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Student Performance Overview

Table 1 shows the student performance for 2016-2017 in reading and mathematics by grade and subgroup for grades 3 through 8 and 11. The data in Table 1 include the Iowa Assessment proficiency data and the proficiency data from the Dynamic Learning Maps (DLM) Alternate Assessment for the public school students who were enrolled in the state for a full academic year.

Table 1

Reading and Mathematics 2016-2017 Performance by Grade and Subgroup (Percent Proficient)							
	Reading						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
All Students	75.4	75.3	76.1	74.4	75.5	75.8	78.7
African American	48.3	47.1	49.6	47.1	48.3	48.6	51.7
American Indian	59.7	55.5	63.3	64.8	62.5	65.8	68.0
Asian	75.4	79.2	77.4	78.2	77.5	80.1	76.7
Hawaiian or Pacific Islander	47.9	43.4	52.5	47.1	40.6	53.2	40.9
Hispanic	60.6	58.6	60.7	59.5	61.1	64.0	64.5
White	80.0	79.9	80.5	78.5	79.5	79.3	82.3
Two or More Races	71.4	70.3	70.7	68.4	72.0	69.8	74.1
Male	73.2	72.4	73.4	70.9	72.7	72.1	76.0
Female	77.8	78.3	79.0	78.0	78.5	79.8	81.5
Disability*	35.6	34.8	35.1	30.7	29.7	27.3	29.2
English Language Learner	42.4	33.9	34.8	35.5	28.7	33.0	23.7
Low Socioeconomic Status	62.2	62.1	63.7	61.6	61.5	61.8	63.6

	Mathematics						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
All Students	77.9	78.4	75.4	76.0	83.1	76.1	82.4
African American	48.9	47.3	41.5	44.1	53.8	41.1	52.9
American Indian	57.3	67.9	53.9	57.1	73.2	51.8	72.1
Asian	80.3	84.3	78.1	81.2	85.9	82.5	82.5
Hawaiian or Pacific Islander	47.9	50.0	35.0	47.1	63.8	57.1	52.3
Hispanic	65.0	64.1	59.1	59.6	71.1	60.8	69.2
White	82.5	82.9	80.6	80.8	86.8	80.4	86.0
Two or More Races	70.0	70.7	67.4	68.2	77.5	68.1	75.5
Male	79.3	79.7	76.9	76.4	82.3	75.0	81.8
Female	76.5	77.0	73.9	75.7	83.9	77.2	83.1
Disability*	44.0	43.3	35.8	31.5	40.2	26.3	38.4
English Language Learner	51.3	46.7	37.2	37.4	46.6	35.1	35.8
Low Socioeconomic Status	65.4	65.8	61.1	61.7	71.2	60.6	68.9

Source: Iowa Department of Education, AYP file.
Notes: *Disability status is determined by the presence of an individualized education program (IEP).

Student Participation Rates

The Iowa Department of Education collects assessment participation rates for reading and mathematics students in grades 3 through 8 and 11 and for science in grades 5, 8 and 11 through the Adequate Yearly Progress (AYP) annual report from all public schools and districts. Participation rates include all students regardless of full academic year enrollment status. Table 2 presents the 2016-2017 state level assessment participation rates, Iowa Assessment and Dynamic Learning Maps Alternate Assessment, for reading, mathematics and science by grade and subgroup.

Table 2

Reading, Mathematics and Science 2016-2017 Participation Rates by Grade and Subgroup							
Reading							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
All Students	99.7	99.7	99.8	99.6	99.5	99.2	97.6
African American	99.4	99.3	99.5	98.9	98.6	97.9	93.8
American Indian	100.0	100.0	99.1	100.0	100.0	94.9	93.1
Asian	99.7	99.8	99.5	99.9	99.8	99.7	99.4
Hawaiian or Pacific Islander	100.0	100.0	99.0	100.0	98.8	97.4	97.3
Hispanic	99.6	99.7	99.7	99.5	99.4	99.2	96.2
White	99.7	99.7	99.8	99.6	99.6	99.4	98.0
Two or More Races	99.4	99.6	100.0	99.6	99.2	98.6	96.4
Male	99.5	99.6	99.7	99.5	99.4	99.1	97.1
Female	99.8	99.8	99.9	99.7	99.7	99.4	98.1
Disability	98.5	98.5	98.9	98.1	97.9	97.1	93.6
English Language Learner	99.4	99.4	99.3	99.6	99.3	99.3	96.7
Low Socioeconomic Status	99.6	99.5	99.7	99.3	99.1	98.8	95.8
Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
All Students	99.7	99.7	99.8	99.6	99.5	99.0	97.5
African American	99.5	99.3	99.7	98.8	98.6	97.9	93.6
American Indian	98.7	99.3	98.3	99.2	97.9	94.1	93.8
Asian	99.7	99.7	100.0	100.0	99.5	99.2	99.1
Hawaiian or Pacific Islander	100.0	100.0	99.0	98.8	98.8	98.7	95.9
Hispanic	99.6	99.7	99.8	99.6	99.4	98.2	95.9
White	99.7	99.7	99.7	99.6	99.6	99.3	98.0
Two or More Races	99.5	99.7	100.0	99.4	99.3	98.3	96.0
Male	99.5	99.6	99.6	99.4	99.3	98.8	97.1
Female	99.8	99.8	99.9	99.7	99.6	99.3	98.0
Disability	98.4	98.5	98.9	98.3	97.8	97.1	93.3
English Language Learner	99.4	99.6	99.7	99.8	99.3	97.7	96.1
Low Socioeconomic Status	99.6	99.5	99.7	99.3	99.1	98.4	95.7

Table 2 (continued)

Reading, Mathematics and Science 2016-2017 Participation Rates by Grade and Subgroup			
	Science		
	Grade 5	Grade 8	Grade 11
All Students	99.4	99.2	97.5
African American	99.5	98.1	93.4
American Indian	98.3	95.6	93.1
Asian	99.7	99.6	99.2
Hawaiian or Pacific Islander	99.0	97.4	95.9
Hispanic	99.6	99.1	96.0
White	99.3	99.3	98.0
Two or More Races	99.5	98.6	95.9
Male	99.3	99.0	97.0
Female	99.5	99.4	98.0
Disability	98.5	96.9	93.1
English Language Learner	99.7	99.4	96.5
Low Socioeconomic Status	99.2	98.8	95.6

Source: Iowa Department of Education, AYP file.

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

Student Performance Trends

One of the requirements for *The State Report Card* is to show public school students scoring at each achievement level on the Iowa Assessment and Dynamic Learning Maps Alternate Assessment for grades 3 through 8 and 11 in reading and mathematics and grades 5, 8 and 11 in science. All students are included in this chapter.

Achievement data are reported by levels—Low, Intermediate, and High.

- The Achievement Levels Report for the Iowa Assessment is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education (DE) has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator.
- Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, “Low” in reading comprehension does not mean exactly the same thing at grade 4 and at grade 11.
- Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are different from subject to subject. For example, “Low” in grade 4 reading comprehension does not mean the same thing as “Low” in grade 4 mathematics.
- Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.
- The Dynamic Learning Maps Alternate Assessment measures what students know and can do at their grade level in reading and mathematics when compared to Iowa’s Alternate Achievement Standards and is designed for students with the most significant cognitive disabilities.

Reading

Table 3 shows student performance by achievement level for 2016-2017.

Table 3

Reading Performance by Achievement Level 2016-2017, Percent of Students				
Grade 3				
	Proficient	High	Intermediate	Low
All Students	74.5	19.1	55.4	25.5
African American	47.4	5.1	42.3	52.6
American Indian	58.6	9.2	49.3	41.4
Asian	74.2	21.5	52.7	25.8
Hawaiian or Pacific Islander	46.1	4.5	41.6	53.9
Hispanic	59.5	7.9	51.7	40.5
White	79.5	22.3	57.2	20.5
Two or more races	71.4	14.0	57.5	28.6
Male	72.2	17.7	54.6	27.8
Female	77.0	20.6	56.3	23.0
Disability*	35.1	4.7	30.4	64.9
English Language Learner	41.1	1.3	39.8	58.9
Low Socioeconomic Status	61.3	9.0	52.3	38.7
Grade 4				
	Proficient	High	Intermediate	Low
All Students	74.3	27.9	46.4	25.7
African American	46.4	9.8	36.6	53.6
American Indian	54.1	8.9	45.2	45.9
Asian	77.8	34.9	42.9	22.2
Hawaiian or Pacific Islander	42.4	7.1	35.4	57.6
Hispanic	57.6	12.8	44.8	42.4
White	79.4	31.8	47.6	20.6
Two or more races	69.5	23.1	46.3	30.5
Male	71.5	25.1	46.4	28.5
Female	77.3	30.8	46.4	22.7
Disability*	34.6	6.1	28.5	65.4
English Language Learner	33.1	2.3	30.8	66.9
Low Socioeconomic Status	61.3	15.9	45.4	38.7
Grade 5				
	Proficient	High	Intermediate	Low
All Students	75.2	28.9	46.3	24.8
African American	47.5	8.7	38.8	52.5
American Indian	59.5	17.2	42.2	40.5
Asian	77.1	34.9	42.1	22.9
Hawaiian or Pacific Islander	48.0	15.0	33.0	52.0
Hispanic	59.6	14.3	45.4	40.4
White	80.0	32.7	47.3	20.0
Two or more races	70.1	25.8	44.3	29.9
Male	72.4	26.0	46.3	27.6
Female	78.1	31.9	46.2	21.9
Disability*	34.1	6.6	27.5	65.9
English Language Learner	33.5	2.3	31.2	66.5
Low Socioeconomic Status	62.7	16.4	46.2	37.3

Table 3 (continued)

Reading Performance by Achievement Level 2016-2017, Percent of Students				
Grade 6				
	Proficient	High	Intermediate	Low
All Students	73.5	25.7	47.8	26.5
African American	46.8	8.5	38.4	53.2
American Indian	63.1	13.8	49.2	36.9
Asian	77.2	33.6	43.6	22.8
Hawaiian or Pacific Islander	43.5	16.5	27.1	56.5
Hispanic	58.2	12.4	45.9	41.8
White	77.9	28.9	49.0	22.1
Two or more races	68.4	21.2	47.2	31.6
Male	69.9	23.3	46.7	30.1
Female	77.2	28.2	49.0	22.8
Disability*	30.2	4.3	25.9	69.8
English Language Learner	34.1	2.6	31.4	65.9
Low Socioeconomic Status	60.6	13.9	46.8	39.4
Grade 7				
	Proficient	High	Intermediate	Low
All Students	74.6	21.7	52.9	25.4
African American	46.6	6.6	39.9	53.4
American Indian	62.9	7.1	55.7	37.1
Asian	76.6	30.7	45.9	23.4
Hawaiian or Pacific Islander	38.1	6.0	32.1	61.9
Hispanic	59.9	10.4	49.5	40.1
White	78.9	24.3	54.6	21.1
Two or more races	71.2	18.9	52.4	28.8
Male	71.8	20.7	51.2	28.2
Female	77.5	22.8	54.8	22.5
Disability*	29.0	2.9	26.1	71.0
English Language Learner	27.9	0.7	27.2	72.1
Low Socioeconomic Status	60.4	10.4	50.0	39.6
Grade 8				
	Proficient	High	Intermediate	Low
All Students	74.8	23.9	50.9	25.2
African American	46.9	7.5	39.3	53.1
American Indian	65.9	10.1	55.8	34.1
Asian	78.8	34.4	44.5	21.2
Hawaiian or Pacific Islander	46.1	9.2	36.8	53.9
Hispanic	62.3	11.9	50.4	37.7
White	78.6	26.5	52.1	21.4
Two or more races	69.4	21.8	47.6	30.6
Male	71.2	22.0	49.2	28.8
Female	78.6	26.0	52.6	21.4
Disability*	26.9	2.8	24.2	73.1
English Language Learner	30.7	1.1	29.6	69.3
Low Socioeconomic Status	60.6	12.0	48.6	39.4

Table 3 (continued)

Reading Performance by Achievement Level 2016-2017, Percent of Students				
	Grade 11			
	Proficient	High	Intermediate	Low
All Students	77.6	12.0	65.6	22.4
African American	49.7	2.5	47.2	50.3
American Indian	66.1	4.1	62.0	33.9
Asian	74.3	16.0	58.3	25.7
Hawaiian or Pacific Islander	40.8	4.2	36.6	59.2
Hispanic	63.3	4.5	58.7	36.7
White	81.5	13.5	68.0	18.5
Two or more races	73.7	10.8	62.9	26.3
Male	74.8	12.5	62.3	25.2
Female	80.5	11.5	69.0	19.5
Disability*	29.0	1.6	27.4	71.0
English Language Learner	22.3	0.2	22.2	77.7
Low Socioeconomic Status	62.5	4.9	57.7	37.5

Source: Iowa Department of Education, AYP file.

Notes: *Disability status is determined by the presence of an individualized education program.
The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Mathematics

The mathematics assessment results of all students in Iowa public schools are presented in this section. Table 4 shows grades 3 through 8 and 11 student performance by achievement level for 2016-2017.

Table 4

Mathematics Performance by Achievement Level 2016-2017, Percent of Students				
Grade 3				
	Proficient	High	Intermediate	Low
All Students	76.8	27.4	49.4	23.2
African American	46.6	7.2	39.4	53.4
American Indian	54.3	11.9	42.4	45.7
Asian	79.2	36.5	42.7	20.8
Hawaiian or Pacific Islander	50.6	7.9	42.7	49.4
Hispanic	63.9	12.8	51.1	36.1
White	82.0	31.8	50.2	18.0
Two or more races	69.0	19.3	49.7	31.0
Male	78.2	30.8	47.4	21.8
Female	75.4	23.9	51.5	24.6
Disability*	43.9	8.3	35.7	56.1
English Language Learner	49.5	5.5	44.0	50.5
Low Socioeconomic Status	64.1	14.0	50.1	35.9
Grade 4				
	Proficient	High	Intermediate	Low
All Students	77.2	27.6	49.6	22.8
African American	45.7	6.5	39.2	54.3
American Indian	64.1	6.9	57.2	35.9
Asian	82.7	39.9	42.8	17.3
Hawaiian or Pacific Islander	48.0	9.0	39.0	52.0
Hispanic	62.8	12.3	50.5	37.2
White	82.2	31.8	50.4	17.8
Two or more races	70.2	19.6	50.6	29.8
Male	78.6	30.7	47.9	21.4
Female	75.7	24.3	51.3	24.3
Disability*	43.0	7.0	36.0	57.0
English Language Learner	44.9	3.9	41.1	55.1
Low Socioeconomic Status	64.7	13.8	50.8	35.3

Table 4 (continued)

Mathematics Performance by Achievement Level 2016-2017, Percent of Students				
	Grade 5			
	Proficient	High	Intermediate	Low
All Students	74.1	27.4	46.7	25.9
African American	39.2	6.1	33.1	60.8
American Indian	53.0	14.8	38.3	47.0
Asian	76.8	40.5	36.4	23.2
Hawaiian or Pacific Islander	35.0	10.0	25.0	65.0
Hispanic	57.5	11.9	45.6	42.5
White	80.0	31.5	48.5	20.0
Two or more races	66.9	20.8	46.1	33.1
Male	75.7	30.5	45.1	24.3
Female	72.5	24.1	48.4	27.5
Disability*	34.6	5.5	29.1	65.4
English Language Learner	35.1	3.1	32.0	64.9
Low Socioeconomic Status	59.8	13.4	46.3	40.2
	Grade 6			
	Proficient	High	Intermediate	Low
All Students	74.8	25.9	48.9	25.2
African American	42.6	7.4	35.3	57.4
American Indian	58.1	14.7	43.4	41.9
Asian	79.7	40.6	39.1	20.3
Hawaiian or Pacific Islander	47.1	9.4	37.6	52.9
Hispanic	58.0	10.8	47.2	42.0
White	79.9	29.5	50.5	20.1
Two or more races	68.0	18.7	49.3	32.0
Male	75.1	28.4	46.7	24.9
Female	74.4	23.2	51.1	25.6
Disability*	30.6	4.2	26.4	69.4
English Language Learner	35.3	2.6	32.8	64.7
Low Socioeconomic Status	60.2	12.1	48.2	39.8
	Grade 7			
	Proficient	High	Intermediate	Low
All Students	81.9	25.1	56.8	18.1
African American	51.5	5.4	46.1	48.5
American Indian	75.2	6.6	68.6	24.8
Asian	84.2	38.2	46.0	15.8
Hawaiian or Pacific Islander	56.0	13.1	42.9	44.0
Hispanic	69.5	9.9	59.6	30.5
White	86.2	28.6	57.6	13.8
Two or more races	76.5	19.9	56.6	23.5
Male	81.2	26.7	54.5	18.8
Female	82.7	23.5	59.2	17.3
Disability*	39.5	3.1	36.4	60.5
English Language Learner	44.0	1.0	43.0	56.0
Low Socioeconomic Status	69.6	10.9	58.7	30.4

Table 4 (continued)

Mathematics Performance by Achievement Level 2016-2017, Percent of Students				
	Grade 8			
	Proficient	High	Intermediate	Low
All Students	74.5	24.0	50.5	25.5
African American	38.5	5.5	33.0	61.5
American Indian	53.1	11.7	41.4	46.9
Asian	80.2	38.3	41.9	19.8
Hawaiian or Pacific Islander	51.9	7.8	44.2	48.1
Hispanic	58.5	9.8	48.7	41.5
White	79.4	27.0	52.4	20.6
Two or more races	67.0	17.9	49.1	33.0
Male	73.4	24.6	48.8	26.6
Female	75.6	23.3	52.3	24.4
Disability*	25.8	2.0	23.8	74.2
English Language Learner	32.1	2.0	30.0	67.9
Low Socioeconomic Status	58.6	10.3	48.3	41.4
	Grade 11			
	Proficient	High	Intermediate	Low
All Students	81.3	22.3	59.0	18.7
African American	51.0	4.1	46.9	49.0
American Indian	72.1	8.2	63.9	27.9
Asian	81.5	34.1	47.4	18.5
Hawaiian or Pacific Islander	51.4	5.7	45.7	48.6
Hispanic	68.0	7.7	60.3	32.0
White	85.1	25.1	60.0	14.9
Two or more races	74.6	16.0	58.6	25.4
Male	80.5	24.1	56.4	19.5
Female	82.1	20.4	61.7	17.9
Disability*	38.0	1.6	36.4	62.0
English Language Learner	35.4	1.0	34.5	64.6
Low Socioeconomic Status	67.3	8.1	59.2	32.7

Source: Iowa Department of Education, AYP file.

Notes: *Disability status is determined by the presence of an individualized education program. The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Science

The science assessment results of all students in Iowa public schools are presented in this section. Table 7 shows grades 5, 8 and 11 student performance by achievement level for 2016-2017.

Table 5

Science Performance by Achievement Level 2016-2017, Percent of Students				
Grade 5				
	Proficient	High	Intermediate	Low
All Students	77.9	20.4	57.5	22.1
African American	47.0	4.4	42.6	53.0
American Indian	60.0	15.7	44.3	40.0
Asian	78.2	27.8	50.5	21.8
Hawaiian or Pacific Islander	51.0	7.0	44.0	49.0
Hispanic	63.6	8.5	55.1	36.4
White	83.0	23.4	59.6	17.0
Two or more races	71.3	17.1	54.2	28.7
Male	78.4	22.0	56.3	21.6
Female	77.4	18.6	58.8	22.6
Disability*	48.9	5.3	43.6	51.1
English Language Learner	43.3	1.1	42.2	56.7
Low Socioeconomic Status	66.2	10.7	55.4	33.8
Grade 8				
	Proficient	High	Intermediate	Low
All Students	82.4	15.1	67.3	17.6
African American	52.5	3.2	49.3	47.5
American Indian	75.4	6.9	68.5	24.6
Asian	85.1	24.2	60.9	14.9
Hawaiian or Pacific Islander	55.3	5.3	50.0	44.7
Hispanic	70.5	5.9	64.6	29.5
White	86.3	17.0	69.3	13.7
Two or more races	78.3	13.3	65.0	21.7
Male	81.6	17.0	64.6	18.4
Female	83.3	13.1	70.2	16.7
Disability*	44.9	2.1	42.9	55.1
English Language Learner	43.8	1.0	42.7	56.2
Low Socioeconomic Status	70.7	6.6	64.1	29.3

Table 5 (continued)

Science Performance by Achievement Level 2016-2017, Percent of Students				
Grade 11				
	Proficient	High	Intermediate	Low
All Students	78.0	21.3	56.7	22.0
African American	45.3	3.6	41.7	54.7
American Indian	66.1	9.9	56.2	33.9
Asian	75.9	25.3	50.6	24.1
Hawaiian or Pacific Islander	54.3	7.1	47.1	45.7
Hispanic	61.9	8.4	53.6	38.1
White	82.3	24.0	58.3	17.7
Two or more races	73.0	18.4	54.7	27.0
Male	76.6	24.0	52.6	23.4
Female	79.4	18.4	61.0	20.6
Disability*	35.2	2.5	32.7	64.8
English Language Learner	27.9	0.4	27.5	72.1
Low Socioeconomic Status	63.3	9.3	53.9	36.7

Source: Iowa Department of Education, AYP file.

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

The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

High School Graduates and Graduation Rates

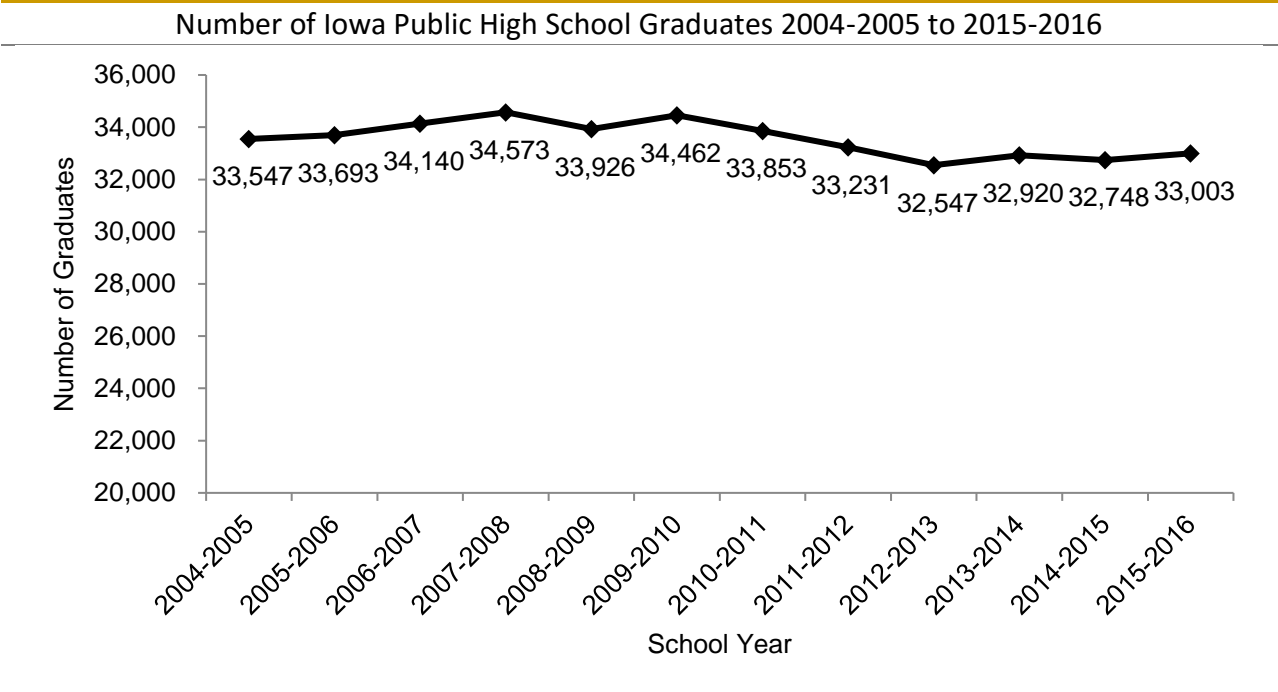
This section reports ten years of trend data on number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for graduating classes of 2015 and 2016. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2014 and 2015.

High School Graduates

A public high school completer can receive high school diploma or a certificate. The ESSA Act defines 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.

Figure 1 shows the number of regular diploma recipients by school year from 2004-2005 to 2015-2016. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 1



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

High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI, originally called EASIER) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2016 by dividing the number of students in the cohort (numerator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2012 minus the number of students who transferred out plus the total number of students who transferred in.

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

For the graduating class of 2016

FG = First-time 9th grade students in fall of 2012 and graduated in 2016 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2016 or sooner

F = First-time 9th grade students in fall of 2012

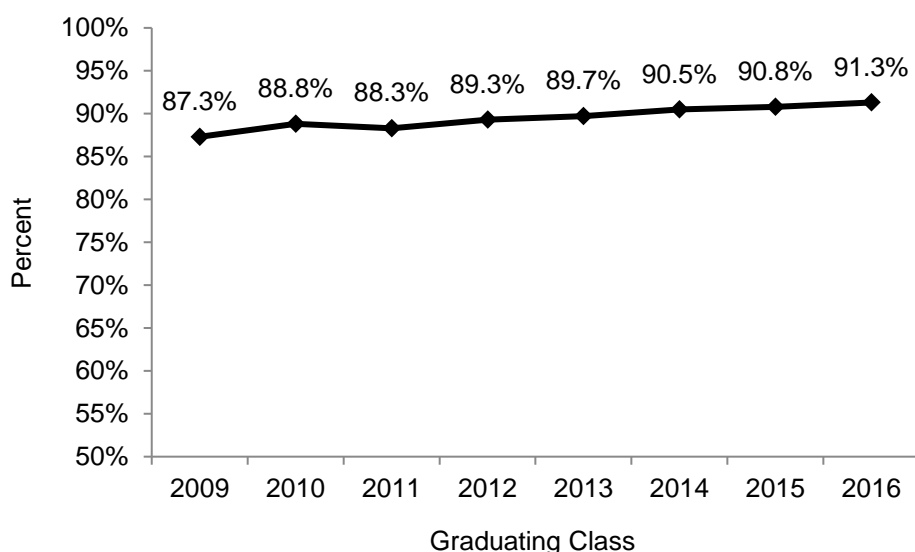
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12

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 the 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.

Figure 2

Iowa Public High School Four-Year Cohort Graduation Rate
for the Graduating Classes of 2009 to 2016



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

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 2015 is calculated by dividing the number of students in the cohort (numerator) who graduate with a regular high school diploma in five years or less (by the 2015-16 school year) by the number of first-time 9th graders enrolled in the fall of 2011 minus the number of students who transferred out (between 2011 and 2015) plus the total number of students who transferred in (between 2011 and 2015). 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 6 displays the four-year cohort graduation rates for graduating classes of 2015 and 2016. The rates listed are for all students and 13 subgroups. In gender comparison, Females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other race groups; the students who were eligible for free reduced price lunch, students with Individual Education Plans (IEP), English Language Learners (ELL), migrant, and male students had graduation rates lower than the all student group on average.

Table 6

Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2015 and 2016						
	Class of 2015			Class of 2016		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	30,802	33,932	90.8%	31,511	34,528	91.3%
African American	1,251	1,579	79.2%	1,343	1,685	79.7%
American Indian	131	153	85.6%	108	134	80.6%
Asian	727	784	92.7%	745	814	91.5%
Hawaiian/Pacific Islander	38	44	86.4%	37	42	88.1%
Hispanic	2,250	2,719	82.8%	2,421	2,864	84.5%
Two or More Races	668	796	83.9%	755	900	83.9%
White	25,737	27,857	92.4%	26,102	28,089	92.9%
Disability*	3,377	4,384	77.0%	2,072	2,981	69.5%
ELL**	961	1,159	82.9%	1,001	1,239	80.8%
Low SES***	11,098	13,084	84.8%	11,860	14,141	83.9%
Migrant	79	95	83.2%	59	76	77.6%
Female	15,399	16,596	92.8%	15,741	16,917	93.0%
Male	15,403	17,336	88.8%	15,770	17,611	89.5%

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

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

** ELL indicates English Language Learner.

*** Low SES is determined by the eligibility for free or reduced price meals.

The five-year cohort graduation rates for the graduating class of 2014 and 2015 are displayed in Table 7.

Table 7

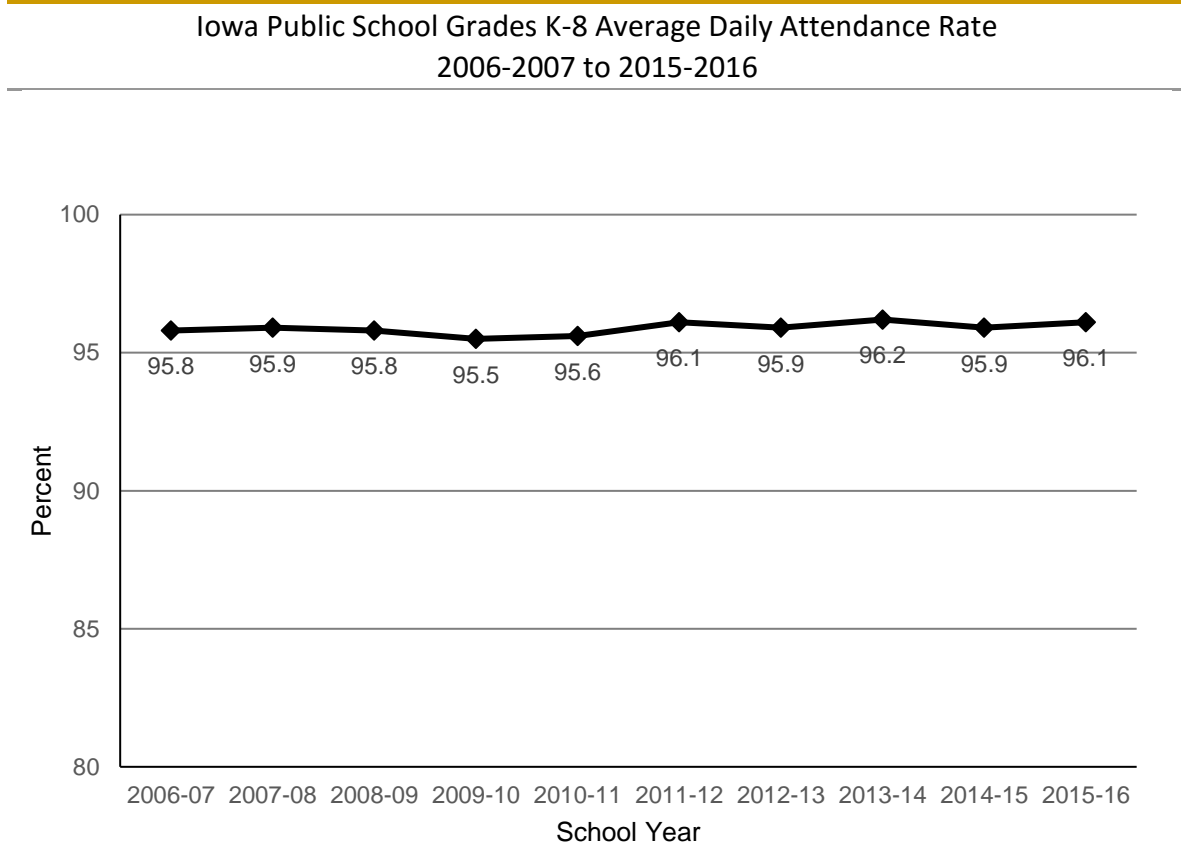
Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2014 and 2015						
	Class of 2014			Class of 2015		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,631	33,969	93.1%	31,657	33,932	93.3%
African American	1,266	1,514	83.6%	1,342	1,579	85.0%
American Indian	126	152	82.9%	138	153	90.2%
Asian	699	738	94.7%	758	84	96.7%
Hawaiian/Pacific Islander	32	35	91.4%	41	44	93.2%
Hispanic	2,250	2,599	86.6%	2,386	2,719	87.8%
Two or More Races	703	789	89.1%	697	796	87.6%
White	26,555	28,142	94.4%	26,295	27,857	94.4%
Disability*	3,800	4,474	84.9%	3,709	4,384	84.6%
ELL**	992	1,126	88.1%	1,027	1,159	88.6%
Low SES***	11,524	13,110	87.9%	11,582	3,084	88.5%
Migrant	79	95	83.2%	82	95	86.3%
Female	15,698	16,605	94.5%	15,726	16,596	94.8%
Male	15,933	17,364	91.8%	15,931	17,336	91.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI (EASIER) files.
Notes: * Disability status is determined by the presence of an individualized education program (IEP).
** ELL indicates English Language Learner.
*** Low SES is determined by the eligibility for free or reduced price meals.

Average Daily Attendance

The average daily attendance (ADA) rate for kindergarten to grade eight is one of the additional academic indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance (days present) in a school or school district divided by the aggregate days of enrollment. The 2015-2016 aggregate K-8 ADA rate for Iowa public schools was 96.1 percent, an increase of about two-tenths percent from last year's rate. Figure 3 shows the ADA trend for Iowa public schools for the past ten school years.

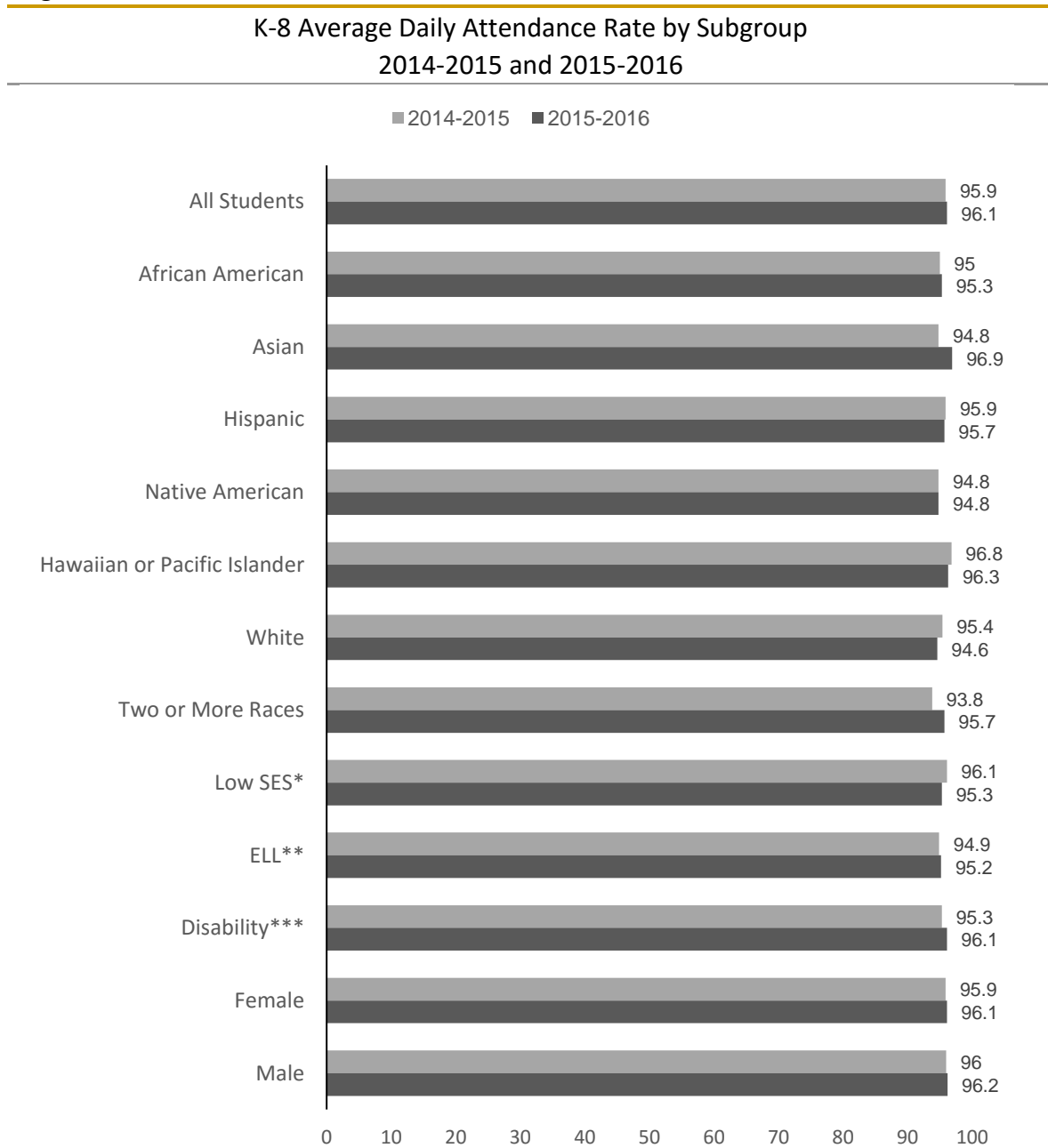
Figure 3



Source: Iowa Department of Education, SRI file.

Figure 4 displays the disaggregated ADA data by subgroup for school years 2014-2015 and 2015-2016. ADA increased slightly for most subgroups in 2015-2016.

Figure 4



Source: Iowa Department of Education, SRI file.

Notes: *Low SES is determined by the eligibility for free or reduced price meals.

**ELL indicates English Language Learner.

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