physics (34.1%) and a high-quality computer science (14.7%) course increased for the class of 2025. However, the percent of students taking a higher-level mathematics course (41.7%) decreased.
- The four-year cohort graduation rate for the class of 2024 increased to 88.3% from 87.5% for the class of 2023.
- Statewide concurrent enrollment continues to increase and reached an all-time high. In the 2024-25 school year, 52,868 students took 135,469 concurrent enrollment courses compared to 50,597 students taking 125,245 courses in the prior school year.
- The number of students taking Advanced Placement (AP) courses and total AP enrollment increased from the prior year. In the 2024-25 school year, 18,481 students took 26,760 AP courses. The percent of school districts with students taking AP courses increased to 48.3%.

- The percent of students taking the ACT continued to decline in Iowa due to many institutions of higher education making college entrance exams optional for admission. Forty one percent of the class of 2025 took the ACT compared to 43% of the class of 2024. Nationally, 36% of the class of 2025 participated in the ACT assessment.

Enrollment

- Combined public and nonpublic enrollment in 2024-25 decreased slightly from the previous year. Examining long-term enrollment trends shows a long-term decline between 1997-98 and 2011-12 followed by a steady enrollment increase between 2011-12 and 2019-20 with a decline in enrollment in the 2020-21 school year due to the COVID-19 pandemic.
- The enrollment of students of color increased and now makes up 29.6 percent of public-school K-12 enrollment.
- The percent of students eligible for free or reduced-priced lunch increased slightly from the prior year. 42.2% of students were eligible for free or reduced-price lunch in 2024-25 while 41.8% were eligible in the 2023-24 school year.
- The percent of students who are English learners (EL) increased from the prior school year. In 2024-25, 8.0% of K-12 public-school students were ELs compared to 7.4% in 2023-24.

Iowa Educators

- The number of full-time public-school teachers decreased slightly to 37,892 in 2024-25 from 37,982 in 2023-24. There was a 12.7 percent increase in the number of full-time public-school teachers between 2000-01 (33,610) and 2024-25 (37,892).
- 91.7% of Iowa full-time public-school teachers were retained in Iowa as full-time teachers between the 2023-24 and 2024-25 school years, a slight increase from 91.2% between 2022-23 and 2023-24.
- Iowa's average regular teacher salary increased to \$65,220 in 2024-25 compared to \$62,360 in 2023-24.
- Iowa's average public-school teacher salary dropped slightly in national rankings to 32nd in the 2023-24 school year from 29th in the 2022-23 school year. Iowa's ranking maintained its place at 6th in the 2023-24 school year compared to other Midwest states as Iowa was also ranked 6th in the 2022-23 school year

Sincerely,



Jay Pennington, Administrator
Division of Teacher Quality and Innovation

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

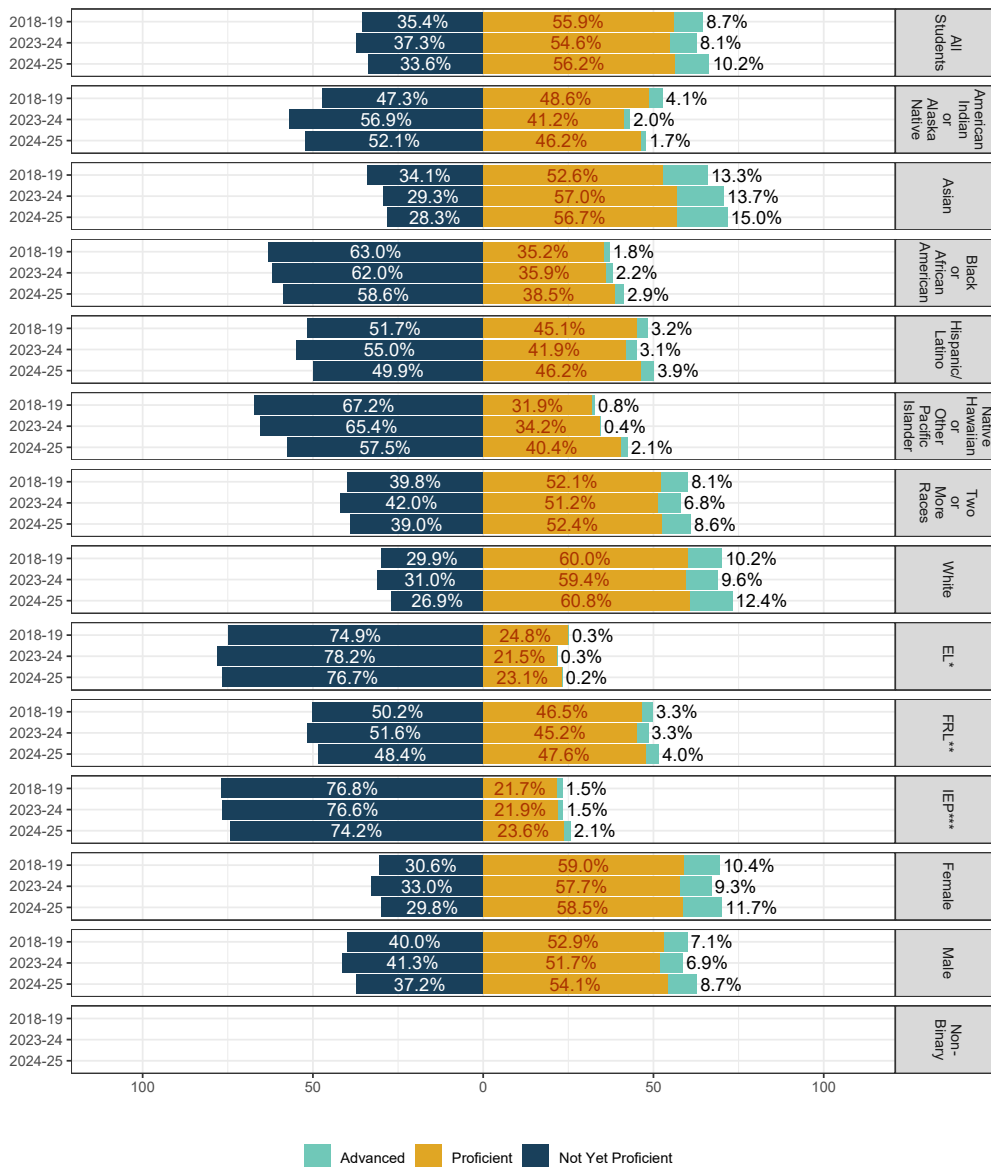
***IEP - Students with an individualized education program

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

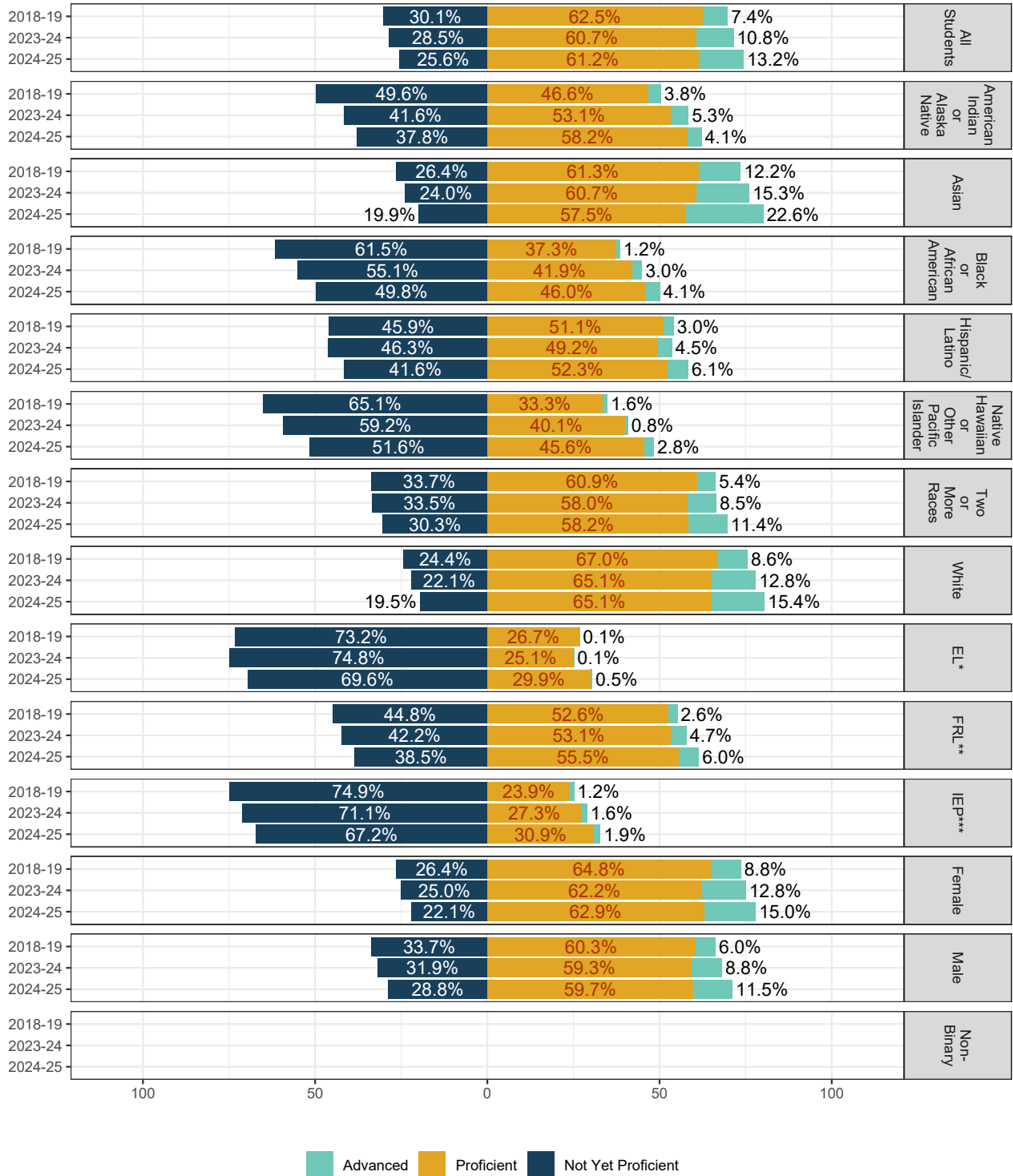
*EL - English learners

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

***IEP - Students with an individualized education program

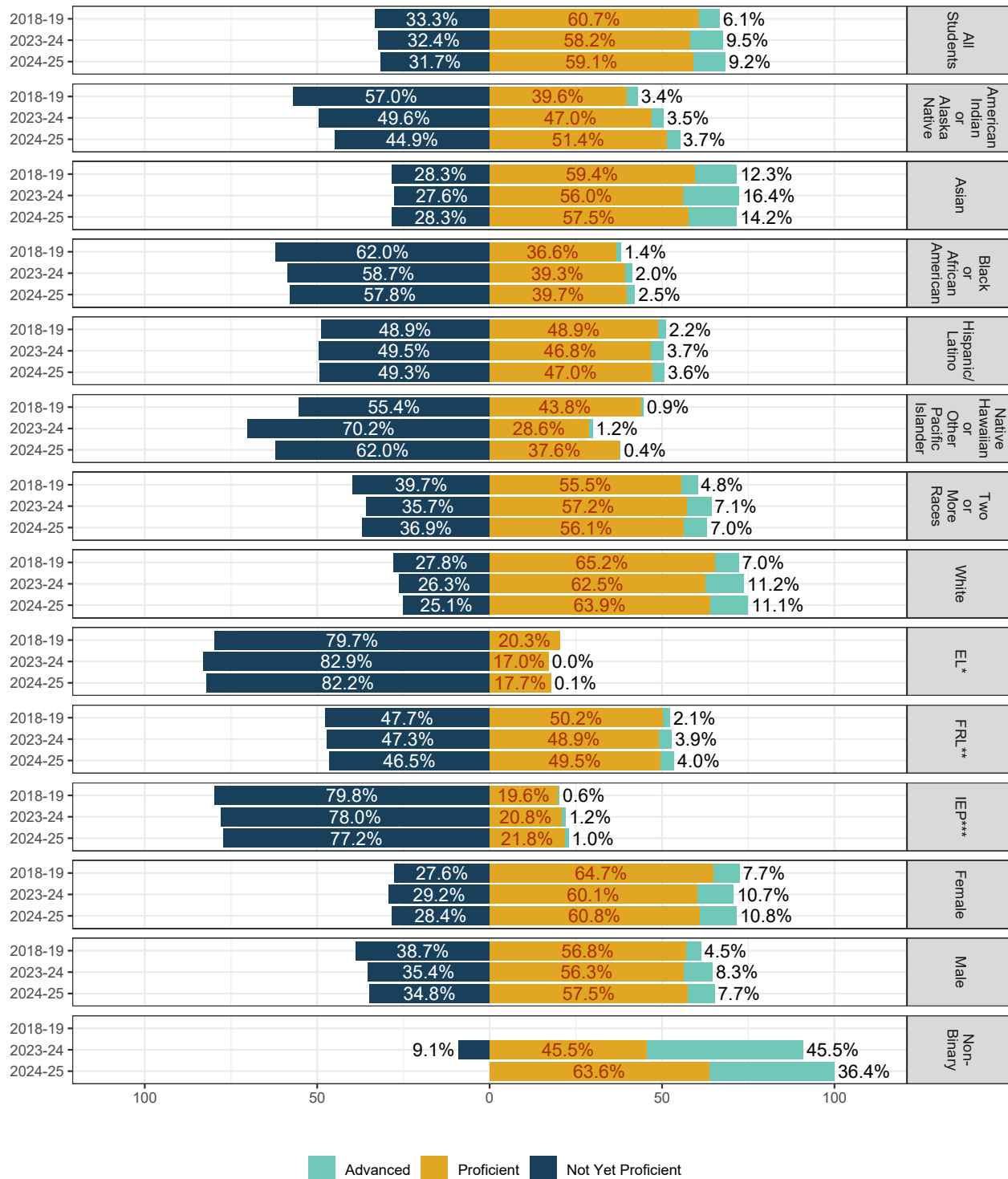
Nonbinary student group did not have enough students tested to meet reporting criteria.

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.

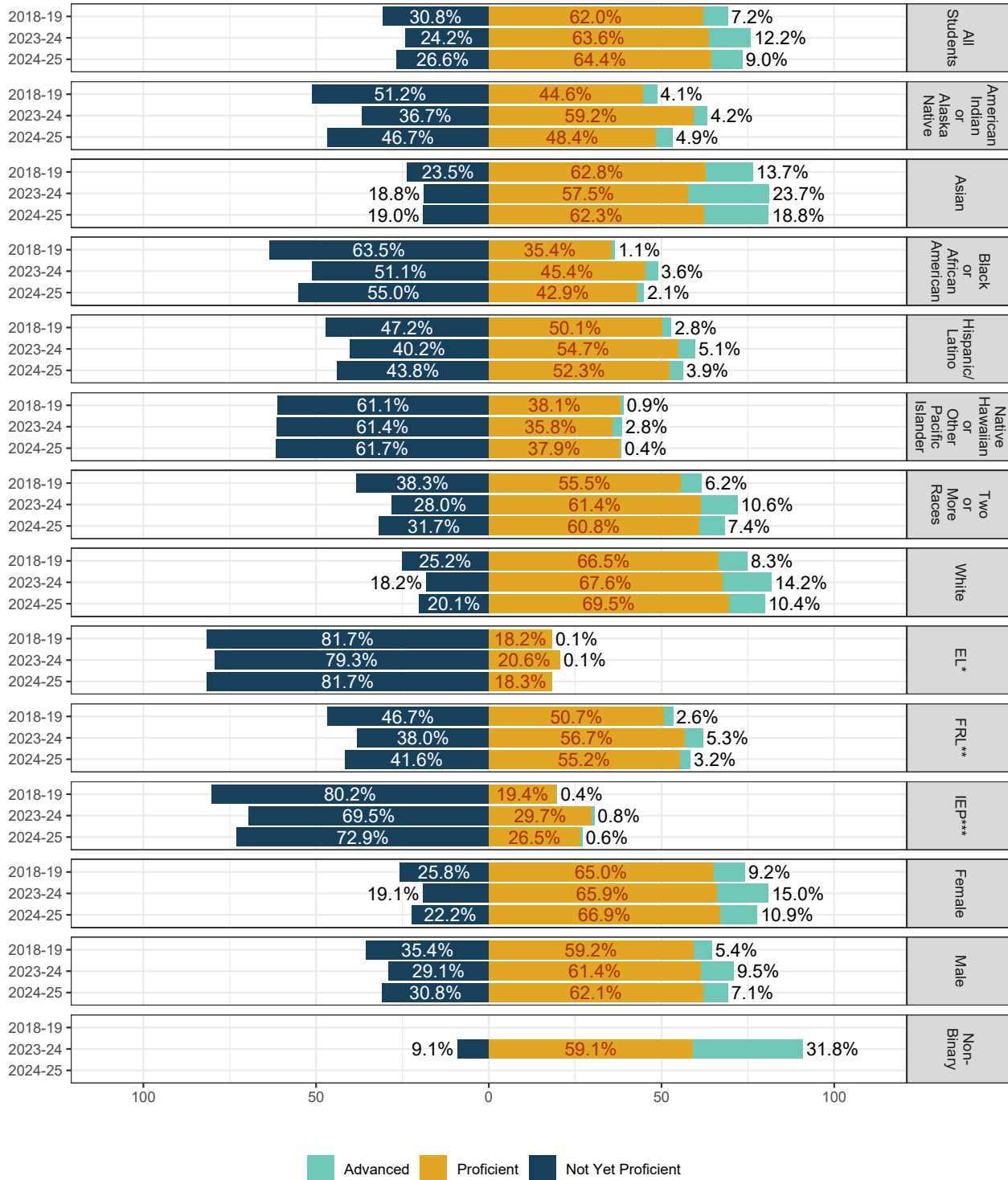
ISASP - Iowa Statewide Assessment of Student Progress

*EL - English learners

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

***IEP - Students with an individualized education program

Figure 1-5: 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.

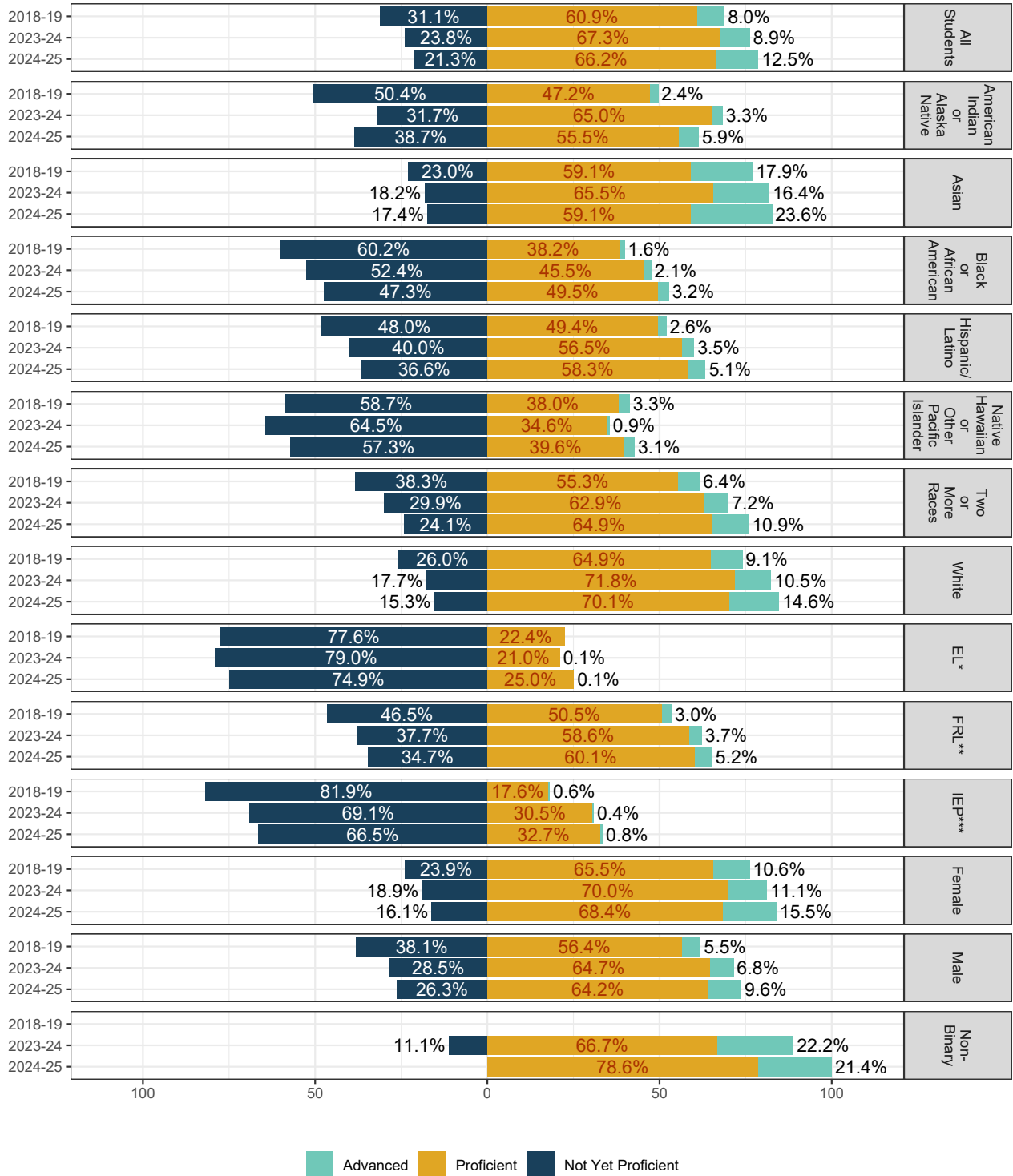
ISASP - Iowa Statewide Assessment of Student Progress

*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.

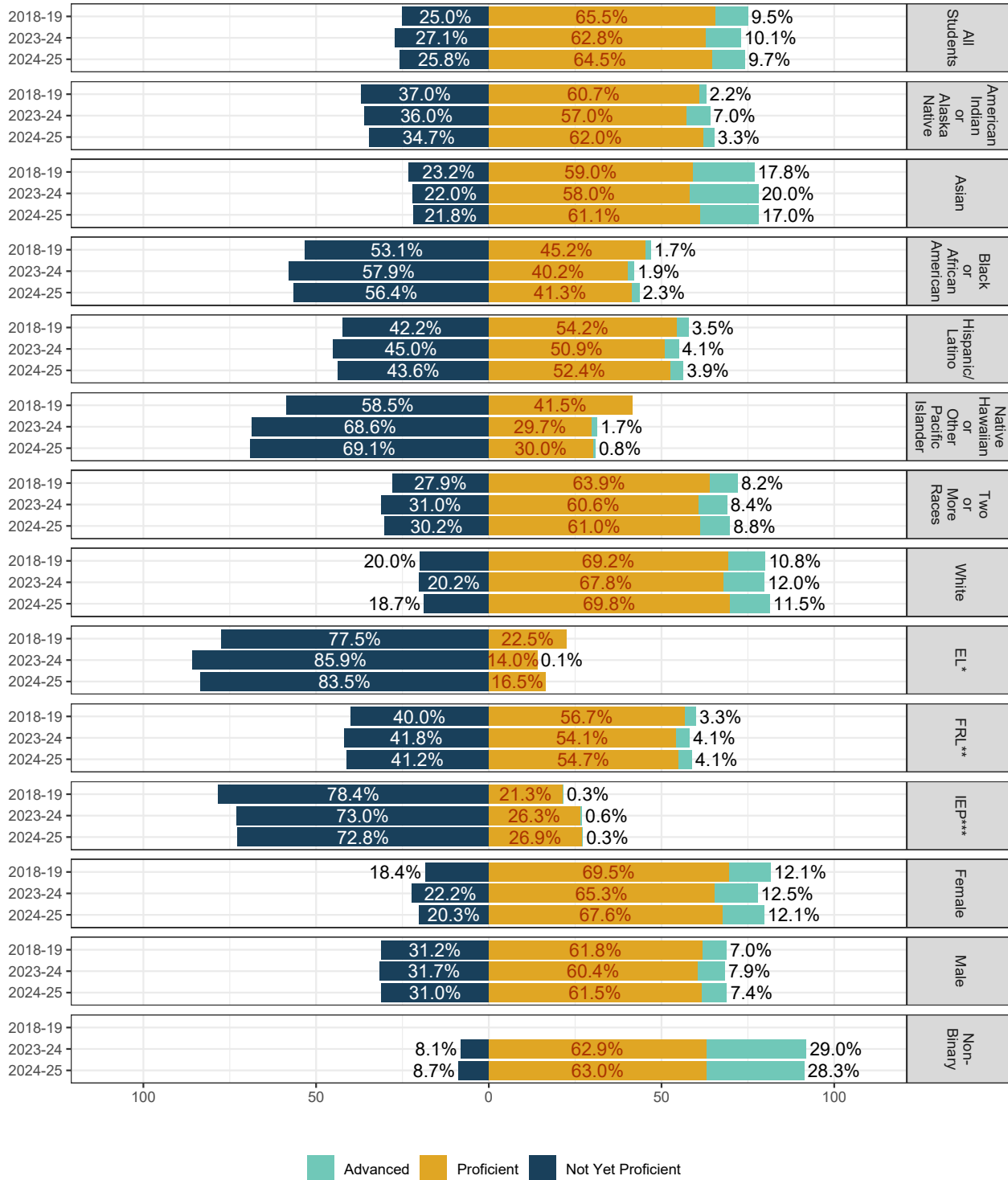
ISASP - Iowa Statewide Assessment of Student Progress

*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.

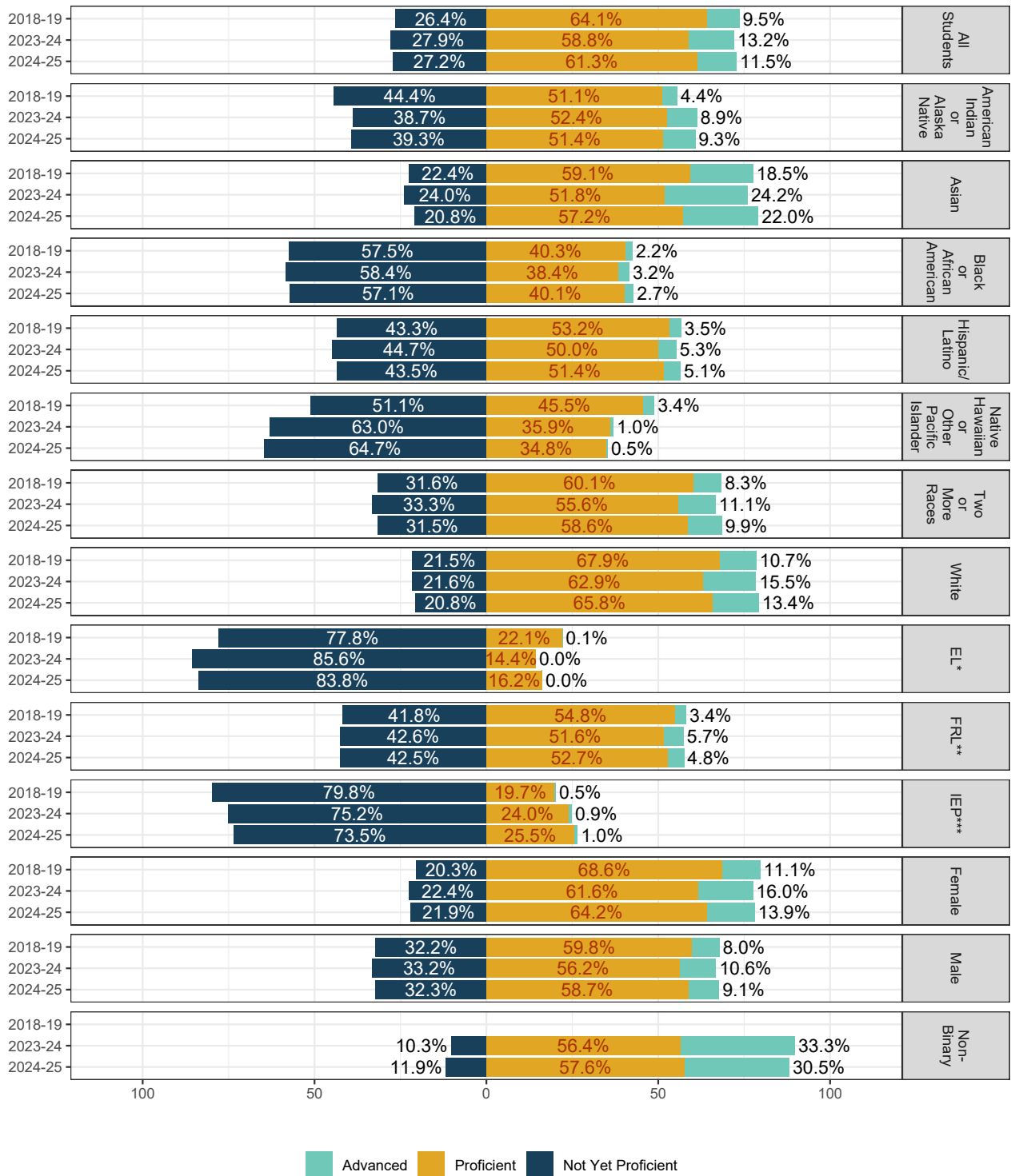
ISASP - Iowa Statewide Assessment of Student Progress

*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.

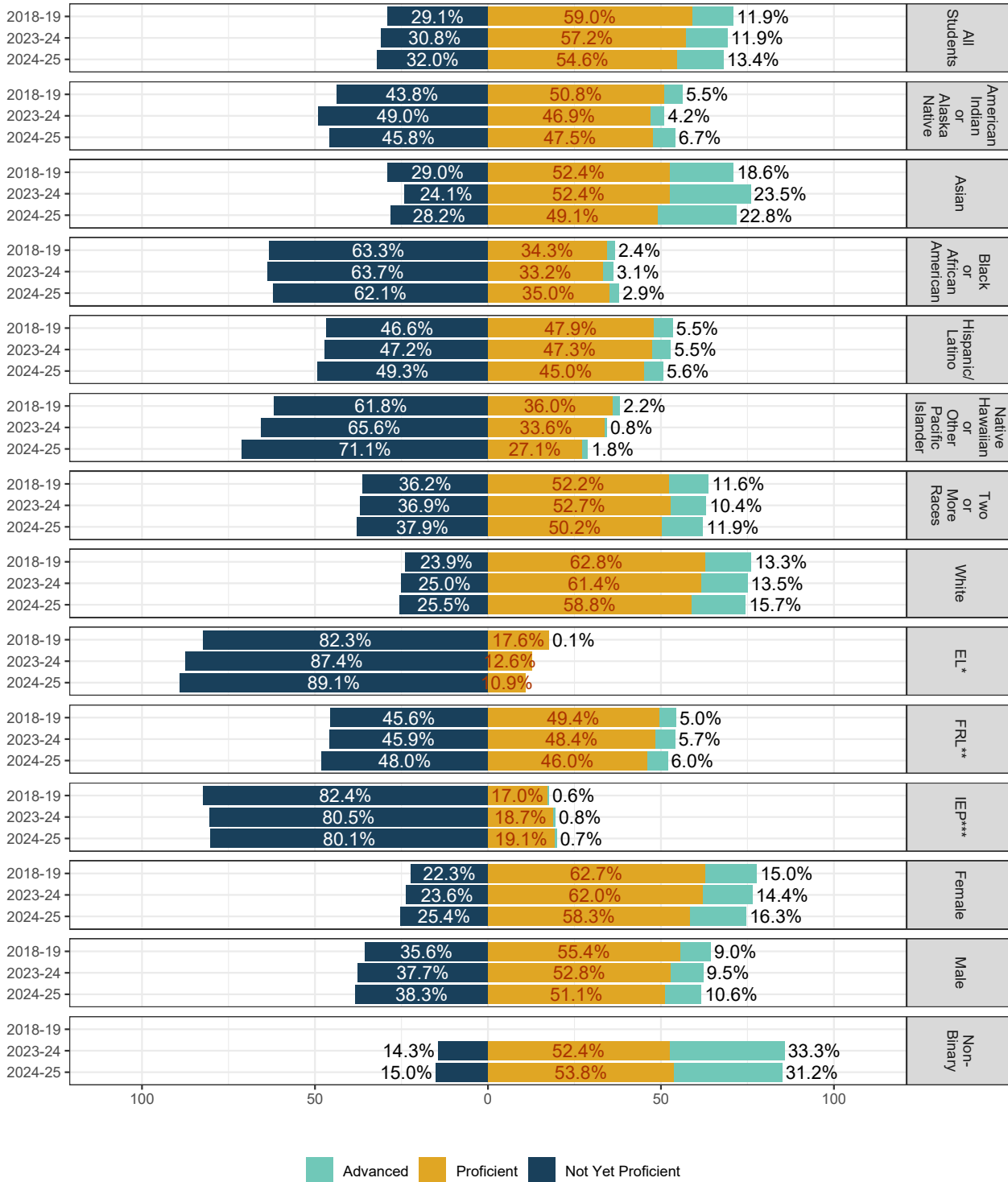
ISASP - Iowa Statewide Assessment of Student Progress

*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

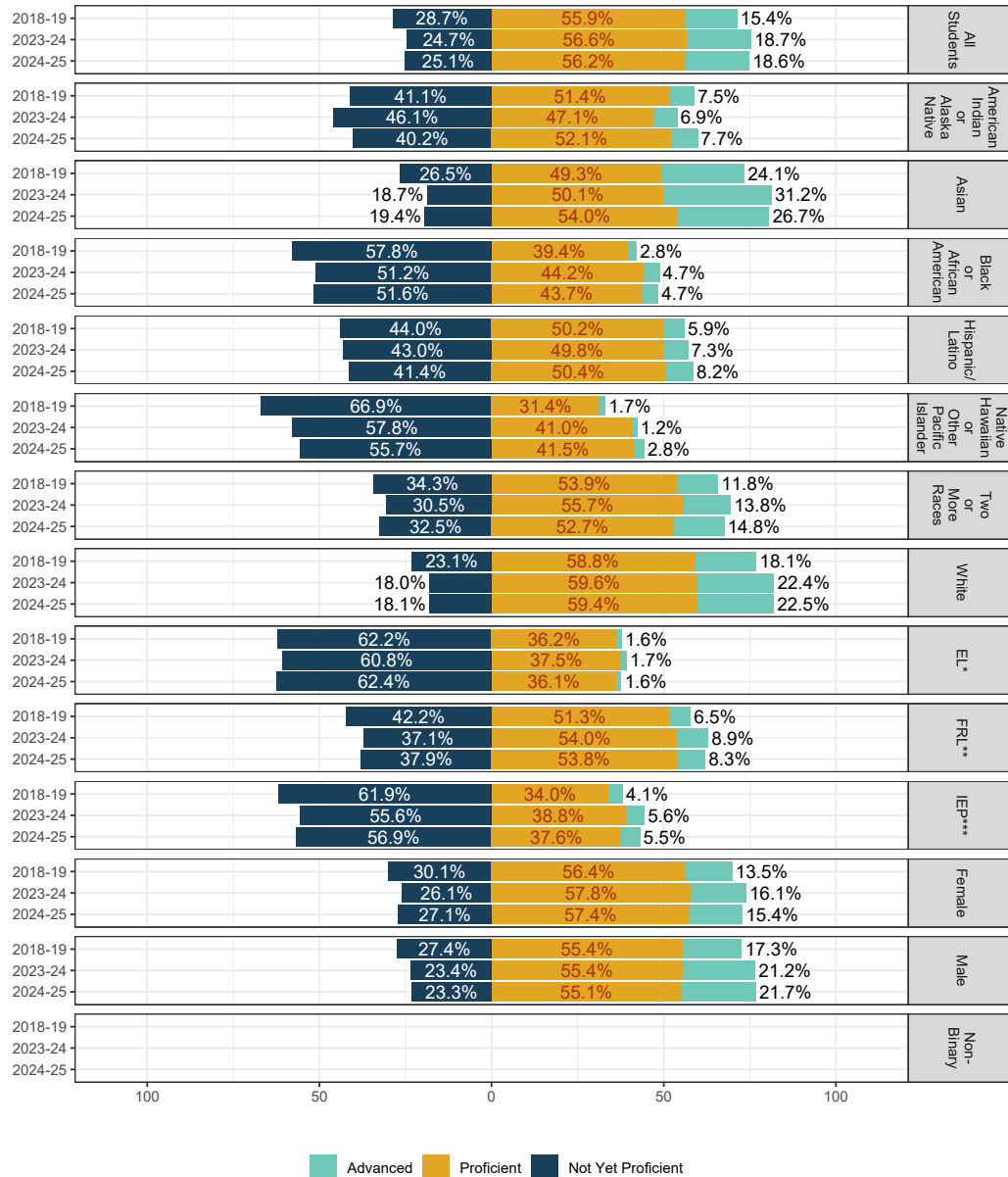
**FRL - Students eligible for free- or reduced-price meals

***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

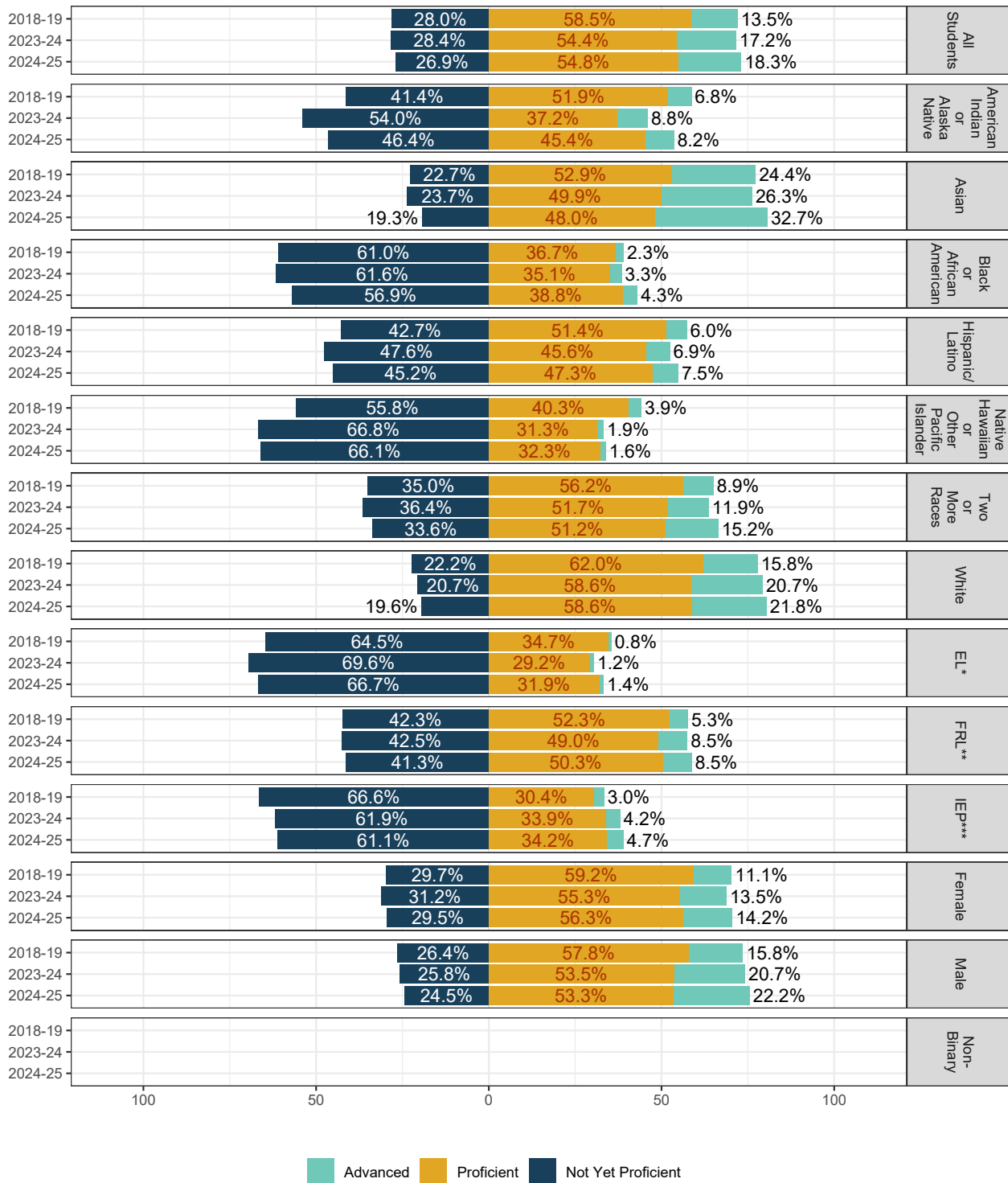
*EL - English learners

**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

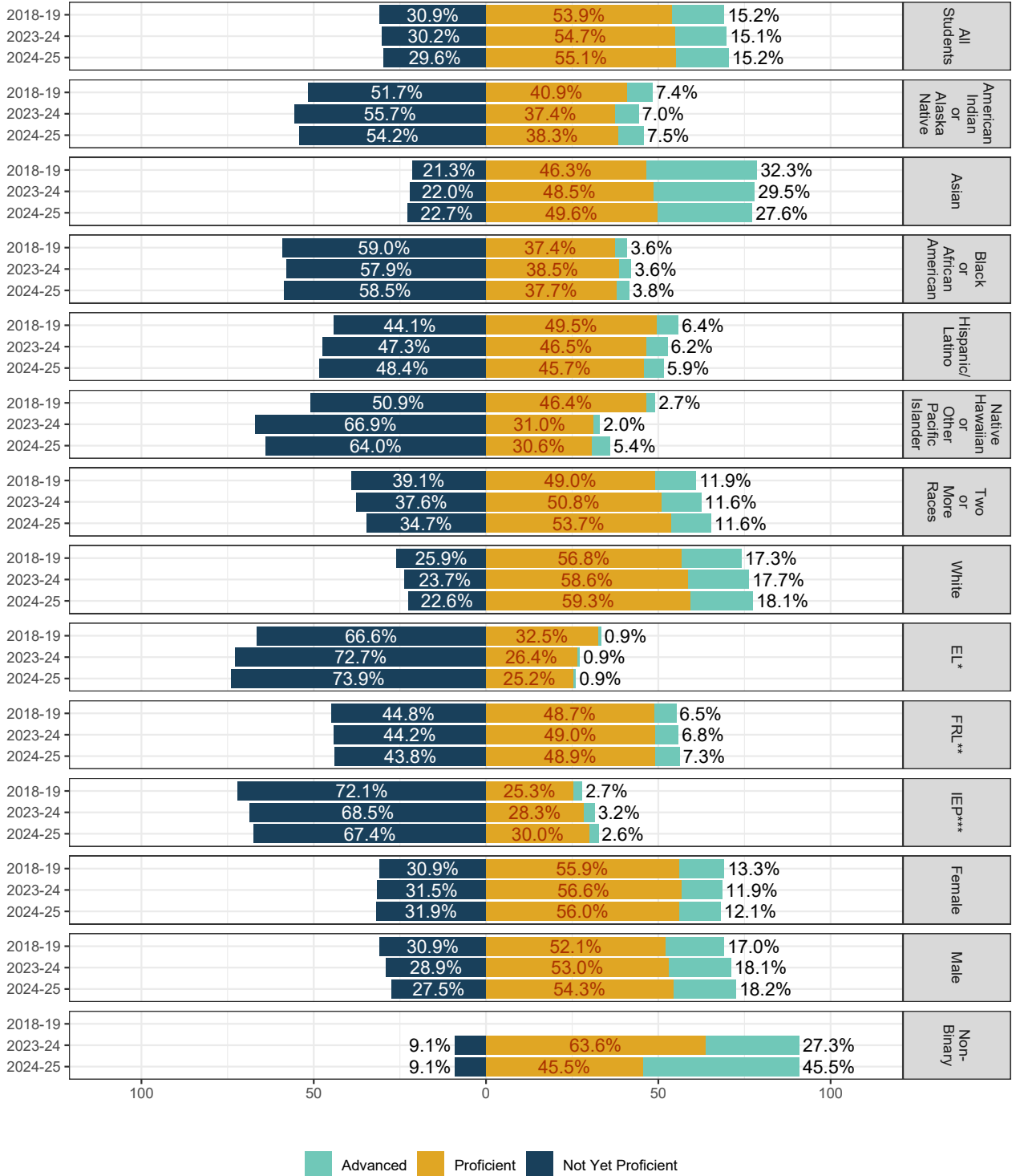
*EL - English learners

**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.

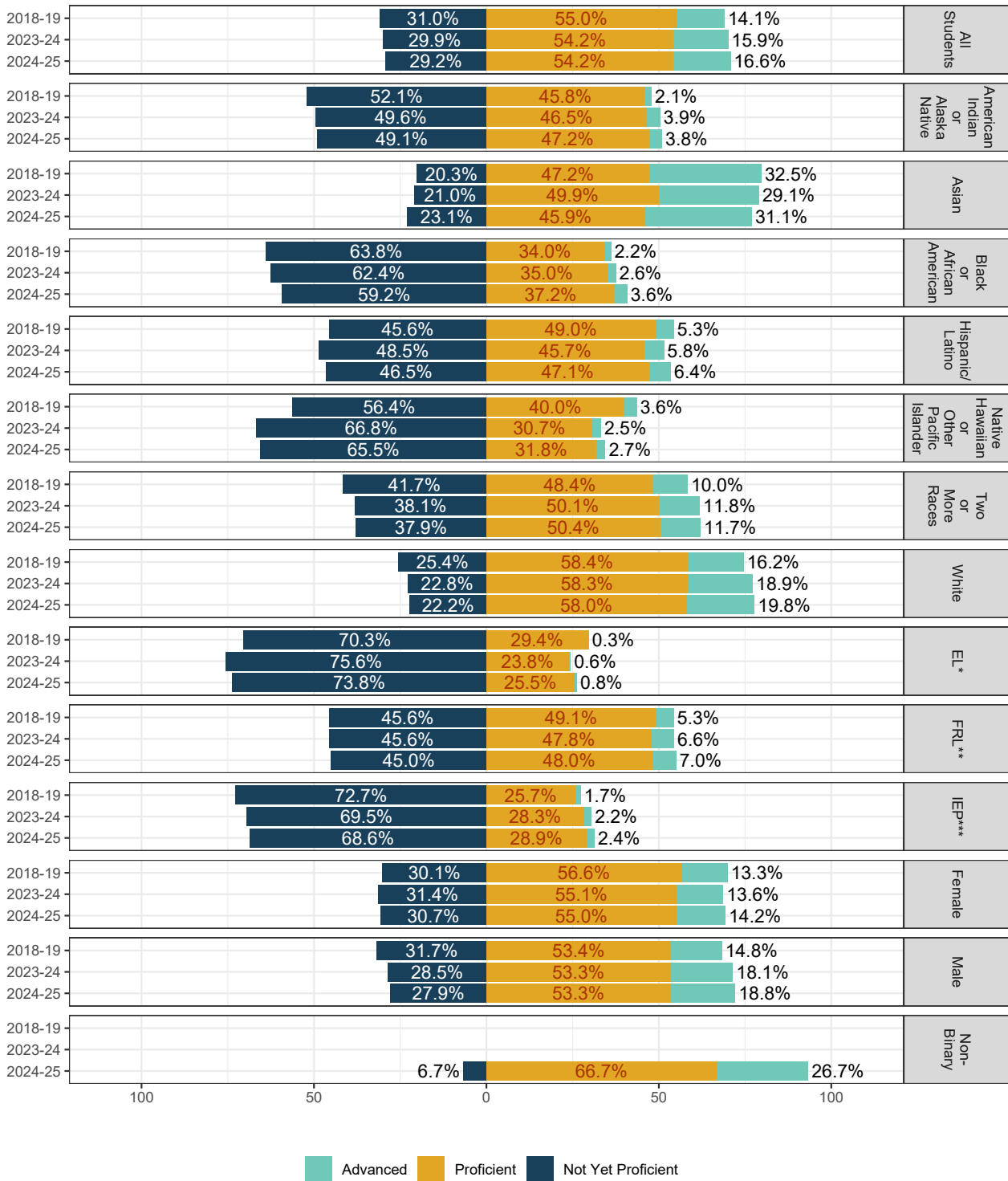
ISASP - Iowa Statewide Assessment of Student Progress

*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.

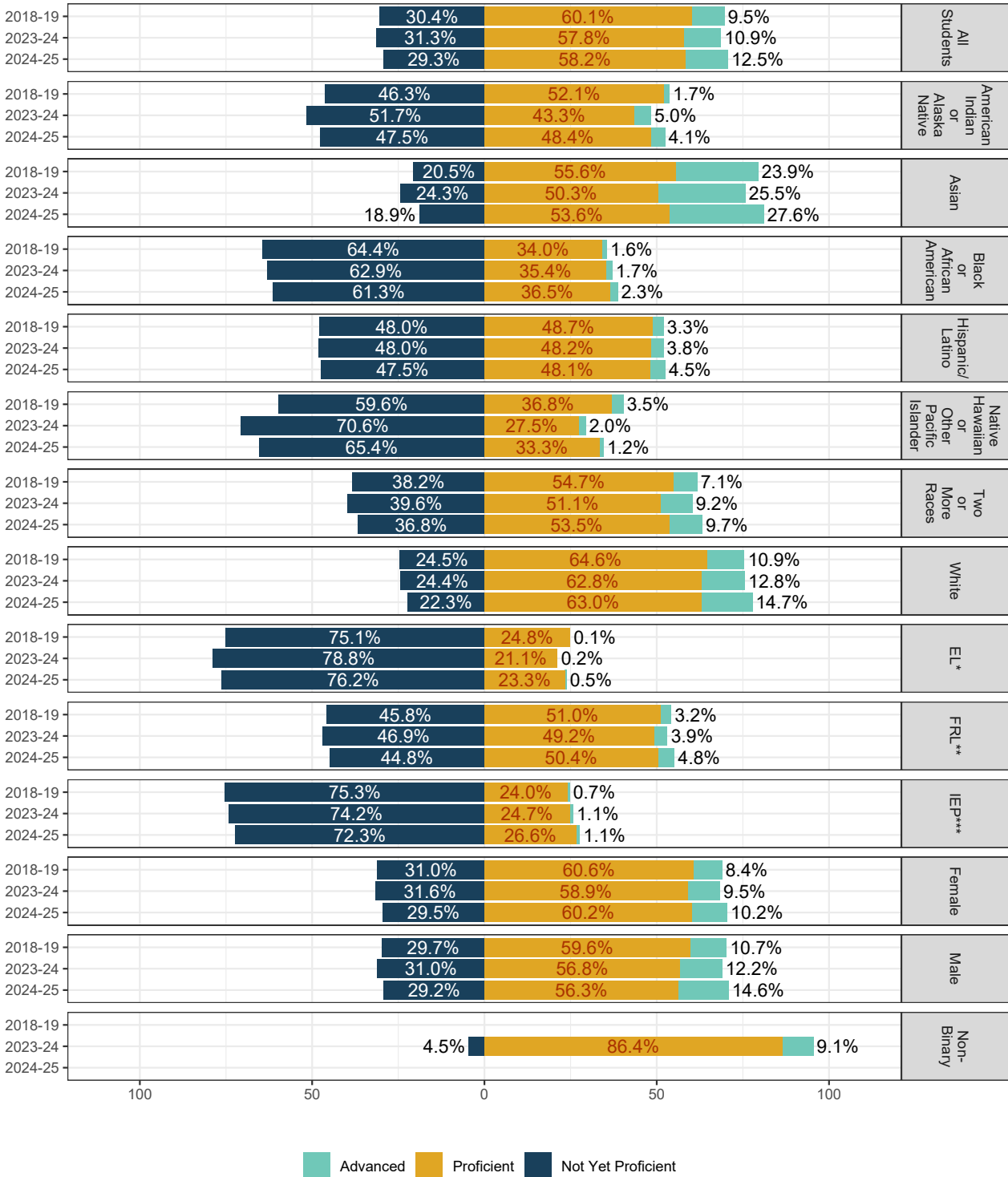
ISASP - Iowa Statewide Assessment of Student Progress

*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>.

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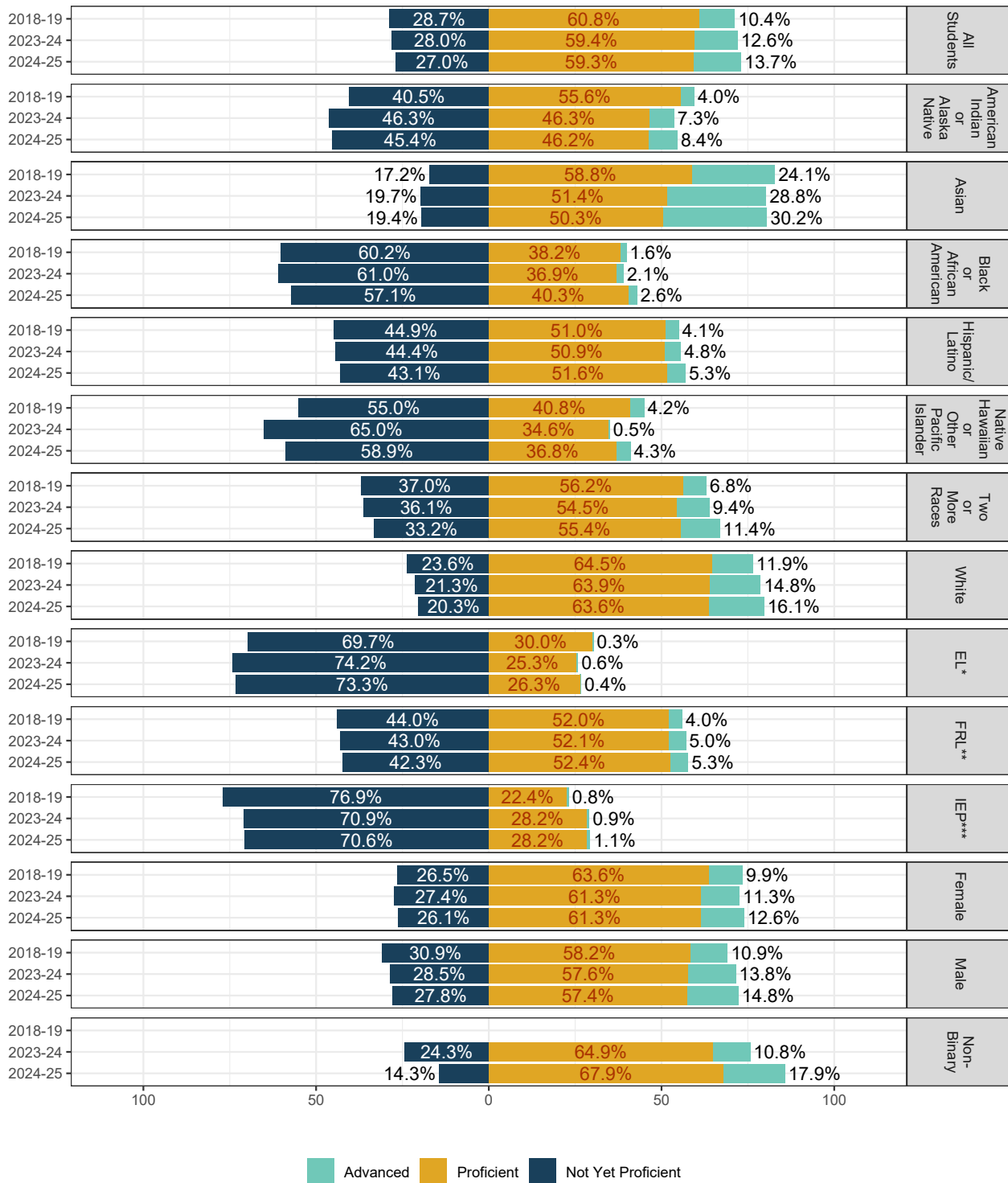
ISASP - Iowa Statewide Assessment of Student Progress

*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.

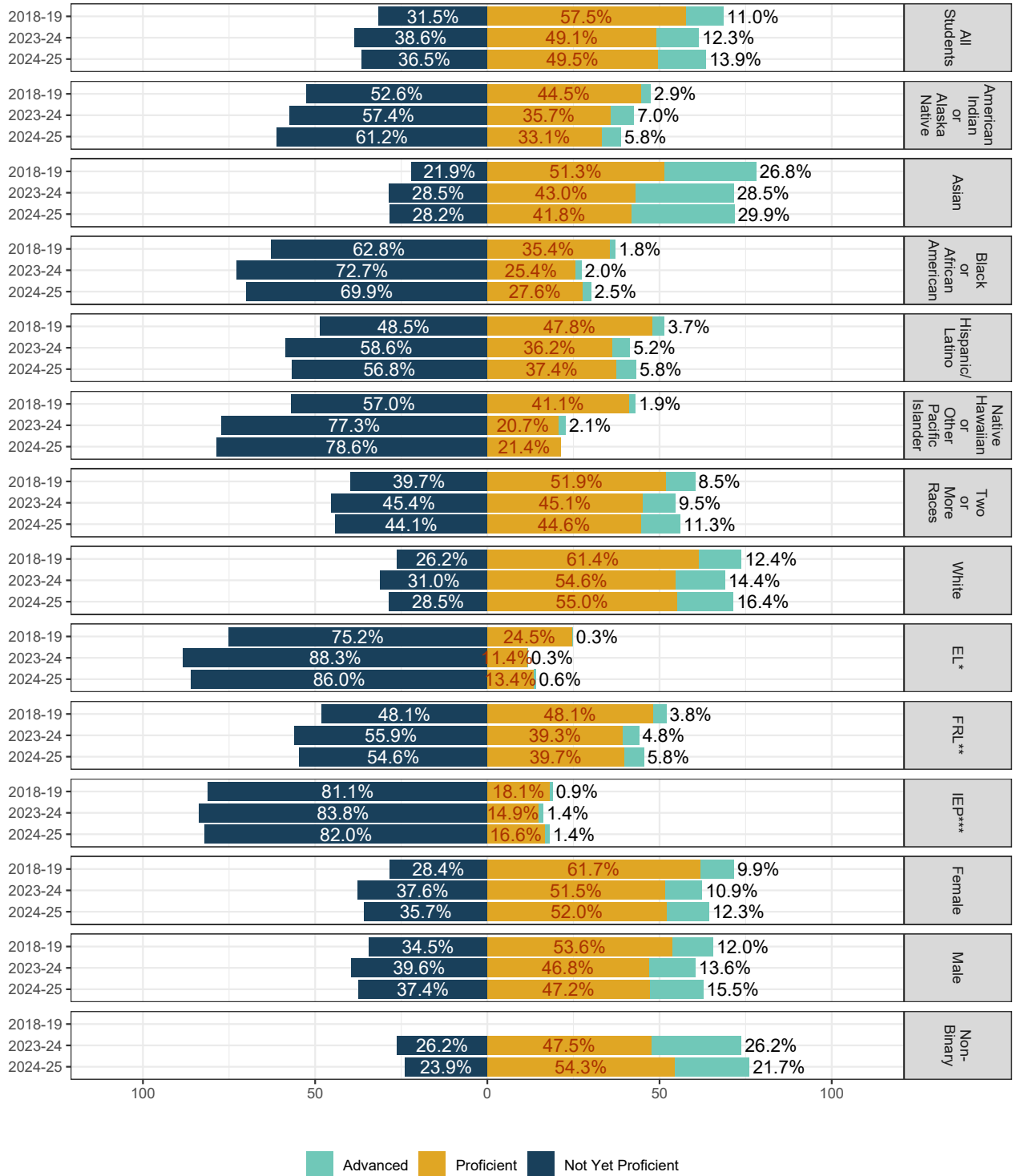
ISASP - Iowa Statewide Assessment of Student Progress

*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.

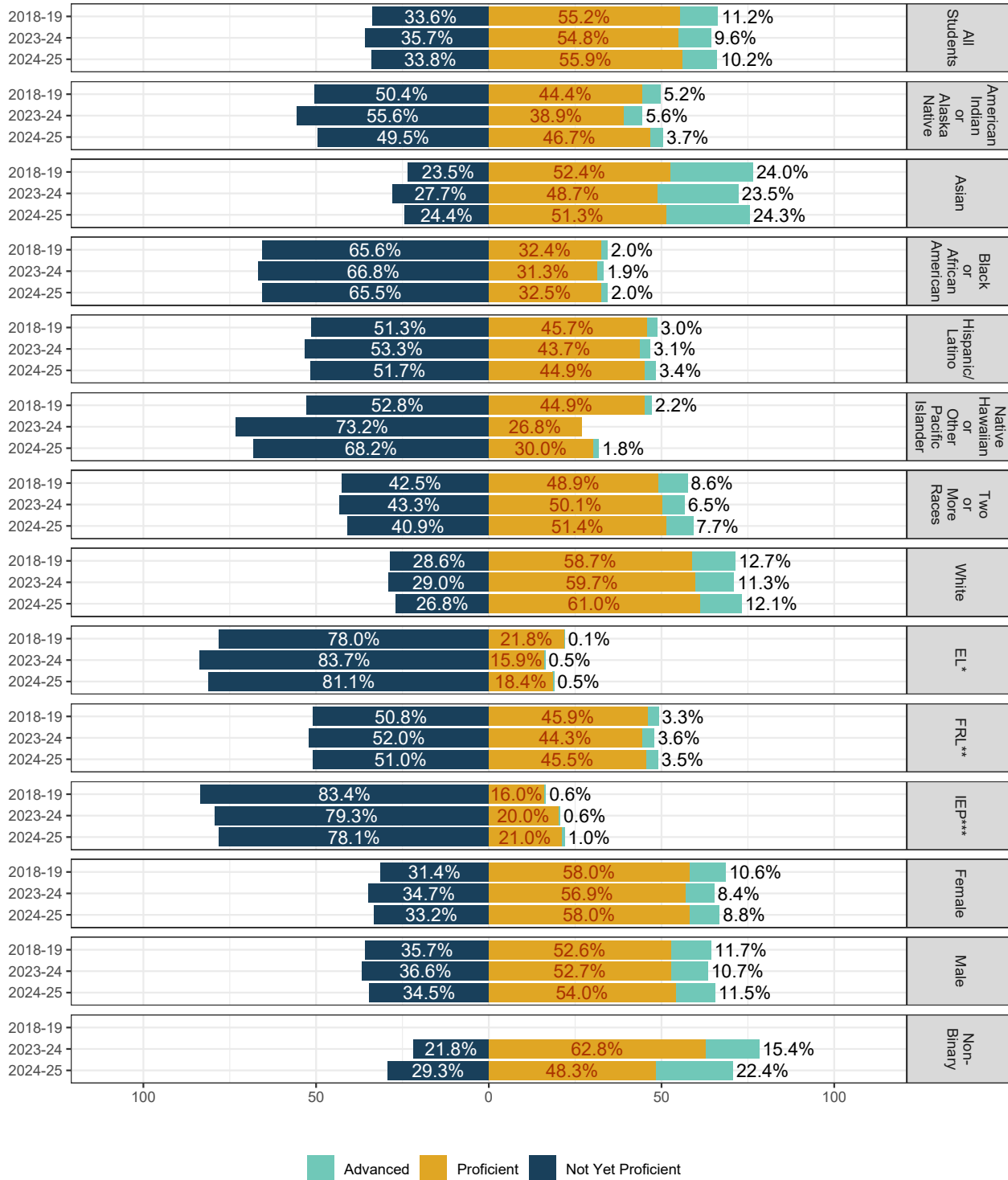
ISASP - Iowa Statewide Assessment of Student Progress

*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.

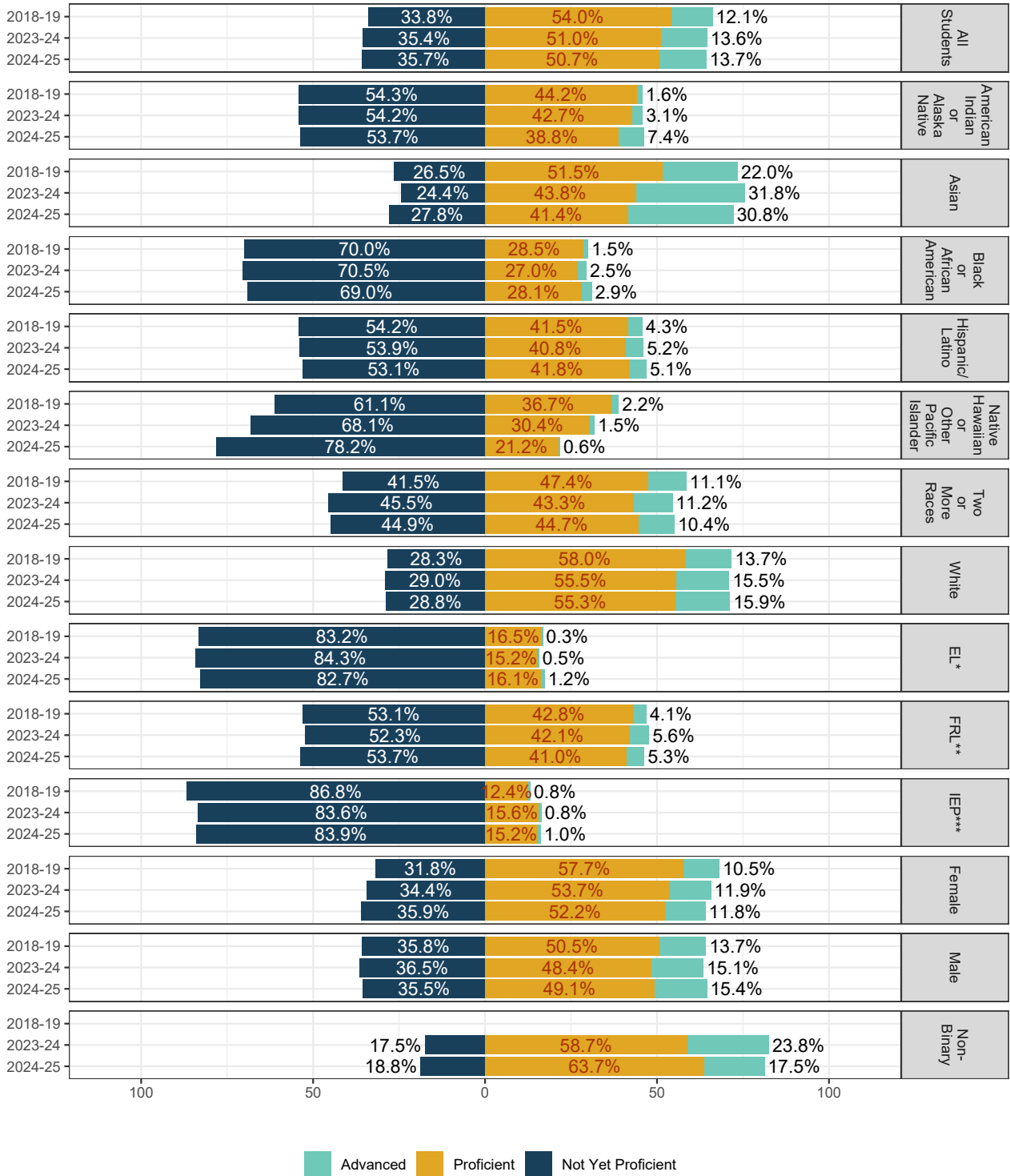
ISASP - Iowa Statewide Assessment of Student Progress

*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

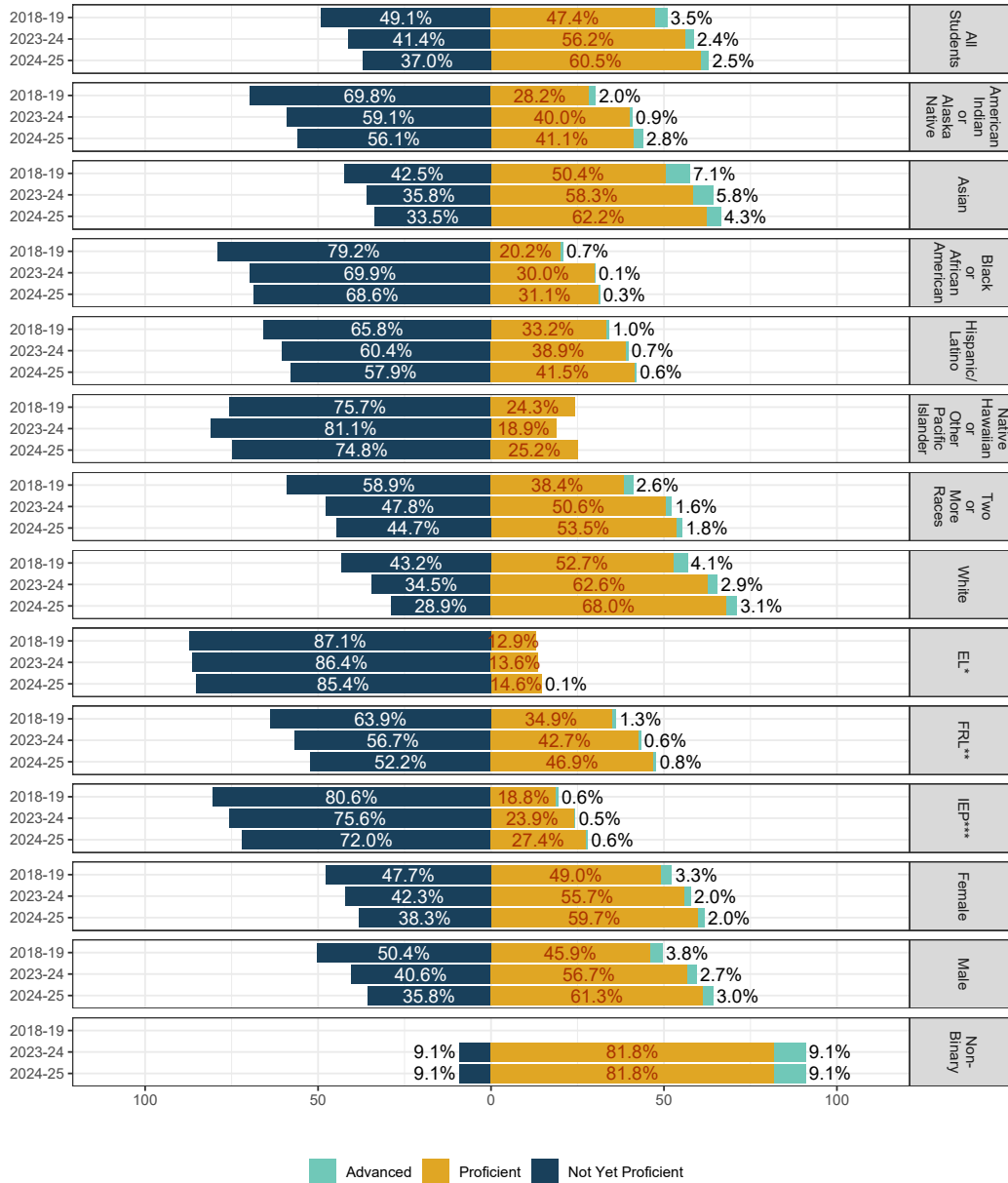
**FRL - Students eligible for free- or reduced-price meals

***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.

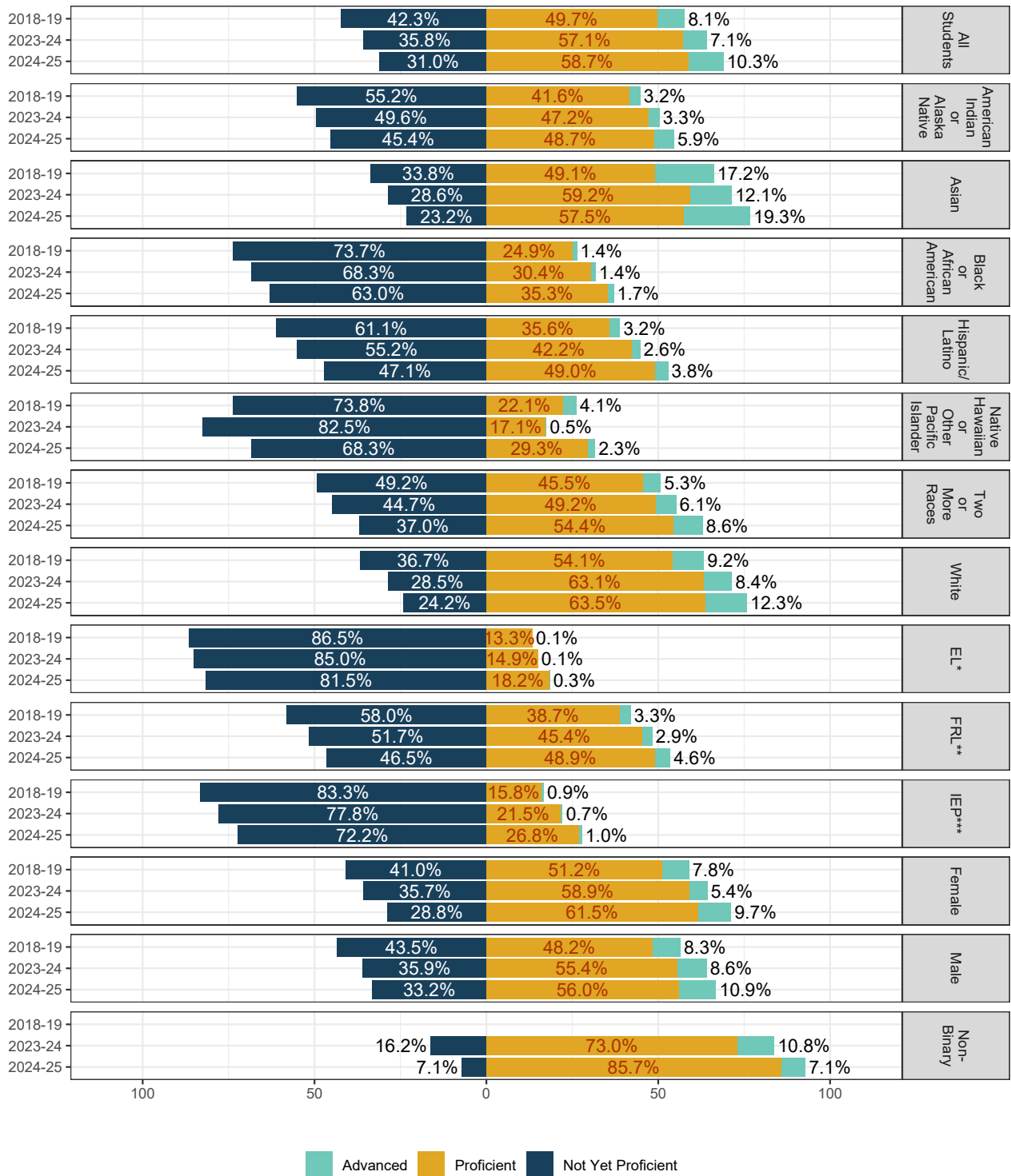
ISASP - Iowa Statewide Assessment of Student Progress

*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.

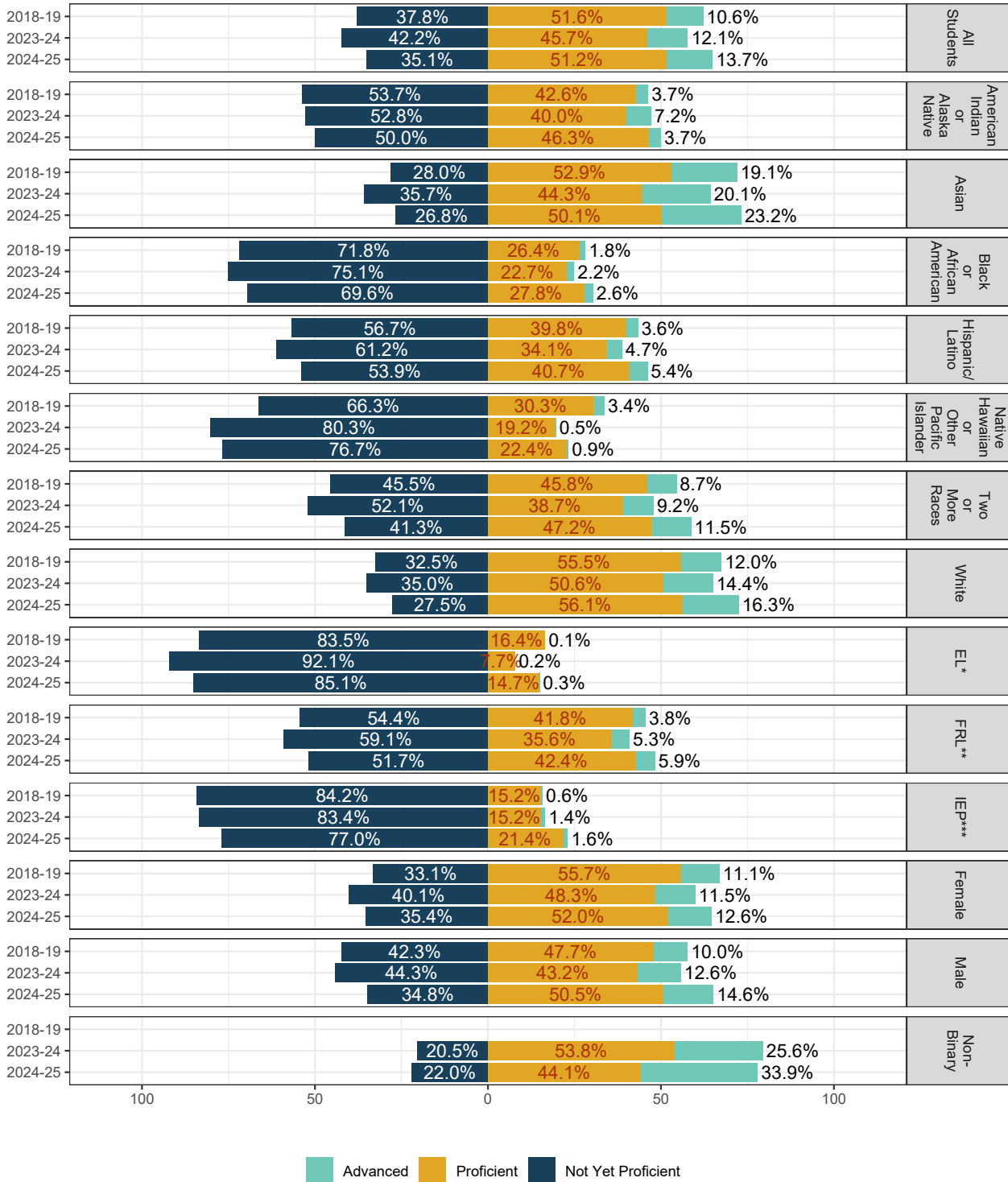
ISASP - Iowa Statewide Assessment of Student Progress

*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

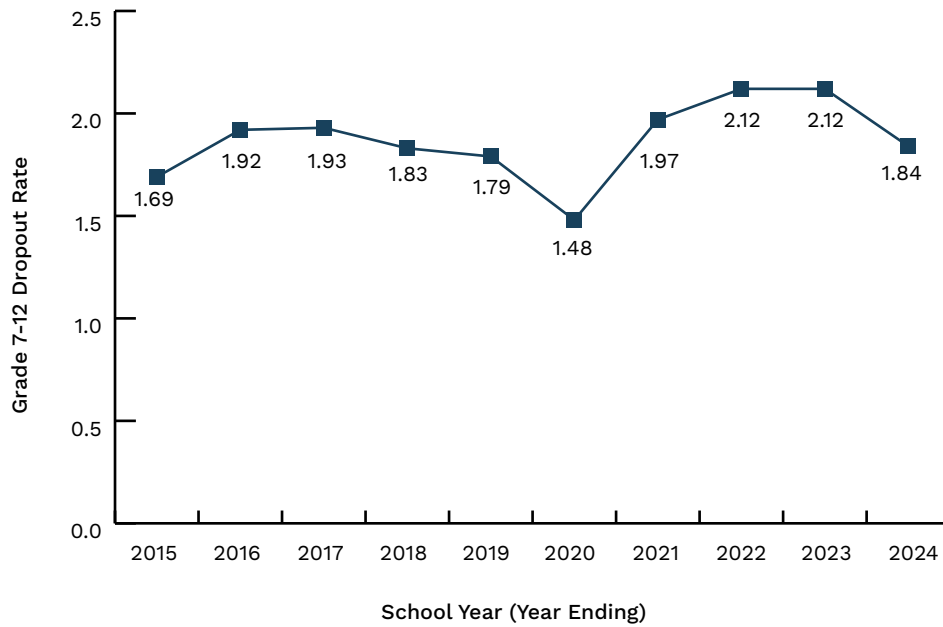


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures 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

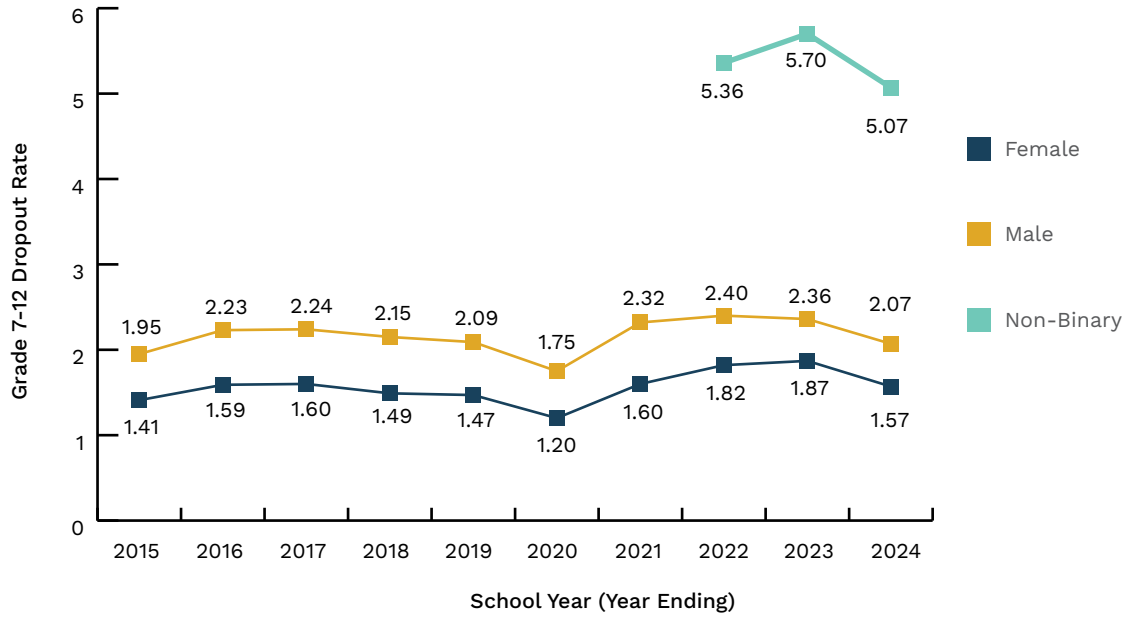
Indicator: Percentage of seventh- through twelfth-grade public school students considered as dropouts, reported for all students, by gender and by race/ethnicity. See the Dropouts section of this chapter for more information about how dropouts are defined.

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.

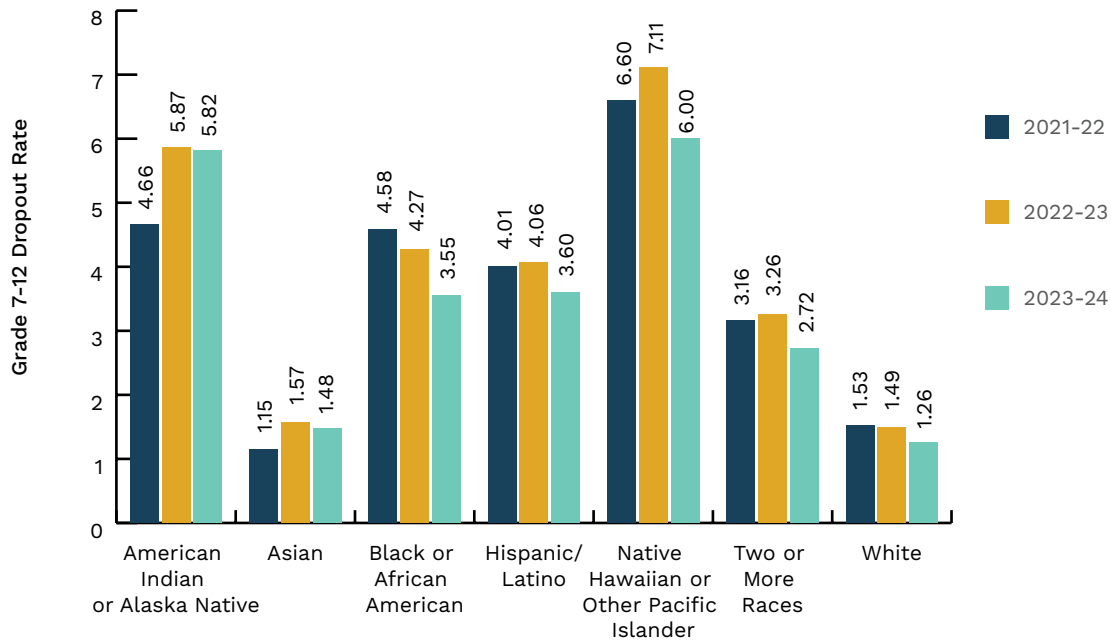
Figure 1-23: Iowa Public School Grades 7-12 Dropout Rates by Gender, 2014-15 to 2023-24



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

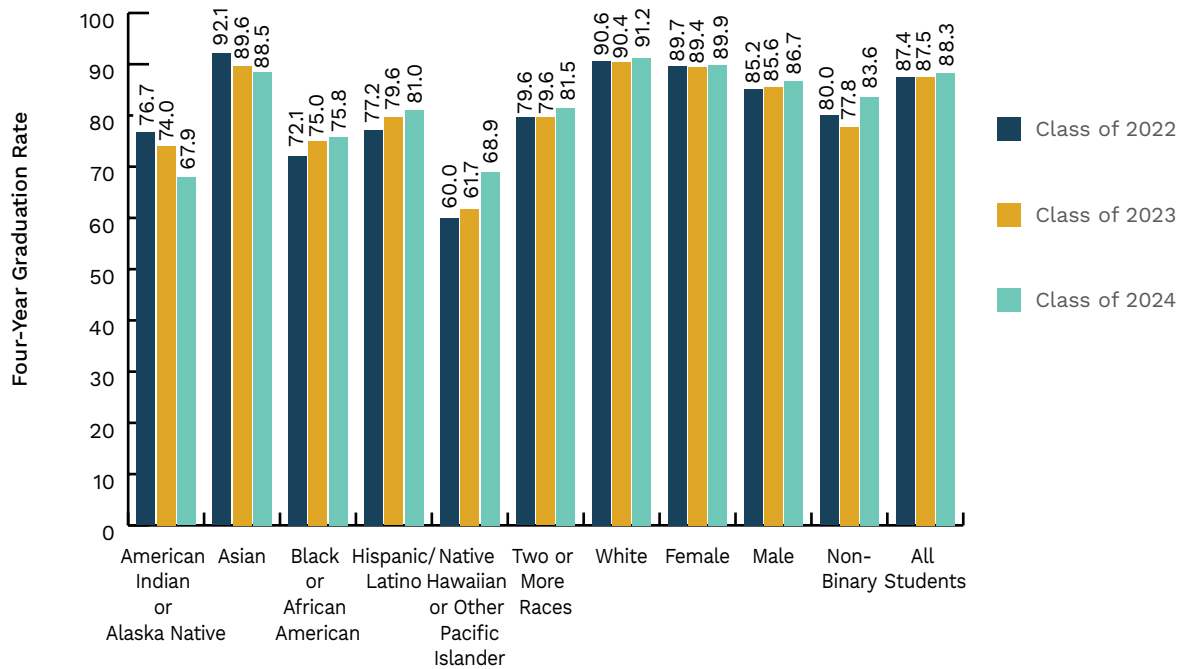


Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa enrollment and dropout files.

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



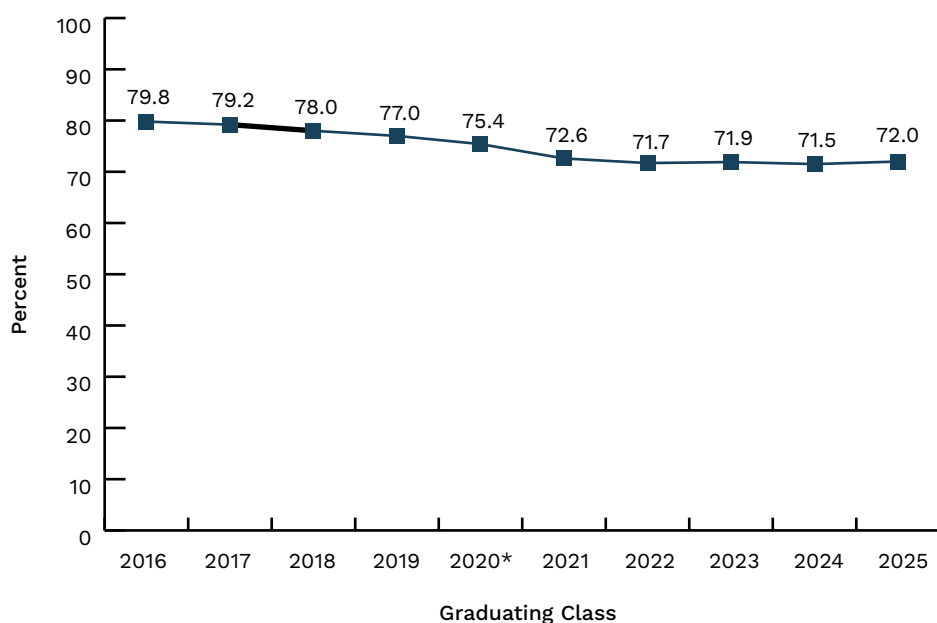
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

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



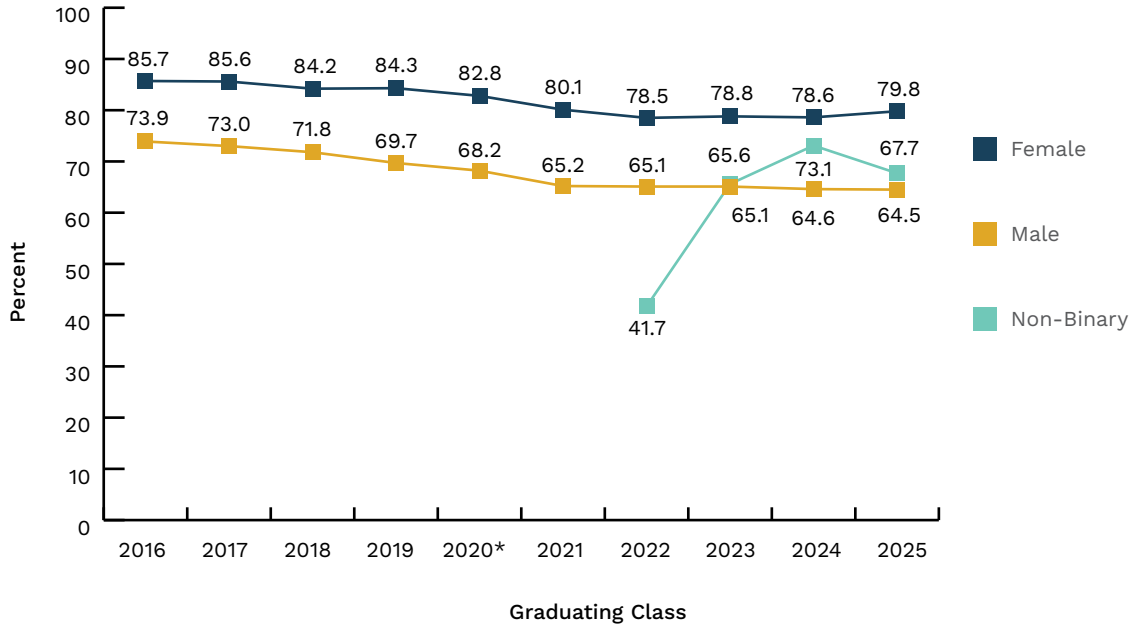
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

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



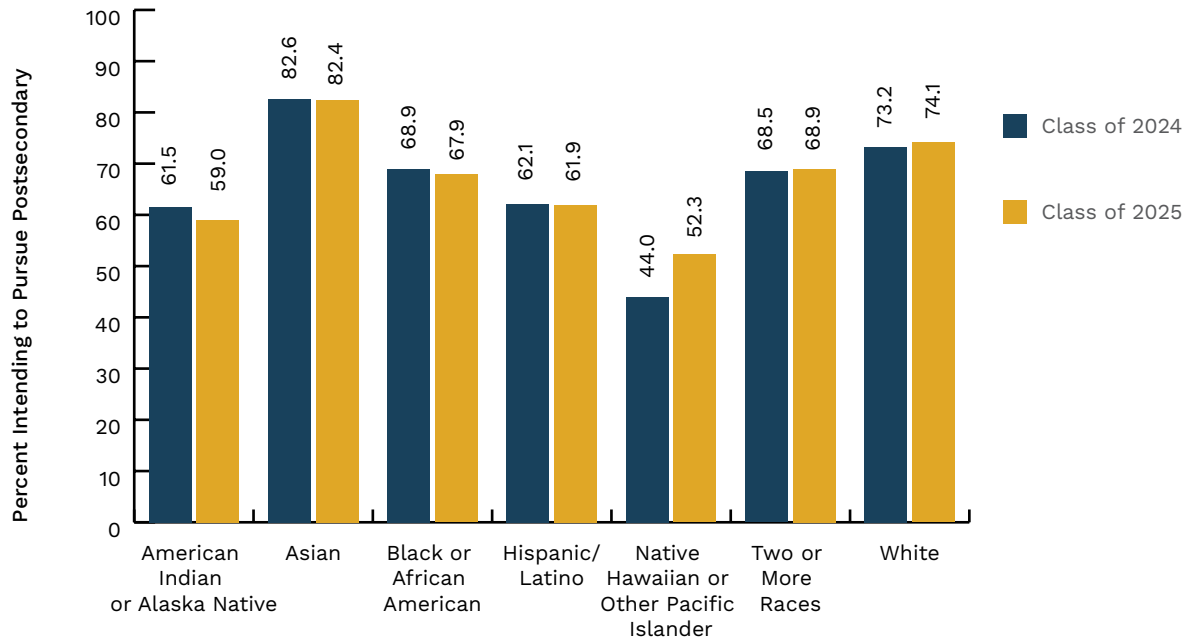
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.

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

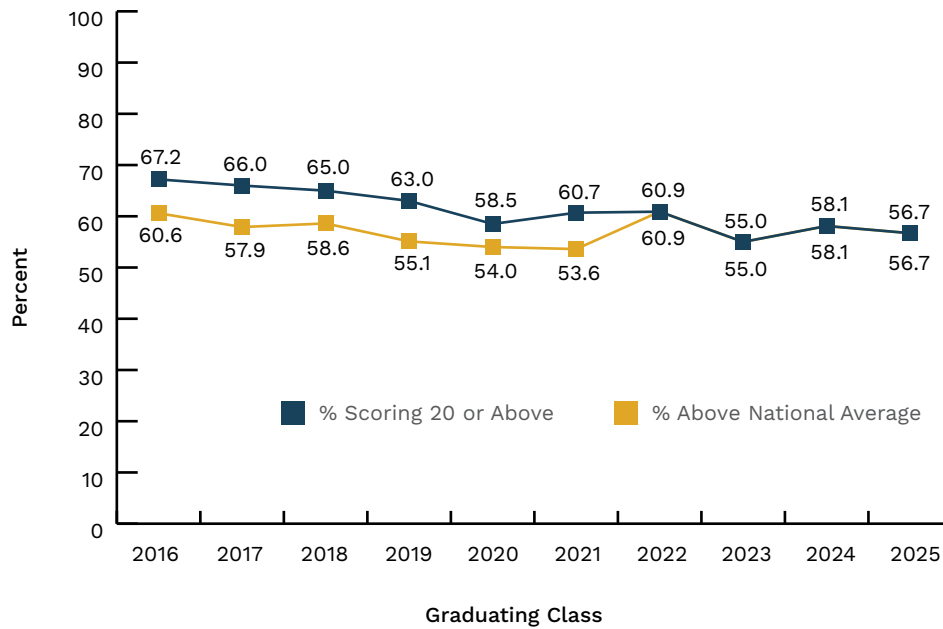


Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa.
 Note: Includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.
 Beginning with the class of 2021, students indicating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

Probable Postsecondary Success

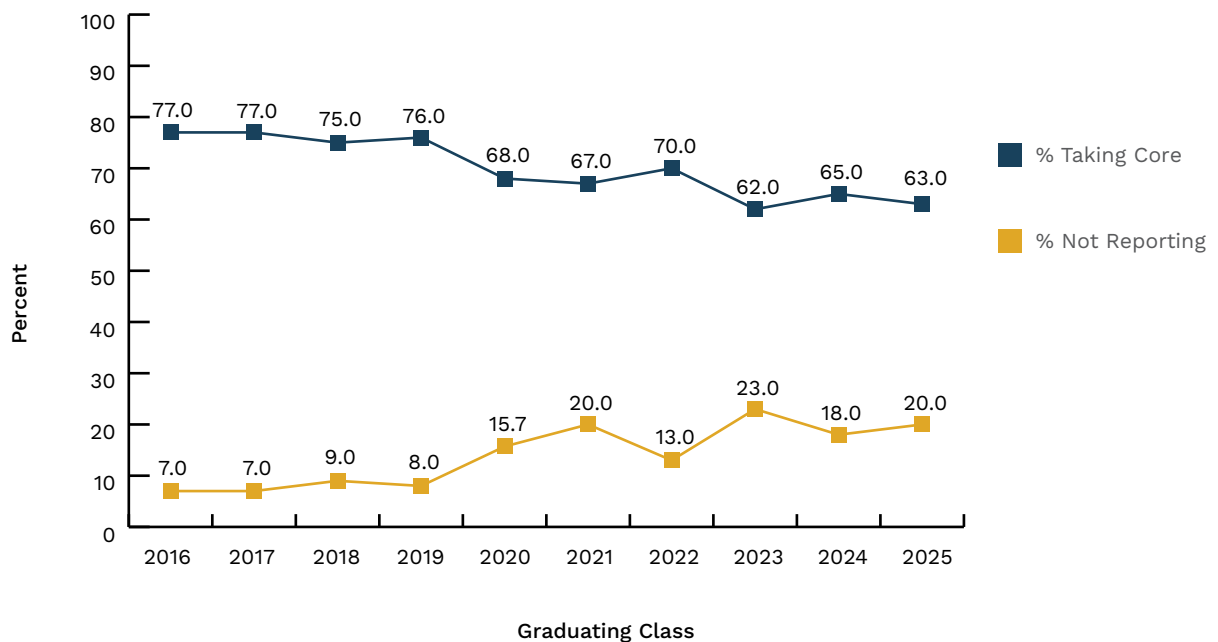
Indicator: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.

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

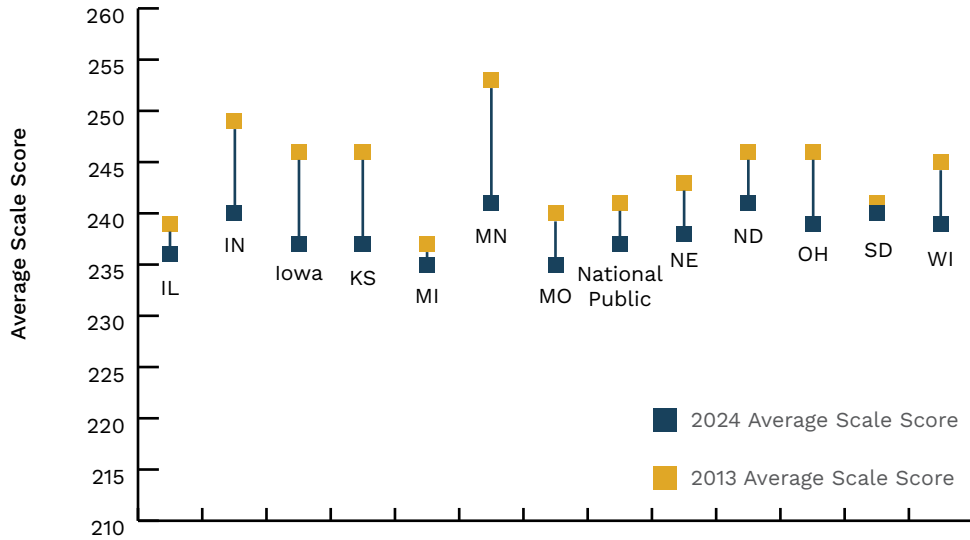
Table 1-4: Average NAEP Scale Scores by Year for Public Schools Grades 4, 8 and 12
Continued

Subject	Grade	Year	Average Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
		2017	222	221	69	36	8
		2015	224	221	71	38	9
		2013	224	221	72	38	9
		2011	221	220	69	33	6
		2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
Reading	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.

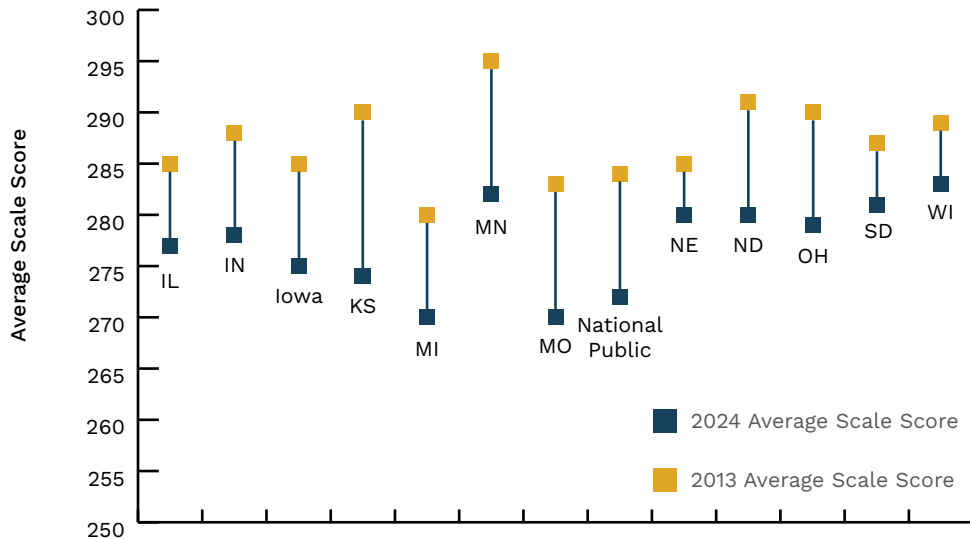
The following figures show the average scale score change on the NAEP among Midwest states between 2013 and 2024. Iowa's average scale scores in 2024 in eighth-grade math and reading were statistically higher than the national averages in public schools, while fourth-grade math and reading were not statistically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

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



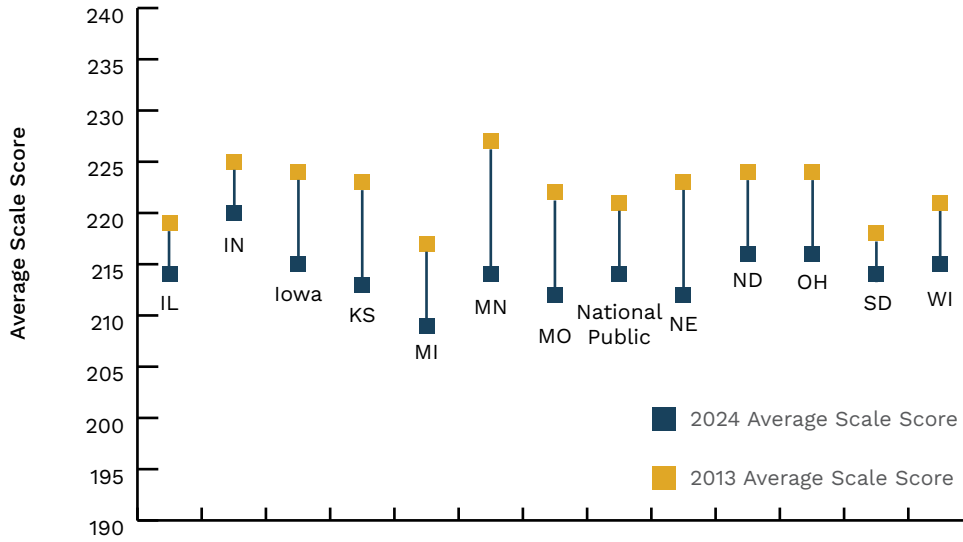
Source: National Center for Education Statistics, NAEP Data Explorer.

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



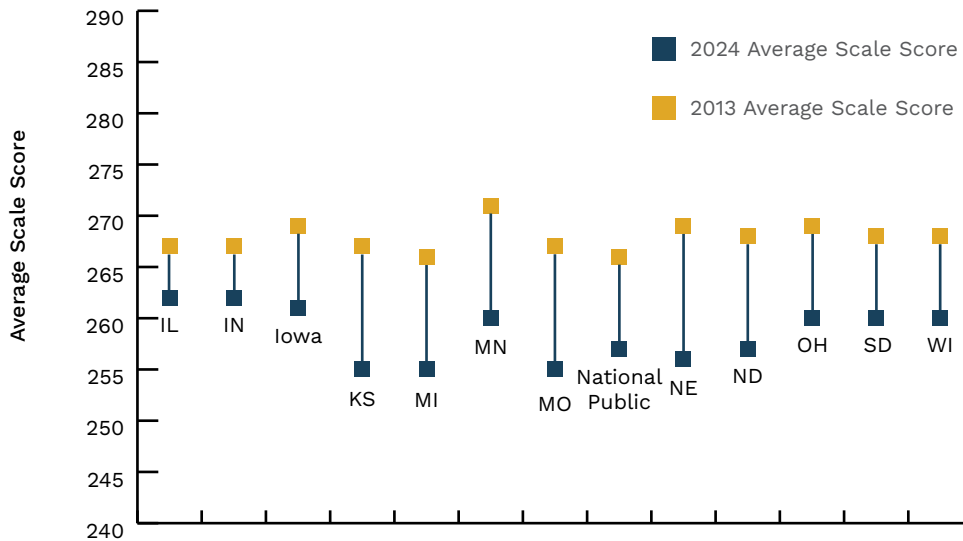
Source: National Center for Education Statistics, NAEP Data Explorer.

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

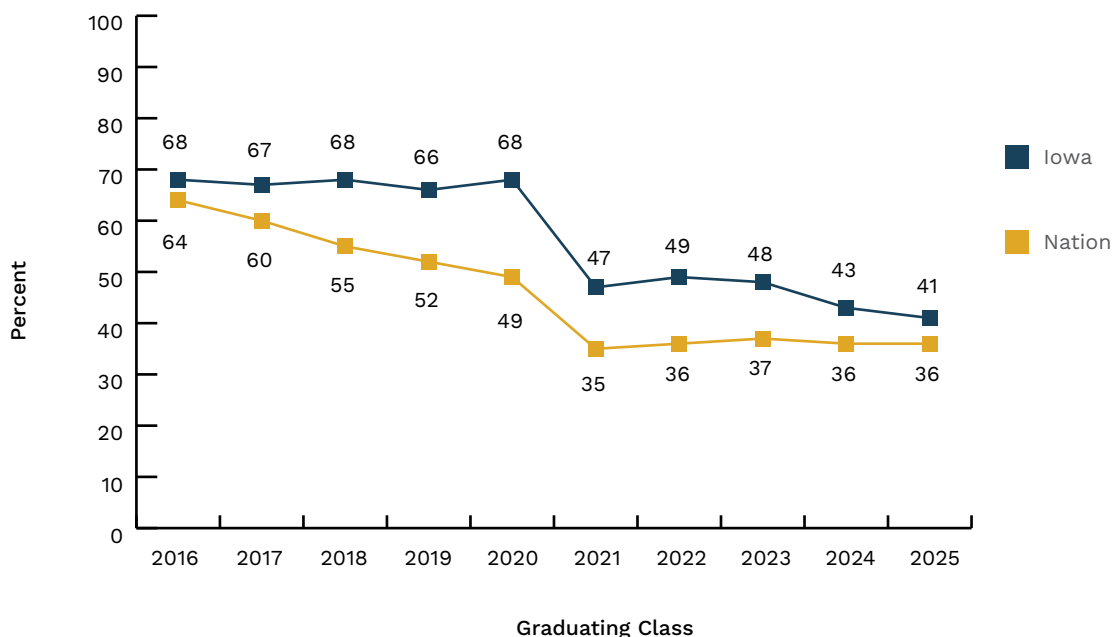
ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading and 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).

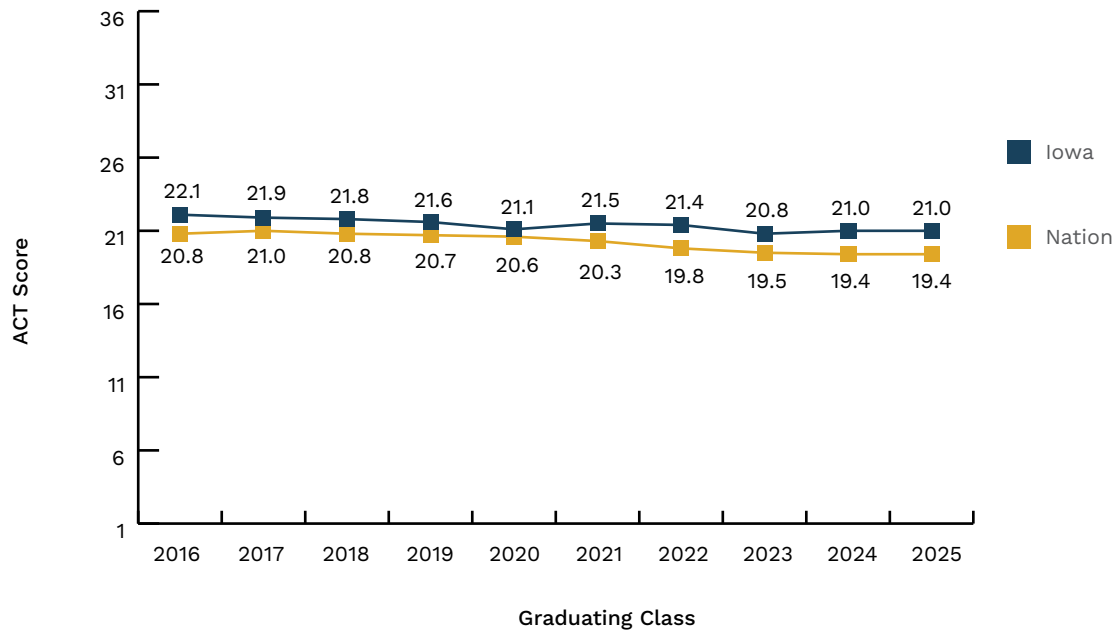
Iowa’s ACT composite score averages have been consistently about one point higher than the national average, although the gap widened slightly after the pandemic because Iowa had a smaller decrease than the national average (Figure 1-36). Table 1-5 shows a comparison of Iowa’s average ACT composite score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

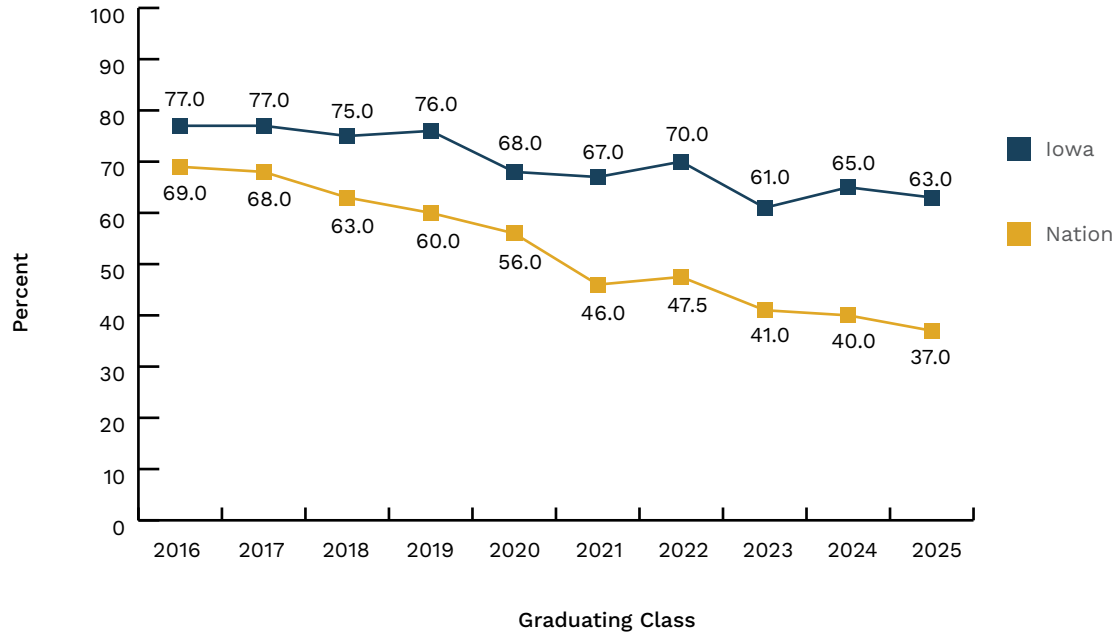
Overall, average ACT composite scores for Iowa students taking core programs have been approximately two to three points higher than those who did not take core programs (Table 1-8). This trend has been consistent over time in Iowa and the nation as a whole.

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

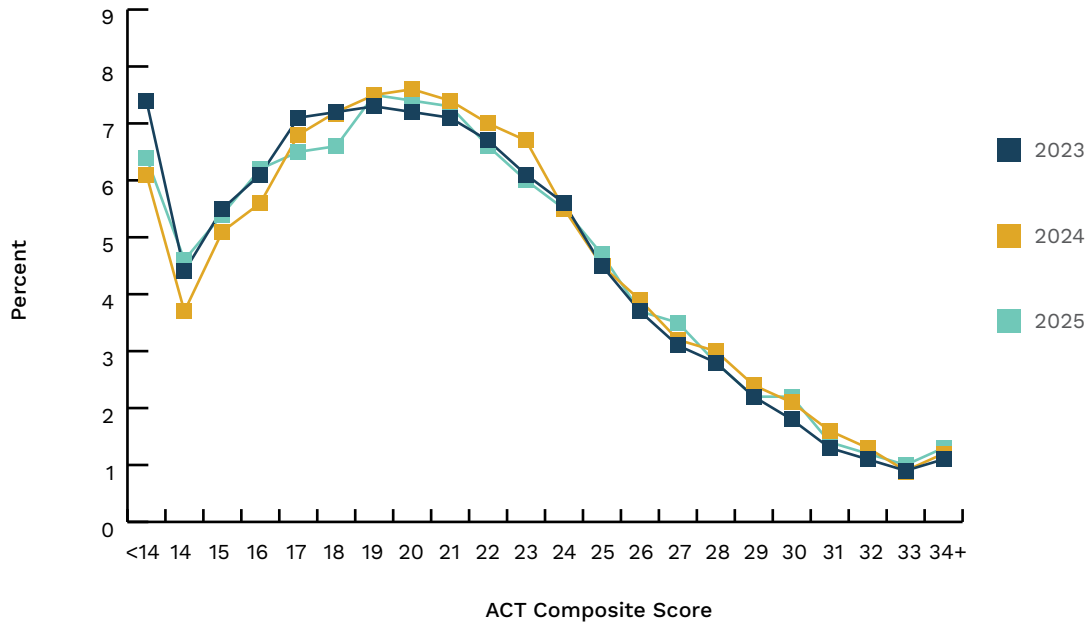
Table 1-9 provides the Iowa ACT composite score distributions for the classes of 2021 to 2025 (also see Figure 1-38). About 56.7% of the class of 2025 Iowa test takers had a composite score of 20 or greater compared to 60.7% in the class of 2021. In the class of 2025, a slightly higher percentage of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

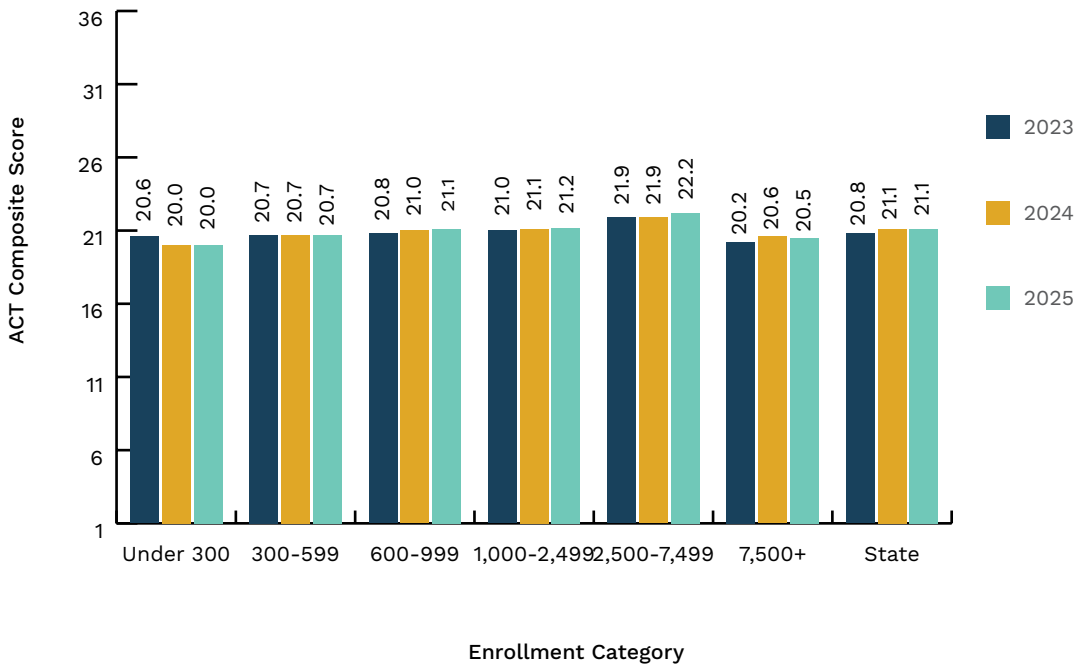
** Low socio-economic status is determined by eligibility for free or reduced-price meals.

*** 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.

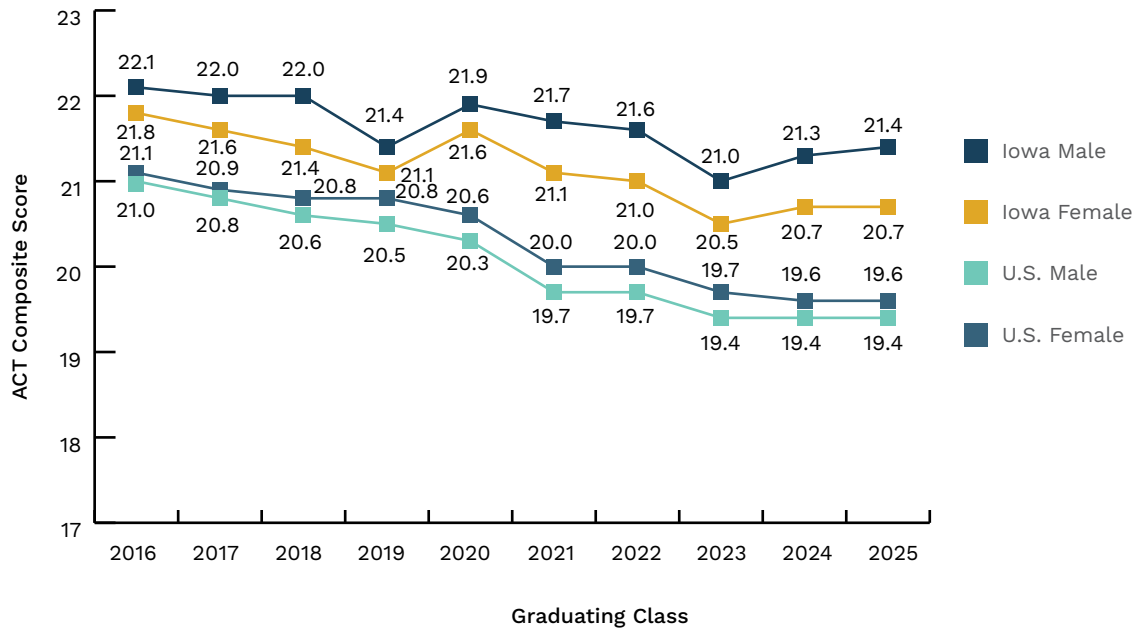
Class of 2024 data was corrected due to a reporting error in 2024.

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.

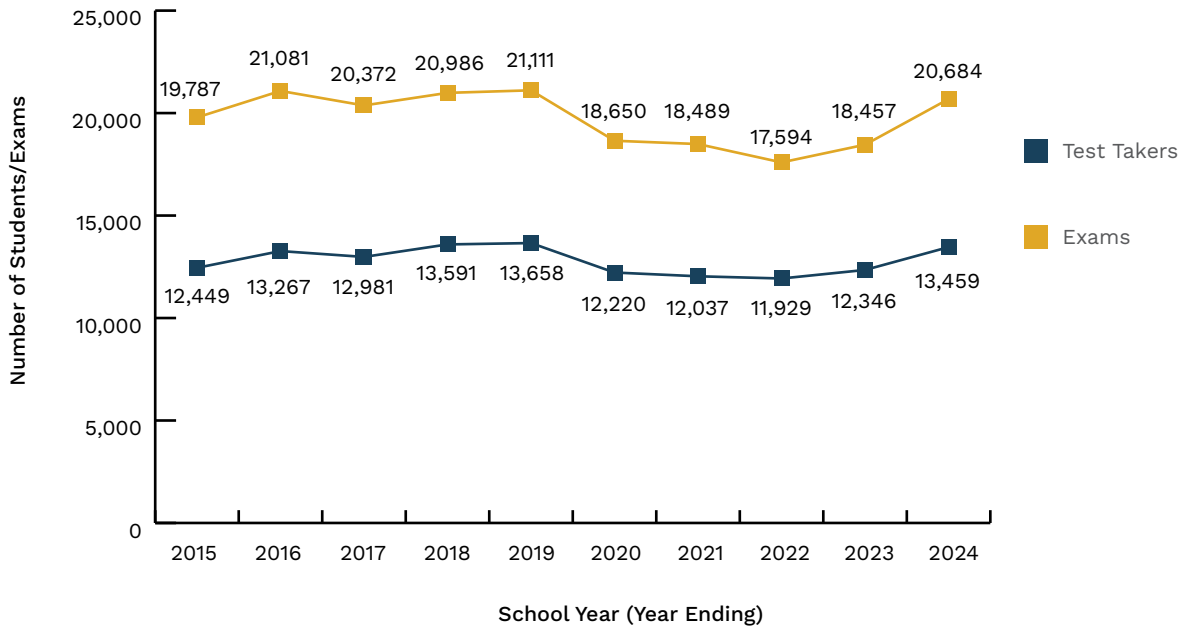
Advanced Placement

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

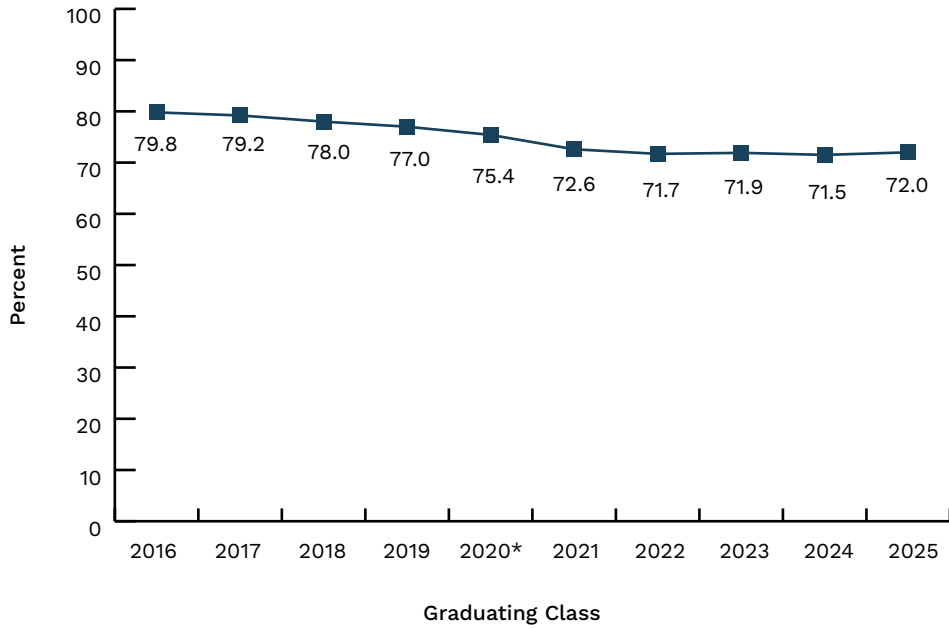
This section presents information on Iowa public high school graduates intending to pursue postsecondary education or training. Graduate intention data are collected through SRI. Note that for the 2020 graduating class, 4,686 (13.8%) of the 34,037 graduates did not report postsecondary intentions data,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

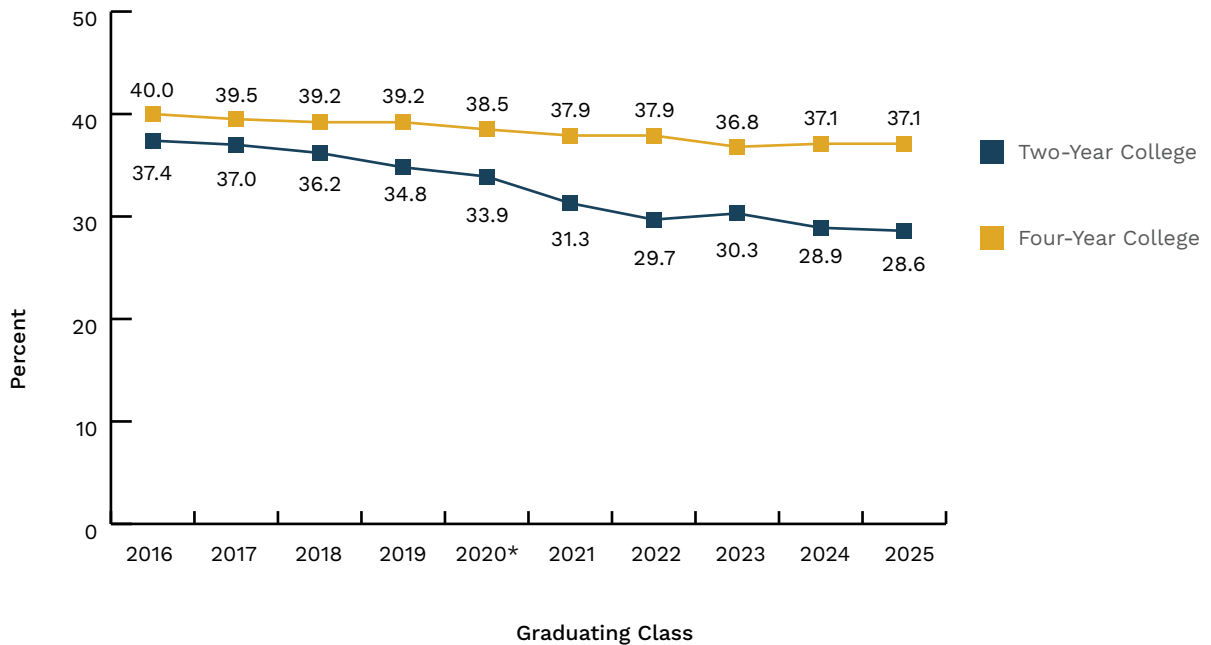
Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey.

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.

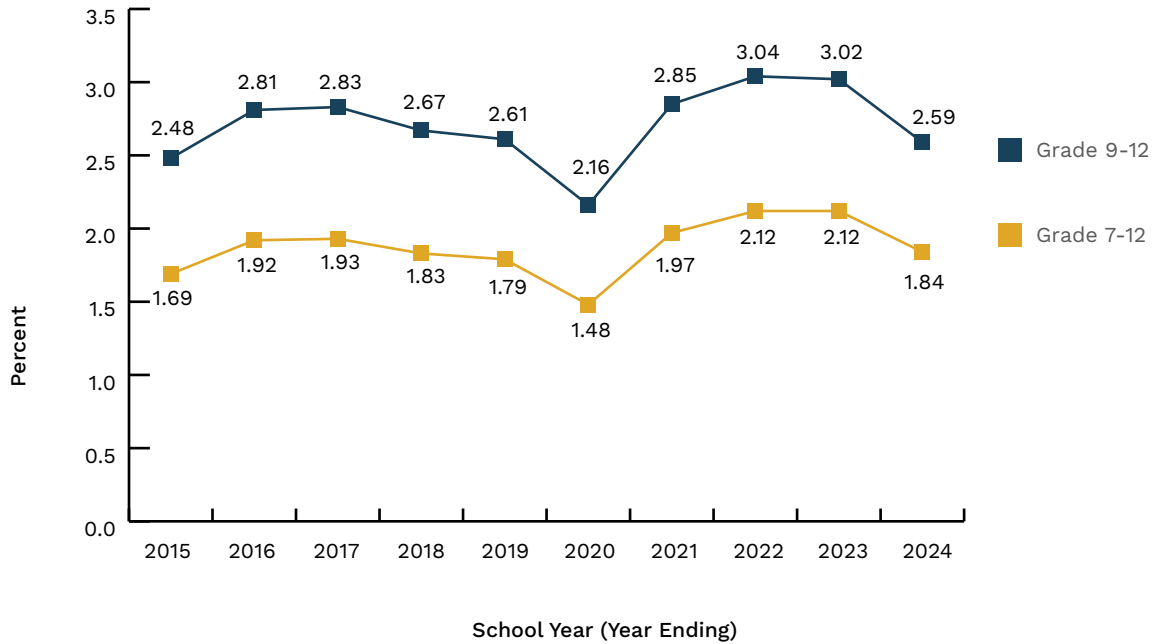
Table 1-21 provides the dropout distributions by grade and enrollment categories for public schools in 2023-24. Grade 12 had the highest number and percentage of dropouts. Districts with enrollment of 7,500 and above accounted for 44.6% of the total dropouts, while they comprised 31.5% of the total enrollment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

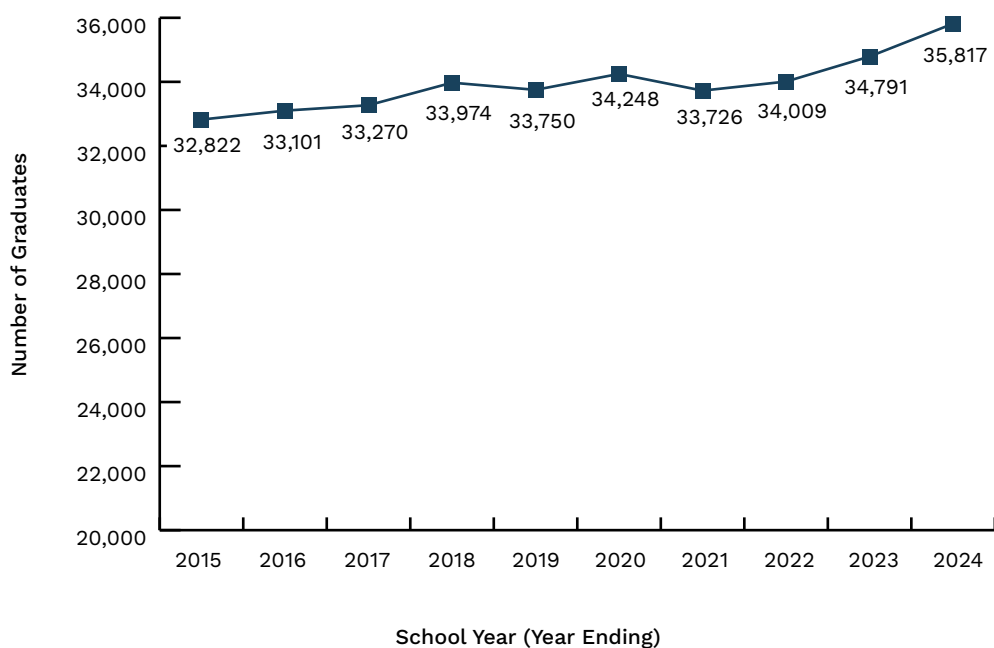
This section reports 10 years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2019 to 2024. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2022 and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

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

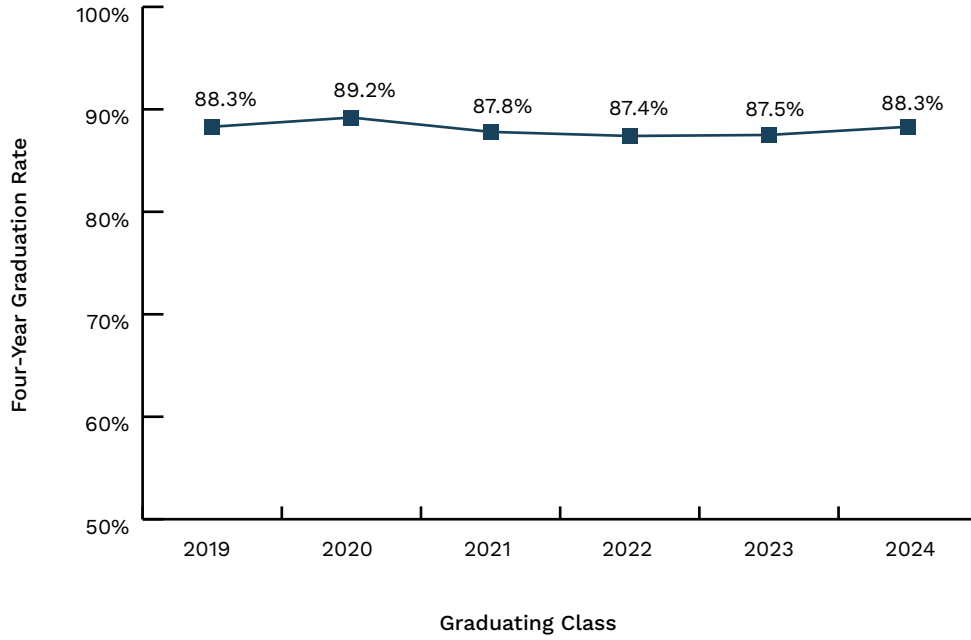
For the graduating class of 2024

- 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.

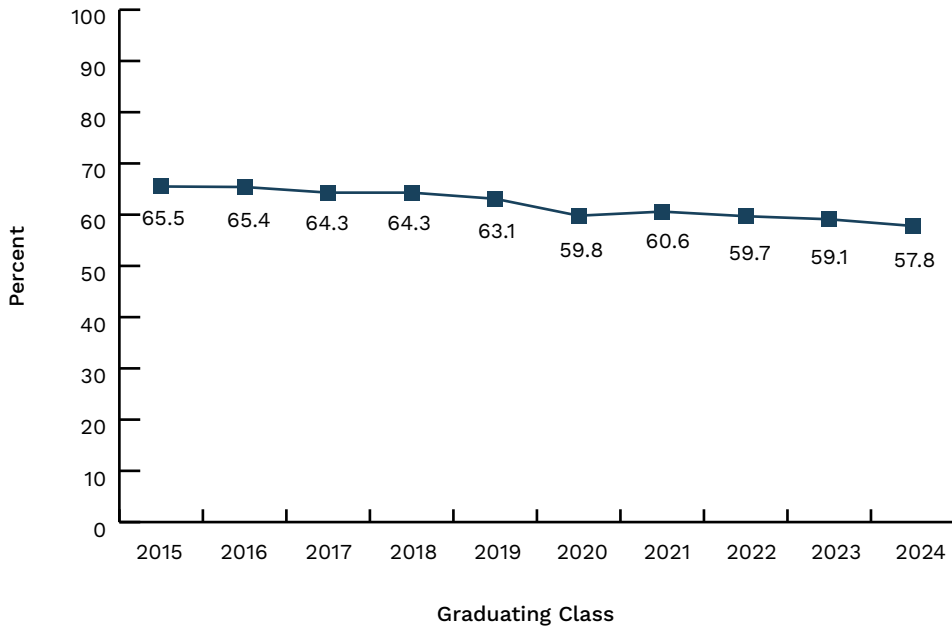
HIGH SCHOOL GRADUATE POSTSECONDARY ENROLLMENT AND AWARDS

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.

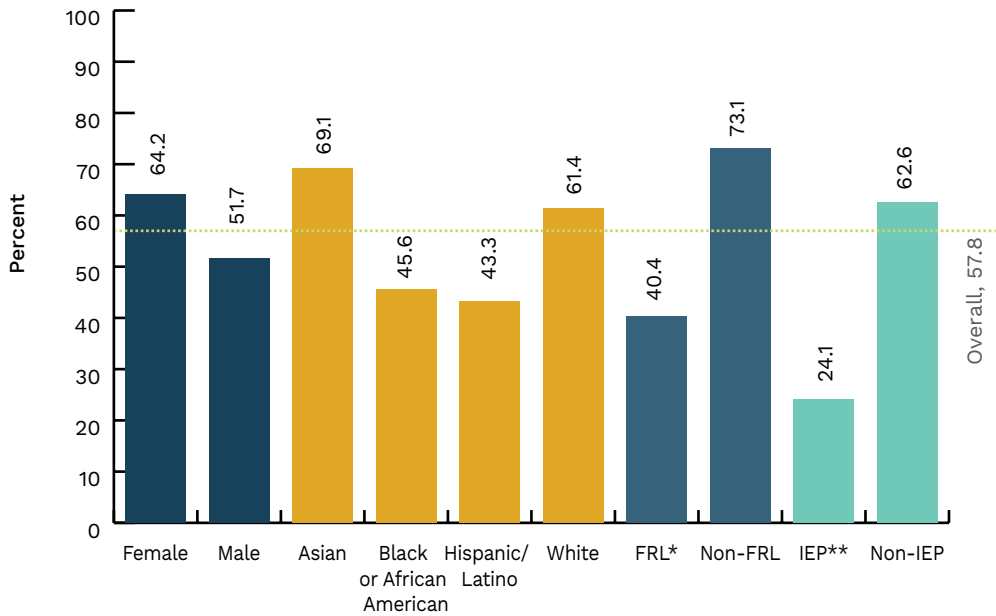
Figure 1-49 shows the status of Iowa public high school graduates for the first six years after high school graduation for the class of 2018. This shows that 47.9% of graduates earned some type of postsecondary degree/award, including completion of a registered apprenticeship, within six years of high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



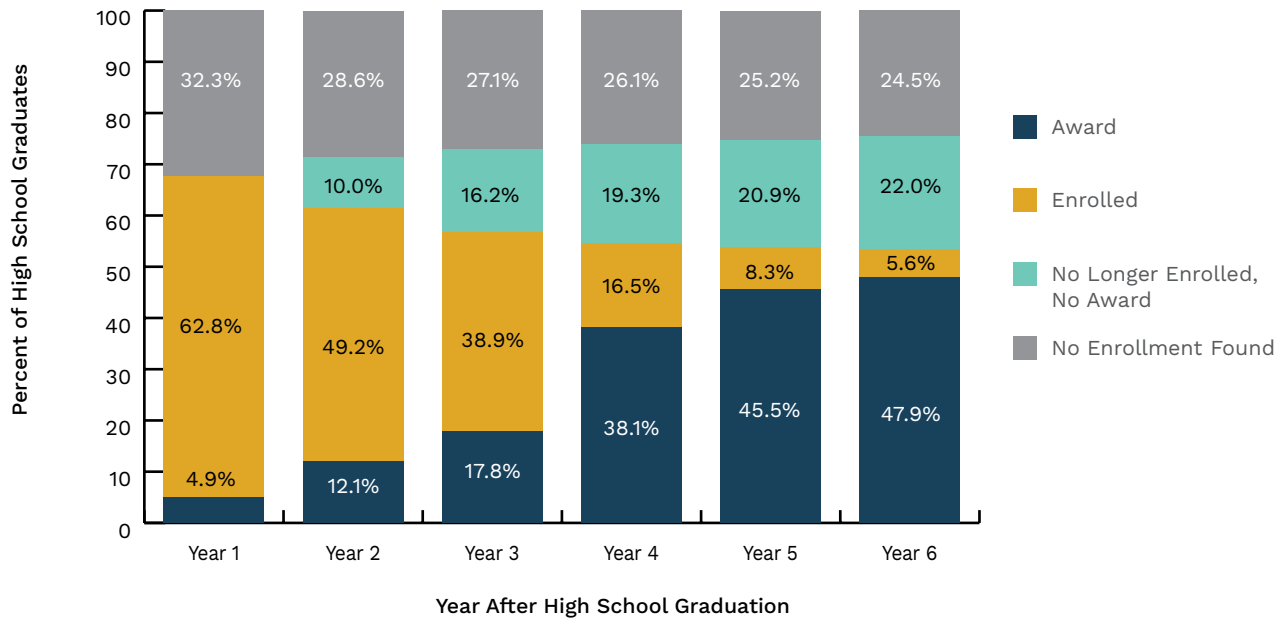
Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

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

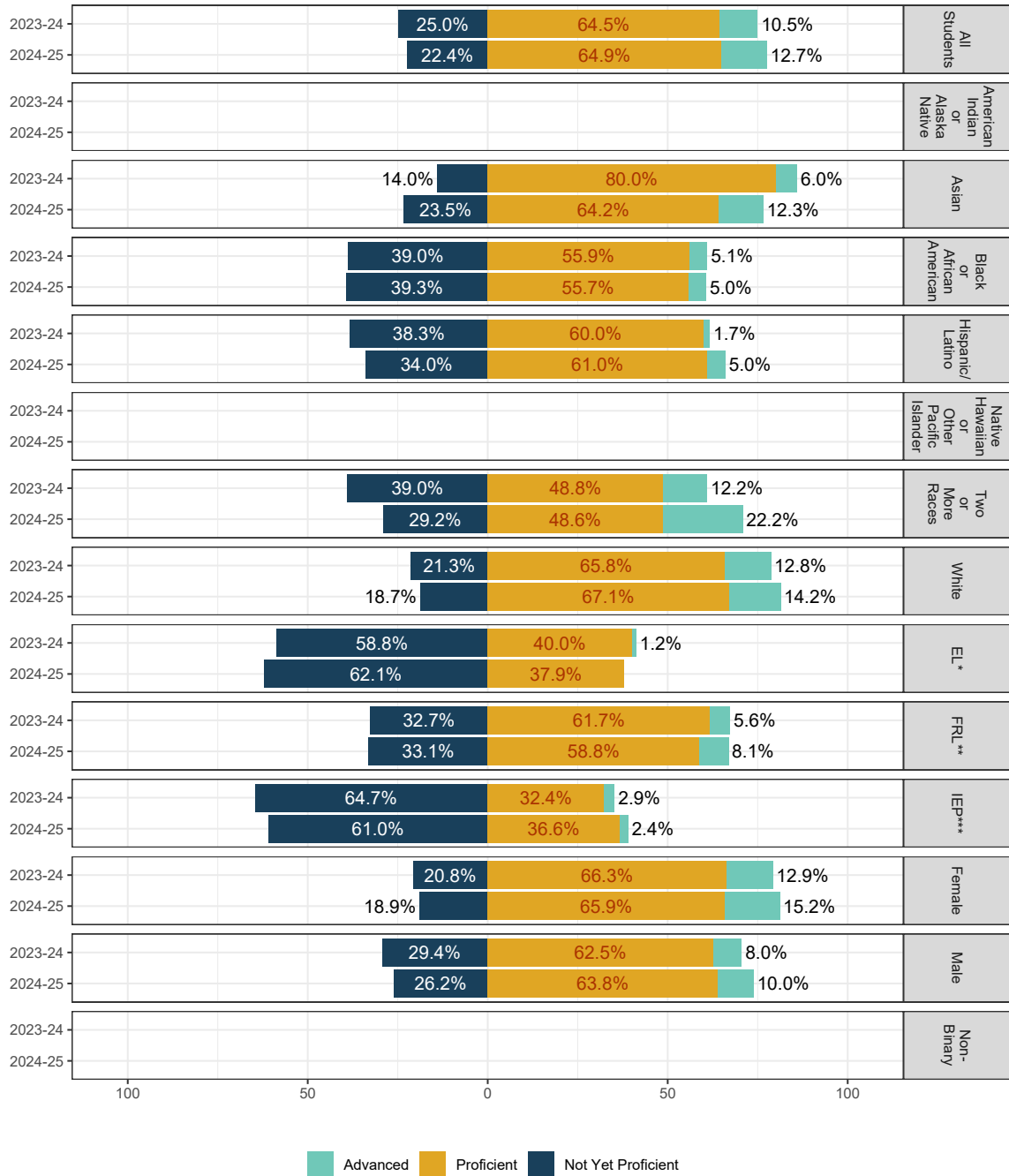
Figures 1-50 to 1-70 show ISASP results for 2023-24 and 2024-25.

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

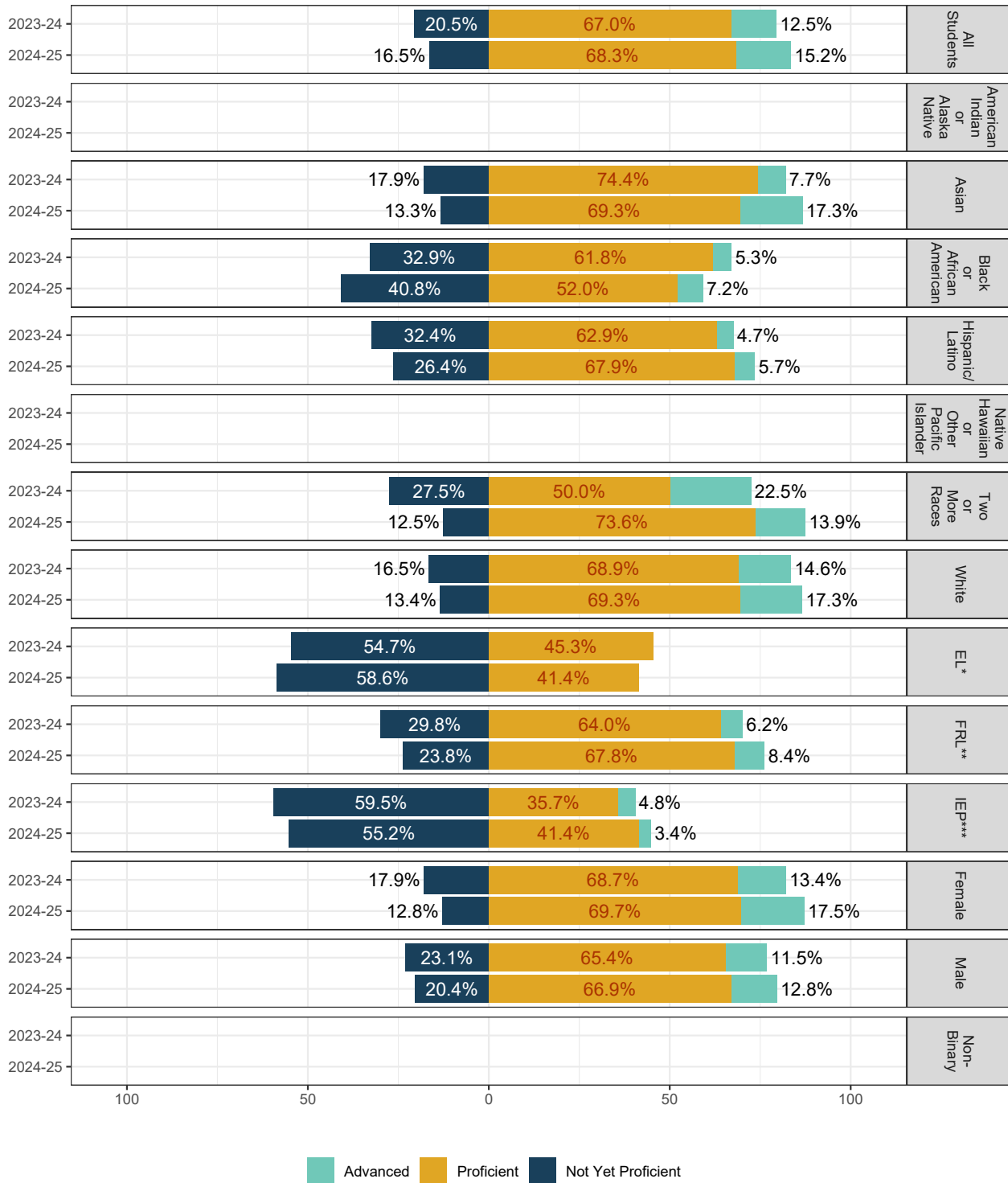
*EL - English learners

**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

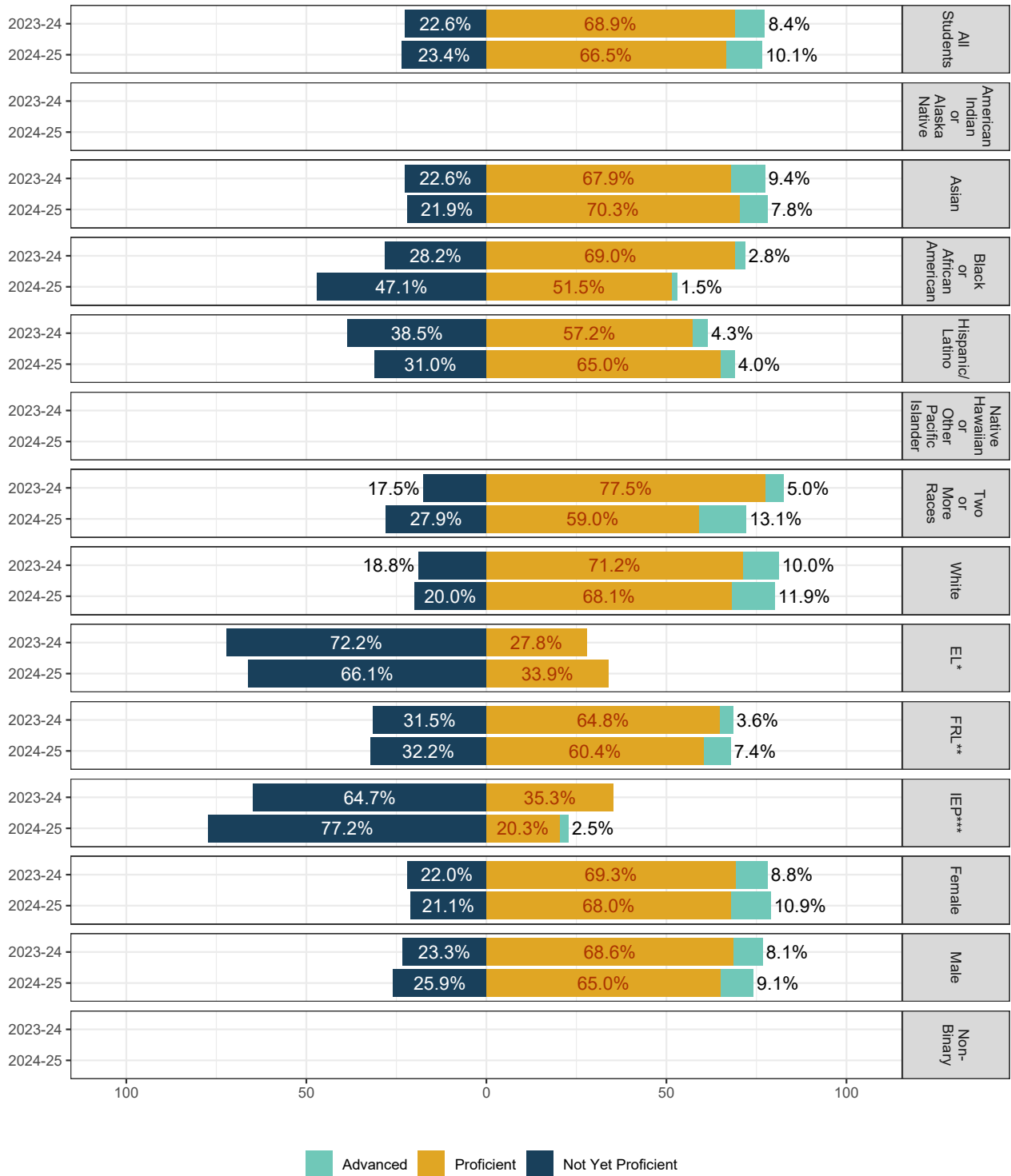
*EL - English learners

**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

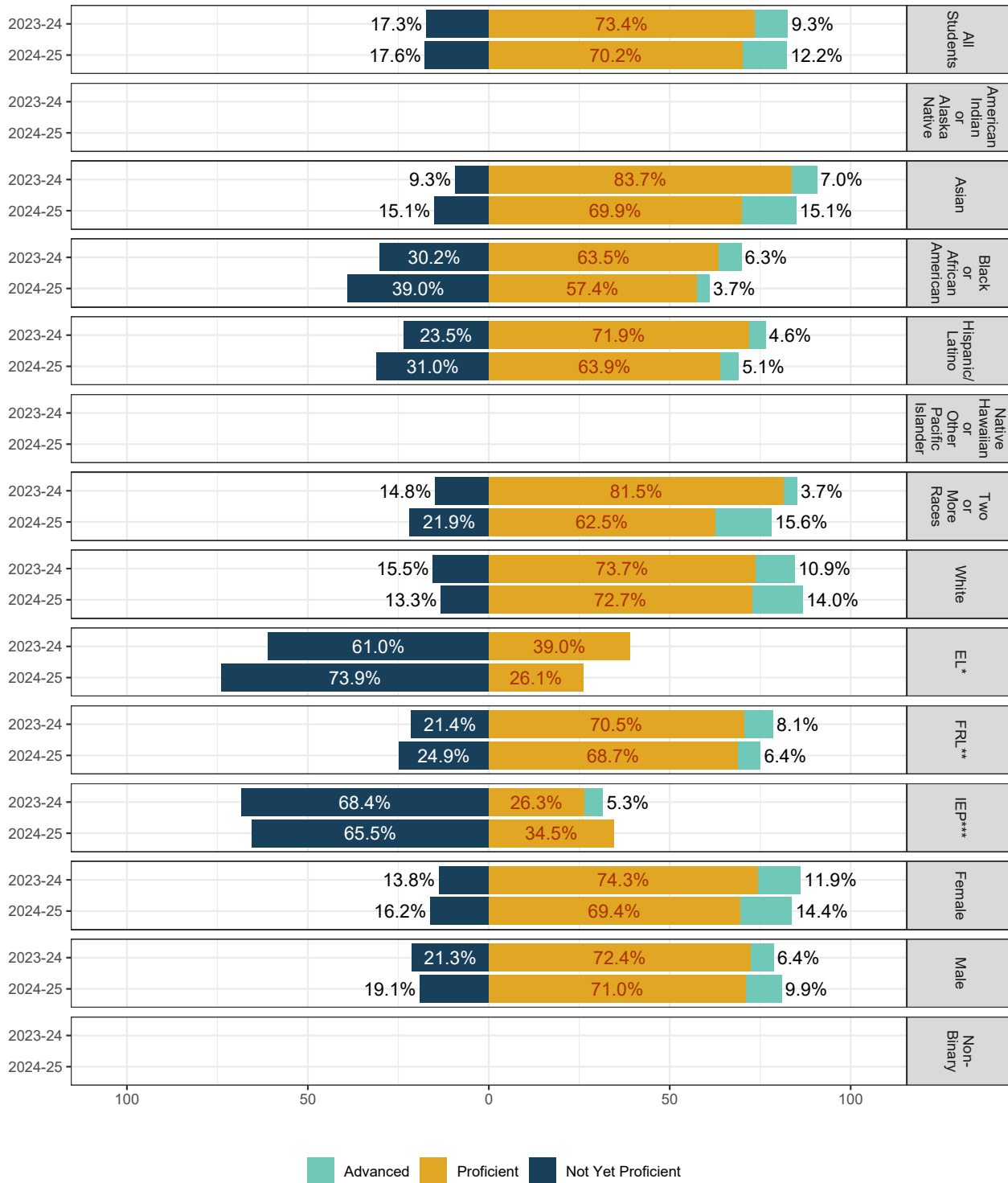
*EL - English learners

**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

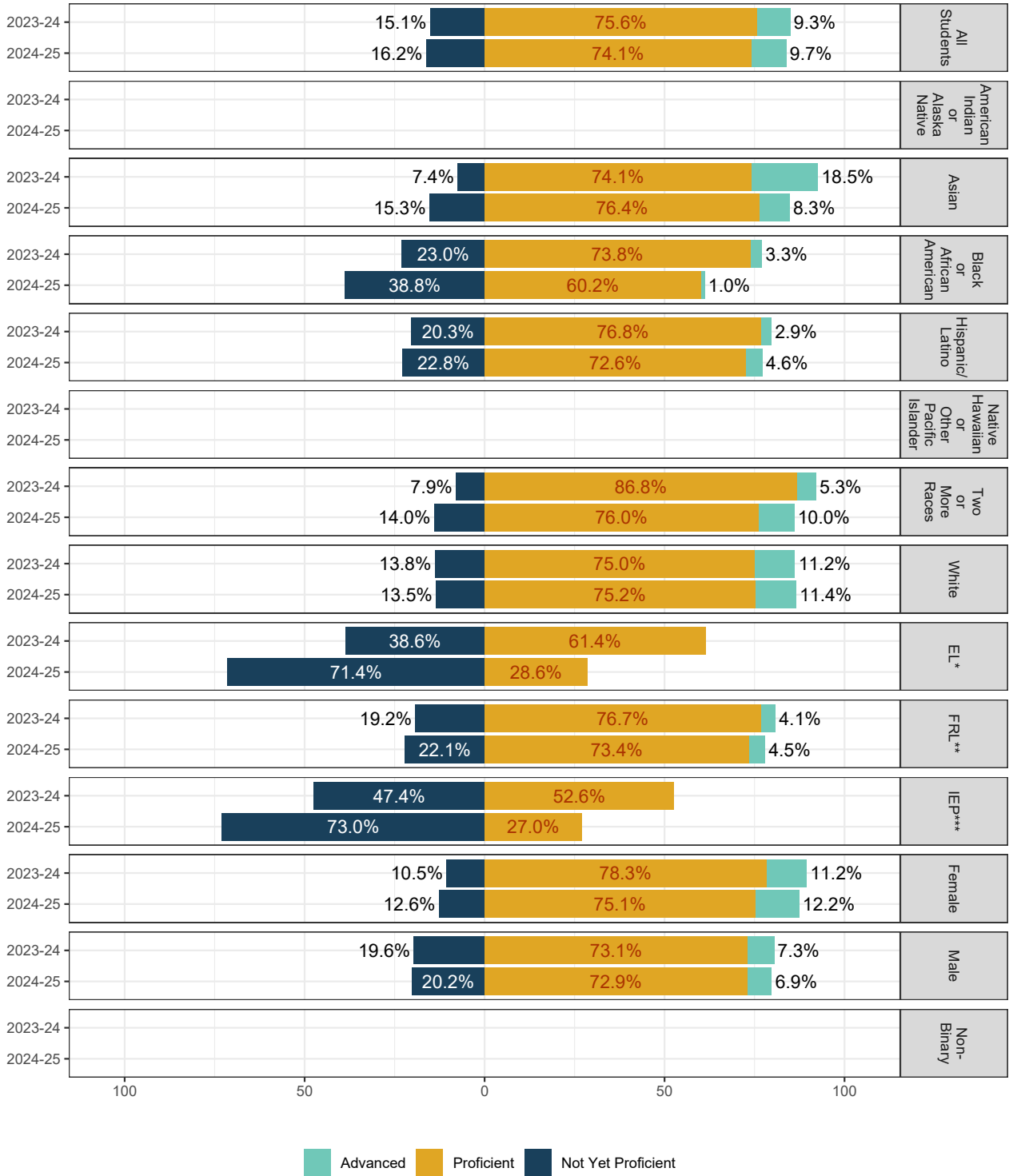
*EL - English learners

**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

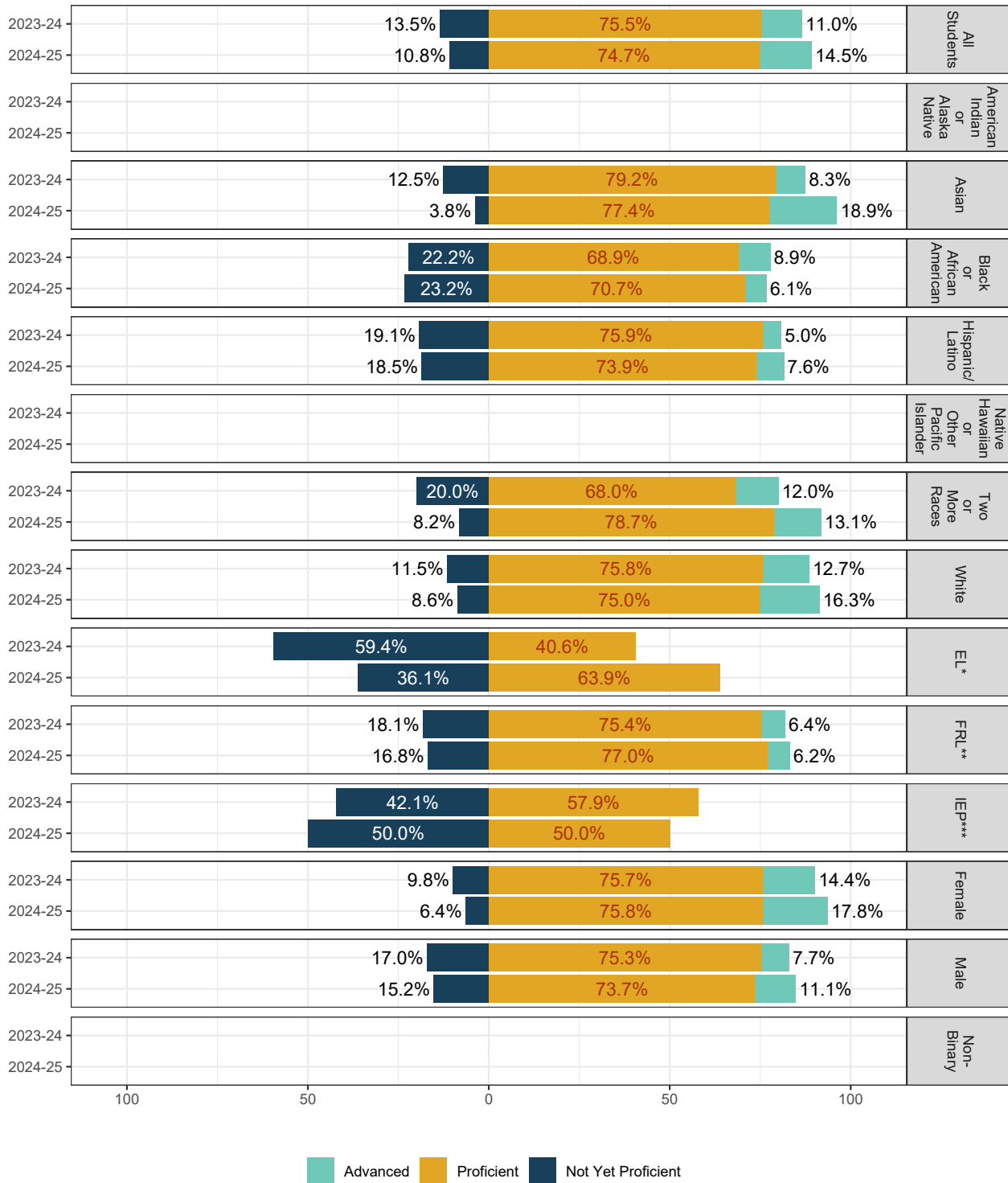
*EL - English learners

**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

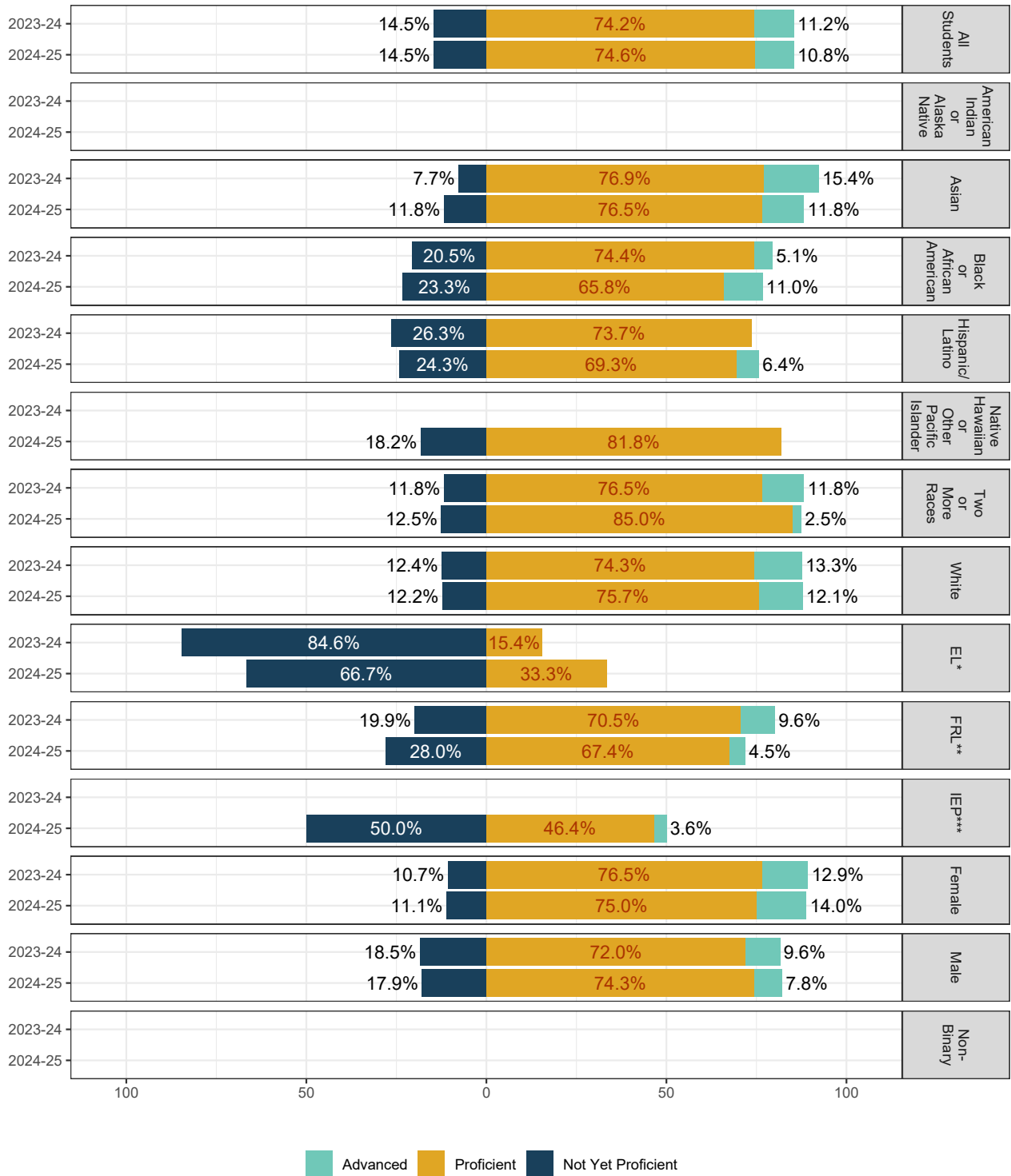
*EL - English learners

**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

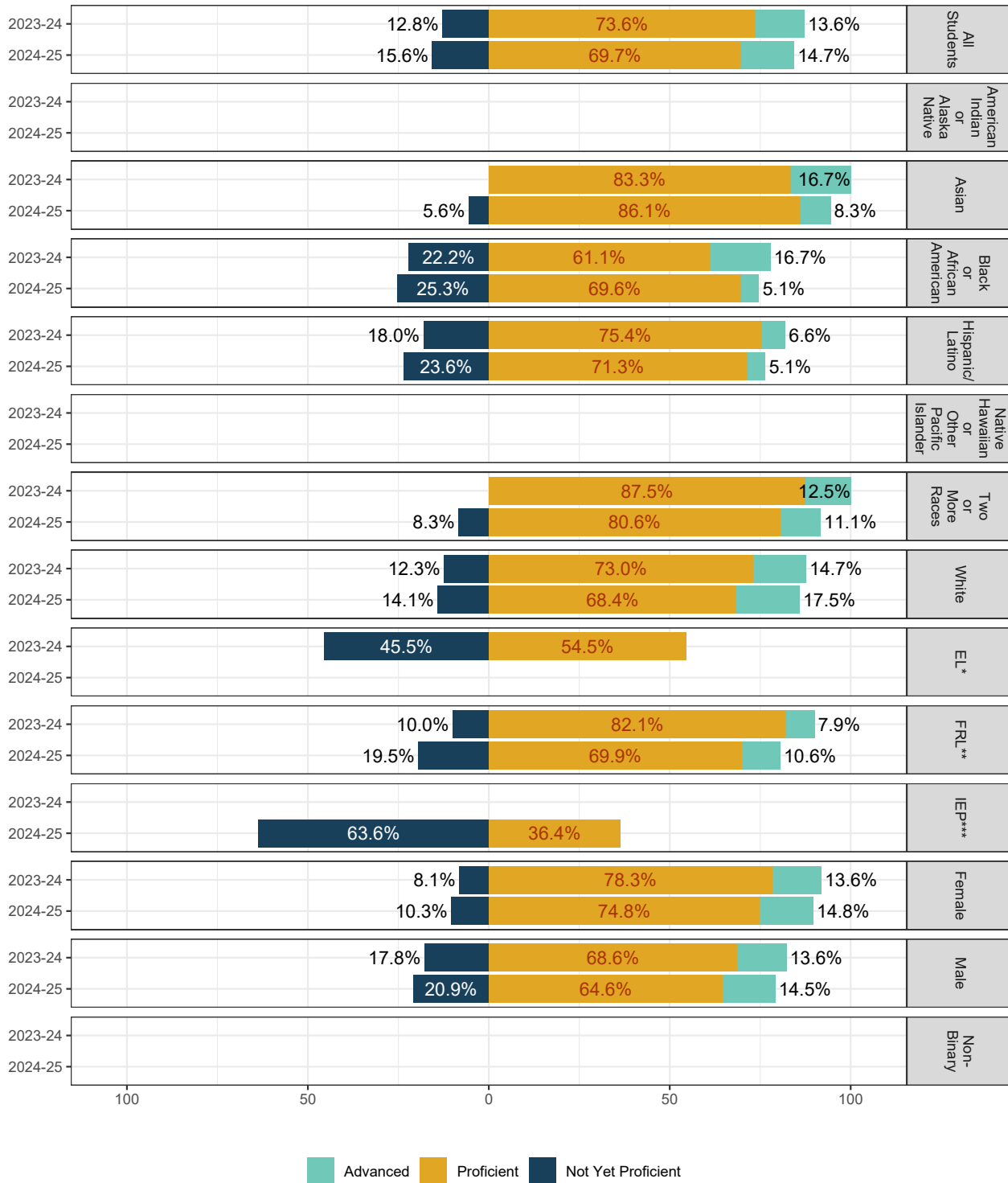
*EL - English learners

**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

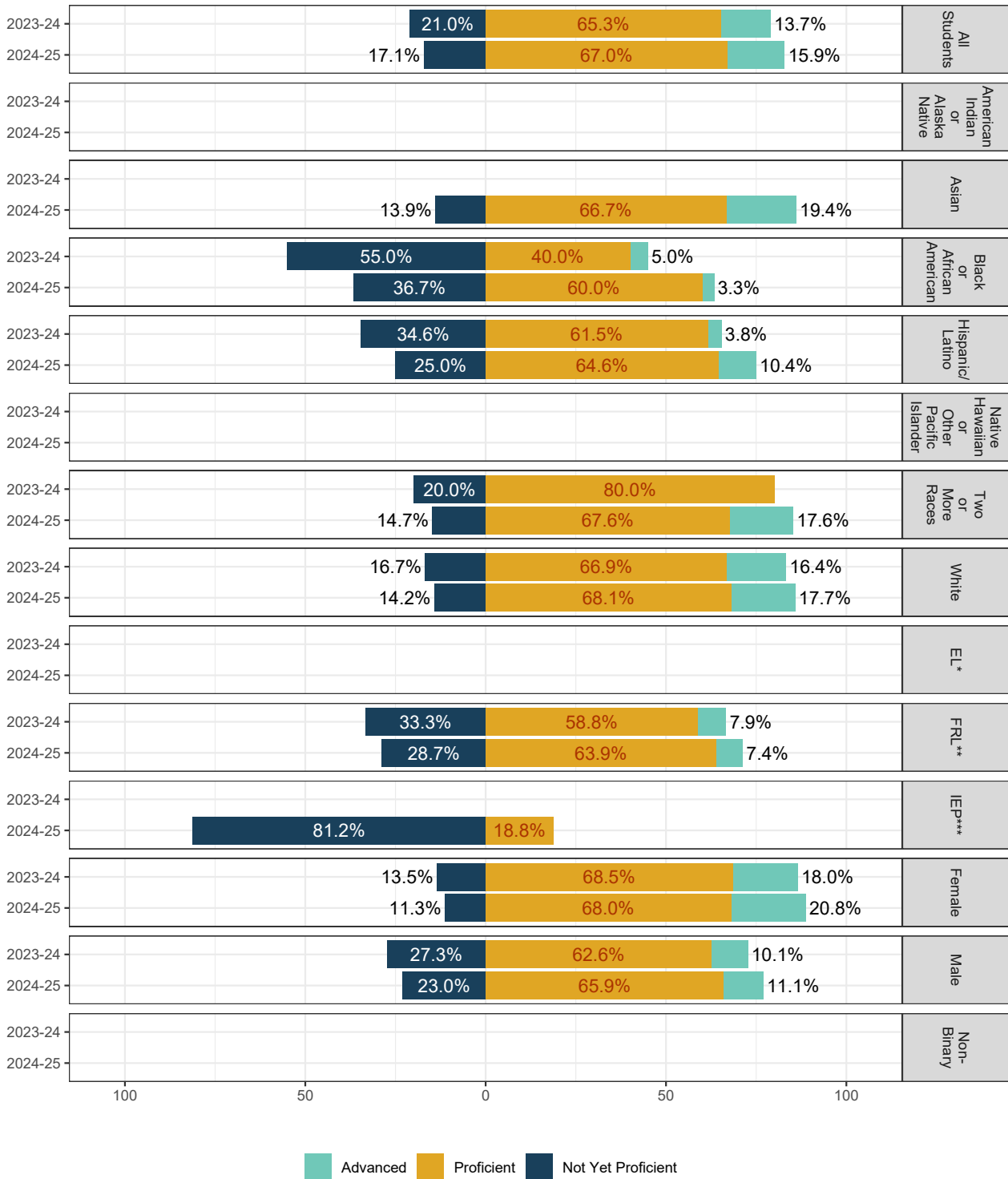
*EL - English learners

**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

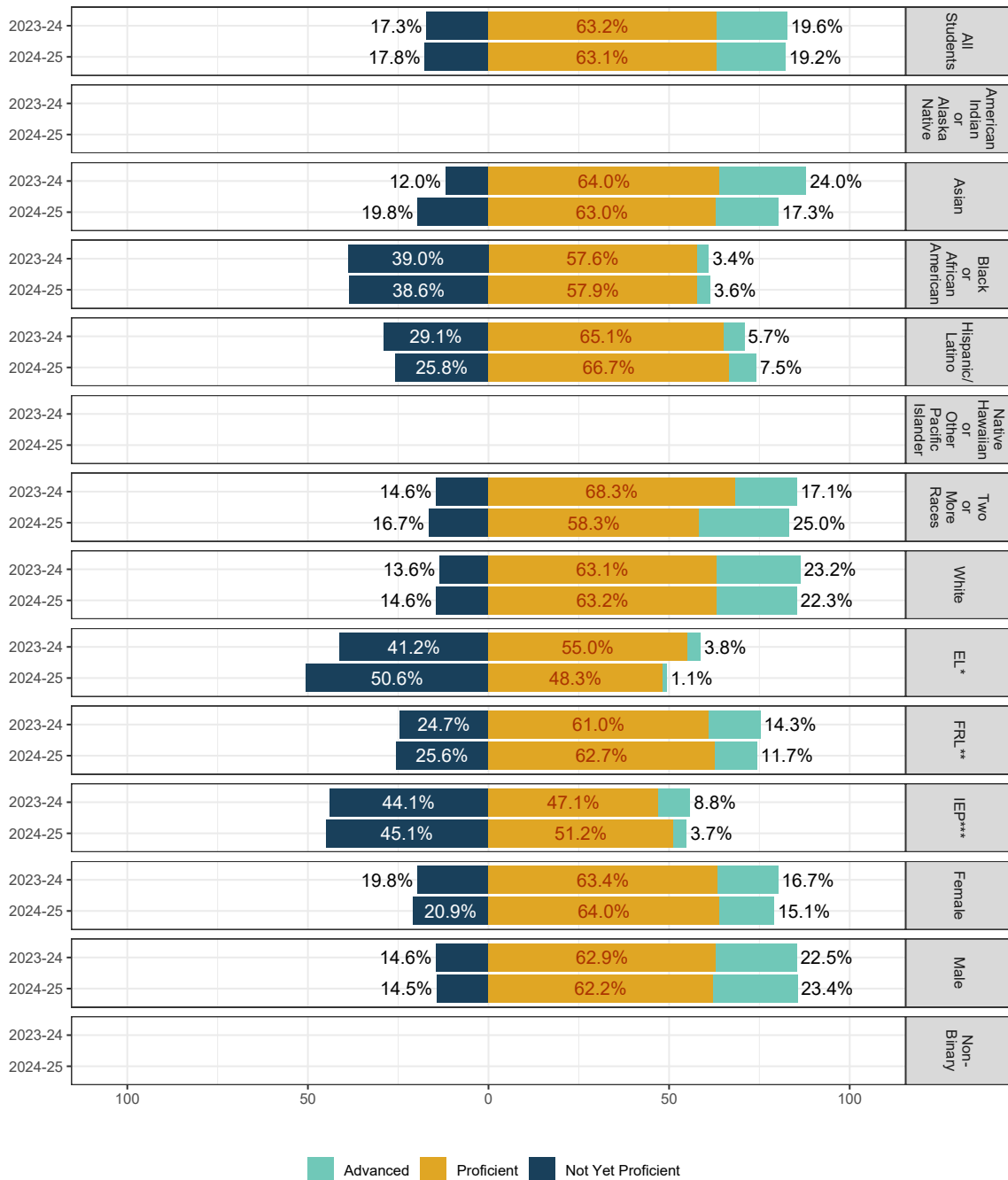
***IEP - Students with an individualized education program

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

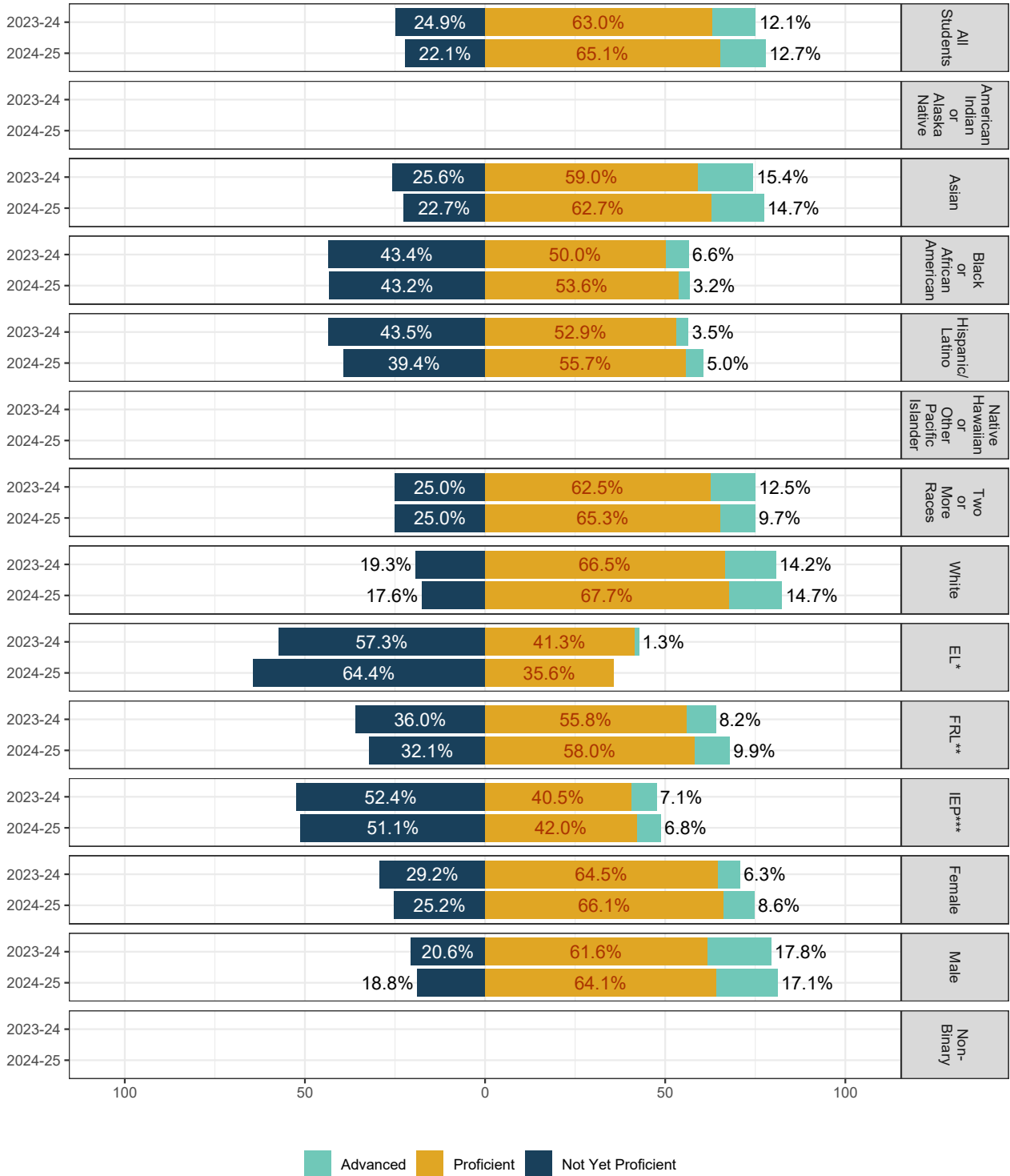
*EL - English learners

**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

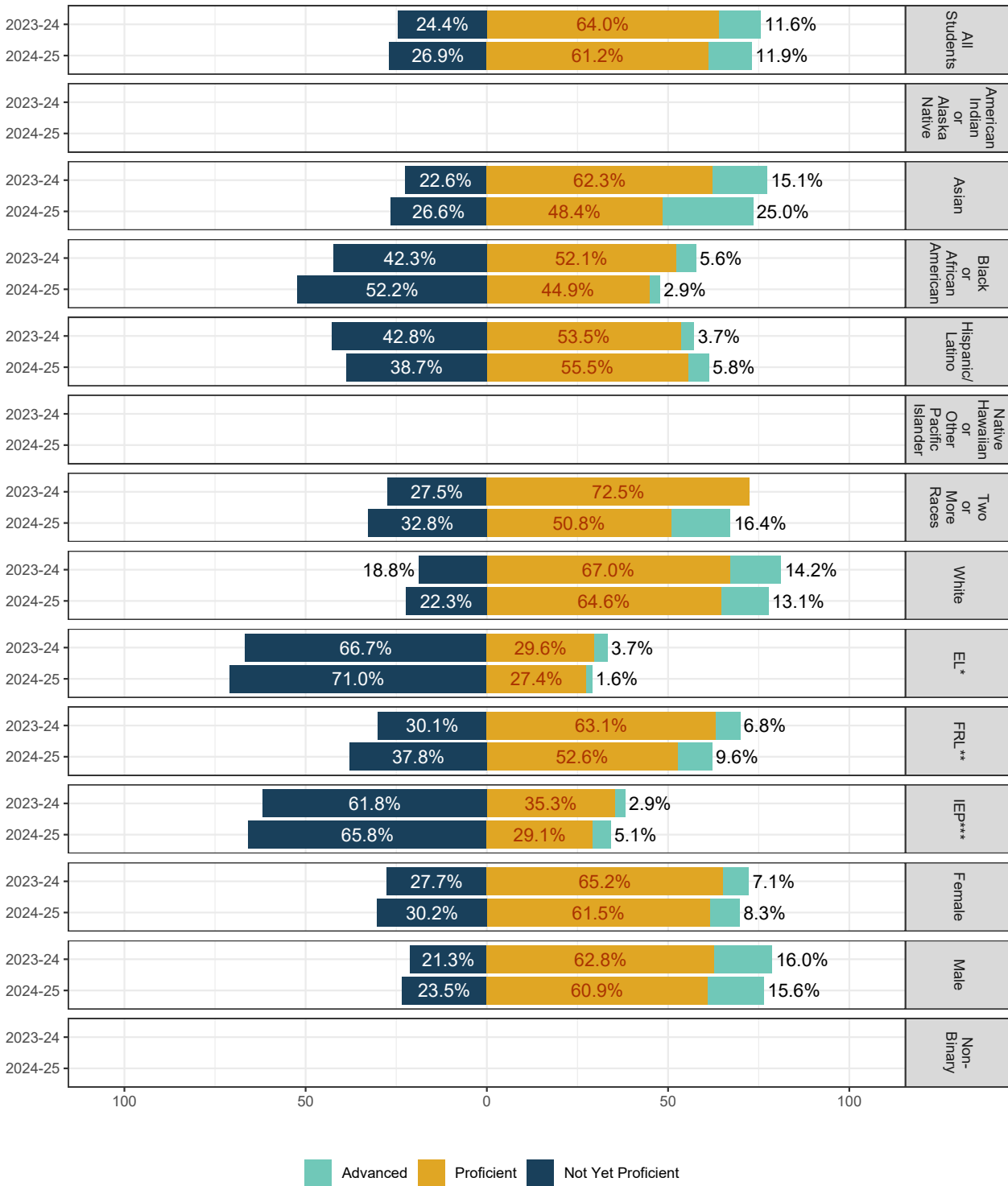
*EL - English learners

**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

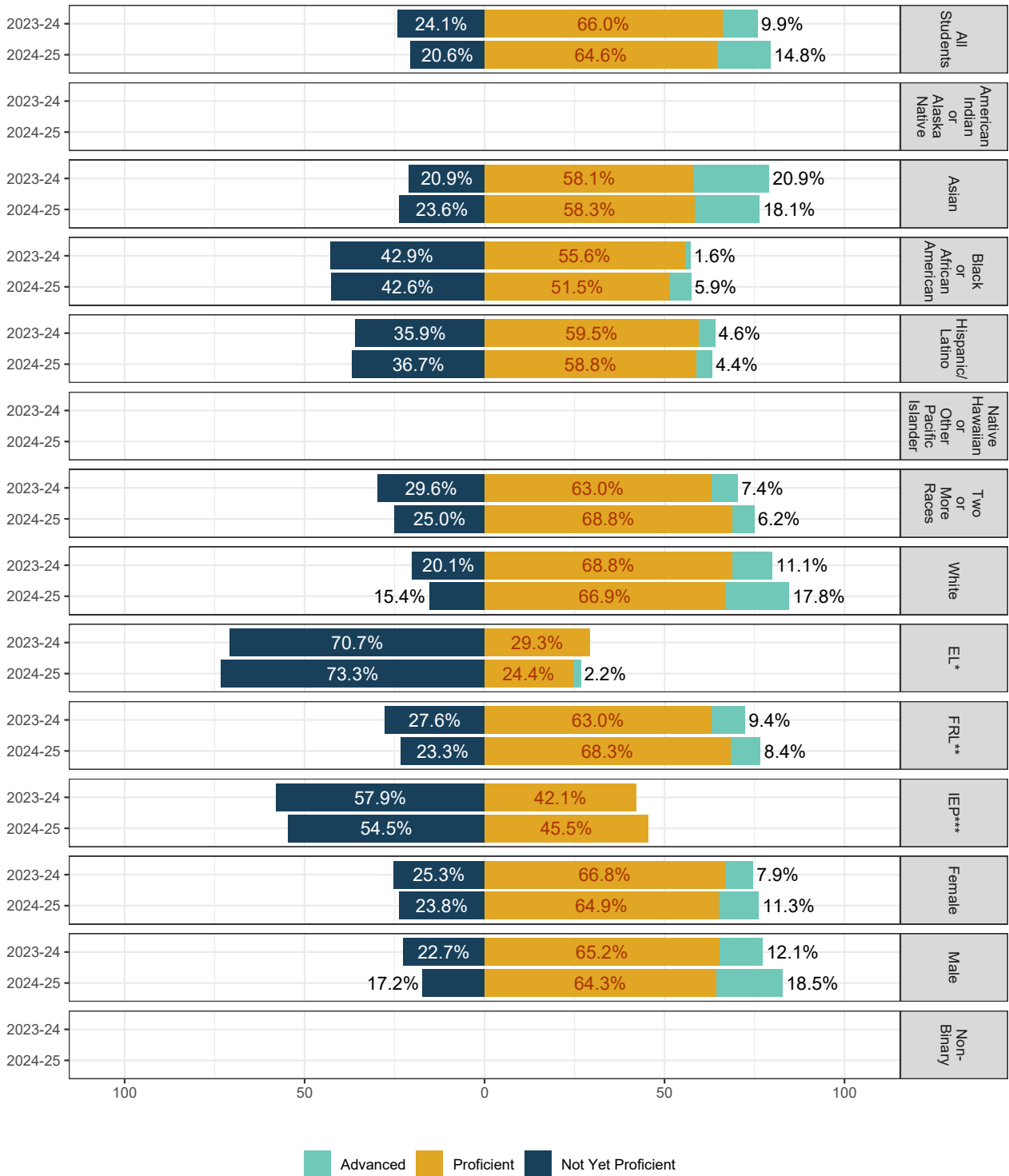
*EL - English learners

**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

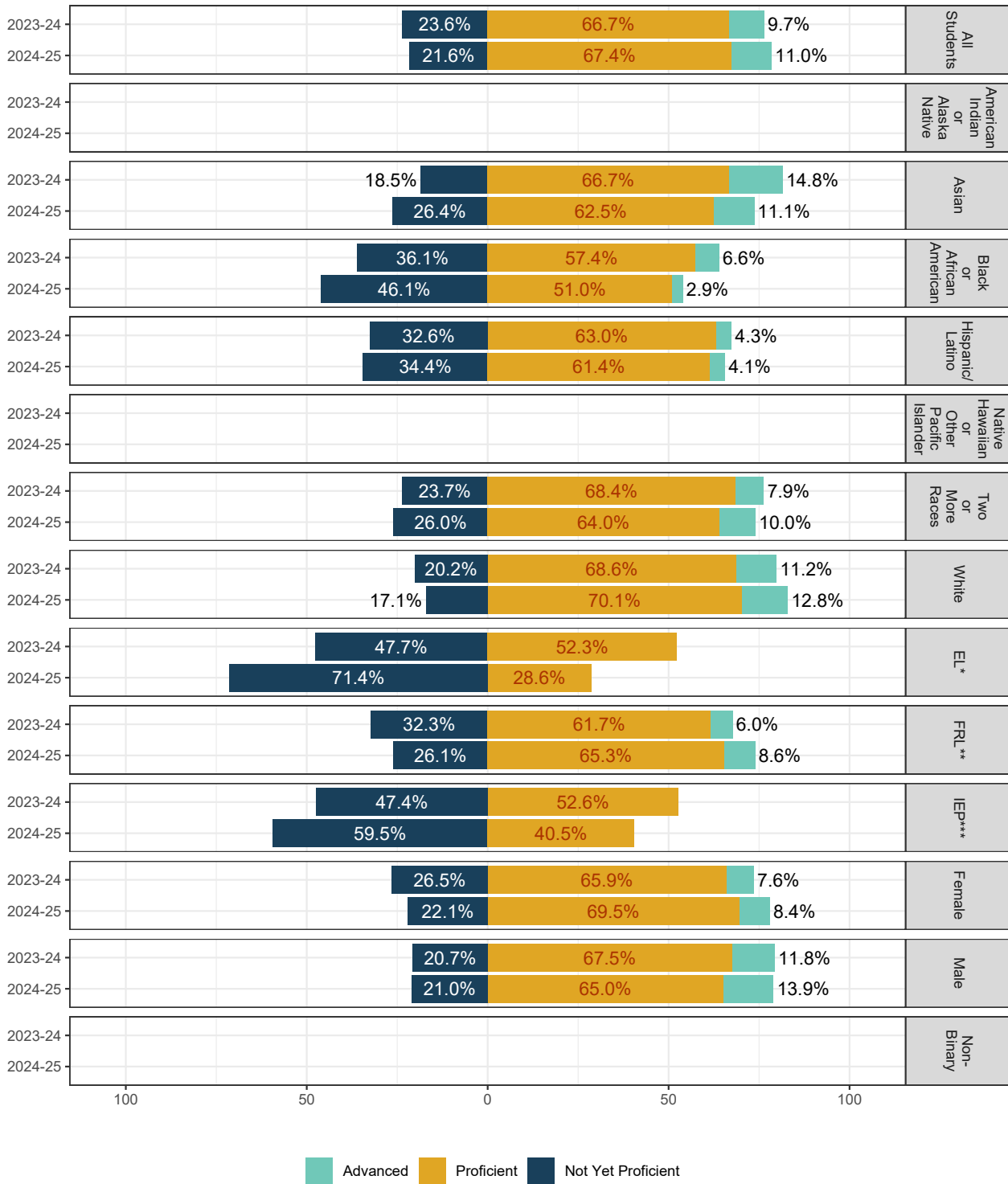
*EL - English learners

**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

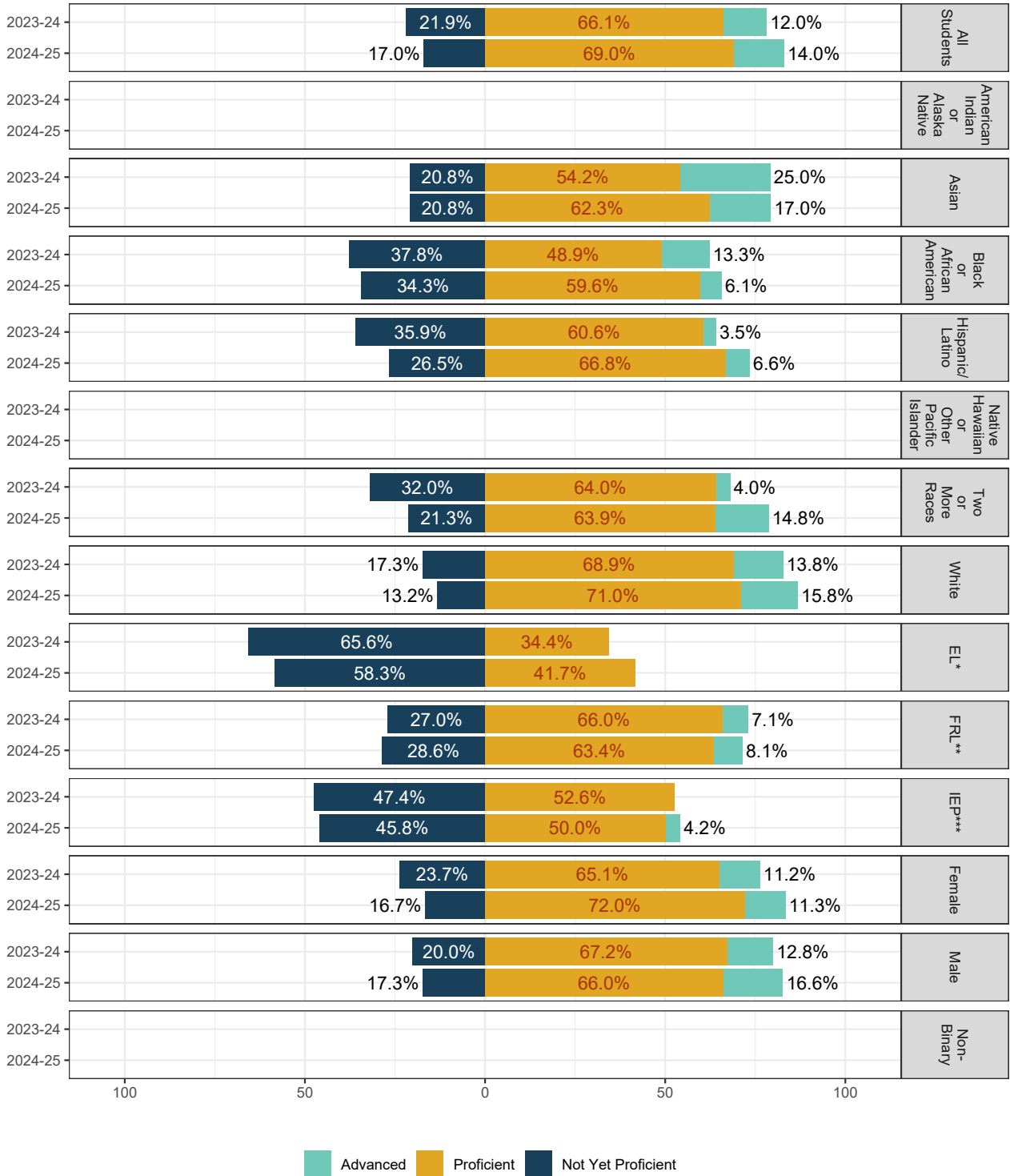
*EL - English learners

**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

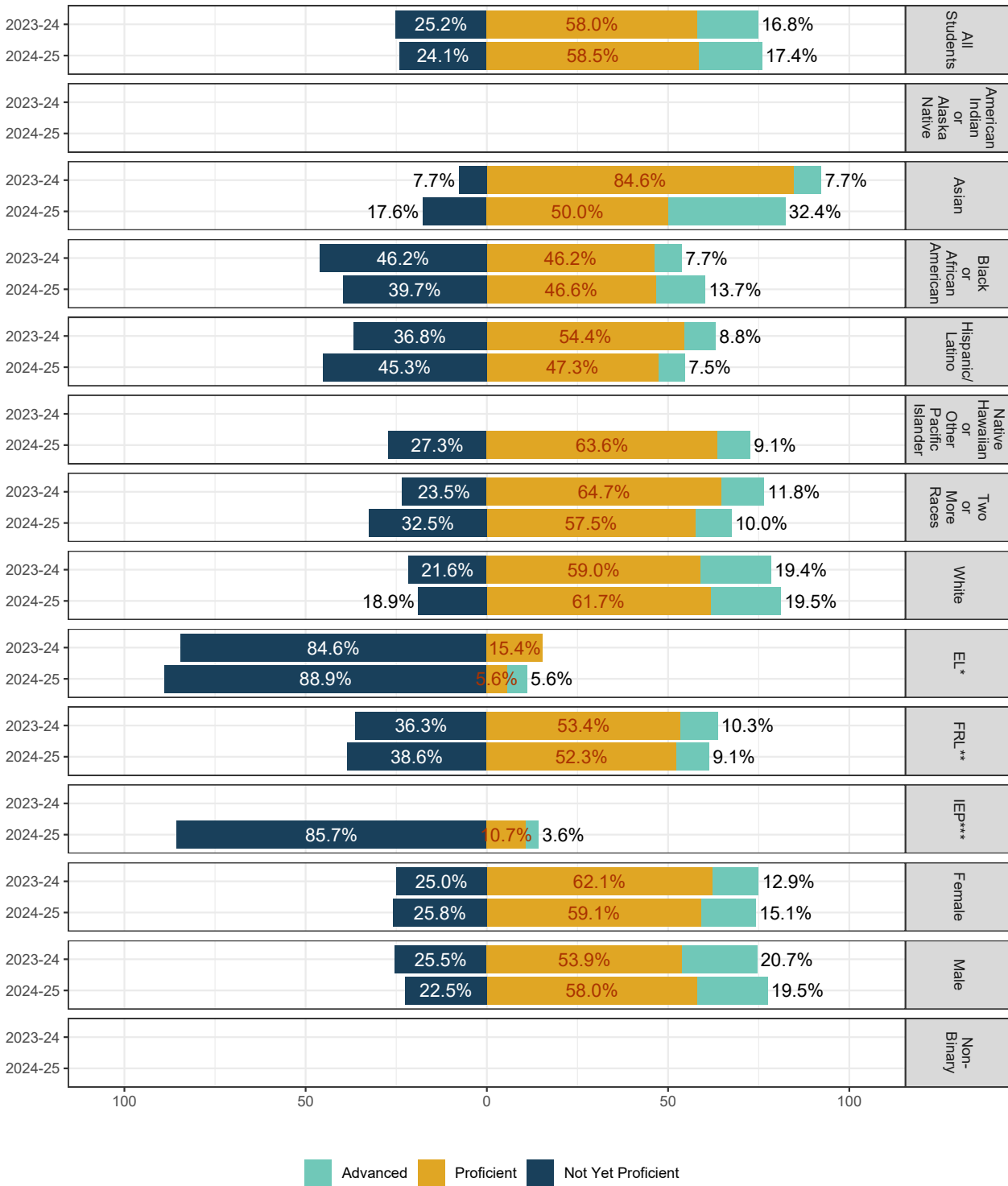
*EL - English learners

**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

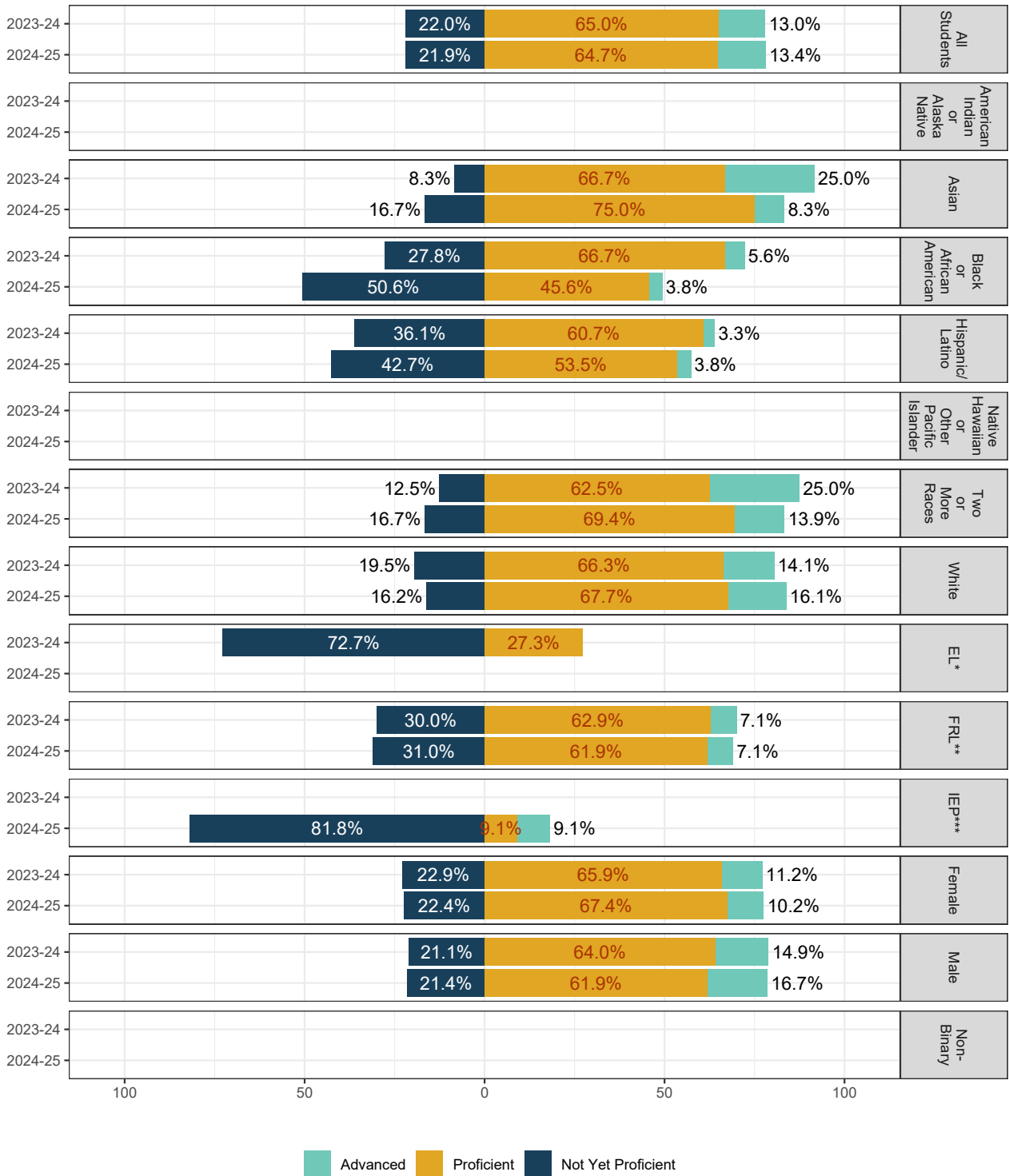
*EL - English learners

**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

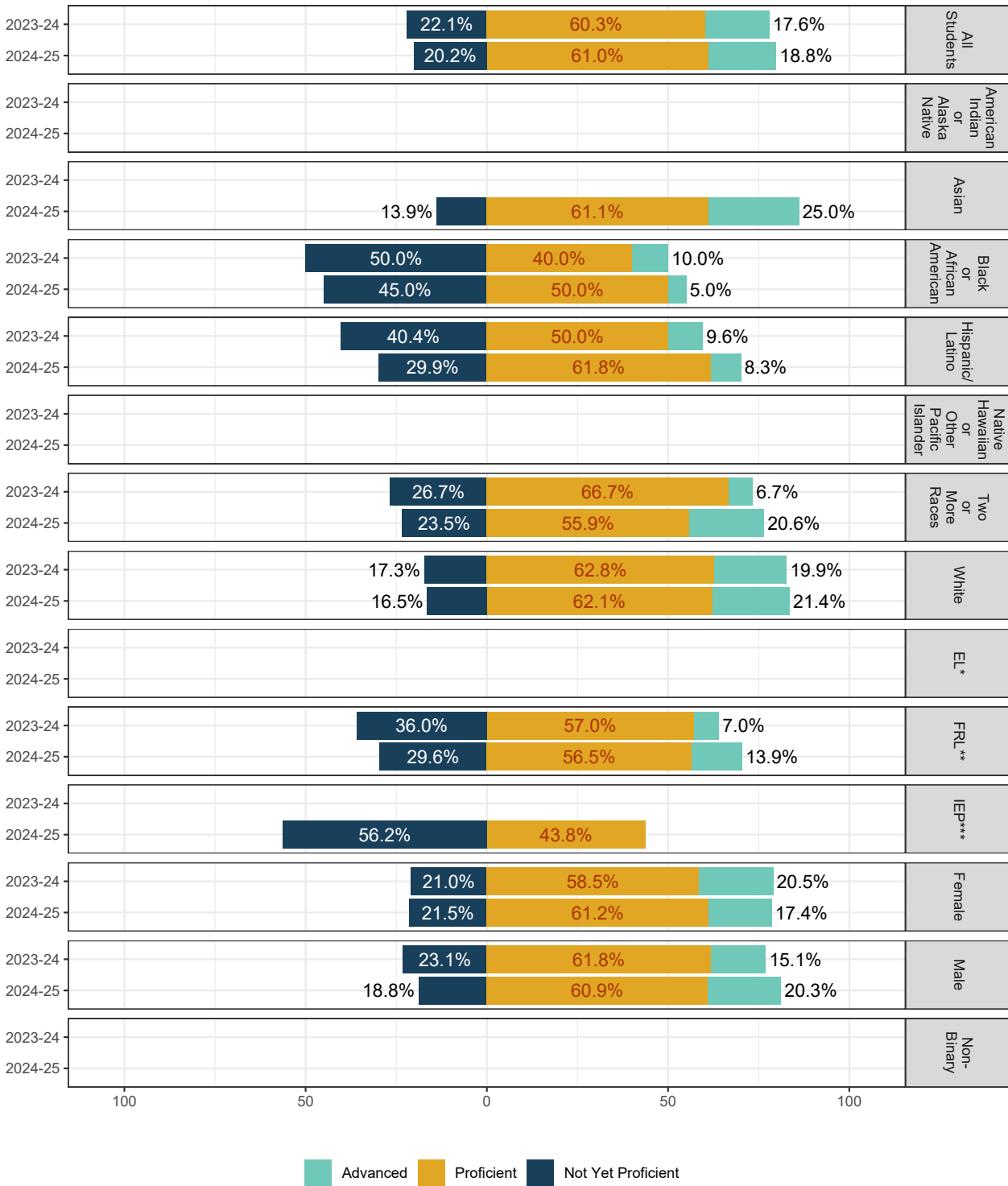
*EL - English learners

**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

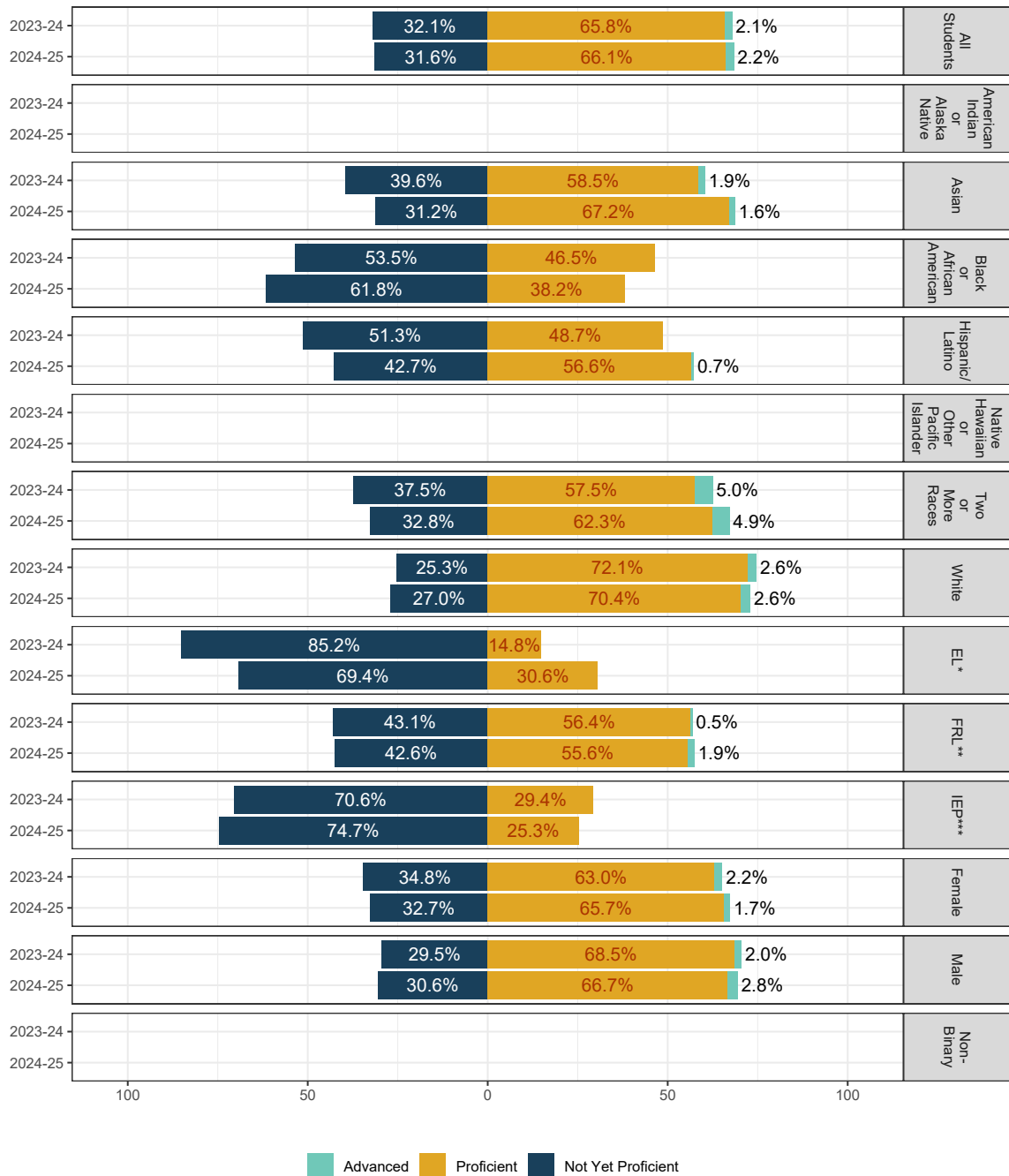
***IEP - Students with an individualized education program

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

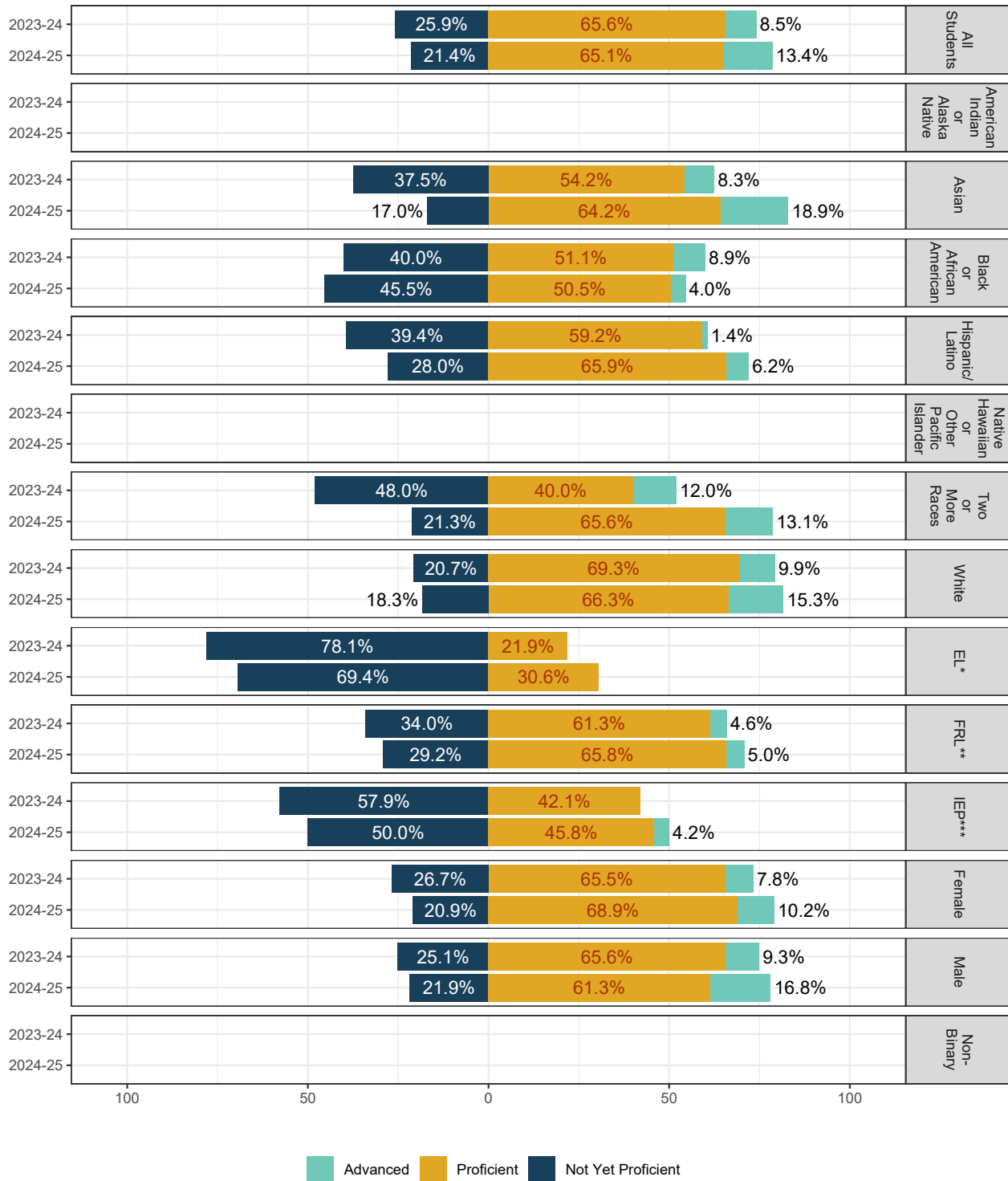
*EL - English learners

**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

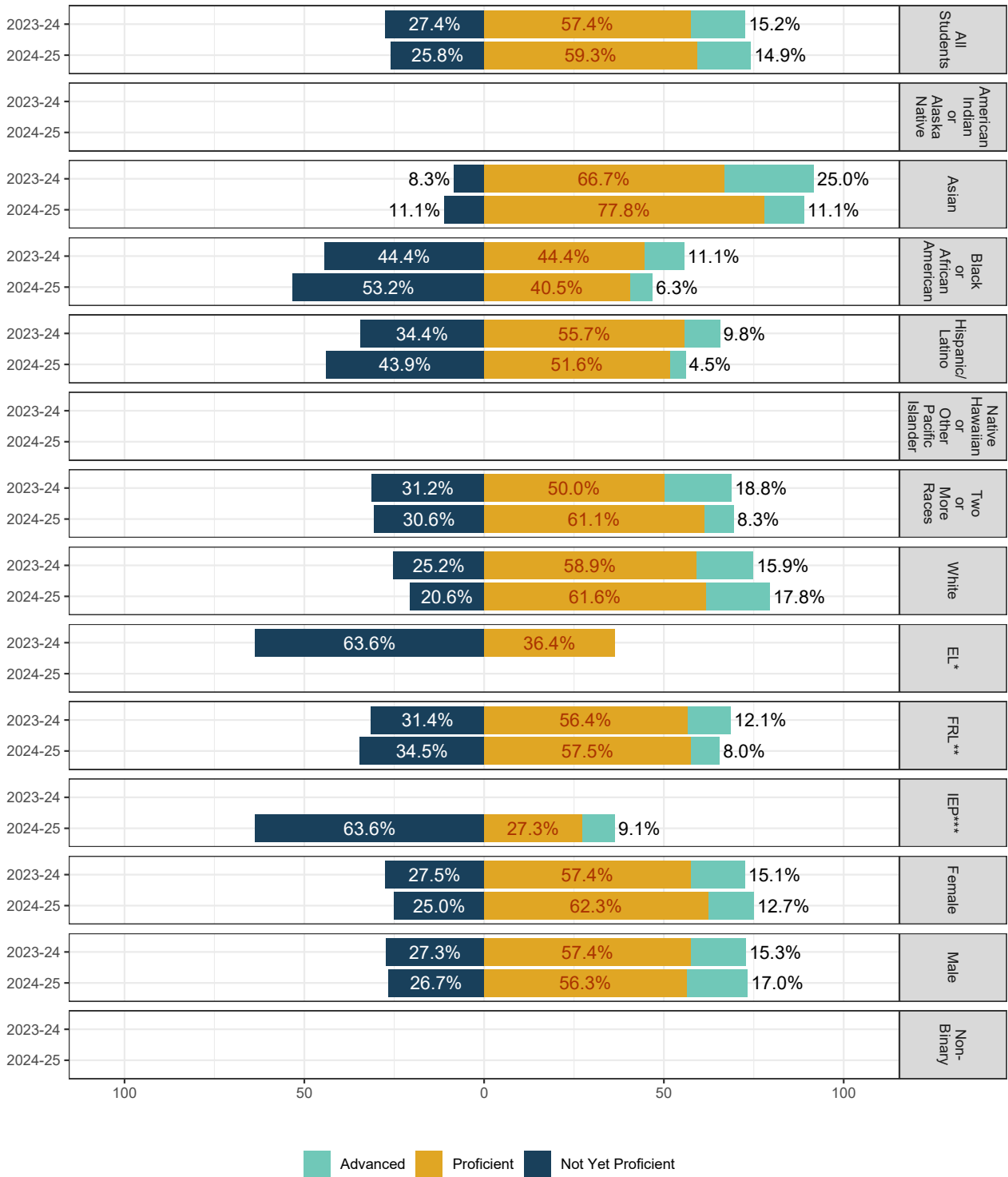
*EL - English learners

**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

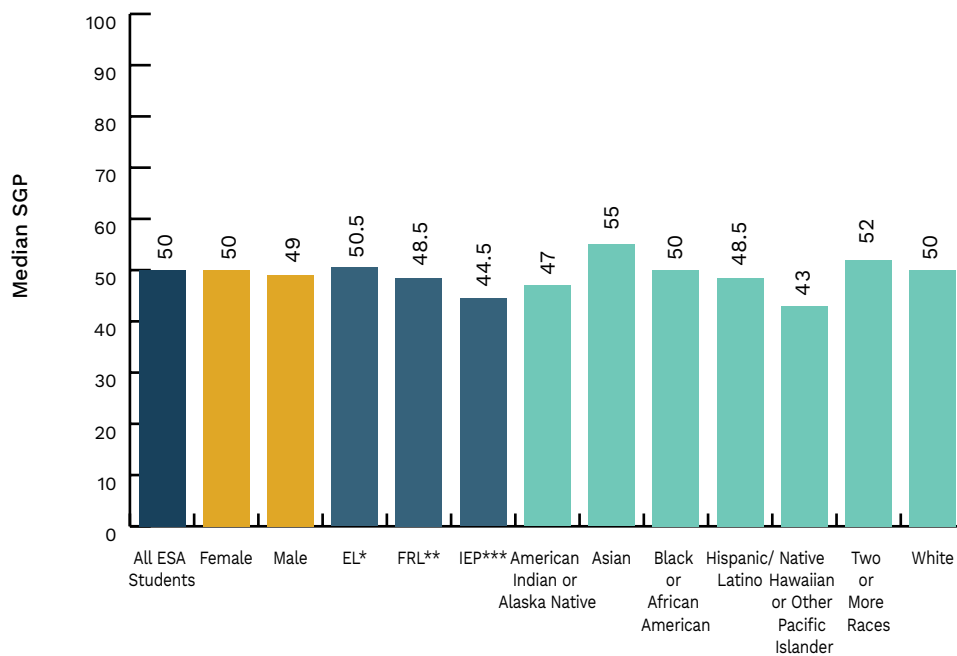
Nonbinary student group did not have enough students tested to meet reporting criteria.

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

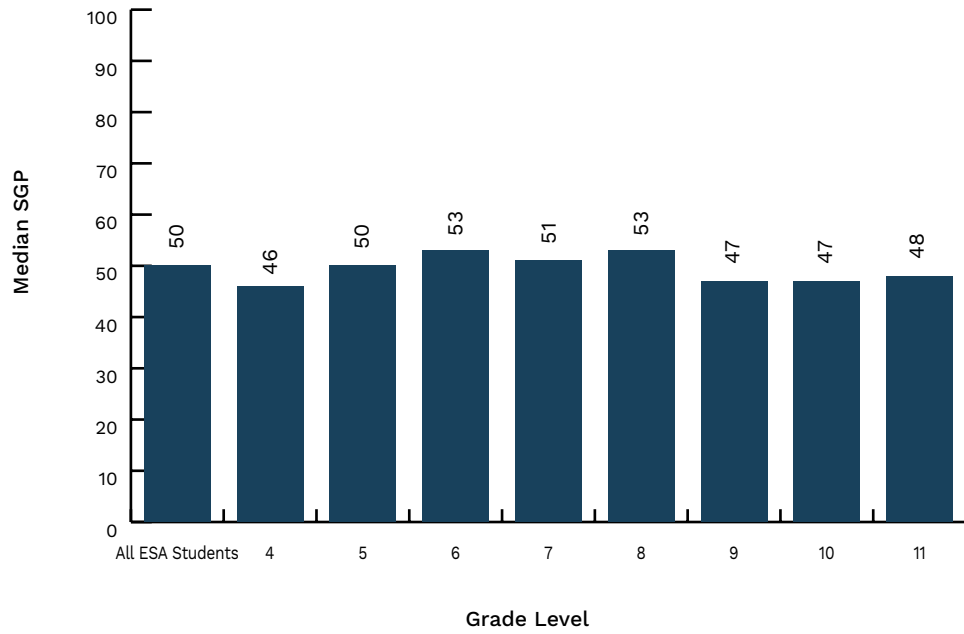
*EL - English learners

**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



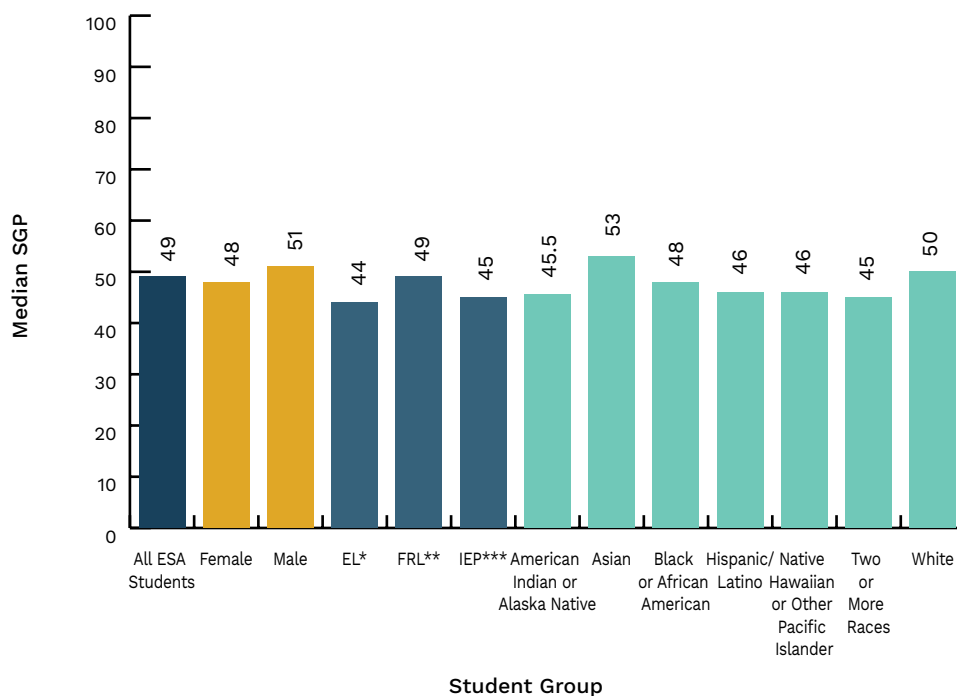
Source: Iowa Department of Education, Bureau of Performance and Analytics.

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

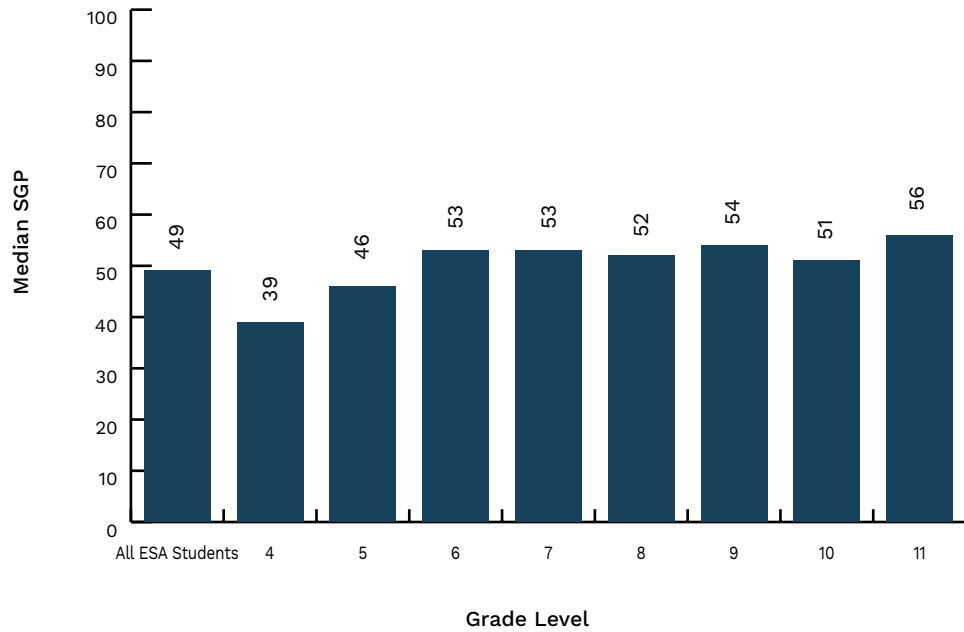
*EL - English learners

**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

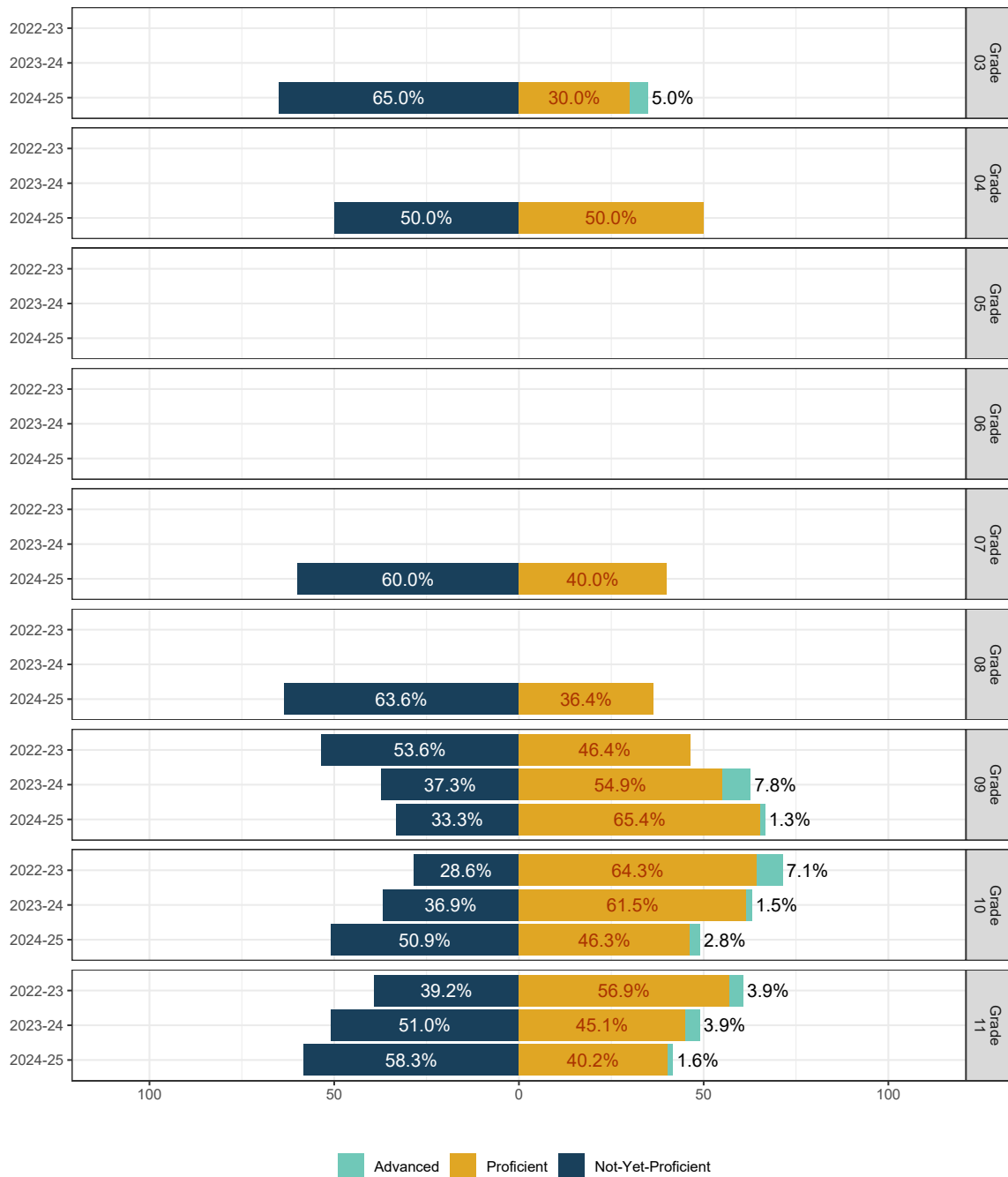
Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
English Language Arts (ELA)	20	12	0	0	10	11	78	108	127
Mathematics	20	12	0	0	10	11	80	112	132
Science	n/a	n/a	0	n/a	n/a	11	n/a	114	n/a

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

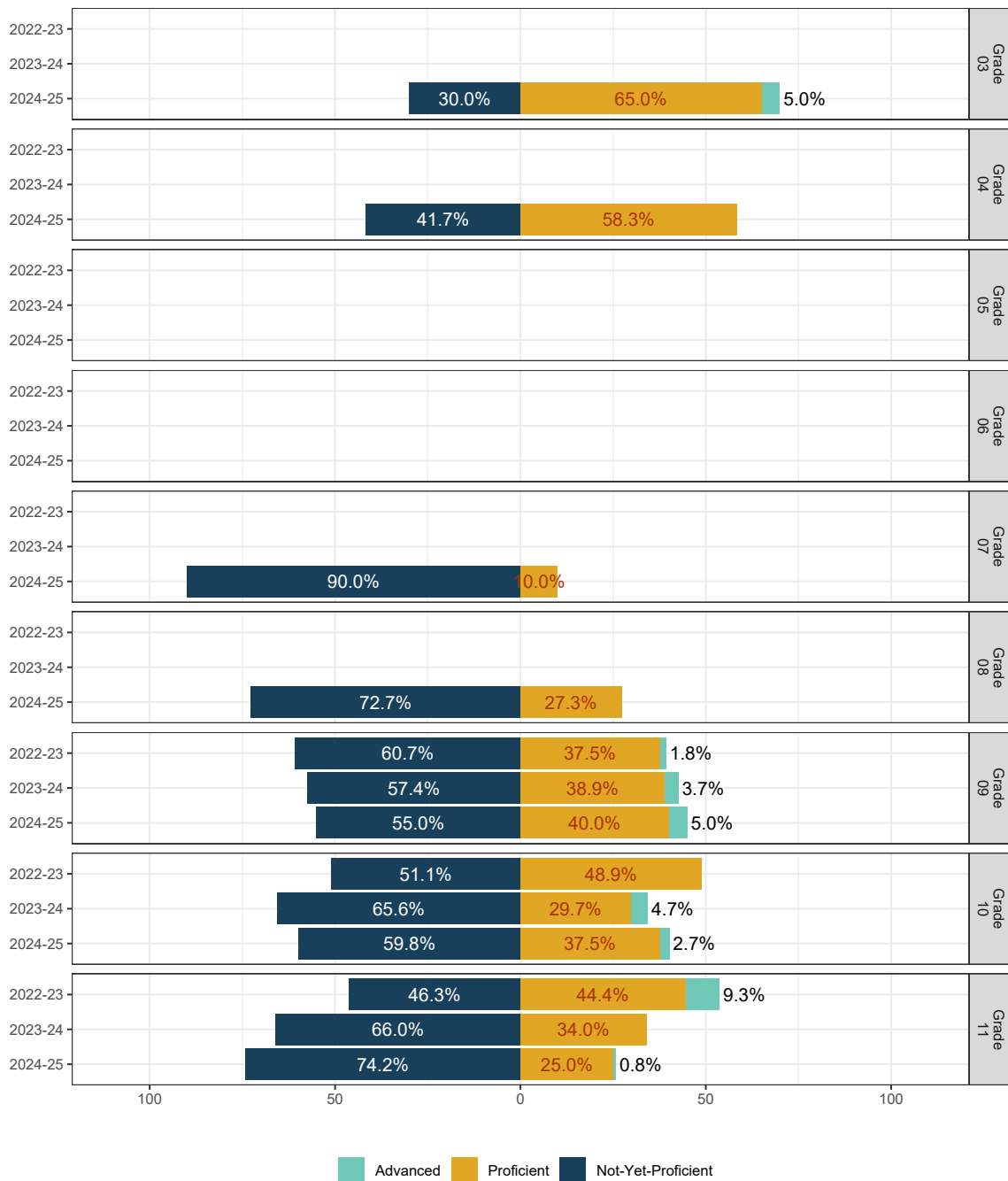


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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

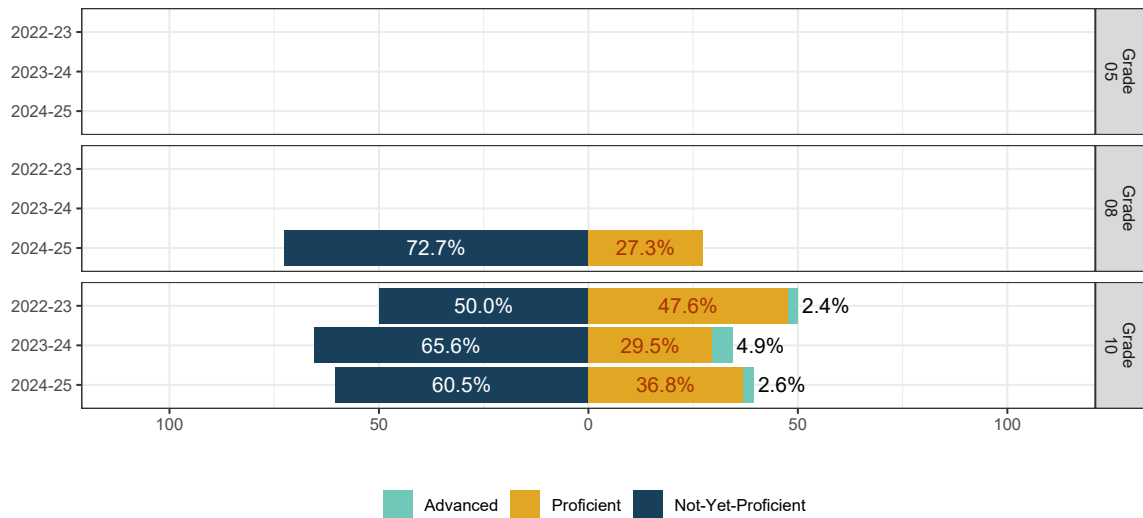


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Performance and Analytics.
 Note: A spreadsheet with the data included in these figures is available at <https://educate.iowa.gov/pk-12/data/education-statistics#condition-of-education-reports>.

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>.

SPECIAL EDUCATION

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on Feb. 1 each year. The most recent data is from the 2024-25 school year (or 2023-24, where reporting lags a year), and will be reported in the Federal Fiscal Year 2024 APR, due in February 2026.

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

This section includes other measures to address three areas identified by special education stakeholders in the state to monitor and to use to compare the performance and outcomes of students with and without disabilities.

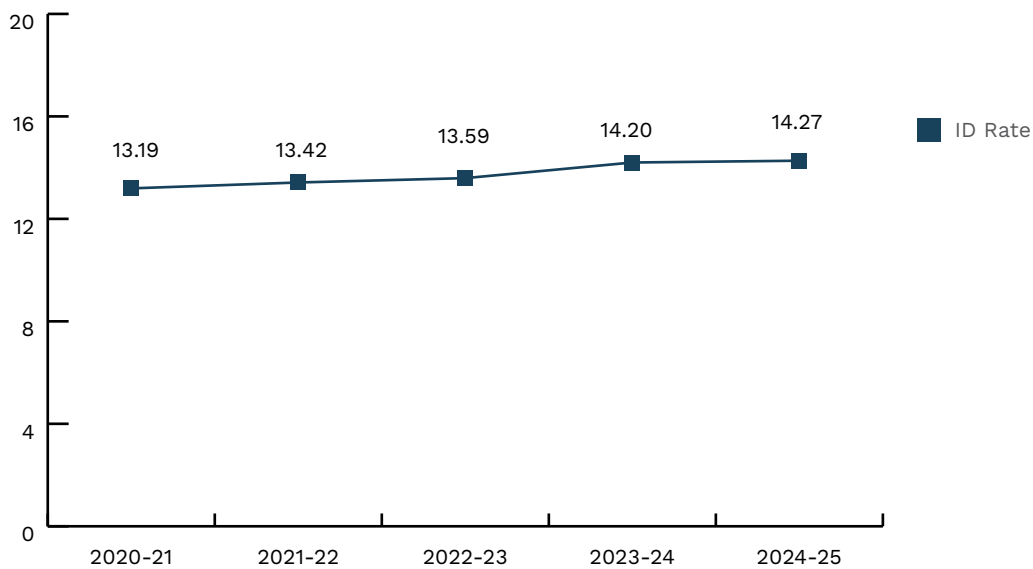
- Students come to school ready to learn.
- Students achieve at high levels.
- Students leave school ready for life.

CONTEXT OF SPECIAL EDUCATION IN IOWA

Identification Rates

The identification rate refers to the percentage of students identified as needing special education services. Figure 2-1 presents the special education identification rate for students ages 6-21 from 2020-21 to 2022-23. The 2023-24 to most recent data represents students age 5 years and in kindergarten to 21. Over the five-year period from the 2020-21 school year to the 2024-25 school year, the rate of identification has increased 1.08 percentage points.

Figure 2-1: Special Education Identification Rate for Students Ages 5 and in Kindergarten to 21, 2020-21 to 2024-25



Source: Iowa Department of Education Division of Special Education, ACHIEVE, count files; Bureau of Performance and Analytics, Student Reporting in Iowa, fall student files.

Note: 2023-24 to most recent includes ages 5 and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

PLACEMENT

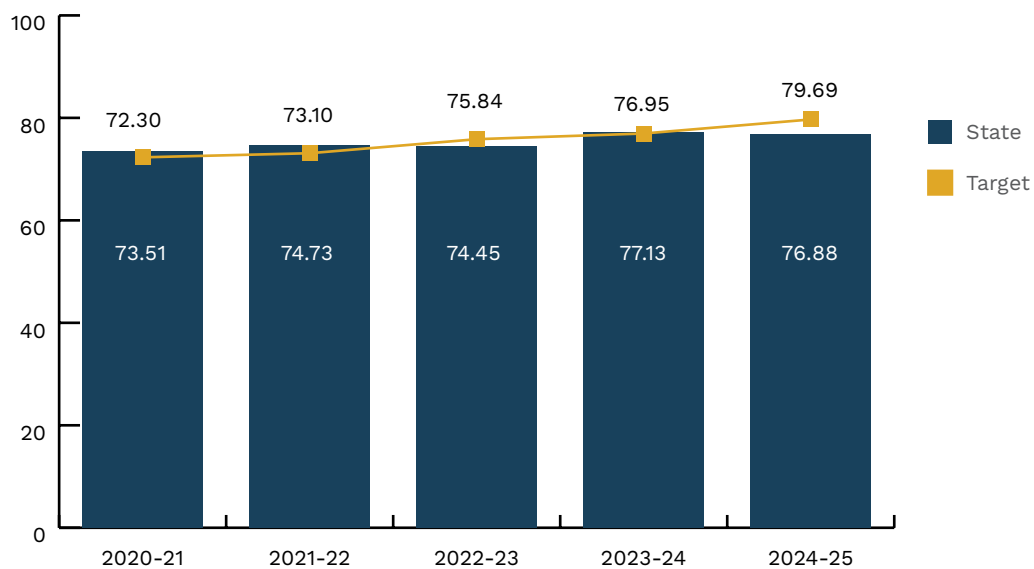
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on educational settings based on the amount of time students spend with their peers in a regular education classroom setting and the percentage of students served in private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

The following figures show the percentage of students with disabilities ages 6-21 (2020-21 through 2022-23) and ages five and in kindergarten to 21 (2023-24 to most recent) served (1) in the regular education classroom for 80% or more of the school day, (2) in the regular education classroom for less than 40% of the school day, and (3) in private separate schools, residential placements, homebound or hospital placements.

The percentage of students in the regular education classroom setting increased from 2020-21 to 2021-22, with each year exceeding the state target. In 2022-23, the percentage of students in the regular education classroom for 80% or more of the school day was 74.45%, 1.39 percentage points below the 75.84% state target. However, in 2023-24, the state average increased and was above the target of 76.95% again. In 2024-25, the state average decreased to 76.88% and is below the target of 79.69%.

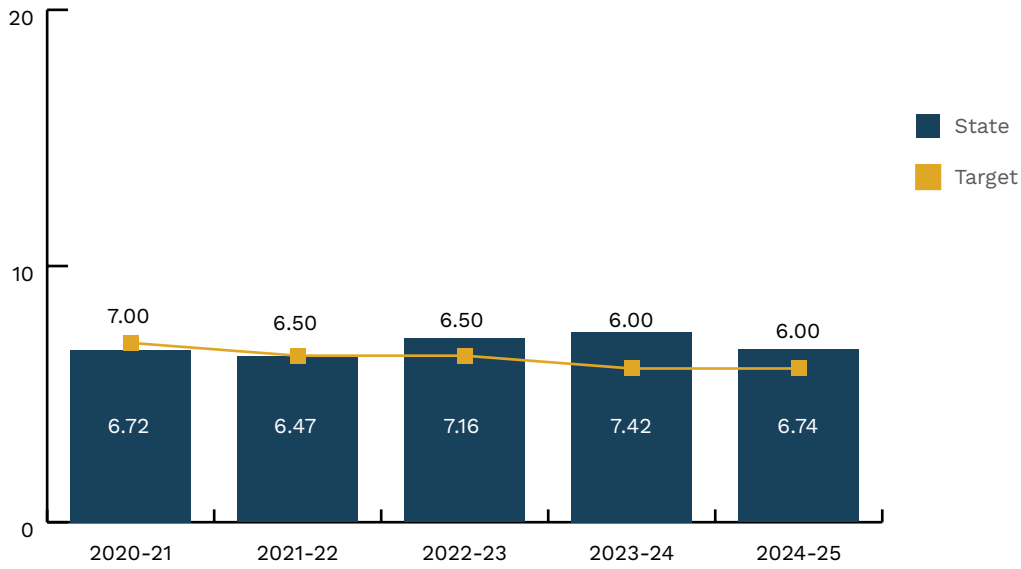
The percentage of students served in the regular education classroom for less than 40% of the school day was 6.74% in 2024-25, a decrease of 0.68 percentage points from the previous year, which is similar to the percentages in 2020-21 and 2021-22. The percentage of students served in other placements was 0.75%, an increase of 0.10 percentage points from the previous year, and is below the target of 1.30%, which is a positive.

Figure 2-2: Percentage of Students with Disabilities Served in a Regular Education Classroom Setting 80% or More of the School Day, 2020-21 to 2024-25



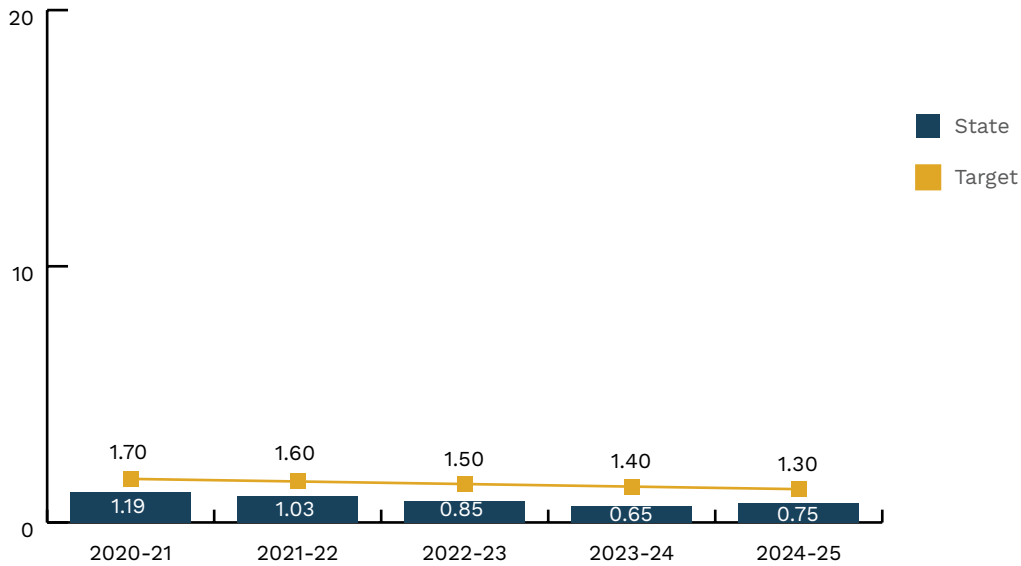
Source: Iowa Department of Education Division of Special Education, ACHIEVE, count files.
Note: 2023-24 to most recent includes ages 5 and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

Figure 2-3: Percentage of Students with Disabilities Served in a Regular Education Classroom Setting Less than 40% of the School Day, 2020-21 to 2024-25



Source: Iowa Department of Education Division of Special Education, ACHIEVE, count files.
 Note: 2023-24 to most recent includes ages 5 and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

Figure 2-4: Percentage of Students with Disabilities Served in Private Separate Schools, Residential Placements, Homebound or Hospital Placements, 2020-21 to 2024-25



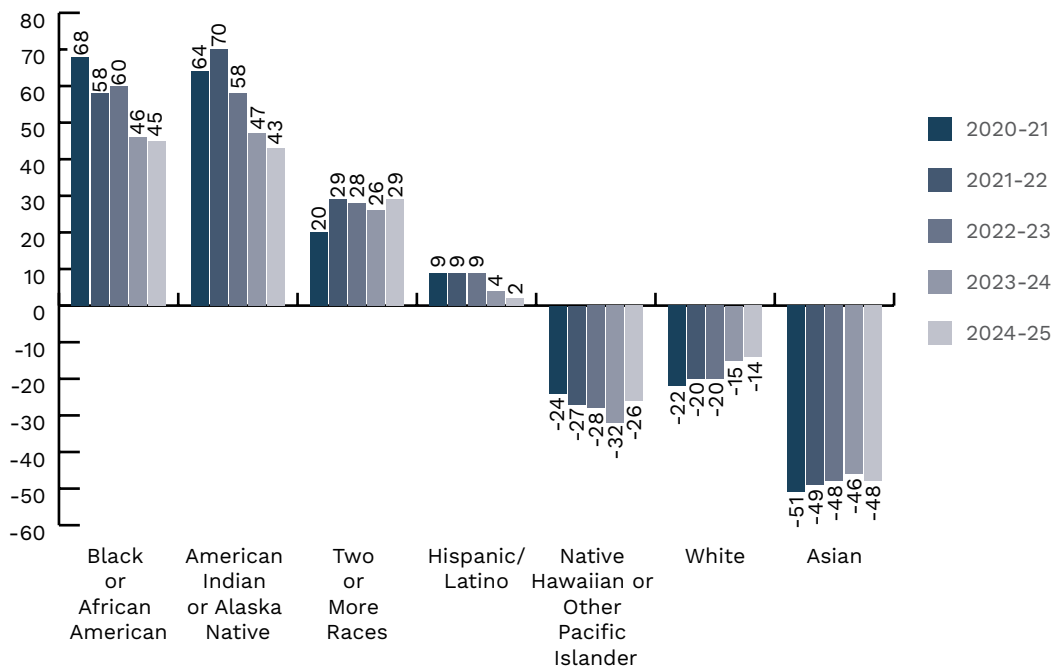
Source: Iowa Department of Education Division of Special Education, ACHIEVE, count files.
 Note: 2023-24 to most recent includes ages 5 and in kindergarten to 21; 2022-23 and prior includes ages 6 to 21.

DISPROPORTIONALITY

Disproportionality—percent probability, or likelihood of overrepresentation of racial and/or ethnic groups in special education and related services—is a result of inappropriate identification. Figure 2-5 shows the percentage probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) for each racial/ethnic group, compared to all students.

In 2024-25, Black or African American and American Indian or Alaska Native students had the greatest disproportionality rates of overrepresentation at 45% and 43%, respectively. Asian and Native Hawaiian or Other Pacific Islander students had the greatest disproportionality rates of underrepresentation at -48% and -26%, respectively. The overidentification of Black or African American students in special education has steadily decreased over the last five years, dropping 23 percentage points from 2020-21 to the 2024-25 school year. Additionally, during the same five-year time frame, the overidentification of American Indian or Alaska Native students is down 27 percentage points from the peak of 70% in 2021-22.

Figure 2-5: Percentage Probability of Being Placed in Special Education Compared to All Students, 2020-21 to 2024-25



Source: Iowa Department of Education Division of Special Education, ACHIEVE, count files; Bureau of Performance and Analytics, Student Reporting in Iowa, fall student files.

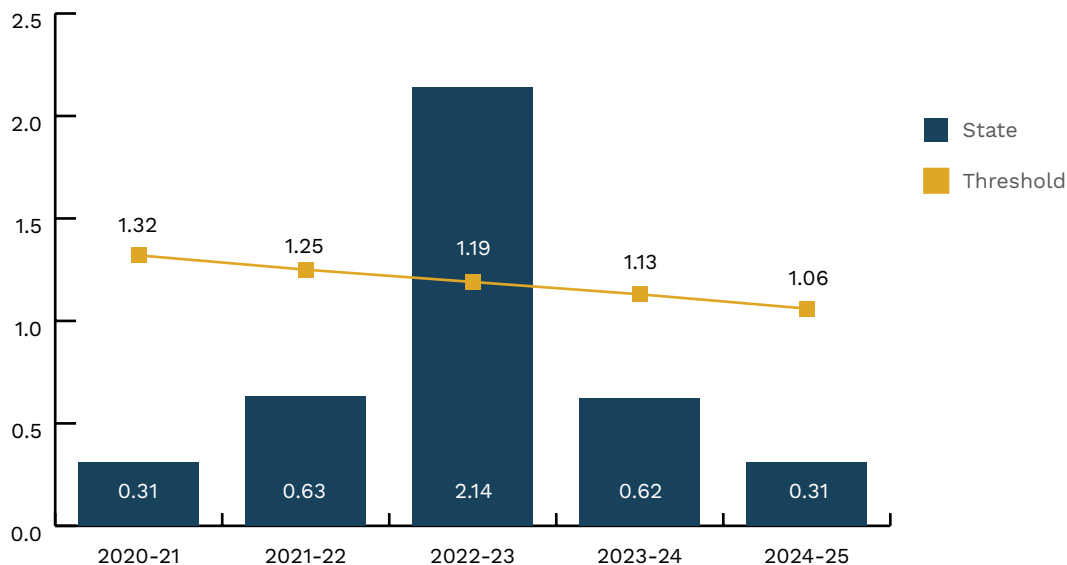
DISCIPLINE

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

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

Figure 2-6 below shows the percentage of districts considered significantly discrepant based on the percentage of all students with disabilities who received an out-of-school suspension or were expelled for more than 10 days during the school years 2020-21 to 2024-25. The 2024-25 school year was lower than the previous three years and has returned to the percentage in 2020-21 (0.31%). A steady decline in the percentage of districts identified as discrepant has occurred since 2022-23.

Figure 2-6: Percentage of Districts Significantly Discrepant in Out-of-School Suspensions/Expulsions of Students with Disabilities Greater Than 10 Days, 2020-21 to 2024-25



Source: Iowa Department of Education Division of Special Education, ACHIEVE, count files; Bureau of Performance and Analytics, Student Reporting in Iowa, spring student files.

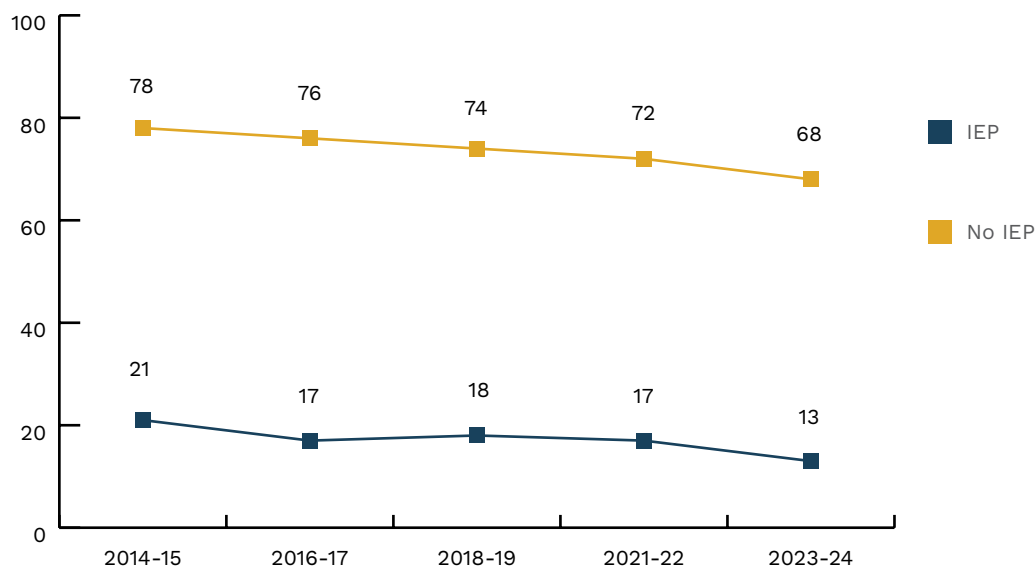
ARE STUDENTS ACHIEVING AT HIGH LEVELS?

National Assessment of Educational Progress (NAEP)

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

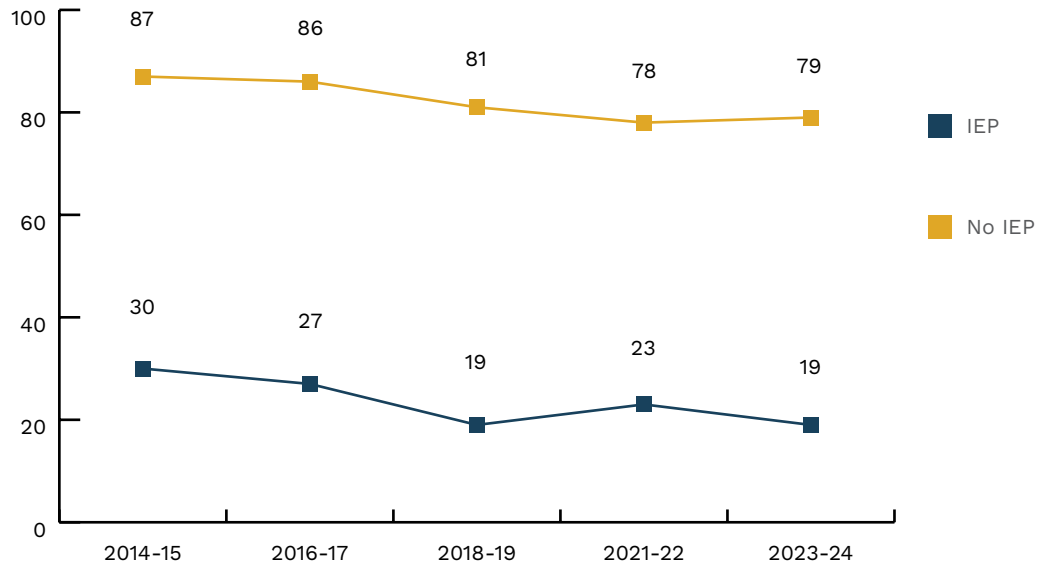
In the following figures, students with disabilities are those indicated as having an Individualized Education Program (IEP). In 2023-24, 13% of fourth-grade students with IEPs and 68% without IEPs scored at basic or above on NAEP in reading. During the same year, 19% of eighth-grade students with IEPs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

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



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

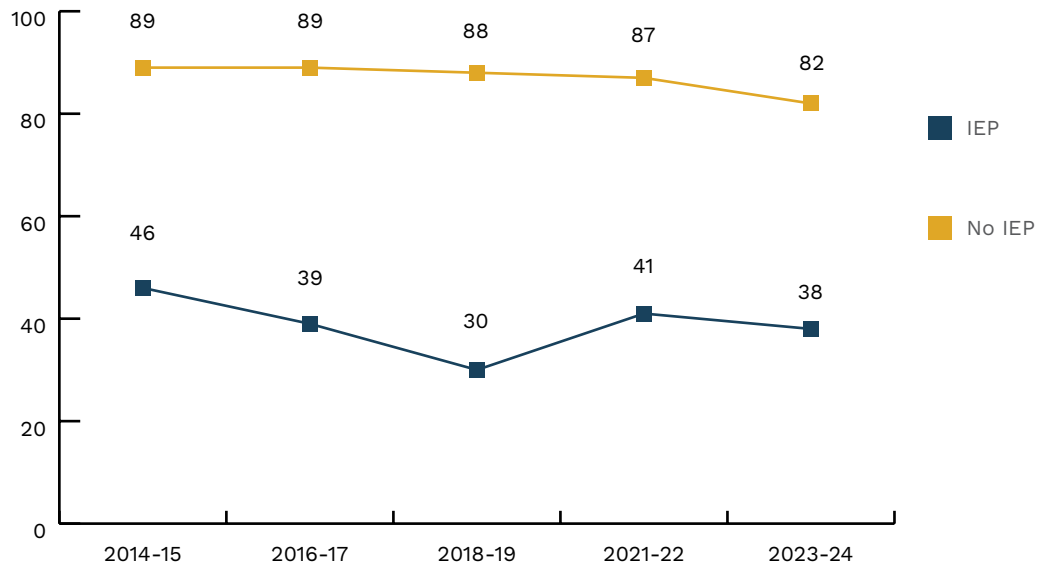
Figure 2-8: Percentage of Eighth-Grade Students Scoring at Basic or Above on NAEP Reading, 2014-15, 2016-17, 2018-19, 2021-22 and 2023-24



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

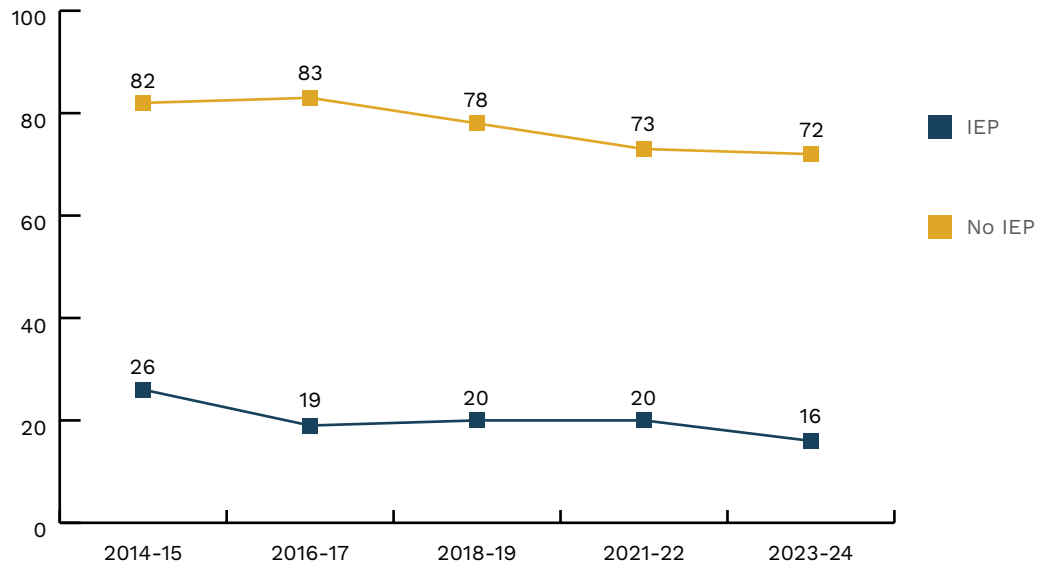
In 2023-24, 38% of fourth-grade students with IEPs and 82% without IEPs scored at basic or above on NAEP in mathematics. During the same year, 16% of eighth-grade students with IEPs and 72% of those without IEPs scored at basic or above. The gap in mathematics proficiency between students with and without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

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



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

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



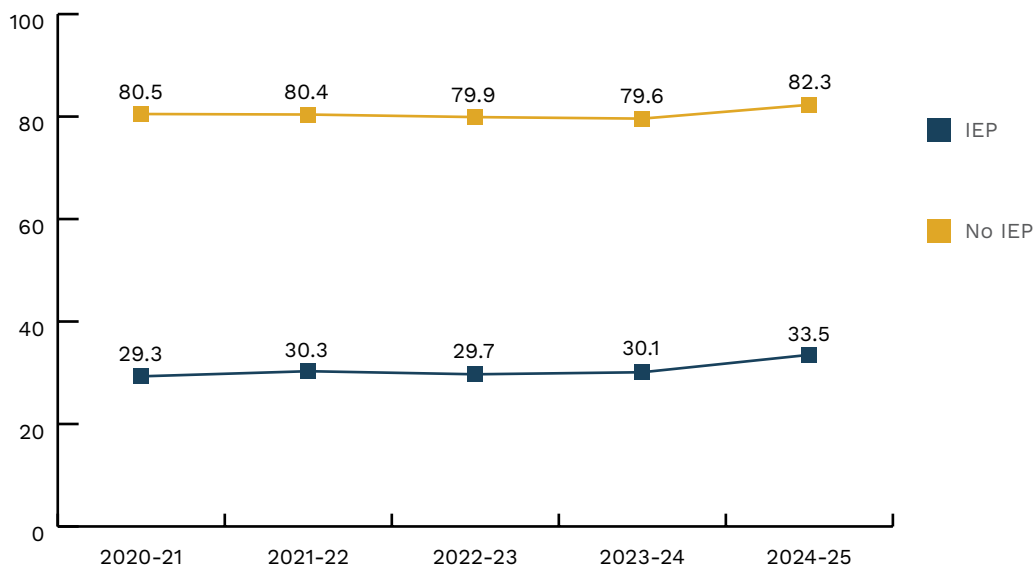
Source: National Center for Education Statistics, NAEP Data Explorer.

PROFICIENCY ON STATE ASSESSMENTS

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

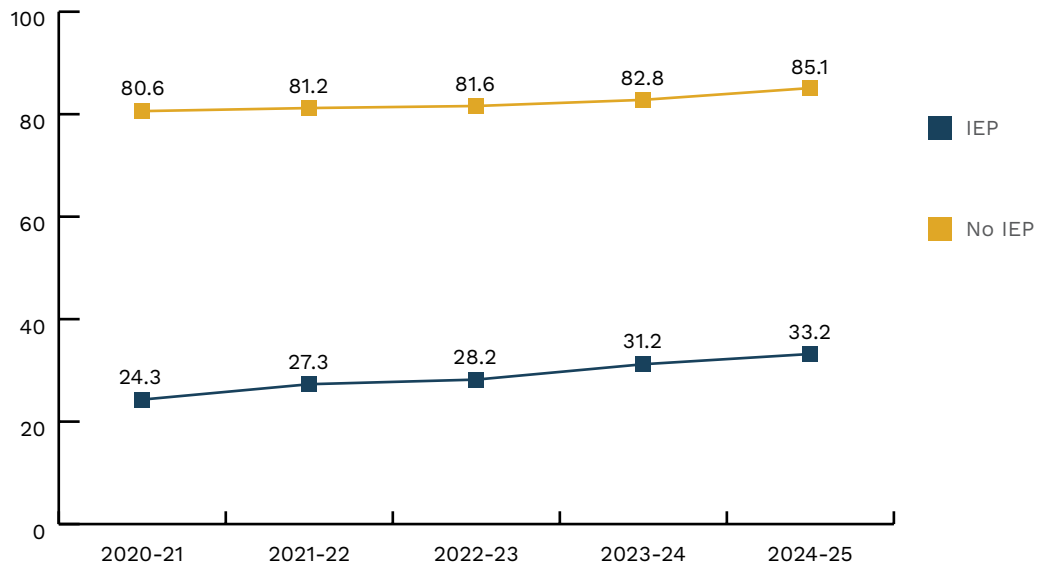
Figures 2-11 to 2-16 show the percentage of fourth-, eighth- and 11th-grade students proficient in English language arts (ELA) and mathematics from 2020-21 to 2024-25. In the figures, students with disabilities, including those taking the alternate assessment, are indicated as having an IEP.

Figure 2-11: Percentage of Fourth-Grade Students Proficient in English Language Arts on State Assessments, 2020-21 to 2024-25



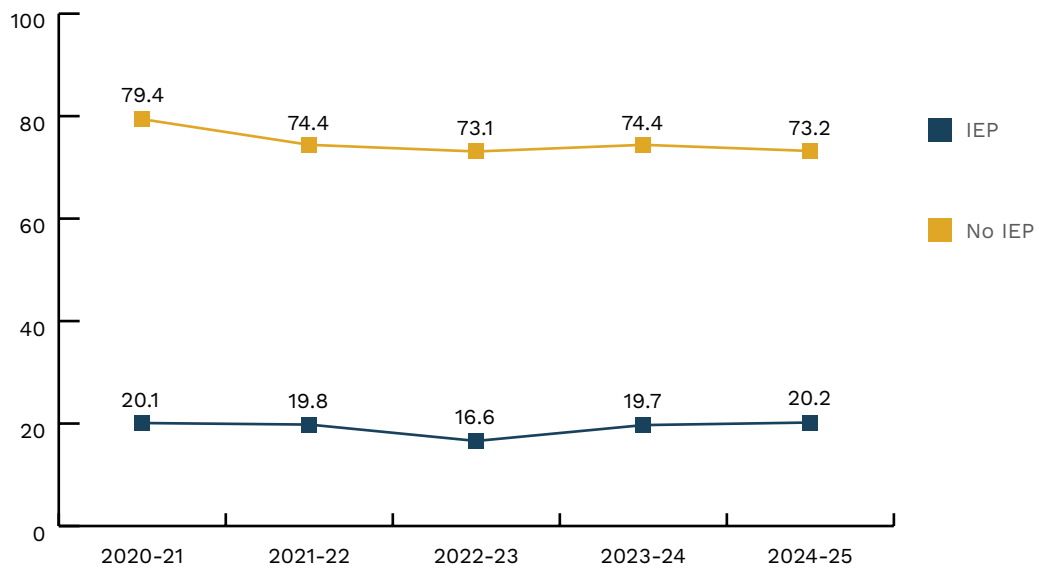
Source: Iowa Department of Education, Bureau of Performance and Analytics, assessment files.
Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

Figure 2-12: Percentage of Eighth-Grade Students Proficient in English Language Arts on State Assessments, 2020-21 to 2024-25



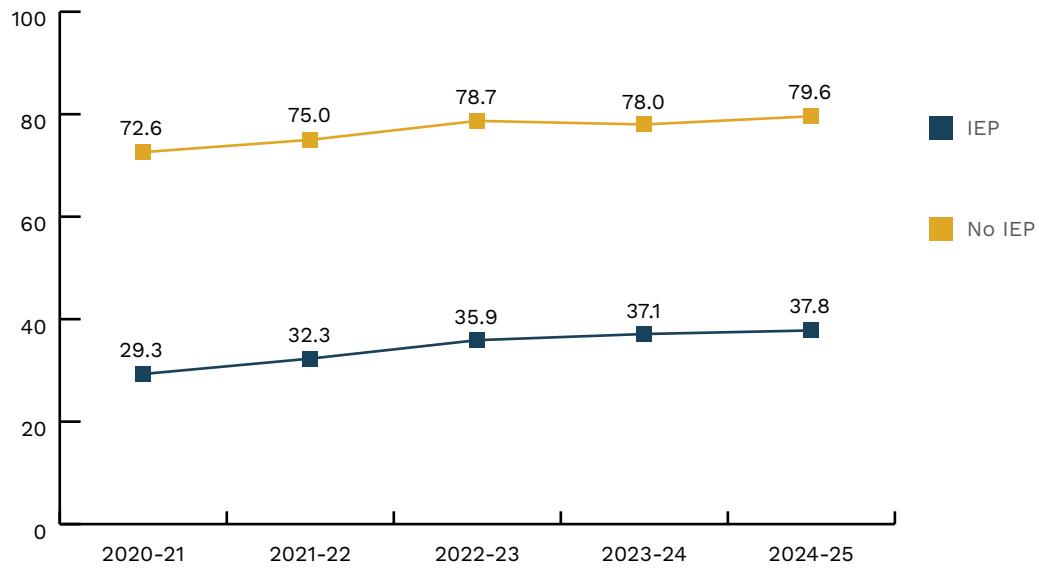
Source: Iowa Department of Education, Bureau of Performance and Analytics, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

Figure 2-13: Percentage of 11th-Grade Students Proficient in English Language Arts on State Assessments, 2020-21 to 2024-25



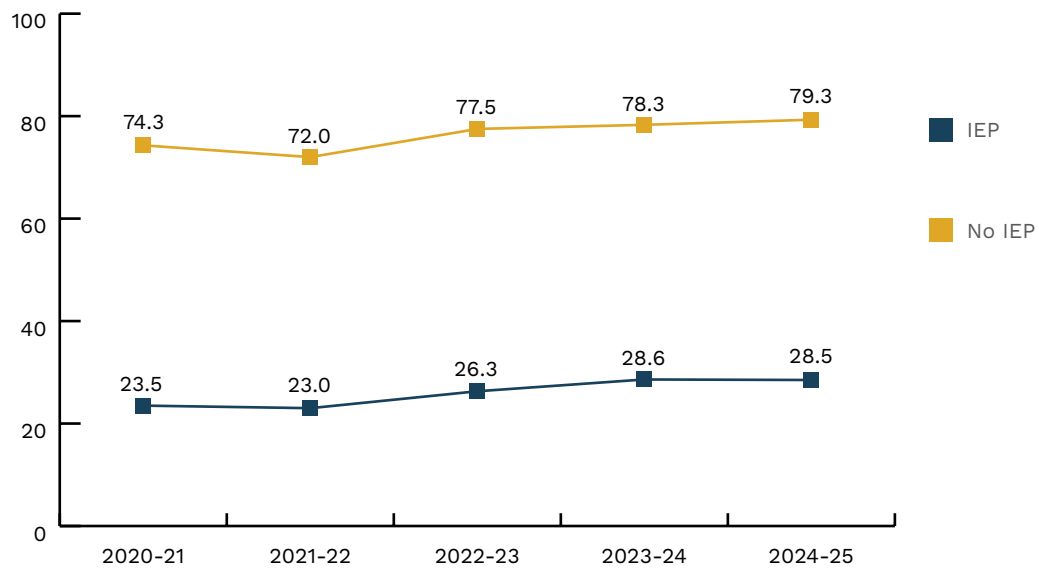
Source: Iowa Department of Education, Bureau of Performance and Analytics, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

Figure 2-14: Percentage of Fourth-Grade Students Proficient in Mathematics on State Assessments, 2020-21 to 2024-25



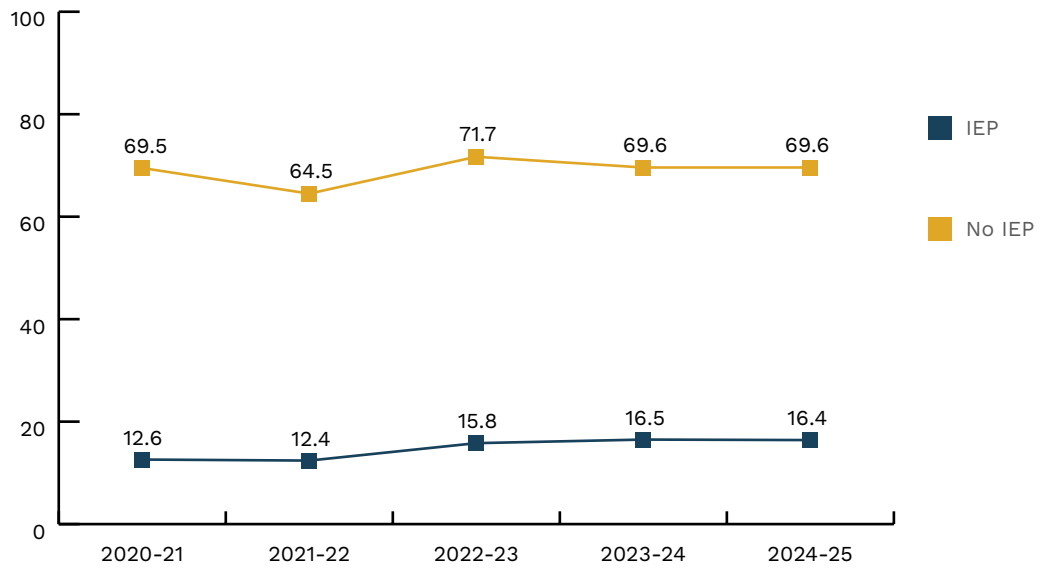
Source: Iowa Department of Education, Bureau of Performance and Analytics, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

Figure 2-15: Percentage of Eighth-Grade Students Proficient in Mathematics on State Assessments, 2020-21 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, assessment files.
 Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

Figure 2-16: Percentage of 11th-Grade Students Proficient in Mathematics on State Assessments, 2020-21 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, assessment files.
Note: This data includes both the Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment.

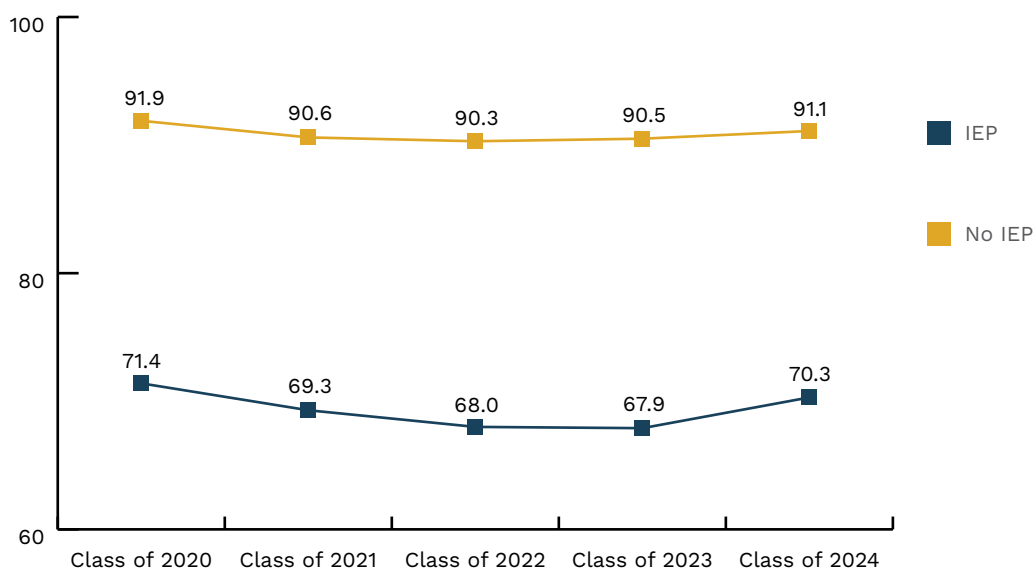
ARE STUDENTS LEAVING SCHOOL READY FOR LIFE?

Graduation Rates

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

The four-year graduation rate for the class of 2024 was 70.3% for students with disabilities, which is 20.8 percentage points below the rate for students without disabilities (91.1%). The five-year graduation rate for the class of 2023, the most recent data available, was 75.5% for students with disabilities, 16.6 percentage points below the rate for students without disabilities (92.1%).

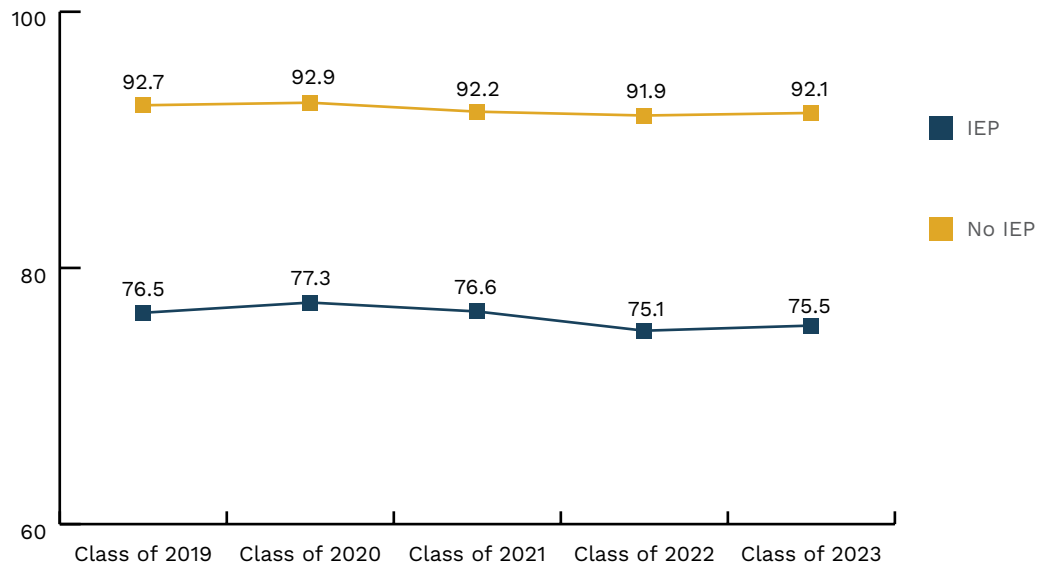
Figure 2-17: Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2020 to 2024



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

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

Figure 2-18: Iowa Public School Five-Year Cohort Graduation Rates for the Graduating Classes of 2019 to 2023



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

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

EARLY CHILDHOOD EDUCATION

School districts report data on Early Childhood Education through the Basic Educational Data Survey (BEDS) program-level data collection forms and the Student Reporting in Iowa (SRI) student-level data collection. This chapter describes preschool and kindergarten programs in 2023-24 and 2024-25.

PRESCHOOL PARTICIPATION (PARENT PERCEPTION)

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

Table 3-1 shows the number and percentage of kindergarten students reported as having had a preschool experience prior to kindergarten. For each year, the data represents the numbers and percentages of children who entered kindergarten for the first time and participated in preschool during the previous year.

Table 3-1: Iowa Public School Kindergarten Students’ Preschool Attendance (Parent Perception), 2023-24 and 2024-25

	2023-24		2024-25	
	Number of Students	Percent	Number of Students	Percent
First-Time Kindergarten Students Who Attended Preschool	26,761	80.3%	26,190	79.8%
First-Time Kindergarten Students Who Did Not Attend Preschool	6,552	19.7%	6,629	20.2%
First-Time Kindergarten Students with Information for Preschool Attendance	33,313	100.0%	32,819	100.0%
First-Time Kindergarten Students with Missing Information for Preschool Attendance	16	-	18	-
Total First-Time Kindergarten Students	33,329	-	32,837	-
Total Kindergarten Students	36,605	-	35,976	-

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

PRESCHOOL PROGRAMS

Preschool Enrollment

Districts throughout the state offer preschool to children ages 3 to 5. Table 3-2 shows the number of districts that offered preschool, and Table 3-3 presents preschool enrollment by district size category for the 2023-24 and 2024-25 school years. The number of districts offering preschool has remained steady. About 99% of school districts offered preschool during the 2023-24 and 2024-25 school years. Table 3-4 shows the breakdown of preschool enrollment by student group for the two school years. There was a decrease in student participation in district-sponsored preschool programs in 2024-25 compared to 2023-24.

Table 3-2: Iowa Public School Districts Offering Preschool by District Size Category, 2023-24 and 2024-25

District Size Category	2023-24			2024-25		
	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
Under 300	37	37	100.0	40	40	100.0
300-599	106	105	99.1	103	102	99.0
600-999	71	70	98.6	72	72	100.0
1,000-2,499	74	74	100.0	73	73	100.0
2,500-7,499	25	25	100.0	26	26	100.0
7,500+	12	12	100.0	11	11	100.0
State	325	323	99.4	325	324	99.7

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

Table 3-3: Iowa Public School Preschool Enrollment by District Size Category, 2023-24 and 2024-25

District Size Category	2023-24		2024-25	
	Number of Students	Percent of Total Preschool Students	Number of Students	Percent of Total Preschool Students
Under 300	752	2.6%	792	2.7%
300-599	3,855	13.1%	3,596	12.5%
600-999	3,821	13.0%	3,957	13.7%
1,000-2,499	7,110	24.2%	6,813	23.6%
2,500-7,499	5,898	20.1%	5,911	20.5%
7,500+	7,979	27.1%	7,759	26.9%
State	29,415	100.0%	28,828	100.0%

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

Table 3-4: Iowa Public School Preschool Students by Student Group, 2023-24 and 2024-25

Student Group	2023-24		2024-25	
	Number of Students	Percent of Total Preschool Students	Number of Students	Percent of Total Preschool Students
All Students of Color	7,837	26.6%	8,226	28.5%
American Indian or Alaska Native	106	0.4%	77	0.3%
Asian	684	2.3%	640	2.2%
Black or African American	1,951	6.6%	1,990	6.9%
Hispanic/Latino	3,511	11.9%	3,786	13.1%
Native Hawaiian or Other Pacific Islander	155	0.5%	128	0.4%
Two or More Races	1,430	4.9%	1,605	5.6%
White	21,578	73.4%	20,602	71.5%
Potential English Learner	579	2.0%	421	1.5%
Low Socioeconomic Status (FRL)*	7,919	26.9%	7,526	26.1%
Female	14,294	48.6%	13,929	48.3%
Male	15,118	51.4%	14,899	51.7%
Non-Binary	3	0.0%	0	0.0%
Total	29,415	100.0%	28,828	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, fall files.
Note: * Low socioeconomic status is determined by eligibility for free or reduced-price meals, when reported.

STATEWIDE VOLUNTARY PRESCHOOL PROGRAM FOR 4-YEAR-OLD CHILDREN

The SWVPP for 4-year-old children was established on May 10, 2007, with the signing of House File 877. The SWVPP legislation provides an opportunity for all 4-year-old children in Iowa to enter school ready to learn by expanding access to research-based preschool curricula.

The funding allocated for the SWVPP is to improve access to and increase participation in high-quality preschool instruction through predictable, equitable and sustainable funding. Table 3-5 shows the number of districts that provided the SWVPP, the number of students funded and the total number of students who participated in the program.

In the 2017-18 school year, amended code language allowed for increased flexibility in the use of SWVPP funds to include paying the cost of attendance for students younger or older than age 4 by Sept. 15, based on local school board decisions. The number of students funded in Table 3-5 includes students younger and older than age four for whom attendance was supported by existing local SWVPP funds based on a local school board decision. Districts continue to operate the SWVPP through ongoing state funding generated by the 4-year-old student count. Additional students are served in SWVPP classrooms using other funding sources. Table 3-5 includes the number of students served in SWVPP classrooms.

Table 3-5: Statewide Voluntary Preschool Program, 2023-24 and 2024-25

District Information	Academic Year	
	2023-24	2024-25
Number of Districts that Participated	323	324
Number of Students Funded	24,311	24,083
Number of Students Served	27,067	26,537

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

Table 3-6A represents the number of students funded by age based on the funding flexibility previously described. Students with an Individualized Education Program (IEP) are reported separately based on their level of special education services, identified as either special education supplemental weighted (IEP Instruction) or non-weighted (IEP Support Services) factors. Districts generate revenue based on a different funding formula using the weighting plan established in Iowa Code chapter 256B for students who receive special education instructional services, while students with support-only IEPs generate 0.5 student state aid SWVPP funding. Of the students funded by the SWVPP in the 2024-25 school year, 22,850 4-year-olds (students in general education plus students with support-only IEPs) generated SWVPP funds for local school districts.

Table 3-6B shows the number of SWVPP students served by age and IEP status. The number of students enrolled in SWVPP who were eligible for special education services increased overall between 2024-25 and 2024-25. Overall, the number of 3-, 4-, and 5-year-old children served in SWVPP decreased between 2023-24 and 2024-25.

Tables 3-7A and 3-7B indicate the number of 3-, 4-, and 5-year-old children funded and served, respectively, in the SWVPP by race/ethnicity, Potential English Learners (PEL), socioeconomic status and gender. Low socioeconomic status (based on free or reduced-price lunch eligibility) data may be underreported given that the SWVPP is required to meet 10 hours per week, which may not include providing meals to preschool classrooms. The percentage of students served in district-sponsored preschool programs who were identified as potentially having English language learning needs in 2024-25 decreased to 1.5%.

Table 3-6A: SWVPP Students Funded by Age and IEP Status, 2023-24 and 2024-25

	2023-24				2024-25			
	<= Age 3	Age 4	Age 5	All Ages	<= Age 3	Age 4	Age 5	All Ages
IEP Instruction	171	407	5	583	276	601	6	883
IEP Support Services	4	320	5	329	8	374	3	385
General Education	199	23,070	130	23,399	209	22,476	130	22,815
Total Funded	374	23,797	140	24,311	493	23,451	139	24,083

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

Table 3-6B: SWVPP Students Served by Age and IEP Status, 2023-24 and 2024-25

	2023-24				2024-25			
	<= Age 3	Age 4	Age 5	All Ages	<= Age 3	Age 4	Age 5	All Ages
IEP Instruction	862	1,428	35	2,325	927	1,495	24	2,446
IEP Support Services	17	329	12	358	19	384	5	408
General Education	878	23,280	226	24,384	862	22,633	188	23,683
Total Served	1,757	25,037	273	27,067	1,808	24,512	217	26,537

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

Table 3-7A: SWVPP Students Funded by Student Group, 2023-24 and 2024-25

	2023-24							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	374		23,797		140		24,311	
All Students of Color	89	23.8%	6,191	26.0%	18	12.9%	6,298	25.9%
American Indian or Alaska Native	1	0.3%	87	0.4%	0	0.0%	88	0.4%
Asian	7	1.9%	559	2.3%	0	0.0%	566	2.3%
Black or African American	21	5.6%	1,502	6.3%	2	1.4%	1,525	6.3%
Hispanic/Latino	35	9.4%	2,813	11.8%	8	5.7%	2,856	11.7%
Native Hawaiian or Other Pacific Islander	3	0.8%	113	0.5%	2	1.4%	118	0.5%
Two or More Races	22	5.9%	1,117	4.7%	6	4.3%	1,145	4.7%
White	285	76.2%	17,606	74.0%	122	87.1%	18,013	74.1%
Potential English Learner	1	0.3%	474	2.0%	0	0.0%	475	2.0%
Low Socioeconomic Status (FRL)*	121	32.4%	5,865	24.6%	34	24.3%	6,020	24.8%
Female	152	40.6%	11,976	50.3%	48	34.3%	12,176	50.1%
Male	222	59.4%	11,818	49.7%	92	65.7%	12,132	49.9%
	2024-25							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	493		23,451		139		24,083	
All Students of Color	161	32.7%	6,581	28.1%	14	10.1%	6,756	28.1%
American Indian or Alaska Native	3	0.6%	61	0.3%	1	0.7%	65	0.3%
Asian	11	2.2%	553	2.4%	0	0.0%	564	2.3%
Black or African American	41	8.3%	1,556	6.6%	2	1.4%	1,599	6.6%
Hispanic/Latino	72	14.6%	3,058	13.0%	6	4.3%	3,136	13.0%
Native Hawaiian or Other Pacific Islander	2	0.4%	104	0.4%	0	0.0%	106	0.4%
Two or More Races	32	6.5%	1,249	5.3%	5	3.6%	1,286	5.3%
White	332	67.3%	16,870	71.9%	125	89.9%	17,327	71.9%
Potential English Learner	6	1.2%	327	1.4%	0	0.0%	333	1.4%
Low Socioeconomic Status (FRL)*	146	29.6%	5,638	24.0%	23	16.5%	5,807	24.1%
Female	187	37.9%	11,727	50.0%	44	31.7%	11,958	49.7%
Male	306	62.1%	11,724	50.0%	95	68.3%	12,125	50.3%

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

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

Table 3-7B: SWVPP Students Served by Student Group, 2023-24 and 2024-25

	2023-24							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	1,757		25,037		273		27,067	
All Students of Color	546	31.1%	6,684	26.7%	40	14.7%	7,270	26.9%
American Indian or Alaska Native	5	0.3%	95	0.4%	0	0.0%	100	0.4%
Asian	34	1.9%	600	2.4%	2	0.7%	636	2.3%
Black or African American	164	9.3%	1,646	6.6%	9	3.3%	1,819	6.7%
Hispanic/Latino	219	12.5%	3,013	12.0%	15	5.5%	3,247	12.0%
Native Hawaiian or Other Pacific Islander	11	0.6%	124	0.5%	3	1.1%	138	0.5%
Two or More Races	113	6.4%	1,206	4.8%	11	4.0%	1,330	4.9%
White	1,211	68.9%	18,353	73.3%	233	85.3%	19,797	73.1%
Potential English Learner	33	1.9%	536	2.1%	0	0.0%	569	2.1%
Low Socioeconomic Status (FRL)*	541	30.8%	6,496	25.9%	61	22.3%	7,098	26.2%
Female	721	41.0%	12,392	49.5%	95	34.8%	13,208	48.8%
Male	1,036	59.0%	12,642	50.5%	178	65.2%	13,856	51.2%
	2024-25							
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	1,808		24,512		217		26,537	
All Students of Color	616	34.1%	7,042	28.7%	20	9.2%	7,678	28.9%
American Indian or Alaska Native	6	0.3%	66	0.3%	1	0.5%	73	0.3%
Asian	30	1.7%	573	2.3%	0	0.0%	603	2.3%
Black or African American	189	10.5%	1,680	6.9%	3	1.4%	1,872	7.1%
Hispanic/Latino	239	13.2%	3,267	13.3%	8	3.7%	3,514	13.2%
Native Hawaiian or Other Pacific Islander	6	0.3%	114	0.5%	0	0.0%	120	0.5%
Two or More Races	146	8.1%	1,342	5.5%	8	3.7%	1,496	5.6%
White	1,192	65.9%	17,470	71.3%	197	90.8%	18,859	71.1%
Potential English Learner	20	1.1%	380	1.6%	0	0.0%	400	1.5%
Low Socioeconomic Status (FRL)*	542	30.0%	6,176	25.2%	44	20.3%	6,762	25.5%
Female	738	40.8%	12,069	49.2%	74	34.1%	12,881	48.5%
Male	1,070	59.2%	12,443	50.8%	143	65.9%	13,656	51.5%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, fall files.
 Note: * Low socioeconomic status is determined by eligibility for free or reduced-price meals, when reported.

KINDERGARTEN

School districts report information on kindergarten programming offered in their school district annually through the BEDS fall data collection. Table 3-8 shows that most districts offered all-day, every day kindergarten programs in 2024-25.

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

In the fall of 2024, as shown in Table 3-9, most buildings used the FAST earlyReading Kindergarten Composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Kindergarten Composite provides an estimate of overall early literacy skills during the fall screening window, typically within the first six weeks of school. The FAST earlyReading Kindergarten Composite includes four subtests in the fall: Concepts of Print (requires the student to distinguish among familiar literacy cues related to print, such as directionality and letter or word order), Letter Names (requires the student to identify upper and lowercase letters), Onset Sounds (requires the student to identify initial word sounds), and Letter Sounds (requires the student to provide the common sounds for upper and lowercase letters). Sixty-seven buildings used alternate approved measures for kindergarten literacy assessment.

Table 3-10 lists the number and percent of public school kindergarten students identified as at or above benchmark on all kindergarten literacy assessments during the fall 2024 screening window. The percentage of students at or above benchmark during the subsequent screening windows is likely to vary somewhat, given the increase in complexity of screening items as assessment content becomes more difficult over time.

Table 3-8: Iowa Public School Kindergarten Program Type, 2024-25

District Size Category	Number of Districts	Number of Districts Reported Kindergarten Program Type	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
Under 300	40	38	38	100.0%
300-599	103	101	99	98.0%
600-999	72	71	70	98.6%
1,000-2,499	73	72	72	100.0%
2,500-7,499	26	26	26	100.0%
7,500+	11	11	11	100.0%
Independent Charter Schools	4	0	0	-
State	329	319	316	99.1%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Fall BEDS and Certified Enrollment files.

Table 3-9: Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered, Fall 2024-25

Assessment	Number of Buildings	Percent of Total Buildings
FAST Kindergarten Composite	682	91.1%
i-Ready Diagnostics	25	3.3%
mCLASS DIBELS 8	9	1.2%
NWEA MAP Growth	18	2.4%
STAR Early Literacy	15	2.0%
Total Buildings with Default Assessment Data	749	100.0%

Source: Iowa Department of Education, Bureau of School Improvement, 2024-25 Default Assessment Survey.
 Note: Data are based on the school-reported default assessment.

Table 3-10: Number and Percent of Iowa Public School Kindergarten Students At or Above Benchmark on Kindergarten Literacy Assessment, Fall 2024-25

Assessment	Number of Students Assessed	Number of Students At or Above Benchmark	Percent of Students At or Above Benchmark
Students screened with an early literacy screener as described in Table 3-9	35,322	22,949	65.0%

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

ENROLLMENT

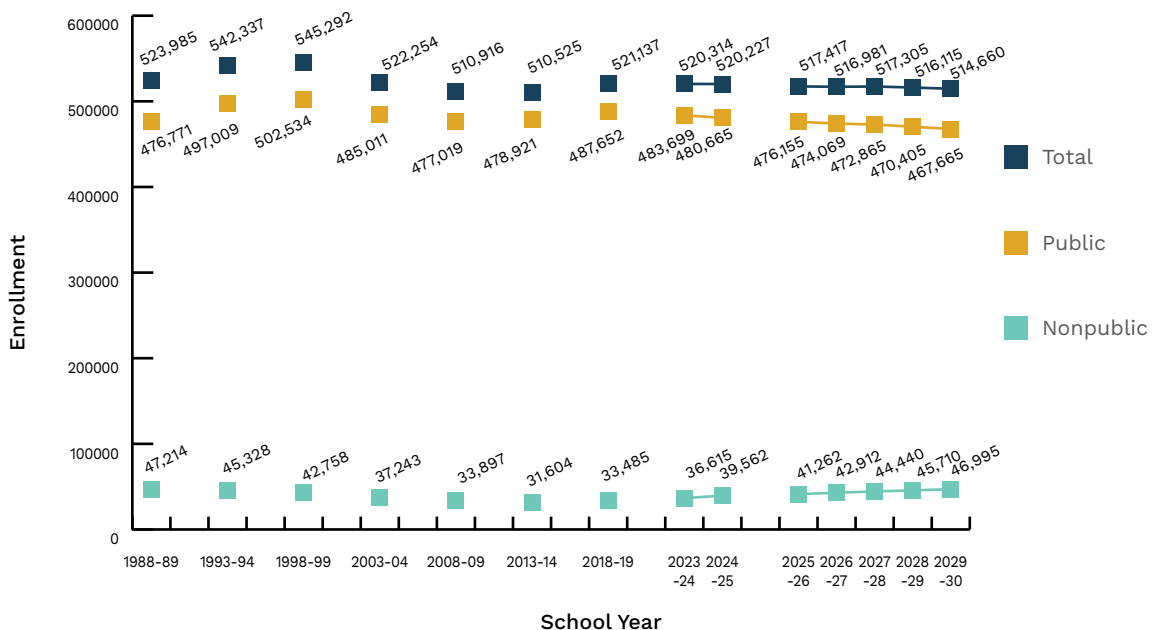
This chapter presents public and nonpublic enrollment trends in Iowa, by school district size and area education agency (AEA). This includes data on student characteristics, such as race/ethnicity, English learners (EL), students eligible for free or reduced-price lunch, special education enrollment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

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

ENROLLMENT TRENDS AND PROJECTIONS

Combined public and nonpublic enrollment in 2024-25 decreased slightly from 2023-24. Long-term trends show a decline in enrollment from 1997-98 to 2011-12, followed by a steady increase from 2011-12 to 2019-20, with a subsequent decrease after the COVID-19 pandemic. Combined enrollment at public and nonpublic schools is projected to gradually decrease through 2029-30 (Figure 4-1) based on grade-level enrollment and retention patterns and Iowa’s birth rate trends.

Figure 4-1: Iowa Public and Nonpublic School K-12 Enrollment 1988-89, 1993-94, 1998-99, 2003-04, 2008-09, 2013-14, 2018-19, 2023-24 to 2024-25, Projected Enrollment 2025-26 to 2029-30



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

Table 4-1: Iowa Public School K-12 Certified Enrollment 2023-24 to 2024-25 and Projected Certified Enrollment 2025-26 to 2029-30 by Grade

Grade	Enrollment		Projected Enrollment				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
K	36,764	36,144	35,279	35,429	35,444	34,962	34,946
1	34,826	34,012	33,427	32,790	32,929	32,862	32,333
2	35,801	34,923	34,154	33,734	33,091	33,149	32,999
3	35,681	36,018	35,151	34,549	34,124	33,391	33,366
4	36,150	35,964	36,255	35,560	34,951	34,435	33,611
5	35,954	36,365	36,222	36,698	35,995	35,290	34,683
6	35,683	36,112	36,654	36,693	37,175	36,372	35,570
7	36,075	36,037	36,526	37,260	37,299	37,695	36,789
8	37,099	36,328	36,235	36,911	37,652	37,598	37,903
9	39,293	38,736	37,807	37,899	38,606	39,283	39,129
10	40,013	38,921	38,414	37,680	37,772	38,380	38,956
11	39,001	39,102	38,074	37,765	37,044	37,042	37,545
12	38,637	39,221	39,385	38,542	38,229	37,405	37,310
PKIEP	2,723	2,783	2,571	2,560	2,553	2,540	2,525
State	483,699	480,665	476,155	474,069	472,865	470,405	467,665

Source: Iowa Department of Education, Bureau of Performance and Analytics.
 Note: PKIEP: Prekindergarten individualized education programs.
 Figures may not total due to rounding.

Table 4-2: Iowa Nonpublic School K-12 Enrollment 2023-24 to 2024-25 and Projected Enrollment 2025-26 to 2029-30 by Grade

Grade	Enrollment		Projected Enrollment				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
K	3,843	4,224	3,904	3,901	3,903	3,860	3,867
1	3,290	3,825	4,111	3,800	3,797	3,798	3,756
2	3,366	3,507	3,914	4,206	3,888	3,885	3,887
3	3,350	3,596	3,674	4,100	4,406	4,073	4,070
4	3,216	3,528	3,691	3,771	4,208	4,522	4,180
5	3,160	3,366	3,614	3,781	3,863	4,311	4,633
6	3,092	3,287	3,374	3,623	3,790	3,872	4,321
7	2,675	3,036	3,109	3,192	3,427	3,585	3,662
8	2,657	2,751	3,135	3,211	3,296	3,539	3,702
9	2,101	2,304	2,253	2,568	2,630	2,700	2,899
10	2,014	2,128	2,334	2,282	2,601	2,664	2,734
11	2,034	2,024	2,147	2,354	2,303	2,624	2,687
12	1,817	1,986	2,001	2,123	2,328	2,277	2,595
Total	36,615	39,562	41,262	42,912	44,440	45,710	46,995

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

K-12 ENROLLMENT BY DISTRICT SIZE CATEGORY

In 2000-01, more than two-thirds (69.0%) of Iowa public school districts had fewer than 1,000 students enrolled, serving 28.2% of K-12 students. As of 2024-25, just under two-thirds (65.3%) of the districts had fewer than 1,000 students and served 23.3% of K-12 public school students (Table 4-3).

Table 4-3: Iowa Public School Districts and K-12 Students by Enrollment Size 2000-01, 2023-24 and 2024-25

Enrollment Category	2000-01				2023-24				2024-25			
	Districts		Students		Districts		Students		Districts		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Under 300	38	10.2	8,176	1.7	37	11.3	8,120	1.7	40	12.2	8,871	1.8
300-599	116	31.0	52,162	10.6	106	32.4	48,798	10.1	103	31.3	47,176	9.8
600-999	104	27.8	78,916	16.0	71	21.7	55,360	11.4	72	21.9	55,824	11.6
1,000-2,499	83	22.2	126,118	25.5	74	22.6	108,317	22.4	73	22.2	106,200	22.1
2,500-7,499	24	6.4	96,410	19.5	25	7.6	101,558	21.0	26	7.9	108,607	22.6
7,500+	9	2.4	132,509	26.8	12	3.7	161,547	33.4	11	3.3	153,986	32.0
Independent Charter Schools	0	0.0	0	0.0	2	0.6	0	0.0	4	1.2	0	0.0
State	374	100.0	494,291	100.0	327	100.0	483,699	100.0	329	100.0	480,665	100.0

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

OPEN ENROLLMENT

The Open Enrollment Act (Iowa Code §282.18) of 1989-90 states, “It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices..., [To] maximize parental choice and access to educational opportunities which are not available to children because of where they live.” The percentage of students taking advantage of the Open Enrollment Act in 2024-25 increased from the previous year, with 9.0% of students open enrolling (Table 4-4). The largest (7,500+) and smallest (under 300) enrollment categories in 2023-24 and 2024-25 had more students open enrolling out than open enrolling in. In 2024-25, the 300-599 enrollment category experienced the largest net gain of students from the open enrollment legislation (Table 4-5).

Table 4-4: Number and Percentage of Iowa Public School K-12 Open Enrolled Out Students 1990-91, 1995-96, 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2024-25

School Year	Certified Enrollment	# Open Enrolled Out	% Open Enrolled Out
1990-91	483,399	2,757	0.6
1995-96	504,505	12,502	2.5
2000-01	494,291	18,554	3.8
2005-06	483,105	23,155	4.8
2010-11	473,493	25,831	5.5
2015-16	483,451	30,463	6.3
2020-21	484,159	35,227	7.3
2021-22	485,630	36,412	7.5
2022-23	486,476	38,965	8.0
2023-24	483,699	41,501	8.6
2024-25	480,665	43,188	9.0

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

Table 4-5: Open Enrollment in Iowa Public Schools by Enrollment Size, 2000-01, 2023-24 and 2024-25

		Enrollment Category							
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	Independent Charter Schools	State
2000-01	Total Number of Districts	38	116	104	83	24	9	0	374
	Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	0	494,291
	Number of Students Open in	398.0	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	0.0	18,434.9
	Number of Students Open Out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	0.0	18,553.9
	Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	0.0	
	Number of Districts with Gains	6	47	49	53	13	0	0	168
	Number of Districts with Losses	30	65	54	30	11	9	0	199
	Number of Districts with No Gain/Loss	2	4	1	0	0	0	0	7
2023-24	Total Number of Districts	37	106	71	74	25	12	2	327
	Number of Students	8,119.5	48,797.8	55,359.8	108,316.9	101,558.0	161,546.7	0.0	483,698.7
	Number of Students Open in	1,407.1	10,036.8	7,479.9	10,271.4	7,912.7	4,147.2	246.0	41,501.1
	Number of Students Open Out	2,207.4	6,956.9	5,701.6	8,557.4	7,326.8	10,751.0	0.0	41,501.1
	Net Gains/Losses	-800.3	3,079.9	1,778.3	1,714.0	585.9	-6,603.8	246.0	0.0
	Number of Districts with Gains	8	48	41	40	15	2	2	156
	Number of Districts with Losses	29	57	30	34	10	10	0	170
	Number of Districts with No Gain/Loss	0	1	0	0	0	0	0	1
2024-25	Total Number of Districts	40	103	72	73	26	11	4	329
	Number of Students	8,871.4	47,176.3	55,824.0	106,200.1	108,607.4	153,986.2	0.0	480,665.4
	Number of Students Open in	1,571.0	10,171.4	8,004.3	10,534.5	8,781.8	3,525.9	599.0	43,187.9
	Number of Students Open Out	2,345.0	6,915.3	5,988.1	8,858.3	8,270.9	10,810.3	0.0	43,187.9
	Net Gains/Losses	-774.0	3,256.1	2,016.2	1,676.2	510.9	-7,284.4	599.0	0.0
	Number of Districts with Gains	9	51	37	37	15	2	4	155
	Number of Districts with Losses	31	52	35	36	11	9	0	174
	Number of Districts with No Gain/Loss	0	0	0	0	0	0	0	0

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

ENROLLMENT BY RACE AND ETHNICITY

Students of color, including students with a reported ethnicity of Hispanic/Latino and/or reported race of American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races, represent 29.6% of K-12 students in public schools and 20.5% in nonpublic schools in 2024-25 (Tables 4-6, 4-7 and Figure 4-2). The largest enrollment category (7,500+) had the highest percentage of students of color, at 48.7%, while the two smallest enrollment categories (under 300 and 300-599) had the lowest percentages, each slightly over 10% (Table 4-8).

Table 4-6: Iowa Public School K-12 Enrollment by Race/Ethnicity 2000-01, 2023-24 and 2024-25

Race/Ethnicity	2000-01		2023-24		2024-25	
	Number	Percent	Number	Percent	Number	Percent
All Students of Color	46,250	9.7	136,584	28.5	140,965	29.6
American Indian or Alaska Native	2,447	0.5	1,512	0.3	1,506	0.3
Asian	8,274	1.7	11,921	2.5	11,907	2.5
Black or African American	18,510	3.9	33,501	7.0	34,739	7.3
Hispanic/Latino	17,019	3.6	62,415	13.0	64,924	13.7
Native Hawaiian or Other Pacific Islander	-	-	3,232	0.7	3,475	0.7
Two or More Races	-	-	24,003	5.0	24,414	5.1
White	430,677	90.3	342,108	71.5	334,494	70.4
Total	476,927	100.0	478,692	100.0	475,459	100.0

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

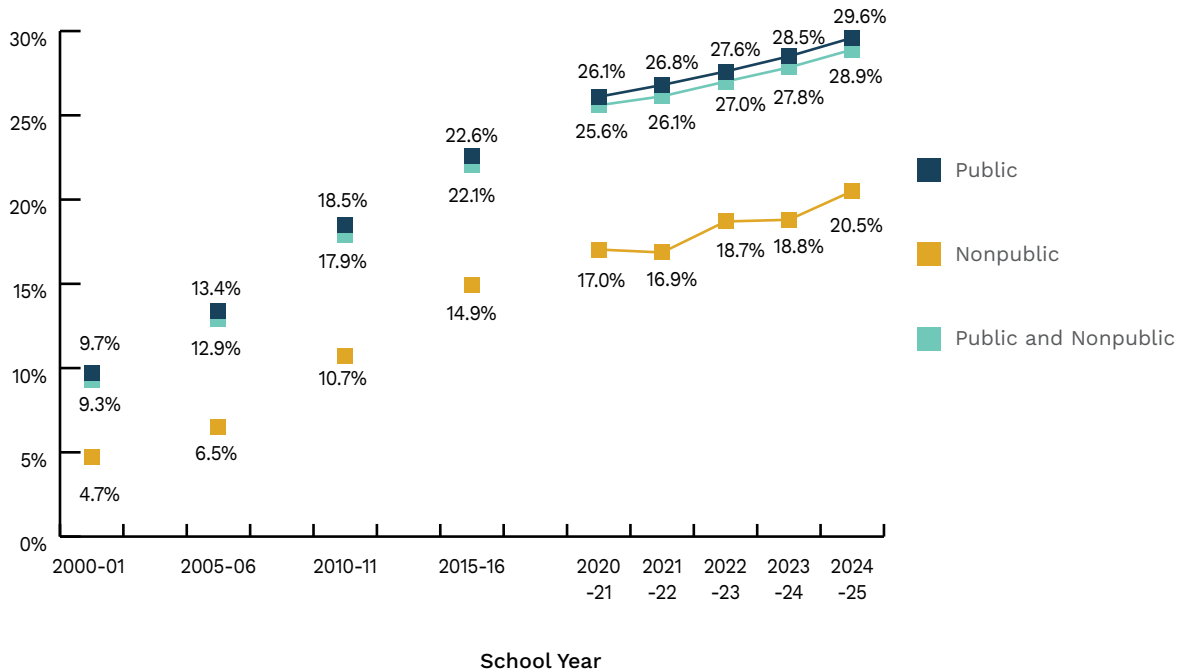
Note: Student Reporting in Iowa added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' to the system beginning in 2009-10.

Table 4-7: Iowa's Nonpublic K-12 Enrollment by Race/Ethnicity 2000-01, 2023-24 and 2024-25

Race/Ethnicity	2000-01		2023-24		2024-25	
	Number	Percent	Number	Percent	Number	Percent
All Students of Color	1,946	4.7	6,871	18.8	8,126	20.5
American Indian or Alaska Native	70	0.2	72	0.2	58	0.1
Asian	563	1.4	971	2.7	1,105	2.8
Black or African American	492	1.2	1,299	3.5	1,722	4.4
Hispanic/Latino	821	2.0	3,169	8.7	3,390	8.6
Native Hawaiian or Other Pacific Islander	-	-	106	0.3	108	0.3
Two or More Races	-	-	1,254	3.4	1,743	4.4
White	39,118	95.3	29,744	81.2	31,436	79.5
Total	41,064	100	36,615	100	39,562	100

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey and Student Reporting in Iowa.
 Note: Student Reporting in Iowa added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' to the system beginning in 2009-10.

Figure 4-2: Iowa Public and Nonpublic School Students of Color Enrollment as a Percentage of Total K-12 Enrollment 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2024-25



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

**Table 4-8: Iowa Public School Students of Color Percent Enrollment by Enrollment Category
2000-01, 2023-24 and 2024-25**

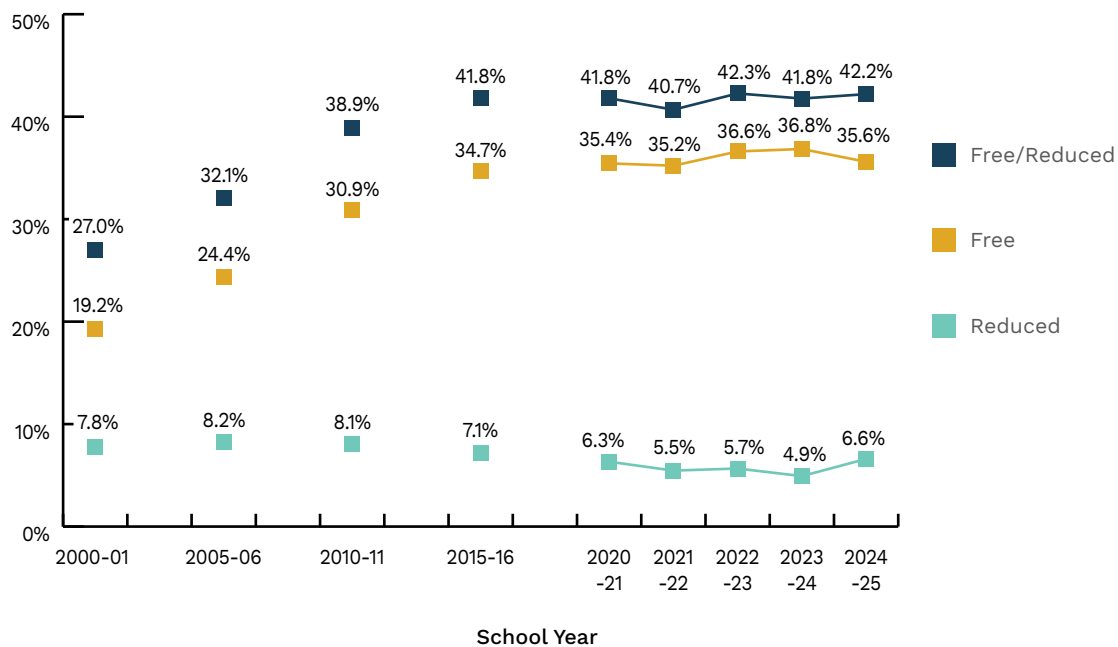
Enrollment Category	2000-01	2023-24	2024-25
Under 300	1.5	10.3	10.7
300-599	2.4	10.2	10.5
600-999	2.6	13.5	14.4
1,000-2,499	5.9	18.8	19.6
2,500-7,499	9.0	31.1	32.0
7,500+	21.7	46.2	48.7
Independent Charter Schools	-	35.8	46.4
State	9.7	28.5	29.6

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

STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH

According to the National School Lunch Program, children from families with incomes at or below 130% of the federal poverty level (FPL) are eligible for free lunch, and children from families with incomes between 130% and 185% of the FPL are eligible for reduced-price lunch. In 2024-25, the percent of students eligible for free or reduced-price lunch increased slightly to 42.2%, up from 41.8% in 2023-24. (Figure 4-3). Districts in the largest (7,500+) and smallest (Under 300) enrollment categories had the highest percentage of students eligible for free or reduced-price lunch (Table 4-9). Among racial/ethnic groups, Native Hawaiian or Other Pacific Islander and Black or African American students had the highest free or reduced-price lunch eligibility, at 79.7% and 79.6%, respectively (Table 4-10).

Figure 4-3: Percent of Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2024-25



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

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

Table 4-9: Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by Enrollment Category 2000-01, 2023-24 and 2024-25

Enrollment Category	2000-01			2023-24			2024-25		
	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
Under 300	6,711	2,256	33.6	6,321	3,131	49.5	7,106	3,349	47.1
300-599	50,933	13,511	26.5	51,704	19,924	38.5	50,214	18,446	36.7
600-999	77,327	17,966	23.2	56,794	20,328	35.8	57,556	21,164	36.8
1,000-2,499	122,830	29,876	24.3	108,840	42,381	38.9	106,520	40,231	37.8
2,500-7,499	93,322	21,433	23.0	101,362	39,068	38.5	108,276	39,211	36.2
7,500+	125,804	43,874	34.9	153,425	75,073	48.9	145,188	77,959	53.7
Independent Charter Schools	-	-	-	246	49	19.9	599	290	48.4
State	476,927	128,916	27.0	478,692	199,954	41.8	475,459	200,650	42.2

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

Table 4-10: Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by Race/Ethnicity 2010-11, 2023-24 and 2024-25

Race/Ethnicity	2010-11			2023-24			2024-25		
	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
American Indian or Alaska Native	2,279	1,402	61.5	1,512	1,076	71.2	1,506	1,033	68.6
Asian	9,486	3,543	37.3	11,921	5,187	43.5	11,907	5,508	46.3
Black or African American	24,066	19,247	80.0	33,501	26,500	79.1	34,739	27,646	79.6
Hispanic/Latino	39,678	30,311	76.4	62,415	42,736	68.5	64,924	45,687	70.4
Native Hawaiian or Other Pacific Islander	660	431	65.3	3,232	2,576	79.7	3,475	2,771	79.7
Two or More Races	10,343	6,174	59.7	24,003	13,566	56.5	24,414	13,985	57.3
White	382,177	121,174	31.7	342,108	108,313	31.7	334,494	104,020	31.1
Total	468,689	182,282	38.9	478,692	199,954	41.8	475,459	200,650	42.2

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

SPECIAL EDUCATION ENROLLMENT

Children requiring special education are “Persons under twenty-one years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education” (Iowa Code §256B.2). Special education weighted enrollment reflects additional funding school districts receive weighted by the level of service model provided to the student. The special education students in Iowa public schools accounted for 13.1% of the total certified enrollment in 2024-25. This continues an upward trend since 2015-16, when the percentage was 11.6 (Table 4-11).

Table 4-11: Iowa Public School Special Education Weighted Enrollment 2000-01, 2005-06, 2010-11, 2015-16, 2020-21 to 2024-25

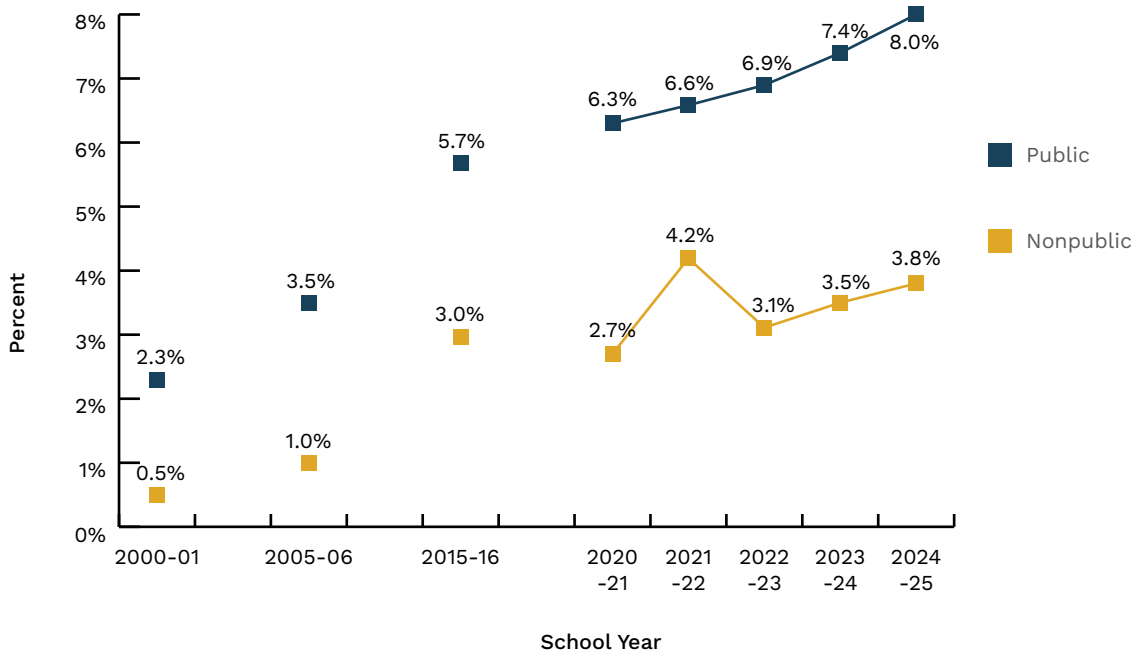
School Year	Special Education Weighted Enrollment	Certified Enrollment	Special Education Enrollment Percent
2000-01	63,392	494,291	12.8
2005-06	64,350	483,105	13.3
2010-11	60,223	473,493	12.7
2015-16	56,039	483,451	11.6
2020-21	60,342	484,159	12.5
2021-22	61,193	485,630	12.6
2022-23	62,228	486,476	12.8
2023-24	62,709	483,699	13.0
2024-25	63,056	480,665	13.1

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

ENROLLMENT OF ENGLISH LEARNERS

K-12 (EL) students accounted for 8.0% of public school and 3.8% of nonpublic school enrollment in 2024-25 (Figure 4-4). The majority of EL students spoke Spanish as their primary language (62.0% in 2024-25), although a wide variety of languages are represented (Table 4-12). Larger school districts had more weighted EL students than smaller districts in all years presented in Table 4-13 (2000-01, 2023-24 and 2024-25). Through the 2020-21 school year, an EL student was eligible for a 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4). With the passage of House File 605 in the 2021 legislative session, starting with the 2021-22 school year, EL weighted funding differs based on the student’s level of English language proficiency. “Intensive” students (those who score a level 1 or “emerging” on the ELPA21 assessment) are eligible for a 0.26 weighted funding, while “intermediate” students (those who score a level 2 or “progressing” on the ELPA21 assessment) are eligible for a 0.21 weighted funding.

Figure 4-4: Percent of Iowa Public and Nonpublic School K-12 Students who are English Learners 2000-01, 2005-06, 2015-16, 2020-21 to 2024-25



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

Table 4-12: Iowa’s Public and Nonpublic K-12 English Learners’ Primary Language 2000-01, 2023-24 and 2024-25

Language	2000-01	2023-24	2024-25
Spanish; Castilian	7,014	22,685	24,536
Swahili		1,528	1,892
Arabic	81	1,167	1,350
French		1,066	1,127
Karen languages		828	803
Marshallese		763	782
Pohnpeian		692	731
Chuukese		628	659
Burmese		544	519
Vietnamese	766	480	479
Tigrinya		344	419
Nilo-Saharan languages		369	357
Bosnian	363	382	340
Haitian; Haitian Creole		135	334
Creoles and pidgins, English based		284	305
Somali		247	288
Kinyarwanda		234	265
Nepali		272	241
Chinese	80	223	234
Pushto; Pashto		158	203
Portuguese		157	197
Persian		128	179
Ukrainian		114	173
Dinka		175	163
Indo-European languages		120	145
Lao	409	173	133
Russian	65	127	120
Telugu		136	118
German	153	103	114

Table 4-12: Iowa’s Public and Nonpublic K-12 English Learners’ Primary Language 2000-01, 2023-24 and 2024-25 | Continued

Language	2000-01	2023-24	2024-25
Oromo		95	113
Amharic		93	106
Rundi		133	106
Creoles and pidgins, French-based			104
Hindi		106	96
Lingala		79	93
Mayan languages		79	88
Urdu		61	86
Gujarati		62	83
Ewe		76	77
Tamil		82	66
Hmong; Mong		68	60
Sino-Tibetan languages		60	57
Korean	76		
Kru languages		56	
Other	2,257	1,142	1,243
Total	11,264	36,454	39,584

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

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

**Table 4-13: Iowa Public School K-12 Weighted English Learners by Enrollment Size
2000-01, 2023-24 and 2024-25**

Enrollment Category	2000-01		2023-24		2024-25	
	K-12 Enrollment	# Weighted EL	K-12 Enrollment	# Weighted EL	K-12 Enrollment	# Weighted EL
Under 300	8,176	23	8,120	101	8,871	113
300-599	52,162	237	48,798	544	47,176	598
600-999	78,916	530	55,360	1,664	55,824	1,855
1,000-2,499	126,118	1,848	108,317	4,091	106,200	4,656
2,500-7,499	96,410	1,348	101,558	5,682	108,607	6,411
7,500+	132,509	4,165	161,547	14,793	153,986	16,324
Independent Charter Schools	-	-	0	0	0	0
State	494,291	8,151	483,699	26,875	480,665	29,957

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

MIGRANT STUDENT ENROLLMENT

The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months to obtain temporary or seasonal employment in agricultural or fishing work. The Iowa Department of Education collects data on migrant students through a direct certification system. Table 4-14 displays the number and percentage of migrant students from the 2015-16 to 2024-25 school years.

Table 4-14: Iowa Public School K-12 Migrant Enrollment, 2015-16 to 2024-25

School Year	Number of Migrant Students	K-12 Enrollment	Percent of Migrant Students
2015-16	1,153	488,818	0.24
2016-17	1,423	489,940	0.29
2017-18	1,719	490,669	0.35
2018-19	1,791	492,010	0.36
2019-20	1,886	492,518	0.38
2020-21	1,927	487,185	0.40
2021-22	2,284	489,939	0.47
2022-23	2,508	490,205	0.51
2023-24	2,761	488,321	0.57
2024-25	2,647	483,467	0.55

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

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

STAFF

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

Districts may report an unlimited number of positions/assignments for each staff member, so some report staff members as serving in multiple positions. For example, a professional school counselor may also be a principal or a teacher. Salary is not reported separately for each position/assignment combination and can therefore impact the reported salaries for staff with additional duties.

Data on shared staff was first collected through the Basic Educational Data Survey (BEDS) in the fall of 2008 and the number of shared staff members in each district they served was first included in 2008-09 data reports. In 2010-11, full-time equivalencies (FTE) collection began for each position. The district that holds the contract reports the entire FTE for shared staff. The district that is purchasing services only reports the FTE for their district. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

From 2010-11 to 2024-25, the definition for full-time teachers was staff with at least one teaching position code (including Teacher Leaders), a full-time equivalency for licensed positions of 0.8 or higher, and at least 180 contract days from 2010-11 to 2013-14. On July 1, 2014, Iowa implemented the option for school districts to choose between 180 days or 1,080 hours of instruction, decreasing the minimum contract days for full-time teachers. The minimum number of contract days for full-time teachers was 168 in 2014-15, 166 from

2015-16 to 2022-23, 165 in 2023-24 and 158 in 2024-25. Full-time teachers in 2024-25 had a base salary (salary paid for regular position responsibilities, including salary paid from teacher leadership grant funds and excluding professional development) of at least \$47,500 for teachers with less than 12 years of experience and at least \$60,000 for teachers with 12 or more years of experience. Approximately 5,500 teachers in 2024-25 were reported to be serving in other positions, such as administrators (e.g., principals, superintendents) or in student support services (e.g., coaches, counselors). Salary is not reported separately for each position/assignment combination. Therefore, the reported salaries for these teachers may be impacted by the additional duties.

In each section, staff of color counts include staff with a reported ethnicity of Hispanic/Latino and/or reported race of American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Teachers and principals who hold advanced degrees include staff with a master's, specialist or doctoral degree.

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

TEACHERS

This section includes data on public and nonpublic teachers and teacher leaders in Iowa. In 2024-25, 4.4% of teachers were beginning teachers in their first year of teaching (Table 5-3). The percentages of teachers with advanced degrees and teachers of color were highest in the larger district size categories (Table 5-4). Heartland AEA had the largest percentage of teachers in the state in 2024-25 at 28.5%. A little over 76% of the full-time teachers in public schools in Iowa were female in 2024-25 (Table 5-5). The average salary for male teachers was 4.7% higher than for female teachers, while the percentage of teachers with advanced degrees was slightly higher for females than for males (Table 5-6). The percentage of teachers of color in 2024-25 was 3.6%. The average salary of white teachers was 5.9% higher than that of teachers of color. The average age, experience and percentage of female teachers were also higher for white teachers than for teachers of color (Table 5-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years old and the sum of their age and total IPERS-covered employment is equal to or greater than 88 (rule of 88). According to this rule, 4.8% of teachers were eligible to retire in 2024-25 (Table 5-9, Figure 5-2). Staff are also eligible to receive full retirement benefits through IPERS when they reach the age of 65 and are vested, or when they reach the age of 62 and their total IPERS-covered employment is equal to or greater than 20 years (the rule of 62/20). In 2024-25, 0.5% of teachers were over the age of 65 (Table 5-8).

Information on the number and percentage of full-time public school and AEA teachers retained from year to year as a teacher or in any licensed staff position (including teacher) is presented in Tables 5-10 through 5-13 and Figures 5-3 through 5-9. Among all the years presented, the percentage of teachers retained from the previous year was lowest in 2022-23 (Table 5-10, Figure 5-3). The largest percentage of teachers retained between 2023-24 and 2024-25 was in the 2,500-7,499 enrollment category, with 92.9% of teachers retained as teachers and 94.1% retained as licensed staff (Table 5-11, Figures 5-4 and 5-5). The lowest percentage of teachers retained from 2023-24 to 2024-25 was among those over age 65 (Table 5-12, Figures 5-6 and 5-7). The percentage of both teachers of color and white teachers retained increased slightly between 2023-24 and 2024-25 (Table 5-13, Figure 5-8, Figure 5-9).

In 2024-25, the average total salary for full-time public school teachers was 3.0% higher than average regular salary (Table 5-14). The average total salary of full-time public school teachers increased by 4.4% between 2023-24 and 2024-25. The average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 5-15). When averaged by AEA service area, the average total salary was highest for teachers in Heartland AEA and lowest in Prairie Lakes AEA. The National Education Association reports the average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2023-24, Iowa's rank in the nation for average salary moved from 29th to 32nd. Iowa ranked 6th among 12 Midwest states for average salary in 2022-23 and 2023-24 (Table 5-17).

In 2024-25, the average number of assignments held by teachers of grades 9-12 was 2.7. Approximately 58% of teachers of grades 9-12 had one or two assignments (Tables 5-20 and 5-21). The pupil-teacher ratio in 2024-25 was 13.0. The pupil-teacher ratio by enrollment category ranged from 9.7 in the smallest enrollment category to 13.6 in the 2,500-7,499 enrollment category (Table 5-22). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 7.0% between 2023-24 and 2024-25 (Table 5-23).

Table 5-1: Characteristics of Iowa Full-Time Teachers 2000-01, 2023-24 and 2024-25

Characteristics	Public			Nonpublic		
	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25
Average Age	42.2	40.8	40.9	40.3	43.8	43.4
Percent Female	70.5%	76.5%	76.6%	80.3%	80.0%	80.2%
Percent Staff of Color	1.8%	3.3%	3.6%	0.9%	3.8%	4.1%
Percent Advanced Degree	27.0%	37.7%	38.7%	13.1%	20.0%	21.2%
Average Total Experience (Years)	15.1	13.5	13.6	12.3	15.4	15.0
Average District/AEA Experience (Years)	11.9	10.0	10.0	8.8	10.3	9.7
Number of Teachers	33,610	37,982	37,892	2,437	1,473	1,549

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Independent charter school teachers excluded in 2024-25.

Table 5-2: Characteristics of Iowa Beginning Full-Time Teachers 2000-01, 2023-24 and 2024-25

Characteristics	Public			Nonpublic		
	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25
Average Age	28.5	28.3	28.7	28.5	28.6	29.3
Percent Female	71.6%	78.3%	75.3%	83.5%	79.3%	81.5%
Percent Staff of Color	2.8%	6.8%	9.2%	1.5%	10.3%	9.2%
Percent Advanced Degree	5.9%	12.8%	13.0%	2.9%	6.9%	12.3%
Number of Teachers	1,660	1,582	1,656	206	58	65

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Independent charter school teachers excluded in 2024-25.

Table 5-3: Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Number of Beginning Full-Time Teachers			Number of Full-Time Teachers			Beginning Full-Time Teachers as % of Total Full-Time Teachers		
	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25
Under 300	42	35	41	642	678	754	6.5%	5.2%	5.4%
300-599	281	184	186	3,970	4,490	4,365	7.1%	4.1%	4.3%
600-999	270	169	170	5,553	4,605	4,661	4.9%	3.7%	3.6%
1,000-2,499	358	304	279	8,532	8,555	8,390	4.2%	3.6%	3.3%
2,500-7,499	306	316	317	6,096	7,568	8,157	5.0%	4.2%	3.9%
7,500+	382	568	660	8,393	11,798	11,310	4.6%	4.8%	5.8%
AEA	21	2	3	424	272	255	5.0%	0.7%	1.2%
State	1,660	1,582	1,656	33,610	37,982	37,892	4.9%	4.2%	4.4%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Independent charter school teachers excluded in 2024-25.

Table 5-4: Characteristics of Iowa Full-Time Public School Teachers by District Size Category, 2024-25

District Size Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Staff of Color	Percent Advanced Degree	Average Total Experience (Years)	Average District/ AEA Experience (Years)
Under 300	754	42.1	81.7%	2.5%	16.2%	13.5	9.0
300-599	4,365	40.6	76.4%	1.8%	21.4%	13.4	9.7
600-999	4,661	40.8	75.5%	2.1%	23.8%	13.8	9.8
1,000-2,499	8,390	40.9	75.4%	2.3%	33.8%	14.3	10.1
2,500-7,499	8,157	40.8	76.9%	3.5%	45.8%	13.7	10.0
7,500+	11,310	41.0	77.1%	6.1%	51.2%	12.8	10.1
AEA	255	46.6	92.5%	2.0%	61.2%	18.1	9.1
State	37,892	40.9	76.6%	3.6%	38.7%	13.6	10.0

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-5: Characteristics of Iowa Full-Time Public School Teachers by AEA, 2024-25

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Staff of Color	Percent Advanced Degree	Average Total Experience (Years)	Average District/AEA Experience (Years)
Keystone	2,372	6.3%	41.4	76.8%	1.4%	46.3%	14.9	12.0
Central Rivers	4,940	13.0%	40.7	76.2%	3.7%	32.9%	13.6	10.2
Prairie Lakes	2,355	6.2%	41.3	77.6%	3.0%	22.8%	14.0	9.8
Mississippi Bend	3,482	9.2%	41.7	77.1%	5.2%	47.3%	14.2	10.9
Grant Wood	5,352	14.1%	40.8	74.4%	3.6%	44.7%	13.9	10.0
Heartland	10,792	28.5%	40.0	76.7%	4.1%	40.8%	12.7	8.9
Northwest	3,044	8.0%	41.0	77.1%	4.2%	37.5%	13.7	10.9
Green Hills	2,889	7.6%	41.8	76.8%	2.5%	37.8%	13.6	9.8
Great Prairie	2,666	7.0%	42.5	78.9%	2.4%	27.9%	13.7	10.1
State	37,892	100.0%	40.9	76.6%	3.6%	38.7%	13.6	10.0

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Does not include independent charter school teachers.

Table 5-6: Gender Comparison of Iowa Full-Time Public School Teachers, 2024-25

Characteristics	Female	Male
Average Age	40.8	41.3
Percent Staff of Color	3.4%	4.2%
Percent Advanced Degree	39.1%	37.6%
Average Total Experience (Years)	13.5	13.9
Average District/AEA Experience (Years)	9.9	10.0
Average Total Salary	\$66,423	\$69,513
Number of Teachers	29,028	8,864

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Does not include independent charter school teachers.

Table 5-7: Characteristics of Iowa Full-Time Public School Teachers by Race/Ethnicity, 2024-25

Characteristics	Staff of Color	White Staff
Average Age	38.3	41.0
Percent Female	72.8%	76.7%
Percent Advanced Degree	34.3%	38.9%
Average Total Experience (Years)	9.4	13.7
Average District/AEA Experience (Years)	6.8	10.1
Average Total Salary	\$63,529	\$67,281
Number of Teachers	1,366	36,526

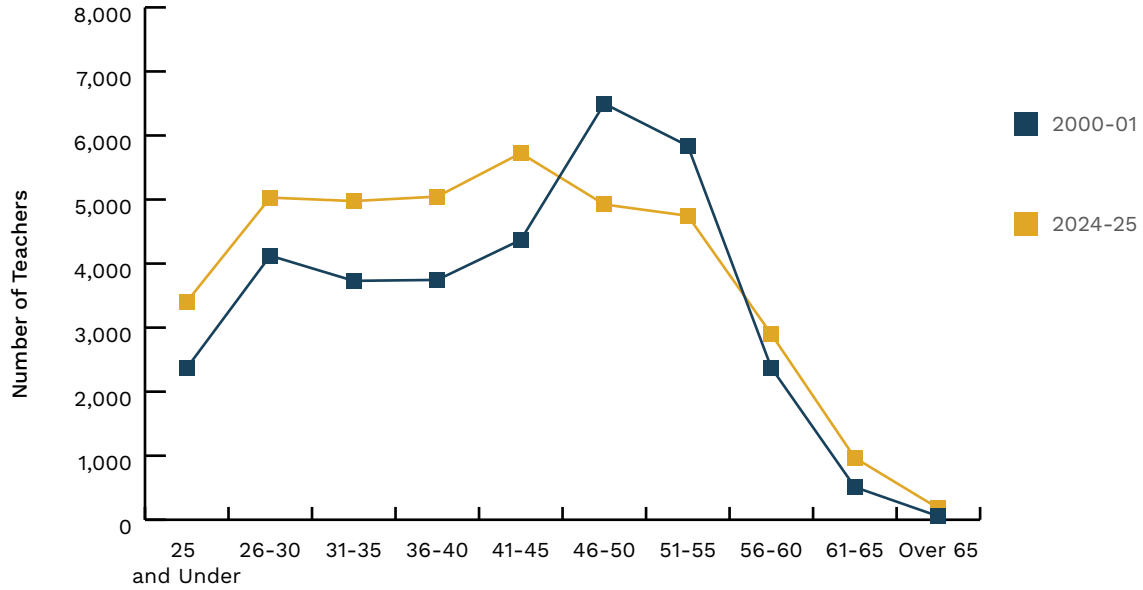
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Does not include independent charter school teachers.

Table 5-8: Iowa Full-Time Public School Teacher Age Distributions, 2000-01 and 2024-25

Age Interval	2000-01				2024-25			
	Number of Teachers	Cumulative Total	Percent	Cumulative Percent	Number of Teachers	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,404	3,404	9.0%	9.0%
26-30	4,123	6,492	12.3%	19.3%	5,030	8,434	13.3%	22.3%
31-35	3,730	10,222	11.1%	30.4%	4,976	13,410	13.1%	35.4%
36-40	3,745	13,967	11.1%	41.6%	5,046	18,456	13.3%	48.7%
41-45	4,370	18,337	13.0%	54.6%	5,723	24,179	15.1%	63.8%
46-50	6,497	24,834	19.3%	73.9%	4,923	29,102	13.0%	76.8%
51-55	5,838	30,672	17.4%	91.3%	4,746	33,848	12.5%	89.3%
56-60	2,373	33,045	7.1%	98.3%	2,898	36,746	7.6%	97.0%
61-65	510	33,555	1.5%	99.8%	967	37,713	2.6%	99.5%
Over 65	55	33,610	0.2%	100.0%	179	37,892	0.5%	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Does not include independent charter school teachers.

Figure 5-1: Iowa Full-Time Public School Teacher Age Distributions, 2000-01 and 2024-25



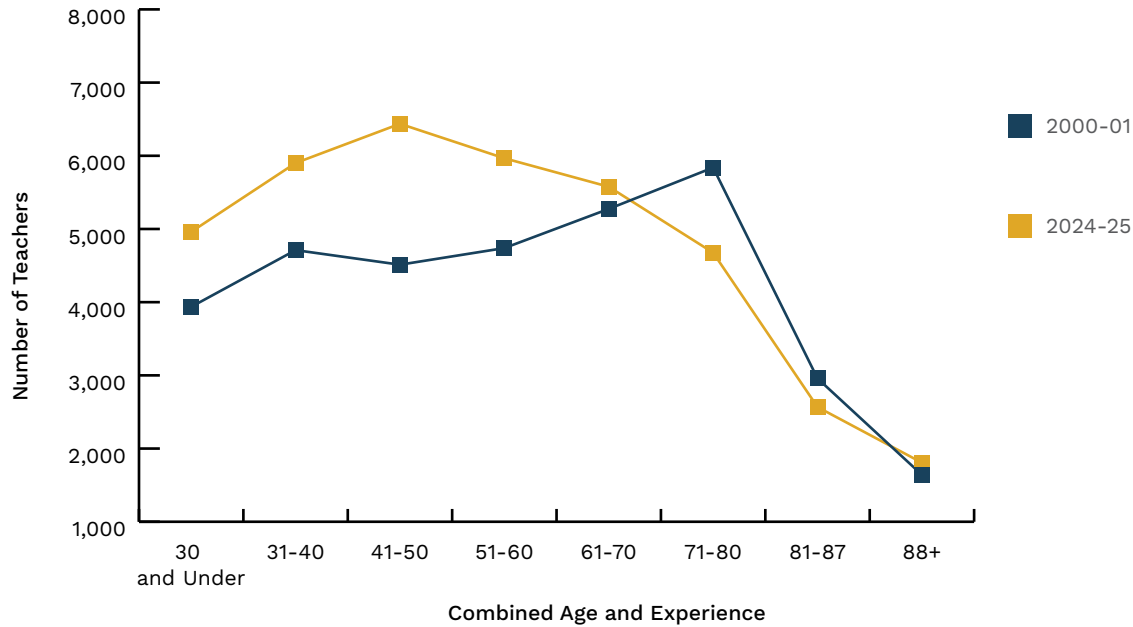
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Does not include independent charter school teachers.

Table 5-9: Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-01 and 2024-25

Combined Age and Experience Interval	2000-01				2024-25			
	Number of Teachers	Cumulative Total	Percent	Cumulative Percent	Number of Teachers	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,961	4,961	13.1%	13.1%
31-40	4,711	8,647	14.0%	25.7%	5,901	10,862	15.6%	28.7%
41-50	4,512	13,159	13.4%	39.2%	6,437	17,299	17.0%	45.7%
51-60	4,739	17,898	14.1%	53.3%	5,966	23,265	15.7%	61.4%
61-70	5,274	23,172	15.7%	68.9%	5,577	28,842	14.7%	76.1%
71-80	5,839	29,011	17.4%	86.3%	4,676	33,518	12.3%	88.5%
81-87	2,958	31,969	8.8%	95.1%	2,567	36,085	6.8%	95.2%
88+	1,641	33,610	4.9%	100.0%	1,807	37,892	4.8%	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Does not include independent charter school teachers.

Figure 5-2: Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-01 and 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: Includes AEA teachers. Does not include independent charter school teachers.

Table 5-10: Iowa Full-Time Public School Teachers Year-to-Year Retention, 2015-16 to 2024-25

Years	Base Year Number of Full-Time Teachers	Retained as Full-Time Teacher		Retained as Licensed Staff (Full-Time or Part-Time)		Difference
		Number of Teachers Retained	Percent Retained as Full-Time Teacher	Number of Teachers Retained	Percent Retained as Licensed Staff	
14-15 to 15-16	34,725	31,877	91.8%	32,796	94.4%	2.6%
15-16 to 16-17	34,805	32,329	92.9%	32,870	94.4%	1.6%
16-17 to 17-18	36,279	33,737	93.0%	34,289	94.5%	1.5%
17-18 to 18-19	37,035	34,466	93.1%	35,028	94.6%	1.5%
18-19 to 19-20	37,386	34,662	92.7%	35,211	94.2%	1.5%
19-20 to 20-21	37,567	35,169	93.6%	35,676	95.0%	1.3%
20-21 to 21-22	38,022	34,895	91.8%	35,589	93.6%	1.8%
21-22 to 22-23	38,020	34,571	90.9%	35,291	92.8%	1.9%
22-23 to 23-24	38,092	34,757	91.2%	35,412	93.0%	1.7%
23-24 to 24-25	37,982	34,832	91.7%	35,507	93.5%	1.8%

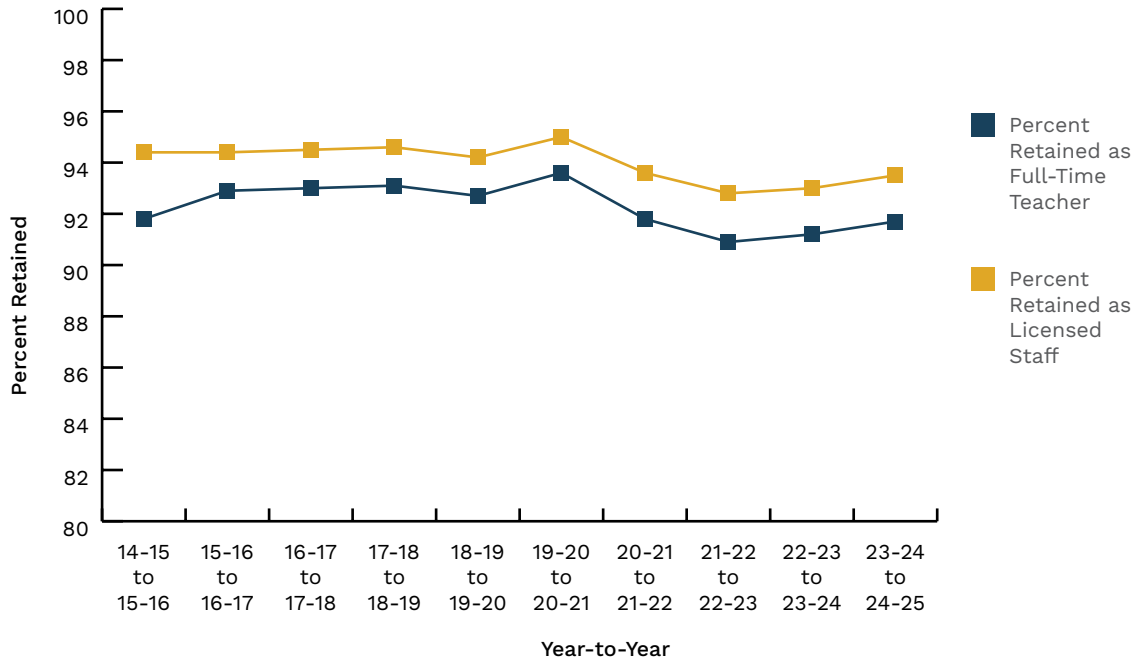
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.

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

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

Figure 5-3: Iowa Full-Time Public School Teachers Year-to-Year Retention, 2015-16 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.

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

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

Table 5-11: Iowa Full-Time Public School Teachers Year-to-Year Retention by District Size Category, 2022-23 to 2024-25

District Size Category	2021-22 to 2022-23			2022-23 to 2023-24			2023-24 to 2024-25		
	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
Under 300	678	90.3%	93.5%	652	89.0%	92.0%	678	89.1%	92.3%
300-599	4,384	90.1%	91.8%	4,514	91.8%	93.7%	4,490	91.0%	93.5%
600-999	4,735	91.8%	93.5%	4,493	91.9%	93.0%	4,605	91.7%	93.5%
1,000-2,499	8,756	91.5%	93.1%	8,756	91.1%	93.0%	8,555	91.7%	93.6%
2,500-7,499	7,295	90.7%	92.6%	7,518	92.6%	93.9%	7,568	92.9%	94.1%
7,500+	11,927	90.5%	92.7%	11,882	90.2%	92.0%	11,798	91.5%	93.2%
AEA	245	93.5%	95.5%	271	90.4%	94.1%	272	89.3%	92.3%
State	38,020	90.9%	92.8%	38,092	91.2%	93.0%	37,982	91.7%	93.5%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

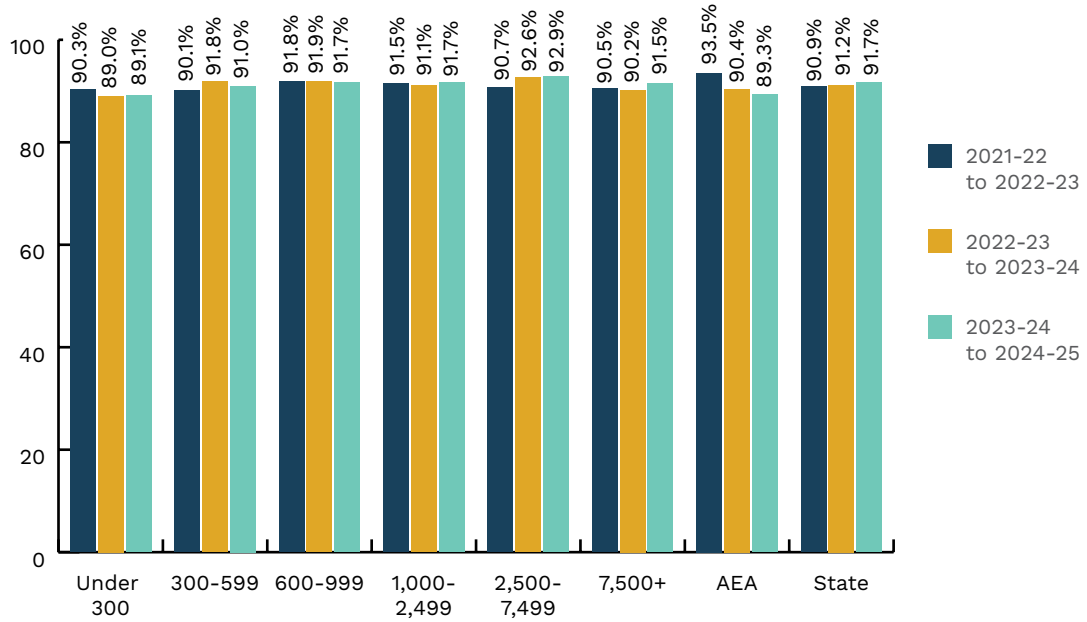
Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Does not include independent charter school teachers.

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

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

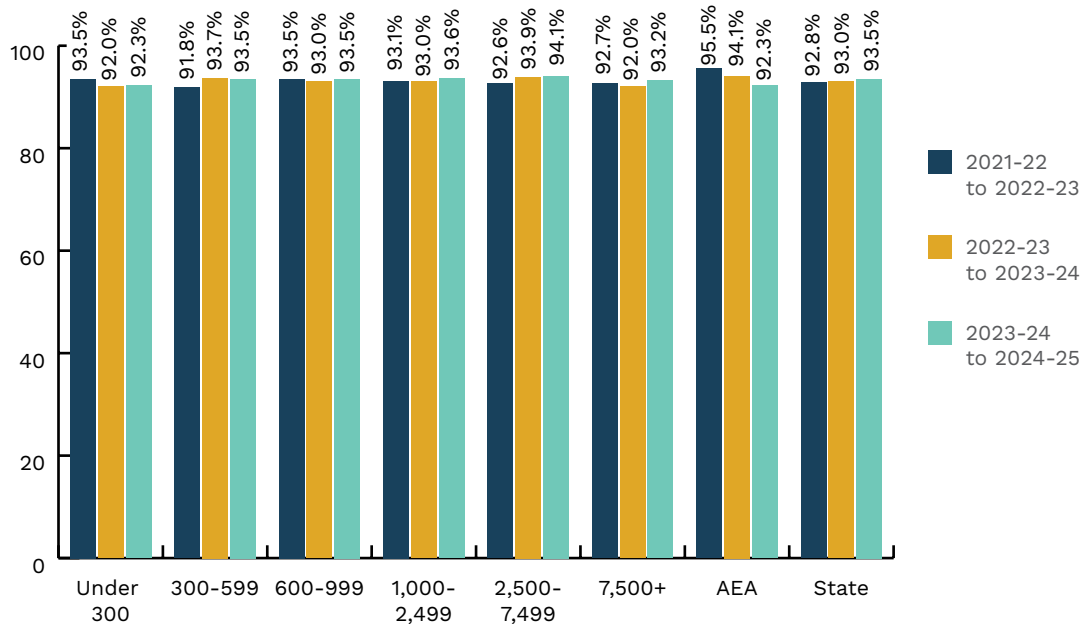
Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEA's who were in a licensed position (including teacher) in public schools or AEA's in the following year.

Figure 5-4: Iowa Full-Time Public School Teachers Year-to-Year Retention as Full-Time Teacher by District Size Category, 2022-23 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Does not include independent charter school teachers.
 Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.
 District size category is determined by district enrollment size in the base year.

Figure 5-5: Iowa Full-Time Public School Teachers Year-to-Year Retention as Licensed Staff by District Size Category, 2022-23 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Does not include independent charter school teachers.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.
 District size category is determined by district enrollment size in the base year.

Table 5-12: Iowa Full-Time Public School Teachers Year-to-Year Retention by Age Category, 2022-23 to 2024-25

Age Category	2021-22 to 2022-23			2022-23 to 2023-24			2023-24 to 2024-25		
	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
25 and under	3,257	90.1%	91.1%	3,443	90.3%	90.9%	3,495	90.1%	90.9%
26-35	10,493	90.7%	92.7%	10,211	91.6%	93.5%	10,109	92.0%	93.8%
36-45	10,854	93.8%	96.1%	11,037	94.1%	96.3%	10,901	94.6%	96.5%
46-55	9,389	93.6%	95.3%	9,358	94.1%	95.5%	9,476	94.1%	95.8%
56-65	3,852	79.2%	80.9%	3,873	77.3%	78.9%	3,818	79.5%	82.0%
Over 65	175	56.6%	59.4%	170	62.4%	64.7%	183	60.1%	63.4%
State	38,020	90.9%	92.8%	38,092	91.2%	93.0%	37,982	91.7%	93.5%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

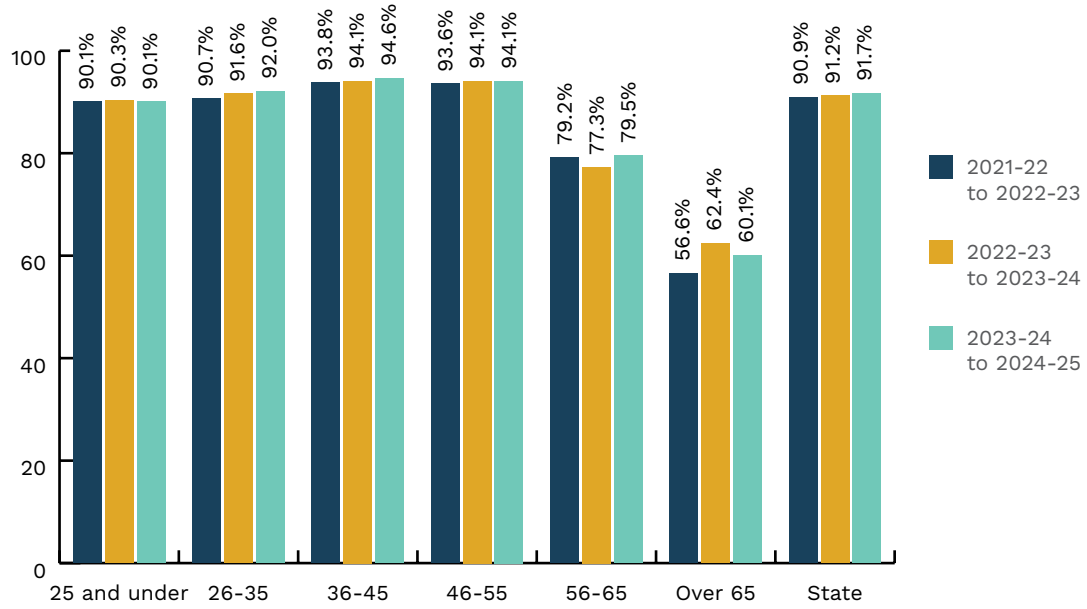
Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.

Age category determined by age in base year.

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

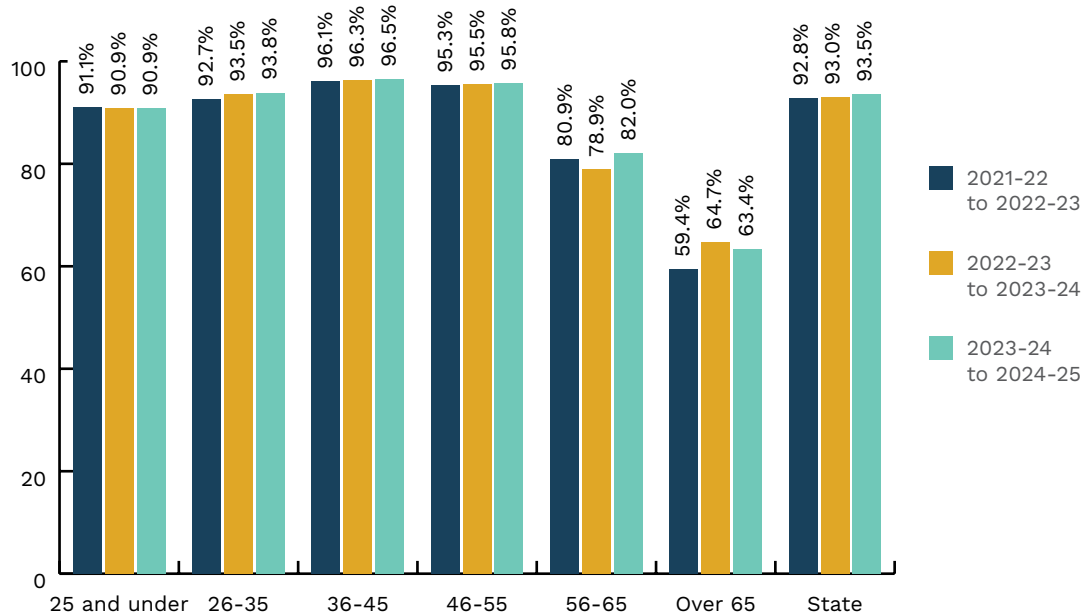
Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Figure 5-6: Iowa Full-Time Public School Teachers Year-to-Year Retention as Full-Time Teacher by Age Category, 2022-23 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.
 Age category determined by age in base year.
 Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

Figure 5-7: Iowa Full-Time Public School Teachers Year-to-Year Retention as Licensed Staff by Age Category, 2022-23 to 2024-25



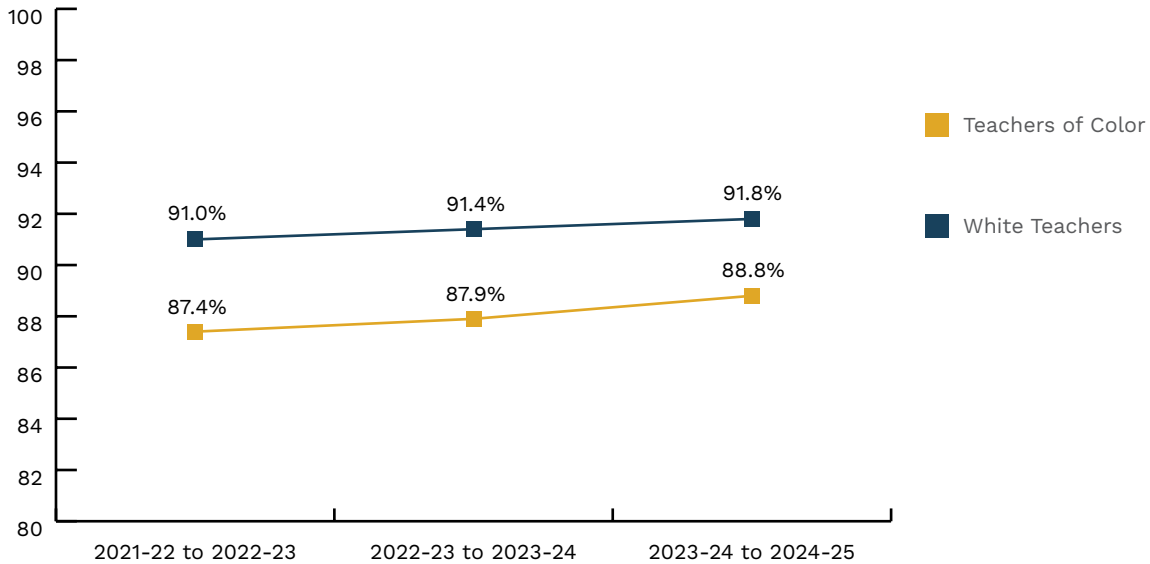
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.
 Age category determined by age in base year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Table 5-13: Iowa Full-Time Public School Teachers Year-to-Year Retention by Race/Ethnicity, 2022-23 to 2024-25

Race/ Ethnicity	2021-22 to 2022-23			2022-23 to 2023-24			2023-24 to 2024-25		
	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
Teachers of Color	1,126	87.4%	90.1%	1,184	87.9%	90.5%	1,246	88.8%	90.4%
White Teachers	36,894	91.0%	92.9%	36,908	91.4%	93.0%	36,736	91.8%	93.6%
State	38,020	90.9%	92.8%	38,092	91.2%	93.0%	37,982	91.7%	93.5%

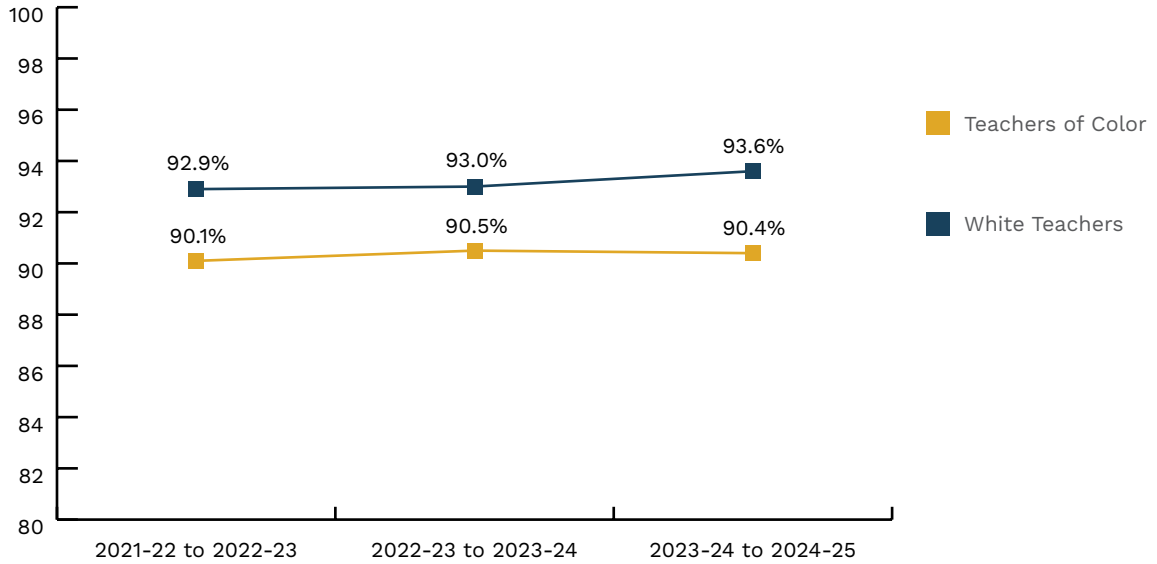
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.
 Race/ethnicity determined in base year.
 Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Figure 5-8: Iowa Full-Time Public School Teachers Year-to-Year Retention as Full-Time Teacher by Race/Ethnicity, 2022-23 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.
 Race/ethnicity determined in base year.
 Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

Figure 5-9: Iowa Full-Time Public School Teachers Year-to-Year Retention as Licensed Staff by Race/Ethnicity, 2022-23 to 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Excludes independent charter school teachers in 2024-25.
 Race/ethnicity determined in base year.
 Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

Table 5-14: Iowa Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary, 2000-01, 2023-24 and 2024-25

Measure	2000-01	2023-24	2024-25
Average Regular Salary	N/A	\$62,360	\$65,220
Average Total Salary	\$36,479	\$64,339	\$67,145
Difference	N/A	\$1,979	\$1,925
Percent Total Salary Greater Than Regular Salary	N/A	3.2%	3.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Independent charter school teachers excluded in 2024-25.
 Teacher figures for 2023-24 and 2024-25 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2023-24 and 2024-25 with teaching position codes who also reported that they served in the capacity of administrator (Superintendent, Principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).
 Average salaries for these staff include salaries for these additional responsibilities.

Table 5-15: Average Total Salaries of Iowa Full-Time Public School Teachers by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Average Total Salary			Percent Salary Change	
	2000-01	2023-24	2024-25	2000-01 to 2024-25	2023-24 to 2024-25
Under 300	\$28,811	\$53,281	\$58,713	103.8%	10.2%
300-599	\$31,557	\$56,682	\$60,838	92.8%	7.3%
600-999	\$33,809	\$59,579	\$62,491	84.8%	4.9%
1,000-2,499	\$35,912	\$63,022	\$65,725	83.0%	4.3%
2,500-7,499	\$38,266	\$66,336	\$69,159	80.7%	4.3%
7,500+	\$40,452	\$69,240	\$71,489	76.7%	3.2%
AEA	\$36,196	\$72,536	\$74,780	106.6%	3.1%
State	\$36,479	\$64,339	\$67,145	84.1%	4.4%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: Includes AEA teachers. Independent charter school teachers excluded in 2024-25.

Teacher figures for 2023-24 and 2024-25 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2023-24 and 2024-25 with teaching position codes who also reported that they served in the capacity of administrator (Superintendent, Principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).

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

Table 5-16: Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2024-25

AEA	Regular Salary	Total Salary
Keystone	\$62,300	\$63,942
Central Rivers	\$63,748	\$65,498
Prairie Lakes	\$61,687	\$63,669
Mississippi Bend	\$64,425	\$66,458
Grant Wood	\$66,908	\$69,259
Heartland	\$67,920	\$69,507
Northwest	\$65,429	\$67,703
Green Hills	\$63,384	\$65,623
Great Prairie	\$62,137	\$64,227
State	\$65,220	\$67,145

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: Includes AEA teachers. Does not include independent charter school teachers.

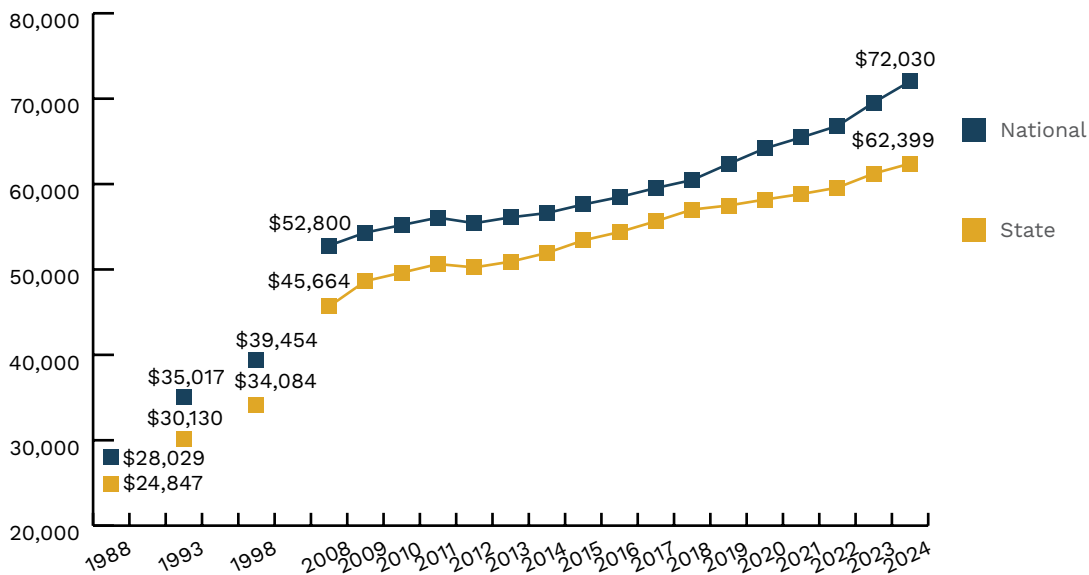
Teacher figures represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2024-25 with teaching position codes who also reported that they served in the capacity of administrator (Superintendent, Principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.). Average salaries for these staff include salaries for these additional responsibilities.

Table 5-17: Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2022-23 and 2023-24

Nation and State	2022-23			2023-24		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$69,381			\$72,030		
Illinois	\$73,916	12	1	\$75,978	13	1
Indiana	\$57,015	36	8	\$58,620	39	8
Iowa	\$61,231	29	6	\$62,399	32	6
Kansas	\$56,374	39	10	\$58,146	44	10
Michigan	\$67,011	17	3	\$69,067	19	3
Minnesota	\$70,005	15	2	\$72,430	15	2
Missouri	\$53,999	47	11	\$55,132	49	12
Nebraska	\$58,763	34	7	\$60,239	37	7
North Dakota	\$56,740	37	9	\$58,581	40	9
Ohio	\$66,390	19	4	\$68,236	22	4
South Dakota	\$53,153	49	12	\$56,328	46	11
Wisconsin	\$62,524	26	5	\$65,762	27	5

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

Figure 5-10: Average Salaries of Public School Teachers for Iowa and the Nation, 1987-88, 1992-93, 1997-98 and 2007-08 to 2023-24



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

Table 5-18: Iowa Salary Comparisons by Occupation, 2022-23 and 2023-24

Occupation	Average Salary		Percent Change 2022-23 to 2023-24
	2022-23	2023-24	
Accountants and Auditors	\$77,280	\$80,540	4.2%
Child, Family, and School Social Workers	\$52,540	\$56,840	8.2%
Civil Engineers	\$94,270	\$96,450	2.3%
Computer Programmers	\$83,520	\$88,310	5.7%
Dental Hygienists	\$83,220	\$85,130	2.3%
Electrical Engineers	\$117,640	\$126,950	7.9%
Heavy and Tractor-Trailer Truck Drivers	\$53,470	\$58,350	9.1%
Interior Designers	\$56,820	\$68,640	20.8%
Machinists	\$53,170	\$54,950	3.3%
Paralegals and Legal Assistants	\$59,610	\$56,060	-6.0%
Registered Nurse	\$74,610	\$77,780	4.2%
Software Developers	\$110,280	\$116,000	5.2%
Speech-Language Pathologists	\$82,210	\$85,230	3.7%
Teachers	\$61,162	\$62,360	2.0%
Welders, Cutters, Solderers, and Brazers	\$50,100	\$52,280	4.4%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2023 and May 2024.

Note: Teacher average salaries are average total salaries based on Iowa Department of Education Basic Educational Data Survey staff data.

Table 5-19: Distribution of Contract Days for Iowa Full-Time Public School Teachers 2000-01, 2023-24 and 2024-25

Number of Contract Days	Number of Teachers			Percent			Cumulative Percent		
	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25
<= 185	2,089	3,386	3,131	6.2%	8.9%	8.3%	6.2%	8.9%	8.3%
186-190	16,449	16,806	17,747	49.0%	44.2%	46.8%	55.2%	53.2%	55.1%
191-195	13,136	14,941	14,523	39.1%	39.3%	38.3%	94.3%	92.5%	93.4%
>= 196	1,932	2,849	2,491	5.8%	7.5%	6.6%	100.0%	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA teachers. Independent charter school excluded in 2024-25.

Table 5-20: Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers for Grades 9-12 by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	2000-01			2023-24			2024-25		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
Under 300	38	279	3.9	37	257	3.3	40	289	3.4
300-599	116	2,084	3.4	106	2,139	3.2	103	2,037	3.1
600-999	104	2,587	3.1	71	1,873	3.0	72	1,881	3.0
1,000-2,499	83	3,335	2.7	74	2,890	2.7	73	2,854	2.7
2,500-7,499	24	2,052	2.2	25	2,282	2.4	26	2,436	2.4
7,500+	9	2,480	2.1	12	3,495	2.3	11	3,293	2.3
State	374	12,817	2.7	325	12,936	2.7	325	12,790	2.7

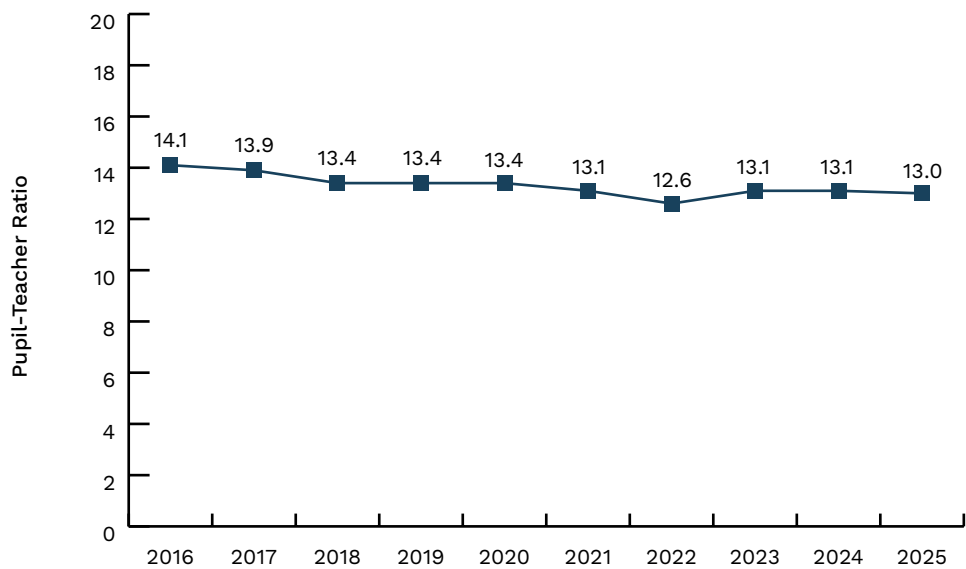
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Notes: Only includes grade 9-12 teaching assignments for 2023-24 and 2024-25 for a teacher who has at least one grade 9-12 assignment. Includes AEA teachers. Does not include independent charter schools.

Table 5-21: Distribution of Assignments for Iowa Full-Time Public School Teachers for Grades 9-12, 2024-25

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,682	36.6%	36.6%
2	2,701	21.1%	57.7%
3	1,917	15.0%	72.7%
4	1,450	11.3%	84.1%
5	922	7.2%	91.3%
6	553	4.3%	95.6%
7	293	2.3%	97.9%
8	152	1.2%	99.1%
9	79	0.6%	99.7%
10	29	0.2%	99.9%
11	5	0.0%	99.9%
12	2	0.0%	100.0%
13	2	0.0%	100.0%
14	2	0.0%	100.0%
15	1	0.0%	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Notes: Only includes grade 9-12 teaching assignments for a teacher who has at least one grade 9-12 assignment.
 Includes AEA teachers. Does not include independent charter schools.

Figure 5-11: Iowa Public School K-12 Pupil-Teacher Ratios, 2015-16 to 2024-25



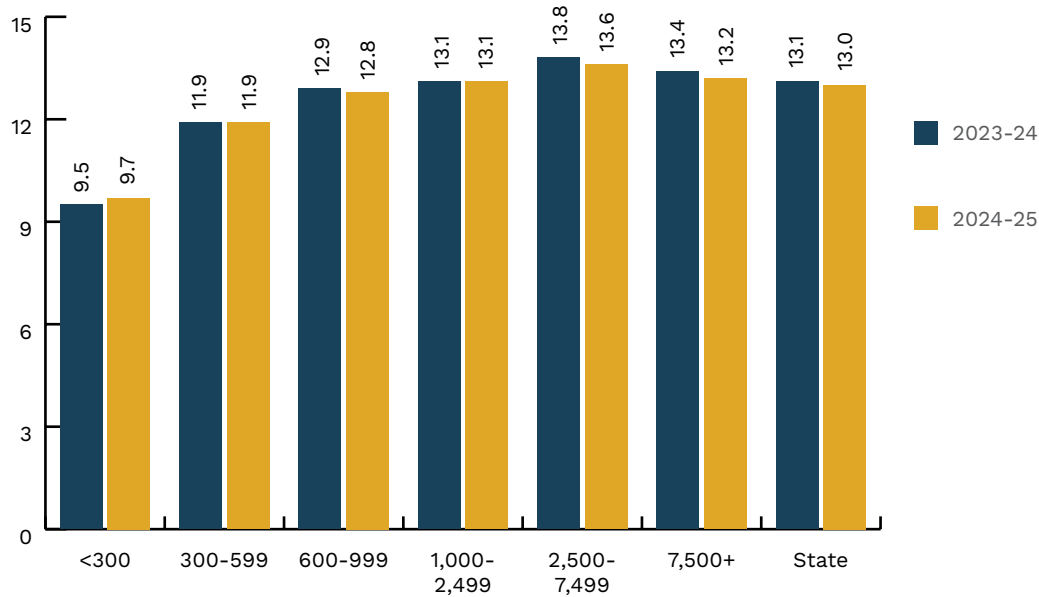
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-22: Iowa Public School K-12 Pupil-Teacher Ratios by District Size Category, 2024-25

District Size Category	Number of Students	Number of FTE Teachers	Ratio
Under 300	7,106	730.8	9.7
300-599	50,214	4,224.3	11.9
600-999	57,556	4,481.7	12.8
1,000-2,499	106,520	8,156.8	13.1
2,500-7,499	108,276	7,932.3	13.6
7,500+	145,188	10,973.3	13.2
State	474,860	36,499.2	13.0

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Figure 5-12: Iowa Public School K-12 Pupil-Teacher Ratios by District Size Category, 2023-24 and 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-23: Instructional Aides in Iowa Public Schools by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 2000-01 to 2024-25	% Change in FTE Aides 2023-24 to 2024-25
	2000-01	2023-24	2024-25		
Under 300	113.4	339.3	381.7	236.6%	12.5%
300-599	685.9	1,813.6	1,816.1	164.8%	0.1%
600-999	1,054.0	1,868.8	1,933.4	83.4%	3.5%
1,000-2,499	2,023.3	3,559.5	3,544.7	75.2%	-0.4%
2,500-7,499	1,681.6	2,899.9	3,268.0	94.3%	12.7%
7,500+	2,204.5	3,635.6	4,162.4	88.8%	14.5%
State	7,762.7	14,116.6	15,106.3	94.6%	7.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

PRINCIPALS

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percentage of female principals and principals of color in public schools was highest in the largest enrollment category. The percentage of principals with advanced degrees was highest in the smallest enrollment category (Table 5-25). The average salary of male principals was 5.3% higher than female principals. The percentage of principals with advanced degrees was higher for females than males, and the average years of district experience was higher for female principals than male principals. The average years of total experience was slightly higher for male than female principals (Table 5-26). In 2024-25, 8.3% of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 5-28). The average salary of full-time public school principals increased by 2.0% between 2023-24 and 2024-25. The average salary of principals in the largest enrollment category was 43.0% higher than that of principals in the smallest enrollment category (Table 5-29).

Table 5-24: Characteristics of Iowa Full-Time Principals, 2000-01, 2023-24 and 2024-25

Characteristics	Public			Nonpublic		
	2000-01	2023-24	2024-25	2000-01	2023-24	2024-25
Average Age	47.8	46.0	46.0	49.0	47.6	47.8
Percent Female	30.6%	46.6%	46.6%	50.5%	62.2%	65.5%
Percent Staff of Color	3.5%	4.6%	4.7%	1.0%	1.2%	1.2%
Percent Advanced Degree	96.0%	77.1%	77.3%	90.5%	91.5%	89.3%
Average Total Experience (Years)	22.4	19.0	18.8	23.3	22.2	22.0
Average District/AEA Experience (Years)	11.8	10.7	10.4	8.7	11.0	10.4
Number of Principals	1,124	1,168	1,175	105	82	84

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Excludes independent charter schools in 2024-25.

Table 5-25: Characteristics of Iowa Full-Time Public School Principals by District Size Category, 2024-25

District Size Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Staff of Color	Percent Advanced Degree	Average Total Experience (Years)	Average District/ AEA Experience (Years)
Under 300	47	45.2	51.1%	2.1%	85.1%	17.9	7.4
300-599	197	45.4	47.2%	1.5%	71.6%	19.8	8.7
600-999	187	45.7	36.9%	1.1%	71.1%	19.9	8.5
1,000-2,499	272	45.9	41.9%	1.1%	75.4%	18.8	9.5
2,500-7,499	204	46.9	50.0%	5.9%	82.4%	19.1	10.9
7,500+	267	46.4	54.3%	12.7%	82.4%	17.4	13.8
AEA	1	41.0	100.0%	0.0%	100.0%	18.0	16.0
State	1,175	46.0	46.6%	4.7%	77.3%	18.8	10.4

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-26: Gender Comparison of Iowa Full-Time Public School Principals, 2024-25

Characteristics	Female	Male
Average Age	46.1	46.0
Percent Staff of Color	4.7%	4.6%
Percent Advanced Degree	80.7%	74.3%
Average Total Experience (Years)	18.7	19.0
Average District/AEA Experience (Years)	10.8	10.0
Average Total Salary	\$115,806	\$121,992
Number of Principals	548	627

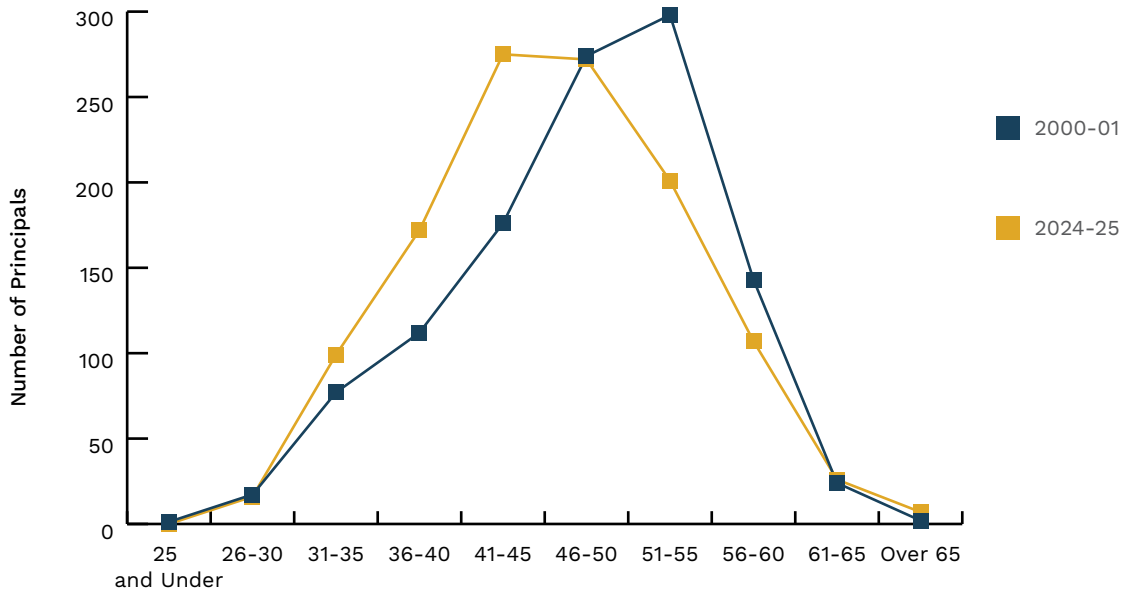
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-27: Iowa Full-Time Public School Principal Age Distributions, 2000-01 and 2024-25

Age Interval	2000-01				2024-25			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	16	16	1.4%	1.4%
31-35	77	95	6.9%	8.5%	99	115	8.4%	9.8%
36-40	112	207	10.0%	18.4%	172	287	14.6%	24.4%
41-45	176	383	15.7%	34.1%	275	562	23.4%	47.8%
46-50	274	657	24.4%	58.5%	272	834	23.1%	71.0%
51-55	298	955	26.5%	85.0%	201	1,035	17.1%	88.1%
56-60	143	1,098	12.7%	97.7%	107	1,142	9.1%	97.2%
61-65	24	1,122	2.1%	99.8%	26	1,168	2.2%	99.4%
Over 65	2	1,124	0.2%	100.0%	7	1,175	0.6%	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Figure 5-13: Iowa Full-Time Public School Principal Age Distributions, 2000-01 and 2024-25



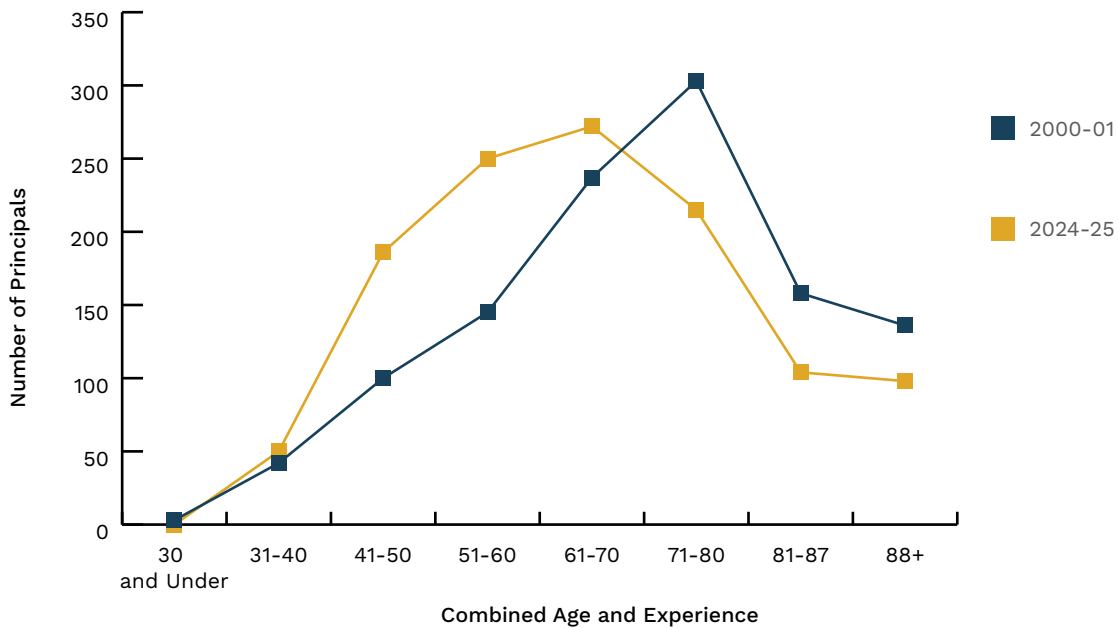
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-28: Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-01 and 2024-25

Combined Age and Experience Interval	2000-01				2024-25			
	Number of Principals	Cumulative Total	Percent	Cumulative Percent	Number of Principals	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	0	0	0.0%	0.0%
31-40	42	45	3.7%	4.0%	50	50	4.3%	4.3%
41-50	100	145	8.9%	12.9%	186	236	15.8%	20.1%
51-60	145	290	12.9%	25.8%	250	486	21.3%	41.4%
61-70	237	527	21.1%	46.9%	272	758	23.1%	64.5%
71-80	303	830	27.0%	73.8%	215	973	18.3%	82.8%
81-87	158	988	14.1%	87.9%	104	1,077	8.9%	91.7%
88+	136	1,124	12.1%	100.0%	98	1,175	8.3%	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Figure 5-14: Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-01 and 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-29: Average Total Salary of Iowa Full-Time Public School Principals by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Average Total Salary			Number of Principals 2024-25	Percent Salary Change	
	2000-01	2023-24	2024-25		2000-01 to 2024-25	2023-24 to 2024-25
Under 300	\$51,775	\$93,313	\$94,480	47	82.5%	1.3%
300-599	\$54,331	\$103,483	\$105,186	197	93.6%	1.6%
600-999	\$58,539	\$107,270	\$108,665	187	85.6%	1.3%
1,000-2,499	\$64,381	\$116,148	\$118,672	272	84.3%	2.2%
2,500-7,499	\$69,145	\$124,338	\$127,225	204	84.0%	2.3%
7,500+	\$71,935	\$132,338	\$135,100	267	87.8%	2.1%
AEA	\$69,796	\$162,114	\$163,758	1	134.6%	1.0%
State	\$63,409	\$116,786	\$119,107	1,175	87.8%	2.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA principals.

SUPERINTENDENTS

The tables in this section present data on full-time superintendents in Iowa public schools. The percentage of superintendents with specialist/doctorate degrees decreased slightly between 2023-24 and 2024-25. The percentage of superintendents of color remained the same between 2023-24 and 2024-25 (Table 5-30). The percentage of female superintendents was highest in the largest enrollment category in 2024-25. The percentage of superintendents with specialist/doctorate degrees was highest in the 2,500-7,499 enrollment category (Table 5-31). The average salary of female superintendents was 9.3% higher than male superintendents. The percentage of superintendents with specialist/doctorate degrees was higher for females than males (Table 5-32). The percentage of superintendents with a combined age and experience of 88 years or more, and therefore eligible to retire, in 2024-25 was 13.3% (Table 5-34). The average salary of superintendents increased by 3.4% between 2023-24 and 2024-25 (Table 5-35).

Table 5-30: Characteristics of Iowa Full-Time Public School Superintendents, 2000-01, 2023-24 and 2024-25

Characteristics	Public		
	2000-01	2023-24	2024-25
Average Age	52.1	51.0	50.9
Percent Female	5.8%	14.9%	14.1%
Percent Staff of Color	0.9%	2.7%	2.7%
Percent Specialist/Doctorate Degree	59.2%	42.9%	42.0%
Average Total Experience (Years)	26.9	22.3	22.2
Average District Experience (Years)	8.0	6.9	6.7
Number of Superintendents	326	262	255

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

Table 5-31: Characteristics of Iowa Full-Time Public School Superintendents by District Size Category, 2024-25

District Size Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Staff of Color	Percent Specialist/Doctorate Degree	Average Total Experience (Years)	Average District Experience (Years)
Under 300	11	49.0	0.0%	0.0%	27.3%	21.9	6.9
300-599	66	50.8	4.5%	0.0%	42.4%	23.2	6.9
600-999	67	50.2	10.4%	0.0%	38.8%	24.4	6.7
1,000-2,499	73	51.5	23.3%	4.1%	45.2%	21.6	6.0
2,500-7,499	26	51.9	23.1%	3.8%	53.8%	19.8	7.4
7,500+	11	51.8	27.3%	27.3%	27.3%	12.8	8.8
AEA	1	49.0	0.0%	0.0%	0.0%	24.0	9.0
State	255	50.9	14.1%	2.7%	42.0%	22.2	6.7

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: The superintendent at the AEA is an AEA staff member who also served as a superintendent in a public school district.

Table 5-32: Gender Comparison of Iowa Full-Time Public School Superintendents, 2024-25

Characteristics	Female	Male
Average Age	52.0	50.8
Percent Staff of Color	2.8%	2.7%
Percent Specialist/Doctorate Degree	58.3%	39.3%
Average Total Experience (Years)	18.0	22.9
Average District Experience (Years)	4.7	7.1
Average Total Salary	\$196,088	\$179,416
Number of Superintendents	36	219

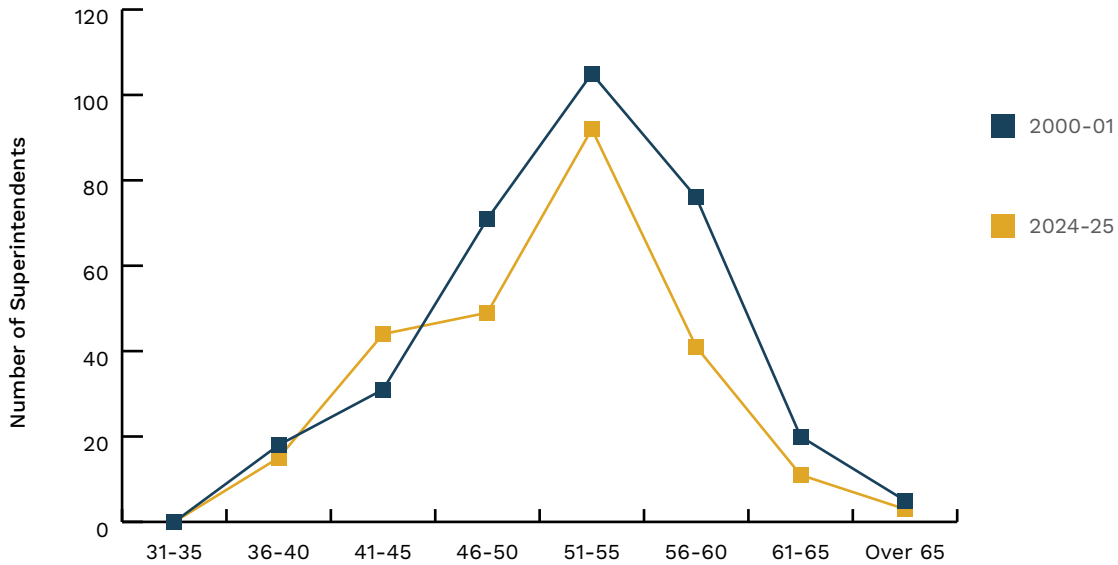
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes an AEA staff member who also served as a superintendent in a public school district.

Table 5-33: Age Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2024-25

Age Interval	2000-01				2024-25			
	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent
35 and Under	0	0	0.0%	0.0%	0	0	0.0%	0.0%
36-40	18	18	5.5%	5.5%	15	15	5.9%	5.9%
41-45	31	49	9.5%	15.0%	44	59	17.3%	23.1%
46-50	71	120	21.8%	36.8%	49	108	19.2%	42.4%
51-55	105	225	32.2%	69.0%	92	200	36.1%	78.4%
56-60	76	301	23.3%	92.3%	41	241	16.1%	94.5%
61-65	20	321	6.1%	98.5%	11	252	4.3%	98.8%
Over 65	5	326	1.5%	100.0%	3	255	1.2%	100.0%

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

Figure 5-15: Age Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2024-25



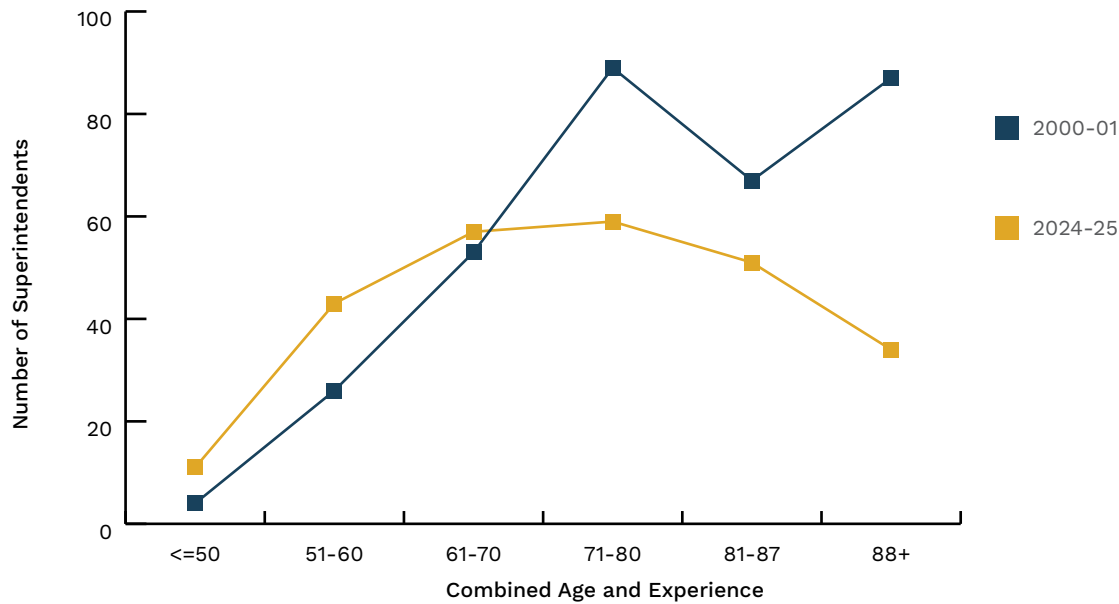
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 5-34: Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2024-25

Combined Age and Experience Interval	2000-01				2024-25			
	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent	Number of Superintendents	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	11	11	4.3%	4.3%
51-60	26	30	8.0%	9.2%	43	54	16.9%	21.2%
61-70	53	83	16.3%	25.5%	57	111	22.4%	43.5%
71-80	89	172	27.3%	52.8%	59	170	23.1%	66.7%
81-87	67	239	20.6%	73.3%	51	221	20.0%	86.7%
88+	87	326	26.7%	100.0%	34	255	13.3%	100.0%

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

Figure 5-16: Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-01 and 2024-25



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

Table 5-35: Average Total Salary of Iowa Full-Time Public School Superintendents by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Average Total Salary			Number of Superintendents 2024-25	Percent Salary Change	
	2000-01	2023-24	2024-25		2000-01 to 2024-25	2023-24 to 2024-25
Under 300	\$63,569	\$145,356	\$151,051	11	137.6%	3.9%
300-599	\$71,049	\$155,088	\$162,113	66	128.2%	4.5%
600-999	\$76,935	\$163,448	\$167,677	67	117.9%	2.6%
1,000-2,499	\$85,772	\$185,049	\$188,866	73	120.2%	2.1%
2,500-7,499	\$104,464	\$218,566	\$226,828	26	117.1%	3.8%
7,500+	\$125,036	\$254,078	\$262,055	11	109.6%	3.1%
AEA	-	\$116,880	\$188,557	1	-	-
State	\$79,836	\$175,825	\$181,770	255	127.7%	3.4%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

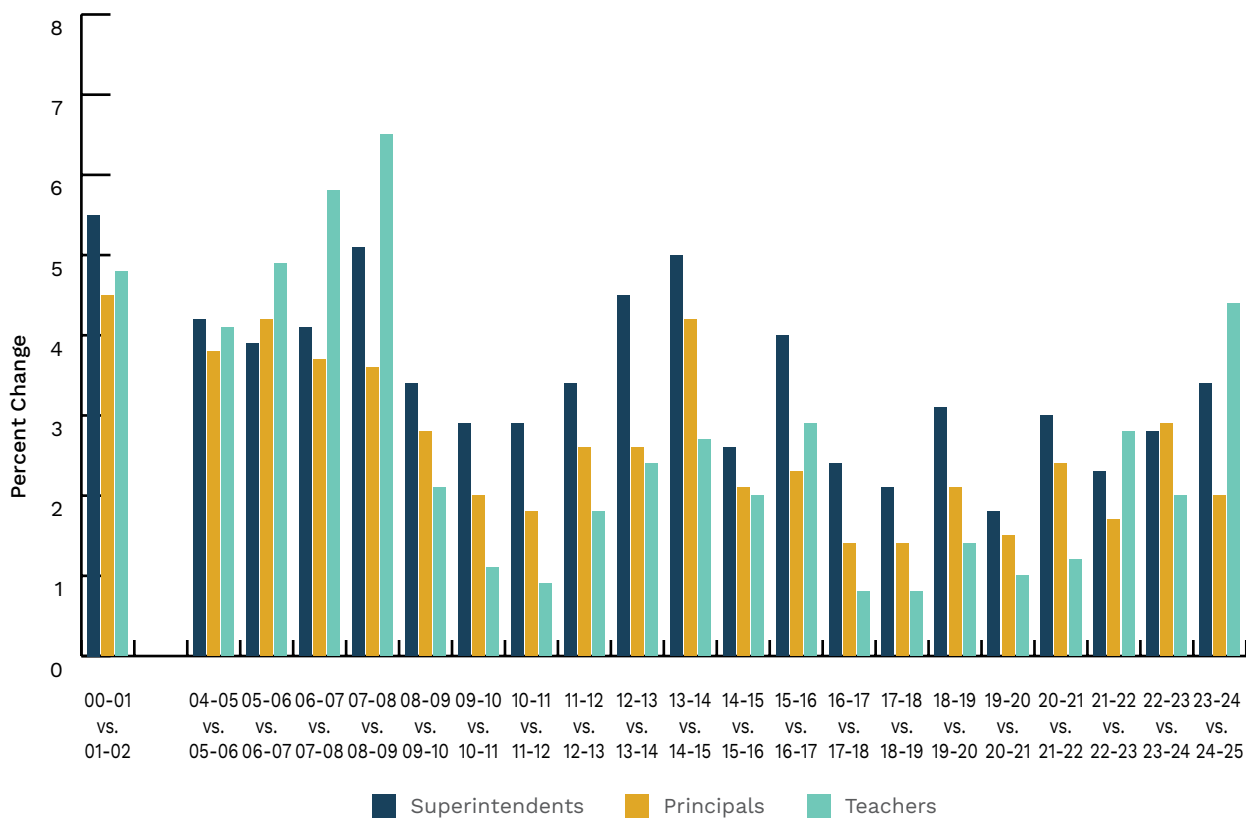
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

In 2023-24 and 2024-25, the superintendent at the AEA is an AEA staff member who also served as a superintendent in a public school district (there was no case of this in 2000-01).

TEACHER, PRINCIPAL AND SUPERINTENDENT SALARY COMPARISON

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2001-02 to 2005-06 and 2009-10 to 2021-22. For the first time since 2008-09, the average salary of teachers in 2022-23 had a higher percentage increase than the average salary of principals and superintendents. In 2024-25, teachers had the largest percentage increase in average salary (Figure 5-17 and Table 5-36).

Figure 5-17: Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals and Superintendents 2000-01 vs. 2001-02 and 2004-05 vs. 2005-06 to 2023-24 vs. 2024-25



Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Does not include independent charter schools.

Table 5-36: Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by District Size Category, 2000-01 and 2024-25

District Size Category	2000-01			2024-25		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
Under 300	\$28,811	\$51,775	\$63,569	\$58,713	\$94,480	\$151,051
300-599	\$31,557	\$54,331	\$71,049	\$60,838	\$105,186	\$162,113
600-999	\$33,809	\$58,539	\$76,935	\$62,491	\$108,665	\$167,677
1,000-2,499	\$35,912	\$64,381	\$85,772	\$65,725	\$118,672	\$188,866
2,500-7,499	\$38,266	\$69,145	\$104,464	\$69,159	\$127,225	\$226,828
7,500+	\$40,452	\$71,935	\$125,036	\$71,489	\$135,100	\$262,055
AEA	\$36,196	\$69,796	-	\$74,780	\$163,758	\$188,557
State	\$36,479	\$63,409	\$79,836	\$67,145	\$119,107	\$181,770

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Teacher figures for 2024-25 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2024-25 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.). Average salaries for these staff include salaries for these additional responsibilities.

PUBLIC SCHOOL PROFESSIONAL SCHOOL COUNSELORS

The characteristics of professional school counselors remained about the same between 2023-24 and 2024-25 (Table 5-37). All districts are required by Iowa Code (256.11) to have a professional school counselor licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district; there were 29 shared between more than one district in 2024-25. The percentage of professional school counselors eligible to retire with a combined age and years of experience of 88 or more was 5.2% in 2024-25 (Table 5-39). The average salary of professional school counselors increased by 3.8% between 2023-24 and 2024-25 (Table 5-40).

Table 5-37: Characteristics of Iowa Full-Time Public School Professional School Counselors 2000-01, 2023-24 and 2024-25

Characteristics	2000-01	2023-24	2024-25
Average Age	46.4	41.4	41.6
Percent Female	64.2%	85.0%	84.1%
Percent Staff of Color	1.6%	4.1%	4.8%
Percent Advanced Degree	86.9%	80.1%	79.9%
Average Total Experience (Years)	18.8	13.2	13.3
Average District Experience (Years)	12.1	9.1	9.0
Number of Professional School Counselors	1,194	1,480	1,508

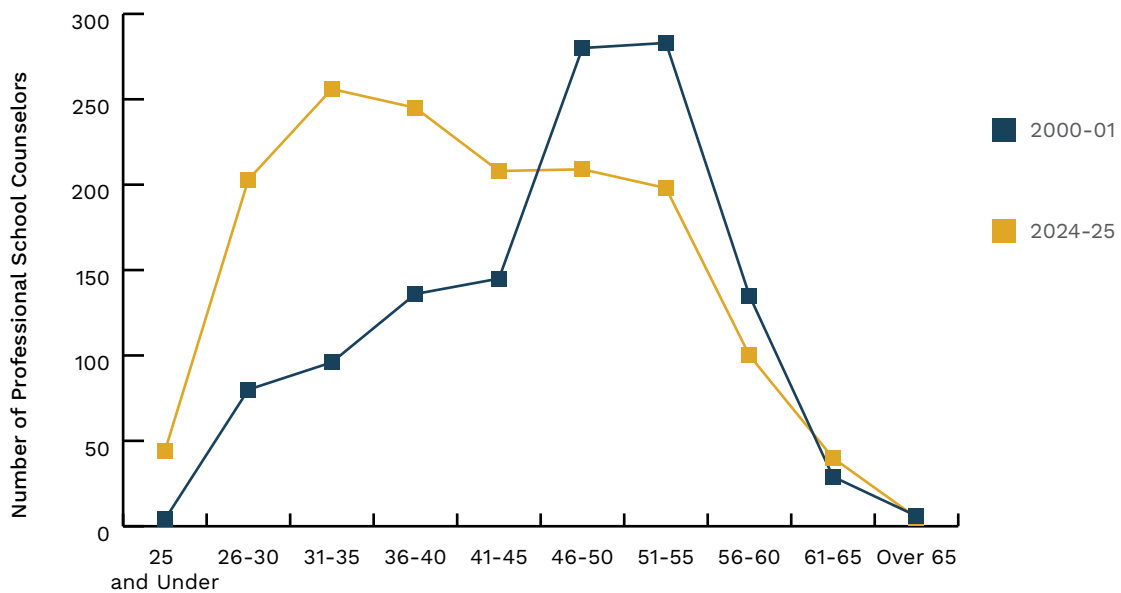
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Does not include AEA staff.

Table 5-38: Iowa Full-Time Public School Professional School Counselors Age Distributions, 2000-01 and 2024-25

Age Interval	2000-01				2024-25			
	Number of Counselors	Cumulative Total	Percent	Cumulative Percent	Number of Counselors	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	44	44	2.9%	2.9%
26-30	80	84	6.7%	7.0%	203	247	13.5%	16.4%
31-35	96	180	8.0%	15.1%	256	503	17.0%	33.4%
36-40	136	316	11.4%	26.5%	245	748	16.2%	49.6%
41-45	145	461	12.1%	38.6%	208	956	13.8%	63.4%
46-50	280	741	23.5%	62.1%	209	1,165	13.9%	77.3%
51-55	283	1,024	23.7%	85.8%	198	1,363	13.1%	90.4%
56-60	135	1,159	11.3%	97.1%	100	1,463	6.6%	97.0%
61-65	29	1,188	2.4%	99.5%	40	1,503	2.7%	99.7%
Over 65	6	1,194	0.5%	100.0%	5	1,508	0.3%	100.0%

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

Figure 5-18: Iowa Full-Time Public School Professional School Counselors Age Distributions, 2000-01 and 2024-25



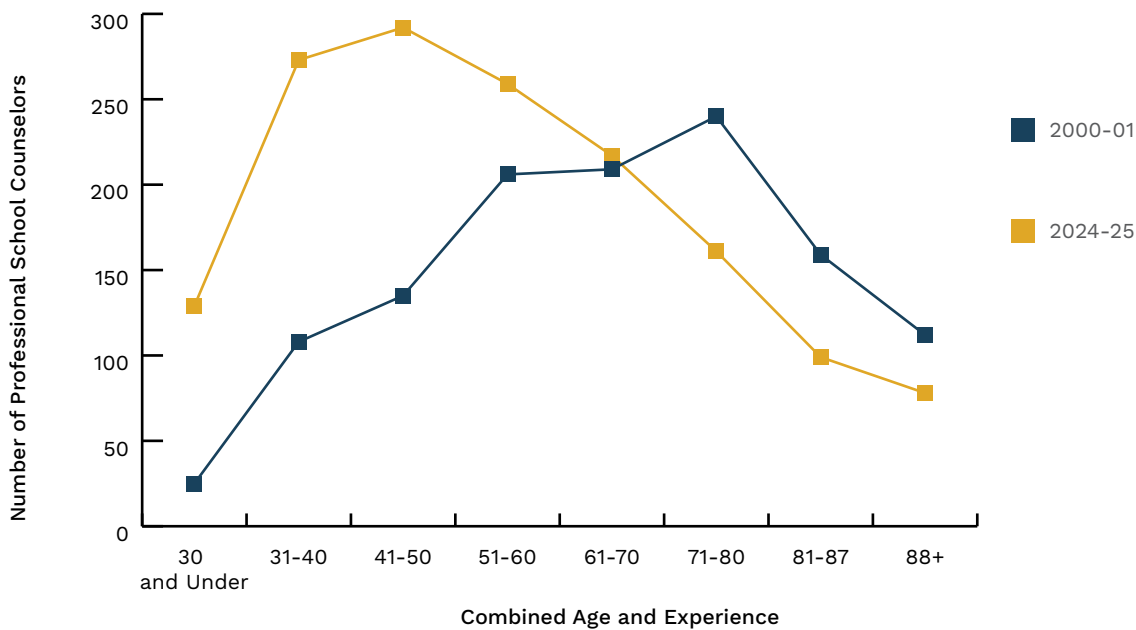
Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Does not include AEA staff.

Table 5-39: Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-01 and 2024-25

Combined Age and Experience Interval	2000-01				2024-25			
	Number of Counselors	Cumulative Total	Percent	Cumulative Percent	Number of Counselors	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	129	129	8.6%	8.6%
31-40	108	133	9.0%	11.1%	273	402	18.1%	26.7%
41-50	135	268	11.3%	22.4%	292	694	19.4%	46.0%
51-60	206	474	17.3%	39.7%	259	953	17.2%	63.2%
61-70	209	683	17.5%	57.2%	217	1,170	14.4%	77.6%
71-80	240	923	20.1%	77.3%	161	1,331	10.7%	88.3%
81-87	159	1,082	13.3%	90.6%	99	1,430	6.6%	94.8%
88+	112	1,194	9.4%	100.0%	78	1,508	5.2%	100.0%

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

Figure 5-19: Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-01 and 2024-25



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

Table 5-40: Average Total Salary of Iowa Full-Time Public School Professional School Counselors by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Average Total Salary			Number of Full-Time Professional School Counselors 2024-25	Percent Salary Change	
	2000-01	2023-24	2024-25		2000-01 to 2024-25	2023-24 to 2024-25
Under 300	\$33,912	\$51,066	\$57,600	29	69.9%	12.8%
300-599	\$35,907	\$59,495	\$62,225	165	73.3%	4.6%
600-999	\$37,702	\$60,609	\$64,291	185	70.5%	6.1%
1,000-2,499	\$41,062	\$66,270	\$68,363	349	66.5%	3.2%
2,500-7,499	\$44,628	\$70,364	\$72,489	325	62.4%	3.0%
7,500+	\$46,886	\$72,860	\$75,456	455	60.9%	3.6%
State	\$42,126	\$67,444	\$70,014	1,508	66.2%	3.8%

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

PUBLIC SCHOOL LIBRARY/MEDIA STAFF

Library/media staff members licensed through the Board of Educational Examiners have the position title of Teacher Librarian/Media Specialist. Prior to the 2023-24 school year, districts were required by Iowa Code (256.11) to have a licensed library/media specialist. The signing of SF 391 in the 2023 legislative session changed this requirement to that each school district shall employ either a licensed teacher librarian or a person previously employed as a librarian by a public library. SF 391 also states the Board of Educational Examiners “shall not require an applicant for a teacher librarian license to have a master’s degree.”

Districts are able to share library/media specialists with another district; there were 23 shared between more than one district in 2024-25. The percentage of library/media specialists with advanced degrees increased slightly between 2023-24 and 2024-25 (Table 5-41). The number of full-time licensed library/media specialists remained about the same in 2023-24 and 2024-25 (Table 5-41). The average salary of library/media specialists increased by 3.7% between 2023-24 and 2024-25 (Table 5-42). Library/media associates are staff members who support the library/media specialists in the library/media center. The number of library/media associates increased by 3.1% between 2023-24 and 2024-25.

Table 5-41: Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-01, 2023-24 and 2024-25

Characteristics	2000-01	2023-24	2024-25
Average Age	48.5	46.1	46.7
Percent Female	90.6%	94.4%	94.9%
Percent Staff of Color	0.8%	1.1%	1.1%
Percent Advanced Degree	59.6%	68.9%	69.7%
Average Total Experience	19.6	17.6	18.3
Average District Experience	14.3	12.2	12.5
Number of Library/Media Specialists	636	373	376

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

Table 5-42: Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Average Total Salary			Number of Full-Time Licensed Library/Media Specialists 2024-25	Percent Salary Change	
	2000-01	2023-24	2024-25		2000-01 to 2024-25	2023-24 to 2024-25
Under 300	\$28,997	\$57,729	\$54,776	8	88.9%	-5.1%
300-599	\$33,415	\$62,228	\$65,920	35	97.3%	5.9%
600-999	\$35,926	\$66,127	\$68,427	40	90.5%	3.5%
1,000-2,499	\$39,377	\$67,610	\$69,670	73	76.9%	3.0%
2,500-7,499	\$42,276	\$73,217	\$76,756	113	81.6%	4.8%
7,500+	\$45,636	\$78,339	\$80,855	107	77.2%	3.2%
State	\$39,797	\$71,554	\$74,184	376	86.4%	3.7%

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

Table 5-43: Iowa Public School Non-Licensed Library/Media Associates by District Size Category, 2000-01, 2023-24 and 2024-25

District Size Category	Number of Full-Time Equivalent (FTE) Associates			% Change in FTE Aides 2000-01 to 2024-25	% Change in FTE Aides 2023-24 to 2024-25
	2000-01	2023-24	2024-25		
Under 300	26.3	9.0	10.7	-59.3%	18.9%
300-599	143.9	61.5	59.4	-58.7%	-3.4%
600-999	204.2	58.8	61.4	-69.9%	4.4%
1,000-2,499	284.1	138.8	139.8	-50.8%	0.7%
2,500-7,499	246.8	53.0	57.9	-76.5%	9.2%
7,500+	180.1	66.0	70.1	-61.1%	6.2%
State	1,085.4	387.1	399.3	-63.2%	3.1%

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

AREA EDUCATION AGENCY (AEA) LICENSED STAFF

Staff at Iowa’s nine area education agencies (AEAs) developed and provided programs, services, school improvement support, professional development, school-community planning, special education services, school technology and media services to Iowa school districts in 2024-25. As seen in Table 5-44, the percentages of AEA staff of color, female AEA staff and AEA staff with advanced degrees increased slightly between 2023-24 and 2024-25. The average salary of AEA staff decreased by 3.0% between 2023-24 and 2024-25. Almost half of the AEA staff (49.3%) in 2024-25 held a Special Education Support position (Table 5-45).

**Table 5-44: Characteristics of Iowa Full-Time Licensed AEA Staff
2000-01, 2023-24 and 2024-25**

Characteristics	2000-01	2023-24	2024-25
Average Age	44.8	43.7	44.2
Percent Female	77.3%	93.1%	93.9%
Percent Staff of Color	1.0%	2.1%	2.2%
Percent Advanced Degree	79.4%	88.9%	90.2%
Average Total Experience	17.2	16.8	17.2
Average Number of Contract Days	197.3	194.9	194.8
Average Total Salary	\$44,351	\$84,407	\$81,895
Number of AEA Staff	2,225	2,538	2,225

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Table 5-45: Number of Full-Time AEA Licensed Staff by Position, 2024-25

Position	Number	Percent
AEA Chief Administrator	8	0.4%
AEA Zone/Regional Coordinator	62	2.8%
Assistant Principal	-	0.0%
Behavior Analyst	1	0.0%
Content/Curriculum Consultant	182	8.1%
Director/Coordinator/Department Head	24	1.1%
Counselor	1	0.0%
Early Childhood Reg Ed Teacher	3	0.1%
Early Childhood Special Ed Teacher	50	2.2%
Home Intervention Teacher	11	0.5%
Itinerant Teacher	99	4.4%
Juvenile Home Teacher	30	1.3%
Mental Health Professional	1	0.0%
Nurse	4	0.2%
Other Administrator	19	0.8%
Principal	1	0.0%
Regular Education Teacher	5	0.2%
School Business Official	7	0.3%
Social Worker	164	7.3%
Special Ed Support	1,111	49.3%
Special Education Consultant	377	16.7%
Special Education Director	11	0.5%
Special Education Teacher	58	2.6%
Specialist	12	0.5%
Superintendent	1	0.0%
Supervisor-Licensed	1	0.0%
Teacher Leader	-	0.0%
Teacher Librarian/Media Specialist	9	0.4%
Total	2,252	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: This total may not match the total in Table 5-44 because one person could have more than one position.

LICENSED STAFF STATE TOTALS

Table 5-46 shows the distribution of public and nonpublic school licensed staff by AEA service area in 2024-25. Central Rivers AEA and Heartland AEA each served 53 school districts – the most of any of the nine AEAs. Keystone and Mississippi Bend AEAs served the fewest, at 21 districts each. Districts in the Heartland AEA service area had the highest percentage of public school licensed staff at 28.8%, while districts in the Keystone AEA service area had the highest percentage of nonpublic school licensed staff at 18.6%.

Table 5-46: Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2024-25

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number of Districts	Percent	Number of Staff	Percent	Number of Staff	Percent
Keystone	21	6.5%	2,807	6.2%	319	18.6%
Central Rivers	53	16.3%	5,824	13.0%	214	12.5%
Prairie Lakes	36	11.1%	2,747	6.1%	159	9.3%
Mississippi Bend	21	6.5%	4,152	9.2%	140	8.2%
Grant Wood	32	9.8%	6,347	14.1%	288	16.8%
Heartland	53	16.3%	12,924	28.8%	274	16.0%
Northwest	34	10.5%	3,561	7.9%	217	12.6%
Green Hills	43	13.2%	3,415	7.6%	74	4.3%
Great Prairie	32	9.8%	3,164	7.0%	32	1.9%
State	325	100.0%	44,941	100.0%	1,717	100.0%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: AEA full-time licensed staff are included.

PUBLIC SCHOOL NURSES

Iowa Code (256.11) requires each school district to have a nurse who is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. There were six nurses shared between districts in 2024-25. Registered Nurses licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BOEE) and are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses who are licensed by the Board of Nursing and have an associate degree or diploma may practice in a school district, but they do not qualify for a school nurse SPR. These nurses are reported as non-licensed staff on the Fall BEDS staff collection. The nurse full-time equivalent (FTE) counts listed in Table 5-47 include nurses with a SPR and without a SPR. The FTE count of nurses remained about the same between 2023-24 and 2024-25.

Table 5-47: Iowa Public School Nurse FTE by District Size Category, 2023-24 and 2024-25

District Size Category	2023-24	2024-25	% Change in FTE Nurses 2023-24 to 2024-25
Under 300	18.7	21.0	12.1%
300-599	93.7	90.0	-3.9%
600-999	91.6	87.9	-4.0%
1,000-2,499	161.2	160.5	-0.4%
2,500-7,499	146.6	156.6	6.8%
7,500+	201.7	194.4	-3.6%
State	713.5	710.3	-0.4%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: Does not include AEA staff. Every district is required to have a nurse. Some districts may share with another district.

Does not include nurses contracted with an outside agency such as a hospital, clinic or county health department.

NON-LICENSED STAFF

Table 5-48 presents the characteristics of full-time, non-licensed staff in Iowa public schools and AEAs in 2010-11, 2023-24 and 2024-25. Non-licensed staff are staff with positions that do not require a license from the Iowa Board of Educational Examiners. The average salary of full-time, non-licensed staff increased by 5.2% between 2023-24 and 2024-25, while most of the other characteristics remained about the same. The percent of staff of color increased by 2 percentage points between 2023-24 and 2024-25. The number and average salary of non-licensed staff by position are listed in Table 5-49. The greatest percentage of non-licensed staff based on full-time equivalency (FTE) were paraprofessionals/aides (44.4%).

Table 5-48: Characteristics of Iowa Public School Full-Time Non-Licensed Staff 2010-11, 2023-24 and 2024-25

Characteristics	2010-11	2023-24	2024-25
Average Age	47.8	45.3	45.0
Percent Female	77.6%	77.7%	77.3%
Percent Staff of Color	5.0%	8.7%	10.8%
Average Total Experience (Years)	4.9	7.8	7.4
Average Number of Contract Days	209.5	201.8	202.8
Average Total Salary	\$23,753	\$33,825	\$35,567
Number of Non-Licensed Staff	24,154	29,470	32,143

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: Includes AEA non-licensed staff. Excludes independent charter school non-licensed staff in 2024-25.

Table 5-49: Number and Average Salary of Iowa Public School Non-Licensed Staff by Position, 2024-25

Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number of FTEs	Percent	Number of Staff	Percent	Average Total Salary	Number of Staff	Percent	Average Total Salary
Paraprofessionals/Aides	15,256.3	44.4%	15,025	44.6%	\$22,960	2,583	26.4%	\$17,833
Operations and Maintenance	4,229.2	12.3%	4,140	12.3%	\$44,757	335	3.4%	\$21,062
Food Service	3,225.8	9.4%	1,986	5.9%	\$24,210	2,572	26.2%	\$14,927
School Administrative Support	2,133.2	6.2%	2,126	6.3%	\$35,559	116	1.2%	\$19,562
Pupil Transportation	1,924.2	5.6%	1,097	3.3%	\$34,181	2,407	24.6%	\$18,771
Student Support	1,393.4	4.1%	2,747	8.2%	\$56,720	516	5.3%	\$7,322
District Wide Administrative Support	1,042.5	3.0%	1,053	3.1%	\$52,124	42	0.4%	\$20,825
Other Support	751.9	2.2%	917	2.7%	\$44,831	366	3.7%	\$9,184
Day Care Worker	548.5	1.6%	490	1.5%	\$31,006	320	3.3%	\$15,103
Other Professional	438.8	1.3%	456	1.4%	\$62,657	36	0.4%	\$9,749
Library Media Associate	417.7	1.2%	412	1.2%	\$25,012	77	0.8%	\$18,112
Technology Support	384.1	1.1%	390	1.2%	\$59,930	15	0.2%	\$23,767
Nurse (No BOEE Folder)	330.3	1.0%	316	0.9%	\$50,945	60	0.6%	\$24,398
Technology	328.4	1.0%	341	1.0%	\$81,081	10	0.1%	\$50,361
Supervisor - Non-Licensed	281.6	0.8%	295	0.9%	\$71,990	29	0.3%	\$19,938
Food Service Director	220.8	0.6%	229	0.7%	\$53,899	8	0.1%	\$29,889
Health Assistant	207.0	0.6%	223	0.7%	\$27,698	28	0.3%	\$18,237
Operations Director	193.7	0.6%	203	0.6%	\$78,933	3	0.0%	\$27,509
Transportation Director	174.1	0.5%	199	0.6%	\$74,027	10	0.1%	\$36,503
Transportation - Other than pupil transportation	170.5	0.5%	140	0.4%	\$46,674	118	1.2%	\$15,780
Security	164.8	0.5%	170	0.5%	\$39,235	51	0.5%	\$7,777
HR/Personnel Manager	135.7	0.4%	152	0.5%	\$81,207	5	0.1%	\$26,484
Sign Language Interpreters	100.5	0.3%	104	0.3%	\$46,717	3	0.0%	\$49,676
Board Secretary	65.8	0.2%	198	0.6%	\$80,825	6	0.1%	\$18,481
Other Technical	52.0	0.2%	48	0.1%	\$51,356	41	0.4%	\$5,289
Mental Health Counselors	45.8	0.1%	47	0.1%	\$55,012	0	0.0%	-

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.

Note: The total is not an unduplicated count. One person could have more than one position.

Includes AEA non-licensed staff. Excludes independent charter school non-licensed staff in 2024-25.

Contract type (full-time or part-time) is determined by FTE over all positions. Full-time staff are staff with FTE >=0.8 over all positions.

This may cause FTE counts to be lower than full-time counts.

Table 5-49: Number and Average Salary of Iowa Public School Non-Licensed Staff by Position, 2024-25 Continued

Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number of FTEs	Percent	Number of Staff	Percent	Average Total Salary	Number of Staff	Percent	Average Total Salary
School Business Officials - Other	43.3	0.1%	54	0.2%	\$78,462	3	0.0%	\$36,850
School Resource Officer	41.5	0.1%	33	0.1%	\$58,121	18	0.2%	\$34,014
Social Worker (no BOEE folder)	25.4	0.1%	25	0.1%	\$54,175	1	0.0%	\$8,802
AEA Supervisors/Managers	12.8	0.0%	16	0.0%	\$102,941	0	0.0%	-
Records Transfer Staff	12.4	0.0%	16	0.0%	\$44,893	0	0.0%	-
College and Career Transition Coordinator	11.7	0.0%	7	0.0%	\$57,711	18	0.2%	\$20,290
Dietitian	6.8	0.0%	6	0.0%	\$73,661	1	0.0%	\$60,819
Recreation and Therapeutic Recreation Specialists	2.3	0.0%	2	0.0%	\$47,179	1	0.0%	\$14,900
Recruiters	1.0	0.0%	1	0.0%	\$91,224	0	0.0%	-
Total	34,373.7	100.0%	33,664	100.0%	\$33,825	9,799	100.0%	\$15,823

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, staff files.
 Note: The total is not an unduplicated count. One person could have more than one position.
 Includes AEA non-licensed staff. Excludes independent charter school non-licensed staff in 2024-25.
 Contract type (full-time or part-time) is determined by FTE over all positions. Full-time staff are staff with FTE >=0.8 over all positions.
 This may cause FTE counts to be lower than full-time counts.

PROGRAM

The Program chapter provides information regarding the school district organization structure and curriculum data on courses taught and taken. The section also reports Senior Year Plus enrollment trends.

DISTRICTS AND SCHOOLS

The number of public school districts in Iowa has declined from 365 in 2005-06 to 325 in 2024-25 (Table 6-1). The number of accredited nonpublic schools in Iowa increased from 192 in 2023-24 to 213 in 2024-25 (Table 6-2).

Table 6-1: Number of Iowa Public School Districts and Number of Districts without a Public High School, 2005-06 to 2024-25

Year	Number of Public School Districts	Number of Districts without a Public High School	Percent of Districts without a Public High School
2005-06	365	25	6.8%
2006-07	365	25	6.8%
2007-08	364	29	8.0%
2008-09	362	30	8.3%
2009-10	361	31	8.6%
2010-11	359	31	8.6%
2011-12	351	31	8.8%
2012-13	348	32	9.2%
2013-14	346	32	9.2%
2014-15	338	26	7.7%
2015-16	336	26	7.7%
2016-17	333	27	8.1%
2017-18	333	29	8.7%
2018-19	330	27	8.2%
2019-20	327	25	7.6%
2020-21	327	25	7.6%
2021-22	327	25	7.6%
2022-23	327	24	7.3%
2023-24	325	22	6.8%
2024-25	325	23	7.1%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Basic Educational Data Survey, address files.
 Note: Independent charter schools/organizations are not included in this data.

When examining data from 2015-16, 2023-24 and 2024-25, slightly less than two-thirds of districts had no more than a single elementary school, middle school or junior high, and high school (Table 6-2).

Table 6-2: Iowa Public School District, Public School Building, and Nonpublic School Information 2015-16, 2023-24 and 2024-25

Category	2015-16	2023-24	2024-25
Public School Districts	336	325	325
Total Number of Public School Buildings	1,350	1,316	1,314
Number of Districts with 1 to 3 Public School Buildings	214	209	208
Percent of Districts with 1 to 3 Public School Buildings	63.7%	64.3%	64.0%
Number of Districts with 4 to 6 Public School Buildings	88	84	86
Percent of Districts with 4 to 6 Public School Buildings	26.2%	25.8%	26.5%
Number of Districts with 7 to 9 Public School Buildings	20	15	14
Percent of Districts with 7 to 9 Public School Buildings	6.0%	4.6%	4.3%
Number of Districts with 10 or more Public School Buildings	14	17	17
Percent of Districts with 10 or more Public School Buildings	4.2%	5.2%	5.2%
Total Number of Independent Charter Schools	0	2	4
Total Number of Accredited Nonpublic Schools	178	192	213

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

CARNEGIE UNITS TAUGHT

Iowa’s general accreditation standards require each high school (grades 9-12) to “offer-and-teach” certain subjects and specify a minimum number of units for each course—although each school district selects its own local curriculum, textbooks, and other classroom materials. Iowa Administrative Code rule 281-12.5(13) defines a unit as “a course that meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; it requires the demonstration of proficiency of formal competencies associated with the course according to the State Guidelines for Competency-Based Education or its successor organization; or it is an equated requirement as a part of a flexible student and school support program filed as prescribed in rule 281—12.9(256).”

The average number of Carnegie units taught and taken was directly correlated with enrollment categories in all years listed (Table 6-3). The districts with 2,500 students or more provided the greatest average number of units in all subject areas listed. Senate File 391, passed during the 2023 legislative session, reduced the number of units school districts are required to offer and teach in the world languages and fine arts subject areas to two each from four and three, respectively.

Table 6-3: Average Curriculum Units Offered and Taught by Accreditation Area and District Size Category, 2015-16, 2023-24 and 2024-25

	District Size Category							
	State Standards Minimum Units	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2015-16								
Number of Districts		23	94	85	77	22	11	312
English/Language Arts	6	6.67	6.93	6.95	7.65	10.74	15.87	7.68
Mathematics	6	5.98	7.54	7.83	8.15	8.82	13.51	7.96
Science	5	5.67	6.40	6.69	7.15	10.05	13.38	7.12
Social Studies	5	5.10	5.47	5.42	5.82	8.32	11.86	5.94
World Language	4	3.40	4.13	4.08	4.98	9.63	15.67	5.08
Fine Arts	3	5.74	5.87	6.64	7.85	12.50	20.13	7.54
2023-24								
Number of Districts		20	101	71	74	25	12	303
English/Language Arts	6	6.28	6.55	6.60	7.21	9.00	12.22	7.13
Mathematics	6	6.20	6.86	7.54	7.17	7.94	10.32	7.28
Science	5	5.28	6.13	6.60	6.95	8.83	11.16	6.81
Social Studies	5	5.84	5.48	5.41	6.03	7.54	11.09	6.01
World Language	2	3.03	3.95	4.08	4.52	8.44	13.45	4.80
Fine Arts	2	4.62	5.27	6.28	7.23	10.84	19.88	6.97
2024-25								
Number of Districts		22	98	72	73	26	11	302
English/Language Arts	6	6.18	6.63	6.61	7.12	9.10	12.89	7.13
Mathematics	6	6.18	6.86	7.25	7.29	7.87	9.35	7.16
Science	5	5.53	6.05	6.55	7.03	9.09	11.17	6.81
Social Studies	5	5.40	5.61	5.57	6.18	7.54	10.94	6.07
World Language	2	3.50	3.94	4.14	4.46	8.41	12.94	4.78
Fine Arts	2	4.20	5.37	6.44	7.36	11.03	19.71	7.02

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files.
 Note: District size categories are defined by certified enrollment. Offer-and-teach requirements apply to grades 9-12, so only districts with a public high school are represented in this data.

ENROLLMENTS WITH WORLD LANGUAGE, ALGEBRA II, HIGHER-LEVEL MATHEMATICS, HIGHER-LEVEL SCIENCE AND HIGH-QUALITY COMPUTER SCIENCE COURSES

The Iowa Department of Education began collecting Advanced Placement course-taking data at the student level in 2004-05. A real four-year course-taking pattern has been available for the Annual Condition of Education Report since 2008. Tables 6-4 to 6-16 show Iowa public high school student enrollment in world languages, Algebra II, higher-level mathematics, higher-level science and high-quality computer science courses. The course enrollment data only include students who were enrolled in Iowa public high schools during each of the four years, from grade nine to grade 12. Each table shows non-duplicate enrollment at the state level and by district size category. Student group comparisons are reported by subject areas.

Table 6-4 examines world languages course enrollment in Iowa public high schools for the 2024 and 2025 graduating classes by student group. Table 6-5 displays the percentage of students enrolled in world languages courses by district size category for the same two graduating classes. Over 27,000 students in the graduating classes of 2024 and 2025 took at least one world language course, with 24,000 of them taking Spanish (Table 6-6). Following Spanish, the next two most frequently taken languages were French and German. The enrollment counts may include duplicates if a student took courses in more than one language. However, students are only counted once if the courses they took were different levels of the same language.

Tables 6-7 and 6-8 show the Algebra II courses taken by the 2024 and 2025 graduating classes, categorized student group and district size.

The courses in higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics. Tables 6-9 and 6-10 show the higher-level mathematics enrollment by student group and district size category for the two most recent graduating classes.

The course enrollment data for higher-level science (chemistry and physics) are displayed in Tables 6-11 and 6-13. Tables 6-12 and 6-14 show the higher-level science enrollment district size category for the classes of 2024 and 2025.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science. The introductory-level computer courses and computer applications are not counted as high-quality courses for this reporting. The State's total enrollment counts for high-quality computer science courses taken are displayed in Tables 6-15 and 6-16 for the 2024 and 2025 graduating classes by student group and district size category.

**Table 6-4: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in World Language Courses by Student Group**

Group	Class of 2024			Class of 2025		
	Number Enrolled in World Language	Total Enrollment	Percent Enrolled in World Language	Number Enrolled in World Language	Total Enrollment	Percent Enrolled in World Language
All Students	27,660	33,232	83.2%	27,729	33,677	82.3%
American Indian or Alaska Native	52	77	67.5%	56	79	70.9%
Asian	670	745	89.9%	707	776	91.1%
Black or African American	1,267	1,716	73.8%	1,362	1,846	73.8%
Hispanic/Latino	3,206	3,823	83.9%	3,410	4,070	83.8%
Native Hawaiian or Other Pacific Islander	60	99	60.6%	56	90	62.2%
Two or More Races	1,079	1,326	81.4%	1,141	1,396	81.7%
White	21,326	25,446	83.8%	20,997	25,420	82.6%
Students with Disabilities (IEP)*	1,542	4,077	37.8%	1,658	4,163	39.8%
English Learner (EL)	1,083	1,546	70.1%	1,044	1,504	69.4%
Low Socioeconomic Status (FRL)**	10,991	14,765	74.4%	11,119	15,058	73.8%
Female	14,193	16,035	88.5%	14,351	16,364	87.7%
Male	13,416	17,141	78.3%	13,331	17,254	77.3%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

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

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

**Table 6-5: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in World Language Courses by District Size Category**

	District Size Category						
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2024							
Enrollment in World Language Courses	225	3,019	3,408	6,532	5,887	8,573	27,660
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in World Language Courses	74.8%	79.1%	82.2%	80.9%	85.5%	85.9%	83.2%
Class of 2025							
Enrollment in World Language Courses	266	3,015	3,377	6,388	6,316	8,309	27,729
Enrollment in Iowa Public High Schools in Each of the Last Four Years	347	3,888	4,187	7,933	7,383	9,835	33,677
Percent of Students Who Enrolled in World Language Courses	76.7%	77.5%	80.7%	80.5%	85.5%	84.5%	82.3%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

Table 6-6: World Language Enrollment of Iowa Public High School Graduating Classes of 2024 and 2025 by Language

Language	Class of 2024		Class of 2025	
	Enrollment	Percent of Graduating Class Enrolled	Enrollment	Percent of Graduating Class Enrolled
Spanish	24,665	74.2%	24,656	73.2%
French	2,055	6.2%	1,979	5.9%
German	1,033	3.1%	1,026	3.0%
Japanese	230	0.7%	231	0.7%
Chinese	205	0.6%	206	0.6%
American Sign Language	176	0.5%	180	0.5%
Latin	45	0.1%	49	0.1%
Italian	65	0.2%	38	0.1%
Arabic	27	0.1%	36	0.1%
Other World Language	37	0.1%	51	0.2%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

**Table 6-7: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Algebra II by Student Group**

Group	Class of 2024			Class of 2025		
	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II
All Students	27,160	33,232	81.7%	27,593	33,677	81.9%
American Indian or Alaska Native	49	77	63.6%	52	79	65.8%
Asian	684	745	91.8%	714	776	92.0%
Black or African American	1,173	1,716	68.4%	1,343	1,846	72.8%
Hispanic/Latino	2,775	3,823	72.6%	2,983	4,070	73.3%
Native Hawaiian or Other Pacific Islander	52	99	52.5%	48	90	53.3%
Two or More Races	1,045	1,326	78.8%	1,089	1,396	78.0%
White	21,382	25,446	84.0%	21,364	25,420	84.0%
Students with Disabilities (IEP)*	1,716	4,077	42.1%	1,785	4,163	42.9%
English Learner (EL)	841	1,546	54.4%	819	1,504	54.5%
Low Socioeconomic Status (FRL)**	10,500	14,765	71.1%	10,770	15,058	71.5%
Female	13,576	16,035	84.7%	13,920	16,364	85.1%
Male	13,541	17,141	79.0%	13,621	17,254	78.9%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

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

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

**Table 6-8: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Algebra II by District Size Category**

	District Size Category						
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2024							
Enrollment in Algebra II	211	2,854	3,215	6,757	5,769	8,348	27,160
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Algebra II	70.1%	74.7%	77.6%	83.6%	83.8%	83.6%	81.7%
Class of 2025							
Enrollment in Algebra II	271	2,944	3,310	6,576	6,265	8,191	27,593
Enrollment in Iowa Public High Schools in Each of the Last Four Years	347	3,888	4,187	7,933	7,383	9,835	33,677
Percent of Students Who Enrolled in Algebra II	78.1%	75.7%	79.1%	82.9%	84.9%	83.3%	81.9%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

**Table 6-9: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Student Group**

Group	Class of 2024			Class of 2025		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	14,246	33,232	42.9%	14,039	33,677	41.7%
American Indian or Alaska Native	16	77	20.8%	20	79	25.3%
Asian	503	745	67.5%	493	776	63.5%
Black or African American	452	1,716	26.3%	464	1,846	25.1%
Hispanic/Latino	1,096	3,823	28.7%	1,054	4,070	25.9%
Native Hawaiian or Other Pacific Islander	22	99	22.2%	13	90	14.4%
Two or More Races	522	1,326	39.4%	526	1,396	37.7%
White	11,635	25,446	45.7%	11,469	25,420	45.1%
Students with Disabilities (IEP)*	438	4,077	10.7%	413	4,163	9.9%
English Learner (EL)	224	1,546	14.5%	167	1,504	11.1%
Low Socioeconomic Status (FRL)**	3,964	14,765	26.8%	3,794	15,058	25.2%
Female	7,284	16,035	45.4%	7,285	16,364	44.5%
Male	6,941	17,141	40.5%	6,734	17,254	39.0%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.

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

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

**Table 6-10: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Higher-Level Mathematics by District Size Category**

	District Size Category						
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2024							
Enrollment in Higher-Level Mathematics	98	1,243	1,652	3,338	3,157	4,756	14,246
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Higher-Level Mathematics	32.6%	32.5%	39.9%	41.3%	45.9%	47.7%	42.9%
Class of 2025							
Enrollment in Higher-Level Mathematics	138	1,220	1,716	3,137	3,654	4,169	14,039
Enrollment in Iowa Public High Schools in Each of the Last Four Years	347	3,888	4,187	7,933	7,383	9,835	33,677
Percent of Students Who Enrolled in Higher-Level Mathematics	39.8%	31.4%	41.0%	39.5%	49.5%	42.4%	41.7%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.

**Table 6-11: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Chemistry by Student Group**

Group	Class of 2024			Class of 2025		
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
All Students	23,292	33,232	70.1%	23,654	33,677	70.2%
American Indian or Alaska Native	40	77	51.9%	44	79	55.7%
Asian	630	745	84.6%	682	776	87.9%
Black or African American	994	1,716	57.9%	1,111	1,846	60.2%
Hispanic/Latino	2,525	3,823	66.0%	2,666	4,070	65.5%
Native Hawaiian or Other Pacific Islander	39	99	39.4%	34	90	37.8%
Two or More Races	900	1,326	67.9%	928	1,396	66.5%
White	18,164	25,446	71.4%	18,189	25,420	71.6%
Students with Disabilities (IEP)*	1,539	4,077	37.7%	1,636	4,163	39.3%
English Learner (EL)	778	1,546	50.3%	713	1,504	47.4%
Low Socioeconomic Status (FRL)**	8,770	14,765	59.4%	9,109	15,058	60.5%
Female	11,798	16,035	73.6%	12,136	16,364	74.2%
Male	11,455	17,141	66.8%	11,476	17,254	66.5%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

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

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

**Table 6-12: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Chemistry by District Size Category**

	District Size Category						State
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Class of 2024							
Enrollment in Chemistry	169	2,148	2,792	5,855	5,614	6,699	23,292
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Chemistry	56.1%	56.2%	67.4%	72.5%	81.5%	67.1%	70.1%
Class of 2025							
Enrollment in Chemistry	225	2,225	2,785	5,801	5,830	6,746	23,654
Enrollment in Iowa Public High Schools in Each of the Last Four Years	347	3,888	4,187	7,933	7,383	9,835	33,677
Percent of Students Who Enrolled in Chemistry	64.8%	57.2%	66.5%	73.1%	79.0%	68.6%	70.2%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

**Table 6-13: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Physics by Student Group**

Group	Class of 2024			Class of 2025		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,864	33,232	32.7%	11,480	33,677	34.1%
American Indian or Alaska Native	22	77	28.6%	23	79	29.1%
Asian	412	745	55.3%	451	776	58.1%
Black or African American	559	1,716	32.6%	697	1,846	37.8%
Hispanic/Latino	1,126	3,823	29.5%	1,361	4,070	33.4%
Native Hawaiian or Other Pacific Islander	20	99	20.2%	22	90	24.4%
Two or More Races	497	1,326	37.5%	514	1,396	36.8%
White	8,228	25,446	32.3%	8,412	25,420	33.1%
Students with Disabilities (IEP)*	703	4,077	17.2%	870	4,163	20.9%
English Learner (EL)	348	1,546	22.5%	414	1,504	27.5%
Low Socioeconomic Status (FRL)**	3,856	14,765	26.1%	4,302	15,058	28.6%
Female	4,964	16,035	31.0%	5,306	16,364	32.4%
Male	5,874	17,141	34.3%	6,149	17,254	35.6%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

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

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

**Table 6-14: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in Physics by District Size Category**

District Size Category							
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2024							
Enrollment in Physics	44	605	835	2,052	3,201	4,120	10,864
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in Physics	14.6%	15.8%	20.1%	25.4%	46.5%	41.3%	32.7%
Class of 2025							
Enrollment in Physics	73	659	869	1,911	3,685	4,256	11,480
Enrollment in Iowa Public High Schools in Each of the Last Four Years	347	3,888	4,187	7,933	7,383	9,835	33,677
Percent of Students Who Enrolled in Physics	21.0%	16.9%	20.8%	24.1%	49.9%	43.3%	34.1%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

**Table 6-15: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in High-Quality Computer Science by Student Group**

Group	Class of 2024			Class of 2025		
	Number Enrolled in High-Quality Computer Science	Total Enrollment	Percent Enrolled in High-Quality Computer Science	Number Enrolled in High-Quality Computer Science	Total Enrollment	Percent Enrolled in High-Quality Computer Science
All Students	4,511	33,232	13.6%	4,934	33,677	14.7%
American Indian or Alaska Native	13	77	16.9%	15	79	19.0%
Asian	189	745	25.4%	241	776	31.1%
Black or African American	152	1,716	8.9%	203	1,846	11.0%
Hispanic/Latino	382	3,823	10.0%	447	4,070	11.0%
Native Hawaiian or Other Pacific Islander	7	99	7.1%	8	90	8.9%
Two or More Races	188	1,326	14.2%	201	1,396	14.4%
White	3,580	25,446	14.1%	3,819	25,420	15.0%
Students with Disabilities (IEP)*	420	4,077	10.3%	512	4,163	12.3%
English Learner (EL)	103	1,546	6.7%	127	1,504	8.4%
Low Socioeconomic Status (FRL)**	1,870	14,765	12.7%	2,069	15,058	13.7%
Female	961	16,035	6.0%	1,076	16,364	6.6%
Male	3,543	17,141	20.7%	3,854	17,254	22.3%

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

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science.

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

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

**Table 6-16: Iowa Public High School Graduating Classes of 2024 and 2025
Non-Duplicate Enrollment in High-Quality Computer Science by District Size Category**

	District Size Category						
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Class of 2024							
Enrollment in High-Quality Computer Science	53	574	665	1,075	867	1,275	4,511
Enrollment in Iowa Public High Schools in Each of the Last Four Years	301	3,819	4,144	8,078	6,885	9,980	33,232
Percent of Students Who Enrolled in High-Quality Computer Science	17.6%	15.0%	16.0%	13.3%	12.6%	12.8%	13.6%
Class of 2025							
Enrollment in High-Quality Computer Science	80	620	696	1,233	949	1,348	4,934
Enrollment in Iowa Public High Schools in Each of the Last Four Years	347	3,888	4,187	7,933	7,383	9,835	33,677
Percent of Students Who Enrolled in High-Quality Computer Science	23.1%	15.9%	16.6%	15.5%	12.9%	13.7%	14.7%

Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The class of 2024 includes the students who were in the Iowa public school system from 2020-21 to 2023-24 and the class of 2025 includes the students who were in the Iowa public school system from 2021-22 to 2024-25.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science.

SENIOR YEAR PLUS

Based on Iowa Code chapter 261E, several programs fall under the Senior Year Plus umbrella, providing college credit opportunities to high school students. These programs include Advanced Placement (AP), concurrent enrollment (under the 28E agreement for concurrent credit offered by community colleges), and Postsecondary Enrollment Options (PSEO). This section of the report presents the high school enrollment data in each program.

Advanced Placement Courses

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

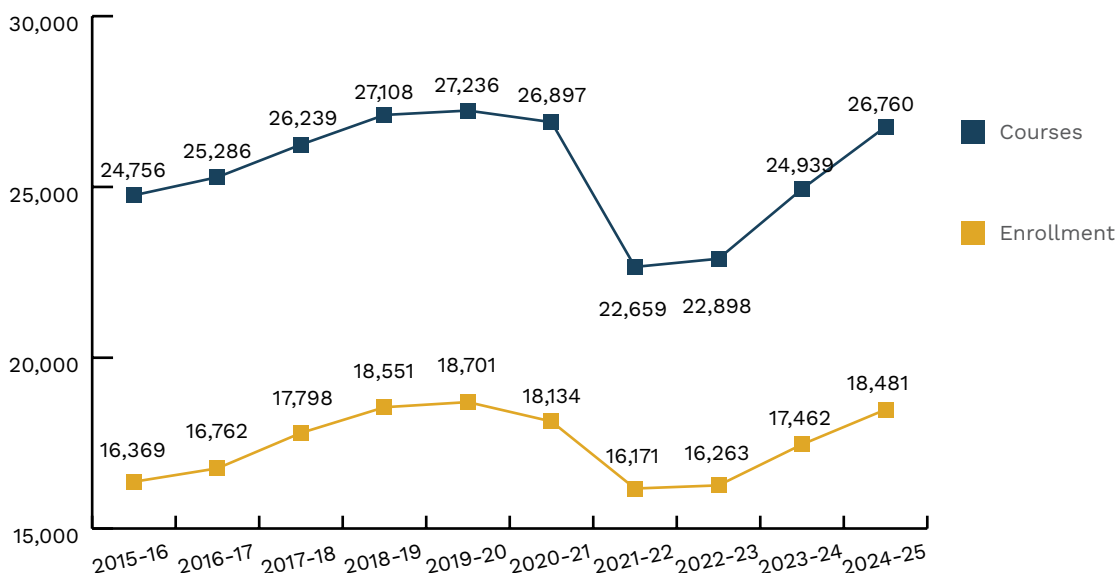
Figure 6-1 shows an increase in the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken in 2024-25 compared to 2023-24. This comes after a relatively significant decrease between 2020-21 and 2021-22.

In 2024-25, the percentage of Iowa districts with a public high school that had students enrolled in AP courses increased slightly to 48.3% (Table 6-17).

AP course enrollment by grade is displayed in Table 6-18.

Table 6-19 and Figure 6-2 show the number of AP courses taken by subject area.

Figure 6-1: Iowa Advanced Placement (AP) Enrollment and Courses Taken, 2015-16 to 2024-25



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

Table 6-17: Iowa Districts with AP Enrollment, 2015-16 to 2024-25

Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/ High Schools that had AP Enrollment
2015-16	336	310	159	51.3%
2016-17	333	306	163	53.3%
2017-18	333	304	157	51.6%
2018-19	330	303	160	52.8%
2019-20	327	302	164	54.3%
2020-21	327	302	156	51.7%
2021-22	327	302	155	51.3%
2022-23	327	303	138	45.5%
2023-24	325	303	141	46.5%
2024-25	325	302	146	48.3%

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

Table 6-18: Number of Iowa High School Students Taking AP Courses by Grade, 2015-16 to 2024-25

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2015-16	771	3,432	5,550	6,616	16,369
2016-17	856	3,566	5,776	6,564	16,762
2017-18	1,029	3,614	5,963	7,192	17,798
2018-19	1,265	3,969	6,036	7,281	18,551
2019-20	1,279	3,986	6,227	7,209	18,701
2020-21	1,249	3,852	6,043	6,990	18,134
2021-22	1,249	3,531	5,205	6,186	16,171
2022-23	1,322	3,859	5,100	5,982	16,263
2023-24	1,640	3,936	5,712	6,174	17,462
2024-25	2,038	3,981	5,848	6,614	18,481

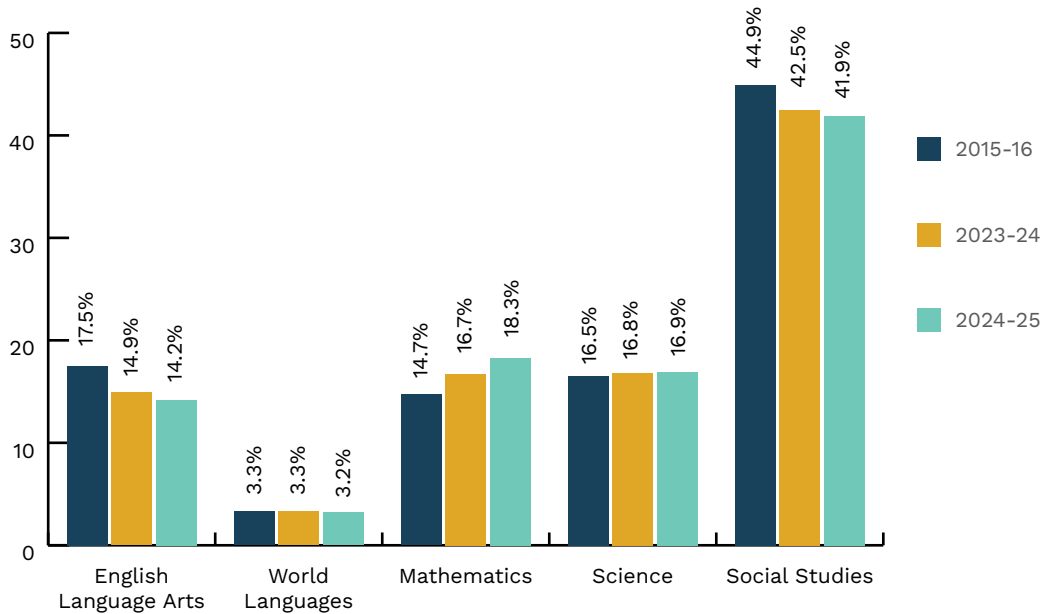
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files.

Table 6-19: Iowa AP Courses Taken by Subject Area, 2015-16 to 2024-25

Subject Area	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English Language Arts	4,321	4,103	4,303	4,209	4,229	4,336	3,165	3,310	3,708	3,800
Fine & Performance Arts	508	570	623	599	787	615	486	616	651	687
World Languages	815	824	1,000	1,410	1,042	906	786	802	835	864
Mathematics	3,647	3,598	3,708	4,232	4,403	4,356	3,779	3,829	4,164	4,903
Computer & Information Sciences	266	342	362	508	726	585	607	686	799	770
Science	4,078	4,151	4,087	4,079	4,141	4,705	3,655	3,908	4,181	4,531
Social Studies	11,121	11,698	12,156	12,071	11,908	11,394	10,181	9,747	10,601	11,205
Total Courses Taken	24,756	25,286	26,239	27,108	27,236	26,897	22,659	22,898	24,939	26,760

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

Figure 6-2: Percentage of Iowa AP Courses Taken by Subject Area, 2015-16, 2023-24 and 2024-25



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

Note: The percentage of AP courses taken in other subject areas is not displayed.

Concurrent Enrollment

Concurrent enrollment courses are community college credit courses offered through written agreements between school districts and community colleges.

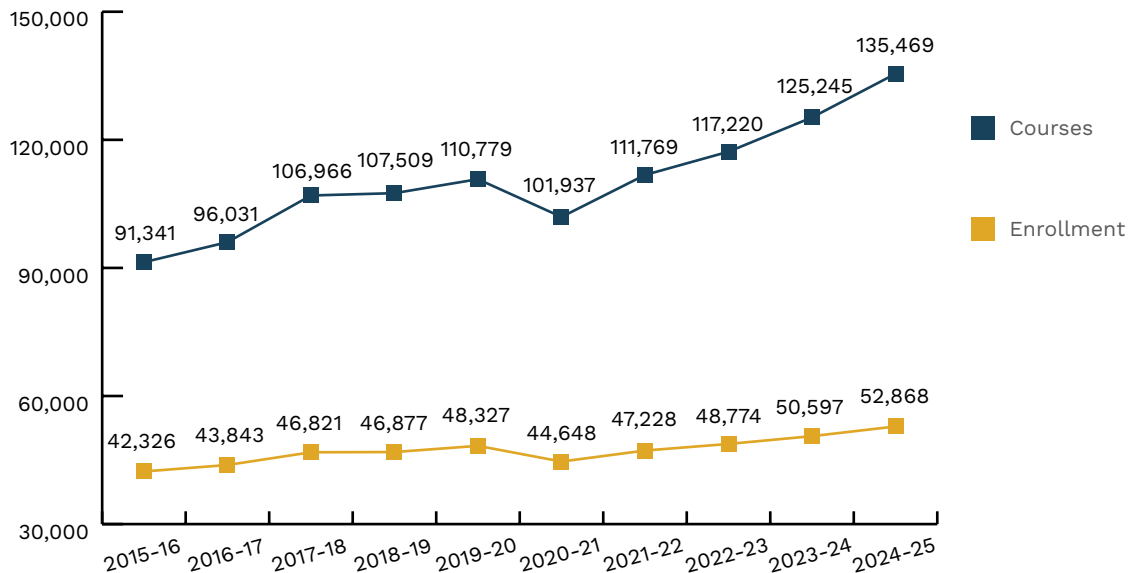
Figure 6-3 shows the number of Iowa public school students enrolled in concurrent enrollment courses as well as the total number of concurrent enrollment courses taken from 2015-16 to 2024-25. Statewide concurrent enrollment increased to an all-time high of 135,469 courses taken by 52,868 students in 2024-25.

Between 2015-16 and 2024-25, between 98.1 to 100 percent of Iowa school districts with a public high school had students enrolled in concurrent enrollment courses (Table 6-20).

Concurrent enrollment by grade is displayed in Table 6-21.

Table 6-22 and Figure 6-4 show the number of concurrent courses taken by subject area.

Figure 6-3: Iowa Concurrent Enrollment and Courses Taken, 2015-16 to 2024-25



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

Table 6-20: Iowa Districts with Concurrent Enrollment, 2015-16 to 2024-25

Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts w/ High Schools that had Concurrent Enrollment
2015-16	336	310	304	98.1%
2016-17	333	306	302	98.7%
2017-18	333	304	302	99.3%
2018-19	330	303	301	99.3%
2019-20	327	302	302	100.0%
2020-21	327	302	301	99.7%
2021-22	327	302	301	99.7%
2022-23	327	303	301	99.3%
2023-24	325	303	301	99.3%
2024-25	325	302	301	99.7%

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

Table 6-21: Number of Iowa High School Students Taking Concurrent Enrollment Courses by Grade, 2015-16 to 2024-25

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
2015-16	3,414	6,039	13,668	19,205	42,326
2016-17	3,279	6,017	14,871	19,676	43,843
2017-18	3,512	6,691	15,555	21,063	46,821
2018-19	3,088	6,891	15,737	21,161	46,877
2019-20	3,155	7,029	16,543	21,600	48,327
2020-21	2,542	6,349	15,289	20,468	44,648
2021-22	3,076	6,855	16,395	20,902	47,228
2022-23	2,870	7,407	17,115	21,382	48,774
2023-24	2,697	7,966	17,971	21,963	50,597
2024-25	2,956	8,654	18,485	22,773	52,868

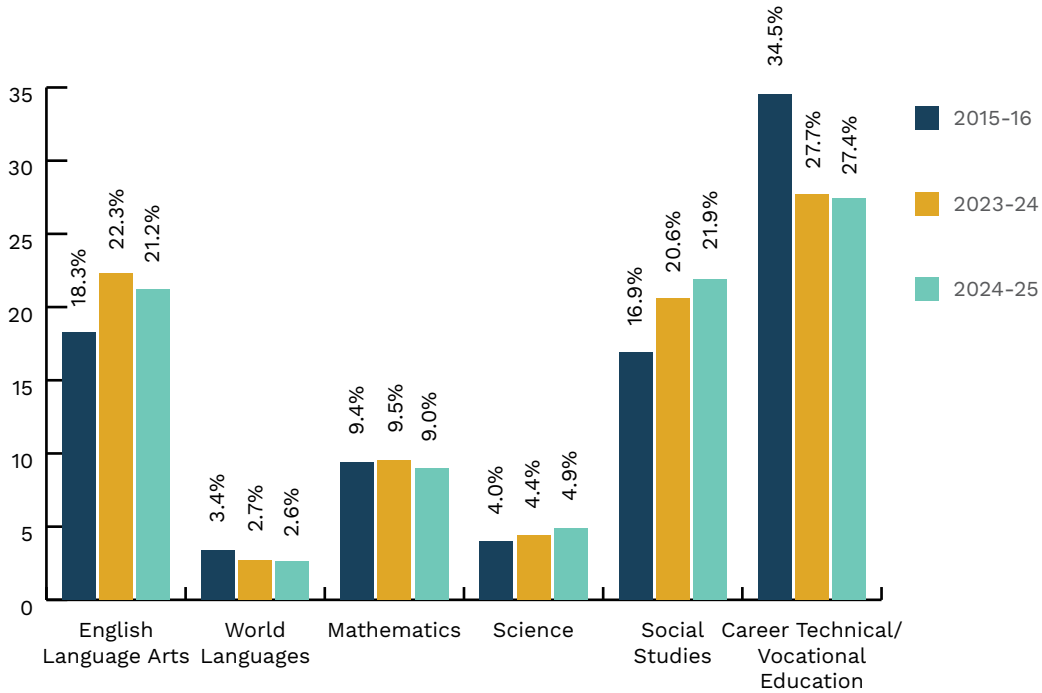
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files.

Table 6-22: Iowa Concurrent Enrollment Courses Taken by Subject Area, 2015-16 to 2024-25

Subject Area	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English Language Arts	16,674	17,793	20,305	21,287	22,486	22,205	23,781	25,722	27,923	28,726
Fine & Performance Arts	2,743	2,912	3,122	3,401	3,347	2,771	3,288	3,617	3,851	4,135
World Languages	3,139	3,328	3,190	3,087	3,121	2,877	3,483	3,511	3,437	3,481
Mathematics	8,570	8,909	9,678	9,745	10,075	9,678	10,657	10,748	11,838	12,194
Other	9,637	6,634	11,381	11,277	12,059	10,231	10,752	11,402	12,161	13,534
Science	3,624	3,829	4,483	4,758	4,658	4,105	4,487	4,928	5,538	6,694
Social Studies	15,401	16,009	19,638	21,118	20,776	20,414	21,714	23,205	25,798	29,624
Career Technical/Vocational Education	31,553	36,617	35,169	32,836	34,257	29,656	33,607	34,087	34,699	37,081
Total Courses Taken	91,341	96,031	106,966	107,509	110,779	101,937	111,769	117,220	125,245	135,469

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

Figure 6-4: Percentage of Iowa Concurrent Enrollment Courses Taken by Subject Area, 2015-16, 2023-24 and 2024-25



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

Note: The percentage of concurrent enrollment courses taken in other subject areas is not displayed.

Postsecondary Enrollment Options Act

The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987 to promote rigorous academic or career and technical pursuits and to provide a wider variety of options to high school students. The act enables ninth and 10th grade students who have been identified by the school district as talented and gifted, along with 11th and 12th grade students, to enroll in eligible courses at eligible postsecondary institutions of higher learning as part-time students (see Iowa Code §261C.2). The Iowa Department of Education began collecting data on PSEO in 1993.

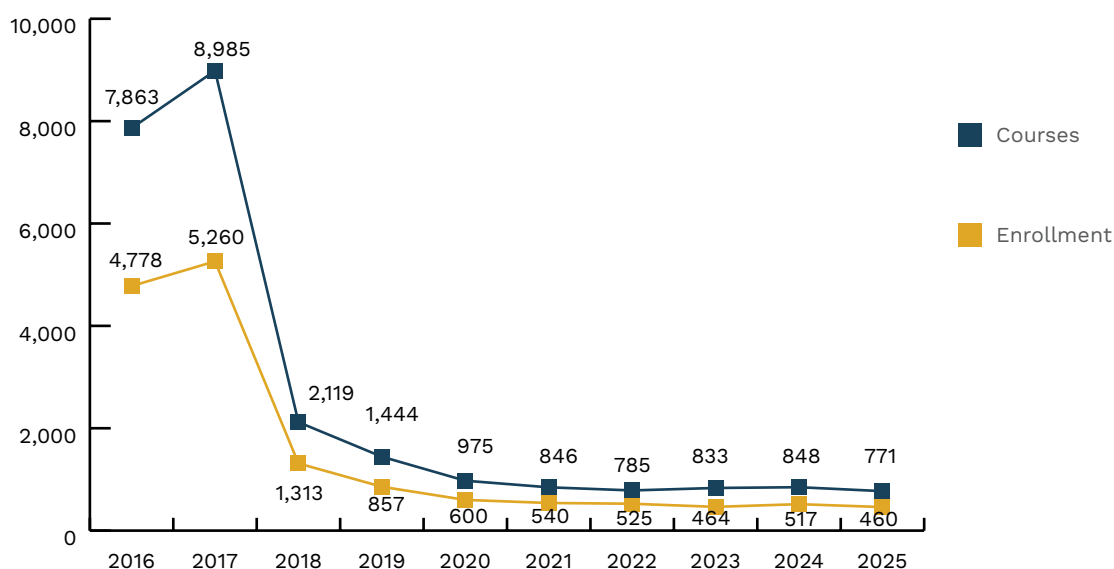
The significant decrease in PSEO enrollment after 2016-17 is due to an update made to Iowa Code §261E.6(3) regarding authorization. With this change, individual students may enroll in an eligible postsecondary course through PSEO if a comparable course (offered by the district or contracted with a community college) is not offered by their school. Since the majority of school districts in the state contract with their local community college to provide concurrent enrollment opportunities for their students, PSEO enrollment decreased.

Before 2017-18, 66 to 80 percent of Iowa districts with a public high school had PSEO enrollment each year. However, a downward trend of PSEO enrollments by district is reported in Table 6-23. The percentage of districts with PSEO enrollment was 12.9 in 2023-24 and 13.2 in 2024-25.

PSEO enrollment by grade is displayed in Table 6-24.

Table 6-25 and Figure 6-6 show the number of PSEO courses taken by subject area.

Figure 6-5: Iowa PSEO Enrollment and Courses Taken, 2015-16 to 2024-25



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

Table 6-23: Iowa Districts with PSEO Enrollment, 2015-16 to 2024-25

Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts w/ High Schools that had PSEO Enrollment
2015-16	336	310	212	68.4%
2016-17	333	306	207	67.6%
2017-18	333	304	105	34.5%
2018-19	330	303	82	27.1%
2019-20	327	302	47	15.6%
2020-21	327	302	54	17.9%
2021-22	327	302	56	18.5%
2022-23	327	303	42	13.9%
2023-24	325	303	39	12.9%
2024-25	325	302	40	13.2%

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

Table 6-24: Number of Iowa High School Students PSEO Courses by Grade, 2015-16 to 2024-25

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2015-16	378	1,378	3,022	4,778
2016-17	438	1,530	3,292	5,260
2017-18	111	399	803	1,313
2018-19	62	219	576	857
2019-20	34	130	436	600
2020-21	42	92	406	540
2021-22	32	102	391	525
2022-23	28	96	340	464
2023-24	19	97	401	517
2024-25	21	71	368	460

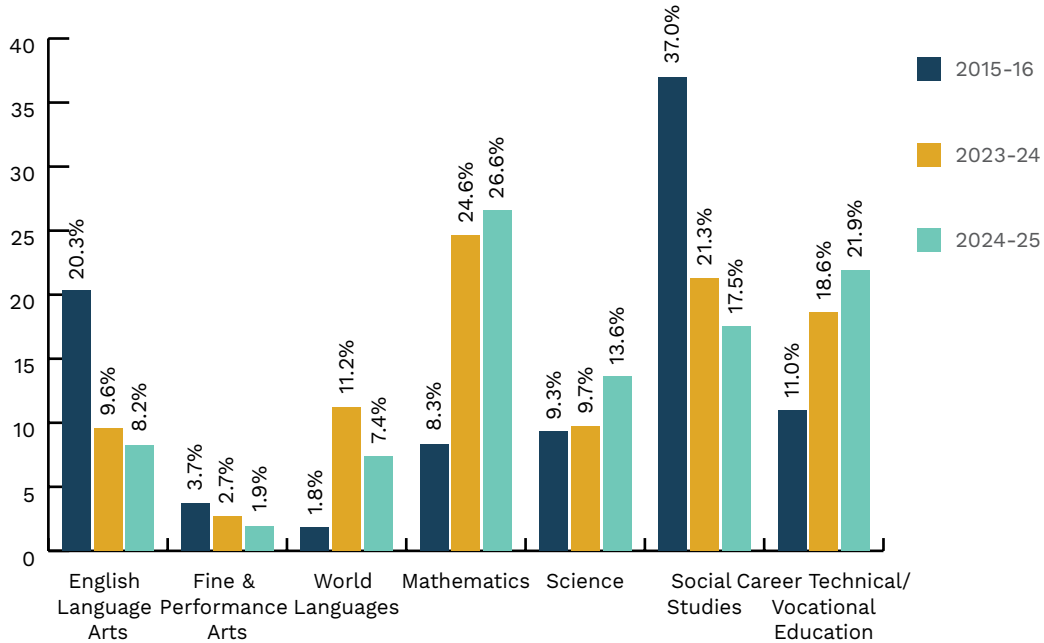
Source: Iowa Department of Education, Bureau of Performance and Analytics, Student Reporting in Iowa, winter files.

Table 6-25: Iowa PSEO Courses Taken by Subject Area, 2015-16 to 2024-25

Subject Area	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English Language Arts	1,598	1,859	327	231	98	100	77	100	81	63
Fine & Performance Arts	289	360	90	72	21	23	29	11	23	15
World Languages	139	163	122	81	89	76	74	82	95	57
Mathematics	656	835	403	338	281	188	152	146	209	205
Other	676	679	145	36	20	23	11	19	19	22
Science	731	774	181	131	125	84	79	122	82	105
Social Studies	2,913	3,458	628	398	243	236	195	207	181	135
Career Technical/Vocational Education	861	857	223	157	98	116	168	146	158	169
Total Courses Taken	7,863	8,985	2,119	1,444	975	846	785	833	848	771

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

Figure 6-6: Percentage of Iowa PSEO Courses Taken by Subject Area, 2015-16, 2023-24 and 2024-25



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

Note: The percentage of PSEO courses taken in other subject areas is not displayed.

FINANCE

Information in this chapter pertains to revenues, property taxes, state aid and income surtax at the state level and, in some cases, by enrollment category. This chapter contains the most current data available at the time of preparation. The data sources for this chapter include the 2023-24 Certified Annual Financial Report from the Iowa Department of Education, the 2025-26 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-01 school year is used as the base year for comparison in most tables and figures.

FUNCTION CATEGORY EXPENDITURES

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, community services and other support services. Function category expenditures as a percentage of general fund expenditures have remained relatively consistent over the last three years, with the most significant changes being a decrease in the percentage used for operations and maintenance and staff support services. There were small increases in student support services and student transportation (Table 7-1).

The smallest enrollment category (Under 300) has continued to show the largest percentage of expenditures in the function of instruction when compared to the other enrollment categories. The two largest enrollment categories had the highest percentage of expenditures for the function of student support services and staff support services (Table 7-2).

Table 7-1: Function Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools, 2000-01 and 2021-22 to 2023-24

Function Category	2000-01	2021-22	2022-23	2023-24
Instruction	69.0%	67.7%	67.4%	67.4%
Student Support Services	3.8%	4.1%	4.2%	4.3%
Staff Support Services	4.0%	5.3%	5.3%	5.2%
Administration and Central Services	9.9%	10.5%	10.7%	10.7%
Operations and Maintenance	9.2%	8.5%	8.6%	8.3%
Student Transportation	3.8%	3.7%	3.9%	4.0%
Community Services	0.2%	0.1%	0.1%	0.1%
Other Support Services	0.1%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Note: Figures may not total 100% due to rounding.

Table 7-2: Function Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2023-24

Function Category	Enrollment						State
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	71.8%	69.9%	70.1%	67.7%	67.2%	65.1%	67.4%
Student Support Services	2.1%	2.6%	3.1%	3.5%	4.3%	5.8%	4.3%
Staff Support Services	2.4%	3.4%	3.7%	5.2%	5.3%	6.3%	5.2%
Administration and Central Services	11.5%	10.9%	10.7%	10.7%	10.5%	10.7%	10.7%
Operations and Maintenance	7.3%	8.0%	7.9%	8.7%	8.7%	8.1%	8.3%
Student Transportation	5.0%	5.1%	4.4%	3.9%	4.0%	3.6%	4.0%
Community Service	0.0%	0.0%	0.0%	0.1%	0.0%	0.3%	0.1%
Other Support Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Note: Figures may not total 100% due to rounding.
 Enrollment categories are based on certified enrollment.

OBJECT CATEGORY EXPENDITURES

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property and other expenditures. The breakdown of object category expenditures as a percentage of total general fund expenditures has shown slight changes over the last three years (Table 7-3). As was the case in the prior year, benefits as a percentage of general fund expenditures were highest for the largest enrollment category (21.0%). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (30.5%) (Table 7-4).

Table 7-3: Object Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools, 2000-01 and 2021-22 to 2023-24

Object Category	Year			
	2000-01	2021-22	2022-23	2023-24
Salaries	64.0%	60.8%	60.2%	60.2%
Benefits	16.1%	19.5%	19.5%	19.6%
Purchased Services	10.3%	12.2%	13.1%	13.4%
Supplies	6.8%	5.9%	6.1%	5.7%
Property	2.5%	1.4%	1.0%	0.9%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Notes: Property included expenditures for the initial, additional and replacement items of equipment, vehicles and furniture. Figures may not total 100% due to rounding.

Table 7-4: Object Category Expenditures as a Percentage of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2023-24

Object Category	Enrollment Category						State
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	47.8%	55.9%	59.1%	61.2%	61.6%	61.1%	60.2%
Benefits	13.9%	17.3%	19.1%	19.5%	19.6%	21.0%	19.6%
Purchased Services	30.5%	18.6%	14.5%	12.0%	12.3%	11.8%	13.4%
Supplies	5.7%	6.1%	6.1%	6.2%	5.6%	5.3%	5.7%
Property	1.6%	1.8%	0.8%	0.9%	0.8%	0.7%	0.9%
Other Expenditures	0.4%	0.3%	0.3%	0.2%	0.1%	0.1%	0.2%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

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

Enrollment categories are based on certified enrollment.

REVENUES

Iowa public school districts receive general fund revenues from a variety of sources, including 1) local property taxes and income surtaxes, 2) interagency, 3) other local sources, 4) intermediate sources, 5) state foundation aid, 6) other state sources, 7) federal sources and 8) other financing sources. The other state sources include state categorical supplements such as the teacher salary supplement (TSS), teacher leadership and compensation (TLC) and professional development supplement (PD), as well as funding for the statewide voluntary preschool program (SWVPP).

The percentages of revenue by source have remained relatively consistent over the last three years. Revenues from federal sources as a percentage of total general fund revenues decreased by 1.9 percentage points in 2023-24 (Table 7-5). The largest enrollment category (7,500+) received the highest percentage of revenue from federal sources. The three lowest enrollment categories received the highest percentage of revenue from local taxes and interagency sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the Under 300 enrollment category (Figure 7-2).

Table 7-5: Revenues by Source as a Percentage of Total General Fund Revenues in Iowa Public Schools, 2000-01 and 2021-22 to 2023-24

Source of Revenue	Year			
	2000-01	2021-22	2022-23	2023-24
1) Local taxes	32.0%	31.2%	30.5%	30.1%
2) Interagency	3.9%	5.8%	6.1%	6.4%
3) Other Local Sources	2.6%	1.3%	2.2%	2.6%
4) Intermediate Sources	0.3%	0.0%	0.0%	0.0%
5) State Foundation Aid	52.3%	45.3%	46.2%	47.3%
6) Other State Sources	5.3%	6.6%	6.0%	6.5%
7) Federal Sources	3.4%	9.4%	8.5%	6.6%
8) Other Financing Sources	0.1%	0.4%	0.5%	0.5%

Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

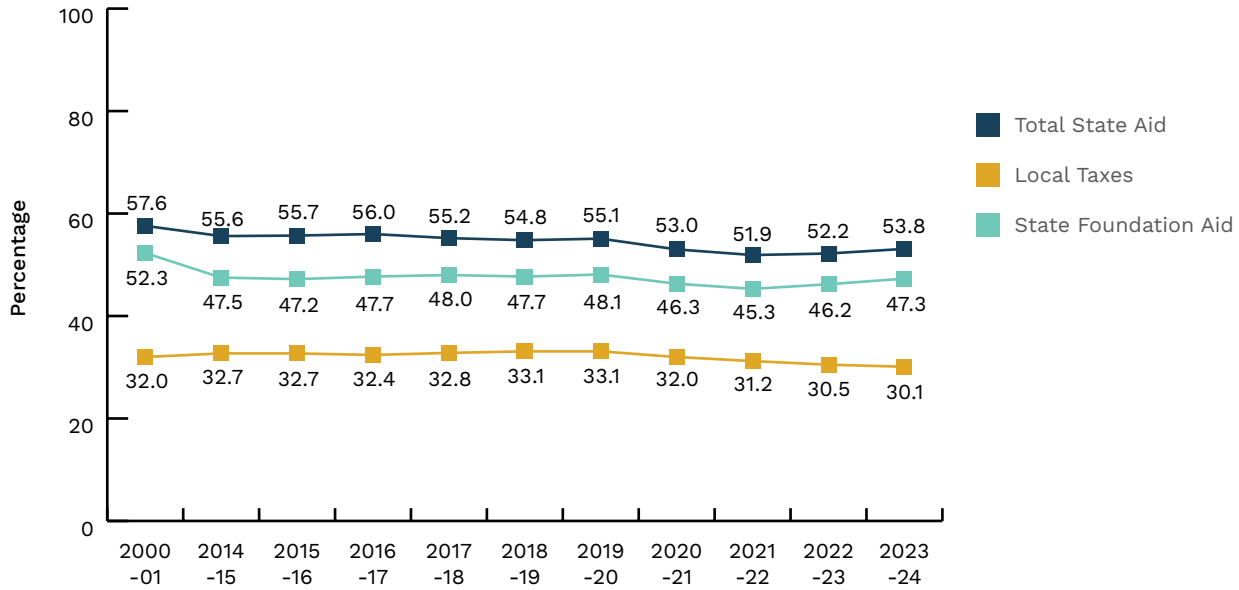
Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services and other purchased services.

Other local sources include interest, textbook sales, rents and fines.

Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.

Other financing sources include insurance settlements for loss of fixed assets and interfund transfers. Figures may not total 100% due to rounding.

Figure 7-1: Percentage of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools, 2000-01 and 2014-15 to 2023-24



Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Table 7-6: Revenues by Source as a Percentage of Total General Fund Revenues in Iowa Public Schools by Enrollment Category, 2023-24

Source of Revenue	Enrollment Category						State
	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
1) Local taxes	36.5%	32.8%	33.0%	30.3%	28.6%	28.7%	30.1%
2) Interagency	12.6%	13.7%	9.0%	7.1%	5.6%	2.7%	6.4%
3) Other Local Sources	2.6%	2.8%	2.4%	2.4%	2.4%	2.8%	2.6%
4) Intermediate Sources	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5) State Foundation Aid	35.4%	38.6%	44.2%	47.4%	50.5%	50.0%	47.3%
6) Other State Sources	6.3%	6.1%	6.5%	6.7%	6.6%	6.5%	6.5%
7) Federal Sources	6.1%	5.2%	4.5%	5.6%	5.9%	8.9%	6.6%
8) Other Financing Sources	0.4%	0.7%	0.3%	0.6%	0.4%	0.4%	0.5%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition, transportation services and other purchased services.

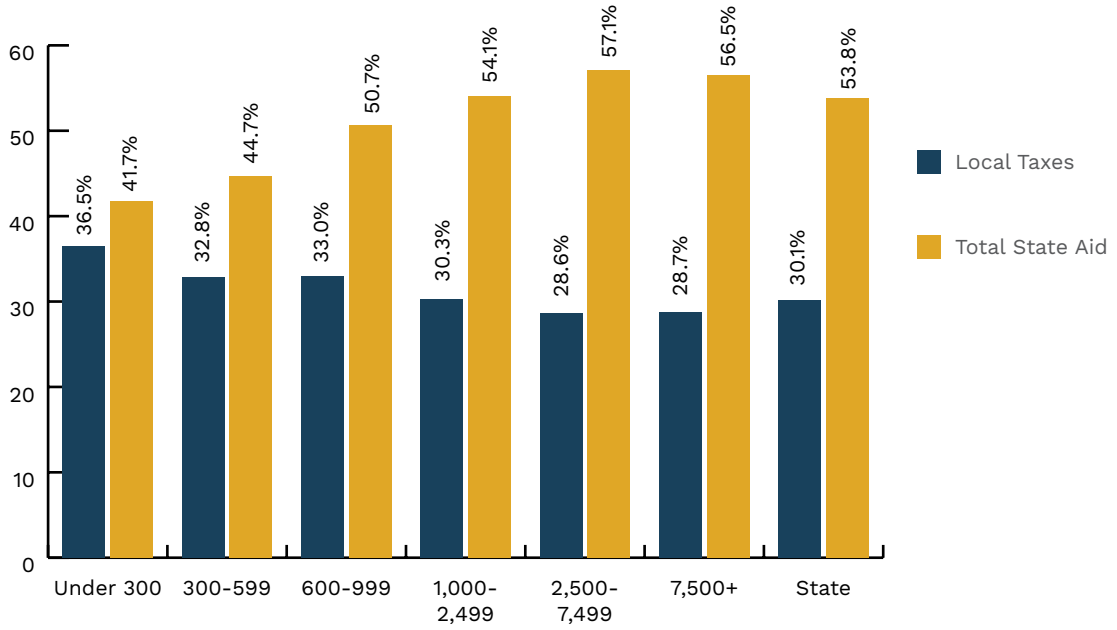
Other local sources include interest, textbook sales, rents and fines.

Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.

Other financing sources include insurance settlements for loss of fixed assets and interfund transfers. Figures may not total 100% due to rounding.

Enrollment categories are based on certified enrollment.

Figure 7-2: Percentage of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category, 2023-24



Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

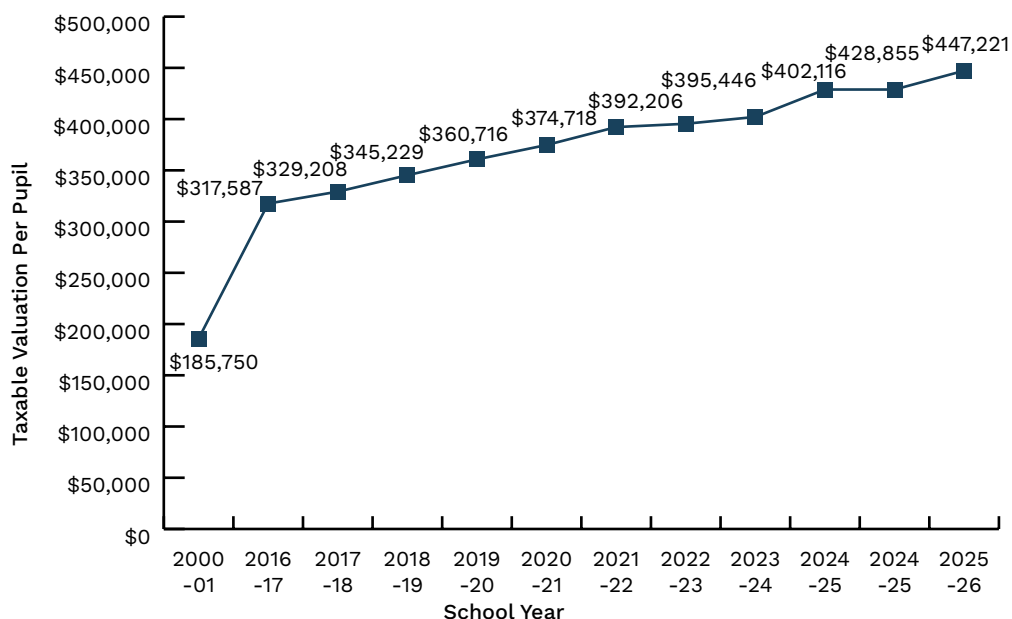
TAXABLE VALUATION

The adjusted-equalized value of real property is represented by taxable valuation. There are 107 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for property classes to actual values, except for agriculture land values based on productivity. Adjustments are based on the state’s investigations and appraisals and assessments/sales ratio studies. The general formula for agricultural land productivity is based on agriculture prices and expenses.. The state orders an adjustment if the reported valuation is more than 5% above or below those determined by the state. Taxes are assessed against equalized property values, and rates are expressed per \$1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa School Foundation Formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa’s average taxable valuation per pupil has increased each year since 2016-17 (Figure 7-3). The three smallest enrollment categories have consistently had an average per-pupil valuation above the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation and decreases in enrollment. The greatest range in taxable valuation per pupil occurred within the 1,000-2,499 enrollment category (Table 7-8). Consistent with prior years, the second-largest enrollment category (2,500-7,499) included the lowest taxable valuation per pupil (\$184,911). The 1,000-2,499 enrollment category included the highest taxable valuation per pupil (\$1,966,642).

Figure 7-3: Iowa Average Taxable Valuation Per Pupil, 2000-01 and 2016-17 to 2025-26



Source: Iowa Department of Management, School Budget Master Files.
 Note: Per pupil amounts are based on budget enrollments.

Table 7-7: Iowa Average Taxable Valuation Per Pupil by Enrollment Category, 2000-01 and 2021-22 to 2025-26

Enrollment Category	2000-01	2021-22	2022-23	2023-24	2024-25	2025-26
Under 300	266,463	657,020	678,481	680,537	714,982	728,314
300-599	223,708	540,793	536,425	558,177	590,506	619,003
600-999	201,732	463,259	469,327	478,281	502,119	523,885
1,000-2,499	175,204	400,901	389,074	412,521	431,628	453,806
2,500-7,499	175,250	354,779	348,498	356,085	380,241	393,309
7,500+	174,108	352,212	345,661	362,604	369,239	384,089
State	185,750	392,206	395,446	402,116	428,855	447,221

Source: Iowa Department of Management, School Budget Master Files.
 Note: Per pupil amounts are based on budget enrollments.
 Enrollment categories are determined by budget enrollments.

Table 7-8: Net Taxable Valuations Per Budget Enrollment, 2011-12 and 2021-22 to 2025-26

Enrollment Category		2011-12	2021-22	2022-23	2023-24	2024-25	2025-26
Under 300	Min	204,326	365,655	372,835	384,759	322,127	327,484
	Max	1,108,654	1,403,086	1,464,835	1,235,228	1,242,569	1,480,754
300-599	Min	157,120	270,247	262,354	258,987	266,315	268,617
	Max	619,483	1,022,795	1,166,143	1,209,796	1,269,633	1,301,359
600-999	Min	153,782	235,462	251,231	251,932	272,779	287,591
	Max	1,099,599	974,937	1,000,813	1,010,322	1,084,821	1,090,607
1,000-2,499	Min	145,572	210,477	192,111	188,245	195,545	200,535
	Max	718,823	1,476,554	1,521,168	1,502,757	1,901,572	1,966,642
2,500-7,499	Min	164,237	177,990	178,940	168,818	181,427	184,911
	Max	478,826	683,424	689,975	695,376	710,613	729,403
7,500+	Min	149,531	199,972	203,570	207,619	219,897	219,889
	Max	460,067	582,143	598,507	602,826	651,794	679,560
State	Min	145,573	177,990	178,940	168,818	181,427	184,911
	Max	1,108,654	1,476,554	1,521,168	1,502,757	1,901,572	1,966,642

Source: Iowa Department of Management, School Budget Master Files.
 Note: Enrollment categories are determined by budget enrollment.

EXPENDITURES PER PUPIL

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation and other support services. For the purposes of this report, expenditures per pupil are calculated by dividing total general fund expenditures by the certified enrollment. Expenditures related to community services, adult education, nonpublic education and area education agency (AEA) revenues for services sold to other school districts and AEAs are not included in the per-pupil calculation. The smallest and largest enrollment categories had the highest average general fund per-pupil expenditures in all years presented in Table 7-9.

Based on fall enrollment, the average per-pupil expenditures for Iowa, the Midwest states and the nation are displayed in Table 7-10 and Figure 7-4. The National Education Association (NEA) collected and estimated these data. In the most recent year of available data (2023-24), Iowa ranked 36th in the nation in average expenditures per-pupil. Indiana, Missouri and South Dakota ranked lower than Iowa among Midwest states.

Table 7-9: Average General Fund Per-Pupil Expenditures for Iowa Public Schools by Enrollment Category, 2000-01 and 2021-22 to 2023-24

Enrollment Category	2000-01	2021-22	2022-23	2023-24
Under 300	\$5,605	\$13,440	\$13,994	\$14,398
300-599	\$5,106	\$12,138	\$12,422	\$13,161
600-999	\$4,988	\$11,612	\$11,847	\$12,164
1,000-2,499	\$4,881	\$11,685	\$12,005	\$12,353
2,500-7,499	\$5,055	\$11,529	\$11,822	\$12,358
7,500+	\$5,461	\$12,527	\$12,987	\$13,232
State	\$5,119	\$12,001	\$12,352	\$12,742

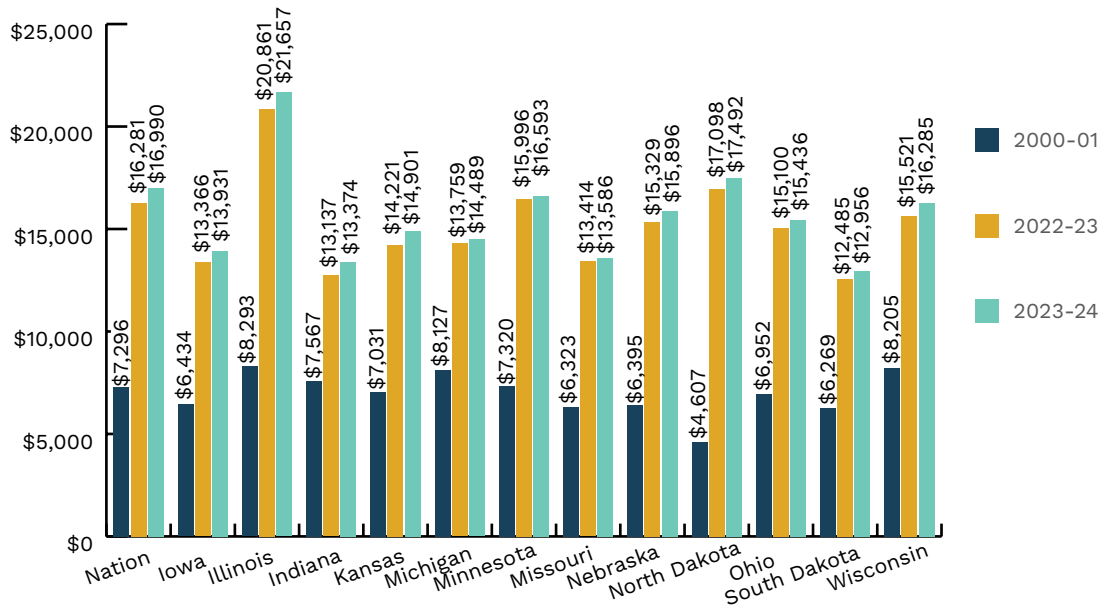
Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.
 Note: Enrollment categories are based on certified enrollment.

Table 7-10: Public School Average Total Current Per-Pupil Expenditures, Iowa and Midwest States, 2000-01, 2022-23 and 2023-24

State/Nation	2000-01		2022-23		2023-24	
	Per-Pupil Expenditures	National Rank	Per-Pupil Expenditures	National Rank	Per-Pupil Expenditures	National Rank
Nation	\$7,296		\$16,281		\$16,990	
Iowa	\$6,434	34	\$13,366	38	\$13,931	36
Illinois	\$8,293	11	\$20,861	10	\$21,657	10
Indiana	\$7,567	18	\$13,137	40	\$13,374	40
Kansas	\$7,031	23	\$14,221	31	\$14,901	30
Michigan	\$8,127	13	\$13,759	33	\$14,489	32
Minnesota	\$7,320	21	\$15,996	24	\$16,593	24
Missouri	\$6,323	38	\$13,414	36	\$13,586	38
Nebraska	\$6,395	35	\$15,329	27	\$15,896	26
North Dakota	\$4,607	50	\$17,098	19	\$17,492	20
Ohio	\$6,952	25	\$15,100	28	\$15,436	28
South Dakota	\$6,269	39	\$12,485	43	\$12,956	43
Wisconsin	\$8,205	12	\$15,521	25	\$16,285	25

Source: National Education Association, Rankings and Estimates of School Statistics.
 Note: SY 2022-23 reflects revised numbers. SY 2023-24 are estimated by NEA.

Figure 7-4: Public School Average Total Current Per-Pupil Expenditures, Iowa and Midwest States, 2000-01, 2022-23 and 2023-24



Source: National Education Association, Rankings and Estimates of School Statistics.
 Note: SY 2022-23 reflects revised numbers. SY 2023-24 are estimated by NEA.

STATE AID

This section presents data on state aid, including School Foundation Aid, Preschool Foundation Aid and State Categorical Supplements. School districts receive state aid through annual appropriations made from the state's general fund. Effective with the July 1, 2022, budget year, the state foundation level is currently 88.4%. Prior to 2022, it was 87.5% and last changed in 1996-97. The special education foundation level was increased to its current level, 88.4%, in 1999-00. The foundation level changes increase the amount of state aid and lower the amount of property tax. Several programs have been added or removed since these changes were made, such as the addition of the Teacher Salary Supplement and Professional Development (2009-10) and Teacher Leadership and Compensation Program (2015-16).

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The legislature initially appropriated \$9.43 billion, and initial state aid to school districts was about \$3.92 billion, or approximately 41.5% of the general fund appropriations, for the 2025-26 school year (fiscal year 2026).

Table 7-11: Total Iowa Government Appropriations (In Millions), 2000-01 to 2025-26

Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2025-26	3,915.4	9,424.3	41.5	Not currently available	Not currently available	Not currently available
2024-25	3,787.6	8,947.4	42.3	Not currently available	Not currently available	Not currently available
2023-24	3,667.4	8,552.0	42.9	3,665.8	8,569.1	42.8
2022-23	3,568.6	8,214.8	43.4	3,568.0	8,221.4	43.4
2021-22	3,408.6	8,118.5	42.0	3,407.9	8,136.6	41.9
2020-21	3,370.9	7,778.5	43.3	3,380.3	7,826.8	43.2
2019-20	3,286.1	7,643.7	43.0	3,285.7	7,832.9	41.9
2018-19	3,211.6	7,480.2	42.9	3,207.0	7,646.0	41.9
2017-18	3,183.7	7,268.6	43.8	3,179.6	7,261.1	43.8
2016-17	3,087.9	7,350.6	42.0	3,097.8	7,263.5	42.6
2015-16	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
2014-15	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-14	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-13	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
2011-12	2,629.3	6,010.1	43.7	2,623.8	6,012.5	43.6
2010-11	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-10	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-09	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-08	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-07	2,252.8	5,296.5	42.5	2,251.5	5,392.9	41.7
2005-06	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-05	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-04	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-03	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-02	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-01	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8

Source: Legislative Services Agency (LSA), Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.
 Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement and teacher quality/compensation appropriations. Data for previous years may include LSA summary revisions.

PROPERTY TAXES

The school aid formula for school districts is funded by a combination of state foundation aid, the uniform levy (\$5.40 per \$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL) and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property, management fund property, PPEL and VPPEL, PERL and debt service levy tax rates for 2025-26 are found in Table 7-12.

All school districts levy the general fund property tax. The three largest enrollment categories (1,000-2,499, 2,500-7,499 and 7,500+) have an average general fund property tax rate greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment and retirement benefits, and mediation and arbitration costs. The majority (97.8%) of the school districts in 2025-26 levy for the management fund. The PPEL is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation and all but one district implemented this option. A school board may also request voter approval to increase this levy up to an additional \$1.34 per \$1,000 taxable valuation; 281 districts (86.5%) have a VPPEL in place. The two largest school district enrollment categories, 2,500-7,499 and 7,500+, have the highest average of VPPEL rates.

Voters within the school districts must approve the implementation of the public education and recreation levy (PERL). Once voted, PERL continues to be authorized until voters rescind. Funds from PERL must be used to purchase playgrounds and recreational facilities and cover the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. For 2025-26, 30 districts are implementing this levy.

Usage of the debt service levy is tied to the passage of a bond issue, which requires the approval of at least 60% of the electorate within the school district. For 2025-26, 175 (53.8%) of Iowa's 325 districts use this levy.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, PPEL, VPPEL, PERL and debt services levies for 2025-26. The smallest enrollment category continues to have the highest average tax per pupil for all taxes listed.

Table 7-12: Property Tax Rates and Number of Districts with Levies by Enrollment Category, 2025-26

Enrollment Category	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	40	103	72	73	26	11	325
Number of Districts with General Fund Levy	40	103	72	73	26	11	325
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	8.863	8.938	9.166	9.858	10.329	11.178	9.373
Number of Districts with Management Fund Levy	36	103	72	71	25	11	318
Percent of Districts with Management Fund Levy	90.0%	100.0%	100.0%	97.3%	96.2%	100.0%	97.8%
Average Management Levy Tax Rate	1.401	1.230	1.407	1.371	1.229	1.341	1.325
Number of Districts with PPEL Levy	39	103	71	73	26	11	323
Percent of Districts with PPEL Levy	97.5%	100.0%	98.6%	100.0%	100.0%	100.0%	99.4%
Average PPEL Tax Rate	0.325	0.330	0.330	0.330	0.330	0.330	0.329
Number of Districts with VPPEL Levy	29	90	62	64	26	10	281
Percent of Districts with VPPEL Levy	72.5%	87.4%	86.1%	87.7%	100.0%	90.9%	86.5%
Average VPPEL Tax Rate	1.011	1.002	0.914	0.972	1.183	1.206	1.000
Number of Districts with PERL Levy	4	11	4	3	6	2	30
Percent of Districts with PERL Levy	10.0%	10.7%	5.6%	4.1%	23.1%	18.2%	9.2%
Average PERL Tax Rate	0.135	0.135	0.135	0.135	0.135	0.135	0.135
Number of Districts with Debt Services Levy	12	57	39	44	19	4	175
Percent of Districts with Debt Services Levy	30.0%	55.3%	54.2%	60.3%	73.1%	36.4%	53.8%
Average Debt Services Tax Rate	2.681	2.479	2.335	2.579	2.933	2.164	2.528

Source: Iowa Department of Management, Master Budget Files.
 Note: PERL means Public Education and Recreation Levy.
 PPEL means Physical Plant and Equipment Levy.
 VPPEL means Voted Physical Plant and Equipment Levy.
 Average Tax Rate per \$1,000 valuation.
 Enrollment categories are determined by budget enrollments.

Table 7-13: Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category, 2025-26

Enrollment Category	Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	40	103	72	73	26	11	325
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
General Fund Property Tax	57,307,139	260,700,350	271,285,163	478,906,588	457,294,186	666,151,682	2,191,645,108
General Fund Income Surtax	2,126,217	13,627,003	17,037,774	29,214,505	16,004,174	16,916,245	94,925,918
Total General Fund Tax	59,433,356	274,327,353	288,322,937	508,121,093	473,298,360	683,067,927	2,286,571,026
Average Total General Fund Tax Per Pupil	6,699	5,815	5,165	4,785	4,358	4,436	4,757
Percent of Districts with Management Fund Levy	90.0%	100.0%	100.0%	97.3%	96.2%	100.0%	97.8%
Management Fund Property Tax	7,513,691	34,536,906	40,387,249	62,608,902	48,056,555	84,343,509	277,446,812
Average Management Fund Property Tax Per Pupil	934	732	723	609	453	548	586
Percent of Districts with PPEL Levy	97.5%	100.0%	98.6%	100.0%	100.0%	100.0%	99.4%
PPEL Property Tax	2,192,030	10,266,494	10,450,092	17,783,466	16,162,248	22,074,510	78,928,840
Average PPEL Property Tax Per Pupil	251	218	190	167	149	143	165
Percent of Districts with VPPEL Levy	72.5%	87.4%	86.1%	87.7%	100.0%	90.9%	86.5%
VPPEL Property Tax	27,347,261	25,170,870	42,948,992	57,998,487	78,889,561	237,367,846	223,448,509
VPPEL Income Surtax	324,942	4,422,881	4,159,045	5,584,058	731,525	-	15,222,451
Total VPPEL Tax	27,672,203	29,593,751	47,108,037	63,582,545	79,621,086	237,367,846	238,670,960
Average Total VPPEL Tax Per Pupil	4,365	718	987	689	733	1,702	548
Percent of Districts with PERL Levy	10.0%	10.7%	5.6%	4.1%	23.1%	18.2%	9.2%
PERL Property Tax	111,912	432,278	219,273	360,347	1,265,218	2,048,023	4,437,051
Average PERL Property Tax Per Pupil	137	88	71	88	45	52	55
Percent of Districts with Debt Services Levy	30.0%	55.3%	54.2%	60.3%	73.1%	36.4%	53.8%
Debt Services Property Tax	5,740,025	41,377,008	38,529,883	83,130,201	104,823,346	62,920,167	336,520,630
Average Debt Services Property Tax Per Pupil	1,885	1,561	1,262	1,275	1,376	1,264	1,339

Source: Iowa Department of Management, Master Budget Files.

Note: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

VPPEL means Voted Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 valuation.

Enrollment categories are determined by budget enrollments.

INCOME SURTAXES

Data on income surtax usage by enrollment category for 2000-01 and 2021-22 to 2025-26 are presented in Table 7-14. As in past years, the two highest enrollment categories (2,500-7,499 and 7,500+) have a significantly lower percentage of districts implementing an income surtax than the four smaller enrollment categories and have average surtax rates below the statewide average. The total number of districts implementing an income surtax (286) is slightly up from 284 in the previous year.

Table 7-14: Number and Percentage of Districts with Income Surtaxes, Surtax Per Pupil and Average Surtax Rates by Enrollment Category, 2000-01 and 2021-22 to 2025-26

		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2025-26								
	Number of Districts with Surtaxes	38	97	66	66	16	3	286
	Percent of Districts with Surtaxes	95.0%	94.2%	91.7%	90.4%	61.5%	27.3%	88.0%
	Surtaxes Per Budget Enrollment	293	404	413	370	265	375	359
	Average Income Surtax Rate	5.26%	6.55%	6.67%	5.73%	4.19%	4.33%	6.06%
2024-25								
	Number of Districts with Surtaxes	35	99	64	67	16	3	284
	Percent of Districts with Surtaxes	94.6%	93.4%	90.1%	90.5%	64.0%	25.0%	87.4%
	Surtaxes Per Budget Enrollment	378	404	410	371	257	399	365
	Average Income Surtax Rate	5.54%	5.56%	5.59%	5.15%	3.31%	4.00%	5.32%
2023-24								
	Number of Districts with Surtaxes	34	98	63	70	16	3	284
	Percent of Districts with Surtaxes	94.4%	93.3%	90.0%	90.9%	64.0%	25.0%	87.4%
	Surtaxes Per Budget Enrollment	341	379	364	375	263	395	353
	Average Income Surtax Rate	5.62%	5.66%	5.35%	5.31%	3.50%	4.00%	5.36%
2022-23								
	Number of Districts with Surtaxes	36	97	67	68	16	3	287
	Percent of Districts with Surtaxes	94.7%	93.3%	90.5%	90.7%	66.7%	25.0%	87.8%
	Surtaxes Per Budget Enrollment	375	357	328	346	274	401	339
	Average Income Surtax Rate	6.53%	5.77%	5.10%	5.06%	3.88%	4.33%	5.42%

Table 7-14: Number and Percentage of Districts with Income Surtaxes, Surtax Per Pupil and Average Surtax Rates by Enrollment Category, 2000-01 and 2021-22 to 2025-26 | Continued

		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2021-22								
	Number of Districts with Surtaxes	36	98	65	68	15	3	285
	Percent of Districts with Surtaxes	94.7%	91.6%	91.5%	90.7%	62.5%	25.0%	87.2%
	Surtaxes Per Budget Enrollment	387	350	354	328	281	388	337
	Average Income Surtax Rate	6.84%	5.73%	5.72%	4.99%	4.14%	4.65%	5.02%
2000-01								
	Number of Districts with Surtaxes	31	87	73	54	6	3	254
	Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
	Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
	Average Income Surtax Rate	12.03%	8.29%	7.29%	5.37%	3.66%	3.59%	5.46%

Source: Iowa Department of Management, Master Budget Files.

Note: Enrollment categories are determined by budget enrollments.

Surtaxes include Educational Improvement, Instructional Support, and Voter-Approved Physical Plant.

INSTRUCTIONAL SUPPORT

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district and may be imposed for a period of up to 10 years if approved through a referendum or up to five years through board resolution. A school district’s budget may be increased by up to 10% of the school district’s regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program, and the remaining portion was funded through a property tax and income surtaxes, if approved, once the program was enacted.

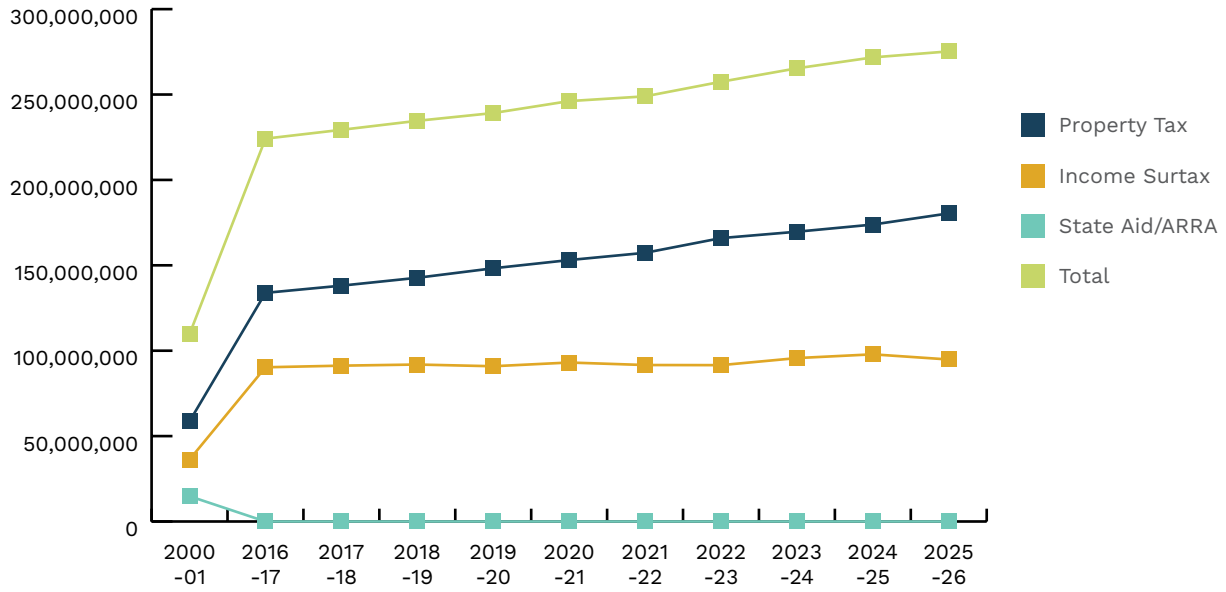
The revenue sources and amounts for the instructional support program for 2000-01 and 2016-17 through 2025-26 are shown in Table 7-15 and Figure 7-5. Current funding for the instructional support levy comes from a combination of property taxes and income surtax. The number of school districts with an instructional support program in the years 2000-01 and 2021-22 through 2025-26 by enrollment category is shown in Table 7-16. All 325 (100.0%) of the state’s districts are participating in 2025-26.

Table 7-15: Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid, 2000-01 and 2016-17 to 2025-26

School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2025-26	180,402,918	65.5%	94,856,034	34.5%	0	0.0%	275,258,952
2024-25	173,860,312	64.0%	97,879,349	36.0%	0	0.0%	271,739,661
2023-24	169,667,198	63.9%	95,682,684	36.1%	0	0.0%	265,349,882
2022-23	165,926,125	64.4%	91,544,171	35.6%	0	0.0%	257,470,296
2021-22	157,311,909	63.2%	91,616,031	36.8%	0	0.0%	248,927,940
2020-21	153,068,396	62.2%	93,082,602	37.8%	0	0.0%	246,150,998
2019-20	148,260,303	62.0%	90,900,495	38.0%	0	0.0%	239,160,798
2018-19	142,696,592	60.8%	91,908,949	39.2%	0	0.0%	234,605,541
2017-18	138,084,562	60.2%	91,245,322	39.8%	0	0.0%	229,329,884
2016-17	133,869,972	59.7%	90,292,079	40.3%	0	0.0%	224,162,051
2000-01	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget Files.
 Note: ARRA means American Recovery and Reinvestment Act of 2009.

Figure 7-5: Instructional Support Program Revenues, 2000-01 and 2016-17 to 2025-26



Source: Iowa Department of Management, Master Budget Files.
 Note: ARRA means American Recovery and Reinvestment Act of 2009.

Table 7-16: Instructional Support Program by Enrollment Category, 2000-01 and 2021-22 to 2025-26

		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2025-26								
	Number of Districts	40	103	72	73	26	11	325
	Number of Districts with Instructional Support	40	103	72	73	26	11	325
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2024-25								
	Number of Districts	37	106	71	74	25	12	325
	Number of Districts with Instructional Support	37	106	71	73	25	12	324
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.6%	100.0%	100.0%	99.7%
2023-24								
	Number of Districts	36	105	70	77	25	12	325
	Number of Districts with Instructional Support	36	105	70	76	25	12	324
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2022-23								
	Number of Districts	38	104	74	75	24	12	327
	Number of Districts with Instructional Support	38	104	74	74	24	12	326
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2021-22								
	Number of Districts	38	107	71	75	24	12	327
	Number of Districts with Instructional Support	38	107	71	73	24	12	325
	Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.3%	100.0%	100.0%	99.4%
2000-01								
	Number of Districts	36	113	109	83	24	9	374
	Number of Districts with Instructional Support	33	95	79	54	16	8	285
	Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget Files.
 Note: Enrollment categories are determined by budget enrollment.

BUDGET ADJUSTMENT

The budget adjustment provision is part of the Iowa school aid formula. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101% adjustment. The scale-down adjustment was eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the legislature determines whether or not a school district qualifies to receive the budget adjustment. The 101% budget adjustment guarantees a school district’s regular program cost will equal at least 101% of the previous year’s regular program cost. One hundred fifty-seven districts received the budget adjustment for 2025-26, which was an increase from the previous year (Table 7-17 and Figure 7-6).

Table 7-17: Number and Percentage of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category, 2000-01 and 2021-22 to 2025-26

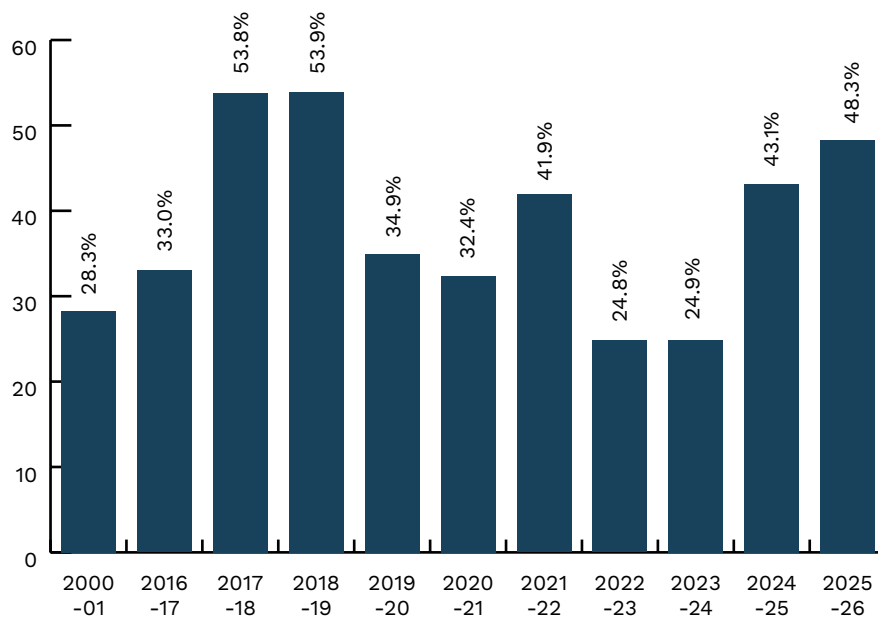
		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2025-26								
	Number of Districts	40	103	72	73	26	11	325
	Number of Districts w/ Adjustment	22	57	29	36	10	3	157
	Percent of Districts w/ Adjustment	55.0%	55.3%	40.3%	49.3%	38.5%	27.3%	48.3%
	Average Per Pupil	344	222	214	137	90	48	138
2024-25								
	Number of Districts	37	106	71	74	25	12	325
	Number of Districts w/ Adjustment	24	46	33	27	7	3	140
	Percent of Districts w/ Adjustment	64.9%	43.4%	46.5%	36.5%	28.0%	25.0%	43.1%
	Average Per Pupil	402	189	124	83	51	46	100
2023-24								
	Number of Districts	36	105	70	77	25	12	325
	Number of Districts w/ Adjustment	19	33	11	13	2	3	81
	Percent of Districts w/ Adjustment	52.8%	31.4%	15.7%	16.9%	8.0%	25.0%	24.9%
	Average Per Pupil	362	172	128	80	49	35	85
2022-23								
	Number of Districts	38	104	74	75	24	12	327
	Number of Districts w/ Adjustment	19	33	11	13	2	3	81
	Percent of Districts w/ Adjustment	50.0%	31.7%	14.9%	17.3%	8.3%	25.0%	24.8%
	Average Per Pupil	362	172	128	80	49	35	85

**Table 7-17: Number and Percentage of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category, 2000-01 and 2021-22 to 2025-26
| Continued**

		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2021-22								
	Number of Districts	38	107	71	75	24	12	327
	Number of Districts w/ Adjustment	14	53	27	26	9	8	137
	Percent of Districts w/ Adjustment	36.8%	49.5%	38.0%	34.7%	37.5%	66.7%	41.9%
	Average Per Pupil	210	167	133	129	81	92	109
2000-01								
	Number of Districts	36	113	109	83	24	9	374
	Number of Districts w/ Guarantee	21	44	25	16	0	0	106
	Percent of Districts w/ Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
	Average Per Pupil	288	143	90	35	0	0	101

Source: Iowa Department of Management, Master Budget Files.
Note: Enrollment categories are determined by budget enrollment.

Figure 7-6: Percentage of Iowa Public School Districts with Budget Adjustment, 2000-01 and 2016-17 to 2025-26



Source: Iowa Department of Management, Master Budget Files.

BOND ELECTIONS

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with the approval of at least 60% of the total votes cast. In 2023-24, 75.0% of bond referendums were passed.

Table 7-18: Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category, 2000-01, 2022-23 and 2023-24

		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2023-24								
	Number Attempted	1	3	4	7	3	2	20
	<50 Percent	0	1	0	1	0	1	3
	50.1-59.9 Percent	0	1	0	0	1	0	2
	60 Percent +	1	1	4	6	2	1	15
2022-23								
	Number Attempted	1	9	4	4	3	0	21
	<50 Percent	0	2	0	1	0	0	3
	50.1-59.9 Percent	0	1	2	0	0	0	3
	60 Percent +	1	6	2	3	3	0	15
2000-01								
	Number Attempted	0	11	6	6	4	1	28
	<50 Percent	0	3	2	3	0	0	8
	50-59.9 Percent	0	4	1	2	1	0	8
	60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot. Enrollment categories are based on certified enrollment.

PHYSICAL PLANT AND EQUIPMENT ELECTIONS

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-02, 2022-23 and 2023-24. Voter-approved physical plant and equipment referendums require 50% approval for passage. In 2023-24, 87.5% of the 32 voter-approved physical plant and equipment referendums were passed (Table 7-19).

Table 7-19: Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percentage of Yes Votes by Enrollment Category, 2001-02, 2022-23 and 2023-24

		Enrollment Category						
		Under 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2023-24								
	Number Attempted	1	10	7	9	2	3	32
	<50 Percent	0	1	1	2	0	0	4
	50.1 Percent +	1	9	6	7	2	3	28
2022-23								
	Number Attempted	3	8	4	5	2	0	22
	<50 Percent	0	0	0	2	0	0	2
	50.1 Percent +	3	8	4	3	2	0	20
2001-02								
	Number Attempted	2	14	10	9	2	0	37
	<50 Percent	0	3	2	2	1	0	8
	50.1 Percent +	2	11	8	7	1	0	29

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one Voter-Approved Physical Plant and Equipment Levy referendum in a year. FY 2002 was the first year the information was collected. Enrollment categories are based on certified enrollment.

SECURE AN ADVANCED VISION FOR EDUCATION

Secure an Advanced Vision for Education (SAVE), which became effective July 1, 2008, is used by school districts for school infrastructure needs and property tax relief. This legislation (Iowa Code Chapter 423F.1) increased the state sales, services and use tax from 5% to 6% to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. Legislation passed during the 2019 legislative session extended the sunset date from December 31, 2029, to January 1, 2051.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as defined in statute or approved within an RPS. An RPS requires voter approval to designate the specific use of SAVE. If there is no RPS, Iowa Code Chapter 423F.3 use of revenues defines allowable uses as reducing specified levies described in sub-section one or school infrastructure described in sub-section six. A school board may adopt a resolution to use SAVE revenues solely for property tax relief without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief or school infrastructure purposes, voter approval is required.

The estimated sales and services tax revenues for 2025-26 are \$652.7 million for 325 school districts in all 99 counties (Table 7-20), a decrease of approximately 1.3% from the prior year.

Table 7-20: Local Option/Statewide Sales and Services Tax for School Infrastructure, 2000-01, 2021-22 to 2025-26

	2000-01	2021-22	2022-23	2023-24	2024-25	2025-26
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	327	327	325	325	325
Resident Budget Enrollment in those Counties	171,150.6	485,630.4	486,475.5	483,698.7	480,665.4	Not Currently Available
Estimated Revenues	\$122,683,313	\$513,457,576	\$568,298,305	\$600,005,449	\$661,436,255	\$652,679,943
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Department of Revenue, Local Option Tax Information for Local Government.

Note: The 2025-26 'Resident Budget Enrollment in those Counties' figure was not available at the time of publication.

TOTAL PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION BUDGETS

The budget details for 2000-01, 2024-25 and 2025-26 are shown in Table 7-21. Categorically funded amounts for Teacher Salary, Professional Development, Early Intervention, AEA Teacher Salary and AEA Professional Development were added to the school aid formula beginning in 2009-10. Teacher Leadership was fully added to the school aid formula beginning in 2018-19.

Table 7-21: Iowa Elementary and Secondary Budget Detail, 2000-01, 2024-25 and 2025-26

Source of Funds	2000-01		2024-25		2025-26	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,790,495,946	51.0	3,843,964,749	51.1
Guarantee Amount	6,629,840	0.2	15,486,981	0.2	24,313,423	0.3
Supplementary Weights	21,887,590	0.7	129,676,492	1.7	142,134,215	1.9
Special Education	278,121,047	8.5	536,713,923	7.2	552,718,546	7.4
Teacher Salary	-	0.0	401,143,347	5.4	440,710,084	5.9
Professional Development	-	0.0	37,967,116	0.5	39,392,225	0.5
Early Intervention	-	0.0	41,289,183	0.6	42,838,095	0.6
Teacher Leadership	-	0.0	189,229,348	2.5	196,308,686	2.6
AEA Special Education Support and Adj.	107,245,598	3.3	157,230,413	2.1	160,490,491	2.1
AEA Media	19,184,863	0.6	33,132,147	0.4	33,797,920	0.4
AEA Ed Services	21,167,941	0.6	36,608,224	0.5	37,346,747	0.5
AEA Sharing	-	0.0	210,004	<0.1	210,003	0.0
AEA Teacher Salary	-	0.0	18,564,478	0.2	18,884,531	0.3
AEA Professional Development	-	0.0	-	0.0	-	0.0
Dropout SBRC	40,504,621	1.2	149,546,473	2.0	153,920,719	2.0
Other SBRC	664,690	<0.1	-	0.0	-	0.0
Enrollment Audit Adjustment	(695,392)	0.0	(974,603)	0.0	(534,799)	0.0
AEA Prorated Budget Reduction	-	0.0	(32,500,000)	0.0	(32,500,000)	-0.4
Preschool	-	0.0	91,421,500	1.2	91,311,325	1.2

**Table 7-21: Iowa Elementary and Secondary Budget Detail,
2000-01, 2024-25 and 2025-26 | Continued**

Source of Funds	2000-01		2024-25		2025-26	
	Amount	Percent	Amount	Percent	Amount	Percent
Instructional Support	109,749,562	3.4	271,739,661	275,258,952	3.7	3.7
Educational Improvement	317,837	<0.1	706,748	697,071	0.0	<0.1
Management	47,005,258	1.4	272,735,666	277,446,812	3.7	3.7
Physical Plant and Equipment	80,703,751	2.5	238,034,349	252,590,297	3.4	3.2
Regular PPEL	668,203	<0.1	76,398,457	78,928,840	1.1	1.0
Playground and Amana Library	1,592,530	<0.1	4,329,602	4,467,292	0.1	0.1
Debt Service	99,375,793	3.0	315,397,775	336,520,630	4.5	4.2
Estimated Miscellaneous State	147,121,263	4.5	31,098,570	0.4	31,098,570	0.4
Categorical Education Support	-	-	-	-	14,000,000	0.2
Personnel Approp	-	-	-	-	-	-
Estimated Misc. Federal	104,000,000	3.2	591,411,689	8.0	591,411,689	8.0
Total	3,260,918,574	-	7,429,593,489	-	7,515,822,681	100.0

Source: Iowa Department of Management, Master Budget Files.



400 E. 14th Street
Des Moines, IA 50319-0146
Phone: 515-281-8260
www.educate.iowa.gov

