

# 2022 Annual Report



## Condition of Education



Iowa Department of Education

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# Dear Iowans,

I am pleased to present the 2022 edition of the Annual Condition of Education. This flagship report summarizes the latest data and information on PK-12 education in Iowa, which are vital for driving school improvement and preparing all students for success. It underscores our commitment to continuous improvement and serves as a roadmap as we examine what we are doing well as a state, what may need more attention and what we can expect in coming years.



The 2022 Annual Condition of Education includes a wide-range of state-level data across a number of key indicators, including academic achievement, enrollment trends, student demographics and school financial information. Here we can identify trends, make adjustments and gauge our progress going forward.

Additionally, make sure to check out the online companion to the print version of this report, where you can dive deeper into areas such as enrollment, staffing and high school course-taking data at both state and local levels.

Thank you for your support of Iowa schools and students. I look forward to working together and building on our strong foundation to create an even better future for Iowa students.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Lebo".

Ann Lebo, Director  
Iowa Department of Education

# Acknowledgments

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

# Introduction

The 2022 edition of the Annual Condition of Education Report (COE) marks the 33rd 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 2022 COE includes a wide variety of content including information about Iowa's students, schools, educators, administrators, performance and school finance. In order to provide information pertinent to contemporary topics, new content has been added about teacher retention. A companion online version of the COE is also available at [reports.educateiowa.gov/COE/](https://reports.educateiowa.gov/COE/) which allows users to explore state trends and localize information for specific districts and communities. Below are highlights from the 33rd edition of the report.

## Enrollment

- Enrollment in 2021-2022 increased slightly from the previous year. This is following the first year-to-year enrollment decrease (between 2019-2020 and 2020-2021) since the 2011-2012 school year, a change likely impacted by the COVID-19 pandemic. The steady enrollment increase between 2011-2012 and 2019-2020 followed a long-term decline between 1997-1998 and 2011-2012.
- Minority students now make up 26.8 percent of the public-school K-12 enrollment.
- The percentage of students eligible for free and reduced-price lunch slightly decreased from the prior year. 40.7 percent of students were eligible for free and reduced-price lunch in 2021-2022 while 41.8 percent were eligible in the 2020-2021 school year.
- The percent of students who are English learners (EL) increased from the prior school year. In 2021-2022, 6.6 percent of public-school students were ELs compared to 6.3 percent in 2020-2021.

## Iowa Educators

- Data on teacher retention is being reported on for the first time in the 2022 COE. 88.3 percent of Iowa full-time public-school teachers were retained in Iowa as full-time teachers between the 2020-2021 and 2021-2022 school years.
- Iowa's average regular teacher salary increased slightly to \$59,492 in 2021-2022 compared to \$58,771 in 2020-2021.
- Iowa's average public-school teacher salary continues to be competitive in the national rankings. Iowa's average salary is 24th in national rankings and 6th when compared to other Midwest states in the 2020-2021 school year.
- The number of full-time teachers in public schools remained steady at 38,020 in 2021-2022 compared to 38,022 in 2020-2021. There was a 13.1 percent increase in the number of full-time public-school teachers between 2000-2001 (33,610) and 2021-2022 (38,020).

## Student Performance

- Overall, proficiency rates increased in English language arts, mathematics and science assessment results in grades 3 to 11.
- The percent of students taking key courses increased in the curricular areas of high-quality computer science, physics and world languages for the class of 2022. Participation for the class of 2022: Algebra II (80.7 percent of all students took at least one course), higher-level mathematics (47.1 percent), world languages (87.9 percent), chemistry (72.9 percent), physics (32.7 percent) and high-quality computer science (11.2 percent).

- The four-year cohort graduation rate for the class of 2021 was 90.2 percent, which is a decrease from 91.8 percent for the class of 2020. This is the lowest four-year graduation rate since the class of 2013 (89.7 percent).
- The percent of students in the class of 2022 who took the ACT increased to 49 percent from 47 percent for the class of 2021.
- Statewide concurrent enrollment increased to an all-time high number of courses taken in 2021-2022. In 2021-2022, 47,228 students in grades 9-12 took 111,769 concurrent enrollment courses.

Sincerely,

A handwritten signature in black ink, appearing to read "JP".

Jay Pennington, Chief  
Bureau of Information and Analysis Services

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# Enrollment

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

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

Enrollment in 2021-2022 increased from the previous year after the first enrollment decline since the 2011-2012 school year, a change likely impacted by the COVID-19 pandemic. The steady enrollment increase between 2011-2012 and 2019-2020 followed a long-term decline between 1997-1998 and 2011-2012. Public school enrollment is projected to increase slightly in 2022-2023 and then gradually decrease through 2026-2027. Nonpublic school enrollment has a similar projected decrease (Figure 1-1). More than two-thirds (69.0%) of Iowa public school districts in 2000-2001 had district enrollments fewer than 1,000 and these districts served 28.2 percent of K-12 students. Just under two-thirds (66.1%) of the districts in 2021-2022 had fewer than 1,000 students and served 23.4 percent of K-12 public school students (Table 1-3). There are nine AEAs in Iowa that serve students. The largest is Heartland AEA, which served 28.9 percent of Iowa K-12 students in 2021-2022 (Table 1-4).

The Open Enrollment Act (Iowa Code §282.18) of 1989-1990 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 continues to increase with 7.5 percent of students in 2021-2022 open enrolling (Table 1-5). The smallest and largest enrollment categories in 2020-2021 and 2021-2022 had more students open enrolling out than open enrolling in. In 2021-2022, the 300-599 enrollment category net gained the most students from the open enrollment legislation (Table 1-6).

The percent of K-12 minority students was 26.8 for public schools and 16.9 for nonpublic schools in 2021-2022 (Table 1-7, Table 1-8 and Figure 1-2). The largest enrollment category had the highest percent of minority students at 43.8 percent, while the two smallest enrollment categories had the lowest percent of minority students (with both less than 10%) (Table 1-9).

Children from families with incomes at or below 130 percent of the federal poverty level (FPL) are eligible for free lunch and children from families with incomes between 130 and 185 percent of the FPL are eligible for reduced-price lunch, according to the National School Lunch Program. In 2021-2022, the percent of students eligible for free or reduced-price lunch decreased to 40.7 from 41.8 percent in the prior year (Figure 1-3). Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced-price lunch (Table



1-10). Black or African American students had the highest free or reduced-price lunch eligibility percentage (80.0%) among race/ethnicity groups (Table 1-11).

Children requiring special education are “Persons under twenty-one years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education” (Iowa Code §256B.2). The special education students in Iowa public schools accounted for 12.6 percent of the total certified enrollment in 2021-2022. This continues an upward trend since 2015-2016 when the percentage was 11.6 (Table 1-12).

The percent of K-12 English learner (EL) students was 6.6 for public schools and 4.2 for nonpublic schools in 2021-2022 (Figure 1-4). The majority of EL students spoke Spanish as their primary language in all three years presented (Table 1-13). Larger school districts had more weighted EL students than smaller districts in all years presented in Table 1-14. Through the 2020-2021 school year, an EL student was eligible for 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4). With the passage of HF605 in the 2021 legislative session, starting with the 2021-2022 school year, EL weighted funding differs based upon the student’s level of English language proficiency. “Intensive” students (those who score a level 1 or “emerging” on the ELPA21) are eligible for 0.26 weighted funding while “intermediate” students (those who score a level 2 or “progressing” on the ELPA21) are eligible for 0.21 weighted funding.

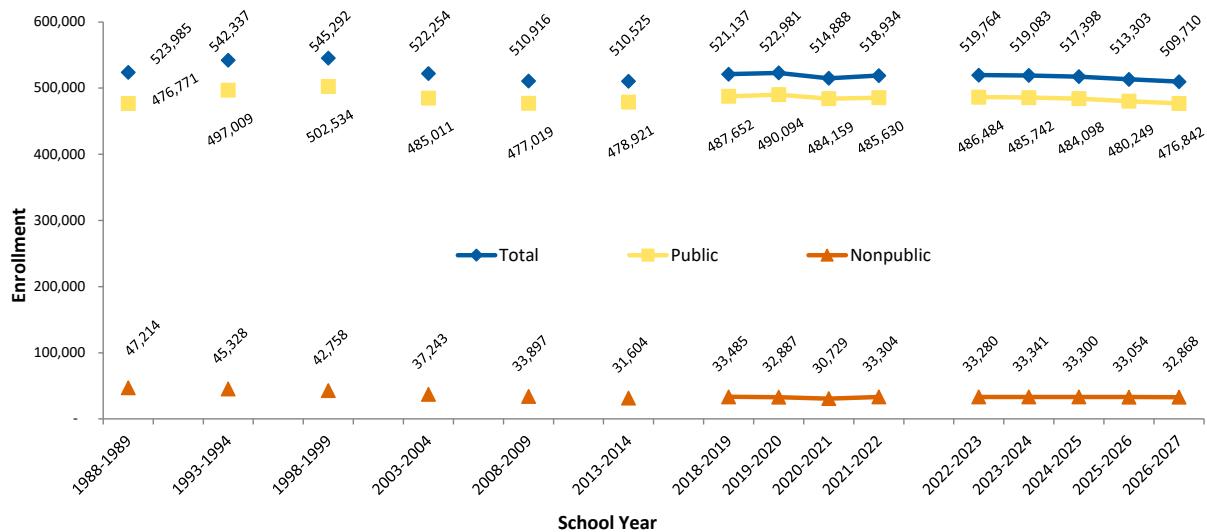
The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data are collected by the Iowa Department of Education through a direct certified system. The number and percent of migrant students in the 2015-2016 to 2021-2022 school years are displayed in Table 1-15.



# Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009, 2013-2014, 2018-2019 to 2021-2022, Projected Enrollments 2022-2023 to 2026-2027



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



# Projected Enrollment

**Table 1-1**

Iowa's Public School K-12 Certified Enrollments 2020-2021 to 2021-2022 and Projected Certified Enrollments 2022-2023 to 2026-2027 by Grade

Grade	Enrollment			Projected Enrollment			
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	37,951	38,804	38,765	38,026	37,718	36,652	36,909
1	35,450	35,333	35,680	35,644	34,965	34,681	33,701
2	35,213	35,646	35,488	35,836	35,801	35,118	34,833
3	34,791	35,432	35,813	35,655	36,005	35,969	35,283
4	35,022	35,057	35,620	36,003	35,844	36,196	36,160
5	36,184	35,258	35,304	35,872	36,258	36,098	36,452
6	37,088	36,548	35,536	35,583	36,155	36,544	36,383
7	38,753	37,515	36,990	35,965	36,013	36,592	36,986
8	38,856	38,939	37,687	37,160	36,131	36,179	36,760
9	39,278	40,394	40,301	39,006	38,460	37,395	37,445
10	38,516	39,109	40,263	40,170	38,879	38,335	37,274
11	37,097	37,753	38,401	39,534	39,443	38,176	37,641
12	37,587	37,527	38,214	38,870	40,017	39,925	38,642
PKIEP	2,373	2,317	2,421	2,416	2,408	2,388	2,373
State	484,159	485,630	486,484	485,742	484,098	480,249	476,842

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

Notes: PKIEP: Prekindergarten individualized education programs.

Figures may not total due to rounding.



**Table 1-2**

Iowa's Nonpublic School K-12 Enrollments 2020-2021 to 2021-2022 and Projected Enrollments 2022-2023 to 2026-2027 by Grade

Grade	Enrollment		Projected Enrollment				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
K	3,029	3,339	3,214	3,153	3,127	3,039	3,060
1	2,779	3,136	3,227	3,107	3,047	3,023	2,937
2	2,764	3,005	3,012	3,099	2,984	2,927	2,903
3	2,824	3,017	3,002	3,009	3,096	2,981	2,924
4	2,620	3,003	2,956	2,941	2,948	3,034	2,920
5	2,660	2,786	2,925	2,880	2,866	2,872	2,955
6	2,563	2,709	2,649	2,781	2,738	2,724	2,730
7	2,251	2,432	2,409	2,355	2,473	2,434	2,423
8	2,322	2,410	2,410	2,387	2,334	2,451	2,412
9	1,660	1,965	1,908	1,908	1,889	1,847	1,940
10	1,776	1,804	1,937	1,881	1,881	1,863	1,822
11	1,765	1,799	1,872	2,011	1,952	1,952	1,933
12	1,716	1,899	1,758	1,829	1,965	1,907	1,907
Total	30,729	33,304	33,280	33,341	33,300	33,054	32,868

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

## K-12 Enrollments by District Size Category

**Table 1-3**

Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2020-2021 and 2021-2022

Enrollment Category	2000-2001		2020-2021		2021-2022					
	District	Students	District	Students	District	Students				
	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	38	11.6	8,510	1.8	38	11.6
300-599	116	31.0	52,162	10.6	107	32.7	50,161	10.4	104	31.8
600-999	104	27.8	78,916	16.0	71	21.7	54,770	11.3	74	22.6
1,000-2,499	83	22.2	126,118	25.5	75	22.9	110,929	22.9	75	22.9
2,500-7,499	24	6.4	96,410	19.5	24	7.3	97,978	20.2	24	7.3
7,500+	9	2.4	132,509	26.8	12	3.7	161,809	33.4	12	3.7
State	374	100.0	494,291	100.0	327	100.0	484,159	100.0	327	100.0

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

Note: Figures may not total due to rounding.



# Enrollment in Iowa's Area Education Agencies

**Table 1-4**

Total Iowa Public and Nonpublic K-12 Students by AEA 2021-2022

AEA	Public Schools		Nonpublic Schools		Total	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone	27,800.7	5.7	3,937	11.8	31,738	6.1
Prairie Lakes	30,029.6	6.2	1,922	5.8	31,952	6.2
Central Rivers AEA	61,360.0	12.6	3,129	9.4	64,489	12.4
Mississippi Bend	45,498.3	9.4	3,242	9.7	48,740	9.4
Grant Wood	69,378.5	14.3	4,296	12.9	73,675	14.2
Heartland	141,056.7	29.0	9,140	27.4	150,197	28.9
Northwest	39,999.7	8.2	5,409	16.2	45,409	8.8
Green Hills	36,677.0	7.6	1,027	3.1	37,704	7.3
Great Prairie	33,829.9	7.0	1,202	3.6	35,032	6.8
State	485,630	100.0	33,304	100.0	518,934	100.0

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

Notes: Figures may not total due to rounding.

## Open Enrollment

**Table 1-5**

Number and Percent of Public School K-12 Open Enrolled Out Students  
1990-1991, 1995-1996, 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2021-2022

	Certified Enrollment	# Open Enrolled Out	% Open Enrolled Out
1990-1991	483,399	2,757	0.6
1995-1996	504,505	12,502	2.5
2000-2001	494,291	18,554	3.8
2005-2006	483,105	23,155	4.8
2010-2011	473,493	25,831	5.5
2015-2016	483,451	30,463	6.3
2020-2021	484,159	35,227	7.3
2021-2022	485,630	36,412	7.5

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



**Table 1-6**

**Open Enrollment in Iowa's Public Schools by Enrollment Size**  
**2000-2001, 2020-2021 and 2021-2022**

<b>Enrollment Category</b>							
<b>2000-2001</b>	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>&gt;7,500</b>	<b>State</b>
Total Number of Districts	38	116	104	83	24	9	374
Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Number of Students Open in	398.0	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
Number of Students Open Out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	18,553.9
Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	
Number of District with Gains	6	47	49	53	13	0	168
Number Districts with Losses	30	65	54	30	11	9	199
Number of Districts with No Gain/Loss	2	4	1	0	0	0	7
<b>2020-2021</b>							
Total Number of Districts	38	107	71	75	24	12	327
Number of Students	8,510.1	50,161.0	54,770.3	110,929.9	97,978.0	161,809.2	484,158.5
Number of Students Open in	1,284.5	9,403.8	5,604.9	8,983.8	6,397.1	3,552.4	35,226.5
Number of Students Open Out	1,943.2	6,408.2	5,019.2	7,512.2	6,203.5	8,140.2	35,226.5
Net Gains/Losses	-658.7	2,995.6	585.7	1,471.6	193.6	-4,587.8	0
Number of District w/ Gains	9	46	39	42	15	1	152
Number of Districts with Losses	29	61	32	33	9	11	175
Number of Districts with no Gain/Loss	0	0	0	0	0	0	0
<b>2021-2022</b>							
Total Number of Districts	38	104	74	75	24	12	327
Number of Students	8,419.0	48,297.3	57,027.5	111,230.2	98,900.1	161,756.3	485,630.4
Number of Students Open in	1,347.2	8,664.7	6,567.8	9,320.1	6,720.4	3,791.5	36,411.7
Number of Students Open Out	2,110.8	6,269.6	5,320.5	7,664.9	6,446.3	8,599.6	36,411.7
Net Gains/Losses	-763.6	2,395.1	1,247.3	1,655.2	274.1	-4,808.1	0.0
Number of District w/ Gains	10	48	39	38	15	1	151
Number of Districts with Losses	28	55	35	37	9	11	175
Number of Districts with no Gain/Loss	0	1	0	0	0	0	1

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

# Student Group Enrollments

## Enrollment by Race and Ethnicity

**Table 1-7**

Iowa's Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2020-2021 and 2021-2022

Race/Ethnicity Group	2000-2001 Number	2000-2001 Percent	2020-2021 Number	2020-2021 Percent	2021-2022 Number	2021-2022 Percent
All Minority	46,250	9.7	125,309	26.1	128,834	26.8
American Indian or Alaska Native	2,447	0.5	1,655	0.3	1,637	0.3
Asian	8,274	1.7	12,196	2.5	11,967	2.5
Black or African American	18,510	3.9	31,704	6.6	31,873	6.6
Hispanic/Latino	17,019	3.6	56,301	11.7	58,309	12.1
Native Hawaiian or Other Pacific Islander	-	-	1,888	0.4	2,306	0.5
Two or More Races	-	-	21,565	4.5	22,742	4.7
White	430,677	90.3	353,955	73.9	352,414	73.2
Total	476,927	100.0	479,264	100.0	481,248	100.0

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

Note: SRI added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' in the system from 2009-2010.

**Table 1-8**

Iowa's Nonpublic K-12 Enrollments by Race/Ethnicity 2000-2001, 2020-2021 and 2021-2022

Race/Ethnicity Group	2000-2001 Number	2000-2001 Percent	2020-2021 Number	2020-2021 Percent	2021-2022 Number	2021-2022 Percent
All Minority	1,946	4.7	5,235	17.0	5,615	16.9
American Indian or Alaska Native	70	0.2	123	0.4	41	0.1
Asian	563	1.4	853	2.8	859	2.6
Black or African American	492	1.2	876	2.9	937	2.8
Hispanic/Latino	821	2.0	2,500	8.1	2,709	8.1
Native Hawaiian or Other Pacific Islander	-	-	77	0.3	75	0.2
Two or More Races	-	-	806	2.6	994	3.0
White	39,118	95.3	25,494	83.0	27,689	83.1
Total	41,064	100	30,729	100	33,304	100

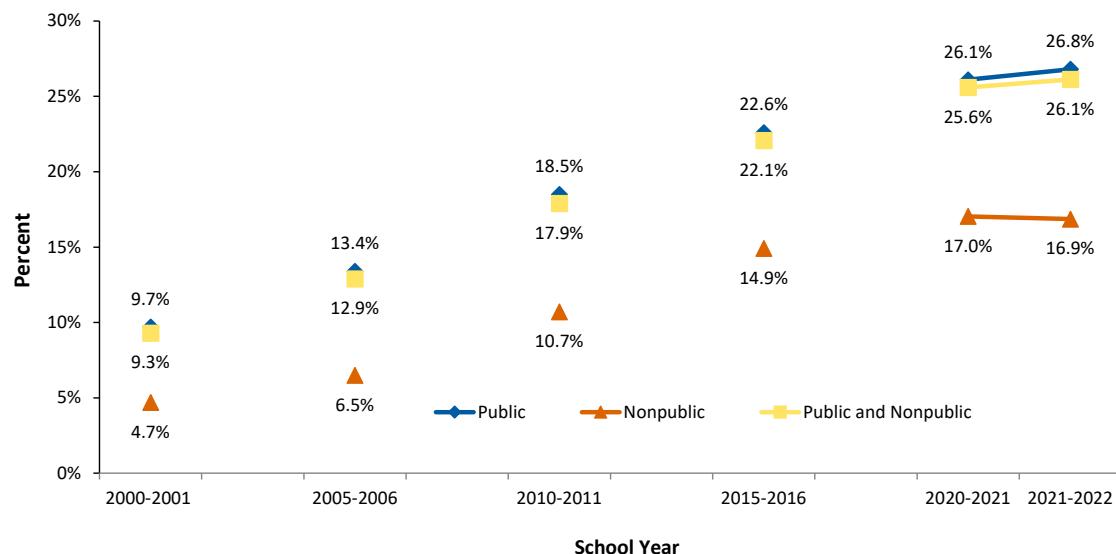
Source: Iowa Department of Education, Bureau of Information and Analysis Services, BEDS, and SRI.

Note: SRI added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' in the system from 2009-2010.



**Figure 1-2**

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2021-2022



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

**Table 1-9**

Iowa's Public School Percent Minority Enrollment by Enrollment Category  
2000-2001, 2020-2021 and 2021-2022

Enrollment Category	2000-2001	2020-2021	2021-2022
<300	1.5	9.1	9.5
300-599	2.4	9.1	9.2
600-999	2.6	12.2	12.3
1,000-2,499	5.9	16.9	17.4
2,500-7,499	9.0	28.2	29.1
7,500+	21.7	43.0	43.8
State	9.7	26.1	26.8

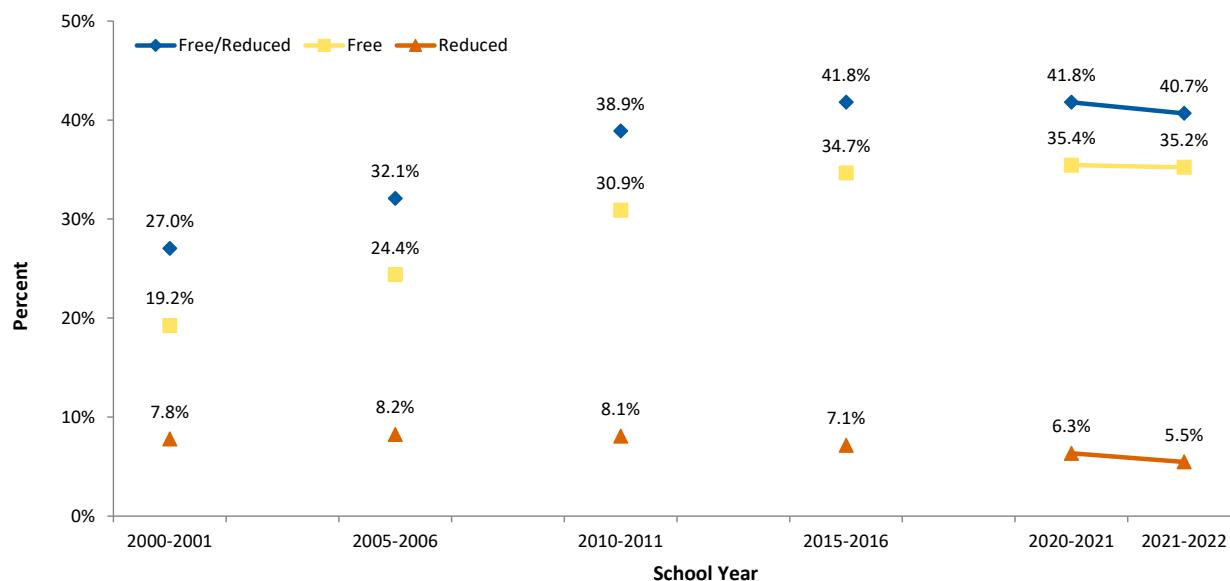
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey and SRI.



## Students Eligible for Free or Reduced-Price Lunch

**Figure 1-3**

Percent of Iowa's Public School K-12 Students Eligible for Free or Reduced-Price Lunch 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2021-2022



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

Note: The Community Eligibility Provision (CEP) started in 2015-2016

**Table 1-10**

K-12 Public School Students Eligible for Free or Reduced-Price Lunch by Enrollment Category  
2000-2001, 2020-2021 and 2021-2022

Enrollment Category	2000-2001		2020-2021		2021-2022	
	K-12 (BEDS) Enrollment	# Free / Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
<300	6,711	2,256	33.6	6,765	3,303	48.8
300-599	50,933	13,511	26.5	53,018	20,180	38.1
600-999	77,327	17,966	23.2	54,999	20,669	37.6
1,000-2,499	122,830	29,876	24.3	111,359	42,070	37.8
2,500-7,499	93,322	21,433	23.0	97,431	32,628	33.5
7,500+	125,804	43,874	34.9	155,692	81,357	52.3
State	476,927	128,916	27.0	479,264	200,207	41.8

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



**Table 1-11**

**K-12 Public School Students Eligible for Free or Reduced-Price Lunch by Race/Ethnicity  
2010-2011, 2020-2021 and 2021-2022**

Race/ Ethnicity Group	K-12 (BEDS) Enrollment	2010-2011		2020-2021			2021-2022		
		# 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	1,655	1,156	69.8	1,637	1,082	66.1
Asian	9,486	3,543	37.3	12,196	5,334	43.7	11,967	5,456	45.6
Black or African American	24,066	19,247	80.0	31,704	25,548	80.6	31,873	25,505	80.0
Hispanic/Latino	39,678	30,311	76.4	56,301	40,435	71.8	58,309	40,122	68.8
Native Hawaiian or Other Pacific Islander	660	431	65.3	1,888	1,320	69.9	2,306	1,745	75.7
Two or More Races	10,343	6,174	59.7	21,565	12,426	57.6	22,742	12,882	56.6
White	382,177	121,174	31.7	353,955	113,988	32.2	352,414	108,968	30.9
Total	468,689	182,282	38.9	479,264	200,207	41.8	481,248	195,760	40.7

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

## Special Education Enrollment

**Table 1-12**

**Iowa's Public School Special Education Weighted Enrollment  
2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2021-2022**

School Year	Number Special Education Students	Certified Enrollment	Percent Special Education Students
2000-2001	63,392	494,291	12.8
2005-2006	64,350	483,105	13.3
2010-2011	60,223	473,493	12.7
2015-2016	56,039	483,451	11.6
2020-2021	60,342	484,159	12.5
2021-2022	61,193	485,630	12.6

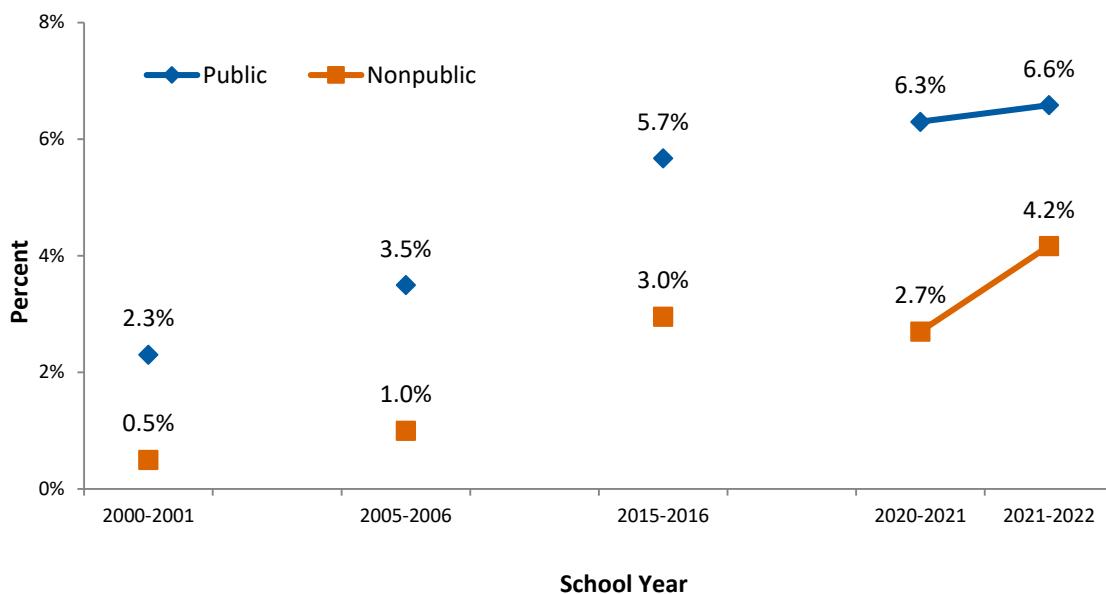
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment Files; Bureau of Learner Strategies and Supports, Last Friday of October Special Education Weighted Enrollment Files.



## Enrollment of English Learners

Figure 1-4

Percent of Public and NonPublic School K-12 Students who are English Learners 2000-2001, 2005-2006, 2015-2016, 2020-2021 to 2021-2022



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



**Table 1-13**

Iowa's Public and Nonpublic K-12 English Learners' Primary Language 2000-2001, 2020-2021 and 2021-2022			
Language	2000-2001	2020-2021	2021-2022
Spanish; Castilian	7,014	19,630	21,041
Swahili		1,095	1,187
Arabic	81	1,101	1,125
French		758	853
Karen languages		863	852
Burmese		568	618
Marshallese		533	604
Vietnamese	766	546	522
Pohnpeian		341	473
Bosnian	363	450	440
Nilo-Saharan (Other)		401	419
Chuukese		221	355
Nepali		359	347
Tigrinya		337	340
Somali		371	323
Creoles and pidgins, English based (Other)		300	310
Lao	409	229	229
Chinese	80	249	217
Kinyarwanda		155	176
Dinka		178	172
Rundi		154	157
Oromo		98	98
German	153	105	97
Amharic		87	92
Hmong		96	86
Russian	65	96	86
Telugu		115	86
Haitian; Haitian Cre		64	76
Urdu		59	73
Ewe		61	71
Kru languages		81	69
Portuguese		67	66
Sino-Tibetan (Other)		66	65



**Table 1-13 (...continued)**

Iowa's Public and Nonpublic K-12 English Learners' Primary Language 2000-2001, 2020-2021 and 2021-2022

Language	2000-2001	2020-2021	2021-2022
Tagalog		60	65
Hindi		81	61
Lingala		78	57
Mayan languages		52	56
Tamil		73	54
Albanian		54	
Korean	76		
Other	2,257	1,004	1,059
<b>TOTAL</b>	<b>11,264</b>	<b>31,236</b>	<b>33,077</b>

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

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

**Table 1-14**

Iowa's Public School K-12 Weighted English Learners by Enrollment Size  
2000-2001, 2020-2021 and 2021-2022

	2000-2001		2020-2021		2021-2022	
Enrollment Category	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL
<300	8,176	23	8,510	101	8,419	108
300-599	52,162	237	50,161	377	48,297	399
600-999	78,916	530	54,770	1,303	57,028	1,360
1,000-2,499	126,118	1,848	110,930	3,217	111,230	3,281
2,500-7,499	96,410	1,348	97,978	4,356	98,900	4,628
7,500+	132,509	4,165	161,809	11,980	161,756	12,780
<b>State</b>	<b>494,291</b>	<b>8,151</b>	<b>484,159</b>	<b>21,334</b>	<b>485,630</b>	<b>22,556</b>

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

Note: Figures may not total due to rounding.



## Migrant Student Enrollment

Table 1-15

Percent of Public School K-12 Migrant Enrollment 2015-2016 to 2021-2022

School Year	Number Migrant Students	K-12 Enrollment	Percent Migrant Students
2015-2016	1,153	488,818	0.24
2016-2017	1,423	489,940	0.29
2017-2018	1,719	490,669	0.35
2018-2019	1,791	492,010	0.36
2019-2020	1,886	492,518	0.38
2020-2021	1,927	487,185	0.40
2021-2022	2,284	489,939	0.47

Source: Iowa Department of Education. K-12 migrant counts are from Migrant Direct Certified Table during October 1 to September 30 following year.

K-12 enrollments are the unduplicated counts from SRI during Fall, Winter and Spring.





# Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program-level data collection forms and the Student Reporting in Iowa (SRI) student-level data collection. This chapter describes preschool and kindergarten programs in 2020-2021 and 2021-2022.

## Preschool Programs

### Preschool Enrollment

Districts throughout the state offer preschool to children ages three to five. Table 2-1 shows the number of districts that offered preschool and Table 2-2 shows the preschool enrollment by enrollment category for the school years of 2020-2021 and 2021-2022. The number of districts offering preschool has remained steady. About 99.4 percent of school districts offered preschool during the 2020-2021 and 2021-2022 school years. Table 2-3 shows the breakdown of preschool enrollment by student group for the two school years. There was an increase in the participation of students in district-sponsored preschool programs in 2021-2022 compared to 2020-2021.



**Table 2-1**

Iowa Public School Districts Offering Preschool by Enrollment Category 2020-2021 and 2021-2022

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
<b>2020-2021</b>			
<300	38	38	100.0
300-599	107	105	98.1
600-999	71	71	100.0
1,000-2,499	75	75	100.0
2,500-7,499	24	24	100.0
7,500+	12	12	100.0
State	327	325	99.4
<b>2021-2022</b>			
<300	38	38	100.0
300-599	104	102	98.1
600-999	74	74	100.0
1,000-2,499	75	75	100.0
2,500-7,499	24	24	100.0
7,500+	12	12	100.0
State	327	325	99.4

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



**Table 2-2**

Iowa Public School Preschool Enrollment by Enrollment Category 2020-2021 and 2021-2022				
		2020-2021	2021-2022	
Enrollment Category	Number	Percent	Number	Percent
<300	680	2.5%	720	2.4%
300-599	3,761	13.7%	3,678	12.5%
600-999	3,720	13.6%	4,037	13.7%
1,000-2,499	6,825	24.9%	7,253	24.7%
2,500-7,499	5,238	19.1%	5,923	20.1%
7,500+	7,168	26.2%	7,800	26.5%
State	27,392	100.0%	29,411	100.0%

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

**Table 2-3**

Iowa Public School Preschool Students by Student Group 2020-2021 and 2021-2022				
		2020-2021	2021-2022	
Student Group	Number	Percent	Number	Percent
All Minority	6,174	22.5	7,281	24.8
American Indian or Alaska Native	74	0.3	66	0.2
Asian	669	2.4	820	2.8
Black or African American	1,407	5.1	1,767	6.0
Hispanic/Latino	2,844	10.4	3,272	11.1
Native Hawaiian or Other Pacific Islander	54	0.2	83	0.3
Two or More Races	1,126	4.1	1,273	4.3
White	21,218	77.5	22,130	75.2
Potential English Learner	474	1.7	532	1.8
Low Socioeconomic Status (FRL)*	6,230	22.7	6,569	22.3
Female	13,081	47.8	14,111	48.0
Male	14,311	52.2	15,300	52.0
Total	27,392	100.0	29,411	100.0

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

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

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

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

Table 2-4 shows the number of districts that provided the SWVPP, number of students funded, and the total number of students who participated in the program. Amended code language for the SWVPP for the 2017-2018 school year increased flexibility in the use of SWVPP funds, inclusive of paying the cost of attendance of students younger or older than age four on or before September 15 based on local school board decisions. The number of students funded in Table 2-4 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 Statewide Voluntary Preschool Program through ongoing funding generated by the four-year-old student count. Additional students are served in SWVPP classrooms using other funding sources. The number of students who were served in SWVPP classrooms is included in the last row of Table 2-4.

**Table 2-4**

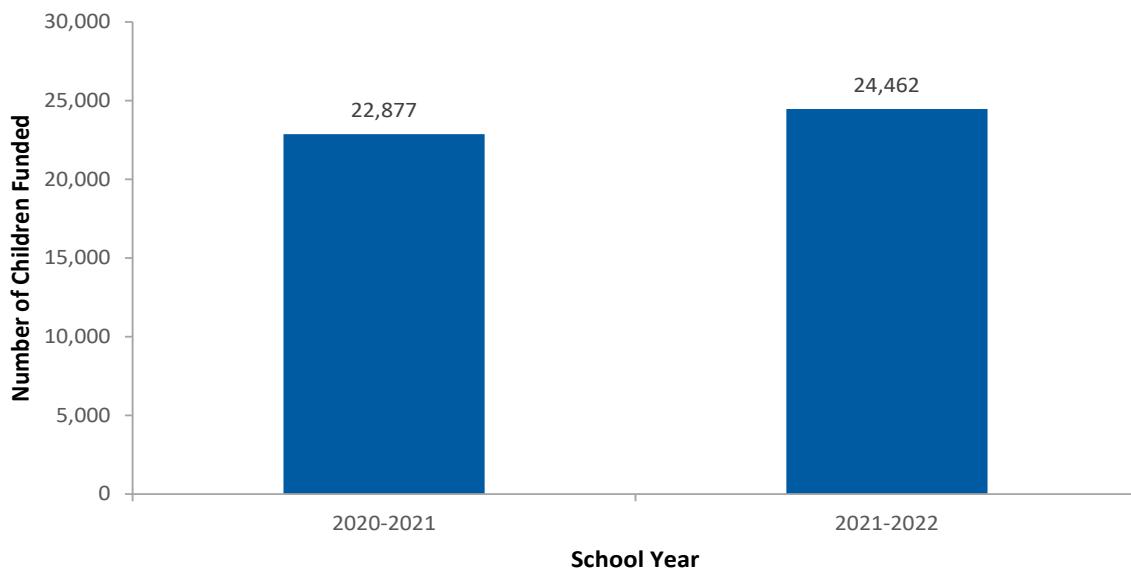
Statewide Voluntary Preschool Program, 2020-2021 and 2021-2022

District Information	Academic Year	
	2020-2021	2021-2022
Number Districts Participated	322	323
Number of Students Funded	22,877	24,462
Number of Students Served	24,219	26,021

Source: Iowa Department of Education, Statewide Voluntary Preschool Data, SRI files.

**Figure 2-1**

Number of Children Funded to Participate in the Statewide Voluntary Preschool Program  
2020-2021 and 2021-2022



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

The number of SWVPP students by age and Individualized Education Program (IEP) status is shown in Table 2-5A. The number of students eligible for special education who were enrolled in SWVPP increased overall between 2020-2021 and 2021-2022. Overall, the number of three-, four- and five-year-olds served in SWVPP increased between 2020-2021 and 2021-2022.

Table 2-5B represents the number of students funded by age, based on the funding flexibility previously described. Students on an IEP are reported separately based upon 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 upon a different funding formula generated through the weighting plan established in Iowa Code chapter 256B for students who receive special education instructional services. Of the students funded by the SWVPP in the 2021-2022 school year, 23,810 four-year-olds (students in general education plus students with support only IEPs) generated SWVPP funds for local school districts.

Tables 2-6A and 2-6B indicate the number of three-, four- and five-year-old children served and funded, 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 since the SWVPP is only required to meet ten hours per week, which may not include providing meals to preschool classrooms. The percentage of students participating in district-sponsored preschool programs who were identified to have potential English language learning needs during 2021-2022 increased to 2.0 percent.

**Table 2-5A**

SWVPP Students Served by Age and IEP Status 2020-2021 and 2021-2022								
	2020-2021				2021-2022			
	<= Age 3	Age 4	Age 5	All Ages	<=Age 3	Age 4	Age 5	All Ages
IEP Instruction	389	731	44	1,164	440	838	35	1,313
IEP Support Services	3	277	8	288	7	306	4	317
General education	389	22,180	198	22,767	518	23,616	257	24,391
Total Served	781	23,188	250	24,219	965	24,760	296	26,021

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

**Table 2-5B**

SWVPP Students Funded 2020-2021 and 2021-2022								
	2020-2021				2021-2022			
	<= Age 3	Age 4	Age 5	All Ages	<= Age 3	Age 4	Age 5	All Ages
IEP Instruction	74	167	9	250	97	249	11	357
IEP Support Services	1	274	2	277	3	301	1	305
General education	113	22,119	118	22,350	117	23,509	174	23,800
Total Funded	188	22,560	129	22,877	217	24,059	186	24,462

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

**Table 2-6A**

SWVPP Students Served by Student Group 2020-2021 and 2021-2022								
2020-2021								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	781		23,188		250		24,219	
All Minority	205	26.2%	5,187	22.4%	31	12.4%	5,423	22.4%
American Indian or Alaska Native	6	0.8%	66	0.3%	0	0.0%	72	0.3%
Asian	15	1.9%	569	2.5%	1	0.4%	585	2.4%
Black or African American	48	6.1%	1,176	5.1%	4	1.6%	1,228	5.1%
Hispanic/Latino	96	12.3%	2,401	10.4%	19	7.6%	2,516	10.4%
Native Hawaiian or Other Pacific Islander	1	0.1%	48	0.2%	0	0.0%	49	0.2%
Two or More Races	39	5.0%	927	4.0%	7	2.8%	973	4.0%
White	576	73.8%	18,001	77.6%	219	87.6%	18,796	77.6%
Potential English Learner	23	2.9%	412	1.8%	2	0.8%	437	1.8%
Low Socioeconomic (FRL)*	221	28.3%	4,879	21.0%	58	23.2%	5,158	21.3%
Female	294	37.6%	11,399	49.2%	97	38.8%	11,790	48.7%
Male	487	62.4%	11,789	50.8%	153	61.2%	12,429	51.3%
2021-2022								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	965		24,760		296		26,021	
All Minority	224	23.2%	6,193	25.0%	20	6.8%	6,437	24.7%
American Indian or Alaska Native	1	0.1%	61	0.2%	1	0.3%	63	0.2%
Asian	15	1.6%	709	2.9%	0	0.0%	724	2.8%
Black or African American	63	6.5%	1,495	6.0%	1	0.3%	1,559	6.0%
Hispanic/Latino	102	10.6%	2,780	11.2%	14	4.7%	2,896	11.1%
Native Hawaiian or Other Pacific Islander	2	0.2%	73	0.3%	1	0.3%	76	0.3%
Two or More Races	41	4.2%	1,075	4.3%	3	1.0%	1,119	4.3%
White	741	76.8%	18,567	75.0%	276	93.2%	19,584	75.3%
Potential English Learner	20	2.1%	488	2.0%	4	1.4%	512	2.0%
Low-Socioeconomic Status (FRL)*	229	23.7%	5,348	21.6%	54	18.2%	5,631	21.6%
Female	373	38.7%	12,186	49.2%	96	32.4%	12,655	48.6%
Male	592	61.3%	12,574	50.8%	200	67.6%	13,366	51.4%

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

Notes: SWVPP - Statewide Voluntary Preschool Program.

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

**Table 2-6B**

SWVPP Students Funded by Student Group 2020-2021 and 2021-2022								
2020-2021								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	188		22,560		129		22,877	
All Minority	63	33.5%	4,996	22.1%	15	11.6%	5,074	22.2%
American Indian or Alaska Native	0	0.0%	61	0.3%	0	0.0%	61	0.3%
Asian	8	4.3%	552	2.4%	0	0.0%	560	2.4%
Black or African American	16	8.5%	1,120	5.0%	1	0.8%	1,137	5.0%
Hispanic/Latino	34	18.1%	2,332	10.3%	11	8.5%	2,377	10.4%
Native Hawaiian or Other Pacific Islander	0	0.0%	47	0.2%	0	0.0%	47	0.2%
Two or More Races	5	2.7%	884	3.9%	3	2.3%	892	3.9%
White	125	66.5%	17,564	77.9%	114	88.4%	17,803	77.8%
Potential English Learner	12	6.4%	389	1.7%	0	0.0%	401	1.8%
Low Socioeconomic (FRL)*	54	28.7%	4,576	20.3%	30	23.3%	4,660	20.4%
Female	74	39.4%	11,206	49.7%	59	45.7%	11,339	49.6%
Male	114	60.6%	11,354	50.3%	70	54.3%	11,538	50.4%
2021-2022								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	217		24,059		186		24,462	
All Minority	66	30.4%	5,936	24.7%	15	8.1%	6,017	24.6%
American Indian or Alaska Native	0	0.0%	57	0.2%	1	0.5%	58	0.2%
Asian	8	3.7%	691	2.9%	0	0.0%	699	2.9%
Black or African American	25	11.5%	1,422	5.9%	1	0.5%	1,448	5.9%
Hispanic/Latino	20	9.2%	2,673	11.1%	11	5.9%	2,704	11.1%
Native Hawaiian or Other Pacific Islander	1	0.5%	69	0.3%	1	0.5%	71	0.3%
Two or More Races	12	5.5%	1,024	4.3%	1	0.5%	1,037	4.2%
White	151	69.6%	18,123	75.3%	171	91.9%	18,445	75.4%
Potential English Learner	4	1.8%	457	1.9%	4	2.2%	465	1.9%
Low Socioeconomic (FRL)*	42	19.4%	5,005	20.8%	39	21.0%	5,086	20.8%
Female	92	42.4%	11,969	49.7%	63	33.9%	12,124	49.6%
Male	125	57.6%	12,090	50.3%	123	66.1%	12,338	50.4%

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

Notes: SWVPP - Statewide Voluntary Preschool Program.

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

## Kindergarten

School districts report kindergarten programming offered in their district on the spring Basic Educational Data Survey (BEDS). As shown in Table 2-7, most districts in 2021-2022 offered all day, every day kindergarten programs.

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 addresses technical adequacy.

In the fall of 2021, as shown in Table 2-8, 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). A few buildings used approved measures that were not provided in the FAST assessment suite.

Table 2-9 lists the number and percent of public school kindergarten students identified as at or above benchmark on all kindergarten literacy assessments during the fall 2021 screening window. The percent of students at or above benchmark during the subsequent screening windows is likely to vary somewhat, as the screening demands change as the year progresses and students' skills increase.

**Table 2-7**

Iowa Public School Kindergarten Program Type 2021-2022				
Enrollment 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
<300	38	38	38	100.0%
300-599	104	104	103	99.0%
600-999	74	74	74	100.0%
1,000-2,499	75	75	74	98.7%
2,500-7,499	24	24	24	100.0%
7,500+	12	12	12	100.0%
State	327	327	325	99.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, 2021-2022 SRI and Fall BEDS Files

**Table 2-8**

Number and Percent of Iowa Public School Buildings by Kindergarten  
Literacy Assessment Administered Fall 2021-2022

Assessment	Number of Buildings	Percent of Total Buildings
FAST Kindergarten Composite	671	98.10%
i-Ready Diagnostics	1	0.15%
NWEA MAP Growth	11	1.61%
STAR Early Literacy	1	0.15%
Total Buildings with Default Assessment Data	684	

Source: Iowa Department of Education, Bureau of School Improvement, 2021-2022 Default Assessment Survey.

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

**Table 2-9**

Number and Percent of Iowa Public School Kindergarten Students Proficient by  
Kindergarten Literacy Assessment Taken, Fall 2021-2022

Assessment	Number of Students Assessed	Number of Students Proficient	Percent of Students Proficient
Students screened with an early literacy screener as described in Table 2-8	39,510	26,590	67.30%

Source: Iowa Department of Education, Bureau of School Improvement, Panorama Student Data System, Fall 2021-2022.

Note: Data are based on all school-selected default assessments that were administered.

## Preschool Attendance (Parent Perception)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Student Reporting in Iowa (SRI) in the fall. Districts gather information on preschool experience through parent report and/or district records. Some districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification number prior to kindergarten entry. The term “preschool” has not been specifically defined in legislation and thus could result in different interpretations ranging from SWVPP, childcare or a private enterprise. Table 2-10 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. For each year, the data represents the numbers and percentages of children who entered kindergarten for the first time and did (or did not) attend preschool in the previous year.

**Table 2-10**

Iowa Public School Kindergarten Students Preschool Attendance (Parent Perception) 2020-2021 and 2021-2022				
	2020-2021		2021-2022	
	Number	Percent	Number	Percent
First Time Kindergarten Students Who Attended Preschool	27,829	81.8%	26,627	75.7%
First Time Kindergarten Students Who did not Attend Preschool	6,178	18.2%	8,529	24.3%
First time Kindergarten students with information for preschool attendance	34,007	100.0%	35,156	100.0%
First time Kindergarten students with missing information for preschool attendance*	20		8	
Total first time Kindergarten Students				
Total Kindergarten Students	37,746		38,662	

Source: Iowa Department of Education, Bureau of Information and Analysis, 2020-2021 and 2021-2022 SRI files.



## Staff

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

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

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

Full-time teachers in 2010-2011 to 2021-2022 were defined as staff with at least one teaching position code (including Teacher Leaders), a full-time equivalency for licensed positions of 0.8 or higher, and at least 180 contract days. Full-time teachers in 2021-2022 had base salary (salary paid for regular position responsibilities, including salary paid from teacher leadership grant funds and excluding professional development) of at least \$33,500. There were about 5,600 teachers in 2021-2022 who were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor, Teacher Leader). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties. In each section, minority counts include staff with a reported ethnicity of Hispanic/Latino and/or reported race of American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, or Two or More Races. Teachers and principals with advanced degrees include staff with a master's, specialist or doctorate degree.



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

## Teachers

This section includes data on public and nonpublic teachers and Teacher Leaders in Iowa. In 2021-2022, 4.4 percent of teachers were beginning teachers—teachers in their first year of teaching (Table 3-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger district size categories (Table 3-4). Heartland AEA had the largest percent of teachers in the state in 2021-2022, 27.5 percent (Table 3-5). A little over 76 percent of the full-time teachers in public schools in Iowa were female in 2021-2022. The average salary for male teachers was 4.6 percent higher than female teachers, while the percent of teachers with advanced degrees was slightly higher for females than males (Table 3-6). The percent of teachers who were minorities in 2021-2022 was 3.0 percent (Table 3-4). The average salary of non-minority teachers was 5.0 percent higher than the average salary of minority teachers. The average experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 3-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. According to this rule, 4.8 percent of teachers were eligible to retire in 2021-2022 (Table 3-9). Staff are also eligible to receive full retirement benefits through IPERS when they reach the age of 65 and are vested or when they reach the age of 62 and their total IPERS-covered employment is equal to or greater than 20 years (rule of 62/20). In 2021-2022, 0.5 percent of teachers were over the age of 65 (Table 3-8).

Tables 3-10 through 3-13 and Figures 3-3 through 3-9 present information on the number and percent of full-time public school and AEA teachers retained from year to year as a teacher or in any licensed staff position (including teacher).

In 2021-2022, average total salary for full-time public school teachers was 3.2 percent higher than average regular salary (Table 3-14). The average total salary of full-time public school teachers increased by 1.2 percent between 2020-2021 and 2021-2022. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 3-15). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA (Table 3-16). The National Education Association reports average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2020-2021, Iowa ranked 24th in the nation and 6th among twelve Midwest states for average salary (Table 3-17, Figure 3-10).

In 2021-2022, the average number of assignments held by grades 9-12 teachers was 2.7. About 57 percent of grades 9-12 teachers had one or two assignments (Tables 3-20 and 3-21). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to this year, special education teachers and students were excluded. The pupil-teacher ratio in 2021-2022 was 12.6 (Figure 3-11). The pupil-teacher ratio by enrollment category ranged from 8.8 in the smallest enrollment category to 13.6 in the 2,500-7,499 enrollment category (Table 3-22, Figure 3-12). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 1.1 percent between 2020-2021 and 2021-2022 (Table 3-23).

**Table 3-1**

Characteristics of Iowa Full-Time Teachers 2000-2001, 2020-2021 and 2021-2022						
Characteristics	Public			Nonpublic		
	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022
Average Age	42.2	40.8	40.7	40.3	43.2	43.3
Percent Female	70.5%	76.3%	76.3%	80.3%	81.1%	80.7%
Percent Minority	1.8%	2.8%	3.0%	0.9%	2.7%	3.0%
Percent Advanced Degree	27.0%	37.9%	36.6%	13.1%	18.1%	18.4%
Average Total Experience	15.1	13.5	13.5	12.3	15.2	15.1
Average District/AEA Experience	11.9	10.3	10.2	8.8	11.0	10.6
Number of Teachers	33,610	38,022	38,020	2,437	1,562	1,610

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

Note: State total 'Number of Teachers' includes AEA teachers.

**Table 3-2**

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2020-2021 and 2021-2022						
Characteristics	Public			Nonpublic		
	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022
Average Age	28.5	28.1	28.4	28.5	26.2	29.6
Percent Female	71.6%	77.6%	75.0%	83.5%	66.7%	74.6%
Percent Minority	2.8%	5.7%	6.0%	1.5%	7.9%	8.5%
Percent Advanced Degree	5.9%	11.5%	12.8%	2.9%	4.8%	13.6%
Number of Teachers	1,660	1,507	1,661	206	63	59

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

Note: State total Number of Teachers' includes AEA teachers.

**Table 3-3**

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers  
2000-2001, 2020-2021 and 2021-2022

Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022
<300	42	39	34	642	715	678	6.5%	5.5%	5.0%
300-599	281	191	232	3,970	4,510	4,384	7.1%	4.2%	5.3%
600-999	270	144	221	5,553	4,544	4,735	4.9%	3.2%	4.7%
1,000-2,499	358	269	379	8,532	8,685	8,756	4.2%	3.1%	4.3%
2,500-7,499	306	322	309	6,096	7,262	7,295	5.0%	4.4%	4.2%
7,500+	382	539	480	8,393	12,058	11,927	4.6%	4.5%	4.0%
AEA	21	3	6	424	248	245	5.0%	1.2%	2.4%
State	1,660	1,507	1,661	33,610	38,022	38,020	4.9%	4.0%	4.4%

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

Note: FT indicates full-time.

**Table 3-4**

Characteristics of Iowa Full-Time Public School Teachers by District Size Category, 2021-2022

District Size Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	678	41.3	83.0%	1.8%	14.0%	12.9	9.0
300-599	4,384	40.7	74.5%	1.7%	20.5%	13.5	10.2
600-999	4,735	40.7	75.1%	1.6%	21.5%	13.8	10.0
1,000-2,499	8,756	40.9	75.6%	1.8%	32.0%	14.1	10.3
2,500-7,499	7,295	40.4	76.2%	3.0%	43.0%	13.1	10.2
7,500+	11,927	40.7	77.1%	4.8%	48.9%	13.1	10.3
AEA	245	45.6	91.8%	1.6%	56.7%	17.4	9.8
State	38,020	40.7	76.3%	3.0%	36.6%	13.5	10.2

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

**Table 3-5**

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2021-2022									
AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience	
Keystone	2,399	6.3%	40.8	76.8%	1.5%	43.3%	14.2	11.7	
Central Rivers	5,045	13.3%	40.7	75.2%	3.2%	30.7%	13.1	10.0	
Prairie Lakes	2,410	6.3%	41.5	77.1%	2.1%	23.2%	14.3	10.2	
Mississippi Bend	3,527	9.3%	41.4	77.0%	4.2%	45.4%	13.7	10.9	
Grant Wood	5,405	14.2%	40.7	74.7%	3.5%	38.3%	13.7	10.2	
Heartland	10,459	27.5%	39.7	76.6%	3.1%	40.0%	12.9	9.4	
Northwest	3,064	8.1%	40.9	75.5%	3.5%	33.9%	13.6	10.8	
Green Hills	2,981	7.8%	41.5	77.0%	1.9%	36.9%	13.6	10.1	
Great Prairie	2,730	7.2%	42.2	78.1%	1.8%	29.0%	13.5	10.6	
State	38,020	100.0%	40.7	76.3%	3.0%	36.6%	13.5	10.2	

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

Note: Includes AEA teachers.

**Table 3-6**

Gender Comparison of Iowa Full-Time Public School Teachers, 2021-2022		
Characteristics	Female	Male
Average Age	40.6	41.1
Percent Minority	2.8%	3.5%
Percent Advanced Degree	37.0%	35.4%
Average Total Experience	13.4	13.8
Average District/AEA Experience	10.2	10.3
Average Total Salary	\$60,707	\$63,504
Number of Teachers	28,992	9,028

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

Note: Includes AEA teachers.

**Table 3-7**

Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-Minority Groups, 2021-2022

Characteristics	Minority	Non-Minority
Average Age	39.1	40.8
Percent Female	71.9%	76.4%
Percent Advanced Degree	34.1%	36.7%
Average Total Experience	10.3	13.6
Average District/AEA Experience	7.8	10.3
Average Total Salary	\$58,511	\$61,459
Number of Teachers	1,126	36,894

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

Note: Includes AEA teachers.

**Table 3-8**

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2021-2022

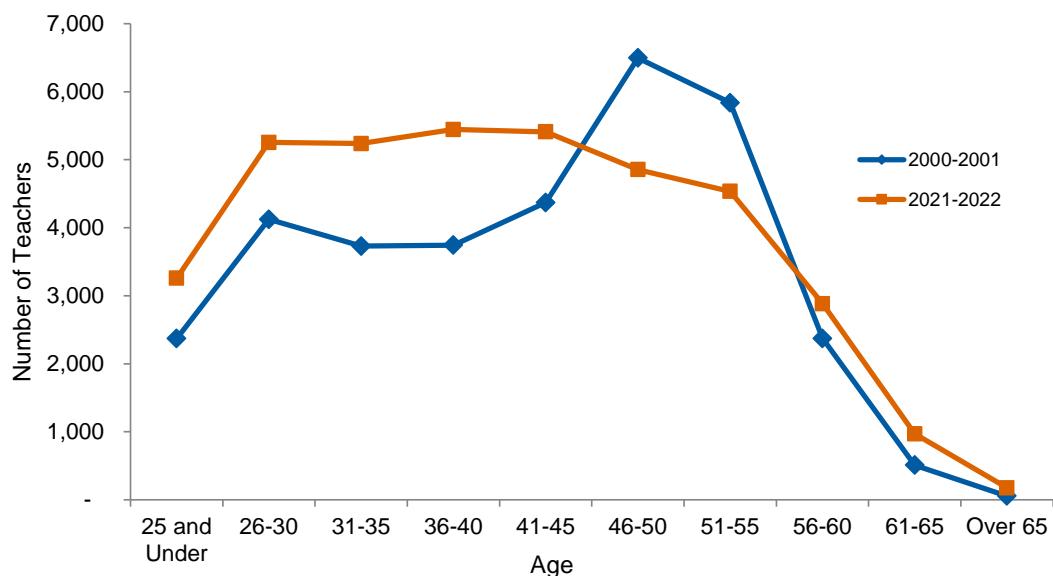
Age Interval	2000-2001				2021-2022			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,257	3,257	8.6%	8.6%
26-30	4,123	6,492	12.3%	19.3%	5,254	8,511	13.8%	22.4%
31-35	3,730	10,222	11.1%	30.4%	5,239	13,750	13.8%	36.2%
36-40	3,745	13,967	11.1%	41.6%	5,444	19,194	14.3%	50.5%
41-45	4,370	18,337	13.0%	54.6%	5,410	24,604	14.2%	64.7%
46-50	6,497	24,834	19.3%	73.9%	4,855	29,459	12.8%	77.5%
51-55	5,838	30,672	17.4%	91.3%	4,534	33,993	11.9%	89.4%
56-60	2,373	33,045	7.1%	98.3%	2,882	36,875	7.6%	97.0%
61-65	510	33,555	1.5%	99.8%	970	37,845	2.6%	99.5%
Over 65	55	33,610	0.2%	100.0%	175	38,020	0.5%	100.0%

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

Note: Includes AEA teachers.

**Figure 3-1**

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2021-2022



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

Note: Includes AEA teachers.

**Table 3-9**Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers  
2000-2001 and 2021-2022

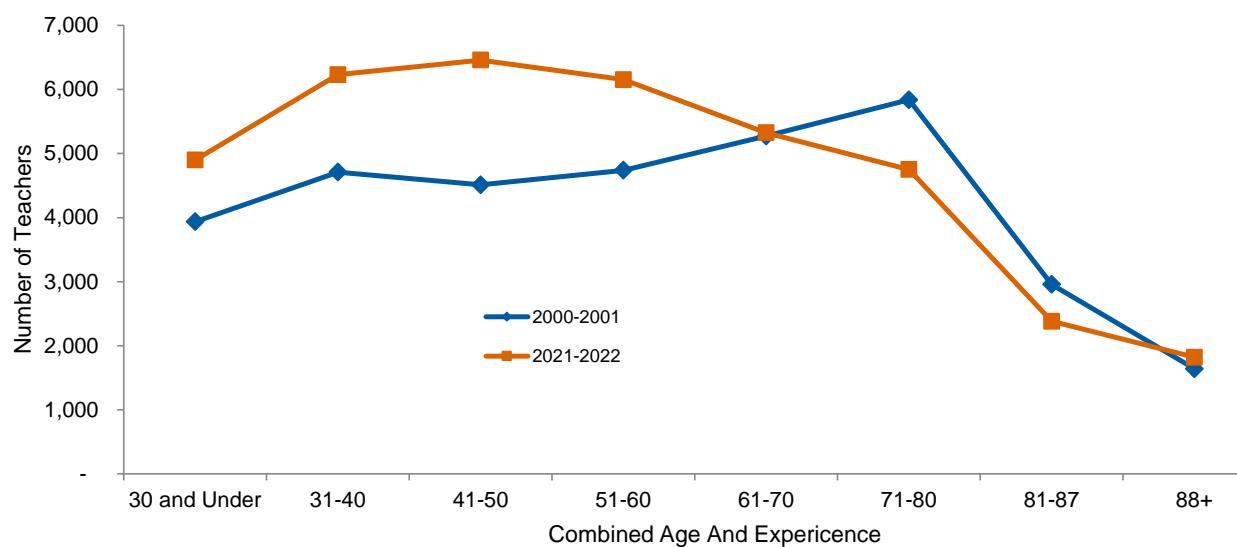
Combined Age and Experience Interval	2000-2001				2021-2022			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,898	4,898	12.9%	12.9%
31-40	4,711	8,647	14.0%	25.7%	6,232	11,130	16.4%	29.3%
41-50	4,512	13,159	13.4%	39.2%	6,460	17,590	17.0%	46.3%
51-60	4,739	17,898	14.1%	53.3%	6,154	23,744	16.2%	62.5%
61-70	5,274	23,172	15.7%	68.9%	5,324	29,068	14.0%	76.5%
71-80	5,839	29,011	17.4%	86.3%	4,751	33,819	12.5%	89.0%
81-87	2,958	31,969	8.8%	95.1%	2,381	36,200	6.3%	95.2%
88+	1,641	33,610	4.9%	100.0%	1,820	38,020	4.8%	100.0%

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

Note: Includes AEA teachers.

**Figure 3-2**

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers  
2000-2001 and 2021-2022



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

Note: Includes AEA teachers.

**Table 3-10**

## Iowa Full-Time Public School Teachers Year to Year Retention, 2011-2012 to 2020-2021

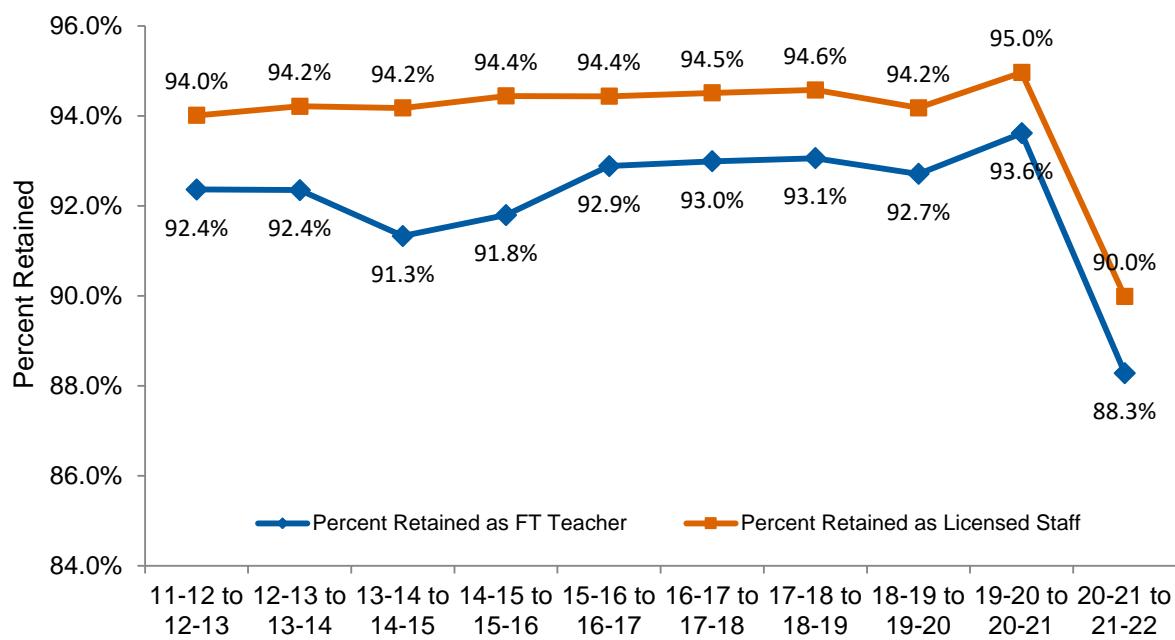
Year	Retained as FT Teacher			Retained as Licensed Staff (FT or PT)		
	Base Year Number of Full-Time Teachers	Number of Teacher Retained	Percent Retained as FT Teachers	Number of Teachers Retained	Percent Retained as Licensed Staff	Difference
11-12 to 12-13	33,938	31,347	92.4%	31,907	94.0%	1.7%
12-13 to 13-14	34,226	31,609	92.4%	32,247	94.2%	1.9%
13-14 to 14-15	34,509	31,518	91.3%	32,500	94.2%	2.8%
14-15 to 15-16	34,725	31,877	91.8%	32,796	94.4%	2.6%
15-16 to 16-17	34,805	32,329	92.9%	32,870	94.4%	1.6%
16-17 to 17-18	36,279	33,737	93.0%	34,289	94.5%	1.5%
17-18 to 18-19	37,035	34,466	93.1%	35,028	94.6%	1.5%
18-19 to 19-20	37,386	34,662	92.7%	35,211	94.2%	1.5%
19-20 to 20-21	37,567	35,169	93.6%	35,676	95.0%	1.3%
20-21 to 21-22	38,022	33,567	88.3%	34,214	90.0%	1.7%

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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Retained as FT 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 3-3**

Iowa Full-Time Public School Teachers Year to Year Retention, 2011-2012 to 2020-2021



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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Retained as FT 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 3-11**

**Iowa Full-Time Public School Teachers Year to Year Retention by District Size Category**  
**2018-2019 and 2020-2021**

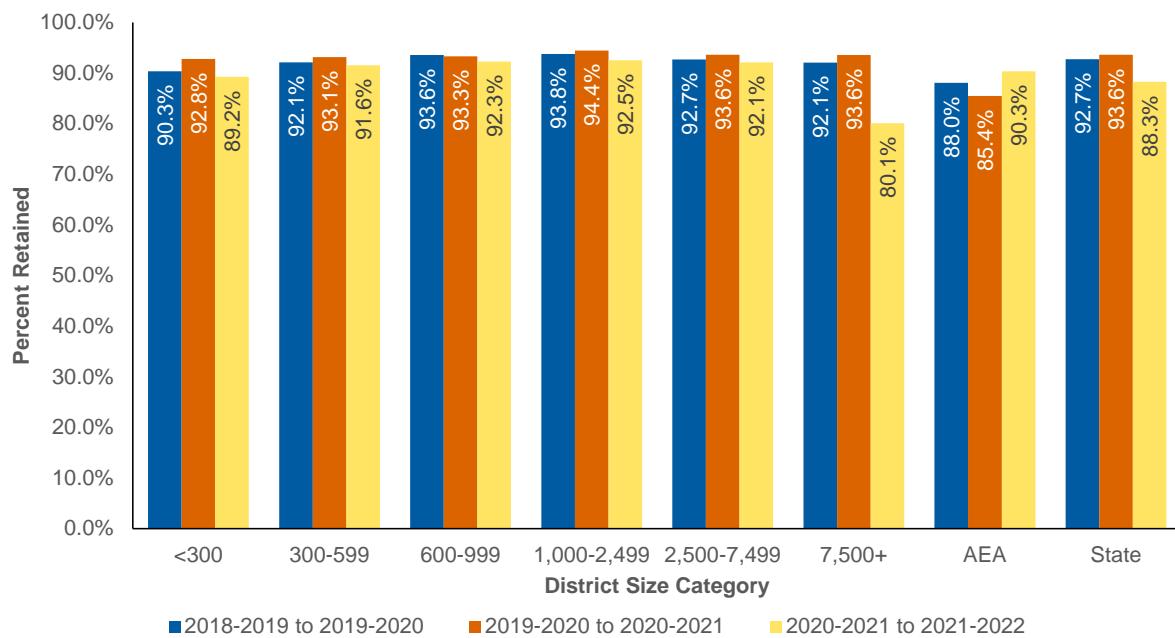
District Size Category	2018-2019 to 2019-2020			2019-2020 to 2020-2021			2020-2021 to 2021-2022		
	Base Year Number of Full-Time Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff	Base Year Number of FT Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff	Base Year Number of FT Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff
<300	672	90.3%	92.0%	749	92.8%	93.9%	715	89.2%	93.0%
300-599	4,208	92.1%	93.6%	3,927	93.1%	94.8%	4,510	91.6%	93.6%
600-999	4,809	93.6%	94.7%	4,996	93.3%	94.8%	4,544	92.3%	93.6%
1,000-2,499	8,850	93.8%	95.0%	8,861	94.4%	95.5%	8,685	92.5%	93.8%
2,500-7,499	6,688	92.7%	94.2%	6,934	93.6%	94.6%	7,262	92.1%	93.9%
7,500+	11,908	92.1%	93.8%	11,832	93.6%	95.1%	12,058	80.1%	81.9%
AEA	251	88.0%	89.6%	268	85.4%	91.4%	248	90.3%	91.1%
State	37,386	92.7%	94.2%	37,567	93.6%	95.0%	38,022	88.3%	90.0%

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

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. District size category determined by district enrollment size in base year. Retained as FT 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 3-4**

Iowa Full-Time Public School Teachers Year to Year Retention as Full-Time Teacher by District Size Category, 2018-2019 to 2020-2021



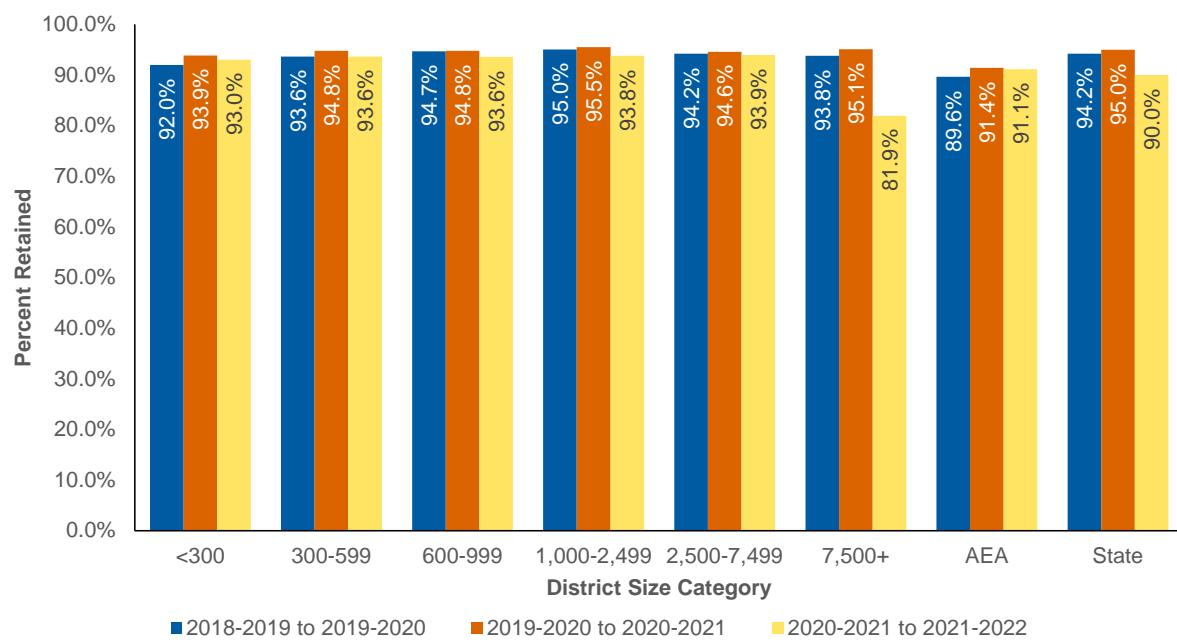
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Staff files.

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA 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 determined by district enrollment size in base year.

**Figure 3-5**

Iowa Full-Time Public School Teachers Year to Year Retention as Licensed Staff by District Size Category, 2018-2019 to 2020-2021



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

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA 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 determined by district enrollment size in base year.

**Table 3-12**

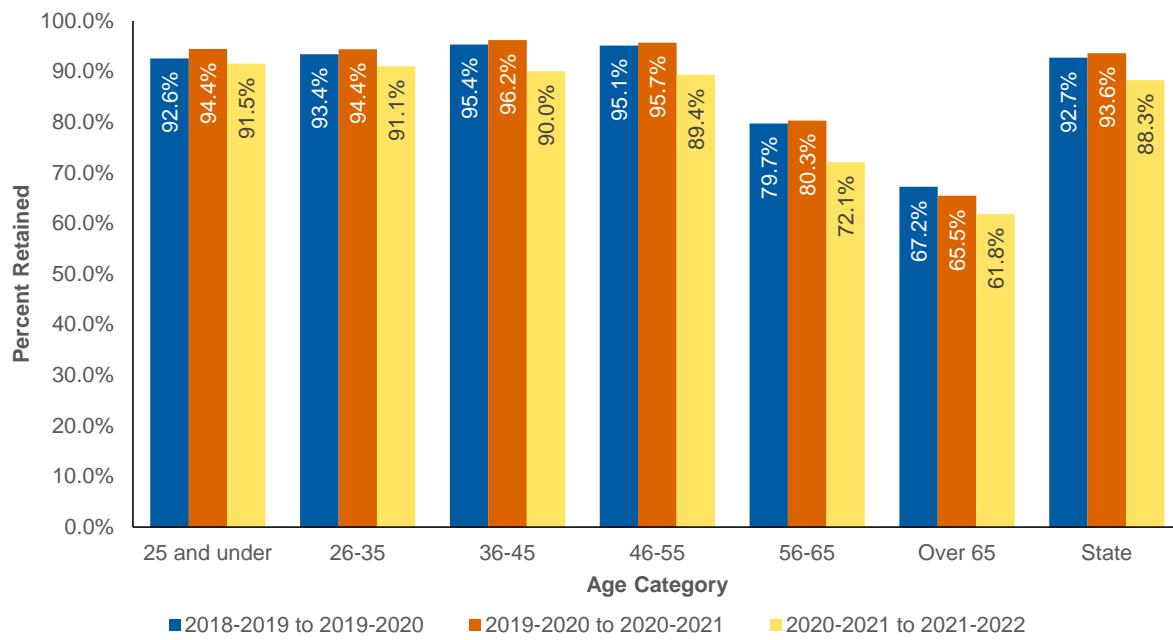
Iowa Full-Time Public School Teachers Year to Year Retention by Age Category, 2018-2019 to 2020-2021									
Age Category	2018-2019 to 2019-2020			2019-2020 to 2020-2021			2020-2021 to 2021-2022		
	Base Year Number of Full-Time Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff
25 and under	3,088	92.6%	93.3%	3,153	94.4%	94.8%	3,221	91.5%	92.4%
26-35	10,489	93.4%	95.2%	10,413	94.4%	96.0%	10,538	91.1%	92.8%
36-45	10,531	95.4%	97.3%	10,745	96.2%	97.9%	10,811	90.0%	92.0%
46-55	9,077	95.1%	96.2%	9,109	95.7%	96.8%	9,311	89.4%	90.9%
56-65	4,027	79.7%	80.6%	3,982	80.3%	81.3%	3,968	72.1%	74.0%
Over 65	174	67.2%	69.0%	165	65.5%	69.1%	173	61.8%	63.6%
State	37,386	92.7%	94.2%	37,567	93.6%	95.0%	38,022	88.3%	90.0%

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

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Age category determined by age in base year. Retained as FT Teacher: Retained teachers are full-time 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 3-6**

Iowa Full-Time Public School Teachers Year to Year Retention as Full-Time Teacher by Age Category, 2018-2019 to 2020-2021



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

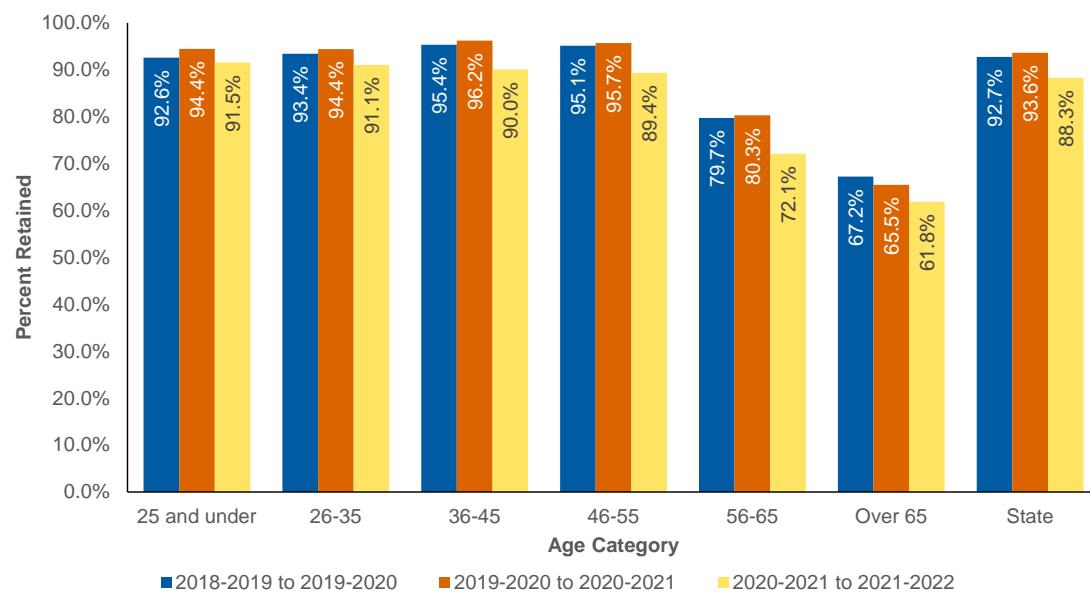
Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers.

Age category determined by age is 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 3-7**

Iowa Full-Time Public School Teachers Year to Year Retention as Licensed Staff by Age Category, 2018-2019 to 2020-2021



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

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Age category determined by age in base year. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

**Table 3-13**

Iowa Full-Time Public School Teachers Year to Year Retention by Minority vs. Non-Minority 2018-2019 and 2020-2021

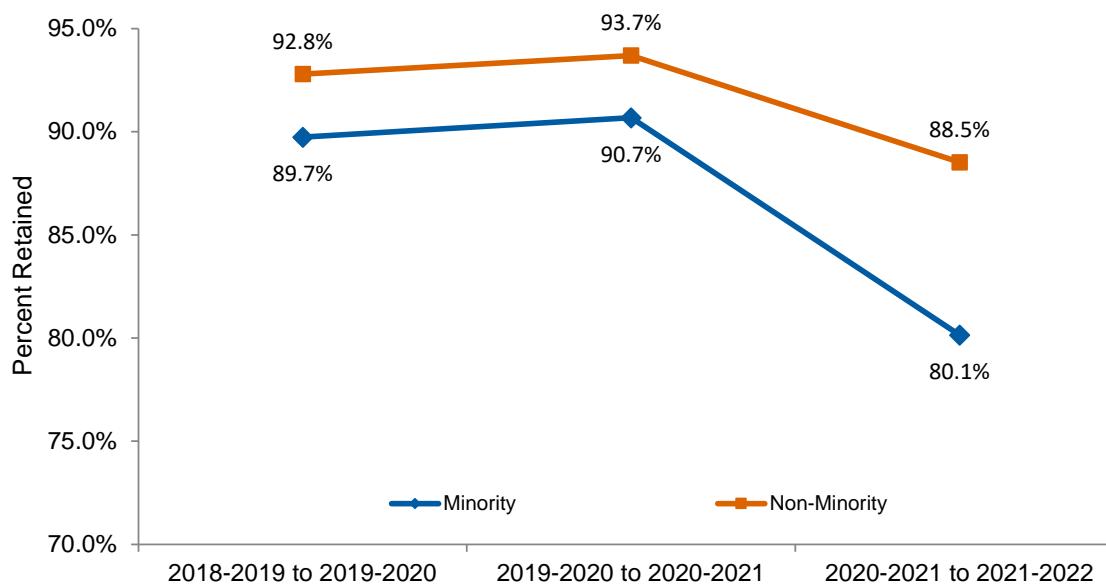
Race/ Ethnicity	2018-2019 to 2019-2020			2019-2020 to 2020-2021			2020-2021 to 2021-2022		
	Base Year Number of Full- Time Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff	Base Year Number of FT Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff	Base Year Number of FT Teachers	Percent Retained as FT Teacher	Percent Retained as Licensed Staff
Minority	984	89.7%	91.4%	1,019	90.7%	92.5%	1,078	80.1%	82.2%
Non- Minority	36,402	92.8%	94.3%	36,548	93.7%	95.0%	36,944	88.5%	90.2%
State	37,386	92.7%	94.2%	37,567	93.6%	95.0%	38,022	88.3%	90.0%

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

Notes: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Minority/Non-Minority Status determined by race/ethnicity in base year. Retained as FT 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 3-8**

Iowa Full-Time Public School Teachers Year to Year Retention as Full-Time Teacher  
Minority vs. Non-Minority, 2018-2019 to 2020-2021

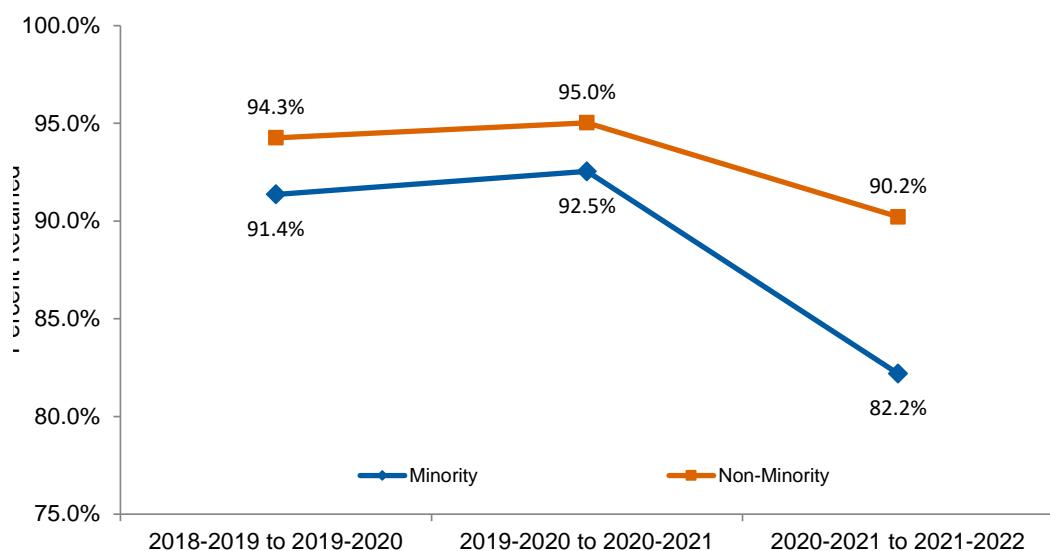


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Minority/Non-Minority status determined by race/ethnicity 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 3-9**

**Iowa Full-Time Public School Teachers Year to Year Retention as Licensed Staff  
Minority vs. Non-Minority, 2018-2019 to 2020-2021**



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

**Note:** Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Minority/Non-Minority status determined by race/ethnicity 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 3-14**

**Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary  
2000-2001, 2020-2021 and 2021-2022**

	2000-2001	2020-2021	2021-2022
Average Regular Salary	N/A	\$58,771	\$59,492
Average Total Salary	\$36,479	\$60,656	\$61,371
Difference	N/A	\$1,885	\$1,879
Percent Total Salary Greater Than Regular Salary	N/A	3.2%	3.2%

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

**Note:** Includes AEA teachers. Teacher figures for 2020-2021 and 2021-2022 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2020-2021 and 2021-2022 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 3-15**

Average Total Salaries of Iowa Full-Time Public School Teachers by District Size Category  
2000-2001, 2020-2021 and 2021-2022

District Size Category	Average Total Salary			Percent Salary Change	
	2000-2001	2020-2021	2021-2022	2000-2001 to 2021-2022	2020-2021 to 2021-2022
<300	\$28,811	\$48,917	\$49,904	69.8%	2.0%
300-599	\$31,557	\$53,225	\$53,819	68.7%	1.1%
600-999	\$33,809	\$55,864	\$56,542	65.2%	1.2%
1,000-2,499	\$35,912	\$59,471	\$60,247	65.6%	1.3%
2,500-7,499	\$38,266	\$62,828	\$63,652	64.2%	1.3%
7,500+	\$40,452	\$65,313	\$65,972	61.5%	1.0%
AEA	\$36,196	\$68,607	\$69,920	89.5%	1.9%
State	\$36,479	\$60,656	\$61,371	66.3%	1.2%

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

Notes: Includes AEA teachers.

Teacher figures for 2020-2021 and 2021-2022 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2020-2021 and 2021-2022 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 3-16**

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2021-2022

AEA	Regular Salary	Total Salary
Keystone	\$56,729	\$58,269
Central Rivers	\$58,161	\$59,786
Prairie Lakes	\$56,137	\$57,813
Mississippi Bend	\$58,970	\$60,959
Grant Wood	\$62,667	\$65,517
Heartland	\$61,316	\$62,824
Northwest	\$60,529	\$62,359
Green Hills	\$56,900	\$59,098
Great Prairie	\$56,408	\$58,305
State	\$59,492	\$61,371

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

Notes: Includes AEA teachers.

Teacher figures for 2020-2021 and 2021-2022 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2020-2021 and 2021-2022 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 3-17**

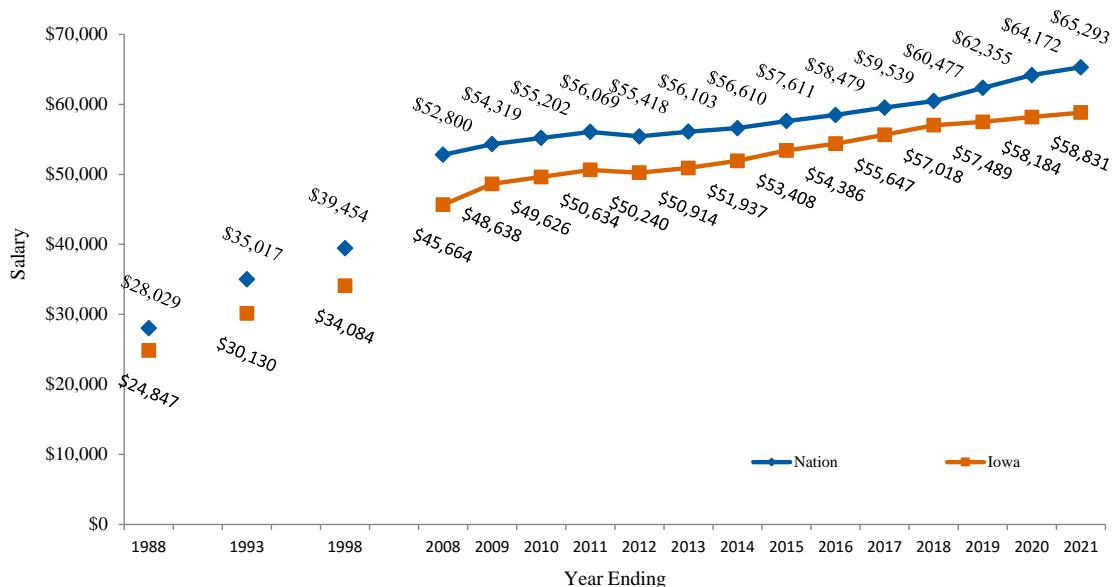
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation  
2019-2020 and 2020-2021

Nation and State	2019-2020			2020-2021		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$64,172			\$65,293		
Illinois	\$68,083	12	1	\$70,705	13	1
Indiana	\$51,745	43	10	\$53,072	41	10
Iowa	\$58,184	24	6	\$58,831	24	6
Kansas	\$52,081	41	9	\$53,619	37	9
Michigan	\$63,568	16	2	\$64,262	17	3
Minnesota	\$62,695	17	3	\$66,561	15	2
Missouri	\$50,817	45	11	\$51,557	47	11
Nebraska	\$55,267	30	7	\$56,463	31	7
North Dakota	\$53,525	36	8	\$54,837	33	8
Ohio	\$61,406	19	4	\$63,082	18	4
South Dakota	\$48,984	50	12	\$49,547	50	12
Wisconsin	\$59,431	23	5	\$59,992	23	5

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

**Figure 3-10**

Average Salaries of Public School Teachers for Iowa and the Nation,  
2007-2008 to 2020-2021



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

**Table 3-18**

## Iowa Salary Comparisons by Occupation, 2019-2020 and 2020-2021

Average Salary			
Occupation	2019-2020	2020-2021	Percent Change 2019-2020 to 2020-2021
Electrical Engineer	\$100,430	\$102,230	1.8%
Civil Engineer	\$86,820	\$89,940	3.6%
Software Developers and Software Quality Assurance Analysts and Testers	\$97,990	\$101,530	3.6%
Computer Programmers	\$73,110	\$78,480	7.3%
Accountant & Auditor	\$71,920	\$72,350	0.6%
Speech-Language Pathologist	\$75,950	\$74,610	-1.8%
Registered Nurse	\$62,570	\$64,990	3.9%
Teacher	\$60,050	\$60,656	1.0%
Child, Family and School Social Worker	\$50,580	\$50,380	-0.4%
Interior Designer	\$50,900	\$56,780	11.6%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2020 and May 2021.

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

**Table 3-19**

Distribution of Contract Days for Full-Time Public School Teachers 2000-2001, 2020-2021 and 2021-2022

Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022
<=185	2,089	3,373	3,257	6.2%	8.9%	8.6%	6.2%	8.9%	8.6%
186-190	16,449	15,949	16,635	49.0%	41.9%	43.8%	55.2%	50.8%	52.3%
191-195	13,136	16,590	15,622	39.1%	43.6%	41.1%	94.3%	94.5%	93.4%
>=196	1,932	2,110	2,506	5.8%	5.5%	6.6%	100.0%	100.0%	100.0%

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

Note: Includes AEA teachers.

**Table 3-20**

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers by Grades 9-12 by District Size Category, 2000-2001, 2020-2021 and 2021-2022

District Size Category	2000-2001			2020-2021			2021-2022		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	38	264	3.2	38	252	3.3
300-599	116	2,084	3.4	107	2,175	3.1	104	2,085	3.1
600-999	104	2,587	3.1	71	1,891	2.9	74	1,960	3.0
1,000-2,499	83	3,335	2.7	75	2,956	2.6	75	2,954	2.6
2,500-7,499	24	2,052	2.2	24	2,213	2.4	24	2,242	2.3
7,500+	9	2,480	2.1	12	3,489	2.3	12	3,453	2.4
State	374	12,817	2.7	327	12,988	2.6	327	12,946	2.7

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

Note: Only includes grade 9-12 teaching assignments for 2020-2021 and 2021-2022 for a teacher that has at least one 9-12 assignment.

**Table 3-21**

Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2021-2022

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,667	36.05%	36.05%
2	2,729	21.08%	57.13%
3	2,023	15.63%	72.76%
4	1,516	11.71%	84.47%
5	930	7.18%	91.65%
6	535	4.13%	95.78%
7	295	2.28%	98.06%
8	148	1.14%	99.20%
9	69	0.53%	99.74%
10	18	0.14%	99.88%
11	9	0.07%	99.95%
12	4	0.03%	99.98%
13	3	0.02%	100.00%

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

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

**Table 3-22**

K-12 Pupil-Teacher Ratios for Iowa Public Schools by District Size Category, 2021-2022

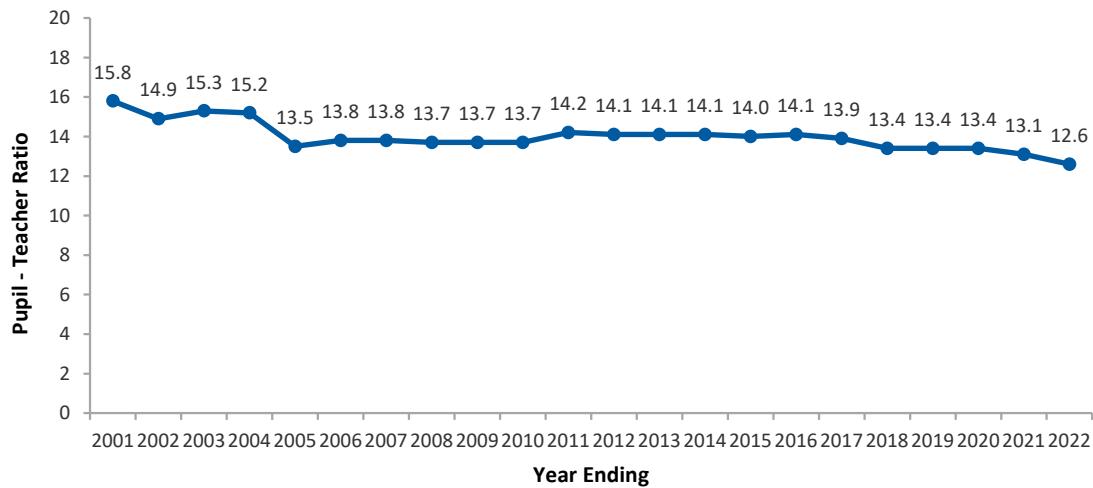
District Size Category	Number of Students	Number of FTE Teachers	Ratio
<300	6,517	743.1	8.8
300-599	50,574	4,677.2	10.8
600-999	57,960	4,906.0	11.8
1,000-2,499	111,886	8,894.4	12.6
2,500-7,499	98,541	7,235.2	13.6
7,500+	155,770	11,718.9	13.3
State	481,248	38,174.8	12.6

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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

**Figure 3-11**

Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2021-2022

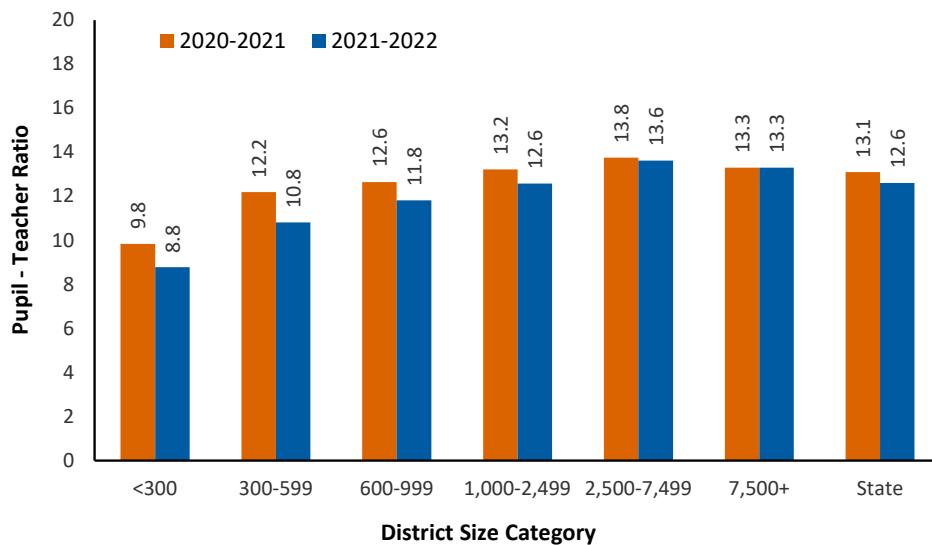


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Staff files.

Notes: Beginning in 2004-2005, all students were reported at a grade level. Students who may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

**Figure 3-12**

K-12 Pupil-Teacher Ratios for Iowa Public Schools by District Size Category 2020-2021 and 2021-2022



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

Notes: Beginning in 2004-2005, all students were reported at a grade level. Students may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

**Table 3-23**

Instructional Aides in Iowa Public Schools by District Size Category, 2000-2001, 2020-2021 and 2021-2022

District Size Category	2000-2001	2020-2021	2021-2022	% Change in FTE Aides 2000-2001 to 2021-2022	% Change in FTE Aides 2020-2021 to 2021-2022
<300	113.4	319.9	311.7	174.8%	-2.6%
300-599	685.9	1,691.5	1,659.0	141.9%	-1.9%
600-999	1,054.0	1,757.8	1,877.8	78.2%	6.8%
1,000-2,499	2,023.3	3,422.4	3,410.6	68.6%	-0.3%
2,500-7,499	1,681.6	2,618.6	2,647.2	57.4%	1.1%
7,500+	2,204.5	3,863.4	3,920.1	77.8%	1.5%
State	7,762.7	13,673.5	13,826.3	78.1%	1.1%

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

## Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section (Table 3-24). The percent of female principals and minority principals in public schools was highest in the largest enrollment category (Table 3-25). The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-25). The average salary of male principals was 3.8 percent higher than female principals. The percent of principals with advanced degrees was higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-26). In 2021-2022, 8.9 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-28). The average salary of full-time public school principals increased by 2.4 percent between 2020-2021 and 2021-2022. The average salary of principals in the largest enrollment category was 38.3 percent higher than the average salary of principals in the smallest enrollment category (Table 3-29).

**Table 3-24**

Characteristics of Iowa Full-Time Principals, 2000-2001, 2020-2021 and 2021-2022

Characteristics	Public			Nonpublic		
	2000-2001	2020-2021	2021-2022	2000-2001	2020-2021	2021-2022
Average Age	47.8	46.2	46.2	49.0	48.6	48.9
Percent Female	30.6%	42.8%	43.7%	50.5%	56.7%	59.1%
Percent Minority	3.5%	3.8%	3.9%	1.0%	0.0%	0.0%
Percent Advanced Degree	96.0%	79.8%	77.6%	90.5%	88.9%	84.9%
Average Total Experience	22.4	19.7	19.6	23.3	21.9	22.1
Average District/AEA Experience	11.8	10.9	11.0	8.7	11.2	10.1
Number of Principals	1,124	1,156	1,159	105	90	93

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

**Table 3-25**

Characteristics of Iowa Full-Time Public School Principals by District Size Category, 2021-2022

District Size Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	41	43.6	41.5%	0.0%	75.6%	18.3	8.7
300-599	199	46.0	43.2%	1.0%	74.9%	19.8	9.8
600-999	182	46.4	35.2%	1.1%	76.4%	20.7	8.8
1,000-2,499	278	45.9	34.9%	2.2%	78.8%	19.4	10.0
2,500-7,499	186	46.9	47.8%	6.5%	83.3%	20.4	11.3
7,500+	272	46.5	56.3%	8.5%	75.4%	18.4	14.4
AEA	1	58.0	0.0%	0.0%	100.0%	33.0	32.0
State	1,159	46.2	43.7%	3.9%	77.6%	19.6	11.0

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

**Table 3-26**

Gender Comparison of Iowa Full-Time Public School Principals, 2021-2022

Characteristics	Female	Male
Average Age	46.7	45.8
Percent Minority	4.7%	3.2%
Percent Advanced Degree	81.6%	74.4%
Average Total Experience	19.6	19.5
Average District/AEA Experience	11.9	10.3
Average Total Salary	\$109,201	\$113,342
Number of Principals	506	653

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

**Table 3-27**

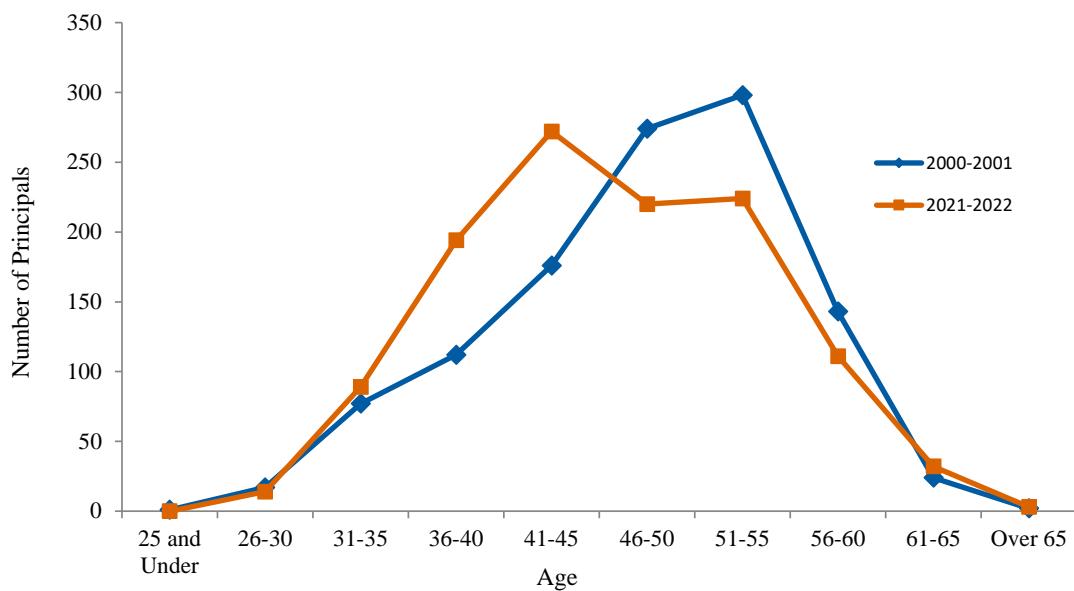
Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2021-2022

Age Interval	2000-2001				2021-2022			
	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%	14	14	1.2%	1.2%
31-35	77	95	6.9%	8.5%	89	103	7.7%	8.9%
36-40	112	207	10.0%	18.4%	194	297	16.7%	25.6%
41-45	176	383	15.7%	34.1%	272	569	23.5%	49.1%
46-50	274	657	24.4%	58.5%	220	789	19.0%	68.1%
51-55	298	955	26.5%	85.0%	224	1,013	19.3%	87.4%
56-60	143	1,098	12.7%	97.7%	111	1,124	9.6%	97.0%
61-65	24	1,122	2.1%	99.8%	32	1,156	2.8%	99.7%
Over 65	2	1,124	0.2%	100.0%	3	1,159	0.3%	100.0%

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

**Figure 3-13**

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2021-2022



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

**Table 3-28**

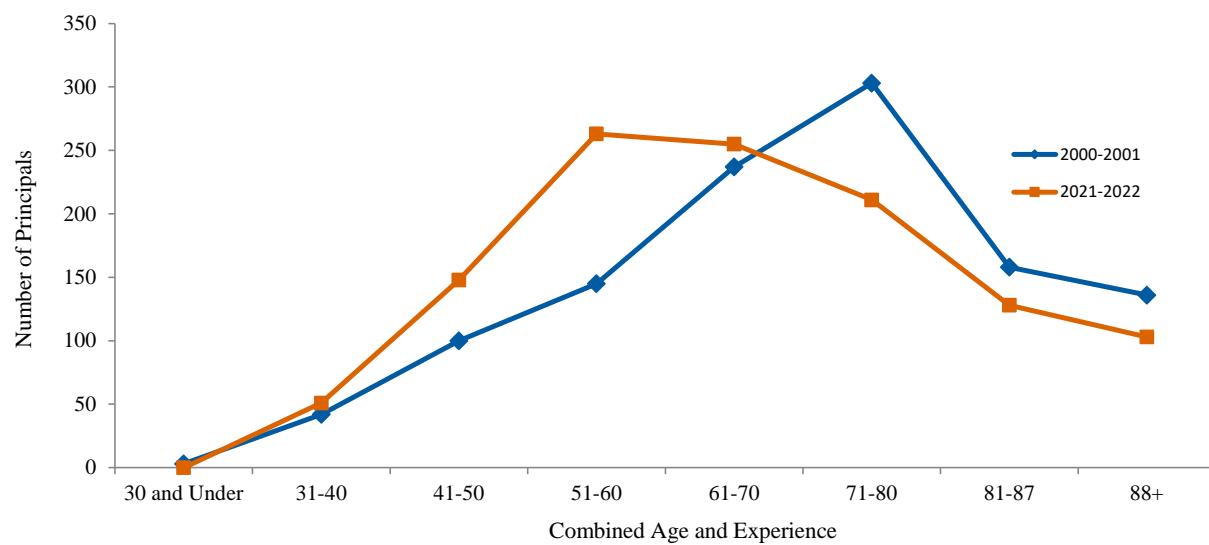
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals  
2000-2001 and 2021-2022

Combined Age and Experience Interval	2000-2001				2021-2022			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	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%	51	51	4.4%	4.4%
41-50	100	145	8.9%	12.9%	148	199	12.8%	17.2%
51-60	145	290	12.9%	25.8%	263	462	22.7%	39.9%
61-70	237	527	21.1%	46.9%	255	717	22.0%	61.9%
71-80	303	830	27.0%	73.8%	211	928	18.2%	80.1%
81-87	158	988	14.1%	87.9%	128	1,056	11.0%	91.1%
88+	136	1,124	12.1%	100.0%	103	1,159	8.9%	100.0%

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

**Figure 3-14**

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals  
2000-2001 and 2021-2022



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

**Table 3-29**

Average Total Salary of Iowa Full-Time Public School Principals by District Size Category  
2000-2001, 2020-2021 and 2021-2022

District Size Category	Average Total Salary			Number of Principals 2021-2022	Percent Salary Change	
	2000-2001	2020-2021	2021-2022		2000-2001 to 2021-2022	2020-2021 to 2021-2022
<300	\$51,775	\$90,825	\$90,854	41	75.5%	0.0%
300-599	\$54,331	\$96,960	\$98,325	199	81.0%	1.4%
600-999	\$58,539	\$100,209	\$102,808	182	75.6%	2.6%
1,000-2,499	\$64,381	\$108,024	\$110,888	278	72.2%	2.7%
2,500-7,499	\$69,145	\$115,758	\$118,855	186	71.9%	2.7%
7,500+	\$71,935	\$122,900	\$125,670	272	74.7%	2.3%
AEA	\$69,796	\$145,787	\$149,217	1	113.8%	2.4%
State	\$63,409	\$108,946	\$111,534	1,159	75.9%	2.4%

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

Note: Includes AEA principals.

## Superintendents

The tables in this section present data on full-time superintendents in Iowa public schools. The percent of superintendents with specialist/doctorate degrees and the percent of minority superintendents remained about the same between 2020-2021 and 2021-2022 (Table 3-30). The percent of female superintendents was highest in the largest enrollment category in 2021-2022. The percent of superintendents with specialist/doctorate degrees was highest in the 2,500-7,499 enrollment category (Table 3-31). The average salary of female superintendents was 6.4 percent higher than male superintendents. The percent of superintendents with specialist/doctorate degrees was higher for females than males (Table 3-32). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2021-2022 was 16.3 percent (Table 3-34). The average salary of superintendents increased by 3.0 percent between 2020-2021 and 2021-2022 (Table 3-35).

**Table 3-30**

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2020-2021 and 2021-2022

Characteristics	2000-2001	2020-2021	2021-2022
Average Age	52.1	51.0	51.5
Percent Female	5.8%	13.3%	14.8%
Percent Minority	0.9%	1.5%	1.5%
Percent Specialist/Doctorate Degree	59.2%	45.6%	45.5%
Average Total Experience	26.9	22.3	22.6
Average District Experience	8.0	7.0	7.2
Number of Superintendents	326	263	264

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

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

**Table 3-31**

Characteristics of Iowa Full-Time Public School Superintendents by District Size Category, 2021-2022

District Size Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	13	51.5	15.4%	0.0%	53.8%	23.5	9.2
300-599	68	50.9	7.4%	0.0%	42.6%	23.7	7.0
600-999	69	50.9	8.7%	1.4%	37.7%	24.1	7.4
1,000-2,499	75	52.1	21.3%	2.7%	48.0%	21.8	6.7
2,500-7,499	26	52.8	23.1%	0.0%	61.5%	19.8	5.6
7,500+	12	51.4	33.3%	0.0%	50.0%	18.3	11.1
AEA	1	37.0	0.0%	0.0%	0.0%	15.0	8.0
State	264	51.5	14.8%	1.5%	45.5%	22.6	7.2

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

Note: The superintendent at the AEA is AEA staff who is also serving as a superintendent in a public district.

**Table 3-32**

Gender Comparison of Iowa Full-Time Public School Superintendents, 2021-2022

Characteristics	Female	Male
Average Age	53.3	51.1
Percent Minority	0.0%	1.8%
Percent Specialist/Doctorate Degree	64.1%	42.2%
Average Total Experience	20.2	23.0
Average District Experience	6.6	7.3
Average Total Salary	\$176,009	\$165,493
Number of Superintendents	39	225

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

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

**Table 3-33**Iowa Full-Time Public School Superintendents Age Distributions  
2000-2001 and 2021-2022

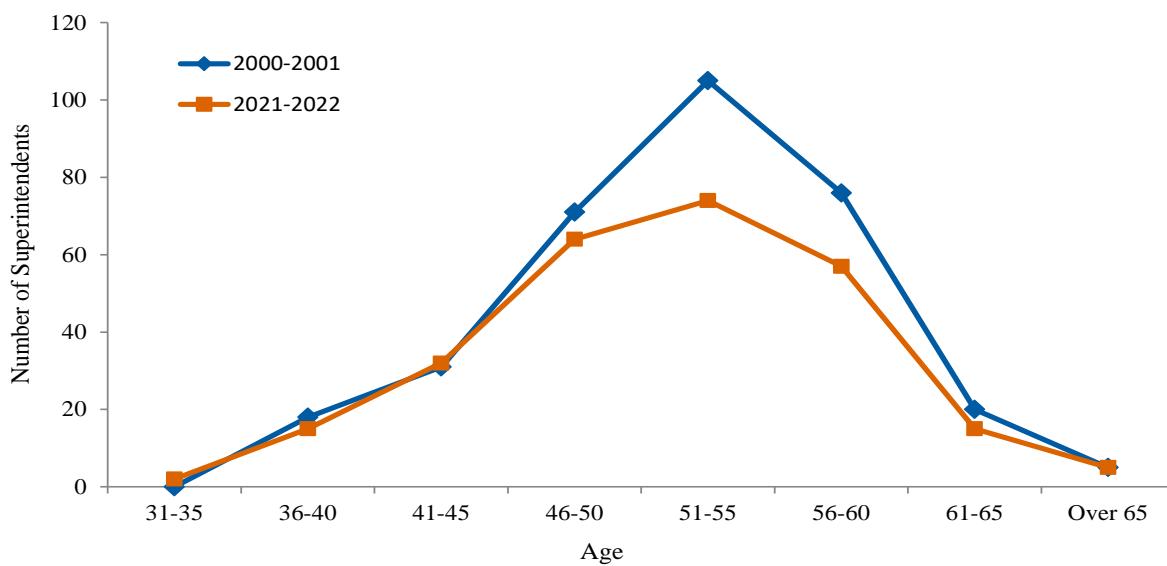
Age Interval	2000-2001				2021-2022			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<35	0	0	0.0%	0.0%	2	2	0.8%	0.8%
36-40	18	18	5.5%	5.5%	15	17	5.7%	6.4%
41-45	31	49	9.5%	15.0%	32	49	12.1%	18.6%
46-50	71	120	21.8%	36.8%	64	113	24.2%	42.8%
51-55	105	225	32.2%	69.0%	74	187	28.0%	70.8%
56-60	76	301	23.3%	92.3%	57	244	21.6%	92.4%
61-65	20	321	6.1%	98.5%	15	259	5.7%	98.1%
Over 65	5	326	1.5%	100.0%	5	264	1.9%	100.0%

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

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

**Figure 3-15**

**Iowa Full-Time Public School Superintendents Age Distributions  
2000-2001 and 2021-2022**



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

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

**Table 3-34**

**Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents  
2000-2001 and 2021-2022**

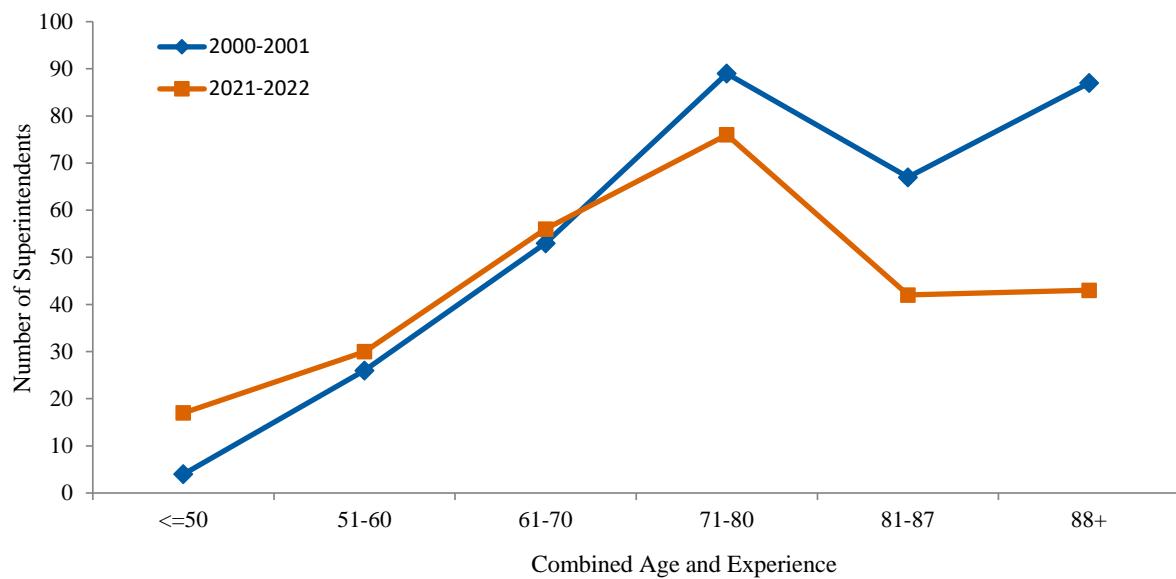
2000-2001					2021-2022				
Combined Age and Experience Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent	
<=50	4	4	1.2%	1.2%	17	17	6.4%	6.4%	
51-60	26	30	8.0%	9.2%	30	47	11.4%	17.8%	
61-70	53	83	16.3%	25.5%	56	103	21.2%	39.0%	
71-80	89	172	27.3%	52.8%	76	179	28.8%	67.8%	
81-87	67	239	20.6%	73.3%	42	221	15.9%	83.7%	
88+	87	326	26.7%	100.0%	43	264	16.3%	100.0%	

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

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

**Figure 3-16**

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents  
2000-2001 and 2021-2022



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

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

**Table 3-35**

Average Total Salary of Iowa Full-Time Public School Superintendents by District Size Category  
2000-2001, 2020-2021 and 2021-2022

District Size Category	Average Total Salary			Number of Superintendents 2021-2022	Percent Salary Change	
	2000-2001	2020-2021	2021-2022		2000-2001 to 2021-2022	2020-2021 to 2021-2022
<300	\$63,569	\$128,075	\$126,020	13	98.2%	-1.6%
300-599	\$71,049	\$142,103	\$146,080	68	105.6%	2.8%
600-999	\$76,935	\$151,070	\$156,583	69	103.5%	3.6%
1,000-2,499	\$85,772	\$172,434	\$177,186	75	106.6%	2.8%
2,500-7,499	\$104,464	\$202,243	\$202,998	26	94.3%	0.4%
7,500+	\$125,036	\$231,120	\$247,880	12	98.2%	7.3%
AEA		\$143,426	\$183,032	1		27.6%
State	\$79,836	\$162,203	\$167,047	264	109.2%	3.0%

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

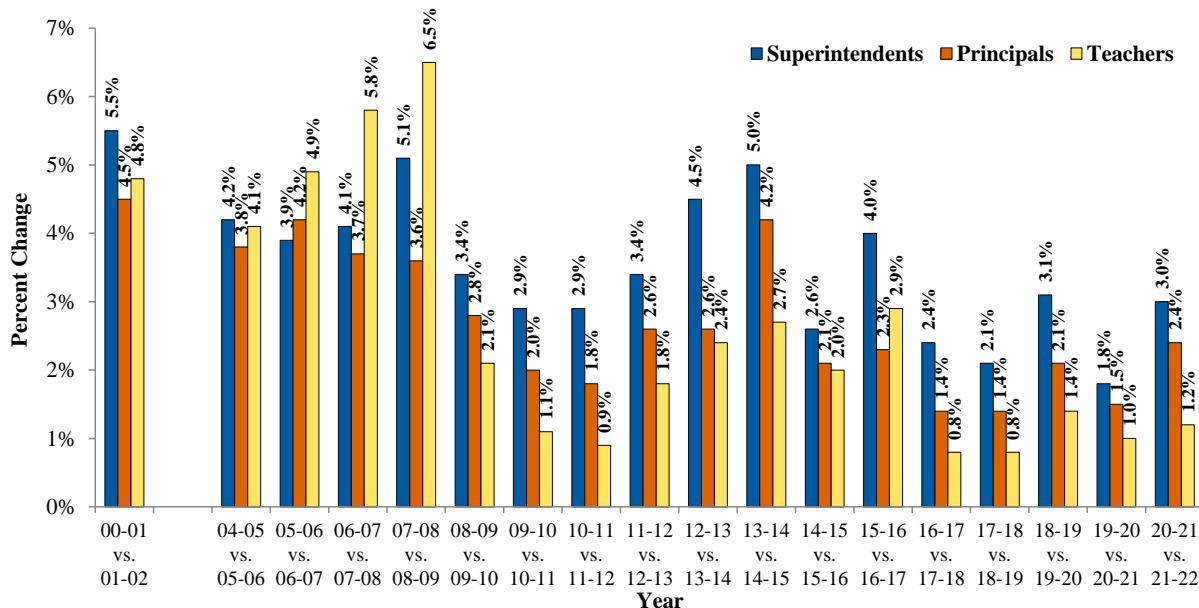
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The superintendent at the AEA is AEA staff who is also serving as a superintendent in a public district.

## Teacher, Principal and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006 and in 2009-2010 to 2021-2022. The average salary of teachers had a higher percentage increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009 (Figure 3-17 and Table 3-36).

**Figure 3-17**

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers,  
Principals, and Superintendents  
2000-2001 vs. 2001-2002 and 2004-2005 vs. 2005-2006 to 2020-2021 vs. 2021-2022



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

**Table 3-36**

Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by District Size Category, 2000-2001 and 2021-2022

District Size Category	2000-2001			2021-2022		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$49,904	\$90,854	\$126,020
300-599	\$31,557	\$54,331	\$71,049	\$53,819	\$98,325	\$146,080
600-999	\$33,809	\$58,539	\$76,935	\$56,542	\$102,808	\$156,583
1,000-2,499	\$35,912	\$64,381	\$85,772	\$60,247	\$110,888	\$177,186
2,500-7,499	\$38,266	\$69,145	\$104,464	\$63,652	\$118,855	\$202,998
7,500+	\$40,452	\$71,935	\$125,036	\$65,972	\$125,670	\$247,880
AEA	\$36,196	\$69,796	-	\$69,920	\$149,217	\$183,032
State	\$36,479	\$63,409	\$79,836	\$61,371	\$111,534	\$167,047

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

Notes: Includes AEA staff.

Teacher figures for 2021-2022 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2021-2022 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.) Average salaries for these staff include salaries for these additional responsibilities.

## Public School Professional School Counselors

The percent of female professional school counselors and the percent of minority professional school counselors remained about the same between 2020-2021 and 2021-2022. The percent of professional school counselors with advanced degrees decreased by 4.8 percentage points between 2020-2021 and 2021-2022 (Table 3-37). All districts are required by Iowa Code (256.11) to have a professional school counselor who is licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district. The percent of professional school counselors eligible to retire with combined age and years experience of 88 or more was 5.2 percent in 2021-2022 (Table 3-39). The average salary of professional school counselors increased by 0.9 percent between 2020-2021 and 2021-2022 (Table 3-40).

**Table 3-37**

Characteristics of Iowa Full-Time Public School Professional School Counselors  
2000-2001, 2020-2021 and 2021-2022

Characteristics	2000-2001	2020-2021	2021-2022
Average Age	46.4	41.9	41.6
Percent Female	64.2%	82.8%	82.6%
Percent Minority	1.6%	3.8%	3.9%
Percent Advanced Degree	86.9%	84.2%	79.4%
Average Total Experience	18.8	13.8	13.4
Average District Experience	12.1	9.5	9.2
Number of Professional School Counselors	1,194	1,381	1,435

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

Notes: Does not include AEA staff.

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

**Table 3-38**

**Iowa Full-Time Public School Professional School Counselors Age Distributions  
2000-2001 and 2021-2022**

Age Interval	2000-2001				2021-2022			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	39	39	2.7%	2.7%
26-30	80	84	6.7%	7.0%	181	220	12.6%	15.3%
31-35	96	180	8.0%	15.1%	250	470	17.4%	32.8%
36-40	136	316	11.4%	26.5%	223	693	15.5%	48.3%
41-45	145	461	12.1%	38.6%	219	912	15.3%	63.6%
46-50	280	741	23.5%	62.1%	196	1,108	13.7%	77.2%
51-55	283	1,024	23.7%	85.8%	185	1,293	12.9%	90.1%
56-60	135	1,159	11.3%	97.1%	101	1,394	7.0%	97.1%
61-65	29	1,188	2.4%	99.5%	36	1,430	2.5%	99.7%
Over 65	6	1,194	0.5%	100.0%	5	1,435	0.3%	100.0%

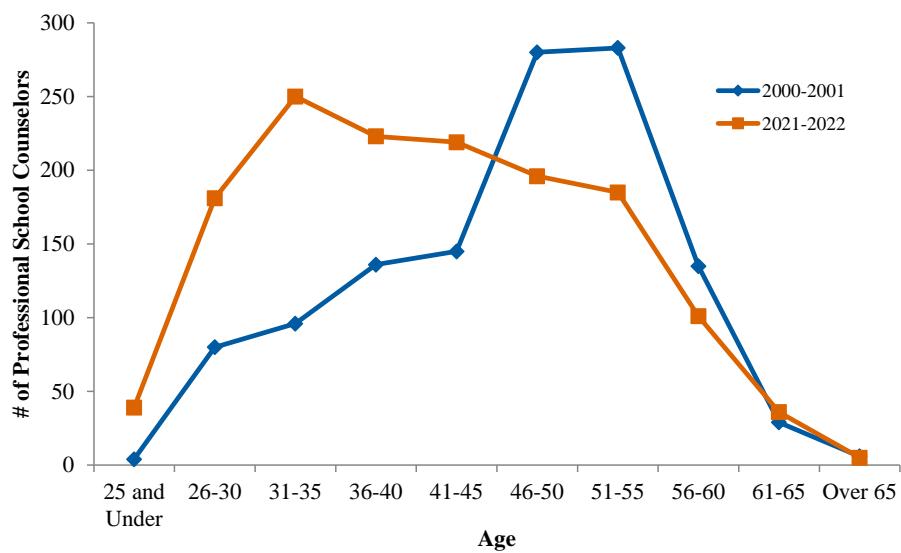
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

**Figure 3-18**

**Iowa Full-Time Public School Professional School Counselors Age Distributions  
2000-2001 and 2021-2022**



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

Notes: Does not include AEA staff.

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

**Table 3-39**

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-2001 and 2021-2022

Combined Age and Experience Interval	2000-2001				2021-2022			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	113	113	7.9%	7.9%
31-40	108	133	9.0%	11.1%	269	382	18.7%	26.6%
41-50	135	268	11.3%	22.4%	288	670	20.1%	46.7%
51-60	206	474	17.3%	39.7%	239	909	16.7%	63.3%
61-70	209	683	17.5%	57.2%	200	1109	13.9%	77.3%
71-80	240	923	20.1%	77.3%	151	1260	10.5%	87.8%
81-87	159	1082	13.3%	90.6%	100	1360	7.0%	94.8%
88+	112	1194	9.4%	100.0%	75	1435	5.2%	100.0%

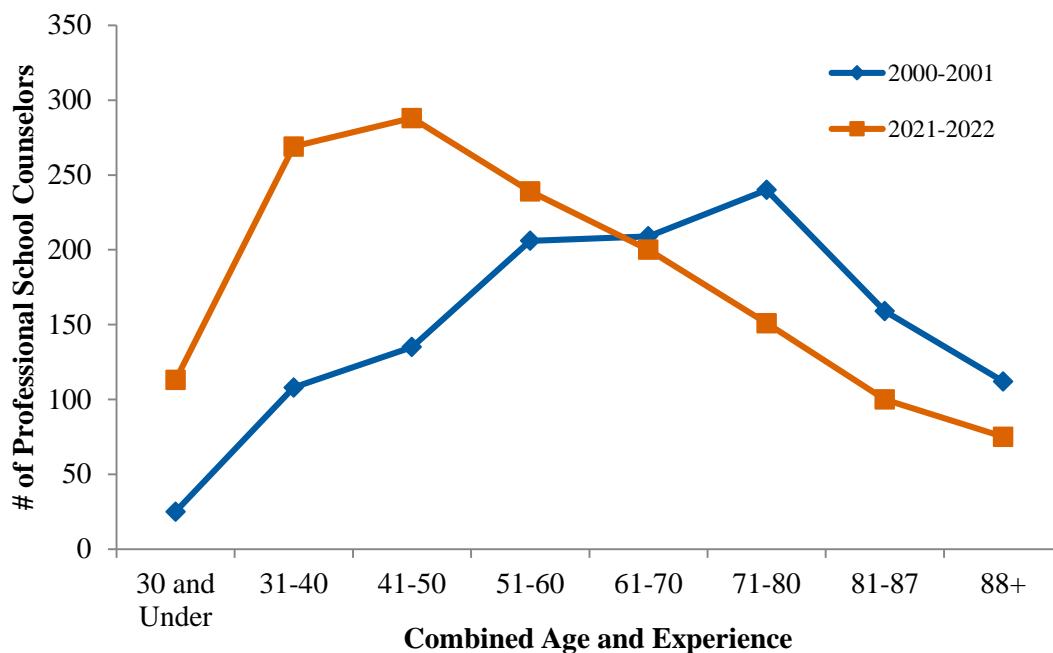
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

**Figure 3-19**

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors 2000-2001 and 2021-2022



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

Notes: Does not include AEA staff.

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

**Table 3-40**

Average Total Salary of Iowa Full-Time Public School Professional School Counselors by District Size Category, 2000-2001, 2020-2021 and 2021-2022

District Size Category	Average Total Salary			Percent Salary Change		
	2000-2001	2020-2021	2021-2022	Number of Full-Time Professional School Counselors 2021-2022	2000-2001 to 2021-2022	2020-2021 to 2021-2022
<300	\$33,912	\$42,521	\$46,638	26	37.5%	9.7%
300-599	\$35,907	\$55,633	\$55,629	167	54.9%	0.0%
600-999	\$37,702	\$57,565	\$58,093	183	54.1%	0.9%
1,000-2,499	\$41,062	\$63,550	\$64,387	328	56.8%	1.3%
2,500-7,499	\$44,628	\$67,277	\$67,739	276	51.8%	0.7%
7,500+	\$46,886	\$69,637	\$70,222	455	49.8%	0.8%
State	\$42,126	\$64,187	\$64,738	1,435	53.7%	0.9%

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

Notes: Does not include AEA staff.

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

## Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Districts are required by Iowa Code 256.11 to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. The percent of library/media specialists with advanced degrees decreased by 2.4 percentage points between 2020-2021 and 2021-2022 (Table 3-41). The number of full-time library/media specialists increased between 2020-2021 and 2021-2022 (Table 3-41). The average salary of library/media specialists increased by 1.8 percent between 2020-2021 and 2021-2022 (Table 3-42). Library/media associates are staff members who support the library/media specialists in the library/media center. The number of library/media associates decreased by 1.9 percent between 2020-2021 and 2021-2022 (Table 3-43).

**Table 3-41**

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists  
2000-2001, 2020-2021 and 2021-2022

Characteristics	2000-2001	2020-2021	2021-2022
Average Age	48.5	46.1	46.0
Percent Female	90.6%	95.2%	95.0%
Percent Minority	0.8%	0.8%	1.6%
Percent Advanced Degree	59.6%	70.2%	68.1%
Average Total Experience	19.6	17.3	17.3
Average District Experience	14.3	11.8	11.9
Number of Library/Media Specialists	636	373	382

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

Note: Does not include AEA staff.

**Table 3-42**

Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by District Size Category, 2000-2001, 2020-2021 and 2021-2022

District Size Category	Average Total Salary			Number of Full-Time Licensed Library/Media Specialists 2021-2022	Percent Salary Change	
	2000-2001	2020-2021	2021-2022		2000-2001 to 2021-2022	2020-2021 to 2021-2022
<300	\$28,997	\$52,674	\$53,035	5	82.9%	0.7%
300-599	\$33,415	\$57,967	\$60,963	35	82.4%	5.2%
600-999	\$35,926	\$62,766	\$63,926	44	77.9%	1.8%
1,000-2,499	\$39,377	\$64,653	\$65,113	79	65.4%	0.7%
2,500-7,499	\$42,276	\$67,788	\$69,361	101	64.1%	2.3%
7,500+	\$45,636	\$75,811	\$75,560	118	65.6%	-0.3%
State	\$39,797	\$67,577	\$68,788	382	72.8%	1.8%

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

Note: Does not include AEA staff.

**Table 3-43**

Iowa Public School Non-Licensed Library/Media Associates by District Size Category  
2000-2001, 2020-2021 and 2021-2022

District Size Category	Number of Full-Time Equivalent (FTE) Associates				
	2000-2001	2020-2021	2021-2022	% Change in FTE Aides 2000-2001 to 2021-2022	% Change in FTE Aides 2020-2021 to 2021-2022
<300	26.3	6.4	6.8	-74.3%	6.3%
300-599	143.9	58.2	62.1	-56.9%	6.7%
600-999	204.2	64.7	63.8	-68.8%	-1.4%
1,000-2,499	284.1	141.3	144.1	-49.3%	2.0%
2,500-7,499	246.8	43.5	42.4	-82.8%	-2.5%
7,500+	180.1	102.0	89.0	-50.6%	-12.7%
State	1,085.4	416.0	408.1	-62.4%	-1.9%

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

Note: Does not include AEA staff.

## Area Education Agency (AEA) Licensed Staff

There were nine area education agencies (AEAs) in Iowa in 2021-2022. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology and media services to school districts in the state. As seen in Table 3-44, the percent of female AEA staff and the percent of minority AEA staff both decreased slightly between 2020-2021 and 2021-2022. The average salary of AEA staff increased by 1.4 percent between 2020-2021 and 2021-2022. Almost half of the AEA staff (45.5 percent) in 2021-2022 held a Special Education Support position (Table 3-45).

**Table 3-44**

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2020-2021 and 2021-2022

Characteristics	2000-2001	2020-2021	2021-2022
Average Age	44.8	43.9	43.9
Percent Female	77.3%	91.9%	91.6%
Percent Minority	1.0%	2.3%	2.0%
Percent Advanced Degree	79.4%	88.4%	87.3%
Average Total Experience	17.2	17.1	16.8
Average Number of Contract Days	197.3	194.9	194.6
Average Total Salary	\$44,351	\$76,463	\$77,567
Number of AEA Staff	2,225	2,401	2,141

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

**Table 3-45**

## Number of Full-Time AEA Licensed Staff by Position 2021-2022

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	72	3.3%
Assistant Principal	1	0.0%
Behavior Analyst	1	0.0%
Content/Curriculum Consultant	251	11.6%
Director/Coordinator/Department Head	23	1.1%
Counselor	4	0.2%
Early Childhood Reg Ed Teacher	2	0.1%
Early Childhood Special Ed Teacher	76	3.5%
Home Intervention Teacher	10	0.5%
Itinerant Teacher	74	3.4%
Juvenile Home Teacher	33	1.5%
Mental Health Professional	1	0.0%
Nurse	4	0.2%
Other Administrator	18	0.8%
Principal	1	0.0%
General education Teacher	2	0.1%
School Business Official	9	0.4%
Social Worker	176	8.2%
Special Ed Support	980	45.5%
Special Education Consultant	315	14.6%
Special Education Director	7	0.3%
Special Education Teacher	49	2.3%
Specialist	24	1.1%
Superintendent	1	0.0%
Supervisor-Licensed	6	0.3%
Teacher Leader	1	0.0%
Teacher Librarian/Media Specialist	5	0.2%
Total	2,155	100.0%

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

Notes: This total may not match total in table 3-45 because one person could have more than one position.  
The Superintendent at the AEA is AEA staff who is also serving as superintendent in a public district

## Licensed Staff State Totals

Table 3-46 shows the distribution of public and nonpublic school licensed staff by AEA in 2021-2022. Central Rivers AEA and Heartland AEA had the highest percent of districts. Heartland AEA had the highest percent of public school licensed staff and nonpublic school licensed staff. Mississippi Bend AEA and Keystone AEA had the lowest percent of districts. Keystone AEA and Prairie Lakes AEA had the lowest percent of public school licensed staff and Great Prairie AEA had the lowest percent of nonpublic school licensed staff.

**Table 3-46**

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2021-2022

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number	Percent	Number	Percent	Number	Percent
Keystone	21	6.4%	2,817	6.3%	317	17.7%
Central Rivers	53	16.2%	5,951	13.3%	205	11.4%
Prairie Lakes	38	11.6%	2,818	6.3%	145	8.1%
Mississippi Bend	21	6.4%	4,166	9.3%	195	10.9%
Grant Wood	32	9.8%	6,396	14.3%	247	13.8%
Heartland	53	16.2%	12,242	27.4%	362	20.2%
Northwest	34	10.4%	3,561	8.0%	214	11.9%
Green Hills	43	13.1%	3,530	7.9%	68	3.8%
Great Prairie	32	9.8%	3,218	7.2%	42	2.3%
State	327	100.0%	44,699	100.0%	1,795	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 that is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. Registered Nurses are licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BOEE) and are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses 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 3-47 include nurses with a SPR and nurses without a SPR. The FTE count of nurses increased by 3.8 percent between 2020-2021 and 2021-2022.

**Table 3-47**

Iowa Public School Nurse FTE by District Size Category, 2020-2021 and 2021-2022

District Size Category	2020-2021	2021-2022	% Change in FTE Nurses 2020-2021 to 2021-2022
<300	16.0	19.0	18.4%
300-599	93.4	91.0	-2.6%
600-999	83.0	89.1	7.4%
1,000-2,499	160.2	166.4	3.9%
2,500-7,499	139.1	140.3	0.8%
7,500+	178.5	189.8	6.4%
State	670.2	695.6	3.8%

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

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

## Non-Licensed Staff

Table 3-48 presents the characteristics of full-time non-licensed staff in Iowa public schools and AEAs in 2010-2011, 2020-2021 and 2021-2022. 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 decreased slightly between 2020-2021 and 2021-2022 while the other characteristics remained about the same. The number and average salary of non-licensed staff by position is listed in Table 3-49. The greatest percent of non-licensed staff based on full-time equivalency (FTE) were paraprofessionals/aides (43.8 percent).

**Table 3-48**

Characteristics of Iowa Full-Time Non-Licensed Staff 2010-2011, 2020-2021 and 2021-2022

Characteristics	2010-2011	2020-2021	2021-2022
Average Age	47.8	46.3	46.0
Percent Female	77.6%	77.1%	77.2%
Percent Minority	5.0%	8.2%	8.6%
Average Total Experience	4.9	7.8	7.8
Average Number of Contract Days	209.5	205.4	204.6
Average Total Salary	\$23,753	\$31,853	\$31,364
Number of Non-Licensed Staff	24,154	28,573	28,818

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

Note: Includes AEA non-licensed staff.

**Table 3-49**

Number and Average Salary of Non-Licensed Staff by Position 2021-2022

Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number	Percent	Number	Percent	Average Total Salary	Number	Percent	Average Total Salary
Paraprofessionals/ Aides	13,964.75	43.8%	13,437	44.4%	\$19,755	2,929	29.1%	\$15,778
Operations and Maintenance	4,026.13	12.6%	3,949	13.1%	\$39,852	336	3.3%	\$18,353
Food Services	3,078.03	9.6%	1,834	6.1%	\$20,973	2,602	25.8%	\$12,548
School Administrative Support	2,110.42	6.6%	2,102	6.9%	\$31,499	128	1.3%	\$19,161
Pupil Transportation	1,934.75	6.1%	1,012	3.3%	\$28,904	2,536	25.2%	\$16,109
Student Support	1,057.21	3.3%	1,975	6.5%	\$52,623	406	4.0%	\$7,901
District Wide Administrative Support	979.94	3.1%	984	3.3%	\$46,434	47	0.5%	\$20,063
Other Support	704.56	2.2%	762	2.5%	\$38,013	348	3.5%	\$7,084
Day Care Worker	440.67	1.4%	368	1.2%	\$26,976	275	2.7%	\$12,829
Library Media Associate	431.92	1.4%	419	1.4%	\$21,637	88	0.9%	\$15,960
Nurse (No BOEE Folder)	368.75	1.2%	354	1.2%	\$45,447	72	0.7%	\$24,615
Technology	365.82	1.1%	376	1.2%	\$72,882	8	0.1%	\$32,599
Technology Support	362.90	1.1%	374	1.2%	\$53,104	13	0.1%	\$25,956
Other-Professional	355.10	1.1%	380	1.3%	\$62,965	30	0.3%	\$11,089
Supervisor- Non-Licensed	256.73	0.8%	268	0.9%	\$66,870	13	0.1%	\$3,639
Food Service Director	206.46	0.6%	213	0.7%	\$45,208	9	0.1%	\$15,651
Health Assistant	189.11	0.6%	203	0.7%	\$24,593	31	0.3%	\$16,734
Transportation Director	175.53	0.6%	196	0.6%	\$64,353	12	0.1%	\$32,704
Operations Director	165.53	0.5%	174	0.6%	\$73,071	3	0.0%	\$18,333
Transportation-Other than pupil transportation	144.76	0.5%	116	0.4%	\$44,460	103	1.0%	\$13,285
HR/Personnel Manager	115.59	0.4%	129	0.4%	\$74,071	7	0.1%	\$28,412
Security	107.42	0.3%	108	0.4%	\$31,740	55	0.5%	\$6,348
Sign Language Interpreters	106.61	0.3%	109	0.4%	\$41,568	2	0.0%	\$45,406

**Table 3-49 (...continued)**

Number and Average Salary of Non-Licensed Staff by Position 2021-2022									
Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff			Average Total Salary
	Number	Percent	Number	Percent	Average Total Salary	Number	Percent	Average Total Salary	
Board Secretary	75.63	0.2%	212	0.7%	\$71,208	7	0.1%	\$11,257	
Other Technical	52.89	0.2%	55	0.2%	\$44,952	11	0.1%	\$12,656	
School Business Official - Other	37.06	0.1%	46	0.2%	\$73,511	3	0.0%	\$38,692	
Mental Health Counselors	30.35	0.1%	31	0.1%	\$52,628	2	0.0%	\$19,008	
AEA Supervisor/Managers	20.90	0.1%	24	0.1%	\$102,504	0	0.0%	-	
Social Worker (no BOEE folder)	19.80	0.1%	19	0.1%	\$51,063	2	0.0%	\$54,178	
Records Transfer Staff	18.22	0.1%	21	0.1%	\$37,316	1	0.0%	\$14,742	
Dietitian	6.75	0.0%	6	0.0%	\$66,744	1	0.0%	\$45,489	
Recreation and Therapeutic Recreation Specialists	2.20	0.0%	3	0.0%	\$31,546	0	0.0%	-	
Total	31,912.48	100.0%	30,259	100.0%	\$31,364	10,080	100.0%	\$14,437	

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

Notes: The total is not an unduplicated count. 1 person could have more than 1 position. Includes AEA non-licensed staff. Contract type (full-time or part-time) is determined by FTE over all positions. Full-time staff are staff with FTE $\geq$ 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 school districts in Iowa has declined over time (Table 4-1). In 2012-2013, 2020-2021 and 2021-2022, about two-thirds of districts had no more than a single elementary, middle school or junior high, and high school (Table 4-2). The number of nonpublic schools in Iowa remained the same in 2021-2022 from the previous year.

**Table 4-1**

Number of Iowa Public School Districts and Number of Districts without a Public High School  
2000-2001 to 2021-2022

Year	Number of Public School Districts	Number of Districts without a Public High School	Percent of Districts without a Public High School
2000-2001	374	23	6.1%
2001-2002	371	21	5.7%
2002-2003	371	24	6.5%
2003-2004	370	24	6.5%
2004-2005	367	26	7.1%
2005-2006	365	25	6.8%
2006-2007	365	25	6.8%
2007-2008	364	29	8.0%
2008-2009	362	30	8.3%
2009-2010	361	31	8.6%
2010-2011	359	31	8.6%
2011-2012	351	31	8.8%
2012-2013	348	32	9.2%
2013-2014	346	32	9.2%
2014-2015	338	26	7.7%
2015-2016	336	26	7.7%
2016-2017	333	27	8.1%
2017-2018	333	29	8.7%
2018-2019	330	27	8.2%
2019-2020	327	25	7.6%
2020-2021	327	25	7.6%
2021-2022	327	25	7.6%

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



**Table 4-2**

Iowa Public School District, Public School Building, and Nonpublic School Information  
2012-2013, 2020-2021 and 2021-2022

Category	2012-2013	2020-2021	2021-2022
Total Number of Public School Districts	348	327	327
Total Number of Public School Buildings	1,390	1,309	1,326
Number of Districts with 1 to 3 Public School Buildings	221	214	211
Percent of Districts with 1 to 3 Public School Buildings	63.5%	65.4%	64.5%
Number of Districts with 4 to 6 Public School Buildings	92	78	81
Percent of Districts with 4 to 6 Public School Buildings	26.4%	23.9%	24.8%
Number of Districts with 7 to 9 Public School Buildings	19	20	18
Percent of Districts with 7 to 9 Public School Buildings	5.5%	6.1%	5.5%
Number of Districts with 10 or more Public School Buildings	16	15	17
Percent of Districts with 10 or more Public School Buildings	4.6%	4.6%	5.2%
Total Number of Nonpublic Schools	174	178	178

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

## Carnegie Units Taught

Iowa Administrative Code rule 281-12.5(14) defines a Carnegie unit as “a course which 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 an innovative 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 4-3). The districts with 2,500 students or more provided the greatest average number of units in all subject areas listed.



**Table 4-3**

Average Curriculum Units Offered and Taught by Accreditation Area and District Size Category 2012-2013, 2020-2021 and 2021-2022

State Standards Minimum Units	District Size Category							State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+		
<b>2012-2013</b>								
Number of Districts	23	99	87	75	21	11	316	
English/Language Arts	6	6.35	6.96	7.16	8.39	12.19	15.66	7.96
Mathematics	6	6.83	7.39	8.01	8.55	9.73	12.66	8.14
Science	5	5.59	6.31	6.62	7.24	9.63	11.87	6.98
Social Studies	5	4.93	5.50	5.40	6.06	9.30	11.99	6.04
Foreign Language	4	3.59	4.07	4.16	5.36	9.98	15.74	5.16
Fine Arts	3	4.98	5.79	6.43	7.70	11.97	16.80	7.15
<b>2020-2021</b>								
Number of Districts	19	101	71	75	24	12	302	
English/Language Arts	6	6.24	6.74	6.49	7.18	9.59	12.06	7.20
Mathematics	6	6.31	7.23	7.61	7.73	8.46	10.41	7.61
Science	5	5.72	6.29	6.54	7.03	9.27	11.87	6.96
Social Studies	5	5.47	5.42	5.28	5.75	8.14	10.89	5.91
World Language	4	3.45	4.04	4.20	4.71	9.02	14.32	5.01
Fine Arts	3	4.19	5.41	6.18	7.25	10.59	17.80	6.88
<b>2021-2022</b>								
Number of Districts	19	98	74	75	24	12	302	
English/Language Arts	6	6.35	6.65	6.61	7.20	9.11	12.46	7.19
Mathematics	6	6.31	6.99	7.46	7.63	8.04	9.81	7.42
Science	5	5.61	6.26	6.67	7.02	8.95	11.43	6.93
Social Studies	5	5.46	5.45	5.56	5.95	7.56	11.63	6.02
World Language	4	2.92	3.96	4.17	4.79	8.71	13.66	4.92
Fine Arts	3	4.53	5.26	6.25	7.01	10.67	19.19	6.87

Source: Iowa Department of Education, Bureau of Information and Analysis. SRI, Archived Course Group, Winter files.

Note: District size categories are defined by Certified Enrollment.



## **Enrollments with World Language, Algebra II, Higher-Level Mathematics, Higher-Level Science and High-Quality Computer Science Courses**

The Iowa Department of Education started to collect course-taking data at the student level in 2004-2005. A real four-year course-taking pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-16 describe Iowa public high school student enrollment in world language, Algebra II, higher-level mathematics, higher-level science, and high-quality computer science courses. The course enrollments only include the students who enrolled in Iowa public high schools in each of the four years from grade 9 to grade 12. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Student group comparisons are reported by subject areas.

Table 4-4 examines world language course enrollment in Iowa public high schools for the 2021 and 2022 graduating classes by student group. The percent of students enrolled in world language courses by district size category are displayed in Table 4-5 for the same two graduating classes. Over 28,000 students in each of the graduating classes of 2021 and 2022 took at least one world language course. More than 25,000 of them took Spanish in each of the graduating classes shown (Table 4-6). Two other major languages taken are French and German. The enrollments in Table 4-6 can be duplicated if a student took courses in more than one language. However, students are only counted once if their courses taken were one language at different levels.

Tables 4-7 and 4-8 show the Algebra II courses taken for the 2021 and 2022 graduating classes by student group and by district size category.

The courses in higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics. Tables 4-9 and 4-10 show the higher-level mathematics enrollment by student group and by 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 4-11 and 4-13. Tables 4-12 and 4-14 show the higher-level science enrollment by district size category for the classes of 2021 and 2022.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science. The basic introductory-level computer courses and computer applications are not counted as high-quality courses. The state total, enrollments by student group and high-quality computer science courses taken by district size category data are displayed in Tables 4-15 and 4-16 for the 2021 and 2022 graduating classes.



**Table 4-4**

**Iowa Public High School Graduating Classes of 2021 and 2022 Non-Duplicate Enrollment  
in World Language Courses by Student Group**

Group	Class of 2021			Class of 2022		
	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	28,608	32,665	87.6%	28,493	32,404	87.9%
American Indian or Alaska Native	77	96	80.2%	79	94	84.0%
Asian	798	847	94.2%	765	825	92.7%
Black or African American	1,320	1,640	80.5%	1,405	1,671	84.1%
Hispanic/Latino	2,856	3,257	87.7%	2,935	3,330	88.1%
Native Hawaiian or Other Pacific Islander	41	55	74.5%	48	71	67.6%
Two or More Races	933	1,068	87.4%	1,032	1,178	87.6%
White	22,583	25,702	87.9%	22,229	25,235	88.1%
Students with Disabilities (IEP)*	1,858	3,868	48.0%	1,946	3,851	50.5%
English Learner (EL)	1,105	1,405	78.6%	1,208	1,556	77.6%
Low Socioeconomic Status (FRL)**	11,274	14,035	80.3%	11,472	14,098	81.4%
Female	14,630	15,927	91.9%	14,623	15,858	92.2%
Male	13,978	16,738	83.5%	13,860	16,535	83.8%
Non-Binary				10	11	90.9%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.



**Table 4-5**

**Iowa Public High School Graduating Classes of 2021 and 2022 Non-Duplicate Enrollment  
in World Language Courses by District Size Category**

<b>District Size Category</b>							
<b>Class of 2021</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	245	3,229	3,438	6,780	5,850	9,043	28,608
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in World Language Courses	77.8%	83.3%	87.1%	85.6%	90.7%	89.4%	87.6%
<b>Class of 2022</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	252	3,093	3,491	6,733	5,906	9,018	28,493
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in World Language Courses	84.0%	84.2%	86.5%	86.4%	89.7%	90.0%	87.9%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

**Table 4-6**

**World Language Enrollment of Iowa Public High School Graduating Classes of 2021 and 2022 by Language**

Language	Class of 2021		Class of 2022	
	Enrollment	Percent of Enrolled	Enrollment	Percent of Enrolled
Spanish	25,897	82.5%	25,809	81.4%
French	3,131	10.0%	3,189	10.1%
German	1,461	4.7%	1,482	4.7%
Chinese	232	0.7%	377	1.2%
Japanese	174	0.6%	253	0.8%
Italian	79	0.3%	103	0.3%
Russian	20	0.1%	11	0.0%
Other World Language	400	1.3%	470	1.5%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

**Table 4-7**

Iowa Public High School Graduating Classes of 2021 and 2022  
Non-Duplicate Enrollment in Algebra II by Student Group

Group	Class of 2021			Class of 2022		
	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II
All Students	26,786	32,665	82.0%	26,164	32,404	80.7%
American Indian or Alaska Native	64	96	66.7%	67	94	71.3%
Asian	780	847	92.1%	762	825	92.4%
Black or African American	1,101	1,640	67.1%	1,125	1,671	67.3%
Hispanic/Latino	2,405	3,257	73.8%	2,376	3,330	71.4%
Native Hawaiian or Other Pacific Islander	34	55	61.8%	34	71	47.9%
Two or More Races	855	1,068	80.1%	933	1,178	79.2%
White	21,547	25,702	83.8%	20,867	25,235	82.7%
Students with Disabilities (IEP)*	1,417	3,868	36.6%	1,392	3,851	36.1%
English Learner (EL)	799	1,405	56.9%	870	1,556	55.9%
Low Socioeconomic Status (FRL)**	9,940	14,035	70.8%	9,771	14,098	69.3%
Female	13,690	15,927	86.0%	13,389	15,858	84.4%
Male	13,096	16,738	78.2%	12,767	16,535	77.2%
Non-Binary				8	11	72.7%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.



**Table 4-8**

**Iowa Public High School Graduating Classes of 2021 and 2022 Non-Duplicate Enrollment  
in Algebra II by District Size Category**

<b>District Size Category</b>							
<b>Class of 2021</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	232	2,986	3,093	6,362	5,595	8,507	26,786
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Algebra II	73.7%	77.0%	78.4%	80.3%	86.7%	84.1%	82.0%
<b>Class of 2022</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	225	2,763	3,036	6,163	5,541	8,436	26,164
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Algebra II	75.0%	75.2%	75.2%	79.1%	84.2%	84.2%	80.7%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

**Table 4-9**

Iowa Public High School Graduating Classes of 2021 and 2022  
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Student Group

Group	Class of 2021			Class of 2022		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	15,931	32,665	48.8%	15,256	32,404	47.1%
American Indian or Alaska Native	29	96	30.2%	28	94	29.8%
Asian	620	847	73.2%	577	825	69.9%
Black or African American	540	1,640	32.9%	516	1,671	30.9%
Hispanic/Latino	1,157	3,257	35.5%	1,115	3,330	33.5%
Native Hawaiian or Other Pacific Islander	17	55	30.9%	17	71	23.9%
Two or More Races	482	1,068	45.1%	539	1,178	45.8%
White	13,086	25,702	50.9%	12,464	25,235	49.4%
Students with Disabilities (IEP)*	387	3,868	10.0%	418	3,851	10.9%
English Learner (EL)	279	1,405	19.9%	321	1,556	20.6%
Low Socioeconomic Status (FRL)**	4,516	14,035	32.2%	4,284	14,098	30.4%
Female	8,391	15,927	52.7%	8,014	15,858	50.5%
Male	7,506	16,497	45.5%	7,238	16,535	43.8%
Non-Binary				4	11	36.4%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes). 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 the eligibility for free or reduced-price lunch.



**Table 4-10**

**Iowa Public High School Graduating Classes of 2021 and 2022 Non-Duplicate Enrollment in Higher-Level Mathematics by District Size Category**

<b>District Size Category</b>							
<b>Class of 2021</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	121	1,493	1,700	3,679	3,479	5,458	15,931
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Higher-Level Mathematics	38.4%	38.5%	43.1%	46.4%	53.9%	54.0%	48.8%
<b>Class of 2022</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	108	1,329	1,704	3,411	3,327	5,377	15,931
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Higher-Level Mathematics	36.0%	36.2%	42.2%	43.8%	50.5%	53.7%	49.2%

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

Notes: The Class of 2022 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes). Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.



**Table 4-11**

**Iowa Public High School Graduating Classes of 2021 and 2022**  
**Non-Duplicate Enrollment in Chemistry by Student Group**

Group	Class of 2021			Class of 2022		
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
All Students	23,885	32,665	73.1%	23,632	32,404	72.9%
American Indian or Alaska Native	49	96	51.0%	57	94	60.6%
Asian	745	847	88.0%	711	825	86.2%
Black or African American	953	1,640	58.1%	985	1,671	58.9%
Hispanic/Latino	2,176	3,257	66.8%	2,242	3,330	67.3%
Native Hawaiian or Other Pacific Islander	28	55	50.9%	35	71	49.3%
Two or More Races	753	1,068	70.5%	821	1,178	69.7%
White	19,181	25,702	74.6%	18,781	25,235	74.4%
Students with Disabilities (IEP)*	1,346	3,868	34.8%	1,429	3,851	37.1%
English Learner (EL)	738	1,405	52.5%	814	1,556	52.3%
Low Socioeconomic Status (FRL)**	8,503	14,035	60.6%	8,655	14,098	61.4%
Female	12,447	15,927	78.2%	12,194	15,858	76.9%
Male	11,438	16,738	68.3%	11,430	16,535	69.1%
Non-Binary				8	11	72.7%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.



**Table 4-12**

Iowa Public High School Graduating Classes of 2021 and 2022 Non-Duplicate Enrollment in Chemistry by District Size Category							
District Size Category							
	Class of 2021						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	181	2,492	2,736	5,772	5,373	7,321	23,885
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Chemistry	57.5%	64.3%	69.3%	72.9%	83.3%	72.4%	73.1%
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	188	2,276	2,812	5,717	5,683	6,956	23,632
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Chemistry	62.7%	61.9%	69.6%	73.4%	86.3%	69.4%	72.9%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

**Table 4-13**

**Iowa Public High School Graduating Classes of 2021 and 2022**  
**Non-Duplicate Enrollment in Physics by Student Group**

Group	Class of 2021			Class of 2022		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,414	32,665	31.9%	10,593	32,404	32.7%
American Indian or Alaska Native	21	96	21.9%	26	94	27.7%
Asian	388	847	45.8%	396	825	48.0%
Black or African American	546	1,640	33.3%	541	1,671	32.4%
Hispanic/Latino	900	3,257	27.6%	970	3,330	29.1%
Native Hawaiian or Other Pacific Islander	7	55	12.7%	12	71	16.9%
Two or More Races	365	1,068	34.2%	437	1,178	37.1%
White	8,187	25,702	31.9%	8,211	25,235	32.5%
Students with Disabilities (IEP)*	624	3,868	16.1%	640	3,851	16.6%
English Learner (EL)	272	1,405	19.4%	317	1,556	20.4%
Low Socioeconomic (FRL)**	3,431	14,035	24.4%	3,582	14,098	25.4%
Female	4,843	15,927	30.4%	4,999	15,858	31.5%
Male	5,571	16,738	33.3%	5,589	16,535	33.8%
Non-Binary				5	11	45.5%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.



**Table 4-14**

**Iowa Public High School Graduating Classes of 2021 and 2022  
Non-Duplicate Enrollment in Physics by District Size Category**

<b>District Size Category</b>							
<b>Class of 2021</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	66	745	924	1,769	2,870	4,037	10,414
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Physics	21.0%	19.2%	23.4%	22.3%	44.5%	39.9%	31.9%
<b>Class of 2022</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	62	695	808	1,777	3,175	4,076	10,593
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Physics	20.7%	18.9%	20.0%	22.8%	48.2%	40.7%	32.7%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes).

**Table 4-15**

**Iowa Public High School Graduating Classes of 2021 and 2022  
Non-Duplicate Enrollment in High-Quality Computer Science by Student Group**

Group	Class of 2021			Class of 2022		
	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	3,292	32,665	10.1%	3,627	32,404	11.2%
American Indian or Alaska Native	15	96	15.6%	13	94	13.8%
Asian	187	847	22.1%	242	825	29.3%
Black or African American	121	1,640	7.4%	115	1,671	6.9%
Hispanic/Latino	269	3,257	8.3%	365	3,330	11.0%
Native Hawaiian or Other Pacific Islander	4	55	7.3%	6	71	8.5%
Two or More Races	100	1,068	9.4%	124	1,178	10.5%
White	2,596	25,702	10.1%	2,762	25,235	10.9%
Students with Disabilities (IEP)*	273	3,868	7.1%	308	3,851	8.0%
English Learner (EL)	74	1,405	5.3%	156	1,556	10.0%
Low Socioeconomic Status (FRL)**	1,213	14,035	8.6%	1,363	14,098	9.7%
Female	589	15,927	3.7%	746	15,858	4.7%
Male	2,703	16,738	16.1%	2,881	16,535	17.4%
Non-Binary				0	11	0.0%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science.

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.



**Table 4-16**

**Iowa Public High School Graduating Classes of 2021 and 2022  
Non-Duplicate Enrollment in High-Quality Computer Science by District Size Category**

<b>District Size Category</b>							
<b>Class of 2021</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	49	333	336	688	559	1,322	3,292
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in High Quality Computer Science	15.6%	8.6%	8.5%	8.7%	8.7%	13.1%	10.1%
<b>Class of 2022</b>							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	46	373	364	850	672	1,322	3,627
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in High Quality Computer Science	15.3%	10.1%	9.0%	10.9%	10.2%	13.2%	11.2%

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

Notes: The Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes) and the Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science.



## Senior Year Plus

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

### Advanced Placement Courses

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

Figure 4-1 shows a long-term upward trend in the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken, although both of these numbers fell in 2020-2021 and 2021-2022.

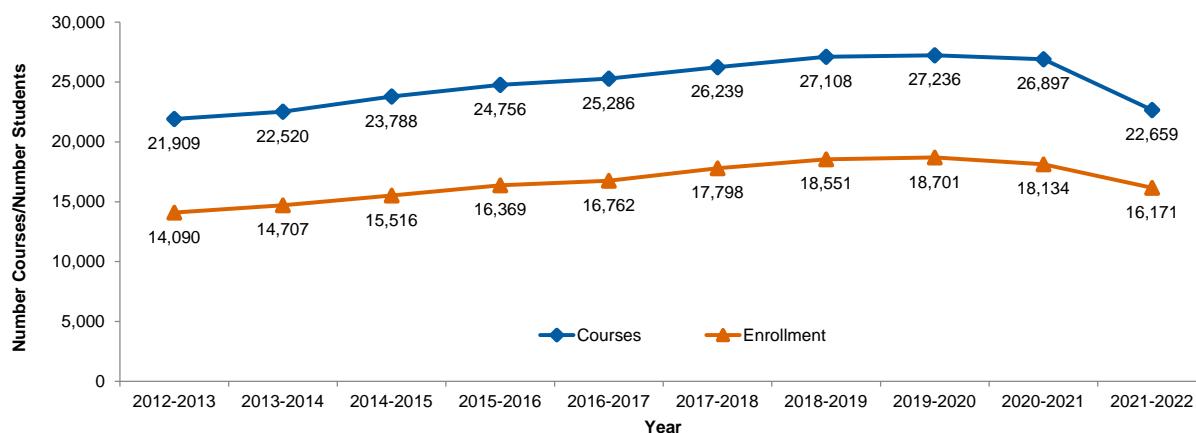
Each year, more than 50 percent of the Iowa districts with a public high school had students enrolled in AP (Table 4-17).

AP enrollment by grade is displayed in Table 4-18.

Table 4-19 and Figure 4-2 show the number of AP courses taken by subject area.

**Figure 4-1**

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2012-2013 to 2021-2022



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



**Table 4-17**

The Iowa Districts with AP Enrollment 2012-2013 to 2021-2022

Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
2012-2013	348	316	176	55.7%
2013-2014	346	314	175	55.7%
2014-2015	338	312	162	51.9%
2015-2016	336	310	159	51.3%
2016-2017	333	306	163	53.3%
2017-2018	333	304	157	51.6%
2018-2019	330	303	160	52.8%
2019-2020	327	302	164	54.3%
2020-2021	327	302	156	51.7%
2021-2022	327	302	155	51.3%

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

**Table 4-18**

Number of Iowa High School Students Taking AP Courses 2012-2013 to 2021-2022

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2012-2013	442	2,794	4,889	5,965	14,090
2013-2014	582	3,027	4,971	6,127	14,707
2014-2015	777	3,258	5,299	6,182	15,516
2015-2016	771	3,432	5,550	6,616	16,369
2016-2017	856	3,566	5,776	6,564	16,762
2017-2018	1,029	3,614	5,963	7,192	17,798
2018-2019	1,265	3,969	6,036	7,281	18,551
2019-2020	1,279	3,986	6,227	7,209	18,701
2020-2021	1,249	3,852	6,043	6,990	18,134
2021-2022	1,249	3,531	5,205	6,186	16,171

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



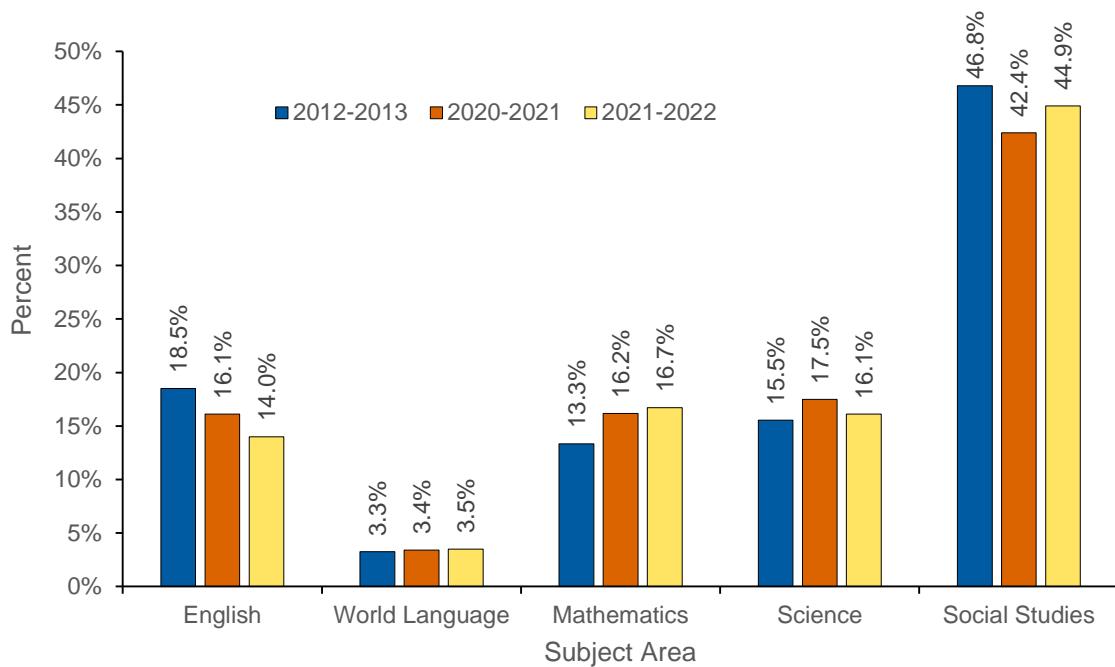
**Table 4-19**

Iowa AP Courses Taken by Subject Areas 2012-2013 to 2021-2022										
Subject Area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Language Arts	4,055	4,116	4,271	4,321	4,103	4,303	4,209	4,229	4,336	3,165
Fine & Performance Arts	414	362	485	508	570	623	599	787	615	486
World Language	713	613	791	815	824	1,000	1,410	1,042	906	786
Mathematics	2,920	3,363	3,367	3,647	3,598	3,708	4,232	4,403	4,356	3,779
Computer & Information Sciences	151	138	222	266	342	362	508	726	585	607
Science	3,405	3,443	3,951	4,078	4,151	4,087	4,079	4,141	4,705	3,655
Social Studies	10,251	10,485	10,701	11,121	11,698	12,156	12,071	11,908	11,394	10,181
Total Courses Taken	21,909	22,520	23,788	24,756	25,286	26,239	27,108	27,236	26,897	22,659

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

**Figure 4-2**

Percent of Iowa AP Courses Taken by Subject Area 2012-2013, 2020-2021 and 2021-2022



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

Note: The percent 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 4-3 shows the trend of concurrent enrollment courses taken by Iowa public school students and the concurrent enrollment trend. Statewide concurrent enrollment increased to an all-time high number of courses taken in 2021-2022. In 2021-2022, 47,228 students in grades 9-12 took 111,769 concurrent enrollment courses.

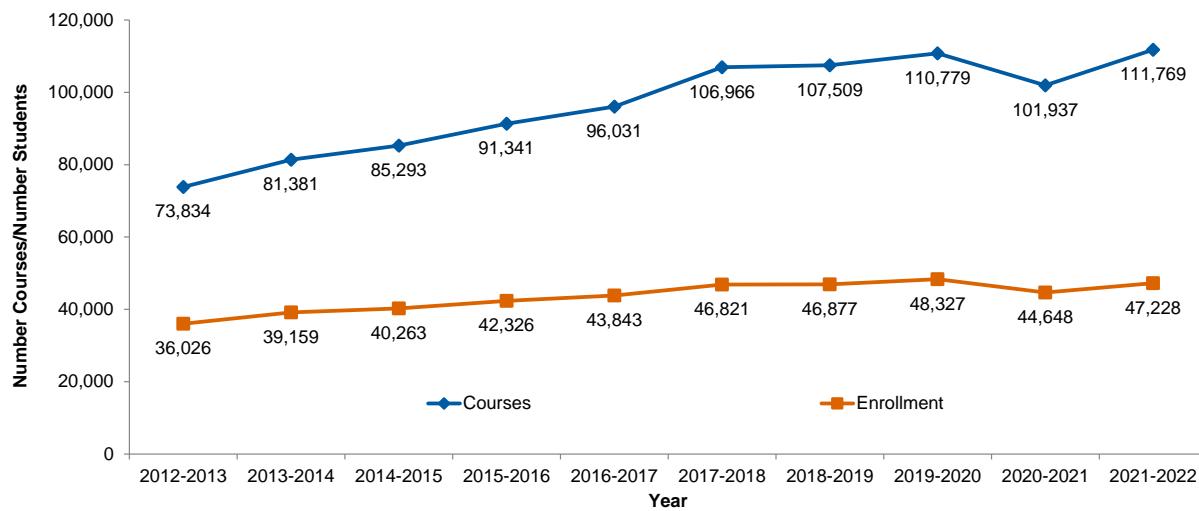
Each year, about 98 percent of the Iowa districts with a public high school had concurrent enrollments (Table 4-20).

Concurrent enrollment by grade is displayed in Table 4-21.

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

**Figure 4-3**

Iowa Concurrent Enrollment and Courses Taken 2012-2013 to 2021-2022



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



**Table 4-20**

The Iowa Districts with Concurrent Enrollment 2012-2013 to 2021-2022

Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts with High Schools that had Concurrent Enrollment
2012-2013	348	316	309	97.8%
2013-2014	346	314	310	98.7%
2014-2015	338	312	302	96.8%
2015-2016	336	310	304	98.1%
2016-2017	333	306	302	98.7%
2017-2018	333	304	302	99.3%
2018-2019	330	303	301	99.3%
2019-2020	327	302	302	100.0%
2020-2021	327	302	301	99.7%
2021-2022	327	302	301	99.7%

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

**Table 4-21**

Number of Iowa High School Students Taking Concurrent Enrollment Courses 2012-2013 to 2021-2022

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
2012-2013	2,403	4,365	11,962	17,296	36,026
2013-2014	2,748	5,056	12,858	18,497	39,159
2014-2015	3,013	5,421	13,204	18,625	40,263
2015-2016	3,414	6,039	13,668	19,205	42,326
2016-2017	3,279	6,017	14,871	19,676	43,843
2017-2018	3,512	6,691	15,555	21,063	46,821
2018-2019	3,088	6,891	15,737	21,161	46,877
2019-2020	3,155	7,029	16,543	21,600	48,327
2020-2021	2,542	6,349	15,289	20,468	44,648
2021-2022	3,076	6,855	16,395	20,902	47,228

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

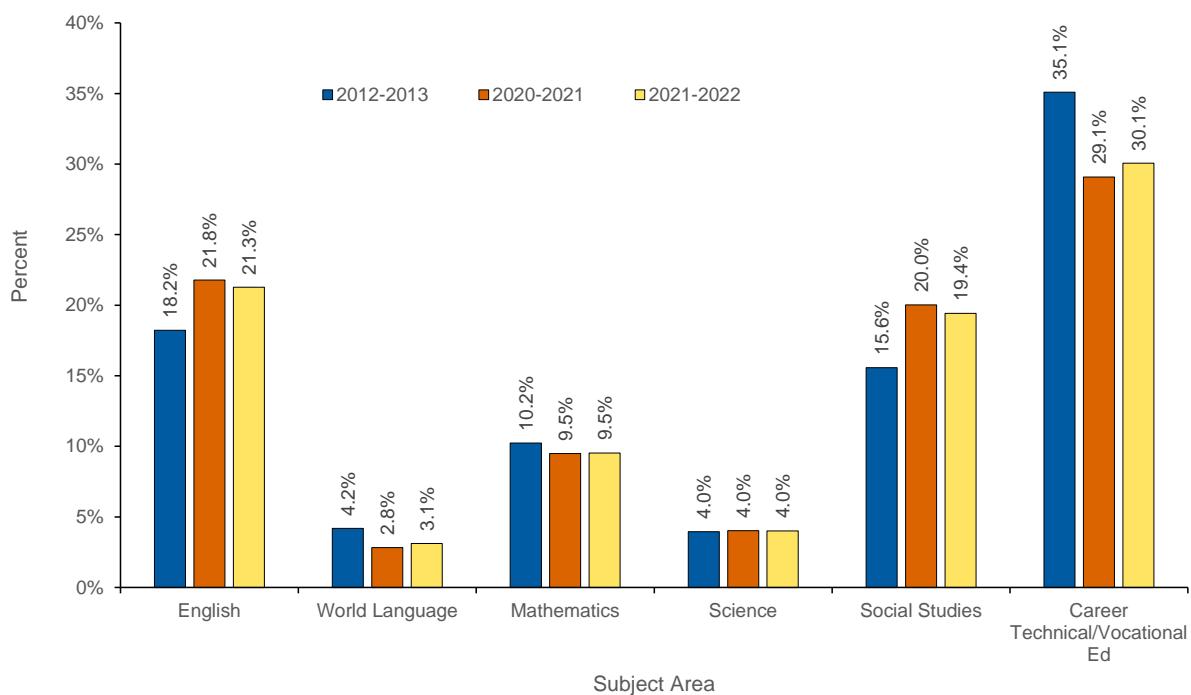


**Table 4-22**

## Iowa Concurrent Enrollment Courses Taken by Subject Area 2012-2013 to 2021-2022

Subject Area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Language Arts	13,459	13,732	15,533	16,674	17,793	20,305	21,287	22,486	22,205	23,781
Fine & Performance Arts	2,029	2,397	2,609	2,743	2,912	3,122	3,401	3,347	2,771	3,288
World Language	3,093	3,262	3,011	3,139	3,328	3,190	3,087	3,121	2,877	3,483
Mathematics	7,555	8,200	8,311	8,570	8,909	9,678	9,745	10,075	9,678	10,657
Other	7,372	8,926	8,936	9,637	6,634	11,381	11,277	12,059	10,231	10,752
Science	2,921	3,163	3,031	3,624	3,829	4,483	4,758	4,658	4,105	4,487
Social Studies	11,495	12,797	14,061	15,401	16,009	19,638	21,118	20,776	20,414	21,714
Career Technical/Vocational Education	25,910	28,904	29,801	31,553	36,617	35,169	32,836	34,257	29,656	33,607
Total Courses Taken	73,834	81,381	85,293	91,341	96,031	106,966	107,509	110,779	101,937	111,769

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

**Figure 4-4**Percent of Iowa Concurrent Enrollment Courses Taken by Subject Area  
2012-2013, 2020-2021 and 2021-2022

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

Note: The percent 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. The purpose of the act is to promote rigorous academic or career and technical pursuits and to provide a wider variety of options to high school students by enabling ninth and tenth grade students who have been identified by the school district as gifted and talented, and eleventh and twelfth grade students, to enroll in eligible courses at an eligible postsecondary institution of higher learning as a part-time student (see Iowa Code §261C.2). The Iowa Department of Education began collecting data on PSEO in 1993.

The large decrease in PSEO enrollment in 2017-2018 to 2021-22 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 enrollments decreased.

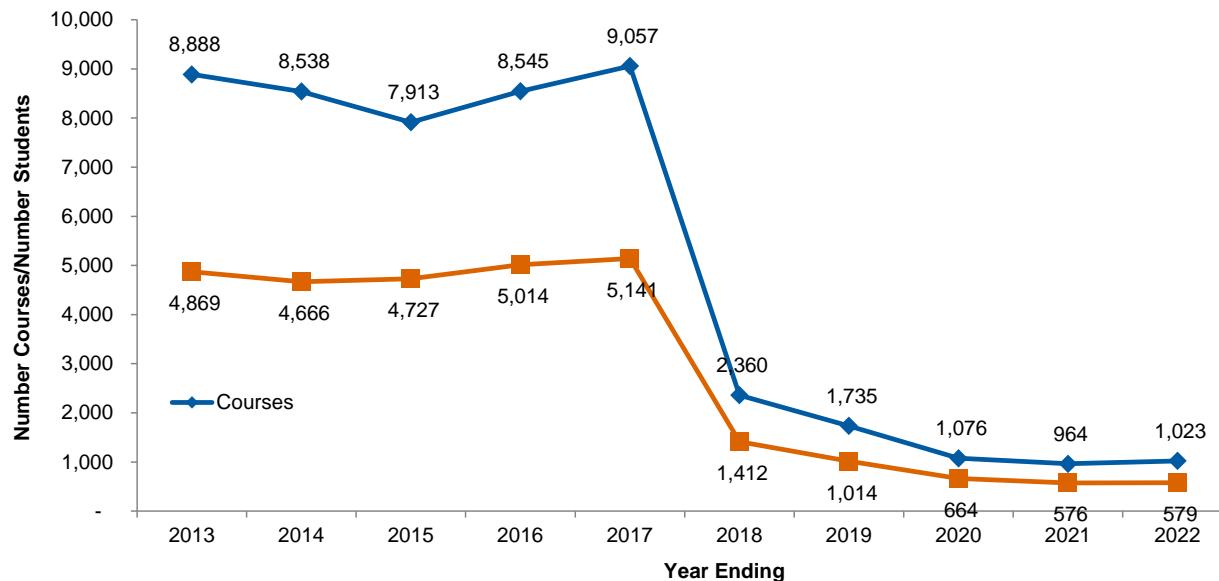
Before 2017-2018, 66 to 80 percent of Iowa districts with a public high school had PSEO enrollments each year. However, a downward trend of PSEO enrollments by district is reported in Table 4-23. The percent of districts with PSEO enrollment was 17.9 in 2020-2021 and 19.2 in 2021-2022.

PSEO enrollment by grade is displayed in Table 4-24.

Table 4-25 and Figure 4-6 show the number of PSEO courses taken by subject areas.

**Figure 4-5**

Iowa PSEO Enrollment and Courses Taken 2012-2013 to 2021-2022



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



**Table 4-23**

The Iowa Districts with PSEO Enrollment 2012-2013 to 2021-2022

Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts with High Schools that had PSEO Enrollment
2012-2013	348	316	235	74.4%
2013-2014	346	314	231	73.6%
2014-2015	338	312	212	67.9%
2015-2016	336	310	215	69.4%
2016-2017	333	306	202	66.0%
2017-2018	333	304	114	37.5%
2018-2019	330	303	89	29.4%
2019-2020	327	302	61	20.2%
2020-2021	327	302	54	17.9%
2021-2022	327	302	58	19.2%

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

**Table 4-24**

Number of Iowa School Students Taking PSEO Courses 2012-2013 to 2021-2022

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2012-2013	330	1,343	3,196	4,869
2013-2014	335	1,232	3,099	4,666
2014-2015	365	1,328	3,034	4,727
2015-2016	412	1,432	3,170	5,014
2016-2017	450	1,482	3,209	5,141
2017-2018	115	444	853	1,412
2018-2019	66	270	678	1,014
2019-2020	43	145	476	664
2020-2021	42	96	438	576
2021-2022	36	117	426	579

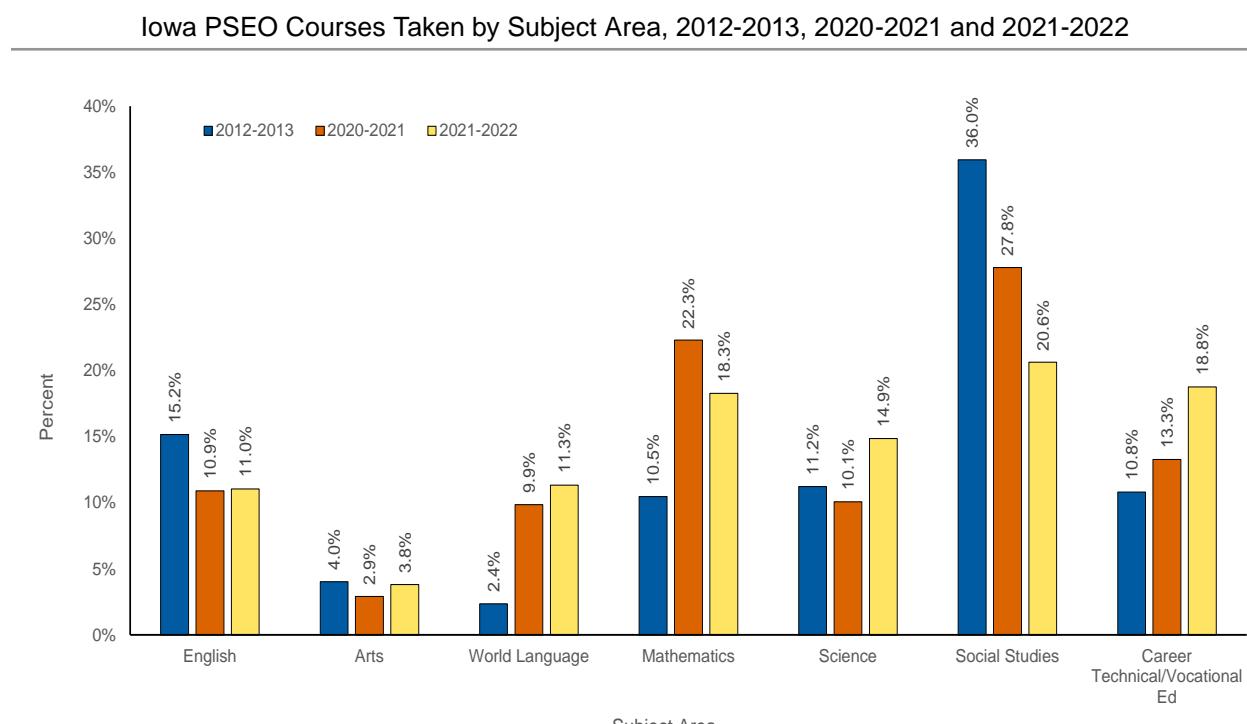
Source: Iowa Department of Education, Bureau of Information and Analysis Services, SRI, Spring files.



**Table 4-25**

Iowa PSEO Courses Taken by Subject Area 2012-2013 to 2021-2022										
Subject Area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Language Arts	1,347	1,486	1,394	1,735	1,922	342	265	95	105	113
Fine & Performance Arts	357	287	315	307	415	107	82	28	28	39
World Language	209	234	171	155	225	126	106	93	95	116
Mathematics	931	905	781	709	837	417	376	296	215	187
Other	890	708	731	748	428	178	62	29	28	13
Science	997	767	580	752	735	191	150	143	97	152
Social Studies	3,196	3,205	3,067	3,218	3,415	733	482	277	268	211
Career Technical/Vocational Education	961	946	874	921	1,080	266	212	115	128	192
Total Courses Taken	8,888	8,538	7,913	8,545	9,057	2,360	1,735	1,076	964	1,023

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

**Figure 4-6**

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

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



# 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) are included as well as data related to dropouts, postsecondary intentions, ACT performance and core high school program completion. The second section provides achievement trends and student performance for all students by enrollment categories, gender, race/ethnicity and other student groups. Besides the ISASP results, results from the National Assessment of Educational Progress (NAEP), ACT, SAT and Advanced Placement assessments are included. High school graduate postsecondary intentions data are displayed as well as information about Iowa's redesigned career and academic planning and guidance system. In addition, Basic Educational Data Survey (BEDS) and Student Reporting in Iowa (SRI) data provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment rates for public school students, suspensions and expulsions and the Seal of Biliteracy.

In 2018-2019, Iowa Testing Programs introduced the Iowa Statewide Assessment of Student Progress which replaced the Iowa Assessments as the accountability test for all Iowa students. Proficiency cut scores for the ISASP are presented in a Standard Score metric and are specific to grade and content. These cut scores categorize student performance into one of three levels: Advanced, Proficient and Not Yet Proficient.

In the spring of 2020, the Iowa Department of Education sent a request to the U.S. Department of Education (which was subsequently approved) to waive the requirements to administer all federal required assessments in the 2019-2020 school year due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. As such, the ISASP was not administered in 2019-2020 and there is no data to report from that year.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). This was the only year a remote option has been provided for the ISASP. Results for students who tested remotely are not included in the data provided in this chapter.



## **State Indicators of Student Success**

The seven required state indicators for student success include:

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; and
7. The percentage of high school graduates who complete a “core” high school program of four years of English language arts and three or more years each of mathematics, science, and social studies (Iowa Administrative Code rule 281-12.8(3))

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), primary language status (determined by English learner status) and migrant/non-migrant status (defined by Title I requirements). Separate tables show achievement-level performance for students by gender, race/ethnicity, disability, socioeconomic and primary language 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 for Iowa Statewide Assessment of Student Progress English Language Arts, Mathematics and Science Test Takers Including Student Groups**

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

Proficiency cut scores for the three performance levels of the ISASP (Not Yet Proficient, Proficient and Advanced) are defined using a Standard Score metric and are specific to content area and grade. The Standard 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 2021-2022 are shown in Table 5-1. Figures 5-1 through 5-9 show the percentage of students testing within each performance level on the ELA content area. Similarly, Table 5-2 and Figures 5-10 through 5-18 reflect the same data for the mathematics content area and Table 5-3 and Figures 5-19 through 5-21 reflect the same data for the science content area.

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 Iowa public school students who took the ISASP in ELA, mathematics or science.



**Table 5-1**

Number of Iowa Public School Students Tested on ISASP English Language Arts  
by Student Group 2021-2022

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	34,966	34,526	34,670	35,771	36,658	37,796	38,461	36,573	34,433
American Indian or Alaska Native	111	132	117	120	117	133	132	102	106
Asian	928	934	915	876	855	891	862	821	875
Black or African American	2,337	2,355	2,403	2,372	2,404	2,394	2,350	2,032	1,840
Hispanic/Latino	4,163	4,037	4,186	4,302	4,473	4,667	4,909	4,420	3,939
Native Hawaiian or Other Pacific Islander	189	186	179	172	175	185	162	149	138
Two or More Races	1,829	1,800	1,561	1,735	1,667	1,707	1,625	1,488	1,334
White	25,409	25,082	25,309	26,194	26,967	27,819	28,421	27,561	26,201
EL*	2,662	2,249	1,991	1,769	1,700	1,843	2,046	1,929	1,802
FRL**	15,183	14,754	14,624	14,767	15,018	15,201	15,050	13,480	11,779
IEP***	5,249	5,145	5,058	5,038	4,850	4,912	4,541	3,924	3,276
Female	17,183	16,871	16,917	17,485	17,799	18,312	18,648	17,743	16,828
Male	17,782	17,654	17,749	18,280	18,848	19,472	19,796	18,805	17,584
Non-Binary	1	1	4	6	11	12	17	25	21

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

Notes: 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 and reduced-price lunch.

\*\*\*IEP - Students with an individualized education program.

Data on non-binary students was first available in 2021-2022.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in Figures 5-1 to 5-21.



**Table 5-2**

Number of Iowa Public School Students Tested on ISASP Mathematics by Student Group 2021-2022									
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	34,987	34,540	34,680	35,805	36,695	37,863	38,588	36,782	34,637
American Indian or Alaska Native	111	132	117	120	117	134	132	104	105
Asian	928	934	915	875	856	892	866	828	883
Black or African American	2,340	2,358	2,405	2,380	2,415	2,403	2,379	2,077	1,892
Hispanic/Latino	4,165	4,036	4,188	4,306	4,474	4,686	4,939	4,476	3,974
Native Hawaiian or Other Pacific Islander	189	186	179	173	174	185	167	152	139
Two or More Races	1,829	1,801	1,561	1,736	1,674	1,711	1,634	1,504	1,346
White	25,425	25,093	25,315	26,215	26,985	27,852	28,471	27,641	26,298
EL*	2,665	2,250	1,991	1,772	1,705	1,849	2,068	1,969	1,821
FRL**	15,196	14,760	14,640	14,790	15,038	15,250	15,141	13,632	11,919
IEP***	5259	5153	5068	5048	4869	4929	4567	3961	3287
Female	17188	16877	16921	17503	17810	18344	18708	17847	16920
Male	17798	17662	17755	18296	18874	19507	19863	18910	17696
Non-Binary	1	1	4	6	11	12	17	25	21

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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

\*EL - English learners.

\*\*FRL - Students eligible for free and reduced-price lunch.

\*\*\*IEP - Students with an individualized education program.

Data on non-binary students was first available in 2021-2022.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in Figures 5-1 to 5-21.



**Table 5-3**

Number of Iowa Public School Students Tested on ISASP Science  
by Student Group 2021-2022

<b>Groups</b>	<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 10</b>
All Students	34,669	37,824	36,692
American Indian or Alaska Native	117	135	102
Asian	915	893	827
Black or African American	2,406	2,406	2,070
Hispanic/Latino	4,182	4,679	4,440
Native Hawaiian or Other Pacific Islander	179	184	152
Two or More Races	1,561	1,706	1,498
White	25,309	27,821	27,603
EL*	1,988	1,846	1,945
FRL**	14,626	15,227	13,563
IEP***	5,061	4,926	3,939
Female	16,910	18,323	17,805
Male	17,755	19,490	18,862
Non-Binary	4	11	25

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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

\*EL - English learners.

\*\*FRL - Students eligible for free and reduced-price lunch.

\*\*\*IEP - Students with an individualized education program.

Data on non-binary students was first available in 2021-2022.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in Figures 5-1 to 5-21.

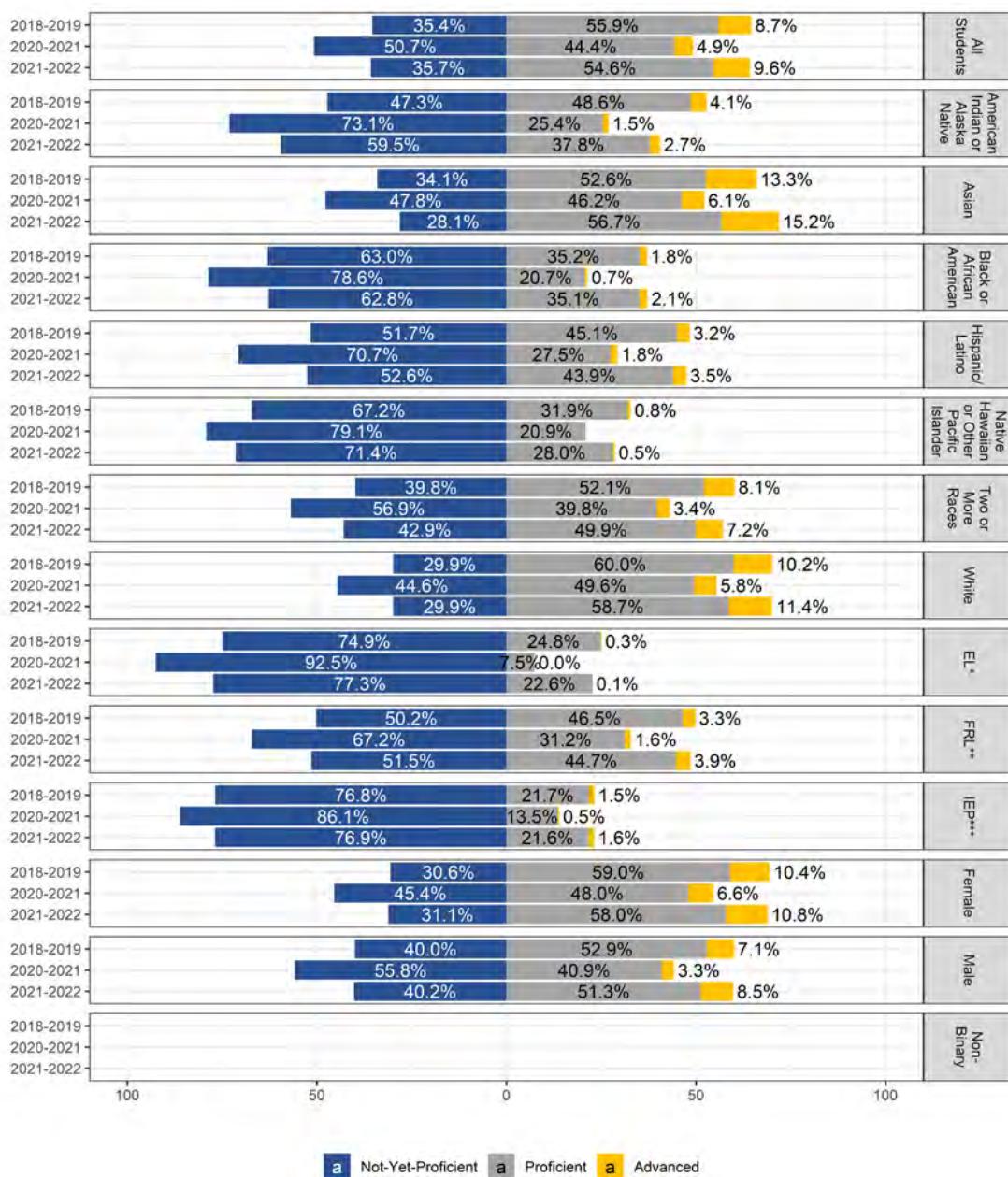


## English Language Arts

Indicator: Percentage of third- through eleventh-grade public school students by performance level on the Iowa Statewide Assessment of Student Progress (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 5-1**

Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



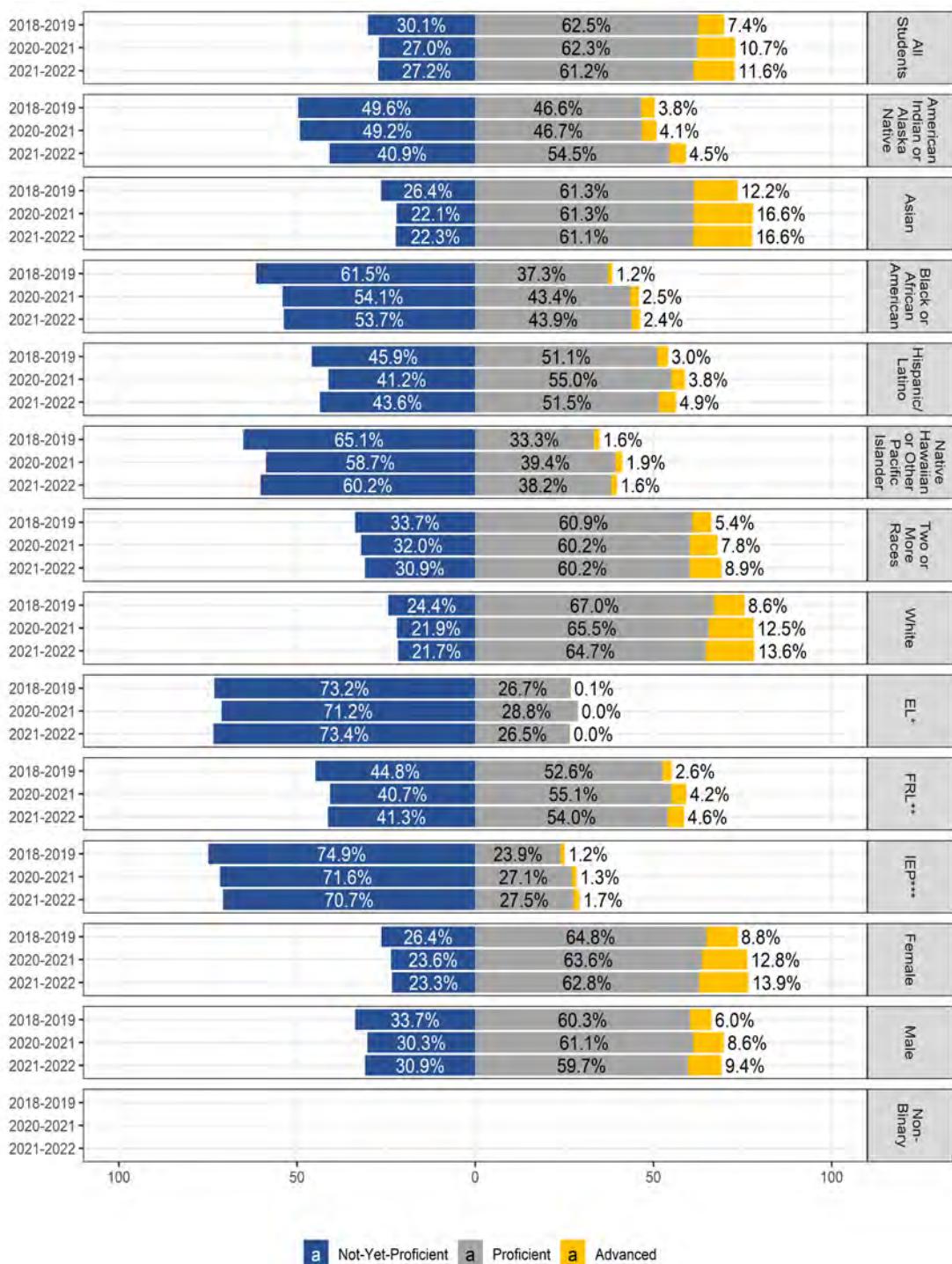
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.



**Figure 5-2**

Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



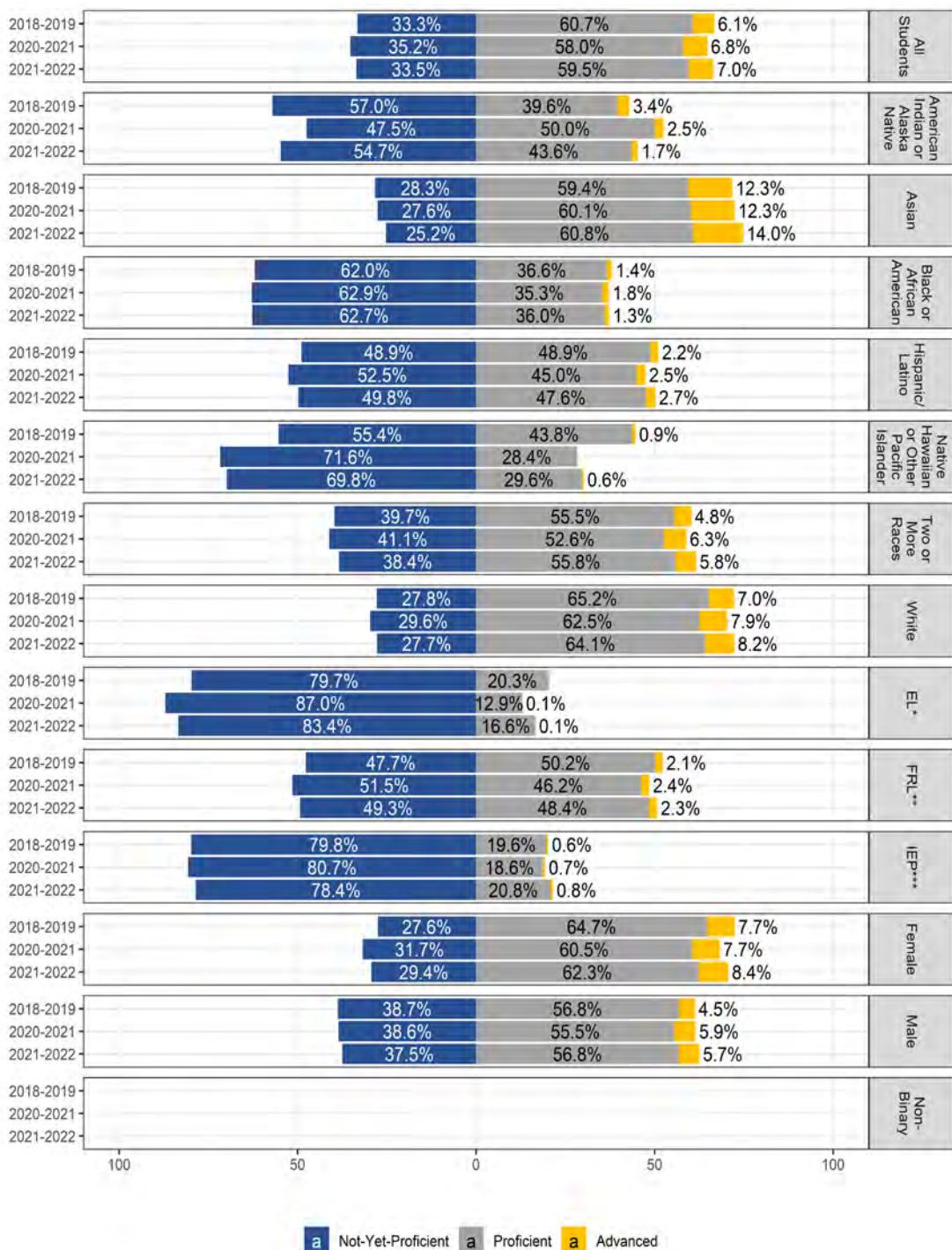
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this figure



**Figure 5-3**

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



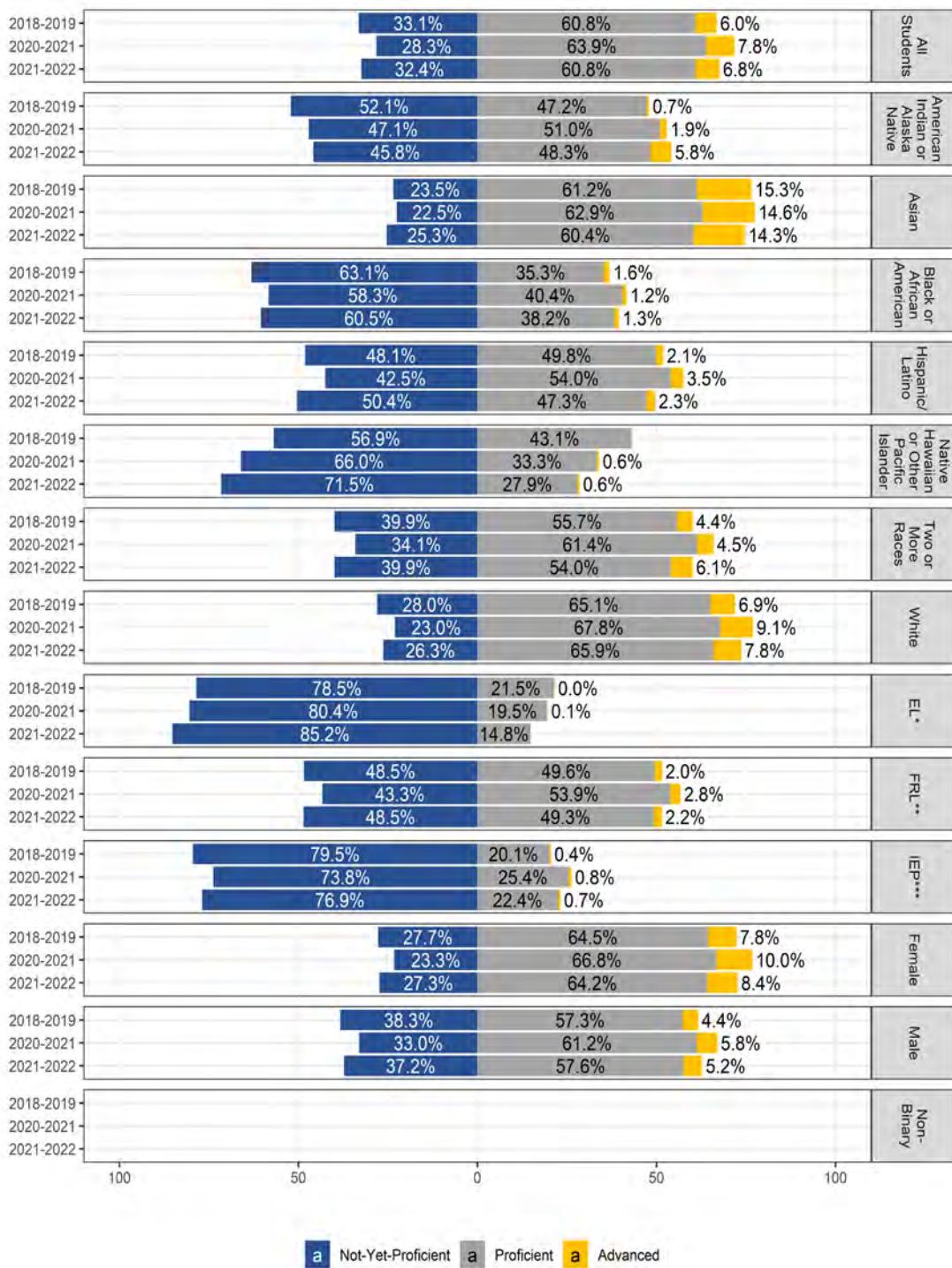
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.



**Figure 5-4**

Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



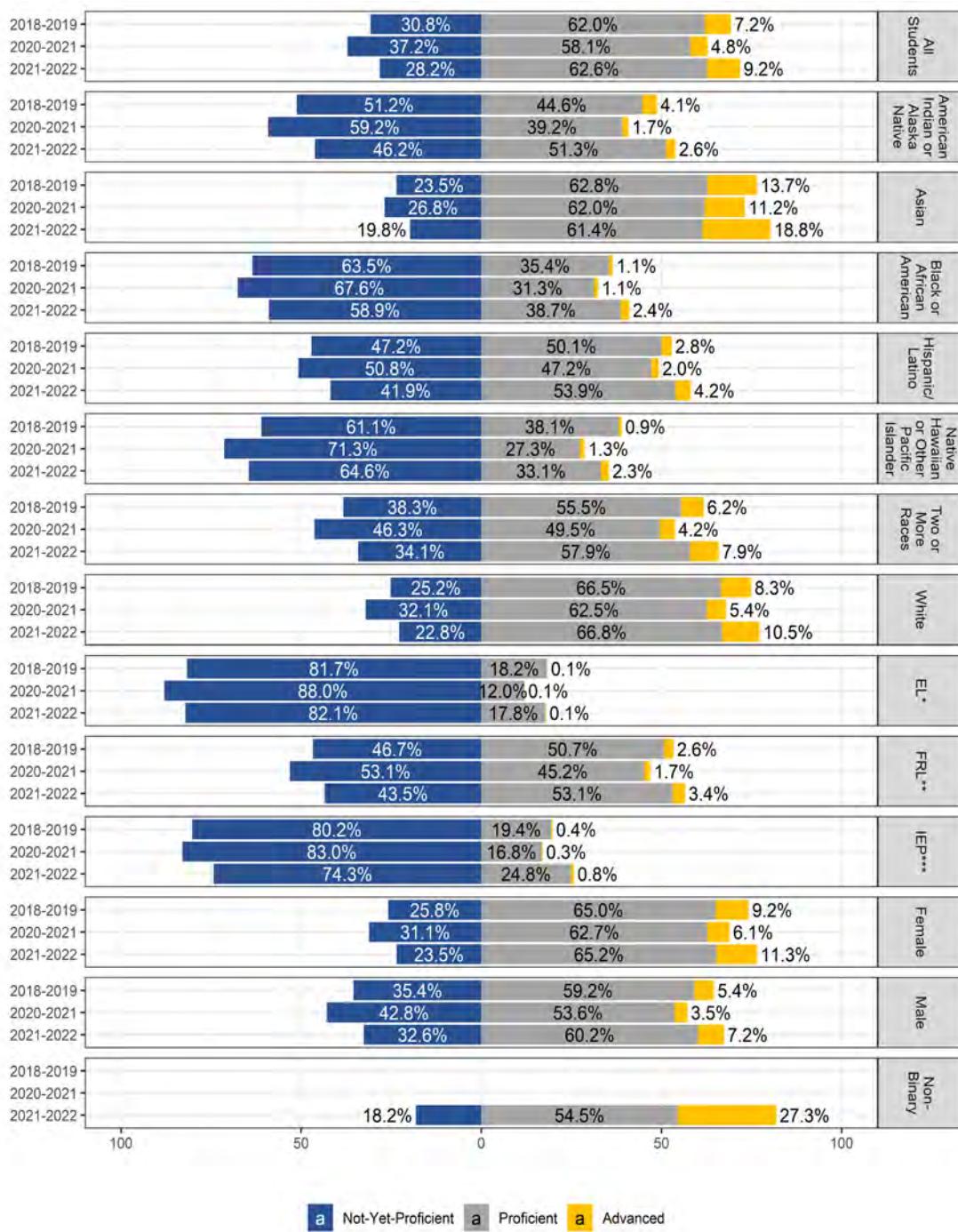
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.



**Figure 5-5**

Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



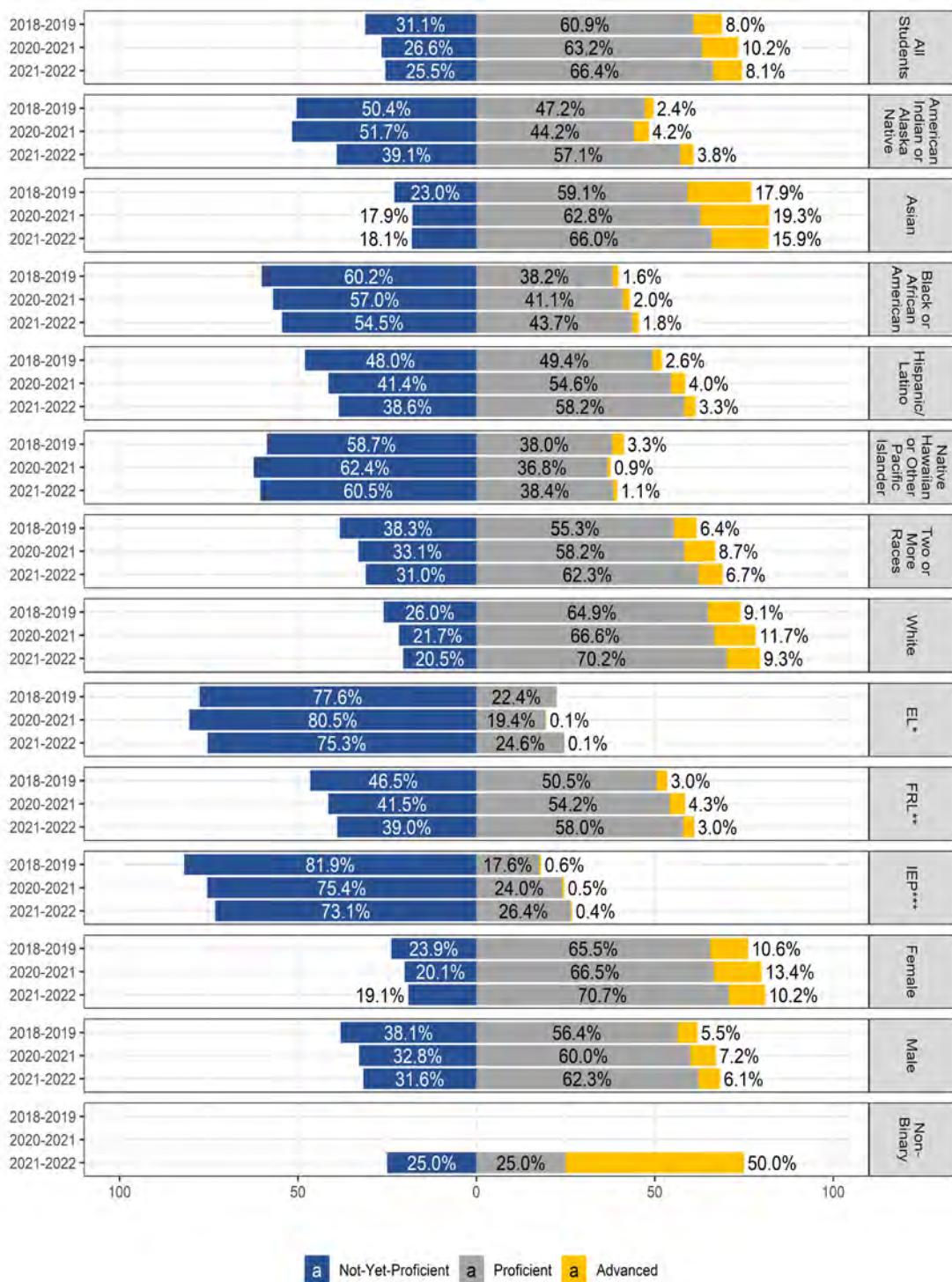
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.



**Figure 5-6**

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



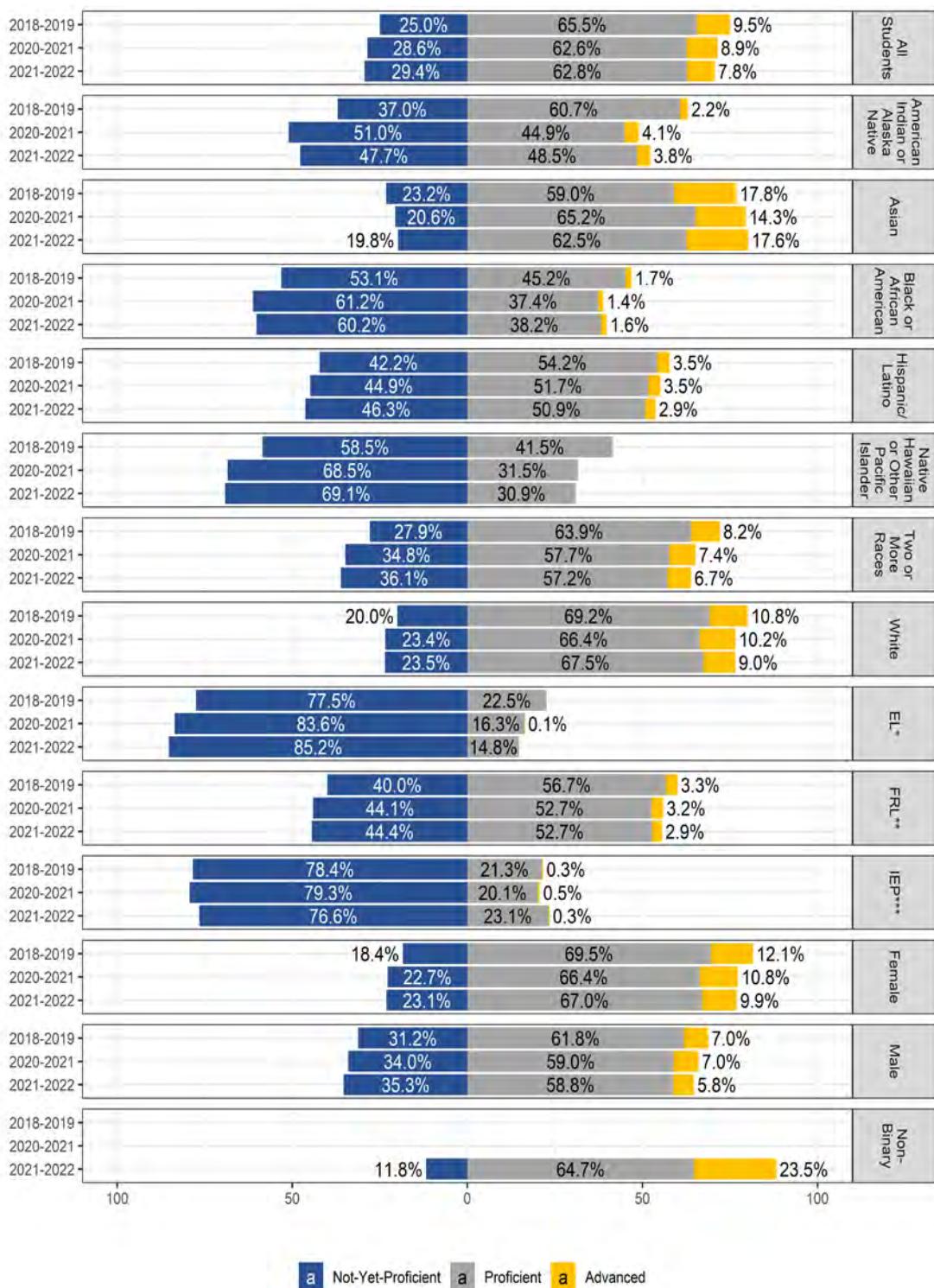
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this page figure.



**Figure 5-7**

Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



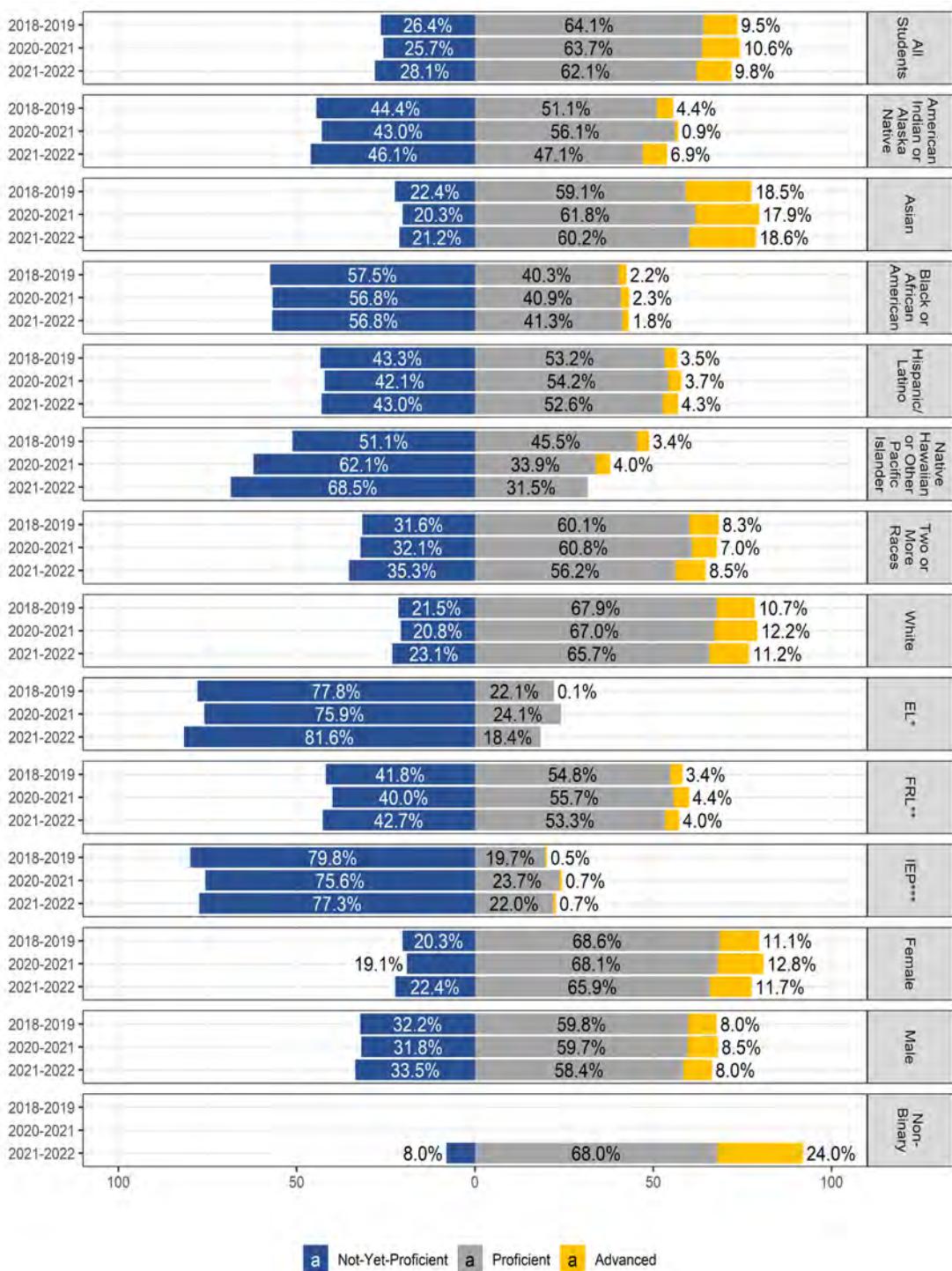
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis..

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.



**Figure 5-8**

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



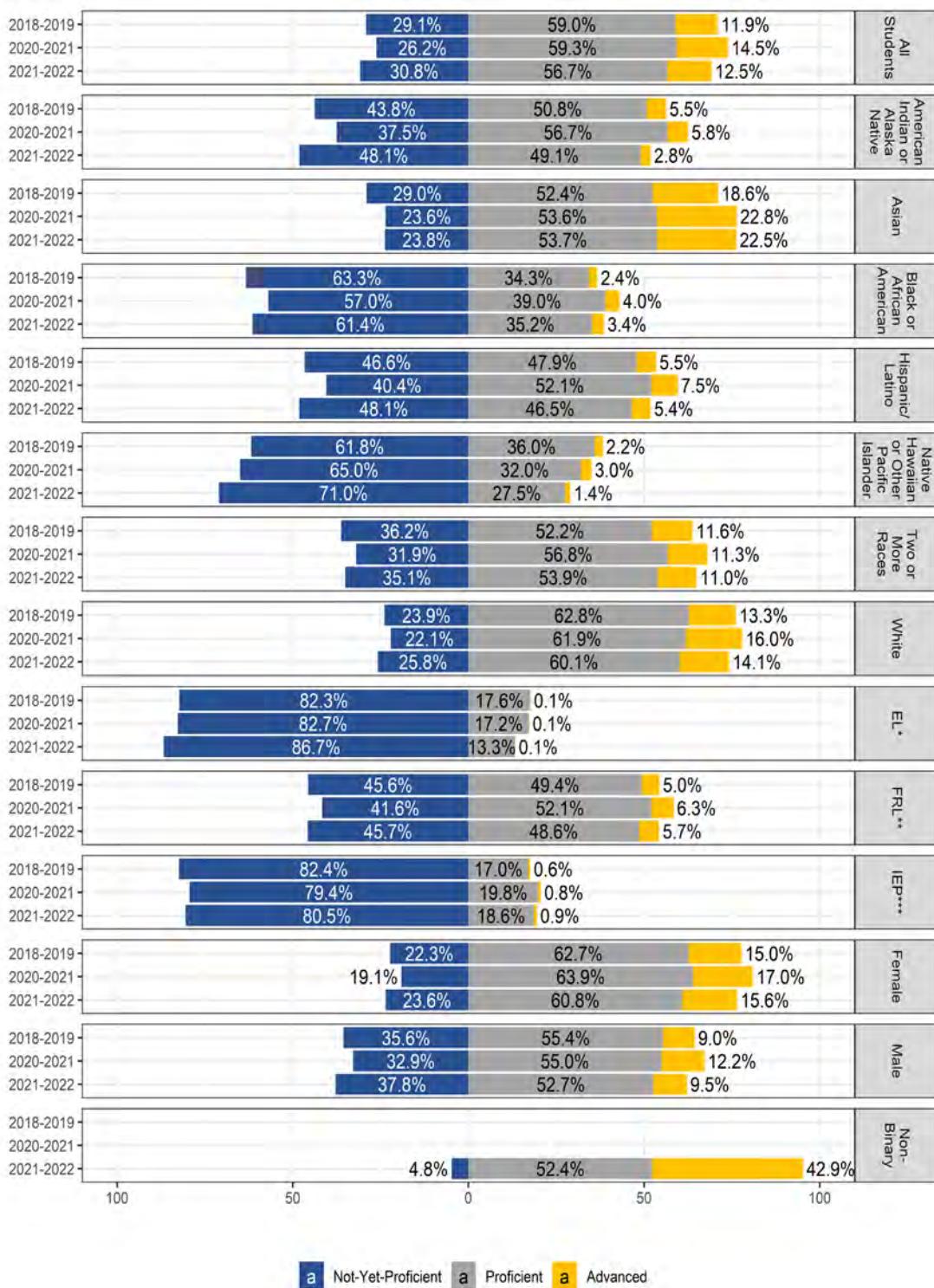
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.



**Figure 5-9**

Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2020-2021 to 2021-2022



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

Notes: See the Notes for Table 5-1 for additional notes/context about this figure.

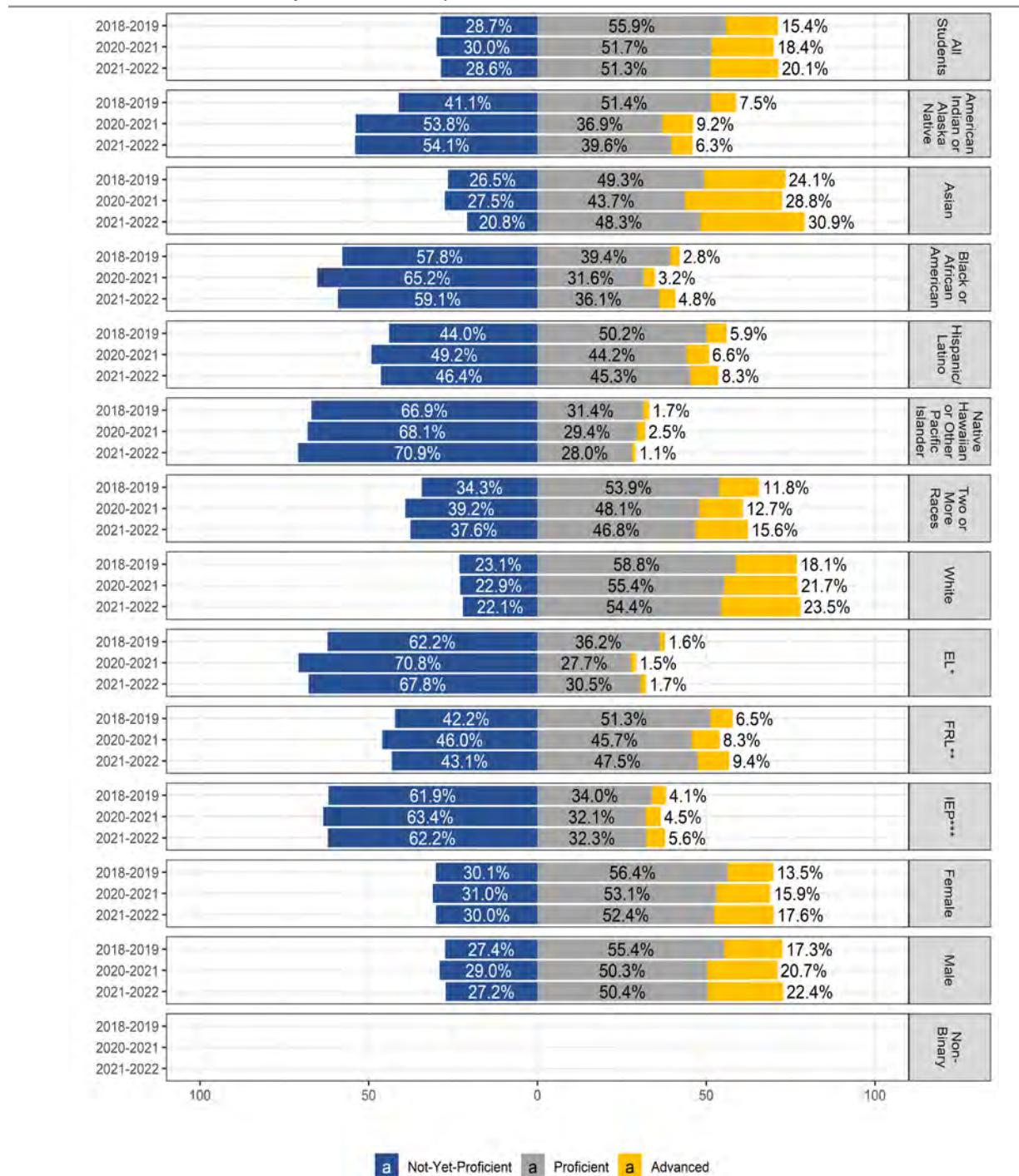


## Mathematics

Indicator: Percentage of third- through eleventh-grade public school students by performance level on the Iowa Statewide Assessment of Student Progress (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 5-10**

Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



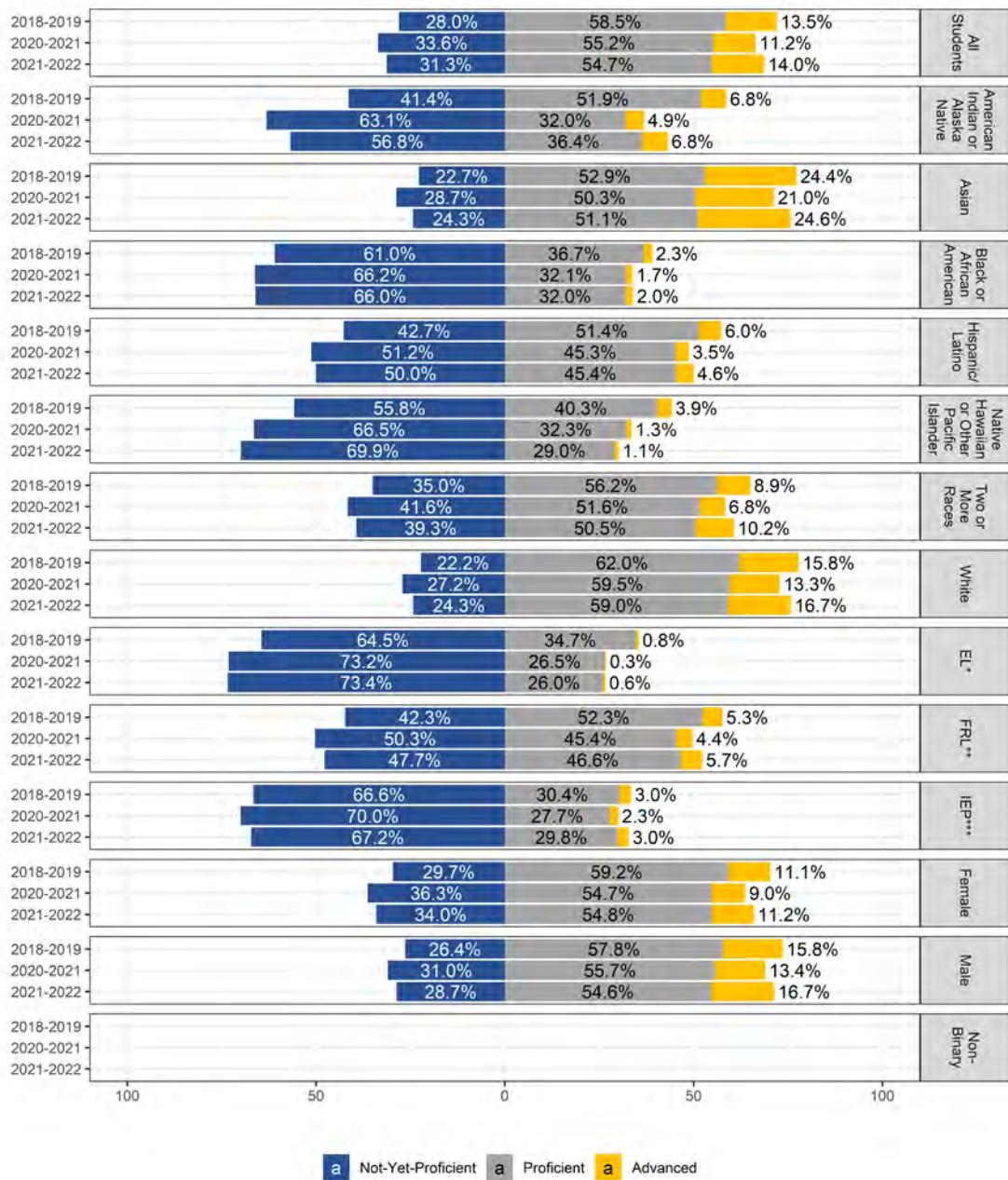
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-11**

Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



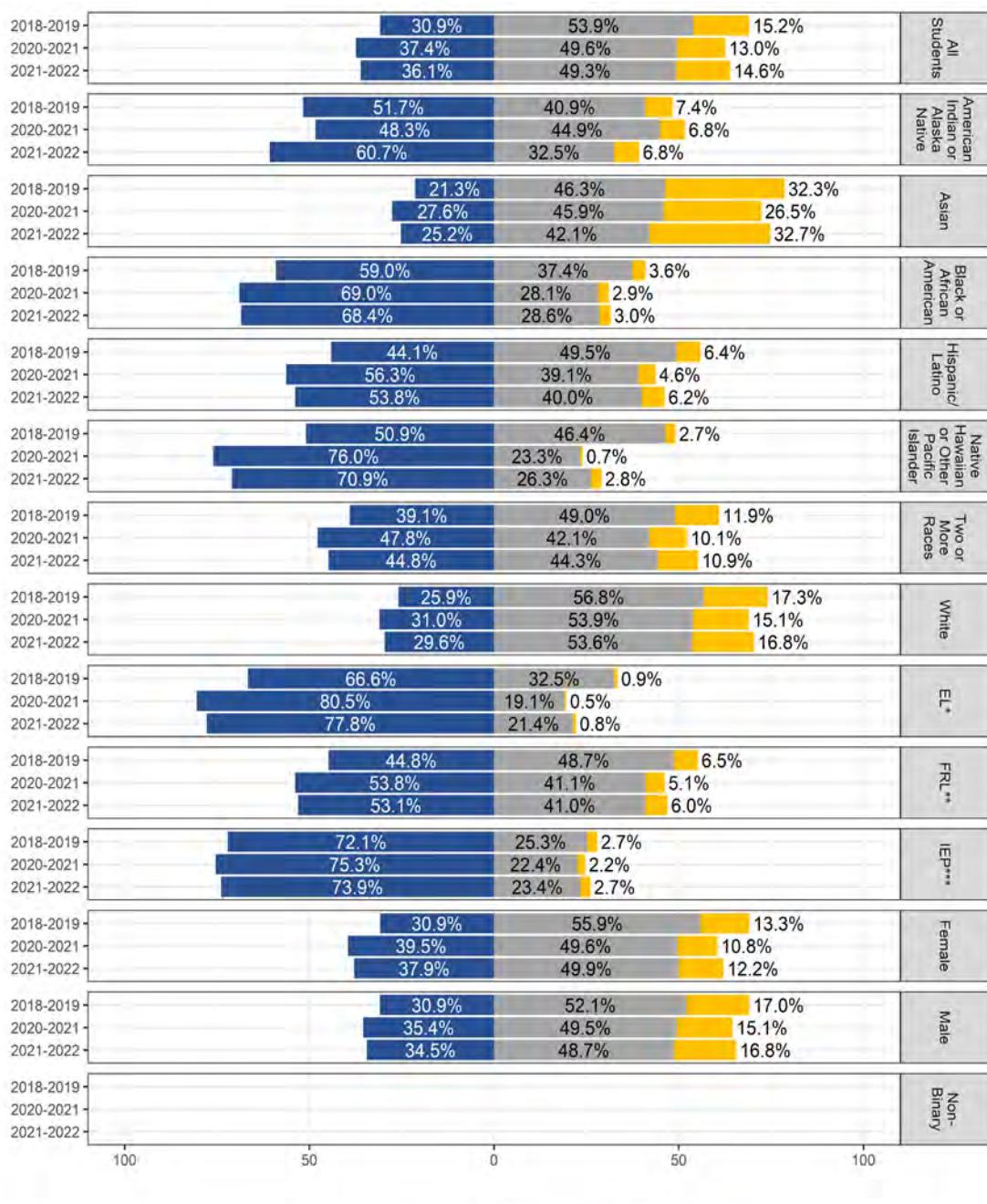
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-12**

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



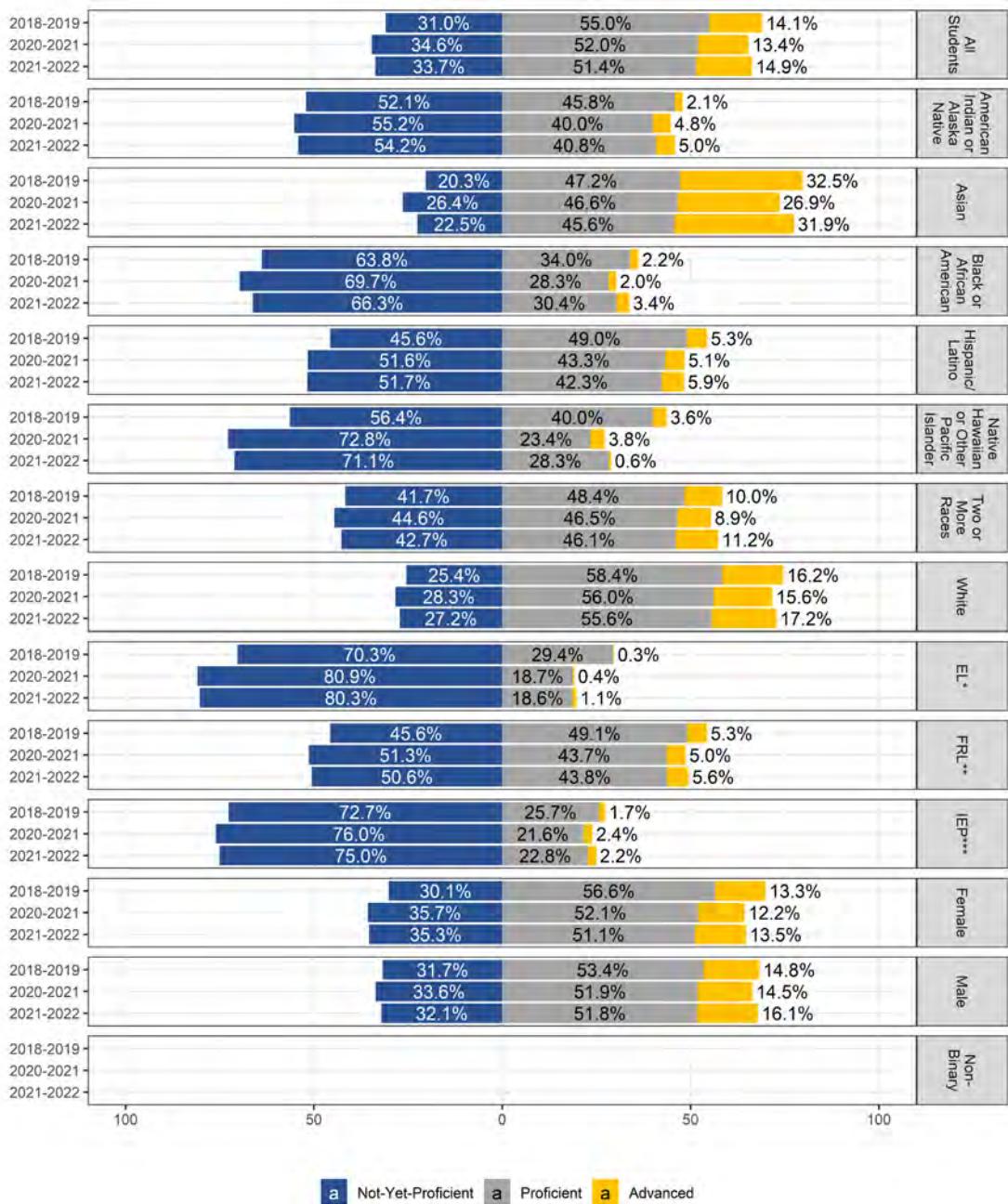
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-13**

Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



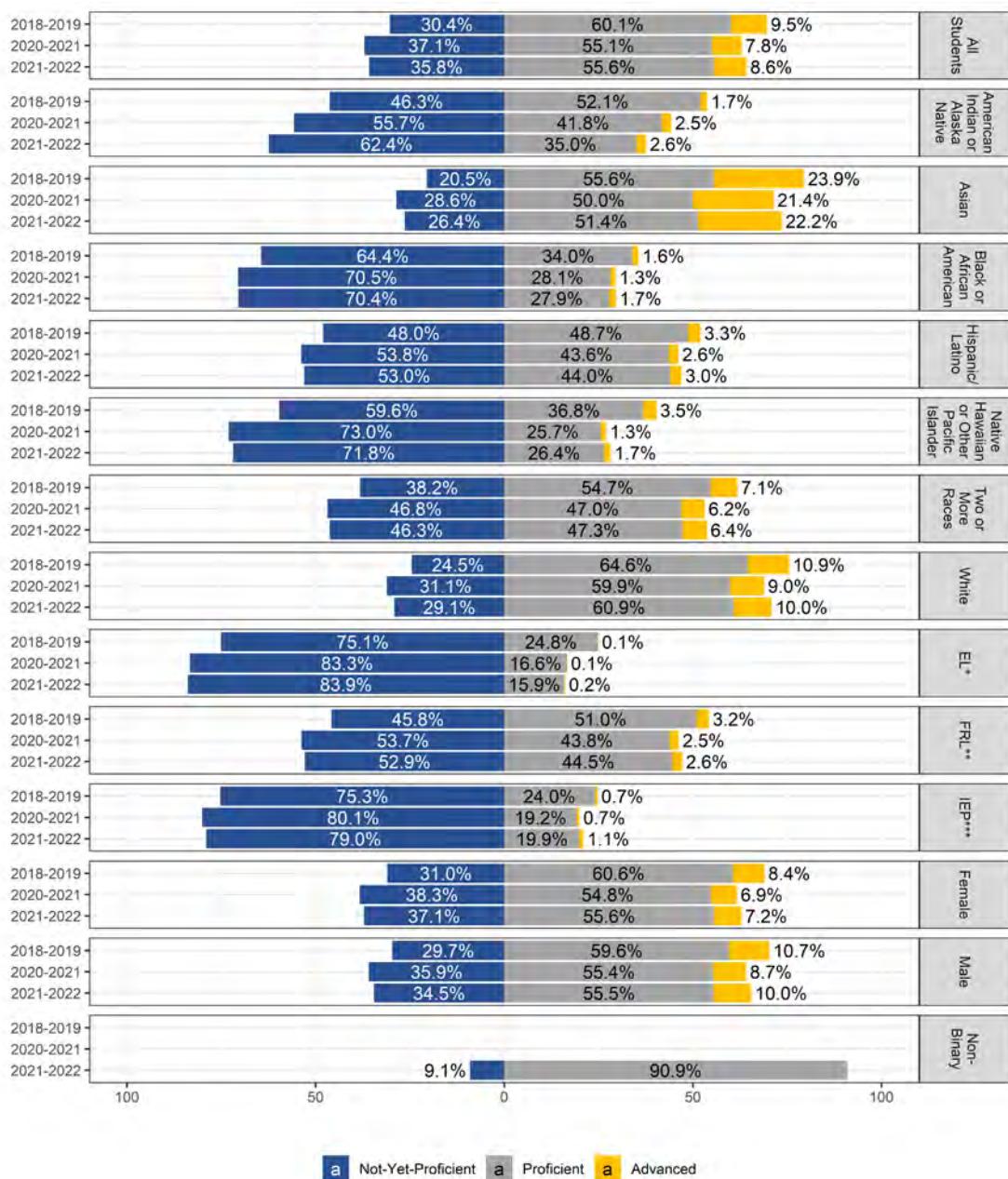
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-14**

Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



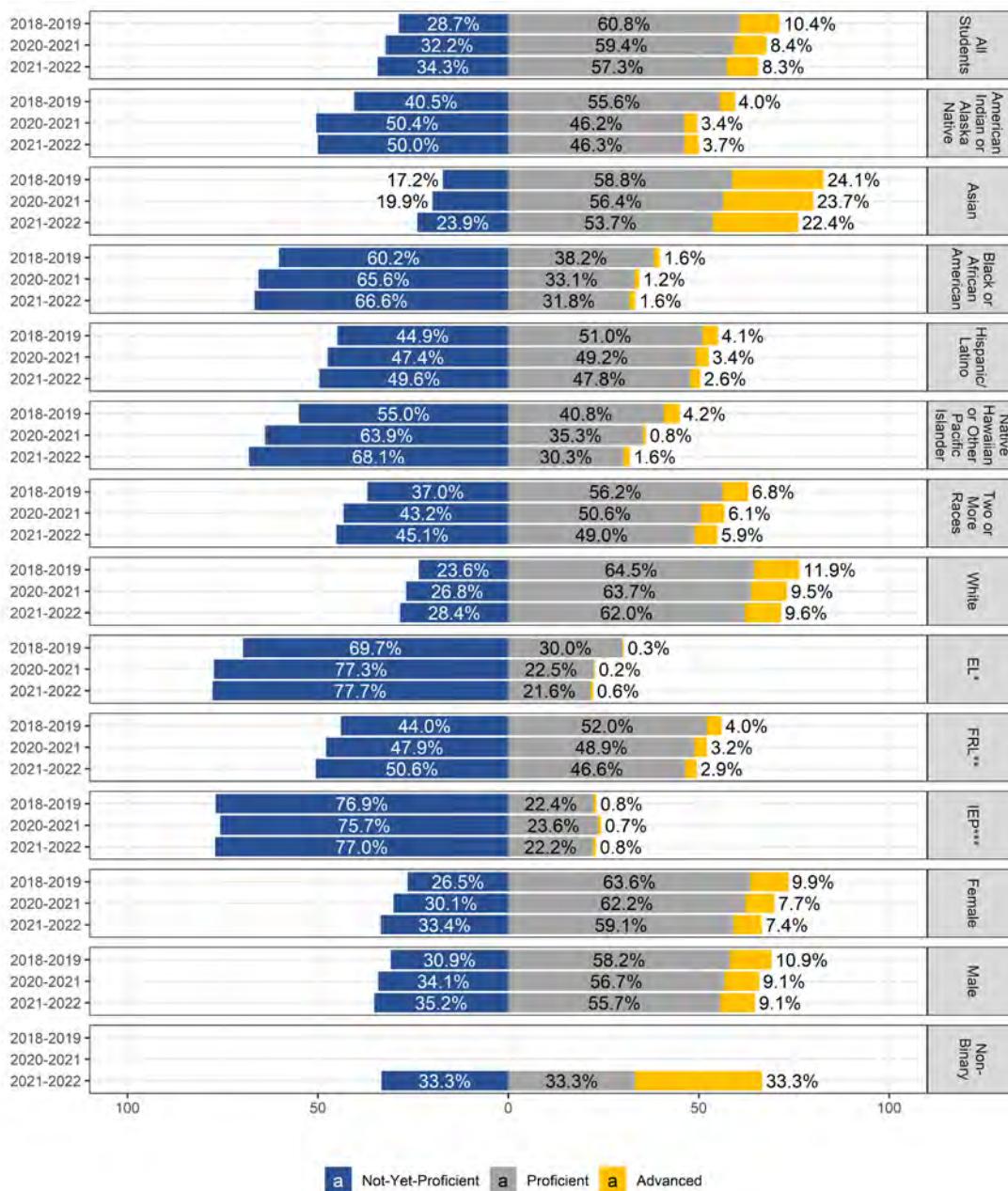
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-15**

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



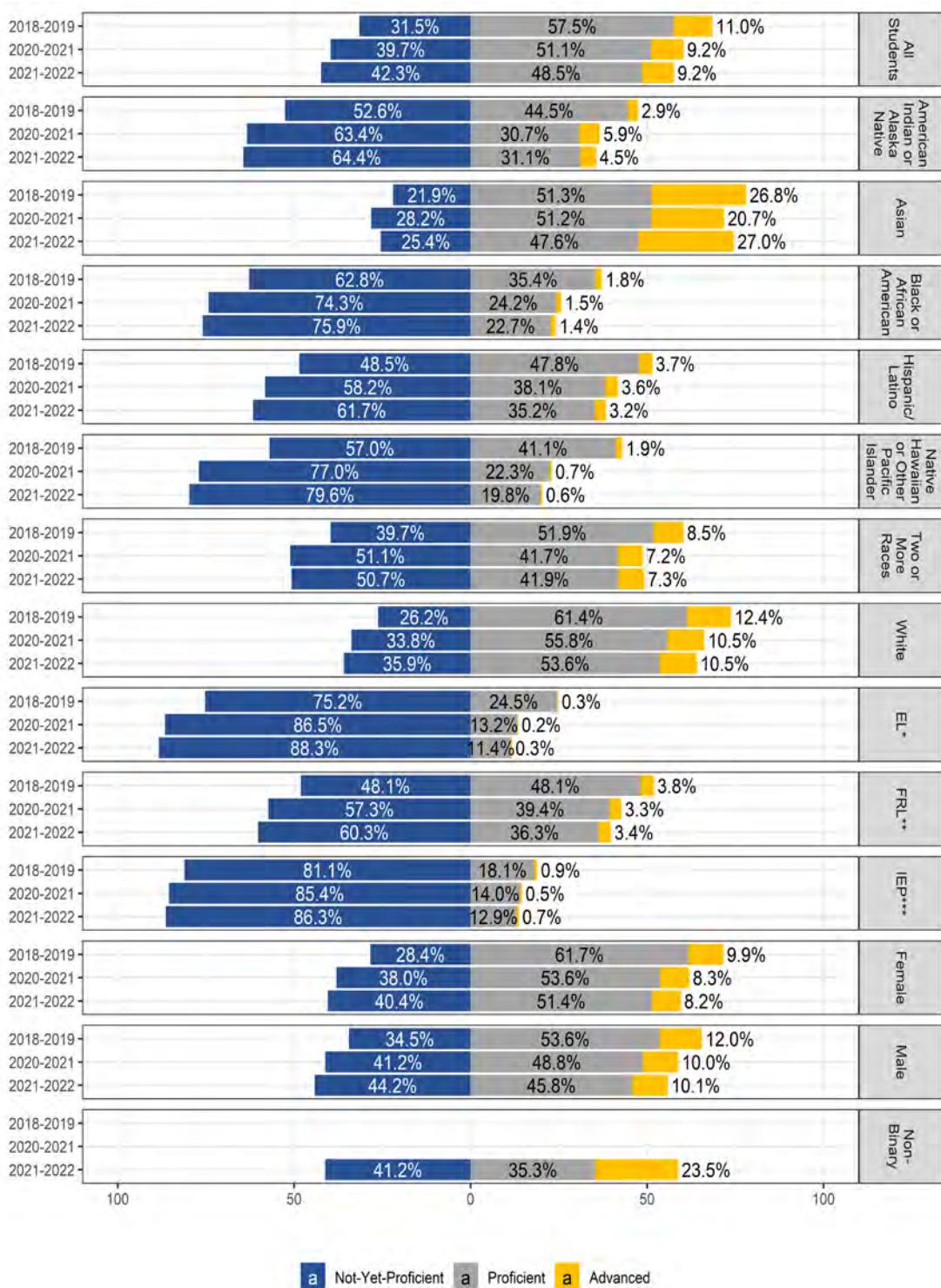
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-16**

Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



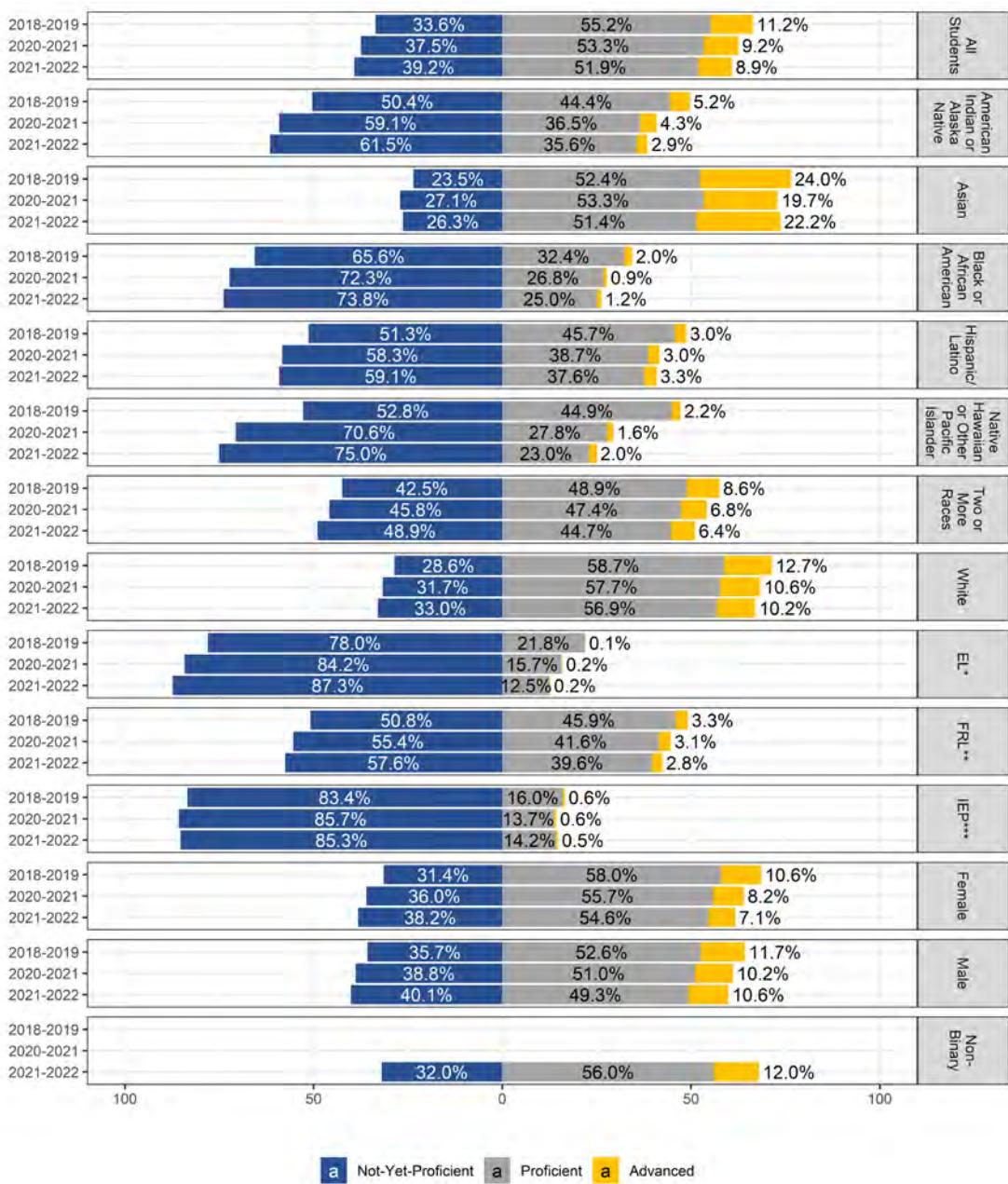
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-17**

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



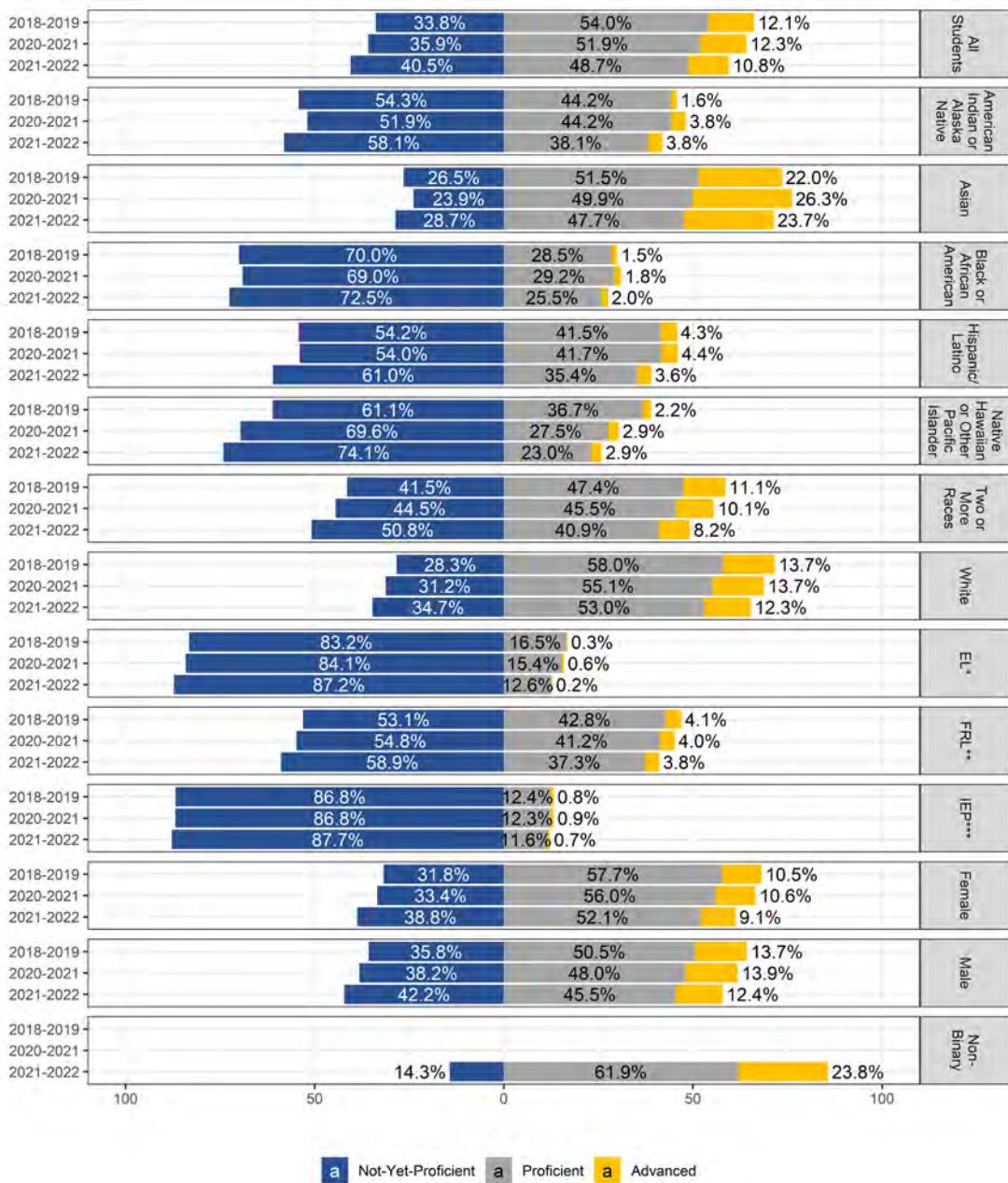
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.



**Figure 5-18**

Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2020-2021 to 2021-2022



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

Notes: See the Notes for Table 5-2 for additional notes/context about this figure.

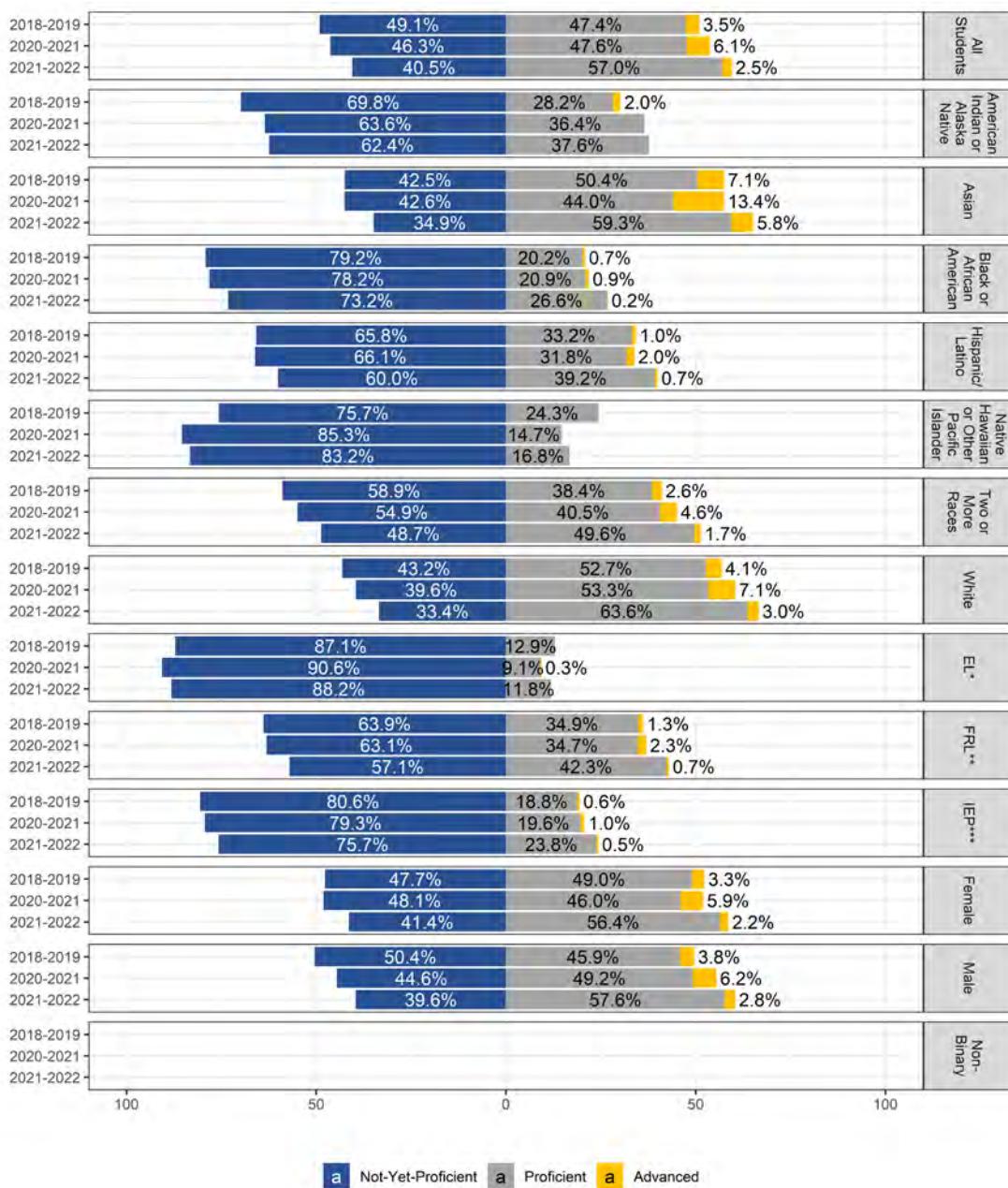


## Science

Indicator: Percentage of fifth-, eighth- and tenth-grade public school students by performance level on the Iowa Statewide Assessment of Student Progress (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 5-19**

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-2019, 2020-2021 to 2021-2022



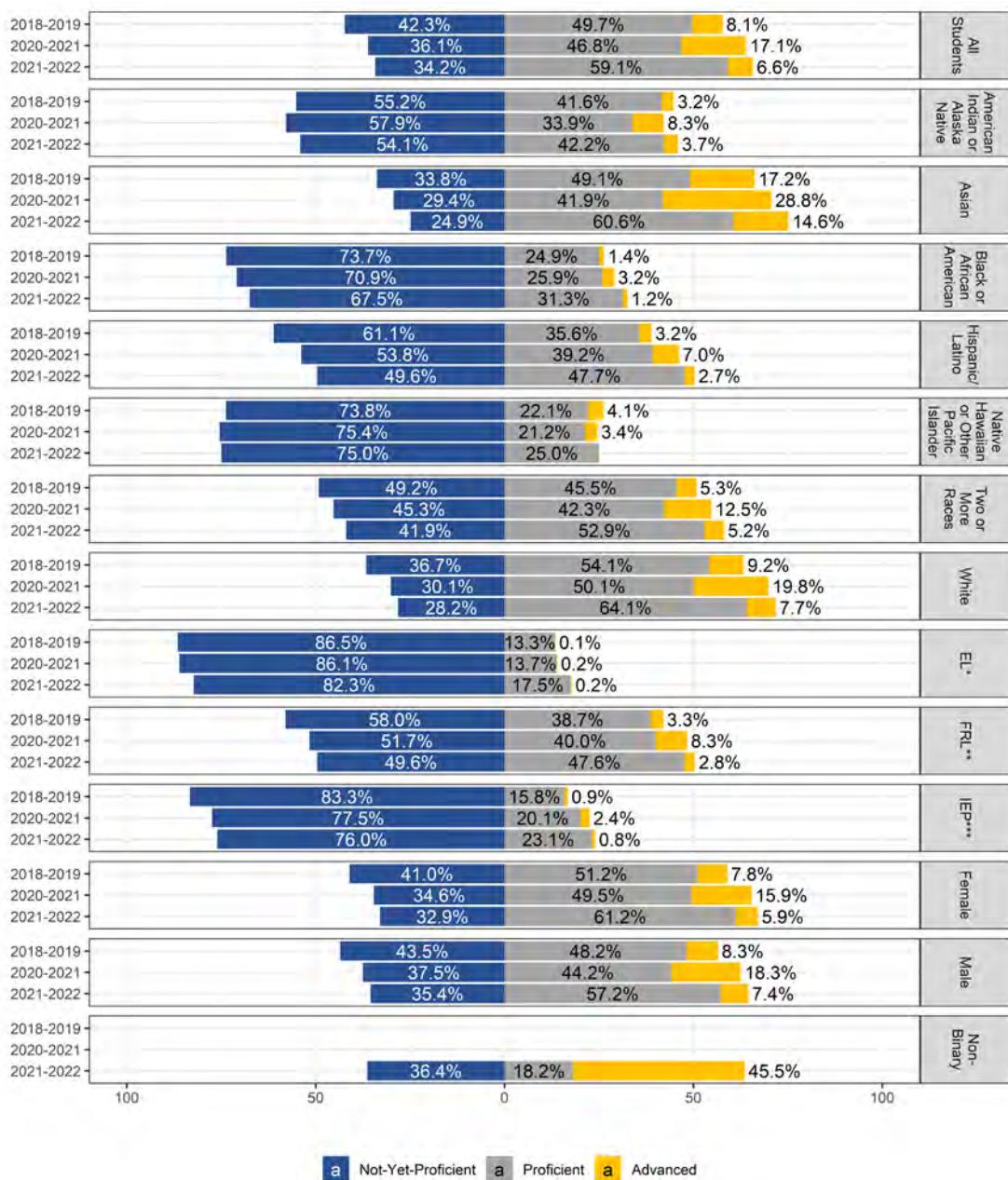
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-3 for additional notes/context about this figure.



**Figure 5-20**

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-2019, 2020-2021 to 2021-2022



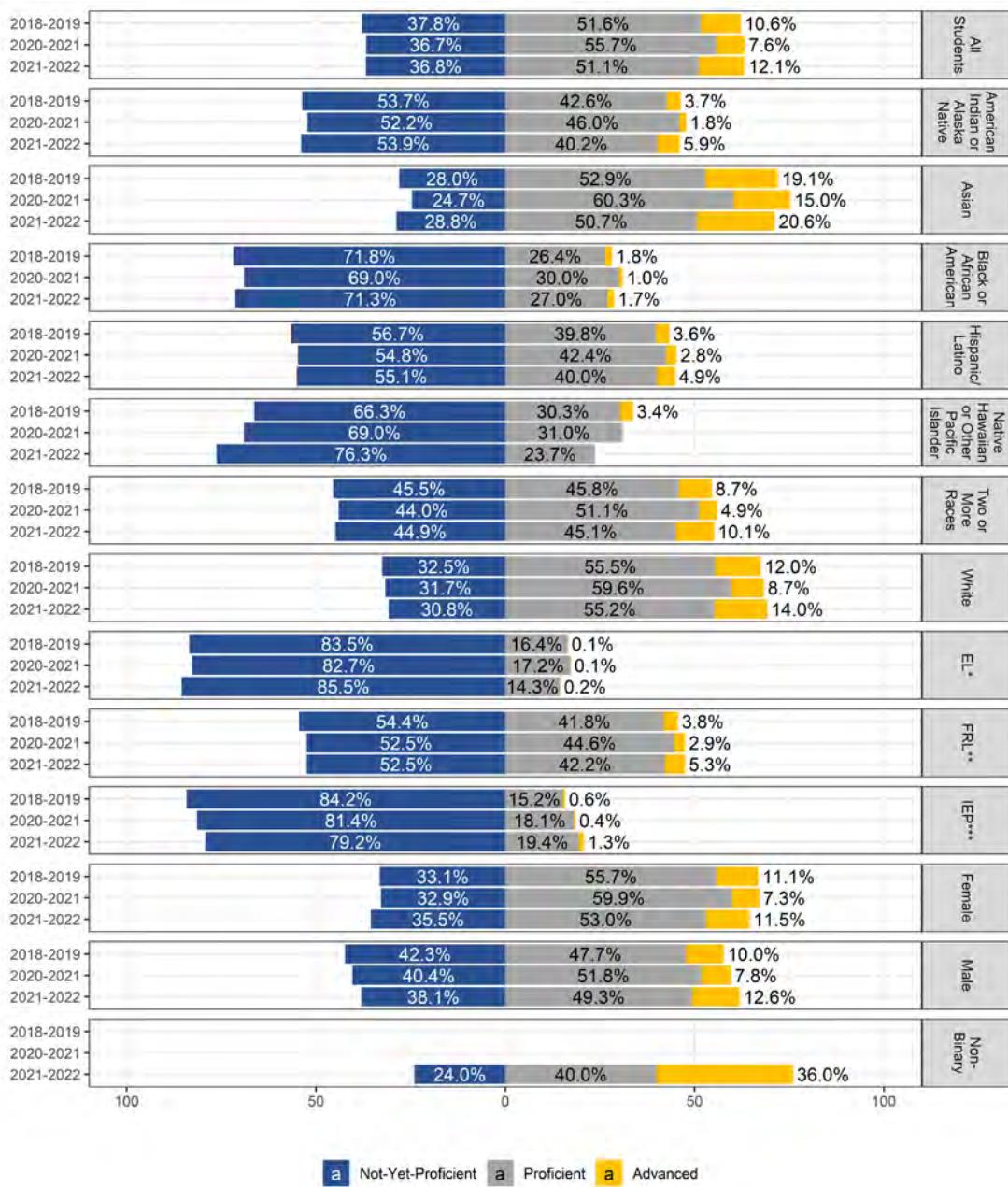
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

Notes: See the Notes for Table 5-3 for additional notes/context about this figure.



**Figure 5-21**

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group 2018-2019, 2020-2021 to 2021-2022



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

Notes: See the Notes for Table 5-3 for additional notes/context about this figure.

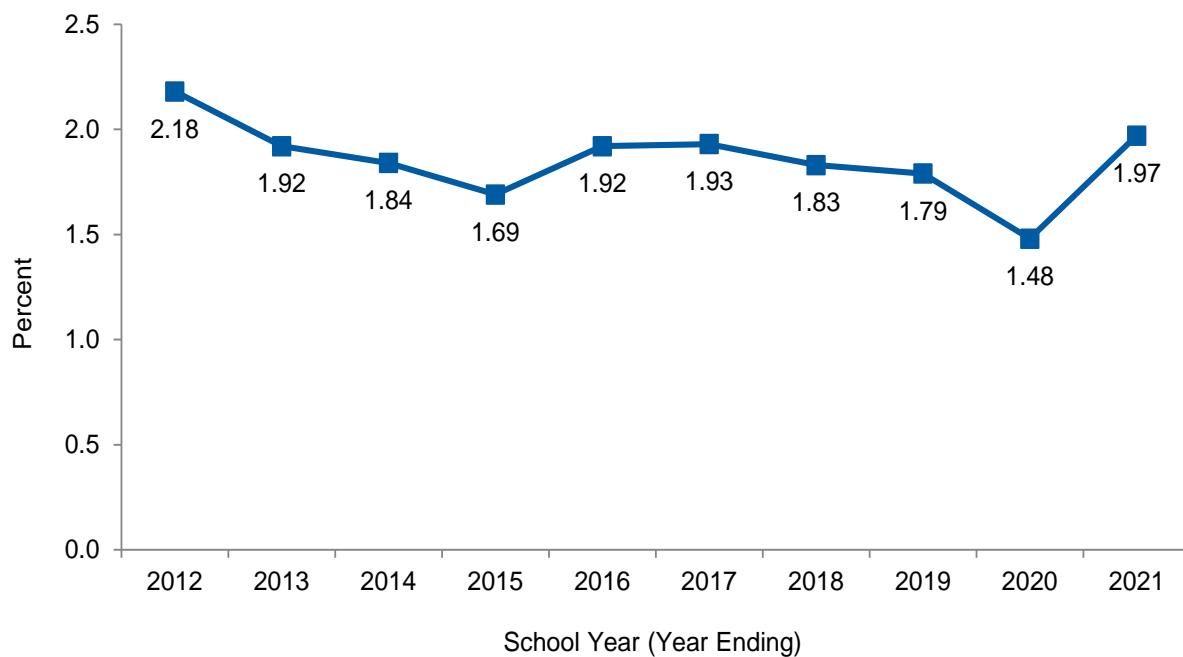


## Dropouts

Indicator: Percentage of seventh- through twelfth-grade public school students considered as dropouts, reported for all students and by gender and race/ethnicity.

**Figure 5-22**

Iowa Public School Grades 7-12 Dropout Rates 2011-2012 to 2020-2021

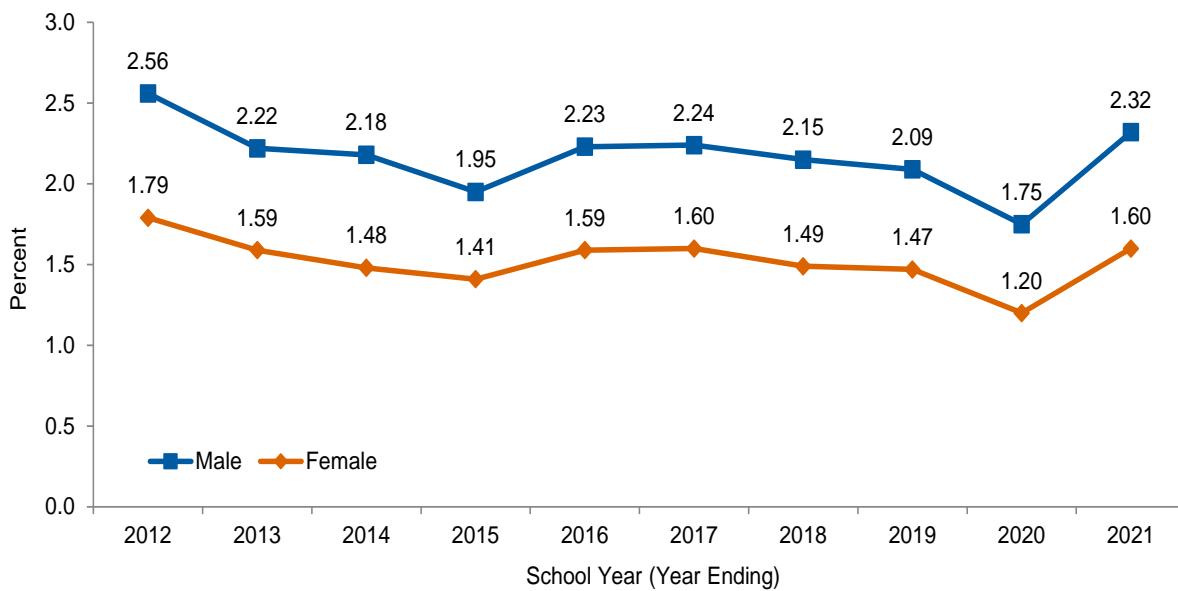


Source: Iowa Department of Education, Bureau of Information and Analysis, SRI Enrollment and Dropout files.



**Figure 5-23**

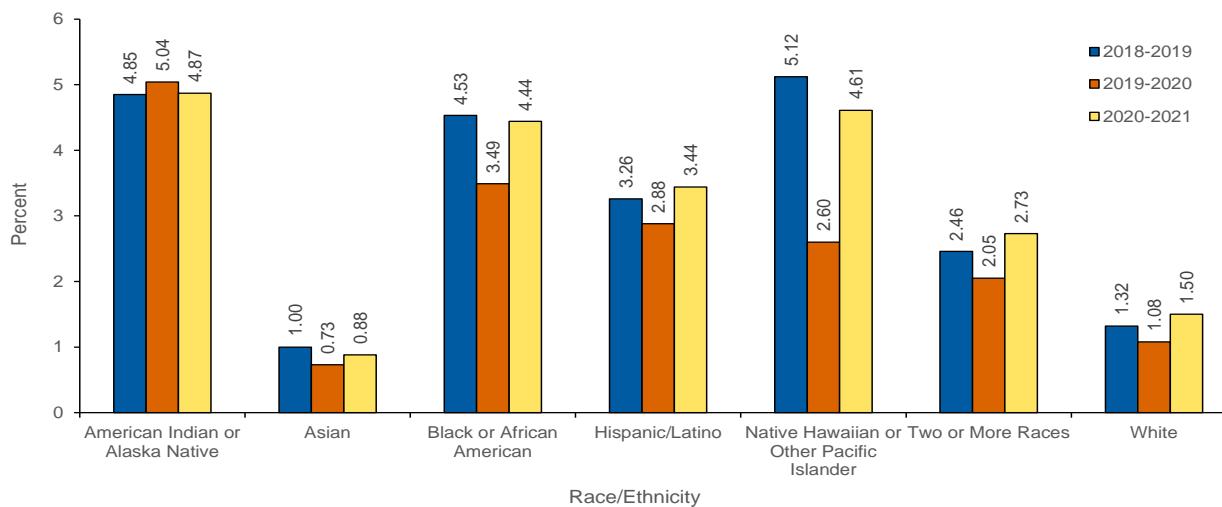
## Iowa Public School Grades 7-12 Dropout Rates by Gender 2011-2012 to 2020-2021



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

**Figure 5-24**

## Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity 2018-2019 to 2020-2021



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

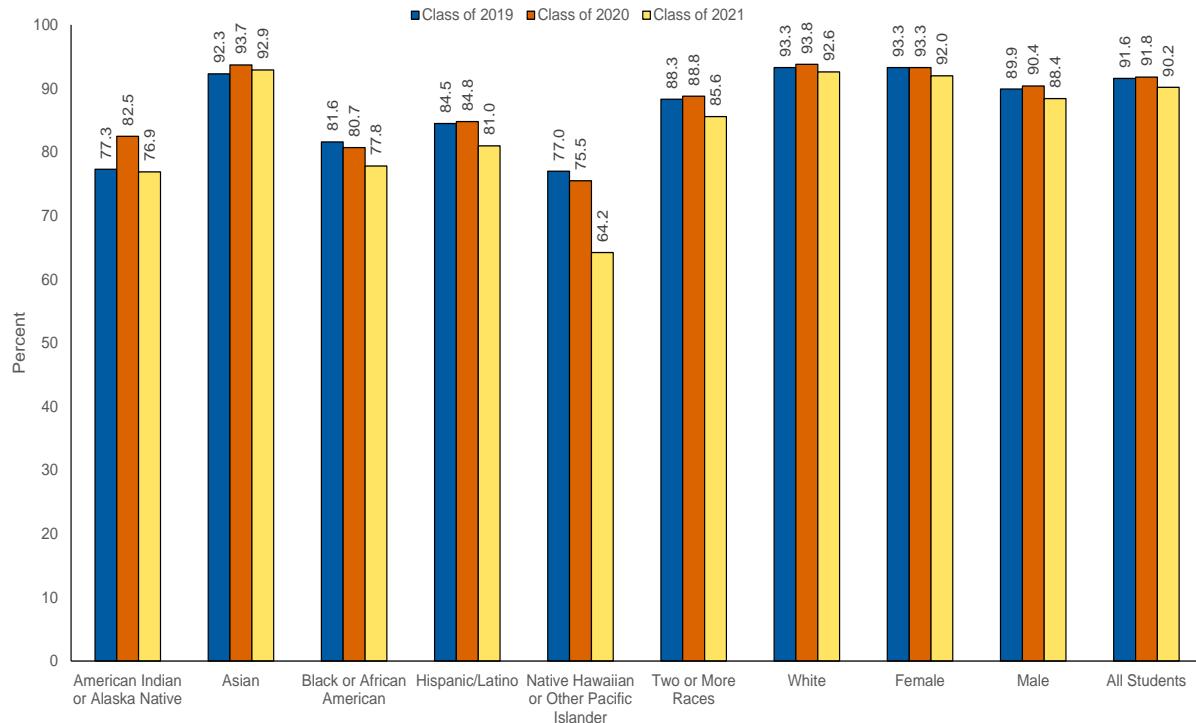


## High School Graduation Rates

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

**Figure 5-25**

### Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender Graduating Classes of 2019 to 2021



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

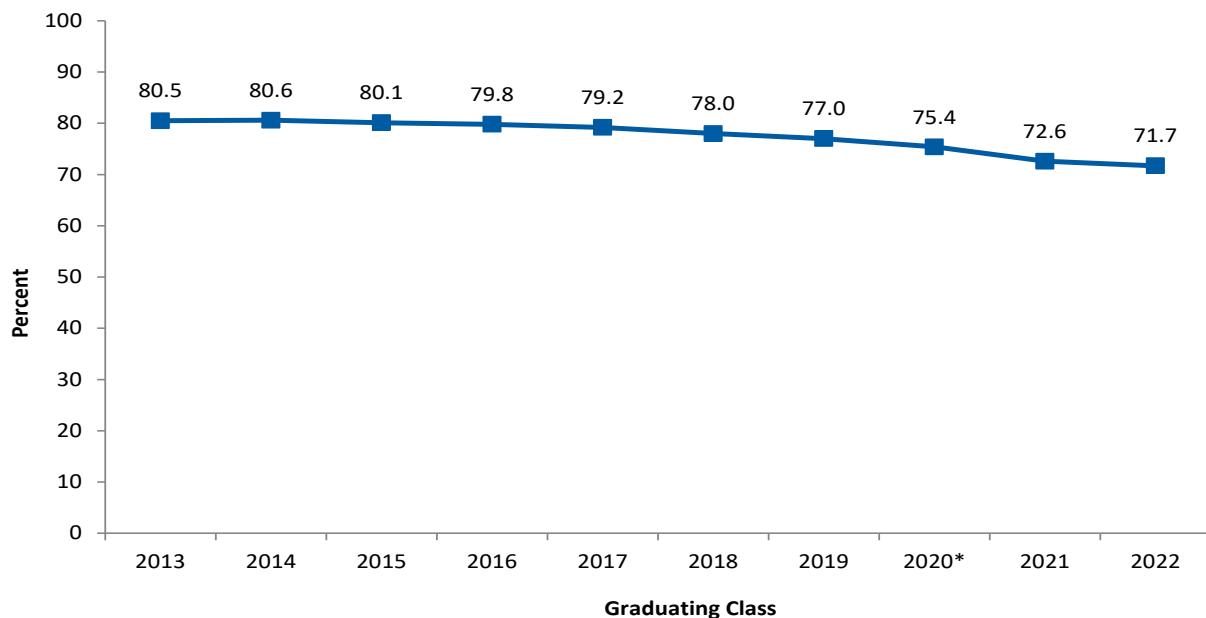


## Postsecondary Education/Training Intentions

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

**Figure 5-26**

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training  
Graduating Classes 2013 to 2022



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

Notes: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

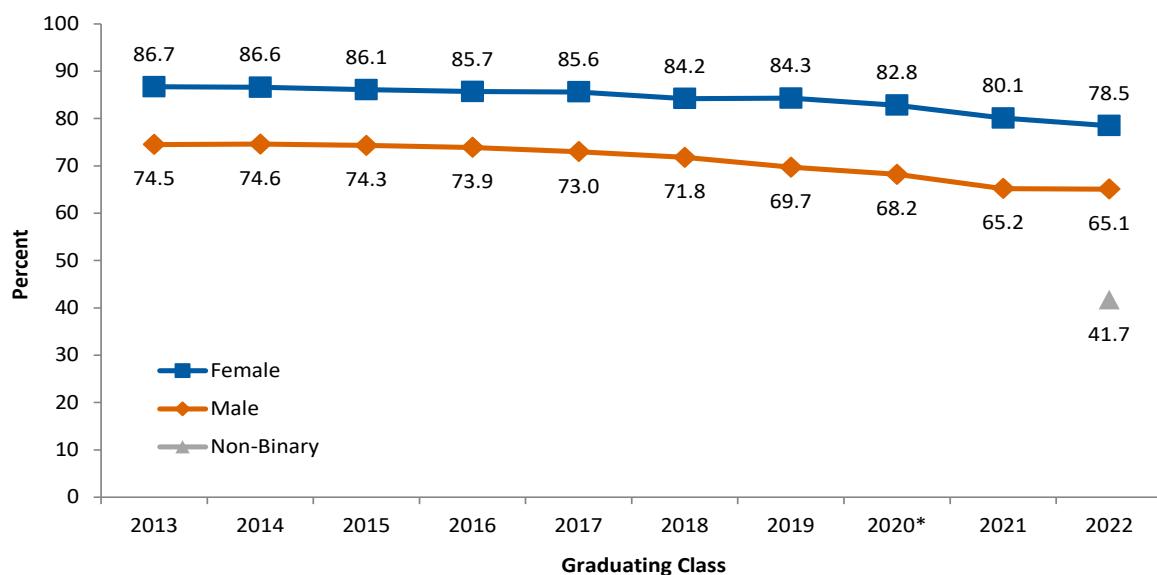
\* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

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



**Figure 5-27**

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2013 to 2022



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

Notes: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

\*For the graduation 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.

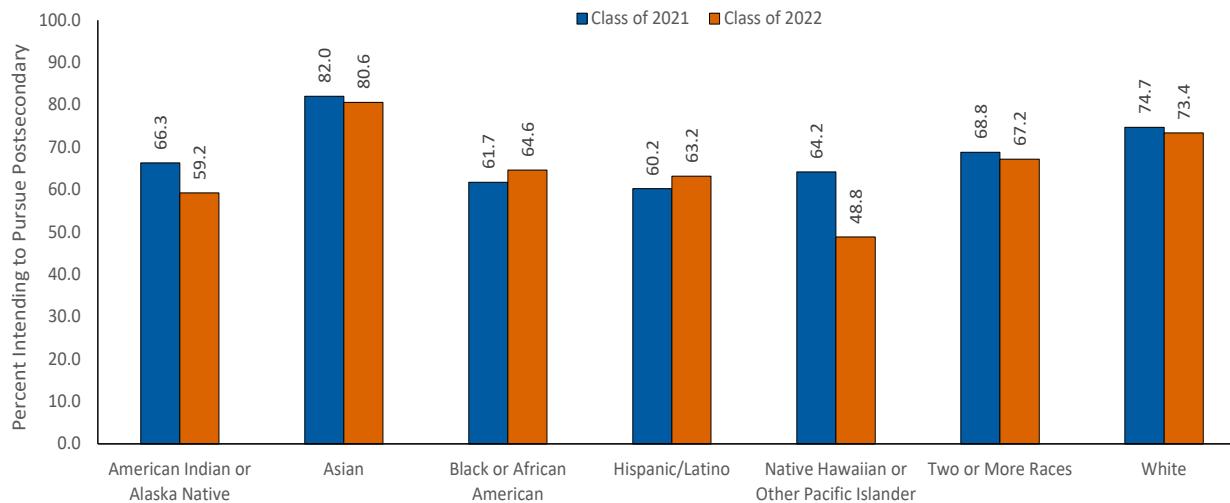
Beginning with the class of 2021, students indication postsecondary plans of Internship or Apprenticeship are included in the numerator.

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



**Figure 5-28**

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training  
by Race/Ethnicity Graduating Classes of 2021 and 2022



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

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

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

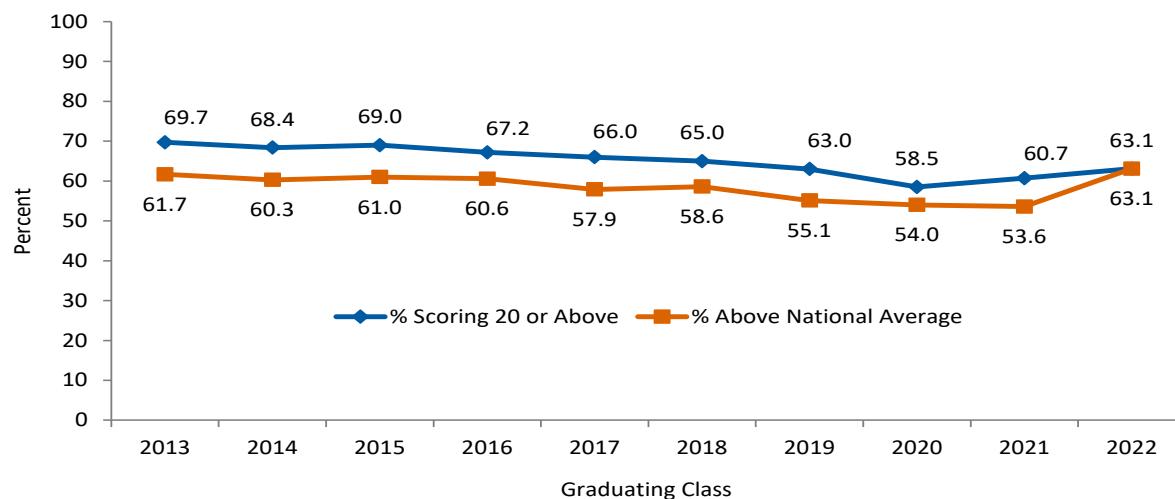


## Probable Postsecondary Success

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 5-29**

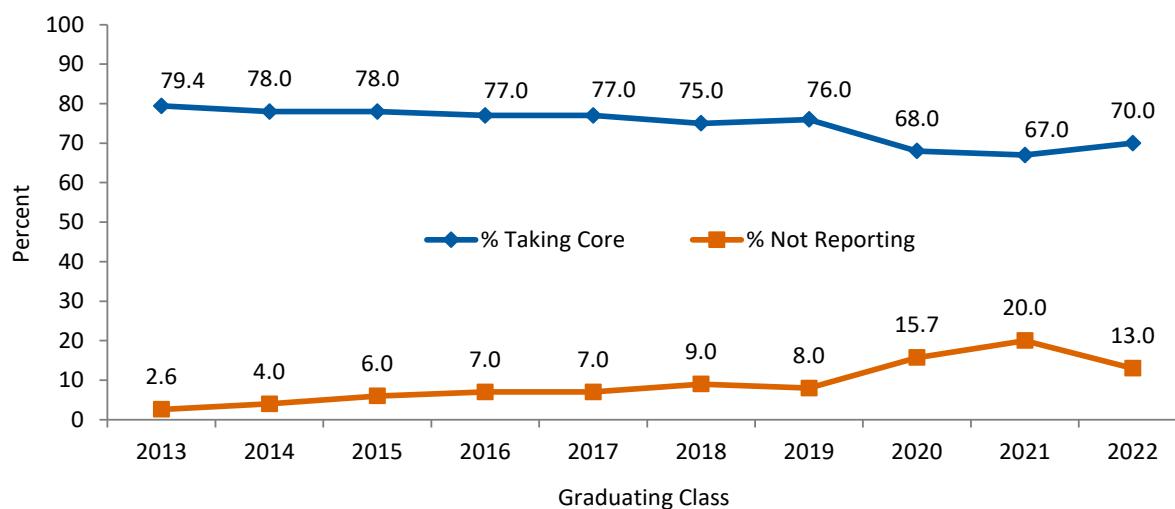
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2013 to 2022



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

**Figure 5-30**

Percent of Iowa ACT Participants Completing Core High School Program  
Graduating Classes of 2013 to 2022



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



# Student Performance by Tests and Areas

## National Assessment of Educational Progress

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

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for 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 that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.



**Table 5-4**

## Average NAEP Scale Scores for Public Schools Grades 4, 8 and 12

Subject	Grade	Year	State	Scale Score		Achievement Level Iowa Percent At or Above	
				National	Basic	Proficient	Advanced
Mathematics	4	2022	240	235	80	40	8
(scale: 0-500)		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
	8	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
(scale: 0-300)	12	1992*	283	267	76	31	4
		1990*	278	262	70	25	3
		2013	156	152	71	26	1
		2009	156	152	71	25	1
Reading	4	2022	218	216	64	33	7
(scale: 0-500)		2019	221	219	68	35	8
		2017	222	221	69	36	8



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

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

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

Notes: \*Accommodations not allowed.

Observed differences are not necessarily statistically significant.

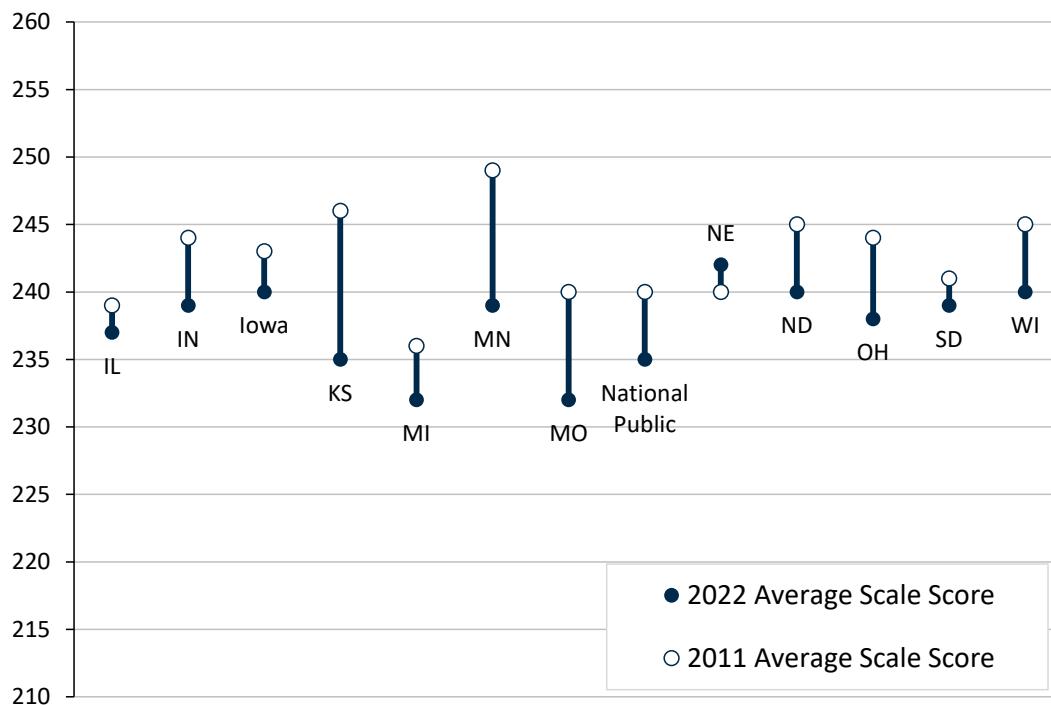
Detail may not sum to totals because of rounding.



The following figures show the scale score growth of Iowa students on the NAEP for 2011 to 2022. The 11 other states classified as Midwestern states are also included for comparison. Iowa's average scale scores in 2022 in fourth and eighth grade math were statistically higher than the national public school averages, and fourth and eighth grade reading were not statistically different than the national public school averages.

**Figure 5-31**

NAEP Mathematics Grade 4 Midwest States  
Change in Average Scale Scores 2022 vs. 2011

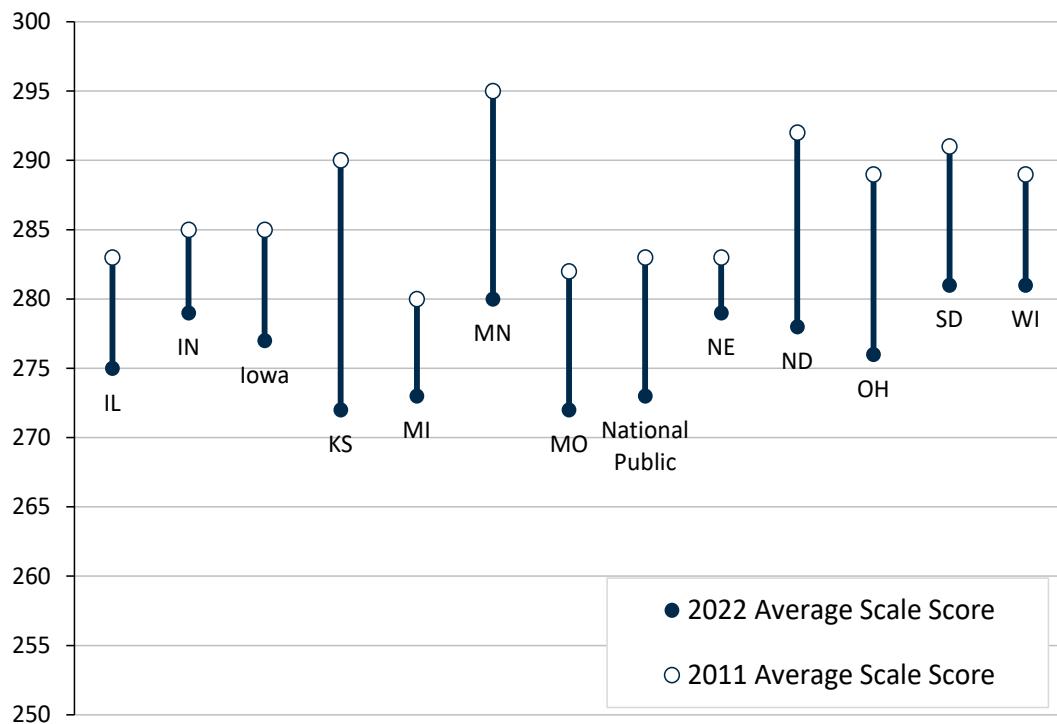


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment.



**Figure 5-32**

NAEP Mathematics Grade 8 Midwest States  
Change in Average Scale Scores 2022 vs. 2011

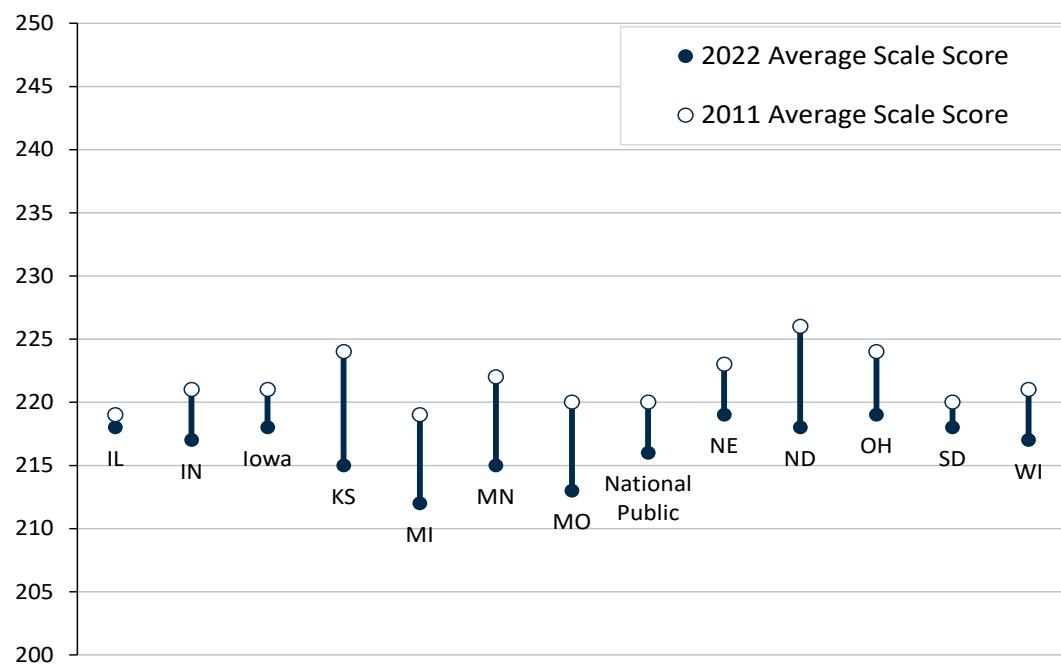


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment.



**Figure 5-33**

NAEP Reading Grade 4 Midwest States  
Change in Average Scale Score: 2022 vs. 2011

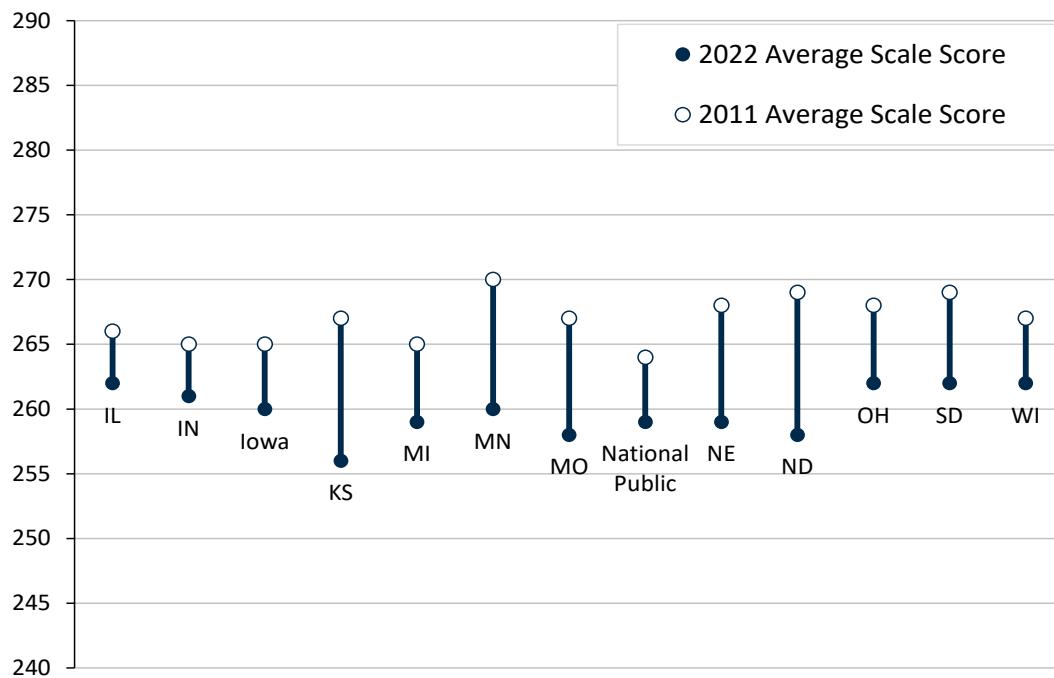


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.



**Figure 5-34**

**NAEP Reading Grade 8 Midwest States  
Change in Average Scale Score: 2022 vs. 2011**



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.



## ACT

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

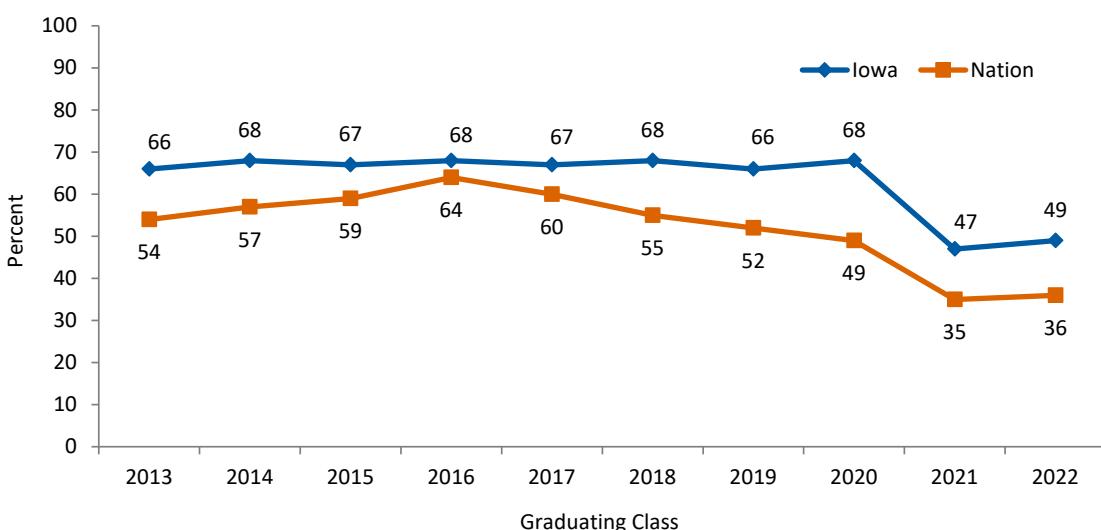
High school program types are classified as “core” and “less than core.” ACT defines “core” as high school programs consisting of four years of English and three or more years of mathematics, natural science and social studies. Students not meeting the “core” program standard are considered as “less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

In the Class of 2022, 49 percent of Iowa high school graduates participated in the ACT. This is a slight increase from the Class of 2021 (47 percent) but still substantially lower than the Class of 2019 (68 percent) 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 participation rate for the nation has been lower than Iowa rates for all years displayed. While the gap had increased between the graduating classes of 2016 to 2020, it narrowed with the Class of 2021 (Figure 5-35).

Iowa’s ACT composite score averages have been consistently about one point higher than the national average, although the gap widened to 1.6 points with the Class of 2022 due to a larger decrease in the national average (Figure 5-36). Table 5-5 shows a comparison of Iowa’s average ACT composite score with other states in the Midwest for the most recent three graduating classes.

**Figure 5-35**

Percent of the Graduates in Iowa and the Nation Taking the ACT Assessment 2013 to 2022

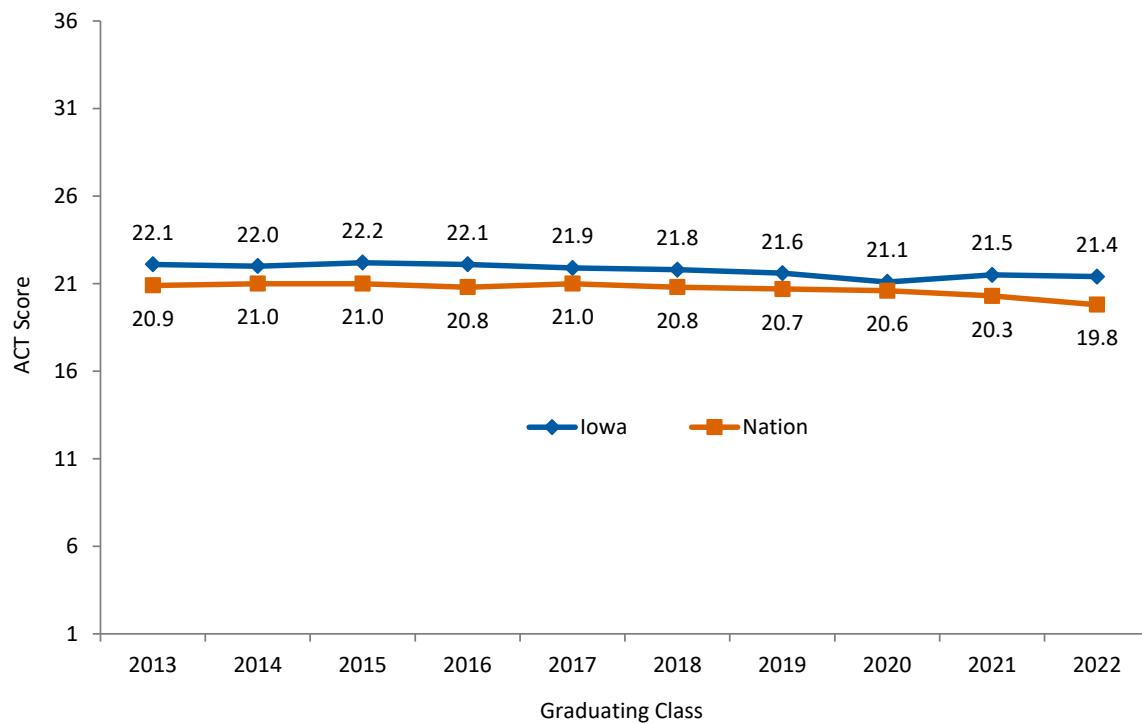


Source: ACT, Inc., The Condition of College and Career Readiness.



**Figure 5-36**

Average ACT Composite Scores for Iowa and the Nation 2013 to 2022



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



**Table 5-5**

ACT Average Composite Scores for Iowa, the Nation, and Midwest States  
Classes of 2020 to 2022

Nation and State	Class of 2020		Class of 2021		Class of 2022		2022 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	20.6	49%	20.3	35%	19.8	36%	
Illinois	24.7	31%	25.2	19%	24.5	18%	-
Indiana	22.6	25%	23.1	14%	22.8	13%	-
Iowa	21.1	68%	21.5	47%	21.4	49%	-
Kansas	20.4	82%	19.9	79%	19.9	73%	4
Michigan	24.6	17%	25.1	9%	24.6	8%	-
Minnesota	21.3	92%	21.6	60%	21.0	69%	2
Missouri	20.7	78%	20.6	63%	20.2	66%	3
Nebraska	19.9	100%	20.0	86%	19.4	94%	6
North Dakota	19.6	94%	19.6	100%	19.2	96%	10
Ohio	19.9	100%	19.6	85%	19.4	82%	6
South Dakota	21.7	70%	21.6	55%	21.5	58%	1
Wisconsin	20.1	100%	20.0	96%	19.4	93%	6

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

Notes: National rank includes only those states where ACT is the primary college-entrance exam (states that had more than 50 percent graduates tested).



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

Iowa's average ACT scores were higher than the national averages in English, mathematics, reading and science (Table 5-6).

**Table 5-6**

Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
2013	21.5	20.2	21.6	20.9	22.5	21.1	22.2	20.7
2014	21.5	20.3	21.4	20.9	22.5	21.3	22.2	20.8
2015	21.6	20.4	21.5	20.8	22.7	21.4	22.3	20.9
2016	21.4	20.1	21.4	20.6	22.7	21.3	22.3	20.8
2017	21.2	20.3	21.3	20.7	22.6	21.4	22.1	21.0
2018	21.0	20.2	21.2	20.5	22.5	21.3	22.0	20.7
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

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



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

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science and social studies (Table 5-7). Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course 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 70 percent of Iowa's Class of 2022 high school graduates taking the ACT indicated that they participated in the core high school programs, which was 22.5 percentage points higher than the national average (Figure 5-37).

Overall, average ACT composite scores for Iowa students taking core programs have been approximately two to three points higher than those not taking core programs (Table 5-8). This trend has been consistent over time in Iowa as well as in the nation as a whole.

**Table 5-7**

### ACT Standards for Core High School Programs

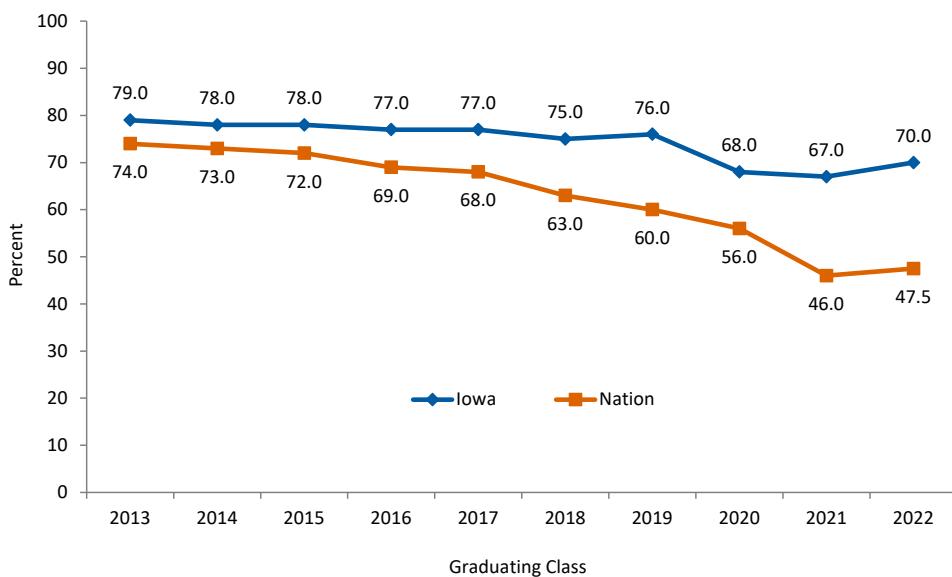
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history,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

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



**Figure 5-37**

## Percent of ACT Participants Taking Core High School Program 2013 to 2022



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

Notes: 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 5-8**

## Average ACT Composite Scores for Core and Less-Than-Core Test Takers 2013 to 2022

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
2013	22.9	19.6	3.3	21.7	18.7	3.0
2014	22.9	19.6	3.3	21.8	18.9	2.9
2015	23.0	20.1	2.9	21.9	18.9	3.0
2016	22.9	20.0	2.9	21.9	18.7	3.2
2017	22.8	19.9	2.9	22.1	18.9	3.2
2018	22.7	20.0	2.7	22.2	19.0	3.2
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

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

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

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



## ACT Composite Score Distributions

Table 5-9 provides the Iowa ACT composite score distributions for the classes of 2018 to 2022 (also see Figure 5-38). About 63 percent of Class of 2022 Iowa test takers had a composite score of 20 or greater compared to 65 percent in the Class of 2018. In the Class of 2022, a lower percentage of students scored less than 14 than in the Class of 2021.

**Table 5-9**

Iowa ACT Composite Score Distributions Classes of 2018 to 2022

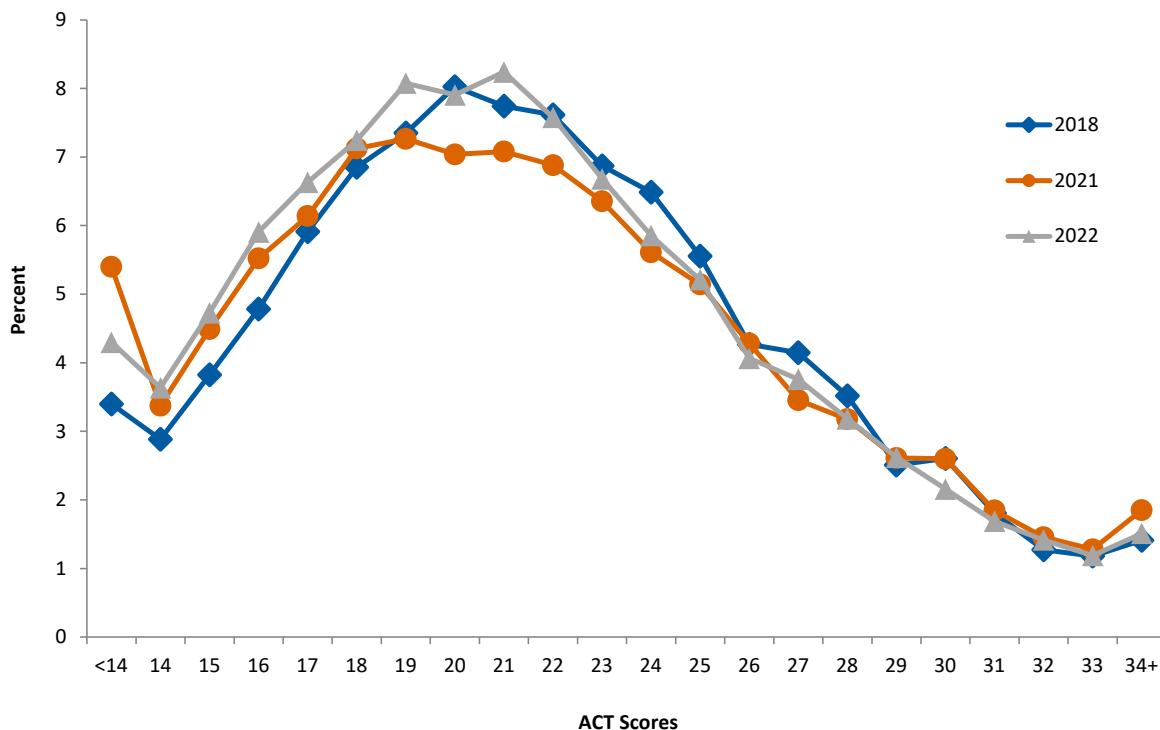
ACT Score	2018	2019	2020	2021	2022
<14	3.4%	3.9%	6.5%	5.4%	4.3%
14	2.9	3.1	4.1	3.4	3.6
15	3.8	4.1	4.9	4.5	4.7
16	4.8	5.2	5.6	5.5	5.9
17	5.9	6.4	6.2	6.1	6.6
18	6.9	7.1	7.0	7.1	7.2
19	7.4	7.3	7.2	7.3	8.1
20	8.0	7.9	7.5	7.0	7.9
21	7.7	7.6	7.2	7.1	8.2
22	7.6	7.3	6.8	6.9	7.6
23	6.9	6.8	6.2	6.4	6.7
24	6.5	5.7	5.2	5.6	5.9
25	5.6	5.3	5.0	5.1	5.2
26	4.3	4.5	4.1	4.3	4.1
27	4.1	3.6	3.2	3.5	3.8
28	3.5	3.2	3.1	3.2	3.2
29	2.5	2.4	2.1	2.6	2.6
30	2.6	2.6	2.2	2.6	2.2
31	1.8	1.9	1.9	1.8	1.7
32	1.3	1.4	1.3	1.5	1.4
33	1.2	1.2	1.3	1.3	1.2
34+	1.4	1.6	1.5	1.9	1.5

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



**Figure 5-38**

Distribution of Iowa ACT Composite Scores Classes of 2018, 2021 and 2022



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



## ACT Scores by Enrollment Category

Average ACT scores by enrollment category for the graduating classes of 2020 to 2022 are provided in Table 5-10, Table 5-11 and Figure 5-39.

**Table 5-10**

### Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes of 2020-2022

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2020	< 300	19.0	19.6	21.2	21.0	20.3
	300 to 599	20.0	20.4	22.1	21.4	21.1
	600 to 999	20.5	20.7	22.5	21.7	21.5
	1,000 to 2,499	20.5	21.0	22.5	21.8	21.6
	2,500 to 7,499	20.8	21.4	22.9	22.3	22.0
	7,500 +	19.5	19.8	21.8	21.0	20.8
	State	20.2	20.5	22.3	21.6	21.3
2021	< 300	19.5	19.4	22.1	20.7	20.6
	300 to 599	19.9	20.2	22.1	21.5	21.1
	600 to 999	20.6	20.7	22.7	21.8	21.6
	1,000 to 2,499	20.6	20.8	22.8	22.0	21.7
	2,500 to 7,499	21.0	21.6	23.1	22.7	22.3
	7,500 +	19.9	20.7	22.2	21.7	21.3
	State	20.4	20.8	22.6	21.9	21.6
2022	< 300	19.0	19.3	21.3	20.7	20.2
	300 to 599	19.6	19.9	21.7	21.0	20.7
	600 to 999	20.0	20.3	22.0	21.5	21.1
	1,000 to 2,499	20.2	20.6	22.3	21.7	21.3
	2,500 to 7,499	21.3	21.6	23.4	22.7	22.4
	7,500 +	20.3	20.5	22.4	21.7	21.4
	State	20.4	20.7	22.4	21.8	21.5

Source: 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 2016-2017 to 2019-2020 for the Class of 2020 from 2017-2018 to 2020  
2021 for the class of 2021 and from 2018-2019 to 2021-2022 for the class of 2022.



**Table 5-11**

Iowa Public School Average ACT Scores by Student Group, Graduating Classes 2020 to 2022

Class of 2020						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	20,034	20.2	20.5	22.3	21.6	21.3
American Indian or Alaska Native	53	16.9	17.2	19.9	17.8	18.4
Asian	678	20.5	20.9	22.2	21.8	21.7
Black or African American	790	14.7	15.8	17.1	16.8	16.4
Hispanic/Latino	1,828	16.3	17.3	18.9	18.4	18.0
Native Hawaiian or Other Pacific Islander	27	15.4	17.3	17.5	18.9	17.5
Two or More Races	596	19.5	19.7	21.8	20.9	20.8
White	16,072	20.9	21.2	23.0	22.2	22.0
Students with Disabilities (IEP)*	902	13.3	15.5	15.5	15.9	15.2
English Learner (EL)	682	12.3	14.9	14.3	15.4	14.5
Low Socioeconomic Status (FRL)**	6,316	17.0	17.7	19.5	19.0	18.6
Female	10,780	20.4	20.1	22.4	21.2	21.2
Male	9,254	19.9	21.1	22.1	22.0	21.5

Class of 2021						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	14,926	20.4	20.8	22.6	21.9	21.6
American Indian or Alaska Native	26	19.7	20.5	20.9	20.6	20.5
Asian	577	21.9	22.4	23.3	22.9	22.8
Black or African American	555	14.6	16.3	16.8	17.1	16.3
Hispanic/Latino	1,166	16.5	17.6	18.8	18.8	18.0
Native Hawaiian or Other Pacific Islander	16	18.3	19.6	21.0	19.8	19.8
Two or More Races	421	19.9	20.3	22.3	21.6	21.1
White	12,165	20.9	21.3	23.2	22.4	22.1
Students with Disabilities (IEP)*	483	13.3	15.4	15.4	16.1	15.2
English Learner (EL)	394	11.9	14.6	13.6	15.0	13.9
Low Socioeconomic Status (FRL)**	4,057	17.2	18.1	19.6	19.3	18.7
Female	8,267	20.7	20.2	22.8	21.5	21.5
Male	6,659	19.9	21.6	22.3	22.4	21.7



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

Class of 2022						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	15,111	20.4	20.7	22.4	21.8	21.5
American Indian or Alaska Native	30	15.8	16.9	17.7	18.1	17.3
Asian	527	22.7	23.1	24.1	23.6	23.6
Black or African American	493	15.4	16.4	17.8	17.5	16.9
Hispanic/Latino	1,090	17.2	18.1	19.7	19.2	18.7
Native Hawaiian or Other Pacific Islander	11	18.8	19.7	21.0	19.9	19.9
Two or More Races	472	19.5	19.7	21.7	20.8	20.6
White	12,488	20.8	21.0	22.8	22.1	21.8
Students with Disabilities (IEP)*	499	13.9	15.7	16.0	16.5	15.6
English Learner (IE)	383	12.0	14.8	14.0	15.2	14.1
Low Socioeconomic Status (FRL)**	3,928	17.5	18.2	19.9	19.4	18.9
Female	8,345	20.5	19.9	22.5	21.3	21.2
Male	6,763	20.1	21.6	22.4	22.4	21.8
Non-Binary	3					

Source: 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 2016-2017 to 2019-2020 for the Class of 2020, from 2017-2018 to 2020-2021 for the Class of 2021 and from 2018-2019 to 2021-2022 for the Class of 2022.

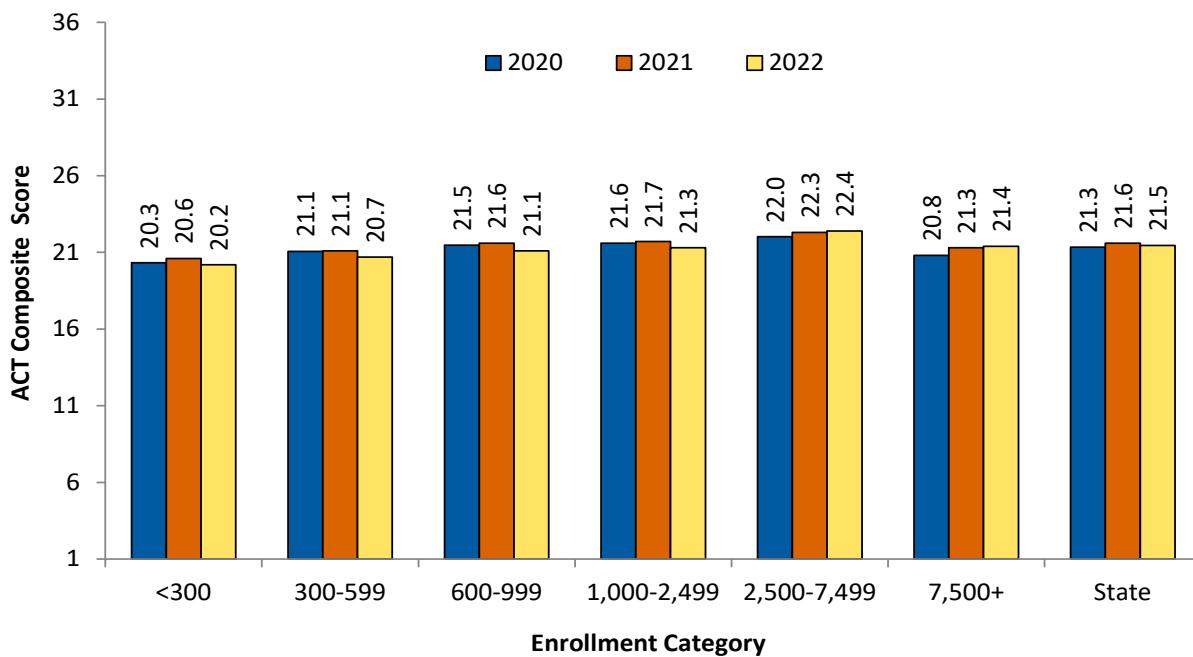
\*Disability status is determined by the presence of an individualized education program (IEP).

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



**Figure 5-39**

Graduating Classes of 2020 to 2022 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category



Source: 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 2016-2017 to 2019-2020 for the class of 2020, from 2017-2018 to 2020-2021 for the class of 2021, and from 2018-2019 to 2021-2022 for the class of 2022.

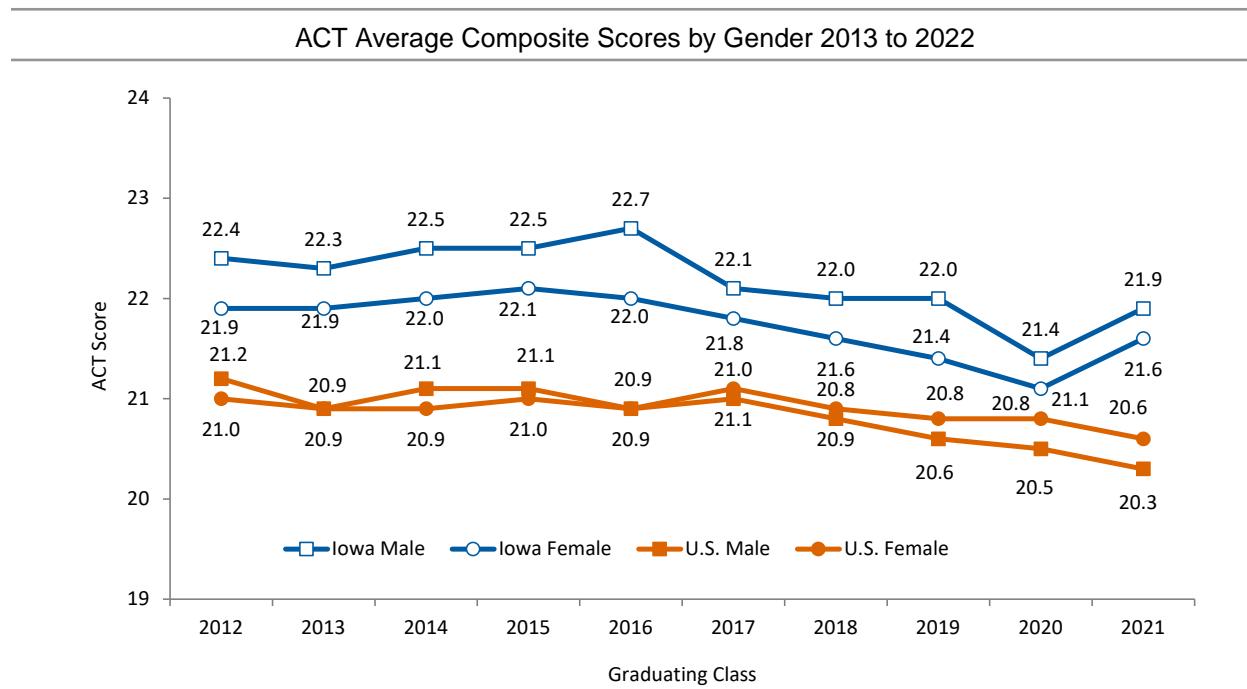


## ACT Scores by Gender

Figure 5-40 shows the average composite scores by gender for Iowa and the nation.

Table 5-12 shows the average scores by subject as well as gender for Iowa students. Females had higher reported average scores than males in English and reading. Males had higher reported average scores than females in mathematics, science and ACT composite in 2021 and 2022.

**Figure 5-40**



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

**Table 5-12**

Gender	Iowa Average ACT Scores by Gender 2021 and 2022											
	Number of Test Takers				Average ACT Scores							
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Female	9,103	9,898	21.1	20.6	20.3	19.9	22.9	22.3	21.6	21.1	21.6	21.1
Male	7,291	8,091	20.2	20.2	21.8	21.6	22.4	22.3	22.5	22.3	21.9	21.7
Other Responses*	1,264	307	16.9	20.3	18.0	19.3	19.3	22.5	19.0	20.8	18.4	20.9

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

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 by students taking the ACT in the Class of 2022 were Health Sciences and Technologies and Business (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in area, ethnic and multidisciplinary studies (26.1); engineering (25.3); and computer science and mathematics (25.0). The Iowa ACT test takers who indicated a planned major in education had an average ACT composite score of 21.1.

**Table 5-13**

ACT Average Composite Scores by Student Planned Educational Majors Class of 2022

Planned Education Major	Iowa Avg.	Iowa Percent Planned
Agriculture & Natural Resources Conservation	20.8	3%
Architecture	21.8	1
Area, Ethnic, & Multidisciplinary Studies	26.1	0
Arts: Visual & Performing	22.6	3
Business	21.5	12
Communications	22.4	1
Community, Family, & Personal Services	19.6	1
Computer Science & Mathematics	25.0	4
Education	21.1	6
Engineering	25.3	8
Engineering Technology & Drafting	22.9	1
English & Foreign Languages	24.1	1
Health Administration & Assisting	19.4	2
Health Sciences & Technologies	21.8	17
Philosophy, Religion, & Theology	21.6	0
Repair, Production, & Construction	19.8	0
Sciences: Biological & Physical	23.7	8
Social Sciences & Law	22.7	6
Undecided	21.9	24
No Response	19.5	2

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



## SAT

The SAT is one of the national college entrance examinations developed by the College Board. The SAT scale scores are in the range of 200 and 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In the Class of 2022, the number of SAT takers in the nation was slightly more than 1.7 million and the number of Iowa SAT takers was 996 (Table 5-14).

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

**Table 5-14**

SAT Scores for Iowa and the Nation, Graduating Class of 2022 (All Test Takers)

	Number of Students	Average ERW	Average Math
Nation	1,737,678	529	521
Iowa	996	602	594

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

Note: ERW indicates Evidence-Based Reading and Writing.

**Table 5-15**

SAT Scores by Gender for Iowa and the Nation Graduating Class of 2022 (All Test Takers)

	Number of Students	Average ERW	Average Math
Nation Female	890,254	531	512
Nation Male	841,224	526	530
Iowa Female	520	599	572
Iowa Male	467	605	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 Advanced Placement (AP) Program in Iowa, which currently offers approximately 40 courses in over 30 subject areas. AP 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.

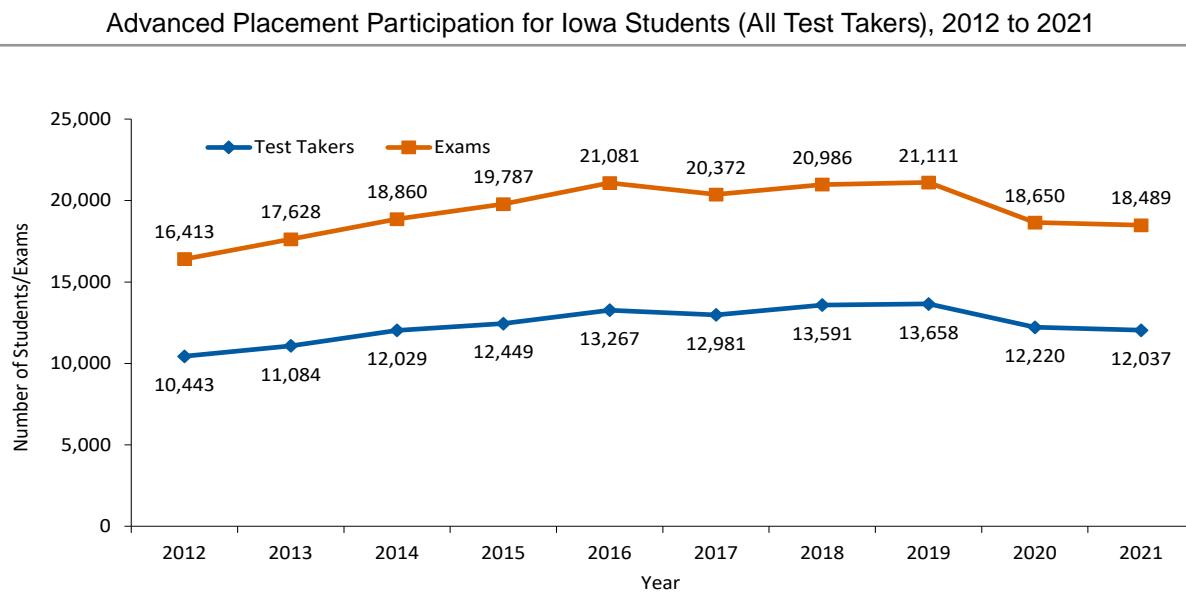
In Iowa, 18,489 AP exams were taken by 12,037 students in 2021 (Figure 5-41). The number of students/candidates in 2021 decreased slightly from the previous year. The number of exams taken in 2021 was 12.4 percent lower than the peak in 2019.

From 2011 to 2019, the percentage of Iowa's students receiving a score of three or better had consistently been higher than the national average, although the national average (63.8 percent) jumped above Iowa (62.1 percent) in 2020 (Figure 5-42). Data for students scoring three or better for 2021 was not available in time for publication, so the data in Figures 5-42 and 5-43 are being reprinted from the 2021 Condition of Education report.

Nationally, and in Iowa, a greater percentage of males are reported as receiving a score of three or higher on AP exams than females, although the achievement gap between Iowa females and males closed to one tenth of a percentage point in 2020 (Figure 5-43).

Table 5-16 shows the AP test results by Midwest states for the high school graduating classes of 2020 and 2021.

**Figure 5-41**

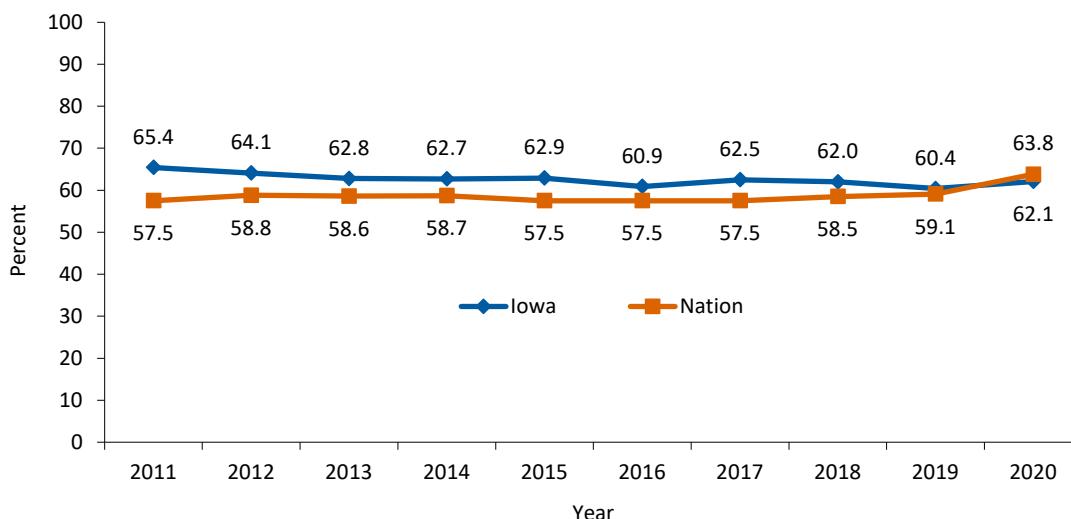


Source: The College Board, AP Program Participation and Performance Data, and Iowa Summary Report.



**Figure 5-42**

Percent of AP Candidates with AP Scores of 3+ (All Test Takers), 2011 to 2020

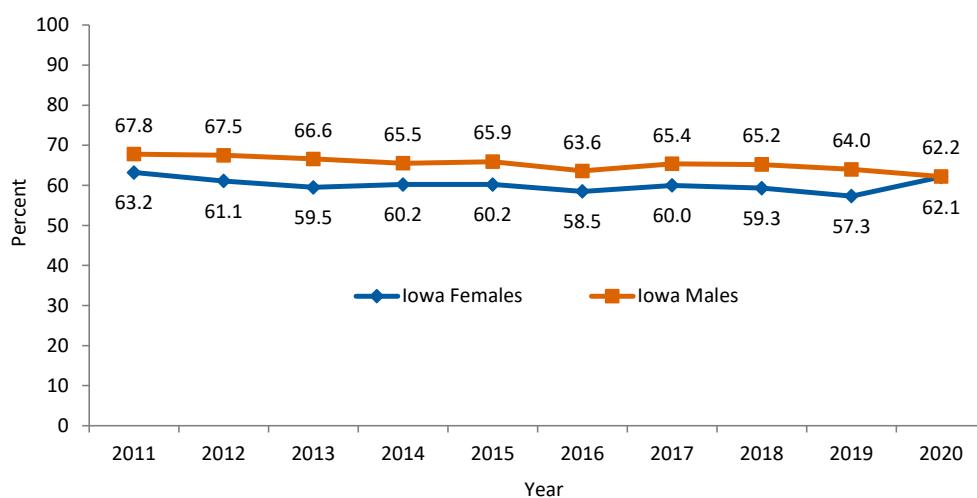


Source: The College Board, AP Program Participation and Performance Data, Iowa and National Summary Reports.

Notes: Data for 2021 was not available in time for publication, so the data in this table is being reprinted from the 2021 Condition of Education report.

**Figure 5-43**

Percent of Iowa AP Exams with Scores of 3+ by Gender (All Test Takers), 2011-2020



Source: The College Board, AP Program Participation and Performance Data, Iowa Summary Report.

Note: Data for 2021 was not available in time for publication, so the data in this table is being reprinted from the 2021 Condition of Education report.



**Table 5-16**

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 2020 and 2021

Nation and State	2020 Number of Graduates took AP	2020 Percent of Graduates took AP	2020 Percent Score 3+	2021 Number of Graduates took AP	2021 Percent of Graduates took AP	2021 Percent Score 3+
Nation	1,213,760	38.3%	63.6%	1,178,256	34.9%	58.5%
Illinois	55,172	41.5%	69.8%	52,745	39.2%	62.2%
Indiana	24,485	37.5%	54.8%	24,197	35.0%	52.9%
Iowa	6,803	20.7%	62.4%	6,823	19.8%	61.2%
Kansas	5,213	15.7%	64.5%	5,274	15.7%	64.5%
Michigan	31,045	32.6%	66.2%	30,047	30.6%	63.3%
Minnesota	19,711	34.0%	66.7%	19,426	31.8%	65.5%
Missouri	12,493	21.0%	61.1%	12,325	20.5%	61.1%
Nebraska	4,163	19.0%	62.1%	4,120	18.5%	57.6%
North Dakota	1,658	22.2%	56.6%	1,662	23.6%	57.8%
Ohio	32,304	29.1%	65.1%	31,410	26.4%	64.6%
South Dakota	1,448	18.1%	68.0%	1,413	16.5%	68.7%
Wisconsin	22,237	37.1%	69.9%	21,699	36.1%	64.6%

Source: The College Board, AP Cohort Data Reports.



## Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. Graduate intention data are collected through Student Reporting in Iowa (SRI). Note that for the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. This was due to the data element not being required in the wake of school closures related to the COVID-19 pandemic in spring 2020. These students were removed from the denominator of the calculations shown in this section and, therefore, the Class of 2020 data doesn't represent all graduates.

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

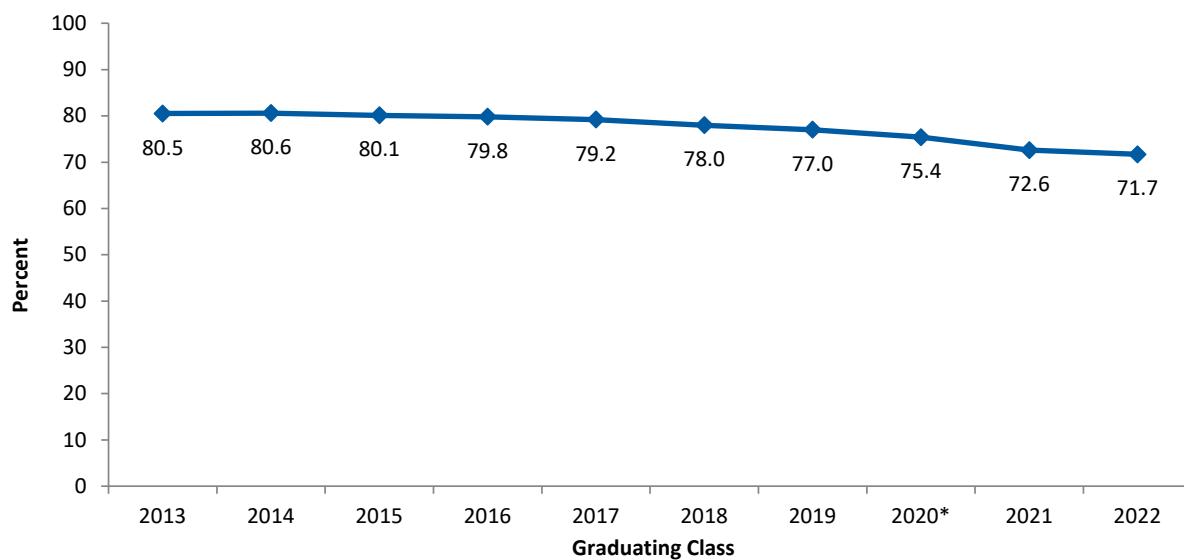
The percent of graduates intending to pursue postsecondary education or training decreased for the eighth consecutive year in 2022 (Figure 5-44). Table 5-17 lists the percent of graduates intending to pursue postsecondary education/training by school district size. As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented. The gap between females and males had been widening through the Class of 2021 (14.9 percentage points), although it shrank with the Class of 2022 (13.4 percentage points).

As in previous years, the largest percent of graduates intending to pursue postsecondary education in 2022 plan on attending a community college, although its share has been declining in recent years (Table 5-19). Table 5-20 and Figure 5-45 show that the percent of graduates intending to pursue postsecondary education at a four-year college (public and private combined) was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in all years since 2013 (with the gap widening considerably).



**Figure 5-44**

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training  
Graduating Classes of 2013 to 2022



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

Notes: Includes students who received a regular diploma. Other completers, such as students who received a certified 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 5-17**

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Enrollment Category Graduating Classes of 2001 and 2017-2022

Enrollment Category	Graduating Class						
	2001	2017	2018	2019	2020	2021	2022
<300	77.6	80.2	76.5	75.5	70.0	69.7	57.8
300-599	81.2	80.0	77.9	75.6	73.2	72.7	71.2
600-999	82.5	80.9	79.7	79.4	77.1	74.1	71.4
1,000-2,499	83.1	77.9	77.5	74.4	73.2	72.6	71.2
2,500-7,499	81.9	81.6	80.0	77.4	77.4	75.0	74.6
7,500+	84.3	77.7	76.2	78.4	76.4	70.4	71.0
State	82.7	79.2	78.0	77.0	75.4	72.6	71.7

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

Notes: Data for the 2017 to 2022 graduating classes includes students who received a regular diploma.

Other completers, such as students who received a certified 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 5-18**

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2017 to 2022

Gender	Graduating Class						
	2001	2017	2018	2019	2020	2021	2022
Female	87.5	85.6	84.2	84.3	82.8	80.1	78.5
Male	77.8	73.0	71.8	69.7	68.2	65.2	65.1
Non-Binary	n/a	n/a	n/a	n/a	n/a	n/a	41.7
Total	82.7	79.2	78.0	77.0	75.4	72.6	71.7

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

Notes: Data for the 2017 to 2022 graduating classes includes students who received a regular diploma.

Other completers, such as students who received a certified attendance, are not included.

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

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

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



**Table 5-19**

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Postsecondary Institution Type, 2001 and 2017 to 2022

Postsecondary Institution	Graduating Class						
	2001	2017	2018	2019	2020	2021	2022
Private 4-Year College	14.9	11.5	11.6	11.7	10.8	11.0	10.8
Public 4-Year College	27.3	28.1	27.7	27.5	27.6	27.0	27.1
Private 2-Year College	5.2	0.6	0.5	0.6	0.5	0.7	0.6
Community College	31.0	36.4	35.7	34.2	33.4	30.6	29.1
Apprenticeship	n/a	n/a	n/a	n/a	n/a	1.0	1.3
Internship	n/a	n/a	n/a	n/a	n/a	0.1	0.1
Other Training	4.3	2.7	2.5	3.0	3.1	2.3	2.6
Total	82.7	79.2	78.0	77.0	75.4	72.6	71.7

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

Notes: Data for the 2017 to 2022 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included. Data may not sum to total due to rounding.

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

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

**Table 5-20**

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2017 to 2022

Postsecondary Institution	Graduating Class						
	2001	2017	2018	2019	2020	2021	2022
Four-Year College	42.2	39.5	39.2	39.2	38.5	37.9	37.9
Two-Year College	36.2	37.0	36.2	34.8	33.9	31.3	29.7

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

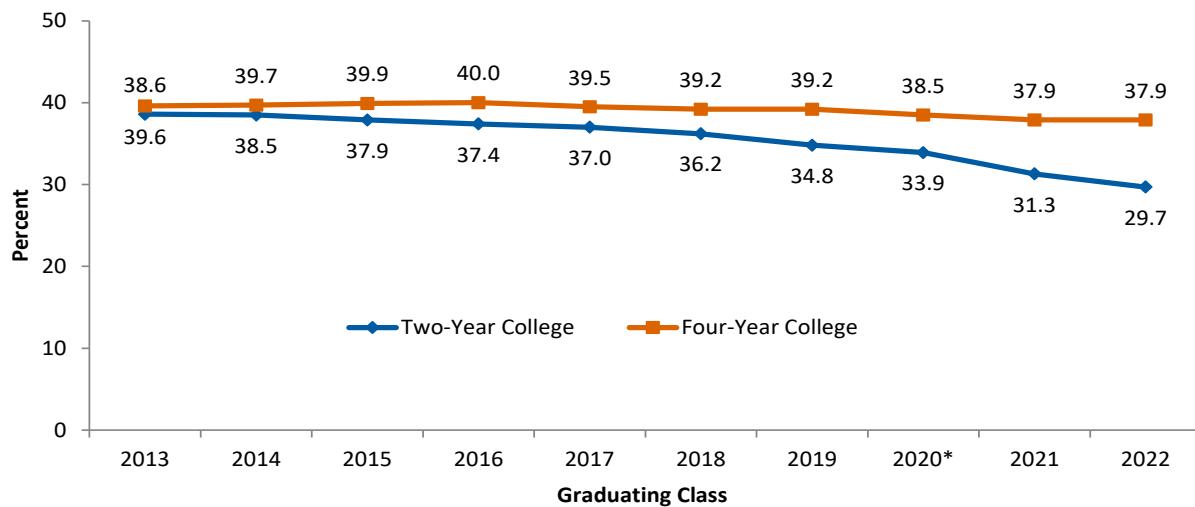
Notes: Data for the 2017 to 2022 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

\* 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 5-45**

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training at Four-Year and Two Year Colleges 2013 to 2022



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

Notes: Includes students who received a regular diploma. Other completers, such as students who received a certified 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.



## **Secondary Career and Academic Planning**

### **A Redesigned Career and Academic Planning and Guidance System: HF 2392, Division I**

In 2016, HF2392, Division I redesigned the career and academic planning process to move from a career planning framework with traditional career inventories and assessments to a model that includes career-related experiences, student reflection and greater connection and alignment between students' interests and local, regional and state labor market needs. Seven years into the redesign, the career and academic planning process continues to seek student, family, district and external stakeholder engagement to ensure information remains relevant and useful. The holistic nature ensures continuous feedback between internal and external stakeholders and ensures that students exhibit highly marketable employability skills and are prepared to successfully transition into higher education, training programs or directly into the workforce. Iowa's career planning vision focuses on graduating students who are career and college ready with the academic, technical and employability skills to meet employer needs. With greater intention since the initial implementation, this process continues to grow and develop to support all of Iowa's public school district students 8-12.



## The District Team Supports the District Plan

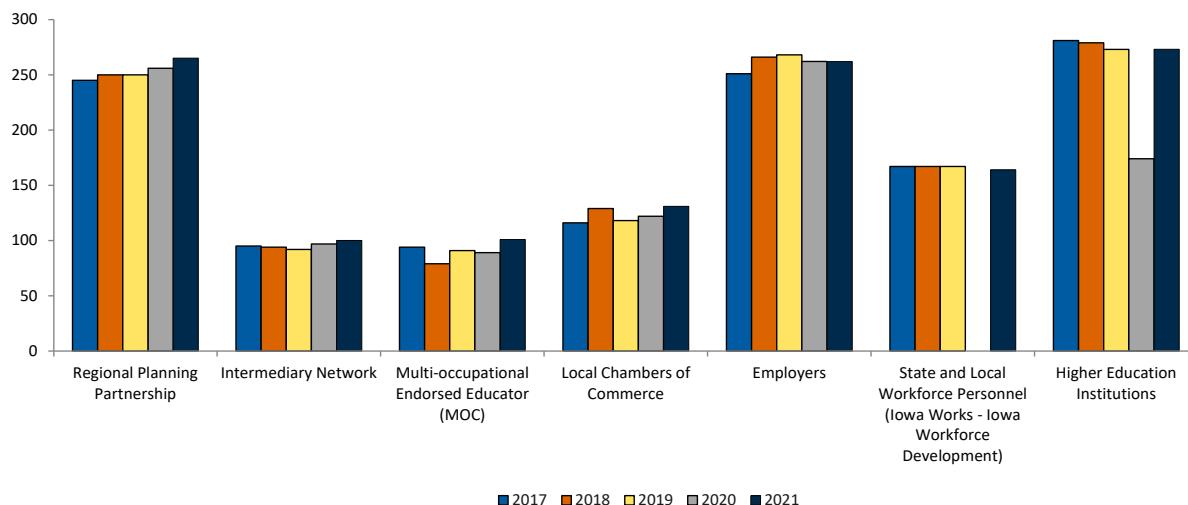
Each school district in Iowa is required to have an established District Team that has developed a written career and academic plan (DCAP) to best support each student's work surrounding their individual career and academic plan (ICAP) guidelines. The teams typically include, but are not limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, special education educators and individuals responsible for coordinating work-based learning activities. The District Plan is reviewed regularly to ensure individual student planning (ICAP) is implemented by the established District Career and Academic Planning Team. In the academic year 2021-2022, Iowa's school district teams submitted their DCAP to their Regional Planning Partnership for review and will continue this process each year.

The district plan is a roadmap for implementation of the career and academic planning process and provides a context for high-quality career programming in grades 8-12. The district plan provides a living context for how each district supports their student's ICAP process and clarifies who is expected to do what, when, how and with what resources.

As school districts continue to implement Division I of HF2392, it is crucial to create partnerships that allow students to have a holistic and authentic career learning experience. Districts are encouraged to work to build and maintain strong relationships with external partners to increase high-quality career planning exposure to students. In the academic year 2021, three hundred and fifteen (N-315) school districts reported career planning outcomes including collaboration with internal and external stakeholders to write the district plan. Stakeholder engagement continues to be a priority for school districts across the state and all are working with a variety of entities to increase relationships with business and industry.

**Figure 5-46**

External Stakeholder Engagement 2017-2021



Source: Comprehensive Student Improvement Process (CSIP).



## **The District Tool: Career Information Systems (CIS)**

The district team selects one of the state-approved career information systems (CIS) that best meets the needs of students, team members and the school district. During the 2021 school year, districts had 16 CIS options that met state standards through a collaborative and outlined approval process. A total of 303 school districts reported using an approved CIS. While the CIS is an essential component of the career planning process and has the capability of delivering all components, school districts are encouraged to continue using high-quality career and technical education (CTE) curriculum and activities, and to collaborate with external organizations that offer high-quality career planning opportunities in connection to the resources available through the selected CIS.



## The Individual Career and Academic Plan (ICAP)

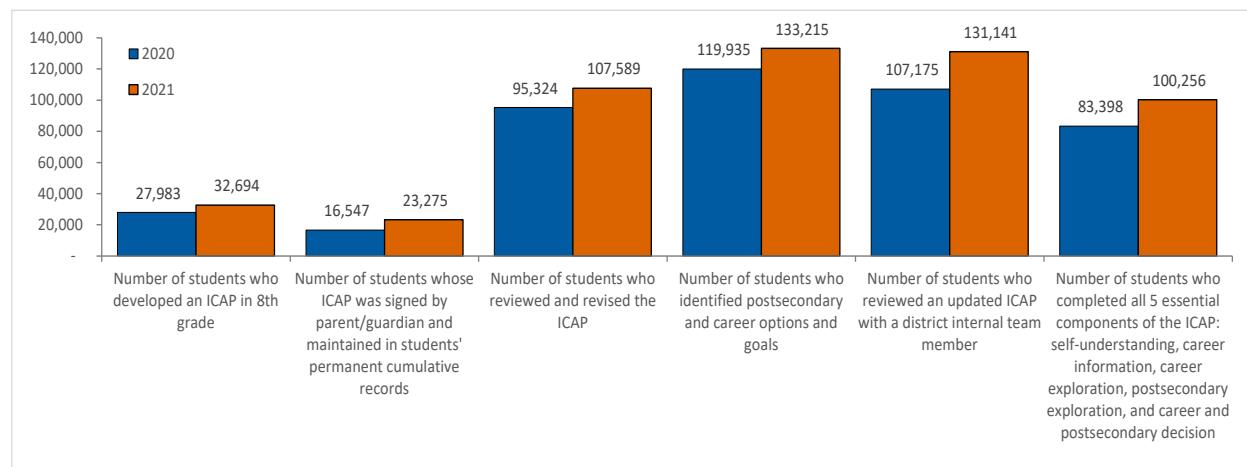
The ICAP is a series of high-quality, career-related activities that students complete each year in grades 8-12. The outlined ICAP requirements ensure that each student achieves the following:

- Establish a four-year plan that is reviewed annually and connects with the student's current postsecondary plan with identification of connected coursework, including concurrent enrollment options and parent/guardian advisement of their student's progress towards graduation and postsecondary goals.
- Each year, through the ICAP process, students engage with the five Essential Components of ICAP: Self-understanding, Career Information, Career Exploration, Postsecondary Exploration and Career and Postsecondary Decision. Each element includes encouraged activities and student reflection to further connect students to potential postsecondary opportunities.

ICAP components are reported each fall by the individual school district and reflect the district's work to support each student in their individualized career and academic planning process.

**Figure 5-47**

ICAP Completion 2020 and 2021



Source: Comprehensive Student Improvement Process (CSIP).



## New ICAP Components for 2022

For the upcoming ICAP cycle, Free Application for Federal Student Aid (FAFSA) advisement and embedding of work-based learning (WBL) into the student's planning have been added to further deepen student engagement in postsecondary goal setting. Prior to graduation, students will be advised on how to complete the FAFSA. This advisement will include, but is not limited to, connection between FAFSA and postsecondary education and training including available scholarships, steps to file the FAFSA, reasons to file and resources available to support the entire financial aid process.

The addition of embedded work-based learning into ICAP will strengthen the connection between students and career understanding. Work-based learning includes a continuum of structured activities utilizing the partnership between industry and education. Including WBL into ICAP further connects students to hands-on, industry-based learning encapsulated in academic preparation and follow-up.



## 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 5-48 shows the two statewide public school trends: the lower line is the dropout rate for grades 7-12 and the upper line is the dropout rate for grades 9-12. Both rates sharply increased in 2020-2021.

The public school dropout distributions by grade and enrollment categories for 2020-2021 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for 45 percent of the total dropouts while they comprised 32 percent of the total enrollment in grades 7 to 12.

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

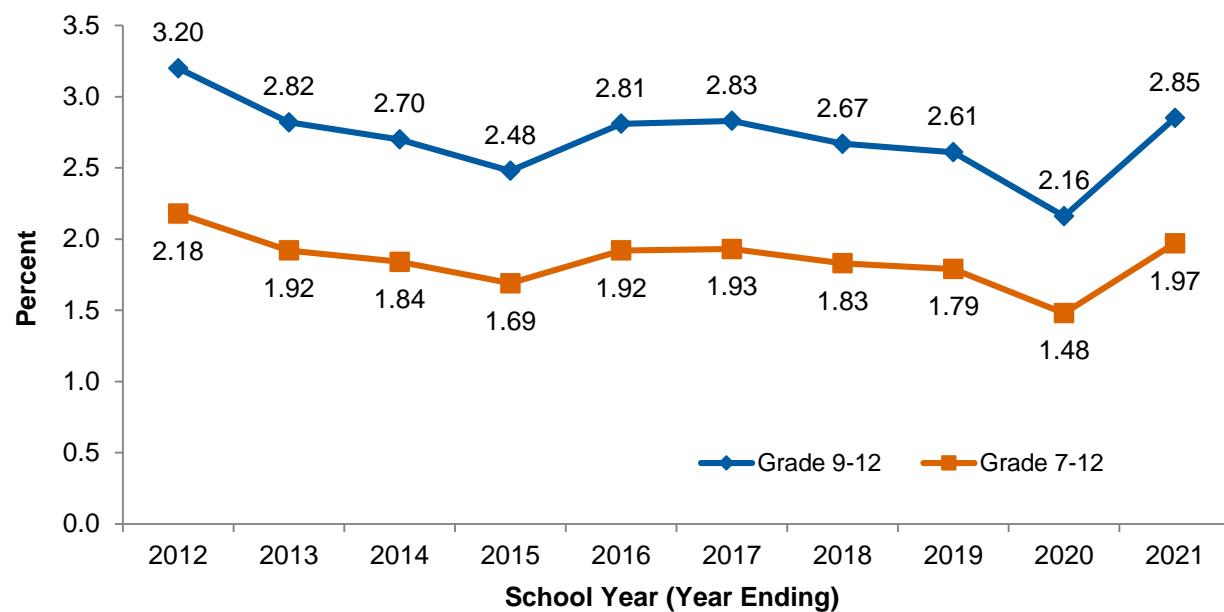
The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

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



**Figure 5-48**

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 2011-2012 to 2020-2021



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



**Table 5-21**

Total Iowa Public School Grades 7-12 Dropouts and Enrollment by Enrollment Category 2020-2021

Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
	7	8	9	10	11	12					
<300	0	1	0	1	8	9	19	0.42%	2,492	1.10%	0.76%
300-599	4	5	14	46	91	205	365	8.09%	25,995	11.43%	1.40%
600-999	1	5	15	21	94	148	284	6.29%	26,431	11.62%	1.07%
1,000-2,499	11	14	39	94	229	432	819	18.15%	54,434	23.93%	1.50%
2,500-7,499	16	17	26	80	234	500	873	19.34%	4,626	2.03%	18.87%
7,500+	50	47	108	230	490	1,095	2,020	44.76%	72,783	31.99%	2.78%
Up to state	2	8	11	28	43	41	133	2.95%	256	17.91%	
State	84	97	213	500	1,189	2,430	4,513	100.00%	229,023	100.00%	1.97%

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

**Table 5-22**

Total Iowa Public School Grades 7-12 Dropouts by Gender 2018-2019 to 2020-2021

	2018-2019	2019-2020	2020-2021
Female Dropout Rate	1.47%	1.20%	1.60%
Male Dropout Rate	2.09%	1.75%	2.32%
Female Dropouts as a Percent of Total Dropouts	39.99%	39.31%	39.44%
Female Enrollment as a Percent of Total Enrollment	48.61%	48.53%	48.53%

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



**Table 5-23**

Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity 2018-2019 to 2020-2021

Race/Ethnicity Group	2018-2019	2019-2020	2020-2021
American Indian or Alaska Native	4.85	5.04	4.87
Asian	1.00	0.73	0.88
Black or African American	4.53	3.49	4.44
Hispanic/Latino	3.26	2.88	3.44
Native Hawaiian or Other Pacific Islander	5.12	2.60	4.61
Two or More Races	2.46	2.05	2.73
White	1.32	1.08	1.50
State Total	1.79	1.48	1.97

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

**Table 5-24**Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity  
2018-2019 to 2020-2021

Race/Ethnicity Group	Percent of Dropouts			Percent of Enrollment		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
American Indian or Alaska Native	1.02%	1.22%	0.84%	0.38%	0.36%	0.34%
Asian	1.40%	1.25%	1.09%	2.50%	2.52%	2.43%
Black or African American	15.47%	14.71%	14.23%	6.09%	6.25%	6.32%
Hispanic/Latino	19.96%	22.25%	20.47%	10.91%	11.44%	11.74%
Native Hawaiian or Other Pacific Islander	0.82%	0.50%	0.82%	0.29%	0.29%	0.35%
Two or More Races	4.94%	5.22%	5.61%	3.58%	3.78%	4.04%
White	56.40%	54.85%	56.95%	76.24%	75.37%	74.78%

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



**Table 5-25**

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2020-2021

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	36	11.46%	11.46%
.01-.50	49	15.61%	27.07%
.51-1.00	60	19.11%	46.18%
1.01-1.50	62	19.75%	65.92%
1.51-2.00	42	13.38%	79.30%
2.01-2.50	24	7.64%	86.94%
2.51-3.00	11	3.50%	90.45%
3.01-3.50	8	2.55%	92.99%
3.51-4.00	14	4.46%	97.45%
>4.00	8	2.55%	100.00%

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



## High School Graduates and Graduation Rates

This section reports ten 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 2012 to 2021. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2019 and 2020.

### High School Graduates

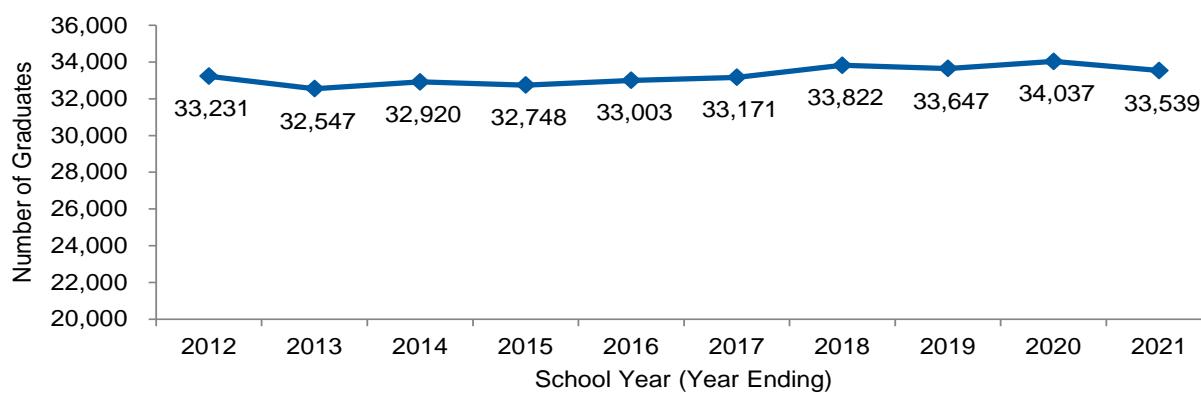
A public high school completer can receive a high school diploma or a certificate. The No Child Left Behind (NCLB) Act and the Every Student Succeeds Act (ESSA) define the regular diploma recipients as high school graduates.

Other completers, students who have finished the high school program, but did not earn a diploma, are not high school graduates based on the Consolidated Accountability and Support Application (CASA) and the Iowa ESSA Plan.

Figure 5-49 shows the number of regular diploma recipients by school year from 2011-2012 to 2020-2021. The counts in this figure include the students who earned a regular diploma within four years.

**Figure 5-49**

Number of Iowa Public School Graduates 2011-2012 to 2020-2021



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



## High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their ninth grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2021 by dividing the number of students in the cohort who graduate 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 2017 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

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

For the graduating class of 2021

- FG – First-time ninth grade students in fall of 2017 and graduated in 2021 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2021 or earlier
- F – First-time ninth grade students in fall of 2017
- TI – Transferred in the first-time ninth graders' cohort in grades 9 to 12
- TO – Transfer out (including emigrates and deceased)

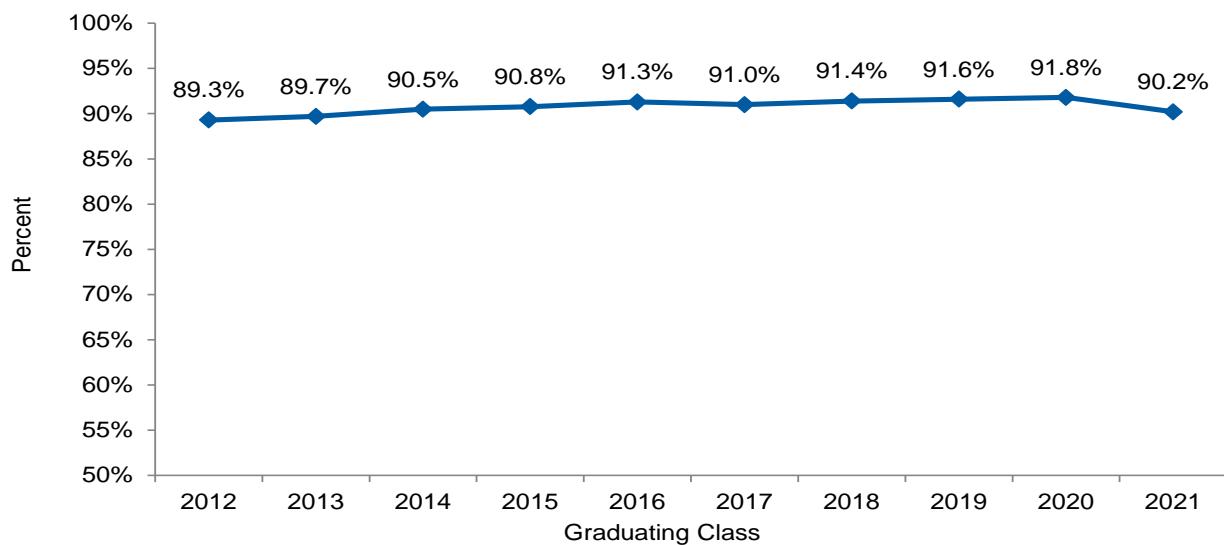
First-time freshmen and transferred-in students include resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in or tuition in; and foreign students on Visa. Those excluded are home-schooled and nonpublic schooled students; public school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

Table 5-26 displays the four-year cohort graduation rates for the graduating classes of 2020 and 2021. The rates listed are for all students and 13 student groups. In gender comparison, females had higher graduation rates than males, on average. White and Asian students had higher graduation rates on average than students in other racial/ethnic categories. Students who were eligible for free and 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 5-50**

Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2012 to 2021



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



**Table 5-26**

**Iowa Public High School Four-Year Cohort Graduation Rate by Student Group for the  
Graduating Classes of 2020 and 2021**

Group	Class of 2020			Class of 2021		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,859	35,789	91.8%	32,658	36,225	90.2%
American Indian or Alaska Native	104	126	82.5%	90	117	76.9%
Asian	893	953	93.7%	888	956	92.9%
Black or African American	1,696	2,102	80.7%	1,631	2,096	77.8%
Hispanic/Latino	3,236	3,815	84.8%	3,161	3,901	81.0%
Native Hawaiian or Other Pacific Islander	74	98	75.5%	61	95	64.2%
Two or More Races	1,018	1,147	88.8%	1,027	1,200	85.6%
White	25,838	27,548	93.8%	25,800	27,860	92.6%
Students with Disabilities (IEP)*	3,457	4,525	76.4%	3,355	4,547	73.8%
English Learner (EL)	1,513	1,972	76.7%	1,500	1,983	75.6%
Low Socioeconomic Status (FRL)**	14,188	16,587	85.5%	13,916	16,909	82.3%
Migrant	114	155	73.5%	116	155	74.8%
Female	16,202	17,369	93.3%	16,259	17,679	92.0%
Male	16,657	18,420	90.4%	16,399	18,546	88.4%

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

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.

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 2020 is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2020-2021 school year) by the number of first-time ninth graders enrolled in the fall of 2016 minus the number of students who transferred out (between 2016 and 2020) plus the total number of students who transferred in (between 2016 and 2020). The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.



Table 5-27 displays the five-year cohort graduation rates for the graduating classes of 2019 and 2020. The rates listed are for all students and 13 student groups. Similar to the four-year cohort graduation rates in Table 5-26, females had higher graduation rates than males, on average. White and Asian students had higher graduation rates on average than students in other racial/ethnic categories. Students who were eligible for free and reduced-price lunch (low socioeconomic status), students with disabilities, English learners, migrant and male students had graduation rates lower than all students combined.

**Table 5-27**

**Iowa Public High School Five-Year Cohort Graduation Rate by Student Group  
for the Graduating Classes of 2019 and 2020**

Group	Class of 2019			Class of 2020		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	33,054	35,243	93.8%	33,466	35,789	93.5%
American Indian or Alaska Native	95	119	79.8%	105	126	83.3%
Asian	820	858	95.6%	915	953	96.0%
Black or African American	1,648	1,903	86.6%	1,769	2,102	84.2%
Hispanic/Latino	3,106	3,501	88.7%	3,352	3,815	87.9%
Native Hawaiian/Other Pacific Islander	73	87	83.9%	79	98	80.6%
Two or More Races	967	1,068	90.5%	1,042	1,147	90.8%
White	26,345	27,707	95.1%	26,204	27,548	95.1%
Students with Disabilities (IEP)*	3,660	4,390	83.4%	3,738	4,525	82.6%
English Learner (EL)	1,304	1,535	85.0%	1,618	1,972	82.0%
Low Socioeconomic Status (FRL)**	14,403	16,161	89.1%	14,646	16,587	88.3%
Migrant	90	101	89.1%	130	155	83.9%
Female	16,494	17,347	95.1%	16,473	17,369	94.8%
Male	16,560	17,896	92.5%	16,993	18,420	92.3%

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

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.



**Table 5-28A**

Class of 2019 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %)  
by Race/Ethnicity

State	All Students	American Indian/Alaska Native <sup>1</sup>	Asian <sup>2</sup>	Pacific Islander <sup>2</sup>	Hispanic	African American	White	Two or More
United States <sup>4</sup>	85.8	74.3	—	—	81.7	79.6	89.4	—
Alabama	91.7	94	95	85	90.6	89.8	92.8	93
Alaska	80.4	68	90	80	80	79	85.7	76
Arizona	77.8	67.1	91	80	74.4	73.3	82.7	75
Arkansas	87.6	79	94	76	84.7	83.4	89.6	87
California	84.5	75	94.0	85	82.1	76.8	88.4	76.8
Colorado	81.1	65	90	76	74.0	74.4	85.9	81
Connecticut	88.5	92	<>	≥90	80.2	79.9	93.3	88
Delaware	89.0	83	<>	≥50	86	88	90.6	89
District of Columbia	68.9	<>	<>	<>	60	68.7	93	79
Florida	87.2	78	95.7	87	86.1	81.9	90.4	88.4
Georgia	82.0	76	—	—	75.9	79.6	85.6	82.3
Hawaii	85.2	†	93	78.5	85	83	84	†
Idaho	80.8	68	89	76	73.9	74	82.6	79
Illinois	86.2	78	93.9	80	82.2	76.5	90.8	86.9
Indiana	87.2	82	96	79	83.7	77.2	89.4	82.9
Iowa	91.6	77	92	77	84.5	82	93.3	88
Kansas	87.2	76	94	77	83.2	80	89.3	83
Kentucky	90.6	≥90	94	88	84	83.2	92.1	89
Louisiana	80.1	88	90	72	67.1	75.6	85.9	84
Maine	87.4	78	<>	≥80	82	80	87.8	82
Maryland	86.9	81	96.5	88	72.4	84.3	93.4	91
Massachusetts	88.0	83	95.2	86	74.4	79.9	92.7	88
Michigan	81.4	70	91.6	81	76.6	70.2	84.7	76.2
Minnesota	83.7	51	87.6	61	69.9	69.9	88.7	72
Mississippi	85.0	82	<>	≥50	83	81.9	88.4	86
Missouri	89.7	85	—	—	86.3	80.6	91.9	89
Montana	86.6	67	≥95	<>	83	78	89.6	83
Nebraska	88.4	71	84	75	80.5	78	92.5	82
Nevada	84.1	74	94	89	83.0	72.2	87.3	86
New Hampshire	88.4	≥80	<>	≥50	76	76	89.5	85
New Jersey	90.6	92	97.0	92	84.5	83.3	94.9	91
New Mexico	75.1	70	86	—	74.5	67	79.0	—
New York	82.8	70	89.9	81	72.9	73.9	90.2	83.6
North Carolina	86.5	81	—	—	81.1	83.7	89.6	83.9



Table 5-28A (...continued)

State	All Students	American Indian/ Alaska Native <sup>1</sup>	Asian <sup>2</sup>	Pacific Islander <sup>2</sup>	Hispanic	African American	White	Two or More
North Dakota	88.3	72	<>	≥80	74	81	91.8	—
Ohio	82.0	71	—	—	73.4	69.4	85.3	76.9
Oklahoma <sup>5</sup>	84.9	84.8	87	81	81.8	80.1	86.3	86.6
Oregon	80.0	68	92	78	76.2	70	81.3	80
Pennsylvania	86.5	80	93.4	86	75.4	75.0	90.6	79.5
Rhode Island	83.9	70	<>	≥80	76.1	81	88.2	80
South Carolina	81.1	71	—	—	79.5	76.4	84.2	—
South Dakota	84.1	54	<>	<>	74	79	89.7	75
Tennessee	90.5	90	95	95	84.4	84.6	93.4	—
Texas	90.0	87	96.4	96.4	88.2	86.2	93.7	91.4
Utah	87.4	79	92	91	79.5	75	89.7	87
Vermont	84.5	<>	<>	<>	78	71	85.7	75
Virginia	87.5	87	94.6	94.0	72.9	84.1	92.1	91.3
Washington	81.1	62	93.0	90.5	75.7	73.7	82.9	81.3
West Virginia	91.3	75	≥95	≥95	91	88	91.5	86
Wisconsin	90.1	79	<>	92	82.8	71.4	93.8	86
Wyoming	82.1	59	<>	<>	77	78	83.8	82
Puerto Rico	77.0	—	—	—	77.1	—	56	60

Source: EDFacts Data. School year 2018–19

Notes: — Not Available.

† Hawaii does not report the “American Indian / Alaska Native” and “Two or more races” racial subgroups because they are not identified as major racial and ethnic subgroups as explained in Hawaii’s Consolidated State Plan.

‡ These data were suppressed due to concerns with data quality. For more information, please review the SY 2018-19 4-year ACGR file documentation, available on the EDFacts Initiative site: <https://www2.ed.gov/about/initis/ed/edfacts-data-files/index.html#acgr>.

<> Data were suppressed to protect the confidentiality of individual student 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.

<sup>1</sup>The United States 4-year ACGR for American Indian/Alaska Native students was estimated assuming that Hawaii’s student counts were zero for this subgroup.

<sup>2</sup>No national 4-year ACGR was calculated for the following subgroups, as not all states report these values: Asian, Native Hawaiian/Pacific Islander, and Two or More Races.

<sup>3</sup>No national 4-year ACGR was calculated for the following subgroups, as not all states reported these values: Homeless Enrolled and Foster Care. This is the second year of collection of these subgroups for the 4-year ACGR. (Link to EDFacts file specifications: <https://www2.ed.gov/about/initis/ed/edfacts/sy-18-19-nonxml.html>).

<sup>4</sup>The United States total includes the 50 states and the District of Columbia only. Data for Puerto Rico are excluded.

<sup>5</sup>Oklahoma’s children with disabilities graduation rate data for SY 2017-18 were resubmitted after the publication of National Graduation Rates SY 2017-18 (58.3% to 76.43%). For this reason, the year to year comparison in ED’s Coordinated Data Review did not warrant a data note for SY 2018-19 CWD data as it is now within 2% of change.

The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated.

This is particularly applicable to the population of children with disabilities. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

Data for 2019-2020 was not available in time for publication, so the data in this table is being reprinted from the 2021 Condition of Education report.



**Table 5-28B**

Class of 2019 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %)  
by Selected Characteristics

State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled <sup>3</sup>	Foster Care <sup>3</sup>
United States <sup>4</sup>	85.8	80.0	69.2	68.2	—	—
Alabama	91.7	87.4	76	69.6	81	66
Alaska	80.4	74.7	72	60	56	49
Arizona	77.8	73.5	50	69.0	57	45
Arkansas	87.6	84.8	82.8	82.6	76	68
California	84.5	81.1	68.7	67.7	70.0	56.0
Colorado	81.1	70.9	68.6	59.2	55.6	27
Connecticut	88.5	80.4	71	67.8	66	50
Delaware	89.0	82	76	73	73	74
District of Columbia	68.9	58.6	51	51	49	45
Florida	87.2	83.2	75.2	81.0	74.3	51
Georgia	82.0	77.2	59.3	62.9	63.9	39
Hawaii	85.2	80.7	70	63	63	44
Idaho	80.8	72.5	74	56	57	39
Illinois	86.2	78.3	72.0	69.9	66.5	54
Indiana	87.2	82.7	76	71.4	77	57
Iowa	91.6	85.2	79	76.1	75	72
Kansas	87.2	80.2	82.3	78.4	66	57
Kentucky	90.6	87.8	74	75.5	16	—
Louisiana	80.1	74.4	41	64.7	66	53
Maine	87.4	78.4	80	73	62	48
Maryland	86.9	77.7	53.7	63.5	65	48
Massachusetts	88.0	78.5	64.6	73.9	61	58
Michigan	81.4	70.8	73.2	57.8	58.4	44
Minnesota	83.7	71.1	67.2	63.0	49	—
Mississippi	85.0	82.2	66	42.2	70	60
Missouri	89.7	82.6	73	76.7	76	71
Montana	86.6	77.6	65	78	71	87
Nebraska	88.4	81.4	49	69	60	51
Nevada	84.1	80.8	76.8	67.2	86	44
New Hampshire	88.4	77.2	65	72	64	39
New Jersey	90.6	84.0	75.4	79.2	75	58
New Mexico	75.1	70.0	73.3	64.7	52	38
New York	82.8	76.4	34.3	58.8	59.3	54
North Carolina	86.5	81.8	71.4	69.8	69.5	59



State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled <sup>2</sup>	Foster Care <sup>2</sup>
North Dakota	88.3	77	72	73	61	65
Ohio	82.0	71.0	65.2	48.0	54.0	52
Oklahoma <sup>5</sup>	84.9	78.8	69	79.1	72	70
Oregon	80.0	74.4	60	63.4	55.4	—
Pennsylvania	86.5	79.9	68.6	70.7	70	53
Rhode Island	83.9	76.7	69	64	65	50
South Carolina	81.1	84.3	79.3	54.4	67	52
South Dakota	84.1	75	73	72	59	47
Tennessee	90.5	84.4	72	73.9	78	61
Texas	90.0	87.2	78.0	77.9	79.8	63
Utah	87.4	77.3	73	72.4	‡	‡
Vermont	84.5	76	63	71	68	—
Virginia	87.5	79.6	56.0	62.9	61	50
Washington	81.1	72.3	62.6	62.2	55.8	46
West Virginia	91.3	80	92	78.7	78	‡
Wisconsin	90.1	80.5	75	69.8	68	53
Wyoming	82.1	71.9	67	59	65	—
Puerto Rico	77.0	76.7	54	67.8	74	<>

Source: EDFacts Data, School year 2018–19

Notes: — Not Available.

† Hawaii does not report the “American Indian / Alaska Native” and “Two or more races” racial subgroups because they are not identified as major racial and ethnic subgroups as explained in Hawaii’s Consolidated State Plan.

‡ These data were suppressed due to concerns with data quality. For more information, please review the SY 2018-19 4-year ACGR file documentation, available on the EDFacts Initiative site: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr>.

<> Data were suppressed to protect the confidentiality of individual student 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.

<sup>1</sup>The United States 4-year ACGR for American Indian/Alaska Native students was estimated assuming that Hawaii’s student counts were zero for this subgroup.

<sup>2</sup>No national 4-year ACGR was calculated for the following subgroups, as not all states report these values: Asian, Native Hawaiian/Pacific Islander, and Two or More Races.

<sup>3</sup>No national 4-year ACGR was calculated for the following subgroups, as not all states reported these values: Homeless Enrolled and Foster Care. This is the second year of collection of these subgroups for the 4-year ACGR. (Link to EDFacts file specifications: <https://www2.ed.gov/about/inits/ed/edfacts/sy-18-19-nonxml.html>).

<sup>4</sup>The United States total includes the 50 states and the District of Columbia only. Data for Puerto Rico are excluded.

<sup>5</sup>Oklahoma’s children with disabilities graduation rate data for SY 2017-18 were resubmitted after the publication of National Graduation Rates SY 2017-18 (58.3% to 76.43%). For this reason, the year to year comparison in ED’s Coordinated Data Review did not warrant a data note for SY 2018-19 CWD data as it is now within 2% of change. The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

Data for the 2019-2020 was not available in time for publication, so the data in this table is being reprinted from the 2021 Condition of Education report.



## Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, expulsions and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type. In 2021-2022, out-of-school suspensions comprised 56.9 percent of all removals while in-school suspensions accounted for 43.0 percent. Reported removals increased by 24.4 percent since 2019-2020, although it is important to note that schools around the state closed in spring 2020 due to the COVID-19 pandemic, reducing the opportunity for suspensions and expulsions. Note: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0 percent of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4 percent of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8 percent of the total 51,176 reported statewide removals). In 2020-2021, Davenport CSD reported removals more in line with previous levels (2,918; 9.6 percent of the total 30,445 reported statewide removals).

An in-school suspension is defined as an:

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

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

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

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

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

An expulsion is defined as:

- School board action resulting in the removal of a student “from the rolls” of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons.

If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In 2021-2022, expulsions were most often given as a result of drug-related or weapons-related incidents (Table 5-32).

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

Tables 5-34 to 5-36 show removal information by student groups, grade span and district enrollment size categories.



**Table 5-29**

K-12 Removals by Removal Type 2019-2020 to 2021-2022					
	Removals (includes Multiple Offenses)		% of Removals	% Change	
	2019-2020	2020-2021	2021-2022	2021-2022	2019-2020 to 2021-2022
In-School Suspensions	26,475	14,460	27,377	43.0%	3.4%
Out-of-School Suspensions	24,461	15,652	36,206	56.9%	48.0%
Expulsions	26	24	80	0.1%	207.7%
Interim Setting	214	309	4	0.0%	-98.1%
Total	51,176	30,445	63,667	100%	24.4%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918: 9.6% of the total 30,445 reported statewide removals).

In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.

In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/reported.



**Table 5-30**

## K-12 In-School Suspensions by Problem Behavior 2021-2022

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	2,512	2,087	9.2%
Alcohol Related	65	65	0.2%
Arson	9	9	0.0%
Bomb Threat	267	252	1.0%
Bullying	235	228	0.9%
Combustible Related	43	43	0.2%
Defiance - Noncompliance	4,054	2,857	14.8%
Disrespect	1,471	1,239	5.4%
Disruption	2,639	1,854	9.6%
Dress Code Violation	33	31	0.1%
Drug Related	273	263	1.0%
Forgery - Plagiarism	25	25	0.1%
Gang Affiliation Display	2	2	0.0%
Harassment	465	444	1.7%
Inappropriate Display of Affection	60	59	0.2%
Inappropriate Location	512	414	1.9%
Lying - Cheating	61	61	0.2%
Physical Aggression without Injury	4,075	3,352	14.9%
Physical Aggression/Injury	586	556	2.1%
Physical Aggression/Serious Injury	15	15	0.1%
Physical Fighting with Injury	277	265	1.0%
Physical Fighting without Injury	1,806	1,568	6.6%
Physical Fighting/Serious Injury	6	6	0.0%
Property Damage - Vandalism	479	462	1.7%
Skip Class	2,067	1,199	7.6%
Tardy	1,134	505	4.1%
Technology Violation	298	287	1.1%
Theft	413	383	1.5%
Tobacco Related	1,171	1,087	4.3%
Truancy	1,143	849	4.2%
Weapons Related	216	214	0.8%
Other	965	882	3.5%
Totals	27,377	21,563	100%

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



**Table 5-31**

## K-12 Out-of-School Suspensions by Problem Behavior 2021-2022

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Abusive/Inappropriate language	2,288	1,875	6.3%
Alcohol Related	329	314	0.9%
Arson	40	38	0.1%
Bomb Threat	642	594	1.8%
Bullying	197	192	0.5%
Combustible Related	191	186	0.5%
Defiance - Noncompliance	4,788	3,431	13.2%
Disrespect	858	756	2.4%
Disruption	1,917	1,594	5.3%
Dress Code Violation	24	23	0.1%
Drug Related	1,877	1,670	5.2%
Forgery - Plagiarism	7	7	0.0%
Gang Affiliation Display	15	14	0.0%
Harassment	554	527	1.5%
Inappropriate Display of Affection	91	89	0.3%
Inappropriate Location	497	423	1.4%
Lying - Cheating	15	15	0.0%
Physical Aggression without Injury	6,886	5,255	19.0%
Physical Aggression/Injury	2,789	2,212	7.7%
Physical Aggression/Serious Injury	82	81	0.2%
Physical Fighting with Injury	1,192	1,101	3.3%
Physical Fighting without Injury	4,304	3,741	11.9%
Physical Fighting/Serious Injury	42	42	0.1%
Property Damage - Vandalism	660	617	1.8%
Skip Class	395	339	1.1%
Tardy	35	34	0.1%
Technology Violation	410	391	1.1%
Theft	350	328	1.0%
Tobacco Related	2,475	2,199	6.8%
Truancy	303	271	0.8%
Weapons Related	764	744	2.1%
Other	1,189	1,046	3.3%



**Table 5-31 (...continued)**

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Totals	36,206	30,149	100%

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



**Table 5-32**

K-12 Expulsions by Problem Behavior 2021-2022		
Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	0	0.0%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	5	6.3%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	1	1.3%
Disrespect	0	0.0%
Disruption	3	3.8%
Dress Code Violation	0	0.0%
Drug Related	23	28.8%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	1	1.3%
Harassment	1	1.3%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	6	7.5%
Physical Aggression with Serious Injury	1	1.3%
Physical Aggression without Injury	1	1.3%
Physical Fighting with Injury	4	5.0%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	3	3.8%
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	2	2.5%
Truancy	1	1.3%
Weapons Related	19	23.8%
Other	9	11.3%



**Table 5-32 (...continued)**

Problem Behavior	Removals	Expulsions % Removals
Totals	80	100%

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



**Table 5-33**K-12 Removals to an Interim Setting - School Personnel  
by Problem Behavior 2021-2022

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	1	25.0%
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	0	0.0%
Physical Aggression without Injury	0	0.0%
Physical Fighting with Injury	0	0.0%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	0	0.0%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	0	0.0%
Tobacco Related	0	0.0%
Truancy	0	0.0%
Weapons Related	2	50.0%
Other	0	0.0%



**Table 5-33 (...continued)**

Problem Behavior	Removals	Interim Setting % Removals
Totals	4	100%

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

**Table 5-34**

## K-12 Removals by Race/Ethnicity for 2019-2020 to 2021-2022

	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2019-2020	2020-2021	2021-2022	2021-2022	2021-2022	2019-2020 to 2021-2022
American Indian or Alaska Native	269	215	398	0.6%	0.3%	48.0%
Asian	347	186	521	0.8%	2.5%	50.1%
Black or African American	13,298	5,030	14,703	23.1%	6.6%	10.6%
Hispanic/Latino	5,916	3,380	7,696	12.1%	11.7%	30.1%
Native Hawaiian or Other Pacific Islander	184	207	467	0.7%	0.4%	153.8%
Two or More Races	4,856	2,532	6,070	9.5%	4.5%	25.0%
White	26,306	18,895	33,812	53.1%	73.9%	28.5%
Total	51,176	30,445	63,667	100.0%	100.0%	24.4%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions. In 2020-2021, there was a data issue that caused some expulsions from the spring to not be collected/reported.



**Table 5-35**

Grade Span	K-12 Removals by Grade Span for 2019-2020 to 2021-2022					2019-2020 to 2021-2022
	2019-2020	2020-2021	2021-2022	2021-2022	% of K-12 Enrollment	
K-2	4,120	1,977	4,001	6.3%	22.5%	-2.9%
3-5	6,031	3,956	6,674	10.5%	22.0%	10.7%
6-8	22,720	14,111	30,466	47.9%	23.8%	34.1%
9-12	18,305	10,401	22,526	35.4%	31.7%	23.1%
Total	51,176	30,445	63,667	100.0%	100.0%	24.4%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.

In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/reported.



**Table 5-36**

K-12 Removals by District Enrollment Category for 2019-2020 to 2021-2022						
Enrollment Category	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2019-2020	2020-2021	2021-2022	2021-2022	2021-2022	2019-2020 to 2021-2022
< 300	295	318	767	1.2%	1.8%	160.0%
300 to 599	2,206	2,570	3,056	4.8%	10.4%	38.5%
600 to 999	2,470	2,605	3,678	5.8%	11.3%	48.9%
1,000 to 2,499	7,632	6,442	10,751	16.9%	22.9%	40.9%
2,500 to 7,499	10,802	8,301	16,452	25.8%	20.2%	52.3%
7,500 +	27,771	10,209	28,963	45.5%	33.4%	4.3%
Total	51,176	30,445	63,667	100%	100.0%	24.4%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years.

In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.

In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected reported.



## 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. In order to be awarded the seal, students must meet minimum requirements on a language assessment in the four domains of language – reading, writing, speaking or 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 attainment of biliteracy

During the 2018-2019 school year, the first year of Seal of Biliteracy program implementation, 575 students earned the seal. During the 2021-2022 school year, 1,065 students earned the seal, which is an 85.2 percent increase over the inaugural year (Table 5-38). In all three years, the vast majority (between 85 and 88 percent) of seals were earned in Spanish (Table 5-37).



**Table 5-37**

Number and Percent of Biliteracy Seals by Language for  
2018-2019, 2020-2021 and 2021-2022 Public School Seniors

Language	2018-2019		2020-2021		2021-2022	
	# of Seals	% of Total	# of Seals	% of Total	# of Seals	% of Total
Amharic	0	0.00	0	0.00	1	0.09
Arabic	3	0.51	5	0.54	7	0.65
Bosnia	0	0.00	1	0.11	1	0.09
Bulgarian	0	0.00	0	0.00	3	0.28
Burmese	4	0.69	4	0.43	0	0.00
Chin	0	0.00	1	0.11	1	0.09
Chinese	6	1.03	3	0.32	4	0.37
French	51	8.75	67	7.21	57	5.26
German	6	1.03	16	1.72	39	3.60
Greek, Modern	0	0.00	0	0.00	1	0.09
Hindi	0	0.00	2	0.22	3	0.28
Hmong	1	0.17	0	0.00	0	0.00
Italian	1	0.17	0	0.00	4	0.37
Japanese	2	0.34	1	0.11	3	0.28
Karen languages	1	0.17	0	0.00	0	0.00
Korean	1	0.17	0	0.00	6	0.55
Latin	1	0.17	2	0.22	3	0.28
Marshallese	0	0.00	0	0.00	1	0.09
Pohnpeian	0	0.00	1	0.11	0	0.00
Polish	0	0.00	1	0.11	0	0.00
Portuguese	0	0.00	1	0.11	3	0.28
Russian	2	0.34	5	0.54	1	0.09
Sign Language	0	0.00	0	0.00	2	0.18
Spanish	500	85.76	817	87.94	938	86.61
Swahili	1	0.17	0	0.00	0	0.00
Tagalog	0	0.00	0	0.00	1	0.09
Turkish	1	0.17	0	0.00	0	0.00
Vietnamese	2	0.34	2	0.22	4	0.37
Total	583	100.00	929	100.00	1,083	100.00

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

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



**Table 5-38**

Number of Biliteracy Seals by Student Group for  
2018-2019, 2020-2021 and 2021-2022 Public School Seniors

	<b>2018-2019</b>			<b>2020-2021</b>		
	<b># of Seals</b>	<b># of Students</b>	<b># of Seals</b>	<b># of Students</b>	<b># of Seals</b>	<b># of Students</b>
All Students	583	575	929	916	1,083	1,065
American Indian or Alaska Native	2	1	1	1	1	1
Asian	40	37	49	47	56	53
Black or African American	6	6	12	12	16	16
Hispanic/Latino	192	191	289	285	364	355
Native Hawaiian or Other Pacific Islander	1	1	1	1	1	1
Two or More Races	15	15	16	16	19	19
White	327	324	561	554	626	620
Students with Disabilities (IEP)*	1	1	7	7	2	2
English Learner (EL)	38	37	38	38	31	30
Low Socioeconomic Status (FRL)**	198	195	252	249	301	294
Female	381	374	631	622	734	720
Male	202	201	298	294	347	343
Non-Binary	-	-	-	-	2	2

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

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

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

\*\* Low socioeconomic status is determined by the eligibility for free or reduced-price lunch.

Data on non-binary students was first available in 2021-2022.



## High School Graduate Postsecondary Enrollment and Awards

The Iowa Postsecondary Readiness Reports (PRRs), available at [educateiowa.gov/postsecondaryreadiness](https://educateiowa.gov/postsecondaryreadiness), provide Iowans information on high school graduate postsecondary enrollment patterns, remedial course-taking rates and postsecondary retention and award rates that can be connected to every public high school in Iowa. The PRRs connect data from the Iowa Department of Education, the Iowa Board of Regents, Iowa College Aid and the National Student Clearinghouse. The data in this section analyzes some key statewide trends from those reports.

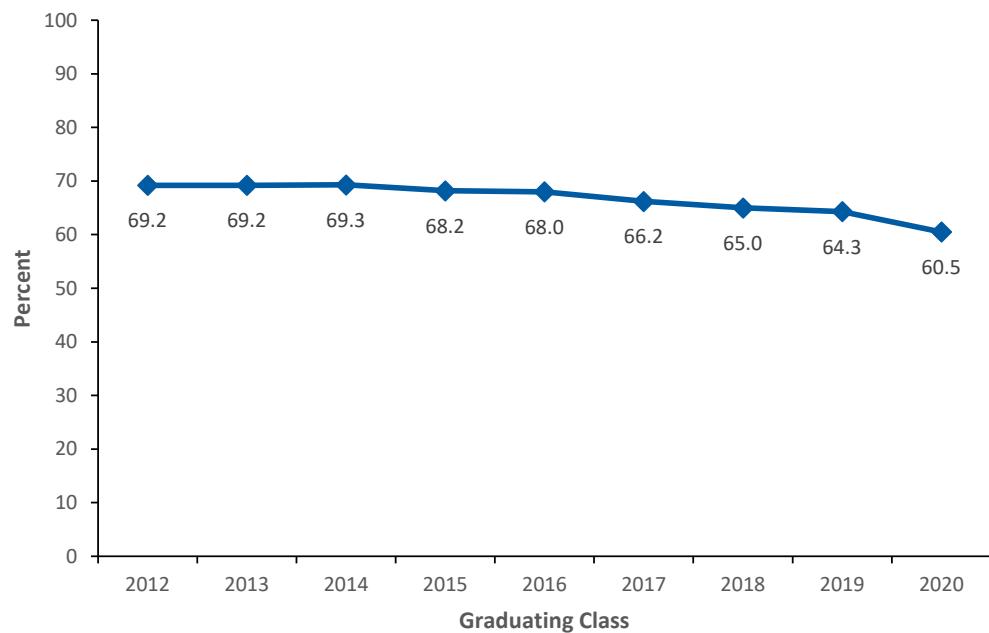
Figure 5-51 shows the percent of Iowa public high school graduates enrolled in postsecondary education or training within one year of high school graduation by graduating class. The percentage of graduates becoming enrolled within one year has been on the decline since the Class of 2014 (69.3 percent), with 60.5 percent of high school graduates in the Class of 2020 enrolling in postsecondary within one year. Figure 5-52 breaks down the same measure by student group, displaying average first-year postsecondary enrollment rates for the Classes of 2018 to 2020. Some sizable gaps in enrollment rates between student groups are present; for example, 77.4 percent of graduates who are not eligible for free or reduced-price lunch (FRL) enrolled in postsecondary within the first year while only 45.7 percent of FRL-eligible graduates enrolled. Looking at racial/ethnic gaps, 66.0 percent of White students enrolled in postsecondary within the first year while only 48.3 percent of Black or African American students and 49.3 percent of Hispanic/Latino students enrolled.

Figure 5-53 shows the status of Iowa public high school graduates for the first six years after high school graduation for the Class of 2015. This shows that 47.6 percent of graduates earned some type of postsecondary award within six years of high school graduation, while 46.5 percent either never enrolled or are no longer enrolled and had not received a postsecondary award.



**Figure 5-51**

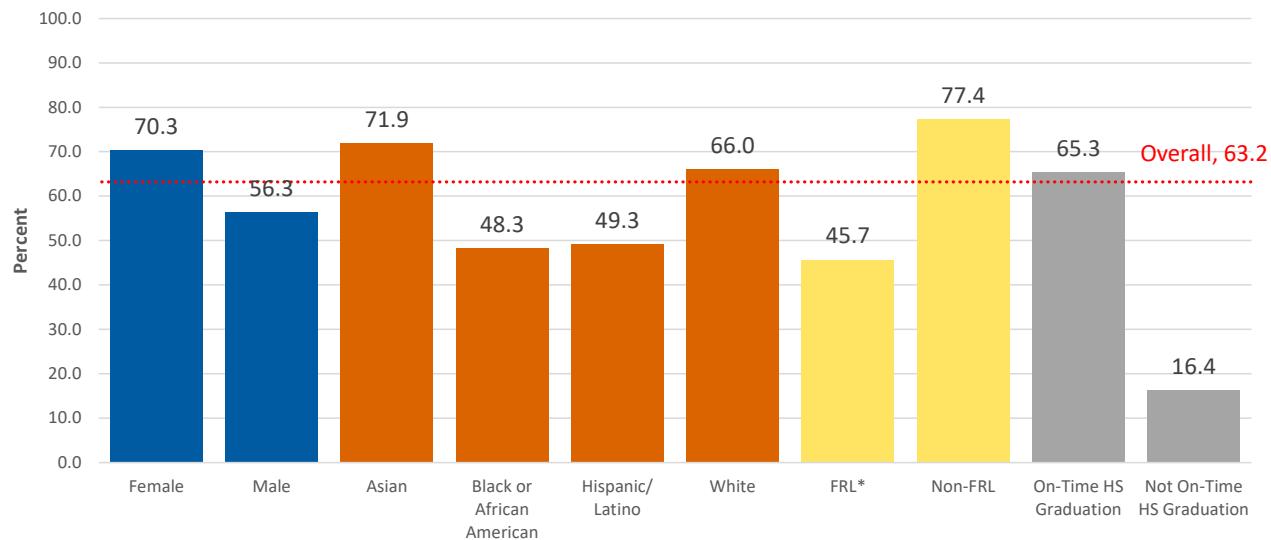
Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training Within One Year, Graduating Classes of 2012 to 2020



Source: Iowa Postsecondary Readiness Reports.

**Figure 5-52**

Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training Within One Year by Student Group, Average of Graduating Classes of 2018 to 2020



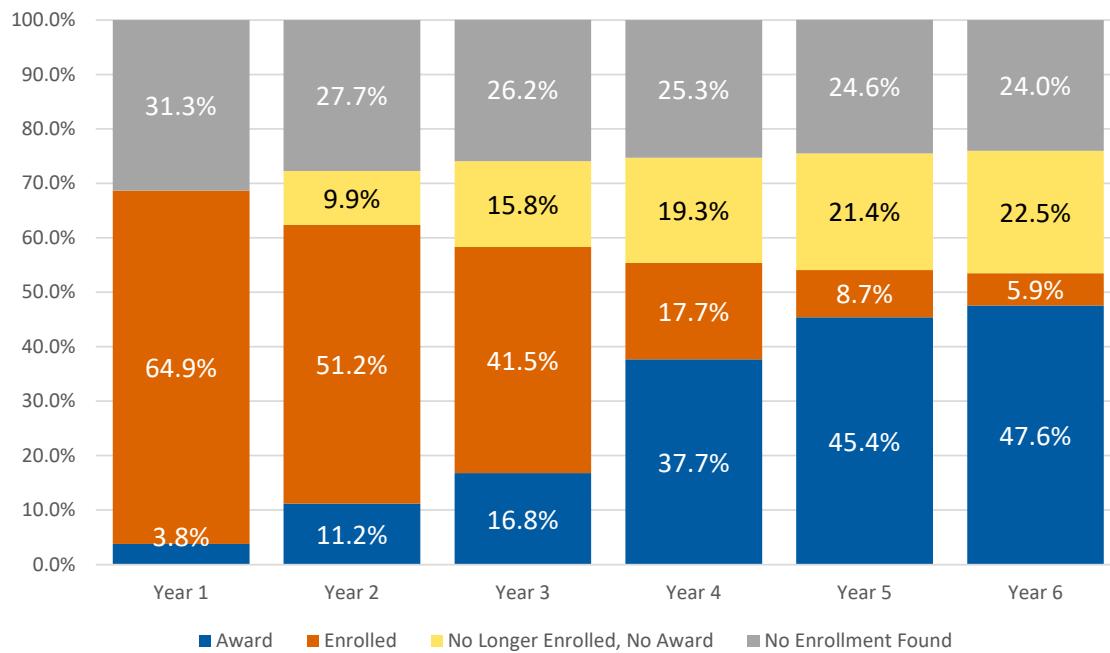
Source: Iowa Postsecondary Readiness Reports.

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



**Figure 5-53**

**Status of Iowa Public High School Graduates by Year After High School Graduation  
Graduating Class of 2015**



Source: Iowa Postsecondary Readiness Reports.

Notes: Students are counted in the Award category if they received any postsecondary award (i.e. degree, certificate, diploma, etc.) in the given year or a previous year.





# Special Education

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. The most recent data is from the 2021-2022 school year (or 2020-2021, where reporting lags a year), and will be reported in the FFY 2021 APR, due in February 2023.

Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. Some of the measures of performance presented in this section are modified from Iowa's Part B APR, which is accessible in its entirety at: [https://educateiowa.gov/pk-12/special-education/special-education-public-reporting#State\\_Performance\\_Plan\\_and\\_Annual\\_Performance\\_Report](https://educateiowa.gov/pk-12/special-education/special-education-public-reporting#State_Performance_Plan_and_Annual_Performance_Report)

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

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

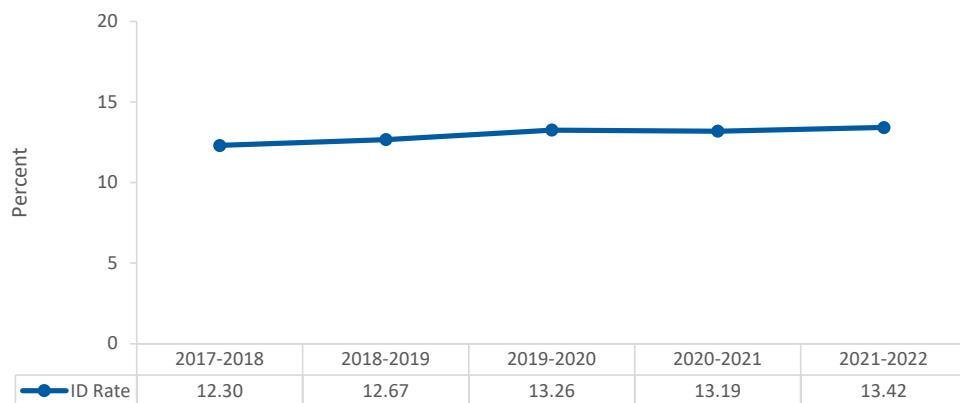
## Context of Special Education in Iowa

### Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2017-2018 to 2021-2022. Over the five-year period from the 2017-2018 school year to the 2021-2022 school year, the rate of identification has increased by 1.12 percentage points.

Figure 6-1

Special Education Identification Rate for Students Ages 6-21, 2017-2018 to 2021-2022



Source: Iowa Department of Education, Student and Family Special Education Services Bureau, Information Management System, Count Files; Bureau Information and Analysis Services, SRI, Fall Student Files.



## Placement

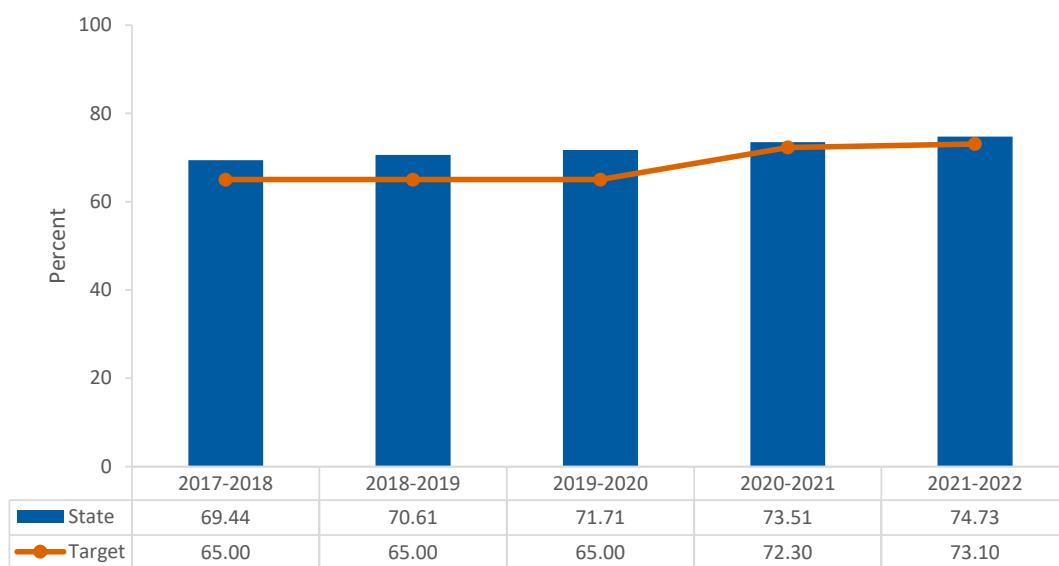
Children and students receiving special education services may be served in a variety of educational settings. Data are collected based on the amount of time children and students spend with their peers in a general education classroom setting. Over time, the percent of children/students served in a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

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

For several years, the percent of students in the general education classroom setting has increased and been above the state target. In 2021-2022, the percentage of students in the general education classroom for 80 percent or more of the school day was 74.73, which is 1.63 percentage points above the state target for the same year, set at 73.10 percent. The percentage of students served in the general education classroom for less than 40 percent of the school day in 2021-2022 was 6.47, continuing the downward trend towards the state threshold goal of 6.50 percent. The percentage of students served in other placements was 1.03, which is below the state threshold of 1.60 percent.

**Figure 6-2**

Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom 80 Percent or More of the Day, 2017-2018 to 2021-2022

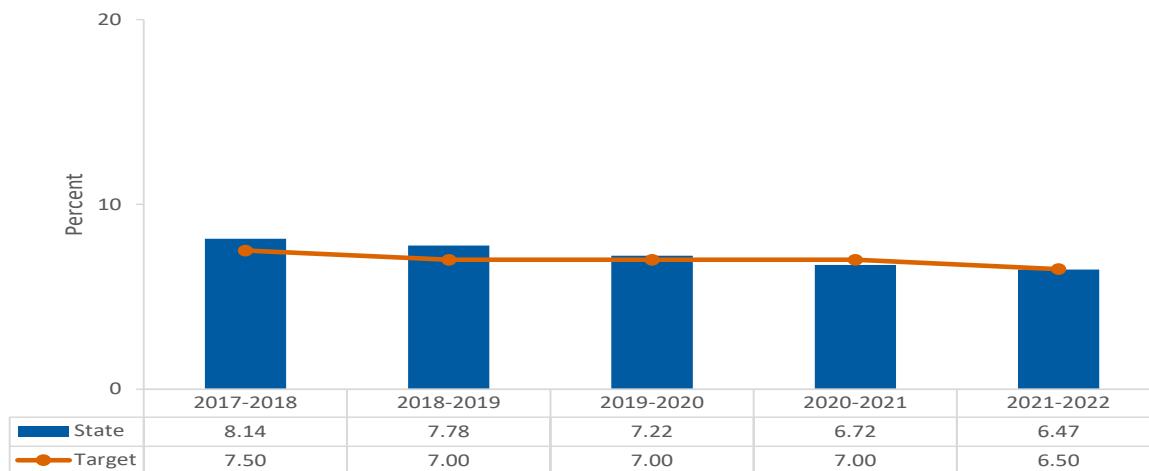


Source: Iowa Department of Education, Student and Family Special Education Services Bureau, Information Management System, Count Files.



**Figure 6-3**

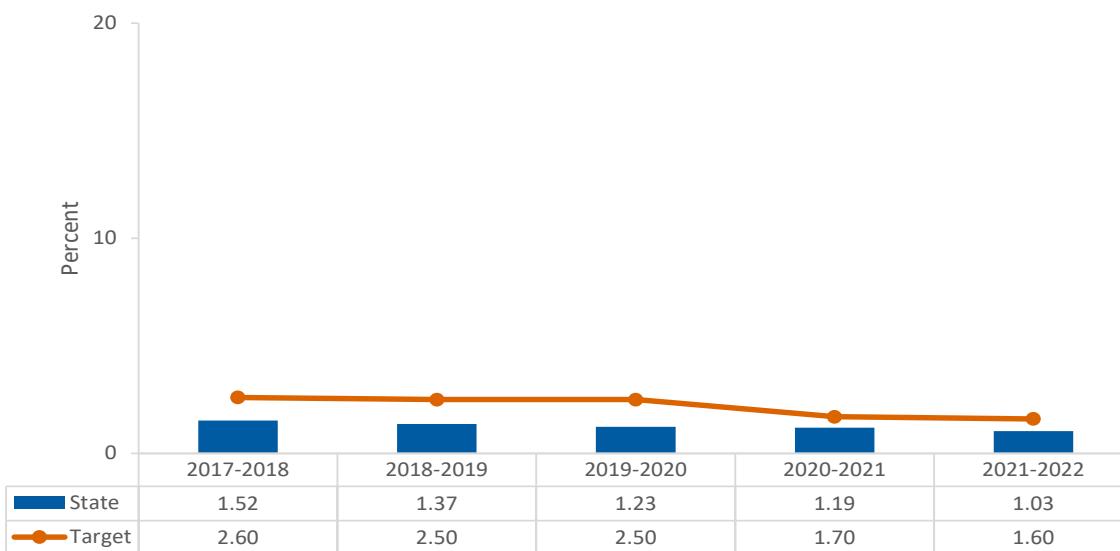
Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom Less than 40 Percent of the Day, 2017-2018 to 2021-2022



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

**Figure 6-4**

Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2017-2018 to 2021-2022



Source: Iowa Department of Education, Student and Family Special Education Services Bureau, Information Management System, Count Files

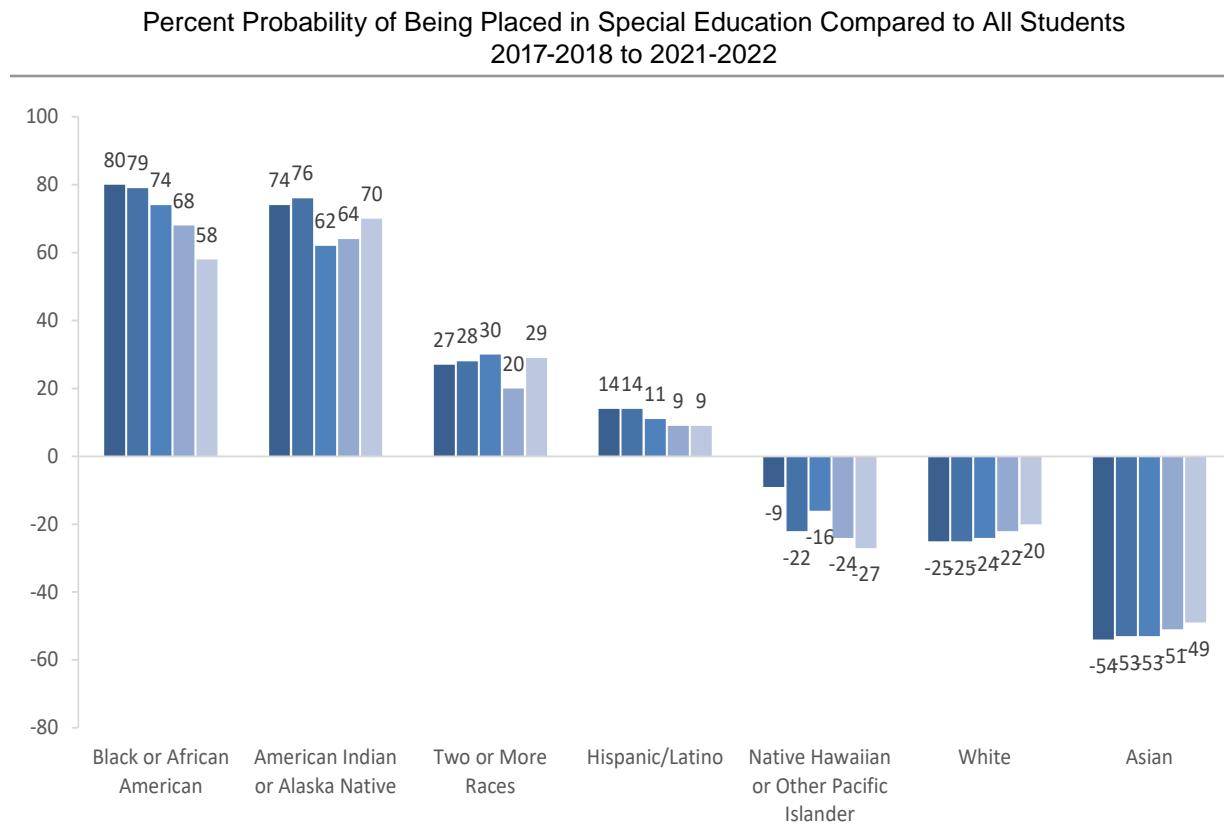


## Disproportionality

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

In 2021-2022, American Indian or Alaska Native and Black or African American students had the greatest disproportionality rates of overrepresentation at 70 percent and 58 percent, respectively. Asian and Native Hawaiian or Other Pacific Islander students had the greatest disproportionality rates of underrepresentation at -49 percent and -27 percent, respectively. Over the five-year period from the 2017-2018 school year to the 2021-2022 school year, Black or African American students were 22 percent less likely to be overidentified in special education, down from 80 percent in 2017-2018 to 58 percent in 2021-2022.

**Figure 6-5**



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



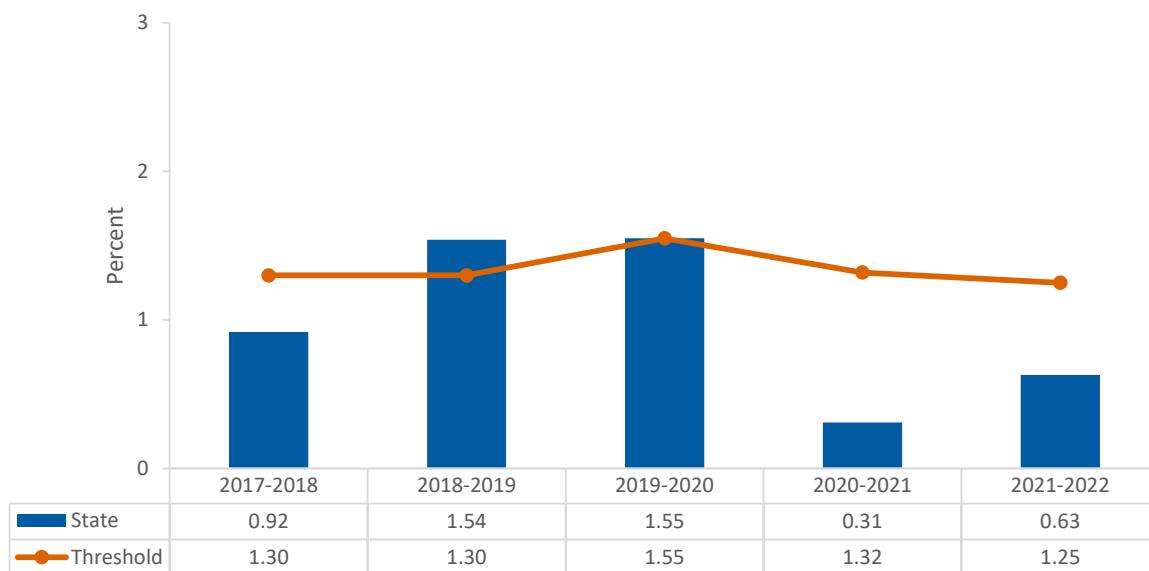
## Discipline

Data on disciplinary actions taken against students with disabilities is collected and reported for students ages 3-21 who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered significantly discrepant if the risk ratio for students with disabilities suspended/expelled for more than ten days in the school year is equal to or greater than 3.50 in any racial/ethnic category (risk ratio is calculated by dividing the risk for children in one racial or ethnic group within a district by the risk of that same outcome for all other racial or ethnic groups within that district).

The graph below presents the percent of districts with a significant discrepancy in the percentage of students with disabilities suspended/expelled for greater than ten days from school year 2017-2018 to 2021-2022. For the 2021-2022 school year, 0.63 percent of districts had a significant discrepancy, which is lower than the state target of less than 1.25 percent for the same year.

**Figure 6-6**

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2017-2018 to 2021-2022



Source: Iowa Department of Education, Student and Family Services Bureau, Information Management System, Count files; Bureau of Information and Analysis Services, SRI, Fall Student files.



# Are Students Achieving at High Levels?

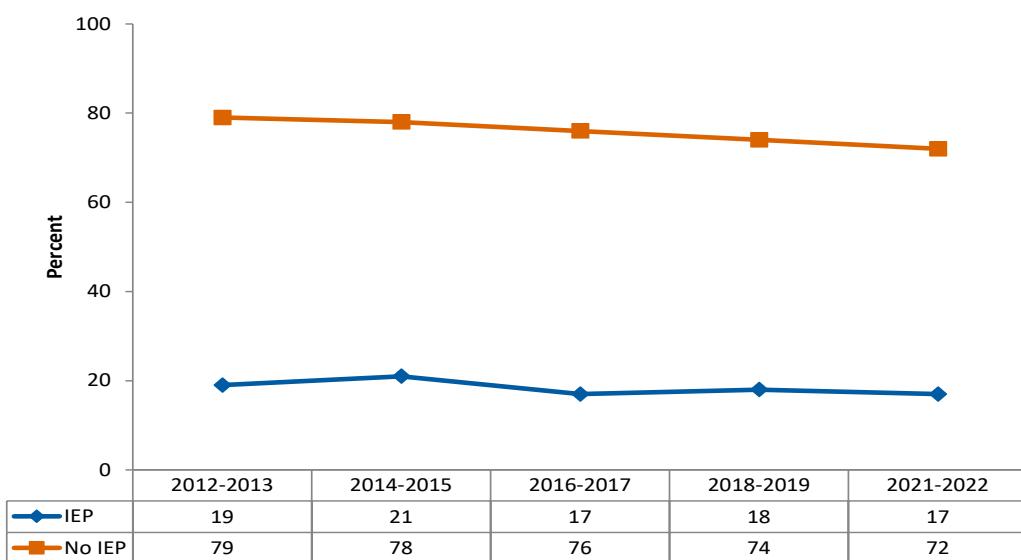
## National Assessment of Educational Progress (NAEP)

The NAEP, conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state assessments have been administered periodically in grades four and eight since 1990 in the areas of reading, mathematics, science and writing. In recent years, the NAEP has been conducted on a two-year cycle; although the COVID-19 pandemic caused the most recent administration to be postponed from 2020-2021 to 2021-2022.

Students with disabilities in the following charts are indicated as having an Individualized Education Program (IEP). In 2021-2022, 17 percent of fourth-grade students with an IEP and 72 percent of fourth-grade students without IEPs scored at basic or above on the NAEP in reading. During the same year, 23 percent of eighth graders with IEPs and 78 percent of eighth graders without IEPs scored at basic or above. Compared to the previous year of results in 2018-2019, the gap in reading proficiency between students with and without disabilities has decreased by one percentage point for fourth graders and decreased by seven percentage points for eighth graders.

**Figure 6-7**

Percent of Fourth Grade Students Scoring at Basic or Above on NAEP Reading  
2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022

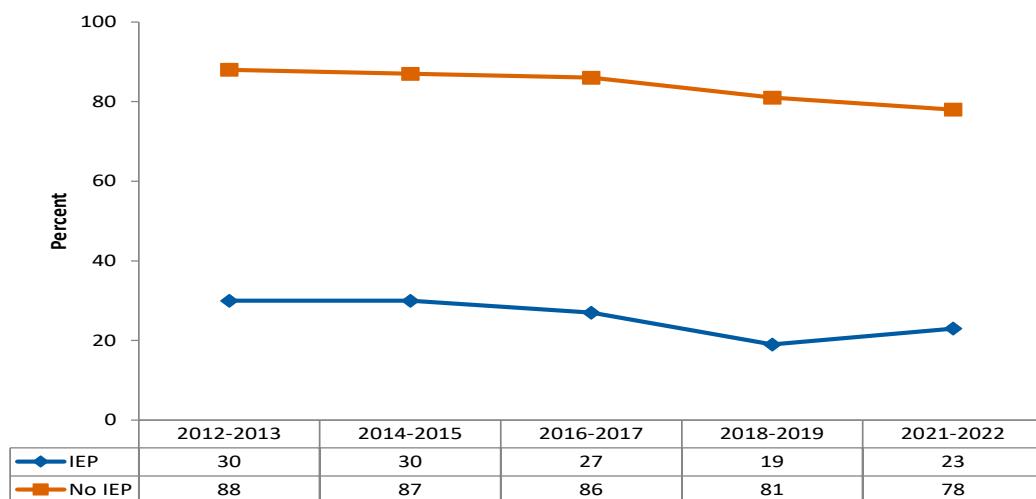


Source: National Center for Education Statistics, NAEP Data Explorer.



**Figure 6-8**

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading  
2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022

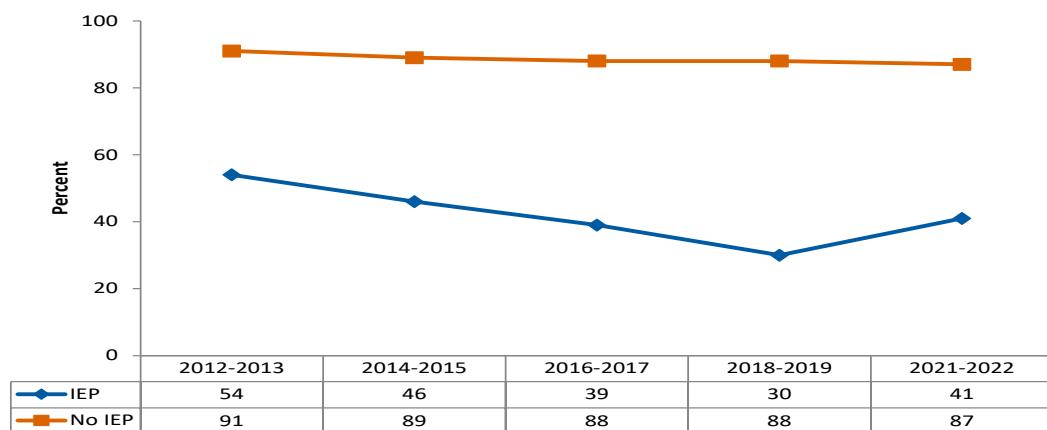


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2021-2022 41 percent of fourth grade students with IEPs and 87 percent of fourth grade students without IEPs scored at basic or above on the NAEP in math. During the same year, 20 percent of eighth graders with IEPs and 73 percent of eighth graders without IEPs scored at basic or above. Compared to the previous year of results in 2018-2019, the gap in math proficiency between students with and without disabilities has decreased by 12 percentage points for fourth graders and decreased by five percentage points for eighth graders.

**Figure 6-9**

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Math  
2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022

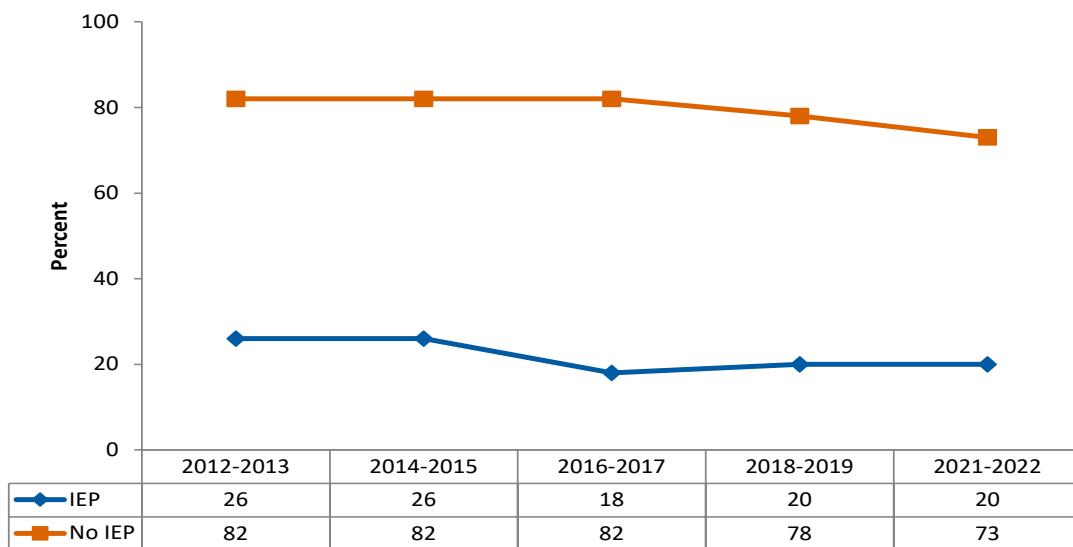


Source: National Center for Education Statistics, NAEP Data Explorer.



**Figure 6-10**

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Math  
2012-2013, 2014-2015, 2016-2017, 2018-2019 and 201-2022



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



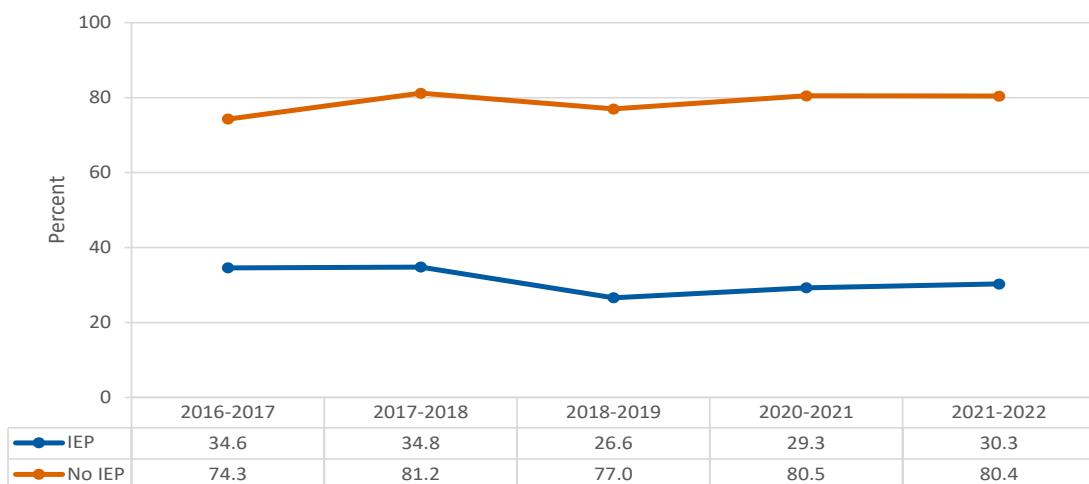
## Proficiency on State Assessments

The standardized achievement tests, Iowa Statewide Assessment of Student Progress (ISASP), are developed by Iowa Testing Programs at The University of Iowa. The ISASP replaced the Iowa Assessments as the accountability test for all Iowa students beginning in 2018-2019. Because the ISASP is a new assessment with different performance levels, the 2018-2019 results should not be compared to previous years. Students with significant cognitive disabilities may take the Dynamic Learning Maps (DLM) Alternate Assessment in lieu of the ISASP standard assessment.

The following six charts show the percentage of fourth, eighth and eleventh grade students proficient in English language arts (ELA)/reading and in math from 2016-2017 to 2021-2022. Students with disabilities, including those taking the alternate assessment, in the following charts are indicated as having an IEP.

**Figure 6-11**

Percent of 4th Grade Students Proficient in English Language Arts/Reading on State Assessments\*  
2016-2017 to 2021-2022



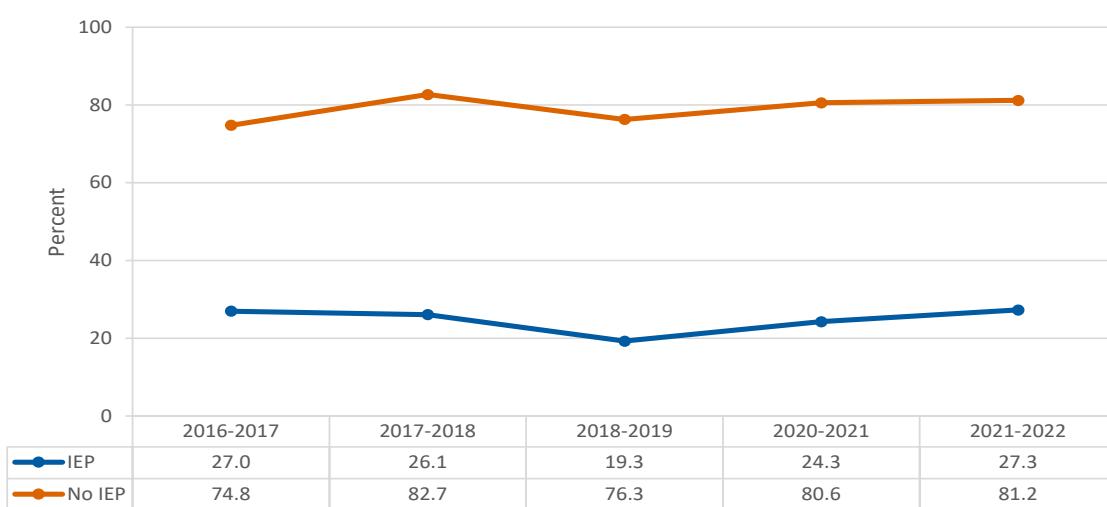
Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Note: \* This data includes both the standard general state assessment (Iowa Assessment 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps alternate assessment. The Iowa Assessment measured proficiency in reading while ISASP measures proficiency in English Language Arts (ELA) which is a combination of reading and writing. The 2019-2020 administration of state assessments was canceled due to global outbreak of the novel (new) coronavirus, also known as COVID-19.



**Figure 6-12**

Percent of 8th Grade Students Proficient in English Language Arts/Reading on State Assessments\*  
2016-2017 to 2021-2022

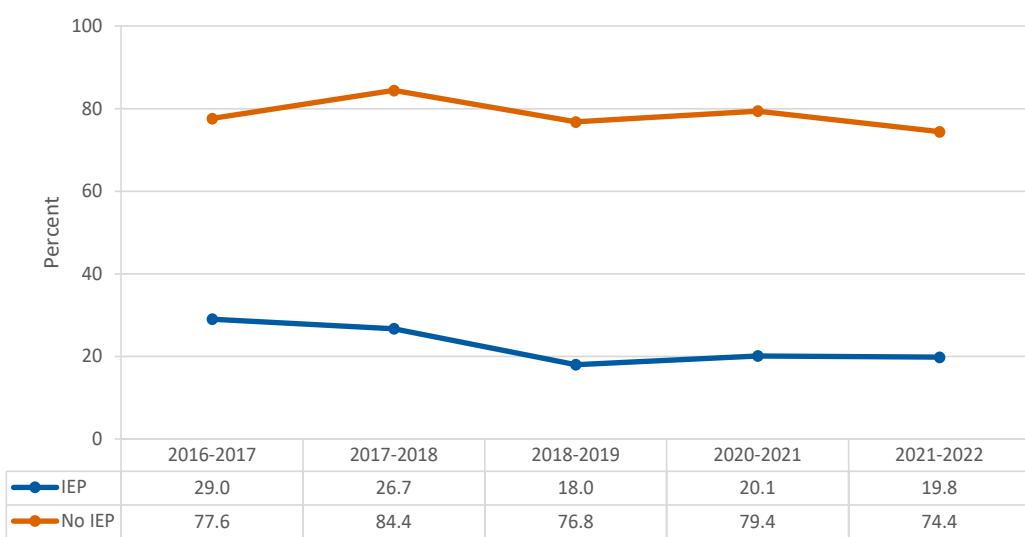


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Notes: The 2019-2020 administration of state assessments was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

**Figure 6-13**

Percent of 11th Grade Students Proficient in English Language Arts/Reading on State Assessments\*  
2016-2017 to 2021-2022



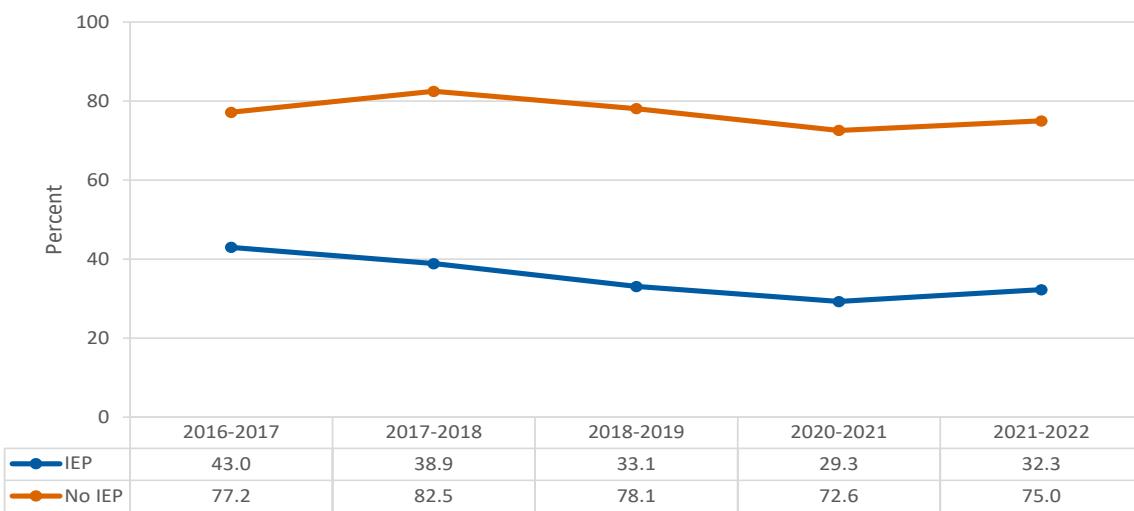
Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Note: \* This data includes both the standard general state assessment (Iowa Assessment 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps alternate assessment. The Iowa Assessments measured proficiency in reading while the ISASP measures proficiency in English language arts (ELA) which is a combination of reading and writing. The 2019-2020 administration of state assessments was canceled due to the global outbreak or the novel (new) coronavirus, also known as COVID-19.



**Figure 6-14**

Percent of 4th Grade Students Proficient in Mathematics on Statewide Assessments\*  
2016-2017 to 2021-2022



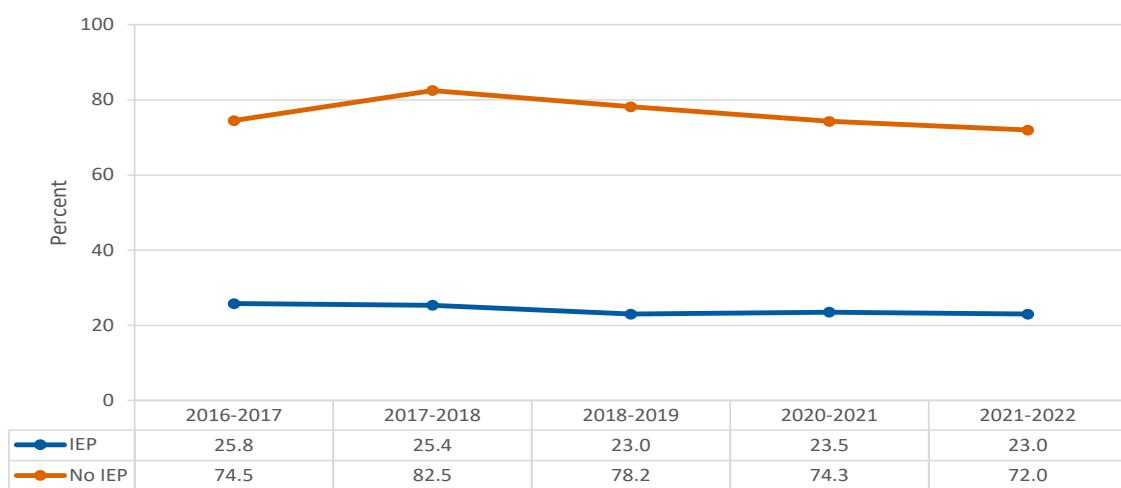
Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Notes: This data includes both the standard general state assessment (Iowa Assessments 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps alternate assessment.

The 2019-2020 Administration of state assessments was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

**Figure 6-15**

Percent of 8th Grade Students Proficient in Mathematics on State Assessments\*  
2016-2017 to 2021-2022



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

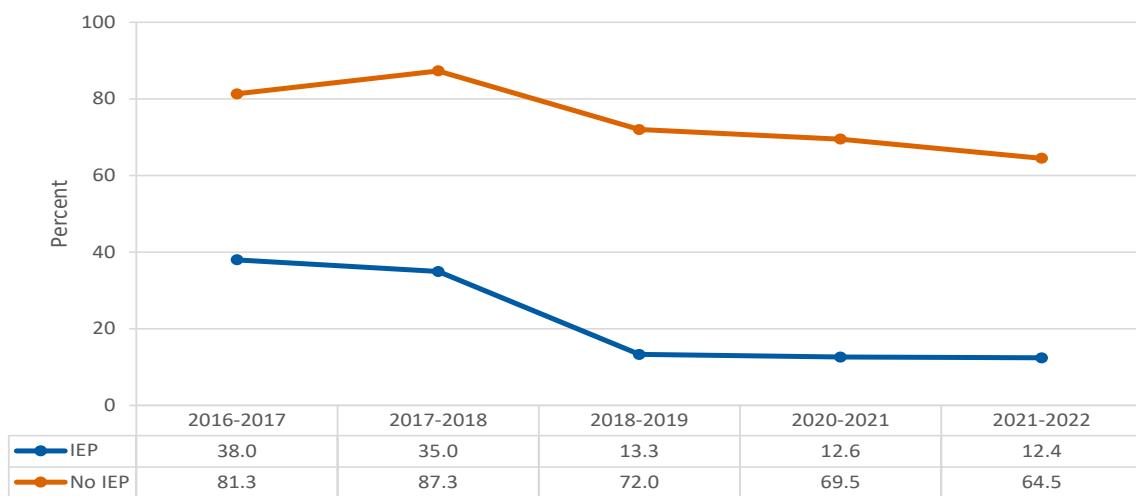
Notes: The 2019-2020 administration of state assessments was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.



**Figure 6-16**

Percent of 11th Grade Students Proficient in Mathematics on State Assessments\*

2016-2017 to 2021-2022



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

Notes: This data includes both the standard general state assessment (Iowa Assessments 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps alternate assessment.

The 2019-2020 administration of state assessments was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

## Are students leaving school ready for life?

### Graduation Rates

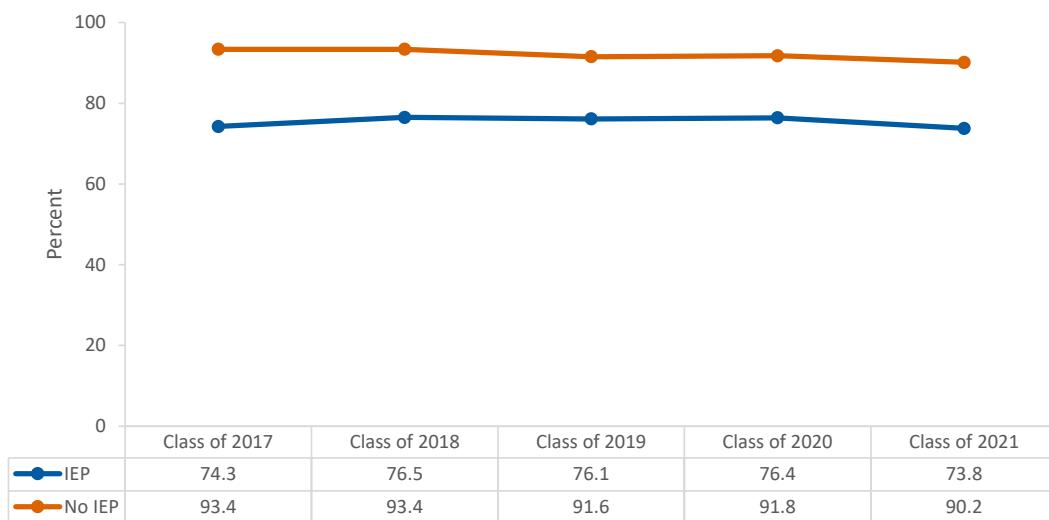
This section reports the percentage of high school students with disabilities (as indicated by having an IEP) and without disabilities who graduate, based on the four-year cohort rate and the five-year cohort rate. For the Class of 2021, the four-year graduation rate for students with disabilities was 73.8 percent, which is 16.4 percentage points below the graduation rate for students without disabilities (90.2 percent).

For the Class of 2020, the class that most recently could have graduated after five years, the five-year graduation rate for students with disabilities was 82.6 percent, which is 10.9 percentage points below the graduation rate for students without disabilities (93.5 percent).



**Figure 6-17**

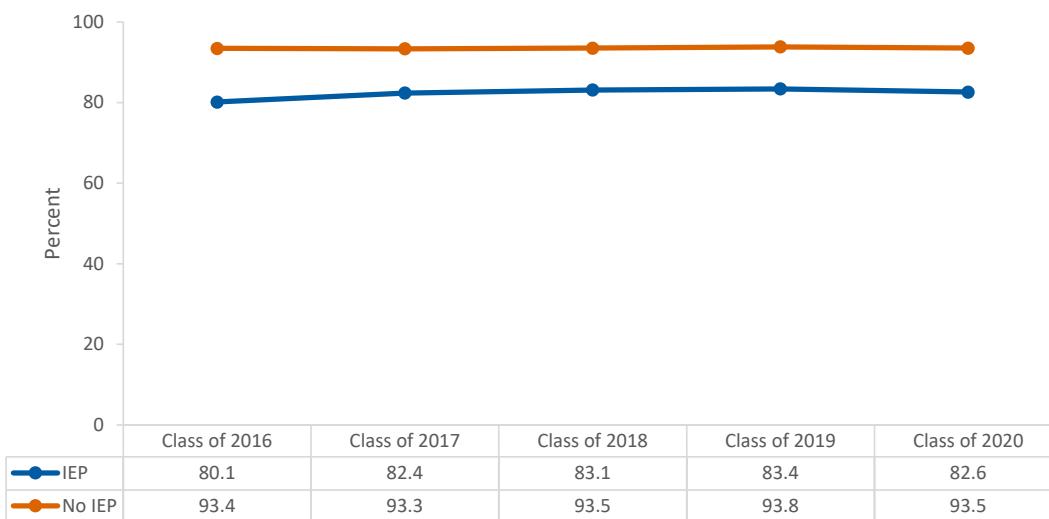
## Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2017 to 2021



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

**Figure 6-18**

## Iowa Public School Five-Year Cohort Graduation Rates for the Graduating Classes of 2016 to 2020



Source: Iowa Department of Education, Bureau of Information and Analysis Services, SRI, Spring Student Files.





# Finance

Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2020-2021 Certified Annual Financial Report from the Iowa Department of Education, the 2022-2023 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-2001 school year is used as the base year for comparison in most tables and figures.

## Function Category Expenditures

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, community services, and other support services. Function category expenditures as a percent of general fund expenditures have remained relatively consistent over the last three years (Table 7-1). All enrollment categories have continued to show larger percentages of expenditures in the functions of instruction and administration and central services when compared to the other function categories (Table 7-2).

**Table 7-1**

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2018-2019 to 2020-2021

	2000-2001	2018-2019	2019-2020	2020-2021
Instruction	69.0%	68.8%	68.9%	68.4%
Student Support Services	3.8%	3.8%	3.9%	4.1%
Staff Support Services	4.0%	5.1%	5.0%	5.2%
Administration & Central Services	9.9%	10.5%	10.6%	10.6%
Operations and Maintenance	9.2%	8.1%	8.0%	8.3%
Student Transportation	3.8%	3.7%	3.5%	3.3%
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, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

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



**Table 7-2**

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2020-2021

Function Category	Enrollment Category							State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+		
Instruction	72.2%	70.8%	70.2%	68.7%	68.4%	66.6%	68.8%	
Student Support Services	2.1%	2.6%	2.8%	3.3%	4.1%	5.7%	3.8%	
Staff Support Services	3.2%	3.6%	4.2%	5.5%	5.1%	6.1%	5.0%	
Administration & Central Services	11.5%	10.8%	10.5%	10.4%	10.5%	10.6%	10.6%	
Operations & Maintenance	7.0%	8.0%	8.1%	8.7%	8.6%	8.0%	8.3%	
Student Transportation	4.1%	4.1%	4.1%	3.3%	3.3%	2.8%	3.4%	
Community Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	
Other Support Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

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

## Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other objects. The breakdown of object category expenditures as a percentage of total general fund expenditures has shown little change over the last three years (Table 7-3). As was the case in the prior year, benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.3 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (29.7 percent) (Table 7-4).



**Table 7-3**

**Object Category Expenditures as a Percent of Total General Fund Expenditures in  
Iowa Public Schools 2000-2001, 2018-2019 to 2020-2021**

Object Category	Year			
	2000-2001	2018-2019	2019-2020	2020-2021
Salaries	64.0%	61.8%	62.2%	61.1%
Benefits	16.1%	19.9%	20.2%	20.0%
Purchased Services	10.3%	12.1%	11.8%	11.8%
Supplies	6.8%	5.4%	5.0%	5.6%
Property	2.5%	0.6%	0.7%	1.4%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Figures may not total 100 percent due to rounding.

**Table 7-4**

**Object Category Expenditures as a Percent of Total General Fund Expenditures in  
Iowa Public Schools by Enrollment Category 2020-2021**

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	
Salaries	48.9%	56.9%	60.1%	61.9%	62.3%	62.3%	61.1%
Benefits	14.2%	17.6%	19.6%	19.5%	20.3%	21.3%	20.0%
Purchased Services	29.7%	17.4%	12.2%	10.6%	10.9%	10.1%	11.8%
Supplies	5.8%	6.4%	6.3%	6.3%	5.4%	4.6%	5.6%
Property	1.2%	1.4%	1.5%	1.5%	0.9%	1.6%	1.4%
Other Objects	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%	0.2%

Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

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



## Revenues

Iowa public school districts receive general fund revenues from a variety of sources, including local property taxes, local income surtaxes, other local sources, interagency, intermediate, state foundation aid (school aid), other state sources, federal aid, and other financing sources. The other state aid includes state categorical supplements such as the teacher salary supplement (TSS), teacher leadership supplement (TLC), and professional development supplement, as well as funding for the statewide voluntary preschool program (preschool foundation aid). Total local taxes include property tax and local income surtax.

The percentages of revenue by source have remained relatively consistent over the last three years, although federal sources increased in 2020-2021 (Table 7-5, Figure 7-1). The largest enrollment category received the highest percentage of revenue from state foundation aid, local taxes, and federal sources. The three lowest enrollment categories received the highest percentage of revenue from state foundation aid, local taxes and interagency sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the 300-599 enrollment category (Figure 7-2).

**Table 7-5**

Revenues by Source as a Percentage of Total General Fund Revenues in Iowa Public Schools  
2000-2001, 2018-2019 to 2020-2021

Source of Revenue	Year			
	2000-2001	2018-2019	2019-2020	2020-2021
Local taxes	32.0%	33.1%	33.1%	32.0%
Interagency	3.9%	5.7%	5.7%	5.5%
Other Local Sources	2.6%	1.9%	1.7%	1.3%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	47.7%	48.1%	46.3%
Other State Sources	5.3%	7.1%	7.0%	6.7%
Federal Sources	3.4%	4.2%	4.1%	7.8%
Other Financing Sources	0.1%	0.3%	0.3%	0.3%

Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

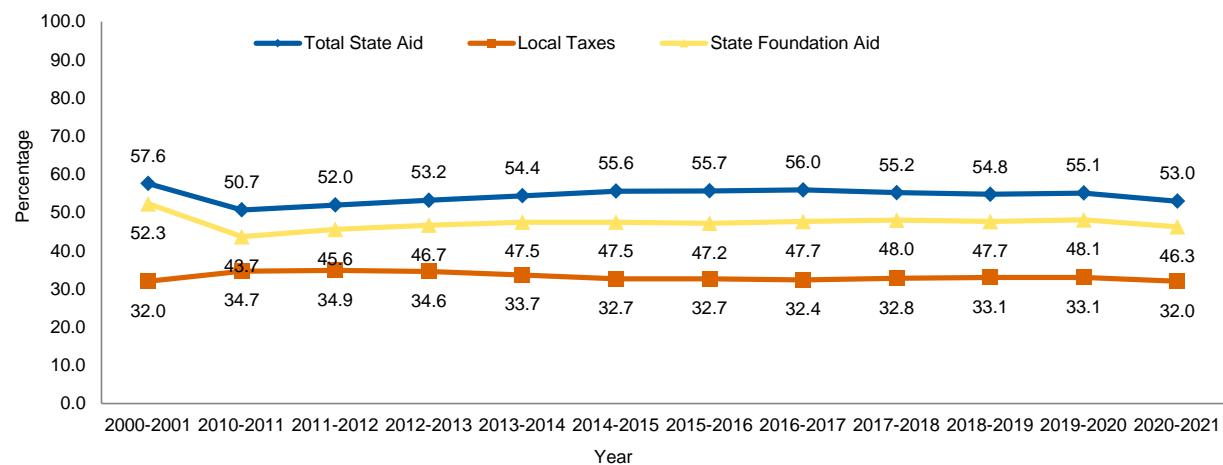
Notes: Interagency includes revenues from services provided to other Local Education Agencies (LEAs) such as tuition, transportation services, and other purchased services. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.



**Figure 7-1**

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools  
2000-2001 and 2010-2011 to 2020-2021



Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

**Table 7-6**

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools  
by Enrollment Category 2020-2021

Source of Revenue	Enrollment Category						
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State Total
Local Taxes	37.8%	34.7%	34.6%	31.6%	30.9%	31.0%	32.0%
Interagency	11.1%	12.5%	7.1%	6.3%	4.9%	2.2%	5.5%
Other Local Sources	1.2%	1.6%	1.5%	1.3%	1.1%	1.1%	1.3%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	35.8%	38.3%	44.0%	47.2%	49.0%	48.1%	46.3%
Other State Sources	6.3%	6.2%	6.6%	6.7%	6.9%	6.9%	6.7%
Federal Sources	7.6%	6.4%	6.1%	6.6%	6.9%	10.2%	7.8%
Other Finance Sources	0.1%	0.3%	0.2%	0.2%	0.2%	0.4%	0.3%

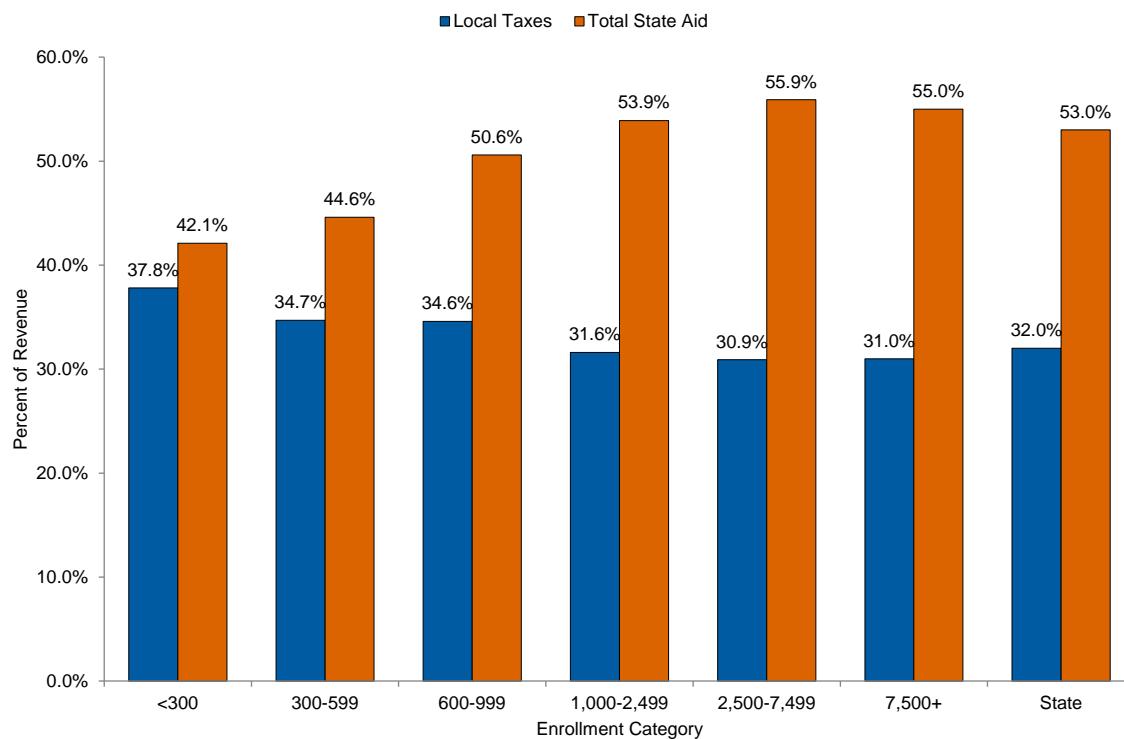
Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition and transportation services. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other local sources include interest, textbook sales, rents and fines, student fees and community services fees. Other finance sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets. Totals may not equal 100 percent due to rounding.



**Figure 7-2**

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2020-2021



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.



## Taxable Valuation

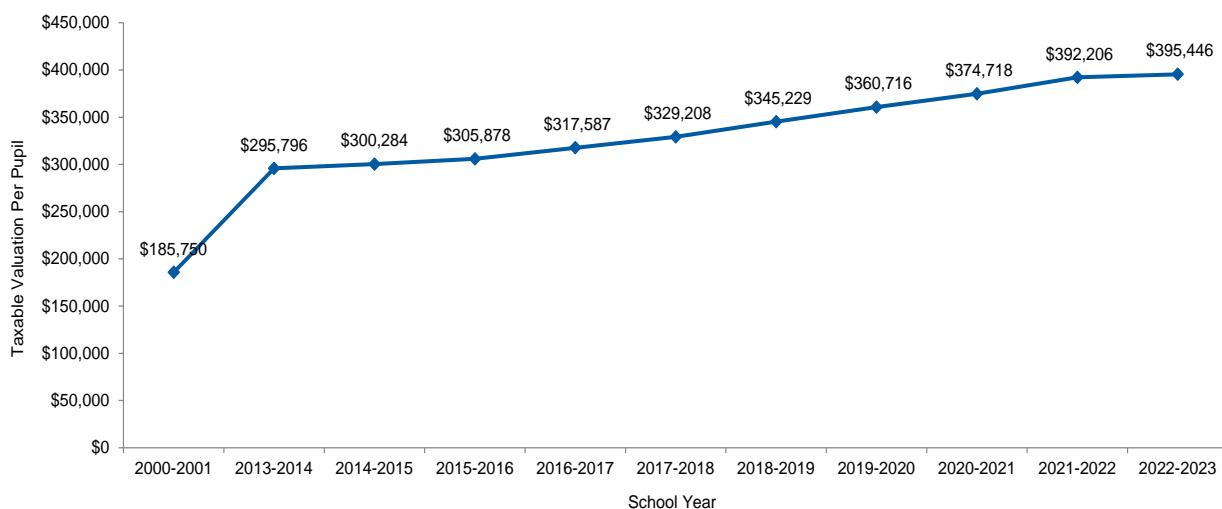
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and rates are expressed per \$1,000 of valuation.

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

Iowa's average taxable valuation per pupil has increased each year since 2013-2014 (Figure 7-3). The three smallest enrollment categories have consistently had an average per pupil valuation above the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, as well as decreases in enrollment. The greatest range in taxable valuation per pupil occurs within the <300 and 1,000-2,499 enrollment categories (Table 7-8). Consistent with the four prior years, the second largest enrollment category (2,500-7,499) included the lowest taxable valuation per pupil (\$178,940). The 1,000-2,499 enrollment category included the highest taxable valuation per pupil (\$1,521,168).

**Figure 7-3**

Iowa Average Taxable Valuation Per Pupil 2000-2001 and 2013-2014 to 2022-2023



Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



**Table 7-7**

Iowa Average Taxable Valuation Per Pupil by Enrollment Category 2000-2001 and 2018-2019 to 2022-2023						
Enrollment Category	2000-2001	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<300	266,463	590,301	616,639	649,925	657,020	678,481
300-599	223,708	471,248	490,260	508,898	540,793	536,425
600-999	201,732	416,492	441,092	452,480	463,259	469,327
1,000-2,499	175,204	341,958	355,939	386,342	400,901	389,074
2,500-7,499	175,250	310,048	333,605	334,785	354,779	348,498
7,500+	174,108	315,401	324,331	336,291	352,212	345,661
State	185,750	345,229	360,716	374,718	392,206	395,446

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



**Table 7-8**

## Net Taxable Valuations Per Budget Enrollment 2011-2012, 2018-2019 to 2022-2023

		Year					
Enrollment Category		2011-2012	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<300	Min	204,326	293,247	302,327	352,342	365,655	372,835
	Max	1,108,654	1,196,960	1,247,134	1,445,903	1,403,086	1,464,835
300-599	Min	157,120	226,516	225,937	260,718	270,247	262,354
	Max	619,483	847,594	889,595	920,380	1,022,795	1,166,143
600-999	Min	153,782	203,869	220,653	227,331	235,462	251,231
	Max	1,099,599	1,385,187	1,382,844	944,965	974,937	1,000,813
1,000-2,499	Min	145,572	178,498	183,307	202,153	210,477	192,111
	Max	718,823	971,232	1,009,915	1,420,881	1,476,554	1,521,168
2,500-7,499	Min	164,237	173,544	175,927	173,263	177,990	178,940
	Max	478,826	623,226	643,607	635,888	683,424	689,975
7,500+	Min	149,531	178,928	180,030	193,663	199,972	203,570
	Max	460,067	527,371	537,428	564,818	582,143	598,507
State	Min	145,573	173,544	175,927	173,263	177,990	178,940
	Max	1,108,654	1,385,187	1,382,844	1,445,903	1,476,554	1,521,168

Source: Iowa Department of Management, School Budget Master files.

Note: Enrollment categories determined by budget enrollment.



## Expenditures Per Pupil

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation, and other support services. 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 revenues for services sold to other school districts and area education agencies are not included in the per pupil calculation. The smallest and largest enrollment categories had the highest average general fund per pupil expenditures in all years presented in Table 7-9, with the lowest enrollment category exceeding the state average.

The average per pupil expenditures, based on fall enrollment, 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 (2020-2021), Iowa ranked 34th in the nation in average expenditures per pupil. Indiana, Michigan, South Dakota and Missouri ranked lower than Iowa.

**Table 7-9**

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category  
2000-2001, 2018-2019 to 2020-2021

Enrollment Category	2000-2001	2018-2019	2019-2020	2020-2021
< 300	\$5,605	\$11,673	\$11,892	\$12,592
300-599	\$5,106	\$10,707	\$10,813	\$11,456
600-999	\$4,988	\$10,415	\$10,522	\$11,057
1,000-2,499	\$4,881	\$10,321	\$10,459	\$11,033
2,500-7,499	\$5,055	\$10,434	\$10,559	\$11,054
7,500 +	\$5,461	\$11,281	\$11,197	\$11,989
State	\$5,119	\$10,738	\$10,794	\$11,431

Sources: Iowa Department of Education, Division of Finance and Administrative Support Services,  
Certified Annual Financial Report.



**Table 7-10**

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil  
2000-2001, 2019-2020 and 2020-2021

State/Nation	Year					
	2000-2001		2019-2020		2020-2021	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	\$7,296		\$13,681		\$14,360	
Iowa	\$6,434	34	\$11,572	35	\$12,295	34
Illinois	\$8,293	11	\$16,553	12	\$17,500	12
Indiana	\$7,567	18	\$10,820	38	\$11,265	37
Kansas	\$7,031	23	\$12,285	29	\$12,828	29
Michigan	\$8,127	13	\$10,977	36	\$11,597	36
Minnesota	\$7,320	21	\$13,502	20	\$14,122	21
Missouri	\$6,323	38	\$10,315	41	\$10,481	46
Nebraska	\$6,395	35	\$12,926	24	\$13,133	26
North Dakota	\$4,607	50	\$14,691	18	\$15,336	18
Ohio	\$6,952	25	\$13,001	23	\$13,695	24
South Dakota	\$6,269	39	\$10,684	39	\$11,102	39
Wisconsin	\$8,205	12	\$13,046	22	\$13,833	23

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

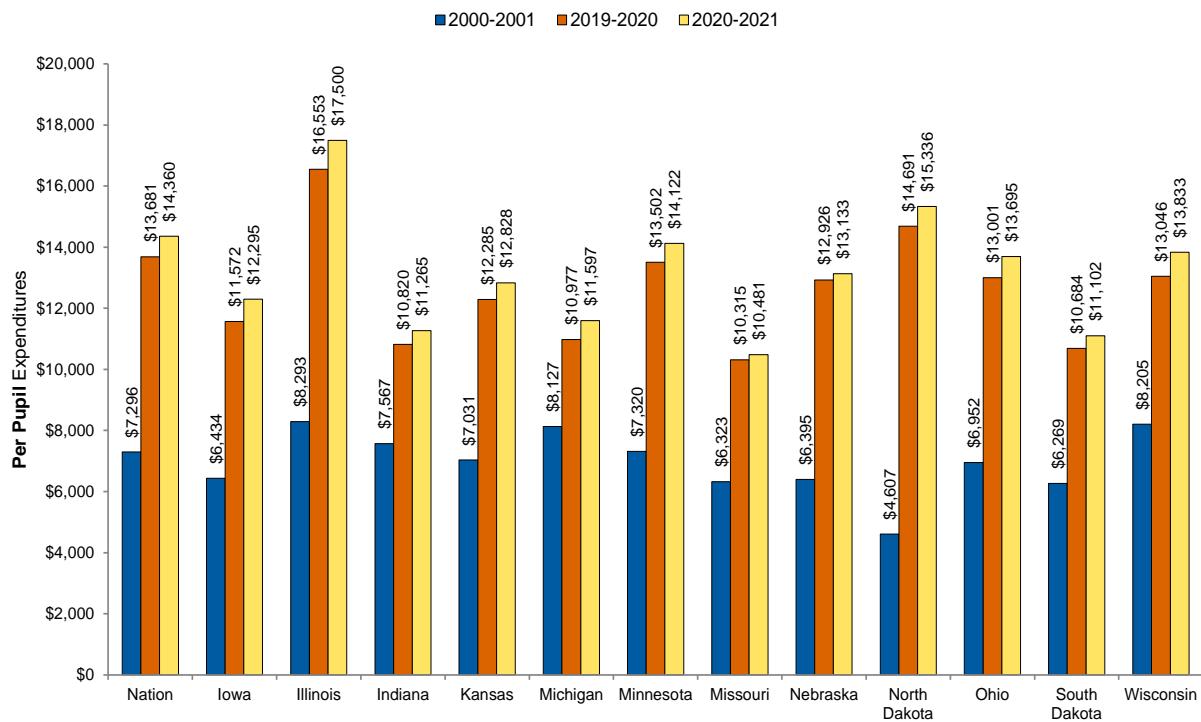
Notes: 2019-2020 reflect revised numbers

\*2020-2021 are estimated by NEA.



**Figure 7-4**

Iowa and Midwest States Public School Average Per Pupil Expenditures  
2000-2001, 2019-2020 and 2020-2021



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

Notes: 2019-2020 reflects revised numbers

\*2020-2021 are estimated by NEA.



## **State Aid**

This section presents data on state aid, including School Foundation Aid, Preschool Foundation Aid and State Categorical Supplements. State aid is received by school districts through appropriations made from the state's general fund each year. The state foundation level, currently at 87.5 percent, was last changed in 1996-1997. The special education foundation level was increased to its current level, also 87.5 percent, in 1999-2000. The foundation level changes increased the amount of state aid and lowered the amount of property tax. Several programs have been added or removed since these changes were made, such as the addition of the Teacher Salary Supplement and Professional Development Supplement (2009-2010) and the Teacher Leadership and Compensation (TLC) Program (2015-2016). Effective with the July 1, 2022 budget year, the state foundation level will increase to 88.4 percent.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$8.12 billion and initial state aid to school districts was about \$3.41 billion or approximately 42.0 percent of the general fund appropriations for the 2021-2022 school year (fiscal year 2022).



**Table 7-11**

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2022-2023

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
2022-2023	3,563.5	8,209.0	43.4		Not currently available	
2021-2022	3,408.6	8,118.5	42.0		Not currently available	
2020-2021	3,370.9	7,778.5	43.3	3,380.3	7,826.8	43.2
2019-2020	3,286.1	7,643.7	43.0	3,285.7	7,832.9	41.9
2018-2019	3,211.6	7,480.2	42.9	3,207.0	7,646.0	41.9
2017-2018	3,183.7	7,268.6	43.8	3,179.6	7,261.1	43.8
2016-2017	3,087.9	7,350.6	42.0	3,097.8	7,263.5	42.6
2015-2016	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
2014-2015	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-2014	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-2013	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
2011-2012	2,629.3	6,010.1	43.7	2,623.8	6,012.5	43.6
2010-2011	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-2010	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-2009	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-2008	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-2007	2,252.8	5,296.5	42.5	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations. 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 and the uniform levy (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL), and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates for 2022-2023 are found in Table 7-12.

All school districts levy the general fund property tax. The average general fund property tax rate increases from the smallest to the largest enrollment category, with the three largest enrollment categories having an average general fund property tax rate that is greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, the cost of retirement benefits, and the cost of mediation and arbitration. The majority (97.6 percent) of the school districts in 2022-2023 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation; all but two districts have 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; 275 districts (84.1 percent) have a voter-approved PPEL in place. The two largest school district enrollment categories, 2,500-7,499 and 7,500+, have the highest average voter-approved PPEL rates.

Implementation of the public education and recreation levy (PERL) must be approved by voters within the school districts. Once voted, PERL continues to be authorized until voters rescind. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. For 2022-2023, there are 29 districts implementing this levy.

Usage of the debt service levy is tied to passage of a bond issue, which requires approval of at least 60 percent of the electorate within the school district. Over half of the school districts use the debt services levy. For 2022-2023, 174 districts use this levy, a decrease of three districts from the prior year.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL, and debt services levies for 2022-2023. 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 2022-2023

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	38	104	74	75	24	12	327
Number of Districts with General Fund Levy	38	104	74	75	24	12	327
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	8.882866	9.048026	9.265423	9.969847	10.90144	11.76758	9.525287
Number of Districts with Management Fund Levy	37	99	73	74	24	12	319
Percent of Districts with Management Fund Levy	97.4%	95.2%	98.6%	98.7%	100.0%	100.0%	97.6%
Average Management Levy Tax Rate	1.241727	1.285183	1.124926	1.252822	1.106424	0.999288	1.211759
Number of Districts with Regular PPEL Levy	38	104	73	75	23	12	325
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	98.6%	100.0%	95.8%	100.0%	99.4%
Average Regular PPEL Tax Rate	0.32999	0.33000	0.33000	0.32865	0.33000	0.33000	0.32969
Number of Districts with Voter-Approved PPEL Levy	27	89	60	64	24	11	275
Percent of Districts with Voter-Approved PPEL Levy	71.1%	85.6%	81.1%	85.3%	100.0%	91.7%	84.1%
Average Voter-Approved PPEL Tax Rate	0.89823	0.95476	0.89652	0.90686	1.05250	1.21818	0.94442
Number of Districts with PERL Levy	4	9	5	3	5	3	29
Percent of Districts with PERL Levy	10.5%	8.7%	6.8%	4.0%	20.8%	25.0%	8.9%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500
Number of Districts with Debt Services Levy	7	58	39	49	16	5	174
Percent of Districts with Debt Services Levy	18.4%	55.8%	52.7%	65.3%	66.7%	41.7%	53.2%
Average Debt Services Tax Rate	2.68517	2.52252	2.35956	2.70907	2.96813	2.19700	2.576693

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.



**Table 7-13**

## Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2022-2023

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	38	104	74	75	24	12	327
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	50,379,837	234,139,586	251,338,462	436,231,581	385,541,294	669,040,066	2,026,670,826
General Fund Income Surtax	2,509,760	13,153,686	13,667,895	27,943,385	16,236,691	18,165,856	91,677,273
Total General Fund Tax	52,889,597	247,293,272	265,006,357	464,174,966	401,777,985	687,205,922	2,118,348,099
Average Total General Fund Tax Per Pupil	6,282	5,120	4,647	4,173	4,062	4,248	4,251
Percent of Districts with Management Fund Levy	97.4%	95.2%	98.6%	98.7%	100.0%	100.0%	97.6%
Management Fund Property Tax	6,363,500	30,409,186	29,528,086	51,013,392	36,774,272	62,098,416	216,186,852
Average Management Fund Property Tax Per Pupil	766	663	525	467	372	390	450
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	98.6%	100.0%	95.8%	100.0%	99.4%
Regular PPEL Property Tax	1,985,507	9,232,411	9,442,484	15,777,819	12,454,354	20,563,020	69,455,595
Average Regular PPEL Property Tax Per Pupil	236	191	168	142	130	127	144
Percent of Districts with Voter-Approved PPEL Levy	71.1%	85.6%	81.1%	85.3%	100.0%	91.7%	84.1%
Voter-Approved PPEL Property Tax	3,990,513	26,364,567	24,114,119	39,603,378	43,946,174	73,679,207	211,697,958
Voter-Approved PPEL Income Surtax	461,101	3,025,612	3,251,014	4,747,664	1,109,216	-	12,594,607
Total Voter-Approved PPEL Tax	4,451,614	29,390,179	27,365,133	44,351,042	45,055,390	73,679,207	224,292,565
Average Total Voter-Approved PPEL Tax Per Pupil	754	706	592	470	456	502	517
Percent of Districts with PERL Levy	10.5%	8.7%	6.8%	4.0%	20.8%	25.0%	8.9%
PERL Property Tax	85,122	312,665	241,092	294,977	795,446	2,238,623	3,967,925
Average PERL Property Tax Per Pupil	95	75	64	70	39	47	49
Percent of Districts with Debt Services Levy	18.4%	55.8%	52.7%	65.3%	66.7%	41.7%	53.2%
Debt Services Property Tax	3,004,231	37,192,605	33,659,164	79,394,653	85,768,442	56,797,587	295,816,682
Average Debt Services Property Tax Per Pupil	1,751	1,364	1,124	1,083	1,282	1,018	1,160

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.



## Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2018-2019 to 2022-2023 are presented in Table 7-14. As in past years, the two highest enrollment categories have a significantly lower percentage of districts implementing an income surtax than the four lower enrollment categories, and also have average surtax rates that are below the statewide average. The total number of districts implementing an income surtax (287) increased slightly over the previous year.

**Table 7-14**

Number and Percent of School Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category 2000-2001 and 2018-2019 to 2022-2023

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
<b>2022-2023</b>							
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%
<b>2021-2022</b>							
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%
<b>2020-2021</b>							
Number of Districts with Surtaxes	37	87	74	70	12	3	283
Percent of Districts with Surtaxes	92.5%	91.6%	92.5%	90.9%	52.2%	25.0%	86.5%
Surtaxes Per Budget Enrollment	369	392	355	349	313	326	348
Average Income Surtax Rate	6.20%	6.14%	5.56%	5.03%	4.14%	3.64%	4.87%
<b>2019-2020</b>							
Number of Districts with Surtaxes	33	95	71	70	11	3	283
Percent of Districts with Surtaxes	91.7%	92.2%	92.2%	90.9%	50.0%	25.0%	86.5%
Surtaxes Per Budget Enrollment	359	365	338	332	295	375	340
Average Income Surtax Rate	6.86%	6.34%	5.75%	5.29%	4.15%	4.65%	5.24%



Table 7-14 (...continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
<b>2018-2019</b>							
Number of Districts with Surtaxes	34	89	73	70	10	3	279
Percent of Districts with Surtaxes	89.5%	88.1%	90.1%	90.9%	45.5%	27.3%	84.5%
Surtaxes Per Budget Enrollment	423	390	351	339	307	355	349
Average Income Surtax Rate	8.12%	6.88%	6.14%	5.53%	4.43%	4.65%	5.53%
<b>2000-2001</b>							
Number of Districts with Surtaxes	31	87	73	54	6	3	254
Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
Average Income Surtax Rate	12.03	8.29	7.29	5.37	3.66	3.59	5.46

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.

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



## Instructional Support

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

The revenue sources and amounts for the instructional support program for 2022-2023 and previous years are shown in Table 7-15 and Figure 7-5. The instructional support funding comes from a combination of property taxes and income surtax. The percent of the funding for instructional support generated from property taxes has increased each year since 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. A total of 326 of the state's 327 districts (99.7 percent) are participating in 2022-2023, an increase of one from the prior year. The one district not participating falls within the 1,000-2,499 enrollment category.

**Table 7-15**

Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid  
2000-2001 and 2013-2014 to 2022-2023

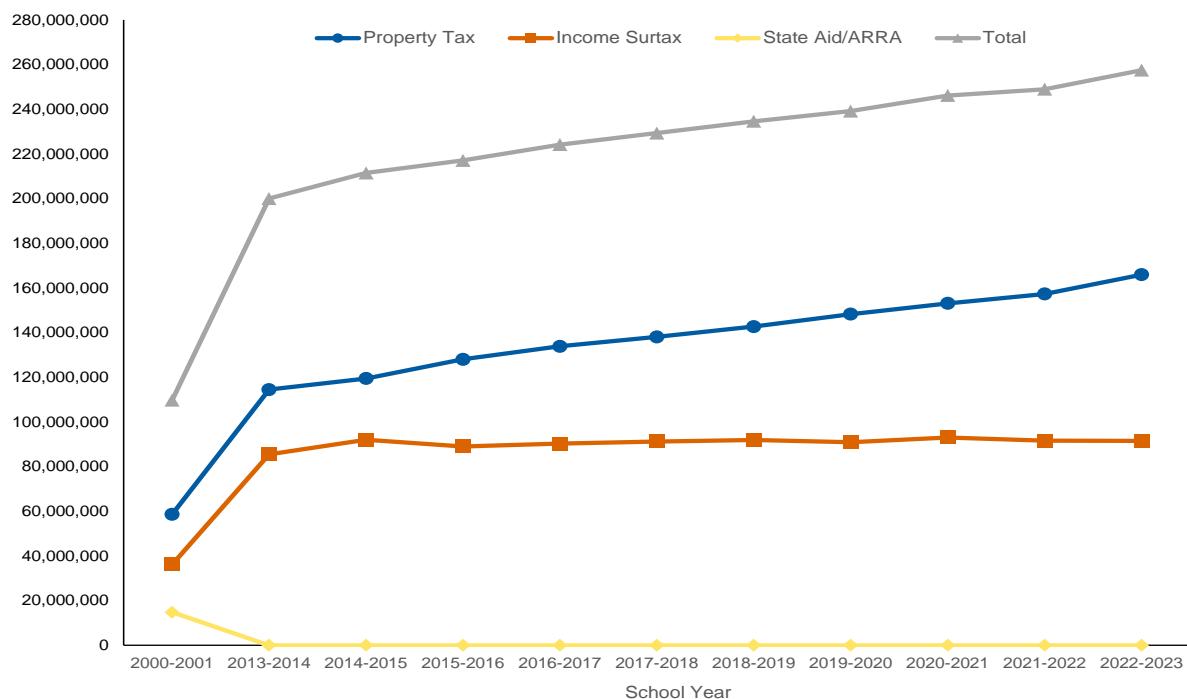
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2022-2023	165,926,125	64.4%	91,544,171	35.6%	0	0.0%	257,470,296
2021-2022	157,311,909	63.2%	91,616,031	36.8%	0	0.0%	248,927,940
2020-2021	153,068,396	62.2%	93,082,602	37.8%	0	0.0%	246,150,998
2019-2020	148,260,303	62.0%	90,900,495	38.0%	0	0.0%	239,160,798
2018-2019	142,696,592	60.8%	91,908,949	39.2%	0	0.0%	234,605,541
2017-2018	138,084,562	60.2%	91,245,322	39.8%	0	0.0%	229,329,884
2016-2017	133,869,972	59.7%	90,292,079	40.3%	0	0.0%	224,162,051
2015-2016	128,016,622	59.0%	89,054,210	41.0%	0	0.0%	217,070,832
2014-2015	119,468,024	56.5%	91,988,125	43.5%	0	0.0%	211,456,149
2013-2014	114,476,664	57.2%	85,521,643	42.8%	0	0.0%	199,998,307
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget files.



**Figure 7-5**

Instructional Support Program Revenues 2000-2001 and 2013-2014 to 2022-2023



Source: Iowa Department of Management, Master Budget files.



**Table 7-16**

## Instructional Support Program by Enrollment Category 2000-2001 and 2018-2019 to 2022-2023

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
<b>2022-2023</b>							
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%
<b>2021-2022</b>							
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%
<b>2020-2021</b>							
Number of Districts	40	95	80	77	23	12	327
Number of Districts with Instructional Support	40	95	80	75	23	12	325
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.4%	100.0%	100.0%	99.4%
<b>2019-2020</b>							
Number of Districts	36	103	77	77	22	12	327
Number of Districts with Instructional Support	36	103	77	76	22	12	326
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
<b>2018-2019</b>							
Number of Districts	38	101	81	77	22	11	330
Number of Districts with Instructional Support	38	101	81	76	22	11	329
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
<b>2000-2001</b>							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget 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 percent adjustment. The scale-down adjustment was completely eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the Legislature is used to determine whether or not a school district qualifies to receive the budget adjustment. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The overall percent of districts receiving the budget adjustment for 2022-2023 (24.8 percent) decreased significantly from the previous year (41.9 percent) (Table 7-17 and Figure 7-6).

**Table 7-17**

Number and Percent of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2018-2019 to 2022-2023							
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
<b>2022-2023</b>							
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
<b>2021-2022</b>							
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
<b>2020-2021</b>							
Number of Districts	40	95	80	77	23	12	327
Number of Districts w/Adjustment	24	38	25	16	3	0	106
Percent of Districts w/Adjustment	60.0%	40.0%	31.3%	20.8%	13.0%	0.0%	32.4%
Average Per Pupil	268	134	120	73	49	0	109
<b>2019-2020</b>							
Number of Districts	36	103	77	77	22	12	327
Number of Districts w/Adjustment	18	46	24	20	5	1	114
Percent of Districts w/Adjustment	50.0%	44.7%	31.2%	26.0%	22.7%	8.3%	34.9%
Average Per Pupil	299	206	146	115	106	72	93



Table 7-17 (...continued)

	Enrollment Category						
	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State
<b>2018-2019</b>							
Number of Districts	38	101	81	77	22	11	330
Number of Districts w/Adjustment	25	58	45	36	10	4	178
Percent of Districts w/Adjustment	65.8%	57.4%	55.6%	46.8%	45.5%	36.4%	53.9%
Average Per Pupil	299	206	146	115	106	72	127
<b>2000-2001</b>							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	288	143	90	35	0	0	101

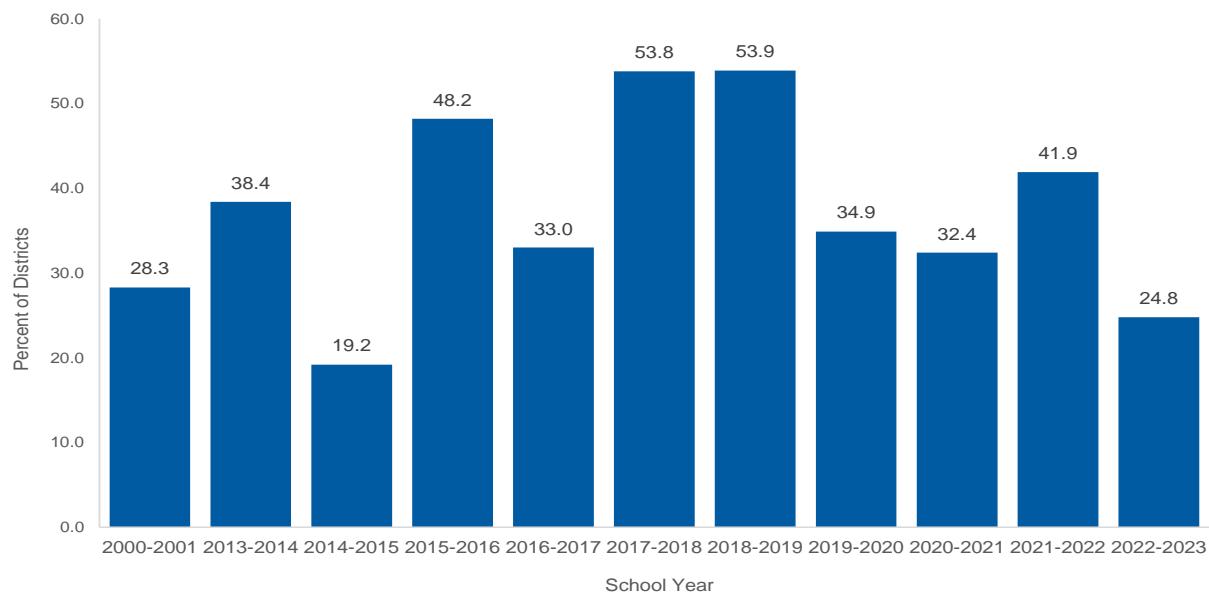
Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



**Figure 7-6**

Percent of Iowa Public School Districts with Budget Adjustment  
2000-2001, 2013-2014 to 2022-2023



Source: Iowa Department of Management, Master Budget files.



## Bond Elections

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2020-2021, 84.6 percent were passed.

**Table 7-18**

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 2000-2001, 2019-2020 and 2020-2021							
	Enrollment Category						
	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500 +	State
<b>2020-2021</b>							
Number Attempted	0	1	2	9	1	0	13
<50 Percent	0	0	0	0	0	0	0
50-59.9 Percent	0	0	1	1	0	0	2
60 Percent +	0	1	1	8	1	0	11
<b>2019-2020</b>							
Number Attempted	0	3	1	4	2	0	10
<50 Percent	0	0	0	0	0	0	0
50-59.9 Percent	0	1	0	0	0	0	1
60 Percent +	0	2	1	4	2	0	9
<b>2000-2001</b>							
Number Attempted	0	11	6	6	4	1	28
<50 Percent	0	3	2	3	0	0	8
50-59.9 Percent	0	4	1	2	1	0	8
60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Facilities, Elections and Sales Tax Report.

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



## Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002, 2018-2019 and 2020-2021. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2020-2021, 100 percent of the 13 voter-approved physical plant and equipment referendums were passed, as compared to 2018-2019 where 89.5 percent of the 19 referendums were passed (Table 7-19).

**Table 7-19**

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2001-2002 and 2018-2019 and 2020-2021							
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	State
<b>2020-2021</b>							
Number Attempted	1	2	6	1	3	0	13
<50 Percent	0	0	0	0	0	0	0
50 Percent +	1	2	6	1	3	0	13
<b>2018-2019</b>							
Number Attempted	1	5	6	4	2	1	19
<50 Percent	0	0	1	1	0	0	2
50 Percent +	1	5	5	3	2	1	17
<b>2001-2002</b>							
Number Attempted	2	14	10	9	2	0	37
<50 Percent	0	3	2	2	1	0	8
50 Percent +	2	11	8	7	1	0	29

Source: Iowa Department of Education, Division of Finance and Administrative Support Services, Facilities, Elections, and Sales Tax Report.

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. 2019-2020 data is not available due to a data collection issue.



## 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 section 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. 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 dictated by the RPS. A RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 “Use of revenues.” A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required.

The estimated sales and services tax revenues for 2022-2023 are \$568.3 million for 327 school districts in all 99 counties (Table 7-20), an increase of approximately 10.7 percent over the prior year.



**Table 7-20**

Local Option/Statewide Sales and Services Tax for School Infrastructure 2000-2001, 2018-2019 to 2022-2023						
	2000-2001	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	333	330	327	327	327
Resident Budget Enrollment in those Counties	171,150.6	487,651.5	490,094.4	484,185.5	485,630.4	486,453.5*
Estimated Revenues	\$122,683,313	\$442,172,297	\$469,405,863	\$501,999,940	\$474,389,021	\$568,298,305
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 2022-2023 Resident Budget Enrollment in those Counties figure is preliminary and subject to change.



## Total Preschool, Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2021-2022 and 2022-2023 is shown in Table 7-21. Categorical roll-ins for Teacher Salary, Professional Development, Early Intervention, Area Education Agency (AEA) Teacher Salary, and AEA Professional Development were added to the school aid formula beginning in 2009-2010. Teacher Leadership was fully added to the school aid formula beginning in 2018-2019.

**Table 7-21**

Iowa Elementary and Secondary Budget Detail 2000-2001, 2021-2022 and 2022-2023							
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent	
Regular Program	2,175,673,579	66.7	3,504,775,107	53.2	3,605,076,120	50.8	
Guarantee Amount	6,629,840	0.2	26,028,557	0.4	8,889,330	0.1	
Supplementary Weights	21,887,590	0.7	111,092,185	1.7	111,139,042	1.6	
Special Education	278,121,047	8.5	483,587,693	7.3	500,969,213	7.1	
Teacher Salary	-	0.0	300,709,520	4.6	308,320,868	4.3	
Professional Development	-	0.0	34,062,249	0.5	34,905,716	0.5	
Early Intervention	-	0.0	37,063,166	0.6	37,947,281	0.5	
Teacher Leadership	-	0.0	169,611,537	2.6	173,959,100	2.5	
AEA Special Education Support and Adj	107,245,598	3.3	175,805,997	2.7	180,210,154	2.5	
AEA Media	19,184,863	0.6	30,448,181	0.5	31,350,594	0.4	
AEA Ed Services	21,167,941	0.6	33,637,154	0.5	34,636,751	0.5	
AEA Sharing	-	0.0	180,004	<0.1	210,007	<0.1	
AEA Teacher Salary	-	0.0	17,097,333	0.3	17,558,139	0.2	
AEA Professional Development	-	0.0	2,005,047	<0.1	2,057,131	<0.1	
Dropout SBRC	40,504,621	1.2	136,204,119	2.1	139,916,523	2.0	
Other SBRC	664,690	<0.1	-	0.0	-	0.0	
Enrollment Audit Adjustment	(695,392)	0.0	733,234	<0.1	(759,982)	0.0	
AEA Prorated Budget Reduction	-	0.0	(22,500,000)	(0.3)	(24,557,131)	(0.3)	
Preschool	-	0.0	81,154,795	1.2	88,258,511	1.2	
Instructional Support	109,749,562	3.4	248,927,940	3.8	257,470,296	3.6	
Educational Improvement	317,837	<0.1	974,947	<0.1	992,738	<0.1	
Property Tax Replacement Payment	-	0.0	86,643,432	1.3	99,413,313	1.4	
Management	47,005,258	1.4	181,832,942	2.8	216,186,852	3.0	



Table 7-21(..continued)

<b>Source of Funds</b>	2000-2001		2021-2022		2022-2023	
	<b>Amount</b>	<b>Percent</b>	<b>Amount</b>	<b>Percent</b>	<b>Amount</b>	<b>Percent</b>
Physical Plant & Equipment	80,703,751	2.5	267,628,839	4.1	281,153,553	4.0
67.5 Cent Schoolhouse	668,203	<0.1	-	0.0	-	0.0
Playground and Amana Library	1,592,530	<0.1	3,763,299	0.1	3,997,793	0.1
Debt Service	99,375,793	3.0	263,949,363	4.0	295,816,682	4.2
Estimated Miscellaneous State Categorical	147,121,263	4.5	120,154,528	1.8	87,440,096	1.2
Estimated Misc. Federal	104,000,000	3.2	248,812,404	3.8	548,845,292	7.7
Total	3,260,918,574	100.0	6,544,383,572	100.0	7,065,961,113	100.0

Source: Iowa Department of Management, Budget files.

