



iPad in Education

Worldwide Results



Using iPad changes the way teachers teach and students learn.

Students, educators and institutions around the world are using iPad to inspire creativity and hands-on learning that makes learning more powerful. Since Apple launched iPad in 2010, millions have made their way into education. They continue to show significant promise in teaching and learning, often with impressive results. The examples in this document highlight the amazing success stories institutions worldwide are self-reporting in the areas below across primary, secondary and higher education:

- Improvement in academic performance
- Increase in engagement and motivation
- Rise in cost savings and resource efficiency
- Integrated focus on content quality and design

This document highlights the results or trends institutions using Apple products have observed, along with studies that demonstrate the positive impact iPad is having on instruction in the classroom. The data shown in this document is self-reported by the institution — Apple was not involved in the gathering or analysis of the data reported, nor has any knowledge of the methodology used.



Academic Performance

Schools report that academic performance — as measured by standardised test scores and other key student outcomes — is improving with iPad use. A number of primary and secondary schools, local authorities and higher education institutions have reported substantial gains when comparing current student test scores with prior-year test scores, pre- and post-test measures, and increases in student performance on local and national assessments.





Drayton Hall Elementary School

Charleston, South Carolina, United States

Drayton Hall Elementary puts students at the centre of its classrooms with iPad that fosters learning through apps, interactive lessons and teacher-authored Multi-Touch books.

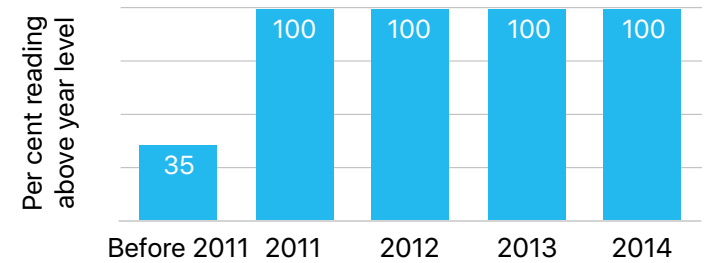
- Before iPad was introduced in Kristi Meeuwse's kindergarten class, about 35 per cent of her students entered year two reading above their year level. Since iPad was introduced, Meeuwse reports 100 per cent of her students have been reading above their year level for four years in a row.
- Kristi uses iPad to help teach the Common Core State Standards, which requires presenting non-fiction text to the class. Because of the limited number of non-fiction books available at year one level, she creates her own books, taking advantage of the Multi-Touch features of iPad to make them engaging for her students.

[See how Kristi Meeuwse teaches with iPad >](#)

[Read more about Drayton Hall Elementary in their Multi-Touch book >](#)

100%

of year 1 students reading above their year level for four consecutive years after iPad implementation



Kristi Meeuwse, year 1 teacher





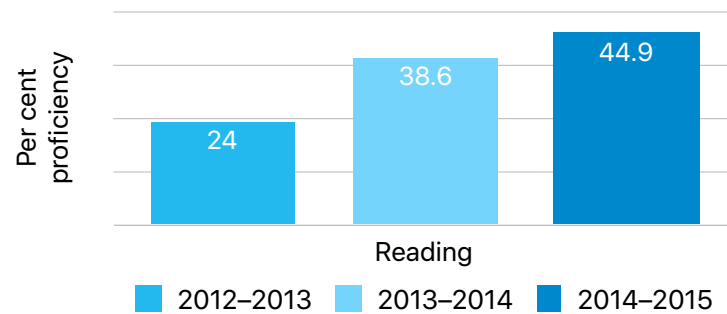
Montlieu Academy of Technology

High Point, North Carolina, United States

Five years after implementing their one-to-one iPad programme, this Title 1 school reports growth in test scores in all core subjects. The use of iPad has transformed the way the students learn and in the most recent year, their academic achievement has improved by 44.9 per cent in reading and over 55 per cent in maths and science.

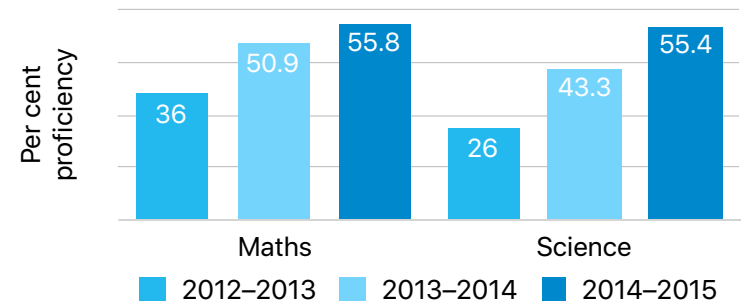
44.9%

increase in reading test scores



55%

increase in maths and science test scores





Victoria Department of Education

Victoria, Australia

In 2012, the government in Victoria completed a trial of 700 iPad devices in primary and secondary schools to test whether education outcomes improved. The results were positive, with 83 per cent of primary teachers and 67 per cent of special education teachers observing improvement in literacy outcomes. In addition, they reported 85 per cent of primary teachers and 90 per cent of special education teachers thought that students were more motivated and engaged in learning.

83%

of primary teachers reported improved literacy outcomes

67%

of special education teachers reported improved literacy outcomes

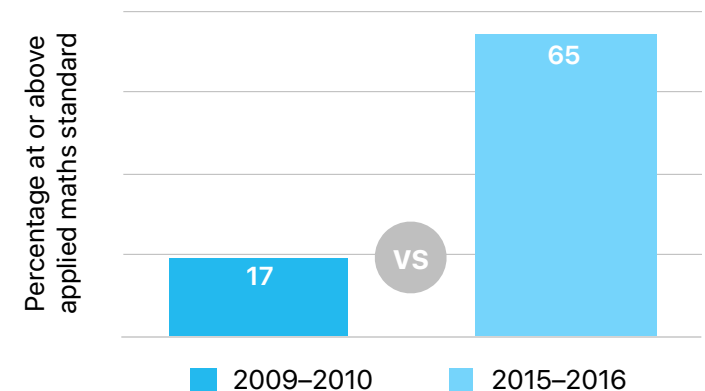


Monsignor John Pereyma Catholic Secondary School

Oshawa, Ontario, Canada

In 2009, Monsignor John Pereyma's provincial results on the year 10 applied mathematics test were at an all-time low. With a focus on improved personalised learning, a growth mindset, and technology-based tasks that supported student achievement in maths, they created the Ultimate Potential (UP) maths programme.

In 2016, they reported the programme, along with their one-to-one iPad implementation, resulted in 65 per cent of year 10 students performing at or above the provincial standard in applied maths compared to 17 per cent before the programme. In addition, 70 per cent of year 10 applied maths students at Pereyma reported they liked maths compared to 35 per cent as recorded by the province of Ontario. The programme has been so successful that it's now offered in all seven secondary schools across their local authority.





Mater Dei High School

Santa Ana, California, United States

Mater Dei addressed the individual learning styles of students with a one-to-one iPad initiative launched in 2011. iPad provides the tools they need to shift from traditional pedagogy to classroom instruction, and students take ownership of their learning.

Many classrooms are equipped with Apple TV, and teachers and students use AirPlay to collaborate, project, play and stream projects created on iPad. The class of 2015, Mater Dei's first class to use iPad for four years, broke the school record for the number of students with a 4.0 Grade Point Average (GPA).

4.0

GPA earned by the highest number of students in the school's history

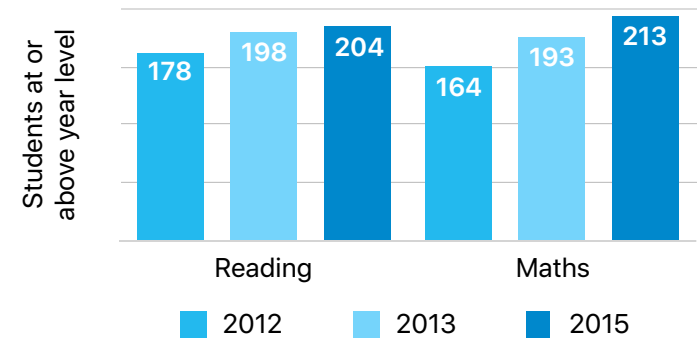


Cathedral School

Portland, Oregon, United States

For three consecutive years, Cathedral School has enhanced teaching and improved learning with iPad by engaging students in the research and critical-thinking skills needed for success in the 21st century. Cathedral continues to see growth. During the 2014–2015 school year, Cathedral School reports that 87 per cent of Cathedral School students in years 1 to 9 performed at or above their year level in reading, and 92 per cent of students were at or above their year level in maths.

Increases in reading and maths proficiency based on assessments



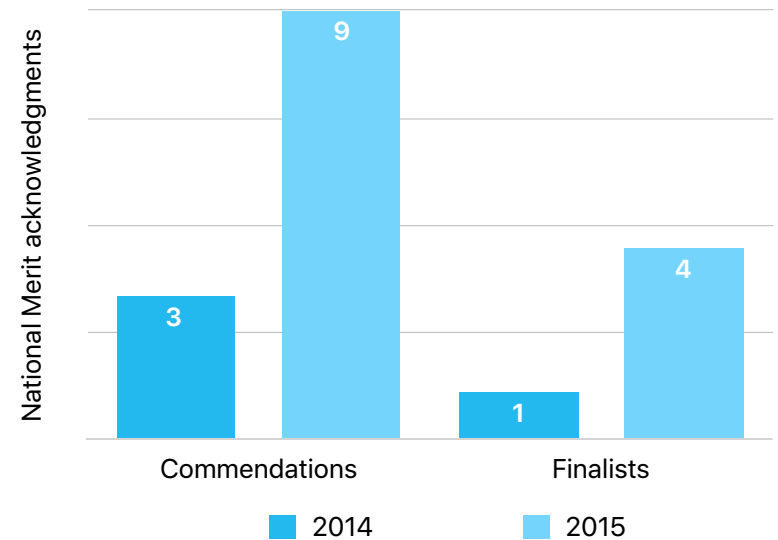


Archbishop Edward A. McCarthy High School

Southwest Ranches, Florida, United States

The academic achievements of students at Archbishop Edward A. McCarthy are evidenced by the number of National Merit acknowledgments, which rose from three to nine commendations and from one to four finalists — an increase of more than 200 per cent since the introduction of iPad in the classroom. As a result of the rise in academic achievement, Archbishop reports that their 2015 graduates were accepted by colleges and universities such as Cornell, Princeton, Brown and Duke, just to name a few.

More than
200%
increase in student academic
achievement evidenced by rise in
National Merit acknowledgment





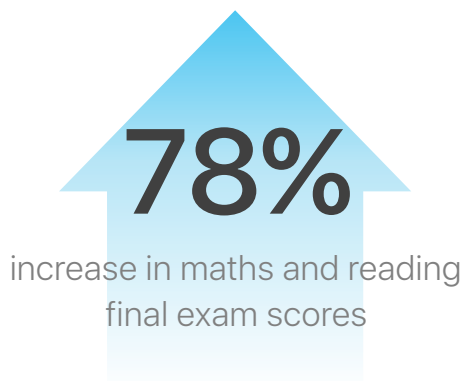
Søndervangskolen

Aarhus, Denmark

Søndervangskolen, a years 1-11 state school with disciplinary problems, poor student performance and high student transfer rates, was in danger of closing in 2008. When the school's results declined, Søndervangskolen gained a poor reputation and was considered a failing school.

Following a strong vision that included a one-to-one iPad programme, leadership was able to turn the school around in 2012, just four years into the programme. With iPad, the school experienced fewer disciplinary problems, decreased student absence rates and increased academic results.

Søndervangskolen was able to report a 78 per cent increase in student test scores on final exams, a decrease of nine days per year in student absences, and an increase from 63 per cent to 90 per cent in the number of students ready for secondary education.

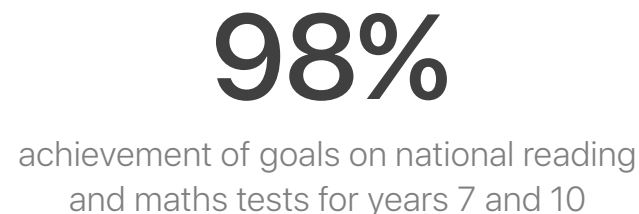


Bråtenskolan

Karlskoga, Sweden

In 2012, Bråtenskolan implemented a shared iPad initiative, so all students had access to iPad in the classroom. The school reported 98 per cent achievement on national reading and maths tests for years 7 and 10.

These improvements were based on the goals the student must reach by the end of school year 6, including the ability to read and understand simple text, inform others through written messages, and listen to and read literature suitable for their age.





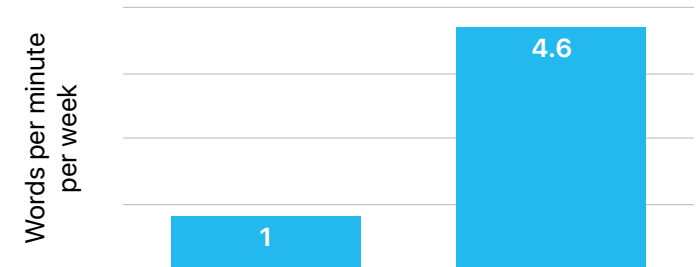
Valencia Park Elementary School

Fullerton, California, United States

All classrooms at Valencia Park have implemented a one-to-one iPad programme, and it's been recognised as one of the top elementary schools in the state for using Apple technology to transform teaching, learning and their community.

For most year 3 students, the average expected words per minute reading fluency rate increase is one word per week. Yet, over the course of 8.4 weeks, Valencia Park reports that year 3 students participating in the Young Scholars programme, where they used iPad in the classroom, increased their reading fluency rate by 4.6 words per week. Because of this success, they have expanded the Young Scholars programme to include a VIP take-home-pad-programme for years six and seven.

[Read more about Valencia Park Elementary School in their Multi-Touch book >](#)



Year 3 students increased their reading fluency rate by 4.6 words per minute per week from one word per minute per week





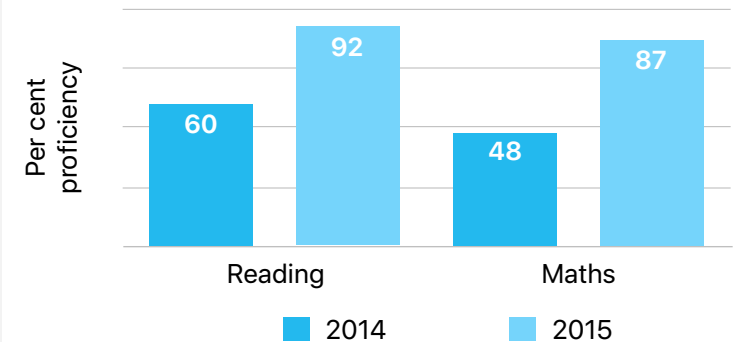
EPiC Elementary School

Liberty, Missouri, United States

EPiC centres learning on empowering creativity by equipping students with mobile technology. In just one academic year, they have seen great results in student academic achievement using iPad that personalises instruction and I-Ready, an online tool that measures growth. At the beginning of 2014–2015, 60 per cent of students were proficient in reading and by the end of the year, student reading proficiency was at 92 per cent. Students also experienced growth in maths, with 48 per cent maths proficiency at the beginning of year, increasing to 87 per cent by the end of the year.

[Read more about EPiC Elementary School in their Multi-Touch book >](#)

Increase in reading and maths proficiency with personalised iPad instruction



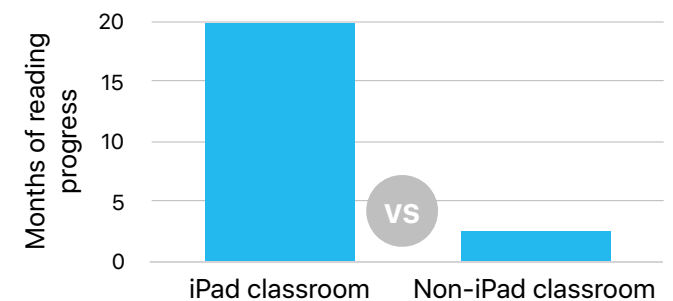
Escondido Union School District

Escondido, California, United States

For the past eight years, Escondido has documented significant student achievement gains in the area of reading comprehension. With two different iPad implementations across their local authority — 100+ classes with shared iPad and 150+ classrooms with a one-to-one model — Escondido observed that students in the local authorities' first one-to-one mobile device classroom made nearly two years (one year and eight months) of progress in reading comprehension in just six months, while a comparative classroom showed just two and a half months' growth in reading comprehension in six months.

2 years

of progress in reading comprehension in just six months





Dingtuna skola

Västerås, Sweden

In 2011, Dingtuna skola reported that their one-to-one iPad pilot programme provided a rich learning environment focused on the individual learning needs of students. They selected iPad for its mobility and student preference. It was also easy to deploy and secure.

Based on their experience, they created “Innovative Learning Environments”, an educational programme that inspired the launch of a one-to-one iPad implementation across the entire municipality of Västerås. After the programme launched, students and teachers reported a more joyful and creative environment that inspired and engaged students.

Students learnt to read faster and handle larger amounts of text, which improved their overall reading comprehension. In 2014, three years after their one-to-one iPad implementation, 98 per cent of year 5 students scored with passing rates on the national reading comprehension test.

“We are so proud of what we’ve achieved with iPad — and now we can help others to be successful too.”

Anna-Karin Florén Ström, Educator

98%

passing rate on national reading
comprehension test





The de Ferrers Academy

Burton upon Trent, United Kingdom

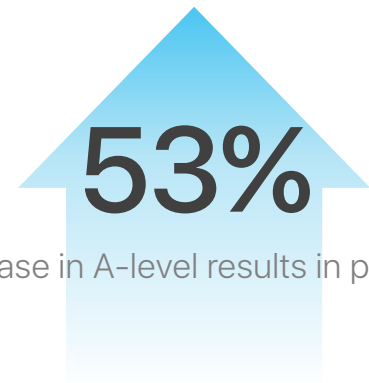
The de Ferrers Academy — one of the largest academies in the UK, serving more than 2100 secondary school students from various backgrounds and abilities — launched their one-to-one iPad programme in 2012. Initially deploying iPad to teachers, they expanded the number of devices to students over the course of two years, resulting in 1300 total devices deployed.

To improve student engagement, progress and exam results, the Academy wanted to offer tools that encouraged creativity and collaboration. With the one-to-one iPad programme, they observed greater engagement in lessons, better feedback from teachers, higher grades, and increased passing rates on exams.

In the third year of the iPad implementation, de Ferrers reported a 53 per cent increase in the number of students earning A-level grades in physics.

“We wanted every one of our students to have access to the game-changing educational opportunities that iPad could provide — it was important that no child was left behind.”

Greg Hughes, Deputy Head



increase in A-level results in physics



Gurnee School District 56

Gurnee, Illinois, United States

For the past four years, Gurnee reports that the one-to-one iPad programme revolutionised the learning experience in Gurnee School District 56 for students, staff and parents. The programme incorporates learning tools that support reflective thinking, match student skill sets, and encourage a free exchange of ideas. The initiative has led to a transformation of student learning through the use of apps, allowing students to demonstrate their learning and open the possibilities to their most creative ideas.

[Read more about Gurnee School District 56 in their Multi-Touch book >](#)

A large, light blue upward-pointing arrow graphic. The percentage '20%' is centered within the arrow's shaft.

20%

increase in students who met growth projections in maths within two years

A large, light blue upward-pointing arrow graphic. The percentage '13%' is centered within the arrow's shaft.

13%

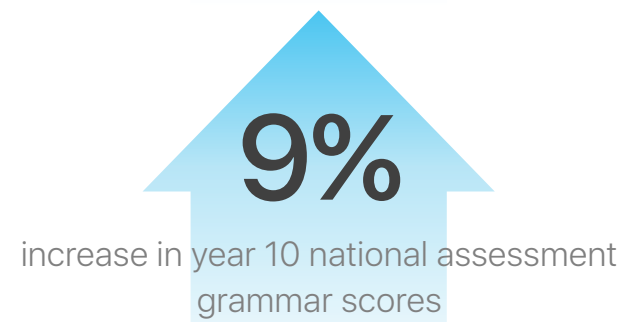
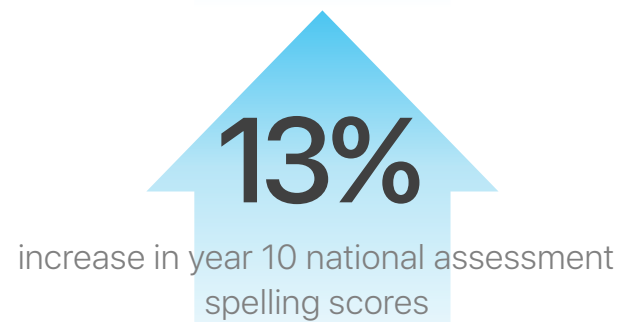
increase in students who met growth projections in reading within two years



East Hills Girls Technology High School

Sydney, Australia

East Hills Girls Technology High School consistently applies innovative and inspiring learning strategies to enhance and support learning. In 2014, they implemented a one-to-one iPad programme for students in years 8, 9, 10 and 11. These students had access to technology and interactive textbooks for learning in the classroom and at home. Two years following the implementation, East Hills reported improvement in student academic achievement on the National Assessment Program Literacy and Numeracy (NAPLAN) exams in reading, numeracy, spelling and grammar.





Roy B. Kelley Elementary School

Lockport, New York, United States

A three-year longitudinal study performed by Roy B. Kelley in partnership with the University of Buffalo compared the academic achievement of students who used iPad in the classroom with other students in the same year level who didn't. Roy B. Kelley reported results that showed significant achievement on New York State Assessments in English language arts and maths with students who used iPad.

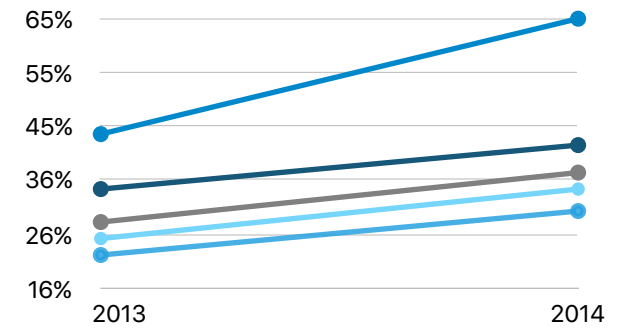
When comparing the 2013 and 2014 test results, a higher percentage of students using iPad scored proficient in English language and maths (scored a 3 or a 4) than students not using iPad, and this percentage increased greatly year over year.

Key

- iPad-only class
- Other classes in the same building
- Other classes in the same district
- Other classes in the region
- Other classes across the state

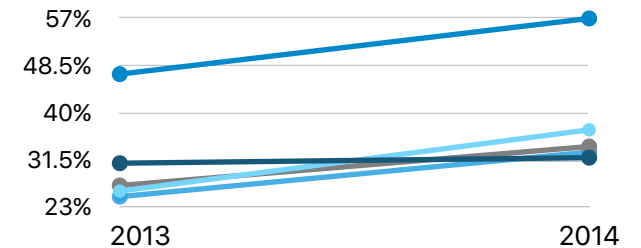
41%

increase in maths proficiency
on state assessment



10%

increase in English language
proficiency on state assessment





Villa Wewersbusch

Langenberg, Germany

Students and staff at Villa Wewersbusch were frustrated with outdated machines, time-consuming IT support, and technology solutions that didn't reflect or support the needs of a digital society.

In 2011, the school launched their first iPad-based programme on a trial basis, and the following year all teachers and students received their own devices. With iPad, Villa Wewersbusch's students were empowered to take responsibility for their own unique ways of learning. Students were able to use Apple apps like Keynote for creative projects and iBooks Author to develop content alongside teachers.

By 2017, their sixth year of implementation, they reported a 100 per cent pass rate on exams, compared with 75 per cent in 2016.

100%

exam pass rate in year 6
of 1:1 iPad implementation



Istituti Edmondo De Amicis

Milan, Italy

In September 2010, Istituti Edmondo De Amicis launched "De Amicis 2.0", a programme that facilitated a total restructure of the school and its curriculum. The integration of technology and iPad were at its centre. In 2015, five years into the programme, they deployed 869 iPad devices to achieve full one-to-one iPad implementation across both of their campuses. The initiative was a success. With its modern use of iPad, the school built a reputation for being visionary, attracting students and leading to a 35 per cent increase in enrolment. They experienced record improvement on final exams across many subjects, including English, maths, physics and chemistry.

100%

of students passed final exams



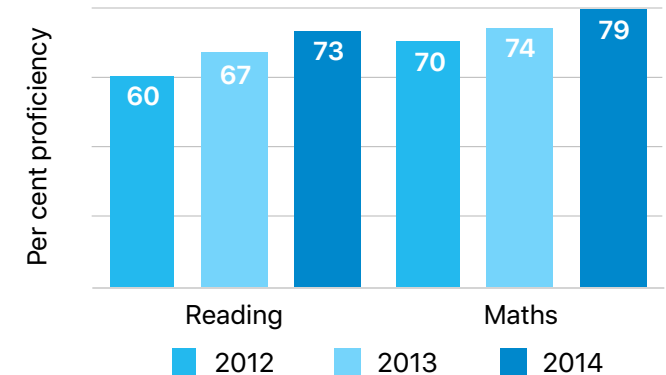
Mineola Middle School

Mineola, New York, United States

For five years in a row, Mineola has used NWEA* student performance data to assess student progress. Since spring 2012, they've measured student performance in reading and maths. Mineola reports results that show aggregate proficiency in years 4 to 8 over a three-year period that coincides with their iPad initiative, which they say allows students to stay engaged, create, explore and learn in new ways.

*NWEA = Northwest Evaluation Association

Increased reading and maths scores on state assessments



South Belton Middle School

Belton, Texas, United States

State testing results from 2014–2015 show that students at South Belton Middle School are achieving academic success with the 2011 implementation of project-based learning and the integration of a one-to-one iPad environment. For many secondary schools, Algebra I can become a stop-gap course for students, but with the implementation of iPad, SBMS reports that it's been able to realise academic success with its students.

[Read more about South Belton Middle School in their Multi-Touch book >](#)

100%

of students passed the state-mandated assessment in Algebra I



Eastern Howard School Corporation

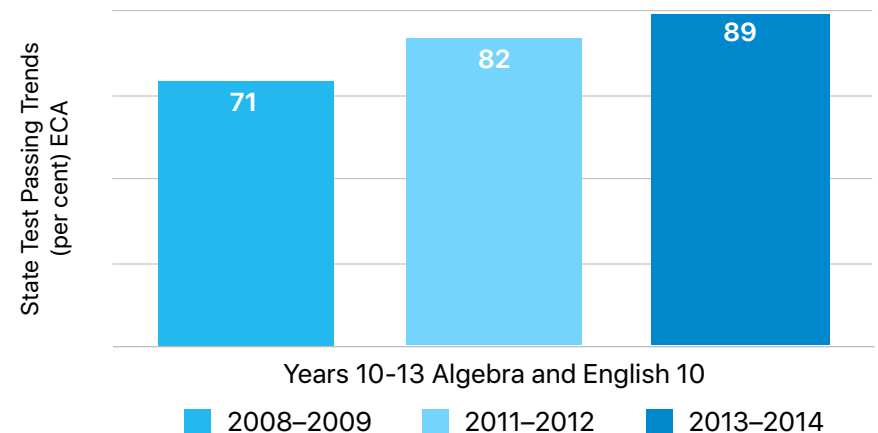
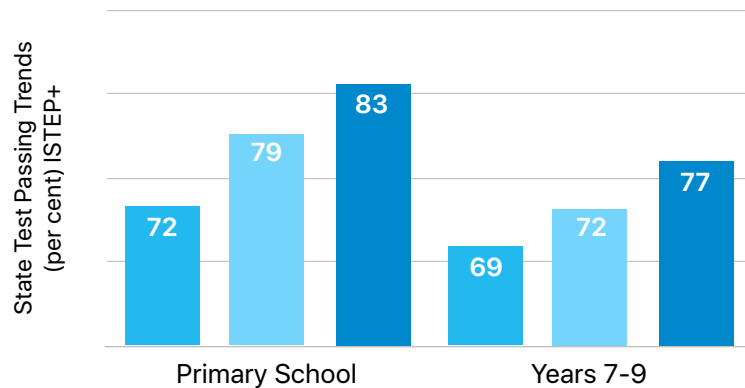
Greentown, Indiana, United States

Serving years 1–13 in a rural area, Eastern’s one-to-one iPad programme provides a model for local authority-wide iPad adoption by shaping educational practices with state-of-the-art resources and continuous professional development. Students use apps like iTunes, iMovie and GarageBand tailored to their year level and subject, along with digital books created by teachers that students can access through iPad.

For the last six academic years in a row, Eastern has seen growth in all year levels when comparing passing rates for ISTEP* and ECA** standardised tests in English and maths.

*ISTEP+ — Indiana Statewide Testing for Educational Progress Plus. **ECA — End of Course Assessment.

Continuous improvement in state test assessment results at all year levels for the past six years





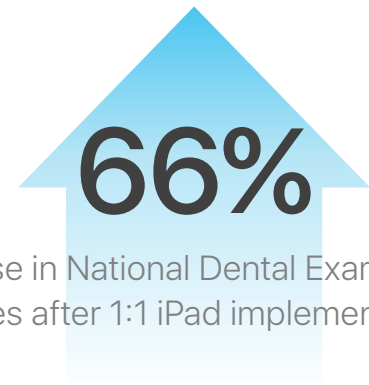
Dental School, University of Münster

Münster, Germany

In 2011, the University of Münster, one of Germany's largest universities with 44,000 students, launched a one-to-one iPad programme in the Department of Orthodontics. They reported a positive impact on the learning environment and student performance during the clinical and testing phases of the programme.

During the clinical phase, Münster reports iPad enabled the distribution of anonymous patient cases that facilitated problem-based learning; access to scientific papers, textbooks, and student-generated content for flexible learning; and opportunities for communication between students. The clinical phase was key to preparing students for the National Dental Examination (Parts I and II), a test that measures students' abilities to understand biomedical and orthodontic research and apply such information to diagnostic and treatment concepts.

In the end, the university reported that students who participated in the iPad programme scored 66 per cent higher on the exam than students not using iPad.



increase in National Dental Examination scores after 1:1 iPad implementation



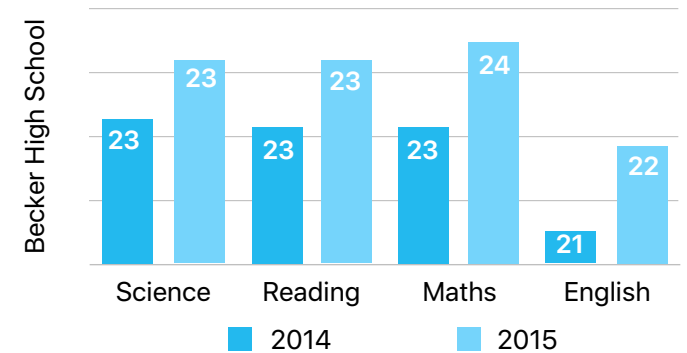
Becker Public Schools

Becker, Minnesota, United States

Becker Public Schools is considered a years 1–13 technology leader in the state of Minnesota. In 2012, Becker High School became one of the first area schools to begin deploying one-to-one iPad in the classroom. As the first class of students to be a part of one-to-one iPad implementation from the beginning, Becker’s graduating class of 2015 observed gains in composite ACT* scores in science, reading, maths and English.

*ACT — American College Testing

Higher composite ACT scores in science, reading, maths and English when compared with state performance



University of Zagreb School of Medicine

Zagreb, Croatia

In 2012, professors at the University of Zagreb School of Medicine looked to innovate the learning environment in their anatomy labs. Working with students and professors, they built new labs and changed the learning approach to improve results in the classroom.

Using iBooks Author, they produced new learning materials and made them available on each student’s iPad. They also loaded world-class apps, such as the Carl Zeiss app — which allowed students to transform their microscopes and cameras into a Wi-Fi-enabled imaging environment.

After one semester with iPad, student results in anatomy exams — typically the most challenging subject area — improved by 40 per cent.

40%

improvement on anatomy exams after one term of iPad deployment



Saskatchewan Rivers Public School Division

Saskatchewan, Canada

Rooted in indigenous learning models, the Help Me Tell My Story assessment app on iPad provided a new way for measuring early learning success and real change in the oral language development of children across the Saskatchewan Rivers Public School Division.

During the 2014–2015 school year, four years after they launched the programme, the Saskatchewan Rivers Public School Division measured the impact of using the app in the classroom by correlating the data with report cards at the end of the school year. They found significant academic improvements in students who had participated in the Help Me Tell My Story programme compared with those who didn't complete the programme.

They reported an increase in reading behaviours and skills, including comprehension, fluency and listening. The Help Me Tell My Story app has been used in more than 125 schools across Saskatchewan, reaching more than 4,000 children.

52%

A large blue upward-pointing arrow containing the percentage 52%.

increase in achieving proficiency or mastery in reading behaviours

29%

A large blue upward-pointing arrow containing the percentage 29%.

increase in reading skills

22%

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increase in listening skills



California State University Northridge

Northridge, California, United States

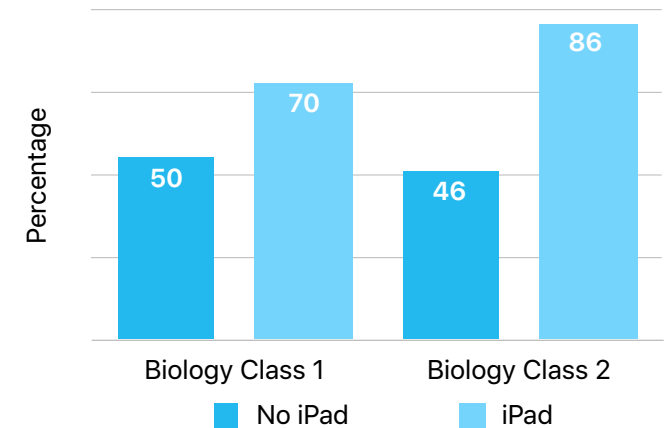
In 2013, Cal State Northridge launched the myCSUNtablet initiative, a one-to-one iPad deployment with the goals of increasing student engagement, improving the quality of teaching materials, and reducing cost. A simple six-step process was developed jointly with CSUN's Centers for Universal Design and Disability Resources towards the goal of making apps easy for lecturers to test. The myCSUNtablet initiative has cross-campus commitment of leaders, with a deliberate focus on ADA accessibility.

To address whether iPad has an impact on student learning outcomes, a straightforward "micro-assessment" technique was developed over one academic year, whereby lecturers would teach a similar Biology lesson two different ways — once with iPad and once without — and then measure the results of each method.

More than

20%

increase in student assessment scores in Biology classes using iPad compared with students not using iPad





Te Akau ki Papamoa Primary School

Papamoa, New Zealand

Te Akau ki Papamoa Primary School introduced its one-to-one iPad pilot programme in 2009. Initially, they observed that 70 per cent of students were reading under the expected standard.

In the sixth year of the programme, the school reported dramatic student achievement, with 90 per cent of students reading at or above the expected standard. The Māori population in particular closed the performance gap by almost 100 per cent.

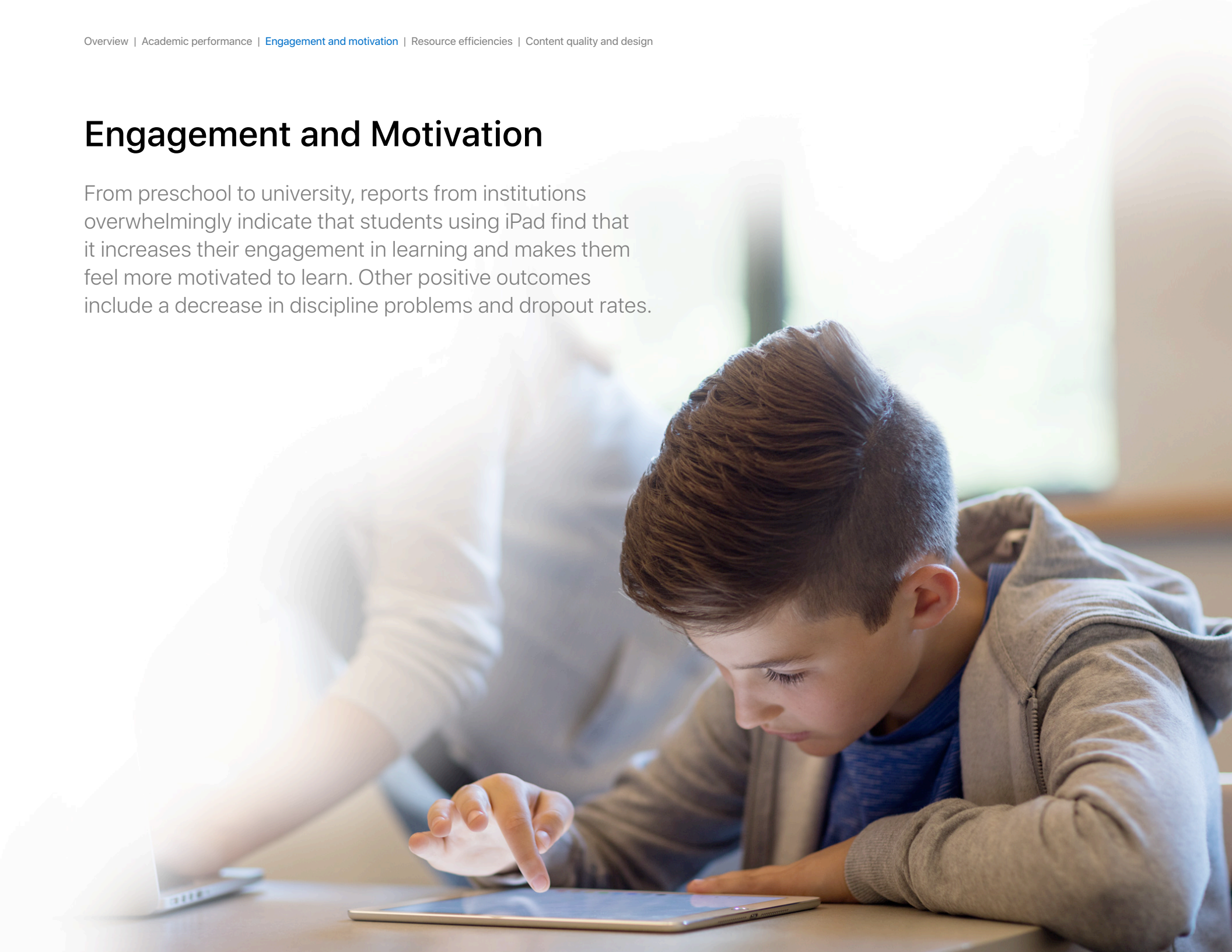
90%

of students reading at or above the expected standard reading level



Engagement and Motivation

From preschool to university, reports from institutions overwhelmingly indicate that students using iPad find that it increases their engagement in learning and makes them feel more motivated to learn. Other positive outcomes include a decrease in discipline problems and dropout rates.





Goodland USD 352

Goodland, Kansas, United States

In a rural county where over half of the students are economically disadvantaged, Goodland USD 352 was previously designated as “needing improvement”. Goodland reports that the most recent year of their one-to-one iPad programme resulted in a decrease in classroom failure rates, discipline issues and dropout rates, while attendance and graduation rates increased for secondary school students.

25%

decrease in high school students
failing one or more classes

18%

decrease in years 7–9 students
failing one or more classes

10%

decrease in dropout rate



Wilhelm Ferdinand Schüssler Day School

Düsseldorf, Germany

In 2013, Wilhelm Ferdinand Schüssler Day School implemented a shared iPad programme in two classrooms, and decided quickly that all students should benefit from the continuous, personalised learning that a one-to-one iPad programme enables.

With the one-to-one iPad programme, it became clear that classroom behaviour shifted. Students were more engaged than they'd ever been, appreciated the ability to work when and how they wanted, and had the opportunity to be creative using apps like iMovie and Keynote. As a result, the school reported a 100 per cent graduation rate among students who participated in the one-to-one iPad programme, which was an increase of more than 20 per cent.

Two years later, they purchased an additional 240 new iPad devices to become a complete one-to-one school. Based on the success of the programme, the Düsseldorf Council expanded to 10 more schools in the local authority and now have more than 80 schools participating in a one-to-one iPad programme.

“Since the introduction of iPad, the school has experienced a marked increase in student motivation and engagement. The device is essentially a physical manifestation of the society’s investment in their learning.”

Uwe Schorscher, Head Teacher

100%

graduation rate





Lynn University

Boca Raton, Florida, United States

Since the launch of their iPad programme, Lynn continues to see increases in student satisfaction surveys each year — and now as a result, Lynn is receiving accolades by *U.S. News & World Report*. In spring 2015, Lynn was ranked #21 in *U.S. News & World Report's* Best College rankings as Most Innovative School for innovative updates in curriculum, staff, students, campus life, technology or facilities. In the most recent student satisfaction survey:

- 72 per cent of students thought Multi-Touch books were more effective than traditional paper books (up from 65 per cent in 2013).
- 90 per cent of students felt iPad would allow them to be better able to connect with classmates (up from 79 per cent in 2013).
- 96 per cent of students felt comfortable using iPad technology.
- 99 per cent of students anticipated iPad would contribute to their learning experience.
- 73 per cent of students felt the iPad programme influenced their decision to attend Lynn University.

[Read more about Lynn University in their Multi-Touch book >](#)

Ranked #21

in *U.S. News & World Report* as
Most Innovative School



VUC Syd

Denmark

VUC Syd, an institution that serves 8,000 adult students between the ages of 16 and 60, launched their one-to-one iPad programme in 2010. Many of the students transferred from a traditional education system to VUC Syd to experience an approach to learning that supported their unique learning challenges.

This approach was reinforced by VUC Syd's belief in the importance of digital literacy and its crucial role in students' onward success. They introduced the one-to-one iPad programme as a way of developing curiosity, building self-confidence, and increasing the engagement of their students.

After six years of implementation, the number of students pursuing higher education increased by 139 per cent and student enrolment increased 74 per cent above the national average.

"VUC Syd provides more than just an education — it's a community and a home for all our students. iPad supports this special environment and helps the curriculum come to life."

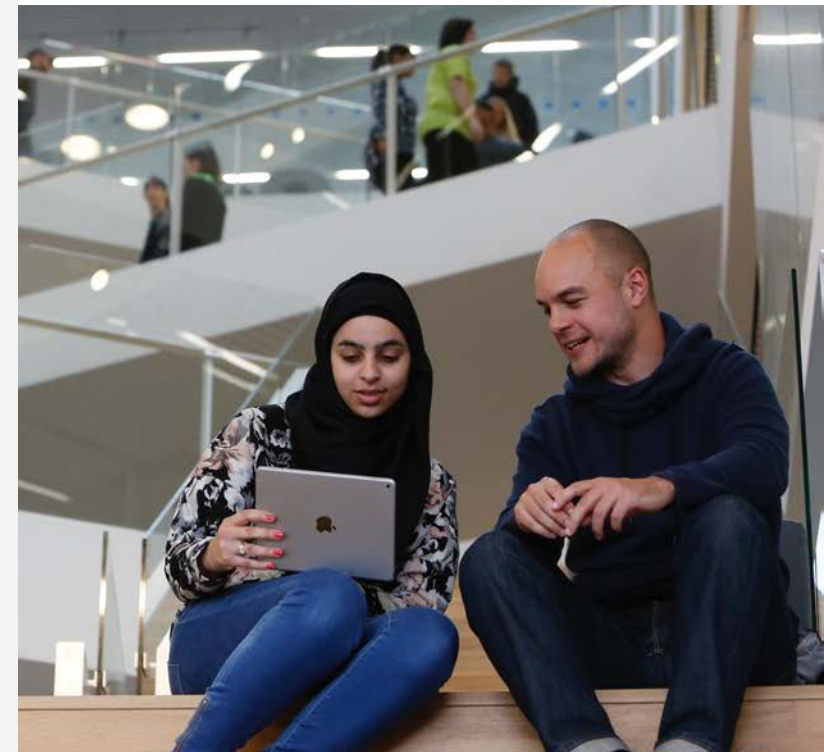
Vinnie Lerche Freudendal, Head of Development

74%

increase in student enrolment

139%

increase in students seeking higher education
after graduation





Encinitas Union School District

Encinitas, California, United States

For the past two years of Encinitas' one-to-one iPad programme implementation, data reflects an increase in attendance rates at all nine schools. While this data could be attributed to a variety of factors, one possible reason (combined with survey data) is that students are more engaged in learning and have a desire to attend school.

[Read more about Encinitas Union School District in their Multi-Touch book >](#)

96%

overall attendance rate



Cedar Valley Catholic Schools

Waterloo, Iowa, United States

In 2012, this school's one-to-one iPad programme was built around a clear vision for success, student engagement and ongoing professional development, resulting in gradual improvements across a variety of measures. Cedar Valley reports a 97 per cent attendance rate, 100 per cent graduation rate, and 70 per cent of all year levels exceeding national scores on state assessments.

96%

of students report being more engaged in the classroom



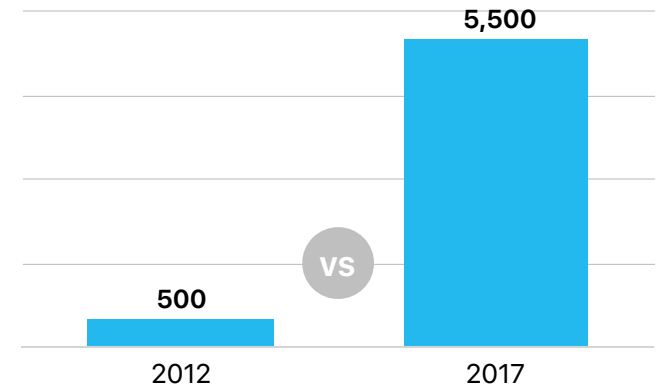
IUBH — International University of Applied Sciences

Bad Honnef, Germany

In 2013, the introduction of the one-to-one iPad programme at IUBH Distance Learning enabled students to learn in a more flexible and independent way without dependence on their desktop computer or smartphone.

In 2017, four years into the one-to-one iPad programme, IUBH's iTunes U channel had 135,000 subscriptions and more than 650,000 downloads, making it the dominant tool for sharing IUBH's learning materials with the public.

Use of iPad and iTunes U allowed students to adapt their learning process to their personal and professional daily routines, providing the best possible learning experience. IUBH believes this has resulted in a significant increase in student enrolment from 500 in 2012 to 5,500 in 2017.



number of students enrolling in IUBH Distance Learning Programmes



Kindai High School

Osaka, Japan

Kindai High School, a private school serving years 11–13, began their one-to-one iPad programme in 2012. School leaders observed that students were more engaged, took an active role in their learning experiences, and expressed an eagerness to learn. Students were empowered to control their own learning and develop a sense of belonging at school.

During the first two years of implementation, they experienced a steady decrease in new students dropping out of school in the first year. By 2014, Kindai reported an impressive 84 per cent decrease in their dropout rate of new students—going from 37 students down to 16 students in the first year.

84%

decrease in new students dropping out of school in the first year



Bluffton-Harrison MSD

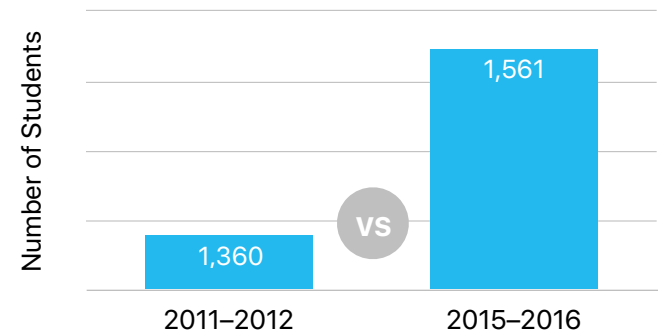
Bluffton, Indiana, United States

For the last five years, Bluffton has implemented a one-to-one iPad initiative across all years in the local authority. To increase the level of engagement students had with iPad, Bluffton expanded its initiative during the 2015–2016 academic year to allow all students to take their devices home rather than only students in years 6 to 13. During this expansion year, Bluffton reports that many factors, including increased engagement with iPad, contributed to the 15 per cent increase in enrolment across the local authority — a rise of 200 students.



15%

growth in enrolment due to many factors, including increased engagement with iPad



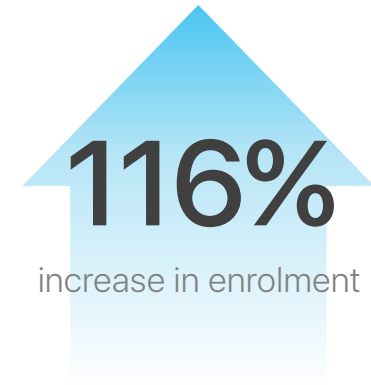


Oberschule Gehrden

Gehrden, Germany

In 2011, Oberschule Gehrden, a secondary state school serving years 6–11, implemented a one-to-one iPad programme that expanded across all years over the course of six years. iPad became an important tool for students and teachers in their learning and teaching process, enabling students to be more engaged during lessons. The school developed digital STEM curricula that allowed students to explore and discover real-world problems in an intuitive and personal way.

Using iPad in the classroom helped spark curiosity in students and enable much deeper understanding. As a result, Oberschule Gehrden reported a 116 per cent growth in enrolment between 2014 and 2017. This also led to recognition as an Apple Distinguished School in 2017.

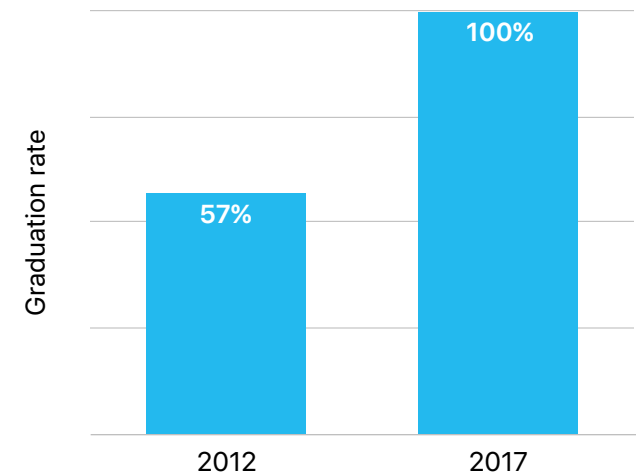


CFER de Bellechasse

Saint-Raphael, Quebec, Canada

CFER de Bellechasse educates students between the ages of 15 and 18 who find regular secondary studies challenging. The school has committed itself to using technology that meets the requirements of today's students. iPad integrates beautifully to assist CFER students who have difficulties in school and prefer to study outside the traditional classroom.

As a result of their one-to-one iPad programme, learning at CFER has become an innovative learning environment that's customised for each student — enabling 100 per cent to obtain a high school diploma in 2017, as compared with 57 per cent in 2012.





Einaudi Chiodo

La Spezia, Italy

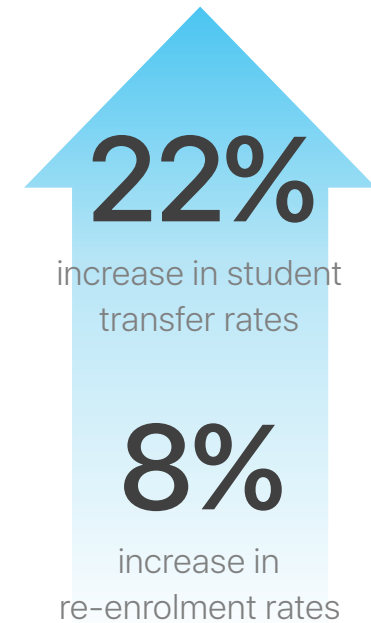
In 2011, Einaudi Chiodo launched a one-to-one iPad programme to address a decrease in new and existing student enrolment. With iPad, they felt they could improve student communication and create a learning experience that brought the real world into the classroom.

By 2014, three years after implementation, Einaudi experienced an increase in the student population, attributed to an 8 per cent increase in student reenrolment, a 22 per cent increase in student transfers from other schools, and a 2 per cent decrease in dropout rates.

Leaders at Einaudi saw a 6 per cent increase in student pass rates in exams, which they believe was a result of increased engagement with students using iPad. This also led to more students pursuing post-secondary studies after graduation.

“We needed to improve our educational programme and student performance, and we felt iPad and the Apple ecosystem were the way to close the gap between students and education.”

Alessandro Gabelloni, iPad Project Manager and Teacher





Hilliard State School

Brisbane, Australia

Hilliard State School began their journey in 2011 when they launched a shared iPad programme with a small number of teachers. Their implementation was so successful that by 2016, they moved to a one-to-one iPad programme, expanding the programme to every student in every class, from reception to year 7.

Results from two school surveys* showed that 90 per cent of students reported having a better learning environment using iPad, while 100 per cent of parents also reported overall confidence in the students' classroom learning experience using iPad. In maths, 82 per cent of parents also observed improved engagement.

*2014 School Opinion Survey and Research Project Survey

82%

of parents report increase in student maths engagement

100%

of parents report confidence in students' learning experience

90%

of students report having a better learning environment



Marymount School of New York

New York, New York, United States

Marymount prefers alternative assessment methods to measure students' academic curiosity, creativity and achievement. In the spirit of the Maker Movement, Marymount embraces the importance of the process over the product and encourages all students to experiment, tinker and innovate. In the last few years, the school has also seen a marked increase in the number of students applying to colleges and universities across the country — many of them choosing STEM-related subjects.

[Read more about Marymount School of New York in their Multi-Touch book >](#)

La Miranda

Barcelona, Spain

"We want this learning experience to shape and help our students — that's why we believe iPad is necessary to develop vital digital skills for the rest of their lives."

Dr Anna Mary Sureda, Director

100%

of Marymount students in year 13 graduate
on time and go on to college



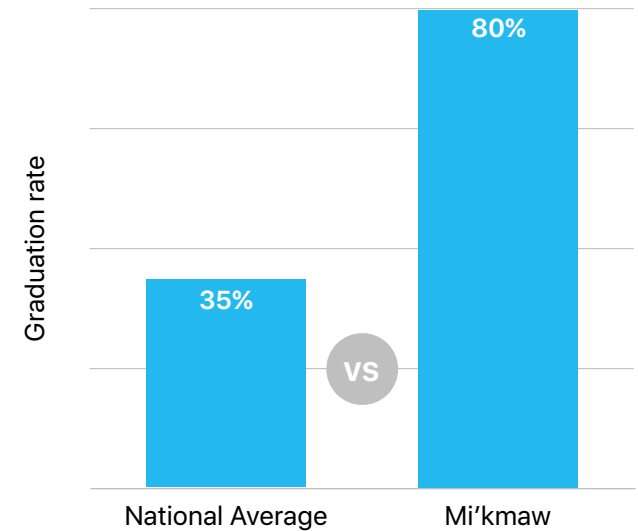


Mi'kmaw Kina'matnewey (Atlantic First Nations)

Nova Scotia, Canada

“Mi'kmaw Kina'matnewey” means “teaching and learning” in the language of the Mi'kmaw First Nation people. Made up of 12 First Nations and 21 schools in Nova Scotia, Mi'kmaw Kina'matnewey was formed in 1997 by an Act of Canada's Parliament, which provides Native self-governance over education. Efforts to implement the one-to-one iPad programme began in 2012 with three schools, increased to seven, and grew to fifteen schools with one-to-one or shared classrooms.

A strong focus on language and culture can be seen in the organisation's content development. More than 20 apps and a growing library of iBooks textbooks and iTunes U courses are being developed. They created a language assessment tool called “Antle the moose” — a puppet that interviews students, then uses his nose as a pointer to enter the responses on iPad. By 2014, two years into the implementation, their new language revitalisation apps and culturally appropriate materials helped increase graduation rates among Mi'kmaw communities to 80 per cent, compared with the 35 per cent national average for aboriginal communities.





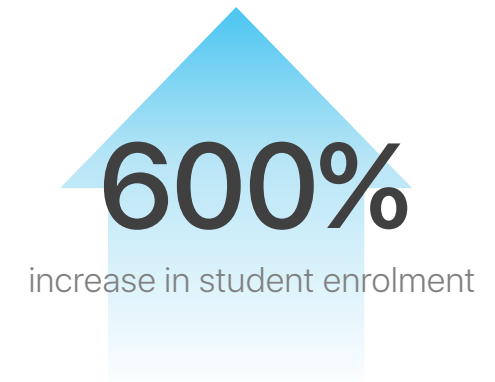
Ajman Academy

Ajman, United Arab Emirates

Ajman Academy opened its doors in 2012 with a one-to-one iPad programme for all students.

With iPad, Arabic language lessons were more fun and motivated students to develop their skills collaboratively. The learning environment was accessible and allowed all students to enhance their thinking and communication skills, making iPad an essential tool for learning.

In 2017, five years into the implementation, Ajman reported a 600 per cent increase in student enrolment, going from just under 100 students to 840 students. They believe this result is due to the students' experience in the one-to-one iPad programme.



Resource Efficiencies

It has become more important than ever for local authorities and schools to manage their financial obligations in order to provide great educational experiences on a limited budget. iPad implementation gives schools the opportunity to create efficiencies and explore cost savings, such as reductions in computer lab maintenance, consumables and textbooks, hardware peripherals, print services and more.





String Theory Schools

Philadelphia, Pennsylvania, United States

This primary and secondary school built an Apple ecosystem to spark innovation across the curriculum and inspire leaders among students, resulting in significant transformations.

- Replaced all textbooks and school supplies with iTunes U content
- Built the curriculum collaboratively, in real time, and published content on iTunes U



Emma K. Doub Elementary School

Hagerstown, Maryland, United States

At Emma K. Doub, every student in the school uses iPad in a one-to-one environment throughout the instructional day along with a variety of other tools, including digital photography and green screen technology. The goal at this school is to integrate arts and technology into the curriculum to challenge, connect and create in order to achieve academic success. Emma K. Doub reports that the initiation of this one-to-one environment has reduced paper costs.

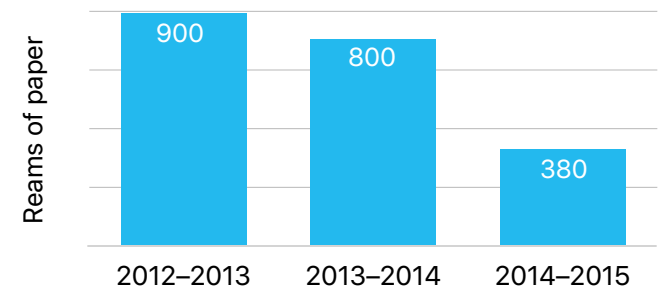
[Read more about Emma K. Doub Elementary School in their Multi-Touch book >](#)

\$100,000

savings per year on textbooks with iTunes U for content and teacher-created courses and curriculum

58%

decrease in paper cost over two years



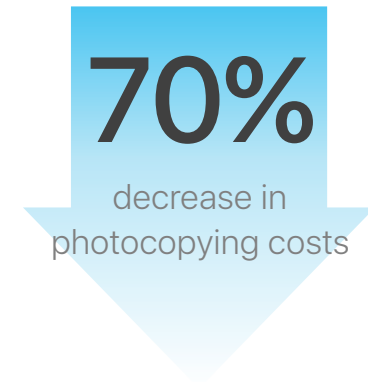


ESSA Academy — Bolton

Bolton, United Kingdom

Essa Academy's vision was built on the desire to provide a high-quality educational experience that created a strong sense of belonging and community. With a one-to-one iPad programme, the access to rich learning materials coupled with the ability for teachers to provide quality feedback enabled a personalised learning approach.

Just two years after implementation, students began creating their own digital textbooks. This resulted in a 70 per cent decrease in photocopying costs and a reduction in the number of photocopiers needed from nine to three. But more importantly, students were able to go deeper into the lesson and expand the learning from the classroom.



Cathedral Catholic High School

San Diego, California, United States

Since their schoolwide iPad programme implementation, the Cathedral Catholic community has enjoyed \$38,000 in financial savings through the creation of electronic handouts and handbooks for use on iPad. Parents and staff also report savings after transitioning to iPad.

[Read more about Cathedral Catholic High School in their Multi-Touch book >](#)

\$38,000

in savings through creation of electronic learning materials for use on iPad

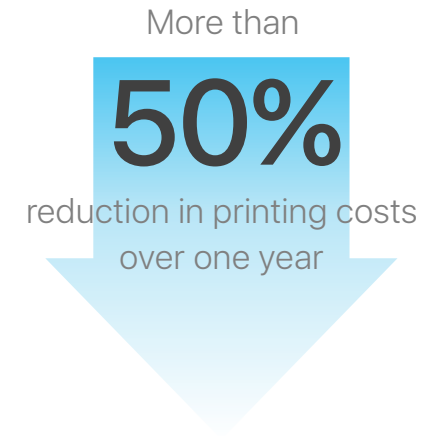


Søndervangskolen

Aarhus, Denmark

Leadership at Søndervangskolen created a culture of continuous professional development that helped teachers show improvement with their students, while providing them with tools to keep track of their students' progress. This led to a school environment that facilitated academic success for all students.

The one-to-one iPad programme also had a significant impact on Søndervangskolen's financial health by helping the school save more than 50 per cent on the printing of course materials.





1. The data shown in this document is self-reported by the institution — Apple was not involved in the gathering or analysis of the data reported, nor has any knowledge of the methodology used. This document highlights the results or trends institutions using Apple products have observed, along with studies that demonstrate the positive impact iPad is having on instruction in the classroom.
2. Conceptualising astronomical scale, *Computers and Education*, January 2014
3. Prior to purchase or download, you should review the terms, representations, policies and practices of any third-party app to understand whether their treatment of information meets the needs and requirements of your organisation, especially as it relates to the treatment of children's data.

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